

ROAR: A DINOSAUR TOUR

by MICHAEL PAUL

COMPREHENSION FOCUS

Retelling
Use Key Details

STANDARD CORRELATION

With prompting and support, retell familiar stories, including key details.

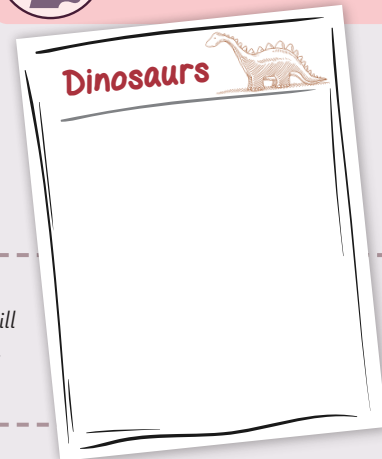


SEL CONNECTION
Curiosity

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 11, 15, 17, 19, 23, 25, 27, 31, and 33.

Create the anchor chart template as shown; it will be completed during the lesson.



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

After reading parts of the text, let's stop and think of the key words that carry the most meaning. We will make a list of those words on the anchor chart. Then we will use the key words to help us retell the text. Using the Key Details strategy will help us remember the most important events or ideas in the book.

STEP 2

INTRODUCE THE NEW BOOK

Dinosaurs roamed Earth many years ago. Let's read to discover interesting facts about dinosaurs.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

This book has only a few words on each page. As I read the words, think about the most important word in the sentence that tells everything about the page. We can also use the illustrations to help determine the most important word. That word helps us retell important facts about dinosaurs. I will list the key words on the chart.



Read pages 2-11. There were many different kinds of dinosaurs. Some were small and some very big. Let's add that to the chart.

What is something you wonder about dinosaurs? Being curious makes us smarter, so let your brain wonder about things as we read. Turn to a partner and tell them something you are wondering about dinosaurs. Now we will see if any of our questions get answered as we read more.

Read pages 12-15. Some dinosaurs walked on two legs and some walked on four legs. The key word for these pages is legs. Legs is the word that helps me remember what I learned about dinosaurs from these pages.

Read pages 16-17. The key word here is fast. I will add that word to the chart. Some dinosaurs were fast. Even the illustration shows them moving quickly.

Read pages 18-19. Look at the illustration of this dinosaur. Hold up your thumb if you know the key word on this page. Let's all say it out loud: slow.

Read pages 20-23. Turn and tell your partner the key word on page 22. Use the illustration to help you. Listen to students and then select a key word (family).

Read pages 24-25. Look at this illustration. The key word on these pages is tails.

Read pages 26-27. Turn and tell your partner the key word on these pages (heads). Talk about what is happening in the illustration.

Read pages 28-31. Hold up your thumb if you know the key word on these pages. Let's all say it together: roars.

Read pages 32-33. Look at these pages. The illustration helps us with the key word. The key word is bones. Today we can learn about dinosaurs by going to museums and looking at their bones. Finding the key word on a page of text helps us remember and retell what we read.



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st and have students draw a picture of a dinosaur. Have them select a few key words from the anchor chart that describe their dinosaur and write them in the space provided. Display the pictures on the wall.

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- STEP 1** ● **REVIEW THE BOOK**
Using the key words on the anchor chart from Day 1, retell the story. Then have students turn to their partner and retell what they learned about dinosaurs.

- STEP 2** ● **DICTATE THE SENTENCE(S)**
The dinosaur had a big tail. He was fast.

- STEP 3** ● **INTERACTIVE WRITING**
Let's write, The dinosaur had a big tail. He was fast. Repeat that with me. As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

- STEP 4** ● **EXTEND AND CONNECT THE LEARNING**
As part of the discussion during a small-group reading lesson, have students practice orally determining the key word to retell a page in the book.

