How Do Dinosaurs Go to School?

Written by Jane Yolen
Illustrated by Mark Teague
Text Type: Fiction: Description—Rhyming Poem

Summary: This delightful rhyming text presents scenarios where dinosaur characters behave inappropriately and break several school and classroom rules. By the end of the text the dinosaurs contribute positively to the classroom and playground environment by following the rules.

Text Features
Print Concepts
• enlarged initial capital
• placement of print in varying locations on the page
• return sweep on sentences on each page
• repetitive language
• punctuation: ellipses, periods, commas, question marks, and apostrophes

Visual Literacy
• two-page illustrations

FIRST READING

Reading Strategies
Comprehension
• a range of comprehension strategies is integrated throughout the lesson
  (Self-Monitoring, Making Connections, Predicting, Analyzing, Inferring, Evaluating)
• the comprehension purpose for reading focuses on Analyzing/predicting

Working with Words
• comprehending vocabulary from context and pictures

Assessment Opportunities
Note each student’s ability to:
• attend to print
• infer meaning from pictures
• make predictions and analyze to check
• apply the inquiry question to a the school setting

Time: approximately 20–25 minutes
BEFORE READING

Establishing the Inquiry Focus

- Ask students to think of what they have learned so far about why we have rules and responsibilities at home. [Self-monitoring]

- Tell students you will be sharing a book with a school setting where students encounter rules and responsibilities.

Activating and Building Background Knowledge

- Discuss the qualities that make the class and school a great place to be. Suggestions might include co-operation, sharing, caring for others, consideration, respect for others and their property, taking turns, collaborating, safe risk-taking, fun, etc.

- Turn the discussion toward classroom and school rules. [Making connections]

- Create a list of students’ suggestions. Ask students to explain why we have each rule and what might happen if we don't follow the rule. [Evaluating]

<table>
<thead>
<tr>
<th>Classroom/School Rule</th>
<th>Why do we have this rule?</th>
<th>What might happen if we don’t follow this rule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- keep your hands and feet to yourself</td>
<td>- safety: everyone feels safe</td>
<td>- people would get hurt</td>
</tr>
</tbody>
</table>

- Show students the front and back cover of *How Do Dinosaurs Go to School?*. Read the title and the names of the author and illustrator. Point out that the title is written as a question. Have students think about the question posed by the title. [Analyzing/predicting]

Let's think about the question 'How do dinosaurs go to school?'. Do you think dinosaurs would obey or follow school and classroom rules? Why or why not? What rules might dinosaurs have problems following?
• Have students turn to a partner to discuss their predictions. Encourage students to record their predictions then ask them to share their predictions with the class. [Predicting]

Setting a Purpose for Reading
• Ask students to read the book with you to check their predictions about how the dinosaurs do at school. [Analyzing/predicting]

DURING READING
• Begin reading How Do Dinosaurs Go to School? and invite students to join-in. (Since the text has a rhythmical flow and plenty of visual clues, students will likely join-in quickly. The rhyming pattern encourages participation.) Track the words with your finger or a pointer. When you come to enlarged type or ellipses, change your voice to show emotion.

• Pause to discuss any vocabulary that might require clarification, e.g., ‘car pool,’ ‘fuss,’ ‘roughhouse,’ ‘interrupt,’ ‘fidget,’ and ‘chalk talks.’

• Continue reading to pages 14–15. Pause and have students interpret what is happening in the picture. [Inferring]

• Pause on page 24 to discuss ‘No...’. Explain the purpose of an ellipsis and how this might change the story. Invite students to make predictions about the remainder of the text. [Predicting]

AFTER READING
• Confirm students’ predictions about the remainder of the text. Discuss how the sentences changed from questions to statements after the ellipsis and how the dinosaurs’ behaviour changed from disobeying the school rules to following the school rules. [Predicting/analyzing]

• Review each two-page spread and have students explain what rules the dinosaur was either disobeying or following. [Analyzing]
SECOND READING

Reading Strategies

Comprehension

• a range of comprehension strategies is integrated throughout the lesson
• (Analyzing, Making Connections, Inferring, Evaluating, Synthesizing) the comprehension purpose for reading focuses on Making Connections/evaluating

Working with Words

• learning high-frequency words

Assessment Opportunities

Note each student’s ability to:

• participate in reading along with you
• discuss the text with a partner
• make connections between the text and personal experiences
• evaluate by providing an opinion and a reason to justify it

Time: approximately 15–20 minutes

BEFORE READING

Revisiting the Inquiry Focus

• Ask students to suggest other school, playground, or classroom rules that do not appear in this text. Encourage students to think about the purpose of each of these rules.

Before we read today, I want you to think about other rules we have here at school, on the playground, or in our classroom that were not in the book. Share your ideas with a partner and tell your partner why you think this rule is an important one.

Activating and Building Background Knowledge

• Have students think about why someone might break a rule and what the consequences of this action might be. Pair students to share ideas with a partner. [Making connections]

Have you ever broken a rule? Why? How did you feel? What happened as a result of your actions/behaviour? What was the consequence (penalty)? How do you feel when you follow a rule? What are the results of this behaviour?

Setting a Purpose for Reading

• Ask students to read the story with you and consider why rules in a school or at home might be necessary. [Making connections/evaluating]

As we read the poem again, I want you to consider why rules are necessary. Focus on what happens when the dinosaurs disobey the rules and what happens when the dinosaurs follow the rules.
DURING READING

- As you reread the book with students, track print, but also ask individual students to come up and track a page or two of print. Most students should be joining-in more confidently during the second reading.

- Pause on page 5 to discuss how to read a question. [Analyzing]

  There are many questions in this book. When we read a question, we need to raise our voice at the end to show that it is a question. Let’s practise reading the first question two ways. The first time, we will read it without changing the tone of our voice and the second time we will raise our voices. Which way sounds like you are asking a question? Let’s remember to use this information as we read the remainder of the text.

- Pause on pages 14–15 to discuss how to read capitalized words. [Analyzing]

  The words on this page are in capital letters. Why do you think the author used all capital letters here? When I am reading this page, what do I need to do with my voice? How do I read this page the way the author intended it to be read?

- Pause on page 24 to review the ellipsis and discuss how to read this punctuation mark. [Analyzing]

  We talked about the ellipsis in the last lesson. How do I read this punctuation mark so that it sounds the way the author intended? Let’s try it together.

AFTER READING

- Ask students to join with a partner to discuss the difference between when the dinosaurs followed the rules and when they disobeyed the rules. Invite students to draw a picture of one situation and add a label to note the rule. [Analyzing/inferring]

- Create groups of four and provide students with the How Do Dinosaurs Go to School? Sorting Activity BLM. Ask students to read each strip and sort the phrases into groups, e.g., breaking a rule, following a rule, classroom rules, school rules, etc. Have groups choose one phrase, come up with a rule for it, and discuss why the rule is necessary. [Synthesizing]

Working with Words

- There are ten words on the Grade One high-frequency word list—‘does,’ ‘down,’ ‘for,’ ‘friend,’ ‘help,’ ‘his,’ ‘how,’ ‘make,’ ‘school,’ and ‘when’—that appear in the book. Introduce each one separately and have students be word detectives, looking for the words throughout the text.

- Model how to find ‘does’ on page 5 and frame it using Wikki Stix, a cardboard word frame, or coloured acetate strips. Invite students to find ‘does’ and continue reading the text, looking for the word on other pages. Have students count the number of times ‘does’ is used in the text.
• Do a brief activity to help students to remember the letter formation of the word (e.g., cheerleader chant—“Give me a ‘d’!” “d”; “Give me an ‘o’!”; etc.—until “What have you got?” “does”). You might also ask students to use the word ‘does’ in a sentence, e.g., ‘What time does it get dark in the winter?’ Continue the same procedure with other high-frequency words.

THIRD READING

Reading Strategies
Comprehension
• a range of comprehension strategies is integrated throughout the lesson (Making Connections, Inferring, Evaluating, Synthesizing)
• the comprehension purpose for reading focuses on Inferring

Working with Words
• building words

Assessment Opportunities
Note each student’s ability to:
• show interest in the inquiry
• participate in reading along with you
• demonstrate understanding by dramatizing parts of the text
• make inferences about how characters felt
• build words

Time: approximately 20–25 minutes

BEFORE READING

Revisiting the Inquiry Focus
• Have students explain what they learned from this text about why we need rules and responsibilities.

Activating and Building Background Knowledge
• Have students think about who is affected if school or classroom rules are not followed. [Making connections]

• Continue the conversation by asking questions that focus on feelings.
Setting a Purpose for Reading

- Ask students to read the story with you and look carefully for clues in the illustrations to discover how the characters are feeling throughout the text. [Inferring]

DURING READING

- Encourage participation as you read the text together. Since the language is quite repetitive and there is good picture support, students will be able to join-in with part or all of this third reading.

- Read the text and model how to examine the illustration for clues about how the characters are feeling. Discuss your observations. Have students use the text and illustrations to determine how the characters are feeling at different points in the text. [Inferring/evaluating]

AFTER READING

- Choose several pages where rules are being broken (e.g., roughhousing and punching, interrupting when others are speaking, yelling out, and making noises when others are working) or when rules are being followed (e.g., helping classmates, tidying desk). Have students discuss how the students or teacher are feeling in the illustration. [Inferring]

- Pair students with a partner and have them role-play a situation from the text. One partner can be the dinosaur and the other partner can be a student adviser (the person who provides advice about following school/classroom rules). Provide time for students to practise their role-plays and then assign several pairs to demonstrate for the class. From the advice given, create a list of reasons for school and classroom rules, e.g., safety, order, co-operation, respect, protection, care for others, health, etc. [Inferring/synthesizing]
**Working with Words**

- For a demonstration lesson for the following word solving and building activity, see *Literacy Place for the Early Years Grade One Working with Words Guide*, pp. 71–74. See also the reproducible large letter cards and small letter cards on pp. 155–172 of the *Grade One Working with Words Guide*. [Building words]

**Key Word:** interrupts

**Context:** *How Do Dinosaurs Go to School?*, page 13

**Building Words**

<table>
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<tr>
<th>in</th>
<th>tin</th>
<th>rent</th>
<th>ripen</th>
<th>putter</th>
<th>printer</th>
<th>sprinter</th>
<th>interrupt</th>
<th>interrupts</th>
</tr>
</thead>
<tbody>
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<td>print</td>
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</table>

**Word Pattern Sorts**

<table>
<thead>
<tr>
<th>rhyming pattern</th>
<th>‘un’ rhyming pattern</th>
<th>rhyming pattern</th>
<th>Words ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘un’</td>
<td>‘ent’</td>
<td>‘int’</td>
<td>in ‘er’</td>
</tr>
<tr>
<td>run</td>
<td>rent</td>
<td>tint</td>
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**Transfer to a Reading Context**

- fun (*We had fun at the birthday party.*)
- hint (*I’ll give you a hint to help you guess.*)

**Transfer to a Writing Context**

- spent (*I want to write ‘I spent ten dollars at the grocery store.’ Which rhyming pattern will help me spell ‘spent’?)
- helper (*I want to write ‘Jason is our helper of the week.’ I know how to spell ‘help.’ What ending do I need to add?’*)
FURTHER READINGS

Many texts benefit from being reread with students to enable the books to become familiar and to increase participation in the shared reading. Share the pointer with students so that they demonstrate how to track print in the big book or on your interactive whiteboard.

Teaching Tip: Rereadings can occur with a whole-class group or in small groups. If you have students who need more support, consider a small-group session using the small versions of the text to provide more individualized assistance.

In each rereading, select ideas from the following three areas based on the needs of your students:

Print Concepts, Book Handling, and Text Features

- Encourage students to participate in using the pointer to track print. Their confidence will develop as the text becomes more familiar. Offer prompts to refine and expand print concepts. [Tracking print]

- On each page of the text, a dinosaur name is hidden in the picture. Use the Pronunciation Key to share the names with the students. Practise saying the names together. [Text features]

Pronunciation Key for Dinosaurs

Dinosaurs are listed in the order presented in the book

- Centrosaurus SEN-tro-SAWR-us
- Ceratosaurus ser-RAT-uh-SAWR-us
- Segnosaurus SEG-noh-SAWR-us
- Stygimoloch STIJ-eh-MOLL-uk
- Herrerasaurus huh-RARE-ah-SAWR-us
- Silvisaurus SILL-vah-SAWR-us
- Monolophosaurus MON-oh-LOAF-oh-SAWR-us
- Diplodocus di-PLOD-o-kus
- Dsungaripterus jung-GER-i-TER-us
- Iguanodon ig-WAHN-oh-don

Focusing on Comprehension

- Involve students in a discussion about the possibility of rules changing. Share various scenarios and discuss why the rule might need to change. Have students identify the rule and explain when and why it might need to change.

Can a rule ever change? I want you to think about some of our recess rules. Most of the time, it is okay to play on the field. What happens to this rule when it is wet or muddy? Can you think of any of the rules on our list that might need to change for a special reason?
• Continue this discussion by having students identify rules that may have changed as they got older.

• Discuss responsibilities at home and at school with the students. Create Venn Diagrams showing similarities and differences between home and school responsibilities. Encourage students to identify different roles and responsibilities (e.g., at home—parent’s job/my job or at school—my job/teacher’s job).

• Encourage students to interview parents or grandparents about rules at their workplace. Have students compare the workplace rules with school/classroom rules.

Working with Words

• Explain that compound words are two smaller words which are put together to create one larger word. Examples of compound words include ‘baseball,’ ‘doormat,’ ‘housecoat,’ ‘birdhouse,’ etc. Reread the text to find examples of compound words (e.g., ‘classroom,’ ‘roughhouse,’ and ‘classmate’). Have students brainstorm other compound words. You might challenge students to play the Compound Concentration Game (see the Oral Language Games section of the Grade One Oral Language Kit) where they create various compound words.

• Reread the text to find the action words (verbs) on each page. Make a list of the words and decide on actions for each word. Read the text again and pause after each action word is read so students can act out the word.

• Invite students to play Action Charades with a partner. One student chooses an action word (see the Actions Charades BLM and acts out the word. The other partner guesses the verb.

Teaching Tip: After several rereadings, the big book, six small books, and the audio CD of the fluent reading of the text can be placed in the classroom for independent exploration. They can be used for rereading and practice with tracking print, for building fluency of an increasingly familiar text, and for extending comprehension through story retelling. Provide puppets or masks to help students act out the scenarios in the story.

EXTENDING THE INQUIRY

You may consider using some of the following suggestions to extend the inquiry.

• Continue to add information to the chart created during the Read Aloud so that students can compare texts and reasons for rules and responsibilities. They can begin to see the importance and necessity for both rules and responsibilities.
Why Do We Have Rules and Responsibilities?

<table>
<thead>
<tr>
<th>Text</th>
<th>Home</th>
<th>School</th>
<th>Community</th>
<th>What We Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please Clean Up Your Room!</strong></td>
<td>yes</td>
<td></td>
<td></td>
<td>- responsibility: cleaning your room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- reasons: health, safety, care about others, fair division of work</td>
</tr>
<tr>
<td><strong>How Do Dinosaurs Go to School?</strong></td>
<td>yes</td>
<td></td>
<td></td>
<td>- school and classroom rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- reasons: protection, safety, respect, health, co-operation, care for others</td>
</tr>
</tbody>
</table>

- Encourage students to use the dinosaur, children, and teacher (adult) puppets from the Oral Language Kit to retell and dramatize the poem.

- Take photographs of students following rules or breaking rules around the school—in the classroom, on the playground, in the hallways, and in various areas of the school (e.g., library, gymnasium, computer lab). Ask students to discuss what is happening in each photograph, what might have happened before and after the photos, and which rules are being followed. Invite students to sort the photos into various categories (e.g., people following rules, people breaking rules).

- Encourage students to play a variety of games (see the Oral Language Games section in the Oral Language Kit) and explore the rules of these games (e.g., Rules Charade, Barrier Games, Compound Concentration). Reiterate the importance of following the rules to ensure smooth running of the game. Students may also want to change the rules to make the game more fun or more effective.

- Compile a ‘School Rules are Cool’ book in which students state a rule and an explanation for the rule. Use a pattern such as:
  - You should never _________ because __________.
  - We should always _________ because __________.

  Have students each complete a page and compile the pages into a big book form. Share the book with another class.

  **Note:** Students may want to use the Comic Life program to create their page of the book. Photographs can be taken of students breaking rules and then speech bubbles can be added to explain the importance of following the rule.