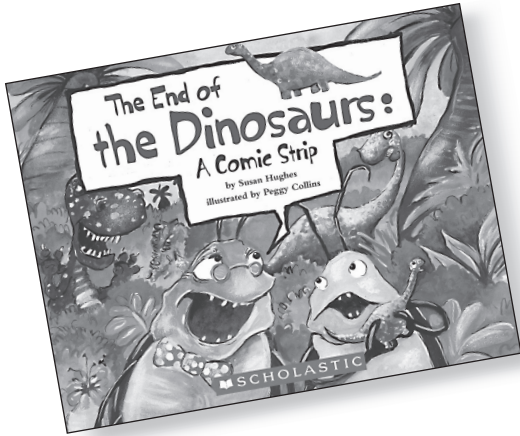


The End of the Dinosaurs: A Comic Strip



Written by Susan Hughes

Illustrated by Peggy Collins

Text Type: Info-fiction: Explanation — Comic Strip

Guided Reading Level: L

Summary: Granddaddy Cockroach tells Junior Cockroach about the days when dinosaurs ruled the earth. Granddaddy offers different explanations as to how dinosaurs became extinct. Junior discovers that Granddaddy knows so much about dinosaur times because cockroaches were on earth *before* the dinosaurs.

Text Features

Visual Literacy

- ▶ speech bubbles
- ▶ words in capital letters

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ colon
- ▶ ellipsis
- ▶ comic strip format
- ▶ multi-syllabic words

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ solving multi-syllabic words using a variety of strategies, including using context, visual cues, and chunking

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations
- ▶ make inferences based on the text and illustrations
- ▶ solve multi-syllabic words using a variety of strategies

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ offering an opinion



BEFORE READING

**Making connections:
text to self/print concepts**

Activating and Building Prior Knowledge

Read the title, then the author's and illustrator's names. Point out the colon in the title and explain that it helps describe the format of the text. Show students the front cover and point out the ellipsis on page 3. Read page 3 aloud, pausing after the ellipsis. Talk about what may have happened to dinosaurs millions of years ago. Encourage students to share any stories about dinosaurs they may have heard.

Text features

Overcoming Text Challenges

Hand out copies of the text and ask students to turn to pages 4 and 5. Explain that the text is written in a comic strip format. Invite students to talk about the comic strips they may have seen or read. Discuss how a comic is read in speech bubbles from left to right and from top to bottom. Continue modelling by pointing to each speech bubble in turn across both pages.

**Word solving and building/
language predictability**

Direct students to page 6 and point out the word *eyewitness*. Ask, *How would you go about reading this word? What strategies would you use?* With students' guidance, solve the word and its meaning together, using multiple strategies and syllabifications, context cues, prior knowledge, and chunking.

Visual literacy

Point out the words in capital letters on page 6. Remind students that these words have been written in capitals to provide emphasis and should be read in an emphatic way.

Analyzing

Setting a Purpose

Tell students that the purpose today is to find out what happened to dinosaurs millions of years ago. Provide students with three sticky notes to place where they find information in the text. As they read, they are to use the text and illustrations to find information. After the reading, all information will be recorded on a chart.



DURING READING

Tell students to read the text independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, ask, *Why did you place a sticky note on that page? What information did you feel was important?*

Note students' successful use of reading strategies and discuss with them any difficulties they encounter.

If students finish before others have completed the reading, have them share with a partner one of their reasons why the dinosaurs might be extinct.

Teaching Tip: It is important to jot down your observations on a Group Monitoring sheet. These notes inform your teaching and help you keep track of developing reading strategies.



AFTER READING

Analyzing

When all students have finished reading the text, create a chart using the information students found that explained what happened to the dinosaurs millions of years ago. Revisit specific pages of the text to locate the information.

Word solving and building

Ask students to identify any challenging words they encountered and discuss the strategies used to solve the words. Point out positive reading strategies you observed during the reading. For example, say, *I noticed when Asher was trying to figure out the word temperature, he looked at the words before and after it. He said, “Oh yeah, I know when it gets hot outside, it’s the temperature that goes up, up, up.”*

When Shaun was trying to figure out the word erupting, he sounded it out slowly and broke the word down into three syllables—e-rup-ting.

Acknowledge these and any other strategies observed as reading strategies that good readers use when reading.

Word solving and building

Ask, *What animals survived, other than the cockroaches? How do you know? Did you find the information in the text or the illustrations?* Make a list of the animals students suggest and have them refer to the pages in the text to support their opinions.

Synthesizing

Ask, *Based on what you read in the story and what you already know, why do you think the dinosaurs died out?* Encourage students to use evidence from this text or other sources, such as reference or non-fiction books.

Rereadings

Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Glossary

Word solving and building

Provide each student with a copy of the BLM to create a glossary of terms and definitions. Talk about each term on the BLM and record a definition with students’ assistance. Invite students to record the definitions and accompanying illustrations.

Survivors

Synthesizing

Refer to the list made earlier in the lesson and discuss the animals that have survived since the time when dinosaurs walked the earth. Have pairs of students research one of these animals and share their findings with others. Encourage each pair to try to identify the animal’s characteristic(s) that may have helped it survive.

Glossary

Name: _____

Word	Meaning	Illustration
dinosaur		
volcano		
lava		
meteorite		
cockroach		