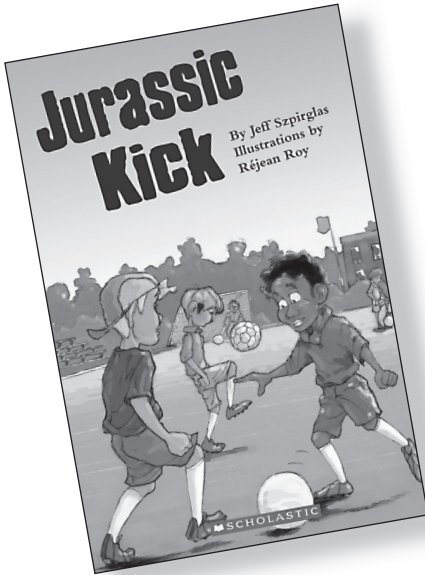


Jurassic Kick



Written by Jeff Szpirglas

Illustrated by Réjean Roy

Text Type: Fiction: Narrative — Fantasy Story

Guided Reading Level: M

Summary: A young boy wants nothing more for his summer holidays than to go to soccer camp with his friend. When his parents send him to his Uncle Maxwell's house instead, a strange thing happens. The boy ends up practising his soccer moves with a dinosaur!

Text Features

- ▶ table of contents
- ▶ chapter headings

Visual Literacy

- ▶ italicized words
- ▶ magazine cover

Text Supports

- ▶ illustrations support the text

Possible Text Challenges

- ▶ ellipses
- ▶ dash
- ▶ specific dinosaur name: *Tyrannosaurus Rex*

First Session (pages 3-11)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ using context to support word recognition
- ▶ using a range of word-solving strategies to work out unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make meaningful predictions about characters and plot
- ▶ make inferences based on the text and illustrations
- ▶ analyze information in the text
- ▶ self-monitor reading
- ▶ use a range of word-solving strategies to work out unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner

Teaching Tip: Prior to the lesson, place sticky notes or other bookmarks at page 11 of the books. This will indicate the end of the first Guided Reading session.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Share a story about a time when you really wanted to do something with your friends but your parents made you do something else. Ask students to turn to a partner and share similar stories.

Teaching Tip: It would be opportune to read this story prior to summer vacation.

Predicting

Overcoming Text Challenges

Hand out copies of the book. Read the title, then the names of the author and illustrator. Ask, *What do you think the story is about? What does the word Jurassic remind you of? Why do you think the author describes the kick as Jurassic?* Read the back cover text. *How could a soccer ball get Richard into a mess?* Discuss students' ideas and predictions.

Text features

Have students turn to the table of contents on page 3. Review the purpose of a table contents. Read the chapter headings with students. Say, *Now that you know the titles of the chapters, do you want to change any of your predictions?* Have students share any changes they would like to make to their predictions.

Print concepts

Ask students to turn to page 5. Point out the ellipses (three dots after a word indicates a pause in reading). Read aloud page 5, pausing when you reach the ellipses.

Visual literacy

Point out the italicized word on page 6. Have a volunteer read it, then ask, *Why do you think this word has been printed in italic type?*

Visual literacy

Say, *Turn to page 9 and read the first sentence. What is the purpose of the dash?* Discuss its meaning with the class.

Word solving and building

Direct students to page 10. Explain that in this story, the author uses phrases or idioms. An idiom is an expression. Say, *The idiom on page 10 is "a needle in a haystack." Do you think it would be easy to find a needle in a haystack? Is Richard trying to find a needle in a haystack? No, Richard is trying to find his soccer ball. The author wants us to know how difficult it will be for Richard by comparing it to finding a needle in a haystack. As we read through the next few chapters, you will come across more of these idioms.*

ESL Note: For ESL students, have unfamiliar vocabulary words, phrases, or idioms written on chart paper, such as *stern, strict, dull, dusty, exhaust pipe, heavy footsteps thundered*, “Richard’s soccer ball was wedged in,” “it bonked the other dragonfly in the head and rebounded into the bushes,” “his arms and legs felt like jelly,” etc. You may wish to pair students with a partner and have them discuss 3–5 words before discussing the assigned chapters. Encourage pairs to use a dictionary when necessary.

Teaching Tip: When assessing students’ learning, make sure you observe them throughout the Guided Reading session and not just at the end.

Analyzing/self-monitoring

Setting a Purpose

Tell students to read to the end of page 11. Provide sticky notes for students. Say, *Good readers always ask questions when they read. It helps them understand the story better. When you come to a point in the story where you find yourself asking a question, record it on the sticky note and put it right in the book.*

Teaching Tip: You may need to scaffold this activity by having some students put a question mark on their sticky notes while others are writing their questions.



DURING READING

Tell each student to read pages 4–11 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, and comprehension. For example, *I wonder what things Uncle Maxwell was working on. Are there any other questions that come to mind when you read that sentence? That’s right—why did Uncle Maxwell bark at Richard?*

Note students’ successful use of strategies and any difficulties they encounter.

If student finish before others have completed the reading, ask them to reread pages 4–11 independently or with a partner.



AFTER READING

Predicting Review students’ predictions. Ask, *Were the predictions proven in the text? If not, what proof was there in the text or illustrations that made you revise your prediction?*

Inferring Ask students to share their questions from the sticky notes. You may wish to begin by sharing your own questions. Say, *Look at the picture on page 8. What kind of a machine is Richard in? Look at the picture on page 9. Where is Richard? How did he get there? How does asking questions help you understand the story better?*

Word solving and building

Select a few of the challenging words (e.g., *groaned*, *strict*, *basement*, *exhaust*, *machines*). Ask students to share the strategies they used to figure out the words. Point out positive reading strategies. For example, ask, *Does that sound right? Check the letters in the middle of the word. What would make sense there? Would that sound right? I like the way you read to the end of the sentence to help you figure out that word.*

Second Session (pages 12-20)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ using a variety of strategies to solve unfamiliar words
- ▶ using rereading, reading ahead, and cross-checking to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and either confirm or change them based on what is happening in the story
- ▶ analyze information in the text
- ▶ make inferences based on illustrations and text
- ▶ use a variety of strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

Predicting/infering

Activating and Building Prior Knowledge

Have students look at the table of contents on page 3. Use the first four chapter titles to lead the discussion. Ask, *Who is Uncle Maxwell? What is the big trouble Richard got into? What do dragonflies have to do with the story? What was the really big trouble?*

Direct students to look at the picture on page 13. *Based on what you read in chapters 1–4, and now looking at this picture, what do you think will happen next in the story?*

ESL Note: Direct ESL students to look at the picture on page 13. Have them record a list of things they observe in the picture.

Visual literacy/ infering

Overcoming Text Challenges

Have students look at page 14. Say, *Uncle Maxwell is reading a magazine. What is the name of the magazine? Does this help us understand what Uncle Maxwell's job is? What do you think time travel is?*

Analyzing/predicting

Setting a Purpose

Tell students to read the rest of the book independently. Remind them that the purpose of reading is to find out what happens next to Richard. Provide students with more sticky notes. Tell students that as they read the rest of the story, they are to continue asking questions and either record them on the sticky notes or record a question mark. Remind them that questions may be based on what they read or see in the illustrations.



DURING READING

Tell each student to read 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, *Does it make sense? Does it sound right? Does it look right?*

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

If students finish before others have completed the reading, have them read their questions to see if they have been answered.



AFTER READING

Predicting

Review the predictions with students. Ask, *What happened next to Richard? Did you predict that?* Compare students' predictions to the events in the story.

Inferring

Ask students to share their questions from the sticky notes. Depending on their questions, choose from the following prompts to guide them.

Have students turn to page 15. Ask, *How did Richard get back to the present time? How long was he gone? How do you know?* Now have students turn to page 19. *How did Richard get the dinosaur egg? Did the author give us any clues during the story that would suggest Richard had the dinosaur's egg instead of his soccer ball? Does Richard have a new problem? How do you think he will solve it?*

Turn to page 20 and read the magazine's headline. *Does this help you answer how Richard will solve the new problem?*

Word solving and building

Have students look at page 10 and ask a volunteer to read it aloud. Students may have difficulty reading *Tyrannosaurus Rex*. Help them pronounce the word using strategies such as finding words they recognize within the word (e.g., *ran, no, us*) and stretching the word so they break it in parts, sounding out each syllable. Then ask, *What does T-Rex mean?*

Point out positive reading strategies. For example, *I noticed that when Brent read the second paragraph, he didn't know how to read the word dinosaur. First,*

he broke the word into parts...di-no-saur... then he put the parts together and read dinosaur after checking with the picture. Well done!

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

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

Story Outline

Analyzing

Provide students with a copy of the “Story Outline” BLM. Say, *How does Richard return? Is the mother T-Rex happy to see her baby? Does the baby want to leave Richard? Is there a Father T-Rex?* Invite students to write a final chapter explaining how Richard returns the baby dinosaur to its mother.

Richard’s Return Trip

Inferring

Provide students with a copy of the “Richard’s Return Trip” BLM. Have them design a new magazine cover for Richard’s second return. Remind students to include a headline and illustration. Display students’ work and invite others to make inferences based on the magazine covers.

Richard’s Timeline

Sequencing

Have students develop a timeline for Richard’s summer. Invite them to write about the events in the story, in sequence, including the dates Richard left, events that occurred, and when he returned.

Idiom Chart

Word solving and building

Have students look for idioms used throughout the story. Have them record them on a two-column chart. On one side, students are to record the idiom, while on the other, write its meaning. If possible, have such sources available as *Monkey Business* by Wallace Edwards and *My Teacher Likes to Say* by Denise Brennan-Nelson.

Story Outline

Name: _____

How will Richard return to the jungle?

How will Richard return the baby to its mother?

What will the Mother T-Rex do?

How will Richard get back home?

What surprises happen to Richard?

Richard's Return Trip

Name: _____

INVENTOR'S



W E E K L Y
