Springboard

Connect

26a A Crazy Day at the Museum

26b Jiro Ono – Sushi Master

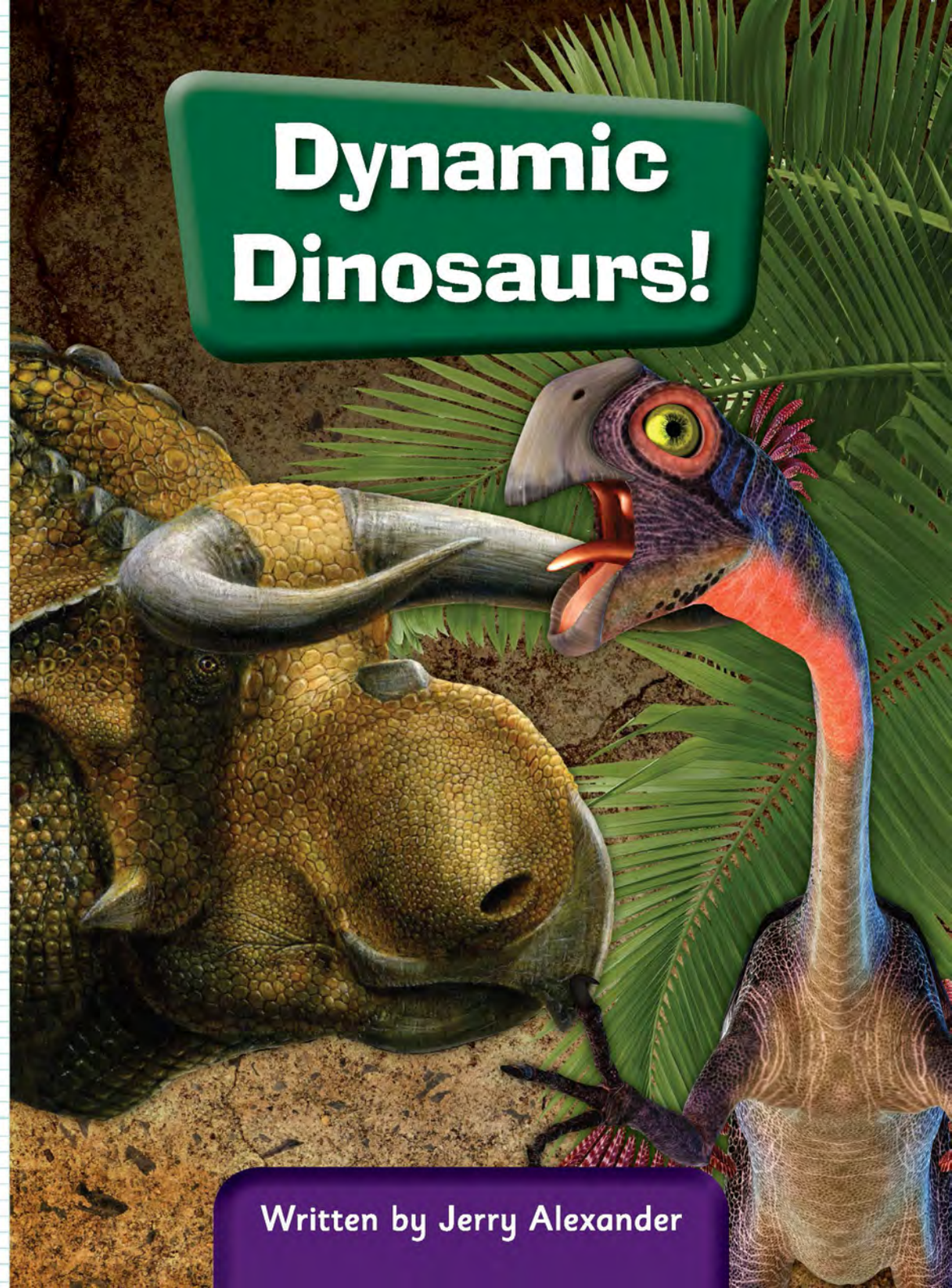
26c Extinct and Almost Extinct

26d Dynamic Dinosaurs!

26e What Jack Did Next

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Dynamic Dinosaurs!

Written by Jerry Alexander

Word Count	796
Text Type	Factual Description
High-Frequency Word Focus	know
Content Words	Gigantoraptor, Lythronax, Nasutoceratops, Nyasasaurus, predator, scientists, species, Tyrannosaurus rex
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	compound words; morphemes; prefix *bi*; suffixes *er* and *est*

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Front cover photographs: Nasutoceratops (left), Lukas Panzarin; Gigantoraptor (right), shutterstock.com/DM7; background, shutterstock.com/Mixrinho; palm leaves, shutterstock.com/rodho.
Andrey Atuchin, **11**, **15**; Lukas Panzarin, **13** dinosaur, **16–17** dinosaur; National Geographic Creative/Roy Andersen, **2–3**; shutterstock.com/Balefire and caesart and Mixrinho, background, /Computer Earth, **4**, /DM7, **12**, /Elenarts, **7**, **9**, /elmm, **14** dinosaur, /Gsmith, **5**, /Madlen and rodho, **13** leaves, **17** leaves, /Madlen, **1** grass, /Michael C. Gray, **22**, /Patricia Hofmeester, every page corner rock, /Silhouette Lover, **14** human, **18** human, /Sofia Santos, **8**; The Trustees of the Natural History Museum, London, **19**, /Mark Witton, **20–21**.

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For teachers' inspection ONLY

GETTING STARTED

Activating prior knowledge: Ask students how we have come to know about dinosaurs. Invite them to share information about the largest dinosaur they know of. Record their information for a later activity.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students. Ask students if they think the illustrations on the cover are of real or fictional creatures. Have them flick through the book or the screens, looking at the illustrations, diagrams, and layout. Have them use the graphics and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about dinosaurs, they will talk about the purpose of an introduction, paragraphs, compound words, words with the prefix *bi*, and words with the suffixes *er* and *est*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What made Nasutoceratops look so fearsome? Do you think scientists will discover bigger dinosaurs in the future? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if reading this book in any way changed their preferences for reading informative texts or fictional texts. Encourage them to give reasons for their preferences.

Language

If you are using the digital book, have students take turns operating it for the following activities.

Text structure and organisation: Looking at pages 2 and 3, ask students why most informational texts have an introduction. Ask if the introduction helped confirm their predictions about the content. Use the text on pages 10 and 20 to discuss why using paragraphs in longer texts is important. Have them identify the main idea in each paragraph and then the supporting details.

Expressing and developing ideas: Draw attention to the words *underground* on page 3 and *outrun* on page 7. Have students identify the individual words that make up the compounds. Ask them to locate and discuss other compound words in the text. Ask them why the word *big-nosed* on page 12 is hyphenated. Draw attention to the word *bipeds* on page 6. Explain *bi* means two and *peds* refers to having feet. Ask them to use parts of the words to tell you what these words mean – *bicycle*, *biplane*, *binoculars*. Use *older* and *oldest* on page 20 to discuss adding the suffixes *er* and *est* to root adjectives.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Introduction

Everyone knows about dinosaurs. We know which dinosaur was the biggest. We know the fastest. We know the earliest.



People are discovering new dinosaurs all the time.

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However, 200 years ago, people did not know that these great animals ever existed. Dinosaurs are still a new science. New discoveries change our ideas of what dinosaurs looked like. They change our ideas about how dinosaurs lived. They even reveal new dinosaurs that we never knew existed. We may not know about the biggest or fastest dinosaur yet. It may still be waiting for us underground.



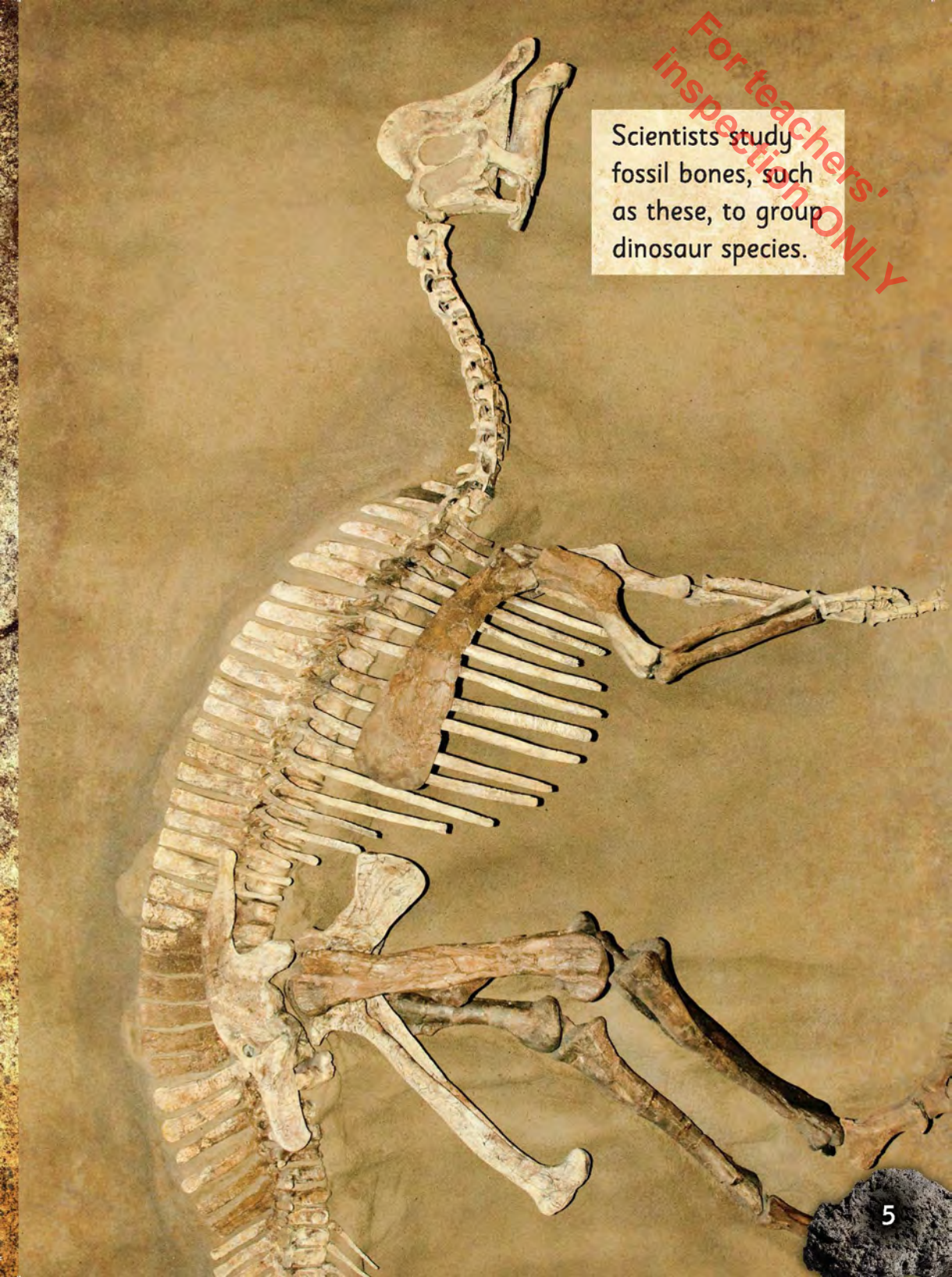
Dinosaur Discoveries

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Scientists have discovered about 1,000 dinosaur species. However, there must have been many more dinosaur species than this. For millions of years, almost all land animals on Earth were dinosaur species. Think of how many land animal species there are today. We have only just begun to find the dinosaurs. People find new dinosaur bones all the time. Sometimes, they turn out to be completely new species.



Dinosaurs of various shapes and sizes lived on Earth for millions of years.



Scientists study fossil bones, such as these, to group dinosaur species.

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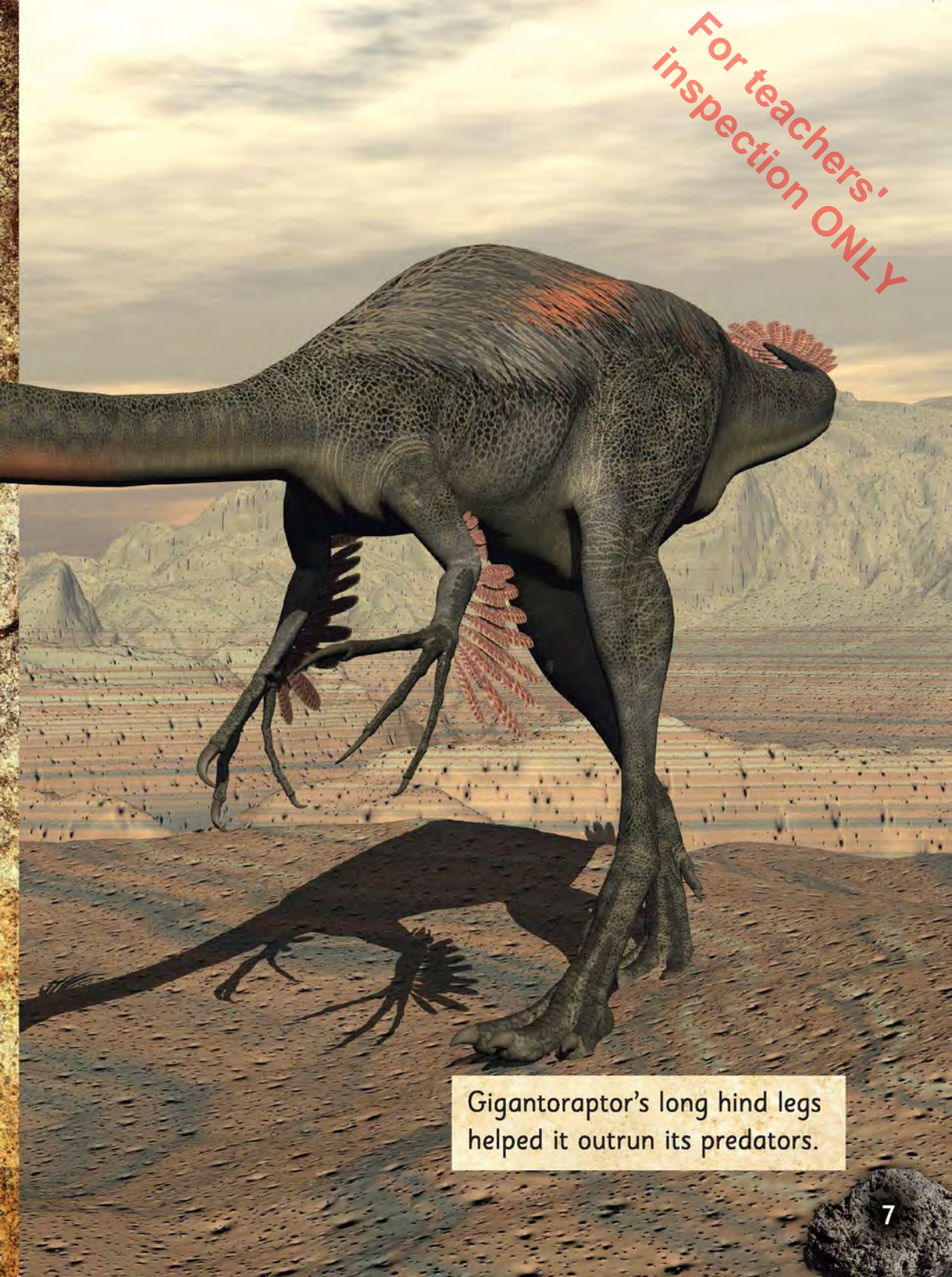
Gigantoraptor

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Gigantoraptor was discovered in 2005. A scientist was working with a fossil from a large species of dinosaur. He cleaned it. Then, he saw that it was not from the large dinosaur species after all. Instead, it was from a group of species that had feathers and short beaks. Species in this group are called **Oviraptorosaurs**. They walked on two legs. Animals like this are called **bipeds**. Gigantoraptor was a biped with big, strong hind legs.



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Gigantoraptor's long hind legs helped it outrun its predators.