

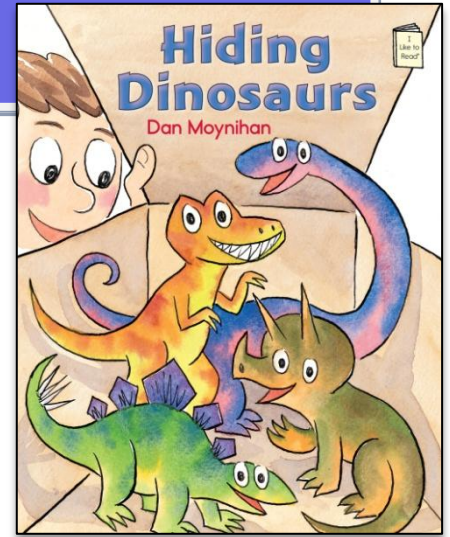
LESSON PLAN

HIDING DINOSAURS

An I Like to Read® Book, Level G

written and illustrated by Dan Moynihan

There are many surprises in this book, including the ending! Where would you hide dinosaurs?



HC: 9780823431960/PB: 9780823434213
Ages 4–8 • E-book available

Learning Objectives: Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, use verbs in simple past, present, and future tense, identify compound words, distinguish between reality and fantasy, and predict outcomes.

Guided Reading Level: E

Grade Level Equivalent: Grade 1

Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6

BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write “Hiding Dinosaurs” on the board. Do you think this story is real or make-believe?
3. Write “reality” and “fantasy” on the board. Ask students to find the small word in “reality” (real). Explain that fiction can be realistic or fantasy.
4. Have students share personal examples of books they have read or movies they have seen that are realistic and fantasy. Chart the responses.
5. Read the name of the author/illustrator. Discuss each role.
6. Have students predict what the book is going to be about. **Do not preview the book before reading. There is a surprise ending!**

Word Work:

7. Write the vocabulary words on the board: **breakfast, eggs, cereal, lunchtime, odd, hatched, dinosaurs, homework, surprise, hide, hid, hiding, anymore, something.**
8. Teach the concept of compound words (a combination of two words that are together to make a new word). Invite students to underline the compound words from the story.
9. Circle the words **hide, hiding,** and **hid.** Ask students to use each word in a sentence and chart their responses.
10. Simple verb tenses: past (already happened), present (happening now), and future (will happen).



We use different forms of the same verb depending on the situation. For example, we can change the verb **hide** to **hid** or **hiding** depending on when it is happening.

- I **hid** the ball (past tense).
 - I am going to **hide** the ball (future).
 - I am **hiding** the ball (present).
11. Go back to the chart and invite the students to identify all of the sentences that are in the present, past, and future tense.

DURING READING

1. Tell the students that they will listen/read to find out why the dinosaurs are hiding.
2. Read the story aloud. Ask students to follow along as you read and predict what is going to happen.
3. Stop reading every few pages to have students make and check predictions.
4. When you get to the speech bubbles, ask the students to explain why authors use this style.
5. Ask the students how the illustrations and words help us understand what the story is about.
6. Have the students read the book independently.
7. Who is telling the story?
8. Who is this story mostly about (main character)?
9. Where does the story take place (setting)?
10. What is the problem in the story?
11. What does the boy plan to do about his problem? Does it seem like a good plan?
12. Why does hiding dinosaurs get more difficult as the story develops?
13. What do you think his parents will do if and when they find the dinosaurs?
14. How would your parents react if they found a pet in your room?
15. Did the ending surprise you? Were your predictions correct?

AFTER READING

1. Retell the story in your own words using the correct sequence of events. Draw a storyboard.
2. How did the boy feel in the beginning of the story when he saw the new baby dinosaurs?
3. Find the parts of the story where he felt surprised, scared, and happy.
4. Describe how the illustrations help you understand the story on each page.
5. What did the illustrations tell you that the words did not?
6. Describe the different ways that the boy was able to hide the dinosaurs from his parents.
7. How would you hide a dinosaur?
8. Can you find a clue in the illustrations that let the reader know that the mom liked dinosaurs (she bought dino eggs)?
9. Describe what each character (the boy, Mom, Dad, and friends) liked about the dinosaurs.
10. Think of a new title for the story. Why is it a good title?
11. What does the word “odd” mean in the story? Provide evidence from the story.
12. There are many places in the story where characters are surprised. Go back to the book and find them. Use words and illustrations, including facial expressions, to answer.
13. What did the boy mean when he said, “That was close”?
14. Why was the ending unexpected?

Word Work:

1. Fill in the blanks with words from the story: **breakfast, eggs, cereal, lunchtime, odd, hatched, dinosaurs, homework, surprise, hide, hid, hiding, anymore, something.**
 - Mom was making dinosaur eggs for _____.



- We had to eat _____ because the dinosaur eggs were old.
 - The dinosaurs _____ during lunchtime. It was odd.
 - It was a big _____.
 - I _____ the dinosaurs in my room. They were _____ under my bed, but they got so big I could not _____ them anymore.
2. Research dinosaurs. Create a class book about the characteristics and behaviors of different dinosaurs.
 3. Write a sentence and draw a picture from the point of view of the dinosaurs in the story. Example: I was hatching from my egg when I saw a boy looking down at me!

Guide written by Marla Conn, reading/literacy specialist and educational consultant

1.18

