



Dinosaurs

Sampler

Written by
Emma Lynch

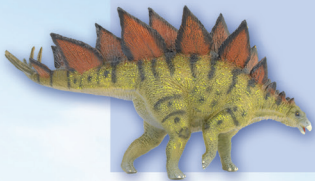
Dinosaurs



Contents

When did they live?	page 2
What were they like?	page 4
Big and little	page 6
Food	page 8
Teeth, spikes and claws	page 10
Tails	page 12
Lost and found	page 14
Glossary	page 16

Sampler



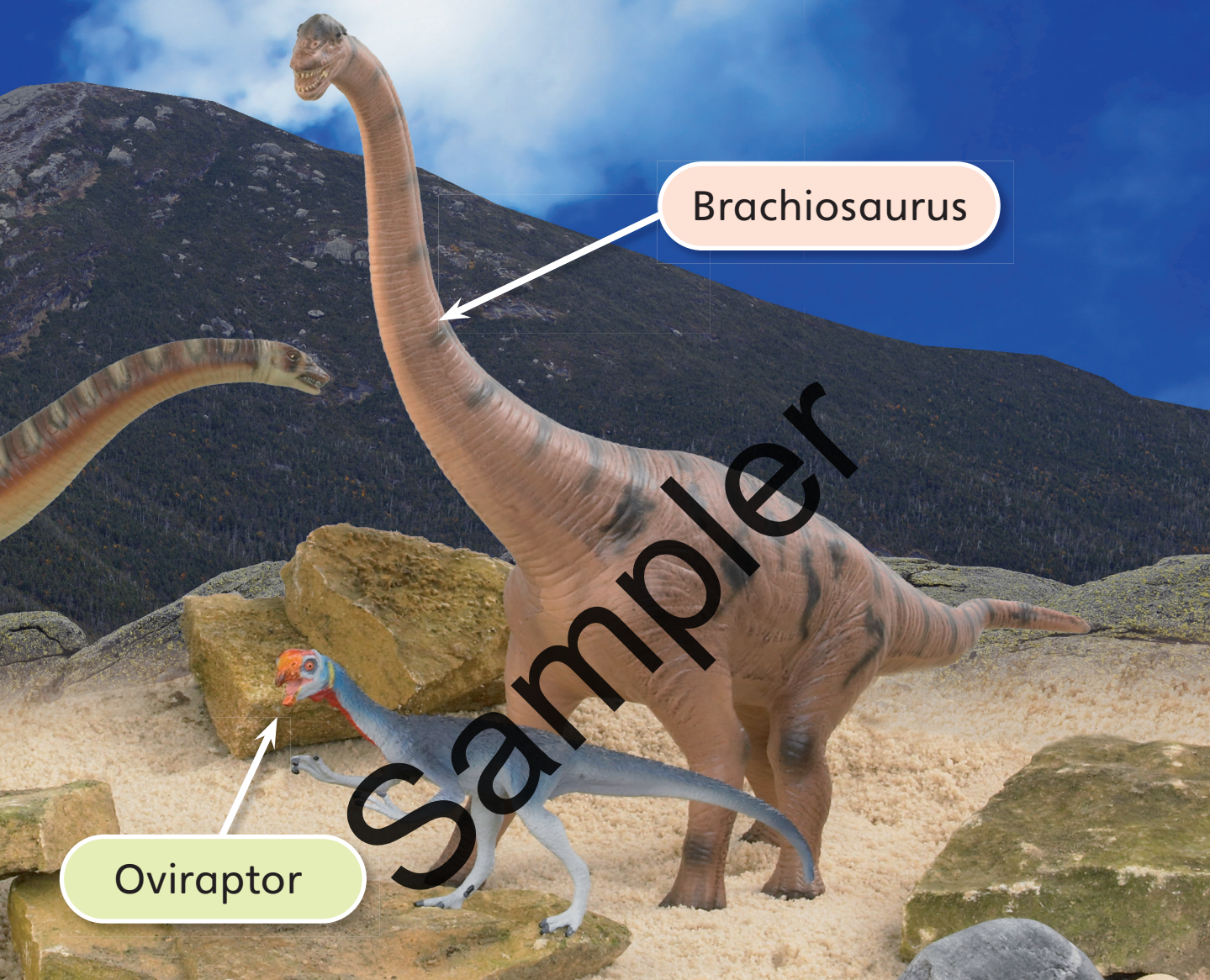
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When did they live?

Apatosaurus

Stegosaurus

Dinosaurs **reigned** a long time ago. We know this because their **fossils** are found all over the Earth.



Brachiosaurus

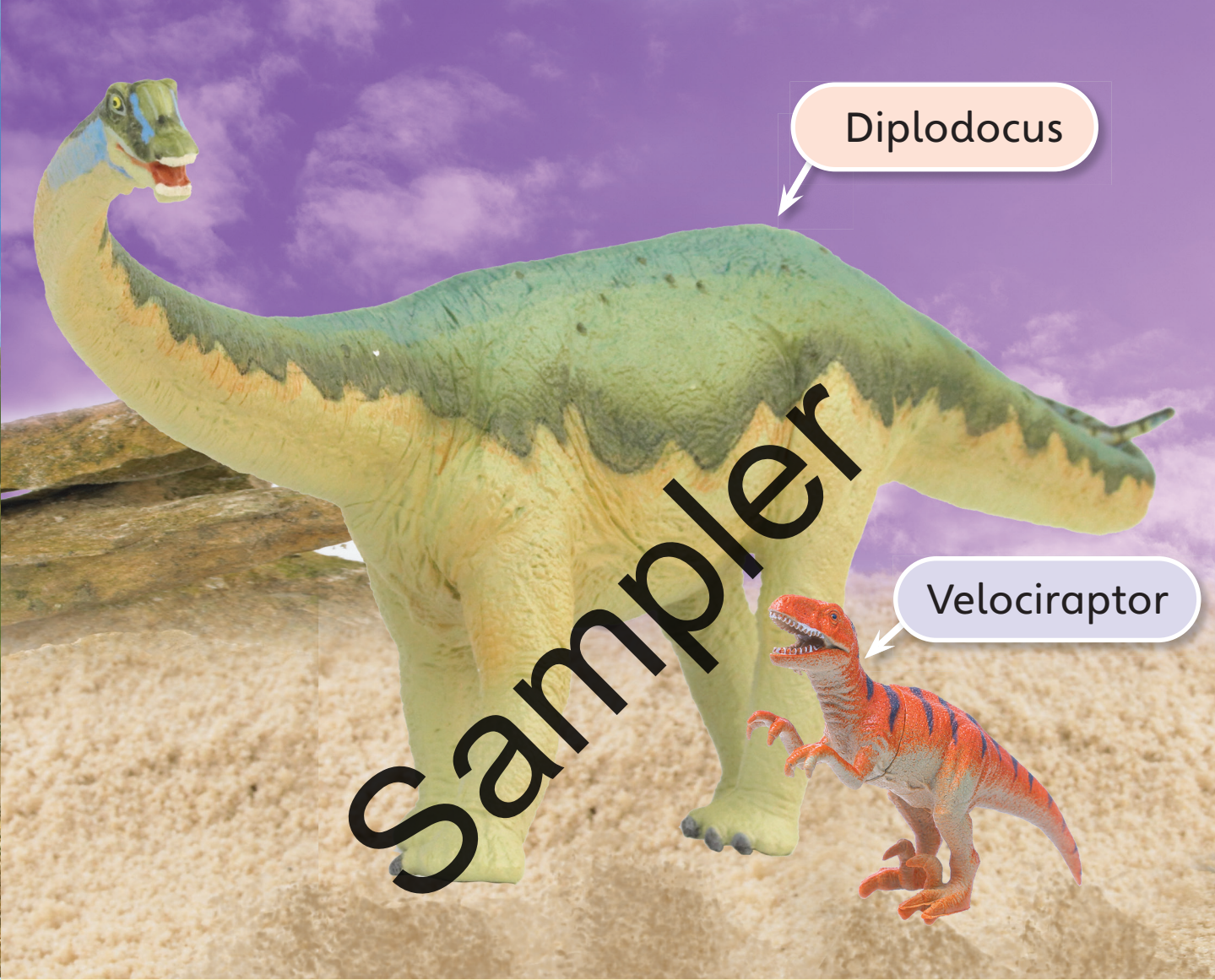
Oviraptor

We can't know for sure how many kinds of dinosaurs there were. So far, scientists have found around 300!

What were they like?



Dinosaurs had dry, wrinkly skin. Most dinosaurs had big bodies and little brains. They laid eggs in nests on the ground.



Diplodocus

Velociraptor

Some dinosaurs ran on just two legs.
Some needed all four limbs for balance.

Big and little

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Apatosaurus was so big that you would have to climb high just to reach its knee!

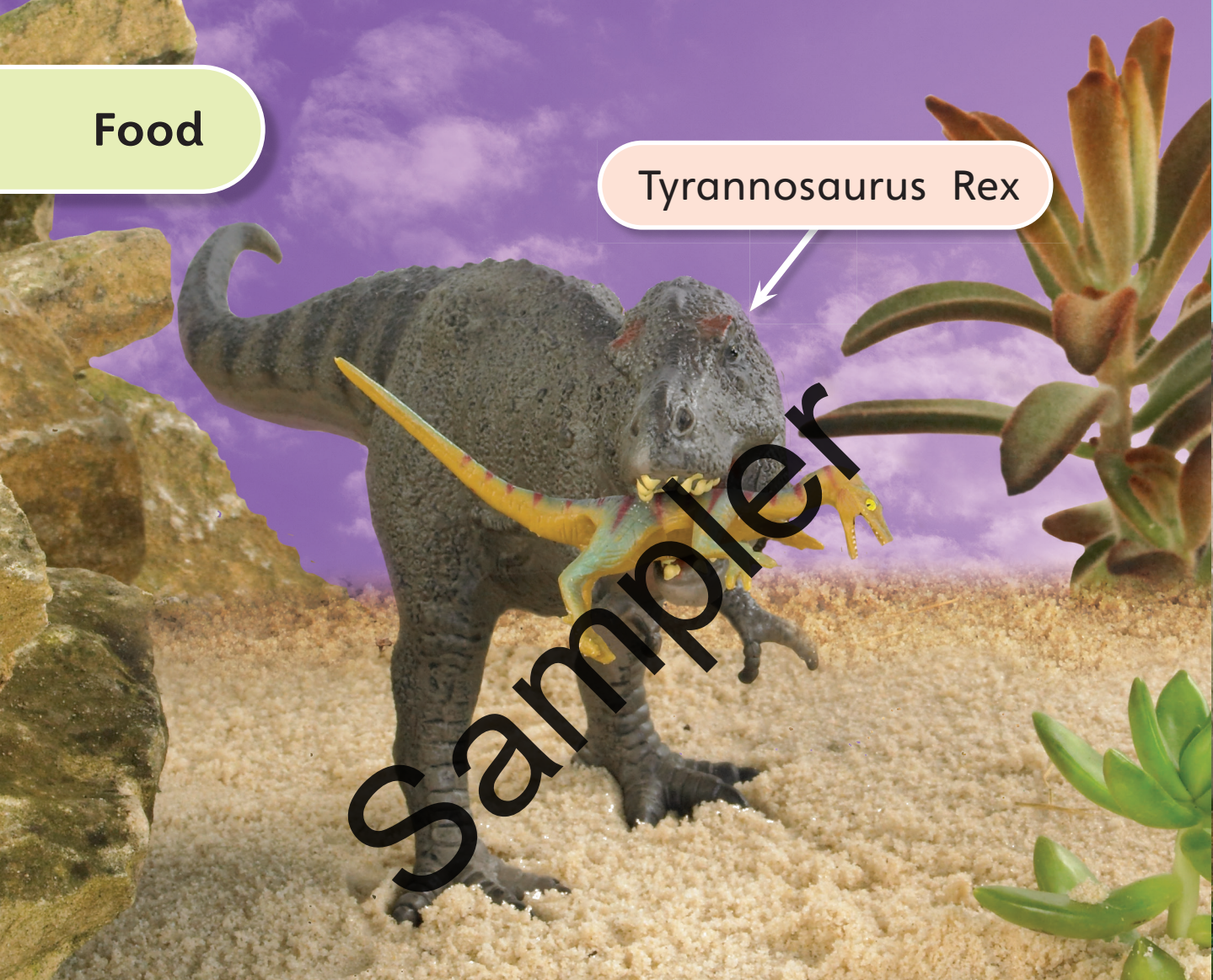


Compsognathus

Compsognathus was no bigger than a new-born lamb!

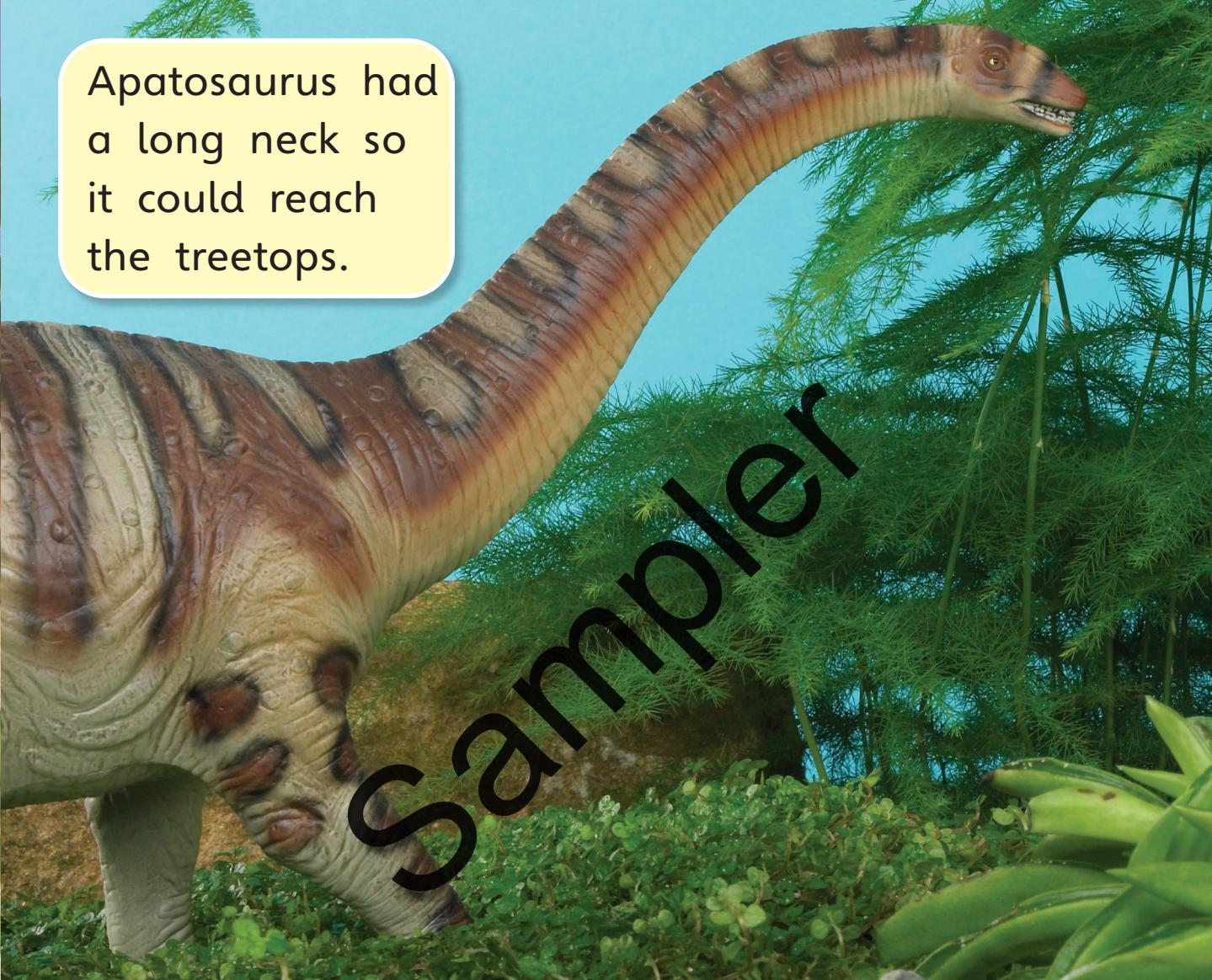
Food

Tyrannosaurus Rex



Tyrannosaurus Rex was a meat eater – it guzzled small animals. It even gobbled up little dinosaurs!

Apatosaurus had a long neck so it could reach the treetops.



Some dinosaurs were plant eaters – they didn't eat meat at all.

Teeth, spikes and claws



Dinosaurs had sharp teeth to **gnaw** their food. Oviraptor had two spikes in its mouth to crack open dinosaurs' eggs.



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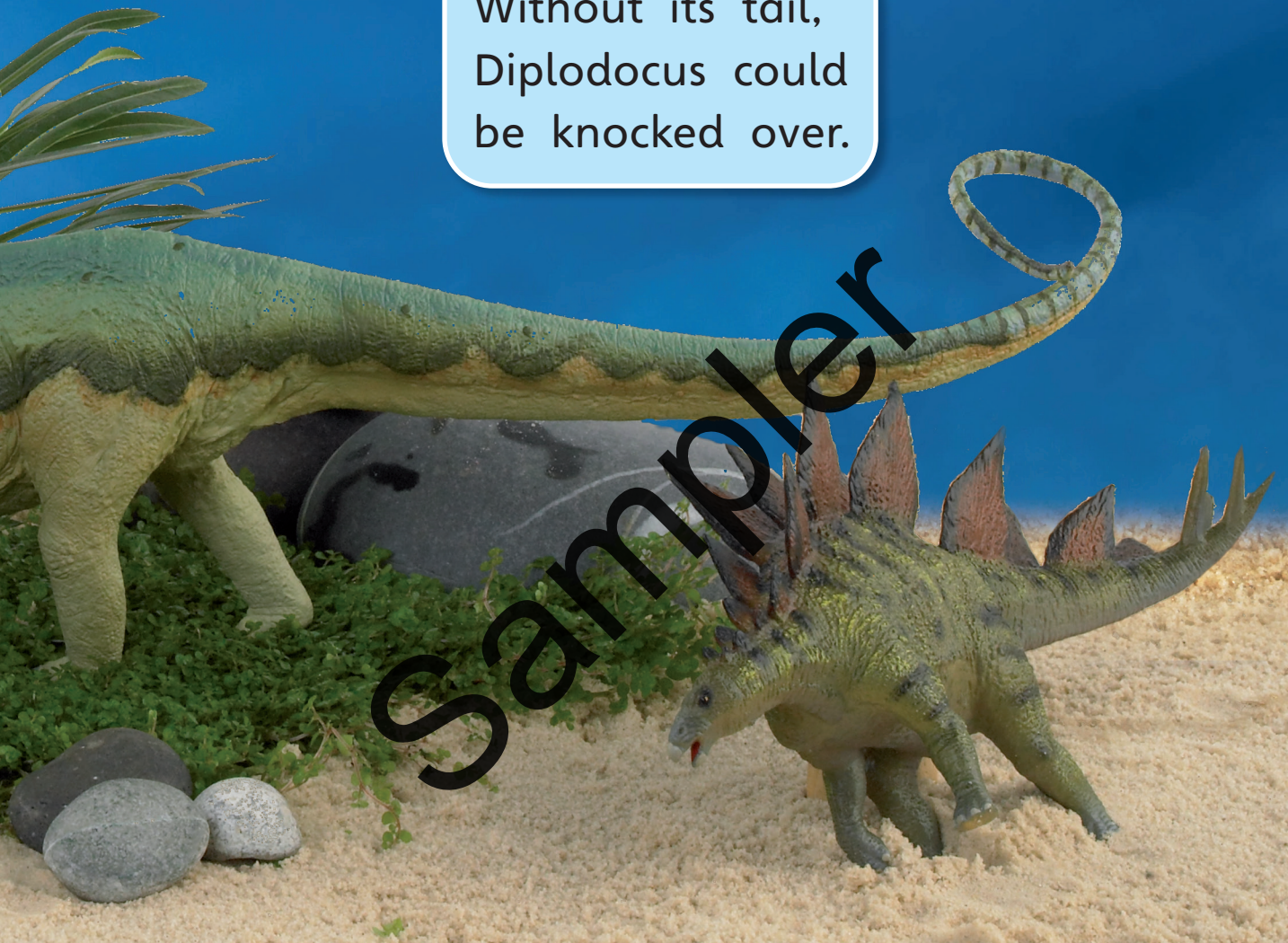
Velociraptor had claws as sharp as knives to help it wrestle and kill its prey.

Tails



Diplodocus would lash its tail like a whip if it was tackled in a fight.

Without its tail,
Diplodocus could
be knocked over.



Stegosaurus had sharp spikes on its tail.
It used these like knives to protect itself.

Lost and found

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Dinosaurs died out. We don't know why. All that is left of them is their footprints and fossils.



The bones fit together like a jigsaw puzzle.

Scientists **comb** rocky places to find dinosaur fossils.

Glossary

- comb** look for very carefully
- fossils** remains of an animal or plant that lived a long time ago
- gnaw** bite and chew
- reigned** ruled over animals (or humans)

Sampler



Before and during reading

1 Say the sounds and look at the new spellings

/l/	le	/m/	mb
/r/	wr	/n/	kn gn

2 Blend the sounds

<u>kn</u> <u>ow</u>	<u>wr</u> <u>ink</u> / <u>ly</u>	<u>lim</u> <u>bs</u>
<u>gn</u> <u>aw</u>	<u>wr</u> <u>est</u> / <u>le</u>	<u>tack</u> / <u>led</u>
<u>kn</u> <u>ock</u> <u>ed</u>	<u>puz</u> <u>z</u> / <u>le</u>	<u>com</u> <u>b</u>

3 Read the tricky words

<u>don</u> ' <u>t</u>	<u>can</u> ' <u>t</u>	<u>did</u> ' <u>n</u> ' <u>t</u>
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4 Pronunciation guide

Apatosaurus	A-pa-to-sau-rus
Brachiosaurus	Brach-i-o-sau-rus
Compsognathus	Comp-sog-na-thus
Diplodocus	Dip-lo-do-cus
Oviraptor	Ov-i-rap-tor
Stegosaurus	Steg-o-sau-rus
Tyrannosaurus	Ty-rann-o-sau-rus
Velociraptor	Vel-o-ci-rap-tor

Comprehension

Ask the children to read the cover. What kind of book do they think this is? Point out that this is an information or non-fiction book. Ask the children if they know anything already about dinosaurs. Can they name any? When did the dinosaurs live?

Vocabulary check

Check the children understand the following words: limbs, guzzled, wrestle. Look at page 12 and discuss with the children what the words 'lash' and 'tackled' mean.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 2, ask the children why they think the word 'reigned' is in bold. Point out that any words in bold can be found in a section at the back called a 'Glossary'. This section explains what some of the special words mean. Do they know what 'reigned' means? Show the children how to turn to the glossary on page 16 to see if they are right.
- Ensure the children read the labels and headings as well as the main text on each page and support them in pronouncing the names of the dinosaurs.

After reading

Comprehension

- When did dinosaurs live?
- How do we know about them today?
- How much can the children remember about what dinosaurs looked like? Ask them to describe a dinosaur using as much detail as they can.
- Turn to the contents page at the beginning and ask the children how this helps us. Can they use it to find the pages about what dinosaurs ate? Help them to identify that they will need the pages about 'Food'.
- What did they learn that interested or surprised them from reading the book?



Remember to prompt and praise!

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.
- Extra Activity: Ask the children to invent their own dinosaur, draw it and add labels to show its features. They should use the segmenting technique outlined above to attempt to spell the words for their labels.

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Dinosaurs

What do you know about the
reign of the dinosaurs?



Sampler

Phonemes

l, m, n, r

Graphemes

le, mb, kn, gn, wr

Tricky Words

don't, can't,

didn't

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