

What If You Had T. rex Teeth!?: And Other Dinosaur Parts

by Sandra Markle

In *What If You Had T. rex Teeth!?: And Other Dinosaur Parts* by Sandra Markle, children will use their imaginations to see what it would be like if they became part dinosaur! This book provides a fun way to learn about dinosaurs and why they became extinct.

Want to read more books like this one? Visit your local or school library to check out more!

Create Successful Reading Habits

Current research from the What Works Clearinghouse shows the importance of explicitly teaching academic language skills.* Students typically develop social language skills naturally. Those are the language skills used to communicate informally with family and friends. Developing academic language skills, however, usually requires instruction. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.

After introducing students to new words, encourage deeper understanding by providing extended opportunities for them to use and discuss the words. Activities that support deeper understanding allow students to:

- make connections between a new vocabulary word and other known words
- relate the word to their own experiences
- differentiate between correct and incorrect uses of the word
- generate and answer questions that include the word

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – PURPOSE OF ASSESSMENTS

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
 - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
 - administered frequently to check for adequate student growth
 - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
 - measure students' proficiency in reading skills
 - used to design effective instructional interventions
 - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
 - can be criterion- or norm-referenced
 - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
 - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

WORD WORK – FIGURATIVE LANGUAGE

Authors use **figurative language** to describe people, places, and things. One type of **figurative language** they use is called a **simile**. The Florida B.E.S.T. standards define a **simile** as a comparison of two unlike things, often introduced by the words *like* or *as*. In this book, the author compares dinosaur parts to objects your students can understand. Help them analyze the use of **figurative language** to determine the author's deeper meaning.

Use the following questions to help guide your discussion with students:

- What two things are being compared?
- How do they relate to one another?
- What images do these words help create in your mind?
- How does this **simile** help to develop meaning in the text?

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).

A few examples from the text:

- "... each tooth had sharp, jagged edges like a steak knife." (p. 4)
- "Its skeleton shows it ran like a bird ..." (p. 6)
- "Its neck was nearly 30 feet long, which let it reach as high as a three-story building!" (p. 14)

Continue practicing identifying and analyzing **similes** as you read with students.

ELL and SWD suggestion:

Figurative language uses figures of speech that can be challenging for learners to understand. Language, culture, and background knowledge play a major role in students' ability to identify and explain **figurative language**. Here are a few things you can consider when working with **figurative language**:

- Use pictures to illustrate examples of **figurative language**. This can help students understand that it is not meant to be taken literally.
- Ask students to illustrate examples of **figurative language** they have learned. This will allow students to process the information and show their understanding of its use.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

spikes (p. 4): When something has **spikes**, it has sharp points. The Stegosaurus has long **spikes** all over its tail and uses them to defend itself.

tough (p. 10): When something is **tough**, it is strong and hard to break. Spinosaurus skin and human fingernails are made of the same **tough** material known as keratin.

similar (p. 4): If things are **similar** to each other, they have features that are the same. Many dinosaurs are **similar** to one another.

ancient (p. 16): If something is **ancient**, it is very old and has existed for many years. Dinosaurs are **ancient** reptiles.

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELL and SWD suggestion:

Cloze sentences are sentences where key vocabulary is deleted, and students must use context clues to determine the missing word. This best practice brings students' attention to a specific word in a sentence and helps them to understand how language works. Cloze sentences require students to monitor for meaning while reading and to think critically about a text. This is an engaging activity that can be used to reinforce the learning of Tier 2 vocabulary words. When using cloze sentences, you can choose to provide a word bank depending on the needs of the students.

Example: Dinosaurs are considered to be _____ reptiles.

READ FOR MEANING – CENTRAL IDEA AND DETAILS

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

ELA.K12.EE.3.1: Make inferences to support comprehension.

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

Before:

- Say, "The **central idea** of a text is the most important information, or what the author wants you to know about a topic. In a nonfiction text, sometimes the **central idea** is clearly stated in the text features or in a sentence. Other times, the **central idea** is implied, which means that it is not clearly stated. When you determine the **central idea** of a text, you can use the **details** as evidence to support the **central idea**. Today we are going to look at sections of the text *What If You Had T. rex Teeth!?: And Other Dinosaur Parts* to determine the **central idea** and explain how the **details** support that **central idea**."
- Say, "Many times in a nonfiction text, the title can help us to understand the topic of the book. Looking at the title of this book, what is the topic?" (*Having T. rex teeth and other dinosaur parts*)
- Say, "As we look for the **central idea** and **details** in each section, think about the following two questions:
 - What does the author want me to know about dinosaur parts in this part of the text?
 - What would having this animal part be like for me?"

During:

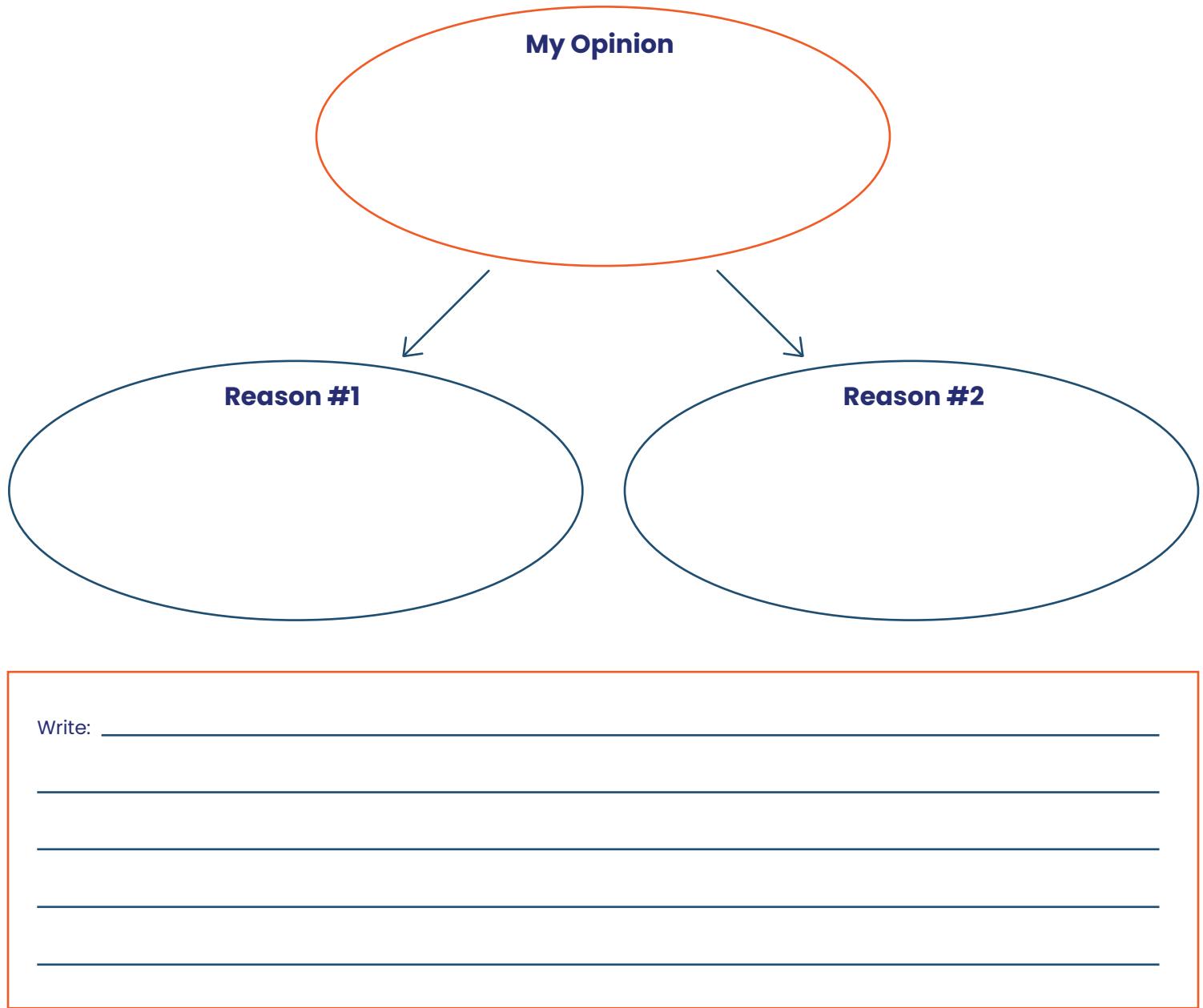
- Students will determine the **central idea** and identify two relevant **details** that support the **central idea** for each dinosaur. Students will also make inferences about what it would be like for them if they had a certain dinosaur body part in place of a human part.
- Use the Gradual Release of Responsibility Framework in which you explicitly model the strategy, provide guided practice, and then allow students time to practice the skill on their own or in small groups.
 - Tyrannosaurus rex and Velociraptor (I Do)
 - Stegosaurus and Parasaurolophus (We Do – Whole Group)
 - Ankylosaurus and Brachiosaurus (We Do – Small Group)
 - Therizinosaurus and Edmontosaurus (We Do – Partner)
 - Triceratops, Dilophosaurus, and Spinosaurus (You Do – Independent)
- As the students work, remind them of the guiding question that will help them determine the **central idea**, "What does the author want you to know about the dinosaur in this section of the text?"
- Once they have determined the **central idea**, ask, "What are the *most important* **details** from the text that support the **central idea** of this section?"
- Additional questions that could be used to guide discussion are:
 - What **details** does the author use to support the **central idea**?
 - How do the **details** or **central ideas** relate to the topic?
 - Why would the author use these **details** to support the **central idea**?
 - Which of these **details** BEST supports the **central idea**?

Dinosaur	Central Idea	Two Key Details	What It Would Be Like for Me
Tyrannosaurus rex			
Velociraptor			
Stegosaurus			
Parasaurolophus			
Ankylosaurus			
Brachiosaurus			
Therizinosaurus			
Edmontosaurus			
Triceratops			
Dilophosaurus			
Spinosaurus			

READ FOR MEANING – CENTRAL IDEA AND DETAILS

After: Opinion Writing

- At the end of the book, the author claims that having dinosaur parts would be cool for a while but that we don't need them because we have human parts that work much better.
- Students will write a constructed response to the question: **If you could have any dinosaur part, what would you choose and why?** Students can use the graphic organizer to plan and write their responses.



ELL and SWD suggestion:

Help students generate ideas for writing by altering the prompt. Instead of leaving the prompt open-ended, consider using one of the following prompts :

- Would you rather have (dinosaur part) or (dinosaur part)? Why?
- Would you rather have (dinosaur part) or (human body part)? Why?

You can also help students form an opinion by using opinion stems such as:

- I think ...
- I feel that ...
- I believe ...
- I prefer ...
- In my opinion ...