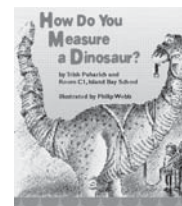


How Do You Measure a Dinosaur?

by Trish Puharich and Room CI, Island Bay School
illustrated by Philip Webb



Book Summary

A group of children use math to help them draw a life-sized tyrannosaurus.

Features of the Book

- Compound adjectives – “full-sized” and “hardtop.”
- Past-tense verbs – “wrote,” “drew,” and “copied.”
- The list of items needed for the task on page 3.
- The definite introduction, middle, and conclusion.
- The text presented as numbered steps.
- The use of mathematical language – “grid,” “squares,” “inch,” “yard,” “bigger,” “smaller,” and “taller.”
- The use of multisyllabic words – “dinosaur,” “tyrannosaurus,” and “disappeared.”
- The use of parentheses.

Purpose

How Do You Measure a Dinosaur? can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing the organizational structure of the text;
- S** critically analyzing the information contained within a nonfiction story for accuracy;
- S** developing the skill of writing in a sequential manner;
- S** writing about the steps in a procedure.

Introducing the text

- *What are these children doing? What are they using?*

Read the title together and note that the authors are a teacher and her class. Ask the children what they know about dinosaurs.

- *What kind of dinosaur does the picture show? How would you measure a dinosaur?*

Reading the text

- S** Discussing the organizational structure of the text.

- S** Critically analyzing the information contained within a nonfiction story for accuracy.

Title page

- *Where are the children? What are they doing? Why are there squares on the ground?*

Pages 2 and 3 – Read the bold text in the box together.

- *Are these children measuring the right way?*

Look at the list together.

- *How would these things help you measure a dinosaur?*

Pages 4 and 5 – Read the bold text at the top of the page together. Point out the grid on page 5 and discuss the way the squares are labeled.

- *Where are the teeth? The hands? The tip of its tail?*

Pages 6 and 7 – Note the numbers at the top of the pages. These are steps 3 and 4.

- *What are the children drawing? What are they using?*

Refer back to pages 3 and 5 to confirm.

Pages 8 and 9 – This is step 5.

- *Can you tell what the children have drawn?*

- *How have they kept the dinosaur the right shape?*

Pages 10 to 12

- *Why do you think the children are lying down in the dinosaur's mouth?*

- *What will happen to the dinosaur now?*

Children now read the book independently.


Revisiting the text


Locate the action statements – “We copied,” “We drew,” “We wrote,” and “We labeled.” Find the hyphenated words and discuss them.

Following Up

- S** Developing the skill of writing in a sequential manner.

- S** Writing about the steps in a procedure.

 Make a flow diagram showing the sequence of events in the book.

 Suggest the children make a grid on one of their own drawings and write in letters and numbers. They could reproduce it twice the size or half the size. Get them to write out the steps they use.

- B** Complete the blackline master opposite.