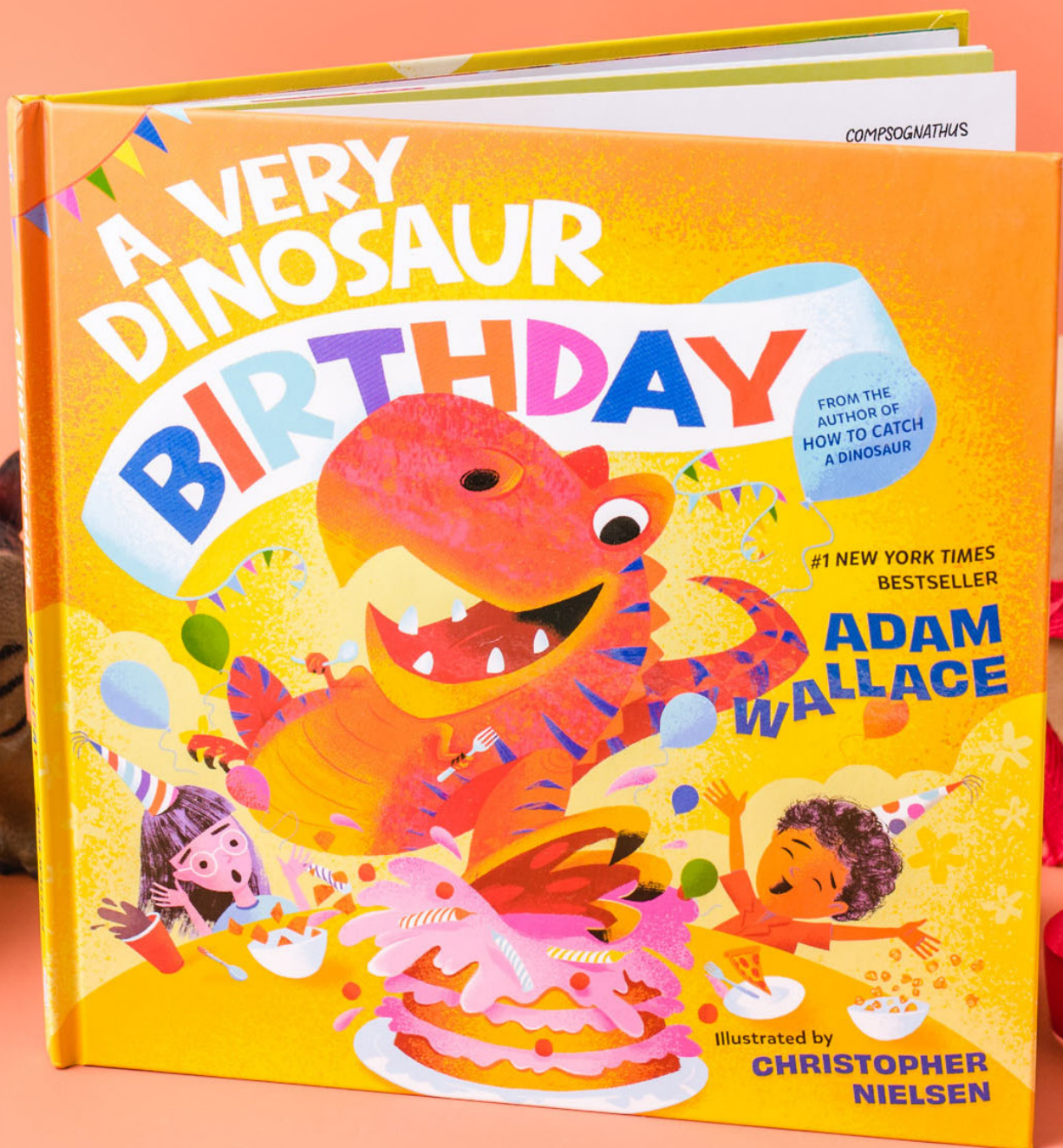


EDUCATOR'S GUIDE



TITLE: A VERY DINOSAUR BIRTHDAY

Author: Adam Wallace

ISBN: 9781400242054
(Genre: Fiction) Lexile: 410-600L

**Suggested
Reading
Grade Level**

Read Aloud: Kindergarten & First grade
Independent: Second grade



TASK 1

Standard Strand & Category	Standard Category: Literature Standard Strand: Key Ideas and Details Integration of Knowledge and Ideas
Task 1 Objectives	<ul style="list-style-type: none">• Students will read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.• Students will use illustrations and words in a text to describe its characters, setting, or events.
Task 1	<p>As you are reading the story, stop at the specific pages below and ask these following questions.</p> <p>Page 4: What do you notice about the words stinky, broken, and mold? Explain why the author chooses to write them this way?</p> <p>Page 7: Using the context clues in the sentence and the illustrations, what do you think the word parcel means?</p> <p>Page 8: How does the illustration match the author’s phrase “but a dizzy Ankylosaurus will crash right through your wall?”</p> <p>Page 9: The author says that “there’s no water once a dinosaur jumps in.” Look at the illustration closely, what is happening to the characters once the dinosaur jumps in?</p> <p>Page 14: Explain what it means to blow out candles with “style and grace.” What does the author mean when he says, “But if a dino helps, the cake will decorate your face!” How did you know?</p> <p>Page 16: Why did having dinosaurs at the birthday party make the character feel stressed and need to take a rest?</p> <p>Page 20: How do you think the character is feeling about playing catch? How would you feel?</p>

TASK 1

Task 1

Page 23-28:

How do you think the human guests feel about having dinosaurs at the party? Why?

Page 28: Do you think parents and kids have different opinions on what makes a birthday party a success? Why?



TASK 2

Standards Strands and Category

Standard Category: Literature
Standard Strand: Key Ideas and Details

Task 2 Objectives

- Students will describe how characters in a story respond to major events and challenges.
- Students will use graphic organizers or include written details and illustrations when developmentally appropriate to describe characters, settings, and major events in a story using key details.

Task 2

The main character in the story is a little boy. He is celebrating his birthday. As we are reading, focus on how the little boy's feelings change throughout the story at the beginning, middle, and end.

If students need help use this support:

- Beginning: Show pages 1 & 2, when the boy is excited about his party.
- Middle: Show pages 15 & 16, when the boy is stressed and trudging to his room.
- End: Show pages 27 & 28, when the boy is excited and says the party is amazing.



Name: _____

Using the BME (beginning, middle, end) chart, students use the text to determine how the little boy is feeling at each point in the story. Use text evidence to support your answers.

<p>Beginning</p> <p>Pages:</p>	
<p>Middle</p> <p>Pages:</p>	
<p>End</p> <p>Pages:</p>	

TASK 3

Standards Strands and Category

Standard Category: Foundational Literacy
Standard Strand: Sentence Composition

Task 3 Objectives

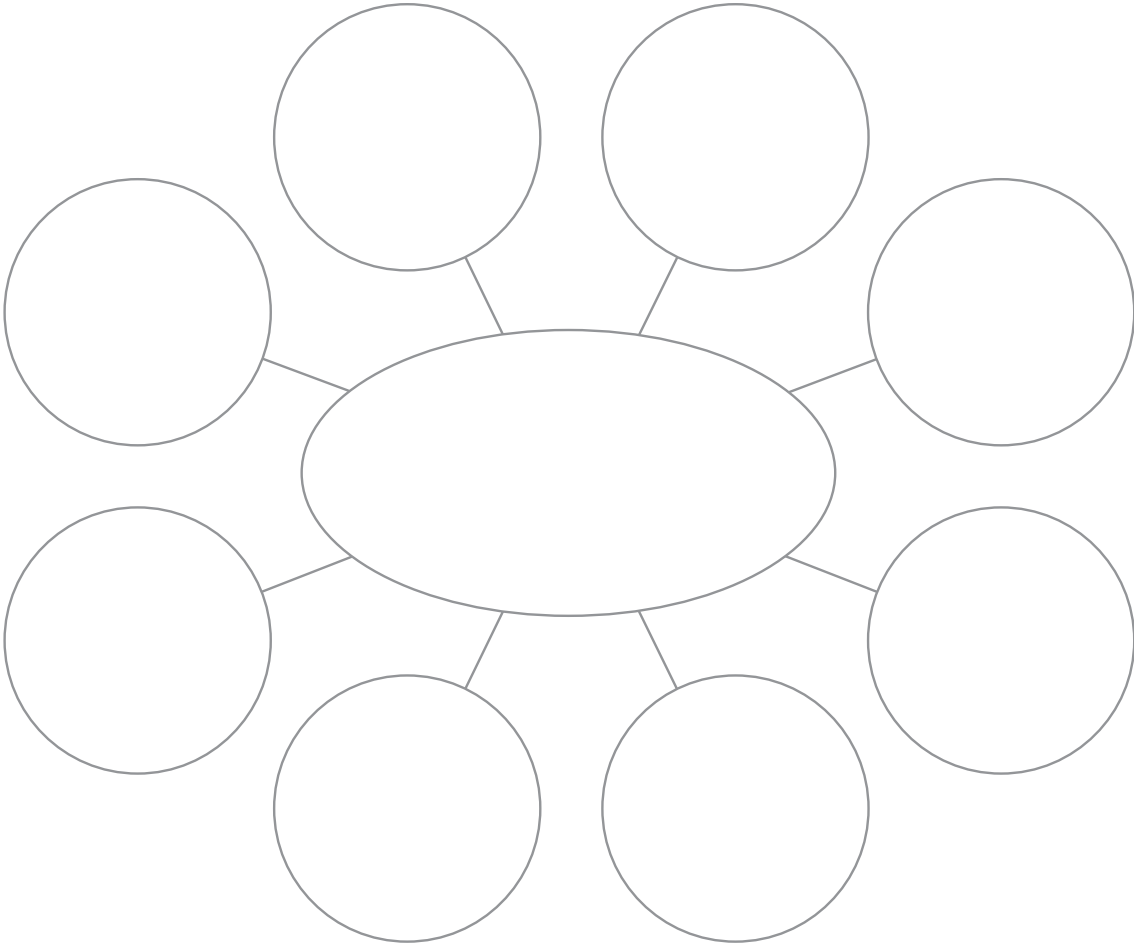
- Students will use adjectives correctly.
- Students will produce simple and compound sentences.

Task 3

This task will focus on the use of adjectives to form simple and compound sentences. Begin by reviewing what adjectives are and why they are important. Then create an anchor chart of adjectives as you read the story. For each page, generate 2-3 adjectives to use as examples for the activity. Once the story is finished, use the graphic organizer to have students identify a specific dinosaur of interest and identify eight adjectives for the dinosaur. Use the anchor chart to support students as they work. Then complete the writing portion by having students compose 3-5 sentences about their dinosaur using the adjectives they identified. You can also add a drawing page to this activity.



Name: _____



TASK 4

Standards Strands and Category

Standard Category: Writing
Standard Strand: Range of Writing

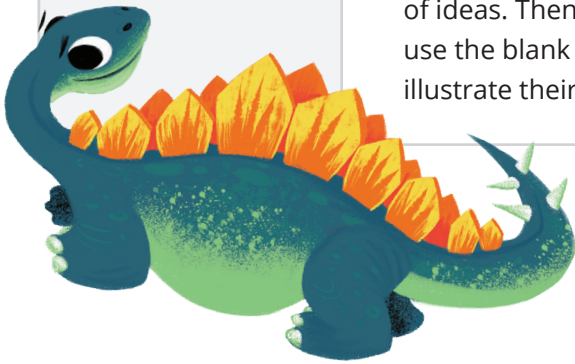
Task 4 Objectives

- Students will write with guidance and support from adults; engage routinely in writing activities to promote writing fluency.
- Students will write narratively to describe actions, thoughts, or feelings while using time order words to signal event order.

Task 4

From the story we know the dinos created an exciting birthday party. The author suggested at the end of the story that the dinosaurs may make an appearance to bring some “extra Christmas cheer.” This task will challenge students to think about what may happen when the setting is changed from a birthday party to a Christmas party.

First, start by creating a chart of ideas the students may have when thinking about what happens during a Christmas party. What types of activities are done at a Christmas party? How could dinosaurs “add extra cheer”? We know from the story this “extra” doesn’t always mean good. Generate a list of ideas. Then, have students choose an idea listed or create their own and use the blank story pages provided to write about what could happen and illustrate their writing.



Name: _____

White space on the page will be for illustrating.

