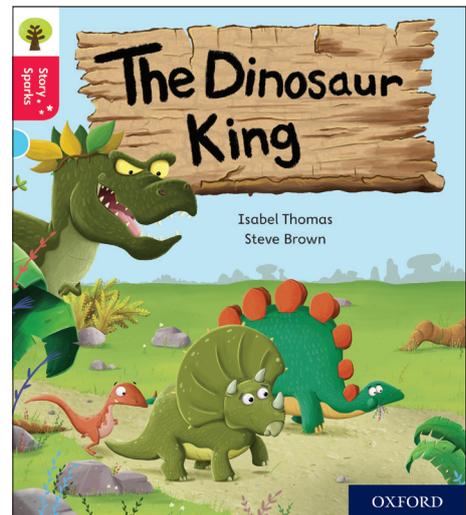


# The Dinosaur King

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## Synopsis

When a walnut falls on Tops' head, she is convinced that the sky is falling down. Tops sets off to the Dinosaur King's lair to tell him. On her way, Tops meets Comp and Steg who join her on her journey. When they arrive they discover that the Dinosaur King is an enormous Tyrannosaurus rex who plans to eat them for lunch! They escape when an asteroid hits the Dinosaur King.

## Group/Guided reading

### Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Look together at the cover picture. Ask: *Do you recognize any of the dinosaurs in the picture?* Discuss with the children what they already know about dinosaurs and, if they have prior knowledge of dinosaurs, support them to identify the dinosaurs in the picture (Tyrannosaurus rex, Triceratops, Stegosaurus and Compsognathus).
- (*Predicting*) Read the title together and say: *I wonder which dinosaur is the Dinosaur King.* Encourage the children to give suggestions and to support their ideas using clues from the cover as well as anything they already know about dinosaurs.
- (*Predicting*) Say: *I wonder if the smaller dinosaurs know that the huge Tyrannosaurus rex is watching them.* Encourage the children to make predictions.
- (*Questioning*) Read the back cover blurb together. Ask the children to think of some questions they have about the story.

## Strategy check: word reading

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance:

- As they read, encourage the children to sound out and blend new words, e.g. 'c-r-a-ck-i-ng'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending. There are also some high-frequency tricky words (also known as common exception words) in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:  
**said come little there**
- There are a number of story words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and story-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the story.

Read these words for the children if necessary, to help build familiarity before they read the book independently:

**sky falling dinosaur lair**

## Reading the story

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read. Once a child has decoded a difficult sentence, encourage them to read it again to check their understanding.
- On p4, support the children to sound out and blend 'd-ow-n'. Point to the punctuation in Tops' speech and ask the children to suggest how she might say this. Encourage the children to read Tops' speech with appropriate intonation and expression.
- *(Predicting)* On p5, encourage the children to read the sign as well as the main text. Ask: *How does Tops know where to find the Dinosaur King? Can you see any other dinosaurs in the picture? Who do you think they might be?*
- *(Summarizing)* After reading p9, ask the children to tell you what has happened in the story so far. Ask: *Where is Tops going? Who is going with her?*
- *(Predicting)* Stay on p9 and say: *I wonder why the T-rex is licking his lips.* Encourage the children to make predictions.
- *(Predicting)* After reading p11, ask the children to suggest what Tops might say to the Dinosaur King when she meets him.
- After reading pp12–13, look together at the artwork. Ask: *What can you see in the sky? Are Tops, Comp and Steg right to think that the sky is falling down?*

## Returning to the story

- *(Clarifying)* Ask: *Why did Tops think the sky was falling down? Was it really falling down?* If the children need help, look back at p3.
- *(Clarifying)* Ask the children to look back through the book and to spot the signs. Say: *I wonder where these signs came from.* Ask: *Do you think that maybe the Tyrannosaurus rex made the signs to trick the smaller dinosaurs?* Encourage the children to discuss this using reasons from the story.
- Look again at pp12–13. Ask: *How do you think the dinosaurs felt when they met the Dinosaur King? What clues told the little dinosaurs he was planning to munch them for lunch?*
- Reread the last sentence on p15. Ask: *What does this tell you about Steg?* Then ask the children to look back through the book at the pictures of Steg. Ask: *What is Steg doing in most of the pictures?*
- *(Clarifying)* Look together at the picture on p16 and ask: *What happened to the Dinosaur King?* Support the children to understand that an asteroid hit him.
- *(Summarizing)* Ask: *Who is your favourite character in the story? Why is this?*

## Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example b-u-m-p, a-c-r-o-ss, c-r-a-sh.
- This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support them when reading the text.

## Speaking and listening

- Ask the children to role-play the moment when Tops, Steg and Comp meet the Dinosaur King.
- Organize the children into small groups and assign each child the role of the Dinosaur King, Tops, Steg or Comp.
- Encourage the children to consider how the smaller dinosaurs might feel, e.g. frightened, nervous, anxious, etc. Prompt them to use appropriate intonation and expression as they speak, and to think about their body language and facial expressions as well as what to say.
- Ask the children in role as the Dinosaur King to think about how the Tyrannosaurus rex might move towards the smaller dinosaurs and how he might speak to them, e.g. confidently, sneakily, etc.

## Writing activity

- Ask the children to write an entry for Tops' diary explaining what happened, from feeling a bump on her horn to the asteroid hitting the Dinosaur King.
- Encourage them to consider how Tops might have felt at certain points and remind them to include these feelings in their entry.
- Prompt the children to rehearse what they are going to write aloud before writing it down.
- Encourage the children to read their own diary entries to check they make sense.

## Cross-curricular suggestion

### Science

- Talk about the dinosaurs in the story: Triceratops, Stegosaurus, Compsognathus and Tyrannosaurus rex.
- Ask: *What do carnivores eat? What do herbivores eat?*
- Support the children to use books and child-friendly sites on the Internet to find out whether each of the dinosaurs in the story was a carnivore or a herbivore.
- Encourage the children to present their research as a leaflet or a poster.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) (Standard 2, 1)
- Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ) (Standard 2, 4)
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (Standard 2, 7)

### Letters and Sounds: Phase 4

- *Story Sparks* Level 4 books are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction. These books tell a story using natural language, with a high proportion of phonically decodable words and a selection of high-frequency tricky words. Each book also has a limited number of non-decodable but achievable story words to enrich the language and expand children's vocabularies.

### ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children speak in role as one of the dinosaurs and consider tone of voice, facial expressions and body language as they do so.
	consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)	Check the children listen to and consider others' predictions about what might happen next and how characters might be feeling at various points in the story.
<b>Reading: Word reading</b>	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to sound out and blend any new or unfamiliar words.
<b>Reading: Comprehension</b>	drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)	Check the children draw on their existing knowledge of dinosaurs as they read and use this to make predictions about what might happen in the story.
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check the children are able to infer that, at the beginning of the story, Tops thought the sky was falling but it was really just a nut falling on her head.
<b>Writing: Composition</b>	saying out loud what they are going to write about (Y1 WritComp.1i)	Check the children rehearse what they are going to write orally before writing it down.
	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children reread their diary entries to check they make sense.

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. (ENG I-03a)	Check the children speak in role as one of the dinosaurs and consider tone of voice, facial expressions and body language as they do so.
	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. (LIT I-10a)	Check the children listen to and consider others' predictions about what might happen next and how characters might be feeling at various points in the story.
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG I-12a)	Check the children use their phonic knowledge to sound out and blend any new or unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG I-19a)	Check the children draw on their existing knowledge of dinosaurs as they read and use this to make predictions about what might happen in the story.  Check the children are able to infer that, at the beginning of the story, Tops thought the sky was falling but it was really just a nut falling on her head.

<b>Writing</b>	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children are aware of the purpose and format of a diary entry.
	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children reread their diary entries to check they make sense.

### WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	adopt a role using appropriate language (Y1_OracSpea.7)	Check the children speak in role as one of the dinosaurs and consider tone of voice, facial expressions and body language as they do so.
	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)	Check the children listen to and consider others' predictions about what might happen next and how characters might be feeling at various points in the story.
<b>Reading</b>	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to sound out and blend any new or unfamiliar words.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children draw on their existing knowledge of dinosaurs as they read and use this to make predictions about what might happen in the story.
	look for clues in the text to understand information (Y1_ReadStrat.12)	Check the children are able to infer that, at the beginning of the story, Tops thought the sky was falling but it was really just a nut falling on her head.
<b>Writing</b>	talk about what they are going to write (Y1_WritMean.4)	Check the children rehearse what they are going to write orally before writing it down.
	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children reread their diary entries to check they make sense.

### NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1/2

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children speak in role as one of the dinosaurs and consider tone of voice, facial expressions and body language as they do so.
	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children listen to and consider others' predictions about what might happen next and how characters might be feeling at various points in the story.
<b>Reading</b>	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to sound out and blend any new or unfamiliar words.
	express opinions and make predictions (L2_com_read.5ii)	Check the children draw on their existing knowledge of dinosaurs as they read and use this to make predictions about what might happen in the story.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to infer that, at the beginning of the story, Tops thought the sky was falling but it was really just a nut falling on her head.
<b>Writing</b>	talk about what they are going to write (L1_com_writ.1)	Check the children rehearse what they are going to write orally before writing it down.

Dinosaur King is a card-based arcade game from Sega that uses similar gameplay mechanics to Mushiking. The game was revealed in JAMMA 2005. A Nintendo DS version was also later released. In the fall of 2008, Upper Deck Company released a Dinosaur King Trading Card Game. This card game is not to be confused with the cards used for the arcade machines.