

What Did the Dinosaur Do?

Read and draw.



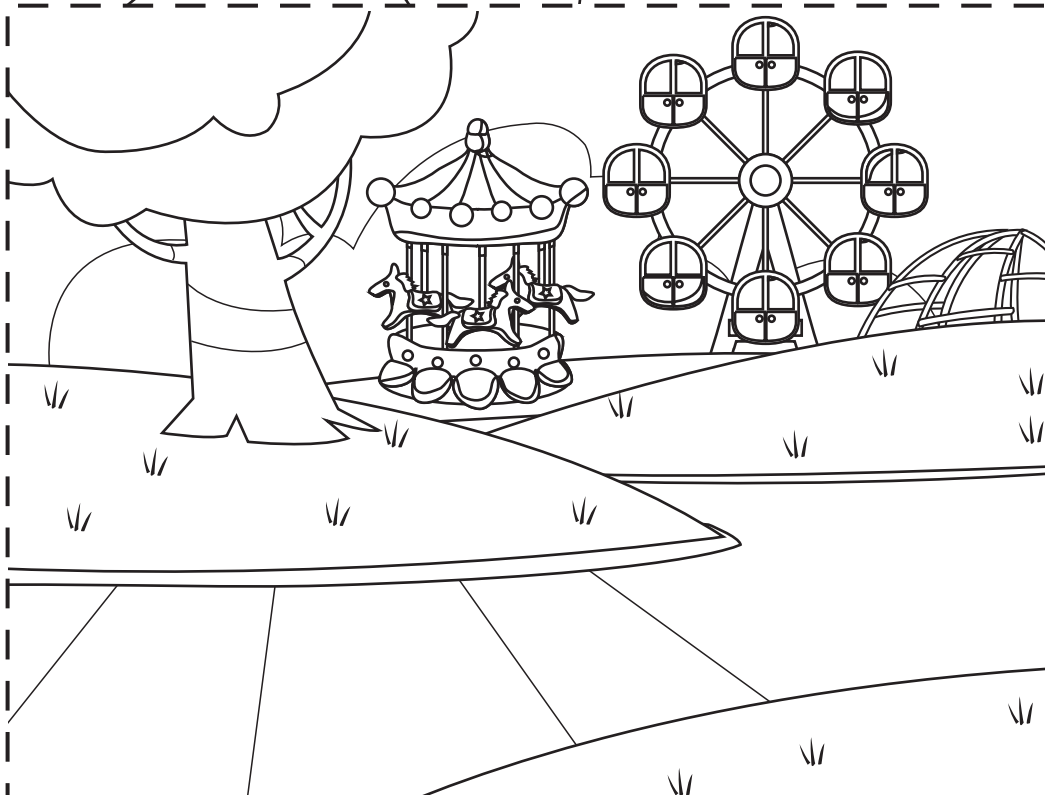
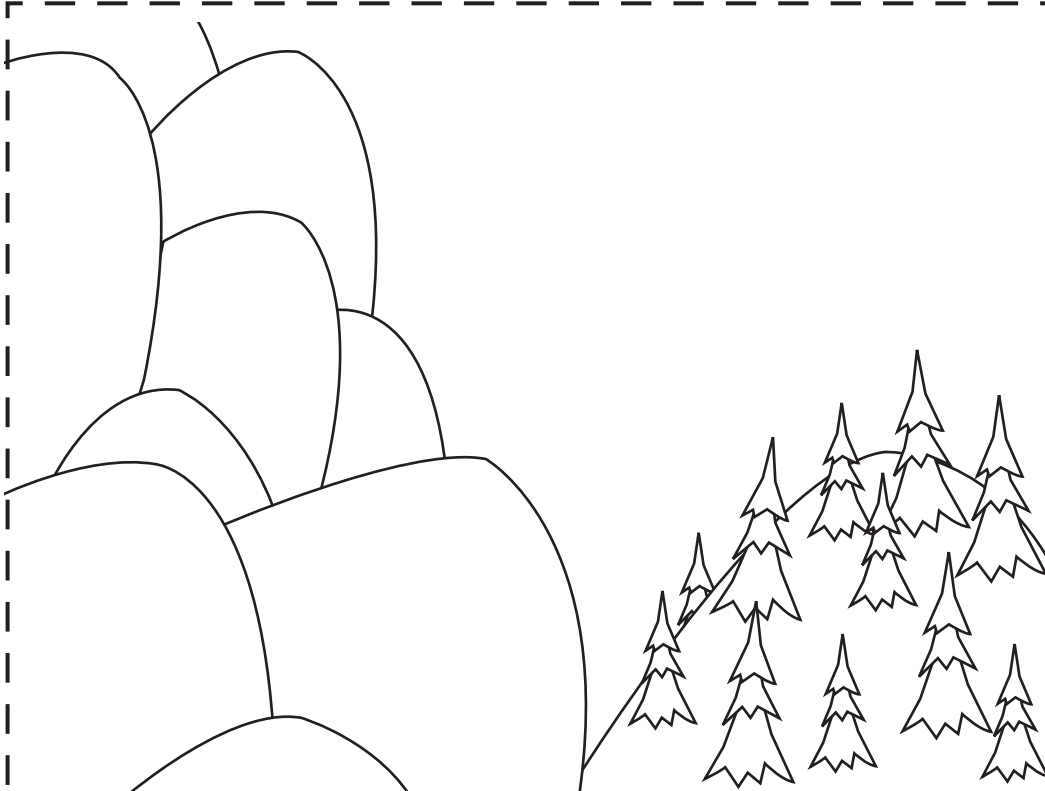
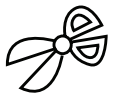
go hiking

go to the park

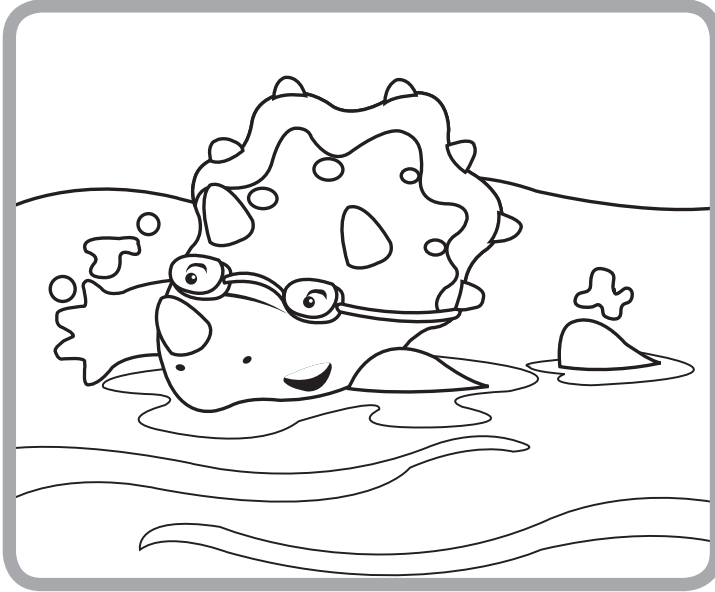
go swimming

What Did the Dinosaur Do?

Cut and paste. Color and say.



Look and cross out.   
 

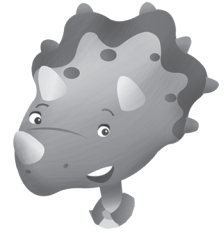


What Did the Dinosaur Do?

Write ✓ and say.  



*What Did the
Dinosaur Do?*



Like



Don't like



Easy



Difficult

What Did the Dinosaur Do?

Pre-reading

Materials: colored pencils, Class CD

Preparation: Print out and make copies of the template (1 per student).

Instructions:

Distribute copies (see Preparation). Draw students' attention to the words in the template. Help them read the phrases aloud. Then encourage students to draw themselves and their family doing the actions. Provide help if necessary. Next, encourage them to say which of the activities they can do on the weekend. Next, ask students *Who do you think does these activities? A boy? A girl? A family?* Read the title of the story aloud and say *Which of these activities you think the dinosaur did?* Encourage students to answer. Finally, play Track 62 and have them listen to and read the story in their Student's Book to check their predictions. Keep students' work in their portfolios.

While Reading

Materials: Class CD

Preparation: Print out and make copies of the template (1 per student).

Instructions:

Play Track 62. Have the students listen to the story. Ask them to read the text in the corresponding scenes from the Student's Book. Tell them to point to each word, from left to right, as they listen. Next, play the track again and encourage some students to read the text aloud while others answer *Yes, he / she did* or *No, he / she didn't*.

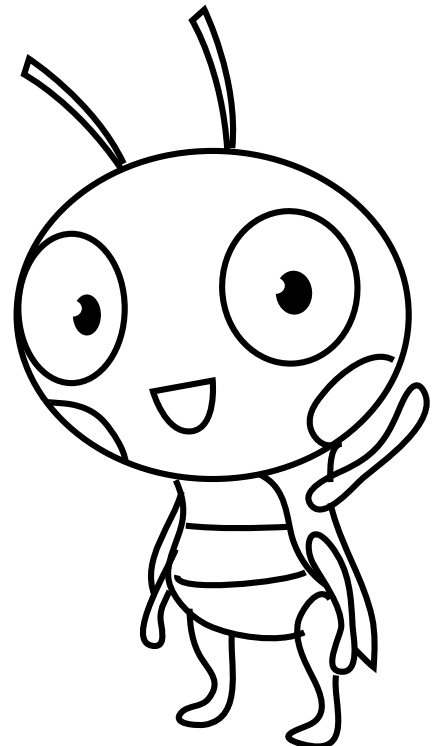
Post-reading

Materials: markers, scissors, glue sticks, Story Cards Unit 5

Preparation: Print out and make copies of the template (1 per student).

Instructions:

Distribute the corresponding copies (see Preparation). Ask students to say the title of the story the pictures in the template come from (*What Did the Dinosaur Do?*). Help them identify each place (the forest and the park). Next, have them cut out the pictures of the boy and the girl dinosaur and glue them on the picture of the place they visited, according to the story. Finally, have students color the pictures. If necessary, show the Story Cards to help students remember. Keep their work in their portfolios.



Pre-reading

Materials: colored pencils, Class CD, drawings that represent the adjectives *fun*, *crazy* and *scary*

Preparation: Print out and make copies of the template (1 per student).

Instructions:

Distribute copies (see Preparation). Show students the drawings that represent the adjectives (see Materials) and name each feeling. Have students repeat the words and mime the feelings. Next, draw their attention to the pictures on the template. Help students identify the places and the activities. Ask *Where is the dinosaur?* *What is he/she doing?* Help students answer. Then ask them to look at the pictures and cross out the face that shows how the dinosaurs felt when they did those activities. Then play Track 62 and have students listen to the story and check their predictions. Keep students' work in their portfolios.

While Reading

Materials: Class CD, Story Cards Unit 5

Preparation: Display the Story Cards, in disorder, on the board.

Instructions:

Play Track XX. Have students follow the story in their Student's Book. Play it once more and have them mime the actions and feelings of the boy and the girl dinosaur when they are mentioned in the story. Finally, point to the Story Cards and have different students name the feeling depicted.

Post-reading

Materials: markers Story Cards Unit 5

Preparation: Make copies of the template (1 per student).

Instructions:

Distribute copies (see Preparation). Show the Story Cards again and encourage students to retell the story. Then draw their attention to the faces. Explain to students what each face represents and help them read the words. Tell them that the first face means they liked the story, the second means they didn't like it, the third means the story was easy to understand and the fourth one means it was difficult to follow. Ask them to write a check mark in the corresponding column according to their opinion of the story. Once they have finished, display students' work on the classroom walls and tally the results. Provide special help to the students who found the reading difficult. Keep students' work in their portfolios.

