**Oral Reading Record**

**Name:**

**Date:**

**Text:** Baby Dinosaur and the Egg

**EFL 8 GRL E Running words:** 140

**Summary:**

**Page 1**

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<th>Error</th>
<th>Self-correction</th>
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<td>2</td>
<td>“Look!” said Baby Dinosaur.</td>
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<td>4</td>
<td>“Yes,” said Father Dinosaur.</td>
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<td>7</td>
<td>“Look!” said Baby Dinosaur.</td>
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<td>10</td>
<td>“Look!” said Baby Dinosaur.</td>
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<td>12</td>
<td>“Look!” said Baby Dinosaur.</td>
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**Getting started**

- **High frequency words introduced:**
  - the, to, in, is, at, up

**Curriculum link:**

- Any learning experience that encourages children to read and understand stories.

**Story summary:**

Baby Dinosaur is looking for her baby egg. She finds a small egg on the ground, and Baby Dinosaur realizes that it is her egg. She then helps Father Dinosaur find the baby egg.

**Reading the text**

- **High frequency words used:**
  - the, to, in, is, at, up

- **Grammar:**
  - Present simple tense

- **Vocabulary:**
  - Dinosaur, egg, look, help, find

- **Skills:**
  - Predicting
  - Comprehension

**After reading**

- **Questions:**
  - Who is Baby Dinosaur? Why is she looking for her baby egg?
  - How does Father Dinosaur help her?
  - What do you think happened next? Why?

**Engagement**

- Engage in literacy: Teacher's resource on needs for Baby Dinosaur and the Egg: Fiction, EFL 8 GRL E

**Teacher notes**

- Use this text to support children in developing their reading skills.

**Capstone extension**

- Use this text to support children in developing their reading skills.

**Blm 3**

**Baby Dinosaur and the Egg**

- Use this text to support children in developing their reading skills.

**EFL 8 GRL E Fiction Word count:** 140

**Text type:** Narrative
**Name:**

**Date:**

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### Character, setting, plot

#### Draw and write about the story – the characters, the setting, and the plot.

#### Characters

- **Father Dinosaur**
- **Little Dinosaur**
- **Mother Dinosaur**

#### Setting

- **Desert**
  - Sand, rocks, mountains, not many trees.

#### Plot

- **Snap! Snap!**
- **Mother Dinosaur**
- **Little Dinosaur**

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**Vocabulary**

- **Characters:** Father Dinosaur, Little Dinosaur, Mother Dinosaur
- **Setting:** Desert
- **Plot:** "Snap! Snap!

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**Text conventions**

- **Italics:** Words such as "Snap! Snap!" are shown in italics. Discuss how we read these words.

---

**Fluency**

- **Reading fluently:** Smoothly and without stopping.

---

**Phonological awareness**

- **Blending sounds:** Have children practice reading the letters 'ap' on paper and explain the strategy of saying the sound of the letter at the beginning of each word.

---

**Comprehension**

- **Decoding:** Have children decode words in the text by sounding 'big'. Have children read the word using the onset and rime strategy, such as 'can'. Have children practice reading these words.

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**Text emphasis**

- **Italics:** Words such as "Snap! Snap!" are shown in italics. Discuss how we read these words.

---

**Text features**

- **Flashcards:** Have children use the cards to play a game, such as Memory.

---

**Other teaching focus**

- **Desert:** Have children describe the habitat. Talk about the features of a desert – sand, rocks, mountains, not many trees. Show children photos of animals and how they identify things in the pictures. Take children outside and have them describe the habitat.

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**Main teaching focus**

- **Character, setting, plot:**
  - **Little Dinosaur**
  - **Mother Dinosaur**
  - **Father Dinosaur**

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**Fluency**

- **Reading fluently:** Smoothly and without stopping.

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**Other teaching focus**

- **Desert:** Have children describe the habitat. Talk about the features of a desert – sand, rocks, mountains, not many trees. Show children photos of animals and how they identify things in the pictures. Take children outside and have them describe the habitat.
Phonological awareness/Graphophonics

- Talk about how the letters in the initial consonant blend ‘sn’. Have children find ‘comes’ in the text. Ask them to cover up the ‘sn’ and say the word. Have children practice reading the text to each other without stopping.

- As a group, think of and record other ‘th’ words. Have children circle the ‘th’ at the beginning of each word. ‘The’ are sounded as ‘th’, not ‘t-h’. As a group, think of and record other ‘th’ words. Have children circle the ‘th’ at the beginning of each word. ‘The’ are sounded as ‘th’, not ‘t-h’.

- Talk about how the letters in the initial digraph ‘th’ in words such as ‘thumb’ and ‘mother’ are sounded as ‘th’, not ‘t-h’. As a group, think of and record other ‘th’ words.

• Talk about the concept of reading fluently—smoothly and without stopping. Have children role-play the events of the story. Support children in using uppercase letters and punctuation.

- Give children a copy of BLM 2 (page 4) and have them color the characters, cut them out, and tape a craft stick to the back of each one to make puppets. Children use the puppets to role-play the events of the story.

Vocabulary

- Visual images of high frequency words: ‘if’, ‘hair’, ‘all’, ‘out’, ‘yes’,”mothers’,”way. Have children find these words in the text and notice how many times each word occurs. Point to the words as fluent readers do. Have children read the words aloud as fluently as they can. Ask children to identify words in the text that they know how to read fluently. Have children practice reading the text to each other smoothly and without stopping.

Text conventions

- Talk about the environment where the dinosaurs in the story lived. Look at the illustrations and have children describe the habitat. Talk about the features of a desert—sand, rocks, mountains, not many trees. Show children photos of deserts and have them identify things in the pictures. Take children outside and have them describe the habitat. Talk about the features of a desert—sand, rocks, mountains, not many trees.

- Talk about how the words ‘Snap!’ Snap!’ Snap! Snap!’ on page 12 are shown in italics. Discuss how we read, we emphasize words that are shown in italics. Encourage children to practice changing their tone as when we read, we emphasize words that are shown in italics. Encourage children to practice changing their tone as we read:

- ‘Yes’, ‘mother’, ‘way’. Have children find these words in the text. Ask children to cover up the ‘ing’ and say the word. Have children practice reading the text to each other without stopping.

Text emphasis/italic font:

- ‘Yes’, ‘mother’, ‘way’. Have children find these words in the text. Ask children to cover up the ‘ing’ and say the word. Have children practice reading the text to each other without stopping.

Assessment

- BLM 2 (page 5) and have children color and cut out the dinosaurs, then stick them onto craft sticks to make puppets. They use the puppets to role-play events of the story.

- Have children role-play the events of the story. Support children in using uppercase letters and punctuation.

- Give children a copy of BLM 2 (page 4) and have them color the characters, cut them out, and tape a craft stick to the back of each one to make puppets. Children use the puppets to role-play the events of the story.

- Talk about the concept of reading fluently—smoothly and without stopping. Have children role-play the events of the story. Support children in using uppercase letters and punctuation.

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Character, setting, plot

- Draw and write about the story – the characters, the setting, and the plot.

Characters

- Talk about the concept of reading fluently – smoothly and without stopping. Have the text to model how to read fluently. Children practice reading the text to match their writing.

Setting

- Have children talk about what is on the front cover of the book. Discuss the title and the names of the author and illustrator. Ask children to design a new front cover including the title and author and illustrator names.

Plot

- Talk about the environment where the dinosaurs in the text lived. Show children photos of desert environments and have children design the desert. Talk about the features of a desert – sand, rocks, mountains, not many trees. Show children photos of desert environments and have them identify things in the pictures. Have children write about what is on the front cover of the book. Discuss the title and the names of the author and illustrator. Ask children to design a new front cover including the title and author and illustrator names.

- Have children discuss the story, the characters, the setting, and the plot.

Comprehension: CCSS.K.1, L.K.2.b, FS.K.1.c, FS.K.1.d, FS.1.1.a, FS.1.3.f

- Recall: Give children a copy of BLG 2 (page 4) and have them color the characters, cut them out, and tape a craft stick to the back of each one to make puppets. Children use the puppets to role-play the events of the story.

- Text conventions: Children read words in italics from the text. Encourage children to practice changing their tone as we read, when we read, we emphasize words that are shown in italics. Snap! Snap!' on page 12 are shown in italics. Discuss how we model how to read fluently. Children practice reading the text to match their writing.

- Book features: Have children talk about what is on the front cover of the book. Discuss the title and the names of the author and illustrator. Ask children to design a new front cover including the title and author and illustrator names.

- Text emphasis: It is important that children know this way and that, to help them understand the concept of reading fluently.

- Vocabulary: Children can create a 'words' wall using these words: characters, setting, plot, environment, desert – sand, rocks, mountains, not many trees.

- Phonological awareness: Children read words in italics from the text and identify sound patterns. Children practice reading words in italics and identify sound patterns.

- Plot: Have children role-play the events of the story.

- Assessment: Children can create a 'words' wall using these words: characters, setting, plot, environment, desert – sand, rocks, mountains, not many trees. Children role-play the events of the story.

- Other teaching focus: Children can create a 'words' wall using these words: characters, setting, plot, environment, desert – sand, rocks, mountains, not many trees.

- Character puppets: You will need: colored pencils or crayons, scissors, craft sticks, tape.

- Other teaching focus: How are these words the same? How are these words different? Have children look up each word in a dictionary and compare the definitions. Have them draw pictures of different parts of the story to match their writing.

- Teacher's note: Children can create a 'words' wall using these words: characters, setting, plot, environment, desert – sand, rocks, mountains, not many trees.

- Plot: Children can create a 'words' wall using these words: characters, setting, plot, environment, desert – sand, rocks, mountains, not many trees.

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Oral Reading Record

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Text: Baby Dinosaur and the Egg

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<th>EC</th>
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Engagement

Engage Literacy Teacher’s Resource Level 4-6 Baby Dinosaur and the Egg Fiction ELL 8 GRL E

Getting started

- Introduce the story. Each child holds a copy of the book and discuss the title. Ask, “What do you see in this title?”

Story summary

Baby Dinosaur and the Egg. A big nest and a little dinosaur comes out of the egg. The little dinosaur’s mother comes as Baby Dinosaur and Father Dinosaur run all the way home.

Reading the text

- Have children read aloud independently or focus on meaning, structures and visual cues. Support development of meaning by identifying main ideas and the sequence of events.

- Discuss reading strategies with children. During reading, ask, “Can you read the word out loud?” “Can you read the word with your finger?” Encourage children to read aloud and self-correct.

- Ask children to identify what they read in the next page and read the text aloud.

- Have children read the text in their own words. Ask, “How do you read the text in your own words?”

- Discuss the comprehension and resolution of the story. Ask, “What is the problem in the story? How was the problem solved?”

- Ask children to express their questions such as, “Why do you think the egg was big and thick?”

After reading

Focus on meaning, structures, and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consider specific skills. For example, children have had difficulty with the word “nest”. Discuss strategies such as sounding out or looking it up in the dictionary.

Created by Mr. T. (Pink Pong Press), together with Baby Dinosaur and the Egg. The material is protected by copyright laws within the jurisdiction where it is distributed.
Oral Reading Record

Name: ____________________  Date: __________

Text: Baby Dinosaur and the Egg

Summary: Baby Dinosaur can see a little egg in a big nest and a little dinosaur comes out of the egg. The little dinosaur's mother comes as Baby Dinosaur and Father Dinosaur run all the way home.

Page 1

2. “Look!” said Baby Dinosaur. “I can see a little egg.”
3. “Yes,” said Father Dinosaur. “You can see a little egg too.
4. “Look!” said Baby Dinosaur. “The little egg is in the big nest.”
5. “Yes,” said Father Dinosaur. “I can see a little egg, too.”
6. “Look!” said Father Dinosaur. “The little egg is going this way and that.”
7. “Yes,” said Father Dinosaur. “The little egg is going up and down, too.”
8. “Look!” said Father Dinosaur. “There comes a little dinosaur. It is coming out of the egg.”
9. “Yes,” said Father Dinosaur. “A little dinosaur is coming out of the egg.”
10. “Look at the little dinosaur’s big teeth,” said Baby Dinosaur.
11. “They are going up and down.”
12. Snap! Snap! Snap!
13. “Oh, no!” said Father Dinosaur. “Here comes the little dinosaur’s mother. Look at her big teeth.”
14. “Yes,” said Baby Dinosaur. “Her teeth are going up and down, too.”
15. Snap! Snap! Snap!
16. “Come on,” said Baby Dinosaur. “We can run all the way home.”

Totals

Challenged: ________  Struggled: ________  On task: ________  Independent: ________

Engagement

Engage Literacy Teacher’s Resource Level B-5 Baby Dinosaur and the Egg Fiction: ELL: GRL E

Teacher Notes

Reading the Text

- Have children read aloud independently focus on meaning, pronunciation, and vowel sounds. Support development of reading strategies: Identify words that challenge children and can be developed into future learning experiences.

- Discuss reading strategies with children. During reading ask how you would you work it out and why. Have some stories encourage children to go back and self-correct.

- As children read, ask them predict what might happen on the next page and how the next might end.

- Have children relate the text in their own experience. Ask how you would you like them like a baby walking out of an egg? How have you seen a baby extend in a real? Have you seen a mother trying to protect it? How children recall stories in their own words.

- Talk about the characters and their role in the story. Discuss the conclusion of the story. Ask what was the problem in the story? How was the problem solved?

- Ask inferential questions such as why do you think the egg was going up and down? Why was the baby’s mother going up and down?

After Reading

Focus on meaning, structure, and visual clues that children found difficult while reading. Discuss strategies and provide opportunities for children to consider specific details. For example, if children had difficulty with the word “teeth,” discuss strategies such as sounding out the word and looking up the definition in the dictionary.

Challenges from the following activities:

- Baby Dinosaur and the Egg 0-5th Grade: Baby Dinosaur and the Egg Fiction: ELL: GRL E

BLM 3

Capstone

- Baby Dinosaur and the Egg Gatefold.indd   5-1

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