

 <b>little Lukes</b> Preschool and Childcare Center	Title – My Pet Dinosaur
	Theme – Digging For Dinosaurs – Mr. D

## Objectives (Letter People & Common Core)

*Students will be able to...*

- Develop imagination and creativity through self-expression. (LP: A/M/D, FA)
- Understand that writing communicates thoughts. (LP: W)
- Dictate words, phrases, sentences. (LP: W)
- Attend to/participate in modeled/shared writing. (LP: W)
- Write letters on request; apply print directionality. (LP: W)
- Recognize the left-to-right/top-to-bottom directionality of print; follow print as it is read. (LP: R, CAP&B)
- Show increasing control of pencil grip. (LP: PD, SM)
- ❖ Follow words from left-to-right, top-to-bottom, and page-by-page. {CC.CLL.1PC.a}
- ❖ With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. {CC.CLL.TT&P.1}
- ❖ With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed. {CC.CLL.P&DW.5}

## Materials

- ✓ iPad (from Special Education teacher)
  - “Dinosaur Pet” iBook can be found in the iBooks app.
  - To find this video, click on the “Books Catalog” app. The app is a picture of a book. Click “install.” The book will be sent to the iBooks app.
- ✓ Book: *Dinosaur Pet* by Neil Sedaka (*see your director*)
- ✓ My Pet Dinosaur Writing Page (*materials are below*)
  - Page 5 is for higher students.
  - Page 6 is for lower students.
- ✓ Dinosaur Cards (*materials are below*)
- ✓ Picture Prompts (for modifications) (*materials are below*)

## Anticipatory Set

1. Introduce the book *Dinosaur Pet* by Neil Sedaka.
2. Say: **Some kids have puppies. Other children have cats. But, in this story a little boy cherishes something even bigger and bigger – his own pet dinosaur!**
3. Read the book aloud. (Suggestion: Use the iBook “Dinosaur Pet” to read the story. The story is sung to a funny, child-friendly take on the song “Calendar Girl.”)
4. As you read, pause as necessary to have students describe what the dinosaur and the boy are doing.

## Activity

1. Ask students to share what kinds of pets they have at home. If students do not have a pet, have them share what kind of pet they would like to have.
  - a. Ask students questions about their pets to prompt further discussion. Some questions may include:
    - i. What is your pet's name?
    - ii. How many pets do you have?
    - iii. What kinds of things do you do with your pet?
    - iv. Do you give your pet food/water? What do they eat?
    - v. What kinds of tricks can your pet do?
2. Ask students to name the theme they are learning about this week.
3. Ask: **Do you think dinosaurs would make good pets? Why or why not?**
  - a. Discuss students' answers.
4. Tell students that you want them to pretend that they could have any dinosaur they wanted as a pet.
5. Ask students the following questions to prompt them to think about what kind of dinosaur they would have and what kinds of things they would do with their dinosaur pets.  
(Optional: Ask the students to close their eyes.)
  - a. **What kind of dinosaur would you have as a pet?**
  - b. **What would you do with your pet dinosaur?**
    - i. Tell students that they can do anything they want with their pet dinosaur, even if it is something silly like going to the movies!
  - c. Have share what they would do with their pet dinosaurs (see modifications).
  - d. While students are sharing their responses, the teacher will write each student's response on their worksheet for them to trace (**lower students**) or on a separate paper/whiteboard for them to copy (**higher students**).
6. Then, provide each student with his or her writing page. Have students help you read the sentence: **"If I had a pet dinosaur, we would \_\_\_\_."**
  - a. Point to each word as you read the sentence. Encourage students to track the words as you read.
    - i. Give the students an example of a completed sentence. **"If I had a pet dinosaur, we would <pick apples>. My pet dinosaur would help me reach apples way up high."**
7. Have students write/trace the words to complete their sentence (see differentiation/modifications).
  - a. Once students have completed the sentence, help them to reread the sentence.
8. Have students draw/color a picture of their dinosaur (and themselves) corresponding to the sentence they wrote.
9. As the students are working, ask/discuss:
  - a. **What are you drawing?**
  - b. **What kind of dinosaur would you like to have as a pet?**
  - c. **What would you and your pet dinosaur do together?**
  - d. **What colors are you using to draw your picture? Etc...**

10. When students finish, they can share their writing page with the group. Have the students read their sentence or say a few phrases about what is happening in the picture. Have some students provide lots of details about their pictures.

\*Teachers will need to write the words “*we would*” or “*I would*” to help students complete their sentences. For example:

- If I had a pet dinosaur, **we would** pick apples.
- If I had a pet dinosaur, **I would** teach it new tricks.

## Differentiation

- Higher:
  - Students will write the words to complete their sentences. Students will write/trace the name of the dinosaur they would like to have as a pet. Teachers may need to provide a model for the students to copy or spell each word one letter at a time for the students to write.
  - When sharing their writing, encourage students to read the sentence on their writing page (with minimal or no assistance) and provide lots details about their picture.
- Lower:
  - Students will trace the words to complete their sentence.
  - When sharing their writing, students will state what they would do with their pet dinosaur instead of reading the sentence “*If I had a pet dinosaur, we/I would \_\_\_\_\_.*”

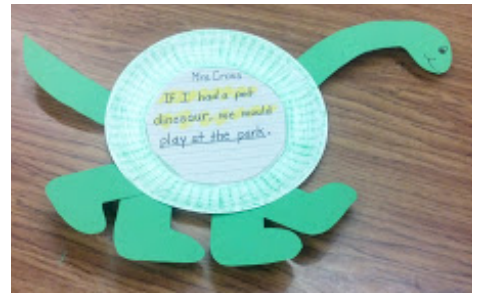
## Possible Modifications

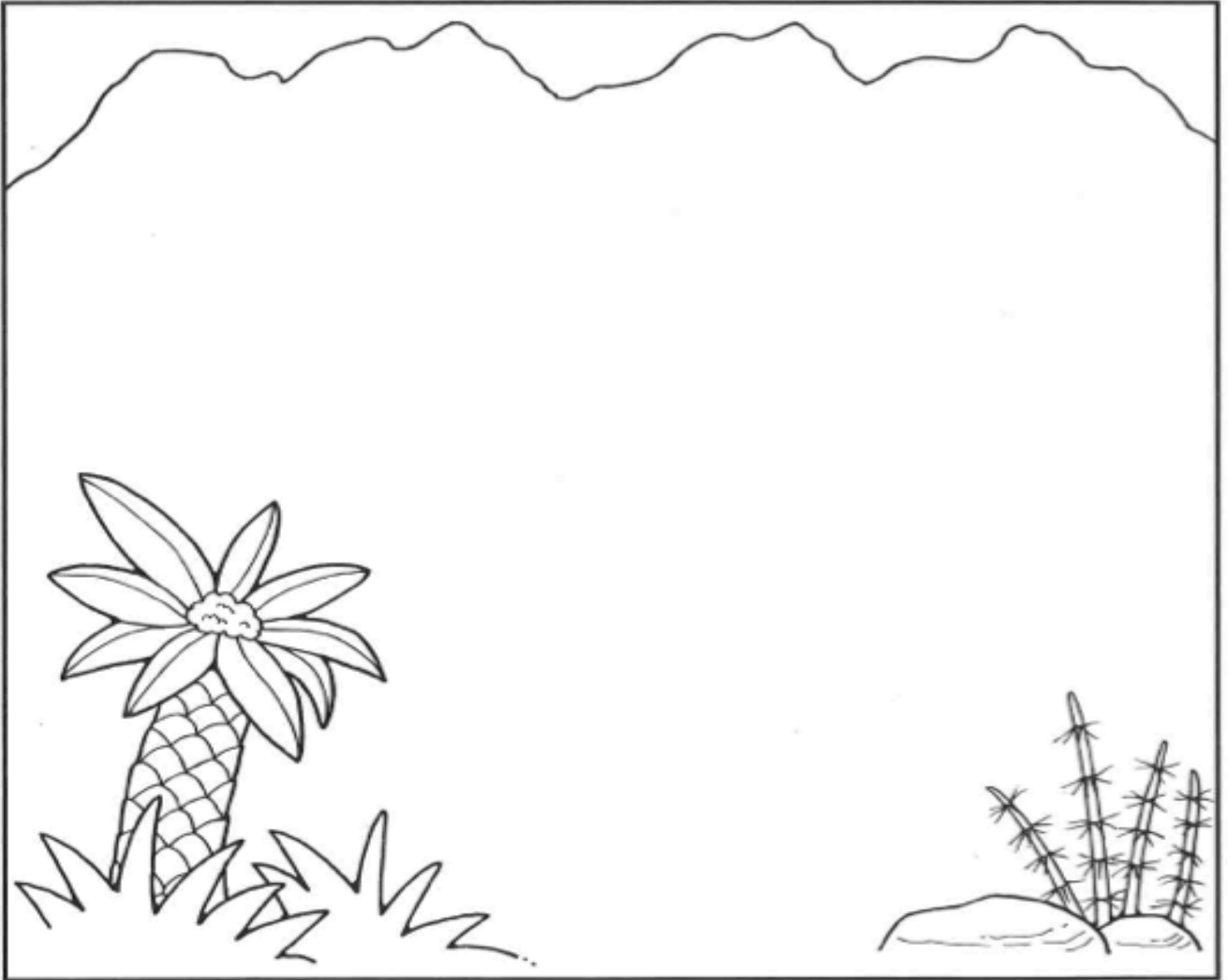
- ❖ Provide as much assistance as students need for those that are younger or if writing is a challenge (monitor closely so students don’t become challenged by the writing aspect). Hand-over-hand assistance will be provided as students write.
- ❖ Provide a highlighted outline of the words for the students to trace over.
- ❖ Allow students to scribble write the words. Have students identify what they have “written.” Teachers may write what the students have dictated underneath their scribble attempts.
- ❖ The teacher will provide some students with picture prompts to help them (if necessary) identify what they would do with their pet dinosaurs.

## Assessment

- Informal observation of where each student is at in their development of all writing & pre-reading skills in the objectives (will vary greatly from student to student). Record notes of abilities and how much assistance was needed to complete the page or part of the page.
- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' ability to hold a marker/pencil using proper grasp.
- Informal observation of students' understanding that writing communicates thoughts.
- Informal observation of students' ability to be creative in their writing.
- Informal observation of students' ability to identify an activity that they would do with their pet dinosaurs.

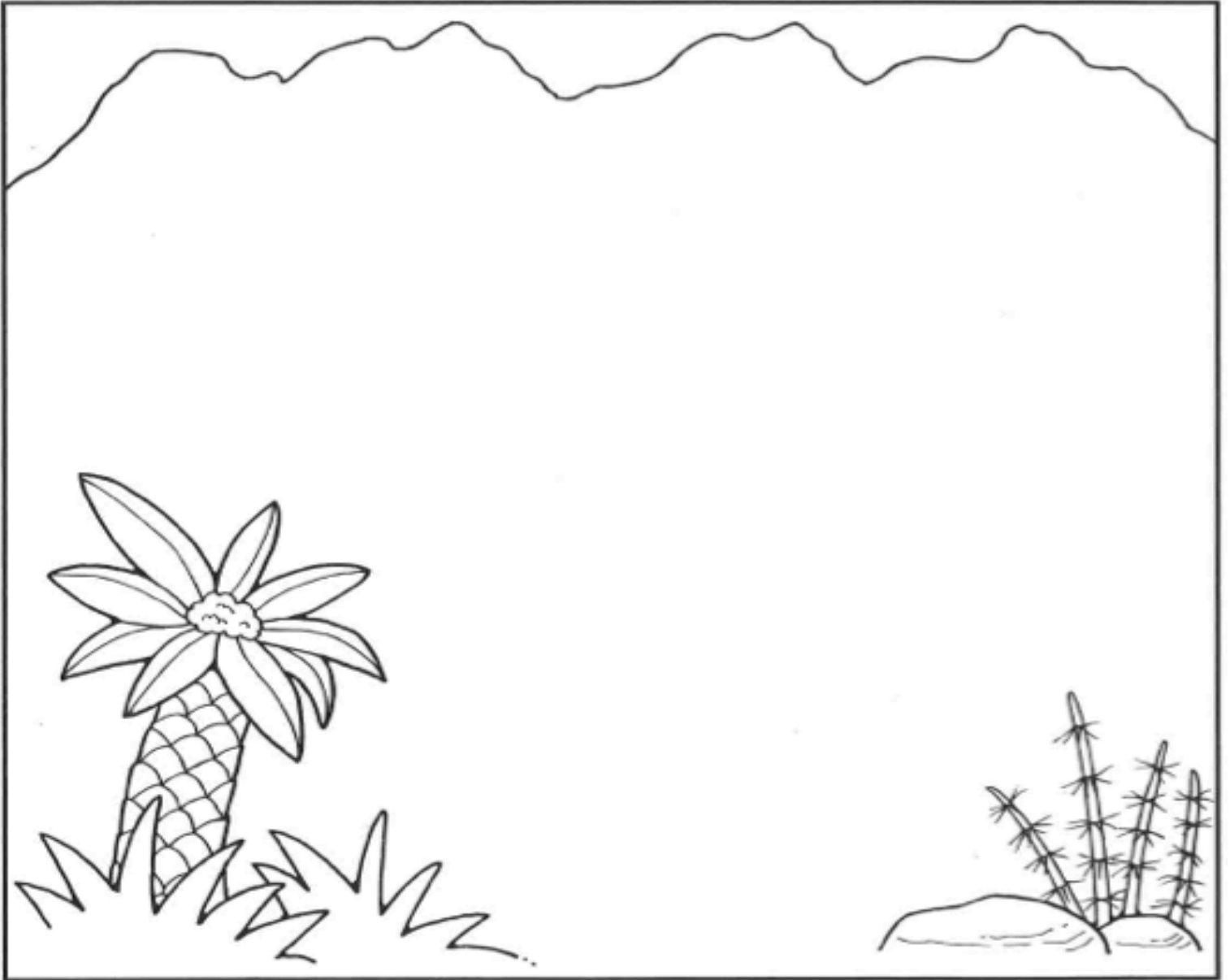
**Optional:** Teachers can turn students' writing into a dinosaur. Students could make the dinosaur as during this activity (if time permits), an art activity, a table choice, or during indoor free play.





If I had a pet dinosaur, it would  
be a \_\_\_\_\_.

We would \_\_\_\_\_  
\_\_\_\_\_.



If I had a pet dinosaur, we would

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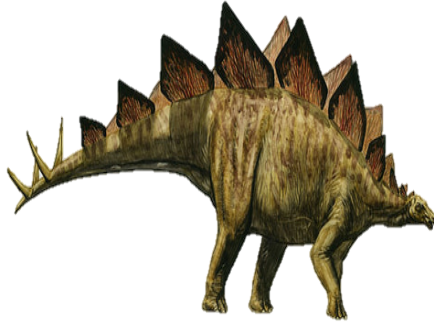
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Dinosaur Cards

TYRANNOSAURUS  
REX



STEGOSAURUS



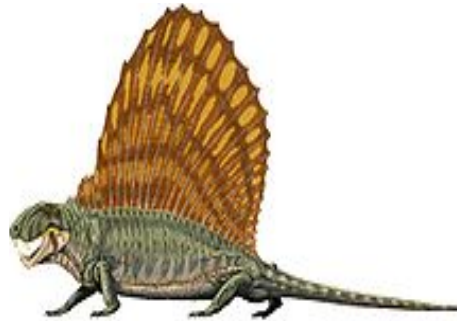
BRACHIOSAURUS



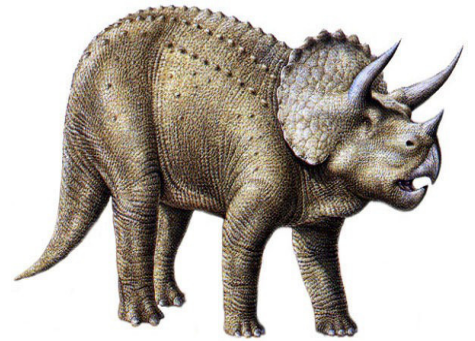
IGUANODON



DIMETRODON



TRICERATOPS



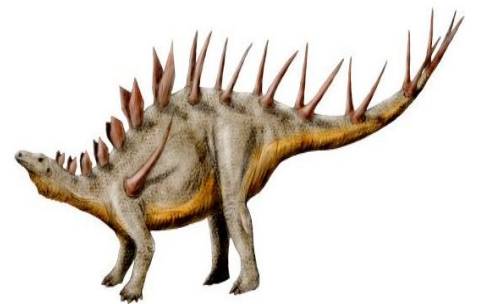
VELOCIRAPTOR



PTERODACTYL



KENTROSAURUS



TROODON



ALLOSAURUS



SPINOSAURUS



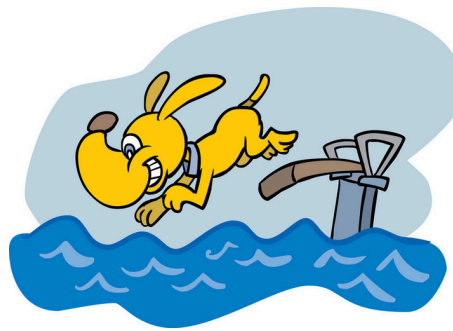


Picture prompts for modifications.

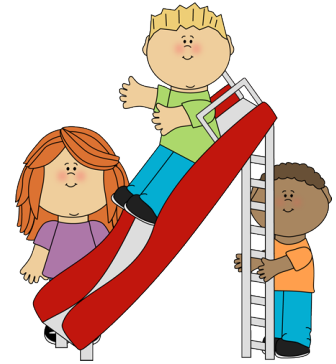
GO ON A TRIP



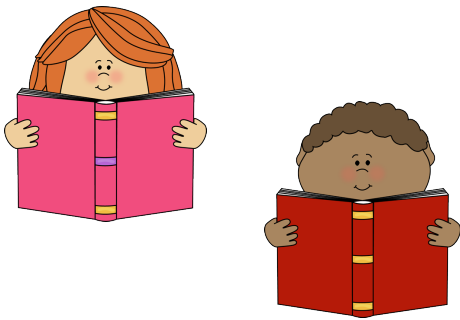
GO SWIMMING



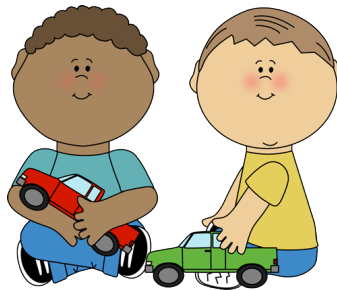
GO TO THE PARK



READ A BOOK



PLAY WITH  
CARS



PLAY WITH  
BLOCKS



PLAY  
BASKETBALL



GO TO THE  
MOVIES



DANCE



GO TO SCHOOL



RIDE BIKES



PICK APPLES

