

Here's What You'll Get in the Boy, Were We Wrong About Dinosaurs! Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: Q

Asking Questions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember how you felt when you were confused

Summary

Boy, Were We Wrong About Dinosaurs! is an informational text. That means the information in this book is true. Did you know that scientists practice reading comprehension skills every day? They question and synthesize information. They make connections and predictions. They determine what information is important to understand. In this book, we learn the scientists studying dinosaurs have made lots of mistakes over the years. There are many things we used to think were true that have been proved false.

Link to What You Know

- What do you wonder about dinosaurs?
- What questions do you have about fossils?

Important Words to Know and Understand

Fossil – Something (such as a leaf, skeleton, or footprint) that is from a plant or animal which lived in ancient times and that you can see in some rocks.

Scales – One of many small thin plates that cover the bodies of some animals (such as fish or snakes).

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about or where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

Boy, Were We Wrong About Dinosaurs!
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Grade Level: 3 / Guided Reading Level: Q

Asking Questions

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 to 2 – Pretend you found the bones in this illustration. What questions would you have?

Pages 5 to 6 – What questions do you have about the first drawings of dinosaurs?

Page 7 – What questions do you have about the first drawings of dinosaurs?

Page 16 – What questions do you have about the little dinosaur fossils that were found?

Page 28 – What questions do you have about the connection scientists are making between dinosaurs and our birds?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Boy, Were We Wrong About Dinosaurs!*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Boy, Were We Wrong About Dinosaurs!*. Which types of questions helped you the most? If so, how can you answer your question?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Boy, Were We Wrong About Dinosaurs!*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: Q

Determining Importance

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember how you felt when you were confused

3
Determine Importance While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – Imagine that the bones in the illustration are real. Write down the questions you have about the bones in the book. (Remember to include the questions you have about the bones in the book.)

Page 16 – Look at the illustration of the first dinosaur. Write down the questions you have about the first dinosaur. (Remember to include the questions you have about the first dinosaur.)

Page 28 – Look at the illustration of the first dinosaur. Write down the questions you have about the first dinosaur. (Remember to include the questions you have about the first dinosaur.)

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Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: Q

Making Connections

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember how you felt when you were confused

3
Make Connections While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – Imagine that the bones in the illustration are real. Write down the questions you have about the bones in the book. (Remember to include the questions you have about the bones in the book.)

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Determining Importance

Making Connections

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: Q

Making Predictions

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember how you felt when you were confused

3
Make Predictions While Reading

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Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Boy, Were We Wrong About Dinosaurs!*. Which types of questions helped you the most? If so, how can you answer your question?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Boy, Were We Wrong About Dinosaurs!*. (Remember to include examples from the book!)

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Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: Q

Synthesizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember how you felt when you were confused

3
Synthesize While Reading

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Making Predictions

Synthesizing

Practice Pages and Answer Keys

Answer Key for Asking Questions
with *Boy, Were We Wrong About Dinosaurs!*

Your Turn to Practice Asking Questions
with *Boy, Were We Wrong About Dinosaurs!*

Pages 1 to 2 – Pretend you found the bones in this illustration. What questions would you have?

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Page 7 – What questions do you have about the first drawings of dinosaurs?

Page 16 – What questions do you have about the little dinosaur fossils that were found?

Page 28 – What questions do you have about the connection scientists are making between dinosaurs and our birds?

Answer Key for Determining Importance
with *Boy, Were We Wrong About Dinosaurs!*

Your Turn to Practice Determining Importance
with *Boy, Were We Wrong About Dinosaurs!*

Page 4 – Imagine that the bones in the illustration are real. Write down the questions you have about the bones in the book. (Remember to include the questions you have about the bones in the book.)

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Answer Key for Making Connections
with *Boy, Were We Wrong About Dinosaurs!*

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Answer Key for Making Predictions
with *Boy, Were We Wrong About Dinosaurs!*

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Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Boy, Were We Wrong About Dinosaurs!: Making Connections

Explain how this book helped you understand why information about dinosaurs has changed throughout history.

☐ I can show what I have learned from informational text and illustrations by answering questions about where, when, why, and how. CCSS: RI.3.7

Boy, Were We Wrong About Dinosaurs!: Making Connections

Explain how this book helped you understand why information about dinosaurs has changed throughout history.

☐ I can show what I have learned from informational text and illustrations by answering questions about where, when, why, and how. CCSS: RI.3.7

Boy, Were We Wrong About Dinosaurs!: Making Connections

Explain how this book helped you understand why information about dinosaurs has changed throughout history.

☐ I can show what I have learned from informational text and illustrations by answering questions about where, when, why, and how. CCSS: RI.3.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free
Option

Boy, Were We Wrong About Dinosaurs!: Making Connections

Explain how this book helped you understand why information about dinosaurs has changed throughout history.

Boy, Were We Wrong About Dinosaurs!: Making Connections

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making
Connections

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
1. _____	1. _____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
2. _____	2. _____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
3. _____	3. _____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making
Predictions

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining
Importance

Asking Questions
Title: _____

Question Sentence Starter	Why didn't...?	How does...?
I wonder...	I am confused about...	I am not sure why...
Question	Answer	
Question	Answer	
Question	Answer	

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking
Questions

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Became...	Became...	But now I think...
		Became...
My new thinking is...	Now I understand...	After thinking about...
Became...	Became...	I conclude...
		Became...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudrinski
Grade Level: 3 / Guided Reading Level: O

Vocabulary Connections

Important Words to Know and Understand in "Boy, Were We Wrong About Dinosaurs!"

Acid
A chemical with a sour taste that forms a salt when mixed with a base

Ancient
Of, coming from, or belonging to a time that was long ago in the past

Asteroid
Any one of thousands of small planets that circle around the sun

Cold-blooded
Having cold blood ; having a body temperature that is similar to the temperature of the environment

Comet
An object in outer space that develops a long, bright tail when it passes near the sun

Fossil
Something (such as a leaf, skeleton, or footprint) that is from a plant or animal which lived in ancient times and that you can see in some rocks

Herd
A group of animals that live or are kept together

Scales
One of many small, thin plates that cover the bodies of some animals (such as fish or snakes)







Vessel
A vein or artery that carries blood through the body

Warm-blooded
Having blood that always remains warm ; having a body temperature that does not change when the temperature of the environment changes

Vocabulary Word List | 800Foges.com

Important Words to Know and Understand in Boy Were We Wrong About Dinosaurs! Word List

Boy, Were We Wrong About Dinosaurs!
 By: Kathleen Kudrinski
 Grade Level: 3 / Guided Reading Level: O

Vocabulary Connections		
Acid	Ancient	Asteroid
		
Cold-blooded	Comet	Fossil
		

1. Use the **Guided Reading** level to find the book.
 2. Use the **Lexile** level to find the book.
 3. Use the **Picture** level to find the book.

Picture Vocabulary Sorting Cards | ©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections		
Boy, Were We Strong About Dinosaurs!		
By: Kathleen Kudrinski Grade Level: 3 / Guided Reading Level: C		
Acid	Ancient	Asteroid
A chemical with a sour taste that forms a salt when mixed with a base	Of, coming from, or belonging to a time that was long ago in the past	Any one of thousands of small planets that circle around the sun
Cold-blooded	Comet	Fossil
Having cold blood: having a body temperature that is similar to the temperature of the environment	An object in outer space that develops a long, bright tail when it passes near the sun	Something (such as a leaf, skeleton, or footprint) that is from a plant or animal which lived in ancient times and that you can see in rocks

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">By: Kathleen Kudrinski Grade Level: 3 / Guided Reading Level: C</p>			<h3>About Dinosaurs</h3> <p>By: Kathleen Kudrinski Guided Reading Level: C</p>
<p>Herd is a/an noun verb adverb adjective</p> <p>Definition of Herd:</p>	<p>Scales is a/an noun verb adverb adjective</p> <p>Definition of Scales:</p>	<p>Vessel is a/an noun verb adverb adjective</p> <p>Definition of Vessel:</p>	<p>Step by Step Directions:</p> <p>1. Read the book, <i>Dinosaurs</i>. 2. Read the Vocabulary Cards. 3. Circle the base of the spelling (typical) on the notebook. 4. Write the vocabulary word on the front of the card.</p>
<p>Herd looks like this:</p>	<p>Scales looks like this:</p>	<p>Vessel looks like this:</p>	<p>Step by Step Directions:</p> <p>1. Read the book, <i>Dinosaurs</i>. 2. Read the Vocabulary Cards. 3. Circle the base of the spelling (typical) on the notebook. 4. Write the vocabulary word on the front of the card.</p>
<p>Herd reminds me of:</p>	<p>Scales reminds me of:</p>	<p>Vessel reminds me of:</p>	<p>Step by Step Directions:</p> <p>1. Read the book, <i>Dinosaurs</i>. 2. Read the Vocabulary Cards. 3. Circle the base of the spelling (typical) on the notebook. 4. Write the vocabulary word on the front of the card.</p>
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>	<p>Step by Step Directions:</p> <p>1. Read the book, <i>Dinosaurs</i>. 2. Read the Vocabulary Cards. 3. Circle the base of the spelling (typical) on the notebook. 4. Write the vocabulary word on the front of the card.</p>

Interactive Vocabulary Notebook Cards

Word Games

with Words from **Boy, Were We Wrong About Dinosaurs!**

Directions: Circle the correctly spelled vocabulary words and write the number of syllables of each word in the space provided.

_____ vessel vessel vessel

_____ cold-blooded cold-blooded cold-blooded

_____ ancient ancient ancient

_____ asid acid aceld

Directions: Complete the sentences by using the correct vocabulary words in the Word Bank.

Word Bank

herd asteroids fossil

scales comet

- A stone imprint of an animal from the past is called a _____.
- Fish and snakes have _____ to protect their soft bodies.
- A _____ of sheep is grazing the field.
- _____ are small, rocky objects that circle around the sun.

Name: _____

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Answer Key

We Wrong About Dinosaurs!

vocabulary words and write the number of syllables.

_____ vessel vessel vessel

_____ cold-blooded cold-blooded cold-blooded

_____ ancient ancient ancient

_____ asid acid aceld

Directions: Complete the sentences by using the correct vocabulary words in the Word Bank.

Word Bank

herd asteroids fossil

scales comet

- A stone imprint of an animal from the past is called a _____.
- Fish and snakes have _____ to protect their soft bodies.
- A _____ of sheep is grazing the field.
- _____ are small, rocky objects that circle around the sun.

Name: _____


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Word Games and Answer Key

Vocabulary Connections

Boy, Were We Wrong About Dinosaurs!


By
Kathleen Kudlinski



A new word that I learned in this book is:

It is like.....

It means.....



Name: _____

4. By the Dinosaurs 2. Kathleen Kudlinski 1. Connected to Vocabulary Cards

4. And Your Vocabulary Cards 2. Kathleen Kudlinski 1. Connected to Vocabulary Cards

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | **800pages.com**

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudlinski
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Adding -s and -es to make plural nouns

Background:
To make most nouns plural, end in the letters "ch", "sh", "s", "x", "z", "y", "o", and "f".

Examples:

beaches	beaches
birds	birds
bosses	bosses
boxes	boxes
branches	branches

Materials and Preparation:

- A Copy of Boy, Were We Wrong About Dinosaurs!
- Chart paper
- Markers
- Scissors
- Guided Word Work
- Pencils
- Bone Puzzle Guide
- Word Search Practice
- Noun Sheet (1 sheet)
- Plural Noun Card
- Optional - Writing Engagement in S
- Optional - Word Detective

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

Plural Nouns	
-s	-es
pencils	beaches
tables	brushes
desks	glasses
chairs	boxes
papers	waltzes

Step 2: Connect Word Work to Reading

Extend Engagement

Writing Plural Nouns

- Distribute the practice page to your students.
- Direct them to write a plural noun in each box by adding -s or -es to the nouns in the dinosaurs.
- Ask students to write on the worksheet.

Introduce Plural Nouns ending in -s and -es

- Write the title "Plural Nouns" at the top of the chart paper.
- Draw a table with two columns under the title.
- Write "-s" on top of the left-hand column and "-es" on top of the right-hand column.
- Say, "To make most nouns plural, just add the letter 's' to the end of the noun. Let me show you what I mean!"
- Write the word "pencil" in the left-hand column. Write the letter "s" at the end of the word in a different color. Say "pencils" and ask students to repeat after you.
- Follow the same steps with these words: table, desk, chair, and paper. Ask students to share examples and add them to the chart.
- Say, "Sometimes, we add the letter combination 'es' to the end of a noun to make it plural. When a noun ends in 'ch', 'sh', 's', 'x', or 'z', you add the letters 'es' to the end of the noun."
- Write "ch", "sh", "s", "x", and "z" in the right-hand column under "-es".
- Write the word "beach" in the right-hand column. Ask students to say the word with you. Explain that because the word ends with the "ch" letter combination, we add the letters "es" to the end of the word to make it plural. Underline the "ch". With a different color marker, add the letters "es" to the end of the word. Repeat the same steps for the words brush, glass, box and waltz. Underline the "ch", "sh", "s", "x", and "z" endings. Ask students for examples and add them to the chart.

Plural Nouns ending in -s and -es in the Text

- Draw two columns on chart paper. At the top of the left-hand column, write "-s". At the top of the right-hand column, write "-es".
- Under the "-es" column, use a different color marker to write the following letter combinations: "ch", "sh", "s", "x", "z", and "z".
- Explain to children that while you read *Boy, Were We Wrong About the Dinosaurs*, they have a job to do. Every time they hear a plural noun, they should raise their hand and say the word.
- Write the singular form of the noun at the bottom of the chart paper. Decide as a group what ending the noun needs to make it plural.
- Write the plural noun in the corresponding column.
- Continue the same steps throughout the story.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Word Work

Boy, Were We Wrong About Dinosaurs!
By: Kathleen Kudlinski
Grade Level: 3 / Guided Reading Level: O

Step 2: Connect Word Work to Reading (continued)

- There are three plural nouns in the book that do not follow the rules in this lesson. Bumpies, libraries, and bodies follow a different rule of dropping the letter "y" and adding -ies.

Some Examples of Plural Nouns found in the text:

• animals	• bumps	• elbows	• hands
• babies	• clues	• elephants	• ideas
• birds	• colors	• eyes	• kinds
• bodies	• dinosaurs	• feathers	• knees
• bones	• dragons	• fires	• leaves
• books	• drawings	• footprints	• legs
• bookstores	• eggs	• grasses	• libraries

Step 3: Guided Word Work Practice

Interactive Exploration

- Give the "caller" a "Noun Sheet". The "caller" will cut out the nouns, mix them up, and place them face down in a pile.
- Pass out one "Plural Noun Card" to each player. Players will choose nine words from the "Plural Noun Word Bank" and write the words in the nine boxes.
- The caller will pick a card from the bottom of the pile and read the word. If a player has the plural form of that noun on their card, they can put an "x" over the word in the box.
- The first player to cross off all nine words wins the game.

Step 4: Independent Word Work Practice

Practice Page

- Pass out a Word Search Practice Page to each student.
- Students will read the singular nouns in the "Word Bank" and find the plural nouns ending in -s and -es in the word search box.
- Draw a line through the plural sounds in the word search box.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Interactive Activities

Plural Noun Card Interactive Activity

Directions: Choose 9 words from the Plural Noun Word Bank and write them in the 9 boxes below. If the caller reads a noun that a player has on their Plural Noun Card, the player can draw an "x" on the word. The person to cross off all words first wins.

Plural Noun Card

Plural Noun Word Bank

animals, birds, bones, books, bookstores, bumps, clues, colors, dinosaurs, dragons, drawings, eggs, elephants, eyes, feathers, fires, footprints, grasses, hands, ideas, kinds, knees, leaves, legs, librarians, marks, mistakes, mothers, nests, noses, ovals, patterns, pigeons, plants, rings, scales, scientists, scratches, shapes, sizes, skins, skulls, slices

Guided Word Work Practice | @BookPages.com

Independent Practice Page

Word Search

Word Work Practice Page

Directions: Read the singular nouns in the Word Bank. Find the plural nouns ending in -s and -es in the word search.

DIS X M S P M S S
L I O G D V I X C N
S A N N N S U S R O
G L A O T I R D A G
R H A A S E R R T A
A K K M H A G I C R
S E Q T I X U B H D
S I O C M N M R E M
E M I S E L A C S D
S G N I W A R D X O

Word Bank

animal	dinosaur	drawing	hand
bird	dragon	grass	mistake
mother	ring	scale	scratch

Name: _____ Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Plural Nouns ending in -s and -es

Extension Activity

Directions:

Be a word detective!

Be on the lookout for plural nouns ending in -s and -es while you read. Write the words with adjectives that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: _____ Word Work Extension Activity | @BookPages.com

Assessments

Running Record					
Title: Boy, Were We Wrong About Dinosaurs!		Guided Reading Text Level: O		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	M	SV
1	Long, long ago, before people knew anything about dinosaurs, giant bones were found in China. Wise men who saw the bones tried to guess what sort of enormous animal they could have come from.				
2	After they studied the fossil bones, the ancient Chinese decided that they came from dragons. They thought these dragons must have been magic dragons to be so large. And they believed that dragons could still be alive. Boy, were they wrong!				
3	No one knows exactly what dinosaurs looked like. All that is left of them are fossil bones and a few other clues. Now we can				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					


Running Record Assessment

Boy, Were We Wrong About Dinosaurs!	
CCSS Assessment	
Name: _____	
Score: / 9	
Directions: Use what you know about <i>Boy, Were We Wrong About Dinosaurs!</i> to answer each of the following questions.	
1. Where in the text can you find exactly what happened to the dinosaurs?	
<input type="radio"/> A The end explains exactly what happened. They died when the earth got too hot.	
<input type="radio"/> B Nowhere! You can only find what scientists THINK might have happened.	
<input type="radio"/> C The beginning explains they died long ago in ancient China.	
<input type="radio"/> D There is a page that explains that dinosaurs died from disease and a meteor.	
2. The main idea of the selection is people have been wrong about the dinosaurs before and probably will be again. What detail supports this?	
<input type="radio"/> A The ancient Chinese thought the bones were from dragons.	
<input type="radio"/> B Dinosaurs laid eggs.	
<input type="radio"/> C Fossils help scientists know what the dinosaurs looked like.	
<input type="radio"/> D Dinosaurs became extinct a very long time ago.	
3. What was one result of scientists looking inside the bones?	
<input type="radio"/> A They were able to see that dinosaurs were cold-blooded.	
<input type="radio"/> B They were able to see the dinosaur bones were from dragons.	
<input type="radio"/> C It proved that dinosaurs were cold-blooded.	
<input type="radio"/> D They noticed dinosaur bones were not like T-Rex.	
4. Which words help you understand what a dinosaur is?	
<input type="radio"/> A fossil, drag, dinosaur	
<input type="radio"/> B tailbone, stiff, inside, hold them (their)	
<input type="radio"/> C Apatosaurus, Tyrannosaurus	
<input type="radio"/> D heavy, stand, footprints	
5. What was the author's reason for writing this book about dinosaurs? (RI.3.6)	
<input type="radio"/> A She loves dinosaurs, especially the T-Rex.	
<input checked="" type="radio"/> B She wanted to share how ideas about them have changed and will change again.	
<input type="radio"/> C She is angry that scientists do not have all the facts about dinosaurs.	
<input type="radio"/> D She wishes that magical dragons did exist.	
6. How do the illustrations of the Iguanodon skeleton support the main idea of the text? (RI.3.7)	
<input type="radio"/> A The illustrations of Iguanodon show that it was a big dinosaur.	
<input type="radio"/> B The illustrations prove that scientists are always right the first time.	
<input checked="" type="radio"/> C They show how finding just 1 more bone changed scientists' beliefs!	
<input type="radio"/> D They show that Iguanodon looked just like T-Rex.	
7. Based on the text, what is the author's overall claim about scientists who study dinosaurs? (RI.3.8)	
<input type="radio"/> A Dinosaur scientists are not good because they can't figure out the facts.	
<input type="radio"/> B There are not enough dinosaur scientists.	
<input type="radio"/> C Scientists now should have listened to the ancient Chinese.	
<input checked="" type="radio"/> D Good scientists know that new information will change our thinking.	
8. How are lizard mothers different from what scientists now know about dinosaur mothers? (RI.3.9)	
<input checked="" type="radio"/> A Lizard mothers lay eggs and leave, but it seems dinosaur mothers raise their babies.	
<input type="radio"/> B Lizard mothers stay to protect their babies, but dinosaurs do not.	
<input type="radio"/> C Both lizard mothers and dinosaurs lay eggs.	
<input type="radio"/> D Dinosaur mothers bury their eggs, but lizards build nests above ground.	
9. Which of these would be a key question we could ask after reading this book? (RI.3.10)	
<input type="radio"/> A How many eggs did dinosaurs lay at one time?	
<input type="radio"/> B What did Iguanodon use the two pointed bones on its hands for?	
<input checked="" type="radio"/> C What new discovery will change our thinking about dinosaurs of long ago?	
<input type="radio"/> D Which disease killed the dinosaurs?	
CCSS Assessment 3rd Grade Reading Standards for Information BookPagez.com	

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____
Directions: Kathleen Kudlinski, the author of “Boy, Were We Wrong About Dinosaurs”, wrote that some libraries have old dinosaur books. How old are the dinosaur books in your school? Follow these steps to find the age of the books.
Step 1: Open up a dinosaur book and look for the copyright symbol. It looks like this: ©
Step 2: Next to the copyright symbol is the year the book was first made.
Step 3: Now, answer the following questions:
What is the title of the oldest book you found? _____ _____
What is the copyright date of the book? _____ _____
How old is the book? _____ _____
Why is it important to know the age of an informational book? _____ _____ _____ _____ _____ _____ _____ _____

Extension Activity @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading: Informational Text</p> <p>RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 – Engage in collaborative discussions with one or more peers and the teacher in which they identify the topic and text, and express their own ideas and understanding in light of the topic and text.</p> <p>SL.3.2 – Analyze a main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 – Determine the main ideas of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 – Engage in collaborative discussions with one or more peers and the teacher in which they identify the topic and text, and express their own ideas and understanding in light of the topic and text.</p> <p>SL.3.2 – Analyze a main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading: Informational Text</p> <p>RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 – Determine the main ideas of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 – Engage in collaborative discussions with one or more peers and the teacher in which they identify the topic and text, and express their own ideas and understanding in light of the topic and text.</p> <p>SL.3.2 – Analyze a main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading: Informational Text</p> <p>RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 – Determine the main ideas of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.1 – Engage in collaborative discussions with one or more peers and the teacher in which they identify the topic and text, and express their own ideas and understanding in light of the topic and text.</p> <p>SL.3.2 – Analyze a main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Boy, Were We Wrong About Dinosaurs Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with “Boy, Were We Wrong About Dinosaurs” correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Boy, Were We Wrong About Dinosaurs CCSS Alignment @BookPage.com</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Boy, Were We Wrong About Dinosaurs! Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para practicar: Hacer preguntas
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Páginas 1 a 2:
Imagine que encontró los huesos en esta ilustración. ¿Qué preguntas tendrías?

Páginas 5 a 6:
¿Qué preguntas tienes sobre el Iguanodon?

Página 7:
¿Qué preguntas tienes sobre los primeros dibujos de dinosaurios?

Página 14:
¿Qué preguntas tienes sobre los pequeños fósiles de dinosaurios que se encontraron?

Página 26:
¿Qué preguntas tienes sobre la conexión que los científicos están haciendo entre los dinosaurios y nuestras aves?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer preguntas
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Páginas 1 a 2:
Imagine que encontró los huesos en esta ilustración. ¿Qué preguntas tendrías?
Las respuestas varían. Podrían incluir: Me pregunto qué tipo de hueso de animal es? ¿Cómo se veía el animal? ¿Qué tan grande era el animal? ¿Cuánto pesó?
¿Cuándo murió el animal? ¿Cuánto tiempo vivió?

Páginas 5 a 6:
¿Qué preguntas tienes sobre el Iguanodon?
Las respuestas varían. Podrían incluir: ¿Por qué tenían dos huesos puntiagudos en sus manos? ¿Cómo les ayudó eso? ¿Dónde vivían?

Página 7:
¿Qué preguntas tienes sobre los primeros dibujos de dinosaurios?
Las respuestas varían. Podrían incluir: ¿Por qué los dibujos de los dinosaurios se parecen a los lagartos? ¿Qué pistas tenían para dibujar un dinosaurio?

Página 14:
¿Qué preguntas tienes sobre los pequeños fósiles de dinosaurios que se encontraron?
Las respuestas varían. Podrían incluir: ¿Dónde encontraron los fósiles? ¿Quién encontró los fósiles? ¿Cómo sabían dónde mirar?

Página 26:
¿Qué preguntas tienes sobre la conexión que los científicos están haciendo entre los dinosaurios y nuestras aves?
Las respuestas varían. Podrían incluir: ¿Por qué tenían cráneos como pájaros? ¿Cuándo cambiaron los científicos su idea de que los dinosaurios podían volar?

Nombre: _____

©BookPages.com

Hacer Conexiones
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Página 8:
Piense en otros libros de no ficción que muestran posición vertical. ¿Cómo son esos libros similares a este libro?

Página 10:
Piense en un momento en que buscó pistas. ¿Qué encontró?

Nombre: _____

Making
Connections

Determinar la importancia
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Página 4:
Esta página nos dice la idea principal de este libro. Escríbala sobre la idea principal con sus propias palabras.

Página 10:
Esta página habla sobre la información importante que aprendes de los fósiles. ¿Qué información importante aprendes de esta página?

Nombre: _____

Determining
Importance

Hacer predicciones
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Tu turno para practicar: Hacer predicciones
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Página 9:
Acabas de aprender sobre los ruidos de dinosaurios. Haga una predicción de qué aprenderá en la próxima página.

Nombre: _____

Making
Predictions

Sintetizar
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Tu turno para practicar: Sintetizar
con Boy, Were We Wrong About Dinosaurs!
(Ay, ¡estábamos equivocados acerca de los dinosaurios!)

Página 11:
¿Qué nueva información aprendiste en esta página?

Nombre: _____

Synthesizing

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

→

Strategy and Text Based Reader's Response Prompt

→

Common Core State Standard

→

Common Core Free Option

→

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a text
☐ Text to self
☐ Text to world

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Conflicta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Making Connections

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones

Indicaciones:
1. Conflicta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Making Predictions

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en el burbujas de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Indicaciones:
1. Conflicta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Determining Importance

Hacer preguntas
Título: _____

Modelos para empezar una oración

¿Quieres saber...? ¿Por qué...? ¿Cómo...? ¿Qué...?

Ma confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

Indicaciones:
1. Conflicta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Asking Questions

Sintetizar
Título: _____

Al principio ya estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Indicaciones:
1. Conflicta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Kathleen Kudlinski, autora de "¡Ay, nos equivocamos sobre los dinosaurios!", escribió que algunas bibliotecas tienen viejos libros de dinosaurios. ¿Qué edad tienen los libros de dinosaurios en tu escuela? Siga estos pasos para encontrar la edad de los libros.

Paso 1: Abre un libro de dinosaurios y busca el símbolo de copyright.

Se ve así: ©

Paso 2: Al lado del símbolo de copyright está el año en que se hizo el libro por primera vez.

Paso 3: Ahora responde las siguientes preguntas:

¿Cuál es el título del libro más antiguo que encontraste?

¿Cuál es la fecha de copyright del libro?

¿Qué edad tiene el libro?

¿Por qué es importante saber la edad de un libro informativo?

