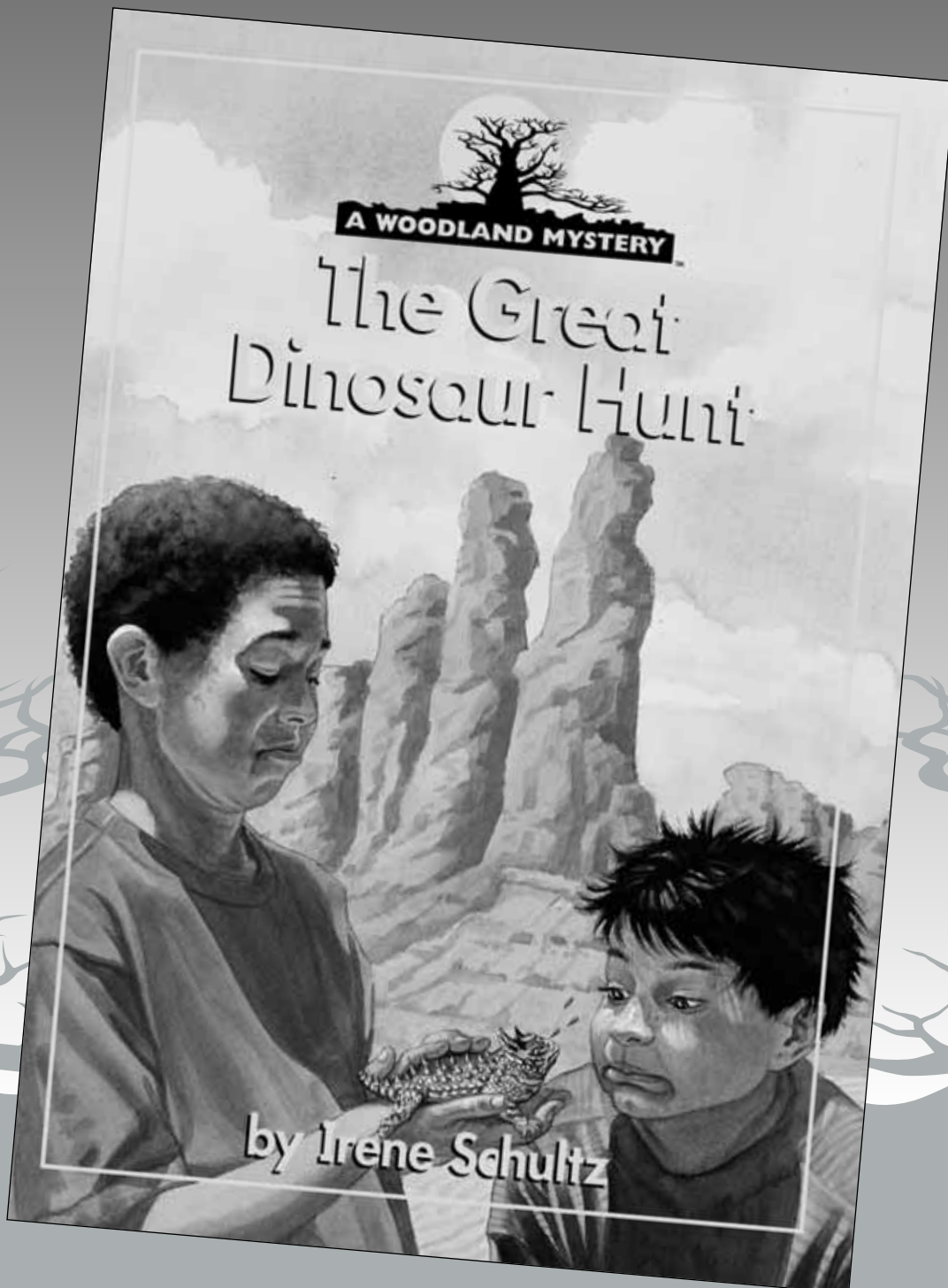


# Teacher's Notes and Copy Masters





# The Great Dinosaur Hunt

## WHAT'S IT ABOUT?

Dr Justin Luke, a palaeontologist, asks the Woodlanders to join him camping in Arizona. Dr Luke needs their help looking for dinosaur fossils. He is sure an important discovery will persuade the government to declare the canyon in Arizona a national park. The Woodlanders agree to help, unaware that a mining company will stop at nothing to prevent that occurring.

**Fossils** are the remains, prints or traces of plants and animals that lived thousands or millions of years ago.

## AUTHOR'S NOTE

*"This book contains information from magazine and newspaper stories about dinosaur fossil hunters in the west and southwest. And it's full of details given to me by a friend raised in that territory... When I was a child, in the days before we realised that caring for the environment includes leaving creatures in their native habitat, my dad brought me a horned toad from Arizona."*

Irene Schultz

## Introducing the Book

- Ask the children what they know about fossils. (If necessary, read and discuss the definition in the margin.)
- Display the cover and then invite volunteers to read the blurb and the table of contents. Discuss the children's ideas and predictions about the story, encouraging them to give reasons for their thinking.
- Provide copies of **Copy Master 1** and discuss how the children could use this sheet as they read.

## Directing the Reading

- Have children read the book independently
  - **OR** guide children's reading using questions and discussion points such as those set out below
  - **OR** guide children through early chapters, until they are confident to read on independently.
- **Chapters 1–2** *What sort of person is Sammy? Do you like him? Why? What did you find out about the horned toad? How did the Woodlanders know that it was a person who disturbed the camp during the night? Who do you think the person might be?*
  - **Chapters 3–4** *Why did Dr Justin Luke need the Woodlanders' help? What types of fossils had Dr Luke already found on the ledge? What is your opinion of the miners' tactics?*
  - **Chapters 5–6** *Why was Kathy screaming? How has the author made you think that something important has happened? What is Kathy's discovery? Did Dr Luke think it was important? How could you tell? What does Bill suspect? Why? Do you think he is right?*
  - **Chapters 7–8** *How did the Woodlanders react to the disturbance at their camp? How would you react if you were in their situation? How did Dr Luke feel about Bill's discovery? What do you think the theft of the dinosaur fossil will mean to Dr Luke's efforts to save the canyon?*
  - **Chapters 9–10** *Why was Dr Luke angry but not very upset about the theft? Why did Dave wake up during the night? What do you think happened while the Woodlanders and Dr Luke were hiding? What clues did the Woodlanders and Dr Luke discover after the attack?*
  - **Chapters 11–12** *How did the Woodlanders know that John Yazzie came to their assistance the previous night? Why did Bill believe Sammy had gone to the miners' camp? What had happened to Sammy? What events led to his rescue? Why did Sammy decide to spy on the miners? What would you have done if you were in Sammy's position? Why?*
  - **Chapter 13** *What did the miners think of Sammy? What was Dave's discovery? Why was this discovery important? Do you believe the canyon will become a national park? What information from the story influenced your answer? Why was Dr Luke keen to phone the newspapers? Why do you think they would be interested in the story?*



## SKILLS

- **Homophones:**
  - such as *or/ore/oar*;  
*here/hear*; *stare/stair*
- **Similes:**
  - identify similes
  - investigate the effect of similes
  - create similes to describe characters and/or events
- **Synonyms and antonyms:**
  - find synonyms and antonyms for given words

## BEYOND THE TEXT

- Children could write a newspaper article about the dinosaur fossil discoveries in the story.
- Children could research dinosaurs or other extinct creatures. They should consider how much is known about the creature and what mysteries are still to be solved.
- John Yazzie is a Navajo Indian. Children could research the Navajo Indians in the United States, or native people of other countries.
- Working individually or in pairs, children could prepare and present a television news report about the events that occurred in the canyon leading up to the arrest of the miners.

## Expanding Understanding and Reading Critically

- Ask volunteers to retell the main events in the story. Review **Copy Master 1** with the children, and compare the predictions made before and during the story with what actually happened. Ask children to describe which events in the story they found the most/least surprising and why.
- Discuss the arguments for and against making the canyon into a national park and list the children's ideas on the board. Encourage children to identify which ideas support the miners' point of view and which support Dr Luke's point of view.
- Compare the behaviour of Sammy and Bill. (Children could refer to Chapters 1, 7 and 8.) Ask, *What do you like and dislike about each character? Do you think Bill and Sammy like each other?* Encourage children to give reasons for their answers. Children could complete **Copy Master 2**.
- Children could complete the quiz on **Copy Master 3**.

## Skills in Focus

### Homophones

- Invite a volunteer to read page 32 aloud. Discuss the reason for Sammy's confusion of the word "ore". Introduce the term **homophones** to describe *ore* and *oar*. Challenge the children to give the third word in this homophone group (*or*).
- Brainstorm and list other homophones; for example, *wear/where*, *their/there/they're*, *stare/stair*. Display the list and encourage the children to add more examples as they find them.

### Similes





- Ask children to locate the sentence, *And the fourth was Sammy, dirty as mud*, on page 105. Discuss the meaning of *dirty as mud*. Ask the children if the author means that Sammy was covered in mud. Explain that the writer is comparing Sammy's dirtiness to mud. (You could use the term **simile**). Look at other similes in the story, such as *this ground is as hard as rock* (p. 41), *I'm as strong as a horse* (p. 81), *like a shot* (p. 92) and *quiet as a mouse* (p. 92). Work with the children to compose similes to describe characters and events from the story. For example, *The attack was like a nightmare*. *Sammy is as stubborn as a mule*.

### Synonyms and antonyms

- On the board, write the sentence, *He was as quiet as a mouse as he slid through the tent opening*. Underline *quiet* and ask the children to suggest another word that could be used in its place (*silent*). Use the term **synonym**. Now ask them to suggest a word opposite in meaning to *quiet* (*noisy*). Use the term **antonym**. Challenge the children to suggest synonyms for other words (such as *discover*, *sad*, *dirty*) and antonyms for other words (such as *sad*, *wild*, *frightened*). Children could complete **Copy Master 4**.

# I Predict...

Name: \_\_\_\_\_

At the end of...	My predictions	My reasons
Chapter 2  	<i>I predict</i>	
Chapter 5  	<i>I predict</i>	
Chapter 9  	<i>I predict</i>	
Chapter 11  	<i>I predict</i>	

What do you think will happen to the canyon now? \_\_\_\_\_

\_\_\_\_\_

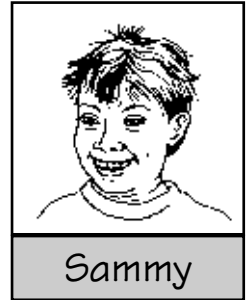
\_\_\_\_\_

My predictions were:	Perfect <input type="radio"/>	Very good <input type="radio"/>	Not bad <input type="radio"/>	Not even close! <input type="radio"/>
----------------------	----------------------------------	------------------------------------	----------------------------------	--

# Who Did What?

Name: \_\_\_\_\_

1. Draw lines to link the characters with their actions.



discovered a  
skeleton fossil

discovered an egg

helped the  
Woodlanders

raided the  
camp

asked the  
Woodlanders  
for help

went to talk  
to the miners

2. Write three adjectives to describe each character.

Dr Luke: \_\_\_\_\_

Dave: \_\_\_\_\_

Kathy: \_\_\_\_\_

John Yazzie: \_\_\_\_\_

Sammy: \_\_\_\_\_

3. Write a description of your favourite character.

---

---

---

---

# Quiz

Name: \_\_\_\_\_

Read pages 48–49 of *The Great Dinosaur Hunt*. Then answer these questions.

1. What was Kathy's discovery?

- a fossil                       a rock carving                       some petrified wood

2. Why did Mrs Tandy hug Kathy?

- She wanted to stop her from falling.  
 She thought Kathy was injured by the falling rock.  
 She was frightened.

3. Why was Dr Luke down on his knees?

- He had hurt his foot.  
 He was removing the top layer of rock from the bottom layer.  
 He was kneeling down to see if Kathy was all right.

4. What animal did Sammy think the fossil resembled?

- a Tyrannosaurus Rex     a kangaroo with big teeth     a rat with sharp teeth

5. Find this sentence on page 49: *Everyone watched with their mouths open.*

They were watching:

- Dr Luke reveal the skeleton print in the rock.  
 the miners' helicopter fly past.  
 a police dog walk through the desert.

In the sentence above, "with their mouths open" means:

- in fear                       in amazement                       sleepily

6. Why do you think Dr Luke wanted to get his books?

---

---

---

---

---

# Looking at Language

Name: \_\_\_\_\_

## 1. Synonyms

Word from story	Circle the word with a similar meaning		
old	ancient	broken	recent
noise	fuss	attack	sound
hunt	find	search	lose
screaming	talking	yelling	singing
rushed	hurried	walked	skipped
risky	exciting	difficult	dangerous

## 2. Antonyms

Complete each sentence. Use the **opposite** of the word in brackets.

- The Woodlanders put a \_\_\_\_\_ rock on the box. (light)
- They thought the horned toad was too \_\_\_\_\_ to escape. (strong)
- Bill thought a \_\_\_\_\_ animal may have come by in the night. (little)
- Kathy was \_\_\_\_\_ that the horned toad had gone. (pleased)
- Kathy looked \_\_\_\_\_ when she realised the footsteps she had heard belonged to an intruder. (calm)

## 3. Write at least one synonym and at least one antonym for each word.

synonyms			
antonyms			



*The Woodland Mysteries* series provides **high interest, low reading level novels** that build reader confidence and develop reading proficiency.

**Interest level: Years 5–6**  
**Reading level: Years 3–4**

All ten titles in the series are **mystery adventures** featuring the “Woodlanders”, a fun-loving family of five with whom children will readily identify. All texts feature:

- **Strong, engaging plots**, with plenty of action
- Frequent paragraphing, creating **short text blocks**
- **More dialogue than description**, with the speaker clearly identified at the opening of all direct speech
- **Accessible, natural vocabulary.**

*The Woodland Mysteries* are **ideal for classroom use with reading groups.** The *Teacher’s Notes* and *Copy Masters* provide a range of teaching ideas and activities including:

- Background notes from the author
- Discussion questions and activities to develop **comprehension and critical responses**
- Extension activities for **independent and small group work**
- Explicit **skills** instruction.

#### **Titles in the series**

*The Circus Mystery*  
*The Clue in the Castle*  
*The Diamond of Doom*  
*The Good-for-Nothing Dog*  
*The Great Dinosaur Hunt*

*The Hunt for Pirate Gold*  
*The Mystery of the Missing Dog*  
*The Search for the Lost Cave*  
*The Secret of the Song*  
*The Two Runaways*

Published by Kingscourt/McGraw-Hill  
www.kingscourt.co.uk  
enquiries@kingscourt.co.uk  
01628 502 730  
Freepost LON 16295 Maidenhead SL6 2BT

©2000 Mimosa Publications Pty Ltd

All rights reserved.

05 04 03 02 01 00  
6 5 4 3 2 1

Especially written for pupils in Years 5 and 6 who need **Additional Literacy Support (ALS)**. The *Teacher’s Notes* and *Copy Masters* directly support NLS word-level and sentence-level work at the Year 3 and 4 levels.

ISBN 0 7327 2819 3



6 95890 32819 0