



# Dinosaurs

## *Dinosaurumpus*

Author: Tony Mitton

Illustrator: Guy Parker-Rees

A stomping good story about dinosaurs romping down at the swamp.

### Warm-Up

**Materials:** white board and dry erase marker

- Review rules (use white board and marker if necessary)
- Review previous vocabulary
  - Use the Word Wall, vocabulary cards, or games for review



### Gimme Five

Can be used as a visual reminder of the camp rules. A rule can be assigned to each finger.

### Activity:

Using the words on the Word Wall, play “Dino Stomp”

Either point to a word on the Word Wall or hold up a word card. Have students pretend to be dinosaurs and stomp their feet to spell different words. If the letter is a consonant, they will stomp their right foot. However, when the letter is a vowel, they will stomp their left foot. Repeat for other words.

### Introducing

Ask the students if they have ever danced and tell you the occasion. Explain that there are many reasons why people dance (i.e., parties, weddings, celebrations, proms, for fun and to be silly). Tell them you are going to read a story about dinosaurs who dance.

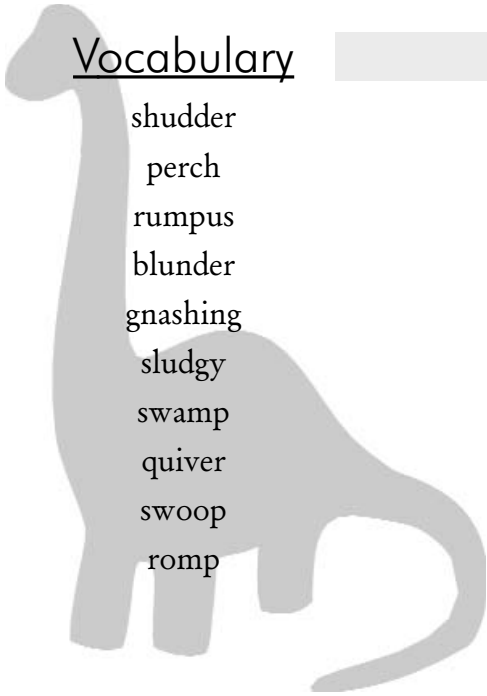
### Reading:

**Materials:** *Dinosaurumpus*, vocabulary cards

- Show the book to the students and review concepts of print.
- Read the story, asking the students to listen for words that describe how the dinosaurs move.
- Discuss the vocabulary words using the vocabulary cards.
- Place vocabulary words on the Word Wall.

## Vocabulary

shudder  
perch  
rumpus  
blunder  
gnashing  
sludgy  
swamp  
quiver  
swoop  
romp



## Discussion

Write sentences on sentence strips using the vocabulary words (be sure to include card with the appropriate punctuation). Then, cut the sentences apart and place the parts on the chalkboard/white board (or a pocket chart) one at a time. Have the students, as a group, put the sentences together with the correct punctuation. Continue until all the sentences have been put back together correctly.

The dinosaur gnashed his teeth.

gnashed   the   dinosaur   teeth   his   .

## Activity

**Materials:** dinosaur pattern on card stock, crayons, markers, glue, brads, and scissors

- Have students choose a dinosaur pattern.
- Decorate the dinosaur using crayons and markers.
- Have students cut out the pieces of the dinosaur.
- Put the arms and legs on the body.

## Phonological Awareness - rhyming

**Materials:** *Dinosaurrumpus*, marker, whiteboard

Read a page from the book and ask students to identify the words that rhyme. Write the words on the white board. Have students give additional words that rhyme, either real or silly.

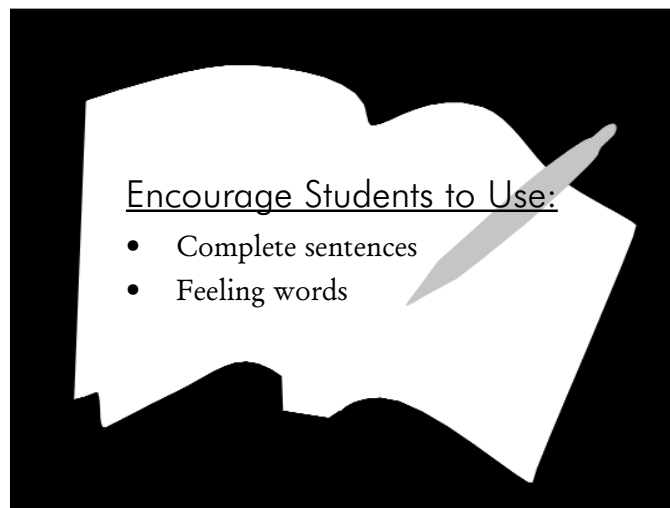
## Journals

**Materials:** journals, pencils, crayons, chart

Discuss feeling words (i.e., excited, afraid, frightened.) with students and brainstorm as a group how they would feel if they were face to face with a dinosaur.

## Journal Assignment

Have students write about what they would do if they saw a live dinosaur.



## Wrap-Up

**Materials:** students' journals, safari hat (or other object to place dinosaur footprints in), dinosaur footprints with questions written on them, fruit snacks

- Make a circle.
- Share students' stories.
- Ask questions.
- Send Air Mail.

Continue until all students have had an opportunity to give a correct answer.

## Idea

Encourage students to use their feeling words when sharing their stories and ask them to tell you what they mean.

## Comprehension Questions

- Where do the dinosaurs romp?
- What does Tyrannosaurus want to do?
- How does Deinonychus move?
- Which dinosaur has three horns?
- What noise is heard when the dinosaurs are asleep?

