

**Book: Dinosaurs with Feathers: The Ancestors of Modern Birds**

Author: Caroline Arnold  
Illustrator: Laurie Caple  
Subject: Dinosaurs  
Suggested Grade Levels: 4-6

**Common Core Links**

**Reading:**

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

**Writing:**

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening:**

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Language:**

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Teaching Links**

Questions and Ideas to extend the learning with Common Core links:

Q: Student Generated: Ask the reader what he or she would like to know about dinosaurs. Use stems like: I wonder... If I could ask the author one thing about dinosaurs, I would ask \_\_\_\_\_. If I were to read another book on this topic, I would want to know more about \_\_\_\_\_.

Q: Depth of Knowledge: (Level 2) How are the birds that live today similar to the birds of the age of dinosaurs?

Q: Text Dependent: Summarize the key ideas from a section in the text, citing specific details to support your thinking.

Sample Learning Tasks:

Before reading, ask students to make a t-chart with the headings: inference/evidence. Have students stop periodically while reading to make an inference and then provide evidence from the selection to support his/her thinking. After reading, have students join with a thinking partner to share and evaluate the inferences they made and whether or not the evidence supports their thinking. Then ask them to write a reflection using the following prompts: How strong was my thinking about the content in this selection? Should I consider changing any of my ideas/thoughts about this topic?

Notice shades of meaning in the vocabulary. How does the author's use of vivid verbs and adjectives affect the mental image you create? Locate several examples of sentences where the author uses sensory words and write about how they enhance the selection.