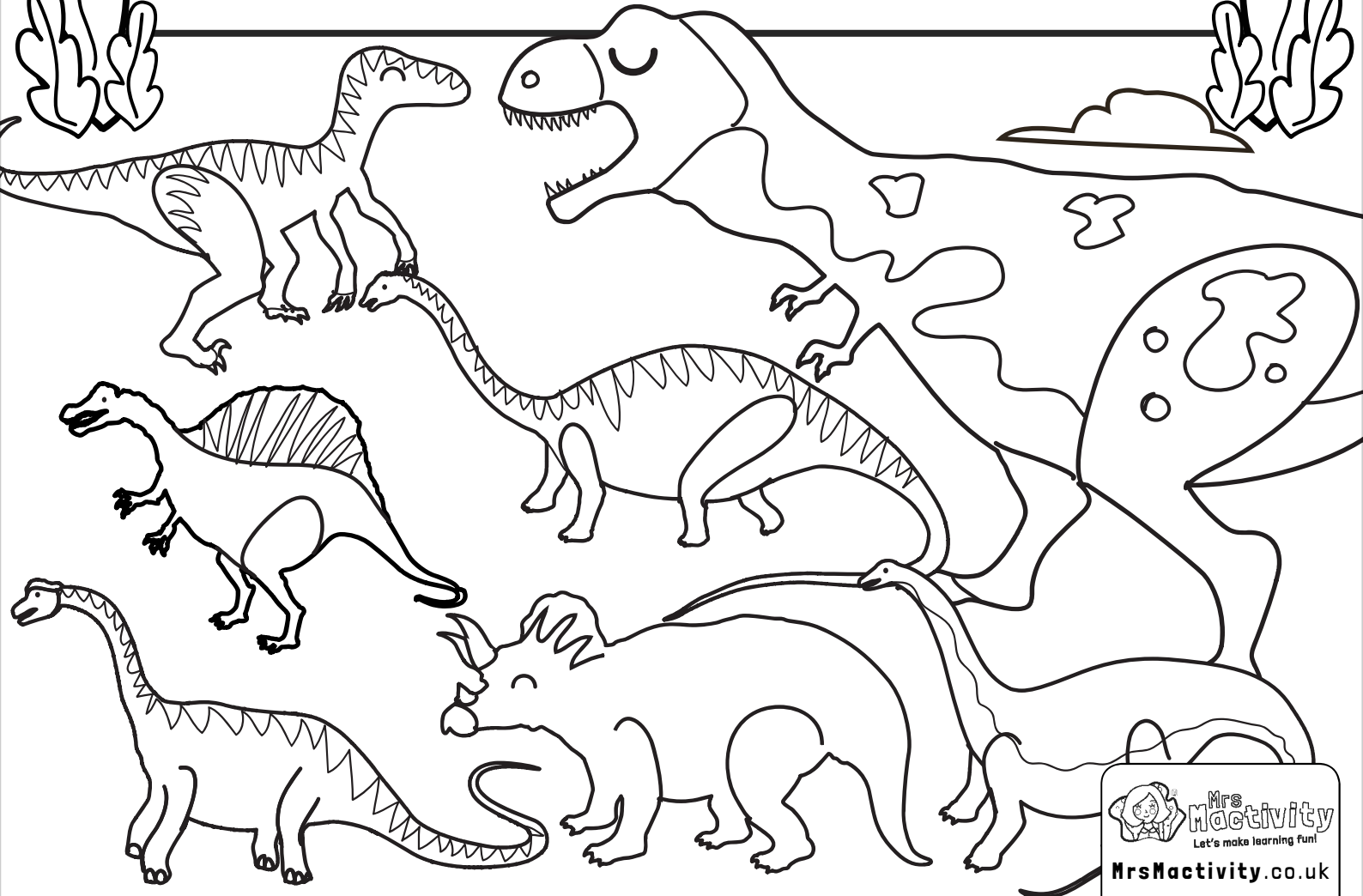


Colour in this page!


DINOSAURS

Book 1 English Work Book

Name:



Dino English Activity Pack **Book 1**



Note for adults: For each activity the linked ELG (Early Learning Goal) for end of Reception and the Year 1 NC (National Curriculum) are shown so you can see what children are working towards.

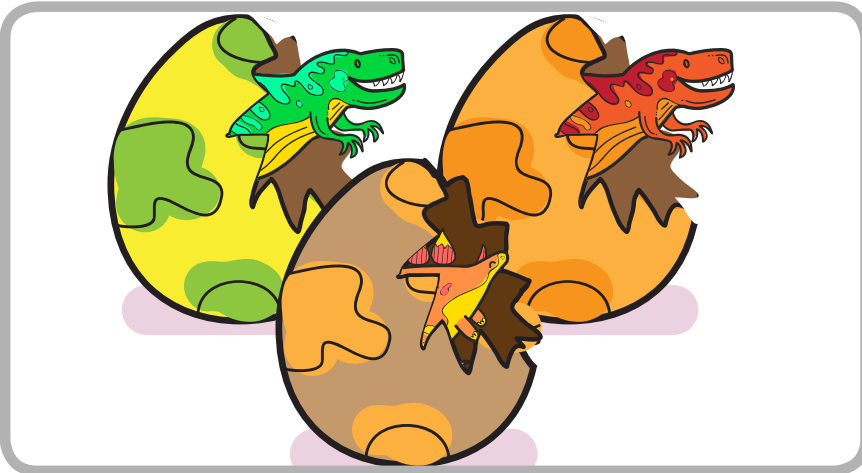
Writing sentences	
ELG	<ul style="list-style-type: none"> · Children use their phonic knowledge to write words in ways which match their spoken sounds. · They also write some irregular common words. · They write simple sentences which can be read by themselves and others. · Some words are spelt correctly and others are phonetically plausible.
Year 1 NC	<ul style="list-style-type: none"> · Leaving spaces between words. · Joining words and joining clauses using and. · Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. · Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

- Children should be able to write simple sentences which can be read by themselves and others. (ELG)
- Beginning to punctuate sentences using a capital letter and a full stop and leaving spaces between words (Year 1).



1. It is time to be a palaeontologist! Palaeontologists are dinosaur experts! Can you work out what is happening in these pictures?

Dinosaur expert task 1 - what is happening here?



Word Bank

T-rex

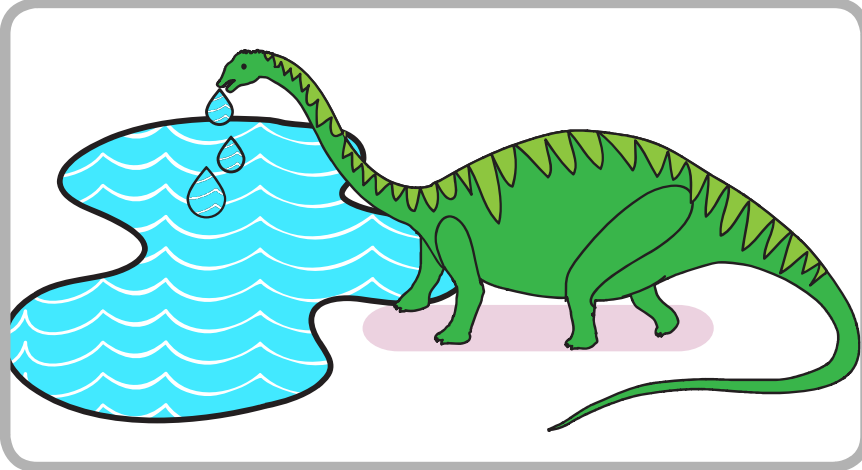
egg

sharp teeth

hatch

My amazing sentences:

Dinosaur expert task 2 - what is happening here?



Word Bank

Diplodocus

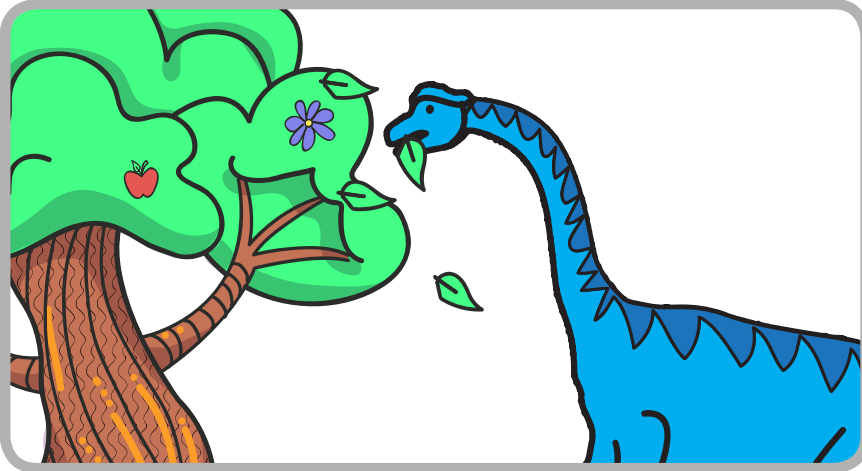
water

drink

long neck

My amazing sentences:

Dinosaur expert task 3 - what is happening here?



Word Bank

leaves

trees

Brachiosaurus

high

long neck

My amazing sentences:



**Now it is time to invent your own dinosaur!
Let's plan first...**

You might want to use some words from this word bank:

tall

small

long neck

sharp teeth

What does your dinosaur look like? Write some key ideas below.

You might want to use some words from this word bank:

plodding

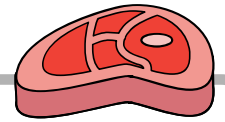
runs

jumps

quickly

slowly

How does your dinosaur move? Write some key ideas below.



You might want to use some words from this word bank:


munch

leaves

rips

meat

How and what does your dinosaur eat? Write some key ideas below.





You might want to use some words from this word bank:

muddy

swamp

grassy

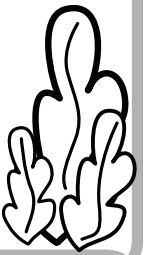
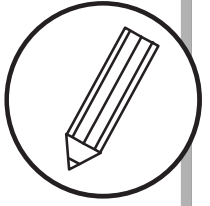
field

cave

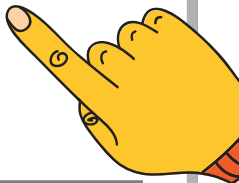
Where does your dinosaur live? Write some key ideas below.



Now draw a picture of what your dinosaur looks like so you are ready to describe it!



Now describe your dinosaur with your own amazing sentences!
Remember your finger spaces!



2. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Year 1).



Do you think these sentences should finish with a full stop, question mark or exclamation mark?

Write your answers on the sentences below.



Watch out for the T-rex

Where are the baby dinosaurs

A Brachiosaurus eats leaves

What did a T-rex eat

Help I've been bitten

My favourite dinosaurs are Raptors

Is there a dinosaur in that bush

Ah! He stole my food

Velociraptors are very fast

He stinks

Is the dinosaur hungry


What is that dinosaur called

Triceratops are my friends

Oh no! The dinosaurs have escaped

Can you run faster than a dinosaur

Dino English Activity Pack **Book 1**



Note for adults: For each activity the linked ELG (Early Learning Goal) for end of Reception and the Year 1 NC (National Curriculum) are shown so you can see what children are working towards.

	Reading sentences
ELG	<ul style="list-style-type: none"> · Children read and understand simple sentences. · They use phonic knowledge to decode regular words and read them aloud accurately. · They also read some common irregular words. · They demonstrate understanding when talking with others about what they have read.
Year 1 NC	<ul style="list-style-type: none"> · Drawing on what they already know or on background information and vocabulary provided by the teacher. · Checking that the text makes sense to them as they read and correcting inaccurate reading. · Making inferences on the basis of what is being said and done. · Predicting what might happen on the basis of what has been read so far.

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)
- Checking that the text makes sense to them as they read and correcting inaccurate reading (Year1 NC)



3. Have a go at reading these dinosaur sentences, which include the common exception words you need to practice. Which ones do you need to work on? Colour them in on the table below.

I like to go and watch the dinosaurs have some lunch.

They are all my friends.

Some little dinosaurs are brave and when they have come out of their eggs, they like to go into the water

Reception Common Exception Words

I	he	they	like	little
a	she	all	so	one
to	we	are	do	when
the	me	my	some	out
no	be	here	come	what
go	was	said	were	
into	you	have	them	



3. Have a go at reading these other dinosaur sentences, which include the common exception words you need to practice. Which ones do you need to work on? Colour them in on the table below.

Today I asked my friend to look where the dinosaur noises were coming from.

Where were we when we looked at the dinosaurs?

At school today, we were learning that some dinosaurs called out to their herds.

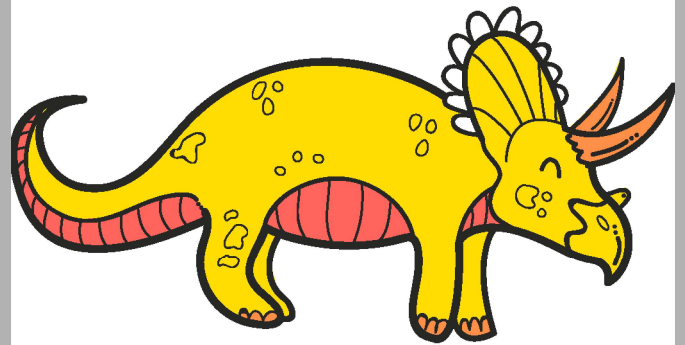
he	says	oh	she	here
the	are	you	we	there
do	were	your	no	where
to	was	they	go	love
today	is	be	so	come
of	his	he	by	some
said	has	me	my	one
once	ask	pull	school	put
push	asked	full	house	our
friend	their	people	Mr	Mrs
looked	called	should	could	would

Match up with lines or cut out and use as a matching card game!

I walked on two legs and had a huge head with a long and heavy tail.

I had small arms that featured two powerful clawed fingers.

The largest tooth found of any dinosaur belongs to me!

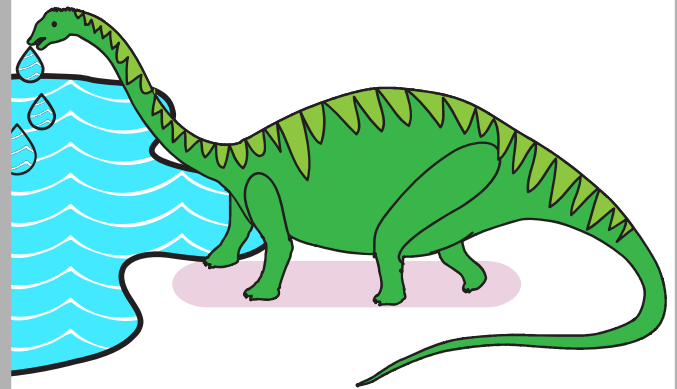


Triceratops

I am remembered for being as big as a human but I was actually around the size of a Turkey.

It is also believed that I had feathers.

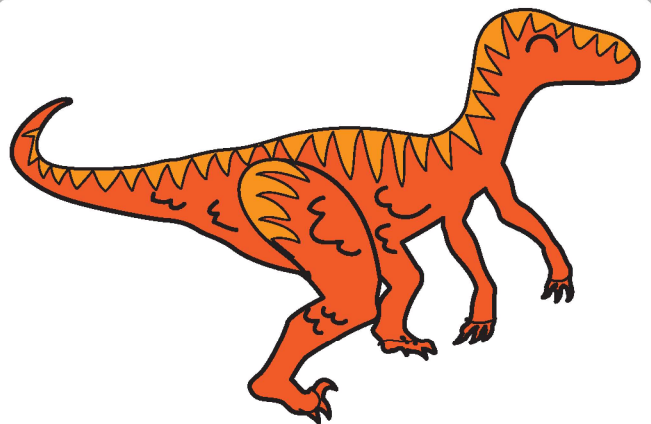
I had large hands with huge sharp claws.



Brachiosaurus

I was one of the most easily recognizable dinosaurs due to my large body, unique frill and three horns.

I was a plant eating (herbivore) dinosaur.

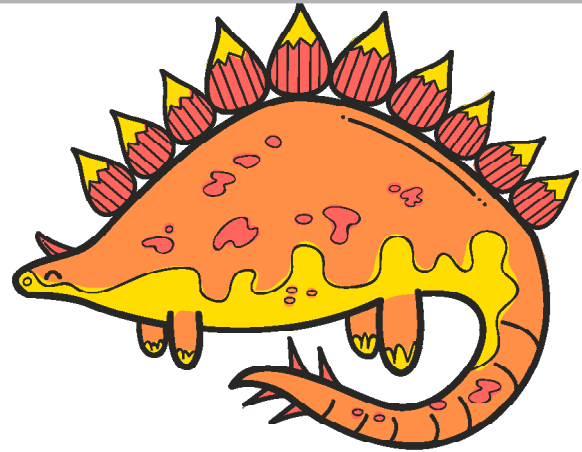


Velociraptor

I was a plant eating (herbivore) dinosaur.

I was thought to be the longest dinosaur for a long time.

My neck was very long almost as long as my huge pointy tail!

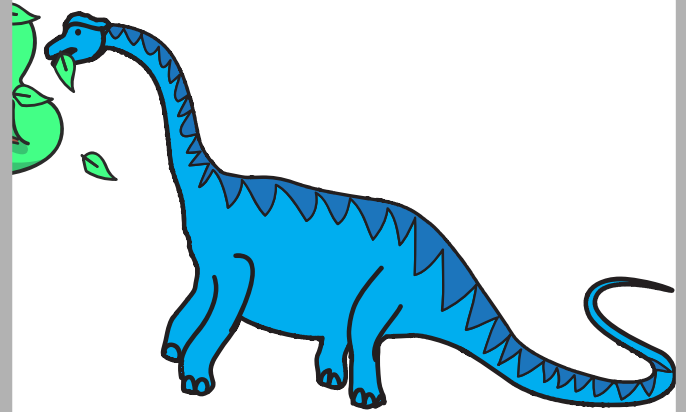


Stegosaurus

I was a plant eating (herbivore) dinosaur.

Although the size of my body was large, the size of my brain was only around the size of a dog's!

I had rows of plates and spikes along my back and tail.

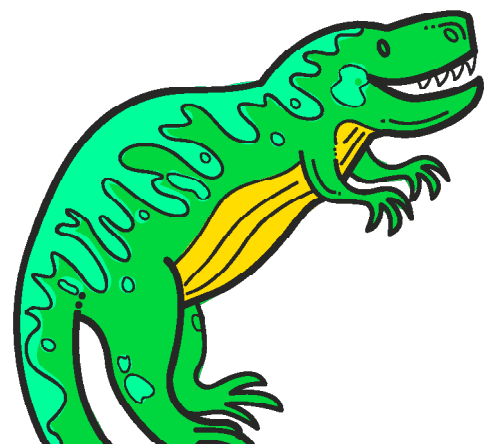


Diplodocus

I wasn't as long as my friend the Diplodocus but I still had a long neck and slightly shorter tail.

I was a plant eating (herbivore) dinosaur.

My front legs were slightly longer than my back legs.



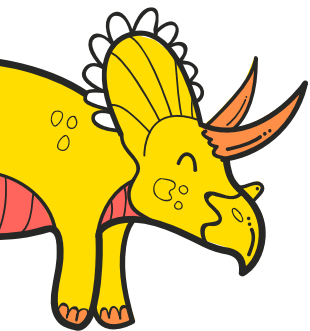
T-Rex

- They demonstrate understanding when talking with others about what they have read (ELG).
- Making inferences on the basis of what is being said and done and predicting what might happen on the basis of what has been read so far (Year 1 NC).



Read these short dinosaur stories and then discuss what might happen next.

Story 1

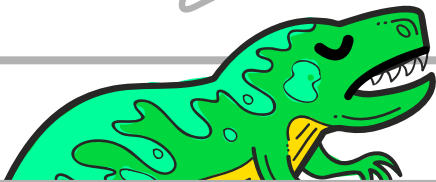


Trudi the Triceratops was having a tricky day. No matter how hard she tried her young triceratops herd just wanted to play and not concentrate on finding food. One day she decided to teach them a lesson. Instead of asking them to help her find food Trudi just rested in the sun. When it came to lunch-time the small triceratopses gathered round to ask what they had to eat. Trudi just smiled.

Why did she just smile?

What was she trying to show the small triceratopses?

Why do you think Trudi wanted to teach them a lesson?



Story 2

Tom the T-rex was really sad. Nobody wanted to be his friend and he didn't know why. Every day he walked about trying to find someone to be his friend but as soon as any other dinosaurs saw him they ran away. It was tricky being so scary! Then one day he met another T-rex. Tom was so excited, finally someone to be his friend. It was strange though, when he smiled his friend smiled. When he moved his friend moved in just the same way. Tom was confused. He looked deeper into the lake and wondered why his friend was in the water?

Why did Tom have no friends?

Has Tom really made a new friend?

What could he do to make a friend?