

Plot, character and setting

SECTION

4

Find the egg

Objective: To draw together ideas and information from across a whole text.

What you need: Copies of *Tyrannosaurus Drip*, an enlarged copy of photocopiable page 16 and pens.

Cross-curricular link: Geography.

What to do

- Read through the book taking note of all the different locations and geographical features – for example, the swamp, rushy river, hill, tyrannosaurus nest, broken tree bridge, volcano, waterfall and the sea.
- Display the enlarged copy of photocopiable page 16 and ask volunteers to draw each of these features in a square on the grid. (You don't need to fill all the squares. This game works best if children are limited to approximately ten guesses.)

- Model an example of how to find one of the locations using the grid coordinates. Explain that the x axis is stated before the y axis (2, b).
- Tell the children that a dinosaur egg has been hidden in one of these locations and secretly record your chosen square. The children must try to find the egg by taking it in turns to guess a square using the coordinates.
- When the egg has been found, reward the winner with a small prize and play again with the same grid, or create a new one.

Differentiation

For older/more confident learners: Hand each child their own copy of photocopiable page 16 to illustrate and invite them to play the game with a partner.

For younger/less confident learners: Provide opportunities for children to practise using coordinates on a smaller grid before they play.

Odd one out

Objective: To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

What you need: Copies of *Tyrannosaurus Drip* and a copy of photocopiable page 17, enlarged and cut into cards.

What to do

- Read the book and ask the children to think about the ways that Drip could be described as the odd one out. Ask questions such as: *How does he look different from the Tyrannosauruses? What differences in behaviour do you notice? What other differences are there between the two sets of dinosaurs?*
- Display the cards from photocopiable page 17 in rows, as they appear on the sheet.
- Invite the children to discuss in pairs which card in each row is the odd one out and to say

why they think that. Explain that there may be more than one answer, depending on the reasoning offered.

- Encourage the pairs to share their ideas for each row with the whole group.
- Now ask the children to rearrange the cards to make new rows of three cards which could contain an odd one out and challenge the group to find one, explaining their reasons.

Differentiation

For older/more confident learners: Challenge them to think of their own odd ones out, listing all the similarities and differences between them.

For younger/less confident learners: Start with two cards and ask the children to think what is the same and what is different about them before introducing three cards.

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