

## About the Book

Text Type: Fiction/Realistic Page Count: 22 Word Count: 1,421

### Book Summary

When the students in Mrs. Ellis's class are asked to bring a thesaurus to class, Angie Jarrett is thrilled and amazed. Thrilled that she can bring what she believes to be a dinosaur to class, and amazed that, according to Mrs. Ellis, one lives in the home of every student in the class. When Angie's mother gives her a book instead of a dinosaur, Angie is terribly disappointed. But Angie learns to love the book and the words she discovers inside.

*The Thesaurus* provides a charming introduction to using resource materials.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions

### Objectives

- Make, revise, and confirm predictions
- Analyze characters
- Identify and create combined sentences
- Recognize and use synonyms and antonyms

### Materials

Green text indicates resources available on the website

- Book—*The Thesaurus* (copy for each student)
- Chalkboard or dry erase board
- Paper for each student
- [Analyze character, combined sentences, synonyms and antonyms worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: *antonyms* (n.), *creatures* (n.), *daydream* (n.), *imaginary* (adj.), *synonyms* (n.), *thesaurus* (n.)

## Before Reading

### Build Background

- Ask students to pretend that they are going to write a story about a really mean animal. The only catch is that they cannot use the word *mean*. Ask them what they would do to find another word to use (ask a friend, ask a teacher, use a dictionary, use a thesaurus).
- Reinforce or explain to students that there is a great book they can use to find a word that means the same as another word. Show students a thesaurus and ask them to say the word with you. Open the thesaurus to the word *mean*. Show students the entry. Read several of the synonyms, such as *nasty*, *disagreeable*, and *evil*.

- Explain to students that some thesauruses also have words that mean the opposite. Ask students to suggest words that are opposite in meaning from the word *mean*. Read several of the antonyms, such as *nice*, *kind*, *helpful*, and *sweet*.

### Preview the Book

#### Introduce the Book

- Explain to students that a fun way to read that will help them understand a story is to use the information they read to make guesses about what will happen in the book.
- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.  
*Think-aloud: Let's look at the front cover. I see a small dinosaur with wings standing on top of a book. On the back cover, I see a girl sitting on the grass near her school. She is surrounded by the same small dinosaurs. Since the title of the book is The Thesaurus and I see a book on the front cover, I think the story has something to do with the dinosaurs and the little girl reading the book. I'll have to read the story to find out.*
- Encourage students to make predictions about what they think they will read about the dinosaur and the girl in the book. Explain to them that the character's actions, words, and thoughts will give them hints about what will happen next.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary



- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Direct students to the last sentence on page 12. Have them find the word *imaginary*. Model how they can use context clues to figure out the meaning of an unfamiliar word. Explain that the sentences on this page describe Angie's interactions with lots of little, different colored dinosaurs. Point out that the sentence before the one containing the unfamiliar word states that the dinosaurs disappeared into thin air. Say: *I know that dinosaurs are extinct and that things cannot just disappear into thin air. These clues make me think that the word imaginary might mean pretend or not real.* Have students follow along as you reread the last sentence to confirm the meaning of the word.
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.

#### Set the Purpose

- As they read the book, encourage students to make predictions about what will happen in the story. Remind them to revise or confirm their predictions as they learn more about the characters and the story events.

## During Reading

### Student Reading

-  **Guide the reading:** Have students read to page 11. Encourage them to underline the words or phrases in the book that tell something about Angie. If they finish before everyone else, they should go back and reread.
- When they have finished reading, have students identify the characters (Angie, Mrs. Ellis). Have students tell the words and phrases they underlined. Ask them what they learned about Angie.
- Model making, revising, or confirming predictions.  
**Think-aloud:** *So far my prediction is right. I thought the story might be about a little girl and dinosaurs, and it looks as if that's what it's about. I found out that Angie is really excited when she thinks that she is supposed to bring a dinosaur to school. She is very curious about what one looks like, and she isn't sure how twenty-five of them can fit in her classroom at school. I think Angie is going to find out that a thesaurus isn't what she thinks it is.*
- Ask students what they think might happen next. As they read, remind them to pause and think about a prediction they've made that is confirmed by something they read in the story. Have them revise their predictions if they learn something that makes them think differently than they did when they began reading.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.


### Reflect on the Reading Strategy

- Discuss how thinking about what the characters say and do in the story and then making predictions about what might happen keeps students actively involved in the reading process and helps them remember what they've read.

### Teach the Comprehension Skill: Analyze characters

- **Discussion:** Ask students to raise their hand if they knew what a thesaurus was before reading the book. Ask students to tell how and why Angie might have confused the book with a dinosaur.
- **Introduce and model:** Review or explain that the characters in a story are the people or animals that are in it, and that some may be more important than others. Review the characters they read about in the story (Angie, Mrs. Ellis, Angie's mother).
- Review or explain that some writers let their readers get to know the characters through the characters' words, thoughts, and actions. Have students turn to page 5 in the book. Read the paragraph. Ask students what they learn about Mrs. Ellis from her words. (She expects the class to do as she says, especially Angie.)
- **Check for understanding:** Have students turn to page 3. Ask them to read the page and tell what they learn about Angie from her thoughts. (She doesn't care to learn about antonyms. She makes up jokes for herself.)
- Have students turn to page 6. Read the last sentence. Explain to students that one thing they learn from Angie's actions is that she is excited. Ask them to tell the other thing they learn about her in the sentence. (She is forgetful; she leaves her jacket on the chair again.)
- **Independent practice:** Introduce, explain, and have students complete the analyze character worksheet. If time allows, discuss their responses.



-  Have students use the last page of their book to write a short paragraph that tells what they learned about Angie's mother from her words and actions in the story. Have students share their paragraph with the group.

### Build Skills

#### Grammar and Mechanics: Combined sentences

- Write the following sentences on the board: *Angie looked out the window. Angie saw the clover patch.* Ask students to identify the subject (or what the sentence is about) of each sentence. Underline the subjects. Review or explain that two short sentences that share the same subject can be combined into one sentence by using the connecting word *and*. Ask students how to rewrite the above sentences. (*Angie looked out the window and saw the clover patch.*)
- Write the following sentence on the board: *Angie looked out the window. Bob looked out the window.* Ask students to identify the predicate (or what the subject is, says, or does) in each sentence. Underline each. Review or explain that two short sentences that share the same predicate can be combined into one sentence by using the same connecting word, *and*. Ask students how to rewrite the above sentences. (*Angie and Bob looked out the window.*)
- **Check for understanding:** Write the following sentences on the board. Have students use a paper and pencil to combine the sentences.  
*Angie went outside. Angie sat in the clover patch.*  
*Angie played on the hill. Ben played on the hill.*  
*Angie ran home. Angie opened the door.*
- **Independent practice:** Introduce, explain, and have students complete the [combined sentences worksheet](#). If time allows, discuss their responses.

#### Word Work: Synonyms and antonyms

- Write the word *tiny* on the board. Ask students to suggest a word that means almost the same thing (*little, small*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *tiny* (*large, huge*). Review that a word that means the opposite of another word is called an *antonym*.
- Guide students to turn to page 4 and find the word that tells how the breeze smelled (*nice*). Ask students to suggest a word that means the same or almost the same (*agreeable/pleasant*). Ask students to suggest a word that means the opposite of *nice* (*mean/nasty*).
- **Check for understanding:** Show students a thesaurus. Explain an entry and how a thesaurus is used. Give pairs of students a thesaurus. Ask them to find the word *nice* and have them confirm the synonym. If the thesaurus lists antonyms, have them find the antonym for *nice*.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss their responses.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing Connection

Have students write a story about an imaginary creature. Suggest that the name of the creature be a word or words that might be confused with another word or words with a very different meaning. For example, *dandelions* sound as though they might be fierce, *shoehorns* have nothing to do with music, and *water moccasins* are not something a person would wear on his or her feet. Provide thesauruses for students to use as they write their stories. Have students illustrate their story and share it with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on fictional writing.

### Science Connection

Provide resources for students to research dinosaurs. Have students choose a dinosaur and prepare a poster, complete with illustrations and important facts. Display posters in the room.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- consistently make, revise, and confirm predictions as they read
- accurately identify, understand, and analyze a character's thoughts, feelings, and actions during discussion and on a worksheet
- correctly identify subjects and predicates, and combine sentences in text and on a worksheet
- correctly recognize and use antonyms and synonyms during discussion and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)