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"The Great Dinosaur Sleepover" Lesson Plan Guide

written by Linda Bailey, illustrated by Joe Bluhm

Unit Overview

Duration: 1 week

Grade Level: K–2

Subject Integration: ELA, Social-Emotional Learning, Science/Social Studies

Essential Question: *What do we do when our plans fall apart—and how do we stay open to something even better?*

Learning Objectives — Students will be able to:

- Retell key events in the story using beginning, middle, and end
 - Identify and discuss feelings of disappointment and surprise
 - Connect the story to personal experiences of plans changing unexpectedly
 - Express understanding through creative drawing, writing, and dramatic play
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ONE-WEEK LESSON PLAN

Day 1: Introduce the Book and Jake's Big Feelings

Objective: Build excitement for the story and connect to children's own birthday experiences

Materials: Book, anchor chart paper, birthday-themed discussion prompts

Opening (10 min):

- Ask: "What's your favorite kind of birthday party? What would your dream party look like?"
- Partner share responses

Main Activity (35 min):

- Do a picture walk through the first half of the book, pausing to predict and wonder
- Read aloud through the point where all of Jake's friends get sick
- Stop and ask: "How do you think Jake is feeling right now? Has anything like this ever happened to you?"
- Create a class feelings chart: "When plans change, I feel ____"

Closing (5 min):

- Exit ticket (draw or tell): "Draw Jake's face when he finds out his friends can't come."

Assessment: Emotional vocabulary, story comprehension, personal connection

Day 2: The Big Surprise — Dinosaurs Arrive!

Objective: Complete the story and explore themes of unexpected joy

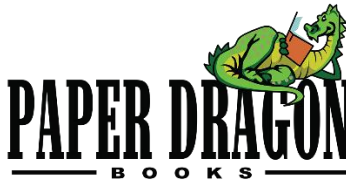
Materials: Book, dinosaur reference images, drawing supplies

Opening (10 min):

- Recall: "What happened to Jake's party? How was he feeling?"

Main Activity (35 min):

- Read aloud the rest of the book with full dramatic energy
- Pause at the big reveal and enjoy the reaction—give kids space to delight
- Discuss: "Why do you think the dinosaurs came? What does that tell us about Jake?"



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- Big idea: Sometimes when plans fall apart, something wonderful can happen instead—has that ever happened to you?

Closing (5 min):

- Share: "What was the BEST part of Jake's night with the dinosaurs?"

Assessment: Story comprehension, theme connection, personal experience sharing

Day 3: Dinosaur Science Connection

Objective: Explore real dinosaur facts inspired by the book's dino guests

Materials: Dinosaur reference books or images, fact sheet templates

Opening (10 min):

- Ask: "Which dinosaur from the story would YOU most want at YOUR party?"

Main Activity (35 min):

- Introduce 3–4 real dinosaurs featured or suggested in the book (T-Rex, Triceratops, Stegosaurus, Brachiosaurus)
- Share one fun fact about each: What did it eat? How big was it?
- Students choose their favorite dinosaur and complete a simple "Dino Fact Card" (name, diet, one cool fact, drawing)
- Display cards as a class "Dinosaur Sleepover Guest List"

Closing (5 min):

- Students share their Dino Fact Card with a partner

Assessment: Informational research, science vocabulary, illustrated fact card quality

Day 4: Retelling and Sequencing

Objective: Strengthen comprehension by retelling the story in order

Materials: Story sequencing cards or strips, re-read of key pages

Opening (10 min):

- Quick re-read or retell: "Can anyone tell me what happened at the beginning? Middle? End?"

Main Activity (35 min):

- Introduce beginning-middle-end structure using a simple graphic organizer
- Students sequence three key events: Jake's party plans, friends get sick, dinosaurs arrive
- Pairs retell the story to each other using the sequence cards
- Discuss: "What was the problem in the story? How was it solved?"

Closing (5 min):

- Class retell: Call on three students to each share one part of the story (beginning/middle/end)

Assessment: Story sequencing, beginning-middle-end comprehension, oral retelling

Day 5: Creative Response and Celebration

Objective: Express understanding through creative projects and share work with classmates

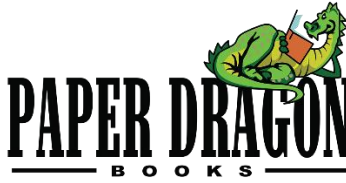
Materials: Drawing supplies, writing materials, display space

Opening (10 min):

- Preview project choices and let students select

Main Activity (35 min):

- Option A: Draw and write about YOUR dream birthday party—who would come, what would you do?
- Option B: Draw the funniest dinosaur sleepover scene you can imagine and label what's happening



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- Option C: Write or dictate a "sequel" — what happens at breakfast the morning after?
- Gallery walk or class share — celebrate everyone's creative work

Closing (5 min):

- Class closing: "One word to describe Jake's birthday: ____"

Assessment: Creative expression, personal connection, presentation confidence

Differentiation

- **Advanced learners:** Write a longer sequel story or research a chosen dinosaur in more depth
 - **Students needing support:** Use pre-cut sequencing cards and drawing-first response options throughout
 - **English Language Learners:** Use visual dinosaur reference cards; allow drawing as primary response mode
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Materials List

- Class set or big book edition of "The Great Dinosaur Sleepover"
- Dinosaur reference images (T-Rex, Triceratops, Stegosaurus, Brachiosaurus)
- Dino Fact Card templates (Day 3)
- Beginning-Middle-End graphic organizer (Day 4)
- Drawing and writing supplies
- Display space for Dinosaur Sleepover Guest List