

Dinomania!

3rd-4th grades

Unit Overview

Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> • LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly. • LA.3/4.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion) based upon teacher-directed topics and personal interests. • LA.3/4.3.5.1: The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia). • LA.3/4.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map). • LA.3/4.6.2.4: The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas). • LA.3/4.6.4.2: The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats. • LA.3/4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. • LA.4.5.2.4: The student will ask questions of speakers, using appropriate tone and eye contact. • LA.3/4.5.2.5: The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies. • SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. 	<ul style="list-style-type: none"> • Other Adult Relationships Child receives support from adults other than her or his parent(s). • Caring School Climate Relationships with teachers and peers provide a caring, encouraging environment. • Safety Child feels safe at home, school, and in the neighborhood. • School Boundaries School provides clear rules and consequences. • Adult Role Models Parent(s) and other adults in the child’s family, as well as nonfamily adults, model positive, responsible behavior. • High Expectations Parent(s) and teachers expect the child to do her or his best at school and in other activities. • Creative Activities Child participates in music, art, drama, or creative writing two or more times per week. • Child Programs Child participates two or more times per week in co-curricular school activities or structured community programs for children. • Learning Engagement Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. • Self-Esteem Child likes and is proud to be the person that he or she is. • Parent Involvement in Schooling Parent(s) are actively involved in helping the child succeed in school.

Extension Ideas

- Lesson 1- Read and answer Dinosaur Comprehension Questions
- Lesson 2- Students can choose a different dinosaur of their interest than what was suggested
- Lesson 8- Students can write their own song lyrics

ELL Modifications

- Students can dictate information to a friend/tutor/teacher
- Have a translator for the Exhibit Night

Pre/Post-Assessment:

Located in Appendix A, with answers in Appendix B

Good Teacher Background Information:

<http://teacher.scholastic.com/researchtools/researchstarters/dinosaur/>

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Lesson 1: What are Dinosaurs?

Essential Question:

What are dinosaurs?

Content Standards:

- LA.3.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
- LA.4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.4.1.7.4: The student will identify cause-and-effect relationships in text.
- LA.4.3.1.3: The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Vocabulary

- Dinosaur
- Extinct
- Paleontologist

Youth Development Standards:

- **Other Adult Relationships** | Child receives support from adults other than her or his parent(s).
- **Caring School Climate** | Relationships with teachers and peers provide a caring, encouraging environment.
- **Safety** | Child feels safe at home, school, and in the neighborhood.
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Teacher Background Knowledge:

- Millions of years ago, long before there were any people, there were dinosaurs. Dinosaurs were one of several kinds of prehistoric reptiles that lived during the Mesozoic Era, the "Age of Reptiles." <http://www.enchantedlearning.com/subjects/dinosaurs/mesozoic/>

- The dinosaurs dominated the earth for over 165 million years during the Mesozoic Era, but mysteriously went extinct 65 million years ago. Paleontologists study their fossil remains to learn about the amazing prehistoric world of dinosaurs.
<http://www.enchantedlearning.com/subjects/dinosaurs/glossary/Paleontologists.shtml>
- Additional information can be found:
<http://www.enchantedlearning.com/subjects/dinosaurs/allabout/>

Materials:

- KWL Chart (Appendix C)
- Markers
- Notecards
- Dinosaur song – found here: <http://www.youtube.com/watch?v=W0FOZ0-VpcU>
- Other Dinosaur songs can be found: <http://www.songsforteaching.com/dinosaurusongs.htm>
- Magic School Bus Video (Dinosaurs) – found on Discovery Education – *Free to sign up*

Procedure:

1. Administer Pre-test (Appendix A).
2. On the KWL Chart (Appendix C), write what students know (or think they know) about dinosaurs.
3. Write what they wonder about dinosaurs.
4. Play “The Dinosaurs Song.”
5. Discuss new things learned.
6. Watch the Magic School Bus Video about dinosaurs.
7. Add to the “L” section of the chart for things learned.
8. Discuss “What is a dinosaur?”

Formative Assessment:

- As students are leaving, they will fill out an exit card. Have students write three new things they learned about dinosaurs today.

Lesson 2: Research a Dino

Essential Question:

What are some interesting facts about dinosaurs?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.4.3.1.3: The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL Chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Vocabulary

- Meat-eater (carnivore)
- Plant-eater (herbivore)

Youth Development Standards:

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Teacher Background Knowledge:

- <http://teacher.scholastic.com/researchtools/researchstarters/dinosaur/>
- Most dinosaurs were plant-eaters (also called herbivores). For example, Triceratops was a plant-eating dinosaur. www.enchantedlearning.com/subjects/dinosaurs/dinos/Triceratops.shtml
- Some dinosaurs were meat-eaters (also called carnivores). For example, T. rex was a meat-eating dinosaur. <http://www.enchantedlearning.com/subjects/dinosaurs/dinos/Trex.shtml>
- Source: <http://www.enchantedlearning.com/subjects/dinosaurs/allabout/>

Materials:

- Computers, books, printouts on the selected dinosaurs
- Graphic Organizers (next page)
- Copy of Dinosaur Trading Card (Appendix D)
- The following websites will be helpful for students:
 - <http://www.worldbookonline.com/kids/Home>
 - <http://www.worldalmanacforkids.com/>
 - <http://www.factmonster.com/>
 - <http://go-kids.grolier.com/splash>
 - <http://www.safesearchkids.com/google-kids.html>
 - <http://www.sirs.com>
 - www.discoveryeducation.com

Procedure:

1. Sing Dino Song – found here: <http://www.youtube.com/watch?v=W0FOZ0-VpcU>
2. Review KWL Chart.
3. Tell students that they will choose a dinosaur to complete research on. They will create a 'Dinosaur Trading Card'.
4. Students will work with partners (students can choose, but must meet teacher approval).
5. Have students draw their dinosaur from a hat – strips of paper with the following dinosaurs should be prepared beforehand:

Tyrannosaurus	Giganotosaurus	Apatosaurus
Allosaurus	Stegosaurus	Alamosaurus
Velociraptor	Triceratops	
Megalosaurus	Brachiosaurus	

6. Students will research their dinosaur to find out: what they ate, what their name means, habitat, how long ago they lived, how many legs they walked on, and other interesting facts (10 in all).
7. Have students record their findings using the Tic-Tac Notes on the next page.
8. If/when students begin to finish their research, have them record their information on their Dino Trading Card. If students do not get this far, there is time on Day 6 to complete this.
9. Students will work on their research until there are 10 minutes left.
10. Each group will go around and tell one interesting fact they found out about their dinosaur.

Formative Assessment:

- Notes/ Trading Card on their dinosaur

Tic-Tac Notes

Dino name and what it means	Habitat	Diet
How long ago he lived	How many legs did he walk on?	3 facts
3 facts	2 facts	2 facts

Lesson 3: Dino Diets

Essential Question:

What do different dinosaurs eat?

Content Standards:

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- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- LA.4.3.1.3: The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL Chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Vocabulary

- Herbivores
- Carnivores

Youth Development Standards:

- **Other Adult Relationships** | Child receives support from adults other than her or his parent(s).
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Teacher Background Knowledge:

- <http://www.enchantedlearning.com/subjects/dinosaurs/anatomy/Diet.shtml>
- Plant-eaters (herbivores) usually have blunt teeth that are good for stripping vegetation (leaves, twigs, etc.). Some also have flat teeth for grinding tough plant fibers. Many herbivores have cheek pouches in which they can store food for a while.
- Plant-eaters (herbivores) usually have to eat a much larger volume than meat-eaters (carnivores) do in order to get the same amount of calories (this is because leaves, twigs, and roots are low in calories). Plant-eaters usually have larger digestive systems (than meat-eaters) that are needed to digest large amounts of tough plant fibers.

- Some dinosaurs swallowed rocks (called gastroliths) to help grind up the fibers in their guts. Some (like Ankylosaurus) even had fermentation chambers, where the plant fibers were dissolved.
- The only way to know exactly which plants a particular dinosaur ate is to find its fossilized stomach remains or coprolites (fossilized dung) containing digested plant material. Fossilized stomach remains are extremely rare, and coprolites are hard to match up to a particular dinosaur. Given these limitations, all you can do is guess a dinosaur's diet based on the type of teeth the dinosaur had (could it eat soft or tough plant material), where it lived (climate, habitat, etc., which aren't generally known), and which plants were around during that particular time period.
- Meat-eaters (carnivores or theropods) need to have some way to get meat. Carnivorous dinosaurs usually had long, strong legs so they could run quickly in order to catch their prey. They also needed large, strong jaws, sharp teeth, and deadly claws so they could kill and then tear apart the prey. Good eyesight, a keen sense of smell, and a large brain to plan hunting strategies were also very important for successful hunting. Many of the carnivores (like Deinonychus, Coelophysis and Velociraptor) may have hunted in packs, so social cooperation was necessary for a good hunt for some species. Animals that are primarily scavengers (animals that eat meat that they did not kill themselves) need very sharp teeth and strong jaws for tearing into less than prime cuts of meat, and breaking bones to get the nutritious bone marrow. Most carnivores are scavengers when given the opportunity. Some dinosaurs were fish eaters, including Baryonyx and Suchomimus. A few dinosaurs (including Coelophysis) have been found with small, fossilized animals within their fossil, giving information about their diet. Some dinosaurs may have even been cannibals, eating their own kind.

Materials:

- Graphic Organizer (next page)
- Slide Show of Dinosaur Diets (Appendix E)

Procedure:

1. Sing Dino Song – found here: <http://www.youtube.com/watch?v=W0FOZ0-VpcU>
2. Slide show of dinosaur diets (students will take notes in graphic organizer).
3. Stop and discuss at appropriate points in the presentation.
4. Students will make a list of what the two types of dinosaurs will eat.

Formative Assessment:

- Student List

Herbivores & Carnivores Graphic Organizer

Herbivores	Carnivores

Lesson 4: Digging Up Dinos

Essential Question:

What does a fossil tell us about a dinosaur?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Vocabulary

- Fossils

Youth Development Standards:

- **Other Adult Relationships** | Child receives support from adults other than her or his parent(s).
- **Caring School Climate** | Relationships with teachers and peers provide a caring, encouraging environment.
- **Safety** | Child feels safe at home, school, and in the neighborhood.
- **School Boundaries** | School provides clear rules and consequences.
- **Adult Role Models** | Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- **High Expectations** | Parent(s) and teachers expect the child to do her or his best at school and in other activities.
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- **Child Programs** | Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- **Learning Engagement** | Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.

Teacher Background Knowledge:

This prehistoric evidence includes the fossilized remains of living organisms, impressions and molds of their physical form, and marks/traces created in the sediment by their activities. More information can be found at <http://www.discoveringfossils.co.uk/whatisafossil.htm>.

Materials:

- [Digging Up Dinosaurs](#) by Aliki
- Markers
- Crayons
- Scissors
- Cardstock paper

- Construction paper
- Computer
- Small toys or other items that can be buried
- Paint brushes

Procedure:

1. Read the book Digging Up Dinosaurs by Alik.
2. Discuss what fossils are.
3. Prior to the lesson, find a sandbox or unused flower bed to bury small objects (one per student). When burying these objects, do not bury them too deep.
4. Tell students they are going to become paleontologists for the day. They will need to find one object within the area they are assigned; however, like paleontologists, they will need to be very careful and will only be able to use their “paint brush” to move the dirt around the objects.
5. Once all students have found their objects, provide them time to work on dinosaur trading cards.

Formative Assessment:

- List some “ingredients” for a fossil on a note card as students are leaving.

Lesson 5: Dino Menu

Essential Question:

What does my dinosaur eat?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.3.6.1.1: The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- LA.3.6.2.1: The student will determine information needed for a search by narrowing or broadening a topic and identifying key words.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Vocabulary

- Herbivore
- Carnivore

Youth Development Standards:

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- **Learning Engagement** | Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- **Self-Esteem** | Child likes and is proud to be the person that he or she is.

Teacher Background Knowledge:

- Students will be creating a menu for their dinosaur. They need to include appetizers, entrée, and dessert. Menu choices should be according to their dinosaur and its diet.
- They may create the menu on the computer or create it on paper.

Materials:

- Samples of menus if students are unaware of what a three-course meal looks like
- Computer
- Computer printouts about specific dinosaurs
- Informational books about dinosaurs
- Poster board
- Construction paper
- Paper
- Crayons
- Markers
- Glue

Procedure:

1. Show students a menu from any restaurant like Perkins or Bob Evans that has three courses.
2. Explain what types of foods would be eaten for each course.
3. Students will research what their specific dinosaur eats.
4. Students will then create a three-course menu for their dinosaur based on its dietary needs.

Formative Assessment:

- End product – does it include necessary items? Do they match the dinosaur?

Lesson 6: Complete Projects

Essential Question:

What do I know about my dinosaur?

Content Standards:

- LA.3/4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Youth Development Standards:

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- **Self-Esteem** | Child likes and is proud to be the person that he or she is.

Materials:

- Computer
- Computer printouts about specific dinosaurs
- Informational books about dinosaurs
- Poster board
- Construction paper
- Paper
- Crayons
- Markers
- Glue

Procedure:

1. Students will work on and complete Dinosaur Menus and Trading Cards.
2. Students will practice giving their presentations by doing it for their partner.
3. Students will then swap so both students get a chance.
4. Decide who will do which parts.

Formative Assessment:

- Completed Trading Cards and Menus

Lesson 7: Presentations

Essential Question:

How are dinosaurs different and similar?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.3/4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
- LA.3/4.5.2.4: The student will ask questions of speakers, using appropriate tone and eye contact.
- LA.3/4.5.2.5: The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Youth Development Standards:

- **Community Values Youth** | Child feels valued and appreciated by adults in the community.
- **Safety** | Child feels safe at home, school, and in the neighborhood.
- **Positive Peer Influence** | Child's closest friends model positive, responsible behavior.
- **High Expectations** | Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- **Creative Activities** | Child participates in music, art, drama, or creative writing two or more times per week.
- **Self-Esteem** | Child likes and is proud to be the person that he or she is.

Materials:

- Dino Trading Cards
- Dino menus
- Venn Diagram found here: <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> (or any Venn Diagram)
- Marker

Procedure:

1. One pair will work with another pair to discuss similarities and differences.
2. Record responses on Venn Diagram.

Formative Assessment:

- Collect Venn Diagram

Lesson 8: Final Assessment

Essential Question:

How much more do we know about dinosaurs than when we first started?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- SC.3.L.15.1: Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

Vocabulary

- Dinosaur
- Herbivore
- Carnivore
- Extinct
- Paleontologist
- Fossils

Youth Development Standards:

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Teacher Background Knowledge:

- Use the same test as given for Pre-test (Appendix A).

Materials:

- KWL Charts
- Discussion notes
- Song and lyrics
- One post-test per student

Procedure:

1. Sing Dino Song – found here: <http://www.youtube.com/watch?v=W0FOZO-VpcU>
2. Review discussion notes.
3. Review KWL Chart.
4. Administer post-test
5. Show students a clip from the movie “Night at the Museum” to provide background knowledge on what a museum looks like.
6. Tell students that to show our parents what we’ve done we’re going to host a Dinosaur Exhibit right here at school.
7. Discuss what things they may find in a museum and make a list for future reference.

Formative Assessment:

- Post Test (Appendix A)

Lesson 9: Set Up Exhibit

Essential Question:

What is a dinosaur exhibit like?

Content Standards:

- LA.3/4.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map).
- LA.3/4.6.4.2: The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.
- LA.3/4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
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Vocabulary

- Dinosaur
- Herbivore
- Carnivore
- Extinct
- Paleontologist

Youth Development Standards:

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- **Creative Activities** | Child participates in music, art, drama, or creative writing two or more times per week.
- **Child Programs** | Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- **Learning Engagement** | Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- **Self-Esteem** | Child likes and is proud to be the person that he or she is.
- **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.

Materials:

- Poster board
- Construction paper

- Paper
- Crayons
- Markers
- Glue
- Tri-fold board

Procedure:

1. Remind students that yesterday they learned that dinosaur bones are kept in museums. To show our parents what we've done we're going to host a Dinosaur Exhibit at school.
2. Remind students that we want to give our parents the best tour of dinosaurs ever!
3. Each student will type up a paper with their name (and partner's name) and the dinosaur they studied.
4. Students will print out/draw pictures and decorate the room to look like an exhibit.

Formative Assessment:

- Museum Tour

Lesson 10: Dinosaur Exhibit

Essential Question:

What can I teach my parents about dinosaurs?

Content Standards:

- LA.3/4.1.6.1: The student will use new vocabulary that is introduced and taught directly.
- LA.3/4.6.2.3: The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map).
- LA.3/4.6.2.4: The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).
- LA.3/4.6.4.2: The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.
- LA.3/4.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

Vocabulary

- Dinosaur
- Herbivore
- Carnivore
- Extinct
- Paleontologist

Youth Development Standards:

- **Other Adult Relationships** | Child receives support from adults other than her or his parent(s).
- **Caring School Climate** | Relationships with teachers and peers provide a caring, encouraging environment.
- **Safety** | Child feels safe at home, school, and in the neighborhood.
- **School Boundaries** | School provides clear rules and consequences.
- **Adult Role Models** | Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- **High Expectations** | Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- **Creative Activities** | Child participates in music, art, drama, or creative writing two or more times per week.
- **Child Programs** | Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- **Learning Engagement** | Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- **Self-Esteem** | Child likes and is proud to be the person that he or she is.
- **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.

Materials:

- Exhibit decorations
- Dino Trading Cards

- Dino menus

Procedure:

1. Welcome and thank parents for coming to the new Dinosaur Exhibit.
2. Tell parents that today they are going to meet paleontologists who have studied fossils recently found on their latest dig. (Students will act as paleontologists who have studied fossils recently found on their latest dig. They will tell about the “new” dinosaur as the parents come to them on their museum tour.)
3. Students will tell about the “new” dinosaur as the parents come to them on their museum tour.
4. Start at the first part of the exhibit.
5. Students will first explain their dinosaur.
6. Then tell about their menu.
7. Go around the “museum” until every paleontologist has shared.

Formative Assessment:

- Museum Tour

Appendix A: Pre/Post Test

Name: _____

1. In which era did dinosaurs live? _____

2. What color were the dinosaurs? _____

3. What is a plant-eating dinosaur called? _____

4. What is a meat-eating dinosaur called? _____

5. Could any dinosaurs fly? _____

6. Were more dinosaurs plant-eaters or meat-eaters? _____

7. Name a well-known meat-eating dinosaur that starts with the letter T.

8. Name a plant-eating dinosaur with three horns on its head.

9. What are scientists who study fossils called? _____

10. When did the dinosaurs go extinct? _____

Appendix B: Pre/Post Test Answer Key

1. In which era did dinosaurs live? **Mesozoic Era**
2. What color were the dinosaurs? **we don't really know**
3. What is a plant-eating dinosaur called? **Herbivore**
4. What is a meat-eating dinosaur called? **Carnivore**
5. Could any dinosaurs fly? **yes**
6. Were more dinosaurs plant-eaters or meat-eaters? **Plant**
7. Name a well-known meat-eating dinosaur that starts with the letter T.
 Tyrannosaurus Rex
8. Name a plant-eating dinosaur with three horns on its head.
 Triceratops
9. What are scientists who study fossils called? **Paleontologist**
10. When did the dinosaurs go extinct? **65 million years ago**

Appendix C: KWL CHART

Name:		
Topic:		
Know	Want to know	What I have learned

Appendix D: Dinosaur Diet PowerPoint



Carnivores

- Carnivores are dinosaurs who ate some type of meat. They usually had long, strong legs so they could run quickly in order to catch their prey.
- They also needed large, strong jaws, sharp teeth, and deadly claws so they could kill and then tear apart the prey.
- Good eyesight, a keen sense of smell, and a large brain to plan hunting strategies were also very important for successful hunting.
- Many of the carnivores (like Deinonychus, Coelophysis and Velociraptor) may have hunted in packs, so those dinosaurs needed to get along with each other .
- Animals that are primarily scavengers (animals that eat meat that they did not kill themselves) need very sharp teeth and strong jaws for tearing into less than prime cuts of meat, and breaking bones to get the nutritious bone marrow.
- Some dinosaurs were fish eaters, including [Baryonyx](#) and [Suchomimus](#). A few dinosaurs (including [Coelophysis](#)) have been found with small, fossilized animals within their fossil, giving information about their diet. Some dinosaurs may have even been cannibals, eating their own kind.

Herbivores

- Herbivores are dinosaurs who eat plants, fruits, nuts, or other vegetable pieces.
- There were more herbivores than carnivores.
- **Plant-eaters (herbivores)** usually have blunt teeth that are good for stripping vegetation (leaves, twigs, etc.).
- Some also have flat teeth for grinding tough plant fibers. Many herbivores have cheek pouches in which they can store food for a while.
- They usually have to eat a much more food than carnivores do in order to get the same amount of calories (this is because leaves, twigs, and roots are low in calories). Plant-eaters usually have larger digestive systems (than meat-eaters) that are needed to digest large amounts of tough plant fibers.
- Some dinosaurs swallowed **rocks (called gastroliths)** to help grind up the fibers in their guts. Some (like **Ankylosaurus**) even had fermentation chambers, where the plant fibers were dissolved.

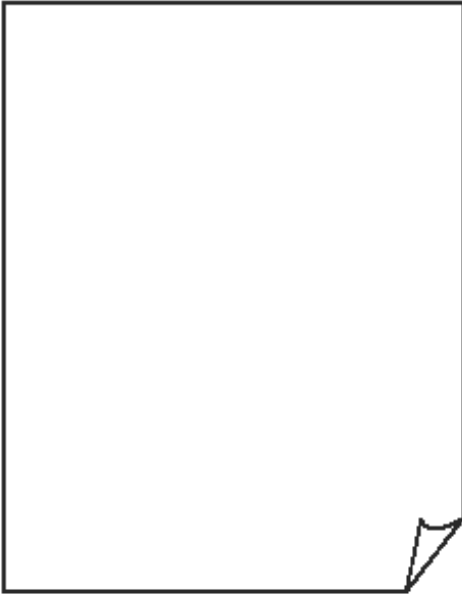
Which plants did they eat?

- The only way to know exactly **which plants** a particular dinosaur ate is to find its fossilized stomach remains containing digested plant material.
- Fossilized stomach remains are extremely rare, and coprolites are hard to match up to a particular dinosaur. Given these limitations, all you can do is guess a dinosaur's diet based on the type of teeth the dinosaur had (could it eat soft or tough plant material), where it lived (climate, habitat, etc., which aren't generally known), and which plants were around during that particular time period.
- For most dinosaurs, you just have to give an educated guess on which plants they ate, including ferns, cycads, horsetails, club mosses, seed ferns, conifers, and ginkgos, which all grew during the Mesozoic Period.

Resources

- <http://www.enchantedlearning.com/subjects/dinosaurs/anatomy/Diet.shtml>

Appendix E: Dinosaur Trading Card



My dinosaur is: _____

What his name means:

He ate: _____

His habitat was: _____

He lived _____ years ago.

He walked on _____ legs.

10 Cool facts about my dinosaur

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____