

Dinosaur Unit

Utica Universal Pre-K

Dinosaurs

Essential Questions:

- What are dinosaurs?
- How do we know there were once dinosaurs on earth?
- How are different types of dinosaurs similar and different?
- How are dinosaurs similar to and different from animals on earth today?

Theme Objectives based on NYS Learning Standards:

ELA- The students will...

- Demonstrate use of new vocabulary words.
- Verbally state opinions of text.
- Respond to literature.
- Verbally compare and contrast.

Science- The students will...

- Identify dinosaurs by name.
- Recognize different physical attributes.
- Demonstrate understanding of herbivores and carnivores.
- State how dinosaurs are similar to modern animals.
- Demonstrate understanding of fossils.

Social Studies- The students will...

- Identify paleontologist as a career.
- State what paleontologists do.
- Identify that museums are places in communities where artifacts can be viewed.

Math- The students will...

- Continue to develop patterning skills.
- Continue to demonstrate number sense.
- Sort by size, shape, etc.

Resources Used:

The Best of The Mailbox Theme Series: Dinosaurs Pre-school/ Kindergarten.
1999

Everyday Circle Times by Liz and Dick Wilmes

Terrific Topics: Dinosaurs Pre-K-1. Carson -Dellosa Publishing Company Inc.

Theme-A-Saurus by Jean Warren

In The Beginning. Noah's Ark Publishing. 1989

Treasure of Year-Round Preschool Activities. Teacher Created Materials Inc.

Variety of The Mailbox Magazines

Other Teacher Resources:

www.pre-kpages.com/dinos.html

Appendix for song lyrics

Available from DLM:

Plastic Dinosaurs

Literature

Additional Literature Used:

A Boy Wants A Dinosaur by Hiawyn Oram

Can I Have a Tyrannosaurus Rex, Dad? Please? by Lois G. Grambling

Daniel's Dinosaurs by Mary Carmine

Dazzle the Dinosaur by Mark Pfister

Did Dinosaurs Have Feathers? by Kathleen Weidner Zoehfeld

Dinosaurs by Gail Gibbons

Dinosaurs by Grace Maccarone

Dinosaur Days by Joyce Milton

Dinosaur's Day by Ruth Thomson

Dinosaur Roar! by Paul & Henrietta Stickland

The Dinosaur Who Lived In My Backyard by B.G. Hennessy

Find-a-Saurus by Mark Sperring

How Do Dinosaurs Eat Their Food? by Jane Yolen & Mark Teague

How Do Dinosaurs Get Well Soon? by Jane Yolen & Mark Teague

How Do Dinosaurs Go To School? by Jane Yolen & Mark Teague

How Do Dinosaurs Say Good Night? by Jane Yolen & Mark Teague

If The Dinosaurs Came Back? by Bernard Most

King of the Dinosaurs, Tyrannosaurus Rex by Michael Berenstain

My Visit To The Dinosaurs by Alike

Time Flies by Eric Rohmann

What Happened To Patrick's Dinosaurs? by Carol Carrick

Suggested Centers for Week 1 & 2

1. Dinosaur Word Cards

Objective: The students will correctly match letters in a word given magnet letters and word cards.

Materials: word cards with dinosaur names or other vocabulary, magnet letters, writing utensils, paper

Develop:

- Students can match up letters to spell dinosaur names. They can then try writing the names on their own.
- You can add word cards of specific vocabulary you are learning about as the unit progresses.
- Prepare Gel Bags as an alternate way to write for sensory integration.

Reflect/Assess:

- What are dinosaurs?
- What is your favorite dinosaur? Why?

2. Dinosaur Mural

Objective: The students will design several different types of dinosaurs and plant life to demonstrate understanding of the time of the dinosaurs.

Materials: Large mural paper, markers, sponges, paint, scissors, glue sticks, twigs, artificial plants, dinosaur picture books

Develop:

- Have the students brainstorm what they would include on a dinosaur mural and how they can make them.
- Together look at picture books for ideas.
- Create the mural based on brainstorming.
- Add to mural as the students learn about different types of dinosaurs.

Reflect/Assess:

- Why did you include _____ dinosaur?
- How does this mural differ from the world today?

3. Dinosaur Sorting

Objective: The students will correctly sort dinosaurs based on various attributes.

Materials: plastic and or picture dinosaur cards

Develop:

- Teachers ask students to sort dinosaurs by given attributes, ie. color, size, movement, diet, etc.
- Teachers can change attribute based on what dinosaur is being taught.
- Encourage students to discuss why and how they are sorting the dinosaurs.

Reflect/Assess:

- What attributes did you sort the dinosaurs by? Why?

4. Puppet Show (Dramatic Play)

Objective: The students will engage in dramatic play with others.

Materials: dinosaur puppets and/or materials in which to make dinosaur puppets (popsicle sticks, paper, scissors, socks, paper bags, etc), artificial plants

Develop:

- Have students create a puppet stage and/or back drop.
- Encourage students to put on a puppet show or reenact a dinosaur story they have heard.
- Provide artificial plant life for props.

Reflect/Assess:

- Which role did you like being the best? Explain why.

5. Fossil Dig

Objective: The students will discover what it would be like to be paleontologists.

Materials: Dino Dig kits (Lakeshore) or equivalent (chicken bones, sand, paint brushes, plastic dinosaurs and cornmeal)

** Disinfect chicken bones by boiling them for 20 minutes and soaking overnight in a 10% bleach solution.**

Develop:

- Place sand or cornmeal in sensory tub. Hide “fossils” (bones or plastic dinosaurs) in the sand.
- Encourage students to use brushes to discover fossils.
- Have students record/draw what they found.

Reflect/Assess:

- What do paleontologists do?
- Would you like to be one? Why or why not?

6. Dinosaur Counting Book

Objective: The students will create a counting book to demonstrate number sense and identification.

Materials: pre-assembled blank books (see <http://www.pre-kpages.com/dinos.html>), dinosaur stamps and ink pads or stickers, crayons

Develop:

- Provide students with pre-assembled dinosaur books, stamps or stickers.
- Have students identify the numeral within each sentence.
- Assist students in stamping or sticking correct number or dinosaurs on page.
- Encourage students to add appropriate dinosaur details on pages.

Reflect/Assess:

- Can you count past the number of dinosaurs you added in the book?
- What number would come next?

Day 1

Apatosaurus

Literacy Objectives: The students will...

- Identify that dinosaurs are large animals that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify Apatosaurus by its attributes.

Literacy Vocabulary:

dinosaurs, Apatosaurus, extinct

Focus Literacy Activity:

- Tell students we will learn about dinosaurs for the next two weeks.
- Tell students we will learn about the Apatosaurus (formally known as the Brontosaurus)..
- Introduce the song *Dinosaurs* (Sung to the tune of “London Bridge“)

Develop Literacy Activity:

- Create a K-W-L chart and assess students’ prior knowledge of dinosaurs. Complete “Know” and help discuss what they may “Want” to learn, ie. extinction, diet.
- Complete a “Dinosaur” word web.
- Show pictures of Apatosaurus and discuss that it was called “Thunder Lizard” because of its size.
- Create a Language Experience Chart: “The Apatosaurus was bigger than....” and chart students’ responses.

Practice Literacy Activity:

- While outdoors, measure and cut yarn the length of seventy feet, the average length of an Apatosaurus Discuss where this dinosaur could and could not go. Have students illustrate their response.
- Have students match capital and lower case letters on pre-made Apatosaurus puzzles.
- Students will manipulate dinosaur toys and prehistoric props in block area.
- Students will use playdoh to create their own Apatosaurus.

Reflect/Assess:

- What was Apatosaurus bigger than?
- Why was Apatosaurus called the “Thunder Lizard”?

Literacy Circle:

Storytime 1: Read *Dinosaurs* by Gail Gibbons, skipping the individual dinosaur information pages. Concentrate on extinction and knowledge gained from fossils.

- Have students discuss and review what fossils are and how they are found.
- Chart what information paleontologists can learn from fossils.

Storytime 2: Read *Dinosaurs* by Grace Maccorone

- Complete a Dinosaur Chart describing dinosaur characteristics.
- Give each student one dinosaur toy and have students listen for specific characteristics of “their” dinosaur. When they hear a characteristic that describes “their” dinosaur, they bring it back to the teacher.

Letter Knowledge: D is for Dinosaur

- Have the students trace glue on a letter D. Then have the students sprinkle dirt on the glue to form the letter D.

Second Language Learners:

- Show students the most “realistic” picture of an Apatosaurus and state the body parts head, legs, tail, mouth, eyes, etc.
- Have students find their own body parts that correspond to those of the Apatosaurus.

Music/Movement

- Sing and do movements to *Apatosaurus* (to the tune of *Are You Sleeping, Brother John?*)

Apatosaurus

Apatosaurus, Apatosaurus
Shook the earth,
When it walked.
It liked to eat the tree tops,
Walking through the forest,
Thunder Lizard
Thunder Lizard

*Change name to Brontosaurus if desired

Materials for Day 1:

Chart paper	markers	Dirt	glue
Apatosaurus picture	yarn	paper	scissors
<i>Dinosaurs</i> by Grace Maccarone			
Measuring tape	<i>Dinosaurs</i> by Gail Gibbons		
Apatosaurus pre-made letter puzzles	dinosaur toys, blocks and props		

Content Connection - Science

Making Fossils

Objective: The students will demonstrate understanding of fossils.

Vocabulary: fossils, paleontologists

Materials: mud recipe, flour, water, salt, dry brown tempera paint, foil pie pan, objects to create impressions

Mud Recipe Makes 6 to 8 Fossils

2 c flour,

1 c each water and salt,

6 tbs dry brown tempera paint.

Thoroughly mix together and put in shallow pie pan.

Activity 1:

- Have the students firmly press an object (shell, stick, plastic dinosaur model, any object that will leave an impression) into the mud to create a fossil imprint.
- Set the imprint aside to dry for several days.
- Clean objects and set aside for later use.

Activity 2:

- When fossils have dried, spread out on a table. Set cleaned and saved objects on table.
- Have the students take turns matching objects with their fossil imprints.

Content Connection - Careers

Paleontologists

Objective: The students will experience being a paleontologist.

Vocabulary: paleontologist, magnifying glass, fossils

Materials: adult-sized white dress shirts (lab coats), magnifying glass, small paint brushes, plastic bones, trays

Activity 1:

- Remind the students what a paleontologist does.
- Encourage them to dress as a paleontologist with lab coats and dust off bones they find.

Activity 2:

- Challenge students to use bones to reconstruct a dinosaur.

Day 2 Apatosaurus Cont'd.

Literacy Objectives: The students will...

- Identify that dinosaurs are animals that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify apatosaurus by its attributes.
- Identify apatosaurus as an herbivore.

Literacy Vocabulary:

dinosaurs, apatosaurus, herbivore, extinct

Focus Literacy Activity:

- Review the terms dinosaur, extinct, and introduce herbivore.
- Define herbivore and explain that the apatosaurus was an herbivore

Develop Literacy Activity:

- Read *Dinosaurs* by Gail Gibbons and concentrate on apatosaurus page.
- Explain that the apatosaurus was large and could reach tall trees. Review song, *Apatosaurus*.
- Also, explain that the teeth of apatosaurus were flat to grind plants. The claws on their feet were dull because they did not need to use them to catch and tear food.

Practice Literacy Activity:

- Have students locate and cut out pictures of vegetables in magazines/grocery ads. Glue on to a apatosaurus shape or picture that they have drawn themselves. Have them explain why they chose each food.
- Prepare a class salad. Explain that the salad ingredients are types of foods that a apatosaurus would eat.
- Pretend to prepare foods that a apatosaurus would eat in dramatic play area.
- Read dinosaur books in the library center.

Reflect/Assess:

- If you were a apatosaurus, what foods would be your favorite? Why?
- Why don't apatosaurus have sharp teeth?

Literacy Circle:

Storytime 1: Read a *How Do Dinosaurs Eat their Food?* book by Jane Yolen & Mark Teague

- Have students describe good table manners and practice at meal/snack time.
- Discuss if the story is real or make-believe. If they were to rewrite it as a real story, what would they have to change?

Storytime 2: Read *The Dinosaur Who Lived in My Backyard* by B.G. Hennessy

- Have the students identify true attributes of the apatosaurus that were presented in the story.
- Have students draw a picture and dictate a story about what they would do if a dinosaur lived in their backyard.

Letter Knowledge: B is for brontosaurus or brachiosaurus

- Have students crinkle and twist green tissue paper into broccoli shapes (show a picture of broccoli). Glue to letter B.

Second Language Learners:

- While eating snack, practice good table manners and refer back to the story, *How Do Dinosaurs Eat their Food?*

Music/Movement:

- Have the students listen & follow directions to “Dinosaur Sounds.”

Dinosaur Sounds

Do the dinosaur stomp and stomp loudly to the right.

(stomp loudly to the right)

Do the dinosaur stomp and stomp quietly to the left.

Do the dinosaur growl and growl loudly to the right.

Do the dinosaur growl and growl quietly to the left.

Materials for Day 2:

Green tissue paper

Paper

Scissors

Crayons

Dinosaur books

glue

magazine/grocery ads

salad ingredients

Brontosaurus shape

Dinosaur Who Lived in My Backyard by B.G. Hennessy
How Do Dinosaurs Eat their Food? book by Jane Yolen & Mark Teague

Content Connection - Science

Play Dough Eggs

Objective: The students will demonstrate an understanding of how dinosaurs are born.

Vocabulary: eggs, hatch

Materials: plastic Easter eggs, play dough, small plastic dinosaur toys

Activity 1:

- Fill each half egg with play dough. Students push a small dinosaur toy into one half of the egg. Push the two halves together. Remove the plastic egg and smooth the play dough egg.
- Place eggs together. Have students explore the eggs and “hatch” the eggs. When done, have students recreate the eggs for the next group of students.

Activity 2:

- Have students draw what other animals they know or think may hatch from eggs like the dinosaurs did.
- Share some animals with them if they are done or if they cannot think of any.

Content Connection - Fine Art

Dinosaur Colors

Objective: The students will predict what colors they think that dinosaurs were and mix colors to create a new color for their dinosaur.

Vocabulary: predict, scientists, fossil

Materials: variety of paints, zip lock bags, paper, paintbrushes

Activity 1:

- Tell the students that scientists are unsure of the colors that dinosaurs were because they have never found actual skin or feathers - only fossilized impressions.
- Scientists guessed what colors they were by comparing them to animals of today.
- Have students choose two colors of animals today and place a small amount of each color of paint in a zip lock bag. Have students manipulate bag to mix the colors.

Activity 2:

- Have students use the new color that they created to paint a picture of a dinosaur.

Day 3 Pterodactyl

Literacy Objectives: The students will...

- Identify that dinosaurs are animals that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the pterodactyl by its attributes.

Literacy Vocabulary:

pterodactyl, extinct, roost, glide

Focus Literacy Activity:

- Tell students we will learn about the pterodactyl
- Introduce the song *Pterodactyl* (Sung to the tune of “*I’m a Little Tea Pot*”)

Develop Literacy Activity:

- Show the students a realistic picture of a pterodactyl and discuss the visual attributes of this flying dinosaur.
- Explain to the students that the pterodactyl means “wing-fingered” and that it has very large wings that help it fly through the air. It swooped down, out of the sky like a kite, diving to the ground.

Practice Literacy Activity:

- Have the students search and cut out pictures of animals that fly like the Pterodactyls flew. Make a flying collage.
- Have the students manipulate popsicle sticks, glue, and their choice of colored tissue paper to create a flying pterodactyl.
- Have students cooperatively piece together a dinosaur floor puzzle, if available.
- Have the students sculpt their own pterodactyl by using modeling clay or play dough.

Reflect/Assess:

- Why did the pterodactyl need wings?
- If you were a pterodactyl where would you fly?

Literacy Circle:

Storytime 1: *Time Flies* by Eric Rohmann

- Discuss how this story is different than other stories they have heard.
- Discuss the similarities and differences between the pterodactyl and the bird in the book.
- Have the students “write” their own words to create a new story.

Storytime 2: *Did Dinosaurs Have Feathers?* by Kathleen Weidner Zoehfeld

- After reading (paraphrasing), assist the students with completing a Venn diagram comparing and contrasting birds and flying dinosaurs.

Letter Knowledge: F is for Fly

- Have the students glue feathers on the letter F for Flying.

Second Language Learners:

- Using the plastic pterodactyl toys, reinforce prepositional phrases and body parts.

Music/Movement:

- Have the students manipulate towels/small sheets into pterodactyl wings. Encourage them to fly around room and practice the pterodactyl song.

Materials for Day 3:

Animal Magazine or clip art

Scissors

Popsicle sticks

Playdoh or clay

Pterodactyl song

Time Flies by Eric Rohmann

Feathers

Towels/sheets

glue

paper

tissue paper

dinosaur floor puzzle

Pterodactyl picture

Did Dinosaurs Have Feathers? by Kathleen Weidner Zoehfeld

Pterodactyl toys

Content Connection- Science

What Can Fly?

Objective: The students will identify different objects that fly.

Vocabulary: fly

Materials: magazines, computer clip art, scissors, glue, paper, crayons/markers

Activity 1:

- Brainstorm objects that are able to fly. Create a web with words and pictures.

Activity 2:

- Explain to the students that they are going to create their own book of things that can fly.
- Encourage them to use magazine pictures, computer clip art, or draw their own pictures to create their book.

Content Connection- Cooking Experience

Excavation Pudding

Objective: The students will help create an edible dinosaur excavation.

Vocabulary: excavation, scientist, fossil, paleontologists

Materials: small plastic bowls, plastic spoons, large bowl, whisk, measuring cups, 16 oz package of chocolate cookies, resealable plastic bag, milk, whipped topping, 1 large package of instant chocolate pudding per 6 students, gummy dinosaurs

Activity 1:

- Ahead of time, crush cookies in resealable bag. Invite students to help make the pudding. When students are unaware, hide gummy dinosaurs in the pudding mixture.
- Mix $\frac{1}{2}$ of the crushed cookies with whipped topping. Put a small amount in each student's bowl. Fill the bowls with pudding.
- Sprinkle a small amount of crushed cookies on top of pudding.
- Give each student a bowl and explain to them that their bowl is an excavation site and they are scientists. Have them "excavate" and enjoy.

Activity 2:

- Have the students discuss what different types of dinosaurs they found during their “excavation.” Chart their responses.

Day 4

Pterodactyls, Con’t

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the pterodactyl by its attributes.
- Identify the pterodactyl as a carnivore.

Literacy Vocabulary: pterodactyl, carnivore, herbivore, extinct, roost, cliff

Focus Literacy Activity:

- Review with the students what dinosaurs they have learned about thus far.
- Verbally compare/contrast the dinosaurs they have learned about briefly.
- Review what a herbivore is. Introduce the word carnivore and its meaning.
- Sing the *Pterodactyl* song with the students.

Develop Literacy Activity:

- Review what the brontosaurus ate and explain how the pterodactyl is different.
- Assist the students in completing a Venn Diagram comparing/contrasting the brontosaurus and the pterodactyl.

Practice Literacy Activity:

- Encourage the students to find pterodactyls in books in the library center
- Have the students create and design their own pterodactyls using stencils and dictate a story about them. Add them to dinosaur classroom mural.
- Have the students find and cut out pictures of foods the pterodactyl would likely eat. Glue on a pterodactyl shaped paper.
- Place felt strips and plastic eggs in the block area. Encourage the students to build a cliff for the pterodactyl to roost in its next.

Reflect/Assess:

- Why do you think the pterodactyl had to build their nests so high?
- What types of food did the pterodactyl eat?
- How is the pterodactyl alike/different than the brontosaurus?

Literacy Circle:**Storytime 1:** *Dinosaurs* by Gail Gibbons

- Read the portion of the story about the pteranodon.
- Explain to the students that this is another dinosaur that flew.

Storytime 2: Read *If the Dinosaurs Came Back* by Bernard Most

- Discuss how dinosaurs could be used to help humans today.
- Discuss if this is a real or make-believe story.

Letter Knowledge: D for Dinosaurs

- Have the students manipulate and roll out the letters 'Dd' for dinosaurs using play dough.

Second Language Learner:

- Purchase or make a set of flannel dinosaurs with a variety of colors and types of dinosaurs. Using a flannel board, encourage the students to place a dinosaur above, under, below, next to, etc. the dinosaur you place. Encourage the students to use descriptive vocabulary while placing their dinosaurs (colors, sizes, etc.)

Music/Movement:

- Have the students sing and act out the song "I Wish I Were a Great Big Dinosaur" sung to the tune of "Oh I Wish I Were an Oscar Myer Weiner"
Oh I wish I were a great big dinosaur
That is really what I want to be.
For if I were a great big dinosaur,
Everyone would run away from me.
ROAR!

Materials for Day 4:

Dinosaur books	dinosaur stencils
Colored pencils	crayons
Grocery ads	scissors, glue, paper
Raffia/felt strips	plastic eggs, pterodactyl/dinosaur toys
<i>If the Dinosaurs Came Back</i> by Bernard Most	
<i>Dinosaurs</i> by Gail Gibbons	flannel dinosaurs
Play dough	

Content Connection- Physical Development

Dinosaur Footprint Path

Objective: The students will identify colors and use complete sentences.

Vocabulary: color words, footprint

Materials: dinosaur footprint pattern reproduced on multiple colored laminated sheets, index cards with matching colored footprints, tape, wet erase marker

Activity 1:

- Arrange large dinosaur footprints in a path around the room. Tape them down. Shuffle index cards. One student selects a card and should state “I will step on a (color) footprint” Next, the student will state “I am standing on a (color) footprint” discriminating between future and present tenses.
- Continue with the students taking turns. Game continues until all finish the path.
- Assist when needed to form complete sentences.

Activity 2:

- Ways to adapt: add numbers, letters, shapes, etc. using a wet erase marker.

Day 5

Tyrannosaurus Rex

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the tyrannosaurus' attributes.

Literacy Vocabulary: tyrannosaurus, sharp, claws, fierce, large

Focus Literacy Activity:

- Tell the students we will learn about the tyrannosaurus.
- Review the dinosaurs they have learned about thus far.
- Sing the Tyrannosaurus Rex song for the students and have them join in.

Develop Literacy Activity:

- Show a realistic picture of the tyrannosaurus and discuss its physical attributes
- Read *King of the Dinosaurs: Tyrannosaurus Rex* by Michael Berenstain, or other tyrannosaurus book. Discuss and chart attributes.
- Start filling in the L portion of the K-W-L chart by charting students' responses.
- Explain to the students that the Tyrannosaurus Rex was the "king of the lizards." It was as long as a fire truck and had teeth like big knives.

Practice Literacy Activity:

- Have the students act out what they think the Tyrannosaurus Rex would do by using toy dinosaurs and blocks.
- Have the students create a Tyrannosaurus Rex skeleton by gluing a sorted pasta on paper.
- Have the students find and sort big and little objects, either in magazines or objects found in the classroom.
- Have the students create construction paper crowns and stamp Tyrannosaurus Rex's footprints on the crown. Label it "Tyrannosaurus (students' name).

Reflect/Assess:

- Why do you think Tyrannosaurus Rex's name means "king of the lizards"?
- Why do you think it was so fierce?

Literacy Circle:

Storytime 1: Read *How Do Dinosaurs Say Good Night?* by Jane Yolen & Mark Teague

- After reading, have the students discuss if this is a real or make-believe story and have them share their bedtime routines.

Storytime 2: Read *Can I Have a Tyrannosaurus Rex, Dad? Please?* by Lois G. Grambling

- After reading, ask the students what they would do with a pet Tyrannosaurus Rex.

Letter Knowledge: T is for Tyrannosaurus

- Have students find other objects (in magazine or in room) that start with the same letter sound as Tyrannosaurus

Second Language Learners:

- Match plastic and picture dinosaurs. Have students repeat the name of each.

Music/Movement:

- Teach students *Tyrannosaurus Rex, My Dear* sung to the tune of “John Jacob Jingleheimer Schmidt”. Sing through three times, increasing tempo of the tune for each repetition. Conclude the last verse with a “Please” and fold hands in front of body.

Tyrannosaurus rex, my dear,
(Show “claws”; then fold hands across chest)
You cause such fear!
(Frightened look on face)
When you sharp teeth you show
(Point to bared teeth)
I know its time to go!
(Quickly flutter hands away from body)
Tyrannosaurus rex, my dear,
(Show “claws”; then fold hands across chest)
Da da da da don’t eat me!
(Shake finger in front of body)

Materials for Day 5:

How Do Dinosaurs Say Good Night by Jane Yolen & Mark Teague

Can I Have a Tyrannosaurus Rex, Dad? Please? by Lois G. Grambling

Assorted sized objects

paper/crayons

paint

Magazines

glue

footprint stamps

Scissors

dinosaur toys

skeleton templates

King of the Dinosaurs: Tyrannosaurus Rex by Michael Berenstain

Blocks

variety of pasta

paper crowns

Content Connection- Social Studies

Dinosaur Museum

Objective: The students will discuss the significance of museums, especially in reference to dinosaurs.

Vocabulary: museum, skeletons, paleontologists, fossils, dinosaur names

Materials: *My Visit To The Dinosaurs* by Alik

Activity 1:

- Read *My Visit To The Dinosaurs* by Alik
- After reading the story, have the students create their own museum in the block area using blocks and “skeletal remains”.

Activity 2:

- Take a field trip to the Children’s Museum, or a similar museum, to experience the Dinorama exhibits.
- Chart the students reactions after the trip.

Content Connection- Physical Development

Dinosaur Ring Toss

Objective: The students will enhance their eye-hand coordination and gross motor skills.

Vocabulary: Pterodactyl, Brontosaurus, Tyrannosaurus Rex, toss, aim

Materials: three 2 or 3 liter soda bottles filled with sand or water, three dinosaur ring toss patterns on poster board or cardboard, large plastic lids with centers removed, masking tape

Activity 1:

- Tape dinosaur pictures to bottles with masking tape. To make the rings, cut out the center of the plastic lids. Make sure the lids will fit easily over the soda bottles.
- Line up dinosaur bottles several feet apart. Place a marker on the floor where the students should stand to toss the rings.
- One at a time, let the students try to toss a ring on a chosen dinosaur. Before tossing, they will state which dinosaur they are aiming for, example “I am aiming for the Tyrannosaurus Rex.” Then they toss the ring.
- Continue until all students have had a turn.

Activity 2:

- Adaptation: Have the students give a fact in a complete sentence for the

Day 6

Tyrannosaurus Rex

Literacy Objectives: The students will...

Literacy Vocabulary:

tyrannosaurus Rex, carnivore, herbivore, extinct

Focus Literacy Activity:

- Review what the student's have learned about the Tyrannosaurus Rex thus far.
- Discuss what dinosaurs they have learned about and their attributes'
- Review what the terms carnivore and herbivore.

Develop Literacy Activity:

- Teach the *Dinosaurs, Dinosaurs* song below and complete a T Chart labeled with "Some Dinosaurs had... and Some Dinosaurs were..." with students' responses.

Dinosaurs, Dinosaurs

(to the tune of "Here We Go 'Round the Mulberry Bush")

This is how the dinosaurs looked, dinosaurs looked, dinosaurs looked,

This is how the dinosaurs looked

They had(horns, claws, tails, wings, spikes etc.)

This is how the dinosaurs were, dinosaurs were, dinosaurs were

This is how the dinosaurs were

They were ... (fierce, scared, hungry, big, small, etc.)

Practice Literacy Activity:

- Have students participate in a bean bag toss into teacher-made Tyrannosaurus Rex's head (with mouth cut out) with lots of teeth. The students will take turns tossing the "meat" into its mouth.
- Have the students arrange different sized Tyrannosaurus Rex teeth from smallest to largest (no larger than six-inches long) and vice versa.
- Have the students create their own Tyrannosaurus Rex using a variety of paints.
- Have the students sort out different foods the Tyrannosaurus Rex would and would not eat in the dramatic play area.

Reflect/Assess:

- How and why are the teeth of a Tyrannosaurus Rex different from the teeth of a Brontosaurus?
- What types of food did the Tyrannosaurus Rex eat?

Literacy Circle:

Storytime 1:

- Read the Tyrannosaurus Rex pages in the Gail Gibbons *Dinosaurs* book.
- Discuss the similarities and differences between the Tyrannosaurus Rex and other dinosaurs.

Storytime 2:

- Read *How Do Dinosaurs Get Well Soon?* by Jane Yolen & Mark Teague.
- Have the students discuss if they think the dinosaurs would feel better after receiving the type of care we get.
- Review good hygiene practice with the students.

Letter Knowledge: M is for Meat-eater (carnivore)

- Have the students cut out pictures of meat from grocery ads and glue them on a large letter 'M'.

Second Language Learner:

- Read a dinosaur book together and assist English Language Learners to use and learn proper vocabulary.

Music/Movement:

- Have the students sing *Tyrannosaurus Rex* (to the tune of "Itsy Bitsy Spider) and act out verses.

Tyrannosaurus Rex
Tyrannosaurus Rex , it was
The lizard king.
The meanest dinosaurs
On all the earth roaming.
With a powerful jaw,
And a long, long tail to balance
I'm glad its here no more.

Materials for Day 6:

How Do Dinosaurs Get Well Soon? by Jane Yolen & Mark Teague

Dinosaurs by Gail Gibbons

Paint and paint brushes

Scissors

Teeth cutouts/manipulative

Bean bags

Plastic foods

paper

glue

teacher-made T-Rex head

grocery ads

chart paper and markers

Content Connection- Science & Art

Texture Dinosaur Rubbings

Objective: The students will experience different possible skin textures that scientists think dinosaurs had.

Vocabulary: texture, smooth, bumpy, scientists, rubbing, fossils

Materials: paper, crayons, hard corn cob, corrugated card board, sandpaper

Activity 1:

- Explain to the students that scientists do not really know what the dinosaurs' skin looked like. Fossils have lead scientists to believe that they could have had similar skin to alligators, elephants, and strips like tigers and zebras.
- Demonstrate how to do a texture rubbing for the students.
- Allow students to experiment with texture rubbings on their own.

Activity 2:

- Encourage the students to add dinosaur characteristics to their texture rubbing to create their own dinosaurs.
- Have them dictate a story about their picture.

Day 7

Stegosaurus

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the stegosaurus attributes.

Literacy Vocabulary: stegosaurs, extinct, spikes, plates, weapon, carnivore, herbivore

Focus Literacy Activity:

- Tell the students that we will be learning about a new dinosaur called stegosaurus.
- Have the students briefly review dinosaurs they have learned about thus far.
- Have the students discuss what they ate for dinner last night and see if they can determine whether they are carnivores or herbivores.

Develop Literacy Activity:

- Show the students a realistic picture of a stegosaurus and have them discuss its attributes. Explain to the students that the stegosaurus had hard, boney plates along its back. The stegosaurus' tail had four, large spikes on its tip for defense. It was the slowest and smallest brained dinosaur.
- Teach and sing the Stegosaurus song adding in movement if needed.

Stegosaurus

(Sung to the tune of "Itsy Bitsy Spider")

Mighty Stegosaurus

With plates all down my back.

And on my tail my four sharp spikes do clack.

Even with my tail I don't fell very safe.

"Cause an itsy bitsy walnut

Is all the brain I have.

Practice Literacy Activity:

- Have the students create a paper plate stegosaurs emphasizing its large plated back. Have the students color a small paper plate and fold in half. Assist them with cutting the spikes into the rounded portion on the paper plate. Add head, tail and legs onto the paper plate stegosaurus. (Or use egg carton instead of cutting plates.)
- Have the students trace a stegosaurus with no plates on its back. Have the students glue precut plates on their dinosaurs' back. Assist the students with writing one letter of their names on each plate.

- Have the students create color patterns on a stegosaurus's back using different colored plates.
- Have the students find stegosaurus' in books and discuss its attributes.

Reflect/Assess:

- Why did the stegosaurus have plates and spikes?
- How does the stegosaurus look different from other dinosaurs we learned about?

Literacy Circle:

Storytime 1: Read *Dazzle the Dinosaur* by Marcus Pfister.

- After reading (and/or paraphrasing) the story to the students, discuss if this is a real or make-believe story and why?
- Compare and Contrast Dazzle to a stegosaurus. Chart the students' responses.

Storytime 2: Read *Daniels's Dinosaurs* by Mary Carmine

- After reading, discuss what attributes sharks have that are similar and different to dinosaurs.
- Have the students go back through the pages of the book and count how many stegosaurus' they can find.

Letter Knowledge: S is for Stegosaurus

- Have the students roll play dough into the letter 'S' and create play dough stegosaurus.

Second Language Learners:

- Have English Language Learners browse dinosaur books with a peer looking for stegosaurus'. When they find one, have them verbally state "Stegosaurus".

Music/Movement:

- Teach the students the *Dinosaur Stomp*.
Dinosaur Stomp

Boomalacka! Boomalacka!

Whack! Whack! Whack!

(Bookie on down) dinosaurs.

Don't hold back!

Slap hands on legs three times.

Wiggle body down to the floor.

Create additional verses by inserting these words and action:

'Stomp your feet...

Stomp feet.

Shake your scales...

Shake all over.

Twist your tails...

Hold arm behind back and twist wrist

Wiggle your claws...

Wiggle fingers.

Materials for Day 7:

Paper plates

crayons

Glue

stapler

Scissors

egg cartons (optional)

Stegosaurus template

pre-made paper triangles

Markers

dinosaur books

Play dough

Dazzle the Dinosaur by Marcus Pfister

Content Connection - Cooking Experience

Stegosaurus Tail

Objective: The students will follow directions to create an eatable stegosaurus tail.

Vocabulary: stegosaurus, spike, tail, knife, cut

Materials: bananas, peanut butter, craft sticks or plastic knives, candy corn, napkin and/ or plates, chart paper, marker

Activity 1:

- Model how to cut a banana in half, spread peanut butter and place candy corn on it. Write down the steps on chart paper.
- Assist students in following the steps taken to create their stegosaurus tail.
- Enjoy!

Activity 2:

- After eating, discuss and chart the other attributes of a stegosaurus.
- Discuss how they could make the attributes by using the ingredients used to make the tail.

Content Connection - Physical Development

Don't Fall In The Swamp

Objective: The students enhance their gross motor skills by jumping at varied distances.

Vocabulary: jump, swamp, taking turns

Materials: two jump rope sets (or other boundary markers)

Activity 1:

- Place jump ropes six inches apart on the floor. Explain to the students that the area between the ropes is a "swamp." They have to jump over the "swamp" without falling in.
- Allow students to take turns. When everyone has had a turn, add difficulty by adding more distance between the ropes.

Activity 2:

- Adapt the game by adding a second set of jump ropes for continuous "swamp" jumping.
- Have the students state which dinosaur they are before jumping over the "swamps."

Day 8

Stegosaurus Con't

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the stegosaurus attributes.
- Identify stegosaurus as a herbivore.

Literacy Vocabulary: stegosaurus, extinct, herbivore

Focus Literacy Activity:

- Review what carnivore and herbivore mean.
- Sing *Stegosaurus* song.

Develop Literacy Activity:

- Based on stegosaurus' physical attributes, have the students hypothesis if it is a carnivore or a herbivore (herbivore due to its flat claws, flat teeth, and slowness).
- Add new information generated by students to the K-W-L chart.

Practice Literacy Activity:

- Have students match lower case letters to their capital letter counterparts on stegosaurus pattern.
- Have students manipulate toy dinosaurs in the block area.
- Have students find plates hidden in sand in the sensory tub to add to their plate-less stegosaurus'.
- Have the students search and cut out objects that are fast moving and slow moving like the stegosaurus. Glue them onto individual T charts.

Reflect/Assess:

- How can we tell that the stegosaurus was a herbivore?
- Would you want to be a stegosaurus? Why or why not?

Literacy Circle:

Storytime 1: Read *Find-a-Saurus* by Mark Sperring

- Before reading, take a picture walk with the students. Discuss what they think the story will be about.
- After reading discuss and/or chart real and make-believe creatures.

Storytime 2: Read *A Boy Wants a Dinosaur* by Hiawyn Oram.

- After reading, discuss why the dinosaur got sick.
- Discuss times where the students felt like the dinosaur did.

Letter Knowledge: P is for Plates

- Have students cut paper plates into strips and curves.
- Next, have the students make the letter P with the strips and curved pieces of paper plate they cut.

Second Language Learners:

- Have the students match toy stegosaurus' to pictures they find in the dinosaur books.

Music/Movement:

- Have a dinosaur relay. Divide class into teams. Have a bowl of toy dinosaurs at opposite end of start line. Give first players a large spoon. They rush to the bowl and scoop up a dinosaur that they can name. They rush back to the original starting spot and dump the dinosaur, after naming it, into an empty bowl and pass the spoon to the next player. Let all students go through the line once and at the end, see which team has the most stegosaurus' in their bowl. Adapt as necessary.

Materials for Day 8:

Paper	magazines
Glue	scissors
Spoons	paper plates
Blocks	dinosaur toys
Dinosaur books	stegosaurus alphabet manipulative (teacher made)
Craft foam (to create plate-less stegosaurus and plates)	
Sand	Large spoons
<i>Find-a-Saurus</i> by Mark Sperring	
<i>A Boy Wants a Dinosaur</i> by Hiawyn Oram	

Content Connection- Literacy/Antonyms

Opposites

Objective: The students will experience different sets of antonyms.

Vocabulary: opposites

Materials: *Dinosaur Roar!* by Paul & Henrietta Stickland, paper, pen, crayons

Activity 1:

- After reading the book *Dinosaur Roar* by Paul & Henrietta Stickland, encourage the students to take turns and act out one pair of opposites found in the story.
- Allow time for all students who would like to participate.

Activity 2:

- Encourage the students to draw themselves as a dinosaur acting the way one of the dinosaurs in the book did.
- Have them dictate a sentence about their picture.

Collect and combine all the pictures into a class dinosaur book to reread.

Day 9

Triceratops

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the triceratops attributes.

Literacy Vocabulary: triceratops, extinct, three horned, charging, enemy, frill

Focus Literacy Activity:

- Review dinosaurs that the students have learned about thus far.
- Tell the students that they will be learning about a new dinosaur called “triceratops”.
- Sing the *Triceratops* song with the students.

Develop Literacy Activity:

- Show a realistic picture of the triceratops and discuss its physical attributes with the students. Create a word web with their responses.
- Explain to the students that the triceratops was nick named “three horn”. It had a frills to protect its neck, horns for charging enemies, and a bird-like beak.

Practice Literacy Activity:

- Have the students create their own triceratops by tracing a triceratops outline. Allow the students to sponge paint their triceratops. Use a half of a coffee filter for frills and three pasta horns.
- Have the students draw and teacher dictate “What I would do if I were a triceratops.”
- Have the students manipulate plastic toy dinosaurs into groups of three (colors, sizes, types, etc.).
- Have the students manipulate play dough or modeling clay into a “three horn”.

Reflect/Assess:

- What do you think the triceratops ate?
- How is the triceratops alike/different to the stegosaurus?

Literacy Circle:

Storytime 1: Read *Dinosaur's Day* by Ruth Thomson

- Discuss what it may have been like if we were around when the dinosaurs were alive.

Storytime 2: Read *What Happened to Patrick's Dinosaurs?* by Carol Carrick

- Discuss what using your imagination means and how Patrick and Hank used their imaginations.

Letter Knowledge: H is for Horns

- Have the students write the letter "Hh" in shaving cream on the table.

Second Language Learners:

- Reinforce the number concept of three (and identifying the numeral three) by having students count out sets of three.

Music/Movement:

- -Have the students form a circle and sing "Dino-pokey" to the tune "Hockey Pokey"
- "Put your claws in..... scratch them all about. Put your teeth in chomp them all about. Put your feet in....stomp them all about. Put your tails in.... wag them all about."

Materials for Day 9:

Triceratops tracers

coffee filters

Glue

pasta

Paint

sponges

Toy dinosaurs

paper

Crayons/markers

shaving cream

Play dough

Dinosaur's Day by Ruth Thomson

What Happened to Patrick's Dinosaurs? by Carol Carrick

Content Connection- Physical Development

Don't Wake the Dinosaur

Objective: The students will practice gross motor skills while listening and following directions.

Vocabulary: dinosaur names, tag

Materials: a large, open space

Activity 1:

- Select one student to be the dinosaur first. Have the student verbally state which dinosaur he/she is. Explain that the dinosaur sits on the ground with its face hidden and pretends to sleep. The other students approach the dinosaur and ask "Are you asleep?" If the dinosaur says "Yes" then the students continue to approach it. When the dinosaur says "No" the students run. The dinosaur jumps up, runs around roaring and tagging the children. As each student is tagged, he/she also becomes a dinosaur and helps tag the remaining students roaring. When all students have become dinosaurs, select a new student to be "it" and repeat.

Day 10 Triceratops Con't

Literacy Objectives: The students will...

- Identify that dinosaurs are reptiles that once roamed the earth.
- Identify that dinosaurs are now extinct.
- Identify the stegosaurus attributes.
- Identify stegosaurus as a herbivore.

Literacy Vocabulary:

Triceratops, extinct, herbivore, carnivore, horns

Focus Literacy Activity:

- Review what the students remember about the triceratops.
- Review vocabulary; herbivore and carnivore.
- Sing the *Triceratops* song.

Develop Literacy Activity:

- Discuss and complete the K-W-L chart.
- Review the attributes of the triceratops and have the students discuss whether it was a herbivore or carnivore.
- Explain that the triceratops was a herbivore. Scientists can tell it ate plants due to its flat teeth and flat claws/feet.

Practice Literacy Activity:

- Have students play “Build a Triceratops” Game. The students roll a die and place the triceratops’ body part on the corresponding numeral.
- Have the students search magazines or news papers for the letter T to cut and glue on a “Letter T for Triceratops” collage.
- Have the students create their own triceratops out of cut-out shapes (triangles, ovals, circles, rectangles, squares).
- Have students sort dramatic play food into what the triceratops would eat and what foods it would not eat.

Reflect/Assess:

- How can we tell that the triceratops was a herbivore?
- Why did the triceratops need its horns?

Literacy Circle:

Storytime 1: Read *Dinosaur Days* by Joyce Milton

- Discuss the other dinosaurs that were in the story. Hypothesis what they might have eaten by discussing their physical attributes..

Storytime 2: Read *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

- Discuss manners in school (What did the dinosaurs do that were good choices? Bad choices? Etc.)
- Discuss if dinosaurs actually had schools? Discuss real and make-believe.

Letter Knowledge: Letter Walk

- Have students take a walk around the classroom and locate items that begin with the letter “T.”

Second Language Learners:

- Have the students find a triceratops in a book and assist them with adjectives to describe it..

Music/Movement:

- Teach and sing *The Dinosaur Song* (to the tune of “The Wheels on the Bus”).

The tyrannosaurus rex had great big teeth,
Great big teeth, great big teeth.
The tyrannosaurus rex had great big teeth,
When the dinosaurs roamed.

Additional Verses:

The brontosaurus had a very long tail...
The pterodactyl had great wide wings...
The stegosaurus had hard boney plates...
The triceratops had three sharp horns...

Materials for Day 10:

Glue Build a Triceratops Game (teacher made)
Scissors play food
Magazines pre-cut shapes
Read *Dinosaur Days* by Joyce Milton
Read *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

Content Connection - Science/Literacy

Dinosaur Fact Book

Objective: The students will create a book demonstrating their knowledge of dinosaurs.

Vocabulary: author, illustrator, all dinosaur names, title

Materials: paper, staples, stapler or spiral bindings, writing media, graph paper

Activity 1:

- Have the students choose a dinosaur to illustrate and dictate at least one complete factual sentence.
- Combine all pages into one book.
- Brainstorm a title and bind.
- Read aloud to class when complete.

Activity 2:

- Complete a “Favorite Dinosaur Graph”.

Appendix

Dinosaurs (sung to the tune of “London Bridge”)

Dinosaur means terrible lizard,

terrible lizard, terrible lizard.
Dinosaur means terrible lizard.
What can you tell me?
They lived on earth so long ago,
Long ago, long ago.
They lived on earth so long ago,
What can you tell me?
Dinosaurs ate meat or plants,
Meat or plants, meat or plants.
Dinosaurs ate meat or plants.
What can you tell me?
Dinosaurs were not all mean,
Not all mean, not all mean.
Dinosaurs were not all mean
What can you tell me?
Many types of dinosaurs,
Dinosaurs, dinosaurs.
Many types of dinosaurs,
What can you tell me?

Pterodactyl (sung to the tune of "I'm A Little Tea Pot")

I'm a big Pterodactyl
With large wings.
I live by the ocean
To the cliffs I cling.
Roosting on the cliff tops
Here I sit.
I glide through the air
And look for fish.

Tyrannosaurus Rex (sung to the tune of "Itsy Bitsy Spider")

Tyrannosaurus Rex, it was
The lizard king.
The meanest dinosaur
On all the earth roaming.
With a powerful jaw
And a long, long tail to balance.
I'm glad its here no more.

Triceratops (sung to the tune of "Muffin Man")

Oh do you know the triceratops?
The triceratops, the triceratops?
Oh, do you know the triceratops,

He had three big horns.

Stegosaurus (sung to the tune of "Itsy Bitsy Spider")

Mighty stegosaurus
With plates all down my back.
And on my tail
My four sharp spikes do clack.
Even with my tail
I don't feel very safe.
Cause an itsy bitsy walnut
Is all the brain I have.