

Teaching with

No Bones About It!

Discovering Dinosaurs

Preview

- Read the title, including the subtitle.
- Have students use the title and cover illustration to predict the focus of the book. Ask them to support their predictions by stating clues (details) in the title and illustrations.

Prepare

- Discuss with students how to navigate the text. For example, suggest that they read the main text first on each page, then closely examine the picture and any special features (e.g., "It's a Fact"). Remind them to think about how these special features illustrate the text, clarify ideas, or add new information.
- Have students browse the book, noticing any special features. Ask them to generate questions they have about dinosaurs that might be answered in the text.
- Activate prior knowledge by having students turn to a partner and name three facts they know about dinosaurs.

Vocabulary

- **Academic Vocabulary** Preteach the following academic words using the Define-Example-Ask Routine: *ancient*, *extinct*.

Define: *Ancient* means "very old."

Example: *The diggers found a pile of ancient coins from 2,000 years ago.*

Ask: *How do we learn about ancient peoples, places, and things?*

Define: *Extinct* means "died out" or "no longer in existence."

Example: *Dinosaurs, which once roamed Earth, are now extinct.*

Ask: *Why are plants and animals becoming extinct a bad thing?*

- **Additional Words** Use a student-friendly definition, the illustrations, and context clues to highlight these words while reading: *roam*, *thigh*, *land masses*, *locations*, *lush*, *tremble*, *herd*, *moist*, *creatures*, *hefty*, *reptiles*, *foliage*, *familiar*, *boulders*, *collapsed*, *disaster*, *eerie*.

Close Reading

Guide students through a reading of the book to increase overall comprehension and develop generalizable reading skills.

Text-Based Questions Ask the following questions while reading. Have students provide evidence in the text and illustrations to support their answers.

(page 5) Which dinosaur bones are at the museum? Where do you think the *Argentinosaurus* lived long ago? Why do you think that?

(page 7) What are fossils? What clues does the author give in the text? What clues are in the illustration?

(page 9) Why did the author include the “It’s a Fact” box on page 9? How does it relate to the text on page 8?

(page 12) What do you think is causing the giant shadow? What clues are in the text and illustration?

(page 15) How does the “It’s a Fact” box relate to the main text? Why do you think the author included it on this page?

(page 16) What clues does the author give to the meaning of “herbivore”?

(page 17) What does the author want us to know about this type of dinosaur? Give details from the text on pages 16 and 17.

(page 19) Why is the boy afraid of this type of dinosaur? How do you know?

(page 27) How does the information on pages 26-27 relate to what happened to the boy on pages 23-24? Why is this important?

Reinforce Vocabulary

- **Content Vocabulary** After reading, review the following content words using the glossary on page 31: *carnivore*, *fossil*, *herbivore*, *paleontologist*, *prehistoric*. Have partners read each word and definition, then find the sentence in the book containing the word.
- **Build Vocabulary Strategies** Increase student’s general word awareness skills using the following words: *prehistoric*, *crust*.

***prehistoric* (prefixes):** Write the word and underline the prefix *pre-*. Explain that a prefix is a word part added to the beginning of a base word. It changes the word’s meaning. Readers use the meaning of the prefix to determine the whole word’s meaning. Point out that *pre-* means “before.” Guide students to use the meaning of *pre-* to figure out the meaning of *prehistoric* (before recorded history).

***crust* (multiple-meaning words):** Explain that some words have more than one meaning. Ask students to name all the meanings they know for *crust* (e.g., the brown and hard outer part of bread, the covering of a pie). Suggest they consult a dictionary, if necessary. Ask students to read the sentence on page 27 using the word *crust*, determine its meaning, and discuss why this is an appropriate word for describing the outer layer of Earth.

Use the Tools Discuss why the author included each of these nonfiction tools and how students can use them to better understand the text.

- **Timeline** Ask students to examine the time line on page 28. Point out the key features of a time line (e.g., heading, dates, line with dots, labels). Guide students to read the time line. Ask: *Why did the author include a time line? What does the author want us to know about dinosaurs?* Remind students that time lines help to organize information (such as events in history) in sequence, or chronological order, and can reveal how things change over time.
- **Chart** Ask students to find and read the details in the chart on page 29. Ask: *Why types of information can you find in the chart? Why did the author include it in the book?* Guide student pairs to select two dinosaurs and compare and contrast their key characteristics and where they lived. *How does the information in the chart connect to the time line on page 28?*

Imagine This! Build comprehension using the interactive game. Share with students the directions below. **Alternate:** Divide the class into teams to play; the members may help each other and the first team to reach WINNER space wins.

Players: 2

Materials: plastic cup, penny, place marker for each player

To Play:

- 1 Each player in turn shakes the penny in the cup, then spills it out. If the penny lands on heads, the player moves 1 space. If it lands on tails, the player moves 2 spaces.
- 2 The player then answers the question. If correct, the player stays on the space. If incorrect, the player skips a turn. Players landing on a penalty square only incur the penalty once, even if they land on the square again. Also, players can challenge their opponent's answer, then check the book to confirm.
- 3 Each player continues in turn. The first player to reach the WINNER space wins.

Extend

- **Dino Map** Dino Map Have students draw a large world map on construction paper, then record dinosaur names on the map where each lived. Ask them to begin with the dinosaur location details in the chart on page 29.
- **Virtual Field Trip** Take students on a virtual field trip of a natural history museum featuring dinosaur displays. These include the Smithsonian National Museum of Natural History (<http://paleobiology.si.edu/dinosaurs/interactives/tour/main.html>) and the American Museum of Natural History (<http://www.amnh.org/plan-your-visit/self-guided-tours/dino-tour>).
- **Research It** Have students use the books and web site on page 32 to learn more about dinosaurs. Suggest they create a Top 10 Favorite Dinosaur Fact File (similar to page 29) with details about each dinosaur.



START

Name 3 different dinosaurs.

What are **fossils**?

True or False?

All Dinosaurs lived millions of years ago.

Hide!

T-rex coming! Move ahead 1 space.

Are **extinct** animals alive today?



Ground trembling!

Take an extra turn.

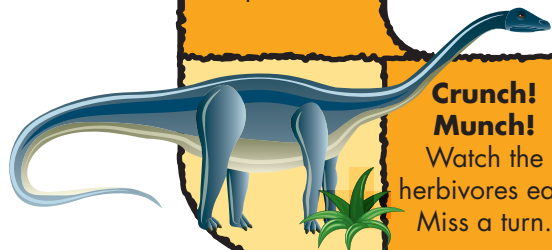
What does a **carnivore** eat?



Amazing Argentinosaurus! Count the bones. Miss a turn.

Tell 3 places where dinosaur bones have been found.

How might an Archaeopteryx escape a T-rex?



Crunch! Munch!

Watch the herbivores eat. Miss a turn.

How do we know about dinosaurs?

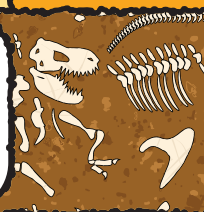
Do we live in **prehistoric** times? Explain.

Take a detour!

Carnivores ahead! Go back 1 space.

True or False?

All dinosaurs were gigantic.



Why was Tyrannosaurus so feared?

Earthquake! Run!

Take an extra turn.

How did the Argentinosaurus get its name?

True or False? A Brachiosaurus weighed more than 17 elephants.

What do we call a scientist who studies fossils?

Swoosh!

Flying dinosaur! Go back 1 space.



What does an **herbivore** eat?

Did humans live at the same time as dinosaurs?

Dig for dinosaur bones.

Miss a turn.

What do we think happened to the dinosaurs?

Name a dinosaur and tell what it looked like.

WINNER

Imagine That!™