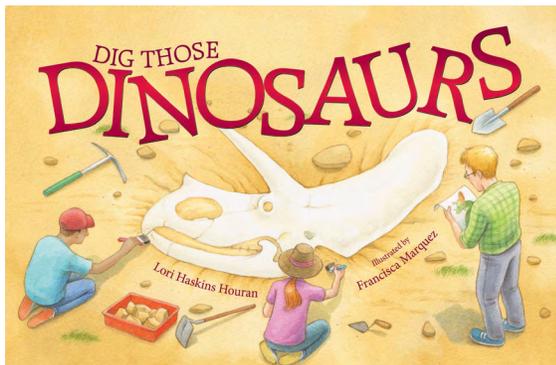


Dig Those Dinosaurs



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This guide is aligned to the Common Core State Standards for Grade 1, but standards for other grades may also apply.

PRE-READING

Ask students what they know about dinosaurs. Sample questions could include:

What do you know about dinosaurs?

How do we know dinosaurs existed?

How do we learn about dinosaurs now that they are extinct?

Have you seen dinosaur skeletons in a museum?

What does “rhyme” mean? Ask students to name word pairs that rhyme.

Explain that the book, *Dig Those Dinosaurs*, tells a story in rhyme about a dinosaur dig and what happens to the dinosaur bones found at the dig site.

IN THIS LESSON, STUDENTS:

Listen to and read a story in rhyme. **(RL.1.10)**

Explore through text and illustrations what happens on a dinosaur dig; how scientists clean, catalog, and reconstruct bones; and how bones are transported, stored, and displayed.

(RL.1.1, RL.1.2, RL.1.3)

Note story sequence and connections between characters. **(RL.1.1, RL.1.2, RL.1.3)**

Recognize and generate rhyming word pairs, particularly /ig/ sound. **(RF.1.2)**

Scientific inquiry and the role of museums are introduced. **(RL.1.7)**

Read *Dig Those Dinosaurs* aloud to class.

QUESTIONS AFTER READING

Describe what happens first. In the middle? What happens last? What visual clues from the illustrations help you figure out the sequence? **(RL.1.3, RL.1.7, SL.1.2)**

Who finds bones? Why do scientists study dinosaurs? Why are there dinosaur skeletons in museums? **(RL.1.1, RL.1.7, RI.1.1, RI.1.5)**

Look carefully at the first four spreads in the book (pages 1–2, 3–4, 5–6, 7–8). Make a list of activities that tell what is happening on each set of pages in relation to finding bones, digging bones, packing bones, and transporting bones. **(RI.1.7)**

The jigsaw part of the rhyme (pages 9–10 and 11–12) tells of a discovery. What is the discovery and who makes the discovery? **(RI.1.1, RI.1.3)**

Identify rhyming words in text. Write on board or chart. **(RF.1.2, RF.1.3)**

Brainstorm other words ending with /ig/ sound. Add to board or chart. Chant the list of words together as a group. **(RF.1.2, RF.1.3)**

VOCABULARY

Ask about unfamiliar words and keep a list of those. You're encouraged to figure out meanings of words you don't know from the text and pictures, and, if necessary, study the unfamiliar words before moving on to the questions.

Some possible examples: exhibit, extinct, fossil, paleontologist, rig, skeleton. **(RI.1.4, L.1.4)**

FOR FURTHER INFORMATION

Museum of Natural History

www.amnh.org/exhibitions/permanent-exhibitions/fossil-halls

Field Museum

archive.fieldmuseum.org/sue

Dinosaur National Monument

www.nps.gov/dino

Smithsonian Museum of Natural History Virtual Dinosaur Dig

paleobiology.si.edu/dinosaurs/interactives/dig/dinodig.html

Rocky Mountain Dinosaur Resource Center

www.rmdrc.com

COMMON CORE STATE STANDARDS FOR GRADE 1

READING—LITERATURE

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING – INFORMATIONAL TEXT

RI.1.1 Ask and answer questions about key details in a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

READING – FOUNDATIONAL SKILLS

RF. 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

LANGUAGE

L. 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

SPEAKING AND LISTENING

SL. 1.2 Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.