Teaching Activity Guide

I AM ALLOSAURUS

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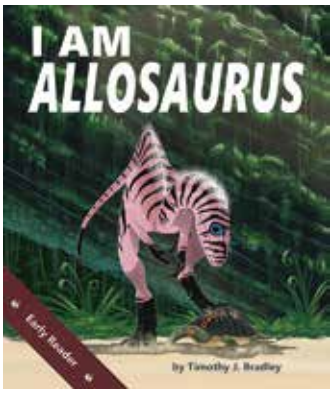


by Timothy J. Bradley

How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

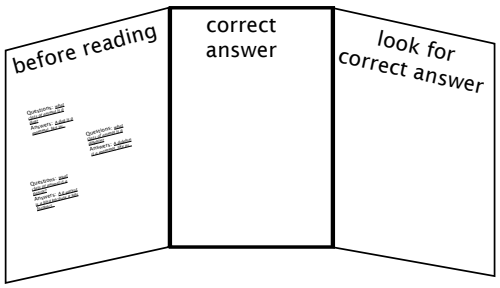
For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking "beyond the box" about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their "answers" (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a "before reading" panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the "before reading" panel. Either way, you will need two more panels or sections—one called "correct answer" and the other "look for correct answer."



Do the children have any more questions about the subject ? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children's answers were correct or not.

If the answer was correct, move that card to the "correct answer" panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the "correct answer" panel.

Pre-Reading Questions

1. What kind of animal was an *Allosaurus*?
2. Where would you go to see an *Allosaurus?*
3. What would you see if you went to see an *Allosaurus?*
4. What color skin do you think an *Allosaurus* had? Why?
5. Do you think an *Allosaurus* ate meat, plants, or both? Explain why.

Comprehension Questions & Writing Prompts

Explain major differences between books that tell stories and books that give information
Identify basic similarities in and differences between two texts on the same topic.
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. What kinds of things did an *Allosaurus* do just like animals do today?
2. Describe how the *Allosaurus* was born. What are some kinds of animals that are borth that way now?
3. What were some things that the *Allosaurus* did that animals do now?
4. Why do you think the young *Allosaurus* hid from other dinosaurs?
5. What did the *Allosaurus* eat and how did it catch its food?
6. We see the young Allosaurus eating something and the older one eating something else. Describe what it ate at different ages. Why do you think it ate different things depending on its age?
7. Would you see an Allosaurus in a zoo or museum? Why?
8. Do we know what color an Allosaurus was?
9. What color do YOU think it was?

Observation Skills: Art Scavenger Hunt

Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Use illustrations and details in a story to describe its characters, setting, or events.

1. Describe how the author/illustrator shows the *Allosaurus* growing up.

2. What other kinds of animals do you see in the are?

3. Do any of those animals live today? If so, which ones?

4. We see plants in the habitat. Do you think any of those plants might be around today? Why or why not?

5. Do you think the *Allosaurus* did the same kinds of things that animals do today? Why or why not?

6. What are some animals that hatch from eggs today?

7. Give at least two examples from the illustrations that show the *Allosaurus* was a meat eater.

Cross-Curricular Vocabulary Activities

Objective Core Language Arts:
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).
Use words & phrases acquired through conversations, reading/being read to, and responding to texts.
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Use frequently occurring adjectives.

Vocabulary Game: This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

Glossary/Vocabulary Words: Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Word Bank

Build a word bank using words found in the story or For Creative Minds.

English	Spanish	Part of Speech
alone	solo/a	adjective/adjectivo
extinct	extinto/a	adjective/adjectivo
large	largo/a - más grandes	adjective/adjectivo
Allosaurus	Alosaurio	noun/sustantivo
animals	animales	noun/sustantivo
Camarasaurus	Camarasaurus	noun/sustantivo
dinosaur	dinosaurio	noun/sustantivo
group	groupo	noun/sustantivo
hunter	cazador	noun/sustantivo
scavenger	carroñero	noun/sustantivo
school bus	autobús escolar	noun/sustantivo
Stegosaurus	Estegosaurio	noun/sustantivo
world	mundo	noun/sustantivo
eat	comer	verb/verbo
grow	crecer	verb/verbo
hatch	nacer de un huevo	verb/verbo
hide	esconder	verb/verbo
hunt	cazar	verb/verbo
live	vivir	verb/verbo
preying	cazando	verb/verbo
run	correr	verb/verbo
see	ver	verb/verbo
smell	oler	verb/verbo

Cross-Curricular Silly Sentences-English

1. Allosaurus was a _____ (noun) that _____ (verb) very long ago.
2. Allosaurus was _____ (adjective) , _____ (verb) to about _____ (number) meters (30 feet) long.
3. That is almost as long as a _____ (noun)!
4. Although it was so large, Allosaurus may have been a swift _____ (noun), preying on smaller creatures, and possibly some of the _____ (adjective) dinosaurs it shared the world with.
5. It may also have been a _____ (noun), eating already-dead _____ (noun).
6. Allosaurus may have _____ (verb) _____ (adjective), or possibly in a _____ (noun).

Cross-Curricular Silly Sentences-Spanish

1. El Alosaurio fue un _____ (sustantivo) que _____ (verbo) hace mucho tiempo.
2. El Alosaurio era _____ (adjetivo), medía alrededor de _____ (número) metros (30 pies) de largo.
3. ¡Esto es tan largo como un _____ (sustantivo)!
4. Aunque fuera así de grande, puede que el Alosaurio haya sido un _____ (sustantivo) ágil, cazando criaturas más pequeñas y posiblemente algunos de los dinosaurios _____ (adjetivo) con los que compartía el _____ (sustantivo).
5. También pudo haber sido un _____ (sustantivo), es decir, que comía _____ (sustantivo) que ya estaban muertos.
6. Los _____ (sustantivo) pueden haber cazado solos, o posiblemente en _____ (sustantivo).

Dino Math

Objective Core Mathematics Measurment:
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Allosaurus (al-oh-SORE-us) was a dinosaur that lived very long ago. *Allosaurus* was large, growing to about 30 feet (9 meters) long. That is almost as long as a school bus!

What standard measuring tool would you use to measure something in feet or meters?

How big is it?

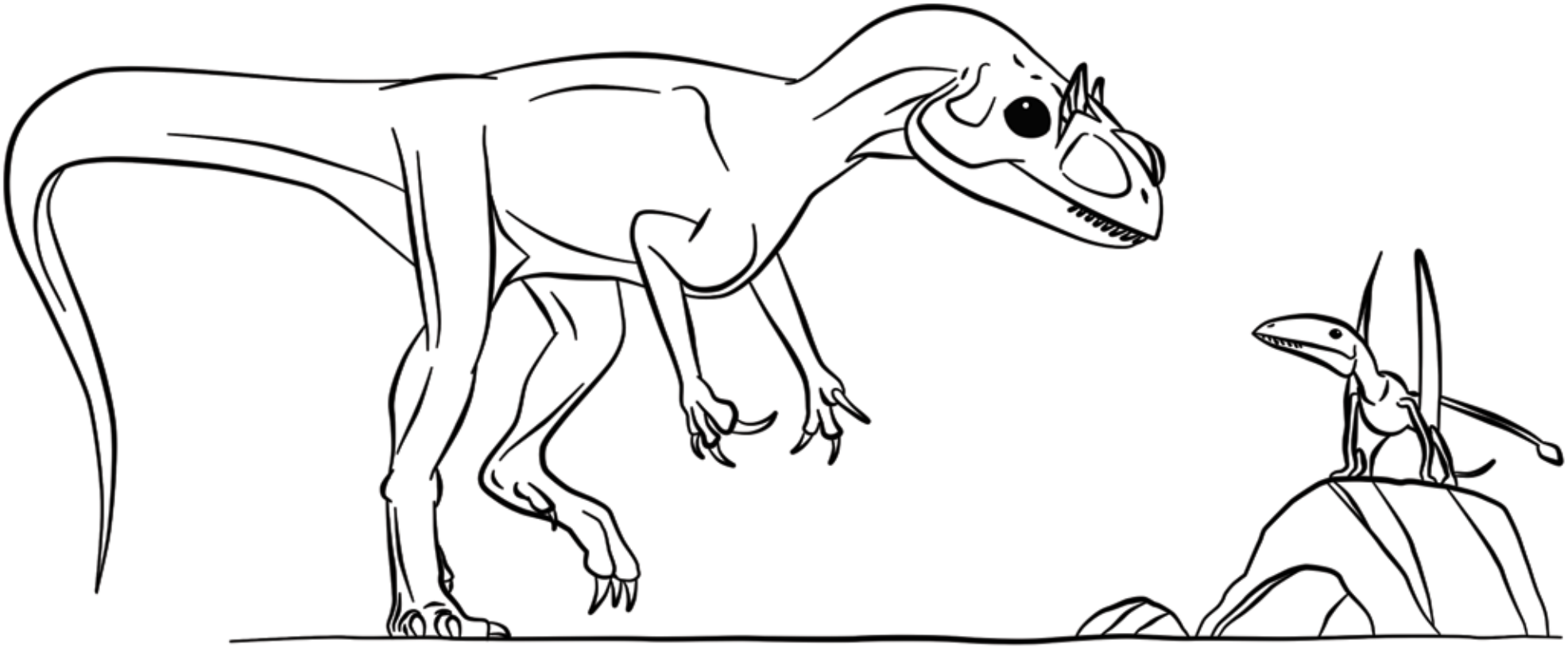
Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big something is on the playground, sidewalk, or driveway.

If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size?

Other than a school bus, find some other things that are that same approximate length.

Do you think this was a small, medium or large animal? Explain why you think so.

Pick one or two animals and look up the average length of those animals. How do they compare to an *Allosaurus*? List the three animals in size order from shortest to longest. Which is longest?



I AM *ALLOSAURUS*

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What color do YOU think it was?

Add a habitat background.

Answers

Silly Sentences: English

Allosaurus (al-oh-SORE-us) was a dinosaur that lived very long ago.

Allosaurus was large, growing to about 9 meters (30 feet) long.

That is almost as long as a school bus!

Although it was so large, Allosaurus may have been a swift hunter, preying on smaller creatures, and possibly some of the larger dinosaurs it shared the world with, like Stegosaurus (steg-oh-SORE-us) and Camarasaurus (KAM-uh-ruh-SORE-us).

It may also have been a scavenger (SCAV-en-jer), eating already-dead animals.

Allosaurus may have hunted alone, or possibly in a group.

Silly Sentences: Spanish

El Alosaurio (a-lo-sau-rio) fue un dinosaurio que vivió hace mucho tiempo.

El Alosaurio era grande, medía alrededor de 9 metros(30 pies) de largo.

¡Esto es tan largo como un autobús escolar!

Aunque fuera así de grande, puede que el Alosaurio haya sido un cazador ágil, cazando criaturas más pequeñas y posiblemente algunos de los dinosaurios más grandes con los que compartía el mundo, como el Estegosaurio (es-te-go-sau-rio) y el Camarasaurus (ca-ma-ra-sau-rus).

También pudo haber sido un carroñero (ca-rro-ñe-ro), es decir, que comía animales que ya estaban muertos.

Los Alosaurios pueden haber cazado solos, o posiblemente en grupos.

Appendix A—"What Children Know" Cards

Question: My answer: This information is correct! This information is not correct; can you find the correct information?	Question: My answer: This information is correct! This information is not correct; can you find the correct information?
Question: My answer: This information is correct! This information is not correct; can you find the correct information?	Question: My answer: This information is correct! This information is not correct; can you find the correct information?