

BOOK 6



Tommy Meets a Dinosaur



Tommy Tales

Guide for Teachers and Parents

Book 6: Tommy Meets a Dinosaur

This is the sixth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing. A new book in this series will be “published” every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher’s Guide for directions on how to make the book. If you download and copy the pages in advance, the students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

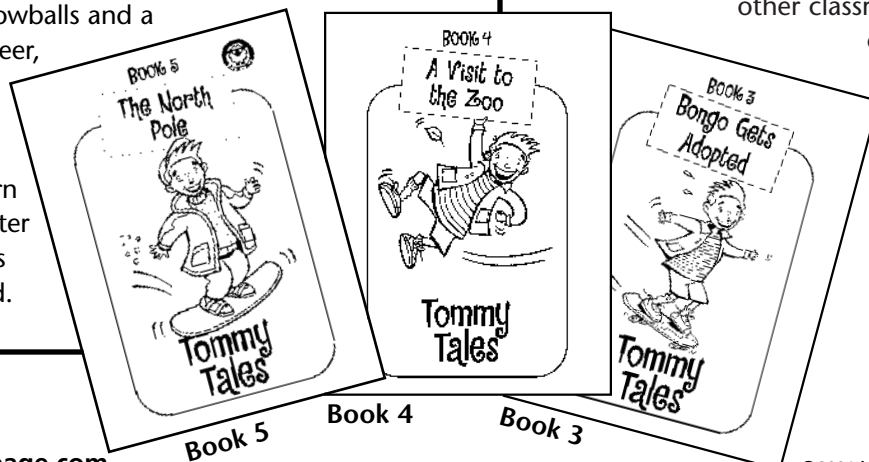
Before starting to read *Tommy Meets a Dinosaur*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers’ materials and **Fun Sheets** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

Last time: Tommy and his friends decide that since they have never seen snow, they want to go to the North Pole. After RK-5 transports them with another secret code, they make snowballs and a snowman, see reindeer, and visit a house that they think belongs to Santa. They decide to return home to the park after Sam loses her gloves and they all get cold.



Opening Lesson

Introduce the book by showing the cover and saying the title clearly: *Tommy Meets a Dinosaur*. You could also write it on the board. Read the first two pages of the story, then discuss the following questions.

1. What are some key elements that students remember about the previous two stories? (A Visit to the Zoo and The North Pole)
2. Ask students what they can predict about the story from what you have read on these first two pages. Have them write their predictions in their reader's journals and go back to them after studying the story and doing the Fun Sheets.

Predicting Outcome

After reading pages 2 and 3, or after every few pages, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from the story before this one. Construct a simple chart on which students can record what they predicted and then check back after further reading to compare their predictions with the actual story.

Questioning Strategies:

- What has happened so far in the story?
- Based on pages 2 and 3, what would be your predictions about what lies ahead in this story?

Reading Guide

The Dinosaur stories (*Tommy Meets a Dinosaur* and *Tommy Meets a Dinosaur, Part 2*, the next installment) can be utilized in many ways. As part of your ongoing reading program, as a launching point for a **Dinosaurs Unit**, or as the next installment in the Tommy Tales Series, read the stories during your regular reading time every day. Other teaching strategies:

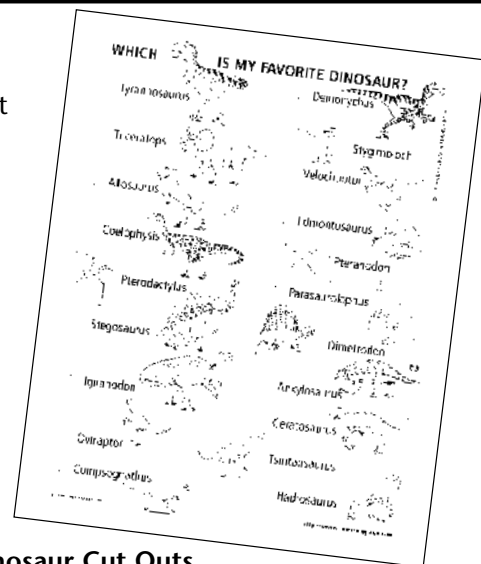
1. Read *Tommy Meets a Dinosaur* aloud, all the way through, with the entire class. Then review the story and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets**. Proceed to the second two pages, etc.

2

Tommy and his friends were playing at Lucy's house. They liked to play at Lucy's house. Her mother and father were animal doctors. Part of their house was an animal hospital. Sometimes, the children were allowed to visit the sick animals.



3. After reading all the way through, have each student read a page. Note any difficult words that should be worked on later.
4. Prepare both Dinosaur stories (stories 6 and 7) so that you can use them in sequence to sustain enthusiasm for the Dinosaur theme. Look at **Fun Sheets** for both books in advance, as well as the **Lesson Plans** for the **Dinosaur Unit**, the **Dinosaur Cut Outs**, and the **Mural**. Download all teaching materials in advance.



Kim, Sam, and Lucy were playing cards.
Tommy and Andy were reading a book.
The book was about dinosaurs.

"Look at this big Tyrannosaurus!" said Tommy.

"I like this Stegosaurus," said Andy.

"It has big pointed plates along its back."











Picture Preview

The illustration above shows two dinosaurs pictured in the book. Ask students to name them. If they have understood the text above, most students should be able to identify the one on the left, with the plates on its back, as Stegosaurus; the larger one on the right is Tyrannosaurus. Use **Fun Sheet 004** from **Dinosaurs, Grade 2, Science**, for more pre-practice in naming dinosaurs.

Name _____

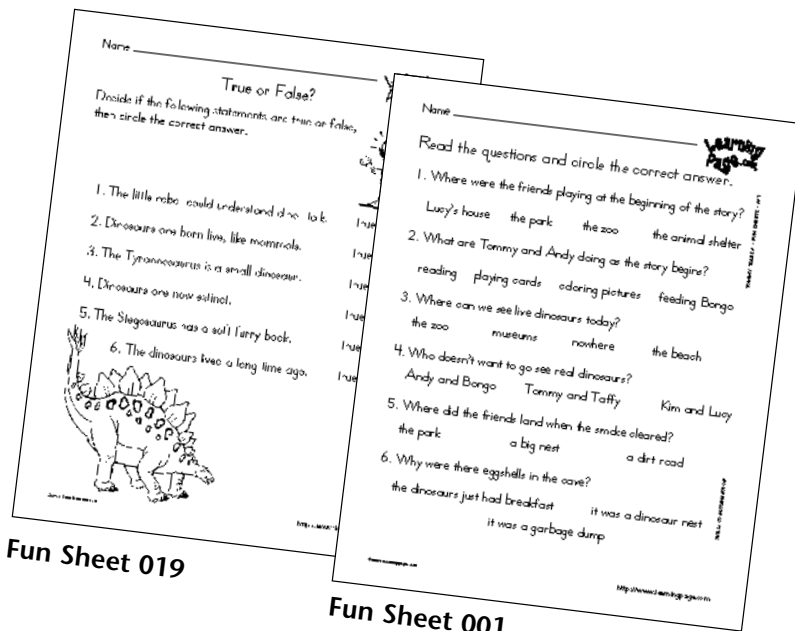
How many dinosaurs can you name?
Circle the correct answer. Then write the name.

	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____
	Triceratops	_____
	Diplodocus	_____
	Tyrannosaurus	_____
	Stegosaurus	_____

Another D Collage . . .

There are many opportunities in the book for early readers to practice letters. As dinosaurs play a big role in this story, practice saying and writing words that begin with the *d* sound, and end with the *r* sound, for instance. Or, students could go through old magazines, cut out pictures of words that begin with *d*, and make a *D Collage* by pasting them on a large sheet of paper; students could also look for the letter *d* (capitals and lower-case) in large headlines of magazines and newspapers and add them to their collage.

The Basics section of the **Learning Page** Web site contains **Fun Sheets** that offer practice in writing all letters of the alphabet, including, of course, D for Dinosaur!



4

"I wish I could see a real dinosaur," said Tommy.

"I can take you to see dinosaurs," said RK-5.

They all stopped what they were doing.

"There are no dinosaurs now," said Lucy.

"They all died many, many years ago."

"That's true," said Andy. "All you can see are dinosaur bones in museums."



Comprehension

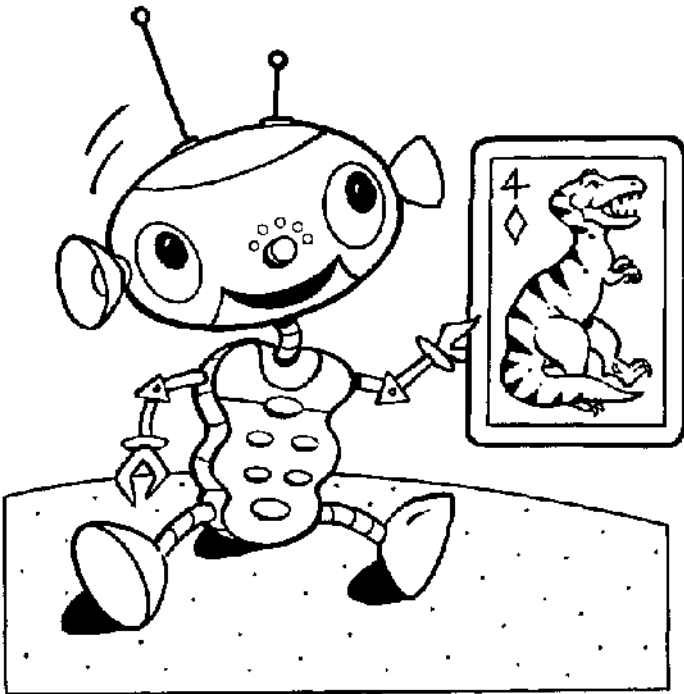
There are several **Fun Sheets** with questioning strategies to aid students' understanding of *Tommy Meets a Dinosaur*.

Fun Sheets 001 and **019** will get students started on testing their comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.

"I can take you back to the time of the dinosaurs," said RK-5. "I can take you to see things that happened long ago."

"Really?" said Lucy. "You can take us to see what the world was like before there were human beings on Earth?"

"Yes, I can," said RK-5.



Learning Page Fun Sheets

Use the **Learning Page Fun Sheets** throughout the month between the introduction of new titles in the series, to expand on the teaching opportunities of the story.

There are **Fun Sheets** questioning comprehension, sequencing tasks, a crossword puzzle, a word scramble, and matching word columns. There are lists of words used in the story to teach and strengthen vowel sounds, spelling, consonant blends, synonyms and antonyms, nouns, and contractions.

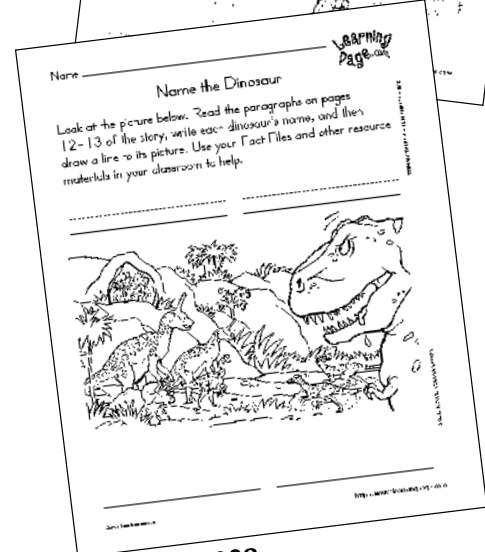
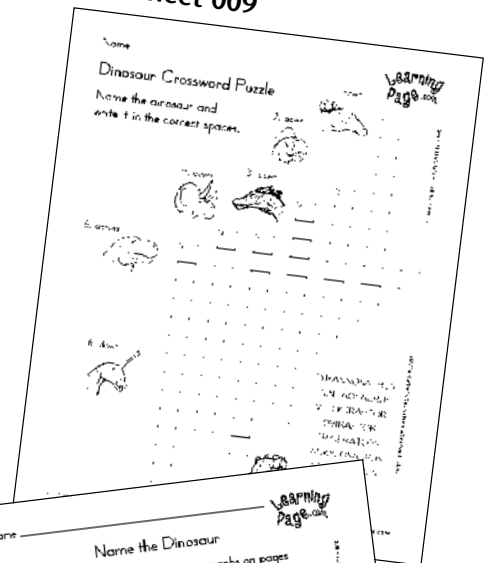
If students enjoy the **Fun Sheets** puzzles, matching and word scrambles, and master them easily, suggest that they write their own fun puzzles to test their classmates. The puzzles can be of the types featured here or any other type that they may invent.

Dinosaur Flash Cards

Preparation Make a card similar to the one above by copying the Tyrannosaurus from the **Dinosaurs Fact Files, 001**. Make it large enough for small hands to hold easily and for visibility in front of the group (perhaps half of an 8½ x 11 sheet). On the back of the card write the name of the dinosaur in block letters (*Tyrannosaurus*). Create a pattern for blank cards of the same size for students to use in making a complete set of cards featuring all twenty of the dinosaurs in the **Fact Files**.

Presentation Ask students to identify the dinosaur on the card in the illustration above. Then show them the similar card that you have created. Suggest that the class make a whole set of dinosaur cards. Determine how to assign dinosaurs depending on how many students you have in your group. Have students cut out each dinosaur, paste it on the card, and color it. Have them write the names on the backs of cards. Flash cards can be used to learn each dinosaur's name and one or more facts about it.

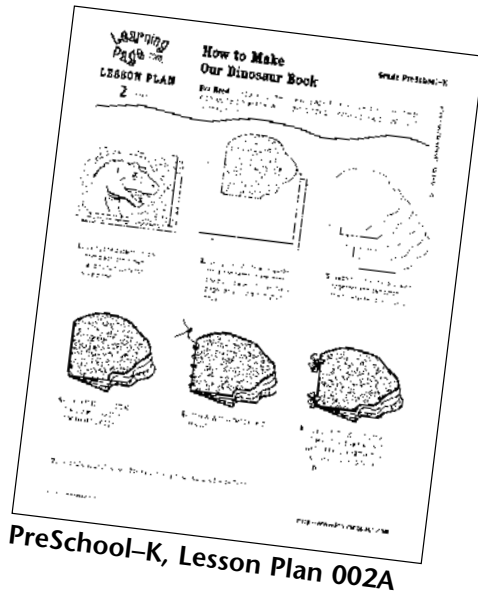
Fun Sheet 009



Fun Sheet 008

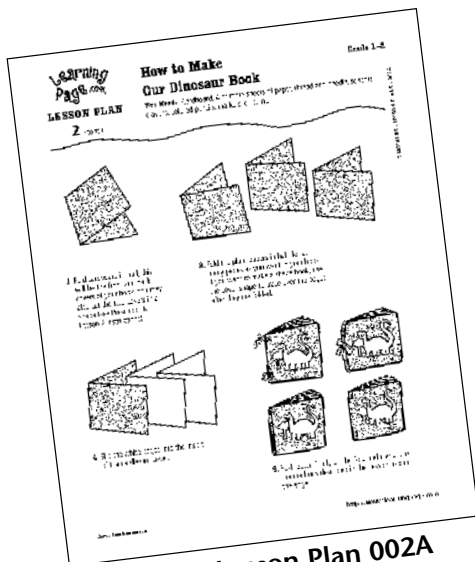
Dinosaur Books

Handmade books can be used for alphabet books, word books, record books, books to take home, and for writing, drawing, and journals. There are two sets of instructions for making books in the **Dinosaur Unit**. The first one is in the **PreSchool-K** level and is a basic shape book. See below.



PreSchool-K, Lesson Plan 002A

In **Grade 1-2 Lesson Plans**, the instructions are a bit more complex and the result is a more traditional book.

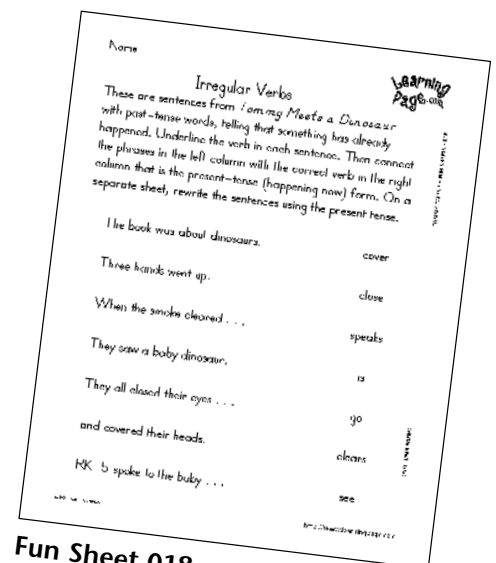


Grade 1-2, Lesson Plan 002A

Since dinosaurs lived long ago, studying them is a great opportunity for students to practice using past tense verbs. Help students to understand what a verb is and its function as an action word in a sentence. Use **Fun Sheet 018** for structured practice with past and present tenses of irregular verbs.

6

"I won't go!" said Kim. "It's too dangerous. There will be big dinosaurs everywhere."
 "We'll be very careful," said Tommy.
 "Bongo will let us know if there's any danger. He has a very good sense of smell."
 "He also can hear very well," added Andy.
 "Let's vote on it," said Tommy.
 "All of you who want to see real dinosaurs, raise your hand."



Fun Sheet 018

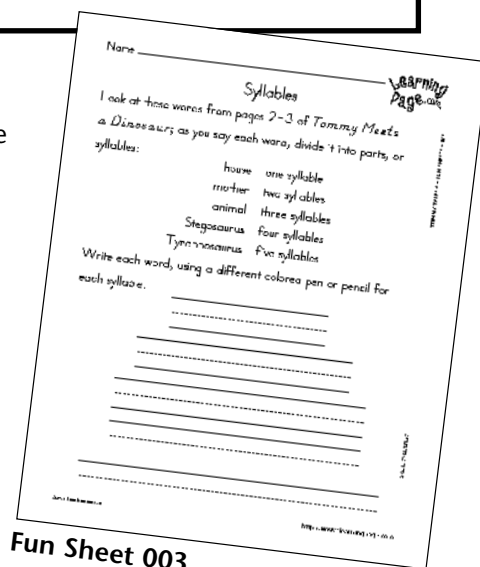
Three hands went up.
 Tommy, Andy, and Sam wanted to go.
 Kim and Lucy voted not to go.
 "Okay!" said Tommy. "It's decided.
 RK-5 will take us back in time to see real
 dinosaurs. Let's go, RK-5."
 RK-5 told Tommy which buttons to press
 on the little robot's tummy. After Tommy
 pressed the buttons, there was a flash of
 light and a cloud of blue smoke.



Syllables

Use **Fun Sheet 003** to practice the concept of syllables. This may be a difficult idea for younger children, and may be better expressed through music and rhythm exercises. Try clapping along with the word, giving one hand clap beat to each syllable.

For a fun challenge, try introducing the word *onomatopoeia* (see page 10), and together clap the syllables as you count them (6 syllables). What other familiar words have many syllables? (*refrigerator, encyclopedia, Tyrannosaurus*)



Introducing Democracy

In a democracy, power is vested in the people, who have the right to vote on issues and for elected officials. Ask students if anyone has ever voted on any issue. For instance, does your family vote on where to go for dinner or which movie to watch? The number of voters making up more than half of the total number is called the majority. When voting, the "majority rules" (gets to have its way). How does it feel to be on the "losing side"? How do you think Kim and Lucy felt on page 7?

Extension Use this discussion as a jumping-off point for introducing the idea of consensus decision making as an alternative to the "majority rules" approach. The goal of consensus decision making is to come to an agreement that is acceptable to all participants. People exchange ideas and learn from each other's point of view. Creative solutions are discovered through the process of listening to each other and giving each person a voice in the final outcome, which builds a sense of community. Consensus is a win/win model, where everyone works together until a solution is achieved that satisfies the entire group.

After introducing the idea of consensus, give students the opportunity to experience it through the following activities:

- Think of a situation or activity that you know will cause a split or disagreement among students. Possible ideas include shortening the lunch hour to watch a video in the classroom or allowing free time to work on independent projects. Have students pair off so that, if possible, each one is matched with someone who holds the opposite position. Give students time to listen to each other and come up with a solution acceptable to both. Have them share any particularly creative solutions with the class.
- After working in pairs, explore consensus with the class as a group, using another topic likely to generate disagreement. Ask students what they learned from listening to classmates. Then ask how they felt when a win/win solution was discovered and there were no "losers."

Looking at the Drawing

There are a lot of things going on in the drawing on page 8, lots of actions and lots of feelings. Talk about actions as being physical and something you can see. Feelings are things you cannot see but that can be assumed from actions—the way characters are behaving with each other and the expressions on their faces.

Make a chart on the board with the headings Actions and Feelings. Have students name several of each, and write their responses on the chart. Look over the list and ask the class how an illustrator would show each one in a drawing? Look at other illustrations in *Tommy Meets a Dinosaur*, and help students notice the devices that can be used in drawings to show fear, movement, excitement, and noise.

Suggest that on this page, the drawing alone could have told the story, without the paragraph above it. What words and phrases express what we have listed in the chart?

Another idea for working with this concept with students is to copy the illustration on this page (without the text) onto the top of a sheet of paper, and have each student write a short paragraph to go with it. Other drawings in this Tommy story can also be used for this purpose, especially the one on page 14.

Midway Comprehension Check Pages 8–9

- How did this adventure begin?
- How did the children decide to go back in time?
- Where are the five friends? How did they get there?
- Why are they in a cave?
- Are they happy to be there?
- Why did they want to go there?
- Are any of the friends hurt as a result of their tumble?
- What is on the right side of the picture?

8

When the smoke cleared, the children were in a dark cave. They were sitting in a big nest. There were broken eggshells in the nest.

“There’s something moving over there,” Lucy whispered. They all looked to where she was pointing. They saw a pair of eyes looking at them from the darkness.



Extending the Story

On the first reading of *Tommy Meets a Dinosaur*, ask students to pretend that the author did not know how to continue with the story after page 9. The students can finish it any way they like.

Brainstorm some options:

- the children run the other way and escape through a back door of the cave
- Bongo escapes another way and rescues the children
- the mysterious creature is . . . ?

Students will probably imagine many more unexpected resolutions to this predicament!

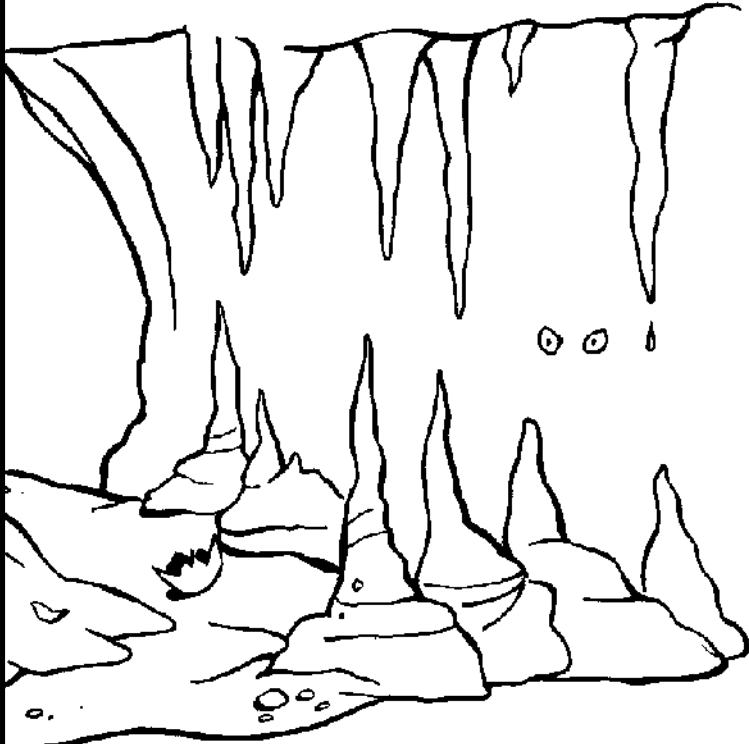
Students may either write their endings or draw a picture to show what happens, or both. When they are finished, have each share his or her work with the class.

"I'm scared," said Kim. "We may become a dinosaur's lunch."

The pair of eyes started getting bigger.

"Oh no!" said Lucy. "It's coming towards us."

They all closed their eyes and covered their heads with their hands.

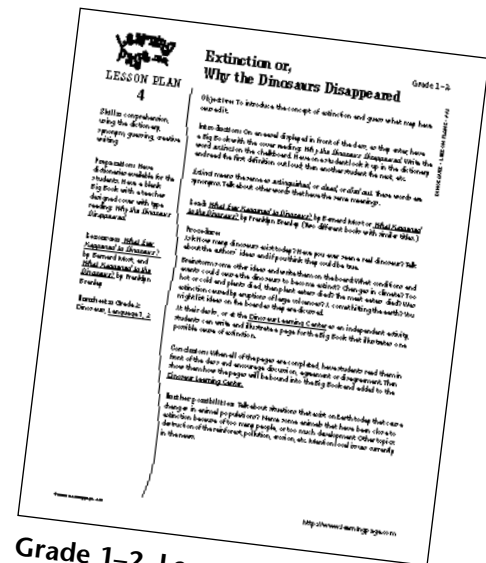


Extinction

Studying dinosaurs as part of a **Dinosaur Unit** is a wonderful opportunity to explore the concept of extinction. Students know that the dinosaurs died many years ago, but few understand the relationship between those long-ago extinctions and present-day extinctions.

Long-ago Extinctions The mass extinction of dinosaurs occurred during the transition from the Cretaceous to the Tertiary period, 65 million years ago. This extinction wiped out about 85 percent of all species on Earth, including the dinosaurs. Much research has been done over the years into the cause of this extinction. Various theories have suggested the cause as climatic change, volcanic activity, or other factors. The most widely accepted cause nowadays is a giant meteorite crashing into the Earth, severely disrupting the earth's ecosystem.

Ask students if they know why the dinosaurs died out. Use **Dinosaurs, Grade 1–2 Lesson Plans, 004**, to explore this topic with students.



Grade 1–2, Lesson Plan 004

Present-day Extinctions The current extinction crisis on Earth is unique because the cause is not a climate change or other natural factor that is slowly changing the environment. The current crisis is due to the activities of a single species—human beings—and is happening very quickly. Extinctions and rapid decline in biodiversity are the result of environmental pollution and massive habitat destruction as humans expand our population and use more land and resources.

More on Extinction

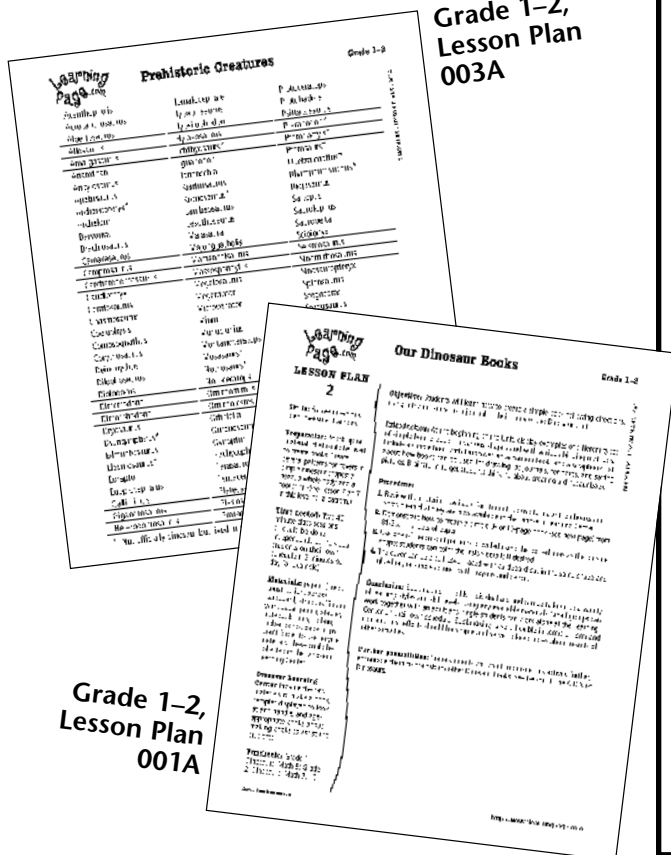
Ask students if they know about species that have become extinct in recent times. Some of these include the Caribbean monk seal, blue pike, Stellar's sea cow (a relative of the manatee), passenger pigeon, great auk, and dodo bird. Explain that when an animal becomes extinct, the entire structure of an ecosystem changes.

- The food source of the animal no longer has anything to keep it in check, so it may expand beyond control.
- Whatever used to eat the extinct species now has to find other food. If the predator is not an adaptable species, it too can become extinct because its food source is gone.

Ask students what they think of present-day extinctions. Help them explore ideas for preserving species, and encourage them to have a voice in saving the planet by becoming involved in recycling, nature conservation, and other ecological activities.

Alphabet Play

There are many opportunities in these two stories for alphabet letter and word play. The names of the dinosaurs themselves are a challenge for younger readers. Most children, even at early ages, can pronounce some dinosaur names without difficulty and can identify them visually. However, the spelling and sight reading of the names are a different matter.



10

"Don't worry," said Sam. "He's very friendly."

They opened their eyes and they saw a baby dinosaur. It had three little horns on its head. The baby dinosaur was licking Sam's cheek. Tommy laughed. He said to RK-5,

"Ask him what his name is."

RK-5 spoke to the baby dinosaur in dino language.

"He said he's a Triceratops, but he doesn't have a name yet. He hatched from an egg only two days ago. Nobody has given him a name," said RK-5.



Using the **Fact Files** as a resource, you can sound out these names by looking at their suffixes (endings) and separating the words into small chunks. Look at **Grade 1–2 Lesson Plan 001A**, which lists dinosaur prefixes and suffixes and their meanings. This information can be the basis of many activities geared toward learning dinosaur names. You could create flash cards with various name endings and beginnings (with their meanings on the back), or write on the board part of the names and ask students to fill in the missing letters.

Also in the alphabetic theme, look at **Grade 1–2 Lesson Plan 003A**, which was designed to help students learn about the enormous variety and diversity of prehistoric creatures. There is at least one creature for each letter of the alphabet.

Another activity is putting the names of dinosaurs in alphabetical order. This may seem daunting at first because the words appear long and complicated. Demonstrate on the board how to analyze the first few letters and decide which letter comes first in the alphabet. It helps to have a permanent display of all of the letters.

Name _____

The following dinosaur names are from *Tommy Meets a Dinosaur*. Place them in ABC order.

_____ Tyrannosaurus

_____ Stegosaurus

_____ Triceratops

_____ Ankylosaurus

_____ Tainiosaurus

_____ Oviraptor

_____ Velociraptor

Don't let the length of the words scare you; remember that to alphabetize words you only need to look at the first few letters.

Fun Sheet 016

"We can call him Don," said Andy. "Don, the dinosaur!"

They all agreed that this was a good name for their new friend.

"I want to see some big dinosaurs," said Tommy.

"RK-5, ask Don where we can see really huge dinosaurs."

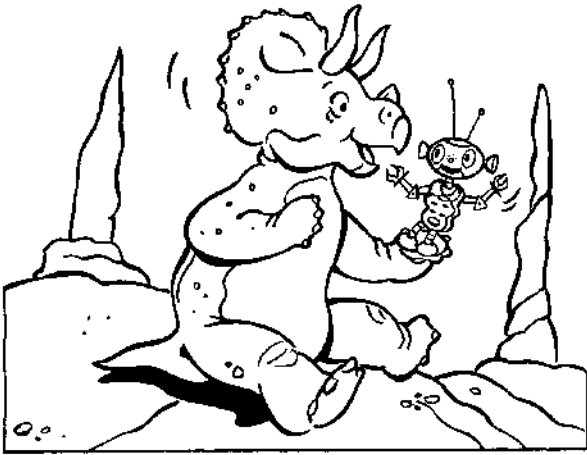
RK-5 replied, "Just look out of the cave door.

There are many dinosaurs out there.

Don't go outside, whatever you do.

Some of the dinosaurs are very dangerous.

Don said the big Tyrannosaurus will eat you for breakfast, if he sees you."



Using the Fact Files

Go to the **Dinosaur Unit** of the **Learning Page** and navigate to the **Fact Files**.

Use the **Dinosaur Fact Files** to practice doing research and collecting information. Photocopy a set of **Fact Files** for each student and distribute them along with a pocket folder. Each student can write his or her name on the folder and decorate it. The folders are to be used to store **Fact Files** and any other materials the students create during their reading.

Fact Files exist for each dinosaur mentioned in this story. Reference is made to using the **Fact Files** on some of the **Fun Sheets** written for this story, as well as on the **Fun Sheets** for the **Dinosaur Unit**.

The **Fact Files** use many words that will be new to students. Use these sheets as an opportunity to introduce unfamiliar or difficult words when studying vocabulary and spelling. Some of the words may be related to the study of science, others to mathematics (such as the conversion of meters to feet). Use these opportunities to expand and enrich your teaching.

More about Triceratops

See the following Dinosaur Fun Sheets for practice with facts about Triceratops.

Grade 1

Language 009 (at right)

Grade 1

Science 004

Grade 3

Science 009

Name _____

Read the story.

I am a Triceratops.
My name means three-horned face.
I am ten feet tall.
I have a bony neck.
I eat palm tree leaves.

Now finish these sentences:

1. Triceratops has three _____ eyes _____ horns _____

2. Triceratops eats _____ plants _____ animals _____

3. Triceratops has a hard _____ bony _____ hat _____

4. Triceratops is _____ feet tall.
twenty ten three

Name _____

Fact File 002

Triceratops
(try SER-a-top)

Measures: ten feet tall
Length: 4 meters (13 feet)
Height: 3 meters (10 feet)
Weight: 6,000 kilograms (13,000 pounds)

Type of food: plant (eats leaves)
Teeth: sharp (sharp teeth)
Feet: small, sharp
How it walked: walked on four legs
Period: Cretaceous
Other facts: one of the most common dinosaurs

Name _____

Fact File 004

Coelophysis
(see-LOH-phi-iss)

Measures: 1 meter long
Length: 3 meters (10 feet)
Height: 2.5 meters (8 feet)
Weight: 22 kilograms (50 pounds)

Type of food: meat (eats other dinosaurs)
Teeth: small, sharp
Feet: small, sharp
How it walked: walked on two legs
Period: Triassic
Other facts: One of the earliest known dinosaurs

Cretaceous Era

All of the dinosaurs in this story lived together at the same time, in the Cretaceous Era, which ended 65 million years ago. It would be a great visual help to students to display a timeline showing the sequence of prehistoric eras. You can also use the Fun Sheet below:

Name _____

Write the names of the prehistoric creatures on the chart under the period in which they lived. Use your Fact Files.

Triassic 252 - 201 million years ago	Jurassic 201 - 145 million years ago	Cretaceous 145 - 65 million years ago

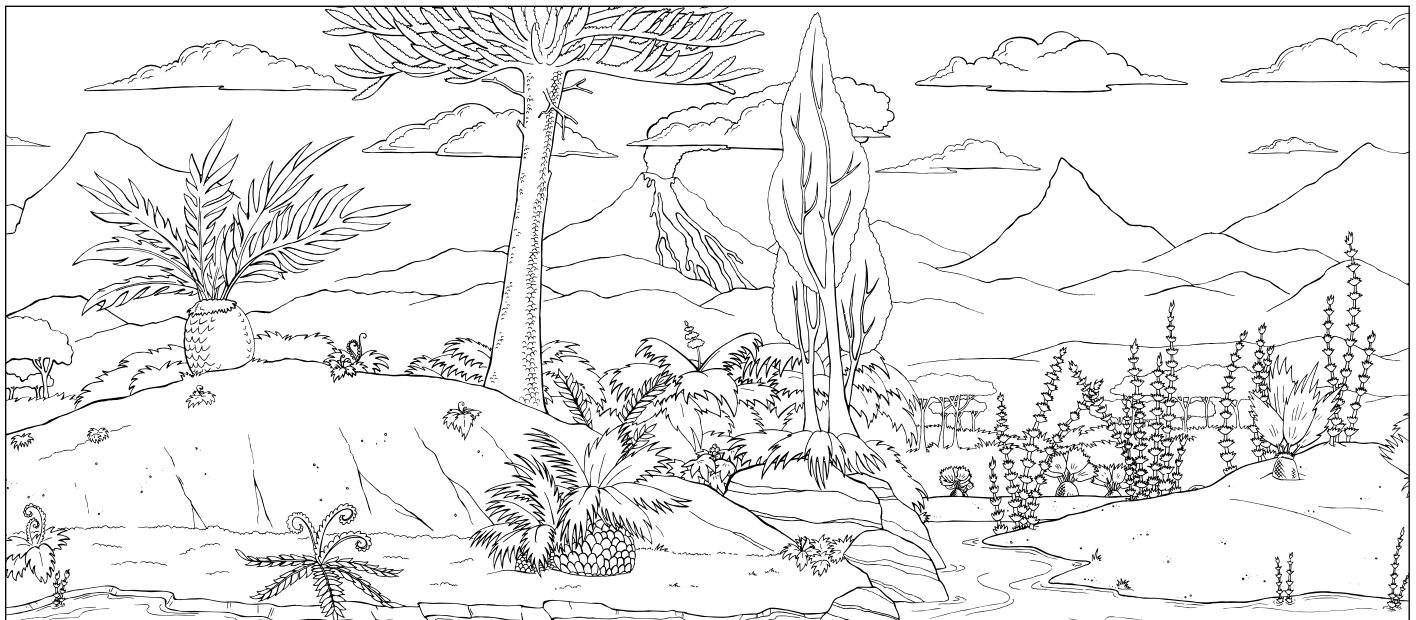
Ankylosaurus Ceratopsus Iguanodon
 Hadrosaurus Pterodactylus Allosaurus
 Coelophysis

Which creature lived the longest time ago? _____

Grade 2, Science 009

Mural and Cut Outs

Follow the directions in the Teacher's Notes to put together the **Dinosaur Mural** (sample shown below). Allow students to act out the story using the appropriate Cut Outs, moving them across the scene. Removable tape can be used to temporarily anchor the characters and dinosaurs until another day of play.

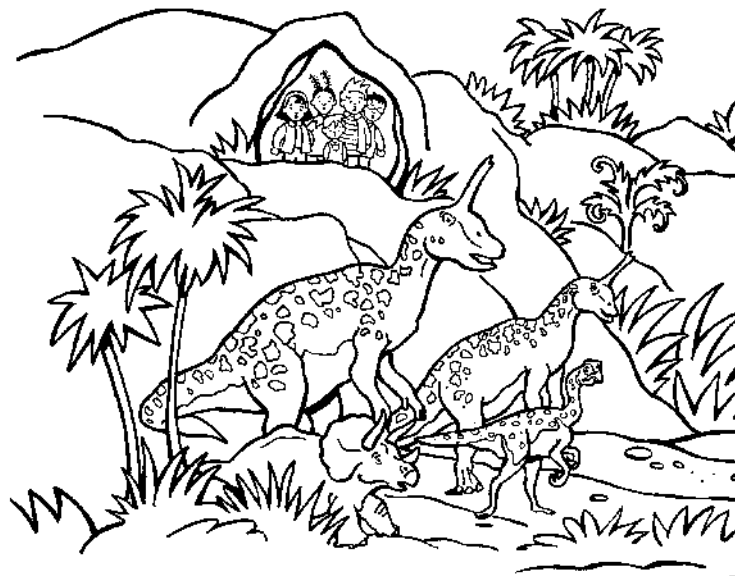


12

They all held hands and walked slowly to the entrance to the cave. When they looked out they saw many different dinosaurs.

"Look!" whispered Tommy. "There's a Tsintaosaurus and a Triceratops."

Andy added, "I can see an Oviraptor and a Velociraptor. I'm glad we read the Dinosaur book. I remember reading that Velociraptors are very dangerous. We had better not leave this cave."



Suddenly, there was a loud roar.
 The dinosaurs that they were watching ran
 in all directions. The children were scared.
 They were lying flat on their tummies.
 They still looked out to see what was
 happening. The roaring got louder.
 The ground was shaking. They then saw a
 huge Tyrannosaurus.
 It was pushing aside trees as it walked
 towards the cave.



Other Tyrannosaurus Activities

On the **Learning Page** Web site, along with the **Mural** and **Cut Outs**, is a life-sized T-Rex head along with directions on how to download and assemble it. This offers students a realistic idea of how big the head of one of these giants was. Refer to the **PreSchool-K Lesson Plan 007** for suggestions for integrating this activity into your classroom. See the following page (007A) for individual teeth to add to the T-Rex head.

How big were the dinosaurs?

The **Dinosaurs Cut Outs** are sized in proportion to each other. While students are creating a collection of **Cut Outs** to use with the **Mural**, you can introduce the idea of *relative size*. Then, referring to the life-sized T-Rex head, they can begin to imagine the *actual size* of other dinosaurs.

Fact or Fiction

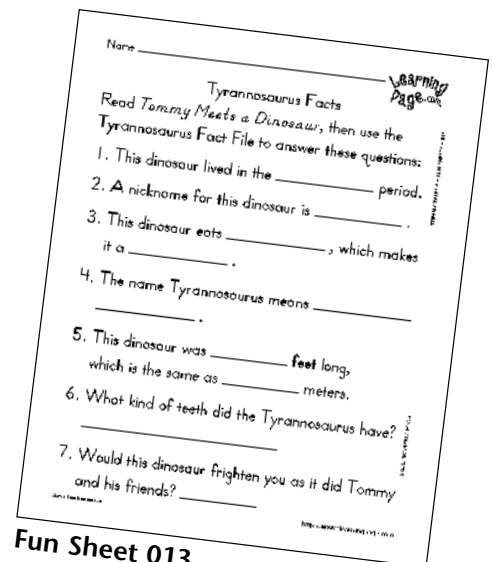
Tommy Meets a Dinosaur is not a true story (nonfiction). It is a made-up story where fantastic things happen (science fiction). The dinosaurs in the story were real at one time, but they became extinct 65 million years ago. So the fact that children today are seeing dinosaurs is science fiction. Share with students the difference between fact and fiction, and several examples of each.

Tyrannosaurus Rex

Tyrannosaurus is always a fascinating topic in the **Dinosaur Unit** because of its ferociousness and huge size. **Dinosaur Fact File 001** offers students information about the Tyrannosaurus. There are also numerous Fun Sheets across all grade levels featuring this dinosaur.



Dinosaurs, Fact File 001

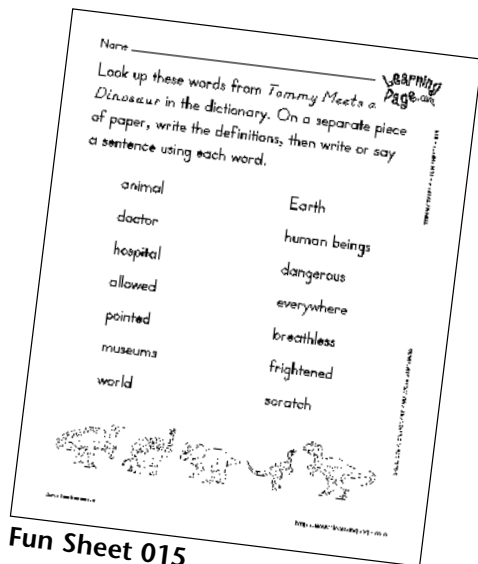


Fun Sheet 013

Review Challenging Words

Refer to **Fun Sheet 015** for words that have not been used before in the Tommy Tales series. Write the words on the board. Then read a sentence that suggests the word and have students respond with the correct word.

1. One skilled or specializing in healing arts. (**doctor**, p. 2)
2. This is where you would go in a medical emergency (**hospital**, p. 2)
3. When something is sharp or narrowly rounded at the edges. (**pointed**, p. 3)
4. a place for the study and display of objects of lasting interest or value. (**museum**, p. 4)
5. The planet on which we live that is third in order from the sun. (**Earth**, p. 5)
6. To scrape or dig with the claws or nails. (**scratch**, p. 15)



Dinosaur Cards

Use the Dinosaur Cards the class made on page 5 for other Card games such as Go Fish (retitled "Go Dinosaur") or concentration (matching and memory skills). The cards can also be used to assign a dinosaur identity to each student for use with either factual sharing (from the **Fact Sheets**) or imaginative sharing. For example, students could act out the personalities of various dinosaurs using body movements, sounds, and dialogue.

14

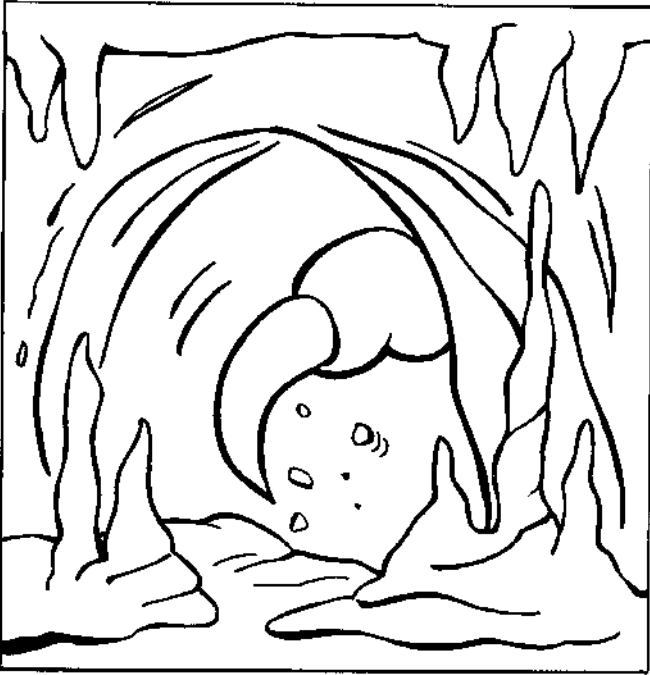
"Everyone run to the back of the cave," said RK-5. "T-Rex is coming and he's hungry." The children did not need to be told twice. They rushed into the darkness as fast as they could. They bumped into the back of the cave and fell to the ground breathless and frightened.



Understanding the Story

Use **Fun Sheets 019** and **020** to reinforce students' familiarity with the characters and the story.

They were all looking at the entrance to the cave. There was the loudest roar they had ever heard. The next second, the face of the T-Rex was looking into the cave. A big claw started to scratch at the entrance. "Do something RK-5, quickly. We must get out of here," said Tommy.



To be continued...

Continue the Story

The story will be continued in the Tommy story that follows. Meanwhile, looking at pages 14 and 15 next to each other, what can students guess right now about what is at the opening of the cave? Ask what they can tell from the illustration about the unknown creature in the dark outside the cave?

Feedback

Remind students that this is the sixth book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. The reviews could be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Stimulate enthusiasm and anticipation for the next story.

Explain to the students that the story continues. They will find out in the next book how Tommy and his friends get out of the predicament they are in at the end of *Tommy Meets a Dinosaur*.

When the work with *Tommy Meets a Dinosaur* is completed, keep all the books together in a storage box to be used again in the next school year or with the next group.

Or, students could be encouraged to take the books home to share with their families and keep for their own libraries.

Write a Letter to Tommy

After reading the story, have students write a letter to Tommy. Leave the content up to the students, but be sure to have them follow a traditional letter-writing form, with the date, salutation line, closing, and their name. Also allow time for students to keep up their journals of Tommy's adventures.

