

LESSON PLAN
1

Skills: comprehension, recognizing sounds, learn about parts of words

Preparation: Research on the internet, the meanings of the children's names in your classroom; prepare large pictures or copies from the Learning Page [Fact Files*](#) of several kinds of dinosaurs (i.e. Tyrannosaurus Rex, and Stegasaurus) and word cards for each one.

Time needed:

Day 1: 20 minutes, children's names and what they mean

Day 2: 45 minutes, dinosaurs' names and what they mean

Materials: writing materials

Tips: Use oaktag or other heavy paper to make word cards.

Resources: [A Dinosaur Named After Me](#), by Bernard Most; [The Day of the Dinosaur](#), by Stan and Jan Berenstain; also see [Mighty Dinosaurs](#), by Judith Simpson, pp. 30–31.

* Please see [Lesson 4](#) for suggestions on preparing [Fact Files](#).

Objective: Students will know that dinosaurs were reptiles that lived in prehistoric times, which means before history, before books or pictures.

Students will know that dinosaurs' names reflect their special characteristics, and that long words are made up of small parts that have meaning (prefixes, suffixes).

Introduction: What do we know about dinosaurs? Like the reptiles living today (name some) dinosaurs had backbones and scaly skin. They laid eggs, and were cold-blooded.

Read: [A Dinosaur Named After Me](#) which encourages creative thinking about names.

Tell the children that their names mean something, too. **Then tell students we are now going to look at some real dinosaurs and their names. This could be done as a preview to the main lesson perhaps the day before.

Procedure:

- Post the word dinosaur on the board using word cards that divide it into parts:

dino	saur
"fearfully great"	"lizard"

Post the pictures of the dinosaurs you have chosen, spaced along the chalkboard.

- At the first one, point to it and say the name of it. (Tyrannosaurus Rex) Say it again, slowly, in a sing-song voice to simplify the many syllables. Write it below the picture. Write it again and divide it up into its parts. Ask them to name the first letter of the word; what other animals begin with that letter?
- Talk about the meaning of each part of the word.

Tyranno	saurus	rex
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Ask students what the words remind them of.

- Then have students say the whole name, slowly; then write it down on their papers.

Conclusion: Leave the pictures and word cards on the board and before the next class, remove parts of some of the words. Ask students to supply the missing parts as a check on what they've learned.

Further possibilities: **Mounting each child's name on colored paper with its meaning below could be a previous activity, or the teacher could have this prepared before class. (It could easily be created on a computer and printed out.)

Tip: Refer to the list of Dinosaur Prefixes after [Grade 1–2: Dinosaurs: Lesson 1](#)

LESSON PLAN 2

Skills: follow directions, plan, measure, fractions

Preparation: Stock up on materials that could be used to create books. Create several patterns: a head, a whole body, or a footprint (See [Grades 1–2, Lesson 7](#), for a footprint pattern.)

Time needed: Two 40 minute class sessions or can be done independently by individual students on their own schedule (15 minutes per day for example).

Materials: papers (lined, construction, xerox) cardboard, string and yarn, paper punch, stapler, notebook rings, ribbon, rubber bands, paper clips. Don't forget to use recycled materials. These could be collected in the [Dinosaur Learning Center](#).

Dinosaur Learning Center: provide a variety of raw materials to make a book; samples of handmade books, and age-appropriate books about making books to assist the students. Use attached information sheet to demonstrate the process.

Funsheets: Preschool-K: Dinosaurs, [Fundamentals 26](#); Grade 2: Dinosaurs, [Math 10](#)

Objective: Students will learn how to create a simple book following directions, using a theme, to use as a journal in their study of the Dinosaur unit.

Introduction: At the beginning of the Unit, display examples of different types of simple handmade bound books in various shapes and with various binding methods. Include a simple one-signature book with a hard cover, an accordion book, and a scrapbook. Talk about how books can be used as journals, for drawing, keeping notes, and saving pictures. Brainstorm to get students' ideas for creating a dinosaur book.

Procedure:

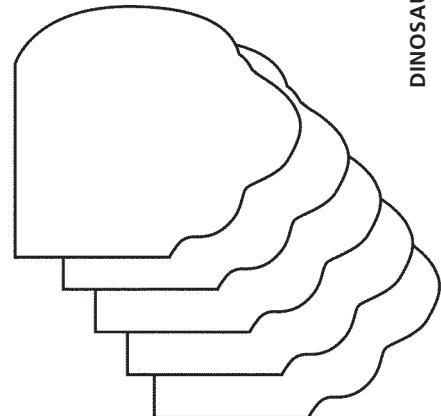
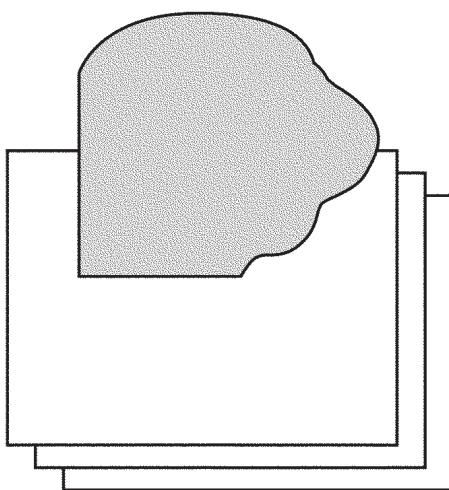
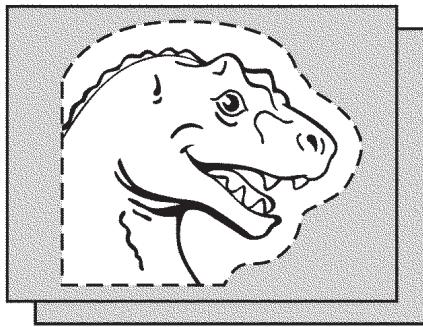
1. Review the materials available for students to use to make their books and show them that they are now available in the Dinosaur Learning Center.
2. Demonstrate how to create a simple 8-page book (see attached) by using sheets of 8½" x 11" paper.
3. The next page shows how to make a book; use the attached pattern as a guide and make patterns out of oaktag or cardboard for the students to use. Or use one of the [Cut Outs](#), using the dotted lines as the outside shape.
4. Students use the pattern to cut out a front cover and a back cover from heavy paper or cardboard. Use *these* as a pattern to cut the inside pages from plain white paper.
5. Following the suggested inside lines on the pattern, encourage students to decorate the covers any way they want.

Conclusion: Bookmaking is highly individualized and can be tailored to a variety of learning styles and skill levels. Small groups can work together with an adult and single students can work alone at the [Dinosaur Learning Center](#) on their own schedule. Book-making is very flexible in terms of form and content. First efforts should be simple and serve to keep notes about results of other activities.

Further possibilities: Some students will want to pursue this activity further. Encourage them to brainstorm other Dinosaur Books, see [Lesson 3, The ABCs of Dinosaurs](#).

LESSON PLAN**2** (cont.)**How to Make
Our Dinosaur Book**

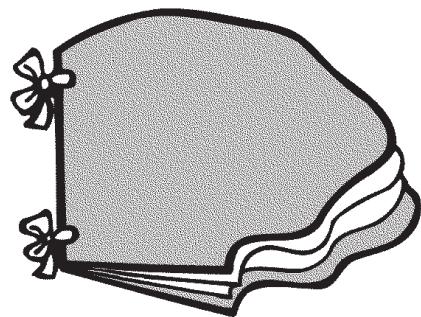
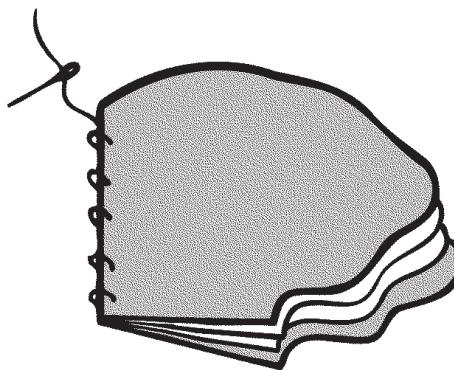
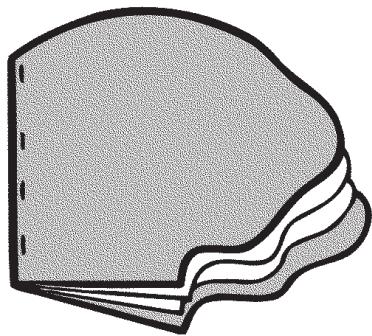
Grade PreSchool-K

You Need: Cardboard pattern, heavy paper for the cover, 4 or more sheets of paper, needle and thread or other binding materials, scissors, crayons, or colored pencils.

1. Using the pattern on the next page, trace two cardboard covers for your book.

2. Using the covers as a guide, trace the same shape onto the plain papers for as many pages as you want in your book.

3. Gather all the inside pages together and sandwich them between the covers.



4. Use a stapler to attach the pages together along the binding edge.

5. Or sew with a needle and thread.

6. Or, punch holes along the edge and tie together with yarn, ribbon, or raffia. You could also use notebook rings.

7. Decorate your Dinosaur Books any way you like; use the pattern

How to Make Our Dinosaur Book

Grade PreSchool-K

LESSON PLAN

2 (cont.)

DINOSAURS • LESSON PLANS • 002B



LESSON PLAN 3

Skills: comprehension, letter before, letter after, what's different, what's the same

Preparation: Enlarge the list of prehistoric creatures on the next page for easy reading, one for each student.

Time needed: One 30-minute session for discussion and assignment; follow-up sessions for research (Learning Center, and library) and then, drawing time to create their alphabet picture.

Materials: white paper

Tip: Mention that there is at least one dinosaur name for each letter of the alphabet (Ask: how many is that?)

Tips: You might want to stretch the work times for this lesson over a week or two. Attach a work schedule to the alphabetical list of Prehistoric Creatures.

Resources: [An Alphabet of Dinosaurs](#) by Peter Dodson

Funsheets: Preschool: Dinosaurs, [Fundamentals 11](#)
Grade K: Dinosaurs: [Language 1, 2; Science 3](#)

Objective: Students will become aware of the tremendous variety of dinosaurs.

Introduction: Talk about how there are probably more than one hundred different types of dinosaurs and other animals that lived at the same time. Pass out the list of over 100 names from Dinosaurs: [Grade 1-2 Lesson 3](#).

Procedure:

1. Talk about how amazing it is that there were so many different types of dinosaurs and that they each have such peculiar names! (Refer to [Grade 1-2 Lesson 1](#) about the parts of names and their meanings.) Pick a few at random; write on the chalkboard and offer suggestions of what the parts might mean.)
2. Ask students to pick one name from the list and write it on a piece of paper. When called on, students will tell the teacher which name they've chosen (he or she can then cross it off the list)
3. Inform students of the schedule for this assignment, so they can plan their Learning Center, and drawing time. Students will need time to research and gather visual information about their prehistoric creature (conferring with the teacher if necessary). Any problems should be reported now; teacher can offer further guidance or assign a new creature.
4. Reconvene with the group when it's time to begin the drawings. Offer newsprint paper for sketches which can be changed or altered with teacher's input. Final will be done on white drawing paper. Drawings should include the name of the creature with the first letter accentuated.

Conclusion: Drawings can include references to size, where it lived, what it ate, etc. Bind all drawings into a book, in alphabetical order. Leave it in the [Dinosaur Learning Center](#) for all to see and access. Successful drawings will display the letter of the alphabet and a creature resembling the real one with features based on observation.

LESSON PLAN

4

Skills: ordering, bigger and smaller, height

Preparation: Make copies of the Fact Files for each student to keep.*

Time needed: 15–30 minutes for [Fact Files](#) ordering; 20 minutes for inputting data, 20 minutes for creating the chart.

Next class time: 15 minutes for feedback and discussion

Materials: Large (3' x 5') piece of butcher paper taped onto the board, fat colored markers. Also have a [Cut Out](#) for each chosen creature ready for students to paste under the appropriate bar.

Tips: The idea of making graphs may be too advanced for the youngest children, but they should enjoy watching the chart unfold. Remember to keep all explanations as simple as possible.

Funsheets: Preschool: Dinosaurs [Fundamentals 8, 9](#)
Grade K: Dinosaurs, [Language 3](#)

How Big?

Grade PreSchool-K

Objective: Size and scale order

Introduction: Hand out to each student a set of the Learning Page [Fact Files](#) and a folder to keep them in (colored pocket folders work well). Talk a bit about how some dinosaurs were huge (like the ones we've probably seen in movies) but that some were also very small (some as small as a chicken).

Show students the blank chart started on the board, and tell them that as a class we are going to fill in the chart.

Procedure:

1. Tell students that our job for today is to put the prehistoric creatures in order of their size by height or how tall they are. Draw these words on the board with a line showing the direction of the dimension.
2. [Choose ten of the [Fact Files](#)]. Put the dinosaurs from the Fact Files in order from smallest to largest in size order. This could take some time. Tell students this is quiet thinking time and move about the room to help individual students.
3. Then go to the board and ask which dinosaur is the smallest?
4. All of the dinosaurs will not fit, but try to get a distribution of large and small. When students volunteer the next larger one, ask how tall it was. Make a bar that represents its height.

Conclusion: When completed, students could copy and paste an image of that dinosaur below its bar. Leave the graph up on the board.

At a later class meeting, have the class focus its attention on the chart. Ask: what does this tell us about dinosaurs?

Tell students that making a chart is good way to draw, or organize, information that you learn. This chart is called a *graph*, and it is also a *bar graph*. Why do you think it is called a bar graph?

Further possibilities: There will be other chances to make graphs while studying dinosaurs. Look for opportunities to use graphing to reinforce the ideas of comparing.

- * **FACT FILES:** Paperclip a copy of the [Fact Files](#) for each student and pass them out with a colored pocket folder to store them in. This could be done at the very beginning of the Unit, giving students time to organize, look them over, and decorate the covers of the folder. As an introduction to the Unit, take some time with the students to look at the Fact Files, page by page, reading the information slowly as they follow with their eyes.

LESSON PLAN 5

Skills: estimating, measuring, verbalizing results, comparing, cooperation

Preparation: Balls of yarn with knots tied every five feet for each group of 4 or 5 students.

Time needed: The first part of this activity could take an hour; review and drawing follows the next day.

Materials: writing materials, drawing materials, Fact File folders.

Tips: Suggestions to get students thinking: how would you look standing in front of your house? your parents' car? The school bus?

Funsheets: Preschool: Dinosaurs Fundamentals 8, 9

Self-Portrait with Dinosaur

Grade PreSchool-K

Objective: Students will better grasp the enormity of the dinosaurs. Students will get practice estimating, comparing, and recording results.

Introduction: To encourage comprehension of the real heights of the Parasaurolophus (33'), Tyrannosaurus Rex (20'), Deinonychus (6'), Triceratops (10') and Stegosaurus (9'). Divide the class into groups (one for each creature).

Procedure:

1. List some of the above dinosaurs on the board along with their lengths.
2. Ask for volunteers. Using a precut piece of yarn, string, ribbon, or a tape measure, show what 33 feet (or any of the others) looks like.
3. Let students naturally experience the length of the creature. How many paces walking naturally would it take to get from one end of the dinosaur to the other? How many students would it take lying end to end? Let them make rough guesses first, then measure it by asking cooperative students to lie down end to end on the line.

Conclusion: For any chosen dinosaur, encourage word play by asking students to make true sentences comparing dinosaurs to familiar items. *This dinosaur is as big as a _____.* *This dinosaur is bigger than a _____.* *This dinosaur is smaller than a _____.* This could be done as an opener the next morning after the exercise.

Further possibilities: As a follow-up to this Lesson, plan an art class where you initiate a drawing exercise where the students draw themselves in the picture with one of the dinosaurs from the above or from one of the Fact Files.

Question: what would you look like if you stood next to one of these creatures?

Titled "Self-Portrait with a Dinosaur" the students' imaginations can really run wild as they devise ways to fit into the picture, ways to interact with the dinosaur, etc. Urge them to remember what they learned about the size of the dinosaurs compared to their own size. They can refer to the Fact Files for a picture of a child near a dinosaur for approximate scale.

LESSON PLAN

6

Skills: understanding how to make guesses based on partial information (estimating); thinking about careers

Preparation: Make word cards for the word paleontologist (2 cards), fossil, dinosaur, and extinct.

See Also: [Grade 1–2 Lesson Plan 6, How to Make Fossils.](#)

Resources: [Bones, Bones, Dinosaur Bones](#) by Byron Barton, [Digging Up Dinosaurs](#) or [Dinosaur Bones](#), by Aliki, and [The Dino Expert](#), by Julie Brillhart Field trip to local natural history or anthropology museum, if possible; or film or video about museums.

Funsheets: Preschool–K: [Dinosaurs, Fundamentals 19](#); Grade 2: [Dinosaurs, Science 1](#)

Dinosaur Detectives

Grade PreSchool–K

Objective: To familiarize students with the scientists called paleontologists and what they do; be able to spell *paleontologist* and separate it into parts.

Introduction: Paleontologists study fossils to find out about life long ago. Studying fossils helps answer questions we have about dinosaurs.

A fossil is the hardened remains or a print of the remains of an animal or plant that lived long ago.

When we say “long ago” what do we mean? Does it mean yesterday? Before you were born? We are talking about a time when there were only animals and plants on the land, no people.

How do we know there were dinosaurs when there are none alive today? What clues have scientists found to lead them to think there were once dinosaurs roaming the Earth? If possible, show a video or film about a Museum of Natural History.

Read: one of the stories.

In context, ask what these words mean: *paleontologist*, *fossil*, *dinosaur*, and *extinct*. Place the word cards on the board.

Procedure: While students are in a group, ask them leading warm-up questions. Ask if anyone has heard about the scientists who study prehistoric creatures and their special name: *paleontologist*. Write it on the board; divide it into parts and identify the parts.

paleo	tologist
old	one who studies

Paleontologists have found fossils of not only dinosaur bones and footprints, but plants, such as ferns, mosses, fish, shells. What would it tell us if we found a shell fossil near a bone fossil? Talk about tools a paleontologist might use: hammer, brush, ruler, sifter, shovel, cup, notebook.

Conclusion: Good guesses can be made from careful observation, which is what some science is about. Would anyone like to grow up to be a paleontologist? How about a paleobotanist?

Further possibilities: What evidence do paleontologists look for when they hunt for fossils? Are bones the only thing they want to find? What other things are important? (Leaves, to tell us what kind of plants existed at the same time; sea shells, to tell us that this part of the land had been under water; human remains such as pottery, sandals, and human bones tell us if people were on the Earth then.) Human bones as old as dinosaur bones have never been found, so scientists believe that no human beings lived on earth at the same time as the dinosaurs.

LESSON PLAN 7

Skills: identifying bigger and smaller, comprehension

Preparation: Construct the (life-size) pattern of the Tyrannosaurus Rex head pattern, and (40) copies of the tooth pattern, on the next page.

Time needed: Reading: 20 minutes; cutting and pasting teeth, 20–30 minutes; finishing body with chalk, ongoing.

Tip: If you have the space, leave the T-Rex head and chalk drawing up on the board throughout the Unit.

Materials: scissors, tape or glue stick, colored sidewalk chalk

Resources: Tyrannosaurus Time by Joanne Ryder

Tyrannosaurus Rex

Grade PreSchool-K

Objective: Students will learn about the size and physical characteristics of the Tyrannosaurus Rex.

Introduction: Read Tyrannosaurus Time by Joanne Ryder. Then ask the students what they remember about the Tyrannosaurus Rex, and organize the information in a chart form on the board or butcher paper (size, habitat, physical characteristics, etc.).

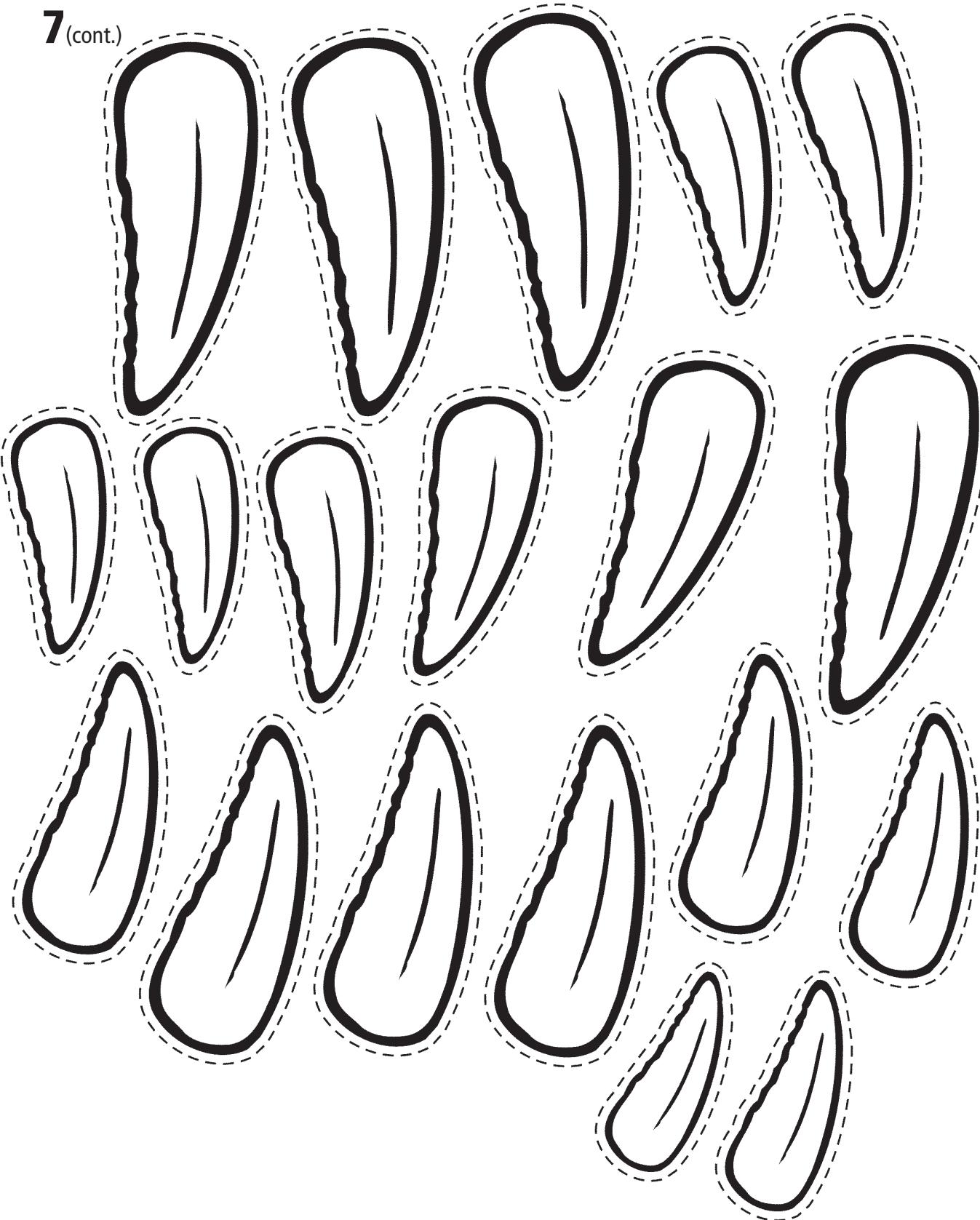
Procedure: The T-Rex is a lot larger than we can imagine; when paleontologists found fossils of their teeth, they had to make guesses about how big his head was. Pass out the copies of the tooth, and let them react to how big it is.

- 1. Ask:** based on the tooth, how big do you think the head is? Ask: How many teeth would fit into their heads?
- 2.** Then bring out the four-foot-long head and hang it on the board.
- 3.** Pass out scissors and give students time to cut out their copy of the tooth.
- 4.** Let each student go up and tape his or her T-Rex tooth in position in the head.

Conclusion: If left on the board in the upper left corner it might occur to students (with a little prodding) to draw in the rest of the body on the board and fill it in with colored chalk.

LESSON PLAN

7 (cont.)



LESSON PLAN 8

Skills: comprehension, imaginary thinking, creative writing

Preparation: no special preparation, though it might be helpful to have other examples of what you expect students to do. Perhaps an old movie poster from a monster movie would inspire them.

Time needed: Try to keep the discussions spontaneous and light as students this young may not have a long attention span.

Materials: basic writing and drawing materials

Resources: [Danny and the Dinosaur](#) by Sid Hoff; [The Dinosaur Who Lived in My Backyard](#), by B J. Hennesey, and [The Dinosaurs are Back!](#) by Wendy Hartman

Tip: Rely heavily on the stories to stimulate students imaginations. Read slowly, stopping often to repeat ideas or ask and answer questions.

Funsheets: Grade K:
[Dinosaurs, Science 1, 2](#)

What Would Happen If a Dinosaur Came to Our Town Today?

Grade PreSchool-K

Objective: Students will understand the impact that a prehistoric creature would have in today's world. They will better understand the differences in our world and how it undergoes change.

Introduction: Would you want to have a dinosaur for a pet? Where would you keep it? What would you feed it? How do you think your neighbors would react?

Read: one of the books one day, with discussion, and another the next, with discussion, after which you can begin the drawing and writing.

Procedure: After a brief discussion, assign to the group the following activities from which choose one:

1. Design a poster advertising the dinosaur as an attraction for your town.
2. Write a short newspaper article or journal entry telling about the event. This could be dictated to a teacher at the [Dinosaur Learning Center](#).
3. Pretend to be a radio announcer telling about the event.

Conclusion: Be sure students consider factors such as how much it would take to feed a dinosaur (some need to eat their weight in food per day), how much space to house them (your garage? the zoo?). How about current day situations like urban congestion, traffic, overhead utility wires; and other problems, such as no other dinosaurs for friends, the sizes of fence needed to contain, etc.

Further possibilities: Display the results on a bulletin board in the hallway of the school. Give it a big headline. Radio presentations can be performed again at an end of the Unit celebration (see [Grade 1–2: Lesson 12, Plan a Dinosaur Party!](#))

LESSON PLAN 9

Skills: classify on the basis of one variable; count, sort and classify, 2 and 4

Preparation: Butcher paper (two large squares or one long one to hold two charts), word cards for *carnivore* and *herbivore*, *omnivore*.

Time needed:
Sorting: 20 minutes
Making the Lists: 20 minutes
Discussion: 10 minutes

Materials: butcher paper, markers, tooth pattern from Lesson 7.

Resources: *Dinosaurs are Different* by Aliki; also see *Mighty Dinosaurs*, by Judith Simpson, pp. 6–9.

Funsheets: All of the Funsheets will encourage sorting and classifying skills.

Herbivores vs. Carnivores How Many Legs?

Grade PreSchool-K

Objective: To strengthen students' classification skills. Students will become aware of the concept that some animals are meat eaters, and some are plant eaters, as reflected in physical characteristics such as teeth, posture, hands and feet.

Introduction: While you're looking at lots of pictures of dinosaurs in your reading, note the many similarities and differences seen in dinosaurs.

Read: *Dinosaurs are Different*. This picture book is packed with technical information which may be too advanced for this age group. Lots of meat eating and plant eating facts can be highlighted in your reading.

Procedure: Using their *Fact Files*, have students sort dinosaurs into those with two legs and those with four legs. Then have volunteers name some of them and make a list on the board or on butcher paper (a future pictogram). One column will say two legs and one will say four legs.

The teacher will write the official names on the chart as dictated by the students. Then introduce the idea that some dinosaurs eat only plants, and some dinosaurs eat only meat. Directly below, begin another chart labeled meat eaters and plant eaters. Classify the same animals in the same order, using a red circle for meat eaters, and a green circle for plant eaters.

Conclusion: Ask students what they learn from the results of the charts. They should see that there is a direct correlation between the number of legs dinosaurs have and the food they eat. Ask for guesses as to why this is so.

Further possibilities: If there is time and patience, bring up the idea of the differences in the shape of dinosaur teeth. Show them a T-Rex tooth, find where the dinosaur is on the chart, and talk about why a meat eater would have a tooth like this. What might a plant eater's tooth look like?

LESSON PLAN

10

Skills: designing, and copying a pattern, matching identical parts together, inside/outside, sewing

Preparation: Have patterns ready for tracing and cutting.

Time needed: Two 40-minute class sessions over two days.

Materials: large paper grocery bags, butcher paper, or any large lightweight paper; dinosaur shapes for students to trace; scissors, stapler, hole punch and yarn, white school glue, thread or fine string, large tapestry needles; recycled papers to use as stuffing

Tips: The gluing-edge method works better if a lighter-weight paper is used, with tissue paper stuffing. Newspaper works well as a stuffing with heavier papers, such as a brown paper bag.

Funsheets: Preschool: Dinosaurs, [Fundamentals](#) [26](#), [33](#), [34](#), [35](#), [36](#), [37](#), [38](#), [39](#)

*Also see [Grade 1–2 Lesson Plan 11](#) for cookie cutters which can be enlarged and used as patterns.

Stuffed Dinosaur Toy

Grade PreSchool-K

Objective: Students will make a dinosaur-shaped stuffed animal.

Introduction: Talk about designing the shape of your dinosaur toys. You can provide patterns taken from The Learning Page Cut Outs or use the attached.* Assure students that the patterns need not be followed exactly (the simpler, the better for sewing shapes together) but that the two parts must be the same.

Procedure:

1. Demonstrate tracing the pattern. Show two methods: tracing it once, then using that as a pattern to retrace; or folding the butcher paper in half or folding a paper bag flat and cutting two at once. Show how the two pieces fit together with their edges matching. Talk about the front and the back, or each part as half.
2. Show students how the coloring must be done on the outsides of the shapes. Remind them that since we don't have fossils of the dinosaurs' skin, we don't know what color they were; we can use our imaginations!
3. Some students may need help cutting out the shapes. When they have their pieces put together so that you can see that the edges meet, they color the sides they can see on the outside. This may be a difficult concept for them to grasp until they do it and see how it works.
4. When several students are ready to attach their shapes, have one do it while the others watch. Teacher should determine which method to use. (BE SURE TO LEAVE A GAP IN THE EDGE FOR STUFFING!)
5. Stuff the toy carefully so as not to tear the edge; close up the gap and finish the edge using the same method.
6. If desired, details can be created separately, colored, and then attached to the stuffed dinosaur, giving it a more 3-dimensional quality. See [Grade 1–2 Lesson Plan 8](#) for ideas and patterns, or have students observe these body parts from the visuals available in the room and the [Dinosaur Learning Center](#). The body parts can be stapled on or tied with string so they move freely.
7. Punch a hole at the top of the dinosaur, attach a string or ribbon, and hang from the ceiling of the classroom.

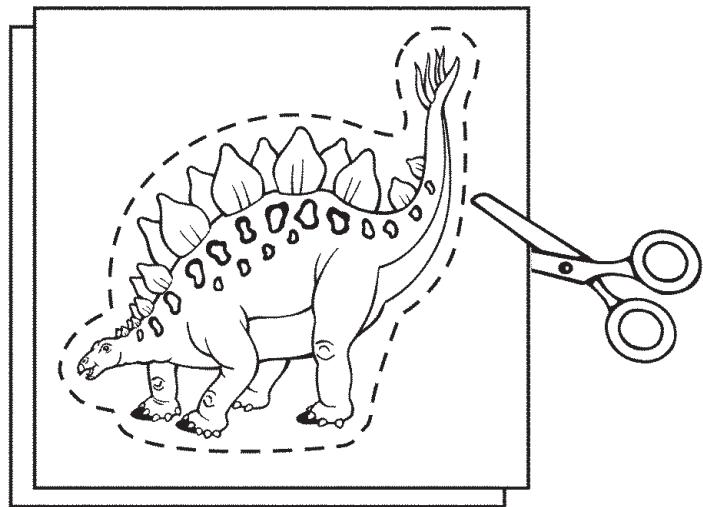
Conclusion: Enjoy the flying dinosaurs! All students should have a finished product of some sort. Stuffed dinosaurs could also be arranged in a display case in the school hallway, with the [Dinosaurs Mural](#) behind them.

Further possibilities: Alternate methods of sealing the two halves together:

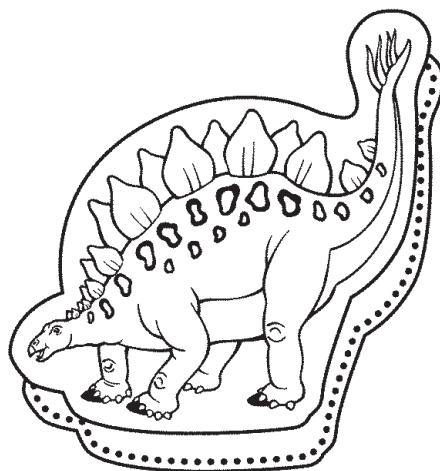
1. Staple the pieces together in only a few places to keep them together, then punch holes around the edge. Sew together with yarn using an overhand stitch.
2. Using white school glue, lay down a very thin bead of glue on the wrong side of one part of the toy, then lay the other wrong side down and press. These will need to dry overnight before stuffing.

LESSON PLAN

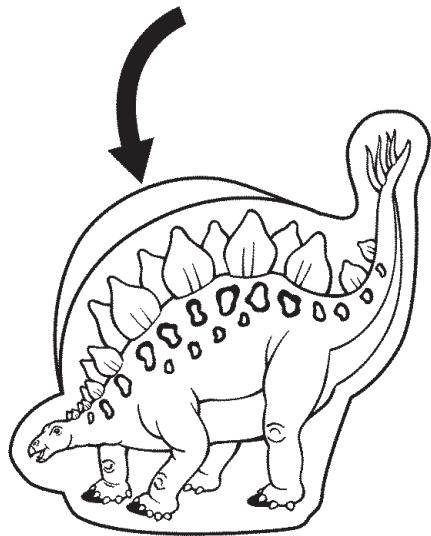
10 (cont.)



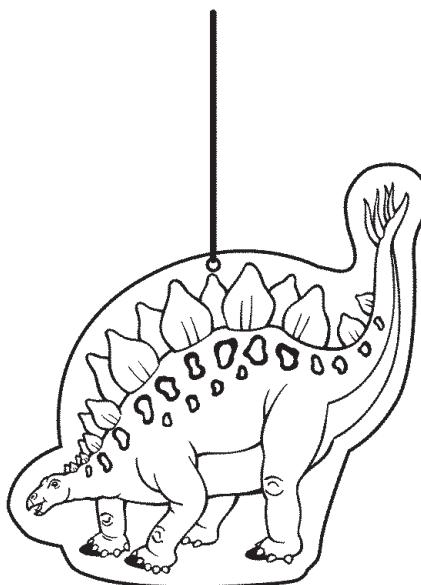
1. Using the pattern on the next page, or an enlargement of any of the Cut Outs, use your scissors to make two sides.



2. Match the two sides together and show students how to color the *outsides* of their creature.



3. Match the two sides together and either staple or glue the edges together. Be sure to leave a gap in the edge so you can stuff the dinosaur.



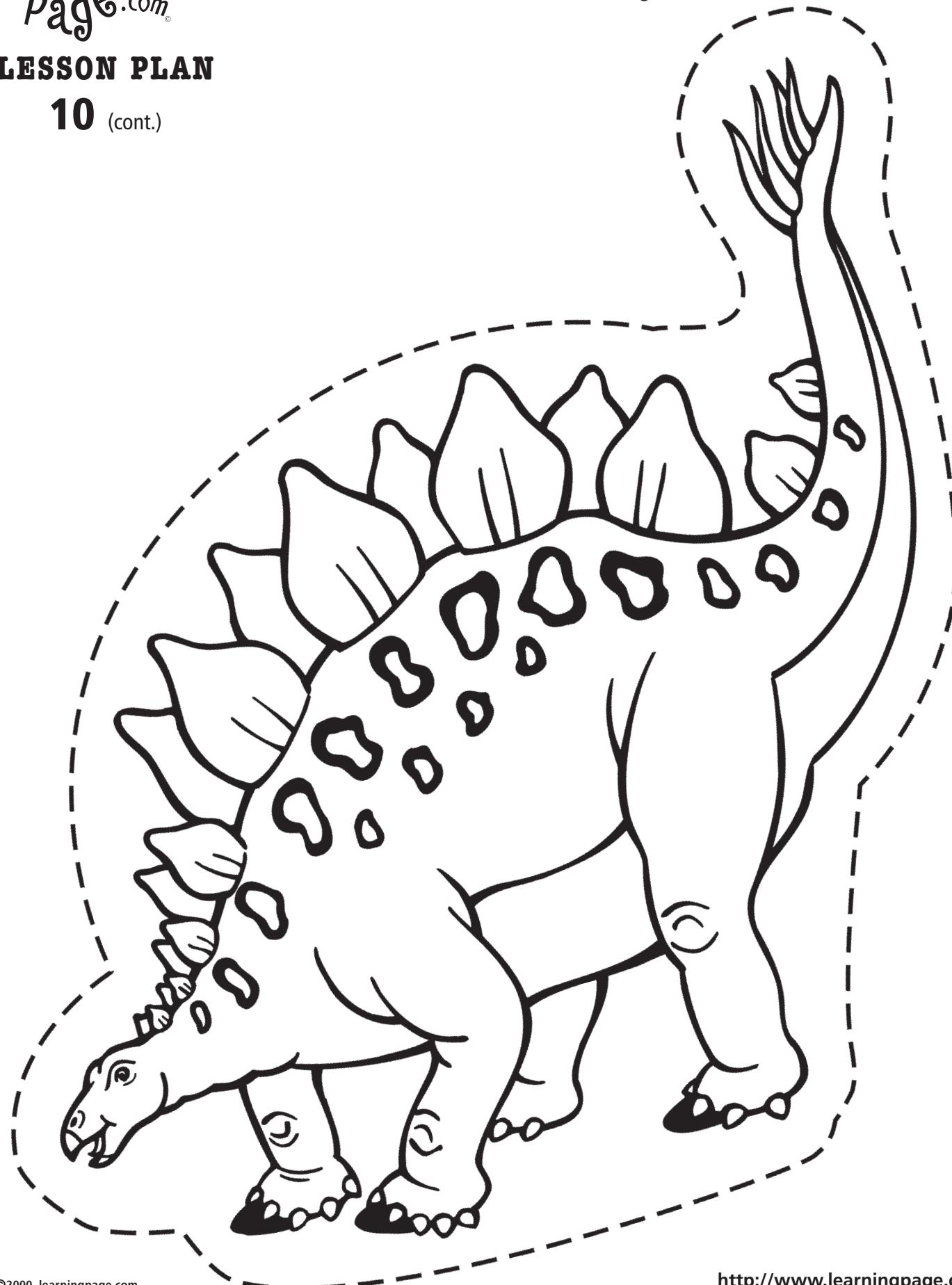
3. Finish by closing up the gap, punch a hole in the top, tie a thread or ribbon, and hang from the ceiling in your classroom, or along a bulletin board.

Stuffed Dinosaur Toy

Grade PreSchool-K

LESSON PLAN

10 (cont.)



LESSON PLAN **11**

Skills: counting, writing numbers, creating a pictogram

Preparation: Copy enough ballots for each student to have one.

Materials: butcher paper, scissors, glue sticks, markers

Vote for Your Favorite Dinosaur

Grade PreSchool-K

Objective: As wrap-up activity, to take a poll, collect and graph the results.

Introduction: Gather the group together on the rug and ask students what they think about the Dinosaur Unit. Say: "I'm really curious to know which one is your favorite dinosaur? Shall we vote on it?"

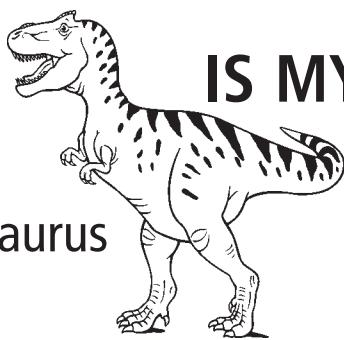
Procedure: Pass out ballots (see next page) listing all the dinosaurs from the [Fact Files](#) in this unit. Post a large piece of butcher paper with the dinosaurs listed.

1. Have students return to their seats and study their ballots. Give them a few minutes to make their choices. After they choose their dinosaur, ask them to cut out the little picture closest to it.
2. One by one, have students come forward and paste their dinosaur pictures on the chart, and have them say the name of it. Have only the dinosaurs chosen appear on the chart; 20 would be too cumbersome.
3. After each one is placed, write the name of it under that column, and proceed to the next.

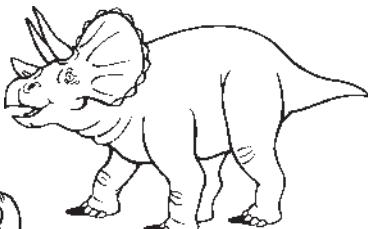
Conclusion: The end result will be a pictogram. Tell students a pictogram is another kind of graph used to organize things we learn. Talk about the results: which one was the class favorite?

WHICH

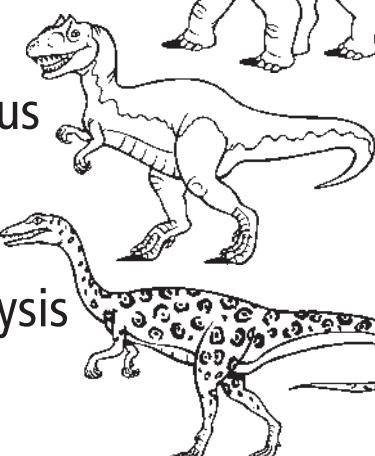
IS MY FAVORITE DINOSAUR?



Tyrannosaurus



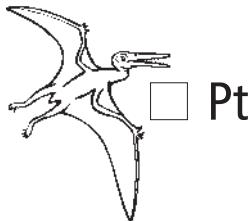
Triceratops



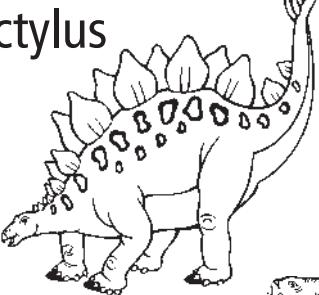
Allosaurus



Coelophysis



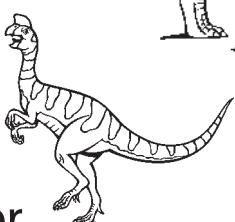
Pterodactylus



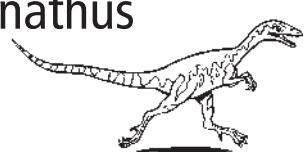
Stegosaurus



Iguanodon



Oviraptor



Compsognathus

Deinonychus

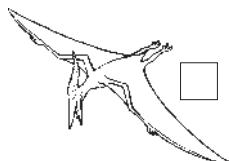


Stygimoloch

Velociraptor

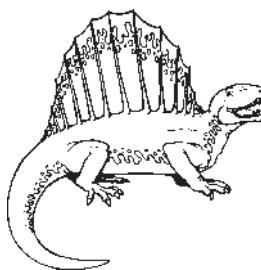


Edmontosaurus

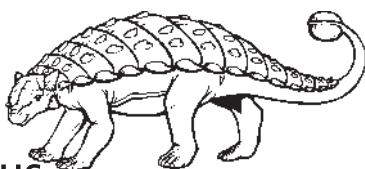


Pteranodon

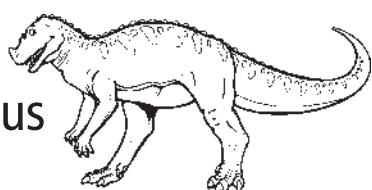
Parasaurolophus



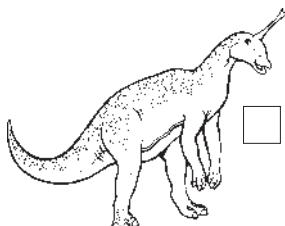
Dimetrodon



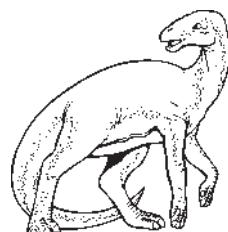
Ankylosaurus



Ceratosaurus



Tsintaosaurus



Hadrosaurus

LESSON PLAN**1****Skills:** comprehension, recognize sounds, learn about parts of words**Preparation:** Research on the internet the meanings of the children's names in your classroom. Choose a few dinosaurs from the [Fact Files](#) (i.e. Tyrannosaurus Rex, and Stegasaurus) and prepare word cards for each one.**Time needed:** Day 1: 20 minutes (children's names and what they mean)
Day 2: 45 minutes (dinosaurs' names and what they mean)**Materials:** writing materials**Tips:** Use oaktag or other heavy paper to make word cards.**Resources:** [A Dinosaur Named After Me](#).**Funsheets:** Grade 2:
[Dinosaurs, Science 2, 3, 4](#);
[Language 3, 4](#)

Some Prefixes and Suffixes in Dinosaur Names

Grade 1-2**Objective:** Students will know that dinosaurs' names reflect their special characteristics, and that long words are made up of small pieces that have meaning (prefixes, suffixes).**Introduction:** What do we know about dinosaurs? Like the reptiles living today (name some) dinosaurs had backbones and scaly skin. They laid eggs, and were cold-blooded.**Read:** [A Dinosaur Named After Me](#) which encourages creative thinking about names. Tell the children that their names mean something, too.* Then tell students we are now going to look at some real dinosaurs and their names.**Procedure:**

1. Post the word dinosaur on the board using word cards that divide it into parts:
dino saur
"fearfully great" "lizard"
Post the pictures of the dinosaurs you have chosen, spaced along the chalkboard.
2. Point to the first picture and say the name of it. (Tyrannosaurus Rex) Say it again, slowly. Write it below the picture. Write it again and divide it up into its parts.
3. Talk about the meaning of each root [Tyranno saurus rex]
Ask students: What do the words remind you of?
4. Then have students say the whole name, slowly; then write it down.

Conclusion: Leave the pictures and word cards on the board. Before the next class, remove parts of some of the words. Ask students to supply the missing parts as a check on what they've learned.**Further possibilities:** *Mounting each child's name on colored paper with its meaning below could be a previous activity, or the teacher could have this prepared before class. (It could be created easily on a computer and printed out.)

LESSON PLAN**1** (cont.)**Some Prefixes and
Suffixes in Dinosaur Names****Prefixes**

- Allo difference
Ankylos hook, joint
Cerato horn
Coel cavity
Coelo hollow
Compo pretty
Compso elegant
Dactyl finger
Di two
Dino terrible
Metros measure
Odon tooth
Ops eye
Ovi egg
Para similar
Paleo old
Ptero wing, feather
Stegos roof/cover
Tri three
Tyrannos tyrant
Velocis swift, speedy

Suffixes

- Dactyl finger, toe
Odon tooth
Physis origin,
natural form
of a thing
Ptero winged,
feather
Raptor thief
Rex king
Saurus lizard

LESSON PLAN 2

Skills: follow directions, plan, measure, fractions

Preparation: Stock up on materials that could be used to create books. Create several patterns for covers in simple dinosaur shapes: a head, a whole body, and a footprint. (See [Lesson Plan 7](#) in this level for a pattern.)

Time needed: Two 40-minute class sessions or could be done independently by individual students on their own schedule (15 minutes per day for example).

Materials: papers (lined, construction, xerox) cardboard, string, raffia and yarn, paper punch, stapler, notebook rings, ribbon, rubber bands, paper clips. Don't forget to use recycled materials; these could be collected in the [Dinosaur Learning Center](#).

Dinosaur Learning Center Provide the raw materials to make a book, samples displayed to look at and handle, and age-appropriate books about making books to assist the students.

Funsheets: Grade 1: Dinosaurs, [Math 8](#); Grade 2: Dinosaurs, [Math 7, 10](#)

Our Dinosaur Books

Grade 1-2

Objective: Students will learn how to create a simple book following directions, using a theme to use as a journal in their study of the Dinosaur Unit.

Introduction: At the beginning of the Unit, display examples of different types of simple bound books in various shapes and with various binding methods. Include a simple book with hardcover, an accordion book, and a scrapbook. Talk about how books can be used for drawing, as journals, for notes, and saving pictures. Brainstorm to get students thinking about creating a dinosaur book.

Procedure:

1. Review the materials available for students to use to make their books and show them that they are now available in the [Dinosaur Learning Center](#).
2. Demonstrate how to create a simple 8- or 16-page book (see next page) from 8 1/2 x 11 sheets of paper.
3. Use one of the cut-out patterns provided using the dotted lines as the outside shape; students can color the inside details if desired.
4. The cover can be a self-cover, faced with cardboard cut in the same shape and glued on, or simply colored with crayons and pencil.

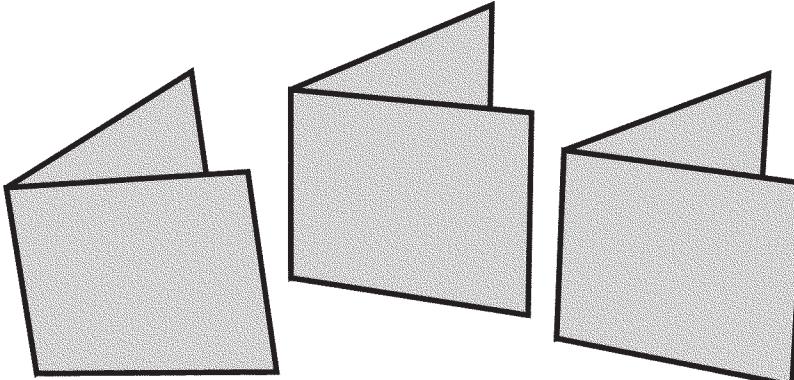
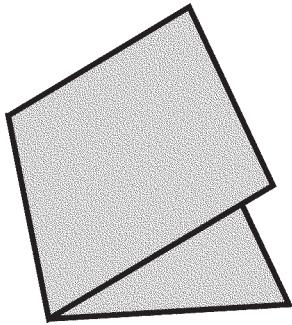
Conclusion: Bookmaking is highly individualized and can be tailored to a variety of learning styles and skill levels, using any available materials. Small groups can work together with an adult and single students can work alone at the Learning Center on their own schedule. Bookmaking is very flexible in terms of form and content. First efforts should be simple and serve to keep notes about results of other activities.

Further possibilities: Some students will want to pursue this activity further; encourage them to brainstorm other Dinosaur Books. See [Lesson 3, The ABC's of Dinosaurs](#).

LESSON PLAN**2** (cont.)

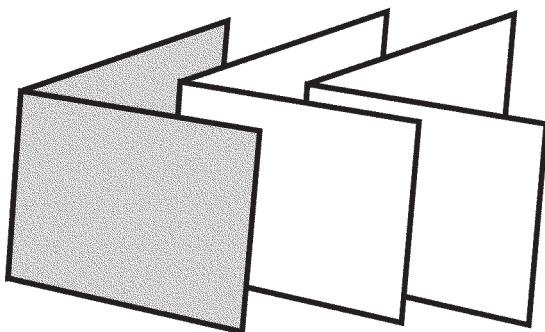
How to Make Our Dinosaur Book

Grade 1-2

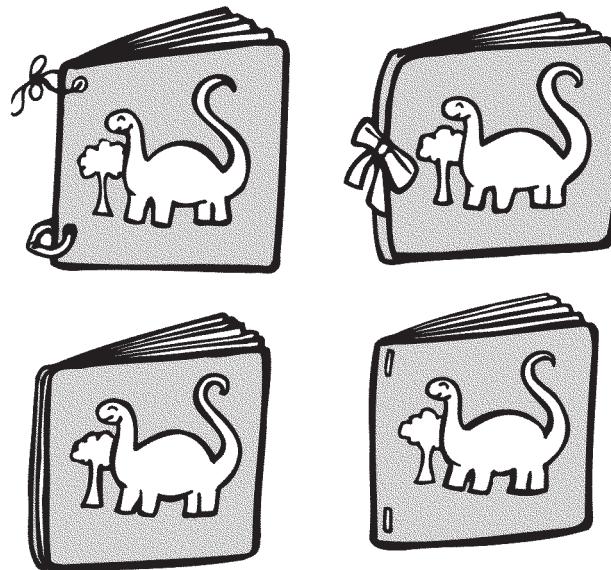
You Need: Cardboard, 4 or more sheets of paper, thread and needle, scissors, crayons, colored pencils, markers, or paint.

1. Fold cardboard in half; this will be the front and back covers of your book. You may also cut the two covers in a shape (see [Preschool-K Lesson 2](#) instructions)

2. Fold the plain papers in half, for as many pages as you want in your book. If you want to make a shape book, use the cover shape to trace over the pages after they are folded.



4. Slip the white pages into the inside of the cardboard cover.



5. Push down firmly on the fold and use one of the methods described in the Lesson to bind the edge.

LESSON PLAN

3

Skills: follow directions, classify, comprehension, reading and writing, letter before and after (alphabetical order)

Preparation: Copy alphabetical list of prehistoric creatures large enough for easy reading, one for each student.

Time needed: One 30-minute session for discussion and assignment; follow up sessions for research (internet and/or library) and then drawing time to create their alphabet picture.

Materials: white paper

Tip: Mention that there is at least one dinosaur name for each letter of the alphabet. (Ask: How many is that?)

Tip: You might want to stretch the work times for this lesson over a week or two. Attach a work schedule to the alphabetical list.

Resources: [An Alphabet of Dinosaurs](#) by Peter Dodson

Funsheets: Grade 1: Dinosaurs, [Language 1, 2](#); Grade 2: Dinosaurs, [Science 4](#)

The ABC's of Dinosaurs

Grade 1-2

Objective: Students should be able to access information about their assigned or chosen dinosaur in order to draw it, in color, along with the letter of the alphabet it starts with; become aware of the tremendous variety of dinosaurs.

Introduction: Talk about how there are probably more than one hundred different types of dinosaurs and other animals that lived at the same time. Pass out a list (next page) of over 100 names.

Procedure:

1. Talk about how amazing it is that there were so many different types of dinosaurs and that they each have such peculiar names! (Refer to [Lesson 1](#) about parts of names and their meanings.) Pick a few at random, write on the chalkboard and offer suggestions of what the parts might mean.
2. Ask students to pick one name from the list and write it on a piece of paper. When called on, students will tell the teacher which name they've chosen. He or she can then cross it off the list.
3. Inform students of the schedule for this assignment, so they can plan their library, internet, and drawing time (it could be printed at the bottom of the list). The students will need time to research and gather visual information about their prehistoric creature. Any problems should be reported now; teacher can offer further guidance or assign a new creature.
4. Reconvene with the group when its time to begin the drawings. Offer newsprint paper for sketches which can be changed or altered with teacher's input. Final will be done on white drawing paper. Drawings should include the name of the creature with the first letter accentuated.

Conclusion: Drawings should include references to size, where it lived, what it ate, etc. Bind all drawings into a book, in alphabetical order. Leave it in the learning center for all to see and access. Successful drawings will display the letter of the alphabet and a creature resembling the real one with features based on research.

Prehistoric Creatures

Grade 1-2

Acanthopholis	Homalocephale	Protoceratops
Acrocanthosaurus	Hypacrosaurus	Protohadros
Albertosaurus	Hypsilophodon	Psittacosaurus
Allosaurus	Hylaeosaurus	Pteranodon*
Amargasaurus	Ichthyosaurs*	Pterodactyls*
Anatotitan	Iguanodon	Pterosaurs*
Ankylosaurus	Janenschia	Quetzalcoatlus*
Apatosaurus	Kentrosaurus	Rhamphorhynchus*
Archaeopteryx*	Kronosaurus*	Riojasaurus
Archelon*	Lambeosaurus	Saltopus
Baryonyx	Lesothosaurus	Sauropelma
Brachiosaurus	Maiasaura	Scipionyx
Camarasaurus	Majungatholitis	Seismosaurus
Camptosaurus	Mamenchisaurus	Sinornithosaurus
Carcharodontosaurus	Massospondylus	Sinosauroptryx
Caudipteryx	Megalosaurus	Spinosaurus
Ceratosaurus	Megaraptor	Stegoceras
Chasmosaurus	Microvenator	Stegosaurus
Coelophysis	Minmi	Styracosaurus
Compsognathus	Monoclonius	Suchomimus
Corythosaurus	Montanoceratops	Supersaurus
Deinonychus	Mosasaurs*	Syntarsus
Dilophosaurus	Nothosaurs*	Triceratops
Diplodocus	Notoceratops	Tröodon
Dimetrodon*	Ornithomimus	Tyrannosaurus rex
Dimorphodon*	Ornitholestes	Ultrasauros
Dryosaurus	Othnielia	Unenlagia
Dsungaripterus*	Ouranosaurus	Utahraptor
Edmontosaurus	Oviraptor	Variraptor
Elasmosaurus*	Pachycephalosaurus	Velociraptor
Eoraptor	Parasaurolophus	Wannanosaurus
Euoplocephalus	Pentaceratops	Xiaosaurus
Gallimimus	Plateosaurus	Yangchuanosaurus
Giganotosaurus	Plesiosaurs*	Zigongosaurus
Heterodontosaurus	Protarchaeopteryx	

* Not officially dinosaur but lived in prehistoric times

LESSON PLAN**4**

Skills: comprehension, using the dictionary, synonym, guessing, creative writing

Preparation: Have dictionaries available for the students. Have a blank Big Book with a teacher-designed cover with type reading: *Why the Dinosaurs Disappeared*.

Resources: [What Ever Happened to Dinosaurs?](#) by Bernard Most, and [What Happened to the Dinosaurs?](#) by Franklyn Branley

Funsheets: Grade 2: Dinosaurs, [Language 1, 2](#)

Extinction or, Why the Dinosaurs Disappeared

Grade 1-2

Objective: To introduce the concept of extinction and guess what may have caused it.

Introduction: On an easel displayed in front of the class, as they enter, have a Big Book with the cover reading: *Why the Dinosaurs Disappeared*. Write the word *extinct* on the chalkboard. Have one student look it up in the dictionary and read the first definition out loud; then another student the next, etc.

Extinct means the same as *extinguished*, or *dead*, or *died out*. These words are synonyms. Talk about other words that have the same meanings.

Read: [What Ever Happened to Dinosaurs?](#) by Bernard Most or [What Happened to the Dinosaurs?](#) by Franklyn Branley (Two different books with similar titles.)

Procedure:

Ask How many dinosaurs exist today? Have you ever seen a real dinosaur? Talk about the authors' ideas and if you think they could be true.

Brainstorm some other ideas and write them on the board: What conditions and events could cause the dinosaurs to become extinct? Changes in climate? Too hot or cold and plants died, then plant eaters died? The meat eaters died? Was extinction caused by eruptions of large volcanoes? A comet hitting the earth? You might list ideas on the board as they are discussed.

At their desks, or at the [Dinosaur Learning Center](#) as an independent activity, students can write and illustrate a page for the Big Book that illustrates one possible cause of extinction.

Conclusion: When all of the pages are completed, have students read them in front of the class and encourage discussion, agreement or disagreement. Then show them how the pages will be bound into the Big Book and added to the [Dinosaur Learning Center](#).

Further possibilities: Talk about situations that exist on Earth today that cause changes in animal populations? Name some animals that have been close to extinction because of too many people, or too much development. Other topics: destruction of the rainforest, pollution, erosion, etc. Mention local issues currently in the news.

LESSON PLAN

5

Skills: identify objects that are different/the same, classify on the basis of one variable; count, sort and classify, the numbers 2 and 4, identify herbivore and carnivore (and omnivore)

Materials: [Fact Files](#), and a colored or manila folder for each student; butcher paper, markers, word cards for the new words introduced here

Time needed:
Sorting: 20 minutes
Making the Lists: 20 minutes
Discussion: 10 minutes

Resources: [Dinosaurs are Different](#) by Aliki; also see [Mighty Dinosaurs](#), by Judith Simpson, pp. 6–9.

Funsheets: Grade 1: Dinosaurs, [Science 1, 2](#)
Grade 2: Dinosaurs, [Math 10](#)

Herbivores vs. Carnivores

How Many Legs?

Grade 1-2

Objective: Students will become aware of the concept that some animals are meat eaters, and some are plant eaters, and that this is reflected in physical characteristics such as teeth, posture, hands and feet.

Introduction: While you've been looking at lots of pictures of dinosaurs in your reading, your [Fact Files](#), internet searches and research, you've probably noticed the many similarities and differences seen in dinosaurs. Some dinosaurs walked on two legs, some on four. Tell students that all dinosaurs walked fully erect, unlike modern reptiles. Dinosaurs are the only reptiles that walked like mammals.

Procedure:

1. Using their Fact Files, have students sort them into those that have two legs and those that have four legs. Then have volunteers name some of them and make a list on the board or on butcher paper (a future pictogram). One column will say two legs and one will say four legs.
The teacher will write the official names on the chart as dictated by the students.
2. Then introduce the idea that some dinosaurs eat only plants, and some dinosaurs eat only meat. Directly below, begin another chart labeled meat eaters and plant eaters. Classify the same animals in the same order, using a red circle for meat eaters, and a green circle for plant eaters.
3. Write the words herbivore and carnivore on the board. Say the words slowly. Using word cards, show how the word is made up of two parts, and what those parts mean. What does herb- bring to mind? Carn-? Have volunteers look the words up in the dictionary. What can we then guess about the teeth of these animals? If we look at our own teeth we can see that we have many kinds of shaped teeth for chewing different kinds of foods.
4. If students seem receptive and interested, introduce the concept and word *omnivore*, again, separating it into parts.

Conclusion: Ask students what they learn from the results of the charts. They should see that there is a direct correlation between the number of legs they have and the food they eat. All four-legged dinosaurs were herbivores, all carnivores were two-legged, although some herbivores were two-legged as well.

Ask for guesses as to why this is.

Preparation of Fact Files: **Make copies of the [Fact Files](#) from the Learning Page and pass them out clipped together to students. Let them arrange them in a colored pocket folder and put their names and the words Dinosaur Fact Files on the cover. They can also color and decorate the cover anyway they'd like. This could also be done at the very beginning of the Unit when you introduce the topic of Dinosaurs.

LESSON PLAN

6

Skills: following directions; understanding the process of fossilization, making a mold and mixing plaster

Preparation: Review [Preschool-K: Dinosaurs: Lesson Plan 6, Dinosaur Detectives](#). Teach that lesson or use it as an introduction.

Time needed:

Reading/discussion:
30 minutes
Studio time: 45 minutes

Materials: plaster of paris, styrofoam bowls, clean sand, objects to cast, plastic spoons or sticks to mix plaster, newspapers to cover the tables.

Preparing the Molds:

Each student receives two bowls, one for the mold and one for mixing the plaster. Have students write their name on the one that will be the mold. Then have two students deliver enough sand to each to cover the bottom of the bowl about 2" deep.

Resources: [Fossils Tell of Long Ago](#) by Aliki; [The Kids' Natural History Book: Making Dinos, Fossils, Mummies & Zulu Huts](#), by Judy Press.

Funsheets: Grade 2: Dinosaurs, [Science 1, 3](#)

Fossils

Grade 1-2

Objective: Students will know what fossils are and how paleontologists use them; they will have a better understanding where fossils are found and how they are uncovered.

Introduction: How do we know all that we know about dinosaurs today? (Fossils are evidence that plant and animal life existed on Earth many years ago, even though we can't see them today.) Show samples of fossils; could be plaster casts from a previous class, teacher-made, or purchases from a Gem and Mineral supplier. Fossils can be of three kinds: actual bones or teeth of animals; prints (impressions) such as footprints; or spaces and casts left in stone after the object has decayed away.

Read: [Fossils Tell of Long Ago](#) or one of the other books and then ask, How do you think dinosaurs turn into fossils? Other questions in context of the stories; any unfamiliar words should be written on the board. Then ask students if they'd like to make their own fossils to understand them better.

Procedure:

1. With the group together on the rug, briefly preview with them the process of making a fossil. Show them some of the objects that a paleontologist could find fossilized: bones (clean, dry chicken or turkey bones, large beef bones such as sold for dogs), leaves and ferns (better if dried and flat), shells of all types, maybe a sand dollar, feathers, also simple objects such as twigs, seed pods, buttons, plastic objects. If time, environment, and weather permit, students could gather these objects themselves.
2. Gather the students around your work table and demonstrate the process: push the object into the wet sand, being careful not to bury it. The top side of the object should come up out of the sand.
3. Mix the plaster; explain that it must be mixed by adding one part water to two parts plaster. If we use one cup of water, how much plaster will we need? (2 cups) For this project, we will need one cup of plaster. (1/2 cup water) Pour the plaster powder into the water and then mix. Immediately pour into the bowl and set it aside to harden.

Conclusion: Next day, have students pry out their fossils and brush off some of the sand. Students should be able to say that fossils are evidence that dinosaurs, and other plant and animal life, existed on Earth many years ago, even though we cannot see them today. Which kinds of fossils did you make?

Further possibilities: This activity takes preparation, and lots of student listening and cooperation. There are alternative methods of making fossil prints, including air-drying clay and plasticine. Roll out the clay slabs with a rolling pin and press the objects gently into the clay. Take it off the clay and let it dry. If plasticene is used the fossil print will not be permanent but will demonstrate the idea.

LESSON PLAN

7

Skills: guess, estimate, confirm, compare and make inferences, comprehension

Preparation: Copy the dinosaur print attached at 200% to create life-sized patterns. (Or use the Funsheet mentioned below for patterns, copied at 200%.) Gather other visual aids such as book illustrations or posters.

Time needed: Two 40-minute sessions, one or several days apart.

Materials: butcher paper to make patterns, writing materials for recordkeeping.

Tips: If going outside to get measurements, plan ahead with the school so your group doesn't interfere with other groups (lunch, recess, etc.). Also, try to coordinate the time with school buses being idle in the yard. Ask the drivers for their cooperation in measuring a school bus if possible.

Resources: [Bones, Bones, Dinosaur Bones](#) by Byron Barton, [Tyrannosaurus was a Beast: Dinosaur Poems](#), by Jack Prelutsky

Funsheet: Preschool: Dinosaurs, [Fundamentals 16](#)

Dinosaur Tracks

Grade 1-2

Objective: To help students grasp the reality of magnitude and scale of the dinosaurs; students will be able to estimate the length of objects based on knowing the size of one object.

Introduction: Show illustrations from books of dinosaur feet and the marks they might have made in the earth. Remember how paleontologists learn information about dinosaurs from studying the tracks that remain as fossils. They can sometimes estimate or make guesses about the dinosaur, such as if it was standing on two or four legs, ran quickly or slowly. Good guesses can be made from careful observations. Imagine your footprints left in the mud on a rainy day.

Read: [Bones, Bones, Dinosaur Bones](#) by Byron Barton

Procedure:

1. Have students cut out a dinosaur footprint from a large precut square of butcher paper, using the pattern if needed.
2. Then have them estimate how many of these footprints it would take to measure common objects in the classroom, school and around the school (chair, desk, blackboard, counter, width of classroom, hallway, car, bus, play area) and record them in their Dinosaur Books: desk = 3 footprints.
3. Then have them measure those objects using the cut-out as a ruler, and record those results.
4. Show them how to create a pictograph to compare the sizes of the various large objects, using a symbol of the footprint as the measuring icon (for example: 3 footprints = teacher's desk).

Conclusion: Compare the estimates with the actual measurements; see who came closest to the correct numbers.

Follow-Up Activity: When the lessons are finished, or as a separate activity, tape the dinosaur prints to the floor of the classroom after the students have left. Next day, when they first come into the classroom, say, "I am not sure what happened here, but it appears that somebody's been here overnight and left some very large footsteps. Let's play detective, pretend to be paleontologists, and write short poems about what happened here." Read some poems about dinosaurs (see title at left) to stimulate their creative writing.

Encourage whimsy and silliness and remind students that rhyming is not important. Again, any writing exercises can be written or pasted into their Dinosaur book. Poems can be performed by students in front of the class.

Dinosaur names, as well as the names of the periods in which they lived, are long, easy to alliterate, and can be very rhythmic words. You could also encourage students to make-up fantasy names.

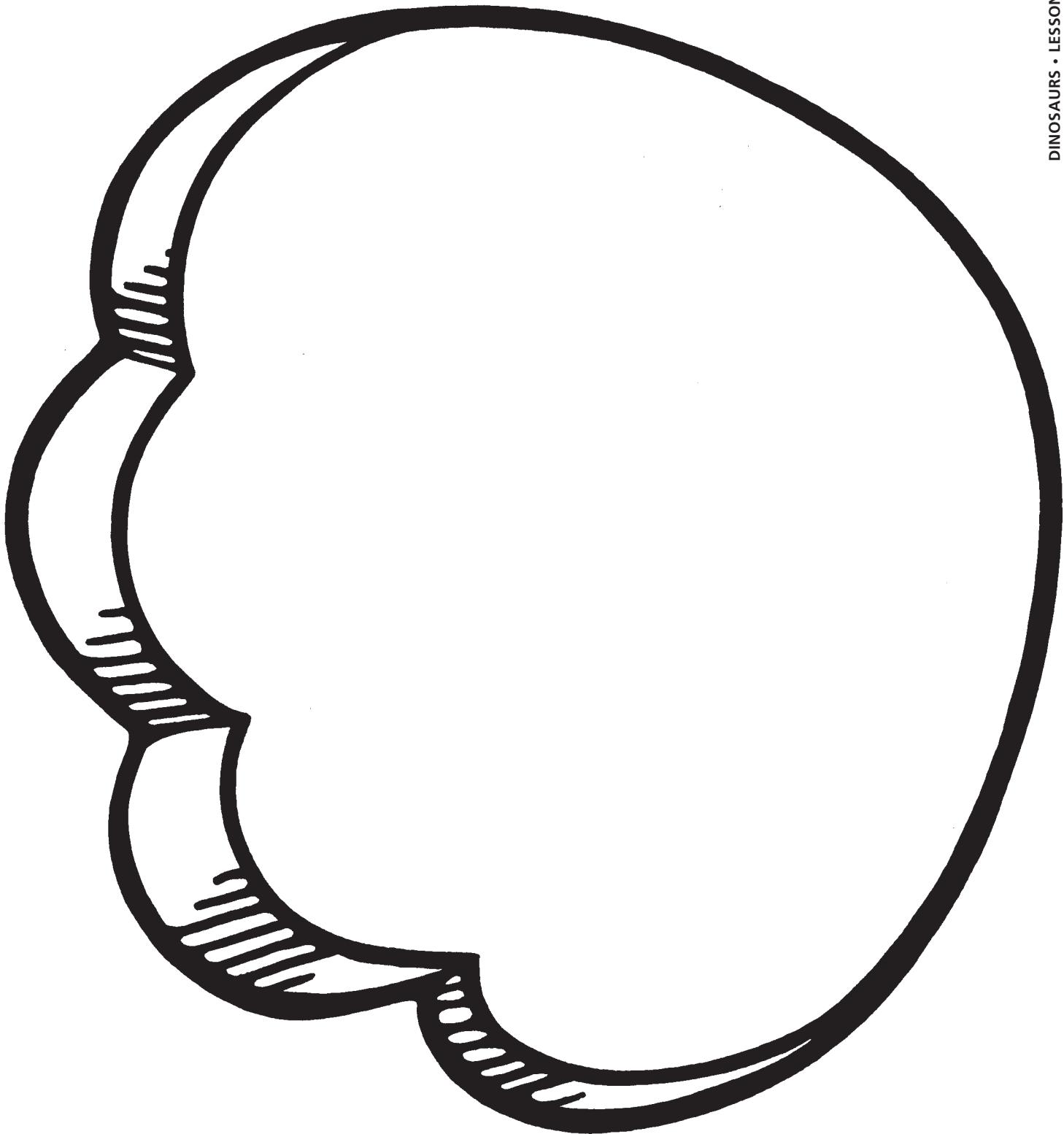
LESSON PLAN

7 (cont.)

PATTERN FOR DINOSAUR FOOTPRINTS

Grade 1-2

Enlarge at 200%



LESSON PLAN 8

Skills: seeing a part of a whole; understanding differentiation in body parts

Preparation: Copy the attached dinosaur details illustrating the features mentioned at the right; enlarge them so they can be handled and held to be shown to the whole class.

Time needed: One 40-minute class session

Materials: white butcher paper, drawing materials, drawing paper for the students

Special Dinosaur Body Parts

Grade 1-2

Objective: Students will recognize and describe body parts of dinosaur that have special uses: defense, survival, hunting, food gathering, and protection, etc.

Introduction: Talk about how we have tools that we use for specific tasks, and how man has developed tools for protection, eating, locomotion that are extensions of our own hands and legs.

Show large pictures of several different dinosaurs with obvious body parts (claws, teeth, frills, horns, body heads, tails, tail spikes, clubs). Talk about how nature endowed them with these features and how they benefit the survival of the animals. Hand out enlarged copies of the cut outs on the following page.

Procedure:

Have students draw imaginary dinosaurs, adding these features, either interacting together, procuring food, or roaming the landscape.

Conclusion: Hang the work on the bulletin board, and gather the group the next day to view and critique each other's work.

Follow-Up Activity: Pin the [Scales] on the Dinosaur! This lesson could be extended into a game such as *Pin the Tail on the Donkey*. Create a large outlined "generic" dinosaur body and have students stick on the various specialized body extensions. Remind them that this is make-believe and they are inventing a new kind of dinosaur!

The students could then take turns coming to the front of the room with a pointer and describing the specialized features and what they might be used for.

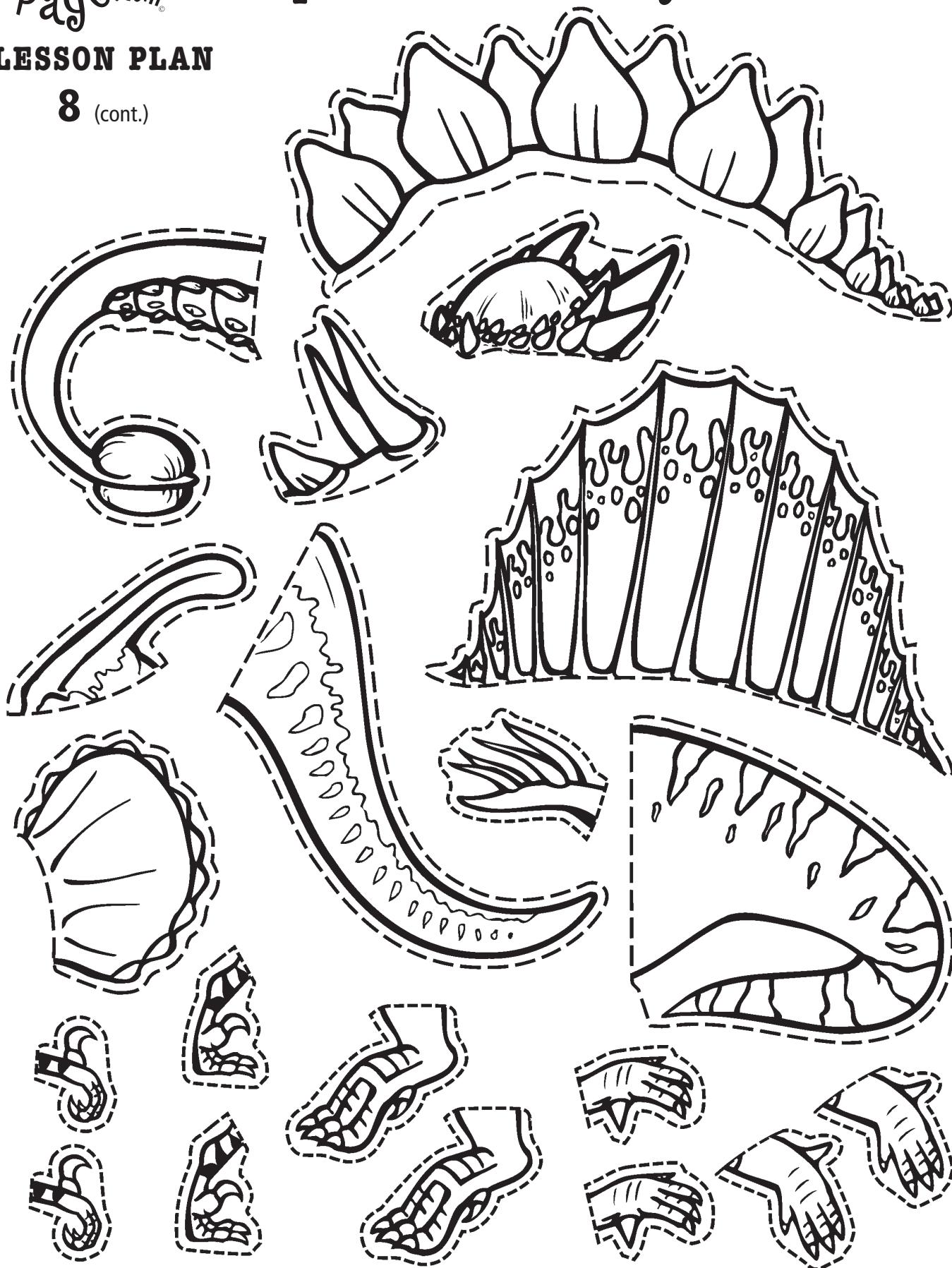
Finally, students could make up an imaginary name for their creature (using the sounds, prefixes, suffixes and nomenclature of the dinosaurs they have already studied), and write it on a piece of paper. Next day, have students put their imaginary names on a folded piece of paper in a box labeled Name the Dinosaur! Read each one aloud to the class and vote on the catchiest name.

LESSON PLAN

8 (cont.)

Special Dinosaur Body Parts

Grade 1-2



LESSON PLAN 9

Skills: drawing, shapes, counting and sorting

Preparation: Prepare several of each cardboard patterns of the basic shapes. Copy and enlarge any of the Cut Outs featured on the Learning Page website to use as models to follow. On the following page are suggested drawings for four of those creatures. Use them as guides for your demonstration.

Time needed:
30–45 minutes

Materials: basic drawing materials such as pencils, colored pencils, crayons, and paper.

Tips: This drawing exercise can be used in any unit of study and helps students gain confidence in their drawing abilities. It simplifies what at first may seem complicated and overwhelming to beginning artists.

Draw a Dinosaur

Grade 1–2

Objective: Students will be able to draw a dinosaur using simple shapes, then count and sort the shapes.

Introduction: Students are probably familiar with and comfortable drawing simple shapes such as circle, square, rectangle, oval, triangle and diamond. Using these shapes (free drawn or traced from cardboard patterns) they can easily draw a dinosaur.

Show samples of previous student drawings (or teacher-produced facsimiles) done with this method. Ask the group to observe them and how they may have been created. Tell students that today they will make drawings like these, using simple shapes.

Remind students that because no one has ever seen a dinosaur, all illustrations of them are imaginary, based on the information scientists have collected. So encourage them to use their imaginations!

Procedure:

1. Begin the demonstration by displaying a finished drawing or an enlarged [Fact File](#) dinosaur, and by gathering your supplies.
2. Using the guides on the next page, which correspond to the Fact Files line drawings, flesh out the body of the dinosaur using geometric shapes. Encourage a loose line, and emphasize that shapes will overlap.
3. After the main body of the dinosaur is down on paper, show how they can add the outside/edge details, such as nose, tail, frill, scales, horns, using simple shapes. Have copies of [Lesson 8](#) handy; *Special Dinosaur Body Parts*.
4. Give students time to work. When drawings are finished, have students color them and add backgrounds if desired.
5. As a follow up, ask students to count the various shapes they used and write a legend at the bottom of their drawing. Circles—5; triangles—8; Ovals—6, etc.
6. Display the drawings on a special bulletin board.

Conclusion: When looking at and talking about the drawings, focus on the use of the shapes rather than the accuracy of the anatomy. Students at this age will have very little proficiency in accurate realistic drawing, and this method should encourage them as it is sort of a trick, or shortcut, to learning how to draw complex figures.

LESSON PLAN

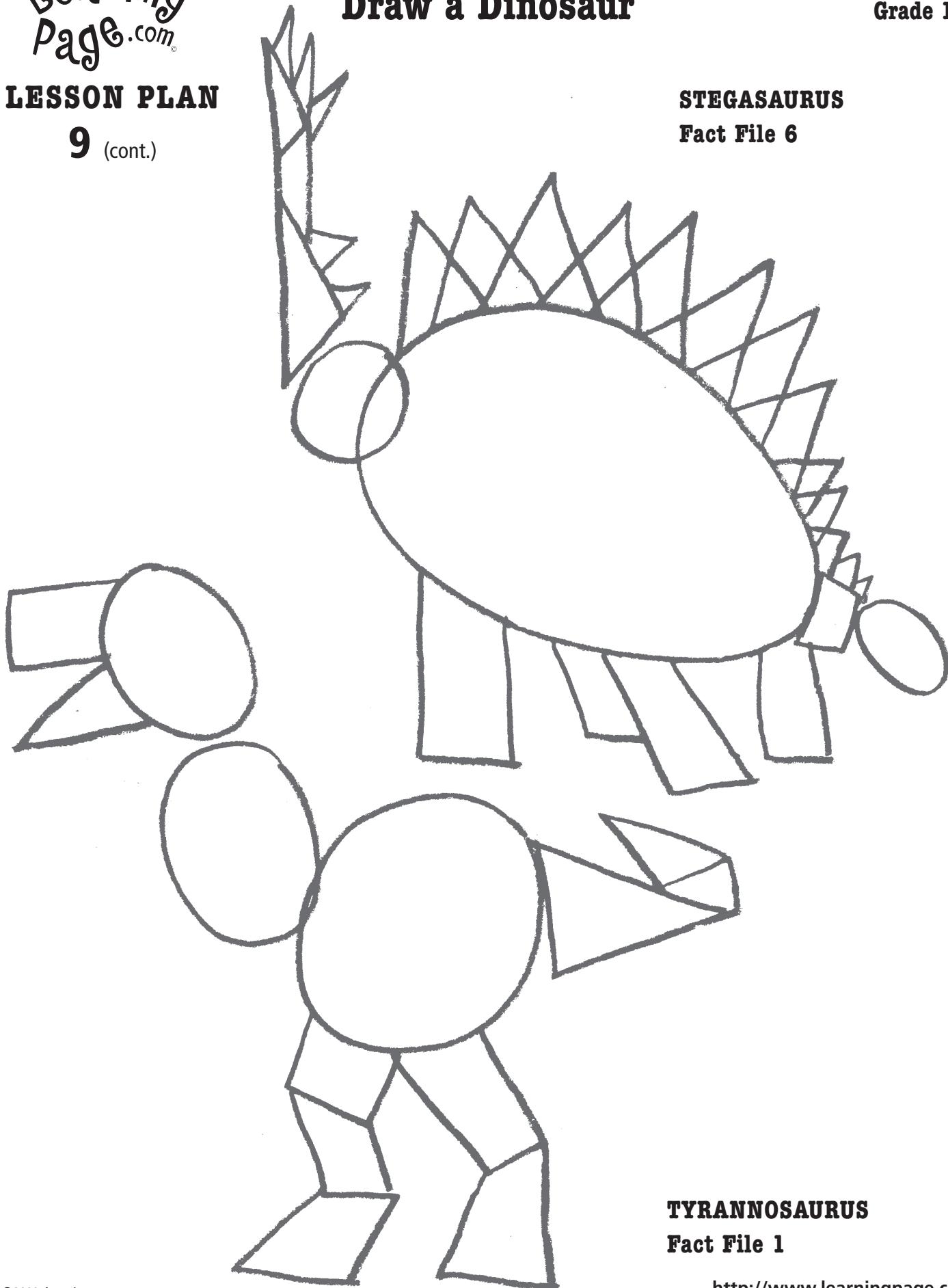
9 (cont.)

Draw a Dinosaur

Grade 1-2

STEGASAURUS

Fact File 6



TYRANNOSAURUS

Fact File 1

LESSON PLAN

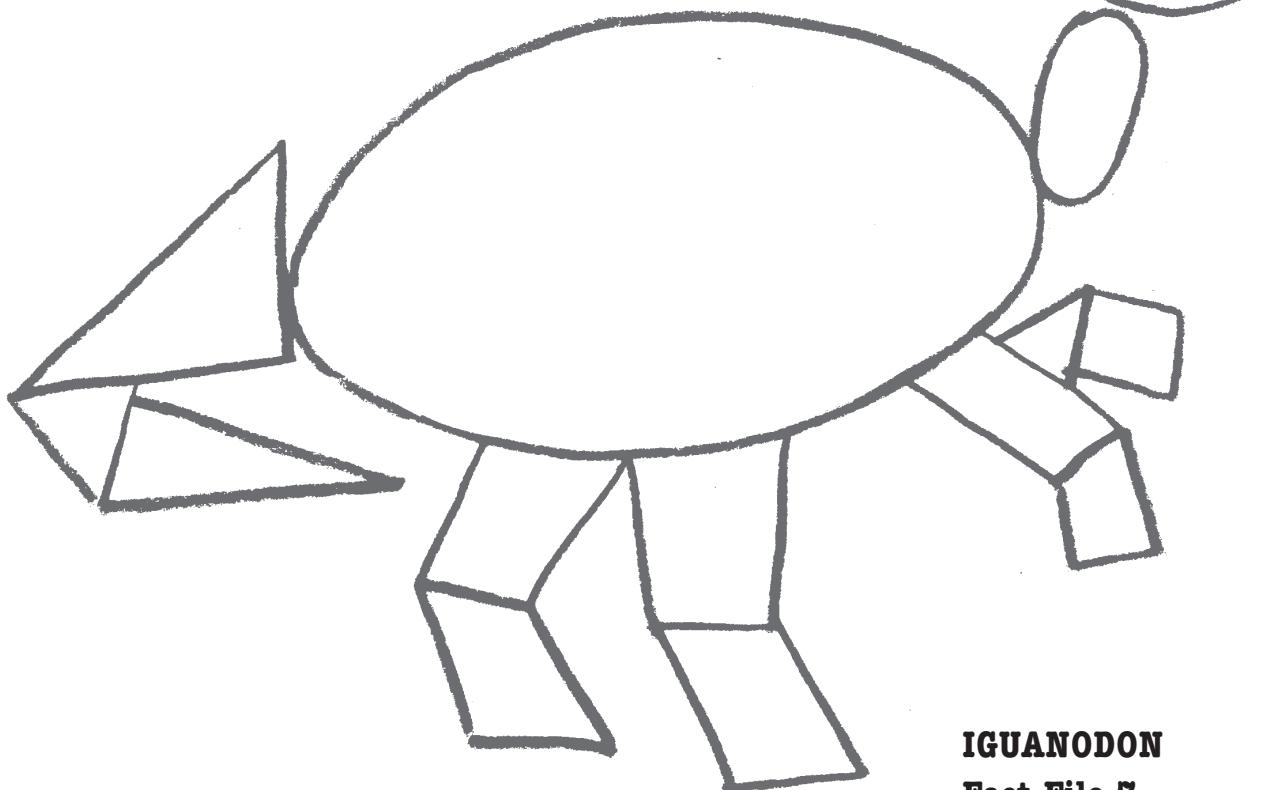
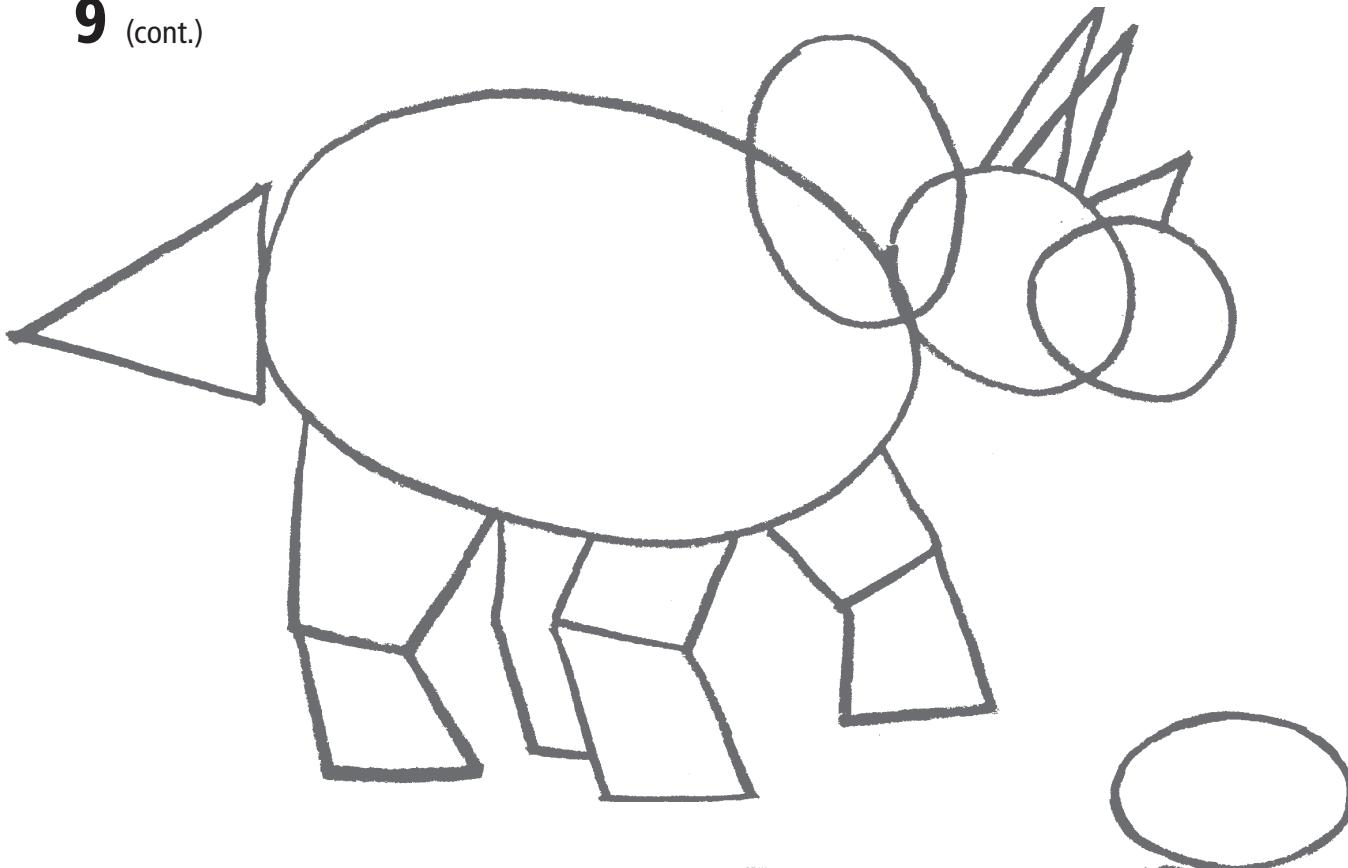
9 (cont.)

Draw a Dinosaur

Grade 1-2

TRICERAPTUS

Fact File 2



IGUANODON

Fact File 7

<http://www.learningpage.com>

LESSON PLAN

10

Skills: role-playing, guessing, recall and comprehension

Preparation: Choose 4 or 5 creatures for each sitting of role-playing. Use Grade 2, Dinosaurs, [Science 2](#) for a sample of a "script." Or copy the attached cards to use as scripts. The data is taken directly from the [Fact Files](#).

Be a Dinosaur!

Grade 1-2

Objective: Students will get a good understanding of the physical attributes and characteristics of different dinosaurs.

Introduction: Briefly explain the activity to the entire group: once a week or so during the time of the Unit, a few students will act out being a dinosaur in front of the class, giving bits of information until the rest of the class can guess who he or she "is."

Procedure:

1. Ask for volunteers. Give each student in the acting group a copy of the fact sheet to look over and a sample script. Give them a minute to get in character.
2. Introduce each act by saying that the actor will take on the role of the creature. They should use body language, posture, walking, arm and leg movements to imitate their creature.
3. Then they will give one clue at a time: I weigh _____ I am _____ feet tall. My name means _____ I have (how many) _____ pointed teeth (fill in the blank from the [Fact File](#)).
4. Students should guess the identity of the actor. If they can't, the student can provide it, and review the facts again.

Conclusion: This activity might feel awkward at first but later sessions will work more smoothly, as children see how the process works. They will then look forward to their turn to be the actor and maybe even volunteer to portray a dinosaur.

Further possibilities: Have students "adopt" their dinosaur and add facts to the script as the unit progresses. Have them write a short poem about the dinosaur, having fun with trying to find words that rhyme.

My name means tyrant lizard. I am a carnivore.

My food is animals [vertebrates]. I eat meat.

I have 60 teeth in very strong jaws. My teeth are saw-edged and pointed.

I am 20 feet tall [or, I am 6 meters tall]. I walk on two legs.

I am 39 feet long [or, I am 12 meters long].

I weigh 7,000 kilograms [or, I weigh 15,500 pounds].

I lived in the Cretaceous era.

Triceratops

My name means three-horned face.

I am a plant eater [or, I am a herbivore]. I eat palm tree leaves.

I am 30 feet long [or, I am 9 meters long]. I have shearing teeth. I

have a horny beak. I walk on four legs.

I am 3 meters tall [or, I am 10 feet tall]. I lived in the Cretaceous era.

I weigh 6,000 kilograms [or, I weigh 13,300 pounds].

I use my pointed horns for defense against enemies such as Tyrannosaurus.

Triceratops

My name means different reptile.

I am a meat eater [or, I am a carnivore].

I am 39 feet long [or, I am 12 meters long]. I eat Stegosaurus and Diplodocus.

My teeth are dagger-like with serrated edges. I walk on two legs.

I am 4.5 meters tall [or, I am 15 feet tall]. I lived in the Jurassic period.

I weigh 2,000 kilograms [or, I weigh 4,400 pounds].

My very large teeth curve backwards to prevent prey from escaping.

Allosaurus

LESSON PLAN

11

Skills: arithmetic (simple fractions), following directions, measuring (recipes) decorating

Preparation: Have an area set up with room for all students to see and participate. Floor protection may be necessary. Have all the ingredients available and measured.

Time needed: Organizing equipment and shopping for ingredients: 1 hour
 Assembling ingredients: 40 minutes
 Cutting out shapes: 30 minutes
 Baking: 10–12 minutes at 375°

Materials: aprons, a large version of recipe lettered onto butcher paper on the board or easel, waxed paper, kitchen equipment, prepared colored icings

Tip: Be sure students understand classroom rules about good conduct, sharing, listening, etc.

Tip: One group could be responsible for measuring the spices.

Funsheets: Grade 2: Dinosaurs, [Math 7](#)

★ ADVANCED ACTIVITY

Gingerbread Dinosaurs

Grade 1–2

Objective: A fun treat to celebrate dinosaurs; serve them at your Dinosaur Party! Plan ahead with your school to use the kitchen facilities, or prepare the batter and cookies in the classroom, baking them after hours.

Introduction: Another use for your dinosaur [Cut Outs!](#) Or, use the attached patterns. You could also use the footprint shape from [Lesson 7](#). Review the ingredients from the recipe and the measurement tools. Explain the procedure and the steps of the recipe.

Procedure: Follow the recipe below asking for assistance at each step. (mixing butter and sugar, measuring flour and spices, adding flour mixture to butter, etc.) After the dough is mixed it can be divided up between pairs of students to knead with (clean!) hands, roll out, cut out patterns with a butter knife, a sharp knife is not needed. Have a cooled cookie sheet ready for each group. Before peeling off the pattern, let students trace the inside details with a toothpick along the black lines; these will serve as guidelines for icing-painting. If the oven is nearby, preheat it to 375°. If you will be baking them after the class, wait until later to light oven.

Conclusion: Let gingerbread dinos cool overnight. Premake icings or use prepared icings thinned out for use on a brush. Make sure students know this is meant to be fun. Don't be too worried that your dinosaurs will soon be extinct!

Recipe: Makes 6 gingerbread dinosaurs; or use your own recipe, or a prepackaged mix for simplicity. Take the opportunity to talk about measuring the liquids.

Gingerbread Dinosaurs

1/2 cup (1 stick) of butter or margarine
 at room temperature

1/2 cup brown sugar

1/2 cup molasses

2-1/2 cups all-purpose flour

1/2 tsp ground ginger

1/4 tsp ground cinnamon

1/8 teaspoon ground nutmeg

1/8 teaspoon ground cloves

1/4 teaspoon salt

1/2 teaspoon baking soda

1. Cut out the paper cookie patterns.

2. To make the dough: Put the butter and the brown sugar into a big bowl and mix them until light and creamy. Then add the molasses and mix until well blended.

3. In another bowl, sift flower, spices, salt, and baking soda.

4. Add the sifted flour mixture slowly (1/2 cup at a time) to the butter/sugar mixture. It will be a crumbly mixture.

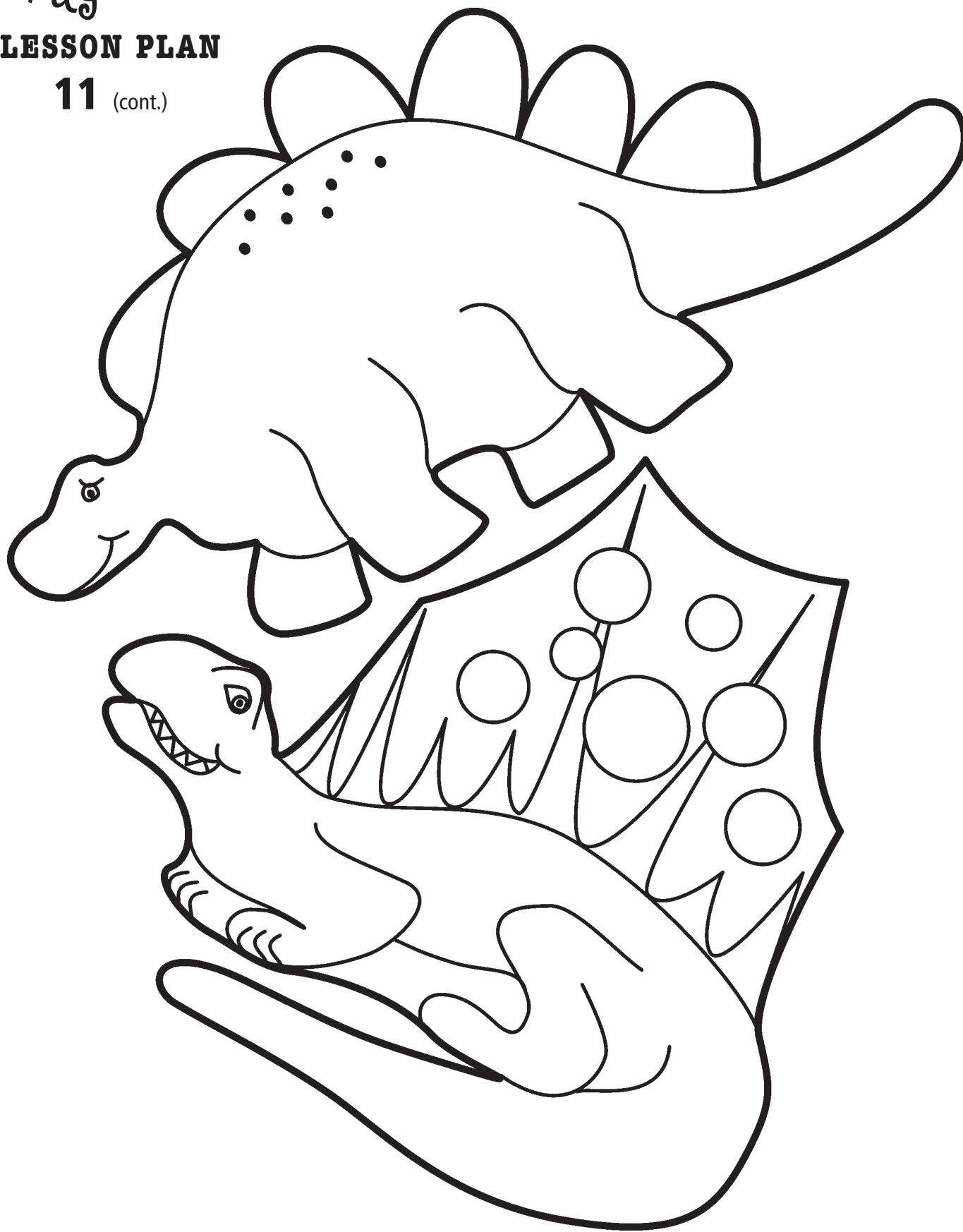
5. Divide the dough between pairs of students to knead, and roll out with a floured rolling pin.

6. Place cookie pattern on top and cut. The excess dough that is cut away can be rerolled out for the next dino. (Waxed paper can be used to hold them if there is a shortage of cookie sheets). Use toothpick to mark in details.

7. Carefully peel off pattern, and bake for 10–12 minutes. Cut more while first batch is in the oven. Wait until cookies have cooled before decorating with icing.

LESSON PLAN

11 (cont.)



LESSON PLAN**12****Skills:** paper engineering,
planning an event**Preparation:** Use a talking/ planning stage to set a date and decide what to make for the party. Give the students plenty of possibilities but narrow them down to a few.**Time needed:** Variable; you'll need a planning session (30 minutes) time to make dinosaur gingerbread (see previous activity), and an art class session to make decorations.**Materials:** construction paper, drawing paper, scissors, pencils and other drawing materials**★ ADVANCED ACTIVITY****Plan a Dinosaur Party!****Grade 1-2**

Objective: Children are fascinated by dinosaurs and other prehistoric creatures! Use the occasion of completing the Unit to have a Dinorific Prehistoric Celebration or let the children carry off the theme idea for a birthday party at home.

Introduction: Brainstorm with students for ideas on what to do for this party. Remind them to make use of the [Cut Outs](#) and patterns provided on the Learning Page to create invitations, party decorations, cake decorations, hats, placemats, and masks.

Procedure: Make a list on the board of the various tasks to be done (invitations, decorations, entertainment, etc.) and have students volunteer. Each group can then meet and begin their chosen jobs.

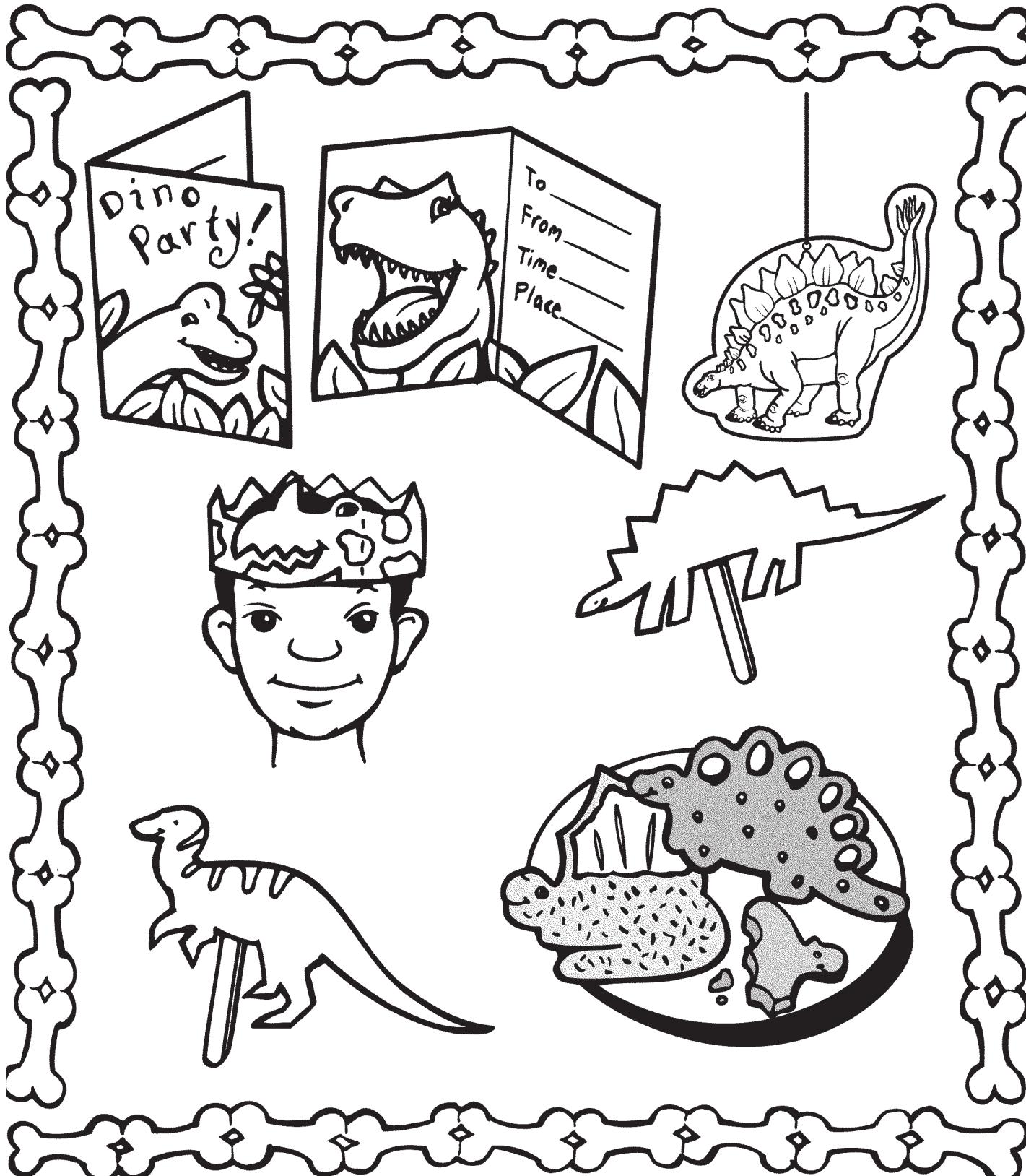
The day of the party, give the students plenty of time to prepare the refreshments and get the room ready.

During the party there could be games (pin the tooth on the Tyrannosaurus, see [Preschool-K Lesson 11](#), and students could vote for their favorite creature.

Tips: The invitations could be sent to parents and younger siblings. Be sure to have all the artwork and projects displayed and plan at least one type of reading of children's work: perhaps a poem or the role-playing exercise. Have the Dinosaur book journals displayed in the [Dinosaur Learning Center](#).

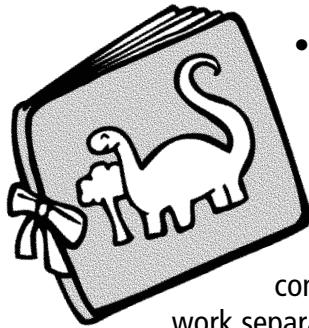
LESSON PLAN

12 (cont.)

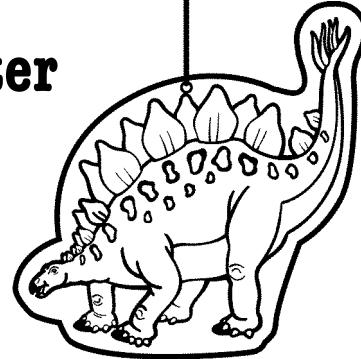
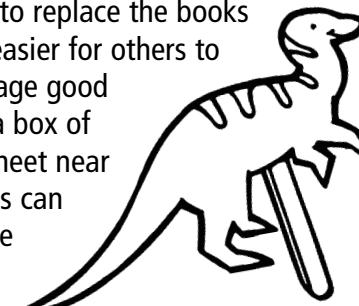


Setting Up a DINOSAUR Learning Center

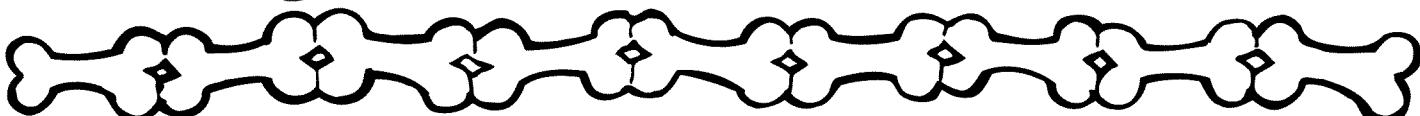
The Dinosaur Learning Center is an inviting and stimulating special interest annex that enriches the classroom work in the Unit. It should be available to students at all times as they work on lessons or independent projects that you assign or that they initiate. Add your own ideas to the following list of suggestions and add to it as the Unit progresses. Keep a record for yourself of its contents to use in upcoming years.



- **Begin** gathering your ideas for putting together a special interest center in your classroom a few weeks before beginning the Unit on Dinosaurs.
- **Choose** a site that is convenient for a few students to work separately from the rest of the class. Set up a table top large enough for displays and a work area. A bulletin board along the wall is good, as are shelves for displaying books, artifacts, etc. Have storage boxes with lids on the floor for files, magazine articles, etc. (these could be permanent storage places for you). Place round bins under the table for toys, counters or games.
- **Make** a big sign or poster announcing the topic, perhaps with a catchy name. You could also hang banners saying Book Making, Supplies, Art Materials, Books, to liven up the area.
- **Contact** your school and local city librarians to let them know that you will be beginning a Dinosaur Unit soon; ask them to begin gathering both non-fiction and picture books and reserving them for you.
- **Arrange** the books on a shelf separated into fiction and nonfiction titles and in alphabetical order by author. Ask students to replace the books correctly to make it easier for others to find them. To encourage good library habits, leave a box of cards or a sign-out sheet near the books so students can check them out of the classroom.



- **Provide** games and simple jigsaw puzzles featuring dinosaurs, plastic toys and models of dinosaurs, and counters or manipulatives in the shape of dinosaurs.
- **Arrange** shelves and bins so they are accessible to all of the students.
- **Hang** interesting lightweight objects from the ceiling, if possible, such as a stuffed dinosaur mobile made in a previous year, or that you made as samples.
- **Have** boxes for art supplies, horizontal stacking file bins for papers and materials to make books, and a place for instruction sheets and independent assignment suggestions. Use large coffee cans (all sharp edges removed, covered with contact paper) to store tools needed for activities such as scissors, pencils, rulers, and glue.
- **Show** reduced samples of the Learning Page Fact Files on the bulletin board, pasted on colored construction paper and fanned out. Post maps, student artwork and other eye-catching materials to make the Center more inviting. Be creative!
- **Display tools of the trade:** magnifying glasses, brushes, measuring devices, display cases, small hammers, picks, tweezers, etc., and small notebook for recordkeeping.
- **Involve** the parents. Send a note home asking for suggestions and the loan of items related to dinosaurs, fossils or paleontology. (Be sure items are labeled and returned at the end of the Unit.) Perhaps a parent has expertise in the field or knows someone with expertise who can come in and talk to the class.



Name _____

Tyrannosaurus

(tie-RAN-oh-saw-russ)

Meaning: tyrant lizard

Length: 12 meters (39 feet)

Height: 6 meters (20 feet)

Weight: 7,000 kilograms
(15,500 pounds)

Type of feeder: meat eater (carnivore)

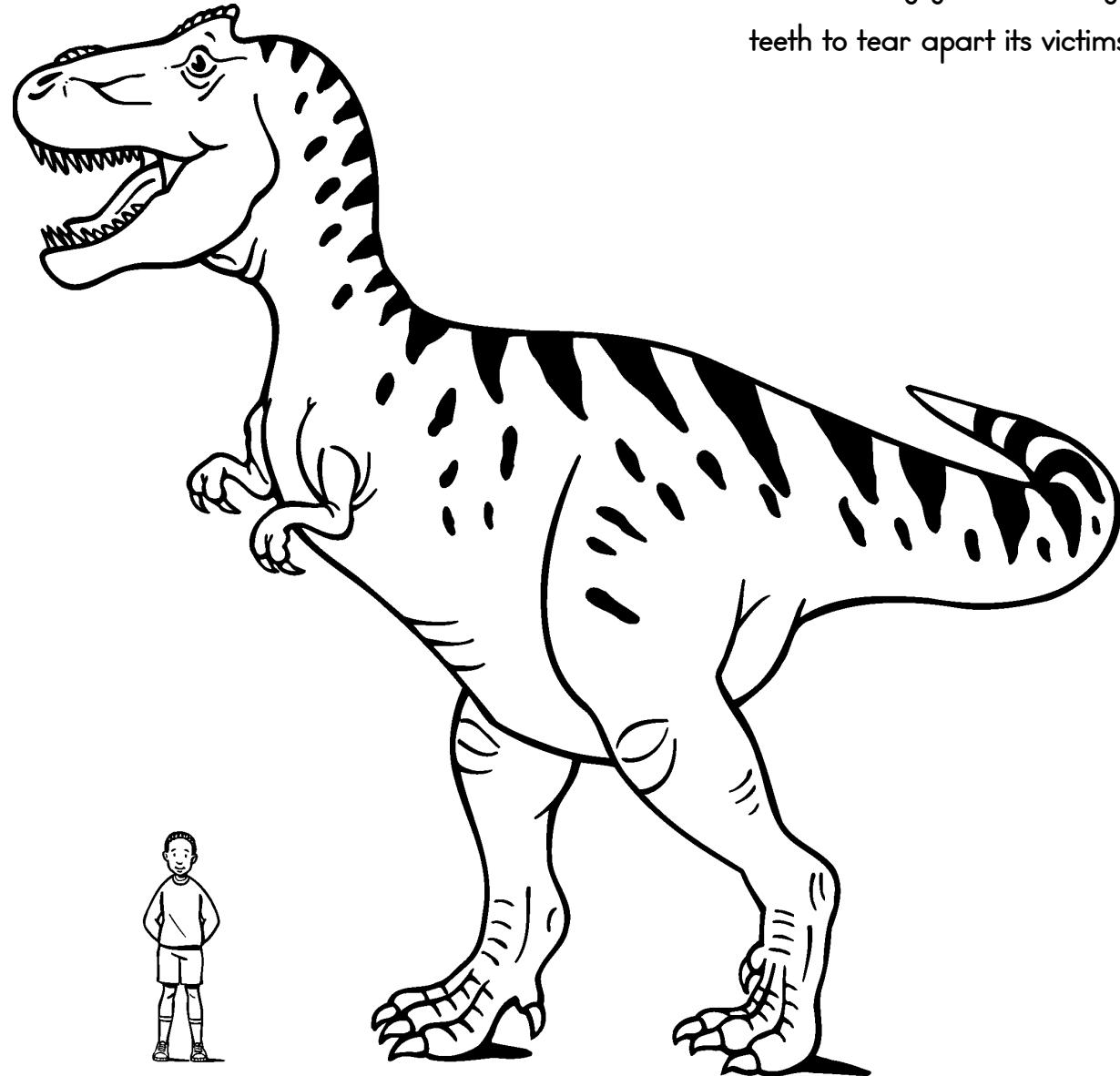
Teeth: 60 saw-edged, pointed teeth

Food: animals (vertebrates)

How it walked: walked on two legs

Period: Cretaceous

Other facts: It had strong jaws and large teeth to tear apart its victims.



Name _____

Triceratops

(try-SER-a-tops)

Meaning: three-horned face

Length: 9 meters (30 feet)

Height: 3 meters (10 feet)

Weight: 6,000 kilograms
(13,300 pounds)

Type of feeder: plant eater (herbivore)

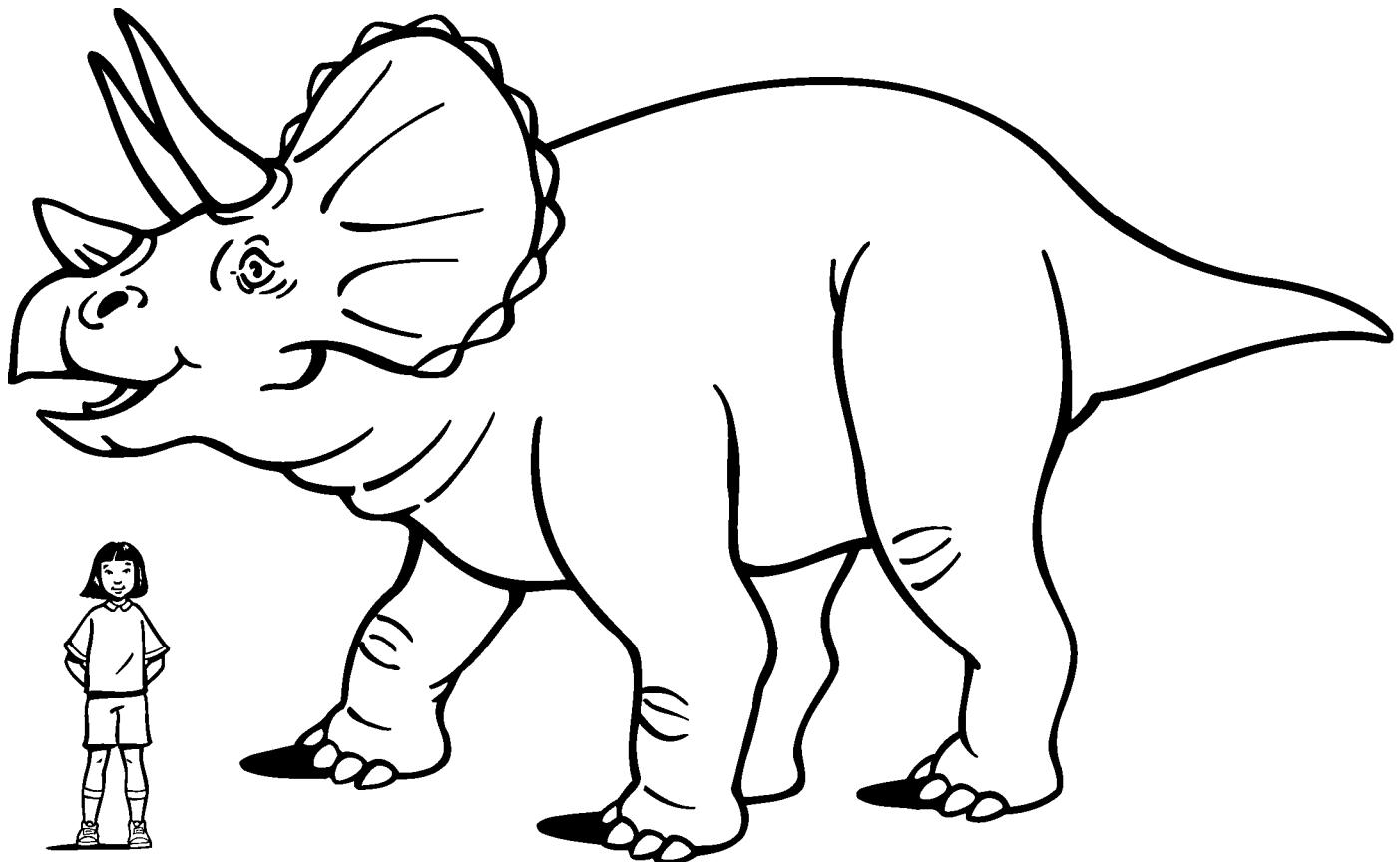
Teeth: shearing teeth and horny beak

Food: palm tree leaves

How it walked: walked on four legs

Period: Cretaceous

Other facts: It used its pointed horns for defense against enemies like Tyrannosaurus.



Name _____

Allosaurus

(Al-oh-saw-russ)

Meaning: different reptile

Length: 12 meters (39 feet)

Height: 4.5 meters (15 feet)

Weight: 2,000 kilograms
(4,400 pounds)

Type of feeder: meat eater (carnivore)

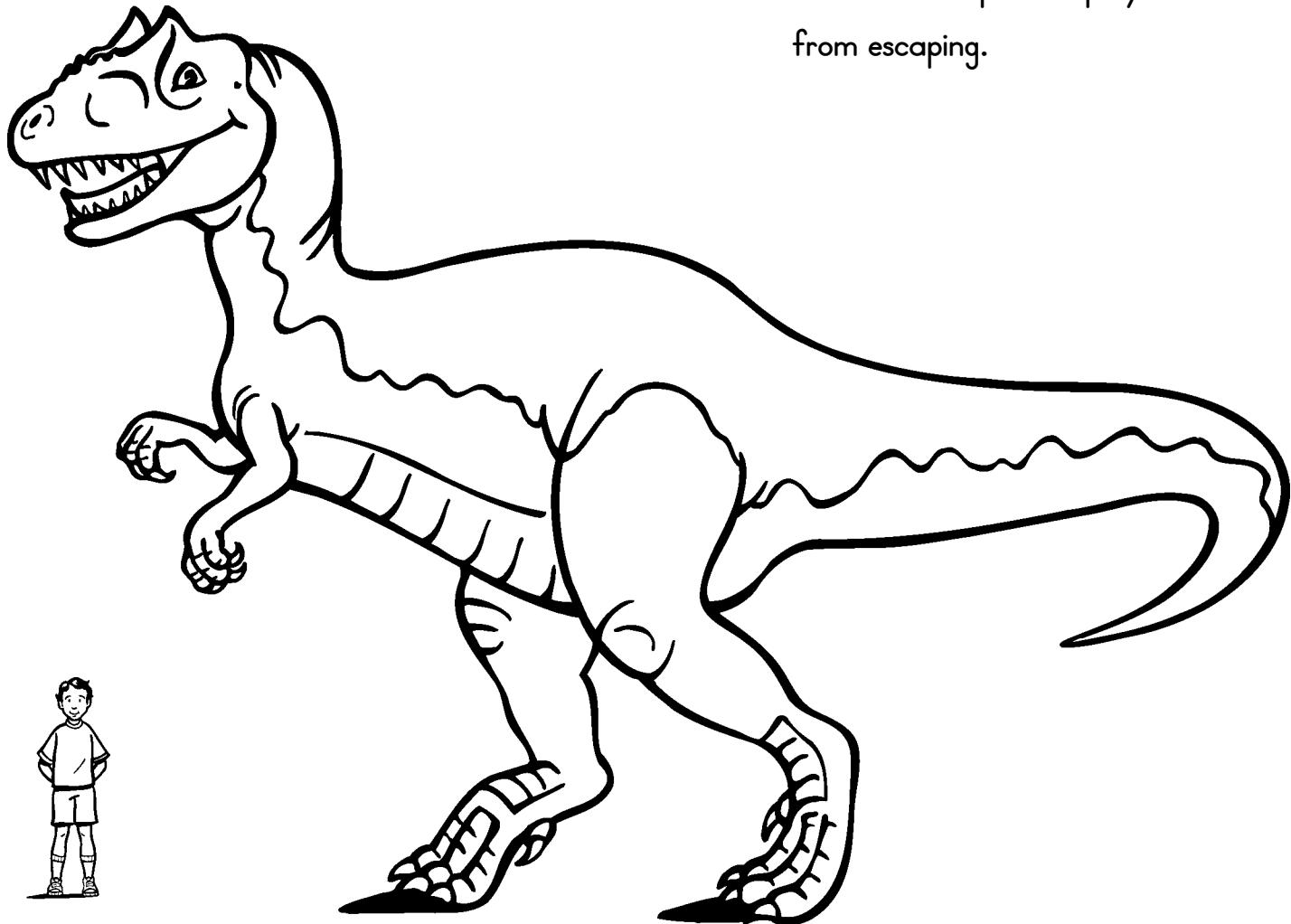
Teeth: dagger-like teeth with serrated edges

Food: Stegosaurus, Diplodocus

How it walked: walked on two legs

Period: Jurassic

Other facts: Its very large teeth curved
backwards to prevent prey
from escaping.



Name _____

Coelophysis

(see-LOH-phiss-iss)

Meaning: hollow form

Length: 3 meters (9 feet)

Height: 2.5 meters (8 feet)

Weight: 22 kilograms (50 pounds)

Type of feeder: meat eater (carnivore)

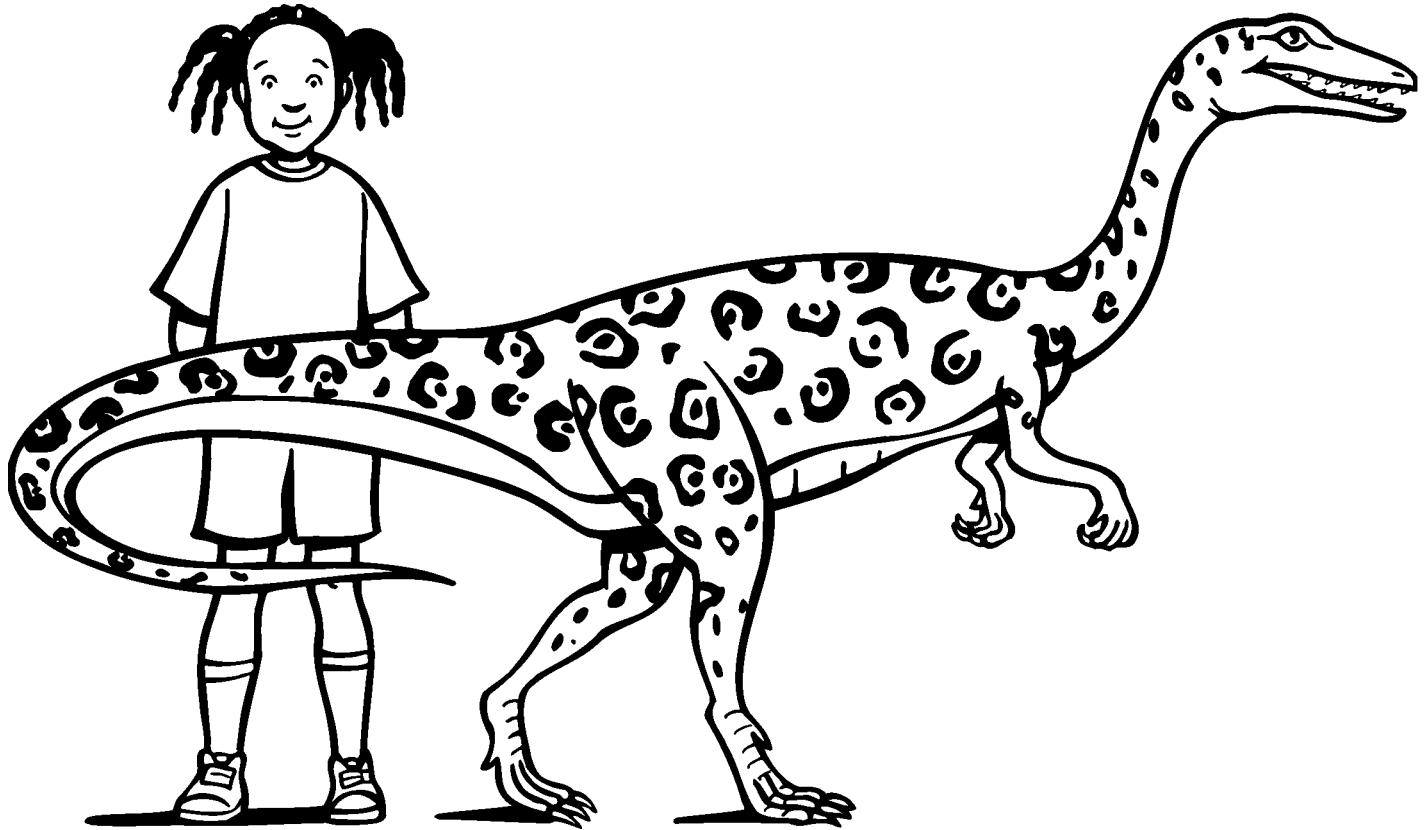
Teeth: small, sharp teeth

Food: small animals

How it walked: walked on two legs

Period: Triassic

Other facts: One of the earliest known
dinosaurs.



Pterodactylus

(ter-oh-DACK-tih-luss)

Pterodactylus was not a dinosaur. It was a flying reptile that lived at the same time as many of the dinosaurs.

Meaning: winged fingers

Type of feeder: meat eater (carnivore)

Wingspan: 75 centimeters (30 inches)

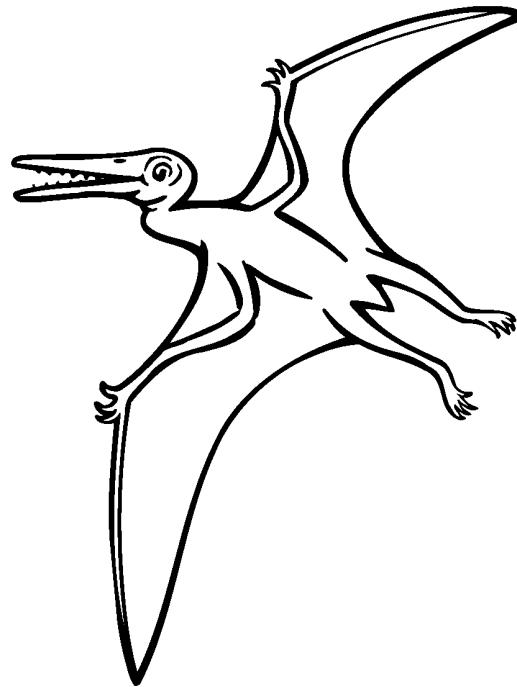
Teeth: small, sharp teeth

How it walked: birdlike, on two legs

Food: fish and insects

Period: Jurassic

Other facts: *Pterodactylus* was very light with hollow bones. It had a large brain and good eyesight. It lived on lakeshores.



Name _____

Stegosaurus

(steg-oh-SAW-russ)

Meaning: covered lizard

Length: 9 meters (30 feet)

Height: 2.75 meters (9 feet)

Weight: 1,400 kilograms
(3,000 pounds)

Type of feeder: plant eater (herbivore)

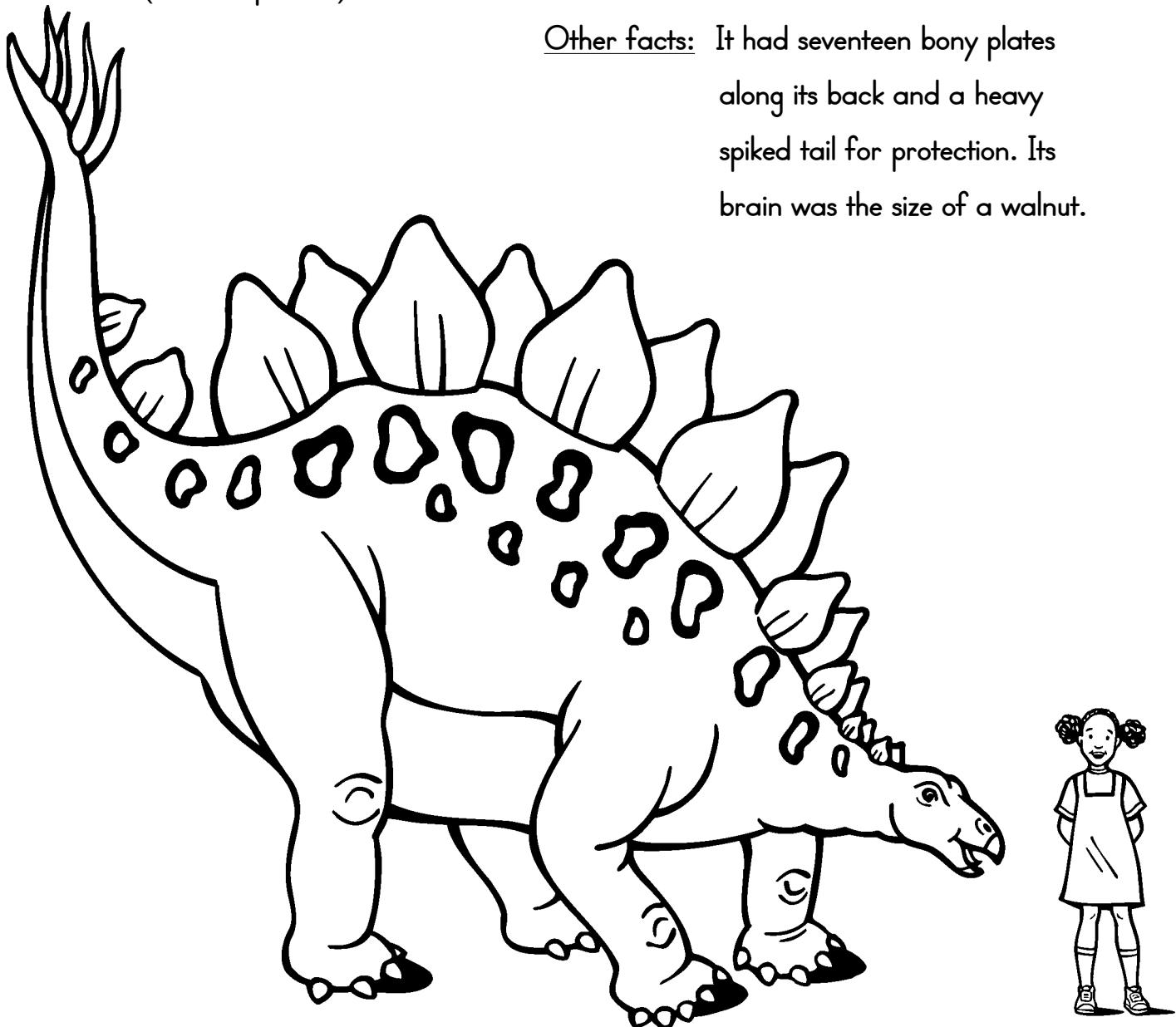
Teeth: small cheek teeth, a toothless beak

Food: leaves and plants

How it walked: walked on four legs

Period: Jurassic

Other facts: It had seventeen bony plates along its back and a heavy spiked tail for protection. Its brain was the size of a walnut.



Name _____

Iguanodon

(ig-WAN-oh-don)

Meaning: iguana tooth

Length: 9 meters (30 feet)

Height: 5 meters (16 feet)

Weight: 4,500 kilograms
(10,000 pounds)

Type of feeder: plant eater (herbivore)

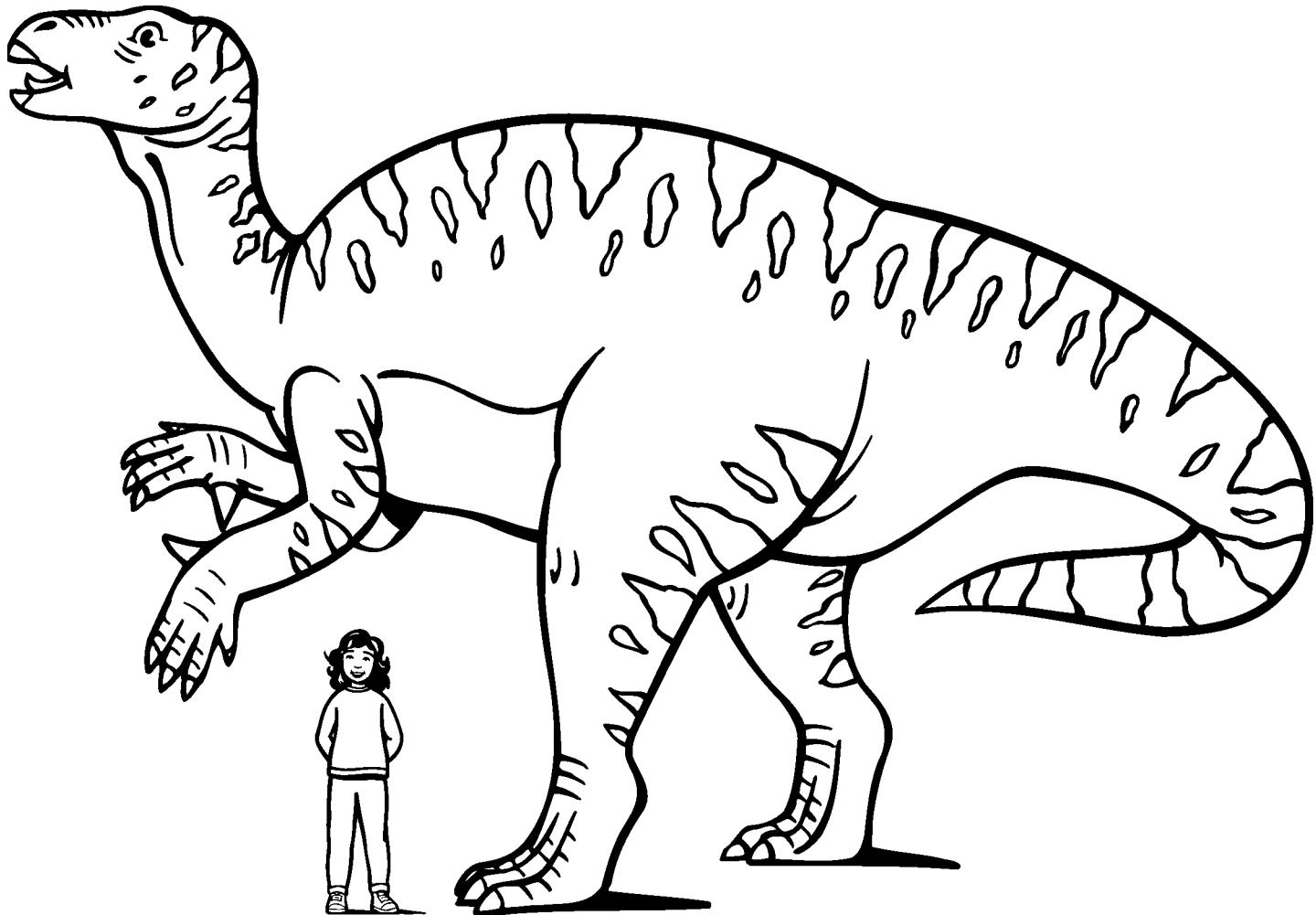
Teeth: small cheek teeth, a toothless beak

Food: plants, ferns

How it walked: walked on four legs, could also walk on two legs to reach higher vegetation.

Period: Cretaceous

Other facts: It had a bony spike for a thumb.



Name _____

Oviraptor

(o-vee-RAP-tor)

Meaning: egg thief

Length: 1.8 meters (6 feet)

Height: 0.8 meters (2.6 feet)

Weight: 20 kilograms

(44 pounds)

Type of feeder: plants and animals (omnivore)

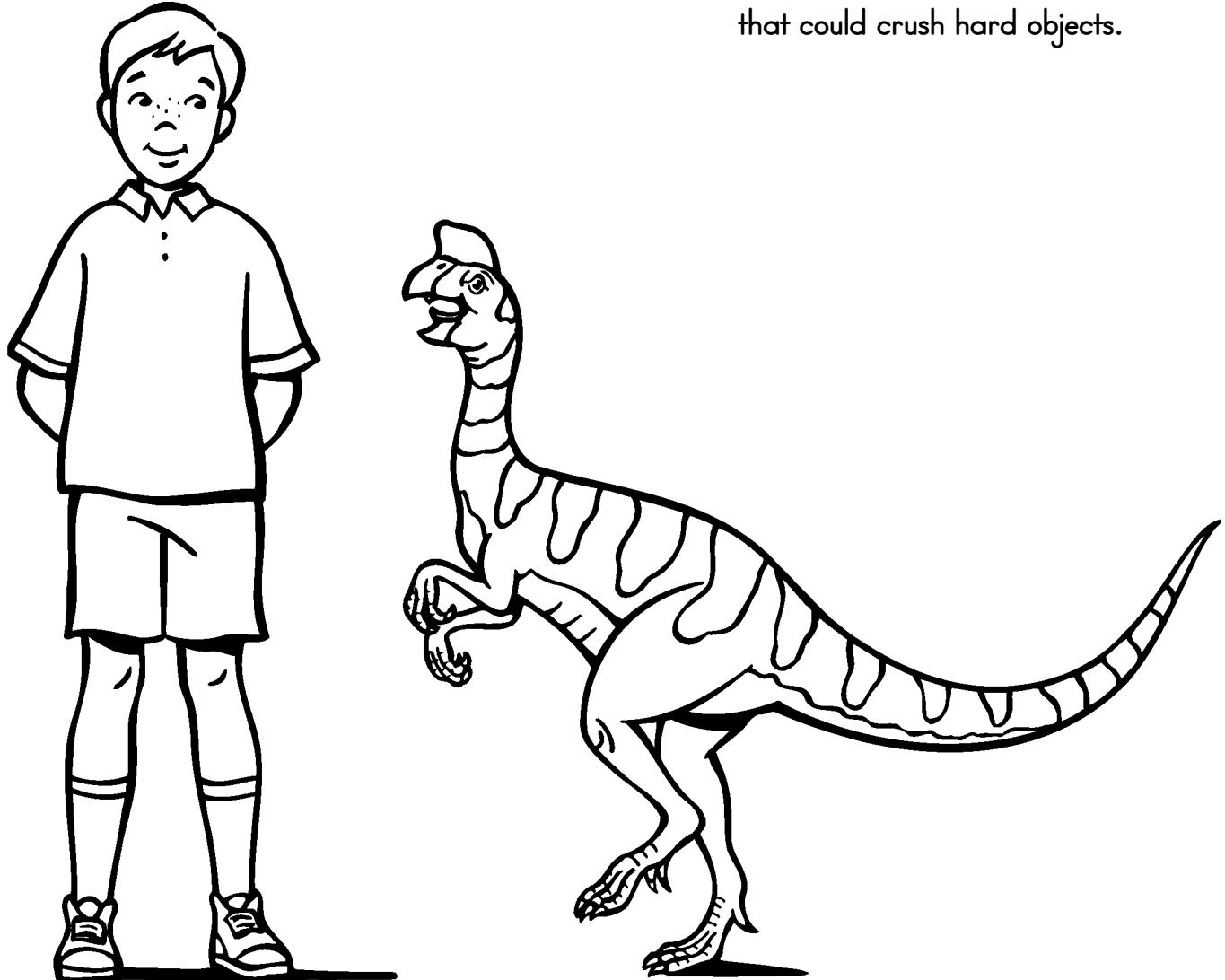
Teeth: a beak, two small teeth

Food: eggs, fruits, and shellfish

How it walked: walked on two legs

Period: Cretaceous

Other facts: Parrotlike head with strong jaws
that could crush hard objects.



Name _____

Compsognathus

(comp-so-g-NATH-us)

Meaning: pretty jaw

Length: 1 meter (3 feet)

Height: 0.7 meters (2.3 feet)

Weight: 3.6 kilograms
(7 pounds)

Type of feeder: meat eater (carnivore)

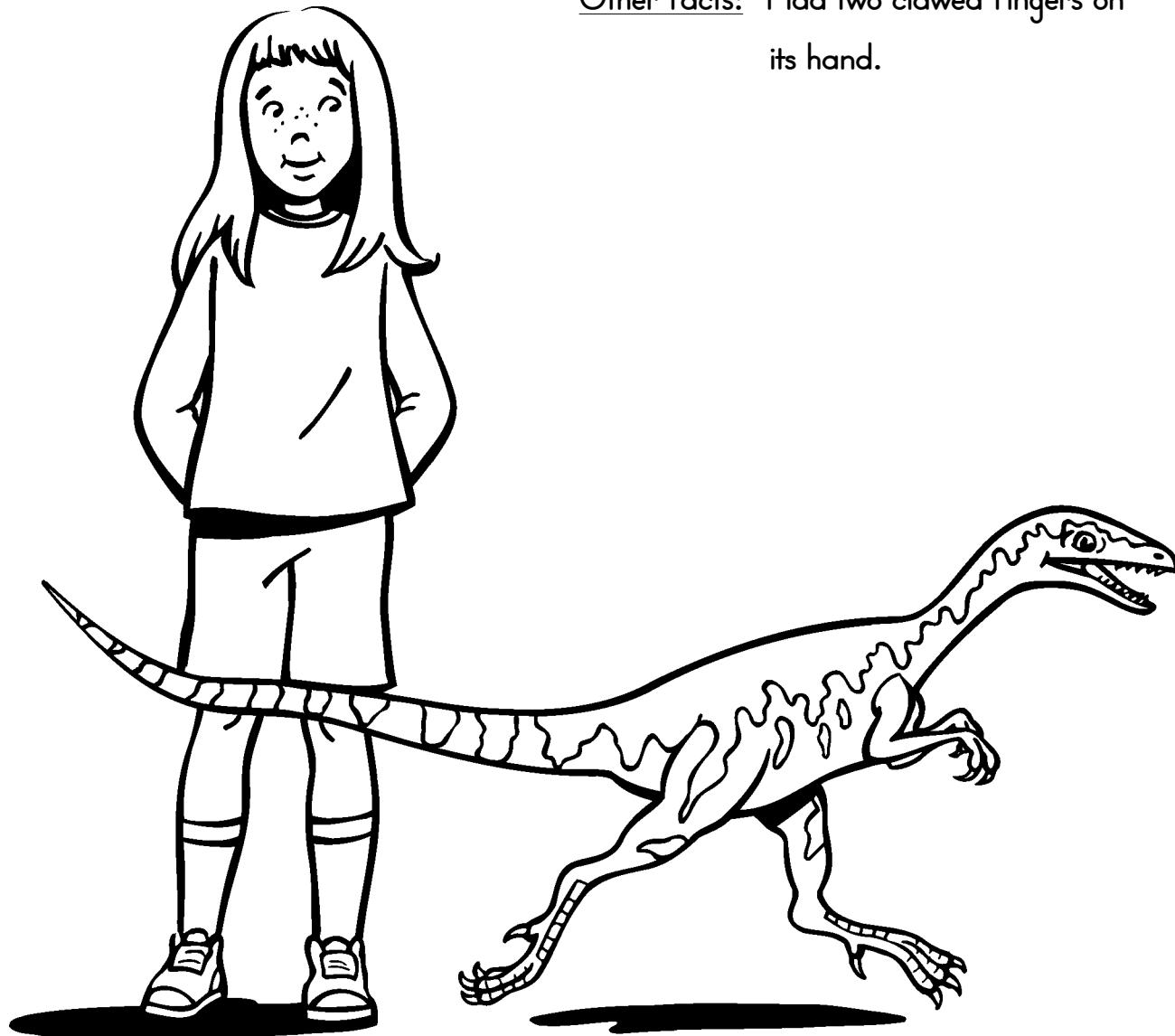
Teeth: small, sharp teeth

Food: small animals

How it walked: walked on two legs

Period: Jurassic

Other facts: Had two clawed fingers on its hand.



Name _____

Deinonychus

(die-NON-I-kuss)

Meaning: terrible claw

Length: 3 meters (10 feet)

Height: 1.8 meters (6 feet)

Weight: 80 kilograms
(175 pounds)

Type of feeder: meat eater (carnivore)

Teeth: many backward-curving teeth

Food: small animals

How it walked: walked on two legs

Period: Cretaceous

Other facts: Second toe on each foot had
a very large, sharp claw for
attacking its prey.



Name _____

Stygimoloch

(STIG-ih-MOE-lock)

Meaning: River Styx Demon

Length: 2 meters (6.6 feet)

Height: 1.2 meters (4 feet)

Weight: 50 pounds

Type of feeder: plant eater (herbivore)

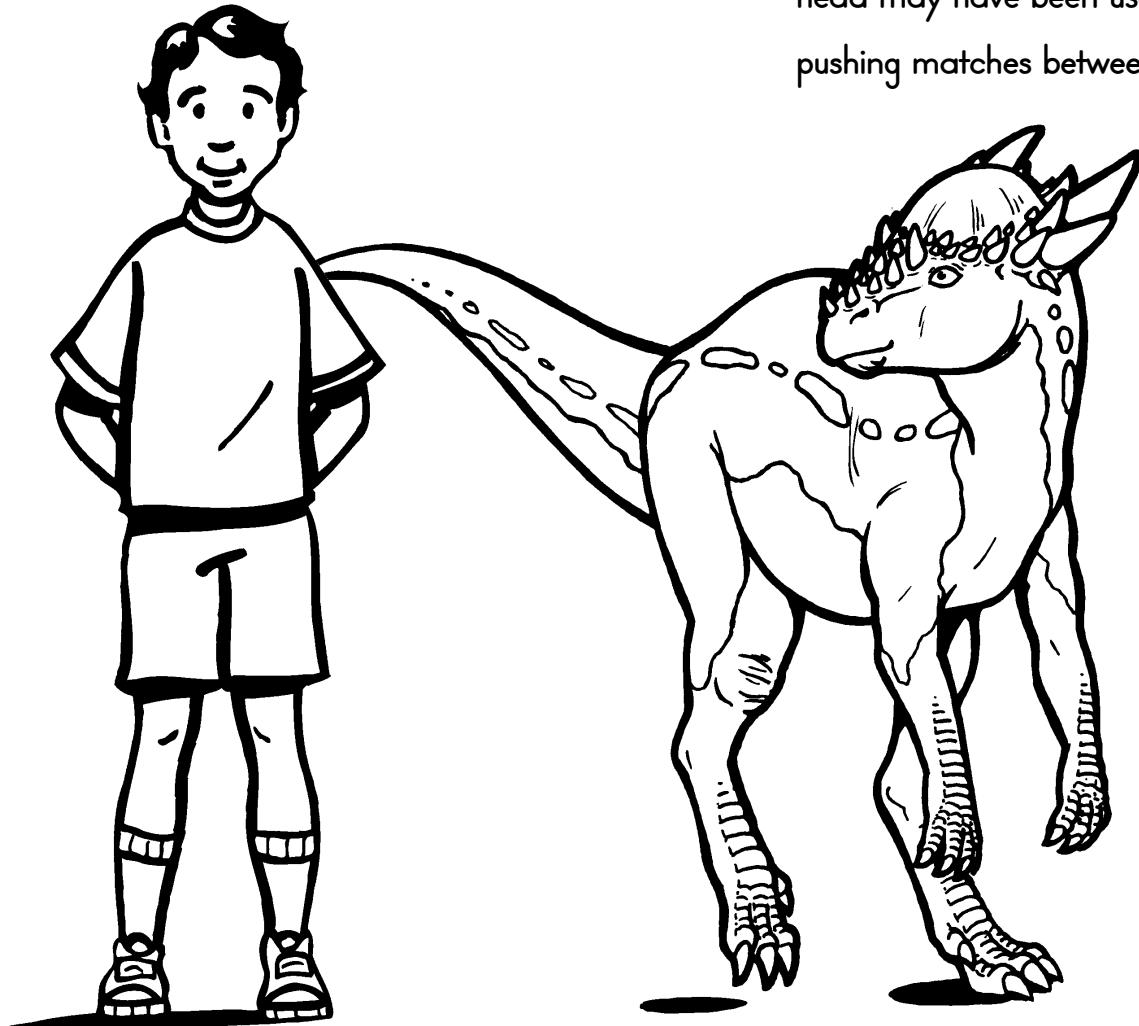
Teeth: peglike front teeth and rows of chopping
cheek teeth

Food: Plants

How it walked: Bipedal

Period: Late Cretaceous

Other facts: the thick bony dome on top of the
head may have been used in
pushing matches between males.



Name _____

Velociraptor

(veh-loss-a-RAP-tor)

Meaning: Rapid Robber

Length: 1.8 meters (5.9 feet)

Height: .8 meters (2.5 feet)

Weight: 113 kilograms
(200 pounds)

Type of feeder: meat eater (carnivore)

Teeth: knife-sharp teeth

Food: anything it could catch and kill

How it walked: walked on two legs

Period: Cretaceous

Other facts: Could jump up to 12 feet to
reach its prey



Name _____

Edmontosaurus

(ed-MON-toe-SAWR-us)

Meaning: Edmonton lizard

Length: 13 meters (42 feet)

Height: 6.1 meters (20 feet)

Weight: 2,955 kilograms
(6,500 pounds)

Type of feeder: plant eater (herbivore)

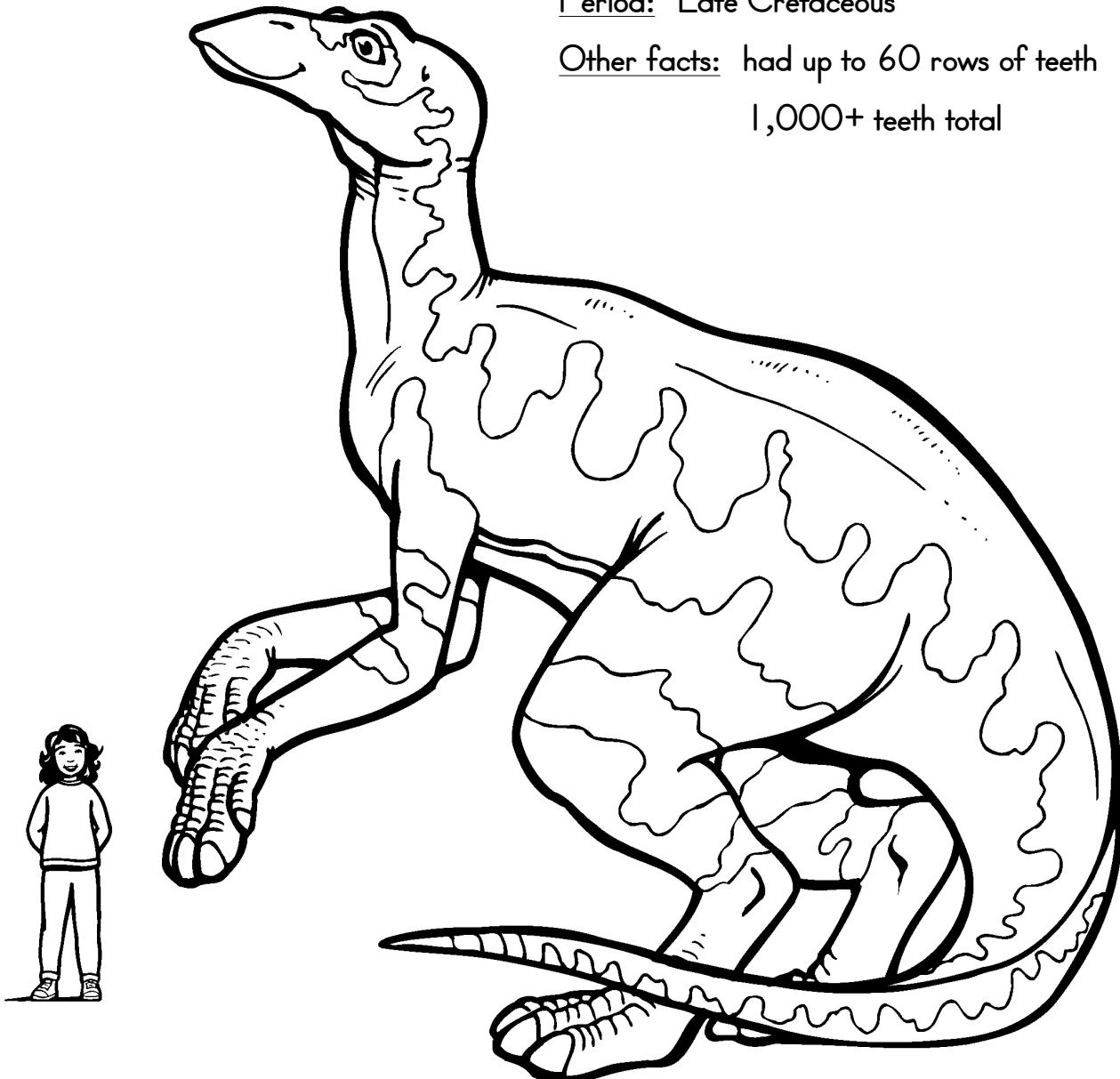
Teeth: horny, toothless beak, cheeks containing
hundreds of rows of teeth

Food: pine needles, twigs, seeds, and fruits

How it walked: walked on four legs

Period: Late Cretaceous

Other facts: had up to 60 rows of teeth
1,000+ teeth total



Name _____

Pteranodon

(te-RAN-e-DON)

Pteranodon was not a dinosaur. It was a flying reptile very closely related to the dinosaurs and lived at the same time as many of the dinosaurs.

Meaning: toothless wing

Wingspan: 7 meters (23 feet)

Weight: 17 kilograms
(37 pounds)

Type of feeder: meat eater (carnivore)

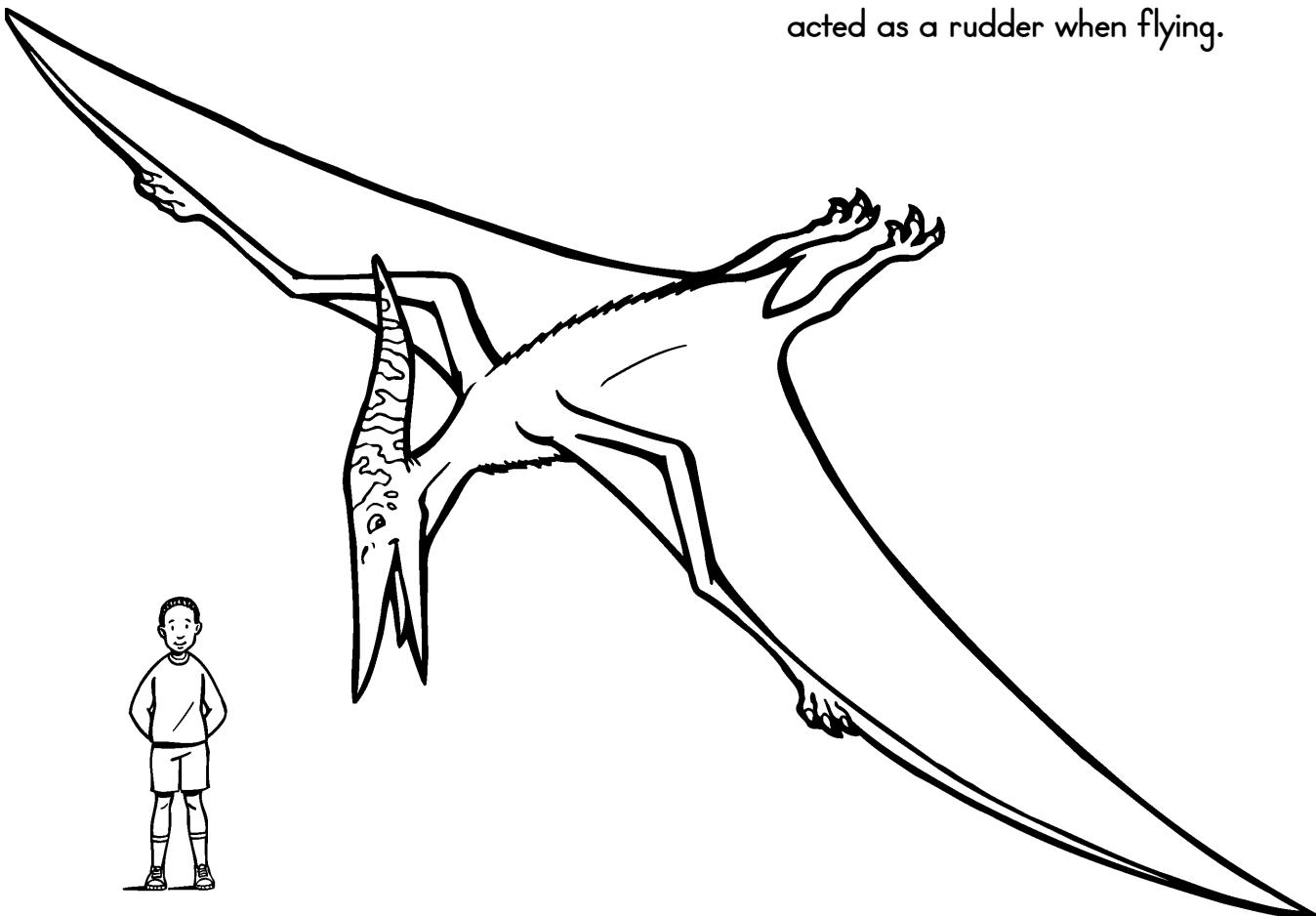
Teeth: no teeth, beak

Food: fish

How it walked: birdlike, on two legs

Period: Cretaceous

Other facts: the bony crest may have
acted as a rudder when flying.



Name _____

Parasaurolophus

(par-ah-SAWR-OL-uh-fus)

Meaning: similar crested lizard

Length: 10.1 meters (33 feet)

Height: 4.9 meters (16 feet)

Weight: 2,720-3,630 kilograms
(6,000-8,000 pounds)

Type of feeder: plant eater (herbivore)

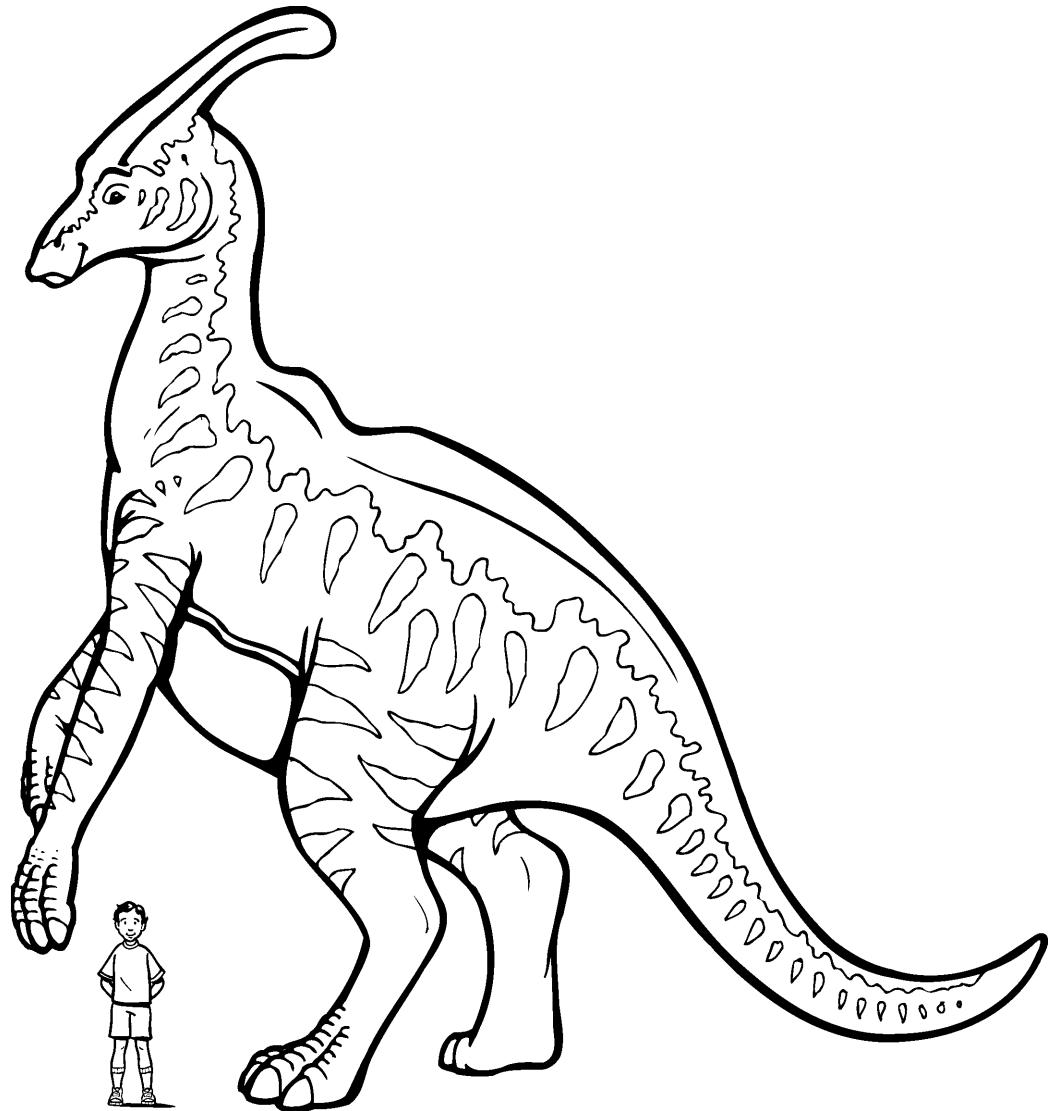
Teeth: toothless beak and grinding cheek teeth

Food: plants

How it walked: 4 legs, could run on 2 legs

Period: Cretaceous

Other facts: crest could be up to 6 feet



Name _____

Dimetrodon

(die-MET-ruh-don)

Dimetrodon was not a dinosaur, but a Pelycosaur. It had many mammal-like characteristics and is among the relatives of warm-blooded mammals.

Meaning: two shapes of teeth

Length: 3 meters (10 feet)

Weight: 200 kilograms
(440 pounds)

Type of feeder: meat eater (carnivore)

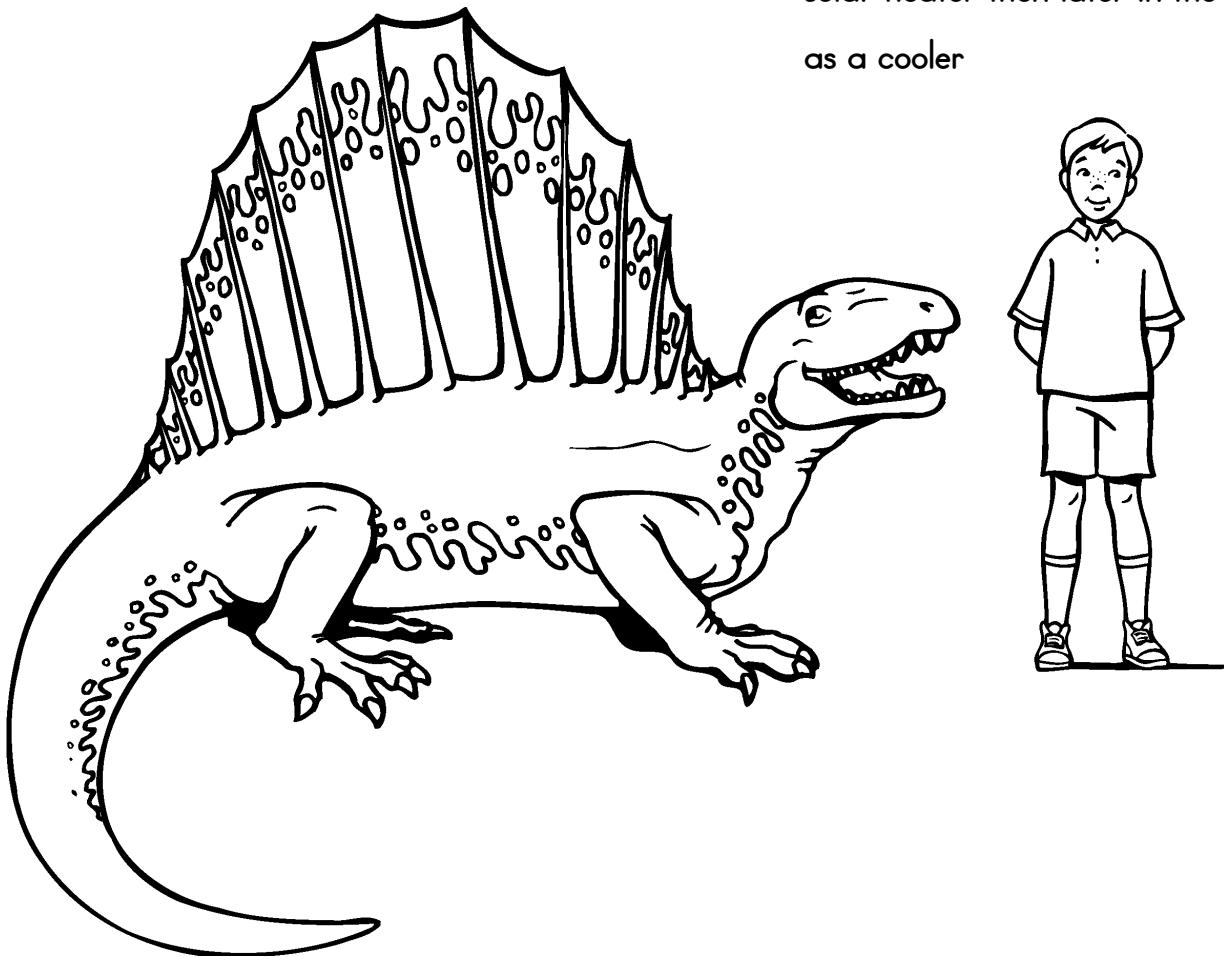
Teeth: large canines and shearing teeth

Food: other pelycosaurs

How it walked: walked on four legs

Period: Permian

Other facts: "sail" believed to have acted as a solar heater then later in the day as a cooler



Name _____

Ankylosaurus

(ang-KILE-uh-SAWR-us)

Meaning: fused lizard

Length: 10 meters (33 feet)

Height: 3.4 meters (11 feet)

Weight: 4536 kilograms
(10,000 pounds)

Type of feeder: plant eater (herbivore)

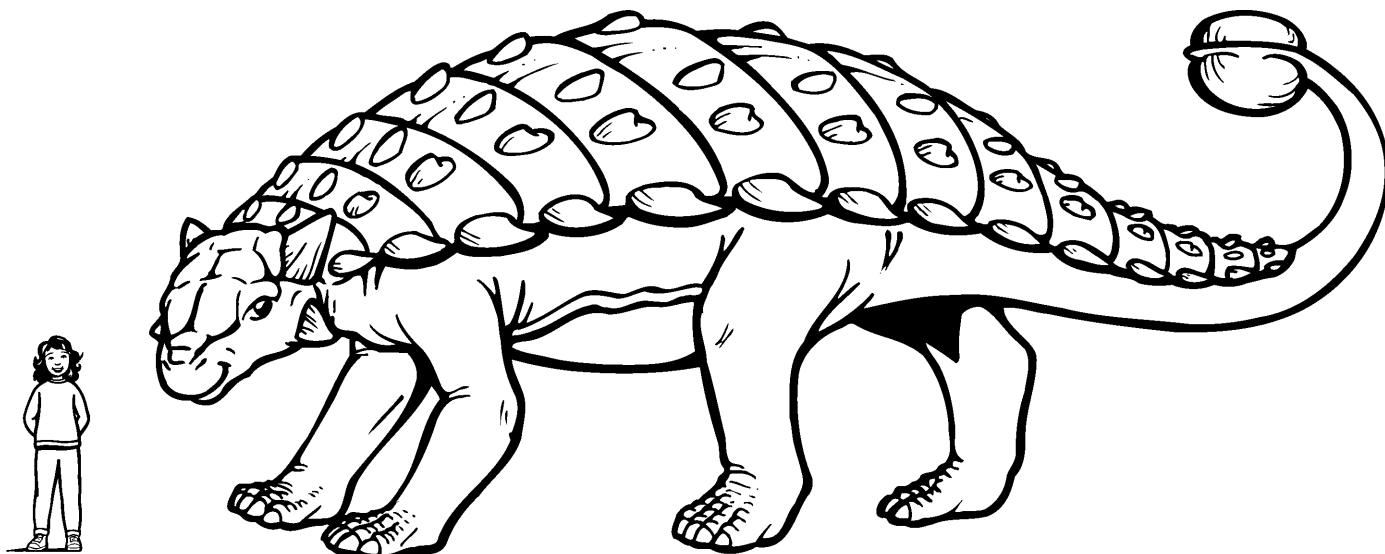
Teeth: blunt snout and beak,
grinding cheek teeth

Food: low-lying plants

How it walked: walked on four legs

Period: Cretaceous

Other facts: heavily armored with a club tail
that would swing sideways to
attack predators



Name _____

Ceratosaurus

(sih-rat-uh-SORE-us)

Meaning: horned lizard

Length: 6.1 meters (20 feet)

Height: 4 meters (13 feet)

Weight: 1,360 kilograms
(3,000 pounds)

Type of feeder: meat eater (carnivore)

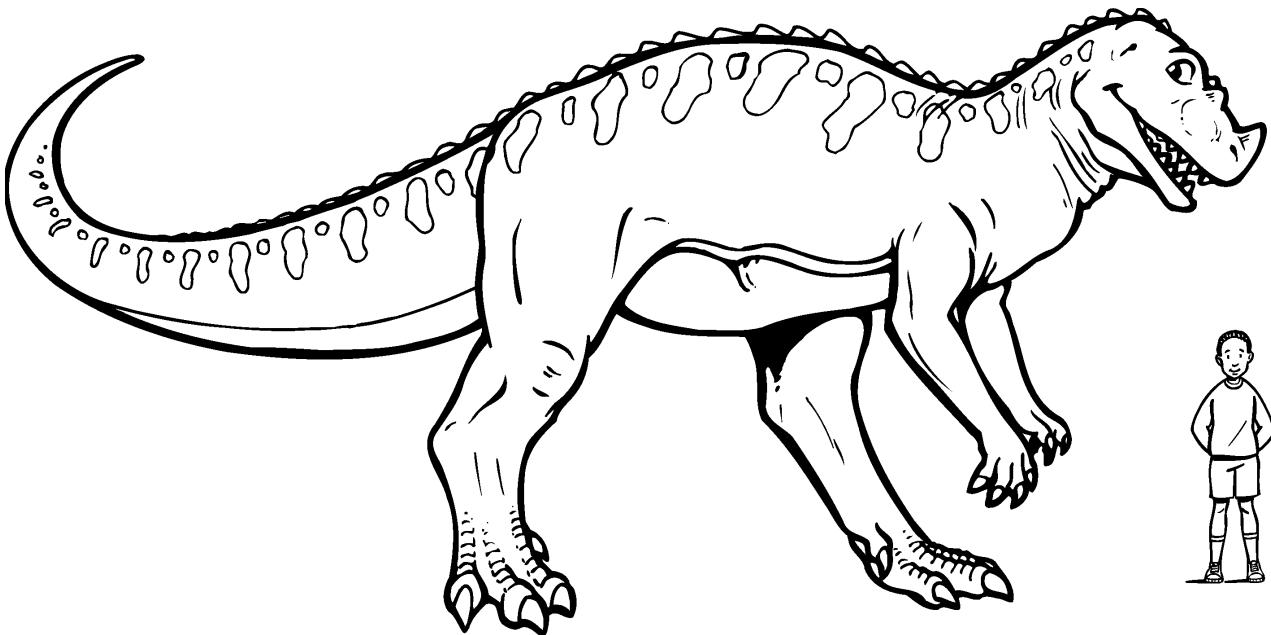
Teeth: sharp curved teeth

Food: other dinosaurs

How it walked: walked on two legs

Period: Jurassic

Other facts: unusual large
horn on nose



Name _____

Tsintaosaurus

(SINT-ow-SAWR-us)

Meaning: Tsing-Tao lizard

Length: 10 meters (33 feet)

Height: 7.3 meters (24 feet)

Weight: 2,720-3,630 kilograms
(6,000-8,000 pounds)

Type of feeder: plant eater (herbivore)

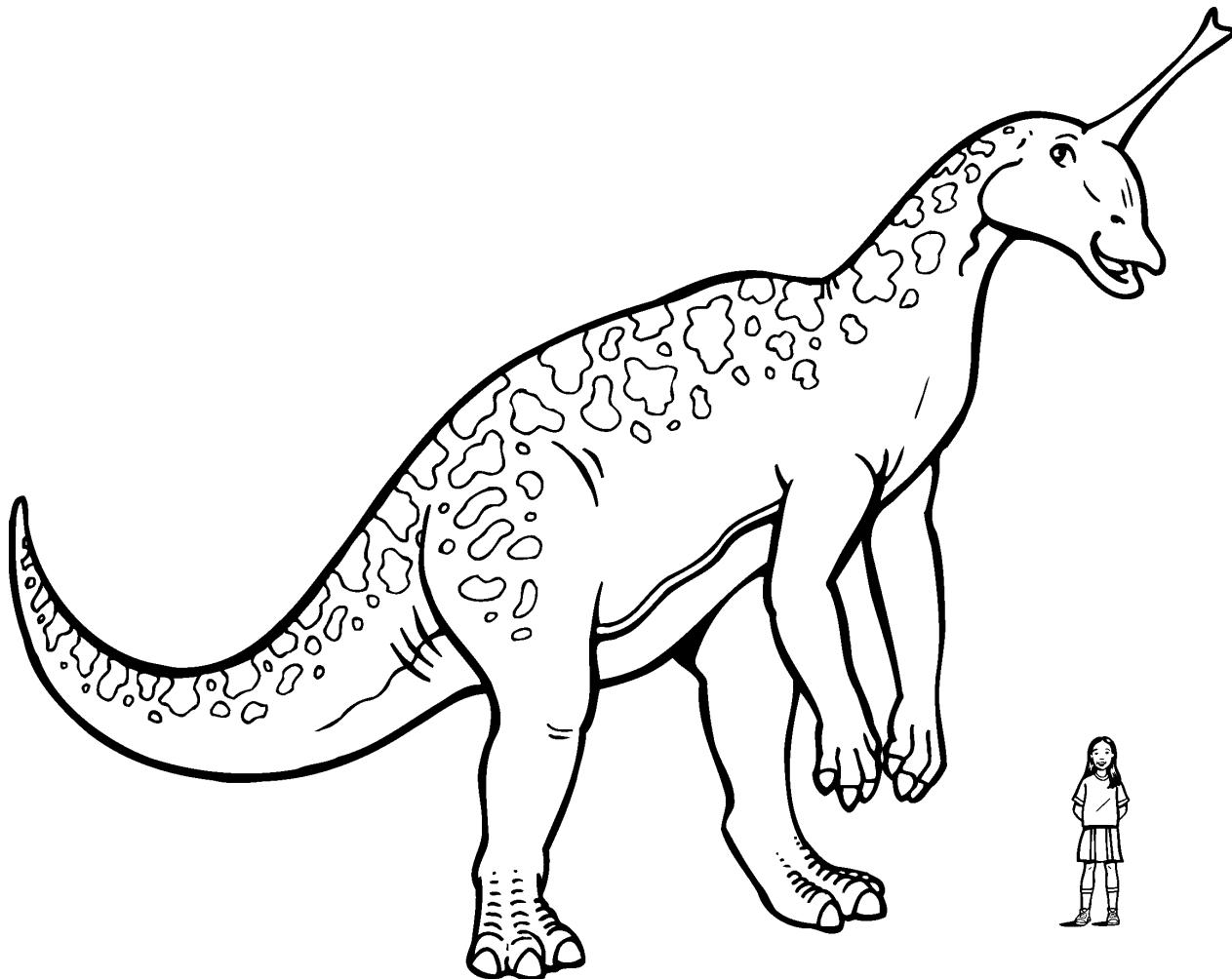
Teeth: no teeth in front, but rows of teeth
in back of jaw

Food: flowering plants, ferns, horsetails,
cycads, conifers

How it walked: walked on 2 legs

Period: Cretaceous

Other facts: sometimes walked on all four legs



Hadrosaurus

(HAD-ruh-SAWR-us)

Meaning: sturdy lizard

Length: 9 meters (30 feet)

Height: 4.6 meters (15 feet)

Weight: 2,722 kilograms
(6,000 pounds)

Type of feeder: plant eater (herbivore)

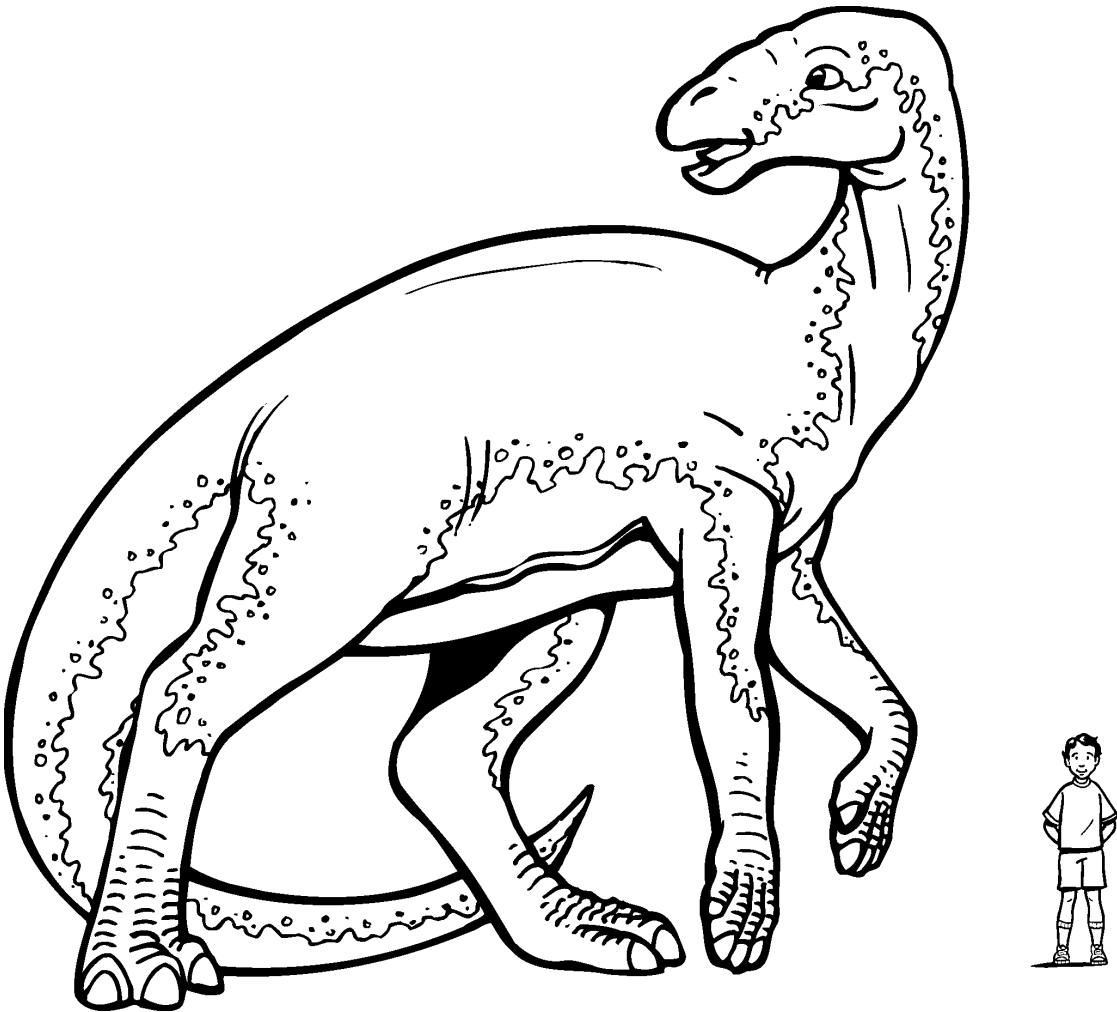
Teeth: toothless beak and many rows
of teeth in cheek

Food: plants

How it walked: walked on 4 legs

Period: Cretaceous

Other facts: was a good swimmer



Name _____

Apatosaurus

(ah-PAT-o-SAWR-us)

Meaning: deceptive lizard

Length: 21.3m (70 feet)

Height: 15 feet

Weight: 35 tons

Type of feeder: plant-eater (herbivore)

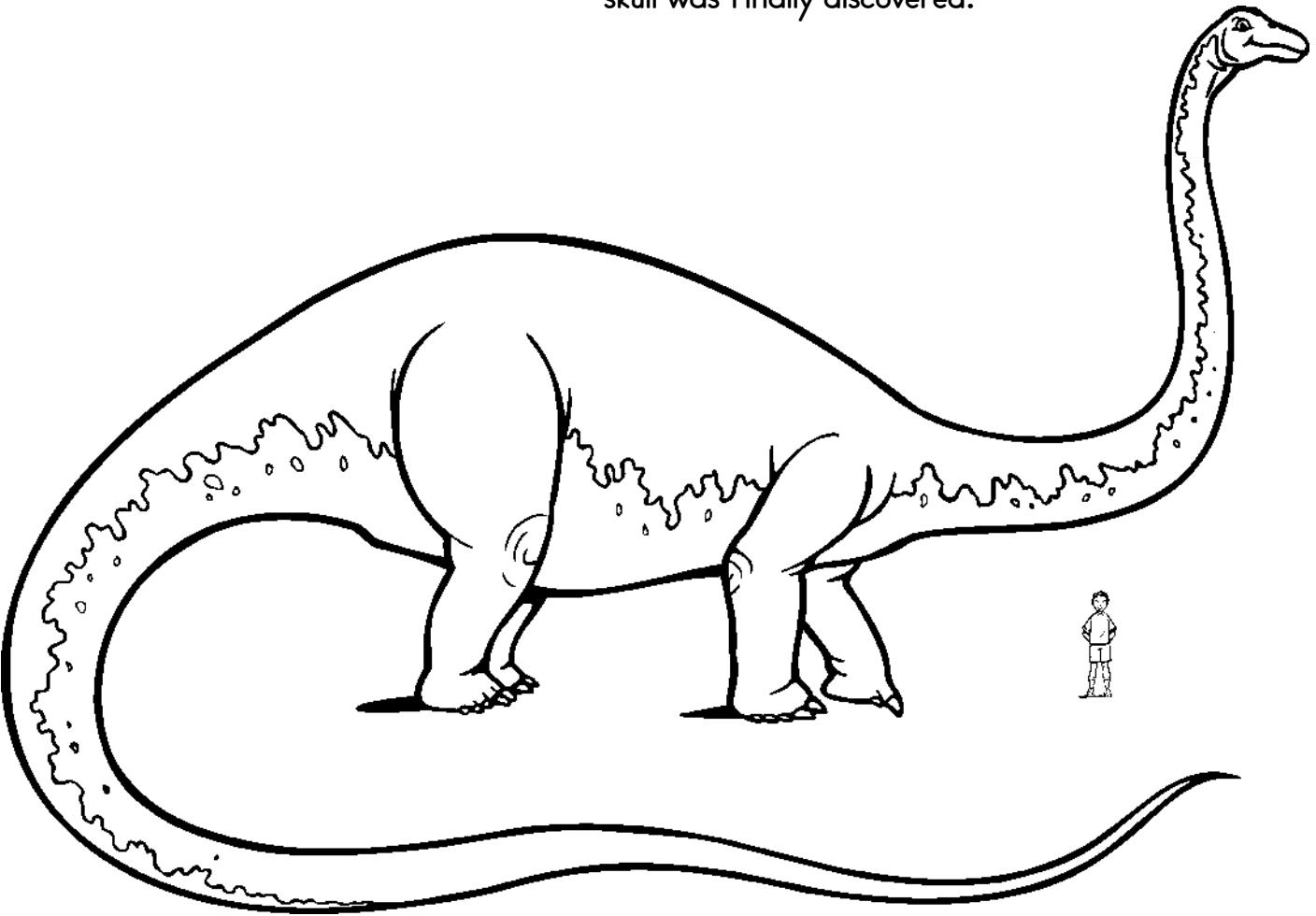
Teeth: slender peglike teeth

Food: leaves and needles from treetops

How it walked: walked on four legs

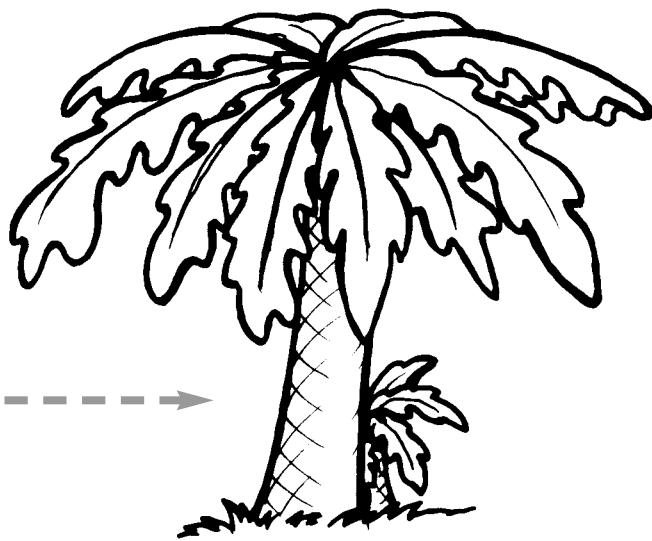
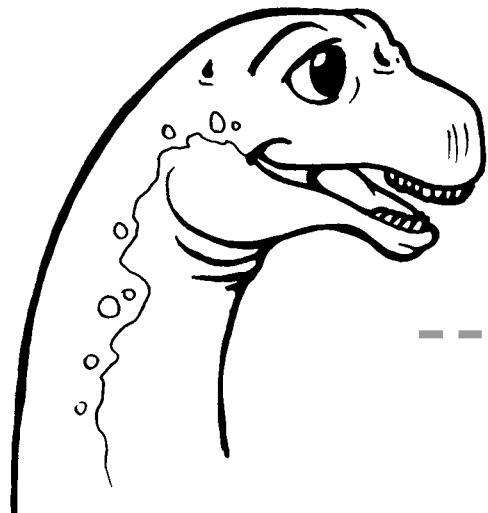
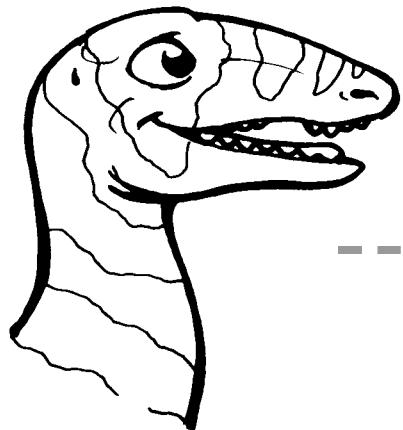
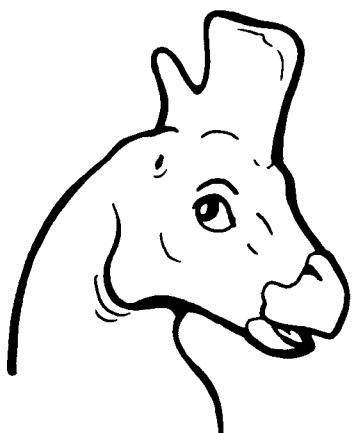
Period: Jurassic

Other facts: Apatosaurus was originally known as Brontosaurus, until 1975 when its skull was finally discovered.



Name _____

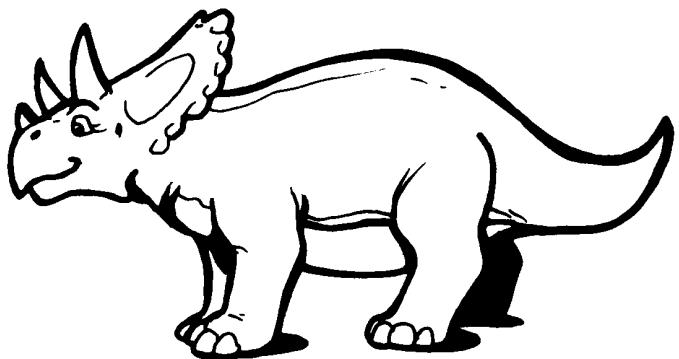
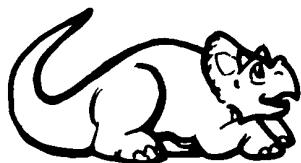
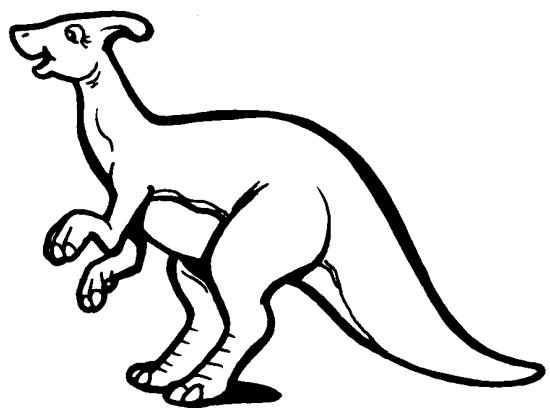
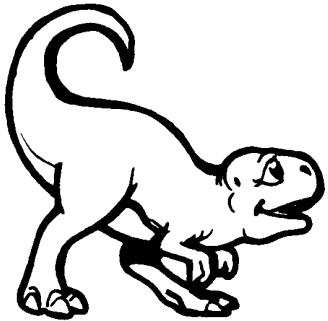
INSTRUCTIONS: Ask the student to start at the left and trace over the dotted lines from the dinosaurs to their food. Then ask the student to color all the pictures on the right.



SKILL: IDENTIFY LEFT TO RIGHT

Name _____

INSTRUCTIONS: Ask the student to start at the left and draw a line from the baby dinosaurs to their mothers. Then ask the student to color all the pictures on the left.



SKILL: IDENTIFY LEFT TO RIGHT

Name _____

INSTRUCTIONS: Ask the student to trace the dotted line from top to bottom.

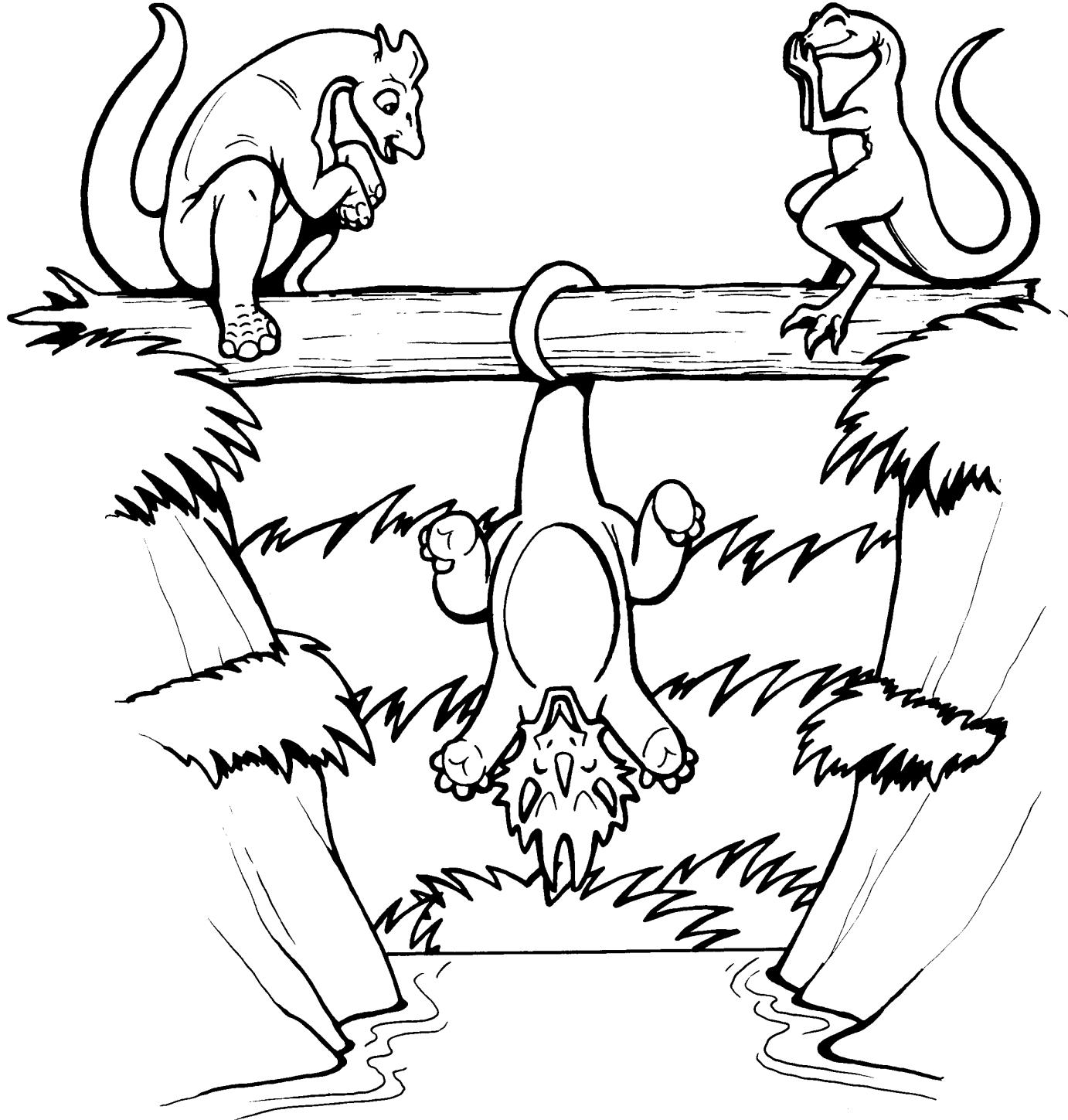
Learning
Page.com®



SKILL: IDENTIFY TOP TO BOTTOM

Name _____

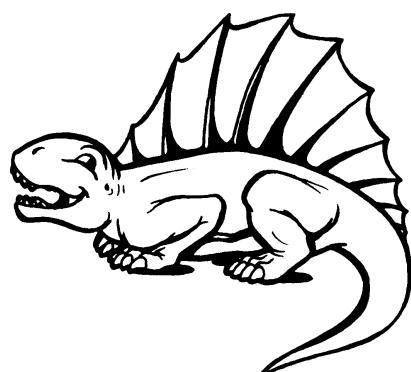
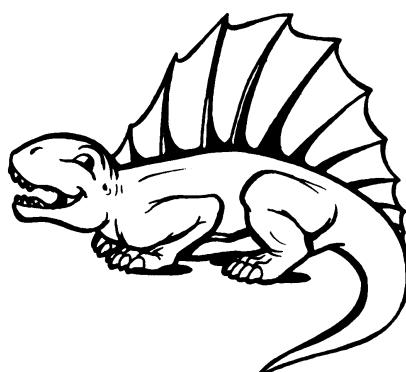
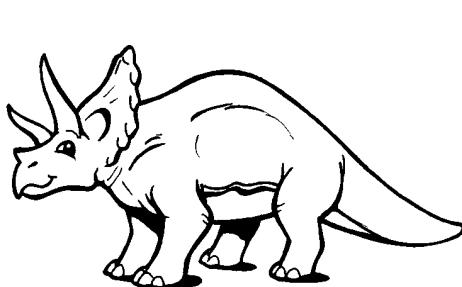
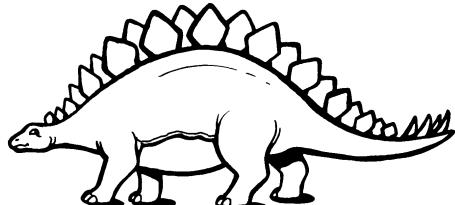
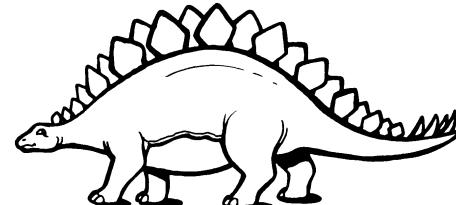
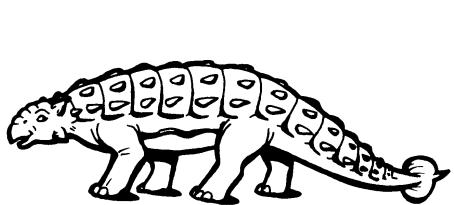
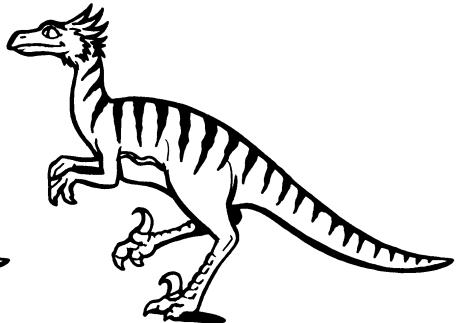
INSTRUCTIONS: Ask the student to circle the baby dinosaur that is under the log. Then have the student color the dinosaur on *right* green and color the dinosaur on the *left* blue.



SKILL: IDENTIFY OVER AND UNDER AND LEFT AND RIGHT

Name _____

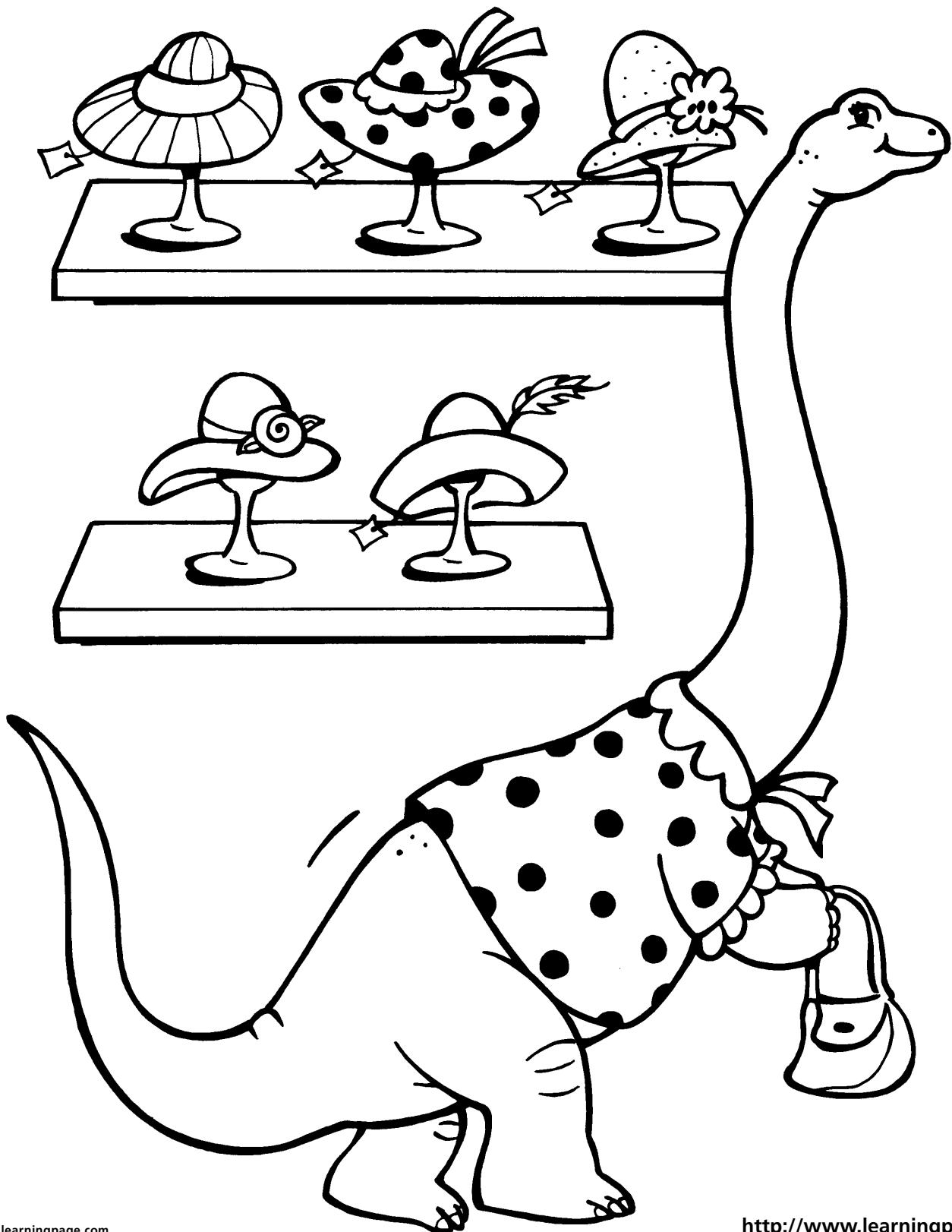
INSTRUCTIONS: Ask the student to color the two pictures that are the same in each row.



SKILL: IDENTIFY OBJECTS THAT ARE THE SAME

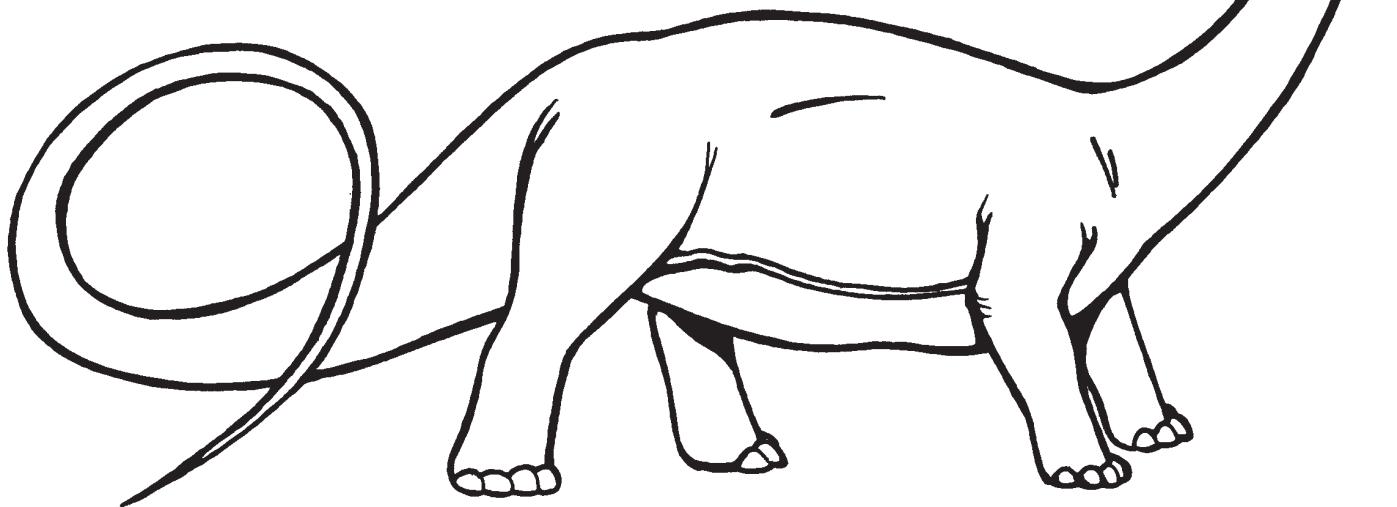
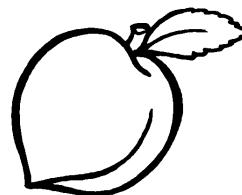
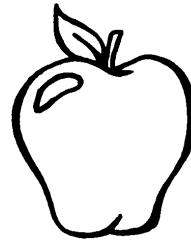
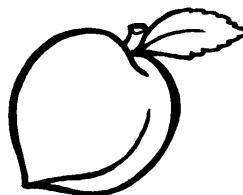
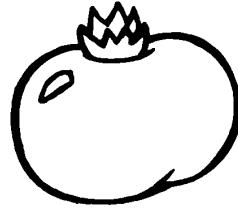
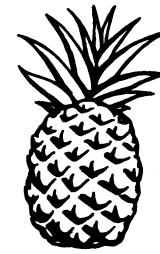
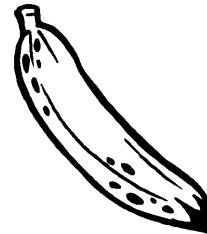
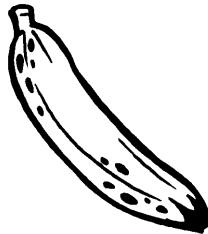
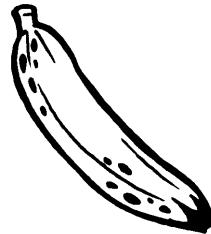
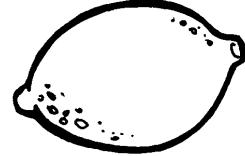
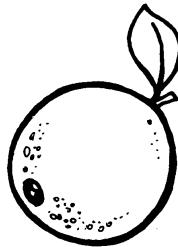
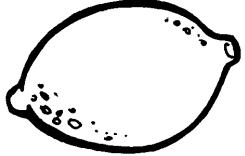
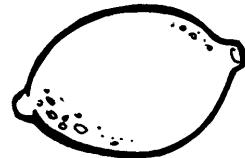
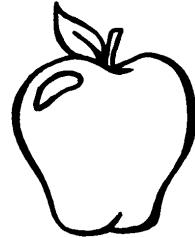
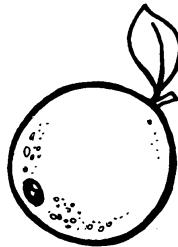
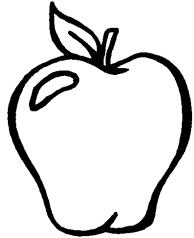
Name _____

INSTRUCTIONS: Ask the student to color the hat that best matches the dinosaur's outfit. Then color the outfit the same color.



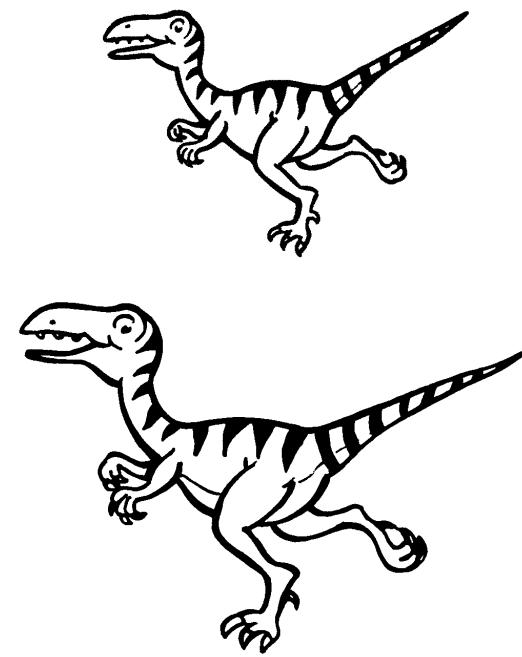
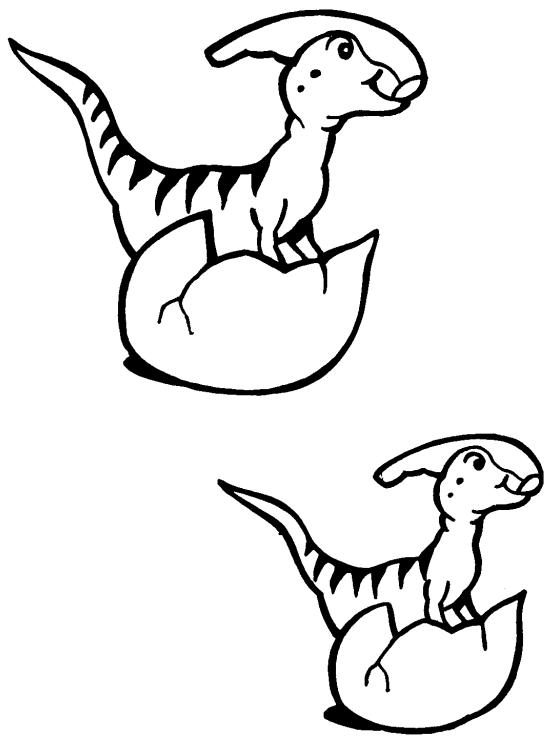
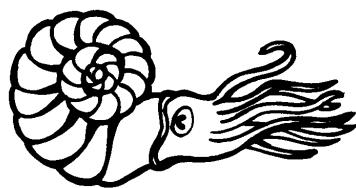
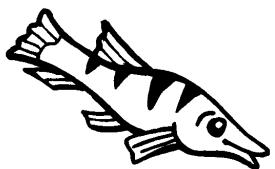
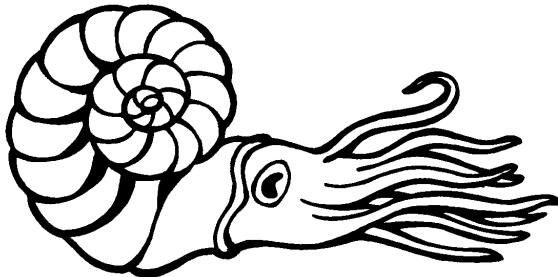
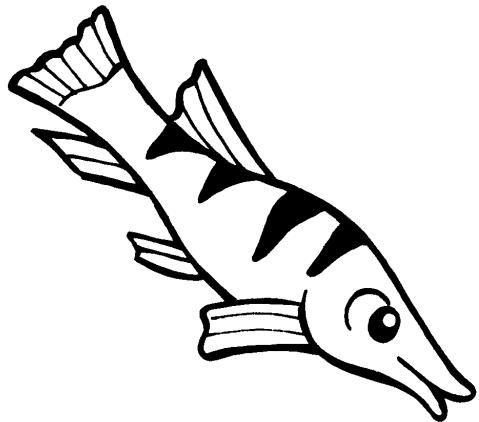
Name _____

INSTRUCTIONS: Ask the student to color the objects that are the same in each row.



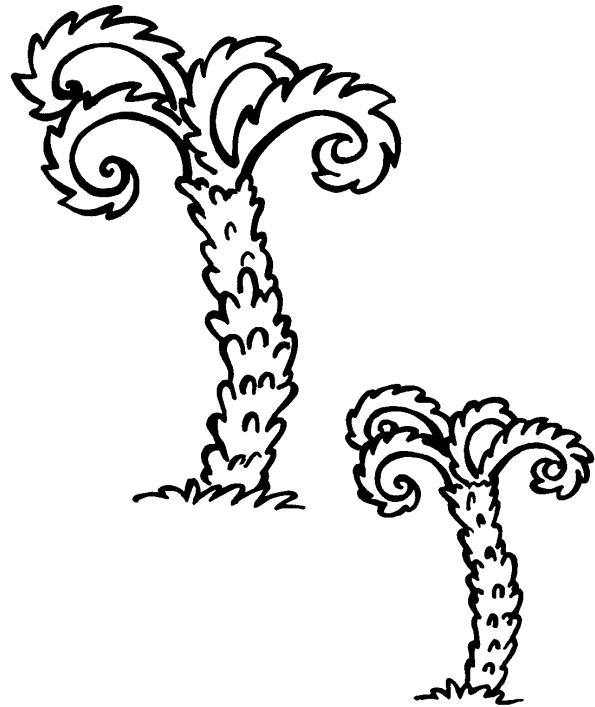
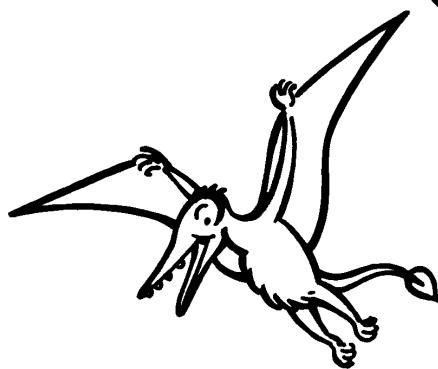
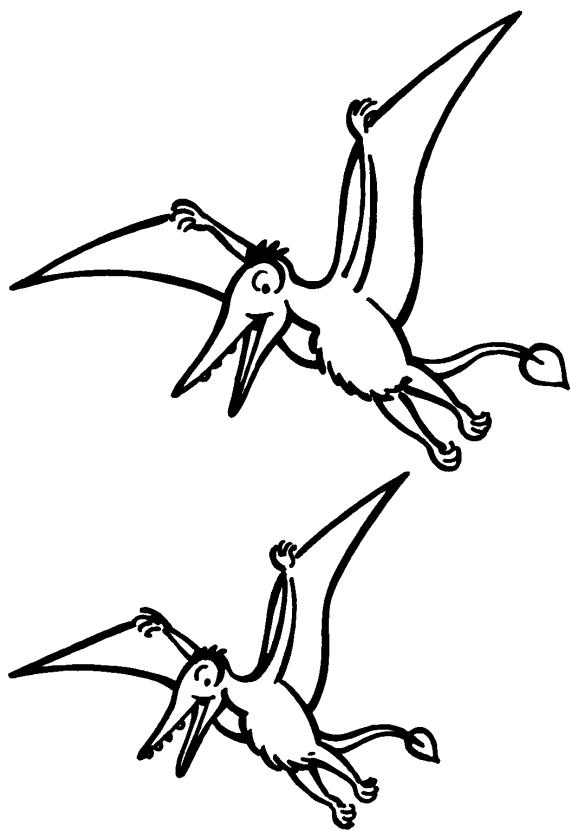
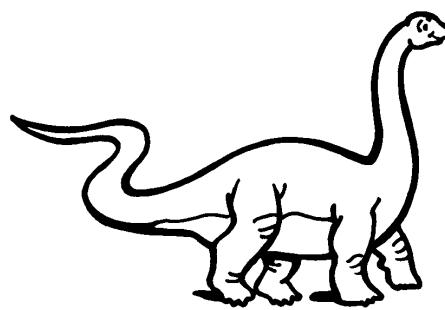
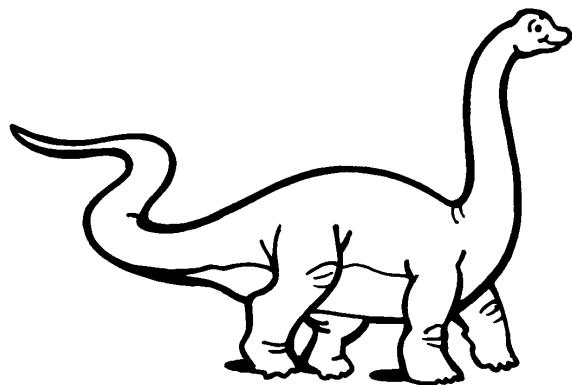
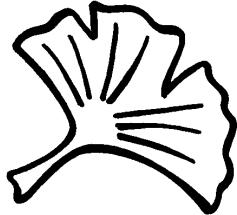
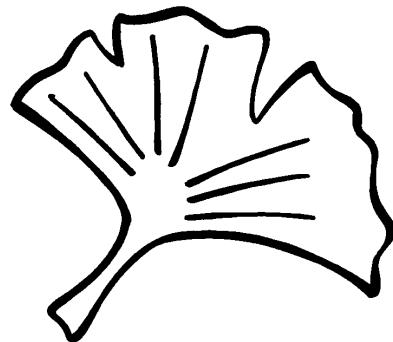
Name _____

INSTRUCTIONS: Ask the student to draw a circle around the smaller one in each section.
Then color the larger one.



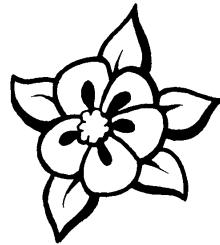
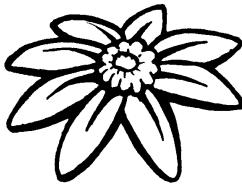
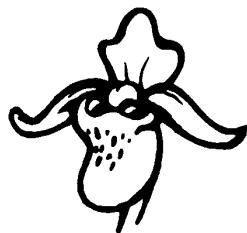
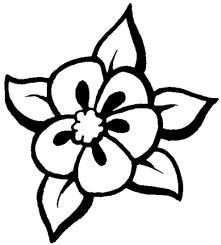
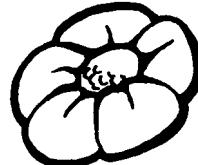
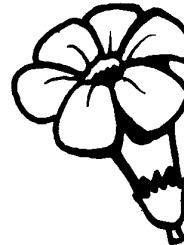
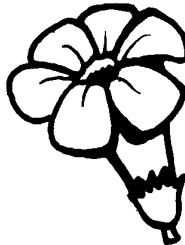
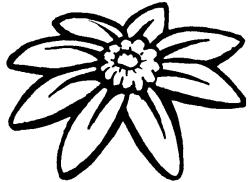
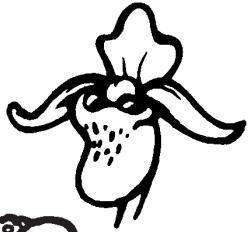
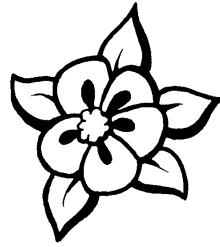
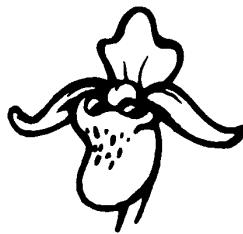
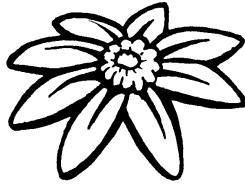
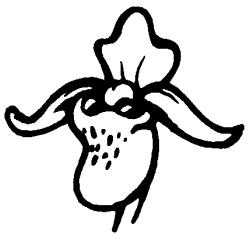
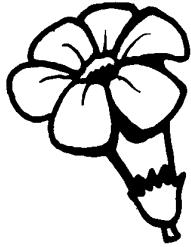
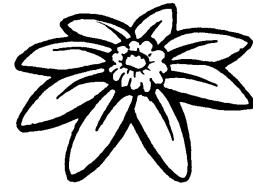
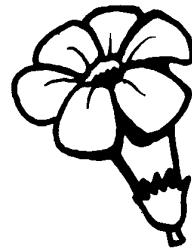
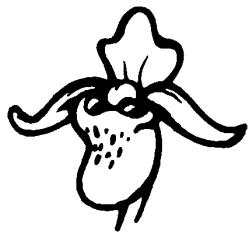
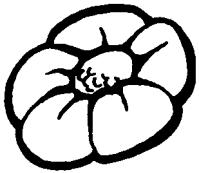
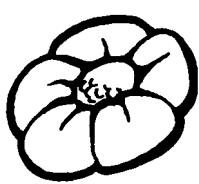
Name _____

INSTRUCTIONS: Ask the student to put an X on the bigger one in each section. Then color the smaller one.



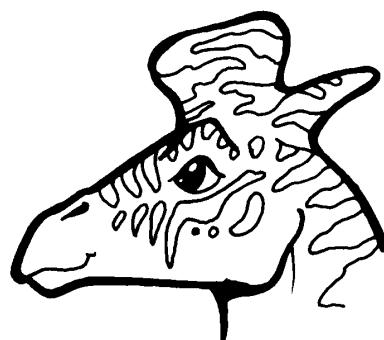
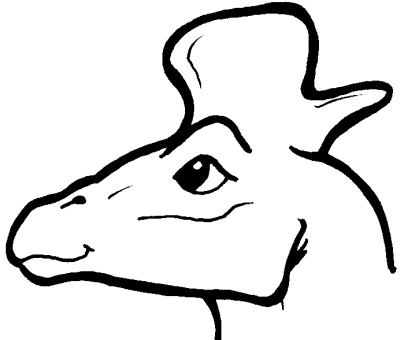
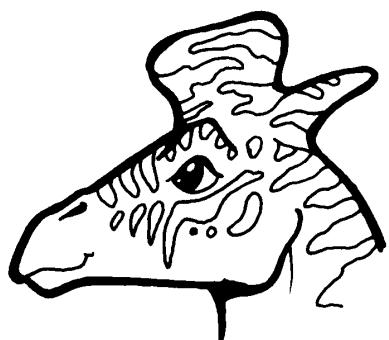
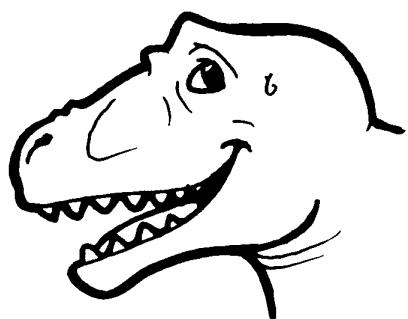
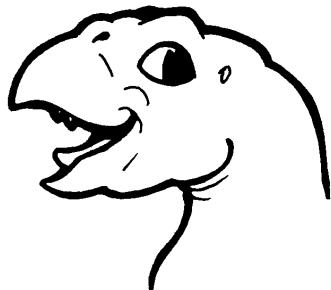
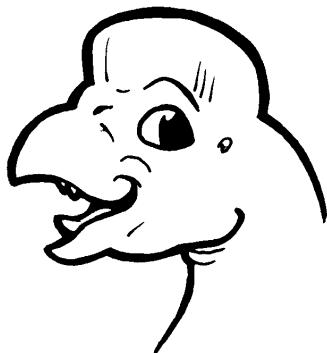
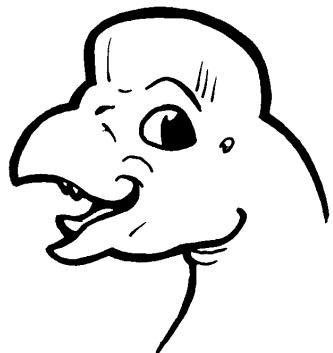
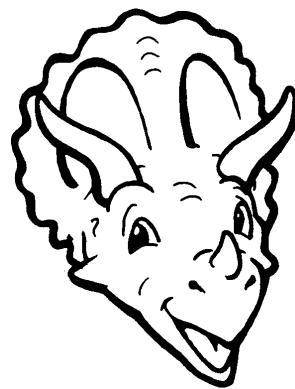
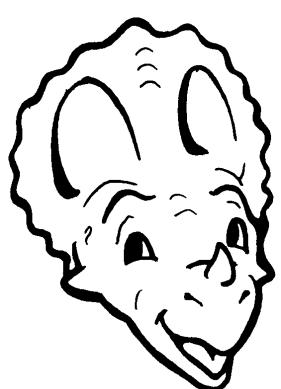
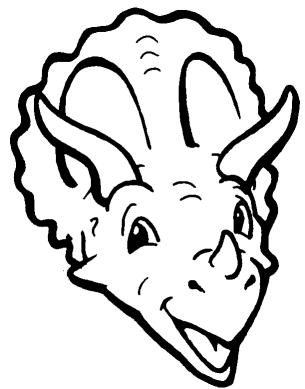
Name _____

INSTRUCTIONS: Ask the student to circle two pictures that are the same in each row.



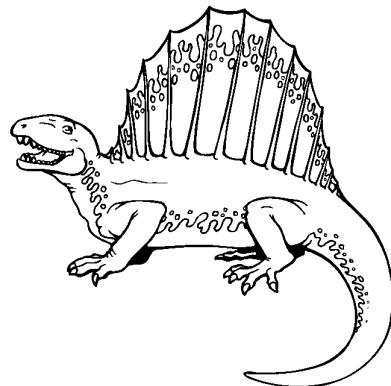
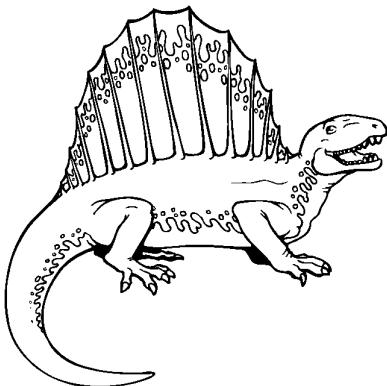
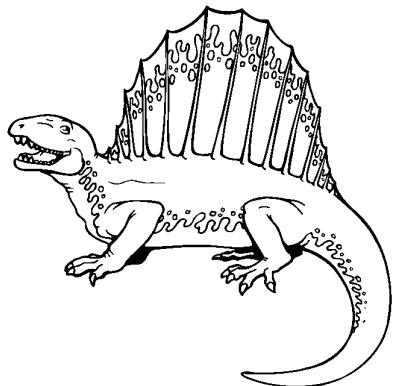
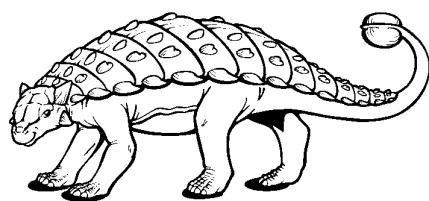
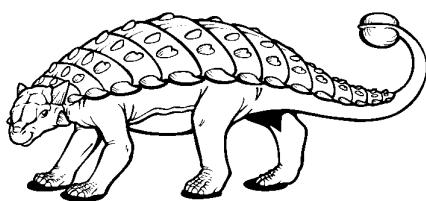
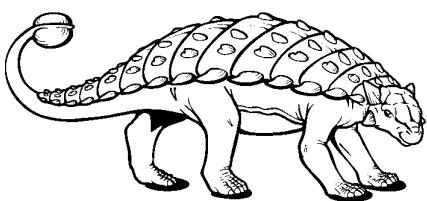
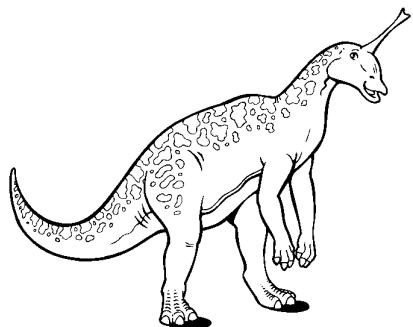
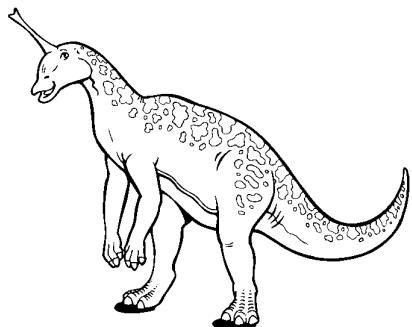
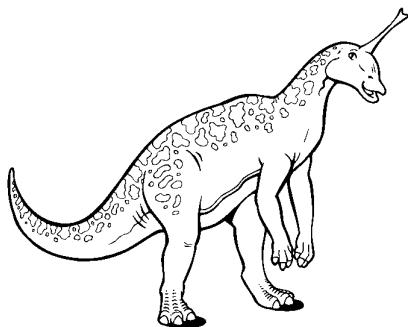
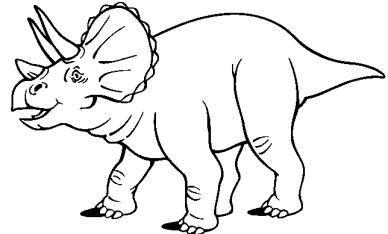
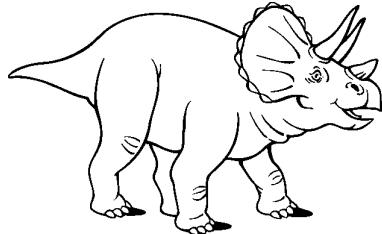
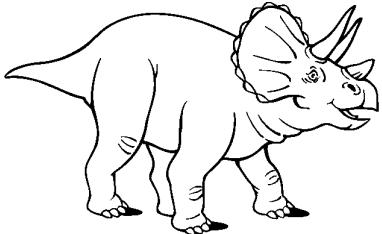
Name _____

INSTRUCTIONS: Ask the student to draw in what's missing from one of the pictures in each row.



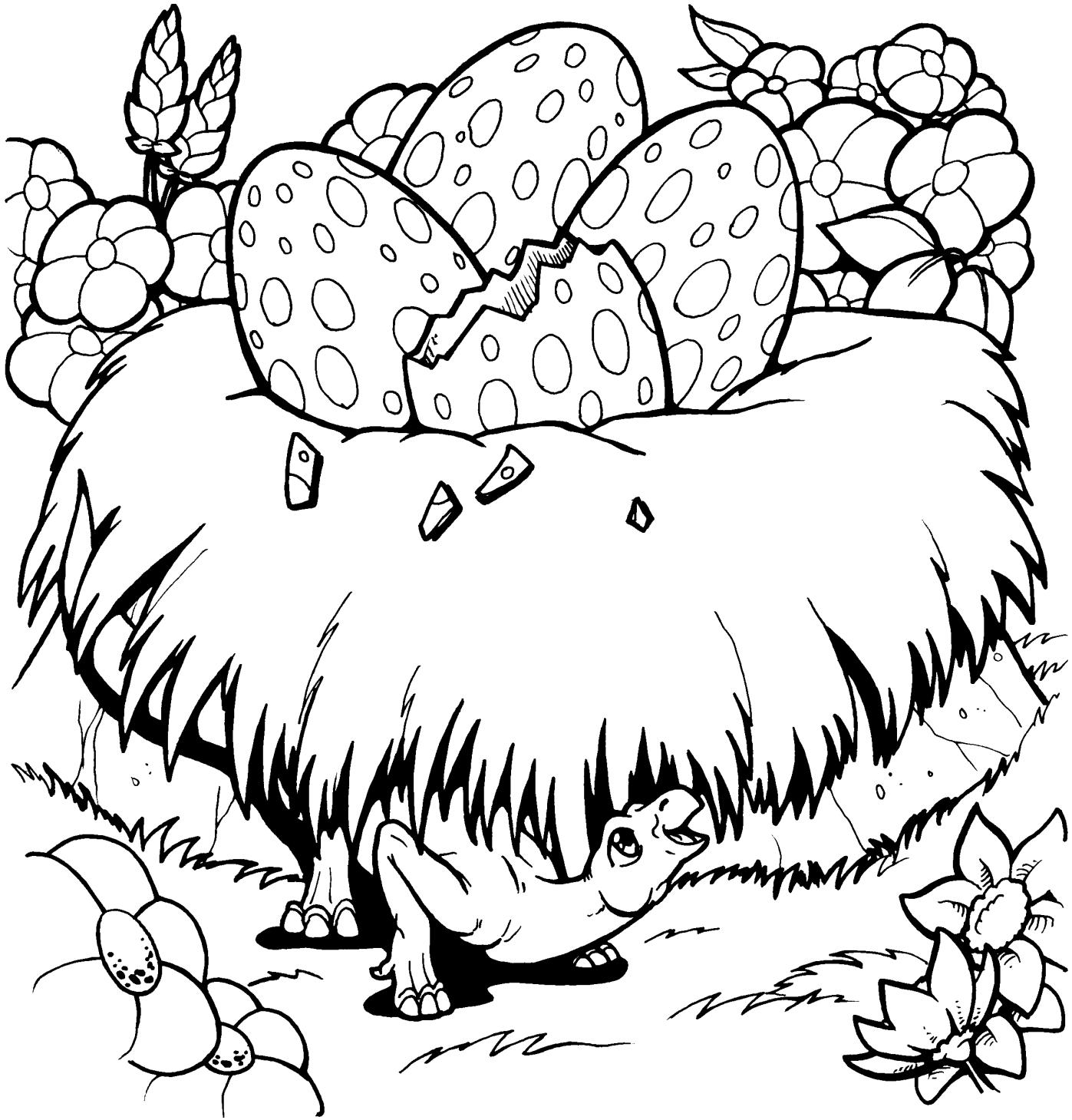
Name _____

INSTRUCTIONS: Ask the student to circle the pictures that are facing the same way.
Then ask the student to draw a line under the three pictures at the top of the page.



Name _____

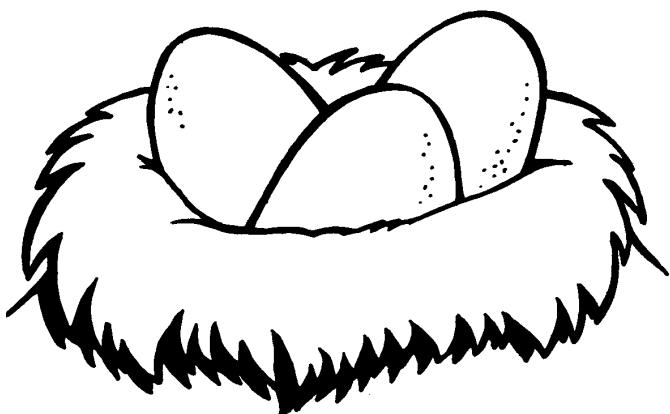
INSTRUCTIONS: Ask the student to color all the eggs blue and all the flowers red. Then circle the baby dinosaur that is under the nest.



SKILL: CLASSIFY AND COLOR

Name _____

INSTRUCTIONS: Ask the student to connect the dots to show what happens first, next, next and last.



Name _____

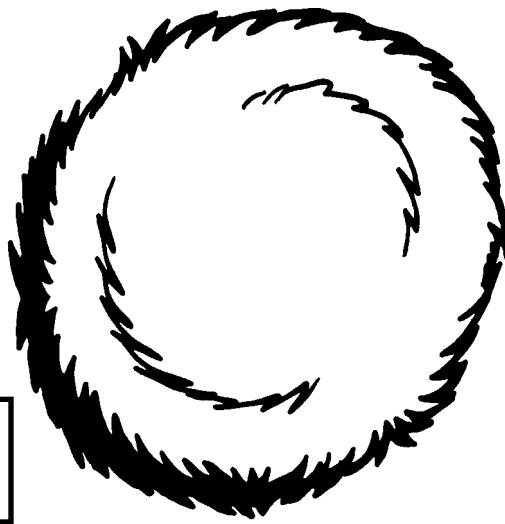
INSTRUCTIONS: Ask the student to look at the example and draw the number of eggs in the nests that corresponds to the number in the box. Then color the eggs blue where there are two in a nest and orange where there is one.

Example:

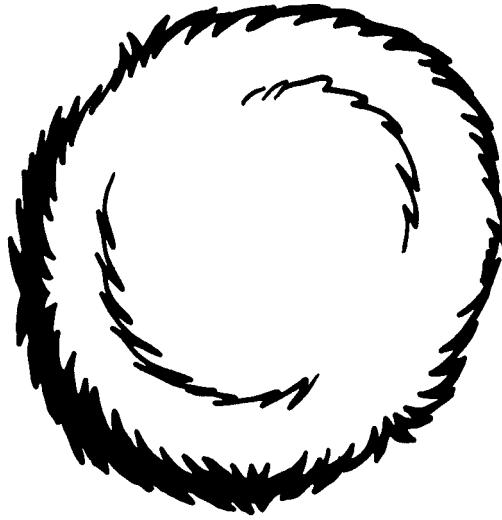
1



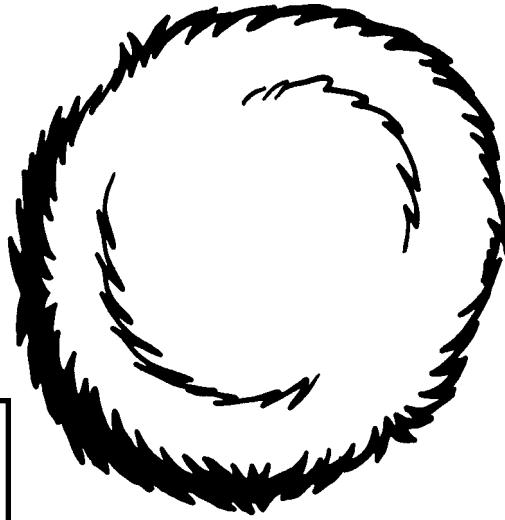
2



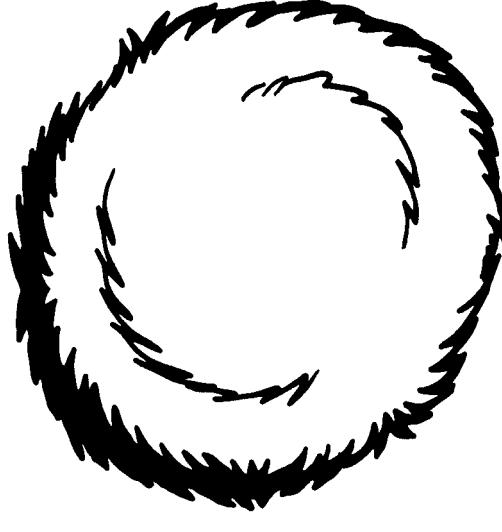
2



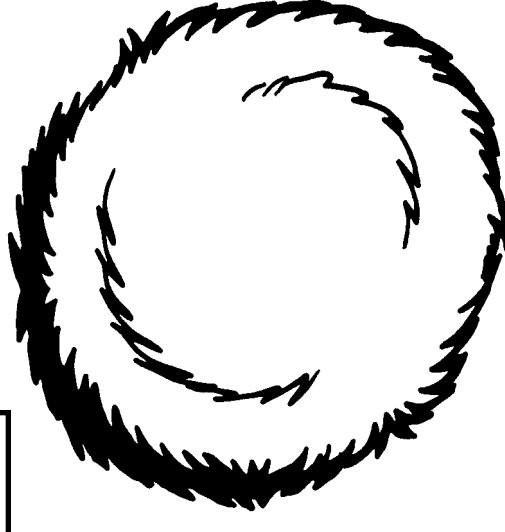
1



2

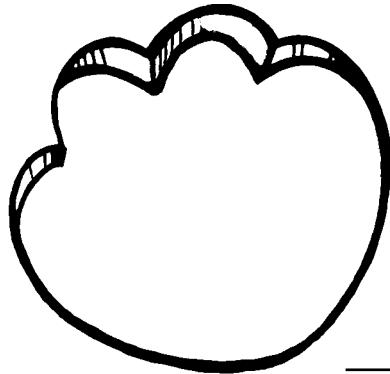


1

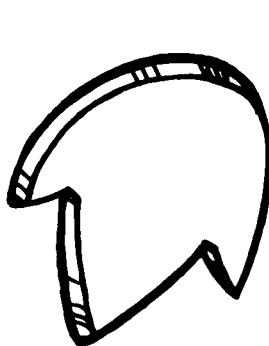


Name _____

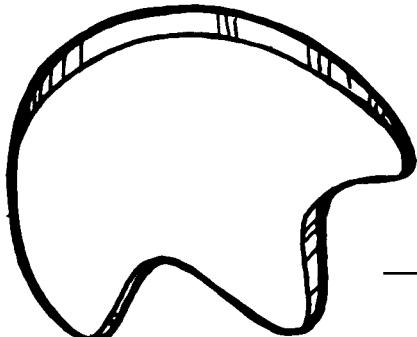
INSTRUCTIONS: Ask the student to trace the numbers in the first two examples, then ask the student to count the footprints in each block and write 1 or 2 to tell how many.



- - - - -



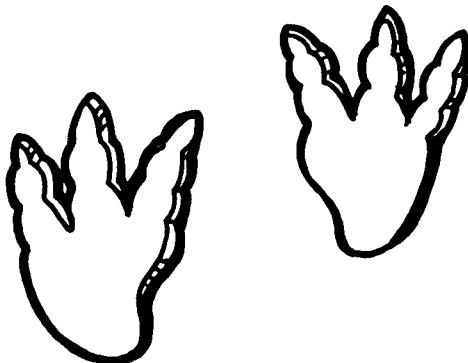
- - - - -



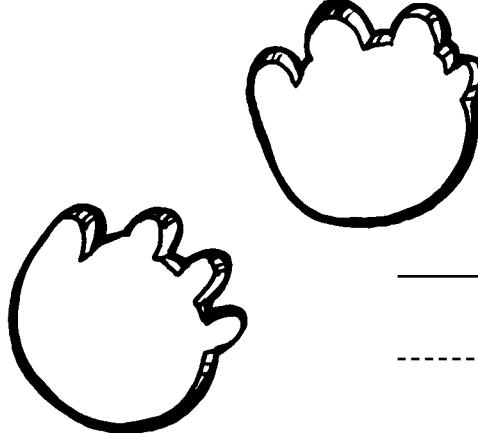
- - - - -



- - - - -



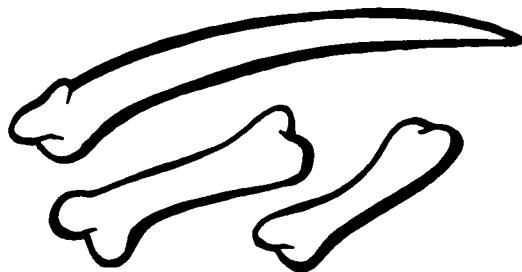
- - - - -



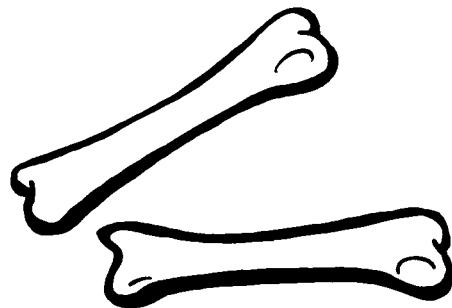
- - - - -

Name _____

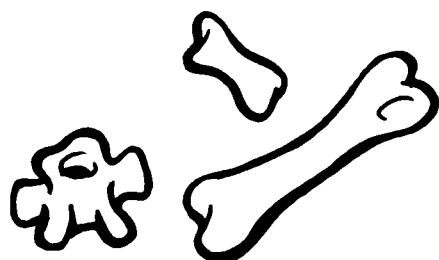
INSTRUCTIONS: Ask the student to count the bones in each block, then circle the correct number to tell how many.



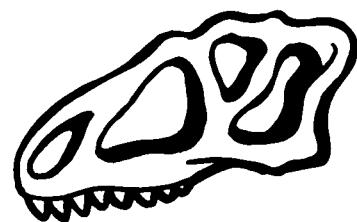
| 2 3



| 2 3



| 2 3



| 2 3



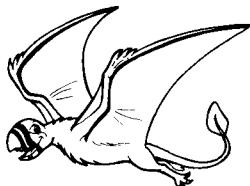
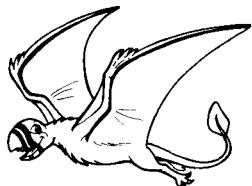
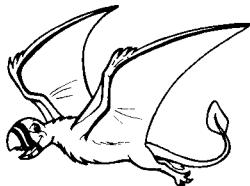
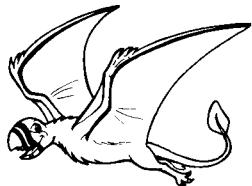
| 2 3



| 2 3

Name _____

INSTRUCTIONS: Ask the student to count the flying reptiles in each section then put an X through the correct number to show how many.

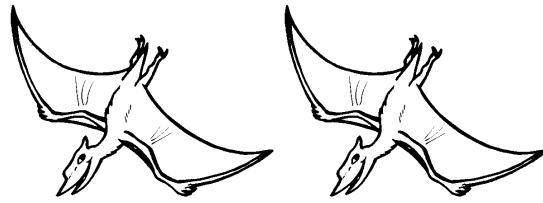
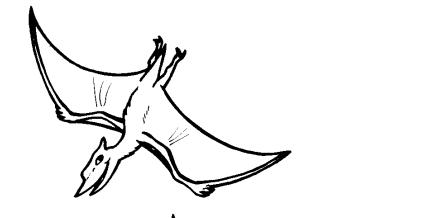


1

2

3

4



1

2

3

4



1

2

3

4

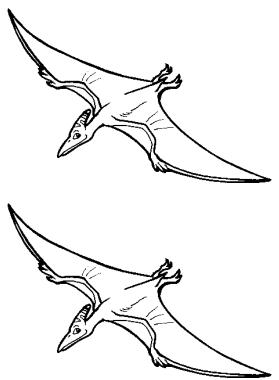
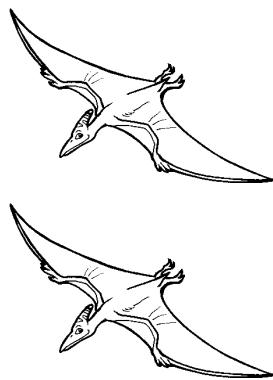
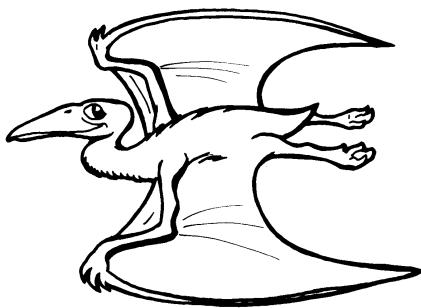


1

2

3

4



1

2

3

4

1

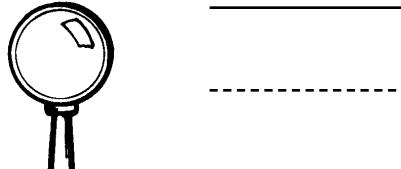
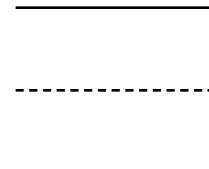
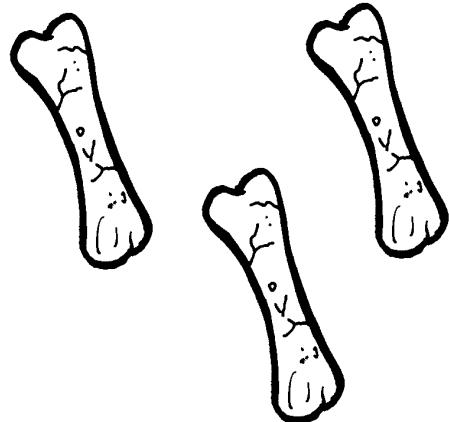
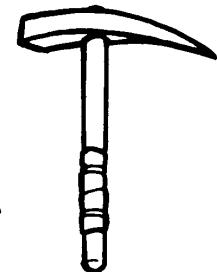
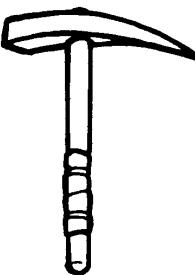
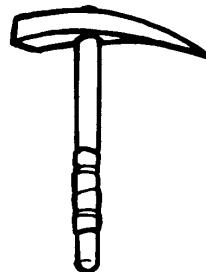
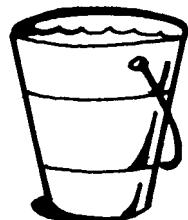
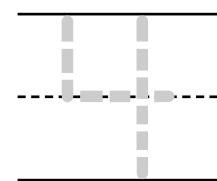
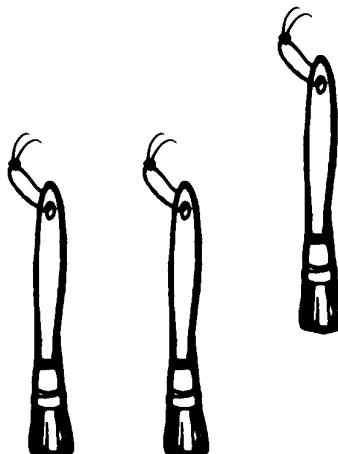
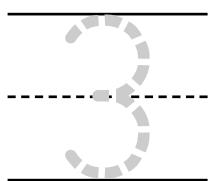
2

3

4

Name _____

INSTRUCTIONS: Ask the student to trace the numbers in the first two examples, then ask the student to count the objects in each block and write 3 or 4 to tell how many.



Name _____

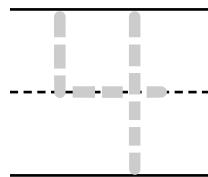
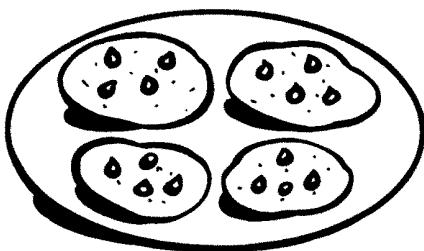
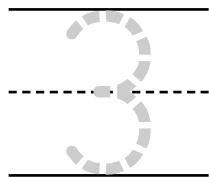
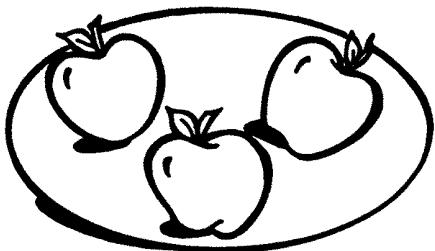
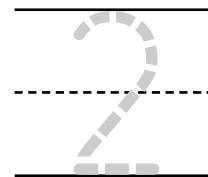
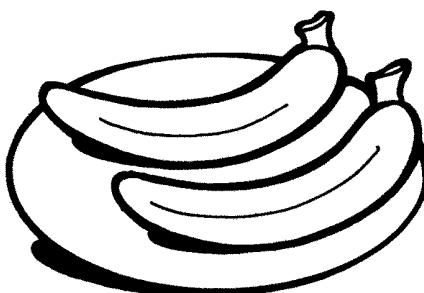
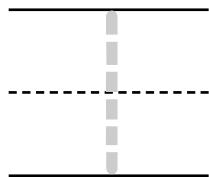
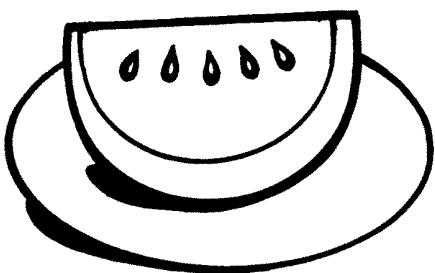
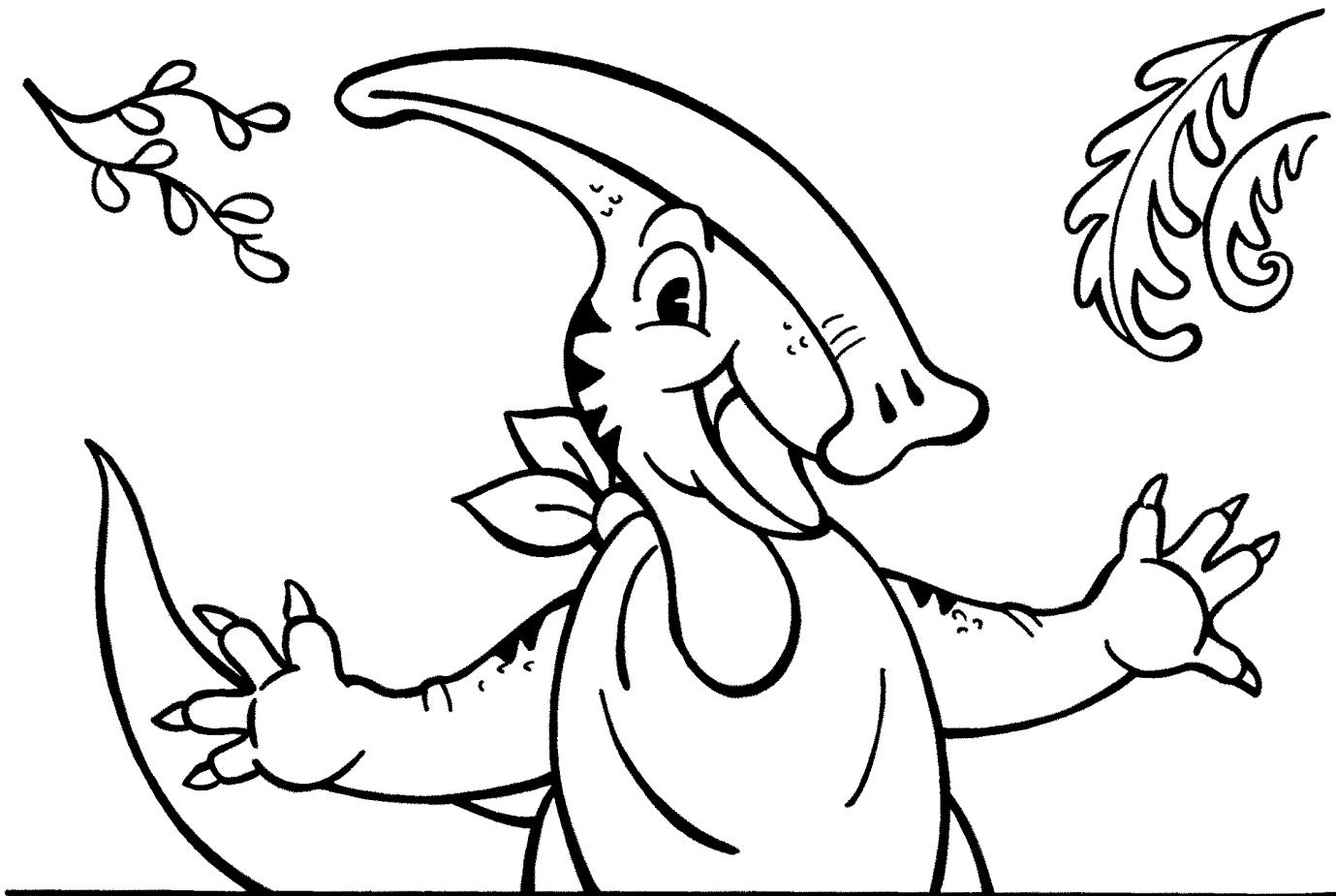
INSTRUCTIONS: Ask the student "how many eggs have hatched?" Then have the student write the number in the space provided.



SKILL: COUNT AND WRITE 3

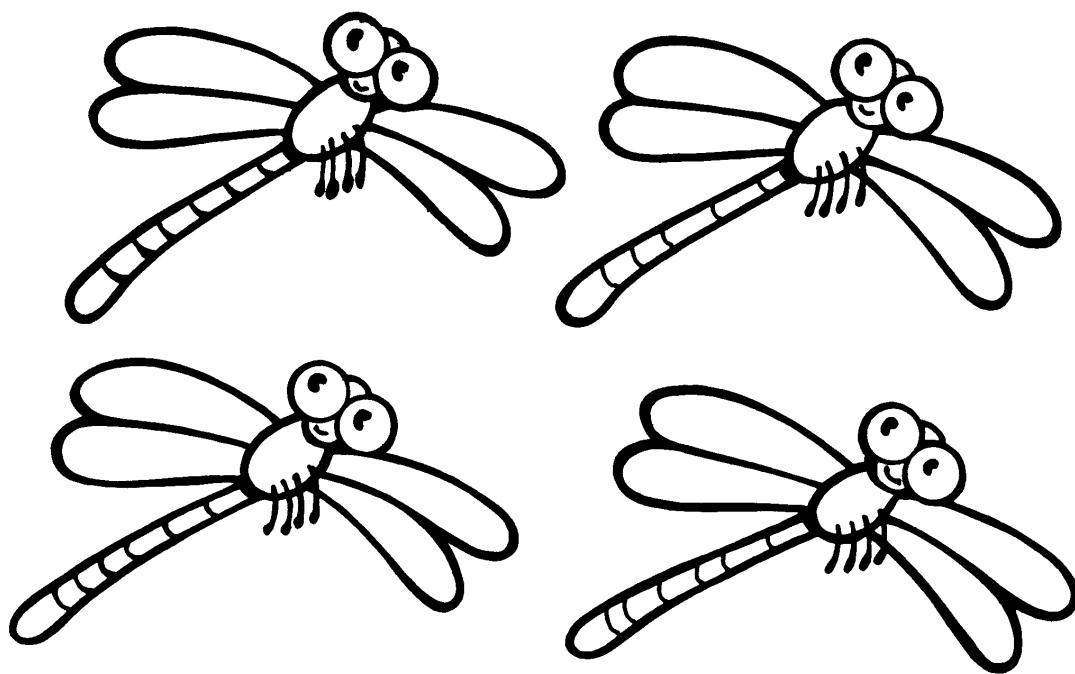
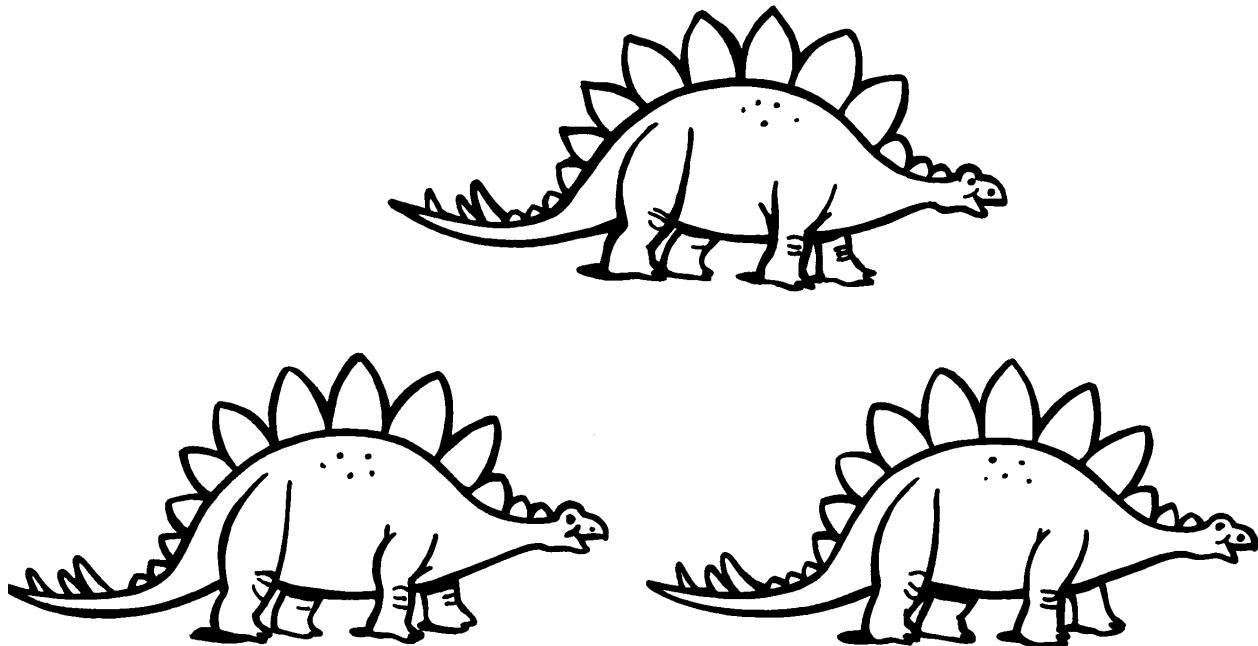
Name _____

INSTRUCTIONS: Ask the student to trace the number to count how many items are on each plate.



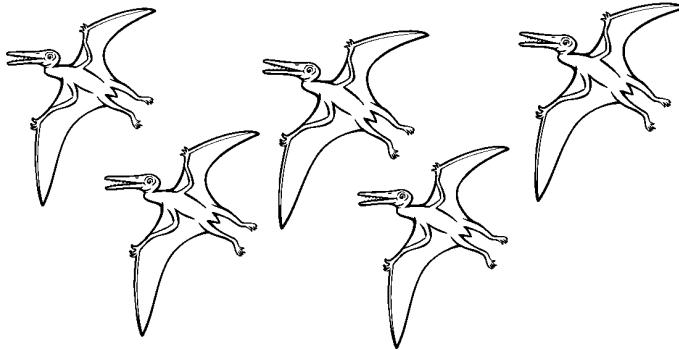
Name _____

INSTRUCTIONS: Ask the student to color 2 of the dinosaurs. Then have the student color 3 of the dragonflies.

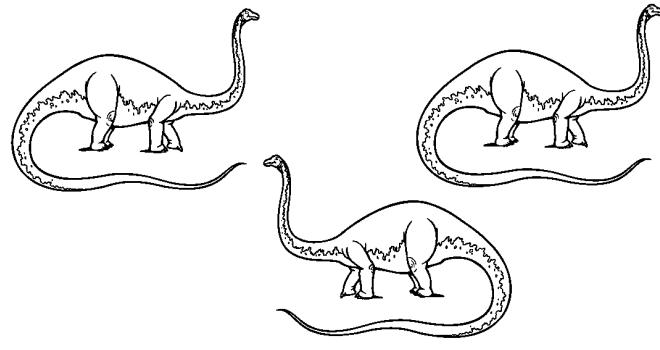


Name _____

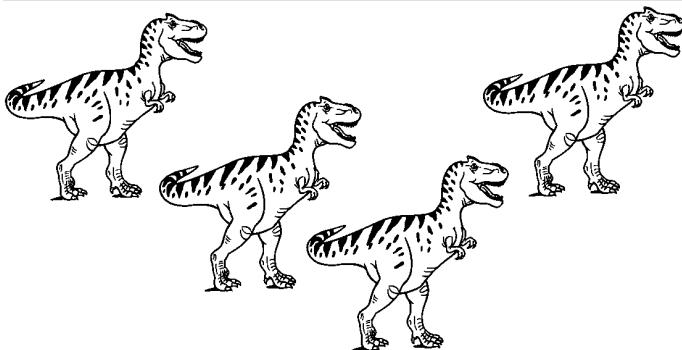
INSTRUCTIONS: Ask the student to count the animals in each section then put an X through the correct number to show how many.



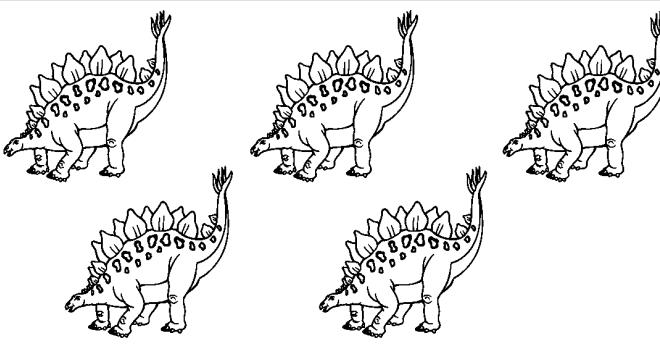
3 4 5



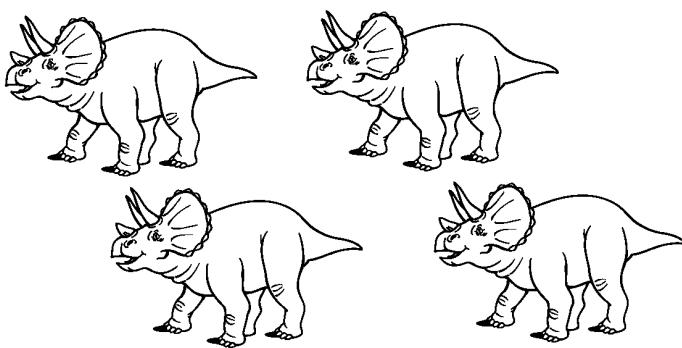
2 3 4



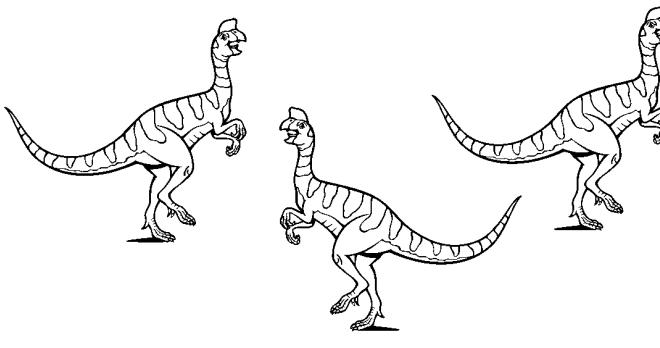
3 4 5



3 4 5



3 4 5

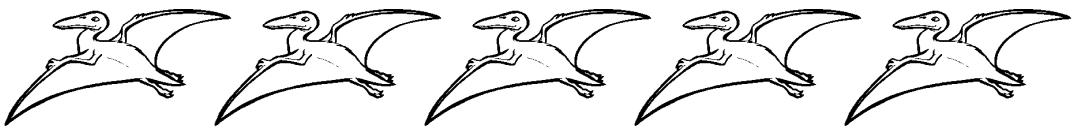


2 3 4

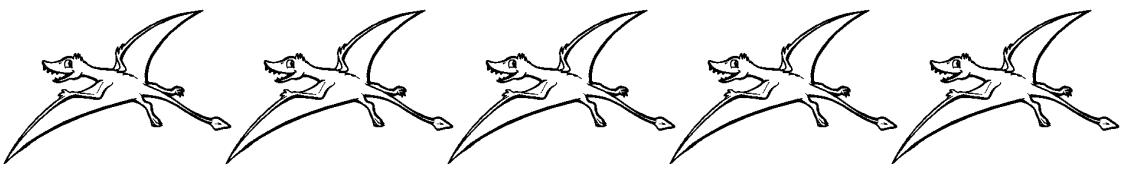
Name _____

INSTRUCTIONS: Ask the student to look at the numbers at the beginning of each row and then circle the number of flying reptiles to show how many.

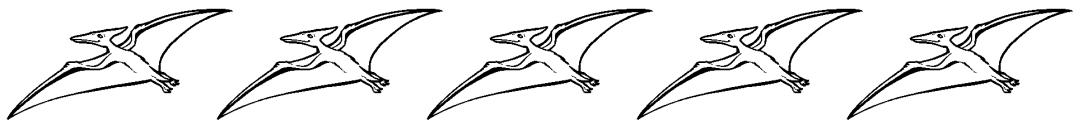
3



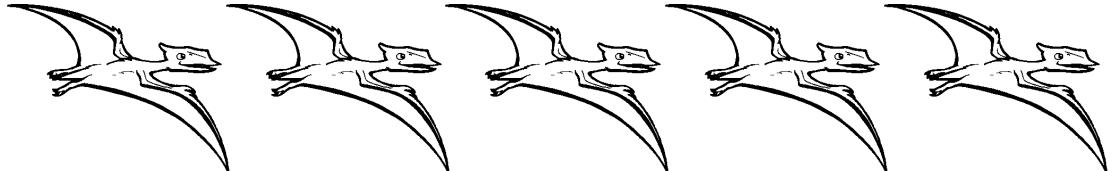
—



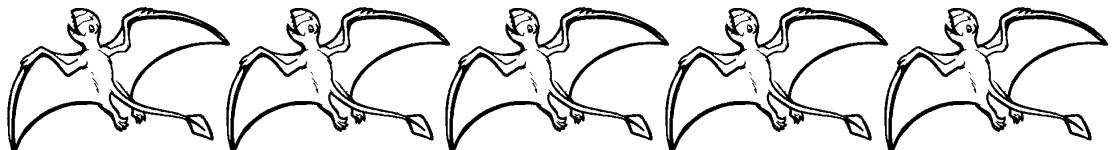
5



0



2

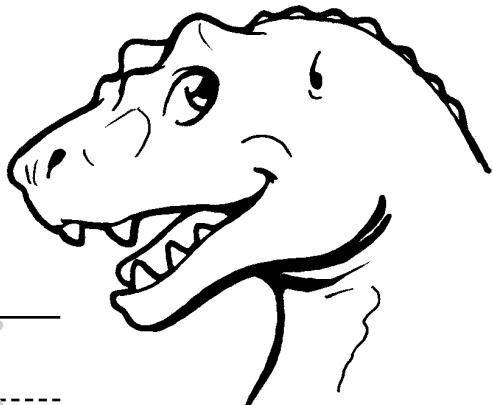


4

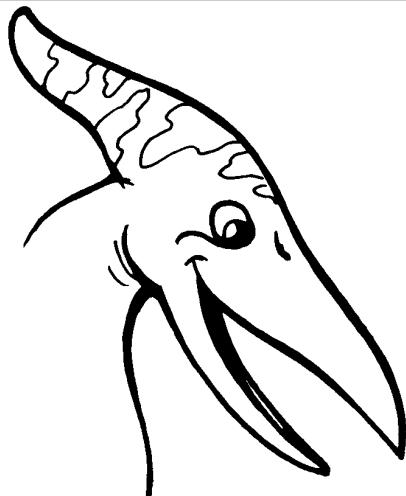


Name _____

INSTRUCTIONS: Ask the student to count the number of teeth each dinosaur has, then write the number to tell how many.

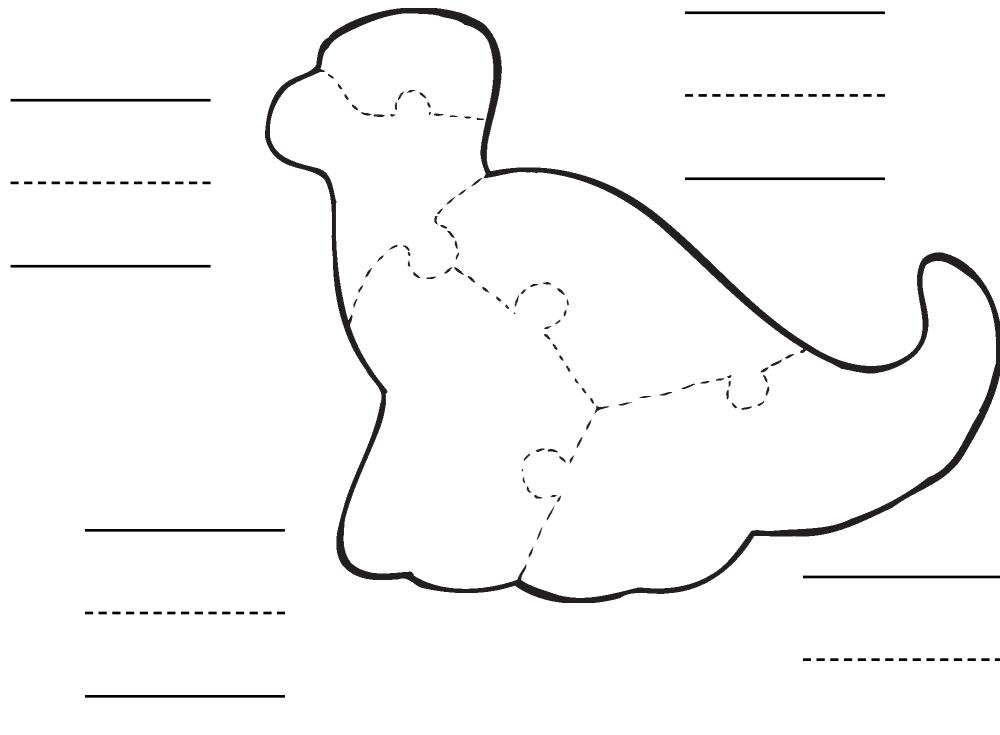
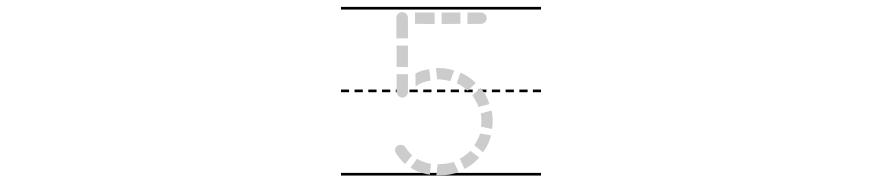
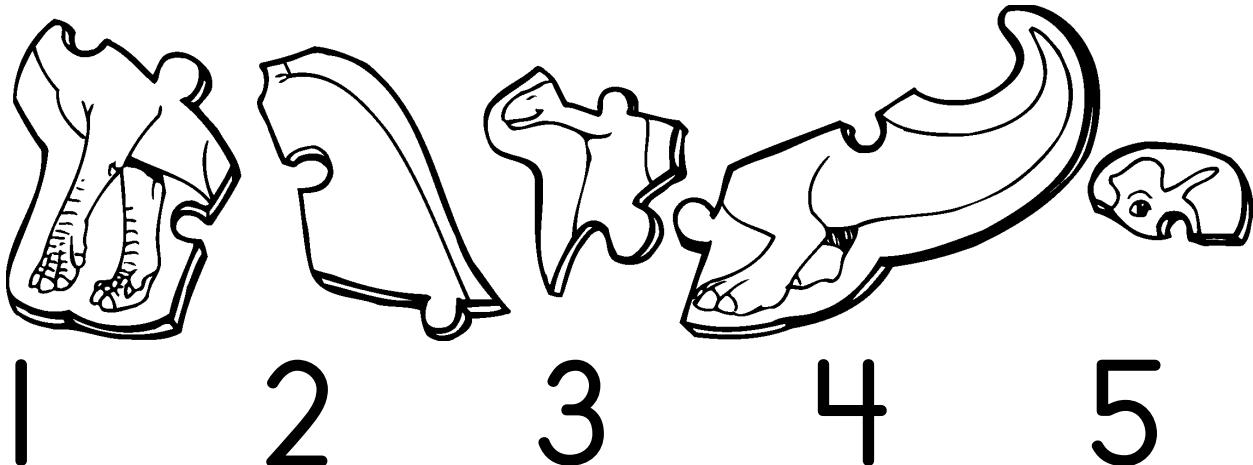


5



Name _____

INSTRUCTIONS: Ask the student to look at the number under each puzzle piece and find out where that piece belongs in the puzzle. Then have the student write its number on the lines.



SKILL: OBSERVE AND FOLLOW DIRECTIONS

Name _____

INSTRUCTIONS: Ask the student to find 5 bugs in this picture. Then color 2 of them red and 3 of them blue.

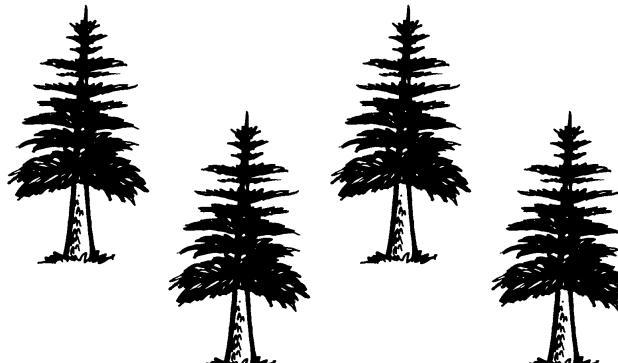
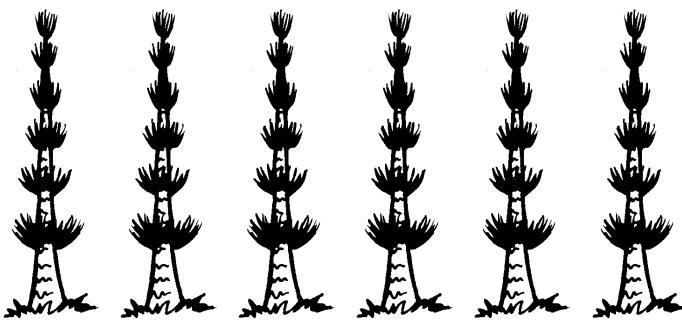
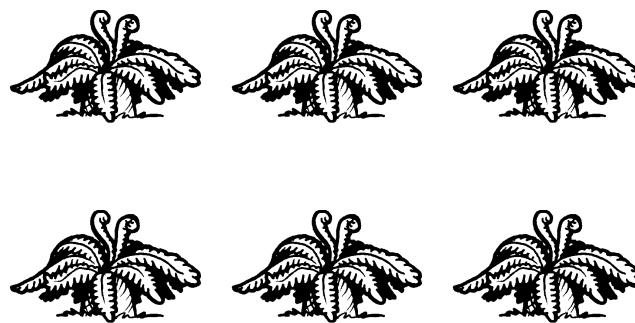
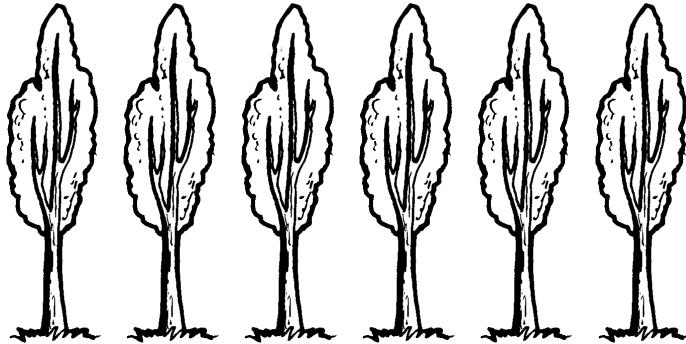
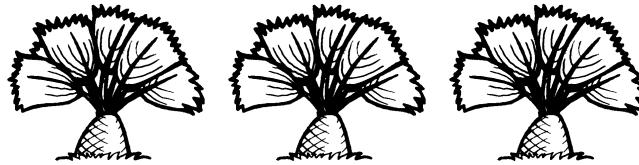


SKILL: COUNT TO FIVE

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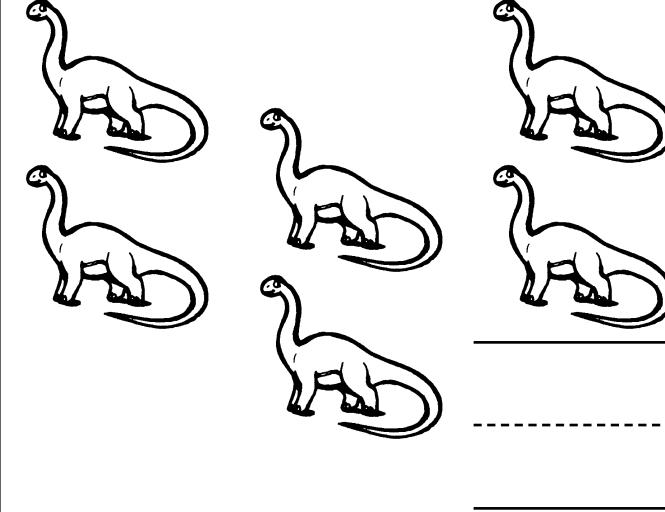
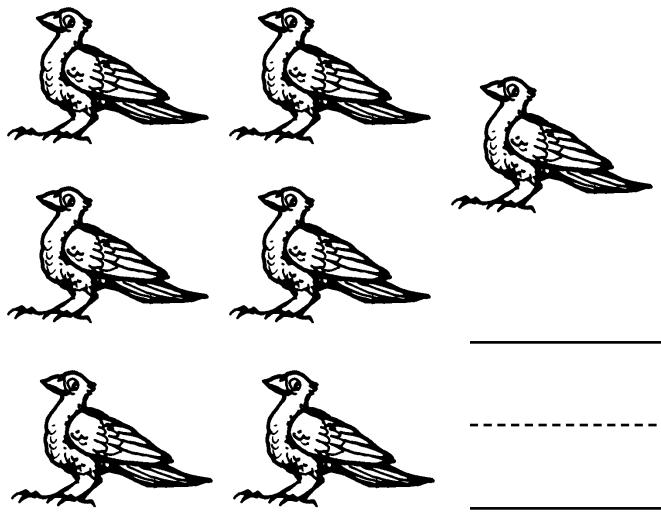
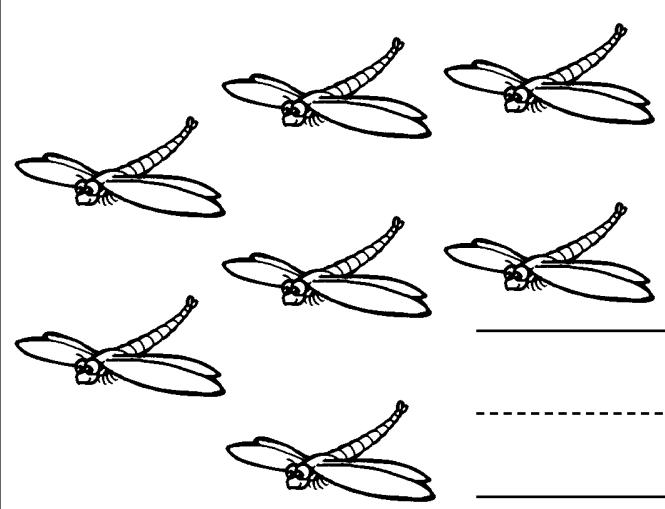
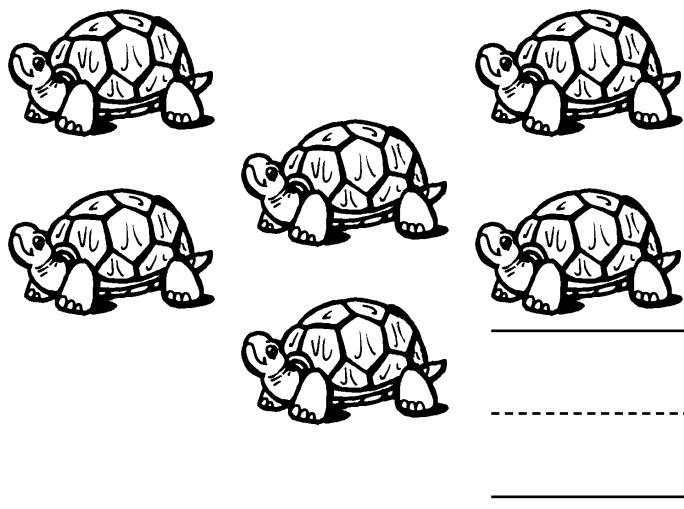
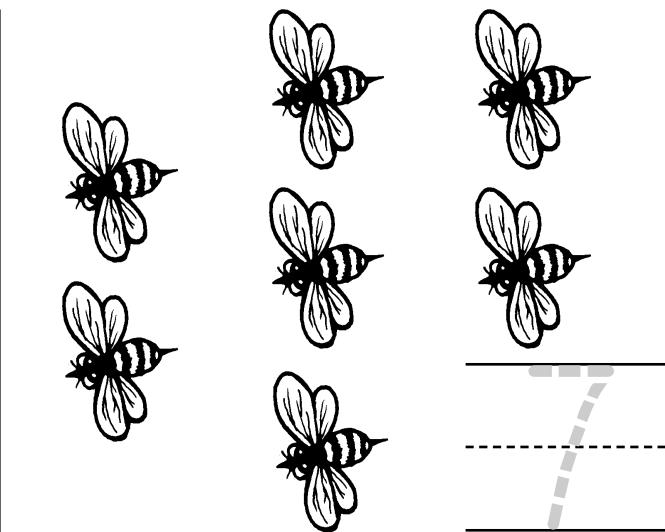
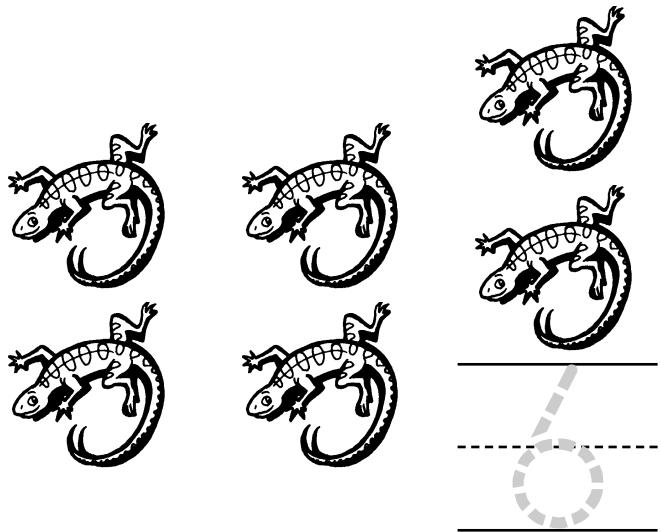
Name _____

INSTRUCTIONS: Ask the student to count the trees in each section, then circle the group if it has 6 trees.



Name _____

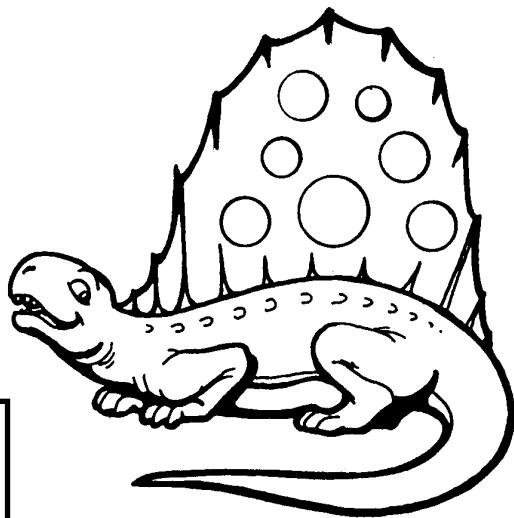
INSTRUCTIONS: Ask the student to trace the numbers in the first two examples, then ask the student to count the animals in each block and write 6 or 7 to tell how many.



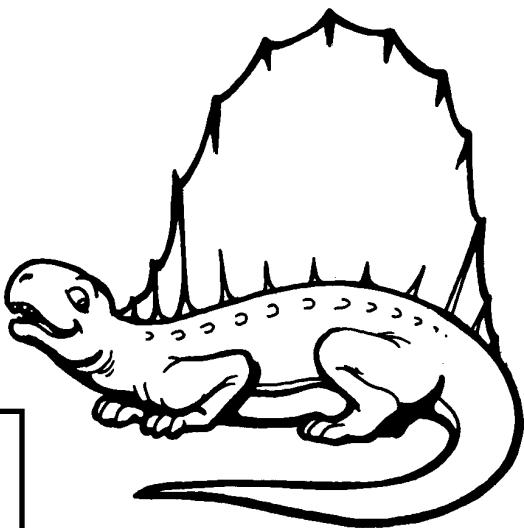
Name _____

INSTRUCTIONS: Ask the student to draw the correct number of spots on each dinosaur.
Then have the student color groups of 5 spots *green*, groups of 6 *blue*, groups of
7 *yellow* and groups of 8 *purple*.

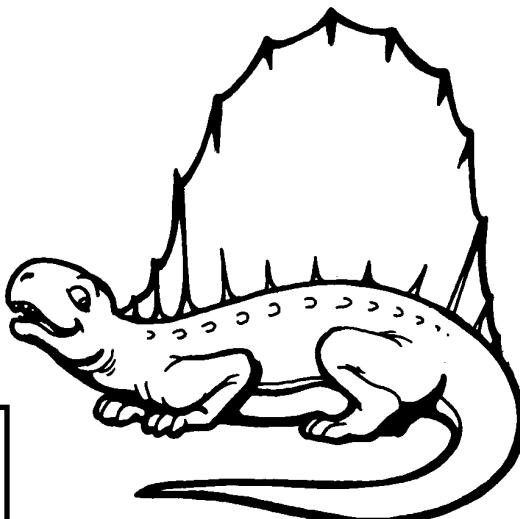
7



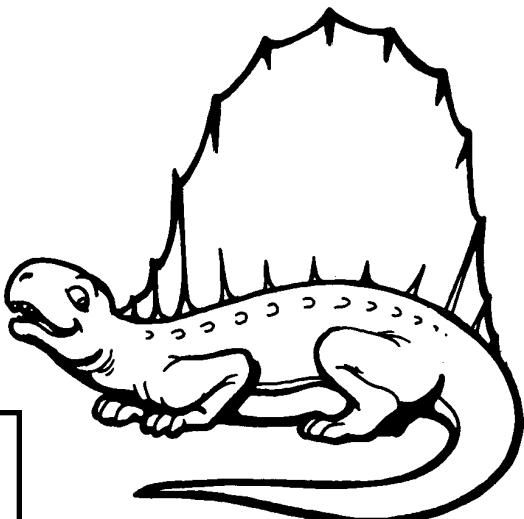
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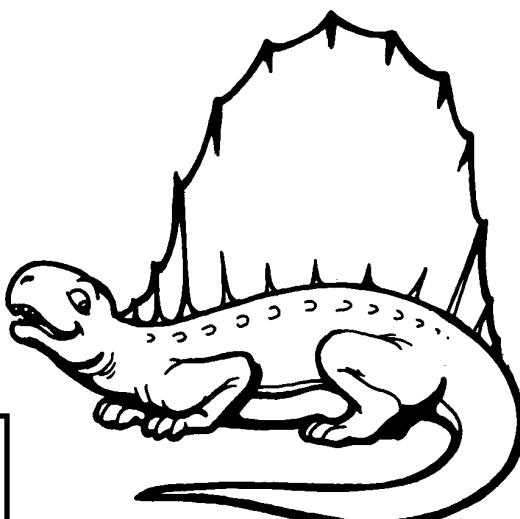
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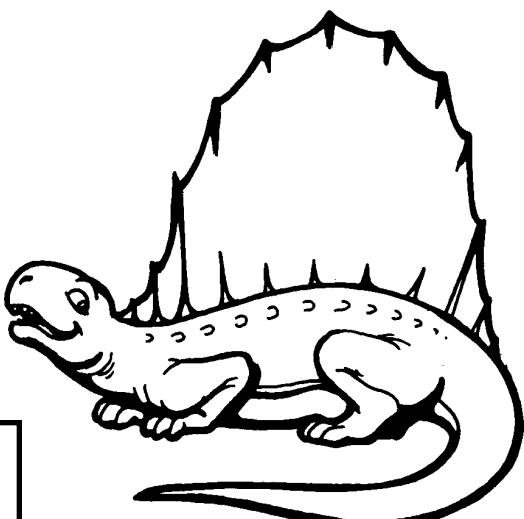
8



8

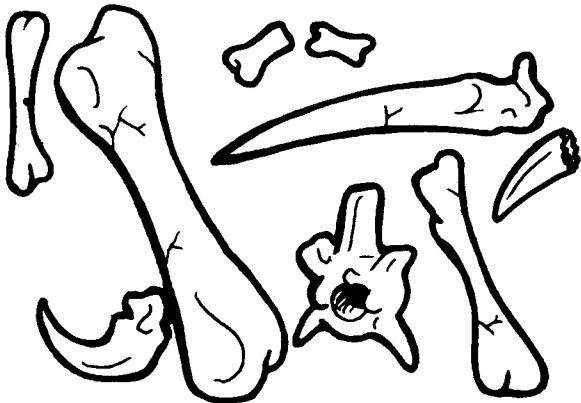


6



Name _____

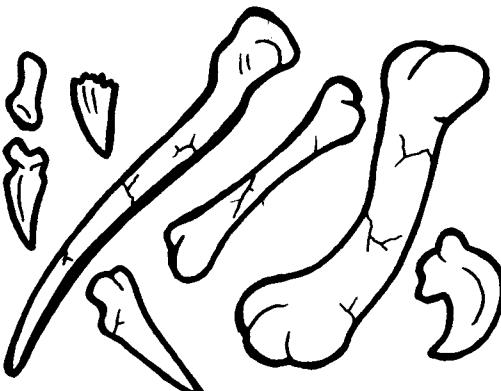
INSTRUCTIONS: Ask the student to count the bones in each section then put an X through the correct number to show how many.



7

8

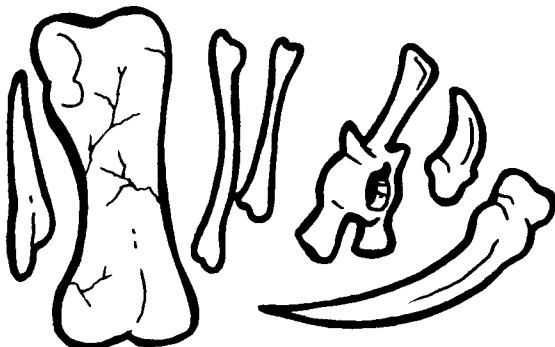
9



6

7

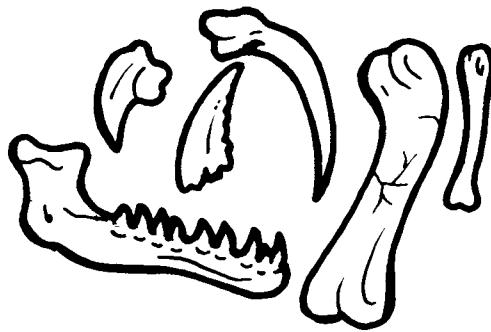
8



7

8

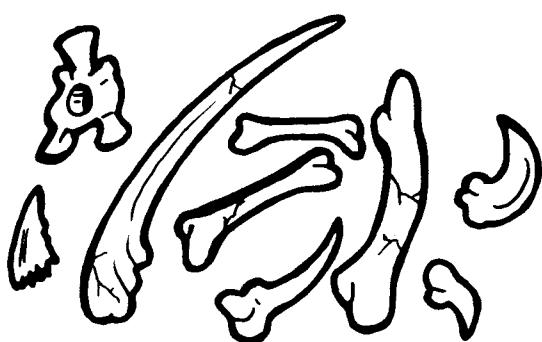
9



5

6

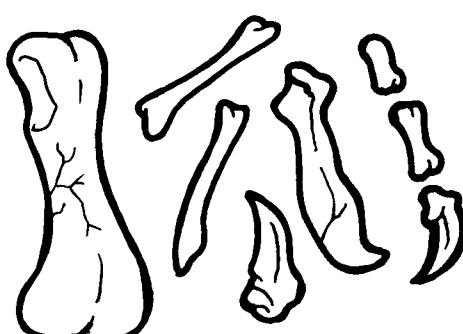
7



7

8

9



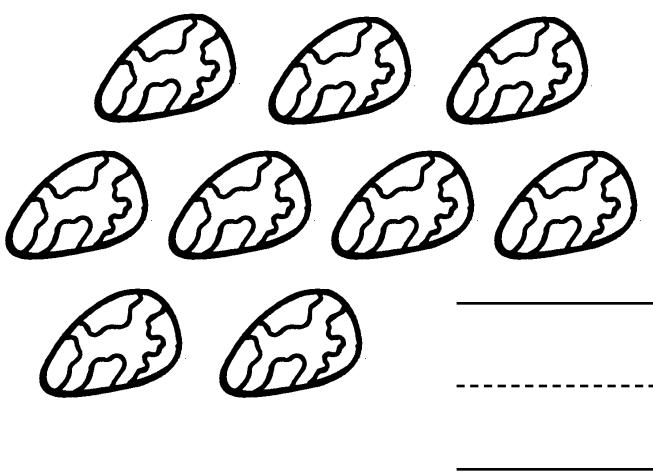
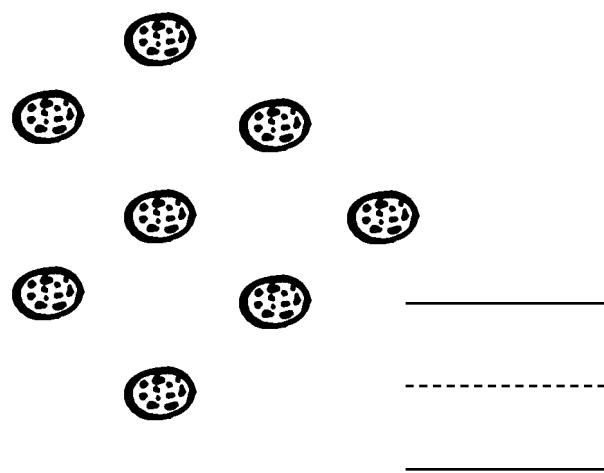
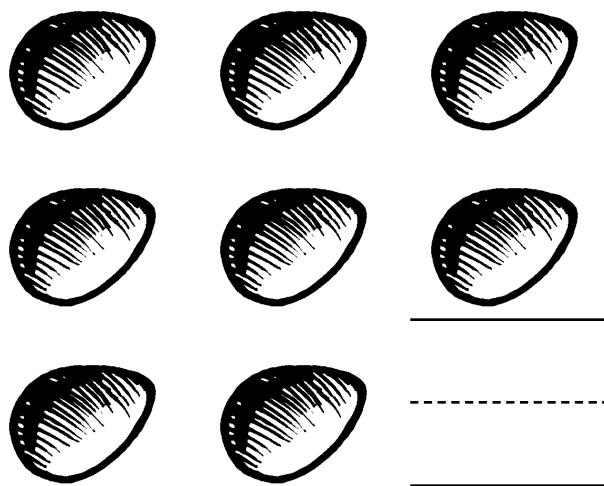
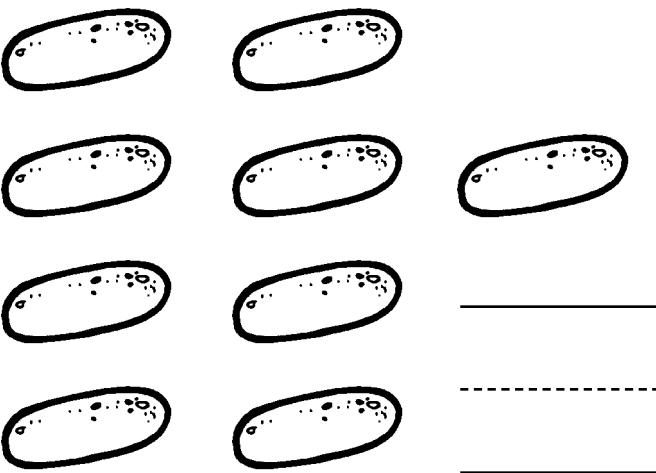
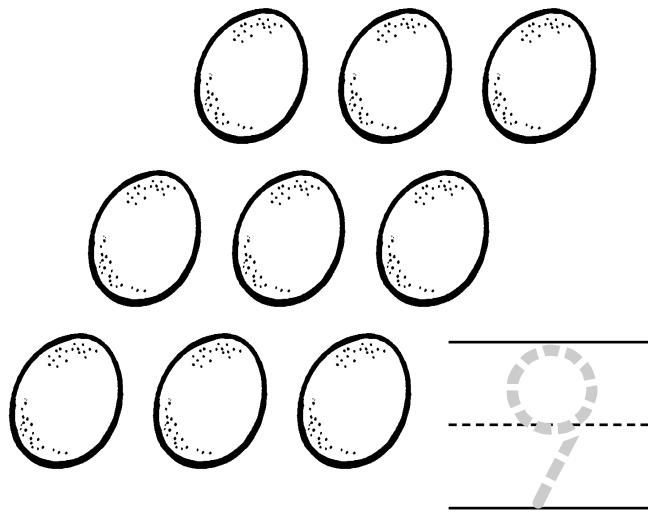
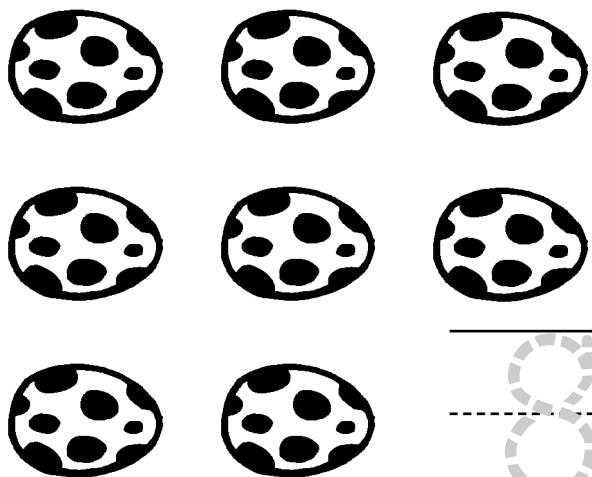
7

8

9

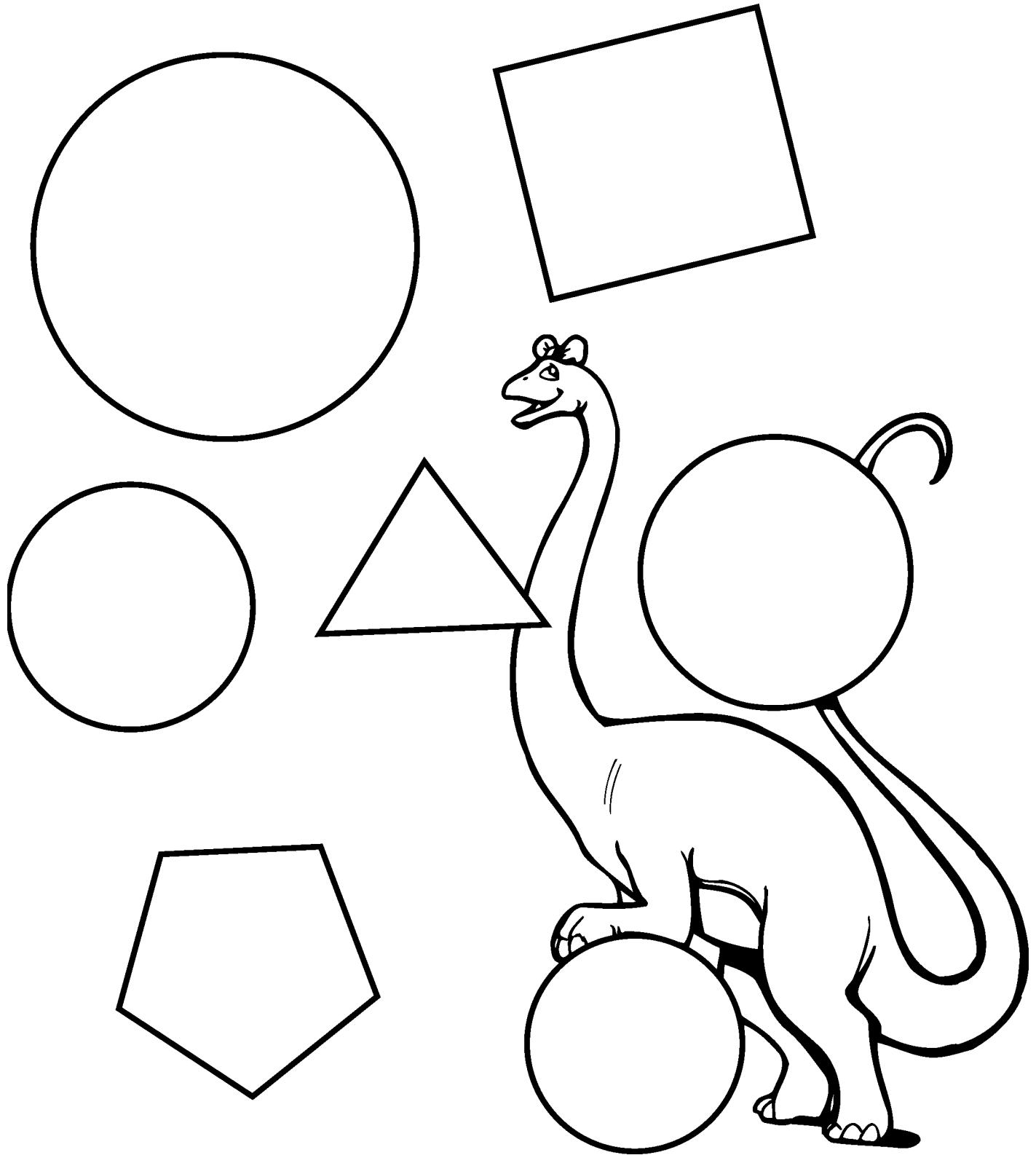
Name _____

INSTRUCTIONS: Ask the student to trace the numbers in the first two examples, then ask the student to count the eggs in each block and write 8 or 9 to tell how many.



Name _____

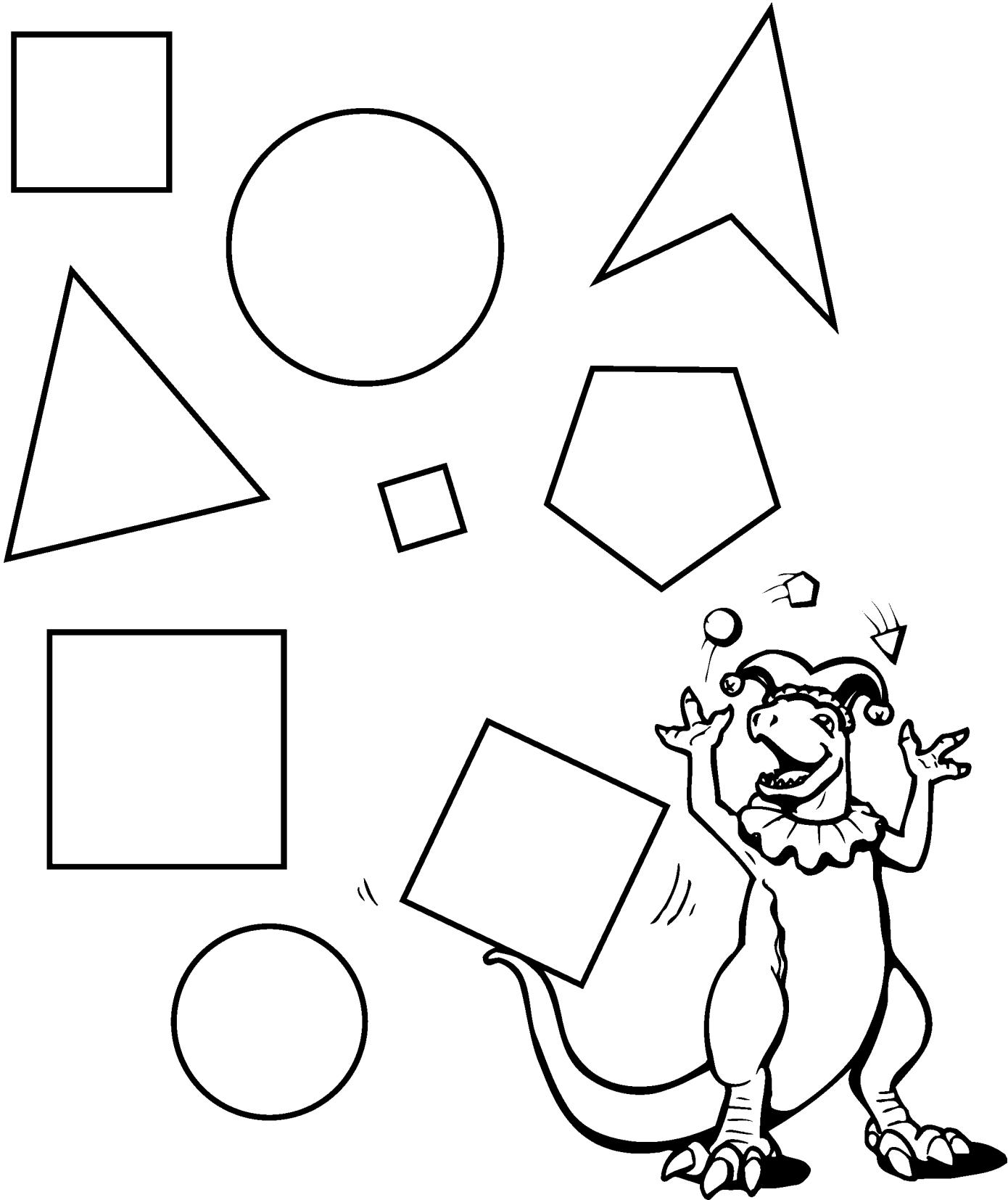
INSTRUCTIONS: Ask the student to look at the pictures and write an X on each one that has the shape of a circle.



SKILL: IDENTIFY A CIRCLE

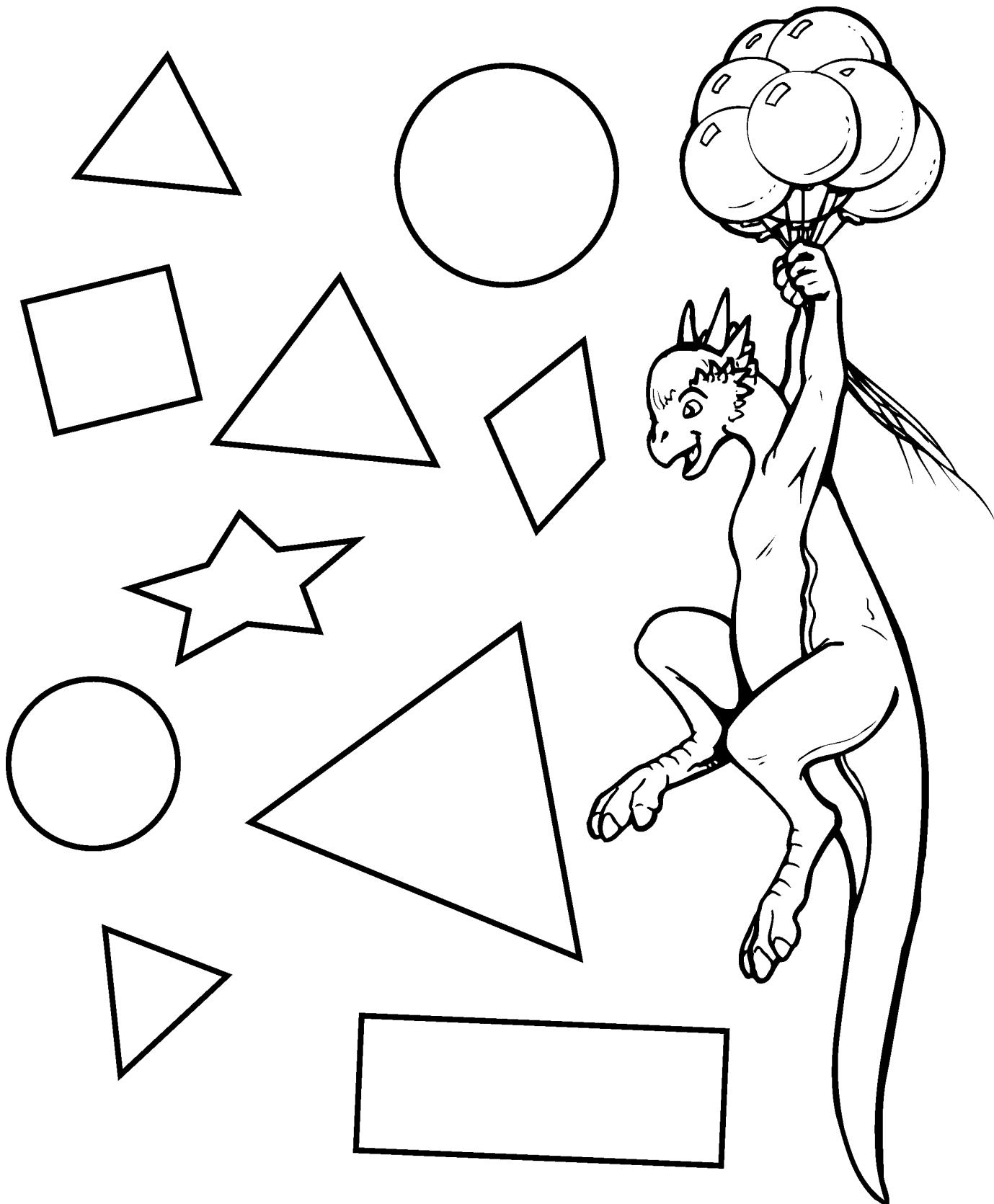
Name _____

INSTRUCTIONS: Ask the student to look at the pictures and draw a circle around each one that has the shape of a square.



Name _____

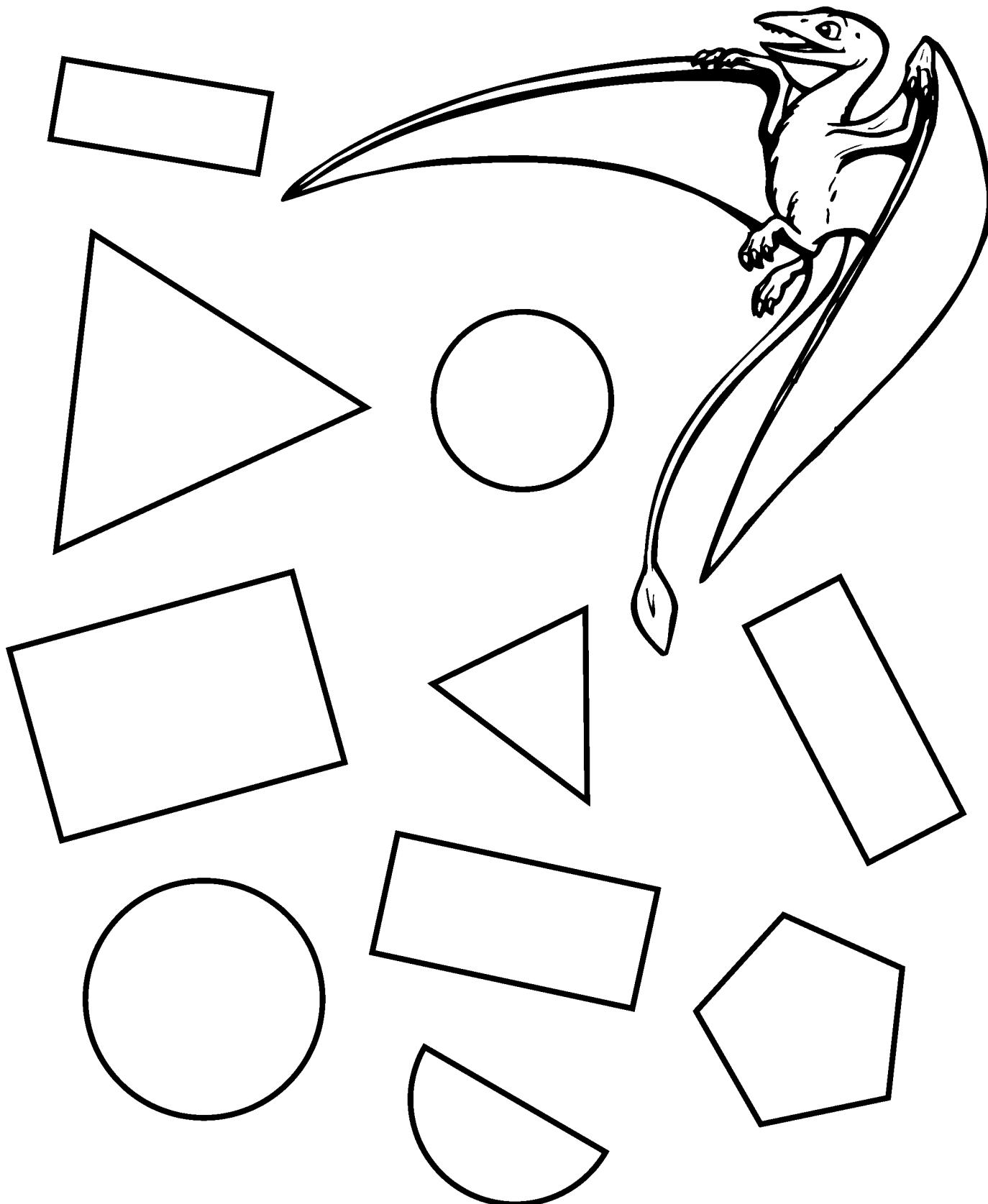
INSTRUCTIONS: Ask the student to look at the pictures and then draw a circle around each one that has the shape of a triangle.



SKILL: IDENTIFY A TRIANGLE

Name _____

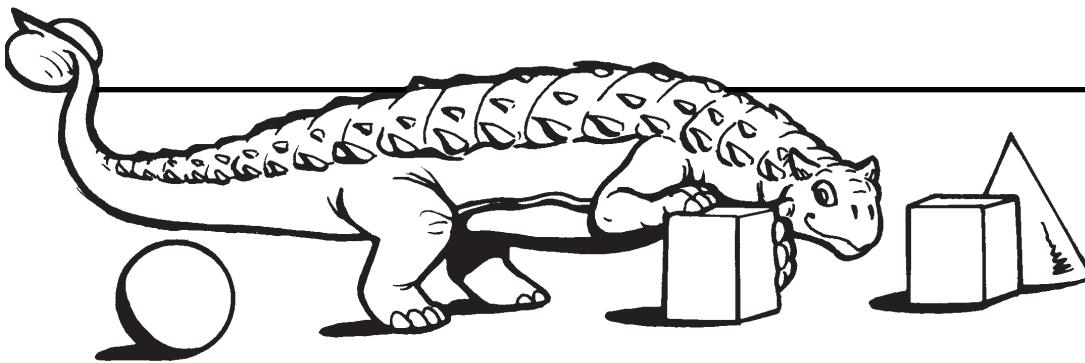
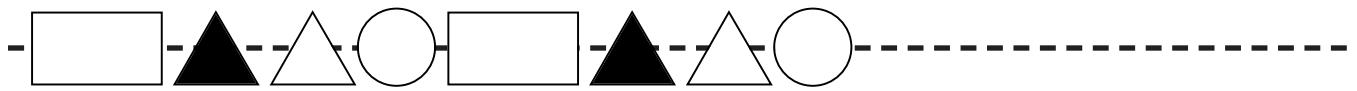
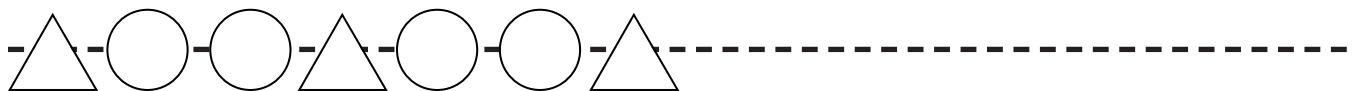
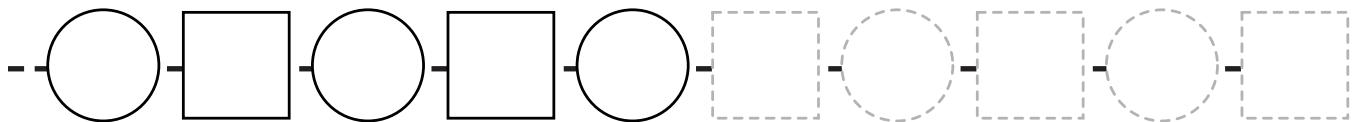
INSTRUCTIONS: Ask the student to look at the pictures and draw a circle around each one that has the shape of a rectangle.



SKILL: IDENTIFY A RECTANGLE

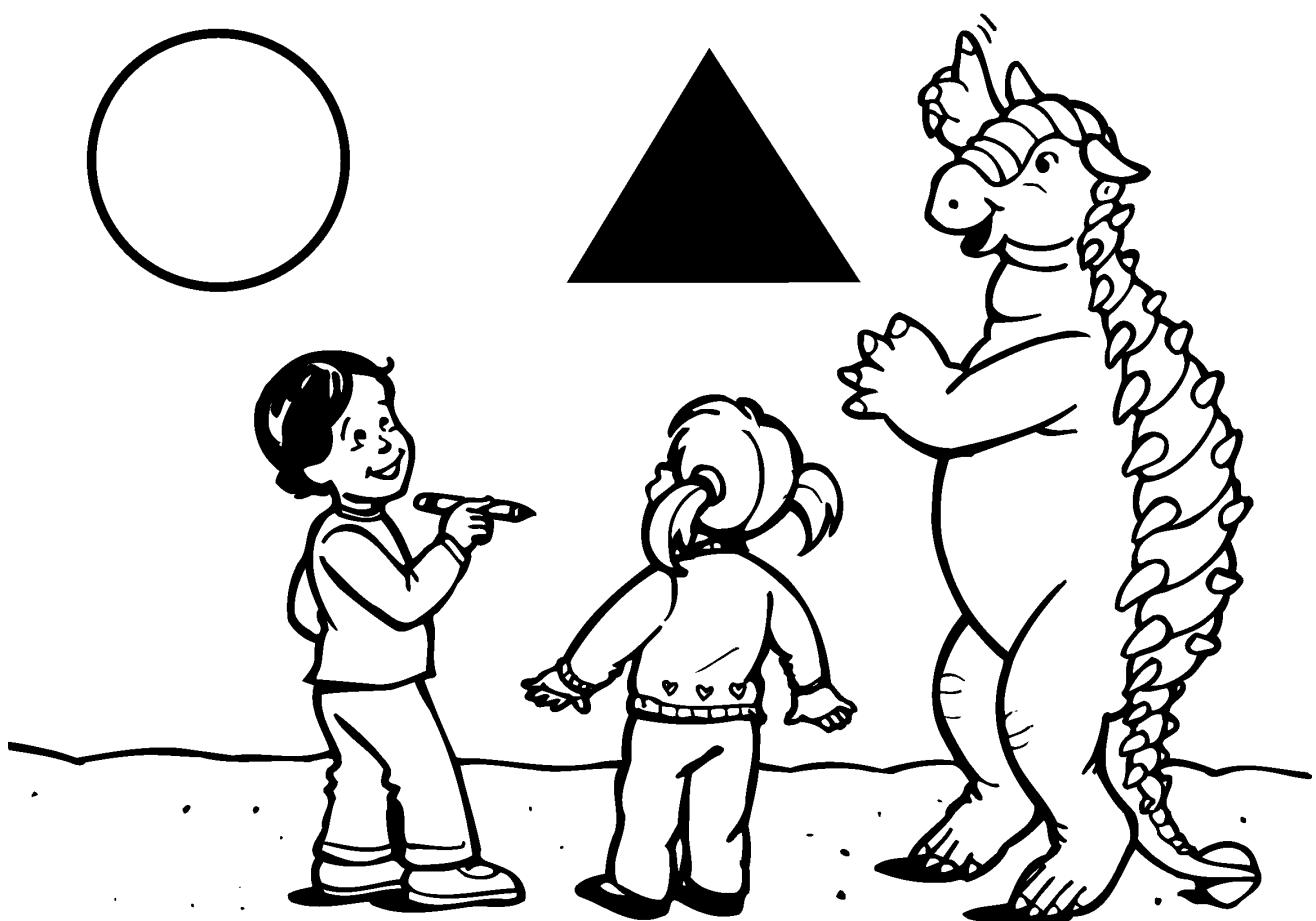
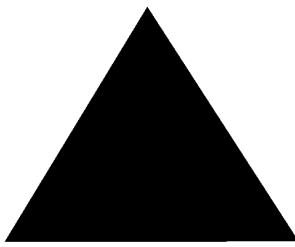
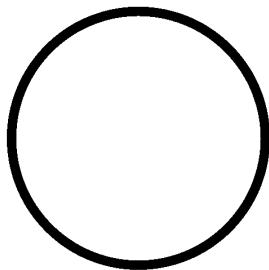
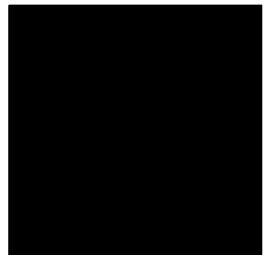
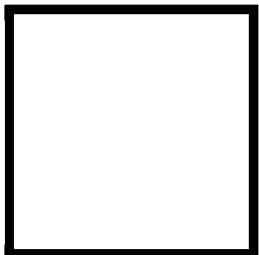
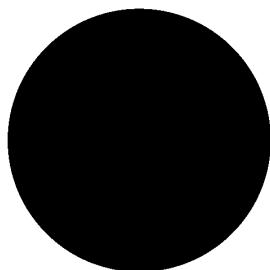
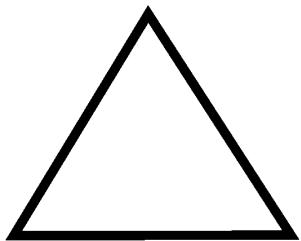
Name _____

INSTRUCTIONS: Ask the student to study the patterns in each row, then finish the patterns by filling the spaces with the correct shapes.



Name _____

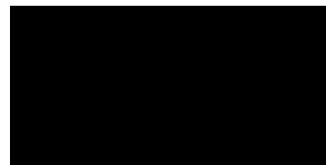
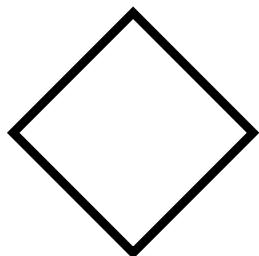
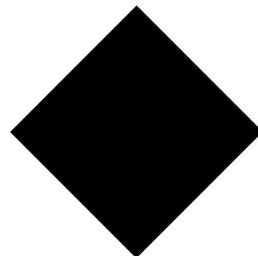
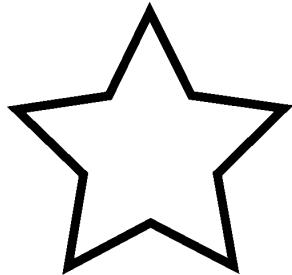
INSTRUCTIONS: Ask the student to draw lines to the matching shapes.



SKILL: MATCH THE SHAPES

Name _____

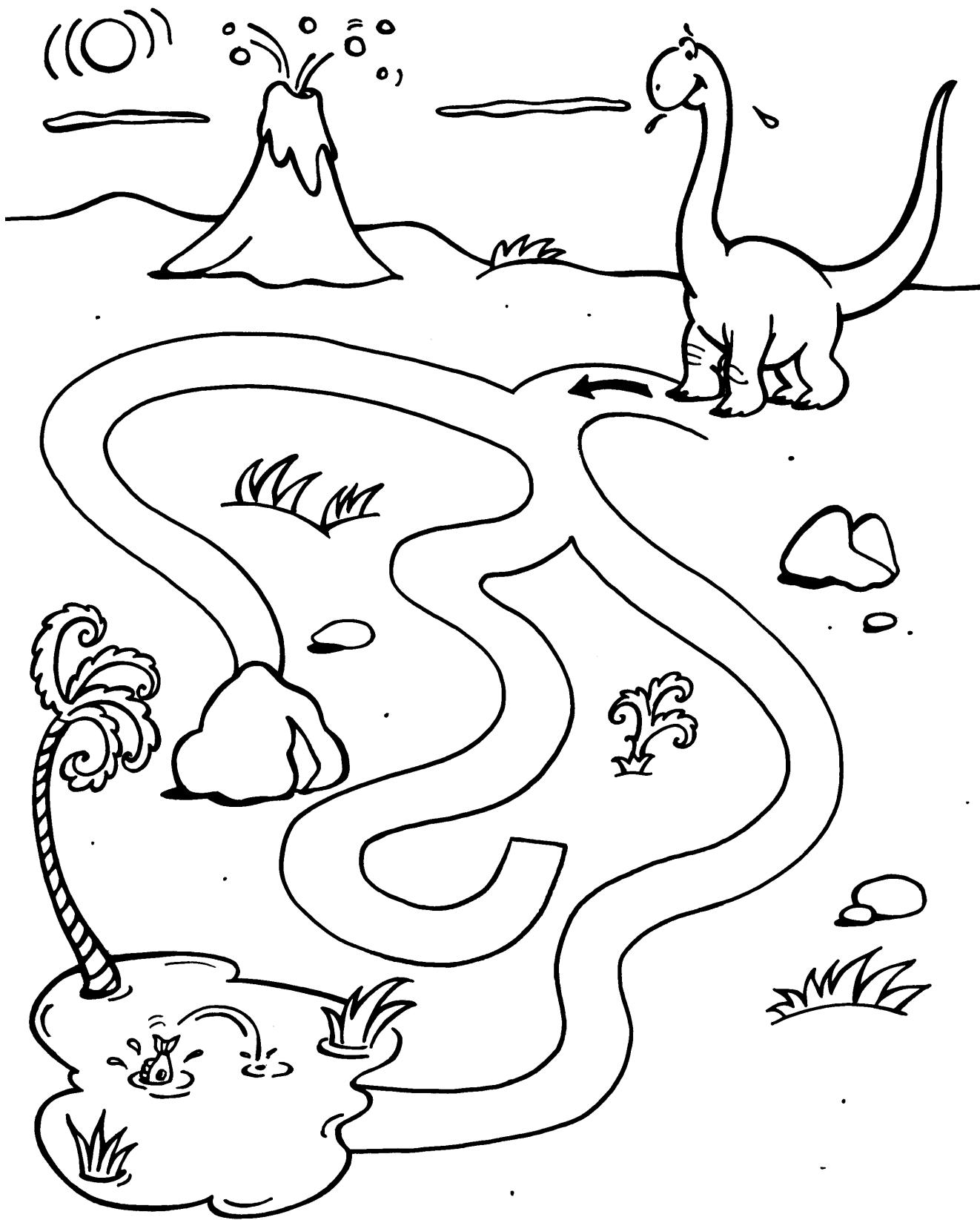
INSTRUCTIONS: Ask the student to draw lines to the matching shapes.



SKILL: MATCH THE SHAPES

Name _____

INSTRUCTIONS: Ask the student to draw a line along the path which will help this thirsty dinosaur find water.



Name _____

A B C D E F G H I J K L M N O P
Q R S T U V W X Y Z

Connect the dots from A to Z to see what is
eating the plants.



SKILL: UPPERCASE LETTER ORDER

Name _____

a b c d e f g h i j k l m n o p q r s t u v w x y z

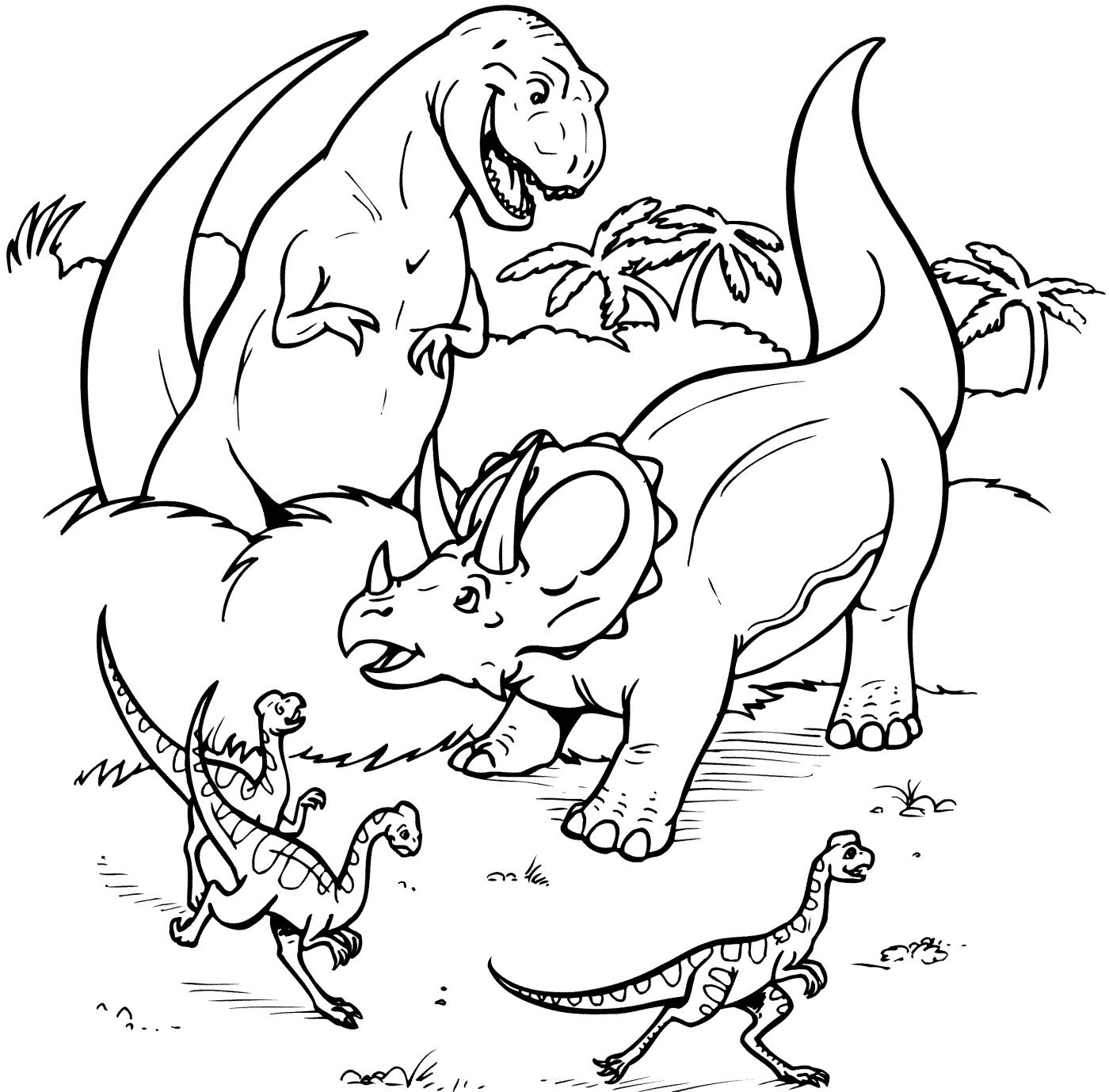
Connect the dots from a-z to see what is hatching from the eggs.



SKILL: LOWERCASE LETTER ORDER

Name _____

Dinosaurs came in many shapes and sizes. Color the big dinosaurs, and circle the small dinosaurs.

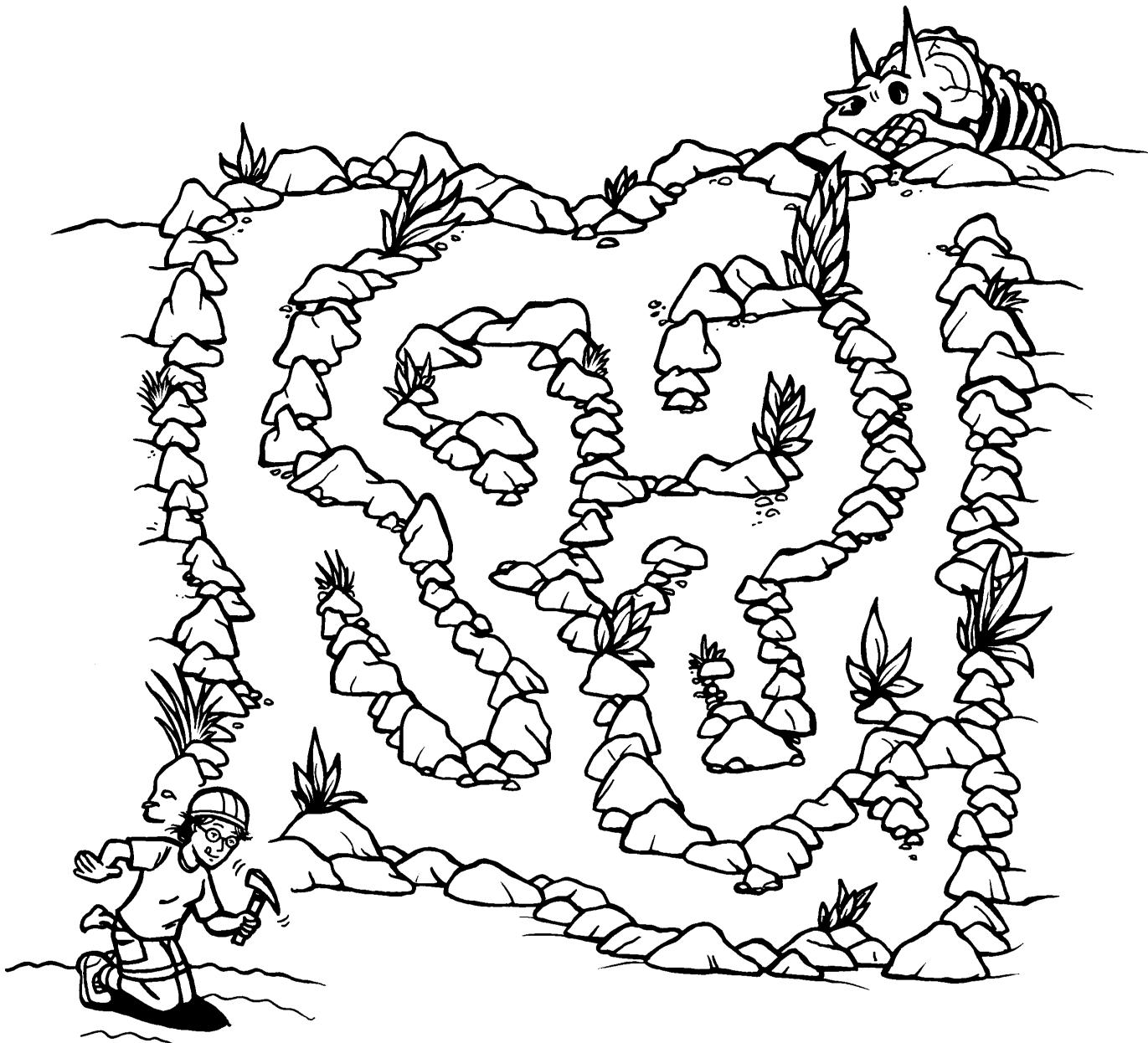


SKILL: IDENTIFY AND COLOR THE BIGGER AND SMALLER

KINDERGARTEN • DINOSAURS • LANGUAGE • 003

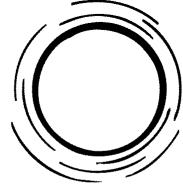
Name _____

Paleontologists study dinosaurs and their fossils. Help the paleontologist find her way through the maze to the fossils.



Name _____

Fill in the missing letters. Then
write the word again, by yourself.



sun sun sun

leaf leaf

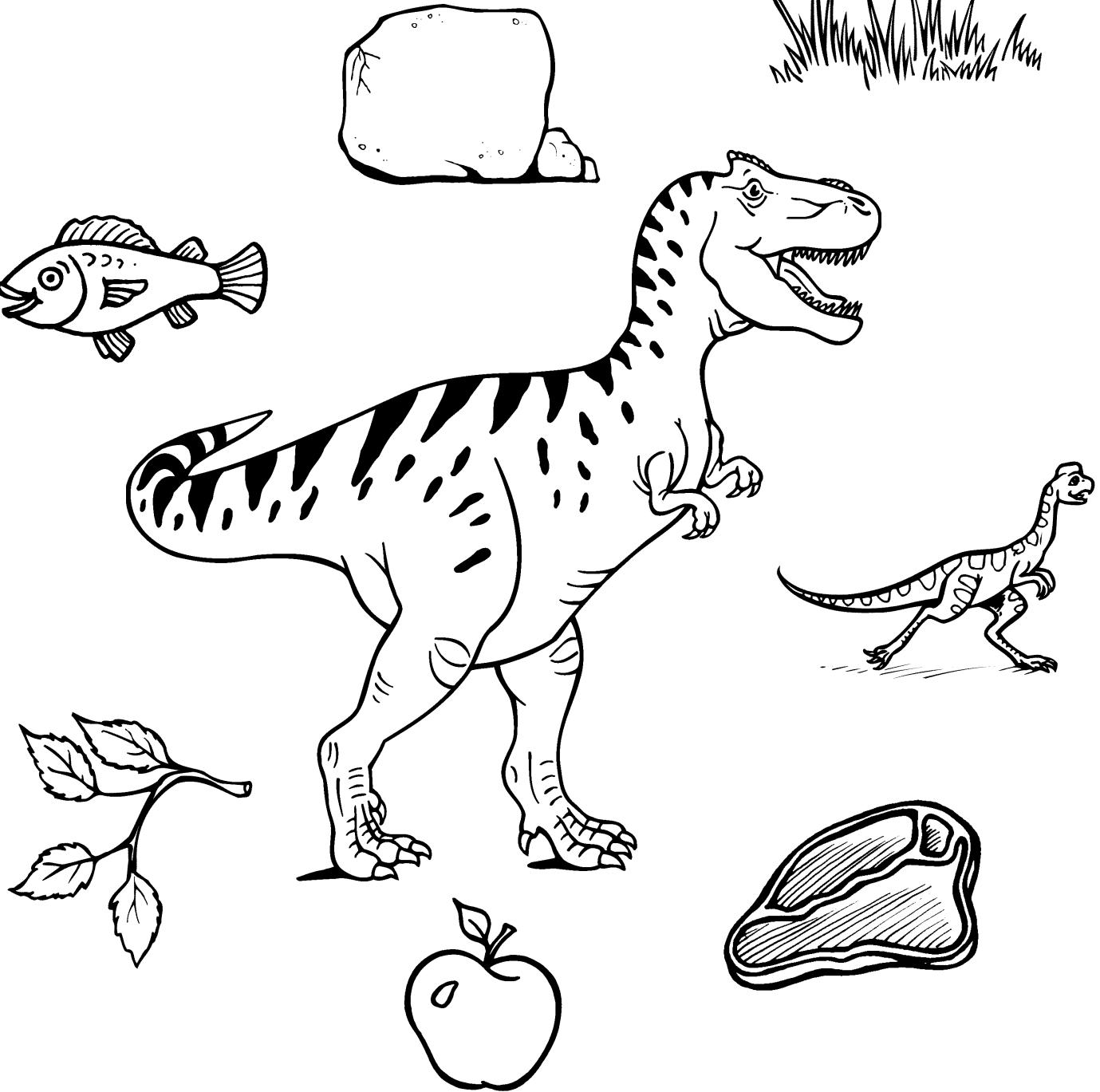
hat hat

tree tree



Name _____

T-rex is getting hungry. Circle the items that tyrannosaurus likes to eat.
Color the picture.

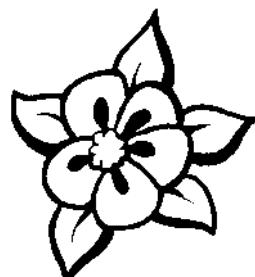
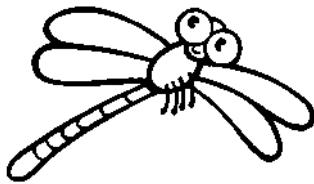
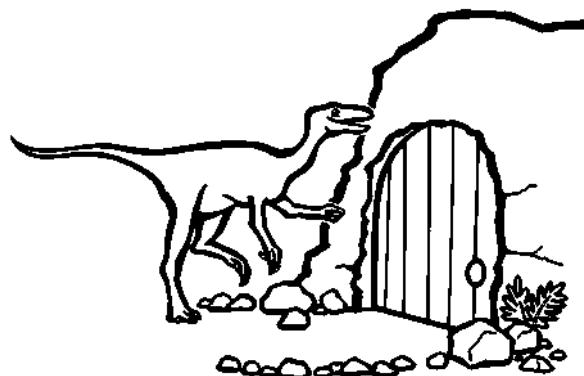
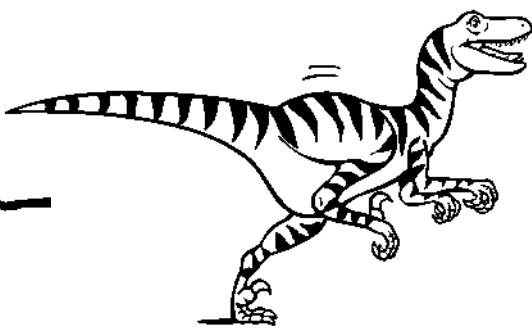


Name _____

Trace the letter Dd. Say the names
of the pictures, then color the ones
that begin with Dd.

Dd

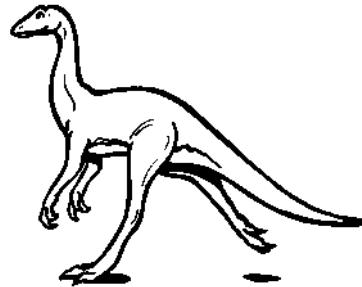
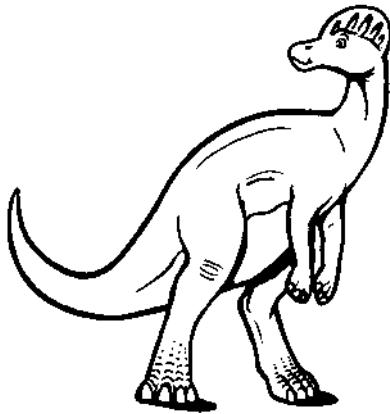
Dd



Name _____

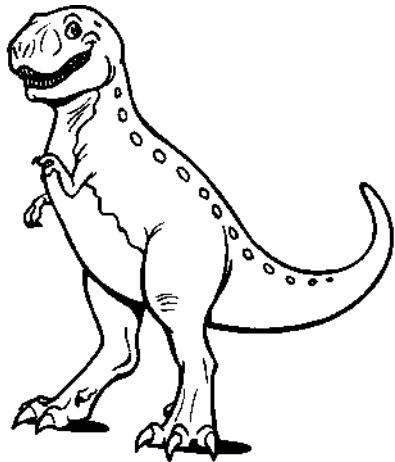
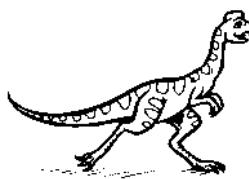
Some dinosaurs are big.

Some dinosaurs are small. Write the
correct words under the pictures.



big

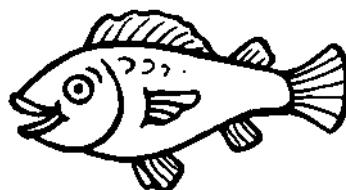
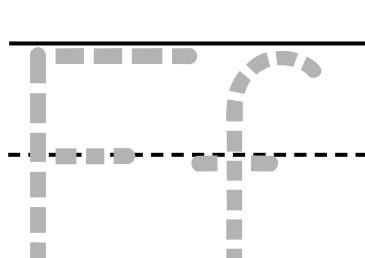
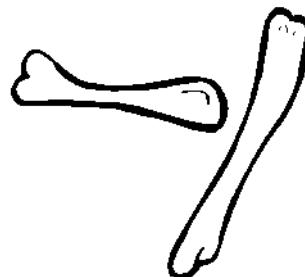
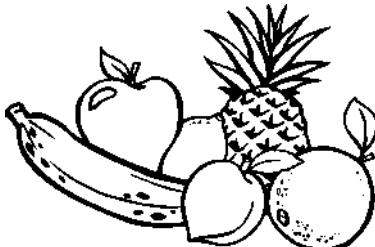
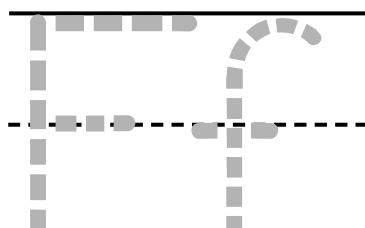
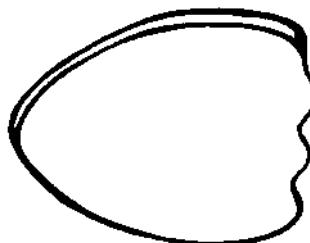
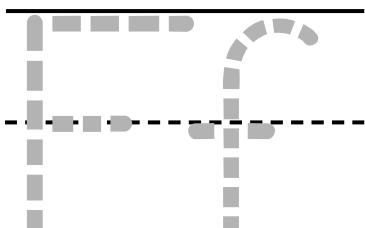
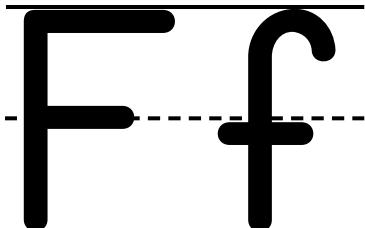
small



Name _____

Trace the letter Ff.

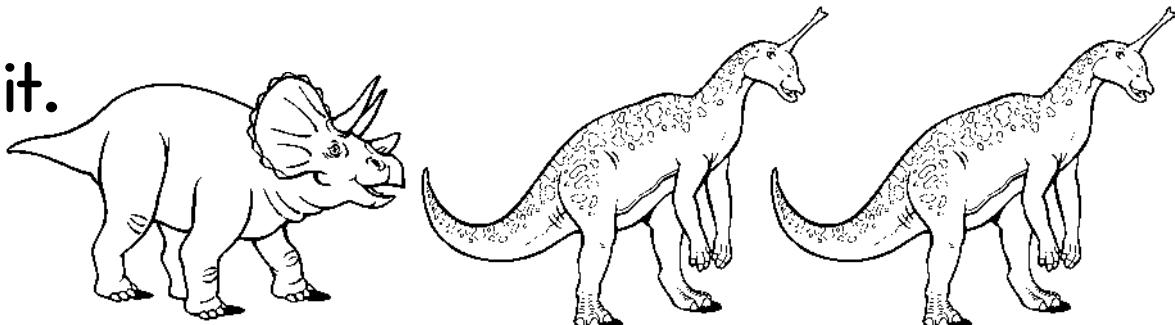
Circle the picture in each row that begins with the Ff sound.



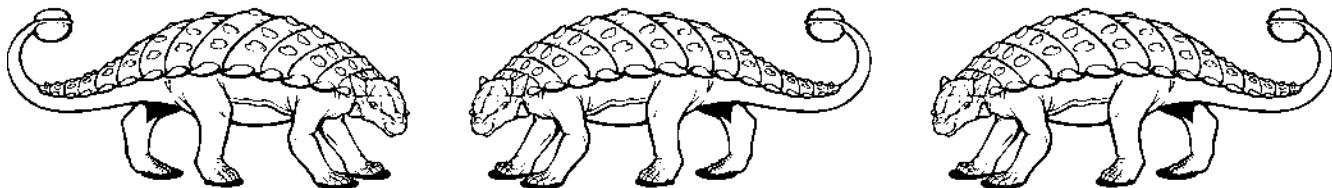
Name _____

Which dinosaur is the first in this row?

Circle it.

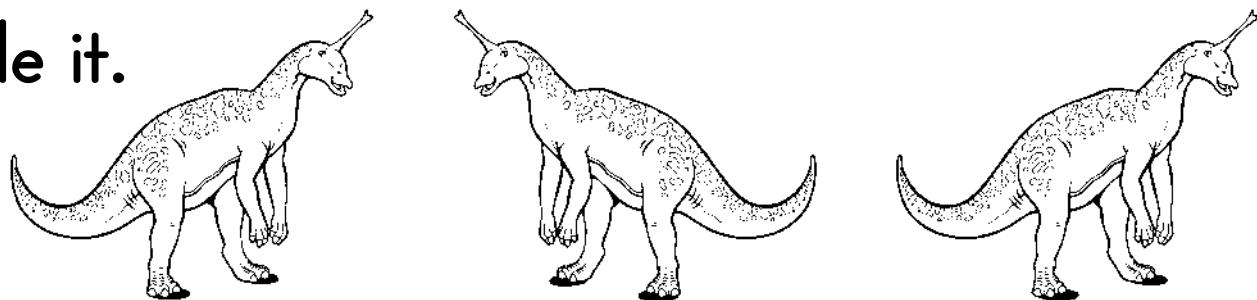


Which dinosaur is in the middle of this row? Circle it.



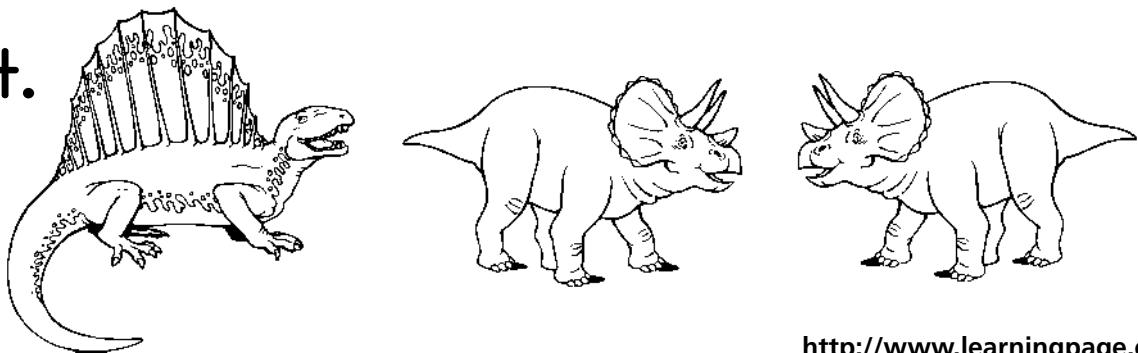
Which dinosaur is the first in this row?

Circle it.



Which dinosaur is the last in this row?

Circle it.



Name _____

Connect the letter on the left with
the same letter on the right, using a
different color for each.

D

h

F

i

G

m

H

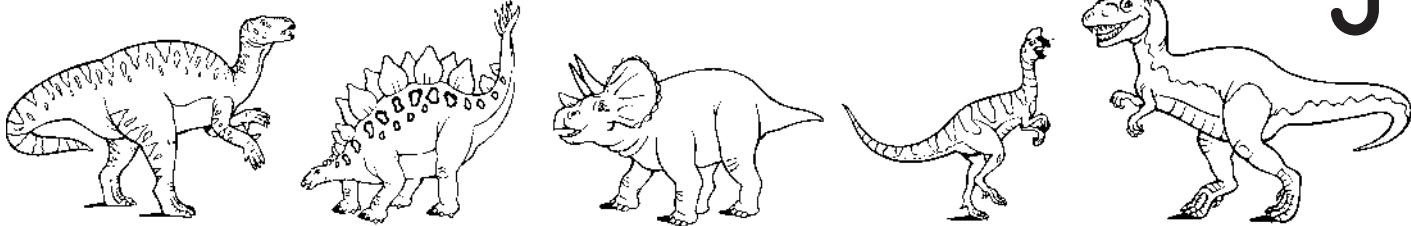
d

I

f

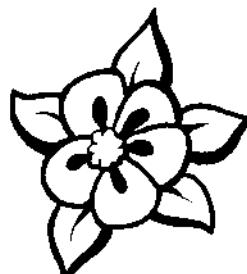
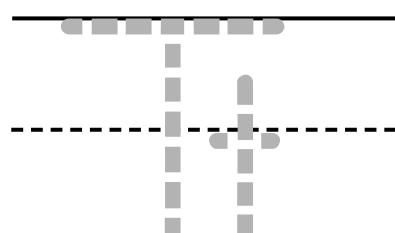
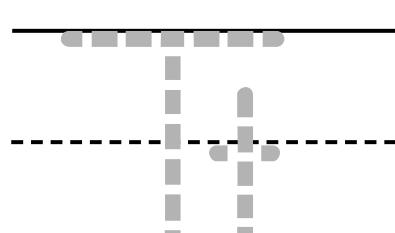
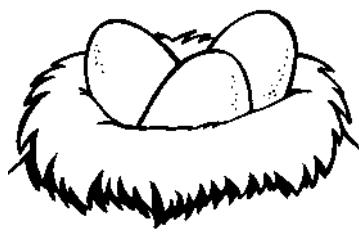
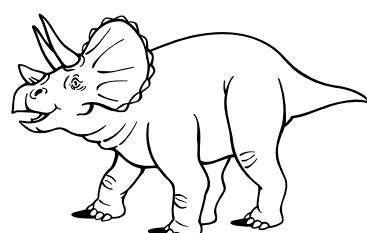
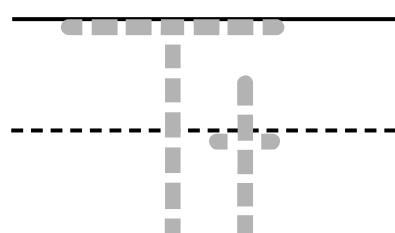
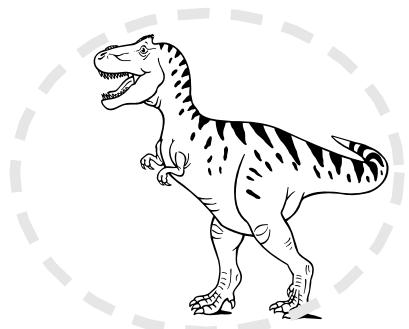
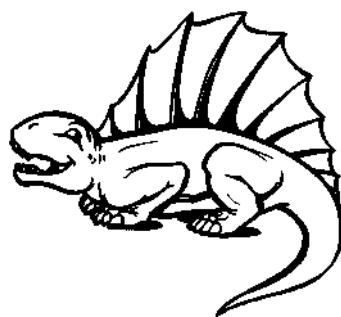
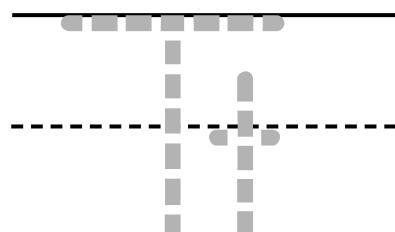
M

g



Name _____

Trace the Tt at the beginning of each row. Circle the pictures that begin with the “Tt” sound.



Name _____

Trace the missing letters. Then
write the word by yourself.

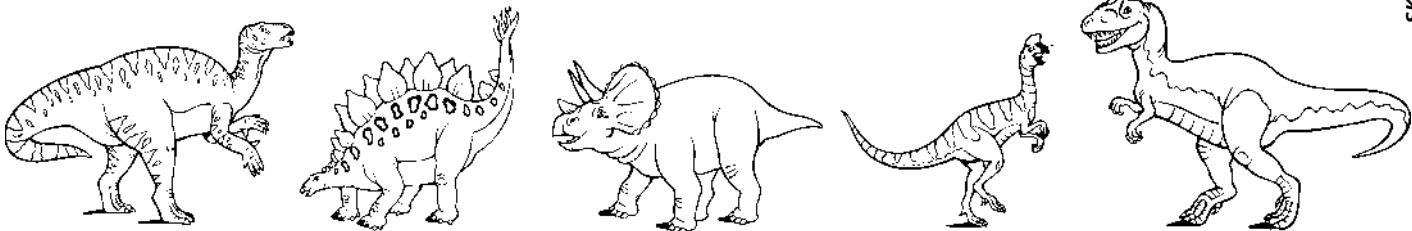
f **ern**

f **ern**

e **gg**

raptor

fossil



Name _____

Connect the letter on the left with
the same letter on the right, using a
different color for each.

P

h

H

w

W

p

F

z

U

f

Z

u



Name _____

Which dinosaur is the first in this row?

Circle it.



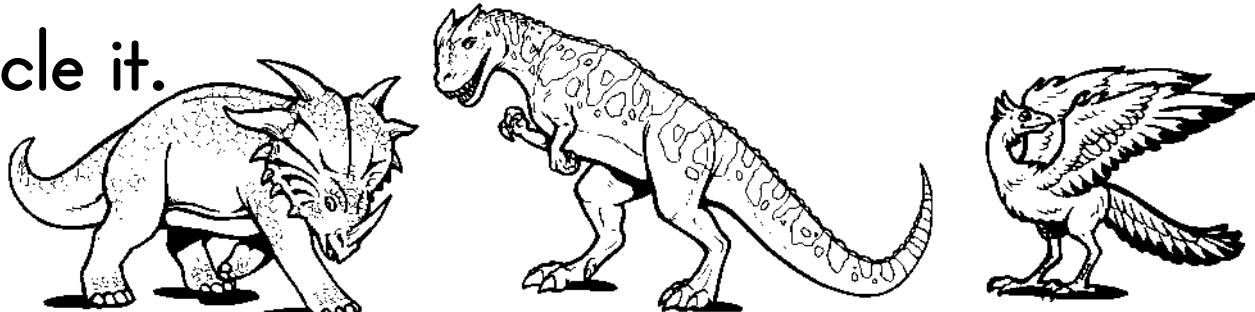
Which dinosaur is in the middle of this

row? Circle it.



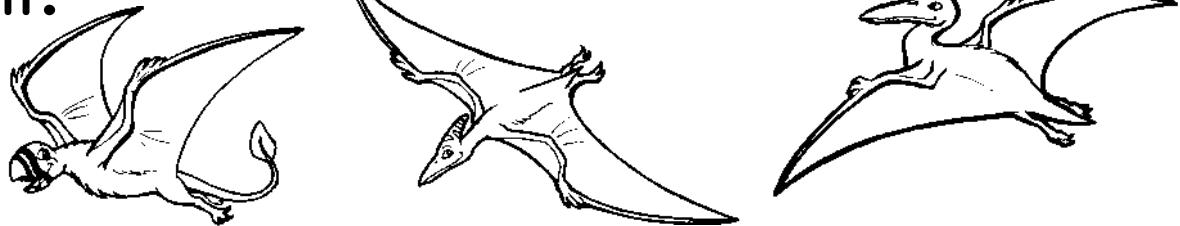
Which dinosaur is the first in this row?

Circle it.



Which pterosaur is the last in this row?

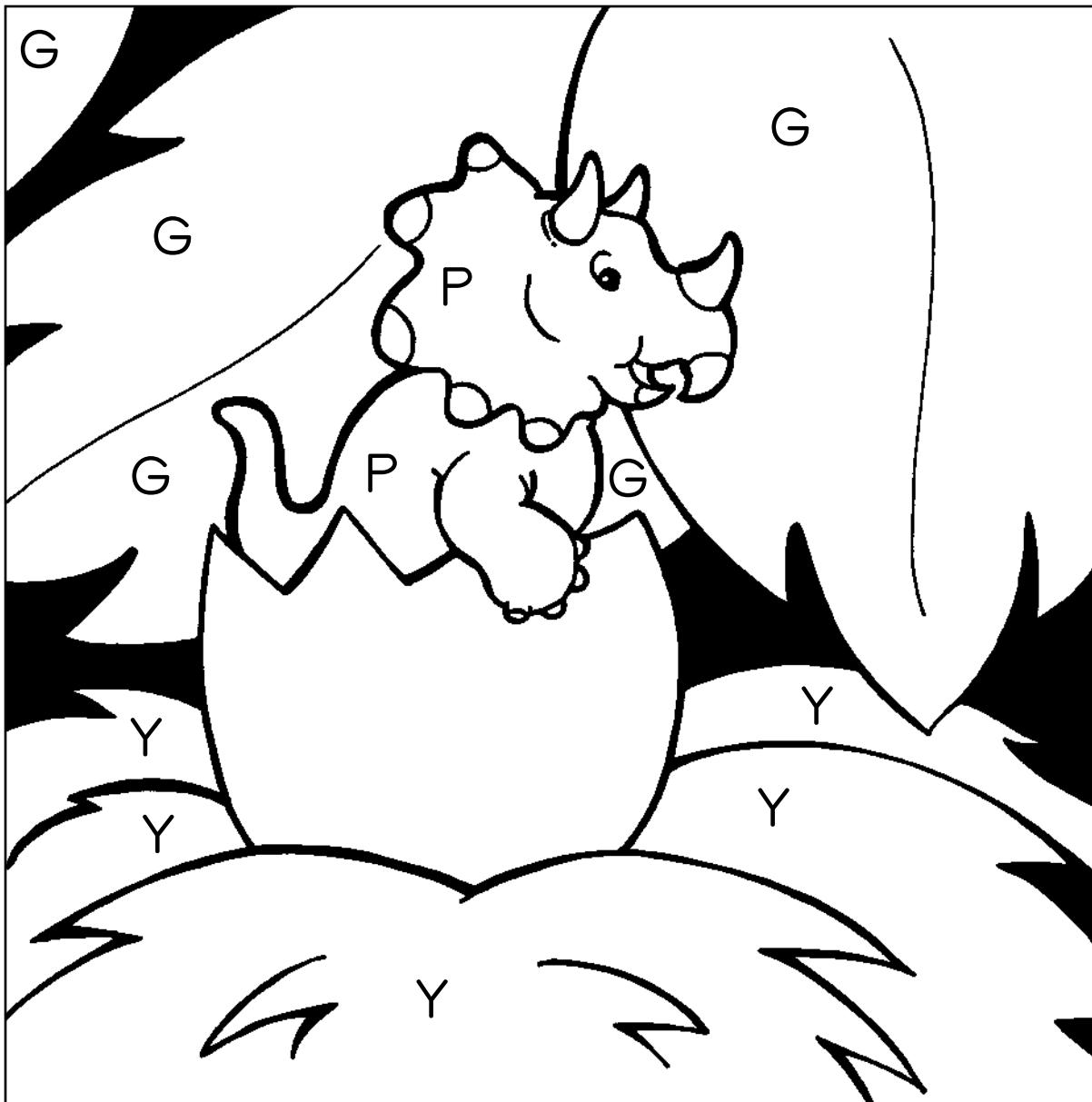
Circle it.



Name _____

Color the shapes filled with Ys

yellow, the shapes filled with Gs green,
and the shapes filled with Ps purple.



SKILL: IDENTIFY LETTERS Y, G, P, AND COLOR

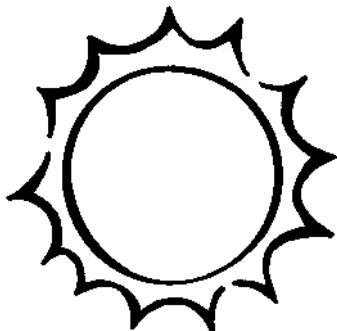
Name _____

Finish the words by writing the

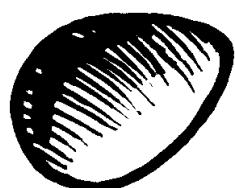
letter that starts each word.

Choose from the letters below.

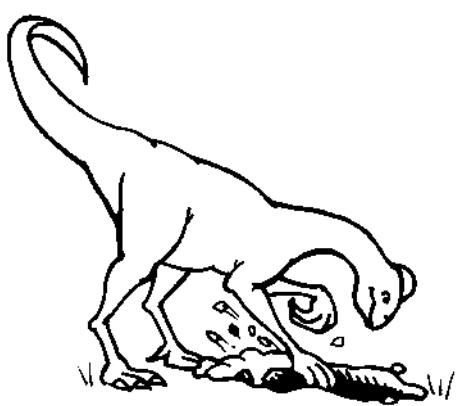
e	d	s
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un



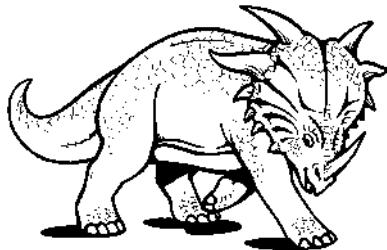
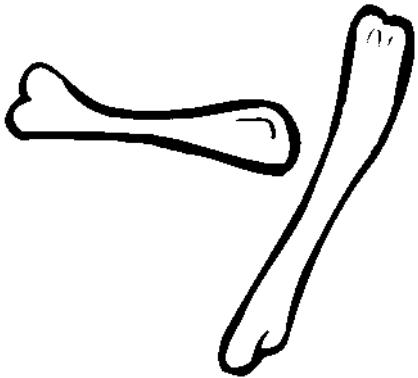
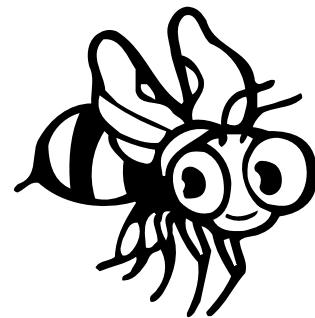
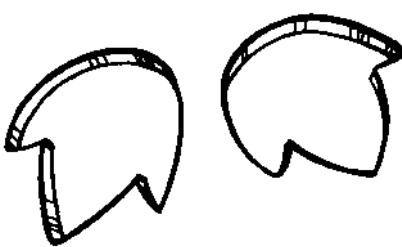
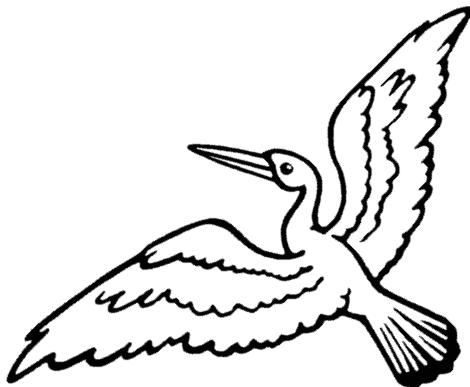
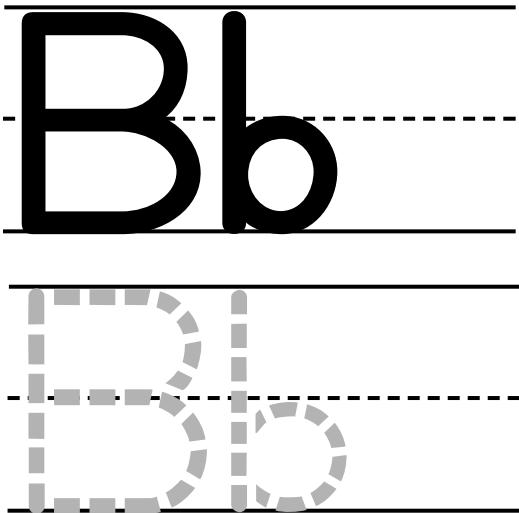
gg



ig

Name _____

Trace the letter Bb. Say the names
of the pictures, then color the ones
that begin with Bb.



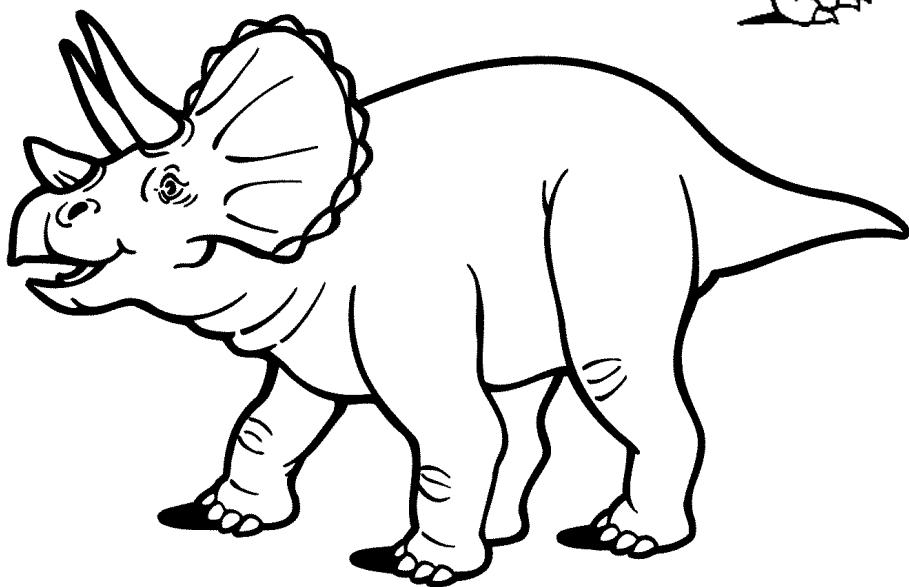
Name _____

Tyrannosaurus has sharp teeth and stands on two legs.

Color Tyrannosaurus blue.

Triceratops has three horns on his head and stands on four legs.

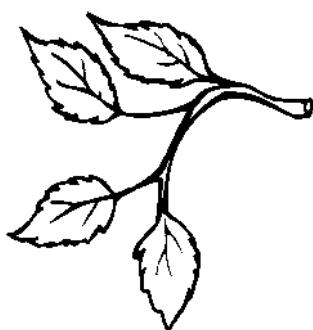
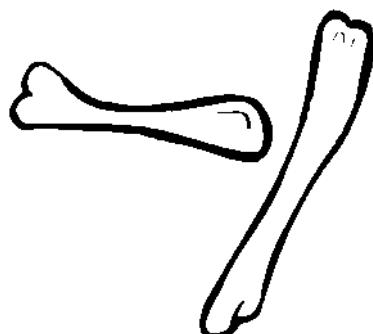
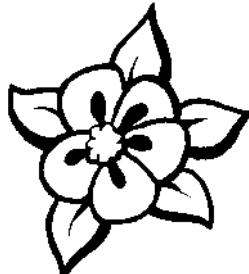
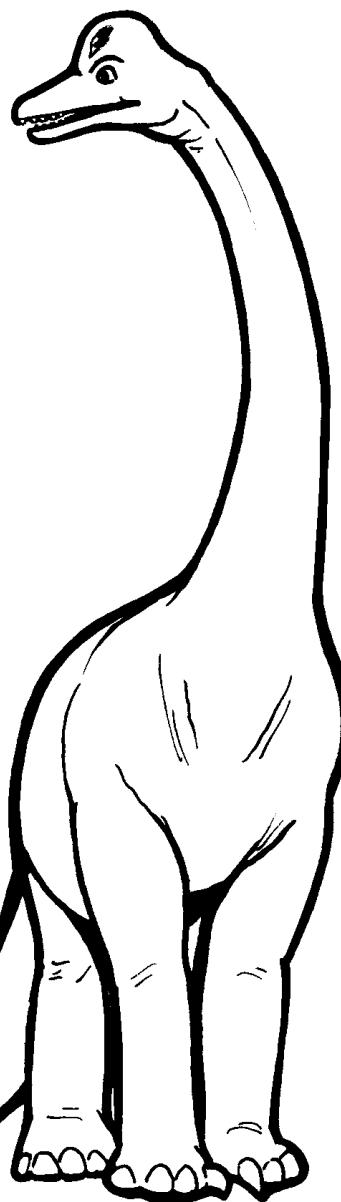
Color Triceratops green.



Name _____

This dinosaur liked to eat plants.

Circle the objects this dinosaur
liked to eat.



Name _____

| dinosaur



SKILL: COUNT AND WRITE 1

1

2

3

4

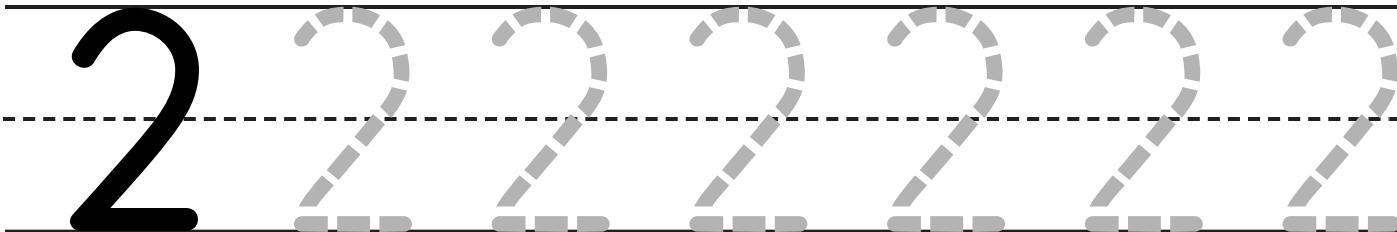
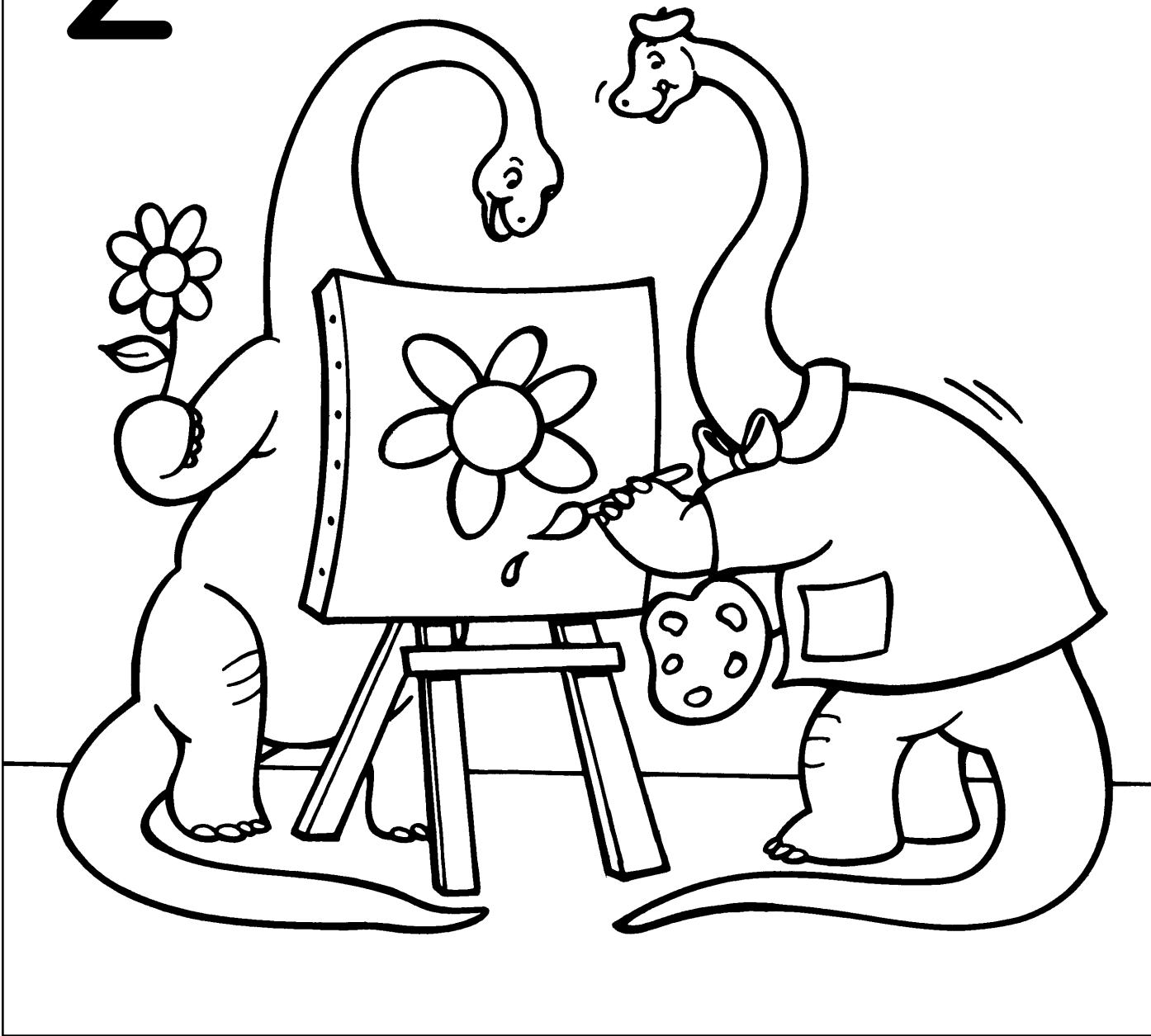
5

6

7

Name _____

2 dinosaurs

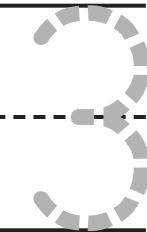
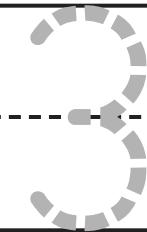
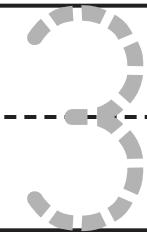
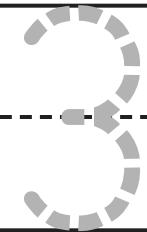
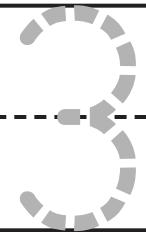
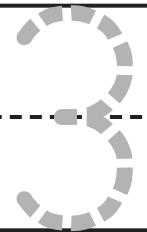


Name _____

3 dinosaurs



3



Name _____

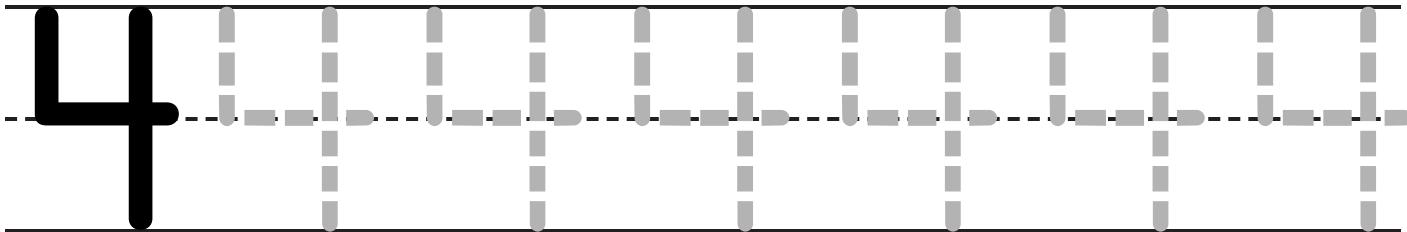
Learning
Page.com®

4 dinosaurs



KINDERGARTEN • DINOSAURS • MATH • 004

SKILL: COUNT AND WRITE 4



Name _____

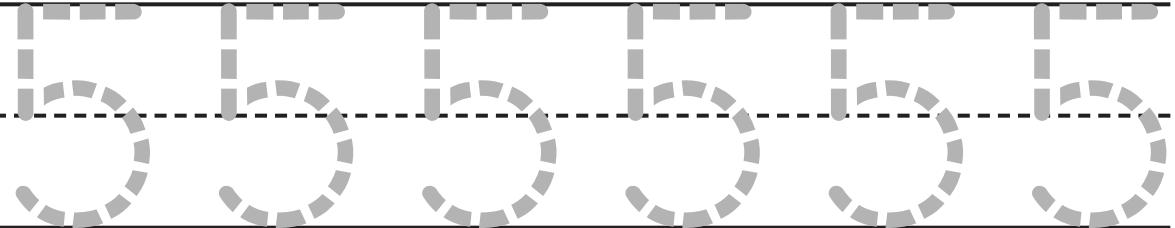
5

dinosaurs



SKILL: COUNT AND WRITE 5

5



Name _____

6

dinosaurs



SKILL: COUNT AND WRITE 6

6

6

6

6

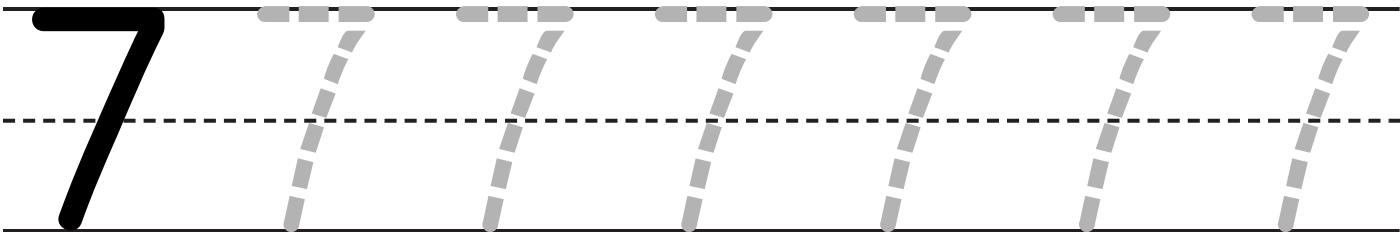
6

6

6

Name _____

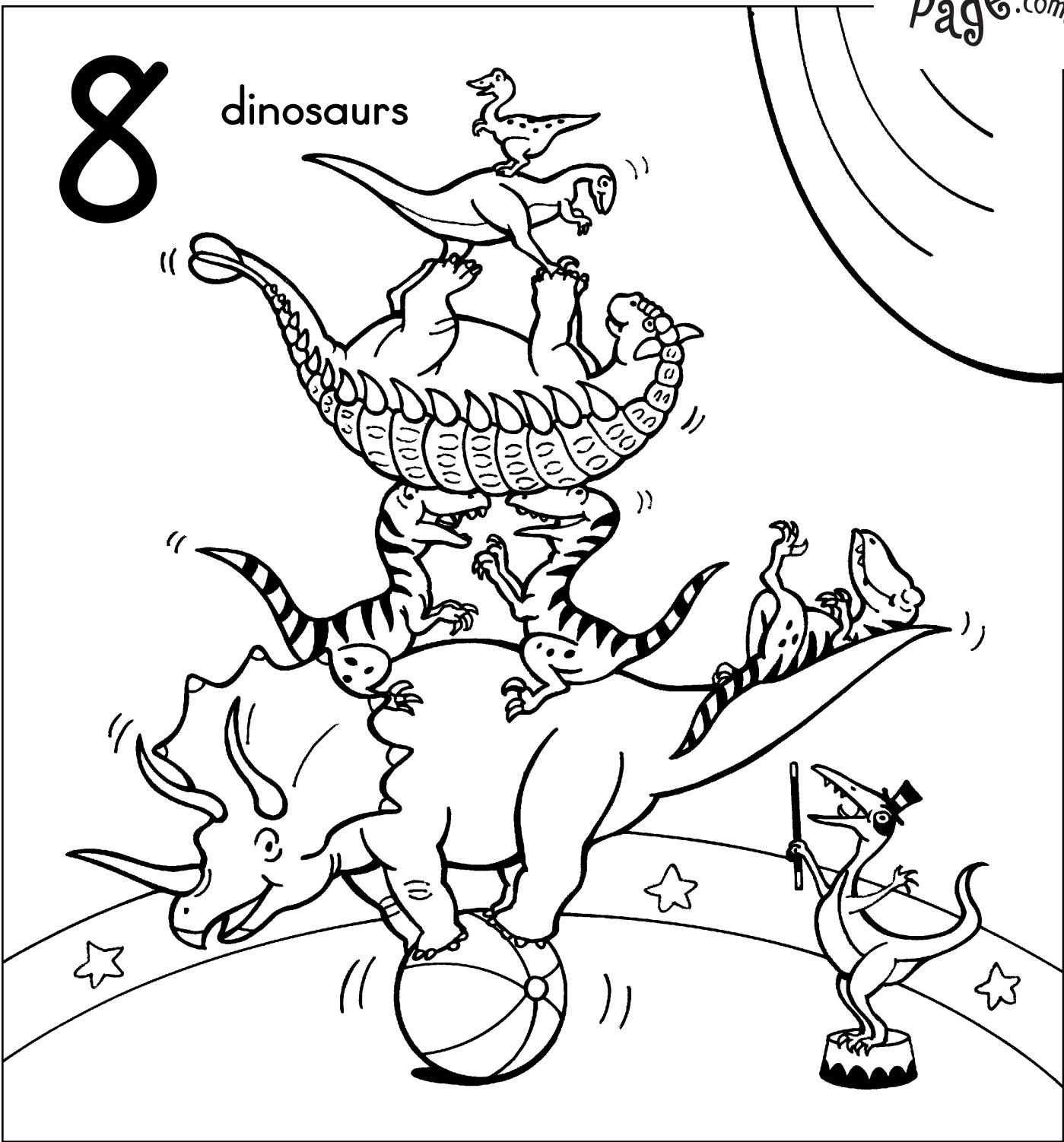
7 dinosaurs



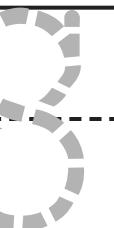
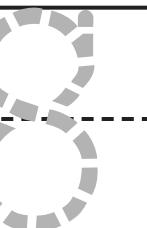
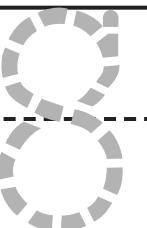
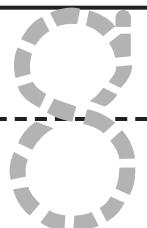
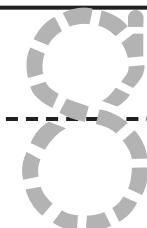
Name _____

8

dinosaurs



8

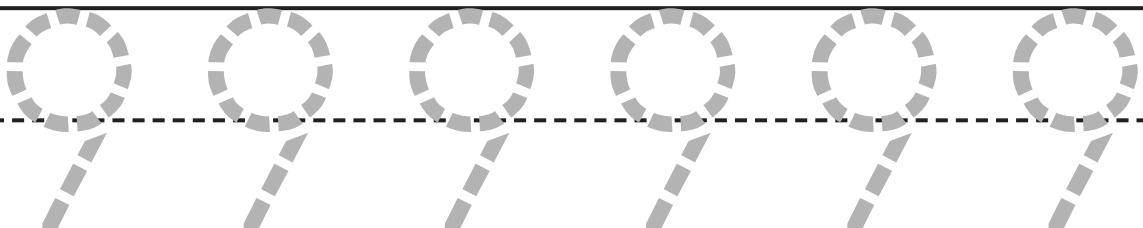


Name _____

q dinosaurs



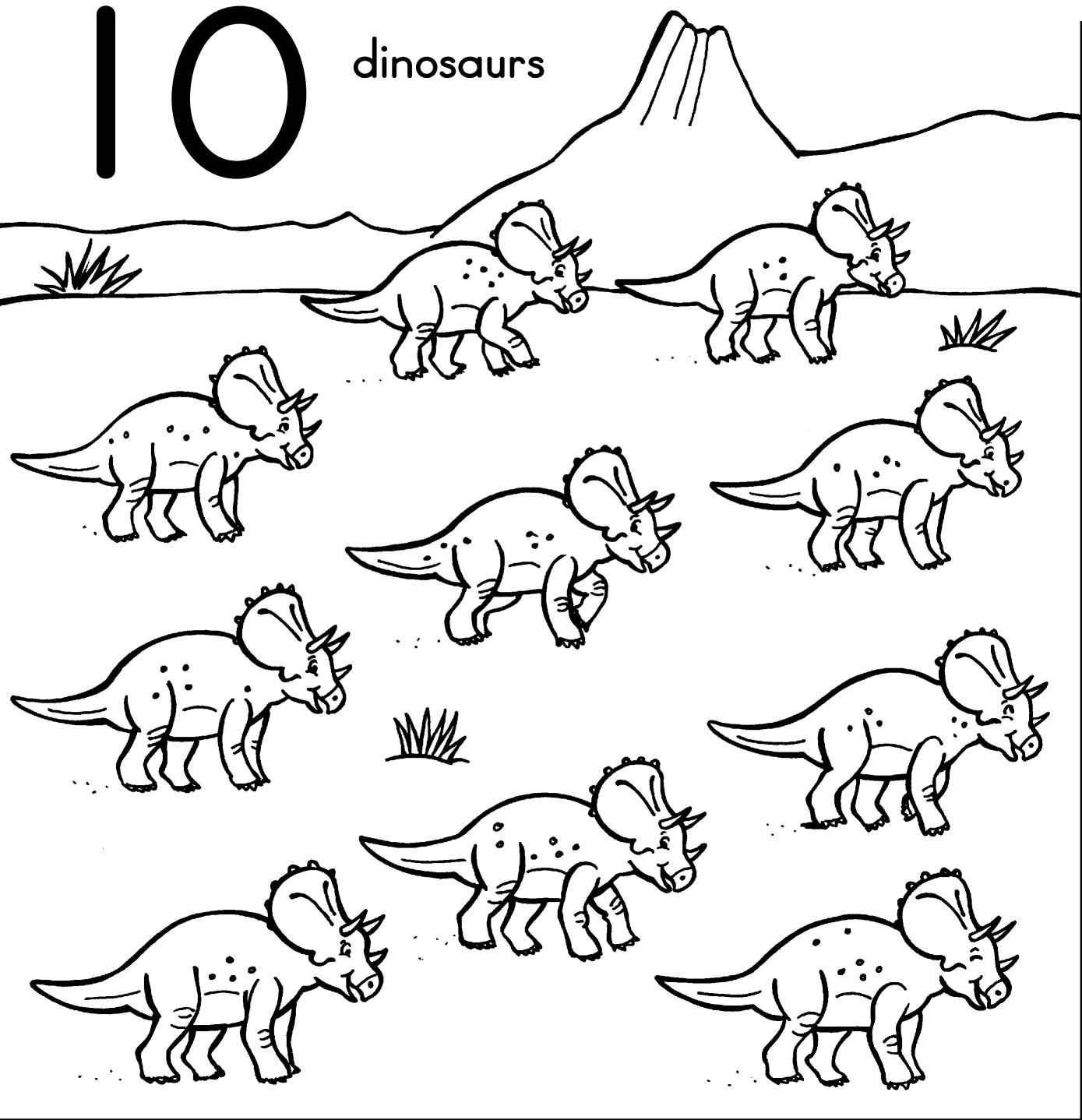
q



Name _____

10

dinosaurs



10

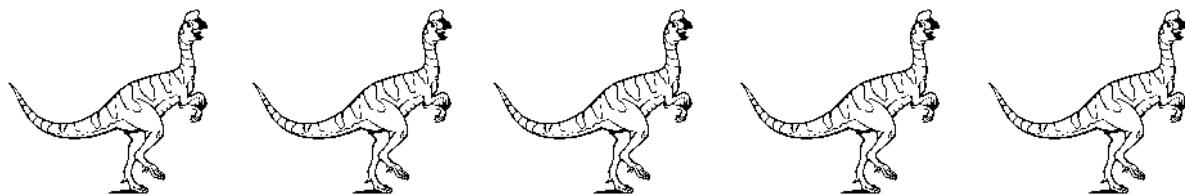
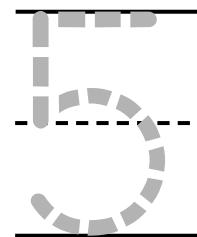
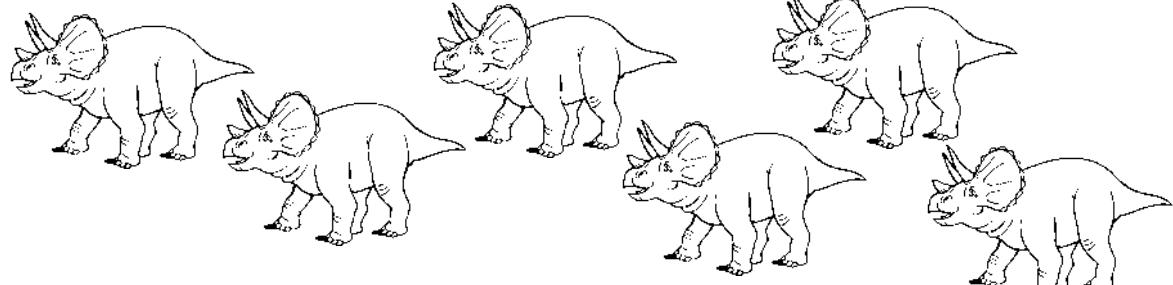
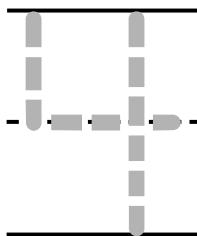
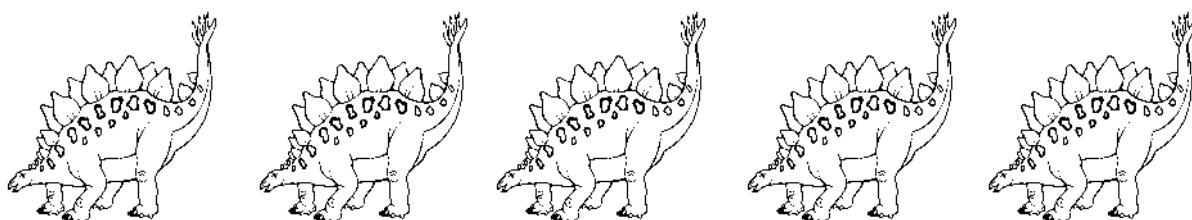
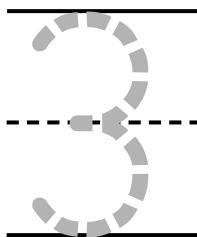
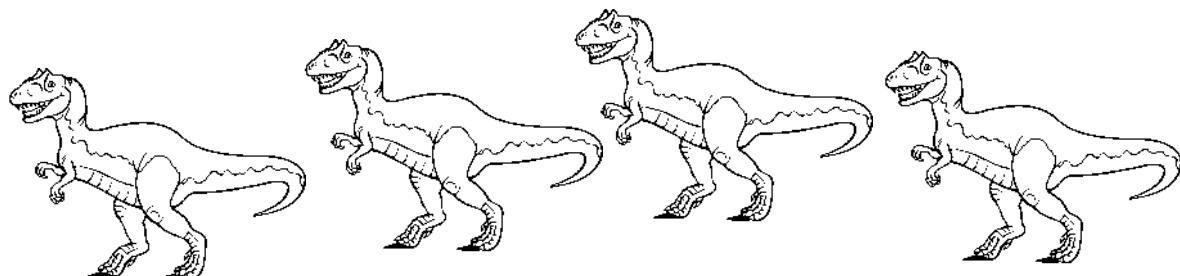
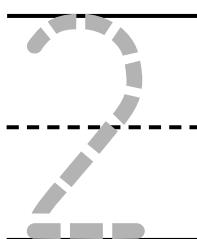
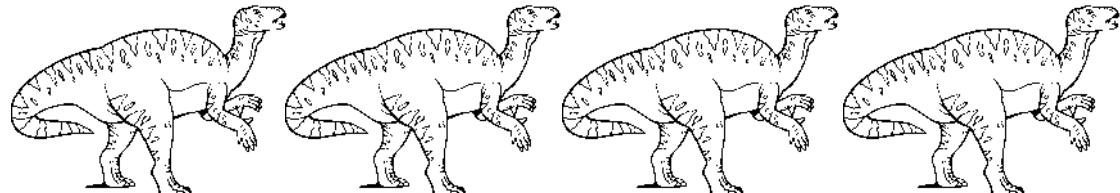
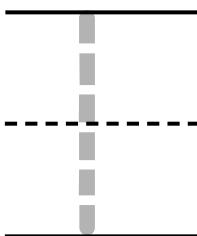
10

10

10

Name _____

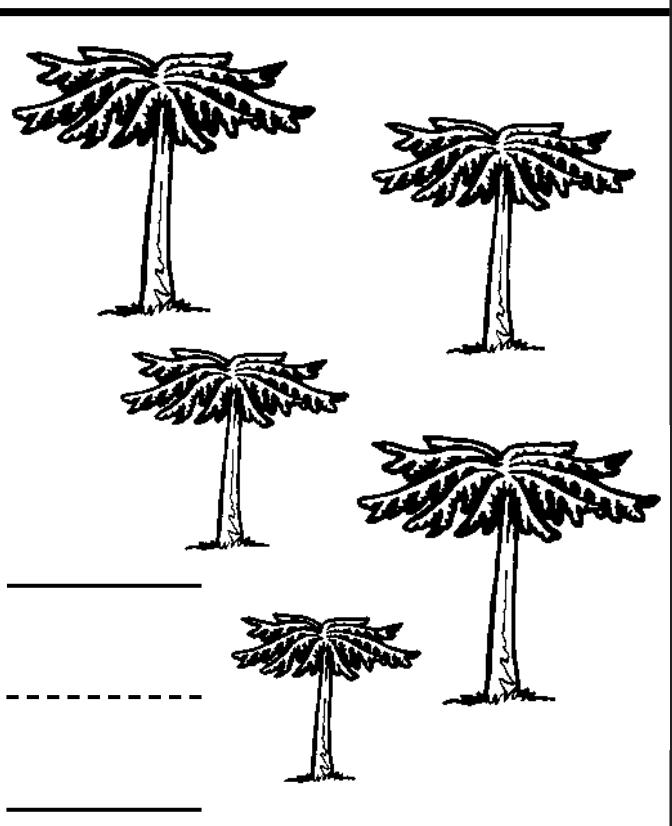
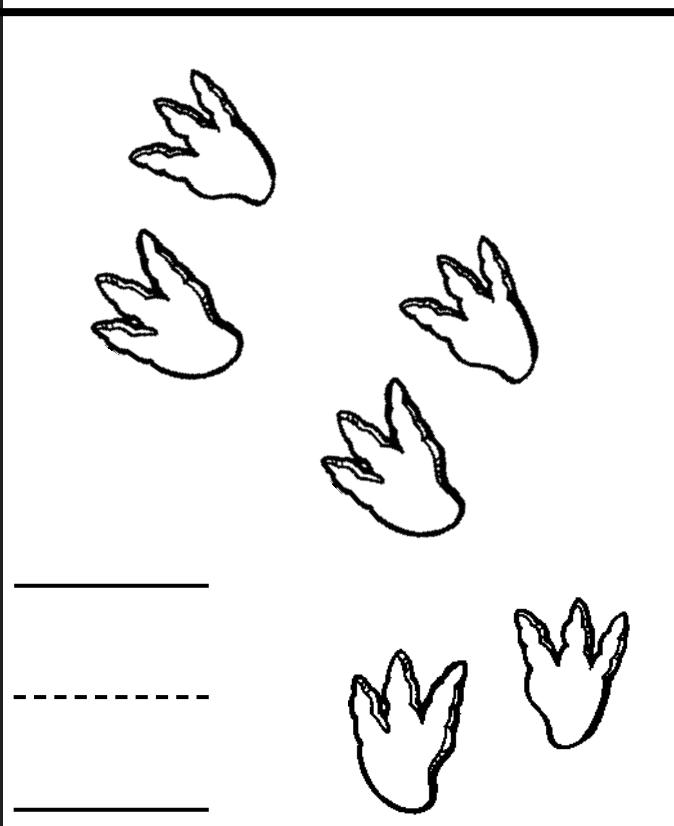
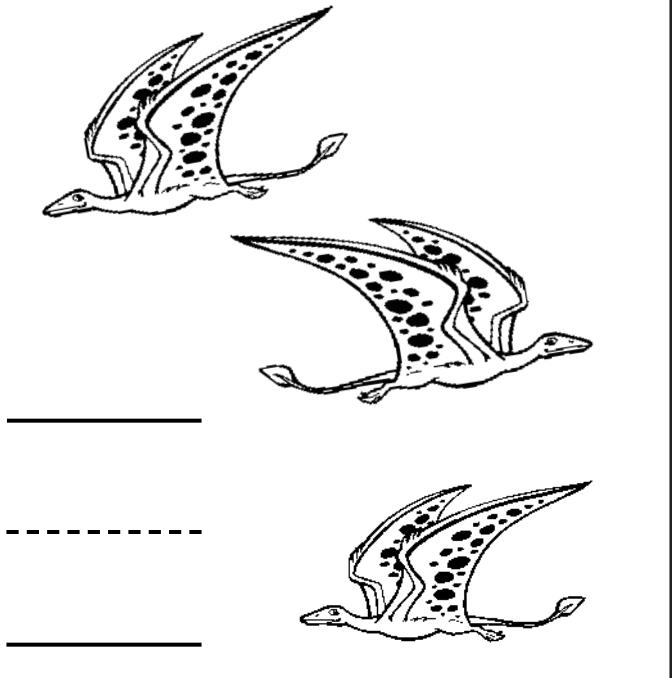
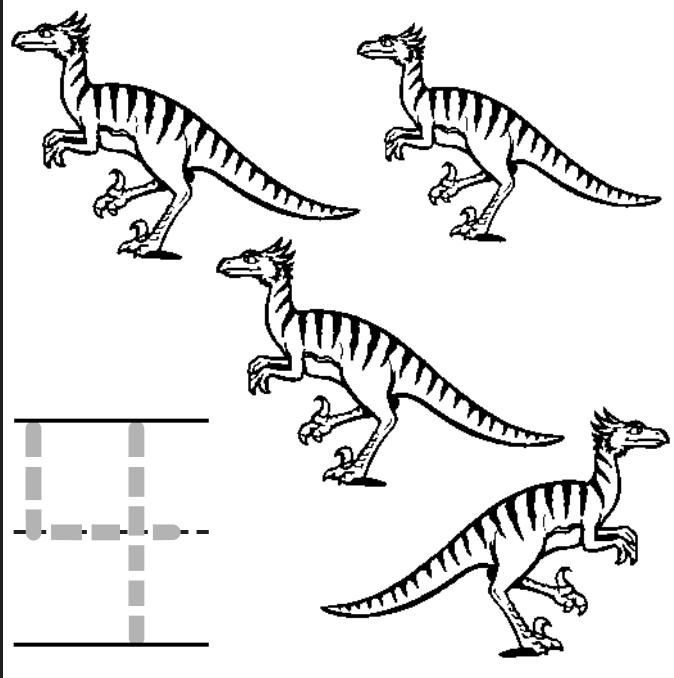
Trace the numbers. Circle the
correct number of animals in each row.



Name _____

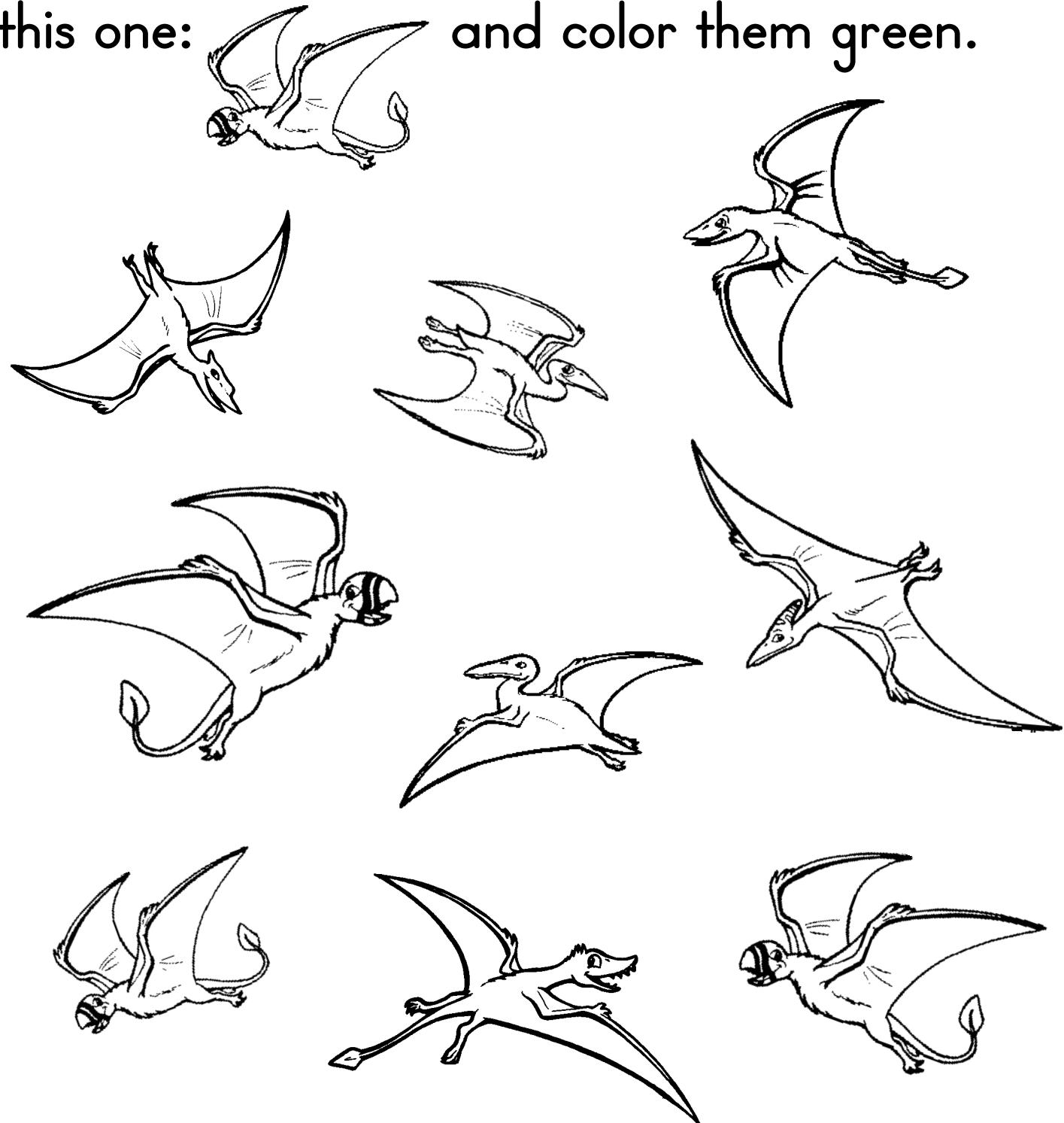
Count how many in each box.

Write the number.



Name _____

Find the flying reptiles that look like
this one: _____ and color them green.

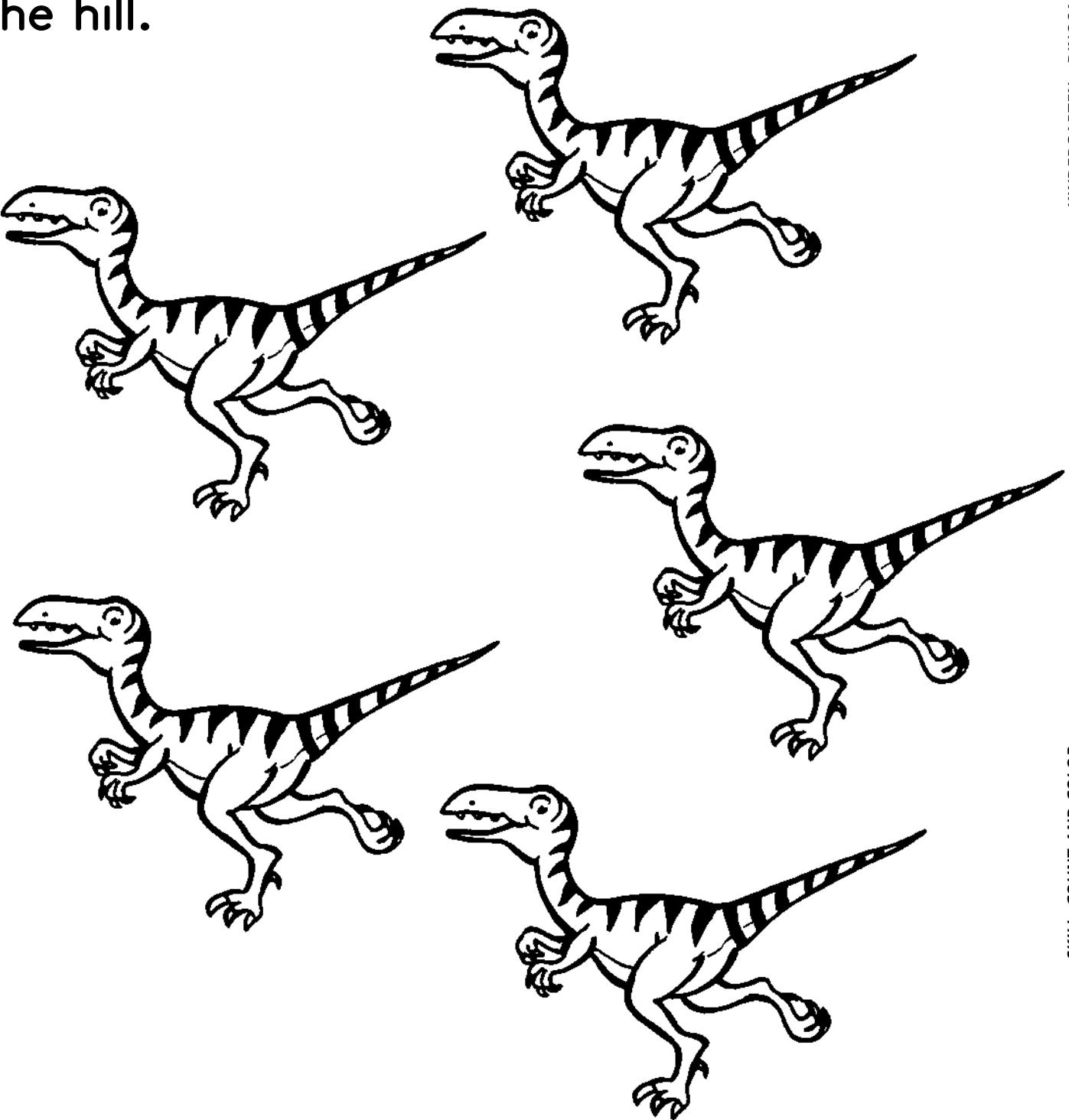


How many flying reptiles are green? _____

Name _____

Three dinosaurs ran up the hill.

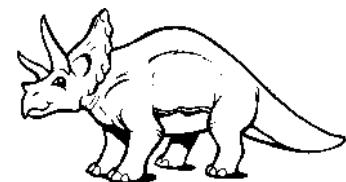
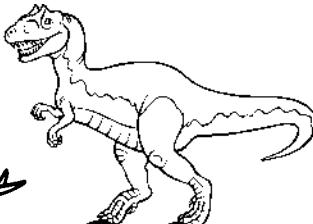
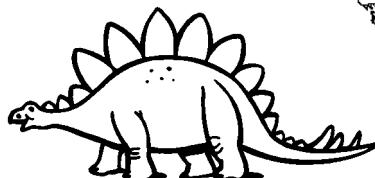
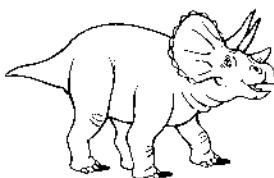
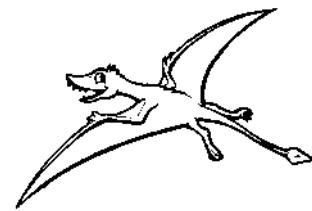
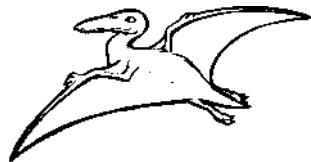
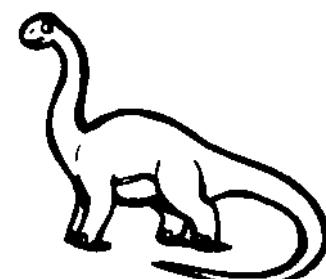
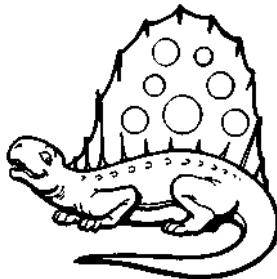
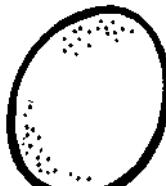
Color how many dinosaurs ran up
the hill.



Name _____

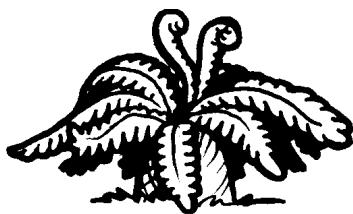
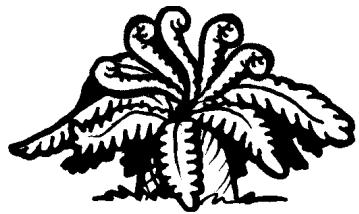
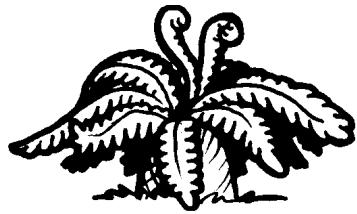
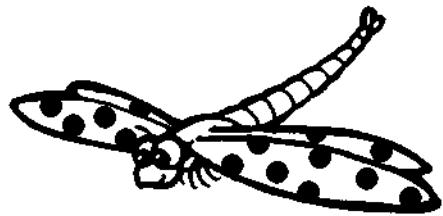
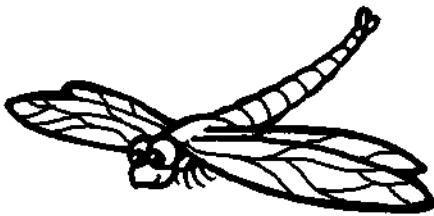
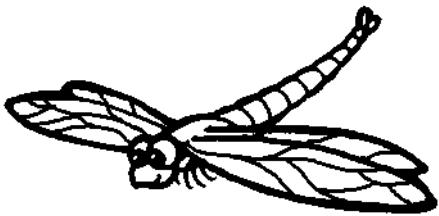
Circle the dinosaur object in each row

that's the same shape as the first one.



Name _____

Put an X on the one that is different.



Name _____

Connect the dots from 1 to 10.

Color the picture.



SKILL: CONNECT THE DOTS 1-10

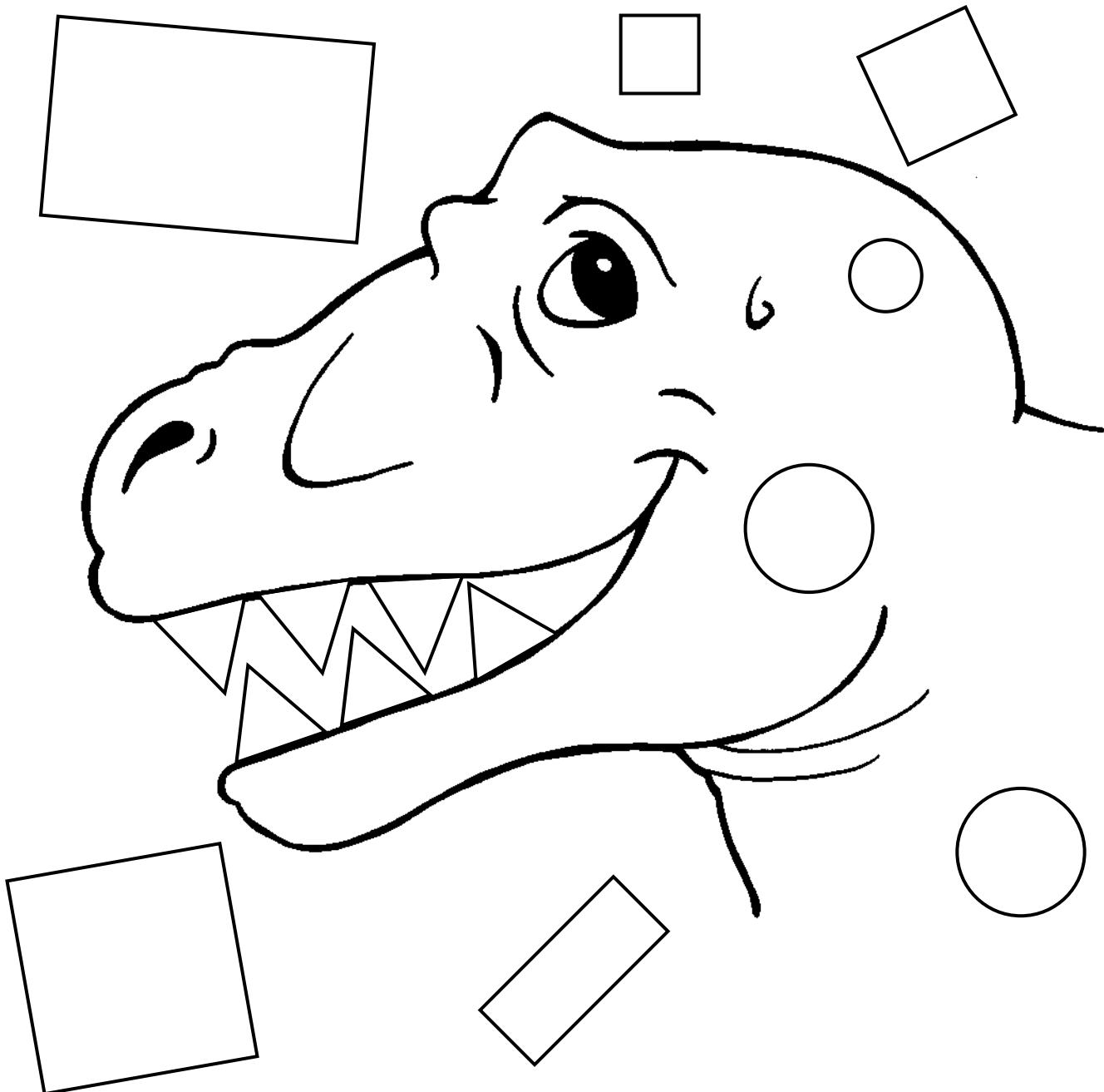
Name _____

Color squares blue.

Color circles yellow.

Color rectangles green.

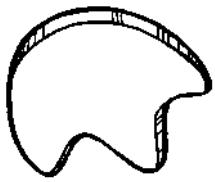
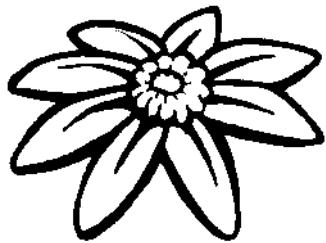
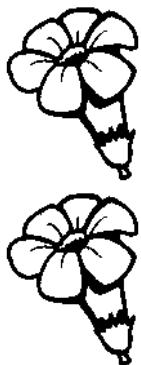
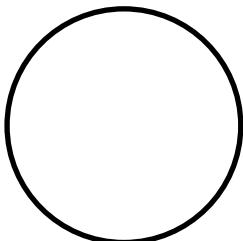
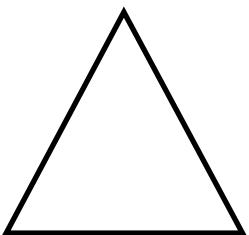
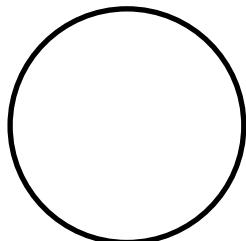
Color triangles red.



SKILL: MATCH AND COLOR THE SHAPES

Name _____

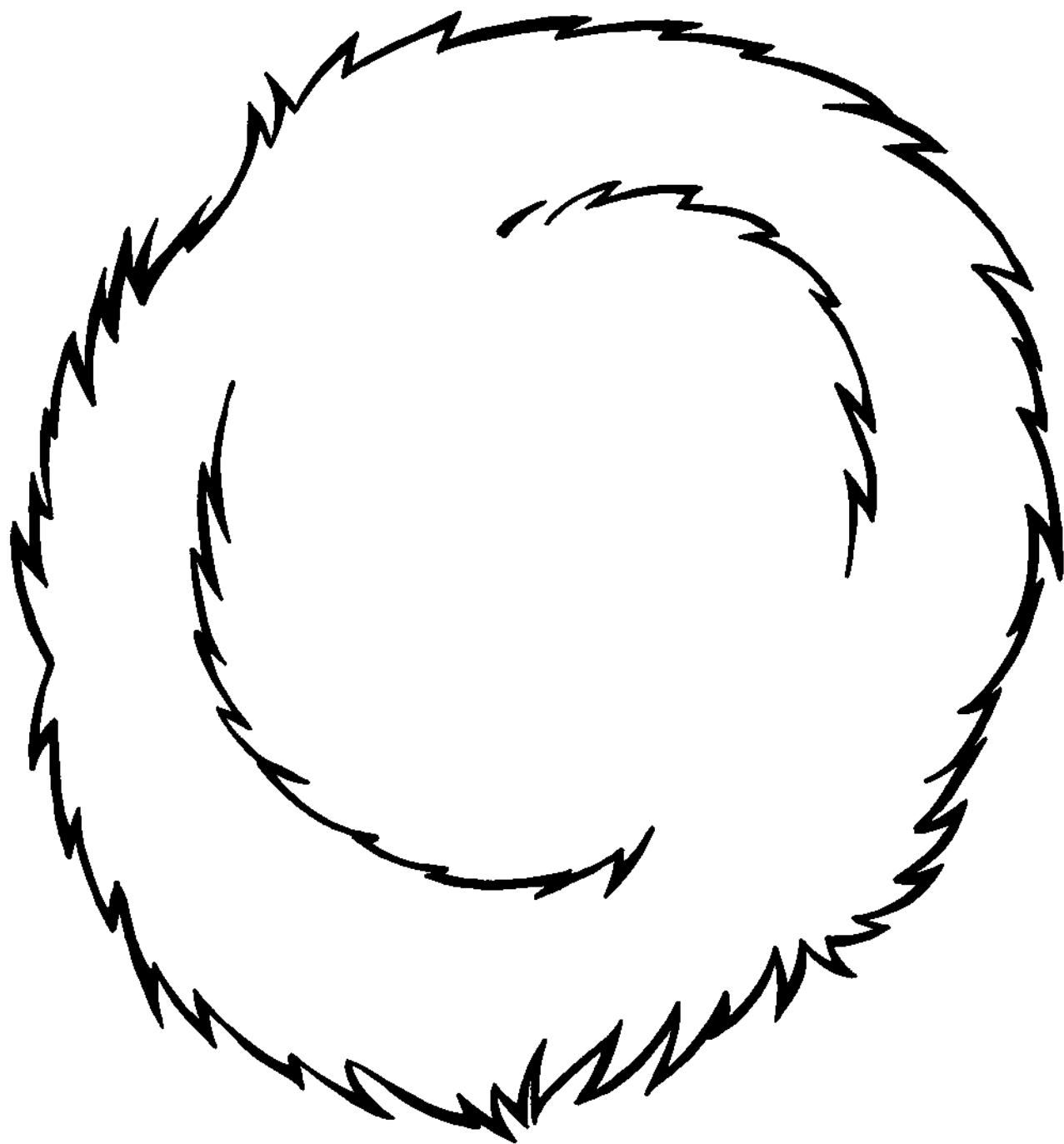
Draw what comes next in each row.



Name _____

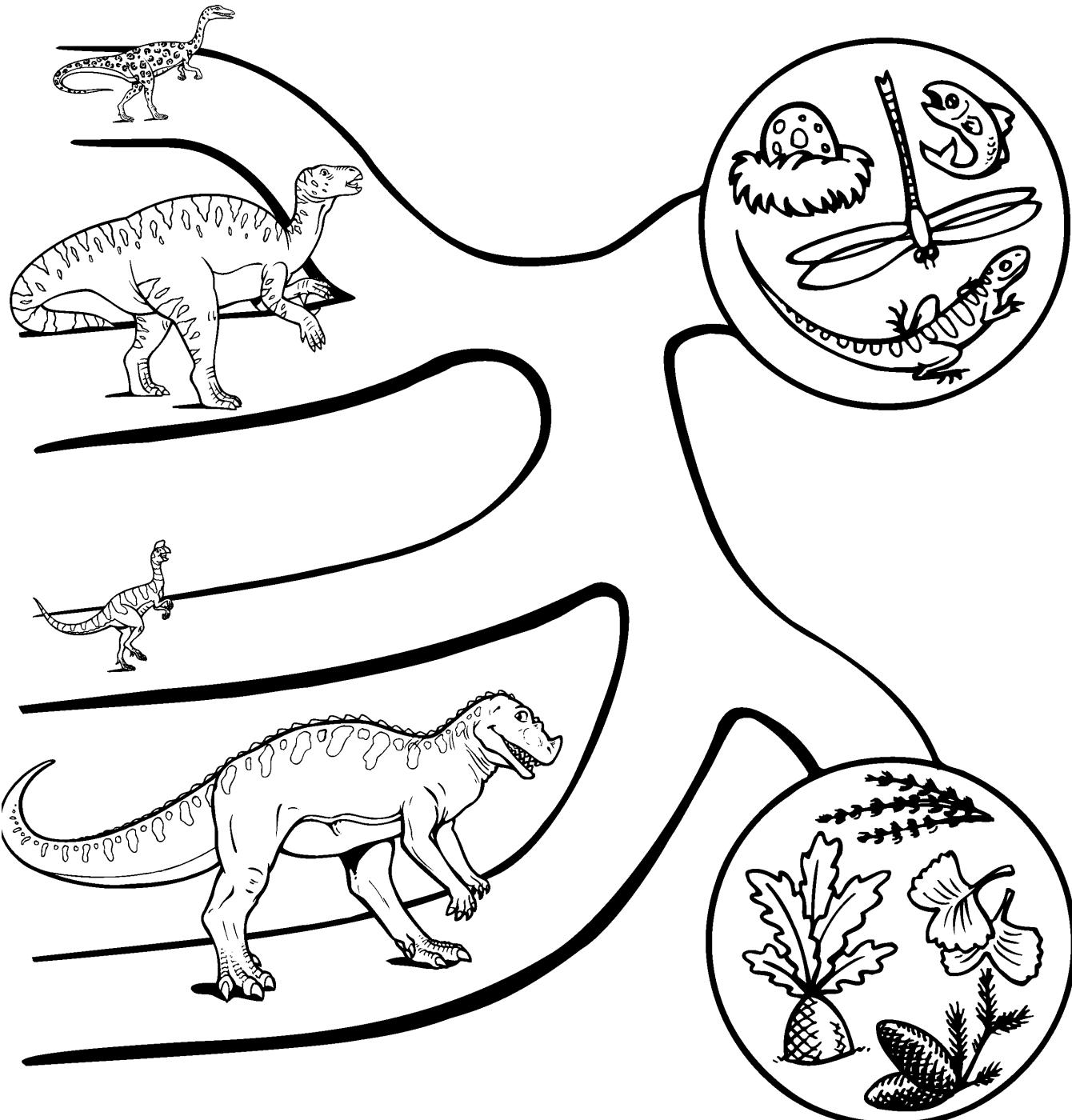
Draw 5 eggs in the nest.

Color the picture.



Name _____

Is the dinosaur a carnivore (meat eater),
an herbivore (plant eater), or an omnivore (eats
both meat and plants)? Look at your Fact Files
and draw a line from the dinosaur to its food.



SKILL: IDENTIFY HERBIVORES, CARNIVORES, AND OMNIVORES

KINDERGARTEN • DINOSAURS • SCIENCE • 001

Name _____

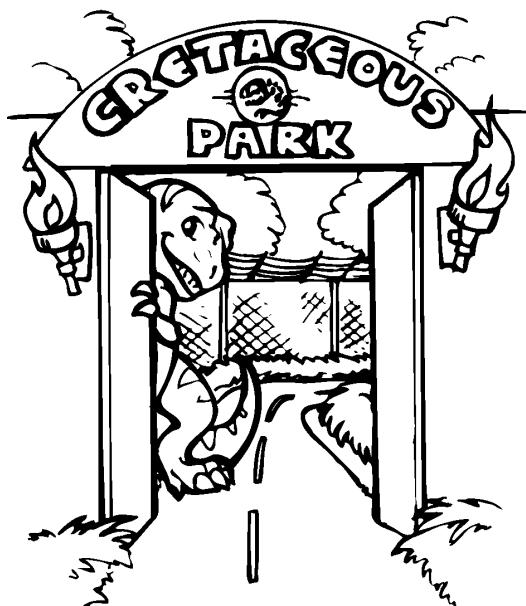
Where can we see real dinosaurs today? Color the picture that has the correct answer.



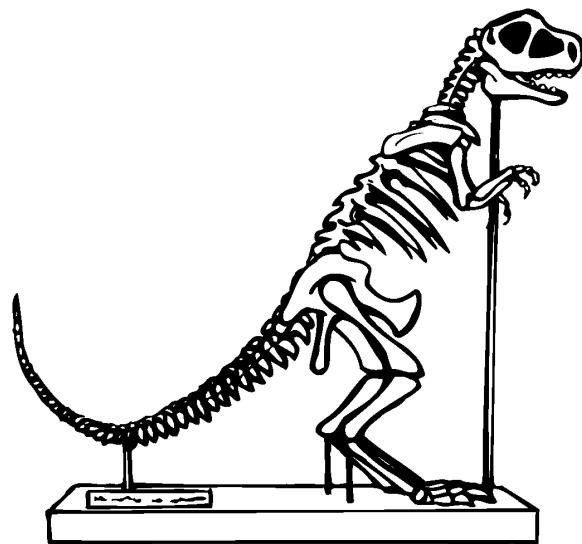
In parts of Africa



In a big zoo



In a wildlife park



Only as bones in a museum

How many kinds of dinosaur are alive today?

Circle the correct answer.

5

9

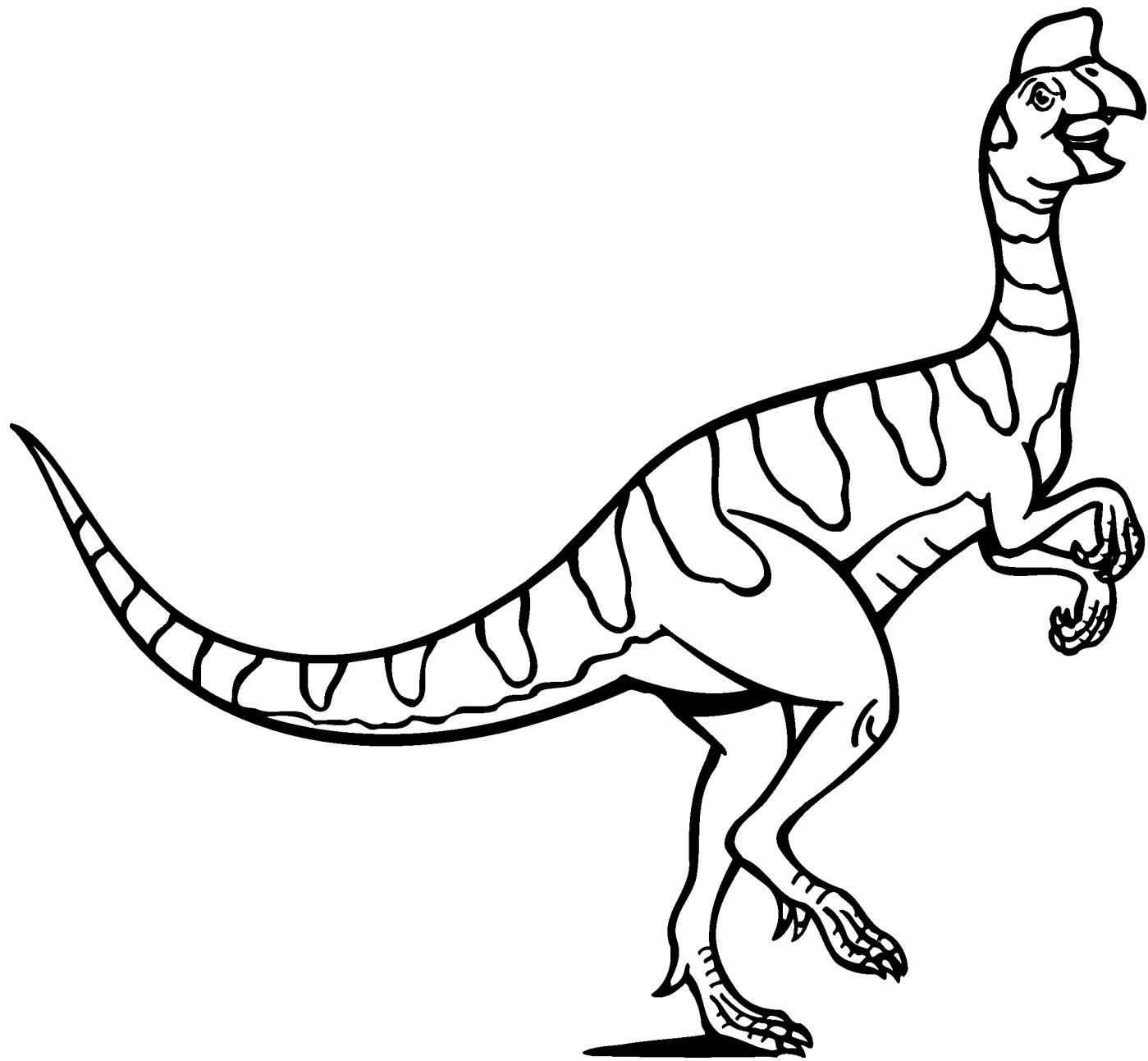
8

0

3

Name _____

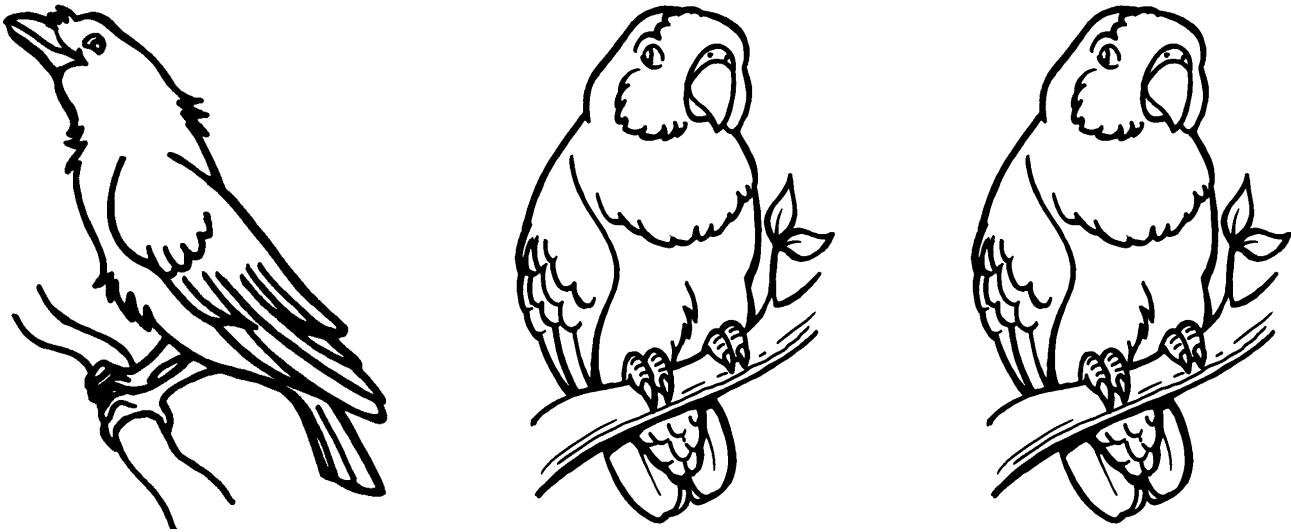
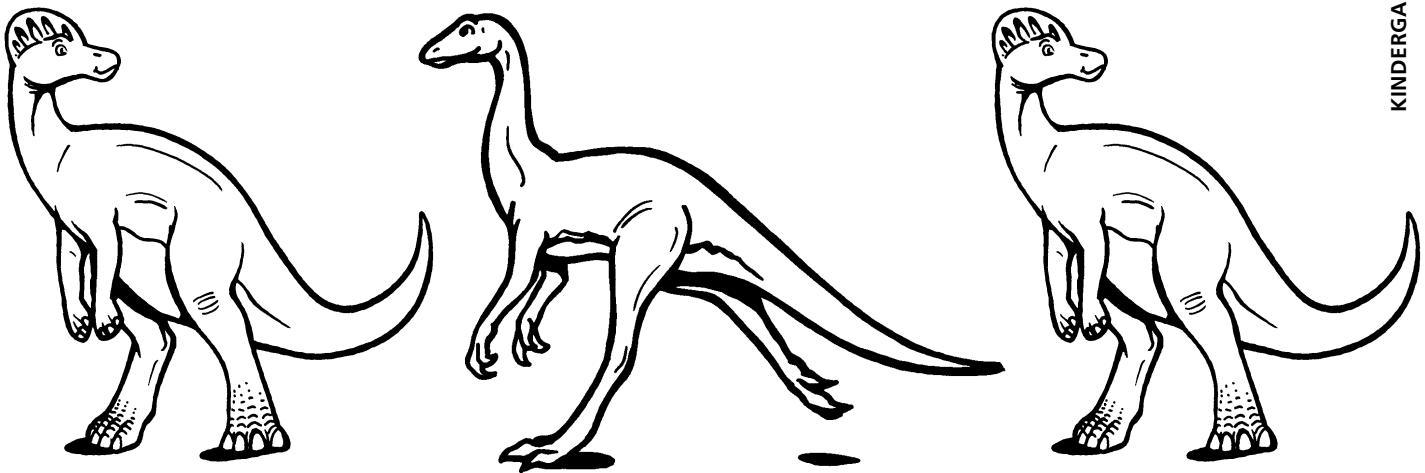
No one knows the actual colors that dinosaurs were. Use your imagination to color the dinosaur below.



SKILL: VISUAL PERCEPTION

Name _____

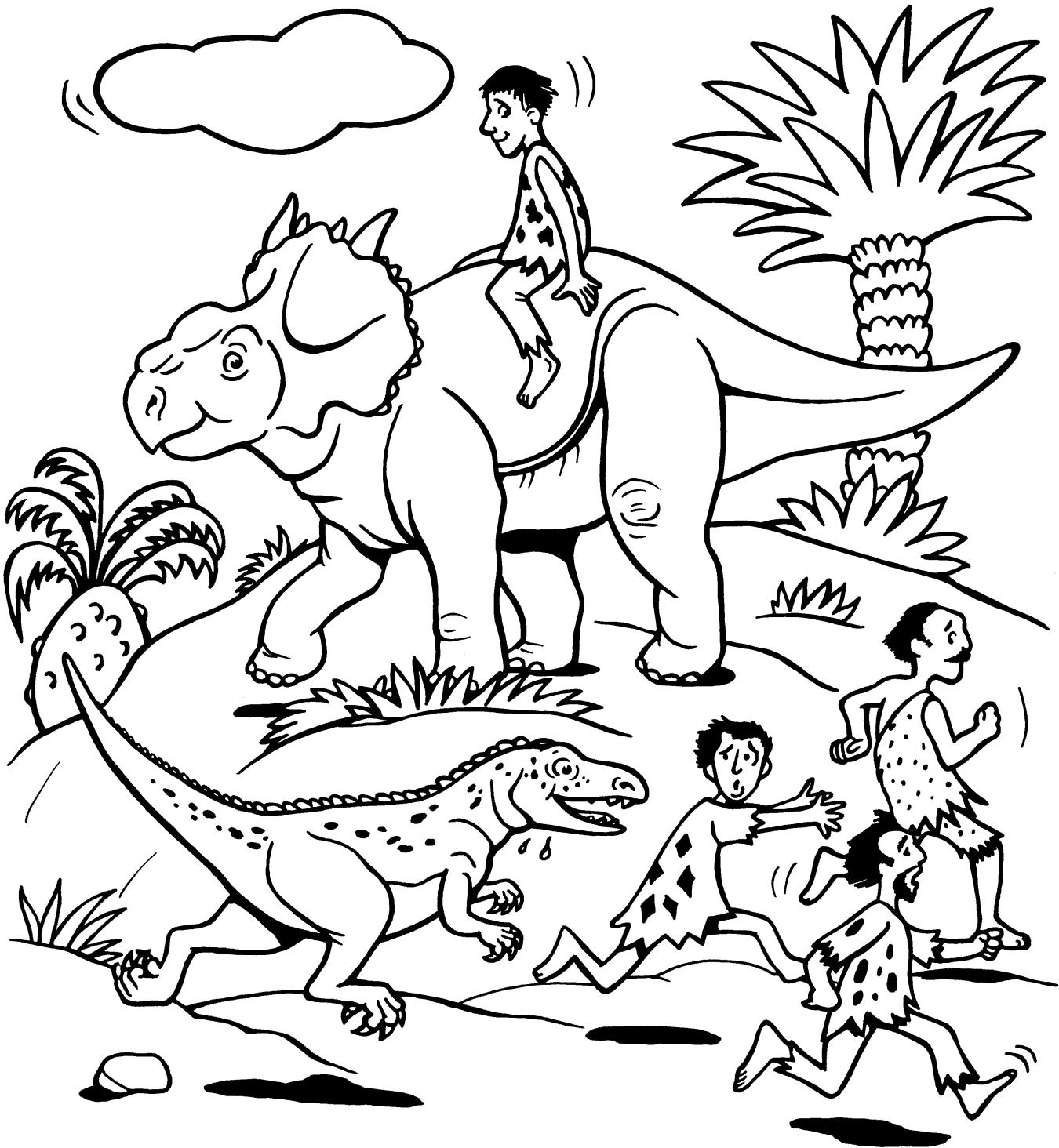
Many scientist believe birds evolved from dinosaurs. Draw an X through the image in each row that does not match. Color the others.



SKILL: IDENTIFY OBJECTS THAT ARE DIFFERENT

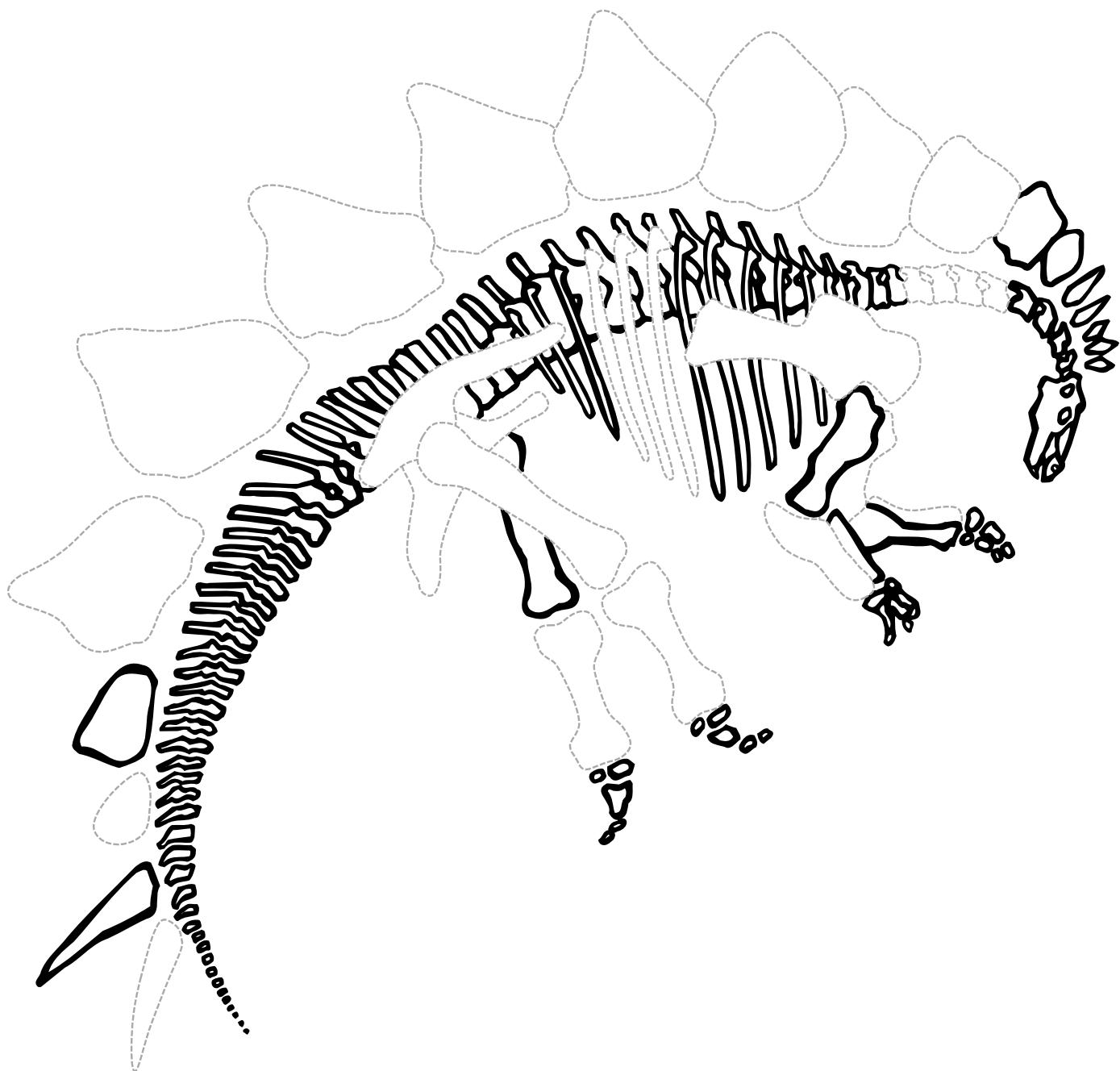
Name _____

Humans and dinosaurs never existed together. Draw an X on all humans in the picture below.



Name _____

Paleontologist find dinosaur fossils, or bones, and put them back together. Trace the dashed rules and color in the shapes to reconstruct the skeleton.

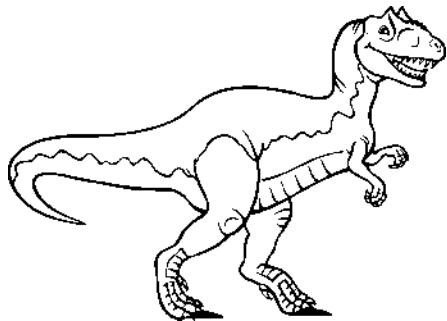
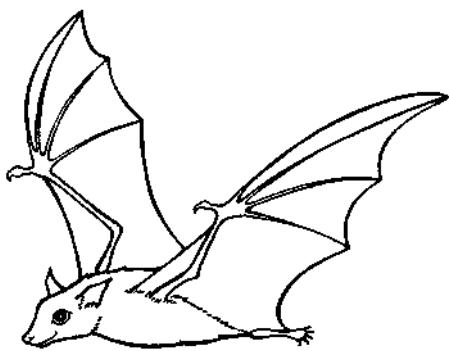
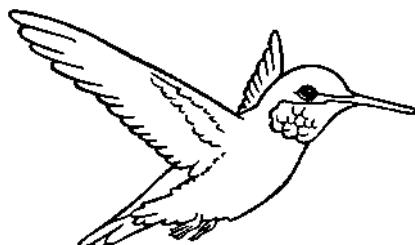
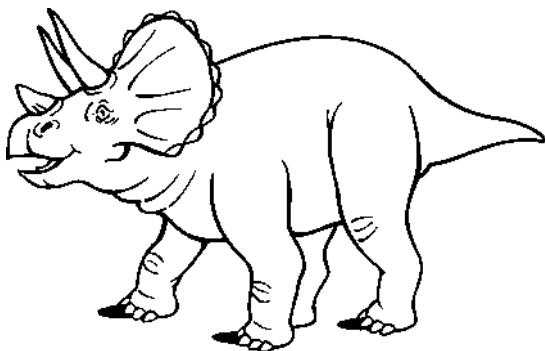
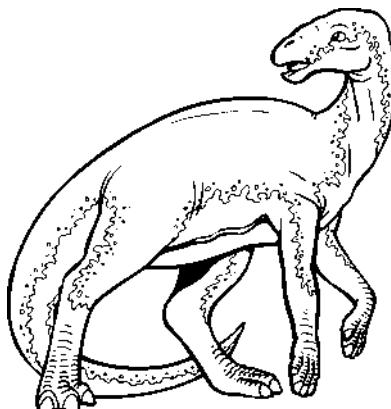
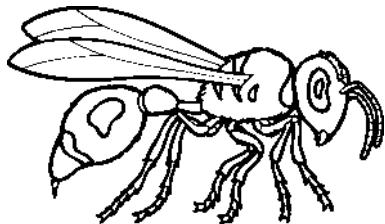


SKILL: FOLLOW DIRECTIONS

Name _____

Color the dinosaurs. Draw an X

on those which are not dinosaurs.



SKILL: IDENTIFY DINOSAURS

Name _____

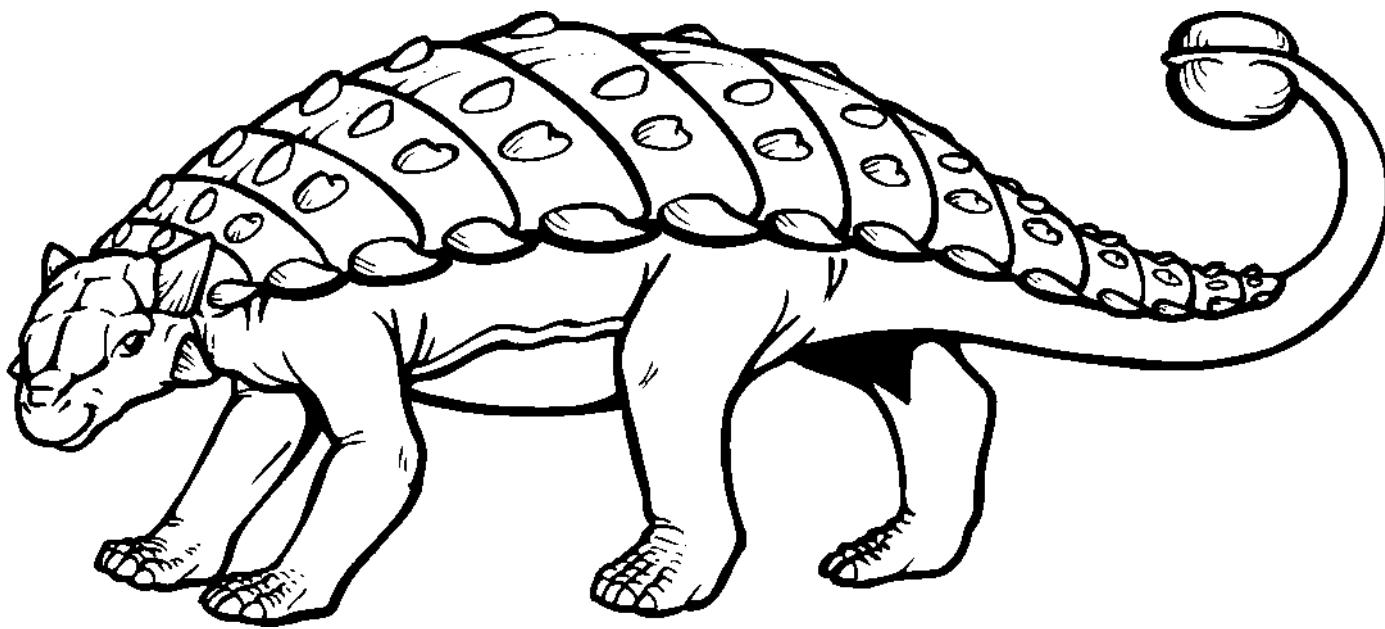
Color the Ankylosaurus's eye blue.

Color the Ankylosaurus's scales brown.

Color the Ankylosaurus's legs green.

Color the Ankylosaurus's club tail tan.

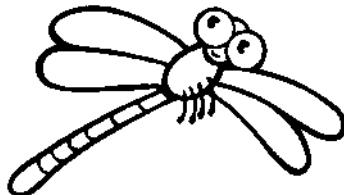
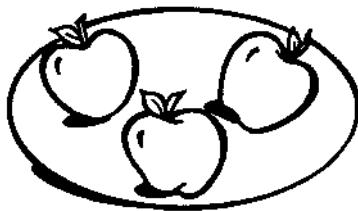
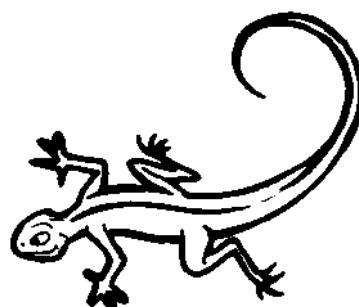
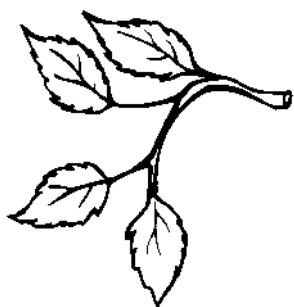
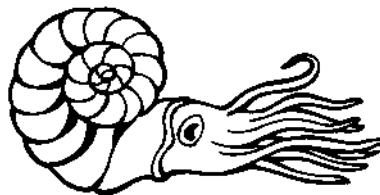
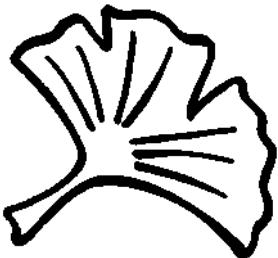
Color the Ankylosaurus's horns purple.



SKILL: IDENTIFY DINOSAUR CHARACTERISTICS AND COLORS

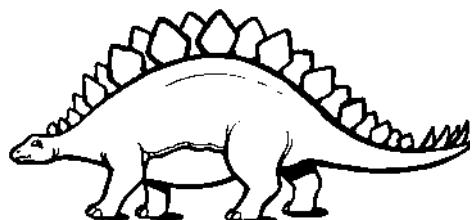
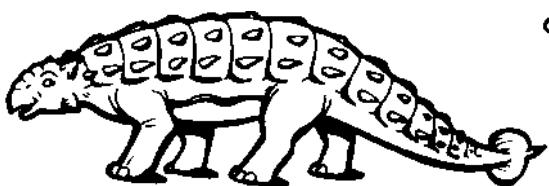
Name _____

Color the things that herbivores
(plant eaters only) eat.



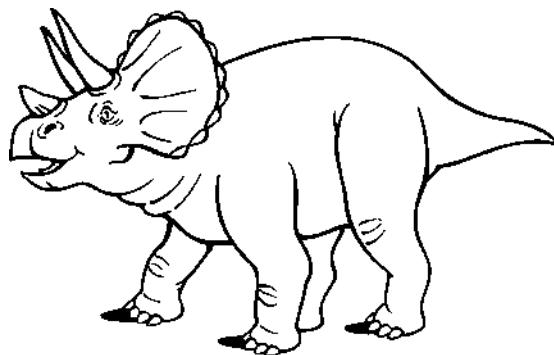
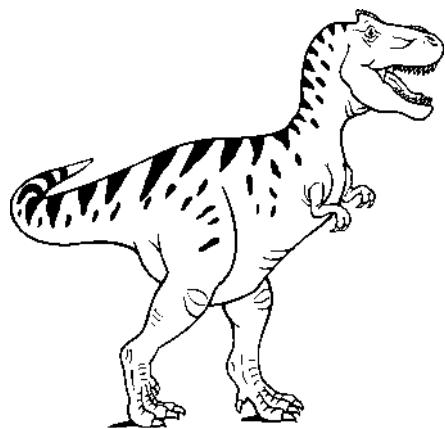
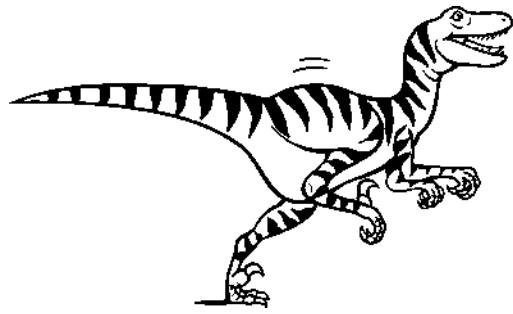
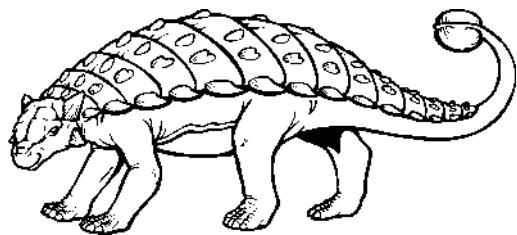
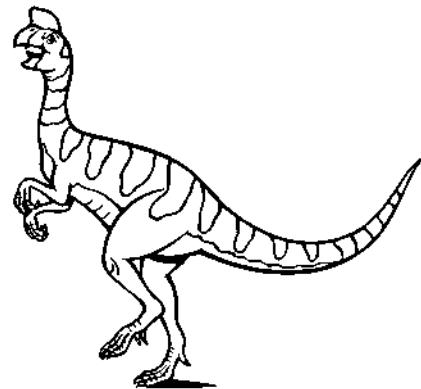
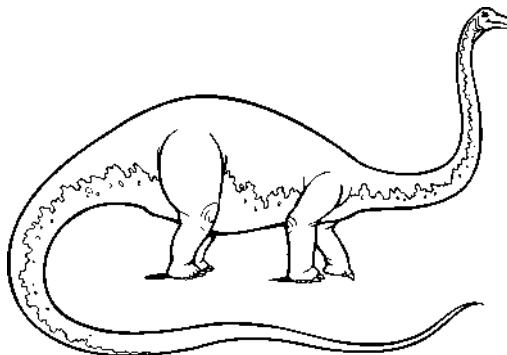
Which two of these are herbivores?

Circle them.



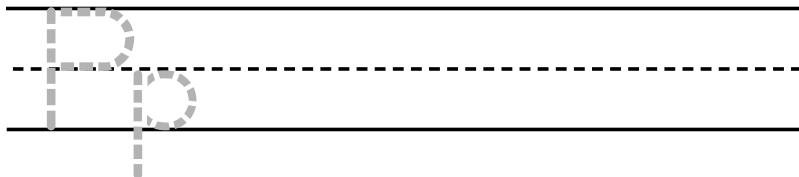
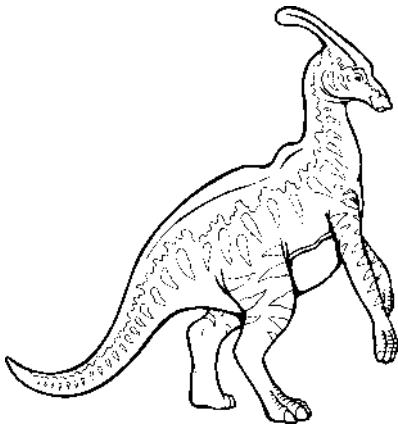
Name _____

Draw a circle around dinosaurs
that walked on two legs. Draw a square
around dinosaurs that walked on four legs.

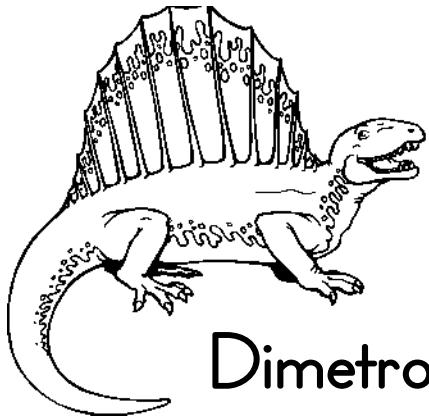


Name _____

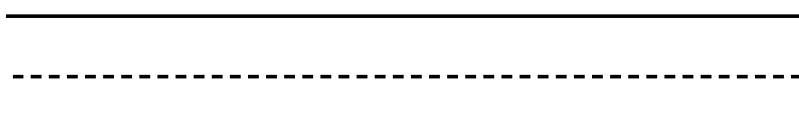
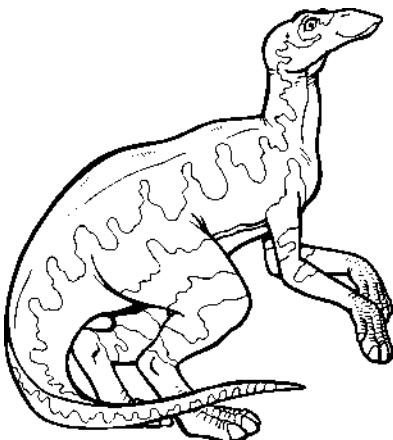
Write the letter of the beginning sound for each of the dinosaurs below.



Parasaurolophus



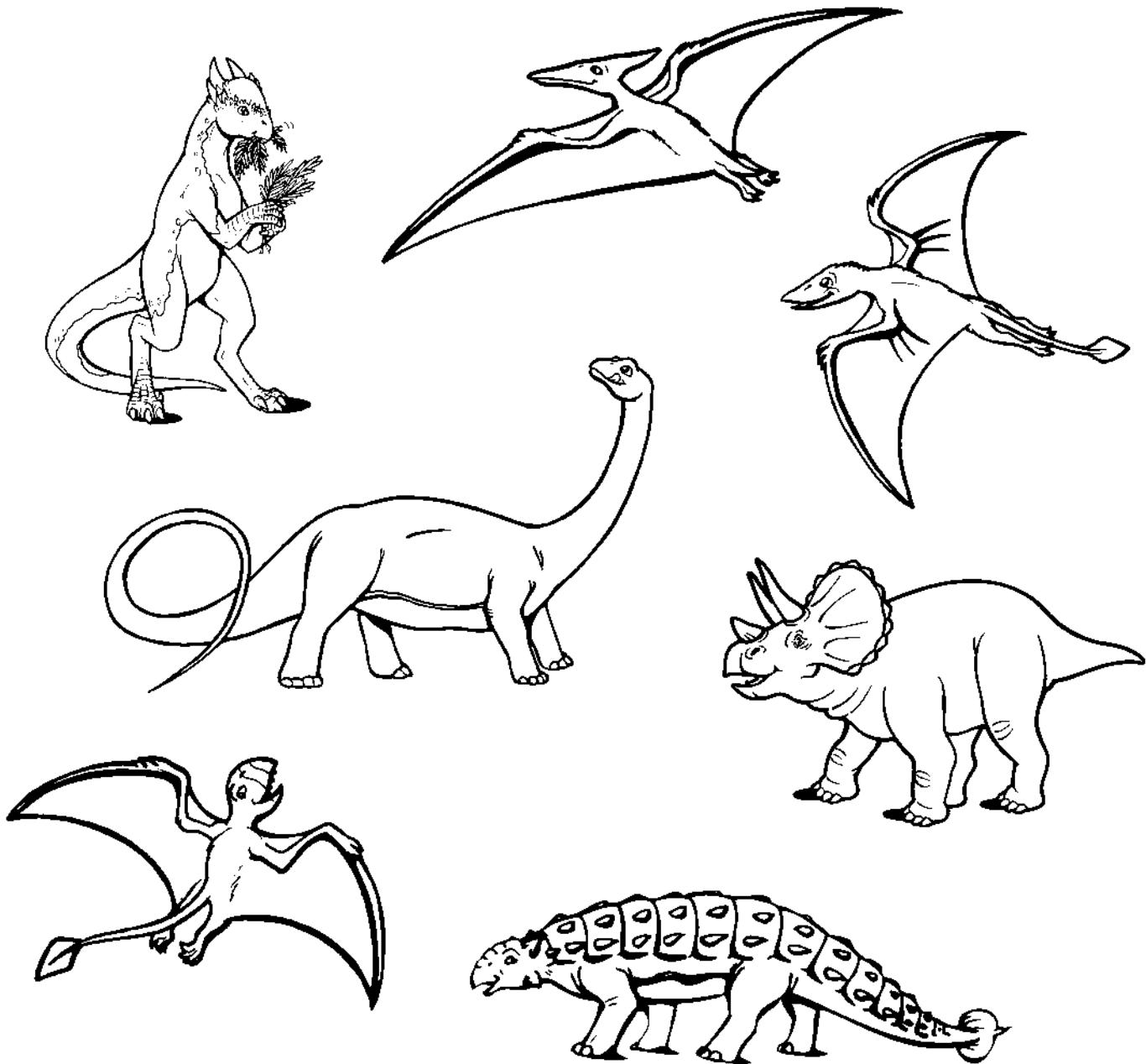
Dimetrodon



Edmontosaurus

Name _____

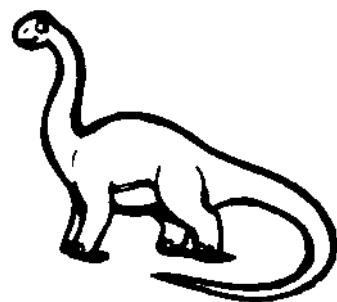
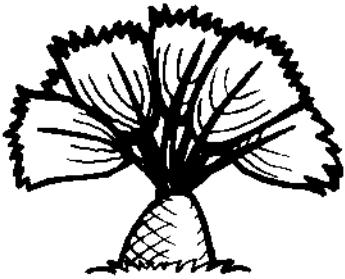
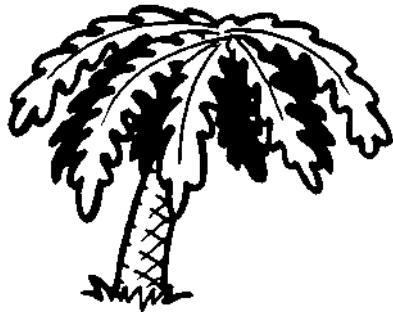
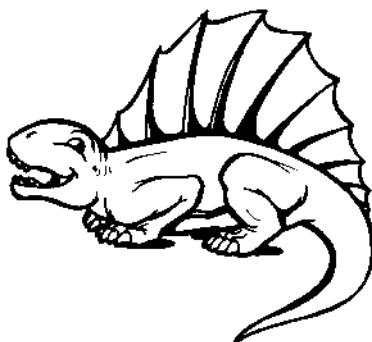
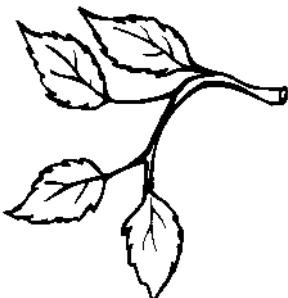
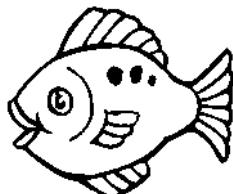
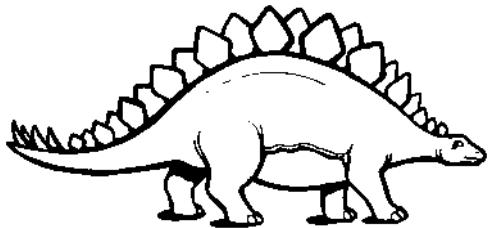
Flying reptiles are not dinosaurs,
though they lived at the same time as the
dinosaurs did. Color the dinosaurs red.
Color the flying reptiles blue.



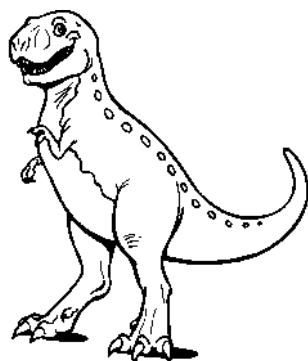
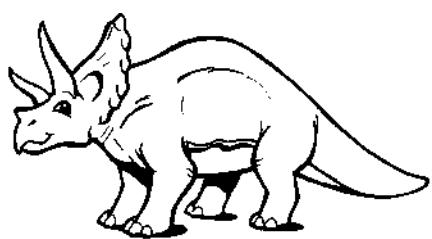
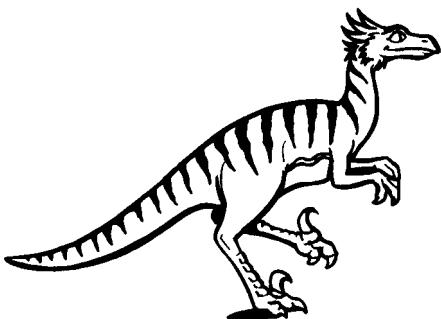
SKILL: IDENTIFYING FLYING REPTILES

Name _____

Color the things that herbivores (plant eaters only) eat.



Which of these is an herbivore? Circle it.

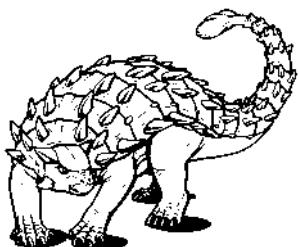


Name _____

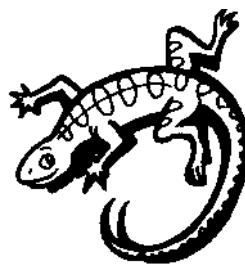
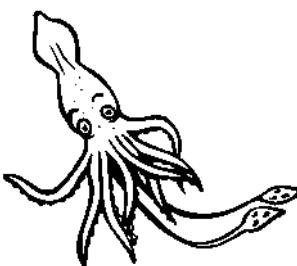
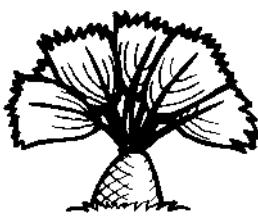
Look at the picture. Circle which food the dinosaur likes to eat.



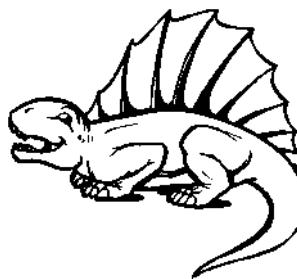
(carnivore)



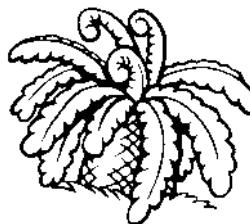
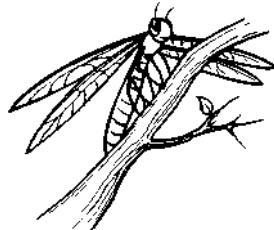
(herbivore)



(herbivore)

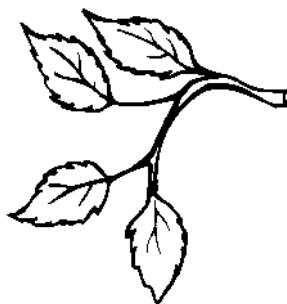
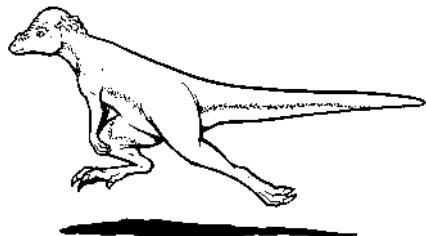
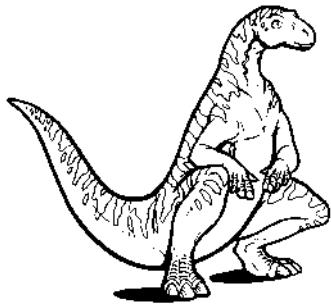
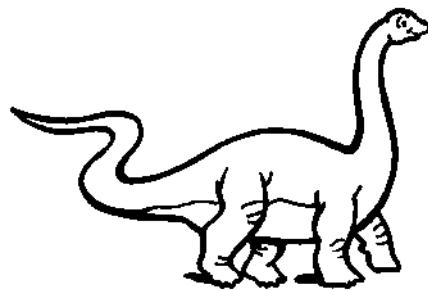
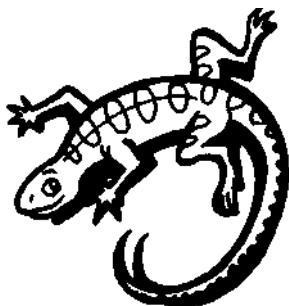
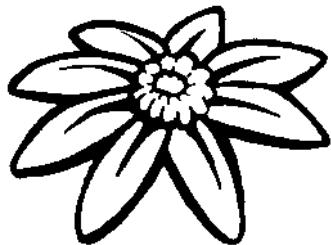


(carnivore)



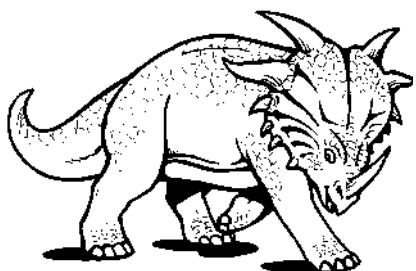
Name _____

Color the things that carnivores (meat eaters only) eat.



Which of these is a carnivore? Circle it.

Styracosaurus



Psittacosaurus

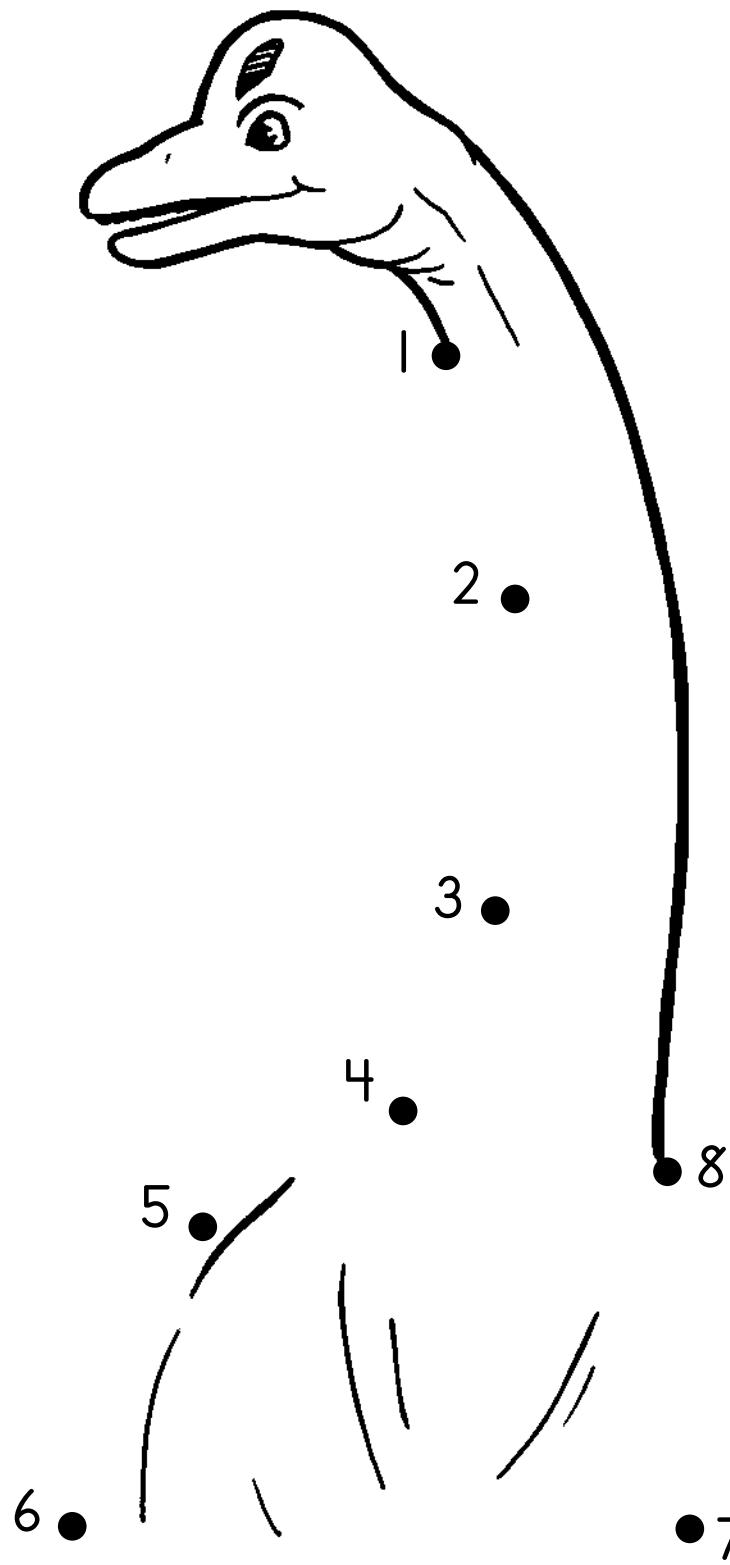


Allosaurus



Name _____

Some dinosaurs had long necks.
Connect the dots from 1 to 8.

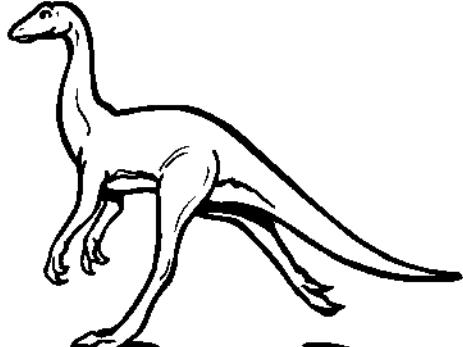
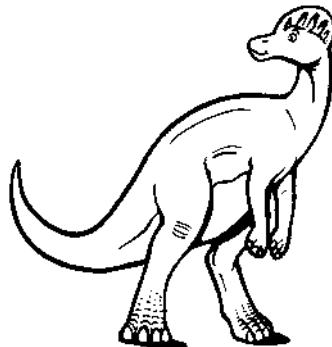
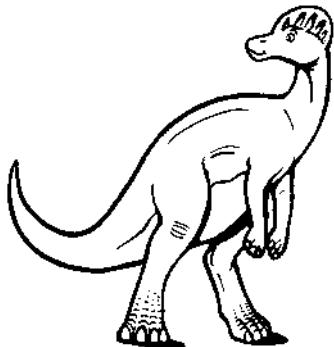
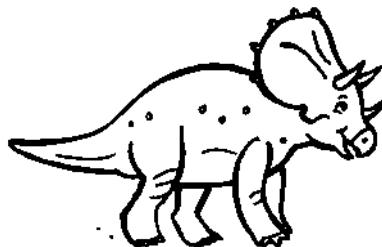
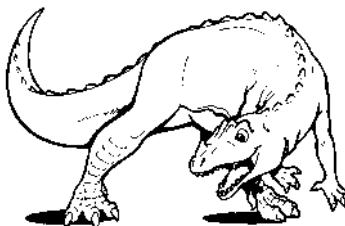
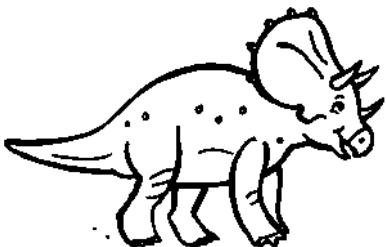
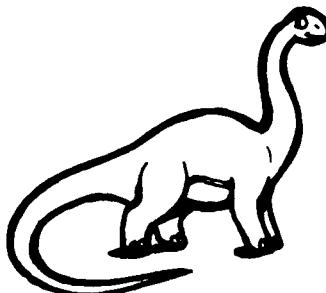
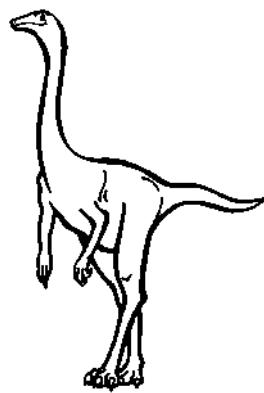
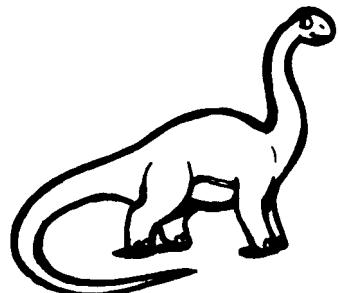


SKILL: CONNECT THE DOTS

Name _____

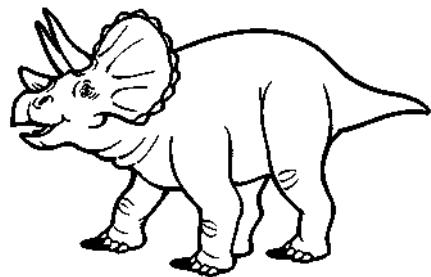
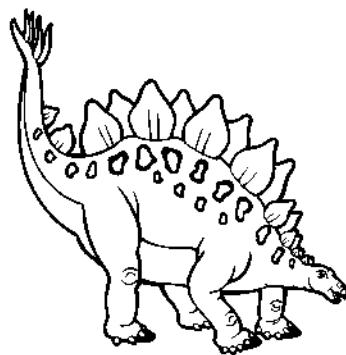
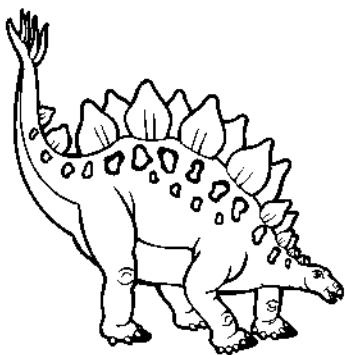
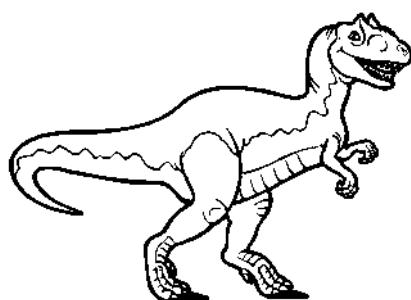
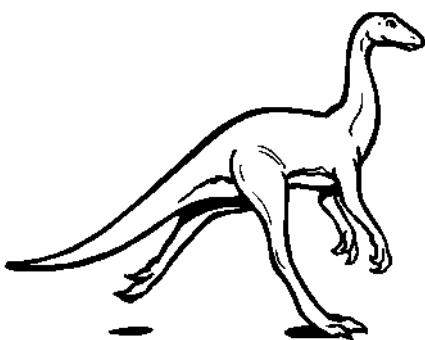
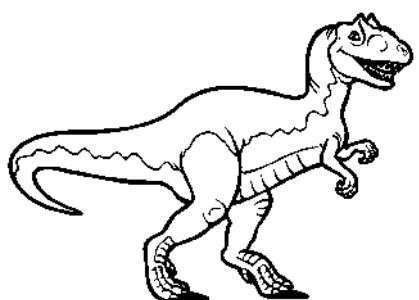
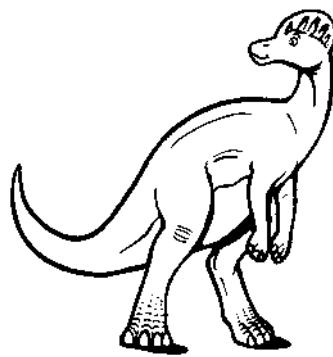
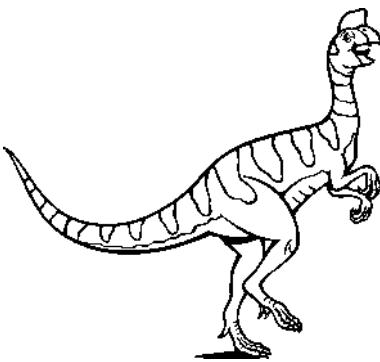
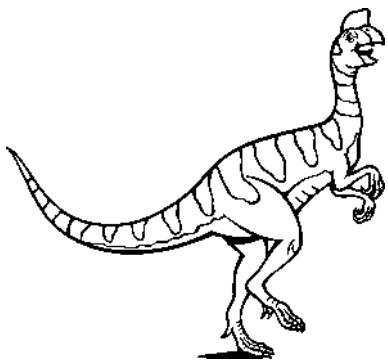
There were many different kinds of dinosaurs.

Color the dinosaur that is the same as the first one.



Name _____

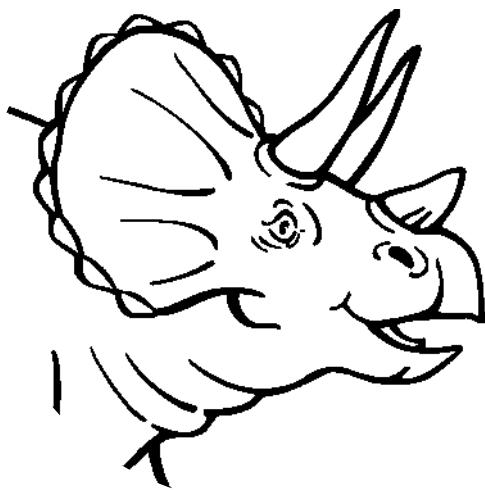
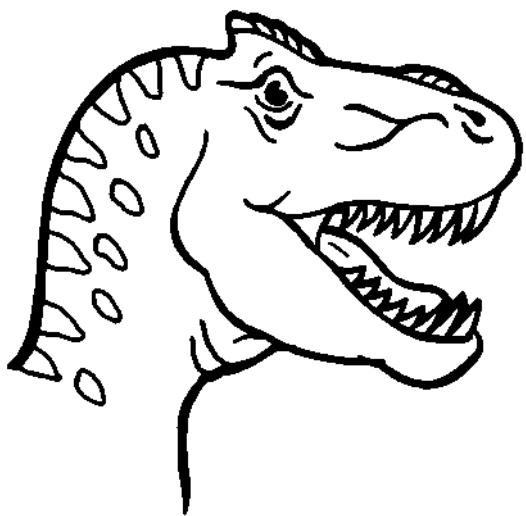
Color the dinosaur that is different
from the first one.



SKILL: FOLLOW DIRECTIONS

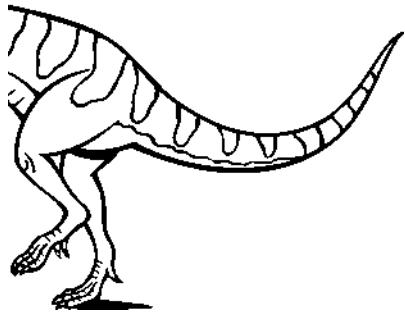
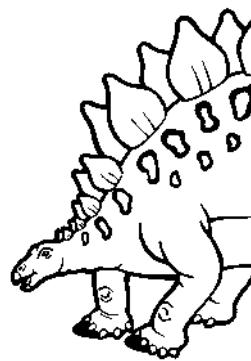
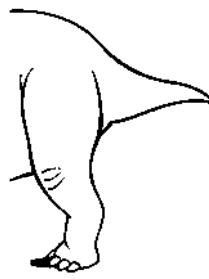
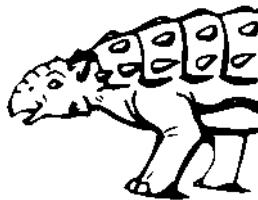
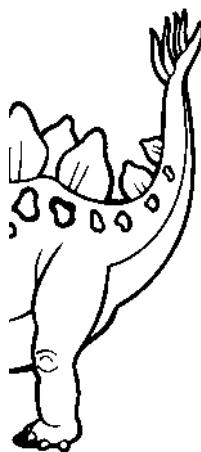
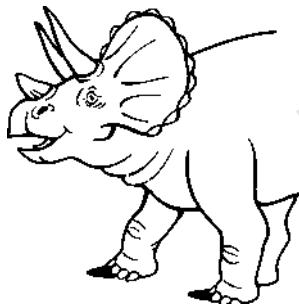
Name _____

Circle the dinosaurs with
sharp teeth.



Name _____

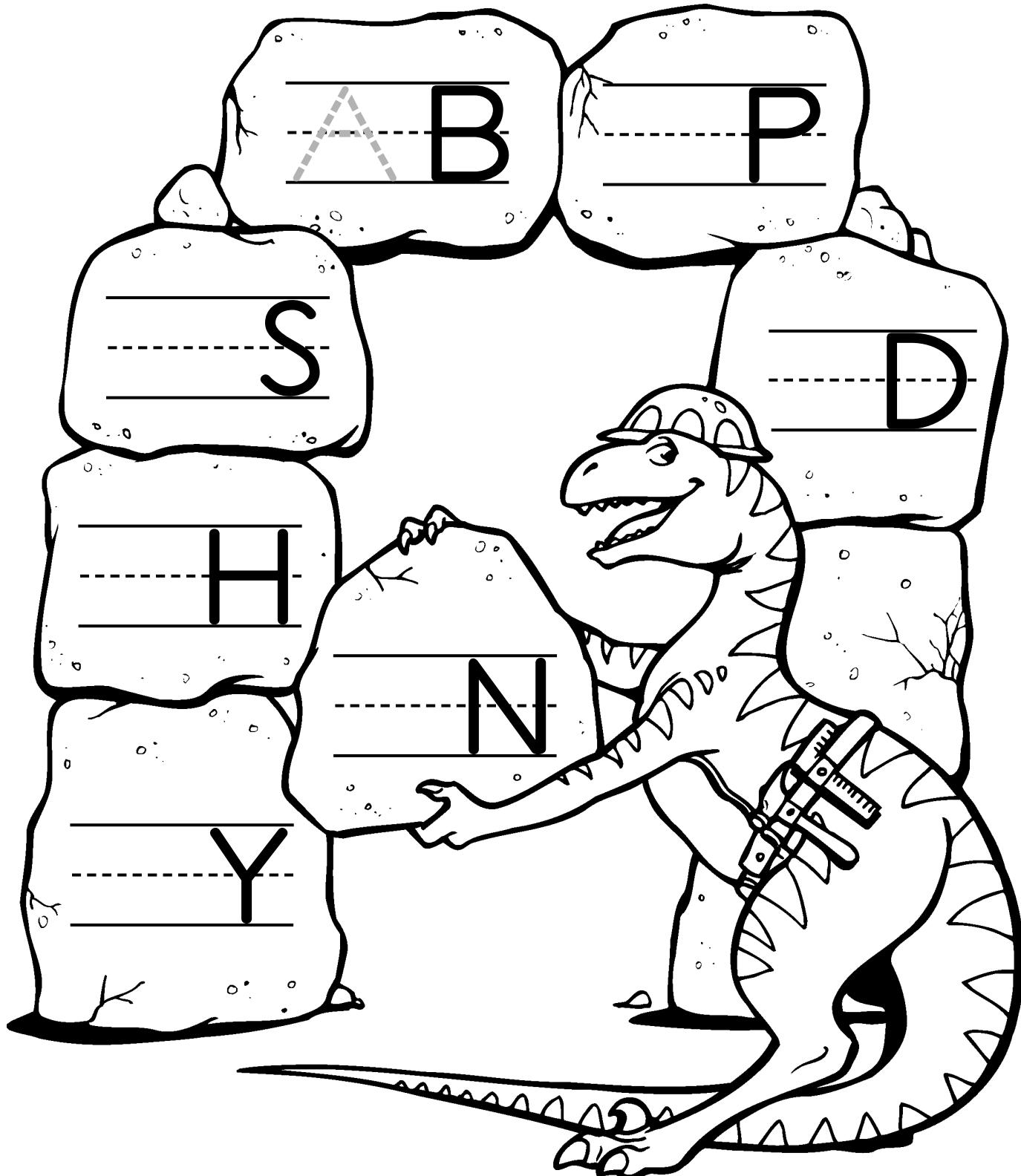
Draw a line to match the front
of the dinosaur with the back.



Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A comes before B. Write the letter that comes
before each letter on the rocks.

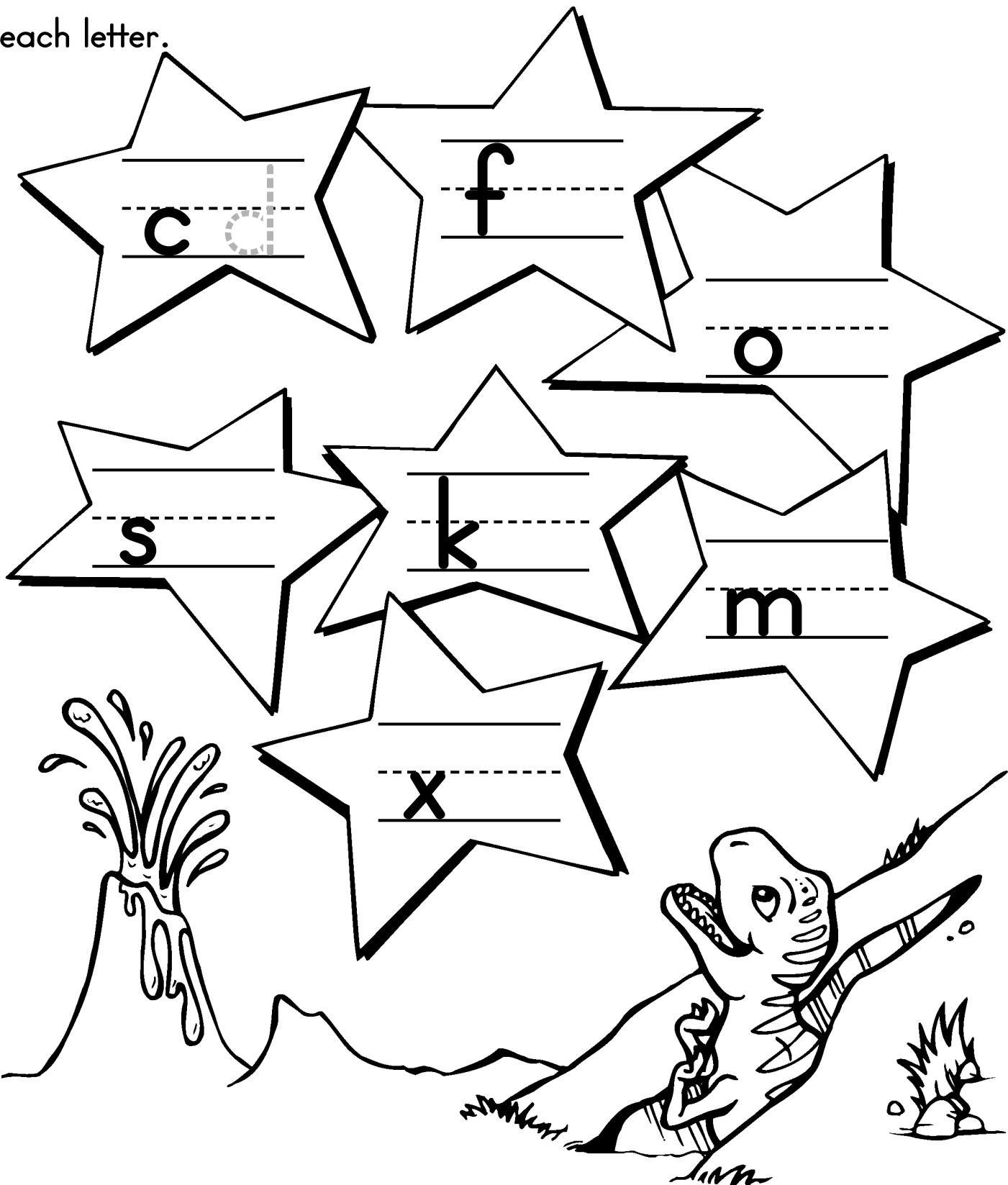


SKILL: WRITE LETTER BEFORE

Name _____

a b c d e f g h i j k l m n o p q r s t u v w x y z

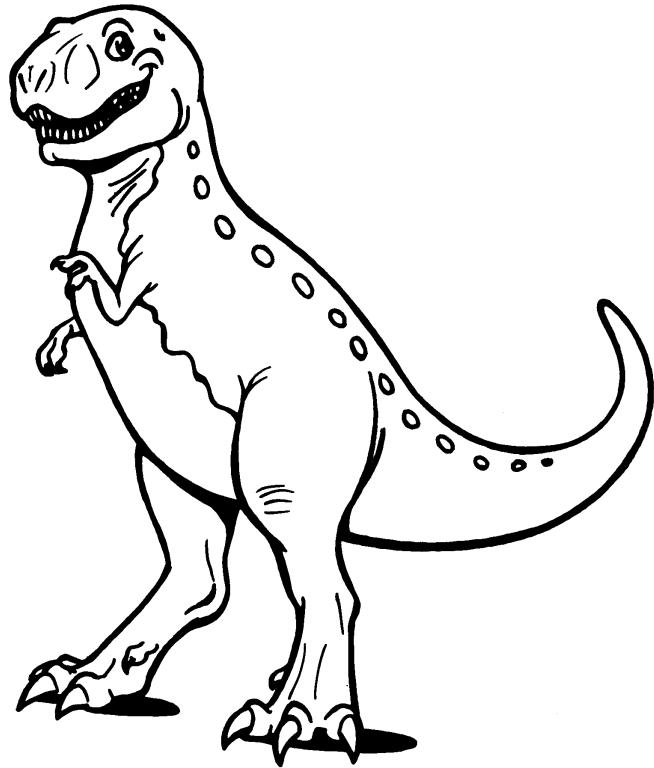
d comes after c. Write the letter that comes after
each letter.



Name _____

Read about Tyrannosaurus. Then circle the correct word to finish the sentence.

Tyrannosaurus was very big.
He had 60 very sharp teeth.
He ate other dinosaurs.
Tyrannosaurus was king of the dinosaurs.



1. Tyrannosaurus was
 - a. huge.
 - b. tiny.
2. Tyrannosaurus had many sharp
 - a. claws.
 - b. teeth.
3. Tyrannosaurus ate
 - a. plants.
 - b. animals.
4. Tyrannosaurus was king of the
 - a. dinosaurs.
 - b. jungle.

Name _____

Look at the letters in “oviraptor” and write them below.

o v i r a p t o r

Now make 10 new words using any of these letters.

1. top

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



Name _____

Circle the word that is spelled right. Then write the word in the space provided.

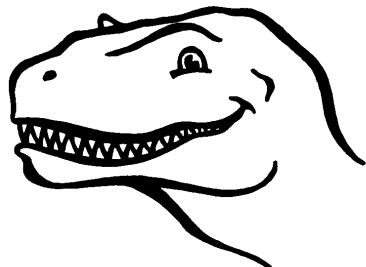


boat

bote

bot

boat



smill

smile

smyle

smile

smile

smyle



kat

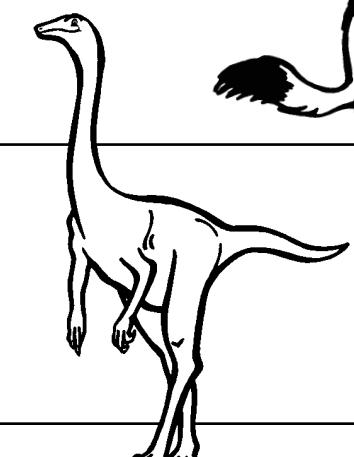
cate

cat

kat

cate

cat



tawl

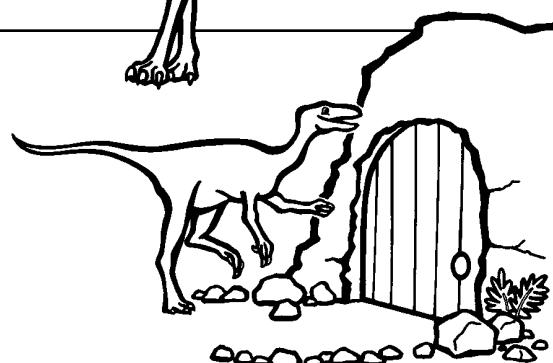
tawel

tall

tawl

tawel

tall



hoem

home

hoom

hoem

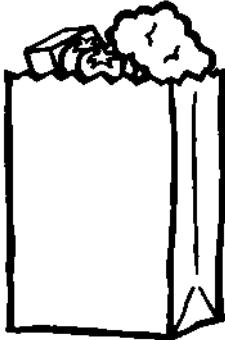
home

hoom

Name _____

Finish each sentence with a word from the box below.

plants	hill	hat	two	food	see
--------	------	-----	-----	------	-----



1. We get food at the grocery store.



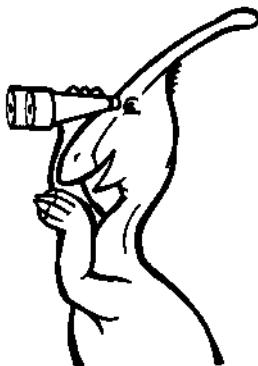
2. Dinosaur Bill wears a _____.



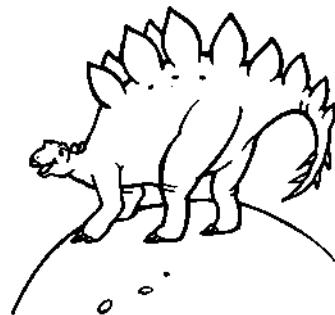
3. Many dinosaurs eat _____.



4. _____ dinosaurs eggs.



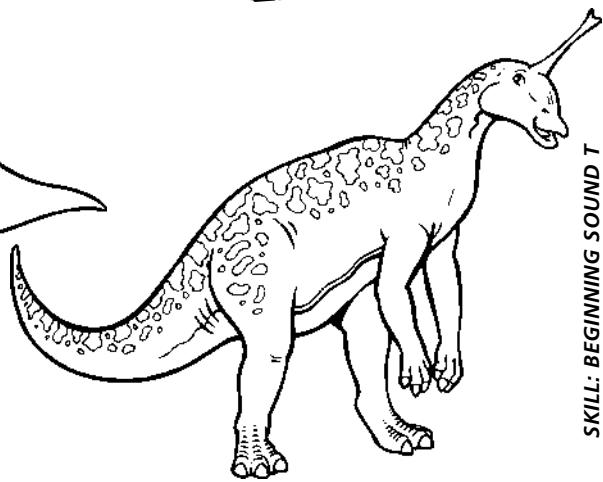
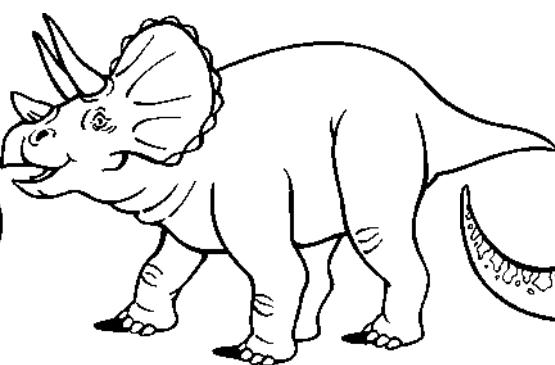
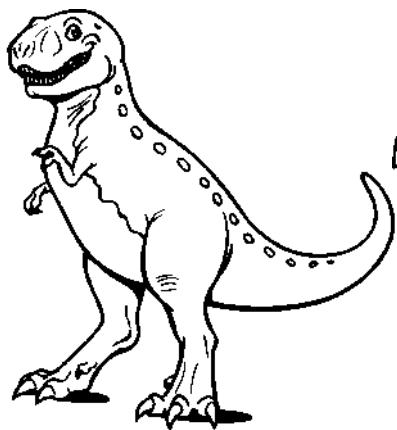
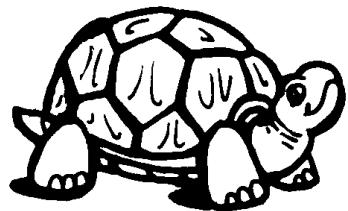
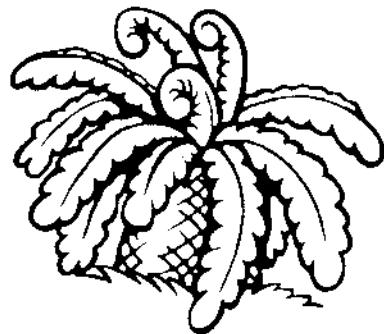
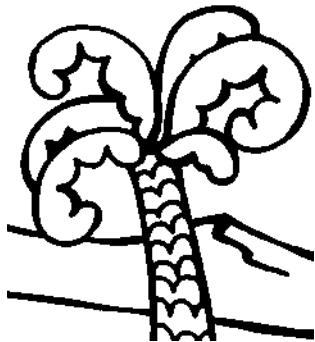
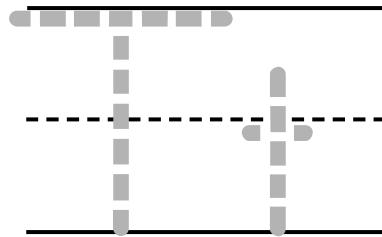
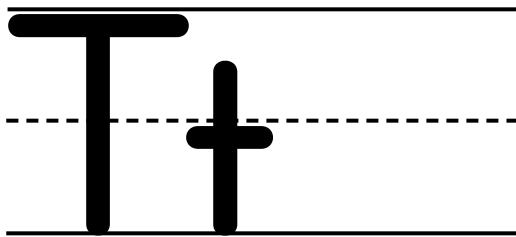
5. I can _____ far.



6. The dinosaur is on a _____.

Name _____

Trace the letter Tt. Then circle the objects that begin with the Tt sound.



Tyrannosaurus

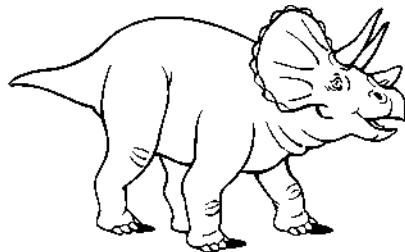
Triceratops

Tsintaosaurus

Name _____

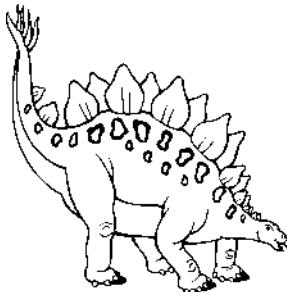
Look at the dinosaur pictures. Choose the right word to finish the sentence. Write it.

eggs	back	fast	horns	wings
------	------	------	-------	-------



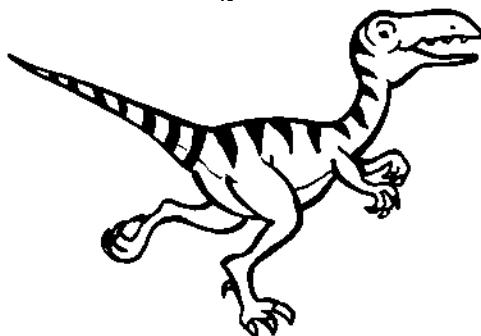
The Triceratops has 3 _____.

_____ horns .



The Stegosaurus has plates on its _____.

_____ .



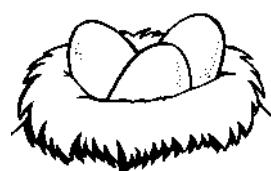
The Deinonychus runs _____.

_____ .



The Pterodactylus has _____.

_____ .



The nest has 3 _____.

_____ .

Name _____

Read the story.

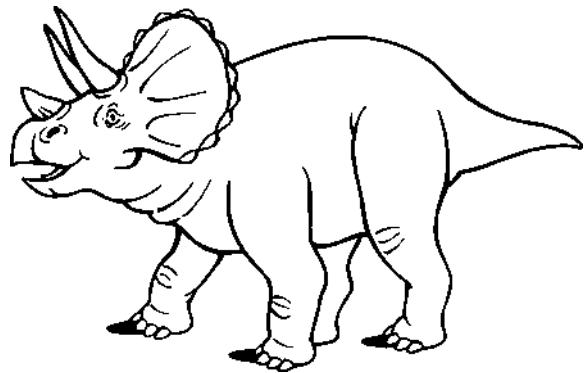
I am a Triceratops.

My name means three-horned face.

I am ten feet tall.

I have a horny beak.

I eat palm tree leaves.



Now finish these sentences:



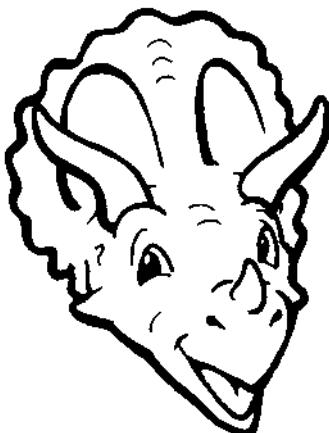
1. Triceratops has three _____.

eyes horns



2. Triceratops eats _____.

plants animals



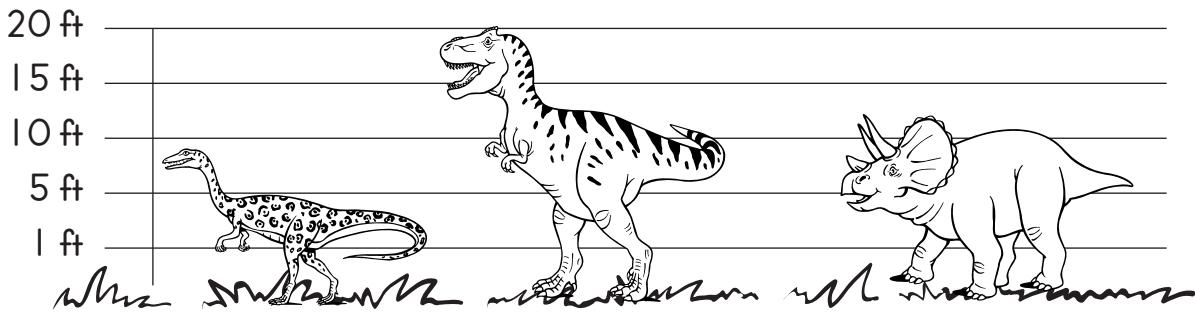
3. Triceratops has a hard _____.

beak hat

4. Triceratops is _____ feet tall.

twenty ten three

Name _____



Compare the dinosaurs above. Circle the correct picture.

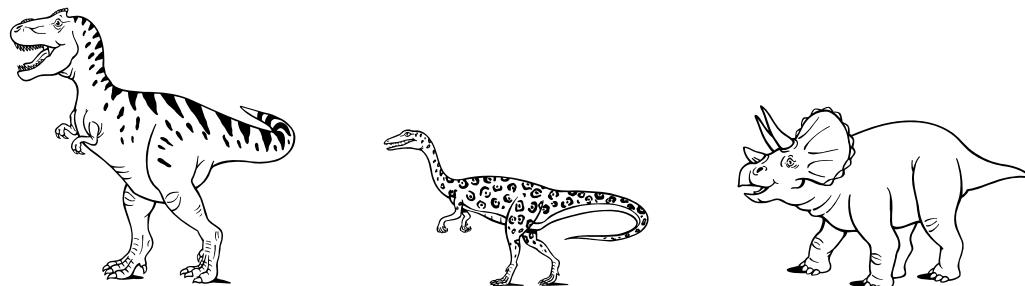
Which one is tallest?



Which one is shortest?



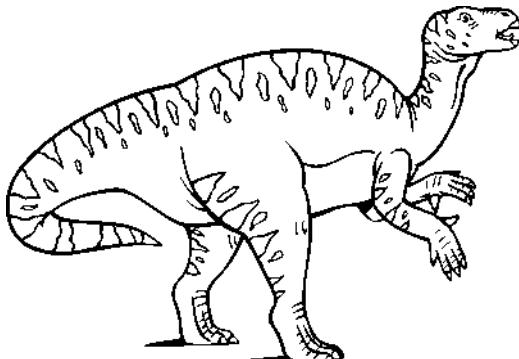
Which dinosaur's back is about five feet high?



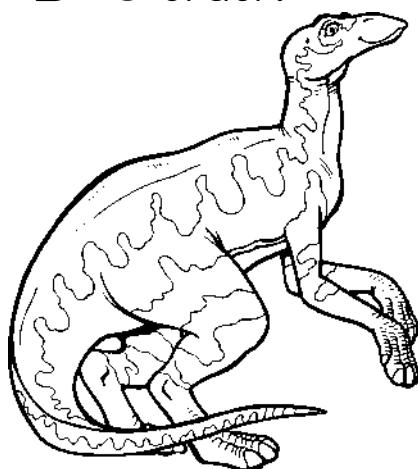
Name _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

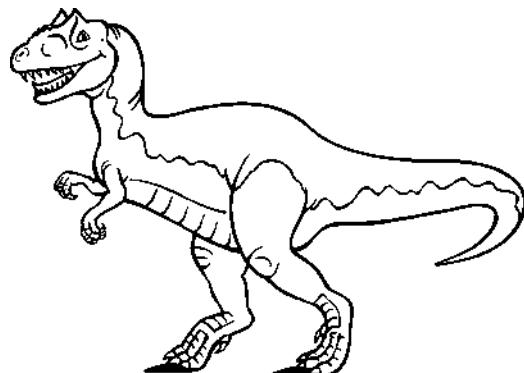
Write the names of the dinosaurs in A-B-C order.



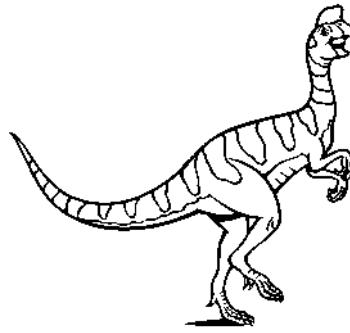
Iguanodon



Edmontosaurus



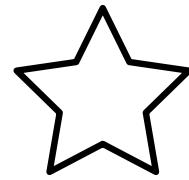
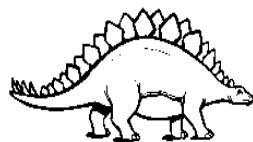
Allosaurus



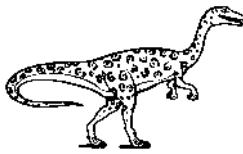
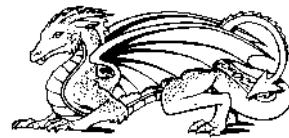
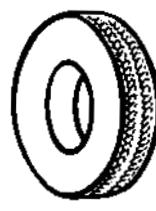
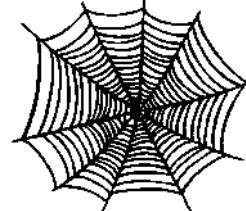
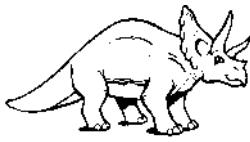
Oviraptor

Name _____

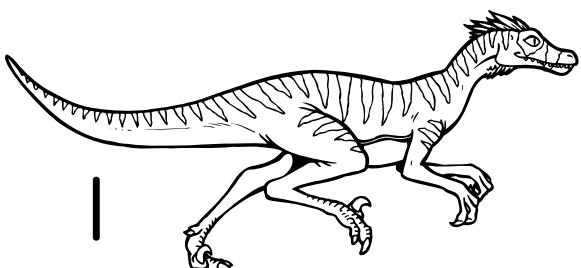
Say the name of the dinosaur and write the first letter under the name. Then write the letter under the two pictures in each row that begin with the same letter.



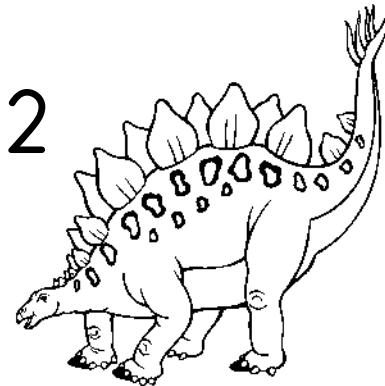
S



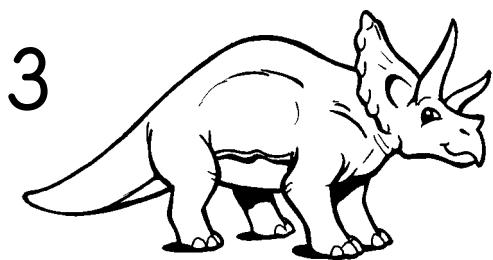
Name _____



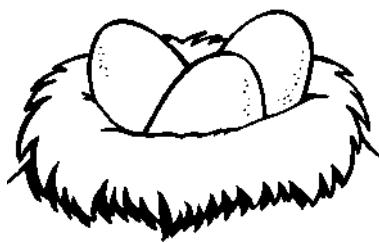
1



2



3



4

Which picture has the same beginning sound as *Stygimoloch*? _____

Which picture has the same beginning sound as *volcano*? _____

Which picture has the same beginning sound as *newt*? _____

Which picture has the same beginning sound as *tree*? _____

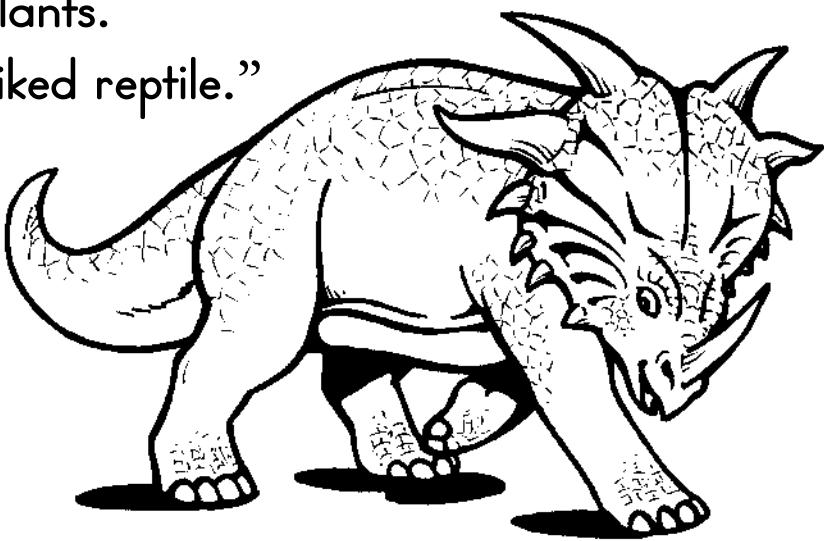
Read about Styracosaurus. Then circle the correct word to finish the sentence.

Styracosaurus ran on four legs.

He had a very long horn like a rhino.

He ate ferns and other plants.

Styracosaurus means "spiked reptile."



1. Styracosaurus had four a. legs.
 b. tails.

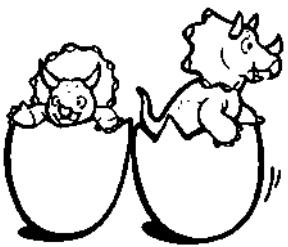
2. Styracosaurus had a sharp a. claw.
 b. horn.

3. Styracosaurus ate a. plants.
 b. animals.

4. Styracosaurus was named for his a. spikes.
 b. scales.

Name _____

Circle the word that is spelled correctly. Then write the word in the space provided.



hatch

hach

hakch

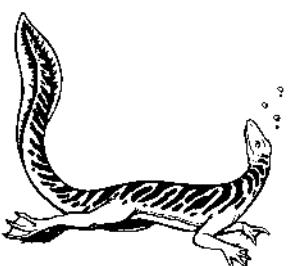
hatch



tris

treys

trees



swem

swim

swimn



wyng

weeng

wing



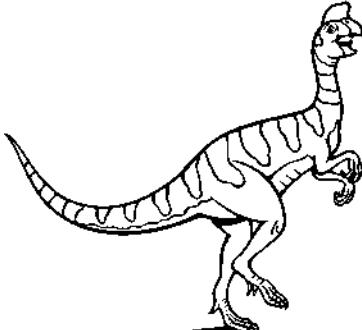
furn

fern

firn

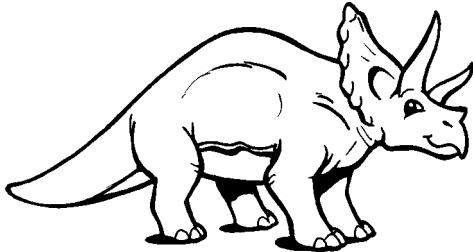
Name _____

Look at the pictures. Read the words. Choose the correct word and write it in the space provided.



The Oviraptor _____.

run runs



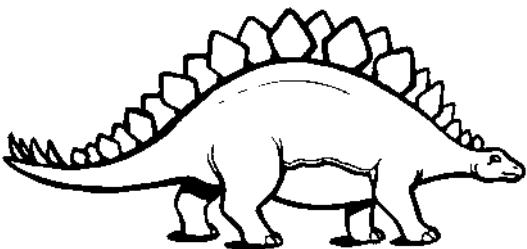
The Triceratops _____.

walk walks



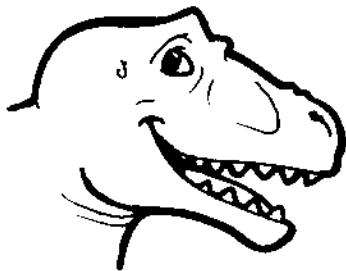
The babies _____.

hatch hatches



The Stegosaurus _____ plates.

has have



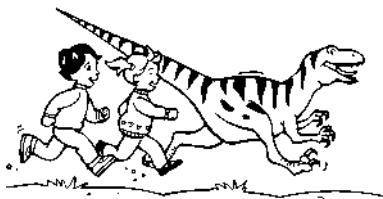
The Tyrannosaurus _____ meat.

eat eats

Name _____

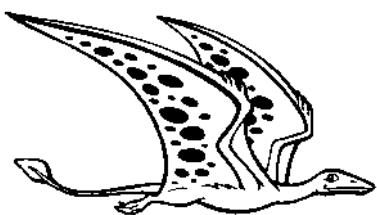
Circle the word that tells about each picture.

1.



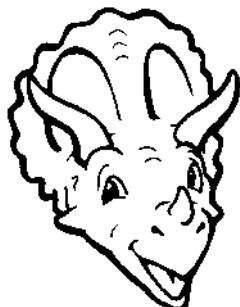
run
rug

2.



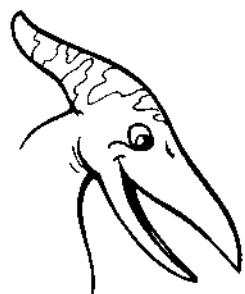
ring
wing

3.



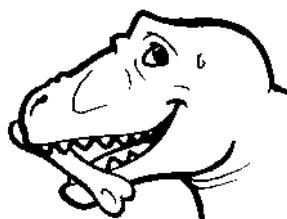
horn
born

4.



beak
bear

5.



seat
eat

6.



spots
pots

7.



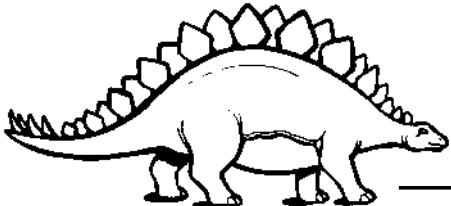
leg
egg

8.

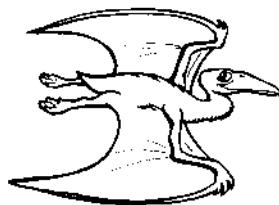


smile
mile

Trace the letter. Say the words.



big



fly

Name _____

Say the words on the left, then circle the word on the right that rhymes with it. Say the two words together.

walk

wag

talk

what

run

rat

fun

fan

eat

ever

late

seat

tail

mail

tape

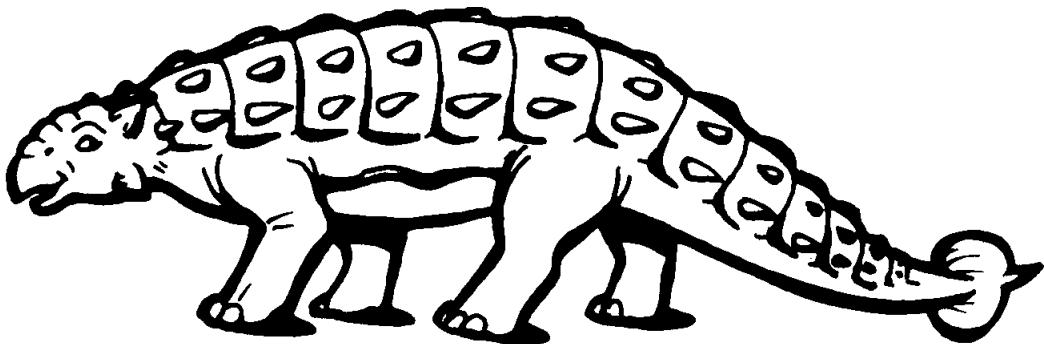
feel

where

why

there

her



Name _____

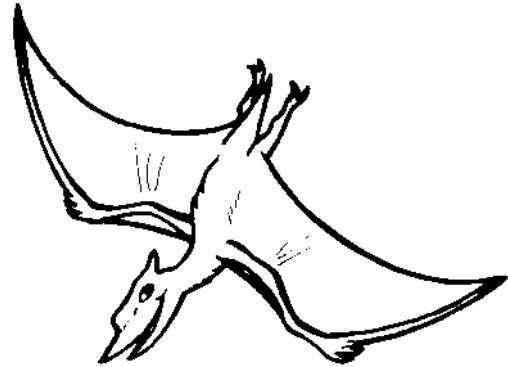
In each box, circle the word
that describes the picture.

pipes



stripes

cry



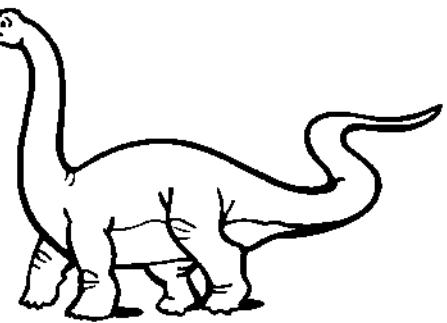
fly

hatch



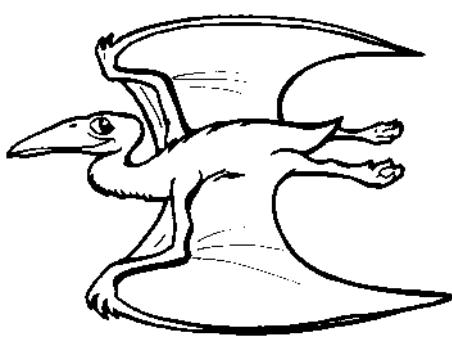
match

long



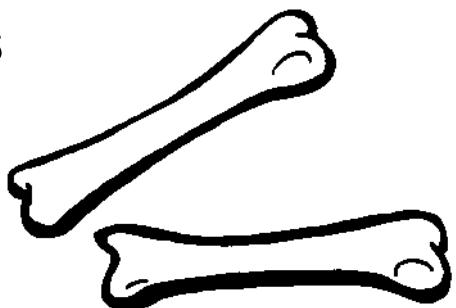
song

wings



rings

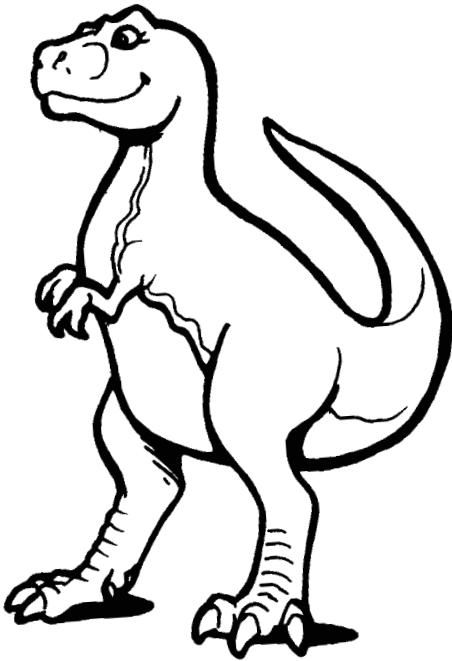
bones



cones

Read the story or have your teacher read it,
and then circle the correct word.

Dinosaurs are large reptiles
that lived on the Earth a long
time ago. We know they lived
because scientists sometimes
find their bones. Reptiles that
are still living include turtles,
snakes, and lizards.



1. This story is about _____. dinosaurs birds

2. Dinosaurs are _____. small large

3. Are dinosaurs still living? yes no

4. What do scientists find? dinosaur bones dinosaur food

5. Dinosaurs are in which group? mammals reptiles

6. Name another reptile. turtle horse

Name _____

Add the numbers in each footprint.



$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$$

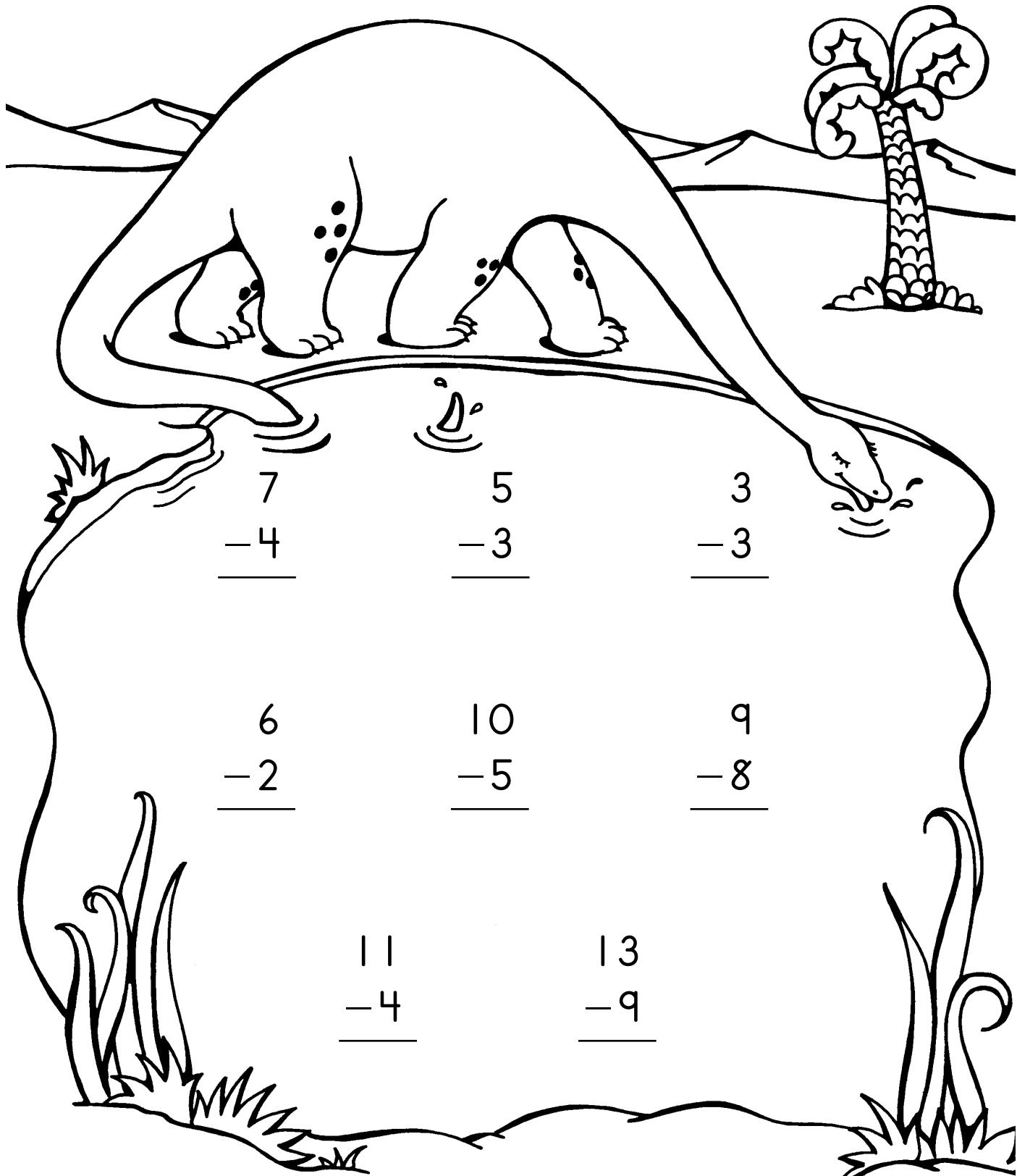
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

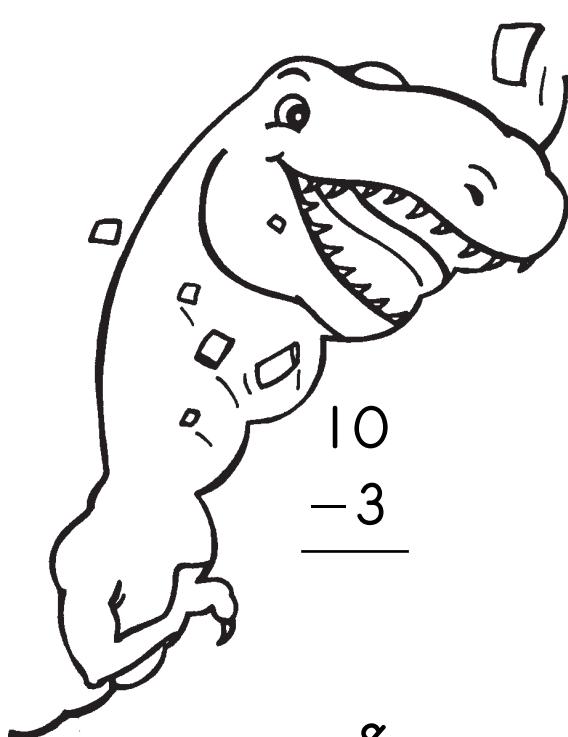
Name _____

Subtract the problems in the pond.



Name _____

Subtract the problems in the picture.

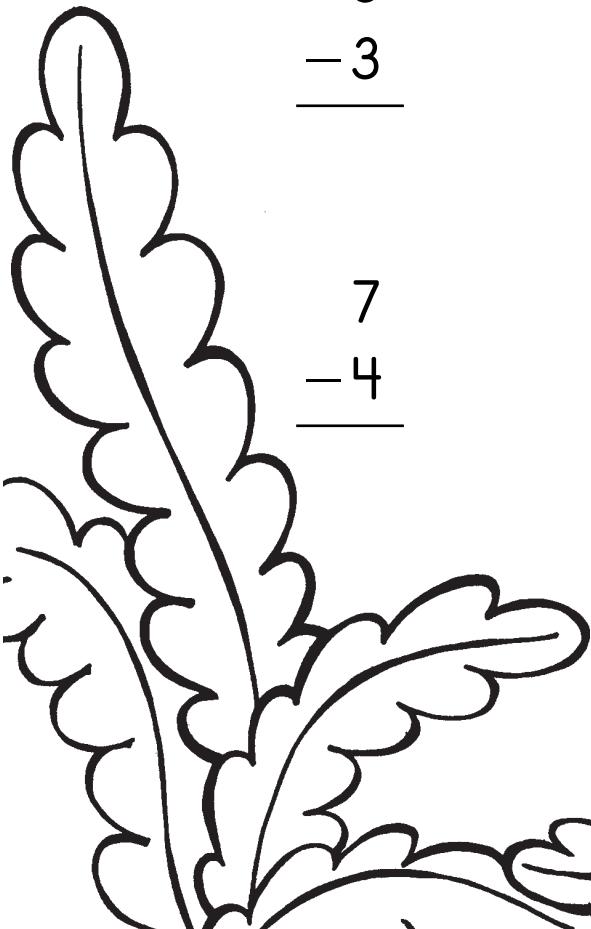


$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$



$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

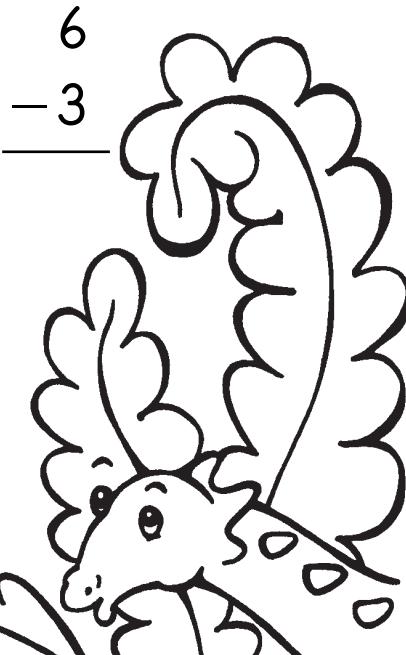
$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$



Name _____

Add or subtract, and use the answers to color
the picture.

$4 + 2 = \underline{\quad}$ brown

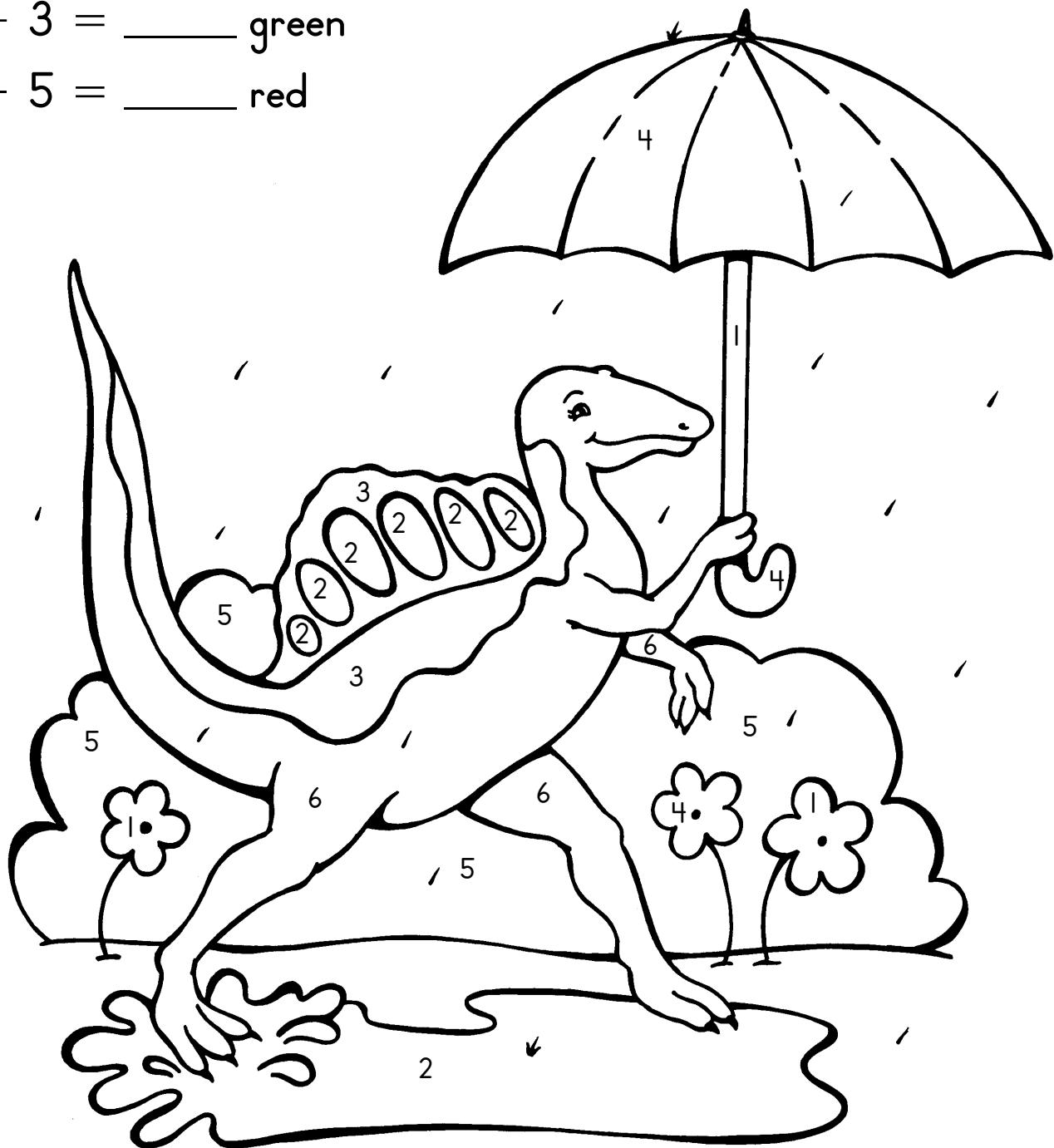
$8 - 6 = \underline{\quad}$ blue

$2 + 3 = \underline{\quad}$ green

$9 - 5 = \underline{\quad}$ red

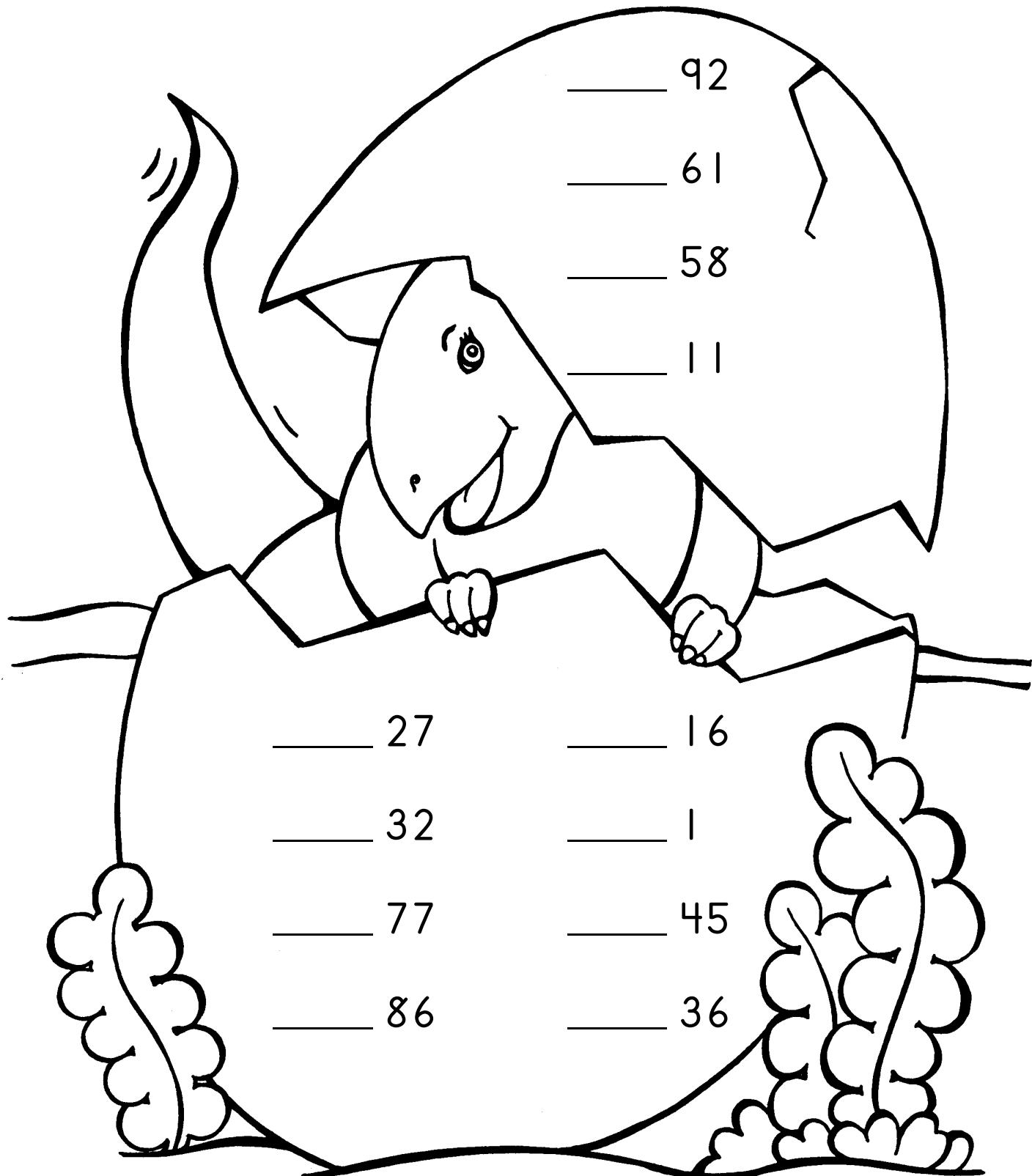
$7 - 4 = \underline{\quad}$ purple

$0 + 1 = \underline{\quad}$ yellow



Name _____

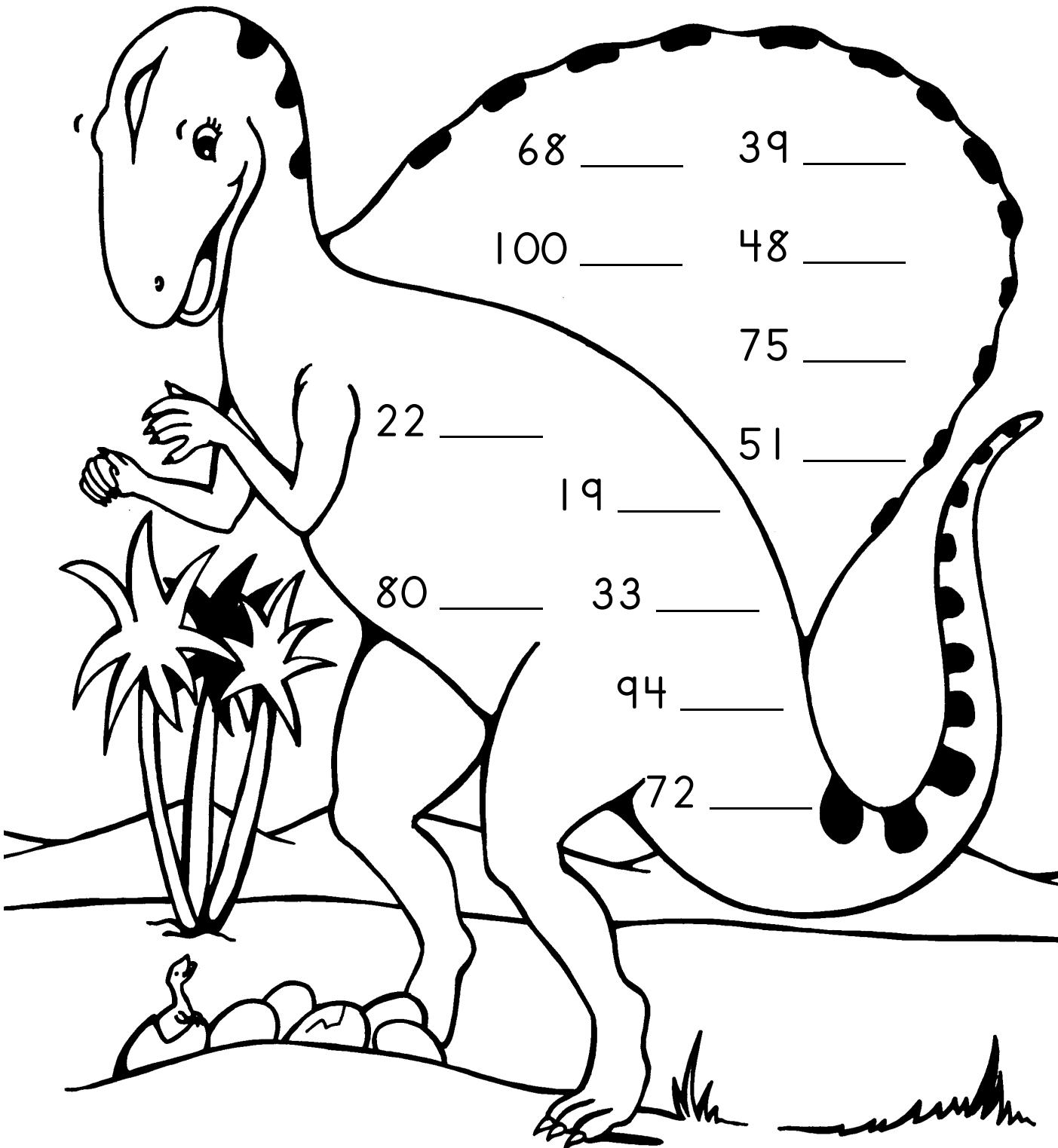
Write the number that comes before each number
on each line.



SKILL: NUMBER BEFORE

Name _____

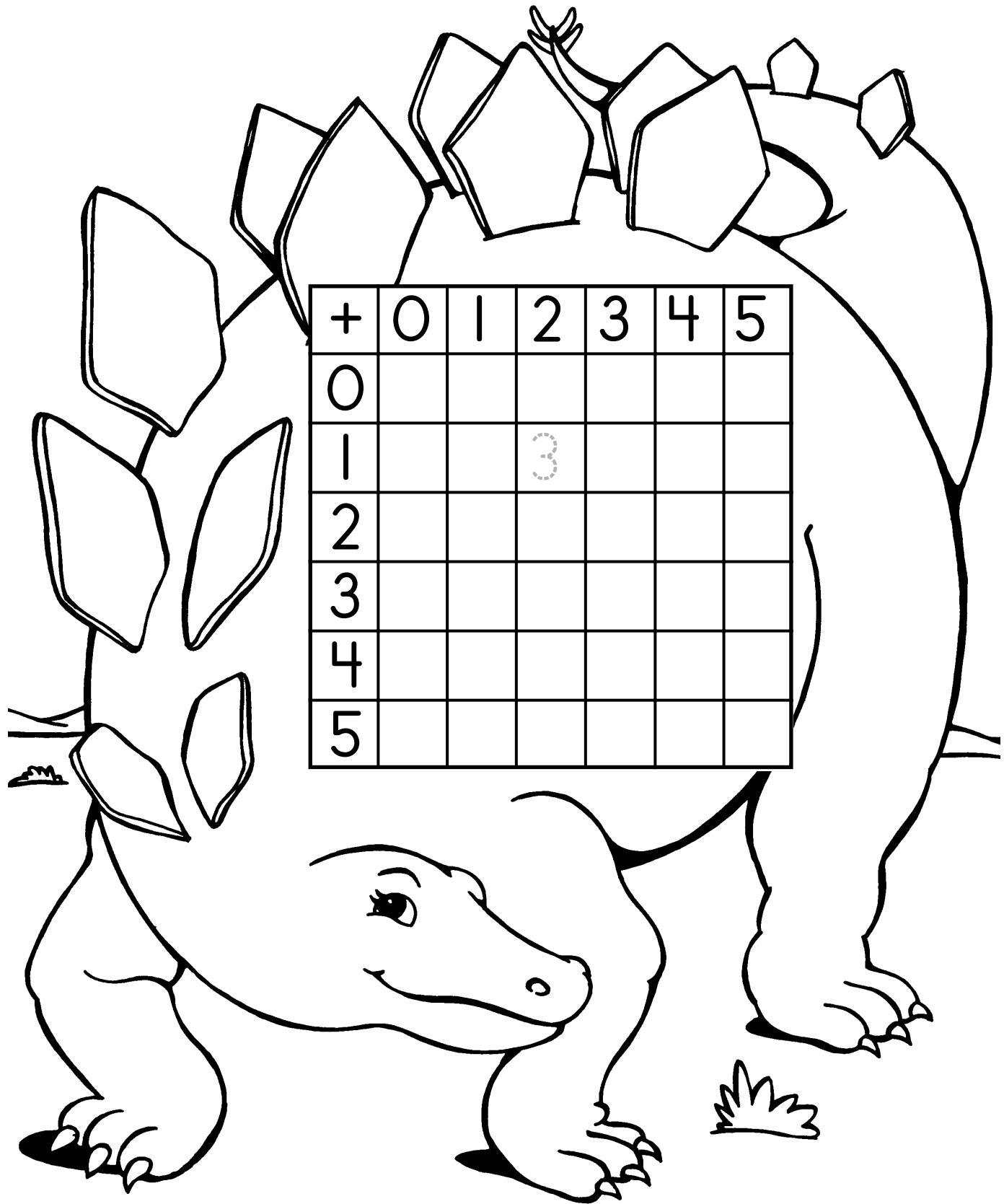
Write the number that comes after each number
on each line.



Name _____

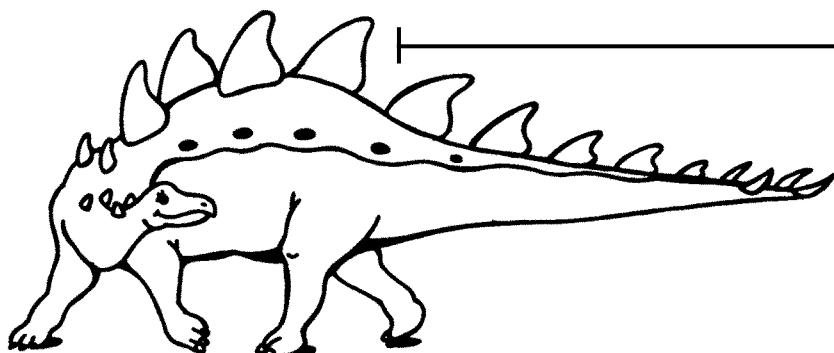
Fill in the table. Find the sums.

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

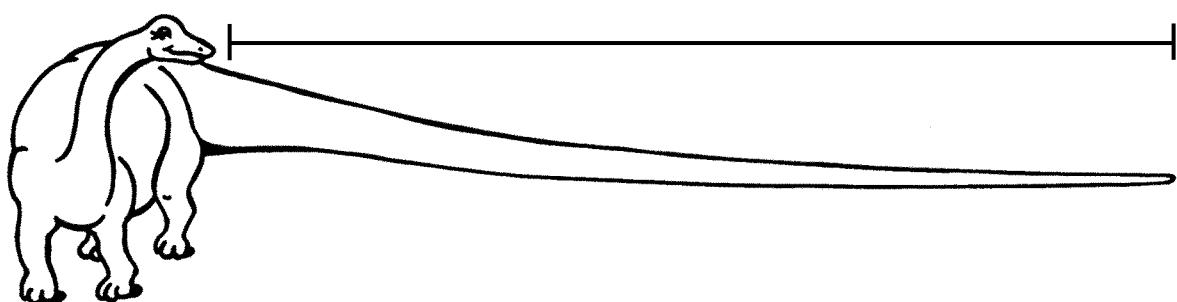


Name _____

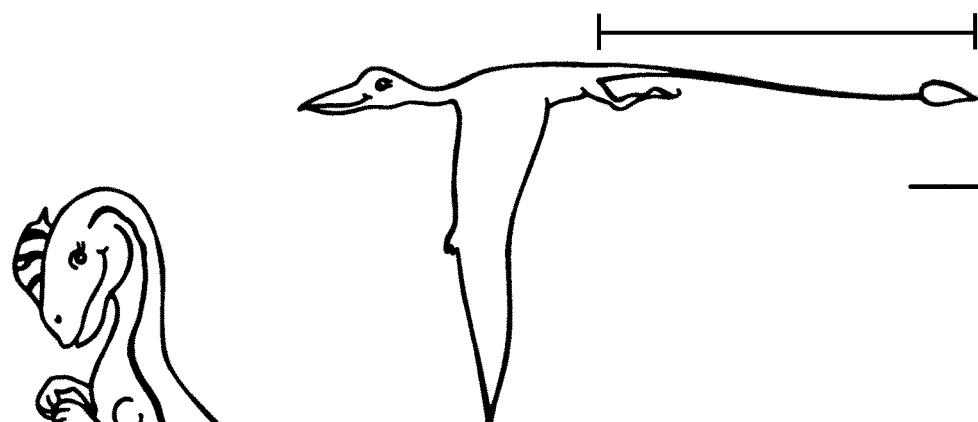
Measure how long each tail is using centimeters.



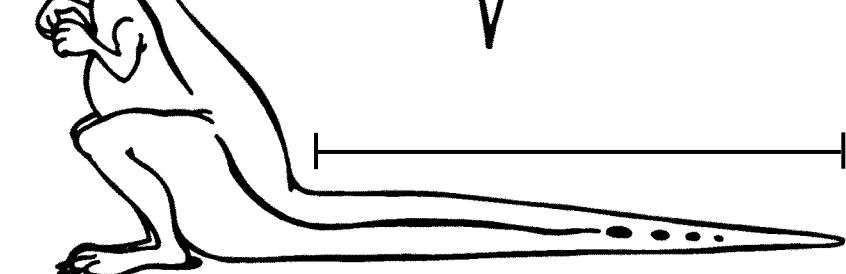
centimeters



centimeters



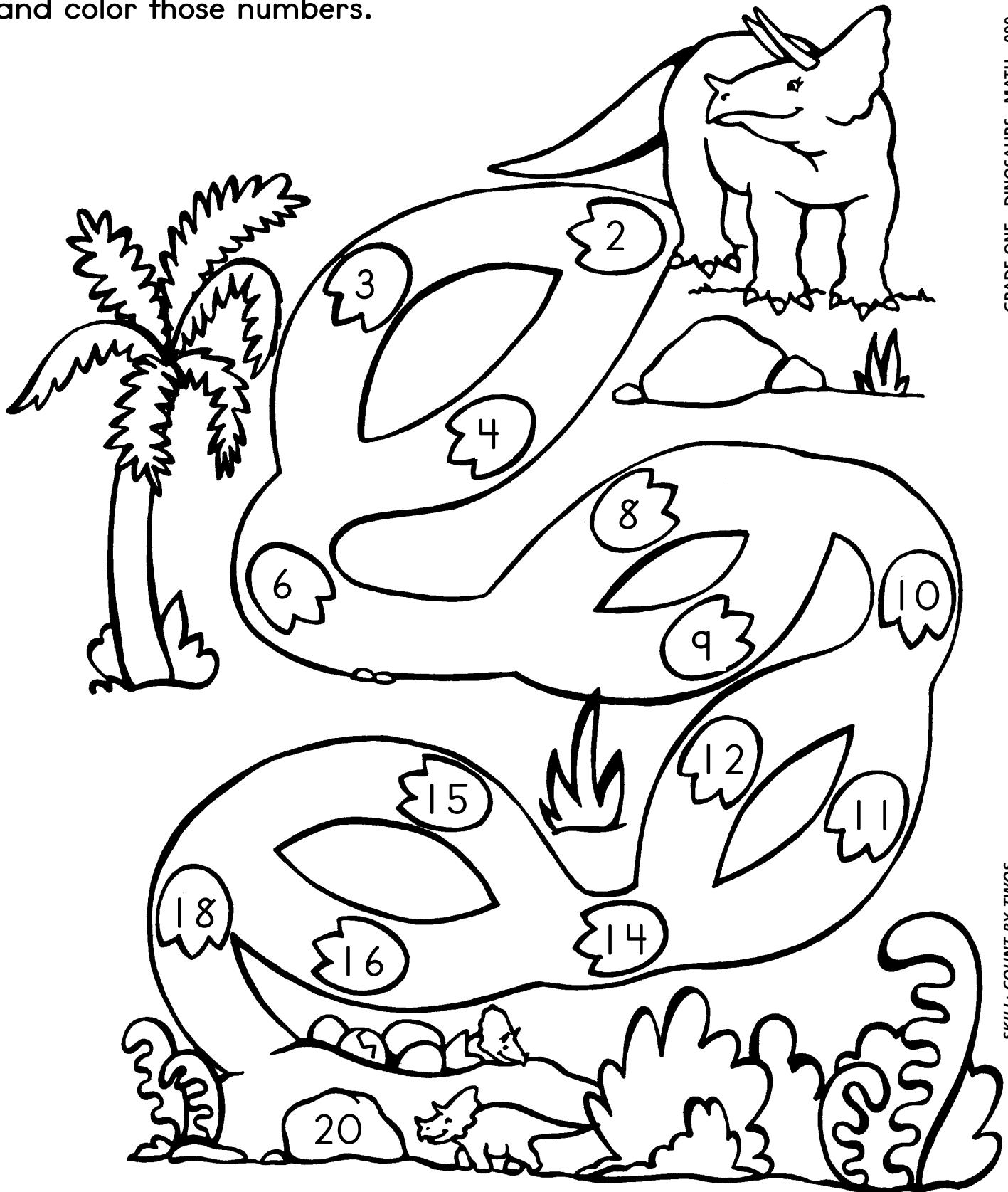
centimeters



centimeters

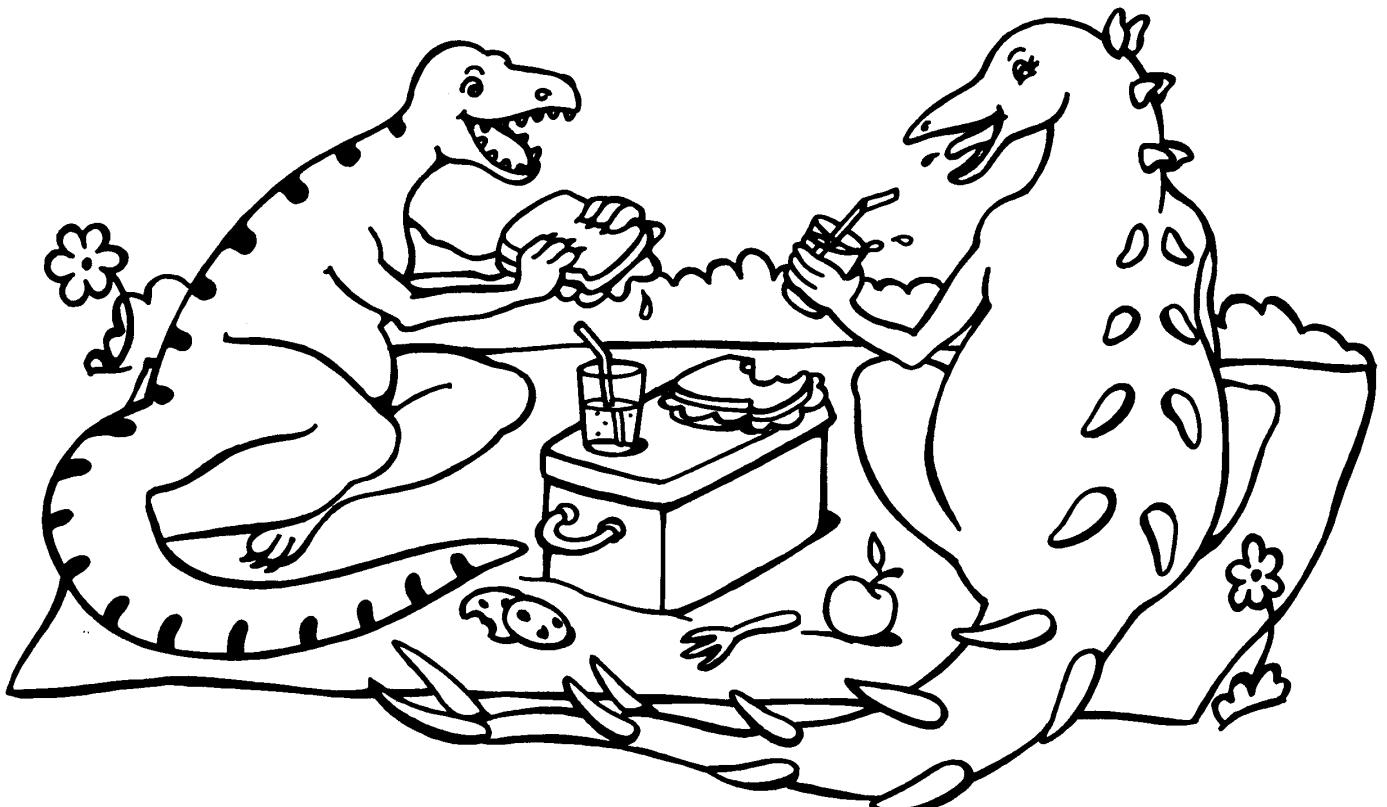
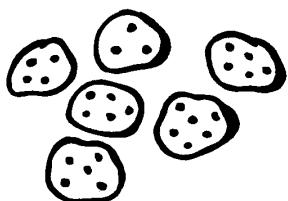
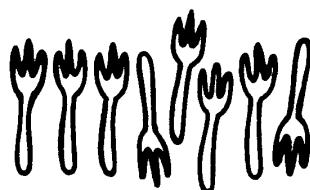
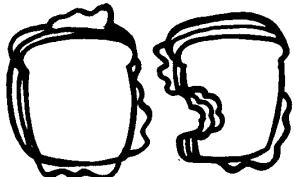
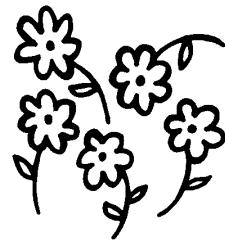
Name _____

Help Mom find her babies. Count by twos to 20
and color those numbers.



Name _____

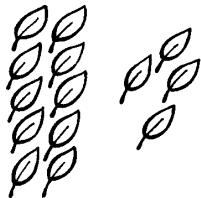
Count how many are in each group and write the number on each line.



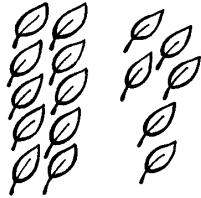
SKILL: COUNT 1-10

Name _____

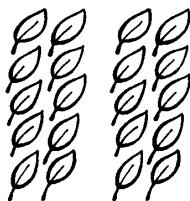
Count the leaves. Write how many tens. Write how many ones.



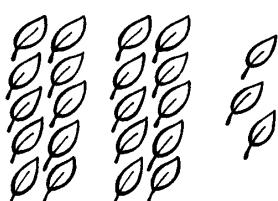
Tens	Ones
1	0



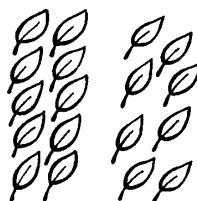
Tens	Ones
1	0



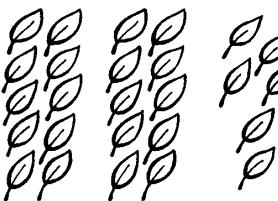
Tens	Ones
1	0



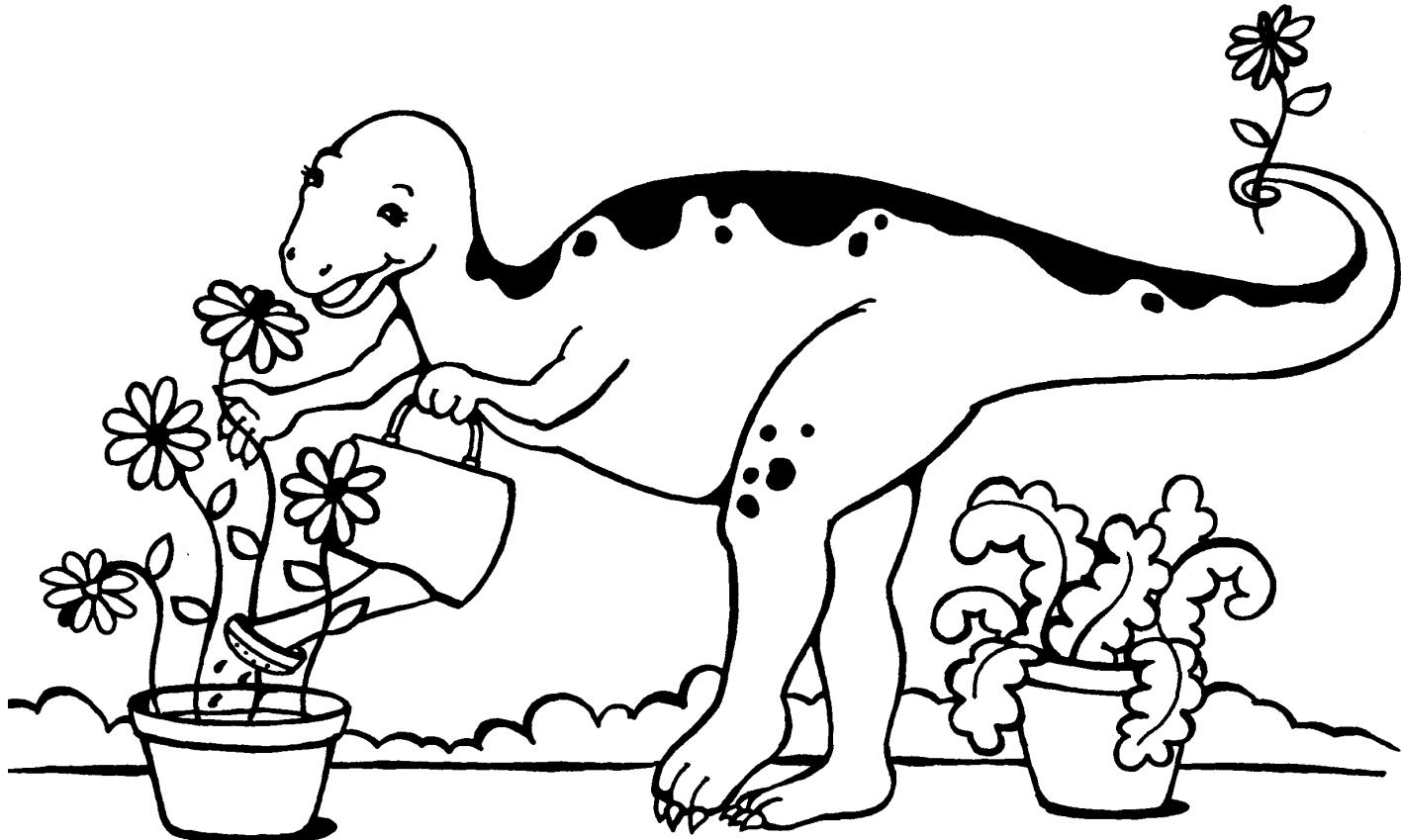
Tens	Ones
1	1



Tens	Ones
1	0



Tens	Ones
1	1



Name _____

Add the double digit numbers.

$$\begin{array}{r} 10 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +55 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +62 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ +28 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ +39 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ +65 \\ \hline \end{array}$$

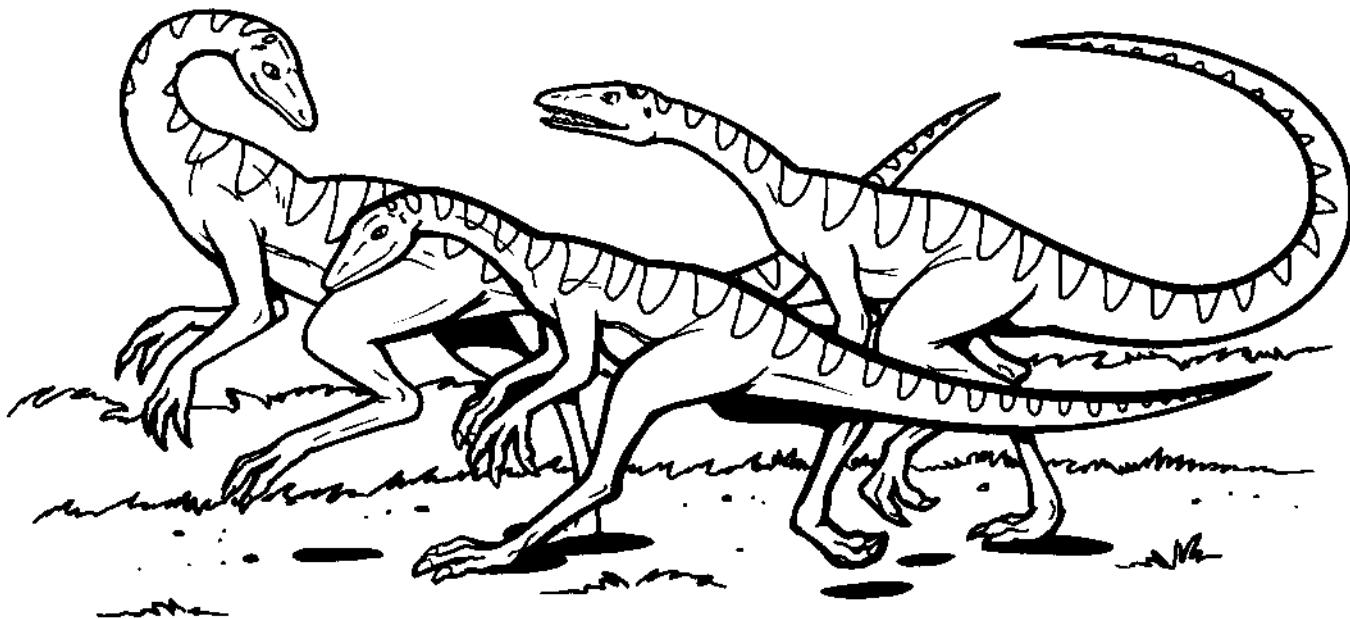
$$\begin{array}{r} 76 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ +21 \\ \hline \end{array}$$

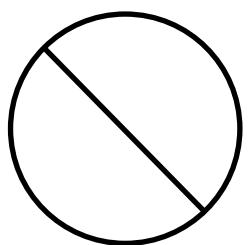
$$\begin{array}{r} 53 \\ +55 \\ \hline \end{array}$$



Name _____

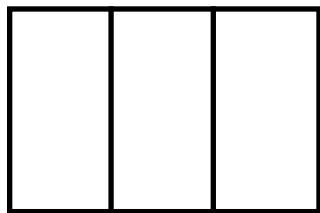
Color in

$$\frac{1}{2}$$



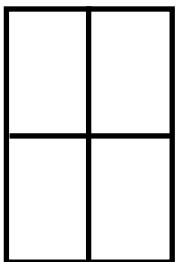
Color in

$$\frac{1}{3}$$



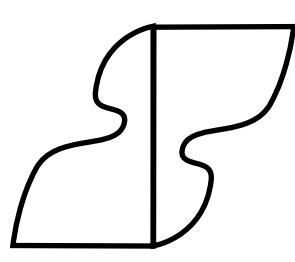
Color in

$$\frac{1}{4}$$



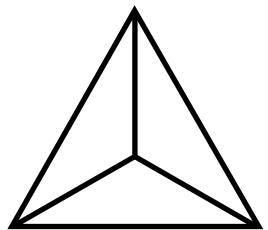
Color in

$$\frac{1}{2}$$



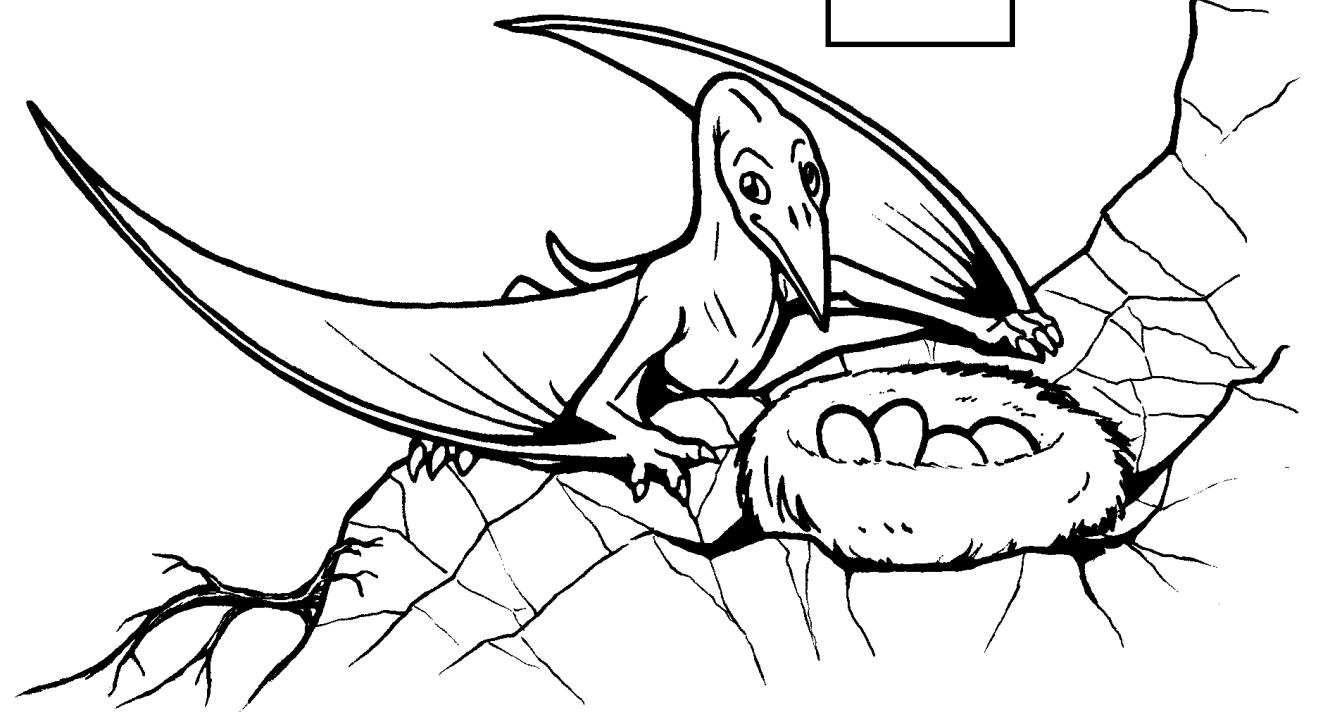
Color in

$$\frac{1}{3}$$



Color in

$$\frac{1}{4}$$



Name _____

Subtract the double digit numbers.

$$\begin{array}{r} 70 \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 31 \\ \hline \end{array}$$

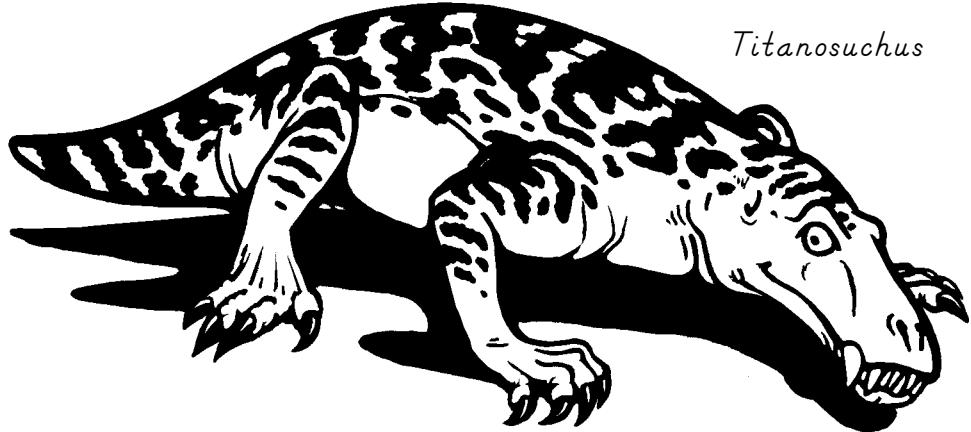
$$\begin{array}{r} 93 \\ - 41 \\ \hline \end{array}$$



Name _____

Add the problems.

$$\begin{array}{r} 3 \\ 7 \\ + 2 \\ \hline \end{array}$$



Titanosuchus

$$\begin{array}{r} 3 \\ 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 9 \\ + 7 \\ \hline \end{array}$$

Name _____

Circle the number that is greater in each box.

20 or 40

13 or 17

42 or 39

4 or 9

3 or 0

26 or 41

Circle the number that is less in each box.

24 or 22

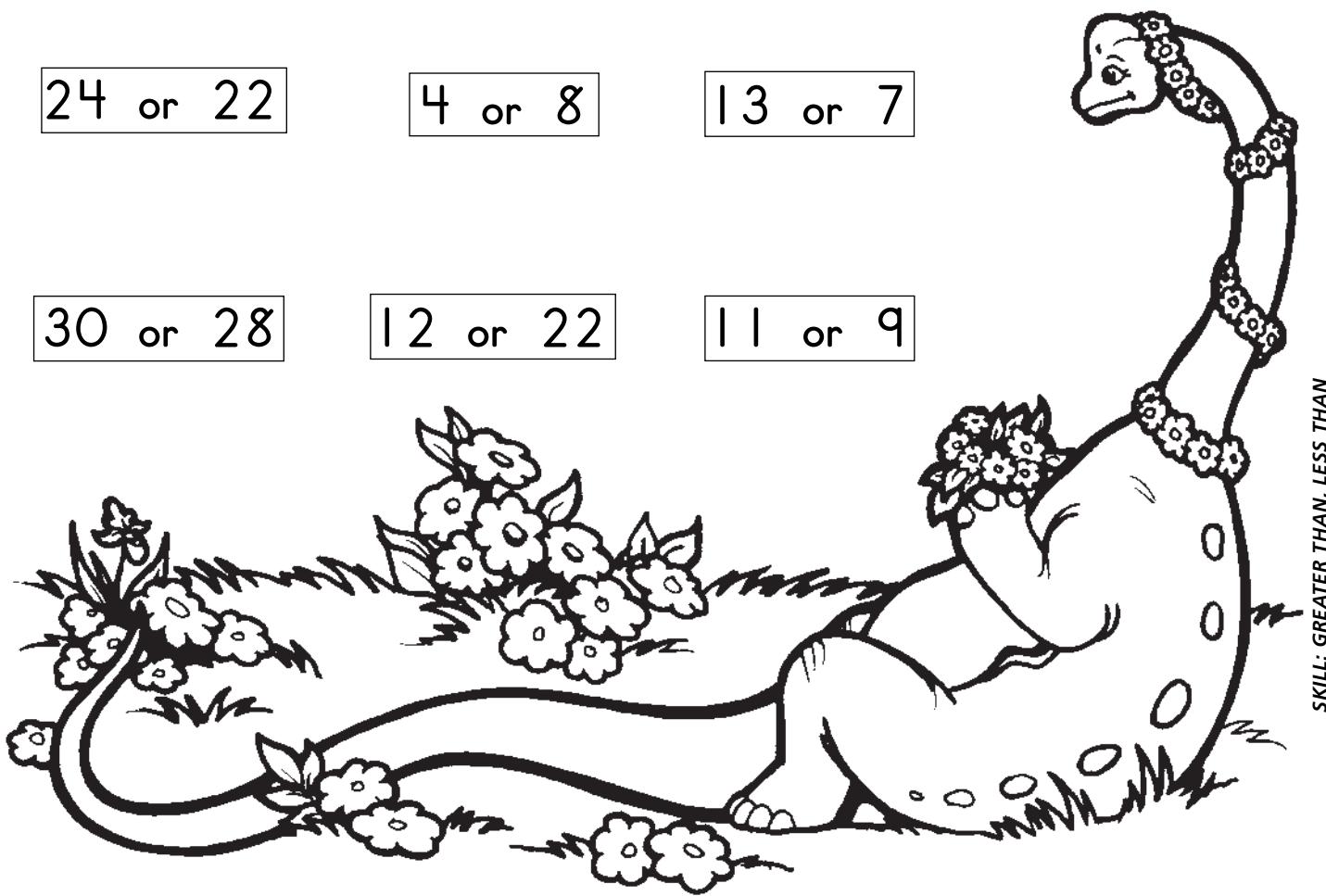
4 or 8

13 or 7

30 or 28

12 or 22

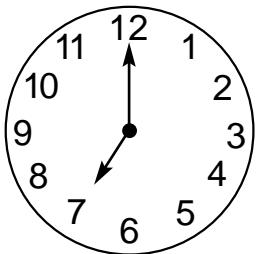
11 or 9

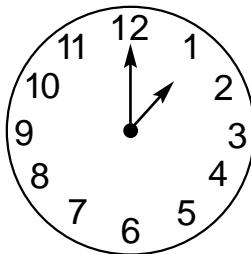


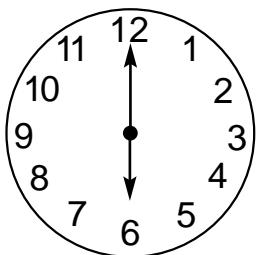
SKILL: GREATER THAN, LESS THAN

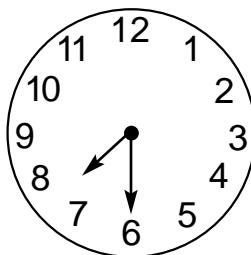
Name _____

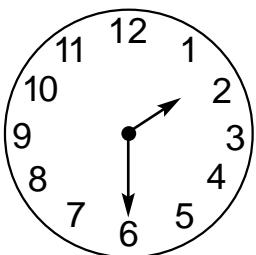
What time is it?











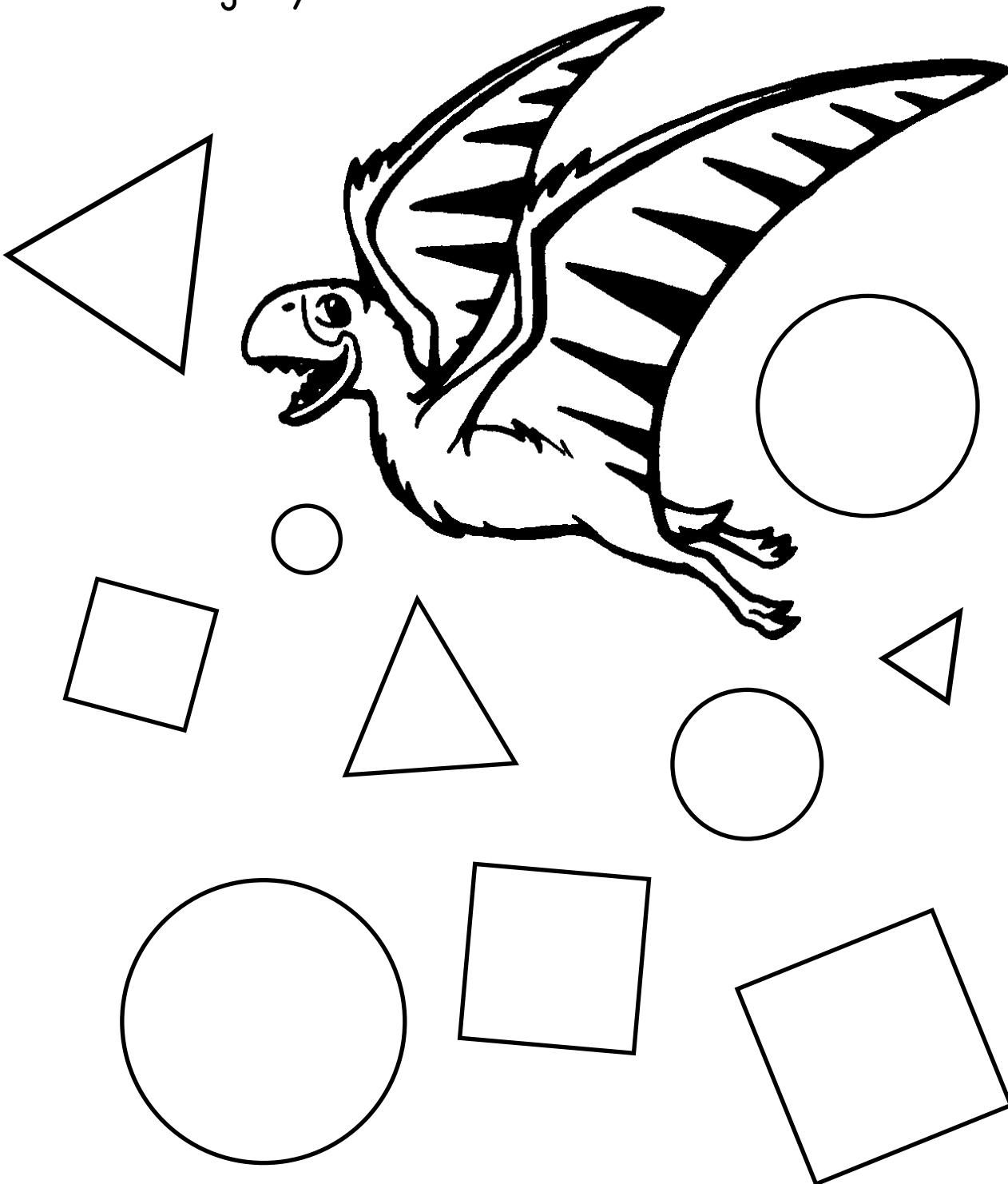


Name _____

Color the circles red.

Color the squares blue.

Color the triangles yellow.



SKILL: SHAPES

Name _____

Solve each problem.

1. There are 7 .

There are 3 .

How many flying reptiles in all?

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

2. There are 9 .

5  walk away.

How many are left?

$$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

3. There were 9 .

2 more  came.

How many in all?

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

4. 6  were eating.

3  left.

How many are still eating?

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

5. 11  were walking to the water.

5 more  joined in.

How many in all?

$$\begin{array}{r} 11 \\ + 5 \\ \hline \end{array}$$

Name _____

Count the dinosaurs. Write the number.

Write whether it is even or odd.



EVEN













Use even numbers to count by 2s.

2, 4, ___, ___, ___, ___, ___, ___.

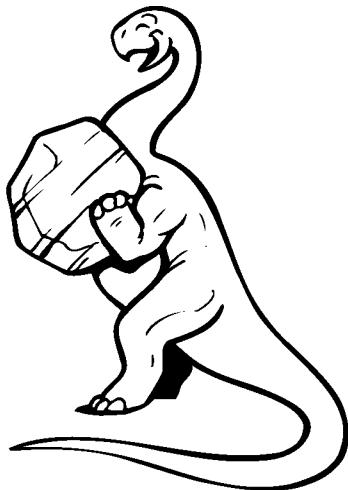
Use odd numbers to count by 2s.

1, 3, ___, ___, ___, ___, ___, ___.

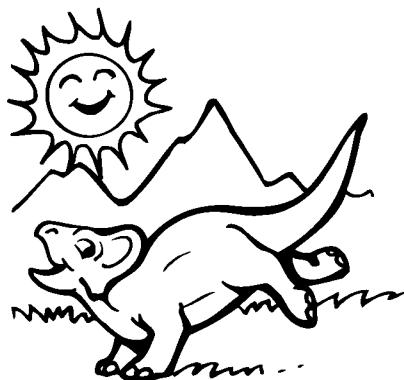
Name _____

A word which has the opposite meaning of another word is called an antonym. Read the words in each box and draw a line to match each word with its opposite (antonym).

small	weak
happy	big
strong	sad



light	cold
warm	outside
inside	dark



pull	slow
fast	under
over	push



Name _____

A word which has the same meaning as another word is called a **synonym**. Read the words in each box and draw a line to match each word with its synonym.

large	below
cool	clean
wash	big
under	chilly



sleep	floor
ground	little
hot	rest
small	warm

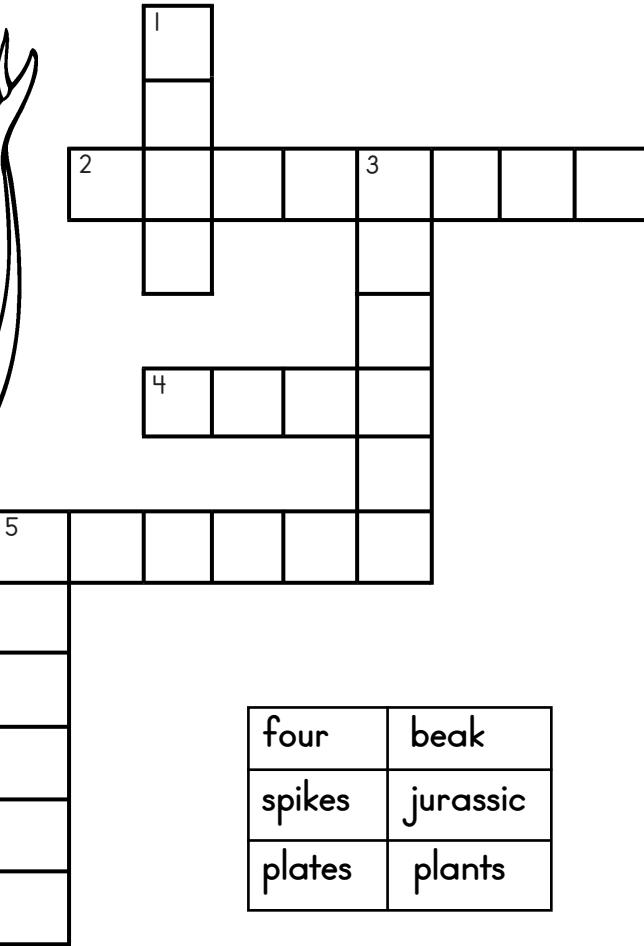
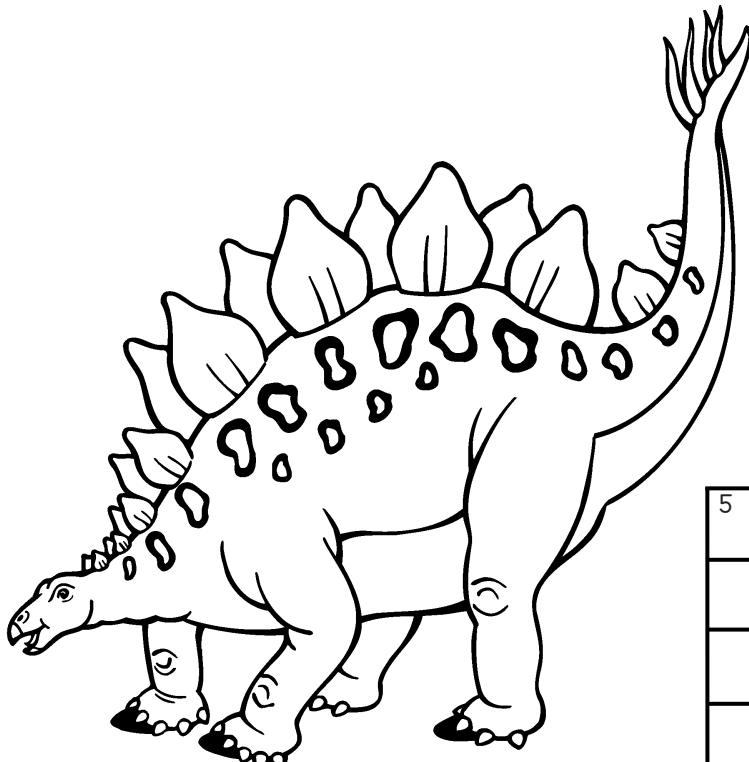


stones	flames
scared	close
fire	afraid
near	rocks



Name _____

Use your Stegosaurus Fact File to solve the crossword puzzle.



Across:

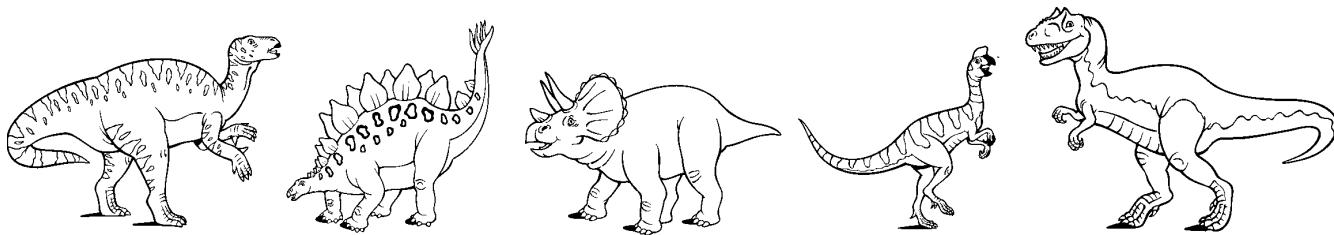
2. In which geological period did the stegosaurus live?
4. The stegosaurus used one of these to eat.
5. The stegosaurus was a herbivore. What did they eat?

Down:

1. How many legs did the stegosaurus walk upon?
3. What are the pointed things at the end of the tail of the stegosaurus called?
5. What are the boney things called that run along the back of the stegosaurus?

Name _____

Look at the pictures then unscramble the words and write the names of the dinosaurs in the boxes. Copy the letter in the numbered boxes to the other boxes with the same number. This word will show you what all the dinosaurs are.



ADIUNAGON

5								

SUOGETSARSU

2									8

ROAVRTOIP

3								4	

SUSLUORALA

6									

SIORPTAECRT

7								1	

Dinosaurs are

1	2	3	4	5	6	7	8	

Name _____

Vowels are a, e, i, o, u, and sometimes y. Look at the circled vowels on the left then write them in the blanks on the right.

tyrannosaurus



tyrannosaurus

allosaurus



allosaurus

triceratops



triceratops

stegosaurus



stegosaurus

oviraptor



oviraptor

Name _____

Read each group of words below.

1. If it is a sentence, put a period at the end.
2. If it is asking a question, put a question mark at the end.
3. If a word is missing, fill in the blank.

period	horns	legs	reptile	carnivore
--------	-------	------	---------	-----------

Dinosaurs appeared 225 million _____ ago.

The Triceratops has three _____

The Stegosaurus had a brain the size of a walnut

Are there any dinosaurs living today

Herbivores were plant eaters

Dinosaurs last existed in the Cretaceous

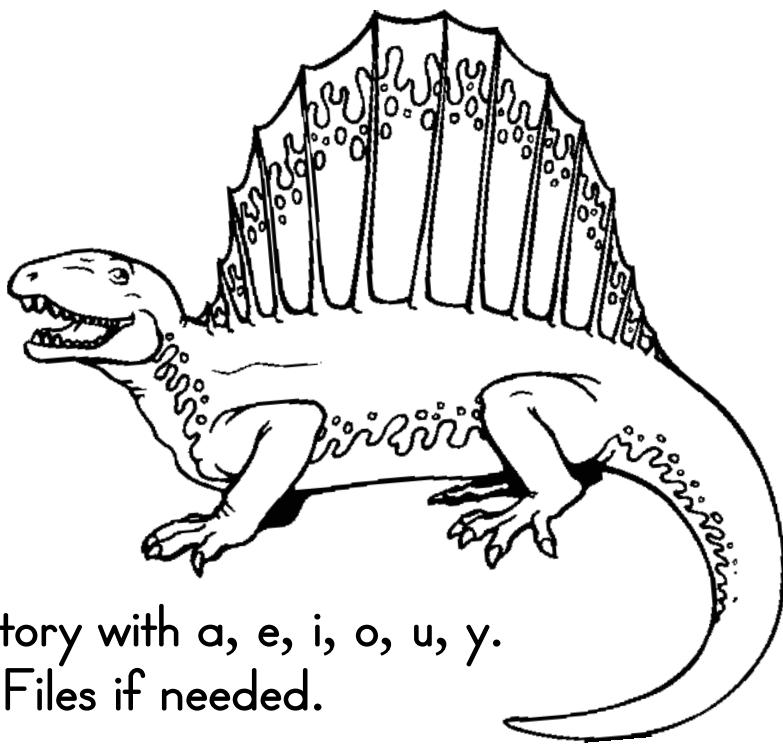
Tyrannosaurus walked on two

The Allosaurus name means different

Deinonychus, whose name means terrible claw,

was a

Name _____



Complete the story with a, e, i, o, u, y.

Use your Fact Files if needed.

I __m n__t re__ll__ a d__n__s__ur.

I __m a p__lyc__s__r.

I __m t__n f__ __t l__ng.

I w__lk on f__ __r l__gs.

I h__v__ l__rg__ sh__rp t__ __th.

The s__ __l on m__ b__ck h__lp
me st__y c__ __l.

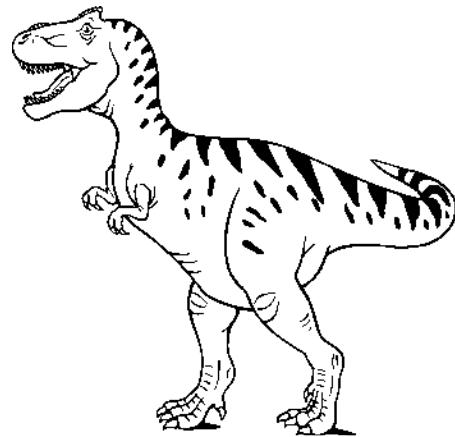
I l__ved in th__ P__rmian P__riod.

Name _____

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How many words of 3 letters or more can you find in this long word? Write them on the lines below (there are at least 30).

tyrannosaurus



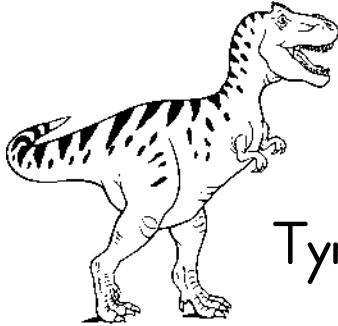
stray

rocr

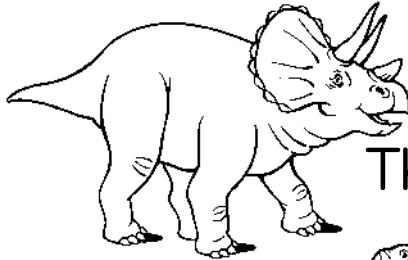
Name _____

Look at the picture. Choose the right word from the list to finish each sentence.

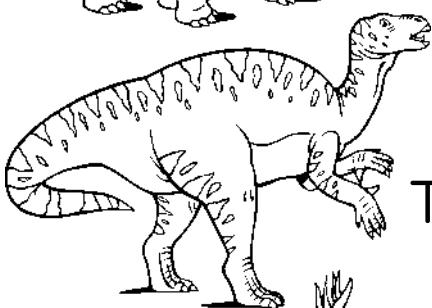
fast	herbivore	tail	horns	lizard
------	-----------	------	-------	--------



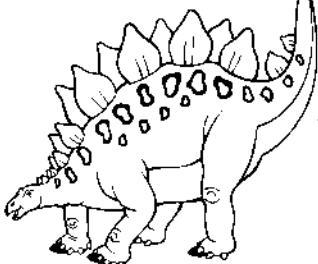
Tyrannosaurus means "tyrant" _____ .



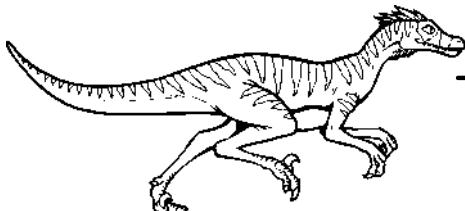
The triceratops had three _____ .



The iguanodon was an _____ .



The stegosaurus had a spiked _____ .



The velociraptor ran _____ .

Name _____

Read the sentence. Write each sentence.
Then write the number of the sentence under
the picture it describes.

1. Triceratops had three horns.

Triceratops had three horns.

2. Stegosaurus walked on four legs.

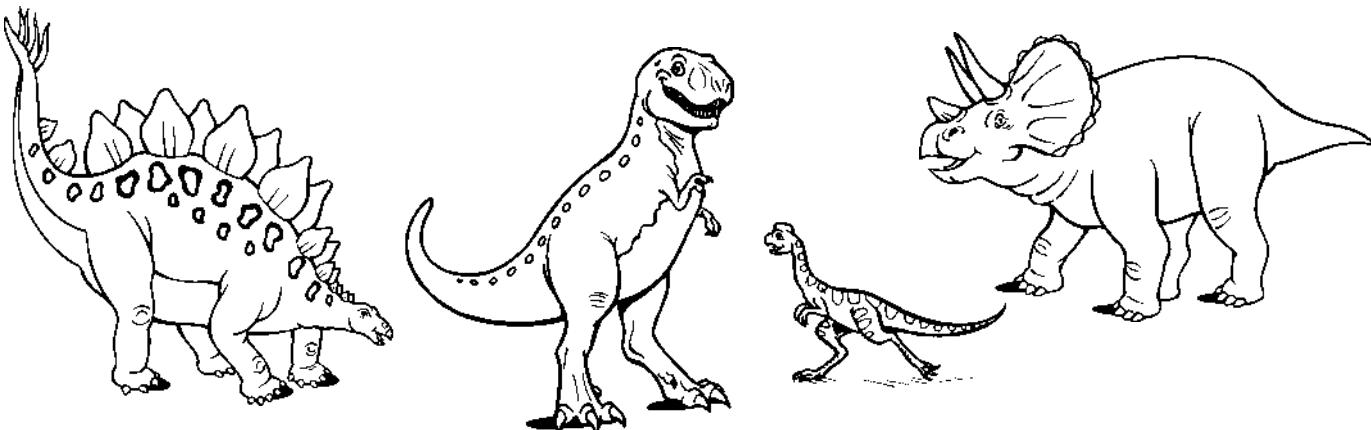
Stegosaurus walked

3. Oviraptor had a parrot-like head.

Oviraptor

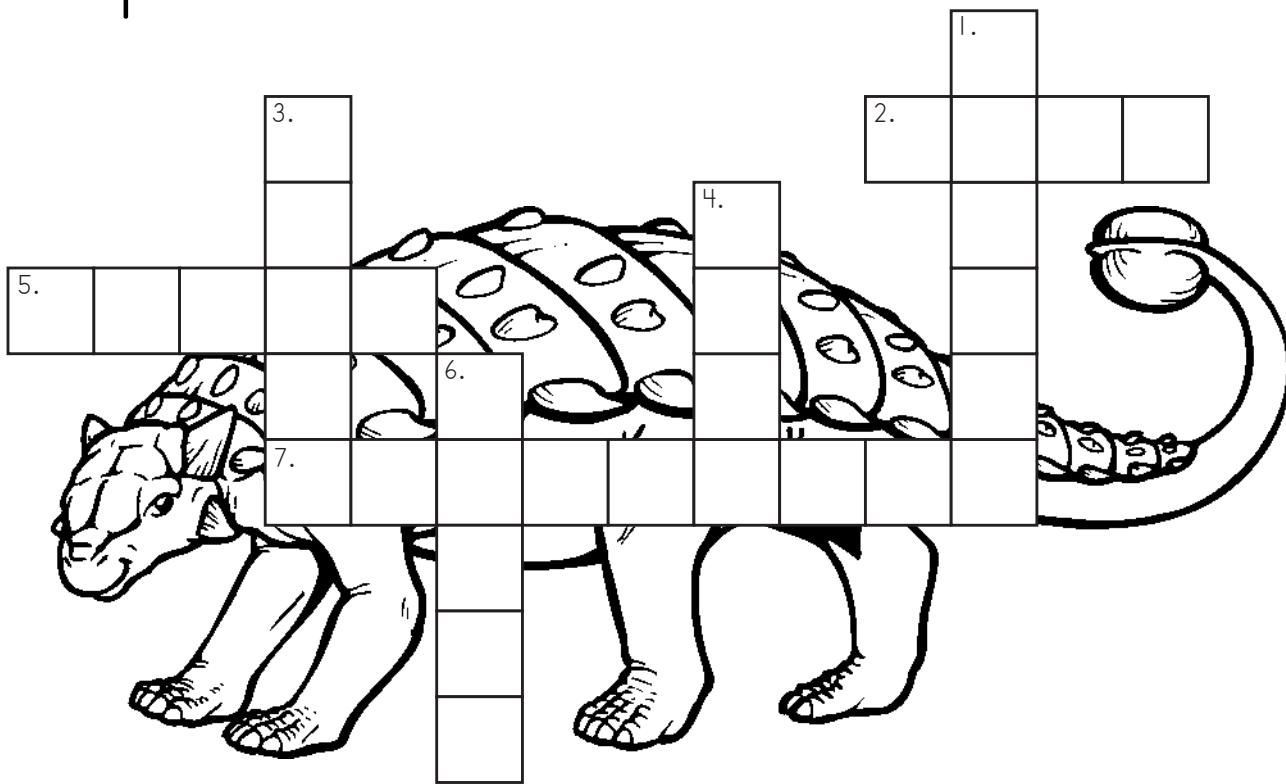
4. Tyrannosaurus means tyrant lizard.

T



Name _____

Read the Fact Files about Ankylosaurus, then fill in the puzzle with the correct answers.



ACROSS

2. Ankylosaurus had a tail in the shape of a _____.

5. The name Ankylosaurus means _____ lizard.

7. Ankylosaurus weighed 4536 _____.

DOWN

1. Ankylosaurus liked to eat _____.

3. Ankylosaurus had grinding teeth in its _____.

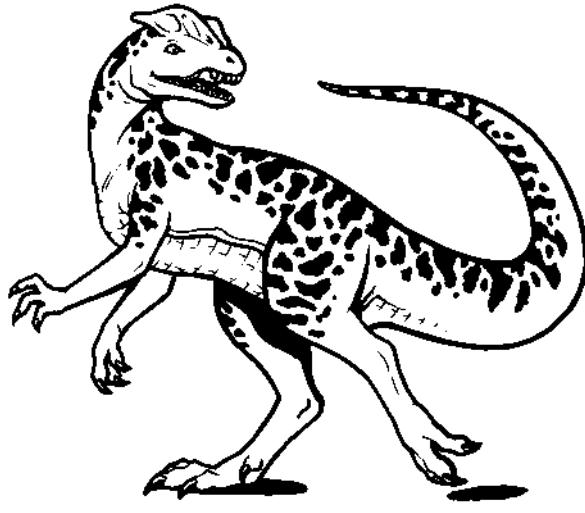
4. This creature walked on _____ legs.

6. Ankylosaurus had a _____ snout.

Name _____

How many words of 3 letters or more can you find
in this long word? Write them on the lines below.

dilophosaurus



shop

rip

Name _____

These second-grade words are found in your Dinosaur Fact Files. Trace the word, then draw a line to the matching word in the right column.

pointed

reptile

jaws

eat

eat

jaws

hollow

beak

beak

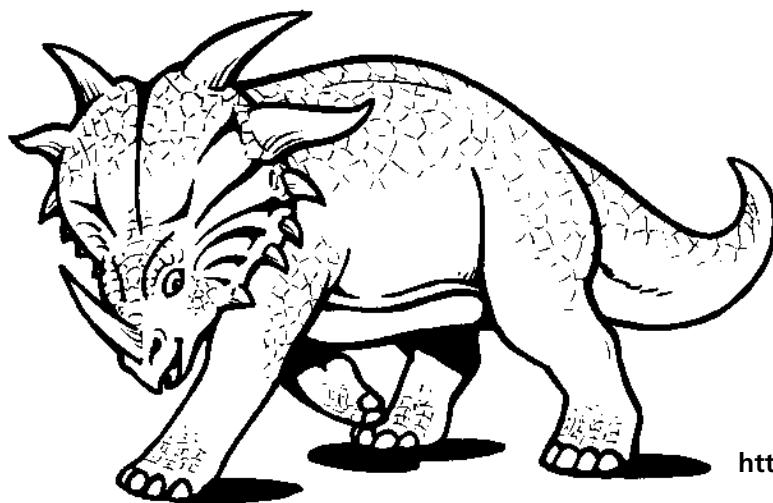
pointed

reptile

face

face

hollow



Name _____

Read each group of words below.

1. If it is a sentence, put a period at the end.
2. If it is asking a question, put a question mark at the end.
3. If a word is missing, fill in the blank.

runner	armor	plants	herds	beak
--------	-------	--------	-------	------

Dinosaurs came in many _____ from huge to very small.

Many dinosaurs, like Iguanodon, had a birdlike _____

The Ankylosaurus was covered in bony _____

Have you seen a dinosaur in a museum _____

Omnivores ate both meat and _____

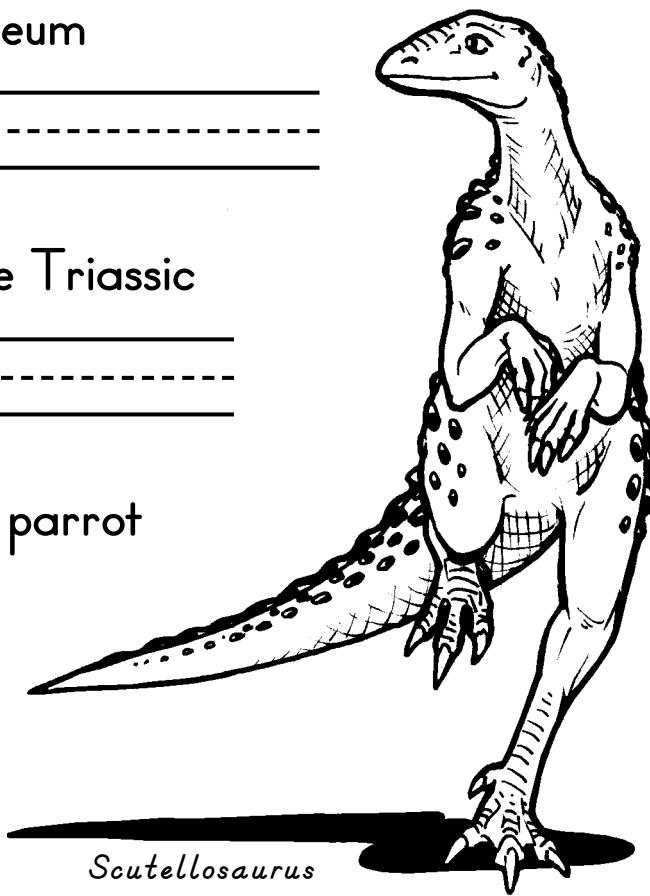
Dinosaurs first appeared in the late Triassic _____

Scutellosaurus was a fast _____

Do you think Oviraptor looks like a parrot _____

Dinosaurs like Triceratops lived in _____

large _____



Name _____

Trace the word, then draw a line to the matching word in the right column.

scales

feather

fossil

fern

armor

volcano

feather

track

volcano

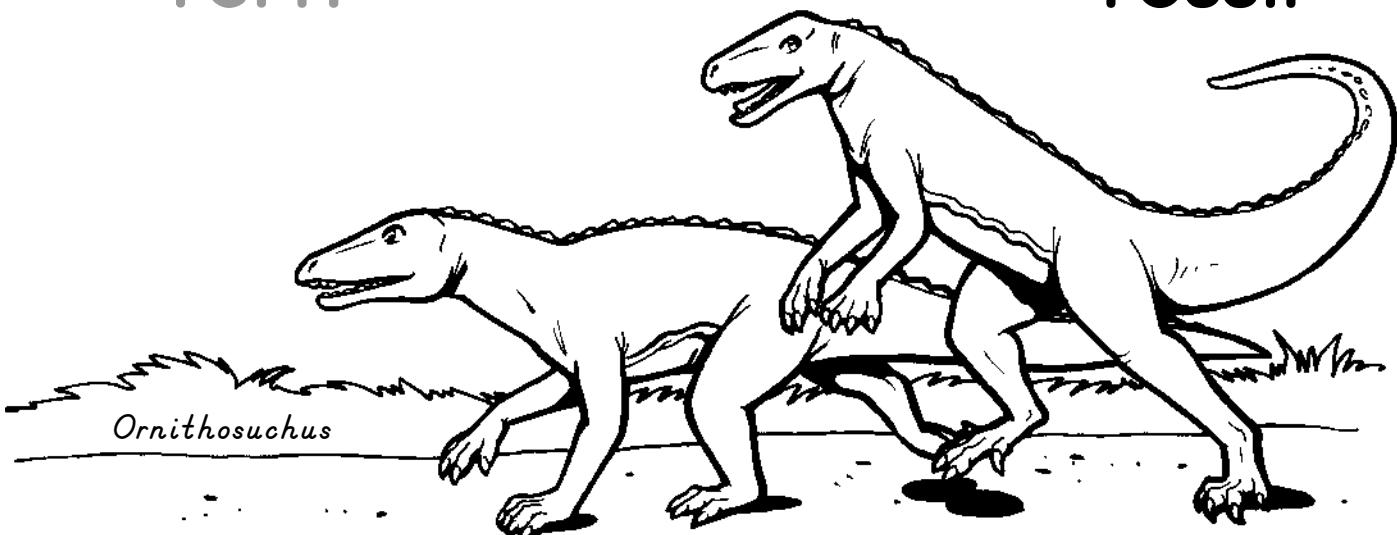
scales

track

armor

fern

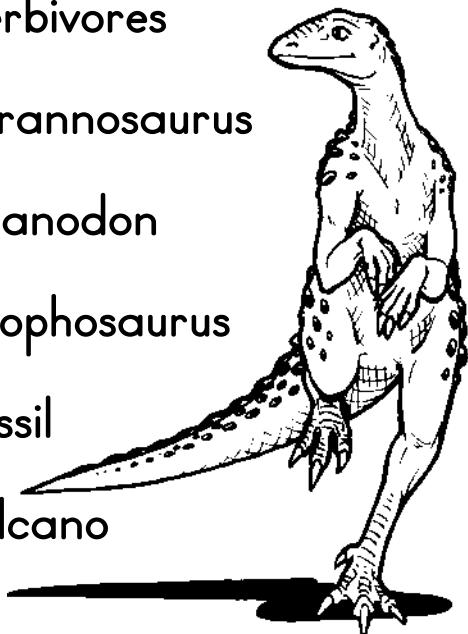
fossil



Name _____

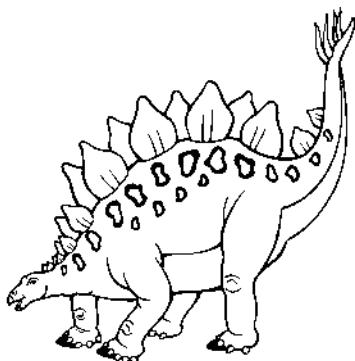
Put the following words in
A-B-C order.

- Scales 1. _____
- Dinosaur 2. _____
- Stegosaurus 3. _____
- Omnivores 4. _____
- Triassic 5. _____
- Reptile 6. _____
- Ankylosaurus 7. _____
- Triceratops 8. _____
- Large 9. _____
- Herbivores 10. _____
- Tyrannosaurus 11. _____
- Iguanodon 12. _____
- Dilophosaurus 13. _____
- Fossil 14. _____
- Volcano 15. _____



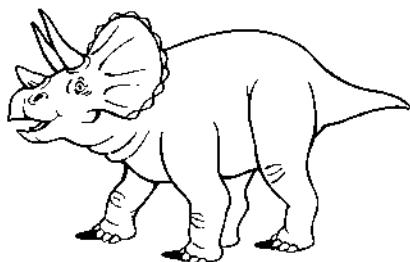
Name _____

Using your Fact Files find the name of each dinosaur and write it next to the picture. Then write down whether it was a carnivore (it ate meat), an herbivore (it ate plants), or an omnivore (it ate both meat and plants).

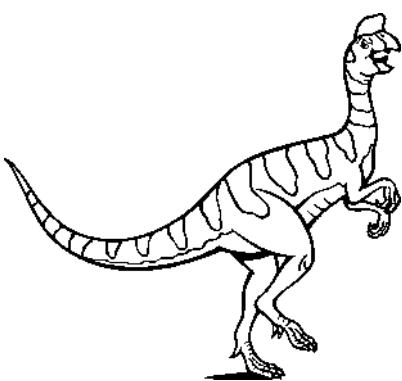


stegosaurus

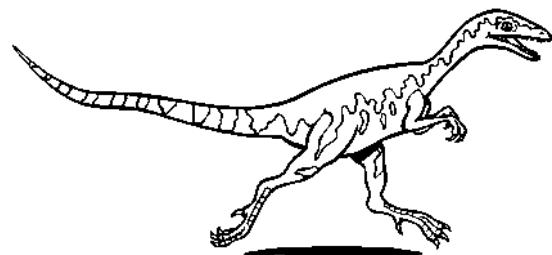
herbivore



triceratops



This image shows four horizontal lines used for handwriting practice. It includes two solid black lines at the top and bottom, and two dashed black lines in the middle.



Name _____

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One way to learn long or strange words is to sound them out by *syllables*. You can hear syllables by clapping to each beat of a word. Read the words and count the syllables.

Examples: r e p - t i l e v o l - c a - n o
 (clap) (clap) (clap) (clap) (clap)

reptile 2 tyrannosaurus

dinosaur _____ iguanodon _____

carnivore _____ **oviraptor** _____

jurassic _____ animal _____

triceratops _____ creature _____

cretaceous _____ volcano _____

deinonychus _____ *dilophosaurus* _____

Name _____

Write down the name of your three favorite dinosaurs. Then write a sentence saying why you like each dinosaur. Use your Fact File if you need to.

Iguanodon:

I like the iguanodon because it was very

large and it had a spike for a thumb.

Name _____

Draw a circle around all of the nouns in the following sentences. Then draw a box around each of the verbs. There is more than one noun in some of the sentences.

The **tyrannosaurus** is very strong.

The velociraptor runs very fast.

The tsintaosaurus ate lots of plants.

The beak of the oviraptor can break eggs.

The deinonychus had many stripes.

The triceratops walked on four legs.

The allosaurus used its large teeth.

The pterodactylus flew in the sky.

Name _____

Add the problems below.



$$\begin{array}{r} 17 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +28 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +51 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +73 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +93 \\ \hline \end{array}$$

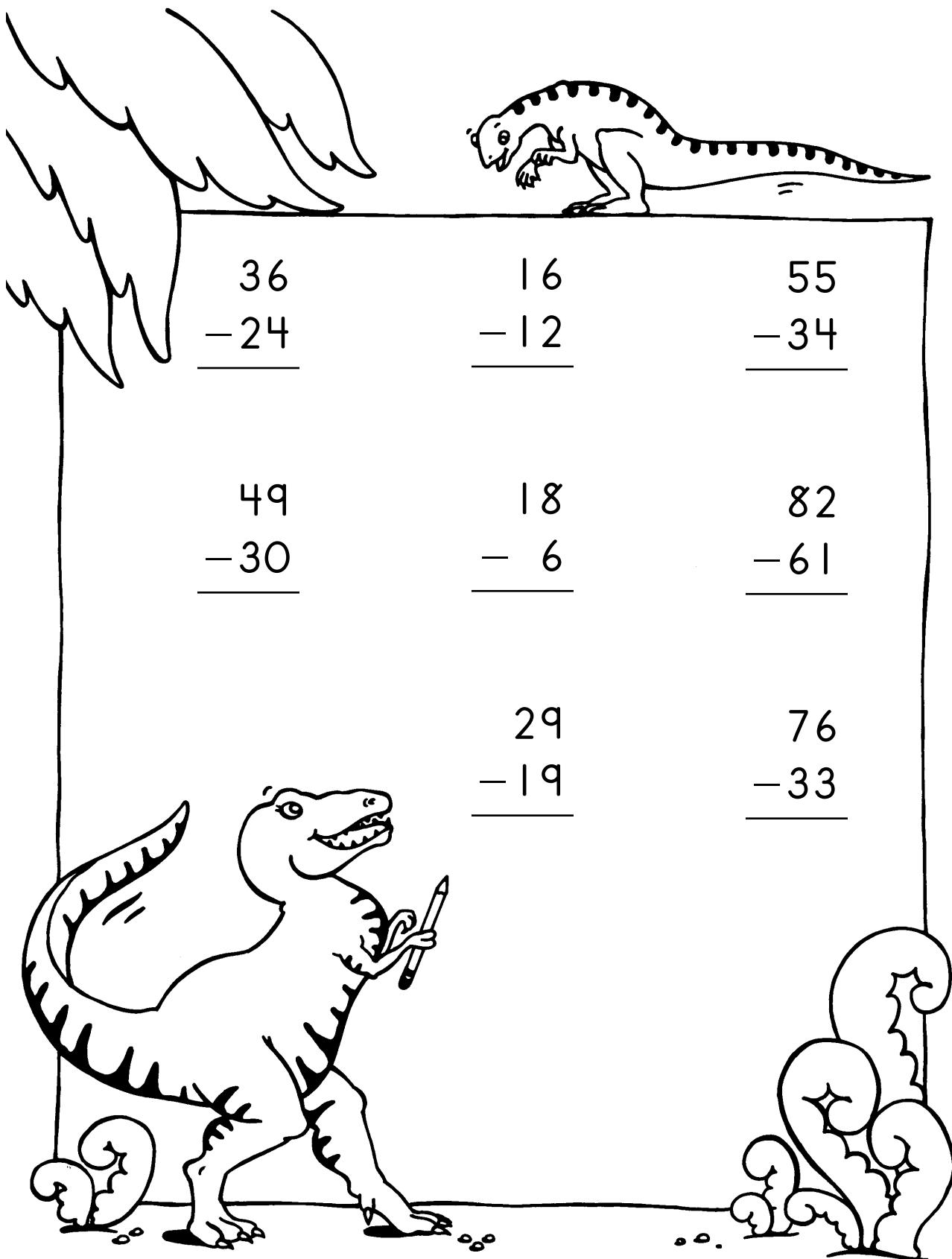
$$\begin{array}{r} 42 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +81 \\ \hline \end{array}$$

Name _____

Subtract in the problems below.



Name _____

Write the difference.

$$8 - 5 = \underline{\quad} \text{ green}$$

$$11 - 10 = \underline{\quad} \text{ yellow}$$

$$12 - 7 = \underline{\quad} \text{ red}$$

$$7 - 3 = \underline{\quad} \text{ blue}$$

$$9 - 7 = \underline{\quad} \text{ orange}$$

$$6 - 0 = \underline{\quad} \text{ purple}$$

Now color the picture to match the answers above.



Name _____

Add the problems below.

$$\begin{array}{r} 15 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ +35 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +18 \\ \hline \end{array}$$

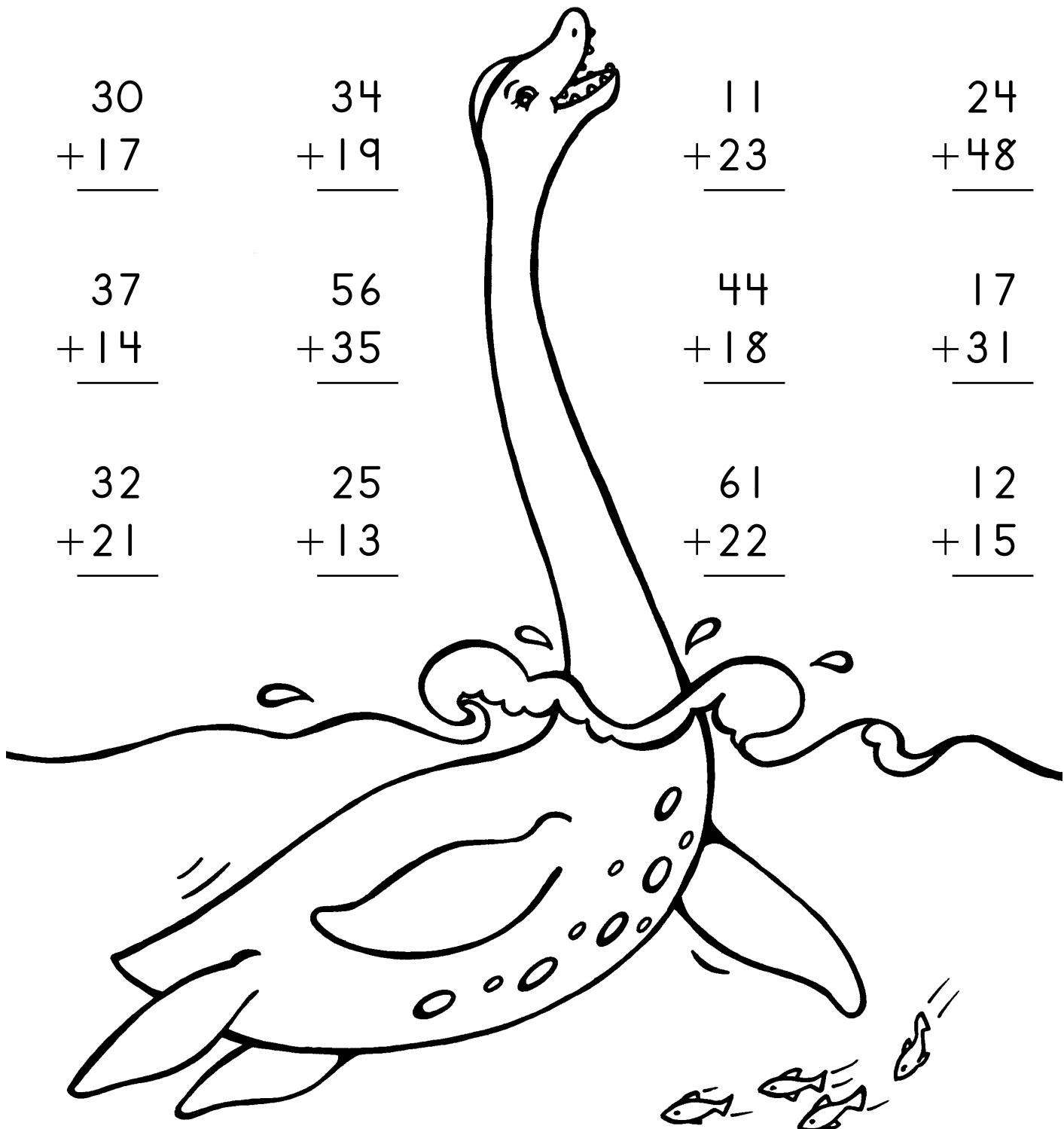
$$\begin{array}{r} 17 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +21 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +13 \\ \hline \end{array}$$

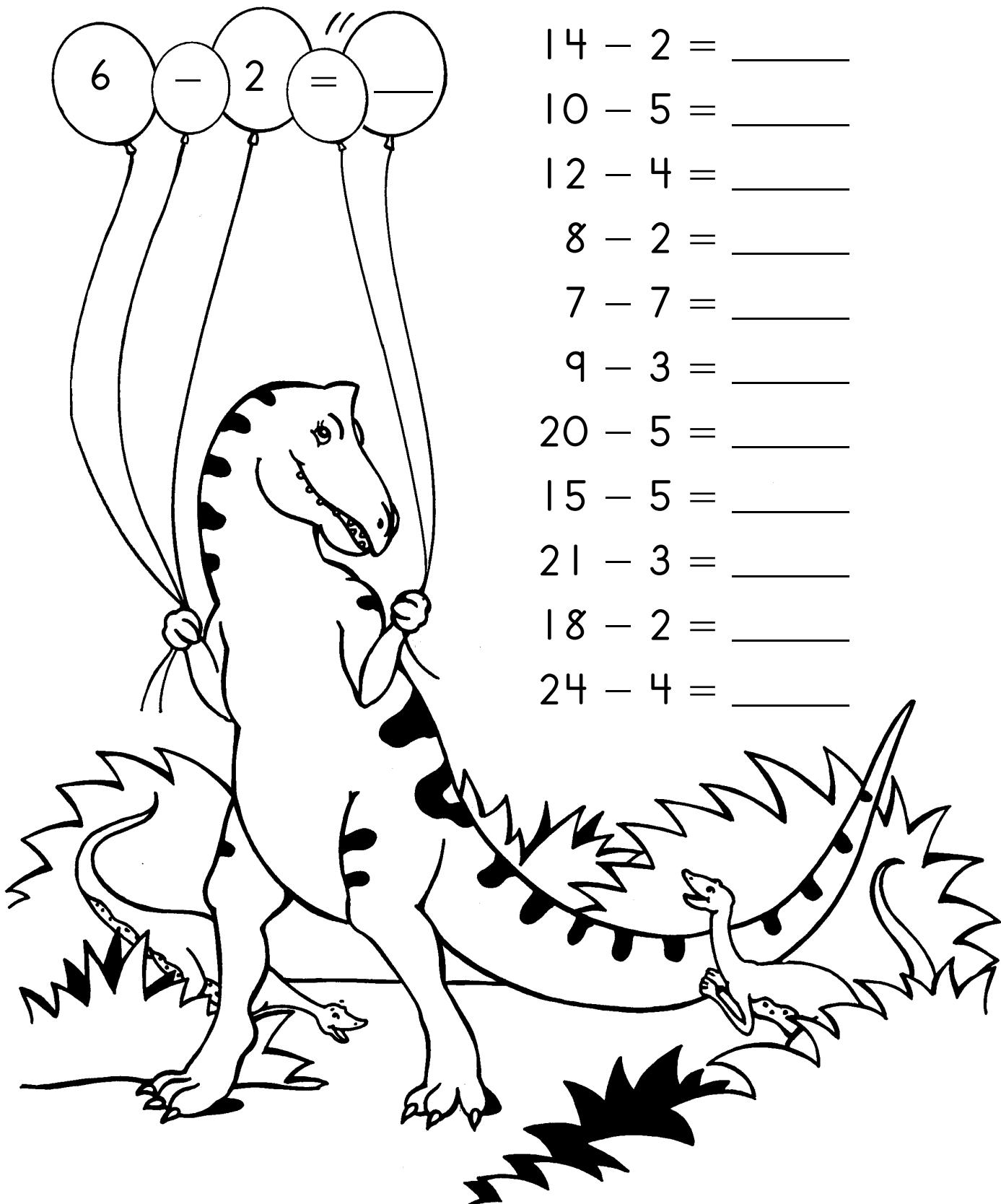
$$\begin{array}{r} 61 \\ +22 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +15 \\ \hline \end{array}$$



Name _____

Subtract.



SKILL: SUBTRACTION

Name _____

Compare each pair of numbers. Write $>$ for greater than or $<$ for less than in the circles.

$128 \bigcirc 321$

$289 \bigcirc 388$

$460 \bigcirc 640$

$500 \bigcirc 392$

$730 \bigcirc 281$

$620 \bigcirc 920$

$611 \bigcirc 512$

$327 \bigcirc 336$

$625 \bigcirc 571$

$821 \bigcirc 288$

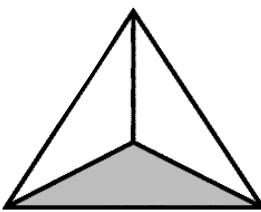
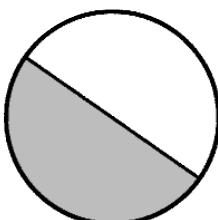
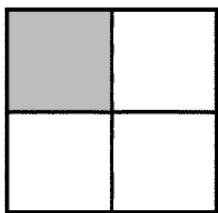
$330 \bigcirc 800$

$511 \bigcirc 115$

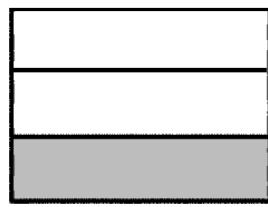
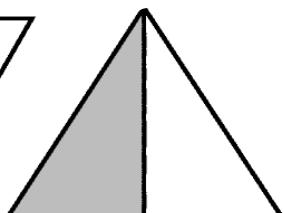
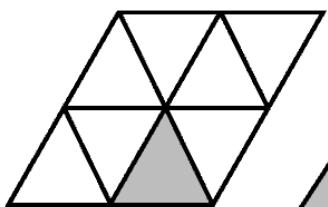
Name _____

Circle the correct figures.

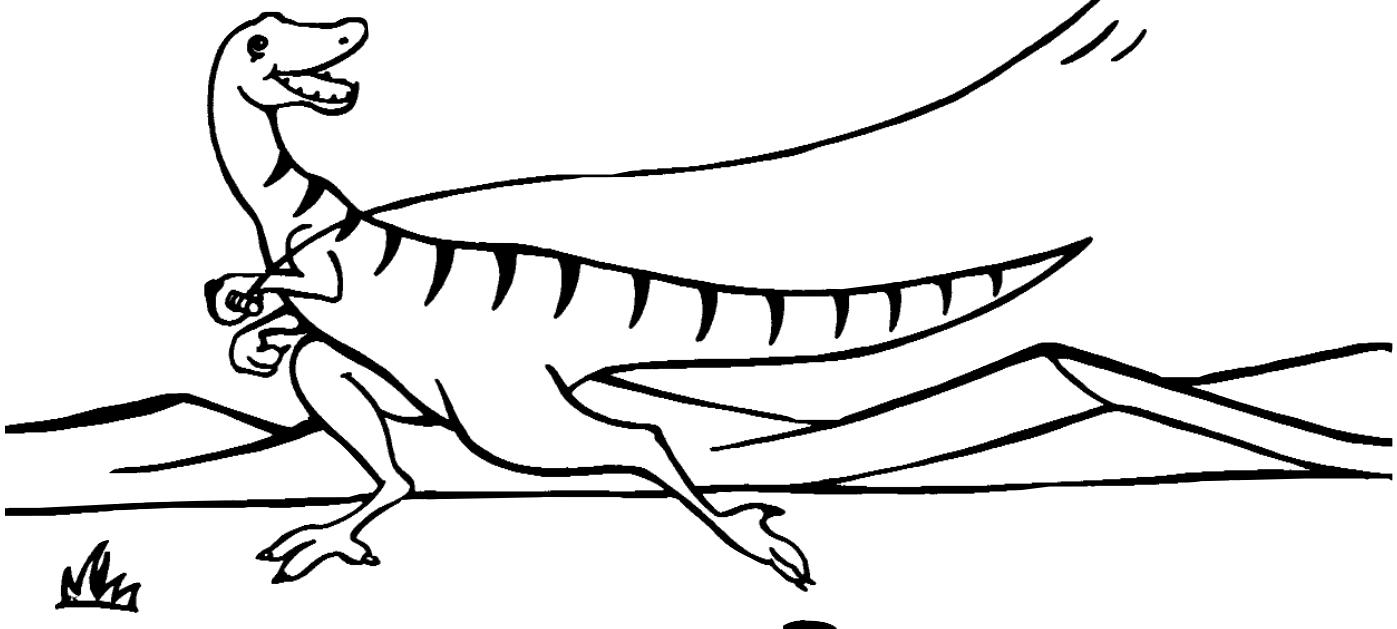
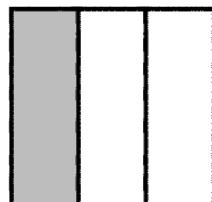
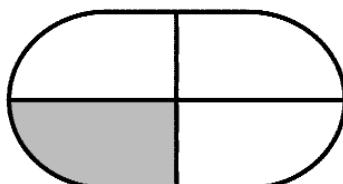
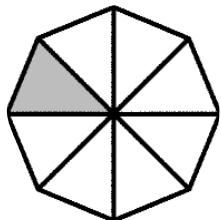
Which shaded figure shows $\frac{1}{2}$?



Which shaded figure shows $\frac{1}{3}$?



Which shaded figure shows $\frac{1}{4}$?



Name _____

Find the answers by adding the numbers below.

$3 + 5 + 4 = \underline{\quad}$

$7 + 3 + 2 + 2 = \underline{\quad}$

$7 + 4 + 2 = \underline{\quad}$

$4 + 8 + 3 + 4 = \underline{\quad}$

$1 + 6 + 1 = \underline{\quad}$

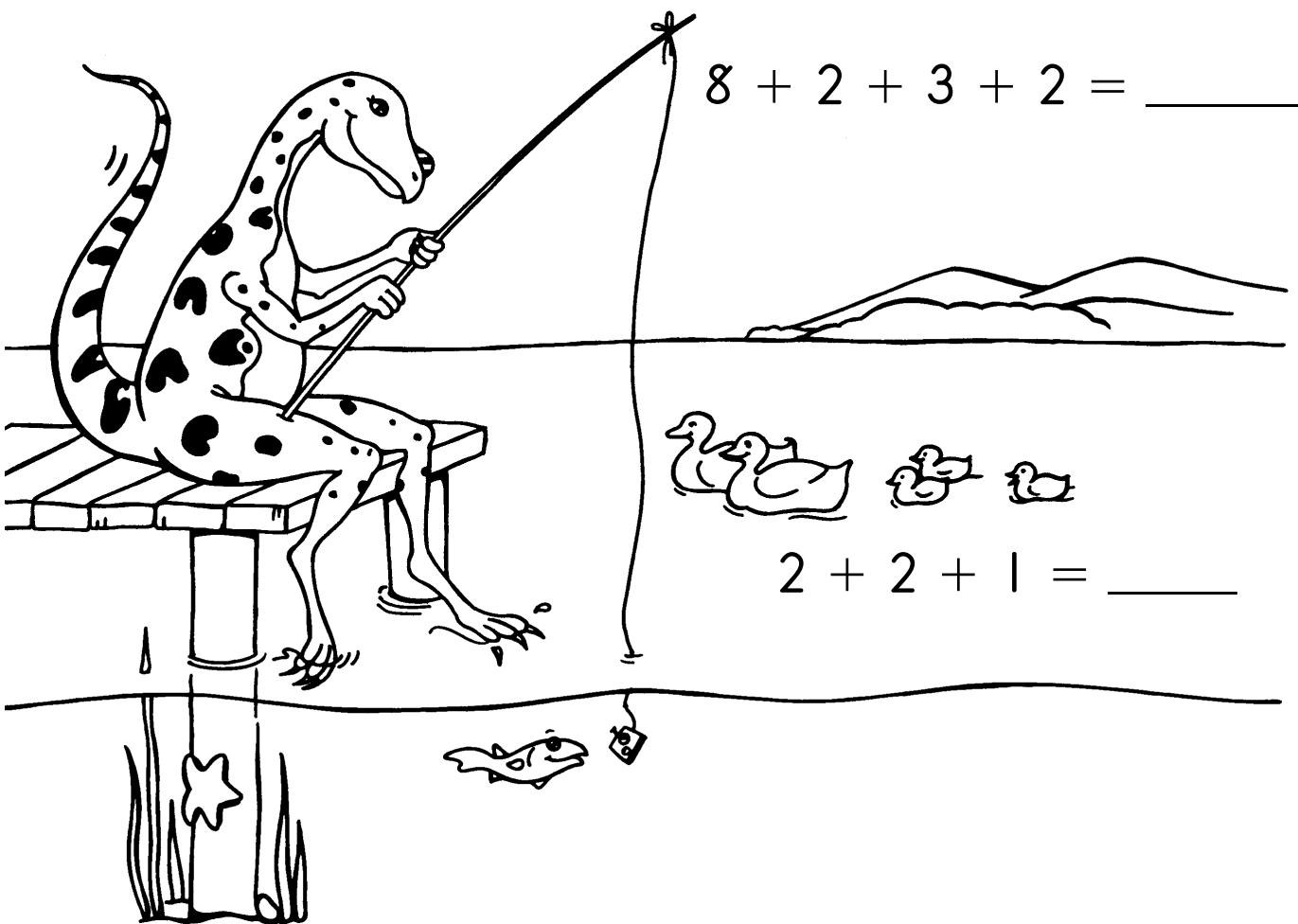
$3 + 4 + 2 + 6 = \underline{\quad}$

$5 + 3 + 1 = \underline{\quad}$

$2 + 6 + 4 + 3 = \underline{\quad}$

$4 + 3 + 2 = \underline{\quad}$

$3 + 5 + 4 + 2 = \underline{\quad}$

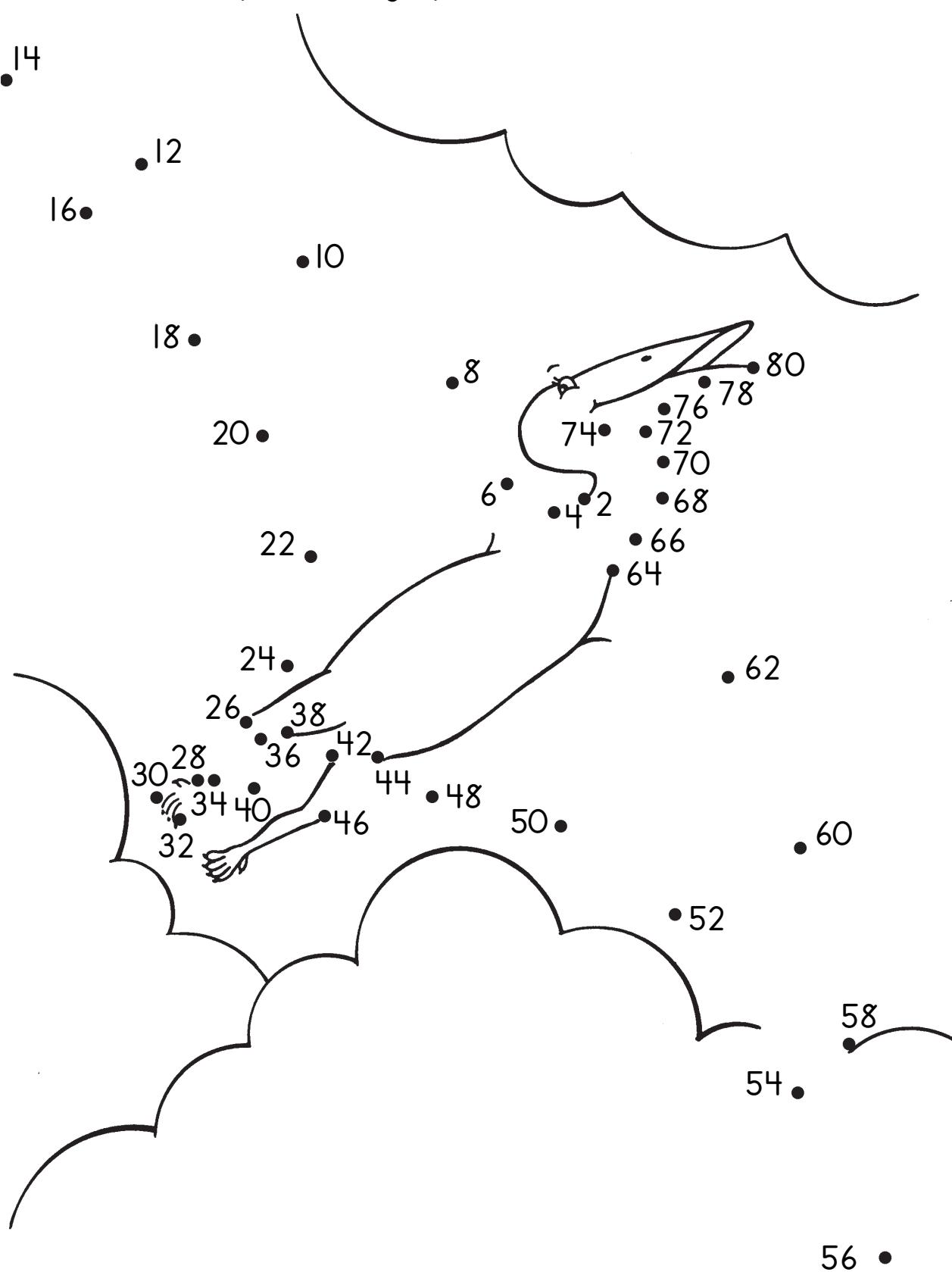


$8 + 2 + 3 + 2 = \underline{\quad}$

$2 + 2 + 1 = \underline{\quad}$

Name _____

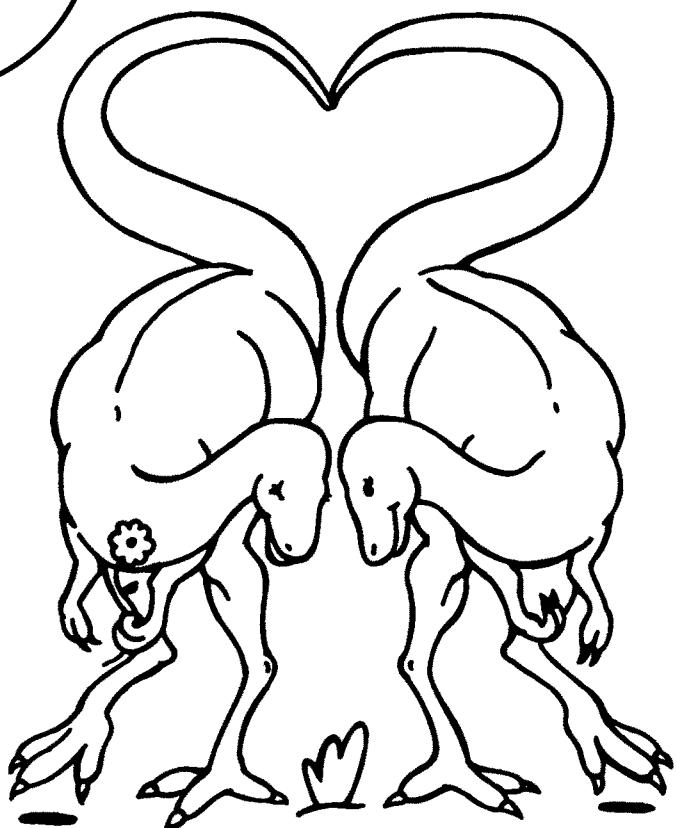
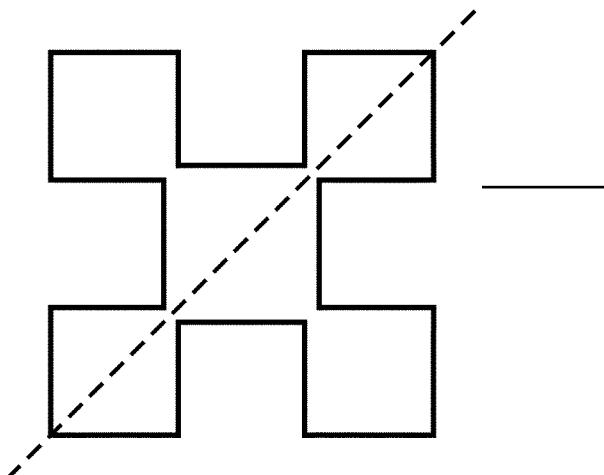
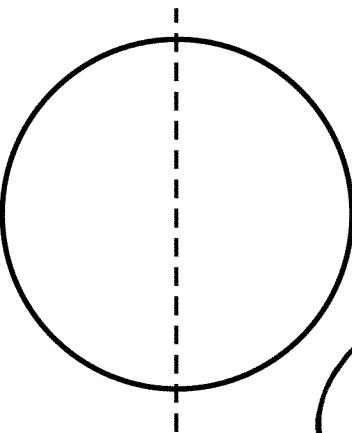
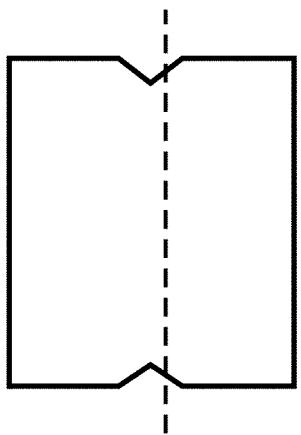
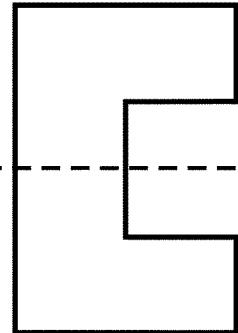
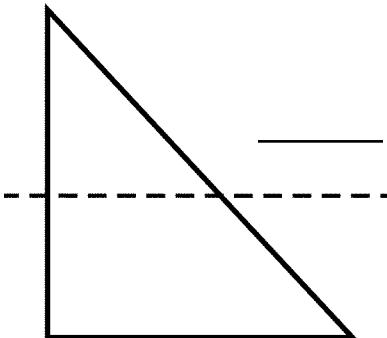
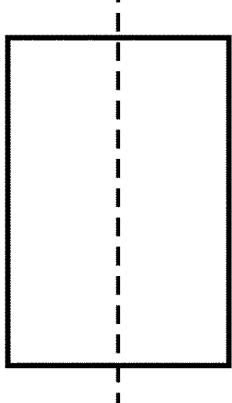
Connect the dots by counting by twos.



Name _____

Is the dashed line a line of symmetry?

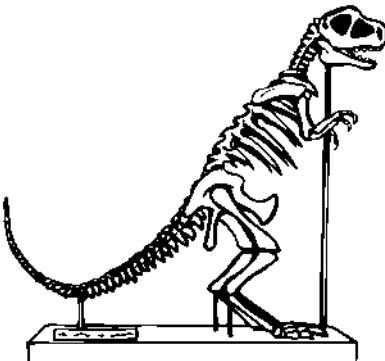
Write "yes" or "no."



Name _____

Circle the number words for 1-10 in the puzzle.

N	T	L	O	A	T	G	C	I
S	P	F	I	V	E	H	P	M
X	W	O	B	K	N	O	N	T
R	V	U	D	S	I	X	E	Q
T	H	R	E	E	J	O	W	B
W	A	M	Z	V	N	G	E	S
O	N	E	F	E	I	G	H	T
B	P	T	X	N	N	N	I	K
S	L	U	Z	A	E	H	J	L



ONE TWO THREE FOUR
FIVE SIX SEVEN
EIGHT NINE TEN

Name _____

Find the answers by adding the numbers below.

$3 + 2 + 7 = \underline{\quad}$

$6 + 5 + 3 = \underline{\quad}$

$6 + 4 + 3 = \underline{\quad}$

$8 + 4 + 4 = \underline{\quad}$

$1 + 7 + 2 = \underline{\quad}$

$9 + 2 + 6 = \underline{\quad}$

$7 + 3 + 6 = \underline{\quad}$

$4 + 8 + 2 = \underline{\quad}$

$4 + 1 + 8 + 5 = \underline{\quad}$

$7 + 3 + 7 + 2 = \underline{\quad}$

$3 + 7 + 9 + 4 = \underline{\quad}$

$1 + 6 + 8 + 3 = \underline{\quad}$



Name _____

Write the answer to each problem.

$11 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$16 - 3 = \underline{\quad}$

$4 + 8 = \underline{\quad}$

$5 + 7 = \underline{\quad}$

$18 + 3 = \underline{\quad}$

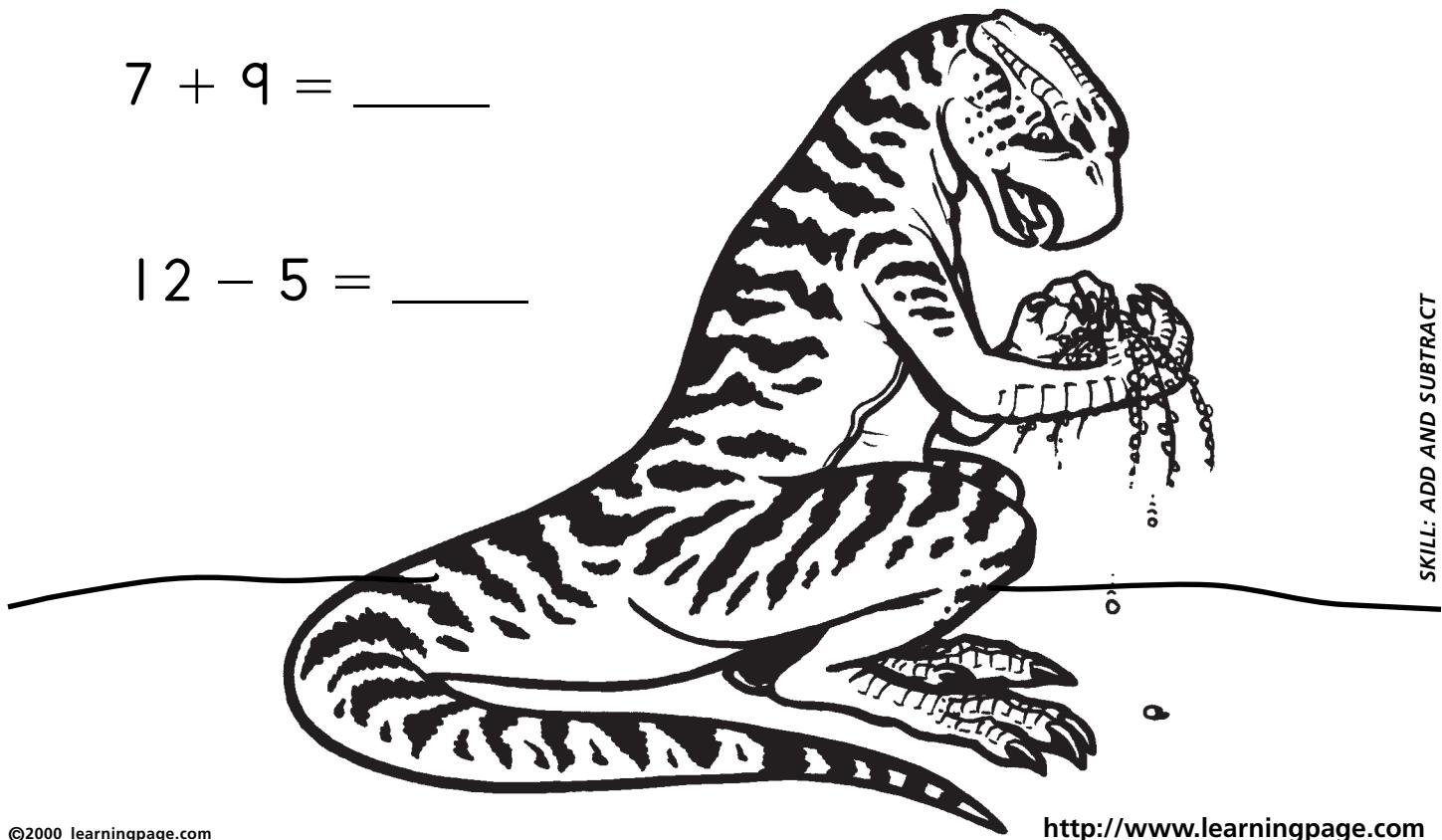
$7 - 5 = \underline{\quad}$

$5 - 5 = \underline{\quad}$

$19 - 3 = \underline{\quad}$

$7 + 9 = \underline{\quad}$

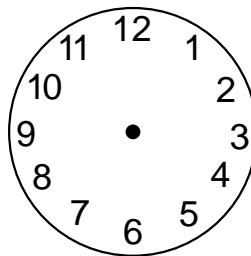
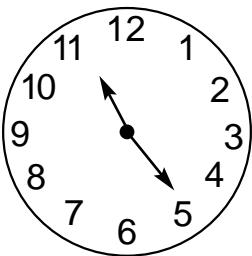
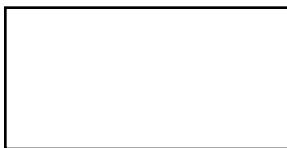
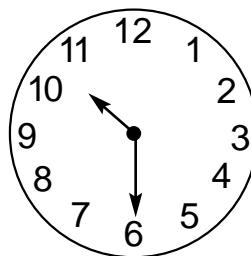
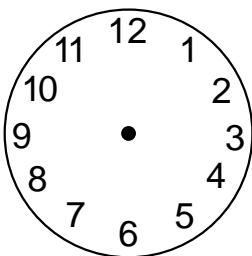
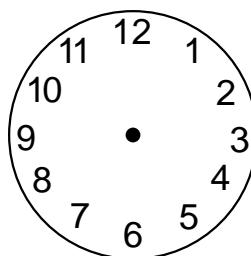
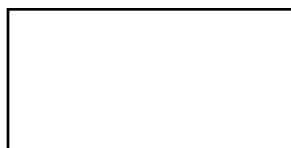
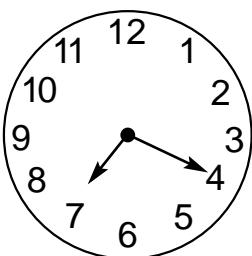
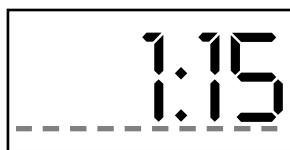
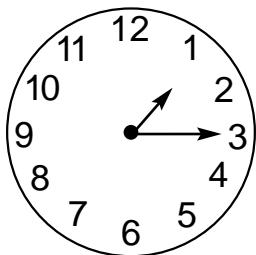
$12 - 5 = \underline{\quad}$



Name _____

Analog clocks show time by the position of hands on a dial. Digital clocks display time in numeric digits.

Complete the clocks below by filling in the missing hands or numbers.



Name _____

Read the stories. Finish the number sentences.

1. 11 eggs were in the nest.

4 eggs were taken by an oviraptor.

How many eggs were left in the nest?

$$11 - \underline{\quad} = \underline{\quad}$$

2. 12 bones were found by the archaeologist.

4 bones were found above ground.

How many bones were found underground?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3. 7 dinosaurs went to play at the river.

3 dinosaurs are in the water.

How many dinosaurs are out of the water?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4. 6 triceratops are on the hill.

2 triceratops are eating palm leaves.

How many triceratops are not eating?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name _____

Find the answers to these multiplication problems.

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$



$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

Name _____

Sarah went to the museum. She saw six kinds of dinosaurs there. Fill in one box for each dinosaur she saw. Look at the chart and answer the questions.

She saw:

3 triceratops	6 iguanodons
4 deinonychus	2 ankylosaurs
5 oviraptors	1 tyrannosaurus

triceratops					
deinonychus					
oviraptor					
iguanodon					
ankylosaurus					
tyrannosaurus					



1. Which dinosaur did she see the most of? _____
2. Which dinosaur did she see the fewest of? _____
3. How many dinosaurs did she see in all? _____
4. How many more oviraptors did she see than triceratops? _____
5. How many dinosaurs did she see that start with vowels? _____

Bonus question: During what period did these dinosaurs live?

Name _____

Add the numbers.

$$\begin{array}{r} 225 \\ +100 \\ \hline \end{array}$$

$$\begin{array}{r} 183 \\ +506 \\ \hline \end{array}$$

$$\begin{array}{r} 261 \\ +166 \\ \hline \end{array}$$

$$\begin{array}{r} 443 \\ +154 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ +372 \\ \hline \end{array}$$

$$\begin{array}{r} 240 \\ +421 \\ \hline \end{array}$$

$$\begin{array}{r} 152 \\ +250 \\ \hline \end{array}$$

$$\begin{array}{r} 812 \\ +183 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ +377 \\ \hline \end{array}$$

$$\begin{array}{r} 145 \\ +574 \\ \hline \end{array}$$

$$\begin{array}{r} 586 \\ +246 \\ \hline \end{array}$$

$$\begin{array}{r} 812 \\ +122 \\ \hline \end{array}$$

$$\begin{array}{r} 186 \\ +653 \\ \hline \end{array}$$

$$\begin{array}{r} 158 \\ +281 \\ \hline \end{array}$$

$$\begin{array}{r} 286 \\ +226 \\ \hline \end{array}$$

$$\begin{array}{r} 166 \\ +119 \\ \hline \end{array}$$

$$\begin{array}{r} 625 \\ +252 \\ \hline \end{array}$$

$$\begin{array}{r} 642 \\ +186 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ +434 \\ \hline \end{array}$$

$$\begin{array}{r} 253 \\ +435 \\ \hline \end{array}$$

$$\begin{array}{r} 152 \\ +305 \\ \hline \end{array}$$

$$\begin{array}{r} 605 \\ +126 \\ \hline \end{array}$$

$$\begin{array}{r} 372 \\ +111 \\ \hline \end{array}$$



Name _____

Divide the problems.

$$5) \overline{125}$$

$$2) \overline{144}$$

$$2) \overline{226}$$

$$7) \overline{595}$$

$$3) \overline{108}$$

$$6) \overline{270}$$

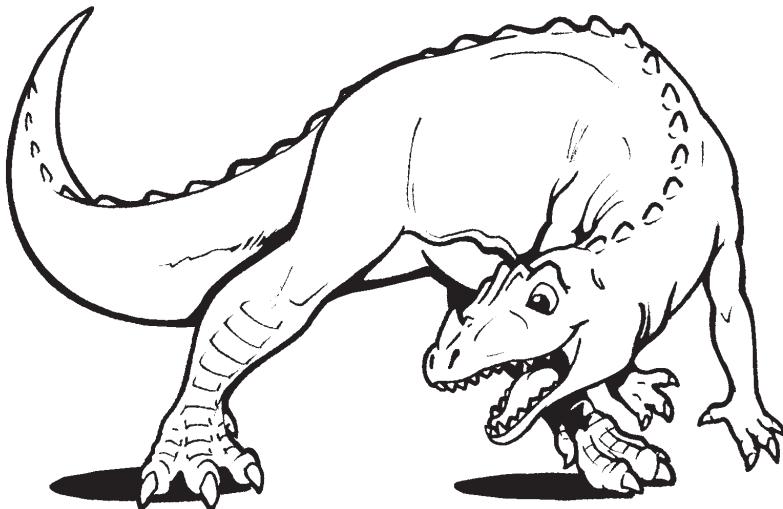
$$8) \overline{504}$$

$$3) \overline{255}$$

$$8) \overline{216}$$

$$6) \overline{444}$$

$$4) \overline{240}$$



$$4) \overline{396}$$

$$9) \overline{198}$$

$$3) \overline{183}$$

$$8) \overline{416}$$

$$5) \overline{250}$$

$$3) \overline{999}$$

$$5) \overline{375}$$

$$2) \overline{176}$$

$$7) \overline{315}$$

$$7) \overline{280}$$

$$9) \overline{225}$$

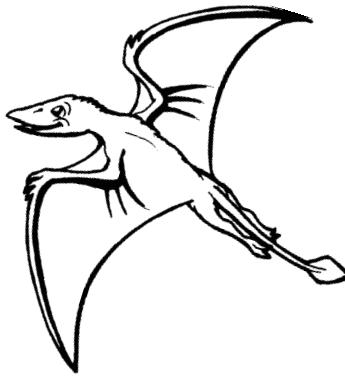
$$6) \overline{300}$$

$$7) \overline{504}$$

Name _____

Fill in the missing numbers.

	5	8	9	3	9	31
7	0		10		8	38
9	1	7		8	6	37
		1	9	7	2	33
4	7	5	8	6	10	34
3	6	10	3	1		40
32	29	34	41	34	39	27



The missing numbers are integers between 0 and 10.

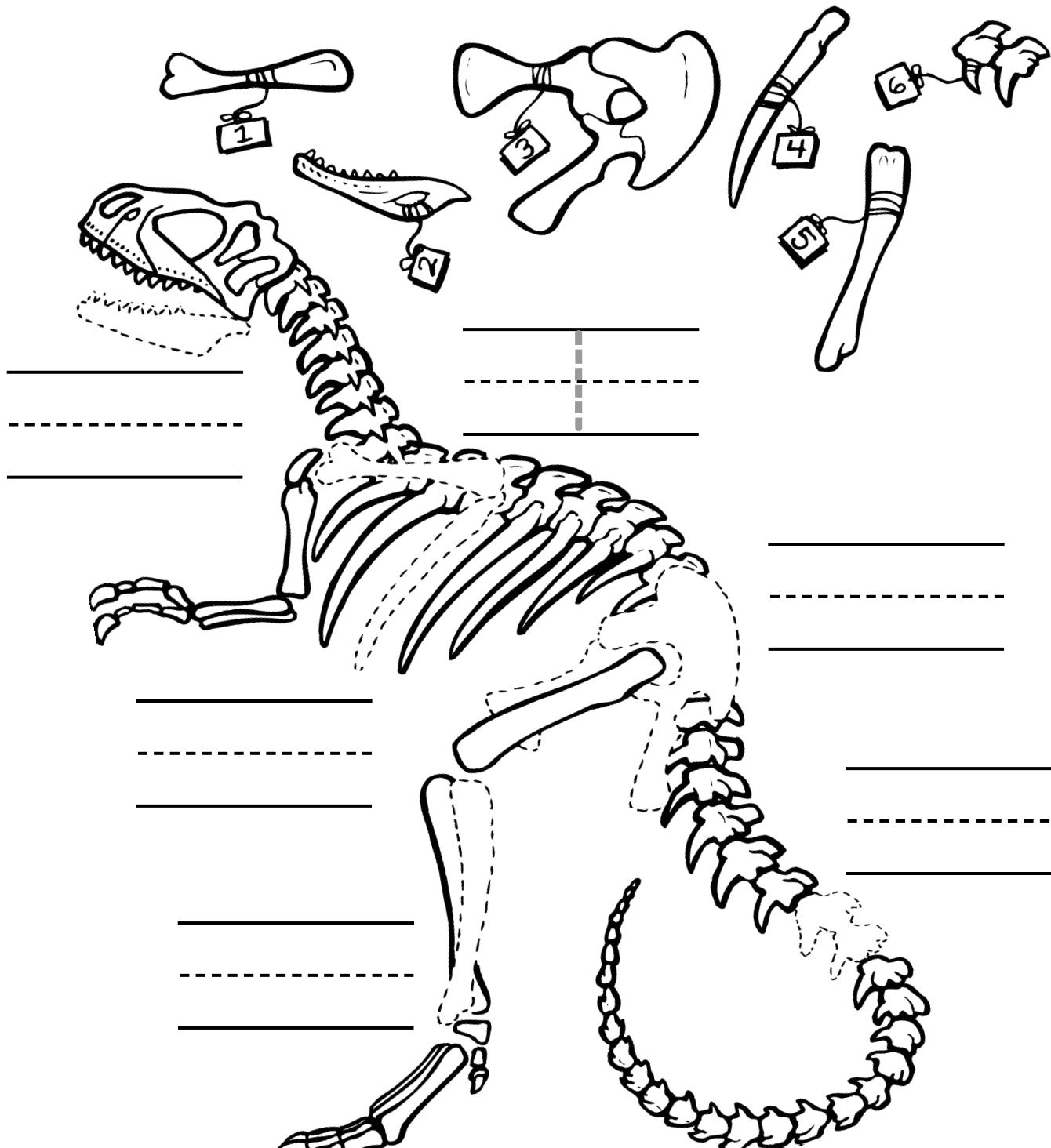
The numbers in each row add up to the totals to the right.

The numbers in each column add up to the totals along the bottom.

The diagonal lines also add up to the totals to the right.

Name _____

Dinosaur detectives are called paleontologists. They are scientists who dig up and study the bones of dinosaurs. Look at the skeleton of the dinosaur in the picture and show where the missing piece fits by writing its number where it belongs.



SKILL: FOLLOW DIRECTIONS

Name _____

Use the words from the word list to fill in the blanks.

Use your Dinosaur Fact Files to help you find the answers.

WORD LIST

sixty

animals

tyrant

meters

I ate _____ for food.

My name means _____ lizard.

I was 12 _____ long.

I had (how many?) _____ pointed teeth.

Which dinosaur am I?

Name _____

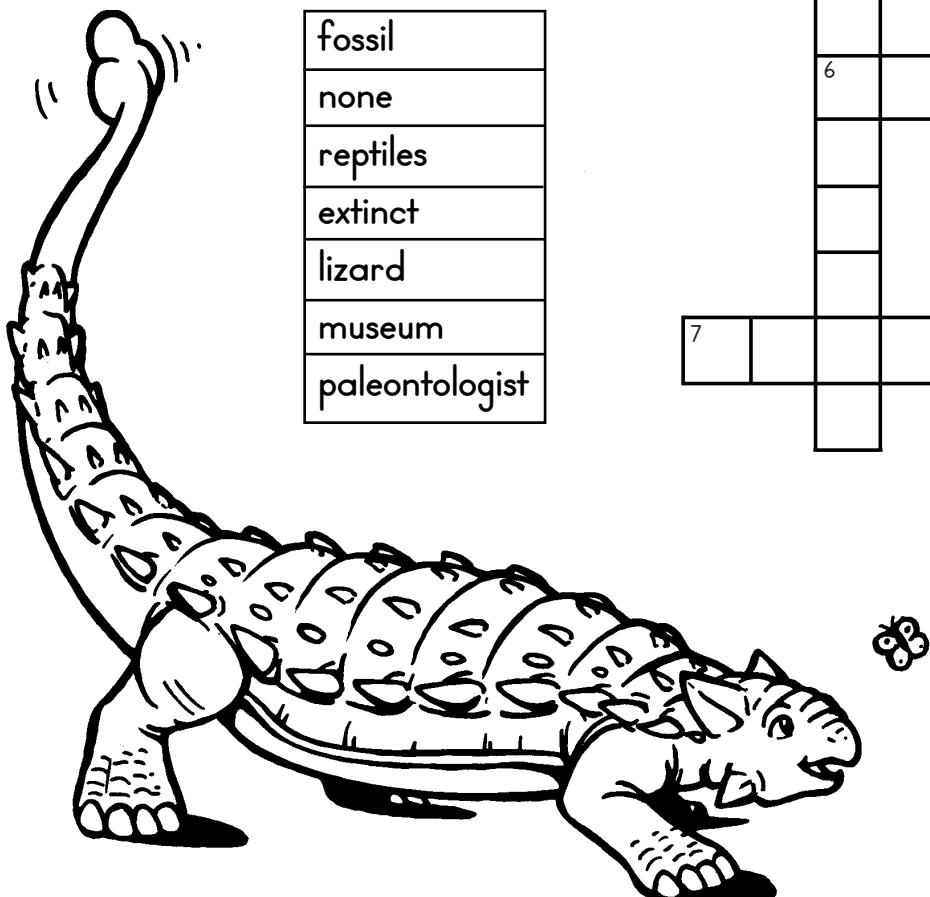
Solve the dinosaur crossword puzzle

Across:

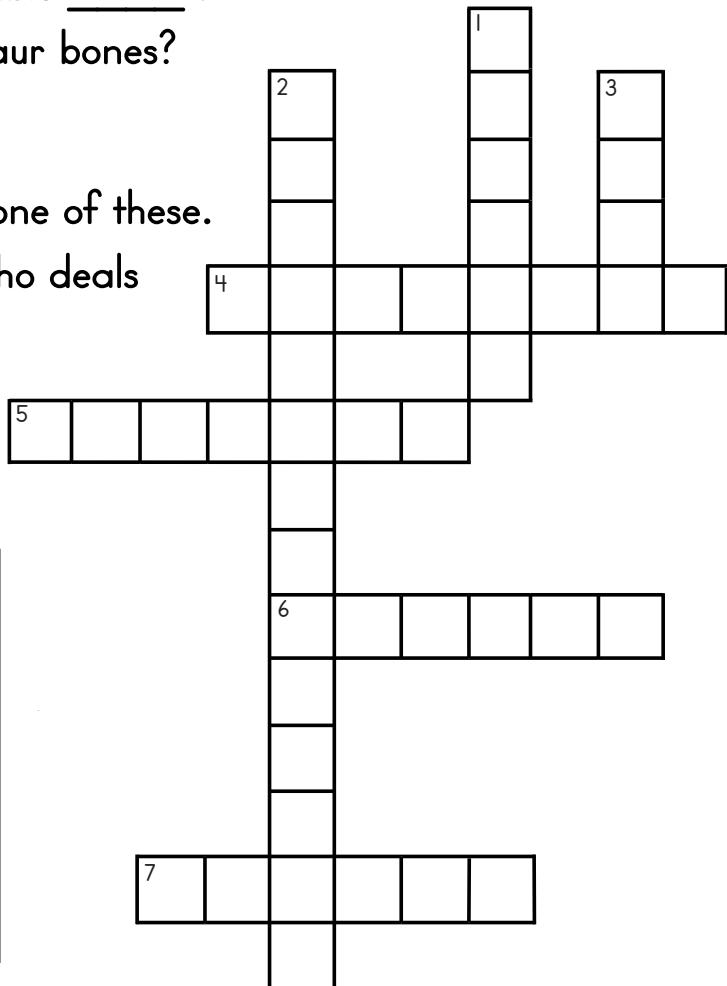
4. Cats are mammals. Dinosaurs are ____.
5. Dinosaurs are no longer alive, therefore they are ____.
6. The word dinosaur means terrible ____.
7. Where do you go to see dinosaur bones?

Down:

1. A preserved dinosaur bone is one of these.
2. What do you call a scientist who deals with dinosaur bones?
3. How many dinosaurs are alive now?



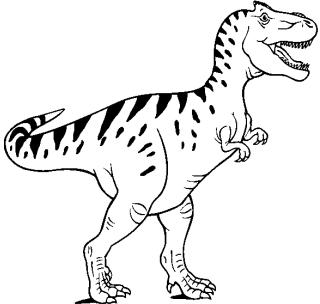
fossil
none
reptiles
extinct
lizard
museum
paleontologist



Name _____

How many dinosaurs can you name?

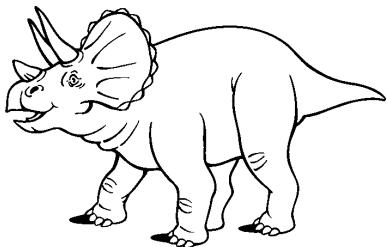
Circle the correct answer. Then write the name.



Iguanodon

Stegosaurus

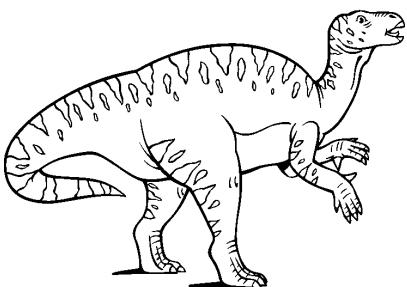
Tyrannosaurus



Triceratops

Stegosaurus

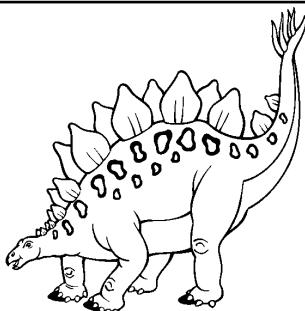
Oviraptor



Compsognathus

Iguanodon

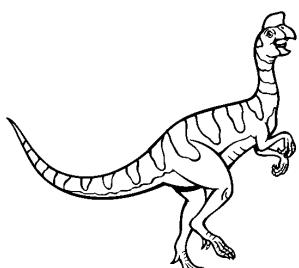
Allosaurus



Tyrannosaurus

Triceratops

Stegosaurus



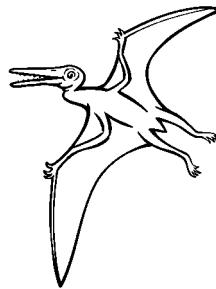
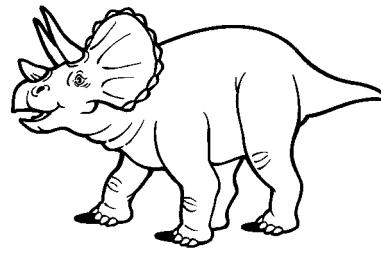
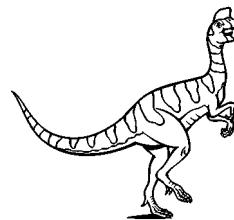
Oviraptor

Deinonychus

Coelophysis

Name _____

Use your Fact Files and write the name of the dinosaur that answers each riddle below.



1. My name means three-horned face.

What am I ? _____

2. I was a carnivore that was 20 feet high,
walked on two legs, and lived during the
Cretaceous Period.

What am I ? _____

3. I was a flying reptile that lived during the
Jurassic Period.

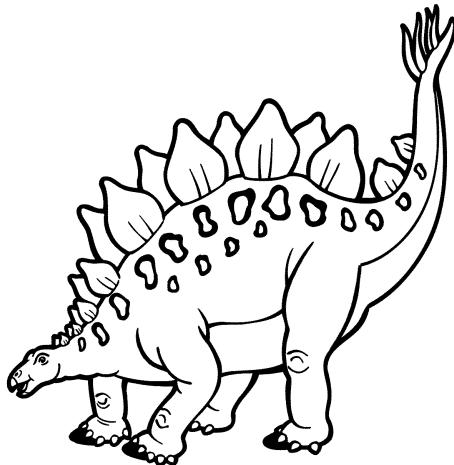
What am I ? _____

4. My name means egg thief.

What am I ? _____

Name _____

The Stegosaurus had large plates along its back that scientists believe helped regulate temperature, and give protection. They had small heads with brains the size of a golf ball. They ate short leafy plants. Use your Fact Files to answer the questions below.



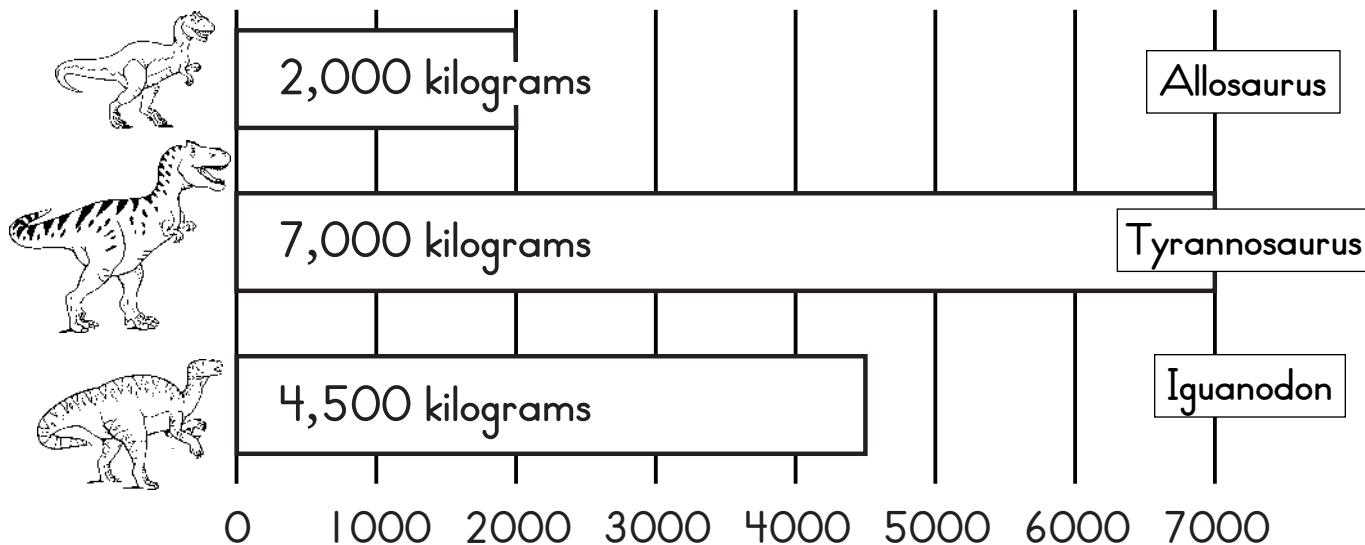
1. What did the Stegosaurus eat? _____
2. Give one use for the plates on the back of a Stegosaurus.

3. What might be another use for the plates?

4. Did a Stegosaurus have a large head? _____
5. True or False? A Stegosaurus was a carnivore, or meat eater.

Name _____

This graph shows three dinosaurs and how much each weighed. Answer the following questions using the graph.



Which dinosaur weighed the most?

How many kilograms less does the Allosaurus weigh than the Tyrannosaurus?

- 5,000 2,500 1,000 3,000

Which dinosaur weighed the least?

Which two dinosaurs were the closest together in weight?

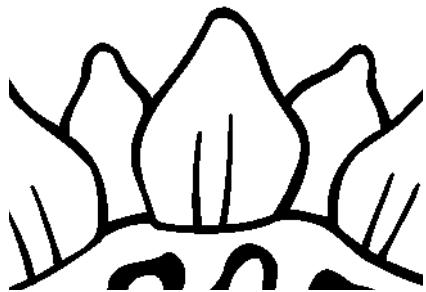
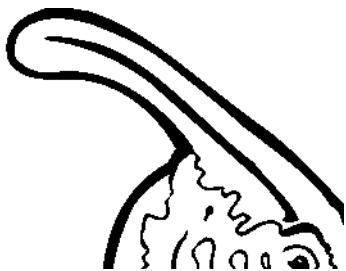
Name _____

Write the name of each animal under its body part.
(Choose animals from the list.)

Triceratops	Stegosaurus	Tsintaosaurus	Deinonychus
Pteranodon		Parasaurolophus	



Tsintaosaurus



Name _____

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

Triassic 245–208 million years ago	Jurassic 208–145 million years ago	Cretaceous 145–65 million years ago
	Pterodactylus	

Ankylosaurus

Ceratosaurus

Iguanodon

Hadrosaurus

Pterodactylus

Allosaurus

Coelophysis

Which creature lived the longest time ago? _____

Name _____

Write a "T" next to each true statement about dinosaurs. Write an "F" if the statement is false.

- _____ All dinosaurs were carnivores (meat eaters).
- _____ Dinosaurs lived at the same time as humans.
- _____ Most dinosaurs had no teeth.
- _____ Dinosaurs were covered with soft fur.
- _____ Scientists think dinosaurs may be the ancestors of birds.
- _____ Dinosaurs lived mostly in the United States.
- _____ Dinosaurs had only one baby at a time, born live.
- _____ No one has seen a live dinosaur.
- _____ The study of dinosaurs is called paleontology.

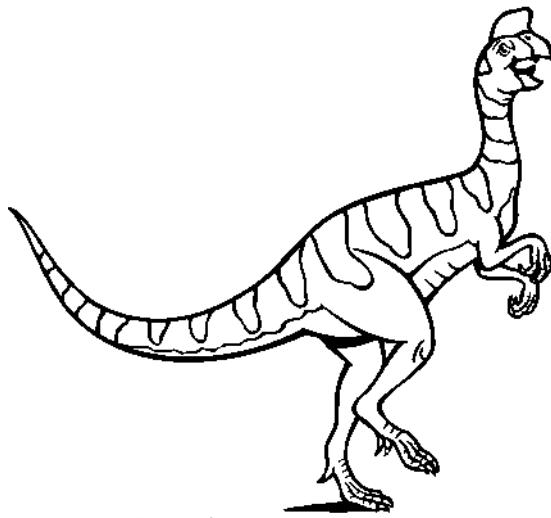


Name _____

Some scientists think that birds are descended from prehistoric creatures. Circle the things that are the same in the two boxes below.



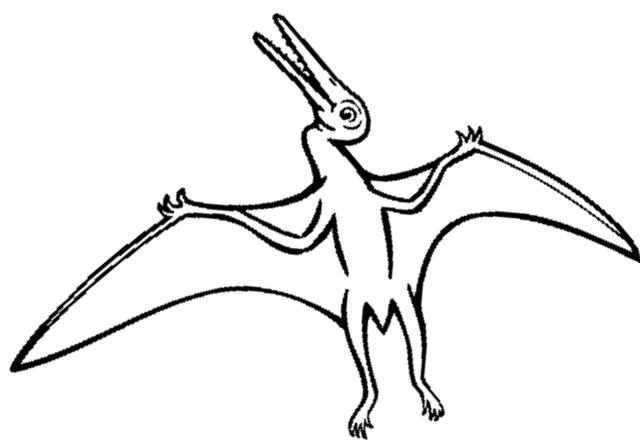
Bird



Prehistoric creature



Bird



Prehistoric creature

Name _____

Dinosaurs have many unusual features like crests, horns, and huge claws. Some dinosaurs are bipedal (walk on two legs) and others are quadrupedal (walk on four legs). Draw your own made-up dinosaur below.



Name _____

Use the keywords list to fill in the blanks.

carnivore	different	curved	
Jurassic	dagger	two	meters

Allosaurus means

_____ reptile.

The Allosaurus lived during the

_____ period.

They could reach up to 12

_____ long.

Long, _____ -like teeth

prevented their prey from escaping.



These teeth were _____ backward and serrated.

The Allosaurus was bipedal, meaning it walked on

_____ legs.

The Allosaurus was a ferocious _____

that liked to eat other dinosaurs.

Name _____

Choose a prehistoric animal from the list to complete the sentences below.

Iguanodon

Allosaurus

Pteranodon

Mosasaurus

1. I swam through the Cretaceous seas, and have paddles

instead of legs. I am a _____.

2. I hunted the Jurassic forests, walking on two legs. I am an _____.

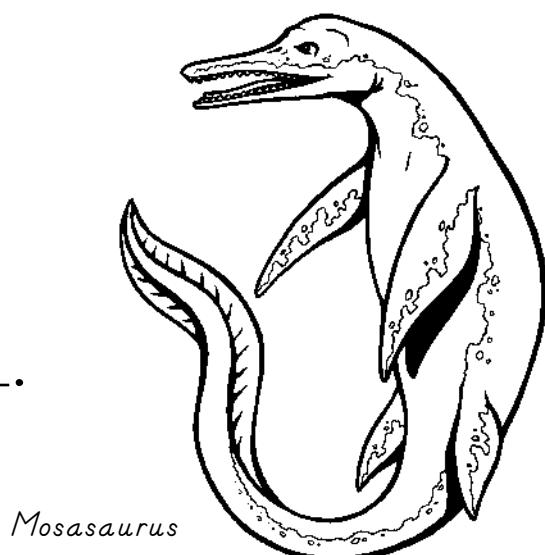
3. I am a plant-eater that can defend myself with a sharp

thumb-spike. I am an _____.

4. I can fly, and I am not a dinosaur.

My name means “toothless wing”

I am a _____.

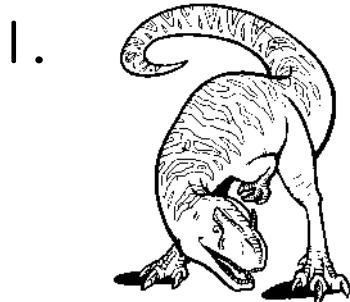


Mosasaurus

Name _____

Use your Fact Files to choose the correct weight for each animal and write it under the animal's picture.

Allosaurus



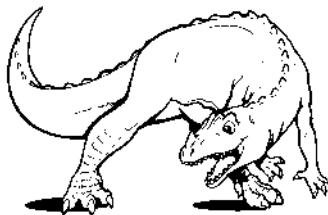
1.

Iguanodon



2.

Ceratosaurus



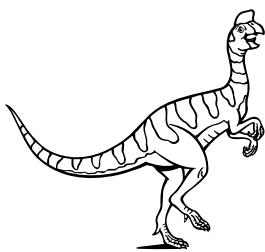
3.

2000 kg.

kg.

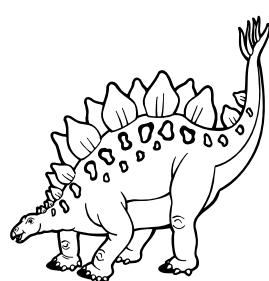
kg.

Oviraptor



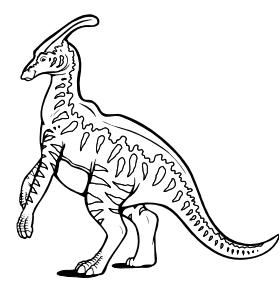
4.

Stegosaurus



5.

Parasaurolophus



6.

kg.

kg.

kg.

Choices:

2000	20	1400	2720	4500	1360
------	----	------	------	------	------

Name _____

Dinosaurs came in many different sizes.

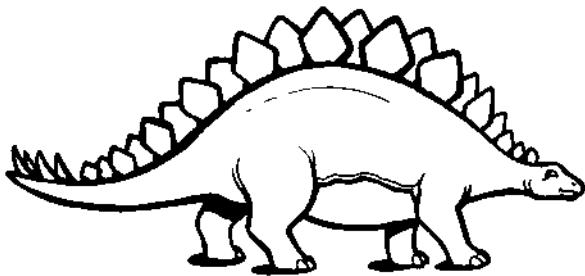
Color the biggest dinosaur blue.

Color the middle dinosaur brown.

Circle the smallest dinosaur.



Brachiosaurus



Stegosaurus



Ornitholestes

Name _____

Dinosaurs were reptiles. Lizards are also reptiles.

Dinosaurs lived millions of years ago. No dinosaurs are alive today.

Circle the right answer.

Are dinosaurs alive today?

yes

no

Are lizards alive today?

yes

no

Are lizards dinosaurs?

yes

no



Name _____

Some plant-eating dinosaurs had very long necks.
Their long necks helped them reach leaves and twigs
in the treetops.

Circle the right answer.

Did dinosaurs with very long necks like to eat meat?

yes

no

Did dinosaurs with very long necks eat from
the treetops?

yes

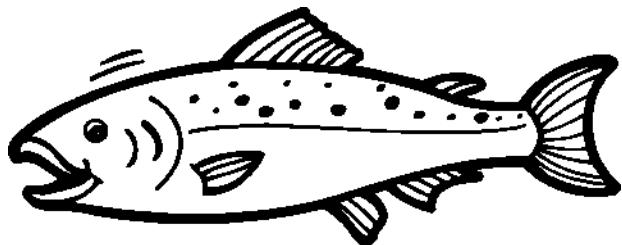
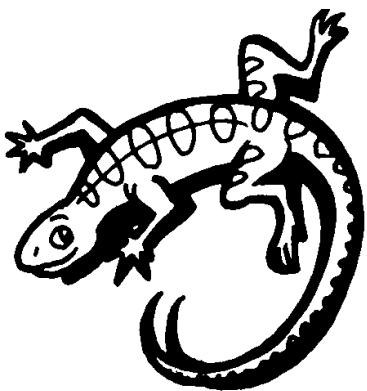
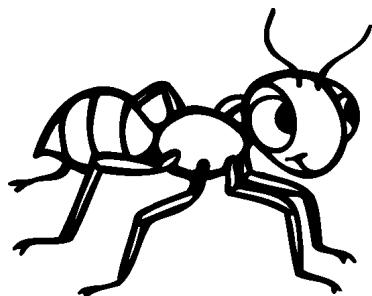
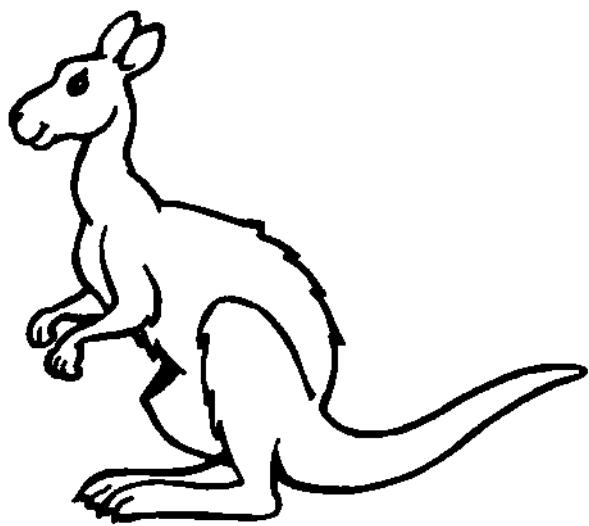
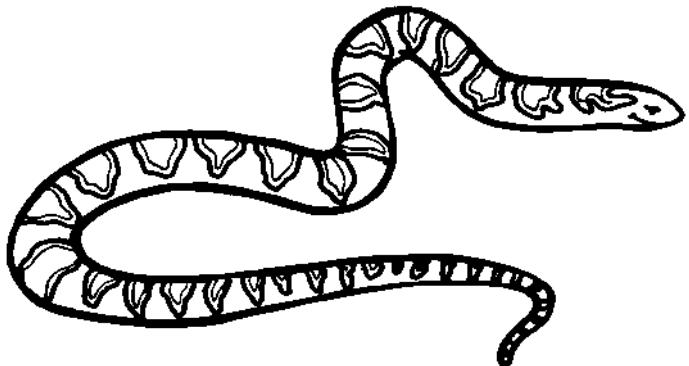
no



Name _____

Many dinosaurs had scaly skin.

Circle the animals we see today that have scaly skin.



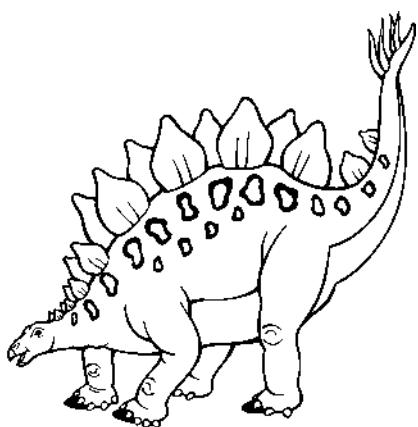
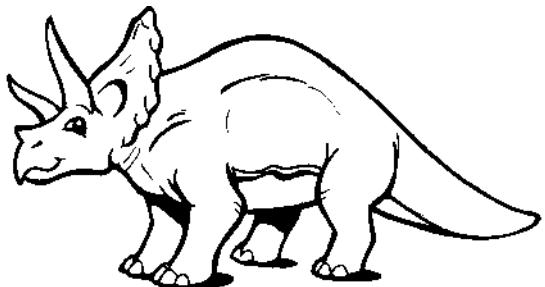
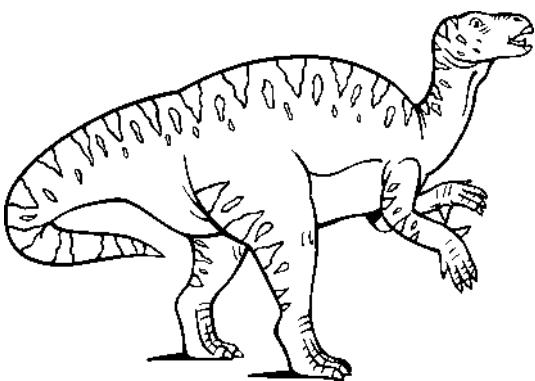
Name _____

Dinosaurs protected themselves in different ways. Some used sharp spikes on their tails. Others used horns on their heads. One kind had a long spike for a thumb.

Color the dinosaur that protected itself with spikes on its tail.

Circle the dinosaur that protected itself with horns on its head.

Draw an X through the dinosaur that protected itself with a thumb spike.



Name _____

Each sentence has one word spelled wrong.

Circle the spelling errors and write the correct spelling on the line.

1. The pterodactyl was abowt to catch a fish. _____
2. It would be terible to bump into a ceratosaurus. _____
3. I beleve the triceratops liked to eat palm leaves. _____
4. My favrit dinosaur is the stygimoloch. _____
5. The deinonychus chased the small dinosaur on his rite. _____
6. Dimetrodons came befour oviraptors. _____

Some of the following words are misspelled. If they are spelled correctly, circle yes. If they are misspelled, circle no and spell the word correctly on the line next to it.

1. favrit yes no _____
2. country yes no _____
3. sumthing yes no _____
4. early yes no _____
5. excited yes no _____
6. freinds yes no _____
7. beutiful yes no _____
8. becauz yes no _____

Name _____

Write the correct verb tense in the blanks.

1. The triceratops _____ like a rhinoceros with a Halloween mask. (to look)
2. They often _____ themselves with their horns. (to defend)
3. The pterodactyl _____ on the lakeshores. (to live)
4. The dienonychus and the compsognathus _____ meat eaters. (to be)
5. The velociraptors _____ onto the rocks to catch their dinner. (to jump)
6. An edmontosaurus _____ its food with hundreds of teeth. (to chew)
7. Crickets _____ a good meal for the pterodactyl. (to make)
8. Dinosaurs _____ all over the world. (to live)
9. the tsintaosaurus _____ flowering plants ferns horsetails cycads and conifers (to eat)

Name _____

Rewrite the following sentences with
correct capitalization and punctuation.

1. dinosaurs are no longer living

2. dinosaur bones said the paleontologist are important pieces
of history _____

3. the pterodactyl has hollow bones

4. do some dinosaurs eat both meat and plants

5. the dinosaur show is coming jody yelled

6. is the parasaurolophus taller than a horse

7. the ceratosaurus walked on two legs and ate other dinosaurs

Name _____

Write each word in the box next to the number of syllables it has.

dinosaur	reptile	teeth	stegosaurus
hadrosaurus	Jurassic	lizard	spike

1 syllable _____ 1 syllable _____

2 syllables _____ 2 syllables _____

3 syllables _____ 3 syllables _____

4 syllables _____ 4 syllables _____

Dinosaur names have many syllables. Write a dinosaur name next to the number of syllables it has.

3 syllables _____

4 syllables _____

5 syllables _____

6 syllables _____

Name _____

Rearrange the letters to spell a word from
your Fact Files.

1. ethet

2. irtodnmode

3. reohrevbi

4. tearccuseo

5. dziarl

6. pidelab

7. rncavoire

8. etlripie

carnivore

cretaceous

dimetrodon

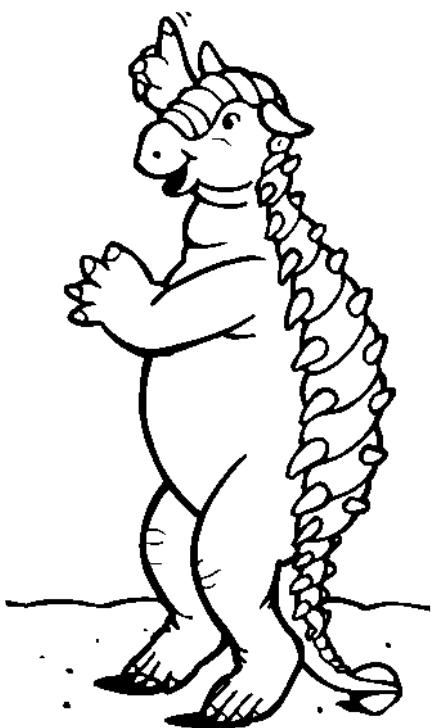
bipedal

teeth

herbivore

lizard

reptile



Name _____

Write as many words as you can from the letters
in each word.

1. *tsintaosaurus*

2. *tyrannosaurus*

Name _____

Every story has a plot, actions, and characters. The plot is what is happening in the story. The action or actions are how the plot is happening. The character or characters are who the plot is happening to.

Write three plots that can happen in a story. You can take these from stories you have read, or you can create your own.

1. getting lost in the woods
2. _____
3. _____
4. _____

For each plot, write two actions that could happen in your plot.

1. running the wrong way; finding the way out
2. _____
3. _____
4. _____

Create two characters. Describe your character, including such things as size, age, clothing, hair, skin, voice, actions.

1. Nat, an 8-year-old compsognathus, with green scaly skin, a screechy voice, runs around nervously.
2. _____
3. _____

Name _____

In addition to a plot, action, and characters, each story has a beginning, middle, and end. Using the information on the first page, choose a plot, actions, and characters and write a short story.

Beginning:

Middle:

End:

Name _____

Fill in four names, places, moods, and actions in this story box.

Name	Place	Mood	Action
Lorena	the desert	grumpy	running
Rick	the store	scared	eating

Take a name, a place, a mood, and an action and create a sentence. You can use them in any order. Write four sentences.

Rick was grumpy when he was in the desert because he wanted to be home eating his lunch.

1. _____

2. _____

3. _____

4. _____

Write a story on the back of this sheet about 1 of the sentences.

Haddie was a young Hadrosaurus. Haddie liked to play in the valley with his dinosaur friends. The only rule they had to follow, *always be on the lookout for meat eaters*, was a very important rule. One Saturday when the dew was still on the grass, they went to the valley to play. They decided to play their favorite game, and Haddie was it. While he counted to 20 his friends ran and hid behind the trees and rocks, and in the nearby caves. Haddie found everyone but Ankie, the Ankylosaurus. Ankie liked to hide in caves, so everyone helped Haddie look in the caves. Haddie went into the far cave. This cave had a balcony ledge with a huge room below the path ledge. When Haddie looked into the room, his heart went into double time and he ran to get the others for help.

1. Where do the dinosaurs like to play? _____
2. What time of the day did the dinosaurs go to the valley? _____
3. In order to follow the rule, what trait would all of Haddie's friends have to have in common? _____
4. What is their favorite game? _____
5. Why did the dinosaurs look in the caves? _____
6. Did Haddie's heart start to beat faster or slower when he looked in the room? _____
7. What do you think Haddie saw in the room? Finish the story. Use the back of the sheet if you need more room. _____

Name _____

Write the correct verb in the blank.

1. The Dienonychus and the Compsognathus _____ meat eaters. (to be)
2. The Velociraptors _____ onto the rocks to catch their dinner. (to jump)
3. An Edmontosaurus _____ its food with hundreds of teeth. (to chew)
4. If the Pterodactyl was still alive, crickets _____ a good meal for them. (to make)
5. Dinosaurs _____ all over the world. (to live)
6. I _____ dinosaur bones in my garden last night. (to find)
7. Tomorrow, I _____ more dinosaur bones. (to find)
8. If given the chance, most dinosaurs _____ at night. (to sleep)

Fill in the correct verb tense.

to defend

I _____
he _____
they _____
everyone _____
Chris and Jill _____

to attack

I _____
she _____
many _____
dinosaurs _____
the dinosaur _____

Name _____

Putting sentences in order tells what happened first, second, third . . .

Put these sentences in time order. Use your Fact Files for help.

1. The Allosaurus roamed the Earth during the Jurassic period.
2. The Coelophysis lived in the Triassic period and was one of the earliest known dinosaurs.
3. The Tyrannosaurus lived and fought in the Cretaceous period.

1. _____
2. _____
3. _____

Name _____

Put these sentence in time order.

She and her baby played in the sunshine.

They ate dinner with their Triceratops family.

The mother Triceratops awoke when the sun came up.

The mother Triceratops snuggled with her baby and went to sleep for the night.

1. _____

2. _____

3. _____

4. _____



Name _____

Imagine that you are a dinosaur. What kind of
dinosaur would you be?

I would be a(n) _____

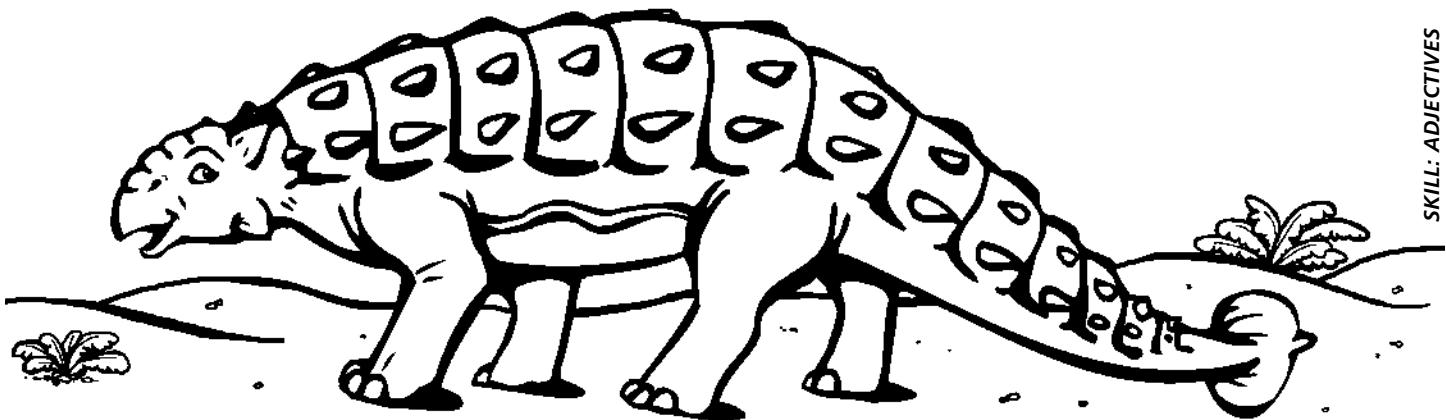
This is what I would look like. _____

This is a story about my day as a dinosaur.

Name _____

Read each sentence. Write an adjective in each blank.

1. The _____ Tyrannosaurus chased the smaller dinosaur.
2. The Ceratosaurus jumped with its _____ feet.
3. The _____ Pterodactyl lived by the lake.
4. The _____ Parasaurolophus was an herbivore.
5. The _____ skin of the Ankylosaurus helped to protect it.
6. The Deinonychus's _____ claw was used for attacking its prey.
7. The _____ plates on the Stegosaurus helped to protect it.



SKILL: ADJECTIVES

Name _____

An adjective is a word that describes a noun.

Adjectives can describe how a person, place, or thing looks, feels, sounds, tastes, or smells.

tall tree

salty chips

dry heat

Underline the adjectives in each sentence. Circle the noun the adjective describes.

1. The big dinosaur ate dinner.
2. The hot sun warmed the earth.
3. The blue sky looked peaceful.
4. The hungry Tyrannosaurus chased a dinosaur.
5. The small Velociraptor hid from the Tyrannosaurus.
6. The loud roar of the dinosaur scared the Pterodactyl.
7. The cold snow fell fast.

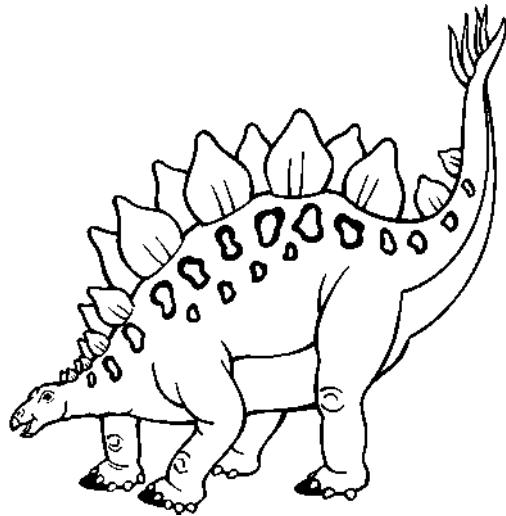


Name _____

A haiku poem has 3 lines. Each line contains a set number of syllables.

- Line 1 – 5 syllables
- Line 2 – 7 syllables
- Line 3 – 5 syllables

The Stegosaurus
in the Jurassic era
eating plants and leaves.

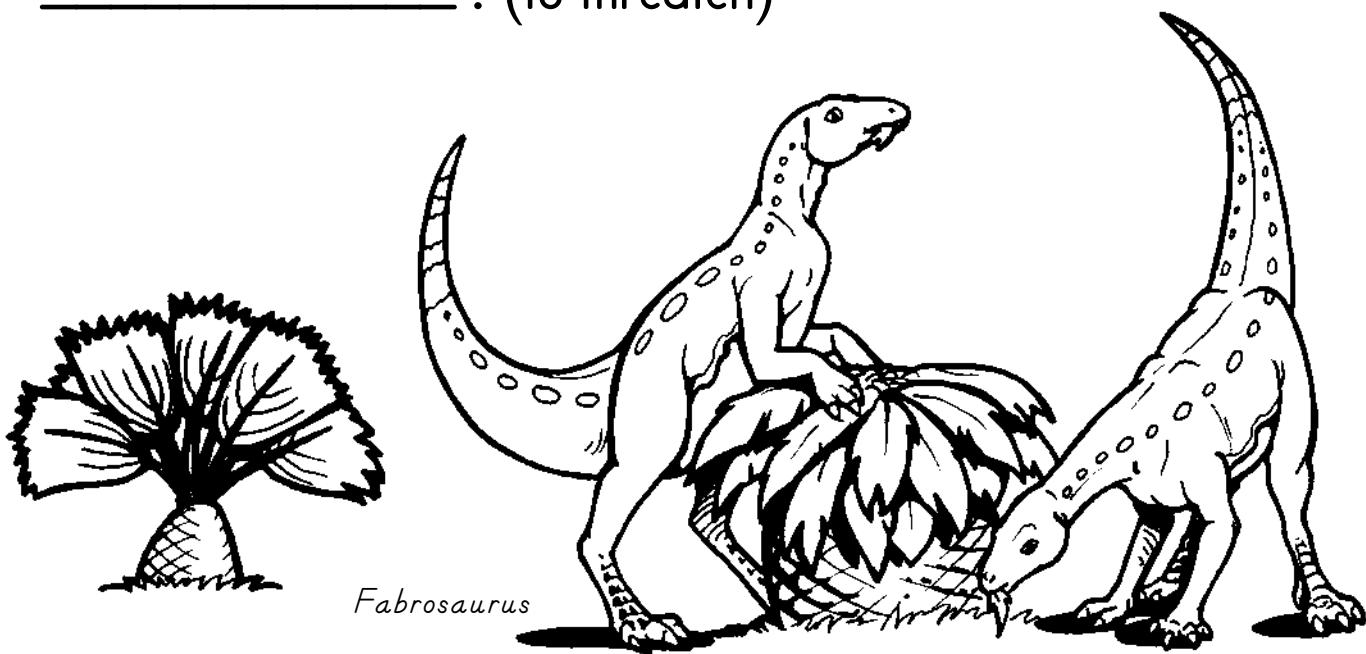


Write a haiku poem about a dinosaur. Draw a picture to illustrate your poem.

Name _____

Write the correct verb tense in the blanks.

1. Many dinosaurs _____ on two legs, which let them move very quickly. (to run)
2. Some small dinosaurs may _____ feathers. (to have)
3. Carnotaurus _____ in what is Australia today. (to live)
4. The pteranodon _____ low over the water to catch its dinner. (to swoop)
5. Cycads, ferns, and conifers _____ plentiful in the time of the dinosaurs. (to be)
6. The fabrosaurs could run away very quickly if danger _____. (to threaten)



SKILL: VERB TENSE

Name _____

Put these sentence in time order.

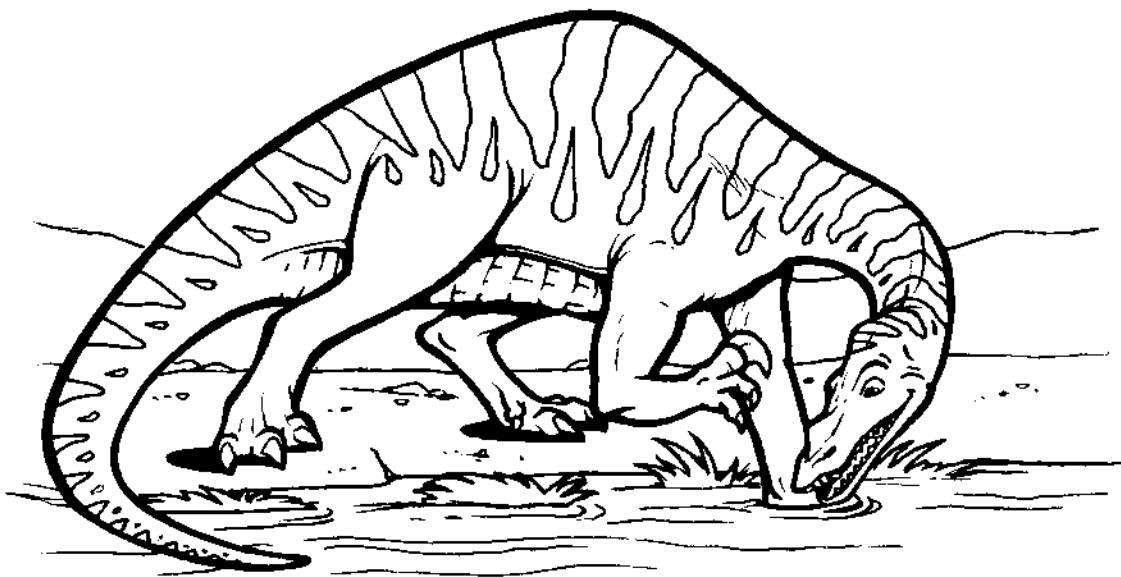
It was time for the Baryonyx to nap in the afternoon sun.

The hungry Baryonyx went to the river.

Catching a big fish made him sleepy.

In the morning, the Baryonyx woke up and stretched.

1. _____
2. _____
3. _____
4. _____

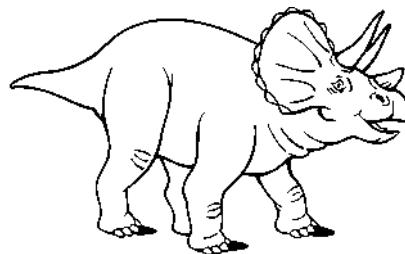
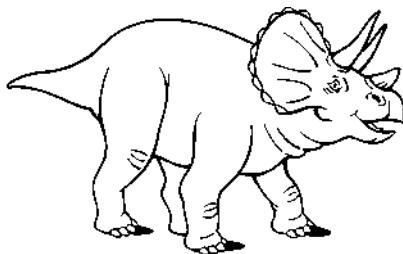
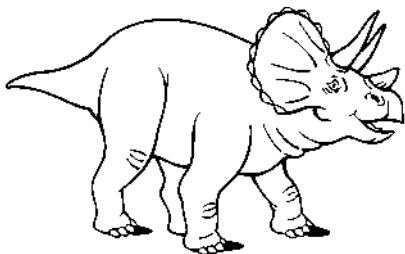


Name _____

Add *ing* to the underlined words. Write the new word next to the underlined word. Remember that sometimes you have to add or remove a letter when you add *ing*.

Examples: mop – mopping wash – washing drive – driving

1. The Tyrannosaurus was hungry. It was look _____ for an animal to eat.
2. The Iguanodon was walk _____ on two legs because it was try _____ to reach a high plant.
3. Fly _____ overhead, the Pteranodon looked down at the fish swim _____ in the lake below.
4. The Stegosaurus was swing _____ its spiked tail to protect itself from the attack.
5. The Edmontosaurus was run _____ from tree to tree, look _____ for seeds and fruit to eat.
6. If I met a Triceratops in the park while I was take _____ a walk, I would run away!



Name _____

Write the following numbers in expanded notation.

Example: $456 = 400 + 50 + 6$

1. $821 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

2. $683 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

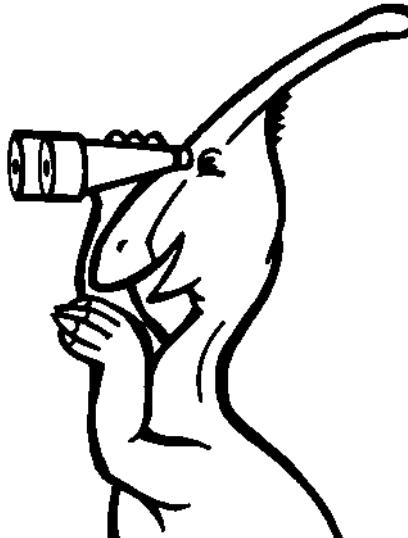
3. $159 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

4. $472 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

5. $335 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

6. $4565 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

7. $1298 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$



Write the smallest possible number using the following numbers.

Show your number in expanded notation.

Example: 5,3,2,9 $2,359 = 2000 + 300 + 50 + 9$

1. $8,5,2 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

2. $3,6,2 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

3. $7,4,1,9 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

4. $2,6,1,2 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

5. $1,8,3,2 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

6. $6,5,1,7 \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Name _____

Each fact family uses the same numbers in all the equations. For example: Equations for the family of numbers 4, 6, & 10:

$$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$

For each equation, write the other 3 equations for the fact family.

1. 9

$$\begin{array}{r} +2 \\ \hline 11 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

5. 4

$$\begin{array}{r} +3 \\ \hline 7 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

2. 8

$$\begin{array}{r} + 6 \\ \hline 14 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

6. 6

$$\begin{array}{r} +2 \\ \hline 8 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

3. 12

$$\begin{array}{r} + 7 \\ \hline 19 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

7. 14

$$\begin{array}{r} + 3 \\ \hline 17 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

4. 3

$$\begin{array}{r} +5 \\ \hline 8 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

8. 9

$$\begin{array}{r} + 7 \\ \hline 16 \end{array} \quad \begin{array}{r} + \quad - \quad - \\ \hline \end{array}$$

Write the equations for the following fact families.

1. 4,8,12 $\begin{array}{r} + \quad + \quad - \quad - \\ \hline \end{array}$

2. 5,9,14 $\begin{array}{r} + \quad + \quad - \quad - \\ \hline \end{array}$

3. 3,7,10 $\begin{array}{r} + \quad + \quad - \quad - \\ \hline \end{array}$

Name _____

Each fact family uses the same numbers in all the equations.

For example: Equations for the family of numbers 4, 6, & 24:

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array} \quad \begin{array}{r} 24 \\ \div 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 24 \\ \div 6 \\ \hline 4 \end{array}$$

For each equation, write the other 3 equations for the fact family.

1. 3

$$\begin{array}{r} \times 4 \\ \hline 12 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

5. 4

$$\begin{array}{r} \times 5 \\ \hline 20 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

2. 3

$$\begin{array}{r} \times 6 \\ \hline 18 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

6. 2

$$\begin{array}{r} \times 4 \\ \hline 8 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

3. 7

$$\begin{array}{r} \times 3 \\ \hline 21 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

7. 9

$$\begin{array}{r} \times 5 \\ \hline 45 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

4. 8

$$\begin{array}{r} \times 2 \\ \hline 16 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

8. 8

$$\begin{array}{r} \times 7 \\ \hline 56 \end{array} \quad \begin{array}{r} \times \quad \div \\ \hline \end{array} \quad \begin{array}{r} \div \quad \div \\ \hline \end{array}$$

Write the equations for the following fact families.

1. 4,7,28 \times \times \div \div

2. 4,9,36 \times \times \div \div

3. 3,5,15 \times \times \div \div

Name _____



Example: What fraction of the group are the dimetrodons and stegausauri together?

There are 6 dimetrodons and 2 stegausauri. $6 + 2 = 8$.

8 dinosaurs out of 12 = $8/12 = 2/3$

Using the picture above and your Fact Files, fill in the blanks.

1. Write a fraction for each:

tsintsaosaurus _____ dimetrodons _____

stegausauri _____ pterodactylus _____

2. What fraction of the group walk on 4 legs? _____

3. What fraction of the group walk on 2 legs? _____

4. What fraction of the group do carnivores make up? _____

5. What fraction of the group do herbivores make up? _____

6. What characteristic(s) can you use to divide the dinosaurs so that there are two equal groups? Characteristic(s): _____

First group: _____

Second group: _____

Name _____

Multiply the numbers.

$$\begin{array}{r} 1. \quad 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 8 \\ \times 5 \\ \hline \end{array}$$

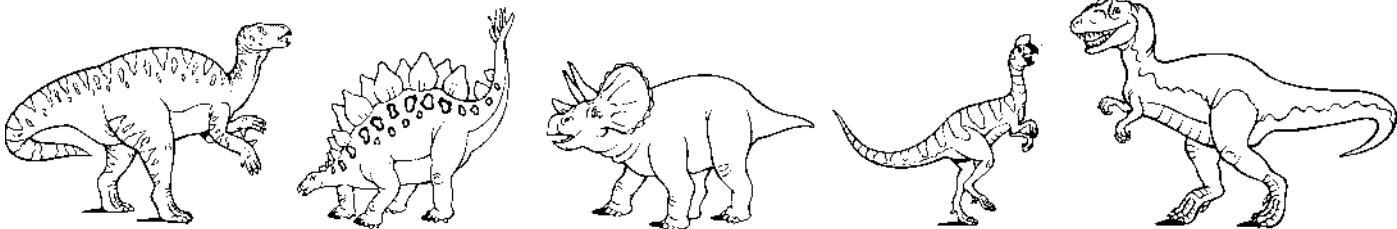
$$\begin{array}{r} 16. \quad 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 5 \\ \times 7 \\ \hline \end{array}$$



Name _____

Insert the mathematical signs that lead you to the answer. + - × ÷

Example: 1 _ 5 _ 2 _ 3 = 4 $1 \times 5 + 2 - 3 = 4$

1. $2 \underline{\quad} 2 \underline{\quad} 1 = 0$

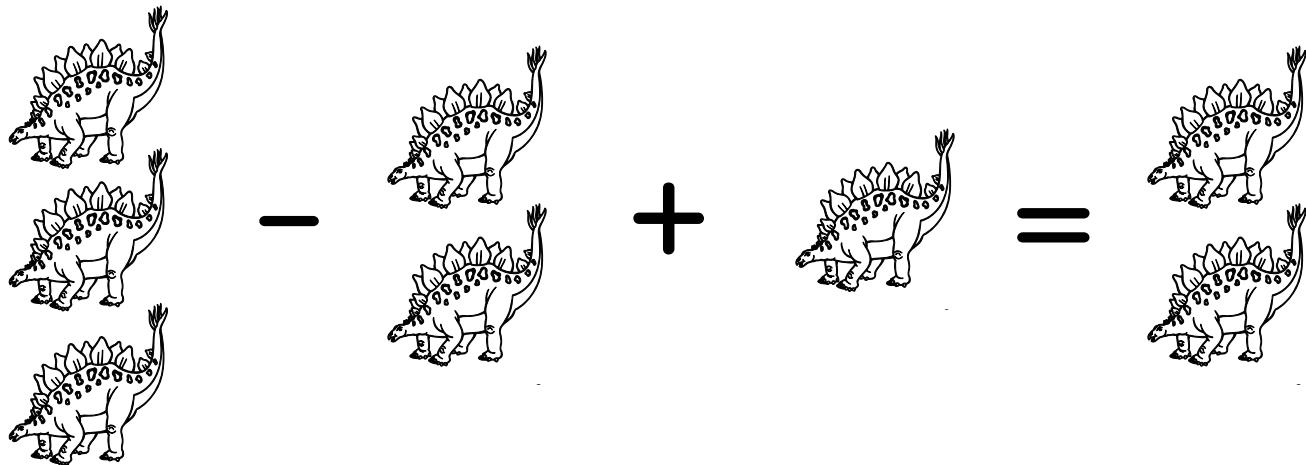
5. $3 \underline{\quad} 1 \underline{\quad} 6 = 8$

2. $2 \underline{\quad} 3 \underline{\quad} 1 = 6$

6. $5 \underline{\quad} 2 \underline{\quad} 2 \underline{\quad} 1 = 9$

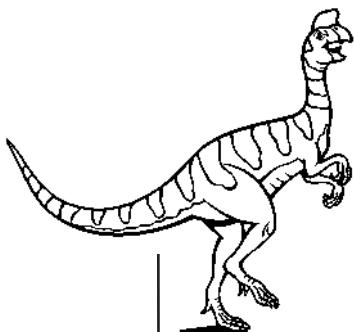
3. $1 \underline{\quad} 5 \underline{\quad} 2 \underline{\quad} 2 = 6$ 7. $4 \underline{\quad} 2 \underline{\quad} 1 \underline{\quad} 3 = 5$

4. $10 \underline{\quad} 5 \underline{\quad} 2 \underline{\quad} 3 = 1$ 8. $9 \underline{\quad} 5 \underline{\quad} 2 \underline{\quad} 2 = 6$

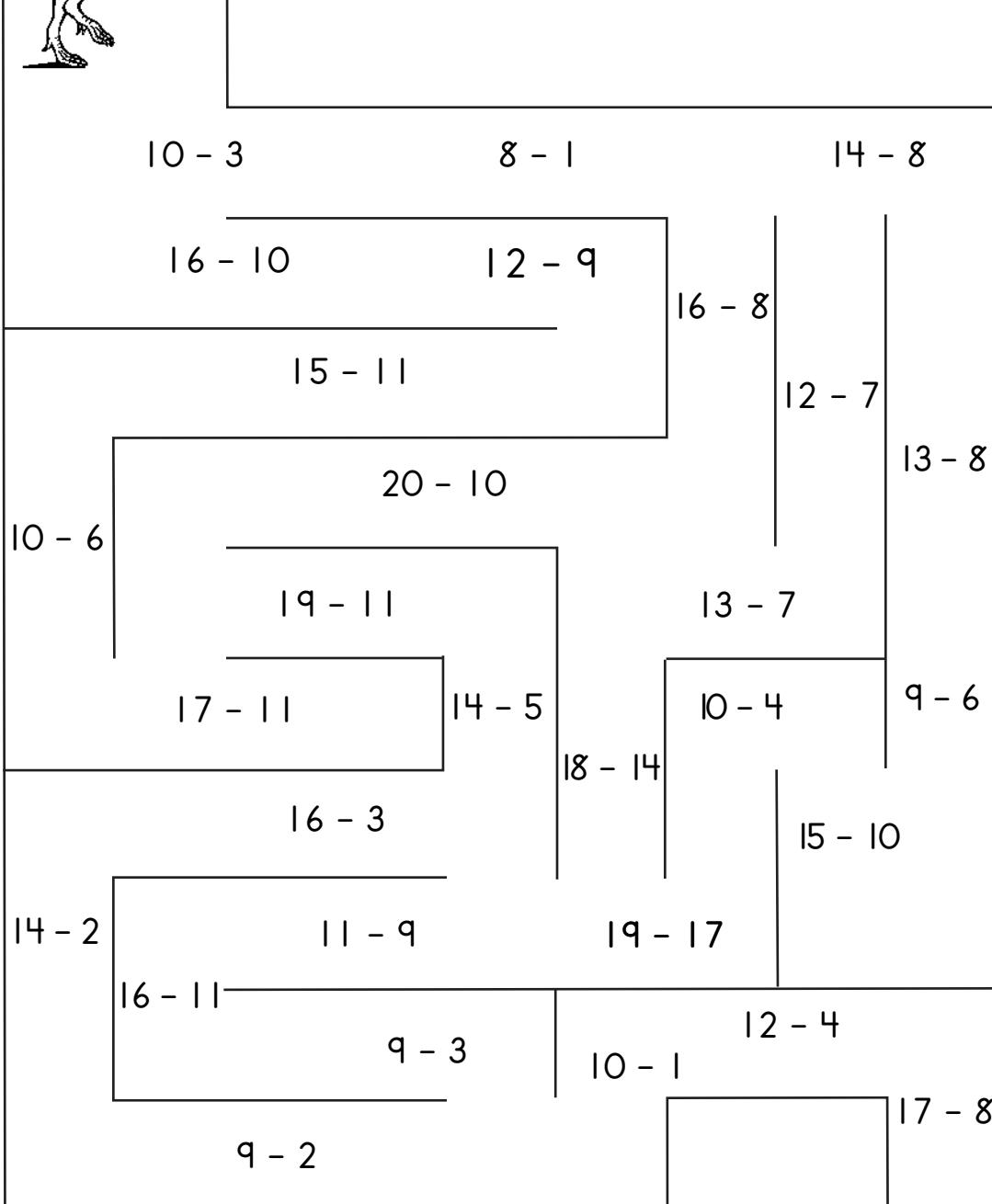


Name _____

Subtraction Maze

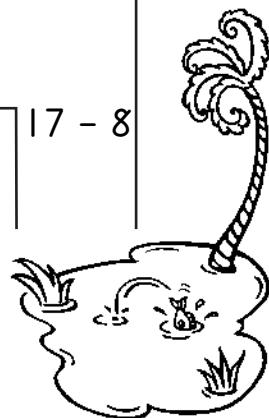


Help the Oviraptor get to the lake. Choose the path with equations that total > 6 .



10 - 3	8 - 1	14 - 8
16 - 10	12 - 9	16 - 8
15 - 11		12 - 7
20 - 10		13 - 8
10 - 6	19 - 11	13 - 7
17 - 11	14 - 5	10 - 4
16 - 3	18 - 14	15 - 10
14 - 2	11 - 9	19 - 17
16 - 11	9 - 3	10 - 1
9 - 2		12 - 4
		17 - 8

SKILL: SUBTRACTION PRACTICE



Name _____

Multiplication Maze

Help the Pteranodon return to its nest. Choose the path with equations that total < 40 but > 20 .



4×2

3×10

4×6

4×1

3×3

5×5

3×3

1×8

7×6

7×3

4×9

6×5

7×7

5×5

5×10

5×2

9×2

3×5

4×3

9×6

4×4

4×8

7×4

3×9

9×8

5×6

5×7

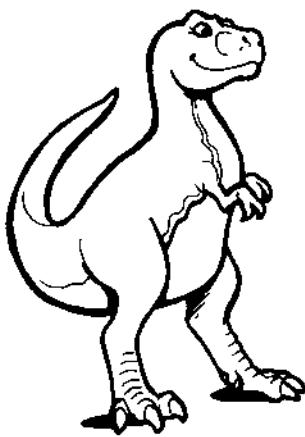
4×5

5×3



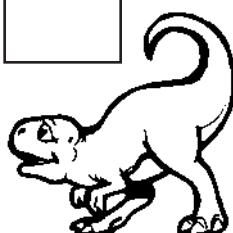
Name _____

Addition Maze



Help the Tyrannosaurus reach her baby.
Choose the path with equations that total < 10.

$2 + 7$	$6 + 2$	$12 + 4$
$2 + 9$		
$7 + 3$	$3 + 3$	
$3 + 8$	$1 + 8$	
	$4 + 3$	
$4 + 3$	$5 + 3$	$3 + 4$
	$2 + 7$	
$8 + 8$	$6 + 7$	$3 + 9$
		$9 + 0$
	$9 + 5$	



Name _____

Solve the problems.

$5) \overline{25}$

$2) \overline{14}$

$3) \overline{9}$

$4) \overline{8}$

$4) \overline{36}$

$3) \overline{15}$

$8) \overline{48}$

$4) \overline{20}$

$2) \overline{2}$

$1) \overline{3}$

$6) \overline{24}$

$7) \overline{49}$

$7) \overline{28}$

$4) \overline{32}$

$4) \overline{16}$

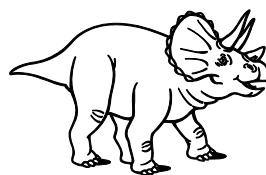
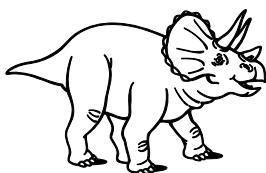
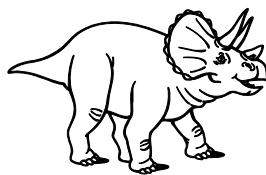
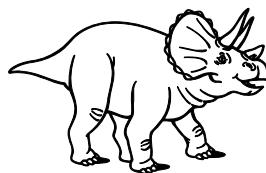
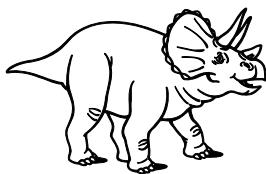
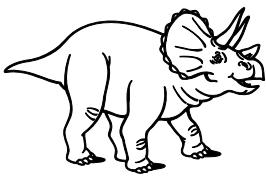
$3) \overline{6}$

$2) \overline{10}$

$8) \overline{40}$

$6) \overline{42}$

$9) \overline{18}$

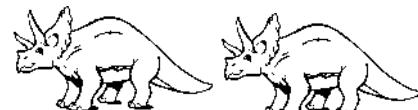


Circle the dinosaurs to show this equation: $6 \div 2 = 3$

Name _____

Multiplication and division have an inverse relationship.

Fill in the missing numbers. Use multiplication to check your answers.



Answer

1. _____ \div 3 = 4 _____

12

Check

$4 \times 3 = 12$

2. _____ \div 3 = 3 _____

3. _____ \div 6 = 3 _____

4. _____ \div 7 = 5 _____

5. _____ \div 5 = 6 _____

6. _____ \div 2 = 9 _____

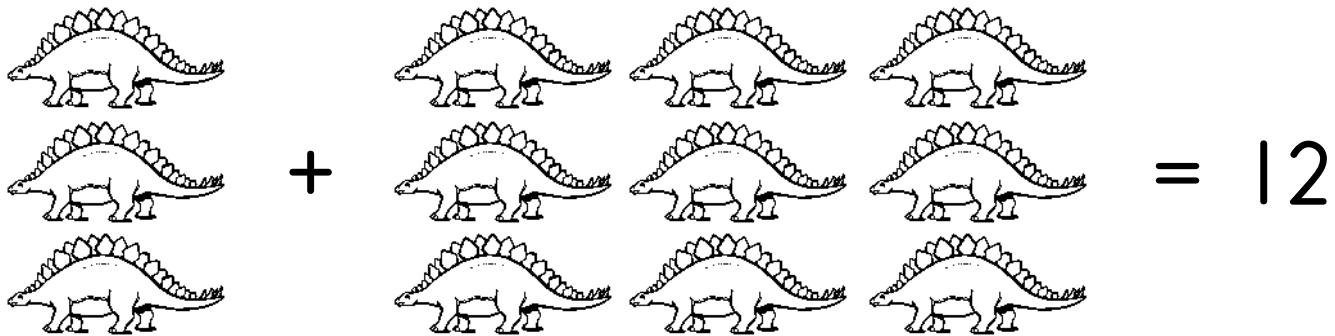
7. _____ \div 4 = 8 _____

8. _____ \div 9 = 5 _____

Name _____

Addition and subtraction have an inverse relationship.

Fill in the missing numbers. Use subtraction to check your answers.



Answer

Check

1. _____ + 9 = 12 3 $12 - 9 = 3$

2. _____ + 5 = 17 _____

3. 4 + _____ = 24 _____

4. 8 + _____ = 16 _____

5. _____ + 7 = 19 _____

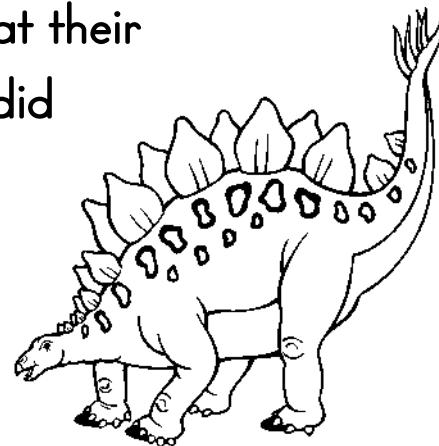
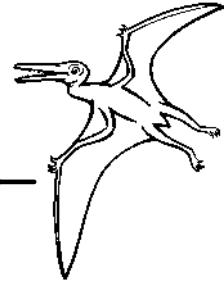
6. 4 + _____ = 10 _____

7. _____ + 2 = 12 _____

8. _____ + 9 = 28 _____

Name _____

1. The pterodactylus moved to a new nest. She flew 7 miles on Monday and 18 miles on Tuesday to get there. How many more miles did she fly on Tuesday than on Monday? _____
2. The stegosaurus walked to meet the pterodactylus. He walked 6 miles each on Monday, Tuesday, Wednesday, and Thursday. How far did he have to walk on Friday to get to the pterodactylus's new home? _____
3. How many days did it take the stegosaurus to go as far as the pterodactylus went on Tuesday? _____
4. At the end of Tuesday, how many more miles did the stegosaurus still have to go? _____
5. If the stegosaurus traveled 5 miles on Monday and wanted to get to the new home by Wednesday night, how many miles each would he have to travel on Tuesday and Wednesday? _____
6. On Friday both dinosaurs ate dinner at their new home. How many miles together did they travel to get there?



Name _____

In each group of fractions, circle those with common denominators.

1. $\frac{1}{2}, \frac{1}{4}, \frac{2}{3}, \frac{3}{4}$

6. $\frac{6}{7}, \frac{5}{7}, \frac{1}{6}, \frac{1}{5}$

2. $\frac{2}{3}, \frac{2}{5}, \frac{3}{4}, \frac{1}{3}$

7. $\frac{1}{2}, \frac{5}{10}, \frac{4}{5}, \frac{2}{5}$

3. $\frac{1}{4}, \frac{5}{6}, \frac{3}{4}, \frac{3}{5}$

8. $\frac{1}{9}, \frac{9}{10}, \frac{5}{9}, \frac{4}{5}$

4. $\frac{2}{5}, \frac{2}{8}, \frac{5}{6}, \frac{3}{8}$

9. $\frac{5}{8}, \frac{3}{6}, \frac{2}{6}, \frac{8}{9}$

5. $\frac{4}{7}, \frac{3}{4}, \frac{3}{5}, \frac{3}{7}$

10. $\frac{3}{4}, \frac{2}{4}, \frac{1}{2}, \frac{6}{8}$

Find the common denominator in these fractions.

Write the new fractions.

examples:

1. $\frac{2}{4}, \frac{5}{10} \quad \underline{\frac{1}{2}, \frac{1}{2}}$

4. $\frac{1}{2}, \frac{1}{3} \quad \underline{\frac{3}{6}, \frac{2}{6}}$

2. $\frac{2}{10}, \frac{15}{25} \quad \underline{\hspace{2cm}}$

5. $\frac{1}{4}, \frac{2}{3} \quad \underline{\hspace{2cm}}$

3. $\frac{3}{9}, \frac{9}{27} \quad \underline{\hspace{2cm}}$

6. $\frac{2}{5}, \frac{1}{2} \quad \underline{\hspace{2cm}}$



Name _____

Reduce these fractions to their lowest terms.

1. $\frac{6}{8} = \underline{\quad \frac{3}{4} \quad}$

6. $\frac{12}{24} = \underline{\quad \quad \quad}$

2. $\frac{2}{4} = \underline{\quad \quad \quad}$

7. $\frac{6}{12} = \underline{\quad \quad \quad}$

3. $\frac{10}{100} = \underline{\quad \quad \quad}$

8. $\frac{7}{28} = \underline{\quad \quad \quad}$

4. $\frac{5}{20} = \underline{\quad \quad \quad}$

9. $\frac{4}{36} = \underline{\quad \quad \quad}$

5. $\frac{4}{16} = \underline{\quad \quad \quad}$

10. $\frac{4}{6} = \underline{\quad \quad \quad}$

Add these fractions. Reduce your answer to lowest terms.

1. $\frac{1}{3} + \frac{1}{3} = \underline{\quad \quad \quad}$

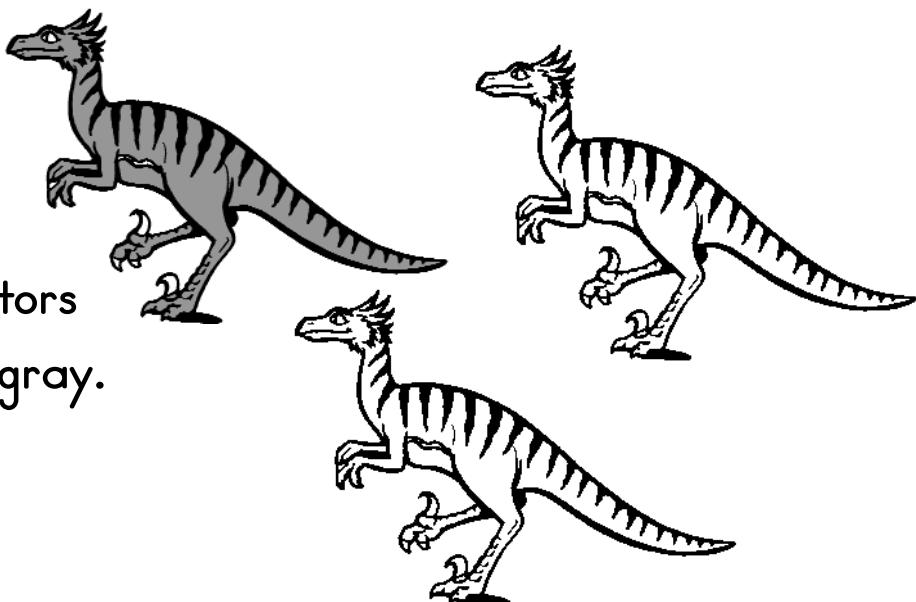
4. $\frac{1}{4} + \frac{1}{4} = \underline{\quad \quad \quad}$

2. $\frac{1}{5} + \frac{2}{5} = \underline{\quad \quad \quad}$

5. $\frac{3}{10} + \frac{2}{10} = \underline{\quad \quad \quad}$

3. $\frac{2}{6} + \frac{2}{6} = \underline{\quad \quad \quad}$

6. $\frac{5}{8} + \frac{3}{8} = \underline{\quad \quad \quad}$



$\frac{2}{3}$ of these velociraptors
are white and $\frac{1}{3}$ is gray.

Name _____

Circle the fraction that is not equal to the other fractions.

1. $\frac{1}{2}$ $\frac{10}{20}$ $\frac{3}{15}$ $\frac{4}{8}$

5. $\frac{3}{5}$ $\frac{25}{75}$ $\frac{6}{10}$ $\frac{15}{25}$

2. $\frac{3}{4}$ $\frac{4}{12}$ $\frac{9}{12}$ $\frac{12}{16}$

6. $\frac{12}{18}$ $\frac{40}{60}$ $\frac{2}{3}$ $\frac{15}{45}$

3. $\frac{5}{20}$ $\frac{1}{4}$ $\frac{4}{16}$ $\frac{10}{45}$

7. $\frac{5}{8}$ $\frac{8}{16}$ $\frac{4}{8}$ $\frac{15}{30}$

4. $\frac{10}{12}$ $\frac{14}{16}$ $\frac{20}{24}$ $\frac{35}{42}$

8. $\frac{20}{25}$ $\frac{4}{5}$ $\frac{16}{20}$ $\frac{2}{5}$

Write these fractions in their lowest terms.

1. $\frac{25}{50}$ _____

4. $\frac{9}{27}$ _____

2. $\frac{33}{99}$ _____

5. $\frac{8}{24}$ _____

3. $\frac{16}{25}$ _____

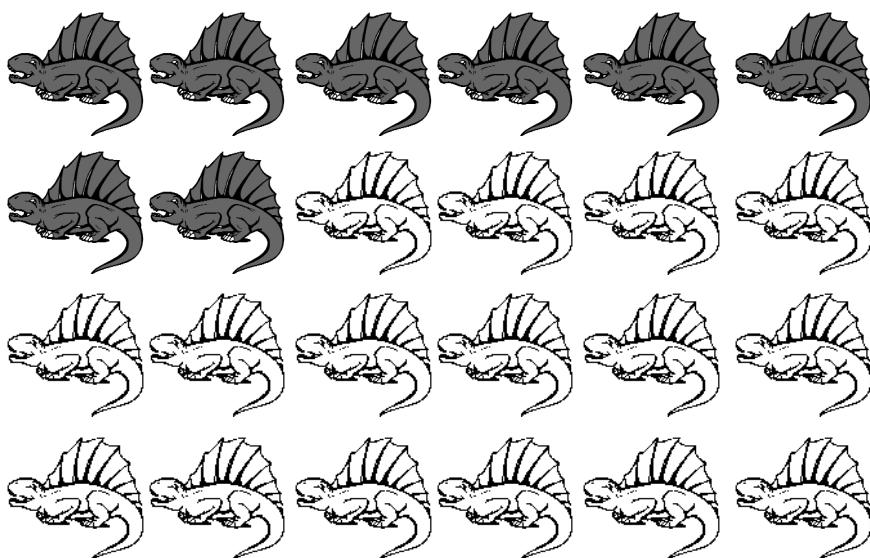
6. $\frac{10}{50}$ _____

There are 24 dimetrodons.

8 of them are dark.

$\frac{8}{24}$ or $\frac{1}{3}$ of the dimetrodons are dark.

What fraction of them are light?



Name _____

Solve the problems.

$$\begin{array}{r} 23 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 29 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 57 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 39 \\ \hline \end{array}$$

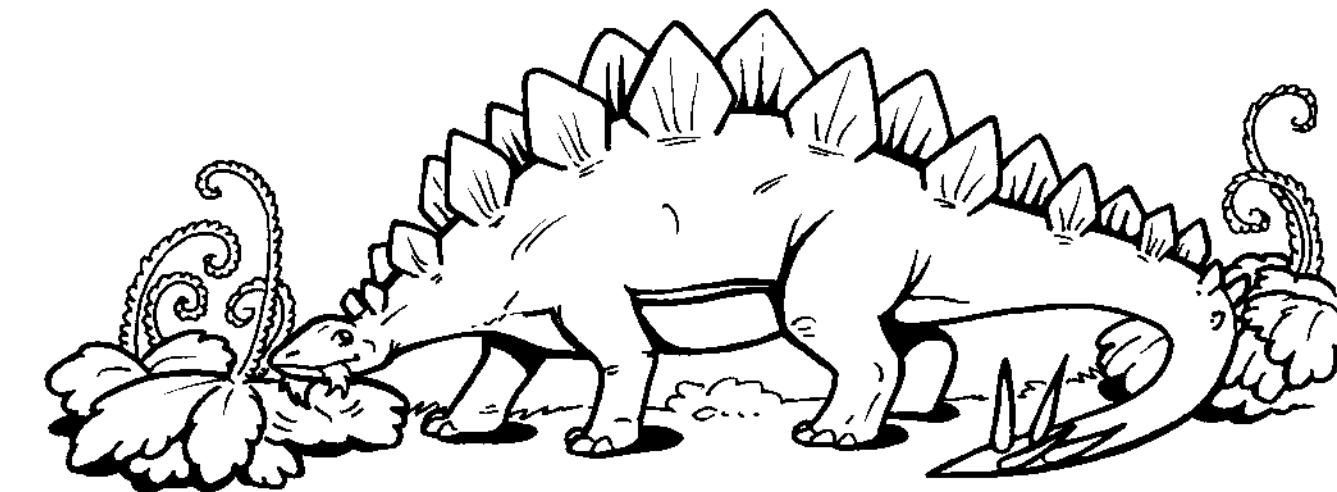
$$\begin{array}{r} 82 \\ - 61 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 57 \\ \hline \end{array}$$



Name _____

Solve the problems.

$$\begin{array}{r} 18 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 76 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 68 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 79 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 98 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 56 \\ \hline \end{array}$$

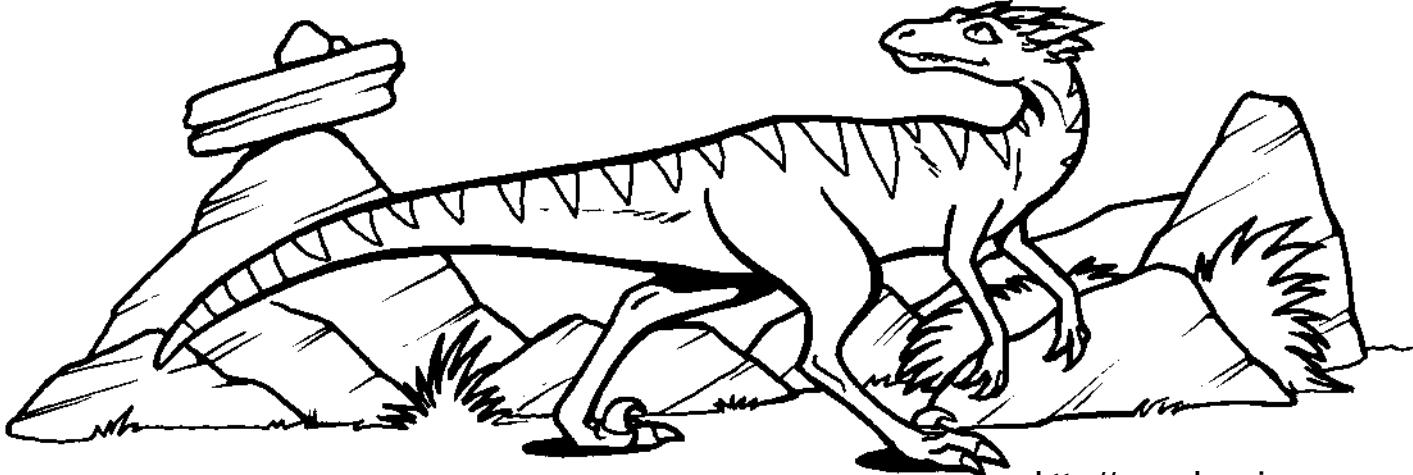
$$\begin{array}{r} 87 \\ + 76 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ + 87 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 88 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 79 \\ \hline \end{array}$$



Name _____

Insert the mathematical signs that lead you to the answer. + -

Example: $(1 - 5) - 2 - 3 = 5$ $(1 + 5) + 2 - 3 = 5$

1. $(3 \underline{\quad} 2) \underline{\quad} 5 = 6$

5. $(4 \underline{\quad} 4) \underline{\quad} 2 \underline{\quad} 5 = 7$

2. $(7 \underline{\quad} 1) \underline{\quad} 3 = 5$

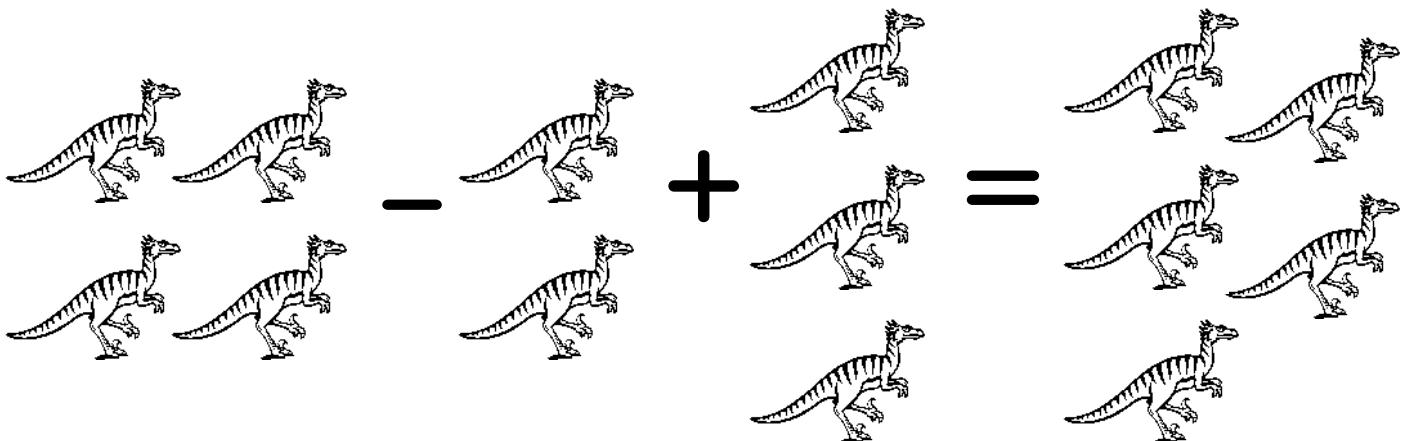
6. $(6 \underline{\quad} 3) \underline{\quad} 4 \underline{\quad} 1 = 6$

3. $(4 \underline{\quad} 2) \underline{\quad} 6 = 0$

7. $(8 \underline{\quad} 6) \underline{\quad} 5 \underline{\quad} 1 = 8$

4. $(1 \underline{\quad} 9) \underline{\quad} 3 = 13$

8. $(2 \underline{\quad} 4) \underline{\quad} 2 \underline{\quad} 1 = 3$



Name _____

Round each number to the nearest ten.

1. 63 _____

3. 28 _____

2. 12 _____

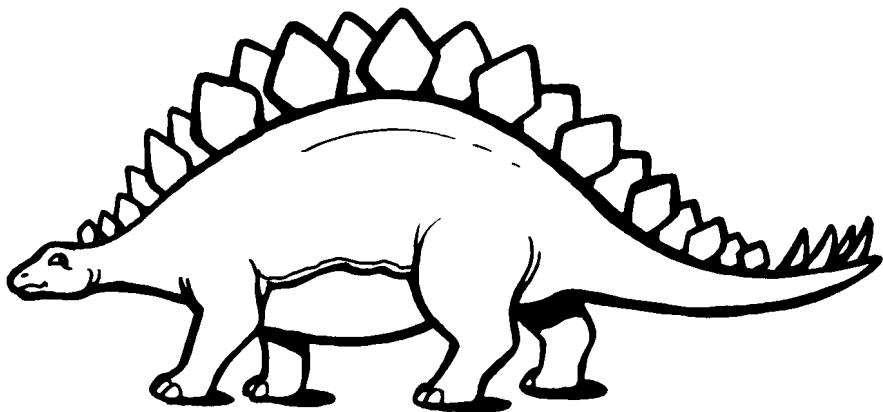
4. 55 _____

Add the numbers before they were rounded off. _____

Add the numbers after they were rounded off. _____

What is the difference between the two numbers? _____

Are the numbers close? _____

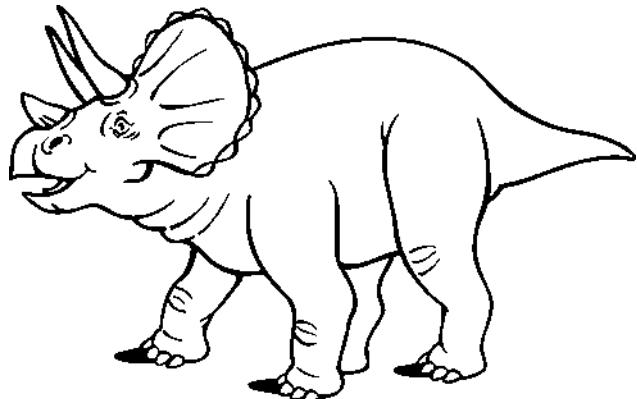
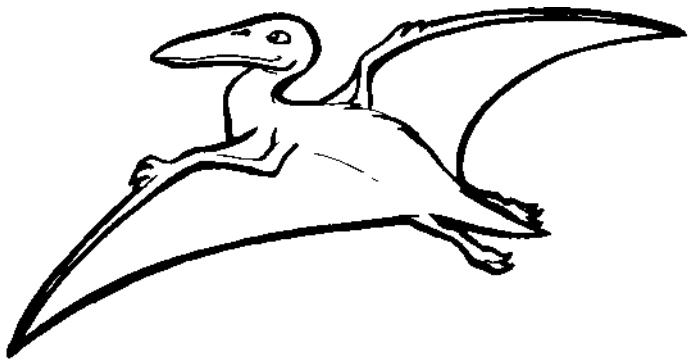
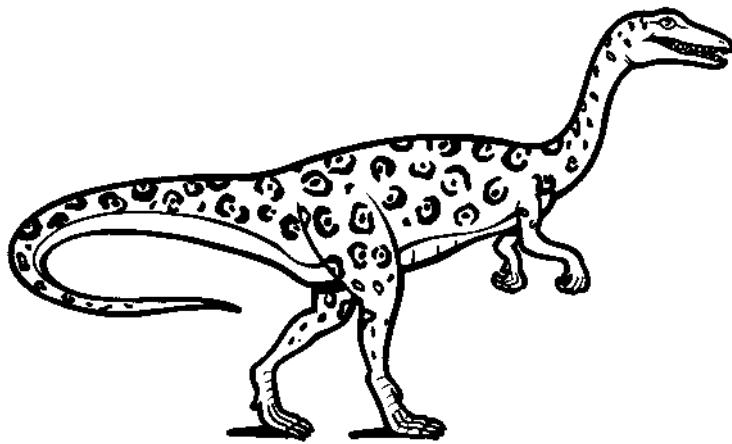


Name _____

Using your Fact Files, answer the following questions.

Write the sentence number under the picture it corresponds to.

1. Which dinosaur has three horns? _____
2. What do you call a plant eater? _____
3. Which flying reptile has hollow bones? _____
4. What is one of the earliest known dinosaurs? _____



Name _____

Unscramble the letters to form the correct word.

Write the word on the blank line.

1. sbrdi

Scientists believe _____ evolved from dinosaurs.

2. voerhrebi

A dinosaur who eats plants is called an _____.

3. akyoaunlsurs

The _____ had a club tail to help defend itself.

4. tercs

The parasaurolophus had a _____ on its head.

5. vurced

Allosaurus teeth were _____ backwards to prevent prey from escaping.

6. mosntedoruusa

Although it had over 1000 teeth, the _____ was an herbivore.

Name _____

The cretaceous period was the last period before the dinosaurs became extinct. Separate these cretaceous period dinosaurs into herbivores or carnivores.

triceratops	tyrannosaurus	tsintaosaurus	pteranodon
deinonychus	hadrosaurus	velociraptor	ankylosaurus

herbivores

carnivores

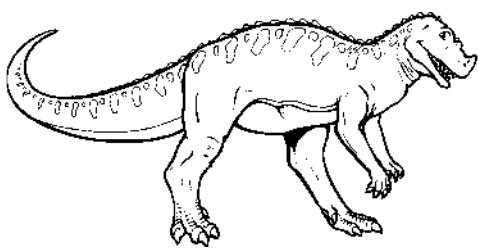
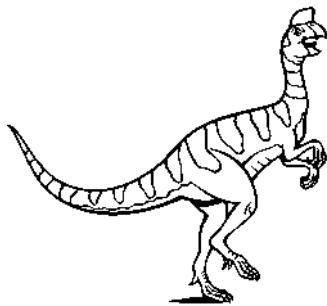
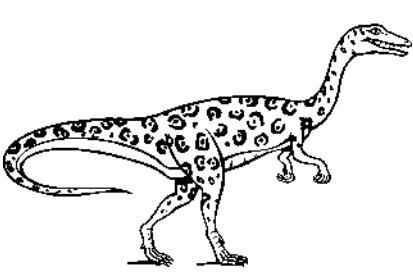
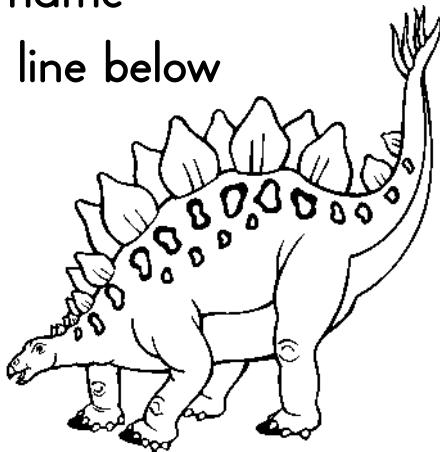
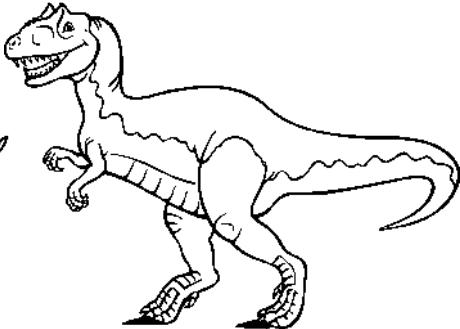
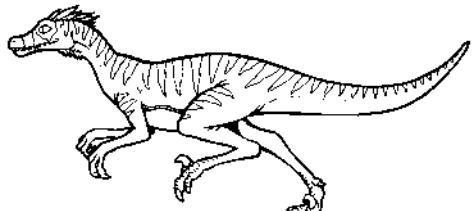
1. Which cretaceous period dinosaur ate both plants and animals? _____

2. What is the word that means “eats plants and animals”? _____

3. Can you think of an animal alive today that eats plants and animals? _____

Name _____

Using your Fact Files, put the dinosaurs in size order from biggest to smallest. Write the dinosaur name on the list and put the correct number on the line below the dinosaur.



1. _____

4. _____

2. _____

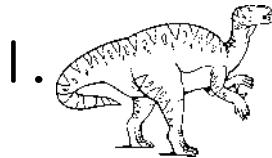
5. _____

3. _____

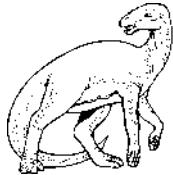
6. _____

Name _____

Write one or more characteristics that each set of dinosaurs has in common. Use your Fact Files to help you.



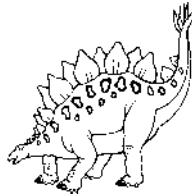
Iguanodon



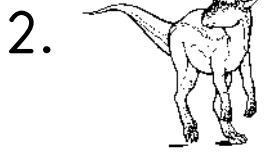
Hadrosaurus



Oviraptor



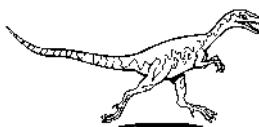
Stegosaurus



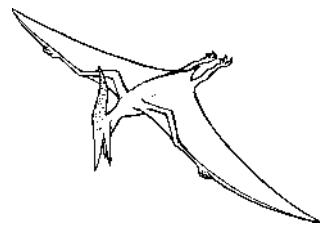
Stygimoloch



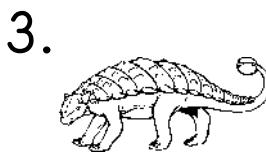
Tyrannosaurus



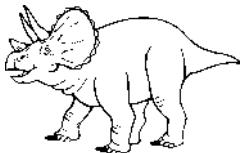
Compsognathus



Pteranodon



Ankylosaurus



Triceratops



Edmontosaurus



Parasaurolophus

Name _____

Some dinosaurs ate plants and some dinosaurs ate meat. Meat eaters are called carnivores. The carnivores had big, sharp, teeth which were good for tearing meat. They were bipedal, which means they walked on 2 feet. Plant eaters are called herbivores. The herbivores had flatter, ridged teeth, which were good for chewing. The herbivores had both 2 footed walkers and 4 footed walkers. Their necks were often long, which helped them reach their food.

Use your Fact Files to fill out this chart.

Dinosaur	Type of feeder (Herbivore or Carnivore)	Kind of teeth (tearing or chewing)	How it walked (2 feet or 4 feet)
Deinonychus			
Ankylosaurus			
Edmontosaurus			
Velociraptor			
Allosaurus			
Parasaurolophus			
Ceratosaurus			
Stygimoloch			
Dimetrodon			
Coelophysis			
Hadrosaurus			

SKILL: SORT CARNIVORES AND HERBIVORES

Name _____

There are no living dinosaurs today. When a species dies out they say it is extinct. By looking at dinosaur fossils, scientists can guess what dinosaurs looked like and how they acted. Paleontologists are scientists who study fossils to learn about life that existed in different geologic periods.

There are many theories, or educated guesses, about why the dinosaurs became extinct. A common theory is that a meteor struck the Earth and the resulting smoke and dust blocked out the sun's rays for months. This created a chain reaction, killing the plants, which starved the herbivores, which starved the carnivores.

How many dinosaurs are alive today? _____

How do we find out about dinosaurs? _____

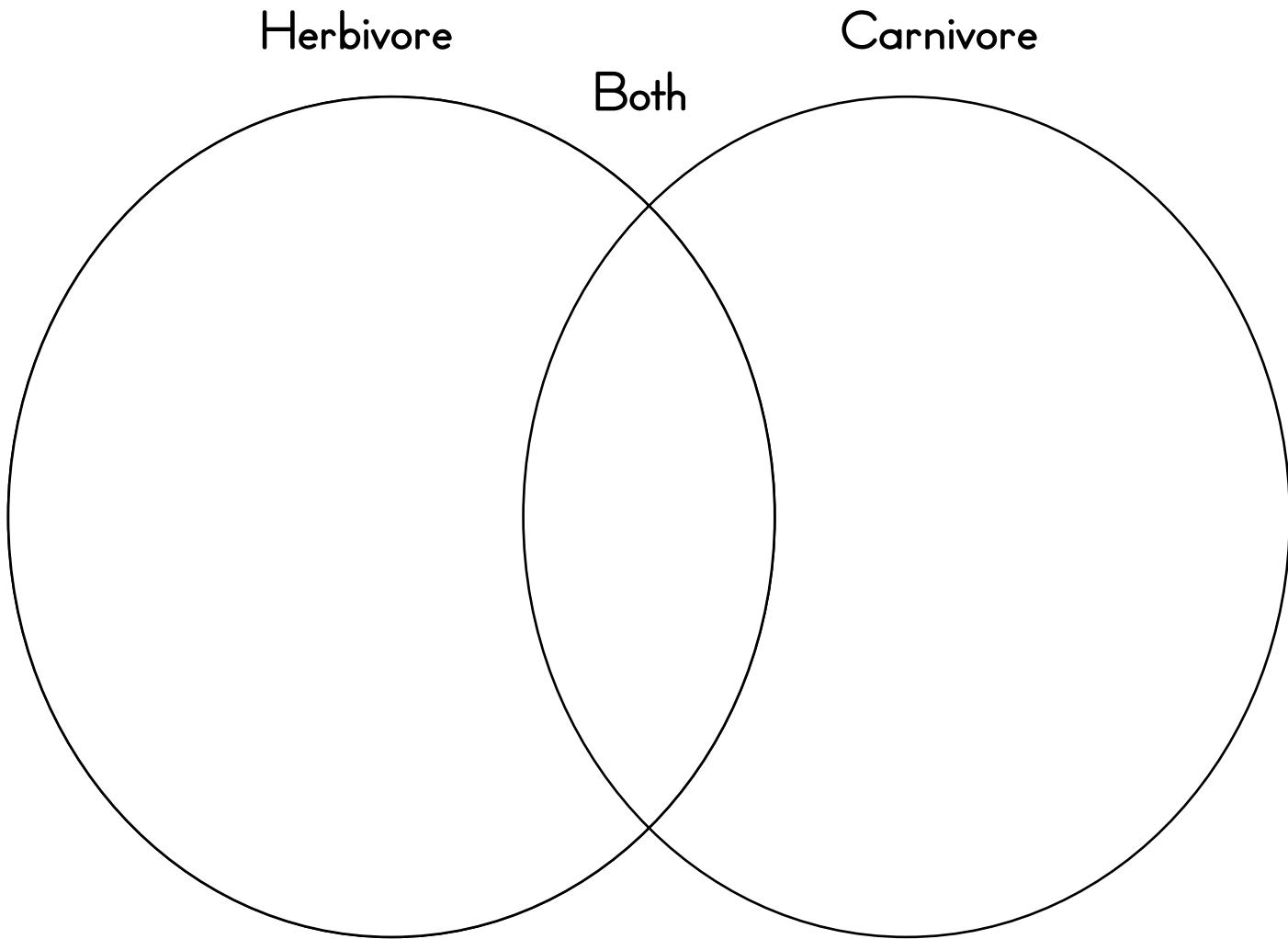
What is a paleontologist? _____

What is a theory? _____

The meteor theory may not be right. Can you think of two other ways dinosaurs could have died out? Write them down. _____

Name _____

Using Dinosaur Fun Sheet 12 and your Dinosaur Fact Files, write a numbered list of six or more facts about dinosaurs' eating habits on a separate piece of paper. Then write the number for the fact in the correct section of the Venn diagram below.



Name _____

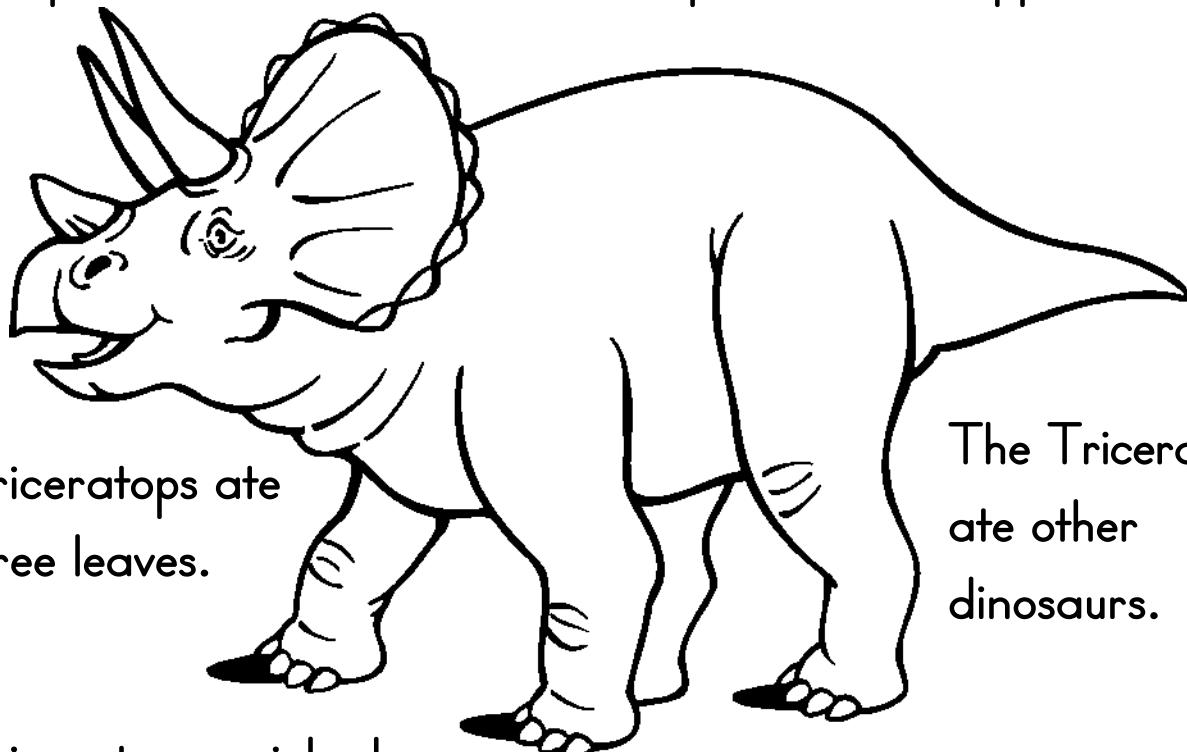
Circle the facts that are true. Cross out the facts that are false.

The Triceratops was bipedal.

The Triceratops stood 10 feet high.

Triceratops lived in the Jurassic period.

Triceratops means 3 topped circus.



The Triceratops ate palm tree leaves.

The Triceratops ate other dinosaurs.

The Triceratops weighed over 13,000 pounds.

The Triceratops had shearing teeth and a horny beak.

Triceratops lived during the Cretaceous period.

The Triceratops walked on 4 legs.

Triceratops means 3-horned face.

Name _____

Circle the facts that are true. Cross out the facts that are false.

The Tyrannosaurus was 100 feet long. stood 30 feet tall.

The Tyrannosaurus had weak jaws and strong forearms.

The Tyrannosaurus was bipedal.

The tyrannosaurus was an herbivore.

Tyrannosaurus means “tyrant lizard.”

Tyrannosaurus lived during the Cretaceous period.

The Tyrannosaurus

stood 30 feet tall.



The Tyrannosaurus ate animals.

The Tyrannosaurus had 60 teeth.

The Tyrannosaurus stood 20 feet tall.

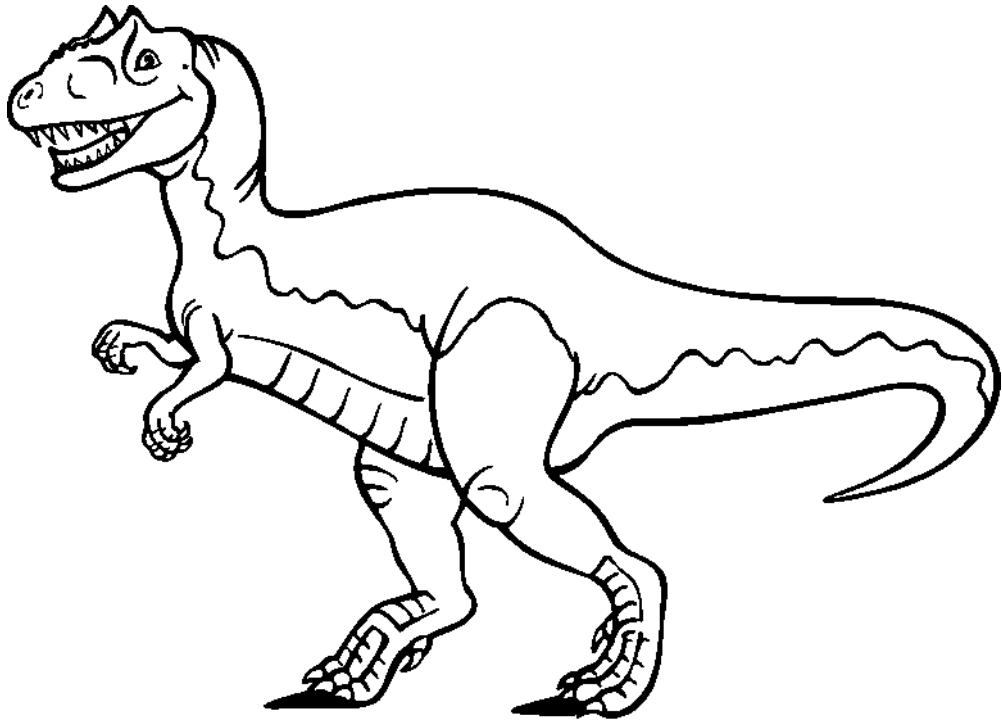
Name _____

Use your Fact File to fill in information about
the Allosaurus.

Meaning: _____

Length: _____ Height: _____

Weight: _____ Period: _____



Type of feeder: _____

Teeth: _____

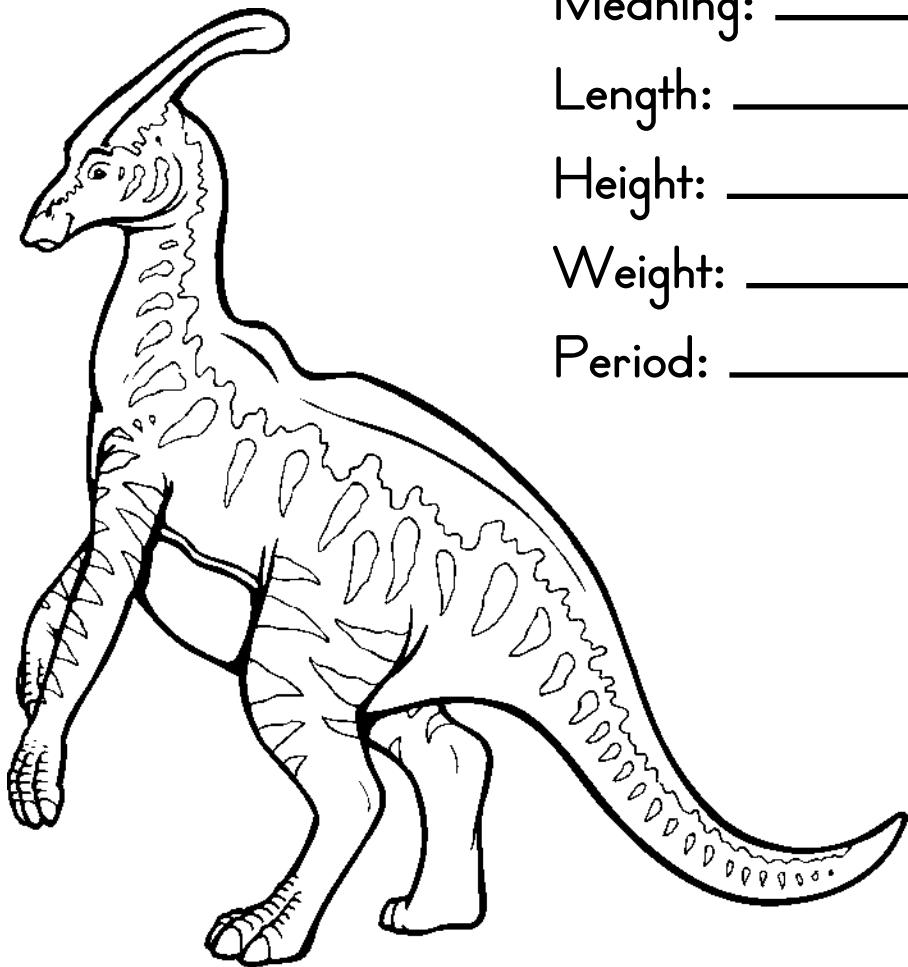
Food: _____

How it walked: _____

Interesting fact: _____

Name _____

Use your Fact File to fill in information about
the Parasaurolophus.



Meaning: _____

Length: _____

Height: _____

Weight: _____

Period: _____

Type of feeder: _____

Teeth: _____

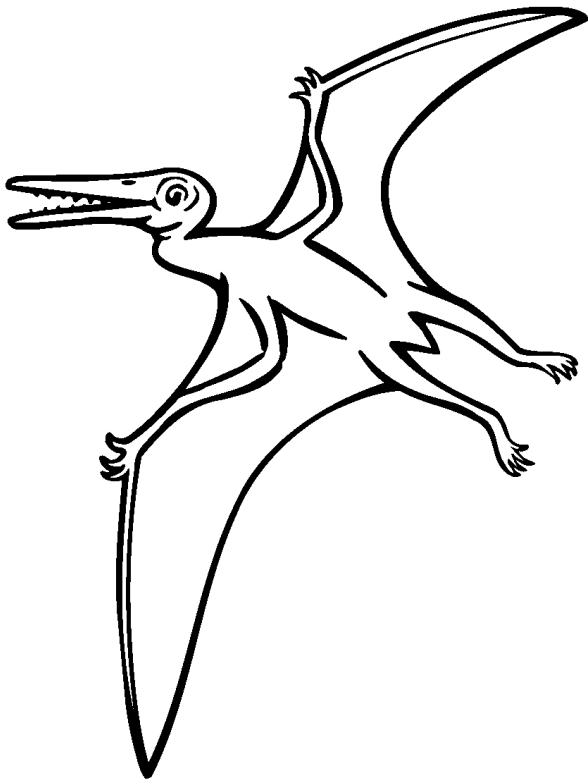
Food: _____

How it walked: _____

Interesting fact: _____

Name _____

Use your Fact File to fill in information about
the Pterodactylus.



Meaning: _____

Wingspan: _____

Teeth: _____

Period: _____



Type of feeder: _____

Food: _____

How it walked: _____

Interesting facts: _____

Name _____

Use your Fact File to fill in information about
the Stegosaurus.

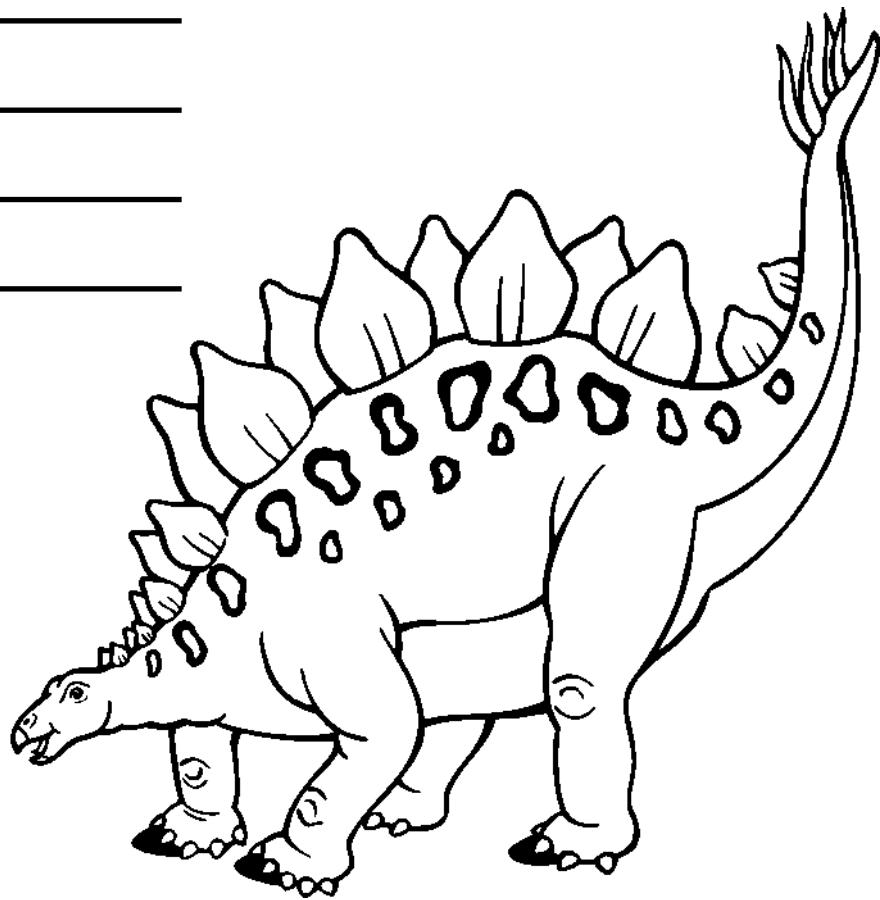
Meaning: _____

Length: _____

Height: _____

Weight: _____

Period: _____



Type of feeder: _____

Teeth: _____

Food: _____

How it walked: _____

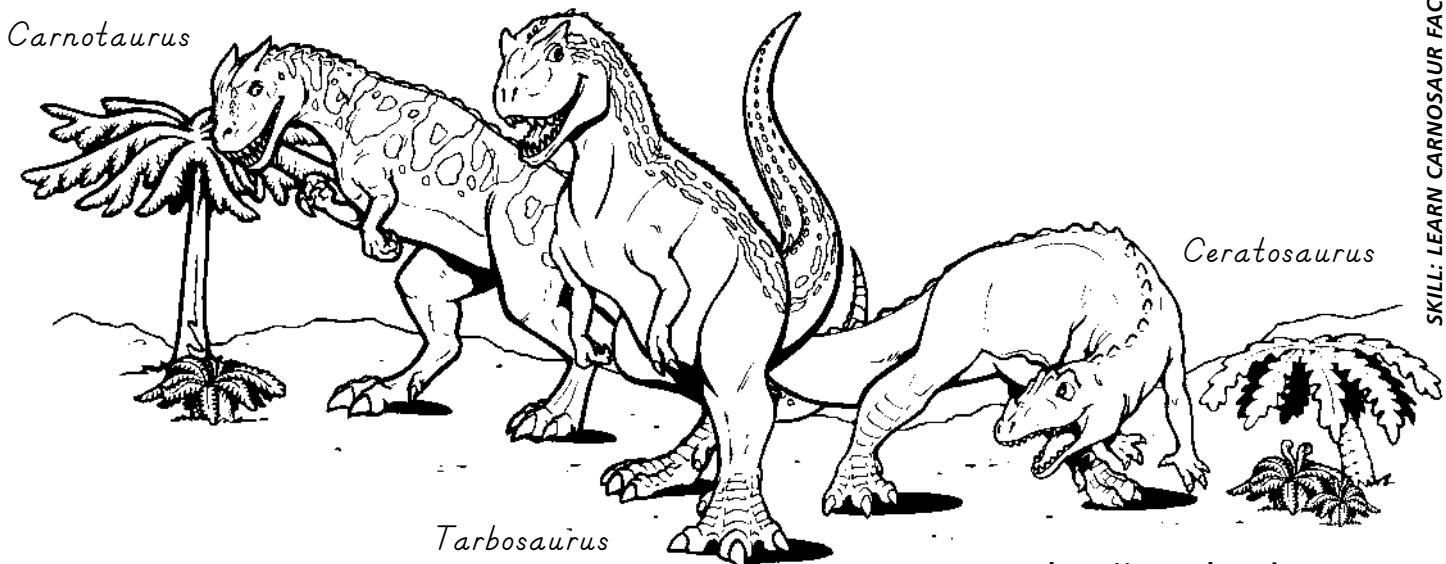
Interesting fact: _____

Name _____

Carnivorous, or meat-eating, dinosaurs can be separated into three groups. The largest belonged to the group called the carnosaus, which means meat-eating reptiles. These ferocious dinosaurs walked on two legs and had tiny forearms with only a few fingers on each hand. They probably attacked by running at their prey with their mouths open and their small arms tucked safely against their sides. Tyrannosaurus and Allosaurus are two of the most famous carnosaus.

1. Carnosaurs are the _____ of the carnivores.
2. Carnosaurs all walk on _____.
3. As their tiny arms were almost useless, carnosaus probably attacked with only their _____.

What carnosaur, besides Tyrannosaurus and Allosaurus, is listed in your Fact Files? _____

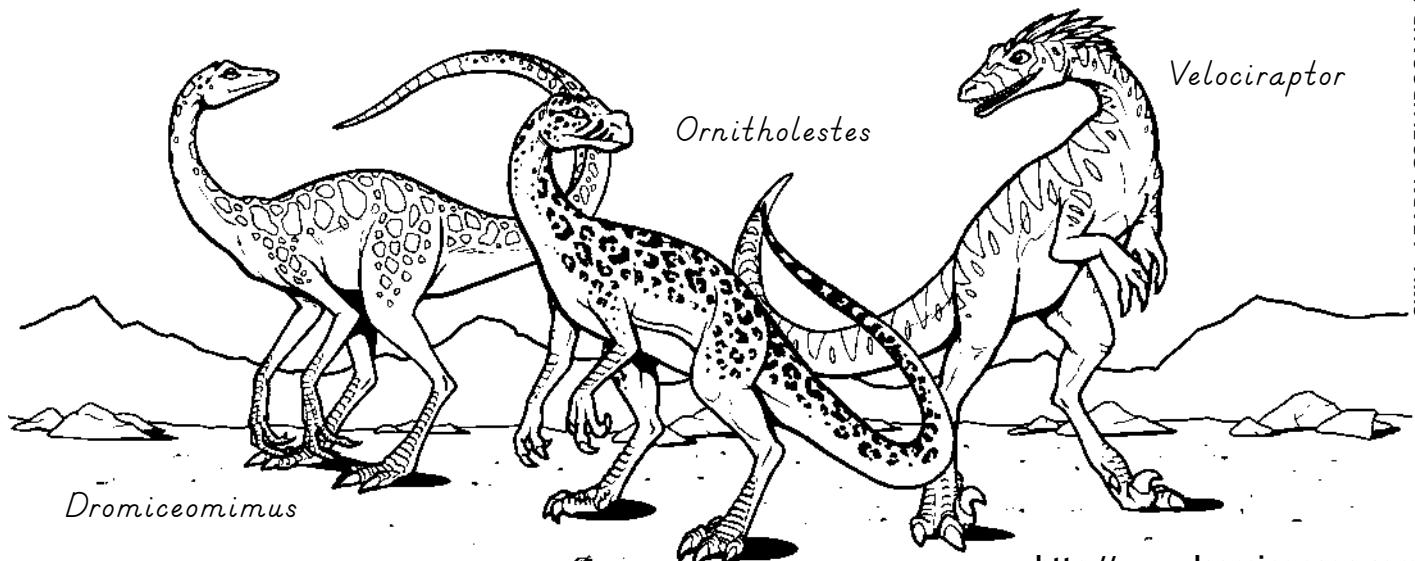


Name _____

The smaller of the three kinds of meat-eating dinosaurs are called the coelurosaurs, which means “hollow-tailed reptiles,” and the deinonychosaurus, or “terrible clawed reptiles.” Coelurosaurs and deinonychosaurus walk on two legs, like the carnosaurs, but they are much smaller, and most had hollow bones like birds. Some scientists now think that coelurosaurs may have had feathers, and eventually evolved into birds. A few coelurosaurs lost their teeth and developed birdlike beaks, while the deinonychosaurus had sharp, sickle-shaped claws on their feet.

1. Coelurosaurs had _____ bones like birds.
2. Coelurosaurs may have had _____, too.
3. Deinonychosaurus had huge _____ on their feet.

Which of the small carnivorous dinosaurs below is a deinonychosaur? Write its name. _____



Name _____

Dinosaurs lived on earth for millions of years, but the different types of dinosaurs did not all live at the same time. There are three time periods telling when dinosaurs lived. These time periods are the Triassic, the Jurassic and the Cretaceous. The dinosaurs became extinct at the end of the Cretaceous period.

Triassic period (oldest)	Jurassic period (middle)	Cretaceous period (youngest)
-----------------------------	-----------------------------	---------------------------------

Use the information above and your Fact Files to answer the questions.

1. Name two dinosaurs that lived in the Jurassic period.

2. In what period did the dinosaurs become extinct?

3. Did all the types of dinosaur live at the same time?

4. Did Tyrannosaurus and Velociraptor live in the same period? _____



Name _____

Long-necked, plant-eating dinosaurs like this Brachiosaurus are called Sauropods. Sauropods had no grinding teeth to chew their food. Instead, they ground up their food using rocks in their stomachs.

Use the information above and your Fact Files to answer the questions.

1. What is the name for long-necked, plant-eating dinosaurs? _____

2. Why did Sauropods use rocks to grind their food?

3. How do you think the rocks in a Sauropod's stomach got there?

4. What animal that is alive today has a long neck like a Sauropod?



Brachiosaurus

Name _____

Use your Fact Files to answer the questions. Fill in the correct bubble.

T = True, F = False

T F

Tyrannosaurus walked on four legs.

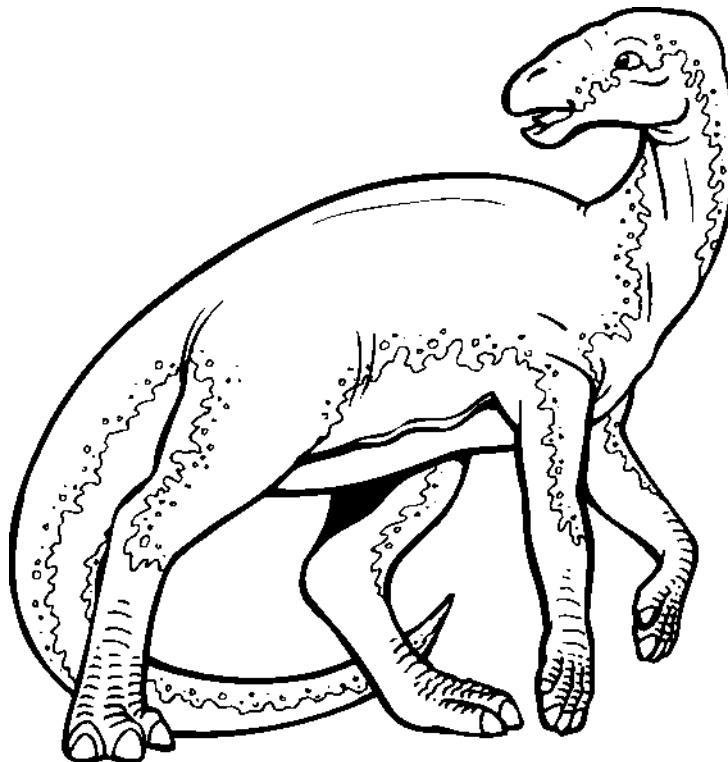
Pteranodon was not a dinosaur.

Stegosaurus was taller than Iguanodon.

Stegosaurus was longer than Iguanodon.

If you weighed 50 pounds, you would weigh as much as a Stygimoloch.

Hadrosaurus was afraid of water.



Name _____

The meat-eating dinosaurs had long, strong back legs. Their front legs were shorter. Running on their long back legs helped them go fast to catch their prey.

The meat eaters also had sharp teeth. The teeth of Tyrannosaurus were saw-edged like a knife. This made it easier to cut into the meat of its prey.

Use the information above and your Fact Files to answer the questions.

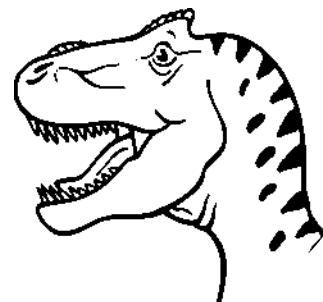
1. Why did meat-eating dinosaurs have sharp teeth?

2. What is another name for meat-eating dinosaurs?

3. Why did the back legs of a meat-eating dinosaur need to be long and strong?

4. Do you think the mouths of meat-eating dinosaurs were large or small? _____

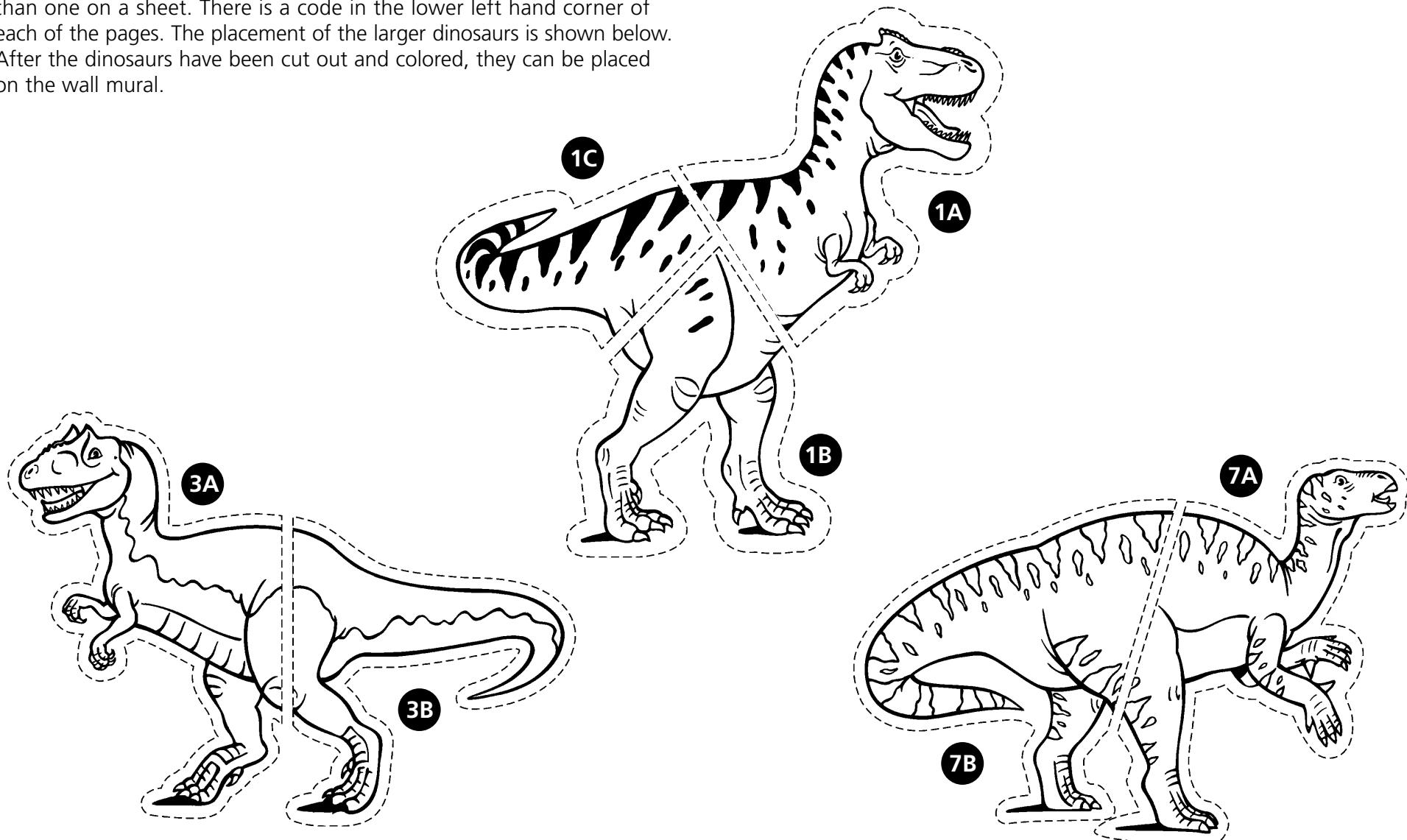
Why? _____



Teaching Notes

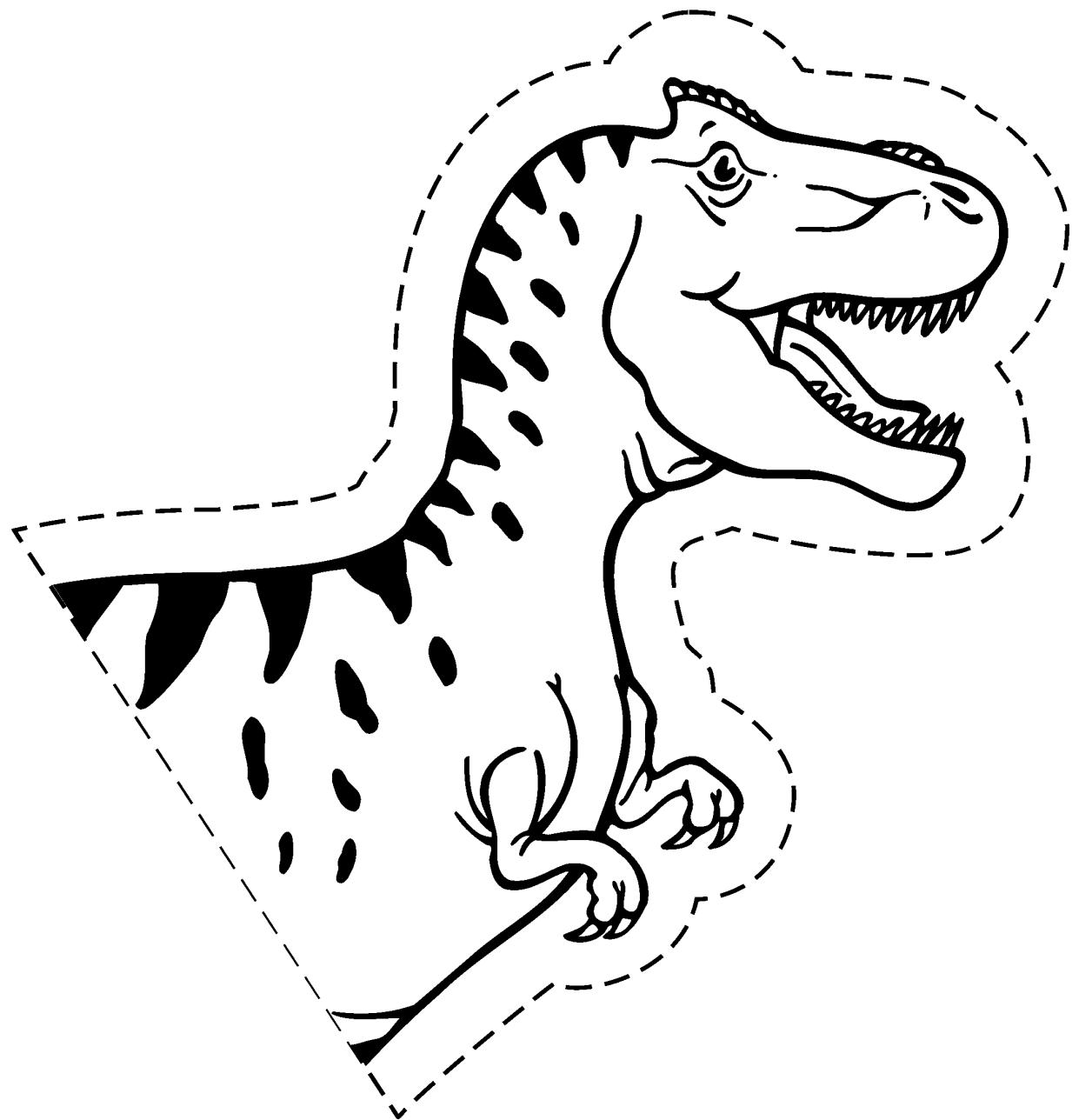
Dinosaurs Cutouts

The Dinosaurs Cutouts are in proportion to one another and the mural. As a result, the larger dinosaurs will have to be pieced together from more than one sheet of paper and the smaller dinosaurs will have more than one on a sheet. There is a code in the lower left hand corner of each of the pages. The placement of the larger dinosaurs is shown below. After the dinosaurs have been cut out and colored, they can be placed on the wall mural.



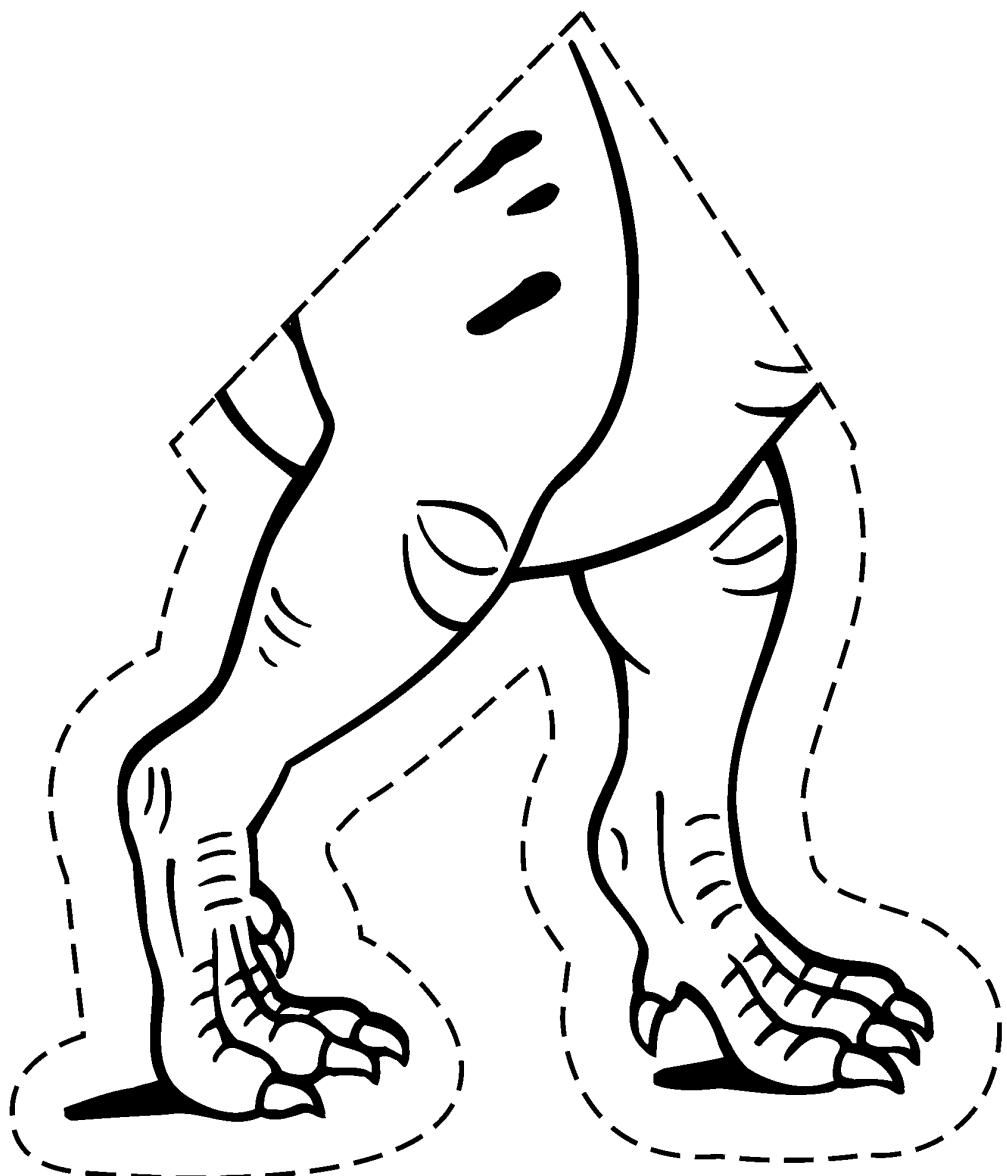
Name _____

Tyrannosaurus



Name _____

Tyrannosaurus



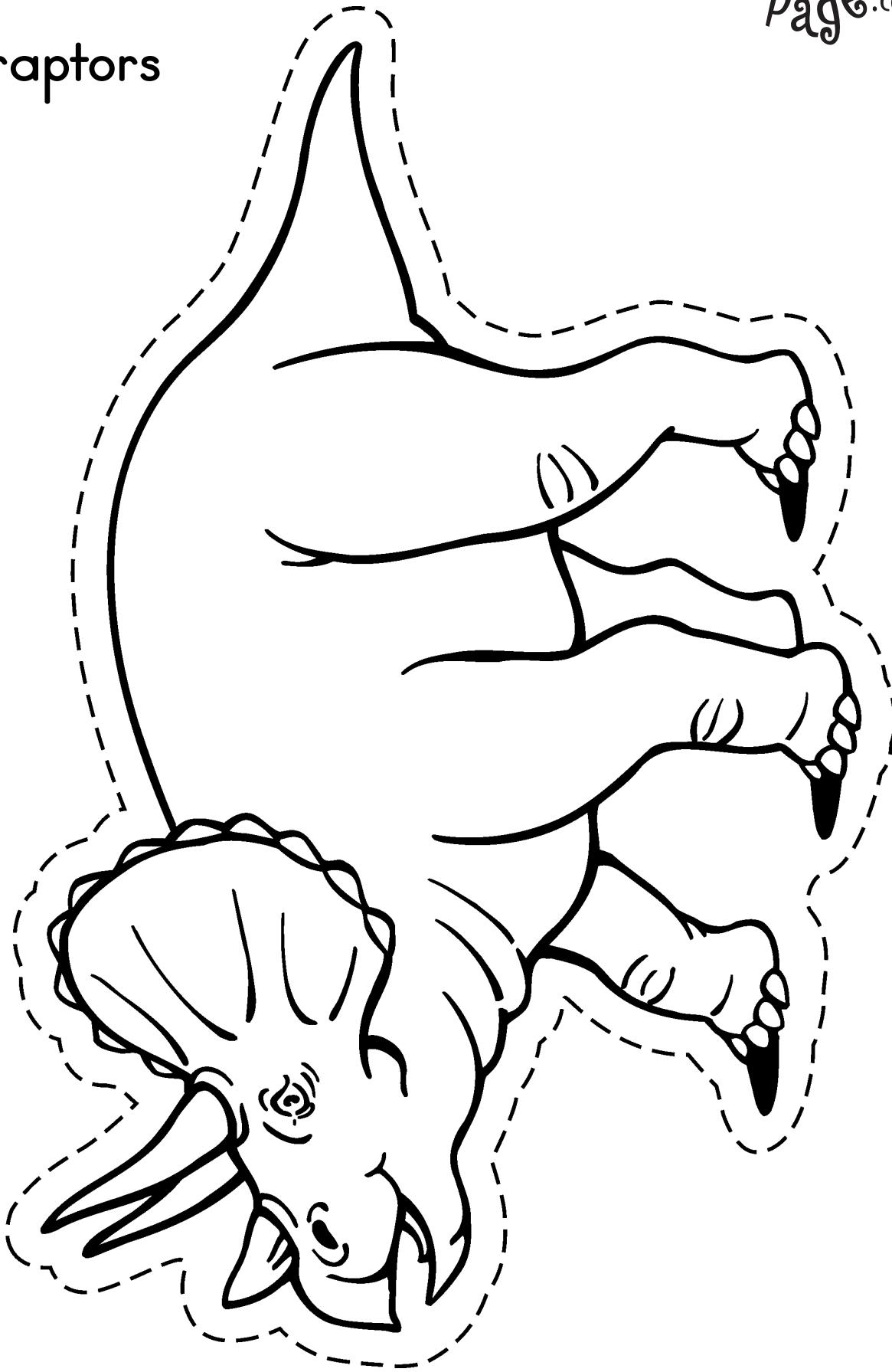
Name _____

Tyrannosaurus



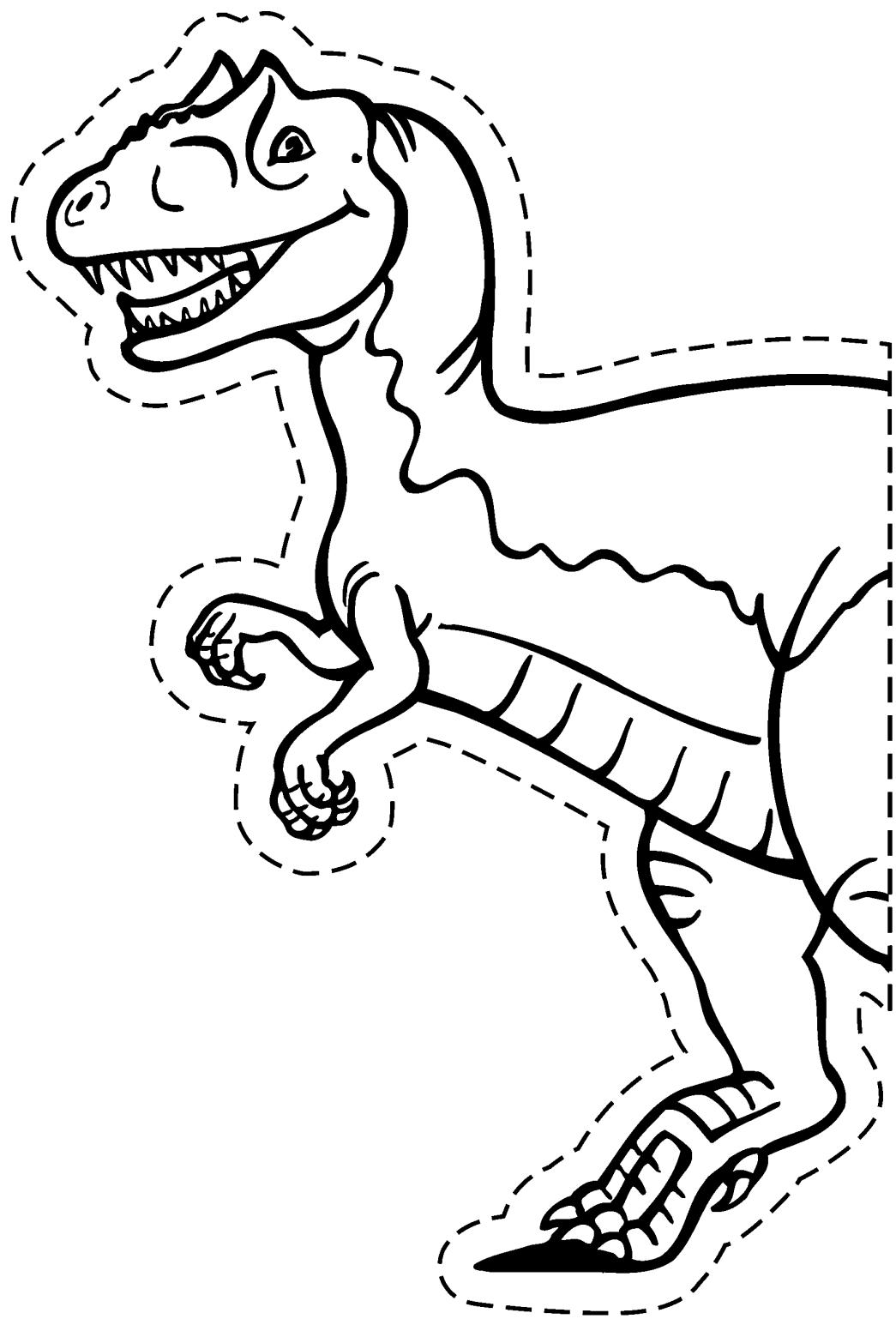
Name _____

Triceraptors



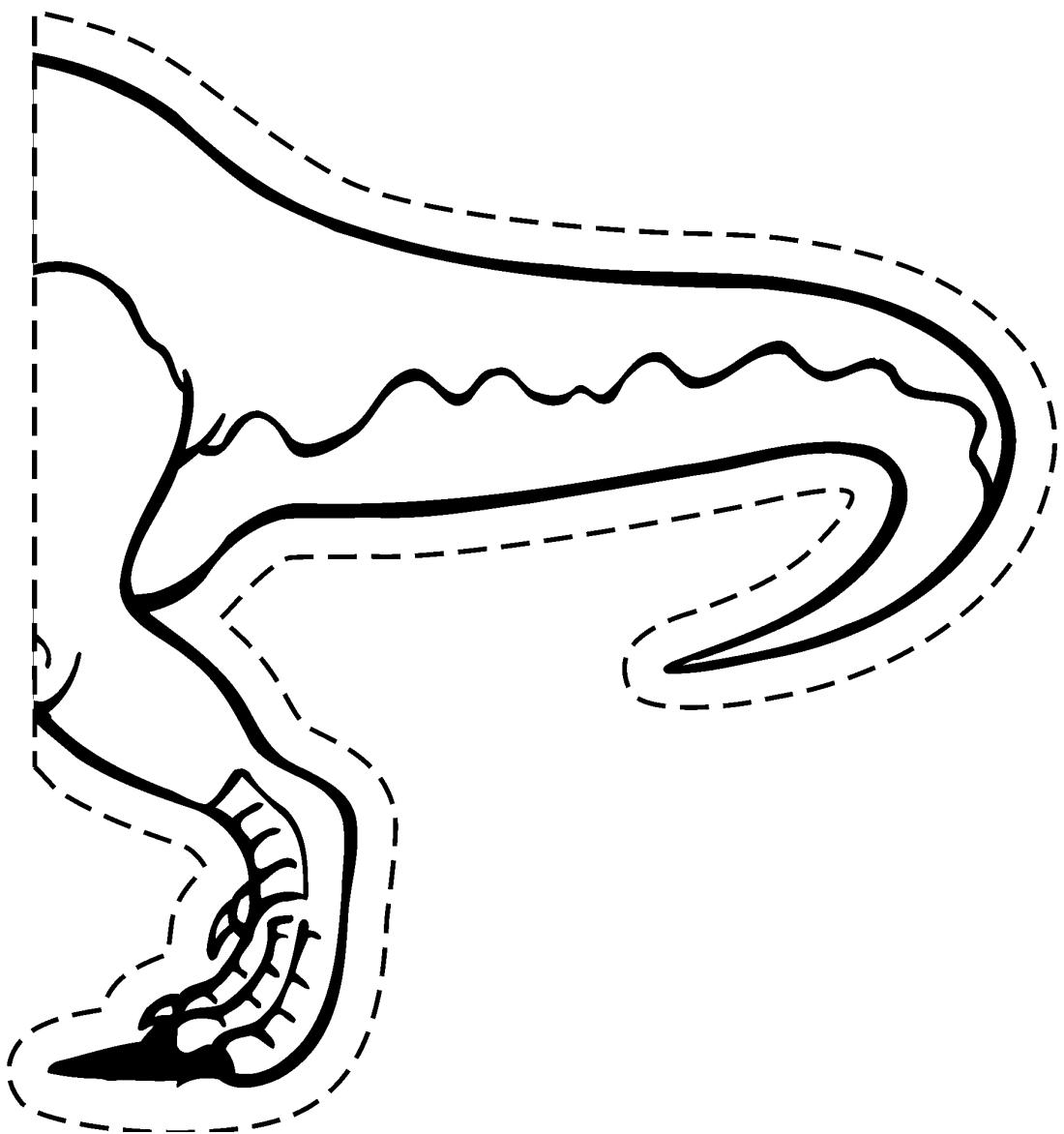
Name _____

Allosaurus



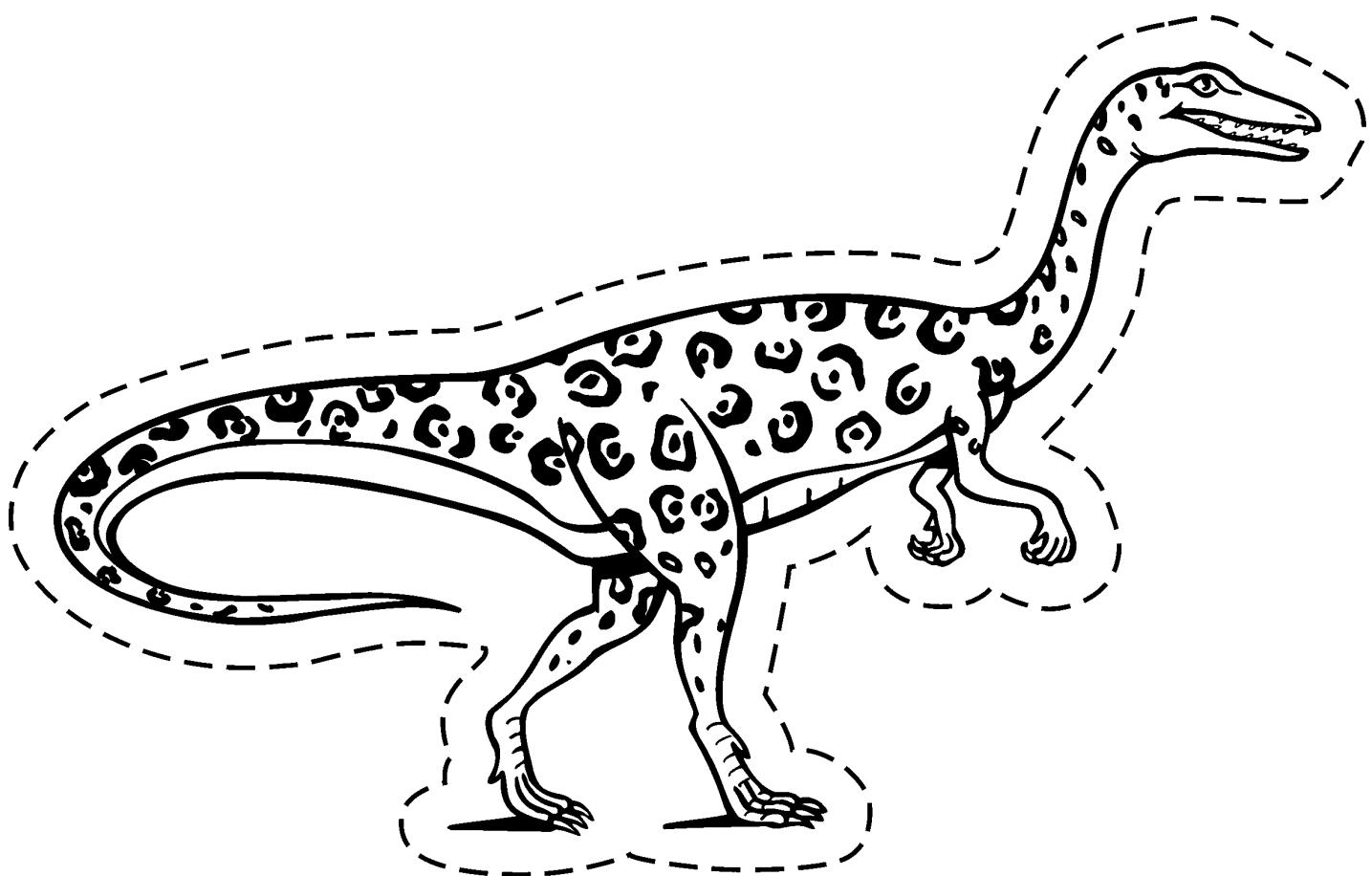
Name _____

Allosaurus



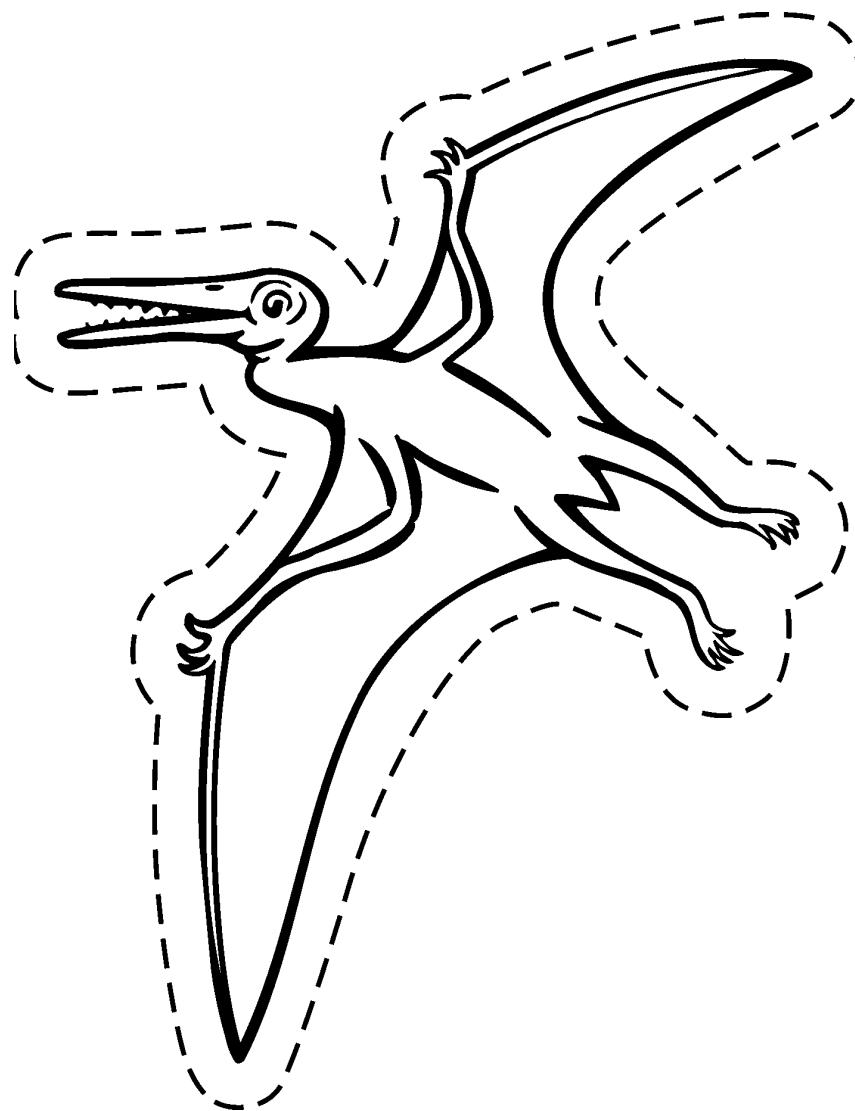
Name _____

Coelophysis



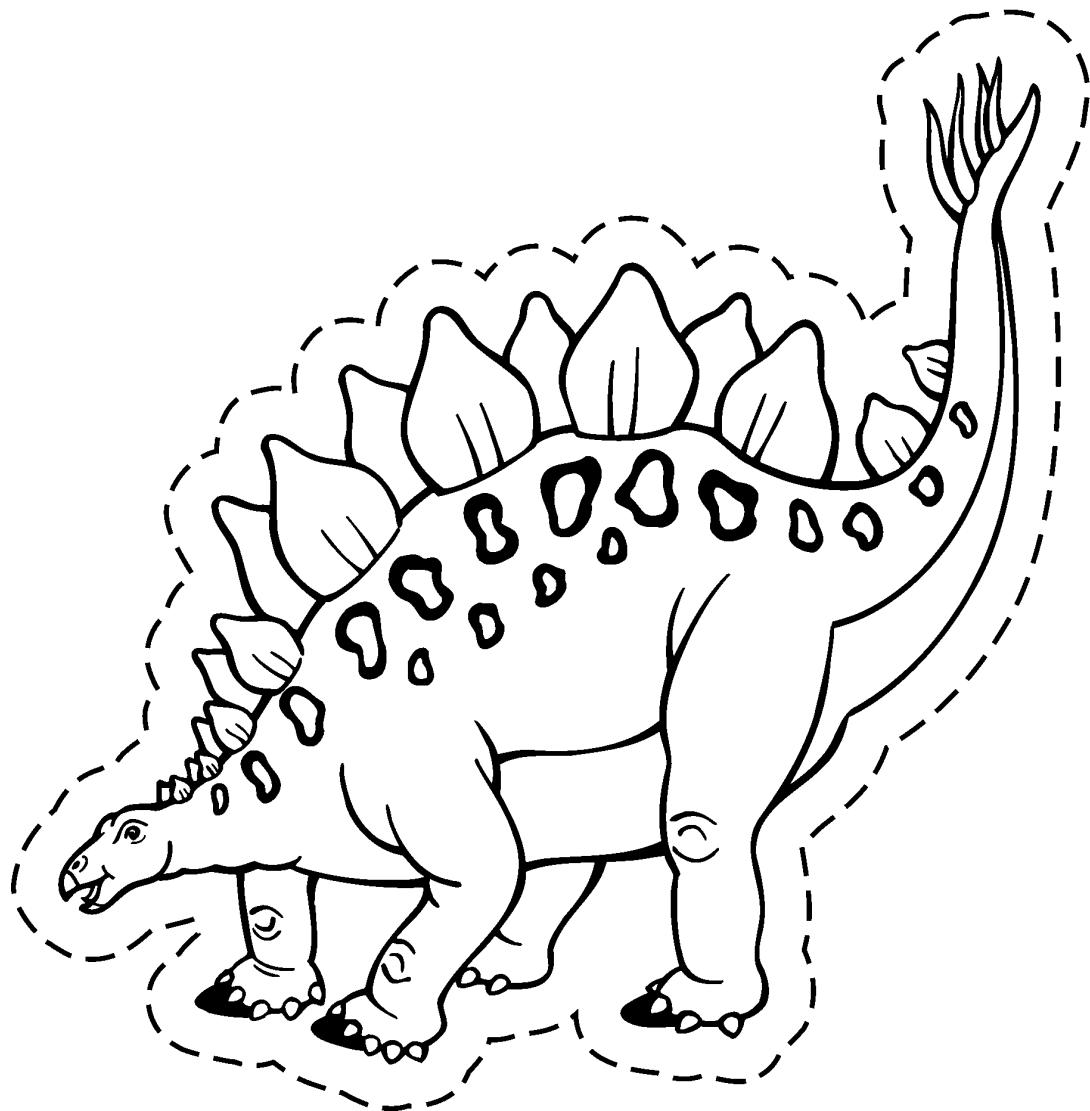
Name _____

Pterodactylus



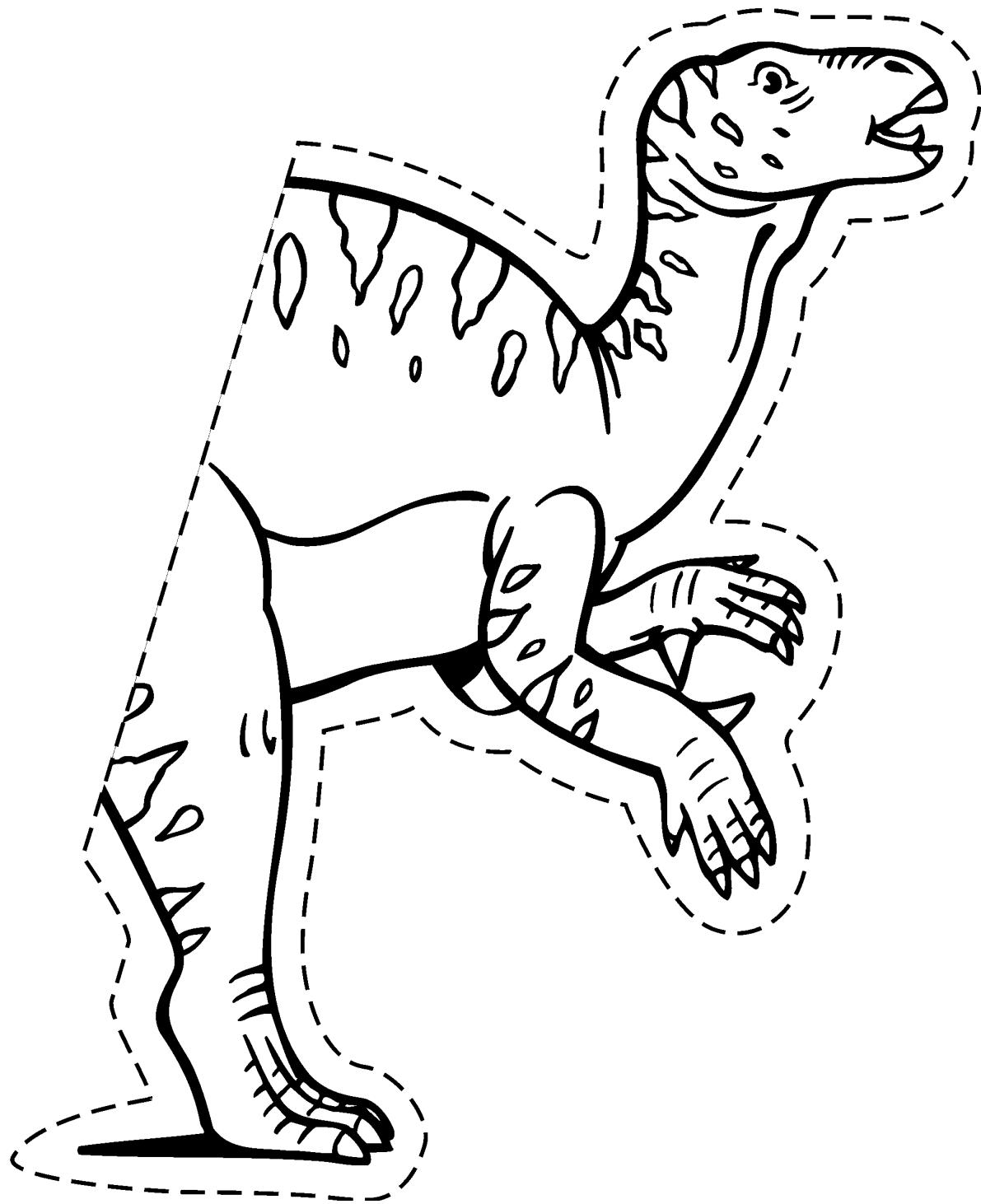
Name _____

Stegosaurus



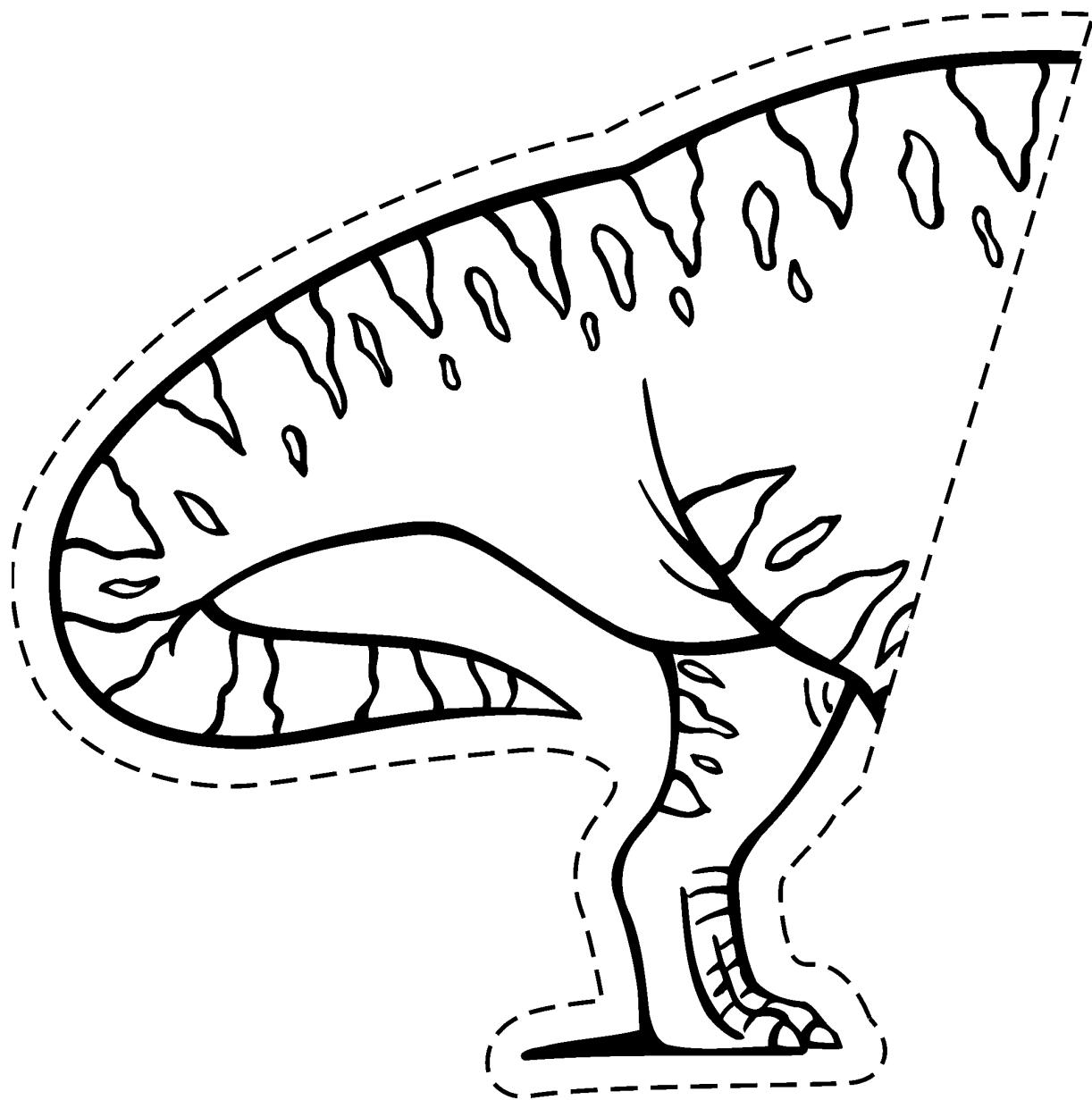
Name _____

Iguanodon



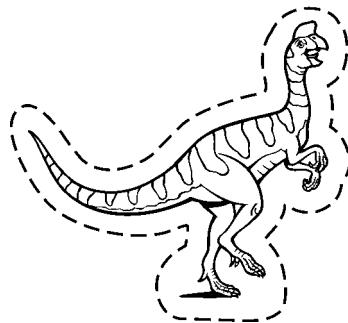
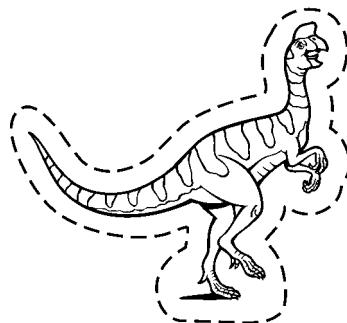
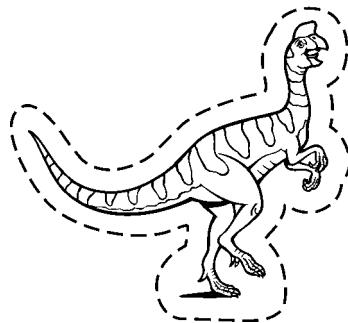
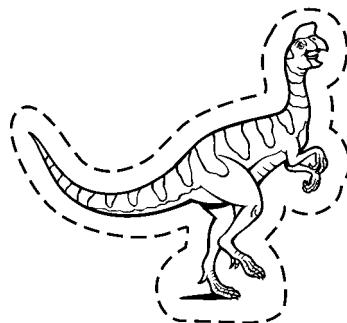
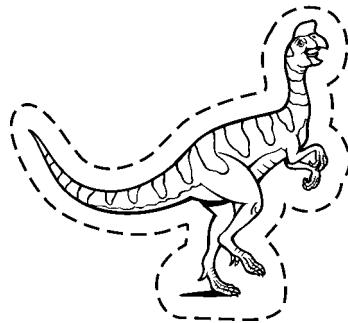
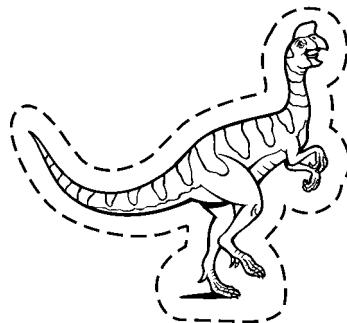
Name _____

Iguanodon



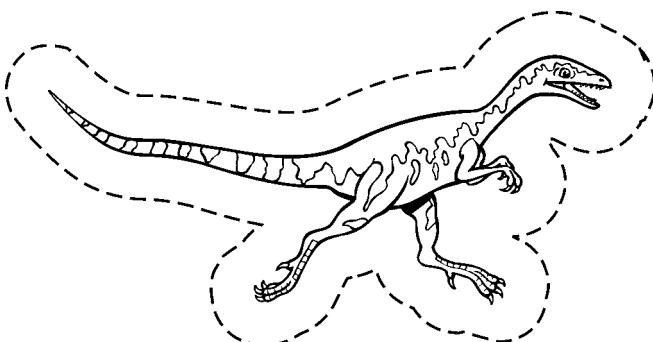
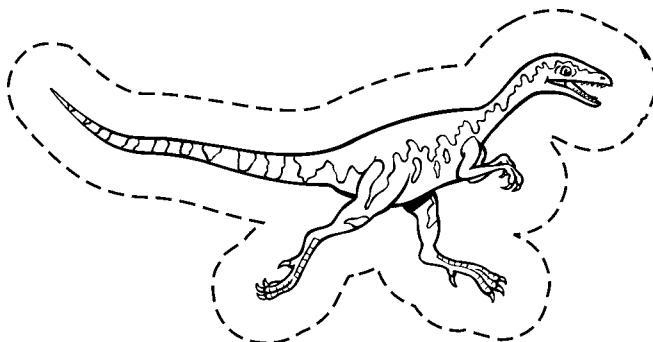
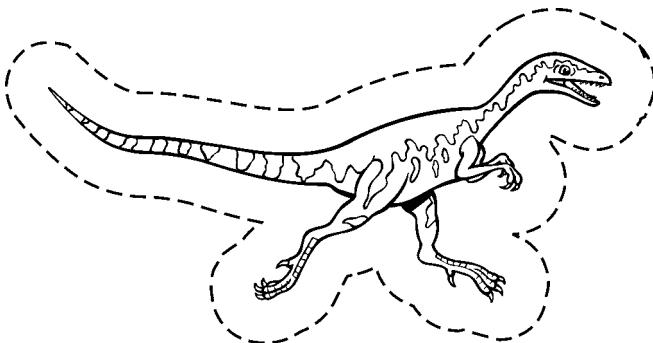
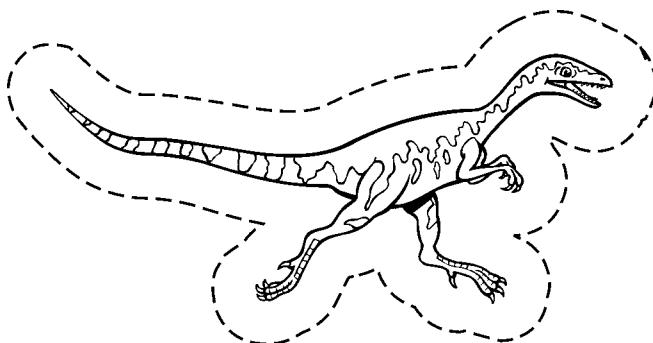
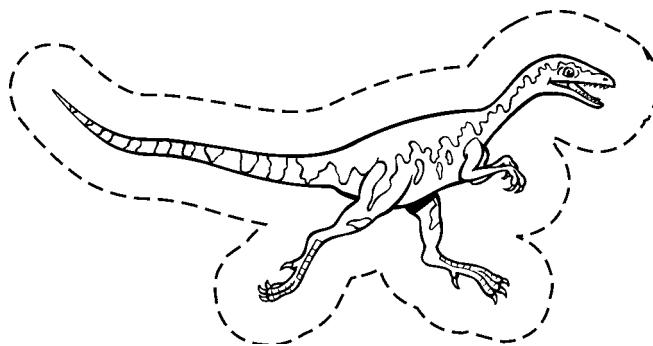
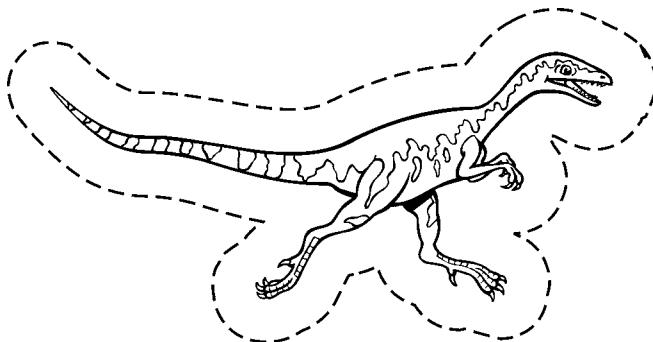
Name _____

Oviraptor



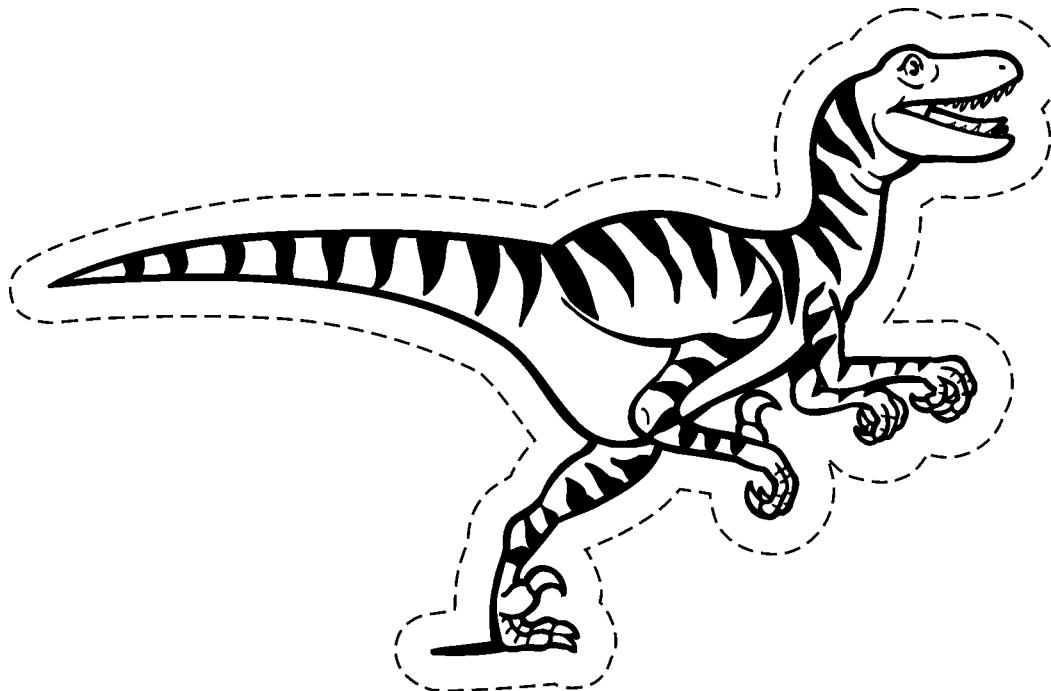
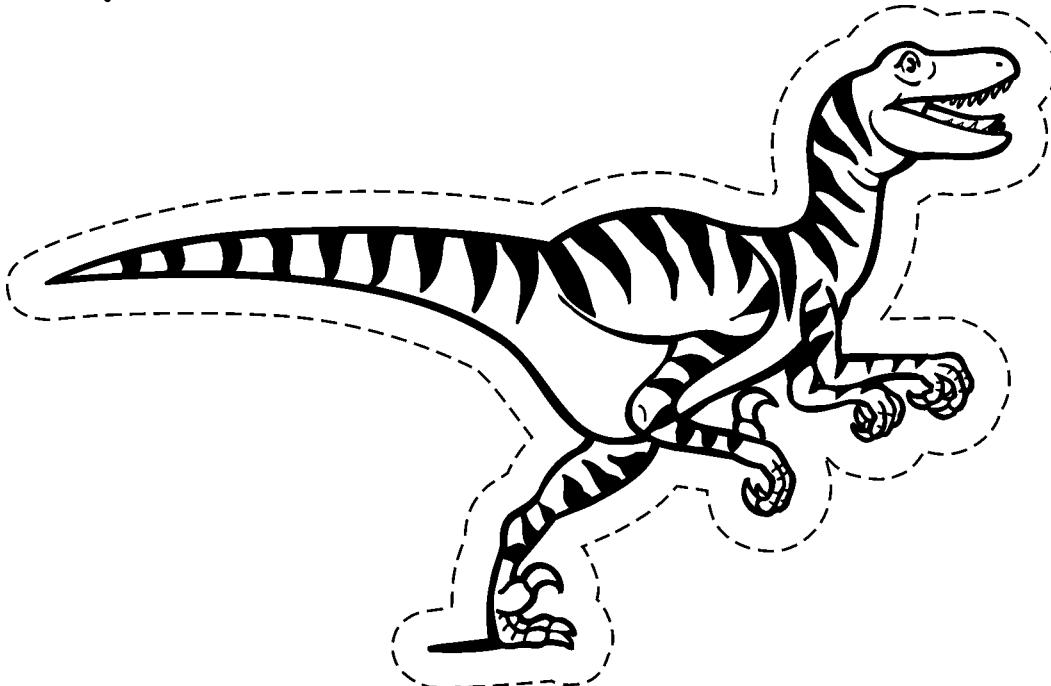
Name _____

Compsognathus



Name _____

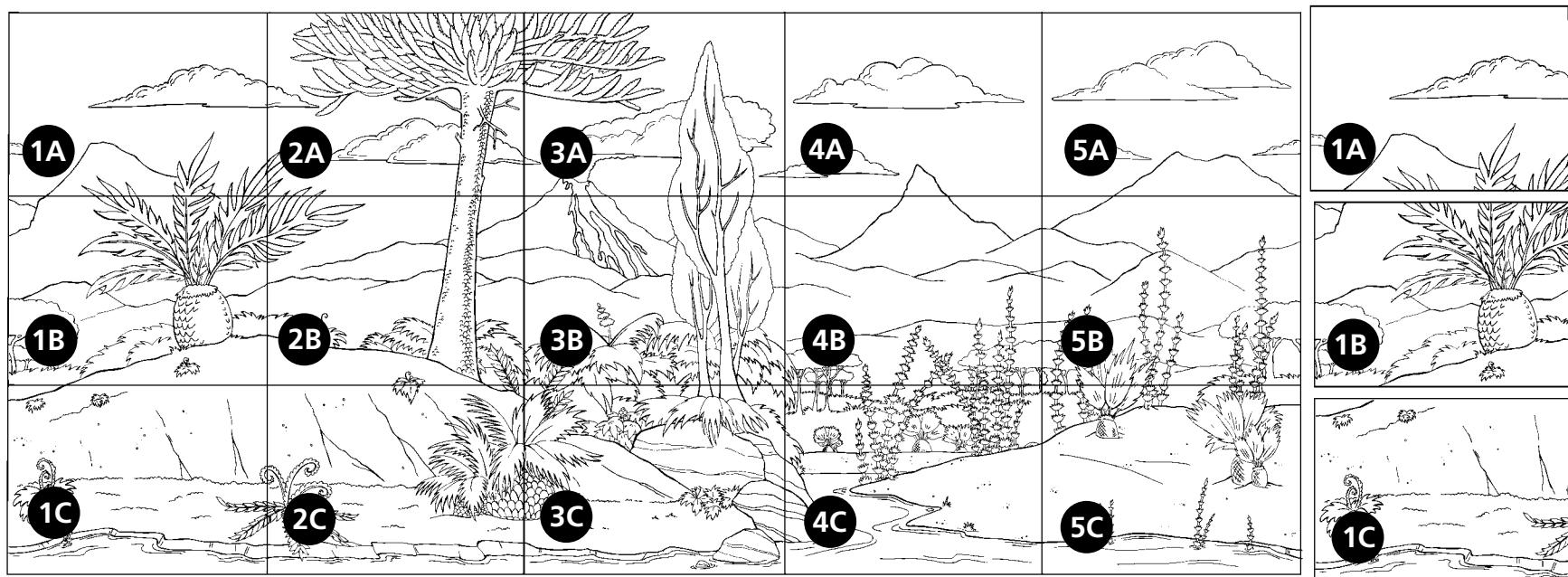
Deinonychus



Teaching Notes

Dinosaurs Mural

Print out the 15 sheets which make up the mural. Each sheet has a code printed in the bottom left corner, which corresponds to those on the key below. Have your students color the sheets before cutting off the edges and taping together. Tape on the back of the sheets. To make a longer mural, you can print another set, which you can attach to the right side of the existing one. Once the mural is assembled and attached to the wall, students can place their cut out dinosaurs on the mural.

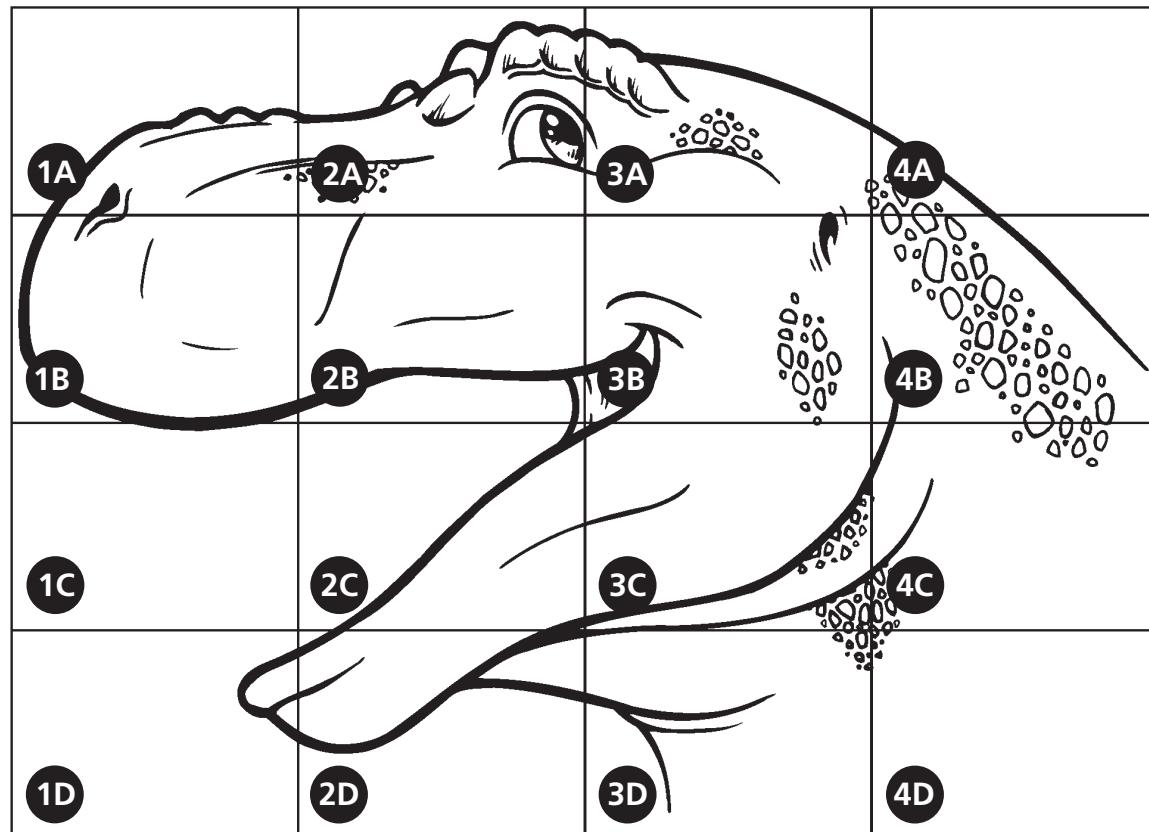


Teaching Notes

Life Size Tyrannosaurus Head Mural*

Print out the 16 sheets which make up the T-Rex head. Each sheet has a code printed in the bottom left corner, which corresponds to those on the key below. Have your students color the sheets before cutting off the edges and taping together. Tape on the back of the sheets. Once the head is assembled and attached to the wall, students can place their cut out Tyrannosaurus teeth on the mural (see [lesson plan preschool-k 7](#)).

*This is the size of a young Tyrannosaurus. An adult could be up to 20% larger.



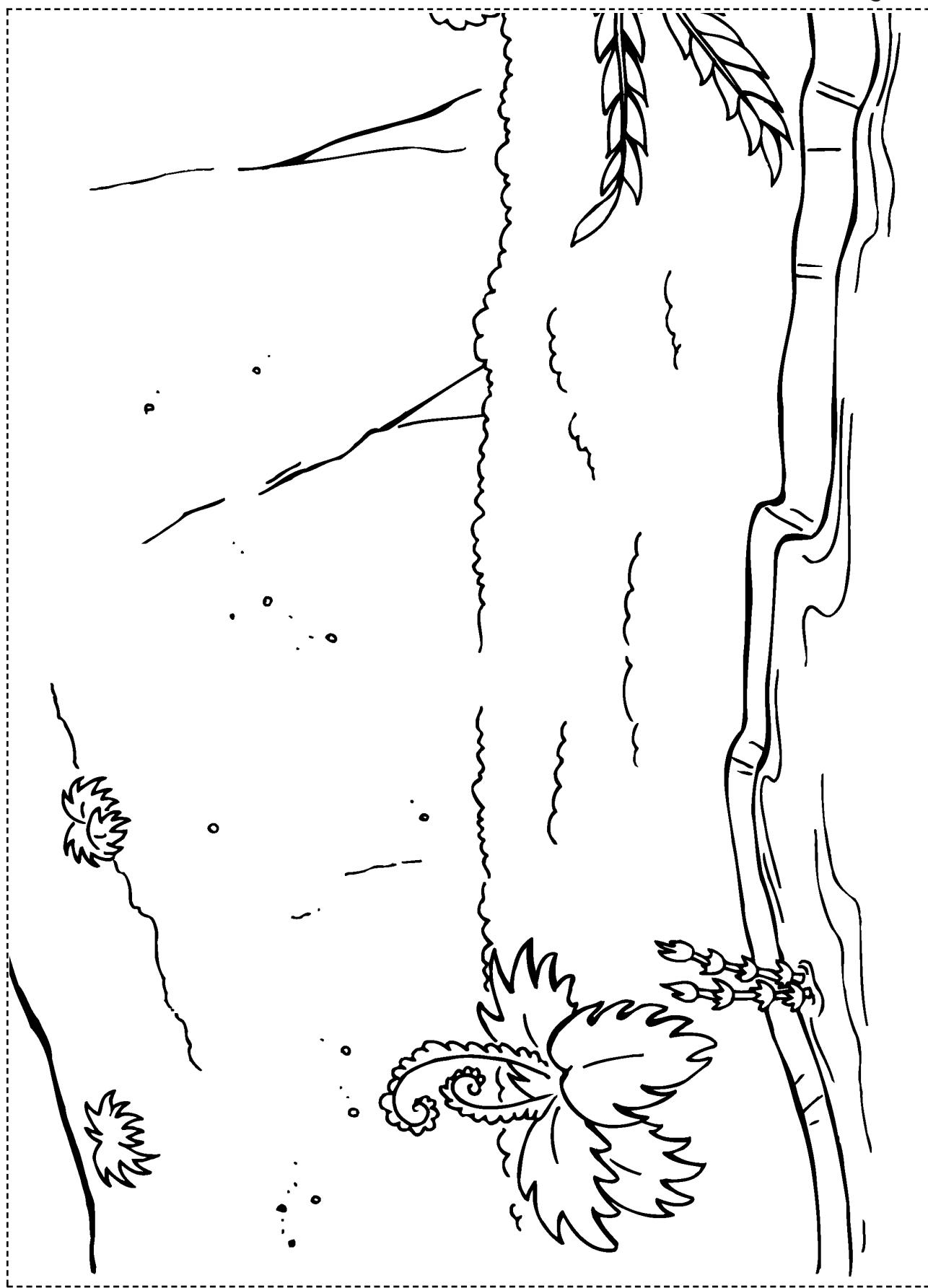
Name _____



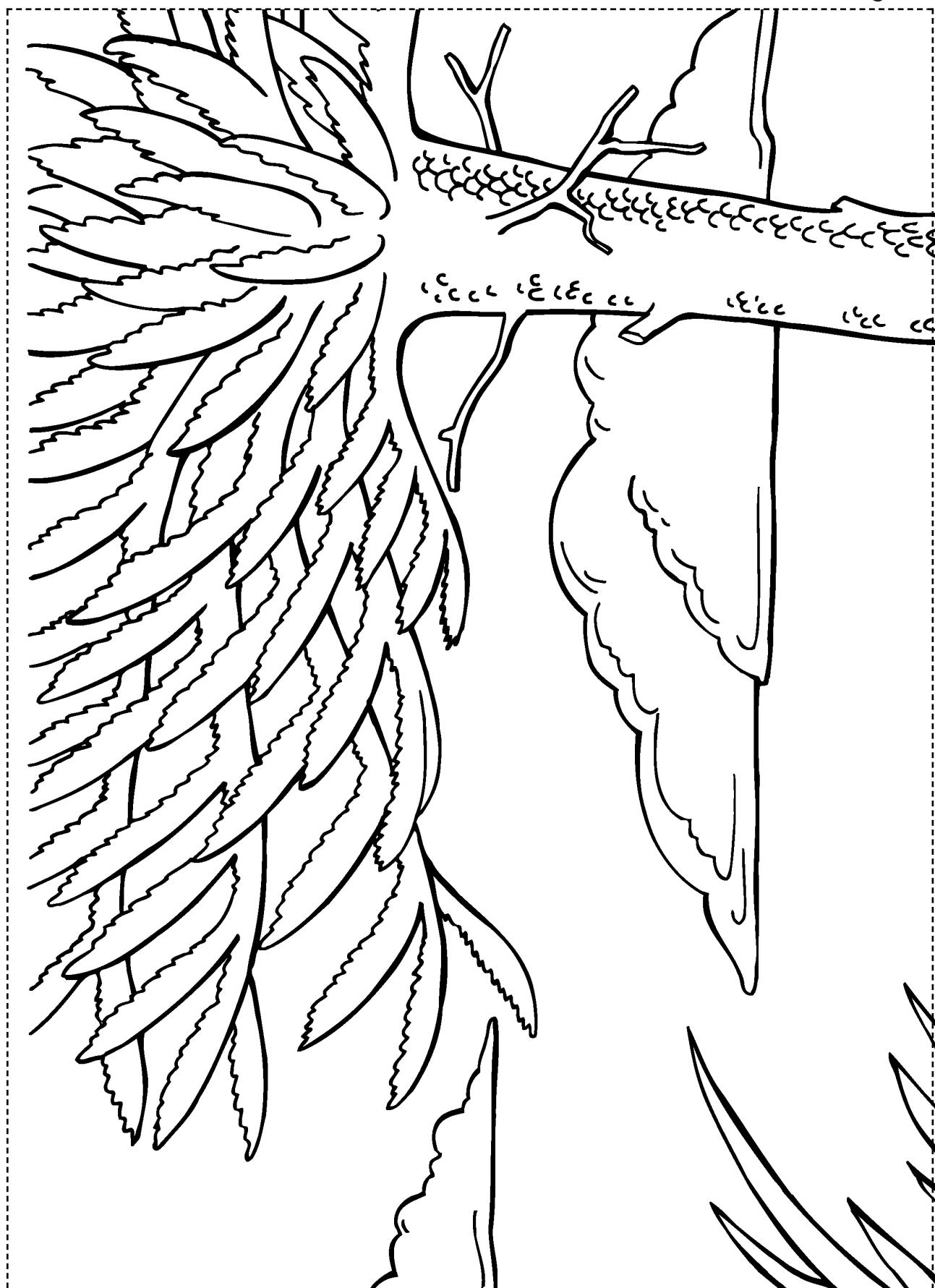
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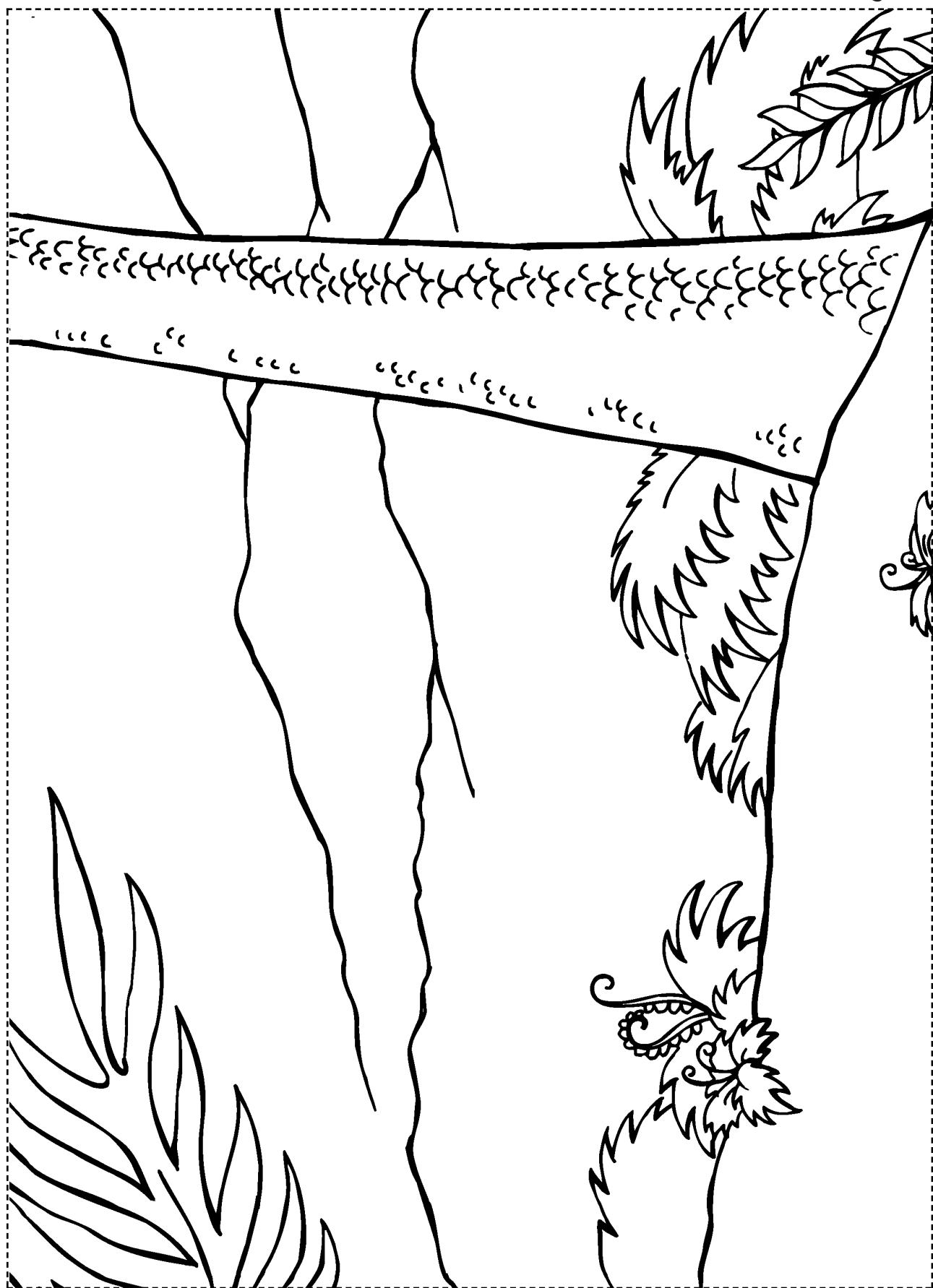
Name _____



Name _____



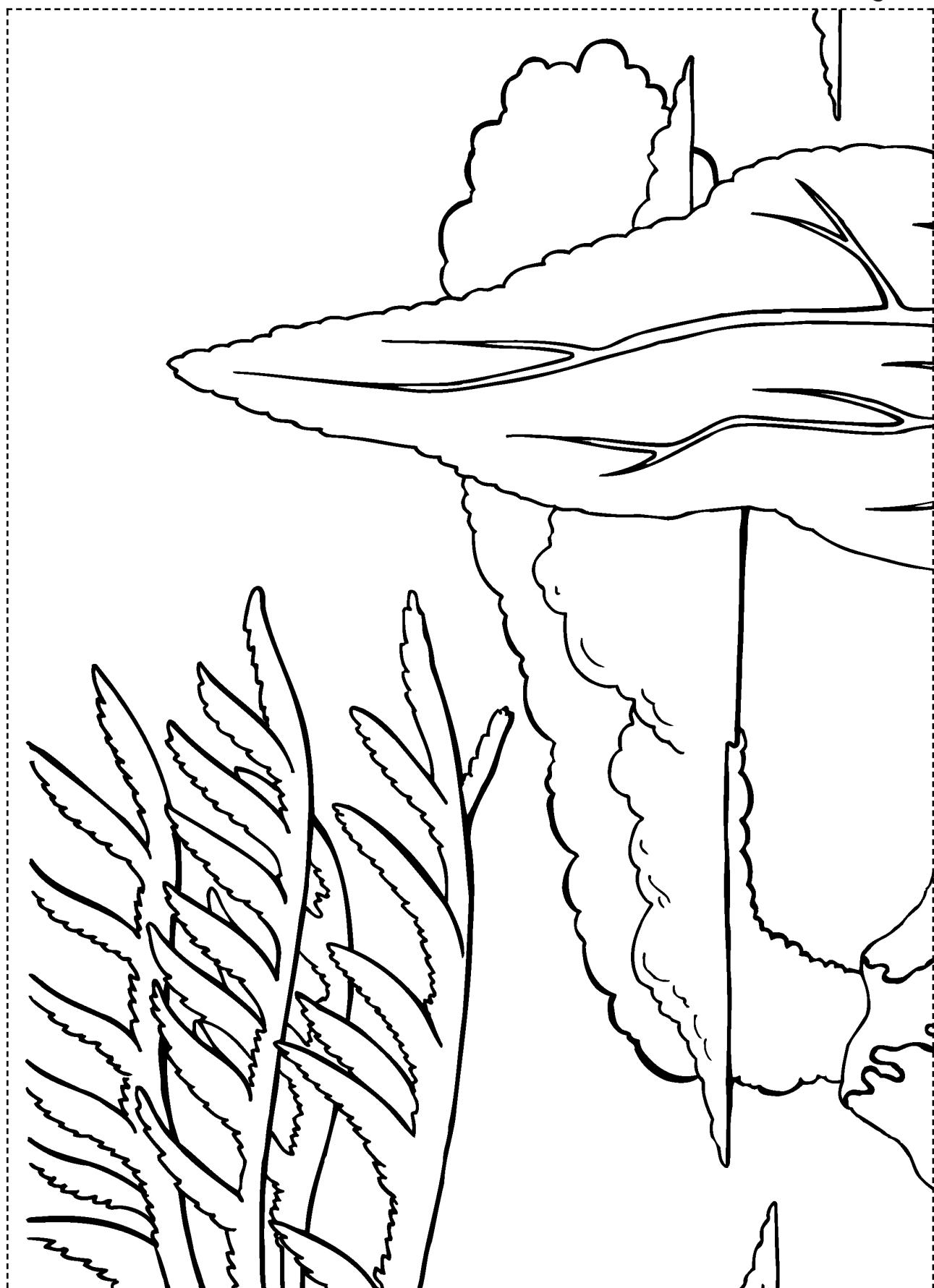
Name _____



Name _____



Name _____



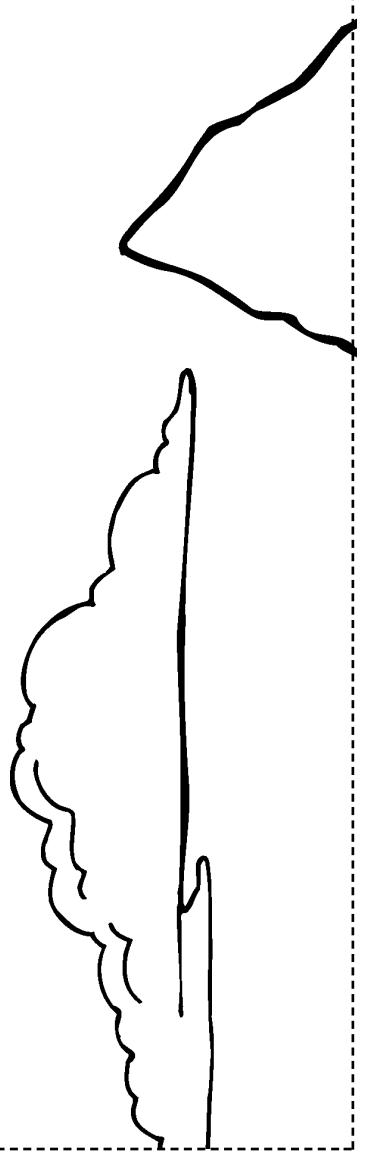
Name _____



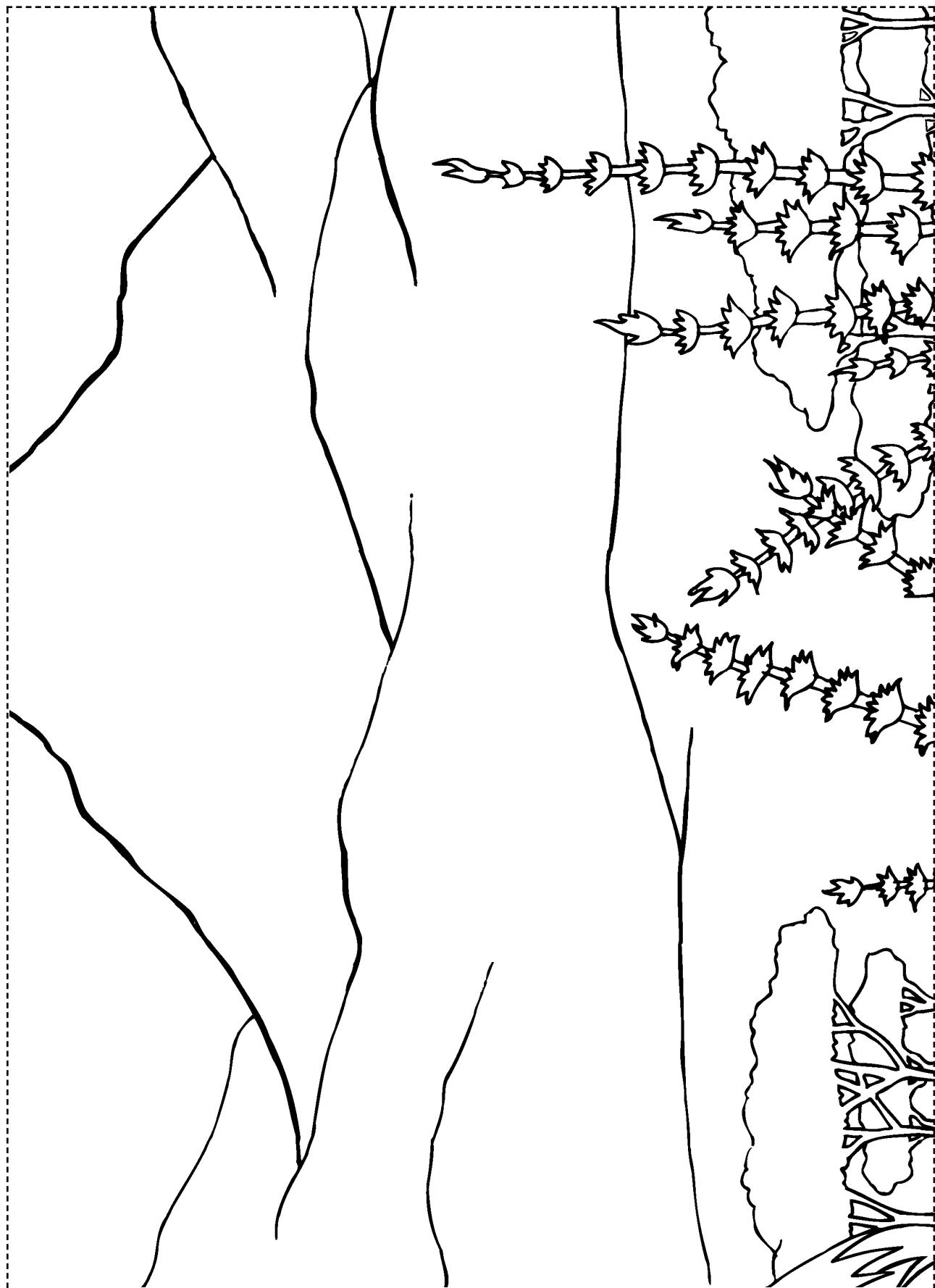
Name _____



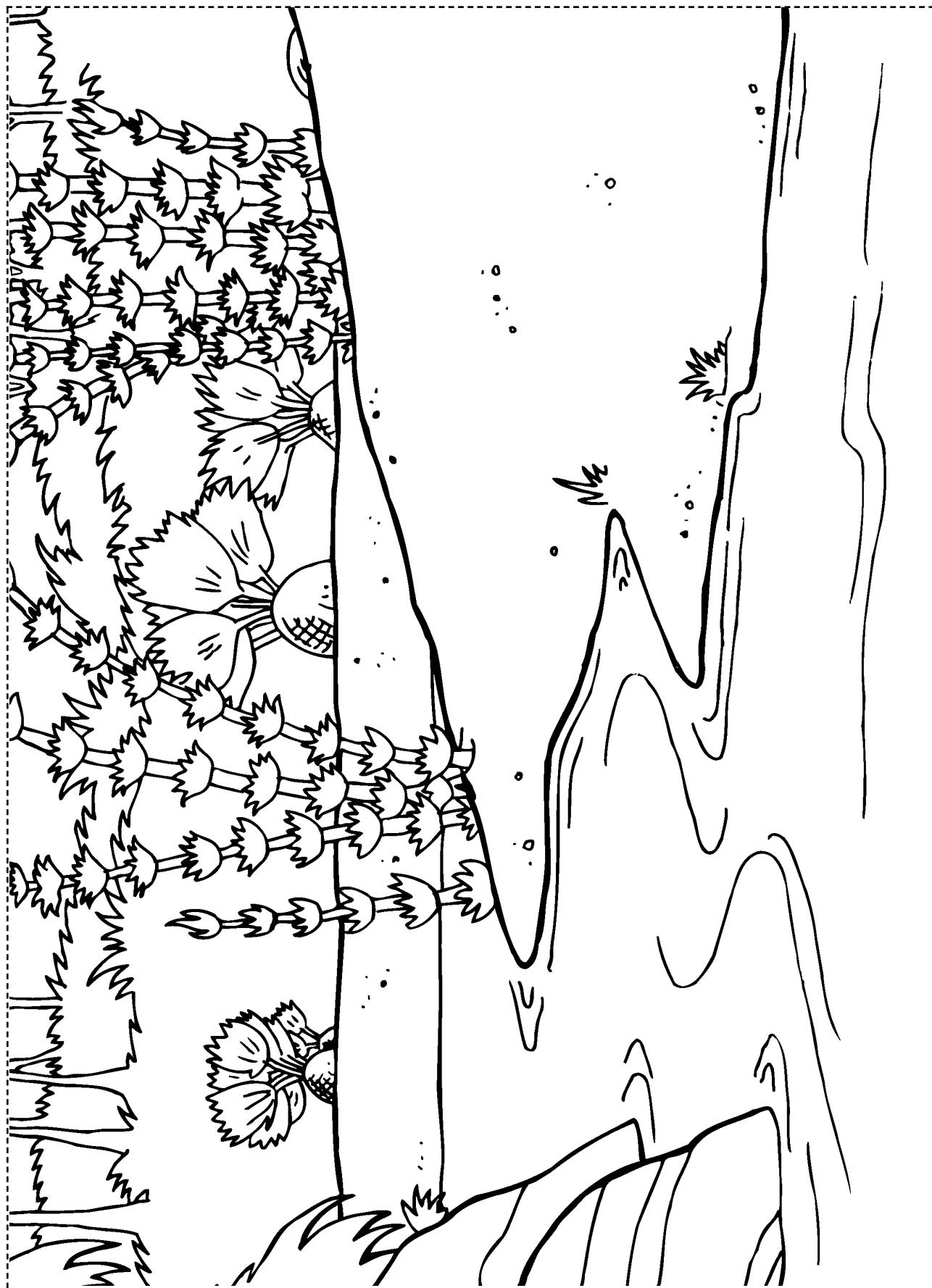
Name _____



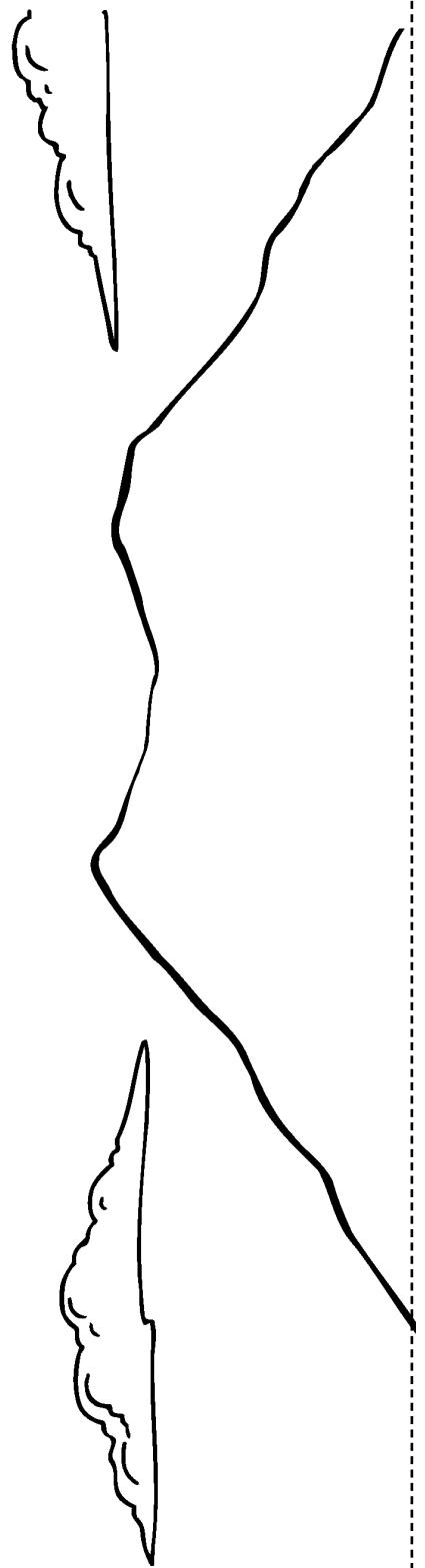
Name _____



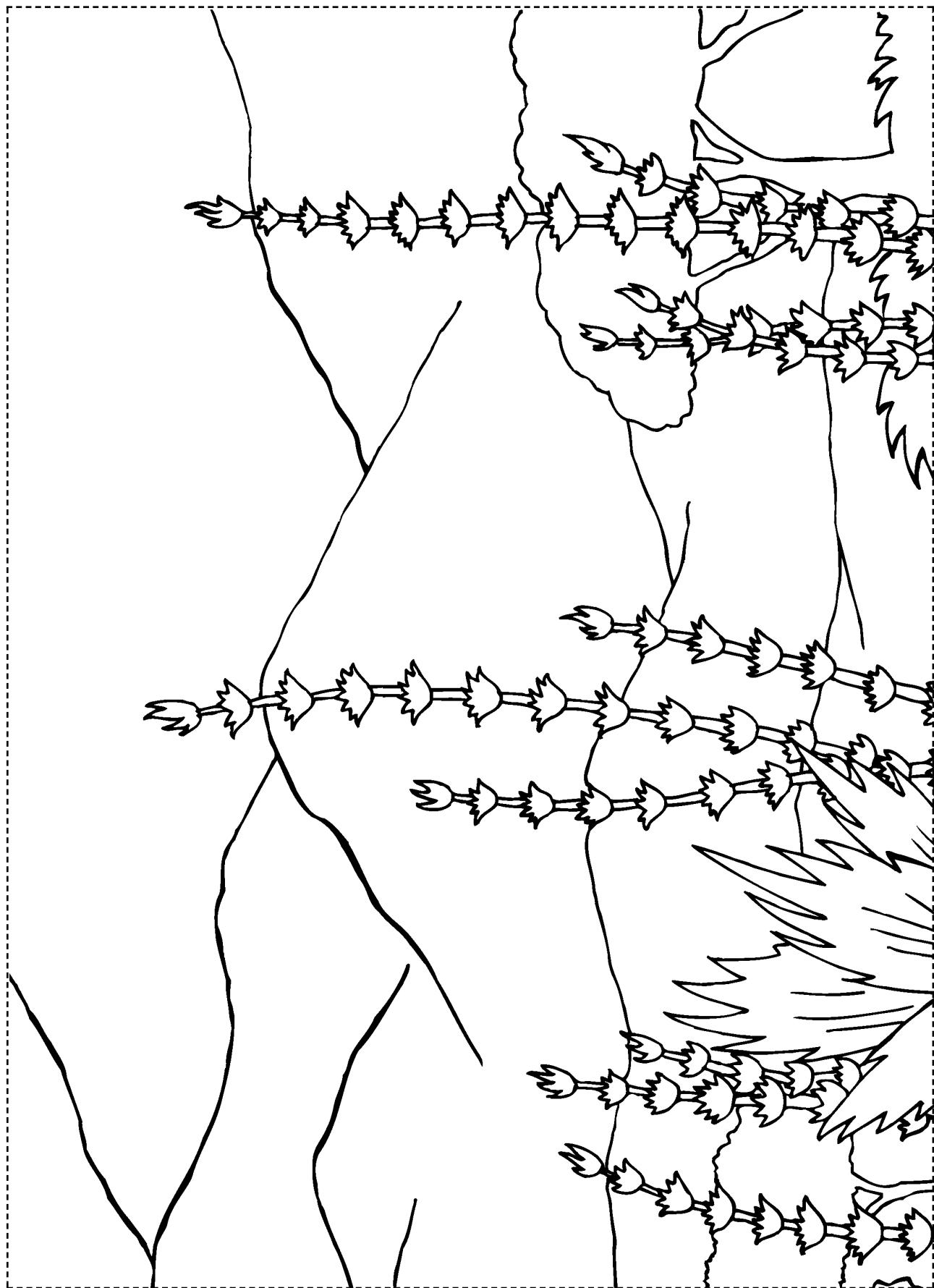
Name _____



Name _____



Name _____



Name _____

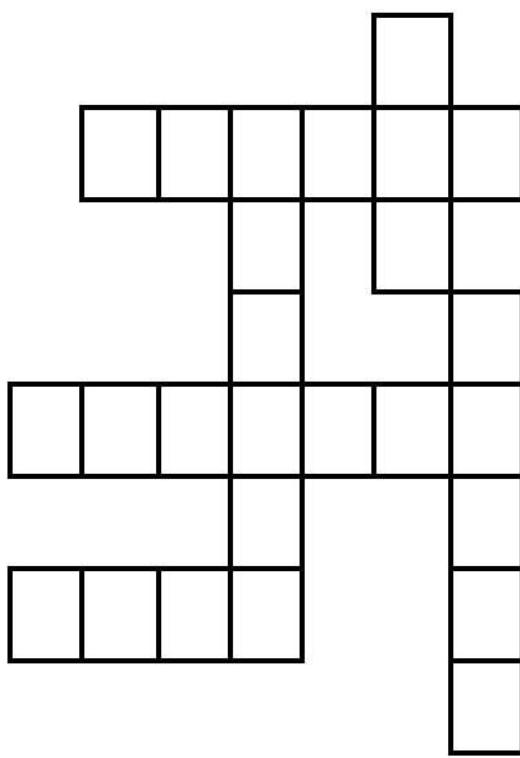


Dinosaur Crossword (Easy)

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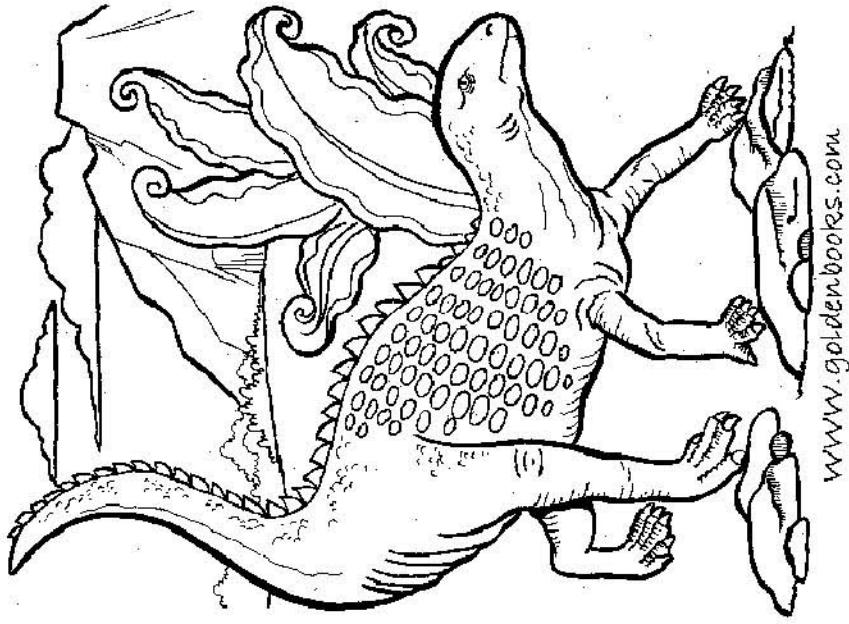
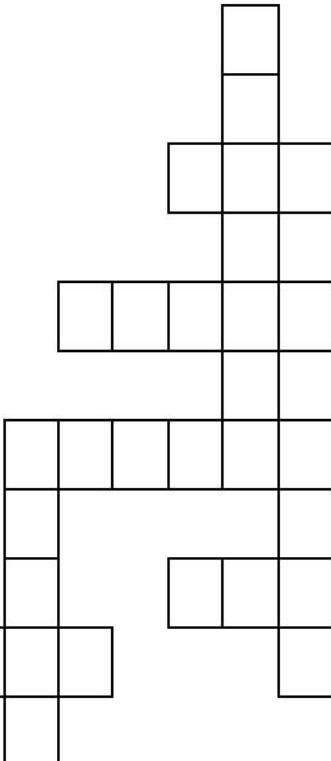
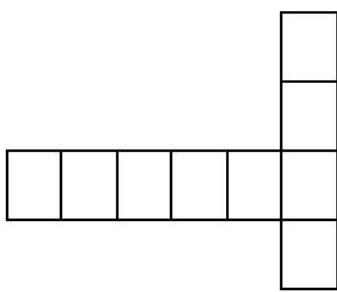
FOSSIL
SPIKES
EXTINCT

DIG
EGGS
TEETH

Dinosaur Crossword (med)

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DNA SPIKES
BONES CLAW
DIG FOSSIL
ARMOR TEETH
EGGS EXTINCT

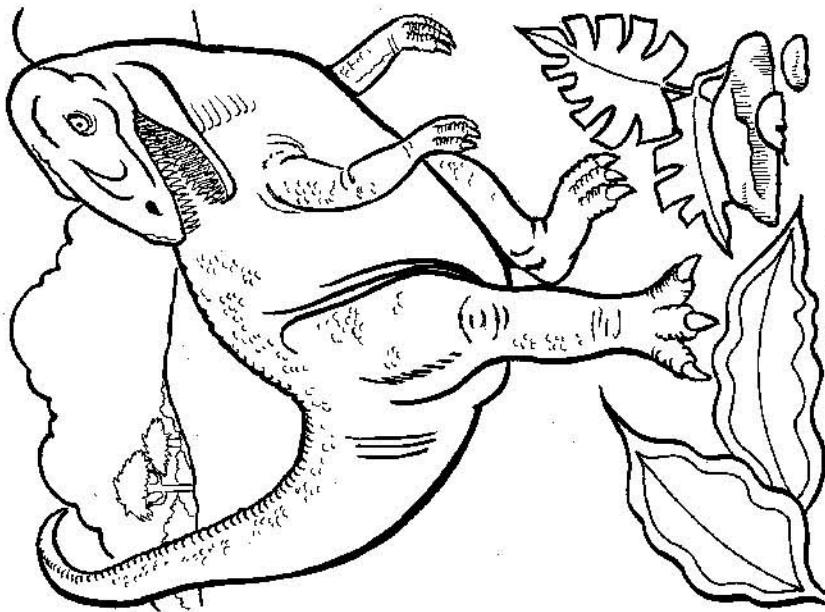
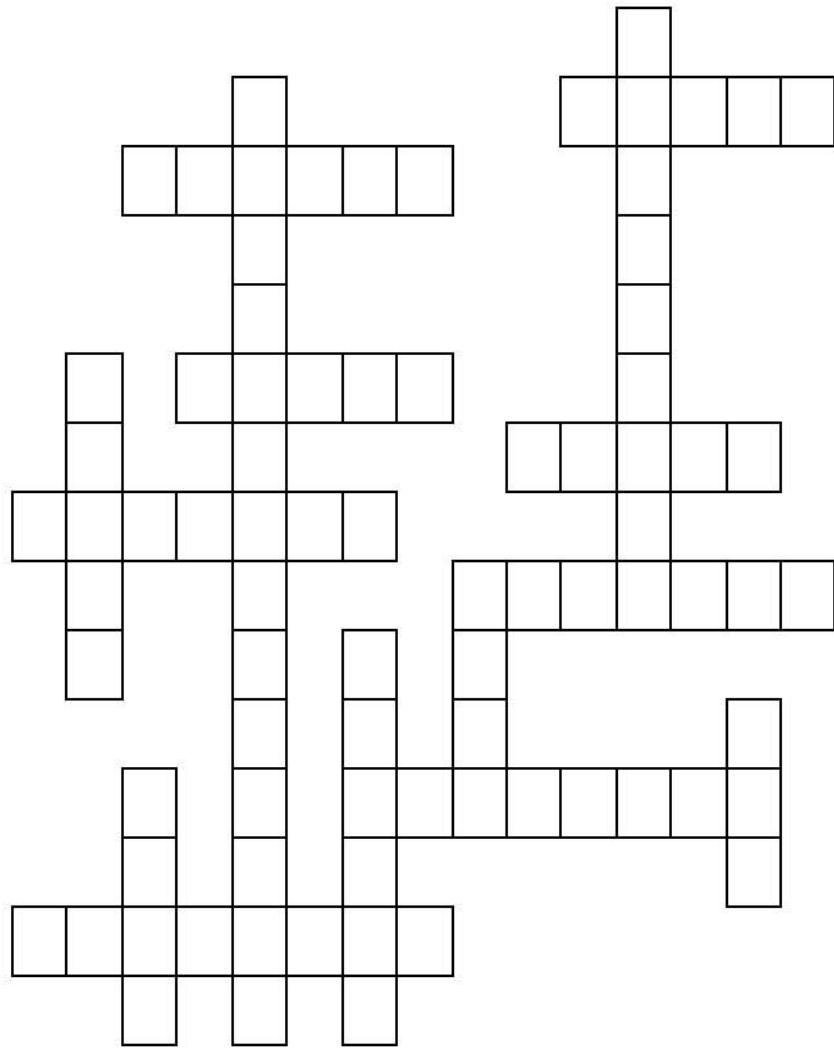


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Dinosaur Crossword (Hard1)

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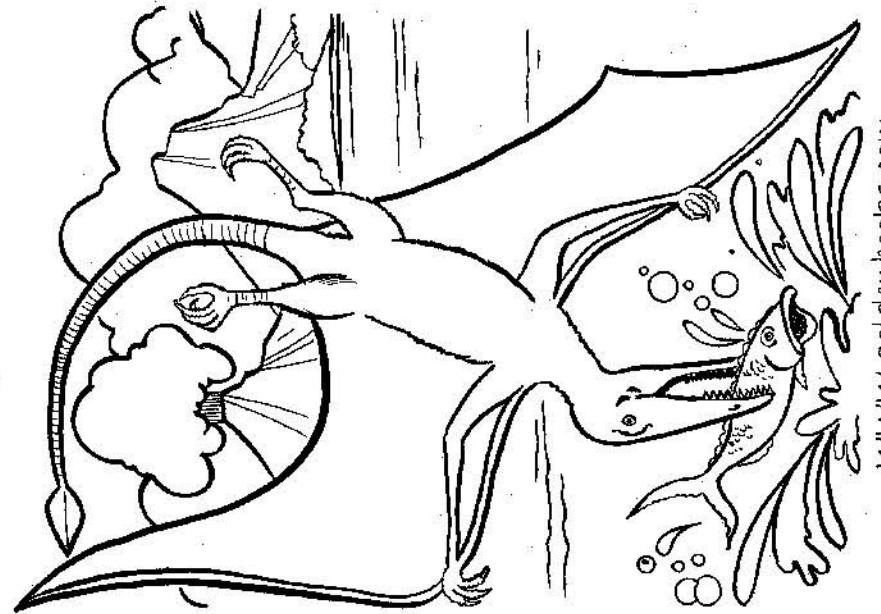


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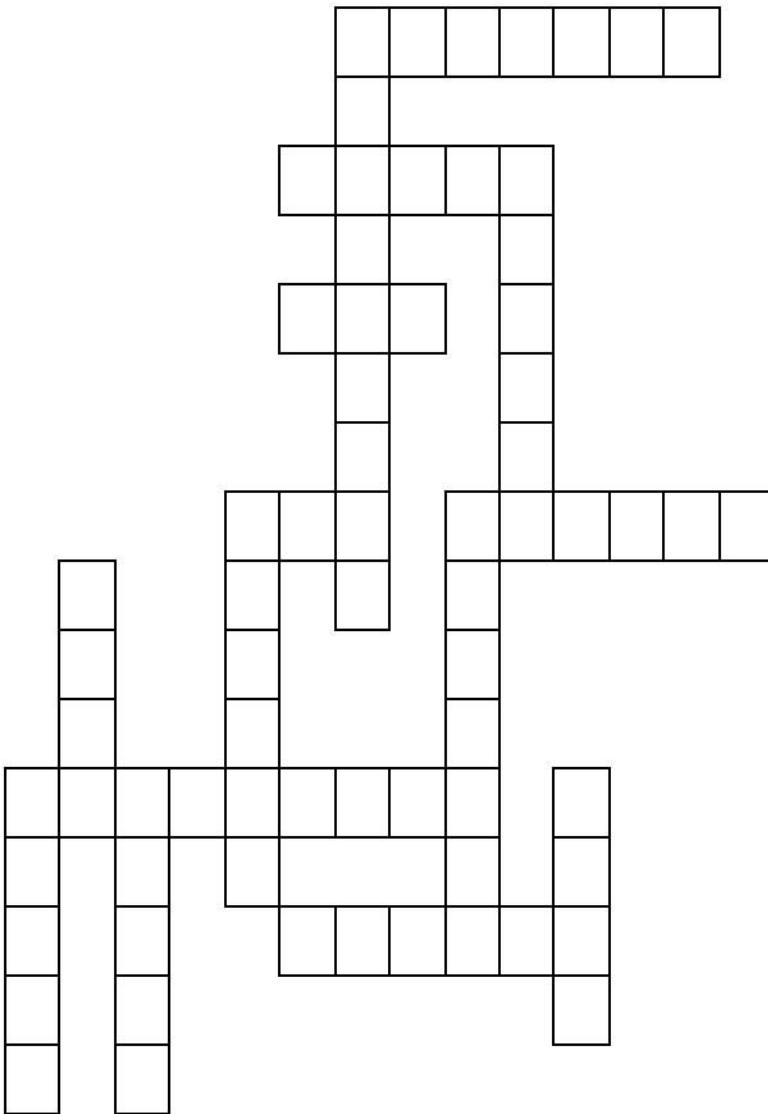
HORNS	SPECIES
ARMOR	PREDATOR
MUSEUM	SKELETON
FOSSIL	CARNIVORE
GEOLOGY	PALEONTOLOGIST

Dinosaur Crossword (Hard 2)

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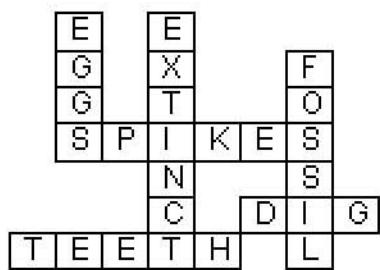
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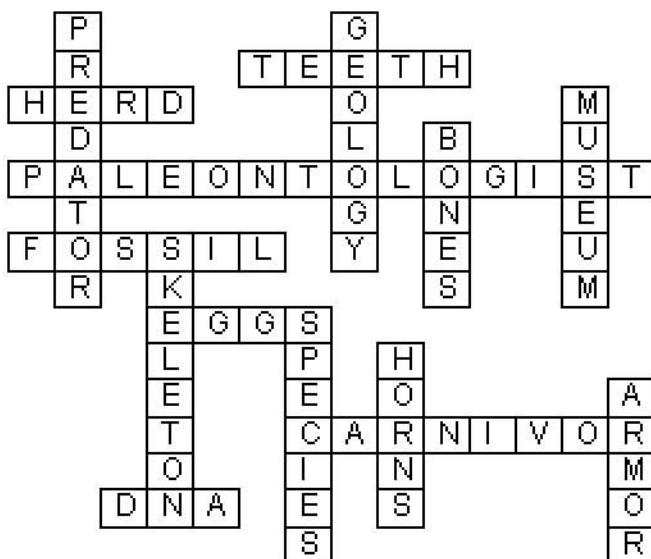
DNA BONES
DIG ARMOR
EGGS LIZARD
CLAW FOSSIL
TEETH SPIKES
PLATES PLATES
EXTINCT EXTINCT
SPECIES SPECIES
CARNIVORE CARNIVORE
HERBIVORE HERBIVORE

Dinosaur Crosswords Answer Key

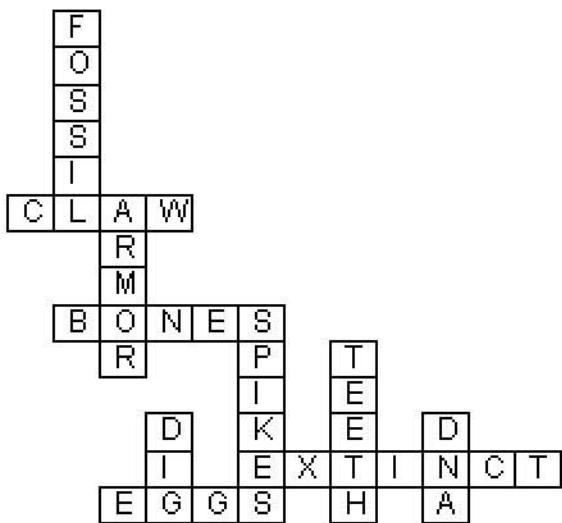
Easy



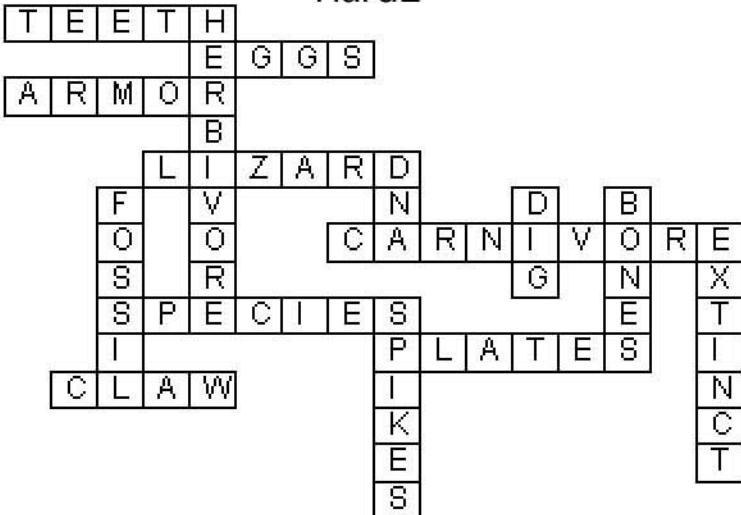
Hard1



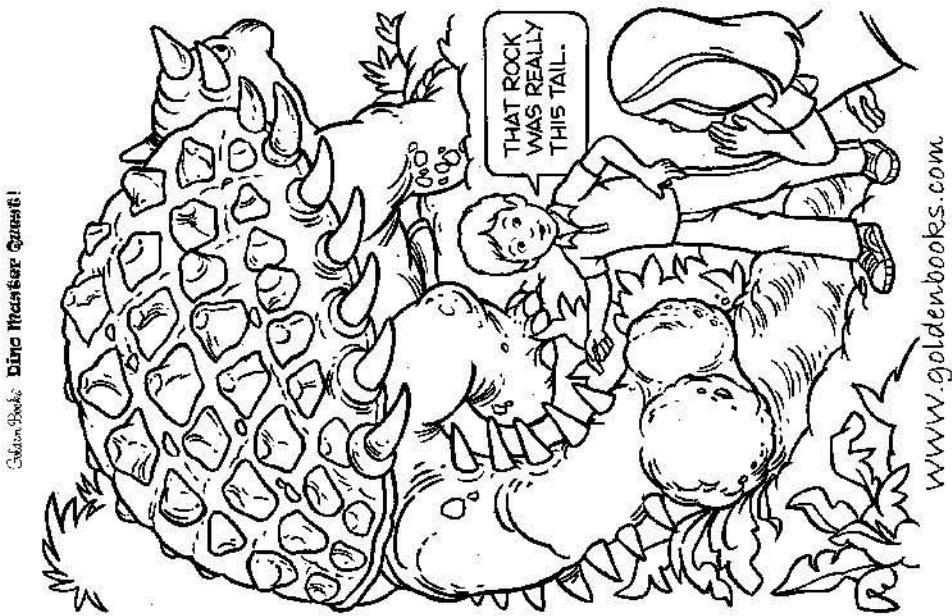
Medium



Hard2



Dinosaur Word Search



H C W S D E J G A L X C
T M U G S D U M R D G L A
C T N O T C G V D J B Y X L
S C O T C G V D J B Y X L
K S T N C R L D A Z O L V K G
H E I F O S H A Z O L V N T O
L E T B O D S H A Z O L V N T
U X C A V D S H A Z O L V N T
D E T C B T O D S H A Z O L V N T
S E P C A V D S H A Z O L V N T
K E R C R E T C E S H G E L T H
A S P E D R C E H G E L T H X A
R M P R C E H G E L T H X A
F Q P R C E H G E L T H X A
E R P R C E H G E L T H X A
A N L A N P D S H T A W Z I
R M L A N P D S H T A W Z I
P R L A N P D S H T A W Z I
L A N P D S H T A W Z I
A N T S Y O R N L C S P

FOSIL **EXTINCT** **EGGS** **TEETH** **PLATES** **SPIKES** **LIZARD** **CLAW** **ARMOR** **SKELETON** **SPECIES** **EXCAVATE** **DNA** **GEOLGY** **PREDATOR**
BONES **PLANTS** **HORNS** **HERD** **MUSEUM**

Dinosaur Word Search (Medium)

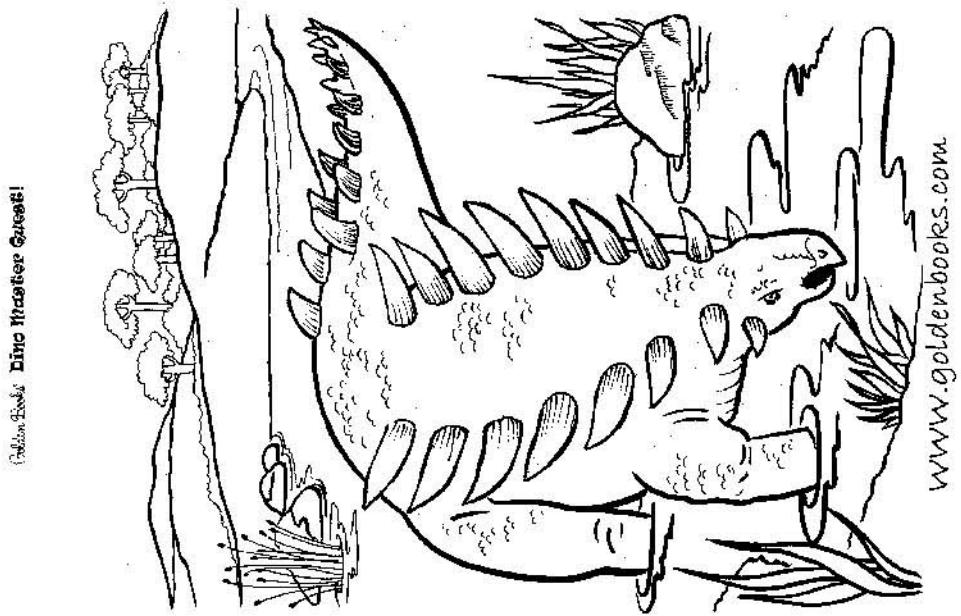
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FOSSIL	EXTINCT	EGGS	PALEONTOLOGIST	TEETH	PLATES	SPIKES	LIZARD	CLAW	ARMOR	SKELETON	SPECIES	EXCAVATE	DNA	GEOLOGY	CARNIVORE	HERBIVORE	PREDATOR	BONES	PLANTS	HORNS	HERD	MUSEUM	BADLANDS
J K R M Y E P P Q H U I A R	W Y W A S S C O C C H A I A	R E A T G D E U O L E M P U	B V R G U S S X I I R R A S	R S E I C E P S S X I I R R A S	I C I W T Q R Z N A I M E Q	M N Q D O D L D O A N O O	F X M B X S A R Y V R H T N	D J U J D N T G I Y E C O E	X H E R D P O N T W N T L S	F O S S I L R E A I E X O I	X Q U A O A E L T L F Y G G	P U M E C T C X E V P M I C	K K G O H E E K N K Q G S V	V O M V A S S E K I P S T V									

Mesozoic Word Search



AMMONITES
ANGIOSPERMS
ANKYLOSAURID
ARMOR
BADLANDS
BONES
CARNIVORE
CERATOPSIAN
CLAW
CONIFERS
CRETACEOUS
CYCADS
DNA
DRYOSAURID
EGGS
EXCAVATE
EXTINCT
FERNS
FOSSIL
GEOLOGY
HADROSAURID
HERBIVORE
HERD
HORNS
ICHTHYSAURS
INSECTS
JURASSIC
LIZARD
MAMMALS
MESOZOIC
MOSASAUR
MUSEUM
ORNITHISCHIAN
ORNITHOPOD
PACHYCEPHALOS

STEGOSAURID
TEETH
THERAPSIDS
THEROPOD
TRIASSIC

PTEROsaurs
SAUROPOD
SHARKS
SKELETON
SPECIES

PALAEONTOLOGIST
PLANTS
PLATES
PLESIOSAURS
PREDATOR