**PROGRAM OVERVIEW**

Grab your jackhammer, pick and brush and start digging! Join Dr. Rock Hound and his helpers, Addie the Kangaroo, Rufus the Dog and Katie the Chameleon, on a discovery-packed journey through the prehistoric world of dinosaurs! Students explore this exciting world in the interactive unit, “Digging Up Dinosaurs.” Through the use of technology, in particular the CD-ROM “I Can Be a Dinosaur Finder,” students are engaged in a variety of activities, from individual to small group to whole group that encompass many aspects of the curriculum, including language arts, science and social studies. The highlight of the unit will be a field trip to Dinosaur World, in which students will see “dinosaurs” up close!

“Digging Up Dinosaurs” is a three-week unit designed for a kindergarten class of approximately 20 students, but can be easily adapted for other grades and time constraints. The variety of activities is ideal for all ability levels, including inclusion students and students learning English as a second language.

**OVERALL VALUE**

“Digging Up Dinosaurs” is a valuable unit as it allows students the opportunity to explore the prehistoric world of dinosaurs in an exciting way. Through the use of technology, students are immersed in a time period they would otherwise never be able to experience. With a variety of hands-on activities, students are able to hone their paleontology skills as they take on the role of a paleontologist. Finally, with a follow-up field trip to Dinosaur World, students are able to “see” the animals they have been studying first hand.

**LESSON PLAN TITLES**

- #1 All About Dinosaurs
- #2 Paleontologist Fossil Find
- #3 If I Were a Dinosaur
- Day-by-Day Schedule

**MATERIALS**

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

**ABOUT THE DEVELOPER**

Betty Nichols graduated from Florida Southern College with a Bachelor of Arts Degree in Primary Education, Grades K-3 and Elementary Education, Grades 1-6. She is currently completing a Masters Degree in Reading Curriculum and Instruction and is seeking National Board Certification in the area of Early Childhood, Generalist.

Betty is a Kindergarten Teacher at Lime Street Elementary, the elementary school she attended as a child, and has taught kindergarten throughout her eleven-year career. She serves as Lime Street’s Model Technology Teacher, and is certified as a Teacher Technology Trainer and a Technology Coach through the Polk County School Board.

This is Betty’s first Developer Grant and she is a two-time recipient of the Adapter Grant.
“Digging Up Dinosaurs” Betty Nichols
Lesson Plan No 1: All About Dinosaurs

■ SUBJECTS COVERED
Science, Language Arts

■ GRADES
Kindergarten; but easily adaptable to other Primary Grades

■ OBJECTIVES
The student will complete a “KWL” chart by telling and drawing about one thing they already “know” about dinosaurs, one thing they “want” to learn about dinosaurs and one thing they “learned” about dinosaurs.

■ SUNSHINE STATE STANDARDS
L.A.B.2.1 The student writes to communicate ideas and information effectively.
L.A.C.3.1.1 The student uses speaking strategies effectively.
SC.F.2.1 The student understands the process and importance of genetic diversity.

■ MATERIALS
Each student will need:
• “All About Dinosaurs” worksheet
• pencil
• crayon

The teacher will need:
• to save the worksheets throughout the unit for completion at the end

■ DIRECTIONS
In whole group discussion time, lead the class in discussing the topic of “dinosaurs.” Allow the students a chance to share what they know about dinosaurs, taking special care to dispel any “misconceptions.” For example, if a student shares that dinosaurs ate people, mention that the class will learn that people did not live at the same time dinosaurs did.

Then, discuss what the students would like to learn during the dinosaur unit, such as what dinosaurs ate, how they moved, etc. Remind students to think about these ideas as you read books together throughout the unit.

Later, in small groups, assist the students in completing the first two parts of the “All About Dinosaurs” worksheet: “K” (for What I “Know”) and “W” (for What I Want To “Learn”). The teacher may need to write the students’ response while the student draws an illustration to match. Make sure to save the worksheets so that the students can complete the “L” (for What I “Learned”) at end of unit.

As a culminating activity, students can be given the opportunity to share their completed KWL chart with the class, at the end of the unit.

■ EVALUATION/ASSESSMENT
The teacher will review the students’ KWL chart to see if they met the objective by telling and drawing about one thing they already “know” about dinosaurs, one thing they “want” to learn about dinosaurs and one thing they “learned” about dinosaurs. The teacher will provide verbal cues to students needing additional help completing the chart.

■ ADDL INFORMATION
“All About Dinosaurs” teacher-made worksheet included

★ ★ ★
“Digging Up Dinosaurs” Betty Nichols
Lesson Plan No 1: All About Dinosaurs

Name: __________________________________________

All About Dinosaurs

“K” for What I “Know” About Dinosaurs

__________________________________________________________

“W” for What I “Want” To Learn About Dinosaurs

__________________________________________________________

“L” for What I “Learned” About Dinosaurs

__________________________________________________________
“Digging Up Dinosaurs” Betty Nichols
Lesson Plan No 2: Paleontologist Fossil Find

■ SUBJECTS COVERED
Language Arts, Mathematics, Science

■ GRADES
Kindergarten; but easily adaptable to other Primary Grades

■ OBJECTIVES
The student will identify the job of a paleontologist and name various tools a paleontologist uses when attempting to find fossils.

■ MATERIALS
Each student will need:
• 1 chocolate chip cookie
• 1 popsicle stick (for jackhammer)
• 1 toothpick (for axe)
• 1 toothbrush (for brush)

The teacher will need:
• laptop
• computer projector
• I Can Be a Dinosaur Finder CD-ROM

■ SUNSHINE STATE STANDARDS
LA.B.2.1 The student writes to communicate ideas and information effectively.
LA.C.2.1 The student uses viewing strategies effectively.
MA.A.1.1 The student understands the different ways numbers are represented and used in the real world.
MA.C.1.1 The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.
MA.E.1.1 The student understands and uses the tools of data analysis for managing information.
SC.A.1.1 The student understands that all matter has observable, measurable properties.
SC.H.1.1 The student uses the scientific processes and habits of mind to solve problems.
SC.H.3.1 The student understands that science, technology, and society are interwoven and interdependent.

■ DIRECTIONS
Review the job of a paleontologist by demonstrating the various parts of the “I Can Be a Dinosaur Finder” game: “Dr. Hound’s Tent,” “Finding the Missing Fossils,” and “The Dig Site.” Demonstrate how to use the various tools, jackhammer, pick, and brush, to excavate the dig site.

Show students how they will dig for “fossils” at their dig site: the chocolate chip cookie. Explain the various tools they will use: a popsicle sticks (for jackhammer), a toothpick (for axe) and a toothbrush (for brush). Demonstrate how to excavate the chocolate chips from their cookie, using special care not to damage or break the pieces.

As students “dig” for “fossils,” have them complete the worksheet, “Paleontologist Fossil Find.”

When done, students can share results with the class and the number of fossils found can be graphed and compared.

■ EVALUATION/ASSESSMENT
While the students are working on the Paleontologist Fossil Find activity, the teacher will circulate amongst the class and ask individual students to identify the job of a paleontologist and to name a tool a paleontologist would use when attempting to find fossils. The teacher will provide verbal cues to students needing additional help verbalizing their answers and will allow students to use materials, from the activity, to assist with naming the various paleontology tools.

■ ADDL INFORMATION
“Paleontologist Fossil Find” teacher-made worksheet included.

★★★
Name: __________________________________________

**Paleontologist Fossil Find**

I am a paleontologist. I am going to dig for fossils.

This is what my dig site looks like:

[Blank space for drawing]

I am going to use these tools:

- jackhammer
- axe
- brush

I found _________ fossils!
“Digging Up Dinosaurs” Betty Nichols
Lesson Plan No 3: If I Were a Dinosaur

■ SUBJECTS COVERED
Language Arts, Mathematics, Science

■ GRADES
Kindergarten; but easily adaptable to other Primary Grades

■ OBJECTIVES
The student will choose a dinosaur “name” and identify the following characteristics of that particular type of dinosaur: what it eats, where it lived and how it looked.

■ MATERIALS
Each student will need:
• “If I Were A Dinosaur” worksheet
• pencil
• crayons

The teacher will need:
• sentence strips
• markers

■ DIRECTIONS
Review various dinosaur names and have each student choose a dinosaur name. For example, “Tom” could be “Tomasaurus Rex.” Write students’ chosen “dinosaur” names on sentence strips and practice matching dinosaur names to students.

Discuss what students would do, how they would look, what they would eat, etc., if they were their chosen dinosaur. For example, “Tomasaurus Rex” would be a carnivore and eat meat. He would have short arms and strong legs. He would have sharp teeth for biting. He would live on land and walk on two legs.

Have students complete the “If I Were a Dinosaur” worksheet, helping students fill in their blanks as needed.

■ EVALUATION/ASSESSMENT
While the students are working on the “If I Were a Dinosaur” worksheet, the teacher will circulate amongst the class and ask individual students to identify the dinosaur “name” they choose and to identify at least one of the following characteristics of that particular type of dinosaur: what it eats, where it lived and how it looked. The teacher will provide verbal cues to students needing additional help verbalizing their answers and will allow students to refer to the pictures they drew on their “If I Were a Dinosaur” worksheet.

■ ADDL INFORMATION
“If I Were a Dinosaur” teacher-made worksheet included.

■ SUNSHINE STATE STANDARDS
LA.A.1.1 The student uses the reading process effectively.
LA.A.2.1 The student constructs meaning from a wide range of texts.
LA.B.2.1 The student writes to communicate ideas and information effectively.
LA.C.1.1 The student uses listening strategies effectively.
MA.C.1.1 The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.
SC.F.1.1 The student describes patterns of structure and function in living things.
SC.F.2.1 The student understands the process and importance of genetic diversity.
SC.H.1.1 The student uses the scientific processes and habits of mind to solve problems.

★★★

2006 - 2007 IDEA CATALOG OF EXCELLENCE
Name: ______________________________________

**If I Were A Dinosaur ...**

If I were a dinosaur, I would be a ____________________________.

My dinosaur name would be ____________________________.

I would look like this:

I would eat ____________________________.

I would live ____________________________.

If I were a dinosaur, I would ____________________________
Day 1
Whole Class Activities:
- Introduce the topic of “dinosaurs” by orally discussing what students know; dispel any “misconceptions”
- Discuss the role of “paleontologist” and how fossils tell us about dinosaurs
- Explain how students will “become” a paleontologist while using the CD-ROM, “I Can Be a Dinosaur Finder.”

Using a laptop and computer projector, demonstrate the following parts of the game: “Dr. Hound’s Tent,” “Finding the Missing Fossils,” and “The Dig Site.” Demonstrate how to use the various tools, jackhammer, pick, and brush, to excavate the dig site. Once fossils are found, demonstrate the “Bone Build” activity in which students will reassemble the bones to build a dinosaur’s skeleton. (A user’s guide and more information about the “I Can Be a Dinosaur Finder CD-ROM is available at the following website: http://support.selectsoft.com/manuals/i_can_be_a_dinosaur_finder.htm)

Small Group Activities:
- Complete “K” (for “What I Know”) and “W” (for “What I Want To Learn”) of KWL Chart for Dinosaur Unit; students will complete “L” at end of unit
- dinosaur picture puzzle worksheet
- color by shape dinosaur worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 2
Whole Class Activities:
- Review the job of a paleontologist and how scientists find fossils and the various tools they use
- “Dig That Rex” video (about “Sue,” the most complete T-Rex fossil ever found)
- Using a laptop and computer projector, review how to navigate the “I Can Be a Dinosaur Finder” CD-ROM to dig for fossils

Small Group Activities:
- paleontology dig (chicken or other bones bleached and hidden in table top sand box)
- paleontologist worksheet
- bones number worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 3
Whole Class Activities:
- Read, “I Can Read About Fossils” and review the job of a paleontologist and how scientists find fossils and the various tools they use

Individual Activities:
- paleontologist fossil find (see Lesson Plan #1)
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 4
Whole Class Activities:
- Read, “I Can Read About Dinosaurs” and discuss what the Earth/land was like in prehistoric times and how our world is different today

Small Group Activities:
- begin diorama (color background/landscape)
- dinosaur number worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 5
Whole Class Activities:
- Read, “Dinosaur Time” and discuss various types of dinosaurs and their names. Have students identify their “favorite” dinosaur, emphasizing the correct dinosaurs’ names. For example, “long neck” is how the dinosaur looks, but “Brontosaurus” is its “real” name.

Individual Activities:
- choose favorite dinosaurs (pick 4 out of provided pictures) and color for diorama
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 6
Whole Class Activities:
- Read, “Dinosaur Cousins” and discuss how many modern animals resemble dinosaurs. For example, the similarities between a rhinoceros and a triceratops.

Small Group Activities:
- finish diorama (cut out background and dinosaur pictures and glue)
- dinosaur number worksheet
- dinosaur same/different worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils

Day 7
Whole Class Activities:
- Introduce the terms “carnivore,” “herbivore” and “omnivore.” Discuss what/how dinosaurs ate. Match various dinosaurs by types of food they ate, such as “Triceratops was an herbivore because he ate plants.”
- Using a laptop and computer projector, demonstrate how to navigate the “I Can Be a Dinosaur Finder” CD-ROM to the “Dino Diner” game. Demonstrate how the students will click and drag the plate of food to “serve” the dinosaur that would eat that type, according to their natural diet: carnivore or herbivore. Also, show how to “return” the food to the food return slot if given food does not match either of the dinosaurs.

Small Group Activities:
- dinosaur number worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: Dino Diner game

Day 8
Whole Class Activities:
- Review the terms “carnivore,” “herbivore” and “omnivore.” Review what/how dinosaurs ate. Using dinosaur pictures or clip art, sort familiar dinosaurs into two groups: carnivores and herbivores.

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: Dino Diner game
- carnivore/herbivore worksheet

Day 9
Whole Class Activities:
- Review various dinosaurs’ characteristics and discuss how dinosaurs lay eggs and hatch from eggs.
- Using a laptop and computer projector, demonstrate how to navigate the “I Can Be a Dinosaur Finder” CD-ROM to the “Creature Maker” game. Demonstrate how the students will mix and match the head, body and legs of prehistoric creatures to create a real one or their very own creature. Show how to “hear” the name of the creature by clicking on the “hear it” button. Students will be allowed to create various creatures, and then print their favorite creation!
Small Group Activities:
- watercolor paint a “dinosaur egg”
- dinosaur egg number worksheet
- dinosaur egg dot-to-dot worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: Creature Maker game; students will be allowed to create multiple creatures, but then print their favorite creation.

Day 10
Whole Class Activities:
- Review various dinosaur characteristics and discuss favorite dinosaurs. Have students choose their favorite dinosaur (from list of 5 given) then graph responses (on teacher made graph on chart paper).

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: Creature Maker game; students will be allowed to create multiple creatures, but then print their favorite creation.
- dinosaur (numbers 11-20) cut glue puzzle picture

Day 11
Whole Class Activities:
- Read, “My Dinosaur Days Booklet,” and discuss how various dinosaurs traveled: by air, land, sea. Identify how popular dinosaurs traveled and sort dinosaur pictures by mode of travel.

Small Group Activities:
- My Dinosaur Days Booklet: cut and glue pictures to match
- dinosaur letter match worksheet
- dinosaur 2 legs/4 legs sorting worksheet

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: Mix Match game

Day 12
Whole Class Activities:
- Review various dinosaur “names” and lead class in creating their own dinosaur names. For example, “Tom” could be “Tomasaurus Rex.” Write students’ chosen “dinosaur” names on sentence strips and practice matching dinosaur names to students.

Individual Activities:
- “I Can Be a Dinosaur Finder” CD-ROM: dig for fossils or game of choice

Day 13
Whole Class Activities:
- Review various dinosaur names and students’ chosen dinosaur names. Play “guess that dinosaur” by describing various characteristics of dinosaurs. For example, “I have three horns on my head and a bony plate around my neck. Who Am I?” Discuss what students would do, how they would look, what they would eat, etc., if they were their chosen dinosaur.

Small Group Activities:
- My Dinosaur Days Booklet: color pictures/pages of booklet
- heads/tails dinosaur match worksheet

Individual Activities:
- “I Were a Dinosaur” fill in worksheet (see Lesson Plan #2)
- “I Can Be a Dinosaur Finder” CD-ROM: Mix Match game

Day 14
Whole Class Activities:
- Read dinosaur book of choice and review various dinosaurs.
- Discuss field trip to Dinosaur World and what the students will see/do on field trip.

Small Group Activities:
- complete “L” of KWL Chart, for what students have “learned” during dinosaur unit
- “Kindergarten is “dino-mite” picture (title in the middle, stamp dinosaur sponges or stamps around it)
- field trip writing prompt: Tell about at least 1 thing you want to see or do on our field trip to Dinosaur World.
- dinosaur letter worksheet

Day 15
Whole Class Activities:
- Field trip to Dinosaur World!

Small Group Activities:
- Scavenger hunt around Dinosaur World; chaperones helps students complete

Individual Activities:
- fossil find
- boneyard

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## Materials Budget

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>QTY</th>
<th>COST</th>
<th>SUPPLIER</th>
<th>TOTAL COST</th>
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</thead>
<tbody>
<tr>
<td>I Can Be a Dinosaur Finder CD-Rom</td>
<td>1</td>
<td>$12.95</td>
<td>Amazon.com*</td>
<td>$12.95</td>
</tr>
<tr>
<td>I Can Read About Dinosaurs by John Howard</td>
<td>1</td>
<td>$4.50</td>
<td>Amazon.com*</td>
<td>$4.50</td>
</tr>
<tr>
<td>I Can Read About Fossils by John Howard</td>
<td>1</td>
<td>$2.95</td>
<td>Amazon.com*</td>
<td>$2.95</td>
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<tr>
<td>Dinosaur Time by Peggy Parish</td>
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<td>$3.99</td>
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<td>$3.99</td>
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<tr>
<td>Dinosaur Cousins by Bernard Most</td>
<td>1</td>
<td>$4.99</td>
<td>Amazon.com*</td>
<td>$4.99</td>
</tr>
</tbody>
</table>
| (A variety of dinosaur books can and should be used throughout the unit. The specific books listed are referred to in the Day-by-Day Schedule.)
| Dinosaurs Theme Box Item #LA554               | 1   | $39.95| Lakeshore Learning | $39.95 |
| Dinosaurs Theme Book Library Item #BB554      | 1   | $25.00| Lakeshore Learning | $25.00 |
| Dinosaurs Floor Puzzle Item #FK276            | 1   | $9.99 | Lakeshore Learning | $9.99    |
| Best-Buy Dinosaur Set Item #RA361             | 1   | $11.95| Lakeshore Learning | $11.95 |
| Dinosaurs Pocket Chart Kit Item #GG893        | 1   | $12.95| Lakeshore Learning | $12.95 |
| Dinosaur Counters Item #LC1652                | 1   | $19.95| Lakeshore Learning | $19.95 |
| Dinosaurs Reading Activity Pack Item #TT657   | 1   | $19.95| Lakeshore Learning | $19.95 |
| White Sentence Strips Item #NF9763            | 1   | $3.50 | Lakeshore Learning | $3.50   |
| (Items can be purchased in store, to avoid shipping and handling charges, or online at Lakeshore’s website: www.lakeshorelearning.com)
| package of chocolate chip cookies             | 1   | $2.99 | Wal-Mart       | $2.99     |
| package of popsicle sticks                    | 1   | $.99  | Wal-Mart       | $.99      |
| box of toothpicks                            | 1   | $.99  | Wal-Mart       | $.99      |
| toothbrushes (3 per pack)                     | 7   | $1.00 | Dollar Tree    | $7.00     |

Subtotal                                     | $184.59

Tax if applicable                            | $12.92

Shipping if applicable                       | $0.00

TOTAL BUDGET AMOUNT                          | $197.51

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Teacher's Name: Betty Nichols
School: Lime Street Elementary