“Enrichment Centers for Everyone”

For further information contact…

Kathy Robinson
Lake Country Elementary
School
Lake Placid, FL 33852
863-699-5050 Ext. 269
robinsoK@highlands.k12.fl.us

2008 - 2009 IDEA CATALOG OF EXCELLENCE

■ PROGRAM OVERVIEW

Enrichment Centers For Everyone began as an attempt to answer the need for differentiated instruction for all students in grades first through fifth, but could be easily adapted for K-12. They also provide for purposeful practice, application, and extension of skills taught in small and whole group reading, writing, math, and science. Centers are created to be used by students at their independent level, working on activities that go beyond paper and pencil. The types of tasks are designed to keep the students activity engaged in application of content that allows the teachers to maximize their instructional time with other children during small group.

Consistency in design is the key for both teachers and students. Each unit consists of a set series of activities, high yield comprehension strategies, and tested benchmark skills. This integration of skills, allows for meaningful practice of tested Sunshine State Standards.

Each unit begins building background knowledge with a viewing activity in which students view a Non Fiction video tape and complete a KWL chart. Students next read a Non-Fiction book with activity and a Fiction book with an activity. A communication activity provides students practice in a letter writing task where they write off for additional information on the topic. Reference and research involves exploring reference and research media for additional information. Math and Technology involves the collection of information via survey, timing, counting, etc., which is then transferred to a graph created on the computer or a simple bar graph colored for 1st and 2nd grades. A listening activity involves a book on audiotape with accompanying comprehension strategy. A speaking activity involves students performing a reader’s theater or book talk for the class. The final project, Show What You Know, asks the children to create a hands-on project to demonstrate knowledge gained on the subject, models of some kind made out of clay.

The student’s progress will be assessed through work samples, student engagement, teacher observation, and attached rubric. Depending on the age of the children, teachers generally meet with each group to discuss progress during the first 5 minutes of each guided reading group. This allows for children to be working on enrichment units during literacy centers, while the teacher is working with other students in small group reading. Many outside resources can be incorporated in this program through the communication activity.
“Enrichment Centers for Everyone” Kathy Robinson

Program Description (cont.)

■ OVERALL VALUE

Children of all ability levels need and deserve enriching activities. Both teachers and students have expressed excitement for the enrichment units. High stakes testing has taken a toll on classrooms. It has made teachers nervous and hesitant to add as well as, find time for anything outside the direct curriculum. Many children, often the ones who need it the most, find little interest in basal instruction. This limiting of curriculum creativeness and time has certainly not helped to motivate students to “Want” to go further with any given topic. Increasing student engagement and motivation by providing high interest units on their level is certainly a huge plus.

Positive parent interest in the centers has also been a benefit, as they are pleased that their children have expressed a higher level of interest and excitement in school. All parents want their children to be enriched. A Parent Letter explaining the Enrichment centers is also available.

■ MATERIALS

A Science Fair show board is the basis of the enrichment center. This is used primarily as a way for students to be accountable for their work and to enable the teacher to know at a glance where the student’s are on the project. Each unit is housed in a simple duo-tang folder, 5 to 6 sheet protectors are used for storage of consumable worksheets within the folder. Themed books can be checked out from the library, Fiction and Non-Fiction stories come from children’s magazines and leveled readers can also be downloaded from Reading A to Z. Depending on the unit’s final project, clay, puzzles, pipe cleaners, etc. are used.

■ OUTSIDE RESOURCE

Reading A to Z Website:
http://www.readinga-z.com/

■ ENRICHMENT CENTER TITLE

The title of the attached Enrichment Center is Dinosaurs. Each unit is expected to take 2-3 weeks to complete but may take more or less depending on the grade level.

Additional examples of units will be on display at the Idea Expo.

■ ABOUT THE DEVELOPER

Kathy Robinson has a B.A. in Elementary Education from St. Leo College, and has endorsements in both ESOL and Reading. Mrs. Robinson is a National Board Certified Teacher with certification in Early Childhood Generalist.

She has been working in Lake Placid Schools for 30 years and is currently working at Lake Country Elementary as the Literacy Curriculum Resource Teacher. This is her fourth PCEF grant.
Viewing Activity-NF  Video One- Dinosaurs

Go to the Library to watch this video.
The video will take 35 minutes.
When you are done return it to the Librarian and return to class.

Before Watching:
✓ Take out a BKWL (before, know, want to learn and learned) graphic organizer.
✓ Read the facts about dinosaurs under the B (before) column.
✓ Now write down what you think that you know under the K (know) column.
✓ Finish by writing down questions you still have about dinosaurs under the W (what) column.
✓ Now watch the video on dinosaurs.

During the video:
✓ While watching the video “Dinosaurs”, write down anything new you learn in the L (Learned) column. Don’t worry about the spelling. 😊

After watching the video:
✓ Compare and talk about the new things you learned while watching the video with your team.
✓ Clip your paper to the project board when you are done.
✓ Don’t forget to put both the date and your name on your papers each day.
1. First, read the B-Background information on Dinosaurs.
2. Write down anything that you think that you already K- Know about Dinosaurs today.
3. Write down any questions that you still have or W-Want to know about the dinosaurs
4. After watching the video, list some of the new things that you L-Learned about the Dinosaurs. When you are done clip your paper to the project board.

<table>
<thead>
<tr>
<th>B</th>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td><strong>What We Know</strong></td>
<td><strong>What We Want to Know</strong></td>
<td><strong>What We Learned</strong></td>
</tr>
<tr>
<td>Dinosaurs first appeared on earth 230 millions years ago.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All dinosaurs belonged to the reptile family.</td>
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</tr>
<tr>
<td>The first dinosaurs lived in the seas.</td>
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<tr>
<td>Next came the dinosaurs that lived on the land.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last came the dinosaurs that flew.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinosaurs could be found all over the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientists learn about dinosaurs by studying fossils and dinosaur’s bones found in rock.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Good readers look a book over, before they begin reading. This helps them to make predictions about what they think the book will be about.

- Each member will need to have a copy of the book, **Dinosaurs Before Dark**, and a piece of paper out of the plastic envelope on the next page.

- Now, let’s see what we can find out about the book, **Dinosaurs Before Dark**, using both the book and the page you should now have in front of you.

- Follow the directions on the Max McMoose, before reading, paper. It will help you make some predictions about the book before you read it.

- When you are done with the prediction page, discuss your answers with your team members. Did they make some of the same predictions that you did?

- After discussing your predictions clip your papers to the project board.
Hello there!
Max McMoose is my name. Reading is my game!
I’m going to be your reading buddy.
Just stick with me.

Check it out! Good readers look a book over before they begin. Let’s see what you can find out about *Dinosaurs Before Dark*.

1. Look at the front and back covers. What did you find out?

________________________________________________________________________

________________________________________________________________________

2. Flip through the book.

How many chapters are there? __________

How many pages are there? __________

What did you learn from the pictures?
________________________________________________________________________

________________________________________________________________________

What do you think you are going to like most about this book?
________________________________________________________________________

________________________________________________________________________
Dinosaurs Before Dark  Pre-teaching Vocabulary

Learning new vocabulary words before reading helps to increase both vocabulary and comprehension gains.

- Each member will need to have the vocabulary introduction paper (page 2) out of the plastic envelope on the next page.

- With a team member read and talk about each of the words above the pictures. Do the pictures help you understand what the words mean?

- For any of the words that you still don’t understand, use a dictionary or a thesaurus to look up the vocabulary word in.

- When you are done practicing the vocabulary on this page, put the sheets back in the plastic sleeve and begin reading the book, Dinosaurs Before Dark.
ancient
crouched
examine
gaze
glance
grazing
A long fixed look.

very old, or very long ago

To take a quick look at something.

Squatting close to the ground, sitting on one’s heels.

Feed as in a meadow or pasture. Animals eating in a field, pasture or meadow.

To look at and study something carefully.
gripped  pretend

groaned  reptile

medallion  soaring
<table>
<thead>
<tr>
<th>Make believe.</th>
<th>Hold firmly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any cold-blooded animal which includes turtles, snakes, lizards alligators, and dinosaurs.</td>
<td>Indicates pain, discomfort, or displeasure.</td>
</tr>
<tr>
<td>Moving to great heights with little apparent effort. &quot;a soaring eagle&quot;</td>
<td>A round object made of metal that is usually worn around the neck on a chain or string.</td>
</tr>
</tbody>
</table>
stream

vanished

strok ed

waddled

valley
To move out of your sight quickly. "The dinosaur quickly vanished behind the trees."

a small body of running water over the earth's surface

To walk swaying back and forth like a duck.

the low land between hills.
Dinosaurs Before Dark

1. Read the entire book, Dinosaurs Before Dark, before going on to complete the reading activity.

2. Once you have finished the book, each person will take a reading response page.

3. Now work with a partner to complete the reading questions on the next page.

4. When you are done, make sure your name is on your page.

5. Now clip your paper to the project board.

Choose 3 of the following questions to respond to in your “Learning Log”.

Dinosaurs Before Dark

✔ Be sure to begin your answer with part of the question you are answering.
✔ Write your answers in complete sentences.
✔ Don’t forget to use correct punctuation
✔ Use your Best handwriting

1. What happens when Jack makes a wish about dinosaurs?

2. Would you like to visit the time of the dinosaurs?

3. What would you do if you could visit this time? What would be scary, and what would be fun?

4. Name the Dinosaurs that Jack and Annie sees. Which is the most dangerous?

5. How is Jack saved from the Tyrannosaurus Rex? Why does Jack feels that he has to go back?
INSTRUCTIONS: Choosing from the words in the box below, have students write the singular or plural form of the words next to the picture of the word.

Name

- egg
- eggs
- bone
- bones
- footprint
- footprints

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http://www.readinga-z.com

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INSTRUCTIONS: Have students write the main idea and a supporting detail for each chapter in the book Discovering Dinosaurs.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Main Idea</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Finding Fossils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Learning From Fossils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: How Long Ago?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONS: Have students cut out the vocabulary words below and sort the words into categories. Provide an opportunity for students to share how they sorted the words.

- dinosaurs
- Earth
- fossil
- teeth
- museums
- eggs
- nest
- skeleton
- humans
- footprints
Non-Fiction Activity                  Skill: Singular or Plural

SINGULAR OR PLURAL:
The singular form of a noun refers to one person, place or thing.
The plural form of the noun refers to two or more persons, places or things, and ends in an s or es.

1. As you read the book Discovering Dinosaurs, look for examples of words that end in s. Are they talking about two or more persons, places or things?

2. After reading the book, get with a partner and find words that end in s. Talk about whether or not they are persons, places, or things.

3. Take a sheet out of the plastic pocket on the next page.

4. Choose from the words in the box at the bottom of the page to identify the singular or plural form of the word that fits in the box.

5. Check your paper with your partner when you are done.

6. When you have checked over your paper, clip it to the project board to be checked by the teacher.
I AM A MAGIC TREE HOUSE READER!

This award of distinction is presented to

______________________________for superior

achievement in reading ______________________

and discovering new worlds on this _________ day of

_________, 20____.

Signed ______________________

To read all of the books in the Magic Tree House series,
visit your local library or bookstore.
Make a **Text-to-Self** Connection

Text-to-self connections are connections that readers make between the text and their own life experiences. Example: “This story reminds me of a visit to my grandmother’s house.” Connecting to emotions and senses improve comprehension skills because the reader can identify with the characters or situations in the text in extremely personal ways and make comparisons.

**Tyrone the Double Dirty Rotten Cheater**

Listen to the story about what happens to Boland and his friends when they try to play games with Tyrone. Now think about the following questions:

- Does this story remind you of an experience you might have had with someone cheating?
- How did it make you feel?
- Were you able to solve the problem? How

*As you reread the story look for examples in the story that remind you of something*

<table>
<thead>
<tr>
<th>The author said:</th>
<th>That reminds me of…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Boland was a little dinosaur.</td>
<td>Me, I am a little person</td>
</tr>
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</table>
Speaking Activity Directions          Reader’s Theater

Dinorella

Hand Puppets:
Duke, Dora, Doris, Dinorella, Fairydactyl, and Deinonychus, are in the back pocket of the folder.

1. Get out the 6 hand puppets in the back pocket of the folder.

2. As a group, each member chooses a character. If you have more puppets than people, some people may have more than one puppet. One person may read all 4 Narrator parts.

3. After you have chosen your character, take out the Reader’s Theater in the back pocket, and read your part or parts.

4. Practice reading parts aloud using the hand puppets included. When practicing, remember to:
   a. Pay attention to the words that describe how the character is saying something.
   b. Speak clearly with a voice that everyone can hear.
   c. Make eye contact with the audience
   d. Use expression with both your body and voice to show how something was said and done.
   e. Don’t read to fast

5. When you have practiced enough, ask your teacher if you can perform, “Dinorella”, for the class.
Deinonychus

Laminate, cut, and hot glue each of the character pictures to a large tongue depressor for use in the Dinorella Reader’s Theater.

Duke
Dinorella

Dora

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“Enrichment Centers for Everyone” Kathy Robinson
Reader’s Theatre Character Parts (cont.)

Doris

Copyright © Christopher Storke and Jeff Poling

Fairydactyl
Dinarella

By Pamela Duncan Edwardsa

Parts (11): Narrator 1  Narrator 2  Narrator 3  Narrator 4  Dora  Doris  Dinarella  Fairydactyl  Deinonychus  Duke  Dinosaurs

>>><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><><>

Narrator 1:  DINORELLA, A PREHISTORIC FAIRY TALE

Narrator 2:  Dora, Doris, and Dinorella lived down in the dunes in a dinosaur den.

Narrator 3:  Dora and Doris did nothing all day. They dumped debris around the den. They never did the dusting or the dishes.

Narrator 4:  Dinorella was dainty and dependable. Dora and Doris were dreadful to Dinorella. All day they demanded...

Dora:       “DINORELLA, dig the garden.”

Doris:      “DINORELLA, fetch us drinks.”

Dora:       “DINORELLA, start the dinner.”

Narrator 1:  One day a card was delivered to the den:

Narrator 2:          Dinosaur Dance
          Duke Dudley’s Den At Dusk
          Hors d’oeuvres, Dandelion Cola
          Dancing Until Dawn

Narrator 3:  Duke Dudley was the most dashing dinosaur in the dunes.

Dora: “I would die for a date with the duke.”

Narrator 4:  said Dora, decorating herself with dinosaur jewels.

Doris: “Definitely,”

Narrator 1:  sighed Doris, dolling up for the dance.

Dinorella: “A dance, how divine,”
Narrator 2: said Dinorella quietly. Doris said,

Doris: “YOU can’t go to the dance, YOU’RE too plain.”

Dora: “YOU’RE too dull, and you don’t have decent dinosaur jewels. Of course you can’t go to the dance.”

Narrator 3: agreed Dora. Poor Dinorella felt down in the dumps as she watched her stepsisters leave for the dance.

Narrator 4: Suddenly, Dinorella heard a noise.

Fairydactyl: “Don’t be gloomy, you shall go to the dance”

Narrator 1: cried Fairydactyl. Dinorella said,

Dinorella: “But I’m so plain, and I don’t have decent dinosaur jewels.”

Narrator 2: Fairydactyl declared,

Fairydactyl: “I’ll soon deal with that. These will out dazzle all other dinosaur jewels.”

Dinorella: “Darling Fairydactyl!”

Narrator 3: exclaimed Dinorella in delight. With her diamonds dangling, she set out for the dance.

Narrator 4: Dusk had fallen when Dinorella heard a noisy disturbance coming from the direction of Duke Dudley’s Den.

Narrator 1: A dastardly deed was taking place! A Deinonychus was dragging off the duke.

Duke: “I’m done for! He will devour me!”

Narrator 2: cried the Duke. The Deinonychus laughed,

Deinonychus: “Indeed I will! I’ll be digesting you by daybreak.”

Narrator 3: Dinorella was not a daring dinosaur, but something drastic had to be done.

Dinorella: “I may become dessert, but I’m determined to drive away that dreaded carnivore.”

Narrator 4: Dinorella climbed to the top of the dune. She roared,
Dinorella: “YOU DISGUSTING DUMMY, DROP THE DUKE!”

Narrator 1: Dinorella began to hurl dirtballs at the Deinonychus.

Narrator 2: The dumbfounded Deinonychus stopped in disbelief.

Deinonychus: “Who called me a dummy?”

Narrator 3: he demanded. The moon’s light caught Dinorella’s dangling diamonds.

Narrator 4: Dots and dabs of light darted toward the Deinonychus. The Deinonychus cried,

Deinonychus: “A DEVIL! See its dreadful demon eyes!”

Narrator 1: Dinorella detached a diamond and threw it at the Deinonychus.

Narrator 2: The diamond hit the Deinonychus HARD in his dentures.

Deinonychus: “The devil will destroy me with its deadly eyes,”

Narrator 3: bellowed the distraught Deinonychus. He dumped Duke Dudley and departed double-quick.

Narrator 4: The den was dense with dinosaurs dashing about in distress. They cried,

Dinosaurs: “A demon, we're DOOMED.”

Duke: “DIMWITS! Demons don’t throw diamonds. It was a damsel who defended me with her dazz- zling dinosaur jewel.”

Narrator 1: roared Duke Dudley through the den.

Duke: “When I discover her, I shall ask her to be my darling.”

Narrator 2: All the dinosaur girls were excited. They each declared,

Doris: “The jewel is mine! MINE!”

Dora: “NO, DEFINITELY MINE. I am the damsel you desire,”

Narrator 3: bellowed Dora, giving Doris a dig.

Duke: “I DOUBT it. Your dinosaur jewels don’t match,”
Narrator 4: declared Duke Dudley. Just then, Fairydactyl arrived at the dance. She quickly saw the dilemma. She demanded,

Fairydactyl: “Where is Dinorella?"

Dora: “Dinorella! That dopey maid,”

Narrator 1: Sneered Dora. Doris laughed,

Doris: “Dinorella! She’s back at the den.”

Narrator 2: But Fairydactyl spied Dinorella dodging behind the dune. She called,

Fairydactyl: “Dinorella, come down.”

Narrator 3: So down came Dinorella, looking distracted. The Duke cried,

Duke: “She wears but one dazzling jewel! Dinorella, you are adorable. You’re definitely quite a dish. I beg you to be my dearest.”

Dinorella: “DREAMY!”

Narrator 4: said Dinorella as they danced off into the dawn. Dora and Doris said,

Dora and Doris: “DRAT!”
Communication Activity:

Emails and Friendly Letters

1. Think about what you have learned about Dinosaurs. What else would you like to know about Dinosaurs?

2. Write a friendly letter to Dinosaur State Park at the following address:

Dinosaur State Park
West Street
Rocky Hill,
CT 06067-3506

3. Describe yourself, what you are learning about. Request any information about the park such as maps and brochures. Be sure to thank the park rangers for their time.

4. When you are done, give your letter and addressed envelope to your teacher. After she checks it over, you may take it to the office to be mailed. A stamp will be provided there.

1. Think about what you have learned about Dinosaurs. What else would you like to know about Dinosaurs?

2. Write a friendly letter to The Dinosaur National Monument at the following address:

Dinosaur National Monument
4545 E. Highway 40
Dinosaur, Colorado 81610

3. Describe yourself, what you are learning about. Request any information about the park such as maps and brochures. Be sure to thank the park rangers for their time.

4. When you are done, give your letter and addressed envelope to your teacher. After she checks it over, you may take it to the office to be mailed. A stamp will be provided there.

1. Think about what you have learned about Dinosaurs. What else would you like to know about Dinosaurs?

2. Write a friendly letter to Dinosaur Provincial Park at the following address:

Dinosaur Provincial Park
P.O. Box 60 Patricia
Alberta, Canada T0J 2K0

3. Describe yourself, what you are learning about. Request any information about the park such as maps and brochures. Be sure to thank the park rangers for their time.

4. When you are done, give your letter and addressed envelope to your teacher. After she checks it over, you may take it to the office to be mailed. A stamp will be provided there.
Math and Science Task        Dinosaurs

~ Take a Survey ~

1. Think about the dinosaurs that you have been reading about.

2. Using the dinosaur survey page, take a survey by asking your classmates which is their favorite dinosaur.

3. Put a tally beside the dinosaur that each student chooses.

   Key - 
   

   4. When you are done with your survey, use the paper on the next page for your graph.

~ Make A Graph ~

1. Using the numbers that you collected from your Dinosaur survey, create a bar graph by coloring in the boxes on the graph paper.

2. When finished, clip your graph under the Technology and Math heading on the project board.
Technology and Math  Favorite Dinosaur Survey

What is your favorite Dinosaur?
Make a tally mark for each person’s choice.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pteranodon</td>
<td></td>
</tr>
<tr>
<td>Stegosaurus</td>
<td></td>
</tr>
<tr>
<td>Triceratops</td>
<td></td>
</tr>
<tr>
<td>Tyrannosaurus Rex</td>
<td></td>
</tr>
<tr>
<td>Apatosaurus</td>
<td></td>
</tr>
</tbody>
</table>

1111
Research-Technology   Dinosaurs

Web Activity

1. Type in the address below on a computer

http://www.dinodictionary.com/

2. Once the site is opened you will find that the Dinosaur Dictionary profiles over 300 known dinosaurs. You can listen to the pronunciation of over 300 dinosaur names by simply clicking on the phonetic spelling of the name.

3. Go to the If Dinosaurs Could Talk section. Explore this section and learn about your favorite dinosaurs.

4. Print off a picture of your favorite or most interesting Dinosaur. Tell why this is your favorite or most interesting and hang on the project board.
<table>
<thead>
<tr>
<th>Animal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ankylosaurus</td>
<td>Ankylosaurus had a bumpy back of armor that protected him from his predators. Predators could not penetrate his tough back. He also had a very powerful tail. Ankylosaurus was about 18-20 feet long and six foot high. Herbivore</td>
</tr>
<tr>
<td>Apatosaurus</td>
<td>Apatosaurus means <em>deceptive lizard</em>. Apatosaurus was about 18 m long and weighed about 30 tons. It had a very small brain. Herbivore</td>
</tr>
<tr>
<td>Brachiosaurus</td>
<td>Brachiosaurus was one of the largest dinosaurs. It was 25 m long and weighed about 80 tons. Brachiosaurus means <em>arm lizard</em>. Herbivore</td>
</tr>
<tr>
<td>Brontosaurus</td>
<td>A Brontosaurus is not a real dinosaur. It was mistakenly made in the 1870s by putting one dinosaur head on another dinosaur body.</td>
</tr>
<tr>
<td>Dimetrodon</td>
<td>Dimetrodon looks like he has a sail on his back. Dimetrodon is a meat-eating animal that lived during the Permian Period, roughly 280 million year ago. Dimetrodon lived before the dinosaurs and is not really a dinosaur. It was a mammal-like reptile. Carnivore</td>
</tr>
<tr>
<td>Diplodocus</td>
<td>Diplodocus is a plant eater. It has a long neck and a very long tail. The Diplodocus is one of the longest land animals. The Diplodocus walked on all four legs. Herbivore</td>
</tr>
<tr>
<td>Iguanodon</td>
<td>One of the first known dinosaurs. It was named Iguanodon (<em>iguana tooth</em>) because its tooth looked like a large iguana’s tooth. Iguanodon walked on its back legs, weighed about 7 tons and was about 30 feet long. Iguanodon had human-like hands with a sharp thumb that he used as a weapon. Herbivore</td>
</tr>
<tr>
<td>Dinosaur</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Protoceratops</td>
<td>This horned-faced dinosaur laid eggs in a sandy nest near a pond. Protoceratops was usually part of a herd that helped protect each other. Its sharp beak was its main defense against predators. <strong>Herbivore</strong></td>
</tr>
<tr>
<td>Pteranodon</td>
<td>Pteranodon was part of a group of dinosaurs called <strong>Pterosaurs</strong>, and was one of the largest flying reptiles. It was about 8 m across its wings. It had a bony crest on the back of its head, a pointed beak and no teeth. It would catch fish with its beak. <strong>Carnivore</strong></td>
</tr>
<tr>
<td>Pterodactyl</td>
<td>Pterodactyl lived in flocks and lived in trees or caves. It ate insects and lived near the sea. The smallest of the <strong>Pterosaurs</strong>, <strong>Carnivore</strong></td>
</tr>
<tr>
<td>Spinosaurus</td>
<td>This dinosaur looked like a Tyrannosaurus with a huge fin on its back. Scientists think the fin helped the dinosaur keep from getting too hot or cold. <strong>Carnivore</strong></td>
</tr>
<tr>
<td>Stegosaurus</td>
<td>Stegosaurus had a very small bird-like head compared to the rest of its huge body. Its brain was about the size of a walnut. Its back legs were twice as long as his front legs. The Stegosaurus had bony plates down its back and tail. He used his tail as a weapon. <strong>Herbivore</strong></td>
</tr>
<tr>
<td>Triceratops</td>
<td>Triceratops means <em>three horned face</em>. Triceratops uses its horns to fight off predators. Triceratops' head was huge - - about 1/3 of its body. Triceratops lived on the edge of the forest. <strong>Herbivore</strong></td>
</tr>
<tr>
<td>Tyrannosaurus Rex</td>
<td>T-Rex was one of the biggest and strongest dinosaurs. Tyrannosaurus Rex had two very strong legs and walked upright. He was about 20 feet high and 40 feet long. Each foot had three toes with claws. He had a huge head and very sharp dagger-like teeth. <strong>Carnivore</strong></td>
</tr>
</tbody>
</table>
“Enrichment Centers for Everyone” Kathy Robinson
Creating Questions Activity

Creating Questions Activity

⇨ Look at the picture on the following page.

⇨ Think about what is happening in the picture.

⇨ Then, make up as many questions as you can about the picture and what you see. Try to make up at least 6 questions.

⇨ Try to use all of the Question types: Who, What, When, Where, Why, How, and Will… Remember all questions don’t have to begin with W. Exp…Is, did, are, etc… All do end with a ?????

⇨ Clip your completed page to your project board.
Creating Questions Activity
Show What You Know Activity
Dinosaur Foam Puzzles

You will need:
• One Dinosaur puzzle per person or pair
• Direction cards
• Index cards

1. Before taking a part each Dinosaur puzzle, look carefully at the information on the direction cards.

2. Carefully put together the dinosaur.

3. You may work as a group, in pairs, or individually.

4. When you are done putting together the dinosaur puzzles, place them on the table in front of the project board for a display.

5. When you are finished with the Dinosaur unit, please carefully take a part each of the dinosaur puzzles and place all of the pieces in to the bag. Please make sure that all pieces are accounted for. The puzzles will need to be returned to Mrs. Robinson for the next classroom to use.

6. Write the name of the Dinosaur that you have created on an index card and display in front of your dinosaur.

Dinosaur Foam Puzzles come from Michaels. They are reusable and cost $1.00 ea.
Ralph Masiello’s DINOSAUR Drawing Book

Stegosaurus

Realistic Eye
Name __________________ Date __________

Dino Cubes

Draw a picture of a dinosaur or write a fact in each of the six boxes below. Then cut out the shape and fold it on the dotted lines to make a dino cube. Glue where it shows. Share your cube with a friend.
ASSEMBLY INSTRUCTIONS:
Choose two pieces with the same number and construct the puzzle according to the numbers. If connecting joints are loose, use glue.
“Enrichment Centers for Everyone” Kathy Robinson
Dinosaurs Before Dark Book Jacket

2008 - 2009 IDEA CATALOG OF EXCELLENCE
ASSEMBLY INSTRUCTIONS:
Choose two pieces with the same number and construct the puzzle according to the numbers. If connecting joints are loose, use glue.
Name: ___________________________  Teacher: ___________________________
Date: ___________________________  Title of Work: **Enrichment Center**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperative Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher observed the student offering assistance to others in group.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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<tr>
<td>Listening:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student used a soft inside voice as they worked quietly with others in their group.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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<tr>
<td>Observing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher observed student on task and engaged in enrichment center activities.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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<tr>
<td>Participating:</td>
<td></td>
<td></td>
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<tr>
<td>The teacher observed student discussing and sharing ideas with others without domination.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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<tr>
<td>Questioning:</td>
<td></td>
<td></td>
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<tr>
<td>The teacher observed the student interacting, discussing and posing questions to all members of the team.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
</tr>
<tr>
<td>Respecting:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher observed the students encouraging and supporting the ideas and efforts of others.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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<tr>
<td>Work Completion:</td>
<td></td>
<td></td>
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<tr>
<td>The teacher reviewed student work samples and found that student followed directions and completed work.</td>
<td>None of the Time</td>
<td>Some of the Time</td>
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**Total Points** | ___

**Teacher Comments:**
### Materials Budget

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<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QTY</th>
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**Teacher**  
Kathy Robinson  
**School:**  
Lake Country Elementary School

<table>
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<tr>
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<th>$800.55</th>
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