



**Title:** Dinosaur Bones

**Author/Illustrator:** Bob Barner

**Themes:** Dinosaurs, fossils

**Items Needed for Center:** device to show video

**Hear the book read aloud here:** [Dinosaur Bones](#)

★ 2<sup>nd</sup> Grade Common Core Reading Standard ★

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**I. INTRODUCTION (PREP QUESTIONS)**

- Ask students what they know about dinosaurs. Which are their favorites, and why? Ask how they know about dinosaurs (books, TV, games, museum exhibits). Ask if they know what **extinct** means? **Fossils?**
- Introduce the book as a poem about dinosaurs. Ask them what they know about poems. Tell them that poems often have a rhyming pattern, but not always. Have them determine the rhyming words **as you read** (every two pages of text).
- Share the author's dedication opposite the title page. Discuss what it means. Why did the author mention Godzilla? How does the author feel about dinosaurs? When did it begin?
- Tell students that there are two parts of the story. One part is a poem. Have students share what they know about poetry. Tell them that often poems have a special rhyming pattern, but not always.
- Tell students the other part is factual information. Tell students that you will first read the poetry part of the story (have students listen for the rhyming words as you read each page since they are present in this poem (every two pages). Then tell read the book a second time, focusing on the factual information.

**II. INTEGRATIVE STRATEGIES**

**During Reading**

- Pp. 1-24: Read the poetry parts.
- Return to the beginning and read the factual parts.
- Pp. 1-2: Read; what do scientists believe is the reason for the extinction of dinosaurs? What does climate mean? Have students discuss how the climate could have impacted the food sources. Ask students if they have heard the word drought before.
- Pp. 3-4: Read; use the context clues to define the word preserved using context clues. What is another word that means the same thing? (saved) Ask students to predict what would be different today if dinosaur fossils had never been preserved? Would that be a good, or bad thing, and why?

- Pp. 5-6: Read; ask students how sharp teeth helped meat-eating dinosaurs? What animals do they know today that have sharp teeth and are meat-eaters? Have them predict what the dinosaur teeth likely looked like if it was a plant eater and refer back to the illustration on p. 4. Have them again use the picture on p. 6 to explain the different uses of those teeth (biting/pulling meat; chewing).
- Pp. 7-8: Read; have students comment on any interesting information, and why (short arms, 750 pounds).
- Pp 9-10: Read; have students discuss their impressions of a dinosaur the size of a chicken.
- Pp. 11-12: Read; have students define ancient and predators using the context clues. Have them share examples of something that is ancient. Have them share examples of animal predators of animals that they know (cats/birds, etc.) What is another word that means the same as predators (enemies)?
- Pp. 13-14: Read; what piece of information seems astonishing? (brain/walnut). Share that an adult human brain weighs about 3 pounds. Ask students to predict what such a small brain size might tell us about the stegosaurus, and why (big size but not very intelligent).
- Pp. 15-16: Read; ask students what the teeth of the stegosaurus must have looked like, and why? (sharp/meat-eating)
- Pp. 17-18: Read; using the illustration, point out how the skull is one-third the length of its body.
- Pp. 19-20: Read; have students define exist using the context clues.
- Pp. 21-22: Read; discuss the difficulty of trying to extract bones from rock without damaging the bones.
- Pp. 23-24: Read; what animal today has something in common with Brachiosaurus (giraffe)?
- Pp. 25-26: Have students share the information we learn from the graph.
- Pp. 27-28: Have students discuss the information we learn from the Dino-meter. Ask students how resources such as graphs and charts help readers to understand information better?

### III. INTEGRATIVE STRATEGIES

#### Post Reading

- Have students share facts that interested them.
- If you could have a dinosaur for **one day**, what would you do with it and why?

### IV. SMALL GROUPS

- <https://www.youtube.com/watch?v=rYjs8Wtfnzo> (1:54)
- Pp. 25-26: Discuss the size **graph**, noting the specific information it shows.
- Pp. 27-28: Discuss the information in the Dino-meter. Ask students how resources such as graphs and charts help readers to understand information better.