

Vocabulary

Carnivorous	Eating meat exclusively.
Dinosaurs	A great group of advanced, small to immense animals, probably including the ancestors of birds.
Estimate	To make a judgment as to the likely or appropriate cost, quantity, or extent of; calculate approximately.
Excavate	To dig up an object such as a fossil.
Extinct	No longer existing or living.
Fossils	The remains or evidence of ancient organisms preserved in rock or some other material.
Herbivorous	Eating plants exclusively.
Hypothesis	A prediction based on observation, experience or scientific reason.
Paleontologist	A scientist who is trained in both geology and biology and studies fossil records to learn about life of the past.
Paleontology	The study of ancient life.
Predict	To declare or indicate; foretell on the basis of observation, experience, or scientific reason.
Prehistoric	Pertaining to the time or period prior to recorded history.
Skeleton	Boney framework of a body .
Suchomimus	A large dinosaur that lived during the Cretaceous period Africa. Its name means "crocodile mimic."
Swamp	A lowland region saturated with water.

Activity: Dinosaur Names

Students will learn about dinosaurs using opposites. They will then use paint to create a unique dinosaur from their imagination.

Materials

Dinosaurs Roar by Paul Strickland

Paper

Paint

Paint brushes

Smocks

Procedure

1. Read aloud, *Dinosaurs Roar* by Paul Strickland.
2. Ask children what kind of dinosaur they would be.
Would they be big or small? Strong or weak?
Discuss as a group. Have children share aloud their ideas about what kind of dinosaur they would be.
3. Show students the materials (paints, smocks, etc.) available to them and explain they can paint a picture of the dinosaur that they imagined.
4. Allow children to use paint to create their own dinosaurs.
5. Afterwards, have students dictate to you about their dinosaur.

Extension Idea

Give students an opportunity to create their own dinosaur name for their picture. For example, Robert-rex, Michelle-a-saurus, or Sam-o-mimus. Use the children's dinosaur names to create their name tags for the workshop.

PALEO-PLAY

Alignment with State Goals

State Goal 1

Read with understanding and fluency

State Goal 5

Use the language arts to acquire, assess, and communicate information

Activity: Dinosaur Bones

PALEO-PLAY

Students will listen to the book, *Dinosaur Bones*, by Bob Barner and create dinosaur bone art. This activity will prepare them to learn about Suchomimus, whose bones live at Chicago Children's Museum.

Materials

Dinosaur Bones by Bob Barner
Dry pasta in different shapes
Die-cut or traced dinosaur shapes on black paper
Glue

Procedure

1. Gather needed materials including a variety of dry pasta. Try putting some pasta into a plastic bag and stepping on it a few times to break up the pieces into different shapes.
2. Read aloud *Dinosaur Bones*.
3. After reading the book, explain that we know dinosaurs lived a long time ago because of the bones which have been found. Dinosaurs' skeletons help us learn about what dinosaurs looked like; including their shape and size. They also help us to learn what they ate. Discuss what a skeleton is and that we have them too. Have students feel a few of the bones in their own body by touching their necks or squeezing their wrists.
4. After the book discussion, have students glue the dry pasta on to the dinosaur shape to create a 3-D dinosaur skeleton. Remind them to think about making a skeleton.
5. When students are done, help them count the number of "bones" their dinosaur has.

Extension Activity

Students can create their own fossils, using Crayola Mold Magic, and any left-over dry pasta. Give each child a small amount of mold magic and have them press it flat like a pancake on to a small paper plate. Then allow children to press the dry pasta into the mold magic to create fossils. Afterwards, write the children's name of the plates and set aside to dry, it will take several hours to become solid.

Alignment with State Goals

State Goal 1

Read with understanding and fluency.

State Goal 5

Use the language arts to acquire, assess, and communicate information

Activity: Sing a Song and Learn a Rhyme

Songs and rhymes are a fun and meaningful way to introduce information to young students. Below are a song and a finger play to learn before you come on your field trip or to do in the class afterwards to extend your experience.

Procedure

Try doing the Suchomimus pokey or reciting the Suchomimus fingerplay during circle time.

Suchomimus-Pokey (to the tune of “The Hokey Pokey”)

You put your claws in,
You put your claws out,
You put your claws in,
And you scratch’em all about.
You do the Suchomimus pokey,
And you turn yourself around.
That’s what it’s all about!

Additional Verses:

Feet—Stomp them all about
Teeth—Chomp them all about
Backbone—Shake it all about
Tail—wiggle it all about

Finger Play: The Big Suchomimus

The big Suchomimus (stretch your arms big)
Has teeth in his jaw (open your arms wide like a crocodile)
He has fingernails (point to your fingernails)
Although we call them claws (make your fingers look like claws)
He thinks with his head (point to your head)
And walks with his feet (point to your feet)
I guess you could say (spin in a circle)
He is a lot like you and me! (point to yourself and to your neighbor)

PALEO-PLAY

Alignment with State Goals

State Goal 4

Listen and speak effectively in a variety of situations

State Goal 5

Use the language arts to acquire, assess, and communicate information

Activity: Habitat Pictures

Students will use what they learned about Suchomimus and its habitat to create a picture.

Materials

Construction paper

Chalk or paint

Smocks

Large Suchomimus picture, an image can be found at:

www.projectexploration.org/suchomimus.htm

Note cards

Marker

Procedure

1. Using the large picture of Suchomimus as a reference point, lead a discussion about what the class learned about Suchomimus from the workshop. The following questions could be used to lead the discussion:
 - *Where did Suchomimus live?*
 - *What did Suchomimus eat?*
 - *What parts of our body are like Suchomimus'?*
What parts are different?
2. Tell the students that Suchomimus' habitat, or home, was the place where he lived and found food.
3. Then have students create a picture of Suchomimus in his habitat.
4. After students have created their pictures, have them dictate their picture to you on a note card and attach it to their picture.

Extension Activity

Use each student's picture to create a book about Suchomimus for your classroom library. As a class, design a cover for the book, laminate the pages for durability, and bind it together.

PALEO-PLAY

Alignment with State Goals

State Goal 4

Listen and speak effectively in a variety of situations

State Goal 5

Use the language arts to acquire, assess, and communicate information

State Goal 12B

Know and apply concepts that describe how living things interact with each other and with their environment.

Activity: How big were the other dinosaurs?

PALEO-PLAY

Students will compare the length of Suchomimus to other dinosaurs. As a class, students will create a graph to find out which dinosaurs were bigger or smaller than Suchomimus.

Materials

Math manipulative blocks or links
Dinosaur pictures or plastic dinosaurs
A list of dinosaur measurements (included)
Paper and Markers

Procedure

1. Before the activity research the lengths of 2-3 dinosaurs (other than Suchomimus) which the students are interested in. If you are unsure have the class vote on their favorite dinosaur.
2. Begin by reminding the students that Suchomimus was 36 feet long, which means that Suchomimus was about the size of a school bus, from its head to the end of its tail.
3. Show students one link or block. Tell them to pretend that the link or block represents one foot of Suchomimus. Show them one foot using a ruler. As a class, count and connect 36 links or blocks to represent the total length of Suchomimus. Display data with a title (Suchomimus 36 feet).
4. Repeat procedure using the lengths of the other dinosaurs you collect.
5. Once all the data is collected create a title for the data. Explain that the students have made a graph, which can be used to find out which dinosaurs were bigger and smaller than Suchomimus. Use the following questions to discuss the data:
 - *What dinosaur was the same size as Suchomimus?*
 - *What dinosaur was bigger than Suchomimus?*
 - *What dinosaur was smaller than Suchomimus?*

Extension Activity

Repeat the graphing activity adding more dinosaurs to compare. Encourage them to find the smallest dinosaur and the largest dinosaur that roamed the earth. (Hint: one of the smallest dinosaurs was Troodon at 5 feet long and one of the largest dinosaurs was Seismosaurus at 150 feet long.)

Alignment with State Goals

State Goal 7

Estimate, make and use measurements of objects.

State Goal 11

Understand the processes of scientific inquiry.

Dinosaurs Sizes Fact Sheet

PALEO-PLAY

Dinosaur	Height	Width
Suchomimus	12 ft.	36 ft.
Tyrannosaurs Rex	20 ft.	49 ft.
Troodon	3 ft.	5 ft.
Brachiosaurus	50 ft.	85 ft.
Seismosaurus	18 ft.	150 ft.
Stegosaurus	9 ft.	26 ft.
Velociraptor	3 ft.	5 ft.
Euoplocephalus	6 ft.	20 ft.
Pentaceratops	10 ft.	28 ft.
Tricceratops	10 ft.	30 ft.

Facts about Suchomimus:

- Existed approximately 100 million years ago
- Sucho means “crocodile” Mimus means “mimic”
- 36 feet long and 12 feet high, and walked on its hind legs
- Carnivorous, ate fish
- Used its claws to catch its prey
- Its remains were found in the Sahara Desert where it can reach 120 degrees
- Had 100 sharp-pointed teeth used for eating fish
- Was as large as T-Rex

Paleo-Play Workshop Resources

PALEO-PLAY

Storybooks

- Barner, Bob. *Dinosaur Bones*
- Barton, Bryon. *Dinosaurs, Dinosaurs*
- Carrick, Carol. *Patrick's Dinosaurs*
- Most, Bernard. *If the Dinosaurs Came Back*
- Parish, Peggy. *Dinosaur Time*
- Strickland, Paul. *Dinosaurs Roar*

Nonfiction and Reference

- Clinton, Susan. *Reading Between the Bones: Pioneers of Dinosaur Paleontology*
- Lambert, David. *The Ultimate Dinosaur Book*
- Larson, Peter. *Bones Rock! Everything You Need to Know to be a Paleontologist*
- McGowan, Chris. *Discover Dinosaurs: Become a Dinosaur Detective*
- Parker, Steve. *The Practical Paleontologist*
- Quigley, Mary. *Dinosaur Digs (Excavating the Past)*
- Wilkes, Angela. *The Big Book of Dinosaurs: A First Book for Young Children*

Websites

<http://www.zoomdinosaurs.com/subjects/dinosaurs/index.html>

Zoom Dinosaurs is a comprehensive on-line hypertext book about dinosaurs.

<http://www.projectexploration.org>

Project Exploration was founded in 1999 by University of Chicago paleontologist Dr. Paul Sereno and educator Gabrielle Lyon, to make science and paleontology accessible to the public. Look here for activities to do in your classroom as well as information about recent dinosaur discoveries.

<http://www.ucmp.berkeley.edu/diapsids/dinosaur.html>

Dinosauria is an interesting myth-busting website that can help answer some of the questions teachers have about dinosaurs.

<http://www.preschoolrainbow.org/dinosaurs.htm>

This website has several age appropriate dinosaur activities for early learners.