

**Curriculum Guide
for**

The Prehistoric Games by Janet Lawler Grades: Pre-K/K

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BACKGROUND

While this unit is written for Prekindergarten to Kindergarten age students, the standards are easily adapted for grades 1, 2 or 3. Additionally, the Connecticut Early Learning and Development Standards and Common Core State Standards are used. These standards are found online at:

http://www.sde.ct.gov/sde/lib/sde/pdf/alliance_districts/convening/early_childhood-standards_and_assessment.pdf

<http://www.corestandards.org/>

What differentiated practices should be in place? Why?

Differentiation will take place in the form of student readiness, interests, and learning preferences. This unit is largely student driven, and as such, choice is the main means of differentiation for the students. Differentiation by process will also occur based on the physical and social/emotional needs of our students. Small and large group work will be the basis of this unit.

Topic: What overarching theme or topic gives focus to the unit? This is an integrated unit that includes content areas as well as social development skills. You should plan on teaching this unit 2 weeks. (For a shorter unit for pre-K through 3, you can selectively use portions or individual activities to address your particular standard/curriculum teaching need.)

Dinosaurs & Sports

While the theme of this unit is dinosaurs, this unit teaches students that each of us, just like the dinosaurs presented in this book, is unique. Also, in The Prehistoric Games, each dinosaur works hard to compete individually or contribute to a team.

Enduring Understanding (EU)

<http://www6.grafton.k12.wi.us/district/eclipse/essentialquestions/enduring.html>

Teamwork means working together.
 Hard work pays off.
 We are all unique.
 We all have different traits.



Essential Questions (EQ)

<http://www.huffenglish.com/understanding-by-design-essential-questions/>

1. Why is it important to work together?
2. What makes each dinosaur unique?
3. What makes you unique?

**Content Standards:
 Connecticut Early Learning & Development Standards (CTELDS)
 Common Core State Standards (CCSS)**

Reading

CTELDS L.60.14 Use connections between self and character, experience and emotions to increase comprehension
 CTELDS L.60.18 Identify some familiar printed words out of context.
 CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.
 CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
 CCSS.ELA-Literacy.RI.K.10 Actively engage in-group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Writing

CTELDS L.60.25 Draw original stories with beginning, middle and end.
CTELDS L 48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).

Math

CTELDS M.48.11 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).
CTELDS M.48.8 Recognize measurable attribute of an object such as length, weight or capacity.
CTELDS M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds, less, holds the same amount).
CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.
CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Science

CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings.
CTELDS S.60.9 Provide examples of how animals depend on plants and other animals for food.
CTELDS S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength).
CTELDS S.48.4 Identify a problem and with adult assistance design a solution (e.g., device or process) to address that problem.

Social Studies

CTELDS SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).
CTELDS SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.).

Social Skills

*CTELDS SE.48.5 Make transitions and follows basic schedule, routines and rules with occasional reminders.

*CTELDS SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks.

*CTELDS SE 48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project.

* Social Skills are assessed each day in every activity.

What is the most important Content Knowledge that students will learn in this unit? How will you pre-assess knowledge?

Students will be pre-assessed through the use of a Know, Wonder, and Learned (KWL) chart. What do students know about dinosaurs and sports? What do they want to know? At the end of the unit, the chart should be completed to show what students learn. This visual and verbal chart is an important way for students to solidify information.

Throughout the duration of this unit, students will learn new information and practice previously learned material. Learning will be occurring in all the subject areas. Listed below is the most important content knowledge students will learn in this unit.

Language and Literacy: Students will enjoy a wide variety of books, videos, and multi-media activities to learn more about dinosaurs and specific games introduced in The Prehistoric Games. A Word Wall displays vocabulary needed for successful completion of the unit. Children write, draw, and create their dinosaurs and give an oral presentation at the end of the unit.

Math: Students will continue practicing to sort and classify objects by physical attributes, as well as count objects up to four. As an extension, students will be challenged to count objects beyond four. Children will measure using a

life-size dinosaur foot in an attempt to comprehend the original size of specific dinosaurs.

Science: Students explore the ways that animals move, and how animals are classified by attributes (walking on two legs verses four, etc.). Students watch a video about the formation of volcanoes and build a volcano. Students make their own fossil and learn how they are formed.

Social Studies: Students identify physical characteristics that make animals and themselves unique. Students think about their own physical fitness and attributes needed to play games and contribute to a team.

Social Skills: Students learn to take turns and follow the rules for different games. Children play together to create puppet shows, class murals, and dinosaur costumes.

Students' social, emotional, cognitive, and developmental skills will be pre-assessed through observation and documentation.

ASSESSMENT

What is the assessment approach that will be used at the end of one week at each center? Include a description of the approach and a copy of the data collection instrument (i.e., observation form, checklist, anecdotal records, etc.) and the accompanying rubric.	How does the assessment strategy/approach link to the unit standards?
Dinosaur Reveal (Museum Walk)/ The Prehistoric Games (Field Day)	Standards involved in this unit work as the building blocks for successful completion of the final dinosaur presentation and participation in games. Social and emotional standards are included so that the children practice skills needed to work together in the classroom and during sports games.

<p>Students become an expert on one dinosaur learning size, traits, habitat, and food, (herbivore/carnivore) for their particular dinosaur. Family and friends are invited to attend a “Museum Walk” where each student presents his/her dinosaur both visually and verbally. Students work together to show dinosaurs in their habitat via a wall mural and realistic habitat setting.</p> <p>The Prehistoric Games or Field Day will take place on the playground after the Museum Walk. Friends and family will cheer-on their favorite “dinosaur” as he/she participates in a group and/or individual sport activities.</p>	
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Play/work Centers

<p>Create play/work centers throughout classroom. How will children know where to go and when to change to a new center? How will you monitor student learning at each center? How will you use your assessment tools/strategies?</p> <p>There are 4 cardboard dinosaurs located near each center. Each student entering a particular center will take one dinosaur and move it to the “learning here” area for the center. If all dinosaurs are moved, it is expected that the student will work at another center until a place is available.</p> <p>Centers are available for much of the day. A timer will count down and sound on the Smart Board indicating when students should change centers. Jurassic Park music will be played during transitions.</p> <p>At the beginning of each week, mini lessons will occur to introduce center activities. A certain portion of each day will also be set aside to work on group and individual projects.</p> <p>Student learning at each center is monitored via observation, scaffolding, and student work. In addition, student journals are collected at the end of each week to check on student involvement and progress on projects. Further differentiation may take place depending on student progress. Appropriate extensions or modifications may be put into action. Center activities may be added to or rotated more frequently depending on student interest.</p>

Describe how you will introduce each center so that children know what to do there.

Center activities are introduced as mini lessons at the beginning of each week. Activities are rotated the following week, so a new round of mini lessons occur at the beginning of the second week. Visual instructions, as well as visual and bilingual labels are found at each center to help students continue activities on their own and with their peers.

Lesson Map

<p>Reading Group</p> <p>Reading/Listening Center</p> <p>Week 1</p> <p>Background information: KWL Chart</p> <p>Visit a dinosaur museum</p> <p>EQ: What makes each dinosaur unique?</p> <p>EQ: What makes you unique?</p>	<p>Standards:</p> <p>CTELDS L.60.14 Use connections between self and character, experience and emotions to increase comprehension.</p> <p>CTELDS L.60.18 Identify some familiar printed words out of context.</p> <p>CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.10 Actively engage in-group reading activities with purpose and understanding.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CTELDS SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).</p> <p>CTELDS SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.).</p> <p>Activities:</p> <p>As a whole group activity, ask students what they know about dinosaurs? What did they look like? Where did they live? What did they eat? Why are they extinct? Complete the “know” and “wonder” sections of a Know, Wonder, Learned chart and display in the room.</p> <p>As a whole group activity, ask students how they are alike and different to the dinosaurs in <u>The Prehistoric Games</u>? What sports does each student enjoy? Do they work out with family members? Do they like team sports or individual sports- or both? Have they seen sports competitions? (Use</p>
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	<p>CTELDS L 60.14 to make personal connections, experiences, emotions to increase comprehension and retention.)</p> <p>Wall Words: Introduce the vocabulary listed in the Glossary and Pronunciation Guide at the end of the book, <u>The Prehistoric Games</u>. Other new vocabulary words should be added to the Wall Words as the unit develops.</p> <p>Read Aloud: <u>The Prehistoric Games</u> by Janet Lawler on the first day of our unit. Each morning, read a different dinosaur book (see resource list).</p> <p>Show YouTube video to further solidify students' background knowledge of dinosaurs.</p> <p>Dinosaurs Facts & Fun Dinosaurs Cartoon Videos for Children</p> <p>https://www.youtube.com/watch?v=_v4cofw39CE</p> <p>Provide a variety of books for children to explore and research.</p> <p>Provide books-on-tape or iPad links for visual and auditory access to new material in the Reading/Listening Center.</p>
<p>Writing Center Week 1</p> <p>Research and Draw/create Dinosaurs</p> <p>EQ: What makes each dinosaur unique?</p> <p>EQ: Why is it important to work together?</p>	<p>Standards:</p> <p>CTELDS L.60.25 Draw original stories with beginning, middle and end.</p> <p>CTELDS L 48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p> <p>CTELDS SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).</p> <p>CTELDS SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.).</p> <p>Activities:</p> <p>Students should choose one dinosaur to learn about and become the class expert. Each child will present information on their dinosaur during the Museum Walk on the final day of the unit. Writing and research center asks specific questions about dinosaurs so that each child learns the needed information (size, carnivore, herbivore, etc.) and draws conclusions about how these great animals lived. Drawings and information should be kept in journals.</p>

<p>EQ: What makes me unique?</p>	<p>Students should choose a sport from The Prehistoric Games to learn more about. Books, videos, YouTube information, etc. should be available for children to view, draw, and research. This should be a sport the child is interested in or already has experience playing. What traits are needed to play this game well? Is this an individual or team sport? Which kind is more appealing to you personally, and why?</p>
<p>Math Center Week 1</p> <p>Sort and Classify</p> <p>EQ: What makes each dinosaur unique?</p> <p>EQ: Why is it important to work together?</p> <p>EQ: What makes you unique?</p>	<p>Standards: CTELDs M.48.11 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape). CTELDs M.48.8 Recognize measurable attribute of an object such as length, weight or capacity CTELDs M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds, less, holds the same amount) CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5. CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. CTELDs SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). CTELDs SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.).</p> <p>Activities: Pull Apart the Dinosaur: dinosaurs comprised of different shapes, sizes, and colors will be posted around the room. Students will break into their center groups. In their area will also be three boxes that students will use to sort the body parts (heads, tails, arms & legs). Students will work together to pull apart the dinosaur and sort the parts in the labeled boxes. Students will then take the body parts and reassemble the dinosaurs around the room.</p> <p>Dinosaur puzzles, felt board, and plastic dinosaurs are also found in the Math Center. Students create scenes on the felt board showing their comprehension of two or four-legged dinosaurs, where they lived, and sports they played in The Prehistoric Games. Plastic dinosaurs may be sorted and classified by species and/or size and/or color.</p> <p>Group Activity: Share common traits of specific dinosaurs. (Students should note traits such as teeth, tails, height, shape of head and tails, etc.) Share common traits of students in the classroom; color of eyes, hair, height, gender etc. Make charts of both dinosaur and student traits to display.</p>

<p>Science Center Week 1</p> <p>Build a Volcano vinegar & baking soda</p> <p>Dino Dig</p> <p>EQ: Why is it important to work together?</p>	<p>Standards:</p> <p>CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings.</p> <p>CTELDS S.60.9 Provide examples of how animals depend on plants and other animals for food.</p> <p>CTELDS S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength).</p> <p>CTELDS S.48.4 Identify a problem and with adult assistance design a solution (e.g., device or process) to address that problem.</p> <p>CTELDS M.48.8 Recognize measurable attribute of an object such as length, weight or capacity</p> <p>CTELDS M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds, less, holds the same amount)</p> <p>CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.</p> <p>Activities:</p> <p>What is a volcano? Why is there a volcano in <u>The Prehistoric Games</u>? Books and videos about volcanoes are read to provide background information for students prior to building a volcano. The volcano can become part of the class mural by placing it on a table at the base of the mural. Student clay dinosaurs may also roam here.</p> <p>http://www.wikihow.com/Make-a-Volcano</p> <p>Dino Dig: Fill a large Tupperware container with sand. Hide teeth, claws, bones, wings, rocks, leaves, plastic dinosaurs, etc. in the sand. Provide a small shovels, paleontologist hats, notebooks, and iPads for recording what students' find on their "dig."</p> <p>More advanced students could unearth a dinosaur skeleton, that has been torn apart and buried in the sand. Students could find each bone and put the dinosaur back together.</p> <p>http://www.wards.com/3-foot-t-rex-skeleton.pro?source=c001&code=Toys&medium=inhaus&link=123497&cm_mmc=google- - PLA Campaign- -Toys- -123497&CAGSPN=pla&CAAGID=17155496776&CATCI=pla-18283950120&CAID=3973d255-b6f1-496d-9005-0e95bc64be28&qclid=Cj0KEQjwte27BRcM6vjIidHvnKQBEiQAC4MzrYvdUg9LIspB-ouVSiZaZRZoY-edfuGCPDjBodmcNccaArTi8P8HAQ</p>
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<p>Social Studies Week 1</p> <p>What does a paleontologist do?</p> <p>What is a fossil? How can we make our own?</p> <p>EQ: What makes each dinosaur unique?</p>	<p>Standards: CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings. CTELDS S.60.9 Provide examples of how animals depend on plants and other animals for food. CTELDS S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength). CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings. CTELDS L.60.14 Use connections between self and character, experience and emotions to increase comprehension (see themselves as a paleontologist).</p> <p>Activities: What does a paleontologist do? Why is the paleontologist’s work important? Share books and videos of paleontologists at work so that students understand the concept of a “Dino Dig” and fossils.</p> <p>Make a Fossil: Students partially fill cups with damp sand. Next, children place a chicken bone in sand to make an imprint. Finally, students pour Plaster of Paris over impression and let dry. These “dinosaur fossils” may be added to the class mural table.</p>
<p>Social Skills Week 1</p> <p>What are the rules of the games?</p> <p>EQ: Why is it important to work together?</p> <p>EQ: What makes you unique?</p>	<p>Standards: CTELDS SE.48.5 Make transitions and follows basic schedule, routines and rules with occasional reminders. CTELDS SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks. CTELDS SE 48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project. CTELDS SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). CTELDS SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.). CTELDS L.60.14 Use connections between self and character, experience and emotions to increase comprehension.</p> <p>Activities: Discuss the games mentioned in <u>The Prehistoric Games</u>. Students should choose one game in which to participate on the Final Field Day. Why did they choose this game? What traits are needed to play this game? Do they possess these traits? A KWL chart shows students’ knowledge about each particular game. Teachers “scaffold” knowledge by asking questions so students understand important concepts of each game.</p>

	<p>Discuss concepts of teamwork, practice, and hard work.</p> <p>Equipment need for each game is available for students so they may practice their skills each day prior to the Final Field Day competitions.</p>
<p>Reading Group Reading/Listening Center Week 2</p> <p>Dinosaur Traits</p> <p>EQ: What makes each dinosaur unique?</p>	<p>Standards: CTELDS L.60.14 Use connections between self and character, experience and emotions to increase comprehension. CTELDS L.60.18 Identify some familiar printed words out of context. CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. CCSS.ELA-Literacy.RI.K.10 Actively engage in-group reading activities with purpose and understanding. CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>Activities: Students continue to record (draw with teacher notes) information in their journals that will allow each student to become an “expert” on their chosen dinosaur. Each day the teacher should talk about an important attribute needed for survival (such as size, physical traits like horns, type/shape of teeth, etc.). Research to uncover specific dinosaur traits should follow. Books, videos, and iPads offer multi-sensory ways for students to conduct their research.</p> <p>Costumes consisting of dinosaur wings, claws, teeth, tails, etc. should be available for students for pretend play. Students should be encouraged to write/create stories about their dinosaur. Teachers can video record students’ pretend play or ask students to draw pictures of the actions in their story.</p>
<p>Writing Center Week 2</p> <p>Classroom Mural</p>	<p>Standards: CTELDS L.60.25 Draw original stories with beginning, middle and end. CTELDS L 48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p>

<p>EQ: Why is it important to work together?</p> <p>EQ: What makes each dinosaur unique?</p> <p>EQ: What makes you unique?</p>	<p>CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings.</p> <p>CTELDS S.60.9 Provide examples of how animals depend on plants and other animals for food.</p> <p>CTELDS S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength).</p> <p>Activities: Children work together to create a classroom mural of dinosaurs in their habitats. Students should be allowed to use all types of medium to complete the mural. Feathers, leaves, cotton balls, sand, etc. are just a few items needed. If there is time, students could go on a nature walk and collect items for the class mural.</p> <p>Another group of students might decide to draw their dinosaur playing “dinosaur games” as depicted in <u>The Prehistoric Games</u>. What equipment is needed? How many players? Who are the officials?</p> <p>Finally, students should draw pictures of themselves playing games. Students will explain in detail their drawings while teachers write below the pictures specific information dictated by the child. And/or the child may choose to write about their picture on their own.</p>
<p>Math Center Week 2</p> <p>Measure (items in the classroom) using a dinosaur footprint.</p> <p>EQ: What makes each dinosaur unique?</p> <p>EQ: What makes you unique?</p>	<p>Standards: CTELDS M.48.11 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).</p> <p>CTELDS M.48.8 Recognize measurable attribute of an object such as length, weight or capacity.</p> <p>CTELDS M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds, less, holds the same amount).</p> <p>CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.</p> <p>CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>Activities: Download the dinosaur footprint template from the website below. Make outlines of students’ bodies by asking each student to lie down on a piece of butcher paper. (Be sure to label each student’s outline.) Next, ask students to see how tall they are using a dinosaur footprint and their butcher paper body outline.</p>

	<p>Students may choose to measure other objects in the room using their dinosaur footprint. A class chart gives each student's height in "dinosaur feet." Other objects' (desks, doors, windows, etc.- students should be allowed to choose what they want to measure) heights are recorded on the "Dinosaur Footprint Measurement Chart."</p> <p>http://www.schleich-s.com/dinos/en/footprints/</p>
<p>Science Center Week 2</p> <p>EQ: What makes each dinosaur unique?</p>	<p>Standards: CTELDS S.60.7 Group and classify living things based upon features providing evidence to support groupings CTELDS S.60.9 Provide examples of how animals depend on plants and other animals for food CTELDS S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength). CTELDS S.48.4 Identify a problem and with adult assistance design a solution (e.g., device or process) to address that problem.</p> <p>Activities: Students will work together with their teacher to build their dinosaur costume to wear during the Museum Walk. Students will have access to art materials, and any materials sent in from parents for the project.</p>
<p>Social Skills/Dramatic Play Week 2</p> <p>Dress up like your dinosaur and present information to parents and class.</p> <p>Play Dinosaur Games</p> <p>EQ: What makes each dinosaur unique?</p>	<p>Standards: CTELDS SE.48.5 Make transitions and follows basic schedule, routines and rules with occasional reminders. CTELDS SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks. CTELDS SE 48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project.</p> <p>Activities: Museum Walk: Using the dinosaur costume created in class, students present their dinosaur giving who, what, where, and when information to friends and family. Each student is the expert on one dinosaur of their choosing.</p> <p>Field Day: Participate individually or as a member of a team in a dinosaur game from <u>The Prehistoric Games</u>.</p>

<p>EQ: Why is it important to work together?</p> <p>EQ: What makes you unique?</p>	<p>Family members and friends from other classrooms are invited to attend both the Museum Walk and Field Day games. Medals like those shown in the book are presented to all participants.</p>
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Materials for use with Students

<p>Print</p>	<p><u>Library List:</u></p> <p><i>The Prehistoric Games</i> by Janet Lawler https://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Dstripbooks&field-keywords=The+Prehistoric+Games</p> <p>http://www.janetlawler.com/</p> <p>http://www.janetlawler.com/prehistoricgames.html</p> <p><i>If the Dinosaurs Came Back</i> by Bernard Most <i>Bones, Bones, Dinosaur Bones</i> by Byron Barton <i>What Really Happened to the Dinosaurs</i> by John Morris and Ken Ham <i>Raising Dragons</i> by Jerdine Nolen <i>Dinosaurumpus!</i> by Tony Mitton <i>Edwina, the Dinosaur Who Didn't Know She Was Extinct</i> by Mo Willems <i>Dinosaur!</i> by Peter Sis <i>Dinosaur Train</i> by John Steven Gurney <i>Dinosaurs by Design</i> by Duane T. Gish <i>How Do Dinosaurs Say Goodnight?</i> by Jane Yolen <i>Dinosaur Roar</i> by Henrietta Stickland and Paul Stickland <i>Oh My Oh My Oh Dinosaurs</i> by Sandra Boynton <i>That's Not My Dinosaur</i> by Fiona Watt</p>
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	<p>Dinosaurs (Rhyme) https://www.youtube.com/watch?v=n5zy8kZMWEU</p> <p>Dinosaur Song (Tune: I'm a little Tea Pot) https://www.youtube.com/watch?v=WWM5F7qL1QE</p>
Audio-Visual	<p>https://www.youtube.com/watch?v=YQX7JYQjDOQ</p> <p>https://www.youtube.com/watch?v=fa_hER8iUbQ</p> <p>https://www.youtube.com/watch?v=c-KzbdOsMOk</p> <p>https://www.youtube.com/watch?v=JzshnLAniyw</p> <p>Visit a Volcano Virtual Field Trip found on Teachers Pay Teachers</p> <p>https://www.teacherspayteachers.com/Product/Visit-a-Volcano-Virtual-Field-Trip-531708</p>
Technology	<p>Smart Board</p> <p>Laptop</p> <p>Pebble Go</p> <p>iPads</p> <p>Headphones</p>
Internet URLs	<p>http://www.janetlawler.com/</p> <p>http://www.janetlawler.com/prehistoricgames.html</p> <p>Smithsonian National Museum of Natural History – paleobiology.si.edu/dinosaur</p> <p>Pebblego.com</p> <p>Youtube.com</p> <p>Google.com</p> <p>Gonoodle.com</p>
Extended Activities	<p>Trip to Dinosaur State Park and Arboretum, Rocky Hill, CT</p> <p>www.dinosaurstatepark.org</p> <p>or Dinosaur State Park – YouTube</p> <p>Trip to Peabody Museum of Natural History, New Haven, CT</p> <p>Connecticut Dino Trail</p> <p>www.Ctdinotrail.com</p> <p>The Dinosaur Place at Nature's Art Village, Oakdale, CT</p>

Supplies	<p><u>Volcano</u>: clay, vinegar, baking soda, food coloring, dish soap, protective covering for table</p> <p><u>Dino Dig</u>: large Tupperware container, play sand, various dinosaur parts or dinosaur skeleton, habitat structures, shovels, sports equipment, paleontologist hats, notebooks</p> <p><u>Fossils</u>: chicken bones, Plaster of Paris, paper cups, play sand</p> <p><u>Field Day</u>: equipment for each game, medals, officials' scorecards, hats and ties (see <u>The Prehistoric Games</u>)</p> <p><u>Dinosaur Costumes</u> for dress-up and Museum Walk presentations</p> <p><u>Materials for Classroom Mural</u> – butcher paper, leaves, cotton balls, markers, crayons, etc.</p> <p><u>Body Tracing/ Dino Footprint Measurement</u> – butcher paper, dinosaur footprint template (see lesson map, Math, page 11)</p> <p><u>KWL Chart</u>: chart paper and markers</p> <p>Multi-sized plastic dinosaurs</p> <p>Large Dinosaur poster with removable body parts attached with Velcro</p> <p>Dinosaur puzzles</p> <p>Felt Board with sports and dinosaur felt pieces</p> <p>Dinosaur Visual Schedules for Centers</p>
For Identified Needs	<p>Equipment and tools for fine and gross motor activities</p> <p>Visual schedules</p> <p>First/Then board</p> <p>PECS</p> <p>Kimochi</p> <p>Choice boards</p> <p>Visual and bilingual labels</p>

THE PREHISTORIC GAMES Medal

Illustration © Martin Davey



Print medals on card stock paper, cut out, fold over, and hole-punch. Use 24” thin hemp or twine lengths for a prehistoric-looking ribbon.

Time and labor-saving alternative: Use a circle punch (craft stores will have one just about the same diameter as this medal) to punch out medals (tab will not be used). Use glue dots and/or glue to affix two sides of each medal together, with the two ends of ribbon secured between.