



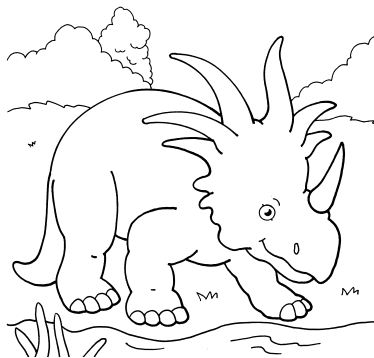
## DINOSAURS TEACHER'S MANUAL

The *Dinosaurs Coloring Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Dinosaurs Coloring Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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# DINOSAURS TEACHER'S MANUAL LESSONS

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.1.3, RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4, RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing</b></p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.6, W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

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<p><b>Writing, continued</b></p>	<p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.1, SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p><b>Language</b></p>	<p><b>L.1.1, L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2, L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.4, L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

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## Summary

The book uses pictures and text to introduce dinosaurs to children.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Read the title on the front cover aloud. Prompt children to share what they know about dinosaurs. Then explain to children that dinosaurs were creatures that lived many years ago. (SL.1.1, SL.1.4, SL.2.1)</li><li>• Tell children about the book's format. Point out how the name of the dinosaur appears in a heading followed by its pronunciation, or the way the word is said, in parentheses. Explain that there is a picture by the main text. Have children ask questions to clarify any unclear items on the pages. (SL.1.1.c, SL.1.2, SL.1.3, SL.2.1.c, SL.2.2, SL.2.3)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Read each dinosaur name in the text headings aloud. Explain to children that in the pronunciation, word parts that are written in uppercase letters should be read with more force. Read each pronunciation aloud, snapping at the unstressed syllables and clapping at the stressed syllables. Have children repeat. (RF.1.3, RF.2.3)</li><li>• After reading the text about the dinosaur on page 1 with children, have them describe its appearance and/or behavior, drawing upon key details in the text and pictures. Repeat the routine with other pages. (RI.1.1, RI.1.7, RF.1.4, RI.2.1, RF.2.4)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Have the class echo read the text on page 3. Ask children to use a complete sentence to identify how the two dinosaurs in the picture are related. Then ask children which dinosaur is the mother and which is the baby and how they know. Repeat using the text on pages 22–23. (RI.1.3, RI.1.10, SL.1.6, RI.2.3, RI.2.10, SL.2.6)</li><li>• With children, brainstorm ways to group the dinosaurs in the book, such as with wings versus without wings and with horns or without horns. Guide children in sorting the dinosaurs according to each set of criteria and make a list on the board to put the dinosaurs into categories. (SL.1.1.a, L.1.5.a, SL.2.1.a, L.2.5)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Direct the class to page 8. Read the text aloud with children. Say: <i>Camarasaurus was ____</i>. Have a child repeat the sentence frame and supply a word to complete the sentence. Use this example: <i>Camarasaurus was big</i>. The next child repeats the sentence and adds a detail, such as: <i>Camarasaurus was big and heavy</i>. Continue with additional responses until all details from the text and picture have been included. Repeat the activity using other dinosaurs. (RI.1.7, RF.1.4, SL.1.1, SL.1.4, L.1.6, RF.2.4, SL.2.1.b, L.2.6)</li><li>• <b>Language Skills:</b> Explain to children that words such as <i>a</i>, <i>an</i>, and <i>the</i> are called articles and give information about the word that follows. Write <i>a dinosaur</i> and <i>the dinosaur</i> on the board and explain how the articles affect meaning. (The word <i>a</i> refers to any dinosaur and the word <i>the</i> refers to a particular dinosaur.) Have children read the text on pages 12 and 13 and look at the picture. Then have them give sentences about the dinosaur using <i>a</i> and <i>the</i>. Present these examples: <i>An Apatosaurus ate plants</i>. <i>The Apatosaurus in the picture is eating a leaf</i>. (RF.1.4.a, SL.1.6, L.1.1.h, RF.2.4.a, SL.2.6, L.2.1)</li></ul>

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<b>Vocabulary</b>	
<b>Summary</b> Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
<b>Vocabulary Activities</b>	<p><b>Context Clues</b> Explain to children that context clues are hints about the meaning of a word. These clues are found in the text near the word. Pictures may offer clues to a word's meaning as well. Have a volunteer read page 24 aloud as the group follows along. Write the word <i>hatched</i> on the board and point out to children that the word <i>hatched</i> is described in the sentence. Have children use this information and visual clues to define <i>hatched</i> (came out of an egg). Then ask volunteers to name other animals that hatch from eggs. (RI.1.4, L.1.4.a, L.1.5.c, RI.2.4, L.2.4.a, L.2.5.a)</p>
<b>Writing</b>	
<b>Summary</b> Have children develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<p><b>Narrative Writing</b> Read the text on page 6 as children follow along. Have them describe what is happening in the picture. Then explain to the group that narrative writing tells a story. Ask children to write a story with a clear beginning, middle, and end about the Elasmosaurus. Encourage children to think of a name for the dinosaur that starts with the same letter, such as Eva Elasmosaurus. Tell children to use words such as <i>first</i>, <i>next</i>, and <i>finally</i> in their writing to make the order of events clear. (RI.1.7, RI.1.10, W.1.3, RI.2.10, W.2.3)</p> <p><b>Informative/Explanatory Writing</b> Read pages 14 and 18 with children and have them study the pictures. Ask: <i>How are Ichthyosaurus and Pteranodon alike? How are they different?</i> Draw a T-chart on the board, labeling one column Alike and the other Different. Write the class's responses in the appropriate column. Use children's suggestions to start an informative paragraph on the board to begin. Have children copy the opening and create the rest of their report. (RI.1.1, W.1.2, W.1.7, L.1.2, RI.2.1, W.2.2, W.2.7, L.2.2)</p> <p><b>Opinion Writing</b> Remind children that their opinion is what they think about something. Group children and have them discuss which dinosaur they think would be the best pet. Have individuals write to express their opinion. Explain to children that they should include at least two reasons to support their opinion and close their writing with a brief concluding statement. If possible, have children type their opinion pieces. After children share their opinion papers, collect the selections and create a book of dinosaur pets. Display the book for all to read. (W.1.1, W.1.6, SL.1.1, W.2.1, W.2.6, SL.2.1)</p>

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