



## DINOSAURS OF THE JURASSIC ERA TEACHER'S MANUAL

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

On pages 2–3, the *Dinosaurs of the Jurassic Era* 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 students 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 students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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## TEACHER'S MANUAL LESSONS

**CCSS**

**Common Core State Standards**

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>RI.3.10, RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.3.3, RF.4.3, RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>Writing</b></p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2, W.4.2, W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

# DINOSAURS OF THE JURASSIC ERA

<p><b>Writing, continued</b></p>	<p><b>W.3.3, W.4.3, W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.5, W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.4.1, W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.3.1, SL.4.1, SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><b>Language</b></p>	<p><b>L.3.1, L.4.1, L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2, L.4.2, L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.3, L.4.3, L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.4, L.4.4, L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p>

# DINOSAURS OF THE JURASSIC ERA

## Summary

The book uses pictures and text to introduce information about dinosaurs to students.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Show students the cover of the book. Have them read the title. Ask students to predict what the book is about. Prompt students to share what they know about dinosaurs. (RI.3.1, RI.3.7, RI.4.1, RI.4.7, RI.5.1)</li><li>• Have students read the Note together. Then ask them to discuss the information presented in small groups. Encourage them to find out what dinosaur is on the cover when they read the book. (RI.3.1, RI.3.10, SL.3.1, RI.4.1, RI.4.10, SL.4.1, RI.5.1, RI.5.10, SL.5.1)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Read the text on each page aloud or have students read silently to themselves. After each page, help students correctly pronounce the name of each dinosaur. Help them decode other multisyllable words by segmenting the word into separate syllables and then combining the syllables. (RF.3.3.c, L.3.4, RF.4.3.a, L.4.4, RF.5.3.a, L.5.4)</li><li>• After reading each page, ask questions about the illustration on the page. Help students distinguish between information provided in the pictures and information provided by the text. (RI.3.1, RI.3.7, SL.3.1.e, RI.4.1, RI.4.7, SL.4.1.c, RI.5.1, SL.5.1.c)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Read pages 2 and 3. Ask students to tell how the dinosaurs are alike and how they are different. Help them recognize the similarities and differences between the Apatosaurus and the Camarasaurus. Create a Venn diagram on the board to compare and contrast them. Remind students to use specific details from the text. Then repeat the exercise for other pairs of dinosaurs. (RI.3.1, RI.3.8, RI.3.9, RI.4.1, RI.4.5, RI.5.1, RI.5.5)</li><li>• With students, brainstorm ways to group the dinosaurs in the book, such as with wings versus without wings or with horns versus without horns. Guide students in sorting the dinosaurs according to each set of criteria and make a list on the board to put the dinosaurs into categories. (RI.3.1, RI.3.3, RI.4.1, RI.4.3, RI.5.1, RI.5.3)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Direct the class to page 3. Read the text aloud with students. Say: <i>Camarasaurus was ____</i>. Have a student repeat the sentence frame and supply a word to complete the sentence. Use this example: <i>Camarasaurus was big</i>. The next student repeats the sentence and adds a detail such as: <i>Camarasaurus was big and heavy</i>. Continue with additional responses. Repeat the activity using other dinosaurs. (SL.3.1, SL.3.1.a, SL.3.1.c, SL.4.1, SL.4.1.a, SL.4.1.c, SL.5.1, SL.5.1.a, SL.5.1.c)</li><li>• <b>Language Skills:</b> Read a sentence from the book containing an adjective and have students identify the adjective. Then ask them to write a sentence using the same adjective. Ask students to use a comparative adjective, to add another adjective, or to write a sentence containing the adjective and a correlative conjunction (both/and, either/or, neither/nor). (L.3.1, L.3.2.f, L.3.2.g, L.3.3, L.4.1, L.4.2, L.4.2.c, L.4.2.d, L.4.3, L.5.1, L.5.2, L.5.2.e, L.5.3)</li></ul>

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Vocabulary	
<p><b>Summary</b> Have students use dictionaries to determine the meanings of unknown words.</p>	
<p><b>Vocabulary Activities</b></p>	<p><b>Dictionaries</b> As students read a page in the book, have them use dictionaries or encyclopedias to look up the words they do not know. Have them use the information they find to retell the sentences in their own words. (L.3.4.d, L.4.4.c, L.5.4.c)</p>
Writing	
<p><b>Summary</b> Have students develop their writing skills by completing the following activities.</p>	
<p><b>Writing Activities</b></p>	<p><b>Narrative Writing</b> Review with students the basic steps involved in writing a narrative. Have them choose a dinosaur from the book and write a narrative including the dinosaur as a character. Remind students to create a setting and plot, include meaningful dialogue, use temporal words to show event order, and provide an ending or a sense of closure. When students are finished, have them share their narratives. If possible, students could type and publish their work using a computer. (W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e)</p>
	<p><b>Informative/Explanatory Writing</b> Assign each student a different dinosaur. Have students write a report about that dinosaur. Remind them to use interesting facts and details and linking words to connect their ideas. Suggest that they use approved online sources or other sources to find information. Have students work with a partner and exchange their reports to provide each other with feedback to strengthen their writing. Then have volunteers present their reports to the class. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.5, W.3.7, SL.3.4, SL.3.6, W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.5, W.4.7, SL.4.4, W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.5, W.5.7, SL.5.4)</p>
	<p><b>Opinion Writing</b> Remind students that opinion pieces state an opinion, give reasons to support the opinion, and have a concluding statement or section. Have students write a persuasive paper about the dinosaur they like best. Have individuals write to express their opinion. Explain to students that they should include at least two reasons to support their opinion and close their writing with a brief concluding statement. Ask volunteers to share their opinion pieces. (W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, SL.3.4, SL.3.6, W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, SL.4.4, W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, SL.5.4)</p>

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