

Table of Contents

Introduction.....	3
Setting Up the Environment for a Thematic Unit.....	5
<i>What Happened to Patrick's Dinosaurs?</i> by Carol Carrick (Available through Houghton Mifflin).....	6
Summary—Sample Plan—Overview of Activities—Learning Centre—Charting Dinosaur Facts—Meat-Eaters and Plant-Eaters—Reference—If a Dinosaur Came to Lunch—Dinosaur Measurement—Using Imagination—Fact Finding—What Do You Think Happened to the Dinosaurs?—What Was the Earth Like When the Dinosaurs Were Here?—Draw Your Own Dinosaurs—Art Ideas	
Across the Curriculum.....	21
Making Fossils—Skeleton Puzzle—“Know the Dinosaurs” Bingo—Create Your Own Dinosaur—Pattern for Dinosaur Mobile—Ankylosaurus—Pteranodon—Stegosaurus—Triceratops—Protoceratops—Dimetrodon—Brontosaurus—Tyrannosaurus—Allosaurus	
<i>Beware the Dragons!</i> by Sarah Wilson (Available through William Collins).....	35
Summary—Sample Plan—Overview of Activities—Story Map—Feeling Clusters—Funny Phrases—Newspaper Article—Letter Writing—Buying Toys for Tildy's Dragons—Spooner Bay Class Mural	
Across the Curriculum.....	45
Lost and Found Columns—Class Dragon Stories—Cinquain Poetry—Knights and Dragons—Create Your Own Dragon—Chinese New Year—Dragon Parade—Chinese Lanterns—Japanese Dragon Kites—Egg Carton Dragons—Komodo Dragon	
Daily Writing Activities.....	57
Journal Ideas—Venn Diagrams	
Culminating Activity	59
Invitations—Green Dragon Punch—Magic Dragon Peanut Butter Biscuits—Tour Guide—Dragon Gameboard	
Unit Management.....	64
Bulletin Board—Calendar—Record Sheet—Reading Records—Stationery—Awards—Clip Art	
Answer Key.....	79
Bibliography.....	80

Introduction

Dragons and Dinosaurs contains a captivating whole language, thematic unit. Its pages are filled with a wide variety of lesson ideas and activities designed for use with primary children. At its core are two high-quality children's literature selections, *What Happened to Patrick's Dinosaurs?* and *Beware the Dragons!* For each of these books, activities are included which set the stage for reading, encourage the enjoyment of the book, and extend the concepts gained. In addition, the theme is connected to the curriculum with activities in language arts (including daily writing suggestions), maths, science, social studies, art, music, and life skills (cooking, etc.). Many of these activities encourage cooperative learning. Suggestions and patterns for bulletin boards are additional time savers for the busy teacher. Furthermore, directions for student-created Big Books and culminating activities, which allow students to synthesize their knowledge in order to produce products that can be shared beyond the classroom, highlight this very complete teacher resource.

This thematic unit includes:

- literature selections** — summaries of two children's books with related lessons (complete with reproducible pages) that cross the curriculum
- poetry** — lessons enabling students to write and publish their own cinquains
- planning guides** — suggestions for sequencing lessons each day of the unit
- writing ideas** — daily suggestions as well as writing activities across the curriculum, including Big Books
- bulletin board ideas** — suggestions and plans for student-created and/or interactive bulletin boards
- homework suggestions** — extending the unit to the child's home
- curriculum connections** — in language arts, maths, science, social studies, art, music, and life skills such as cooking
- group projects** — to foster cooperative learning
- a culminating activity** — which requires students to synthesize their learning to produce a product or engage in an activity that can be shared with others
- a bibliography** — suggesting additional literature and nonfiction books on the theme

Setting Up the Environment for a Thematic Unit

Gathering Materials

Students need to be part of a thematic unit from the beginning. This includes encouraging them to bring in books, puppets, games, pictures, music, poetry and anything else that 'fits in' with the theme. It is helpful to send a note home to parents to let them know what's going on in the classroom. By encouraging home-school communication, you get more parent participation in the learning at school as well as children bringing in a wealth of materials and books to share with their classmates.

Helpful Hints



1. Buy several sets of self-adhesive colored dots. Put an orange dot on all books students bring in to share. This helps to keep their books separate from school classroom library books and textbooks. Put purple dots on books from the public library that you share with the students.
2. Set aside a separate centre in the classroom for public library books. Students read the books at that centre, so you will not spend time desperately searching for missing library books. Everyone knows where the books with the purple dots belong.

3. When sending the note home to parents telling them what the class will be studying next, always remind them that anything their child shares needs to be marked and identified. Also, remind parents to ask their children what they're studying and learning about at school. Parental interest lets the children know that school is important.



What Happened to Patrick's Dinosaurs?

by Carol Carrick

Summary

Patrick and his brother Hank were supposed to be raking leaves. Patrick asked his brother what happened to dinosaurs. As Hank told Patrick the reasons why dinosaurs became extinct, Patrick invented different, imaginary explanations. Patrick's ideas included people and dinosaurs working together as friends.

The illustrations in this book were created by Donald Carrick by using water color and pen and ink. They add charm and humor to Patrick's explanations about the dinosaurs.

Sample Plan

Day I

- Brainstorm facts students currently know about dinosaurs
- Read aloud *What Happened to Patrick's Dinosaurs?*
- Add new facts from the story to brainstorm
- Organize brainstorm into fact chart (page 10)
- Dinosaur Mobile (page 20)
- Daily Journal Writing (page 57)

Day II

- Meat-Eaters and Plant-Eaters (page 11)
- Fact sheets about dinosaurs (add new information to what the class already knows)
- Plan a meal. If a Dinosaur Came to Lunch (page 13)
- Continue Daily Journal Writing

Day III

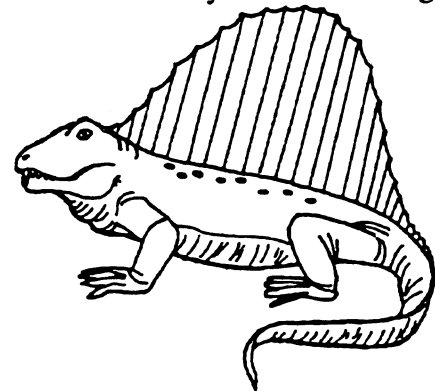
- Using Imagination (page 15)
- Discuss how scientists know facts about dinosaurs (pages 21-22)
- Dinosaur Fact Finding (page 16)
- Dinosaur Measurement (page 14)
- Continue Daily Journal Writing

Day IV

- Skeleton Puzzle (page 22)
- Discuss what the world was like when the dinosaurs lived here—create a dinosaur world (page 18)
- 3-D Dinosaurs (page 20)
- What Do You Think Happened to the Dinosaurs? (page 17)
- Continue Daily Journal Writing

Day V

- Create your own dinosaur (page 24)
- Draw Your Own Dinosaurs (page 19)
- "Know the Dinosaurs" Bingo (page 23)
- Research on individual dinosaurs (pages 26-34)
- Continue Daily Journal Writing



Meat-Eaters and Plant-Eaters

How do scientists tell whether a dinosaur was a meat-eater or a plant-eater?

People have three general kinds of teeth. The front ones are the cutters, the pointed ones are the rippers and tearers, and the molars do the grinding and chopping. Meat-eaters, like cats and dogs, have pointed teeth for cutting, ripping, and tearing. Plant-eaters like elephants and giraffes have teeth for grinding and chopping. Paleontologists, the scientists that study dinosaurs, guess what different dinosaurs ate by the kind of teeth they had.

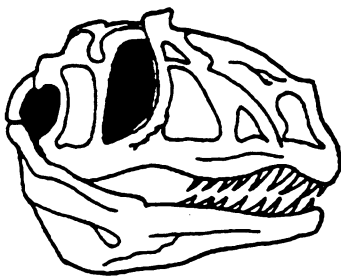
(Teacher Note: Use chart on page 12 for information.)

1. List 5 dinosaurs that were plant-eaters.

1. _____
2. _____
3. _____
4. _____
5. _____

2. List 3 dinosaurs that were meat-eaters.

1. _____
2. _____
3. _____



3. By looking at these teeth, what do you think this dinosaur ate?

4. What kind of food do you think this dinosaur ate?

