

**Subject area;** Science  
**Grade level:** 1st  
**Unit name:** Dinosaurs and Extinction

**Unit goals:**

**Science goals:**

**GLE 0107.5.2** Recognize that some organisms which formerly lived are no longer found on earth.

**0107.5.3** Sort pictures or illustrations of animals into groups that are extinct and those that still exist and offer possible explanations for extinction.

**0107.Inq.4** Collect, discuss, and communicate findings from a variety of investigations.

**Language Arts:**

**0101.4.2** Determine two resources to answer a research question.

**0101.4.5** Locate a print source for research (e.g., magazine, book).

**0101.7.1** Explore a variety of media.

**Introductory & corresponding procedures:**

Tell students to bring in a picture of an animal, any animal they choose for homework.

Day One:

As a whole group activity show students several pictures of animals to look over. Once students have looked through all pictures, ask them to sort the pictures into 2 piles. Tell students that one pile will contain animals that at least one student in class has seen in person, while the other pile will be animals that no one has seen in person before. In order to be put in the “seen in person” pile, that animal must have been seen alive, not just a skeleton.

Once students have correctly sorted all animals, ask, “What hasn’t anyone ever seen any of these animals?” Lay out all the dinosaur pictures for students to look at. Explain that these animals are extinct, or no longer alive.

Do power point presentation Extinct.

Day Two:

Read and discuss Day of the Dinosaur by Stan and Jan Berenstain. This book offers several theories of extinction. Ask students which they believe might be true.

Show Brain Pop video at  
<http://www.brainpop.com/science/ourfragileenvironment/extinction/>

Have students write a sentence telling why they believe dinosaurs are now extinct. Ask them to draw an illustration to go with it.

### Day Three:

Read Dinosaur Bones by Bob Barner  
Explain to students that fossils are clues that tell us about extinct animals.

Watch Brain Pop video on fossils at  
<http://www.brainpop.com/science/diversityoflife/fossils/>

Have students do their own dinosaur dig. Fill shoe boxes half full with sand. Hide plastic dinosaurs or plastic dinosaur skeletons (2 per shoebox) in the sand. Working with a partner, have students use paintbrushes to dig through and uncover dinosaurs. Ask students to try and identify what type of dinosaur they have uncovered. Students could look through dinosaur books, search the internet, or work at home with parents to identify the dinosaur.

### Day Four:

All students should know what type of dinosaur they unearthed in the class dig. Tell students they will research the dinosaur to learn about where this dinosaur lived, what it ate, its size, and one interesting fact learned about this dinosaur. See research report below.

Work one on one with students to find information about his/her dinosaur. Ask students, "Where can we find the answers to your research questions?" Students should give suggestions such as dinosaur nonfiction books, magazines, newspapers, and the internet. The teacher and instructional assistant and/or parent volunteers can offer students support while working on research. Some students can be illustrating their dinosaur during this time. Other students can be on computers playing dinosaur games at these sites:

[http://funschool.kaboose.com/time-warp/dinosaurs/games/game\\_dinosaur\\_dig.html](http://funschool.kaboose.com/time-warp/dinosaurs/games/game_dinosaur_dig.html)

[http://www.childrensmuseum.org/games/grades\\_prek-2.htm](http://www.childrensmuseum.org/games/grades_prek-2.htm)

Extension Activity: Have student's make a replica of his/her dinosaur out of clay. Students could also make a shoe box habitat for his/her dinosaur.

### Day Five:

Finish reports and have each student share his/her work.

**Materials or media:**

Paper, crayons, shoeboxes, sand, plastic dinosaurs (as many different types as possible), paintbrushes, computer, internet access, television

Cut out pictures of animals that are common in this area (ex. squirrels, deer, skunks, birds, etc.) and cut out pictures of dinosaurs (ex. T-Rex, Pterodactyl, brontosaurus, etc.)

Websites:

[http://funschool.kaboose.com/time-warp/dinosaurs/games/game\\_dinosaur\\_dig.html](http://funschool.kaboose.com/time-warp/dinosaurs/games/game_dinosaur_dig.html)

[http://www.childrensmuseum.org/games/grades\\_prek-2.htm](http://www.childrensmuseum.org/games/grades_prek-2.htm)

Books:

Have available a variety of factual dinosaur books.

Stan and Jan Berenstain's Day of the Dinosaur

Dinosaur Bones by Bob Barner

Handouts:

Extinct Animals & Dinosaur Research (both below)

**Assessment and evaluation:**

"Dinosaur Research" can be used as an assessment tool along with "Extinct Animals".

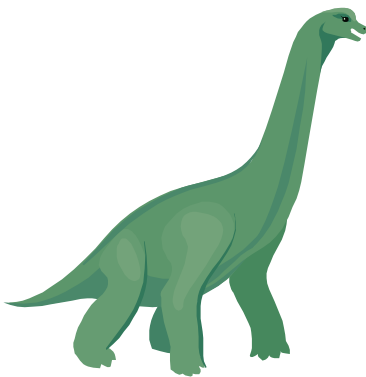
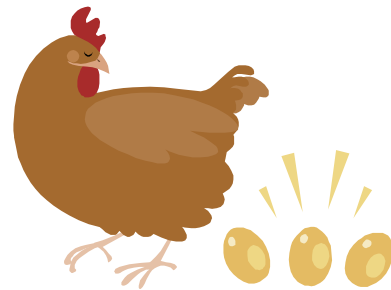
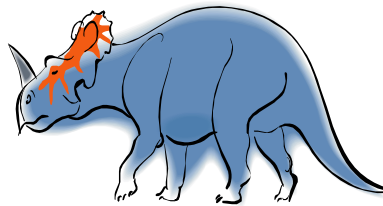
---

Name \_\_\_\_\_

## Extinct Animals

Clip Art from Microsoft Office 2007

Circle the animals that are still living today. Put an X on the animals that are extinct.



---

Name

## Dinosaur Research

My dinosaur is called \_\_\_\_\_.

(name of your dinosaur)

This dinosaur lived (circle one)

in trees      on the ground      in water      near the water.

This dinosaur was about \_\_\_\_\_ feet tall.

(number)

It ate \_\_\_\_\_.

(food your dinosaur ate)

List one fact you learned about your dinosaur.

---

Draw a picture of your dinosaur.