

T IS FOR TERRIBLE

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by Peter McCarty

Grade Level: PreK - K

Themes: Dinosaurs, feelings, behavior

Running Time: 6 minutes

SUMMARY

Tyrannosaurus Rex is the most terrible lizard on land. Or is he? After all, he can't help that he is so big and hungry all the time. He can't help that the earth shakes when he walks or that his neighbors have to run for their lives. This simple, poetic movie teaches viewers basic facts about the Tyrannosaurus Rex, while also giving them a perspective on self-awareness and life as seen through the eyes of this familiar and ferocious pre-historic creature.

OBJECTIVES

- Students will learn basic facts about dinosaurs, particularly the Tyrannosaurus Rex.
- Students will be able to identify different types of dinosaurs by their characteristics.

BEFORE VIEWING ACTIVITIES

Have students draw a picture of what they think a Tyrannosaurus Rex looks like. Display all of the pictures in the front of the class. Have students generate words to describe the pictures, such as "fierce," "mean," or "big." Write these words under the pictures. Ask students to notice if their views or ideas of a Tyrannosaurus Rex change after watching the movie.

Preview the vocabulary word, **vegetarian**. Define the word and generate a list of animals that are vegetarians with the students. Teach students that another name for vegetarian is **herbivore**. Then, define the word **carnivore**, and tell students that it

is the opposite of a vegetarian. Generate a list of animals that are carnivores. Finally, teach the word **omnivore**, and generate a list of omnivorous animals. Next, have students draw a picture of an animal for each category. Before watching the movie, ask students what category they think a Tyrannosaurus Rex would fall into and why.

AFTER VIEWING ACTIVITIES

Discuss with students what makes the Tyrannosaurus Rex so terrible, or not. Guiding questions:

- What characteristics does the Tyrannosaurus Rex have that make it seem terrible or scary?
- What does the Tyrannosaurus Rex eat?
- What does the Tyrannosaurus Rex have in common with other dinosaurs?
- How does the Tyrannosaurus Rex's behavior or body structure help it survive?
- Do you think that the Tyrannosaurus Rex is actually terrible? Why or why not?

Help students do research in picture books about other dinosaurs. Teach them how to identify animals by their body structure and characteristics. Pay attention to the structure of the teeth, which are designed to meet their dietary needs. You can tie this into the *Before Viewing* vocabulary lesson. After students have noted about three distinguishing characteristics of different dinosaurs, they can make a dinosaur mini-book. Students should draw detailed drawings of 3-4 dinosaurs, using picture books as references. Students who are just learning how to write should copy the name of the dinosaur under each picture. Students who are more proficient writers can also write 1-2 basic facts on each page.

Build an interactive dinosaur habitat with the students. Before building, make a plan with the students. Guiding questions:

- What do dinosaurs need to survive?
- What do you think the earth looked like when dinosaurs lived on it?
- How can we make a model of a part of the earth that dinosaurs may have lived on?

Help students to create a habitat, following their plan. Cover the bottom of a large box or tray with dirt. Add plant material or objects to represent plants and water or a picture of water. Add miniature dinosaur figures to the habitat. Be sure to include both meat and plant-eating dinosaurs. Allow students to explore and manipulate the habitat.

Other productions about dinosaurs available from Weston Woods are:

DANNY AND THE DINOSAUR, *by Syd Hoff*

HOW DO DINOSAURS GET WELL SOON?

by Jane Yolen, ill. by Mark Teague

HOW DO DINOSAURS SAY GOOD NIGHT?

by Jane Yolen, ill. by Mark Teague

STANLEY AND THE DINOSAURS, *based on the book by Syd Hoff*

WHERE THE WILD THINGS ARE, *by Maurice Sendak*

Other productions about behavior available from Weston Woods are:

PIERRE, *by Maurice Sendak*

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