

DINOSAUR BONES

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by Bob Barner

Ages: 3-8

Themes: Dinosaurs, Science, Skeletons, Poetry, Music

Running time: 12 minutes

SUMMARY

This movie combines appealing artwork, simple language, and fascinating facts, to bring back to life the ancient giants of the earth, the dinosaurs. Children of all ages are intrigued by these extinct animals and the bones they left behind. This movie provides a wealth of information about different dinosaur species and their characteristics, as well as how scientists learn about dinosaurs from their bones. Students will enjoy the lively, rhyming language that puts the flesh back onto these dinosaurs' bones.

OBJECTIVES

- Students will learn basic facts about the dinosaurs.
- Students will be able to identify different types of dinosaurs by their characteristics.
- Students will compare dinosaur bones to those of other animals and humans.

BEFORE VIEWING ACTIVITIES

Elicit background knowledge from the students about dinosaurs. First, generate a list of the names of dinosaurs that they know. Then, ask more specific guiding questions and record the students' answers. **Guiding questions:**

- Where did dinosaurs live?
- How big were dinosaurs?
- What did dinosaurs eat?
- How did the dinosaurs die or become extinct?

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 dinosaurs would fall into and why. If students are familiar with different types of dinosaurs, ask them what category they think each falls into.

AFTER VIEWING ACTIVITIES

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 3 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 were alive?
- 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 in 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.

Revisit the movie or use the book, *Dinosaur Bones*, by Bob Barner, to compare the different types of bones that dinosaurs have with other animals. Focus on teeth and jaws, legs and hips, skulls, pointed bones and horns. Use a chart to record the comparisons that the students make. As

a class, choose two to three different animals to compare with dinosaurs. Create a grid chart with the animals at the top and the types of bones along the side. For each animal, check off whether it has the same types of bones as dinosaurs. Then, use a symbol or another grid space to indicate whether those bones look similar to the dinosaurs' or not. For example, most animals have teeth, but most of their teeth are much smaller than dinosaur teeth. As an extension, note the function of each bone in the body, which is very similar across species.

Take a field trip to a local science museum to see dinosaur bones. (If one is not located near you, you may want to take the class on a "web tour" of the extensive collections featured on websites of many of the world's finest natural history museums.) Many museums have a section or exhibit that shows an archaeologist's tools or lab. Point out this section to students to help them understand how fossils are extracted from the earth. Then, point out the parts of the reconstructed dinosaur skeletons that scientists had to attach with wire and metal pipes. As an extension, when you get back to the classroom, you can create a simulated archaeological dig. Hide plastic figures inside of a plaster mold. Equip students with tools to chip away at the plaster and to clean off the plaster pieces. Students can work in teams of two for this activity.

OTHER PRODUCTIONS ABOUT DINOSAURS AVAILABLE FROM WESTON WOODS INCLUDE:

Danny and the Dinosaur, by Syd Hoff

How Do Dinosaurs Say Good Night? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Get Well Soon? by Jane Yolen, ill. by Mark Teague

Stanley and the Dinosaurs, by Syd Hoff

T is for Terrible, by Peter McCarty

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