

READING IS FUNDAMENTAL STORY SAMPLER

# Dino-Stories

FOR PRESCHOOLERS AND  
CHILDREN IN GRADES K-2





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## What Is a Story Sampler?

A Story Sampler makes books come alive for children. It is a book-based thematic approach to reading designed to engage children in the book experience. Each Story Sampler includes hands-on, cross-curricular activities for books that are linked by a common theme.

### Why Use a Story Sampler?

Motivational activities are an important part of every Reading Is Fundamental program. And these motivational activities are an easy way to excite children's interest in reading and help them associate books and reading with positive experiences and that means fun! The ideas you will find in each Story Sampler show you how to build anticipation and excitement in your RIF programs.

Scores of studies show that students learn more and do better in school when their parents are involved in their education. Different types of hands-on activities enable all children to learn in different ways. Particular questions before, during, and after read aloud activities can develop high order thinking skills.

Family members can encourage children to become life-long readers by reading aloud with them everyday. Reading aloud to children is one of the most effective ways

to support language and literacy development. Children who are read to from infancy associate reading with pleasant, warm feelings. When you invite children to participate in reading, ask open-ended questions that promote creative thinking and learning, and plan activities and experiences that allow children to expand their understanding of the story, you help them develop a love of reading.

### What Are the Standard Elements of a Story Sampler?

Each section of the Story Sampler includes a featured book plus additional titles and resources.\* The activities that accompany each section will help you develop a literacy-rich environment that contributes significantly to a child's enjoyment of reading. The standard elements in the Story Sampler include:

- Questions to ask
- Family involvement
- Things to do
- Community connections

*\*The ISBN listed indicates a specific edition of the book. However, other editions may also be available through the public library or other publishers.*

### Who Should Use a Story Sampler and Where?

Some Story Samplers are age-specific, but most can be adapted to a broad range of ages. Teachers, families, and child-care providers can use them in classrooms, community centers, homes, and in Head Start sites. And most importantly, parents can extend the story beyond the classroom with home-based projects and field trips.

Story Samplers can forge relationships and shared experiences within the family and the community. Through the family, children can be introduced to many kinds of books. Books can explain and reinforce concepts; allow children to build positive self-images; stimulate discussions and thinking; increase children's understanding of various concepts; and expand their imagination.

The age range for a Story Sampler is indicated at the beginning of each set of activities.

## When and How Should I Use a Story Sampler?

Story Samplers can be used within or as a supplement to a curriculum or an after-school program. They can be part of reading challenges, reading weeks, and family involvement events. Your imagination and the interests of the children who participate in the RIF program will help determine the best way to use the Story Sampler. Enjoy and have fun!

## Tips for Reading Aloud

### Before You Read a Story...

- Make sure everyone is comfortable
- Show the cover and read the title and author of the book
- Ask the children about the cover
- Suggest things the children can look or listen for during the story

### During a Story...

- Change your voice to fit the mood or action
- Move your finger under the words as you read them
- Show the pictures and talk about the book as you read
- Add information or change words to help kids understand more words and explain the meaning of a new word
- Ask children to make predictions about the plot, the characters, and the setting
- Share your own thoughts about the story
- Follow the cues of the children

### After You Read a Story...

- Ask questions about what happened in the story
- Encourage the group to relate the story to their own experiences
- Ask children how they might feel or act if they were one of the characters
- Encourage children to share their thoughts about the story and pictures
- Extend the story with an activity or another book

# Dino-Stories

A STORY SAMPLER FOR  
PRESCHOOLERS AND  
CHILDREN IN GRADES K-2

▶ INTRODUCING... THE DINOSAURS!

## Dinosaurs, Dinosaurs

by **Byron Barton**, HarperTrophy, 1993  
ISBN: 006443298X

▶ DIGGING UP THE PAST

## Big Old Bones: A Dinosaur Tale

by **Carol Carrick**, Clarion Books, 1992  
ISBN: 0395615828

▶ DINOSAURS WITH BIG APPETITES

## The Dinosaur Who Lived in My Backyard

by **B. G. Hennessy**, Puffin, 1990  
ISBN: 0140507361

▶ MIXING THE PAST WITH THE PRESENT

## If the Dinosaurs Came Back

by **Bernard Most**, Red Wagon, 1995  
ISBN: 0152003800

▶ GROWING UP DINOSAUR

## How Do Dinosaurs Say Good Night?

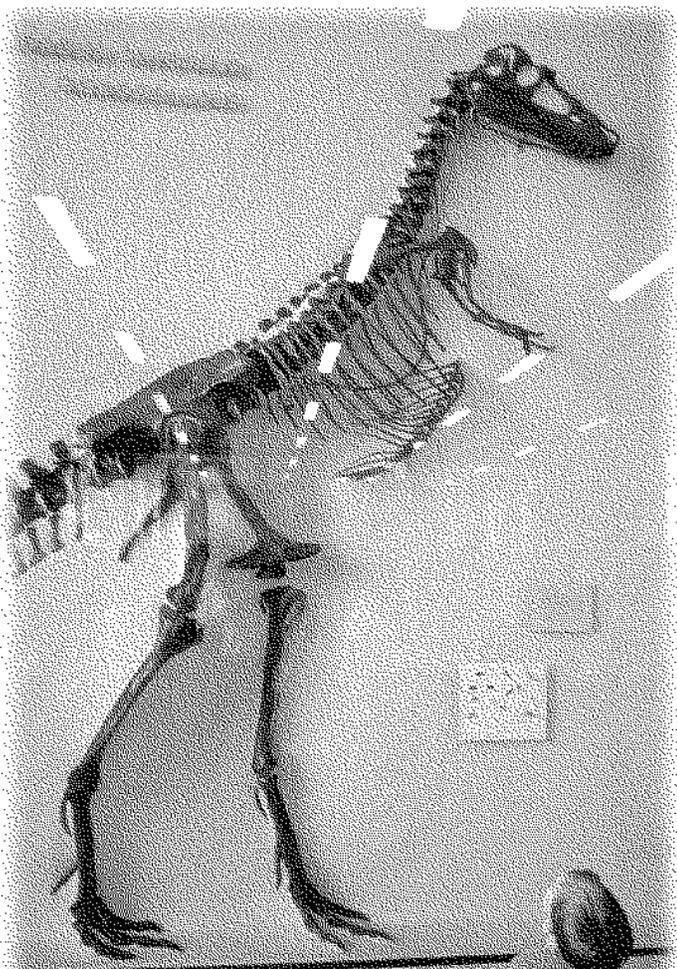
by **Jane Yolen**, Scholastic, 2000  
ISBN: 0590316818

# Introducing... The Dinosaurs!

## Dinosaurs, Dinosaurs

by **Byron Barton**  
HarperTrophy, 1993  
ISBN: 006443298X

Colorful illustrations and simple text make this a great book to introduce very young readers to the topic of dinosaurs.



### What To Do Before Reading the Story

- Young children are often fascinated by dinosaurs and many may already be familiar with the topic. Start out by asking them if they have ever heard of dinosaurs before and what they already know about these gigantic creatures that lived so long ago.

### What To Talk About During the Story

- The illustrations in this book are simple, yet vibrant, so make sure everyone listening can see the pictures as you read.
- Point out the features of the dinosaurs that the author describes on each page. Children will not only see the different types of dinosaurs, they will also build their vocabulary with words like “armored,” “fierce,” and “spikes.”
- Ask the children if they recognize any of the dinosaurs. Some of them may even know the names such as Stegosaurus, Triceratops, or T-Rex.

### What You Can Do When You Finish Reading the Story

- Time can be a difficult concept for young children to grasp. Try to explain that dinosaurs were creatures that lived a long time ago when there were only plants and animals and no people living on the planet.
- Try reciting the short tune below as a fun way to kick off the topic.

#### **DINOSAURS OF LONG AGO**

*(Choral Speaking and Role Playing)*

The dinosaurs lived long ago,  
And walked like this, and that. (Slow, heavy walk movement.)  
Some were large (Stretch hands upwards.)  
And some were small. (Crouch down.)  
Some liked water (Swimming motions.)  
And some just walked on land. (Stomp feet.)  
Some had wings, that flapped and flapped. (Flap arms.)  
Some had long necks, that stretched and stretched. (Hands on neck stretching upward.)  
The meanest, rudest one of all was ferocious Tyrannosaurus Rex. (Feet apart, hands clawlike, scowl and growl.)  
These were the dinosaurs of long ago.  
Goodness gracious, where did they go?

*Author Unknown*

*Modified by Maria E. Torres*

- Or perhaps try a different form of expression to begin talking about time.

## A Picture of Prehistoric Times

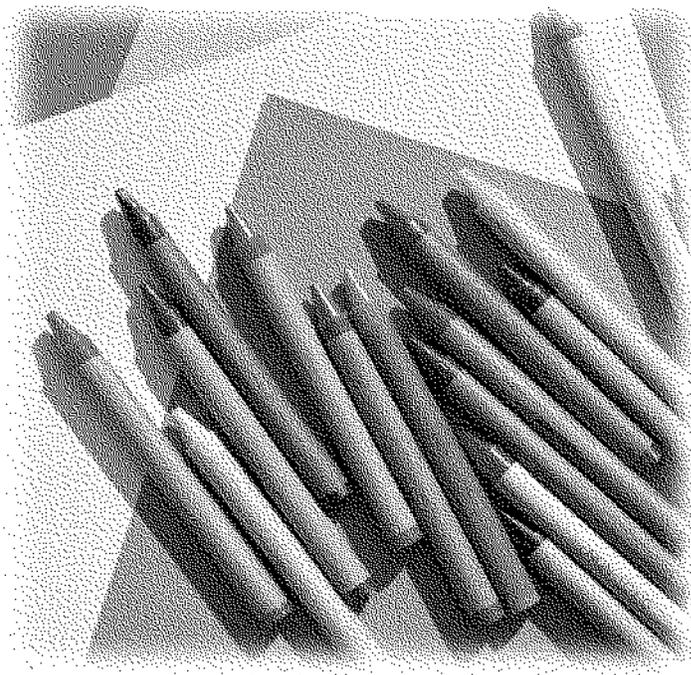
Roll out some large bulletin board paper, construction paper, markers, scissors, and glue. Let the children use their imaginations to create a mural of what they think prehistoric times may have looked like millions of years ago.

## Family Involvement

- Have a dinosaur theme party! Visit the local library and check out several books on dinosaurs from the Additional Titles list. Make footprint invitations, decorate dinosaur eggs, and play prehistoric party games.

## Community Connection

- Many states have dinosaur museums and/or parks. If you happen to be visiting or live in any of the places listed on the ZoomDinosaurs.com Web site, see what you can find out or try to get a close look at some life-size replicas.



## Additional Titles

**Dinosaurs (Eye Openers)** by Angela Royston, Little Simon, 1991  
*ISBN: 0689715188*

Very detailed, lifelike color photos and simple text describe basic facts for preschoolers who want to know all about the prehistoric world.



**Dinosaur!** by Peter Sis, Greenwillow, 2000  
*ISBN: 0688170498*

A fantastic adventure begins when a little boy with a big imagination brings his toy dinosaur into the bathtub. The water in the bath becomes a prehistoric pond with dinosaurs romping all about!

**Big Book of Dinosaurs** by Angela Wilkes, DK Publishing, 1994  
*ISBN: 1564587185*

The oversized two-page spreads in this book allow young children to experience the awesome features of the great dinosaurs of long ago.

**The Day of the Dinosaur** by Stan Berenstain, Random House, 1987  
*ISBN: 0394891309*

Beginning readers will enjoy this informative rhyming text that also includes pronunciation labels for some of the more common dinosaur names.

**Curious George and the Dinosaur** by Margaret Rey, Houghton Mifflin Company, 1989  
*ISBN: 0395519365*

Curious George finds it difficult to keep out of trouble. His visit to the museum to see the dinosaurs winds up with his curiosity getting the better of him as usual.

### Set of Books by Aliko:

- **Fossils Tell of Long Ago** (HarperTrophy, 1990),
- **Dinosaur Bones** (HarperTrophy, 1990),
- **My Visit to the Dinosaurs** (HarperTrophy, 1985),
- **Digging Up Dinosaurs** (HarperTrophy, 1988),
- **Dinosaurs Are Different** (HarperTrophy, 1996)

Aliko's fun illustrations, lively text, and cartoon-like bubbles will capture children's attention while they learn all about dinosaurs.

## Big Old Bones: A Dinosaur Tale

by **Carol Carrick**  
Clarion Books, 1992  
ISBN: 0395615828

Professor Potts finds some very large bones and brings them back to his laboratory to reassemble. However, the skeleton that he produces never seems quite right. He tries different combinations, but it is not until his wife adds a little something extra that he is ready to unveil his latest discovery.

### What To Do Before Reading the Story

- Read the title of the book to the children and ask them why “Big Old Bones” might be a “Dinosaur Tale.”
- Find out if any of the children know how we have learned so much about these ancient creatures.
- Once the children have had a chance to share what they know about dinosaurs, begin reading the story. Be sure to share all the wonderful illustrations.

### What To Talk About During the Story

- In the beginning of the story, Professor Potts’ dog discovers a large bone on their trip across the country. This leads to an even larger discovery. Ask the children what they think the professor has found. Ask them what they would do if they found a very large bone in the ground.
- In the middle of the story, the professor thinks that he is wrong again because he cannot believe that an animal that size could ever walk the Earth. Ask the children if they think he is right or wrong about the animal’s size.
- On the very last page of the book, the author tells the reader how dinosaur bones were discovered in the 1800’s and how many people, like Professor Potts, made mistakes when trying to put all the pieces together. Sometimes, heads were put on the wrong end or the tip of a dinosaur’s thumb was mistaken for a nose horn. Share these mistakes with the children and then try a game of “Pin the Horn on the Triceratops.” (Just like Pin the Tail on the Donkey, except with a large picture of a Triceratops and a horn instead of a tail.)



## What You Can Do When You Finish Reading the Story

- Ask the children where and when the story takes place.
- Find out if they think the story is true. Then explain that parts of it are true, but the overall story is fictional.
- Ask the children to think about how we have learned about dinosaurs if we were not around when they were alive. Show the children how their footprint can make a mark in the mud, concrete, or snow (depending on the season or available resources). When we see a footprint or a handprint, we know that someone has been there. Explain that we have learned about dinosaurs in much the same way.

### Digging for Dinosaur Bones

Use either a dry sandbox or a plastic sheet or garbage bag with sand on top for your archeological dig. Before the children arrive, bury some dog biscuits of various sizes and/or some plastic skeleton bones if you have them available. If the children in your group are very young, plant a few of the bones so that they are sticking up out of the sand to give them a head start. When you are ready to have the children begin digging, give them some plastic shovels and either a pail or a plastic baggie. Let them dig for a few minutes and encourage them to find as many bones as they can.

If you have the time, number the bones in sequential order with a marker and then bury them randomly. Grab some butcher paper and create a dot-to-dot dinosaur. When the children find the bones, have them match the number on the bone to the number on the drawing. When all the bones have been placed or glued onto the drawing, a large dinosaur with actual bones will be the result. This is a fun way for young kids to see how archeologists try to piece together these magnificent creatures from long ago.

\*If you want to try a similar activity that involves less preparation, take out a simple puzzle and lay out all the pieces. Ask the children what will happen when all the pieces are put together. Explain that dinosaur bones are like puzzle pieces. When they are put together, we can see what the dinosaurs looked like and how large they were when they walked the Earth.

## Family Involvement

- Understanding how dinosaur bones were fossilized over millions of years can be a hard concept to grasp; however, learning how you can preserve your own fossils is not only fun, but may also help young children gain a better sense of the fossilizing process. You will need to gather a small paper cup, craft plaster, a small seashell, a hammer and a chisel, or a small screwdriver. Roll up sleeves or put on an old T-shirt before you get started. Follow these directions, and let your child take the lead when safe and appropriate.

### DIRECTIONS:

First, mix up the plaster and fill the paper cup halfway. Then place the seashell in the plaster, but don't let it sink to the bottom. Cover the shell with the rest of the plaster and let the mixture sit until completely dry. Once the plaster is dry, slowly peel away the paper cup from the plaster mold. Lay the mold on its side and place the chisel in the middle. Gently tap the chisel with the hammer until the top half of the mold breaks away. What should be left is your seashell fossil!

## Community Connection

- Fossils help us learn about the past. Find out if any archaeological digs have taken place in or around your community. Although dinosaur bones may not have been found anywhere near you, other types of unearthed objects may have been discovered that have provided clues to the past.

## Additional Titles

**Bones, Bones, Dinosaur Bones** by Byron Barton, Ty Crowell Co., 1990

ISBN: 0690048254

Byron Barton uses a simple, but colorful approach to the topic of paleontology that young children will enjoy reading.

**Digging Up Dinosaurs** or **Dinosaur Bones** by Aliki, HarperTrophy, 1988 and 1990

ISBN: 0064450783 and ISBN: 0064450775

Aliki's fun illustrations, lively text, and cartoon-like bubbles will capture children's attention while they learn all about dinosaurs.

**Be a Dinosaur Detective** by Dougal Dixon, Unknown, 1988

ISBN: 0822595389

This book not only talks about how dinosaurs lived based on the knowledge scientists have gathered from fossils, but also includes instructions for making dinosaur models and other related activities.

**How I Captured a Dinosaur** by Henry Schwartz, Orchard Books, 1993

ISBN: 053107028X

Liz Bradford, an eight-year-old girl, brings back an *Albertosaurus* from her vacation, a dinosaur formerly believed extinct for 60 million years.

**Cam Jansen and the Mystery of the Dinosaur Bones (Cam Jansen Adventures Series #3)** by David A. Adler, Puffin, 1997

ISBN: 0140387153

Cam, in her usual detective mode, notices some bones missing from the museum. Beginning readers will love following the clues that help Cam solve the mystery.

# Dinosaurs with Big Appetites

## The Dinosaur Who Lived in My Backyard

by **B. G. Hennessy**

Puffin, 1990

ISBN: 0140507361

A little boy who stares dreamily out his backyard window tells the reader what it was probably like millions of years ago when dinosaurs roamed the Earth.

### What To Do Before Reading the Story

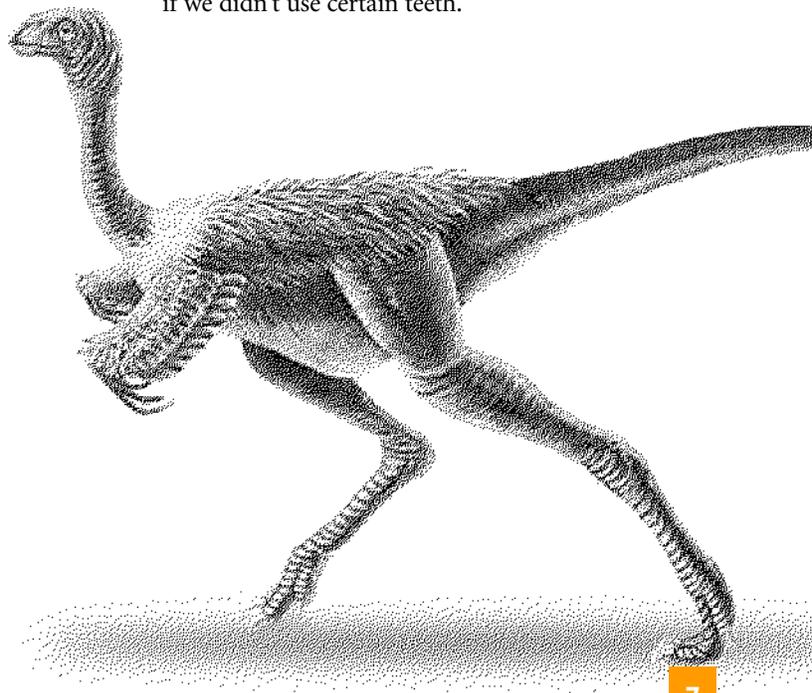
- The little boy telling the story tries to imagine what it was like millions of years ago when dinosaurs roamed the Earth and there were no people. Although he is aware that his backyard did not really exist during the time the dinosaurs lived, the illustrations reveal what it would have looked like if they did.
- Explain to the children that the little boy is pretending. He knows that dinosaurs do not live in people's backyards, but he wants to picture what it would have looked like if they did.

### What To Talk About During the Story

- As you read, point out some of the interesting size comparisons such as the swing-set, the basketball, the car, and the sandbox.
- Ask the children questions as you read. Why did the dinosaurs eat lots of vegetables? Why would the ground shake as they walked? Why did some dinosaurs fight?

### What You Can Do When You Finish Reading the Story

- Ask the children where else the story could take place. Do they think a dinosaur could really live in a backyard?
- Point out that at the very end of the story, the little boy says that he is saving all his lima beans for the dinosaurs just in case they come back. A lima bean is a vegetable. Ask the children what kinds of vegetables they like to eat. Ask them to think about what vegetables or greens the dinosaurs ate many years ago. Then explain that some dinosaurs were vegetable eaters (herbivores), some dinosaurs were meat eaters (carnivores), and some dinosaurs ate both meat and vegetables (omnivores). Explain to the children that even though we were not alive during the time of the dinosaurs to know what they ate, we can tell what kind of eaters they were by looking at the shape of their teeth.
- Show the children the page from the story where a dinosaur is revealing his sharp teeth. Gather several handheld mirrors for the children to share. Show them how to examine their teeth to see the varying shapes of teeth in their mouth. Some of the children may not have all their teeth, so try to demonstrate on your own mouth. Show the kids how the front teeth are long, wide, and flat. Then show them that the next ones are round and have a point. Explain that there is only one of these longer ones on each side of the mouth. Show them your molars next. Point out how they are round and short but rough on the top. Also, point out how everyone has the same set on top as they do on the bottom.
- After the children have had a chance to examine their own teeth, ask them what they notice and why might certain teeth be flat, round, or sharp. Then pass out some bite size pieces of food such as cheese, carrots, celery, and if possible chicken or beef. As the kids chew their snack, try to get them to notice which teeth they are using. Explain that each type of tooth has a special job. Ask them which teeth they think are for biting? Grinding? Tearing? Talk about what would happen if we didn't use certain teeth.



- When you have finished reading the story, take the children outside. Try to find some of the things that the little boy in the story compared to the dinosaur's size such as a sandbox, a car, a house, or a playground. Making comparisons to objects that the children are familiar with will give them a sense of how big some of the dinosaurs were.
- Try singing the following song to the tune of "I'm a Little Teapot." Repeat the chorus after each verse.

**Sing** I'm a Brontosaurus with four feet.  
I eat plants, but don't eat meat.  
Known as Thunder Lizard, that is true.  
'Cause when I walked, the Earth just shook.

Tyrannosaurus Rex's my name.  
King of the dinosaurs, that I am.  
I make many run and hide.  
'Cause I'm mean and like to fight.

**Chorus** Dinosaurs, dinosaurs, that we know.  
Some were large, some were small.  
Fossils tell us this is so,  
'Cause I've not seen one after all.

I'm Triceratops, with three horns.  
A big, big head, and frilly bones.  
I'm a fierce fighter, on four feet.  
But I eat plants, they are neat.

## Family Involvement

- Visit the zoo or the aquarium with your children and check out all the different types of animals. In the time of the dinosaurs, there were not only many different kinds of dinosaurs, but there were also various types of animals. See if you can find any animals that are alive today that existed in some form millions of years ago. (HINT: Bears, crocodiles, turtles, and whales are all descendants of prehistoric animals.)
- Have a little fun with your children while you talk about what kind of environments dinosaurs lived in and what kinds of food they ate when they roamed the Earth. Make an edible dinosaur habitat! Follow the recipe below, play a little in your prehistoric land, and then munch away!

Ground: Graham crackers or soft flour tortillas  
Volcanoes: Sugar cones  
Lava: Strawberry syrup or icing gel  
Boulders: Peanuts  
Grass, Rivers, and Ponds: Colored icing  
Trees: Spearmint leaves (candy)  
Dinosaurs: Fruit snack dinosaurs

## Community Connection

- Do you think a dinosaur lived in your backyard? Find out where in the world fossils have been found. Visit the [ZoomDinosaurs.com](http://ZoomDinosaurs.com) Web site and check to see if any dinosaur bones were found in your neighborhood.

## Additional Titles

### **Dinosaur Bob and His Adventures with the Family Lizardo**

by William Joyce, HarperCollins, 1995

ISBN: 0060210745

The Lizardo family finds Bob on one of their annual family vacations. Not being able to bear the thought of leaving Bob behind, they bring him home to Pimlico Hills, where he becomes more than just the Lizardo's favorite dinosaur.

### **Dinosaur Garden** by Liza Donnelly, Unknown, 1991

ISBN: 0590431722

The little boy in this series loves dinosaurs, so he plants a garden to attract plant-eating friends.

### **How Big Were the Dinosaurs?** by Bernard Most, Voyager Picture Book, 1995

ISBN: 0152008527

Everyone knows that the dinosaurs who lived millions of years ago were gigantic, but just how big were they? Could they fit inside a school bus? Did their body lengthwise take up an entire football stadium? Read and find out!

### **Dinosaur Days** by Linda Manning, Troll, 1993

ISBN: 0816733163

The different days of the week are filled with an assortment of dinosaurs that create a tremendous amount of chaos as well as tons of fun!

### **What Happened to the Dinosaurs?** by Franklyn Branley and

illustrated by Simont Marc, HarperCollins, 1991

ISBN: 0064451054

Dinosaurs lived over 65 million years ago, but no one really knows why they became extinct. The author in this story describes some theories scientists have come up with by digging for the answers.

### **Tyrannosaurus Tex** by Betty G. Birney, Houghton Mifflin Co.

(Juv), 1996

ISBN: 0395816548

A creature in a ten-thousand gallon hat helps Pa and the cowboys from the Bar Double U ranch save their cattle from a band of lowdown rustlers. A tale for Pecos Bill!

### **Dinorella: A Prehistoric Fairy Tale** by Pamela Duncan Edwards,

Hyperion Press, 1999

ISBN: 0786811730

The classic Cinderella tale told dinosaur style.

### **Prehistoric Pinkerton (Pied Piper Paperbacks)** by Steven

Kellogg, Dial Books for Young Readers, 1991

ISBN: 0140546898

In his usual silliness, Steven Kellogg writes about a mischievous, yet lovable dog that ends up in a dinosaur costume and creates chaos at a museum.

# Mixing the Past with the Present

## If the Dinosaurs Came Back

by **Bernard Most**  
Red Wagon, 1995  
ISBN: 0152003800

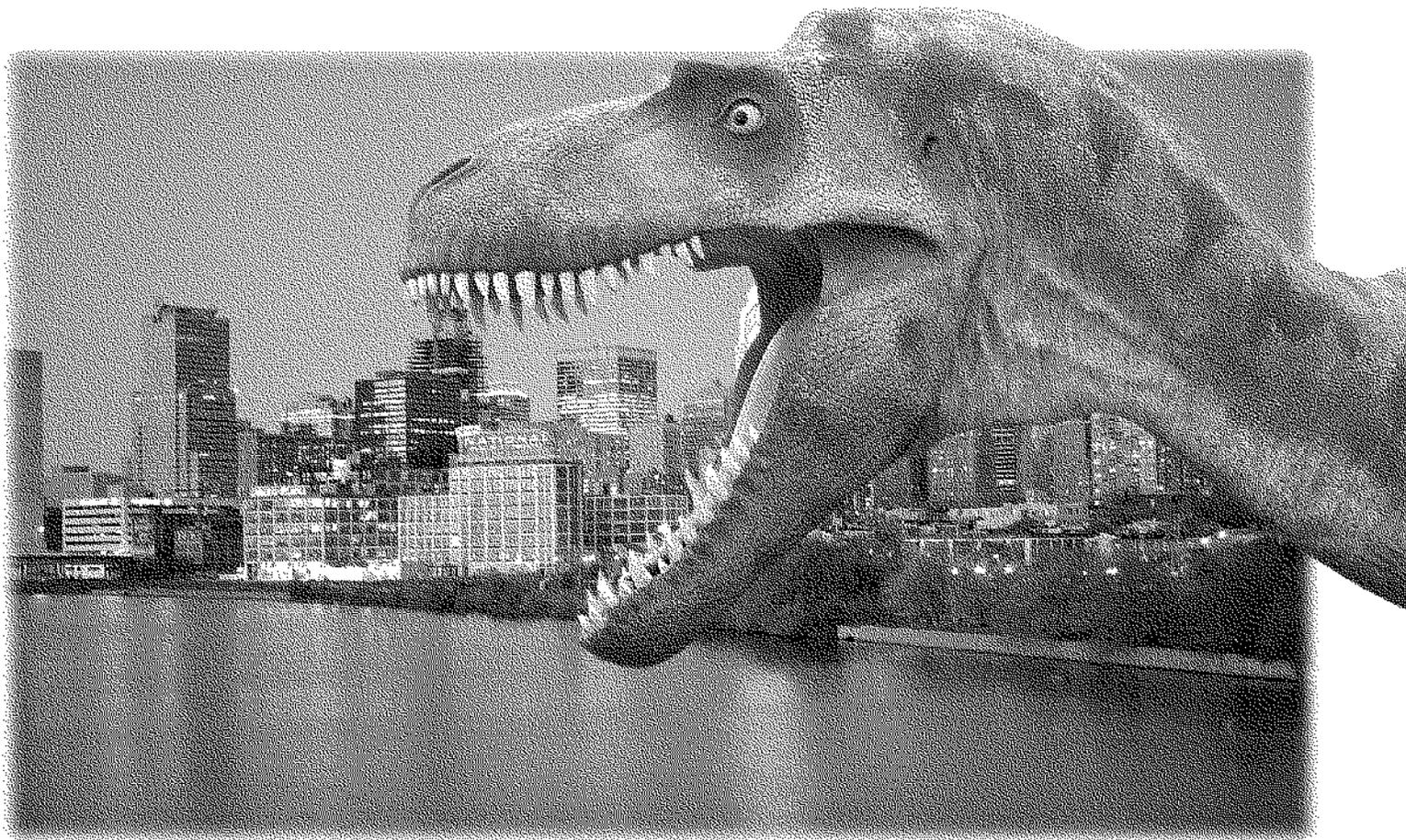
A little boy thinks about dinosaurs all the time and imagines what it would be like if they came back.

### What To Do Before Reading the Story

- Show the children the cover of the book and read them the title. Ask them why the dinosaurs are walking in between all the buildings. Try to have them make the connection between the title and the illustration on the cover.
- Ask the children what they think it would be like if the dinosaurs came back. What would happen to the place that they live? Would the dinosaurs help out around town or would they find it hard to manage because they are so big?

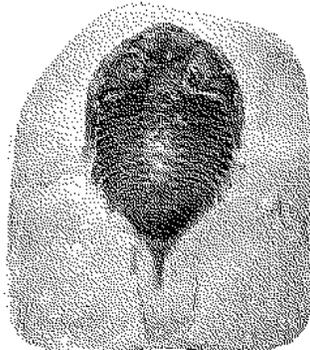
### What To Talk About During the Story

- The little boy in the story says that he thinks about the dinosaurs all the time. Ask the children if there is anything that they happen to think about a lot. Do they think about the dinosaurs or perhaps the pandas at the zoo? This is a great way to find out what might be on their minds or might be of interest to them.
- The little boy talks about all the different jobs that the dinosaurs could do if they were alive today. Ask the children how they think the dinosaurs would be most helpful. Why?
- The little boy thinks the dinosaurs would be serious helpers to the community because of their size. But what if they didn't understand their job? Ask the children how they think they would go about training a dinosaur to do what they want.



## What You Can Do When You Finish Reading the Story

- Throughout the story the main character provides his thoughts on what might happen if the dinosaurs came back. When you have finished the book, ask the children what they think. Could human beings and dinosaurs really live together? What would they eat? Would they be kept in a zoo?
- Have the children draw a picture of what they think it would look like if the dinosaurs came to their town.
- The book ends with the idea of dinosaurs as pets. Ask the children if they would like a dinosaur as a pet. If so, why? What would be fun about having a dinosaur as a pet? What might be hard? Ask the children if any of them have pets at home. If so, ask them to briefly talk about what it is like to have a pet. What is fun about having a pet? What's hard about it?



### Can I Have a Stegosaurus, Mom?

Read the story *Can I Have a Stegosaurus, Mom? Can I? Please!?* or *Can I Have a Tyrannosaurus Rex, Dad? Can I? Please!?* both by Lois G. Grambling. Both of these stories are cute and describe all the advantages of having a dinosaur as a pet from a young child's perspective.

### Measure a Dinosaur!

Gather about 50 feet of string or rope. If weather permits, take your group of children outside, otherwise try this activity in a long hallway or gymnasium. Take a yardstick or a tape measure and measure the height of a few of the children in your group. Then ask all of the children to guess the size of a dinosaur. Give a few of the children a piece of the string or rope and have them walk it out to represent the size of the dinosaur. Explain to the children that you have cut a piece of string that is 50 feet long and that dinosaurs used to be as long as the rope. Ask a few of them to lie down head to foot to see how small they are in comparison to the big dinosaurs of long ago.

## Family Involvement

- Read the book *How Big Were the Dinosaurs?* by Bernard Most. Read it together. Then go on a little scavenger hunt for some of the items mentioned in the story. For example, a toothbrush, the front door of your home, a school crossing sign, the aisle in a large supermarket, a school bus, etc. All the items and places mentioned in the book will be familiar to a young child and will make the concept of the dinosaur's size relevant to his/her life.

## Community Connection

- Take a walk around your community and check out what has changed in the past few years. Have the children draw street maps of the neighborhood. Compare their new maps to old street maps. Have new roads been paved? New buildings constructed? Has land been cleared to make way for a park or a shopping mall? Find out how the community you live in has evolved over time.

## Additional Titles

**Danny and the Dinosaur** by Syd Hoff, HarperTrophy, 1993  
ISBN: 0064440028

No child will be scared of this dinosaur. Danny's friend is quite tame and very friendly.

**Happy Birthday Danny and the Dinosaur!** by Syd Hoff, HarperTrophy, 1997  
ISBN: 0064442373

An old classic brought into color, Danny and the dinosaur go on an adventure!

**Danny and the Dinosaur Go to Camp** by Syd Hoff, HarperTrophy, 1998  
ISBN: 0064442446

Danny and his dinosaur friend go to sleepaway camp in this story.

**Patrick's Dinosaurs** by Carol Carrick, Houghton Mifflin Co. (Juv), 1985  
ISBN: 0899194028

One day while at the zoo, Patrick's older brother tells him all about dinosaurs. Patrick's imagination gets the best of him, and he scares himself silly picturing what life must have been like when the dinosaurs roamed the Earth.

**What Happened to Patrick's Dinosaurs?** by Carol Carrick, Clarion 1988  
ISBN: 0899197973

Patrick and his older brother are back, questioning and of course imagining why the dinosaurs disappeared.

**The Magic School Bus in the Time of the Dinosaurs: (Magic School Bus Series)** by Joanna Cole, Scholastic, Inc., 1995  
ISBN: 0590446894

Mrs. Frizzle is up to her usual out-of-this-world class fieldtrips once again. This time, the gang travels back in time to the late Triassic period.

# Growing Up Dinosaur

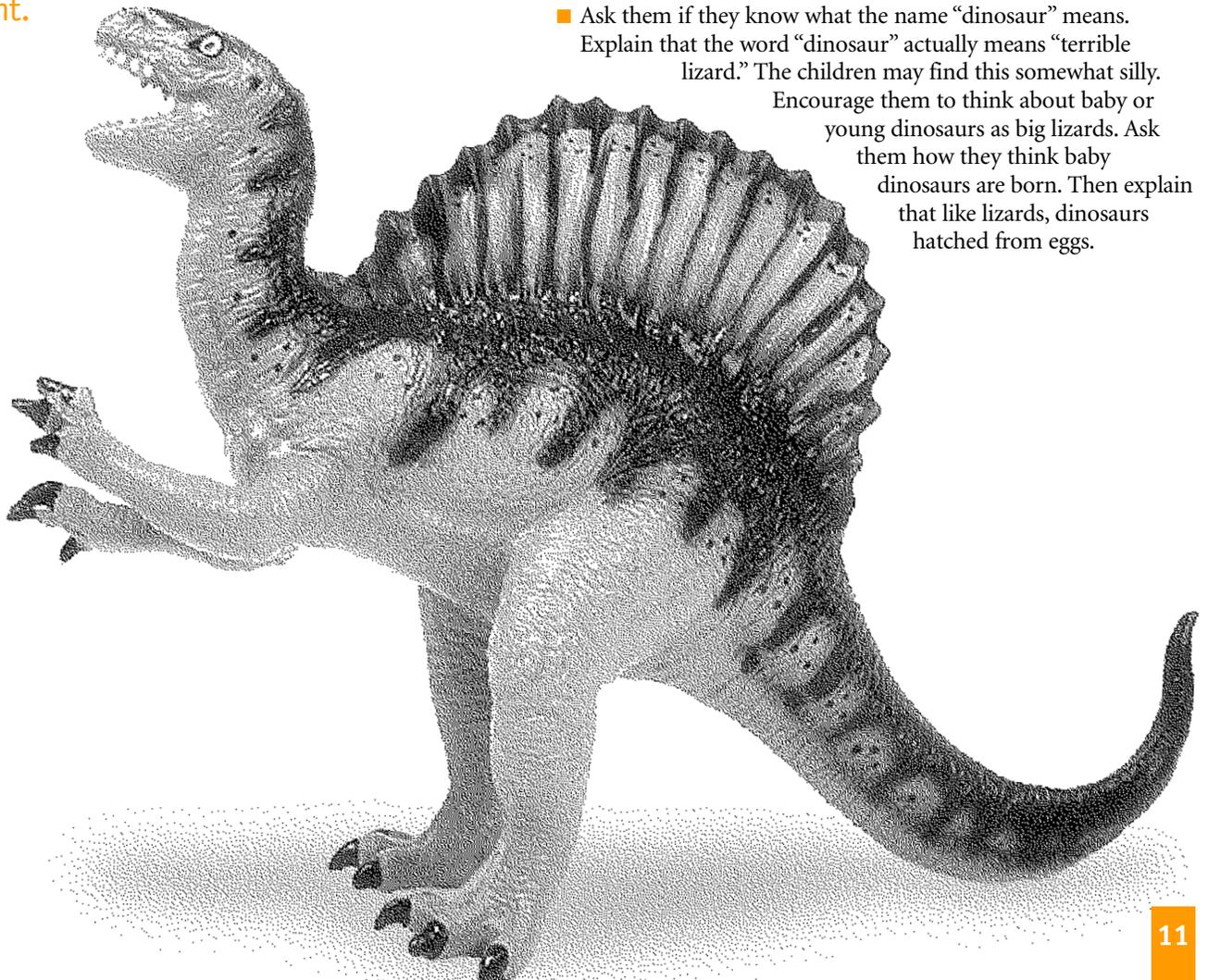
## How Do Dinosaurs Say Good Night?

by Jane Yolen and Mark Teague

Scholastic, 2000

ISBN: 0590316818

A cute story in which dinosaurs mirror the bedtime antics of children saying good night.



### What To Do Before Reading the Story

- Before you introduce the story to the children, ask them about their bedtime routines. What do they do before bedtime? Do they brush their teeth, read a story, or beg to stay up later?
- After all the kids have had a chance to share their bedtime rituals, read the title of the book and show them the cover. Check for their reactions and play up the idea of dinosaurs being tucked into bed.

### What To Talk About During the Story

- The book begins with the question “How does a dinosaur say good night...?” Ask the children to make some predictions.
- As you read, encourage the children to act out what they hear.
- Read slowly and give the children plenty of time to look at the funny illustrations.

### What You Can Do When You Finish Reading the Story

- The dinosaurs in this story end up setting a good example. Ask the children if that is how they think a dinosaur would really say good night.
- Ask them if they know what the name “dinosaur” means. Explain that the word “dinosaur” actually means “terrible lizard.” The children may find this somewhat silly. Encourage them to think about baby or young dinosaurs as big lizards. Ask them how they think baby dinosaurs are born. Then explain that like lizards, dinosaurs hatched from eggs.

- Talk about other animals we know about today that lay eggs. Ask the children to think about what happened to the baby dinosaurs once they hatched. Did they need food, water, a place to sleep?

### Baby Dinosaurs

Collect brown paper bags from your local grocery store or some brown butcher paper. Gather a hole punch, scissors, newspaper or facial tissue, and stencils of dinosaurs. Trace two of the same dinosaur stencils on the paper bag or butcher paper and cut them out. Staple the two shapes together to make a stuffed animal, leaving an opening large enough to insert the stuffing. Decorate the animals. Stuff pieces of crumpled newspaper or tissue into the shapes. Once the dinosaur is stuffed, staple the opening.

### Dinosaur Features

Use materials from the arts and crafts area to recreate some of the dinosaurs, and their various attributes, seen in Byron Barton's book. Gather some construction paper, scissors, Popsicle sticks, and glue. Cut out some of the dinosaur features mentioned in the book like horns, spikes, clubs, tails, armored plates, and sharp teeth. Create several outlines of different size dinosaurs and make enough copies for all the children. Give each child a dinosaur outline (or stencil), markers, glue, and various cutouts. Have them color their dinosaur and then paste on the features they think it should have, so that it becomes their very own dinosaur!

## Family Involvement

- How do you and your children say good night? Create a family ritual (if you do not already have one) that includes sharing a story, bedtime hugs, and wishes for sweet dreams!
- Read the story *Chickens Aren't the Only Ones* by Ruth Heller, Paper Star, 1999, a terrific story about animals that lay eggs. Then try making some dinosaur eggs!

Gather some four-inch balloons, some very small plastic dinosaurs, tape, strong cord or dental floss, a cup of all-purpose flour, a cup of water, newspaper cut into five-inch strips, a pin, and some tempura paints.

#### Step 1:

Put the tiny plastic dinosaurs into the balloon through the neck. Then blow up and knot the balloon. Tape an end of the cord to the center of the balloon and wrap it once around the middle.

#### Step 2:

Mix together the flour and water to make a smooth paste. Individually dip newspaper strips into the paste, skim off the excess paste with your fingers, and lay the strips over the cord to cover the balloon.

#### Step 3:

Wrap the cord around the balloon a second time and cover it with another layer of newspaper strips. Smooth the top layer with your fingers. Trim the untaped cord end so that it is two inches long, but do not paste it down.

#### Step 4:

Set the balloon on a wire rack until it is completely dry (about 24 hours).

#### Step 5:

Then push a pin through one end of the shell to pop the balloon. Finally, paint the egg and let it dry. (Note: Be sure to remove the deflated balloon as soon as your child cracks open the egg.)

*This idea comes from Family.com*

<http://family2.go.com/crafts/famf/macheegg/macheegg.html>

## Community Connection

If you live near a museum that has a dinosaur exhibit, they may have replicas of dinosaur eggs that children can touch and feel. Or try to find a local chicken farm that raises baby chicks.

## Additional Titles

### **Dinosaur Babies (Let's Read and Find Out: Science Stage 2)**

by Kathleen Weidner Zoehfeld, HarperTrophy, 1999  
ISBN: 0064451623

The author uses gentle illustrations and clear text to describe how dinosaur newborns hatched from eggs and survived with the help of maternal protection from meat-eating predators.

**The Last Dinosaur Egg** by Andrew Hegeman, Winslow Press, 1998  
ISBN: 189081704X

When two little children catch a baby dinosaur egg in their butterfly net instead of a butterfly, many adventures ensue. Young children who long to have a pet will love reading about what it's like to care for a baby dinosaur.

**A Dinosaur Named After Me** by Bernard Most, Harcourt Brace, 1995  
ISBN: 0152234934

One of several Bernard Most Dinosaur books, this particular one encourages young children to play with the idea of naming dinosaurs after themselves.

# RIF'S MISSION

Reading Is Fundamental, Inc. (RIF) develops and delivers children's and family literacy programs that help prepare young children for reading and motivate older children to read. Through a national network of teachers, parents, and community volunteers, RIF programs provide books and other essential literacy resources to children at no cost to them or their families. RIF's highest priority is the nation's neediest children, from infancy to age 11.

## ABOUT RIF

Founded in 1966 in Washington, D.C., RIF is the nation's oldest and largest nonprofit children's literacy organization, with programs operating nationwide in 18,000 schools, child-care centers, libraries, hospitals, clinics, migrant worker camps, Head Start and Even Start programs, homeless shelters, and detention centers.

RIF serves more than 4.3 million children through a network of more than 310,000 volunteers. Two-thirds of the children served by RIF have economic or learning needs that put them at risk of failing to achieve basic educational goals.

Through a contract with the U.S. Department of Education, RIF provides federal matching funds to thousands of school and community-based organizations that sponsor RIF programs. RIF also receives private support from hundreds of corporations and foundations, thousands of local organizations and businesses, and countless individuals.

RIF distributes about 14 million books a year. This year, RIF is celebrating its 35th anniversary and the milestone of placing more than 200 million books in the hands and homes of America's children.



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