

Students identify the characteristics of dinosaurs

**ARIZONA SCIENCE STANDARDS: 2SC-R1, 2SC-F2, 4SC-R2, 4SC-R3**

## OBJECTIVES

Students should:

- Identify and correct their misconceptions about dinosaurs.
- After the Museum class, look at pictures and determine which animals are dinosaurs and which are not.

## MATERIALS

- Teacher Information *Dinosaurs: Facts and Fiction*.
- *Dinosaur Quiz*: 2 copies for each student.
- *Student Handout - Who's Really a Dinosaur?* 1 for each student - to use after the Discovering Dinosaurs class.

## VOCABULARY

**Dinosaur  
Reptile  
Fossil  
Continent  
Paleontologist**

## GETTING READY

Read the *Teacher Information - Dinosaurs: Facts and Fiction*. Check the website [www.ZoomDinosaurs.com](http://www.ZoomDinosaurs.com) for even more information and classroom activities. Prepare the materials listed on the left.

## DOING THE ACTIVITY

### SETTING THE STAGE

1) Ask the class to name as many **dinosaurs** as they can and generate a list on the board (Use the *Pronunciation Guide* on p. 12 as reference. This will give you a sense of how much the students already know about dinosaurs.

### BEFORE THE DINOSAUR DISCOVERY CLASS - GIVING THE QUIZ

Next, hand out the *Dinosaur Quiz* to students to determine what they already know and identify misconceptions. Conduct the quiz orally, if students need help reading it. Collect the quiz and don't give students the answers yet! Explain that the museum class will answer some of these questions and the pre-class dinosaur activities will answer some others.

### AFTER THE DISCOVERY CLASS - GIVING THE QUIZ AND WHO'S REALLY A DINOSAUR STUDENT HANDOUT

1) After the *Dinosaur Discovery Class*, hand out the second copy of the *Dinosaur Quiz*. Have the students re-take the quiz. Hand back their first quizzes and compare their answers. How are they different? What new information have they learned?

2) Hand out the activity sheet *Who's Really a Dinosaur?* Discuss answers.

## EXTENTIONS

### Dino Race

Have students experience the different ways animals move by having a race! First choose three volunteers.

- The first student is a modern lizard. This student squats on the floor, hands and feet should be out to the sides of the body with the arms and legs held straight.

- The second student is a *Diplodocus* and walks on four legs straight under the body. This student stands with legs together and then bends over until the hands are on the floor; the feet and hands are under the body instead of out to the side.

- The third student is a dinosaur that moves upright, on two legs - *Tyrannosaurus Rex*.

- Determine the start and finish line. Have the three students line up and on your signal race to the finish line. The *T. Rex* should be first and the *Diplodocus* on four legs should come in second. Getting around better than other animals helped dinosaurs rule the earth for millions of years.

### Dino Art

Have students practice drawing dinosaurs using the examples in the *Student Handout - Drawing Dinosaurs*. If a student has another idea for how to draw a dinosaur, have them share it with the class.



*Edmontosaurus*