

The Colors and Shapes of Language 2

Unit Two

Dinosaurs

Activity 1 - Naming

- a. The teacher says, "Let's name dinosaurs." [Students name.]
- b. The teacher says, "Let's name dinosaurs that are plant eaters." [Students name.]
- c. The teacher says, "Let's name meat eating dinosaurs." [Students name.]
- d. The teacher says, "Let's name small dinosaurs." [Students name.]
- e. The teacher says, "Let's name large dinosaurs." [Students name.]

[The teacher needs a picture or plastic Tyrannosaurus, Stegosaurus and Brontosaurus.]

Activity 2 - Describing

- a. The teacher shows a Tyrannosaurus and says, "I want you to describe this object. Tell me the name of this object." [Students respond.]
 "Tell me some categories or groups that a Tyrannosaurus would fit in." [Students respond.]
 "Tell me the function of a Tyrannosaurus." [Students respond.] "Tell me the color of this Tyrannosaurus." [Students respond.]
 "Tell me its shape." [Students respond.]
 The teacher shows a Stegosaurus and says, "Compare this to this. Let's compare the colors, sizes, shapes, and functions of these two objects." [Students respond.]
- b. The teacher shows a Brontosaurus and says, "I want you to describe this object. Tell me the name of this object." [Students respond.]
 "Tell me some categories or groups that a Brontosaurus would fit in." [Students respond.]
 "Tell me the function of a Brontosaurus." [Students respond.] "Tell me the color of the Brontosaurus." [Students respond.]
 "Tell me its shape." [Students respond.]
 The teacher shows a Stegosaurus and says, "Compare this Stegosaurus to the Brontosaurus. Let's compare the colors, sizes, shapes, and functions of these two objects." [Students respond.]

Activity 3 - Listening to an Expository passage

The teacher reads the passage.



Dinosaurs

Dinosaurs lived millions of years ago before there were any people on the Earth. 165 million years ago, during the Mesozoic Era or the "Age of Reptiles," dinosaurs were one of several kinds of reptiles that dominated the Earth.

Dinosaurs were land-dwelling reptiles that walked with an erect stance. Other reptiles' legs spread out from their bodies, but dinosaurs' hip structure caused their legs to stick out from under their bodies. Much later, some dinosaur groups returned to a four-legged stance.

There are over 330 kinds of dinosaurs that lived at different times. Some were huge while others were small. A number of them walked on two legs and some walked on four. Several were speedy and others were lumbering and slow. There were herbivores that ate plants and carnivores that ate meat.

Paleontologists study dinosaur fossil remains. They found that at the end of the Cretaceous period, 65 million years ago, the dinosaurs suddenly became extinct. The most widely accepted theory of extinction is that an asteroid hit the Earth and caused major climactic changes to which the dinosaurs couldn't adapt.

- b. The teacher asks the following questions after reading the passage:
 - i. What was the name of Age of Reptiles?
 - ii. What makes dinosaurs different from reptiles?
How many kinds of dinosaurs were there?
What were some of the differences among the dinosaurs?
Why did dinosaurs become extinct?

Activity 4 - Card Pyramid

The teacher gives each student nine index cards.

- b. Students decide the main idea of the passage read by the teacher.
- c. Students write "Dinosaurs" on one index card. They place this card at the top of their desks.

Students brainstorm supporting ideas - When they lived, stance, kinds, extinction.

Students write each supporting idea on a separate card. They place these cards in a row under the card marked "Dinosaurs."

Students brainstorm details about the supporting ideas. They write the details about each supporting idea on separate cards.

Students place these cards in a row under the row of supporting ideas.



Students name the main idea. They name the supporting ideas. They name the details.

Students number the cards. Main idea - 1; Supporting idea - 2; Details about that supporting idea - 3; Supporting idea - 4; Details about that supporting idea - 5; Supporting idea - 6; Details about that supporting idea - 7; Supporting idea - 8; Details about that supporting idea - 9.

Students collect the cards in numerical order and place a rubber band around them.

Activity 5 - Summarizing the Passage

Students take their pack of cards.

Students work in pairs.

Using their cards, each student in a pair takes a turn summarizing the passage about dinosaurs.

Students place their cards in numerical order and place a rubber band around them.

Activity 6 - Writing

Students lay out their cards in a pyramid.

Using the cards as an outline, students write a summary paragraph about dinosaurs.

The summary paragraph should have 1/3 the number of words as the original paragraph (182 words).

Activity 7 - Editing

Students edit their summary paragraphs. If they have more than 60 words, they need to decide which words can be eliminated.

Activity 8 - Writing

Students write a compare/contrast paragraph using this prompt: Dinosaurs had many similar and different characteristics.

Students use the following outline to write the paragraph:

State the topic.

State the similarities.

State the differences.

Restate the topic.

Activity 9 - Editing

Students edit paragraphs using the outline.

Students share their paragraphs.

