

# Circle Time Lessons

# Unit overview

## Day 1 Introduction - Dinosaurs

Introduce the new unit: **Dinosaurs**  
 Explain that dinosaurs lived many years ago. Play the letter "V" carpet game and sing a song.

**Introduction Dinosaurs** Day 1 lesson plans

Dinosaurs lived over 250 million years ago on one big continent called Pangea. There were many earthquakes and volcanoes that caused the separation of Pangea into the continents we know today. Earthquakes and volcanoes were likely one of the causes of the extinction of dinosaurs.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will begin to make letter sound connections.

**Activities:**

- Invite students to look at the real picture of the volcano. Describe that a volcano is an opening in the Earth's surface. When a volcano erupts, lava, ash and gas comes out of the top.
- Sing the song "Little Baby Dinosaur."
- Play the Letter V carpet game.

**Extension Idea:** Make a volcano! Fill a cup halfway with water. Add 5 Teaspoons of sand and a squirt of dish soap. Then slowly add a cup of white vinegar and watch it "erupt."

**To Play the Game:**

- Line up the pictures and identify each item together. Draw the air around it.
- Make the letter 'v' under one of the pictures and make the game to find it. You can use a ruler or finger to do so.
- Children guess where the letter 'v' is hiding by identifying the picture.

**Little Baby Dinosaur**

Let's play the letter 'v' game!

## Day 2 Triceratops

Show the drawing of the triceratops. Play a counting game and sing the song "Hungry Herbivore."

**Triceratops Three Horned Dinosaur** Day 2 lesson plans

Triceratops were herbivores and enjoyed eating plants near the ground. They had three horns on their heads and a bony frill around their heads to protect themselves from predators, especially the Tyrannosaurus Rex.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will count sets and make combinations of objects to create a sum set.

**Activities:**

- Look at the drawing of the Triceratops. Ask students how many horns the Triceratops has.
- Sing the song "Hungry Herbivore." Use a toy dinosaur and a stick or small branch to act out the song.
- Read the "Counting Dinosaurs" poem. Ask 1 student to roll a dot number of dinosaurs on the pocket chart to roll a dice and place that number of the dinosaurs together as a class number on the number.

**Counting Dinosaurs**

Counting Dinosaurs. It is now 10:00 AM. How many dinosaurs do you see?

5

Play to Learn Preschool

## Day 3 Long Neck Dinosaurs

Look at the drawing of the Diplodocus. Play a carpet game and recite a chip clip poem.

**Long-Necked Dinosaurs Sauropods** Day 3 lesson plans

Long-necked dinosaurs are called sauropods. Some of the most well-known sauropods are the Diplodocus, Brontosaurus (also known as Apatosaurus), and Brachiosaurus. These dinosaurs were some of the largest animals to ever live on the earth. However, because of their long size, these dinosaurs moved very slowly. These massive dinosaurs were herbivores. The Brachiosaurus had longer legs than a Brontosaurus. Brachiosaurus ate the tops of the trees, holding its long neck up high. The Brontosaurus ate plants from the ground and held its neck down.

**Objectives:**

- The students will use new vocabulary.
- The students will recognize letters of the alphabet.
- The students will count sets to 5 and 10 and make combinations of objects to create each set.

**Activities:**

- Look at the drawing of the Diplodocus. Ask students why this type of dinosaur had such a long neck.
- Play the "Where is the Egg?" carpet game.
- Recite the chip clip poem, "Long Necked." Take away a dinosaur as the poem counts down.

**Extension Idea:** Use toy dinosaurs to make footprint stamps. Put paint in a shallow tray or pan. Place the dinosaur feet into the paint and stamp them onto paper.

**To Play the Game:**

- Line up the pictures and identify each letter and color together. Hide the dinosaur egg under one of the pictures and write the name to track.
- Children guess where the egg is hiding by identifying the letter or color of the dinosaur.

**Where is the Egg?**

Where is the dinosaur egg hidden? Pick a dinosaur. Let's see and see.

5 Long Necks

## Day 4 Stegosaurus

Show the drawing of the stegosaurus. Label the diagram of the stegosaurus and sing a song.

**Stegosaurus Plated Dinosaur** Day 4 lesson plans

Stegosaurus lived to eat leaves that were near the ground. Stegosaurus had 17 plates that ran the length of its back and provided excellent protection against predators. It also had a large spiky tail they used to defend itself.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Look at the drawing of the Stegosaurus. Ask the students why the Stegosaurus had plates on its back.
- Sing the song "Sleepy Dinosaur." Students can act out the Stegosaurus as a Stegosaurus had long plates on its back and white version for its back home.

**Sleepy Dinosaur**

Stegosaurus had long plates on its back and white version for its back home.

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## Day 5 Predators

Show the drawings of the T-Rex and velociraptor. Sort pictures into 2 groups.

**Predators Tyrannosaurus Rex and Velociraptors** Day 5 lesson plans

The Tyrannosaurus Rex was a meat-eating dinosaur (carnivore). It could not very fast for a short amount of time because of its strong powerful legs. It is believed that the T-Rex was a very smart dinosaur and had excellent hunting skills. There were about 100 dinosaurs that were carnivores; some of these were Velociraptor, Spinosaurus, and Gigantotyrannus. Carnivore dinosaurs usually had powerful legs and very sharp teeth.

**Objectives:**

- The students will use new vocabulary.
- The students will demonstrate basic locomotor skills.
- The students will notice similarities and differences and ask questions.

**Activities:**

- Look at the drawings of the Tyrannosaurus Rex and the Velociraptor. Ask students what they think are similar about these 2 dinosaurs.
- Sing the song "Dino Roar." Repeat the song using different verses. Students can act out the motions in the song.
- Sort pictures into two groups: Dinosaurs that were carnivores and dinosaurs that were herbivores. (The correct answer is to sort on the picture.)

**Extension Idea:** Draw a T-Rex footprint (about 3.0 feet) (1 meter long and 0.5 feet tall) and walk on the ground with straw or chalk. Stand inside the footprint. Now make a footprint for your T-Rex print.

**Dino Roar**

Stegosaurus was a herbivore. On the floor. Let me roar! Let me roar! Let me roar!

Play to Learn Preschool

# Circle Time Lessons

# Unit overview

## Day 6 Pterosaurs

Look at the drawing of the Pteranodon. Read the pocket chart poem "My Dinosaur." Sort pictures into 2 groups.

## Day 7 Fossils

Look at the real pictures of fossils. Play the fossil Bingo game. Sing the "Dinosaur Dig" song.

## Day 8 Paleontologist

Show the pictures of paleontologists at work. Sing the "I'm a Paleontologist" song and take a class poll.

## Day 9 Day at the Museum

Look at the pictures of dinosaur fossils. Go on a museum tour. Practice active listening skills by solving dinosaur riddles.

## Day 10 Conclusion

Play a dinosaur grid game and sing the "Dinosaur, Dinosaur" song.

**Pterosaurs**  
Pterodactylus & Pteranodon

**Day 6 lesson plans**

Pterosaurs were not dinosaurs but were flying reptiles that lived during the same time as dinosaurs. Pterodactylus is a type of Pterosaur, and it had a long beak with sharp teeth. It could fly like a bird by tapping its wings, but it didn't have feathers. Pterosaurs were carnivores, eating fish and other small animals. Pteranodon were bigger than pterodactyls. They didn't have teeth, and many ate fish.

**Objectives:**

- The students will demonstrate an understanding of print concepts.
- The students will compare objects.

**Activities:**

- Show drawing of the Pteranodon. Engage in discussion questions, "Do the Pteranodon look like birds?"
- Read the poem "My Dinosaur." Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.
- Sort pictures into two groups: Things that can fly and things that cannot fly.

**Extension Idea:** Pterosaurs had long necks and long wings. Use play dough and different items to make a dinosaur with different textures. (Some ideas: crumpled foil, pebbles, etc.)

**Things that fly:** [Picture of a bird]

**Things that don't fly:** [Picture of a car]

**My Dinosaur:**

My dinosaur is a Pterosaur.  
It has a long neck and a long beak.  
It can fly like a bird.  
It is a carnivore.  
It eats fish and other small animals.

**Fossils**  
Pictures From The Past

**Day 7 lesson plans**

Fossils are not bones! Fossils are made from rock which is shaped exactly the same as the object that was originally there. They form when layers of the earth build up on top of each other and turn into hard rock. The fossil stays preserved in the shape by the hard rock around it.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will follow directions.
- The students will work on a task through completion.

**Activities:**

- Show the real pictures of fossils. Engage in discussion questions: "What kind of fossils can you see in these pictures?"
- Use the fossil bingo draw cards to sing the "Dinosaur Dig" song. Bury the cards in a shallow container with some sand or kinetic sand and the cards in a shallow container. Sing the song and have the students search for the fossils.

**To Play the Game:**

- Students surprise! (make 1 bingo card. Use markers or plastic pills as bingo markers.)
- Make a pile of the draw cards, putting them face down. Pick up a card from the pile, read the card, and draw it to the board. If you have the fossil, mark it off. If you do not, skip your turn.
- Students mark the fossil on their card if applicable. There is a box with a fossil.

**Dinosaur Dig:** Dig, dig, dig a fossil out of the sand!

**Bingo to Learn Preschool:**

**Paleontologist**  
A Scientist Who Studies Fossils

**Day 8 lesson plans**

A paleontologist is a scientist who studies fossils from millions of years ago. They use special tools to help uncover fossils. Paleontologists dig up fossils of dinosaurs, plants, and other animals and study what they have found.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will express themselves using words and sentences.

**Activities:**

- Examine the real pictures of the paleontologists at work. Discuss the different types of tools that these scientists use. Bring in print matches and small shovels for students to use.
- Sing the song, "I'm a Paleontologist" (invented to use the tools). Use a paleontologist. Use the picture cards to prompt the students.
- Take a class poll. "Do you want to be a paleontologist?"

**Extension Idea:** Make a dinosaur dig sensory bin. Fill the bin with kinetic sand or play sand and hide plastic dinosaurs. Provide matches for students to "dig" for their dinosaurs.

**I'm a Paleontologist:**

I'm a paleontologist.  
I dig up fossils.  
I use tools to help me dig.  
I study what they have found.

**Do you want to be a paleontologist?**

**Day at the Museum**  
Exploring Dinosaur Fossils

**Day 9 lesson plans**

Natural history museums all over the world display dinosaur fossils. Visiting a museum is a great way to see many different dinosaur fossils.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Look at the real pictures of the dinosaur fossils in a museum. Ask students if they have ever been to a museum.
- Create "fossil bags." Place small plastic toys inside each bag and attach the rope. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. They guess a choice about their "fossil."

**To Play:**

- Place the dinosaur pictures in one baggy around the room. Give a sheet. Circle or color each dinosaur.

**Dinosaur Riddles:**

What is a dinosaur fossil?  
It is a hard rock that has the shape of a dinosaur.  
It is made from the remains of a dinosaur.  
It is a fossil.

**Bingo to Learn Preschool:**

**Conclusion**  
Unit Conclusion

**Day 10 lesson plans**

To conclude the unit, ask the students to describe what they learned about dinosaurs.

**Objectives:**

- The students will understand the purpose of writing.
- The students will follow directions.
- The students will notice and extend simple patterns.

**Activities:**

- Invite students to list the things they have learned about dinosaurs. Write the ideas on index cards or on the cards provided.
- Sing the song, "Dinosaur, Dinosaur." Act out the motions in the song.
- Play the dinosaur grid game.

**Extension Idea:** Use a drawing board and some sidewalk chalk to draw lengths of dinosaurs.

**Dinosaur, Dinosaur:**

Dinosaur, dinosaur, dinosaur!  
Dinosaur, dinosaur, dinosaur!  
Dinosaur, dinosaur, dinosaur!  
Dinosaur, dinosaur, dinosaur!

**Which one is missing?**

**To Play:**

- Copy, laminate and cut into 4 different colors of paper.
- Divide up the board into four sections. Place the same item, and add one to the same color. Discuss the pattern and, if possible, the mathematical relationship of the colors.
- Students cover their eyes while the teacher removes 1 card.
- Students use their knowledge of patterns to determine which card is missing and patterns to identify.

**Bingo to Learn Preschool:**

# Introduction

## Dinosaurs

Day 1  
Lesson  
Plans

Dinosaurs lived over 250 million years ago on one big continent called Pangaea. There were many earthquakes and volcanoes that caused the separation of Pangaea into the continents we know today. Earthquakes and volcanoes were likely one of the causes of the extinction of dinosaurs.

### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will begin to make letter sound connections.

### Activities:

1. Invite students to look at the real picture of the volcano. Describe that a volcano is an opening in the Earth's surface. When a volcano erupts, lava, ash and gas comes out of the top.
2. Sing the song "Little Baby Dinosaur."
3. Play the Letter V carpet game.



When a volcano erupts, lava, ash, and gas comes out of the top.

### Little Baby Dinosaur

To the tune of "Itsy-Bitsy Spider"

The little baby dinosaur  
Climbed up to the top  
Of a volcano  
That's ready to pop!  
Out came the lava,  
So very, very hot.  
And the little baby dinosaur  
Ran home without a stop!



### Extension Idea:

Make a volcano! Fill a cup halfway with water. Add 5 Tbsp baking soda and a squirt of dish soap. Then slowly add 1 cup of white vinegar and watch it "erupt."

### To Play the Game:

- Line up the pictures and identify each item together. Stress the /v/ sound.
- Hide the letter V under one of the pictures and recite the poem to find it. You can use upper or lower case, or both!
- Children guess where the letter V is hiding by identifying the picture.

### Letter V

Carpet Game

Let's all play  
The letter V game.



Each of these pictures  
starts the same.

# Triceratops

## Three Horned Dinosaur

Day 2  
Lesson  
Plans

Triceratops were herbivores and enjoyed eating plants near the ground. They had three horns on their heads and a bony frill around their necks to protect themselves from predators, especially the Tyrannosaurus Rex.

### Objectives:

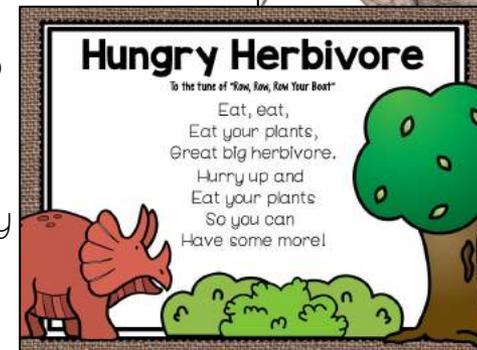
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will count sets and make combinations of objects to create each set.

### Activities:

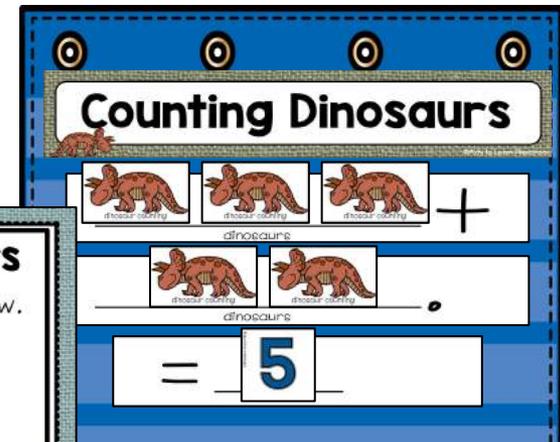
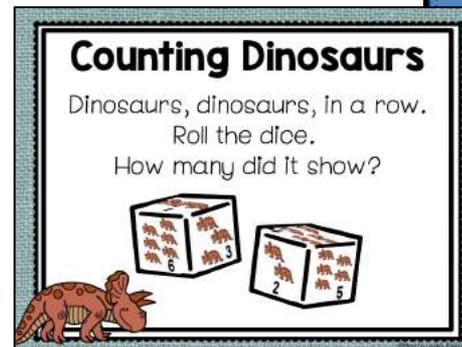
1. Look at the drawing of the Triceratops. Ask students how many horns the triceratops has.
2. Sing the song "Hungry Herbivore." Use a toy dinosaur and a stick or small branch to act out the song.
3. Recite the "Counting Dinosaurs" poem. Ask 1 student to roll a dinosaur dice and put that number of dinosaurs on the pocket chart. Ask a second student to roll a dice and place that number on the pocket chart. Count the dinosaurs together as a class and place the correct number on the chart.

#### Extension Idea:

Teach the ASL sign for **dinosaur**. Rest non dominant hand in the air with the elbow bent. Use dominant hand to make a fist and move the arm across the arm like a long neck dinosaur.



and bony frill to  
Tyrannosaurus Rex.



# Long-Necked Dinosaurs

Day 3  
Lesson  
Plans

## Sauropods

Long-necked dinosaurs are called sauropods. Some of the most well-known sauropods are the Diplodocus, Brontosaurus (also known as Apatosaurus), and Brachiosaurus. These dinosaurs were some of the largest animals to ever live on the earth. However, because of their large size, these dinosaurs moved very slowly. These massive dinosaurs were herbivores. The Brachiosaurus had longer legs than a Brontosaurus. Brachiosaurus ate the tops of the trees, holding its long neck up high. The Brontosaurus ate plants from the ground and held its neck down.

### Objectives:

- The students will use new vocabulary.
- The students will recognize letters of the alphabet.
- The students will count sets to 5 and 10 and make combinations of objects to create each set.

### Activities:

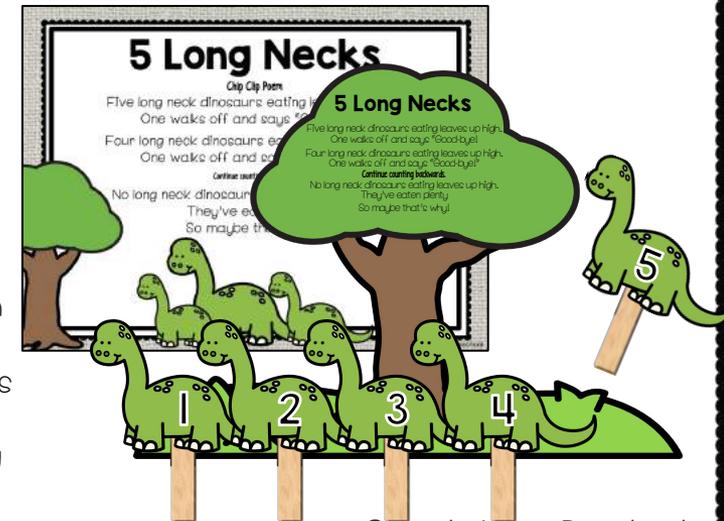
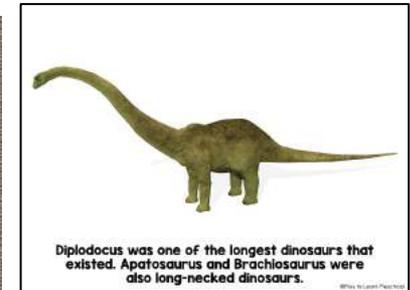
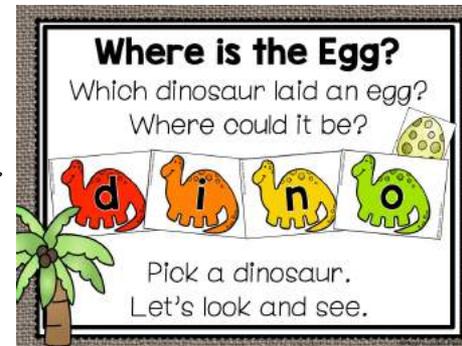
1. Look at the drawing of the Diplodocus. Ask students why this type of dinosaur had such a long neck.
2. Play the “Where is the Egg?” carpet game.
3. Recite the chip clip poem, “5 Long Necks.” Take away a dinosaur as the poem counts down.

#### Extension Idea:

Use toy dinosaurs to make footprint stamps. Put paint in a shallow tray or pan. Place the dinosaur feet into the paint and stamp them onto paper.

#### To Play the Game:

- Line up the pictures and identify each letter and color together. Hide the dinosaur egg under one of the pictures and recite the poem to find it.
- Children guess where the egg is hiding by identifying the letter or color of the dinosaur.



# Stegosaurus

## Plated Dinosaurs

Day 4  
lesson  
plans

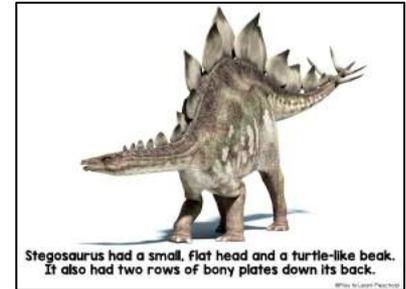
Stegosaurus liked to eat leaves that were near the ground. Stegosaurus had 17 plates that ran the length of its back and provided excellent protection against predators. It also had a large spiky tail they used to defend itself.

### Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Look at the drawing of the Stegosaurus. Ask the students why the Stegosaurus has plates on its back.
2. Sing the song "Sleepy Dinosaur." Students can act out the different verses.
3. Label the different parts of the Stegosaurus as a class. Discuss why the Stegosaurus has bony plates on its back. Use the black and white version for students to complete and take home.

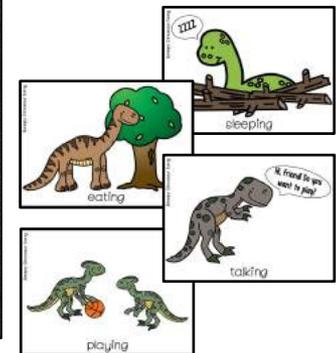


### Sleepy Dinosaur

To the tune of "Are You Sleeping?"

Are you sleeping?  
Are you sleeping,  
Dinosaur, dinosaur?  
Show me what you're doing.  
Show me what you're doing.  
Snore, snore, snore.  
Snore, snore, snore.

Repeat verses with:  
Are you eating? (munch)  
Are you talking? (roar)  
Are you playing? (run)



### Extension Idea:

Use a variety of plastic dinosaurs to make a dinosaur memory tray. Cover the tray with a bandana. Ask the students to cover their eyes and remove a dinosaur. Students then open their eyes and guess which one is missing.

### I can label the parts of a Stegosaurus.

Name \_\_\_\_\_

I can label the parts of

head

head

foot

tail

tail

bony plate

tail

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# Predators

## Tyrannosaurus Rex and Velociraptors

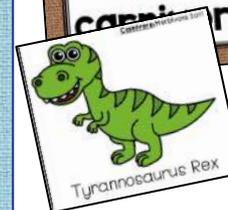
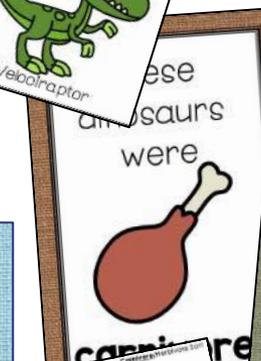
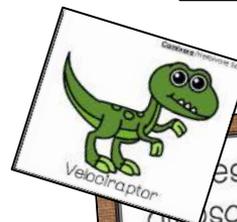
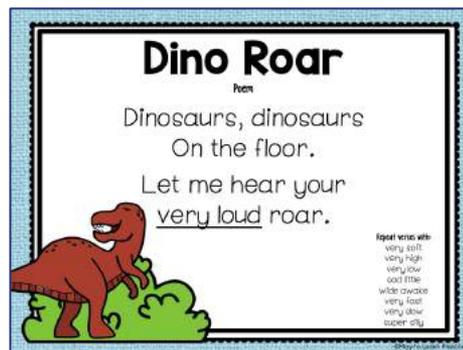
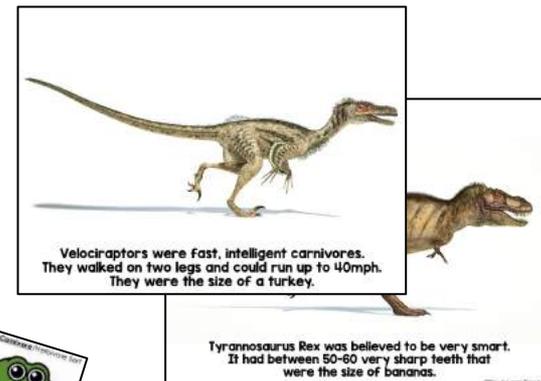
The Tyrannosaurus Rex was a meat-eating dinosaur (carnivore). It could run very fast for a short amount of time because of its strong, powerful legs. It is believed that the T-Rex was a very smart dinosaur and had excellent hunting skills. There were about 100 dinosaurs that were carnivores; some of these were Velociraptor, Spinosaurus, and Giganotosaurus. Carnivorous dinosaurs usually had powerful legs and very sharp teeth.

### Objectives:

- The students will use new vocabulary.
- The students will demonstrate basic locomotor skills.
- The students will notice similarities and differences and ask questions.

### Activities:

1. Look at the drawings of the Tyrannosaurus Rex and the Velociraptor. Ask students what they think are similar about these 2 dinosaurs.
2. Sing the song "Dino Roar." Repeat the song using different verses. Students can act out the motions in the song.
3. Sort pictures into two groups: Dinosaurs that were carnivores and dinosaurs that were herbivores. (The correct answer is in bold on the picture.)



#### Extension Idea:

Draw a T-rex footprint (about 3.3 feet (1 meter) long and 1.55 feet (46 cm) wide) on the ground with sidewalk chalk. Stand inside the footprint. How many people can fit in your T-Rex print?

# Pterosaurs

## Pterodactyl & Pteranodon

Day 6  
lesson  
plans

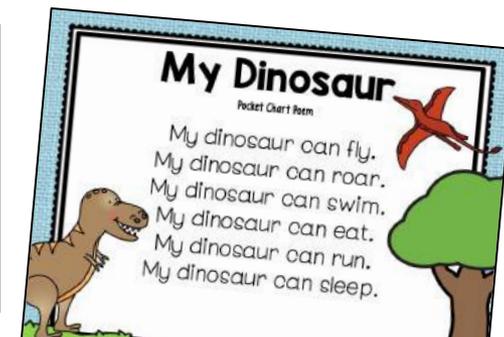
Pterosaurs were not dinosaurs but were flying reptiles that lived during the same time as dinosaurs. Pterodactyl (common term for Pterodactylus) is a type of Pterosaur, and it had a long beak with sharp teeth. It could fly like a bird by flapping its wings, but it didn't have feathers. Pterodactyls were carnivores, eating fish and other small animals. Pteranodon were bigger than pterodactyls. They didn't have teeth, only a beak, and mainly ate fish.

### Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will compare objects.

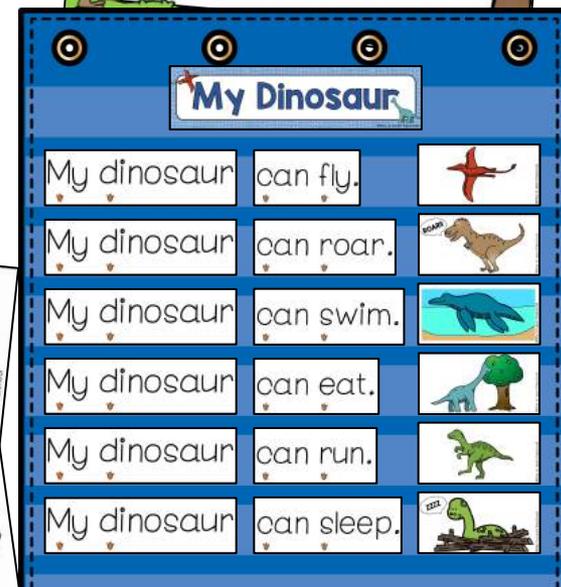
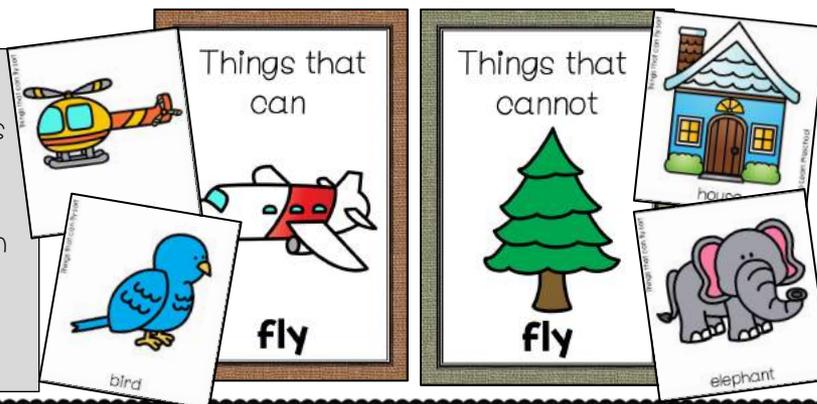
### Activities:

1. Show the drawing of the Pteranodon. Engage in discussion questions, "Do the Pteranodon look like birds?"
2. Read the poem "My Dinosaur." Add each of the sentences to the pocket chart. Use the picture cards to help emergent readers remember each line.
3. Sort pictures into two groups: Things that can fly and things that cannot fly.



### Extension Idea:

Paleontologists think dinosaurs had scaly skin like a lizard. Use play dough and different items to make a dinosaur with different textures. (Some ideas: crumpled foil, plastic fork, etc.)



# Fossils

## Pictures From The Past

Fossils are not bones! Fossils are made from rock which is shaped exactly the same as the object that was originally there. They form when layers of the earth build up on top of each other and turn into hard rock. The fossil stays preserved in its shape by the hard rock around it.

### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will follow oral directions.
- The students will work on a task through completion.

### Activities:

1. Show the real pictures of fossils. Engage in discussion questions. "What kind of fossils can you see in these pictures?"
2. Use the fossil bingo draw cards to sing the "Dinosaur Dig" song. Bury the cards in a shallow container with some sand or kinetic sand and give each student a paintbrush. Sing the song and have the students take turns "finding a fossil."
3. Play Fossil Bingo.

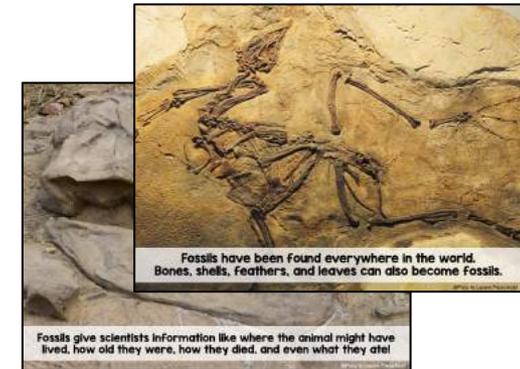
### To Play the Game:

1. Students each receive 1 bingo card. Use counters or plastic chips as bingo markers.
2. Make a pile of the draw cards placing them facedown. Pick up a card from the pile, read the card, and show to the class
3. Students mark the item on their card if applicable. Three in a row wins.

### Extension Idea:

Make salt dough fossils. Use the salt dough to make dinosaur "bones."

Mix 2 cups flour, 1 cup salt, and 1 cup water together in a bowl. Knead until firm. Create your own dinosaur bones with the dough. If you want to keep your "bones" bake them at 325°F degrees for about 30 minutes.



# Paleontologist

A Scientist Who Studies Fossils

Day 8  
Lesson  
Plans

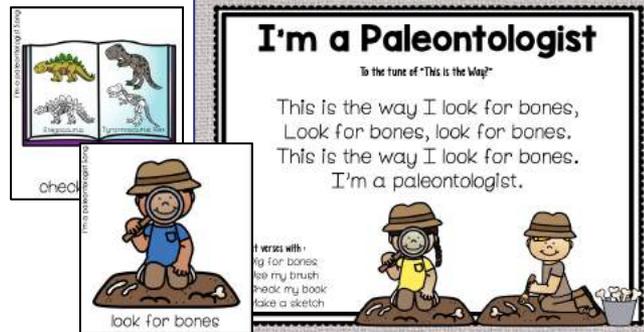
A paleontologist is a scientist who studies fossils from millions of years ago. They use special tools to help uncover fossils. Paleontologists dig up fossils of dinosaurs, plants, and other animals and study what they have found.

## Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will express themselves using words and sentences.

## Activities:

1. Examine the real pictures of the paleontologists at work. Discuss the different types of tools that these scientists use. Bring in paint brushes and small shovels for students to see.
2. Sing the song, "I'm a Paleontologist." Pretend to use the tools like a paleontologist. Use the picture cards to prompt the students.
3. Take a class poll. "Do you want to be a paleontologist?"



Do you want to be a paleontologist?	
yes 	no 
Ross	Monica
Phoebe	Chandler
	Joey
	Rachel

### Extension Idea:

Make a dinosaur dig sensory table. Fill the table with kinetic sand or play sand and hide plastic dinosaurs. Provide brushes for students to "dig" for their own dinosaurs.

# Day at the Museum

## Exploring Dinosaur Fossils

Day 9  
Lesson  
Plans

Natural history museums all over the world display dinosaur fossils. Visiting a museum is a great way to see many different dinosaur fossils.

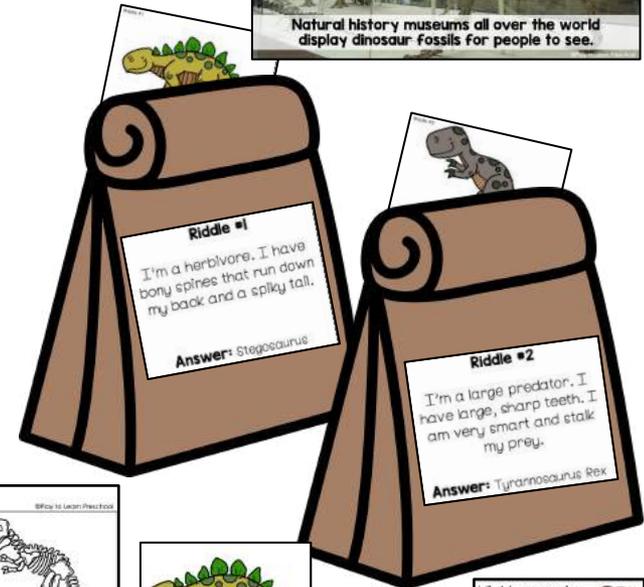
### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will interact and participate in circle time.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Look at the real pictures of the dinosaur fossils in a museum. Ask students if they have ever been to a museum.
2. Create riddle bags. Place small plastic toys inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. They guess a dinosaur object, then check inside!
3. Look for dinosaurs in the museum. Place the dinosaur pictures (you can print more than one copy) around the room. Give each child a field journal sheet. Circle or color each dinosaur as it is "found."

There are many dinosaur fossils to see at a museum. This is a Tyrannosaurus Rex.



### Extension Idea:

Explore the Smithsonian Natural History museum dinosaur exhibit in Washington DC.

[https://naturalhistory2.si.edu/vt3/NMNH-FH/z\\_NMNH-FH-002.html](https://naturalhistory2.si.edu/vt3/NMNH-FH/z_NMNH-FH-002.html)



Name _____		
 Brachiosaurus	 Pterodactyl	 Tyrannosaurus Rex
Paleontology Field Journal		
 Stegosaurus	 Velociraptor	 Triceratops



# Conclusion

## Unit Conclusion

Day 10  
lesson  
plans

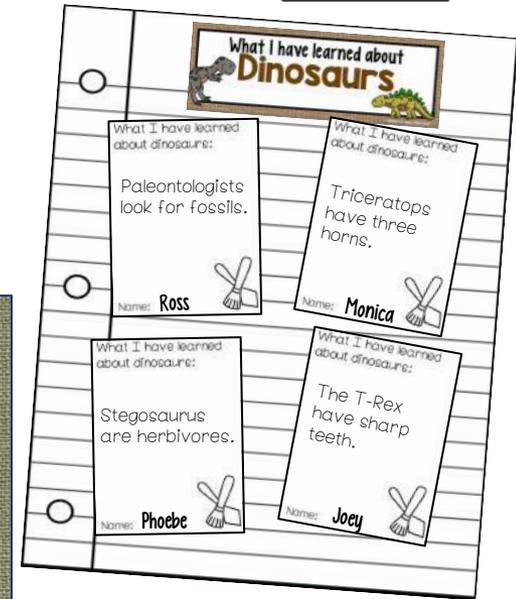
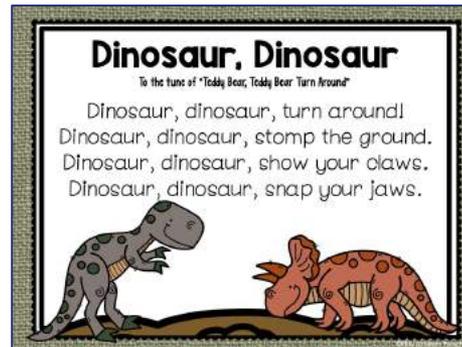
To conclude the unit, ask the students to describe what they learned about dinosaurs.

### Objectives:

- The students will understand the purpose of writing.
- The students will follow oral directions.
- The students will notice and extend simple patterns.

### Activities:

1. Invite students to list the things they have learned about dinosaurs. Write the ideas on index cards or on the cards provided.
2. Sing the song, "Dinosaur, Dinosaur." Act out the motions in the song.
3. Play the dinosaur grid game.



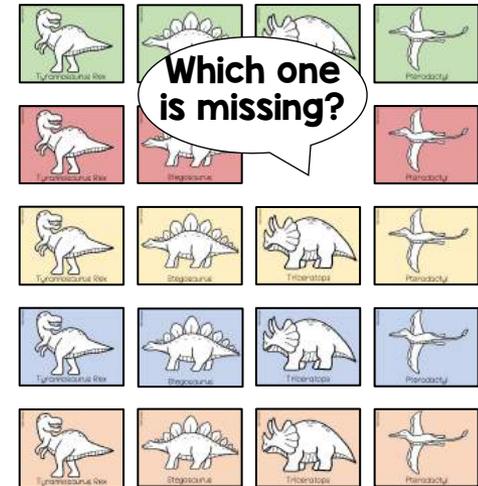
### Extension Idea:

Use a measuring tape and some sidewalk chalk to draw lengths of dinosaurs.

- **Iguanodon** – 30 ft (length) 9ft (height)
- **Stegosaurus** – 30 ft (length) 9 ft (height)
- **Brachiosaurus** - 70 ft (length) 40 ft (height)
- **Diplodocus** – 90 ft (length) 16 ft (height)
- **Velociraptor** – 6 ft (length) 1.5 ft (height)
- **T-Rex** – 40 ft (length) 12-20 ft (height)
- **Triceratops** – 20 ft (length) 9.5 ft (height)
- **Ankylosaurus** – 25-35 ft (length) 4 ft (height)

### To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.



# Center Activities

# Centers

- Cutting Practice
- Line Tracing
- Beginning Sound Sort
- Count & Clip Cards
- Concentration
- Dinosaur Patterns
- Visual Discrimination
- Initial Sounds
- Picture Puzzles
- Push Pin Letters
- Book List (recommendations)

### Cutting Practice

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.

**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students out along the lines from the bottom to the top.

**Procedure:** The students will cut along the dotted lines.

**Fine Motor Center**

### Line Tracing

**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another action is to place them inside a plastic sleeve. Provide dry erase marker (or the students to use as an eraser!).

**Literacy Center**

### Beginning Sound Sort

**File Folder Game**

**Objectives:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound.

**Literacy Center**

### Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.

**Math Center**

### Concentration

**Objectives:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take cards at a time. If the cards match, the student gets to keep them. If they don't match, they return them to the face-down pile.

**Working memory**

### Patterning

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

**Math Center**

### Visual Discrimination

**File Folder Game**

**Objective:** The students will use visual discrimination skills to match the items.

**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

**Literacy Center**

### Initial sounds

**Writing Practice**

**Objective:** The students will draw and imitate the act of writing.

**Preparation:** Copy each page and place into a plastic sleeve.

**Procedure:** Students use a dry erase marker to trace the first letter of each word.

**Literacy Center**

### Picture Puzzles

**Objective:** The students use hand-eye coordination and fine motor skills to assemble the puzzle pieces together.

**Preparation:** Copy each page, mat, and laminate as desired.

**Procedure:** Students match the puzzle pieces together.

**Fine Motor**

### Push Pin Letters

**Objective:** The students will manipulate objects with hands.

**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately\*\*) and a carpet square or foam mat to place underneath.

**Procedure:** The students strengthen their fine motor skills and alphabet knowledge by pinning the letters using a push pin (on golf tee or a toothpick).

**Literacy Center**



# Dinosaur Books

## for Preschoolers



### Silly Dinosaurs Stories

- *Goldilocks and the Three Dinosaurs* by Mo Willems
- *Saturday Night at the Dinosaur Stomp* by Carol Diggory Shields
- *Groovy Joe: Ice Cream and Dinosaurs* by Eric Litwin
- *When Dinosaurs Came with Everything* by Elise Broach
- *Harry and the Bucketful of Dinosaurs* by Ian Whybrow
- *10 Terrible Dinosaurs* by Paul Stickland
- *Dinosaur Farm* by Penny Dale
- *Never Let a Dinosaur Scribble* by Diane Alber
- *Bumposaurus* by Penny McKinlay
- *Brontorina* by James Howe
- *Crunch, the Shy Dinosaur* by Cirocco Dunlap
- *We Love Dinosaurs* by Lucy Volpin
- *Dinosaur Roar* by Paul & Henrietta Stickland
- *Sammy and the Dinosaurs* by Ian Whybrow
- *Dinosaurs Galore!* by Giles Andreae

### Featuring a T-Rex

- *Tiny T.Rex and the Impossible Hug* by Jonathan Stutzman
- *Tiny T.Rex and the Very Dark Dark* by Jonathan Stutzman
- *We Don't Eat our Classmates* by Ryan T. Higgins
- *Tea Rex* by Molly Idle

### Non-Fiction

- *Dinosaurs, Dinosaurs* by Byron Barton
- *Time Flies* by Eric Rohmann
- *Dinosaur Bones* by Bob Barner
- *My Big Dinosaur Book* by Roger Priddy
- *Dinosaur A-Z* by Roger Priddy
- *National Geographic Little Kids First Big Book of Dinosaurs* by Catherine D. Hughes
- *The Dinosaur Alphabet Book* by Jerry Palotta & Ralph Masiello
- *Bones, Bones, Dinosaur Bones* by Byron Barton

# More dino fun

for preschool and Pre-K learners:

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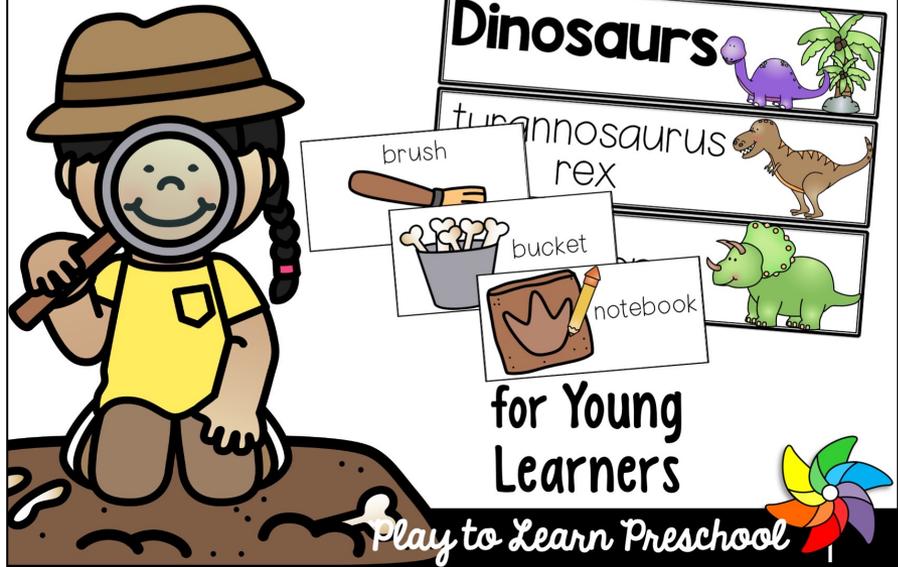
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## Dramatic Play

# Dino Dig



Credit:

These talented artists made this possible.



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Set up a dinosaur dig site in the dramatic play center with these labels, signs, and props.