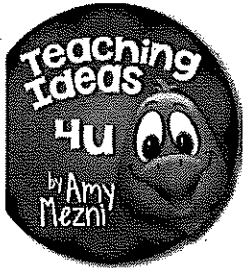
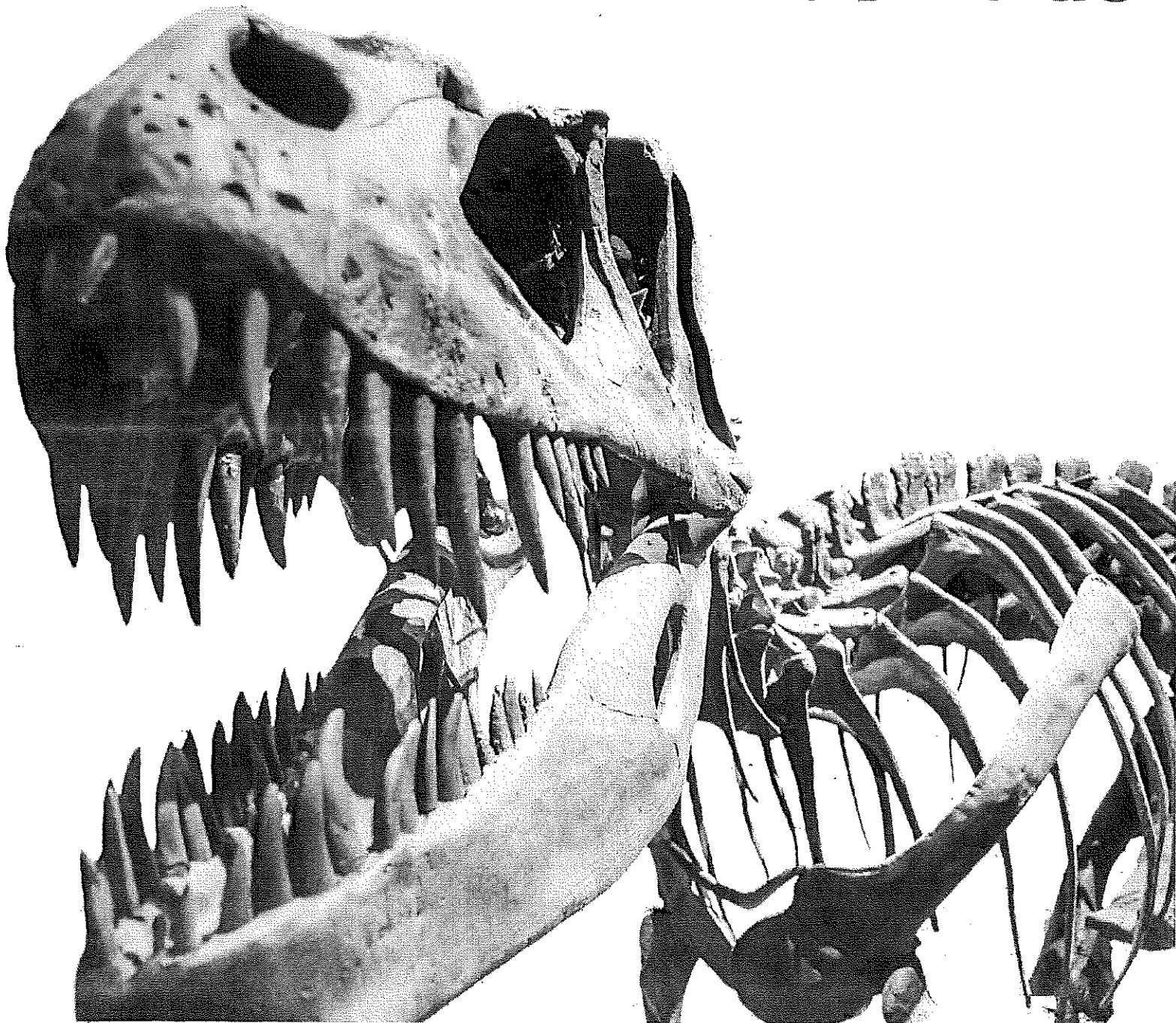


BOY, WERE WE WRONG ABOUT DINOSAURS!



By Kathleen V. Kudlinski

A Literature Guide



Using This Guide

Some teachers use books in small groups, while others use them as a whole class activity. (Many of us do both!) When creating these guides, the activities are written so that they could be used as individual activities or as a packet that could be given to an independent reading group.

This guide is broken down into sections of the book. I have marked these sections in the table of contents as the pages are not numbered. One section is usually covered in one "day," although the classroom teacher could provide more than one class period for the activities to be completed.

If using this book as an independent work packet, copy the activities for each student and place the copies in a binder. During class, students can take the binder and easily see what they need to complete as a checklist is provided for each day.

Students could be required to turn in certain activities, or the teacher could grade the activities in the binder.

If using this as a whole class activity, the teacher should simply select which activities to use and copy the desired pages.

I hope you enjoy this unit!

Amy Mezni

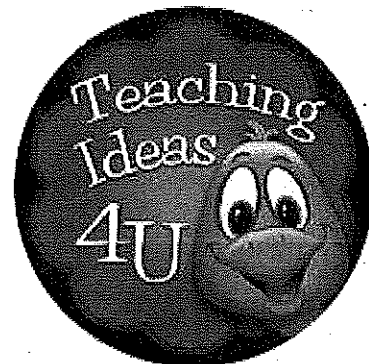


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Day 1

Name: _____

Date: _____

Checklist

Please check off each activity as you complete them. Activities should be completed in order.

- _____ 1. Complete the **Pre-reading Activity**.
- _____ 2. Look up the definitions for the **vocabulary words**.
- _____ 3. Read the **first 5 pages** of the story.
- _____ 4. Complete the **Discussion Questions**.
- _____ 5. Complete the **Pictures Activity**.

Vocabulary

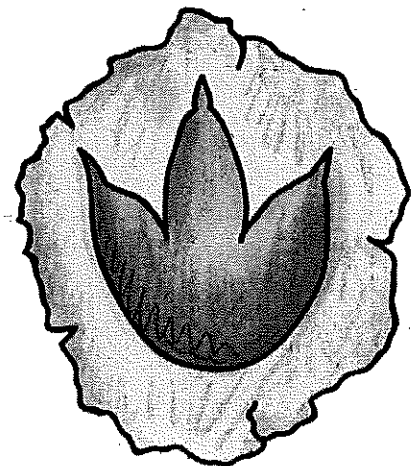
Please use the dictionary and the story to help you find the definitions.

1. enormous

2. fossil

3. ancient

4. Iguanodon (Use your book for this word.)

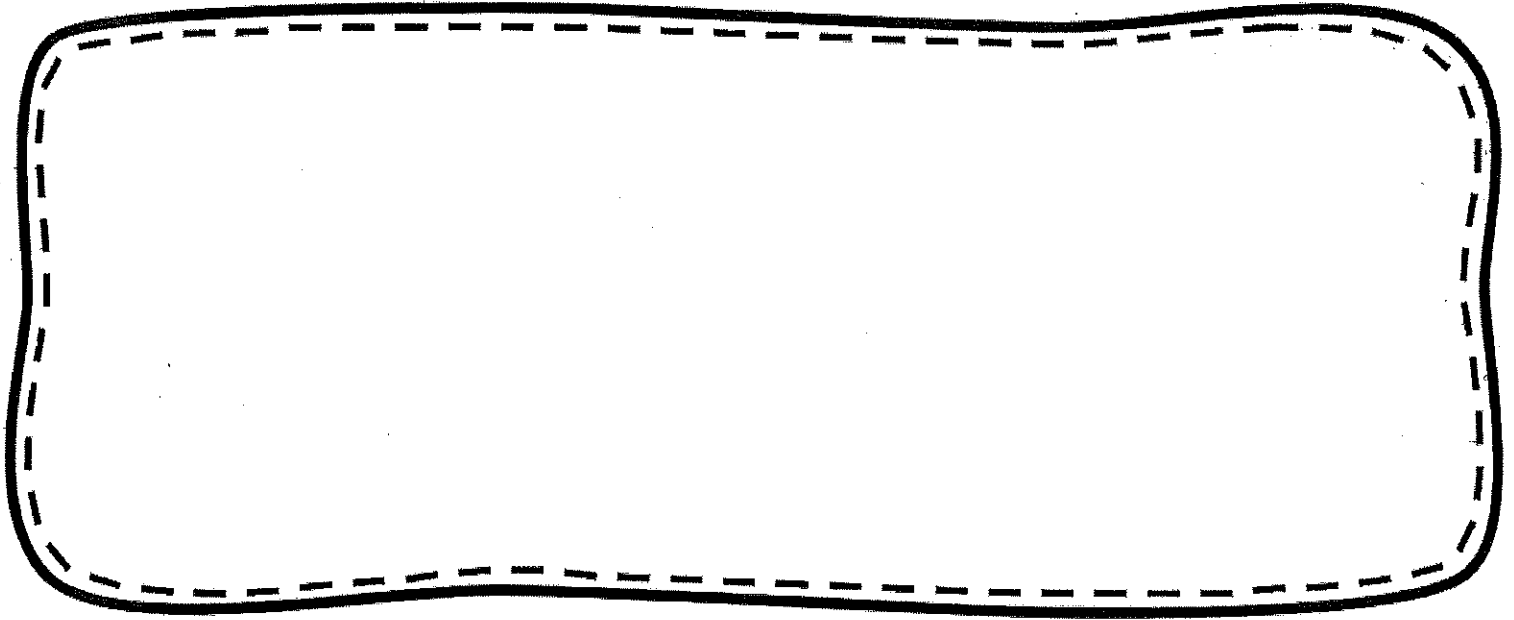


Pre-reading Activity

Name: _____

Date: _____

1. What do you already know about dinosaurs?



2. Reread the title: "Boy, Were We Wrong About Dinosaurs!" Judging from that title, what do you think will happen in this book?

3. What type of book do you think this is: fiction or non-fiction? Why?



Discussion Questions Day 1

Name: _____

Date: _____

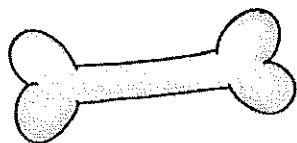
Please answer in complete sentences.

1. What words did the author use to help the reader understand when the events in the book took place? Look back in the text.

2. Explain two things people believed about dinosaurs that were incorrect. Use the text to answer this question.

3. Why do people not know more about dinosaurs?

4. How do the illustrations on the pages about the Iguanodon help the reader understand the text?



Pictures

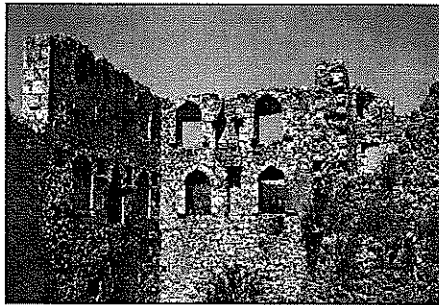
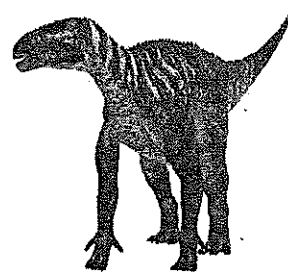
Name: _____

Date: _____

Write a sentence about each picture using at least one of the vocabulary words. Write the sentence on the lines next to the picture. Use each vocabulary word at least one time.

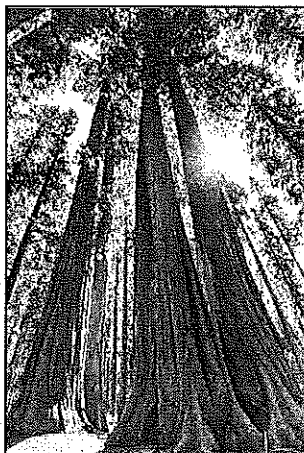
Vocabulary			
enormous	fossil	ancient	Iguanodon

1. _____



2. _____

3. _____



4. _____

Checklist

Please check off each activity as you complete them. Activities should be completed in order.

- _____ 1. Look up the definitions for the **vocabulary words**.
- _____ 2. Read the **next 6 pages**, stopping where they discuss dinosaurs' blood.
- _____ 3. Complete the **Discussion Questions**.
- _____ 4. Complete the **Conjunctions Activity**.
- _____ 5. Complete the **Comparing Ideas Activity**.
- _____ 6. Complete the **Crossword**.

Vocabulary

Please use the dictionary and the story to help you find the definitions.

1. waddle

2. clumsily

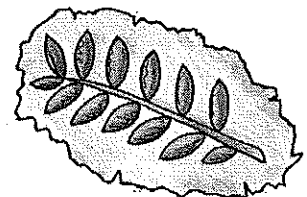
3. graceful

4. tendon

5. hind

6. bask

7. scaly



Discussion Questions Day 2

Name: _____

Date: _____

Please answer in complete sentences.

1. Read the sentence below.

"Some of our first drawings of dinosaurs showed them with their elbows and knees pointing out to the side, like a lizard."

Why do you think people thought dinosaurs looked like lizards?

2. Look at the page about blood vessels. Reread the text and examine the illustrations. What do you think blood vessels are?

3. Why might scientists still be wrong about dinosaurs?

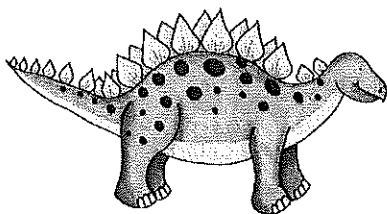
4. What types of evidence do scientists use to learn about dinosaurs? Use specific text evidence.

Conjunctions

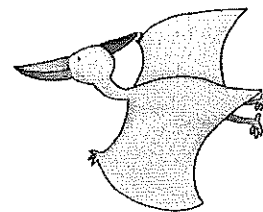
Name: _____

Date: _____

This section of *Boy, Were We Wrong About Dinosaurs!* discusses old ideas and new ideas about dinosaurs. When writers want to compare ideas in a sentence, they use **conjunctions**. **Conjunctions** are used to connect words, phrases, and clauses. An easy way to remember the conjunctions is to remember this:



F - for
A - and
N - nor
B - but
O - or
Y - yet
S - so



Add a different conjunction to each of the following sentences. Write each sentence on the lines.

1. Scientists couldn't imagine how muscles could hold up enormous tails, _____ they believed that dinosaurs dragged their tails in the dirt.

2. Scientists believed that dinosaurs dragged their tails, _____ their tails had stiff tendons that held them out straight.

3. Dinosaur bones had lots of blood vessels inside, _____ new bone seemed to grow around every one of them.

Comparing Ideas

Name: _____

Date: _____

In this book, *Boy, Were We Wrong About Dinosaurs!*, the author discusses facts about dinosaurs. In the chart below organize the facts learned in the book. Use the left column to write what scientists used to believe. In the right column, write what scientists believe to be true now.

You will be adding facts onto the chart as you read the book. Be sure to leave space to add more information.

Old Beliefs

New Beliefs

Dinosaurs' legs were straight under them, like a horse.	Paintings showed dinosaurs dragging their tails in the dirt.
Dinosaurs were shown with their knees and elbows pointing out to the side.	Dinosaur bones have lots of blood vessels, so they couldn't be cold-blooded.
Scientists know the pointed bones were part of Iguanodon's hands.	Scientists believed the Iguanodon had a horn on its nose.
Scientists thought dinosaurs were cold-blooded, like snakes.	Dinosaurs had stiff tendons in their tailbones to help hold them out straight.

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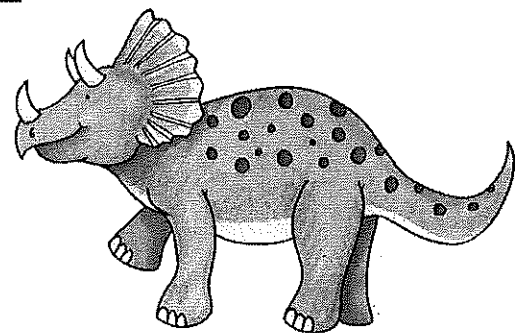
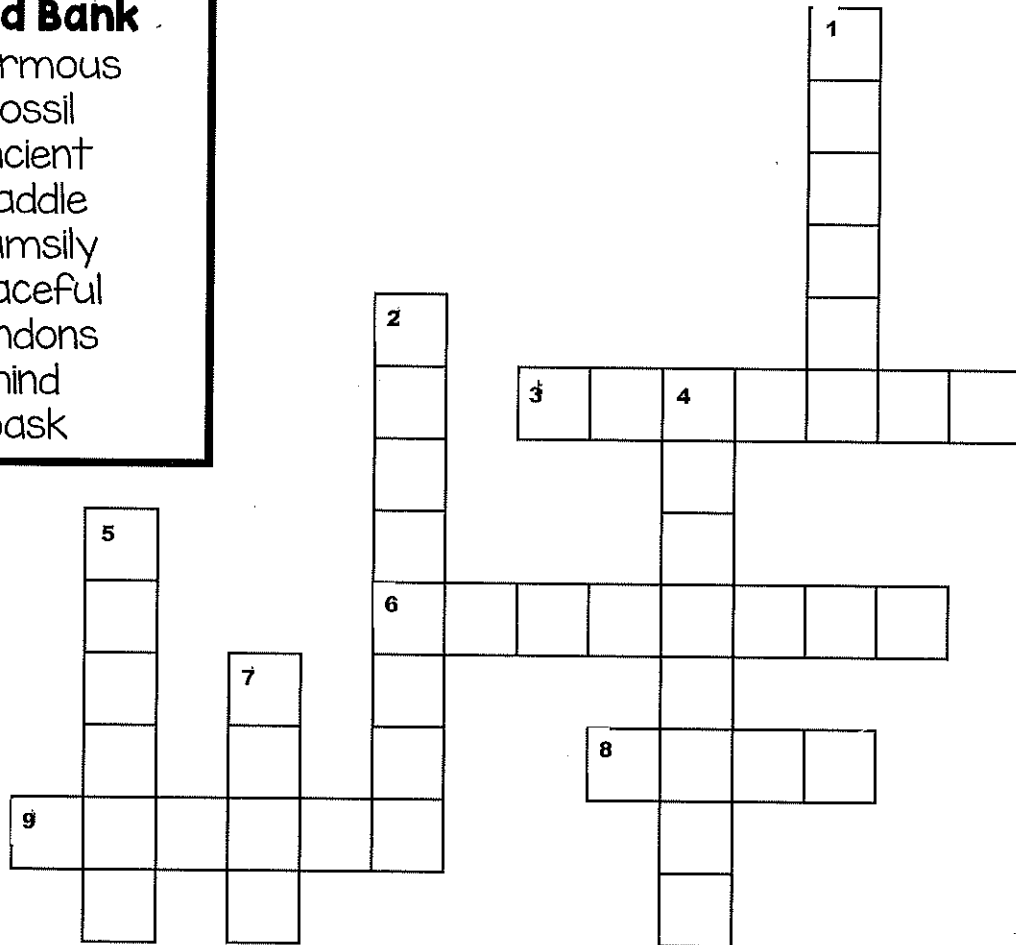
Crossword Day 2

Name: _____

Date: _____

Use the word bank to help you solve the crossword puzzle.

Word Bank
enormous
fossil
ancient
waddle
clumsily
graceful
tendons
hind
bask



ACROSS

- 3. Having existed for many years.
- 6. Very large in size, quantity, or extent.
- 8. Located behind.
- 9. A print or remains of a plant or animal.

DOWN

- 1. To walk short steps while swaying.
- 2. Ease of movement.
- 4. Lack of skill or grace in movement.
- 5. Band of tissue that links a muscle to another part
- 7. To relax in a pleasant warmth.

Checklist

Please check off each activity as you complete them. Activities should be completed in order.

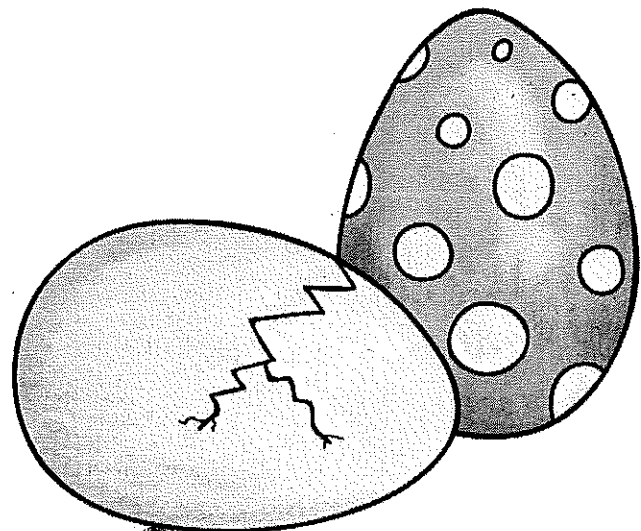
- _____ 1. Look up the definitions for the **vocabulary words**.
- _____ 2. Read the **next 6 pages**, stopping where they discuss dinosaur nests.
- _____ 3. Complete the **Discussion Questions**.
- _____ 4. Complete the **Conjunctions Review Activity**.
- _____ 5. Add statements to the **Comparing Ideas chart**.

Vocabulary

Please use the dictionary and the story to help you find the definitions.

1. camouflage

2. hatch



Discussion Questions Day 3

Name: _____

Date: _____

Please answer in complete sentences.

1. How does the illustration of the scientists help the reader understand the text about fossils?

2. Explain how large and small dinosaurs may have been different. Look back in the text.

3. Why would large dinosaurs most likely have had patterns? Look back in the text.

4. What evidence made scientists think that dinosaur mothers were not like lizard mothers? Look back in the text.

5. Read the following sentence: "Some of the nests held newly hatched babies." What does the word *hatched* mean?

Word Search Day 3

Name: _____

Date: _____

Find the words in the puzzle. Words can be listed forwards, backwards, or diagonally.

B B Y K Y Y S P A O C E L D D A W M X T Q E P Y D
Y F S T F X D N I H D S P F Y L I S M U L C S N M
T A I I C F X R J Y R C C E S U O P V I Y Y G F F
B E E P X G K R F L P F O F M O I C P V D D N H H
U J D G X D F S B Y A G O W B N Y T M F E E X C X
B L L A K M O T M Y X A O S Y B G F Y T P N N W I
G W C B B V O E A Y R O C O S D B H R S D O P K F
E N F Y H V R B W H V I S A X I L F F B B R M W X
H N L H V B Y W N V O T I F M D L S C Y F M W E E
K R J A X H N R T T G T I W O O A Y C Z X O S A R
Y P D T N B P G C F N L F G S T U N T X E U U V F
A E F C C L C N R G Y N A D X D A F I R U S N O E
U T E H Z O S R A A X Y H F L L N R L R J E F W C
M D T V H R V P F W C R Z J M F C A N A H M S F A
U A X X D C O F X B G E P G X R I D D H G R K A B
K Y N P I W E N T Y J Y F R U S E U R H H E Y R I
Y X H P I T E N D O N S R U R R N E V V W C B P A
P W T R P T H A W M I V A A L D T A G A F M G Q P
U E U B M F P X Y G T F H M Y V S O M L X B T H D
R R W T H O E A D Y X L H W V J L E E R N W E B T

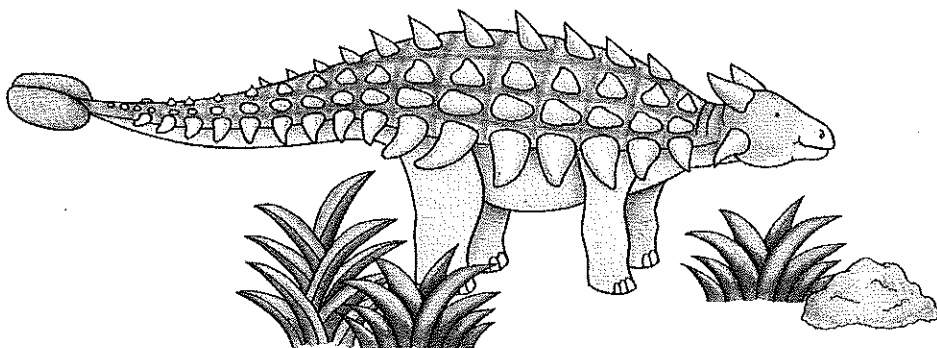
Word Bank

enormous
clumsily
Bask

fossil
graceful
camouflage

ancient
tendons
hatch

waddle
hind



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Conjunctions Review

Name: _____

Date: _____

Let's review conjunctions! Fill in the statement below:

Conjunctions are used to connect _____, _____ and _____.

Which words are conjunctions?

F - _____ B - _____
A - _____ O - _____
N - _____ Y - _____
S - _____

Add a different conjunction to each of the following sentences. Write each sentence on the lines.

1. Dinosaurs may have had feathers, _____ they might have had scales.

2. Scientists believed that dinosaurs needed neither fur _____ feathers to keep themselves warm.

3. Recent x-rays show that some dinosaur skulls had room for larger brains, _____ those dinosaurs may have been able to see color.

