



A teacher's guide

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based upon the picture book
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This classroom guide is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Stegothsaurus* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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To learn more about Bridget Heos, visit her at www.authorbridgetheos.com. To learn more about T.L. McBeth, visit www.tlmcbeth.com.

Before You Read

Before reading *Stegothsaurus* help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

The Front Cover ~

- Describe what you see.
- What is a stegosaurus?
- What is a thesaurus?
- Can you guess what a stego-thesaurus might be?
- Who is the author? What is her job?
- Who is the illustrator? What is his job?

English Language Arts

Be Stegothesaurus and Use the Thesaurus!

When we write, we sometimes use the same words repeatedly. At other times, we use boring words when more exciting words would make the writing more interesting.

At times like these, using a *thesaurus* can help us make our writing more exciting. A thesaurus is a book of synonyms. A *synonym* is a word that has the same, or nearly the same, meaning as another word.

Read the story below. Create a more interesting story by using a thesaurus to find a synonym for each of the words in parentheses. Be sure the words you choose are grammatically correct and make sense in the story.

The Story

The Dinosaur and the (bad) _____ Itch

It was a (very) _____ (hot) _____ day in the jungle. A dinosaur had been (working) _____ in the garden since daybreak. She looked up at the (hot) _____ sun and wished she could go swimming in the (cool) _____ lake. Suddenly, the dinosaur had a (good) _____ idea. She decided that a (swim) _____ was just what she needed. So she (ran) _____ down to the lake and (jumped) _____ in! A smile spread across her face as she

floated on the water. The (nice) _____ swim didn't last very long, however. All of a sudden, the dinosaur let out a (cry) _____ that could be heard in the jungle. She jumped out of the water as though she'd been shot from a cannon. She wiggled and squirmed, trying to (find) _____ the source of her discomfort. Finally, after one (big) _____ shake, a (fat) _____ frog came hopping out of the dinosaur's gardening (pants) _____. Seeing the frog made the dinosaur (laugh) _____ so hard that she had the hiccups for two days!

Make Your Own Stegothosaurus

To make this dinosaur, you will need:

- 1 paper plate
- 2 different color paints or markers/crayons
- scissors
- google eyes
- glue

Directions:

1. Cut a paper plate in half.
2. On one half draw a head, tail, and feet.
3. Also draw 4-6 triangles for the dorsal plates.
4. Cut out all the pieces.
5. Paint the half paper plate and head, tail, and feet one color. And paint the triangles a different color. Allow to dry.
6. Glue the pieces on the paper plate and add a google eye on the head.

Assign each stegosaurus a word. Great choices are scary, good, pretty, nice, like, bad, little, happy, etc.

Have each student write the assigned word on their stegosaurus.

Then, using the thesaurus, students should write a synonym for their assigned word on each dorsal plate of their stegosaurus.

Display the Synonym-sauruses on a classroom bulletin board.

The Adjective Box

Describing words are called adjectives. Stegothosaurus loves using adjectives when he describes the clouds as fluffy, fleecy and feathery. Or the mountain as gargantuan, gigantic, and Goliath.

This is an activity to help learn more about adjectives.

Decorate an empty shoe box and cut a hole in one of the ends. *You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole, allowing the rest of the sock to serve as a pathway into the box.*

Place various items in the box (i.e. A LEGO, pinecone, Play-Doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, etc.)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

Prefix Rex and Suffix-saurus

There are many ways to create a dinosaur name. Sometimes the dinosaur is given a name that describes something unusual about its body, head, or feet. Some are named after the location where they are found, others are named for their behavior or size, and some are named to honor a person.

Often, a name for a dinosaur is chosen by creating a combination of Greek and Latin prefixes, roots, and suffixes. Research these prefixes, roots, and suffixes.

See <http://www.enchantedlearning.com/subjects/dinosaurs/allabout/Nameroots.shtml> for a detailed chart of prefixes, roots and suffixes.

Determine the meaning of dinosaur names starting with the Stegosaurus and Allosaurus from *Stegotherosaurus*.

Create Your Own Dinosaur

Using the research from the activity above, have students create their own dinosaur by combining prefixes, roots, and the suffixes. Then draw a picture of their dinosaur based on its name and characteristics; and write a paragraph about the new dinosaur.

Students can then make a poster of their dinosaur, with their descriptive paragraph at the bottom, to display around the classroom or hallway.



Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in *Stegotherosaurus* or any other book of study.

The *Dinosaurs Trek Across the Desert* spread:

- 1) How many dinosaurs are in the desert?

On a piece of paper, draw 2 dinosaurs in the desert.

Draw 2 more friends in the desert.

How many friends are in the desert now?

Write the equation: $__ + __ = __$

What if three friends left the desert? How many friends would be left?

Write the equation: $__ - __ = __$

The "Savory, Succulent, Scrumptious" page:

- 2) On a piece of paper, draw 1 candle on the table, as on the book page.

Draw more candles so that there are 3 candles in total on the table.

Draw 2 more candles on the table.

How many candles are on the table?

Write the equation: $__ + __ = __$

How many dinosaurs are at the table?

Draw 3 more dinosaurs at the table.

How many dinosaurs are at the table?

Write the equation: $__ + __ = __$

What if one dinosaur left the table? How many dinosaurs would be at the table?

Write the equation: ___ - ___ = ____

Social Studies

Exploring Sibling Relationships

The three dinosaurs in *Stegothosaurus* are siblings. Sibling relationships can be interesting. Often we have a lot in common with our brothers and sisters, but then we also have things about ourselves that are very different than our brothers and sisters. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Name three ways the dinosaurs in *Stegothosaurus* are alike.
- Name three ways the dinosaurs in *Stegothosaurus* are different.
- Make a list of the pros and cons of having a sibling. Use *Stegothosaurus* for examples where necessary.
- Interview grown-ups who have siblings and discover the difference between the way they got along with their siblings when they were kids in comparison to as adults.
- Interview classmates and adults who do not have any siblings. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?

Finding Commonalities/Uniqueness

Finding out what you have in common with other people is a good way to start a meaningful relationship.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in _____ class" are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

Science

Dinosaur research project

Take a trip to the school library. With the help of the librarian, students should research a dinosaur of their choice. They may choose a dinosaur mentioned in *Stegothosaurus* if they wish.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- Physical traits (including teeth!)

- Food
- Habitat
- Babies
- Predators/Survival
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

How do the dinosaurs in *Stegothosaurus* compare to the dinosaurs in the natural world? What are the similarities? What are the differences?

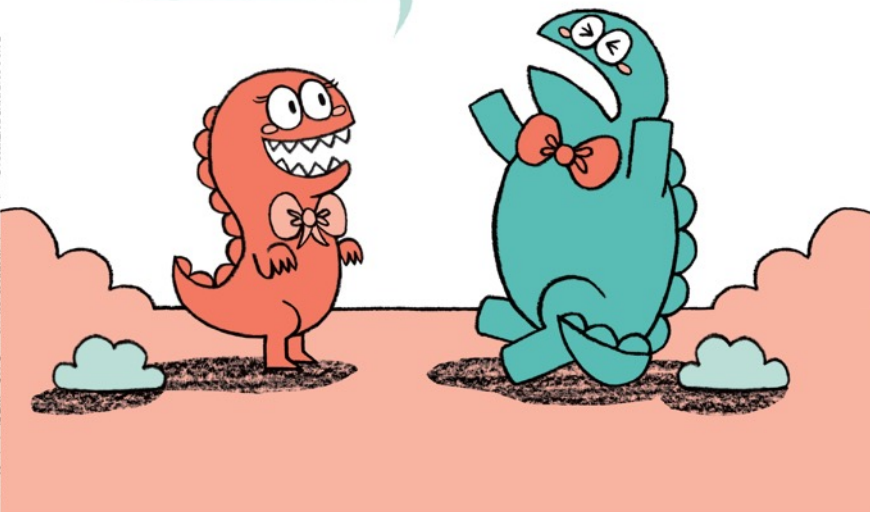
Optional activity: Students can rewrite *Stegothosaurus* using facts from their research.

Cyan Magenta Yellow Black

But rather than chomping down on *Stegothosaurus*,
the allosaurus looked at him and said,

Hulking,
hefty,
humongous.

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