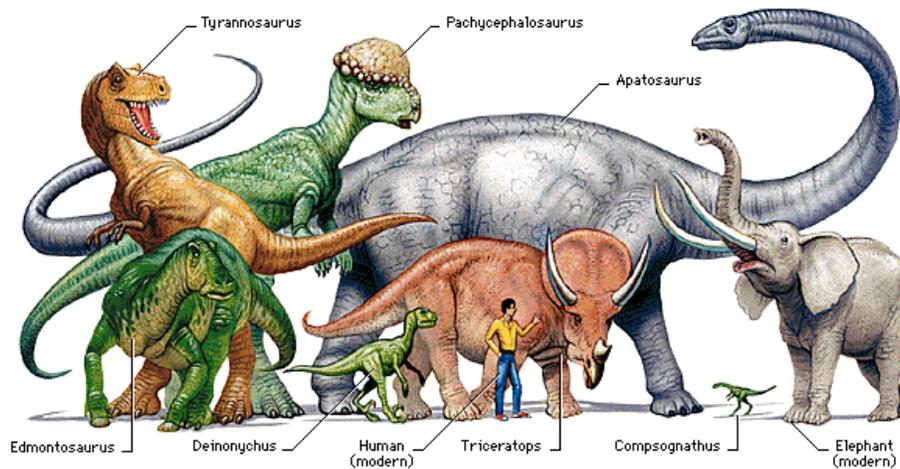


DINO PETS GO TO SCHOOL LEARNING ACTIVITIES



~ AS YOU READ *DINO PETS GO TO SCHOOL*, HAVE CHILDREN ACT OUT THE CONCEPT WORDS AS THEY ARE READ IN THE STORY—STAND AS TALL AS POSSIBLE, SOUND AS LOUD AS POSSIBLE, ETC.

~ PHOTOCOPY AN ILLUSTRATION OF EACH DINO IN THE BOOK. WRITE THE CONCEPT WORDS: *TALLEST*, *LOUDEST*, *SPIKIEST*, *WIDEST*, *SMARTEST*, AND *YOUNGEST* ON INDEX CARDS. HAVE STUDENTS MATCH THE ILLUSTRATIONS WITH THE CONCEPT WORDS. FOR AN EXTRA CHALLENGE, WRITE EACH DINO'S SCIENTIFIC NAME ON AN INDEX CARD TO MATCH (THOSE NAMES ARE IN THE BACK OF THE BOOK: *SAUROPOSEIDON*, *PARASAUROLOPHUS*, ETC.).

~ FOR GR. K-1 STUDENTS, READ THEM *DINO PETS GO TO SCHOOL* AND THEN CHALLENGE THEM TO CREATE THEIR OWN CLASS PET BOOK IN THE FORMAT OF *DINO PETS GO TO SCHOOL*—EXCEPT THEIR PETS CANNOT BE DINOSAURS. THEY HAVE TO BE ANIMALS THAT ARE ALIVE TODAY. EACH STUDENT IN THE CLASS MUST CHOOSE A DIFFERENT ANIMAL AND THEN WRITE AND DRAW ABOUT HOW THEIR PET CREATED CHAOS IN THE CLASSROOM. COMBINE ALL STUDENTS' WORK INTO A CLASS BOOK. SEE ORGANIZERS AND SAMPLES ON THE FOLLOWING PAGES.

AS A CLASS, BRAINSTORM TWO LISTS OF WORDS ON CHART PAPER—THESE IDEAS WILL HELP STUDENTS TO THINK OF ANIMALS AND “_____EST” WORDS FOR THEIR PAGES IN THE CLASS BOOK.

ANIMALS FOR PETS	“EST” WORDS
<p style="text-align: center;"><i>elephant</i></p> <p style="text-align: center;"><i>mouse</i></p> <p style="text-align: center;"><i>whale</i></p> <p style="text-align: center;"><i>moose</i></p> <p style="text-align: center;"><i>turkey</i></p> <p style="text-align: center;"><i>snake</i></p> <p style="text-align: center;"><i>bumblebee</i></p> <p style="text-align: center;"><i>skunk</i></p> <p style="text-align: center;">ETC.</p>	<p style="text-align: center;"><i>skinniest</i></p> <p style="text-align: center;"><i>silliest</i></p> <p style="text-align: center;"><i>stinkiest</i></p> <p style="text-align: center;"><i>floppest</i></p> <p style="text-align: center;"><i>wiggliest</i></p> <p style="text-align: center;"><i>stripiest</i></p> <p style="text-align: center;"><i>reddest</i></p> <p style="text-align: center;"><i>shyest</i></p> <p style="text-align: center;">ETC.</p>

NOTE THAT YOU’LL BRAINSTORM THE FIRST LIST OF PETS/ANIMALS AND THEN AFTERWARDS THE SECOND LIST OF “EST” WORDS. THE ANIMALS AND “EST” WORDS SHOULD NOT MATCH AT THIS POINT. THEY ARE JUST TWO SEPARATE LISTS. IF STUDENTS GET STUCK OR STALL WHILE BRAINSTORMING, HELP THEM AS NEEDED (I.E. ASK, “CAN YOU THINK OF ANY OCEAN ANIMALS? OR KINDS OF BIRDS? OR ANIMALS THAT GROWL?” FOR THE “EST” LIST, YOU COULD TIPTOE AND SAY *SHHH* TO HELP THEM THINK OF “QUIETEST” OR MAKE FUNNY FACES TO HELP THEM THINK OF “SILLIEST”).

AFTER BOTH LISTS ARE BRAINSTORMED, EACH STUDENT MUST SELECT **ONE** ANIMAL TO TAKE TO SCHOOL ON PET DAY. SOME WILL CHOOSE THE ANIMAL AND THEN THINK OF THE “EST” WORD (A SNAKE IS THE WIGGLIEST). OTHERS MIGHT CHOOSE AN “EST” WORD AND THEN THINK OF AN ANIMAL (THE “STINKIEST” IS A SKUNK).

Name: _____ Teacher: _____

I got a _____ for a pet,

the _____ est _____

I could get.

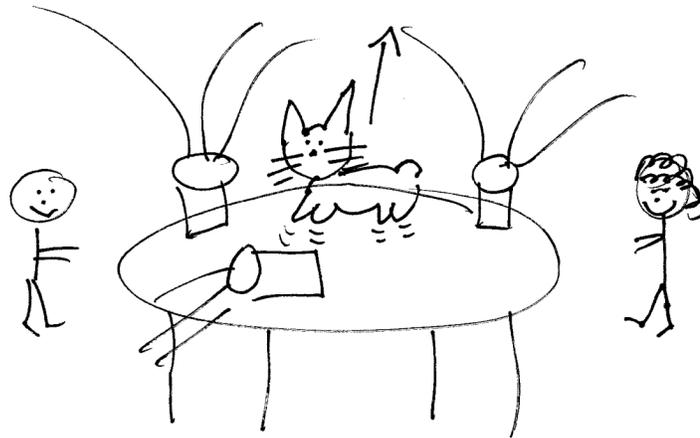
(Write & draw above why your pet did NOT make a good pet.)

Name: Sample Teacher: _____

I got a bunny for a pet,

the jumpy est bunny

I could get.



Boing! Boing! My bunny jumped
on the table and spilled all
the drinks.

(Write & draw above why your pet did NOT make a good pet.)