

DINOSAURS COUNT

CURRICULUM ENHANCEMENT
GUIDE



DINOSAURS COUNT

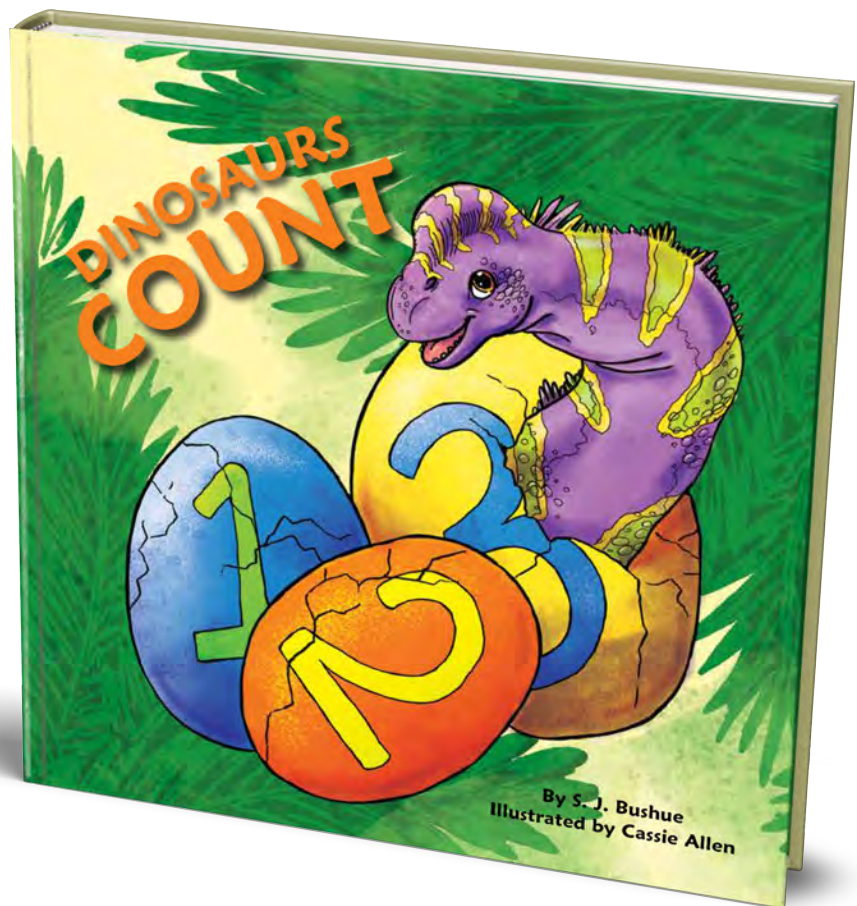
CURRICULUM ENHANCEMENT GUIDE

PK-2ND GRADE

Common Core & STEAM Aligned

INTEGRATION ACTIVITIES INCLUDE:

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ART

PK-2ND GRADE
Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.2, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**
STANDARD 1

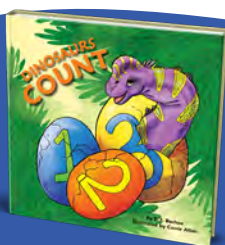
Hands on discovery • Creative thinking • Personal expression

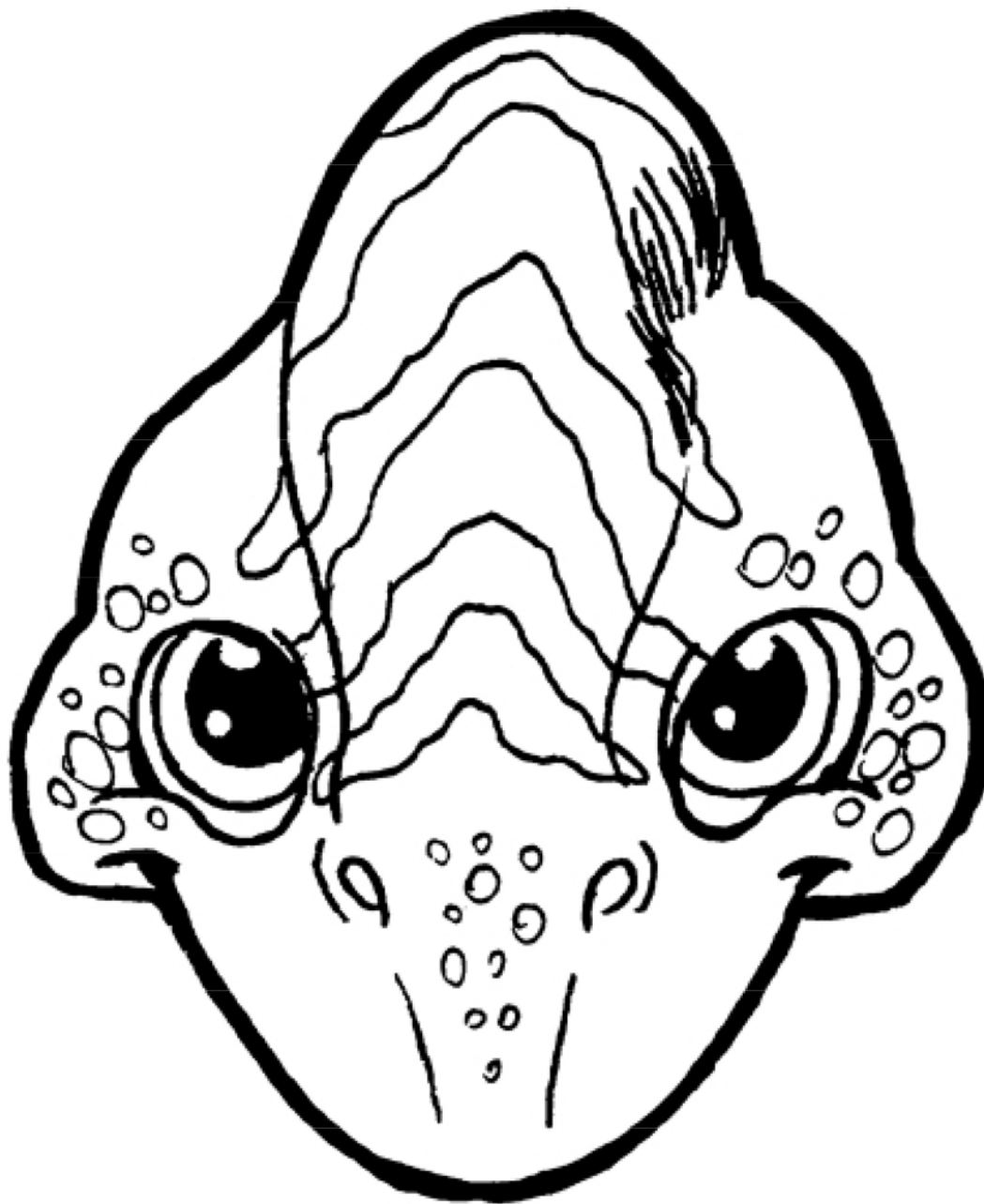
- Read the book aloud, then let the children create their own dinosaur in a medium of their choosing—paint, construction paper, clay, etc.
- Create a paper bag dinosaur puppet (template on page 3). Attach the Dinosaur Song lyrics (see page 10) to the back of the puppet and have a puppet/child sing-along.
- Ask children to choose their favorite dinosaur (from the book or not) and have them create their own illustration. Encourage them to add a number element.
- Cut out dinosaur eggs, decorate them, and place them in a nest. Ask the children to describe what the dinosaurs will look like when they hatch. (Instructor may draw what is described on a whiteboard or easel for the class.)

***Save these creations for use in other activities*

FREE COLORING PAGES

<https://thelittlefig.com/fig4kids/coloring-pages/>





ENGLISH LANGUAGE ARTS

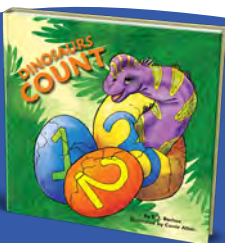
PK-2ND GRADE
Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.2, R.4, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6, W.3, W.4

TESOL ENGLISH LANGUAGE PROFICIENCY
STANDARD 1 & 2

Reading • Writing • Listening • Speaking

- Make a KWL (Know, Wonder, Learn) chart to generate interest in the topic. (KWL charts incorporate information the children know with information the children want to know. After discussion and research, the chart is finalized with what the children learned, including any reevaluations from the know column.)
- Introduce some dinosaur vocabulary: clutch, fossils, excavate, herbivore, carnivore, predator, prey, warm-blooded, cold-blooded, extinct, prehistoric, Triassic, Jurassic, etc.
- Pronounce the dinosaurs' names. Clap out the number of syllables.
- Alphabetize the dinosaur names.
- Create a pack of cards that include dinosaur names, number cards, and number word cards. Let the children line up all three matching cards.
- Write a story as a class using real or imaginary dinosaurs. Circle various sight words from the text. Or have each student write their own story for the dinosaur illustration they created in Art class (see page 2).



PK-2ND GRADE

Common Core & STEAM Aligned

GLOBAL LANGUAGE

CCSS.ELA-LITERACY.CCRA

R.1, R.4, R.7, R.10, SL.1, SL.2

SL.6, L.1, L.4, L.6, W.3, W.4

TESOL ENGLISH LANGUAGE
PROFICIENCY

STANDARD 1, 2 & 3

Introduce words and phrases • Understand words and phrases

- Read the Dinosaurs Count book in another language.
- Count in the other language, then sing the numbers one through ten in that language (see page 13).
- Pass out number cards. Say a specific number in the other language and the children holding that number get to roar or stomp like a dinosaur.
- Get physical. Say a number in the other language and let the children take that many steps, or clap their hands that many times, or any other movement deemed appropriate.
- Write the other language words from Dinosaurs Count on sentence strips. Let the children put them in order, matching the order of the story. Look for number words and sight words.
- Using the dinosaur puppets created in Art class (see page 2), ask the children to describe their puppet in their native language. Encourage the use of color and number words.



LIBRARY & TECHNOLOGY

Oral language • Reading readiness • Technology skills

PK-2ND GRADE

Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.7, R.10, SL.1, SL.2, SL.5

SL.6, L.1, L.4, L.6, W.4, W.7

**TESOL ENGLISH LANGUAGE
PROFICIENCY**

STANDARD 1

- Collaborate with a Library Media Specialist to do a PBL lesson based on things the students want to learn. Take a photo of a dinosaur using Chatterpix (<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>), record a fact, then load it on Seesaw (<https://web.seesaw.me>).
- Use iPads and the Seesaw app to let children research their favorite dinosaur and download a picture.
- Interview and record children being the expert. Let them speak in their native language to share a fact about their dinosaur. This can then be sent to parents and/or presented to classes as a science show.
- Read aloud from fiction and/or nonfiction books about dinosaurs.
- Use the computer to view lifelike representations of dinosaur families.



MATH

PK-2ND GRADE

Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA

R.1, R.7, R.10, SL.1, SL.2, SL.5,
SL.6, L.1, L.4, L.6

CCSS.MATH.CONTENT

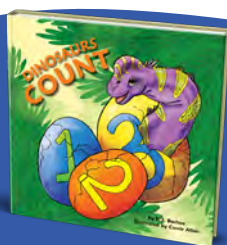
K.CC.A.1 & A.3 | K.MD.A.1 & A.2
K.MD.B.3 | 1.MD.A.1 & A.2

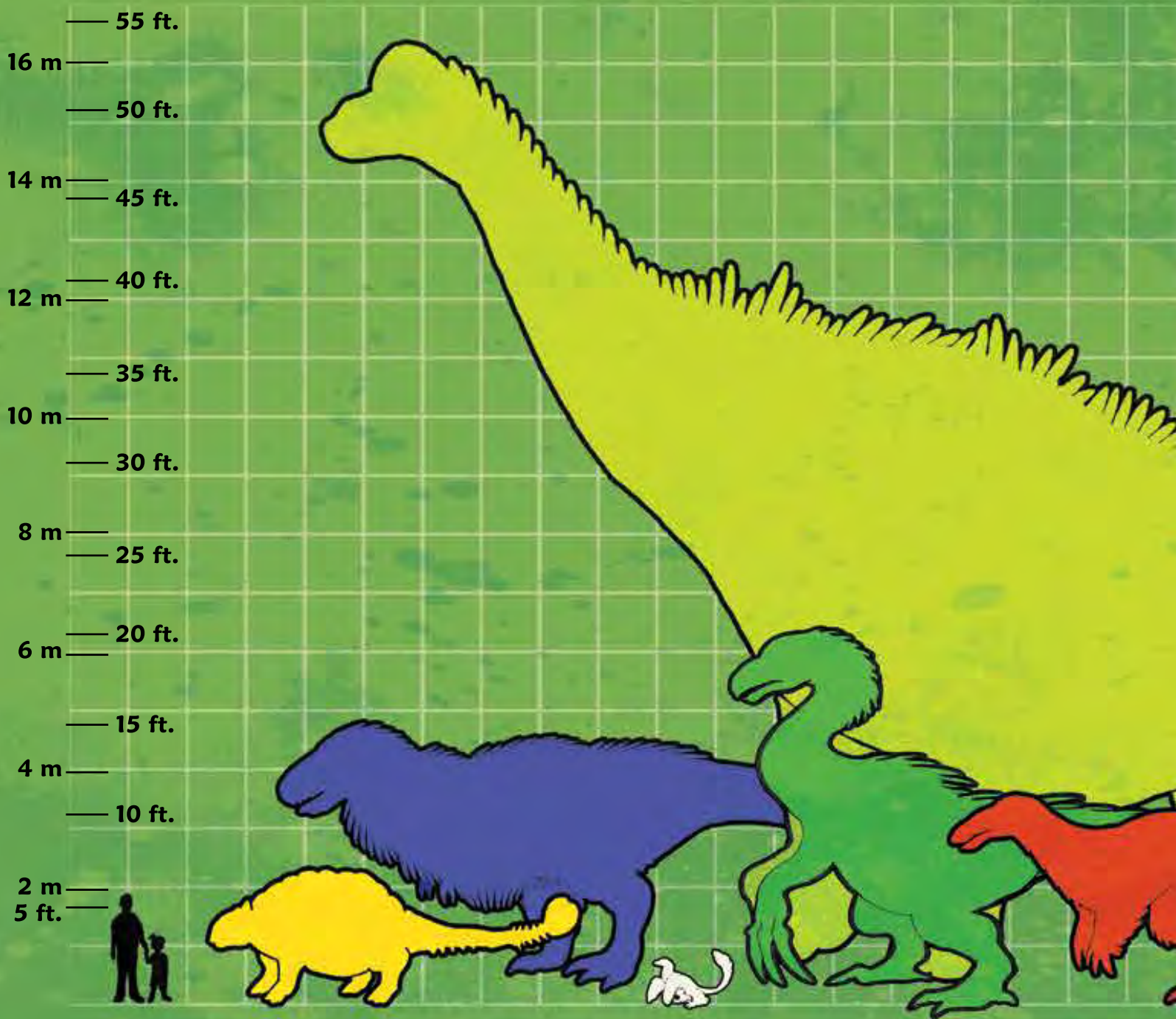
**TESOL ENGLISH LANGUAGE
PROFICIENCY**











STANDARD 1 & 3

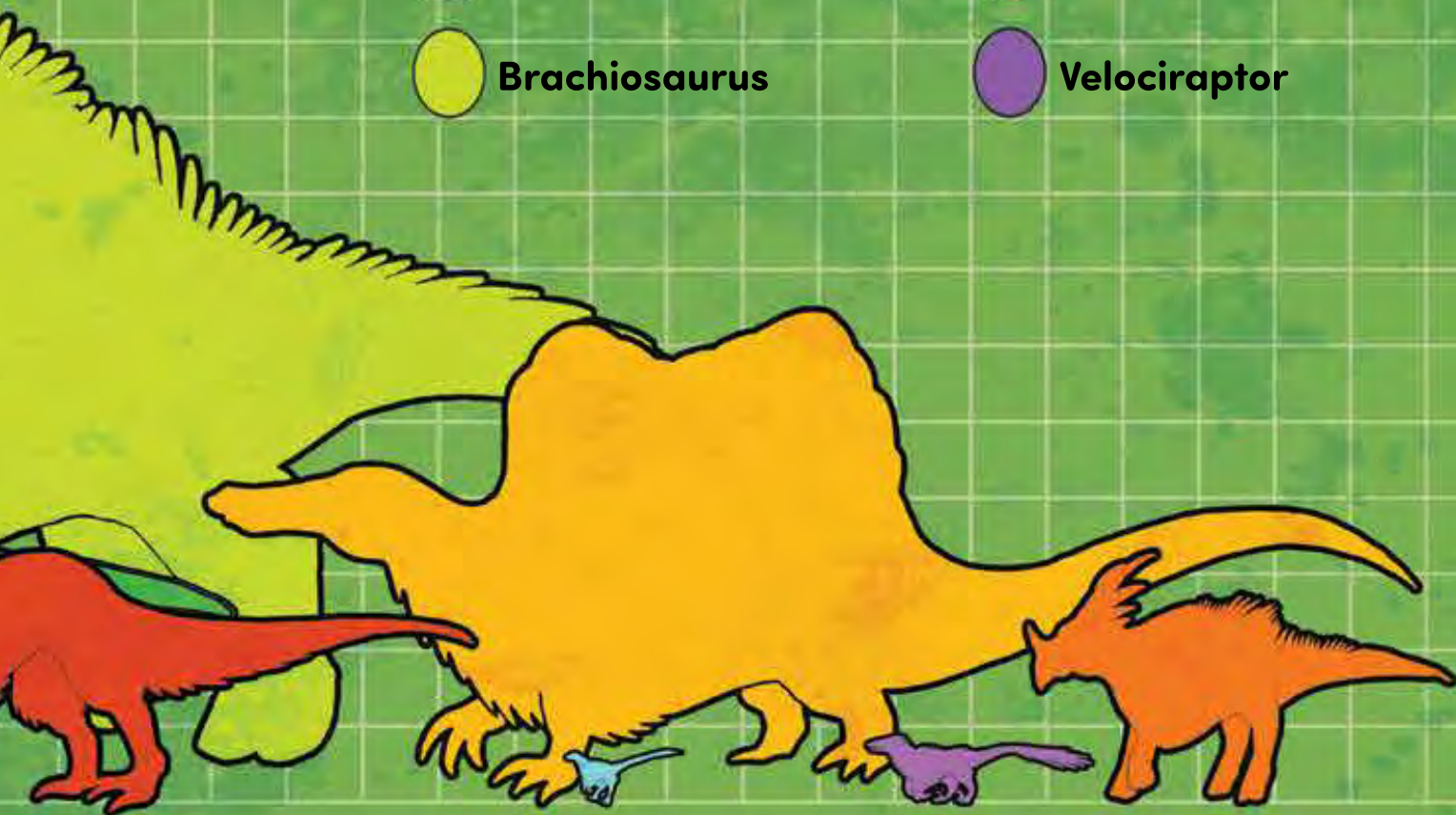
Abstract math concepts • Number sense • Number relationships

- Go to the fig4kids (<https://thelittlefig.com/fig4kids/>) page and download activities.
- Let children estimate which dinosaur may be their size, then let them measure themselves using unifix cubes or links. Let the children compare their height to the dinosaur's height.
- Let the children sequence the dinosaurs in the Dinosaurs Count book from smallest to largest.
- Introduce number words and let the children write them on cards. Use the number cards for simple math problems, or for number sequencing.
- Play the One Gigantic Dinosaur game (see page 10).





- | | | | |
|--|--------------------------|--|----------------------|
|  | Ankylosaurus |  | Baryonyx |
|  | Tyrannosaurus rex |  | Spinosaurus |
|  | Therizinosaurus |  | Compsognathus |
|  | Changyuraptor |  | Styracosaurus |
|  | Brachiosaurus |  | Velociraptor |





ONE GIGANTIC DINOSAUR

1 gigantic dinosaur, wagging a club tail.

1 came along and that makes 2.

2 gigantic dinosaurs, flapping their big wings.

1 came along and that makes 3.

3 gigantic dinosaurs, wiggling their toes.

1 came along and that makes 4.

4 gigantic dinosaurs, clapping all their fins.

1 came along and that makes 5.

5 gigantic dinosaurs, painting on their stripes.

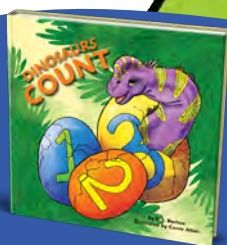
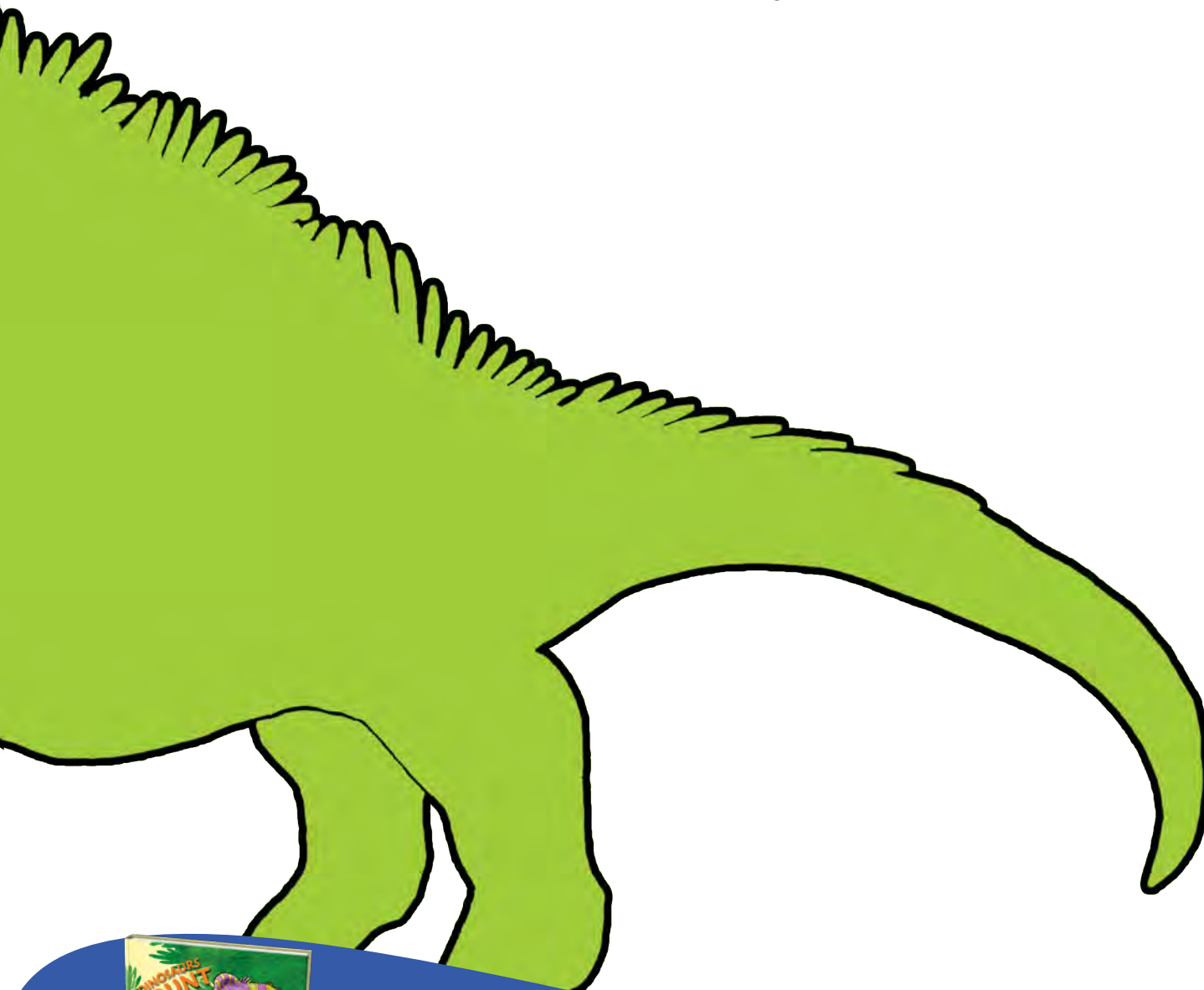
Three twirl, one jumps, one spins.

2017 © Jenn Bailey & S. J. Bushue



INSTRUCTIONS

Pass out colored dinosaur counters (5 to each child). As you and the children recite the poem, stop after each phrase and add a dinosaur, then count to determine how many you now have. Continue until you have all five dinosaurs. On the board write the correlating math sentence $1 + 1 = 2$, etc.



MUSIC & PE

PK-2ND GRADE
Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**
STANDARD 1

Voice • Rhythm • Gross motor activities

- Play the [Dinosaurs Count song](#) and have the children do the movement activities.
- Choreograph an exercise routine to the music. Record a video and submit to sherry@thelittlefig.com to showcase on [The Little Fig](#) website for parents and children to view.
- Teach the children the Spanish version of the song.

Dinosaurs Count Song

Jennifer Lynn Smith
Lyrics & music 2016 © © The Little Fig

Soprano

Di-no-saurs cou-nt One two three four five six se - ven eight nine ten!

- Listen to the full song: <https://www.youtube.com/watch?v=FXnaVFG94Ac>
- Recite the One Gigantic Dinosaur poem (see page 10) and act out the motions.



Dinosaurs Count Song

Jennifer Lynn Smith

Lyrics & music 2016 © © The Little Fig

Soprano

Di-no-saurs cou-nt One two three four five six se - ven eight nine ten!

One tail; wag that tail! Two wings; flap your wings! Three toes;

wig-gle those toes! Four flip-pers; flip those flip-pers! Five stripes;

paint your stri - pes! One two three four five six se - ven eight nine ten!

Six fin-gers; wave those fin-gers! Se-ven spines; jig-gle that spine! Eight fea-thers;

tick-le with a fea-ther! Nine horns; blow that horn! Ten teeth; chomp your teeth! ____

One two three four five six se - ven eight nine ten!

SCIENCE

Earth • Weather • Health • Living things

- Make comparisons between the illustrated and scientists' rendition of the dinosaurs. The example below shows the Velociraptor's true turkey size and its feathers.
- Sort dinosaurs by things they eat (herbivore, carnivore, or omnivore).
- Discuss or introduce the concept of animals becoming extinct, including the theories around how that happened.
- Research dinosaur habitats and/or eras. Using the dinosaurs created in Art class (see page 2), discuss where and/or when these dinosaurs lived.

PK-2ND GRADE
Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.2, R.4, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6, W.4, W.7

NEXT GENERATION SCIENCE
K-ESS2-2
ESS2.E: BIOGEOLOGY

TESOL ENGLISH LANGUAGE PROFICIENCY
STANDARD 1

SCIENTIFIC VS ARTISTIC



Arthur Weasley, via Wikimedia Commons



PK-2ND GRADE
Common Core & STEAM Aligned

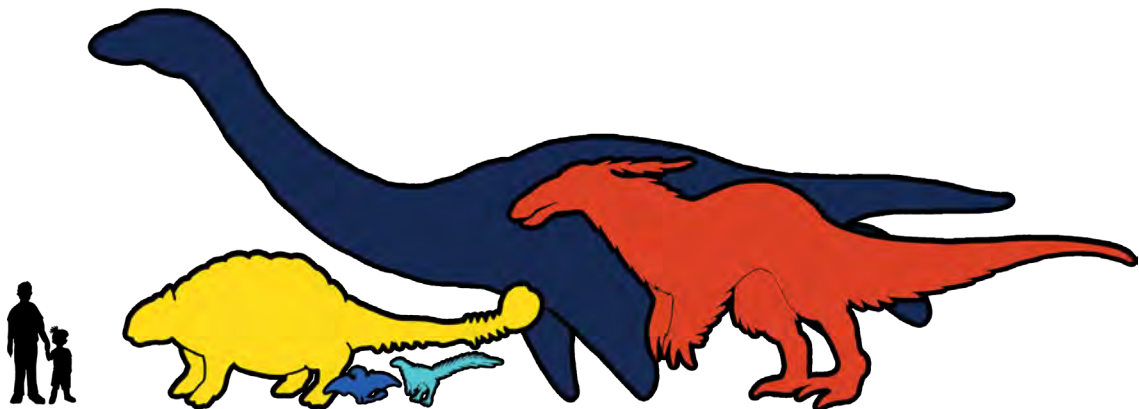
CCSS.ELA-LITERACY.CCRA
R.1, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6

**TESOL ENGLISH LANGUAGE
PROFICIENCY**
STANDARD 1, 2, & 3

SOCIAL EMOTIONAL

Self-awareness • Relationships • Decision making

- Before reading *Dinosaurs Count*, ask the children if they like dinosaurs. Have them explain why or why not.
- After reading *Dinosaurs Count*, and sharing some activities, ask the children if they have changed their opinion. Ask them to explain why or why not.
- Using the dinosaur puppets created in Art class (see page 2), ask the children what they would do if their dinosaur:
 1. Was hurt
 2. Did not speak English
 3. Wanted to go to school
 4. Wanted to cross the street
 5. Needed a hug
 6. Wanted to take a selfie



SOCIAL STUDIES

PK-2ND GRADE
Common Core & STEAM Aligned

CCSS.ELA-LITERACY.CCRA
R.1, R.2, R.4, R.7, R.10, SL.1, SL.2
SL.6, L.1, L.4, L.6, W.4, W.7

**TESOL ENGLISH LANGUAGE
PROFICIENCY**
STANDARD 1, 2, & 3

Surroundings • Community

- Use topics from the KWL chart (see page 4), to discuss how dinosaurs are like people. How are they different. (E.x., dinosaurs sleep, live in families, protect each other, are cold-blooded, have feathers, lay eggs, etc.)
- Look at a world map and locate the areas where scientists found the most dinosaur fossils. What kind of fossils were they? Discuss how the land may have changed since dinosaurs lived there.
- Using the dinosaur puppet created in Art class (see page 2), have the children describe their dinosaur puppet's family (brothers, sisters, large, small) and where they live.
- **Field Trip:** Prairie Fire Museum
5801 W. 135th,
Overland Park, Kansas 66223
(museumatpf.org)



Image courtesy of visitprairiefire.com



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NOTES

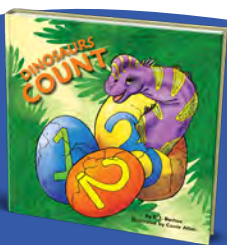


TABLE OF STANDARDS

		Art	Lang. Arts	Global	Library & Media	Math	Music & PE	Science	Social Emotional	Social Studies
English Language Arts Standards » Anchor Standards for Reading:										
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	•	•					•		•
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		•	•				•		•
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•	•	•	•	•	•
English Language Arts Standards » Anchor Standards for Writing:										
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		•	•						
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		•	•	•			•		•
CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				•			•		•
English Language Arts Standards » Anchor Standards for Speaking & Listening:										
CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				•	•				
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•	•	•	•
English Language Arts Standards » Anchor Standards for Language:										
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	•	•	•	•	•	•	•	•	•
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•

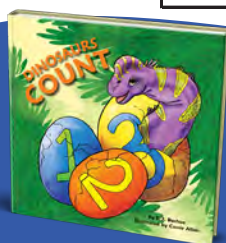
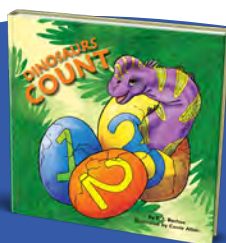


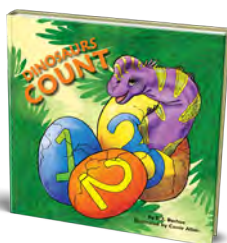
TABLE OF STANDARDS

		Art	Lang. Arts	Global	Library & Media	Math	Music & PE	Science	Social Emotional	Social Studies
Standards for Mathematical Practice: Kindergarten										
CCSS.Math.Content.K.CC.A.1	Count to 100 by ones and by tens.					•				
CCSS.Math.Content.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).					•				
CCSS.Math.Content.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.					•				
CCSS.Math.Content.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>					•				
CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.					•				
Standards for Mathematical Practice: Grade 1										
CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.					•				
CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.					•				
Next Generation Science Standards: K-ESS2-2 Earth's Systems										
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.							•		
ESS2.E: Biogeology	Plants and animals can change their environment.							•		
TESOL Pre-K–12 English Language Proficiency Standards										
Standard 1	English language learners communicate for social, intercultural, and instructional purposes within the school setting.	•	•	•	•	•	•	•	•	•
Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.		•	•					•	•
Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.			•		•			•	•



GUIDE INFO

METADATA
Online Book page



DINOSAURS COUNT

Author S. J. Bushue • Illustrator Cassie Allen

Nonfiction concept book displays numbers, furtively-fitted dinosaur names and bilingual pronunciations. Tout your terrific talents naming each.

the little fig®, based in the Kansas City metro area, publishes and packages multilingual and special-situation children's books for preschool and early-elementary-school aged children. The books are intended to be both entertaining and educational, teaching concepts and facts while usually introducing readers to a second language. The bilingual books give equal emphasis to both languages.

We offer curriculum guides. Email sherry@thelittlefig.com, call 913-226-6099, or visit thelittlefig.com for more information.

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