

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts, introduces students to scientific knowledge and language related to how different parts of dinosaurs' bodies help them survive.

This activity has three components:

- BEFORE YOUR VISIT**, students will read a content-rich article about the body parts of extinct dinosaurs and modern birds. This article will provide context for the visit, and also help them complete the post-visit writing task.
- AT THE MUSEUM**, students will read and engage with additional texts (including printed text, digital and physical/hands-on interactives, video, diagrams, models). This information will help them complete the post-visit writing task.
- BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task describing the body parts of extinct dinosaurs and modern birds.

Materials in this packet include:

For Teachers

- Activity Overview (p. 1-2)
- Article (teacher version): "Birds and Other Dinosaurs" (p. 3-9)
- Answers to student worksheet (p. 10-11)
- Assessment rubric for student writing task (p. 12)

For Students

- Article (student version): "Birds and Other Dinosaurs" (p. 13-19)
- Student worksheet for *Dinosaurs Among Us* exhibition visit (p. 20-21)
- Student writing task, writing sheets, and rubric (p. 22-26)

1. BEFORE YOUR VISIT

Students will read a content-rich article that describes the bodies of extinct dinosaurs and modern birds. This article will provide context for the visit and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task, writing sheets, and rubric (p. 22-26).
- Familiarize yourself with the teacher version of the article (p. 3-9), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task describing the body parts of extinct dinosaurs and modern birds. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

New York State Science Core Curriculum

LE3.1a

Next Generation Science Standards

DCI: LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

SEP 8: Obtaining, Evaluating and Communicating Information

- Obtain information using various texts, text features, and other media that will be useful in answering a scientific question.
- Communicate information in written forms using drawings and writing that provide details about scientific ideas.

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, digital and physical/hands-on interactives, video, diagrams, models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the educator's guide to see how themes in the exhibition connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/dinosaurs-among-us/educators)
- Familiarize yourself with the student worksheet (p. 20-21) and the map of the exhibition.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, digital and physical/hands-on interactives, video, diagrams, models) and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the exhibition in pairs, with each student completing his or her own student worksheet.
- The answers to student worksheet page includes a list of the models in the exhibition to choose from, along with their locations on the exhibition map. Use this information to help them find suitable models to choose.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.
- For those who may have trouble taking notes in the exhibition, teachers and chaperones may use the included worksheets to transcribe students' observations. Teachers and chaperones may also take photos for students to refer to back in the classroom.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task describing the body parts of birds and extinct dinosaurs.

Preparation

- Plan how you will explain the student writing task and rubric (p. 22-26) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing prompt, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/dinosaurs-among-us/educators. You can use this same activity with that article.

ARTICLE: TEACHER VERSION

About this Article

Lexile: 650

Wordcount: 704

Text Complexity: The Lexile level for this text falls in the middle of the grades 2-3 CCSS text complexity band. This text is suitable to use as an interactive read-aloud for grades K-2. Second-grade teachers should use their professional judgement and knowledge of students' independent reading levels to determine if this text would be appropriate for students to read independently.

Note: Students should know who their "talk partner" is before the teacher begins the interactive read-aloud. Whenever the teacher notes suggest **Think/Pair/Share**, it is generally followed by instructions to "listen in" to student conversations. This enables the teacher to select students to share out thinking that would benefit the whole group to hear. Additionally, it allows the teacher to informally assess student thinking about the text. The teacher can follow up with a **think aloud** to help clarify parts of the text as needed. At times, the teacher may want to facilitate whole class discussion after **Think/Pair/Share**. For this text, primary grade teachers may opt to have students read in unison to familiarize themselves with the pronunciations of specific dinosaurs.

Key for Teacher Notes

- **Green text**
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students
- Underlined text
important domain-specific words

ARTICLE

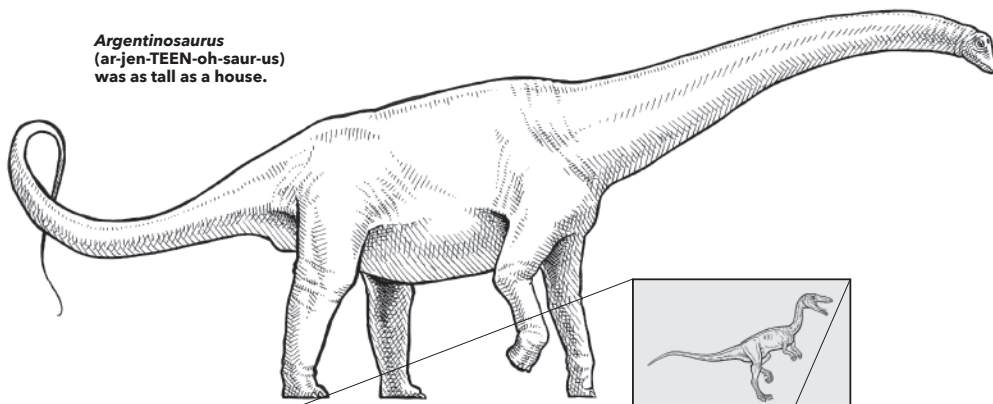
Birds and Other Dinosaurs

Long ago, many kinds of dinosaurs lived on Earth. Some dinosaurs were as tall as a house. Others were smaller than you! Different dinosaurs had different body parts. The biggest dinosaurs had long necks that could reach leaves that were far away.

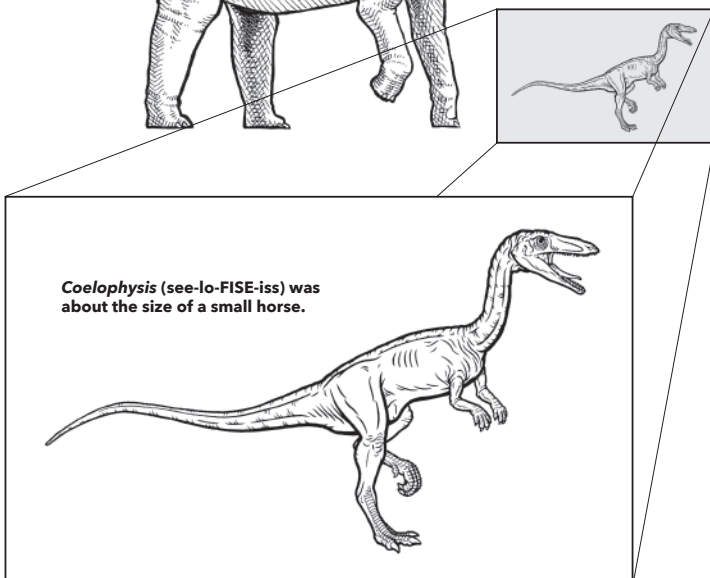
Think-Pair-Share: *What does this title make you think? Listen in.* Optional: select a few students to share out. Students may wonder aloud about birds being grouped with dinosaurs.

Invite students to act out "as tall as house" by reaching their arms up toward the ceiling; invite students to indicate "smaller than you" using their hands. Reiterate (through think-aloud) that dinosaurs varied in size.

Argentinosaurus
(ar-jen-TEEN-oh-saur-us)
was as tall as a house.

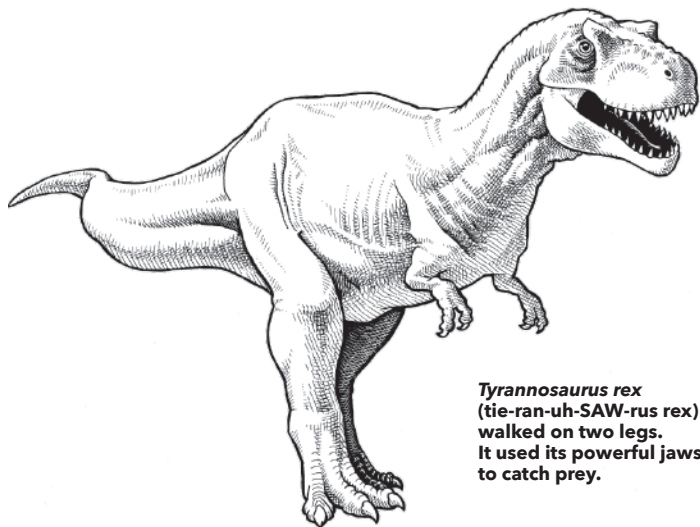


Coelophysis (see-lo-FISE-iss) was about the size of a small horse.



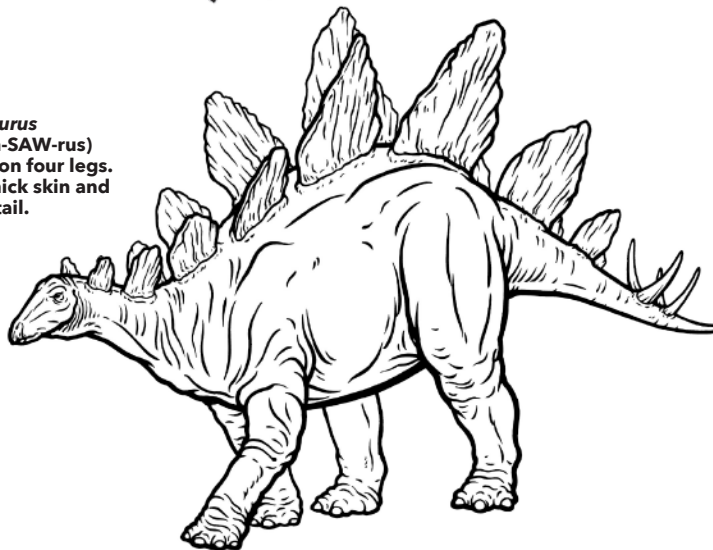
Think-Pair-Share: *What do you notice about the dinosaurs in these two illustrations? Listen in and select a few students to share out.*

Dinosaurs moved in different ways too. Some walked on four legs. Others walked on two. The dinosaurs that lived long ago are extinct. This means that there are none of them living today.



Tyrannosaurus rex
(tie-ran-uh-SAW-rus rex)
walked on two legs.
It used its powerful jaws
to catch prey.

Stegosaurus
(steg-uh-SAW-rus)
walked on four legs.
It had thick skin and
a spiky tail.



But one kind of dinosaur survives: birds! We know that birds are a kind of dinosaur because birds and extinct dinosaurs are alike in lots of ways.

Think Aloud: The word *extinct* means that a *species* (type of animal) is no longer living. You may want to elaborate on the difference between “dead” and “extinct” by explaining that one individual animal can die, but we use the word “extinct” to mean that NO type of that animal is living. Add to science word wall.

Think Aloud: We are learning about lots of different kinds of dinosaurs! It seems like they looked and behaved in a variety of different ways.

Think-Pair-Share: What else have you learned about different kinds of dinosaurs so far (either from the text or these next two illustrations)?

Listen in and select a pair to share out.

Optional: Create a web with the students based on what they have read so far. Sample web:

Put the phrase “All About Dinosaurs” in the middle, and the offshoots can say, “they were of many different sizes,” “they had different ways of moving,” and “they ate different types of food.” You can add specific examples from the text for each offshoot (with student input) if you choose.

Think Aloud: Wow! We just learned something very important and (perhaps) surprising...

Think-Pair-Share: What is the big idea that we just read about in that last paragraph? Listen in and select a pair to share out. Optional: Chart this idea, composing a sentence with student input (shared writing).

Birds are Dinosaurs

Compare the two animals in the pictures below.

Sinornithosaurus (sigh-NOR-nith-oh-sawr-us) is a dinosaur that lived long ago. The roadrunner is a bird living today. Both animals walk and run on two legs. They are alike in other ways too. They both have claws and bodies that are covered with feathers.



No one has ever seen a living *Sinornithosaurus*. This is a photograph of a model that was made by an artist.



Roadrunners are birds living today. A photographer took this picture of a roadrunner in a field.

Think-Pair-Share: How are these two animals alike? Look at the photographs and think about what we just read. Listen in and select a pair to share out. After they point out similarities, **think aloud** about how one is extinct and the other is living (if this did not come up naturally when students were sharing out).

Let's take a look at more dinosaurs. See if you can spot other ways they are alike and different.

Living Dinosaurs

Here are three birds, or living dinosaurs:

Cardinals are familiar birds in many parts of the United States. The northern cardinal male is very easy to spot because of its feathers. It has a bright red body, a black face, and a pointed crest of feathers on its head. The males show off their feathers to attract females. They might stick up their crest and sway back and forth while chirping a song. Feathers aren't just for finding mates. They also help keep cardinals warm and dry. Without feathers, cardinals couldn't fly!



Think-Pair-Share: *What did you learn about the cardinal? Listen in and select student(s) to share out or revoice students' comments yourself. Allow students to add on and/or ask questions.*

The ostrich is a very different kind of bird. This large bird is covered with feathers, but it doesn't fly. It runs! Ostriches stand and run on two long, powerful legs. When they're chased, ostriches can run over of 70 kilometers per hour (43 mph). That's as fast as a car on a city street. And if they can't run away, they use their strong legs to deliver a mighty kick!



Think-Pair-Share: *What did you learn about the ostrich? Listen in and select student(s) to share out or revoice students' comments yourself. Allow students to add on and/or ask questions.*

Eagles are big, strong birds. They can fly high and far. They can also dive very fast to catch dinner. This eagle has sharp, curved claws. These claws are good for grabbing and carrying small animals. It also has a big, sharp beak shaped like a hook. The eagle uses its beak to kill and eat the animals it catches.



Think-Pair-Share: *What did you learn about the eagle?* Listen in and select student(s) to share out or revoice students' comments. Allow students to add on and/or ask questions.

Extinct Dinosaurs

Compare those birds to these dinosaurs from long ago. Remember, these dinosaurs have never been seen alive. The drawings are based on clues that scientists have found.

Living birds aren't the only dinosaurs with feathers. Some dinosaurs that lived long ago had feathers too! Look at *Anchiornis* (an-kee-ORN-is). Red, black, and white feathers covered its body from its head to its tail. These feathers kept the dinosaur warm. Feathers may have helped it get around, too. *Anchiornis* could not fly. But it may have used its wings to glide through the air.

Invite students to raise their hands to respond to the question: *What are some ways Anchiornis may have used its feathers?* Ask students if they recall a modern bird mentioned earlier in the text that uses its feathers in a similar way. (You may want to revisit the paragraph about cardinals.)



Yutyrannus (yoo-tee-ran-us) was a big, strong hunter like its cousin *Tyrannosaurus rex*. Like *T. rex*, it could walk on two legs. This dinosaur also had huge jaws and sharp teeth for eating meat. But unlike its cousin, this dinosaur was covered with spiky feathers. They may have used these feathers to stay warm and show off for other dinosaurs.



Coelophysis (see-low-FIGH-sis) was a small, fast hunter that ran on two legs. It had sharp claws for catching and holding small animals. And it had lots of sharp, jagged teeth for biting and eating them. One *Coelophysis* fossil was found with small lizard-like animals in its belly. This was probably what the dinosaur ate right before it died. Small lizard-like animals may have been a typical meal for all *Coelophysis*.



Invite students to raise their hands to respond to the question: *What is a similarity between the Coelophysis and eagle?* Listen in and select student to share out that they both used claws to catch animals. **Think aloud** about how this is another example of how modern birds are similar to extinct dinosaurs.

Dinosaurs Past and Present

We used to think that dinosaurs were extinct. Now we know birds are dinosaurs too. Like some of their extinct dinosaur relatives, birds walk on two legs. They also have feathers, beaks, and claws. Scientists are still learning about dinosaurs of the past and the dinosaurs flying above us today!

Dinosaurs live among us today. Look at all the different kinds of birds!

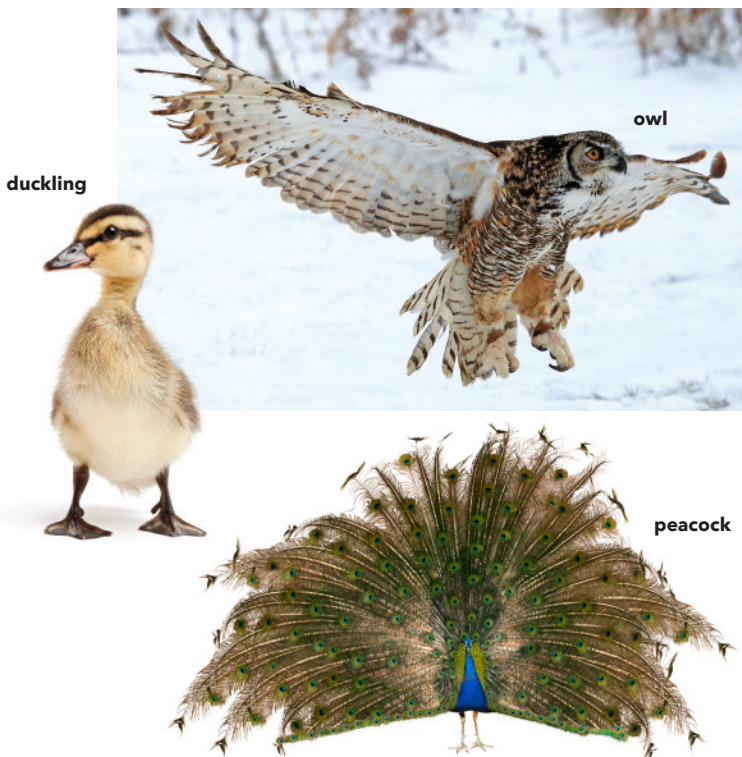


Image Credits

Argentinosaurus, © AMNH/Sean Murtha; *Coelophysis*, © AMNH/Ed Heck; *Tyrannosaurus rex*, © AMNH/Sean Murtha; *Stegosaurus*, © AMNH/Ed Heck; Road runner, © Sandy & Chuck Harris; *Sinornithosaurus* model, © AMNH; *Sinornithosaurus* skeleton, © AMNH/Sean Murtha; Road runner skeleton, © AMNH/Sean Murtha; Cardinal, © Craig O'neal; Ostrich, © Davida De La Harpe; Eagle, © Bob Harris; *Anchiornis*, © Zhao Chuang, Courtesy of Peking Natural Science Organization; *Yuturannus*, © Zhao Chuang, Courtesy of Peking Natural Science Organization; *Coelophysis*, © Zhao Chuang, Courtesy of Peking Natural Science Organization.

Think Aloud: Scientists are always asking questions and learning new information... This last paragraph describes a major change in the way scientists think about dinosaurs.

Think-Pair-Share: Describe a change that in the way scientists think about dinosaurs. Listen in and select a pair to share out. Ask: What are some examples of the evidence that made scientists think about dinosaurs in this new way? Invite students to raise their hands to give examples from the text. Revisit the chart that you started earlier. Add the new thinking and some bulleted points showing similarities (e.g., walking on two legs, having feathers, having beaks, having claws).

Welcome to the *Dinosaurs Among Us* exhibition! Today, you'll explore extinct dinosaurs that lived long ago. You'll also explore living dinosaurs known as birds.

What to Do: In the exhibition, choose two dinosaurs: an extinct dinosaur and a bird. Look at them closely. Draw and label them below. (Be sure to read the instructions carefully. Make sure that you're choosing to draw the right kind of animal. Ask your teacher if you're not sure.)

1. Find a model of an EXTINCT DINOSAUR.

Dinosaur Name: _____

Draw the dinosaur. **Label** three of its body parts.

In the exhibition, there are many models that students may use, e.g.:

- *"Nest, Eggs & Babies" section: Citipati osmolskae, Yutyranus huali*
- *"Bones, Beaks & Claws" section: Velociraptor mongolensis, Beipiaosaurus inexpectus*
- *"Feathers" section: Sinornithosaurus milenii, Psittacasaurus sinesus, Tianyulong conficiusi, Anchiornis huxleyi*
- *"Flight" section: Archaeopteryx lithographica, Microraptor gui*

Parts students may label include feathers, wings, teeth, beaks, claws, and legs.

How did this dinosaur use these body parts?

Answers will vary.

2. Find a dinosaur that is a BIRD.

Dinosaur Name: _____

Draw the bird. **Label** three of its body parts.

In the exhibition, there are many models that students may use, e.g.:

- *"Nest, Eggs & Babies" section: Southern Cassowary*
- *"Bones, Beaks & Claws" section: Black Legged Seriema*
- *"Flight" section: Oscillated Turkey*
- *"The New Age of Dinosaurs" section: Hoatzin, Harpy Eagle, White Bellied Storm Petrel, Common Raven, Northern Flicker, Southern Screamer, Scarlet Ibis*

Parts students may label include feathers, wings, beaks, claws, and legs.

How does the bird use these body parts?

Answers will vary.

ESSAY SCORING RUBRIC: TEACHER VERSION

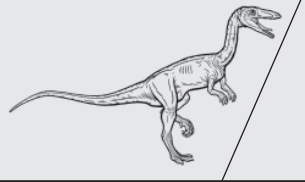
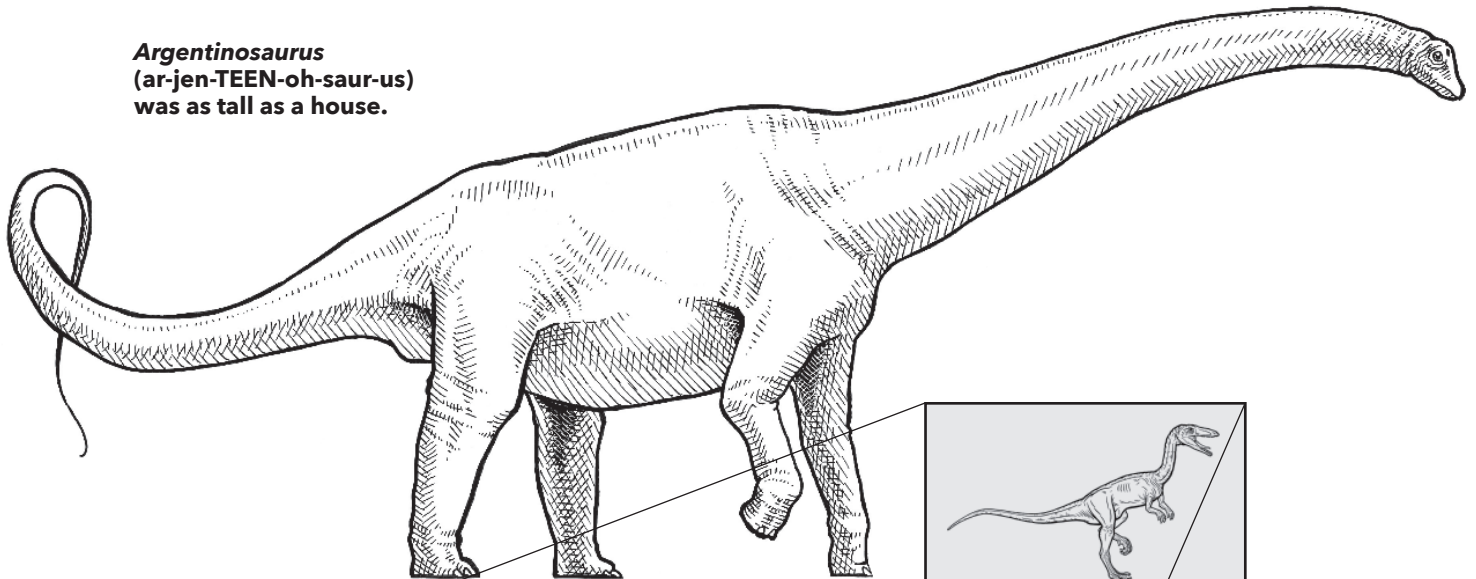
	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "Birds and Other Dinosaurs" Article	Accurately presents information relevant to all parts of the prompt with effective paraphrased details from "Birds and Other Dinosaurs"	Presents information from the "Birds and Other Dinosaurs" relevant to the prompt with sufficient detail and accuracy	Presents information from the "Birds and Other Dinosaurs" mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the "Birds and Other Dinosaurs" or relevance to the purpose of the prompt
Research: <i>Dinosaurs Among Us</i> Museum Exhibition	Accurately presents information relevant to all parts of the prompt with effective paraphrased details from <i>Dinosaurs Among Us</i>	Presents information from <i>Dinosaurs Among Us</i> relevant to the prompt with sufficient detail and accuracy	Presents information from <i>Dinosaurs Among Us</i> mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to <i>Dinosaurs Among Us</i> content or relevance to the purpose of the prompt
Science Explanations	Integrates relevant and accurate science content with thorough explanations that demonstrate in-depth understanding of dinosaurs and their body parts	Presents science content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of dinosaurs and their body parts	Presents science content mostly relevant to the prompt; shows basic or uneven understanding of dinosaurs and their body parts; some errors in explanation	Attempts to include dinosaurs and their body parts in explanations, but understanding of the topic is weak; content is irrelevant, inappropriate, or inaccurate
	Uses detailed labeled illustrations to effectively communicate relevant information about dinosaur body parts. Each illustration has one or more labeled body parts	Includes two labeled illustrations to communicate relevant information about dinosaur body parts. Each illustration has one labeled body part	Includes two illustrations without labels or only one properly labeled illustration	No illustrations
Development	Maintains a strongly developed focus on the writing prompt for the entire essay	Maintains focus on the writing prompt for the majority of the essay	Addresses the prompt but is off-task some of the time	Does not address the prompt for most or all of the essay
	The description of each dinosaur includes its name and at least one body parts along with accurate and detailed information about the function of that body part	The description of each dinosaur includes its name and one body part along with sufficiently accurate information about the function of that body part	Does not include dinosaur names or does not include a description of body parts for both of the selected dinosaurs.	Does not name any dinosaurs or body parts
	Provides a relevant concluding statement/section	Provides a sense of closure	x	Provides no sense of closure

ARTICLE

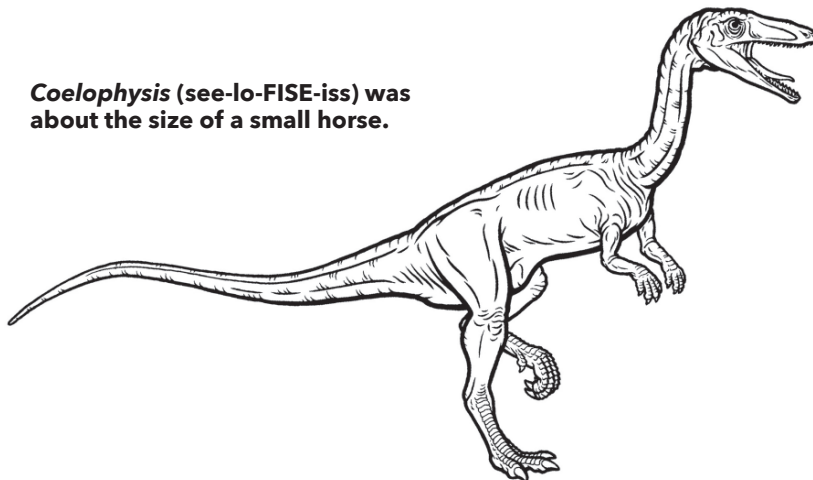
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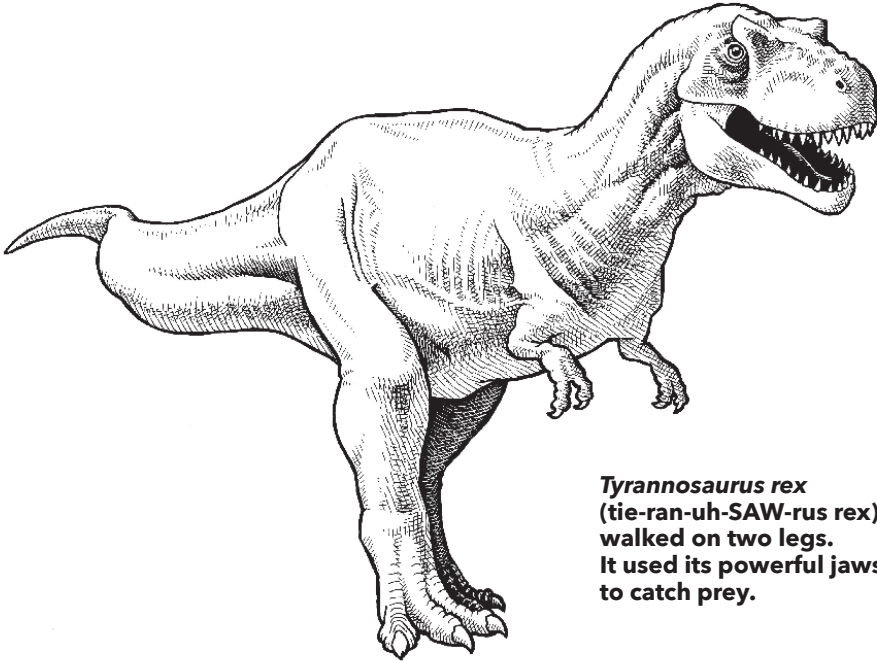
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Living birds aren't the only dinosaurs with feathers. Some dinosaurs that lived long ago had feathers too! Look at *Anchiornis* (an-kee-ORN-is). Red, black, and white feathers covered its body from its head to its tail. These feathers kept the dinosaur warm. Feathers may have helped it get around, too. *Anchiornis* could not fly. But it may have used its wings to glide through the air.



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Coelophysis (see-low-FIGH-sis) was a small, fast hunter that ran on two legs. It had sharp claws for catching and holding small animals. And it had lots of sharp, jagged teeth for biting and eating them. One *Coelophysis* fossil was found with small lizard-like animals in its belly. This was probably what the dinosaur ate right before it died. Small lizard-like animals may have been a typical meal for all *Coelophysis*.



Dinosaurs Past and Present

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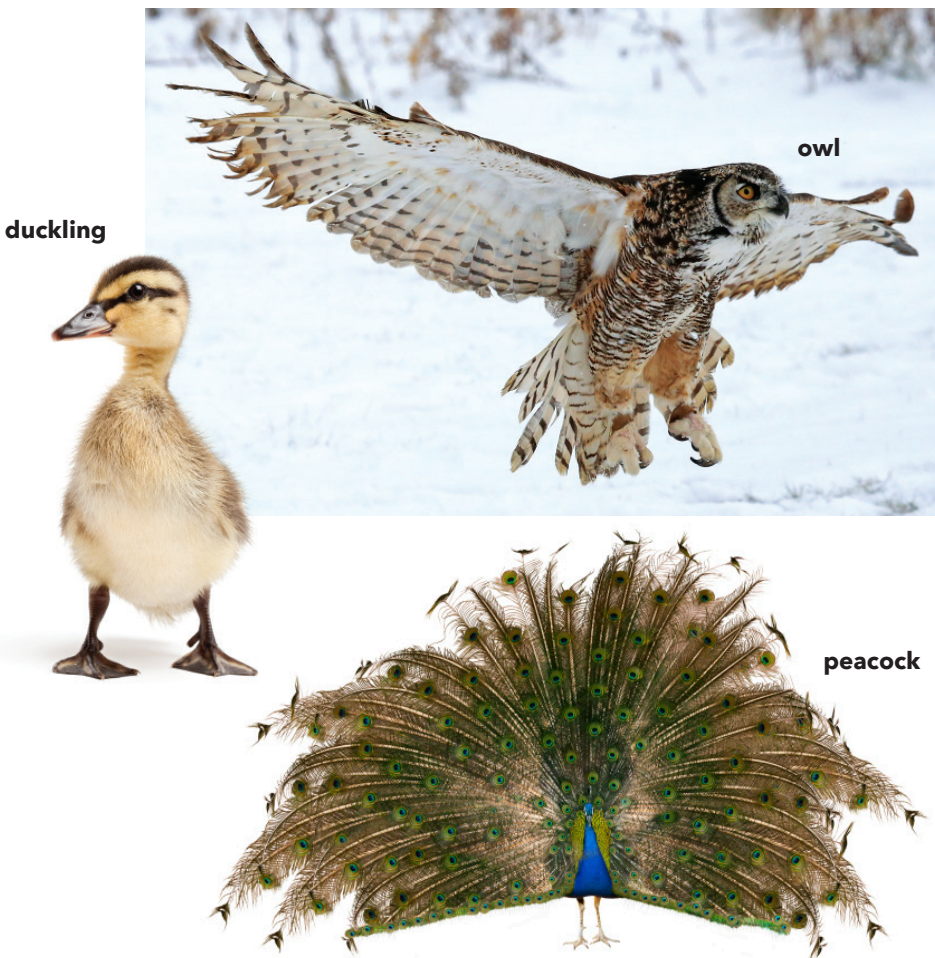


Image Credits

Argentinosaurus, © AMNH/Sean Murtha; *Coelophysis*, © AMNH/Ed Heck; *Tyrannosaurus rex*, © AMNH/Sean Murtha; *Stegosaurus*, © AMNH/Ed Heck; Road runner, © Sandy & Chuck Harris; *Sinornithosaurus* model, © AMNH; *Sinornithosaurus* skeleton, © AMNH/Sean Murtha; Road runner skeleton, © AMNH/Sean Murtha; Cardinal, © Craig O'neal; Ostrich, © Davida De La Harpe; Eagle, © Bob Harris; *Anchiornis*, © Zhao Chuang, Courtesy of Peking Natural Science Organization; *Yuturannus*, © Zhao Chuang, Courtesy of Peking Natural Science Organization; *Coelophysis*, © Zhao Chuang, Courtesy of Peking Natural Science Organization.

STUDENT WORKSHEET: Part 1

Name: _____

Welcome to the *Dinosaurs Among Us* exhibition! Today, you'll explore extinct dinosaurs that lived long ago. You'll also explore living dinosaurs known as birds.

What to Do: In the exhibition, choose two dinosaurs: an extinct dinosaur and a bird. Look at them closely. Draw and label them below. (Be sure to read the instructions carefully. Make sure that you're choosing to draw the right kind of animal. Ask your teacher if you're not sure.)

1. Find a model of an EXTINCT DINOSAUR.

Dinosaur Name: _____

Draw the dinosaur. **Label** three of its body parts.

How did this dinosaur use these body parts?

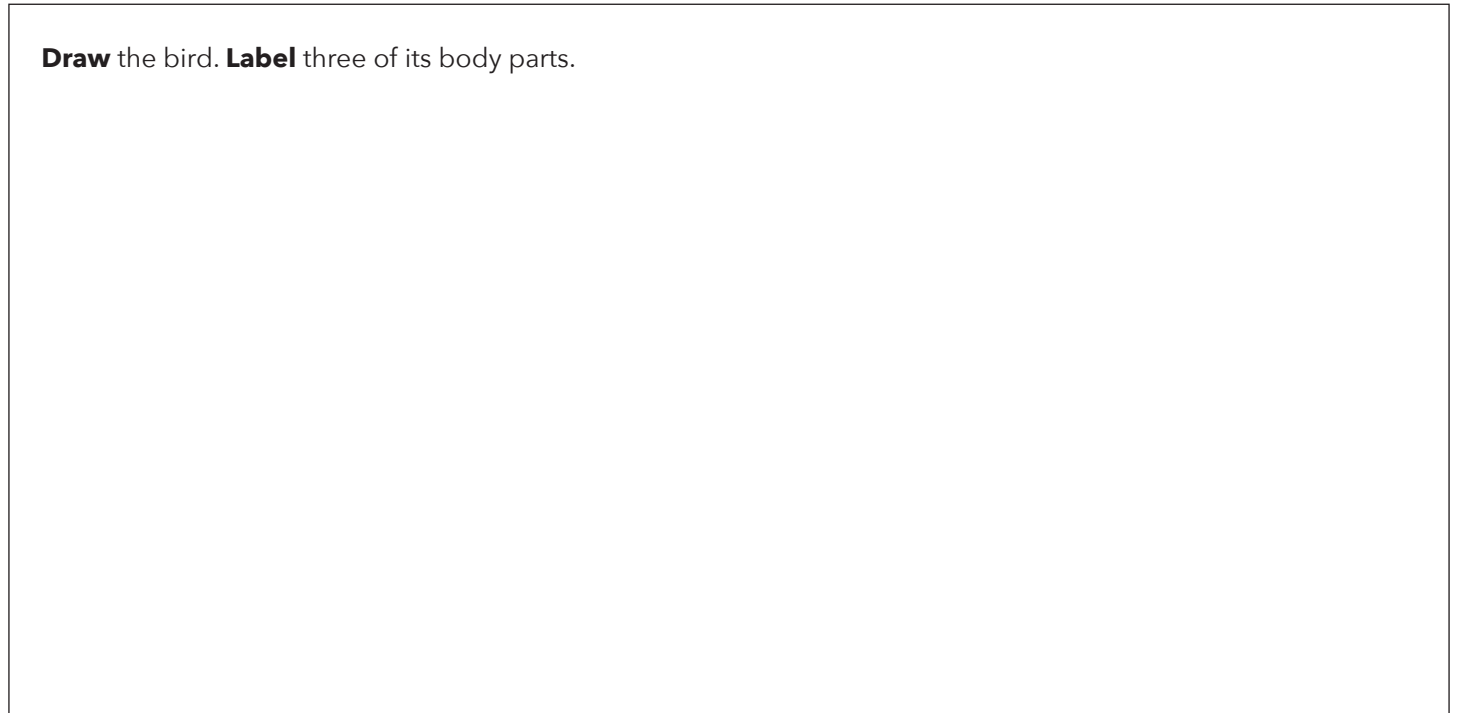
STUDENT WORKSHEET: Part 2

Name: _____

2. Find a dinosaur that is a BIRD.

Dinosaur Name: _____

Draw the bird. **Label** three of its body parts.



How does the bird use these body parts?

STUDENT WRITING TASK

You have learned about all different types of dinosaurs, including birds, by reading “Birds and Other Dinosaurs” and visiting the *Dinosaurs Among Us* exhibition. Now you will make a book to teach your friends all about some of the birds and other dinosaurs you saw.

Your book will include one dinosaur that is a bird and one dinosaur that is not a bird. One should be from “Birds and Other Dinosaurs.” The other should be from the *Dinosaurs Among Us* exhibition.

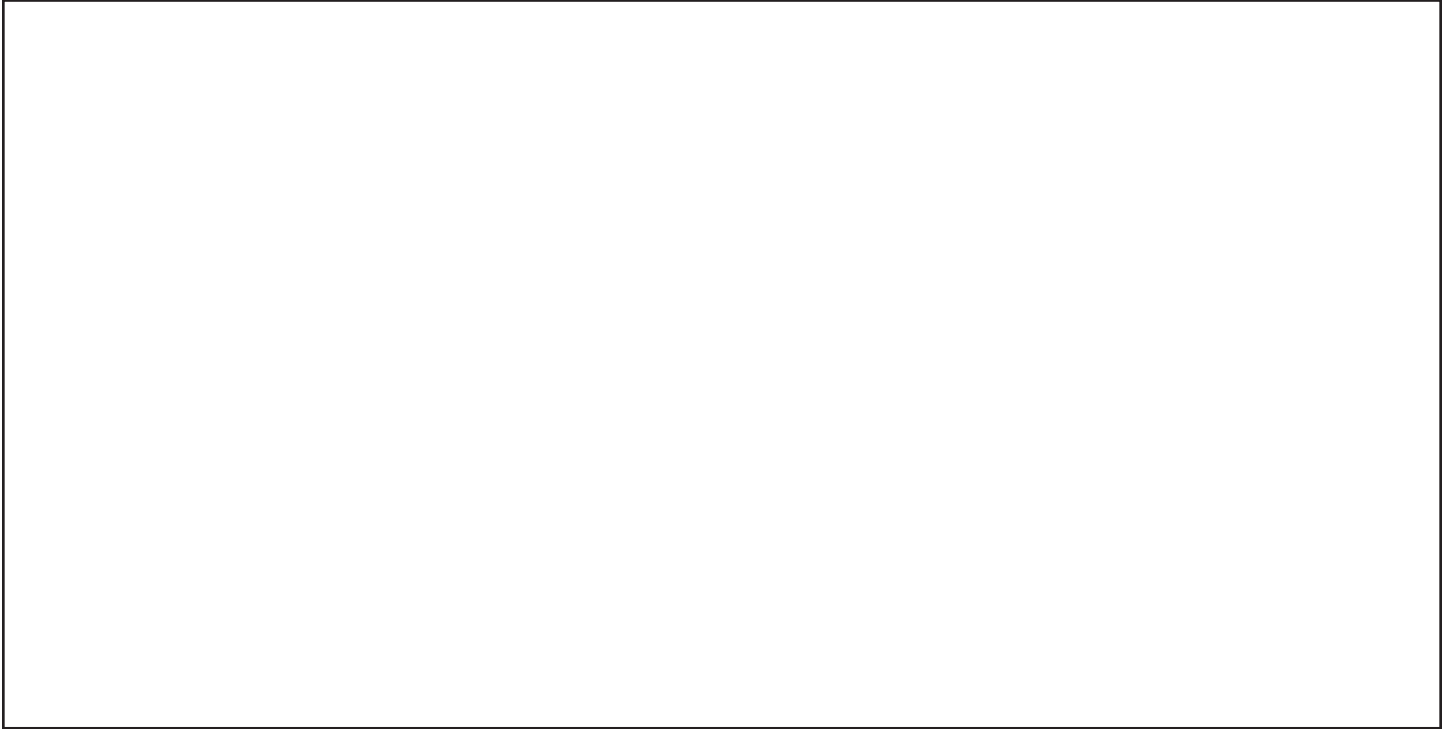
On the cover of your book, write the title of your book and your name.

On page 1 of your book, draw and write about the non-bird dinosaur that you chose. Label and describe one of its body parts and explain how the dinosaur uses it.

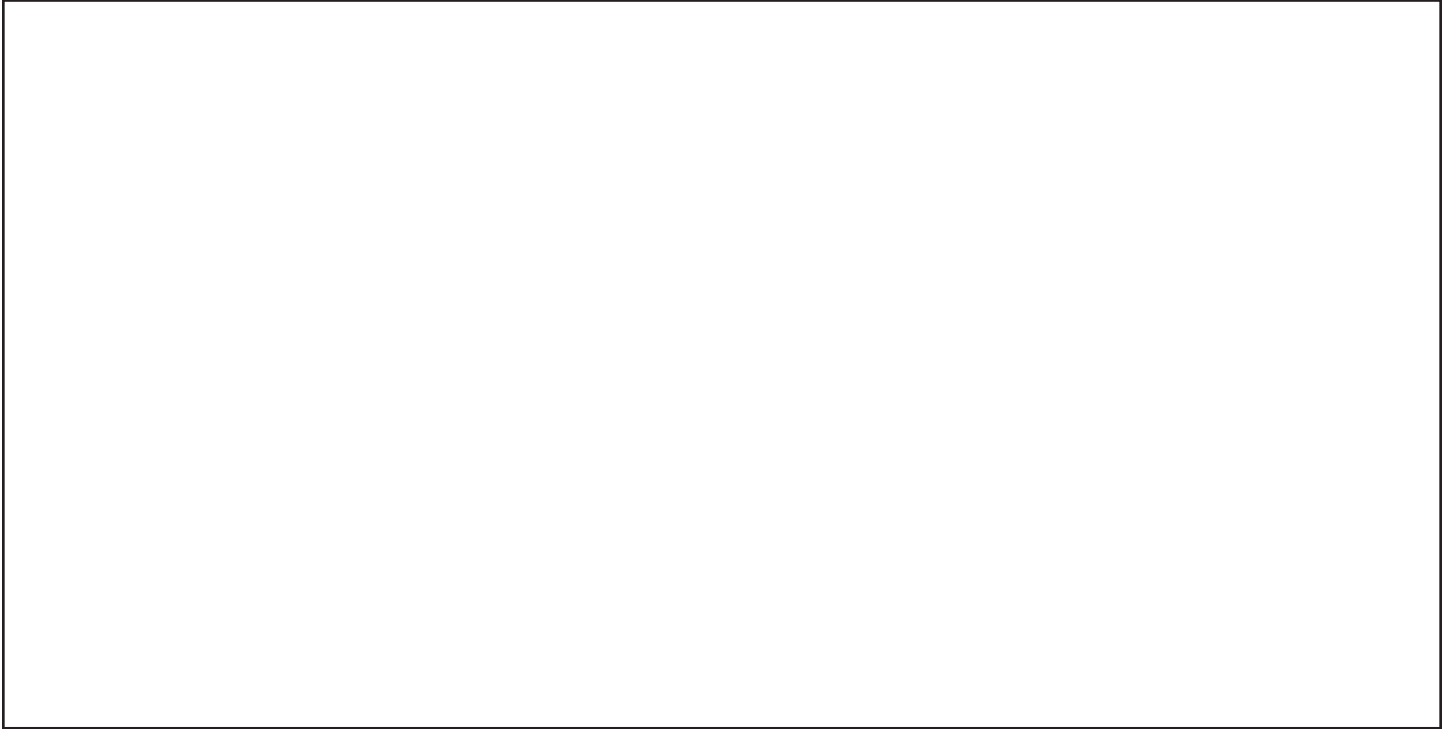
On page 2 of your book, draw and write about the dinosaur that you chose that is a bird. Label and describe one of its body parts and explain how this dinosaur uses it. At the end of page 2, write what you have learned about birds and other dinosaurs.

Title of My Book

My Name



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines arranged vertically down the page.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines arranged vertically across the lower half of the page.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "Birds and Other Dinosaurs" Article				
Research: <i>Dinosaurs Among Us</i> Museum Exhibition	I used what I learned in <i>Dinosaurs Among Us</i> to write a detailed book in my own words	I used what I learned in <i>Dinosaurs Among Us</i> to write my book.	I used what I learned in <i>Dinosaurs Among Us</i> to write my book but I am not sure if everything I wrote is correct.	I did not use any information from <i>Dinosaurs Among Us</i> to write my book.
Science Explanations	All of the information I wrote about dinosaurs and their body parts is correct.	Most of the information I wrote about dinosaurs and their body parts is correct.	Some of the information I included about dinosaurs and their body parts is correct.	None of the information I wrote about dinosaurs and their body parts is correct.
	I drew pictures of two dinosaurs and labeled their body parts to show how they work.	I drew pictures of two dinosaurs and labeled their body parts.	I drew a picture of one dinosaur OR I didn't include any labels.	I did not include any illustrations.
Development	My whole book is about dinosaurs and their body parts.	Most of my book is about dinosaurs and their body parts.	Some of my book is about dinosaurs and their body parts.	My book is not about dinosaur body parts.
	I named two dinosaurs and explained how more than one of their body parts work.	I named two dinosaurs and explained how one of their body parts work.	I explained how the body parts of the one dinosaurs work OR I didn't give the dinosaurs' names.	I did not explain how any dinosaur body parts work.
	I wrote an ending to my book that shows what I learned.	I wrote an ending to my book.	x	I didn't write an ending to my book.