



Summary

Summary: *North American Dinosaurs: Tyrannosaurus Rex* describes how the T. rex got its name and what scientists think about how it might have looked and acted while living on the Earth.

Vocabulary	Comprehension Strategy	Genre Study	Text Features
asteroid carnivore carnosaur predator theropod tyrant extinct	Using visualizing, Using inference	Text Structure: Description, Use of embedded definitions and comparison	table of contents headings captions text boxes bold glossary words glossary index illustrations and photographs

Standards: Science

- Understands biological evolution and the diversity of life
- Knows that fossils provide evidence about animals that lived long ago
- Knows that fossils can be compared to one another and to living organisms to observe their similarities and differences
- Knows that changes in the environment can have different effects on different organisms
- Knows that different people may interpret the same set of observations differently

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: www.mcrel.org/standards-benchmarks/

Discussion Prompts Prior to Independent Reading

Vocabulary Building and Background Knowledge:
 Read the title as students look at the cover. Ask students to talk about what they observe on the cover and what they already know about T. rexes. Scaffold a discussion that builds on the background knowledge of students and introduces them to the vocabulary words.

Discussion questions:

- A T. rex was probably a *predator* and a *carnivore*. What do those two words tell us about the T. rex?
- Carnosaur* starts like carnivore and ends like dinosaur. What do you think it means?
- What does *tyrant* mean? Why do you think *tyrant* is part of the word Tyrannosaurus?
- What is a *theropod*?
- What does *extinct* mean? What is an *asteroid* and how does it relate to the study of dinosaurs?

Genre Study and Text Features:
 State that *North American Dinosaurs: Tyrannosaurus Rex* is an informational text. Ask students to look at the headings and illustrations to determine how the information is organized. Then highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Why are some of the pictures illustrations and some photographs? In a book about dinosaurs, why is it important to distinguish between illustrations and photographs?
- Turn to page 4 in your book and read the first paragraph. How does the author help us visualize the size of a T. rex? As you read the book, notice the way the author uses comparisons to help you visualize and understand the information.

Reading the Book:
 Have students read the book independently or with a partner.

Comprehension Questions

After students have completed reading *North American Dinosaurs: Tyrannosaurus Rex* gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- Besides bones, what other information has been found to give clues about how the Tyrannosaurus rex looked?
- Tyrannosaurus rex means "tyrant lizard". Do you think the tyrant king was a smart dinosaur? Explain.
- Why are museums rebuilding their T. rex displays?

BLM: Extension Activity

Students may use the next page to draw and label a T. rex and write about how the fossils help give scientists clues about how it lived.

EXTENSION ACTIVITY North American Dinosaurs: Tyrannosaurus Rex

Name: _____

Date: _____

Directions: Draw a Tyrannosaurus rex and label the head, teeth, front legs, back legs, feet, talons, and tail. Then choose one part you labeled to write about. Describe the part and explain how it helps scientists understand how the T. rex lived.

Draw and label:

Write:
