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Design a Dinosaur

Suggested Ages: 2nd- 5th grade (adapt as needed for various age levels)

Supplies: *The Time Bridge Travelers and the Mysterious Map* by Linda Ayers
(Book 2 of The Time Bridge Travelers series)
Access to Internet or library reference materials (see web sites in back of book)
Pencil, copy paper, notebook paper to take notes

Education Standards:

National/ Earth Science

- Organisms have basic needs.
- Animals have different structures that serve different functions.
- Behavior is influenced by internal cues (such as hunger) and external cues (such as environment).
- All animals depend on plants (they either eat plants or they eat animals that eat plants)
- An organism's pattern of behavior is related to its environment.

Texas Essential Knowledge & Skills (TEKS)

Science

- 2.9 A: Living organisms have basic needs; identify external characteristics that allow needs to be met
- 3.9 A: Species have different adaptations that allow them to survive and reproduce; observe and identify characteristics
- 4.8 C: Adaptations may increase the survival of members of a species; identify the kinds of species that lived in the past and compare them to existing species
- 5.9 C: Adaptations may increase the survival of members of a species; compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.

Activity:

You may use this activity as a follow-up after reading *The Time Bridge Travelers and the Mysterious Map* or as an introduction to the book. Tell students they are to pretend they have traveled back in time with Mandy, Toby and Clint. While in the Cretaceous time period they become lost and discover a dinosaur previously unknown to modern man.

(continued)

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Ask the following questions:

1. What does the dinosaur you discover eat? (plants or animals) After researching the Cretaceous time period children will discover the types of dinosaurs and plants that live in this time period and can make their answer more specific.

2. Where does your dinosaur live? (land or water)

After researching the Cretaceous time period children will learn more about the possible habitats for their dinosaur and can add details about the environment.

3. How does your dinosaur look? The dinosaur's diet and habitat will be reflected in its appearance.

For example, the duckbilled dinosaurs that the Wilson kids see in *The Time Bridge Travelers and the Mysterious Map* had lots of teeth on their upper and lower jaws to help them eat plants. Their spine was hunched, which may indicate that they ate low-growing plants. Read about dinosaurs with habitats and diets similar to your dinosaur in order to help determine your dinosaur's physical features.

4. Name your dinosaur. Dinosaurs sometimes have the name of the discoverer or the place of discovery as part of their name. Dinosaur names are usually made up of root words from Greek or Latin. Add the Greek root 'saurus' to the end of your dinosaur's name. Saurus means lizard in Greek.

5. Draw a picture of your dinosaur. Be sure to list its name, habitat, and diet as well as the time period (Cretaceous) when it lived.

Bonus Questions: Could your dinosaur exist in the Jurassic time period? Why or why not? (Hint: think about climate changes and how it would affect your dinosaur's diet)