

# Dinosaurs Living In my Hair!

This whimsical multi-award winning book of rhymes with beautiful watercolor illustrations details how a little girl's curly hair makes her mornings difficult. Inspired by author Jayne M. Rose-Vallee's daughter Lauren, now immortalized in the book as Sabrina, **Dinosaurs Living In My Hair!** offers a funny look at what happens when a child's imagination unfurls.

## Dinosaurs Living In My Hair!

### Lesson Plan

Grades K - 1

Language Arts



# Teach This Lesson

**Grades: K-1**

**Time: 45 minutes**

## For This Lesson, You'll Need:

Pencils/ Markers  
Crayons  
Scissors  
Staplers  
DLIMH! Book  
"Story Recap"  
"Story Elements"  
"Dino KWL"  
"All About Dinos" flipbooks  
"Dino Discovery"  
"Compare & Contrast"  
"Meet my Dino"

## Learning Goals:

In this ELA + Science lesson, students will:

- Explore the story elements (beginning middle & end, setting, characters, plot) of DLIMH
- Read & learn about different types of dinosaurs, organize dinosaur facts, and compare and contrast different kinds of dinosaurs.

## Common Core State Standards: K-1st

### CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

### CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

### CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

### CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

### CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

# Lesson

## Directions

### Part 1:

### Group Reading Activity & Discussion

#### You'll Need:


DLIMH! Book  
"Story Recap"  
cards

- **Introduction - Discussion**

Look at cover and back of book. **Ask students:** What do we see on the cover? What do we think the book is about? What do you notice about the character on the cover? How do you think she's feeling?

- **Group Reading** - read book to students, stopping along the way to ask questions and make predictions.

- **Post-Reading Discussion: "Story Recap"** activity can be completed as a whole group, with partners, or using the "turn & talk" protocol. Read the questions aloud to students that might struggle with reading, or print/cut & distribute the questions to students to read themselves.

 **Story Recap!**

Did this story remind you of another story?	Who were the characters in the story?
Where did the story take place? (The setting)	Did this story remind you of something that's happened to you?
What was your favorite part of the story? Why?	Could this story happen in real life?

# Lesson Directions

## Part 1: Group Reading Activity & Discussion, continued


### You'll Need:

"Story Elements"  
writing activity

- **Story Elements:** Explain to students that they will use the "**Story Elements**" graphic organizer to summarize DLIMH. Students will practice sequencing the story into beginning, middle & end, and summarizing the main characters & setting.

*There are two differentiated versions of the "Story Elements" writing activity provided. Beginners can use a combination of words and pictures to complete their activity. More advanced students can use words or sentences to complete their activity.*

*This activity can be completed as a whole group, small groups, or with a partner.*


 **Story Elements** Name: \_\_\_\_\_

Summarize "Dinosaurs Living in my Haiti!" in the boxes below.

BEGINNING	MIDDLE	END

Who were the main characters?

Where did the story take place?

 **Story Elements** Name: \_\_\_\_\_

Using pictures and words, sequence "Dinosaurs Living in my Haiti!" in the boxes below.

BEGINNING	MIDDLE	END

Who were the main characters?

Where did the story take place?

# Lesson

## Directions

### Part 2:

### Dinosaur Research

#### You'll Need:

Writing tools  
"Dinosaur KWL"  
writing activity  
"All About Dinosaurs" Flipbooks.  
Scissors  
"Dino Discovery"  
graphic organizer  
"Compare & Contrast" writing activity  
"Meet my Dino!"  
art activity

- **DINO RESEARCH:** Explain to students that they will embark on a dinosaur discovery. They are going to read to learn about and compare different types of dinosaurs, and create their own dinosaur with its own features.
- **KWL CHART:** Students will start Part 2 with the K and W portion of the "**Dino KWL**" chart to activate their background knowledge of dinosaurs and get them prepared to learn.

**This can be completed as a whole group activity with modeling from the teacher, individually or with a partner.**

- **DINO FLIPBOOKS:** Next, students will create their "**All About Dinosaurs**" flipbooks. They will cut along each line, and staple the pages together. After assembling, students will read their dinosaur flipbooks.

**This can be completed as a whole group activity with modeling from the teacher, individually or with a partner.**

**DINOSAUR K-W-L**

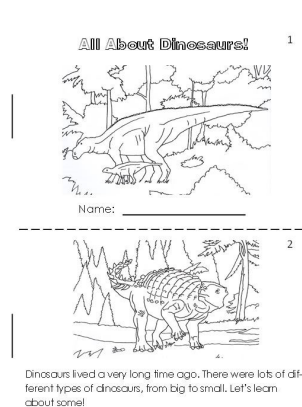
Name: \_\_\_\_\_

Before reading flipbooks, students will write to complete the "know" & "wonder" portions. At the end of the lesson, they will fill out "learned."

What I already **know** about dinosaurs...

Something I **wonder** about dinosaurs is...

Something I **learned** today is...



# Lesson Directions

## Part 2: Dinosaur Research, continued

### You'll Need:

Writing tools

"Dinosaur KWL"  
writing activity

"All About Dino-  
saurs" Flipbooks.

Scissors

"Dino Discovery"  
graphic organizer

"Compare &  
Contrast" writing  
activity

"Meet my Dino!"  
art activity

- **DINO DISCOVERY:** Give students time to synthesize and discuss what they've read in their flipbooks. They'll use the **DINO DISCOVERY** graphic organizer to reflect on important dinosaur characteristics.

*There are two different versions of this graphic organizer, one that has space for a combination of pictures and words) and one that is lined for sentences.*

- **COMPARE & CONTRAST:** Assign students two dinosaurs, or allow students to choose two on their own. Students can use words, pictures, or a combination of the two to compare and contrast the features of their two dinosaurs using the **COMPARE & CONTRAST** Venn Diagram.

**Students may work on this individually, together with a partner, or in a group.**

**Compare and Contrast** Name: \_\_\_\_\_

Choose two dinosaurs you learned about in your **Flip Book**. How are they alike? How are they different? Using a combination of words and pictures, complete the Venn Diagram using facts from your book(s).

Dinosaur 1      Dinosaur 2

**DINOSAUR DISCOVERY** Name: \_\_\_\_\_

Choose a dinosaur you just learned about, and fill in the boxes with words and pictures.

Here is what my dinosaur looks like:

Here is what my dinosaur eats:

Something interesting about my dinosaur is:

# Lesson

## Directions

### Part 2:

### Dinosaur Research, continued

#### You'll Need:

Writing tools

"Dinosaur KWL" writing activity

"All About Dinosaurs" Flipbooks.

Scissors

"Dino Discovery" graphic organizer

"Compare & Contrast" writing activity

"Meet my Dino!" art activity

- **WRAP UP:** As an exit ticket, students will fill out the "L" section of their **KWL chart**, detailing something new they've learned in today's lesson. If there's time, students can use their imaginations to create their own imaginary dinosaur on the **Meet My Dino** page.

*Students can use markers, pencils and crayons to illustrate their dinosaur. One version has lines on which students can write to describe what they drew.*

**DINOSAUR K-W-L**

Name: \_\_\_\_\_

Before reading flipbooks, students will write to complete the "know" & "wonder" portions. At the end of the lesson, they will fill out "learned."

What I already **know** about dinosaurs...

Something I **wonder** about dinosaurs...

Something I **learned** today is...

Name: \_\_\_\_\_

**Meet My Dino!**

In the box, draw your own imaginary dinosaur. Then, write a few sentences about it, explaining what you drew.



# Story Recap!

Did this story  
remind you of  
another story?

Who were the  
characters in the  
story?

Where did the sto-  
ry take place?  
(The setting)

Did this story  
remind you of  
something that's  
happened to  
you?

What was your fa-  
vorite part of the  
story? Why?

Could this story  
happen in real  
life?



# Story Elements

Name: \_\_\_\_\_

Summarize “**Dinosaurs Living in my Hair!**” in the boxes below.

**BEGINNING**

**MIDDLE**

**END**



**Who were the main characters?**

**Where did the story take place?**



# Story Elements

Name: \_\_\_\_\_

Using pictures and words, sequence **"Dinosaurs Living in my Hair!"** in the boxes below.

BEGINNING	MIDDLE	END

Who were the main characters?

Where did the story take place?

# DINOSAUR K-W-L



Name: \_\_\_\_\_

Before reading flipbooks, students will write to complete the “**know**” & “**wonder**” portions. At the end of the lesson, they will fill out “**learned**.”

What I already **know** about dinosaurs....

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Something I **wonder** about dinosaurs is....

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Something I **learned** today is....

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# DINOSAUR K-W-L



Name: \_\_\_\_\_

Before reading flipbooks, students will use both words & drawings to complete the “**know**” & “**wonder**” portions. At the end of the lesson, they will fill out “**learned.**”

What I already **know** about dinosaurs....

Something I **wonder** about dinosaurs is....

Something I **learned** today is....

# DINOSAUR DISCOVERY

Name: \_\_\_\_\_

Choose a dinosaur you just learned about, and fill in the boxes with words and pictures.

My dinosaur looks like:

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My dinosaur eats:

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An interesting fact about my dinosaur is:

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# DINOSAUR DISCOVERY

Name: \_\_\_\_\_

Choose a dinosaur you just learned about, and fill in the boxes with words and pictures.

Here is what my dinosaur looks like:

Here is what my dinosaur eats:

Something interesting about my dinosaur  
is:



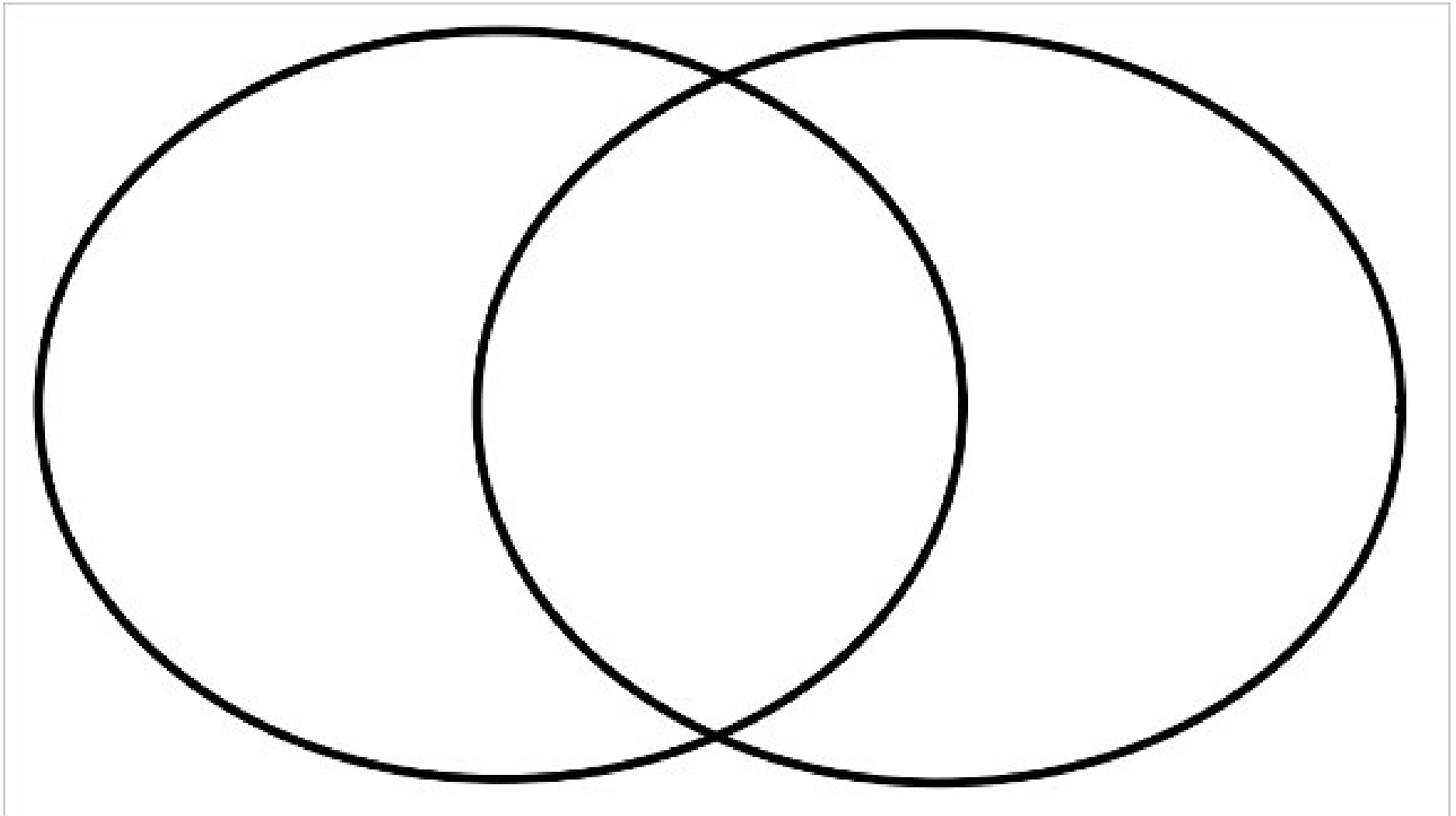
# Compare and Contrast

Name: \_\_\_\_\_

Choose two dinosaurs you learned about in your **Flip Book**. How are they alike? How are they different? Using a combination of words and pictures, complete the Venn Diagram using facts from your booklet.

Dinosaur 1

Dinosaur 2

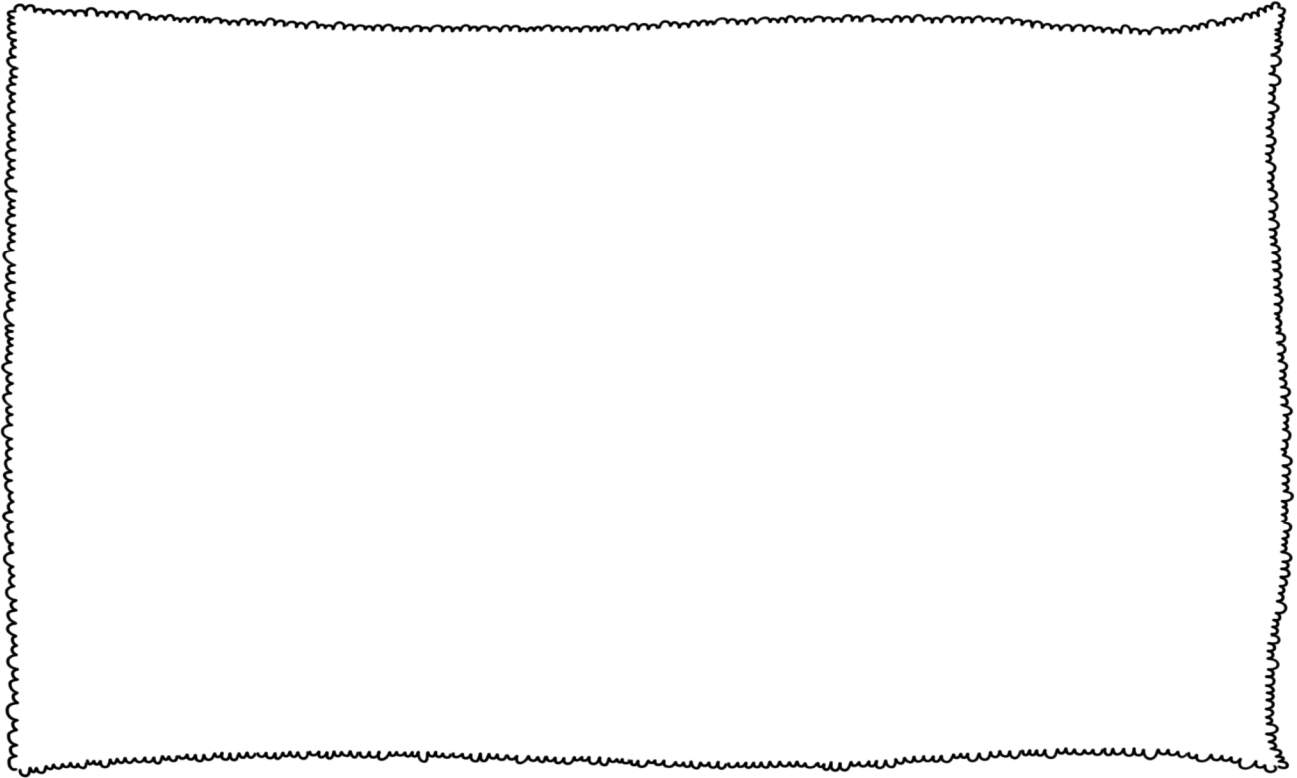


Name: \_\_\_\_\_



# Meet My Dino!

In the box, draw your own imaginary dinosaur. Then, write a few sentences about it, explaining what you drew.



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# Meet My Dino!

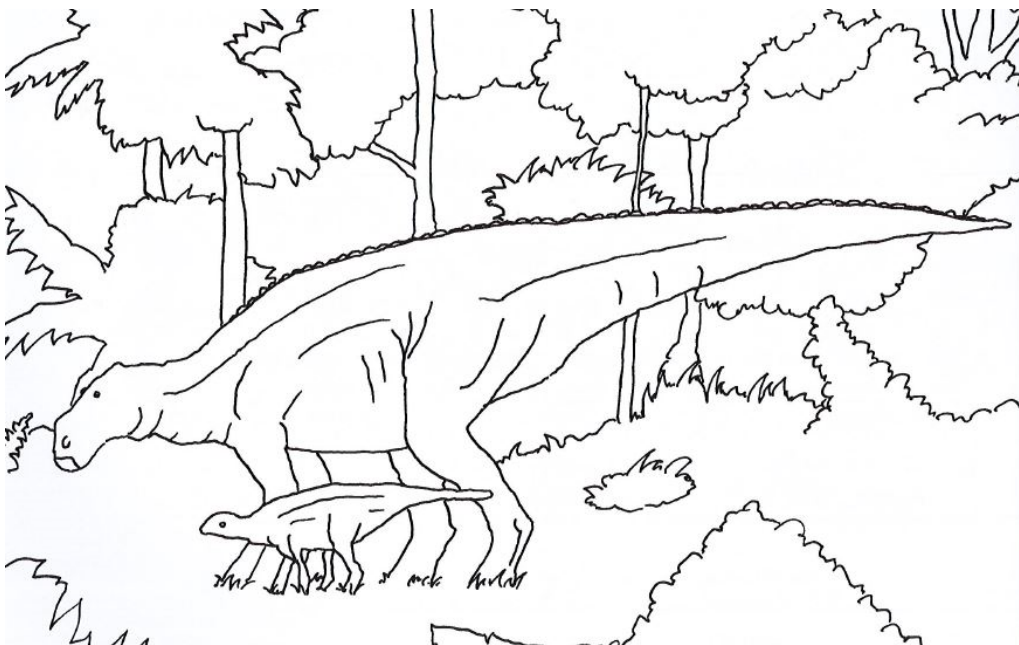
Draw a picture of your own imaginary dinosaur.

A large, empty rectangular box with a black border, intended for a child to draw their imaginary dinosaur.

Name: \_\_\_\_\_

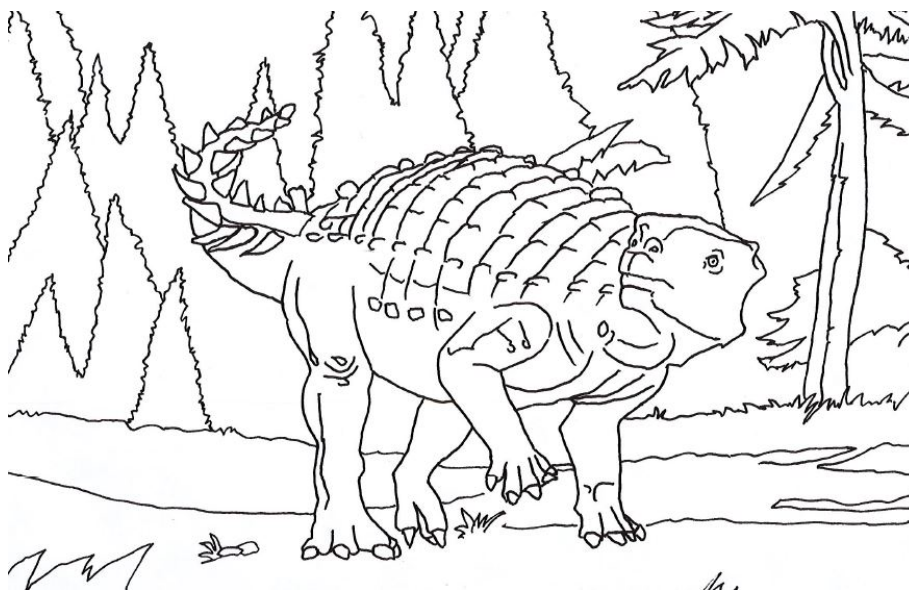
# All About Dinosaurs!

1



Name: \_\_\_\_\_

2



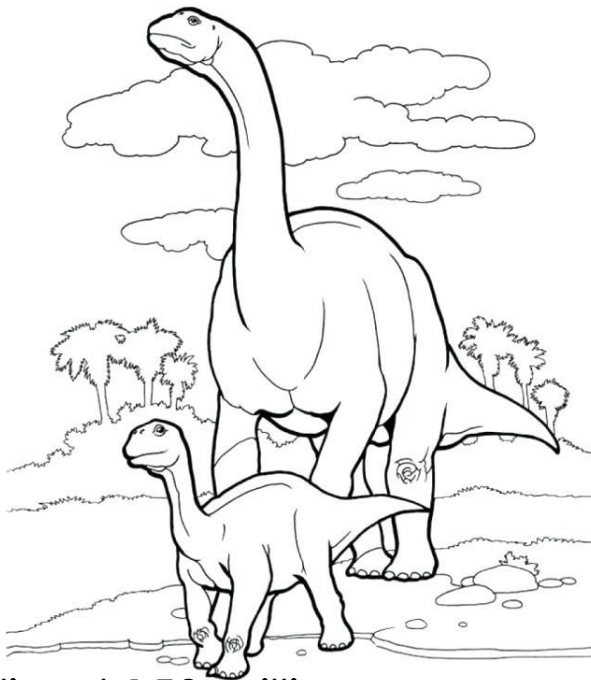
Dinosaurs lived a very long time ago. There were lots of different types of dinosaurs, from big to small. Let's learn about some!



3

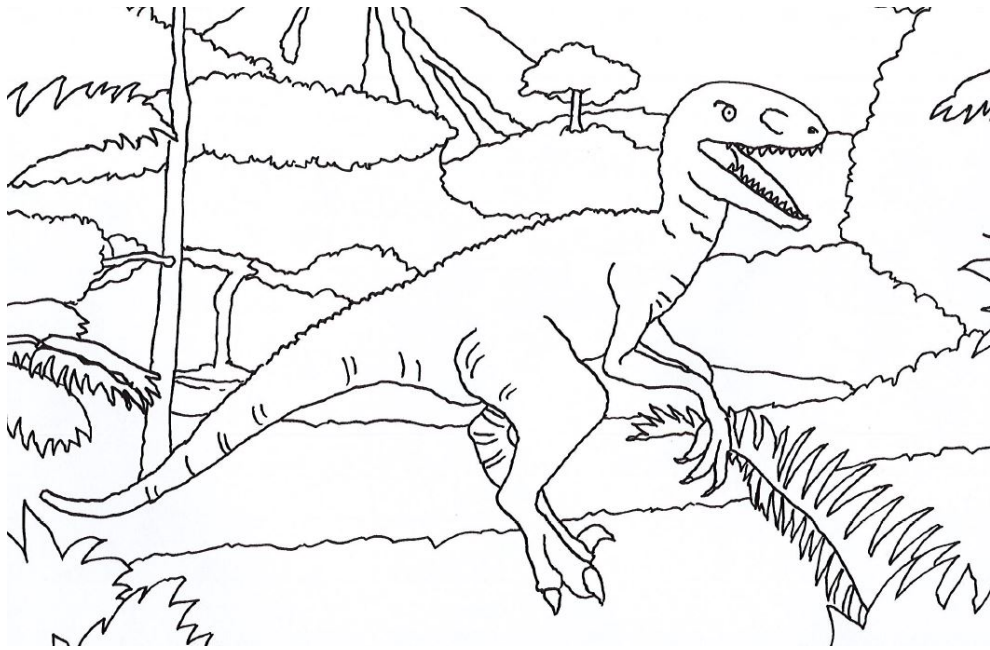
The **Tyrannosaurus Rex** lived 66 million years ago. They were not very big, but very scary! They walked on two feet, and ran very fast. They ate meat, and had big jaws and sharp teeth.

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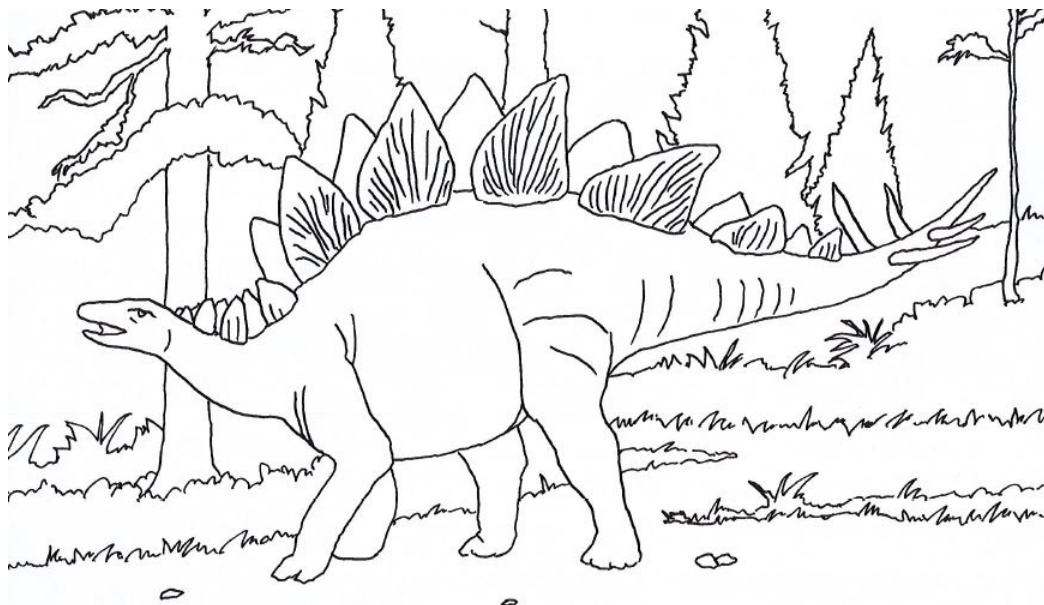
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The **Brontosaurus** lived 150 million years ago. They only ate plants. They were very big. They had long necks and tails, and walked very slowly on all four legs.



The **Velociraptor** lived 100 million years ago. They had feathers like a bird, but did not fly. They were very smart, and ran very fast on two legs. They had big claws and teeth, and ate lots of meat.

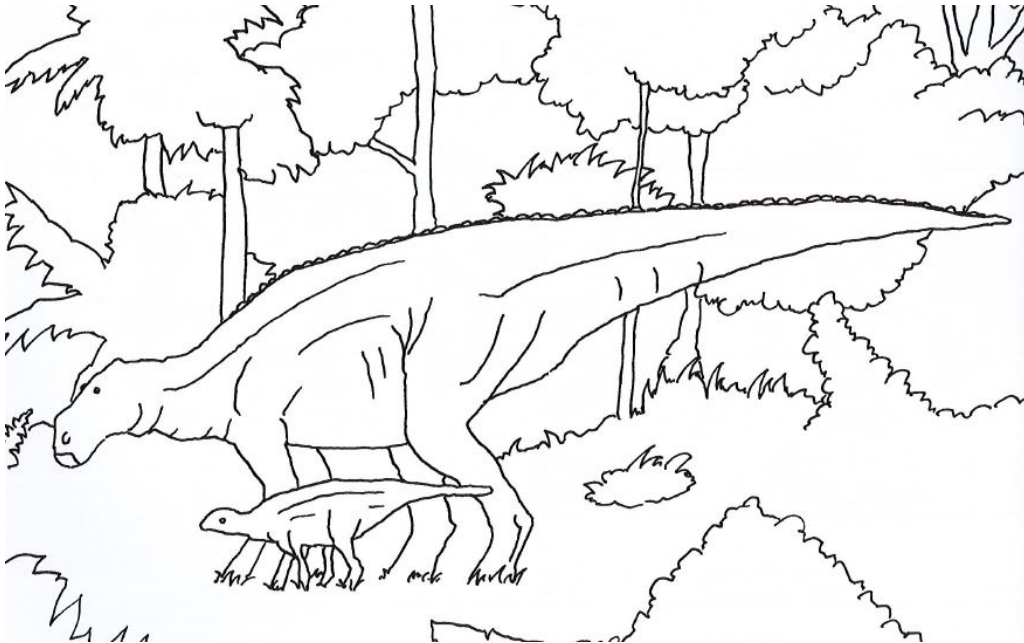
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The **Stegosaurus** lived 100 million years ago. They had plates on their back and spikes on their tail. They ate plants, and had small brains.

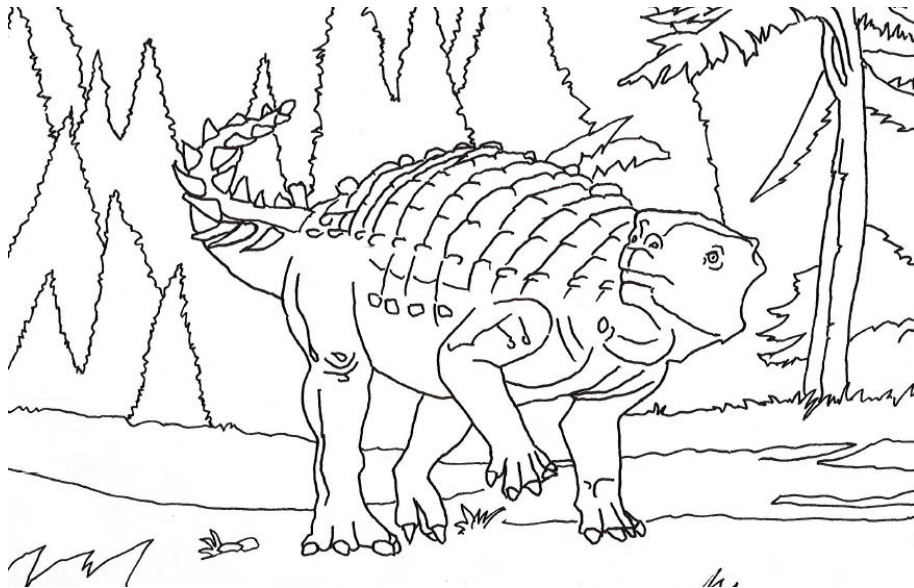
# All About Dinosaurs!

1



Name: \_\_\_\_\_

2



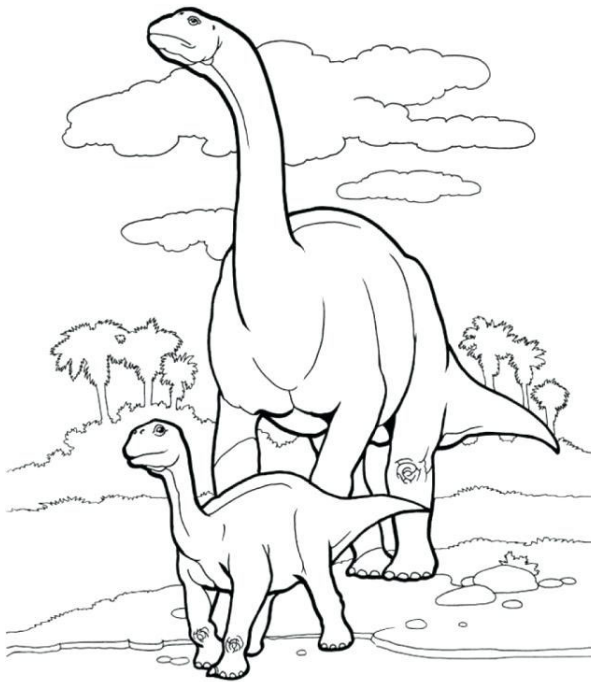
There are lots of dinosaurs that lived long ago.



3

This is a **Tyrannosaurus Rex**. They ran fast, had big jaws, and sharp teeth. They ate meat.

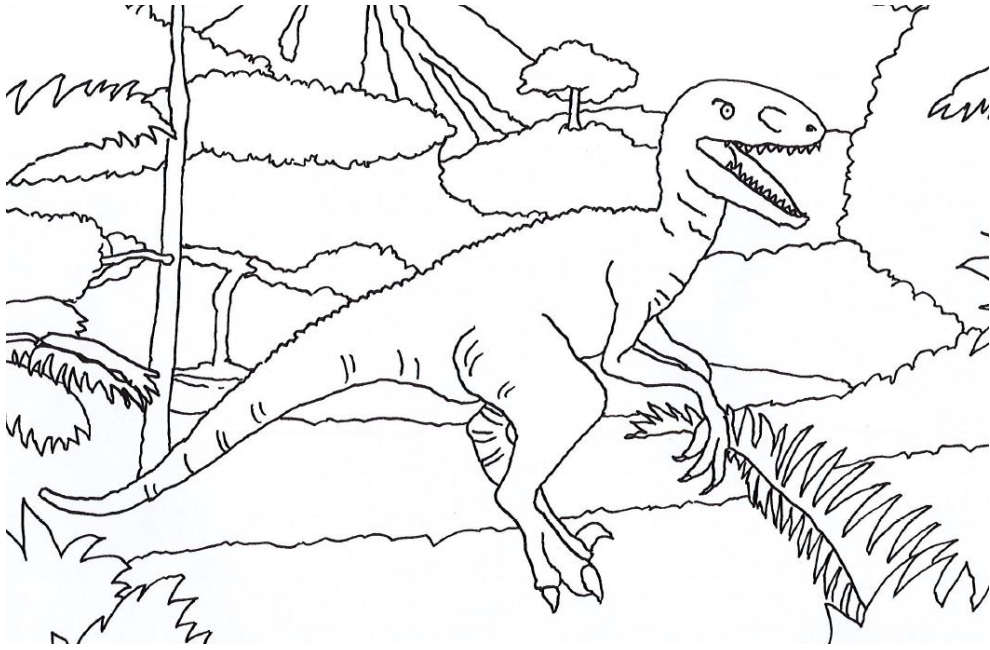
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4

This is a **Brontosaurus** lived 150 million years ago. They ate plants and were very big.

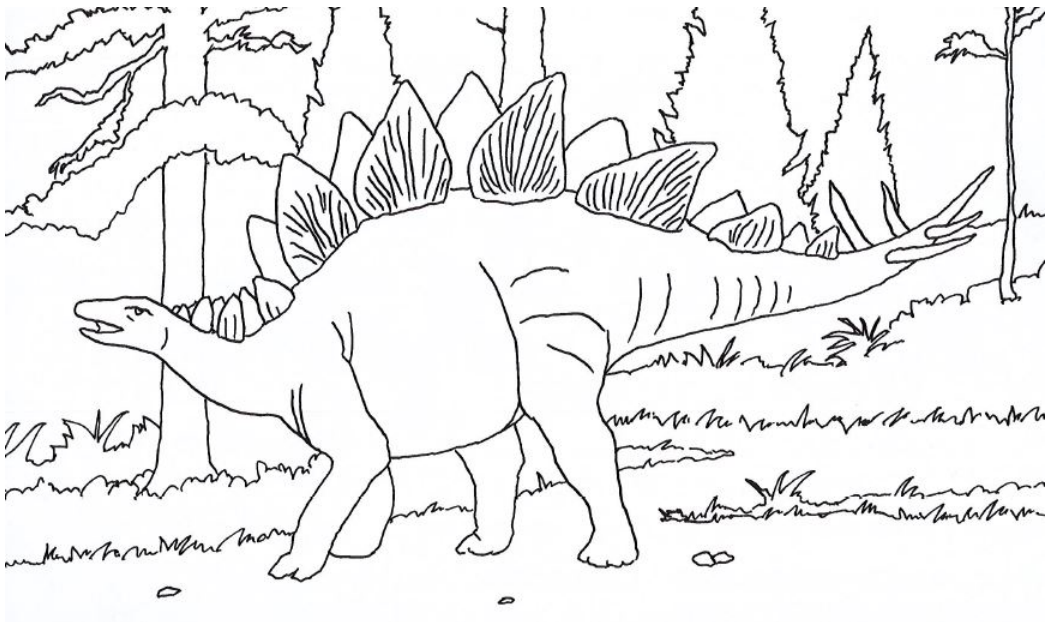
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This is a **Velociraptor**. It had feathers like a bird, but did not fly. It ate meat.

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6



This is a **Stegosaurus**. It was very big and slow. It had large plates on it's back, and ate plants.