

# Dinosaurs Living in My Hair!3

"The world is made up of more ocean than land."

***Dinosaurs Living in My Hair!3*** takes a look at what happens when four friends (and the pint-size dinosaurs who live in their curly hair) discover the importance of protecting our oceans, the coral reefs, and the creatures who live there.

## Dinosaurs Living In My Hair!3 Lesson Plan

Grades K - 4  
Language Arts



## Teach This Lesson

**Grades: K-4**

**Time: 30 minutes**

### For This Lesson You'll Need:

DLIMH!3 book  
Anchor chart paper  
Markers  
Pencils  
Crayons  
Post-reading discussion questions

### Learning Goals:

In this lesson, students will learn to identify and recognize the importance of ocean life. Students will identify ways to help care for our oceans and the role played by our coral reefs.

### Packet:

Students explore how coral reefs are formed, their critical role to marine life, and begin to understand environmental concerns that threaten them.

### Common Core State Standards:

**Reading** – Actively engage in group reading, describe story elements, demonstrate understanding of text.

CCSS.ELA-LITERACY.RL.K.10 CCSS.ELA-LITERACY.RL.1.3

CCSS.ELA-LITERACY.RL.2.1 CCSS.ELA-LITERACY.RL.3.1

**Writing** – Write informative/explanatory texts to narrate an event, support with facts and details .

CCSS.ELA-LITERACY.W.K.2 CCSS.ELA-LITERACY.W.1.2

CCSS.ELA-LITERACY.W.2.2 CCSS.ELA-LITERACY.W.3.1

# Lesson

## Directions

### Part 1:

#### Group Reading Activity & Discussion

#### You'll Need:

DLIMH!3 Book

Anchor chart paper

Markers

- **Introduction - Discussion**

Look at cover and back of book with students.

**Ask students:** What do we see on the cover? What do we think the book is about? What do the characters have in common with each other? What does it mean to "care for our oceans?"

- **Book Walk**

Without reading the book, let your eyes walk through the pages and make some predictions as to what it may be about.

- **Group Reading**

Read book to students.

- **Post-Reading Discussion Questions:**

*(Use a combination of calling on individual student volunteers and "turn & talk" protocol.)* Record responses on anchor chart paper.

What are some activities Espuado and his friends do at camp? What does the marine life "cry out" for? What do the friends share in their hair? What do the friends teach their dinosaurs to do? What is "safe-reef" sunscreen? Name some of the fish they saw. What kind of trash did they find? What marine life was stuck in a net? Who helped it?

# Lesson Directions

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

### You'll Need:

"Beginning,  
Middle, End"  
writing activity

1A: beginner

2A: upper


"Book Reflection"  
writing activity

3A: beginner

4A: upper

### • Book Summary & Reflection, Optional:

Explain to students they will summarize the story in their own words, and write an opinion piece on how they felt about the book. Students can write or draw for these activities, depending on their learning needs. This is their chance to share the text in their own words, and present their thoughts and feelings about the book.

**Beginning, Middle, End** 

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


Students will use a combination of words and pictures in each box that summarizes the beginning, middle and end of *Dinosaurs Living in My Hair!*

Beginning

Middle

End

1A

**Beginning, Middle, End** 

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

Students will write at least one sentence in each box that summarizes the beginning, middle and end of *Dinosaurs Living in My Hair!*

Beginning

Middle

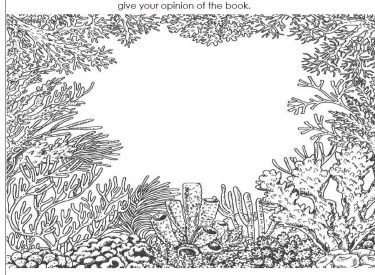
End






2A

**DINOSAURS LIVING IN MY HAIR! 3**  
**BOOK REFLECTION**

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

In the coral reef below, use a combination of words and pictures to give your opinion of the book.




    

3A

**DINOSAURS LIVING IN MY HAIR! 3**  
**BOOK REFLECTION**

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

In the coral reef below, write your opinion of the book.



4A

# Lesson

## Directions

## Part 2: Why are oceans important?

## You'll Need:

“Our Ocean”  
writing activity

1B: beginner

2B: medium

3B: advanced

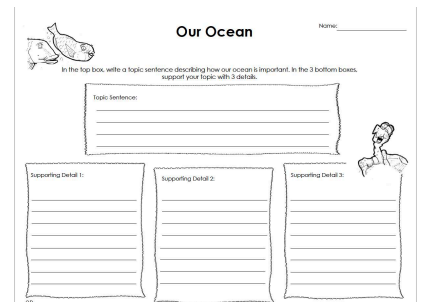
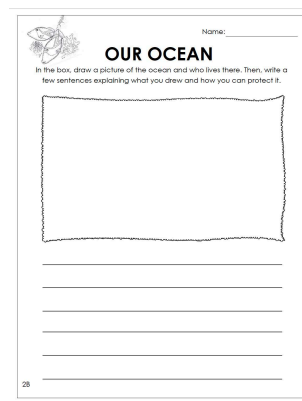
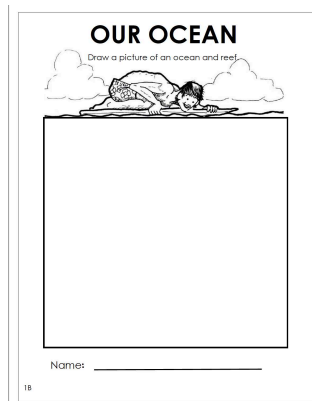
## Writing tools

- **Explain to class why the oceans are important.**

Give examples of features that make our oceans important. Ask students to think of some on their own, turn and talk to person next to them. Explain to students they are going to get a chance to show others what is important about the ocean by completing the writing activity.

- **Distribute Writing Activity sheets: “Our Ocean”**

Give students time to illustrate or write about what they have learned from the story about why the ocean is important. There are 3 differentiated versions of this writing activity. Once finished, be sure to display students' work around the room to explore the different ideas.



## Lesson

## Directions

### Part 3:

#### You'll Need:

Anchor chart

Markers

"Stop Polluting

our Ocean"

Writing Activity"

1C: beginner

2C: moderate

3C: advanced

### **Explain to students why the ocean and coral reefs are important.**

The health of the ocean affects our lives. 70% of the earth's oxygen comes from the ocean. (So the oceans help us breathe.)

- Oceans help regulate the climate (weather).
- Oceans absorb CO<sub>2</sub> (Carbon Dioxide) which reduces global temperatures.
- Oceans are an important source of food.
- Oceans create millions of jobs.
- Some medicines come from the ocean.
- 25% of fish depend on coral reefs.
- Coral reefs protect coastlines from damaging effects of wave action and tropical storms.
- Coral reefs provide a place for marine life to gather, live, hide and feed.

***Go through examples of how to stop pollution . Ask students for input but make sure to include the five located below. (Create an anchor chart)***

- ▽ Pick it up.
- ▽ Lead by example.
- ▽ Use reef-safe sunscreen when you swim in the ocean.
- ▽ Use restrooms not the ocean.
- ▽ Do not touch coral, fish or turtles.

# Lesson Directions

## Part 3: Stop Polluting our Ocean Discussion, (continued)

### You'll Need:

Anchor chart  
Markers

"Stop Polluting  
our Ocean"  
Writing Activity"

1C: beginner

2C: moderate

3C: advanced

**Go through examples of what to say if we see someone polluting . Ask students for input. Suggestions offered below. (Add to anchor chart)**

- "That's polluting, please stop."
- "You are making our ocean polluted Joe, and it's really unfair and harmful."
- "You need to pick up what you left behind Joe."
- "Why do you keep throwing your trash on the beach Joe?"
- "How would you feel if someone did that in your house?"

**Individual student work: Pass out "Stop Polluting our Ocean" writing activity for students to complete on their own, or with a partner.**

Students will illustrate and write down actions that could stop pollution in our oceans. There are three differentiated versions of this writing activity to suit all learners.

**STOP POLLUTING OUR OCEANS!** Name: \_\_\_\_\_

One way I can protect the ocean:

Something I can do to:

To stop pollution, I can:

**STOP POLLUTING OUR OCEANS!** Name: \_\_\_\_\_

Draw a way to stop pollution:

Something I can do to:

I can say:

**Stop Polluting our Ocean!** Name: \_\_\_\_\_

Think of 3 ways to stop pollution. Draw it in the hexagon. Write it in the square.

1C:

# Anti Pollution Pledge

## You'll Need:

Writing tools

"DLIHM!3 Anti -  
Pollution Pledge"

**To wrap up the discussion, have students take the DLIHM!3 Anti-Pollution Pledge!**

After they read and color the pledge, they should sign their name to it.

## DLIHM!3 Anti – Pollution Pledge

I pledge to help stop the pollution of our oceans in its tracks!

I will:

- Toss items left behind into the trash.
- Recycle when I can.
- Lead by example.
- Be confident, committed and caring to all those who call the ocean home.

### DINOSAURS LIVING IN MY HAIR!3 ANTI-POLLUTION PLEDGE



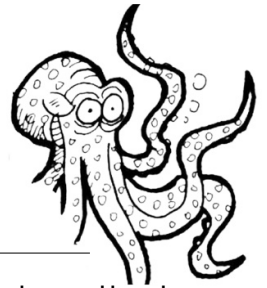
**I pledge to stop the pollution of our ocean!**

- Toss items left behind into the trash.
- Recycle when I can.
- Lead by example.
- Be confident, committed and caring to all those who call the ocean home.

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



# Beginning, Middle, End



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

Students will use a combination of words and pictures in each box that summarizes the beginning, middle and end of Dinosaurs Living in My Hair!3

Beginning

Middle

End

# Beginning, Middle, End



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

Students will write at least one sentence in each box that summarizes the beginning, middle and end of Dinosaurs Living in my Hair!3.

Beginning

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Middle

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End

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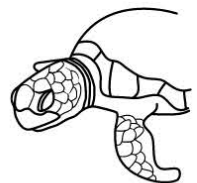
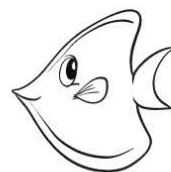
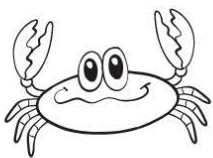
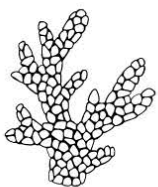
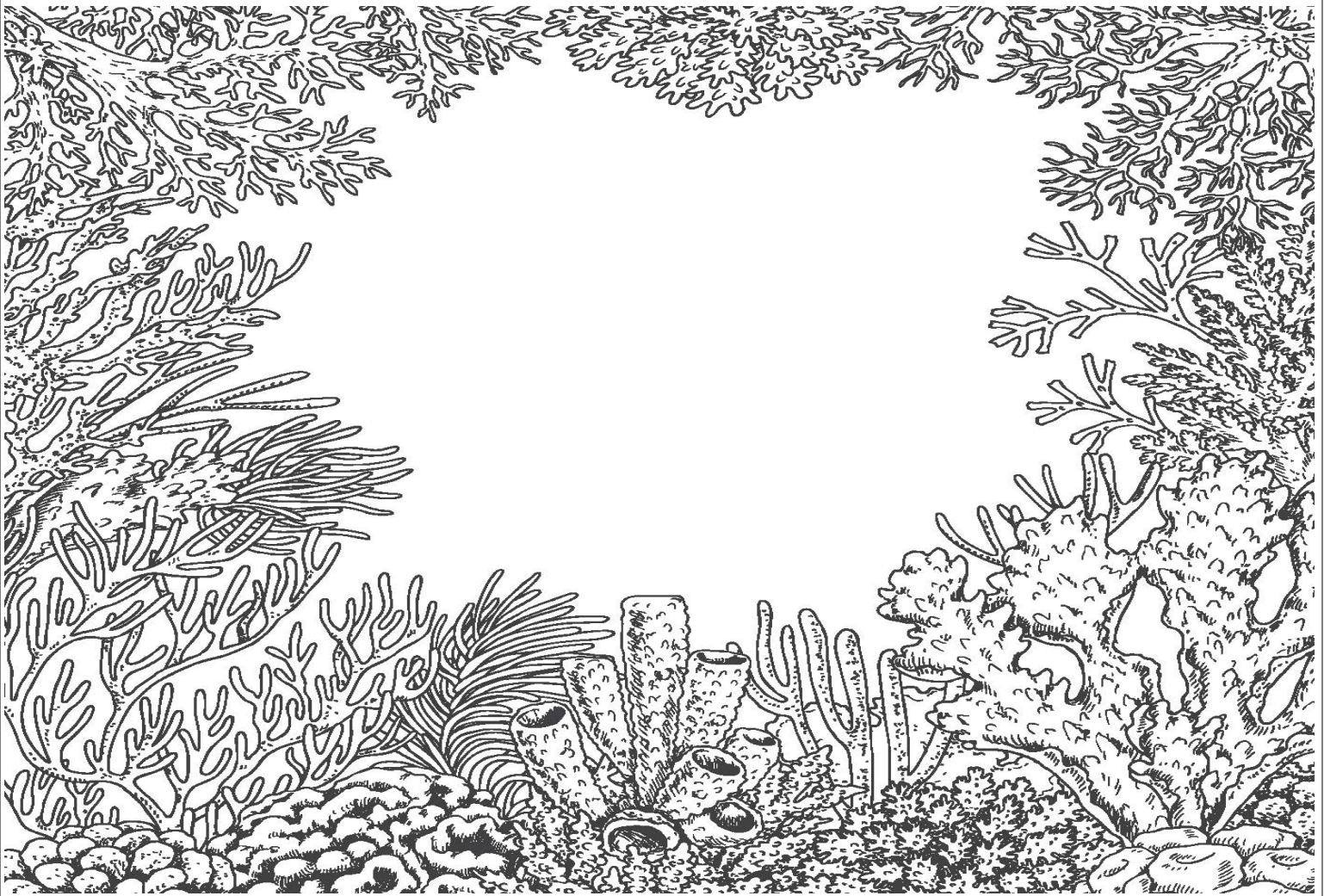
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# DINOSAURS LIVING IN MY HAIR! 3

## BOOK REFLECTION

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

In the coral reef below, use a combination of words and pictures to give your opinion of the book.







# DINOSAURS LIVING IN MY HAIR!3

## BOOK REFLECTION

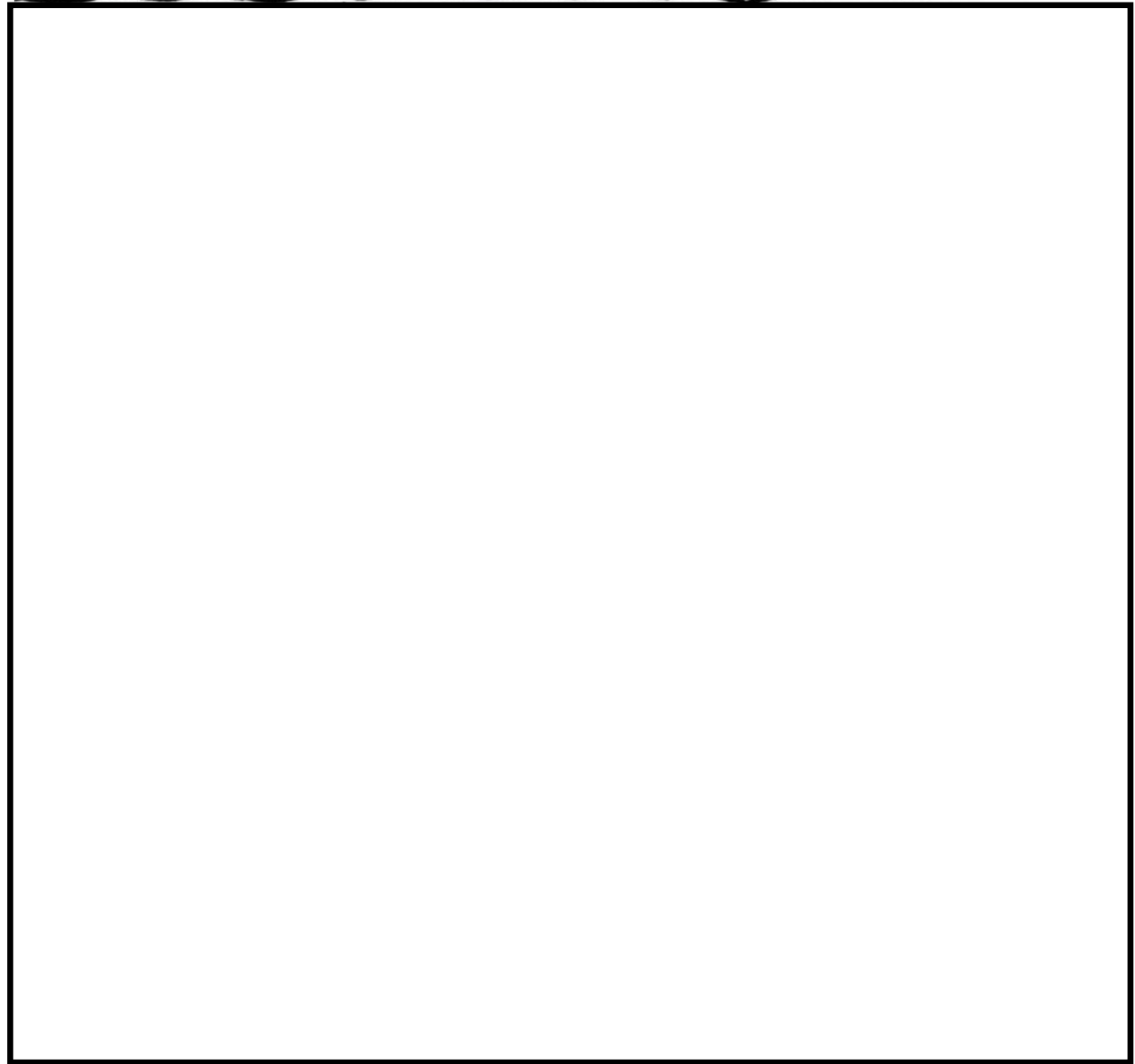
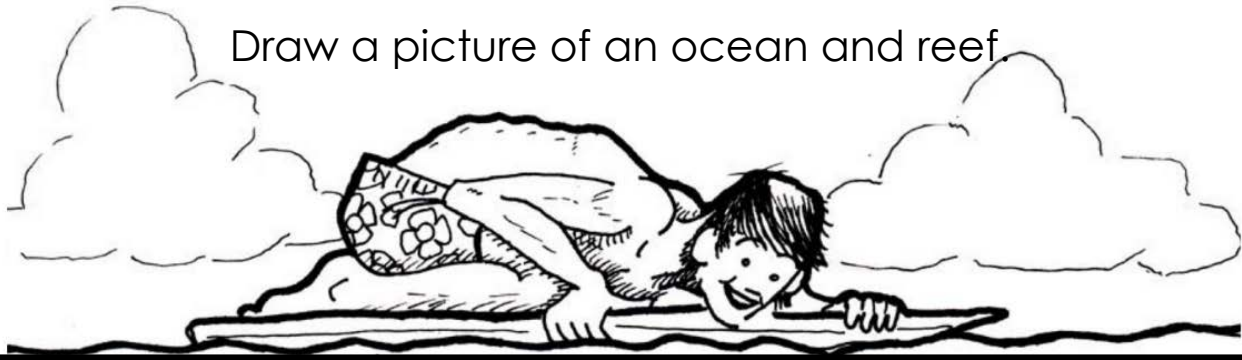
Name: \_\_\_\_\_

In the coral reef below, write your opinion of the book.

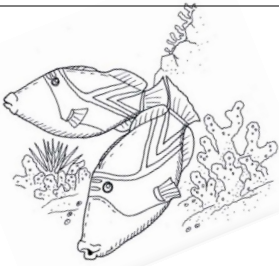


# OUR OCEAN

Draw a picture of an ocean and reef



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



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

# OUR OCEAN

In the box, draw a picture of the ocean and who lives there. Then, write a few sentences explaining what you drew and how you can protect it.

A large rectangular box with a wavy, hand-drawn border, intended for drawing a picture of the ocean and its inhabitants.

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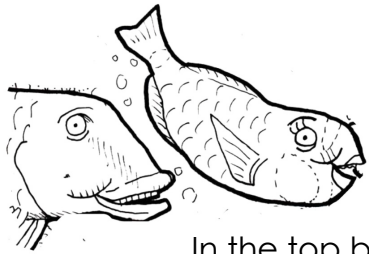
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# Our Ocean

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

In the top box, write a topic sentence describing how our ocean is important. In the 3 bottom boxes, support your topic with 3 details.

Topic Sentence:

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Supporting Detail 1:

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Supporting Detail 2:

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Supporting Detail 3:

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# STOP POLLUTING OUR OCEANS!

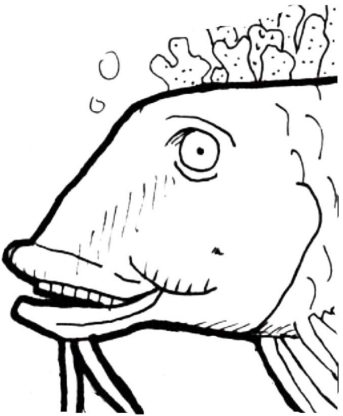
Name: \_\_\_\_\_

One way I can protect the ocean:



To stop pollution, I can:

Something I can do is:





# STOP POLLUTING OUR OCEANS!

Name \_\_\_\_\_

Draw a way to stop pollution:



I can say:

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Something I can do is:

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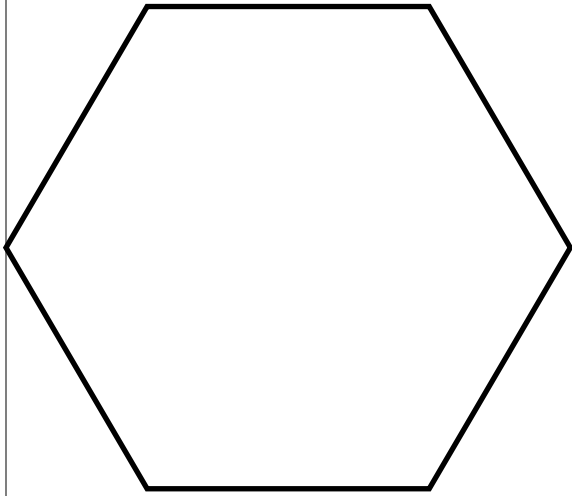
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Name: \_\_\_\_\_

# Stop Polluting our Ocean!

Think of 3 ways to stop pollution. Draw it in the hexagon. Write it in the square.



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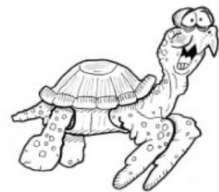
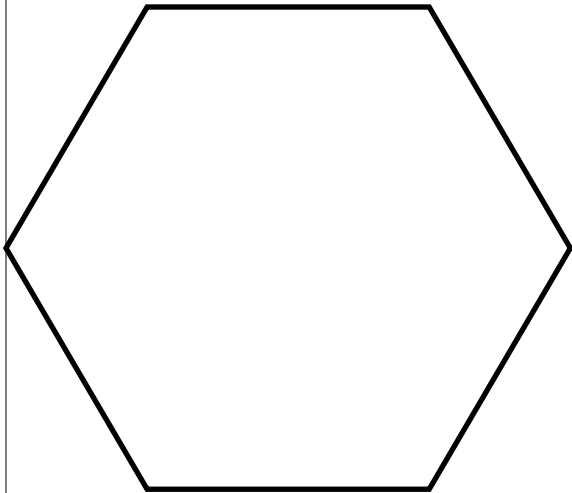
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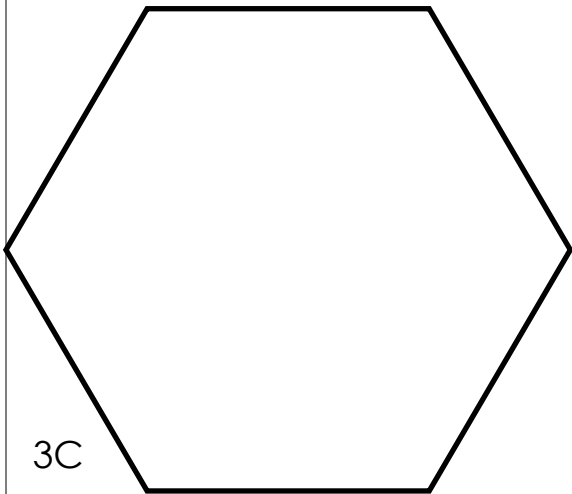
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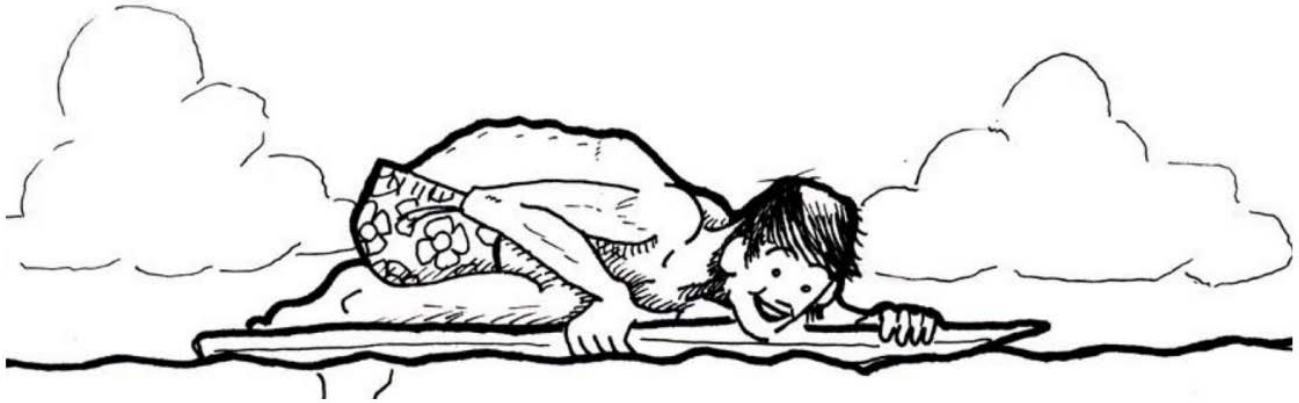
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# DINOSAURS LIVING IN MY HAIR!3

## ANTI-POLLUTION PLEDGE



**I pledge to stop the pollution of our ocean!**

- Toss items left behind into the trash.
- Recycle when I can.
- Lead by example.
- Be confident, committed and caring to all those who call the ocean home.

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

## A DEEPER DIVE: DLIMH!3 VOCABULARY

**Algae:** Plant-like living things which can make food from sunlight.

**Angst:** A feeling of worry.

**Aquatic:** Growing, living, or taking place in the water.

**Artfully:** Done with skill and/or cleverness.

**Extinct:** No longer existing, like dinosaurs.

**Frontier:** Uncharted new territory.

**Galore:** Many or a lot.

**Gnaws:** To bite again and again.

**Kayak:** A small boat moved by paddles.

**Lurk:** To sneak nearby.

**Marine life:** Plants and animals who live in the ocean.

**Mascot:** A person, animal, or object that is believed to bring good luck.

**Reef:** A bar of rock, sand, coral or material lying beneath the surface of the water.

**Reef-safe:** Not harmful to marine life in the coral reef.

**Scoot:** To move quickly.

**Slather:** Spread or smear thickly on. To cover something with a thick layer.

**Snorkeling:** To swim face down with fins and a breathing tube.

**Snooty:** Think they are superior than others.

**Soars:** To fly at a very great height.

**Surf:** The waves of ocean which splash on the shore.