

Museum in the Classroom: EDUCATOR GUIDE

Expectations & Opportunities AS YOU TOUR the Museum in the Classroom:

- Talk with the students about **proper museum ETIQUETTE**. This is for your safety and everyone's experience. Walk, do not run. Talk, do not shout. Do not touch the artifacts.
- **There is not a wrong way to tour the Museum in the Classroom**. Encourage everyone to use their natural curiosity as they explore the exhibit. **Remind students to take their science journal to the tour.**
- The museum is organized according to eras—Paleozoic, Mesozoic, Cenozoic. The Paleozoic Era was the time before the dinosaurs. The Mesozoic Era was the time during the dinosaurs. The Cenozoic Era is the time after the dinosaurs. **Which is the oldest era?**
- **READ** the museum signage. It is important to engage in conversations. You'll get the most out of your visit by reviewing the resources together **in small groups**. Encourage students to draw the artifact of their choice and to list three, short facts about the artifact they selected.
- As you walk through the museum, stop and ask students (individually) to share *observations* about an artifact. Which era is it from? What was its diet and size? What made it unique?
- **Ask students to discuss in small groups about which dinosaur interests them the most? Why?**
- Enjoy your visit! **ASK Dinosaur George** any question that you may have. He's here to be your guide!

Word Bank

- **Paleontology**- the study of the history of life
- **Exhibition**- a public display of art or other items of interest in a museum
- **Dinosaur**- a prehistoric reptile
- **Extinct**- no longer in existence
- **Era**- a long and distinct period of history with a particular feature or characteristic

As you tour the museum, **encourage the children to read the signage to you.**

Talk about new information you learn.

You'll see amazing artifacts like the **tyrannosaurus rex skull**.



Pronunciation: ty-RAN-oh-SAW-rus

Time Period: Late Cretaceous (66 to 65 million years ago)

Name Translation: tyrant reptile

Known Locations: Texas, Western United States and Canada

Size: 45 feet long

Weight: 7 tons

Diet: Carnivore

- Tyrannosaurus Rex's skeleton is remarkably similar to modern birds; it had hollow bones and hatched from eggs.
 - It may have had feathers on its head, neck, and tail.
- Bone for bone, Tyrannosaurus Rex looks like a roadrunner or turkey.

Extensions & Opportunities AFTER YOU TOUR the Museum in the Classroom:

- Talk with the students about their experiences at the museum. **What was the most exciting part?**
- **What did they know before they toured? What did they learn? What do they want to know more about?**
- **Explore questions together.** Did any dinosaurs have feathers? What is an omnivore? Did any dinosaurs live in the United States? Did any dinosaurs swim?
- Create a classroom **PLAN** with your students to continue learning about dinosaurs.
- Revisit the Dinosaur George lesson plans, correlated to the TEKS on KLRN's website.

Lesson plans and additional resources available at:

<http://www.klrnconnect.blogspot.com/p/dinosaur-george.html>
<http://klrn.pbslearningmedia.org/>

Who is Dinosaur George?

"Dinosaur George" Blasing is a self-taught paleontologist and animal behaviorist with more than 35 years of study and research. He has spent over 17 years teaching students about the amazing creatures that once inhabited our planet.

Museum in the Classroom: EDUCATOR GUIDE

Ideas to Inspire Inquiry

Sixth Grade	<p>After the Tour:</p> <ul style="list-style-type: none"> Challenge the students to create a list of questions paleontologists may have asked during the research phase to learn about the dinosaurs. Ask students to research and report out about the adaptations Brachiosaurus, Tyrannosaurus rex, and Velociraptor had to live in their environment. <p>During the Tour:</p> <ul style="list-style-type: none"> Students will choose a dinosaur. In their science journal, they will sketch the artifact and list three significant facts about it. What was its diet? What environment did it live in? Compared to a modern day object, how large was it? <p>Before the Tour:</p> <ul style="list-style-type: none"> Speak with the students about the Paleozoic, Mesozoic, and Cenozoic Eras. What made each era unique?
Fourth & Fifth Grade	<p>After the Tour:</p> <ul style="list-style-type: none"> Were there examples of cast, mold, or trace fossils in the Museum? Ask students to draw pictures of tools paleontologists might use at an excavation site. <p>During the Tour:</p> <ul style="list-style-type: none"> Create a chart and write the names of 4 herbivores, omnivores, and carnivores. Encourage students to work in groups of three. The group will sketch a dinosaur from each era- Paleozoic, Mesozoic, and Cenozoic. Do they share any features? What makes them unique? <p>Before the Tour:</p> <ul style="list-style-type: none"> What was the climate like during the Paleozoic Era? When it changed, what happened to the land's inhabitants?
Second & Third Grade	<p>After the Tour:</p> <ul style="list-style-type: none"> Ask students to share 2 new facts they learned with their partner. Make a list of producers and consumers that you found in the museum. <p>During the Tour:</p> <ul style="list-style-type: none"> Students will work in pairs. Select a table and talk about the artifacts on that table. What similar features did the dinosaurs share? <p>Before the Tour:</p> <ul style="list-style-type: none"> With a paper folded in thirds, students will create a chart. In each column, draw and label pictures of foods that herbivores, carnivores, and omnivores ate.
Kindergarten & First Grade	<p>After the Tour:</p> <ul style="list-style-type: none"> Students will make a visual chart of 3 animals that are living and 3 dinosaurs that are extinct. Label the chart with their names. <p>During the Tour:</p> <ul style="list-style-type: none"> Find the Tyrannosaurus rex skull. Does it have more than 10 teeth? <p>Before the Tour:</p> <ul style="list-style-type: none"> Talk about the characteristics of the Stegosaurus, Tyrannosaurus rex, and Apatosaurus. Did they all look alike? How do we know this? Speak with the students about the word extinct. Do dinosaurs still exist?