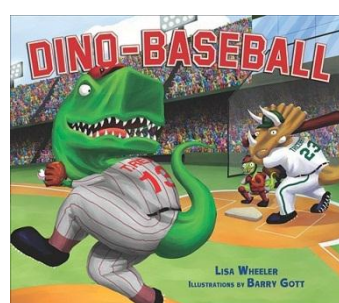
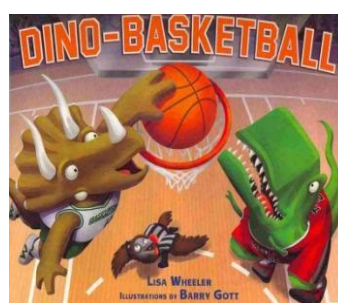
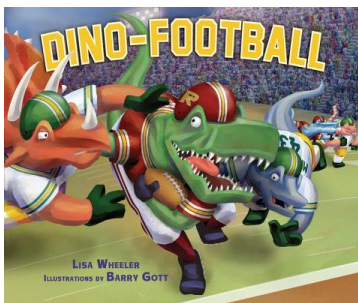
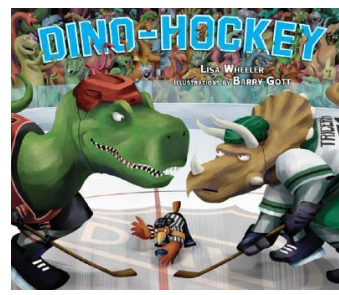
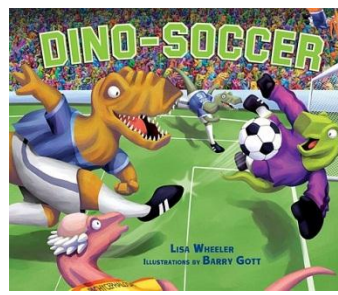
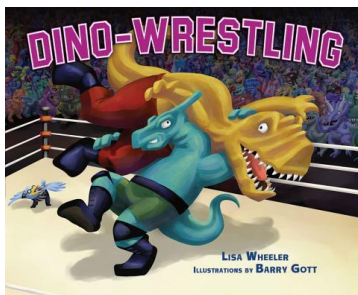


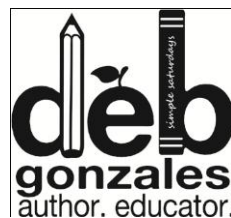
A COMMON CORE STATE STANDARDS ALIGNED  
EDUCATIONAL GUIDE FOR  
**THE DINO**  
**SPORTS SERIES**



WRITTEN BY LISA WHEELER

ILLUSTRATED BY BARRY GOTT

GUIDE CREATED BY DEBBIE GONZALES



## TABLE OF CONTENTS

*Note: The Pre-Reading Discussion Questions are applicable to all of the books in the Dino Sports series.*

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## PRE-READING DISCUSSION QUESTIONS

### Study the book's front cover.

- Describe the action in detail.
- Look closely at the illustrations. What sorts of animals are featured in the illustration?
- Describe the setting of the story.
- Read the title. Tell what you know about the sport featured in the book.

### Study the book's back cover.

- Describe what you see in the illustration.
- Read the caption printed at the upper left of the page.
  - Are there words that are familiar to you printed in the caption?
  - If so, which ones? Define them.
- Tell how the words help to introduce the story.
- Predict what this story is going to be about.

### Meet the author – Lisa Wheeler.

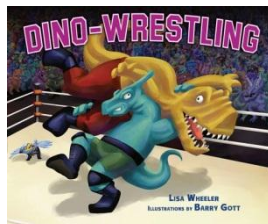
- Authors use words to tell stories. In the Dino Sports Series, Ms. Wheeler wrote poems to tell these stories. Tell what you know about poems.
- Tell what you know about rhyming words.
- When Ms. Wheeler was in the 4<sup>th</sup> grade she won a writing contest with a poem about Halloween. How about you? Have ever written a poem? Have you ever won a writing contest?
- To find out more about the author access her website at [www.lisawheelerbooks.com](http://www.lisawheelerbooks.com).



### Meet the illustrator – Barry Gott:

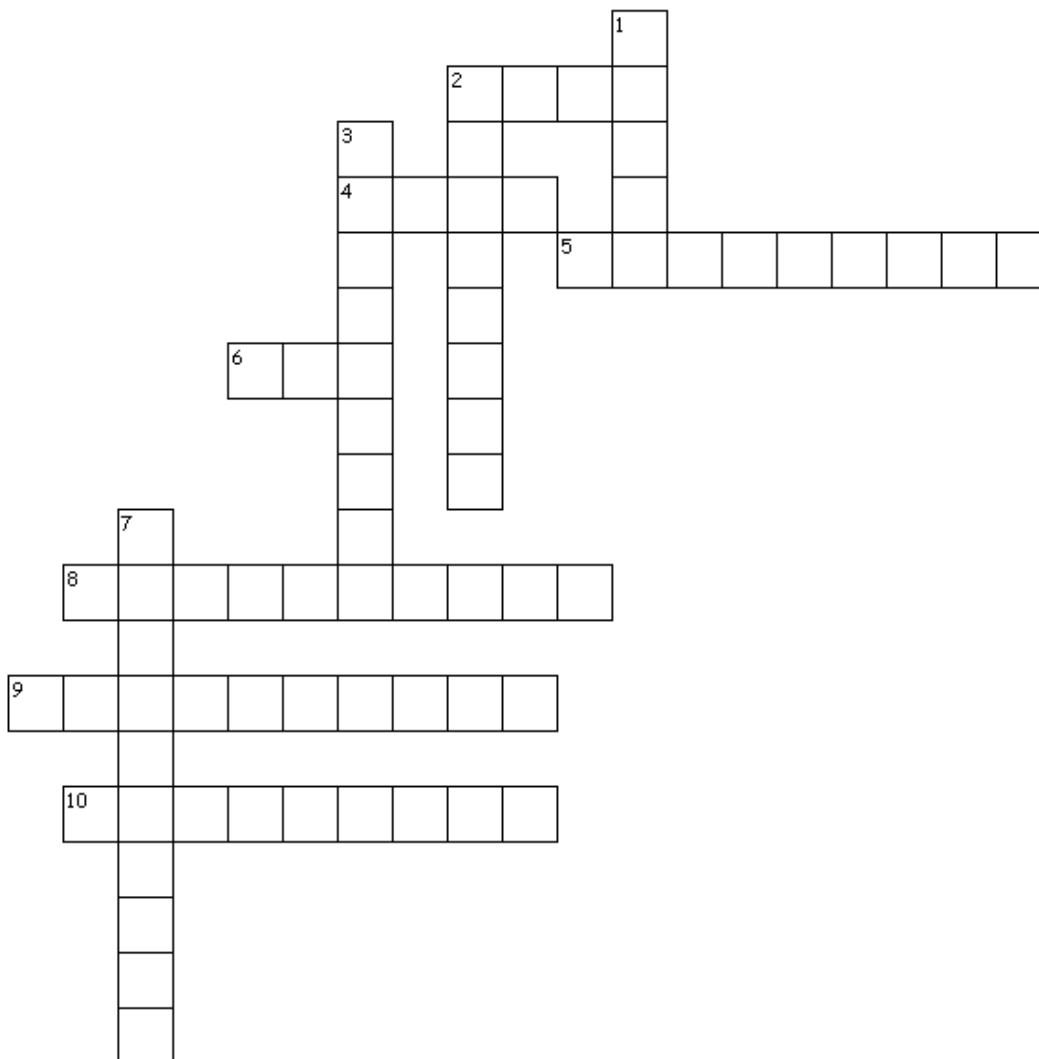
- Illustrators use pictures to tell stories. Study the book cover and tell a story about the illustration featured there.
- List the tools an illustrator uses.
- Illustrator Barry Gott says that he loved comic books as a kid. How can a love for comic books help someone become an illustrator?
- How about you? Do you like to draw pictures? What kind of materials do you use when you illustrate?
- To find out more about the illustrator access his website at [www.barrygott.com](http://www.barrygott.com).





## DINO-WRESTLING

### Face to Face! - A Crossword Puzzle



#### Across

2. Japanese wrestling style
4. The stage on which professional wrestlers wrestle
5. High school wrestling
6. Round shaped, marked with circular boundaries
8. Two or more wrestlers work together
9. Mexican style wrestling
10. Wrestling style endorsed by the Olympics

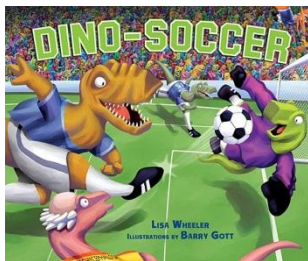
#### Down

1. The clay ring in which a sumo wrestling match takes place
2. Wrestling uniform
3. Combat sport involving grappling techniques
7. Ancient wrestling style practiced by the Greeks

Author: Lisa Wheeler [www.lisawheelerbooks.com](http://www.lisawheelerbooks.com)

Illustrator: Barry Gott [www.barrygott.com](http://www.barrygott.com)

Guide Creator: Debbie Gonzales [www.debbiegonzales.com](http://www.debbiegonzales.com)



## DINO-SOCCER

### A Soccer Ball Inspiration - Terrific Tessellations

**Objective:** To analyze geometric shapes and tiling orientations of tessellations.

**Materials:**

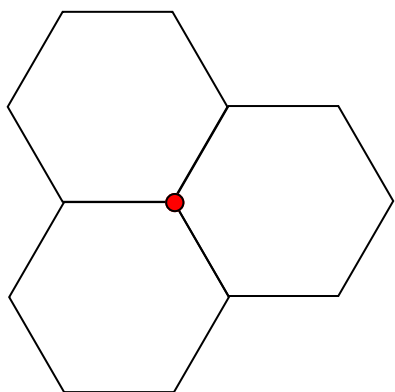
- 1. Tessellation Sheets (pg. 7)
- 1. Markers or colored pencils
- 1. A soccer ball
- 1. Answer Guide (pg. 17 & 18)



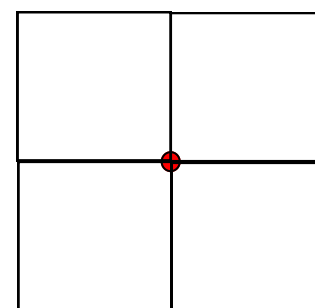
**Procedure:**

- 1. Observe the geometric patterns of a soccer ball. Note that the pattern is comprised of a pentagons (5 sides) and hexagons (6 sides).
- 1. Explain that a tessellation is a repeating pattern of polygons that covers a plane with no gaps or overlaps (NCTM). The pattern on the soccer ball tessellates in such a way to create a ball called a sphere. The name for the soccer ball tessellation is 6.6.5 because one vertex (the angular point of a polygon) connects one pentagon and two hexagons.
- 1. Discuss the following examples of tessellations. Notice how the sides of the polygons match perfectly without creating gaps. Also note that the repeating pattern covers a flat plane.

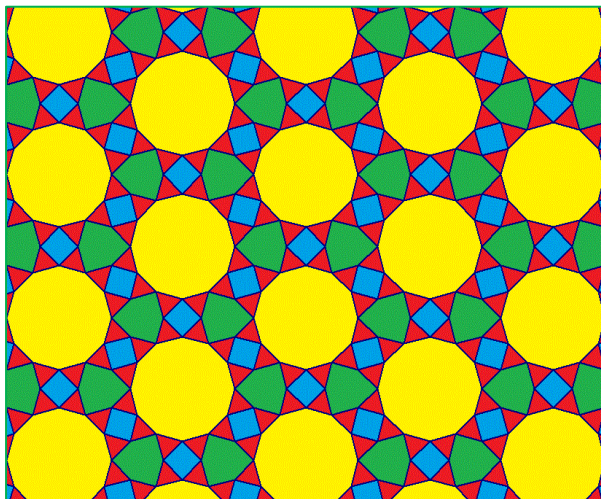
*The vertex is red.  
Hexagons are 6 sided.  
The name for this  
three-shaped tessellation  
pattern is 6.6.6.*



*Vertex is red.  
Squares are 4 sided.  
The name for this  
four-shaped tessellation  
pattern is 4.4.4.4*



- 1. For further creative tessellation practice, click [HERE](#) to access an interactive online tessellation generator offer by the National Council of Teacher of Mathematics.
- 1. Click [HERE](#) to access tessellation designer and create your own downloads.
- 1. Print and color the tessellation patterns found on the following page. See if you can discover the numeric names for the tessellations printed there. Use the markers or colored pencils to decorate the tessellations.



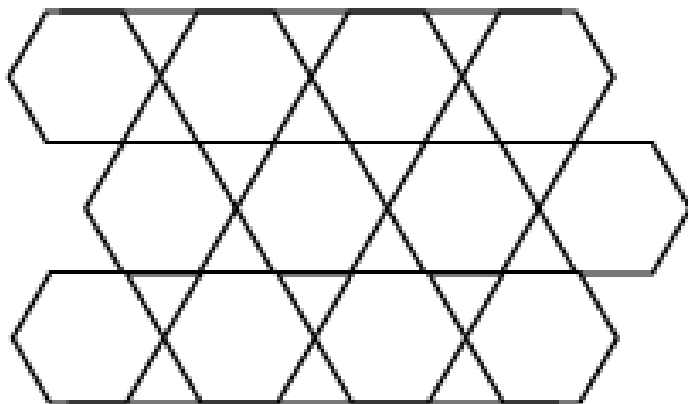
*Notice the coloring pattern of this tessellation. Four colors were used – red, blue, green, and yellow. Each side of a polygon is aligned with a different colored polygon.*

*Perhaps you'd like to create a pattern like this on the tessellation drawings found on the following page.*

#### References:

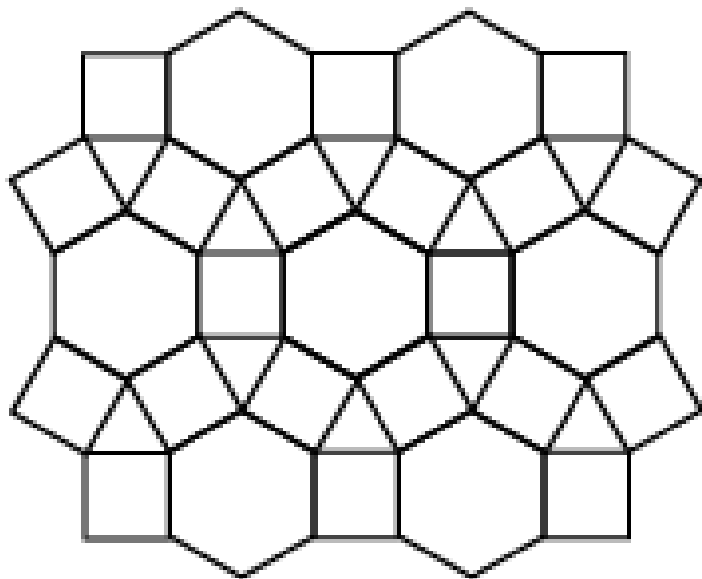
- "Examples of tessellations - triangular grid." *Examples of tessellations - triangular grid*. Web. 2 July 2014.  
<<http://gwydir.demon.co.uk/jo/tess/triex.htm>>.
- "Four-Color Tessellation." *RobertLovesPi*. Web. 2 July 2014.  
<<http://robertlovespi.wordpress.com/2013/04/24/four-color-tessellation/>>.
- "Math Forum: What Is a Tessellation?." *Math Forum: What Is a Tessellation?*. Web. 2 July 2014.  
<<http://mathforum.org/sum95/suzanne/whattess.html>>.
- "Tessellation Creator." *Tessellation Creator*. Web. 2 July 2014.  
<<http://illuminations.nctm.org/Activity.aspx?id=3533>>.
- "Tessellation Exploration: The Basics." - *EscherMath*. Web. 2 July 2014.  
<[http://euler.slu.edu/escher/index.php/Tessellation\\_Exploration:\\_The\\_Basics](http://euler.slu.edu/escher/index.php/Tessellation_Exploration:_The_Basics)>.
- "Tessellation." -- *from Wolfram MathWorld*. Web. 2 July 2014.  
<<http://mathworld.wolfram.com/Tessellation.html>>.

### Tessellation Practice



Shapes: *triangles and hexagons*

Pattern Name: *3.6.3.6*



Shapes:

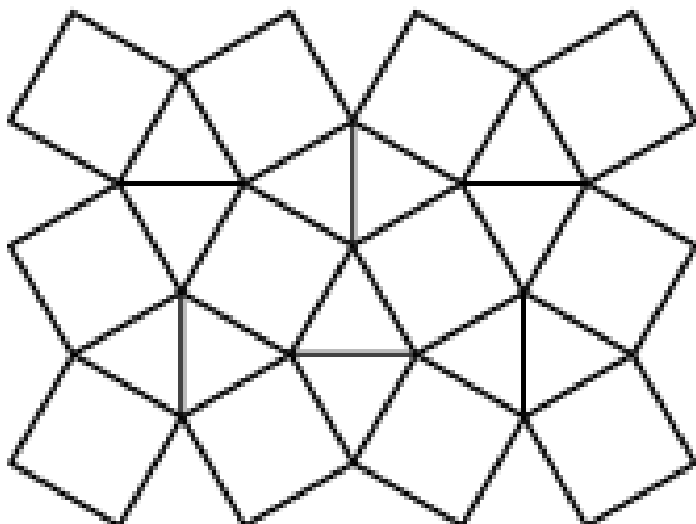
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Pattern Name:

---



Shapes:

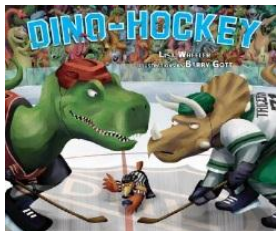
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---

Pattern Name:

---



## DINO-HOCKEY

### Slap Shot! – Alphabetic & Letter Counting

**Objectives:** To foster understanding of alphabetizing, as well as the organization and basic features of the printed word.

#### Materials:

- ✂ Cardstock
- ✂ Scissors
- ✂ Sorting Label Cards (pg. 10)
- ✂ Dino-Hockey Word Cards (pg. 9)
- ✂ Paper
- ✂ Pencil
- ✂ Answer Guide (pg. 17 & 18)

#### Procedure 1 – Alphabetizing:

- ✂ Print Dino-Hockey Word Cards on cardstock.
- ✂ Using scissors, trim around Dino-Hockey Word Card borders.
- ✂ Alphabetize the Dino-Hockey Word Cards in a sequential, vertical manner.
- ✂ Use the Answer Guide to check your work.
- ✂ Using paper and pencil, record word list.

#### Procedure 2 – Letter Counting:

- ✂ Print Dino-Hockey Word Cards and Sorting Label Cards on cardstock.
- ✂ Using scissors, trim around Dino-Hockey Word Cards and Sorting Label Card borders.
- ✂ Lay Sorting Label Cards side-by-side in a horizontal manner.
- ✂ Classify the Dino-Hockey Word Cards by counting the letters and placing each card beneath the corresponding Sorting Label Card.
- ✂ Use the Answer Guide to check your work.
- ✂ Using paper and pencil, record word list.



## Dino-Hockey Word Cards

**winger**

**sticks**

**steal**

**slapshot**

**skates**

**score**

**referee**

**puck**

**penalty**

**pass**

**net**

**hockey**

**goalie**

**goal**

**defenseman**

**check**

**assist**

**helmets**

## Sorting Label Cards

**1 LETTER**

**2 LETTERS**

**3 LETTERS**

**4 LETTERS**

**5 LETTERS**

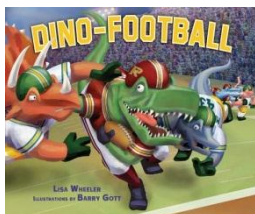
**6 LETTERS**

**7 LETTERS**

**8 LETTERS**

**9 LETTERS**

**10 LETTERS**



## DINO-FOOTBALL

### Punt! – A Football Terminology Word Search

L U Q U A R T E R B A C K Q S  
 S I T H O B U R E M J W W S L  
 T T N G A Q Q C U L O H H Q R  
 A T E E S E S V R S B A V K L  
 C S E M B Y S E Q C H M C N N  
 K D J B L A C F N O S I U H E  
 L A A W F E C S P R K N N F M  
 E P E E I G H K E N W J X G E  
 T H T V L D X S E E P U N T N  
 N Y E W Q F N Q U R E Z B I I  
 G R W Q Q E L L A B T O O F L  
 C D D E F E N S E A P S J A C  
 S V J F A H R E K C I K K B B  
 H F O E E Z M U K K F I Y B B  
 H S E T P V X P E F S J L C K

CORNERBACK

DEFENSE

FOOTBALL

FUMBLE

HELMETS

KICK

KICKER

RUSHING

LINEBACKER

LINEMEN

OFFENSE

PADS

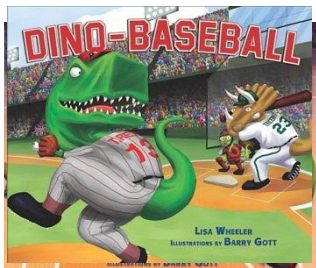
PUNT

QUARTERBACK

RECEIVER

SAFETY

TACKLE



## DINO-BASKETBALL

### Free Shot! – A Dropped Phrase Word Game

**Directions:** Unscramble each of the clue words. Copy the letters in the numbered cells to those with the same number. Answers found on pages 17 & 18.

Forradw   
21 15

ruadg   
4

neretc   
19 23 3

nehbc   
25 2

Jyeress   
10 27 24

seeherdrealc   
22 17 18 8

yspaler   
13

laabsletbk   
1

hopo   
12

tocru   
11 16

dbbirle   
6 26

seinblae   
14 9 5

pujm   
7 20

fuol   
7 20

1 2 3

4 5 6

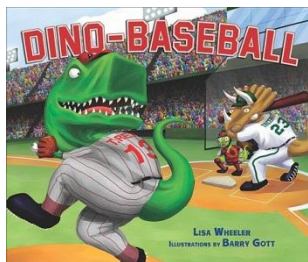
7 8 9 10

11 12 13 14 15

16 17 18

19 20 21 22 23 24

25 26 27



## DINO-BASEBALL

### Home Run! – An Action Poem

**Objective:** To write a free verse poem using a selection of sensory adjectives.

**Materials:**

- ✎ Pencil
- ✎ Warm-Up Sheet found (pg. 15)
- ✎ Home Run! – An Action Poem grid found (pg. 16)
- ✎ Markers or crayons

**Procedure:**

- ✎ Reread *Dino-Baseball*. Take note of the action words and sensory images in the text and illustrations.
- ✎ Lead the children in a discussion of the game of baseball as it is depicted in *Dino-Baseball*.
  - Discuss things you see at a baseball game.
  - Imagine the scents you smell at baseball games
  - Describe baseball action.
  - Talk about the sounds you hear at a baseball game.
  - Tell how a going to a baseball game makes you feel.
- ✎ After a discussion about the sensory aspects of the feet, direct the child to the Warm-Up Sheet on page 14. Brainstorm as many sensory words as possible beneath the categories listed.
- ✎ In the Home Run! – An Action Poem template, choose sensory words from the lists created in the Warm-up Sheet and write them in the spaces provided.
- ✎ The completed poem will look something like the sample below:

*Dog*  
*Slobbery dog*  
*Licking, smiling dog*  
*Stinky, silly, funny dog*  
*Running, sunning, loving, brown dog*  
*My dog*

- ✎ Illustrate your Home Run! – An Action Poem in the space provided on the template.

## Poem Warm-Up Sheet

List things you see at a baseball game.	List the scents you smell at baseball games.	List baseball actions.	List the sounds you hear at a baseball game.	Tell how a baseball game makes you feel.

Author: Lisa Wheeler [www.lisawheelerbooks.com](http://www.lisawheelerbooks.com)

Illustrator: Barry Gott [www.barrygott.com](http://www.barrygott.com)

Guide Creator: Debbie Gonzales [www.debbiegonzales.com](http://www.debbiegonzales.com)

## Home Run! – An Action Poem

Baseball

\_\_\_\_\_ baseball

\_\_\_\_\_, \_\_\_\_\_ baseball

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ baseball

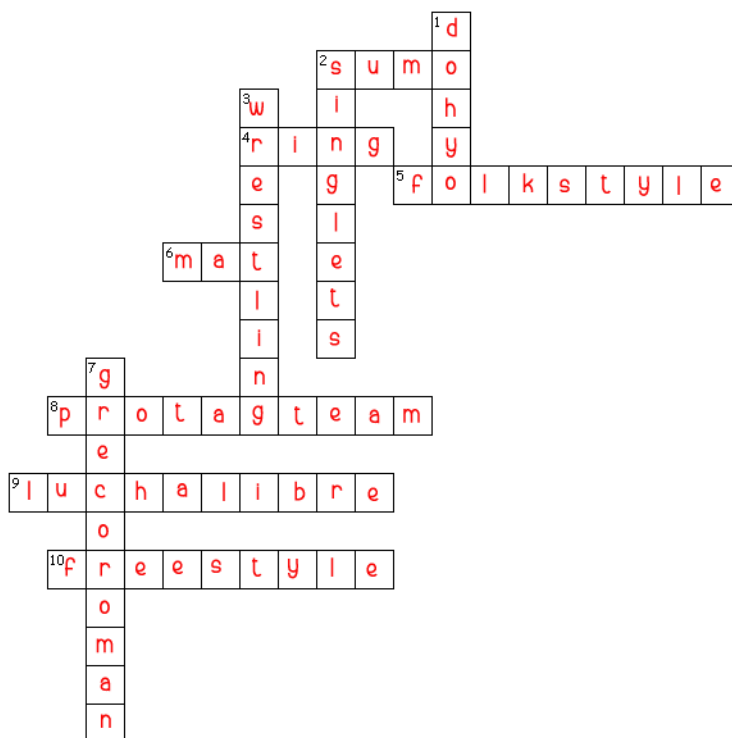
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ baseball

\_\_\_\_\_ baseball!

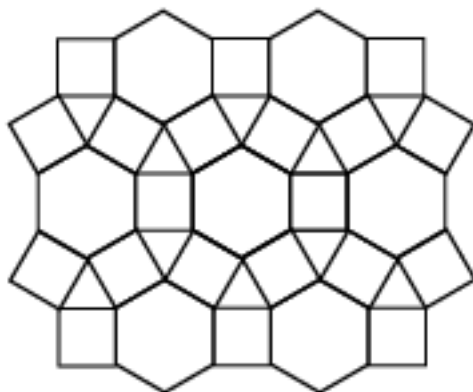


## WORD GAME ANSWERS

Face to Face! - A Crossword Puzzle (pg. 4)



A Soccer Ball Inspiration—Terrific Tessellations (pg. 7)



Shapes:

Square, triangle & hexagon

Pattern Name:

6.4.3.4



Shapes:

Square & triangle

Pattern Name:

3.3.4.3.4

Author: Lisa Wheeler [www.lisawheelerbooks.com](http://www.lisawheelerbooks.com)

Illustrator: Barry Gott [www.barrygott.com](http://www.barrygott.com)

Guide Creator: Debbie Gonzales [www.debbiegonzales.com](http://www.debbiegonzales.com)

assist  
 check  
 defenseman  
 goal  
 goalie  
 helmets  
 hockey  
 net  
 pass  
 penalty  
 puck  
 referee  
 score  
 skates  
 slapshot  
 steal  
 sticks  
 winger

Slap Shot! - Alphabetic & Letter Counting (pg. 8-11)

3	4	5	6	7	8	10
net	puck	steal	winger	penalty	slapshot	defenseman
	pass	score	sticks	helmets	referee	
	goal		skates			
			hockey			
			goalie			
			assist			

Free Shot! - A Dropped Phrase Word Game (pg. 13)

Forradw **f o r w a r d**  
21 15

ruadg **g u a r d**  
4

neretc **c e n t e r**  
19 23 3

nehbc **b e n c h**  
25 2

Jyeress **J e r s e y s**  
10 27 24

seeherdreac **c h e e r i e a d e r s**  
22 17 18 8

yspaler **p l a y e r s**  
13

laabsletbk **b a s k e t b a l l**  
1

hopo **h o o p**  
12

locru **c o u r t**  
11 16

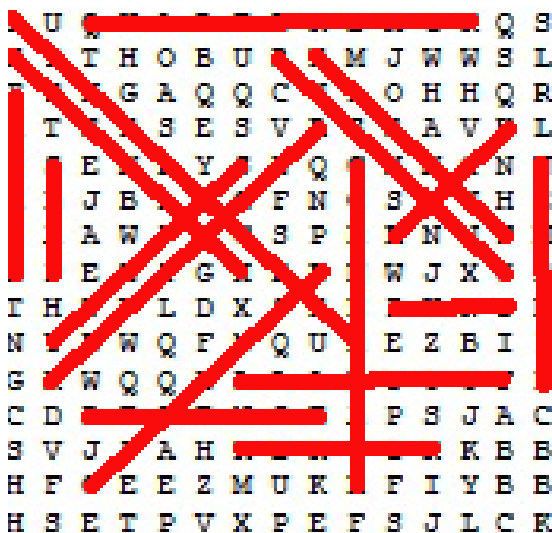
dbbirle **d r i b b l e**  
6 26

seinblae **s i d e l i n e**  
14 9 5

pujrn **J u m p**

Fuol **f o u l**  
7 20

Punt! - Football Terminology Word Search (pg. 12)



**The red fans cheer.**  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

**The coaches**  
16 17 18 19 20 21 22 23 24

**cry.**  
25 26 27

## COMMON CORE STATE STANDARDS ALIGNMENT

**English  
Language Arts  
Standards »  
Reading:  
Literature**

		Discussion Questions	Crossword Puzzle	Tessellations	Alphabetic & Letter Count	Word Search	Dropped Phrase Puzzle	Action Poem
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.3	With prompting and support, identify characters, settings, and major events in a story.	✘						
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	✘	✘		✘	✘		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✘						
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	✘	✘	✘	✘	✘	✘	✘
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.	✘						✘
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✘	✘	✘	✘	✘	✘	✘
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✘						
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✘						
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✘	✘	✘	✘	✘	✘	✘

**English  
Language Arts  
Standards »  
Reading:  
Foundational  
Skills**

		Discussion Questions	Crossword Puzzle	Tessellations	Alphabetic & Letter Count	Word Search	Dropped Phrase Puzzle	Action Poem
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		x		x	x	x	x
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		x		x	x	x	
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x		x	x	x	
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	x	x	x	x	x	x	x
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		x		x	x	x	
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		x		x	x	x	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x		x	x	x	
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x	x
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x		x	x	x	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		x		x	x	x	

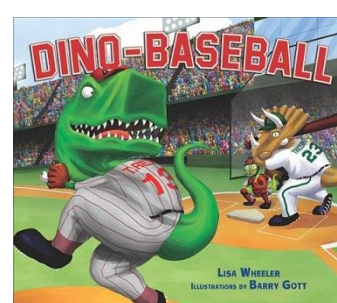
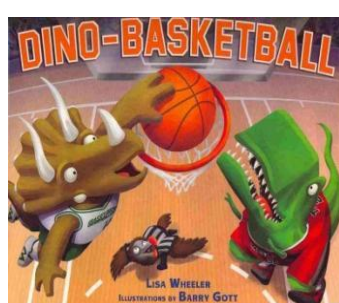
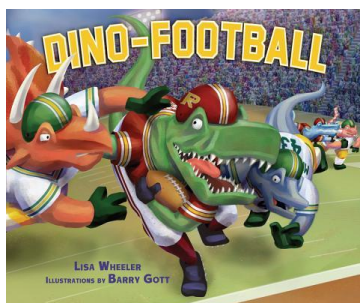
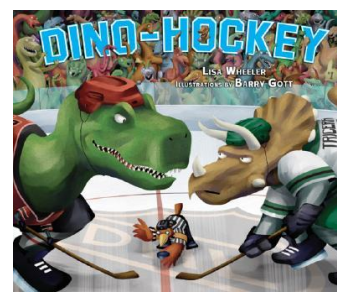
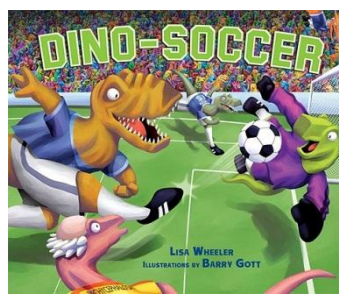
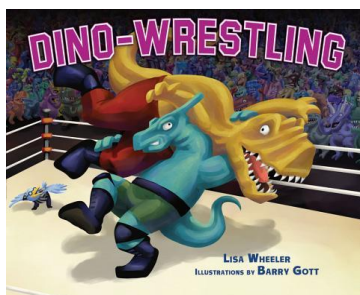
**English  
Language Arts  
Standards »  
Writing**

		Discussion Questions	Crossword Puzzle	Tessellations	Alphabetic & Letter Count	Word Search	Dropped Phrase Puzzle	Action Poem
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.							x
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.							x
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.							x

**Geometry**

CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.			x				
CCSS.Math.Content.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).			x				
CCSS.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.			x				
CCSS.Math.Content.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			x				

## DINO-BIBLIOGRAPHY



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