

A Next Generation Science  
and Common Core  
State Standards-Aligned  
Discussion & Activity Guide  
for

# ONE MORE DINO ON THE FLOOR



Grade P-3

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**WRITTEN BY KELLY STARLING LYONS**

**ILLUSTRATED BY LUKE FLOWERS**

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*It's a hip-hopping, foot-stomping, hand-clapping, finger-snapping good time when the dinosaurs go out on the dance floor! One by one (and all the way up to ten), the dinosaurs get their groove on in this delightful counting book! With bright and colorful illustrations and fun, rhythmic text, young readers will be tapping their feet to the Jurassic beat!*

**GUIDE CREATED BY  
DEBBIE GONZALES**



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## PRE-READING DISCUSSION QUESTIONS

### Observe the front cover:

- Describe the action. Tell what the dinosaurs are doing.
- Read the title of the book. Determine what being “on the floor” means.
- Notice the background in the illustration. Determine where the story is set.
- List the colors used in the illustration. Explain how the colors make you feel.
- Locate the volcano in the background. Notice the smoke rising from the top. Consider what the smoke might symbolize.

### Observe the back cover.

- Describe the action in this illustration.
- Identify how these dinosaurs feel about each other. How do you know?
- Read the text printed on the back cover. Guess what the “swish” sound they hear might be.

### Meet the Author – Kelly Starling Lyons.

- List the tools authors use to tell stories.
- Words that describe action are called “verbs.” Some examples of verbs are wiggle and stomp and hum. Explain the importance of using action words in a story.
- Ms. Lyons played a jazz synthesizer in her middle school jazz band. Consider how this experience might have inspired Ms. Lyons to write an active story about dancing.
- Ms. Lyons wrote regularly in a diary when she was very young. Explain how writing as a young girl prepared her to become an author of many books today.
- To learn more about Ms. Lyons access her website at [www.kellystarlinglyons.com](http://www.kellystarlinglyons.com).



Author Kelly Starling Lyons

### Meet the Illustrator – Luke Flowers.

- An author uses shapes and colors to create pictures that tell stories. Review the front cover. Identify the shapes and colors illustrator Luke Flowers used to in the illustration.
- Study the illustration on the front cover. Tell the story the illustration suggests.
- Identify which dinosaurs are the main characters. Tell how you know this.
- Determine who the secondary characters are in the illustration. Explain their role in the story.
- To observe more of Mr. Flowers’ artwork, go to his website at [www.lukeflowerscreative.com](http://www.lukeflowerscreative.com).



Illustrator Luke Flowers



## POST-READING DISCUSSION QUESTIONS

*One dino stands upon the sand  
She hums and drums, a one girl band  
She starts to wiggle head to feet.  
Then bops and boogies to the beat.*

Turn to the first spread in which one dinosaur is dancing in the center of the illustration.

- Define the words "bop" and "boogie."
- Explain is meant by the term "a one-girl band."
- Where is the "swish" sound coming from? How do you know?
- Observe the illustration closely. Study the foreground and the background. Describe the story the illustration is telling.

*Five dinos dare to limbo dance.  
Two grab a branch and take a stance.  
Three curve and band and step with soul.  
Dipping low to clear the pole.*

Turn to the spread in which several dinosaurs are dancing the limbo.

- Describe how the dancing dinosaurs are feeling.
- Define the word "soul."
- Explain why the dinosaur in the upper left corner seems to be out of breath.
- Discuss reasons why the dinosaur in the background seems angry.
- Tell the story that this illustration depicts. What is happening in this picture?

*They hear a stomp.  
Oh no!  
A ROAR!  
Tyrannosaurus to the floor!*

Turn to the spread in which a dinosaur is roaring loudly.

- Explain why the dinosaur dancers "quake and shake" with fear.
- Identify what is meant by the word "surprise" in this spread.



*The T. rex spins, stands on his toes.  
He moonwalks, strikes a funky pose.*

Turn to the spread in which the Tyrannosaurus is in the center of the illustration and is surrounded by the other dinosaurs.

- Describe the action in this illustration.
- Tell the story that is taking place in this scene.
- Observe the expressions of the other dinosaurs surrounding the dancing Tyrannosaurus.
  - Identify a dinosaur that feels frightened. Tell how you know.
  - Find a dinosaur who is shocked. Explain your answer.
  - Locate a dinosaur who is acting surprised. What does this dinosaur find to be surprising? Why?
  - Point to a dinosaur who is excited. How do you know the dinosaur feels this way?
  - Identify a dinosaur that is happy. Why is this dinosaur feeling happy?
  - Find a dinosaur that is having fun. What is going on in this scene that could be considered to be fun?
  - Which dinosaur is in love? Predict why this dinosaur feels this way.
- Define the word “funky.” Explain what details in the illustration suggest that the Tyrannosaurus is striking a funky pose.

*She hums and spins and hits the floor.  
And all the dinos dance once more.*

Turn to the last spread in the book, the one in which all of the dinosaurs are dancing in the moonlight.

- Observe the expressions of the other dinosaurs surrounding the girl dinosaur dancing in the center of the spread.
  - Identify a dinosaur that feels frightened. Explain why there are no frightened dinosaurs featured in the spread.
  - Find a dinosaur who is shocked or surprised. Why are there no dinosaurs that feel shocked or surprised in this spread?
  - Point to a dinosaur who is excited. Explain why the dinosaur feels this way.
  - Identify a dinosaur that is happy. Why is this dinosaur feeling happy?
  - Find a dinosaur that is having fun. What is going on in this scene that could be considered to be fun?
- Turn back to the first spread, the one in which the girl dinosaur “hums” and is dancing alone. Notice in the final spread, she “hums” once again, but the results of her humming are very different than before. Explain why this is so.
- Describe what happened to cause all of the dinosaurs to happily dance together in the end.



# FEEL THE BEAT

**Objective:** To artistically express a sensorial connection with various types of music.

**Materials:**

- *One More Dino On the Floor*
- Large sheet of paper
- Markers (a wide variety of colors)
- Pencil
- Writing Paper (Guide, pg. 7)
- Computer with internet access
- Dance Samples Hyperlinks (Guide, pg. 6)

**Procedure:**

- Distribute markers and large sheets of paper.
- Click on one of the green dance titles below to access a **Dance Sample Hyperlink**. (The samples are connected to dance videos or instrumental music. To complete this activity, students are not required to watch the videos. Viewing videos is optional.)
- Instruct students to listen to the chosen music sample with their eyes closed.
- Discuss the music sample.
  - Ask students how the music made them feel.
  - Ask students if the music sounded familiar to them.
  - Ask students to choose a color or colors that represent the music.
- Turn to the page in the book in which the dinosaurs are dancing to the particular style of music. Study the illustration. Discuss the techniques used by both the author and the illustrator used to reflect the tempo and style of each dance.
- Tell the students that you are going to play the music once again. Instruct the students to draw the music. Encourage students to allow the tempo of the music guide their hands as they draw.
- Invite students to share their drawing and impressions of the music with the group.
- Using the **Writing Paper**, instruct students to write and illustrate a short interpretation of the music. These pieces may be fictional or non-fictional portrayals of their experiences.

## DANCE SAMPLES

Boogie Woogie

Limbo

Square Dancing

Waltz

Hip-Hop

The Hustle

Dougie

Cupid Shuffle

Moonwalk

Jitterbug



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# CHARADES

**Objective:** To demonstrate the understanding of a selection of vocabulary words.

**Materials:**

- Word Labels (Guide, pg. 9)
- Scissors
- Small bowl or basket
- Writing Paper (Guide, pg. 7)
- Markers
- Pencil

**Procedure 1:**

- Print **Word Labels** on computer paper.
- Use scissors to trim around the **Word Labels** borders.
- Fold **Word Labels** and place them in the basket.
- Instruct students to be seated in a circle on the floor.
- Explain that each student will have a turn to choose one of the folded **Word Labels** from the basket. They must keep the word printed on the label a secret.
- Each student will get a turn to enter the center of the circle to dramatize the action printed on their **Word Labels**.
- Students in the outer circle are instructed to guess the action being dramatized.
- Once the dramatized action has been identified another student chooses a Word Label and repeats the game.

**Procedure 2:**

- Students are instructed to choose 3 **Word Labels** from the basket.
- Print a sheet of the **Writing Paper**.
- Instruct students to write and illustrate a short story in which all three chosen words are used.





## CHARADES – WORD LABELS

swish

wiggle

twirl

sway

float

smile

smile

dip

kick

bounce

whirl

fly

clap

stomp

swing

bend

freeze

walk

flap

flip

step

spin

shake

point



## NUMBER MATCH

**Objective:** To associate numeric sequencing with key details of the text.

**Materials:**

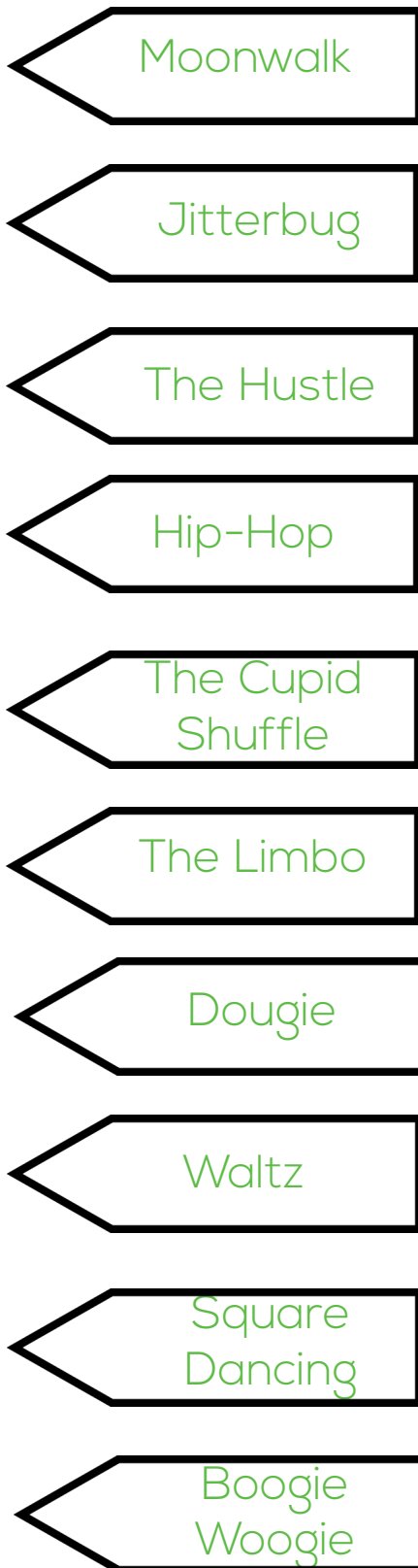
- *One More Dino on the Floor*
- Scissors
- Tape
- Dinos on the Floor Strip & Dance Tags (Guide, pg. 11)
- Dance Strip & Dinos on the Floor Tags (Guide, pg. 12)
- Number Match Answer Guide (Guide, pg. 14)
- Pencil
- Number Matching Writing Paper (Guide, pg. 13)

**Procedure:**

- Print **Dinos on the Floor Strip & Dance Tags** and **Dance Strip & Dinos on the Floor Tags**.
- Use scissors to trim around the borders of the strips and tags.
- Lay the **Dinos on the Floor Strip** and the **Dance Strip** on a tabletop.
- Using *One More Dino on the Floor* as a guide, match tabs with the correct numeric and dance reference.
- Check your work using the **Number Match Answer Guide**.
- Using **Number Matching Writing Paper**, write the correct numeric sequence on the left side of the sheet. Pair it with the dance name associated with the number on the right.



## DINOS ON THE FLOOR STRIP & DANCE TAGS



Dinos on the Floor

1

2

3

4

5

6

7

8

9

10



## DANCE STRIP & DINOS ON THE FLOOR TAGS

Dance Strip

1

Boogie  
Woogie

2

Dougie

3

Hip-Hop

4

Jitterbug

5

Moonwalk

6

Square  
Dancing

7

The Cupid  
Shuffle

8

The Hustle

9

The Limbo

10

Waltz



Write numbers, from 1 to 10, in  
the correct sequence on the  
lines below.

Associate the dance with the  
corresponding number of  
dinosaurs on the floor in the  
story on the lines below.



## NUMBER MATCH ANSWER GUIDE

Dinos on the Floor			Dance Strip
1	Boogie Woogie	1	Boogie Woogie
2	Waltz	3	Dougie
3	Dougie	6	Hip-Hop
4	Square Dancing	8	Jitterbug
5	The Limbo	10	Moonwalk
6	Hip-Hop	4	Square Dancing
7	The Cupid Shuffle	7	The Cupid Shuffle
8	Jitterbug	9	The Hustle
9	The Hustle	5	The Limbo
10	Moonwalk	2	Waltz





# DINO DANCE FLOOR DIORAMA

**Objective:** To develop a research topic using facts and details based on a specific scientific phenomenon.

## Materials:

- Research materials (books, internet, magazines, etc.)
- The Dino Dance Floor Research Graphic Organizer (Guide, pg. 16)
- Shirt box or shoe box
- Craft supplies
  - Glue
  - Modeling Clay
  - Construction paper
  - Scissors
  - Rocks, dirt, sticks

## Procedure 1 – Research:

- Inform students that the story of *One More Dino on the Floor* was inspired by the discovery of series of clustered dinosaur footprints paleontologists have named Dinosaur Dance Floors. These large groups of various prehistoric dinosaur footprints and scratchings have been found in various places, worldwide – Alaska, Colorado, and Bolivia, to name a few. Paleontologist Martin Lockley refers to each fascinating regions as being a “fossilized. . .disco floor.”
- Instruct students to use **The Dino Dance Floor Research Graphic Organizer** as a structure to research the scientific phenomenon known as the Dinosaur Dance Floor. The hyperlinked resources in the orange box below will serve as a beneficial overview of the topic.
- Students are encouraged to elaborate on the topics, perhaps by delving into one aspect of the subject in depth.
- Instruct students to write an informative essay about the scientific phenomenon known as the Dinosaur Dance Floor.

## Procedure 2 – Create a Dinosaur Dance Floor Diorama:

- Instruct students to create a diorama depicting the Dinosaur Dance Floor using a shirt box or shoebox and craft supplies.
- Access this [link for step-by-step diorama-making instructions](#) presented by Wiki-how.com.
- Upon completion, students are required to present their Dinosaur Dance Floor Diorama and research to the class.

### Research Hyperlinks:

Denali Dinosaur Dance Floor ([unavco.org](http://unavco.org))  
 Dinosaur Dance Floor Found in Colorado ([valuewalk.com](http://valuewalk.com))  
 Dinosaur Dance Floor ([atlasobscura.com](http://atlasobscura.com))



# THE DINO DANCE FLOOR RESEARCH GRAPHIC ORGANIZER

<p>WHO?</p> <p><i>Identify the groups and individuals that made the Dinosaur Dance Floor discovery.</i></p>	→	
<p>WHAT?</p> <p><i>Describe the discovery. Tell what kinds of dinosaur tracks were found.</i></p>	→	
<p>WHEN?</p> <p><i>Identify and describe the prehistoric period during which the dinosaurs lived.</i></p>	→	
<p>WHERE?</p> <p><i>List the locations where the evidence of dinosaur life was found.</i></p>	→	
<p>WHY?</p> <p><i>Tell why the tracks were found together in large clusters. Explain what this discovery means.</i></p>	→	
<p>HOW?</p> <p><i>Explain how this discovery connects various places in the world in prehistoric times and in present day.</i></p>	→	



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- "(how To) Do the Hustle." *YouTube*. YouTube. Web. 22 Feb. 2016.
- "How to Make a Diorama." WikiHow. Web. 25 Feb. 2016.
- "Michael Jackson Best MoonWalk Ever!! [HD]." *YouTube*. YouTube. Web. 22 Feb. 2016.
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## NEXT GENERATION SCIENCE STANDARDS ALIGNMENT

Diorama Project

<b>3-LS1-1 From Molecules to Organisms: Structures and Processes:</b>		
	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	●
<b>Science and Engineering Practices - Developing and Using Models:</b>		
	Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.	●
	Develop models to describe phenomena.	●

## COMMON CORE STATE STANDARDS ALIGNMENT

English Language Arts Standards » Speaking & Listening

		Discussion Questions	Feel the Beat	Charades	Number Match	Diorama Project
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●		●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●			●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●			●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		●			●
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	●	●	●	●	●
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●	●
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		●			●
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●



## English Language Arts Standards » Reading: Literature

		Discussion Questions	Feel the Beat	Charades	Number Match	Diorama Project
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.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.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●				
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.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●				
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●				
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	●		●		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●				
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	●				
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.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	●				
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●				
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●				
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	●				
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	●				

## Standards for Mathematical Practice

CCSS.Math.Content.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				●	
CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.				●	
CCSS.Math.Content.K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.				●	
CCSS.Math.Content.K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.				●	

## English Language Arts Standards » Reading: Foundational Skills

		Discussion Questions	Feel the Beat	Charades	Number Match	Diorama Project
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			●	●	
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			●	●	
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●	
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			●	●	
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			●	●	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●	
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			●	●	
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●

## English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					●
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.		●	●		
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.		●	●		
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					●
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					●
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.		●	●		
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		●	●		

