

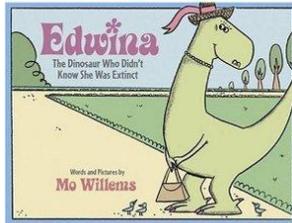
# Books to Treasure

[Edwina, the Dinosaur Who Didn't Know She Was Extinct](#)

By Mo Willems

2006

ISBN: 0786837489



## **English Language Arts**

Lesson Plan by Jennifer McQuade  
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**Summary:** Everyone in town knows Edwina. She is the dinosaur who plays with the kids. She is the dinosaur who helps little old ladies cross the street. And best of all, she bakes yummy chocolate-chip cookies. Everyone loves Edwina except for Reginald Von Hoobie-Doobie. Reginald knows dinosaurs are extinct and is ready to prove it. But will anyone listen? And if they do, what will happen to Edwina?

## **Reading Standard; for Informational Text K-5**

- # 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

## **Writing Standard; K-5**

- # 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- # 7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## **Speaking and Listening Standard; K-5**

- # 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Supplies:** Paper, pencils, art supplies, computers, old magazines

**Activity #1:** Talk about the different theories on why they dinosaurs became extinct. Divide the students into groups and have each group choose a theory. Each group can research their theory and present their findings to the class.

*Optional:* Direct students to Earth Science Explorer's [Dinosaur Floor](#) (found via the Tulsa City County Library [Kids](#) webpage under Learn and Explore – Science and Math - complete website list).

*Optional:* Have students create a powerpoint slideshow, a posterboard display, or create props to further explain their findings.

**Activity #2:**

Talk about the importance of listening. Have students write a short essay about a time someone listened to them and why it was important. Students can choose to share their essay with the class.

**Activity #3:**

Give students copies of a picture of Edwina's purse. Have students brainstorm about items Edwina might carry in her purse and why. The students can draw pictures or cut pictures out of magazines and glue them to the purse picture. Students can describe their items and explain why Edwina would carry them in her purse.