

# EDWINA: THE DINOSAUR WHO DIDN'T KNOW SHE WAS EXTINCT

## EDWINA: THE DINOSAUR WHO DIDN'T KNOW SHE WAS EXTINCT

by Mo Willems

Themes: Dinosaurs, Respect, School, Feelings

Ages: 4-7; Grades: PreK-2

Running Time: 7 minutes

### SUMMARY

Everyone in town knew Edwina. She was the dinosaur that played with kids, helped old ladies, and baked cookies for everyone. Not surprisingly, everyone loved Edwina. Everyone except Reginald Von Hoobie-Doobie, who KNOWS, for a fact, that dinosaurs are EXTINCT. As Reginald sets out to prove once and for all that Edwina is extinct, he learns some important lessons about kindness and caring.

### OBJECTIVES

- Students will develop their vocabulary.
- Students will identify character traits.
- Students will identify and create a collage of animals that are extinct.

### BEFORE VIEWING ACTIVITIES

Preview vocabulary words from the movie. Include the words extinct and protest. Use the following method to introduce and reinforce the words:

- Step 1: Write and say the word. Have students repeat orally.
- Step 2: Tell a short story or give a brief description of the meaning of the word.
- Step 3: Give students the opportunity to talk to each other to explain the meaning of the word in their own words.
- Step 4: Model drawing a picture that shows the meaning of the word.
- Step 5: Have students write the word and draw their own picture that helps them remember the meaning of the word. Students who are proficient writers can also write a definition in their own words.

After previewing the vocabulary, encourage students to watch and listen for the words in the movie. Give them the opportunity to add to or modify their drawings and/or definitions after viewing the movie. Introduce character traits to students. Define the term as, "ways that characters look and act." Model an example of listing the character traits of a character that all students are familiar with, or a real person that they all know. Then, give them the opportunity to list character traits about themselves.

Guiding questions:

- Describe how you look.
  - How do you act most of the time?
  - Do you have any special or unusual habits?
  - How do you like to spend your time?
  - What bothers you?
  - What is one word that someone else would use to describe you?
- Tell students that they will be watching a movie with two main characters, Edwina and Reginald. Encourage them to pay close attention to these two characters' traits. Revisit this conversation after viewing the movie.

### AFTER VIEWING ACTIVITIES

Review the lesson on character traits from the Before Viewing Activities. Use the Guiding Questions, or a more simplified graphic organizer to identify character traits for Edwina and Reginald. Below is an example of a possible graphic organizer:

	Edwina	Reginald
What he/she looks like		
How he/she treats others		
Special Qualities/Hobbies		
Words to Describe him/her		

As an extension after discussing the character traits, students can compare and contrast the characters or track how Reginald changed from the beginning to the end of the movie.

Read aloud some nonfiction books about dinosaurs. Prepare students by asking:

- What were dinosaurs?
- Do you think that Reginald was right about dinosaurs being extinct? Why do you think that?
- What different kinds of dinosaurs do you know about?
- What else do you know about dinosaurs?

After hearing students' responses, clear up any common misconceptions and read books aloud. Use the read alouds as a bridge to discussing other extinct animals from the time of dinosaurs. Discussion questions:

- How were animals from the past different from animals today? How were they similar?

- How was the earth different in the past? How was it similar?
- What animals from the past are **not** extinct today? What animals **are** extinct?

Culminate the discussion by providing students with pictures of extinct animals to cut out and to use in making a collage. Encourage students to add to the collage by drawing the animals' environment into the scene.

Build an interactive dinosaur habitat with the students. Before building, make a plan with the students. Guiding questions:

- What do dinosaurs need to survive?
- What do you think the earth looked like when dinosaurs lived on it?
- How can we make a model of a part of the earth that dinosaurs may have lived on?

Help students to create a habitat, following their plan. Cover the bottom of a large box or tray with dirt. Add in plant material or objects to represent plants and water or a picture of water. Add miniature dinosaur figures to the habitat. Be sure to include both meat and plant-eating dinosaurs. Allow students to explore and manipulate the habitat.

### OTHER RELATED TITLES FROM WESTON WOODS:

Danny and the Dinosaur, by Syd Hoff

Dinosaur Bones, by Bob Barner

The Dinosaurs of Waterhouse Hawkins, by Barbara Kerley, ill. by Brian Selznick

How Do Dinosaurs Eat Their Food? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Get Well Soon? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Go to School? by Jane Yolen, ill. by Mark Teague

How Do Dinosaurs Say Good Night? by Jane Yolen, ill. by Mark Teague

T is for Terrible, by Peter McCarty

### OTHER WESTON WOODS' TITLES BY / ABOUT MO WILLEMS:

Don't Let the Pigeon Drive the Bus!

Don't Let the Pigeon Stay Up Late!

Knuffle Bunny: A Cautionary Tale

Knuffle Bunny Too: A Case of Mistaken Identity

Knuffle Bunny Free: An Unexpected Diversion

Leonardo, the Terrible Monster

The Pigeon Finds a Hot Dog!

Getting to Know Mo Willems

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