



# DISTANCE LEARNING FOR FIRSTLINE STUDENTS

## PACKET #2

Start Date: Monday, March 30, 2020

GRADE:

K 1 2 ③ 4 5 6 7 8

CONTENT INCLUDED:

① ELA

MATH

SCIENCE

SOCIAL STUDIES

<b>Third Grade ELA</b>		
Day	Distance Learning Scope & Sequence	Books
Monday 3/30	Lesson 1	<b>The Dragons Are Singing Tonight</b> Day 1, pp. 6–7, 12–13, 18–19, and 30–31
Tuesday 3/31	Lesson 2	<b>The Dragons Are Singing Tonight</b> Day 2, pp. 16–17, 18–19, 26–27, 32–33, 34–35
Wednesday 4/1	Lesson 3	<b>The Dragons Are Singing Tonight</b> Day 3, pp. 12–15, 28–29
Thursday 4/2	Lesson 4	<b>The Dragons Are Singing Tonight</b> Day 4, pp. 12–13, 22–23
Friday 4/3	Lesson 5	<b>The Dragons Are Singing Tonight</b> Day 5, pp. 10–11, 16–17, 38–39
Monday 4/6	Lesson 6	<b>“Yuri and the Dragon” - part of this student packet</b>
Tuesday 4/7	Lesson 7	<b>Boy, Were We Wrong About Dinosaurs!</b> Day 1, pp. 1–9
Wednesday 4/8	Lesson 8	<b>Boy, Were We Wrong About Dinosaurs!</b> Day 2, pp. 10–21
Thursday 4/9	Lesson 9	<b>Boy, Were We Wrong About Dinosaurs!</b> Day 3, pp. 1–3, pp. 22–28

# KIPP: WHEATLEY

RIGOROUS READING. RICH WRITING.



## GRADE 3 MODULE 5 HANDOUTS Dragons, Dinosaurs & Quests, Oh My

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout: Tier 2 and Tier 3 Words<sup>1</sup>

**Directions:** As you read the text, use the table below for support.

### Lesson 1: *The Dragons Are Singing Tonight*, Day 1

TIER 2 WORDS	
<i>amiable</i>	(p. 6): nice
<i>tremble</i>	(p. 6): to shake from fear
<i>dread</i>	(p. 31): to be very afraid of

TIER 3 WORDS	
<i>turpentine</i>	(p. 19): a thin oil made from oil and resin and used as a paint thinner or to dissolve other substances
<i>phosphorus</i>	(p. 19): a chemical element; one of the common forms of phosphorus is a poisonous yellow solid that glows in moist air

### Lesson 2: *The Dragons Are Singing Tonight*, Day 2

TIER 2 WORDS	
<i>deeds</i>	(p. 20): acts or actions
<i>incalculable</i>	(p. 20): too great or large to be calculated
<i>lament</i>	(p. 27): an expression of sorrow or regret
<i>brute</i>	(p. 27): a cruel or unkind person (or dragon)
<i>repulsive</i>	(p. 27): disgusting
<i>despicable</i>	(p. 27): worthy of hatred
<i>ruthless</i>	(p. 27): cruel
<i>malevolent</i>	(p. 33): wishing or doing evil to others
<i>stratagems</i>	(p. 33): plans
<i>morsel</i>	(p. 33): a small bite
<i>douse</i>	(p. 33): to splash with water

TIER 3 WORDS	
<i>sabers</i>	(p. 27): heavy swords with one sharp edge, usually curved

<sup>1</sup> Source: Definitions adapted from <http://www.wordsmyth.net/>.

### Lesson 3: *The Dragons Are Singing Tonight*, Day 3

TIER 2 WORDS	
<i>maneuvers</i>	(p. 14): moves
<i>totters</i>	(p. 15): sways or rocks as if about to fall

TIER 3 WORDS	
<i>basin</i>	(p. 28): a type of container

### Lesson 4: *The Dragons Are Singing Tonight*, Day 4

TIER 2 WORDS	
<i>lair</i>	(p. 22): animal shelters, dens
<i>chorus</i>	(p. 22): a group of people (or dragons) that sing together
<i>exploits</i>	(p. 22): daring or courageous deeds
<i>cacophonous</i>	(p. 22): having a loud, sometimes unpleasant, mixture of sounds
<i>caches</i>	(p. 22): hiding places for treasure, especially in the ground

TIER 3 WORDS	
<i>treble</i>	(p. 22): the highest musical voice

### Lesson 5: *The Dragons Are Singing Tonight*, Day 5

TIER 2 WORDS	
<i>disparage</i>	(p. 10): to say bad things about someone or something
<i>derision</i>	(p. 39): mockery or ridicule

### Lesson 6: "Yuri and the Dragon"

TIER 2 WORDS	
<i>deserted</i>	(section 2): empty
<i>vain</i>	(section 3): having too much pride in one's appearance
<i>thrashed</i>	(section 3): gave a beating to, whipped
<i>fearlessly</i>	(section 3): without being afraid

TIER 3 WORDS	
<i>outskirts</i>	(section 4): the edges of a city or town

**Lesson 7: *Boy, Were We Wrong About Dinosaurs!*, Day 1**

TIER 2 WORDS	
<i>wise</i>	(p. 2): having understanding and good judgment about what is true or right
<i>ancient</i>	(p. 4): very old; from a long time ago
<i>waddle</i>	(p. 7): to walk using short steps while rocking from side to side
<i>clumsily</i>	(p. 7): awkwardly without physical grace or control
<i>graceful</i>	(p. 8): marked by beauty in movement

TIER 3 WORDS	
<i>tendons</i>	(p. 10): a cord or band of tough white tissue that connects a muscle with a bone or other body part

**Lesson 8: *Boy, Were We Wrong About Dinosaurs!*, Day 2**

TIER 2 WORDS	
<i>bask</i>	(p. 11): SEE READING EXIT TICKET
<i>lay</i>	(p. 19): SEE ASK TEXT-DEPENDENT QUESTIONS
<i>hatched</i>	(p. 20): SEE ASK TEXT-DEPENDENT QUESTIONS

TIER 3 WORDS	
<i>cold-blooded</i>	(p. 11): having blood whose temperature changes with the temperature of the air or water; animals such as fish, snakes, and lizards are cold-blooded
<i>warm-blooded</i>	(p. 11): having a body temperature that remains steady and warm, no matter what the outside temperature is
<i>blood vessels</i>	(p. 11): any of the tubes in the body through which the blood moves; arteries, veins, and capillaries are types of blood vessels
<i>vision</i>	(p. 17): SEE READ FOR DEEPER MEANING

**Lesson 9: *Boy, Were We Wrong About Dinosaurs!*, Day 3**

TIER 2 WORDS	
<i>gradually</i>	(p. 25): by small steps or degrees

TIER 3 WORDS	
<i>comet</i>	(p. 22): an object in space that travels around the sun; a comet is made up of dust and gas, and sometimes forms a long, bright tail
<i>asteroid</i>	(p. 22): a small, rocky, planet-like body that circles the sun

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson 1: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### *THE DRAGONS ARE SINGING TONIGHT*

Day 1	
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## Handout: Text-Dependent Questions for *The Dragons Are Singing Tonight*

**Directions:** Follow your teacher's directions to answer the questions in the table below.

### *THE DRAGONS ARE SINGING TONIGHT, DAY 1*

1	How does the illustrator suggest that dragons are both real and not real in "If You Don't Believe in Dragons"?	
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2	Who is the narrator of "Once They All Believed in Dragons" on pp. 38–39? How can you tell?	
3	What do you know about the narrator's ideas about dragons in "Once They All Believed in Dragons"? How can you tell?	
4	What did you learn about dragons by focusing on determining the narrator's point of view?	

## Lesson 2: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: *THE DRAGONS ARE SINGING TONIGHT*

Day 2	How does the dragon describe himself in "Nasty Little Dragonsong"?
	Does the narrator hope that the dragon will stay or leave his computer in "A Dragon Is in My Computer"?

## Lesson 2: Handout: Character Actions Move a Story Forward

**Directions:** Complete the table with information from the story.

Character	Action	What happened next?	Why was this important to the story?

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*THE DRAGONS ARE SINGING TONIGHT, DAY 2*

<p>How does the illustrator depict the narrator's actions in "A Dragon Is in My Computer"?</p>	
<p>What did you learn about "A Dragon Is in My Computer" by focusing on how actions move a story forward?</p>	

**EXIT TICKET:** In a short paragraph, explain how a character's actions in "I Have a Secret Dragon" affect what other characters do or feel. Use words such as *because*, *so*, and *since* to help you explain.

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## Lesson 3: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: *THE DRAGONS ARE SINGING TONIGHT*

Day 3	What is the mechanical dragon on pp. 14–15 made from?  According to “I Have a Dozen Dragons,” what do the narrator’s dragons look like?
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### Handout: Text-Dependent Questions for *The Dragons Are Singing Tonight*

**Directions:** Follow your teacher’s directions to answer the questions in the table below.

### THE DRAGONS ARE SINGING TONIGHT, DAY 3

Is “I Have a Dozen Dragons” a narrative poem? Why or why not?	
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What did you learn about the poems by focusing on details in the illustrations?

**EXIT TICKET:** Have students explain in three to four sentences what specific aspects of the illustration in “I Wish I Had a Dragon” on pp. 12–13 reveal about the dragon.

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## Lesson 4: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: *THE DRAGONS ARE SINGING TONIGHT*

Day 4	What are the dragons singing about in the poem?
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### Handout: Text-Dependent Questions for *The Dragons Are Singing Tonight*

**Directions:** Follow your teacher's directions to answer the questions in the table below.

### *THE DRAGONS ARE SINGING TONIGHT, DAY 4*

What words help you imagine the dragons' voice in "The Dragons Are Singing Tonight"?	
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What did you learn about "The Dragons Are Singing Tonight" by focusing on interpreting nonliteral language?

**EXIT TICKET:** Read the following sentence from the poem "The Dragons Are Singing Tonight:"  
**"But all of their voices are thunderous" in the poem**  
What does that sentence mean? Write your answer below.

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## Lesson 5: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: *THE DRAGONS ARE SINGING TONIGHT*

Day 5	According to p. 39, what happened to dragons the day people stopped believing in them?
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### Handout: Text-Dependent Questions for *The Dragons Are Singing Tonight*

**Directions:** Follow your teacher's directions to answer the questions in the table below.

### *THE DRAGONS ARE SINGING TONIGHT, DAY 5*

Who is the narrator?	
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Is the narrator a character in the poem?	
Does the narrator believe in dragons?	
What is the narrator's point of view about whether dragons are real?	

**THE DRAGONS ARE SINGING TONIGHT, DAY 5**

<p>How does the illustrator suggest that dragons are both real and not real in “If You Don’t Believe in Dragons”?</p>	
<p>Who is the narrator of “Once They All Believed in Dragons” on pp. 38–39? How can you tell?</p>	
<p>What do you know about the narrator’s ideas about dragons in “Once They All Believed in Dragons”? How can you tell?</p>	
<p>What did you learn about dragons by focusing on determining the narrator’s point of view?</p>	

**EXIT TICKET:** What does the narrator of "If You Don't Believe in Dragons" think about dragons? How do you know?

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## Lesson 6: Text: "Yuri and the Dragon"

*Adapted from a traditional Russian folktale*

### Section 1

A man named Yuri once lived on the plains of Russia, traveling all around the country selling medicine and beads. Yuri had six smart sons.

One day Yuri was told that a few towns away there was a person selling horses at a very good price. He put a piece of cheese and a slice of bread in a bag and made his way to that town to buy horses.

### Section 2

When Yuri arrived at the town, he was surprised to find it deserted. Suddenly, he heard a terrified voice warning him: "Run away, unless you want the dragon to eat you."

"Who is that?" asked Yuri.

"My name is Vestia," said an old, skinny man with a long beard.

"What is going on here?" asked Yuri.

"An evil dragon has eaten everything in town! Go far from here! Or you will suffer the same fate," warned Vestia.

"Don't worry," replied Yuri. "I am not afraid of dragons. If you do what I tell you to do, you won't get hurt. Stay hidden and don't say a word."

### Section 3

Soon the ground began to shake from the dragon's footsteps. The dragon was enormous and looked very hungry.

Yuri, who knew that dragons are vain and curious by nature, went up to him and respectfully greeted him, "Good day, king of the dragons."

The dragon was very proud to be greeted like that. He thrashed his tail, spread his wings to display the jeweled breastplate on his chest and bowed his head. "But I am simply a common dragon," he said.

“You are not common,” said Yuri. “You are the greatest, the most beautiful, and the most powerful dragon of all!”

“Yes,” admitted the dragon, “it is true that I am strong and I am beautiful. But who are you, standing before me so fearlessly?”

“I am the strongest human in the world,” replied Yuri.

“You are the strongest? Don't make me laugh!” said the dragon.

“But I am,” replied Yuri, “even though you doubt me.”

The dragon was very interested in Yuri, and picked up a stone and crushed it to powder to show his strength. “Can you can do the same?” asked the dragon, “since you are the strongest human?”

“That’s not difficult,” replied Yuri, “but can you squeeze water out of a stone?” And without letting the dragon see what he picked up from his pouch, he squeezed the piece of cheese until water trickled out between his fingers.

“Well,” thought the dragon, “he really is very strong. It would be better to have him as friend than an enemy.”

And to win the man's friendship, the dragon suggested, “Come and eat at my house. You are a very nice human and I would like us to be friends.”

“Sure, let’s go,” said Yuri. The dragon took Yuri to the cave where he lived.

#### **Section 4**

After they arrived, the dragon asked Yuri to go to the woods and bring back a tree to make a fire. Yuri tried, but his arms were not strong enough to uproot such big trees and bring them back to the cave. Then he had an idea and tied a group of trees together with rope. After a while, the dragon went onto the woods to find Yuri, who was tying the tree trunks carefully together.

“What are you doing?” asked the dragon.

“Well, I thought that if I bring back all the trees at once we will have wood for several days,” replied Yuri.

“Leave it,” said the dragon, “we don't want to cut down the whole forest.” The dragon was becoming more convinced of Yuri’s strength. “I'll take the trunk back home and you can bring

me a cow to cook. Behind the house, in the field, you will find herd of cows. Just make sure you choose the biggest."

Yuri set off for the field, and after a while the dragon found him tying all the cows together.

"What are you doing?" asked the dragon.

"Well I thought if I brought all the cows back, we could make a big stew," said Yuri.

"You have a strange way of doing things," said the dragon. "One cow will be enough. I'll take him back myself." The dragon took the biggest cow and cooked it. The two ate until they were full. After the feast, the dragon, who was in a good mood, offered to go with Yuri back to his house.

"Thank you, but I was thinking of buying some horses," replied Yuri.

"I have a beautiful horse I can sell you," said the dragon.

Yuri and the dragon made a deal and Yuri told the dragon he would pay him when they got to his house. They set out toward the town. During the journey, Yuri told the dragon that he had six sons who were also strong. When they reached the outskirts of the camp, Yuri's sons ran to meet him. When they saw the horse, they began to fight.

"You only brought one!" cried the youngest.

"It must be for me," shouted the oldest.

"No, no, I want it," argued the smallest.

Yuri looked at the dragon and said, "Didn't I tell you that they were strong?"

They are fighting over which one of them gets the dragon!"

The dragon was terrified. He was worried that the boys wanted to keep him as a toy or eat him. He worried that if they were as strong as their father, there was no possible hope of escape for him. The dragon quickly flew off in fear. Never again did he dare go near the Russian plains, where the people are so strong they fight over dragons.

## Lesson 6: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

**GIST ROUTINE**

**Ask yourself:** Is there a significant person or group of people? What was their experience?  
**Ask yourself:** Did an important event occur? What happened in this event?  
**Ask yourself:** Was there a specific location mentioned? What is its significance?

<i>GIST: YURI AND THE DRAGON</i>	
Day 6	<p>What type of text is “Yuri and the Dragon”?</p> <p>What does Yuri do when he learns about the dragon?</p>

## Lesson 6: Handout: Character Traits Graphic Organizer

**Directions:** Complete the chart about the character’s traits. Use the traits in the box for ideas or think of your own.

- |          |            |             |            |          |               |
|----------|------------|-------------|------------|----------|---------------|
| bold     | determined | generous    | joyful     | outgoing | serious       |
| brave    | eager      | graceful    | kind       | pleasant | smart         |
| calm     | fair       | helpful     | loving     | popular  | thoughtful    |
| clever   | friendly   | honest      | loyal      | quiet    | trustworthy   |
| creative | fun        | interesting | mysterious | reliable | understanding |
| curious  |            |             | nice       |          | welcoming     |

Identify an important character	Empty space for student response
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Character's Actions	
Is there a pattern to the character's actions?	
What might be one of the character's traits?	

**YURI AND THE DRAGON**

How does the author use exaggeration in "Yuri and the Dragon"?	
What did you learn about "Yuri and the Dragon" by focusing on describing a character?	

## Lesson 6: Exit Ticket : Character Traits Graphic Organizer

**Directions:** Complete the chart about the dragon in “Yuri and the Dragon.”

- |          |            |             |            |          |                   |
|----------|------------|-------------|------------|----------|-------------------|
| bold     | determined | generous    | joyful     | outgoing | serious           |
| brave    | eager      | graceful    | kind       | pleasant | smart             |
| calm     | fair       | helpful     | loving     | popular  | thoughtful        |
| clever   | friendly   | honest      | loyal      | quiet    | trustworthy       |
| creative | fun        | interesting | mysterious | reliable | understandin<br>g |
| curious  |            |             | nice       |          | welcoming         |

Identify an important character	
Character’s Actions	
Is there a pattern to the character’s actions?	
What might be one of the character’s traits?	

## Lesson 7: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: *BOY, WERE WE WRONG ABOUT DINOSAURS, DAY 1*

Day 7	What type of book is <i>Boy, Were We Wrong About Dinosaurs</i> ? How do you know?  Why did scientists think dinosaurs dragged their tails?
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## Lesson 7: Handout: Text-Dependent Questions for *Boy, Were We Wrong About Dinosaurs, Day 1*

**Directions:** Follow your teacher's directions to answer the questions in the table below.

### *BOY, WERE WE WRONG ABOUT DINOSAURS, DAY 1*

1	Why does the author include the illustration on p. 5? How does it help you understand what scientists learned?	
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2 Using details from the text and illustrations on pp. 1–5, tell how people’s ideas about dinosaurs changed.	
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**EXIT TICKET:** Explain how people’s ideas about dinosaurs changed using details from the illustration and text on pp. 6–7. Explain how the illustrations helped you understand what scientists learned.

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## Lesson 8: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: BOY, WERE WE WRONG ABOUT DINOSAURS, DAY 1

Day 8

Preview pp. 10–21 of *Boy, Were We Wrong About Dinosaurs!* What do you notice?

What idea did you have about dinosaurs that was proven incorrect in this text?

Do scientists think that dinosaurs are cold-blooded or warm-blooded?

## Handout: Text-Dependent Questions for *Boy, Were We Wrong About Dinosaurs*, Day 2

**Directions:** Follow your teacher's directions to answer the questions in the table below.

BOY, WERE WE WRONG ABOUT DINOSAURS!, DAY 2	
1	How does the illustration on p. 19 show something scientists have learned about dinosaurs?
2	What does the word <i>vision</i> mean on p. 16?
3	Determine the meaning of the word <i>lay</i> using clues in the text and illustration.

4	What does the word <i>hatched</i> mean on p. 19?	
5	What did you learn about the text by focusing on defining unknown words?	

**Lesson 8: EXIT TICKET: SELECTED-RESPONSE QUESTION:**

What does word *bask* on p. 10 of *Boy, Were We Wrong About Dinosaurs!* mean?

- A. lie in warmth
- B. sleep
- C. bathe
- D. ask questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Lesson 8: Handout: Gist Anchor Charts

**Directions:** Write the gist for each section of the text.

### GIST ROUTINE

**Ask yourself:** Is there a significant person or group of people? What was their experience?

**Ask yourself:** Did an important event occur? What happened in this event?

**Ask yourself:** Was there a specific location mentioned? What is its significance?

### GIST: BOY, WERE WE WRONG ABOUT DINOSAURS, DAY

Day 9	According to p. 25, what animals today could be considered “living dinosaurs”?
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**Directions:** Follow your teacher’s directions to answer the questions in the table below.

### BOY, WERE WE WRONG ABOUT DINOSAURS!, DAY 3

1	How do you know that <i>Boy, Were We Wrong About Dinosaurs!</i> is an informational text?	
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2	What is the main topic of these pages?	
3	What did scientists used to think was the reason dinosaurs died? How does this support the main idea that scientists were wrong about dinosaurs?	
4	What did you learn about dinosaurs by finding how key details support the main idea?	

Name:

Date:

**EXIT TICKET: SELECTED-RESPONSE QUESTIONS:** In a two-part selected response identify the main idea of *Boy, Were We Wrong About Dinosaurs!* and the key details that support it.

Part A: What is the main idea of *Boy, Were We Wrong About Dinosaurs!*?

- A. Scientists believe that birds evolved from dinosaurs.
- B. Long ago, ancient Chinese believed that dinosaurs were dragons.
- C. Scientists used to think that large dinosaurs were gray, like elephants.
- D. Modern science has identified many ways we were wrong about dinosaurs.

Part B: Which of these key details supports the main idea from Part A?

- A. Lizards lay their eggs on the ground.
- B. Scientists have discovered dinosaurs that had feathers.
- C. Fossils of many kinds of small dinosaurs have been found recently.
- D. An asteroid might have hit Earth and set off fires and tidal waves.