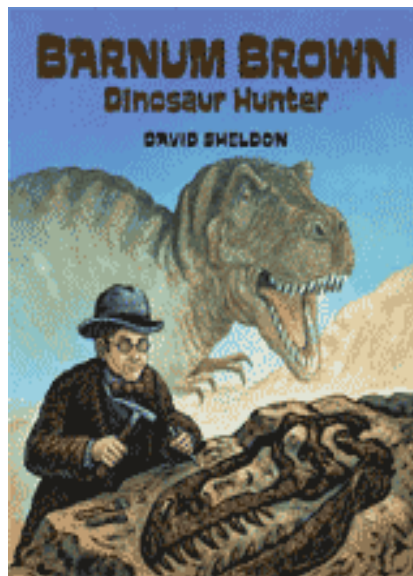


YHBA Novel Resource 2009-2010  
For the picture book,

**Barnum Brown**  
**Dinosaur Hunter**



**Written and Illustrated by David Sheldon**

**Published by Walker & Company**  
**[www.walkeryoungreaders.com](http://www.walkeryoungreaders.com)**

**Copyrighted 2006**

## About the Author and Illustrator



David Sheldon's website  
([www.davidquentinsheldon.com](http://www.davidquentinsheldon.com))

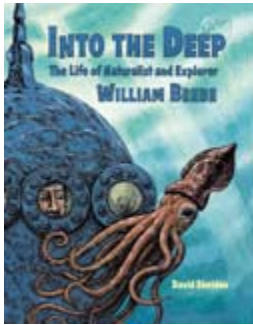
David Sheldon began his illustrating career as a child drawing pictures for other children. They especially liked the scary monsters that he would draw. He still draws monsters in his little monster books which he publishes under his middle name of Quentin.

If monsters aren't your thing, you'll be happy to know that as a child, David Sheldon was also interested in science and exploring. As an adult, this interest from childhood has led him to author & illustrate his first book, Barnum Brown: Dinosaur Hunter.

David Sheldon currently lives in North Carolina with his wife, Margit and their children, William, Sarah, and Christopher. He has an art studio in Etowah, North Carolina where he

provides private art lessons. He also serves an adjunct art professor at Brevard College in Brevard, NC.

## Other books written & illustrated by David Sheldon



**Title:** Into the Deep:  
The Life of  
Naturalist and  
Explorer, William  
Beebe  
**Author:** David Sheldon  
**Publisher:** Charlesbridge,  
Fall 2009

**\*A Junior  
Library Guild  
Selection**



**Title:** Monster Halloween  
**Author:** Quentin (aka David Sheldon)  
**Publisher:** Harper Festival, Fall 2006

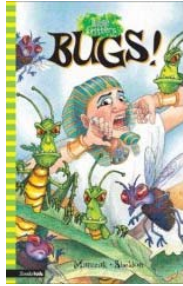
## Other Books illustrated by David Sheldon



**Title:** Guess Who?  
**Author:** Diane Namm  
**Publisher:** Scholastic



**Title:** Bible Critters: Spiders!  
**Author:** Pat Matuszak  
**Publisher:** Zondervan Publishing Co.



**Title:** Bible Critters: Bugs!  
**Author:** Pat Matuszak  
**Publisher:** Zondervan Publishing Co.

**David has done illustrations for the following  
Educational Publishing Companies' leveled readers  
and trade books:**

Houghton Mifflin  
Harcourt  
Wendy Pye Ltd.  
Learning Resources Incorporated  
Scott Foresman Inc.  
MacGraw Hill Inc.  
Sopris West Publishers  
American Bible Society  
Mondo Publishing  
Brown Publishing  
Hamptown Brown Publishers  
Sundance Publishers

**David Sheldon has illustrated for the following  
magazines:**

Weekly Reader Corporation,  
Weekly reader Grade K:  
Ladybug Magazine

**Awards & Nominations for Barnum Brown: Dinosaur  
Hunter**

**\*Star review Booklist  
\*CBC/NSTA Outstanding  
Tradebook**

**Annotation**

As a child, illustrator David Sheldon liked to pretend that he was an explorer and scientist. In his first turn as an author, Mr. Sheldon gets to use those experiences from his childhood play to write his first children's book about a famous explorer and paleontologist named Barnum Brown. Mr. Sheldon begins his story by introducing us to an infant who is named after the famous showman, P.T. Barnum because his parents expected exceptional things from him.

Barnum Brown does live up to his name as we follow him on several of his digging expeditions from his long career. We see him make some exciting discoveries of never before seen dinosaur fossils. Quite the showman in his own right, Mr. Brown attends these digs in a proper hat, tie, and fur coat! We learn about the second Great Dinosaur Rush and how Barnum Brown participated in this and thus, provided our modern world with many of the dinosaur skeletons we still study today. Mr. Brown lived a long and productive life as a dinosaur hunter and even in his old age found that he could stay close to his "children" by giving tours of his fossils when he could no longer hunt for them.

Adults and children will enjoy the illustrations Mr. Sheldon created for this book by using ink, gouache, and acrylic paint. These pictures show us the kind of land and vast spaces where one might find dinosaur fossils if they were hunting for them. David Sheldon also helps the reader visually identify what type of dinosaur bones Barnum Brown is looking at in most of the pictures. He does this by painting a picture of the actual dinosaur in the background of an illustration with the fossils being found in the foreground. If you look even closer, the dinosaur is often in the same position that Barnum Brown is at the time of the fossil find. What a treat for the eyes!

## Genre

Biography, Paleontology, Dinosaurs, Fossils

## Point of View

Third Person

## Theme

Dinosaurs, Fossils, Paleontology, enjoying your work

The theme of this book is the life of the man named Barnum Brown.

His parents wanted him to have an exceptional name, so he was named "Barnum" after the showman, P.T. Barnum. The mysteries of dinosaurs captured his attention at a young age and led Barnum to a life of dinosaur fossil hunting and paleontology. What started out as a childhood passion led to a long and satisfying career for Barnum Brown.

I feel the book is appropriately titled, Barnum Brown: Dinosaur Hunter because that is how Barnum Brown lived his life and followed his passion.

# Conflict

External Conflict - All the museums at that time (the early 1900s) wanted their own dinosaur exhibits. Soon, there became a race to see which museum's fossil hunters could find the most fossils. The Canadian Government hired Charles H. Sternberg to compete with Barnum's team.

# Conflict Resolution

Sternberg's fossil team went to work in the same area as Brown's team. Having the two teams near each other created a friendly rivalry that pushed each team to work harder and faster than the other.

# Characters

**Barnum Brown** - The main character who loved exploring as a child in Kansas. He was named after P.T. Barnum. He studied Paleontology and went to New York City to work for the American Museum of Natural History. They sent him in search of fossils. He loved hunting for fossils and often wore a stylish hat, tie, and fur coat while he worked

**William Brown** - Barnum's father

**Clara Brown** - Barnum's mother

**Henry F. Osborn** - Director of the American Museum of Natural History in New York City. Barnum went to work for Mr. Osborn. Henry would assemble the bones that Barnum sent to the museum.

**Charles H. Sternberg** - A noted dinosaur hunter in his own right. He is the father of George, Levi, and Charles Jr. The Sternberg family competed against Barnum in Western Canada to try and find the most fossils. This competition heralded the Second Great Dinosaur Rush.

**George Sternberg** - A son of Charles H. Sternberg. He helped his father race to find dinosaur fossils in Western Canada against Barnum Brown.

**Levi Sternberg** - A son of Charles H. Sternberg. He helped his father race to find dinosaur fossils in Western Canada against Barnum Brown.

**Charles Jr.** - A son of Charles H. Sternberg. He helped his father race to find dinosaur fossils in Western Canada against Barnum Brown.

## Setting

The story begins with Barnum Brown's birth in Kansas in the year 1873. The story follows him to New York City, the "Badlands" of the Western United States and Canada, Como Bluff in Wyoming, Eastern Montana, the Red Deer River in Western Canada, and finally, back to New York City. Barnum Brown's life story runs from 1873 - 1963.

## Interest Level

Grades 1<sup>st</sup> - 3<sup>rd</sup> Perma-Bound Resource

## Reading Level

6.5 Perma-Bound Resources

## BookTalk

Giant Dinosaurs roamed the Earth millions of years ago. Do you ever wish that you could have lived in the time of dinosaurs? Would you like to go exploring for dinosaur fossils? Readers of David Sheldon's book, Barnum Brown: Dinosaur Hunter get to follow along on several of Barnum Brown's fossil expeditions throughout his life. You'll get to find new dinosaur types with Mr. Brown and experience

what life as the explorer was like. If you want to learn more about a normal boy from Kansas who grew up to be one of the greatest dinosaur fossil hunters in the world then read, Barnum Brown: Dinosaur Hunter!

## Discussion Questions

### Pre-reading:

Have you ever thought about something that you love to do right now in your life that you could make it into your career? What is it?

Have you ever wondered what it would be like to discover fossils of dinosaur bones?

### During reading:

Page 2 - Have you ever found fossils while you were playing?

Pages 3-4 - Do you like to imagine what things are like after you read about them?

Could you imagine coming face to face with a real dinosaur?

Page 6 - Have you ever been to a museum and seen dinosaur bones?

Can you imagine what it would be like to work in a museum and touch and feel all these great discoveries?

Page 8 - Do you think it is easier to find dinosaur bones now than in Barnum Brown's era? Why or why not?

Page 10 - Do you think putting together a dinosaur's skeleton would be like putting together a puzzle?

Page 11 - Why do you think Barnum wore a fur coat while digging for dinosaurs?

Page 14 - Why do you think all the museums wanted dinosaur bones to display?

Page 15 - What do you think caught Barnum Brown's eye?

Page 16 - Look at the way the dinosaur is standing behind Barnum Brown, are they standing the same way?

Page 18 - Can you guess what type/the name of the dinosaur Barnum Brown discovered?

Page 19 - Why do you think the audience would gasp when they saw the new T-rex display?

Page 22 - What is a Dinosaur Rush?

Page 24 - Look at the dinosaur in this picture, is he standing the same way as Barnum Brown?

Pages 25-26 - Why do you think the dinosaurs all have different things on top of their head? What might these do for the dinosaurs?

Page 27 - Why do you think Barnum Brown called these dinosaur fossils his "children"?

Can you imagine working somewhere for 66 years?

### **After reading:**

Do you think dinosaur fossils should be left in the ground or dug up and put on display? Why?

Do you think finding fossils would still be an exciting job today?

Has anyone ever seen any of Mr. Brown's fossils at the American Museum of Natural History in New York City?

## Language (Spelling & Vocabulary)

**Showman** (page 1) - A person who does things in a dramatic way or showy.

**Exceptional** (page 1) - unusually excellent, superior, rare instance

**Exploring** (page 2) - to travel or look closely at for the purpose of discovering something, in this case-fossils

**Fossils** (page 2) - the bones from a dinosaur's skeleton

**Rivalry** (page 3) - A competition between groups.

**Stegosaurus** (page 4) - A plant eating dinosaur having a double row of upright bony plates along the back, long hind legs, a short neck, and a relatively small head.

**Paleontology** (page 6) - The science of studying other life forms from other times in history through the fossils of plants and animals.

**Specimens** (page 6) - An item used as an example of how something in a larger group is or can be. A dinosaur on display in a museum is a specimen of dinosaurs as a group.

**Forbidding** (page 7) - dangerous, threatening

**Ancient** (page 7) - very old, ancient

**Extraordinary** (page 9) - beyond what is usual or normal, exceptional amount

**Burlap** (page 9) - a plain-woven, coarse fabric of jute or hemp

**Plaster** (page 9) - a paste made out of lime, water, fibers, and sand that when applied to walls and such forms a hard layer. Walls can be plastered.

**Quarry** (page 11) - A pit where something is taken out, in this case, fossils. Another example is a stone quarry.

**Sandstone** (page 11) - A common sedimentary rock formed by compression

**Apatosaurs** (page 12) - A plant eating dinosaurs with a large body, long neck, long tail, and small head

**Apatosaurus** (page 12) - The same thing as an apatosaur listed above

**Triceratops** (page 14) - A dinosaur with a bony crest on its back, long horns over each eye, and a smaller horn over its nose.

**Awe** (page 15) - Showing awe which is reverence or amazement

**Enormous** (page 15) - greatly bigger than the normal size

**Exposing** (page 17) - to uncover and present for viewing

**Ferocious** (page 18) - extremely cruel or vicious

**Predator** (page 18) - Something that eats other living things

**Tyrannosaurus Rex** (page 19) - The name means tyrant lizard king. This is a type of dinosaur that lived 65 million years ago. It is commonly called the T. Rex.

**Gasps** (page 19) - short, sudden breath in that shows shock or surprise

**Sensation** (page 19) - An excited feeling or interest in something by the general public

**Flatboat** (page 21) - A large, flat-bottomed boat used in shallow water especially rivers

**Steep** (page 21) - Very high, almost vertical walls or incline

**Saurolophus** (page 24) - This means "lizard crest." These dinosaurs were large and duckbilled with a crest on its head.

**Albertosaurus** (page 25) - This means Alberta lizard. These are large dinosaurs that walked upright on 2 feet and had 2 smaller fingered hands as well.

**Corythosaurus** (page 26) - This term means helmet lizard. These dinosaurs were duckbilled with a crest on top of its head that looked like a helmet.

**Styracosaurus** (page 26) - This word means spiked lizard. It had four to six long horns coming out from its [neck frill](#), a smaller horn on each of its cheeks, and a single horn protruding from its nose.

**Edmontonia** (page 26) - An armored dinosaur that was bulky and tank like closer to the ground in height than other dinosaurs.

**Competition** (page 27) - The process of trying to win or do better than others.

**Beloved** (page 27) - Someone or something that is loved very much.

**Affectionately** (page 27) - Showing love for something.

# Indiana Standards Met by Novel Content

## Kindergarten

English/language Arts - K.1.1, K.1.2, K.1.3, K.2.1, K.2.2, K.2.3, K.3.3, K.3.5,

## First Grade

English/Language Arts - 1.2.1, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.7.7

## Second Grade

English/Language Arts - 2.1.3, 2.2.11, 2.2.2, 2.2.4, 2.2.5, 2.2.9, 2.2.10

## Third Grade

English/Language Arts - 3.1.1, 3.1.2, 3.1.3, 3.1.6, 3.1.7, 3.2.9, 3.2.2, 3.2.3

## Anticipation Statement

Before		<u>Barnum Brown: Dinosaur Hunter</u>	After	
agree	disagree		agree	disagree
		By David Sheldon		
		A dinosaur hunter hunts real dinosaurs.		
		It is easy to find dinosaur fossils.		
		Barnum Brown discovered the first T. Rex fossil.		
		You can dig out dinosaur fossils easily.		
		Barnum is Mr. Brown's nickname.		
		Mr. Barnum called his dinosaur finds his children		

## Art Medium

A. The media used in this book is a mixed media of India ink, gouache, and acrylic paint on 140 lb. coldpress watercolor paper.

**B.** When using ink, an illustrator can use a pen, sponge, brush, or their fingertips to apply it. Ink can be used to make details clear and bold, as well as, the picture as a whole.

Gouache paint is a water color paint that you can't see through like traditional water color paints. It is a thicker paint like poster paint. An artist will use it when they don't want color to show through.

Acrylic paint is used instead of oil paint because it doesn't require as much drying time between layers/coats of paint, but still gives a bold color. Also, Acrylic paint can be thinned with water so that the colors may be painted on like watercolor paint. However, once dried you cannot add a new wet layer to the dry area to create new colors or blends.

**C.** I think Mr. Sheldon used three types of media in order to create vast landscapes to give you a sense of the land Mr. Brown was searching. Plus, he wanted to create almost dreamlike dinosaurs watching over Mr. Brown's discoveries. So that as a dinosaur is discovered, you see its bones in the foreground and the way it actually looked in the background. It is also interesting to note that in most of the pictures with a dinosaur in the background, the dinosaur is positioned exactly as Mr. Brown is in the picture.

D. I think that while using three different mediums allowed Mr. Sheldon to create vast landscapes, and dreamlike dinosaurs the pictures do not provide specific details or intricacies of a dinosaur. He provides you with a general feel and texture in his pictures of each person or thing you view. I think he is going for an overall feeling in each of his pictures rather than individual intricacies.

## Read-Alikes

If you like this book by David Sheldon, you might like this book by him:  
[Into the Deep: The Life of Naturalist and Explorer William Beebe](#)

If you liked this book about fossils, you might also like these books:

Barton, Byron (1990). [Bones, bones, dinosaur bones](#). New York: Thomas Y. Crowell.

Carrick, Carol (1989). [Big old bones: A dinosaur tale](#). New York: Clarion Books.

Day, Marie (1992). [Dragon in the rocks: A story based on the childhood of early paleontologist Mary Anning](#). New York: Owl Books.

Gibbons, Gail (2005). [Dinosaur discoveries](#). New York: Holiday House.

If you liked learning about Barnum Brown, you might like this book:

Kurtz, Jane (2004). *Mister Bones: Dinosaur Hunter*. Aladdin Publishing.

## Across the Curriculum Connections

### Activity One

### A science activity

# What Teeth Tell Us

Activity for Grades K-4

## Introduction

In the Hall of Ornithischian Dinosaurs at the American Museum of Natural History, robotic dinosaur skulls demonstrate how the dental adaptations of plant-eating dinosaurs worked. They show that as teeth wore down, new teeth grew to replace them. Paleontologists can tell a lot from the size of a dinosaur's skull and from the teeth in it. If the skull has powerful jaws and long, sharp teeth, then the dinosaur was most probably a meat-eater, a carnivore. The teeth were used to rip apart meat. Wide, flat teeth with ridges indicate that the dinosaur was a plant-eater, a herbivore. The teeth were used to mash and grind tough vegetation.

## Objective

This activity will introduce students to teeth and help them differentiate between the teeth of meat-eaters and plant-eaters.



## Materials

- Pictures of plant-eating and meat-eating animals (from nature magazines and calendars)
- Staple removers (one per group)
- Cotton balls
- Flat rocks (two per group)
- Leaves
- **What Teeth Tell Us** duplicated for each student
- Crayons
- Small mirrors

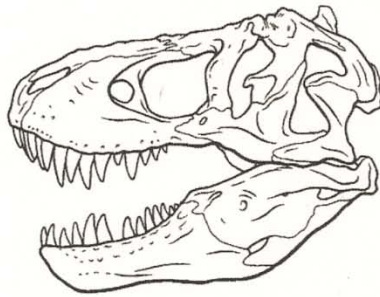
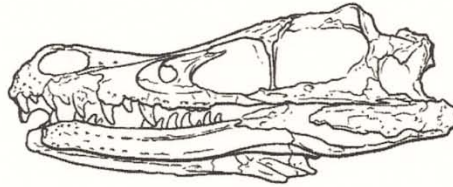
## Procedure

1. Display the pictures of the animals, one at a time, to students. For each animal, ask students to describe the teeth. Ask them to name a food the animal might eat. Use questioning to elicit answers, leading students to the conclusion that long, sharp teeth are associated with meat-eaters and flat, blunt teeth are associated with plant-eaters. Tell students they are going to experiment to learn how the teeth of animals help the animals eat their food.
2. Have students work in small groups. Distribute the staple removers, cotton balls, rocks, and leaves to each group. Model what students are to do. Display the staple remover and tell students it represents the sharp teeth of a meat-eater. Show them how the staple remover works. Tell them the cotton balls represent meat. Display the rocks and tell students they represent the flat, grinding teeth of a plant-eater. Show them how the two rocks work by grinding them together. Tell them that the leaves represent plants. Have students experiment "eating" the cotton balls and leaves using the stapler remover and rocks. Have students determine which set of teeth worked best for each food. Then have students use the mirrors to examine their own teeth to identify what kind of teeth they have. Call on groups to share their findings. Students should conclude that they have both sharp, biting teeth and flat, grinding teeth. Point out to them that they are both meat-eaters and plant-eaters.
3. Distribute **What Teeth Tell Us** to students. Have them complete the exercise. (Answers: top left, herbivore; top right, carnivore; bottom left, carnivore; bottom right, herbivore.)

# What Teeth Tell Us

Name \_\_\_\_\_ Date \_\_\_\_\_

Color the dinosaurs that eat meat blue. Color the dinosaurs that eat plants green.



This basic fossil activity was found at the American Museum of Natural History's website. The link for this activity can be found at

[http://www.amnh.org/education/resources/card\\_frame.php?rid=1186&rurlid=1123](http://www.amnh.org/education/resources/card_frame.php?rid=1186&rurlid=1123)

The American Museum of Natural History's website is <http://www.amnh.org/education/resources/index.php>

I think this activity would be a wonderful way for students to get hands on experience figuring out that a dinosaur's fossils can teach us a lot about the dinosaur itself.

## **Indiana State Standards Met by this Activity**

### **Kindergarten**

**Science** - K.1.1, K.1.2, K.6.1,

### **First Grade**

**Science** - 1.1.1, 1.1.2, 1.1.3, 1.2.6, 1.2.7, 1.4.3, 1.4.4, 1.6.1

### **Second Grade**

**Science** - 2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.4.1

### **Third Grade**

**Science** - 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.6, 3.4.1, 3.4.2, 3.4.5

# Across the Curriculum Connections

## Activity Two

### Science

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

# PALEONTOLOGY PUZZLE

## What You Need

- 2 pages of dinosaur puzzles
- 2 pairs of scissors
- 1 stopwatch or clock

## What You Do

1. Cut the puzzles into pieces along the dotted lines. Keep the pieces for each dinosaur separate. Throw away the scraps.
2. Have each partner practice making each dinosaur puzzle.
3. Mix up the pieces of one dinosaur. Have one partner put the dinosaur together while the other one times the assembly. Record the time in the chart.

Name	Time to make the first dinosaur		Time to make the second dinosaur		Add the times		Time with both dinosaurs mixed up	
	min.	sec.	min.	sec.	min.	sec.	min.	sec.

4. Repeat this for each partner. Record the times in the chart.
5. Do this again for the second dinosaur. Record the times in the chart.

6. Add the times for the two dinosaurs to see how long it takes to make both dinosaurs.

7. Do you think it will take you more or less time to make the dinosaurs if the pieces from both were mixed together?

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8. Now test your prediction. Mix the pieces from both dinosaurs together. Have each partner make the two dinosaurs while the other partner times him or her. Record the time in the table.

### Think About It

Did it take you longer to assemble the two dinosaurs when they were done one at a time or when they were mixed up together?

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Would it be easier for a paleontologist to recreate a dinosaur if she or he found the bones from just one animal or if the bones of more than one animal were mixed together?

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[Go To Table of Contents](#)

Last Update: July 20, 1997

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## **Indiana Standards met by Activity**

### **Kindergarten**

**Science – K.1.1, K.1.2, K.2.1, K.2.2**

### **First Grade**

**Science -1.2.1, 1.2.2, 1.2.7**

### **Second Grade**

**Science -2.1.5, 2.1.6, 2.5.4**

### **Third Grade**

**Science – 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.2.1,**

# Book Activities

## Activity 1 Small group activity

### Materials:

Gather several dinosaur books for each group. Some examples that might be found in your school library or local library follows:

The World of Dinosaurs by Michael Benton

The Best Book of Dinosaurs by Christopher Maynard

Dinosaurs Everywhere by Carol Sumerel Harrison

First Dinosaur Encyclopedia by DK Publishing

The internet would be another good resource for researching.

### GOAL of the Activity

Have each student group research some information on each of the different types of dinosaurs found in Barnum Brown: Dinosaur Hunter. Then have each group present their findings, so that the whole class can learn more about the dinosaurs discussed in the book.

Step 1:

Assign each group a dinosaur from the following list:

**Edmontonia**

**Styracosaurus**

**Corythosaurus**

**Albertosaurus**  
**Saurolophus**  
**Tyrannosaurus Rex**  
**Triceratops**  
**Apatosaurus**

**Step 2:**

Have the group record their findings.

Name of dinosaur \_\_\_\_\_

What does the name given to the dinosaur mean?

---

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Do you know what year the first fossil of this type was discovered? \_\_\_\_\_

Who was the first person to discover this type of fossil?

---

How big was this dinosaur? \_\_\_\_\_

---

Was it a plant eater or a meat eater?

---

Does it have any special physical features that make it look different than other dinosaurs? Please explain.

---

---

---

Did it walk on 2 legs or 4? \_\_\_\_\_

**Step 3:**

Please draw a picture of your dinosaur to share with the class.

**Step 4:**

As a group, decide what each person will speak about during the presentation.

**Indiana Standards Met by Activity**

**Kindergarten**

**English/Language Arts** - K.4.3, K.4.7, K.5.1, K.7.2, K.7.3

**Science** - K.2.2,

**First Grade**

**English/Language Arts** - 1.2.3, 1.2.5, 1.4.1, 1.4.5, 1.5.2, 1.5.4, 1.7.4, 1.7.5, 1.7.10

**Science** - 1.1.1

## **Second Grade**

**English/Language Arts** - 2.2.4, 2.2.5, 2.2.7, 2.4.6, 2.4.7,  
2.5.5, 2.5.6, 2.5.8, 2.7.5, 2.7.6, 2.7.7, 2.7.9, 2.7.12, 2.7.11,  
2.7.14

**Science** - 2.1.3,

## **Third Grade**

**English/Language Arts** - 3.1.7, 3.2.1, 3.2.3, 3.2.6, 3.4.4,  
3.4.6, 3.4.7, 3.4.8, 3.5.4, 3.5.5, 3.5.8, 3.7.5, 3.7.6, 3.7.8

# **Activity 2**

## **Individual activity**

### **Materials needed:**

Paper or journal, & writing material

Give the students the following writing prompt to be written as either a journal write or separate writing piece.

"In the book, Barnum Brown: Dinosaur Hunter, we read that Barnum had a passion for finding fossils as a child. This passion stayed with him his whole life and led to his career in paleontology. If you were to look at your life right now, what do you feel is your favorite thing to do/your passion? After you write about what this is, tell us what kind of career/job this might lead you to do later in life. "

## Indiana Standards Met by Activity

### Kindergarten

English/Language Arts - K.4.1, K.4.3, K.4.4, K.4.5, K.5.1,  
K.6.1, K.6.2,

### First Grade

English/Language Arts - 1.5.4, 1.6.1 - 1.6.8,

### Second Grade

English/Language Arts - 2.4.2, 2.5.5, 2.6.1 - 2.6.9

### Third Grade

English/Language Arts - 3.4.3, 3.4.9, 3.5.2, 3.5.4, 3.6.1-  
3.6.8

## Bibliography

Walker & Company Publishing  
[www.walkeryoungreaders.com](http://www.walkeryoungreaders.com)

David Sheldon's Author page at Walker & Company Publishing  
[http://www.walkeryoungreaders.com/authors\\_and\\_illustrators/index.php?cmd=showtitles&author\\_id=443&author\\_name=David%20Sheldon&author\\_type=1](http://www.walkeryoungreaders.com/authors_and_illustrators/index.php?cmd=showtitles&author_id=443&author_name=David%20Sheldon&author_type=1)

David Sheldon's website  
<http://www.davidquentinsheldon.com/>

David Sheldon's bio page  
<http://www.davidquentinsheldon.com/Bio.html>

David Sheldon Biography and book list from the Herman Agency  
[http://www.hermanagencyinc.com/david\\_sheldon.htm](http://www.hermanagencyinc.com/david_sheldon.htm)

Fossil activity from the American Museum of Natural History in New York City  
[http://www.amnh.org/education/resources/card\\_frame.php?rid=1186&rurlid=1123](http://www.amnh.org/education/resources/card_frame.php?rid=1186&rurlid=1123)

Other fossil lesson plans from the American Museum of Natural History in New York City  
[http://www.amnh.org/education/resources/exhibitions/dinosaurs/fossil\\_basics.php](http://www.amnh.org/education/resources/exhibitions/dinosaurs/fossil_basics.php)

Paleontology Puzzle worksheet and lesson plan  
<http://web.archive.org/web/20040604225635/www.galaxy.net/~k12/dinos/mixing.shtml>

Reading Levels found at Perma-Bound  
[www.perma-bound.com](http://www.perma-bound.com)

Indiana State Standards  
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Read-Alike information from Miami University  
<http://www.lib.muohio.edu/pictbks/search/alpha.php>