Teacher Key:

1. Hand out lab sheet and bones to each group. Ask the groups to study the bones and start thinking about how it could be put together.

2. Pass out scissors. Have everyone in the group help cut out the bones. Some one can cut the bones into a few for each group member.

3. Once the bones are cut out, the group starts to assemble the bones on the table top. Encourage discussion of alternate ways to arrange the bones.

4. Once they have agreed on an arrangement, they should glue them onto a large piece of paper. They will be drawing around this so be sure there is extra room on the paper.

5. The next step is to have them draw around the bones and try to reconstruct the body of the animal. Make sure they color and describe the features they put in

6. They should also sketch the animal on their lab sheet, adding fur or scales or skin, whatever they’ve decided as a group.

7. Then they can work on the Summary Questions.

8. Finally, have each group share with the whole class what they figured the creature to be, and see how many were the same, and how many different interpretations were made.

STUDENT WORKSHEET QUESTIONS: **ANSWERS MAY VARY**

1. Did you make any assumptions at the beginning of the activity that slowed you down in putting the bones together? \_\_\_\_\_\_ Explain:

2. Did any of your group members resist the group’s ideas? \_\_\_\_\_ Explain:

3. Did any information from another group influence your construction? \_\_\_\_\_ If so,

what?

4. What did your group you say about how and where this animal lived?

5. What did this animal eat?

6. How big was it?

7. Where did it live and when?

8. This animal was a(n) \_\_\_\_\_\_\_\_\_\_\_\_. We know this because:

9. How close to reality was your construction?

10. How is it possible for scientists to do studies about things that happened millions of years ago?