

DIGGERY DIGGER'S
ROCK 'N ROAR
DINO SHOW

Study Guide For Pre K- 4th Grades

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About The Program

While Paleontologist Diggery Diggers is showing his fossils to a live audience, he discovers a “top secret” box the museum accidentally packed. Curious, Diggery opens the box and unleashes the DinoSauroScope 3000 or DINA taking the audience back into time to interact with dinosaurs. All is well until they use DINA on a large dinosaur egg. The egg hatches and a terrible thing happens. The dinosaurs in museums around the world start to come alive! The only way to stop this dinosaur regeneration is to return the baby dinosaur back to it's mother. Come along for a rocking dino adventure with Diggery and save the human race.

The show has incredible props including large interactive animated characters, dinosaur bones, a giant dinosaur egg and beautiful puppets. Combined with intriguing magic and rocking music, this is the Story Ship's most memorable adventure. Audience members constantly interact by digging up fossils, scanning with the DINA, helping solve puzzles and singing songs.

Artist Bio

Sean Driscoll's has thrilled audiences with educational workshops and performances of interactive animation, music, storytelling, theater, comedy and magic for thirty years. This unique combination makes their performances and workshops truly original. His company, The Story Ship, has artists performing regularly throughout the United States in theaters, schools, libraries, resorts, after school programs, and festival settings. They reach tens of thousands of children and adults each year through hundreds of residencies, workshops and performances.

Technical Requirements

12' stage area, 1 table and two electrical outlets. We bring everything else including sound equipment.

Set Description

The set includes a giant interactive video screen with animated characters and puppets that interact with the audience. The stage is also full of magic-props and fossils that audience members will use to help solve the mystery.

Program Objectives

Through listening to the story and interacting with the animated characters and puppets, the students learn earth science facts about fossils and dinosaurs as outlined in the curriculum connections below. During the show, a number of students are asked to participate and help solve the math problems.

Pre and post-performance discussions and activities are strongly suggested for students to get the most out of the performance experience.

Curriculum Standards Connections

Students will:

R1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Students read text, view graphics and animations that accompany a scientific mystery. The theatrical skits, texts and graphical animations give clues to how to solve the mystery.)

R2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Evidence for solving the science mystery is given on a large screen video during the show. Details given found in the theatrical skits, animations and graphics help the students to use analytical skills to solve the science mystery.)

R7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* (The set includes a large video screen with projected animation and graphics and sound to help students understand facts about prehistoric animals and environments.)

1.E.2.1 Summarize the physical properties of Earth materials, properties of Earth materials that make them useful in different ways. including rocks, minerals, soils and water that make them useful in different ways.

4.E.2 Understand the use of fossils and 4.E.2.1 Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms. Essential Standard changes in the surface of the earth as

evidence of the history

4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago. 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes. North Carolina Essential Standards 3-5 Science Ecosystems

4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats. 4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

Pre and Post Performance Discussion Questions

What is a fossil?

What is a Paleontologist?

What is a Herbivore, Carnivore, Omnivore?

What is extinction?

There are several theories as to how dinosaurs went extinct. Name one theory?

Name the three geological periods during which the dinosaurs lived?

How many years ago did dinosaurs live?

Why do scientist believe chicken and the dinosaur related?

Curriculum Connections and pre or post performance activity suggestions.

Arts: Illustrate a dinosaur story created in language arts. Create puppets and a puppet show to tell the story.

Language Arts: Have the students create their own dinosaur adventure story. Be sure to include facts based on the pre and post performance questions above.

Science: Have your students build their own fossils. Visit:
<http://www.loveplayandlearn.com/2013/02/dinosaur-fossils.html>

Have students create a timeline starting with the creation of the earth through dinosaurs to current day events.

<http://hmxearthscience.com/Warehouse/geology/documents/history/Earth's%20History%20Timeline%20LAB.pdf>

Suggested Reading

“National Geographic Little Kids First Big Book of Dinosaurs” (National Geographic Little Kids First Big Books) by Catherine D. Hughes and Franco Tempesta (Oct 11, 2011)

“Dinosaur A-Z: For kids who really love dinosaurs!”

Hardcover – Large Print

by Roger Priddy

“The Dinosaur Museum: An Unforgettable, Interactive Virtual Tour Through Dinosaur History” Hardcover

by National Geographic Society (Author) , Sebastian Quigley (Illustrator)

“Dinosaurs!” Paperback

by Gail Gibbons

“Dinosaurs A to Z (Dinosaur Train) (Padded Board Book) by Posner-Sanchez, Andrea and Izumi, Terry (Aug 9, 2011)

“The Magic School Bus in the Time of the Dinosaurs” Paperback

by Joanna Cole

Websites

<http://www.loveplayandlearn.com/2013/02/dinosaur-fossils.html>

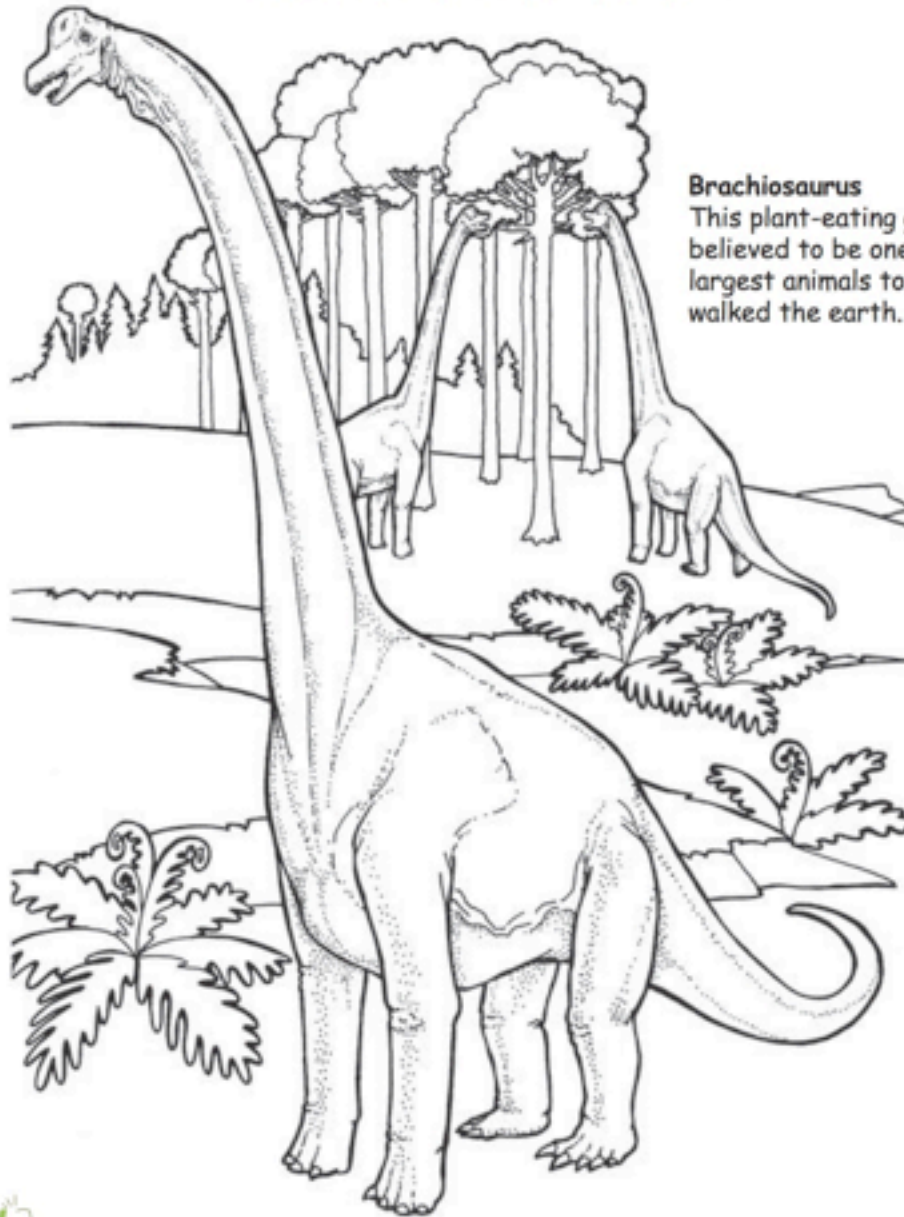
<http://hmxearthscience.com/Warehouse/geology/documents/history/Earth's%20History%20Timeline%20LAB.pdf>

<http://www.enchantedlearning.com/subjects/dinosaurs/>

<http://pbskids.org/dinosaurtrain/videos/>

<http://pbskids.org/games/dinosaur/>

I'M A DINOSAUR COLOR ME



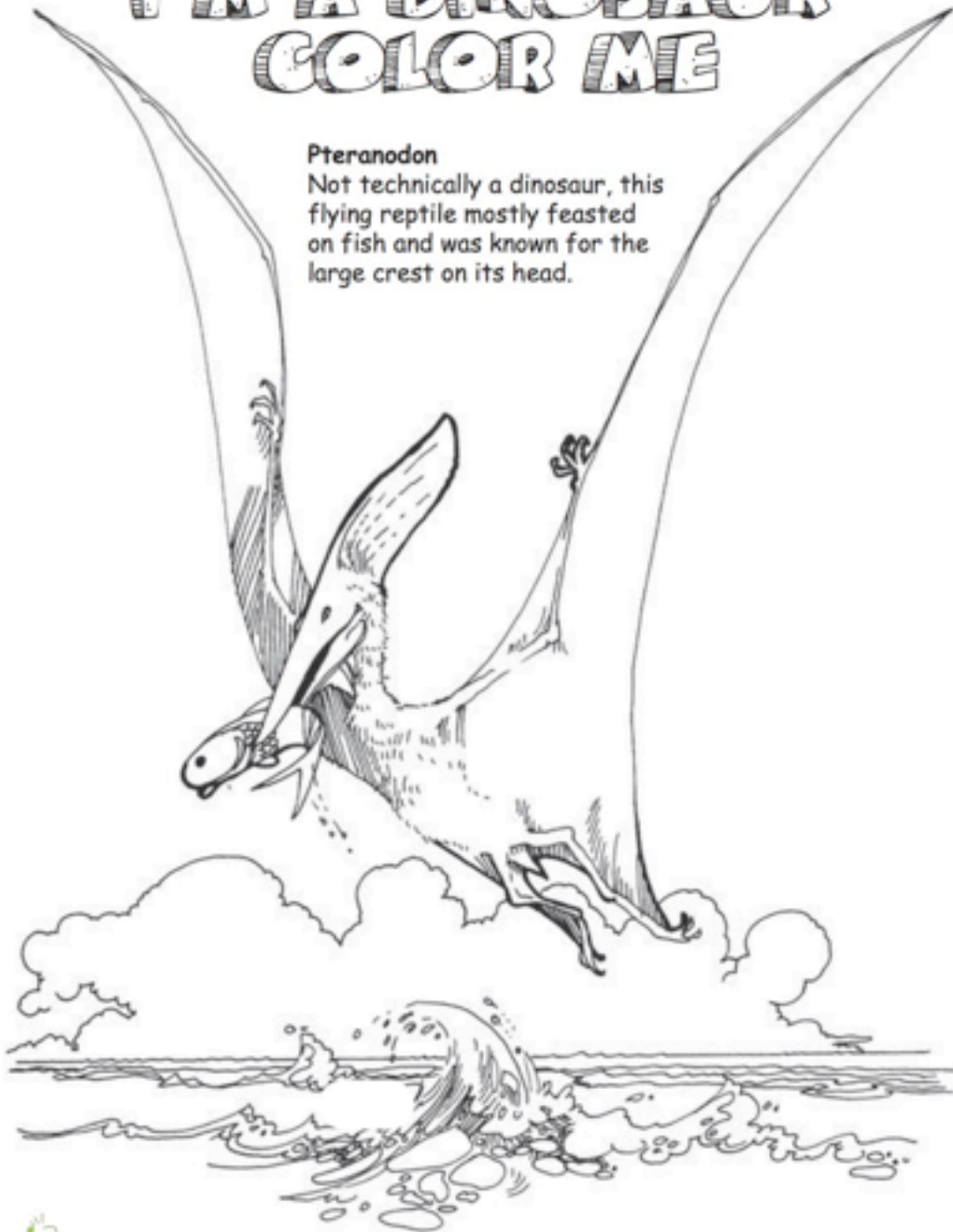
Brachiosaurus

This plant-eating giant is believed to be one of the largest animals to have walked the earth.

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Pteranodon

Not technically a dinosaur, this flying reptile mostly feasted on fish and was known for the large crest on its head.



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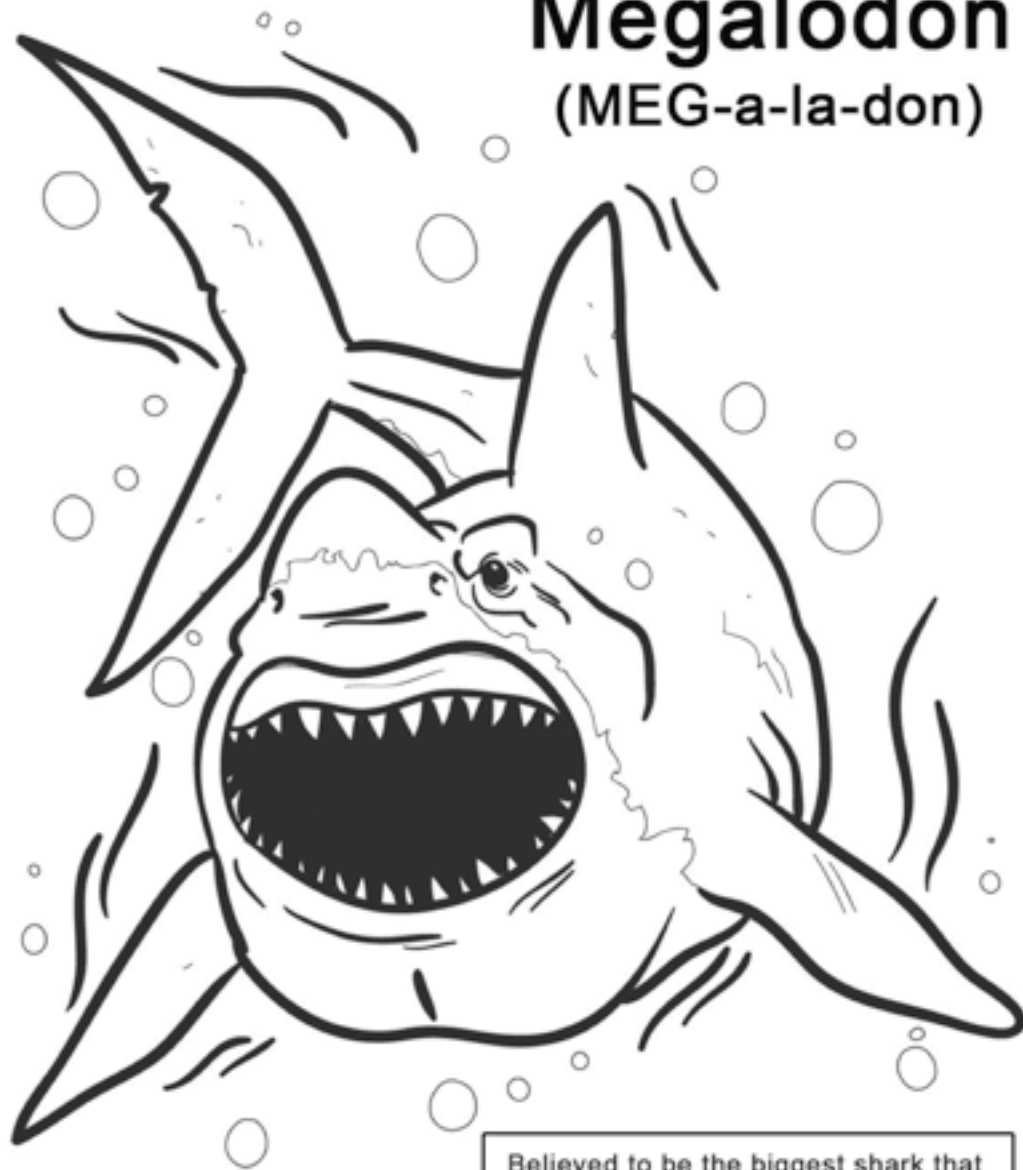
Triceratops

Triceratops was a plant-eating dinosaur that had three horns on its head!



Megalodon

(MEG-a-la-don)



Believed to be the biggest shark that ever lived, its name means "Giant Tooth." Opening up to six feet wide and seven feet high, the jaws of this massive shark were giant, too.

