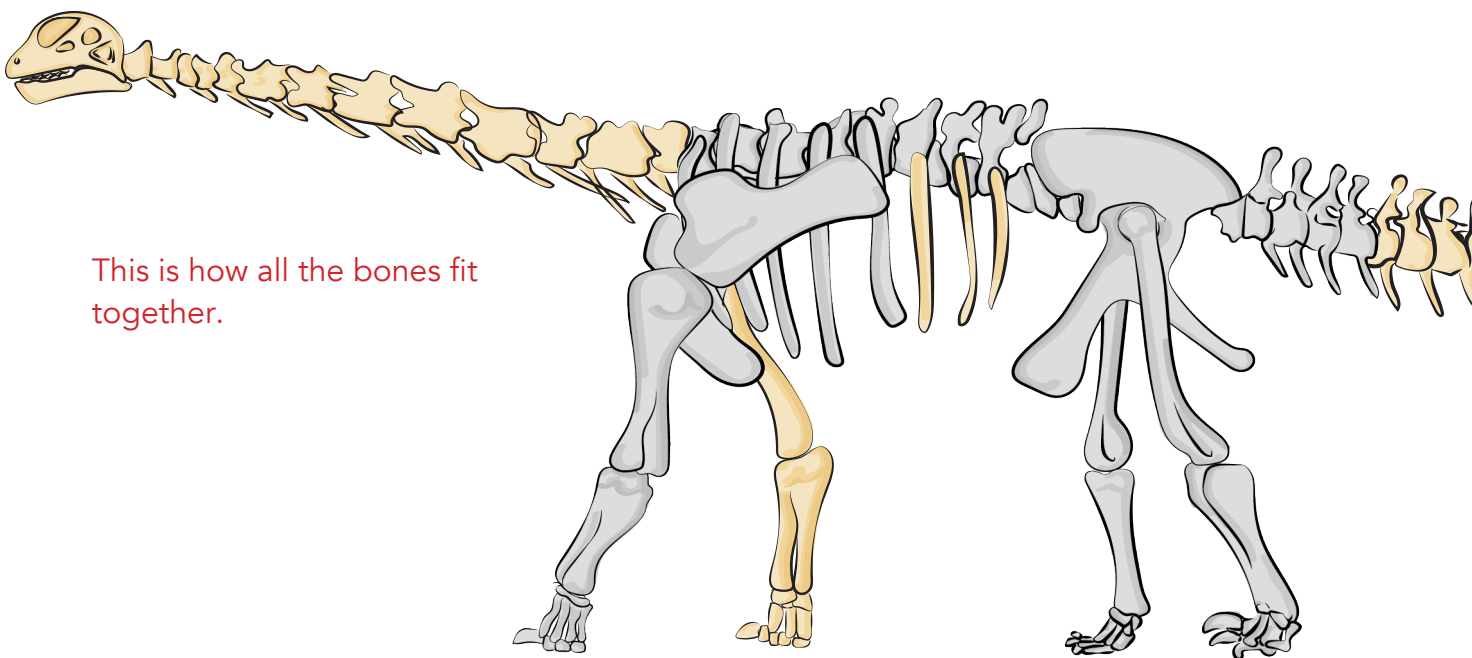


STEM Coach Support: Allow students to finish arranging their skeletons without glue and then talk about why they built it the way they did. Allow students to look at each others skeletons and see that different people can have very different ideas but by looking at animals alive today we can model the skeletons from the past. Ultimately you can show them the answer and discuss.

These bones are drawn from the real moabosaurus dinosaur skeleton that was uncovered by the BYU paleontology team!



This is how all the bones fit together.

# My Fossil Report

Now that you have all the fossilized bones, what do they tell you about what Moabasaurus was like?

You will get a variety of answers, and they are all good as long as the students

write about their observations. Here are some possible points that students

might make: When I put the dinosaur fossils together I could tell that it was a

long-necked dinosaur. The dinosaur is very big, so it would need to eat a lot

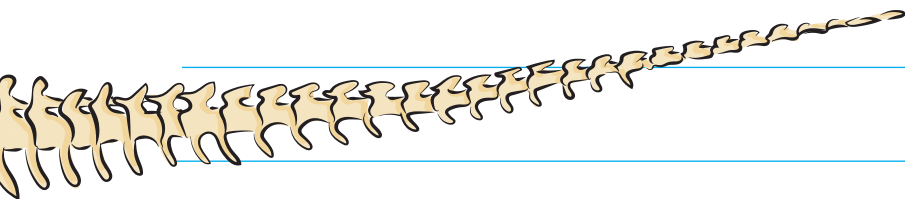
of food every day. It has a long neck so it can eat leaves high up in the trees.

The length and shape of the legs tell me that it walks on all fours. Its long tail

could be used for balance. The shape of its teeth tell me that it is a herbivore.

The fact that it has legs tells me that it lived on land.

How did your understanding of Moabasaurus change as you got more fossils?



At first I only had a few bones and I did not quite know how they

fit together. Every new set of bones uncovered gave me more

clues about the animal.

Explain the  
Phenomenon

