Monster Meals!

Bureau of Land Management, Colorado
T.rex had strong jaws and bone-crushing teeth.

T. rex had strong jaws and bone-crushing teeth. But was the powerful dinosaur a hunter or a **scavenger**? A scavenger is an animal that feeds on dead animals.

For years, scientists have been debating that question. Now an exhibit at the Natural History Museum in London, England gives evidence for both sides.

"Everything says this dinosaur lived on dead meat," said American scientist Jack Horner. He helped the museum prepare for the exhibit.

Scientists once believed that *T. rex* was a fast runner. But recent studies have shown that might not be true. Horner says that *T. rex* was not fast enough to catch other dinosaurs. He also says that its arms were too small to use for grabbing prey. Prey is an animal hunted by another animal for food.

T. Rex Facts

Name: *Tyrannosaurus rex* means "tyrant lizard king." Tyrant means "cruel ruler."

Weight: 6 tons

Length: 40 feet

Height: 15 to 20 feet

Other scientists don't agree with Horner. They argue that *T. rex* was a hunter. Even if *T. rex* wasn't fast, they say, it could have hunted slower dinosaurs. Scientists also say that *T. rex* did not need its arms to hunt. Animals without arms, such as sharks and snakes, hunt prey.

Could *T. rex* have been both a hunter and a scavenger? One museum official thinks "the truth lies somewhere in the middle." It is up to visitors to think like scientists and decide for themselves. What do you think?

Name: _____ Date: _____

1. How tall was *Tyrannosaurus rex*?

    A 6 tons
    B 30 to 40 feet
    C 15 to 20 feet
    D 5 to 10 feet

2. What does American scientist Jack Horner think about *Tyrannosaurus rex*?

    A It only ate already-dead meat.
    B It used its arms to catch other dinosaurs.
    C It had teeth that were bad for chewing.
    D It hunted animals in large groups.

3. What was most likely the *Tyrannosaurus rex*'s best weapon for hunting?

    A its arms
    B its teeth
    C a stick
    D its tail

4. Read the following sentence: "For years, scientists have been debating whether *Tyrannosaurus rex* was a hunter or only ate already-dead animals."

In the sentence, the word **debating** most nearly means

    A wondering
    B quizzing
    C arguing
    D hunting

5. The passage "Monster Meals" is mostly about

    A whether *Tyrannosaurus rex* was a hunter or ate already-dead animals
    B the size of the animals that *Tyrannosaurus rex* was able to eat at one time
    C a list of scientists who know more about the *Tyrannosaurus rex* than anyone else
    D how *Tyrannosaurus rex*'s size made it easy for it to hunt other animals

6. Are there animals without arms that hunt? If so, what are some examples?

_____

_____

_____

7. Do scientists think speed is important for a hunting animal? Support your answer with evidence from the text.

_____

_____

_____

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Jack Horner thinks the *Tyrannosaurus rex* was not a hunter, _____ other scientists disagree.

      A but
      B so
      C before
      D otherwise

9. Answer the following questions based on the sentence below.

Managers of the Natural History Museum in London made an exhibition to show both sides of the argument about whether *Tyrannosaurus rex* was a hunter.

Who? _____

(did) What? <u>made an exhibition</u>

Where? _____

Why? _____

Directions: Read the vocabulary word and definition below to complete questions 10a, 10b, and 11.

Vocabulary Word: **debate** (de · bate): to argue over a topic on which people have different views; a discussion about a topic on which people have different views.

10a. Read the sentences below and underline all forms of the word **debate**.

1. I didn't want to debate who was right or wrong, so I decided to end the conversation with my sister.

2. Scholars must debate the results of the research they carry out so as to reach the correct conclusions.

3. It is difficult to debate politics when people just end up screaming at each other.

4. The debate was a great way for both sides to present their arguments in a clear manner.

5. The lawyers took the opportunity to express their views on the new law at the conference by debating the effects it would have.

10b. Which person's profession requires him to debate a lot of governmental policies?

11. If two people with the same views are discussing the economy, are they debating? Why or why not?

_____

_____

_____

_____

Teacher Guide and Answers

Passage Reading Level: Lexile 770

Passage Text Structure: Argumentative – the writer presents evidence for both sides of an argument

Passage Summary: A new museum exhibit shows evidence for both sides of the argument over whether *Tyrannosaurus rex* was a hunter or a scavenger.

1. How tall was *Tyrannosaurus rex*?

    A 6 tons
    B 30 to 40 feet
    C **15 to 20 feet**
    D 5 to 10 feet

2. What does American scientist Jack Horner think about *Tyrannosaurus rex*?

    A **It only ate already-dead meat.**
    B It used its arms to catch other dinosaurs.
    C It had teeth that were bad for chewing.
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3. What was most likely the *Tyrannosaurus rex*'s best weapon for hunting?

    A its arms
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4. Read the following sentence: "For years, scientists have been debating whether *Tyrannosaurus rex* was a hunter or only ate already-dead animals."

In the sentence, the word **debating** most nearly means

    A wondering
    B quizzing
    C **arguing**
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5. The passage "Monster Meals" is mostly about

    A **whether *Tyrannosaurus rex* was a hunter or ate already-dead animals**
    B the size of the animals that *Tyrannosaurus rex* was able to eat at one time
    C a list of scientists who know more about the *Tyrannosaurus rex* than anyone else
    D how *Tyrannosaurus rex*'s size made it easy for it to hunt other animals

6. Are there animals without arms that hunt? If so, what are some examples?

Suggested answer: Yes, there are animals without arms that hunt. Two examples are sharks and snakes. [paragraph 5]

7. Do scientists think speed is important for a hunting animal? Support your answer with evidence from the text.

Suggested answer: Yes, scientists think speed is important for a hunting animal. One scientist thinks *Tyrannosaurus rex* was not a hunter because it was too slow, and other scientists think it could still have been a hunter if other animals were even slower. [paragraphs 4 and 5]

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

Jack Horner thinks the *Tyrannosaurus rex* was not a hunter, _____ other scientists disagree.

> **A but**
> **B** so
> **C** before
> **D** otherwise

9. Answer the following questions based on the sentence below.

Managers of the Natural History Museum in London made an exhibition to show both sides of the argument about whether *Tyrannosaurus rex* was a hunter.

Who? **managers of the Natural History Museum**

(did) What? made an exhibition

Where? **London**

Why? **to show both sides of the argument about whether *Tyrannosaurus rex* was a hunter**

To the Teacher: ReadWorks recommends that you teach this vocabulary word to the whole class out loud using the four steps listed below.

Vocabulary Word: **debate** (de · bate): to argue over a topic on which people have different views; a discussion about a topic on which people have different views.

Step 1: Introduce the word

   a. Teacher writes the word on the board and divides it into syllables: (de · bate)

   b. Teacher says: "This word is debate. What is the word?" [All students reply together out loud: "debate."]

Step 2: Provide a child-friendly definition

   a. Teacher says: "To debate means to argue over a topic on which people have different views. It can also refer to the argument or discussion about a topic on which people have different views."

   b. Teacher says: "In the passage it is stated that scientists debate, or discuss and give differing views about, whether *T. rex* dinosaurs are to be considered hunters or scavengers."

   c. Teacher says: "What is the word?" [All students reply together out loud: "debate."]

Step 3: Practice the word

Teacher provides examples and additional opportunities to repeat the word. Read the first sentence out loud to your students. Begin reading it again and when you come to the vocabulary word, prompt students to say the vocabulary word out loud. Then, finish reading the sentence out loud to your students.

Directions: Read the vocabulary word and definition below to complete questions 10a, 10b, and 11.

Vocabulary Word: **debate** (de · bate): to argue over a topic on which people have different views; a discussion about a topic on which people have different views.
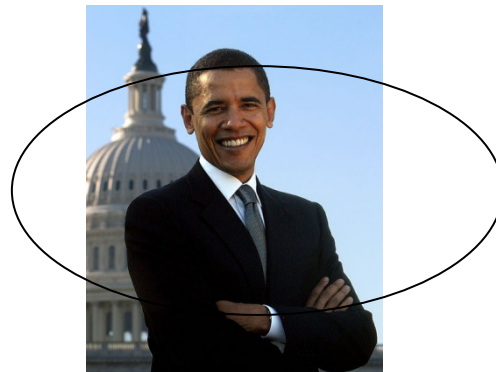
10a. Read the sentences below and underline all forms of the word **debate**.

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2. Scholars must <u>debate</u> the results of the research they carry out so as to reach the correct conclusions.

3. It is difficult to <u>debate</u> politics when people just end up screaming at each other.

4. The <u>debate</u> was a great way for both sides to present their arguments in a clear manner.

5. The lawyers took the opportunity to express their views on the new law at the conference by <u>debating</u> the effects it would have.

Step 4: Check for student understanding

To the Teacher: This step can be completed as a whole class activity or as an independent practice.

10b. Which person's profession requires him to debate a lot of governmental policies?

11. If two people with the same views are discussing the economy, are they debating? Why or why not?

Suggested answer: Probably not, because both people have the same views and are not giving different opinions.

Suggested Additional Vocabulary: scavenger, prey

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