

Discovery Kit: Dinosaurs Lesson Plan

Context (InTASC 1,2,3)

Lesson Plan Created By: Rachel Strand

Created: May 5, 2016

Lesson Topic: Introduction to Dinosaurs

Grade Level: Preschool

Duration: Six 30-45 minute lessons

Kit Contents: http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007657637

Desired Results (InTASC 4)

Purpose: The purpose of this lesson is to provide an introduction to dinosaurs and give background covering why dinosaurs are extinct, what dinosaurs looked like, what dinosaurs ate, how dinosaurs moved, and how paleontologists study dinosaur fossils. Students will explore dinosaurs using books, videos, and models during the dinosaur unit.

North Dakota English Language Arts & Literacy Content Standards:

- Writing Standards: Text Types and Purposes
 - W.2 (Kindergarten) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

North Dakota Library and Technology Content Standards

- Information and Inquiry: Inquire
 - K-5.IAI.3 Recognize and use appropriate library print, digital, and other resources with adult guidance

North Dakota Science Content and Achievement Standards

- Standard 1: Students understand the unifying concepts and processes of science.
 - 1.1.3 Constancy and Change: Describe different ways that things can change (e.g., size, mass, color, movement)

Objectives:

1. Students will write or draw learned dinosaur information on a graphic organizer at the completion of the unit, showing 2-3 dinosaur facts.
2. Students will draw a dinosaur picture for a class book showing dinosaur attributes including size, color, markings, and other features.
3. Students will discuss with partners by both sharing and listening to information including reasons why dinosaurs are extinct and what kinds of food dinosaurs eat.

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: Students will participate in a variety of whole group and partner discussion during the dinosaur unit. Use formative assessment while observing if students are able to share information with a partner. Use summative assessment at the end of the unit with the dinosaur graphic organizer to determine if students were able to learn different things about dinosaurs such as physical attributes and tracks, what they eat, how they move, and how scientists learn about them. If students are able to show 2-3 dinosaur understandings through drawing or writing they are meeting

expectations for the unit.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson

Collect Data N/A

Hook and Hold:

Day One: Come out in front of students dressed in a dinosaur parade costume as explained on page 12 of the discovery guide. Have students share with partners and whole group about the things they already know about dinosaurs. Give each student a large paper grocery bag, scissors, construction paper, and other craft materials to design their own dinosaur. When completed, walk around in a dinosaur parade. Tell students they will get to learn all about dinosaurs this week!

Materials:

- Dinosaur Parade costume
- Dinosaur Discovery Guide
- Large paper grocery bag-1 per student
- Scissors
- Construction paper in various colors
- Carrick, C. (1986) *What happened to Patrick's dinosaurs?* New York: Clarion Books.
- White paper
- Pencils or Crayons
- Fossil
- Computer
- Projector/Screen
- Clay
- Dinosaur models
- Plaster of Paris
- Dinosaur books-informational
- Large white paper for class book
- Cold cuts and raw vegetables on toothpicks
- Napkins
- Music
- Shields, C.D. (1997) *Saturday night at the dinosaur stomp.* Cambridge, MA.
- Dinosaur tracks on construction paper
- Dinosaur tracks poster
- Humphrey, B. (2015 Mar 23) DinoSCORE writing prompts [Blog Post]. Retrieved from <http://teachingandsofourth.blogspot.com/2015/03/dinoscore-writing-prompts.html>

Procedures:

Day Two: Read "What Happened to Patrick's Dinosaurs?" by Carol Carrick. Discuss with students how dinosaurs are real but are not living anymore, and talk about some of the theories for why dinosaurs became extinct.

STEM Collaborative Cataloging Project

1. Give each student a piece of paper and pencils or crayons and have them draw a picture of what they think happened to the dinosaurs.
2. Teach students a rhyme about extinction called “Good-bye, Dinosaurs” on page 27. Talk about the meaning of extinct and go through each line of the poem with students echoing. Add movements and sounds when students are comfortable with the words.

Carrick, C. (1986) *What happened to Patrick's dinosaurs?* New York: Clarion Books.

Day Three: Fossil, Fossil, Who's Got the Fossil (Page 27)

1. Teach students how to play the game, where children sit in a circle except one who goes somewhere away from the group. One student holds the fossil in his or her folded hands and the rest keep their hands folded, too. The child returns to the circle and tries to guess who has the fossil in their hands.
2. Review from the last lesson about how dinosaurs are no longer living, and talk about how scientists learn about them without them being here. Use Creating Fossils on page 13. Explain that paleontologists hunt for and find fossils. Play a video about fossils
 - a. Sheppardsoftware (2009) *How fossils are formed* [Video file]. Retrieved from <http://www.teachertube.com/video/how-fossils-are-formed-107671>
 - b. Discuss that fossils are prints left behind by dead plants and animals and paleontologists make copies of whatever left the print.
 - c. Have students press objects (dinosaur models, handprints, etc.) into clay and fill with plaster of Paris. After they are dry remove them and observe the shapes and designs.

Day Four: Use Big Book of Dinosaurs from page 21. Read an informational book about dinosaur names and characteristics, and then pass out books for students to look through the pictures. Have students try to name as many different dinosaurs as possible.

1. Play Dinosaur I Spy from page 22. Use the dinosaur models and describe one of the dinosaurs for students to guess. Have them pay attention to details about the dinosaur to figure it out. Have students try to describe dinosaurs to each other and guess which one.
2. Have students finish the Big Book of Dinosaurs activity by each choosing one dinosaur that was discussed. Depending on how many students are in the class, try to have each student choose a different dinosaur. Help children draw and dictate some information about the dinosaur they chose and include details. Put the pages together in a class book of dinosaurs. Students can use free drawing or use the pieces included in the kit to trace and add details.

Day Five: Dinosaur Food

1. Use Carnivore or Herbivore? On page 29 to talk about the different things that dinosaurs eat.
2. Show students the variety of food on the tray, including cold cuts and raw vegetables. Read a dinosaur book or simply discuss how different kinds of dinosaurs eat different kinds of food, either plants (herbivores), meat (carnivores) or both (omnivores). Show pictures of dinosaurs that fit into each category.
3. Pass out napkins and ask students to decide if they want to be a carnivore, herbivore, or omnivore and eat the food that matches what they chose. Make a bar graph of how many students chose each type.
4. As kids are done eating, have them join in some musical movement with Dino Dancing on page 30. Ask students how the dinosaur they chose to be today would move, such as stomping, flying, slow, fast, etc. Ask students to dance the way their dinosaur would and play music. Read “Saturday Night at the Dinosaur Stomp” by Carol Shields to conclude the activity.

Day Six: Dinosaur Tracks

1. Use Dino Paths on page 30 to talk about dinosaur paths with tracks. Trace and leave a path of

STEM Collaborative Cataloging Project

tracks and have students follow the tracks as music is playing and freeze in a dinosaur position when the music stops.

2. Gather students at the carpet and talk about the kind of tracks they were using to play and what they looked like. "What kind of dinosaur would those tracks belong to and how could we tell?"
3. Use Big and Little Feet on page 18 to talk about student tracks and dinosaur tracks. Use the poster in the kit that shows the large dinosaur track. Show dinosaur models and discuss with partners whether dinosaurs walked on two or four legs and how big their footprint would be. Compare the size of the dinosaur footprint with students' footprints by having them step inside and count how many of their feet (by counting steps) fit inside the dinosaur print.

Summary: Give students the graphic organizer (DinoSCORE Writing Prompts) with dinosaurs in the middle and food, body, tracks, and free space on the outside. Show the organizer on a screen and help students find which space to be working on, moving one space at a time. Have students either draw a picture or write a few words about what dinosaurs eat, what some body characteristics are, what their track would look like, and anything else they learned about dinosaurs (movement, fossils). Collect organizers to assess level of student learning about dinosaurs.

Reflection (InTASC 9)

Reflect On:

- Preparation
- Planning
- Teaching
- Student Engagement and Participation

Evidence of Student Learning

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2006) *North Dakota science content and achievement standards*. Bismarck, ND. Retrieved from <https://www.nd.gov/dpi/uploads/87/science.pdf>

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf

North Dakota Department of Public Instruction. (2012) *North Dakota library and technology content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/lib_tech.pdf

This project was made possible in part by the Institute of Museum and Library Services. [SP-02-15-0044-15]