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| **Title and Author:** *Digging Up Dinosaurs* by Aliki | |
| **Grade:** Pre-K, 1, 2 | |
| **Reading Level:** Reading Level P | **Lexile Level** 600L |
| **Key Understanding**: Students will understand the process it takes to find and excavate fossils, what a fossil is and how fossils end up in the museum. | |
| **Suggested number of days: \_\_\_3\_\_\_\_\_\_\_\_**  **Common Core ELA Standards:**  [CCSS.ELA-LITERACY.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)  Ask and answer questions about key details in a text.  [CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/)  Retell stories, including key details, and demonstrate understanding of their central message or lesson. | |
| **IEP Goals lesson addresses**  By June 2019 Caiden will increase his listening comprehension skills (provide a retail: beginning, middle and end) by scoring a 3 out of 4 (75%) on the Second Grade Listening Comprehension Rubric in 3 out of 4 attempts. | |

**Baselines:** *If scores are not available to you create a sample score that a student might have.*

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| **Student** | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| Caiden | Below Average | Below Average | Below Average |
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**Materials:**

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| Digging Up Dinosaurs book  Paper  Pencil  Video Clips: Gentle and Fierce  Vocabulary Chart: Word, picture, kid friendly definition  Fierce vs Gentle Dig:  Kiddie pool with sand  Plastic animals  Shovel, rake and small brush  Blue/Pink buckets (one for fierce one for gentle animals)  Cookie Dig Site:  Chocolate Chip Cookie  Toothbrush  Toothpick  Popsicle stick  Paleontologist Cookie Dig Worksheet  I Am A Paleontologist: writing/drawing prompt worksheet  Second Grade Listening Comprehension Rubric |

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| **Before Reading** |
| **Cultural Supports, Building Background**  Pop Culture has made people more fascinated with dinosaurs. Movies like the Jurassic Park series has brought an interest to people to want to know more about them. Students may have also heard of Barney or The Flintstones are other pop culture shows that have highlighted dinosaurs. Connections between mythological dragons that the ancient people believed in are closely related to the human discovery of dinosaur fossils. (Use movies like How To Train a Dragon to discuss this idea) |
| **Connecting Activity: (Questions, Conversation about topic):**  I will show two video clips from the Jurassic Park movies. One of a gentle dinosaur and one of a fierce one. This will peek the students interest but also use one of the vocabulary words: fierce and help students understand the difference between fierce and gentle. I will also use the word enormous when viewing the clips to describe the size of the dinosaurs. (another tier 2 vocabulary word)  [Gentle](https://www.youtube.com/watch?v=V0Ox9OoT0t8)  [Fierce](https://www.youtube.com/watch?v=X1hMXIWl8Dw)  Then I will move on to a fun activity. Students will become paleontologists (I will explain what that is) or fossil hunters and dig in a small pool filled with sand. They will be looking to find different plastic animals that are fierce or gentle (working on categorization, sensory, tactile and using tier two vocabulary). Students will be able to use a small rake, brush or shovel to help them dig and then I will have two colored buckets to separate their findings.  Gentle animals include: Dog, horse, house cat, rabbit  Fierce animals include: t rex, lion, cheetah, shark  Two Three Vocabulary will be directly so that students will understand those words which will then help with their understanding of the book and the big concepts. One of the words I will directly teach is paleontologist. |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose**  **(What strategy are you highlighting in your lesson)**  Since this book is more of a factual book written as a fun story for children I want the students to answer and brainstorm using these questions.  Have you ever seen a dinosaur fossil before? Where?  Have you ever seen a dinosaur before? Make a list  Tell me everything you know about dinosaurs. (If student needs help I will provide some questions or topics: museums, tv, books, movies, types of dinosaurs, people that find them ect)  How do dinosaur bones end up in museums? (help students understand the process of finding fossils, digging them, sending them to museums and then constructing whole dinosaurs).   1. The strategie I am going to use is stop and think (questioning). 2. Making Connections 3. Prior Knowledge 4. Identifying Important Information |

**Vocabulary**

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| **Word** | **Contextualize Word**  ***In the story…..*** | **Definition**  **( kid friendly)** | **Example beyond story** | **Bridge to story**  *Picture* |
| Fierce  (Page 8) | The tyrannosaurus  rex looks fierce. | Something or someone that is mean and or strong | The lion’s roar is fierce and scares the other animals. |  |
| Wonder  (page 8) | I used to wonder where they came from and how they got into the museum. | Feeling caused by seeing something that is very surprising, beautiful or amazing | I wonder how she ate ten hot dogs for lunch? |  |
| Enormous  (Page 10) | A few of them were as small as birds, but most of them were enormous. | Very big in size or amount | The elephant is enormous, standing higher than the trees. |  |
| Steep  (Page 18) | They climb up high cliffs and down into steep canyons. | Almost straight up pr down | John was out of breath after he ran up the steep hill. |  |
| Rotting  (page 13) | Instead of rotting or crumbling away, the remains were preserved, and slowly turned to stone. | A slowly decay | She left her pumpkin out in the hot sun for days and it started to rot. |  |

**Comprehension Strategy**

**Before Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples.*

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| **Make a connection** | Make inferences | Prediction |
| Self Monitor | **Prior Knowledge** | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| Comprehension Strategy | Language ( What you say to support, teach the comprehension strategy) |
| Make a connection  Prior Knowledge | Have you ever seen a dinosaur fossil before? Where?  Have you ever seen a dinosaur before? Make a list  Tell me everything you know about dinosaurs. (If student needs help I will provide some questions or topics: museums, tv, books, movies, types of dinosaurs, people that find them ect)  I will show two video clips from the Jurassic Park movies. One of a gentle dinosaur and one of a fierce one. This will peek the students interest but also use one of the vocabulary words: fierce and help students understand the difference between fierce and gentle. I will also use the word enormous when viewing the clips to describe the size of the dinosaurs. (another tier 2 vocabulary word)  [Gentle](https://www.youtube.com/watch?v=V0Ox9OoT0t8)  [Fierce](https://www.youtube.com/watch?v=X1hMXIWl8Dw)  Then I will move on to a fun activity. Students will become paleontologists (I will explain what that is) or fossil hunters and dig in a small pool filled with sand. They will be looking to find different plastic animals that are fierce or gentle (working on categorization, sensory, tactile and using tier two vocabulary). Students will be able to use a small rake, brush or shovel to help them dig and then I will have two colored buckets to separate their findings.  Gentle animals include: Dog, horse, house cat, rabbit  Fierce animals include: t rex, lion, cheetah, shark  I will go over the Tier 2 vocabulary words using pictures and kid friendly descriptions. This way students are pre exposed to the words. I will go over them during the reading as well and many more times to re-enforce. I am going to cut out the vocabulary word with the picture on the front and the kid friendly definition on the back. We will review these and then the word comes up in the story (as we are reading) I will have them look at the picture and the definition again to re enforce the word. |

**During Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples*

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| Make a connection | Make inferences | Prediction |
| Self Monitor | **Prior Knowledge** | **Questioning** |
| **Identify Important Information** | Visualize | Synthesis |

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| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| 8 | “you bag of bones” | Why do you think people call dinosaurs, you bag of bones?  Explain that dinosaurs are not alive anymore and there is no reason to be scared when you see their skeletons in a museum. Bag of bones explains a very thin person and when they are nothing but skin and bones. Ask students if they have ever seen someone or something that is very thin? Does it look like a bag of bones. |
| 10 | Dinosaurs died out and became extinct | What does extinct mean? Do you know any animals that are extinct?  I will give a list of animals and have them identify which ones are extinct and which ones are not.  Squirrels  Lions  Woolly Mammoth  Dinosaurs  I will have them identify then I will go over with class |
| 12-13 | Fossils | What do you think a fossil is? Look at the pictures on page 12/13 to help.  Once students understand what fossils are have them put the fossil sequence cards in order from 1-6. |
| 16 | Paleontologist | Have you heard of a paleontologist? Explain the importance of them and refer to the Jurassic Park movie clips. |
| 28 | Missing bones are made from fiberglass | What do you think that means? Show picture on page 29 to reinforce idea. |

**After Reading**

This is a fun activity I am going to do before the final writing prompt. I am going to have students do a fun excavation activity. Along with the activity students will be using the I am a paleontologist worksheet to do before activity writing and drawing, during and after activity. Students are going to pretend they are paleontologists and take part in a dig. I am going to give them a chocolate chip cookie which will be their dig site. They will use various instruments (toothpick, toothbrush, popsicle stick) to excavate the chocolate chips from the cookie. The organizer is attached below. Remind students to go slow and take their time so they do not break the cookie (fossils). Also, I will need to show students how to use each tool.

I am going to have students do a retell of the the book. Since the book covers a lot of facts I am going to first have them tell me about the book then ask them specific questions to make sure that they get the big ideas. This will coincide with the IEP goal.

**Comprehension Questions**

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| **Bloom Taxonomy**  **Question Type** | **Question:** *Have a mix of questions* |
| **Knowledge** | When did dinosaurs go extinct? |
| **Comprehension** | How would you summarize the job of a paleontologist? |
| **Application** | How would you use instruments to excavate a fossil? |
| **Analysis** | What is the function of fiberglass when building a dinosaur skeleton? |
| **Synthesis** | What would happen if you were to rough or hard when digging out a fossil? |
| **Evaluation** | What materials would you select when shipping fossils to a museum? |

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| **Culminating Writing Task** |
| Teacher directions and activities to prepare students for writing.  After reading the book and discussing different dinosaurs, fossils and how to excavate from a dig site students will answer the writing prompt with words and pictures or pictures only (depending on students ability level they might just draw and verbally talk about their response).  Review where students can find different dinosaurs in the book (pages 4-11).  Students will use the If I Were a Dinosaur worksheet when answering the prompt. I will go over it before students start. I will also show them an example of one I did before they start. |
| Prompt: If I Were a Dinosaur….  \*Refer to the worksheet attached |
| Scoring notes or Sample response:  If the student is able to write sentences should be based on grade level and the students ability. If student can not write I will score their pictures based on the prompt and have them provide verbal explanation.  \*I will use the the Second Grade Listening Comprehension Rubric when scoring students retell. |

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| **Differentiation Options (modify by content, process, and/or final product)** | |
| English Language Learners (ELL) | -Read the story out  -Vocabulary will be shown on flashcards in English, native language and with pictures  -Oral assessment- Student can verbally answer questions the teacher can write down response.  After student can then rewrite their answers to help practice their spelling and writing skills.  -Students can also draw pictures instead of writing responses to assess understanding. |
| Language learner disabilities | -Read the story out  -Vocabulary will be shown on flashcards in English, native language and with pictures  -Oral assessment- Student can verbally answer questions the teacher can write down response.  After student can then rewrite their answers to help practice their spelling and writing skills.  -Students can also draw pictures instead of writing responses to assess understanding.  -Use visuals when explaining an important idea.  -Re-read book if needed and do more stop and think/discuss strategies after each page or paragraph. |

**Any visuals or other supporting documents that you feel support this lesson.**

**I’m a paleontologist!**

I took part in a paleontologist dig of a chocolate chip cookie. What did the dig site look like before I began?

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Draw a Picture Here

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Results of my excavation:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (number) of chocolate chips found

Tools I used were: (cicle) Toothpick Toothbrush Popsicle Stick

How did the dig site look after?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Draw a Picture Here

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Writing Prompt

**If I Were a Dinosaur…..**

If I were a dinosaur I would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My dinosaur name would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I would look like this:

Draw and write the description

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I would eat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I would live\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I were a dinosaur, I would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_