

## What's in Our Past?

### A Second Grade Unit about Dinosaurs

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Unit available in Adobe Acrobat® format at <http://www.meadowsnet.com>

#### Invitation:

People were not the first inhabitants of planet Earth. We study past life on Earth to learn about its existence and/or extinction. From the time children are in preschool, many have a fascination with fossils and dinosaurs. This fascination can stem from being in awe of something so immense to a scientific interest in the Earth's past. During this unit, students will become amateur paleontologists and dig into the habitats, classifications, life cycle, and possible causes of extinction of those "Terrible Lizards". The unit will culminate with group projects about dinosaurs.

#### Unit Details:

Author: Debbie Meadows  
Subjects: Language Arts, Science, and Technology  
Learning Level: Second Grade and Differentiated for Gifted Learners

#### Standards:

Science:

2<sup>nd</sup> Grade

- 2.a. organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.
- 2.c. many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by, the environment.
- 3.d fossils provide evidence about the plants and animals that lived long ago, and scientists learn about the past history of Earth by studying fossils.
- 4.a. make predictions based on patterns of observation rather than random guessing

#### Differentiated:

- 3.c living things cause changes in the environment where they live; some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.
- 3.d when the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.
- 3.e some kinds of organisms that once lived on Earth have completely disappeared; some of these resembled others that are alive today.
- 5.b differentiate evidence from opinion, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- 5.e. collect data in an investigation and analyze them to develop a logical conclusion.

Social Studies:

- 2.1. differentiate between things that happened long ago and things that happened yesterday.

## Language Arts:

### 2<sup>nd</sup> Grade Skills

- 1.1. group together related ideas, and maintain a consistent focus
- 1.4. revise original drafts to improve sequence and provide more descriptive detail
- 2.3. use knowledge of author's purpose(s) to comprehend informational text
- 2.4. ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how)
- 2.5. restate facts and details in text to clarify and organize ideas

### **Differentiated:**

- 3.4. recall major points in text, and make and modify predictions about forthcoming information
- 3.6. extract appropriate and significant information from text, including problems and solutions

## Technology:

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.2 Use a variety of media and technology resources for directed and independent learning activities
- K-2.5 Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom
- K-2.8 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners

## **Situation:**

The students are a heterogeneous grouping of nine boys and eleven girls. The ethnic makeup of the class is three African-American, three Middle Eastern, and fourteen Caucasian students. Fifteen of the students are at or above grade level, two are below grade level and three are identified gifted. The school serves a predominately middle class neighborhood. It is in a suburban area of Valencia, CA. The majority of the students are from the surrounding homes, condominiums, and apartments. The classroom has four Windows based computers with Internet access. Software such as KidPix, Kidspiration, PowerPoint, and a word processor are used on a regular basis by the teacher and students. Access to the computer lab/library is generous and monitored by the media specialist. The teacher has support from the media specialist, computer lab assistant, special education advisor, and parent volunteers.

## **Interactions:**

This unit combines a variety of learning activities. The students will work in cooperative groups, teacher directed groups, parent-student teams, and individually. The cooperative groups will create a presentation on a selected dinosaur. Independent study activities related to dinosaurs and paleontology will be offered to students who demonstrate an understanding of dinosaur habitats, physical characteristics, and life cycles. Independent study students will always be offered the option to participate in regular class discussions and activities of their choosing. The rubrics will be provided at the beginning of the unit to allow the students the opportunity to be ready for the tasks at hand.

**Previous Knowledge:**

Students should have worked in small groups and have an understanding of how to work together. Students should have used a word processor, computer, and be familiar with how to use teacher created bookmarks for Internet exploration. In science, students should have studied about the life cycle of other animals.

**Differentiated:**

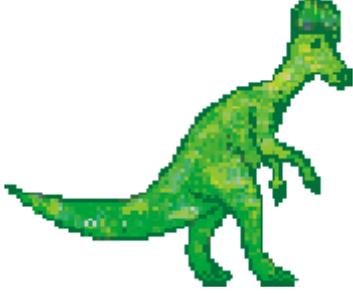
Students compacting the second grade science and language arts objectives will complete the assessment from the Scott Foresman Science textbook with a grade of 90% or higher. They will also write a two paragraph essay on the habitats, characteristics, and life cycles of dinosaurs. Students working on the differentiated lessons will be working independently. They will work with the teacher to create a learning contract that will be signed by the student, parents, and teacher. Students will be required to meet with the teacher every other day to discuss their work. The media specialist, computer lab assistant, and parent volunteers will be available to assist the students with research and computer activities.

**Tasks:**

Prior to the beginning of the unit:

1. Read through the entire unit.
2. Gather books and materials.
3. At least one online computer with digital camera and a scanner will be necessary.
4. Software: PowerPoint® and a word processor.
5. Become familiar with the web sites and rubrics.
6. Bookmark necessary web sites.
7. Print out and copy rubrics.
8. Train parent helpers in word processing and the use of PowerPoint®.
9. Invite paleontologist for presentation. If a paleontologist is not available, contact your local museum to inquire about a museum loan of dinosaur artifacts. If you are within the Los Angeles Natural Museum loan area, a very nice selection of fossils and information is available.
10. Place students in cooperative groups.

## Task Cards for Dinosaur Cooperative Group Activity:

<p><b>Dinosaur, Dinosaur, Dinosaur!</b> Become paleontologists. As a group, select one dinosaur and research all there is to know about it for your team presentation. Work with your team to select and assign tasks that you will complete alone or with a partner to prepare and complete your group project.</p>	
<p>Task One: What is a dinosaur? Find and write the rules paleontologists use to define a dinosaur. Use the web site at the Academy of Natural Sciences to find your answers. <a href="http://www.acnatsci.org/education/dinosatoz.html">http://www.acnatsci.org/education/dinosatoz.html</a></p>	<p>Task Two: Create a Dinosaur Time Line. Include on your time line the dinosaurs that lived during these periods.</p>
<p>Task Three: Write a report about the dinosaur. Include information about the dinosaur's name and what it means, anatomy, habitat, survival skills, time period, and other interesting facts. Parent volunteers will help with research during class time. Your team may go to the library/computer lab with a parent helper to complete research.</p>	<p>Task Four: Create a game or activity to teach the class about how your dinosaur moved, ate, and survived.</p>
<p>Task Five: Create a picture of your dinosaur. Ideas: make a diorama, clay sculpture, illustration, or any other way to show what your dinosaur looked like.</p>	<p>Task Six: Create a PowerPoint presentation about your dinosaur. Put together all of the information you as a group have gathered and prepare your group presentation. All members of your group will need to be a part of the presentation and be ready to answer questions. Your teacher or a parent volunteer will help you.</p>

### Activities for Independent Study Topics:

<p>After completing the chapter test and your three paragraph essay about dinosaur habitats, characteristics, and life cycles, you may chose to complete an Independent Study Topic.</p>	
<p><b>Option 1:</b> Create your own dinosaur. You've just found a fossilized dinosaur egg at Dinosaur National Monument in Utah. While taking an x-ray of the egg, you find this dinosaur is like none other found before. Sculpt your new dinosaur using clay, give your new dinosaur a name, and write about it. Be sure to include anatomy, habitat, survival skills, time period, predators and prey, and life cycle. Develop a PowerPoint presentation to introduce your find to the scientific community.</p>	<p><b>Option 2:</b> Research and write about the current theories of extinction. Write you own theory of extinction for the dinosaurs. Do you agree with any current theories or do you have one of your own? Defend your decision. Research an animal that is endangered. What can be done to save this animal from extinction? Create a poster to encourage people to save your animal from extinction. Give a presentation to you class on your theory of dinosaur extinction and how to save other animals from extinction.</p>
<p><b>Option 3:</b> Research facts and myths about dinosaurs. Create a board game or game show to test your classmate's knowledge of dinosaurs. If you make a game, teach it to the class. If you create a game show, select classmates to help you perform it for the class.</p>	<p><b>Option 4:</b> Write a story about a dinosaur. Make sure you have a setting, characters, theme or conflict, and solution to your story. Use the story planner to outline your story. <a href="http://www.abcteach.com/Dinosaurs/StoryPlanner.htm">http://www.abcteach.com/Dinosaurs/StoryPlanner.htm</a></p>
<p><b>**Option 5:</b> Go to the Discovery Channel lesson plan at <a href="http://school.discovery.com/lessonplans/programs/dinosaurdetectives/">http://school.discovery.com/lessonplans/programs/dinosaurdetectives/</a> Complete the lesson and prepare your Paleontologist Presentation.</p>	<p><b>**Option 6:</b> Come up with your own project. Discuss your ideas with the teacher and come up with a plan.</p>

\*\* Extra Challenging Work

## General Daily Activities:

Students will meet for a lesson with the teacher at the beginning of each work period.

### Day 1: Paleontologist

What is a paleontologist? Why does a paleontologist need to know about history, geography geology, writing, and mathematics in order to do their jobs?

Web site to bookmark for this lesson:

<http://www.dino-web.com/classification-eng.html> chart reference for dinosaur classification

Activity: Select the dinosaur for your team's report. Is there a specific paleontologist that discovered your dinosaur? How is your dinosaur classified? What are some of the characteristics of your dinosaur? Take notes to prepare for your report and presentation.

### Day 2: Types of Dinosaurs

Using the Enchanted Learning web site at

<http://www.zoomdinosaurs.com/subjects/dinosaurs/dinoclassification/Classification.html>

discuss how dinosaurs are classified. Dinosaurs are classified by hip structure. The Saurischia (reptile-hipped) and the Ornithischia (bird-hipped) are the two classifications. Visit the University of Bristol's web page for additional descriptions and illustrations.

Using the Teachervision web site, discuss how dinosaurs are named, what dinosaurs ate, and the sizes and speed of dinosaurs. <http://www.teachervision.com/lesson-plans/lesson-2182.html>

Web sites to bookmark for this lesson:

<http://palaeo.gly.bris.ac.uk/communication/boulton/classification.html>

<http://www.dino-web.com/classification-eng.html> chart reference for dinosaur classification

### Day 3: Dinosaur Life Cycle

Discuss Time line, eggs, mother's care

Web site:

<http://www.enchantedlearning.com/subjects/dinosaurs/> Anatomy and Behavior section

<http://www.prehistory.com/paintings.htm> Time Line

<http://www.scholastic.com/kids/dinotimes/> Time Line

<http://www.nationalgeographic.com/features/96/dinoeggs/> Dinosaur Eggs and Parenting

Suggested book: *Dinosaur Parents, Dinosaur Young: Uncovering the Mystery of Dinosaur Families* by Kathleen Weidner Zoehfeld

Activity:

Create your group's dinosaur time line using these sites and the class encyclopedia for help

[http://westernwebs.net/dinosaur\\_lesson/dinosaur\\_lesson\\_plan.htm](http://westernwebs.net/dinosaur_lesson/dinosaur_lesson_plan.htm)

Day 4: Extinction

Discuss theories in Scott Foresman science book chapter three.

Web sites:

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

<http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/BCPageDA/sec~ga~47941~~>

Comprehensive resource for extinction theories (use this site for independent study topics)

Activity: Write a story about something you wish was extinct.

Day 5: Fossils

What, How, Where

<http://museum.gov.ns.ca/fgm/lab/lab.html> Photos of dig for a Prosauropod

<http://www.ucmp.berkeley.edu/dilophosaur/intro.html> Dilophosaur's site at Berkeley. Audio enhances the information for non-readers.

Using the Scott Foresman text book investigate the formation of fossils. Activity: How a fossil is formed from Dinosaurs by Teacher Created Material page 7.

Activity sheet for fossils: [http://www.learningpage.com/images/screens/funsheets/dino/dfsg2\\_3.gif](http://www.learningpage.com/images/screens/funsheets/dino/dfsg2_3.gif)

Day 6:

Presentation by Marcus Erickson of Museum Works on "Digging Dinosaurs". He is a Los Angeles paleontologist who makes presentations to students and adults about dinosaurs. The topic of his presentation will be "Digging Up the Past". During his presentation, we will look at many dinosaur fossils and practice paleontology by participating in an actual dig for real dinosaur bone fragments. After the dig, Mr. Erickson will help the teams identify their bone fragments. Students will create their own Tyrannosaurus Rex tooth using a plaster mold.

Days 7-15:

Work on group tasks and projects. Parent volunteers, the computer lab, and the library will be available to assist the students and teacher.

Day 16:

Group Presentations Have a dinosaur party to celebrate. Web sites for party ideas:

<http://www.geocities.com/Heartland/6459/dinoparty.html>

<http://www.kidsdomain.com/holiday/birthday/th/dino.html>—cake idea using geometry

<http://www.bry-backmanor.org/dinosaurs/dinofavor.html>—art activity using geometry

<http://www.totallydinosaurs.com/dinogames.html> -game ideas

## Tools and Materials:

### Books:

Scott Foresman Science Series Second Grade—student and teacher text, assessments and worksheets

### Sample list of trade books:

*Archaeologists Dig For Clues* by Kate Duke  
*Dinosaur Ghosts The Mystery of Coelophysis* by Douglas Henderson  
*How Big Is A Brachiosaurus?* By Frederic Marvin  
*The Jurassic Dinosaurs* by Dougal Dixon  
*The First Dinosaurs* by Dougal Dixon  
*The Last Dinosaurs* by Dougal Dixon  
*Hunting the Dinosaurs* by Dougal Dixon  
*Feathered Dinosaurs* by Christopher Sloan  
*Eyewitness Books Dinosaurs* by David Norman and Angela Milner  
*Dinosaur Zoo Books* by John Wexo  
*Dinosaurs Alive* by Scholastic  
*Dinosaur Times* by Peggy Parish  
*Dinosaur Days* by Joyce Milton  
*What Happened to Patrick's Dinosaurs?* By Carol Carrick  
*Home for a Dinosaur* by Eileen Curran  
*Tyrone the Horrible* by Hans Wilhelm  
*Dinosaur Dream* by Dennis Nolan

[http://www.learningpage.com/free\\_pages/menu\\_wkshts/reading\\_dino.html](http://www.learningpage.com/free_pages/menu_wkshts/reading_dino.html)

Excellent resource of fiction and non-fiction dinosaur books.

<http://www.abcteach.com/Dinosaurs/Dinosaur%20Bibliography.pdf>

Dinosaur Book Bibliography

### Software:

Word Processor

PowerPoint or Hyperstudio

Kid Pix for game creation

### Dinosaur Web Sites:

Set up individual bookmark folders for the independent study students with information pertaining to their selected project.

<http://www.nationalgeographic.com/dinorama/index.html>

<http://www.enchantedlearning.com/subjects/dinosaurs/toc.shtml> Excellent report reference site

<http://www.hcc.hawaii.edu/dinos/dinos.1.html> Honolulu Community College Museum auditory tour as well

<http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> Dinosaur myths and links

<http://www.bbc.co.uk/dinosaurs/> Walking with Dinosaurs BBC site

<http://search.eb.com/dinosaurs/dinosaurs/index2.html> Discovering Dinosaurs by Encyclopedia Britannica

[http://www.isgs.uiuc.edu/dinos/dinos\\_home.html](http://www.isgs.uiuc.edu/dinos/dinos_home.html) Russ Jacob's index of sites, digs, and information

<http://dsc.discovery.com/stories/dinos/dinos.html> Discovery Channel's site from the movie Walking With Dinosaurs--reference for report facts

<http://www.search4dinosaurs.com/pictures.html> Dinosaur illustrations, artist's renderings of what a dinosaur might look like if we could have photographed them.

<http://www.nmnh.si.edu/paleo/dino/> Smithsonian's website for dinosaurs

<http://www.dinofun.com/> For the students--dinosaur games and activities

<http://www.dinosaur-museum.org/> Utah's museum for fossils and information

<http://www.kavenga.com/otherpages/dino.htm> Dinosaurs of Australia

<http://members.aol.com/cahaston/index.htm>  
Child's site about his favorite dinosaurs--games and activities for students

[http://www.dinocountry.com/t-rex\\_center.html](http://www.dinocountry.com/t-rex_center.html) T-Rex information center for "Scotty" found in Canada. Current excavation and pictures from the dig site.

<http://www.ucmp.berkeley.edu/dilophosaur/intro.html> Dilophosaur's site at Berkeley. Audio enhances the information for non-readers.

<http://www.dino-web.com/> Student created site about dinosaurs--good information and activities--very readable for students

<http://www.kidskonnct.com/Dinosaurs/DinoHome.html> Kids search site results for dinosaurs

<http://school.discovery.com/lessonplans/programs/whatsnewdinos/index.html>  
Extension activity grades 6-8 ability complete activity

<http://www.theteachersguide.com/Dinosaurs.html> Teacher resources--check this out.

<http://www.songs4teachers.com/dinosaurs.htm> interesting sources

<http://www.lessonplanspage.com/LAWritingPromptIfDinosaursCameBack12.htm>  
If the dinosaurs came back--story and writing activity

<http://www.atozteacherstuff.com/themes/dinosaurs.shtml>

<http://www.edhelper.com/cat5.htm> Links to dinosaur fossil sites

<http://tal-exchange.austin.apple.com/events/digit/> QuickTime video of actual dig sites

[http://www.isgs.uiuc.edu/dinos/de\\_4/dino30.htm](http://www.isgs.uiuc.edu/dinos/de_4/dino30.htm) Dinosaur Encyclopedia

<http://www.nyps.org/news.htm> Latest Dinosaur/Paleontology News--Teacher Resource

Dinosaur Independent Learning Contract

Name \_\_\_\_\_

Date to Start: \_\_\_\_\_ Date to Finish: \_\_\_\_\_

During the Dinosaur Unit, I would like to work on an Independent Learning Assignment.

I need to complete the chapter test and write a two paragraph essay about the habitats, characteristics, and life cycles of dinosaurs. When I satisfactorily complete this work, I will be starting the following Independent Learning Activity:

\_\_\_\_\_

I know I must work independently during this unit, but I will ask for help when I need it. I will check in with my teacher every other day to discuss my work. The media specialist, computer lab assistant, and parent volunteers will be available to assist me with research and computer activities. I will not use the Internet without an adult helper. I will use books, encyclopedias, and computer resources for my work. I will create a bibliography of my sources.

I understand that my behavior must show I am able to accept assignments that allow me to work without constant teacher supervision. I will use my time carefully and stay on task.

Student signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Progress Checks:

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_

#5 \_\_\_\_\_ #6 \_\_\_\_\_ #7 \_\_\_\_\_ #8 \_\_\_\_\_

## **Assessments:**

Independent study students will assist in developing their rubric as a part of the learning contract with the teacher. I have created a sample rubric for Option 4 of the Independent Study Topics.

Dinosaur Essay Rubric for Independent Study Compacting:

<http://teachers.teach-nology.com/cgi-bin/para.cgi>

General Learner Assessments:

Time Line Rubric <http://teachers.teach-nology.com/cgi-bin/timeline.cgi>

Sample Research Report Rubric: <http://teachers.teach-nology.com/cgi-bin/research.cgi>

Extinction Writing Rubric:

[http://landmark-project.com/classweb/tools/printable.php3?rbrc\\_id=28365](http://landmark-project.com/classweb/tools/printable.php3?rbrc_id=28365)

(may have to copy and past this url in the address line)

[http://landmark-project.com/classweb/tools/printable.php3?rbrc\\_id=28365](http://landmark-project.com/classweb/tools/printable.php3?rbrc_id=28365)

There will be two additional general learner assessments for this unit, a cooperative group rubric and a project rubric.

## Dinosaur Creative Writing Rubric

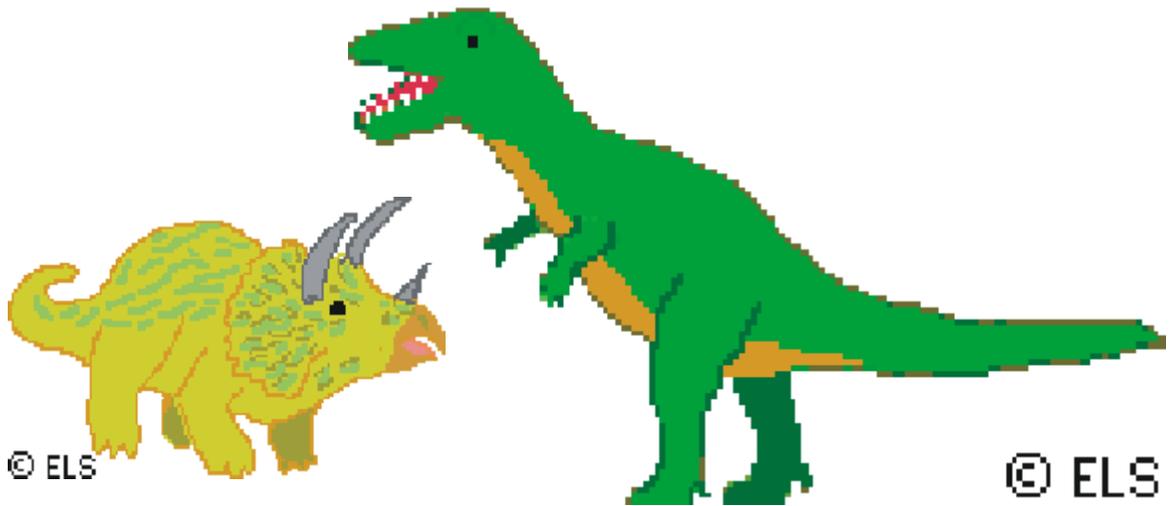
Name: \_\_\_\_\_

<b>Independent Study Activity Option 4:</b>						
Objectives	Didn't Get Started 0 Points	On Your Way! 1 Point	Getting There! 2 Points	You're There! 3 Points	Exemplary Performance 4 Points	Points
Creativity of Ideas	No attempt at creativity.	Incomplete ideas. Writing lacked focus. No details to increase understanding or interest.	Few original ideas. Sometimes moves away from focus of story. Few supporting details.	Some original ideas. Generally focused on the topic. Most of the supporting details were included.	Fresh, original ideas. Remained focused on the topic. A large amount of supporting details were included.	
Organization of Paper	No attempt was made.	Few ideas were connected. Lacked beginning, middle and end. Very little sequence or logic	Some ideas were connected. Attempts were made at beginning, middle and end. Not always sequenced or logical.	Most ideas were connected. Good beginning, middle and end. Most ideas were sequenced and logical.	Ideas were connected. Strong beginning, middle and end. Very logical and sequenced.	
Word Choice	No attempt was made.	Limited word choice. Inappropriate word choices. No attempt at descriptive words.	Common word choice. Some word choices were appropriate. Little use of descriptive words.	Some variety of words. Most words were appropriate and consistent with the story. Words generally supported ideas.	Wide variety of words used. Word use was consistent and appropriate to story. Words supported ideas.	

<b>Independent Study Activity Option 4:</b>						
Sentence Structure	No attempt was made.	Most sentences were not clear. Frequent fragmented sentences. No variety of sentence type or length.	Some sentences were unclear. Run-on, fragmented sentences common. Little variety in sentence type or length.	Most sentences were clearly written. Used simple and compound sentences. Different sentence types were common. Variety of sentence length.	All sentences were clearly written. All sentences were complete and of varying length. Different sentence types were abundant.	
Mechanics	No attempt was made.	Serious spelling, punctuation, and grammar errors were common and made comprehension difficult.	Many spelling, punctuation, and grammar mistakes were evident but did not hinder comprehension	Some errors in spelling, grammar, and punctuation were made, but were minor.	No errors in spelling, grammar, or punctuation were detected.	
Score:						

During my EDCI 520 Instructional Technologies class, we were encouraged to revisit an existing unit of study or create a new unit based on our current assignment. Since I am now working as a University Supervisor, I collaborated with a colleague to revise, edit, and create new lessons for a unit of study on dinosaurs. The continuing unit has been adapted on the theme of dinosaur study in second and third grades, but did not change my original unit of study, so I am putting both together to meet the needs of students of differing levels of ability that may be in my classroom in the future.

Dinosaurs:  
A Second Grade Unit of Study



EDCI 520  
Dr. Zachlod CSUB Winter 2003  
Debbie Meadows

## **Dinosaurs: A Second Grade Unit of Discovery**

### **Unit Details:**

Author: Debbie Meadows (with Katherine Squires)  
Subjects: Language Arts, Science, and Technology  
Learning Level: Second Grade

### **Invitation (Big Idea):**

People were not the first inhabitants of planet Earth. We study past life on Earth to learn about its existence and/or extinction. From the time children are in preschool, many have a fascination with fossils and dinosaurs. This fascination can stem from being in awe of something so much larger than they are to a scientific interest in the Earth's past. During this unit, students will become amateur paleontologists and dig into the habitats, classifications, life cycle, and possible causes of the extinction of those "Terrible Lizards". The unit will culminate with group projects about dinosaurs.

The study of dinosaurs is an integral part of the second grade science curriculum. With an integrated curriculum approach to instruction, the study of dinosaurs could easily last for a month to six weeks. This unit is designed to last for 20 days or class periods. The state standards for life science in second grade lend themselves to the study of dinosaurs; there are requirements for the study of life cycles, habitats, familial characteristics, and the study of fossils. The third grade science standards include the study of the past inhabitants of the Earth which lends itself to studying the extinction theories regarding dinosaurs.

### **Unit Objectives:**

The students will be able to do the following:

1. Describe the habitat, life cycle and characteristics of a selected dinosaur.
2. Participate in cooperative group activities to create a presentation about a selected dinosaur.
3. Describe potential factors leading to the extinction of the dinosaurs.
4. Identify new or additional ways to find information through the use of multimedia.
5. Expand their ability to research a given topic.

### **Rationale and Previous Knowledge:**

This unit combines a variety of instructional methods and strategies. The students will work in cooperative groups, teacher directed groups, and individually. The cooperative groups will team throughout the unit to create, as a culmination to the unit, a team presentation on a selected dinosaur. I have begun to see the benefits of a more constructivist approach in my instruction, so many of my selected models, classroom discussion, inquiry, cooperative grouping, and cause-effect require group effort for success. This approach enables the student with a great deal of prior experience with dinosaurs to become a team leader, while encouraging all students to contribute to the group's collective knowledge. The students will have a core group to work with during this unit that I believe will enable them to work toward a better understanding of the material than if I used direct instruction. Working in collaboration makes the activities more stimulating and provides a wider base of knowledge from which the students can build new learning. In order to reach this objective, the students should have worked in small groups many times before and have an understanding of how to

work together. Students should have used a word processor, computer, and be familiar with how to use teacher created bookmarks for Internet exploration. In science, students should have studied about the life cycle of other animals.

Independent study activities related to dinosaurs and paleontology will be offered to students who demonstrate an understanding of dinosaur habitats, physical characteristics, and life cycles. Independent study students will always be offered the option to participate in regular class discussions and activities of their choosing. Rubrics will be provided at the beginning of the unit to allow the students the opportunity to be ready for the tasks at hand. Students compacting the second grade science and language arts objectives will complete the assessment from the Scott Foresman Science textbook with a grade of 90% or higher. They will also write a three paragraph essay on the habitats, characteristics, and life cycles of dinosaurs. Students working on the differentiated lessons will be working independently. They will work with the teacher to create a learning contract that will be signed by the student, parents, and teacher. Students will be required to meet with the teacher every other day to discuss their work. The media specialist, computer lab assistant, and parent volunteers will be available to assist the students with research and computer activities.

### **Sample Differentiated Options:**

1. Create your own dinosaur. You've just found a fossilized dinosaur egg at Dinosaur National Monument in Utah. While taking an x-ray of the egg, you find this dinosaur is like none other found before. Sculpt your new dinosaur using clay, give your new dinosaur a name, and write about it. Be sure to include anatomy, habitat, survival skills, time period, predators and prey, and life cycle. Develop a PowerPoint presentation to introduce your find to the scientific community.
2. Research and write about the current theories of extinction. Write your own theory of extinction for the dinosaurs. Do you agree with any current theories or do you have one of your own? Defend your decision. Research an animal that is endangered. What can be done to save this animal from extinction? Create a poster to encourage people to save your animal from extinction. Give a presentation to your class on your theory of dinosaur extinction and how to save other animals from extinction. (Lesson Plan written for Bloom's Lesson Plan)

### **Lesson Plans Rationale:**

There are five formal lesson plans written for this unit. Rationale for the individual plans are at the beginning of each lesson. To make this unit a complete study of dinosaurs, I would carry out the lessons in the following manner with additional lessons interspersed:

1. Dinosaur Footprints: **The Mystery of the Footprints**– 1 day
2. Mesozoic Era Time Line: **It's About Time**– 2 days
3. Characteristics, Habitat, Types, and Life Cycles of the Dinosaurs: Direct Instruction, Inquiry Method using web quests and book marked sites, group collaboration–3-4 days
4. Presentation by a paleontologist regarding dinosaurs and fossils–1 day
5. The Success of the Dinosaurs **Dino Nation**–2 days
6. Group work to create a report and presentation on a selected dinosaur– 5 days

(Song writing activity written as Gardner's Lesson Plan)

7. Fossil Discovery: **Make no Bones About It** –1 day
8. Thank you letter to the paleontologist: **Thanking the Paleontologist**–2 days
9. Student Presentations–2 days

**Assessment:**

Unit assessment will be continuous during instruction. Students will be observed to gauge their interest in the activities and the learning that is taking place. Activities will be added or altered as the unit progresses to better instruct the students. At the end of the unit, a unit assessment will be given to the students so they can rate the activities and general learning they feel took place during the unit. Example questions would be: If I could add something to the unit I would...; Do you feel the time line activity helped you understand the dinosaur's place in history?; Was working as a group a positive experience? Why or why not? I will be writing reflections on the unit and the lessons as they progress. I find that I learn a lot from those "reflective drives home" from school and it makes my unit implementation the next year better if I write those reflections in the unit folder.

Student Assessment will be in the form of a group written report and oral presentation regarding a selected dinosaur. The students will receive the assessment rubrics at the beginning of the unit so they can ensure all areas are included such as habitat, characteristics, life cycle, writing skills, speaking ability, and group effort. At the end of the unit, students will take a written test consisting of objective questions and an essay from the science textbook. Additional written assessments will include a cooperative group rubric, footprint map, letter rubric, and group time line creation. Students will be assessed informally during the discussions and the teacher will monitor the group work to ensure skills and information are being used and learned correctly. Mini-lessons could be needed to reteach skills and concepts.

**Title of Lesson: The Mystery of the Footprints**

**Rationale:**

Problem solving and discovery learning are extremely important for young children to experience. To foster their natural curiosity and to encourage divergent thinking, an inquiry based lesson has been placed in the unit plan. Students will be encouraged to use their previous knowledge and their reasoning ability to solve the "Mystery of the Footprints". There is not one right answer to the puzzle, the teacher will guide the students to make discoveries regarding the environment for and behaviors of dinosaurs. This lesson will be placed at the beginning of the unit to set the stage for a more student-directed format for learning. Since the teacher will not be directing, but facilitating this activity, the students will become responsible for their learning at the beginning of the unit and begin to develop the necessary skills for independent learning.

**Second Grade State Standards:**

Science

3.d Make predictions based on patterns of observation rather than random guessing

Technology:

K-2.1 Use input devices and output devices to successfully operate computers

K-2.2 Use a variety of media and technology resources for directed and independent learning activities

**Instructional Objectives:**

1. The learner will be able to describe a sequence of events after analyzing a footprint puzzle.
2. The learner will be able to create a new footprint puzzle describing a different dinosaur puzzle.

**Materials:**

Footprint handout, overhead of footprint handout, large board or chart paper, markers, writing paper, pencils, computer, Internet access

**Instructional Design:**

The instructional design for this lesson is the Inquiry method.

**Procedure:**

1. Students will be presented with the footprint puzzle.
2. Problem/Question: What happened to the dinosaurs in the puzzle?
3. Students will ask the teacher yes/no questions regarding the footprint puzzle. The teacher will guide the students toward developing their theories regarding the puzzle, including environment and dinosaur behavior.
4. The teacher will write student hypotheses on the board regarding the dinosaur puzzle.
5. Students will be encouraged to discuss with their classmates the hypotheses and choose one to offer as the solution to the puzzle. The solution must be explained in the context of the environment and knowledge of dinosaur behavior.

**Independent Practice:**

The students will create a new footprint puzzle showing a different possible event.

Student will write three possible scenarios for the events shown in the newly created footprint puzzle.

**Assessment Strategies:**

Student work will be informally assessed on the feasibility of their hypotheses.

**Closure:**

Students will explore the Red Gulch, Wyoming Dinosaur Tracking web site at

<http://www.wy.blm.gov/rgdt/education.htm>

Web Quest additional activity:

<http://www.marshall-es.marshall.k12.tn.us/job/Read-Write/dinosaur/dinohunt.html>

Article on largest dinosaur footprint discovered:

<http://www.newscientist.com/news/news.jsp?id=ns9999558>



## **Title of Lesson:       It's About Time**

### **Rationale:**

Students will work in one of three cooperative groups to create a class time line of the Mesozoic Era. This time line will be broken into the Triassic, Jurassic, and the Cretaceous periods. Included on the time line will be examples of dinosaurs and other animals living during that period, plants, geography, and climate. As the time line is a part of their group presentation, the students will be able to use each other's skills in research, writing, and art to make a complete time line with information that will be interesting to their classmates. By using the cooperative grouping model, the students will complete the work faster and have a better opportunity to present a well designed time line and oral presentation.

### **Second Grade State Standards:**

#### Social Studies

2.1     Differentiate between things that happened long ago and things that happened yesterday

#### Language Arts-Listening and Speaking

1.9     Report on topic, including supportive facts and details

#### Language Arts-Writing

1.1.    Group together related ideas, and maintain a consistent focus

2.1.a   Move through a logical sequence of events.

2.1.b.   Describe the setting, characters, objects, and events in detail

#### Technology:

K-2.1   Use input devices and output devices to successfully operate computers

K-2.2   Use a variety of media and technology resources for directed and independent learning activities

K-2.5   Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom

### **Instructional Objectives:**

1.       The learner will be able to construct a time line of important facts regarding the Triassic, Jurassic, or Cretaceous period.

2.       The learner will be able to identify animals and plants in the Triassic, Jurassic, and the Cretaceous period.

### **Materials:**

Time Line web sites:

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

<http://www.prehistory.com/timeline/triassic.htm>

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

<http://www.ucmp.berkeley.edu/mesozoic/mesozoic.html>

<http://teacher.scholastic.com/activities/dinosaurs/dinotimes/index.htm>

<http://teacher.scholastic.com/activities/dinosaurs/tguide.htm>

Dinosaur Pictures:

<http://www.search4dinosaurs.com/pictures.html>

CD-Roms:

Microsoft: Dinosaur

Knowledge Adventure: Dinosaur Adventure

Dorling Kindersley: Dinosaur Hunter

Dorling Kindersley: 3-D Dinosaur Hunt

Microsoft: Explorapedia

Additional CD-Rom encyclopedias

Books:

*Dinosaur Ghosts The Mystery of Coelophysis* by Douglas Henderson

*How Big Is A Brachiosaurus?* By Frederic Marvin

*The Jurassic Dinosaurs* by Dougal Dixon

*The First Dinosaurs* by Dougal Dixon

*The Last Dinosaurs* by Dougal Dixon

*Hunting the Dinosaurs* by Dougal Dixon

*Feathered Dinosaurs* by Christopher Sloan

*Eyewitness Books Dinosaurs* by David Norman and Angela Milner

*Dinosaur Zoo Books* by John Wexo

*Dinosaurs Alive* by Scholastic

*Dinosaur Times* by Peggy Parish

*Dinosaur Days* by Joyce Milton

Encyclopedias

Pre-printed dinosaur time line, butcher paper, construction paper, markers, pencils, pens, scissors

### **Instructional Design:**

This lesson is based on the cooperative grouping model.

### **Procedure:**

1. The teacher will review the concept of a time line. Earlier in the school year, the students created a personal time line to show their growth from infant to second grader. A connection will be drawn between the personal time line and a time line for the Mesozoic Era. A Dinosaur time line will be introduced using a preprinted version.
2. Students will be broken into three teacher selected groups for this project. Students will be asked to find information on their assigned time period within the Mesozoic Era.
3. Each group will find examples of dinosaurs and other animals living during that period, plants, geography, and climate and prepare a group oral report on their findings.
4. All students in the group will be assigned a part of the research and to take notes on their findings. Parent helpers would contribute greatly to this part of the assignment.

5. Students will research their time period using online resources, books, and cd-rom encyclopedias.
6. The teacher will act as the facilitator and coach for this activity.
7. Student groups will create a section (period) of the class time line for the Mesozoic Era.

**Assessment Strategy:**

Cooperative group rubric

Knowledge of assigned period of time will be informally assessed during the group presentation and through observations during the research and construction phase of the assignment.

**Closure:**

Student groups will present information to the class regarding their time period and place their chart section on the bulletin board to fill in the time line.

**Group Collaboration Assessment Rubric**

Name \_\_\_\_\_ Date \_\_\_\_\_

My job: \_\_\_\_\_

Objective	Not There Yet 1 point	Getting There 2 points	There! 3 points	Earned Points
I helped my group find materials.				
I used an inside voice while working.				
I shared information with my group.				
I listened to other's ideas.				
I did my part to complete the activity.				
I helped my group finish our activity on time.				
I helped my group present our findings to the class.				
Our project and oral report is complete.				

Student Evaluation:

Things I liked:

Things I would change next time:

Teacher Evaluation:

Things I liked:

Things I would change next time:

## **Title of Lesson: Dino Nation**

### **Rationale:**

Students will begin this lesson by reading and discussing several nonfiction books about dinosaurs in literature circles. Students will read their books independently and then discuss their book in a literature circle. After discussing the stories, and the pre-written teacher discussion questions, students will prepare for the full class discussion by taking notes and writing informal answers to the questions. Students will participate in a classroom discussion focused on the complex question of: “Why were dinosaurs so successful?”

As students read the books and materials presented in class, each student develops their understanding of the dinosaur habitat, life cycle, and characteristics. The literature circle and classroom discussion of the books and information will enable the students to draw upon their prior knowledge and newly learned information about dinosaurs to better their classmates understanding of dinosaurs and their importance in history. The students will be encouraged to provide answers in order to generate conclusions, as a class, beyond those that they would find simply by reading an individual text without a chance to discuss and consider the information presented.

### **Second Grade State Standards:**

#### Science

- 2.c Many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- 2.d There is variation among individuals of one kind within a population

#### Language Arts-Reading Comprehension

- 2.3. Use knowledge of author's purpose(s) to comprehend informational text
- 2.4. Ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how)
- 2.5 Restate facts and details in the text to clarify and organize ideas.

#### Technology:

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.2 Use a variety of media and technology resources for directed and independent learning activities

### **Instructional Objectives:**

1. The learner will be able to support his/her insights from the text.
2. The learner will be able to apply knowledge of the characteristics of dinosaurs and how they were very specialized and therefore very well adapted to their environment.

### **Materials:**

#### Books for Literature Circles:

*Dinosaur Bones* by Alik

*Dinosaurs* by Pauline Bush

*Dinosaurs are Different* by Alik

*Magic School Bus in the Time of the Dinosaurs* by Joanna Cole

Books as Additional Resources:

*Big Book of Dinosaurs* by Angela Wilkes

*Digging Up Dinosaurs* by Alik

*Dinosaurs* by Paul Barrett and J.L. Sanz

*The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley

*DK Guide to Dinosaurs* by David Lambert and Steve Hutt

*Eyewitness Dinosaurs* by David Norman, Angela Miner, and Colin Keates

*My Visit to the Dinosaurs* by Alik

Applicable web sites made available during SSR and other times prior to the discussion:

<http://www.zoomdinosaurs.com/subjects/dinosaurs/dinoclassification/Classification.html>

<http://www.teachervision.com/lesson-plans/lesson-2182.html>

<http://paleo.gly.bris.ac.uk/communication/boulton/classification.html>

<http://www.dino-web.com/classification-eng.html>

### **Instructional Design:**

This lesson is based on the classroom discussion model. Before beginning the classroom discussion, students would have read and studied several factual books and web sites about dinosaurs.

### **Procedure:**

1. This lesson would be a culminating lesson following a series of lessons on the types of dinosaurs and how they are classified. To begin, the teacher will review the process of the classroom discussion model. Students will also reread their material before beginning the discussion. Students are to have their books and notes ready on their desk.
2. The teacher will have students arrange their desks in a circle.
3. The teacher will remind students that they have learned a great deal about the different types of dinosaurs (cluster topic=Dinosaurs) and that now they need to use their knowledge to answer the question, “Dinosaurs ruled the earth for 130 million years, why were they so successful?”
4. Students will be encouraged to offer their answers after being given time to think of suitable responses. Students need to provide evidence of where they found their answers in the text. The teacher will continue by asking follow-up questions:
  - 1.) What is the difference between reptile/bird hipped dinosaurs?
  - 2.) What is another way dinosaurs can be grouped?
  - 3.) What are some of the advantages that certain dinosaurs had? For example, what was the advantage of having a long tail?
  - 4.) Why were some dinosaurs small while others were gigantic?
  - 5.) Why did dinosaurs grow so tall?
  - 6.) What would the advantage be if you were a small dinosaur?
  - 7.) Do you think that 2 legged or 4 legged dinosaurs had more of an advantage? Why?
  - 8.) If you were a dinosaur would you rather have sharp teeth or a big body?
  - 9.) Do you think that humans could survive for 130 million more years?
5. The teacher will remind students that there is no one “right” answer.
6. When the discussion is complete, the teacher will review the process and help students summarize their observations.

**Assessment:**

Informal:

Observe students as they participate in the discussion. Are students using higher-level thinking skills? Did students support their insights?

**Title of Lesson: Make No Bones About It**

**Rationale:**

Through the process of inference, students will hypothesize about the causes, effects, prior causes, and subsequent effects concerning the extinction of the dinosaurs. Students will then develop conclusions and generalizations concerning the question, “Why Did Dinosaurs Become Extinct?” Students generally understand that dinosaurs are extinct, but many do not generalize the causes of extinction and the effects dinosaur extinction have on our daily lives. In using the cause-effects model, the students will better understand the relationship between living creatures and their habitats. This lesson is placed near the end of the unit as a way for students to apply the knowledge they have learned about dinosaurs.

**Second Grade State Standards:**

Science

3.d Fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

Language Arts-Reading Comprehension

2.5 Restate facts and details in the text to clarify and organize ideas.

2.6 Recognize cause-and-effect relationships in a text.

**Instructional Objectives:**

1. The learner will be able to hypothesize as to the causes regarding the extinction of the dinosaurs and the effects that extinction caused.
2. The learner will be able to draw conclusions and arrive at generalizations concerning the extinction of the dinosaurs.

**Materials:**

Cause/Effect chart and colored markers

4 Prior Causes	2 Causes	1 Topics to Be Analyzed	3 Effects	5 Subsequent Effects
6. Conclusions:				
7. Generalizations:				

#### Books:

*Archaeologists Dig For Clues* by Kate Duke

*Dinosaur Ghosts The Mystery of Coelophysis* by Douglas Henderson

*DK Guide to Dinosaurs* by David Lambert and Steve Hutt

*Eyewitness Fossils* by Paul D. Taylor

*The Great Debate: New Theories Unlocking the Mystery of the Dinosaurs* by Robert T. Bakker

*What Happened to Patrick's Dinosaurs?* By Carol Carrick

*What the Dinosaurs Saw: Animals Living Then and Now* by Miriam Schlein and Carol Schwartz

#### Web sites:

<http://www.enchantedlearning.com/subjects/dinosaurs> Fossil and Extinction Sections

<http://www.nyps.org/news.htm> Paleontology site

<http://news.bbc.co.uk/1/hi/sci/tech/855813.stm> Ill Wind Theory of Extinction

<http://www.cotf.edu/ete/modules/msese/dinosaur.html> Site for Students Discussion of Extinction Theories

<http://palaeo.gly.bris.ac.uk/Communication/Couch/101Theories.html> Theories of Extinction

<http://www.ucmp.berkeley.edu/diapsids/extinction.html> Student accessible Theories site

#### **Instructional Design:**

This lesson is based on the cause and effect model. As this lesson will come close to the end of the unit, students will prepare for the discussion through their readings, participation in other activities and lessons, cd-rom materials, and web site exploration.

#### **Procedure:**

1. The teacher will use an expository advance organizer to review the concept that a fossil provides evidence of past life on Earth and that dinosaur fossils and their locations can help scientists interpret how dinosaurs became extinct. Students have, prior to this activity, discussed in groups, read stories and looked at web sites that provide information regarding the extinction of the dinosaurs. It would be possible that some of the differentiated learners may have presented their theories of extinction to the class prior to this lesson.
2. The teacher will begin completing a pre-made chart by first filling in the Topic—“**Why did the dinosaurs become extinct?**” Students will recall that there are many different theories as to why dinosaurs became extinct. The various causes and effects will be added to the chart throughout the discussion.
3. Students will be asked for possible causes and prior causes that would be applicable to the topic. Students must be able to support their causes. The use of notes and other materials by the students will be encouraged during the lesson. The teacher will facilitate the discussion by asking followup questions like “Why do you think that?”
4. The teacher will continue by asking for the effects and subsequent effects related to the extinction of dinosaurs. Students need to support their responses.
5. To conclude the discussion, the teacher will refer to the chart and ask the students to make conclusions and generalizations.

#### **Assessment Strategy:**

Informal:

Observe students as they participate.

Did students make logical responses? Are they supporting their answers?

## **Title of Lesson: Thanking the Paleontologist**

### **Rationale:**

The students are visited by a paleontologist who discusses dinosaurs and fossils. The students will write thank you letters to the paleontologist after the visit. This letter will give the students the opportunity to apply their letter writing skills to a real-life situation. Since the skill of letter writing is a process that has specific skills, the direct instruction method was chosen as the instructional model. The use of a writing rubric will give the students the opportunity to know what is expected of them throughout the process. While writing their independent letter, the rubric will be at the student's desk as a reinforcement of the skills required.

### **Second Grade State Standards:**

#### **Writing:**

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

#### **Sentence Structure:**

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

#### **Grammar:**

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

#### **Punctuation:**

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

### **Instructional Objectives:**

1. The learner will be able to use the five elements of a friendly letter to accurately write a letter thanking a paleontologist for visiting the class.
2. The learner will be able to write the body of the letter using correct grammar and punctuation.
3. The learner will be able to use appropriate sentence structure and language in their letter.

### **Materials:**

Chart of friendly letter form, chart paper, overhead copy of writing paper, student paper, student pencils, crayons, and markers

### **Instructional Design:**

This lesson will be taught using the direct instruction model.

### **Background:**

Students have just completed a paleontologist visitation and fossil dig given by Mr. Marcus Erickson of Museum Works based in Los Angeles, California. Mr. Erickson presents a 30 minute talk about dinosaurs, fossils and dinosaur digs. He shows slides of his digs in Wyoming, authentic fossils, and fossil casts to the students. After the presentation, Mr. Erickson takes the students outside to a prepared "dig site" (boxes filled with sand). Students are encouraged to dig for the fossils in the boxes. In the boxes are large fossil casts to uncover, as well as small fossil fragments.

### **Task Analysis:**

Instructional Objective: The learner will be able to use the five elements of a friendly letter to accurately write a letter thanking a paleontologist for visiting the class.

### **Skills required:**

1. Understand how to write a complete sentence.
2. Use commas in the date, greeting, and closure of a letter.
3. Understand proper nouns
4. Capitalize proper nouns.
5. Know the elements of a friendly letter—date, greeting, body, closing, and signature.
6. Use the 5 elements of a friendly letter.
7. Use capitalization to begin a sentence.
8. Use punctuation to end a sentence.
9. Use correct word order in a sentence.
10. Print legibly.
11. Spell short and long vowel words correctly.

### **Independent Skills:**

1. Print legibly.
2. Spell short and long vowel words correctly.

### **Dependent Skills (in sequence):**

1. Understand how to write a complete sentence.
2. Use correct word order in a sentence.
3. Use capitalization to begin a sentence.
4. Use punctuation to end a sentence.
5. Understand proper nouns.
6. Capitalize proper nouns.
7. Know the 5 elements of a friendly letter—date, greeting, body, closing, and signature
8. Use the 5 elements of a friendly letter.
9. Use commas in the date, greeting, and closure of a letter.

### **Steps to teaching this lesson:**

1. Assess knowledge of sentence structure, proper nouns, capitalization, and punctuation—review journals and class work.
2. Reteach as necessary.
3. Prepare a poster or bulletin board outlining the 5 elements of a friendly letter.
4. Write a friendly letter with the students.
5. Guide the students through writing a friendly letter.
6. Have the students write a friendly letter to thank a paleontologist for visiting the class.
7. Use rubric to evaluate student progress.
8. Mail letters to the paleontologist.

### **Procedure:**

1. Students will be reminded of the presentation by the paleontologist. We will discuss and chart some of the interesting and informative things we learned from him. I will then ask what one could do to thank someone for doing something nice for them. After receiving the answer, “write a thank you note”, I will introduce the new skill of letter writing.
2. We will discuss the many times a friendly letter could be used. I will then show the chart of the friendly letter format. We will discuss the parts of the friendly letter and the times they might have received a friendly letter.
3. Students will help me write my letter to Mr. Erickson as I model the format on the overhead projector. We will then look at the assessment rubric for the letter and critique my letter using the rubric. Students are familiar with using rubrics to guide their work. Students will keep the rubric at their desks for the remainder of the lesson.
4. Students will begin their draft letter to Mr. Erickson. They will have the chart and rubric to assist them with the draft. I will circulate to ensure students understand the format and are writing about the visit.
5. Students will peer edit the letters and correct mistakes or add new material.
6. I will review the drafts.
7. Students will write their final draft and complete an illustration to go with the letter.

**Assessment Strategy:**

Rubric for friendly letter

**Closure:**

Final Draft of letter (if necessary to correct errors) will be mailed to Mr. Erickson.

Follow up activities are: Movie: Magic School Bus: The Busasaurus

Book: The Magic School Bus In the Time of Dinosaurs

## Letter Writing Rubric

### Exemplary:

All Proficient Criteria met plus:

I completed everything under proficient correctly

My sentences begin with different words

I made sure all the words are spelled correctly

### Proficient:

I included all 5 parts of the friendly letter format

My friendly letter format is correct

My letter thanks Mr. Erickson for visiting our school

My sentences begin with a capital letter

My sentences end with the correct punctuation

My sentences have describing words

I made each sentence a complete thought

I spelled 3 and 4 letter words correctly

I used my best printing and left spaces between the letters, words, and sentences

### Progressing:

I met seven of the nine Proficient criteria

I am almost there

### Not Yet Meeting Standards:

I met less than seven of the Proficient criteria

I will ask questions and keep trying

Self-Evaluation: \_\_\_\_\_

Teacher Evaluation: \_\_\_\_\_

Comments: