

Lesson Plan Martina Wilkins

Date: 13/11/2018

Grade/Class: 1/2 French Immersion

ELA & Science

Grade 1, Cluster 1; Grade 2, Cluster 0;

Time: 12:45-13:45

Topic: Dinosaurs

Lesson Outcomes

Previous knowledge:

Students will have some knowledge of the characteristics of living things and their environment

Students will have some knowledge of dinosaurs and their habitats, food sources,

Essential Understandings:

- that dinosaurs are extinct
- that paleontologist are scientists who study dinosaurs
- that paleontologists rely on fossils and can only guess and make theories
- explain that scientists have theories about what dinosaurs were like but they don't really know
- describe how evidence is used to try to determine what dinosaurs looked like and how they behaved

Key terms that should be in the -K- or -W-

- fossils
- paleontologist
- theories
- *herbivores
- *Carnivores

Essential Questions:

- What do you think you know about dinosaurs?
- What are fossils?
- What can a set of dinosaur footprints tell us about the dinosaurs?

Curricular Outcomes

The student will be able to:

1-0-7d. Connect new experience and information with prior knowledge
(ELA 1.2.1); GLO: A2

1-0-1a. Ask questions that lead to explorations of living things, objects, and events in the immediate environment.
(ELA 3.1.2, 3.1.3)

1-0-4g. Verbalize questions and ideas during classroom learning experience. GLO:C6

1-0-9a. Willingly consider other people's views.
GLO: C5, C7

2.1.1 *Prior Knowledge*

Make connections between texts, prior knowledge, and personal experiences.

1.1.1 *Express Ideas*

Talk about personal experiences and familiar events.

1.1.2 *Consider Others' Ideas*

Listen to and acknowledge experiences and feelings shared by others.

1.2.4 *Extend Understanding*

Ask questions to make sense of experiences.

2-0-1a. Ask questions that lead to investigations of living things, objects, and events in the immediate environment. (ELA 1.2.4, 3.1.2, 3.1.3;

2-0-4g. Verbalize questions, ideas, and intentions during classroom activities. GLO: C6

2-0-9b. Express enjoyment when sharing and discussing science-related experiences from daily life.
GLO: C5

2.1.1 *Prior Knowledge*

Make connections between texts, prior knowledge, and personal experiences.

2.3.3 *Vocabulary*

Use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

2.1.2 *Comprehension Strategies:*

Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies [including rereading for story]

Materials

- Book: Fly Guy Presents: Dinosaurs Page:” Fossils”
- Giant Foot Print
- Body Break Video:
<https://www.youtube.com/watch?v=SZzPLdAWKOE&fbclid=IwAR0RlweYW4jYjxs65f6MC67ecJqM8fHfKrBTl8-E6qJYC0rIxKFuQhgYGSo>
- 3x Easel paper: -K-, -W-, -L-
 - K: What I know
 - W: What I want to learn
 - L: What I have learned
- Grade 1: Work sheet 1-1
- Grade 1: Work sheet 1-2D
- Grade 2: Worksheet 2-1
- Grade 2: Worksheet 2-2D
**D differentiation*

Differentiation Strategies

- Teacher walks around to help students that are struggling with their task of copying the definitions from the board
- Ask two friends before you ask me – Encourage students to ask two friends before they come and talk to me
- This lesson includes verbal and visual instructions to meet the needs of all different learning styles
- Grade 1: New vocabulary**
 - **Work sheet 1-1**
- Visual cues – Word: match words with definition
- **Work sheet 1-2**
- Draw dinosaur follow the numbers
- Grade 2: New vocabulary**
 - **Worksheet 2-1**
- Visual cues – words: copy sentences board
- Differentiation:**
 - Asking more prompting questions
 - Create sentences with the help of word clusters using new vocabulary and also vocabulary learned in a previous lesson: Shelter, food, water, sun, plants for [air]

Assessment Evidence

Assessment FOR learning	Assessment AS learning	Assessment OF learning
-K-W-L -chart Brainstorming ideas to fill out the -K- column to see what the students already know about dinosaurs Brainstorming ideas to fill out the -L- column to see what the students know about dinosaurs already	<ul style="list-style-type: none"> - Learn how paleontologist use fossils to learn about dinosaurs = from book - Formulating question about what we want to learn - What can we learn about dinosaurs by looking at footprints? 	<ul style="list-style-type: none"> - Brainstorming ideas to fill out the -K- column to see what the students know about dinosaurs already - Brainstorming ideas to fill out the -L- column to see what the students know about dinosaurs already - Talk about information from booklet - Grade 1 Worksheet 1—1, 1-2D - Grade 2 Worksheet2-1, 2-2D

Learning Plan

Activating

Timeline

- Drawing a connection to previously learned information about the characteristics of living things and their dependence on the environment. We talked about dogs, cats and giraffes. But what about dinosaurs? We have all seen dogs and cats in real life, but has anyone ever seen a real dinosaur? Why or why not?
 - Elicits students' prior knowledge of dinosaurs, by asking "What do you think that you know about dinosaurs?" and write it in the -K- Column of our K-W-L chart
 - Encourage students to explain their associations. This is especially important for those associations that are vague or unusual. Ask, "What made you think of that?"
- Have questions ready to help students brainstorm their ideas. Sometimes students need more prompting than, "Tell me everything you know about _____," to get them started.
- What do you want to learn about dinosaurs?

15 min

Acquiring:

Vocabulary on board:

- **Theories:** an agreement on guess work
- **Paleontologists:** scientists who study dinosaurs
- **Fossils:** include dinosaur bones, footprints, teeth and even dinosaur eggs
- **Herbivores:** ate only plants. They had flat teeth for chewing leaves
- **Carnivores:** ate other dinosaurs or animals. They had sharp teeth for hunting and chewing meat

Read fossil part of the book and talk to the students about it

- **Have students look at the big food footprint and compare them with some of their fellow student's shoe sizes**
- **Show students the footprint and let them explain what they think happened**
- Explain that dinosaurs lived a very, very long time ago that no human being has ever seen a real dinosaur. This means that scientist have to guess, or make **theories**, about what dinosaurs looked like, what nutrition's they needed and how they behaved.
- Tell them that scientists who study dinosaurs are called **paleontologists**. Explain that paleontologist make theories about what they think it means, but sometimes they are wrong and only find out later what it could have been. For instance, paleontologist did not know for a very long time if Tyrannosaurus T-Rex was an active predator and a scavenger. Luckily most paleontologist today accept that T-Rex was both an active predator and a scavenger.
- Explain that fossils include dinosaur bones, dinosaur footprints, dinosaur teeth, and even dinosaur eggs.
- Point out special features of footprints such as: number of toes, and shapes and discuss what these might tell you about dinosaurs

25 min

Using a K-W-L

K	W	L

Explain to students that during the next lessons, that we can add questions and things that we want to learn about.

And that at the end of the unit we will write down what we have learned and how it compares to what we thought we knew.

Applying:

- What do you think you know?

List words in -K- column

- Put together the giant footprint of Tyrannosaurus Rex and make predictions
- Have students look at the big food footprint and compare them with some of their fellow student's shoe sizes
- Show students the footprint and let them explain what they think happened

List questions in -W-column

- Grade 1: Work sheet 1-1
- Grade 1: Work sheet 1-2D
- Grade 2: Worksheet 2-1
- Grade 2: Worksheet 2-2D
- **D differentiation* Body brake

<https://www.youtube.com/watch?v=SZzPLdAWKOE&fbclid=IwAR1YkL3htSbyOAO0dtYfJQGdS2TZ6PtIYNgEkU672ywkKy3Q7pBd6G-m7s>

1:27 -2:55-4:10-5:29

<https://www.youtube.com/watch?v=Pdy3qlbHoeA>

20 min

Reflections about the lesson: