

## Dinosaur Project Lesson Plan

### Grade 2

<u>Schedule</u>	<u>2A</u>	<u>2B</u>
Library	1/20	1/20
Computer	1/24	1/25
Computer	1/26	1/26
Library	1/28	1/28
Computer	2/9	2/9
Letter home	2/9	2/9
Project due	2/23	2/23
Present-lib.	3/1	3/1

**Dates:** January-February

**Title:** Digging Up Dinosaurs (through library and computer research)

**Length:** 6 Lessons (2 in each classroom for research) + 1 lesson to choose topic and 1 lesson to present

### Goals of Lesson

- To reinforce classroom lessons about fossils/dinosaurs/prehistoric creatures
- To develop research skills using books and computers

### Students will be able to:

- Use nonfiction resources and a website to find factual information
- Restate facts in own words (Summarize)
- Document the titles of the sources

**Product:** Students will take home research notes and develop a paragraph and graphic depiction of their chosen dinosaur/fossil/prehistoric creature at home with parental participation.

### Procedure:

1. Students will be introduced / oriented to navigating the websites Enchanted Learning, World Book online, Ency. Britannica online.

2. Students will be introduced / oriented to using nonfiction resources in the library.
3. Students will be introduced to the three prehistoric periods (Triassic, Jurassic, Cretaceous), and the types of dinosaurs/prehistoric creatures (plant-eating, meat-eating, reptile, bird, etc.).
4. Students will locate facts from websites and print sources, summarizing the following information: type of creature (meat-eating, plant-eating, sea reptile, flying reptile, bird); period (Cretaceous, Jurassic, Triassic); Where fossils have been found (continent); size (length, weight, as compared to something modern); food; special features; description; defense; possible reasons for extinction; other interesting facts. Students will document titles of the sources, & restate facts in their own words.

### **Action Plan:**

#### **Lesson 1: (Library)**

1. Distribute safari hats to students. Tell them that we are going to be starting an excavating project today. Ask students to recall what they have been reading about in Open Court about dinosaurs/fossils/prehistoric creatures. Tell students that today we will be digging for facts in library and computer about a prehistoric creature. Show students sample projects from previous years.
2. Provide each table with a box of sand with pieces of a fossil skeleton that have writing on them. Students are to dig for pieces of the fossil with tongs. They may try to put together carefully. After most pieces have been found, ask students to read the words on the larger pieces. Using the smart board, create a notes page as students provide the different types of information that would be important to know about a creature (writing on the bones):
  - **Type**--meat-eating, plant-eating, sea reptile, flying reptile, bird
  - **Period**--Cretaceous, Jurassic, Triassic
  - **Location**--continent where fossils have been found
  - **Size**--length, weight, compared to something modern
  - **Food**
  - **Special features**—what is used for defense, offense, unusual features
  - **Possible reasons for extinction**
  - **Other interesting facts**
3. Remind students of the Cannon 3 (Be Curious, Create, Communicate, and all along Evaluate). What step are we on right now? Where will you find the information you need? Remind that this is an excavation—they must dig for the information, not expect it to be lying on the ground.
4. Check out books.

**Supplies: hats (1 per student), sandbox (1 per table), fossil skeleton model (1 per table) with one word on each piece RE the types of information important to know about a prehistoric creature, tongs (1 per table), dinosaur list (1 per student), pencils (1 per student), dinosaur books, projector, power point presentation.**

#### **Lesson 2, 3 & 5 (Computer)**

Prior to lesson, students are assigned an animal.

1. Introduce students to the website and how to navigate.
2. Distribute note sheets and review how to find information, take notes in own words, cite source, etc.
3. Students work to complete notes page.
4. Collect notes before dismissal.

#### **Lesson 4 (Library)**

1. Prior to lesson, resources for each animal chosen are located and a notes page is included and distributed to students.
2. Distribute notes sheet. Review how to document the title of the source, locate specific information, and remind students to restate the facts in their own words.
3. Ask them to speculate how to find information from different types of books (i.e. use table of contents and index, encyclopedia, use a book about reptiles to find out more about a specific reptile, etc.)
4. Using print sources provided, students complete the notetaking grid, restating facts in own words.
5. Students complete their library research and note-taking and submit the notes for teacher approval. Teacher checks for completeness, accuracy, & use of own words.
6. Collect all pages and check out books.

**Supplies: notesheets (1 per student), pencils**

**Lesson 4 (Computer) see above.**

## Dinosaur Research Project

February 3, 2012

Dear Parents,

In celebration of our reading unit on fossils, your child has been researching a dinosaur or other prehistoric animal from the Mesozoic Era during computer and library time. Attached are the notes your child has prepared.

From these notes, please help your child create a paragraph about the animal that includes the information found in the notes.

After the paragraph is completed, create a factual picture or other artistic rendition of the animal. You may use the white paper provided. Other ideas may be found in the books listed below that are available in the library.

The project is due on Thursday, February 16<sup>th</sup>, but may be

turned in early. Students will present their projects in the library on Wednesday, February 22<sup>nd</sup> (11:00—2A; 12:20—2B). Parents are welcome to attend.

We will be happy to answer any questions you have, as will Mrs. Mills in the library ([jmills@cannonschool.org](mailto:jmills@cannonschool.org) or 704-721-7168) and Mrs. Riley ([Kriley@cannonschool.org](mailto:Kriley@cannonschool.org)) in the computer lab. It is our hope that this will be a fun, family learning activity for you to work on together!

Mrs. Gilbert & Mrs. Korinek

*Usborne Picture World History: Dinosaurs* by Anne McCord (J 597.9 McC)  
*Make It Work: Dinosaurs* by Andrew Haslam (J 597.9 HAS)

## Plant-Eating Dinosaurs (Triassic, Jurassic, Cretaceous)

Heterodontosaurus

Lesothosaurus

Plateosaurus

Apatosaurus

Brachiosaurus

Diplodocus

Seismosaurus

Ankylosaurus

Iguanodon

Pachycephalosaurus

Stegosaurus

Triceratops

Hadrosaurus

Pentaceratops

Hypsilophodon

Parasaurolophus

Styracosaurus

Meat-Eating Dinosaurs (Triassic, Jurassic, Cretaceous)

Coelophysis

Eoraptor

Allosaurus

Ceratosaurus

Megalosaurus

Ornitholestes

Oviraptor

Tyrannasaurus rex

Velociraptor

Gigantosaurus (Gigantoraptor)

Carnotaurus

Spinosaurus

Other

Pteradactyl or pteranodon (flying reptile)

Dimorphodon (flying reptile)

Archelon (sea reptile)

Ichthyosaurs (sea reptile)

Plesiosaurs (sea reptile)

Mosasaurs (sea reptile)

