










Technology-Connected Lesson Plan

Title:	Dinosaurs
Grade Levels:	1-3
Curriculum Areas:	 Science, Language Arts, Technology
Lesson Objectives: <i>(Part of a Dinosaur Unit)</i>	<ul style="list-style-type: none">  The learner will be able to identify at least five dinosaurs and tell one characteristic about each.  The learner will be able to explain the difference between plant-eating and meat-eating dinosaurs.  The learner will choose one dinosaur to research in depth.  The learner will be able to describe what the world was like when dinosaurs were alive.  The learner will use a variety of resources to create a report and/or presentation about 'their' dinosaur.  The learner will include at least one picture from the Internet in their report.
La. Content Standards:	<p>ESS-E-A7 investigating fossils and describing how they provide evidence about plants and animals that lived long ago and the environment in which they lived. (1, 2, 4)</p> <p>ESS-M-B1 investigating how fossils show the development of life over time; (2, 3, 4)</p> <p>SI-E-A1 asking appropriate questions about organisms and events in the environment; (1, 3)</p> <p>SI-M-A1 identifying questions that can be used to design a scientific investigation; (1, 2, 3)</p> <p>SI-M-A7 communicating scientific procedures, information, and explanations; (1, 3)</p> <p>SI-M-B1 recognizing that different kinds of questions guide different kinds of scientific investigations; (2, 4)</p> <p>SI-M-B5 understanding that scientific knowledge is enhanced through peer review, alternative explanations, and constructive criticism; (1, 4, 5)</p> <p>LS-E-A4 recognizing that there is great diversity among organisms;(1)</p> <p>ELA-1-E7: Reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving) (1, 2, 4)</p>

	<p>ELA-2-E2: Focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions (1, 2, 4)</p> <p>ELA-2-E3: Creating written texts using the writing process (1, 4)</p> <p>ELA-3-E2: Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments (1, 4)</p> <p>ELA-3-E3: Demonstrating standard English structure and usage by writing clear, coherent sentences (1, 4)</p> <p>ELA-3-E4: Using knowledge of the parts of speech to make choices for writing (1, 4)</p> <p>ELA-5-E1: Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features) (1, 3, 4)</p> <p>ELA-5-E2: Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials) (1, 3, 4, 5)</p>
Technology Guidelines:	<p>1. Technology Communication Tools (<i>Communication Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. <p>3. Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. <p>4. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. ◆ Students use technology tools to process data and report results.
Technology Connection:	<ul style="list-style-type: none"> 🖥️ Worldbook online 🖥️ Dinosaurs: Fact and Fiction http://pubs.usgs.gov/gip/dinosaurs/ 🖥️ Dinosaur Illustrations www.search4dinosaurs.com 🖥️ Dinobase http://palaeo.gly.bris.ac.uk/dinobase/dinopage.html
Procedures:	<ul style="list-style-type: none"> 🖥️ Display pictures and books about dinosaurs in the classroom. 🖥️ Ask the students to raise their hands if they have ever seen a dinosaur in a movie or on television. Ask them to name some movies in which they have seen these things. Explain that these are recreations of what we think dinosaurs looked like.

	<ul style="list-style-type: none"> ☞ Also ask students to name some places where they have seen or could possibly see dinosaur skeletons or models. ☞ Next, ask students to raise their hands if they have ever seen a real live dinosaur—not a dinosaur in a movie or in a museum. Ask them if anyone in the world has ever seen a living dinosaur. Ask them what remains of dinosaurs that lived millions of years ago. ☞ Explain to students that dinosaurs lived so long ago that no human being has ever seen a real one, which means that the best we can do is have theories about what they looked like and how they behaved. Explain that scientists who study dinosaurs are called paleontologists and that some theories that paleontologists have had about dinosaurs have been proven wrong. ☞ Display fossils and allow students to handle and examine them. Explain how fossils are formed and that scientists depend upon fossils and other remains to learn about dinosaurs. ☞ Explain the assignment to students. Allow students time daily to work on this assignment. (Less time will be needed if the lab is available) ☞ Depending on the grade level of students, the assignment could include a powerpoint or other presentation. ☞ Copies of students reports will be bound into a classroom 'Dinosaur' book.
Assessment:	☞ Completion of assignment
Materials:	<ul style="list-style-type: none"> ☞ Books about dinosaurs such as: ☞ <i>Digging up Dinosaurs</i> by Alikei, ☞ <i>Danny and the Dinosaur</i> by Syd Hoff ☞ <i>Where are all the Dinosaurs?</i> Mary O'Neill ☞ Factual books about dinosaurs ☞ Computer with printer and Internet (Preferably a lab)
Teacher's Name:	☞ Margie Penton
School:	☞ Hammond Westside Primary/Upper