

Fossil Find

	<p>identify some types of fossils, ex. plants, animals, dinosaurs, etc. Explain to students by doing this they will reach their objective. Post to the objective on the board and have a student read it out loud. Explain the objective by asking them to help identify the meaning of the vocabulary words: discover, analyze, determine and hypothesize.</p> <p>Next, have the students choose a partner by finding someone with the same color socks or shoes and have them sit next to their partner.</p> <p>Explain to the students that with their partner they will get a container of sand and dirt just like the earths layers. Each of the containers contains REAL fossils. Ask students if they can remember and identify some of the tools that the paleontologist used in the video. Show them the tools they will be using. Explain to them that when you say begin, the students will grab a container, a pair of safety glasses each, a tweezers, a paint brush, some paper towels and a magnifying glass each.</p> <p>Pause to check for understanding.</p> <p>Instruct the students that they will also be asked to get a fossil analyzing sheet.</p> <p>Explain that when they find their fossil they should analyze it and write down their hypothesis of what they think it is, how old it is and where it may have come from.</p> <p>After all questions have been answered tell students to "Begin".</p>
<p>20-25 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will collect their supplies and begin their dig. As students are digging walk around and monitor the progress of their dig. Remind students to go slow and be gentle as they dig and share the responsibility equally.</p> <p>As the students begin to come to the end of their dig and are filling out their data sheet, gain their attention. Tell them to check their hypothesis they must bring their data sheets to you and see if they guessed their fossil correctly. This can be done as a whole group if time allows.</p> <p>When everyone has discovered their fossils give them their corresponding fossil card and have them go back and fill their data sheets out with the accurate information but make sure to tell them not to erase anything they have previously wrote. Have students turn in their data sheets and when they have been graded they will be returned and the students may cut and glue them into their science notebook.</p>
<p>3-5 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>At the end of the activity, have students meet back in front of the active board to wrap up and share what their learning experience was like. Revisit the objective and ask students if they were able to meet the objective. Ask if they felt like they went through all the vocabulary terms.</p> <p>Ask the students what can we learn from fossils? With this question we are looking for the answer, fossils can tell us how animals, plants and the earth have changed over time.</p> <p>Tell students that we will now clean up, remind them to work together to clean up any dirt, wash the tools and get ready for their next activity.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Using a self-correcting system, a formative assessment will be performed through the data analysis sheets. This will allow students to look at what they may have missed when analyzing their fossils.</p> <p>Consideration for Back-up Plan: Students can gather and do a formative assessment by answering the question: what do we use fossils for?</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Using the attached rubric and their data analysis sheets look to assure that all parts of the objective were considered and met during the lesson.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>For this lesson I used the "This Kit Rocks: among fossils and other things". Ironically this kit was put together by another University of Mary student. There were lessons in it that I looked through but I changed them and made it applicable to third grade and my own students in what they were learning. The students loved this activity; they were engaged and excited the whole time. If I were to do this lesson again I would reconstruct the Data sheet and focus more on what analyzing means. Some students were just answering the questions with one word answers instead of really analyzing their fossil to further their learning. One of the questions on the data sheet were, "Have you ever seen this before?" so students would just answer "no". Instead I should have said "Where do you think this could be found today?"</p>	

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After the students analyzed their fossil, they had so much fun checking to see what their fossil was and where it originally came from. On their data sheet they were to write details about their fossil, but some of the students ran out of time for that because of the cleaning up process. So in the future I would definitely give this lesson more like an hour and a half instead of just an hour to ensure that the students get time to fill out their data sheets with meaningful details. During the lesson there were a few things that I needed to remind the students about which caused the learning to be interrupted a few times and I think that is hard for them when they are deep into their exploring. At the same time, sometimes taking a moment to pause, address a concern and letting them refocus back into their learning gives an opportunity for them to stop and think about how productive they are being. So if I were to do this lesson again I would also put the instructions for cleaning up right away and go over them with the students to ensure that they cleaned up before they filled out their data sheets and analyzed their fossil.

The kit also contained some chisels which to me were not necessary for any part of this lesson as they were just digging in loose dirt. So Next time I would provide spoons or small shovels.

Another thing I liked about this lesson was that I used sand and soil to show the layers of the earth. In the soil there were many different items like rocks and sticks which made the dig a little more challenging but in a good way. I would maybe get bigger containers to put the dirt in and maybe include a cookie sheet for them to go through the dirt on as they were digging.