Lesson Plan

Lesson: Science
Length: 5-10 min

Age or Grade Intended: 1st

Academic Standards:
Science:
1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.

Performance Objectives:
1. The students will, after making their own fossil imprints, write a brief description about the fossil that they just made.

Teacher Preparation:
I will have play dough and objects for the students to use to make their fossils readily available to them to use. I will also have a sheet of paper for them to record their findings on.

Procedure:
Introduction/Motivation: This is just a mini-lesson on fossils as we continue to study dinosaurs and artifacts from the past. I will ask the question, what are some ways that we can learn about our past? (Knowledge) Then I will ask the students if they know what a fossil is. (Knowledge) Lastly I will ask them if they can explain how fossils help us learn about the past. (Analysis)

Step-by-step Plan: This lesson begins by me asking the students questions about fossils and the earth's past. I will describe what a fossil is and its importance to paleontologists who study fossils to gain information about the past.
- Once the short overview of the lesson is over we begin the hands-on portion.
- I will instruct the students on how to make fossils with their objects
- Take the play dough out of the container.
- Take your object and press it into the play dough so that it makes an imprint.
- Pull your object out of the play dough.
- Now your play dough should have a texture on it.
- That is your fossil.
- Then I will pass out the play dough to the students.
- Next I will let the students pick the object that they will be making their fossil with out of a bag.
- The students will then make their fossils.
- I will hand out the recording sheet during this time.
-Students will record their data.

**Closure:** Once the students have all make their fossils and recorded their data I will let them play with the play dough using the other fossils. Then we will get back to the main unit on dinosaurs and the earths past. I will ask them some questions as they are playing with their play dough. Can you connect these fossils with ones paleontologists use? (Analysis) Can you explain how fossils help us learn about the past? (Evaluation)

**Adaptations/Enrichment:** This activity can be done in pairs so students can have helpers with them. Students that can not write very well can draw pictures of their fossil rather than a written description about it. Gifted students can write as much as they want and it time permits draw pictures too. Some of Gardner’s multiple intelligences were hit on during this lesson such as: Intrapersonal, students worked by themselves, linguistic intelligence because students had to write their observations down.

**Self-Reflection:** To determine the success of this activity I would ask myself several questions at the end of the activity. I would ask myself if the adaptations that I provided were helpful to the students. Was the time allotted too long, too short, or just right? Did the student enjoy the activity and learn more about fossils from doing this activity? Was there anything that I could have changed to make this activity more effective?