



Rio Grande Educational Collaborative

Before and After School Program Lesson Plan

TITLE OF LESSON: Dinosaur Dig (cont. from “Dinosaur Skull Sculpture” Lesson)

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used/name of author): Kevin Saavedra

COMMON CORE STANDARDS: CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.5.1.B

LEARNING OBJECTIVES:

Students will understand the following:

- Engage with and decipher written-word puzzles related to their environment.

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

This activity is a continuation of the “Dinosaur Skull Sculpture” lesson plan.

The Hunt:

-Before the lesson, bury the dinosaur bones built in the prior activity. Keep track of what is buried where.

-On top of this come up with three different teams and develop three separate treasure hunts for the groups. These hunts should be a series of clues that lead the students in the building, around the playground, and out into the field. Clues should be vague, but not inscrutable (e.g. A clue reading “The next clue is a CUT above the rest” would be found in the scissor drawer). One clue will lead to another (make four or five clues) until they eventually point to the location where the bones are buried.

-If students struggle with a particular clue, offer a better hint, but try not to give the location unless they are completely stumped.

-Students should have plenty of time to search. This part alone could take 30 minutes to an hour.

The dig:

-When students find the location of their bones, they will spend time digging them up. Section off parts of the ground so that students do not argue about occupying each others’ space. Encourage students to dig slowly, sifting through the dirt, and examining any rocks as potential finds.

-Students should be drinking plenty of water during this process. Bring this and sunscreen as preparation, and take breaks every 30 minutes.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- Garden trowels (one per student)
- Hard-bristled brushes (two or so per group)
- Water bottles and sunscreen
- Materials from the previous lesson

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR’S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

