

Lesson Plan (Post-visit) – First Grade
Let's Explore!

PURPOSE: *Let's Explore* is a collaborative Internet literacy project. Students will share their interpretation of different African dinosaurs through poems and illustrations. Although designed as a post-visit activity for first grade, K-2 classes in District U-46 and older special education students are welcome to participate.

Specifically, students will write a class poem about an African dinosaur or animal featured in the library exhibit. The teacher models a four-line poetry format and students help compose the poem as a shared writing activity. Then students illustrate the group poem. Last the teacher will e-mail the poem to Sandy Klein. Teachers may also include a digital image of one illustration, preferably sized to work with GreatPage. All poems must be completed and e-mailed by December 1st.

To participate in the project, teachers must register in advance. **Only e-mail registration will be accepted.** To register, send an e-mail with the following information.

To: SandyKlein@u-46.org
Subject: Dino project
Include your name and title, school name, and grade level

I will confirm your registration by e-mail. When your poem is completed, I will post it on the Let's Explore link on my personal website:
<http://www.u46.k12.il.us/co/kleinsandra/17460.htm>

ILLINOIS LEARNING STANDARDS:

- 2.B. Read and interpret a wide variety of literary works
- 3.B. Compose well-organized and coherent writing for specific purposes and audiences
- 3.C. Communicate ideas in writing to address a variety of purposes

ASSESSMENT: teacher observation of contributions during shared writing and accuracy of individual illustrations

MODIFICATIONS: The teacher may want to use “name sticks” to ensure random selection of student contributions. The teacher may want to initial each contribution to heighten ownership. Contributions could be put on large post-it notes and then placed in the poetry format. This allows for quick manipulation to create new poems.

The lesson itself could be adapted as a stand-alone without Internet collaboration. Teachers may also adapt or extend the lesson by selecting a different poetry format http://www.berkeleyprep.org/lower/fourth/writing/poetry_patterns.htm such as 5 W's, haiku, or acrostic.

STRATEGIES: Shared writing led by the teacher, brainstorming, tallying

MATERIALS: This project is based upon the teacher developing background knowledge with dinosaur books, pictures, Internet resources, and a visit to the library's dinosaur exhibit **prior** to this lesson. While developing this background knowledge, the teacher will chart names of specific African dinosaurs or other interesting fossils from that area. Possible entries include: afrovenator, brachiosaurus, ceratosaurus, carcharodontosaurus, deltadromeus, iguanodon, jobaria, plesiosaurus*, plateosaurus, pteradactyls*, pterosaurs*, spinosaurus, or suchomimus (*African fossil finds that are not dinosaurs) Teachers will also need to prepare a sample four line poem (use any animal not on your chart), have chart paper, drawing paper, and have access to a digital camera.

OPENING: Today we're going to write a poem about one of the African dinosaurs (or other prehistoric animals) we have been studying. Let's practice saying all the names on our chart. Now we'll have to vote to decide which dinosaur to use. We've voted like this in math class. What could I use to mark your votes? (tally marks) You've decided our poem will be about _____ (name dinosaur).

PROCEDURE: When we write our poem today, we are going to be following a special pattern. I've made a poem using this pattern already. (share poem)

Tall
Giraffe
Walking slowly
It is lonely.

Now read it with me. How many lines do you see? (4) Let's number them. Which line has an animal name? (2) Which line tells what the animal is doing? (3) Two of the lines use describing words to tell how the animal looks and how it feels. Which lines have the describing words? (1,4) This type of poem is called a four line poem. How do you think this pattern got its name? (5 minutes)

Before I wrote my poem I needed to think about words that described a giraffe. I needed one describing word in line 1, but I needed a different one in the last line. I also had to think about different things a giraffe could do such as walking, running, or even eating. So before we write our poem about (name dinosaur) we'll have to do some thinking too. Let's make two lists: one list of words to **describe** our dinosaur and another list telling an **action** or what the dinosaur could do. Allow time to chart each contribution. Review the chart by having the teacher read each entry with the class echoing. (15 min)

Now we're ready to write our four line poem about (name dinosaur). The teacher models how to use the lists: she/he selects a describing word for line 1, writes the dinosaur's name in line 2, an action for line 3, and selects a different describing word to fill in this blank in line 4: It is _____.

Loud
Carcharodontosaurus
Stomping its feet
It is hungry.

PROCEDURE (CONT'D):

Close your eyes as I read our poem. Make pictures in your imagination to match what I'm saying. (teacher reads the poem) Open your eyes. What dinosaur did you see? What was it doing? How did it look? Now I'm going to read the poem again, but I'd like you to be my echo. (reread poem) Let's read it one more time and chime in on all the words you remember. (reread) (5 minutes)

Remember that picture I asked you to make in your head earlier? Now I want you to make a real drawing to match our poem. We call this an illustration. (pass out drawing paper and have students illustrate the poem) (20 minutes)

CLOSURE: Today we wrote a poem about a _____ (name animal). We brainstormed many different words to describe the (name animal) and to tell what it could do. Then we put some of these words in a four line pattern to help organize our ideas. Last we drew pictures to match our poem. (allow 5 minutes to share some of the illustrations)

I think we've done a really good job here today but nobody outside of our classroom gets to read our poem or see our pictures. Wouldn't it be nice to share this poem with other students who enjoy learning about dinosaurs and prehistoric animals?

Mrs. Klein teaches first grade at Coleman School in Elgin. Her first grade class wrote a poem just like we did. If we mail her a copy of our poem, she will put our poem up on the internet. Then not only can **we** read it again, but other students and even our parents can too! (optional) We can even go to the internet to read some of the other class poems. *Or...this would be the time to make the connection to your personal classroom website.*

EXTENSIONS:

- Project participants may vote upon their favorite dinosaur book and include that information in the e-mail.
- Teachers with personal classroom websites may post individual poems and/or illustrations. Please include a link with your e-mail so that I may post it on my website as well.
- Students could also review the four line poetry pattern the next day. Then they could create several new class poems. They could write individual poems on dinosaur stationery.
http://www.primarygames.com/print_zone/stationery/dinosaur.htm and illustrate them.