

What are our questions before we see the Giants Exhibit?

Intermediate Lesson Plan

Purpose:

To develop questions as we read to master understanding, clarify confusion, and stimulate research **before** we visit the Giants exhibit.

Illinois Standards:

- Goal 5A** – Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- Goal 5B** - Analyze and evaluate information from various sources.
- Goal 11A** - Know and apply the concepts, principles, and processes of scientific inquiry.

Assessment:

A performance-based assessment will be used to evaluate the students' work individually, in partners, and in groups as they develop questions to research.

Modifications:

Groups will be assigned to include a variety of learners.

Strategies:

- Shared reading of picture book, with teacher modeling questioning strategy
- Partners
- Groups
- Whole class creation of working research chart

Materials:

- *Supercroc*, by Christopher Sloan, published by National Geographic, 2002.
- Baskets of other dinosaur-related picture books at various reading levels.
- Post-its, paper, pencils

Opening:

1. The teacher will read from *Supercroc*, beginning with the introduction by Paul Sereno, explaining his connection with the Giants Exhibit at Gail Borden, and the impending visit.
2. Teacher will model questioning techniques, by stopping at post-its (placed in advance), and sharing his/her "I wonders".
Example: "The picture on page 7 shows Supercroc bones in the sand in Africa where they were discovered. I thought crocs lived in water most of the time. I'm wondering why these bones are in sand?"

Procedures:

1. Move on to teacher reading and letting the students ask questions. It is not necessary to read the entire book but only selected passages.
2. Break the class into teacher chosen groups of 4 or less. Each group should have a basket of nonfiction picture books about dinosaurs, paleontologists, etc. As the groups are allowed to browse, share, and post-it, they should eventually create two good (not yes or no) questions to share.
3. Come together as a class and choose the most intriguing questions to research. Put these on a large, butcher paper chart to post in the room.
4. As students find answers to these questions, they can be written in, or post-its placed on the chart.

| SOURCES | QUESTIONS |
|-----------------|---|
| | Why are bones found in the desert when crocs need water? |
| Internet | Answer found at website |
| Video | Answer found in video |

Follow-up:

- This lesson would be followed by library research (see lesson plan) and the visit to the Giants exhibit. Further answers would then be posted on the chart.
- Lesson Plan on Nonfiction Posters would be implemented.