Dinosaurs and Other Prehistoric Life-2nd Grade

September 26, 2012

Timeframe
10 Weeks

Standards	Assessment/ Student Evidence	Academic Vocabulary	Resources
INQB A scientific investigation may include making and following a plan to accurately observe and describe objects, events, and organisms; make and record measurements and predict outcomes	Work with other students to make and follow a plan to carry out a scientific investigation. Actions may include: accurately observing and describing objects and events; measuring and recording data and predicting outcomes. (e.g. observe and describe characteristics of dinosaurs vs other prehistoric life, determine best tooth shape for plant eaters vs meat eaters)	Investigate Observe Predict	*Dinosaurs and Other Prehistoric Life* Teacher's Guide by Spokane Public Schools Class book sets of: *Magic Tree House: Dinosaurs* by Osborne *Digging Up Dinosaurs* by Aliki *What Happened to the Dinosaurs* by Branley (return all books with kit)
INQE Models are useful for understanding systems that are too big, too small, or too dangerous to study directly.	Use a simple model like a dinosaur to study a system. Explain how the model can be used to understand the system.	Model	
INQF Scientists develop explanations, using observations (evidence) and what they already know about the world. Explanations should be based on evidence from investigations.	Accurately describe results, referring to the graph or other data as evidence. Draw a conclusion about the question that motivated the study using the results of the investigations as evidence. (e.g. refer to graph of # of student feet that fit in a T-rex footprint and draw conclusions about size)		
INQC Inferences are based on observations.			

Power Standards in green	Complementary Standards in yellow

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INQG Scientists make the results of their investigations public, even when the results contradict their expectations.			
LS3C Sometimes differences in characteristics give individual plants or animals an advantage in surviving and reproducing	Predict how differences in characteristics might help one individual survive better than another (dinosaurs that blend into the background, or with better defenses to protect body)	Defenses Characteristics	
LS3D Fossils are often similar to parts of plants or animals that live today. **Added 9/12*	Observe *fossils* and *compare* them to similar plants or animals that live today *(e.g, compare* a *fossil* fern with a similar fern that grows today, a dinosaur leg bone with the leg bone of a reptile that lives today, a mastodon and an elephant).	Fossil	
LS3E Some fossils are very different from plants and animals that live today. **Added 9/12*	• Conclude from *fossil evidence* that once there were species on Earth that are no longer alive (e.g., T-Rex, trilobites). • Given pictures of animals that are *extinct* (e.g., dinosaurs, mammoths), *describe* how these animals are different from animals that live today.	Extinct	
LS3D (4-5) Fossils provide evidence that many plant and animal species are extinct and that species have changed over time.	Compare and contrast fossils with one another and with living plants and animals to illustrate that fossils provide evidence that plant and animal species have changed over time.		

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