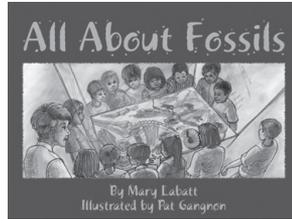


ALL ABOUT FOSSILS

By - Mary Labatt
Illustrations by - Pat Gangnon
Genre - Explanation
Set 19 - 252 Words

Building Anticipation - Setting the Context

Seat the students in a circle and place a cardboard box in the middle. In the box are articles from a family (chess pieces, pizza coupon, library card, bus schedule, photographs of a boat, a cookbook with some pages that are stained, a bicycle helmet, a CD by a current popular group, a white cane).



Based on the articles in the box, ask students to tell what they know about the family who owns this box. Make a list of their ideas. Tell the students that they just used thinking and observation skills.

Introduction

Ask: *Were there such things as dinosaurs? How do we know?* Discuss their answers and bring in thinking and observation skills. Recall the earlier books *Dinosaurs*, and *Make No Bones About It* from set 18.

Write the words from the Index on chart paper. Have students predict the information they would find in this book and record their answers. Show them the book and ask them to read the book to see if their predictions about the book were accurate.

Discussion – Book Talk

Right there questions:

What is a fossil?

Name two reasons why people say dinosaurs once lived.

Name some different kinds of fossils.

How long does it take for a fossil to be made?

Where can you find fossils?

Think and search questions:

One illustration suggests a kind of fossil but the author does not say so. What is that fossil?

What is amber?

How were the footprints made in the first place?

On your own questions:

Can you think of other things that could be fossils?

Look on page 16. How long do you think that took?

Look on page 10. What skills do you think a person who studies fossils needs?

What did the author of this book need to know?

What new information did you learn?

Does the title fit the story? Why or why not?

Why do you think the author wrote this book?

Creative Response - Independent Practice

Follow a Procedure

Children can recreate the procedure of digging up fossils. You need hard pasta shells, small boiled chicken bones (add a little bleach to the water) and clay that will harden. Photocopy the reproducible master for the students and using a shared reading technique, follow the procedure outlined. Teach the word *paleontologist* before you start.

Go on a Fossil Hunt

Go for walk together and pick up stones. Sort through the stones when you get back to the classroom and look for fossils. If you find any stones with a fossils on them, label them and make a display.

Creating Speech Bubbles

Look at the pictures on pages 4 and 10. Write speech bubbles for the people to go with the illustrations.

Mystery Character Box

Talk about clues and how we use can them to figure out mysteries. Ask students to place articles in a box that give clues to the identity of a fictional character. Open one or two boxes a day. An example might be: a basket, cookies, flowers, picture of a grandmother and a piece of red cloth. The children would guess Red Riding Hood.

Read Aloud and Poetry Connections

Brontosaurus, poem by Gail Kredenser, in *The Random House Book Of Poetry for Children*, Random House, 1983.

Digging Up Dinosaurs by Ailiki, Harper Trophy, 1988.

Dinosaur Bones by Ailiki, Harper Trophy, 1990.

Fossils by Melissa Gish and Nancy Shaw, Creative Education, 1999.

Fossils and Bones by Saviour Pirota, Raintree Steck-Vaughn, 1997.

Long Gone, poem by Jack Prelutsky in, *The Random House Book Of Poetry for Children*, Random House, 1983.

Related websites

<http://www.dnr.wa.gov/geology/pdf/earthcn2.pdf>

<http://www.bbc.co.uk/beasts/fossilfun/makingfossils/>

Learning about Language – Focused Teaching

High Frequency Words - found, turn, turned, different

Interest Words - fossil, amber, fern, museum, sticky, liquid, rotting

Word Families and Letter Clusters - Short *o* sound: rock, fossils, collect, soft, skeleton, covered

Structural Features of Words - Double letters in the middle of a word: fossils, millions, collect, different - Double letters for past tense: trapped, called

Text Features - Illustrations with labels: page 14 - Table of Contents - Index - Glossary

Here is something to try.

A paleontologist
is a person who digs up fossils.

You can be a paleontologist too.

1. Clean some chicken bones.
2. Pour modeling clay into a pan.
3. Put the chicken bones in the clay just like dinosaur bones.
4. Let the clay harden.
5. Take the clay out of the pan.
6. Now you can let one of your friends be a paleontologist and chip out the dinosaur bones.