

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>When Dinosaurs Walked Earth</u>	Number of Lessons <u>9</u>	Time (in weeks): <u>3</u>
Name: <u>Katie Ellis</u>	Subject(s): <u>ELA and Science</u>	Grade(s): <u>K</u>

Rationale:

This unit is important for student's overall learning and development because it encourages students to engage in structured and informal conversations. Across the lessons, students will practice obtaining information about dinosaurs from a variety of sources: verbal, text, print, video. Stories and other print-based texts will be used to teach students about the features of plants and animals. Critical and reflective thinking will be facilitated by a leading question of the lesson to guide and focus student thinking. In this unit students will continue to develop their self-awareness and practice making responsible decisions so they can reach their academic best. In this unit students will have opportunities to work as a team and as an individual. Students will be responsible for completing their work and meeting the established expectations as they develop into more independent individuals.

Overview:

Week 1

Lesson 1: Introduction to dinosaurs: Read aloud Dinosaur Bones, students complete cover page and teacher provides explanation of early finisher activities and the guidelines/expectations.

Lesson 2: What are dinosaurs? Read aloud. Complete "What is a dinosaur?" as a class. Early finisher activities and/or brief video to close lesson.

Lesson 3: When and where did dinosaurs live? Read aloud. Students independently complete "Dinosaur Times" with illustration. Early finisher activities and/or brief video to close lesson.

Week 2

Lesson 4: What did dinosaurs eat? Read aloud. Complete "Carnivore or Herbivore" as a class. Early finisher activities and/or brief video to close lesson.

Lesson 5: Triceratops and Giganotosaurus focus. Read aloud. Complete both dinosaur focus worksheets with printing practice independently. Early finisher activities and/or brief video to close lesson.

Lesson 6: Stegosaurus and Parasaurolophus focus. Read aloud. Complete both dinosaur focus worksheets with printing practice independently. Early finisher activities and/or brief video to close lesson.

Week 3

Lesson 7: Brachiosaurus and Spinosaurus focus. Read aloud. Complete both dinosaur focus worksheets with printing practice independently. Early finisher activities and/or brief video to close lesson.

Lesson 8: Baby Dinosaurs. Read aloud. Complete dinosaur egg activity independently. Early finisher activities and/or brief video to close lesson.

Lesson 9: How to catch a dinosaur/My Pet Dinosaur. Complete L of KWL from Lesson 1. Read aloud story: "How to Catch a Dinosaur". Students independently complete My Pet Dinosaur as final page in their *My Dinosaur Book*.

***Assessment Notes:

Opportunity to interact with students 1:1 and probe for their understanding of dinosaurs during the closing activities to aid assessment, provides conversations (re: triangulation of assessment).

Product= My Dinosaur Book: Completion of illustration or printing and neatness/effort.
 Observations: Student's engagement level during reading activities, student staying on task during work period, student making responsible and appropriate academic choices during closure (reflects self-awareness).

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Communication: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information.	Critical and Reflective Thinking: Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions.	Social Responsibility: Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint.

BIG IDEAS

(Multiple subject areas for integrated unit)

ELA	Science
Stories and other texts can be shared through pictures and words.	Plants and animals have observable features.

LEARNING STANDARDS

Curricular Competencies	Content
ELA: Explore foundational concepts of print, oral, and visual texts	ELA: Strategies and processes: Reading strategies
ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning	ELA: Language features, structures, and convention: Letter formation
Science: Demonstrate curiosity and a sense of wonder about the world	Science: Basic needs of plants and animals
Science: Share observations and ideas orally	Science: Adaptations of local plants and animals

Prerequisite Concepts and Skills:

Can draw to represent their thinking
 Ability to write their name
 Can make meaning from various types of information sources (verbal, pictures, videos)
 Can attend to a story
 Can attempt to make meaning from pictures and verbal cues
 Can share and participate respectfully in a class discussion

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	Pre-load video
Lesson 2	Pre-load video
Lesson 3	Pre-load video
Lesson 4	Pre-load video
Lesson 5	Pre-load video
Lesson 6	Pre-load video
Lesson 7	Pre-load video
Lesson 8	Pre-load video. Cut construction paper in half.
Lesson 9	Pre-load video

Cross-Curricular Connections:

In this cross-curricular thematic unit, students will be integrating skills and curricular competencies from English Language Arts and Science to investigate the pre-historic world of dinosaurs. Students will practice using developmentally appropriate reading strategies as they explore the basic needs of plants and animals. Students will engage in listening strategies as they reciprocally share their ideas and observations orally with the class. Students will deepen their understanding of the adaptations of animals by exploring the foundations of print and visual text.

Aboriginal Connections/ First Peoples Principles of Learning:

This unit aligns well with the Circle of Courage:

Mastery *"Competence in many areas: cognitive, physical, social, and spiritual. Having self-control, responsibility, striving to achieve personal goals rather than superiority".* In this unit students will reflect on the value of having competence and skills in cognitive and social areas. Through class discussions students will practice displaying self-control and personal responsibility by taking turns speaking and listening respectfully to one another.

Independence *"Making one's own decisions and being responsible for failure or success, setting one's own goals, disciplining oneself".* In this unit students will be responsible for being self-disciplined and focused during individual worktime as they strive to reach their personal best.

Belonging *"A sense of community, loving others, and being".* Through on-going sharing and discussions within their class community, students will develop more confidence and a sense of security to express their thinking and be proud of who they are.

Universal Design for Learning (UDL)

Multiple Means of Engagement:

- Individual and collaborative work opportunities
- Calm environment with routine-based lessons
- Front loading and frequent check-ins
- Flexible pacing
- Flexible workload
- Frequent movement breaks
- Visual schedule/supports
- Selected/alternative seating available, can use clip board to find a comfy spot around the room

Multiple Means of Representation:

- Use of graphic organizers
- Large, simplified text
- Visual and verbal representation of written text
- Oral instructions
- Multiple types of text and media used (books, videos, pictures)

Multiple Means of Actions and Expression:

- Alternative ways of responding/demonstrating knowledge (verbal, visual, kinesthetic)
- Choices
- Self-expression

Differentiated Instruction (DI):

Provide word banks

Tracing over new vocabulary or scribe

Physical supports: Pencil grips, scissors with spring

Personal visual timers

Specialized seating

Students needing support to stay on task will be kept in close proximity to the teacher.

Students needing support self-regulating may hold a stuffed animal/comfort item/fidget item (as long as it is not a significant distraction to themselves/others).

Overview of Lessons:

Week 1

Lesson 1

Name & Time (Minutes Allotted):	Introduction to dinosaurs (30 minutes)
Learning Standards: Curricular Competencies	Science: Demonstrate curiosity and a sense of wonder about the world ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Science: Adaptations of local plants and animals ELA: Strategies and processes: Reading strategies
Instructional Objectives	Students will be able to engage in developmentally appropriate reading, listening, and viewing strategies. Students will be able to demonstrate curiosity about dinosaurs.
Assessment:	Observation: Student is engaged and using developmentally appropriate reading, listening and viewing strategies. Product: Completion of dinosaur page for <i>My Dinosaur Book</i> Conversations: Students showcase their knowledge and curiosities verbally (informal conversations) = Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation

	Scribing and structuring class discussions Formative assessment Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Theme duotangs Cover page X20 Early finisher activity sheet options X3 (provide range of difficulty) Thematic activities/puzzles/etc. Book: Dinosaur Bones Video tech
Lesson Activities:	
Introduction/Hook:	Start on carpet. Hook: Get students pumped for dinosaur unit! K of KWL Read aloud story: Dinosaur Bones by Bob Barner L of KWL
Body:	Move to desks. My Book of Dinosaurs Cover page and brief overview of unit. Students will be adding pages with each lesson to their theme duotangs (same duotang as their previous Space Unit) to create a book of dinosaurs to showcase their learning. Provide explanation of early finisher dinosaur theme activities/center options for students when they are finished their work: memory matching games, puzzle options, exclusive dinosaur books, dinosaur activity sheets, or dinosaur story boards with loose parts.
Closure:	Early finisher activities and/or show a 5-minute clip from "Prehistoric Planet- Uncovered Could T-Rex Really Swim?"

Lesson 2

Name & Time (Minutes Allotted):	What are dinosaurs? (30 minutes)
Learning Standards: Curricular Competencies	Science: Demonstrate curiosity and a sense of wonder about the world ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Science: Adaptations of local plants and animals ELA: Strategies and processes: Reading strategies
Instructional Objectives	Students will be able to engage in developmentally appropriate reading, listening, and viewing strategies. Students will be able to demonstrate curiosity about dinosaurs.
Assessment:	Observation: Student is engaged and using developmentally appropriate reading, listening and viewing strategies. Product: Completion of dinosaur page for <i>My Dinosaur Book</i> Conversations: Students showcase their knowledge and curiosities verbally (informal conversations) = Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment

	Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Theme duotangs What is a dinosaur page X 20 Early finisher activity sheet options X 3 (provide range of difficulty) Thematic activities/puzzles/etc. Document camera/and video tech Chart paper and markers Books: What is a dinosaur and Digging Canadian Dinosaurs
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write leading question "What are dinosaurs?" on chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking and ideas about what dinosaurs are. Make a T-chart (Dinosaurs/Not Dinosaurs) to organize student ideas, will add to it after reading some information together. Read pages 7-8 of <i>Digging Canadian Dinosaurs</i> Read pages 4-5 of <i>What is a Dinosaur?</i> Add to T-Chart as a class after each reading.
Body:	Move to desks. As a class (use document camera), complete the What are dinosaurs? worksheet, putting an X on "not a dinosaur". Students colouring dinosaurs with care and detail afterwards. Sticker for completion/check-in.
Closure:	Students can move onto early finisher activities and/or show a 4-minute clip from "Prehistoric Planet- Did dinosaurs hunt in packs?"

Lesson 3

Name & Time (Minutes Allotted):	When and where did dinosaurs live? (30 minutes)
Learning Standards: Curricular Competencies	Science: Demonstrate curiosity and a sense of wonder about the world ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Science: Basic needs of plants and animals ELA: Strategies and processes: Reading strategies
Instructional Objectives	Students will be able to engage in developmentally appropriate reading, listening, and viewing strategies. Students will be able to demonstrate curiosity about dinosaurs.
Assessment:	Observation: Student is engaged and using developmentally appropriate reading, listening and viewing strategies. Product: Completion of dinosaur page for <i>My Dinosaur Book</i> Conversations: Students showcase their knowledge and curiosities verbally (informal conversations) = Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment Demonstrating activity with document camera, step by step

	Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Theme duotangs Dinosaur stickers Dinosaur Times worksheet X20 Chart paper and markers Tech to display video Books
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write leading question "When and where did dinosaurs live?" on chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas and prior knowledge. Make a T-chart (When/Where dinosaurs lived) to organize student ideas, will add to it after reading some information together. Read pages 6-9 of <i>What is a dinosaur?</i> Read pages 3-4 and 16-17 of <i>First Encyclopedia of Dinosaurs and Prehistoric Life</i> Add to T-Chart as a class after each reading.
Body:	Students move to desks to complete Dinosaur Times worksheet, drawing what they think the land looked like. Give each student two dinosaur stickers once they have completed a background so they can add to the scene they created.
Closure:	Students can move onto early finisher activities and/or show a 2-minute clips about an ancient, armoured fossil discovered in AB https://www.youtube.com/watch?v=c8V703OJSvs

Week 2

Lesson 4

Name & Time (Minutes Allotted):	What did dinosaurs eat? (30 minutes)
Learning Standards: Curricular Competencies	Science: Demonstrate curiosity and a sense of wonder about the world ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Science: Basic needs of plants and animals ELA: Strategies and processes: Reading strategies
Instructional Objectives	Students will be able to engage in developmentally appropriate reading, listening, and viewing strategies. Students will be able to demonstrate curiosity about dinosaurs.
Assessment:	Observation: Student is engaged and using developmentally appropriate reading, listening and viewing strategies. Product: Completion of dinosaur page for <i>My Dinosaur Book</i> Conversations: Students showcase their knowledge and curiosities verbally (informal conversations) = Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment

	Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Theme duotangs Dinosaur stickers Carnivore or Herbivore worksheet X20 Chart paper and markers Tech to display video Books
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write leading question "What did dinosaurs eat?" on chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas, and prior knowledge. Read pages 18-21 of <i>First Encyclopedia of Dinosaurs and Prehistoric Life</i> Read pages 16-24 of <i>Usborne Discovery</i> Write down key vocab words: Carnivore and Herbivore, explain how most humans are omnivores.
Body:	Students move to desks and add the worksheet to their duotang. As a class, use document camera, complete Carnivore or Herbivore worksheet. Students colouring worksheet afterwards carefully. Sticker for completion/check-in.
Closure:	Students can move onto early finisher activities and/or show a 2-minute clip called "These dinos are hungry" https://www.youtube.com/watch?v=jHr9GPhkDis

Lesson 5

Name & Time (Minutes Allotted):	Triceratops and Giganotosaurus (30 minutes)
Learning Standards: Curricular Competencies	Science: Share observations and ideas orally ELA: Explore foundational concepts of print, oral, and visual texts
Learning Standards: Content	Science: Adaptations of local plants and animals ELA: Language features, structures, and convention: Letter formation
Instructional Objectives	Students will be able to share observations and ideas about animal adaptations orally. Students will be able to explore foundational concepts of print and practice their letter formation.
Assessment:	Observation: Student demonstrates with proficiency the ability to verbally share observations and ideas about a specific topic. Product: Student demonstrates with proficiency the ability to complete dinosaur printing practice page(s) for <i>My Dinosaur Book</i> Conversations: Student demonstrates with proficiency the ability to showcase their knowledge, observations, and curiosities verbally (informal conversations) =Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment Choices for early finishers (independent activities), provides opportunity

	to circulate and have conversations with students
Materials:	Theme duotangs Dinosaur stickers Triceratops and Giganotosaurus worksheet X20 Chart paper and markers Tech to display video Books
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write Triceratops and Giganotosaurus on the chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas, and prior knowledge. Read aloud the information, students report back what stood out to them, teacher writing it on the chart paper. Triceratops: Read pages 30-31 of <i>First Encyclopedia of Dinosaurs and Prehistoric Life</i> Giganotosaurus: Read pages:
Body:	Students move to desks and add the two worksheets to their duotang. Students trace over the dotted words/sentence first. Students colouring worksheet afterwards carefully. Sticker for completion/check-in before moving on.
Closure:	Students can select from early finisher activities and/or show a brief dinosaur clip if everyone is ready. Andy's Dinosaur Adventures- Triceratops Facts https://www.youtube.com/watch?v=rldH848s6qE

Lesson 6

Name &Time (Minutes Allotted):	Stegosaurus and Parasaurolophus (30 minutes)
Learning Standards: Curricular Competencies	Science: Share observations and ideas orally ELA: Explore foundational concepts of print, oral, and visual texts
Learning Standards: Content	Science: Adaptations of local plants and animals ELA: Language features, structures, and convention: Letter formation
Instructional Objectives	Students will be able to share observations and ideas about animal adaptations orally. Students will be able to explore foundational concepts of print and practice their letter formation.
Assessment:	Observation: Student demonstrates with proficiency the ability to verbally share observations and ideas about a specific topic. Product: Student demonstrates with proficiency the ability to complete dinosaur printing practice page(s) for <i>My Dinosaur Book</i> Conversations: Student demonstrates with proficiency the ability to showcase their knowledge, observations, and curiosities verbally (informal conversations) =Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity

	to circulate and have conversations with students
Materials:	Theme duotangs Dinosaur stickers Stegosaurus and Parasaurolophus worksheet X20 Chart paper and markers Tech to display video Books
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write Stegosaurus and Parasaurolophus on the chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas, and prior knowledge. Read aloud the information, students report back what stood out to them, teacher writing it on the chart paper. Stegosaurus: Read pages 32-33 <i>First Encyclopedia of Dinosaurs and Prehistoric Life</i> and pages 18-19 of <i>Usborne Dinosaurs</i> Parasaurolophus: Read pages 38-39 of <i>Usborne Discovery</i> and pages 20-21 of <i>Usborne Dinosaurs</i>
Body:	Students move to desks and add the two worksheets to their duotang. Students trace over the dotted words/sentence first. Students colouring worksheet afterwards carefully. Sticker for completion/check-in before moving on.
Closure:	Students can select from early finisher activities and/or show a brief dinosaur clip if everyone is ready. Andy's Dinosaur Adventures- Stegosaurus Facts https://www.youtube.com/watch?v=m1OG4SxKjxU

Week 3

Lesson 7

Name & Time (Minutes Allotted):	Brachiosaurus and Spinosaurus (30 minutes)
Learning Standards: Curricular Competencies	Science: Share observations and ideas orally ELA: Explore foundational concepts of print, oral, and visual texts
Learning Standards: Content	Science: Adaptations of local plants and animals ELA: Language features, structures, and convention: Letter formation
Instructional Objectives	Students will be able to share observations and ideas about animal adaptations orally. Students will be able to explore foundational concepts of print and practice their letter formation.
Assessment:	Observation: Student demonstrates with proficiency the ability to verbally share observations and ideas about a specific topic. Product: Student demonstrates with proficiency the ability to complete dinosaur printing practice page(s) for <i>My Dinosaur Book</i> Conversations: Student demonstrates with proficiency the ability to showcase their knowledge, observations, and curiosities verbally (informal conversations) =Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions

	Formative assessment Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Theme duotangs Dinosaur stickers Brachiosaurus and Spinosaurus worksheet X20 Chart paper and markers Tech to display video Books
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write Brachiosaurus and Spinosaurus on the chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas, and prior knowledge. Read aloud the information, students report back what stood out to them, teacher writing it on the chart paper. Brachiosaurus: Read pages 6-7 Usborne Dinosaurs Spinosaurus: Read pages 8-9 Usborne Dinosaurs
Body:	Students move to desks and add the two worksheets to their duotang. Students trace over the dotted words/sentence first. Students colouring worksheet afterwards carefully. Sticker for completion/check-in before moving on.
Closure:	Students can select from early finisher activities and/or show a brief dinosaur clip if everyone is ready. Video about brachiosaurus https://www.youtube.com/watch?v=_ft0wzlabUw (4:36)

Lesson 8

Name & Time (Minutes Allotted):	Baby dinosaurs (30 minutes)
Learning Standards: Curricular Competencies	Science: Demonstrate curiosity and a sense of wonder about the world ELA: Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Learning Standards: Content	Science: Basic needs of plants and animals ELA: Strategies and processes: Reading strategies
Instructional Objectives	Students will be able to engage in developmentally appropriate reading, listening, and viewing strategies. Students will be able to demonstrate curiosity about dinosaurs.
Assessment:	Observation: Student is engaged and using developmentally appropriate reading, listening and viewing strategies. Product: Completion of dinosaur egg page for <i>My Dinosaur Book</i> Conversations: Students showcase their knowledge and curiosities verbally (informal conversations) = Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure Schema activation Scribing and structuring class discussions Formative assessment

	Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	Book Theme duotangs Dinosaur stickers Dinosaur egg template X20 Half sheets of coloured construction paper Scissors and glue Colouring materials Chart paper and markers Tech to display video
Lesson Activities:	
Introduction/Hook:	Start on carpet. Write leading question "How are dinosaurs born?" on chart paper to introduce to students the lesson's focus. Students can volunteer to share their thinking, ideas, and prior knowledge. Read pages 38-39 of <i>First Encyclopedia of Dinosaurs and Prehistoric Life</i> Read pages 24 (Paragraph 3) -27 of <i>What is a dinosaur?</i> Debrief, students confirming how dinosaurs are born, via eggs/hatching.
Body:	Students colour, cut and paste the baby dinosaur into the egg and glue it onto a half sheet of coloured construction paper. Students glue this to the back of their Dinosaur book cover page.
Closure:	Early finisher activities and or/ show a short video clip showing a baby dinosaur fossil discovered in AB https://www.youtube.com/watch?v=3iAQUr2CT7E

Lesson 9

Name &Time (Minutes Allotted):	My Pet Dinosaur (30 minutes)
Learning Standards: Curricular Competencies	Science: Share observations and ideas orally ELA: Explore foundational concepts of print, oral, and visual texts
Learning Standards: Content	Science: Basic needs of plants and animals ELA: Language features, structures, and convention: Letter formation
Instructional Objectives	Students will be able to share observations and ideas about animal adaptations orally. Students will be able to explore foundational concepts of print and practice their letter formation.
Assessment:	Observation: Student demonstrates with proficiency the ability to verbally share observations and ideas about a specific topic. Product: Student demonstrates with proficiency the ability to complete My Pet Dinosaur page for <i>My Dinosaur Book</i> with some written text and an illustration. Conversations: Student demonstrates with proficiency the ability to showcase their knowledge, observations, and curiosities verbally (informal conversations) =Proficient Developing: is beginning to... Extending: with sophistication...
Teaching Strategies:	Consistent lesson structure

	Schema activation Scribing and structuring class discussions Formative assessment Demonstrating activity with document camera, step by step Choices for early finishers (independent activities), provides opportunity to circulate and have conversations with students
Materials:	KWL chart from Lesson 1 Book Theme duotangs Dinosaur stickers My Pet Dino worksheet X20 Chart paper and markers Tech to display video
Lesson Activities:	
Introduction/Hook:	Imagine if you could have a dinosaur as a pet? Complete L of KWL Read aloud: How to Catch a Dinosaur Imagine you caught a dinosaur and now they are your new pet... What do they look like? What kind of things would you do together?
Body:	Students complete "My Pet Dino" worksheet after adding it to their duotangs.
Closure:	Early finisher activities to finish unit. *Option to watch a short dinosaur clip if everyone is finished/ready. Students could request favourite video we watched in the unit.

Resources:

BC Curriculum <https://curriculum.gov.bc.ca/curriculum/career-education/K/core>
 First Voices <https://www.firstvoices.com/explore/FV/sections/Data/Secwepemc/Secwepemctsin/Secwepemc>
 First People's Principles of Learning <http://www.fnesc.ca/first-peoples-principles-of-learning/>
 Circle of Courage <https://everystudentcanthrive.weebly.com/circle-of-courage.html>

Extensions to Unit:

Dinosaurs Love Underpants Story and Art activity
 Dinosaur songs and dances
 Dinosaur story boards/oral story telling
 Dinosaur map activity: Colour a map to show where dinosaurs lived, add dinosaur stickers after
 Indigenous style sharing circle (items as prompt for personal story sharing)

Reflections and Revisions