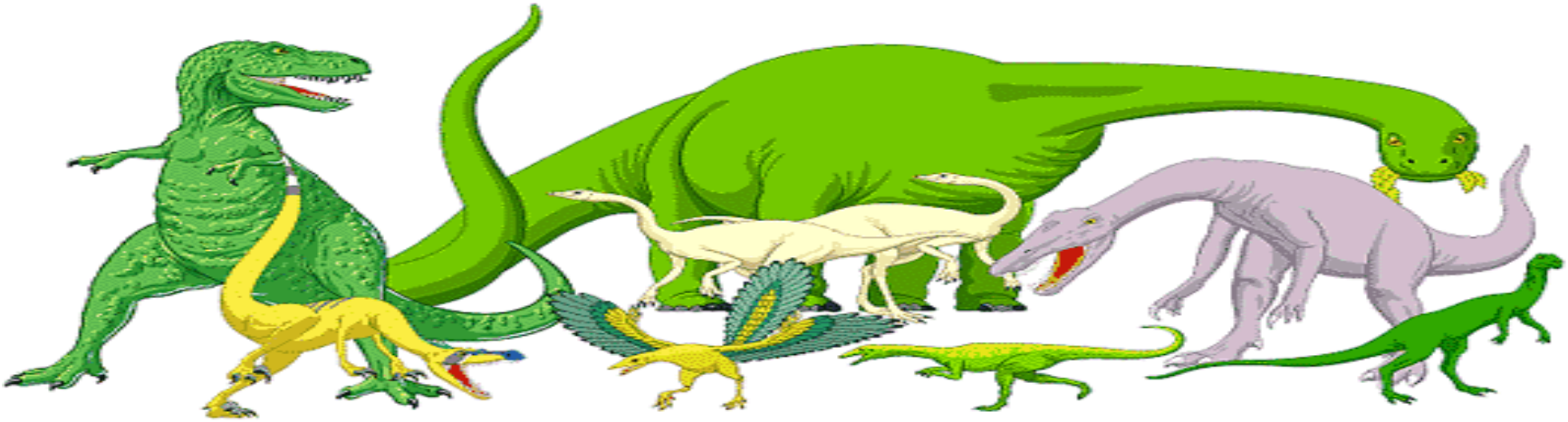
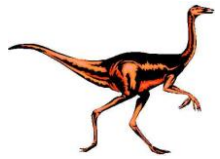


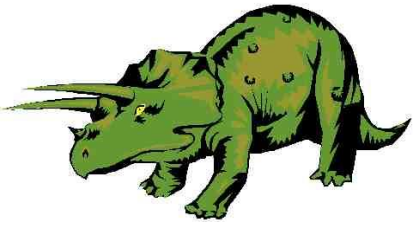
SUPER 3 DINOSAURS

Objectives

- Identify and explore one type of dinosaur
- Create an electronic trading card advertising your dinosaur
- Follow the Super 3 Research model
- Evaluate your work using rubric



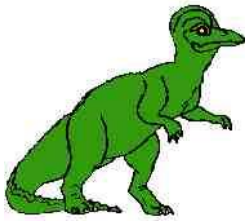
Dear 2nd graders,

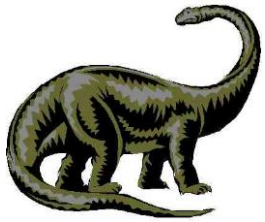


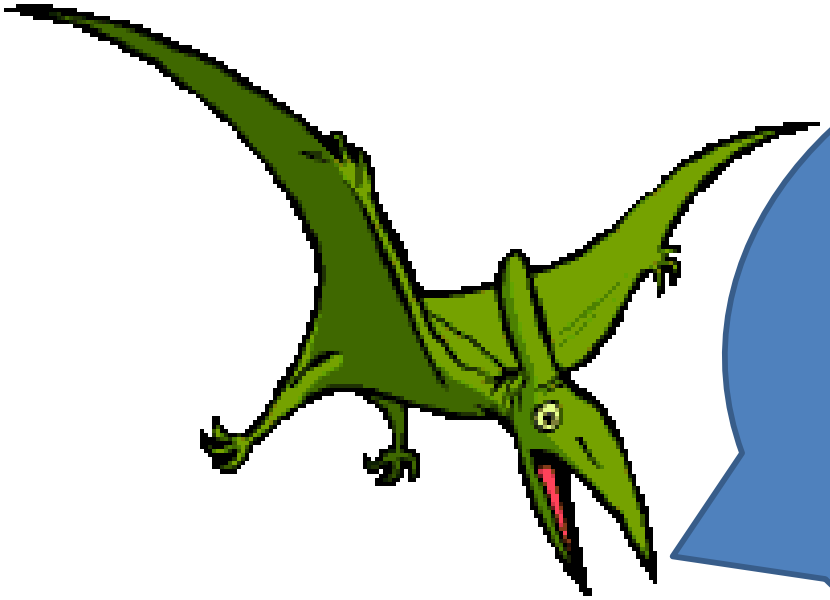
I have to leave on a trip and I need someone to look after my pet dinosaurs.

Do you remember the last time that we visited? You told me that you were studying about dinosaurs at school. Please ask your teacher if your class can help you find information about each of my dinosaurs. I've got quite a collection of these critters, so if everyone could learn about just one dinosaur, you would be able to look after them all.

Love,
Aunt Dinah Sor







Before I start…

I PLAN

1. What am I supposed to do?
2. Where should I look for information?
3. What does a good job look like?

Planasaurus defines the problem and decides what he needs to know and do when he finishes. He decides where to look to find the information he needs and what a good job looks like when he is done.

http://big6.com/presentations/super3dinos/index.php

The Task

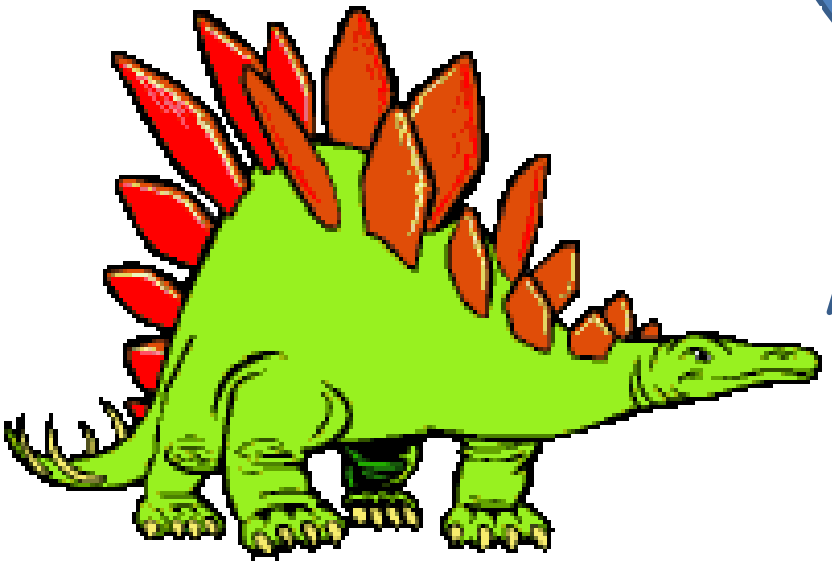
- You will learn about one dinosaur and the time period in which it lived.
- Using the data/information that you have gathered about your dinosaur, you will create a Pixie trading card about your dinosaur

Doasaurus reads, listens, looks, touches, tastes, or smells for the information and takes out the information needed to complete the task.

As I work,

I THINK about…..

1. Are my notes accurate and complete?
2. Have I written a good paragraph?
3. Does my project have the information it needs?



http://big6.com/presentations/super3dinos/index.php

Dinosaur Information Worksheet

Student Name: _____

Fill in the information in the spaces below.)

My questions	Source(include pg numbers)	Information I found
What is the dinosaur's name?		
What does the name mean?		
How long is the dinosaur?		
Does the dinosaur eat plants, meat, or both plants and meat?		
Describe the dinosaur's teeth.		
How did the dinosaur walk/fly?		
What is one interesting fact about the dinosaur?		

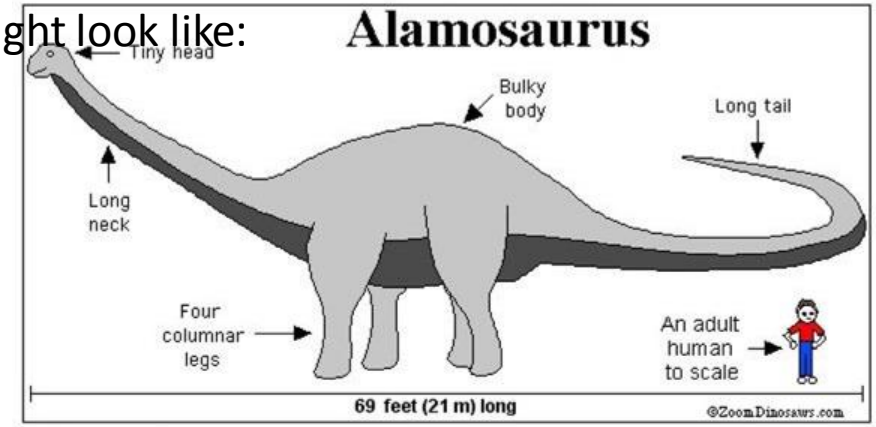
Dinosaur Trading Cards

Now it's time to create your Dinosaur Trading Cards that the museum will be handing out to the children who visit the new Dinosaur Exhibit.

We'll be using a template already created in Pixie.

Using the sticker tools in Pixie, find a picture of your dinosaur or draw your dinosaur.
Using the ABC Text Tool, enter your information about your dinosaur from your Dinosaur Research Sheet.
Enter at least 3 facts about your dinosaur.

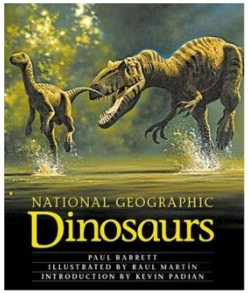
Here's what your Dinosaur Trading Card might look like:



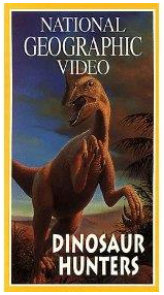
Height or Weight: 69 feet long **Weight:** 3 tons (30,000 pounds)
What did your dinosaur like to eat (plants, animals, both)?: Plants
Describe how your dinosaur moved. Was it fast or slow? Did it walk on two or four legs? Did it fly? It walked on four legs.

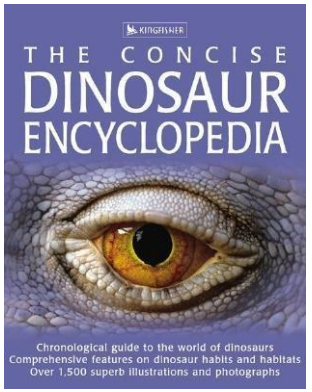
In what Mesozoic Era did your dinosaur live: Cretaceous
Share a fossil fact about your dinosaur: Fossils of the alamosaurus have been found in the US but just the body, no skulls of this dinosaur.

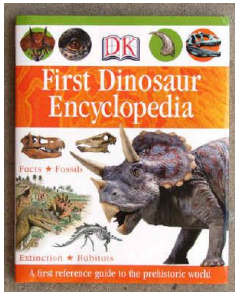
Sources:



- Books found in school library
- Encyclopedia Britannica
- Encyclopedia
- [http://www.sheppardsoftware.com/scie rkids/dinosaurs/index.htm](http://www.sheppardsoftware.com/scierkids/dinosaurs/index.htm)





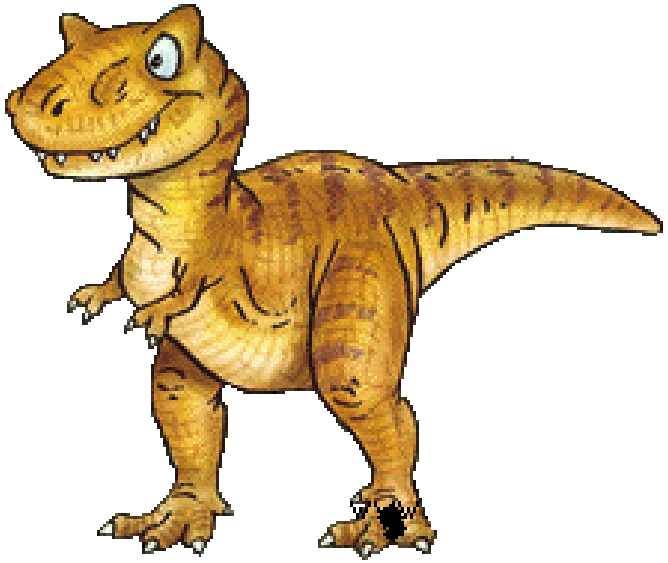


When I am finished…

I REVIEW

1. What new skill did I learn that I can use again?
2. What did I enjoy or hate about the assignment?
3. What grade would I give myself?

Reviewasaurus judges the results.



http://big6.com/presentations/super3dinos/index.php

CATEGORY	4	3	2	1
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.

Grade Level and Content Area

MCCRS

RI.2.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standards for the 21st Century Learner

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

ISTE NETS - National Educational Technology Standards for Students

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. c. Collect and analyze data to identify solutions and/or make informed decisions.

Maryland State Library Curriculum

2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.