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# Fossils

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## MATERIALS

### FOR EACH STUDENT:

Hand Lenses	Student Fossils
½ sheet of blank copy paper	Student Science Notebooks
Observations Writing Frame	

### FOR CLASS:

KWL (transparency for overhead, or electronic copy for laptop with projector)  
Observations Writing Frame (transparency if using overhead)

## PREPARATIONS:

Cut ½ sheets of blank copy paper

## PROCEDURE:

1. Introduce the KWL Chart (transparency on overhead or electronic copy on laptop) you will be filling out as a whole class based on individual student responses. Ask students to think about and then share their response to the following questions:
  - What do you know about fossils? (**K** section of the KWL)
  - What do you want to know about fossils? (**W** section of the KWL)
2. Leave the L section of the KWL blank until the end of Part Three when students will each fill in what they have learned while studying fossils.
3. Hand out a fossil, ½ sheet of copy paper, and a hand lens to each pair of students.
4. Using the hand lens, students look carefully at the fossil.
5. Students draw what they see on the ½ sheet of copy paper, sketching the outside shape first. Next, they add the detail.
6. The fossil should be labeled with the name seen on the fossil card and the drawing should be added to each student's science notebook.
7. Students talk with a partner to describe what they see and what they feel while examining the fossil. Remind students to make observations not inferences. (Observations are based on what you actually see or observe whereas inferences are things you reason from those known facts.)

8. Using the Observations Writing Frame transparency on the overhead, lead students through each section as they write the details about their fossil in sentence form in their science notebook.
9. Ask if any students want to volunteer to read, out loud, their observational writing.
10. Clean up by putting fossils back in the corresponding bags.
11. Have student do a “Gallery Walk” (silent viewing by walking around desks) of the drawings of the fossils.
12. Finish with a brief discussion of the importance of accurate, detailed and labeled drawings.

## EALRs for Writing

<b>EALR 1    The Student Writes Clearly and Effectively</b>	
<b>1.1</b>	<b>Develop concept and design</b> develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively.
<b>1.2</b>	<b>Use style appropriate to the audience and purpose</b> use voice, word choice, and sentence fluency for intended style and audience.
<b>EALR 2    The student writes in a variety of forms for different audiences and purposes.</b>	
<b>2.2</b>	<b>Write for different purposes</b> such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures.
<b>2.3</b>	<b>Write in a variety of forms</b> including narratives, journals, poems, essays, stories, research reports, and technical writing.
<b>EALR 3    The student understands and uses the steps of the writing process.</b>	
<b>3.1</b>	<b>Prewrite</b> generate ideas and gather information.

# Observations Writing Frame

Think of properties you can see like size, shape, color, lines, and patterns.

**With my eyes I observed...**

**With my fingers I feel...**

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Now that you have closely observed your fossil, what does it remind you of?

**It reminds me of...**

**This is so because...**

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Think about how the fossils were made and the environment in which the organism lived before it became a fossil.

**I am curious about...**

**It surprised me that...**

**K**

What I **K**now about fossils...

**W**

What I **W**ant to know about fossils...

**L**

What I **L**earned about fossils...