

CONTENT: *Observing Nests & Eggs Teacher Lesson Plan (1.3.2.1)*
SECTION: *Teachers Resources/Group Lesson Plans/Nests & Nurturing/*
Observing Nests & Eggs Teacher Lesson Plan 1 (1.3.2.1)
DATE: *December 31, 2001*
DRAFT NO: *Final 2*
AUTHOR: *Linda Hubbard/JPI Curriculum Team*

LESSON 2: OBSERVING NESTS & EGGS

LESSON OBJECTIVES

1. Students view dinosaur eggs and nests and record observations.
2. Students read questions to think about, and record their own questions to be investigated.

TOOLS AND MATERIALS NEEDED

1. Images of dinosaur eggs and nests of eggs from Jurassic Park
2. Student journals

ESTIMATED TIME TO COMPLETE LESSON

For this activity students should need about 15 to 30 minutes, depending on the writing level of the students.

TEACHING STRATEGY

- **Background Information**

This unit of study is grounded in a problem-solving situation. Students are invited to help Dino Lab scientists solve the mystery of dinosaurs laying eggs and hatching babies in the park. (See the Rationale statement in this section of lesson plans.) The images the students will be viewing for this activity are eggs created for the Jurassic Park movies. They are not fossils and are not meant to be. They are intended to be part of the anchoring mystery and problem-solving challenge. The images and the questions on the screen are meant to provoke student curiosity about dinosaurs laying eggs and what happened to baby dinosaurs when they hatched.

This is an observation activity and students do not need to come up with answers at this time.

If you have not looked at the various images in the Collections Room of the Dinosaur Academy, you may want to familiarize yourself with the choices in that location before going there with students.

- **Procedure**

1. Show your students the photos and videos contained in this section. It is recommended that you project these videos and photos on a large screen. If this is not possible, then you may download and print the pictures and distribute them to your students.
2. Students study the photos and draw what they look like in their journals. Students should write descriptions or labels of what they observe to go along with their drawings.

Students should read and consider the questions on the screen. Then, in the journals, they write their own questions to find answers for during the study.

- Discussion Questions

1. What do you see in the photos?
2. What do the eggs look like?
3. What shapes are they?
4. Can you tell how large they are?
5. What does the nest look like?
6. What do the broken shells look like?
7. What do you see on the ground outside the nest of broken eggs?
8. What other information will you need to help the scientists identify the eggs?

- Resources

In the Teacher's Lounge you will find information on using journals in the section, "Using This Site." You can have students make their own journals or download the version from this site. You might also want to check out the file in "Background Methodology" about "Anchored Instruction."

- Vocabulary

- Observation: looking at an object and studying the characteristics and features of the object. It is a careful, detailed inspection.

EXTENSIONS/ADAPTATIONS

For older students, you might engage in a discussion on scientific journaling and field notes. For information on journaling, you and your students can go to the **Field Notes** section of Dinosaur Hunters, which is located the Dinosaur Academy. Here you will be able to view examples of real field notes. You could introduce the difference between typical drawing and sketching, and scientific drawing.

SCIENCE STANDARDS

Unifying concepts and processes in science

- Evidence, models, and explanation
- Form and function

Science as Inquiry

As a result of their activities in grades K-4 and 5-8, all students should develop understanding of:

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

Life Science

As a result of their activities in grades K-4, all students should develop understanding of:

- Characteristics of organisms

As a result of activities in grades 5-8, all students should develop understanding of:

- Structure and function in living systems

History and Nature of Science

As a result of their activities in grades K-4, all students should develop understanding of:

- Science as a human endeavor

As a result of activities in grades 5-8, all students should develop understanding of:

- Science as a human endeavor
- Nature of science

ASSESSMENT/EVALUATION RECOMMENDATIONS

1. Student journals – Students attempted to make accurate drawings from the photos; students added written descriptions or labels; students recorded questions to guide further investigations.
2. Student discussion – Students participated in discussion of objects they observed, demonstrating curiosity and higher levels of thinking.

Video:	JP1 video JP3 video
Stills:	Raptor nest Eggs w/footprints