ELL CONNECT® - Content Area Lesson Plans for English Language Learners

Subject: Science  Grade: 8  Author: Grand Prairie, Texas
Approximate Time: 45 Minutes  Date: Spring 2008

Topic/Theme: Mass Extinction

Objectives:

**Content**
Students will scan an article about mass extinction to analyze a variety of theories for causes of the mass extinction of dinosaurs.

**Language**
Students will report orally, and write summaries individually, to share their conclusions of how dinosaurs reached mass extinction.

Vocabulary:

**Content Specific**
- species
- adaptations
- extinct
- asteroid
- extinction
- crater

**Related**
- mass (differentiate from mass as weight)

Materials:

Mass Extinction articles*
- [http://www.enchantedlearning.com/subjects/dinosaurs/extinction/](http://www.enchantedlearning.com/subjects/dinosaurs/extinction/)
- [http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Asteroid.html](http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Asteroid.html)
- [http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Other.html](http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Other.html)
- [http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Study.html](http://www.enchantedlearning.com/subjects/dinosaurs/extinction/Study.html)

Poster paper, markers, visual aides/manipulatives (computer images, books, toys, etc.)

*Note – Using all four sites provides the entire article, encompassing all theories. However, they may be used separately, or in part, for easier reading. Some students may benefit from the first two sites. Pre AP/GT can handle the entire article. Students enjoy this article because it comes with pictures—the article, or parts, can be pasted into your word processor for hand-outs.

Activities:

- Read the day’s content and language objectives to the students. Explain they will be learning about the theories of how the dinosaurs became extinct.
- Ask students to recall some of the theories they heard presented in the dinosaur video they watched the previous day (Schlesinger Video Company: *Dinosaur*) that led to the dinosaur’s eventual extinction.
- Ask students if they have seen any fun movies about dinosaurs (you might get answers like *Jurassic Park* or *Land Before Time*). Show some of the dinosaur pictures, books or toys. Ask students if they recognize the dinosaurs from the movies.
- Ask students what they think may have happened to the dinosaurs.
- Review vocabulary words.
- **GIST** activity
− Students **scan** the article *What is Extinction?* and choose 10 words they feel are the most important key terms. Be sure to discuss what scanning means!
− Tell students to discuss the words with their group and come to a consensus on the 10 most important words.
− A scribe records the words on a poster (be sure to have a model available). Instruct students to leave the bottom half blank for the second part of the activity.
− One member of the group reads the words aloud to the class. Compare with the other groups’ 10 chosen words.
− Use the 10 words to create no more than 3 sentences. All 10 words MUST be used. Have the scribe add the sentences to the bottom of the poster. Compare to the other groups again.

**Closing Discussion:**

**Thinking out-of-the-box**
Discuss whether the groups’ sentences seem to be a summary of the article. What are the students’ beliefs, after this activity, of the extinction of the dinosaurs?

**Review & Assessment:**

**Vocabulary**
Write two sentences for the word *mass*, using the two definitions. Incorporate vocabulary words into paragraph (content review).

**Content**
Individually, use sentences from any of the posters to write a short paragraph (3-5 sentences) about what they personally believe caused the extinction of the dinosaurs.

**Extension / Take-home Activity:**

- Students may find another article on extinction to summarize and share with class, pointing out if the same key vocabulary words are used in the new article.