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| Dimension | Connections to Classroom Activity |
| Science and Engineering Practices |  |
| Developing and Using Models  Engaging in Argument from Evidence | Students will develop models to explain what they think a dinosaur would have looked like when it was alive. They will also analyze classmates models to “compare models to identify common features and differences.”  Students will “construct an argument with evidence to support a claim” about their dinosaur such as if it was a carnivore or herbivore. |
| Disciplinary Core Idea |  |
| LS4.A: Evidence of Common Ancestry & Diversity   * Some kinds of plants and animals that once lived on Earth are no longer found anywhere. * Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.   LS1.A: Structure and Function   * Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. | Students will apply information about structure of dinosaur bones to hypothesize things like what they used to protect themselves from predators. Students will apply knowledge of current living animals to better understand dinosaurs. |
| Crosscutting Concept |  |
| Structure and Function | Students will examine model bones of dinosaurs and compared them with organisms alive today. They will use evidence to determine how shape contributed to function such as animal’s diet, special defensive features, and whether it walked on two legs or four. |

Performance Expectation

There are no preschool aligned performance expectations. However, this lesson incorporates three dimensional learning by using DCI, Science Practices, and Crosscutting Concepts and specifically focuses on students engaging with the K–2 connections.