

# 02.20.09 Fossil Imprints

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## BASIC INFORMATION

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<b>Grade/Level:</b>	1-2
<b>Date to be Taught:</b>	February 20, 2009
<b>Time Frame:</b>	1 class period. 30 Min. per class.
<b>Subject:</b>	Science
<b>Topic:</b>	Imprint fossils
<b>Summary:</b>	Students will create their version of imprint fossils using paint, plants, other various materials, and rocks.

## OUTCOMES/OBJECTIVES AND STANDARDS

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**Objectives/Learning Outcomes:** Students will be able to identify how plants and animals became fossils.

**Standards:**

 **PA- Pennsylvania Academic Standards**

- **Subject** : Environment and Ecology
  - **Area 4.7:** Threatened, Endangered and Extinct Species
    - **Grade 4.7.4:** Grade 4
      - **Standard C.:** Define and understand extinction.
        - Identify plants and animals that are extinct.
        - Explain why some plants and animals are extinct.
        - Know that there are local and state laws regarding plants and animals.
- **Subject** : Science and Technology
  - **Area 3.5:** Earth Sciences
    - **Grade 3.5.4:** Grade 4
      - **Standard A.:** Know basic landforms and Earth history.
        - Describe earth processes (e. g., rusting, weathering, erosion) that have affected selected physical features in students' neighborhoods.
        - Identify various earth structures (e. g., mountains, faults, drainage basins) through the use of models.
        - Identify the composition of soil as weathered rock and decomposed organic remains.
        - Describe fossils and the the type of environment they lived in (e. g., tropical, aquatic, desert)

**Prerequisite Skills:** Students need to work well in a group and independently

Students need to use art materials in an appropriate manner.

Students need to have general understanding of fossils

## **ASSESSMENT OF STUDENT LEARNING**

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**Assessment Activities/Rubric:** Students should be able to explain (in their recording sheet):

- What is a fossil imprint? How is it formed?
  
- What did you do to create a fossil imprint? Do animals use this? What makes the imprint on the real fossil imprints?
  
- What did we do to show imprints? How is this this similar to what really happens?

## **MATERIALS AND TECHNOLOGY**

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**Student Materials:** Newspaper?  
Paint (black or brown)  
Paintbrush  
Paper (small scrap paper)  
A rock  
Plant leaves  
Writing paper

**Teacher Materials:** Book (previously read): Fossils Tell of Long Ago by Aliki

**Use of Technology (where appropriate):**

## **LESSON SEQUENCE AND PROCEDURES**

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**Introduction (Hook):** You already got the chance to create a mold fossil. Now you get to see a different way that paleontologist can learn more about ancient plants and animals. Sometimes, a plant or animals gets squeezed between layers of rock after they died. Over the years, their bodies broke down and all that was left was a black carbon outline. Today, you will use paint to create your own fossil imprint.

**Sequence of Instruction (Step 1, Step 2...):**

1. Students in active listening seat on the carpet
2. Introduction
3. Explain the process: Students will use a little bit of paint and paint their leaf. They will press the leaf onto their scrap paper a couple of times and then press the leaf onto the rock to make an imprint. Leave the rock to let it dry.
4. When students finish, they should get a piece of writing paper, and draw a picture of what they did. Then they should write about our activity and how it is like the way some fossils were formed and how it is different.

**Closure/Wrap Up:** If time permits, have a couple of students share how they think this activity is how fossils are formed and how it's not. If time does not allow, have a few share during sharing time the next day.

**Independent Practice  
(where appropriate):**

**Differentiated  
Instruction:** Students should be able to do the imprint activity with little teacher assistance. Teacher should make sure all steps are written on the board. When students begin writing, some students may need more probing questions to get them on track:

- What is a fossil imprint? How is it formed?
- What did you do to create a fossil imprint? What did we use? Do animals use this?
- What did we do to show imprints? How is this this similar to what really happens?

**Possible Follow-Up  
Activity:**

## **LESSON ANALYSIS AND REFLECTION**

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**Analysis:**

**Reflection:**