

Name: _____ Period: _____ Due Date: _____

Fossils

Reinforcement and Enrichment Menu Guidelines

SWBAT: Demonstrate their level of knowledge (and above) about specific fossil concepts in a creative way.

DIRECTIONS: Each assignment has a number next to it. (This is NOT the score or points.) Pick at least **THREE** assignments to complete.

- ✓ Your choices must add up to at least **FIVE**.
- ✓ You must pick from at least **TWO** tiers. Unless all are from tier three.
- ✓ Some may allow you to complete two different versions of the same assignment.
- ✓ Depending on the assignment, you may choose to complete it on paper or digitally.

***You must turn in these guidelines with your work.**

GRADING RUBRIC:

[illegible]

Tier One – Reinforce and Remediate

A. CORNELL NOTES (2):

- ☐ Using the textbook Earth's Changing Surface read Section 4-1 "Fossils" on pages 106 to 112.
- ☐ Use the guidelines for Cornell notes on my "Science Literacy and Vocabulary" page.
- ☐ Section headings and subheadings should be used in the "key points" part of the notes.
- ☐ In the notes section, be sure to include important details, including vocabulary. Even vocabulary that isn't in bold should be summarized in the notes section.

B. REVIEW AND REINFORCE WORKSHEET (1):

- ☐ Using the textbook Earth's Changing Surface read Section 4-1 "Fossils" on pages 106 to 112.
- ☐ Complete the worksheet.
- ☐ Use proper sentence structure and grammar, etc. for the short answers.

C. VENN DIAGRAM (2):

- ☐ Create a Venn diagram (or another type of graphic organizer) to compare and contrast TWO forms of fossilization.
- ☐ Use complete sentences.
- ☐ Include pictures or diagrams to illustrate the similarities and/or differences.

Tier Two – On Track

D. COMIC or STORY (3):

- ☐ Pick your favorite form of fossilization (permineralized/petrified, asphalt/tar, amber, mold, cast, ice, etc.).
- ☐ Research the steps involved in turning an organism into that type of fossil.
- ☐ Create comic or story showing these events. I have different formats for comics you can use if you wish.
- ☐ You MUST include pictures and detailed explanations of what is happening.
- ☐ It must also make sense that the organism you show being fossilized is being fossilized in that way.

E. HAIKU POEM (3):

- ☐ Write two poems, with a different topic each, or one longer poem with two parts. The topic of the poems must be fossils related and demonstrate your knowledge of fossils.
- ☐ Each poem or part has three lines.
- ☐ The first and third lines have 5 syllables.
- ☐ The second line has 7 syllables.
- ☐ Include at least one illustration to support each poem or part of the poem, for a total of two illustrations.
- ☐ If there is a different type of poem you prefer, talk to me first.

F. MODEL (2):

- ☐ Create a model that demonstrates and recreates the process of ONE form of fossilization.
- ☐ Include a description that sequences the process.

G. TRACE FOSSIL INTERPRETATION (2):

- ☐ Complete the “Traces of Tracks” worksheet and analysis questions (Section 4-1 in the Earth's Changing Surface textbook).
- ☐ Make sure you support your answers with detailed observations and evidence.
- ☐ Use proper sentence structure and grammar, etc. in your answers.

H. VISIT A FOSSIL (3):

- ☐ Research places where important fossils discoveries have occurred.
- ☐ Describe the location and the fossil(s) that were found there.
- ☐ Explain what fossils were found and what scientists can learn from them. Include details.
- ☐ Create a presentation in the format of your choice to persuade a person to visit this location.
- ☐ Include pictures and a map showing the location.

I. BROCHURE (3):

- ☐ Research the LaBrea Tar Pits in California.
- ☐ Create a brochure persuading people to visit this place.
- ☐ Include details such as what important fossils have been found and what they tell about the past environment of California.
- ☐ Include pictures.

J. VENN DIAGRAM (2):

- ☐ Create a Venn diagram (or another type of graphic organizer) to compare and contrast THREE forms of fossilization.
- ☐ Use complete sentences.
- ☐ Include pictures or diagrams to illustrate the similarities and/or differences.

Tier Three – Enrichment

K. TRACE FOSSIL INTERPRETATION (3):

- ☐ Create a scene using only trace fossils, such as tracks. This may be done as a drawing or as a model.
- ☐ Must include at least two animals.
- ☐ Write about what occurred to create this scene.
- ☐ Include the animals involved. The animals must have actually existed at the same time. Make sure it makes sense that these animals interacted. Be sure to explain the environment the scene occurred in.
- ☐ Justify your answers w/ evidence from the picture.

L. SPINOSAURUS ARTICLE (3):

- ☐ Read the National Geographic Article: Mr. Big- Move Over T-Rex. (I have paper copies but there is also a link on my Symbaloo for actual National Geographic article, pictures and a short video.)
- ☐ Summarize the article. This may be completed in a paragraph or Cornell notes format.
- ☐ Include why this information is important and what we can learn from this discovery.

M. CURRENT EVENT ARTICLE (3):

- ☐ Find another article on some fossil topic. It MUST be approved by me first.
- ☐ It must be from a reputable source and have been written in the last three years.
- ☐ Print or email the article to me as when you turn in your work.
- ☐ Summarize the article. This may be completed in a paragraph or Cornell notes format.
- ☐ Include why this information is important and what we can learn from this discovery.

N. FREE CHOICE (TBD):

- ☐ You must get my approval for an assignment or project of your choice.

We will decide the criteria together.

Record it here:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____