



**Gallery:** Fossil Gallery

**Course Name:** Key to Fossils

**Grade Level:** 5, 6, 7, 9 - 12

**Activity:** Key to Fossils—Vocabulary Book (pre-activity)

**Approximate Time Required:** 40-60 minutes

**Vocabulary:** **dichotomous key** (a classification device that uses a series of yes or no questions or statements used to identify living or nonliving things), **fossil** (evidence of anything once living over 10,000 years old), **asymmetry** (having no similar parts), **radial symmetry** (having similar parts radiating from a central point), **bilateral symmetry** (having a body displaying two similar halves), **appendages** (any part of an animal coming from the main body or trunk such as arms, legs, antennae), **coiled** (wound in one plane), **spiral** (wound in a twisting, corkscrew manner)

### **Objective:**

Students will define and illustrate vocabulary needed for the dichotomous key activity at the museum.

### **Materials Needed:**

Vocabulary words and definitions (from above), one 8x11 sheet of construction paper per student, 3 pieces of their lined paper or 3 pieces of plain copy paper per student, staplers, crayons/markers, pencils

### **Procedure:**

Construct a vocabulary book by folding the three pieces of paper together in half width-wise (or hamburger style). Insert the 3 pieces into the folded construction paper. Staple three staples along folded edge of book. Have students design a cover with the title Key to Fossils, a drawn picture, and their name. Have students write one vocabulary word per page (use backs too) at the top in any kind of style and color. Have them write the definition (given) at the bottom of the page. In the center of each page have the students draw and illustrate an example of the word. (For dichotomous key, have them write up the first couple questions like:

- 1a. Does the fossil appear to be an animal? Go to 2.
- 1b. Does the fossil appear to be from a plant? Go to 7.)

### **Observations:**

Observe what the students have drawn helping them with any misconceptions.

### **Evaluation:**

Let them show their favorite page. Make sure all vocabulary has been shown. Display their books on a Field Trip Fun and Facts bulletin board. Add pictures of kids on the field trip making sure to add pictures of them working on the dichotomous key.

### **Modifications:**

1. Have students simply make a word splash (words splashed in different fonts and colors over a blank page with a picture near each word illustrating the vocabulary word).
2. Have students design vocabulary words on a computer having them copy and paste pictures of examples for each word.

### **Georgia Standards:**

S5L1, S5L4a-b, S5E1a-b, S6CS6c, S6E5g, S7L1a-b, CEC6d, S7L5c, S7CS6c, S8CS6a-c, SCS4a, SCS7c, SCS8a-f, SEC1a-d, SB3c, SB4c, SB4e, SB4f, SB5a-e, SAST6c-d, SZ2a, SZ2c, SZ3a-b, SZ4a-b, SG1c, SEV3c, SES4c-e, SES6d-e