



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experiences with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Image Review

Show the Flip Book images from any read-aloud again and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 10–14

Divide the class into six groups. Give each group one of the image cards. Give the groups a few minutes to brainstorm everything they remember about the image card. Then come together as a class and give each group a chance to share.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review fossils or dinosaurs; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

Fossils

Materials: Clay, objects with distinct shapes to press into the clay

Have students create their own fossils by pressing common objects into clay, such as plastic dinosaurs, etc. Have students remove the object and allow the clay to harden for a few hours. Have students discuss what the imprint left in the clay could tell someone who has never seen the actual object. You may also find directions on various websites for more sophisticated projects.

Be sure to talk about what fossils are, how they are formed, and what information they give.

Syntactic Awareness Video: Conjunction Junction

Show students the Schoolhouse Rock! “Conjunction Junction” video, widely available on a number of teaching websites.

Rock and Mineral Collections

If your school has a rock or mineral collection, you may want to share it with your class.

If feasible, you may invite students to bring in interesting rocks to share with the class.

Class Book: The History of the Earth

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have the students brainstorm important information about fossils, dinosaurs, and paleontologists. Have each student choose one idea to draw a picture of, and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Heat, Pressure, and Time

Materials: Image Cards 1–3

Give three students the Image Cards for heat, pressure, and time. Review what the Image Cards represent. Have the three students stand in various locations around the room.

Tell the class that you are going to say a word. They will decide how heat, pressure, or time are connected to the word, and then walk to and stand with the person holding that Image Card. After the students have walked to the various locations, have them explain how the two words are connected. For example, if you say the word *fossil*, one student may walk to the Image Card of “pressure” and say, “It takes pressure to form a fossil.” A second student may walk to the Image Card of “time” and say, “It takes a very long time for a fossil to form.”

Another variation is to use the signals explained in the Pausing Point.

Letter to a Paleontologist

As a class, brainstorm ideas and then write a letter to Pam or a real paleontologist. The students may talk about the cool things that paleontologists do or ask questions that they still have about the history of the earth.

You may also ask students to write individual letters if they are ready to do this activity on their own.

