

NGSS-CROSS CURRICULAR

**Presenters: Shari Clark, Deb Marsh, Kim Koehn,
Gina Nicholls, Megan Young, Megan Moretti**

NGSS-3RD GRADE STANDARDS + RESOURCES:

*<http://ngss-k-5-ausd.weebly.com/3rd-grade.html>

*Phenomena Question + Driving Question Board

*Mystery Science (<https://mysteryscience.com/r1>)

*Videos/ReadWorks.org (articles)

Read Aloud:Finding the First T. Rex by: Kathleen Zoehfeld

*Fossil Lab + Dino Designs



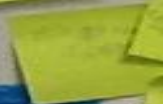
Phenomena Question

How do we know
what dinosaurs
looked like?

Climate



Characteristics



? Driving Question ?
? Board ?

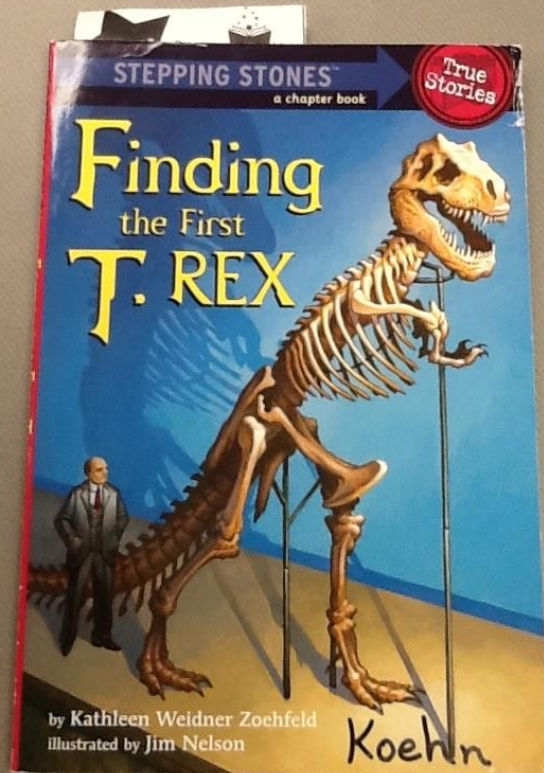
Fossils



Past



Reading: Leveled Texts/Read Alouds!



Fossils and Dinosaurs: The Age of Dinosaurs

by ReadWorks



Illustration by Lynn M. Harousek

Today, human beings control the earth. Millions of years ago, before humans existed, dinosaurs ruled the earth. Their fossils have been found all over the world. They ruled the earth for 160 million years. That is much longer than people have been here.

Dinosaurs became extinct long before humans existed. Humans and dinosaurs never lived at the same time. Dinosaurs ruled the earth until an unknown catastrophic event made them extinct.

Many scientists believe that a very long time ago, all of the continents were one. As time went by, the continents drifted apart. This explains why dinosaur fossils can be found all over the world. The weather was warmer and more stable than it is today. The temperature would barely rise or fall throughout the year. Therefore, there were no seasons.

Dinosaurs were not alone on the planet. Small mammals and birds existed. There were many reptiles, such as crocodiles and lizards, roaming about. Some fish, sharks and shellfish were living as well. The earth had many plants. There was plenty of food to go around and the earth's creatures maintained a balanced food chain.

No one is sure why the dinosaurs disappeared, but none have been proven.

Fossil Lab

- Fossil imprints
- Students became the paleontologists.
- Casting mold, clay, + toys insects.



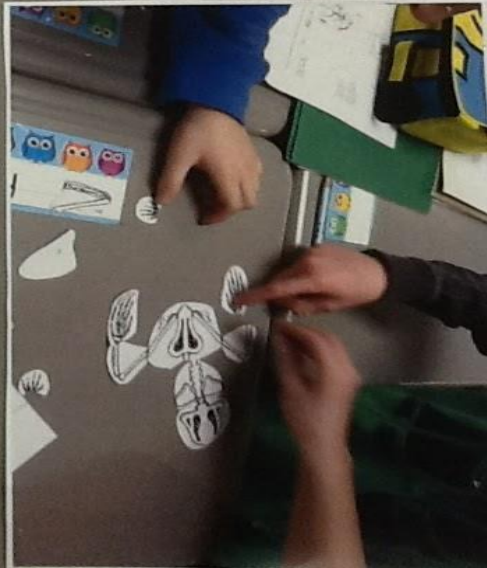
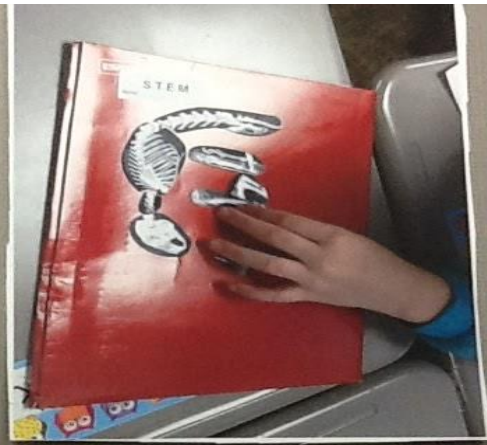
THE GREAT FOSSIL FIND ACTIVITY

- * Scenario read aloud to students as the role of a paleontologist.

- * Group Activity

(Discussion, Questions, problem-solving, teamwork..)

- * Discovery of fossils using skeletal resource manual.



My Design Of a dinosaur

Name of dinosaur: T-Tops

By: Hailey LaForme

Features/Traits

- ❖ Sharp teeth for ripping meat
- ❖ Carnivore
- ❖ Mix of a T-Rex and a Triceratops
- ❖ Spikes to take down predators
- ❖ Horn to stab predators
- ❖ Breathes fire so it can burn predators

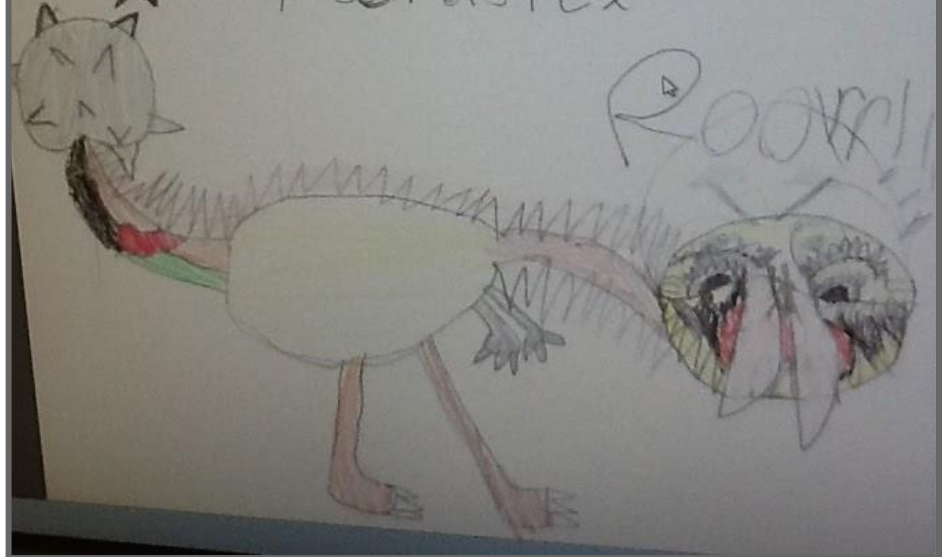


My design of a dinosaur By Janette

traits

- ★ Horns so it can stab prey
- ★ Claws so it can grab prey
- ★ Spikes so it does not get hurt
- ★ Wrecking ball so it can slap prey
- ★ Gills so it can breath under water

★ Tranyosorastex

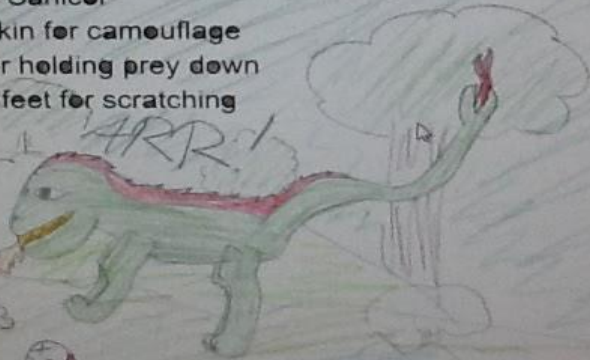


My design of a dinosaur

By: Yarely Tovar

Features\traits

- Lives by swamps and rainforests
- Carnivore \ meat eater
- Fast
- Has sharp teeth to eat meat
- Hunts other dinosaurs and fish
- Name is Sanicor
- Green skin for camouflage
- Tail is for holding prey down
- Clawed feet for scratching



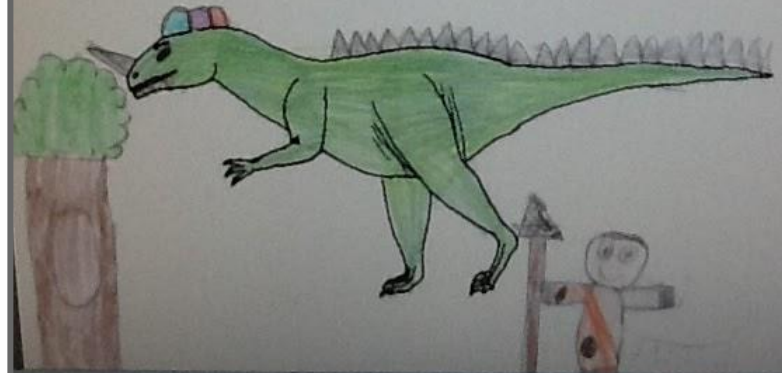
My design of a dinosaur

By: Bennet

5-7 Features/traits

1. A horn/for self defense
2. Sharp teeth and some flat teeth/ an omnivore
3. A colorful crest/to attract mates
4. Little feet/not very good because it walks slow
5. Spikes on it's back for self defense
6. Big eyes to see far away
7. Lives in jungles and forest

The Unitickler



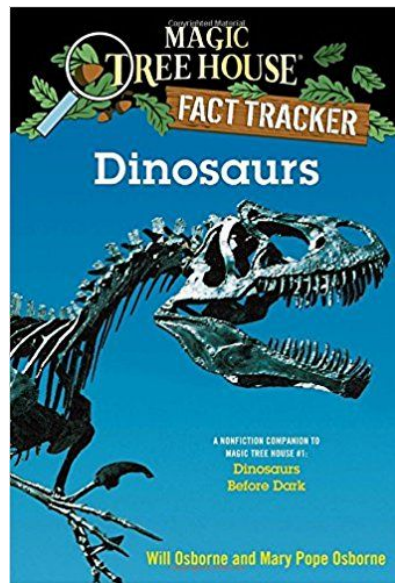
SUPPORT FROM TITLE

Reading Rockets adventure pack:
Dinosaurs <http://www.readingrockets.org/article/reading-adventure-pack-dinosaurs>

Magic Tree House Fact Tracker:

Use this to build schema for the students.

This would also be helpful for frontloading of Vocabulary.



TEACHING STRATEGIES

- The reading teacher could provide a close read with material used in class.
- Use the Read, Cover, Remember, Retell strategy to check for understanding.
- Teach students how to use the accessibility feature on a chromebook to have text read to them or use google translate.
- [Google Translate](#)



SUPPORT FROM THE LMC

CHOOSING BOOKS

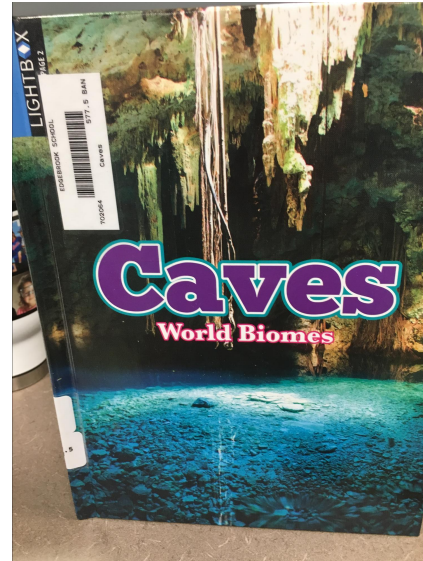
Choose a variety of books, fiction and nonfiction, at differing levels for students to read.

This will build background knowledge, vocabulary, and interest.

Teach students how to use a glossary for research.

Lightbox:

<http://openlightbox.com/>



Science in Music

3rd Grade Unit - Fossils Composing

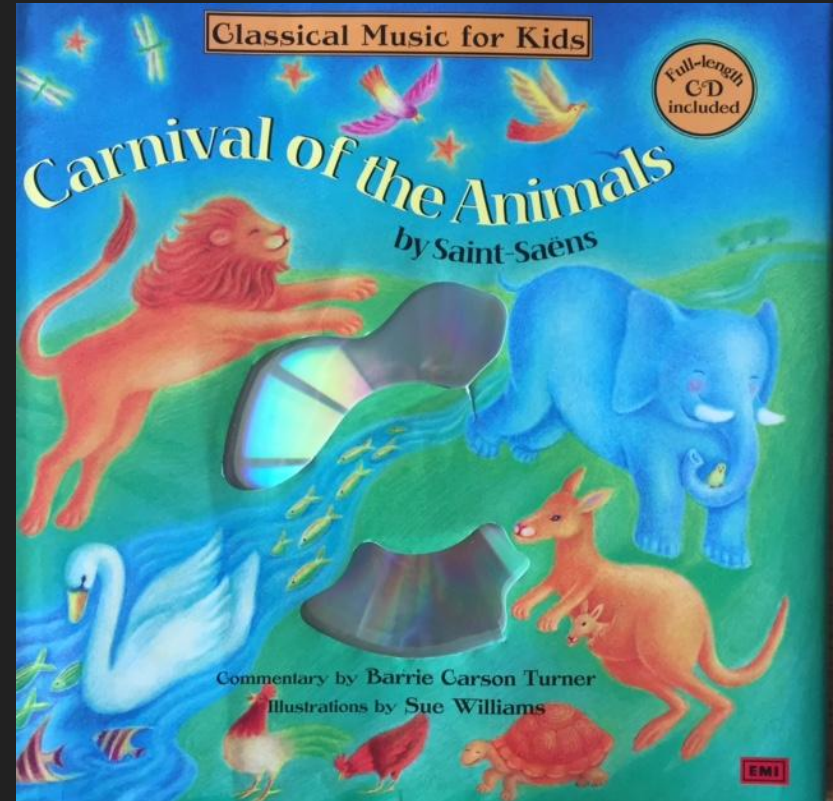
MU:Cr1.1.3b Generate musical ideas within a given tonality and/or meter.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal musical ideas.

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

“Carnival of the Animals”

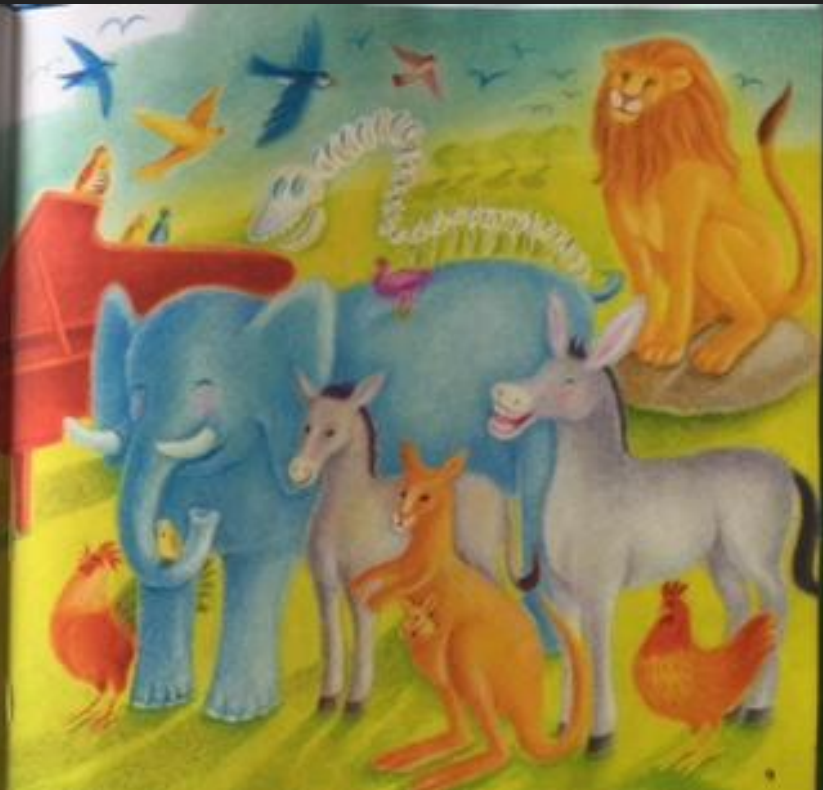
By: Camille Saint-Saens

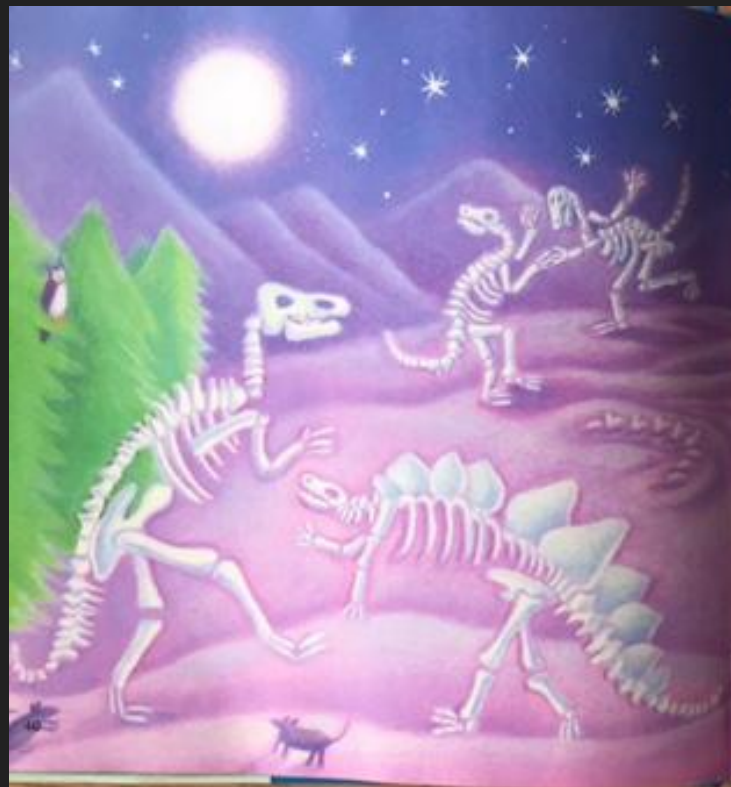


Saint-Saëns's Carnival

Camille Saint-Saëns is a famous French composer who was born about 150 years ago. Although Saint-Saëns was a very serious composer, he also liked a good joke. That's why, when his pupils at a music school asked him to write a musical joke for them, he wrote the *Carnival of the Animals*. People enjoyed his joke so much that it has now become one of his most famous pieces of music.

Here are the animals you will meet in the music.
Can you see any unusual ones?





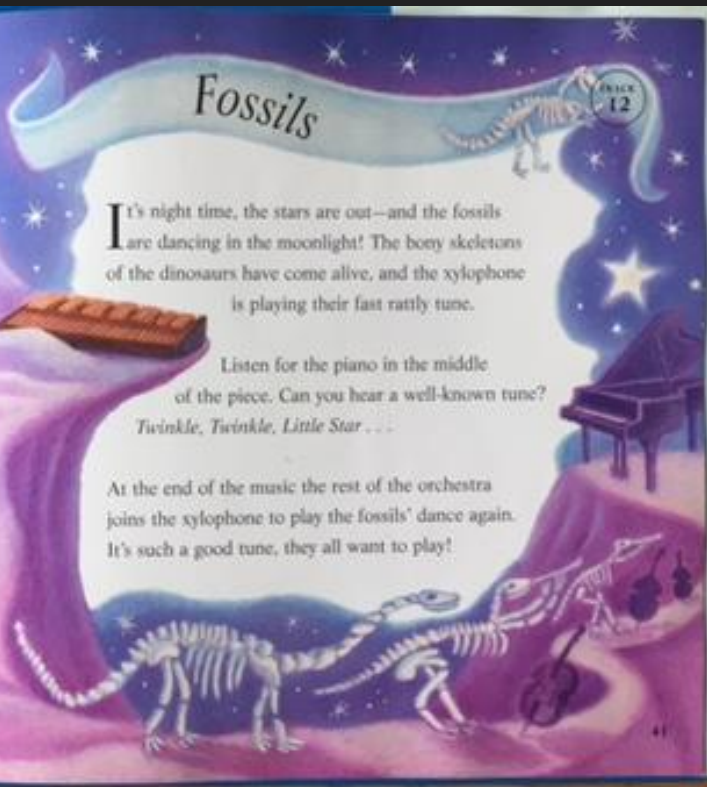
Fossils

BRIDGE
12

It's night time, the stars are out—and the fossils are dancing in the moonlight! The boery skeletons of the dinosaurs have come alive, and the xylophone is playing their fast rattly tune.

Listen for the piano in the middle of the piece. Can you hear a well-known tune? *Twinkle, Twinkle, Little Star . . .*

At the end of the music the rest of the orchestra joins the xylophone to play the fossils' dance again. It's such a good tune, they all want to play!



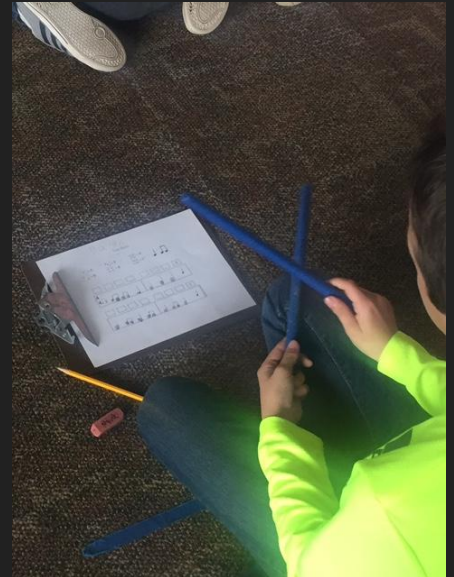
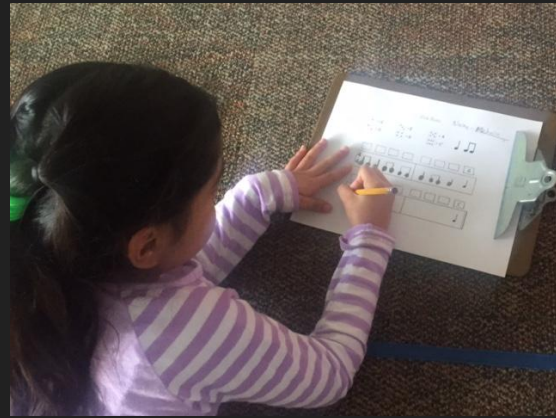
Discussion: Comparing Fossils & Xylophones

Why did the composer choose xylophones?









FOSSILS	XYLOPHONES
Bones	Wood / Composite
Old	Fragile
Hard	Hard
All sizes	All sizes
All shapes	Looks like ribs







Composing - Fossil Songs









Rough Draft - choosing notes/rhythms



Dice Music

 = C,	 = E	 = A	 
 = D	 = G	 = C'	

D	C	E	E	E	A	G
4						

G	C	C	D	D	E	D	C
							

Final Copy - transfer to treble clef

The image displays three staves of handwritten musical notation in treble clef. The notes are labeled with letters, and some are circled or have additional markings.

Staff 1 (Top): A single staff containing six notes. The notes are labeled from left to right as: C₁, D, E, G, A, and C₁. The first note (C₁) is on the first line, and the last note (C₁) is on the first space.

Staff 2 (Middle): A single staff containing eight notes. The notes are labeled from left to right as: D, C₁, C₁, E, E, E, A, and G. The first note (D) is on the second line, and the last note (G) is on the second space. The notes C₁, C₁, and E are circled.

Staff 3 (Bottom): A single staff containing eight notes. The notes are labeled from left to right as: G, C, C₁, B, D, E, D, and C₁. The first note (G) is on the second line, and the last note (C₁) is on the first space. The notes C, C₁, and B are circled.

Practice & Performance



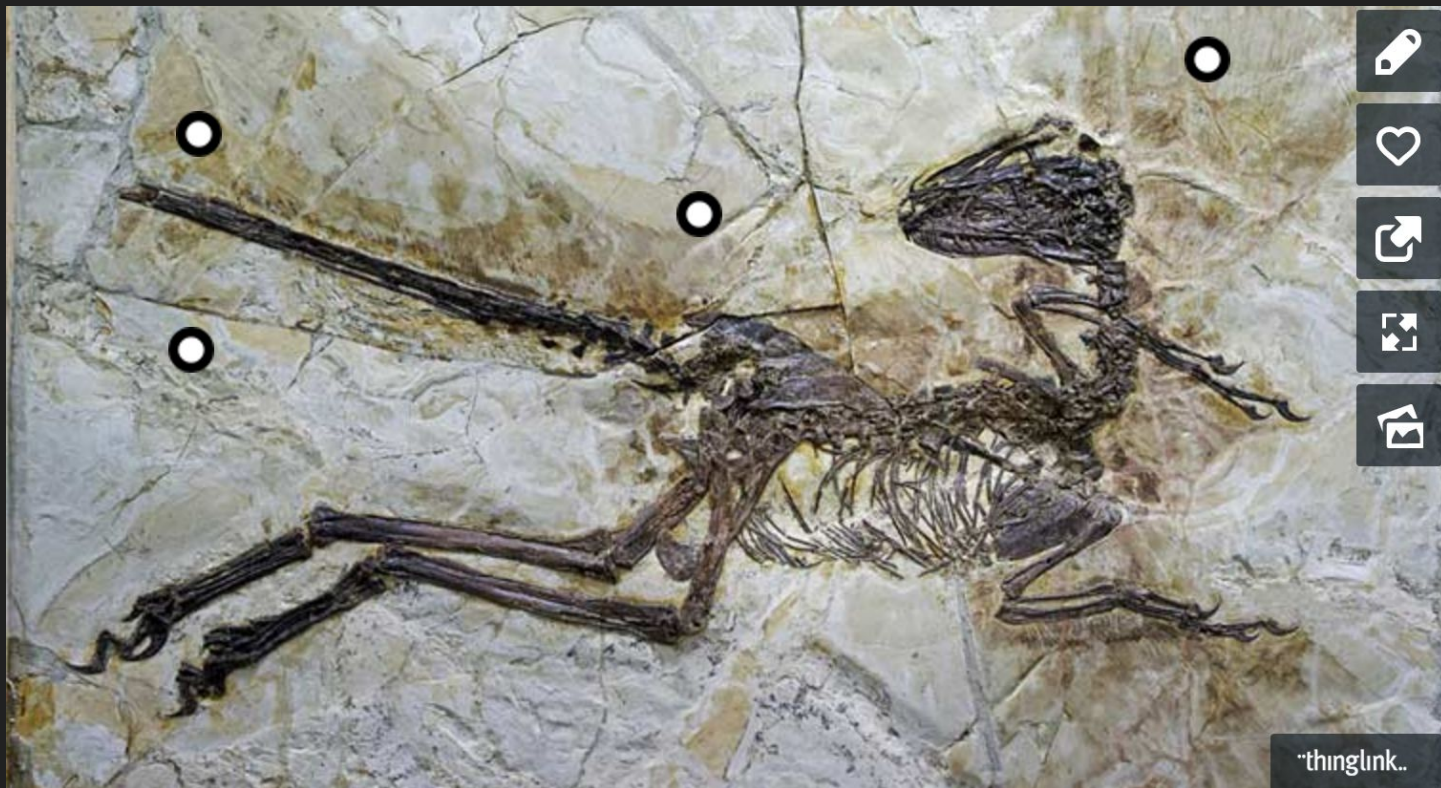
Innovation Center/Library Media Center

*Team teaching using Thinglink and Tellagami (app)

*Student use Thinglink.com to 'LINK' their learning to a photo or 'THING'

*Tellagami is an app allows students to create an avatar and then record their voice.

Thinglink-



Thinglink



Thinglink-

