ALIGNED TO LIFE SCIENCE STANDARDS
NGSS 3-LS-4.1

3RD GRADE

ANCIENT LIFE

Name: _____ Date: _____ Life Science

Discovering Fossils and Ancient Organisms Week 1

I understand that fossils are evidence of plants and animals that lived long ago.

Monday: Vocabulary + Concepts

Match the word to the definition.

Fossil •	• A scientist who studies fossils
Extinct •	• A living thing
Evidence •	• From a time long ago
Ancient •	• No longer existing as a living species
Paleontologist •	• The preserved remains or imprint of a living thing
Organism •	• Proof that something happened

Why are fossils considered evidence?

Read the passage:

...g ago, many plants and animals that we no longer see today lived on Earth. Some of these ...anisms were buried by mud, sand, or water. Over time, the soft parts disappeared, but hard parts li... ...es or shells sometimes remained. These preserved remains are called fossils. Fossils give scientists ...ence that ancient life existed. By studying fossils, scientists learn about the size, shape, and featur...

...anisms that lived on Earth in the past.

...s a fossil?	What parts of organisms are most likely to become fossils?	Why do fossils help scientists ... about ancient life?

...ossi...

...are fo...

...ay sh...

...from a fo...

Name: _____ Date: _____ Life Science

Discovering Fossils and Ancient Organisms Week 1

I understand that fossils are evidence of plants and animals that lived long ago.

Thursday: Scenario-Based Thinking

A paleontologist finds a large fossilized tooth buried in rock. The tooth is sharp and pointed. Nearby, she finds smaller fossilized bones from other animals.

What does the shape of the tooth suggest about what this animal ate?	What type of organism might this fossil have belonged to?
Why is the tooth considered evidence?	W... ...her clues would help the scientist learn ...?

Friday: Check Your Knowledge & Apply It

Circle True or False.

Fossils are evidence of livi... ...gs from long ago.	True / False
All parts of an organi... ...ally become fossils.	True / False
Paleontologists s... ...ossils.	True / False
Fossils can t... ...everything about ancient life.	True / False

How do f... ...s help scientists make ... ...ims about the past?	Give one example of something that could become a fossil and explain why.	A student says, "Dinosaurs never existed because we don't see them today." **Use fossil evidenc... to respond to this statement.**

KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

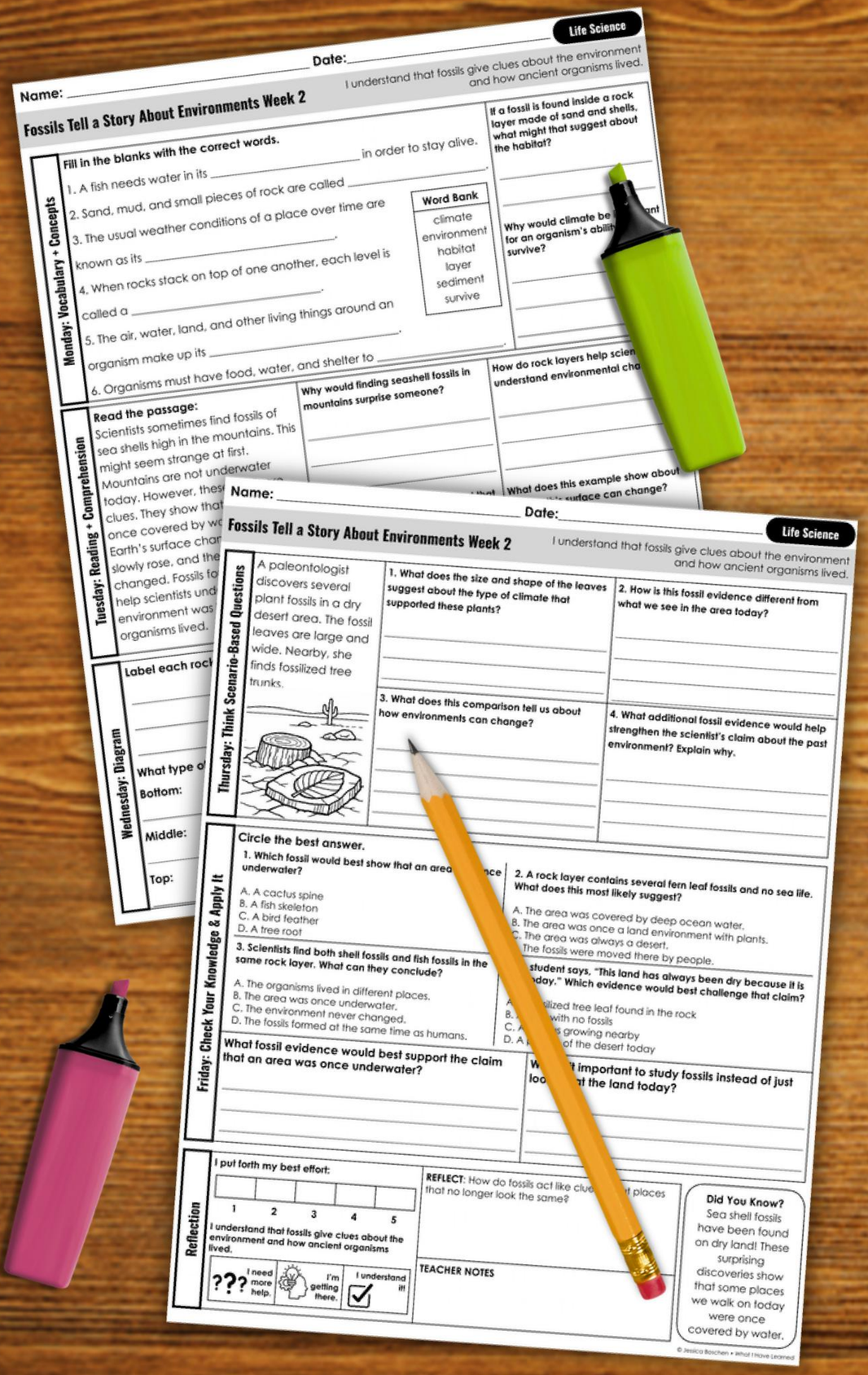
15 Daily Science Reviews

3 Weeks of Daily Review

1. Vocabulary
2. Reading Comprehension
3. Diagram
4. Scenario
5. Check & Reflect

3 "Did You Know?"

Science Facts – Connect forces to real-world examples

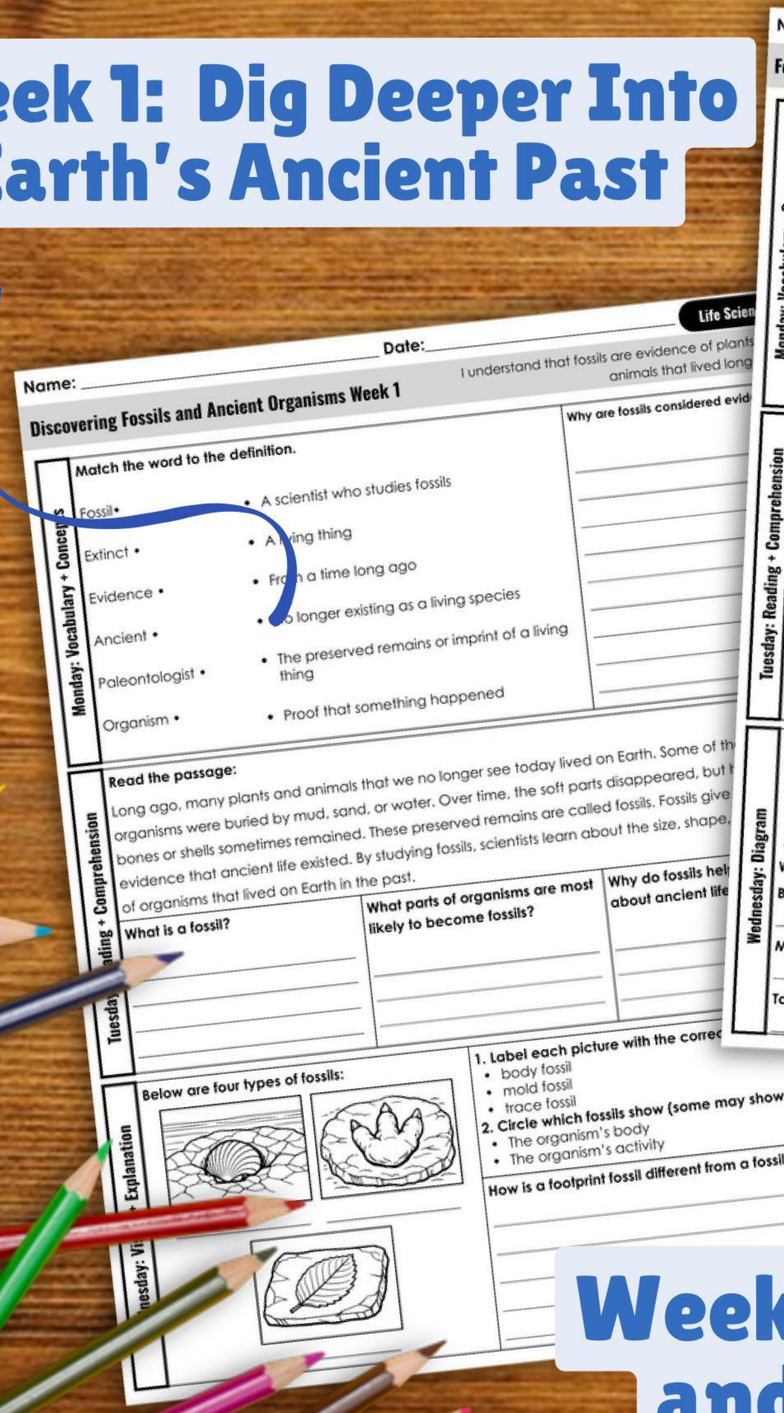


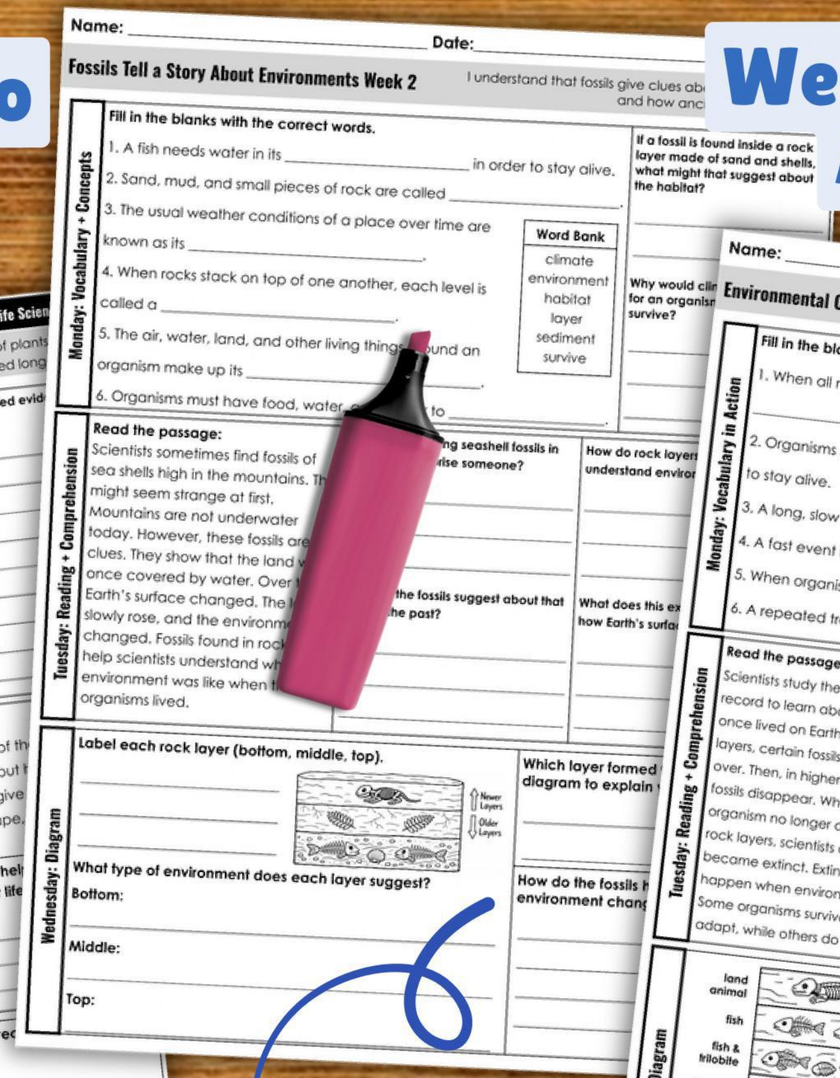
3 WEEKS OF REVIEW

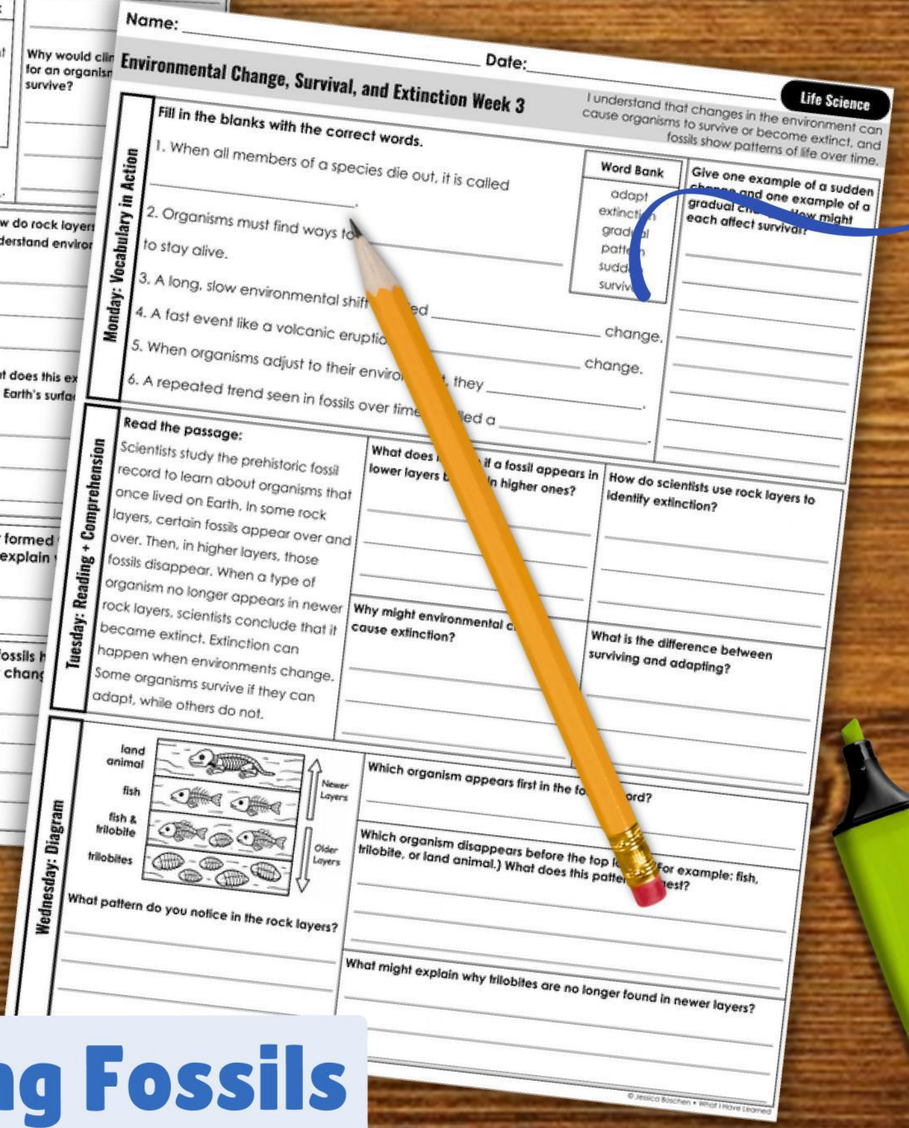
Week 1: Dig Deeper Into Earth's Ancient Past

Week 2: Discovering Fossils and Ancient Organisms

Week 3: Fossils Tell a Story About Environments







CONSISTENT WEEKLY STRUCTURE

Vocabulary + Concepts

Think Scenario–Based Questions

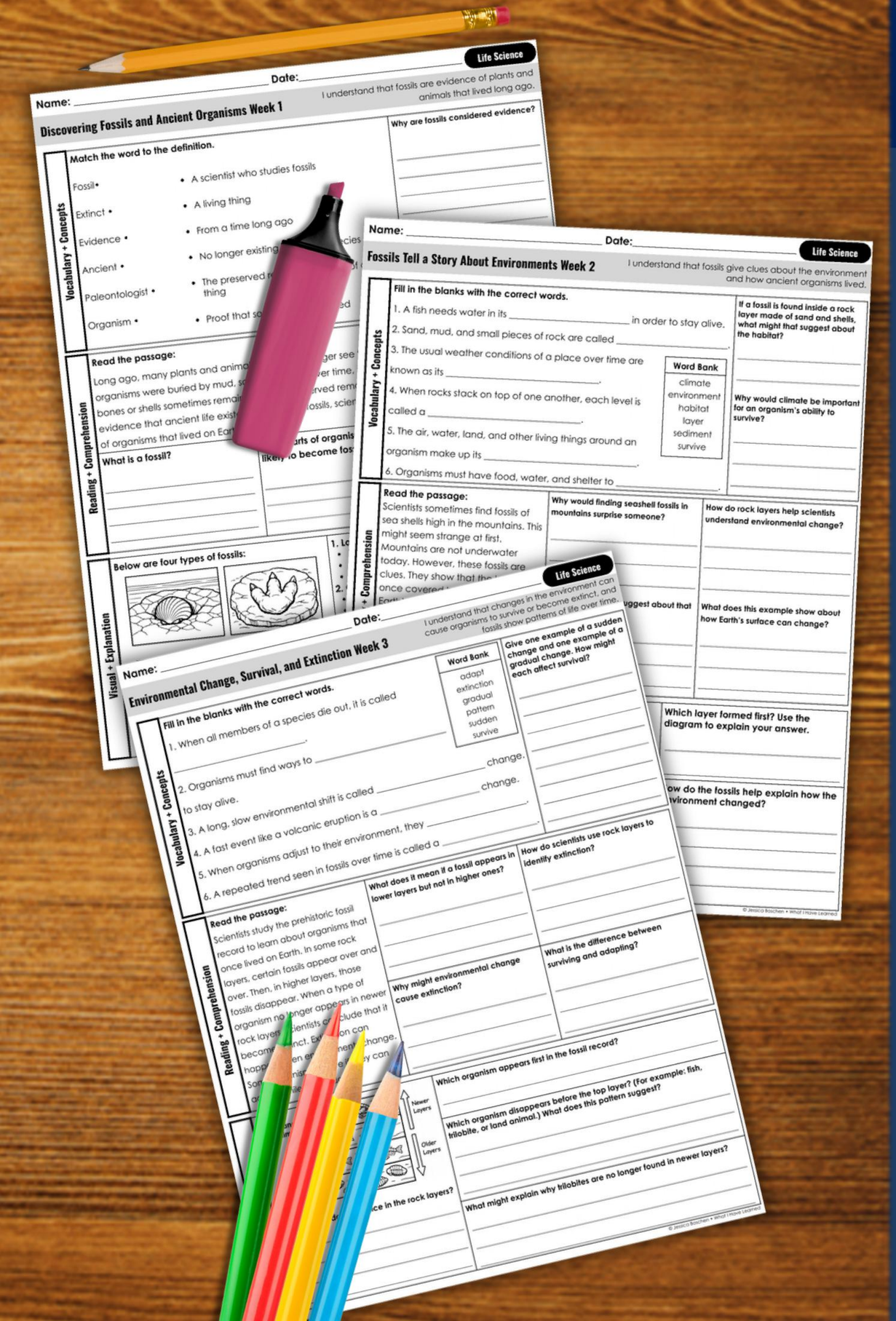
Reading Comprehension

Diagram

Reflection

Check Your Knowledge & Apply It

ALSO COMES **WITHOUT WEEKDAY LABELS**



WAYS TO USE IN THE CLASSROOM

- **Morning Work –** Print one double-sided page per week for bell ringers.
- **Exit Tickets –** Use a single page as a quick wrap-up or reflection.
- **Interactive Notebooks –** Cut and glue into notebooks for review.
- **Formative Assessment –** Quick checks with reflections + true/false questions.
- **Early Finishers –** Standards-based follow-up tasks.
- **Small Groups/Intervention –** Reteach concepts with visuals + prompts.

YOU WILL LOVE THIS BECAUSE



Step-by-Step Progression

Three weeks move from observing to comparing to explaining, ensuring students develop science understanding in logical, scaffolded steps.



Student-Centered Reflections

Built-in self-assessments encourage students to track effort, apply concepts to real life, and reflect on growth and understanding.



NGSS-Aligned

Directly aligned to NGSS 3-LS4-1 with structured progression that builds understanding of fossils and environmental change.



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED