

# Hi there,

You can use this slide deck  
to host a 30-minute training  
session for teachers.

Just complete **2 quick steps**  
before the session.



# Before the training



1. Get your school's **join link** to share with teachers.

*What is a join link? This custom link allows teachers to instantly join your school's Mystery Science account.*

*Don't have the link? No problem! Ask your administrator for your school or district's join link, or simply head over to [mysteryscience.com](https://mysteryscience.com) to make an account.*

# Before the training

1. Get your school's join link to share with teachers.



2. **Email your colleagues** to invite them to the training session.

*See the next slide for an email  
template you can copy, paste & adapt!*



# Email template

Hi fellow teachers,

I'll be sharing why I use Mystery Science at our upcoming meeting on **[INSERT DATE/TIME/LOCATION]**. I'd love to help you get started with this easy, engaging resource!

Before the training, please join our school's Mystery Science account by clicking on this link: **[INSERT THE JOIN LINK]**.

Bring your laptop with you to the meeting: that way, I can help you get set up and be ready to teach!



# You're all set!

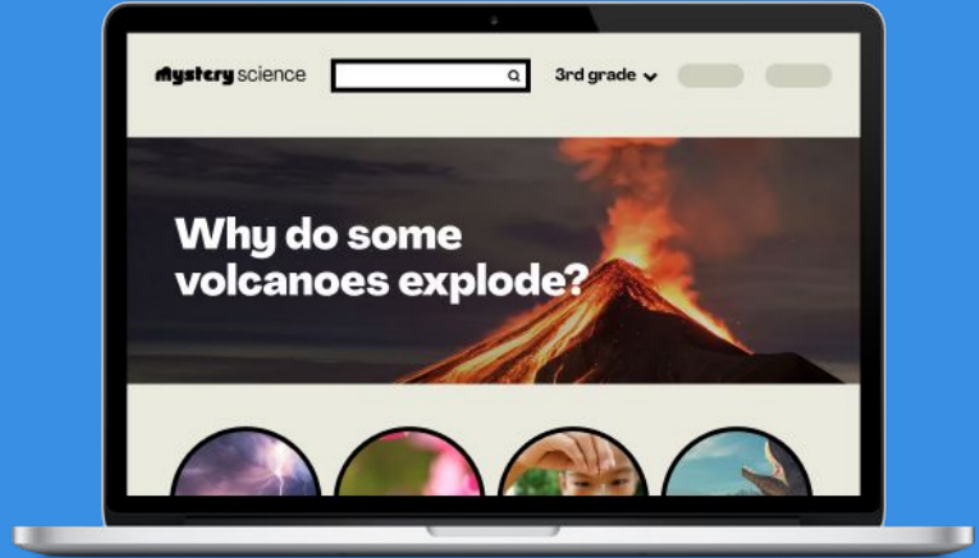
The next slide is the start of  
the training presentation.

Share your screen and  
have fun!



An introduction to

# Mystery Science



# Agenda

1. What is Mystery Science?
2. How can I get started?
3. What are some quick tips?
4. Ready to explore on your own?

# **What is Mystery Science?**



# Video-based lessons that inspire kids to love science

The screenshot shows the Mystery Science website. At the top, the logo "mystery science" is on the left, and navigation links "3rd Grade", "Curiosity Jar", "Help", and "Account" are on the right. A search bar contains the text "Try 'spring'". Below the navigation, a message "Hi! Let's pick a lesson!" is followed by two buttons: "Science Units" and "Mini-lessons". The main content area features a large banner for a "K-5 Mini-Lesson" titled "Do sharks really want to eat people?" with a "View lesson" button. Below this, a section titled "3rd Grade Science Units" displays four circular thumbnails for "Animals Through Time" (7 lessons), "Circle of Life" (3 lessons), "Power of Flowers" (4 lessons), and "Stormy Skies" (5 lessons). A "See all" link is to the right of the thumbnails. A "Support" button is in the bottom right corner.

mystery science

Try 'spring'

3rd Grade ▾ Curiosity Jar Help Account ▾

Hi! Let's pick a lesson!

Science Units Mini-lessons

K-5 Mini-Lesson

**Do sharks really want to eat people?**

View lesson

3rd Grade Science Units [See all >](#)

Animals Through Time  
7 lessons

Circle of Life  
3 lessons

Power of Flowers  
4 lessons

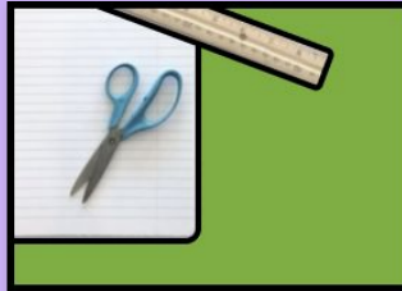
Stormy Skies  
5 lessons

Support

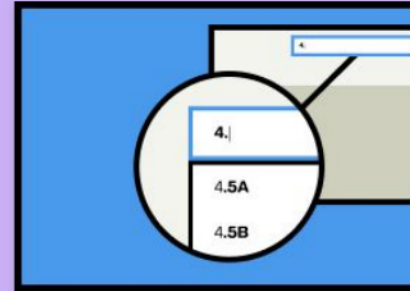
# **Hands-on science made easy**



**Engaging, interactive  
lessons kids love**



**Easy-prep  
hands-on activities**



**Standards-aligned  
science units**

# Science units

- 4-5 units per grade
- Each unit has 3-8 lessons
- Standards-aligned

mystery science
3rd Grade ▾
Curiosity Jar
Help
Account ▾

< Back

## Science Units

Fossils, Animal Survival, & Heredity
Life Cycles
Plant Life Cycle & Heredity
Weather & Climate
Forces, Motion, & Magnets

NGSS

### Circle of Life

Standards & Prep ▾

Lesson 1

#### Animal Life Cycles

3rd • How is your life like an alligator's life?

★ NEW!
Lesson + Activity
Standards Aligned

Lesson 2

#### Environmental Change & Engineering

3rd • What's the best way to get rid of mosquitoes?

Lesson + Activity
Standards Aligned

Lesson 3

#### Plant Life Cycles

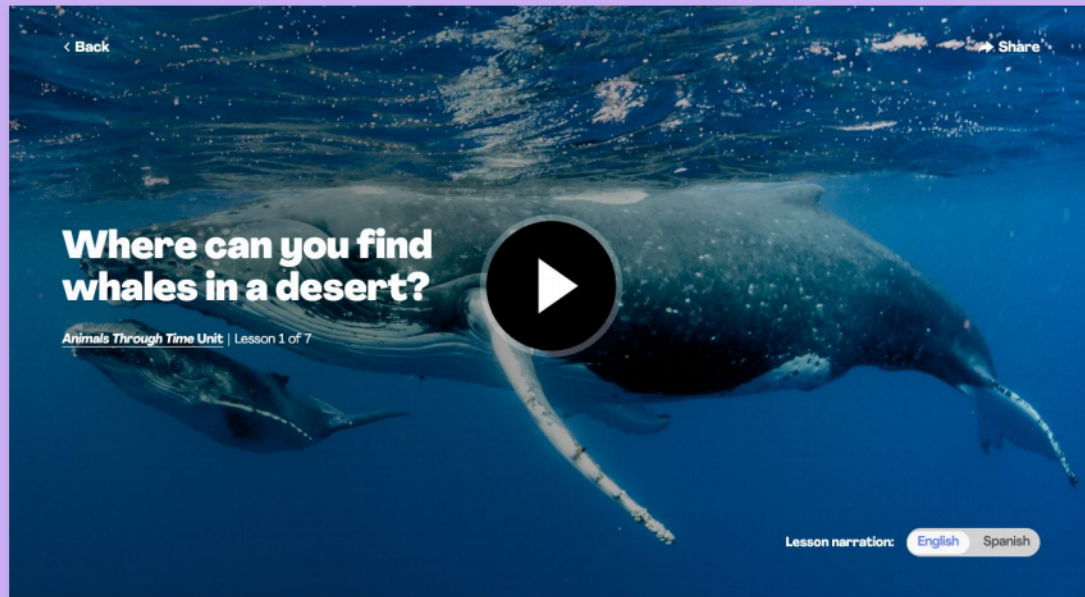
3rd • Why are there so many different kinds of flowers?

★ NEW!
Lesson + Activity
Standards Aligned



# Lessons

- Take 45-60 min to teach
- Video exploration & discussion
- Hands-on activities with step-by-step video instructions
- Simple supplies for easy prep



## Activity Prep

[Print Prep](#)

In this lesson, students explore the idea that the rock under our feet sometimes contains fossils, and investigate how these fossils reveal changes in habitat through time. In the activity, Fossil Dig, students use paper to create a model fossil dig. They identify traits of fossils to determine what the habitat looked like when these organisms were alive. Then they use this information to figure out where some Mystery Fossils belong in their fossil dig.

[Preview activity](#)

- Exploration**  
10 mins
- Hands-On Activity**  
30 mins
- Wrap-Up**  
10 mins



# Mini-lessons

- 5-10 minutes long
- Discussion questions
- New mini-lesson each week
- Over 150 lessons in the archive

mystery science
1st Grade ▾
Curiosity Jar
Help
Account ▾

< Back

## Mini-lessons

MYSTERY  
doug

What does a scientist do?

- Leela, United States

7:19

Share Student Link
Google Classroom
Extensions
Credits

Looking for a hands-on activity?

View Hands-on Activity

### Previous Episodes





**How can I  
get started?**



**A quick tour...**

Mystery Science x +

mysteryscience.com/home

You're trying out the newest version of the website! [Go back](#)

mystery science  4th Grade ▾ Curiosity Jar Help Center Arielle ▾

Hi Arielle, let's pick a lesson!

Science Units Mini-lessons

**What would happen if you didn't have a skull?**

[View lesson](#)

4th Grade Science Units [See all >](#)

Trouble viewing this video? [Watch it here on our website](#)

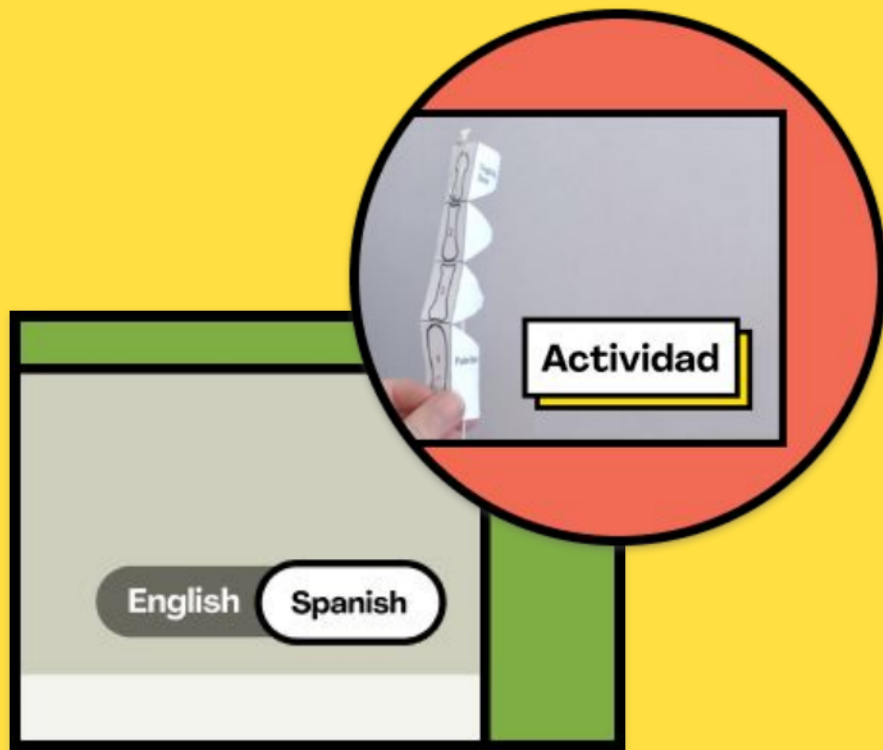


**What are some  
quick tips?**



# Spanish Resources

- Spanish narration for every lesson
- Spanish versions of printable and digital worksheets & assessments
- Spanish transcripts of each lesson



# Anchor Layer

- Adds 2 lessons to each unit
- 60–90 minutes per lesson
- Starts with an Anchor Phenomenon
- Project-based performance task

Science Units

Fossils, Animal Survival, & Heredity
Life Cycles
Plant Life Cycle & Heredity
Weather & Climate
Forces, Motion, & Magnets

NGSS

**Power of Flowers**

Standards & Prep

Anchor layer:
On
Off

Anchor Phenomenon

**Plant Life Cycle, Plant and Animal Interactions**

3rd • Stinky Seeds

Lesson • Activity
Standards Aligned

Lesson 1

**Pollination & Plant Reproduction**

3rd • Why do plants grow flowers?

Lesson • Activity
Standards Aligned

Lesson 2

**Seed Dispersal & Plant Life Cycle**

3rd • Why do plants give us fruit?

Lesson • Activity
Standards Aligned

Lesson 3

**Trait Variation, Inheritance, & Artificial Selection**

3rd • Why are some apples red and some green?

Lesson • Activity
Standards Aligned

Lesson 4

**Trait Variation, Inheritance, & Artificial Selection**

3rd • How could you make the biggest fruit in the world?

Lesson • Activity
Standards Aligned

Performance Task

**Plant and Animal Interactions, Life Cycles**

3rd • Are the stinky seeds and dung beetles good for each other?

Lesson • Activity
Standards Aligned

# Planning Guides

- Planning & pacing guides for NGSS and state-specific standards
- Find your planning guide here:  
<https://mysteryscience.com/getting-started>

Print

Download

English

Having trouble with doc? Let us know.

Mystery Science - K-5 - NGSS... 29 / 52 79% +



## Animals Through Time (8-16 weeks)

Habitats, Heredity, & Change Over Time

Grade 3 Mystery Science & NGSS Alignment - Life Science (LS)

In this unit, students develop an understanding of how animals and their environments change over time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

| Grade 3 Life Science                                   | Performance Expectations | Focus                                           | Disciplinary Core Ideas (DCIs) (Lesson Conceptual Flow)                                                                                                                                                                                                                                                                                                                                                                                                       | Scientific & Engineering Practices (SEPs)                                                                                                                                                                                                                                                                                                                                                   | Crosscutting Concepts (CCCs)                                                                                                                                                                                                                                         |
|--------------------------------------------------------|--------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1<br>Where can you find whales in the desert?   | 3-LS4-1<br>3-LS4-3       | Habitats, Fossils, & Environments Over Time     | Fossils provide evidence of the types of organisms that lived long ago and also about the environments in which they lived. Digging into the ground, you can sometimes find fossilized bones or other things - even when the land isn't anywhere near an ocean! Examining fossils and their traits can help us understand the environments in which those organisms lived and how that environment has changed over time.<br>DCIs: LS4.C, LS4.A, LS4.C, LS4.D | Students embark on a pretend fossil dig where they analyze and interpret data from fossils. Students examine fossils and gather information about traits of these organisms in the past to infer what environments looked like long ago. Then, students use this evidence to engage in an argument and decide where some Mystery Fossils came from in the fossil dig based on their traits. | Students observe that organisms have traits (whales) that help them survive (bubbles) in a particular environment. Students also consider the stability and change of an environment over time based on the different types of fossils found in one particular area. |
| Lesson 2<br>How do we know what dinosaurs looked like? | 3-LS4-1                  | Fossil Evidence Classification                  | Fossils are clues to the past! They can tell us what an organism looked like on the outside, the habitat it lived in, and even the food it ate. Consider dinosaurs looked at them that dinosaurs looked at or the fossils do today. Fossils of their teeth helped us determine if they were carnivores (meat eaters) or herbivores (plant eaters).<br>DCIs: LS4.A                                                                                             | Students analyze and interpret data from fossil records to determine what type of food an organism ate. They use the fossil evidence to engage in an argument for why they chose each food source.                                                                                                                                                                                          | Students consider that fossilized evidence of organisms' teeth (skullbones) can determine which type of food they ate (herbivores) and the type of environment they inhabited.                                                                                       |
| Lesson 3<br>Can you outrun a dinosaur?                 | 3-LS4-1                  | Fossil Evidence, Topic Focus, & Animal Behavior | Dinosaur footprints are a type of fossil, meaning they can help us learn about the past. When footprints are farther apart, an organism is moving faster. When footprints are closer together, the organism is moving slower. Some dinosaurs are faster than others and we can use their footprints to figure out how their speeds were different.<br>DCIs: LS4.A                                                                                             | Students carry out an investigation where they see how far they can run in eight steps and compare this to how far dinosaurs ran in eight steps, based on fossil evidence. Using mathematics and computational thinking, they find measures that leg length and brain power have for they can run eight steps. They use this information and compare it to the dinosaur fossil data.        | Students examine patterns of dinosaur leg lengths and footprints. They find that when footprints are farther apart, this indicates that an organism is moving at a faster speed. They were able to run much faster than humans.                                      |

<https://mysteryscience.com/docs/8288>

MYSTERY SCIENCE

## (continued) Animals Through Time (8-16 weeks)

Habitats, Heredity, & Change Over Time

Grade 3 Mystery Science & NGSS Alignment - Life Science (LS)

| Grade 3 Life Science                                            | Performance Expectations | Focus                                              | Disciplinary Core Ideas (DCIs) (Lesson Conceptual Flow)                                                                                                                                                                                                                                                                                                                                                                       | Scientific & Engineering Practices (SEPs)                                                                                                                            | Crosscutting Concepts (CCCs)                                                                                 |
|-----------------------------------------------------------------|--------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Lesson 4<br>What kinds of animals might there be in the future? | 3-LS3-1<br>3-LS4-2       | Trait Variation, Inheritance, Artificial Selection | People want their pets to look a certain way - they want them to have desirable traits. Since many characteristics of organisms are inherited from their parents, people can change organisms to have the traits they want. This is called selection. If people want an animal to have a specific trait, like a dog to be small, they will breed two of the smallest dogs they can over and over again.<br>DCIs: LS3.A, LS3.B | Students analyze the traits of parent dogs to determine which puppy they would have. They construct explanations about which traits the puppy gets from each parent. | Students recognize patterns in traits between parents and offspring.                                         |
| Lesson 5<br>Can                                                 | 3-LS3-1                  |                                                    | It isn't just people that can change the traits of animals over time - nature can too! When the environment changes, like the introduction of a new predator, some organisms survive well and reproduce, some have traits that make them less likely to survive and reproduce.                                                                                                                                                | Students carry out an investigation by using a model to simulate the introduction of a predator species on                                                           | Students recognize the cause and effect relationship between a change in the environment and the survival of |

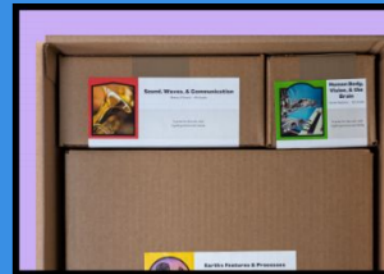


# Mystery Packs

- Supply kits for hands-on activities
- Makes prepping even quicker and easier
- Learn more about packs here: <https://mysteryscience.com/packs>



Supplies for up to 30 students



Delightfully  
organized



Pre-sorted by  
unit & lesson



Packaged for compact storage

A person is sitting on the edge of a high, rocky cliff, looking out over a vast, deep canyon. The sun is setting in the distance, creating a warm, golden glow across the sky and the canyon walls. The text "Ready to explore on your own?" is overlaid on the left side of the image.

**Ready to  
explore on  
your own?**

**Let's wrap up with a scavenger hunt!**



# See if you can...

- ☐ Change your **grade level** on the homepage (hint: top of the page)
- ☐ Find a **Mini-lesson**
- ☐ Find the **Student Link** for sharing a mini-lesson with students
- ☐ Find a **Science Unit**
- ☐ Find the **Standards** covered in that unit (hint: scroll down!)
- ☐ Turn the **Anchor Layer** on and off for that unit
- ☐ Find a **Science Lesson** within the unit
- ☐ Change the **narration to Spanish** on the lesson video
- ☐ Find the **Supply list** and **Prep Instructions** for that lesson
- ☐ Change **the number of students** in the supply list
- ☐ Find the **Assessment** for the lesson
- ☐ Find the **English and Spanish versions** of a worksheet or printout

**Great work and thanks for  
joining!**



**mystery** science