

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 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!

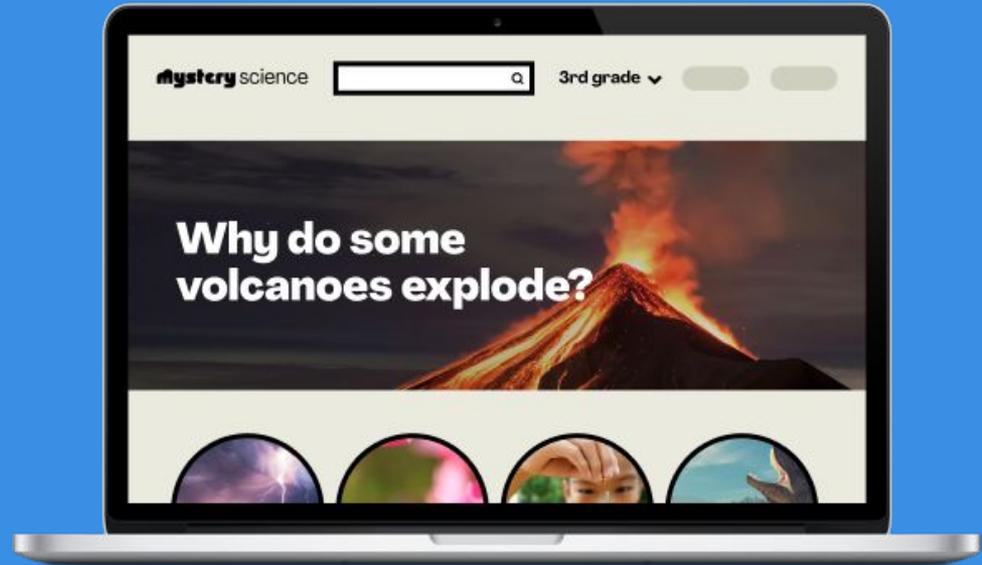
The next slide is the start of the training presentation.

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 interface. At the top left is the 'mystery science' logo. To its right is a search bar containing the text 'Try "spring"' and a magnifying glass icon. Further right are navigation links: '3rd Grade' with a dropdown arrow, 'Curiosity Jar', 'Help', and 'Account' with a dropdown arrow. Below the search bar, a greeting reads 'Hi! Let's pick a lesson!'. Underneath are two buttons: 'Science Units' and 'Mini-lessons'. The main content area features a large banner with a background image of a shark's dorsal fin cutting through the water. The text on the banner reads 'K-5 Mini-Lesson' and 'Do sharks really want to eat people?'. A 'View lesson' button is positioned at the bottom left of the banner. Below the banner, the section is titled '3rd Grade Science Units' with a 'See all >' link on the right. Four circular thumbnails represent different science units: 'Animals Through Time' (7 lessons) with a dinosaur, 'Circle of Life' (3 lessons) with a butterfly and a snake, 'Power of Flowers' (4 lessons) with a bee, and 'Stormy Skies' (5 lessons) with a lightning storm. A 'Support' button with a question mark icon is located 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

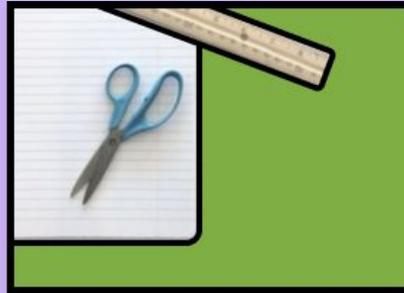
Stormy Skies
5 lessons

Support

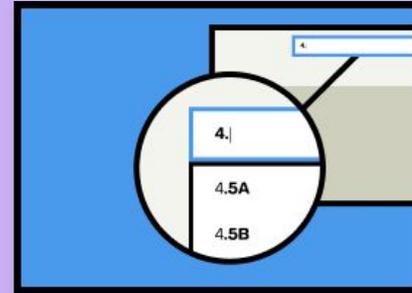
Hands-on science made easy



**Engaging, interactive
lessons kids love**



**Easy-prep
hands-on activities**



**Standards-aligned
science units**

Science units

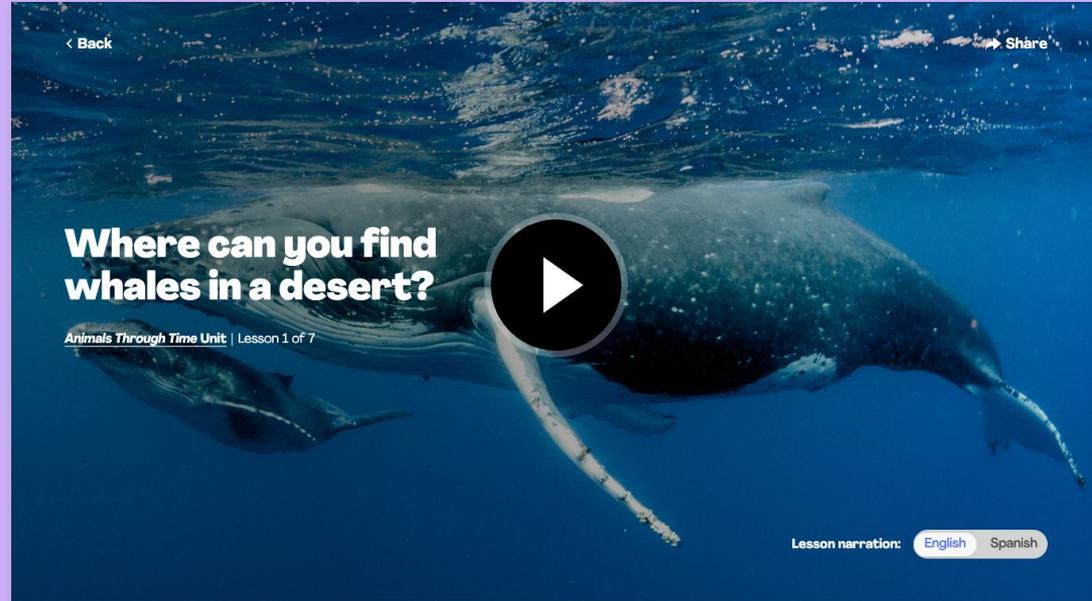
- 4-5 units per grade
- Each unit has 3-8 lessons
- Standards-aligned

The screenshot shows the Mystery Science website interface. At the top right, the logo "mystery science" is displayed. Below it, there is a search bar containing the text "Try 'spring'", and navigation links for "3rd Grade", "Curiosity Jar", "Help", and "Account". A "Back" link is visible on the left. The main heading is "Science Units". Below this, there are five category tabs: "Fossils, Animal Survival, & Heredity", "Life Cycles", "Plant Life Cycle & Heredity", "Weather & Climate", and "Forces, Motion, & Magnets". The "Life Cycles" tab is selected. The main visual is a large banner image showing the life cycle of a monarch butterfly: an egg cluster, a caterpillar, a chrysalis, a pupa, and an adult butterfly. The text "Circle of Life" is overlaid on the image, with "NGSS" in a small box above it. Below the banner, there is a "Standards & Prep" dropdown menu. Below the banner, there are three lesson cards:

- Lesson 1:** Animal Life Cycles. 3rd • How is your life like an alligator's life? Includes "NEW!" badge, "Lesson + Activity" icon, and "Standards Aligned" icon.
- Lesson 2:** Environmental Change & Engineering. 3rd • What's the best way to get rid of mosquitoes? Includes "Lesson + Activity" icon and "Standards Aligned" icon.
- Lesson 3:** Plant Life Cycles. 3rd • Why are there so many different kinds of flowers? Includes "NEW!" badge, "Lesson + Activity" icon, and "Standards Aligned" icon.

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

The screenshot shows the Mystery Science website interface. At the top right is the logo "mystery science". Below it is a search bar containing "Try 'spring'", a dropdown menu for "1st Grade", and links for "Curiosity Jar", "Help", and "Account". A "Back" link is visible on the left. The main heading is "Mini-lessons". The featured video player shows a scene from a forest with two children. The text "What does a scientist do?" is overlaid on the video, along with the "MYSTERY doug" logo. Below the video, it says "- Leela, United States". The video player includes a progress bar at 7:19 and icons for CC, volume, settings, and full screen. Below the player are buttons for "Share Student Link", "Google Classroom", and "Extensions". A banner at the bottom asks "Looking for a hands-on activity?" with a "View Hands-on Activity" button. At the very bottom, there is a "Previous Episodes" section with three thumbnail images: a girl using a magnifying glass, bees on a honeycomb, and several eggs.

**How can I
get started?**



A quick tour...



You're trying out the newest version of the website!

[Go back](#)

mystery science

Try "spring"



4th Grade ▾

Curiosity Jar

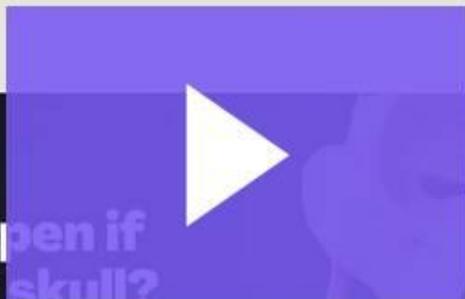
Help Center

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 >](#)

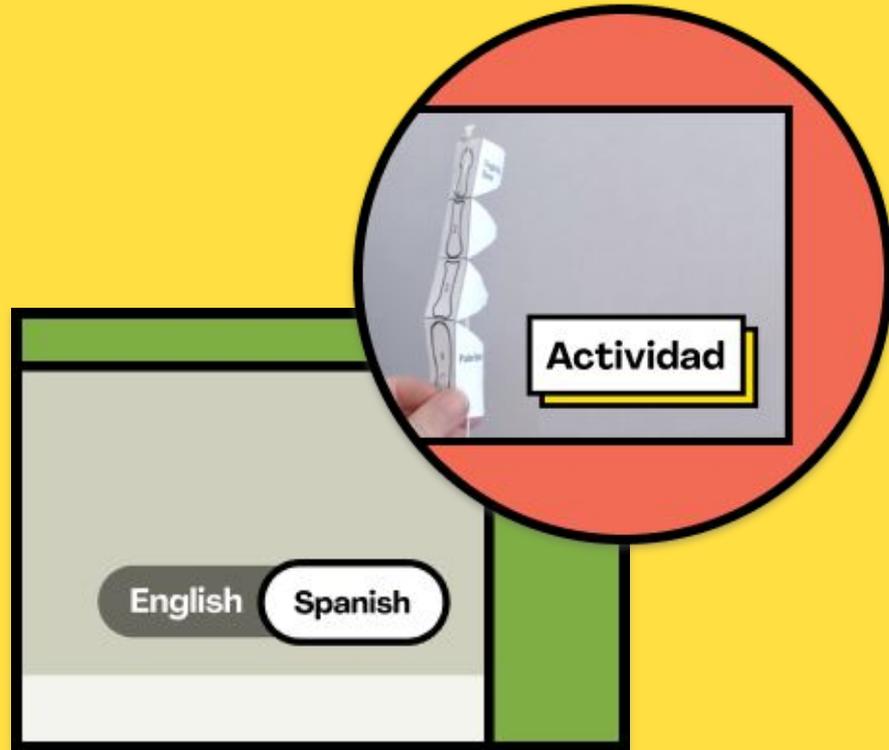
Trouble viewing this video? [Watch it here on our website](#)

**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>

mystery science 1st Grade ▾ Curiosity Jar Help Account ▾

Print Download English

Having trouble with doc? Let us know.

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

Animals Through Time (8-16 weeks)
Habits, 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 through 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 Where can you find whales in the desert?	3-LS4-1 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 fossil shark teeth or whale bones - even when the land isn't anywhere near an ocean! Examining fossils and their tracks can help us understand the environments in which those organisms lived and how that environment has changed over time. DCI: LSS.C, LSA.A, LSA.C, LSA.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 (structures) that help them survive (function) 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 How do we know that 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. Circular skeletons helped us learn that dinosaurs looked a lot like lizards do today. Fossils of their teeth helped us determine if they were herbivores (meat eaters) or herbivores (plant eaters). DCI: LSA.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 organism's teeth (structure) can determine which type of food they ate (function) and the type of environment they inhabited.
Lesson 3 Can you outrun a dinosaur?	3-LS4-1	Fossil Evidence, Traits, Fossils & 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 species were different. DCI: LSA.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 first measure their leg length and then record how far they ran in 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 also observe that dinosaurs were able to run much faster than humans.

<https://mysteryscience.com/docs/pdfs> **MYSTERY SCIENCE**

(continued) **Animals Through Time (8-16 weeks)**
Habits, 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 What kinds of animals might there be in the future?	3-LS3-1 3-LS4-2	Trait Variation, 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! DCI: LSA.A, LSA.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 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	Students carry out an investigation by using a model to simulate the production 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, layered canyon landscape. The scene is captured during sunset or sunrise, with the sun low on the horizon, casting a warm, golden glow over the scene. The sky is filled with soft, wispy clouds. The canyon below is a complex of layered rock formations, with various shades of brown, tan, and red. The overall mood is one of solitude and adventure.

**Ready to
explore on
your own?**

Let's wrap up with a scavenger hunt!



Log onto Mystery Science
and visit:

www.mysteryscience.com/finishtraining

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