# Prehistoric Fossils

Florida was formed over 200 million years as a result of sand, shell, and sea creatures being deposited on the ocean floor layer by layer. During the Pleistocene Epoch sea levels changed helping to form Florida's East coast. The last Ice Age resulted in lowered ocean levels which led to a broad grassy savannah stretching miles along the coast of Florida. This occurred about 40,000 years ago. Plant eating animals migrated to Florida during this time period. Florida became a winter resort for animals during this epoch and animals advanced south due to ice. The receding ocean resulted in miles of exposed coastal land which became a fertile habitat for many different species. During the Pleistocene Epoch there were more types of animals in Florida than anywhere else in North America.

**Objectives:**
**Third Grade:**
Raise questions about the natural world and explore answers to these questions individually and in teams.
Explain how the physical features of prehistoric Florida affected the settlement patterns of prehistoric animals.
Have a basic knowledge and understanding of new vocabulary.
Have a basic understanding about the different time periods of prehistoric Florida and the animals that lived during these time periods.
Understand how the fractional part is related to the whole.
Measure objects using fractional parts.

**Science:**
SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
Explore the pre-historic fossils through touch and sight. Write down any questions you have about these fossils and discuss them with other students and write down possibly explanations for your questions.

**Social Studies:**
SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.In.a Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming.
How do you think the physical features in prehistoric Florida affected the settlement patterns of the prehistoric animals?

**Reading and Language Arts:**
**Vocabulary:**
**Fossil:** any remains, impression, or trace of a living thing of a former geologic age, as a skeleton, footprint, etc.
**Paleontology:** the science of the forms of life existing in former geologic periods, as represented by their fossils.
**Mammoth:** any large, elephant like mammal of the extinct genus
**Pleistocene Epoch:** from two million to 11 thousand years ago; extensive glaciations of the northern hemisphere; the time of human evolution

LA.3.1.6.1 The student will use new vocabulary that is introduced and taught directly;
What was the Pleistocene Epoch and what types of animals lived in prehistoric Florida during the Pleistocene Epoch?

LA.3.4.2.3 The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;
Write at least three paragraphs about the time periods in prehistoric Florida and the different animals that lived in prehistoric Florida during these time periods.

**Mathematics:**
MA.3.A.2.2 Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.

Draw a picture of a bone and draw a line through it that represents the fraction ½.

½ + ½ = _____

MA.3.G.5.2 Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10.
Measure the tapir jaw using units such as ½, ¼, & 1/10 and write down your measurement here_____
Also measure the horse foreleg and write down your measurement here _____