

Mastodon Curriculum for Grade 3

Mathematics

Weight Watchers

- **Standard: 3.1.13** Number Sense/Interpret data displayed in a circle graph and answer questions about the situation.

Lesson: Herbivores eat three-quarters of all the food animals consume. How much is left for the carnivores to eat?

For Evaluating, Thinking/Interpreting, and Concluding:

Problem: How much food could the omnivores consume of the total amount? Why?

Problem: If you were serving a vegetable pizza to the herbivores and the carnivores, show how much of the pizza each could have in a circle graph.

If It's Raining, It Must be Tuesday

- **Standard 3.1.14:** Number Sense/Identify whether everyday events are certain, likely, unlikely, or impossible.

Lesson: Predict the likelihood of the following situations.

You saw an elephant at the zoo last summer. How possible is it that you will see a mastodon next time?

The geologist dug up a mastodon and found 4 teeth still in the jaws of the skeleton. How likely is it that the mastodon lost some of its teeth?

You saw an article in *Incredible Tales from the Past* magazine that said two mastodons were traveling with the Ringling Circus. How true could that story be?

You found a large jawbone in an archeological dig. There were 28 teeth in it. Could you say for sure that the jawbone had belonged to: an elephant, a man-eating fish, an alligator, a mastodon, a human adult?

(Teacher can make up other situations, or one class can make a list of situations for another class.)

Models are Available in All Shapes and Sizes

- **Standard 3.41:** Geometry/Identify quadrilaterals as four-sided shapes

Lesson: Create a variety of animals, using only triangles for some animals, only quadrilaterals for others, and only circles for still others.

Which of the shapes gives you the greatest freedom in creating your pictures and why do you think that is?

For Evaluating, Thinking/Interpreting, and Concluding:

Problem: Using the shape of the mastodon in the Appendix, fill in the form with the geometric shapes of your choice. You may use as many different geometric shapes as you like. Make a list that shows how many of each shape you used. Turn the list into a bar graph.

Posh Digs

- **Standard 3.4.4:** Identify common solid objects that are parts needed to make a more complex solid object. Draw a shape that is congruent to another shape.

Lesson: Using solid geometric shapes (cube, rectangular prism, sphere and/or cone) create a design a fancy cage for a mastodon.

How do you know your cage is big enough for a mastodon? What special features of the design will the mastodon like? List details for materials you will use, amounts of each material you will need for building, and the colors.

Language Arts**A Proboscis by Any Other Name Is a Nose**

- **Standard 1:** Reading/Word Recognition and Vocabulary Development

Vocabularyasaurus Lesson. Learn as many of the words from the Mastodon Vocabulary List as you can fit into your studies. Use the Vocabulary Map in Appendix for your study.

Mastodon Vocabulary List**Carnivore****Catastrophe**

Dinosaur

Extinct

Fossil

Geology**Habitat****Herbivore**

Ice age

Insectivore

Land bridge

Life span

Mammoth

Mastodon**Migration**

Omnivore

Proboscis

Quadruped

Reptile

Sediment

Tusks

Vertebrae

Extinction Lesson (Oh Where, Oh Where Has My Mastodon Gone?)

For the concept of extinction, use the music/lyrics in the book *Crocodile Smile* by Sarah Weeks and Lois Ehlert (track 6 on the CD included with book). In fact, many of the tracks on this CD relate to balance, habitat preservation, and concern for other species as necessary conditions to support life.

Understanding extinction is a key outcome of the mastodon study. Check the Internet, ACPL holdings, and other locations for enriching materials on the concept of extinction. Ask students to list names of creatures they believe to be extinct and those they believe to be endangered. Discuss with students what they can do to make a difference.

One of the goals of the mastodon project is for student to understand their role as valuable members of their community with responsibilities to help where and how they can. If appropriate, class or individuals might wish to work to contribute to Saving the Rainforest or contacting environmentalists to ask what they can do, or contributing to local projects that improve our habitat.

Synonyms and Such Lesson: Are there any synonyms or antonyms for Mastodon? Use the prefixes “pre-, ex-, geo-. Use the suffixes –ology, -dons, -ist. Learn as many of the words from the Mastodon Vocabulary List as you can fit into your studies. Use the Vocabulary Map in Appendix for your study.

Break a Leg

- **Standard 3:** Reading/Literary Response and Analysis/Recognize different common genres of literature. Determine what characters are like by what they say or do. Determine theme or author’s message in fiction and nonfiction text.

Lesson: Students should compile all the information they can on mastodons. Using that material, individuals and/or small groups of students should create a poem, a story for the newspaper, and/or a little drama. They should discuss why they omitted certain facts but included others. They should enact the drama for their classroom (and perhaps a kindergarten or grade 1 classroom). They should also include the poem and news article in their Mastodon Minutes notebooks.

Movers and the Shakers

- **Standard 5: Writing Applications/Different types of Writing and their Characteristics**

Lesson: Students should use the computer to locate information, use diagrams and charts to develop their ideas, and, where possible, use a computer to draft written projects. Students should write at least two of the following types listed for this standard: persuasive letter, thank you note, formal letter, invitation, or narrative. Writing projects should be between one and three pages in length. Students should be able to explain the characteristics required for each type of writing.

Eats, Shoots, Leaves

- **Standard 6:** Writing/Written English Language Conventions

Students should use punctuation, sentence structure, capitalization, spelling, handwriting standards for their grade level for all writing assignments