

WHO IS IT FOR?

- ◆ Young Scientists . . .
- ◆ Evolving Mathematicians . . .
- ◆ Emerging Linguists . . .
- ◆ Sprouting Historians . . .
- ◆ Budding Artists . . .

TARGETED LEVEL:
(First Grade)

THE CHALLENGE:

The students will . . .

- ⇒ continue with their discoveries about what organisms were in the North Texas area before and what organisms are here now.
- ⇒ continue with their discoveries about change over time

SAFETY ISSUES & CONCERNS:

- * Students should practice caution will using sharp objects such as scissors.

WHAT'CHA NEED?

1. Art materials for the students to use to complete their pictures and/or murals of Texas Then and Texas Now.
2. Books, pictures and/or materials related to horses and the history of horses.

TIME NEEDED FOR THE Post-visit Activity:

Minimum of 45 minutes.

Then and now

Post-Visit Activity

The students can now take all of their discoveries about time – change over time, length of time, relative and absolute time . . . and create a picture or mural which best represents “Then and Now” as seen through their eyes. This picture or mural can incorporate what they believe the North Texas region was like millions of years ago or the way they perceive the North Texas region today – or both.

Teachers may choose to help their students by providing resources like pictures and books to help the students “see” what the region looked like through the eyes of others. Other teachers may choose to have the students simply use their own “vision” and create their interpretations of the area based on those visions.



WORDS TO KNOW!

6. Paleontology
7. Paleontologists
8. Time Lines
9. Ancestor
10. Pre-historic

DID YOU KNOW . . .

Paleo means ancient?

Ancient horses were much smaller than horses that are around today?

EXTRA STUFF?

Related books/stories and on-line sources

<http://www.flmnh.ufl.edu/NATSCI/VERTPAL/EO/FHC/fhc.htm>

http://www.pgs.org.wildhorses/wh_origin/wh_origin.html

<http://www.wquinestudies.org/>

TEKS

CONNECTIONS:

Science TEKS - First Grade:

1.2 (A) – Students will ask questions about organisms, objects, and events.

1.2 (C) – Students will gather information using simple equipment and tools to extend the senses.

1.5 (A) – Students will sort objects and events based on properties and patterns.

Denton ISD, Science S.P.O – First Grade:

S2.1 – The student will learn how to use and conserve resources and materials in the classroom by using the recycling bin and by not wasting class resources and materials during investigations.

PROCEDURES:

Ready, Set, Go . . .

1. Discuss with the students, their experience at the Elm Fork Education center.
2. Allow the students the opportunity to share their individual experiences and what they each learned while at the EFEC.
3. Ask the students if they can name other organisms that they know of, that have changed over time. Make a list of these animals on the board.
4. As the discussion comes to a close, ask the students to take out their EFEC Environmental Journals.
5. Show the students where all of the art materials are located and encourage the students to either begin, or continue, with their interpretive murals of Texas – “Then and Now”.
6. Take the students to the computer lab and allow them the opportunity to interact with the *Fossil Horses in Cyberspace* web page, listed under “extra stuff” at the left.

Assessment:
Teacher
observation
Interpretive
Murals



The Bottom Line: Animals, along with their environments, change over time.