Grade: 3º group A
Teacher: Miss Yvette
Ages: 8 -9 years
2025-2026
Duration: August - February
Atelierista: Emma Ochoa

Exploring Living Things and Fossils

“We learned that fossils tell stories from long ago.” Mateo Castro

This documentation shows our learning journey as we explored living things, fossils, and the stories they tell through observation, creativity, and collaboration.

This project was inspired by the Reggio Emilia philosophy, where children learn through curiosity, hands-on experiences, collaboration, and creative expression.

Students were encouraged to observe, question, create, and represent their learning in different ways.

Provocazione

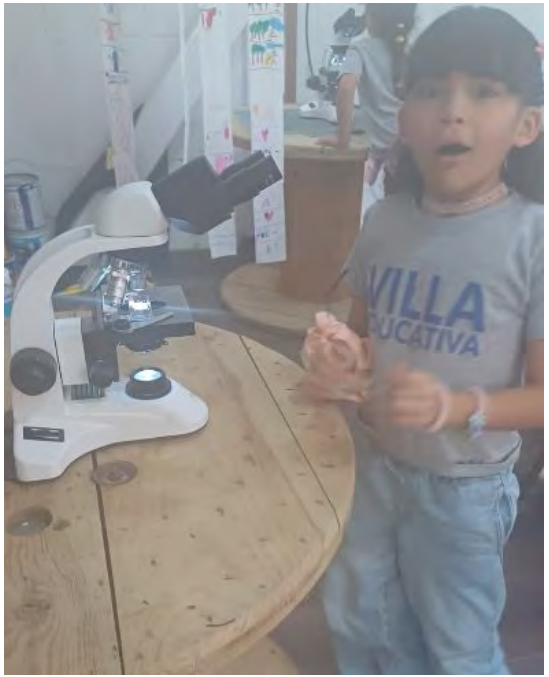
Our project began with observation.
Students explored parts of living things using a microscope.

They carefully observed shapes, textures, and details that are not visible to the naked eye.

"It felt like we were real scientists discovering the past." Patricio Jacome

"It is by observation and reflection that one finds a way."

After observing through the microscope, students created drawings to represent what they saw. These images reflect their interpretations, attention to detail, and personal understanding of living structures.



"I didn't know rocks could hold history inside!" Duan Merida

"Working together helped us understand more." Rebeca Ayala

"The important thing is to see what is invisible to others."

"I liked that we could show our learning in different ways."
Luca Avilés

"Now I see that living things leave clues behind." Iker Leines

"Asking questions helped us learn more." Mateo Castro

"Making the fossils helped me understand how they are formed." Bruno Velázquez

"Wait… so this is like from a LONG time ago?!" Yoltic Manrique

"I can't believe this used to be alive!"
Kaori Hernández

From Living Things to Fossils

As our curiosity grew, we connected the idea of living things to fossils. Students wondered how living organisms change over time and how fossils help us learn about life in the past.

By creating their own paleontologist hats, students transformed their curiosity into identity. The hats became a symbol of belonging, inquiry, and imaginative play within our learning journey.

"This is actually really cool." Leonel Chávez

- *"It feels like we're discovering secrets." Alejandro Ramírez*

"I didn't know science could be like this." Darek Abrego

"Look! I think I found something!" Patricio Sánchez

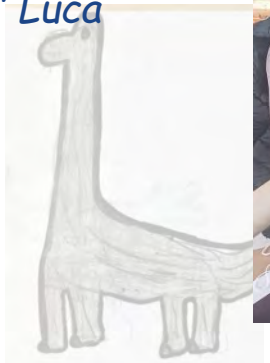
"Can we make another one?" Constanza Carrazco

Excavating With Quadrants

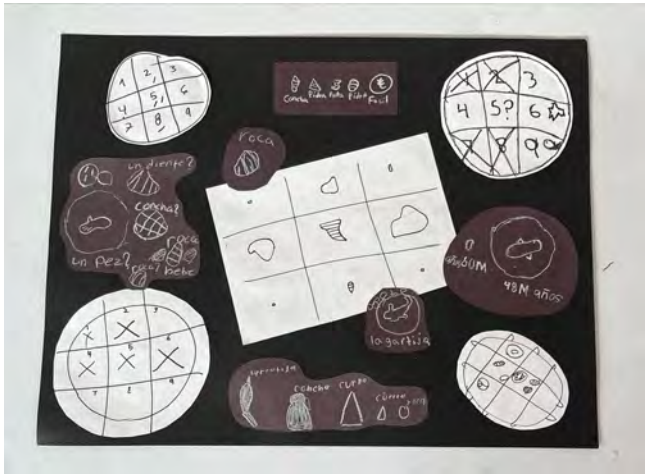
Students worked using quadrants, just like real archaeologists. By dividing the excavation area into sections, they learned how scientists observe carefully, document findings, and record the exact location where each fossil is discovered. Disguised as paleontologists and wearing the hats they had designed and created themselves, the children fully entered the role of scientists. This experience transformed the excavation into meaningful, authentic learning, helping students understand the importance of organization, patience, and precision during scientific exploration while fostering imagination, responsibility, and engagement.

"This doesn't even feel like class." Rebeca Ayala

"It's like being a fossil detective!" Luca Avilés



"I want to learn more about this." Mauricio Castillo



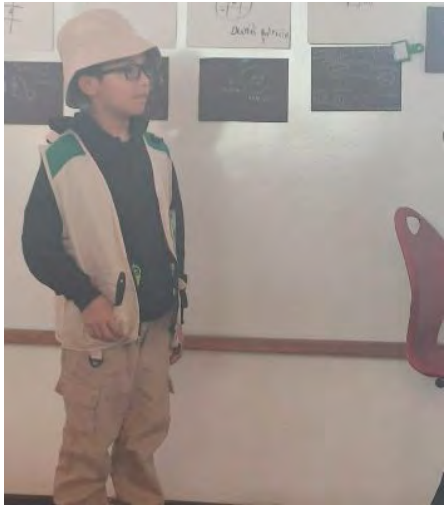
"So this is how we know about dinosaurs?!" Arturo Ramos

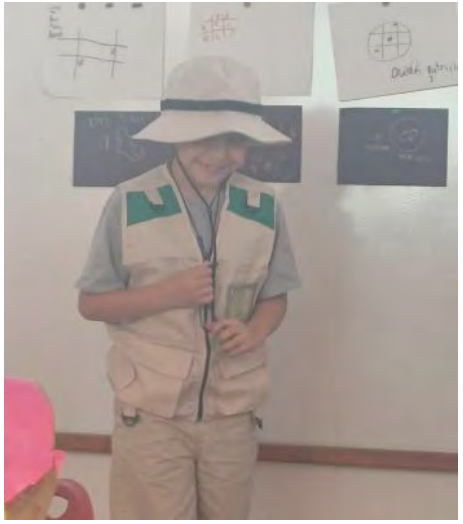
Illustrating Our Work

After the excavation activity, students illustrated their findings and the excavation process. Through drawing, they represented what they discovered, the tools they used, and how the quadrants helped organize their work.

Their illustrations show careful observation and an emerging understanding of scientific documentation. Many drawings include details such as fossil placement, divided sections, and collaboration with peers, highlighting the importance of accuracy and teamwork.

This reflection allowed students to revisit their experience and make their thinking visible. The drawings reveal not only what was found, but how students followed scientific procedures with intention, patience, and respect.





Designing Our Own Fossils

Working in pairs, students designed and created their own dinosaur fossil parts using clay and acetate. They carefully discussed ideas, planned their designs, and made decisions together about shape, size, and structure.

This experience encouraged creativity, collaboration, and problem-solving. As students worked, they negotiated roles, adapted their designs, and explored how fossils can represent parts of living beings from the past, connecting imagination with scientific thinking.

""I'm going to tell my mom about this." Camila Villegas

"When we looked closely, we saw things we didn't see at first." Isabella Cruz

"I didn't know fossils could tell stories about the past." Emiliano Conde

"Working together helped us figure it out." Patricio Mata

"We started just looking... and then we began noticing so many details!" Alyssa Estrada

"Everyone had a different idea, and that made it better." Sebastian Torres

Designing Our Own Fossils

"I liked that we could build and create instead of just reading." Bruno Velazquez

"We kept asking questions, and that made it more interesting." Kaori Hernández

"It felt like we were real explorers." Duan Mérida

"I didn't know learning could be like this." Alyssa Estrada

"When we made our own fossil, I finally understood how they form." Patricio Sánchez

"We discovered things by ourselves." Alejandro Ramírez

The Eternal Embrace: Traces of Life

During our exploration of fossils, we were deeply moved by the story of “The Eternal Embrace” fossil — two ancient beings preserved together in stone for millions of years.
The image generated silence.
Curiosity.
Questions.
“Were they friends?”
“Did they know they were going to die?”
“Are they still hugging?”

The fossil became more than a scientific object.
It became a symbol of connection, permanence, and memory.

Inspired by The Eternal Embrace, we explored how living organisms become fossils over time. Students learned that fossils are not just rocks — they are traces of life preserved through natural processes.

We created our own “fossils” by pressing different objects into clay. As we observed the imprints, a powerful idea emerged:

Many of the objects we use today come from materials that were once alive — trees, plants, animals, and even ancient organisms transformed over time.

Through this experience, students began to understand that everything carries a history.

Objects are not just things — they are stories of transformation.

“It’s like the Earth keeps memories.”
Leonel Chávez

“So this used to be alive… like for real?”
Luca Avilés

““Wait… this rock was once something living?” Constanza Carrasco

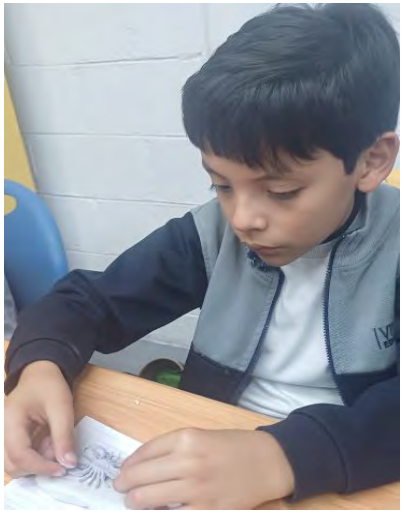
From Imprints to Investigation: Tracing Real Animals

After exploring objects connected to living things, we felt it was not enough. The children wanted to go deeper.

This time, we created fossil impressions of real animals. The experience became more meaningful — they were not just making marks, they were representing living beings with histories. To deepen our inquiry, each student created a scientific fact file including: Animal name, Size, Habitat, Diet, Possible causes of extinction

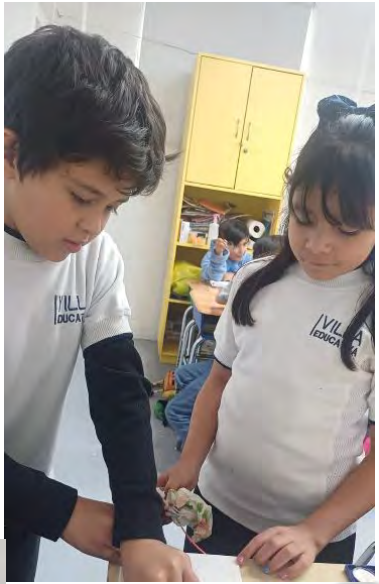
Through this process, our fossil exploration connected naturally with our Science unit on animals. Students integrated artistic expression, scientific research, and critical thinking — understanding that every animal leaves a trace, both in nature and in history.

"Our clay fossil looks like a real one!"
Mauricio Castillo



""I didn't know objects had a past."
Romina Cardona

"Everything comes from something else." Iker Leines



To present our animal fact files, we used special paper, thread, and watercolor to create organic designs.

The textures and flowing colors reminded us of fossils and natural patterns. By combining art and science, students transformed research into something meaningful and visual.

Our work became a trace of our thinking — just like fossils are traces of life.

"This used to be a tree before it was paper?!" Duan Mérida

"It's like nothing really disappears." Kaori Hernández

"The fossil is like a footprint from the past." Isabella Cruz

Meeting a Real Paleontologist

To deepen our understanding of fossils, we invited a paleontologist to speak with the class.

It was a powerful experience. Students had the opportunity to ask questions, share their theories, and connect their classroom discoveries with real scientific work.

Seeing a scientist in action helped them understand that paleontology is not just something from books — it is real research, curiosity, and exploration.

The visit strengthened their sense of wonder and made our fossil project even more meaningful.

Recreating Fossils: Paper, Glue & Imagination

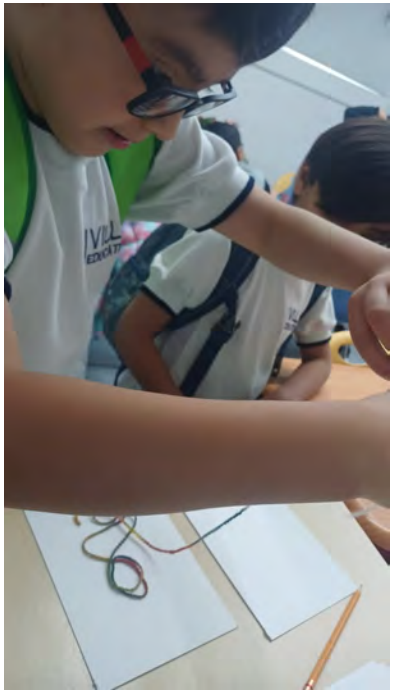
“So fossils are like clues from the past!”

To continue our exploration, students created fossils using paper and glue.

By layering, shaping, and adding texture, they experimented with the idea of time, pressure, and transformation. Each piece became a personal interpretation of how nature preserves life.

This hands-on experience reflected the Reggio Emilia approach — learning through materials, inquiry, and creative expression.

Through art, students revisited scientific concepts and transformed them into meaningful representations of their understanding.



Learning Beyond the Classroom: Encountering a Mammoth

To extend our investigation, we visited the museum/metro to observe a real mammoth fossil.

Seeing such an enormous prehistoric being up close transformed our understanding. What we had studied in books and recreated in the classroom suddenly became tangible and real.

Students observed textures, size, bone structure, and began asking deeper questions about extinction, climate, and time.

This experience connected theory with reality — turning curiosity into authentic scientific inquiry.

A Collective Trace: Our Giant Fossil

To conclude our project, we worked collaboratively to create a giant fossil as a class.

This collective piece represented everything we had learned about fossilization — layers, pressure, time, and preservation. Each student contributed, making it a shared trace of our thinking.

We also created an informational brochure explaining the fossilization process, combining research, writing, and scientific understanding.

Through collaboration, creativity, and inquiry, our learning became visible — just like fossils make life visible after millions of years.

"It's kind of amazing that time can change things like that." Camila Villegas

"We made a fossil, but real ones take sooo long!" Arturo Ramos

Conclusions

- "We learned by asking our own questions." Constanza Carrazco

- "I liked that we could show our learning in different ways." Darek Abrego

- *"We kept changing our ideas as we learned more." Emiliano Conde*

- *"It was better because we discovered things ourselves." Sebastian Torres*

- *"It felt like we were real researchers." Yoltic Manrique*

- *"Working together helped us think of new ideas." Iker Leines*

- *"I learned that everything has a story." Alyssa Estrada*

- *"We didn't just learn facts — we understood them." Mateo Velazquez*

- *"We learned by doing, not just by listening." Camila Villegas*

- *"Making things helped me understand science more." Rebeca Ayala*