

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

Exploring Living Things and Fossils

“Living things have always existed, humans are not the only living things!” Mauricio Irigoyen



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.



"I couldn't believe I was observing the stomach of a puppy." Ricardo Conde



"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.



*"Images appear like different balls with colors."
Diego Rodríguez*



*"Some appear like a bunch of different shapes."
Santiago Zempoaltecatl*

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



"When we pay attention to details, we can see more than we regularly do." Renata Robles



"Scientists are in charge of observing through microscopes, I am a scientist." Mauricio Irigoyen



"I can see different shapes and colors." Marcos Rojas



*"This bone is lighter than I thought."
Leonardo Sordo*



*"I can see holes and bumps. It's not
smooth like in pictures." Ganiri Carrillo*



*"Maybe the animal used this to
protect itself." Andre Martínez*

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.



"Now I'm not a student, I'm an explorer." Demian Penilla

*"When I wear the hat,
I feel like a real
paleontologist."
Mila Navarrete*

"I chose this color because it looks like the desert." Isaac Torres

"I made it strong so it won't fall off when I dig." Matías Carrillo



*"With the hat, I'm
ready to find
fossils." Manuel
Espinosa*

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.



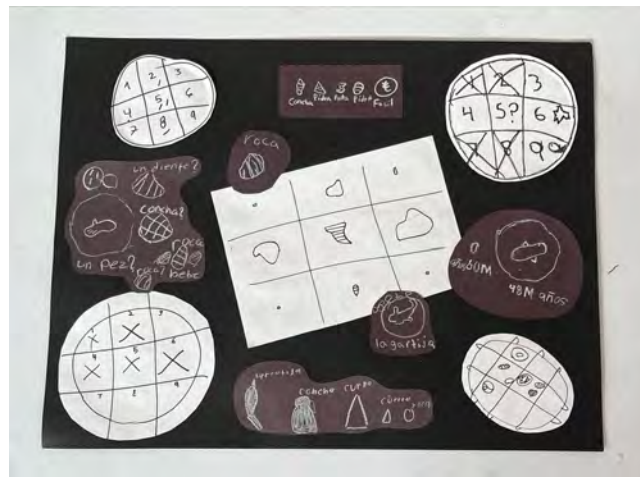
*"The ground is like a map."
Danna González*

*"If you rush, you can break
it." Juan Pablo Merino*



*"The place is as important as
the fossil." Renato Mata*





"Being an anthropologist is not easy at all." Danna González

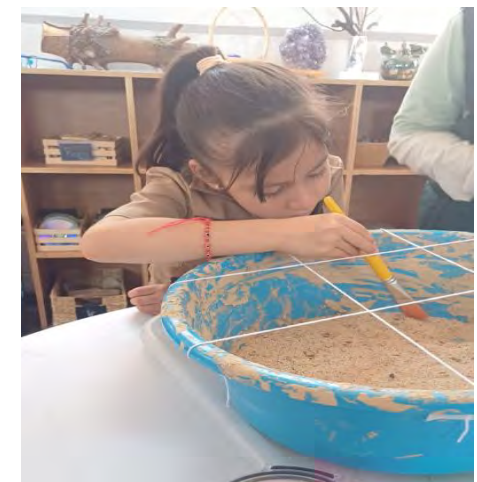
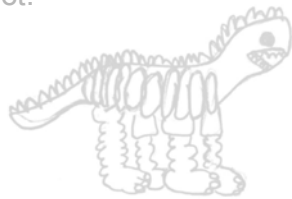


Illustrating Our Work

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.

"We need a plan before we start." Ricardo Conde

"You do the teeth, I'll do the bone." Manuel Espinosa

"What if we mix our ideas?" Rodrigo Robles

*"The clay feels like the earth."
Matías Carrillo*



"The acetate makes it look real, like it's trapped." Santiago Zempoaltecatl

*"It can't be too big or it won't fit."
Regina García*



Designing Our Own Fossils



"It broke, so we fixed it." Isaac Torres

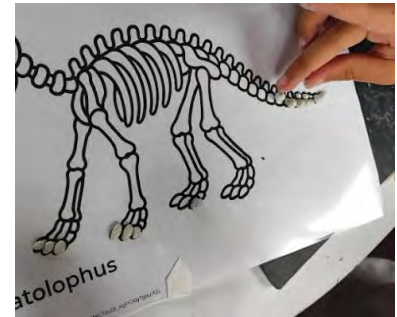
"We changed it because it didn't look right." Juan Pablo Merino

"That part didn't work, but we learned." Maximiliano Flores

"This was part of a living dinosaur." Horacio López

"Fossils are only pieces, not the whole animal." Diego Rodríguez

"This comes from a long time ago." Danna González



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.

“Even if something disappears, it can still leave a mark.”

*“It used to be alive...
and now it’s like a
memory in a rock.”
Renata Robles*



“Everything has a story before it becomes an object.”

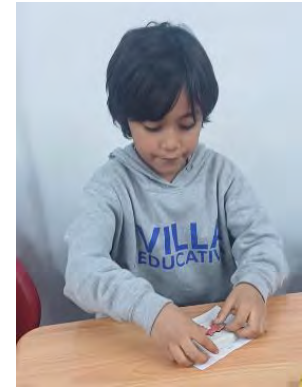
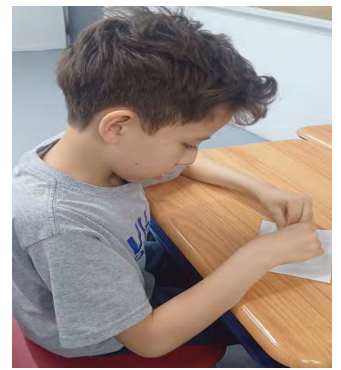
From Imprints to Investigation: Tracing Real Animals

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

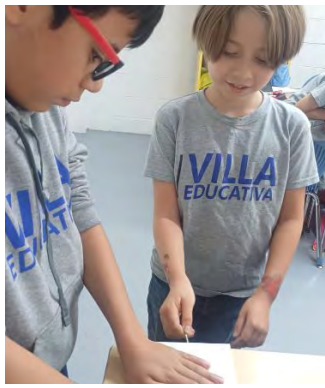
Through this process, our fossil exploration connected naturally with our Science unit on animals. Students integrated artistic expression, scientific research, and critical thinking — understanding that every animal leaves a trace, both in nature and in history.

"Now it feels like a real fossil because it's a real animal." Juan Pablo Merino



"If animals disappear, their fossils help us remember them." Maximiliano Flores

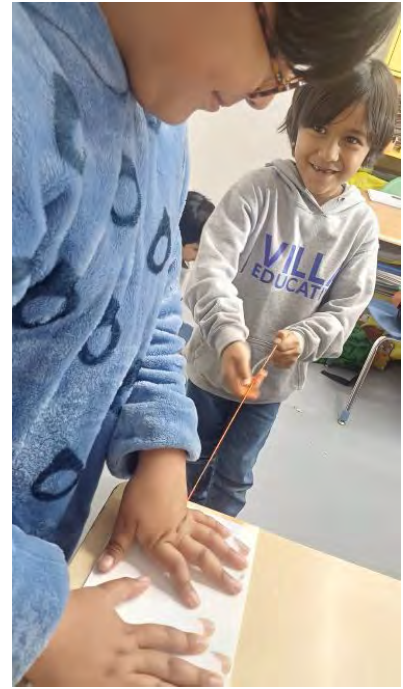
*"This animal had a life before it became a fossil."
Renato Franco*



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.



"The thread looks like cracks in a fossil!" Isaac Torres

"The watercolor spreads like nature does." Rodrigo Robles

"The thread looks like cracks in a fossil!" Matias Castro

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.



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 looks like a real fossil from a museum!" Santiago Zempoaltecatl

"We all put a piece, so it's like our class fossil." Leonardo Sordo

Conclusions

"Fossils are not just rocks — they are stories from the past." Leonardo Sordo

"Everything leaves a trace, even if it disappears." Danna González

"Many things around us come from something that was once alive." Renata Robles

"Scientists learn about the past by studying clues." Renato Mata

"Time changes everything, but it also preserves things." Maximiliano Flores

"Art helped me understand science better." Mila Navarrete

"Working together made our learning stronger." Ricardo Conde

"Now when I see a fossil, I think about life, not just bones." Ganiri Carrillo

"We were like real paleontologists." Victor Martínez

"Learning can start in the classroom, but it doesn't stay there." Isaac Torres