

**Title:** Solve the Mystery Photo

**Subject:** Science/Language Arts

**Grades:** 3<sup>rd</sup> – 5<sup>th</sup> Grade

**Time:** 10 – 15 minutes

**Objective:**

Students will use descriptive language and scientific observation to predict the mystery photo.

**Method:**

Individually, in pairs, or in small groups have students look at today's Mystery Photo. Click on the Mystery Photo box along the left hand side of the Trans-Amazon page to see today's Mystery Photo. Students can use the written clues as well as scientific observation to guess the Mystery Photo and complete the worksheet, Solve the Mystery Photo.

NOTE: Do not let students Submit their Answer and Unravel the Mystery before completing the worksheet!

**Illinois State Goals and Learning Standards:**

**12.B.2b** Identify physical features of plants and animals that help them live in different environments

**17.B.2b** Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.

**3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms

# Solve the Mystery Photo!

**Directions:** Look at today's Mystery Photo. Do NOT unravel the Mystery before answering all of the following questions.

1. Is the Mystery Photo a living thing? \_\_\_\_\_

2. Provide three statements why you think it's living or non-living. Use details from the photo and from the clues.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Describe the texture of the Mystery Photo.

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4. What do you think the Mystery Photo is made of?

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5. What is the purpose of the object in the Mystery Photo? If the object is living, describe its habitat.

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6. What clues were helpful in making your educated guess?

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7. Use descriptive language to write a statement about what you see in the Mystery Photo for someone who hasn't seen the photo.

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8. Submit your Answer and Unravel the Mystery. Were you right?

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