



INTRODUCTION

The idea of a system is one of the grand integrating (crosscutting) concepts that pervades all of science. In the **Living Systems Module**, students start by looking at Earth as the interaction of four Earth systems or subsystems—the geosphere, the atmosphere, the hydrosphere, and the biosphere. The focus of the module then turns to the biosphere as students explore the phenomenon of ecosystems and organisms in terms of their interacting parts. The driving question for the module is how can we describe Earth’s biosphere as a system of interacting parts?

In this module, students think about systems on different scales—nutrient and transport systems within an organism that moves matter and provides energy to the individual organism, and feeding relationships in ecosystems that move matter among plants, animals, decomposers, and the environment. Students come to understand through a variety of experiences that plants get the materials they need for growth primarily from water and air, and that energy in animals’ food was once energy from the Sun. There are many opportunities for students to explore how human activities in agriculture, industry, and everyday life can have major effects on these systems. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; scale, proportion, and quantity; systems and system models; and energy and matter.

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The NGSS Performance Expectations addressed in this module include:

Physical Sciences

5-PS3-1

Life Sciences

5-LS1-1

5-LS2-1

4-LS1-2

Earth Sciences

5-ESS2-1

5-ESS3-1

► NOTE

The three modules for grade 5 in FOSS Next Generation are

Mixtures and Solutions

Earth and Sun

Living Systems



Module Summary

Guiding and Focus Questions for Phenomena

Inv. 1: Systems

Students are introduced to a system as a collection of interacting parts that work together to make a whole or produce an action. They explore Earth as a system, focusing on the biosphere and describing ecosystems by looking at the phenomena of feeding relationships and energy transfers, described as food webs. Students model food chains and food webs in a wood ecosystem and a marine ecosystem. Each group of students sets up a redworm habitat to study detritivores and the phenomenon of decomposition in ecosystems.

How does matter and energy move through ecosystems of the biosphere?

How can you identify a system?

Is planet Earth a system?

What organisms are both predators and prey in the kelp forest ecosystem?

What happens when compost worms interact with organic litter?

Inv. 2: Nutrient Systems

Students investigate the phenomena of nutrient systems of yeast, plants, and animals. They design an investigation to determine the necessary conditions for activating dry yeast. They plant wheat and observe the seedlings to determine which plants have chlorophyll. Students infer that the plants growing in light are producing food to provide nutrients to their cells. Students investigate how animals acquire nutrients by eating and digesting food.

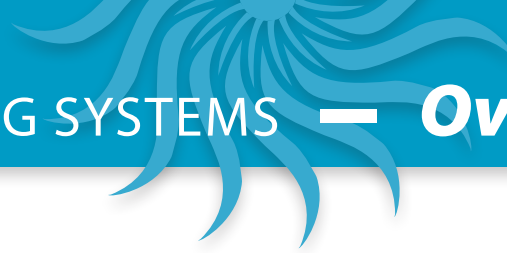
What is food, where does it come from, and how do organisms use it?

What does yeast need to break its dormancy?

How do plants get the food they need?

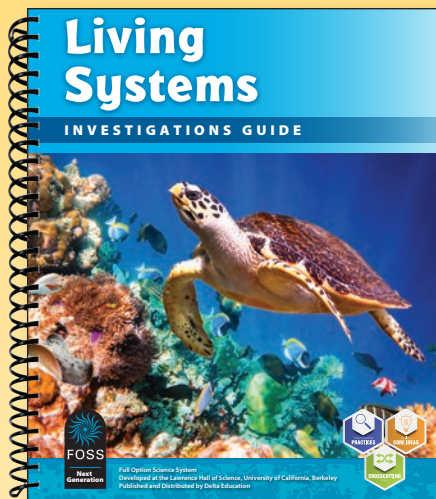
How do animals get the nutrients they need?

Content Related to Disciplinary Core Ideas	Reading/Technology	Assessment
<ul style="list-style-type: none"> • A system is a collection of interacting objects, ideas, and/or procedures that together define a physical entity or process. • Earth can be described as the interaction of four earth systems: the rocky part (the geosphere), the atmosphere, the water (the hydrosphere), and the complexity of living organisms (the biosphere). • Food webs are made up of producers (organisms that make their own food), consumers (organisms that eat other organisms to obtain food), and decomposers (organisms that consume and recycle dead organisms and organic waste). • A kelp forest has similarities to a rain forest (vertical layering). Phytoplankton are the major producers in most aquatic systems (both marine and freshwater). • Food webs and competition for resources exist in marine systems. 	<p>Science Resources Book "Introduction to Systems" "Is Earth a System?" "The Biosphere" "Monterey Bay National Marine Sanctuary" "Comparing Aquatic and Terrestrial Ecosystems" "Nature's Recycling System"</p> <p>Videos <i>Physical Systems</i> <i>Web of Life: Life in the Sea</i></p> <p>Online Activity "Simulation: Food Webs"</p>	<p>Embedded Assessment Science notebook entries Response sheet Performance assessment</p> <p>Benchmark Assessment <i>Survey</i> <i>Investigation 1 I-Check</i></p> <p>NGSS Performance Expectations 5-PS3-1 5-LS2-1 5-ESS2-1</p>
<ul style="list-style-type: none"> • Yeast is a single-celled fungus. Dormant yeast cells can become active when provided with water, warmth, and sugar as a food source. Carbon dioxide is a waste by-product of yeast metabolism. • Chlorophyll is the green pigment that absorbs sunlight in the cells of producer organisms. • A nutrient is a substance, such as sugar or starch, that is used by a cell to produce the energy needed to perform the functions of life. • Plants make their own food by photosynthesis. Green plant cells make sugar (food) from carbon dioxide and water in the presence of sunlight, and release oxygen. • Animals obtain nutrients by eating other organisms. • Digestion is the process used by animals to break down complex food items into simple nutrients. 	<p>Science Resources Book "There's Yeast in My Bread!" "Producers" "Getting Nutrients" "The Human Digestive System"</p> <p>Videos <i>Food Chains</i> <i>Digestion and Excretory Systems</i></p>	<p>Embedded Assessment Science notebook entries Response sheet</p> <p>Benchmark Assessment <i>Investigation 2 I-Check</i></p> <p>NGSS Performance Expectations 5-PS3-1 5-LS1-1 5-LS2-1</p>



	Module Summary	Guiding and Focus Questions for Phenomena
Inv. 3: Transport Systems	<p>Students learn that all cells have basic needs: water, food, gas exchange, and waste disposal. They explore the phenomena of transport systems that multicellular organisms have for moving nutrients and wastes. Students investigate leaf transpiration, model a human heart system, and investigate their lung volume to find out about the interacting parts of the vascular system in plants and the circulatory and respiratory system in humans.</p>	<p><i>How do plants and animals get nutrients to all of their cells?</i></p> <p>How are nutrients transported to cells in a plant?</p> <p>How do humans transport nutrients to all their cells?</p> <p>Why do people breathe?</p>
Inv. 4: Sensory Systems	<p>Through video, text, and simulations, students extend their understanding about the phenomena of sensory and motor neurons in brain messages. They explore ways that animals communicate through sound, visual displays, and smell. They find out about the roles that instinct and learned behavior plays in the life of animals.</p> <p>Students revisit the redworm habitats established in Investigation 1 and take a final look at the phenomenon of decomposition. To bring closure to the study of systems, students find out about the North Atlantic Ocean ecosystem and its importance in the carbon cycle.</p>	<p><i>How do animal sensory systems function in the biosphere?</i></p> <p>How do humans respond to dangers in the environment?</p> <p>What features of organisms attract attention?</p> <p>What behaviors are instinctive, and what behaviors are learned?</p> <p>What are the parts of a marine ecosystem?</p>

Content Related to Disciplinary Core Ideas	Reading/Technology	Assessment
<ul style="list-style-type: none"> • In vascular plants, xylem tubes carry water and minerals from the plant’s roots to all the cells in a one-way flow; phloem tubes carry sugar from the leaves to all the cells that need it. • Vascular bundles are arranged in predictable patterns of veins in the leaves of vascular plants. • In the human circulatory system, blood transports resources to the cells and waste from the cells. • In humans, the respiratory system transports oxygen to the blood and carbon dioxide from the blood. • All cells have basic needs: water, food, gas exchange, and waste disposal. Multicellular organisms have systems for transporting nutrients and wastes. 	<p>Science Resources Book “Leaf Classification” “Plant Vascular Systems” “The Story of Maple Syrup” “The Human Circulatory System” “The Human Respiratory System” “Other Circulatory and Respiratory Systems”</p> <p>Videos <i>Plant Structure and Growth</i> <i>Circulatory and Respiratory Systems</i></p> <p>Online Activities “Plant Vascular System” “Mammalian Circulatory System”</p>	<p>Embedded Assessment Science notebook entries Response sheet Performance assessment</p> <p>Benchmark Assessment <i>Investigation 3 I-Check</i></p> <p>NGSS Performance Expectations 5-PS3-1 5-LS1-1 5-LS2-1</p>
<ul style="list-style-type: none"> • A stimulus is something that triggers (starts) a response. A stimulus is often information received through the senses. • A response is a reaction of a living thing to a stimulus. • Animal adaptations include pattern and color that attract attention to warn predators off or to attract a mate. • Animals communicate to warn others of danger, scare predators away, or locate others of their kind, including family members. • Instinctive behaviors, such as knowing what to eat, how to find shelter, and how to migrate, help organisms survive. • Marine ecosystems have biotic (living) and abiotic (nonliving parts). The ocean plays an important role in the carbon cycle. 	<p>Science Resources Book “Stimulus and Response in Humans” “Sensory Systems” “Animal Communication” “Monarch Migration” “North Atlantic Ocean Ecosystem”</p> <p>Videos <i>The Brain and Nervous System</i> <i>Animal Behavior and Communication</i> <i>Bugs</i> <i>Incredible Journeys: A Butterfly’s Relay</i> <i>Marine Ecosystems</i></p> <p>Online Activity “Response Timer”</p>	<p>Embedded Assessment Science notebook entries Response sheet</p> <p>Benchmark Assessment <i>Posttest</i></p> <p>NGSS Performance Expectations 5-PS3-1 5-LS2-1 4-LS1-2 5-ESS2-1 5-ESS3-1</p>



FOSS COMPONENTS

Teacher Toolkit for Each Module

The FOSS Next Generation Program has three modules for grade 5—Mixtures and Solutions, Earth and Sun, and Living Systems.

Each module comes with a *Teacher Toolkit* for that module. The *Teacher Toolkit* is the most important part of the FOSS Program. It is here that all the wisdom and experience contributed by hundreds of educators has been assembled. Everything we know about the content of the module, how to teach the subject, and the resources that will assist the effort are presented here. Each toolkit has three parts.

Investigations Guide. This spiral-bound document contains these chapters.

- Overview
- Framework and NGSS
- Materials
- Technology
- Investigations (four in this module)
- Assessment

INVESTIGATION 3 — Transport Systems

35. Read “The Story of Maple Syrup”

Tell students that this article, “The Story of Maple Syrup,” describes how people have learned to collect the sap from maple trees and turn it into maple syrup. Give students a few minutes to preview the text by discussing the photographs and captions with a partner and sharing personal connections. Tell students to read the text to find out more about the connection between the maple tree’s vascular system and the production of maple syrup.

To support reading comprehension, have students set up their notebook to take two-column notes—one column for their “Personal Responses” and the other for a “Summary” of what the text says. After reading each section, tell students to pause and jot down what the text makes them think about.

Personal Response	Summary
What it makes me think about	What the article is about

36. Discuss the reading

When students finish reading the article, give them a few minutes to share their personal responses with their table group. Then, have them go back and write a summary or make a quick drawing for each section in the second column of their notes.

Write these questions on the board and have students discuss them in their small groups using their notes and the text to support their ideas. Call on Reporters to share their group’s responses.

- ▶ **What technologies are used to collect and produce maple syrup?** [Drills; metal tube taps to collect sap; fire to boil pans of sap.]
- ▶ **What vascular tissue is tapped to collect the maple sap?** [Phloem.]
- ▶ **How has maple syrup changed in recent years?** [It takes much more sap to make syrup now than it did years ago.]
- ▶ **How is pancake syrup different from maple syrup?** Collect labels and promotional information from several brands of both syrups, and evaluate the information. [Only maple syrup is made from maple sap.]

Ask an additional question dealing with energy of production.

- ▶ **What type of maple trees are best to tap for sap and why?** [Sugar maples have the highest concentration of sugar which requires less energy to evaporate the water to produce the syrup.]

Students can conduct further research into the questions raised in the text or compare and contrast the way other texts present information on maple syrup. See FOSSweb for a list of recommended books and websites.

Part 1: Plant Vascular Systems

37. Review vocabulary

Review the vocabulary words that have been introduced in this part. Make sure the words are on the word wall.

- Xylem is a tissue composed of tubes that transport water and minerals from a plant’s roots to all the parts of the plant above ground. Mineral-rich water travels throughout the whole plant, driven by the transpiration process.
- Phloem is a tissue composed of tubes that transport sap (water containing sugar and other cell nutrients) to all the cells in the plant.
- A parallel vein pattern characterizes leaves with multiple small veins all running parallel to one another along the length of a leaf.
- A pinnate vein pattern characterizes leaves with one major vein running the length of a leaf and smaller branching veins leading off the main vein.
- A palmate vein pattern characterizes leaves that are broad (palm-shaped) with several major veins extending across the leaf from the stem.
- Sap is a sugar-rich solution that flows through the phloem tissue to provide nutrient energy to all of a plant’s cells.

One suggestion is to have students do a word sort. Make a set of word cards (or have students make them) for each group of two to four students. Tell them to work together to sort the words and label the categories they create. Encourage them to refer to their notebooks or the readings if they are unclear on a word’s meaning.

38. View the video

Watch the video *Plant Structure and Growth* (17 minutes). This is a good summary of this part and provides some new information about plants.

- Chapter 1: Introduction to Plant Structure and Growth
- Chapter 2: Characteristics of Plants
- Chapter 3: Vascular and Nonvascular Plants
- Chapter 4: World’s Largest Living Thing: The Sequoia Tree
- Chapter 5: Xylem and Phloem
- Chapter 6: Gathering Information from the Rings of a Tree
- Chapter 7: Roots
- Chapter 9: Spanish Moss: A Plant without Roots
- Chapter 10: Leaves
- Chapter 11: Pop Quiz and Conclusion

ELA CONNECTION

These suggested strategies address the Common Core State Standards for ELA.

RI 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.

RI 2: Summarize the text.

RI 3: Explain the relationships or interactions between concepts.

RI 5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

W 7: Conduct short research projects.

W 8: Gather relevant information; take notes and categorize information.

SL 4: Report on a text and present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

CROSSCUTTING CONCEPTS

Systems and system models

Energy and matter

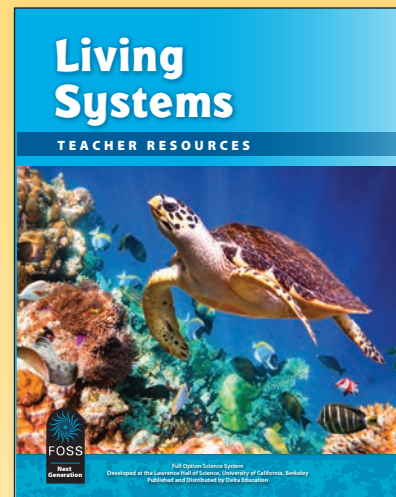
FOSS

classify
leaf vein
palmate
parallel
phloem
pinnate
sap
transpiration
vascular bundle
vascular system
xylem

FOSS Science Resources book. One copy of the student book of readings is included in the *Teacher Toolkit*.

Teacher Resources. These chapters can be downloaded from FOSSweb and are also in the bound *Teacher Resources* book.

- FOSS Program Goals
- Planning Guide—Grade 5
- Science and Engineering Practices—Grade 5
- Crosscutting Concepts—Grade 5
- Sense-Making Discussions for Three-Dimensional Learning—Grade 5
- Access and Equity
- Science Notebooks in Grades 3–5
- Science-Centered Language Development
- FOSS and Common Core ELA—Grade 5
- FOSS and Common Core Math—Grade 5
- Taking FOSS Outdoors
- Science Notebook Masters
- Teacher Masters
- Assessment Masters



Experiment on Chemical Digestion in the Stomach

The students in the video conducted an experiment to find out what happens to food (hard-boiled egg white) in different environments. Talk in your groups about this experiment.

1. What was the question?
2. What was controlled, and what changed in the experiment?
3. What were the results?
4. What was the conclusion?

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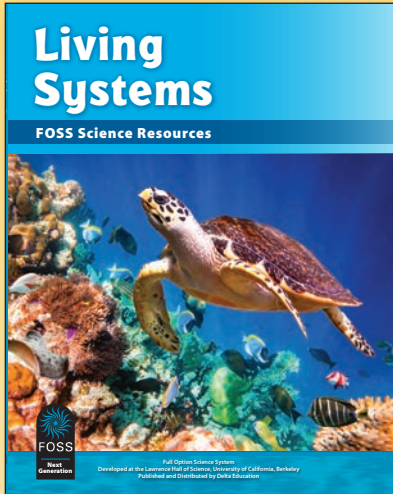
Living Systems Module
 Investigation 2: Nutrient Systems
 No. 10—Notebook Master

Equipment for Each Module or Grade Level

The FOSS Program provides the materials needed for the investigations, in sturdy, front-opening drawer-and-sleeve cabinets. Inside, you will find high-quality materials packaged for a class of 32 students. Consumable materials are supplied for three uses before you need to resupply. Teachers may be asked to supply small quantities of common classroom materials.

Delta Education can assist you with materials management strategies for schools, districts, and regional consortia.





FOSS Science Resources Books

FOSS Science Resources: Living Systems is a book of original readings developed to accompany this module. The readings are referred to as articles in *Investigations Guide*. Students read the articles in the book as they progress through the module. The articles cover specific concepts, usually after the concepts have been introduced in the active investigation.

The articles in *FOSS Science Resources* and the discussion questions provided in *Investigations Guide* help students make connections to the science concepts introduced and explored during the active investigations. Concept development is most effective when students are allowed to experience organisms, objects, and phenomena firsthand before engaging the concepts in text. The text and illustrations help make connections between what students experience concretely and the ideas that explain their observations.

Food Chains

When a spider eats a fly, the matter and **energy** in the fly go to the spider. This feeding relationship can be shown with an arrow. The arrow always points in the direction that the matter and energy flow.

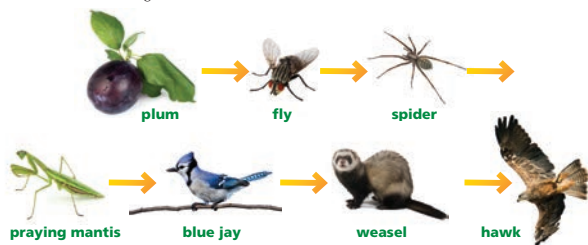


If a praying mantis eats a spider, the matter and energy in the spider go to the praying mantis.



It's possible in a woodland ecosystem for a blue jay to eat the praying mantis, a weasel to eat the blue jay, and a hawk to eat the weasel. Matter and energy pass from one organism to the next when they are eaten. This is called a food chain. And at the beginning of the food chain is a producer. Energy for producers comes from the Sun.

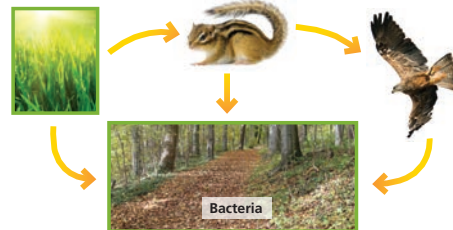
In this case, the producer is a fruit from a tree, a plum. You can draw arrows from one organism to the next to describe a food chain. The arrows show the direction of energy flow. They point from the organism that is eaten to the organism that eats it.



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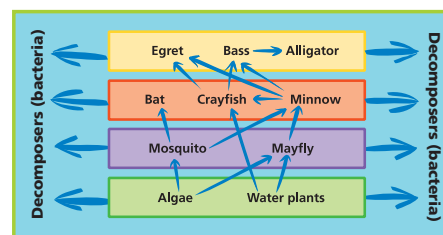
Another example of a food chain might have grass as the producer. A chipmunk eats the grass seed. A hawk eats the chipmunk. Bacteria decompose any dead organisms or uneaten parts. You can always draw arrows from dead organisms to the decomposers.

A simple food chain



Food Webs

There are many feeding relationships in an ecosystem. If you draw *all* the arrows that show who eats whom, you have a food web, not a food chain. The food web for a freshwater river might look like this.



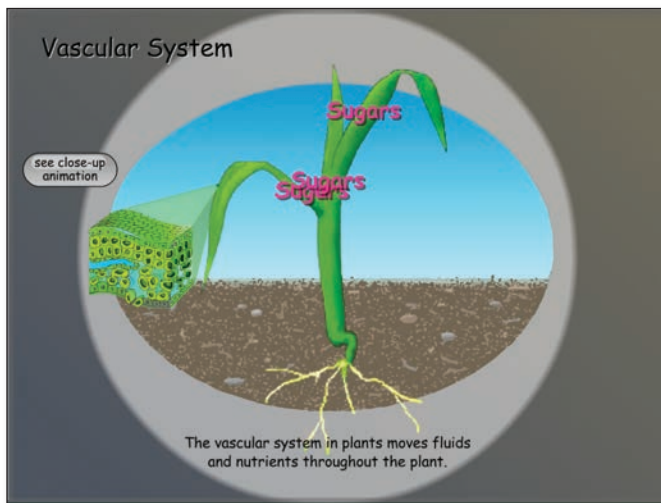
This is an example of a food web for a freshwater river. Bacteria decompose all the organisms when they die.

9

Technology

The FOSS website opens new horizons for educators, students, and families, in the classroom or at home. Each module has digital resources for students and families—interactive simulations, virtual investigations, and online activities. For teachers, FOSSweb provides online teacher *Investigations Guides*; grade-level planning guides (with connections to ELA and math); materials management strategies; science teaching and professional development tools; contact information for the FOSS Program developers; and technical support. In addition, FOSSweb provides digital access to PDF versions of the *Teacher Resources* component of the *Teacher Toolkit*, digital-only instructional resources that supplement the print and kit materials, and access to FOSSmap, the online assessment and reporting system for grades 3–8.

With an educator account, you can customize your homepage, set up easy access to the digital components of the modules you teach, and create class pages for your students with access to tutorials and online assessments.



Ongoing Professional Learning

The Lawrence Hall of Science and Delta Education strive to develop long-term partnerships with districts and teachers through thoughtful planning, effective implementation, and ongoing teacher support. FOSS has a strong network of consultants who have rich and experienced backgrounds in diverse educational settings using FOSS.

► NOTE

To access all the teacher resources and to set up customized pages for using FOSS, log in to FOSSweb through an educator account. See the Technology chapter in this guide for more specifics.

► NOTE

Look for professional development opportunities and online teaching resources on www.FOSSweb.com.

FOSS INSTRUCTIONAL DESIGN

FOSS is designed around active investigation that provides engagement with science concepts and science and engineering practices. Surrounding and supporting those firsthand investigations are a wide range of experiences that help build student understanding of core science concepts and deepen scientific habits of mind.

The Elements of the FOSS Instructional Design



Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies.

- Active investigation in collaborative groups: firsthand experiences with phenomena in the natural and designed worlds
- Recording in science notebooks to answer a focus question dealing with the scientific phenomenon under investigation
- Reading informational text in *FOSS Science Resources* books
- Online activities to acquire data or information or to elaborate and extend the investigation
- Outdoor experiences to collect data from the local environment or to apply knowledge
- Assessment to monitor progress and inform student learning

In practice, these components are seamlessly integrated into a curriculum designed to maximize every student's opportunity to learn.

A **learning cycle** employs an instructional model based on a constructivist perspective that calls on students to be actively involved in their own learning. The model systematically describes both teacher and learner behaviors in a coherent approach to science instruction.

A popular model describes a sequence of five phases of intellectual involvement known as the 5Es: engage, explore, explain, elaborate, and evaluate. The body of foundational knowledge that informs contemporary learning-cycle thinking has been incorporated seamlessly and invisibly into the FOSS curriculum design.

Engagement with real-world **phenomena** is at the heart of FOSS. In every part of every investigation, the investigative phenomenon is referenced implicitly in the focus question that guides instruction and frames the intellectual work. The focus question is a prominent part of each lesson and is called out for the teacher and student. The investigation Background for the Teacher section is organized by focus question—the teacher has the opportunity to read and reflect on the phenomenon in each part in preparing for the lesson. Students record the focus question in their science notebooks, and after exploring the phenomenon thoroughly, explain their thinking in words and drawings.

In science, a phenomenon is a natural occurrence, circumstance, or structure that is perceptible by the senses—an observable reality. Scientific phenomena are not necessarily phenomenal (although they may be)—most of the time they are pretty mundane and well within the everyday experience. What FOSS does to enact an effective engagement with the NGSS is thoughtful selection of scientific phenomena for students to investigate.

► NOTE

The anchor phenomena establish the storyline for the module. The investigative phenomena guide each investigation part. Related examples of everyday phenomena are incorporated into the readings, videos, discussions, formative assessments, outdoor experiences, and extensions.



Active Investigation

Active investigation is a master pedagogy. Embedded within active learning are a number of pedagogical elements and practices that keep active investigation vigorous and productive. The enterprise of active investigation includes

- context: sharing prior knowledge, questioning, and planning;
- activity: doing and observing;
- data management: recording, organizing, and processing;
- analysis: discussing and writing explanations.

Context: sharing, questioning, and planning. Active investigation requires focus. The context of an inquiry can be established with a focus question about a phenomenon or challenge from you or, in some cases, from students. (What happens when compost worms interact with organic litter?) At other times, students are asked to plan a method for investigation. This might start with a teacher demonstration or presentation. Then you challenge students to plan an investigation, such as how to test your reaction time. In either case, the field available for thought and interaction is limited. This clarification of context and purpose results in a more productive investigation.

Activity: doing and observing. In the practice of science, scientists put things together and take things apart, observe systems and interactions, and conduct experiments. This is the core of science—active, firsthand experience with objects, organisms, materials, and systems in the natural world. In FOSS, students engage in the same processes. Students often conduct investigations in collaborative groups of four, with each student taking a role to contribute to the effort.

The active investigations in FOSS are cohesive, and build on each other to lead students to a comprehensive understanding of concepts. Through investigations and readings, students gather meaningful data.

Data management: recording, organizing, and processing. Data accrue from observation, both direct (through the senses) and indirect (mediated by instrumentation). Data are the raw material from which scientific knowledge and meaning are synthesized. During and after work with materials, students record data in their science notebooks. Data recording is the first of several kinds of student writing.

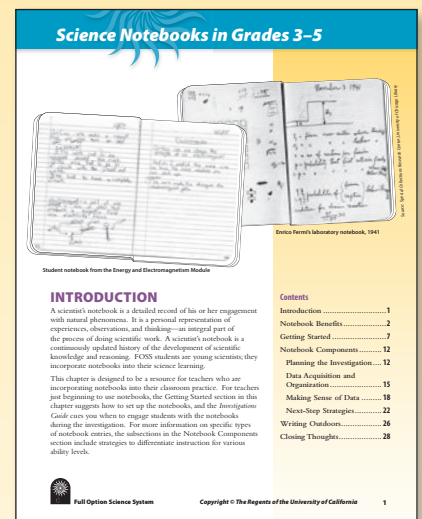
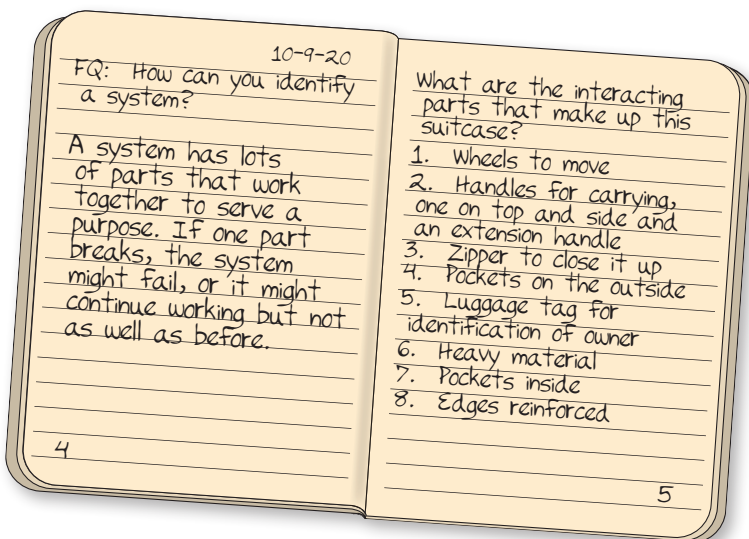
Students then organize data so they will be easier to think about. Tables allow efficient comparison. Organizing data in a sequence (time) or series (size) can reveal patterns. Students process some data into graphs, providing visual display of numerical data. They also organize data and process them in the science notebook.

Analysis: discussing and writing explanations. The most important part of an active investigation is extracting its meaning. This constructive process involves logic, discourse, and prior knowledge. Students share their explanations for phenomena, using evidence generated during the investigation to support their ideas. They conclude the active investigation by writing a summary of their learning as well as questions raised during the activity in their science notebooks.

Science Notebooks

Research and best practice have led FOSS to place more emphasis on the student science notebook. Keeping a notebook helps students organize their observations and data, process their data, and maintain a record of their learning for future reference. The process of writing about their science experiences and communicating their thinking is a powerful learning device for students. The science-notebook entries stand as credible and useful expressions of learning. The artifacts in the notebooks form one of the core exhibitions of the assessment system.

You will find the duplication masters for grades 1–5 presented in notebook format. They are reduced in size (two copies to a standard sheet) for placement (glue or tape) into a bound composition book. Full-sized masters for grades 3–5 that can be filled in electronically and are suitable for display are available on FOSSweb. Student work is entered partly in spaces provided on the notebook sheets and partly on adjacent blank sheets in the composition book. Look to the chapter in *Teacher Resources* called Science Notebooks in Grades 3–5 for more details on how to use notebooks with FOSS.





Reading in FOSS Science Resources

The *FOSS Science Resources* books are primarily devoted to expository articles and biographical sketches. FOSS suggests that the reading be completed during language-arts time to connect to the Common Core State Standards for ELA. When language-arts skills and methods are embedded in content material that relates to the authentic experience students have had during the FOSS active learning sessions, students are interested, and they get more meaning from the text material.

Recommended strategies to engage students in reading, writing, speaking, and listening around the articles in the *FOSS Science Resources* books are included in the flow of Guiding the Investigation. In addition, a library of resources is described in the Science-Centered Language Development chapter in *Teacher Resources*.

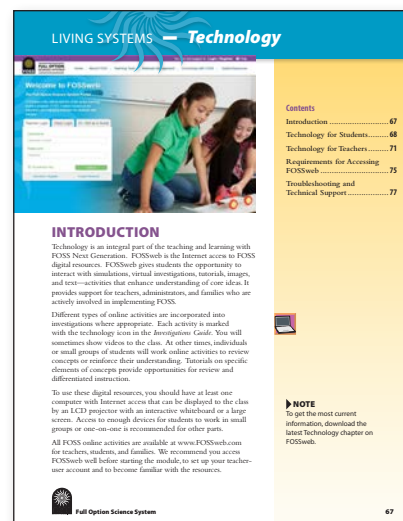
The chapter FOSS and the Common Core ELA in *Teacher Resources* shows how FOSS provides opportunities to develop and exercise the Common Core ELA practices through science. A detailed table identifies these opportunities in the three FOSS modules for the fifth grade.



Engaging in Online Activities through FOSSweb

The simulations and online activities on FOSSweb are designed to support students' learning at specific times during instruction. Digital resources include streaming videos that can be viewed by the class or small groups. Resources may also include virtual investigations and tutorials that students can use to review the active investigations and to support students who need more time with the concepts or who have been absent and missed the active investigations.

The Technology chapter provides details about the online activities for students and the tools and resources for teachers to support and enrich instruction. There are many ways for students to engage with the digital resources—in class as individuals, in small groups, or as a whole class, and at home with family and friends.



Assessing Progress

The FOSS assessment system includes both formative and summative assessments. Formative assessment monitors learning during the process of instruction. It measures progress, provides information about learning, and is predominantly diagnostic. Summative assessment looks at the learning after instruction is completed, and it measures achievement.

Formative assessment in FOSS, called **embedded assessment**, is an integral part of instruction, and occurs on a daily basis. You observe action during class in a performance assessment or review notebooks after class. Performance assessments look at students' engagement in science and engineering practices or their recognition of crosscutting concepts, and are indicated with the second assessment icon. Embedded assessment provides continuous monitoring of students' learning and helps you make decisions about whether to review, extend, or move on to the next idea to be covered.

Benchmark assessments include the *Survey*, *I-Checks*, *Posttest*, and interim assessments. The *Survey* is given before instruction begins. It provides information about students' prior knowledge. **I-Checks** are actually hybrid tools: they can provide summative information about students' achievement, but more importantly, they can be used formatively as well to provide diagnostic information. Reviewing specific items on an I-Check with the class provides additional opportunities for students to clarify their thinking. The *Posttest* is a summative assessment given after instruction is complete.

Interim assessments give students practice with items specifically designed to measure three-dimensional learning described by NGSS performance expectations. Interim assessment tasks generally begin with a scenario, and ask students to apply practices and crosscutting concepts as well as disciplinary core ideas to respond to the item. Interim assessment tasks can be administered during a module, at the end of the module, or as an end-of-year grade-level assessment.

All benchmark items are carefully designed to be valid, reliable, and accessible to all students. They focus on assessment *for* learning, and when accompanied by thoughtful self-assessment activities and feedback, contribute to the development of a growth mindset.



► TECHNOLOGY COMPONENTS OF THE FOSS ASSESSMENT SYSTEM

FOSSmap for teachers and online assessment for students are the technology components of the FOSS assessment system. Students in grades 3–8 can take assessments online. FOSSmap provides the tools for you to review those assessments online so you can determine next steps for the class or differentiated instruction for individual students based on assessment performance. See the Assessment chapter for more information on these technology components.



Taking FOSS Outdoors

FOSS throws open the classroom door and proclaims the entire school campus to be the science classroom. The true value of science knowledge is its usefulness in the real world and not just in the classroom. Taking regular excursions into the immediate outdoor environment has many benefits. First of all, it provides opportunities for students to apply things they learned in the classroom to novel situations. When students are able to transfer knowledge of scientific principles to natural systems, they experience a sense of accomplishment.

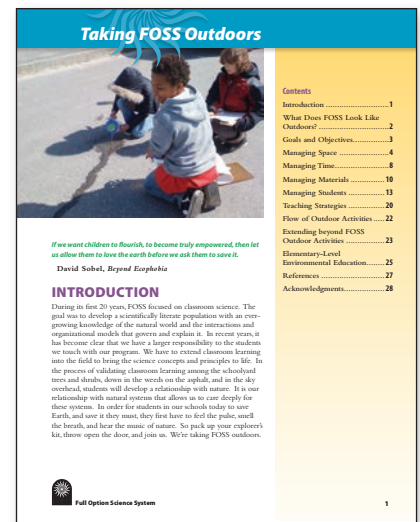
In addition to transfer and application, students can learn things outdoors that they are not able to learn indoors. The most important object of inquiry outdoors is the outdoors itself. To today's youth, the outdoors is something to pass through as quickly as possible to get to the next human-managed place. For many, engagement with the outdoors and natural systems must be intentional, at least at first. With repeated visits to familiar outdoor learning environments, students may first develop comfort in the outdoors, and then a desire to embrace and understand natural systems.

The last part of most investigations is an outdoor experience. Venturing out will require courage the first time or two you mount an outdoor expedition. It will confuse students as they struggle to find the right behavior that is a compromise between classroom rigor and diligence and the freedom of recreation. With persistence, you will reap rewards. You will be pleased to see students' comportment develop into proper field-study habits, and you might be amazed by the transformation of students with behavior issues in the classroom who become your insightful observers and leaders in the schoolyard environment.

Teaching outdoors is the same as teaching indoors—except for the space. You need to manage the same four core elements of classroom teaching: time, space, materials, and students. Because of the different space, new management procedures are required. Students can get farther away. Materials have to be transported. The space has to be defined and honored. Time has to be budgeted for getting to, moving around in, and returning from the outdoor study site. All these and more issues and solutions are discussed in the Taking FOSS Outdoors chapter in *Teacher Resources*.

NOTE

The kit includes a set of four *Conservation* posters so you can discuss the importance of natural resources with students.



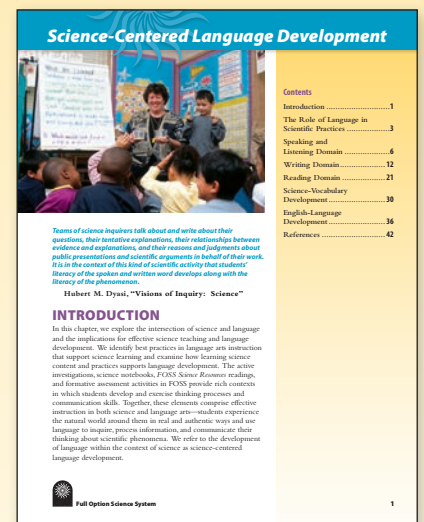
Science-Centered Language Development and Common Core State Standards for ELA

The FOSS active investigations, science notebooks, *FOSS Science Resources* articles, and formative assessments provide rich contexts in which students develop and exercise thinking and communication. These elements are essential for effective instruction in both science and language arts—students experience the natural world in real and authentic ways and use language to inquire, process information, and communicate their thinking about scientific phenomena. FOSS refers to this development of language process and skills within the context of science as science-centered language development.

In the Science-Centered Language Development chapter in *Teacher Resources*, we explore the intersection of science and language and the implications for effective science teaching and language development. Language plays two crucial roles in science learning: (1) it facilitates the communication of conceptual and procedural knowledge, questions, and propositions, and (2) it mediates thinking—a process necessary for understanding. For students, language development is intimately involved in their learning about the natural world. Science provides a real and engaging context for developing literacy and language-arts skills identified in contemporary standards for English language arts.

The most effective integration depends on the type of investigation, the experience of students, the language skills and needs of students, and the language objectives that you deem important at the time. The Science-Centered Language Development chapter is a library of resources and strategies for you to use. The chapter describes how literacy strategies are integrated purposefully into the FOSS investigations, gives suggestions for additional literacy strategies that both enhance students’ learning in science and develop or exercise English-language literacy skills, and develops science vocabulary with scaffolding strategies for supporting all learners. We identify effective practices in language-arts instruction that support science learning and examine how learning science content and engaging in science and engineering practices support language development.

Specific methods to make connections to the Common Core State Standards for English Language Arts are included in the flow of Guiding the Investigation. These recommended methods are linked to the CCSS ELA through ELA Connection notes. In addition, the FOSS and the Common Core ELA chapter in *Teacher Resources* summarizes all of the connections to each standard at the given grade level.



DIFFERENTIATED INSTRUCTION FOR ACCESS AND EQUITY

Learning from Experience

The roots of FOSS extend back to the mid-1970s and the Science Activities for the Visually Impaired and Science Enrichment for Learners with Physical Handicaps projects (SAVI/SELPH Program). As this special-education science program expanded into fully integrated (mainstreamed) settings in the 1980s, hands-on science proved to be a powerful medium for bringing all students together. The subject matter is universally interesting, and the joy and satisfaction of discovery are shared by everyone. Active science by itself provides part of the solution to full inclusion and provides many opportunities at the same time for differentiated instruction.

Many years later, FOSS began a collaboration with educators and researchers at the Center for Applied Special Technology (CAST), where principles of Universal Design for Learning (UDL) had been developed and applied. FOSS continues to learn from our colleagues about ways to use new media and technologies to improve instruction. Here are the UDL guiding principles.

Principle 1. Provide multiple means of representation. Give learners various ways to acquire information and demonstrate knowledge.

Principle 2. Provide multiple means of action and expression. Offer students alternatives for communicating what they know.

Principle 3. Provide multiple means of engagement. Help learners get interested, be challenged, and stay motivated.

FOSS for All Students

The FOSS Program has been designed to maximize the science learning opportunities for all students, including those who have traditionally not had access to or have not benefited from equitable science experiences—students with special needs, ethnically diverse learners, English learners, students living in poverty, girls, and advanced and gifted learners. FOSS is rooted in a 30-year tradition of multisensory science education and informed by recent research on UDL and culturally and linguistically responsive teaching and learning. Procedures found effective with students with special needs and students who are learning English are incorporated into the materials and strategies used with all students during the initial instruction phase. In addition, the **Access and Equity** chapter in *Teacher Resources* (or

“Active science by itself provides part of the solution to full inclusion and provides many opportunities at the same time for differentiated instruction.”

go to FOSSweb to download this chapter) provides strategies and suggestions for enhancing the science and engineering experiences for each of the specific groups noted above.

Throughout the FOSS investigations, students experience multiple ways of interacting with phenomena and expressing their understanding through a variety of modalities. Each student has multiple opportunities to demonstrate his or her strengths and needs, thoughts, and aspirations.

The challenge is then to provide appropriate follow-up experiences or enhancements appropriate for each student. For some students, this might mean more time with the active investigations or online activities. For other students, it might mean more experience and/or scaffolds for developing models, building explanations, or engaging in argument from evidence.

For some students, it might mean making vocabulary and language structures more explicit through new concrete experiences or through reading to students. It may help them identify and understand relationships and connections through graphic organizers.

For other students, it might be designing individual projects or small-group investigations. It might be more opportunities for experiencing science outside the classroom in more natural, outdoor environments or defining problems and designing solutions in their communities.

Assessment and Extensions

The next-step strategies suggested during the self-assessment sessions following I-Checks provide opportunities for differentiated instruction. These strategies can also be used to provide targeted and strategic instruction for students who need additional specific support. For more on next-step strategies, see the Assessment chapter.

There are additional approaches and strategies for ensuring access and equity by providing appropriate differentiated instruction. The FOSS Program provides tools and strategies so that you know what students are thinking throughout the module. Based on that knowledge and what you know about your students' cultural and linguistic background, as well as their individual strengths and needs, read through the extension activities for additional ways to enhance the learning experience for your students. Interdisciplinary extensions in the arts, social studies, math, and language arts, as well as more advanced projects are listed at the end of each investigation. Use these ideas to meet the individual needs and interests of your students. In addition, online activities including tutorials and virtual investigations are effective tools to provide differentiated levels of instruction.

English Learners

The FOSS Program provides a rich laboratory for language development for English learners. A variety of techniques are provided to make science concepts clear and concrete, including modeling, visuals, and active investigations in small groups. Instruction is guided and scaffolded through carefully designed lesson plans, and students are supported throughout.

Science vocabulary and language structures are introduced in authentic contexts while students engage in hands-on learning and collaborative discussion. Strategies for helping all students read, write, speak, and listen are described in the Science-Centered Language Development chapter. A specific section on English learners provides suggestions for both integrating English language development (ELD) approaches during the investigation and for developing designated (targeted and strategic) ELD-focused lessons that support science learning.

FOSS INVESTIGATION ORGANIZATION

Modules are subdivided into **investigations** (four in this module). Investigations are further subdivided into three to four **parts**. Each investigation has a general guiding question for the phenomenon students investigate, and each part of each investigation is driven by a **focus question**. The focus question, usually presented as the part begins, signals the challenge to be met, mystery to be solved, or principle to be uncovered. The focus question guides students' actions and thinking and makes the learning goal of each part explicit for teachers. Each part concludes with students recording an answer to the focus question in their notebooks.

The investigation is summarized for the teacher in the At-a-Glance chart at the beginning of each investigation.

Investigation-specific **scientific background** information for the teacher is presented in each investigation chapter organized by the focus questions.

The **Teaching Children about** section makes direct connections to the NGSS foundation boxes for the grade level—Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. This information is later presented in color-coded sidebar notes to identify specific places in the flow of the investigation where connections to the three dimensions of science learning appear. The Teaching Children about section ends with information about teaching and learning and a conceptual-flow graphic of the content.

The **Materials** and **Getting Ready** sections provide scheduling information and detail exactly how to prepare the materials and resources for conducting the investigation.

Teaching notes and **ELA Connections** appear in blue boxes in the sidebars. These notes comprise a second voice in the curriculum—an educative element. The first (traditional) voice is the message you deliver to students. The second educative voice, shared as a teaching note, is designed to help you understand the science content and pedagogical rationale at work behind the instructional scene. ELA Connection boxes provide connections to the Common Core State Standards for English Language Arts.

FOCUS QUESTION

What organisms are both predators and prey in a kelp forest?

SCIENCE AND ENGINEERING PRACTICES

Developing and using models

DISCIPLINARY CORE IDEAS

LS1.C: Organization for matter and energy flow in organisms

CROSSCUTTING CONCEPTS

Energy and matter

TEACHING NOTE

This focus question can be answered with a simple yes or no, but the question has power when students support their answers with evidence. Their answers should take the form “Yes, because ____.”

The **Getting Ready** and **Guiding the Investigation** sections have several features that are flagged in the sidebars. These include several icons to remind you when a particular pedagogical method is suggested, as well as concise bits of information in several categories.



The **safety** icon alerts you to potential safety issues related to chemicals, allergic reactions, and the use of safety goggles.



The small-group **discussion** icon asks you to pause while students discuss data or construct explanations in their groups.



The **new-word** icon alerts you to a new vocabulary word or phrase that should be introduced thoughtfully.



The **vocabulary** icon indicates where students should review recently introduced vocabulary.



The **recording** icon points out where students should make a science-notebook entry.



The **reading** icon signals when the class should read a specific article in the *FOSS Science Resources* book.



The **technology** icon signals when the class should use a digital resource on FOSSweb.

The **assessment** icons appear when there is an opportunity to assess student progress by using embedded or benchmark assessments. Some are performance assessments—observations of science and engineering practices, indicated by a second icon which includes a beaker and ruler.



The **outdoor** icon signals when to move the science learning experience into the schoolyard.



The **engineering** icon indicates opportunities for an experience incorporating engineering practices.



The **math** icon indicates an opportunity to engage in numerical data analysis and mathematics practice.



The **crosscutting concepts** icon indicates an opportunity to expand on the concept by going to *Teacher Resources*, Crosscutting Concepts chapter. This chapter provides details on how to engage students with that concept in the context of the investigation.



The **EL note** provides a specific strategy to use to assist English learners in developing science concepts.

EL NOTE

To help with pacing, you will see icons for **breakpoints**. Some breakpoints are essential, and others are optional.

POSSIBLE BREAKPOINT





ESTABLISHING A CLASSROOM CULTURE

Working in Collaborative Groups

Collaboration is important in science. Scientists usually collaborate on research enterprises. Groups of researchers often contribute to the collection of data, the analysis of findings, and the preparation of the results for publication.

Collaboration is expected in the science classroom, too. Some tasks call for everyone to have the same experience, either taking turns or doing the same things simultaneously. At other times, group members may have different experiences that they later bring together.

Research has shown that students learn better and are more successful when they collaborate. Working together promotes student interest, participation, learning, language development, and self-confidence. FOSS investigations use collaborative groups extensively. Here are a few general guidelines for collaborative learning that have proven successful over the years.

For most activities in upper-elementary grades, collaborative groups of four in which students take turns assuming specific responsibilities work best. Groups can be identified completely randomly (first four names drawn from a hat constitute group 1), or you can assemble groups to ensure diversity and inclusion. Thoughtfully constituted groups tend to work better.

Groups can be maintained for extended periods of time, or they can be reconfigured frequently. Six to nine weeks seems about optimum, so students might stay together throughout an entire module.

Functional roles within groups can be determined by the members themselves, or they can be assigned in one of several ways. Each member in a collaborative group can be assigned a number or a color. Then you need only announce which color or number will perform a certain task for the group at a certain time. Compass points can also be used: the person seated on the east side of the table will be the Reporter for this investigation.

The functional roles used in the investigations follow. If you already use other names for functional roles in your class, use them in place of those in the investigations.

The **Getter** is responsible for materials. One person from each group gets equipment from the materials station, and later returns the equipment.

One person is the **Starter** for each task. This person supervises setting up the equipment and makes sure that everyone gets a turn and that everyone has an opportunity to contribute ideas to the investigation.

The **Recorder** makes sure that everyone has recorded information in his or her science notebook and, as appropriate, records the group data and ideas.

The **Reporter** reports group data to the class or transcribes it to the board or class chart, and shares the main points of the group discussion during class discussion.

Getting started with collaborative groups requires patience, but the rewards are great. Once collaborative groups are in place, you will be able to engage students in more meaningful conversations about science content. You are free to “cruise” the groups, to observe and listen to students as they work, and to interact with individuals and small groups as needed.

Norms for Sense-Making Discussions

Setting up norms for discussion and holding yourself and your students accountable is the first step toward creating a culture of productive talk in the classroom that supports engagement in the science and engineering practices. Students need to feel free to express their ideas, and to provide and receive criticism from others as they work toward understanding of the disciplinary core ideas of science and methods of engineering.

Establish norms at the beginning of the school year. It is recommended that this be done together as a class activity. However, presenting a poster of norms to students and asking them to discuss why each one is important can also be effective. Before each sense-making discussion, review the norms. Review what it will look like, sound like, and feel like when everyone is following the agreements. You might have students work on one or two at a time as they are developing their oral discourse skills. After discussion, save a few minutes for reflection on how well the group or the class adhered to the norms and what they can do better next time. More strategies for supporting academic discourse can be found in the Sense-Making Discussions for Three-Dimensional Learning and Science-Centered Language Development chapters in *Teacher Resources* (also available as downloadable PDFs on FOSSweb).

My Responsibilities

I agree that I will...

- explain my ideas.
- listen to others and show that I am listening.
- ask questions when I am confused or can't hear.
- connect my ideas to others' (explain, add to, respectfully disagree).
- participate because all ideas lead to learning (speak loud and clear).



Modified from Talk Science Primer
by Derek Mickalis and Cathy O'Connor

This poster is an example of student responsibilities that the class discussed and adopted as their norms.

Managing Materials

The Materials section lists the items in the equipment kit and any teacher-supplied materials. It also describes things to do to prepare a new kit and how to check and prepare the kit for your classroom. Classroom volunteers and helpful students can also assist in setting up and preparing the materials.

Individual photos of each piece of FOSS equipment are available for printing from FOSSweb, and can help students and you identify each item. They can be used to support emerging readers and English language learners to acquire and use new vocabulary words necessary to engage in the investigations. (Photo equipment cards are available in English and Spanish formats.)

The FOSS Program designers suggest using a central materials distribution system. You organize all the materials for an investigation at a single location called the materials station. As the investigation progresses, one member of each group gets materials as they are needed, and another returns the materials when the investigation is complete. You place the equipment and resources at the station, and students do the rest. Students can also be involved in cleaning and organizing the materials at the end of a session. Be sure to work with students to Reduce, Reuse, and Recycle the materials used in science.

When Students Are Absent

When a student is absent for a session, give him or her a chance to spend some time with the materials at a center. Another student might act as a peer tutor. Allow the student to bring home a *FOSS Science Resources* book to read with a family member. There are suggested interactive reading strategies for each article as well as embedded review items that the student can respond to verbally or in writing.



Collaborative Teaching and Learning

Collaborative learning requires a collective as well as individual growth mindset. A growth mindset is when people believe that their most basic abilities can be developed through dedication and hard work (see the research of Carol Dweck and her book *Mindset: The Psychology of Success*). As students work together to make sense of phenomena and develop their inquiry and discourse skills, it's important to recognize and value their efforts to try new approaches and their willingness to make their thinking visible. Remind students that everyone in the classroom, including you the teacher, will be learning new ideas and ways to think about the world. Where there is productive struggle, there is learning. Here are a few ways to help students develop a growth mindset for science and engineering.

- **Praise effort, not right answers.** When students are successful at a task, provide positive feedback about their level of engagement and effort in the practices, e.g., the efforts they put into careful observations, how well they organized and interpreted their data, the relevancy of their questions, how well they connected or applied new concepts, and their use of precise vocabulary, etc. Also, try to provide feedback that encourages students to continue to improve their learning and exploring, e.g., is there another way to approach this question? Have you thought about ____? What evidence is there to support ____?
- **Foster and validate divergent thinking.** During sense-making discussions, continually emphasize how important it is to share emerging ideas and to be open to the ideas of others in order to build understanding. Model for students how you refine and revise your thinking based on new information. Make it clear to students that the point is not for them to show they have the right answer, but rather to help each other arrive at new understandings. Point out positive examples of students expressing and revising their ideas.

Establishing a classroom culture that supports three-dimensional teaching and learning centers on collaboration. Collaborative groupings, materials management, and norms are structures you can put into place to foster collaboration. These structures along with the expectations that students will be negotiating meaning together as a community of learners, creates a learning environment where students are compelled to work, think, and communicate like scientists and engineers to help one another learn.

SAFETY IN THE CLASSROOM AND OUTDOORS

Following the procedures described in each investigation will make for a very safe experience in the classroom. You should also review your district safety guidelines and make sure that everything you do is consistent with those guidelines. Two posters are included in the kit: *FOSS Science Safety* for classroom use and *FOSS Outdoor Safety* for outdoor activities.

Look for the safety icon in the Getting Ready and Guiding the Investigation sections that will alert you to safety considerations throughout the module.

Safety Data Sheets (SDS) for materials used in the FOSS Program can be found on FOSSweb. If you have questions regarding any SDS, call Delta Education at 1-800-258-1302 (Monday–Friday, 8 a.m.–5 p.m. ET).



Science Safety

- 1 Listen carefully to your teacher's instructions. Follow all directions. Ask questions if you don't know what to do.
- 2 Tell your teacher if you have any allergies.
- 3 Never put any materials in your mouth. Do not taste anything unless your teacher tells you to do so.
- 4 Never smell any unknown material. If your teacher tells you to smell something, wave your hand over the material to bring the smell toward your nose.
- 5 Do not touch your face, mouth, ears, eyes, or nose while working with chemicals, plants, or animals.
- 6 Always protect your eyes. Wear safety goggles when necessary. Tell your teacher if you wear contact lenses.
- 7 Always wash your hands with soap and warm water after handling chemicals, plants, or animals.
- 8 Never mix any chemicals unless your teacher tells you to do so.
- 9 Report all spills, accidents, and injuries to your teacher.
- 10 Treat animals with respect, caution, and consideration.
- 11 Clean up your work space after each investigation.
- 12 Act responsibly during all science activities.



Outdoor Safety

- 1 Listen carefully to your teacher's instructions. Follow all directions. Ask questions if you don't know what to do.
- 2 Tell your teacher if you have any allergies. Let your teacher know if you have never been stung by a bee.
- 3 Never put any materials in your mouth.
- 4 Dress appropriately for the weather and the outdoor experience.
- 5 Stay within the designated study area and with your partner or group. When you hear the "freeze" signal, stop and listen to your teacher.
- 6 Never look directly at the Sun or at the sunlight being reflected off a shiny object.
- 7 Know if there are any skin-irritating plants in your schoolyard, and do not touch them. Most plants in the schoolyard are harmless.
- 8 Respect all living things. When looking under a stone or log, lift the side away from you so that any living thing can escape.
- 9 If a stinging insect is near you, stay calm and slowly walk away from it. Tell your teacher right away if you are stung or bitten.
- 10 Never release any living things into the environment unless you collected them there.
- 11 Always wash your hands with soap and warm water after handling plants, animals, and soil.
- 12 Return to the classroom with all of the materials you brought outside.



Science Safety in the Classroom

General classroom safety rules to share with students are listed here.

1. Listen carefully to your teacher's instructions. Follow all directions. Ask questions if you don't know what to do.
2. Tell your teacher if you have any allergies.
3. Never put any materials in your mouth. Do not taste anything unless your teacher tells you to do so.
4. Never smell any unknown material. If your teacher tells you to smell something, wave your hand over the material to bring the smell toward your nose.
5. Do not touch your face, mouth, ears, eyes, or nose while working with chemicals, plants, or animals.
6. Always protect your eyes. Wear safety goggles when necessary. Tell your teacher if you wear contact lenses.
7. Always wash your hands with soap and warm water after handling chemicals, plants, or animals.
8. Never mix any chemicals unless your teacher tells you to do so.
9. Report all spills, accidents, and injuries to your teacher.
10. Treat animals with respect, caution, and consideration.
11. Clean up your work space after each investigation.
12. Act responsibly during all science activities.

SCHEDULING THE MODULE

Below is a suggested teaching schedule for the module. The investigations are numbered and should be taught in order, as the concepts build upon each other from investigation to investigation. We suggest that a minimum of ten weeks be devoted to this module.

Active-investigation (A) sessions include hands-on work with materials, active thinking about experiences, small-group discussion, writing in science notebooks, and learning new vocabulary in context.

Reading (R) sessions involve reading *FOSS Science Resources* articles. Reading can be completed during language-arts time to make connections to Common Core State Standards for ELA (CCSS ELA).

During **Wrap-Up/Warm-Up (W)** sessions, students share notebook entries and engage in connections to CCSS ELA. These sessions can also be completed during language-arts time.

I-Checks are short summative assessments at the end of each investigation. Students have a short notebook review session the day before and a self-assessment of selected items the following day. (See the Assessment chapter for the next-step strategies for self-assessment.)

Week	Day 1	Day 2	Day 3	Day 4	Day 5
	Survey	(Dry soil)			
1	START Inv. 1 Part 1	R/W	START Inv. 1 Part 2	A/R/W	Inv. 1 Part 3
	A		A/R		A/R
2	R/W	START Inv. 1 Part 4	R	Review	I-Check 1
		A (Redworms)			
3	Self-assess	START Inv. 2 Part 1	A	R/W	START Inv. 2 Part 2
		A			A (Planting)
4	A/R	(Observe redworms)		A (Observe wheat plants)	A/R
5	(Observe wheat plants)	START Inv. 2 Part 3	A/R	Review	I-Check 2
	A	A/R (Larvae)			
6	START Inv. 3 Part 1	R/A	START Inv. 3 Part 2	R/A/W	(Observe redworms and wheat seedlings)
	A		A/R		
7	CONT. Inv. 3 Part 1	A/R	R/W	START Inv. 3 Part 3	R/W
	A			A	
8	Review	I-Check 3	Self-assess	START Inv. 4 Part 1	A/R/W
				A	
9	START Inv. 4 Part 2	R/W	START Inv. 4 Part 3	START Inv. 4 Part 4	A/R
	A		A/W	A	
10	Review	Posttest			

NOTE

The Getting Ready section for each part of an investigation helps you prepare. It provides information on scheduling the activities and introduces the tools and techniques used in the activity. Be prepared—read the Getting Ready section thoroughly and review the teacher preparation video on FOSSweb.

In Investigation 1, Part 4, students set up redworm habitats. Students should observe the habitats for 1–2 months. In Investigation 4, Part 5, students make final observations and dismantle the habitats.

In Investigation 2, Part 2, students set up a plant experiment. It is best to start that on a Friday so students can make observations the following Monday. Students can observe and record plant changes later that week when the plants are 6 days old.

Investigation 2, Part 3, students are introduced to painted lady butterfly larvae. The insects go through their life cycle during the rest of the module. The adults will go through their lifetime and die by the end of the module.

Have students review and take the *I-Check for Investigation 2* after finishing the review of the response sheet in Part 3. It is not necessary to wait until the butterflies emerge as adults to conduct the I-Check.

FOSS CONTACTS

General FOSS Program information

www.FOSSweb.com

www.DeltaEducation.com/FOSS

Developers at the Lawrence Hall of Science

foss@berkeley.edu

Customer Service at Delta Education

www.DeltaEducation.com/contact.aspx

Phone: 1-800-258-1302, 8:00 a.m.–5:00 p.m. ET

FOSSmap (online component of FOSS assessment system)

<http://FOSSmap.com/>

FOSSweb account questions/access codes/help logging in

techsupport.science@schoolspecialty.com

Phone: 1-800-258-1302, 8:00 a.m.–5:00 p.m. ET

School Specialty online support

loginhelp@schoolspecialty.com

Phone: 1-800-513-2465, 8:30 a.m. –6:00 p.m. ET

FOSSweb tech support

support@fossweb.com

Professional development

www.FOSSweb.com/Professional-Development

Safety issues

www.DeltaEducation.com/SDS

Phone: 1-800-258-1302, 8:00 a.m.–5:00 p.m. ET

For chemical emergencies, contact Chemtrec 24 hours per day.

Phone: 1-800-424-9300

Sales and replacement parts

www.DeltaEducation.com/FOSS/buy

Phone: 1-800-338-5270, 8:00 a.m.–5:00 p.m. ET