INTRODUCTION

The Animals Two by Two Module provides early-childhood students with close and personal interaction with some common land and water animals. Students observe and describe the structures of fish, birds, snails, earthworms, and isopods. Appropriate classroom habitats are established, and students learn to care for the animals. In four investigations, animals are studied in pairs. Students observe and care for one animal over time, and then they are introduced to another animal similar to the first but with differences in structure and behavior.

Students learn what animals need to survive and the relationship between their needs and where they live. The firsthand experiences are enriched with close-up photos of animals, some related to animals that students have observed in class and some to animals that are new. This process enhances observation, communication, and comparison.

Throughout the Animals Two by Two Module, students engage in science and engineering practices by asking questions, participating in collaborative investigations, observing, recording, and interpreting data to build explanations, and obtaining information from photographs. Students gain experiences that will contribute to an understanding of the crosscutting concepts of patterns; cause and effect; systems and system models; and structure and function.
<table>
<thead>
<tr>
<th>Module Summary</th>
<th>Focus Questions</th>
</tr>
</thead>
</table>
| Students observe the structures and behaviors of goldfish. They feed the fish and enrich the environment in which the fish live. They compare the structures and behaviors of the goldfish to those of other fish, guppies. Students compare photos of fish and read about fish. They go bird watching in the schoolyard and compare features and behaviors of birds. | What are the parts of a goldfish?  
What do goldfish need to live?  
What do goldfish do?  
How are guppies and goldfish different?  
How are they the same?  
What birds visit our schoolyard? |
| Students observe the structures and behaviors of two kinds of water snails. Students work with a variety of seashells, discussing similarities and differences in their size, shape, color, and texture. Students match shell pairs, make designs, and create patterns. Students explore the schoolyard to find local land snails and compare their structures and behaviors to water snails. | What are the parts of a water snail?  
How can shells be grouped?  
What do land snails do? |
| Students dig for redworms, rinse them off, and look at their structures. They study their behavior. They construct worm jars and provide for the needs of the composting worms. Students observe how the worms change the plant material into soil. They compare the redworms to night crawlers, which are much larger. Students compare photos and read about worms and their activities in soil. | What are the parts of a redworm?  
What do redworms need to live?  
How are redworms and night crawlers different?  
How are they the same? |
| Students observe structures of two kinds of isopods. They learn to identify which are pill bugs and which are sow bugs. They hold isopod races. Students make a terrarium in which all the land animals live together. They compare photos and read about isopods. They read about and compare illustrations of a variety of animals and discuss the differences between living and nonliving things. | What are isopods?  
How are pill bugs and sow bugs different?  
How are they the same?  
How do isopods move?  
What do animals need to live? |
<table>
<thead>
<tr>
<th>Content Related to Disciplinary Core Ideas</th>
<th>Reading/Technology</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| - Fish are animals and have basic needs.  
- Fish have structures that help them live and grow.  
- Different kinds of fish have similar but different structures and behaviors.  
- Birds are animals that have basic needs.  
- Different kinds of birds have similar but different structures and behaviors. | **Science Resources Book**  
“Fish Same and Different”  
“Fish Live in Many Places”  
“Birds Outdoors”  
**Video**  
“The Urban Habitat of Peregrine Falcons” in *Is This a House for Hermit Crab?* (Extension) | **Embedded Assessment**  
Teacher observation  
**NGSS Performance Expectations**  
K-LS1-1  
K-ESS2-2  
K-ESS3-1 |
| | | |
| - Different kinds of snails have some structures and behaviors that are the same and some that are different.  
- Snails are animals and have basic needs—water, air, food, and space with shelter.  
- There is great diversity among snails.  
- Shells differ in size, shape, pattern, and texture.  
- Snails have senses. | **Science Resources Book**  
“Water and Land Snails”  
**Video**  
*Seashore Surprises* | **Embedded Assessment**  
Teacher observation  
**NGSS Performance Expectations**  
K-LS1-1  
K-ESS2-2  
K-ESS3-1 |
| | | |
| - Worms are animals and have basic needs.  
- Worms have identifiable structures.  
- Different kinds of worms have similar structures and behaviors; they also have differences (size, color).  
- Worm behavior is influenced by conditions in the environment.  
- Worms change plant material into soil. | **Science Resources Book**  
“Worms in Soil” | **Embedded Assessment**  
Teacher observation  
**NGSS Performance Expectations**  
K-LS1-1  
K-ESS2-2  
K-ESS3-1 |
| | | |
| - Isopods are animals and have basic needs—water, air, food, and space with shelter.  
- Different kinds of isopods have some structures and behaviors that are the same and some that are different.  
- There is great diversity among isopods.  
- Isopod behavior is influenced by conditions in the environment. | **Science Resources Book**  
“Isopods”  
“Animals All around Us”  
“Living and Nonliving”  
**Book**  
*Animals Two By Two*  
**Online Activity**  
“Find the Parent” | **Embedded Assessment**  
Teacher observation  
**NGSS Performance Expectations**  
K-LS1-1  
K-ESS2-2  
K-ESS3-1 |
FOSS COMPONENTS

Teacher Toolkit for Each Module

The FOSS Next Generation Program has three modules for kindergarten—Materials and Motion, Trees and Weather, and Animals Two by Two.

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

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
- Science Notebooks in Grades K–2
- Science-Centered Language Development
- FOSS and Common Core ELA—Grade K
- FOSS and Common Core Math—Grade K
- Taking FOSS Outdoors
- Teacher Masters
- Assessment Masters

Equipment Kit for Each Module or Grade Level

The FOSS Program provides the materials needed for the investigations, including metric measuring tools, 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 items.
FOSS Science Resources Books

FOSS Science Resources: Animals Two by Two 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 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.

Some snails live on land in moist places.

A garden is one place for land snails.
FOSS Components

Technology

The FOSS website opens new horizons for educators, students, and families, in the classroom or at home. Each module has digital resources and online activities for students and families. For teachers, FOSSweb provides resources for materials management, general teaching tools for FOSS, purchasing links, contact information for the FOSS Program, and technical support. You do not need an account to view this general FOSS Program information. In addition to the general information, FOSSweb provides digital access to PDF versions of the Teacher Resources component of the Teacher Toolkit and digital-only resources that supplement the print and kit materials.

Additional resources are available to support FOSS teachers. 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 investigations that provide 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 Active Investigation

- Using Formative Assessment
- Integrating Science Notebooks
- Engaging in Science–Centered Language Development
- Accessing Technology
- Taking FOSS Outdoors
- Reading FOSS Science Resources Books

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

- Active investigation, firsthand experiences with objects, organisms, and materials in the natural and designed worlds
- Recording in science notebooks to answer the focus question
- Reading in FOSS Science Resources books
- Online activities to review or extend the investigation
- Outdoor experiences to collect data from the local environment or apply knowledge
- Assessment to monitor progress and motivate student learning

In practice, these components are seamlessly integrated into a curriculum designed to maximize every student's opportunity to learn. An instructional sequence may move from one pedagogy to another and back again to ensure adequate coverage of a concept.

A learning cycle is 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 systematic approach to science instruction.

The most recent model is a series 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.
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: questioning and planning;
• activity: doing and observing;
• data management: recording, organizing, and processing;
• analysis: discussing and writing explanations.

Context: questioning and planning. Active investigation requires focus. The context of an inquiry can be established with a focus question or challenge from you or, in some cases, from students. (What do animals need to live and grow in a terrarium?) 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 to find out what grows from the nodes of a potato. 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 in their science notebooks a summary of their learning as well as questions raised during the activity.

**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.

Full-size duplication masters are also 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 K–2 for more details on how to use notebooks with FOSS.
ANIMALS TWO BY TWO — Overview

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 using 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 Common Core ELA in Teacher Resources shows how FOSS provides opportunities to develop and exercise the Common Core State Standards for ELA practices through science. A detailed table identifies these opportunities in the three FOSS modules for kindergarten.

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 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 for Kindergarten

Assessment and teaching must be woven together to provide the greatest benefit to both the student and the teacher. Assessing young students is a process of planning what to assess, and observing, questioning, and recording information about student learning for future reference. Observing students as they engage in the activity and as they share notebook entries (drawings and words) reveals their thinking and problem-solving abilities. Questioning probes for understanding. Both observing and questioning will give you information about what individual students can and can’t do, and what they know or don’t know. This information allows you to plan your instruction thoughtfully. For example, if you find students need more experience comparing isopods, you can provide more time at a center for sorting and recording observations in their notebooks.

Use the techniques that work for you and your students and that fit with the overall kindergarten curriculum goals. The most detailed and reliable picture of students’ growth emerges from information gathered by a variety of assessment strategies.

FOSS embedded assessments for kindergarten allow you and your students to monitor learning on a daily basis as you progress through the Animals Two by Two Module. You will find suggestions for what to assess in the Getting Ready section of each part of each investigation.
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.

The Three Rs of Conservation

A natural resource is something found in nature that people need or use. Trees, soil, and water are some natural resources. Keeping natural resources safe and managing them wisely is called conservation. How can you practice conservation? Follow the three Rs: reduce, reuse, and recycle!

NOTE

The kit includes a set of four observation 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 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.

© Copyright The Regents of the University of California Berkeley
Not for resale, redistribution, or use other than classroom use without further permission. www.fossweb.com
DIFFERENTIATED INSTRUCTION

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). As those special-education science programs expanded into fully integrated 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 one 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 principles.

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

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

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

The FOSS Program has been designed to maximize the science-learning opportunities for students with special needs and students from culturally and linguistically diverse origins. FOSS is rooted in a 30-year tradition of multisensory science education and informed by recent research on UDL. 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.

FOSS instruction allows students to express their understanding through a variety of modalities. Each student has multiple opportunities to demonstrate his or her strengths and needs. The challenge is then to provide appropriate follow-up experiences for each student. For some students, appropriate experience might mean more time with the active investigations or online activities. For other students, it might mean more experience building explanations of the science concepts orally or in writing or drawing. For some students, it might mean making vocabulary more explicit through new concrete experiences or
Differentiated Instruction

through reading to students. For some students, it may be scaffolding their thinking through graphic organizers. For other students, it might be designing individual projects or small-group investigations. For some students, it might be more opportunities for experiencing science outside the classroom in more natural, outdoor environments.

There are additional strategies for providing differentiated instruction. The FOSS Program provides tools and strategies so that you know what students are thinking throughout the module. Based on that knowledge, read through the extension activities for experiences that might be appropriate for students who need additional practice with the basic concepts as well as those ready for more advanced projects. Interdisciplinary extensions 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 instruction.

English Learners

The FOSS multisensory program provides a rich laboratory for language development for English learners. The program uses a variety of techniques to make science concepts clear and concrete, including modeling, visuals, and active investigations in small groups at centers. Key vocabulary is usually developed within an activity context with frequent opportunities for interaction and discussion between teacher and student and among students. This provides practice and application of the new vocabulary. Instruction is guided and scaffolded through carefully designed lesson plans, and students are supported throughout. The learning is active and engaging for all students, including English learners.

Science vocabulary is introduced in authentic contexts while students engage in active learning. Strategies for helping all students read, write, speak, and listen are described in the Science-Centered Language Development chapter in the Teacher Resources. There is a section on science-vocabulary development with scaffolding strategies for supporting English learners. These strategies are essential for English learners, and they are good teaching strategies for all learners.
FOSS INVESTIGATION ORGANIZATION

Modules are subdivided into investigations (four in this module). Investigations are further subdivided into three to five parts. 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 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 Connections boxes provide connections to the Common Core State Standards for English Language Arts.

The Getting Ready and Guiding the Investigation sections have several features that are flagged in the sidebars. These include 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* books.

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 the icon that 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 **EL note** provides a specific strategy to assist English learners in developing science concepts.

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

Students in primary grades are usually most comfortable working as individuals with materials. The abilities to share, take turns, and learn by contributing to a group goal are developing but are not reliable as learning strategies all the time. Because of this egocentrism and the need for many students to control materials or dominate actions, the FOSS kit includes a lot of materials. To effectively manage students and materials, FOSS offers some suggestions.

Small-Group Centers

Many of the kindergarten-level observations and investigations are conducted with small groups at a learning center. Limit the number of students at the center to six to ten at one time. When possible, each student will have his or her own equipment to work with. In some cases, students will have to share materials and equipment and make observations together. Primary students are good at working together independently.

As one group at a time is working at the center on a FOSS activity, other students will be doing something else. Over the course of an hour or more, plan to rotate all students through the center, or allow the center to be a free-choice station.

Whole-Class Discussions

Introducing and wrapping up the center activities require you to work for brief periods with the whole class. FOSS suggests for these introductions and wrap-ups that you gather the class at the rug or other location in the classroom where students can sit comfortably in a large group.

Guides for Adult Helpers

In Teacher Resources, you will find duplication masters for center instructions for some investigation parts. These sheets are intended as a quick reference for a family member or other adult who might be supervising the center. The sheets help that person keep the activity moving in a productive direction. The sheets can be laminated or slipped into a clear-plastic sheet protector for durability.
Managing the Classroom

When You Don’t Have Adult Helpers

Some parts of investigations are designed for small groups, with an aide or a student’s family member available to guide the activity and to encourage discussion and vocabulary development. We realize that there are many primary classrooms in which the teacher is the only adult present. Here are some ways to manage in that situation.

- Invite upper-elementary students to visit your class to help with the activities. They should be able to read the center instructions and conduct the activities with students. Remind older students to be guides and to let primary students do the activities themselves.

- Introduce each part of the activity with the whole class. Set up the center as described in Investigations Guide, but let students work at the center by themselves. Discussion might not be as rich, but most of the centers can be done independently by students once they have been introduced to the process. Be a 1-minute manager, checking on the center from time to time, offering a few words of advice or direction.

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. Individual photos of each piece of FOSS equipment are available for printing from FOSSweb, and can help students and you identify each item.

When Students Are Absent

When a student is absent for an activity, 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.
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: Science Safety for classroom use and 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, 8:00 a.m.–5:00 p.m. ET).

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.
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. Always wash your hands with soap and warm water after handling chemicals, plants, or animals.
10. Report all spills, accidents, and injuries to your teacher.
11. Do not touch any living things unless your teacher tells you to do so.
12. Act responsibly during all science activities.

Science Safety

Listen carefully to your teacher’s instructions. Follow all directions. Ask questions if you don’t know what to do.

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.
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. Always wash your hands with soap and warm water after handling chemicals, plants, or animals.
10. Report all spills, accidents, and injuries to your teacher.
11. Do not touch any living things unless your teacher tells you to do so.
12. Act responsibly during all science activities.
SCHEDULING THE MODULE

The Getting Ready section for each part of the investigation helps you prepare. It provides information on scheduling the investigation and introduces the tools and techniques used in the investigation. The first item in the Getting Ready section gives an estimated amount of time the part should take. A general rule of thumb is to plan 10 minutes to introduce the investigation to the whole class, about 15-20 minutes at the center for each group, about 10 minutes to wrap up the activity with the whole class, and a few minutes to transition to the groups. Notebook sessions can be done with the whole class after everyone has participated in the center activities. All of the outdoor sessions are whole-class activities. It will take about 8 weeks to complete the module.

Below is a list of the investigations and parts and the format of the investigation (whole class, center, or a combination of the two).

<table>
<thead>
<tr>
<th>INVESTIGATION</th>
<th>PART</th>
<th>ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goldfish and Guppies</td>
<td>1. The Structure of Goldfish</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>2. Caring for Goldfish</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>3. Goldfish Behavior</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>4. Comparing Guppies</td>
<td>center/whole class</td>
</tr>
<tr>
<td></td>
<td>to Goldfish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Comparing Schoolyard Birds</td>
<td>whole class</td>
</tr>
<tr>
<td>2. Water and Land Snails</td>
<td>1. Observing Water Snails</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>2. Shells</td>
<td>center/whole class</td>
</tr>
<tr>
<td></td>
<td>3. Land Snails</td>
<td>center/whole class</td>
</tr>
<tr>
<td>3. Big and Little Worms</td>
<td>1. The Structure of Redworms</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>2. Redworm Behavior</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>3. Comparing Redworms to</td>
<td>center/whole class</td>
</tr>
<tr>
<td></td>
<td>Night Crawlers</td>
<td></td>
</tr>
<tr>
<td>4. Pill Bugs and Sow Bugs</td>
<td>1. Isopod Observations</td>
<td>center</td>
</tr>
<tr>
<td></td>
<td>2. Identifying Isopods</td>
<td>center/whole class</td>
</tr>
<tr>
<td></td>
<td>3. Isopod Movement</td>
<td>center/whole class</td>
</tr>
<tr>
<td></td>
<td>4. Animals Living Together</td>
<td>center/whole class</td>
</tr>
</tbody>
</table>
ANIMALS TWO BY TWO — Overview

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)
FOSSmap.com/

FOSSweb account questions/help logging in
School Specialty Online Support
loginhelp@schoolspecialty.com
Phone: 1-800-513-2465, 8:30 a.m.–6:00 p.m. ET
5:30 a.m.–3:00 p.m. PT

FOSSweb tech support
support@FOSSweb.com

Professional development
www.FOSSweb.com/Professional-Development

Safety issues
www.DeltaEducation.com/MSDS.shtml
Phone: 1-800-258-1302, 8:00 a.m.–5:00 p.m. ET
For chemical emergencies, contact Chemtrec 24 hours a day.
Phone: 1-800-424-9300

Sales and replacement parts
www.DeltaEducation.com/BuyFOSS
Phone: 1-800-338-5270, 8:00 a.m.–5:00 p.m. ET