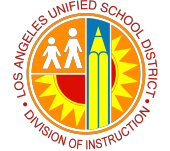




Kindergarten: FOSS

Life Science - Animals Two by Two



Investigation Title and Synopsis	Concepts	Assessments and TE Page Numbers
<p>1. Goldfish and Guppies 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.</p>	<ul style="list-style-type: none"> • Fish have identifiable structures • Fish behavior is influenced by conditions in the environment • Fish have basic needs • Fish change their environment • Each kind of fish has unique structures and behaviors • All animals deserve respect and gentle care 	<ul style="list-style-type: none"> • Part 1 Teacher Observation: Knows animals have structures/Communicates by drawing, dictating, and writing/Communicates observations orally/Teacher Masters 2 -3 (pages 174-175)/Assessment Checklist (pages 205-206) • Part 2 Teacher Observation: Knows animals have needs/Knows animals have behaviors/Communicates observations orally/ Knows that sometimes stories give animals attributes they don't have/Teacher Masters 4 (page 176) /Assessment Checklist (pages 205-206) • Part 3 Teacher Observation: Knows animals have behaviors/Communicates observations by drawing, dictating, and writing/Communicates observations orally/Uses relative position words appropriately/ Teacher Masters 5-6 (pages 177-178)/Assessment Checklist (pages 205-206) • Part 4 Teacher Observation: Knows animals have structures/Communicates observations by drawing, dictating and writing/Communicates observations orally/Teacher Masters 7 (page 179)/Assessment Checklist (pages 205-206) • Narrative Report (page 207)

Investigation Title and Synopsis	Concepts	Assessments and TE Page Numbers
<p>2. Land and Water Students observe the structures and behaviors of land snails. They race the snails. Water snails are compared to land snails. Students work with a variety of shells, discussing similarities and differences in their size, shape, color, and texture. Students match shell pairs, make designs, and create patterns. They read about snails.</p>	<ul style="list-style-type: none"> • Snails have identifiable structures and behaviors • Snails have senses • Snail behavior is influenced by conditions in the environment • Snails have basic needs • There is great diversity among snails 	<ul style="list-style-type: none"> • Part 1 Teacher Observation: Knows animals have structures/Communicates by drawing, dictating, and writing/Communicates observations orally/Uses relative position words appropriately/Teacher Masters 8-9 (pages 180-181)/Assessment Checklist (pages 205-206) • Part 2 Teacher Observation: Knows animals have behaviors/ Communicates observations orally/ Teacher Masters 10 (page 182)/Assessment Checklist (pages 205-206) • Part 3 Teacher Observation: Compares structures and behaviors of animals/Communicates observations orally/Teacher Masters 11 (page 183)/ Assessment Checklist (pages 205-206) • Part 4 Teacher Observation: Incorporates new vocabulary/Organizes observations/Compares structures and behaviors of animals/Knows that sometimes stories give animals attributes they don't have/Teacher Masters 12 (page 184)/ Assessment Checklist (pages 205-206) • Narrative Report (page 207)
<p>3. Big and Little Worms Students dig for red worms, rinse them off, and look at their structures. They study their behavior. They compare the red worms to night crawlers, which are much larger. Students compare photos and read about worms.</p>	<ul style="list-style-type: none"> • Worms have identifiable structures • Worm behavior is influenced by conditions in the environment • Worms have basic needs Each kind of worm has unique structures and behavior 	<ul style="list-style-type: none"> • Part 1 Teacher Observation: Knows animals have structures/Knows animals have needs/ Communicates observations by drawing, dictating, and writing/Teacher Masters 14-15 (pages 186-187)/ Assessment Checklist (pages 205-206) • Part 2 Teacher Observation: Knows animals have behaviors/Teacher Masters 16 (page 188)/ Assessment Checklist (pages 205-206)

Investigation Title and Synopsis	Concepts	Assessments and TE Page Numbers
<p>3. Big and Little Worms (cont'd)</p>		<ul style="list-style-type: none"> Part 3: Knows animals have behaviors/Incorporates new vocabulary/Compares structures and behaviors of similar animals/Teacher Masters 17 (pages 189)/ Assessment Checklist (pages 205-206) Narrative Report (page 207)
<p>4. Pill bugs and Sow bugs Students begin by observing structures of the two kinds of isopods. They learn to identify which are pill bugs and which are sowbugs. They may have isopod races. Students make a terrarium in which all the land animals live together. Students compare photos and read about isopods. They read about and compare illustrations of a variety of animals.</p>	<ul style="list-style-type: none"> Isopods have identifiable structures and behaviors Animals have similar needs Each kind of isopod has unique structures and behavior Isopod behavior is influenced by conditions in the environment 	<ul style="list-style-type: none"> Part 1 Teacher Observation: Knows animals have structures and behaviors/ Communicates observations orally/Teacher Masters 18 (page 190)/ Assessment Checklist (pages 205-206) Part 2 Teacher Observation: Organizes observations/Compares structures and behaviors of animals Communicates observations orally/Teacher Masters 19-20 (pages 191-192)/Assessment Checklist (pages 205-206) Part 3 Teacher Observation: Compares structures and behaviors of animals/Communicates observations orally/Uses relative position words appropriately/Teacher Masters 21 (page 193)/ Assessment Checklist (pages 205-206) Part 4 Teacher Observation: Knows animals have needs/ Incorporates new vocabulary/Communicates observations orally/Teacher Masters 22 (page 194)/ Assessment Checklist (pages 205-206) Narrative Report (page 207)

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