

Unit 3—Animals (FOSS® Animals Two by Two)

Essential Question: What are animals?

Major Understandings: *Quoted from New York State Performance Indicators*

(Note: Correlation is provided at the level of FOSS “Investigation & Part.” All “Steps” of an investigation must be completed to meet the standard.)

LE 1.1 Describe the characteristics of and variations between living and nonliving things.

- 1.1a Animals need air, water, and food in order to live and thrive.
- 1.1c Nonliving things do not live and thrive.
- 1.1d Nonliving things can be human-created or naturally occurring.

LE 1.2 Describe the life processes common to all living things

- 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.

LE 2.2 Recognize that for humans and other living things there is genetic continuity between generations.

- 2.2a Plants and animals closely resemble their parents and other individuals in their species.

LE 3.1 Describe how the structures of plants and animals complement the environment of the plants or animals.

- 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.
 - wings, legs, or fins enable some animals to seek shelter and escape predators.
 - the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink.
 - eyes, nose, ears, tongue, and skin of some animals enable the animals to sense their surroundings.
 - claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food.
 - some animals have parts that are used to produce sounds and smells to help the animal meet its needs.
 - the characteristics of some animals change as seasonal conditions change (e.g., fur grows and is shed to help regulate body heat; body fat is a form of stored energy and it changes as the seasons change).

LE 4.1 Describe the major stages of the life cycles of selected plants and animals.

- 4.1g The length of time from an animal’s birth to its death is called its life span. Life spans of different animals vary.

LE 4.2 Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

- 4.2a Growth is the process by which plants and animals increase in size.

LE 5.1 Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils).

- 5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.

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LE 5.2 Describe some survival behaviors of common living specimens.

- 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat storage in winter, coat thickness in winter, camouflage, shedding of fur.
- 5.2f Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

NOTE: The following concepts are not directly addressed by focus questions in the Animals Two by Two unit but will naturally arise in discussion during the course of the module. Take the opportunity to follow up at these opportunities to address the NYS Performance Indicators referring to **non-living things (LE1.1c, 1.1d)** (Investigation 1, Part 3, Investigation 2, Part 4), **growth (LE1.2a, 4.2a)** (Lesson 25), **life span (LE4.1g)**. (Lesson 25 and at any point where students observe the natural death of an animal.)

Plan to order Living Materials:

The FOSS® Program endorses the National Science Teachers Association Guidelines for Responsible Use of Animals in the Classroom as they apply to elementary classrooms. For information visit the link:

<http://lhsfoss.org/fossweb/teachers/materials/plantanimal/ethics.html>

Consult the FOSS® Animals Two by Two Teacher Guide:

- Overview, Scheduling the Animals Two by Two Module, p. 12-14 for an overview of the Investigations
 - Materials, Planning for Live Animals, p. 5-11 (Note that organisms are obtained using Living Materials Cards redeemed through Delta Education. Some materials must be provided by the teacher. Refer to pp. 3-4 for a complete list of items organized by Investigation.)
- View the FOSS Animals Two by Two Module Introduction segment of the FOSS Teacher Preparation Video/DVD (also available online at http://www.fossweb.com/modulesK-2/AnimalsTwobyTwo/teacher_videos.html)

Find the NYC ENHANCEMENT PKG. for Animals Two by Two:

It includes a DVD (part no. 131-9222), *Shells, Shells and Tentacles* and book (part no. 023-7082) *The Snail's Spell* to be used in place of living Land Snails in Investigation. See the Investigation 2: Land and Water Snails Addendum found [behind the Investigation 2 folio in your Teacher Guide.](#)

Recording Observations: Refer to the sample Animals Two by Two Student Notebook included in your NYC ENHANCEMENT PKG. for Overview section of the Teacher Guide, p. 7: Recording Observations for suggestions for recording in this module. The Science Notebook Folio may also be downloaded from the Teacher Resources page at www.fossweb.com/NYC .

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- **Locate Live Materials Cards – Part Numbers:**

270-4030 (4 goldfish, 8 guppies); 270-2259 (12 aquatic snails, elodea); 270-4052 Worms (30 redworms, 12 night crawlers); 270-4063 Isopods (25 pill bugs, 25 sow bugs); shipped to your school with the kits.

Note: All Living Materials Cards for FOSS® kits used in your school were likely shipped in ONE or TWO large green and white striped envelope that accompanied the kit boxes. Cards need to be sorted and distributed by module title.

- **Plan to order each type of organism so they arrive the week before you begin the Investigation. Allow 4 weeks for delivery. The suggested Time-Line for Organism Delivery according to this Planning Guide is:**

Goldfish, guppies	Week 1	Lesson 1
Aquatic snails	Week 4	Lesson 10
Worms	Week 5	Lesson 13
Isopods	Week 7	Lesson 19

- **Plan for arrival and care of organisms, see the Materials section and Background for the Teacher section of each Investigation for specific information for each organism, or follow the link <http://www.fossweb.com/modulesK-2/AnimalsTwobyTwo/index.html>**
- **Note that optimal care of organisms may require different temperatures. Fish prefer cooler water; isopods need a moist environment, and worms need a cool, moist environment. Consult the Materials section of the Teacher Guide for guidance.**
- *Suggestion: When ordering multiple sets of organisms for different classrooms, consider varying the shipment arrival dates. Should problems arise with a shipment, the second shipment will be on its way while you notify Delta Education Customer Service of your problem (1-800-258-1302).*
- **IMPORTANT! – Retain the “Living Materials Warranty Information” brochure & Packing Slip that is shipped with your order for information on unpacking your order, and resolving problems of shortages or damage. Claims must be submitted within 48 hours of receipt of your order.**
- **Obtain food for organisms:** see p. 7 of the Materials section of the Teacher Guide. Fish food is included in the kit. Bits of lettuce, carrot, and potato, are fed to worms and isopods; aquatic snails will eat the water plant *elodea* included in their shipment.
- **REMEMBER! – Do not release any living organisms into your local environment.** Any non-native organism (plant or animal) has the potential to destroy the ecological balance of your local environment.

Planning for the FOSS® Animals Two by Two Module

Consult the FOSS® Animals Two by Two Teacher Guide “Overview” folio:

See p. 2 for the Life Science content emphasized in this module and the Science Background, pp. 3-4: Review the perspective of the module, considering how careful integration of these modules will enhance the experiences of the learner.

Organizing the Classroom, pp. 10-11: Take note that FOSS “Centers” are guided inquiry experiences under the direction of an adult. The subsection, “When You Don’t Have Adult Helpers” has suggestions for doing some of the activities with the whole class. To accomplish this you may need some extra equipment that may be borrowed from another teacher’s kit.

Scheduling the Animals Two by Two Module, pp. 12-14: This information may be helpful in integrating the lesson pacing below into your daily classroom routine. In the Planning Guide, each “Part” of the FOSS Investigation is written as one or more “Lessons.” You may spend more than one session rotating students through the center. You may wish to create a center for students to independently explore materials after a formal class lesson. Note that it is suggested that the investigations are conducted in order, since concept build upon one another.

Consider too, that working with living materials requires some flexibility. The organisms are best housed in the Kindergarten classroom giving students ample opportunity for formal lessons and informal observations.

Materials, Review “Materials Supplied by the Teacher” (items not included in your kit), “Planning for Live Animals” and “Preparing the Kit for the Classroom” pp. 4-10. Omit any references for using Land Snails.

- **View the FOSS Animals Two by Two Module Introduction and Before You Begin segments of the FOSS Teacher Preparation Video / DVD (also available online at <http://www.fossweb.com/modulesK-2/AnimalsTwobyTwo/index.html> .)**
- **Water for aquatic organisms:** It is recommended that you treat local water with the dechlorinator drops that come in the kit.
- **Changing HALF of the water for aquatic organisms every few days will help acclimate the organisms to the local water.**
- **“Leaf Litter” is suggested for covering the soil of the worm and isopod habitats. Moist paper towels are an alternative BUT they will dry out much more quickly.**

- **Preparing the Kit for Your Classroom, p. 9**

Prepare the Center Instruction Cards that you and / or a helper will use at the guided centers.

- **Preparing – Science Notebooks /Journals and Reading Resources**

Consider how you will use science journals for this module.

Consult the Teacher Guide: Investigation 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30, Communicate Through Science Journals and Student Sheet IDM No. 26.

Download the FOSS Science Notebooks folio found in the “Program Resources” (use the scroll bar) section of the NYC Science Teacher Resources page http://www.fossweb.com/NYC/teacher_resources/bin-release/index.html?grade=k&module=1#

The FOSS Animals Two by Two Science Stories is included in the kit.

The use of six trade books is supported in the Reading Connections folio of the Animals Two by Two Teacher Guide:

Review the supporting materials for the objectives of these selections. Obtain a copy of these books or review additional recommendations listed in the “Resources” folio. You can download a copy of the Resources Database at www.fossweb.com to share with your librarian for assistance in identifying books available in your school.

Included in the NYC kit are:

A Fish Out of Water by Helen Palmer ISBN # 0-394-90023-5, Random House (Beginner Books). New York. 1989. It can be read at the beginning of Investigation 1: Goldfish and Guppies, Part 4: Comparing Goldfish to Guppies.

The Snail’s Spell by Joanne Ryder. ISBN # 0-140-50891-0, Puffin Books. New York. 1988. This is read during Investigation 2: Land and Water Snails, Part 2: Snail Races.

Animals Two by Two by Larry Lowery. ISBN #0-7826-0722-5, Delta Education. Nashua, NH. 1995. This is read at the beginning of Investigation 4: Pill Bugs and Sow Bugs, Part 4: Animals Living Together.

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Additional books supported in the Reading Connections folio include:

It Could Still Be a Worm by Allan Fowler. ISBN # 0-516-20217-0, Children's Press. 1996. This is read at the beginning of Investigation 3: Big and Little Worms, Part 3: Comparing Redworms to Night crawlers.

A Pill Bug's Life by John Himmelman. ISBN # 0-516-26798-1, Children's Press. 2000. This is read after completing Investigation 4: Pill Bugs and Sow Bugs, Part 3: Isopod Races.

Chickens Aren't the Only Ones by Ruth Heller. ISBN # 0-698-11778-6. Putnam Publishing Group. 1999. Read at the beginning of Investigation 5: Eggs and Chicks, Part 3: The Structure of Chicks **OR** in Lesson 25 to meet NYS Performance Indicators LE 2.2a and 4.2a

- Review suggestions for fiction and nonfiction student reading in the Resources section of the Animals Two by Two Teacher Guide.

Consider Safety:

Hand washing is an important part of any investigation where living organisms will be handled. Have student wash hands before and after handling the living organism. Some of the activities will be wet or a bit messy with Kindergarten, but there are no other safety or materials concerns.

Download Material Safety Data Sheets for FOSS Animals Two by Two at

<http://www.delta-education.com/productdetail.aspx?Collection=Y&prodID=1091&menuID=3&topID=&subID=69>

Match the label on the container of water conditioner to the label information on the MDSD sheets that are available for download.

If you wish to prepare vocabulary cards for Investigation 1: Goldfish and Guppies, see p. 8 of the folio or follow the link to the vocabulary and glossary under "Teacher/Parent Info" on the Animals Two by Two module page.

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Pre-assessment (45 min)	Alignment with NYS Core Curriculum:	
Objective(s): An <u>informal</u> pre-assessment of student knowledge of animal diversity, needs and behaviors.		
Advanced Planning/ Notes to Teachers	Investigation/Activity	Homework/ Extra Practice
<ul style="list-style-type: none"> – Note: A pre-assessment should be conducted a few days BEFORE the start of the unit. – Teacher Guide, Assessment Folio, pp. 1-4 – Kit preparation: see Teacher Guide, Materials, pp. 1-10 and Teacher Preparation Video or DVD (or view at www.fossweb.com/NYC) – Note: see Teacher Guide, Materials, pp. 3-4 for Materials Supplied by the Teacher – Gather materials as noted above. – Review the Overview folio of the Teacher Guide taking special note of pp. 3-4: Science Background; pp. 10-11: Organizing the Classroom; p. 15: Safety in the Classroom; p.18: Module Matrix. 	<ul style="list-style-type: none"> – A non-fiction book on animals may be used to informally assess student knowledge of animal diversity if you have not approached this content through other class activities or lessons. Consult the Teacher Guide “Resources” folio for suggestions. – End-of-Module Assessment, Assessment Checklist and Narrative Report Assessment Duplication Masters Nos. 1, 2, 3 – Letter to Parents, Teacher Sheet No. 1 <p>Note: The “Letter to Parents” in your Teacher Guide informs parents and caregivers about upcoming experiences for students. Resources found on Fossweb.com will help you connect parents and caregivers to student learning.</p> <p>Log on to www.fossweb.com/nyc Enter your username and password (“fossnyc”) Go to Teacher Resources (at the bottom of the LEFT sidebar). Click on Unit 3 “Animals Two by Two” Scroll through “Module Teaching Resources” Open the FOSS at Home Folder Download the “FOSS® at Home” Folio</p> <p><i>Parents can access this information through the national website:</i> Log onto www.fossweb.com Go to “Grades K-2” Go to “Animals Two by Two” Click on “Teacher / Parent Info” Click on “Home / School Connection” Download the “FOSS® at Home” Folio (or Home / School Connection Student Sheets)</p>	Send Home “Letter to Parents.”

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	<p>Lesson 1 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • Fish have identifiable structures. • All animals deserve respect and gentle care. 	<p>Alignment with NYS Core Curriculum: LE 3.1a</p>	
WEEK 1	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 – Teacher Guide Inv. 1: Goldfish and Guppies, Part 1: The Structure of Goldfish, Materials and Getting Ready, pp. 10-14. – Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 Communicate Through Science Journals. – www.fossweb.com/NYC – Check website for interactive simulations, Audio Stories, to write questions to a scientist, for teaching tips, and other websites to support teaching <p>Animals Two by Two.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: Goldfish and Guppies Part 1: The Structure of Goldfish, pp. 15-16, Steps 1-4 – Investigation Duplication Master: Student Sheet No. 2 – Investigation Duplication Master: Teacher Sheet No. 3 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are the parts of the goldfish?” may be used for student journal entries.</p>	<p style="text-align: center;">Homework/ Extra Practice</p>

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WEEK 1 (continued)	<p>Lesson 2 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • Fish have identifiable structures. • All animals deserve respect and gentle care. 		<p>Alignment with NYS Core Curriculum: LE 3.1a</p>	
	<p>Advanced Planning/ Notes to Teacher</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 – Teacher Guide Inv. 1: Goldfish and Guppies, Part 1: The Structure of Goldfish, Materials and Getting Ready, pp. 10-14 – Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 Communicate Through Science Journals. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: Goldfish and Guppies Part 1: The Structure of Goldfish, pp. 15-16, Steps 5-6 – Investigation Duplication Master: Student Sheet No. 2 – Investigation Duplication Master: Teacher Sheet No. 3 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are the parts of the goldfish?” may be used for student journal entries.</p>		<p style="text-align: center;">Homework/Extra Practice</p>

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WEEK 1 (continued)	<p>Lesson 3 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Fish have basic needs. • Fish change their environment. • Fish behavior is influenced by conditions in the environment. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 1.1a; 1.2a; 5.1a</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 – Teacher Guide Inv. 1: Goldfish and Guppies, Part 2: Caring for Goldfish, Materials and Getting Ready, pp. 17-18 – Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 <p>Communicate Through Science Journals.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: Goldfish and Guppies Part 2: Caring for Goldfish, pp. 19-21, Steps 1-8 – Investigation Duplication Master: Teacher Sheet No. 4 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What do goldfish need to live?” may be used for student journal entries.</p> <p>NOTE: You will not be able to feed each tank of fish multiple times during one day. Once the fish are fed, have the remaining groups do Part 3: Goldfish Behavior. Alternate between Parts 2 and 3 until all groups have done both lessons.</p>	<p style="text-align: center;">Homework/Extra Practice</p>

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WEEK 2	Lesson 4 (45 min) Objective(s): <ul style="list-style-type: none"> Fish behavior is influenced by conditions in the environment. Fish have senses to help them detect objects in their environment. 		Alignment with NYS Core Curriculum: LE 1.1c, d; 5.2f
	Advanced Planning/ Notes to Teacher <ul style="list-style-type: none"> Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 Teacher Guide Inv. 1: Goldfish and Guppies, Part 3: Goldfish Behavior, Materials and Getting Ready, pp. 22-23 Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 Communicate Through Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> Investigation 1: Goldfish and Guppies Part 3: Goldfish Behavior, pp. 24-25, Steps 1-5 Investigation Duplication Master: Student Sheet No. 5 Investigation Duplication Master: Teacher Sheet No. 6 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “What do goldfish do?” may be used for student journal entries.</p> <ul style="list-style-type: none"> Take the opportunity to discuss living and non-living things and human created things while working with the fish tunnels. <p>NOTE: Alternate between Parts 2 and 3 until all groups have done both lessons.</p>	Homework/Extra Practice

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WEEK 2 (continued)	Lesson 5 (45 min) Objective(s): Alternate between Parts 2 and 3 until all groups have done both lessons.	Alignment with NYS Core Curriculum:	
	Advanced Planning/ Notes to Teachers See Lessons 3 and 4	Investigation/Activity See Lessons 3 and 4	Homework/Extra Practice
	Lesson 6 (45 min) Objective(s): <ul style="list-style-type: none"> • Fish have basic needs. • Fish change their environment. • Fish behavior is influenced by conditions in the environment. • Fish have senses to help them detect objects in their environment. 	Alignment with NYS Core Curriculum: LE 1.1a, c, d; 1.2a; 5.1a; 5.2f	
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 – Teacher Guide Inv. 1: Goldfish and Guppies, Part 3: Goldfish Behavior, Materials and Getting Ready pp. 22-23 – Teacher Guide Animals Two by Two Reading Connections folio, p. 9-10 – Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 Communicate Through Science Journals.	Investigation/Activity <ul style="list-style-type: none"> – Wrap-up Investigation 1: Goldfish and Guppies Part 2: Caring for Goldfish, p. 21, Steps 9-10 Part 3: Goldfish Behavior, pp. 24-25, Steps 6-7 – Investigation Duplication Master: Student Sheet No. 5 – Investigation Duplication Master: Teacher Sheet No. 6 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions “What do goldfish need to live?” “What do goldfish do?” may be used for student journal entries.</p> <p>Read <i>A Fish Out of Water</i> by Helen Palmer</p>	Homework/Extra Practice

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	<p>Lesson 7 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Each kind of fish has unique structures and behavior. • Different kinds of fish have similar structures and behavior. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 3.1a; 5.2e</p>	
WEEK 3	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9 – Teacher Guide Inv. 1: Goldfish and Guppies, Part 4: Comparing Guppies to Goldfish, Materials and Getting Ready, pp. 26-27. – Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30 <p>Communicate Through Science Journals.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: Goldfish and Guppies Part 4: Comparing Guppies to Goldfish, pp. 28-29, Steps 1-4 – Investigation Duplication Master: Teacher Sheet No. 7 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are guppies and goldfish different?” “How are they the same?” may be used for student journal entries.</p>	<p style="text-align: center;">Homework/Extra Practice</p>

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Lesson 8 (45 min)**Objective(s):**

- Each kind of fish has unique structures and behavior.
- Different kinds of fish have similar structures and behavior.

Alignment with NYS Core Curriculum:

LE 3.1a; 5.2e

**Advanced Planning/
Notes to Teachers**

- Teacher Guide Inv. 1: Goldfish and Guppies, pp. 1-9
 - Teacher Guide Inv. 1: Goldfish and Guppies, Part 4: Comparing Guppies to Goldfish, Materials and Getting Ready, pp. 26-27
 - Teacher Guide Animals Two by Two Reading Connections folio, pp. 1-6
 - Teacher Guide Inv. 1: Goldfish and Guppies, Interdisciplinary Extensions, p. 30
- Communicate Through Science Journals.

Investigation/Activity

- Investigation 1: Goldfish and Guppies
Part 4: Comparing Guppies to Goldfish, pp. 28-29, Steps 5-7
- Investigation Duplication Master: Teacher Sheet No. 7
- Assessment Duplication Masters Nos. 1, 2, 3:
Anecdotal Notes and Assessment Checklist

Note: The Focus Question

“How are guppies and goldfish different?”

“How are they the same?”

may be used for student journal entries.

Read Science Stories:

p. 3, *Learning About Animals*
pp. 4 -7, *Goldfish and Guppies*

For link to the Animals Two by Two Science Stories Audio Stories:

Log on to www.fossweb.com/nyc: Go to Grade K, click on *Animals Two by Two*. Click on “Media”; click on *Audio Stories*.

Homework/Extra Practice

Home School Connection,
IDM No. 27

If you wish to prepare vocabulary cards for Investigation 2: Land and Water Snails, see p. 8 of the folio or follow the link to the vocabulary and glossary under “Teacher/Parent Info” on the Animals Two by Two module page.

NOTE: The Investigation 2: Land and Water Snails ADDENDUM, Part 1: Land Snail Video is used in place of Investigation 2, Part 1: Land Snails and Part 2: Snail Races

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	<p>Lesson 9 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Snails have identifiable structures and behavior. • Snails have senses. • Snails have basic needs. • Snail behavior is influenced by conditions in the environment. • All animals deserve respect and gentle care. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 1.1a; 1.2a; 3.1a; 5.2f</p>	
WEEK 3 (continued)	<p>Advanced Planning/Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Land and Water Snails, pp. 1-8 – Teacher Guide Inv. 2: Land and Water Snails ADDENDUM, Part 1: Land Snail Video, Materials and Getting Ready, p. 2 – DVD: “Shells, Shells and Tentacles” – Teacher Guide Animals Two by Two Reading Connections folio, p. 11 – Teacher Guide Inv. 2: Land and Water Snails, Interdisciplinary Extensions, p. 25 Add to Science Journals. – www.fossweb.com/NYC – Check website for interactive simulations, Audio Stories, to write questions to a scientist, for teaching tips, and other websites to support teaching Animals Two by Two. 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Land and Water Snails ADDENDUM Part 1: Land Snail Video, pp. 3-4, Steps 1-8 Note the video “Animal Families: The Frog, the Snail, the Turtle” has been renamed as a DVD. The new title is “Shells, Shells and Tentacles” – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are the parts of the land snail?” “What do land snails do?” may be used for student journal entries.</p> <p>Read <i>The Snail’s Spell</i> by Joanne Ryder</p>	<p>Homework/Extra Practice</p>

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WEEK 4	Lesson 10 (45 min) Objective(s): <ul style="list-style-type: none"> • Each kind of snail has unique structures and behavior. • Different kinds of snails have similar structures and behavior. 		Alignment with NYS Core Curriculum: LE 3.1a; 5.2e, f
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Land and Water Snails, pp. 1-8 – Teacher Guide Inv. 2: Land and Water Snails, Part 3: Observing Water Snails, Materials and Getting Ready, pp. 18-19 – Teacher Guide Animals Two by Two Reading Connections folio, p. 6-7 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 2: Land and Water Snails Part 3: Observing Water Snails, pp. 20-21, Steps 1-8 – Investigation Duplication Master: Teacher Sheet No. 11 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are water and land snails different?” “How are they the same?” may be used for student journal entries.</p>	Homework/Extra Practice

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WEEK 4 (continued)	<p>Lesson 11 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Each kind of snail has unique structures and behavior. • Different kinds of snails have similar structures and behavior. 		<p>Alignment with NYS Core Curriculum:</p> <p>LE 3.1a; 5.2e, f</p>
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Land and Water Snails, pp. 1-8 – Teacher Guide Inv. 2: Land and Water Snails, Part 3: Observing Water Snails, Materials and Getting Ready, pp. 18-19 – Teacher Guide Animals Two by Two Reading Connections folio, p. 4-7 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Land and Water Snails Part 3: Observing Water Snails, pp. 20-21, Steps 9-11 – Investigation Duplication Master: Teacher Sheet No. 11 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are water and land snails different?” “How are they the same?” may be used for student journal entries.</p> <p>Read Science Stories: pp. 8 -11, <i>Land and Water Snails</i></p> <p>For link to the Animals Two by Two Science Stories Audio Stories: <i>Log on to www.fossweb.com/nyc: Go to Grade K, click on Animals Two by Two. Click on “Media”; click on Audio Stories.</i></p>	<p>Homework/Extra Practice</p>

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	<p>Lesson 12 (45 min) Objective(s): There is great diversity among snails.</p>	<p>Alignment with NYS Core Curriculum: LE 1.1c, d; 3.1a; 5.2e</p>	
WEEK 4 (continued)	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Land and Water Snails, pp. 1-8 – Teacher Guide Inv. 2: Land and Water Snails, Part 4: Shells, Materials and Getting Ready, pp. 22 – Teacher Guide Animals Two by Two Reading Connections folio, p. 6-7 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Land and Water Snails Part 4: Shells, pp. 23-24, Steps 1-9 – Investigation Duplication Master: Teacher Sheet No. 12 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How can shells be grouped?” may be used for student journal entries.</p> <ul style="list-style-type: none"> • Take the opportunity to discuss living and non-living things and human created things while working with the shells. <p><u>Optional:</u> Interdisciplinary Extensions, Art Extension: Make Paper-Bowl Snails. Investigation Duplication Master: Teacher Sheet No. 13</p>	<p style="text-align: center;">Homework/Extra Practice</p> <p>Home School Connection, IDM No. 28</p>
<p>Consult Investigation 2: Land and Water Snails, Interdisciplinary Extensions, p. 26-27, for Math Extensions aligned with this investigation.</p>			
<p>If you wish to prepare vocabulary cards for Investigation 3, see p. 7 of the folio or follow the link to the vocabulary and glossary under “Teacher/Parent Info” on the Animals Two by Two module page.</p>			

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	<p>Lesson 13 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Worms have identifiable structures. • Worms have basic needs. • All animals deserve respect and gentle care. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 1.1a; 3.1a</p>	
WEEK 5	<p>Advanced Planning/Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 1: The Structure of Redworms, Materials and Getting Ready, pp. 8-9 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 Add to Science Journals. – www.fossweb.com/NYC – Check website for interactive simulations, Audio Stories, to write questions to a scientist, for teaching tips, and other websites to support teaching Animals Two by Two. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 1: The Structure of Redworms, pp. 10-12, Steps 1-10 – Investigation Duplication Master: Teacher Sheet No. 14 – Investigation Duplication Master: Student Sheet No. 15 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are the parts of the redworm?” may be used for student journal entries.</p>	<p style="text-align: center;">Homework/Extra Practice</p>

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WEEK 5 (continued)	<p>Lesson 14 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Worms have identifiable structures. • Worms have basic needs. • All animals deserve respect and gentle care. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 1.1a; 3.1a</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 1: The Structure of Redworms, Materials and Getting Ready, pp. 8-9 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 <p>Add to Science Journals.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 1: The Structure of Redworms, pp. 10-12, Steps 11-12 – Investigation Duplication Master: Teacher Sheet No. 14 – Investigation Duplication Master: Student Sheet No. 15 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are the parts of the redworm?” may be used for student journal entries.</p>	<p>Homework/Extra Practice</p>

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WEEK 5 (continued)	<p>Lesson 15 (45 min)</p> <p>Objective(s): Worm behavior is influenced by conditions in the environment.</p>	<p>Alignment with NYS Core Curriculum: LE 5.2f</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 2: Redworm Behavior, Materials and Getting Ready, pp. 13-14 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 Add to Science Journals. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 2: Redworm Behavior, pp. 15-16, Steps 1-7 – Investigation Duplication Master: Teacher Sheet No. 16 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What do redworms do?” may be used for student journal entries.</p> <ul style="list-style-type: none"> – Prepare the Classroom Worm Journal; see Interdisciplinary Extensions, p. 21 	<p>Homework/Extra Practice</p>

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	<p>Lesson 16 (45 min)</p> <p>Objective(s): Worm behavior is influenced by conditions in the environment.</p>	<p>Alignment with NYS Core Curriculum: LE 5.2f</p>	
WEEK 6	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 2: Redworm Behavior, Materials and Getting Ready, pp. 13-14 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 <p>Add to Science Journals.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 2: Redworm Behavior, pp. 15-16, Steps 8-9 – Investigation Duplication Master: Teacher Sheet No. 16 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What do redworms do?” may be used for student journal entries.</p> <ul style="list-style-type: none"> – Have students add pages to the Classroom Worm Journal; see Interdisciplinary Extensions, p. 21 	<p style="text-align: center;">Homework/Extra Practice</p>

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WEEK 6 (continued)	Lesson 17 (45 min) Objective(s): <ul style="list-style-type: none"> • Each kind of worm has unique structures and behavior. • Different kinds of worms have similar structures and behavior. 		Alignment with NYS Core Curriculum: LE 3.1a; 5.2e, f
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 3: Comparing Redworms to Night Crawlers, Materials and Getting Ready, pp. 17-18 – Teacher Guide Animals Two by Two Reading Connections folio, p. 12 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 Add to Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 3: Comparing Redworms to Night Crawlers, pp. 19-20, Steps 1-7 – Investigation Duplication Master: Teacher Sheet No. 17 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are redworms and night crawlers different?” may be used for student journal entries.</p> <p>Read <i>It Could Still Be a Worm</i> by Allan Fowler</p>	Homework/Extra Practice

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	<p>Lesson 18 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Each kind of worm has unique structures and behavior. • Different kinds of worms have similar structures and behavior. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 3.1a; 5.2e, f</p>	
<p>WEEK 6 (continued)</p>	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 3: Big and Little Worms, pp. 1-7 – Teacher Guide Inv. 3: Big and Little Worms, Part 3: Comparing Redworms to Night Crawlers, Materials and Getting Ready, pp. 17-18 – Teacher Guide Animals Two by Two Reading Connections folio, p. 4-7 – Teacher Guide Inv. 3: Big and Little Worms, Interdisciplinary Extensions, p. 21 <p>Add to Science Journals.</p>	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 3: Big and Little Worms Part 3: Comparing Redworms to Night Crawlers, pp. 19-20, Steps 8-10 – Investigation Duplication Master: Teacher Sheet No. 17 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How are redworms and night crawlers different?” may be used for student journal entries.</p> <p>Read Science Stories: pp. 12 -15, <i>Big and Little Worms</i></p> <p>For link to the Animals Two by Two Science Stories Audio Stories: <i>Log on to www.fossweb.com/nyc: Go to Grade K, click on Animals Two by Two. Click on “Media”; click on Audio Stories.</i></p>	<p style="text-align: center;">Homework/Extra Practice</p> <p>Home School Connection, IDM No. 29</p>
<p>If you wish to prepare vocabulary cards for Investigation 4, see p. 7 of the folio or follow the link to the vocabulary and glossary under “Teacher/Parent Info” on the Animals Two by Two module page.</p>			

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WEEK 7	Lesson 19 (45 min) Objective(s): <ul style="list-style-type: none"> • Isopods have identifiable structures and behavior. • All animals deserve respect and gentle care. 		Alignment with NYS Core Curriculum: LE 1.1a; 3.1a	
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 1: Isopod Observations, Materials and Getting Ready, pp. 8-9 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions, p. 24 Add to Science Journals. – www.fossweb.com/NYC – Check website for interactive simulations, Audio Stories, to write questions to a scientist, for teaching tips, and other websites to support teaching Animals Two by Two. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 1: Isopod Observations, pp. 10-11, Steps 1-8 – Investigation Duplication Master: Teacher Sheet No. 18 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are isopods?” may be used for student journal entries.</p>		Homework/Extra Practice

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WEEK 7 (continued)	<p>Lesson 20 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • Isopods have identifiable structures and behavior. • All animals deserve respect and gentle care. 		<p>Alignment with NYS Core Curriculum: LE 1.1a; 3.1a</p>
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 1: Isopod Observations, Materials and Getting Ready, pp. 8-9 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions, p. 24 Add to Science Journals. 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 1: Isopod Observations, pp. 10-11, Steps 9-10 – Investigation Duplication Master: Teacher Sheet No. 18 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What are isopods?” may be used for student journal entries.</p>	<p>Homework/Extra Practice</p>

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WEEK 7 (continued)	Lesson 21 (45 min) Objective(s): <ul style="list-style-type: none"> • Each kind of isopod has unique structures and behavior. • Different kinds of isopods have similar structures and behavior. 		Alignment with NYS Core Curriculum: LE 3.1a; 5.2e, f
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 2: Identifying Isopods, Materials and Getting Ready, pp. 12-13 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions, p. 24 Add to Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 2: Identifying Isopods, pp. 14-15, Steps 1-6 – Investigation Duplication Master: Teacher Sheet No. 20 – Investigation Duplication Master: Student Sheet No. 19 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are pill bugs and sow bugs different?” may be used for student journal entries.</p>	Homework/Extra Practice

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WEEK 8	Lesson 22 (45 min) Objective(s): <ul style="list-style-type: none"> • Each kind of isopod has unique structures and behavior. • Different kinds of isopods have similar structures and behavior. 		Alignment with NYS Core Curriculum: 3.1a; 5.2e, f
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 2: Identifying Isopods, Materials and Getting Ready, pp. 12-13 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions, p. 24 Add to Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 2: Identifying Isopods, pp. 14-15, Steps 7-8 – Investigation Duplication Master: Teacher Sheet No. 20 – Investigation Duplication Master: Student Sheet No. 19 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How are pill bugs and sow bugs different?” may be used for student journal entries</p>	Homework/Extra Practice

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<p>Lesson 23 (45 min) Objective(s): Isopod behavior is influenced by conditions in the environment.</p>	<p>Alignment with NYS Core Curriculum: LE 5.2f</p>	
<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 3: Isopod Races, Materials and Getting Ready, pp. 16-17 – Teacher Guide Animals Two by Two Reading Connections folio, pp. 4-8, 13 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions, p. 24 Add to Science Journals. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 3: Isopod Races, pp. 18-19, Steps 1-7 – Investigation Duplication Master: Teacher Sheet No. 21 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “How do isopods move?” may be used for student journal entries.</p> <p>Read <i>A Pill Bug’s Life</i> by John Himmelman</p> <p>Read Science Stories: pp. 16-19, <i>Isopods</i></p> <p>For link to the Animals Two by Two Science Stories Audio Stories: Log on to www.fossweb.com/nyc: Go to Grade K, click on Animals Two by Two. Click on “Media”; click on Audio Stories.</p>	<p>Homework/Extra Practice</p>

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	<p>Lesson 24 (45 min)</p> <p>Objective(s): Animals have similar needs. They all need food, water, air, and space.</p>	<p>Alignment with NYS Core Curriculum: LE 1.1a</p>	
WEEK 8 (continued)	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, pp. 1-7 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Part 4: Animals Living Together, Materials and Getting Ready pp. 20-21 – Teacher Guide Animals Two by Two Reading Connections folio, p. 14 – Teacher Guide Inv. 4: Pill Bugs and Sow Bugs, Interdisciplinary Extensions p. 24 Add to Science Journals. – www.fossweb.com/NYC – Check website for interactive simulations, Audio Stories, to write questions to a scientist, for teaching tips, and other websites to support teaching Animals Two by Two. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 4: Pill Bugs and Sow Bugs Part 4: Animals Living Together, pp. 22-23, Steps 1-9 – Investigation Duplication Master: Teacher Sheet No. 22 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question “What do animals need?” may be used for student journal entries.</p> <p>Read <i>Animals Two by Two</i> by Larry Lowery</p>	<p style="text-align: center;">Homework/Extra Practice</p> <p>Home School Connection, IDM No. 30</p>
<p>Note: Materials for Investigation 5: Eggs and Chicks, is not provided in the module and is considered optional for the NYC Kindergarten curriculum. The final reading in the FOSS Science Stories, <i>Eggs and Chicks</i>, and the trade book <i>Chickens Aren't the Only Ones</i> may be used to end the study of animals. (See Reading Connections folio, pp. 4-8 and p. 15.)</p> <p>Also consider using the Home School Connection, IDM No. 30 and/or the Interdisciplinary Extension: Art Extension, Make a Classroom Mural as a culminating project.</p>			

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WEEK 9	<p>Lesson 25 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Animals have identifiable structures. • Young animals resemble their parents. 	<p>Alignment with NYS Core Curriculum:</p> <p>LE 2.2a; 4.2a</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Plan to use a computer with SmartBoard or LCD projector, or bring students to a computer lab for this lesson. – www.fossweb.com/NYC Animals Two by Two Media Gallery 2: Worms, Isopods and Fish – www.fossweb.com/NYC Animals Two by Two Media Gallery 1: Young and Adult Animals – Teacher Guide Animals Two by Two Reading Connections folio, pp. 4-8 and p. 14 – www.fossweb.com/NYC Animals Two by Two: “Find the Parent” 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Explore Animals Two by Two Media Gallery 2 with students. Note: The Focus Question: “Where do the animals in the pictures live?” (They live in water.) may be used for student journal entries. – Explore Animals Two by Two Media Gallery 1 with students. Note: The Focus Question: “What do young animals grow up to be?” may be used for student journal entries. – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Read <i>Chickens Aren’t the Only Ones</i> by Ruth Heller</p> <p>Read Science Stories: pp. 20 -24, <i>Eggs and Chicks</i></p> <p>For link to the Animals Two by Two Science Stories Audio Stories: Log on to www.fossweb.com/nyc: Go to Grade K, click on Animals Two by Two. Click on “Media”; click on Audio Stories.</p> <p>Play “Find the Parent”</p> <p>NOTE: Introduce the term life span when talking about the period of time between an animal’s birth and death.</p>	<p style="text-align: center;">Homework/ Extra Practice</p>

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Assessment (45 min) Objective(s): End of Modules Assessment	Alignment with NYS Core Curriculum:	
Advanced Planning/ Notes to Teachers Teacher Guide, Assessment Folio, pp. 1-4	Investigation/Activity – Complete the End of Module Assessment – Narrative Report – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist	Homework/ Extra Practice