

Unit 2—Exploring Properties (FOSS® Fabric)

Essential Question: How do we observe and describe objects?

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.)

PS 3.1 Observe and describe properties of materials using appropriate tools.

- 3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.
- 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light.
- 3.1d Measurements can be made with standard metric units and nonstandard units.
- 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders.
- 3.1f Objects and/or materials can be sorted or classified according to their properties.
- 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example:
 - temperature – hot or cold
 - lighting – shadows, color
 - moisture – wet or dry

Planning for the FOSS® Fabric Module

Consult the FOSS® Fabric Teacher Guide “Overview” folio:

See p. 2 for the Physical 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. 11-12: 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 Fabric Module, pp. 13-14: 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 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 concepts build upon one another.

Consider too, that you will need to provide drying time and space between lessons and for some projects. These notes are included in the Planning Guide. Consult the Materials folio, p. 7 for details.

Materials, Review “Materials Supplied by the Teacher” (items not included in your kit), “Preparing a New Kit,” and “Preparing the Kit for the Classroom” pp. 4-7.

- **View the FOSS Fabric Module Introduction and Before You Begin segments of the FOSS Teacher Preparation Video/DVD (also available online at <http://www.fossweb.com/modulesK-2/WoodandPaper/index.html>).**
- **Materials Supplied by the Teacher:**
 - **“Feely Boxes” are needed for Investigation 1: Part 1.**
If you do not already have these items in your classroom, see Investigation 1: Part 1, Getting Ready, p. 8, Step 5: Make the Feely Boxes.
 - **Fabric Scraps are needed for collages in Investigation 1: Part 3: Fabric Collage**
 - **Long and short yarn pieces must be cut for Investigation 1: Part 5: Weaving**
- **Preparing a New Kit p. 5**
 - Prepare the Center Instruction Cards that you and/or a helper will use at the guided centers.
 - If you are not familiar with all the fabrics used in the module, consider making a reference set by gluing one square of each kind of fabric to a 5” x 8” index card and writing its name underneath. This will require sacrificing one sample of each kind of cloth, but some teachers feel the benefit outweighs the loss.

- **Preparing the Kit for the Classroom – Science Notebooks /Journals and Reading Resources**

Consider how you will use science journals for this module.

Consult the Teacher Guide: Investigation 1: Fabric All Around, Interdisciplinary Extensions, p. 34, Communicate Through Science Journals and Student Sheet IDM No. 13.

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 Fabric Science Stories is included in the kit.

The use of two trade books is supported in the Reading Connections folio of the Fabric Teacher Guide:

A New Coat for Anna by Harriet Ziefert, ISBN # 0394898613, Knopf, New York, 1990, is read after completing Investigation 1: Fabric All Around, Part 6: Sewing.

Harry the Dirty Dog by Gene Zion, ISBN # 006443009X, HarperTrophy, New York, 1984, is read after completing Investigation 2: Fabric Interactions, Part 3: Dyeing Fabric.

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.

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

Consider Safety:

For Investigation 1: Fabric All Around, Part 6: Sewing, you may wish to blunt the sewing needles slightly by tapping with a hammer or filing on a metal file before using.

Some of the activities will be wet or a bit messy with Kindergarten, but there are no other safety or materials concerns.

If you wish to prepare vocabulary cards for Investigation 1: Fabric All Around, see p. 5 of the folio or follow the link to the vocabulary and glossary under “Teacher/Parent Info” on the Fabric module page.

Kindergarten

WEEK 1	<p>Lesson 1 (45 min)</p> <p>Objective(s): An <u>informal</u> pre-assessment of student knowledge of the properties of matter and the use of tools to explore the properties of materials.</p>	<p>Alignment with NYS Core Curriculum: PS 3.1b, c, d, e, f, g</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Note: Administration of the pre-assessment should be a few days BEFORE the start of the unit. – Teacher Guide, Assessment Folio, pp. 1-4 – Kit preparation: See Teacher Guide, Materials, pp. 1-8 and Teacher Preparation Video or DVD (or view at www.fossweb.com/NYC). – Note: See Teacher Guide, Materials, p. 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. 3-5: Science Background; pp. 10-11: Organizing the Classroom; p. 15: Safety in the Classroom; p.18: Module Matrix – Prepare for Lesson 2: See Teacher Guide Inv. 1: Part 1: Exploration and Feely Boxes, p. 7, Step 4. Prepare the Fabric Samples; Step 5. Make the Feely Boxes. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – 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><i>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 2 “Fabric” Scroll through “Module Teaching Resources” Open the FOSS® at Home Folder Download the “FOSS® at Home” Folio</i></p> <p>Parents can access this information through the national website: <i>Log onto www.fossweb.com Go to “Grades K-2” Go to “Fabric” Click on “Teacher/Parent Info” Click on “Home/School Connection” Download the “FOSS® at Home” Folio (or Home / School Connection Student Sheets)</i></p>	<p style="text-align: center;">Homework/ Extra Practice</p> <p>Send Home “Letter to Parents.”</p>

Kindergarten

WEEK 1 (continued)	<p>Lesson 2 (45 min) Objective(s):</p> <ul style="list-style-type: none"> Fabrics have observable properties. Fabrics can be compared and sorted by their properties. 		<p>Alignment with NYS Core Curriculum: PS 3.1b, c, f</p>	
	<p>Advanced Planning/ Notes to Teacher</p> <ul style="list-style-type: none"> Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 Teacher Guide Inv. 1: Fabric All Around, Part 1: Exploration and Feely Boxes, Materials and Getting Ready, pp. 6-9 Teacher Guide Inv. 1: Fabric All Around, Interdisciplinary Extensions, p. 34 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 Fabric. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> Investigation 1: Fabric All Around Part 1: Exploration and Feely Boxes, pp. 10-11, Steps 1-7 Investigation Duplication Master: Teacher Sheet No. 2 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How are fabrics different?” may be used for student journal entries.</p>		<p style="text-align: center;">Homework/ Extra Practice</p>

Kindergarten

WEEK 1 (continued)	Lesson 3 (45 min) Objective(s): <ul style="list-style-type: none"> • Fabric have observable properties. • Fabrics can be compared and sorted by their properties. 		Alignment with NYS Core Curriculum: PS 3.1b, c, f
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 1: Exploration and Feely Boxes, Materials and Getting Ready, pp. 6-9 – Teacher Guide Inv. 1: Fabric All Around, Interdisciplinary Extensions, p. 34 Communicate Through Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 1: Fabric All Around Part 1: Exploration and Feely Boxes, pp. 10-11, Steps 8-9 – Investigation Duplication Master: Teacher Sheet No. 2 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How are fabrics different?” may be used for student journal entries.</p>	Homework/ Extra Practice

Kindergarten

WEEK 2	<p>Lesson 4 (45 min) Objective(s):</p> <ul style="list-style-type: none"> • Fabrics are made from different materials. • Fabrics can be compared and sorted by their properties. • Fabric is used for many things in our everyday lives. 		<p>Alignment with NYS Core Curriculum: PS 3.1b, c, f</p>
	<p>Advanced Planning/ Notes to Teacher</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 2: Fabric Hunt, Materials and Getting Ready, pp. 12-13. 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 1: Fabric All Around Part 2: Fabric Hunt, pp. 13-14, Steps 1-8 – Investigation Duplication Master: Teacher Sheet No. 3 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “What is made of fabric?” may be used for student journal entries.</p> <p>See the Interdisciplinary Extensions, Language Extensions, p. 35 to make “Word and Fabric Cards.”</p>	<p style="text-align: center;">Homework/Extra Practice</p>

Kindergarten

WEEK 2 (continued)	<p>Lesson 5 (45 min) Objective(s): Fabrics have observable properties.</p>		<p>Alignment with NYS Core Curriculum: PS 3.1</p>
	<p>Advanced Planning/ Notes to Teachers – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 3: Fabric Collage, Materials and Getting Ready, pp. 16-17</p>	<p>Investigation/Activity – Investigation 1: Fabric All Around Part 3: Fabric Collage, pp. 18-19, Steps 1 - 5 – Investigation Duplication Master: Teacher Sheet No. 4 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist</p> <p>Note: The Focus Question: “In what ways are fabrics different?” may be used for student journal entries.</p>	<p>Homework/Extra Practice</p>
	<p>Lesson 6 (45 min) Objective(s): Fabrics have observable properties.</p>		<p>Alignment with NYS Core Curriculum: PS 3.1b, c, g</p>
	<p>Advanced Planning/ Notes to Teachers – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 3: Fabric Collage, Materials and Getting Ready, pp. 16-17</p>	<p>Investigation/Activity – Investigation 1: Fabric All Around Part 3: Fabric Collage, pp. 18-19, Steps 6-7 – Investigation Duplication Master: Teacher Sheet No. 4 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist</p> <p>Note: The Focus Question: “In what ways are fabrics different?” may be used for student journal entries.</p>	<p>Homework/Extra Practice</p>

Kindergarten

WEEK 3	<p>Lesson 7 (45 min) Objective(s):</p> <ul style="list-style-type: none"> Fabrics are made from different materials Many fabrics are made by weaving threads together. 		<p>Alignment with NYS Core Curriculum: PS 3.1b, c, e, g</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 Teacher Guide Inv. 1: Fabric All Around, Part 4: Taking Fabrics Apart, Materials and Getting Ready, p. 20 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> Investigation 1: Fabric All Around Part 4: Taking Fabric Apart, pp. 21-22, Steps 1-6 Investigation Duplication Master: Teacher Sheet No. 5 Investigation Duplication Master: Student Sheet No. 13 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How is fabric made?” may be used for student journal entries.</p>		<p>Homework/ Extra Practice</p>
	<p>Lesson 8 (45 min) Objective(s):</p> <ul style="list-style-type: none"> Fabrics are made from different materials Many fabrics are made by weaving threads together. 		<p>Alignment with NYS Core Curriculum: PS 3.1b, c, e, g</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 Teacher Guide Inv. 1: Fabric All Around, Part 4: Taking Fabrics Apart, Materials and Getting Ready, p. 20 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> Investigation 1: Fabric All Around Part 4: Taking Fabric Apart, pp. 21-22, Steps 7-8 Investigation Duplication Master: Teacher Sheet No. 5 Investigation Duplication Master: Student Sheet No. 13 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How is fabric made?” may be used for student journal entries.</p>		<p>Homework/Extra Practice</p> <p>Home School Connection, IDM No. 14</p>

Kindergarten

WEEK 3 (continued)	Lesson 9 (45 min) Objective(s): <ul style="list-style-type: none"> • Many fabrics are made by weaving threads together. • Scientists communicate problems, designs and solutions. 		Alignment with NYS Core Curriculum: PS 3.1b, c, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 5: Weaving, Materials and Getting Ready, pp. 23-25 – Teacher Guide Fabric Reading Connections folio, p. 4-5 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 1: Fabric All Around Part 5: Weaving, pp. 26-28, Steps 1-7 – Investigation Duplication Master: Teacher Sheet No. 6 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How do you weave fabric?” may be used for student journal entries.</p>	Homework/Extra Practice

Kindergarten

WEEK 4	Lesson 10 (45 min) Objective(s): <ul style="list-style-type: none"> • Many fabrics are made by weaving threads together. • Scientists communicate problems, designs and solutions. 		Alignment with NYS Core Curriculum: PS 3.1b, c, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 – Teacher Guide Inv. 1: Fabric All Around, Part 5: Weaving, Materials and Getting Ready, pp. 23-25 – Teacher Guide Fabric Reading Connections folio, p. 4-5 – www.fossweb.com/NYC – Try the student activity “Weave a Pattern” after completing Part 5: Weaving. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 1: Fabric All Around Part 5: Weaving, pp. 26-28, Steps 8-10 – Investigation Duplication Master: Teacher Sheet No. 6 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Master No. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How do you weave fabric?” may be used for student journal entries.</p> <p>Read Science Stories: pp. 3-15 <i>What is Fabric Made From?</i></p> <p>For a link to the Fabric Science Stories Audio Stories log on to www.fossweb.com/nyc: Go to Grade K, click on Fabric. Click on “Media”; click on Audio Stories.</p>	Homework/Extra Practice

Kindergarten

WEEK 4 (continued)	Lesson 11 (45 min) Objective(s): <ul style="list-style-type: none"> Sewing is a process that weaves thread through more than one piece of fabric to join them. Scientists communicate problems, designs, and solutions. 		Alignment with NYS Core Curriculum: PS 3.1b, c, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 Teacher Guide Inv. 1: Fabric All Around, Part 6: Sewing, Materials and Getting Ready, pp. 29-31 Teacher Guide Fabric Reading Connections folio, p. 6-7 	Investigation/Activity <ul style="list-style-type: none"> Investigation 1: Fabric All Around Part 6: Sewing, pp. 32-33, Steps 1-5 Investigation Duplication Master: Teacher Sheet No. 7 Investigation Duplication Master: Student Sheet No. 13 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How do you sew fabric together?” may be used for student journal entries.</p>	Homework/ Extra Practice

Kindergarten

WEEK 4 (continued)	Lesson 12 (45 min) Objective(s): <ul style="list-style-type: none"> Sewing is a process that weaves thread through more than one piece of fabric to join them. Scientists communicate problems, designs, and solutions. 		Alignment with NYS Core Curriculum: PS 3.1b, c, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide Inv. 1: Fabric All Around, pp. 1-5 Teacher Guide Inv. 1: Fabric All Around, Part 6: Sewing, Materials and Getting Ready, pp. 29-31 Teacher Guide Fabric Reading Connections folio, p. 6-7 	Investigation/Activity <ul style="list-style-type: none"> Investigation 1: Fabric All Around Part 6: Sewing, pp. 32-33, Steps 6-8 Investigation Duplication Master: Teacher Sheet No. 7 Investigation Duplication Master: Student Sheet No. 13 Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “How do you sew fabric together?” may be used for student journal entries.</p> <p>Read <i>A New Coat for Anna</i> by Harriet Ziefert.</p>	Homework/ Extra Practice
<p>Consult the Interdisciplinary Extensions, pp. 35-36, for Math and Science Extensions that will complement Investigation 1: Fabric All Around and meet standard PS 3.1d: Measurements can be made with standard metric units and nonstandard units.</p>			
<p>If you wish to prepare vocabulary cards for Investigation 2, see p. 7 of the folio or follow the link to the vocabulary and glossary under “Teacher/Parent Info” on the Fabric module page.</p>			

Kindergarten

WEEK 5	Lesson 13 (45 min) Objective(s): <ul style="list-style-type: none"> • Some fabrics absorb water, and others repel it. • Fabrics can be compared by their properties. 		Alignment with NYS Core Curriculum: PS 3.1b, e, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 1: Water and Fabrics, Materials and Getting Ready, pp. 7-8 – Teacher Guide Inv. 1: Fabric All Around, Interdisciplinary Extensions, p. 34 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 Fabric. 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 1: Water and Fabrics, pp. 9-11, Steps 1-8 – Investigation Duplication Master: Teacher Sheet No. 8 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “What does water do on fabric?” may be used for student journal entries.</p>	Homework/Extra Practice

Kindergarten

WEEK 5 (continued)	Lesson 14 (45 min) Objective(s): <ul style="list-style-type: none"> Some fabrics absorb water, and others repel it. Fabrics can be compared by their properties. 		Alignment with NYS Core Curriculum: PS 3.1b, e, g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 Teacher Guide Inv. 2: Fabric Interactions, Part 1: Water and Fabrics, Materials and Getting Ready, pp. 7-8 Teacher Guide Inv. 1: Fabric All Around, Interdisciplinary Extensions p. 34 Communicate Through Science Journals. 	Investigation/Activity <ul style="list-style-type: none"> Investigation 2: Fabric Interactions Part 1: Water and Fabrics, pp. 9-11, Steps 9-11 Investigation Duplication Master: Teacher Sheet No. 8 Investigation Duplication Master: Student Sheet No. 13 Assessment Duplication Master No. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Question: “What does water do on fabric?” may be used for student journal entries.</p>	Homework/ Extra Practice

Kindergarten

WEEK 5 (continued)	Lesson 15 (45 min) Objective(s): <ul style="list-style-type: none"> • Some fabric stains can be cleaned by washing. • Cleaning fabric with soap and a scrub brush is better than using water only. • Scientists communicate solutions to problems. 		Alignment with NYS Core Curriculum: PS 3.1g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 2: Soiling and Washing Fabrics, Materials and Getting Ready, pp. 12-14 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 2: Soiling and Washing Fabric, pp. 15-17, Steps 1-6 – Investigation Duplication Master: Teacher Sheets Nos. 9, 10 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “What can you stain your fabric?” “How do you clean it?” may be used for student journal entries.</p>	Homework/ Extra Practice

Kindergarten

WEEK 6	Lesson 16 (45 min) Objective(s): <ul style="list-style-type: none"> • Some fabric stains can be cleaned by washing. • Cleaning fabric with soap and a scrub brush is better than using water only. • Scientists communicate solutions to problems. 		Alignment with NYS Core Curriculum: PS 3.1g
	Advanced Planning/ Notes to Teachers <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 2: Soiling and Washing Fabrics, Materials and Getting Ready, pp. 12-14 	Investigation/Activity <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 2: Soiling and Washing Fabric, pp. 15-17, Steps 7-13 – Investigation Duplication Master: Teacher Sheets Nos. 9, 10 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Master No. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “What can you stain your fabric?” “How do you clean it?” may be used for student journal entries.</p>	Homework/Extra Practice

Kindergarten

<p>Lesson 17 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Some fabric stains can be cleaned by washing. • Cleaning fabric with soap and a scrub brush is better than using water only. • Scientists communicate solutions to problems. 	<p>Alignment with NYS Core Curriculum:</p> <p>PS 3.1g</p>	
<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 2: Soiling and Washing Fabrics, Materials and Getting Ready, pp. 12-14 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 2: Soiling and Washing Fabric, pp. 15-17, Steps 14-15 – Investigation Duplication Master: Teacher Sheets Nos. 9, 10 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “What can you stain your fabric?” “How do you clean it?” may be used for student journal entries.</p>	<p>Homework/Extra Practice</p>

Kindergarten

WEEK 6 (continued)	<p>Lesson 18 (45 min)</p> <p>Objective(s): Fabric can be permanently dyed a wide variety of colors.</p>	<p>Alignment with NYS Core Curriculum: PS 3.1g</p>	
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 3: Dyeing Fabrics, Materials and Getting Ready, pp. 18-19 – Teacher Guide Fabric Reading Connections folio, p. 8-9 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 3: Dyeing Fabrics, pp. 20-21, Steps 1-7 – Investigation Duplication Master: Teacher Sheet No. 11 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “How do you dye your fabric?” may be used for student journal entries.</p> <p>Note: Students use the same piece of fabric for dyeing that they soiled and washed in Part 2. If you wish to use new pieces of fabric, they should be prewashed to remove the new fabric “sizing” and ironed and trimmed of threads.</p>	<p style="text-align: center;">Homework/Extra Practice</p>

Kindergarten

WEEK 7	<p>Lesson 19 (45 min)</p> <p>Objective(s): Fabric can be permanently dyed a wide variety of colors.</p>		<p>Alignment with NYS Core Curriculum: PS 3.1g</p>
	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 3: Dyeing Fabrics, Materials and Getting Ready, pp. 18-19 – Teacher Guide Fabric Reading Connections folio, p. 8-9 	<p style="text-align: center;">Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 3: Dyeing Fabrics, pp. 20-21, Steps 8-11 – Investigation Duplication Master: Teacher Sheet No. 11 – Investigation Duplication Master: Student Sheet No. 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “How do you dye your fabric?” may be used for student journal entries.</p> <p>Read <i>Harry the Dirty Dog</i> by Gene Zion.</p>	<p style="text-align: center;">Homework/Extra Practice</p> <p>Home School Connection, IDM No. 15</p>

Kindergarten

	<p>Lesson 20 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Different properties of fabrics make them useful for different purposes. • Scientists communicate solutions to problems. 	<p>Alignment with NYS Core Curriculum:</p> <p>PS 3.1d</p>	
WEEK 7 (continued)	<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 4: Graphing Fabric Uses, Materials and Getting Ready, pp. 22-23 – Teacher Guide Fabric Reading Connections folio, p. 10 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 4: Graphing Fabric Uses, pp. 24-25, Steps 1-6 – Investigation Duplication Master: Student Sheet No. 12, 13 – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “Can you draw a picture of the clothes you need to wear for today’s weather?” “‘What fabric would you most like to wear?’” may be used for student journal entries.</p> <p>Read <i>Harry the Dirty Dog</i> by Gene Zion.</p>	<p>Homework/Extra Practice</p>

Kindergarten

<p>Lesson 21 (45 min)</p> <p>Objective(s):</p> <ul style="list-style-type: none"> • Different properties of fabrics make them useful for different purposes. • Scientists communicate solutions to problems. 	<p>Alignment with NYS Core Curriculum:</p> <p>PS 3.1d</p>	
<p>Advanced Planning/ Notes to Teachers</p> <ul style="list-style-type: none"> – Teacher Guide Inv. 2: Fabric Interactions, pp. 1-6 – Teacher Guide Inv. 2: Fabric Interactions, Part 4: Graphing Fabric Uses, Materials and Getting Ready pp. 22-23 – Teacher Guide Fabric Reading Connections folio, p. 10 	<p>Investigation/Activity</p> <ul style="list-style-type: none"> – Investigation 2: Fabric Interactions Part 4: Graphing Fabric Uses, pp. 24-25, Steps 7-9 – Investigation Duplication Master: Student Sheets Nos. 12, 13 – Assessment Duplication Master No. 1, 2, 3: Anecdotal Notes and Assessment Checklist <p>Note: The Focus Questions: “Can you draw a picture of the clothes you need to wear for today’s weather?” “What fabric would you most like to wear?” may be used for student journal entries.</p> <p>Read Science Stories: pp. 16-24 <i>How Are Fabrics Used?</i></p> <p>For link to the Fabric Science Stories Audio Stories log on to www.fossweb.com/nyc: Go to Grade K, click on Fabric. Click on “Media”; click on Audio Stories.</p>	<p>Homework/Extra Practice</p>
<p>Consult the Interdisciplinary Extensions, pp. 26-28, for Language Arts, Math and Science Extensions that will complement Investigation 2: Fabric Interactions.</p>		

Kindergarten

WEEK 8	Lesson 22 (45 min) Objective(s): End of Modules Assessment		Alignment with NYS Core Curriculum: PS 3.1b, c, d, e, f, g
	Advanced Planning/ Notes to Teachers Teacher Guide, Assessment Folio pp. 1-4	Investigation/Activity <ul style="list-style-type: none"> – Complete the End of Module Assessment – Narrative Report – Assessment Duplication Masters Nos. 1, 2, 3: Anecdotal Notes and Assessment Checklist 	Homework/Extra Practice