INTRODUCTION

The Chemical Interactions kit contains

- Teacher Toolkit: Chemical Interactions
  - 1 Investigations Guide: Chemical Interactions
  - 1 Teacher Resources: Chemical Interactions
  - FOSS Science Resources: Chemical Interactions
    (class set of student books)
- Equipment for 5 classes of 32 students

Each investigation in this course is divided into two to four parts. Each part has a Materials section that details the materials in the kit and the materials supplied by the teacher that will be used by each group of students and the class. The kit includes most of the learning equipment needed by students. There are enough consumable materials in the kit for 5 classes of 32 students each. Some of the teacher-supplied items can also be ordered through Delta Education. For each investigation, you will need one computer with Internet access that can be displayed to the class, either by an LCD projector, interactive whiteboard, or large screen.

For updates to information on materials and access to the Safety Data Sheets (SDS), go to www.FOSSweb.com. Links to replacement-part lists for this course and customer service are also available on FOSSweb.

NOTE

Delta Education Customer Service can be reached at 1-800-258-1302.
## KIT INVENTORY List

### Drawer 1—permanent equipment, unique items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Toolkit: Chemical Interactions (1 Investigations Guide, 1 Teacher Resources, and 1 FOSS Science Resources: Chemical Interactions)</td>
<td>1</td>
</tr>
<tr>
<td>FOSS Science Resources: Chemical Interactions, student books *</td>
<td>32</td>
</tr>
<tr>
<td>Air pump with inflation pin (with 3 replacement pins)</td>
<td>1</td>
</tr>
<tr>
<td>Atom-representation magnetic set, 4 sheets/set</td>
<td>1</td>
</tr>
<tr>
<td>Ball, rubber, inflatable, 18 cm (7&quot;) diameter</td>
<td>1</td>
</tr>
<tr>
<td>Binder clips, small</td>
<td>36</td>
</tr>
<tr>
<td>Bottles, glass, 8 dram</td>
<td>18</td>
</tr>
<tr>
<td>Dropper bottles, 15 mL (1/2 oz.)</td>
<td>20</td>
</tr>
<tr>
<td>FOSS vial holders</td>
<td>8</td>
</tr>
<tr>
<td>Pipettes, plastic, bulb</td>
<td>50</td>
</tr>
<tr>
<td>Poster, Periodic Table of the Elements</td>
<td>1</td>
</tr>
<tr>
<td>Trays, plastic, tote</td>
<td>8</td>
</tr>
<tr>
<td>Trays with small wells, plastic, clear</td>
<td>36</td>
</tr>
<tr>
<td>Tubes, plastic, flexible, 10 cm (4&quot;)</td>
<td>40</td>
</tr>
<tr>
<td>Tubes, plastic, flexible, 45 cm (18&quot;)</td>
<td>10</td>
</tr>
</tbody>
</table>

### Drawer 2—permanent equipment, unique items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atom-tile sets, 15 tiles/set</td>
<td>18</td>
</tr>
<tr>
<td>Bottles, plastic, with screw caps, 120 mL (4 oz.)</td>
<td>10</td>
</tr>
<tr>
<td>Cups, plastic, 60 mL (2 oz.)</td>
<td>40</td>
</tr>
<tr>
<td>Funnel stands</td>
<td>8</td>
</tr>
<tr>
<td>Pipes, rigid plastic, clear, 7.5 cm</td>
<td>18</td>
</tr>
<tr>
<td>Pipes, rigid plastic, clear, 10 cm</td>
<td>18</td>
</tr>
<tr>
<td>Sphere-and-ring set, brass</td>
<td>1</td>
</tr>
<tr>
<td>Stoppers, rubber, #1, with 1 hole</td>
<td>36</td>
</tr>
<tr>
<td>Stoppers, rubber, #3, with 2 holes</td>
<td>10</td>
</tr>
<tr>
<td>Stoppers, rubber, #4, with 1 hole</td>
<td>10</td>
</tr>
<tr>
<td>Syringes, 35 mL</td>
<td>36</td>
</tr>
</tbody>
</table>

* The student books are shipped separately in two boxes of 16 hardbound books each.

**NOTE**
The teacher toolkit is shipped separately. However, there is space in drawer 1 to store your toolkit.
### Drawer 3—permanent equipment, unique items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jars, clear, unbreakable, 250 mL (8 oz.)</td>
<td>34</td>
</tr>
<tr>
<td>Label set, preprinted, adhesive</td>
<td>1</td>
</tr>
<tr>
<td>Spoons, midispoons, white, small</td>
<td>10</td>
</tr>
<tr>
<td>Spoons, minispoons, green (smallest)</td>
<td>85</td>
</tr>
<tr>
<td>Spoons, white plastic, with long handle, 2 mL</td>
<td>28</td>
</tr>
<tr>
<td>Vials, with screw caps, 30 mL</td>
<td>20</td>
</tr>
<tr>
<td>Vial sets, with screw caps, labeled, 30 mL, 10 vials/set</td>
<td>10</td>
</tr>
</tbody>
</table>

### Drawer 4—permanent equipment, common items

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft sticks ✪</td>
<td>100</td>
</tr>
<tr>
<td>Containers, 1/2 L</td>
<td>18</td>
</tr>
<tr>
<td>Containers, 1 L</td>
<td>8</td>
</tr>
<tr>
<td>Container lids for 1/2 L containers</td>
<td>5</td>
</tr>
<tr>
<td>Cup lids for 500 mL (16 oz.) cup</td>
<td>10</td>
</tr>
<tr>
<td>Cups, insulated foam, 177 mL (6 oz.)</td>
<td>50</td>
</tr>
<tr>
<td>Cups, plastic, 250 mL (9 oz.)</td>
<td>50</td>
</tr>
<tr>
<td>Cups, plastic, 300 mL (10 oz.)</td>
<td>25</td>
</tr>
<tr>
<td>Cups, plastic, 500 mL (16 oz.)</td>
<td>50</td>
</tr>
<tr>
<td>Graduated cylinders, 50 mL, accurate</td>
<td>16</td>
</tr>
<tr>
<td>Hand lenses</td>
<td>16</td>
</tr>
<tr>
<td>Poster, FOSS Outdoor Safety</td>
<td>1</td>
</tr>
<tr>
<td>Poster, FOSS Science Safety</td>
<td>1</td>
</tr>
<tr>
<td>Spoon set, yellow, 5 spoons/set (1, 2, 5, 15, 25 mL)</td>
<td>1</td>
</tr>
<tr>
<td>Thermometer rack</td>
<td>1</td>
</tr>
<tr>
<td>Thermometers, glass, Celsius, with antiroll ring</td>
<td>18</td>
</tr>
<tr>
<td>Thermometers, metal-backed, Celsius</td>
<td>16</td>
</tr>
<tr>
<td>Zip bags, medium</td>
<td>20</td>
</tr>
</tbody>
</table>

[*] These items might occasionally need replacement.
**NOTE**
Consumable equipment for this course will be shipped in a standard cardboard box. Hydrochloric acid is a separate shipment.

<table>
<thead>
<tr>
<th>Box 5—consumable equipment</th>
<th>Equipment condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aluminum foil, roll, 22.5 m (75') roll</td>
<td></td>
</tr>
<tr>
<td>100 Balloons, round, blue</td>
<td></td>
</tr>
<tr>
<td>1 Bubble wrap sheet, 8 mm (5/16&quot;) bubbles</td>
<td></td>
</tr>
<tr>
<td>8 Candles, tea</td>
<td></td>
</tr>
<tr>
<td>1 Coding dots set, adhesive, paper, 39 sheets/set, 96 dots/sheet Blue, 5 sheets; Green, 3 sheets; Red, 17 sheets; Orange, 7 sheets; Yellow, 7 sheets</td>
<td></td>
</tr>
<tr>
<td>250 Cups, paper, 90 mL (3 oz.)</td>
<td></td>
</tr>
<tr>
<td>100 Filter papers, fine, qualitative #1</td>
<td></td>
</tr>
<tr>
<td>1 Food coloring, blue, 30 mL (1 oz.)</td>
<td></td>
</tr>
<tr>
<td>1 Hydrochloric acid, 8.7%, 3M, 1 L/bottle (in separate shipper)</td>
<td></td>
</tr>
<tr>
<td>100 Index cards, 7.5 × 12.5 cm (3&quot; × 5&quot;), unlined</td>
<td></td>
</tr>
<tr>
<td>1 Paraffin wax, 454 g (1 lb.)/box</td>
<td></td>
</tr>
<tr>
<td>500 Self-stick notes</td>
<td></td>
</tr>
<tr>
<td>100 Straws, slim, short</td>
<td></td>
</tr>
<tr>
<td>750 Toothpicks, flat</td>
<td></td>
</tr>
<tr>
<td>1 Transparent tape, roll</td>
<td></td>
</tr>
<tr>
<td>2 White substance, ascorbic acid (vitamin C), containers, 50 g/container</td>
<td></td>
</tr>
<tr>
<td>1 White substance, calcium carbonate (natural chalk), container, 200 g/container</td>
<td></td>
</tr>
<tr>
<td>1 White substance, calcium chloride (road salt), container, 500 g/container</td>
<td></td>
</tr>
<tr>
<td>1 Calcium hydroxide (lime), container, 100 g/container</td>
<td></td>
</tr>
<tr>
<td>1 White substance, citric acid, container, 825 g/container</td>
<td></td>
</tr>
<tr>
<td>1 White substance, magnesium sulfate (Epsom salts), container, 200 g/container</td>
<td></td>
</tr>
<tr>
<td>3 White substance, sodium bicarbonate (baking soda), containers, 454 g/container</td>
<td></td>
</tr>
<tr>
<td>1 White substance, sodium carbonate (washing soda), container, 250 g/container</td>
<td></td>
</tr>
<tr>
<td>2 White substance, sodium chloride (kosher salt), containers, 1.36 kg/container</td>
<td></td>
</tr>
</tbody>
</table>
MATERIALS Supplied by the Teacher

Each part of each investigation has a Materials section that describes the materials required for that part. It lists materials needed for each student or group of students and for the class.

Be aware that you must supply some items. These appear in the materials list for each part of the investigation. Here is a summary list of those items. Some of the supplies and tools are available from Delta Education. Check the replacement-part list for the course on FOSSweb.

Technology equipment
- Computers with Internet access
  1 Document camera
  1 Projection system

Measuring tools
1–2 Balances, electronic (0.1 g accuracy)
1 Clock
1 Ruler
8 Stopwatches (optional)

Paper
- Black construction paper (optional)
- Cardboard (optional)
- Chart paper
- Index cards (optional)
- Paper towels
- Science notebooks (composition books)
- Scratch paper
- White paper, 22 cm × 28 cm (8.5" × 11")

Supplies
- Bottles, plastic, 2 L
  1 Candy-coated chocolate pieces, 1 lb. bag
- Consumer-product packages
- Dishwashing detergent, liquid, 25 mL
- Glue sticks
- Glycerin, a few mL (optional)
- Ice

NOTE
Throughout the Investigations Guide, we refer to materials not provided in the kit as “teacher-supplied.” These materials are generally common or consumable items that schools and/or classrooms already have, such as rulers, paper towels, and computers. If your school/classroom does not have these items, they can be provided by teachers, schools, districts, or materials centers (if applicable). You can also borrow the items from other departments or classrooms, or request these items as community donations.
• Margarine, 1/4 lb. stick (not tub)
• Matches, wooden safety
• Plastic bags, large, sturdy
  1 Plastic bag, small (optional)
• Recycled materials to use for insulation
16 Sheet protectors, clear-plastic (optional)
• Sucrose (granulated sugar), 1 lb.
• Vinegar
16 Water bottles, clear-plastic, recycled, with screw cap, 1/2 L

Other tools
• Basins
  1 Beaker, 1 L
• Buckets or gallon jugs
16 Calculators (optional)
  1 Coffee urn or coffeepot, or other means of heating water in large quantities
• Colored pencils, marking pens, and highlighters
  1 Cooler or ice chest
  1 Cube, cm³
  1 Fork, metal
  1 Funnel
  1 Hot plate
  1 Large knife
  1 Marking pen, permanent
8–16 Marking pens, whiteboard (optional)
  1 Match-striking surface
8–16 Mini-whiteboards (optional)
  1 Paper cutter (optional)
32 Pens, fine-tipped
  • Pitchers
  • Pushpins (optional)
32 Safety goggles
8 Scissors
  1 Sponge (optional)
• Trays, cafeteria
  1 Two-by-four lumber, 60 cm long
  1 Washcloth
8–16 Whiteboard erasers (optional)
IMPORTANT Information for First-Time FOSS Users

If this is your first time using a FOSS middle school course, you should become familiar with a few items before beginning instruction. These steps will also prepare you to teach any other FOSS middle school course.

1. Plan for student notebooks

In FOSS, students keep science notebooks both as organized records of their scientific investigations and as places to reflect about their thinking. Notebook opportunities appear in each part of each investigation.

Students will need their own notebooks dedicated for use in science class, in which they can record focus questions, observations, data, conclusions, their own questions, and so on. These notebooks are typically bound composition books in which students make entries and glue or tape photocopied notebook sheets or other artifacts.

In preparation for each part of each investigation, you will print or make copies of the specified notebook masters. You can copy the preprinted notebook masters from Teacher Resources or download digital versions from www.FOSSweb.com. Each notebook master consists of two copies of a notebook sheet, so each photocopied page will need to be cut in half. Sometimes you might prefer to project a notebook master and have students copy some information from the projected notebook sheet into their notebooks, adding their own data and responses.

In the first investigation, make sure students have prepared their notebooks by setting up a table of contents, creating an index for vocabulary words, and numbering the pages. For more information on notebook use in FOSS, see the Science Notebooks in Middle School chapter.

TEACHING NOTE

Notebook sheets are available on FOSSweb in several formats. For each notebook sheet, you can select “to photocopy,” which will be identical to the printed notebook masters in Teacher Resources, or “to project,” which is rotated and zoomed for easier display. You can also type into these notebook sheets while projecting them.
2. **Plan for online activities and projection**
   Throughout this course, you will need to project digital components through your computer for the class to see. The Getting Ready section for each part will indicate what to prepare.

   In general, you will need regular access to a computer with Internet access, a document camera, and either an LCD projector or a large-screen display. If regular projection is difficult given your classroom setup, you could use the notebook masters and teacher masters to make transparencies for use.

   For other projection needs, such as displaying a FOSSweb program, you will need to make sure students can see the computer display.

3. **Become familiar with FOSSweb**
   If you have never logged into FOSSweb before, visit the site to set up your account. The site is used throughout the course to project teacher masters and notebook sheets, display digital components such as animations and simulations, and provide student access to course resources and assignments that you create. For more information on how to set up an account and to access the digital resources, see the Technology chapter.

   Once you’ve logged in, familiarize yourself with the layout of the site and the additional resources available to you there. The easiest way to access resources is by clicking the icon for the course and going to Resources by Investigation.

4. **Review teaching slides**
   The teaching slides are a series of editable slides for you to use with your class as an instructional tool. There is one set of slides for each part of each investigation. Look for the teaching slides under Digital-Only Resources on FOSSweb.

5. **Plan groups**
   Plan to organize students into groups of four around lab benches or tables. Seating should facilitate students’ working together and sharing observations and ideas. The “for each group” section of the materials list will always describe the materials needed by a group of four students.

6. **Display safety posters**
   Display the *FOSS Science Safety* poster in a prominent location in the classroom. There is also a *FOSS Outdoor Safety* poster.
7. **Set up a materials station**
   Plan to establish a materials station where students will always pick up and return materials. Select a location that minimizes congestion and provides easy supervision as needed.

8. **Assess progress throughout the course**
   Embedded (formative) assessments provide a variety of ways to gather information about students’ thinking while their ideas are developing. These assessments are designed to be diagnostic. They provide you with information about student learning so that you know if you need to plan a next step to clarify understanding before going on to the next part of the investigation. Each Getting Ready section describes an embedded-assessment strategy you may find useful in that part. Two assessment masters, *Embedded Assessment Notes* and *Performance Assessment Checklist*, are provided as tools to help you analyze students’ data (see the Assessment chapter for more on how to use these tools). The *Performance Assessment Checklist* is in two formats, one for individual study and one for groups.

   At the end of most investigations, there is an I-Check benchmark assessment. The questions on these assessments are summative—they examine all the concepts students have learned up to that point in the curriculum. You can find out more about I-Check assessments in the Assessment chapter and in Investigation 2. Use *Assessment Record* to record results. Check FOSSweb for downloadable spreadsheets for *Performance Assessment Checklist* and *Assessment Record*. 

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**Embedded Assessment Notes**

**Performance Assessment Checklists**

**Assessment Record**
PREPARING the Kit for Your Classroom

Some preparation is required each time you use the kit. Doing things before beginning the course will make daily setup quicker and easier.

Each part of each investigation includes a section called Getting Ready, which describes what you need to do or consider to be prepared to conduct the part.

Note that a few items are consumable, but there should be enough in the kit for at least five classes before you need to restock.

Equipment

Cups and containers. The seven kinds of cups and containers are identified by their capacity and material.

- 18 Containers, 1/2 L
- 8 Containers, 1 L
- 50 Cups, insulated foam, 177 mL (6 oz.)
- 250 Cups, paper, 90 mL (3 oz.)
- 40 Cups, plastic, 60 mL (2 oz.)
- 50 Cups, plastic, 250 mL (9 oz.)
- 25 Cups, plastic, 300 mL (10 oz.)
- 50 Cups, plastic, 500 mL (16 oz.)

Spoons. There are four kinds of plastic spoons. Three are used by students and are listed here from smallest to largest capacity.

- 85 Minispoons, green. These fit in the vials with the screw caps.
- 10 Midispoons, white. These are larger than minispoons, but still quite small. They are used in Investigations 8, 9, and 10.
- 28 Spoons, white, with long-handled, 2 mL

The set of yellow metric spoons is used by the teacher, includes 1, 2, 5, 15, and 25 mL spoons.
Thermometers. The kit has two kinds of thermometers in the kit: the less-accurate metal-backed thermometer and the more-accurate glass thermometer. The metal-backed thermometer is used for low temperatures and when precise measurement is not important. The glass thermometers are used when accurate temperature readings are required between –10°C and 100°C. Triangular rubber antiroll rings come in a separate package. Position one ring on each thermometer 3–4 cm from the top. A thermometer rack for storing the glass thermometers is provided in the kit.

Stoppers. The kit has three different kinds of rubber stoppers.

36 Stoppers, #1, 1-hole. These fit into the 8-dram glass bottles.
10 Stoppers, #3, 2-hole. These fit into the 120 mL plastic bottles.
10 Stoppers, #4, 1-hole. These fit into teacher-supplied 1/2 L plastic water bottles.

Trays. The kit has two sets of trays. The large tote trays can be used to carry equipment and materials. The small 12-well trays are used as mixing and evaporation trays.

One-Time Preparation

Some preparation will need to be done only once. Here are things that require one-time preparation.

Investigation 1, Part 2

Prepare the labeled vials of white substances and assemble the vial sets as directed in Getting Ready. These sets will take some time to prepare but will be used by all classes. The white substances and minispoons can remain in the screw-lid vials from year to year. The mystery mixture does not store well and should be replaced for each session.

Fill the 15 mL dropper bottles with water and label the vials with the preprinted adhesive labels.

If you choose to have students conduct large-scale reactions, prepare these 250 mL jars. Preprinted labels for each jar are in the kit. Put a heaping 25 mL spoon of the appropriate substance in each jar.

8 Jars of citric acid
8 Jars of sodium bicarbonate
8 Jars of sodium carbonate

NOTE

Eighteen #1, 1-hole stoppers are used to make thermometers in Investigation 4, Part 2. A 10 cm pipe is installed in each stopper. The stopper-pipe assemblies can be stored in the kit after the investigation.
Investigation 2, Part 1
Find a location to hang up the poster Periodic Table of the Elements. Gather consumer-product packages (students can bring them in). You can use these from year to year.

Investigation 3, Part 1
Prepare eight labeled jars of citric acid and eight of sodium bicarbonate (if you didn’t do so in Investigation 1). Preprinted labels for each jar are in the kit. Put a heaping 25 mL spoon of the appropriate substance in each jar.

Investigation 4, Part 1
Mark 32 500 mL cups with water-level lines at 150 mL.

Investigation 7, Part 2
Prepare two labeled jars of sodium chloride and two jars of calcium carbonate. Use the 25 mL spoon to half-fill each jar. Preprinted labels for each jar are in the kit.

Investigation 8, Part 3
At this point you should have labeled jars of sodium chloride, sodium bicarbonate, sodium carbonate, and calcium carbonate. If not, half-fill these now along with the rest of the substance jars as indicated below. Use the 25 mL spoon to transfer the substance to each jar. Preprinted labels for each jar are in the kit.

- 1 Jar of citric acid
- 2 Jars of sodium chloride
- 1 Jar of sodium bicarbonate
- 1 Jar of sodium carbonate
- 2 Jars of calcium chloride
- 1 Jar of calcium carbonate
- 1 Jar of magnesium sulfate
- 1 Jar of sucrose (teacher-provided)

Draw a line with a permanent marking pen 4 cm up from the bottom of sixteen 250 mL cups.
Water Preparation

You will need to provide water at different temperatures for several investigations.

**Hot water.** You need water that is between 60°C and 65°C. A large coffee urn with the tap at the bottom is a great resource. Hot water can also be prepared in a household drip coffee maker. Hot water can be stored effectively in gallon jugs in an insulated cooler.

**Cold water.** Add ice to cold tap water in pitchers or basins. You can also float a block of ice in an insulated cooler of water.

**Room-temperature water.** Draw water from the tap well ahead of time, maybe the previous day, to allow it to reach room temperature. Gallon jugs and buckets work well to store this water.

Review Safety Guidelines

Display the FOSS Science Safety and FOSS Outdoor Safety posters in prominent locations in the classroom. Review each safety item thoroughly with the class. Review your district science safety guidelines and be sure to follow them. Provide safety goggles for activities where students are using chemicals or hazardous materials.

It is very important to follow the procedures described in each FOSS investigation. Look for the safety icon, which will alert you to safety concerns throughout the course.

Have each student read, discuss, and sign a safety contract. Teacher master A is a sample contract that you can use if your district does not have a standard contract.

The Safety Data Sheets (SDS) for the substances used in this course are updated regularly and are available on FOSSweb. Download them before teaching the course and keep them in a binder for easy reference.

You will see a warning label on several student notebook sheets. The label is required by the US Consumer Product Safety Commission (CPSC) whenever students work with chemicals. The label should act as a reminder to you and students to exercise safety precautions when working with materials in the investigation where the sheets are used.

**SAFETY NOTE**

Water over 70°C will melt the clear plastic cups.

**NOTE**

In these investigations, ascorbic acid, calcium carbonate, calcium chloride, calcium hydroxide, citric acid, magnesium sulfate (Epsom salts), sodium bicarbonate (baking soda), sodium carbonate (washing soda), sodium chloride (kosher salt), and hydrochloric acid are the materials requiring this safety labeling.

**WARNING** — This set contains chemicals that may be harmful if misused. Read cautions on individual containers carefully. Not to be used by children except under adult supervision.
Provide safety goggles when necessary. You should sanitize safety goggles regularly in order to prevent the spread of infection. Be aware that some safety goggles have latex in the headband. In addition, we recommend that a safety eyewash be available in the science classroom.

**Use of matches.** Students use tea candles in Investigation 8. We recommend that you light the match for each group. Provide safety goggles and instruct students on appropriate safety when using an open flame in the laboratory.

**Reserve Computer Lab**

In Investigation 2, Part 2, and Investigation 5, Part 2 (optional), students should have access to computers in pairs or individually. Plan ahead to use multiple computers at this time.

**Sequential Classes**

The materials are designed to be used with sequential classes. Organize a materials station in a central location in the classroom. Stock it with materials before first period. Each period, the appropriate materials are picked up for each group by a Getter, used for the investigation, inventoried by students at the end of the period, and returned to the materials station by a Getter. You can quickly review the materials station to ensure that all the materials came back (and take appropriate action if they didn’t) and that the materials are ready for the next class.
**CARE, Reuse, and Recycling**

When you finish teaching the course, inventory the kit carefully. Note the items that were used up, lost, or broken, and immediately arrange to replace the items. Use a photocopy of the *Kit Inventory List*, and put your marks in the “Equipment condition” column. Replacement parts are available for FOSS by calling Delta Education at 1-800-258-1302 or by using the online replacement-part catalog (www.DeltaEducation.com/FOSS/buy).

The items in the kit have been selected for their ease of use and durability. Make sure that items are clean and dry before putting them back in the kit. Small items should be inventoried (a good job for students under your supervision) and put into zip bags for storage. Any items that are no longer useful for science should be properly recycled.