

FOSS[®] AT HOME

WATER

The FOSS[®] (Full Option Science System[™]) program offers a number of ways to get parents involved in their child's science education. Included here are short descriptions of several ways to bridge from classroom to home.

Letter to Parents. The letter to parents can be sent home at the start of a new science module. The letter describes what children will be learning and ways that parents can enrich the science-learning experience.

FOSS Science Stories. *FOSS Science Stories* is a series of original books developed to accompany and enrich the FOSS modules. The books include a variety of articles written in a number of styles, including narrative tales, expository articles, technical readings, and historical accounts.

Here are some suggestions for using *FOSS Science Stories* at home.

- **Expository and Historical/Biographical Readings.** The expository and historical/biographical readings provide excellent opportunities for students and parents to discuss the science content students are learning in the module. Specific articles include *Which Way Does It Go?*, *Evaporation and Condensation*, and *The Power of Water*.
- **"Questions to Explore."** Students can read the article in class and then answer the "Questions to Explore" at home in their science notebooks. You might consider this strategy after students read *The Water Cycle* or *Water: A Vital Resource*.
- **After the Story.** See the Science Stories folio in the Teacher Guide for suggestions on how to extend the stories at home. For example, after students read *The Pond*, you might have students make a simple food chain by drawing and labeling the Sun (energy source), a producer, and a consumer on paper strips and then linking them together using glue or a stapler.

LETTER TO PARENTS

Cut here and paste into school letterhead before making copies.

Dear Parents,

Water is a unique earth material, the only material on Earth that occurs naturally in all three states of matter, solid, liquid, and gas. Next to the air we breathe, water is probably the most important thing in our lives. Your child will learn these interesting things and more as we investigate water, its properties, and what it can do in the FOSS Water Module.

One of the goals of this module is to help students focus their observation skills on water—to begin seeing water in a new light. Through their investigations into the properties of water, how it reacts to heating and cooling, and the processes of evaporation and condensation, students will begin to appreciate how important this unique material is.

You can help your child focus on the properties of water and its uses in several ways. Take a trip to the public library and check out books about water, water conservation, and recycling. Plan a visit to a garden shop and find out more about irrigation systems. Visit a dam, reservoir, lake, or stream to observe the flow and interactions of water with the earth. Consider ways to conserve water in your home and community. A walk around the block after a rainstorm, looking for evidence of precipitation, condensation, evaporation, and flowing water, can also be eye-opening.

I will be sending home assignments called Home/School Connections. Please try to complete them with your child that evening and send them back to school the next day. When your child brings home another kind of sheet, called Response Sheet, he or she needs to complete it without your help. These sheets help me evaluate the development of your child's ideas about the science concepts he or she is learning.

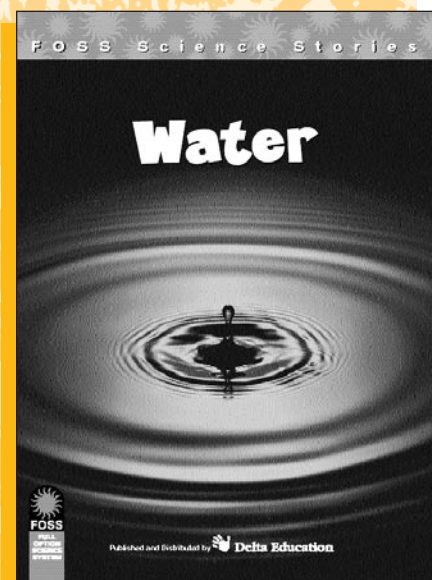
We're looking forward to weeks of exciting investigations into the world of water!

Comments

FOSS Water Module
© The Regents of the University of California
Can be duplicated for classroom or workshop use.

Investigation 1: Water Observations
No. 1—Teacher Sheet

No. 1—Teacher Sheet



FOSSWEB (WWW.FOSSWEB.COM)

The FOSS program maintains a resource-rich website for students and their families and friends. To explore the resources available for the **Water Module**, first enter www.fossweb.com in your browser.

The FOSS website requires plug-ins for your browser. We recommend that you click the “Test Your Browser” link at the bottom of the home page before you begin to ensure your computer has the minimum requirements.

Click the grades 3–6 icon to get a menu that links to each of the 3–6 modules. There you can choose **Water** and travel to a wealth of information and activities specific to this module.

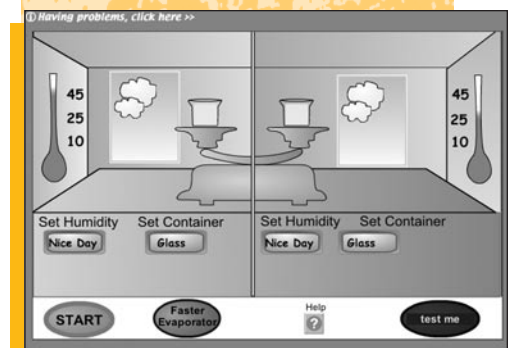
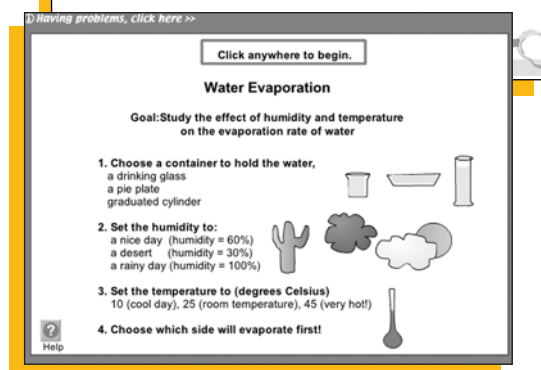
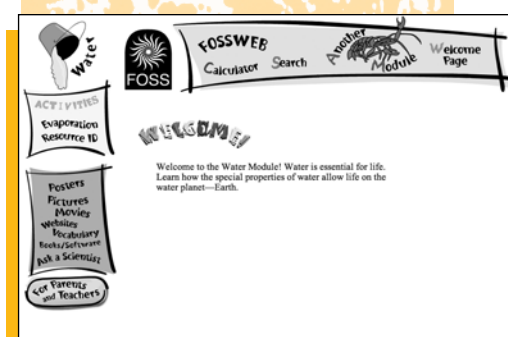
ACTIVITIES

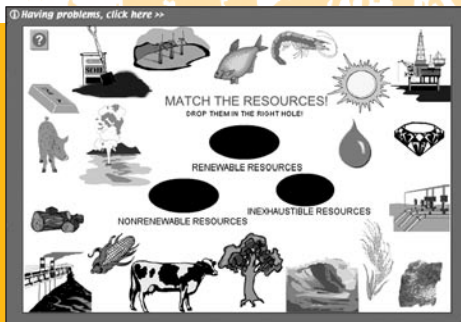
In the **Water Module**, you’ll find two activities: Water Evaporation and Resource ID. Water Evaporation should be introduced after students have completed Investigation 3: *Water Vapor*. Children decide on which variables to change that will affect the amount of evaporation in two different locations. They also predict in which location evaporation will occur the fastest. You might ask,

- *What are the variables we have instigated that affect the amount and rate of evaporation?*
- *What are some of the locations or situations in which evaporation happens the fastest? The slowest?*

If necessary, review how temperature and surface area affected the results of their investigations. At the computer, introduce children to the variables they can change in the simulation, i.e. container, humidity, and temperature. Have the children decide what combination of container, humidity, and temperature to use. Change the temperature by placing the cursor on the thermometer on the selected temperature and clicking the mouse. Have children decide which situation will have the fastest evaporation and move the Faster Evaporator button to that location. Click Start and observe until you are informed whether your answer is correct. Show children the Test Me button. The computer will set up situations for children to decide which will have the faster evaporation.

In Resource ID, children sort a variety of natural resources into categories of renewable, nonrenewable, and inexhaustible.





MOVIES

The Movies section includes various ways humans use water, for example to operate a water wheel or as transportation.

PICTURES

In the Pictures section, you can view images of various bodies of water, uses of water, and water in its various forms. You can use the images to discuss where water is found on Earth and how humans use and store water.



WEBSITES

The Websites section includes links to sites that can extend and enrich children's experiences with the **Water Module**.

VOCABULARY

In the Vocabulary section, you will find the glossary words and definitions used in the **Water Module**. They are provided in English and Spanish.

BOOKS/SOFTWARE

This section includes an annotated list of books, videos, and software recommended for the **Water Module**. You should be able to find many of these titles at your local library.

FOR PARENTS AND TEACHERS: HOME/SCHOOL CONNECTION

The For Parents and Teachers section includes the Home/School Connection that describes ways for families to do science together. For example, in Investigation 3, students can make an apparatus that demonstrates the process of evaporation. Families can check weather reports to find out how humid the local air is and monitor changes in humidity for a period of time. Look in this section for other resources included in a downloadable PDF file, including a general letter introducing the module, student projects, and math problems that relate to the science investigations.

