

# LETTER FOR ANIMALS TWO BY TWO MODULE

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**Hello Teachers and Families,**

During school closures, the FOSS team will be expanding the **Home/School Connection Center** on the FOSS website <https://www.fossweb.com>. Families can access Home/School Connections and many other resources (multimedia, streaming video, and *FOSS Science Resources* interactive e-book) on FOSSweb through the class pages set up by the teacher. The teacher will need to provide the class username and password for full access. Teachers can leave notes on FOSSweb class pages for students, or, instead, send messages to students through other established parent communication apps or emails.

If the teacher has not set up Class Pages, families can still access the **Home/School Connections Center** page from the main FOSSweb login page. No registration is necessary for this access.

The Home/School Connections for each module are active investigations that can be conducted at home (inside or outdoors). Over the weeks, we will be adding new activities that are part of the existing FOSS module to be used in class, but formatted for students and families to access at home.

Please refer to the teacher's communications home for specific expectations for assignments. The teacher may suggest *FOSS Science Resources* readings, videos, and multimedia from investigations in the module.

**For Students and Families:** To sign in to FOSSweb, use the user name and password provided by your teacher. This might be a Common Class or Individual Student login. Here's a short video to get you started on FOSSweb

**For Student Sign in Video:** <https://youtu.be/Fcfjbt7Li2k>

**For FOSSweb help:** <https://www.fossweb.com/student-parent-help>

Preview the **Module/Course Summary** from the Student Page. The **Module Overview** is available to download as a PDF. The first few pages of the Overview will help to set the context for the Home/School Connections.

**For Teachers:** For help in setting up and using Class Pages, use the Walk-through Videos on FOSSweb: <https://www.fossweb.com/fossweb-walkthrough-videos>

Visit the Home/School Connection for each module you teach, select the specific assignments that will be most relevant to your students at this point in instruction. Communicate with families about which content you are assigning through the Class Pages Notes on FOSSweb or through any other established parent communication channel your school has in place.

**Tech support on FOSSweb:** <https://www.fossweb.com/contact-us#jotform>

Together we will continue to make progress in science teaching and learning during school closures. Now, more than ever, we appreciate the role that science plays in our lives, and how important it is for citizens of all ages to understand and act based on scientific evidence.

Sincerely, The FOSS Team at the Lawrence Hall of Science

# HOME/SCHOOL CONNECTION—WEEK 1

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## Investigation 1: Goldfish and Guppies

Here are things to do at home with this investigation.

**Look at the Home School Connection for Investigation 1.** (*Download the PDF in English or Spanish*)

Students create an optical illusion that puts a fish in a fishbowl. They can choose either the goldfish, guppy, or create a separate system for both fish.

### **Math Extension:**

Add and subtract with fish

Have students make paper fish or provide goldfish crackers to them. Have them work out simple addition and subtraction problems using the fish.

### **Peregrine Falcon Webcam**

Two Peregrine Falcon mates, Annie and Grinnel, are nesting on top of the Campanile at UC Berkeley. Follow their lives as they hatch and care for their babies. As you watch the livefeed, ask your child what they observe about the birds and their nest.

<https://www.youtube.com/watch?reload=9&v=UNJaghWqXAE&feature=youtu.be>

### **Read “Fish Same and Different” in FOSS Science Resources:**

#### **Animals Two by Two eBook**

To access the interactive eBook, login to FOSSweb with the username and password provided by your teacher.

Introduce the title, “Fish Same and Different.” Ask your child what they think the article will be about.

Read the article with your child. You can click on the speaker icon on each page to have the text read to your child as well. As you read the article together, answer the questions on the pages together. In addition, here are some things you can do together with the interactives on the pages. (*Click on the movie clip icon to play the clips.*)

- **Page 3:** This clip shows an aquarium scene. Have your child count how many fish are in the aquarium and then count how many different kinds of fish are in the aquarium.
- **Page 4:** This clip shows feeding carp/koi. Ask your child where they think these fish live (koi (fish) pond).
- **Page 5:** There are two clips on this page. Have your child identify where the fish are getting their basic needs (food, water, shelter, oxygen).
- **Page 6–7:** There are three clips on this page. Have your child identify the fish structures (scales, fins, gills). Ask them how they know the gills are working on the fish. What do they observe?
- **Page 9:** This clip shows clown fish. Ask your child how these clown fish are the same and how they are different.

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# HOME/SCHOOL CONNECTION—WEEK 1 (Continued)

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## Read “Fish Live in Many Places” in FOSS Science Resources: Animals Two by Two eBook

To access the interactive eBook, login to FOSSweb with the username and password provided by your teacher.

Introduce the title, “Fish Live in Many Places.” Ask your child what they think the article will be about.

Read the article with your child. You can click on the speaker icon on each page to have the text read to your child as well. As you read the article together, answer the questions on the pages together. In addition, here are some things you can do together with the interactives on the pages. (Click on the movie clip icon to play the clips.)

- **Page 10:** This is a clip of salmon swimming upstream to spawn (breed) in the freshwaters where they were born. Ask your child what they think the fish are doing and why. You might want to look at salmon life cycles to help them understand what is happening here.
- **Page 11:** Have your child find the different fish in this clip. Ask them where they might see fish like these.
- **Page 12:** There are two clips on this page. Have your child observe the different kinds of fish that live in the ocean. The first clip shows fish in more shallow waters and the second from the deeper ocean. What do they notice about the fish?
- **Page 14:** This clip shows a scene at a large aquarium. Ask your child what they observe about these fish.
- **Page 15:** This clip shows a scene from a smaller home aquarium. How is this aquarium different from the large aquarium?
- **Page 19:** This clip shows some rainbow trout. What are the basic needs of all fish?

### Extension activity:

If you have an aquarium at home, have your child interact with the fish in the aquarium. Can they train the fish to come to them at feeding time? What happens if they put an object in the tank? How do the fish interact with the object? If you don't have pet fish, but have other pets, see if your child can interact with them in a similar way.

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# HOME/SCHOOL CONNECTION—WEEK 1 (Continued)

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## Read “Birds Outdoors” in FOSS Science Resources: Animals Two by Two eBook

To access the interactive eBook, login to FOSSweb with the username and password provided by your teacher.

Introduce the title, “Birds Outdoors.” Ask your child what they think the article will be about.

Read the article with your child. You can click on the speaker icon on each page to have the text read to your child as well. As you read the article together, answer the questions on the pages together. In addition, here are some things you can do together with the interactives on the pages. (Click on the movie clip icon to play the clips.)

- **Pages 20–21:** There are three clips on these pages. Have your child tell you what the birds are doing in each clip.
- **Pages 22–23:** There are four clips on these pages. Have your child tell you what the clips show in terms of how birds find food and water and where they find shelter. Ask them why the last clip of the hummingbird has sound.
- **Pages 24–25:** There are two clips on these pages. Ask your child how birds use their beaks to get and eat food. Ask them what kinds of food the birds are eating in the clips.
- **Page 26:** There are three clips on this page. Ask your child how bird nests are the same and different.
- **Page 27:** There are two clips on this page. Ask your child how bird feathers, eyes, and beaks are the same and different and why.
- **Page 28:** There are two clips on this page. Ask your child how the birds are the same and different.

### Extension activity:

Take your child outdoors and do some bird watching. You can make a pair of “binoculars” by stapling two empty toilet-paper tubes side by side. See how many different kinds of birds you can find in your neighborhood. Answer these questions together.

- How many different kinds of birds did you observe?
- Where did you find them?
- What were the birds doing?
- Did you find any bird nests? Did you see any baby birds?