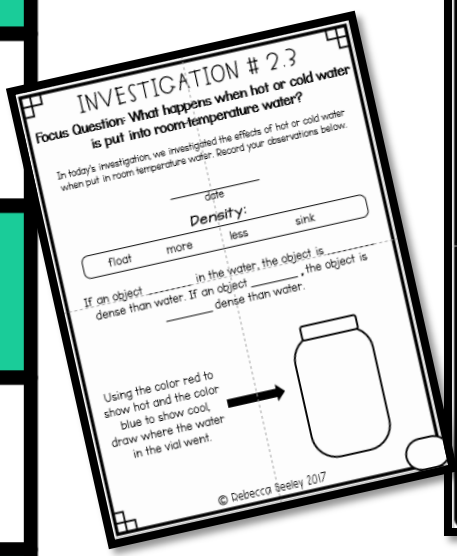
No Prep!

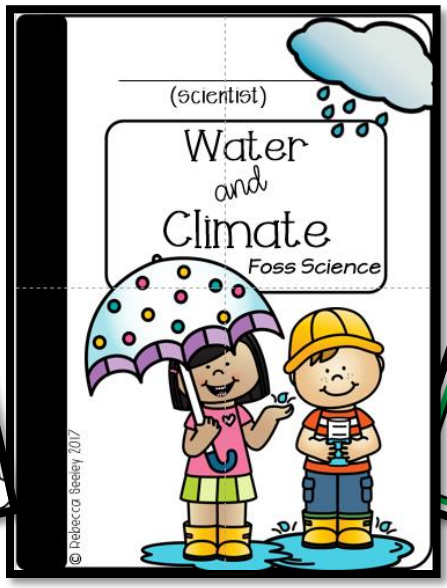
NGSS aligned

Water and Climate

For **FOSS** Science Kits

A comprehensive student journal that follows all of the focus questions and investigations for the Water and Climate FOSS kit. Over 85 picture supported vocabulary cards included!





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Just a little note...

Thank you for purchasing this pack. Please take the time to email me (rebecca.seeley81@gmail.com) with any questions you may have, as well as **leave feedback** on your purchase! This earns you TPT points you can use towards your next TPT purchase!
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Thanks so much and Happy Teaching!!

Teacher Tip

Thanks for purchasing this pack! I have tried to create an easy and fun way to learn, using your FOSS Next Generation edition kit. The science notebook is to be used as you see fit. Print and use all of the pages, or simply print what you need/what you have time for. (I know science time can be hard to come by these days!!) I have also included some extra pages to enhance your teaching and your students' learning. I have left the page numbers empty so you can use them in any order you'd like.

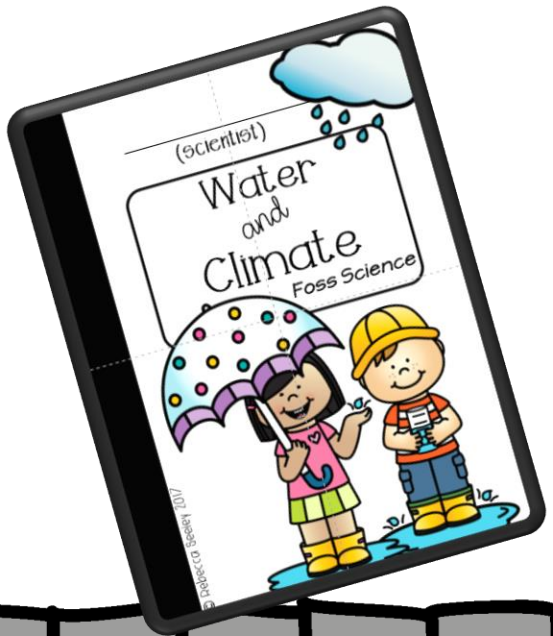
Check out the teacher tips throughout the pack for helpful hints and ideas. ☺

Teacher Tip

Science notebooking is a key component of FOSS science. On the next page you will find some simple guidelines to notebooking. I usually print this page out and laminate it. We go back and refer to it as we are notebooking to make sure we are covering all of the steps.

Science Notebooks

1. Date your entry
2. Think before you write
3. Use nice handwriting
4. Draw detailed pictures
5. Don't forget to label
6. Write in your table of contents
7. Share your findings



Did you know.....?

Working in groups is really cool! You get to share ideas and observations!

Just make sure to give everyone a chance to talk! Be fair and kind to everyone.

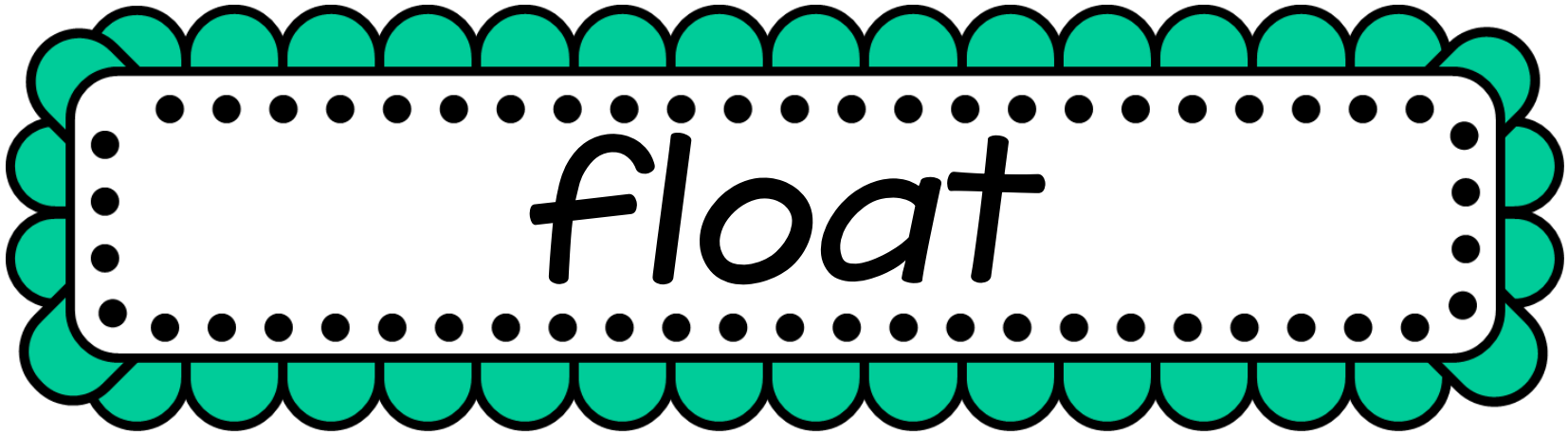
Observe

When you observe, you look closely at something.

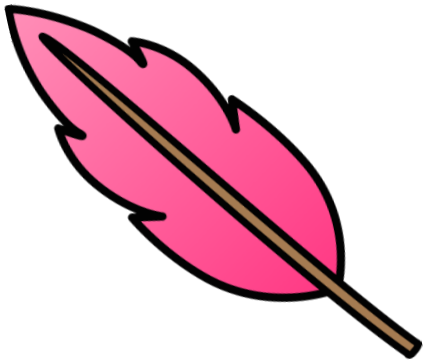
You can watch how things change over time!

Did you know.....?

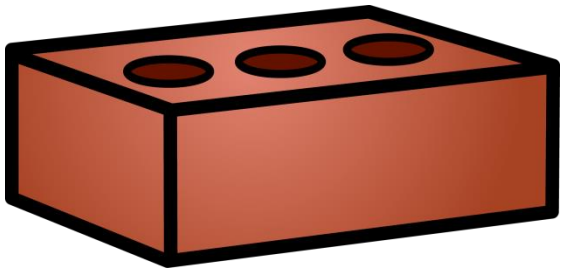
Water is amazing!! We drink it, we play in it, it keeps us clean! But water is so much more!! Let's learn more about it!


float

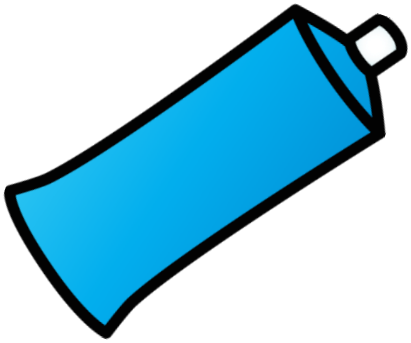

sink



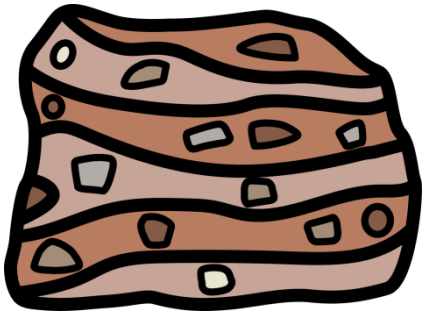
feather



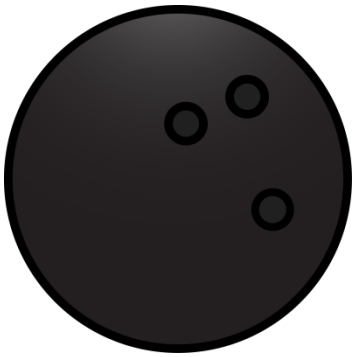
brick



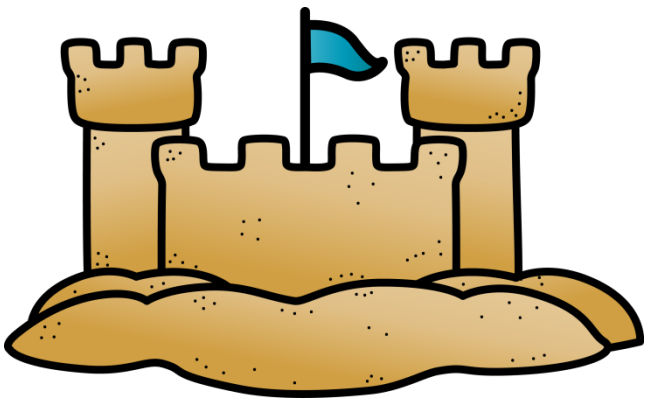
empty tube



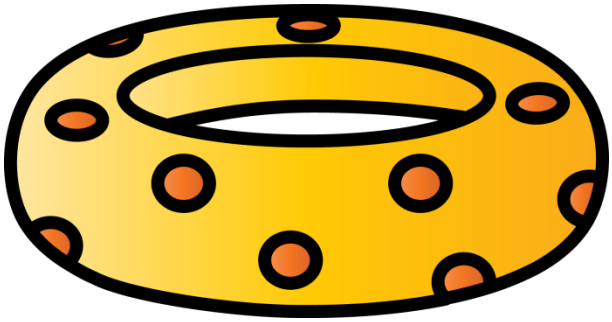
rock



bowling ball



sand

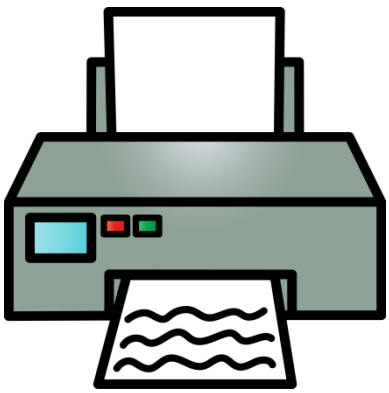


inner tube

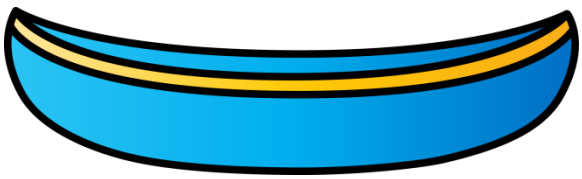
tree

soccer ball

car



printer



canoe

_____

(scientist)

Water and Climate

Foss Science

_____

(scientist)

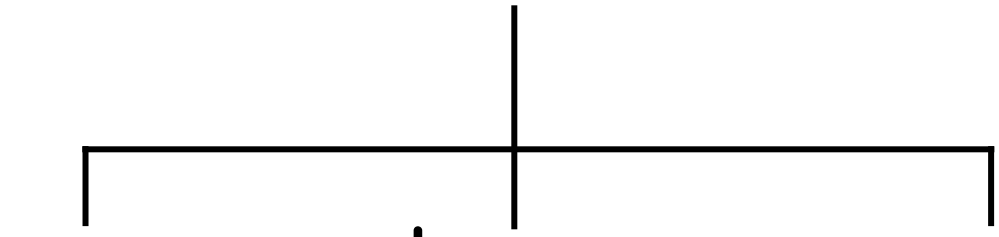
Water and Climate

Foss Science

Table of Contents

Title	pg

Scientists

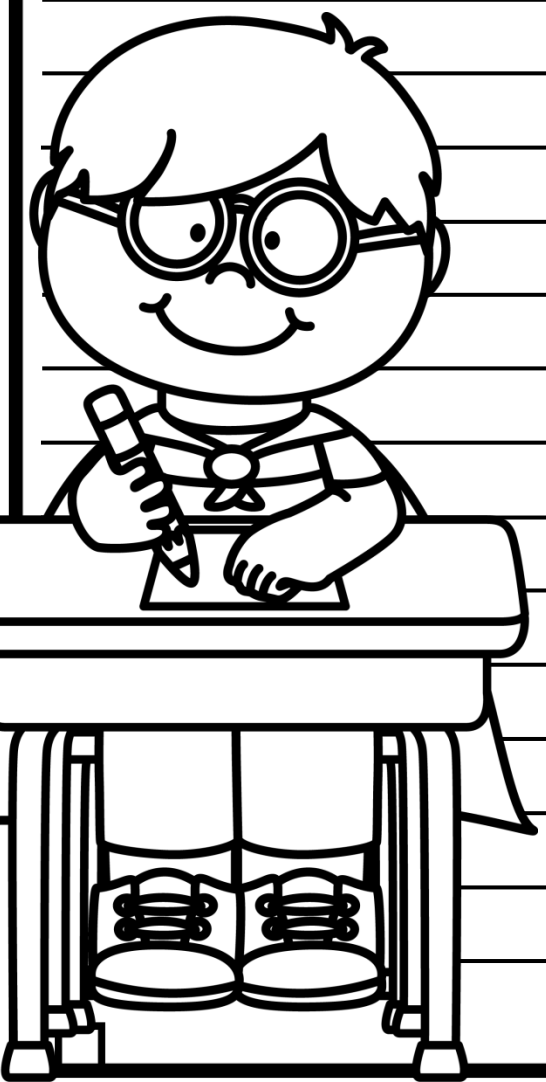


can	have	are

Use your can/have/are chart to write 2 good sentences about scientists.

7 Minute Quick Write

[What I already know about water and climate]



Question, Question...

Who has a question?

[Write 3 questions you have about this science unit.]

1

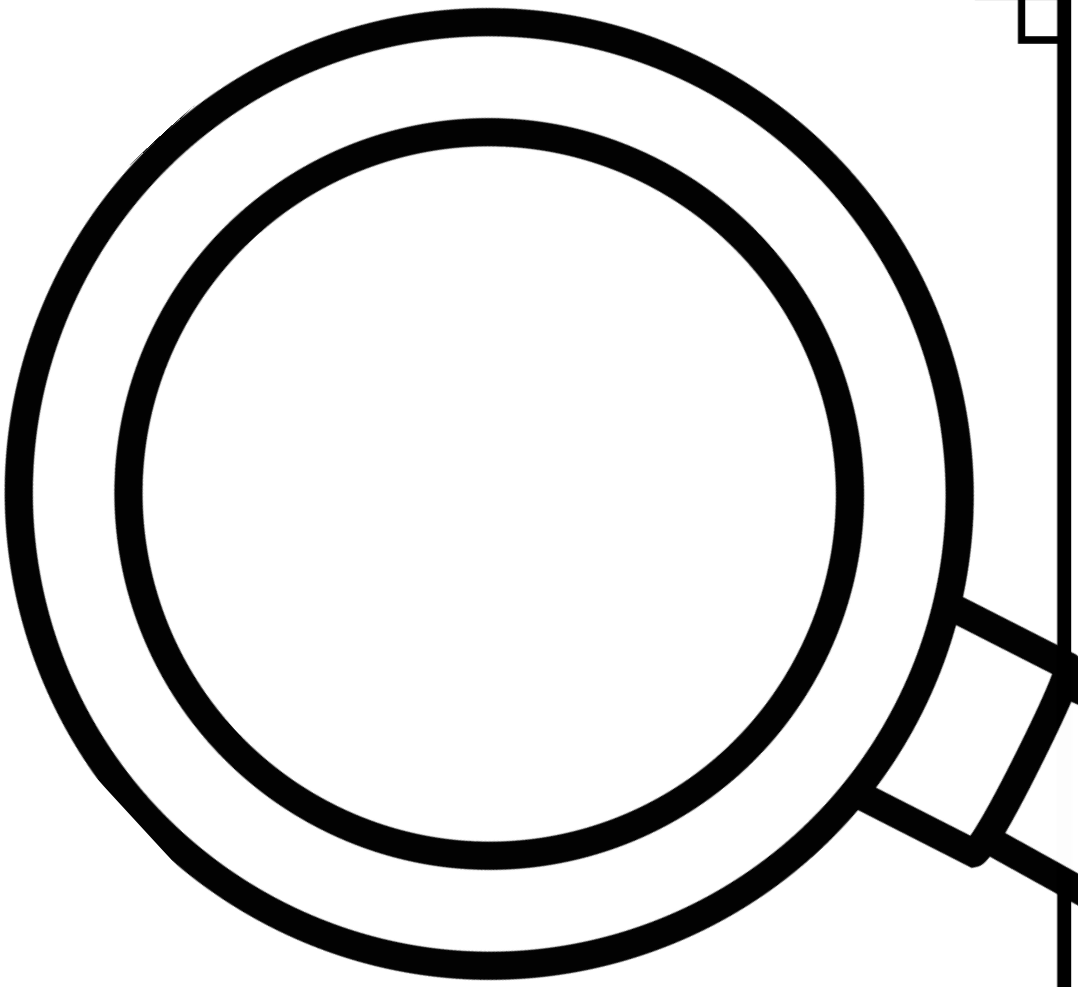
2

3

Teacher Tip

Many teachers have asked for additional room for students to write their thinking/learning. I created this page to place after each investigation page. This provides additional room for students to write their thoughts and observations down.

What did I learn in this investigation?



Write, Draw, and Label

INVESTIGATION # 1.1

Focus Question: What happens when water falls on different surfaces?

In today's investigation we looked at what happens when water falls on 4 different surfaces. Describe and draw your findings. Label your drawings.

_____
date

wax paper:	paper towel:
writing paper:	aluminum foil:

INVESTIGATION # 1.1

Reading: "A Report From the Blue Planet"

In today's reading we learned about Earth. After reading record your thoughts and ideas to each question in the response column.

_____
date

Question:	Response:
Why did the space visitor call Earth the blue planet?	
What are some of the properties of the water that the space visitor described?	
Could this imaginary story be true? Why/why not?	
What % of Earth is covered by water?	
What % is frozen? ocean?	
What % is usable liquid water?	

INVESTIGATION # 1.2

Focus Question: How does water move on a slope?

In today's investigation we looked at what happens when different sized water domes are put on a slope. Record your findings below.

_____
date

1. Which dome do you think will get to the bottom first? Why?

2. Did all of the domes move?

3. What force caused the water domes to move down the slope?

4. What is the relationship between dome size and speed of travel?

INVESTIGATION # 1.2

Reading: "Surface Tension"

_____
date

1. Why do you think water forms beads when it falls on a waterproof surface?

_____

_____

2. Have you ever watched water droplets during a rainstorm?

_____

_____

3. What happens when a glass gets filled above its rim?

_____

_____

4. Have you seen an insect walk across water? How could this happen?

_____

_____

_____

5. What is surface tension?

_____

_____

INVESTIGATION # 1.2

Reading: "Which Way Does It Go?"

_____
date

1. Which way does water always go?

2. From the tops of mountains, what is the general sequence of water flow to the ocean?

3. How do your investigations with the flow of water relate to what you have read?

4. What questions do you have about water and how it travels?

INVESTIGATION # 1.3

Focus Question: How much water can a dry sponge soak up?

In today's investigation we used a sponge, water, and scale to measure the amount of water that a sponge can soak up. Sequence the investigation by writing, drawing, and labeling. Write one thing you learned.

_____
date

First	Next	Last

One thing I learned in this investigation was...

_____

_____

_____

INVESTIGATION # 1.3

Reading: "Opinion and Evidence"

In today's reading we learned more about the properties of sponges and looked at the opinion of 2 students. After reading record your thoughts and ideas to each question in the response column.

_____

date

Question:	Response:
Teasha claimed that the natural sponges were better. What did she base that claim on?	
Why did Teasha and Kim repeat their experiment?	
Was Teasha's claim that natural sponges last longer based on **opinion** or **evidence**?	
What is the difference between opinion and evidence?	

INVESTIGATION # 1.4

Focus Question: What happens outdoors when rain falls on natural materials?

In today's investigation we went outdoors to investigate what happens to materials when it rains. We used droppers to represent rain. Record your observations below.

_____
date

outdoor material	*absorb/repel water*	*observations*

What happens to you when it rains? What happens to animals? Are you waterproof or do you absorb the water?

_____

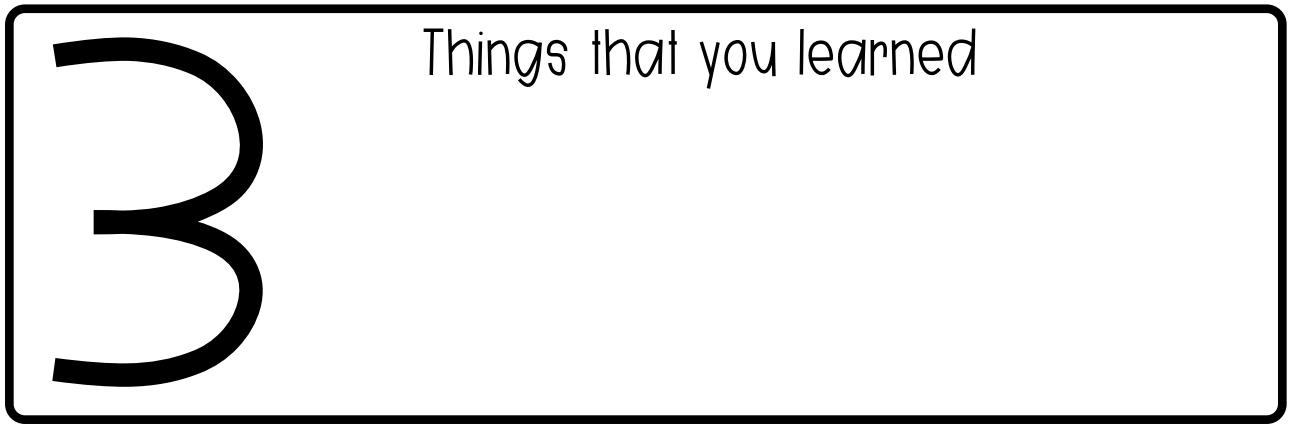
_____

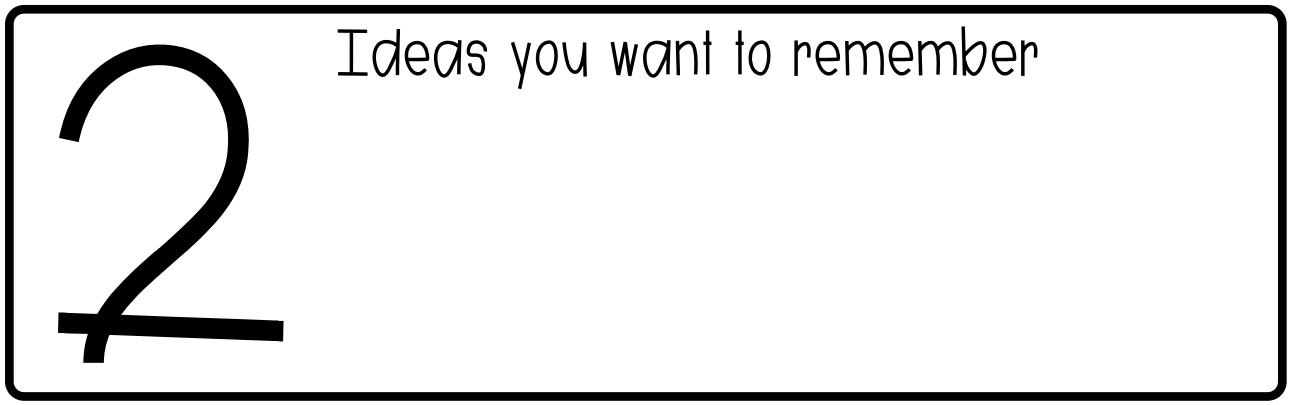
INVESTIGATION # 1.4

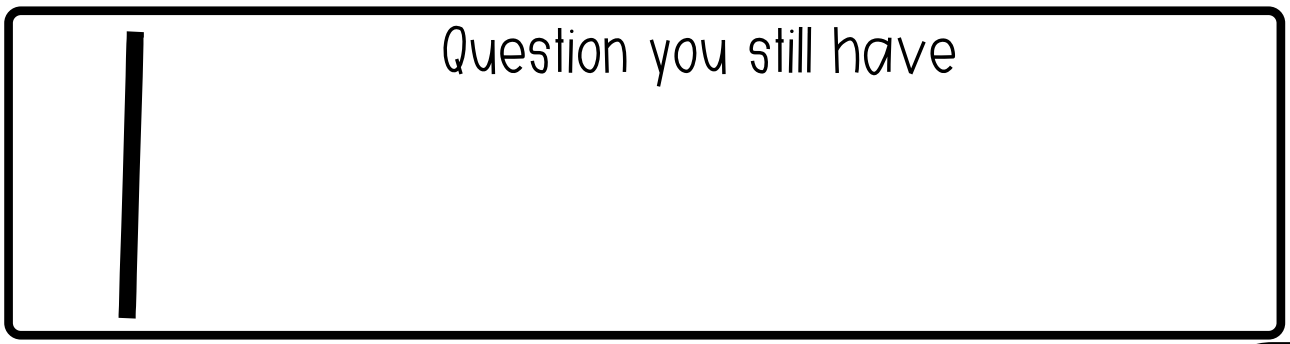
Reading: "Water Everywhere"

_____
date

In today's reading we learned more about water. Write three things you learned, two ideas you want to remember, and one question that you still have about water.







INVESTIGATION # 2.1

Focus Question: How can you measure temperature accurately?

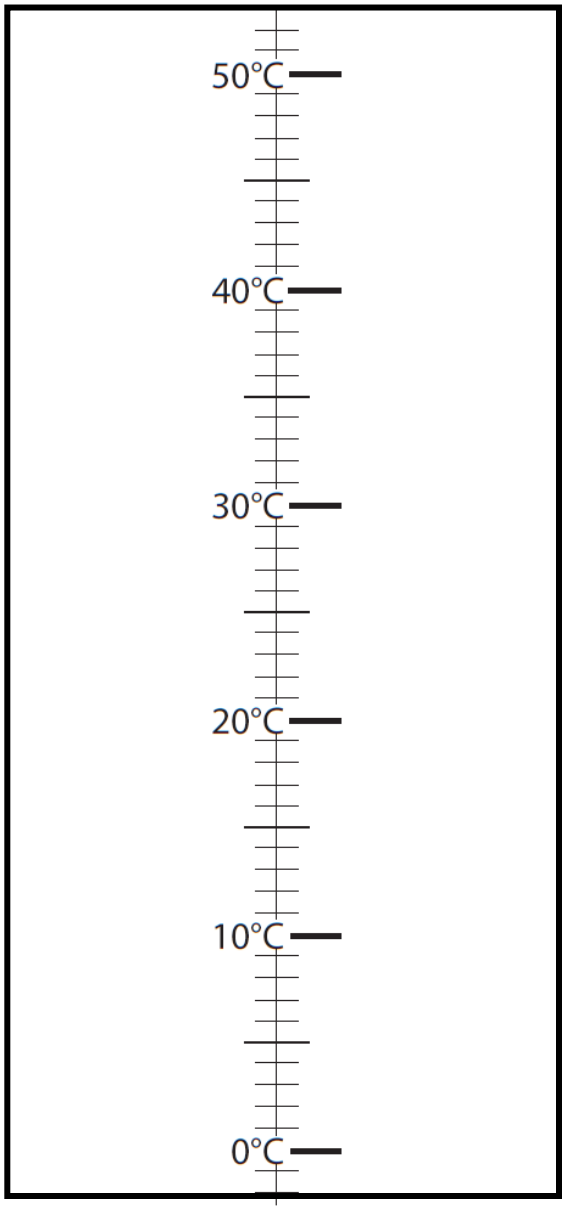
In today's investigation we learned about how to use a thermometer to measure the temperature of water. Record your observations below.

_____
date

1. Measure the water in the 3 cups and record the temperature by writing "A", "B", and "C" beside the appropriate numbers on the left side of the temperature number line.

2. After measuring the hot and cold water, record their temperatures on the number line and label them "Hot" and "Cold".

3. Before mixing the hot and cold cups of water, write a "P" on the number line to predict the temperature you think it will be.



INVESTIGATION # 2.1

Focus Question: How can you measure temperature accurately?

_____
date

We all did the same investigation to find the temperature of a mixture of hot and cold water. What were the things we all did the same?

The temperatures of the mixtures varied a little it from team-to-team. What are some of the reasons that results differed?

What could be done to increase the accuracy of your results?

INVESTIGATION # 2.1

Reading: "Vacation Aggravation"

In today's reading we learned more about metric measures. After reading record your thoughts and ideas to each question in the response column.

_____
date

Question:	Response:
If you went to Australia and someone told you it would be 15 degrees Celsius, what clothes would you pack? Why?	
If someone told you he or she drank 4 L of soda with lunch, would you believe them? Why?	
If you stood on a scale and the number 30 showed, what unit would you think the scale was measuring? Why?	
What is one question you still have about metric measure?	

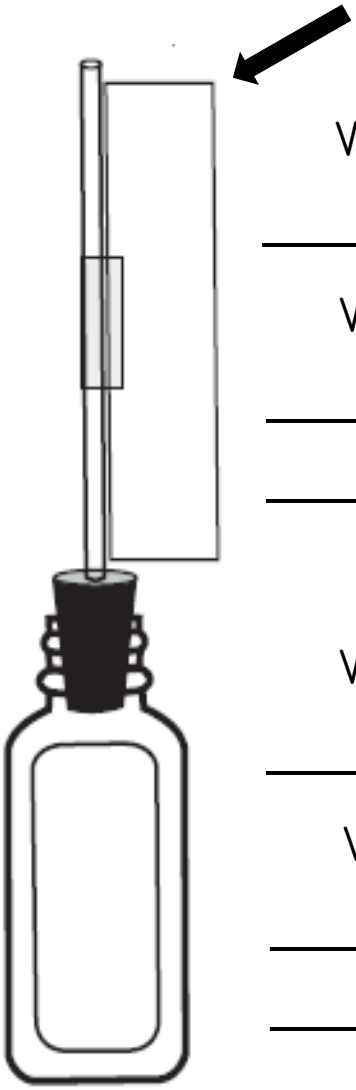
INVESTIGATION # 2.2

Focus Question: What happens to water when it gets hot or cold?

In today's investigation we built a thermometer to observe water temperature. Record your observations below.

_____
date

RECORD AND LABEL WATER LEVELS



Part 1:

Where did you put the bottle system?

_____

What observations did you make?

_____

_____

Part 2:

Where did you put the bottle system?

_____

What observations did you make?

_____

_____

INVESTIGATION # 2.3

Focus Question: What happens when hot or cold water is put into room-temperature water?

In today's investigation we investigated the effects of hot or cold water when put in room temperature water. Record your observations below.

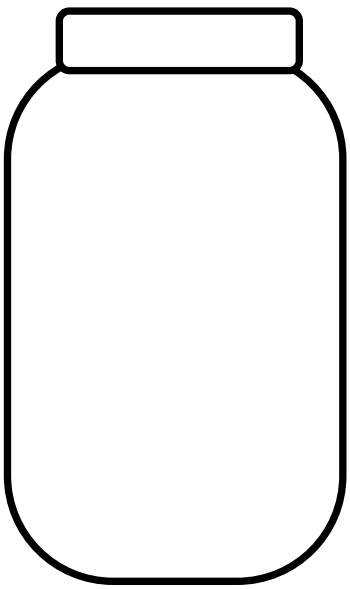
_____
date

Density:

float	more	less	sink

If an object _____ in the water, the object is _____ dense than water. If an object _____ , the object is _____ dense than water.

Using the color red to show hot and the color blue to show cool, draw where the water in the vial went.



INVESTIGATION # 2.3

Reading: "Water: Hot and Cold"

_____
date

1. Use the illustration in the article to explain why the rock will sink in water.

2. Look at the glass of water layered. Which is hot water? Which is the cold water? How do you know?

INVESTIGATION # 2.4

Focus Question: How does water change when it gets really cold?

In today's investigation, we looked at how water changes when it gets very cold. Record your observations below.

_____
date

1. What happened to the water in the vials and syringes when they were put into the freezer?

_____

_____

2. True or False? Read each statement and decide.

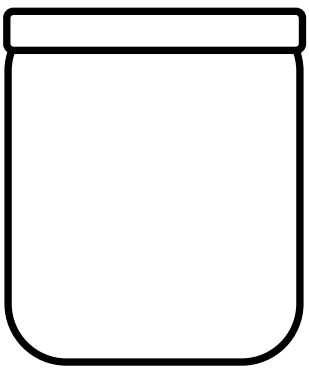
When water freezes, it expands.  

Water takes up less space as ice than as liquid.  

If you put a piece of ice in water, it will melt.  

Solid, liquid, and gas are the 3 states of matter.  

3. Draw, label, and describe what happened when you put a blue ice cube in water.



_____

_____

_____

_____

INVESTIGATION # 2.4

Reading: "Ice is Everywhere"

_____
date

1. What is a glacier?

2. How much of the world's fresh water is stored in glaciers?

3. What is an iceberg?

4. Why is an iceberg dangerous to ships?

5. Why do some pipes burst in the winter? How can you prevent it?

INVESTIGATION # 2.5

Focus Question: Where should an animal go to stay warm or to stay cool?

In today's investigation we went outdoors to investigate what happens to an ice cube when placed in the sun, in the shade, and underground. Record your observations below.

_____
date

Animal (bag)	location & conditions	observations 10 min 20 min 30 min
A		
B		
C		

Where should an animal go to stay warm or to stay cool?

_____

_____

INVESTIGATION # 3.1

Focus Question: What does the weather forecast tell us?

In today's investigation we went outdoors to investigate the weather. Record and date your observations below in the Weather Data Chart. You will be revisiting this chart throughout the next 5-7 days to see if you can find any weather patterns. Make sure to date each entry.

Weather Data Chart

Date	Time	Condition	Temp	Wind Direction	Precipitation

INVESTIGATION # 3.1

Focus Question: What does the weather forecast tell us?

_____
date

1. What does the weather forecast tell us?

2. What is the difference between observing the temperature and actually measuring it?

3. What is the difference between observing precipitation and measuring it?

4. How might we explain any difference between our data and the forecast?

INVESTIGATION # 3.1
Reading: "Studying Weather"

_____
date

1. Who are meteorologists and what do they do?

2. How do we measure air temperature? wind direction? precipitation?

3. What do meteorologists use weather balloons for?

4. Why is it important for meteorologists to be able to forecast the weather?

INVESTIGATION # 3.2

Focus Question: What happens to wet paper towels overnight?

In today's investigation we set up an investigation to see how paper towels dry themselves. We then made predictions about what we thought would happen. Record your predictions below.

_____
date

prediction:	*observation:*

What is evaporation? _____

_____

How did the lid change the outcome?

_____

_____

INVESTIGATION # 3.2

Reading: "Drying Up"

_____
date

1. What happens when you put an object in a sealed container, explain why?

2. What happens when you put a wet object on a clothes line for a few hours, explain why?

3. Can we see water vapor in the air?

INVESTIGATION # 3.3

Focus Question: How does surface area affect evaporation?

_____
date

Surface-Area Table

	Water Starting Volume	Water Ending Volume	Evaporated Water Volume	Ranking 1-most evaporated
Graduated Cylinder				
Beaker				
Dome Lid				
Flat Lid				

What is surface area? _____

_____

How does surface area affect evaporation? Explain.

_____

_____

_____

_____

INVESTIGATION # 3.4

Focus Question: What else affects how fast water evaporates?

_____
date

Part 1: Evaporation Data

Letter of Location	Amount of Evaporation	Average Temperature
A		
B		
C		
D		

Part 2: Evaporation Comparison

order	Amount of Evaporation	Letter of Location	Average Temperature	Letter of Location
1	Most Evaporation		Highest Temperature	
2				
3				
4	Least Evaporation		Lowest Temperature	

INVESTIGATION # 3.4

Focus Question: What else affects how fast water evaporates?

_____
date

Thoughts and Observations

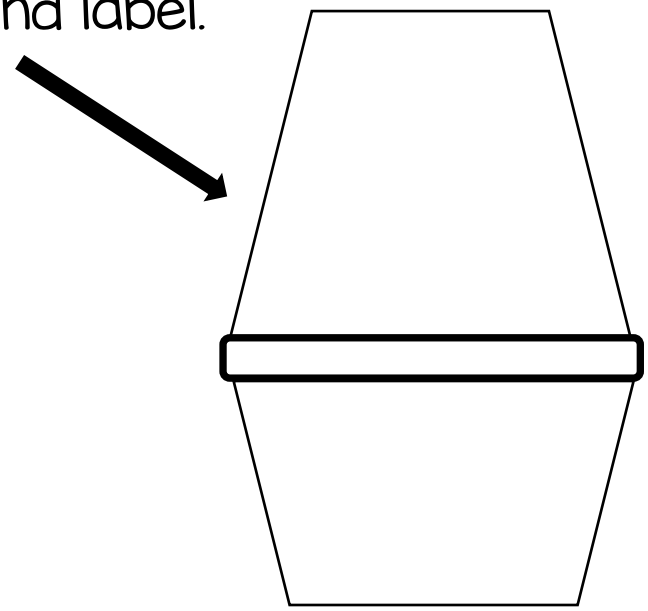
INVESTIGATION # 3.5

Focus Question: What causes moisture to form on the side of a cup?

In today's investigation we investigated 2 cups of different temperature water to see how moisture forms. Record your observations below.

_____
date

Draw and label.



Why did condensation form on the inside surface of the chamber?

_____

_____

Where did the water that condensed on the sides of the cup come from?

_____

_____

INVESTIGATION # 3.5

Reading: "The Water Cycle"

_____
date

1. What three things affect how fast water evaporates?

_____

_____

_____

2. What three things are needed for condensation to occur?

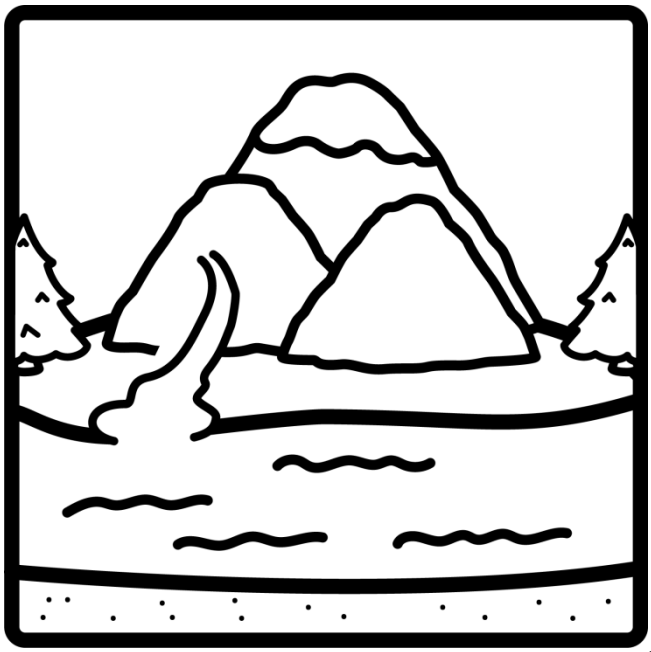
_____

_____

_____

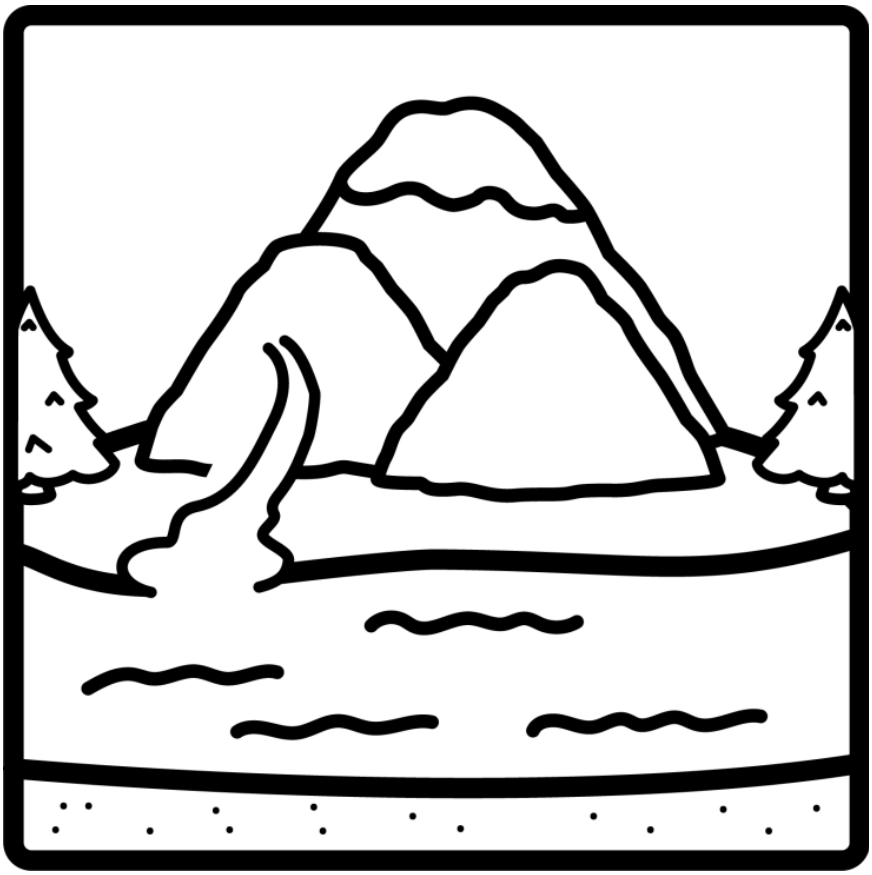
3. Draw arrows and label on the picture what you know about the water cycle.

Word Bank:
evaporation
precipitation
condensation



THE WATER CYCLE

Write and draw what you know about the water cycle. Use arrows to show the cycle. Use the words condensation, evaporation, and precipitation.



In words, describe the water cycle.

Teacher Tip

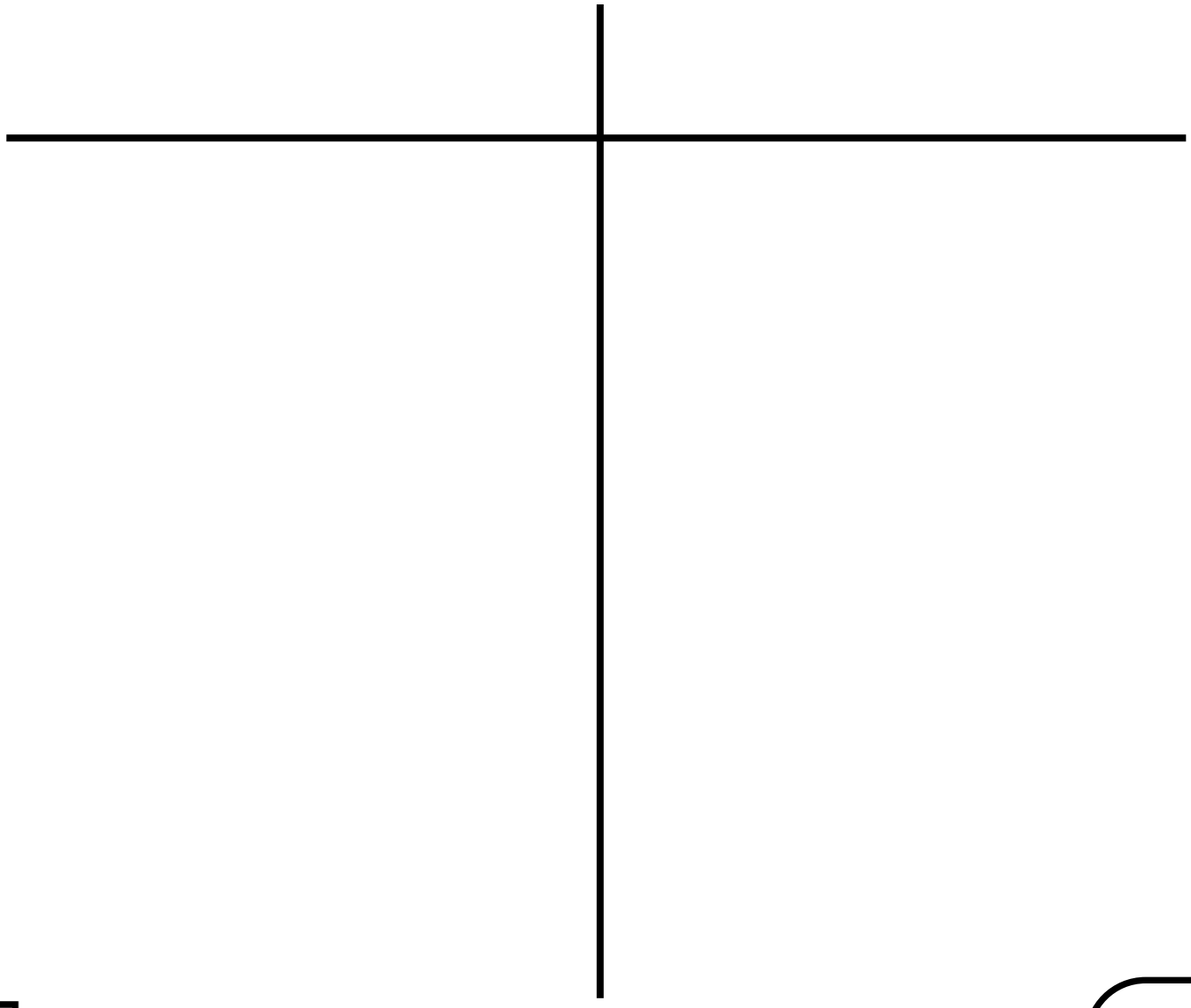
For this investigation you will have to go onto the Weather Underground website at www.weatherunderground.com and print off a monthly calendar of the previous year for your area. You need to print off January, April, July, and October in order to represent each season. The calendars will be used to answer the focus question in 4.1 . The first 4.1 journal page is for students to write down their observations and learnings from investigating the calendars. The second is left blank so they can glue in their graph, using notebook page 18. You can guide them in making a graph for the data, or have them do it independently.

INVESTIGATION # 4.1

Focus Question: What are the typical weather conditions in our region?

In today's investigation we looked at weather maps from our area. We discussed ways to organize the data so it can be easily interpreted. In the T-chart below, organize your data.

_____
date



INVESTIGATION # 4.1

Focus Question: What are the typical weather conditions in our region?

Below you will glue your weather data graph.

INVESTIGATION # 4.2

Focus Question: How do we describe different climates?

In today's investigation we learned about different climates around the world. We came up with ways to describe each climate. Show what you learned below.

_____
date

1. What is a climate? How would you describe the climate where you live?

_____

_____

2. How might climate information be useful to you when going on a trip?

_____

_____

3. How would you describe a tropical climate?

_____

_____

4. What kind of climate would you like to live in? Why?

_____

_____

_____

INVESTIGATION # 4.2

Reading: "Climate Regions"

In today's reading we learned more about climates around the world. Below, draw and write one fact about the different climates.

_____
date

Climate Regions

Tropical Wet Zone	Arctic Zone
_____ _____	_____ _____
Dry Subtropical Zone	**Hot Arid Zone**
_____ _____	_____ _____

INVESTIGATION # 4.3

Focus Question: How do people deal with natural hazards, such as floods?

In today's investigation we learned about floods and other natural hazards. Answer the questions below to show your learning.

_____
date

Naburn Video:

1. What factors contributed to the flood in the village of Naburn?

_____

_____

2. What did the family do after the flood to be better prepared for the next time?

_____

_____

Bangladesh Video:

3. What is a monsoon?

_____

_____

4. What is a sluice gate and what does it do?

_____

INVESTIGATION # 4.3

Reading: "Wetlands for Flood Control"

In today's reading we learned more about natural hazards and the effects they can have in a town or city. Answer the questions below to show what you have learned.

_____
date

Question:	Response:
Have there been floods in your community? What caused them? What was the effect of the flood?	
Is there a floodplain in your community? How is it used?	
Is there a wetland in your community? How does that wetland help reduce the effects of floods?	
Make a claim about the merit of the wetland design solution to flood control and support it with examples.	

INVESTIGATION # 5.1

Focus Question: What happens when water is mixed with earth materials?

In today's investigation we learned how water affects earth materials. Record your observations below.

_____
date

Material	mass (g)	water added	water drained	water held
soil				
gravel				

Which earth material soaked up more water?

_____

_____

How do you know? What is your evidence?

_____

_____

What fills the space in the materials when they are dry? wet?

_____

_____

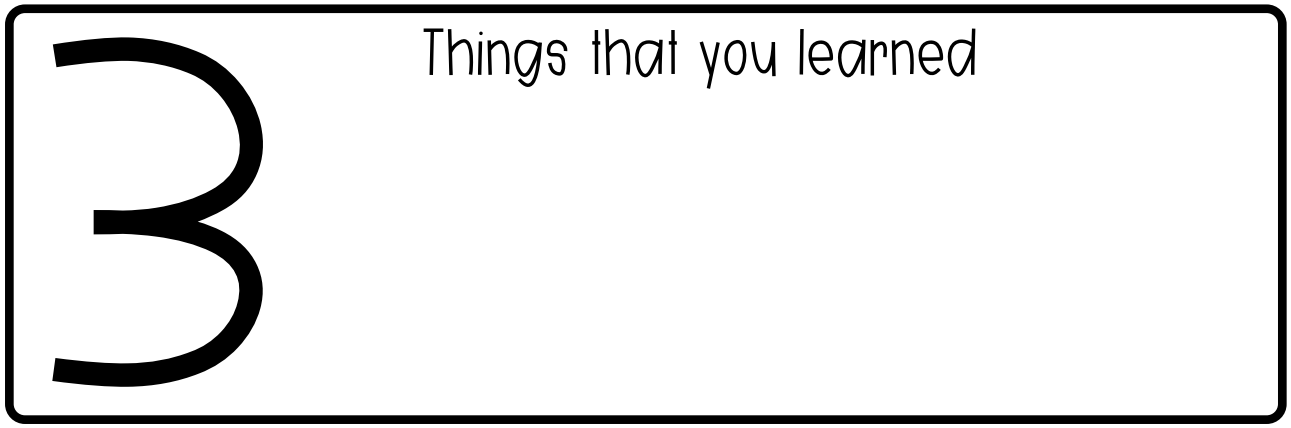
_____

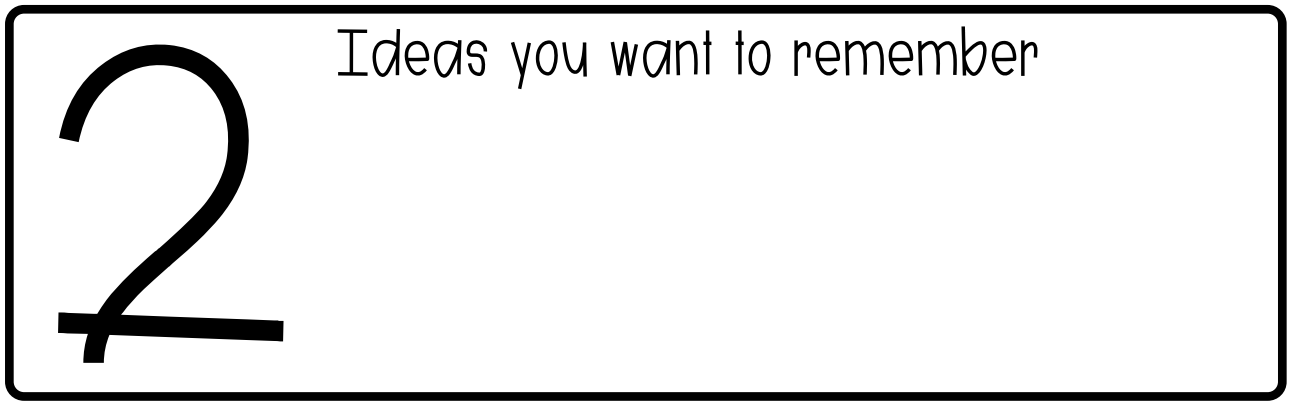
INVESTIGATION # 5.1

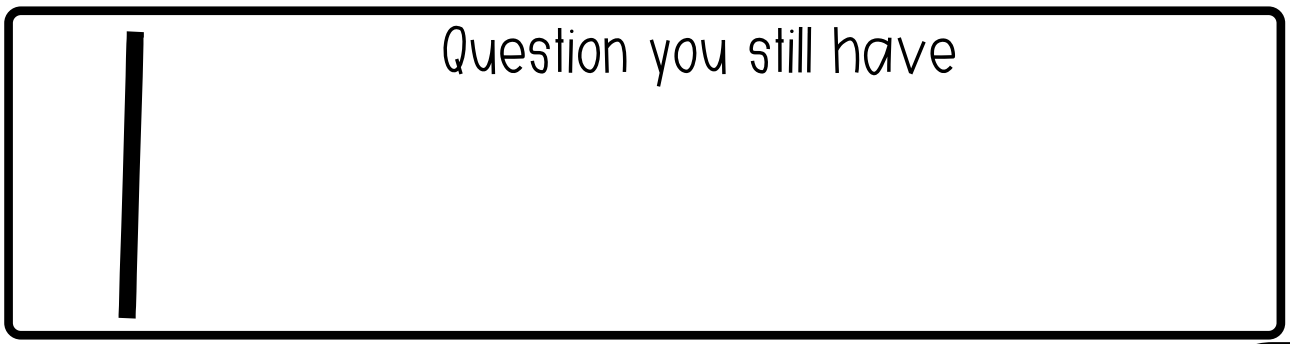
Reading: Water: "A Vital Resource"

_____
date

In today's reading we learned more about water. Write three things you learned, two ideas you want to remember, and one question that you still have about water.







INVESTIGATION # 5.1

Reading: "Natural Resources"

_____
date

1. Select one nonrenewable resource and explain why it is considered nonrenewable. What can people do to conserve it?

2. Select one renewable resource and explain why it is considered renewable. What can people do to conserve it?

3. Explain why it is so important to conserve all natural resources.?

INVESTIGATION # 5.2

Focus Question: Do soils in the schoolyard drain water at the same rate?

In today's investigation we learned about drainage. Record your observations and findings below.

_____
date

What is drainage?

_____

_____

Location	Soil Description	Drain Time

Do all soils drain water at the same rate?

_____

INVESTIGATION # 5.2

Reading: "Ellen Swallow Richards: An Early Ecologist"

In today's reading we learned about an ecologist named Ellen Swallow Rickards. As you read, write what the article makes you think about in the "What I think" column. Then write a brief summary of the article in the "What the text says" column.

_____
date

What I think:	What the text says:

Questions to guide your thinking:

1. What is an ecologist?
2. Why did the biography call Richards an "early ecologist"?
3. How did she study the water supply in the state of Massachusetts?

INVESTIGATION # 5.3

Focus Question: What is needed to make a waterwheel system function well?

In today's investigation we learned how water has the power to do work. We created waterwheels to show the power of water.

_____
date

My Waterwheel

How did you create your waterwheel? What changes did you need to make? Draw and label your waterwheel above.

INVESTIGATION # 5.3

Reading: "Using the Energy of Water"

In today's reading we learned about how we use water to create useable energy. As you read fill out the chart below. You will write thing that you have learned in the first column and then questions you may still have under the "What I wonder" column. Use the questions to help guide your thinking.

_____

date

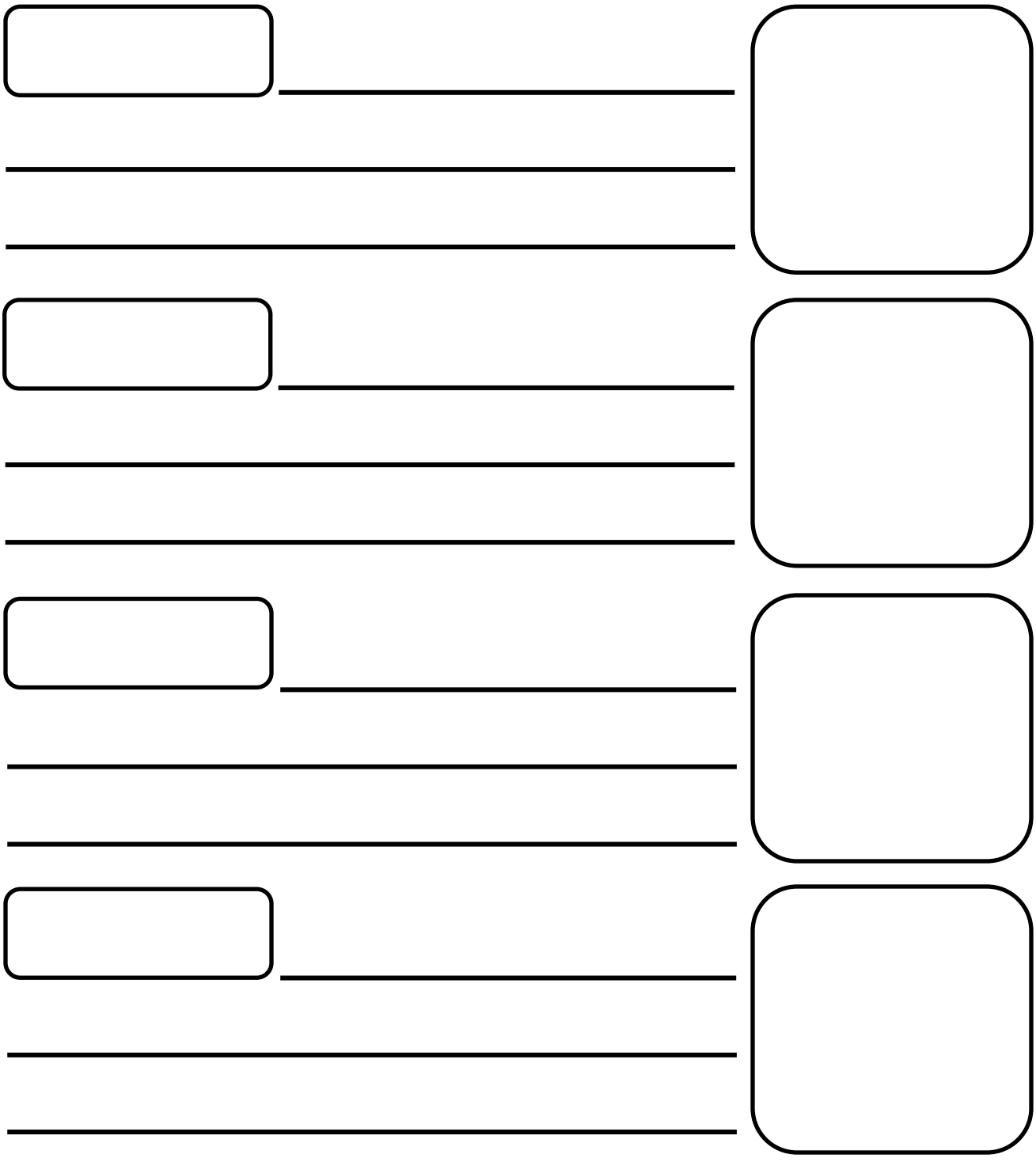
What I learned:	What I wonder:

Questions to guide your thinking:

1. What are some of the effects of hurricanes on land?
2. What is a modern kind of waterwheel, and what does it do?
3. What have you learned about engineering and engineers?

Glossary

Write the word, define, and draw a picture to go with it.



Teacher Tip

You could have kids put each vocabulary word into their glossary as you put them up on your word wall!! Kids love to add a detailed picture as well!

Use the following black checkered pages to enlarge and turn into your word wall for each investigation. Just print the vocab cards at a slightly reduced size so more will fit on the page

Vocabulary:

Investigation 1

absorb
bead
bead up
data
direction
dome
earth material
evidence
gravity
interact
move
natural material
observation
opinion
relationship
repel
slope
surface
water proof

Investigation 2

bulb
cold
contract
degrees Celsius
expand
float
freeze
hot
less dense
liquid
mass
melt
more dense
sink
solid
state
temperature
thermometer
volume

Investigation 3

compass
condensation
evaporation
forecast
gas
meteorologist
meteorology
precipitation
rain gauge
surface area
water cycle
water vapor
weather
wind vane

Investigation 4

blizzard
climate
climatologist
drought
embankment
flood
floodplain
hailstorm
hurricane
lightning
monsoon
natural hazard
season
sluice gate
tornado
typical
wetland

Investigation 5

blade
constraint
criteria
criterion
drainage
energy
gravel
humus
load
natural resource
nonrenewable resource
renewable resource
retain
shaft
soil
system
water retention
waterwheel

Investigation 1:

Water Observations

Investigation 2:

Hot Water, Cold Water

Investigation 3:

Weather and Water

Investigation 4:

Seasons and Climate

Investigation 5:

Waterworks

absorb

when a liquid soaks into a material

bead

a dome-shaped drop of water

bead up

when water drops, or beads, sit on top of a waterproof surface

Investigation 1 Words

direction

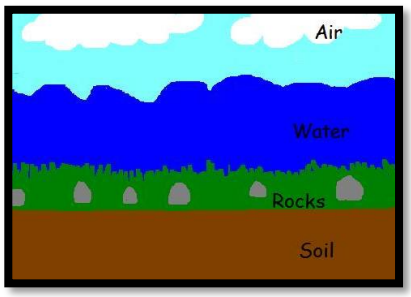
the course or line along which something move, faces, lies or points

dome

the shape a drop of water takes when it is on a flat surface

Earth material

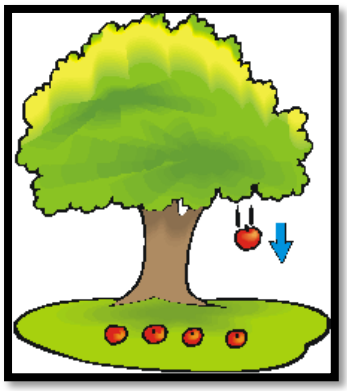
any substance that makes up or comes from the Earth



Investigation 1 Words

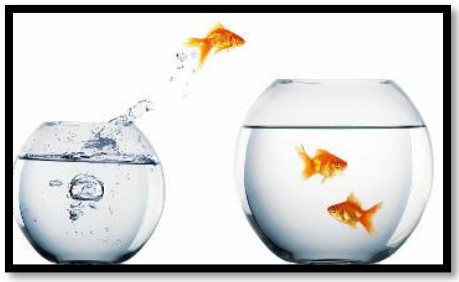
gravity

the natural force that pulls objects toward each other



move

to change place or direction; to put in motion



natural material

any material that makes up or comes from the earth; earth material

Investigation 1 Words

relationship

a connection or association

repel

when a liquid does not soak into a material

slope

a slanted or tilted surface

Investigation 1 Words

surface

the outside of an object

opinion

a claim based on belief, not on scientific data or observations

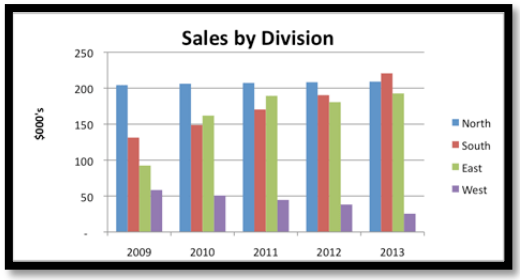
water proof

a nonporous or nonabsorbent surface on which water will bead up and flow off

Investigation 1 Words

data

information collected during an investigation



evidence

data used to support claims

interact

to have an effect on one another

Investigation 1 Words

observation

information obtained through your senses

hot

having a high temperature, hot water is less dense

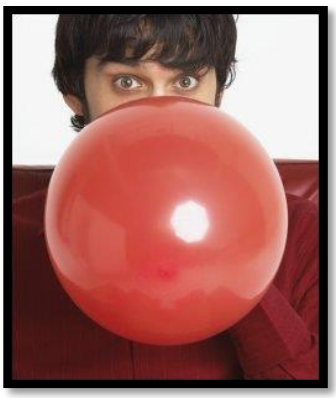
Investigation 1/2 Words

contract

to get smaller; to take up less space

expand

to get bigger; to take up more space



float

to stay on the surface of water as a result of being less dense than water

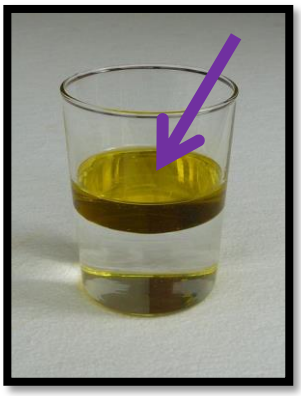
Investigation 2 Words

freeze

to change from a liquid to a solid as a result of cooling

less dense

when an object floats in water, it is less dense than the water



liquid

a state of matter with no definite shape but with a definite volume

Investigation 2 Words

mass

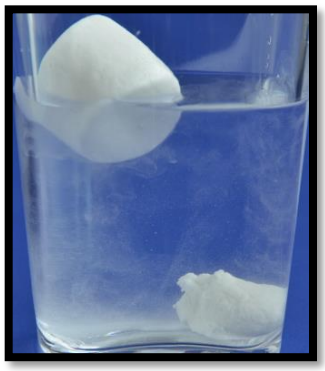
the amount of material in something

melt

to change from a solid to a liquid state as a result of warming

more dense

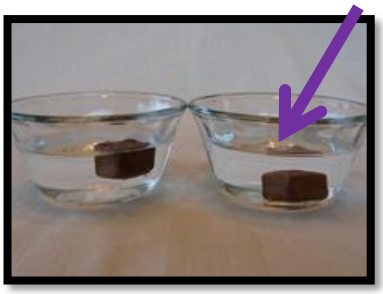
when an object has more mass for its size than another object



Investigation 2 Words

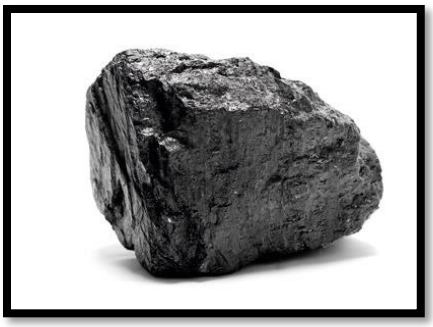
sink

to go under water as a result of being denser than the water



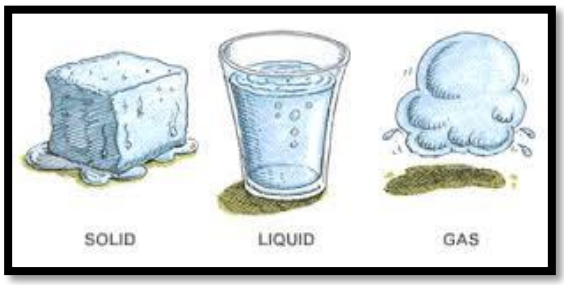
solid

a state of matter that has a definite shape and volume



state

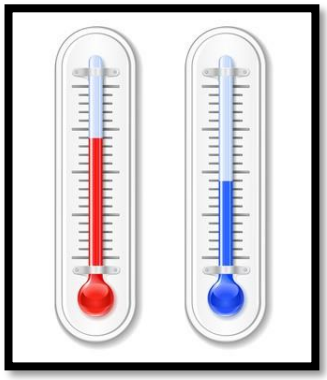
a kind or form of matter, three common states of matter are solid, liquid, and gas



Investigation 2 Words

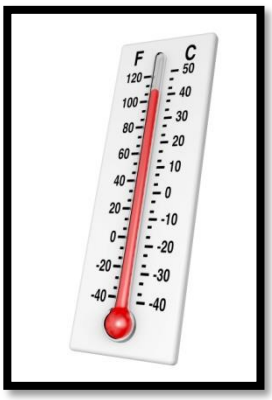
temperature

a description of how hot or cold something is



thermometer

a tool used to measure temperature



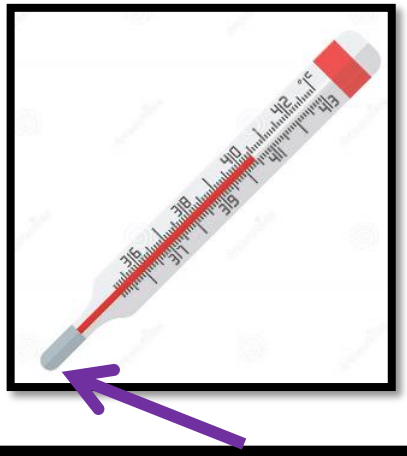
volume

three-dimensional space

Investigation 2 Words

bulb

the round end of a thermometer



cold

having a low temperature, cold water is more dense

degrees Celsius

the basic unit of temperature in the metric system

°C

Investigation 2 Words

condensation

the process by which water vapor changes into liquid water, usually on a surface

evaporation

the process by which liquid water changes into water vapor

gas

a state of matter with no definite shape or volume; usually invisible

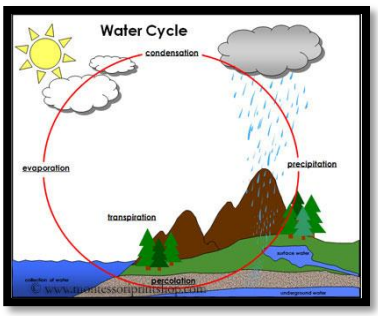
Investigation 3 Words

surface area

the area of liquid exposed to or touching the air

water cycle

the repeating sequence of condensation and evaporation of water on Earth, causing clouds and rain



water vapor

the gaseous state of water

Investigation 3 Words

compass

a magnetic needle in a case that indicates direction; compass needles on Earth point north

forecast

to predict future events or condition, such as weather

meteorologist

a scientist who studies the weather

Investigation 3 Words

precipitation

rain, snow, sleet, or hail that falls to the ground

rain gauge

an instrument that measures how much rain has fallen in a given amount of time

weather

the condition of the air around us

Investigation 3 Words

meteorology

the study of weather

wind vane

a weather instrument that measures wind direction

Investigation 3 Words

blizzard

a severe storm with low temperatures, strong winds, and large quantities of snow

climate

the average or typical weather condition in a region of the world

climatologist

scientists who study climate

Investigation 4 Words

drought

a less-than normal amount of rain or snow over a period of time

embankment

a raised bank or wall that is built to carry a roadway or hold back water

flood

a large amount of water flowing over land that is usually dry

Investigation 4 Words

flood plain

the flat, low land area next to a river that may flood

hailstorm

precipitation in the form of small balls or pellets of ice

hurricane

a severe tropical storm that produces high winds

Investigation 4 Words

lightning

the flashes of light that are produced in the sky during a storm

monsoon

a wind system in Southeast Asia that brings heavy rain during certain seasons

natural hazard

a threat of a naturally occurring event that will have a negative effect on people or the environment

Investigation 4 Words

season

a time of year that brings predictable weather conditions

sluice gate

a wood or metal barrier sliding in grooves that are set in the sides of a waterway; sluice gates can control water levels and flow rates in rivers and canals

tornado

a rapidly rotating column of air that extends from a thunderstorm to the ground

Investigation 4 Words

typical

the average weather that is expected in a given area

wetland

an area of land close to a large body of water

Investigation 4 Words

blade

the part of a waterwheel that the water pushes as it moves downward

drainage

the movement of water through soil

gravel

rocks that are smaller than pebbles and drain water quickly

Investigation 5 Words

retain

to hold or
continue to hold

shaft

the part of a
waterwheel that the
blades turn

soil

a mixture of humus,
sand, silt, clay,
gravel, or pebbles

Investigation 5 Words

natural resource

a material such as soil or water that comes from the natural environment

nonrenewable resource

a natural resource that cannot be replaced if it is used up

renewable resource

a natural resource that can replace or replenish itself naturally over time

Investigation 5 Words

water retention

the ability to soak up and hold water

waterwheel

a wheel turned by the force of moving water

constraint

the limitations that must be taken into account when working in the classroom

Investigation 5 Words

criteria

a need or a requirement

criterion

a plural version of criteria

energy

the ability to make things happen; energy can take a number of forms such as heat and light

Investigation 5 Words

humus

bits of dead plant and animal parts in the soil

load

the weight that is carried or supported by something

system

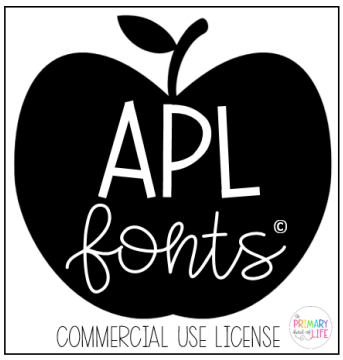
a collection of interacting parts that work together to produce a function

Investigation 5 Words

Many Thanks:

Graphics by the amazingly talented:

Fonts by the lovely:



Thank You!

If you find you need more pages for an investigation, please email me at rebecca.seeley81@gmail.com! I would be happy to add anything that is needed. I have not taught this kit however I have spent a long time going through the manuals and creating what I thought would be needed in addition to what my own students used. Please let me know if I missed anything that you would find helpful in your classroom.