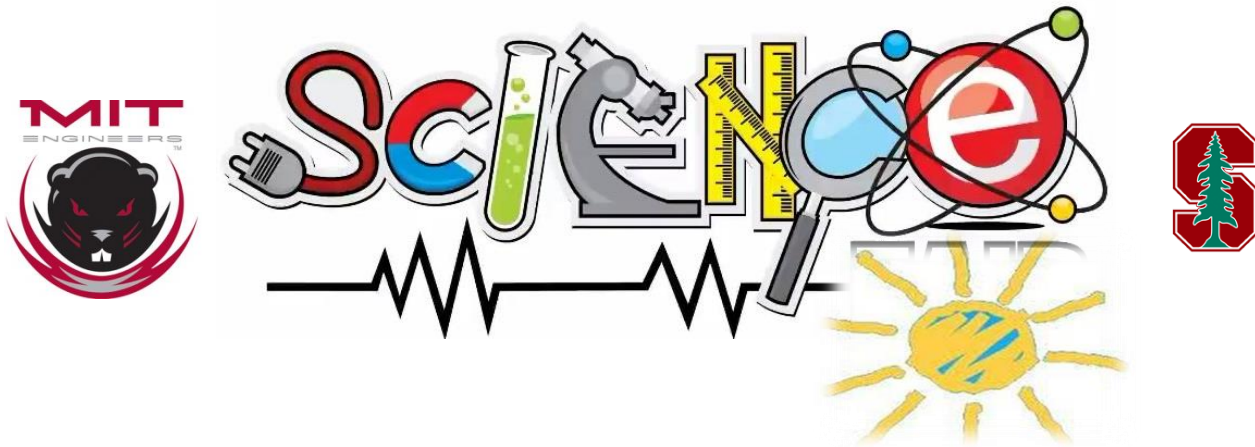


Name _____

5th Grade Science Remote Learning Packet

Week 8



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

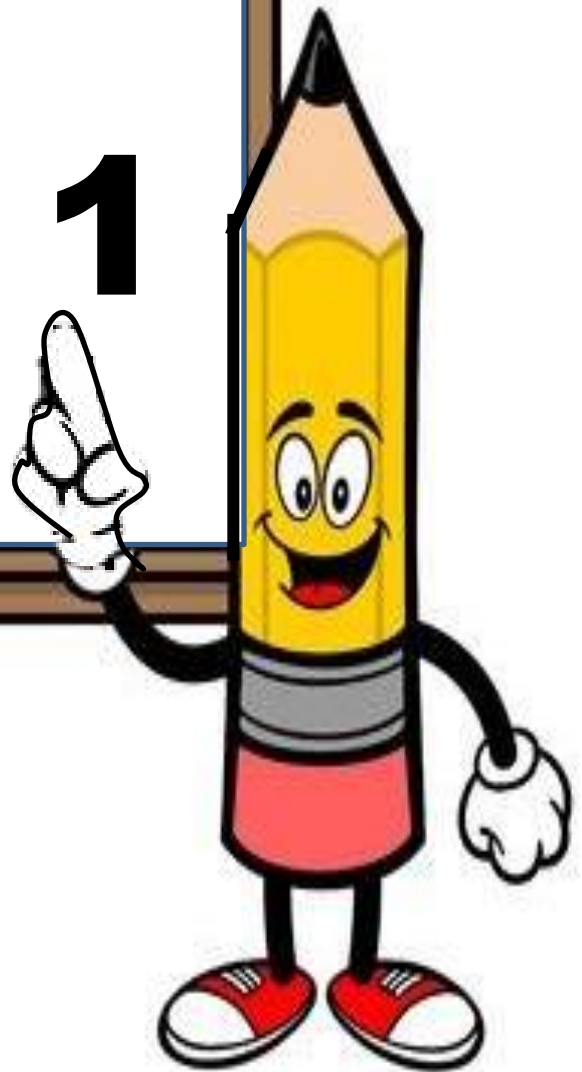
(Parent Signature)

(Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____ Week 8 Day 1 Date: _____

BCCS-B

MIT

Stanford

Guided Notes: Where do fallen leaves go?

The Question: *Answer the question using complete sentences.*

Where do fallen leaves go? _____

Vocabulary: *Fill in the blanks with the colored word on the PowerPoint presentation.*

- 1. Decomposition:** to cause something (such as dead plants and the bodies of dead animals) to be slowly _____ and _____ by natural processes, chemicals, etc.
- 2. Decomposer:** a _____, such as bacterium, fungus, or insects, that feeds on and _____ plants and animal matter into simpler parts or substances
- 3. Terrarium:** a glass or plastic box that is used for _____ or keeping small animals indoors

Video: *While Doug is teaching, take notes on the lines provided. Keep in mind the mystery question and how you can answer that question (where do fallen leaves go). When it asks you to discuss, please take a moment to write your thoughts down using complete sentences. Once you have answered, sit in STAR and wait to be asked to raise your hand to answer the question.*

Exploration 1: Notes- _____

Exploration 2: Discuss- Where do you think all the leaves go? _____

Exploration 3: *Discuss*-What could you do to find out? _____

Exploration 4: *Notes*- _____

Exploration 5: *Discuss*-What do you think is happening in the photo? Where do you think the stuff growing on the fruit comes from? _____

Exploration 6: *Notes*- _____

Exploration 7: *Discuss*-Imagine you were going camping for two weeks without a refrigerator and you wanted to bring some sliced oranges. What might you do to keep the oranges from decomposing? _____

In today's activity, we're going to make a mold terrarium. Listen to Doug as he explains what we are going to do. My expectations are that if I am speaking or Doug is speaking, you are being respectful and listening the first time. If you cannot meet this expectation, you will be asked to leave your group and not actively participate by doing this activity. Instead, you will be in your seat and watching with the expectation that you are quiet and observing what is happening. If the majority of you cannot meet expectations, we will stop the activity and not do the activity. When I ask for STAR, it is expected that you get there right away. Immediately stop doing what you're doing, sit up straight, track the speaker (me), fold your hands ready to ask or answer questions, and respect our learning environment by remaining silent, listening to others, and making a positive impact on the classroom. Set the model example for the classroom. Constantly think, "Am I making a positive impact with my actions right now?" If the answer is no, fix it before I or another scholar feels the need to say something to you.

Answer all questions in complete sentences on your Mold Terrarium handout.

Exit Ticket: *Answer complete sentences. Be sure to fully answer all questions.*

Do you think your terrarium will produce mold? If yes, how long do you think it will take before your terrarium begins to produce mold? If no, why do you think your terrarium will not produce mold?

Day 2 Exit Ticket: *Answer in complete sentences.*

Why is it important for decomposers to break down dead and decaying organisms? _____

Name: _____ Week 8 Day 1 Date: _____

BCCS-B

MIT

Stanford

MOLD

Your Plan & Prediction

1. Discuss with your team:

How do you want to make your team's Mold Terrarium different from the Basic Terrarium?

Write down at least 4 different conditions you want to test, and circle your team's two favorite ideas.

1	3
2	4

2. After the group discussion, what's your team's plan?

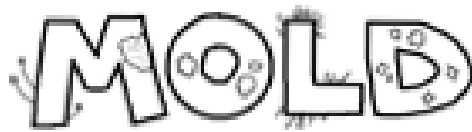
3. What's your team name?

4. Draw your set up (the bag, plate, & food)



What our set-up looked like on (date)

5. Do you think mold in your terrarium will grow faster or slower than mold in the basic terrarium? Why do you think that?



Growth & Observations

Example: Color in the bottom three circles when mold covers 1/3 the food

More than 1/3 moldy
 1/3 moldy
 First mold



TEAM: _____

CONDITION: _____

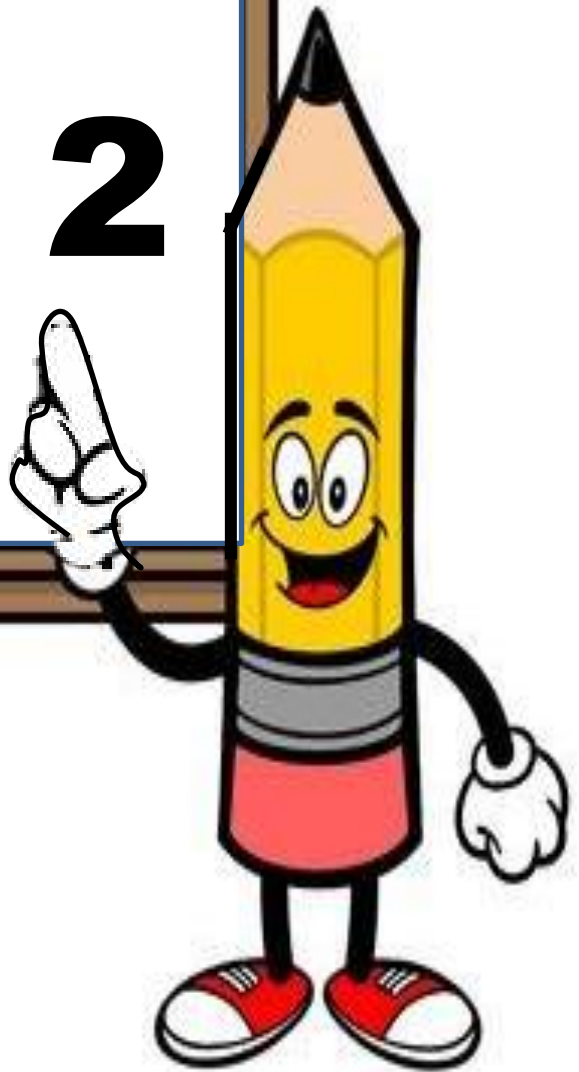
DATE _____

STARTED: _____

Mark the days when you check for mold →		1	2	3	4	5	6	7	8	9	10	Describe or draw the mold (shape, color...)	
		11	12										
Food 1:	More than 1/3 moldy 1/3 moldy First mold No mold	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -		
Food 2:	More than 1/3 moldy 1/3 moldy First mold No mold	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	
Food 3:	More than 1/3 moldy 1/3 moldy First mold No mold	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	
Food 4:	More than 1/3 moldy 1/3 moldy First mold No mold	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	
Food 5:	More than 1/3 moldy 1/3 moldy First mold No mold	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -	



Day # 2



Name: _____ Week 8 Day 2 Date: _____

BCCS-B

MIT

Stanford

End of Mystery Assessment

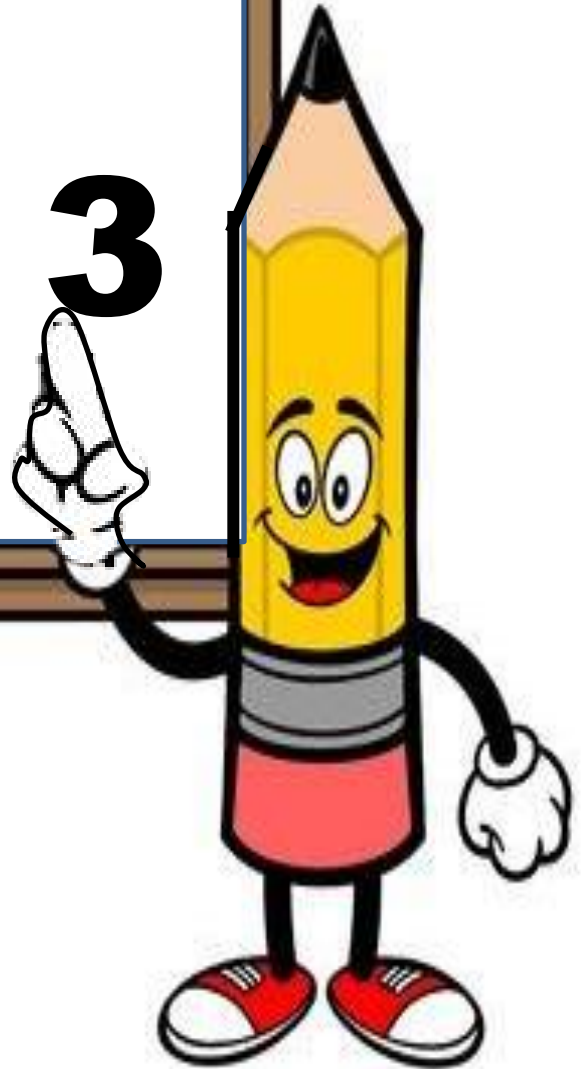
1. Mushrooms and plants both have roots that grow in the soil. But how are mushroom roots different from plant roots?
 - a. Mushrooms and plants are not different from each other.
 - b. Mushroom roots eat dead things, but plants roots don't.
 - c. Mushroom roots don't absorb water, but plant roots do.
 - d. Mushrooms do not have roots.

2. Why do you think that scientists group mushrooms and mold together in the same category, the fungi?
 - a. Scientist doesn't group them together.
 - b. I think scientists do that because they are both black.
 - c. I think scientists do that because they are small.
 - d. I think scientists do that because mold is a mushroom.

3. In the mold terrarium experiment, why do you think it was important to only change one condition per plate? For example, why not change two conditions at once, like adding salt to the food while also putting the plate near a heater?



Day # 3



Name: _____ Week 8 Day 3 Date: _____

BCCS-B

MIT

Stanford

Guided Notes: Do worms really eat dirt?

The Question: *Answer the question in a complete sentence.*

Do worms really eat dirt? _____

Day 1:

Vocabulary: *Fill in the blanks with the colored word from the PowerPoint presentation.*

1. **Charles Darwin:** an English naturalist, geologist and _____, best known for his contributions to the science of evolution

2. **Earthworm:** a long worm that lives in _____ soil

Video: *During the video, take notes. When asked to discuss, first think about your response and then write it down. When asked to discuss, either raise a silent scholar hand to respond whole-group or discuss with your partner, taking turns.*

Exploration 1: *Notes-* _____

Exploration 2: *Discuss-* How would you figure out whether worms were pests or helpful? _____

What evidence would you need? _____

Activity: *Ensure that you are following all directions. Unless you are asked to discuss, there should be no talking. Your job is following directions and observing. You will have a chance to discuss later.*

EXIT TICKET: What was surprising about your observation of the worm? _____

Day 2:

Vocabulary: Fill in the blanks with the colored word from the PowerPoint presentation.

1. **Castings:** worm _____ (poop)
2. **Nutrients:** a _____ that plants, animals, and people need to live and grow
3. **Micronutrients:** vitamins and minerals such as calcium, iron, and vitamins that plants and animals need to have energy and _____

Video: During the video, take notes. When asked to discuss, first think about your response and then write it down. When asked to discuss, either raise a silent scholar hand to respond whole-group or discuss with your partner, taking turns.

Exploration 3: Notes- _____

Exploration 4: Discuss-Not everyone was convinced by Darwin. What additional evidence would make Darwin's claim more convincing? _____

Exploration 5: Discuss-Can you think of any other ways that worms could be helpful besides mixing and loosening up the soil? _____

Exploration 6: Notes- _____

Exploration 7: Discuss-Do earthworms really just eat dirt, or do they eat other things as well?

Activity: *Ensure that you are following all directions. Unless you are asked to discuss, there should be no talking. Your job is following directions and observing. You will have a chance to discuss later.*

EXIT TICKET: What makes a fair test when experimenting? _____

Name: _____ Week 8 Day 3 Date: _____

BCCS-B

MIT

Stanford

Worm Watcher Worksheet

- 1) Observe your worm and draw it here. It has no legs, yet it moves around. How does it manage that? If you like, draw a cartoon strip showing how your worm changes as it moves around. If you need more space, use the back of the paper.

Tips for a good observation

- Don't disturb the worm after putting it on the plate. You want to see what it does all on its own.
- Be patient. It can take a while for it to start moving.
- While waiting for your worm to move, check out what other people's worms are doing.

- 2) Watch your worm for a few minutes and write down what it does. (After a few minutes, most worms stop exploring and settle down where they are most comfortable.)

- 3) Look at all the worms in your group. What do you notice about the places the worm chose to settle? Are those places wet or dry, dark or bright, in the open or under cover?

Ask a Worm Worksheet, continued



- 1) Write the question you've decided to explore:
- 2) Describe or draw a picture of an experiment that you could do to find out the answer to your question.
(Use the back if you need more space.)

- 1) What can you do to make sure your experiment is a fair test?
