

## STRUCTURES OF LIFE MODULE

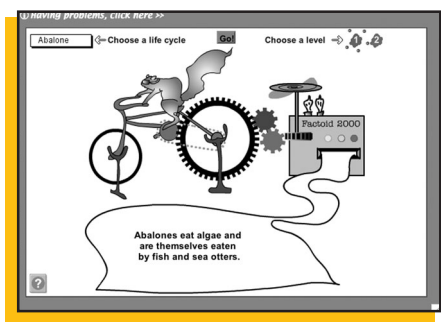
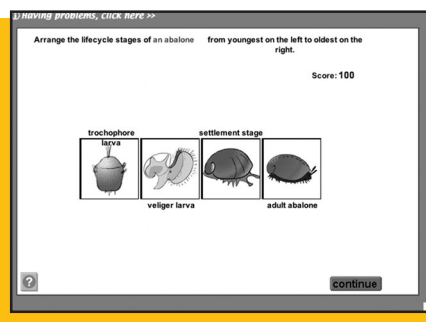
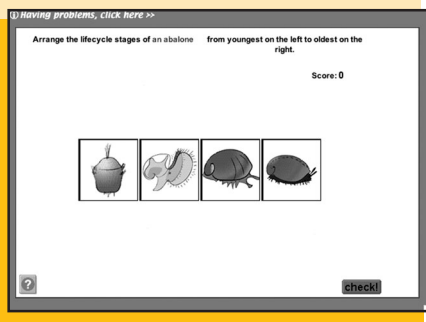
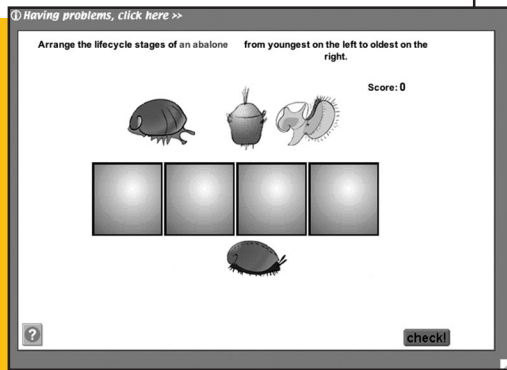
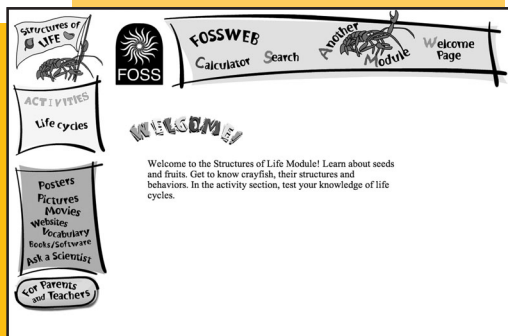
On the Welcome page, click Preview under the grades 3–6 flag to see a brief overview of the 3–6 site.

Click the grades 3–6 icon to get a menu that links to each of the 3–6 modules. There you can choose Structures of Life and travel to a wealth of information and activities specific to that module for students, parents, and teachers. The section for students has an interactive activity, project posters, pictures, movies, websites, a vocabulary list, a list of books and software, and an “Ask a Scientist” section. Parents and teachers can go to a module summary, organism care, a link to home/school connections, resources, and tips and tricks for using FOSS in the classroom.

If possible, introduce FOSSweb to students using a computer connected to a large monitor or digital projector. After a group introduction, move students to the computer lab or to computer stations in your classroom. Students in grades 3–6 need to have a focus when they begin exploring FOSSweb on their own or in small groups. Consider using some of the following questions and ideas to get them started. You can allow more free exploration once students have learned how to use FOSSweb and have completed some introductory assignments.

In Structures of Life, you’ll find an activity called Life Cycles. Introduce this activity after students have completed investigating the life cycle of at least one of the organisms introduced in the module. Students are challenged to order the stages of an organism’s life cycle, for example, an abalone. You might ask,

- *What is a life cycle?*
- *What are the stages of the life cycle for a crayfish (or seeds from a bean plant, or snails)?*
- *Are the stages the same for all types of organisms? If not, how are they alike and how are they different?*



If necessary, review the stages of the life cycles for the organisms students have investigated. At the computer, show students the stages of the abalone life cycle and explain that they are to put the stages in order from youngest on the left to oldest on the right. Have the class decide on the order and then check the results. The game will show which stages are in the correct locations and which stages need to be moved. Once the order is correct, labels will appear on the stages. The game tells about the organism, and shows the score. Show students how to continue to another organism. They can choose a life cycle and a level (level 1 is easier than level 2). Have students move to a computer to try the game on their own.

In Posters, students can view summaries of investigations and posters created by students for the end-of-module project. Students can also submit their own project posters to share with other FOSS learners.

In Pictures, students can view images of several organisms. You can use the images to discuss where these organisms are found on Earth and what the stages of their life cycles might be. Students may want to do further research on these organisms as part of their end-of-module project.

Movies show a number of different organisms, including a jellyfish in action.

Websites include links to sites that can extend student experience with the **Structures of Life Module**. The links may inspire some new projects and investigations involving other organisms.

In Vocabulary, students will find a glossary of words used in the **Structures of Life Module** investigations and in *FOSS Science Stories: Structures of Life*. Downloadable pdf files of the vocabulary list and glossary are available here.

Books/Software includes an annotated list of books, videos, and software recommended for the **Structures of Life Module**.

In Ask a Scientist, students can review questions about organisms that have been submitted by other students and ask appropriate questions of their own. Adult guidance in submitting questions is highly recommended.

