

OUR SHARED FORESTS

Family Science Nights Benefit Everyone!

What is Family Science Night?

A Family Science Night is an evening program of science activities in which students and their parents can work together on simple, age-appropriate, inquiry-based science activities. The program uses readily available, low-cost materials.



Why Family Science Nights?

- Brings scientific learning to family unit.
- Encourages doing science at home with everyday materials.
- Sparks children's scientific interest.
- Stimulates parents' interest in science and their child's science education (research shows a direct link between parental attitudes and student achievement).
- Builds connections between classroom science and the real world.
- Provides an excellent opportunity for intellectual interaction with parents and children.
- Increases parents' scientific interest and knowledge.

Planning

- Determine a good date and a time. Monday, Tuesday or Thursday evenings usually works best and we recommend scheduling either 6:00-7:30 PM or 6:30-8:00 PM so that families with young children are home by bedtime.
- Decide where you will hold the event. You can use the cafeteria, gym or individual classrooms.
- Choose the activities you want to use.
- Recruit teachers and/or other adults to act as facilitators for the activities.
- Schedule training for the facilitators on the activity they will be conducting.
- Notify newspaper or ask someone to take photos for a news release.
- Advertise the Family Science Night.



Setting Up

- Set up and number tables for activities (according to the number of activities). Include a sign-in table for parents.
- Place large trashcan around the area.
- Place rolls of paper towels and/or newspaper where needed.

Conducting the Evening

Begin with a short demonstration to set the tone for the evening.

- After the demonstration, conduct a short introduction of what the students and parents will be doing.
- During the next hour, students and their families go from station to station performing the activities.
- There is no formal format and we allow families to spend as much time at each station as they need.
- The facilitator's role is to refill supplies and encourage hesitant families to try the activities.
- At the end, begin packing up stations that have either run out of supplies or that is not being used. This will give guests a gentle reminder that it is time to finish up.



FAMILY SCIENCE NIGHT VOLUNTEERS NEEDED

Volunteers are needed to help with the Our Shared Forests Family Science Night Program held on:

Date:

Time:

Please check where you can help:

Help with setup

Facilitate an activity. We will teach you the principle being taught.

Help with clean up

Name _____ Phone _____

Address _____

Email _____ FAX _____

Thank You!!!!



Family Science Night

Sponsored by: _____

What is it? A great opportunity for you and your parents to experience science in an interactive environment!

When is it?

What time is it?

Where is it?

Please cut off and return the bottom of this form to your homeroom teacher by _____

Student's Name: _____

Homeroom Teacher's Name: _____

_____ **Yes, I am interested in FAMILY SCIENCE NIGHT!**

There will be _____ (number of people) coming from my family.

_____ **No, I am not able to attend at this time, but please inform me when you offer this again.**

OUR SHARED FORESTS FAMILY SCIENCE NIGHT

Evaluation

We are interested in improving this program. As part of our evaluation, we would appreciate your comments on the Family Science Night program. Please complete this form and give to a teacher or put in the evaluation box at the door. Thank you!



1. What are three things you learned from the activities?

2. What was your favorite activity?

3. What was your least favorite activity?

If you are uncertain about a response, please mark “ neutral ” (3)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students					
The activities made me more curious about science.					
I learned something new about science.					
Parents					
I would attend this event again.					

Other Comments:

Making Your OSF Science Night a Success!

Comments and Suggestions

Science Night Committee

- If your PTA has opted to do the coffee fundraiser as part of the Science Night event, a separate committee and chair should be recruited to handle this facet.
- As with other committees, it is always easier when co-chairs share the responsibility for an event. *Recruiting volunteers and publicizing the event are crucial to your Science Night's success.*
- Involve your school faculty and staff early in the process. After you have the consent of your school administrator, consider visiting a faculty meeting to talk about the *Our Shared Forests* Science Night concept. You will need teacher support to promote the event to students and tie in the educational concepts in the classroom. With the support of your school's custodial staff, event logistics will be easier to handle.
- Any event will cost some amount of money. Read over the sections in this document about "Other preparations and considerations," "Passports," and "Live Animals" to prepare an estimate of your cost. Be sure that you have a line item in your PTA approved budget to cover these costs.
- Choose a date for your event with enough lead time for preparation. Avoid conflicts with school/ religious holidays and testing schedules. Monday, Tuesday or Thursday evenings usually work best. We recommend scheduling your Science Night either 6:00 – 7:30 p.m. or 6:30 – 8:00 p.m. so that families with young children are home by bedtime. Coordinating this event with one of your regularly scheduled PTA meeting nights might be beneficial.
- Contact the GA PTA Environmental Education Chair to reserve the *Our Shared Forests* Science Night kit. Their contact information will be on the GA PTA website. We suggest that you reserve the kit as soon as you set your date and at least 3 months in advance. Several Science Night kits are available but are being used statewide.

Publicity

- Advertise the event within the school and in the community. Make announcements; send home flyers, put up posters, include the event on your school/ PTA calendar and website. Send out invitations to your local School Board members! Your school system may also be willing to send out a press release. Solicit media coverage from neighborhood newspapers.

Volunteer recruitment

- How many volunteers will you need to work the event? At least 50!
- You will need volunteers to set-up before the event, clean-up after the event and to help with the check-in of volunteers and event participants, crowd control and facilitating each of the activity stations.

- Plan to offer all of the OSF Science Night activity stations and divide the evening into two shifts so that parents can explore the Science Night activities with their children when they are not volunteering at a station.
- You could also recruit teenage volunteers from Girl Scout Troops to help with the face-painting station or high school Science or Beta Club members to help with facilitating activity stations. Many high schools require their students to perform community service hours.
- Train your volunteers! All of the explanations of the activity stations are available electronically. E-mail or send home a hard copy of the activity ahead of time so that the volunteer has a chance to read over and ask questions about their station. Offer a training before the event (or at a minimum before their shift begins) to all volunteers so that they feel comfortable with their assignment.
- **Every volunteer** should understand not only their station assignment but also a general overview of the event, how the passport works, and the schedule and location for special performances (puppet show or live animals).

Other preparations and considerations

- The beauty of this Science Night is that most of the work has already been done for you! The background research, the display posters, the detailed instructions and reusable materials are all in the boxes that you will receive.
- You will need to make some copies and buy some consumables before the event. Read over the directions carefully. E-mail or call the PTA EE-Chair if you have any questions. Their contact information will be on the GA PTA website and on a card included in the Science Night kit.
- The activity stations have been planned carefully to use inexpensive and easily obtainable supplies. **We estimate the cost of black & white copies and consumable items that you need to purchase to be \$100.00.**

Passports

- Having the event Passport photocopied in color is a must! If your school does not have a color copy machine that you can use, find a sponsor to make the copies for you. Your school's business partner or the company of one of your PTA parents may be willing to make these color copies on cardstock paper for the event. (The Passport is printed four on a page.)
- Punching holes and stringing yarn in the Passport so that students can wear them around their neck will help each student keep track of their Passport during the event. You may want to consider punching the holes at the bottom of the Passport so that they are worn upside down. This will make it easier for the wearer to read their Passport as they visit the 9 main stations that contain Passport questions/clues.

Microscopes

- If your school does not own dissecting microscopes, you can probably borrow them from the high school in your area. The high school's science club may also be willing to provide volunteers to set up the microscopes and supervise their use at this station. (You will need 6 microscopes for viewing all of the specimens.)

Decorations

- Create the atmosphere of a forest in the entryway to your Science Night. Paper vines and leaves and perhaps the sounds of the rainforest birds playing in the background will set the mood for the fun (and learning) that awaits your students!
- Decorations could also be made by students as part of their rainforest studies, OSF curriculum activities or as an art project and displayed in the hallways in advance of the Science Night...setting the scene for the entire student body prior to the event.
- Tables for Science Night activities could be covered with brown paper for consistency (and ease of clean up).

Live Animals

- Although live birds are NOT included as a station in the *Our Shared Forests* Science Night kit, having live animals is certainly a draw for students and adults to attend your event. Schools that have piloted the OSF Science Night highly recommend including live birds as part of the program but this will require funding.
- We cannot endorse any of the following organizations and certainly this is not an extensive list. You may be able to find a local bird rehabilitator, falconer or local nature center that could provide a live bird presentation for your event.

Chattahoochee Nature Center	www.chattnaturecenter.com/
Hawk Talk	www.hawktalk.org/
Rock Eagle 4-H Center	www.rockeagle4h.org/
Zoo Atlanta	www.zooatlanta.org/

- Scheduling three 20-minute live bird presentations during your 90-minute Science Night should accommodate all of your participants for a reasonable amount of money. Estimate at least \$250 for the cost of this service but be sure to call well in advance of the event to confirm availability and actual costs.
- The live bird presentation will need to be in a separate room/ building from the rest of the Science Night activities. Consult your presenter for suggestions of where to locate this. Space and noise level are considerations.
- Consider also having other live animals – insects, arachnids, reptiles and amphibians – on display at your Science night.

Puppet Show

- There are two versions of the puppet show. The long version could be used as an assembly program prior to the Science Night to introduce the *Our Shared Forests* concept to students and get excitement brewing for the event itself.
- The short version of the puppet show can be used as a station at the Science Night. All of the puppets are provided with the script. The puppet stage is NOT provided but can be easily made using poles and fabric. A simple diagram for its construction is included with the script.
- Scheduling three 20-minute puppet show presentations during your 90-minute Science Night should accommodate all of your participants.
- The puppet show should be in a separate room from the rest of the Science Night activities.

Setting up for the Science Night

- An example diagram of tables is included in the OSF Science Night kit to help you with the number and location needed for activity stations to optimize the flow of your event.
- The majority of the Science Night can be set up in a school cafeteria or gymnasium OR if this is not possible, activity stations can be set up in individual classrooms.
- Be sure to provide trash cans for waste collection!
- Photos and explanations for the set-up of each station are included in the Science Night kit.
- We recommend that if using the puppet show or live animal performance at your Science Night, you locate these activities in a separate room/building from the other activity stations. Schedule and publish the performance times so that event participants can plan their time between these special performances and the other Science Night activities.
- Placing the Migratory Bird Hats activity close to the entry of your Science Night event will allow students to enjoy wearing their hat during the event.
- The Migration Game activity is best played in a separate room or down a hallway. This activity requires more space than most activities.
- The Bird Habitat Mural activity can be done down a hallway.
- Directional signs and a schedule showing participants where to go for the activities and special performances would be helpful. An example is attached.

At the end of the event

- Collect evaluations from the participants and volunteers as they leave.
- Clean up, returning borrowed school equipment and tables to their proper places.
- Thank the volunteers, faculty and staff for their support.
- Return the *Our Shared Forests* Science Night kit to the GA PTA Environmental Education Chair with your feedback. We want to know how

your Science Night went. Please send us your suggestions and comments.

Our Shared Forests Science Night

Friendly Elementary School

March 7th, 6:30 – 8:00 pm

Schedule of Events

Cafeteria: WOW! Fun, hands-on science stations for the family

Classrooms:

Room 101 - Migration Games – continuous games throughout the evening

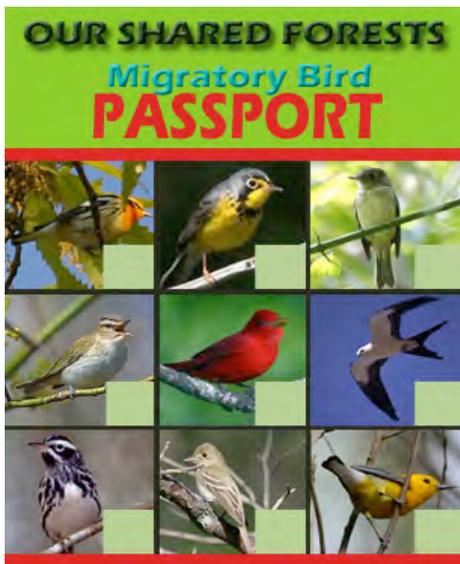
Room 102 - Our Shared Forest Puppet Show: Show times 7:00 or 7:30pm

Room 103 – Live Hawks! Bird Show

Sample
OSF
Science
Night
Agenda

About the Our Shared Forests Passport

First, get your passport and find these nine activities:



- At Passport Station
- Migration Game
- Migration Mapping
- Bird Habitat Mural
- Gifts from the Forest
- Temperate Forest or Tropical Rainforest?
- Insect Employment Office
- How Insects Find Their Food
- Who's Living in Your Backyard?

At each of the nine activities, you will see a **green and red Passport Question sign**. On each sign, there will be a picture of a migratory bird and a multiple choice question.

Find the square on your passport with the same bird as the Passport Question sign and write the letter from the sign that goes with the correct answer in the square.

When you fill all the squares, you will have spelled an important word!

Don't forget to try some Choco-Andes coffee. The coffee station is the hallway by the cafeteria! We will kick off our coffee fundraiser this Friday, March 10th. Look for your flier in your child's Friday folder.

HAVE A GREAT TIME WITH YOUR FAMILY!

OUR SHARED FORESTS FAMILY SCIENCE NIGHTS

Students and their parents will understand:

1. What is meant by the term 'Our Shared Forests'.
2. What the term 'neotropical migrant' means.
3. Similarities and differences between Georgia and Ecuador forests and the importance of these forests to neotropical migrants.
4. Amazing facts about fauna as well as flora of these forests.
5. The importance of biodiversity in forest ecosystems.
6. The dependence of native cultures (in Georgia and Ecuador) on the forest for food, medicines, and a variety of life-support services.
7. Why forests in the Americas are vital to our daily existence.
8. Threats to Georgian and Ecuadorian forests.
9. How they can serve as wise stewards of our shared forests.



GEORGIA PERFORMANCE STANDARDS

ADDRESSED BY OUR SHARED FORESTS ACTIVITIES

Social Studies K-5

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

a. Differentiate land and water features on simple maps and globes.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E3 The student will describe how people are both producers and consumers.

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.

b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

SS3E1 The student will describe the four types of productive resources:

a. Natural (land)

b. Human (labor)

c. Capital (capital goods)

d. Entrepreneurship (used to create goods and services)

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

SS4H1 The student will describe how early Native American cultures developed in North America.

b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

5th Grade

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I:

indicates when a skill is introduced in the standards and elements as part of the

content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A:

indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills K 1 2 3 4 5 6 7 8 9-12

1. use cardinal directions I M A A A A A A A

2. use intermediate directions I M A A A A A A A

8. draw conclusions and make generalizations based on information from maps I M A A A A A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills

1. compare similarities and differences

2. organize items chronologically

3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion

10. analyze artifacts

Science K-5

SKCS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects (for example: paper plate day and night sky models).

SKCS5 Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SKCS6 Students will understand the important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

SKP1 Students will describe objects in terms of the materials they are made of and their physical properties.

a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).

b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).

SKL1 Students will sort living organisms and non-living materials into groups by observable physical attributes.

a. Recognize the difference between living organisms and nonliving materials.

b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (for example: A green frog has four legs and hops. A rabbit also hops.).

SKL2 Students will compare the similarities and differences in groups of organisms.

a. Explain the similarities and differences in animals (color, size, appearance, etc.).

S1CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S1CS7 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.

d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S1L1 Students will investigate the characteristics and basic needs of plants and animals.

b. Identify the basic needs of an animal.

1. Air
2. Water
3. Food
4. Shelter

S2CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

S2CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS5 Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

S2CS7 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.

d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S3CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

b. Offer reasons for findings and consider reasons suggested by others.

S3CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

a. Choose appropriate common materials for making simple mechanical constructions and repairing things.

c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S3CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.

S3E2 Students will investigate fossils as evidence of organisms that lived long ago.

a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.

S3L1 Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.

c. Identify features of animals that allow them to live and thrive in different regions of Georgia.

d. Explain what will happen to an organism if the habitat is changed.

S4CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Carefully distinguish observations from ideas and speculation about those observations.
- c. Offer reasons for findings and consider reasons suggested by others.

S4CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

- a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
- b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.

S4CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.

S4L1 Students will describe the roles of organisms and the flow of energy within an ecosystem.

- a. Identify the roles of producers, consumers, and decomposers in a community.
- b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.
- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

S5CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Carefully distinguish observations from ideas and speculation about those observations.
- c. Offer reasons for findings and consider reasons suggested by others.

S5CS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
- b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.

S5CS8 Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
- c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
- d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

S5P1 Students will verify that an object is the sum of its parts.

b. Investigate how common items have parts that are too small to be seen without magnification.

S5L1 Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

b. Demonstrate how plants are sorted into groups.

S5L3 Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).

a. Use magnifiers such as microscopes or hand lenses to observe cells and their structure.

English Language Arts K-5

ELAKR1 The student demonstrates knowledge of concepts of print. The student

a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

b. Recalls information presented orally.

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.

d. Recalls explicit facts and infers implicit facts.

f. Distinguishes fact from fiction in a text.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

a. Interprets information presented and seeks clarification when needed.

d. Listens to and views a variety of media to acquire information.

ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.

g. Summarizes text content.

j. Identifies and infers main idea and supporting details.

h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.

k. Self-monitors comprehension to clarify meaning.

l. Identifies and infers cause-and-effect relationships and draws conclusions.

m. Recalls explicit facts and infers implicit facts.

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

d. Listens to and views a variety of media to acquire information.

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Locates facts that answer the reader's questions.

c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).

h. Distinguishes fact from opinion or fiction.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

c. Responds to questions with appropriate information.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

c. Judges the extent to which the media provides a source of entertainment as well as a source of information.

ELA5R1

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

a. Locates facts that answer the reader's questions.

c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).

ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

c. Responds to questions with appropriate information.

f. Displays appropriate turn-taking behaviors.

j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.