Mc Graw Hill

FLORIDA Science

PROGRAM OVERVIEW

GRADES K–5

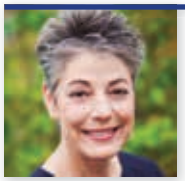
Unlimited Potential

McGraw Hill Florida Science was built to empower students to ask questions, pose hypotheses, conduct hands-on investigations, and communicate their findings.

Drawing on feedback from Florida teachers, we set forth to create a program where inquiry lays the foundation for deep understanding of science, where a spirit of discovery improves students' reading and writing skills, and where the ultimate goal is Florida State Academic Standards for Science (FSAS)mastery and a lifelong love of learning.

Guided by Experts

Our author and contributor collection is made up of experts committed to engaging students throughout their learning experience:

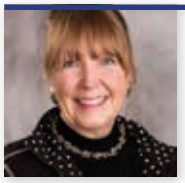


Julie Jackson, Ph.D.

Creator of Interactive Word Walls, Dr. Jackson draws on expertise in vocabulary, language acquisition, and FSAS knowledge to facilitate student understanding and acquisition of science vocabulary.

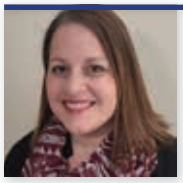
Page Keeley

Page Keeley's internationally known probes put students at the center of the lesson to focus content on their current understandings and challenge their preconceptions.



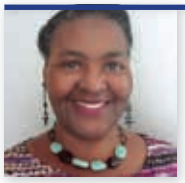
Dinah Zike

Creator of NEW! Foldables and interactive notebooking, Dinah Zike focuses on helping students understand difficult new concepts and facilitating engagement.



Cindy Guerrero, Ph.D.

Dr. Guererro utilizes her expertise in English-language development to maximize the program's EB/EL support.



Felicia Mensah, Ph.D.

A scholar in science teacher education and teacher professional development, Dr. Mensah provides expertise on life science as well as diversity and inclusion in all science experiences.

Doug Fisher, Ph.D.

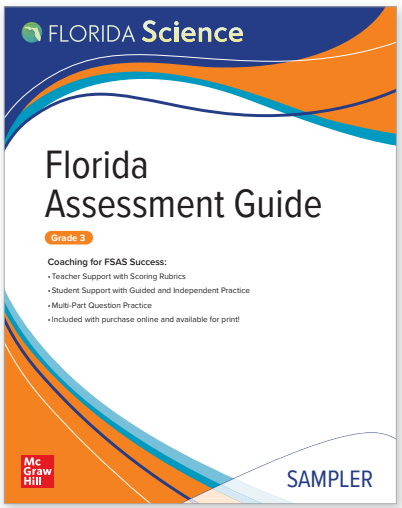
A renowned reading expert, Dr. Fisher helped create our new and improved Science Literacy Essentials to foster reading comprehension.

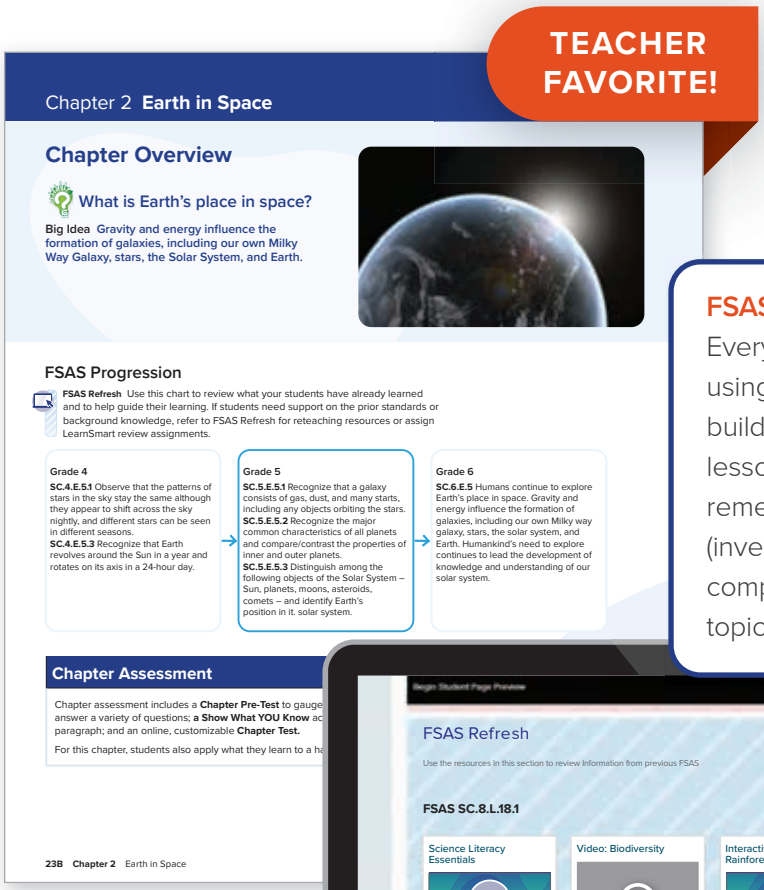
A Program Built for the FSAS

Explicitly designed for the FSAS standards and the modern Florida science classroom, *McGraw Hill Florida Science* combines the FSAS with feedback from our most trusted collaborators—Florida teachers and administrators—and offers the tools to help every student achieve success in science.

FSAS Assessment Guide

Online and printable guided practice tests help students prepare for state assessments. Each practice test includes rigorous, high-level thinking questions and answers so students can check their work.





FSAS Progression Breakdown

Every lesson in the *Florida Science* program begins by using prerequisite FSAS as a launch pad—seamlessly building up to the lesson-level FSAS concepts. Each lesson comes with resources to pre-assess and remediate students as needed. Cognitive verbs (investigate, distinguish, evaluate, etc.) help unpack complex concepts, clearly defining the extent to which topics must be covered to meet each standard.

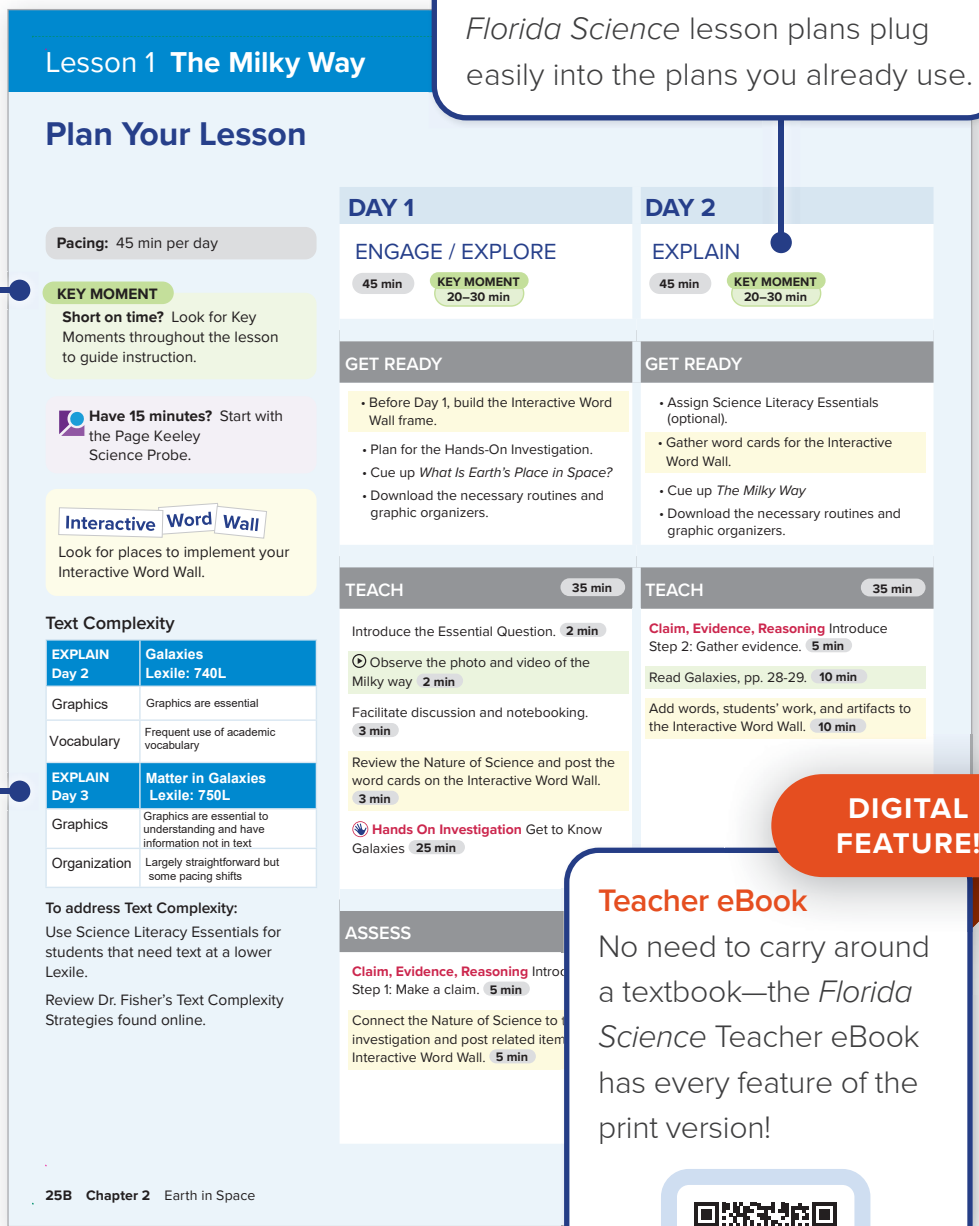
Inspiring New Teacher Confidence

Built to support the influx of new teachers across the state, *Florida Science* provides a clear path to cover the FSAS. Supports throughout the Teacher's Edition deliver additional tools to ensure teacher success and student content mastery.

Key Moment call-outs help guide instruction, saving you time when you need it without compromising critical concepts.

Text Complexity Support by Dr. Doug Fisher clues you in to the details of the text, allowing you to help all students prepare to read.

Aligned to the research-based **5Es**, *Florida Science* lesson plans plug easily into the plans you already use.



Lesson 1 **The Milky Way**

Plan Your Lesson

Pacing: 45 min per day

KEY MOMENT
Short on time? Look for Key Moments throughout the lesson to guide instruction.

Have 15 minutes? Start with the Page Keeley Science Probe.

Interactive Word Wall
Look for places to implement your Interactive Word Wall.

Text Complexity

EXPLAIN Day 2	Galaxies Lexile: 740L
Graphics	Graphics are essential
Vocabulary	Frequent use of academic vocabulary
EXPLAIN Day 3	**Matter in Galaxies Lexile: 750L**
Graphics	Graphics are essential to understanding and have information not in text
Organization	Largely straightforward but some pacing shifts

To address Text Complexity:
Use Science Literacy Essentials for students that need text at a lower Lexile.
Review Dr. Fisher's Text Complexity Strategies found online.

DAY 1
ENGAGE / EXPLORE
45 min | KEY MOMENT 20–30 min

GET READY
- Before Day 1, build the Interactive Word Wall frame.
- Plan for the Hands-On Investigation.
- Cue up *What Is Earth's Place in Space?*
- Download the necessary routines and graphic organizers.

TEACH 35 min
Introduce the Essential Question. 2 min
Observe the photo and video of the Milky way 2 min
Facilitate discussion and notebooking. 3 min
Review the Nature of Science and post the word cards on the Interactive Word Wall. 3 min
Hands On Investigation Get to Know Galaxies 25 min

ASSESS
Claim, Evidence, Reasoning Intro
Step 1: Make a claim. 5 min
Connect the Nature of Science to t
investigation and post related item
Interactive Word Wall. 5 min

DAY 2
EXPLAIN
45 min | KEY MOMENT 20–30 min

GET READY
- Assign Science Literacy Essentials (optional).
- Gather word cards for the Interactive Word Wall.
- Cue up *The Milky Way*
- Download the necessary routines and graphic organizers.

TEACH 35 min
Claim, Evidence, Reasoning Introduce Step 2: Gather evidence. 5 min
Read Galaxies, pp. 28-29. 10 min
Add words, students' work, and artifacts to the Interactive Word Wall. 10 min

25B Chapter 2 Earth in Space

DIGITAL FEATURE!

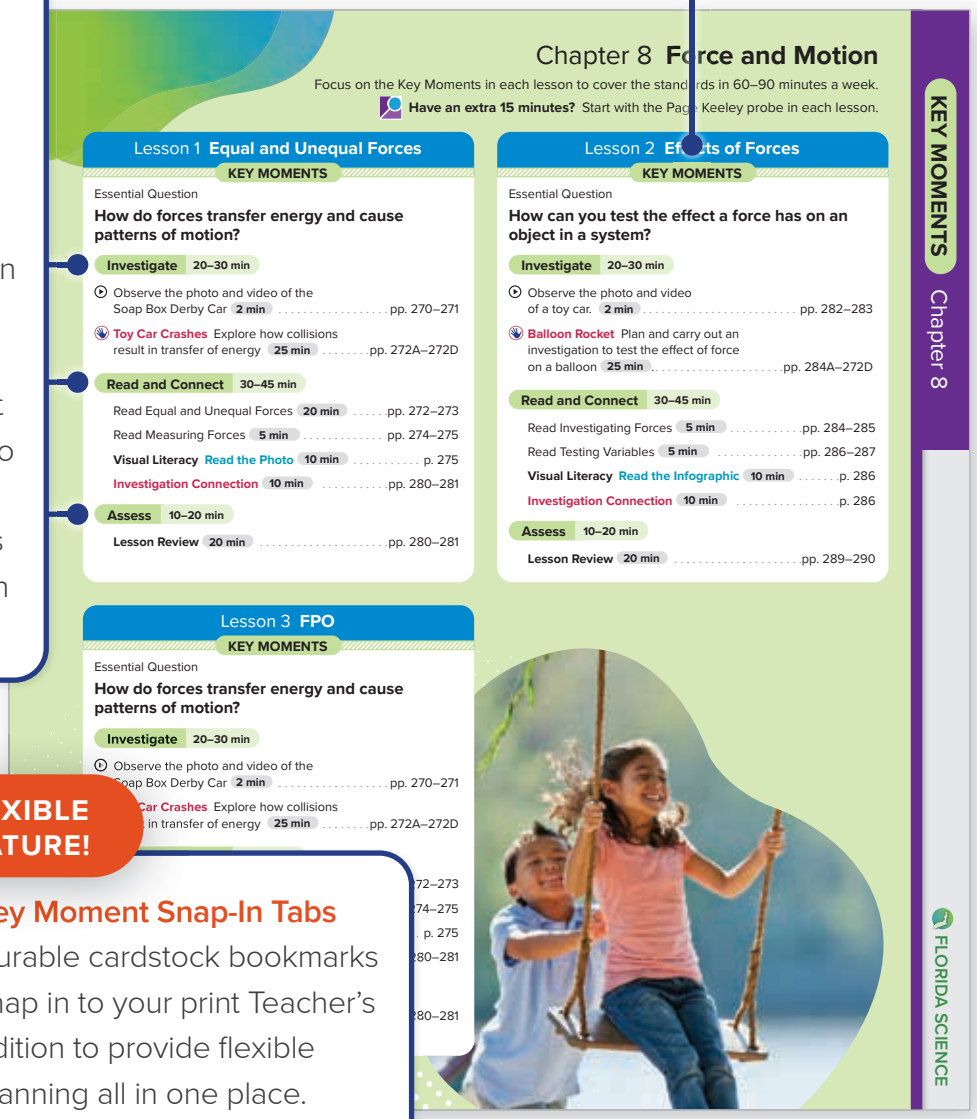
Teacher eBook
No need to carry around a textbook—the *Florida Science* Teacher eBook has every feature of the print version!

Flexible For Busy Days

Key Moment Lesson Planning Tabs allows teacher flexibility to address the Florida Science Standards in the time they have available for Science.

Focus on the Key Moments in each lesson to cover the *Florida Science* standards in as little as 60 minutes per week.

"Investigate" "Read and Connect" and "Assess"
Each Weekly Lesson is set up in an easy to follow three step process: First, students Investigate the Chapter Question with a fun, hands-on or virtual Investigation. Next, students practice reading visuals and informational text while they gather evidence to support the claim from their investigation. Lastly, students apply what they've learned in a quick lesson review.



FLEXIBLE FEATURE!

Key Moment Snap-In Tabs
Durable cardstock bookmarks snap in to your print Teacher's Edition to provide flexible planning all in one place.

Florida Science is Full STEAM Ahead

When students see people who look like them excelling in STEAM, they envision their own present and future as scientists and engineers. Profiles dispersed throughout the program showcase diverse figures in wide-ranging STEAM careers.

With the aid of abundant STEAM support found in *Florida Science*, students can explore every dimension of science, technology, engineering, arts, and math:

- **STEAM Stations** integrate STEAM into busy classrooms, allowing teachers to quickly print bundled teacher support materials and differentiated student activity pages.
- **STEM Connections** expose students to interviews and articles about real STEM professionals.
- **STEM Projects** put students in the shoes of scientists and engineers, tasking them with designing a solution to a real-world STEM problem.
- **STEM Biographies** cut to the heart of discovery—introducing students to the pioneers who made STEM research and exploration a reality.
- **STEAM Investigator** articles discuss high-interest STEAM topics at three different Lexile levels.

STEM Connection

IF/THEN® seeks to further advance women in STEM by empowering current innovators and inspiring the next generation of pioneers. *Florida Science* highlights IF/THEN women throughout to depict positive role models using science in the workplace.

- STEM Connections tie in-depth profiles of scientists to lesson content.
- Videos and interviews with IF/THEN scientists provide engaging, real-world examples of women in science and engineering-based careers.

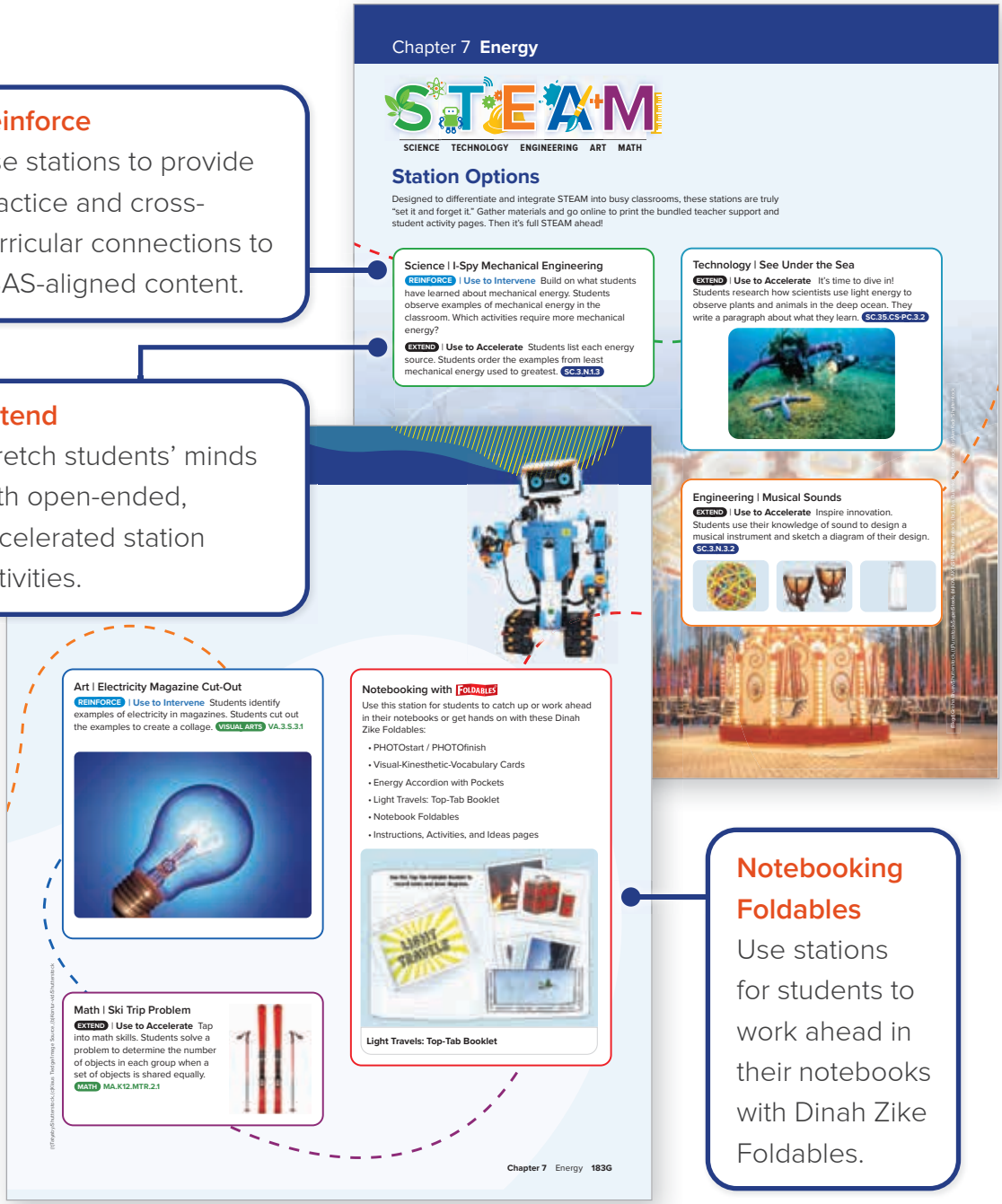
SCIENCE TECHNOLOGY ENGINEERING ART MATH

STEAM Stations allow students to extend and apply their learning beyond the scope of the textbook as they work independently to complete engaging STEAM-aligned activities.

Reinforce
Use stations to provide practice and cross-curricular connections to FSAS-aligned content.

Extend
Stretch students' minds with open-ended, accelerated station activities.

Notebooking Foldables
Use stations for students to work ahead in their notebooks with Dinah Zike Foldables.

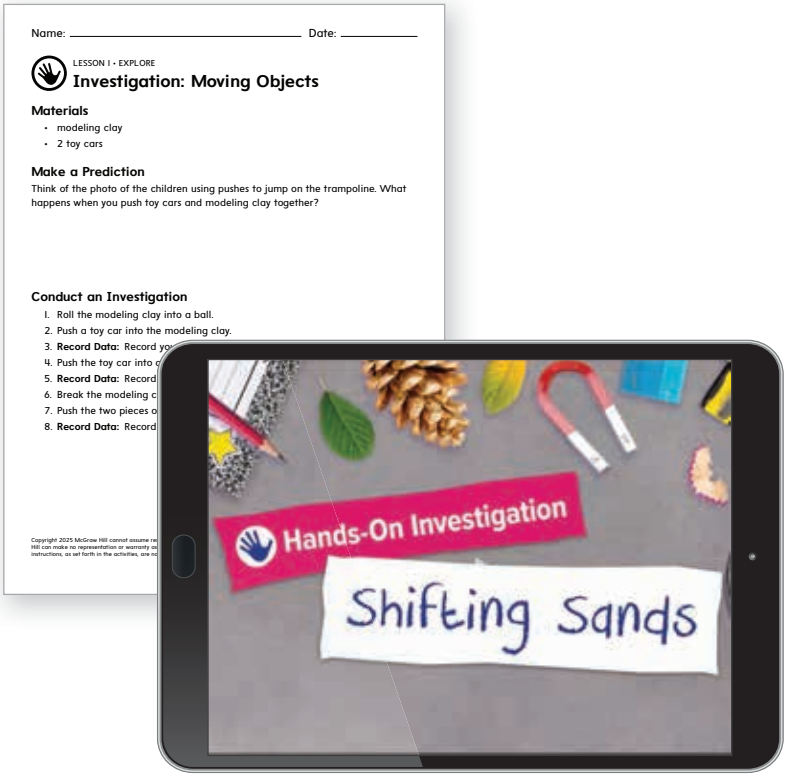


STEAM Stations

Hands-On Labs, Real-World Investigations

Real scientists get their hands dirty. By conducting hands-on investigations, students can apply their scientific knowledge to exciting real-world contexts. Accessible materials and engaging instructional videos prepare teachers and students alike to get the most out of each investigation.

- **Claim, Evidence, Reasoning (CER)** writing prompts help students make meaning from their investigation.
- **Anytime Investigations Videos** provide student-friendly videos showing lab work in action.
- **STEM Projects** aligned to each strand of the multi-dimensional learning model allow students to utilize their own creativity and design solutions for science and engineering challenges and investigate their world.
- **Ready-to-use notebook activity sheets** allow students to record their investigations quickly and simply.


Name: _____ Date: _____

LESSON 1 • EXPLORE

Investigation: Moving Objects

Materials

- modeling clay
- 2 toy cars

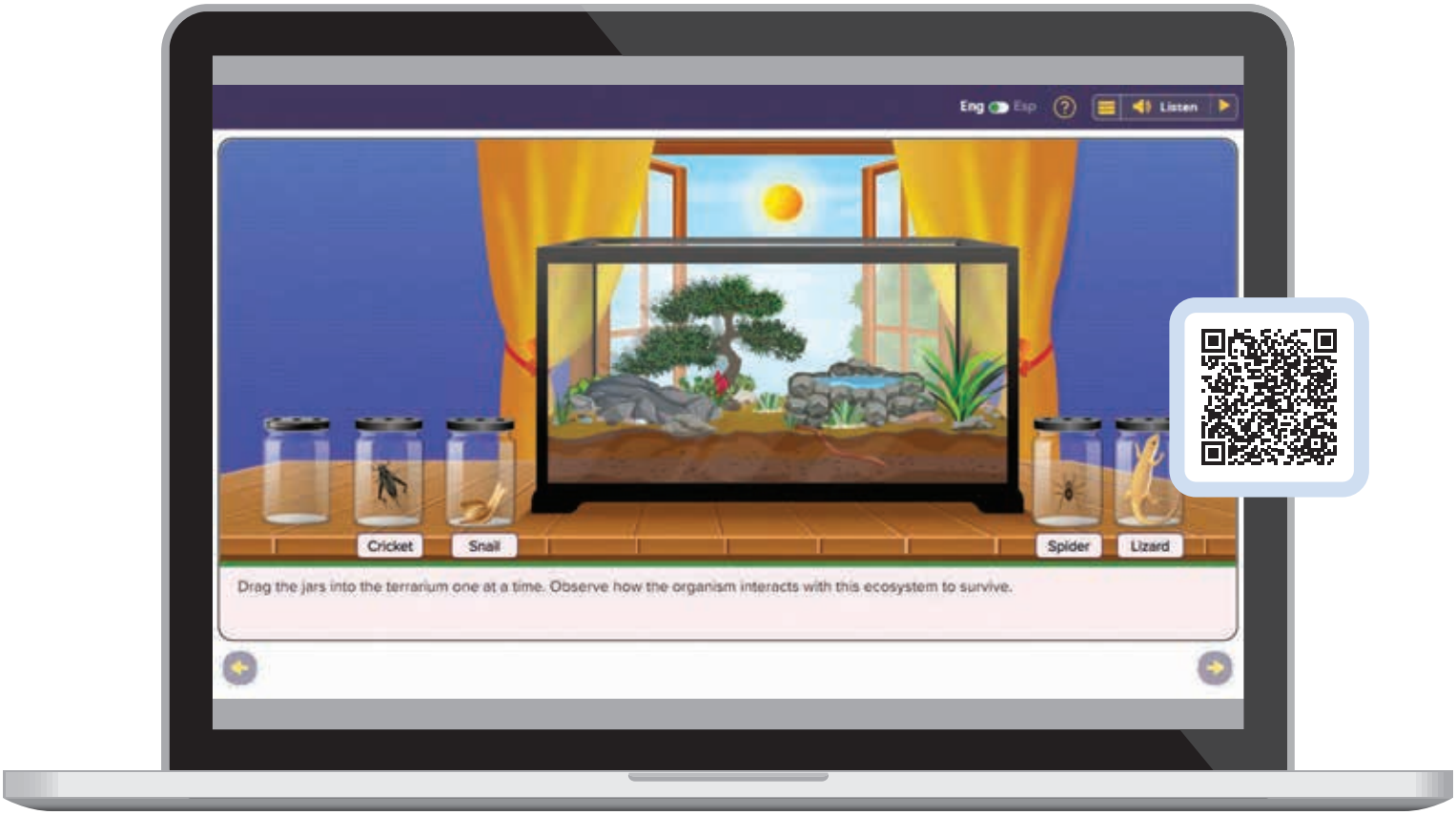
Make a Prediction

Think of the photo of the children using pushes to jump on the trampoline. What happens when you push toy cars and modeling clay together?

Conduct an Investigation

1. Roll the modeling clay into a ball.
2. Push a toy car into the modeling clay.
3. **Record Data:** Record yo
4. Push the toy car into c
5. **Record Data:** Record
6. Break the modeling c
7. Push the two pieces o
8. **Record Data:** Record

Hands-On Investigation



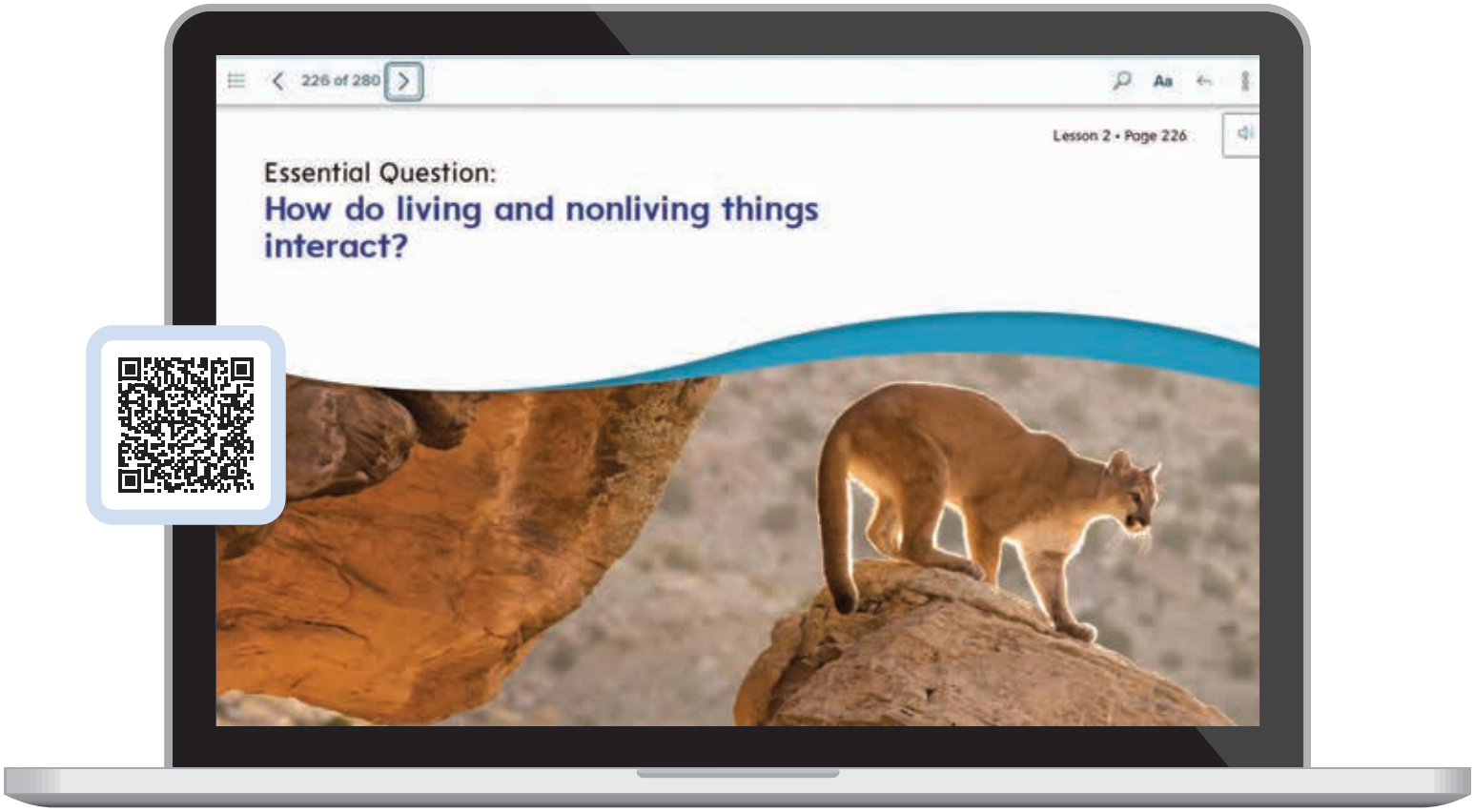
Explore Simulation

Whether jotting down lab notes or clicking through digital investigations, students have access to an array of rigorous hands-on activities through *Florida Science*. The program prompts every student to dive deep into the lesson content and observe new concepts in action.

- **Hands-On Investigations** immerse students in the real-world applications of science.
- **Explore Labs** give students the opportunity to lead their own investigation from start to finish, alongside the explanation of the content.
- **Explore Simulations** allow students to explore content beyond the limits of the classroom and as representations of real-world experiences.
- **Quick Labs** provide a additional hands-on activity to some lessons so students can practice their Nature of Science skills.

Unlock a New Era of Exploration: The Digital Student Experience

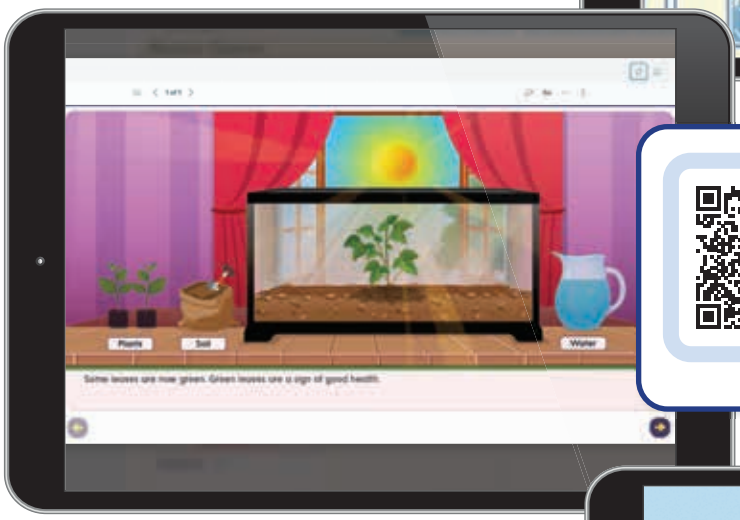
In today's digital age, students have greater access to technology than ever before—all available at their fingertips. With that comes new tools, videos, activities, simulations, and more to take their learning and engagement to the next level. *Florida Science* boasts an array of digital resources for students, pushing the limits of science learning beyond the four walls of the classroom.



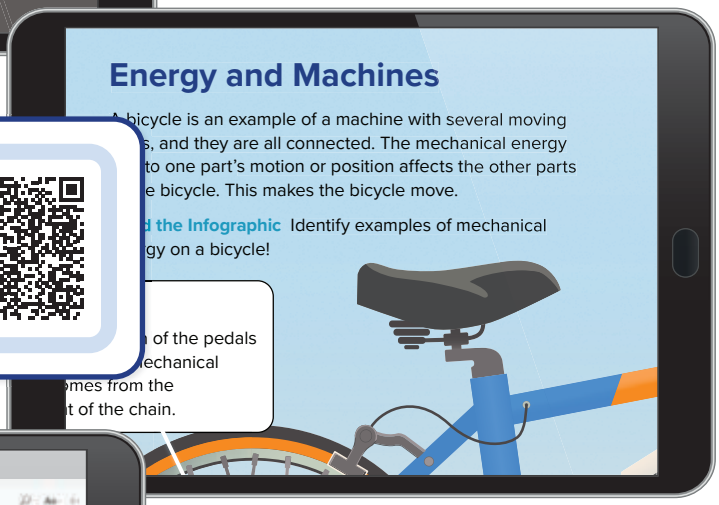
Student eBook

- **The Student eBook** includes built-in comprehension questions and vocabulary definitions at the point of use.
- Text content is available at **multiple reading levels**, so students can adjust as needed.
- With the **K-12 Portal app by McGraw Hill,** students can access their content anywhere, any time, on any device, with or without internet access.
- **Embedded Videos and ReadSpeaker** in the eBook allow students to learn in a variety of modalities.

Word Labs give flashcards a modern twist with flexible, student-driven, scientific word exploration.



Explore Simulations allow students to manipulate variables in a scenario beyond the limits of the classroom.



Interactive Visual Literacy features prepare students to identify visual representations of scientific phenomena.

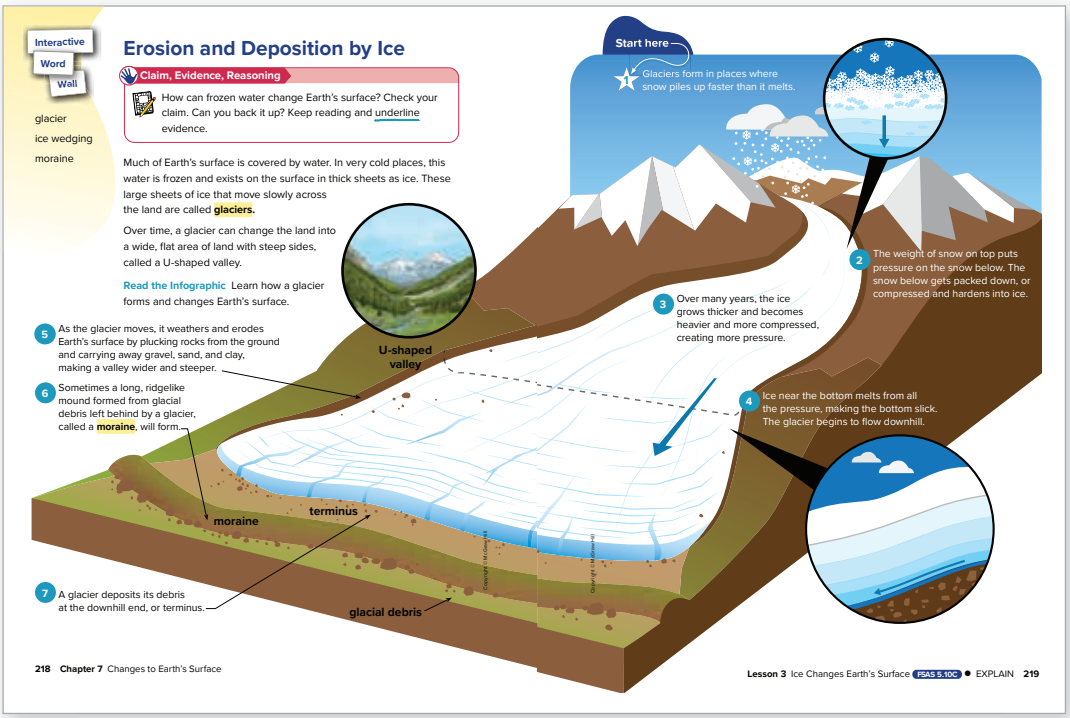
Virtual Field Trips use engaging questions, pictures, and videos to explore diverse locations and show the connection to STEM fields.

Read About It and Write About It

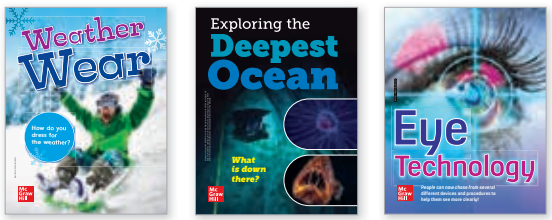
Rich, varied imagery and interactive diagrams prepare students to observe and identify science in the real world, not just in the pages of their textbook. *Florida Science* leverages multiple modes of visual learning in every unit, module, and lesson. Guided by experts Dr. Julie Jackson and Dr. Cindy Guerrero, *Florida Science* provides equitable literacy support for students of all backgrounds.

To support literacy acquisition and growth for all students, *Florida Science* incorporates several reading and writing tools:

- **Text Complexity Support by Dr. Doug Fisher** clues students into the details of a text, helping them prepare to read.
- **Sentence Stems, Notebooking templates, and Foldables** give students opportunities to write in every class.
- **Write About It! Graphic Organizers** use visuals to help students organize their thinking.



STEAM Investigator articles discuss high-interest STEAM topics at two different Lexile levels (Approaching and On).



Patterns of Friction

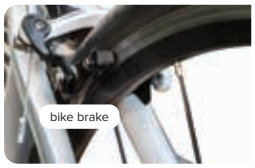
ESSENTIAL QUESTION
What patterns of friction do you see in objects?

Start here — As you read, underline evidence to answer the Essential Question.

Friction

When you use the brakes on a bicycle, the bike stops. Do you know why? It's all about **force**, a push or pull. The brakes use **friction** by pushing the brake pads against the wheels. This force stops the turning movement of the wheels.

What is a force?	A force (fôrs) is a push or pull.
What is friction?	Friction (FRIC-tion) is a force between surfaces.
What is a contact force?	A contact force (CON-tact fôrs) is a force between two touching objects.


bike brake

Friction is a **contact force.** Friction acts to oppose motion. It slows a moving object or stops the object entirely.

Think About It: Have I heard the word *friction* used in everyday life?


There is friction between the grass and the moving soccer ball. Friction slows down the ball's motion. The rougher the grass, the greater the friction.

Different surfaces apply different amounts of friction. Hard, smooth surfaces produce less friction. Rough surfaces produce more friction.

A wooden floor is hard and smooth. A carpet is soft and less smooth. A cardboard box will slide more easily across a wooden floor because there is less friction.

Ice is hard and smooth, so it applies very little friction. Skates and hockey pucks slide easily. They slow down gradually, not suddenly.


less friction

Sand has a rough surface, so it applies a lot of friction. When a golf ball rolls into sand, it slows down and stops very quickly.


more friction

Think About It: How would differences among carpets, such as a fluffier carpet or a flatter carpet, affect the movement of an object?

Would a gravel road or a paved road apply more friction on a moving object? Why?

Quick Check: Why is friction called a contact force?

Science Literacy Essentials for Grades 3–12 offer leveled text with enhanced visuals to give students an alternative way to access grade-level content.

Name _____

Guided Write About It!

Read the prompts in your Student Edition. Then follow the steps below.
Use your notebook or a separate sheet of paper to complete your writing.

Plan Your Writing
First Prompt

☐ Consider the following:
- how many toothpicks you used in your tower
- your chances of building the same size tower with half as many toothpicks
- how using fewer toothpicks will affect your tower's stability

☐ Use a T-chart to organize your information. Put the questions at the end of the prompt at the top of your Problem and Solution chart.

Questions

Plan Your Writing
Second Prompt

☐ Consider the following:
- how wind might affect your tower
- the complete list of materials
- which two materials would build the strongest tower and why

☐ Use a T-chart to organize your information. Put the questions at the end of the prompt at the top of your Problem and Solution chart.

Questions

Write

☐ You can start your response like this:

I'm going to use ... and ... to build a tower for a very windy city.

☐ Explain your process and the materials that you will use. You can use the following sentence stems.

... is a good material for this project because it is ...

☐ End by writing about the stability of your tower.

The two materials I chose will make my tower sturdy because ...

☐ Remember to use vocabulary words.

Guided Write About It! activity pages use scaffolding supports to help students write about their discoveries.

Vocabulary Expertise

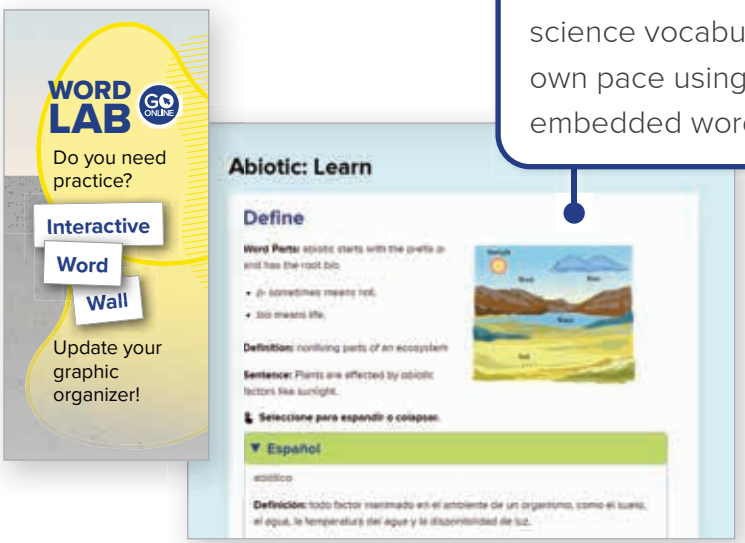
Strengthening Science Vocabulary and Communication with Dr. Julie Jackson's Word Walls

From renowned author and educator Dr. Julie Jackson, Interactive Word Walls bring science vocabulary to life so that students can build meaningful relationships to FSAS concepts rather than simply memorize them. Throughout the Teacher's Edition, embedded supports describe how to build Interactive Word Walls that maximize learning by sparking curiosity, promoting engagement, and contextualizing new terms and concepts.

Dr. Jackson's *Florida Science* innovations include:

- **Science language information** in every chapter that highlights target vocabulary, including:
  - Prior-knowledge words
  - Lesson words
  - Academic vocabulary support
  - Nature of Science words
- **Pre-made Interactive Word Wall Guides** and Word Cards in English and Spanish with images.
- **Professional development videos** to help teachers practice powerful instructional strategies.

Innovative Word Labs allow students to study science vocabulary at their own pace using visuals and embedded word strategies.



Chapter 4 Plants and Environment

Science Language and Content

Provide rich and varied experiences with science vocabulary to bolster confidence and help students develop scientific language.

Check out Dr. Jackson's professional development videos.

Interactive Word Walls are not an additional instructional task. They enhance what you are already doing.

– Dr. Julie Jackson

Chapter Vocabulary

Use the Interactive Word Wall to help students gain an understanding of the target vocabulary throughout the chapter. You can find support and suggestions for each lesson in the lesson planner. Note: Some words repeat over grades to build complexity.

Target Vocabulary

Prior Knowledge	Lesson Vocabulary	Supporting Vocabulary	Nature of Science and Science Tools
Lesson 1 Plants			
flower leaf plant stem fruit living things root structure	flower fruit seed stem structure survive	basic needs nutrient soil	• keep records of investigations • empirical evidence is information • empirical evidence validates explanations SCIENCE TOOLS structure and function
2 Plants Make Food			
summer winter temperature	dioxide nthesis	enviroment oxygen phototropism process release stimulus	• communication among scientists is important • scientists question and discuss evidence SCIENCE TOOLS energy and matter
Lesson 3 Plants Respond to Their Environment			
	dormancy response	ecologist perennial precipitation temperature	• keep records of investigations • infer based on observation SCIENCE TOOLS cause and effect

Target Vocabulary combines new words with familiar ones to determine essential vocabulary.

Word-Learning Strategies

Cognates

galaxy/*galaxia*

Word Origins

galaxy comes from Late Latin *galaxias*, meaning "the Milky Way" or Greek *galaxias kyklos* meaning "milky circle."

Word Parts

The suffix *-al* changes a noun to an adjective and means "having the character of"

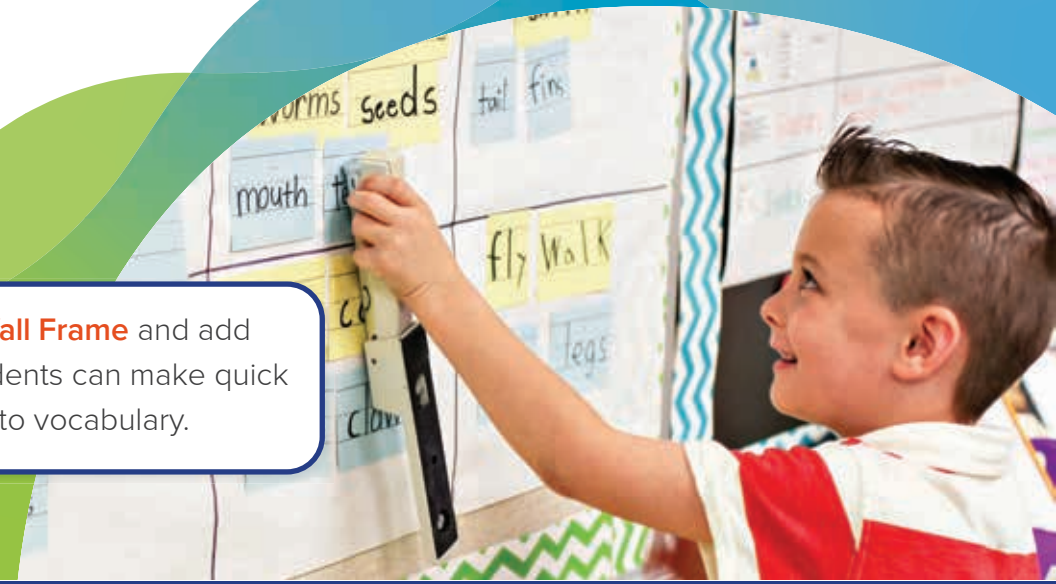
Spiral means "having the character of a spire."

Elliptical means "having the character of an ellipse.

Context

A galaxy is a vast collection of. stars, gases, and dust that are all held together by gravity

Word Learning Strategies support word learning during instruction by fostering thoughtful connections.

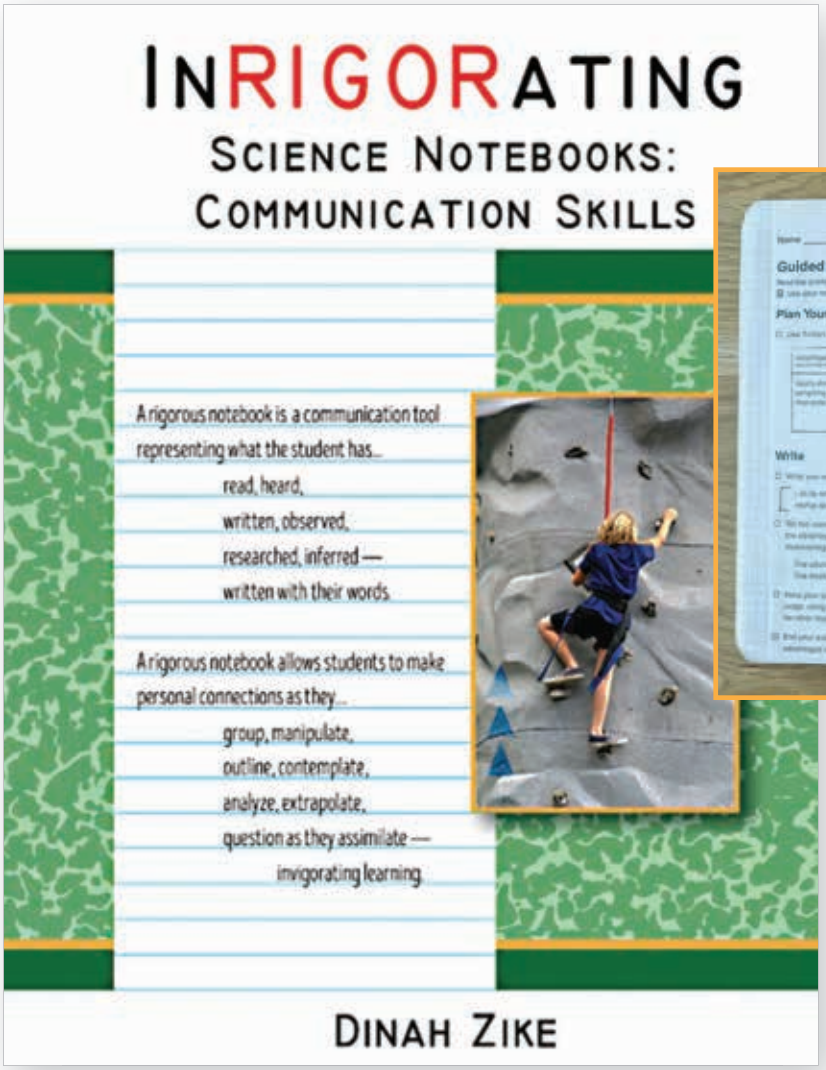


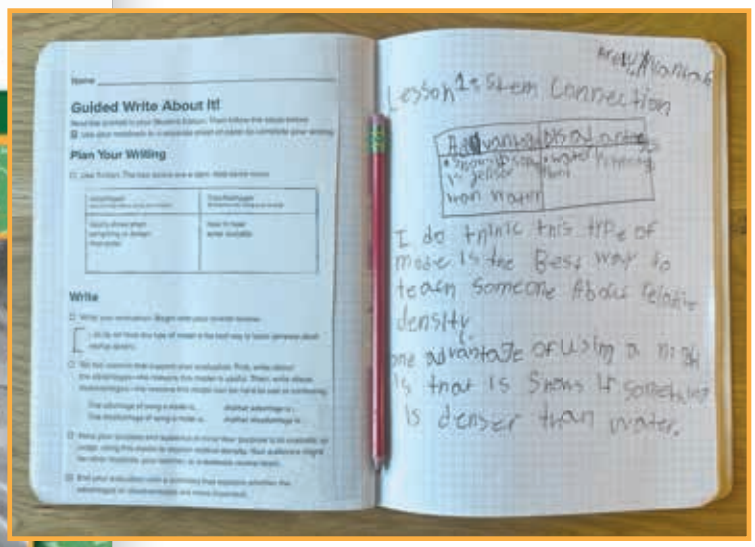
Build the Interactive Word Wall Frame and add photos, art, and more so students can make quick and easy visual connections to vocabulary.

Notebooking Expertise

Documenting Discoveries with Dinah Zike's Notebooking Strategies

With carefully designed, intuitive notebook activities created by award-winning author, educator, and inventor Dinah Zike, students join generations of researchers documenting their findings—all while improving writing skills, deepening scientific understanding, and preparing for success on standardized tests.





Dinah's new book, *InRIGORating Science Notebooking*

Formative Assessment Expertise

One of the most effective ways to support conceptual learning is through formative assessment. That's why *McGraw Hill Florida Science* begins every lesson with a Page Keeley Science Probe and productive discussion strategy. Each probe uses real-world phenomena to promote student thinking and discussion, revealing the preconceptions and initial ideas students bring to their learning so you can best inform your instruction.

Science Literacy Expertise

A renowned reading expert, Dr. Doug Fisher helped create our new and improved Science Literacy Essentials to foster reading comprehension.

Dr. Doug Fisher, Ph.D.

Florida Science empowers all students to succeed in science—no matter their starting point. The new Science Literacy Essentials provide reading and writing support for students in need of a little extra help, including:

- **Content written two Lexile levels lower** than the on-level content
- **Teacher tips** to provide ample student support
- **Writing space** for students to practice explaining their understanding
- **Print, digital, and Spanish-language versions** of the text

Text Complexity in Science

Douglas Fisher, Ph.D., San Diego State University

What's a Teacher to Do?

When we know what makes a given text complex, there are actions we can take to support students. In some cases, these are teaching points that need to be integrated into our lessons; in other cases, they involve support for learners. Consider the following factors and the sample actions that can help students unlock the meanings of complex texts.

If ...	Then ...	Monitor ...
Graphics are complex or necessary for understanding but students are not tracking the information	• Model extracting information from graphics. • Focus questions on specific aspects of information to reduce the distractions of all the data. • Have students construct data tables and graphics so they see how these are developed.	• Students' correct use of information from graphics • Students' comparing information in the text to n the visual information
Vocabulary is interfering with understanding	• Identify words that require pre-teaching and focus on pronunciation and meaning. • Identify words that can be solved using context or word parts and focus on word-solving skills. • Develop a conceptual word bank so that students track their understanding of new terminology.	• Students' expanding vocabulary as they use the target terms in their speaking and writing • Students' word-solving skills as they use context and word parts to determine word meanings

Text Complexity Support clues you in to the details of the text, allowing you to help all students prepare to read.

PROGRAM FEATURE!

Sentence Stems help all students communicate their ideas.

Science Literacy Essentials are also available in Spanish!

Patterns of Friction

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What is a contact force?	A contact force (CON-tact fôrs) is a force between two touching objects.


bike brake

Friction is a **contact force.** Friction acts to oppose motion. It slows a moving object or stops the object entirely.

Think About It: Have I heard the word *friction* used in everyday life?


There is friction between the grass and the moving soccer ball. Friction slows down the ball's motion. The rougher the grass, the greater the friction.

Different surfaces apply different amounts of friction. Hard, smooth surfaces produce less friction. Rough surfaces produce more friction.

A wooden floor is hard and smooth. A carpet is soft and less smooth. A cardboard box will slide more easily across a wooden floor because there is less friction.

Ice is hard and smooth, so it applies very little friction. Skates and hockey pucks slide easily. They slow down gradually, not suddenly.


less friction

Sand has a rough surface, so it applies a lot of friction. When a golf ball rolls into sand, it slows down and stops very quickly.


more friction

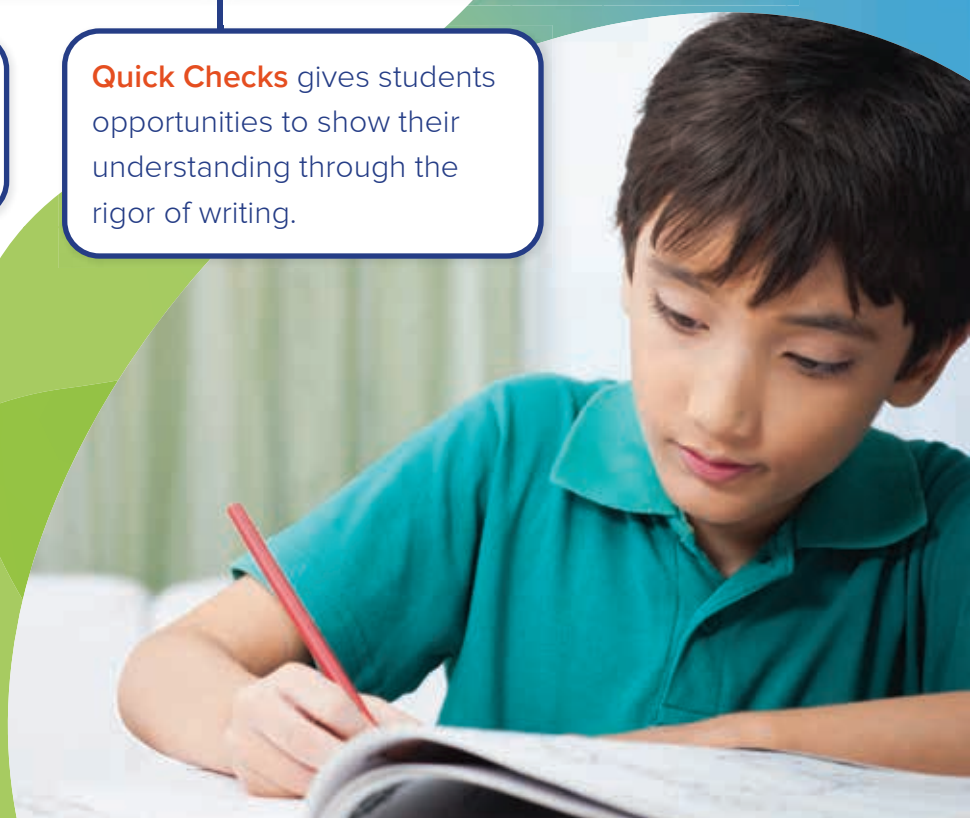
Think About It: How would differences among carpets, such as a fluffier carpet or a flatter carpet, affect the movement of an object?

Would a gravel road or a paved road apply more friction on a moving object? Why?

Quick Check: Why is friction called a contact force?

Think About It! tips provide support for students at point of use.

Quick Checks gives students opportunities to show their understanding through the rigor of writing.



Credit: uniquely india/Getty Images

LearnSmart®

LearnSmart for Grades 3-5 uses smart, adaptive technology and multiple-choice questions to help gauge student understanding. To ensure Florida assessment success, LearnSmart focuses solely on questions covering the FSAS.

Teachers can assign LearnSmart questions tailored to individual FSAS standards, ensuring students master the content needed.

When students answer a question incorrectly, they can access built-in supports to review relevant material in different formats:

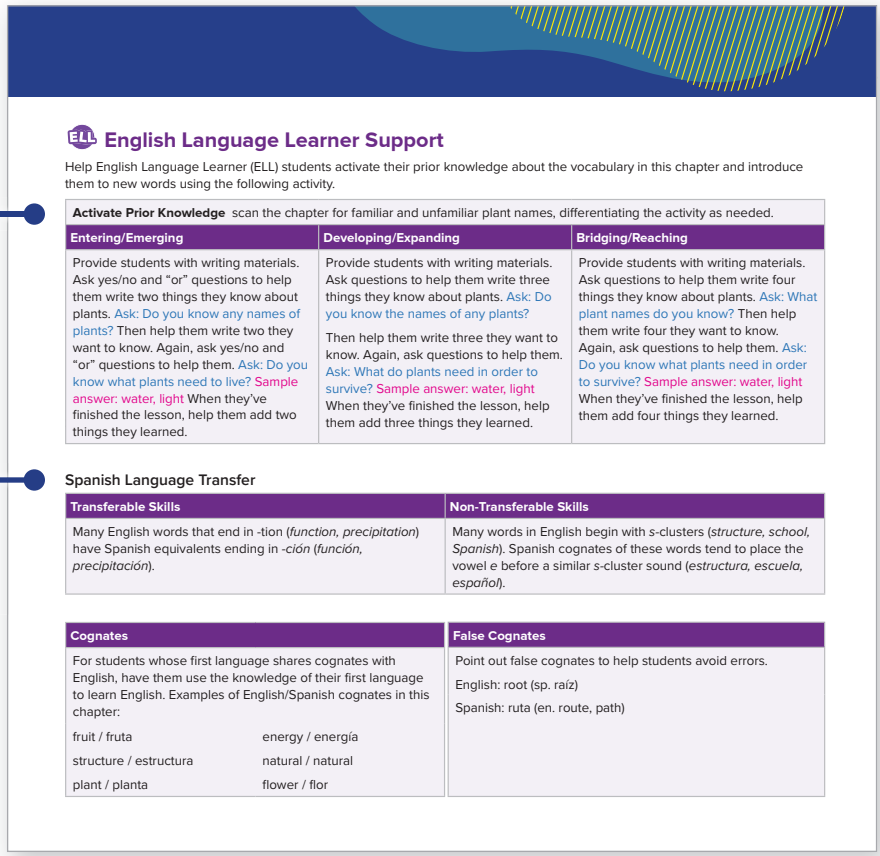
- **Short and focused texts, articles, and examples**
- **Lesson Opener Videos, Content Videos, Science Videos, and more**
- **Quick interactives and manipulatives**

Foster Multilingual Connections

Every student deserves access to a rich, robust, and challenging science curriculum leveled to their needs and abilities. *Florida Science* applies the best pedagogical practices for teaching emergent bilinguals, complete with authentically translated print and digital.

Activate Prior Knowledge prepares all EB students with content-specific strategies.

Spanish Language Transfer gives teachers information to better support emergent bilingual students.



English Language Learner Support

Help English Language Learner (ELL) students activate their prior knowledge about the vocabulary in this chapter and introduce them to new words using the following activity.

Activate Prior Knowledge scan the chapter for familiar and unfamiliar plant names, differentiating the activity as needed.

Entering/Emerging	Developing/Expanding	Bridging/Reaching
Provide students with writing materials. Ask yes/no and "or" questions to help them write two things they know about plants. Ask: Do you know any names of plants? Then help them write two they want to know. Again, ask yes/no and "or" questions to help them. Ask: Do you know what plants need to live? Sample answer: water, light When they've finished the lesson, help them add two things they learned.	Provide students with writing materials. Ask questions to help them write three things they know about plants. Ask: Do you know the names of any plants? Then help them write three they want to know. Again, ask questions to help them. Ask: What do plants need in order to survive? Sample answer: water, light When they've finished the lesson, help them add three things they learned.	Provide students with writing materials. Ask questions to help them write four things they know about plants. Ask: What plant names do you know? Then help them write four they want to know. Again, ask questions to help them. Ask: Do you know what plants need in order to survive? Sample answer: water, light When they've finished the lesson, help them add four things they learned.

Spanish Language Transfer

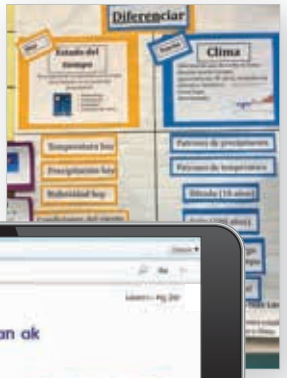
Transferable Skills	Non-Transferable Skills
Many English words that end in -tion (*function, precipitation*) have Spanish equivalents ending in *-ción* (*función, precipitación*).	Many words in English begin with s-clusters (*structure, school, Spanish*). Spanish cognates of these words tend to place the vowel e before a similar s-cluster sound (*estructura, escuela, español*).

Cognates		False Cognates
For students whose first language shares cognates with English, have them use the knowledge of their first language to learn English. Examples of English/Spanish cognates in this chapter:		Point out false cognates to help students avoid errors.
fruit / fruta	energy / energía	English: root (sp. raíz)
structure / estructura	natural / natural	Spanish: ruta (en. route, path)
plant / planta	flower / flor	

Reading Comprehension and Multilingual Support

Florida Science supports reading comprehension and English learners using a variety of innovative tools and scaffolds:

- Both the core text and Science Literacy Essentials are **available in Spanish** online in a printable format.
- **Google Translate** is available for students where needed.
- The **Multilingual Glossary** offers key vocabulary definitions in over 10 different languages.



Spanish Interactive Word Wall

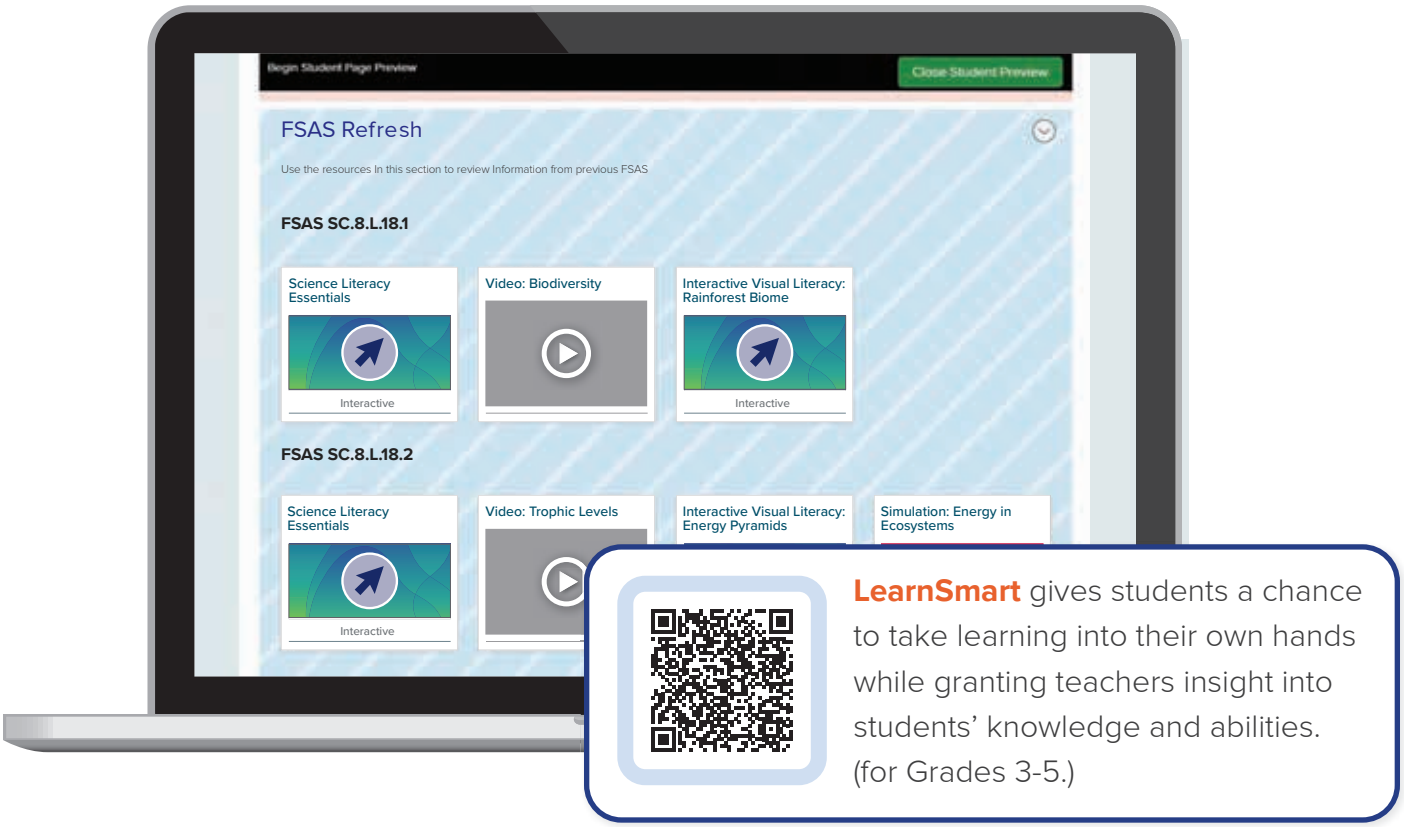
Google Translate

Assess and Address Learning Needs

Chart the path to FSAS mastery with a suite of easy-access tools aimed at gauging student understanding, identifying learning gaps, and targeting misconceptions throughout each lesson and chapter. Formal exam practice, personalized and adaptive study tools, and a curated selection of learning assets ensure Florida state science assessment success and deep comprehension for all students.

Formative Assessment Tools

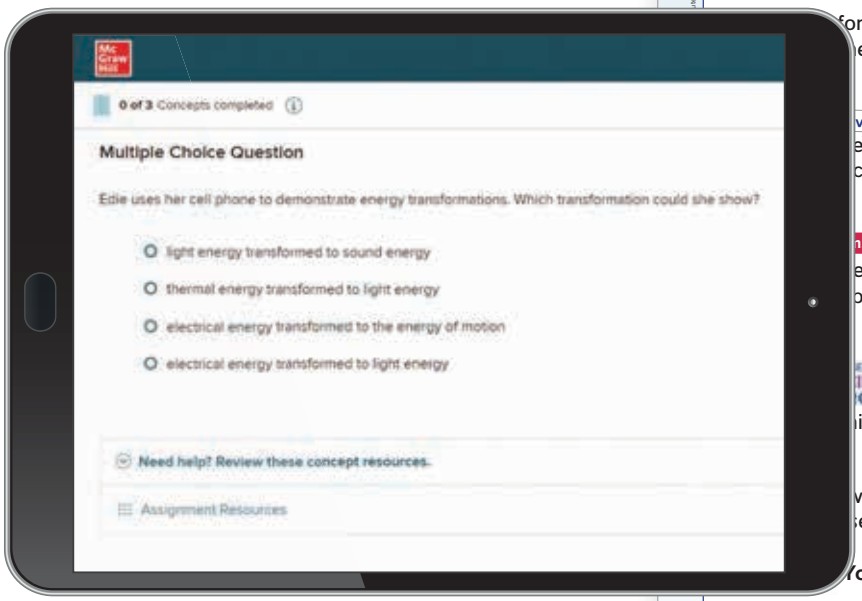
- **Chapter pre-tests** are available online to kick off lessons by evaluating current student understanding.
- **FSAS Refresh** allows teachers to assign students LearnSmart problems to help close foundational knowledge gaps.
- Throughout the Student Edition, **Talk About It, Investigation Connections and Visual Literacy Questions** provide guidance to help teachers track student comprehension.
- **Kahoot!** uses fun, game show-like quizzes to help students review important material in an engaging way.

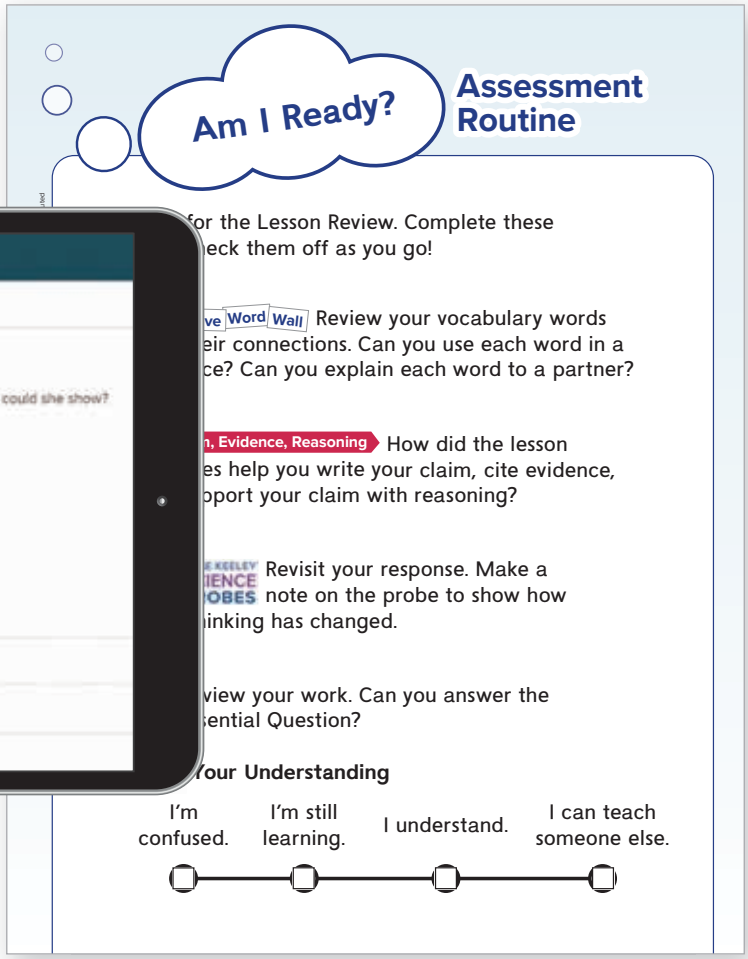


LearnSmart gives students a chance to take learning into their own hands while granting teachers insight into students' knowledge and abilities. (for Grades 3-5.)

Summative Assessment Tools

- **Quick Checks and Essential Question Check-Ins** serve as exit tickets which quiz students at the end of every lesson to assess understanding—available in print and digital formats.
- **Am I Ready? Routine** gives students the tools to check their own understanding as they prepare for upcoming tests.
- **The Florida Assessment Guide** provides Florida state science assessment-aligned questions to prepare students for the Grade 5 state science test.
- **Chapter tests** are available for assignment online, as are chapter review assignments to help students prepare.
- **STEM Projects** allow students to demonstrate their understanding through creative, hands-on applications of the material.





FLORIDA Science

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