

Organisms—From Macro to Micro

Changes to the Teacher's Guide

Since publication of the *Organisms—From Macro to Micro* Teacher's Guide, an additional Material Safety Data Sheet (MSDS) for ethyl alcohol (absolute ethanol) has been included. Photocopy and distribute this MSDS as needed, especially if you keep them on file in other locations.

This errata set includes the following:

- MSDS for the chemical ethyl alcohol (used in Lesson 16)

Additional changes and corrections are as follows:

Page xxxviii, Materials List, *Carolina Protozoa and Invertebrates Manual*

Note the change in materials:

The *Carolina Protozoa and Invertebrates Manual* will not ship with the kit as indicated. This manual will be included with the shipment of live materials.

Page xxxix, Materials List, *Daphnia* and *Lumbriculus* food

Note the change in materials:

Food for *Daphnia* and *Lumbriculus* will not ship with the kit as indicated. Food will be included with the shipment of live materials.

Page xliii, Live Culture Shipment 5

Change “*Daphnia*, 2 cultures (Lesson 16 and 17)” to “*Daphnia*, **3** cultures (Lessons 16 and 17)”

Page xlv, Lesson 9

Change “*alstromeria*” to “**alstroemeria**”

Page xlv, Preparation for Lesson 15

Change “*vineager*” to “**vinegar**”

Page 9, Lesson 1

Delete “NOTE” following “PREPARATION.”

(continued on the next page)

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Page 10, Inquiry 1.1, Procedure Step 4C

Change “remaining 12 cards” to
“remaining cards”

(If there are 4 students per group, there should be 11, not 12, cards remaining. Since groups are not always composed of 4 students, it would be best to remove the number.)

Page 12, Lesson 1

Insert the information in bold between
“ASSESSMENT” and “PREPARATION FOR
LESSON 6”:

PREPARATION FOR LESSONS 2, 3, AND 4
In the front matter on page xliii, you will find the “Live Cultures” ordering schedule. If you ordered Shipment 1 as directed, you will find that care instructions for WOWbugsTM (Lesson 2) and *Lumbriculus* (Lesson 3) are included in the shipment. Upon receipt of Shipment 1, place the *Lemna* fronds (Lesson 4) in dechlorinated spring water or tap water until needed. Make a copy of the “Live Cultures” shipment schedule and post it in a permanent location.

Page 57, Background, first paragraph, last sentence

Insert the information in bold:
“Additional classes should require 1–2 extra houses **each.**”

Page 58, under “Wisconsin Past Plants,” first column, last paragraph

Revise the third sentence as below and insert the sentence in bold as follows:
“The **ability to produce** anthocyanin is **determined** by a dominant genetic trait in the plants. **(The actual production of anthocyanin is triggered by exposure to the sun or another intense light source.)**”

(continued on the next page)

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Page 91, Extension 14

Insert the information in bold:

“Have students look up the scientific names of lettuce and spinach and the family to which each belongs.” **Use this information to explain why cabbage white butterfly larvae will not eat the leaves of these plants.**

Page 155, Lesson 9, under “For the teacher”

Change “*alstromeria*” to “**alstroemeria**”

Page 155, Lesson 9, under “For each group of 4 students”

Change “*alstromeria*” to “**alstroemeria**”

Page 203, Lesson 12

Change “NOTE” to read:

“If you have access to probeware, you may wish to have your class perform **Inquiry 12.2** as described in *The Guide to Probeware and Computer Applications for STC/MSTM*.”

Page 237, Lesson 14, Student Objectives

Revise the last objective to read:

“Update the bread mold organism **photo** card.”

Page 267, Lesson 16, Concepts

Change the second concept to read:

“*Daphnia*’s transparent exoskeleton facilitates observation of **its** internal structures.”

Page 285, Lesson 17, Getting Started, Step 3A

Change “*tublar*” to “**tubular**”

Page 293, Lesson 18, Student Objectives

Delete the 3rd and 4th student objectives and insert the objective below in bold:

Harvest the F₂-generation Wisconsin Fast Plants seeds, set them up for germination, and predict the number of purple-pigmented offspring.

(continued on the next page)

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Page 310, Inquiry 19.1, Procedure (which starts on page 308) Step 10

Revise the first sentence to read:
“Display the transparency of **Student Sheet 19.1** with the groups’ ratios of purple to green Fast Plants.”

Page 310, Inquiry 19.1, Procedure (which starts on page 308) Step 11

Revise the first sentence to read:
“Place **Color Transparency 19.2: Wisconsin Fast Plants—F₂-Generation** back on the projector.”

Page 336, Inquiry 20.1, Procedure (which starts on page 335) Step 5

Revise the first sentence to read:
“Working as a class, have students use the back of **Student Sheet 20.1A** they have just completed to create a key for the eight organisms pictured on the front of Student Sheet 20.1B: Organisms Sets.”

Page 336, Inquiry 20.1, Procedure (which starts on page 335) Step 6

Insert the sentence in bold at the beginning of the step:
Now have students work in pairs to complete the key on the front of the second copy of Student Sheet 20.1A for the second set of organisms found on the back of Student Sheet 20.1B. “Move around the room ...”

If you have questions about these changes or about the module in general, call Carolina’s product information staff at 800-227-1150 (8 am–5 pm ET, M–F), or email stcms@carolina.com.

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Organisms—From Macro to Micro

Changes to the Student Guide and Source Book

Since publication of the *Organisms—From Macro to Micro* Student Guide and Source Book, the following changes and corrections were made to the information in the book:

Page 204, Objectives for this lesson

Delete the 3rd and 4th objectives and insert the objective below in bold:

Harvest the F₂-generation Wisconsin Fast Plants seeds, set them up for germination, and predict the number of purple-pigmented offspring.

Page 219, Lesson 19, Figure 19.3

Revise the caption to read:

“The purple pigment in this plant is very obvious. **Placing a Fast Plant with one or more genes for purple pigment close to the light source during development stimulates the production of the purple pigment.**”

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