



Section 2 ■ Science in Action

Schedule

Block Schedule: 1 session (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives

- 5. Identify some skills scientists use.
- 6. Define hypothesis.
- 7. Recognize the difference between observation and inference.

National Standards UCP2, A1, A2, G1

Motivate

- Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 49, **CRB**)

Teach

- _____ Life Science Integration, p. 13
- _____ Visual Learning, p. 13, 19, **TWE**
- _____ Inclusion Strategies, p. 13, 17, **TWE**
- _____ Lab Demonstration, p. 14, **TWE**
- _____ MiniLAB: Forming a Hypothesis, p. 14 (MiniLAB Worksheet, p. 4, **CRB**)
- _____ Discussion, p. 15, 18, 19, **TWE**
- _____ Identifying Misconceptions, p. 15, **TWE**
- _____ Problem-Solving Activity, p. 17
- _____ Activity, pp. 17, 19, **TWE**
- _____ Science Online, p. 18
- _____ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 37–39, **CRB**)
- Teaching Transparency, **TCR** (Transparency Master and Study Guide, pp. 53–54, **CRB**)
- _____ Laboratory Activity 1, pp. 11–14, **CRB**
- _____ Spanish Resources, Section 2, **CRB**

Assess

- Section Assessment, p. 20
- _____ Skill Builder Activities, p. 20
- _____ Performance Assessment in the Science Classroom, pp. 42, 97, 147, **TCR**

Reteach/Reinforce

- Directed Reading for Content Mastery, p. 23, **CRB**
- _____ Spanish Directed Reading for Content Mastery, p. 27, **CRB**
- Reinforcement, p. 30, **CRB**
- _____ Mathematics Skill Activities, p. 29, **TCR**
- _____ Reading and Writing Skill Activities, pp. 7, 41, **TCR**

Enrich/Apply

- _____ Enrichment, p. 34, **CRB**
- _____ Physical Science Critical Thinking/Problem-Solving, p. 2, **TCR**

Multimedia Options

- _____ Vocabulary Puzzlemaker Software, Ch. 1
- _____ Guided Reading Audio Program (English & Spanish), Ch. 1
- _____ Using the Internet in the Science Classroom, **TCR**
- _____ Science Web site: science.glencoe.com

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