

## Section 2 ■ Plant Responses

### Schedule

Block Schedule: 2 sessions (■ denotes activities recommended for block schedule.)

Single Periods: 4 sessions

### Objectives

4. Identify the relationship between a stimulus and a tropism in plants.
5. Compare and contrast long-day and short-day plants.
6. Explain how plant hormones and responses are related.

#### National Standards

UCP1, A1, C1, C3, G1

### Motivate

- Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 41, **CRB**)

### Teach

- \_\_\_\_\_ Physics Integration, p. 138
- \_\_\_\_\_ Discussion, pp. 138, 139, **TWE**
- \_\_\_\_\_ Visual Learning, pp. 138, 141, **TWE**
- \_\_\_\_\_ Activity, pp. 138, 139, 141, **TWE**
- \_\_\_\_\_ Quick Demo, p. 138, **TWE**
- \_\_\_\_\_ Math Skills Activity, p. 139
- \_\_\_\_\_ MiniLAB: Observing Ripening, p. 140  
(MiniLAB Worksheet, p. 4, **CRB**)
- \_\_\_\_\_ Science Online, p. 142
- \_\_\_\_\_ Science Journal, p. 144, **TWE**
- Activity: Tropism in Plants, pp. 144–145  
(Activity Worksheet, pp. 7–8, **CRB**)
- \_\_\_\_\_ Science and Language Arts, pp. 146–147
- \_\_\_\_\_ Content Outline for Teaching, Section 2  
(Note-taking Worksheet, pp. 29–31, **CRB**)
- \_\_\_\_\_ Laboratory Activity 2, pp. 11–14, **CRB**
- \_\_\_\_\_ Home and Community Involvement, p. 45, **TCR**
- \_\_\_\_\_ Spanish Resources, Section 2, **CRB**

### Assess

- Section Assessment, p. 143
- \_\_\_\_\_ Skill Builder Activities, p. 143
- \_\_\_\_\_ Performance Assessment in the Science Classroom, pp. 61, 133, 143, 145, **TCR**

### Reteach/Reinforce

- Directed Reading for Content Mastery, pp. 19, 20, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, pp. 23, 24, **CRB**
- Reinforcement, p. 26, **CRB**
- \_\_\_\_\_ Mathematics Skill Activities, p. 25, **TCR**

### Enrich/Apply

- \_\_\_\_\_ Enrichment, p. 28, **CRB**

### Chapter Assessment

- Chapter Study Guide, pp. 148–149
- Chapter Review, pp. 33–34, **CRB**
- Chapter Assessment, pp. 150–151
- Chapter Test, pp. 35–38, **CRB**
- Assessment Transparency, **TCR**, (Transparency Master and Study Guide, p. 45, **CRB**)
- \_\_\_\_\_ Standardized Test Practice by The Princeton Review, pp. 25–28, **TCR**

### Multimedia Options

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 5
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 5
- \_\_\_\_\_ MindJogger Videoquiz, Ch. 5
- \_\_\_\_\_ ExamView Pro Test Bank Software, Ch. 5
- \_\_\_\_\_ Using the Internet in the Science Classroom, **TCR**
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)