

**CHAPTER**  
**6**

**Lesson  
Plans**

**Section 2 ■ Sponges, Cnidarians,  
Flatworms, and  
Roundworms**

**Schedule**

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

**Objectives**

4. **Describe** structures that make up sponges and cnidarians.
5. **Compare** how sponges and cnidarians get food and reproduce.
6. **Different** between flatworms and roundworms.

**National Standards**  
UCP1, C1, C5

**Motivate**

- Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 47, **CRB**)

**Teach**

- \_\_\_\_\_ Chemistry Integration, p. 154
- \_\_\_\_\_ Discussion, p. 154, **TWE**
- \_\_\_\_\_ Activity, pp. 154, 156, **TWE**
- \_\_\_\_\_ Lab Demonstration, p. 154, **TWE**
- \_\_\_\_\_ Visual Learning, p. 155, **TWE**
- \_\_\_\_\_ Make a Model, p. 155, **TWE**
- \_\_\_\_\_ Curriculum Connection, p. 155, **TWE**
- \_\_\_\_\_ Extension, pp. 155, 156, **TWE**
- \_\_\_\_\_ Teacher FYI, pp. 155, 156, **TWE**
- \_\_\_\_\_ Inclusion Strategies, p. 156, **TWE**
- \_\_\_\_\_ Use Science Words, p. 156, **TWE**
- \_\_\_\_\_ Quick Demo, p. 157, **TWE**
- \_\_\_\_\_ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 35–37, **CRB**)
- \_\_\_\_\_ Spanish Resources, Section 2, **CRB**

**Assess**

- Section Assessment, p. 157
- \_\_\_\_\_ Skill Builder Activities, p. 157
- \_\_\_\_\_ Performance Assessment in the Science Classroom, p. 91, **TCR**

**Reteach/Reinforce**

- Directed Reading for Content Mastery, p. 20, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, p. 20, **CRB**
- Reinforcement, p. 28, **CRB**

**Enrich/Apply**

- \_\_\_\_\_ Enrichment, p. 32, **CRB**
- \_\_\_\_\_ Life Science Critical Thinking/Problem-Solving, p. 10, **TCR**

**Multimedia Options**

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 6
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 6
- \_\_\_\_\_ Using the Internet in the Science Classroom, **TCR**
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)