



Section 3 ■ Models in Science

Schedule

Block Schedule: 1 session (■ denotes activities recommended for block schedule.)

Single Periods: 2 sessions

Objectives

8. Describe various types of models.

9. Discuss limitations of models.

National Standards

UCP2, A1, A2

Motivate

■ Section Focus Transparency 3, **TCR** (Transparency Master and Study Guide, p. 50, **CRB**)

Teach

_____ Earth Science Integration, p. 22

_____ Curriculum Connection, p. 22, **TWE**

_____ Use an Analogy, p. 22, **TWE**

_____ Fun Fact, p. 22, **TWE**

_____ Quick Demo, p. 23, **TWE**

_____ MiniLAB: Thinking Like a Scientists, p. 23 (MiniLAB Worksheet, p. 5, **CRB**)

_____ Visual Learning, pp. 24, 25, **TWE**

_____ Activity, p. 24, **TWE**

_____ Extension, p. 24, **TWE**

_____ Make a Model, p. 25, **TWE**

_____ Teacher FYI, p. 25, **TWE**

_____ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 37–39, **CRB**)

_____ Science Inquiry Lab, p. 47, **TCR**

_____ Laboratory Activity 2, pp. 15–18, **CRB**

_____ Spanish Resources, Section 3, **CRB**

Assess

■ Section Assessment, p. 26

_____ Skill Builder Activities, p. 26

_____ Performance Assessment in the Science Classroom, pp. 95, 157, **TCR**

Reteach/Reinforce

■ Directed Reading for Content Mastery, p. 23, **CRB**

_____ Spanish Directed Reading for Content Mastery, p. 27, **CRB**

■ Reinforcement, p. 31, **CRB**

_____ Reading and Writing Skill Activities, p. 43, **TCR**

Enrich/Apply

_____ Enrichment, p. 35, **CRB**

_____ Cultural Diversity, pp. 47, 49, **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