

**CHAPTER**  
**1**

**Lesson  
Plans**

**Section 2 ■ Living Things**

**Schedule**

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

Single Periods: 2 sessions

**Objectives**

3. **Distinguish** between living and nonliving things.

4. **Identify** what living things need to survive.

**National Standards**

UCP2, C1, C4

**Motivate**

■ Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 45, **CRB**)

**Teach**

Science Online, p. 15

Quick Demo, p. 15, **TWE**

Inclusion Strategies, p. 15, **TWE**

Use an Analogy, p. 15, **TWE**

Discussion, p. 16, **TWE**

Science Journal, p. 16, **TWE**

Identifying Misconceptions, p. 16, **TWE**

Curriculum Connection, p. 16, **TWE**

Teacher FYI, pp. 16, 17, **TWE**

Health Integration, p. 17

Visual Learning, p. 17, **TWE**

Activity, p. 17, **TWE**

Extension, p. 17, **TWE**

Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–35, **CRB**)

Science Inquiry Lab, p. 3, **TCR**

Spanish Resources, Section 2, **CRB**

**Assess**

■ Section Assessment, p. 18

Skill Builder Activities, p. 18

Performance Assessment in the Science Classroom, p. 97, **TCR**

**Reteach/Reinforce**

■ Directed Reading for Content Mastery, p. 18, **CRB**

Spanish Directed Reading for Content Mastery, p. 22, **CRB**

■ Reinforcement, p. 26, **CRB**

**Enrich/Apply**

Enrichment, p. 30, **CRB**

Cultural Diversity, pp. 7, 9, **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](http://science.glencoe.com)