

CHAPTER
5

**Lesson
Plans**

Section 1 ■ An Overview of Plants

Schedule

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

Single Periods: 2 sessions

Objectives

1. **Identify** characteristics common to all plants.
2. **Explain** which plant adaptations make it possible for plants to survive on land.
3. **Compare and contrast** vascular and nonvascular plants.

National Standards

UCP1, C1, C5

Motivate

- _____ Explore Activity, p. 117
- _____ Before You Read, p. 117 (Foldables, p. 13, **CRB**)
- _____ Section Focus Transparency 1, **TCR** (Transparency Master and Study Guide, p. 40, **CRB**)

Teach

- _____ Content Background, pp. 116E–116F, **TWE**
- _____ Science Journal, p. 116, **TWE**
- _____ Visual Learning, pp. 119, 122, **TWE**
- _____ Inclusion Strategies, p. 119, **TWE**
- _____ Chemistry Integration, p. 120
- _____ Activity, pp. 120, 121, 122, **TWE**
- _____ Quick Demo, p. 120, **TWE**
- _____ Lab Demonstration, p. 121, **TWE**
- _____ Use Science Words, p. 121, **TWE**
- _____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 29–31, **CRB**)
- _____ Spanish Resources, Section 1, **CRB**

Assess

- _____ Section Assessment, p. 123
- _____ Skill Builder Activities, p. 123
- _____ Performance Assessment in the Science Classroom, pp. 55, 89, 91, **TCR**

Reteach/Reinforce

- _____ Directed Reading for Content Mastery, pp. 15, 16, **CRB**
- _____ Spanish Directed Reading for Content Mastery, pp. 19, 20, **CRB**
- _____ Reinforcement, p. 23, **CRB**

Enrich/Apply

- _____ Enrichment, p. 26, **CRB**
- _____ Life Science Critical Thinking/Problem-Solving, p. 9, **TCR**
- _____ Earth Science Critical Thinking/Problem-Solving, p. 17, **TCR**
- _____ Cultural Diversity, p. 19, **TCR**

Multimedia Options

- _____ Vocabulary Puzzlemaker Software, Ch. 5
- _____ Guided Reading Audio Program (English & Spanish), Ch. 5
- _____ Using the Internet in the Science Classroom, **TCR**
- _____ Science Web site: science.glencoe.com