

CHAPTER
6

Lesson
Plans

Section 3 ■ Mollusks and Segmented Worms

Schedule

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

Single Periods: 2 sessions

Objectives

7. **Identify** the characteristics of mollusks.
8. **Compare** the similarities and differences between an open and a closed circulatory system.
9. **Describe** the characteristics of segmented worms.
10. **Explain** the digestive process of an earthworm.

National Standards

UCP1, A1, C1, C3, C5

Motivate

- Section Focus Transparency 3, **TCR** (Transparency Master and Study Guide, p. 48, **CRB**)

Teach

- _____ Astronomy Integration, p. 159
- _____ Activity, pp. 159, 161, **TWE**
- _____ Quick Demo, pp. 160, 161, **TWE**
- _____ Use Science Words, p. 160, **TWE**
- _____ Cultural Diversity, p. 160, **TWE**
- _____ MiniLAB: Modeling Cephalopod Propulsion, p. 160 (MiniLAB Worksheet, p. 3, **CRB**)
- _____ Inclusion Strategies, p. 161, **TWE**
- _____ Curriculum Connection, pp. 161, 162, **TWE**
- _____ Visual Learning, p. 161, **TWE**
- _____ Problem-Solving Activity, p. 162
- _____ Discussion, p. 163, **TWE**
- _____ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 35–37, **CRB**)
- _____ Laboratory Activity 1, pp. 9–12, **CRB**
- _____ Spanish Resources, Section 3, **CRB**

Assess

- Section Assessment, p. 163
- _____ Skill Builder Activities, p. 163
- _____ Performance Assessment in the Science Classroom, pp. 55, 89, 127, **TCR**

Reteach/Reinforce

- Directed Reading for Content Mastery, p. 21, **CRB**
- _____ Spanish Directed Reading for Content Mastery, p. 25, **CRB**
- Reinforcement, p. 29, **CRB**

Enrich/Apply

- _____ Enrichment, p. 33, **CRB**
- _____ Cultural Diversity, p. 3, **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