

**CHAPTER**  
**9**

**Lesson  
Plans**

**Section 3 ■ Water**

**Schedule**

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

Single Periods: 2 sessions

**Objectives**

5. **Explain** how important water is to living things.
6. **Identify** different sources of water.
7. **Describe** how the location of water affects where humans live.

**National Standards**

UCP2, A1, C1, D1, F2, F4, F5

**Motivate**

- Section Focus Transparency 3, **TCR** (Transparency Master and Study Guide, p. 46, **CRB**)

**Teach**

- \_\_\_\_\_ Visual Learning, p. 258, **TWE**
- \_\_\_\_\_ Inclusion Strategies, p. 258, **TWE**
- \_\_\_\_\_ Use Science Words, p. 258, **TWE**
- \_\_\_\_\_ Science Online, p. 259
- \_\_\_\_\_ Identifying Misconceptions, p. 259, **TWE**
- \_\_\_\_\_ Teacher FYI, p. 259, **TWE**
- \_\_\_\_\_ Science Journal, p. 260, **TWE**
- \_\_\_\_\_ MiniLAB: Observing How Water Is Cleaned, p. 260 (MiniLAB Worksheet, p. 4, **CRB**)
- Activity:Using Water, p. 262 (Activity Worksheet, pp. 5–6, **CRB**)
- \_\_\_\_\_ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 31–34, **CRB**)
- Teaching Transparency, **TCR** (Transparency Master and Study Guide, pp. 49–50, **CRB**)
- \_\_\_\_\_ Spanish Resources, Section 3, **CRB**

**Assess**

- Section Assessment, p. 261
- \_\_\_\_\_ Skill Builder Activities, p. 261
- \_\_\_\_\_ Performance Assessment in the Science Classroom, pp. 89, 139, 151, **TCR**

**Reteach/Reinforce**

- Directed Reading for Content Mastery, p. 17, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, p. 21, **CRB**
- Reinforcement, p. 25, **CRB**

**Enrich/Apply**

- \_\_\_\_\_ Enrichment, p. 29, **CRB**

**Multimedia Options**

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 9
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 9
- \_\_\_\_\_ Using the Internet in the Science Classroom, **TCR**
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)