

# SCIENCE

FOR LANGUAGE DEVELOPMENT

GRADE 7 • BOOK 2

BASED ON  
ALASKA  
SCIENCE  
STANDARDS



Sealaska Heritage Institute







# UNIT 6

C-1: Concepts of Life Science





# KEY VOCABULARY

# Key Vocabulary

## CHEMICAL CHANGE

*the process in which substances are changed into one or more different products*

## CONSUMER

*an organism requires complex organic compounds for food, so it feeds on other organisms for food*

## DECOMPOSER

*an organism that eats dead or decaying matter*



# Key Vocabulary

## ENERGY

*the ability to do work or cause change; it can be any form and can be converted from one form to another*

## FOOD WEB

*a model that shows that complex feeding relationship by which energy and nutrients are transferred between organisms in a community*

## PHYSICAL CHANGE

*the process that changes a substance's form without producing a new substance*

# Key Vocabulary

## PRODUCER

*any organism that is able to make food through photosynthesis or chemosynthesis*

## STRUCTURE

*the arrangement or relationship of parts of organs in an organism.*

## TRANSFER

*the movement of one form of energy from place to place*





## *Key Vocabulary*

**TRANSFORMATION**

*the conversion of energy from one form to another*





# LESSONS



# Science Language for Success

*Introduce the key science vocabulary, using concrete materials and/or pictures.*

## LISTENING

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*



### Nod and Clap

Mount the vocabulary pictures on the board. Point to one of the pictures and say its name. The students should nod their heads to indicate that you said the correct vocabulary word for the picture. However, when you point to a picture and say an incorrect name for it, the students should clap their hands ONCE. Repeat this process until all of the vocabulary pictures have been used a number of times in this way.

### Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

## SPEAKING



### The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

### Flashlight Name

Mount the vocabulary pictures on the board and the walls of the classroom. Darken the classroom as much as possible. Use a strong flashlight to direct the students’ attention to one of the pictures. The students should identify the picture that is illuminated by the light of the flashlight. Continue in this way until all of the vocabulary words have been said a number of times.

### Roll ‘Em Again!

Mount the vocabulary pictures on the board. Number each picture from one to six (repeat a number as often as necessary). Then, group the students into two teams. Give the first player in each team a die. When you say “Go,” the first player in each team must roll his/her die. He/She should call the number showing on it and then say a complete sentence about a vocabulary picture on the board that has the same number. Repeat this process until all students have participated.

# Science Language for Success

## READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.



*Note: After each unit, mount a set of the unit's words on the walls around the room. Use the "word walls" for review and reinforcement activities.*

### Funnel Words

Group the students into two teams. Give the first player in each team a funnel. Mount the sight words on the walls, board, and windows, around the classroom. Say one of the sight words. The students with the funnels must then look through them to locate the sight word you named. The first student to do this correctly wins the round. Repeat with other pairs of students until all players in each team have played.

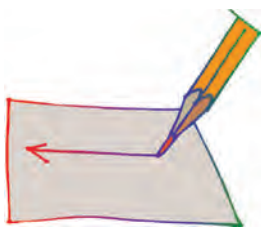
### Letter Encode

Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students' work. Repeat, until all of the words have been spelled in this way.

### Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

## WRITING



### Mirror Writing

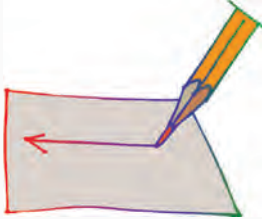
Group the students into two teams. Have the first player from each team stand in front of the board. Give each of the two players a small, unbreakable mirror. Stand some distance behind the two players with pictures for the sight words. Hold up one of the pictures. When you say "Go," the players must use the mirrors to look over their shoulders to see the picture you are holding. When a player sees the picture, he/she must write the sight word for that picture on the board. The first player to do this correctly wins the round. Repeat this process until all players in each team have had an opportunity to respond.

### Silent Dictation

Provide each student with writing paper and a pen. The students should watch carefully as you move your lips as though you are saying one of the sight words (do not voice the word). After "lipping" the sight word, each student should write that word on his/her sheet of paper. Repeat this process with other sight words. Afterwards, review the students' responses.

# Science Language for Success

## WRITING (CONTINUED)



### **Student Support Materials**

Provide the students with a copy of the writing pages from the Student Support Materials. When finished, review the students' work.





# VOCABULARY PICTURES









## CHEMICAL CHANGE





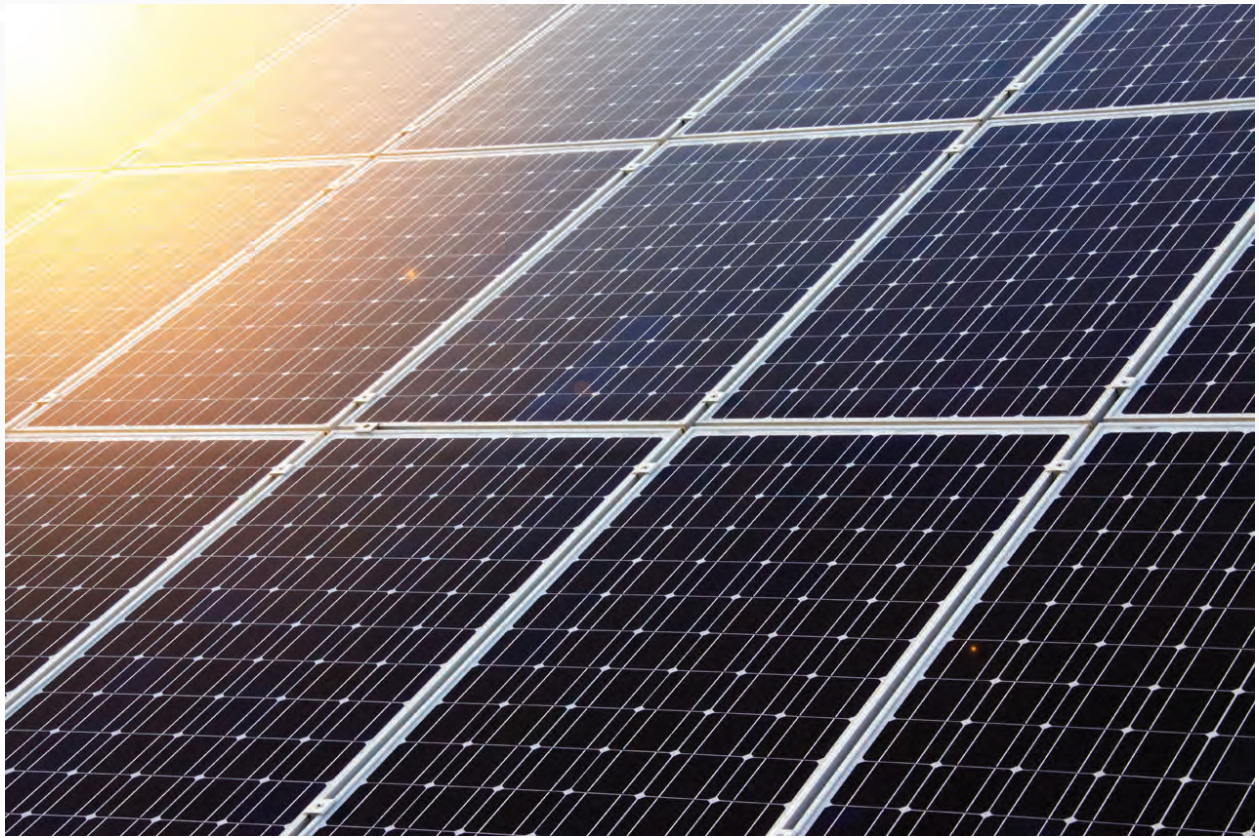
## CONSUMER







## DECOMPOSER

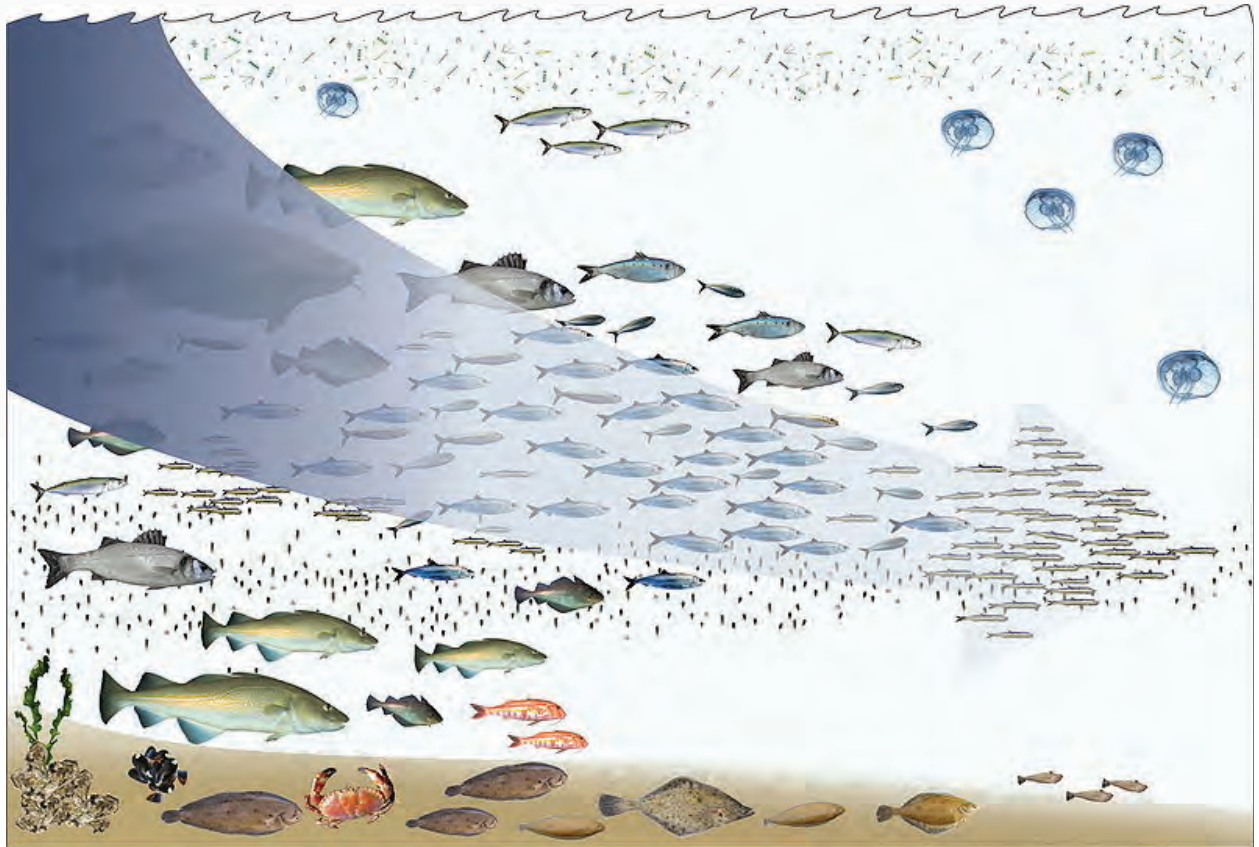






# ENERGY







## FOOD WEB





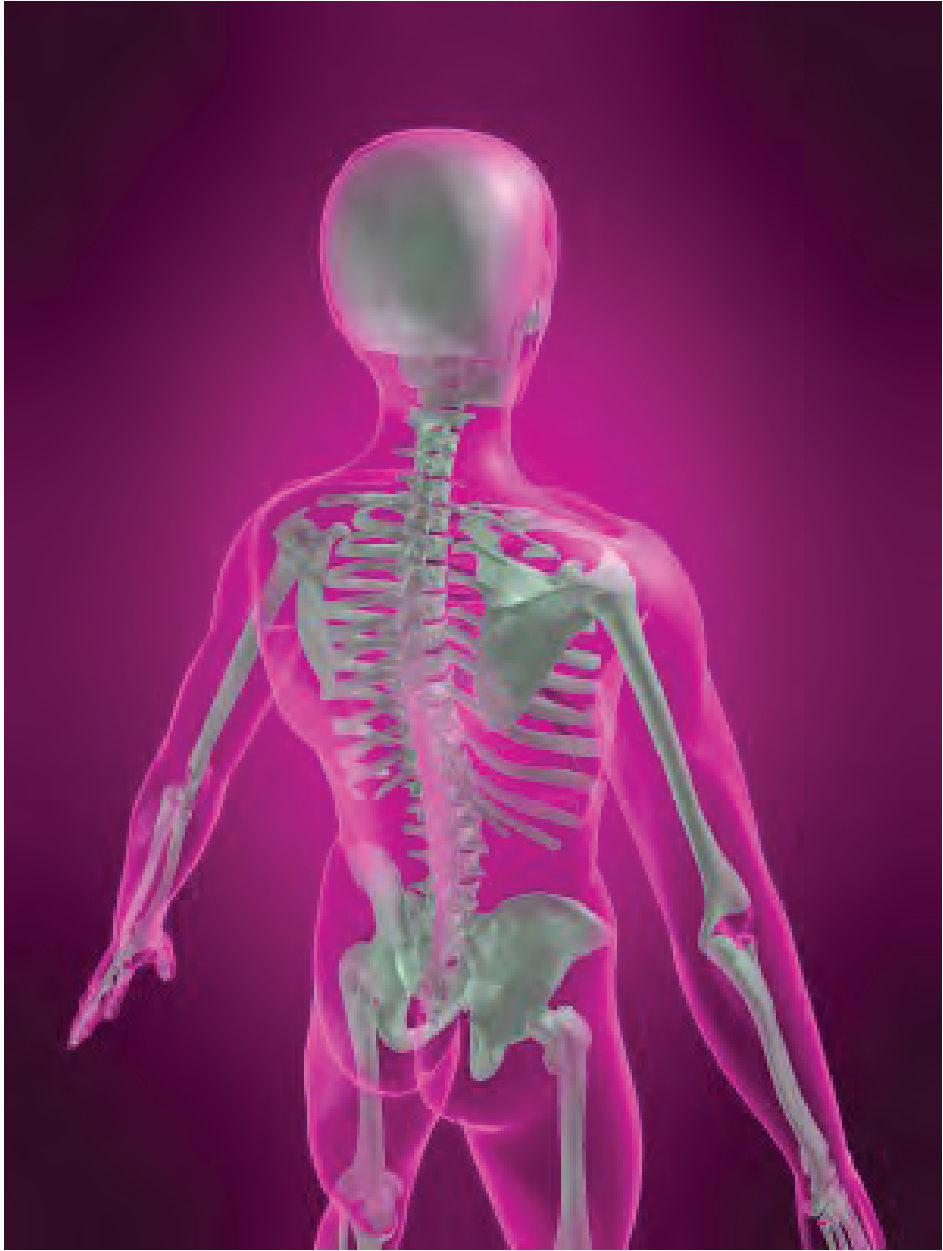
## PHYSICAL CHANGE







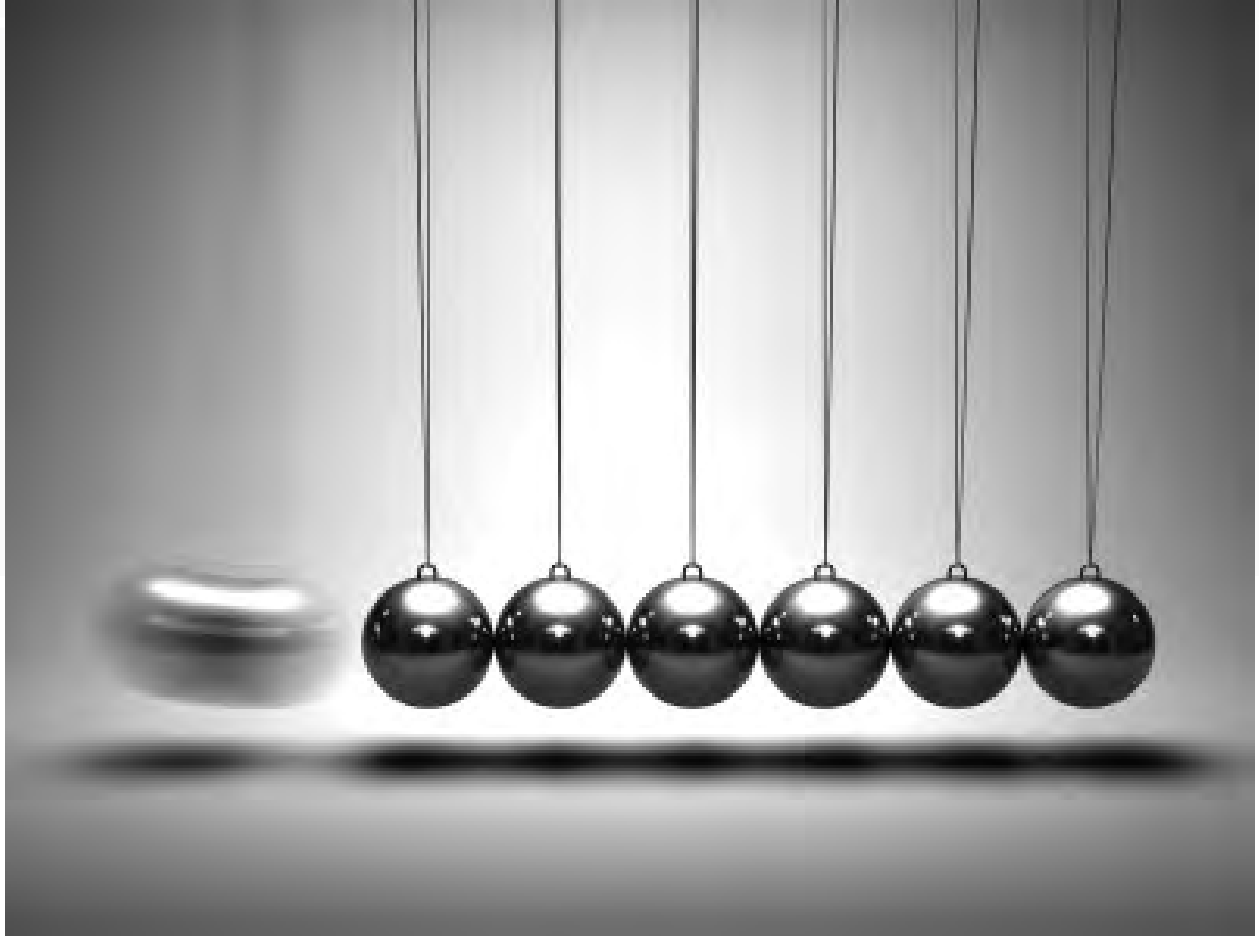
## PRODUCER





## STRUCTURE







## TRANSFER





# TRANSFORMATION





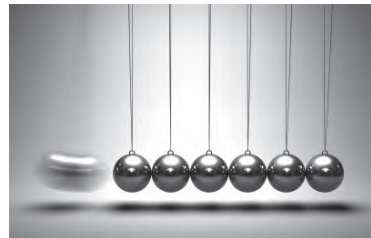
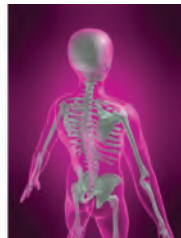
# STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

# Listening: Mini Pictures



Have the students cut out the pictures. Say the key math words from this unit, and the students should hold up the pictures for them.







# STUDENT SUPPORT MATERIALS

Listening Comprehension

# Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

- 1 A food web is a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community. True  
False
- 2 A decomposer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food. True  
False
- 3 Chemical change is the process in which substances are changed into one or more different products. True  
False
- 4 Matter is anything that has mass and takes up space. True  
False
- 5 Physical change is the process that changes a substance’s form without producing a new substance. True  
False
- 6 A consumer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food. True  
False
- 7 A producer is an organism that eats dead or decaying matter. True  
False
- 8 Transformation is the conversion of energy from one form to another. True  
False
- 9 Energy is the ability to do work or cause change; it can be in any form and can be converted from one form to another. True  
False
- 10 Transfer is the movement of one form of energy from one place to another. True  
False






# STUDENT SUPPORT MATERIALS

Sight Words





**chemical change**

**consumer**

**decomposer**





**energy**

**food web**

**physical change**



**producer**

**structure**

**transfer**



# transformation







# STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



chemical change  
consumer  
decomposer  
energy

food web  
matter  
physical change

producer  
transfer  
transformation

C	H	E	M	I	C	A	L	C	H	A	N	G	E	O	P
Z	D	T	I	P	T	O	B	D	U	C	B	Y	M	E	H
Q	T	X	Z	V	C	O	N	S	U	M	E	R	I	L	Y
Z	R	D	W	Z	Q	Y	P	I	U	O	L	K	N	M	S
M	A	E	E	Q	P	E	E	W	E	Y	O	P	B	K	I
V	N	D	P	C	I	V	F	Q	U	H	L	R	G	I	C
E	S	V	F	O	O	D	W	E	B	N	P	O	T	O	A
O	F	B	B	N	C	M	B	Z	H	U	E	D	Y	L	L
L	O	G	N	V	B	Y	P	S	N	J	D	U	H	P	C
W	R	N	Y	R	T	J	K	O	M	M	C	C	N	Q	H
V	M	H	U	E	Y	K	I	R	S	I	V	E	M	A	A
Q	A	Y	K	Q	I	M	E	K	O	E	A	R	I	A	N
U	T	M	R	Z	K	R	L	J	H	E	R	U	J	K	G
M	I	S	L	K	A	I	O	E	N	E	R	G	Y	N	E
L	O	W	E	T	V	B	N	Y	H	U	I	K	J	L	M
W	N	I	S	E	B	C	T	R	A	N	S	F	E	R	Z

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



chemical change	food web	structure
consumer	physical change	transfer
decomposer	producer	transformation
energy		

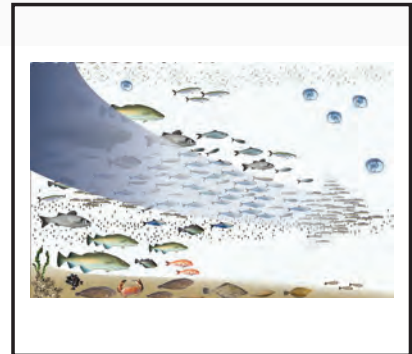
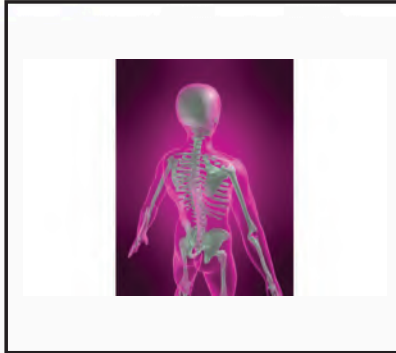
  

C	H	E	M	I	C	A	L	C	H	A	N	G	E	P
														H
T		Z	V	C	O	N	S	U	M	E	R			Y
R	D													S
A		E								P				I
N			C							R				C
S		F	O	O	D	W	E	B		O				A
F					M					D				L
O						P				U				C
R							O			C				H
M								S		E				A
A									E	R				N
T					R									G
I				A				E	N	E	R	G	y	E
O		T												
N		S					T	R	A	N	S	F	E	R



# Sight Words Activity Page

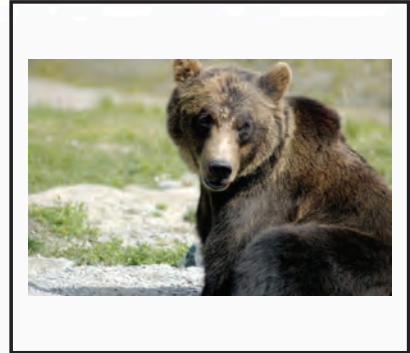
Have the students cut out the key words and glue them at the bottom of their pictures.



chemical change	consumer	decomposer	energy
food web	physical change	producer	structure
transfer	transformation		



# Sight Words Activity Page









# STUDENT SUPPORT MATERIALS

Basic Reading • Encoding

# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



mer || con || su

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er || pos || de || com

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er || gy || en

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# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



for trans ma tion

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i phys cal change

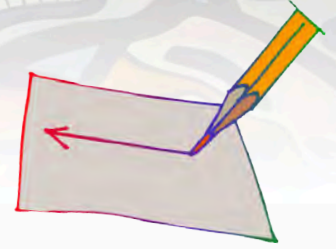
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web food

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# Word Scramble Activity Page



Rearrange or unscramble the following letters to form one of the listed unit words.  
As you use a word, cross it off.

consumer	transformation	transfer	energy	physical change
food web	reproduction	decomposer	structure	chemical change

n e f a r s r t

t \_ \_ \_ s \_ \_ \_

a a m r t o i t o n f s n r

\_ r \_ \_ s \_ \_ \_ m \_ \_ \_ o n

t t e r u s r c u

\_ \_ r \_ \_ t \_ \_ \_

g y r e n e

\_ n \_ r \_ \_

o r c n u s m e

\_ o \_ \_ \_ \_

e r p o u d r n c i o t

r \_ \_ r \_ \_ \_ \_ \_ \_ \_

n s r m e c u o

\_ \_ \_ \_ \_ u m \_ \_

r d s e o m p c e o

\_ \_ c \_ \_ p \_ \_ \_ r

l e c m i a c h

\_ \_ e \_ i \_ a \_

g n a e c h

\_ h \_ n \_ \_

y i a p h l c s

\_ h \_ s \_ \_ a l

h a c g e n

c \_ \_ n g \_

b f d e w o o

\_ o \_ d \_ \_ e \_





# STUDENT SUPPORT MATERIALS

Reading Comprehension

# Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community

an organism that eats dead or decaying matter

the process in which substances are changed into one or more different products

the process that changes a substance's form without producing a new substance

the arrangement or relationship of parts of organs in an organism.

an organism requires complex organic compounds for food, so it feeds on other organisms for food

any organism that is able to make food through photosynthesis or chemosynthesis

the conversion of energy from one form to another

the ability to do work or cause change; it can be in any form and can be converted from one form to another

the movement of one form of energy from place to another

chemical change

consumer

decomposer

energy

food web

physical change

producer

structure

transfer

transformation



# Reading Comprehension Activity Page

Write the word or words that best complete each sentence in the space below. Words may be used only once.



consumer	transformation	transfer	energy	physical change
food web	reproduction	decomposer	structure	chemical change

- 1 Energy \_\_\_\_\_ takes place in each level of an ecosystem.
- 2 A \_\_\_\_\_ is an organism that uses the sun's energy to make sugar and oxygen and they are the base of every food chain.
- 3 A \_\_\_\_\_ is a network of several food chains when put together and share common links.
- 4 A \_\_\_\_\_ breaks down dead or decaying plant or animal material, such as fungi.
- 5 A \_\_\_\_\_ is a process where atoms break their old links and form new links with other atoms, such as in a burning candle.
- 6 \_\_\_\_\_ is the process of converting energy from one form to another.
- 7 The bones of a skeletal system help give the body shape and \_\_\_\_\_ .
- 8 A sharpened pencil is an example of a \_\_\_\_\_ because the form of the object has been altered but not its substance.
- 9 The ability to perform work or change an object requires \_\_\_\_\_.
- 10 A \_\_\_\_\_ is any animal that eats plants or animals.







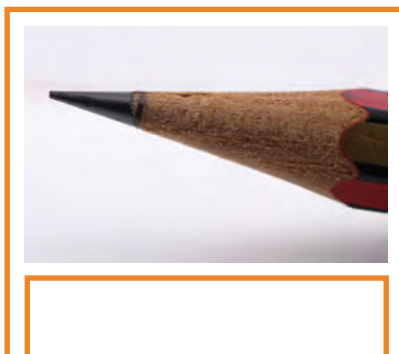
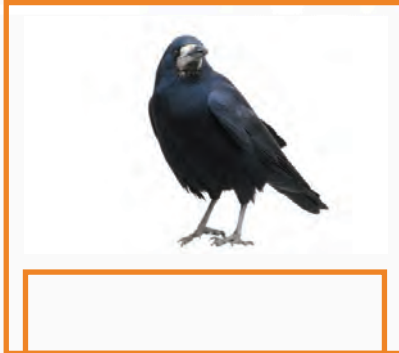
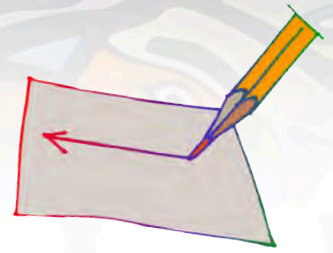
# STUDENT SUPPORT MATERIALS

Basic Writing



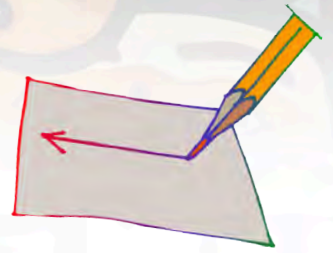
# Basic Writing Activity Page

Have the students write the word for each picture.



# Basic Writing Activity Page

Have the students write in the missing letters.



**c\_\_\_\_\_ical change**

**con\_\_\_\_\_er**

**de\_\_\_\_\_oser**

**en\_\_\_\_\_y**

**f\_\_\_\_\_d web**

**physi\_\_\_\_\_change**

**pro\_\_\_\_\_r**

**s\_\_\_\_\_cture**

**t\_\_\_\_\_fer**

**trans\_\_\_\_\_ation**

# Graphic Organizer

Model the process for students using the following unit words.

WHAT IT IS:		WHAT IT IS NOT:	
EXAMPLES:	chemical change	NOT EXAMPLES:	

WHAT IT IS:		WHAT IT IS NOT:	
EXAMPLES:	consumer	NOT EXAMPLES:	

WHAT IT IS:		WHAT IT IS NOT:	
EXAMPLES:	decomposer	NOT EXAMPLES:	

WHAT IT IS:		WHAT IT IS NOT:	
EXAMPLES:	energy	NOT EXAMPLES:	

WHAT IT IS:		WHAT IT IS NOT:	
EXAMPLES:	food web	NOT EXAMPLES:	

# Graphic Organizer

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	physical change	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	producer	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	structure	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	transfer	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	transformation	NOT EXAMPLES:



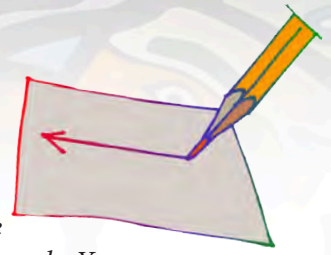




# STUDENT SUPPORT MATERIALS

Creative Writing

# Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

## CHEMICAL CHANGE

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## CONSUMER

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## DECOMPOSER

---

## ENERGY

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## FOOD WEB

---

## PHYSICAL CHANGE

---

## PRODUCER

---

## STRUCTURE

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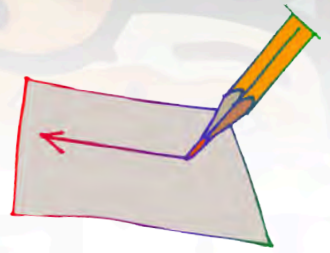
## TRANSFER

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## TRANSFORMATION

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# Creative Writing Activity Page



On the lines below, write a paragraph based on the picture above. Before you begin writing, reflect on the unit words – energy, food web, physical change, and structure.



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# UNIT ASSESSMENT

C-1: Concepts of Life Science







# SCIENCE PROGRAM

Unit Assessment Teacher's Notes  
Grade 7 • Unit 6 (C-1)  
Theme: Concepts of Life Scienc

Date: \_\_\_\_\_



# Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

## BASIC LISTENING

Turn to pages 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **CHEMICAL CHANGE**.
2. Write the number 2 on top of the picture for **CONSUMER**.
3. Write the number 3 on top of the picture for **DECOMPOSER**.
4. Write the number 4 on top of the picture for **ENERGY**.
5. Write the number 5 on top of the picture for **FOOD WEB**.
6. Write the number 6 on top of the picture for **PHYSICAL CHANGE**.
7. Write the number 7 on top of the picture for **PRODUCER**.
8. Write the number 8 on top of the picture for **STRUCTURE**.
9. Write the number 7 on top of the picture for **TRANSFER**.
10. Write the number 8 on top of the picture for **TRANSFORMATION**.

## LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. A food web is a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community.
2. A decomposer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.
3. Chemical change is the process in which substances are changed into one or more different products.
4. Matter is anything that has mass and takes up space.
5. Physical change is the process that changes a substance's form without producing a new substance.



## Unit Assessment

6. A consumer is an organism that requires complex organic compounds for food, so it feeds on other organisms for food.
7. A producer is an organism that eats dead or decaying matter.
8. Transformation is the conversion of energy from one form to another.
9. Energy is the ability to do work or cause change; it can be in any form and can be converted from one form to another.
10. Transfer is the movement of one form of energy from place to another.

### SIGHT RECOGNITION

Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

### DECODING/ENCODING

Turn to page 5 in your test. Look at the scrambled letters on the left. Rearrange or unscramble the letters to form each of the unit words.

### READING COMPREHENSION

Turn to page 6 in your test. Write the word or words that best complete each sentence in the space below. Words may be used only once.

### BASIC WRITING

Turn to page 7 in your test. Look at the pictures in the boxes. Write the word for each picture.

### CREATIVE WRITING

Turn to page 8 in your test. Write a sentence of your own, using each word.



*Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.*



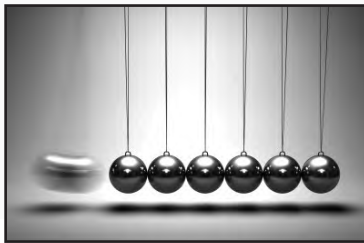


# SCIENCE PROGRAM

Unit Assessment Student Pages  
Grade 7 • Unit 6 (C-1)  
Theme: Concepts of Life Science

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

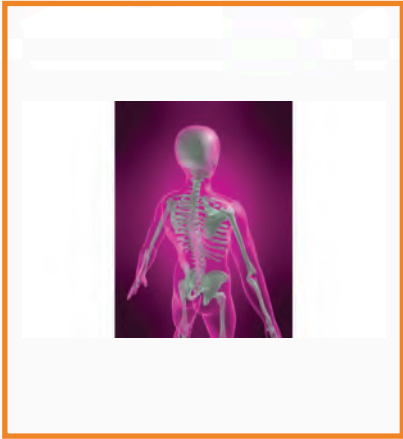
Number Correct: \_\_\_\_\_ Percent Correct: \_\_\_\_\_



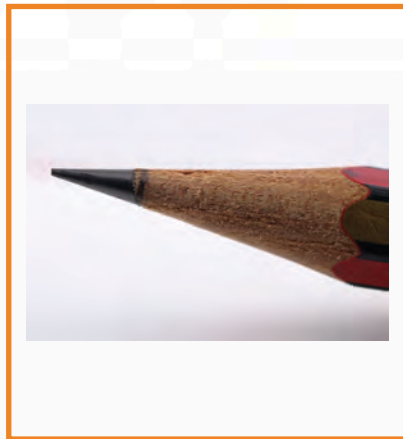


1.            **T**        **F**
2.            **T**        **F**
3.            **T**        **F**
4.            **T**        **F**
5.            **T**        **F**
6.            **T**        **F**
7.            **T**        **F**
8.            **T**        **F**
9.            **T**        **F**
10.          **T**        **F**

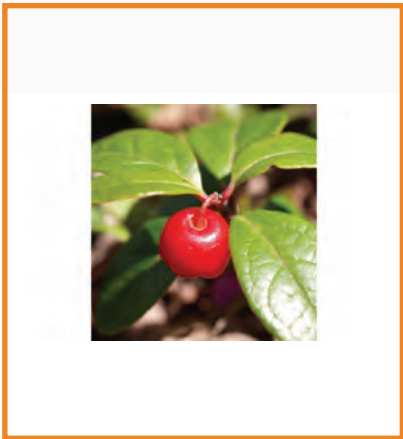




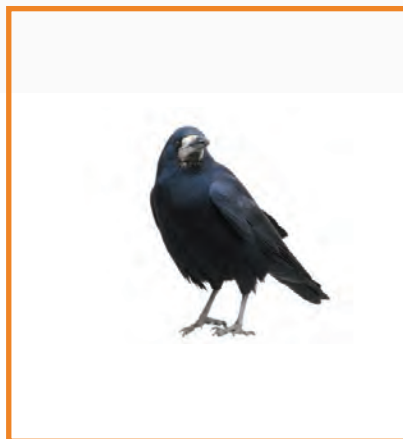
chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



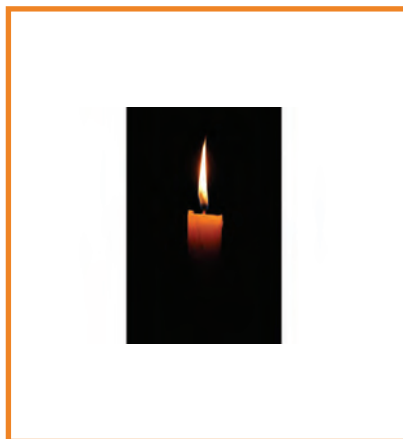
chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



chemical change  
consumer  
decomposer  
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chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
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structure  
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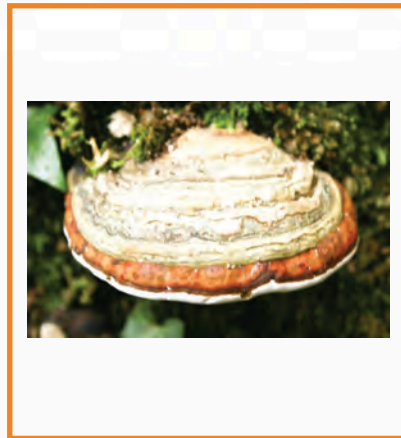
chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



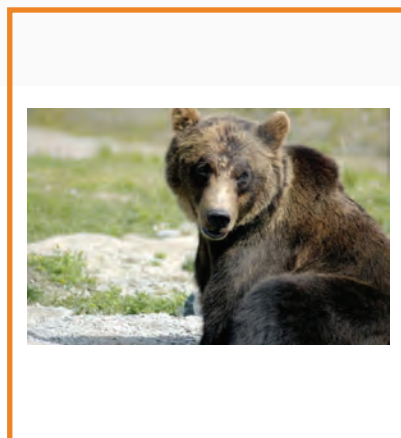
chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



chemical change  
consumer  
decomposer  
energy  
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producer  
structure  
transfer  
transformation



chemical change  
consumer  
decomposer  
energy  
food web  
physical change  
producer  
structure  
transfer  
transformation



n e f a r s r t

t \_ \_ \_ \_ s \_ \_ \_ \_

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n s r m e c u o

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m e c o o b e p r

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h a c g e n

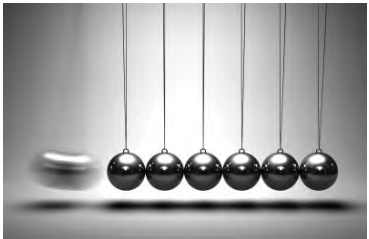
c \_ \_ n g \_



consumer	transformation	transfer	energy	physical change
food web	reproduction	decomposer	structure	chemical change

- 1 Energy \_\_\_\_\_ takes place in each level of an ecosystem.
- 2 A \_\_\_\_\_ is an organism that uses the sun's energy to make sugar and oxygen and they are the base of every food chain.
- 3 A \_\_\_\_\_ is a network of several food chains when put together and share common links.
- 4 A \_\_\_\_\_ breaks down dead or decaying plant or animal material, such as fungi.
- 5 A \_\_\_\_\_ is a process where atoms break their old links and form new links with other atoms, such as in a burning candle.
- 6 \_\_\_\_\_ is the process of converting energy from one form to another.
- 7 The bones of a skeletal system help give the body shape and \_\_\_\_\_ .
- 8 A sharpened pencil is an example of a \_\_\_\_\_ because the form of the object has been altered but not its substance.
- 9 The ability to perform work or change an object requires \_\_\_\_\_.
- 10 A \_\_\_\_\_ is any animal that eats plants or animals.







**CHEMICAL CHANGE**

---

**CONSUMER**

---

**DECOMPOSER**

---

**ENERGY**

---

**FOOD WEB**

---

**PHYSICAL CHANGE**

---

**PRODUCER**

---

**STRUCTURE**

---

**TRANSFER**

---

**TRANSFORMATION**

---





# UNIT 7

D-1: Concepts of Earth Science







# KEY VOCABULARY



## *Key Vocabulary*

### **DEPOSITION**

*the process of dropping off pieces of eroded rock*

### **EROSION**

*the process of carrying away soil or pieces of rock*

### **IGNEOUS**

*a rock formed when magma or lava cools and hardens*

# Key Vocabulary

## LANDFORMS

*physical features on Earth's surface*

## METAMORPHIC

*a rock formed from another kind of rock under heat and pressure*

## REFORESTATION

*the action of renewing a forest cover by natural seeding or by the planting of young trees*





## *Key Vocabulary*

### **SEDIMENTARY**

*a type of rock that often contains fossils and is formed by sedimentation*

### **TECTONIC PLATES**

*extremely large pieces of the Earth's crust*

### **WATER CYCLE**

*the continuous movement of water between Earth's surface and the air*



## *Key Vocabulary*

### **WEATHERING**

*the process through which rocks or other materials are broken down into smaller pieces*





# LESSONS



# Science Language for Success

*Introduce the key science vocabulary, using concrete materials and/or pictures.*

## LISTENING

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*



### Match My Sequence

Provide each student with three vocabulary pictures. All students should have the same pictures. Have the students lay the pictures on their desks in a row (any sequence). When the students have arranged their pictures, say a sequence of three vocabulary words (using the vocabulary words for the pictures the students have). Any student or students whose pictures are in the same sequence as the vocabulary words you said wins the round. The students may change their sequences after each round of the activity.

### Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

## SPEAKING



### Sheet Golf

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say “Go,” the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player’s side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.

### Wild Balloon

Before the activity begins, obtain a large balloon. Stand in front of the students and inflate the balloon. Have the vocabulary pictures mounted on the board. Hold the end of the balloon closed. Then, release the balloon. When the balloon lands, the student closest to it should say a complete sentence about a vocabulary picture you point to. Repeat this process until many students have responded.

# Science Language for Success

## READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.



*Note: After each unit, mount a set of the unit's words on the walls around the room. Use the "word walls" for review and reinforcement activities.*

### String Along

Join all of the students together with string. The students do not need to move from their seats. Before tying the ends of the string together, insert a roll of tape over one of the ends of the string. Tie the ends of the string together. Turn your back to the students. The students should pass the roll of tape along the string as quickly as possible. When you clap your hands, the student left holding the tape must then identify a sight word you show him. Repeat this process until many students have responded and until all of the sight words have been correctly identified a number of times.

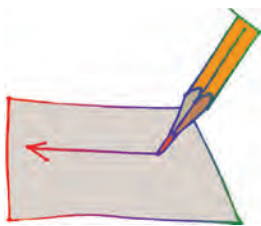
### Letter Encode

Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students' work. Repeat, until all of the words have been spelled in this way.

### Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

## WRITING



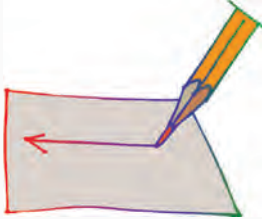
### Flashlight Writing

If possible, darken the classroom. Give a student a flashlight. Say one of the vocabulary words and the student should write that word with the light of the flashlight on a wall or on the board. Repeat until many students have had a chance to participate. An alternative is to provide each student with writing paper and a pen. Darken the classroom, if possible. Use the light of a flashlight to write one of the sight words on the wall or board. When you have completed the writing of the word, each student should then write the same word on his/her sheet of paper. Repeat until all sight words have been written in this way.

This activity may also be done in team form. In this case, group the students into two teams. Darken the classroom. Use the light of a flashlight to write one of the sight words on the board. When you say "Go," the first player in each team should rush to the board and use chalk to write the same word on the board. The first player to do this correctly wins the round. Repeat until all players have played.

# Science Language for Success

## WRITING (CONTINUED)



### Student Support Materials

Provide the students with a copy of the writing pages from the Student Support Materials. When finished, review the students' work.





# VOCABULARY PICTURES









## DEPOSITION







## EROSION







# IGNEOUS





## LANDFORMS







# METAMORPHIC





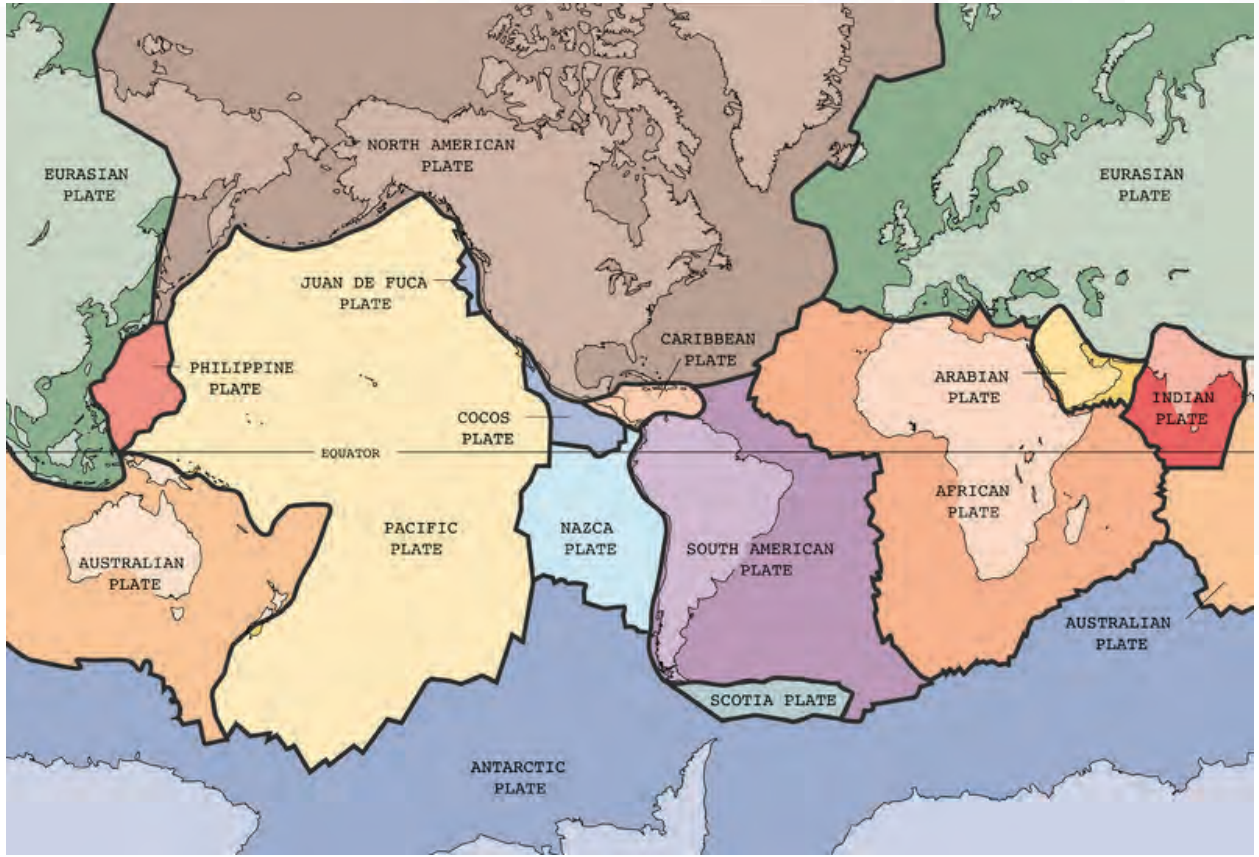
## REFORESTATION







## SEDIMENTARY





## TECTONIC PLATES







# WATER CYCLE





# WEATHERING





# STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

# Listening: Mini Pictures



Have the students cut out the pictures. Say the key math words from this unit, and the students should hold up the pictures for them.







# STUDENT SUPPORT MATERIALS

Listening Comprehension

# Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.


- ① Deposition is the process of carrying away soil or pieces of rock. True  
False
- ② Erosion is the process of dropping off pieces of eroded rock. True  
False
- ③ An igneous rock formed from another kind of rock under heat and pressure. True  
False
- ④ A landform is a physical feature on Earth’s surface. True  
False
- ⑤ A metamorphic rock is formed when magma or lava cools and hardens. True  
False
- ⑥ Reforestation is the action of renewing a forest cover by natural seeding or by the planting of young trees. True  
False
- ⑦ Sedimentary is a type of rock that often contains fossils and is formed by sedimentation True  
False
- ⑧ Tectonic plates are large pieces of the Earth’s crust. True  
False
- ⑨ The water cycle is the continuous movement of water between Earth’s surface and the air. True  
False
- ⑩ Weathering is the process through which rocks or other materials are broken down into smaller pieces. True  
False





# STUDENT SUPPORT MATERIALS

Sight Words



**deposition**

**erosion**

**igneous**





**landforms**

**metamorphic**

**reforestation**



**sedimentary**

**tectonic plates**

**water cycle**







**weathering**





# STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



deposition erosion igneous landforms	metamorphic reforestation sedimentary	tectonic plates water cycle weathering
---	---	--

R	E	F	O	R	E	S	T	A	T	I	O	N	V	L	T
V	G	O	W	D	S	F	D	G	T	Q	R	T	L	S	Y
C	Y	L	D	I	E	R	O	S	I	O	N	K	O	E	A
D	P	W	B	K	C	P	Q	X	O	R	E	E	N	D	M
E	H	E	A	M	F	R	O	P	N	S	N	A	L	I	E
L	X	A	H	T	R	V	J	S	S	B	L	Y	E	M	T
A	W	T	U	O	E	N	C	Y	I	A	E	P	Q	E	A
N	E	H	N	P	B	R	N	A	E	T	Z	W	N	N	M
D	V	E	J	L	G	Y	C	I	N	X	I	U	N	T	O
F	R	R	W	R	Y	I	P	Y	A	D	G	O	J	A	R
O	B	I	Z	C	B	M	S	F	C	H	K	P	N	R	P
R	T	N	R	G	N	T	H	M	J	L	U	I	K	Y	H
M	N	G	G	J	L	M	B	C	X	A	E	W	D	V	I
S	Y	A	I	G	N	E	O	U	S	R	E	Q	A	D	C
Q	T	E	C	T	O	N	I	C	P	L	A	T	E	S	Z
Z	M	C	E	P	F	J	R	Y	U	K	I	P	L	S	X



# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.

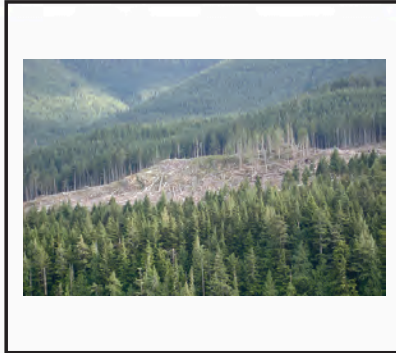


deposition erosion igneous landforms	metamorphic reforestation sedimentary	tectonic plates water cycle weathering
---	---	--

R	E	F	O	R	E	S	T	A	T	I	O	N			
V				D										S	
C						E	R	O	S	I	O	N		E	
D		W					P							D	M
E		E	A				O							I	E
L		A		T				S						M	T
A		T			E				I					E	A
N		H				R				T				N	M
D		E					C				I			T	O
F		R						Y				O		A	R
O		I							C				N	R	P
R		N								L				Y	H
M		G									E				I
S			I	G	N	E	O	U	S						C
	T	E	C	T	O	N	I	C	P	L	A	T	E	S	



# Sight Words Activity Page









# STUDENT SUPPORT MATERIALS

Basic Reading • Encoding

# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



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wea

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ther



# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



forms || land

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o || dep || si || tion

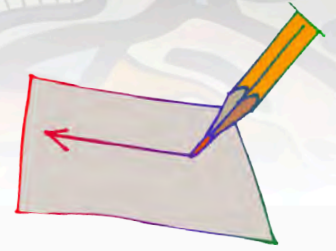
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ro || e || sion

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# Word Scramble Activity Page



Rearrange or unscramble the following letters to form one of the listed unit words.  
As you use a word, cross it off.

erosion	landforms	sedimentary	metamorphic	deposition
water cycle	weathering	reforestation	tectonic plates	igneous

o g u e i n s

\_\_\_ e \_\_\_ u \_\_\_

e i p a r h m m c o t

\_\_\_ t \_\_\_ \_\_\_ \_\_\_ p h \_\_\_

m d r n t s e i y e a

\_\_\_ e \_\_\_ m \_\_\_ n \_\_\_ \_\_\_

l w e c e t c r y a

w \_\_\_ t \_\_\_ \_\_\_ c \_\_\_ e

e i t e r h a g n w

\_\_\_ \_\_\_ \_\_\_ e r \_\_\_ g

o e t o p n d i i s

d e \_\_\_ \_\_\_ t \_\_\_

s o r n o i e

\_\_\_ \_\_\_ \_\_\_ o n

f s a n d r m o l

\_\_\_ a \_\_\_ \_\_\_ o \_\_\_

t r t n o s r a i e o r e f

\_\_\_ e \_\_\_ \_\_\_ e \_\_\_ \_\_\_ i \_\_\_

p c e i a s t t n l t c e o

\_\_\_ c t \_\_\_ i \_\_\_ p l \_\_\_ t \_\_\_





# STUDENT SUPPORT MATERIALS

Reading Comprehension

# Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



a rock formed from another kind of rock under heat and pressure

the process of carrying away soil or pieces of rock

the process through which rocks or other materials are broken down into smaller pieces

the process of dropping off pieces of eroded rock

the continuous movement of water between Earth's surface and the air

the action of renewing a forest cover by natural seeding or by the planting of young trees

physical features on Earth's surface

extremely large pieces of the Earth's crust

a rock formed when magma or lava cools and hardens

a type of rock that often contains fossils and is formed by sedimentation

deposition	erosion	igneous	landforms
metamorphic	reforestation	sedimentary	tectonic plates
water cycle	weathering		



# Reading Comprehension Activity Page

Write the word or words that best complete each sentence in the space below. Words may be used only once.



erosion	landforms	sedimentary	metamorphic	deposition
water cycle	weathering	reforestation	tectonic plates	igneous

- 1 The cooled lava from a volcanic eruption forms \_\_\_\_\_ rocks.
- 2 \_\_\_\_\_ is the action of renewing a forest cover.
- 3 Glaciers erode dirt and rock. When the eroded materials are dropped off in another place this is called \_\_\_\_\_.
- 4 The extremely large pieces of the lithosphere of the Earth's crust are called \_\_\_\_\_.
- 5 Physical features on Earth's surface are called \_\_\_\_\_.
- 6 A \_\_\_\_\_ rock forms when sedimentary and igneous rocks change under heat and pressure.
- 7 \_\_\_\_\_, the process through which weathered rock is moved from one place to another, can happen by gravity, glaciers, running water, waves, or wind.
- 8 Rocks formed from sediment are called \_\_\_\_\_ rocks.
- 9 The \_\_\_\_\_ is the continuous movement of water between the Earth's surface and the air.
- 10 The breakdown of rocks and other material is called \_\_\_\_\_.







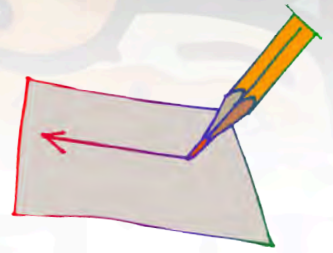
# STUDENT SUPPORT MATERIALS

Basic Writing



# Basic Writing Activity Page

Have the students write in the missing letters.



de \_\_\_\_\_ ition

e \_\_\_\_\_ ion

ign \_\_\_\_\_ s

land \_\_\_\_\_ ms

meta \_\_\_\_\_ ic

re \_\_\_\_\_ ation

sedi \_\_\_\_\_ ary

tec \_\_\_\_\_ ic plates

wa \_\_\_\_\_ cycle

wea \_\_\_\_\_ ing



# Graphic Organizer

Model the process for students using the following unit words.

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	deposition	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	erosion	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	igneous	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	landforms	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	metamorphic	NOT EXAMPLES:



# Graphic Organizer

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>
	<b>reforestation</b>	
<b>EXAMPLES:</b>		<b>NOT EXAMPLES:</b>

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>
	<b>sedimentary</b>	
<b>EXAMPLES:</b>		<b>NOT EXAMPLES:</b>

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>
	<b>tectonic plates</b>	
<b>EXAMPLES:</b>		<b>NOT EXAMPLES:</b>

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>
	<b>water cycle</b>	
<b>EXAMPLES:</b>		<b>NOT EXAMPLES:</b>

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>
	<b>weathering</b>	
<b>EXAMPLES:</b>		<b>NOT EXAMPLES:</b>

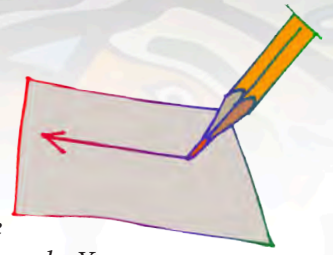




# STUDENT SUPPORT MATERIALS

Creative Writing

# Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

## DEPOSITION

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## EROSION

---

## IGNEOUS

---

## LANDFORMS

---

## METAMORPHIC

---

## REFORESTATION

---

## SEDIMENTARY

---

## TECTONIC PLATES

---

## WATER CYCLE

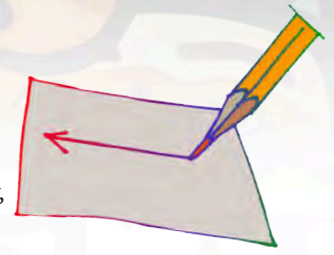
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## WEATHERING

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# Creative Writing Activity Page



On the lines below, write a paragraph based on the picture above. Before you begin writing, reflect on the unit words – weathering, water cycle, landforms, erosion, type of rock, and reforestation.



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# UNIT ASSESSMENT

D-1: Concepts of Earth Science







# SCIENCE PROGRAM

Unit Assessment Teacher's Notes  
Grade 7 • Unit 7 (D-1)  
Theme: Concepts of Earth Scienc

Date: \_\_\_\_\_



# Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

## BASIC LISTENING

Turn to pages 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **DEPOSITION**.
2. Write the number 2 on top of the picture for **EROSION**.
3. Write the number 3 on top of the picture for **IGNEOUS**.
4. Write the number 4 on top of the picture for **LANDFORMS**.
5. Write the number 5 on top of the picture for **METAMORPHIC**.
6. Write the number 6 on top of the picture for **REFORESTATION**.
7. Write the number 7 on top of the picture for **SEDIMENTARY**.
8. Write the number 8 on top of the picture for **TECTONIC PLATES**.
9. Write the number 7 on top of the picture for **WATER CYCLE**.
10. Write the number 8 on top of the picture for **WEATHERING**.

## LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. Deposition is the process of carrying away soil or pieces of rock.
2. Erosion is the process of dropping off pieces of eroded rock.
3. An igneous rock formed from another kind of rock under heat and pressure.
4. A landform is a physical feature on Earth's surface.
5. A metamorphic rock is formed when magma or lava cools and hardens.
6. Reforestation is the action of renewing a forest cover by natural seeding or by the planting of young trees.
7. Sedimentary is a type of rock that often contains fossils and is formed by sedimentation



## Unit Assessment

8. Tectonic plates are large pieces of the Earth's crust.
9. The water cycle is the continuous movement of water between Earth's surface and the air.
10. Weathering is the process through which rocks or other materials are broken down into smaller pieces.

### SIGHT RECOGNITION

Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

### DECODING/ENCODING

Turn to page 5 in your test. Look at the scrambled letters on the left. Rearrange or unscramble the letters to form each of the unit words.

### READING COMPREHENSION

Turn to page 6 in your test. Write the word or words that best complete each sentence in the space below. Words may be used only once.

### BASIC WRITING

Turn to page 7 in your test. Look at the pictures in the boxes. Write the word for each picture.

### CREATIVE WRITING

Turn to page 8 in your test. Write a sentence of your own, using each word.

*Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.*





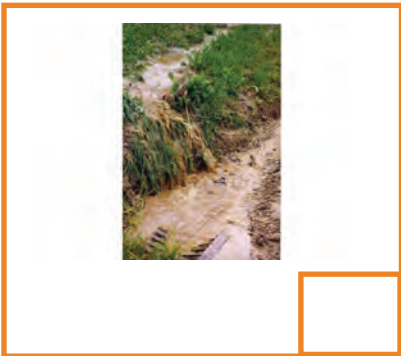


# SCIENCE PROGRAM

Unit Assessment Student Pages  
Grade 7 • Unit 7 (D-1)  
Theme: Concepts of Earth Science

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Number Correct: \_\_\_\_\_ Percent Correct: \_\_\_\_\_



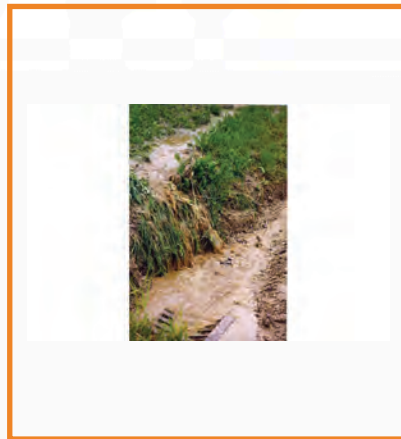


1.            **T**        **F**
2.            **T**        **F**
3.            **T**        **F**
4.            **T**        **F**
5.            **T**        **F**
6.            **T**        **F**
7.            **T**        **F**
8.            **T**        **F**
9.            **T**        **F**
10.          **T**        **F**





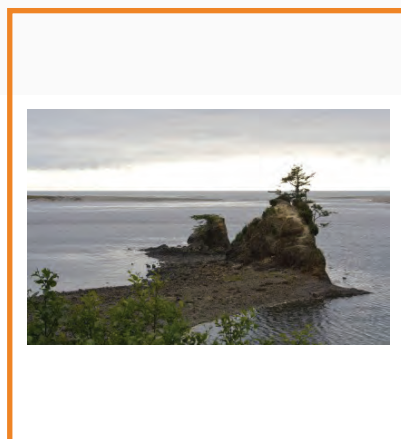
deposition  
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 landforms  
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 reforestation  
 sedimentary  
 tectonic plates  
 water cycle  
 weathering



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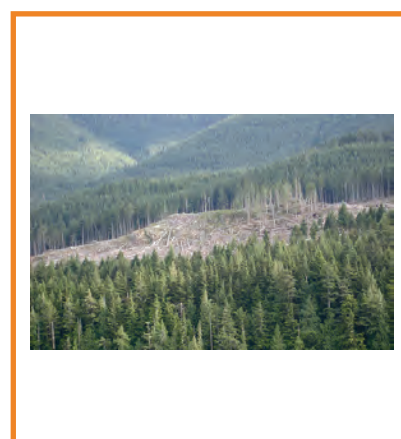
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 landforms  
 metamorphic  
 reforestation  
 sedimentary  
 tectonic plates  
 water cycle  
 weathering



deposition  
 erosion  
 igneous  
 landforms  
 metamorphic  
 reforestation  
 sedimentary  
 tectonic plates  
 water cycle  
 weathering

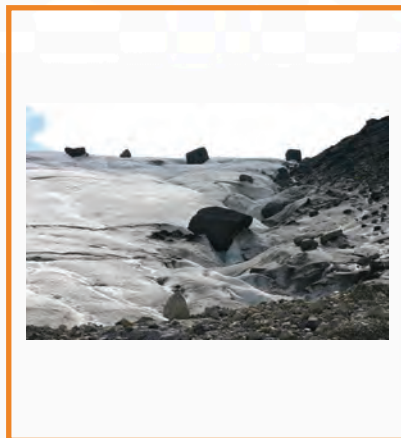


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 reforestation  
 sedimentary  
 tectonic plates  
 water cycle  
 weathering





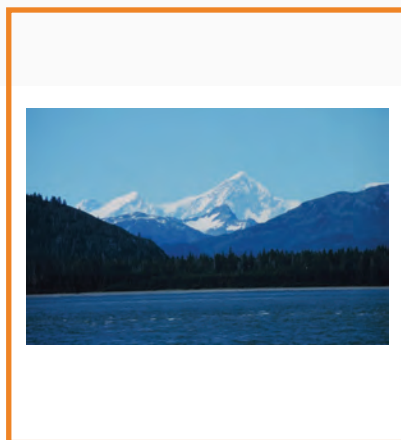
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sedimentary  
tectonic plates  
water cycle  
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deposition  
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water cycle  
weathering



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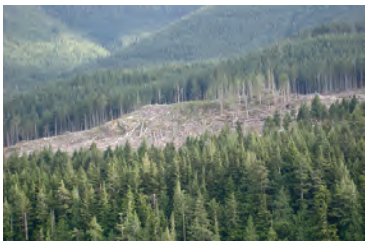
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erosion	landforms	sedimentary	metamorphic	deposition
water cycle	weathering	reforestation	tectonic plates	igneous

- ① The cooled lava from a volcanic eruption forms \_\_\_\_\_ rocks.
- ② \_\_\_\_\_ is the action of renewing a forest cover.
- ③ Glaciers erode dirt and rock. When the eroded materials are dropped off in another place this is called \_\_\_\_\_.
- ④ The extremely large pieces of the lithosphere of the Earth's crust are called \_\_\_\_\_.
- ⑤ Physical features on Earth's surface are called \_\_\_\_\_.
- ⑥ A \_\_\_\_\_ rock forms when sedimentary and igneous rocks change under heat and pressure.
- ⑦ \_\_\_\_\_, the process through which weathered rock is moved from one place to another, can happen by gravity, glaciers, running water, waves, or wind.
- ⑧ Rocks formed from sediment are called \_\_\_\_\_ rocks.
- ⑨ The \_\_\_\_\_ is the continuous movement of water between the Earth's surface and the air.
- ⑩ The breakdown of rocks and other material is called \_\_\_\_\_.







**DEPOSITION**

---

**EROSION**

---

**IGNEOUS**

---

**LANDFORMS**

---

**METAMORPHIC**

---

**REFORESTATION**

---

**SEDIMENTARY**

---

**TECTONIC PLATES**

---

**WATER CYCLE**

---

**WEATHERING**

---





# UNIT 8

D-1: Concepts of Earth Science







# KEY VOCABULARY



## *Key Vocabulary*

### **CONDENSATION**

*the process by which water vapor changes from a gas to a liquid*

### **EVAPORATION**

*the process of a liquid changing into a vapor or gas*

### **FRONT**

*the boundary between two air masses with different temperatures, density, and moisture*

# Key Vocabulary

## **ORBIT**

*the curved path followed by a planet, moon, or satellite as it revolves around an object*

## **PRECIPITATION**

*any form of water that falls from the atmosphere and reaches the ground*

## **PRESSURE SYSTEM**

*a region of the Earth's atmosphere where air pressure is low or high*



## *Key Vocabulary*

### **SOLAR SYSTEM**

*a star with a group of celestial bodies orbiting it*

### **STAR**

*an object in space that produces its own energy, including heat and light*

### **SUBLIMATION**

*the process of changing directly from a solid to a gas without first becoming a liquid*





## *Key Vocabulary*

**WEATHER**

*the conditions of the atmosphere at a certain place and time*





# LESSONS

# Science Language for Success

*Introduce the key science vocabulary, using concrete materials and/or pictures.*

## LISTENING

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*



### Stretch

Place the vocabulary pictures on the floor, in a scattered form. The pictures should be quite close together. Have a student stand beside the pictures. Say a vocabulary word for one of the pictures. The student should place his/her left foot on that picture. Then, say other vocabulary words and the student must identify the correct pictures with different parts of his/her body. You may wish to have two students participate in this process at the same time for added motivation.

### Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

## SPEAKING



### Right or Wrong?

Mount the vocabulary pictures on the board. Point to one of the pictures and say its vocabulary word. The students should repeat the vocabulary word for that picture. However, when you point to a picture and say an incorrect vocabulary word for it, the students should remain silent. Repeat this process until the students have responded a number of times to the different vocabulary pictures.

### Change Time

Group the students into pairs. One student should be without a partner to be “it” for the first round of the activity. Have the pairs of students stand, back to back, with elbows interlocked. Say a vocabulary word. Tell the students to listen for that word repeated once again. Say a number of vocabulary words—eventually repeating the vocabulary word you said at the beginning of the round. The students should drop arms and find new partners. However, “it” must also find a partner, thus producing a new “it” for the next round of the game. The student who is left without a partner must then use the vocabulary word you said (at the beginning of the round) in a complete sentence of his/her own. Repeat this process until all students have responded.



# Science Language for Success

## READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.



*Note: After each unit, mount a set of the unit's words on the walls around the room. Use the "word walls" for review and reinforcement activities.*

### The Disappearing Word

Mount all of the sight words on the board. For added motivation, you may wish to prepare an extra set of sight word cards to add to those on the board. Have the students look carefully at the sight words. Then, the students should close their eyes. When the students' eyes are closed, remove one of the sight words from the board. Have the students open their eyes and identify the missing word. Repeat this process until all of the sight words have been removed from the board and identified in this way.

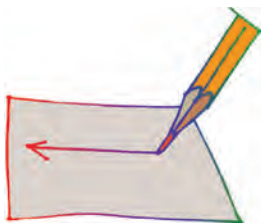
### Letter Encode

Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students' work. Repeat, until all of the words have been spelled in this way.

### Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

## WRITING



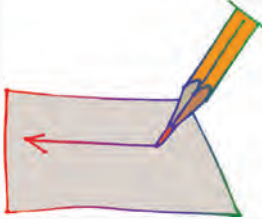
### Flashlight Writing

If possible, darken the classroom. Give a student a flashlight. Say one of the vocabulary words and the student should write that word with the light of the flashlight on a wall or on the board. Repeat until many students have had a chance to participate. An alternative is to provide each student with writing paper and a pen. Darken the classroom, if possible. Use the light of a flashlight to write one of the sight words on the wall or board. When you have completed the writing of the word, each student should then write the same word on his/her sheet of paper. Repeat until all sight words have been written in this way.

This activity may also be done in team form. In this case, group the students into two teams. Darken the classroom. Use the light of a flashlight to write one of the sight words on the board. When you say "Go," the first player in each team should rush to the board and use chalk to write the same word on the board. The first player to do this correctly wins the round. Repeat until all players have played.

# Science Language for Success

## WRITING (CONTINUED)



### **Student Support Materials**

Provide the students with a copy of the writing pages from the Student Support Materials. When finished, review the students' work.



# VOCABULARY PICTURES









# CONDENSATION





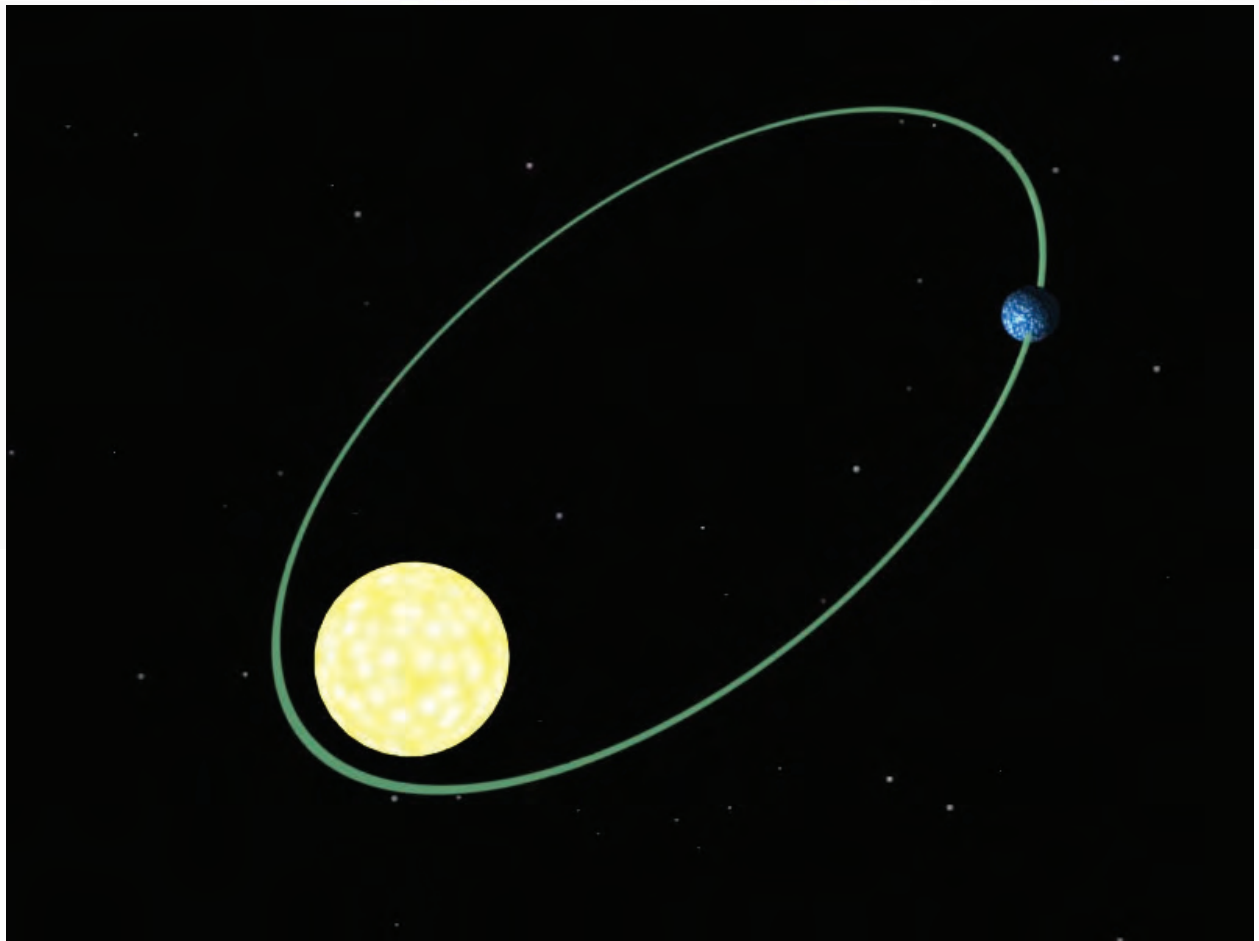
# EVAPORATION







# FRONT





# ORBIT





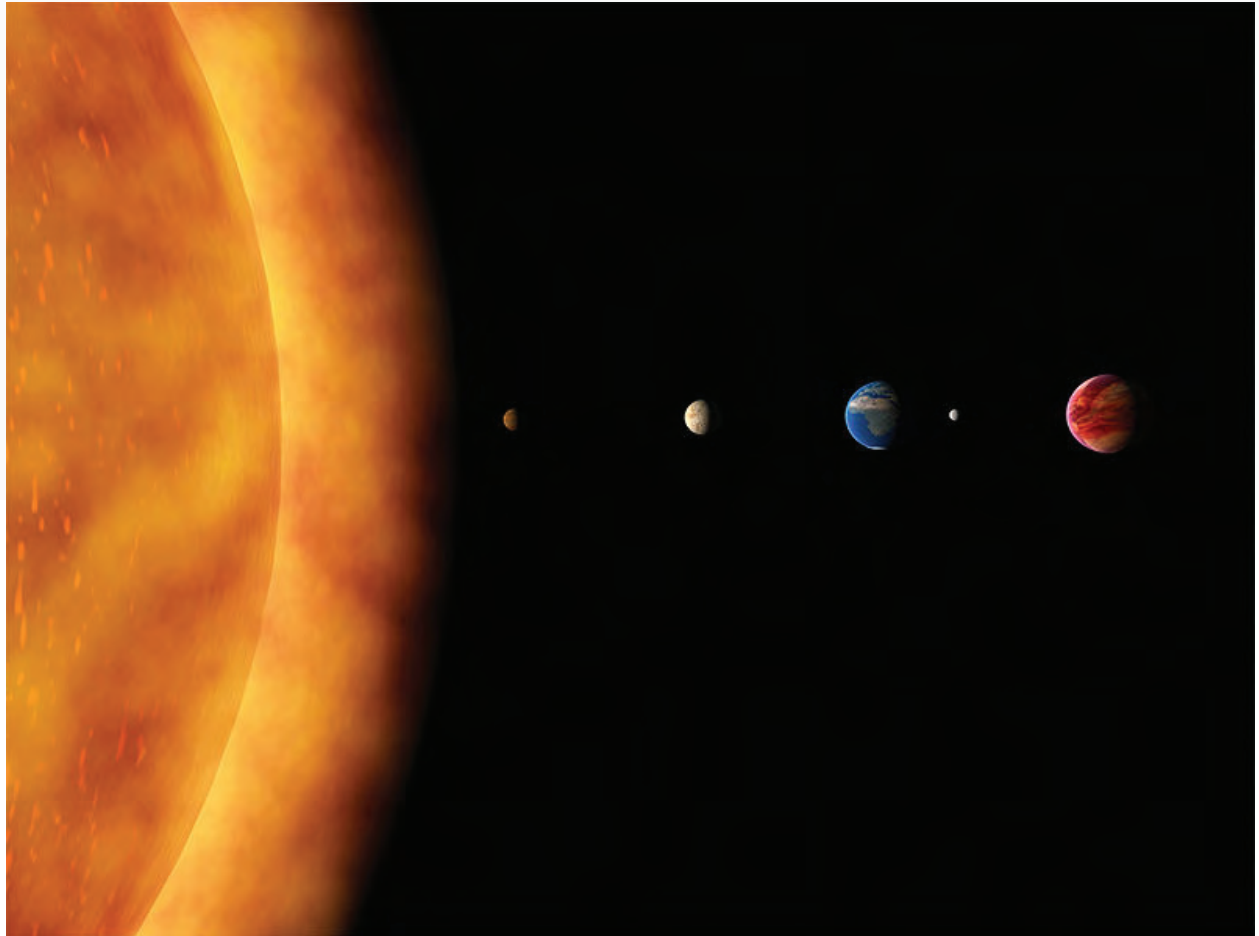


## PRECIPITATION





## PRESSURE SYSTEM







## SOLAR SYSTEM





# STAR





## SUBLIMATION







# WEATHER

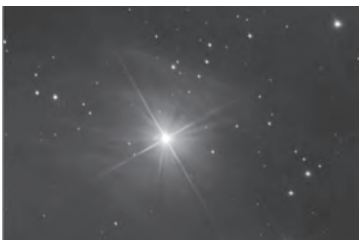
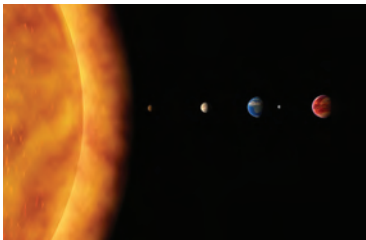
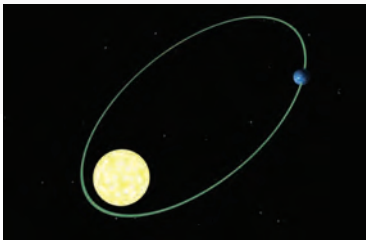


# STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

# Listening: Mini Pictures

Have the students cut out the pictures. Say the key math words from this unit, and the students should hold up the pictures for them.







# STUDENT SUPPORT MATERIALS

Listening Comprehension



# Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

- 1 Condensation is the process of a liquid changing into a vapor or gas. True  
False
- 2 Evaporation is the process by which water vapor changes from a gas to a liquid. True  
False
- 3 A front is the region of the Earth’s atmosphere where air pressure is low or high. True  
False
- 4 An orbit is the curved path followed by a planet, moon, or satellite as it revolves around an object. True  
False
- 5 Precipitation is any form of water that falls from the atmosphere and reaches the ground. True  
False
- 6 A pressure system is the boundary between two air masses with different temperatures, density, and moisture. True  
False
- 7 A solar system is a star with a group of celestial bodies orbiting it. True  
False
- 8 A star is an object in space that produces its own energy, including heat and light. True  
False
- 9 Sublimation is the process of changing directly from a solid to a gas without first becoming a liquid. True  
False
- 10 Weather is the condition of the atmosphere at a certain place and time. True  
False



# STUDENT SUPPORT MATERIALS

Sight Words



**condensation**

**evaporation**

**front**





**orbit**

**precipitation**

**pressure system**




**solar system**

**star**

**sublimation**







**weather**





# STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



condensation	orbit	solar system
evaporation	precipitation	star
front	pressure system	sublimation
		weather

E	B	C	O	N	D	E	N	S	A	T	I	O	N	T	S
T	E	Q	E	B	Q	G	Y	D	I	T	K	N	S	U	O
G	V	L	R	G	A	F	L	B	Q	G	A	L	I	N	L
B	A	C	I	J	Z	T	R	N	S	H	R	E	R	G	A
Y	P	V	I	G	B	O	S	I	G	J	E	E	T	H	R
H	O	F	N	E	H	A	V	P	N	Z	H	Q	E	T	S
N	R	R	G	D	U	T	K	E	R	T	B	V	O	U	Y
U	A	T	R	R	Z	O	Y	P	A	Q	U	P	C	M	S
J	T	Y	E	G	B	W	Y	E	W	Q	Z	T	Y	I	T
M	I	H	N	Y	N	T	W	I	A	V	E	R	K	L	E
I	O	G	H	W	E	R	B	H	U	R	N	J	I	Q	M
D	N	T	P	R	E	C	I	P	I	T	A	T	I	O	N
U	I	N	P	M	J	U	K	I	L	O	P	S	A	E	R
R	S	U	B	L	I	M	A	T	I	O	N	G	T	B	I
A	D	G	J	L	S	F	H	K	Q	E	T	W	R	A	I
P	R	E	S	S	U	R	E	S	Y	S	T	E	M	R	R

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



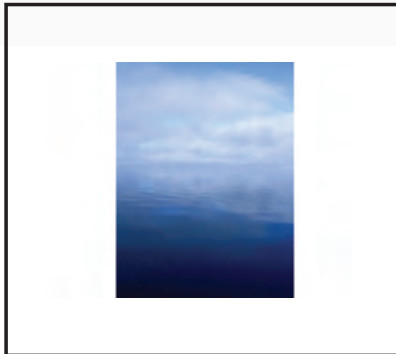
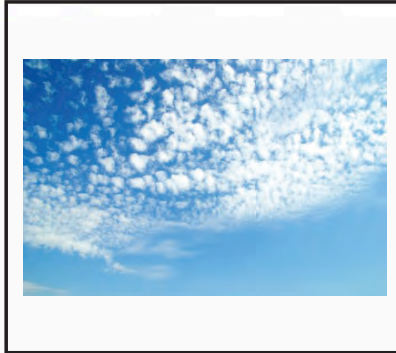
condensation evaporation front	orbit precipitation pressure system	solar system star sublimation weather
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		C	O	N	D	E	N	S	A	T	I	O	N		S
E									I						O
V					F			B							L
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# Sight Words Activity Page

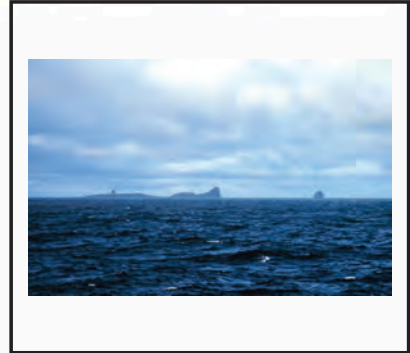
Have the students cut out the key words and glue them at the bottom of their pictures.



condensation	evaporation	front	orbit
precipitation	pressure system	solar system	star
sublimation	weather		



# Sight Words Activity Page







# STUDENT SUPPORT MATERIALS

Basic Reading • Encoding



# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



wea ther

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so sys lar tem

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front

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# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



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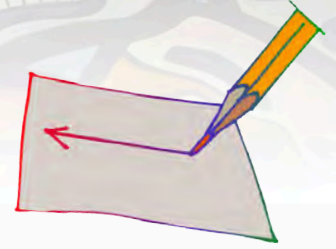
sa

den

star



# Word Scramble Activity Page



Rearrange or unscramble the following letters to form one of the listed unit words.  
As you use a word, cross it off.

orbit	star	solar system	condensation	front
weather	pressure	evaporation	sublimation	precipitation

orlastsyems

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# STUDENT SUPPORT MATERIALS

Reading Comprehension

# Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



the curved path followed by a planet, moon, or satellite as it revolves around an object

a region of the Earth's atmosphere where air pressure is low or high

an object in space that produces its own energy, including heat and light

a star with a group of celestial bodies orbiting it

the boundary between two air masses with different temperatures, density, and moisture

the conditions of the atmosphere at a certain place and time

the process by which water vapor changes from a gas to a liquid

the process of changing directly from a solid to a gas without first becoming a liquid

a rock for any form of water that falls from the atmosphere and reaches the ground when magma or lava cools and hardens

the process of a liquid changing into a vapor or gas

condensation

evaporation

front

orbit

precipitation

pressure system

solar system

star

sublimation

weather





# Reading Comprehension Activity Page

Write the word or words that best complete each sentence in the space below. Words may be used only once.



erosion	landforms	sedimentary	metamorphic	deposition
water cycle	weathering	reforestation	tectonic plates	igneous

- 1 The planet Earth is held in \_\_\_\_\_ around the Sun by the force of gravity.
- 2 \_\_\_\_\_ is the changing of a liquid into a gas.
- 3 There are two types of pressure systems. A low \_\_\_\_\_ is a large mass of air with low air pressure in the center and a high pressure system is a large mass of air with the highest air pressure in the center
- 4 A \_\_\_\_\_ is an object in space that produces its own energy.
- 5 \_\_\_\_\_ is the changing of a gas into a liquid.
- 6 A \_\_\_\_\_ is the location of one air mass meeting a different air mass.
- 7 The types of solid \_\_\_\_\_ are sleet, hail, and snow and are formed when the air temperature is below the freezing point of water.
- 8 Our \_\_\_\_\_ is the Sun, a star, and the eight planets orbiting around it.
- 9 Almost all \_\_\_\_\_ occurs in the troposphere, the layer of gases closest to the Earth.
- 10 \_\_\_\_\_ is the process of dry ice changing directly from a solid to a gas.





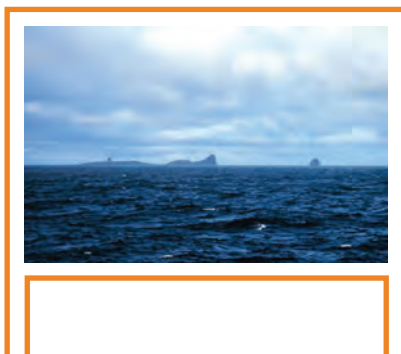
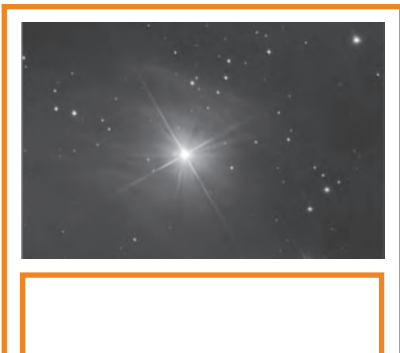
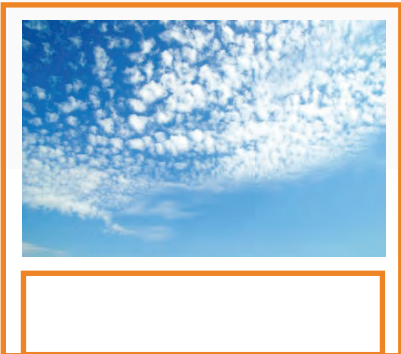
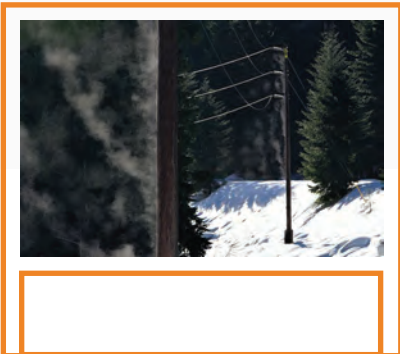
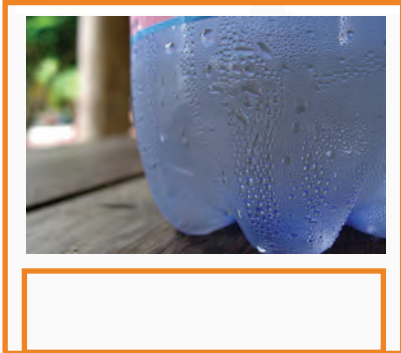
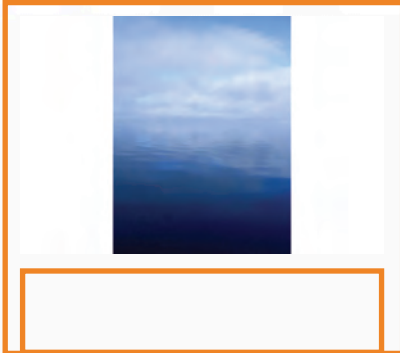
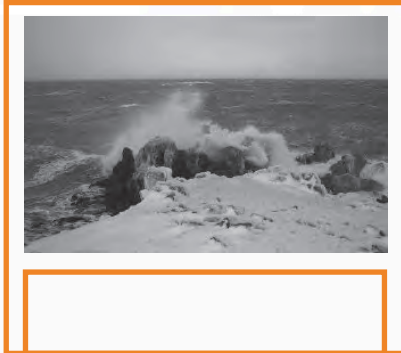
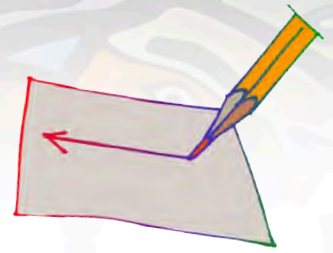


# STUDENT SUPPORT MATERIALS

Basic Writing

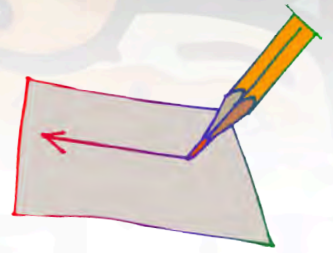
# Basic Writing Activity Page

Have the students write the word for each picture.



# Basic Writing Activity Page

Have the students write in the missing letters.



con\_\_\_\_\_ation

eva\_\_\_\_\_ation

f\_\_\_\_\_t

or\_\_\_\_\_

pre\_\_\_\_\_itation

pressure \_\_\_\_\_tem

so\_\_\_\_\_system

s\_\_\_\_\_r

sub\_\_\_\_\_ation

wea\_\_\_\_\_er

# Graphic Organizer

Model the process for students using the following unit words.

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	condensation	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	evaporation	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	front	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	orbit	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	precipitation	NOT EXAMPLES:



# Graphic Organizer

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>	
<b>EXAMPLES:</b>	pressure system	<b>NOT EXAMPLES:</b>	

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>	
<b>EXAMPLES:</b>	solar system	<b>NOT EXAMPLES:</b>	

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>	
<b>EXAMPLES:</b>	star	<b>NOT EXAMPLES:</b>	

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>	
<b>EXAMPLES:</b>	sublimation	<b>NOT EXAMPLES:</b>	

<b>WHAT IT IS:</b>		<b>WHAT IT IS NOT:</b>	
<b>EXAMPLES:</b>	weather	<b>NOT EXAMPLES:</b>	

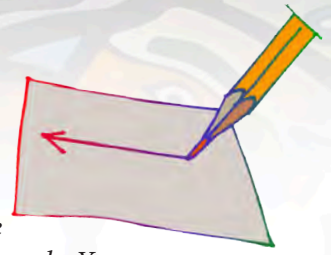




# STUDENT SUPPORT MATERIALS

Creative Writing

# Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

## CONDENSATION

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## EVAPORATION

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## FRONT

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## ORBIT

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## PRECIPITATION

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## PRESSURE SYSTEM

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## SOLAR SYSTEM

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## STAR

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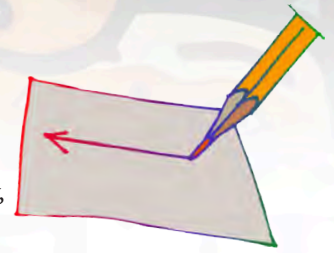
## SUBLIMATION

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## WEATHER

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# Creative Writing Activity Page



On the lines below, write a paragraph based on the picture above. Before you begin writing, reflect on the unit words – condensation, evaporation, front, precipitation, pressure system, and weather.



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# UNIT ASSESSMENT

D-1: Concepts of Earth Science





# SCIENCE PROGRAM

Unit Assessment Teacher's Notes  
Grade 7 • Unit 8 (D-1)  
Theme: Concepts of Earth Scienc

Date: \_\_\_\_\_





# Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

## BASIC LISTENING

Turn to pages 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **CONDENSATION**.
2. Write the number 2 on top of the picture for **EVAPORATION**.
3. Write the number 3 on top of the picture for **FRONT**.
4. Write the number 4 on top of the picture for **ORBIT**.
5. Write the number 5 on top of the picture for **PRECIPITATION**.
6. Write the number 6 on top of the picture for **PRESSURE SYSTEM**.
7. Write the number 7 on top of the picture for **SOLAR SYSTEM**.
8. Write the number 8 on top of the picture for **STAR**.
9. Write the number 7 on top of the picture for **SUBLIMATION**.
10. Write the number 8 on top of the picture for **WEATHER**.

## LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. Condensation is the process of a liquid changing into a vapor or gas.
2. Evaporation the process by which water vapor changes from a gas to a liquid.
3. A front is the region of the Earth's atmosphere where air pressure is low or high.
4. An orbit is the curved path followed by a planet, moon, or satellite as it revolves around an object.
5. Precipitation is any form of water that falls from the atmosphere and reaches the ground.
6. A pressure system is the boundary between two air masses with different temperatures, density, and moisture.





## Unit Assessment

7. A solar system is a star with a group of celestial bodies orbiting it.
8. A star is an object in space that produces its own energy, including heat and light.
9. Sublimation is the process of changing directly from a solid to a gas without first becoming a liquid.
10. Weather is the condition of the atmosphere at a certain place and time.

### SIGHT RECOGNITION

Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

### DECODING/ENCODING

Turn to page 5 in your test. Look at the scrambled letters on the left. Rearrange or unscramble the letters to form each of the unit words.

### READING COMPREHENSION

Turn to page 6 in your test. Write the word or words that best complete each sentence in the space below. Words may be used only once.

### BASIC WRITING

Turn to page 7 in your test. Look at the pictures in the boxes. Write the word for each picture.

### CREATIVE WRITING

Turn to page 8 in your test. Write a sentence of your own, using each word.

*Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.*



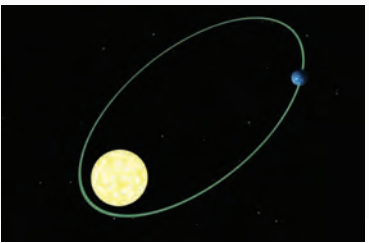
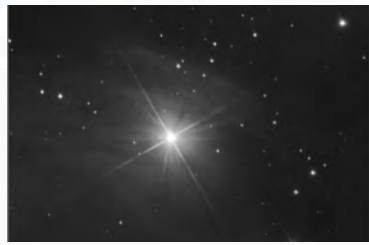
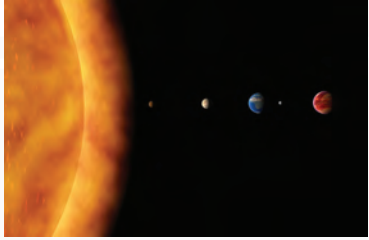


# SCIENCE PROGRAM

Unit Assessment Student Pages  
Grade 7 • Unit 8 (D-1)  
Theme: Concepts of Earth Science

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

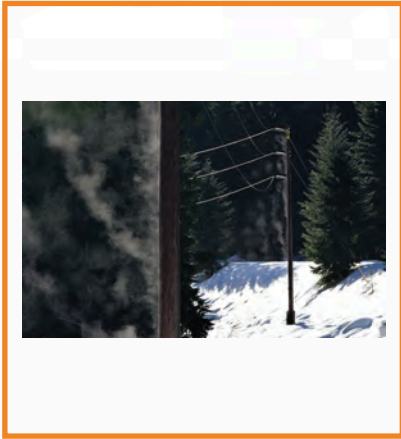
Number Correct: \_\_\_\_\_ Percent Correct: \_\_\_\_\_



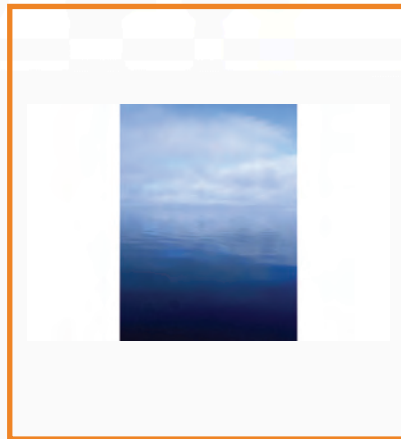


1.            **T**        **F**
2.            **T**        **F**
3.            **T**        **F**
4.            **T**        **F**
5.            **T**        **F**
6.            **T**        **F**
7.            **T**        **F**
8.            **T**        **F**
9.            **T**        **F**
10.          **T**        **F**

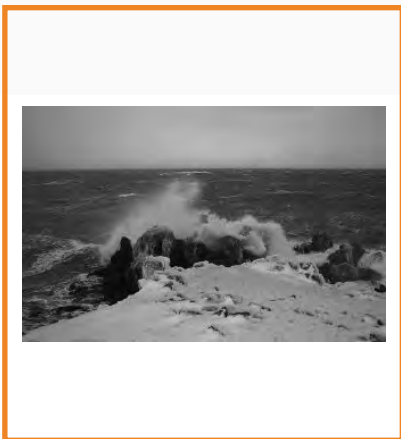




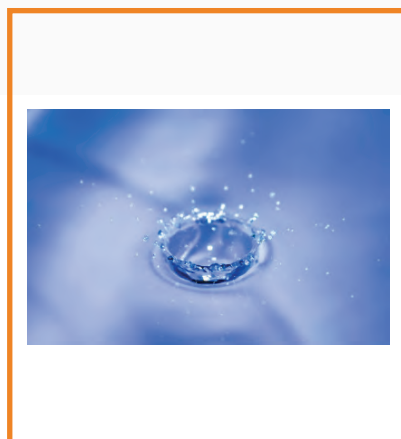
condensation  
evaporation  
front  
orbit  
precipitation  
pressure system  
solar system  
star  
sublimation  
weather



condensation  
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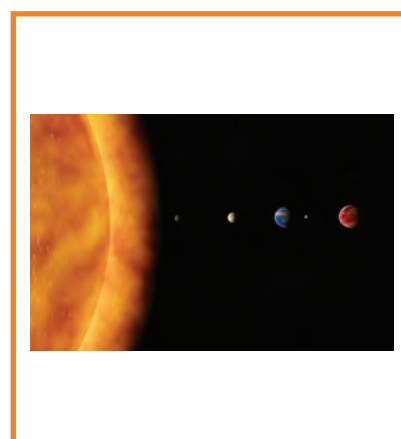
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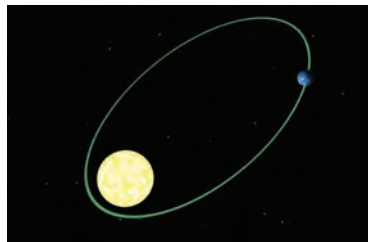
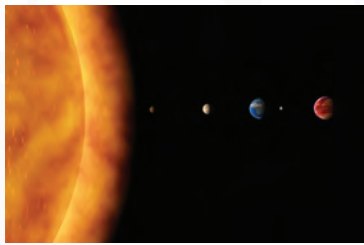
\_\_\_\_\_i\_

tras

\_\_\_\_\_

erosion      landforms      sedimentary      metamorphic      deposition  
water cycle      weathering      reforestation      tectonic plates      igneous

- ① The planet Earth is held in \_\_\_\_\_ around the Sun by the force of gravity.
- ② \_\_\_\_\_ is the changing of a liquid into a gas.
- ③ There are two types of pressure systems. A low \_\_\_\_\_ is a large mass of air with low air pressure in the center and a high pressure system is a large mass of air with the highest air pressure in the center
- ④ A \_\_\_\_\_ is an object in space that produces its own energy.
- ⑤ \_\_\_\_\_ is the changing of a gas into a liquid.
- ⑥ A \_\_\_\_\_ is the location of one air mass meeting a different air mass.
- ⑦ The types of solid \_\_\_\_\_ are sleet, hail, and snow and are formed when the air temperature is below the freezing point of water.
- ⑧ Our \_\_\_\_\_ is the Sun, a star, and the eight planets orbiting around it.
- ⑨ Almost all \_\_\_\_\_ occurs in the troposphere, the layer of gases closest to the Earth.
- ⑩ \_\_\_\_\_ is the process of dry ice changing directly from a solid to a gas.







**CONDENSATION**

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**EVAPORATION**

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**FRONT**

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**ORBIT**

---

**PRECIPITATION**

---

**PRESSURE SYSTEM**

---

**SOLAR SYSTEM**

---

**STAR**

---

**SUBLIMATION**

---

**WEATHER**

---





# UNIT 9

**E-1: Science and Technology**  
**F-1: Cultural, Social, Personal Perspectives and Science**  
**G-1: History and Nature of Science**





# KEY VOCABULARY





## *Key Vocabulary*

**CREATIVITY**

*ability to create or invent*

**CURIOSITY**

*desire to know or learn*

**IMAGINATION**

*creativity; resourcefulness*



# Key Vocabulary

## INNOVATION

*a new idea, method, or device*

## KNOWLEDGE

*information or skills acquired through experience or education*

## PERSPECTIVE

*a view or outlook*



# *Key Vocabulary*

## **RELATIONSHIP**

*connection or association; the condition of being related*

## **SCIENCE**

*knowledge about the natural world that is derived from observation and experiments*

## **SOCIETY**

*a group of organisms of the same species that live and work together in an organized way*



## *Key Vocabulary*

### **TECHNOLOGY**

*an application of science that is used to make products or tools that people can use to solve problems*







# LESSONS

# Science Language for Success

*Introduce the key science vocabulary, using concrete materials and/or pictures.*

## LISTENING

*Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.*



### Whisper

Mount the vocabulary pictures on the board. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the board and point to the picture for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary picture. When a player has identified a vocabulary picture, he/she should rejoin the front of his/her team.

### Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

## SPEAKING



### Half Match

Before the lesson begins, prepare a photocopy of each of the vocabulary pictures. Cut each of the photocopied pictures in half. Give the picture halves to the students (a student may have more than one picture half). Say one of the vocabulary words. The two students who have the halves of the picture for that word must show their halves and repeat the word orally. Continue in this way until all of the vocabulary words have been reviewed. This activity may be repeated more than once by collecting, mixing, and redistributing the picture halves to the students. This activity may also be adapted for team form. To do this, cut each of the vocabulary pictures in half. Place half of the pictures in one pile and the other halves in another pile (one pile for each team). Say a vocabulary word. When you say “Go,” the first player from each team must rush to his/her pile of picture halves. Each player must find the half of the picture for the vocabulary word you said. The first player to correctly identify the picture half and to repeat the vocabulary word for it wins the round. Repeat until all players have played.

### Numbered Boxes

Before the activity begins, prepare a page that contains twenty (or more) boxes. Number each of the boxes. Provide each student with a copy of the numbered boxes. Each student should then shade in half of the boxes with a pencil (any ten

# Science Language for Success

## SPEAKING (CONTINUED)



boxes). When the students are ready, mount the vocabulary pictures on the board and say the number of a box (between one and twenty) to one of the students. The student should look on his/her form to see if that box number is shaded in. If that box is shaded in, the student may “pass” to another player. However, if the box is not shaded in, he/she should say a complete sentence about a vocabulary picture you point to. The students may exchange pages periodically during this activity. Repeat until many students have responded in this way.

### High Card Draw

Give each student in the class a card from a deck of playing cards. Mount the vocabulary pictures on the board and number each one. Call two students’ names. Those two students should show their cards. The student who has the highest card (aces can be high or low) should then say a complete sentence about a vocabulary picture you point to. The students may exchange playing cards periodically during the activity. Repeat until many students have responded.

## READING

*Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.*



*Note: After each unit, mount a set of the unit’s words on the walls around the room. Use the “word walls” for review and reinforcement activities.*

### Circle of Words

Before the activity begins, prepare a page that contains the sight words. Provide each student with a copy of the page. The students should cut the sight words from their pages. When a student has cut out the sight words, he/she should lay them on his/her desk in a circle. Then, each student should place a pen or pencil in the center of the circle of sight word cards. Each student should spin the pen/pencil. Say a sight word. Any student or students whose pens/pencils are pointing to the sight word you said, should call “Bingo.” The student or students should then remove those sight words from their desks. Continue in this way until a student or students have no sight words left on their desks.

### Letter Encode

Give each student his/her envelope that contains the alphabet letters. Mount one of the science pictures on the board. The students must use the cut-out letters to spell the word. Review the students’ work. Repeat, until all of the words have been spelled in this way.

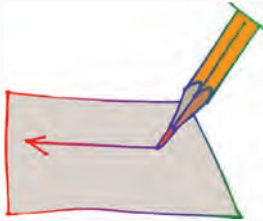
### Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.



# Science Language for Success

## WRITING



### Yarn Spell

Group the students into two teams. Give the first player in each team lengths of yarn or string. Say a vocabulary word. When you say “Go,” the first player in each team must then use the yarn or string to “write” the word on the floor. The first player to complete his/her word wins the round. Repeat this process until all players in each team have played. If pipe cleaners are available, they may be used in place of the yarn or string (have both long and short lengths of the pipe cleaners ready for the activity).

### Overhead Configurations

Before the activity begins, write the sight words on an overhead transparency sheet. Place an overhead projector on the floor, facing the board. Lay the overhead transparency sheet on the screen of the projector and turn the projector on. The sight words should be projected onto the board. Then, use chalk to draw configurations around each of the sight words. When a configuration has been drawn for each sight word, turn the overhead projector off. Call upon a student to use chalk to fill in one of the configurations with its sight word. You may wish to have more than one student participating in this process at the same time.

This activity may also be conducted in team form. In this case, when you say “Go,” the first player in each team must rush to the configurations. Each player must attempt to fill in one of the configurations with its correct sight word. The first player to do this correctly wins the round. Repeat until all configurations have been filled in in this way.

### Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.



# VOCABULARY PICTURES









# CREATIVITY





# CURIOSITY







# IMAGINATION





# INNOVATION







# KNOWLEDGE





## PERSPECTIVE





## RELATIONSHIP





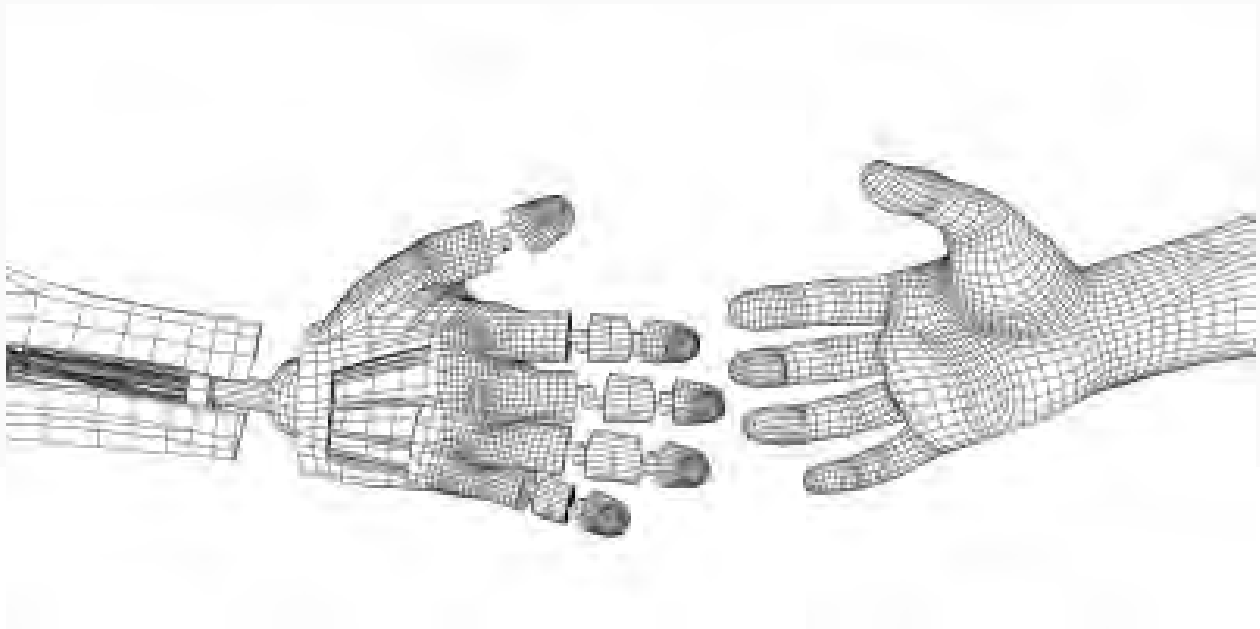


## SCIENCE





## SOCIETY







# TECHNOLOGY



# STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

# Listening: Mini Pictures



Have the students cut out the pictures. Say the key math words from this unit, and the students should hold up the pictures for them.







# STUDENT SUPPORT MATERIALS

Listening Comprehension

# Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

- 1 Creativity is the ability to create or invent. True  
False
- 2 Curiosity is creativity, resourcefulness. True  
False
- 3 Imagination is the desire to know or learn. True  
False
- 4 Innovation is an application of science that is used to make products or tools that people can use to solve problems, make life easier, and improve the world. True  
False
- 5 Knowledge is information or skills acquired through experience or education. True  
False
- 6 Perspective is a view or outlook. True  
False
- 7 A relationship is a connection or association, the condition of being related. True  
False
- 8 Science is knowledge about the natural world that is derived from observation and experiments. True  
False
- 9 Society is a group of organisms of the same species that live and work together in an organized way. True  
False
- 10 Technology is a new idea, method, or device. True  
False





# STUDENT SUPPORT MATERIALS

Sight Words



**creativity**

**curiosity**

**imagination**





**innovation**

**knowledge**

**perspective**



**relationship**

**science**

**society**





# technology







# STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



creativity	knowledge	science
curiosity	perspective	society
imagination	relationship	technology
innovation		

G	U	T	E	C	H	N	O	L	O	G	Y	A	E	N	W
X	L	H	P	I	N	N	O	V	A	T	I	O	N	T	P
B	R	W	J	W	Q	R	T	U	O	P	L	J	G	C	P
X	E	Y	L	S	A	C	D	G	J	K	B	M	C	V	E
K	L	A	E	C	U	R	I	O	S	I	T	Y	F	W	R
C	A	E	D	I	A	E	Z	S	O	W	N	Z	T	X	S
L	T	V	B	E	E	A	E	X	C	D	Y	S	V	S	P
S	I	O	X	N	V	T	W	F	I	V	J	E	G	Q	E
Q	O	B	T	C	O	I	B	H	E	R	K	X	Y	G	C
D	N	R	Y	E	B	V	U	K	T	G	U	D	D	A	T
J	S	T	I	Z	R	I	Y	L	Y	N	I	E	B	E	I
I	H	F	L	Q	T	T	M	M	Z	T	L	R	H	N	V
R	I	H	N	E	F	Y	P	B	E	W	O	C	U	Y	E
C	P	K	J	I	M	W	L	C	O	H	A	F	N	Z	I
S	C	N	I	M	A	G	I	N	A	T	I	O	N	O	N
L	O	C	J	R	R	Z	K	R	Q	C	I	F	R	T	U

# Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.

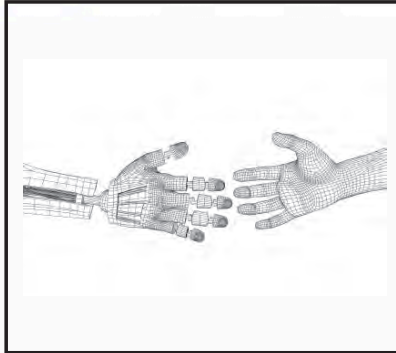


creativity curiosity imagination innovation				knowledge perspective relationship				science society technology					
		T	E	C	H	N	O	L	O	G	Y		
				I	N	N	O	V	A	T	I	O	N
R													P
E			S		C								E
L			C	U	R	I	O	S	I	T	Y		R
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			I	M	A	G	I	N	A	T	I	O	N
							K						



# Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.



creativity	curiosity	imagination	innovation
knowledge	perspective	relationship	science
society	technology		





# Sight Words Activity Page







# STUDENT SUPPORT MATERIALS

Basic Reading • Encoding

# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



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# Encoding Activity Page

Have the students cut out and encode the syllables of the words, OR number the syllables in their correct sequence.



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cur || sit || i || o || y

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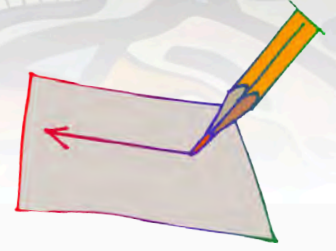
y || ci || et || so

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# Word Scramble Activity Page



Rearrange or unscramble the following letters to form one of the listed unit words.  
As you use a word, cross it off.

knowledge	technology	curiosity	science	relationship
creativity	innovation	society	imagination	perspective

s i e e c n c

s \_ i \_ \_ \_ \_

e c y o i s t

\_ \_ \_ \_ e \_ y

t o o y n g e c h l

t e \_ \_ \_ \_ \_ g \_

n v n a i t o n i o

\_ \_ n \_ \_ \_ i o \_

o n p i a r h l s t e i

r \_ \_ a \_ \_ \_ \_ \_ p

e e p c v e p s t r i

\_ e \_ \_ \_ c t \_ \_ \_

u r i y s c t i o

\_ \_ \_ \_ \_ i t \_

g n t i a i n o m a i

\_ m \_ \_ \_ \_ \_ n

w d g e e k o n l

k \_ \_ \_ \_ d \_ \_

e w o n e k d l g

\_ \_ \_ s \_ \_ t \_ \_ \_



# STUDENT SUPPORT MATERIALS

Reading Comprehension

# Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



knowledge about the natural world that is derived from observation and experiments

a view or outlook

creativity; resourcefulness

connection or association; the condition of being related

a new idea, method, or device

a group of organisms of the same species that live and work together in an organized way

desire to know or learn

information or skills acquired through experience or education

an application of science that is used to make products or tools that people can use to solve problems

the process of a liquid changing into a vapor or gas  
ability to create or invent

creativity

curiosity

imagination

innovation

knowledge

perspective

relationship

science

society

technology





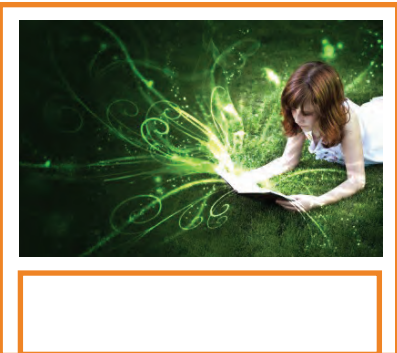
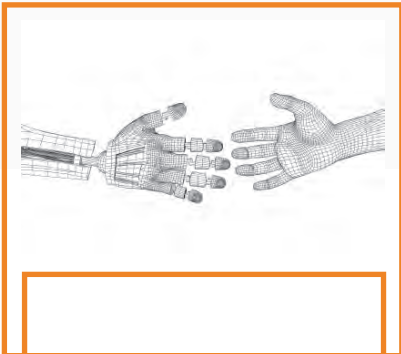
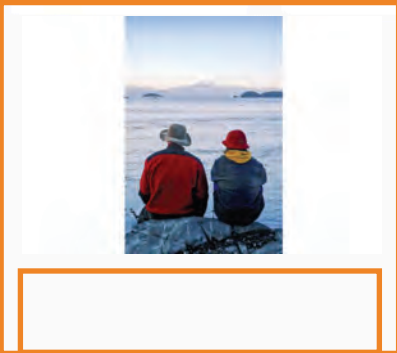
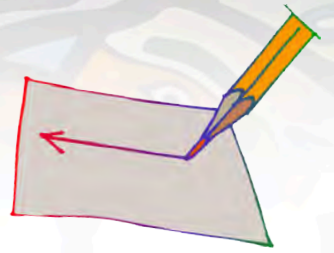


# STUDENT SUPPORT MATERIALS

Basic Writing

# Basic Writing Activity Page

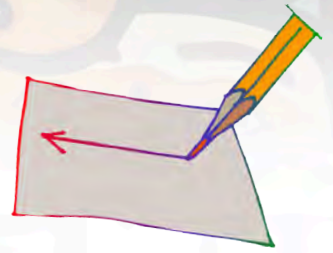
Have the students write the word for each picture.





# Basic Writing Activity Page

Have the students write in the missing letters.



crea\_\_\_\_\_ity

curio\_\_\_\_\_y

ima\_\_\_\_\_ation

in\_\_\_\_\_ation

know\_\_\_\_\_e

perspec\_\_\_\_\_e

rela\_\_\_\_\_ship

sci\_\_\_\_\_e

s\_\_\_\_\_iety

tech\_\_\_\_\_ogy

# Graphic Organizer

Model the process for students using the following unit words.

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	creativity	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	curiosity	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	imagination	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	innovation	NOT EXAMPLES:

WHAT IT IS:		WHAT IT IS NOT:
EXAMPLES:	knowledge	NOT EXAMPLES:

# Graphic Organizer

<b>WHAT IT IS:</b>	<b>WHAT IT IS NOT:</b>
<b>EXAMPLES:</b>	<b>NOT EXAMPLES:</b>

perspective

<b>WHAT IT IS:</b>	<b>WHAT IT IS NOT:</b>
<b>EXAMPLES:</b>	<b>NOT EXAMPLES:</b>

relationship

<b>WHAT IT IS:</b>	<b>WHAT IT IS NOT:</b>
<b>EXAMPLES:</b>	<b>NOT EXAMPLES:</b>

science

<b>WHAT IT IS:</b>	<b>WHAT IT IS NOT:</b>
<b>EXAMPLES:</b>	<b>NOT EXAMPLES:</b>

society

<b>WHAT IT IS:</b>	<b>WHAT IT IS NOT:</b>
<b>EXAMPLES:</b>	<b>NOT EXAMPLES:</b>

technology



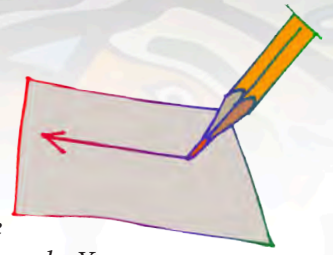


# STUDENT SUPPORT MATERIALS

Creative Writing



# Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

## CREATIVITY

---

## CURIOSITY

---

## IMAGINATION

---

## INNOVATION

---

## KNOWLEDGE

---

## PERSPECTIVE

---

## RELATIONSHIP

---

## SCIENCE

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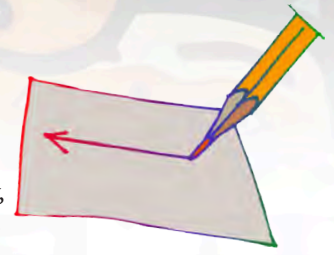
## SOCIETY

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## TECHNOLOGY

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# Creative Writing Activity Page



On the lines below, write a paragraph based on the picture above. Before you begin writing, think about the indigenous people of the Pacific Northwest and their use of natural resources. Reflect on their creative use of design and detail in their woven spruce root baskets.



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# UNIT ASSESSMENT

**E-1: Science and Technology**  
**F-1: Cultural, Social, Personal Perspectives and Science**  
**G-1: History and Nature of Science**







# SCIENCE PROGRAM

Unit Assessment Teacher's Notes  
Grade 7 • Unit 9 (E-1, F-1, G-1)

Theme: Science and Technology  
Cultural, Social, Personal Perspectives and Science  
History and Nature of Science Concepts of Earth Scienc

Date: \_\_\_\_\_



# Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

## BASIC LISTENING

Turn to pages 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **CREATIVITY**.
2. Write the number 2 on top of the picture for **CURIOSITY**.
3. Write the number 3 on top of the picture for **IMAGINATION**.
4. Write the number 4 on top of the picture for **INNOVATION**.
5. Write the number 5 on top of the picture for **KNOWLEDGE**.
6. Write the number 6 on top of the picture for **PERSPECTIVE**.
7. Write the number 7 on top of the picture for **RELATIONSHIP**.
8. Write the number 8 on top of the picture for **SCIENCE**.
9. Write the number 7 on top of the picture for **SOCIETY**.
10. Write the number 8 on top of the picture for **TECHNOLOGY**.

## LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. Creativity is the ability to create or invent.
2. Curiosity is creativity, resourcefulness.
3. Imagination is the desire to know or learn.
4. Innovation is an application of science that is used to make products or tools that people can use to solve problems, make life easier, and improve the world.
5. Knowledge is information or skills acquired through experience or education.
6. Perspective is a view or outlook.
7. A relationship is a connection or association, the condition of being related.



# Unit Assessment

8. Science is knowledge about the natural world that is derived from observation and experiments.
9. Society is a group of organisms of the same species that live and work together in an organized way.
10. Technology is a new idea, method, or device.

## SIGHT RECOGNITION

Turn to pages 3 and 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

## DECODING/ENCODING

Turn to page 5 in your test. Look at the scrambled letters on the left. Rearrange or unscramble the letters to form each of the unit words.

## BASIC WRITING

Turn to page 6 in your test. Look at the pictures in the boxes. Write the word for each picture.

## CREATIVE WRITING

Turn to page 7 in your test. Write a sentence of your own, using each word.

*Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.*







# SCIENCE PROGRAM

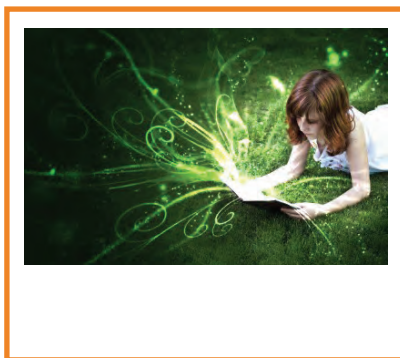
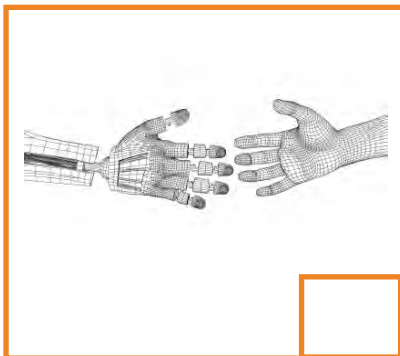
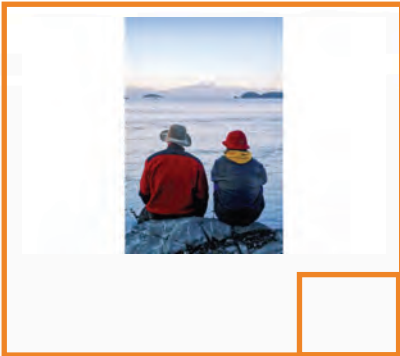
Unit Assessment Student Pages  
Grade 7 • Unit 9 (E-1, F-1, G-1)

Theme: Science and Technology  
Cultural, Social, Personal Perspectives and Science  
History and Nature of Science Concepts of Earth Scienc

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Number Correct: \_\_\_\_\_ Percent Correct: \_\_\_\_\_



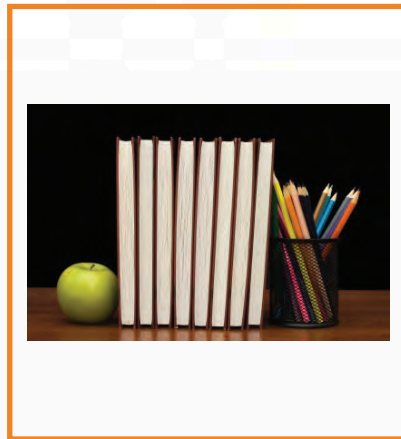




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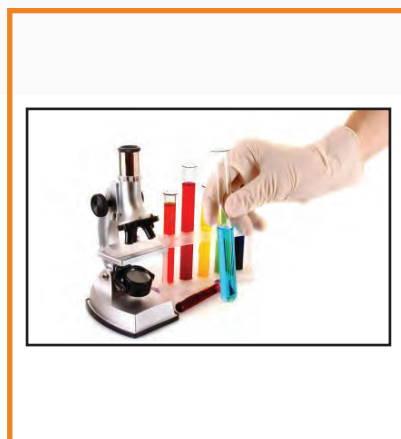
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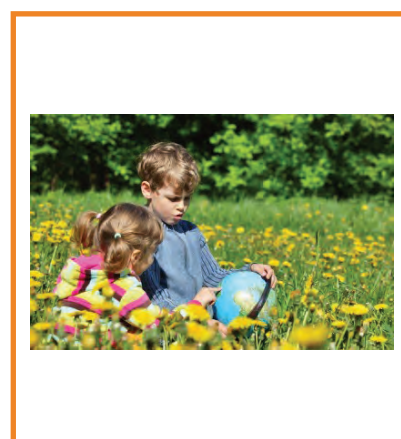
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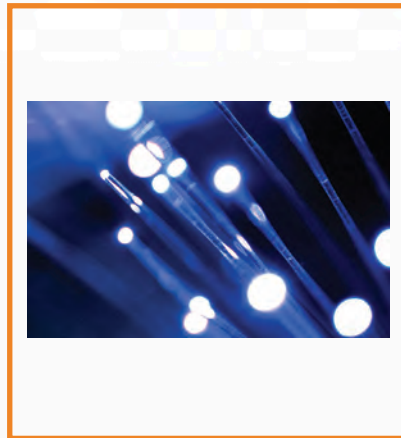
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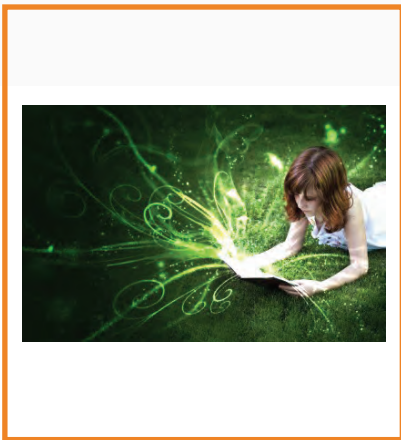
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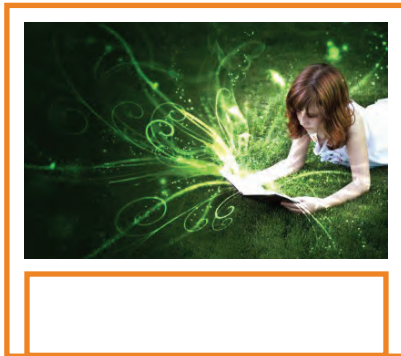
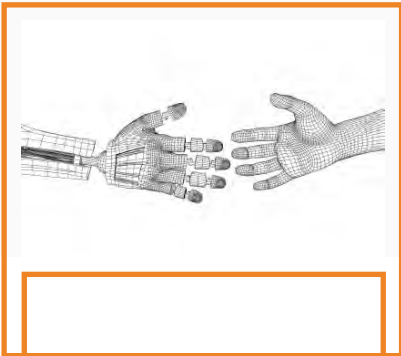
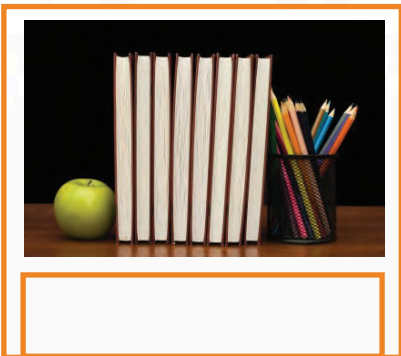
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**CREATIVITY**

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**CURIOSITY**

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**IMAGINATION**

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**INNOVATION**

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**KNOWLEDGE**

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**PERSPECTIVE**

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**RELATIONSHIP**

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**SCIENCE**

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**SOCIETY**

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**TECHNOLOGY**

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