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.

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.
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
FOOD WEB
PHYSICAL CHANGE
PRODUCER
STRUCTURE
TRANSFER
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
Listen to the following sentences and 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

c consumer
decomposer
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.

<table>
<thead>
<tr>
<th>chemical change</th>
<th>food web</th>
<th>producer</th>
</tr>
</thead>
<tbody>
<tr>
<td>consumer</td>
<td>matter</td>
<td>transfer</td>
</tr>
<tr>
<td>decomposer</td>
<td>physical change</td>
<td>transformation</td>
</tr>
<tr>
<td>energy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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CHEMICALCHANGE
ZDTPTOBDUCBYMEH
QTXVCONSUMERILY
ZRDWZQYPIUOLKNMS
MAEHEPEEWEOYPBK
VNDPCIVFQUHLRGIC
ESVFOODWEBNPOTOA
OFBBNCMBZHUEDYLL
LOGNVBYPNSJDUHPC
WRNYRTJKOMMCCCNA
VMHUEYKIRSIVEMAA
QAYKQIMEKOEARIAN
UTMRZKRLJHERUJKG
MISLKAIONEERGYNE
LOWETVBNYHUICKJLM
WNISEBCTRANSFERZ
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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
- physical change
- producer
- structure
- transfer
- transformation

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

Have the students cut out the key words and glue them at the bottom of their pictures.
Sight Words Activity Page
Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.
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

---

er pos de com

---

er gy en

---
Encoding Activity Page

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

- for transformation
  - - - - - - - -

- i physical change
  - - - - - - - -

- web food
  - - - - - -
**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.

<table>
<thead>
<tr>
<th>consumer</th>
<th>transformation</th>
<th>transfer</th>
<th>energy</th>
<th>physical change</th>
</tr>
</thead>
<tbody>
<tr>
<td>food web</td>
<td>reproduction</td>
<td>decomposer</td>
<td>structure</td>
<td>chemical change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>n e f a r s r t</th>
<th>t ___ ___ s ___ ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>a a m r t o i t o n f s n r</td>
<td>r ___ s ___ m ___ o n</td>
</tr>
<tr>
<td>t t e r u s r c u</td>
<td>r ___ t ___</td>
</tr>
<tr>
<td>g y r e n e</td>
<td>n r ___</td>
</tr>
<tr>
<td>o r c n u s m e</td>
<td>o ___</td>
</tr>
<tr>
<td>e r p o u d r n c i o t</td>
<td>r ___ r ___</td>
</tr>
<tr>
<td>n s r m e c u o</td>
<td>___ u m ___</td>
</tr>
<tr>
<td>r d s e o m p c e o</td>
<td>c ___ p ___ r</td>
</tr>
<tr>
<td>l e c m i a c h</td>
<td>e ___ i ___ a ___</td>
</tr>
<tr>
<td>g n a e c h</td>
<td>h ___ n ___</td>
</tr>
<tr>
<td>y i a p h l c s</td>
<td>h ___ s ___ al</td>
</tr>
<tr>
<td>h a c g e n</td>
<td>c ___ n g ___</td>
</tr>
<tr>
<td>b f d e w o o</td>
<td>o ___ d ___ e ___</td>
</tr>
</tbody>
</table>
### Reading Comprehension Activity Page

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

<table>
<thead>
<tr>
<th>a model that shows the complex feeding relationship by which energy and nutrients are transferred between organisms in a community</th>
<th>an organism that eats dead or decaying matter</th>
<th>the process in which substances are changed into one or more different products</th>
</tr>
</thead>
<tbody>
<tr>
<td>the process that changes a substance’s form without producing a new substance</td>
<td>the arrangement or relationship of parts of organs in an organism.</td>
<td>an organism requires complex organic compounds for food, so it feeds on other organisms for food</td>
</tr>
<tr>
<td>any organism that is able to make food through photosynthesis or chemosynthesis</td>
<td>the conversion of energy from one form to another</td>
<td>the ability to do work or cause change; it can be in any form and can be converted from one form to another</td>
</tr>
<tr>
<td>the movement of one form of energy from place to another</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>consumer</th>
<th>transformation</th>
<th>transfer</th>
<th>energy</th>
<th>physical change</th>
</tr>
</thead>
<tbody>
<tr>
<td>food web</td>
<td>reproduction</td>
<td>structure</td>
<td>chemical change</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>chemical change</strong></td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>consumer</strong></td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>decomposer</strong></td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
<th>WHAT IT IS:</th>
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<tbody>
<tr>
<td><strong>energy</strong></td>
<td>NOT EXAMPLES:</td>
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</tbody>
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<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>food web</strong></td>
<td>NOT EXAMPLES:</td>
</tr>
<tr>
<td>WHAT IT IS:</td>
<td>WHAT IT IS NOT:</td>
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<tr>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>physical change</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>producer</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>structure</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>transformation</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>
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

_____________________________________________________________

CONSUMER

_____________________________________________________________

DECOMPOSER

_____________________________________________________________

ENERGY

_____________________________________________________________

FOOD WEB

_____________________________________________________________

PHYSICAL CHANGE

_____________________________________________________________

PRODUCER

_____________________________________________________________

STRUCTURE

_____________________________________________________________

TRANSFER

_____________________________________________________________

TRANSFORMATION

_____________________________________________________________
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.
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.
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.
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: ___________
<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
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chemical change
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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.

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5. A ______________ is a process where atoms break their old links and form new links with other atoms, such as in a burning candle.

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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.
UNIT 7

D–1: Concepts of Earth Science
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

SEDMENTARY

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

TECTONIC PLATES

TECTONIC PLATES are extremely large pieces of the Earth's crust.

WATER CYCLE

WATER CYCLE refers to the continuous movement of water between Earth's surface and the air.
WEATHERING

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

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.*

<table>
<thead>
<tr>
<th>deposition</th>
<th>erosion</th>
<th>metamorphic</th>
<th>tectonic plates</th>
</tr>
</thead>
<tbody>
<tr>
<td>igneous</td>
<td>landforms</td>
<td>reforestation</td>
<td>water cycle</td>
</tr>
<tr>
<td>sedimentary</td>
<td></td>
<td>weathering</td>
<td></td>
</tr>
</tbody>
</table>

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```
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.

<table>
<thead>
<tr>
<th>deposition</th>
<th>erosion</th>
<th>igneous</th>
<th>landforms</th>
<th>metamorphic</th>
<th>reforestation</th>
<th>sedimentary</th>
<th>tectonic plates</th>
<th>water cycle</th>
<th>weathering</th>
</tr>
</thead>
</table>

| R E F O R E S T A T I O N | S |
| V D | |
| C E R O S I O N E | |
| D W P | DM |
| E E A O | IE |
| L A T S | MT |
| A T E I | EA |
| N H R T | NM |
| 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

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

Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.
STUDENT SUPPORT MATERIALS

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

Ouss || ne || ig

Ta || mor || me || phic

Wea || ing || 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

- o
- dep
- si
- tion

- ro
- e
- sion
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.

<table>
<thead>
<tr>
<th>erosion</th>
<th>landforms</th>
<th>sedimentary</th>
<th>metamorphic</th>
<th>deposition</th>
<th>water cycle</th>
<th>weathering</th>
<th>reforestation</th>
<th>tectonic plates</th>
<th>igneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>o g u e i n s</td>
<td>___ e ___ u ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e i p a r h m m c o t</td>
<td>___ t ______ p h ___</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m d r n t s e i y e a</td>
<td>___ e ___ m n ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l w e c e t c r y a</td>
<td>w ___ t ___ ___ c ___ e</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e i t e r h a g n w</td>
<td>___ e r ___ g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o e t o p n d i i s</td>
<td>d e ______ t ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s o r n o i e</td>
<td>_______ o n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f s a n d r m o l</td>
<td>___ a ______ o ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t r t n o s r a i e o r e f</td>
<td>___ e _______ _______ i ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p c e i a s t t n l t c e o</td>
<td>___ c t _____ i ___ p l _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SUPPORT MATERIALS

Reading Comprehension
<table>
<thead>
<tr>
<th>Definition</th>
<th>Definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a rock formed from another kind of rock under heat and pressure</td>
<td>the process of carrying away soil or pieces of rock</td>
<td>the process through which rocks or other materials are broken down into smaller pieces</td>
</tr>
<tr>
<td>the process of dropping off pieces of eroded rock</td>
<td>the continuous movement of water between Earth’s surface and the air</td>
<td>the action of renewing a forest cover by natural seeding or by the planting of young trees</td>
</tr>
<tr>
<td>physical features on Earth’s surface</td>
<td>extremely large pieces of the Earth’s crust</td>
<td>a rock formed when magma or lava cools and hardens</td>
</tr>
<tr>
<td>a type of rock that often contains fossils and is formed by sedimentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related Terms:**
- 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.

<table>
<thead>
<tr>
<th>erosion</th>
<th>landforms</th>
<th>sedimentary</th>
<th>metamorphic</th>
<th>deposition</th>
<th>water cycle</th>
<th>weathering</th>
<th>reforestation</th>
<th>tectonic plates</th>
<th>igneous</th>
</tr>
</thead>
</table>

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
Have the students write the word for each picture.
Have the students write in the missing letters.

de____________ion

e____________ion

ign____________s

land____________ms

meta____________ic

re____________ation

sed____________ary

tec____________ic plates

wa____________ cycle

wea____________ing
### Graphic Organizer

Model the process for students using the following unit words.

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>deposition</td>
<td></td>
</tr>
<tr>
<td>erosion</td>
<td></td>
</tr>
<tr>
<td>igneous</td>
<td></td>
</tr>
<tr>
<td>landforms</td>
<td></td>
</tr>
<tr>
<td>metamorphic</td>
<td></td>
</tr>
</tbody>
</table>
### Graphic Organizer

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>reforestation</td>
<td>NOT EXAMPLES:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES:</th>
<th>NOT EXAMPLES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sedimentary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tectonic plates</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES:</th>
<th>NOT EXAMPLES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>water cycle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>weathering</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES:</th>
<th>NOT EXAMPLES:</th>
</tr>
</thead>
</table>
STUDENT SUPPORT MATERIALS

Creative Writing
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
_____________________________________________________________

EROSION
_____________________________________________________________

IGNEOUS
_____________________________________________________________

LANDFORMS
_____________________________________________________________

METAMORPHIC
_____________________________________________________________

REFORESTATION
_____________________________________________________________

SEDIMENTARY
_____________________________________________________________

TECTONIC PLATES
_____________________________________________________________

WATER CYCLE
_____________________________________________________________

WEATHERING
_____________________________________________________________
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.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
UNIT ASSESSMENT

D–1: Concepts of Earth Science
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
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.
<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>5.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>6.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>7.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>8.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>9.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
deposition
erosion
igneous
landforms
metamorphic
reforestation
sedimentary
tectonic plates
water cycle
weathering
The cooled lava from a volcanic eruption forms _______________ rocks.

_______________ is the action of renewing a forest cover.

Glaciers erode dirt and rock. When the eroded materials are dropped off in another place this is called ________________.

The extremely large pieces of the lithosphere of the Earth's crust are called ________________.

Physical features on Earth's surface are called ________________.

A ________________ rock forms when sedimentary and igneous rocks change under heat and pressure.

_______________, the process through which weathered rock is moved from one place to another, can happen by gravity, glaciers, running water, waves, or wind.

Rocks formed from sediment are called ________________ rocks.

The ________________ is the continuous movement of water between the Earth's surface and the air.

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
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.

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
solar system
star
sublimation
weather
STUDENT SUPPORT MATERIALS

Basic Reading  •  Sight Recognition
condensation
evaporation
front

orbit
precipitation
pressure system

solar system
star
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.
### Sight Words Activity Page

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

<table>
<thead>
<tr>
<th>condensation</th>
<th>orbit</th>
<th>solar system</th>
</tr>
</thead>
<tbody>
<tr>
<td>evaporation</td>
<td>precipitation</td>
<td>star</td>
</tr>
<tr>
<td>front</td>
<td>pressure system</td>
<td>sublimation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>weather</td>
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</tbody>
</table>

### Word Find

<table>
<thead>
<tr>
<th>Condensation</th>
<th>Orbit</th>
<th>Solar System</th>
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</thead>
<tbody>
<tr>
<td>E I</td>
<td>F B</td>
<td>O L</td>
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<tr>
<td>V A R</td>
<td>O O E R</td>
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<tr>
<td>P O O</td>
<td>N H S</td>
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<td>O</td>
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<tr>
<td>R A A S T</td>
<td>E M</td>
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<tr>
<td>T I W</td>
<td>E M</td>
<td></td>
</tr>
<tr>
<td>I O M</td>
<td>N P R E C I P I T A T I O N S</td>
<td></td>
</tr>
<tr>
<td>N P R E C I P I T A T I O N S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S U B L I M A T I O N T A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P R E S S U R E S Y S T E M R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Sight Words Activity Page

Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.

<p>| | | | | | | | | | |</p>
<table>
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</tbody>
</table>
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.

weather

so system lar term

front
Encoding Activity Page

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

bit  or

tion  con  sa  den

star
<table>
<thead>
<tr>
<th>Word Scramble Activity Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rearrange or unscramble the following letters to form one of the listed unit words. As you use a word, cross it off.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>word</th>
<th></th>
<th>word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>orbit</td>
<td>star</td>
<td>solar system</td>
<td>condensation</td>
</tr>
<tr>
<td>weather</td>
<td>pressure</td>
<td>evaporation</td>
<td>sublimation</td>
</tr>
<tr>
<td>front</td>
<td>precipitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>scrambled letters</th>
<th></th>
<th>scrambled letters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>orlastsyems</td>
<td><em><strong>l</strong></em> <em><strong>t e</strong></em></td>
<td>wtarhee</td>
<td>w___e___</td>
</tr>
<tr>
<td>rsuesrep</td>
<td><em><strong>e___r</strong></em></td>
<td>ronft</td>
<td>______t</td>
</tr>
<tr>
<td>pnetopiiaartc</td>
<td>______i_a__n</td>
<td>uonsbimliaint</td>
<td><em><strong>u__i</strong></em></td>
</tr>
<tr>
<td>cdoonsaitenn</td>
<td><strong><strong>d en</strong></strong>_</td>
<td>aetvpio noar</td>
<td><em><strong>a___r___o</strong></em></td>
</tr>
<tr>
<td>otbir</td>
<td><em><strong>i</strong></em></td>
<td>tras</td>
<td>___ ___</td>
</tr>
</tbody>
</table>

The unit words include: orbit, star, solar system, condensation, front, precipitation, weather, pressure, evaporation, sublimation, and precipitation.
STUDENT SUPPORT MATERIALS

Reading Comprehension
<table>
<thead>
<tr>
<th>the curved path followed by a planet, moon, or satellite as it revolves around an object</th>
<th>a region of the Earth's atmosphere where air pressure is low or high</th>
<th>an object in space that produces its own energy, including heat and light</th>
</tr>
</thead>
<tbody>
<tr>
<td>a star with a group of celestial bodies orbiting it</td>
<td>the boundary between two air masses with different temperatures, density, and moisture</td>
<td>the conditions of the atmosphere at a certain place and time</td>
</tr>
<tr>
<td>the process by which water vapor changes from a gas to a liquid</td>
<td>the process of changing directly from a solid to a gas without first becoming a liquid</td>
<td>a rock for any form of water that falls from the atmosphere and reaches the ground when magma or lava cools and hardens</td>
</tr>
<tr>
<td>the process of a liquid changing into a vapor or gas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions:**
- **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
- **orbit**: the curved path followed by a planet, moon, or satellite as it revolves around an object
- **precipitation**: a rock for any form of water that falls from the atmosphere and reaches the ground when magma or lava cools and hardens
- **pressure system**: a region of the Earth's atmosphere where air pressure is low or high
- **solar system**: 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
- **star**: a star with a group of celestial bodies orbiting it
- **weather**: the conditions of the atmosphere at a certain place and time
Write the word or words that best complete each sentence in the space below. Words may be used only once.

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.

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>condensation</td>
</tr>
<tr>
<td>NOT EXAMPLES:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>evaporation</td>
</tr>
<tr>
<td>NOT EXAMPLES:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>front</td>
</tr>
<tr>
<td>NOT EXAMPLES:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>orbit</td>
</tr>
<tr>
<td>NOT EXAMPLES:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
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</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>precipitation</td>
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<tr>
<td>NOT EXAMPLES:</td>
<td></td>
</tr>
<tr>
<td>WHAT IT IS:</td>
<td>WHAT IT IS NOT:</td>
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<td>------------------</td>
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<tr>
<td>pressure system</td>
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<td></td>
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<tr>
<td>solar system</td>
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<tr>
<td>star</td>
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<td></td>
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</tr>
<tr>
<td>sublimation</td>
<td></td>
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<td></td>
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<tr>
<td>weather</td>
<td></td>
</tr>
</tbody>
</table>
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.

CONSENSATION

EVAPORATION

FRONT

ORBIT

PRECIPITATION

PRESSURE SYSTEM

SOLAR SYSTEM

STAR

SUBLIMATION

WEATHER
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.
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.
<p>| | | |</p>
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<td>1.</td>
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<tr>
<td>3.</td>
<td>T</td>
<td>F</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td>T</td>
<td>F</td>
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<tr>
<td>9.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>T</td>
<td>F</td>
</tr>
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</table>
condensation
evaporation
front
orbit
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pressure system
solar system
star
sublimation
weather
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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.

A _______________ is an object in space that produces its own energy.

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A _______________ is the location of one air mass meeting a different air mass.

The types of solid _______________ are sleet, hail, and snow and are formed when the air temperature is below the freezing point of water.

Our _______________ is the Sun, a star, and the eight planets orbiting around it.

Almost all _______________ occurs in the troposphere, the layer of gases closest to the Earth.

_______________ is the process of dry ice changing directly from a solid to a gas.
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
**SPEAKING (CONTINUED)**

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.

**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.

**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.
**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.
CREATIVITY
IMAGINATION
INNOVATION
KNOWLEDGE
PERSPECTIVE
RELATIONSHIP
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
innovation

knowledge

perspective
relationship

science

society
technology
STUDENT SUPPORT MATERIALS

Basic Reading  •  Sight Recognition
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

<table>
<thead>
<tr>
<th>G</th>
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</tbody>
</table>
Sight Words Activity Page

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

<table>
<thead>
<tr>
<th>creativity</th>
<th>knowledge</th>
<th>science</th>
</tr>
</thead>
<tbody>
<tr>
<td>curiosity</td>
<td>perspective</td>
<td>society</td>
</tr>
<tr>
<td>imagination</td>
<td>relationship</td>
<td>technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>INNOVATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOVATION</td>
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<td></td>
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<tr>
<td>R</td>
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<td>E</td>
<td>S</td>
<td>C</td>
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<tr>
<td>L</td>
<td>CURiosity</td>
<td>R</td>
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<td>P</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>IMAGINATION</td>
<td>K</td>
<td></td>
</tr>
</tbody>
</table>
Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.
Sight Words Activity Page
Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the 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.

ence  sci

__________________________

gy  o  tech  nol

__________________________

per  tive  spec

__________________________
Encoding Activity Page

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

variation  in  no

cur sit  i  o  y

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

<table>
<thead>
<tr>
<th>knowledge</th>
<th>technology</th>
<th>curiosity</th>
<th>science</th>
<th>relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>creativity</td>
<td>innovation</td>
<td>society</td>
<td>imagination</td>
<td>perspective</td>
</tr>
</tbody>
</table>

| 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.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge about the</td>
<td>a view or outlook</td>
<td>creativity; resourcefulness</td>
</tr>
<tr>
<td>natural world that is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>derived from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observation and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>connection or</td>
<td>a new idea, method, or</td>
<td>a group of organisms of</td>
</tr>
<tr>
<td>association; the</td>
<td>device</td>
<td>the same species that</td>
</tr>
<tr>
<td>condition of being</td>
<td></td>
<td>live and work together</td>
</tr>
<tr>
<td>related</td>
<td></td>
<td>in an organized way</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>desire to know or</td>
<td>information or skills</td>
<td>an application of</td>
</tr>
<tr>
<td>learn</td>
<td>acquired through</td>
<td>science that is used</td>
</tr>
<tr>
<td></td>
<td>experience or education</td>
<td>to make products or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tools that people can</td>
</tr>
<tr>
<td></td>
<td></td>
<td>use to solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the process of a liquid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changing into a vapor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ability to create or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>invent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>WHAT IT IS</th>
<th>WHAT IT IS NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>creativity</td>
<td></td>
</tr>
<tr>
<td>curiosity</td>
<td></td>
</tr>
<tr>
<td>imagination</td>
<td></td>
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<tr>
<td>innovation</td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
</tr>
</tbody>
</table>
# Graphic Organizer

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
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<tbody>
<tr>
<td>EXAMPLES:</td>
<td>perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>relationship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IT IS:</th>
<th>WHAT IT IS NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES:</td>
<td>technology</td>
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</tbody>
</table>
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

_____________________________________________________________

SOCIETY

_____________________________________________________________

TECHNOLOGY

_____________________________________________________________
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.
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 Science

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.
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 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