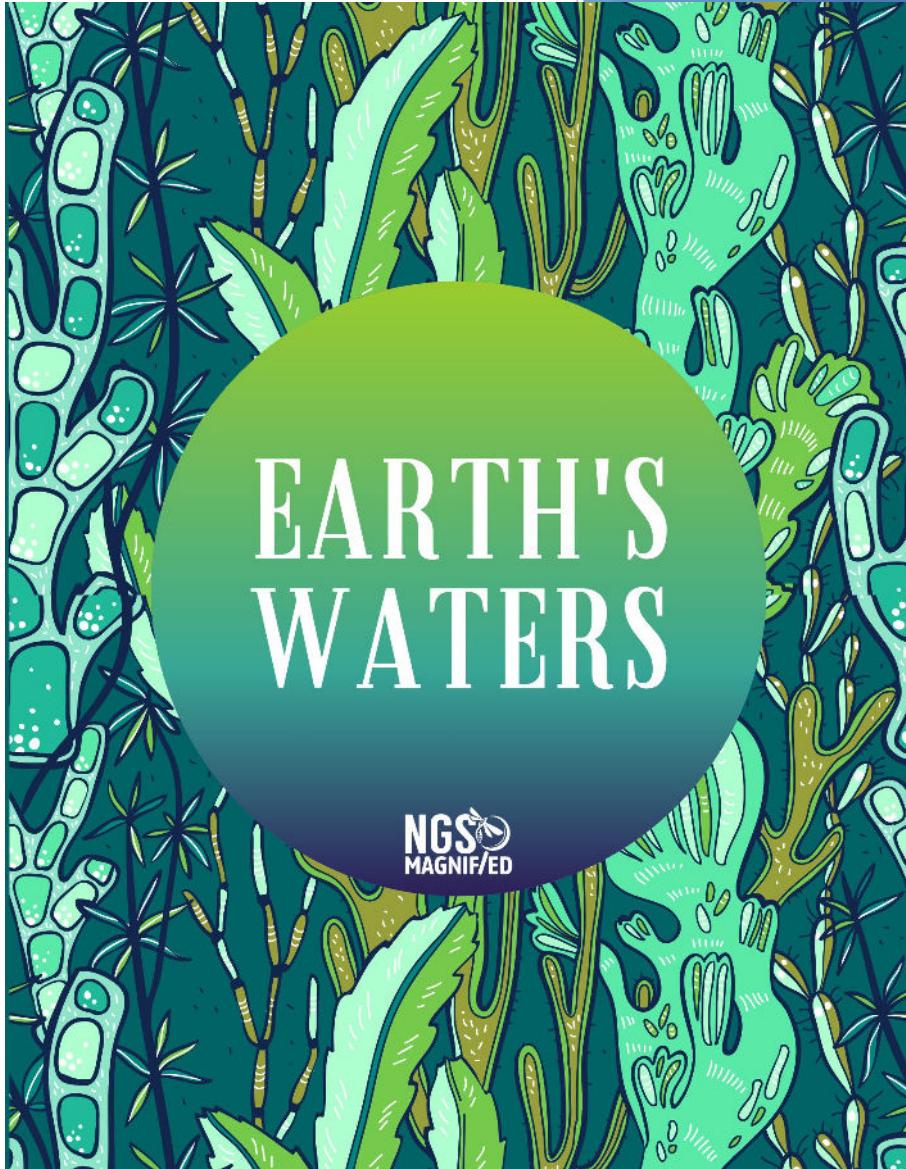




Earth's Waters

Earth's Waters Unit includes:

- Print and digital Interactive Notebooks
- Editable Resources, including notes, PowerPoints, and test
- Instructional Videos
- Teacher-led Demos & Guided Inquiry Labs
- Task Cards & Digital Task Cards
- Study Guides





Suggested Pacing Guide

The following is a **suggested pacing guide** for my COMPLETE COURSES (Earth, Life or Physical Science) which are based on 50-minute class periods. There are three variations below. Each variation is based on the [number of sections in your SCIENCE INTERACTIVE NOTEBOOK chapter](#).

Based on a **4-Section Chapter**

Day	Lesson/Activity	Engage	Explain	Explore	Elaborate	Evaluate
1	• Teacher Demo	x				
	• Section 1 Notes – INB input		x			
	• INB Activity – INB output (homework if not completed in class)			x		
2	• Mini-quiz					x
	• Section 2 Notes – use PowerPoint	x				
	• INB Activity		x			
3	• Mini-quiz					x
4	• Guided Inquiry Lab – Student Led		x			
	• Section 3 Notes – use PowerPoint	x				
	• INB Activity		x			
5	• Mini-quiz					x
	• Section 4 Notes – use PowerPoint	x				
	• INB Activity		x			
6	• Mini quiz					x
7	• Science Stations			x		
	• Science Stations			x		
	• Final draft and testing for Creation Station (STEM)			x	x	
9	• Task Card Review (game-style, full class, partner)			x		
	• Chapter Test					x
	• Have students complete notes for next chapter*	x				

* **Note-taking option:** Once students are done with chapter test, they get the next set of notes and work quietly on completing them while other students finish up. All notes are to be completed when they return to class. Have students glue each page of notes into the next few pages of their INB (right side only). This way, when you go over the PowerPoint each day, they have already reviewed topic and are ready for class.

5 E Model

Engage – Teacher-led demos foster wonder and classroom discussion and serve as the hook for the lesson. Videos and images of natural phenomena also foster questioning and communication. NGSS phenomena are aligned to middle school NGSS standards.

Explain – PowerPoints, instructional videos, and guided notes (input side of interactive notebooks) provide definitions, explanations, and information through mini-lecture, text, internet, and other resources which encourages students to explain concepts and definitions in their own words.

Explore – Students investigate problems, events, or situations. As a result of their mental and physical involvement in these activities, students question events, observe patterns, identify and test variables, and communicate results.

Elaborate – It is important to involve students in further experiences that apply, extend, or elaborate the concepts, processes, or skill they are learning. Elaborate activities provide time for students to apply their understanding of concepts and skills. They might apply their understanding to similar phenomena or problems.

Evaluate – Use a variety of assessment to gather evidence of student's understanding and provide opportunities for them to assess their own progress.

Student Interactive Notebook

Each concept shares:

- Actual photos of both the INPUT and OUTPUT pages of Science Interactive Notebook
- Instructions on how to create/use/complete activity for OUTPUT side
- Mini-Quizzes for each concept to check students' understanding
- Answer Keys for all mini-quizzes
- Appendix with Teacher Notes for Interactive Notebook in LARGE print.

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Student Digital Notebook

The student notebook is on Google Drive and ready for you to share with your students. Here's a quick overview of the features:

Set up like a traditional interactive notebook with input and output sides.

Directions: Click and drag the vocabulary terms below to label the Water Cycle. Click the link (water drop) to explore the Water Cycle Webquest, or use what you learned to answer the following questions.



THE WATER CYCLE

EARTH: THE WATER PLANET

About _____% of earth's water is saltwater found in the _____, while the other _____% is freshwater.

- the chemical formula used to represent water's unique structure. It is made up of _____ hydrogen atoms (H) and _____ oxygen atom (O) to form a water molecule.

Polar molecule -

- Surface tension -
- Universal solvent -
- Capillary action -
- Changing state -
- evaporation -
- condensation -

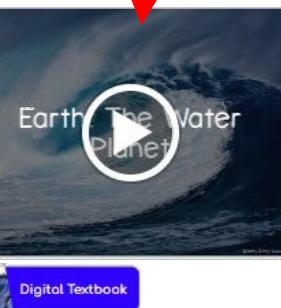
The Water Cycle -

- evaporation -
- transpiration -
- condensation -
- precipitation -
- groundwater -

Encouraging independent learners. Directions for output side are here along with what they need to complete the activity.

Hyperlinked tabs so student can easily move through chapter for review

Students watch video < 6 min to complete notes.



For further exploration, click button(s) below:



Notes are chunked into manageable sections with large spaces for textboxes

Some pages have links so students can go deeper into the topic if they need.

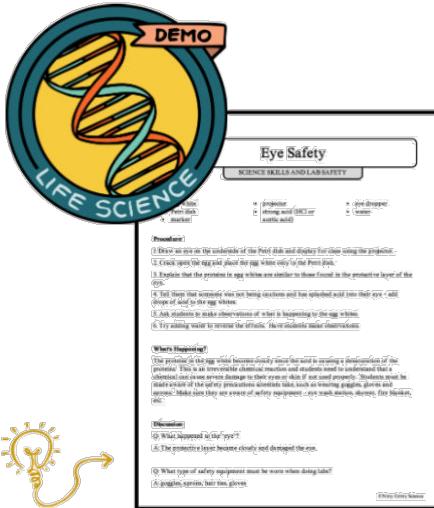
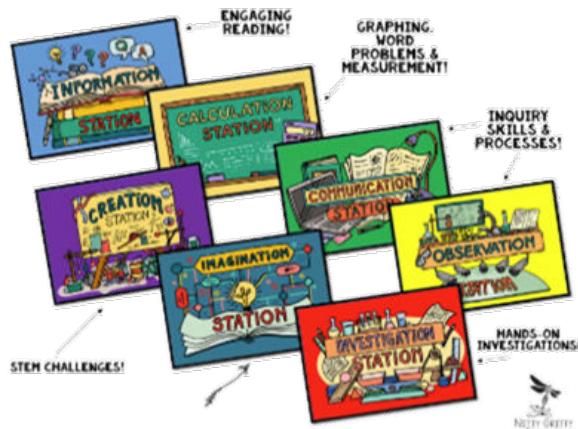
Demos, labs, & Science Stations

Working in the lab and being engaged in science experiments is the most exciting part of science.

Demo, Labs, and Science Stations Includes:

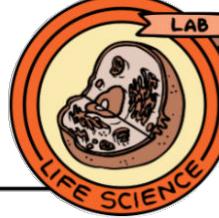
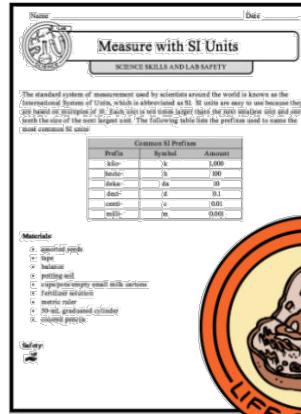
1. **SCIENCE STATION SIGNAGE** for all 7 stations is provided in color and in black and white (see preview) and all student answer sheets have icons that correspond with each station for ease of use.
2. **DEMONSTRATION** (teacher-led) allows teachers to invite scientific discussions and can help uncover misconceptions and, most importantly, lead to heightened curiosity and interest in the topic being studied.
3. **GUIDED INQUIRY LAB** which is a traditional lab that allows students to perform an investigation in order to solve a problem. Students will hypothesize, collect and analyze data and communicate their results.
4. **TEACHER GUIDES to DEMOS & SCIENCE STATIONS** help get you started and give you background information to make your science lessons engaging.
5. **7 SCIENCE STATIONS** which are designated locations in the classroom with activities that challenge students to extend their knowledge and elaborate on their science skills by working independently of the teacher in small groups or pairs. Stations included are:
 - INFORMATION STATION – Group members will read an interesting and relevant science passage then complete a task to help increase science literacy and deepen their understanding of the science concept.
 - OBSERVATION STATION – Group members will have images, illustrations, or actual samples at this station that show applications or processes of the science topic. Using what they've learned, they will need to apply their observation skills to complete the questions attached to each.
 - CALCULATION STATION – Group members use their math skills to complete the station challenge. Skills may include graphing, analyzing data, using models, measurement, and calculating formulas or word problems.
 - INVESTIGATION STATION – Group members will work with one another to explore the concept through hands-on activities so they may practice specific inquiry process skills as they learn.
 - COMMUNICATION STATION – There are three different options for this station: interviews, video, group essay. Depending on the option you choose, group members will communicate what they know by answering questions in creative ways.
 - CREATION STATION – Group members will work together to solve a STEM (Science, Technology, Engineering, Math) challenge by creating models or designs that demonstrate their understanding of the science topic being taught.
 - IMAGINATION STATION – This station makes science concepts relevant for students by asking them to imagine scenarios that will bring about discussion and critical thinking.
6. **INQUIRY PROCESS SKILLS CHECKLIST** is provided with each set to show teachers and administrators the inquiry skills used by students in each activity. These skills include, but are not limited to, communicating, creating models, inferring, classifying, identifying variables, measuring, observing, predicting, gathering and organizing data, comparing and contrasting, interpreting data, and manipulating materials.

SCIENCE STATIONS



Teacher guide and answer key offered for every lab!

Easy-to-get materials!



USER-FRIENDLY PAGES:

Students easily recognize which answer sheet to use at each station by matching station icons located on each page!!

Drip, Drop, Splat!

How does the density of a liquid and drop height affect the size and shape of droplet splatters?

Materials:

- colored water (graduated cylinder A)
- colored syrup (graduated cylinder B)
- eye dropper
- paper
- metric ruler
- meter stick

Procedure:

1. Make a hypothesis of how density of a liquid will affect splatter size on your lab sheet.
2. Place the piece of paper down on the lab table in order to catch droplets.
3. Measure the heights listed in the data table using a meter stick. Place meter stick with end starting at zero on paper and move up stick when measuring height of drops.
4. Use the eye dropper to drip ONE drop of colored water and ONE drop of colored syrup. Make sure to drop on different places on paper.
5. Measure the size of the splatter in MILLIMETERS. Record in data table on answer sheet.
6. Repeat for each height.
7. Use the collected data to graph the splatter size versus drop height for each liquid.

Analyze and Conclude

1. Was your hypothesis correct? Explain.
2. What are two controls in your experiment that helped you collect the most accurate data possible?

INVESTIGATION

Name _____ Date _____

Hypothesis

Drop (height cm)

Colored Water	Colored Syrup			
5	25	50	75	100

Height of Drop vs. Splatter Size

Legend: Water Syrup

Node of Drop (cm)

Rate of Drop (cm/s)

Analyze and Conclude:

1. _____

2. _____

TEACHERS SAVE TIME:
Laminate station pages and reuse for each class and for years to follow!
Inquiry skills used are timeless!

Instructional Videos

Earth's Waters Instructional Videos and Digital Assessments are designed to help teachers move instruction from the group learning space to the individual learning space. Not only does this give students independence in their learning, but it also allows more time for dynamic and interactive learning when teachers meet with students in a group setting.

This resource is perfect for:

- Flipped Classroom
- Absent students
- 1:1 Classrooms
- Sub Plans
- Hybrid Schedules
- Teachers who want more time to guide students as they apply concepts and engage creatively in the subject matter

Features of this resource include:

- Instructional videos which are six minutes or less to keep students focused
- Videos and assessments can be completed independently
- Auto grading and reporting in Google Forms
- Share link with students through educational platforms or email
- Quizzes are editable with 5 - 8 questions per quiz
- Information in video pairs with NGS Magnified Interactive Notebooks

Task Cards & Digital Task Cards

Task cards are a great tool for concept review that can be used in a variety of ways – pairs, small groups, team games, or individually. The reason they are so effective is there is only ONE task per card, allowing students to focus on that single task until they have successfully completed it. Answers sheet and answer key for teachers are included.

The digital, self-checking task cards are hosted at Boom Learning™ and are compatible with Google Classroom. These are perfect for displaying on your interactive whiteboard and leading class games or review sessions.

Print Task Cards

The print task cards are arranged in a 4x4 grid. Each card has a blue header with the title 'Earth's Waters' and a numbered circle (1-16). The cards are categorized into four types: DECIDE, DESCRIBE, IDENTIFY, and COMPLETE. Each card contains a question, a diagram, and a list of multiple-choice answers (a, b, c, d). The cards are designed to be cut out and used as individual task cards.

- DECIDE**
The source of energy for the water cycle is ____.
a. gravity b. waves c. precipitation d. the sun
- DESCRIBE**
When plants release water to air through their leaves, this is called ____.
- DECIDE**
As you go deeper in the ocean, all of the following decrease except ____.
a. light b. pressure c. temperature d. amount of algae
- COMPLETE**
The chemical formula H_2O is used to represent water's unique structure, which is made of two ____ atoms bonded with one ____ atom.
- DECIDE**
The water in an artesian well rises because of pressure in a(n) ____.
a. watershed b. reservoir c. aquifer d. point source
- IDENTIFY**
Identify the step of the water cycle indicated by the ★.
- DECIDE**
A(n) ____ is a man-made hole drilled below the water table in order to obtain ground water from an aquifer.
- DESCRIBE**
Describe where ground water comes from.

Digital Task Cards

The digital task cards are displayed on a whiteboard. Each card has a blue header with the title 'Earth's Waters' and a numbered circle (1-16). The cards are categorized into four types: DECIDE, DESCRIBE, IDENTIFY, and COMPLETE. Each card contains a question, a diagram, and a list of multiple-choice answers (a, b, c, d). The cards are designed to be used on a digital device with a touch screen.

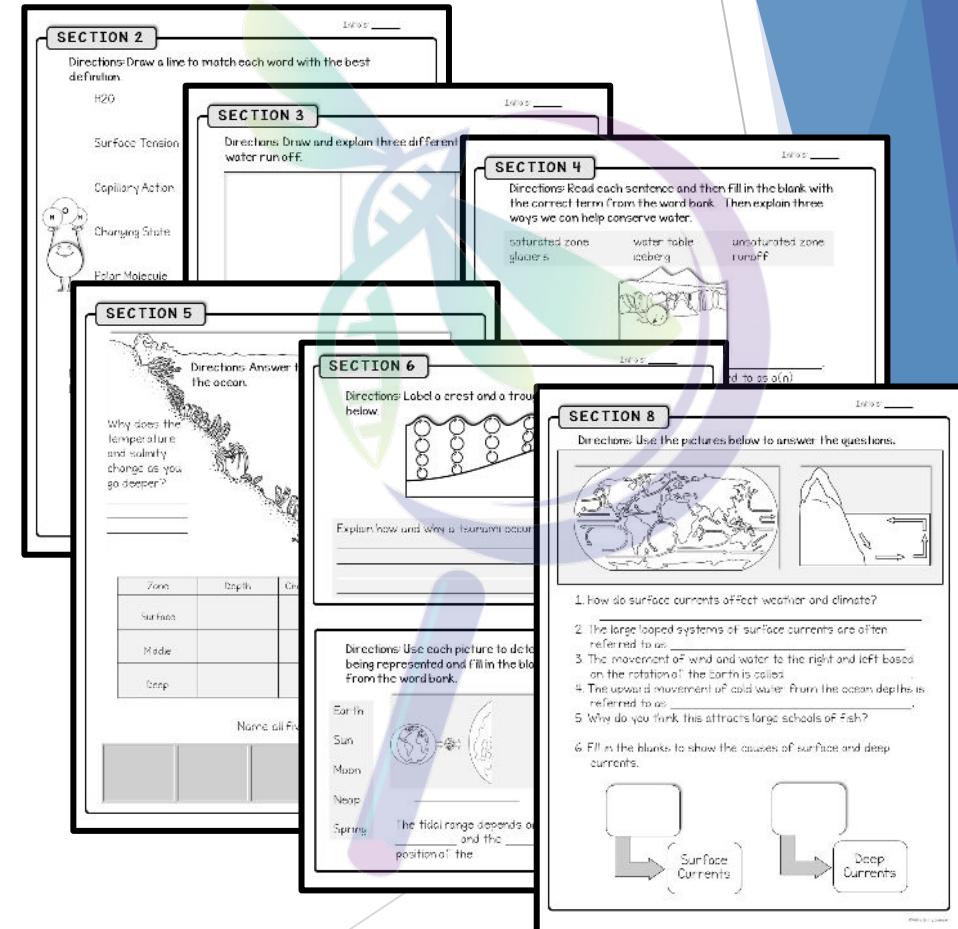
- DECIDE**
Identify whether the positions of the Earth, sun, and moon would cause a spring or neap tide.
- COMPLETE**
The average salinity of ocean water is ____ of salt per kilogram of water.
350g
35g
- DECIDE**
In the Northern Hemisphere, currents curve to the right because of the ____.
Coriolis effect
moon's gravity
longshore drift
density

Study Guides: Includes print or digital options

NGS Magnified Study Guides are directly aligned to the notes and assessments offered by NGS Magnified and include a variety of review strategies that meet the needs of your learners for independent study and indirect instruction.

Each study guide provides a combination of strategies which may include:

- Graphic organizers
- Vocabulary building
- Compare and contrast
- Problem-solving
- Concept mapping
- Interpreting data
- Critical thinking
- Theme connection
- Matching
- Fill-in-the-blank
- Short answer
- Real-world application
- QR videos with accompanying questions



Assessments:

Teachers can use a variety of assessments to evaluate student progress throughout the unit. The curriculum provides mini-quizzes for each Interactive Notebook chapter and an online assessments that goes with the instructional videos. The chapter test includes multiple choice, short answer, interpreting diagrams, and an essay.

Name: _____ Date: _____

Quia: Fresh Water

Match the term with the proper description

1. geyser	a. layer of rock
2. well	b. area of land
3. geyser	c. huge show
4. water system	d. collection of
5. aquifer	e. man-made
6. natural spring	f. location with
7. wetlands	g. type of rock
8. karst	h. collection of
	water to a

Name: _____ Date: _____

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CHAPTER TEST: DRAFT TO USE

Multiple Choice

Choose the answer. If not best complete each statement.

1. The theory that reflects the idea that there is a limited number of species over time is _____.

- a. Hardy-Weinberg
- b. Hardy-Weinberg
- c. Hardy-Weinberg
- d. Hardy-Weinberg

2. Below are the facts and concepts about biology are _____.

- a. living things
- b. non-living things
- c. both living and non-living things
- d. neither living nor non-living things

3. Living things _____.

- a. are plants
- b. are animals
- c. are microorganisms
- d. are viruses

4. The study of _____ is learning about the _____.

- a. environment
- b. environment
- c. environment
- d. environment

5. Most living things _____.

- a. are plants
- b. are animals
- c. are microorganisms
- d. are viruses

6. A group of all _____ are called a population.

- a. individuals
- b. individuals
- c. individuals
- d. individuals

7. Living things _____.

- a. are plants
- b. are animals
- c. are microorganisms
- d. are viruses

8. The three common types of logic problems are called _____.

- a. deductive
- b. inductive
- c. deductive
- d. deductive

9. Quantitative research is the _____.

- a. graphs or charts
- b. description of behavior
- c. description of behavior
- d. all of the above

10. What is the first thing you do?

- a. Fix the oven pipe leak
- b. Do the important project
- c. Start first aid measures
- d. None of the above

11. Doing one or more of your _____.

- a. cleaning
- b. cleaning
- c. cleaning
- d. cleaning

12. In deductive research, the first thing you should do is _____.

- a. Fix the oven pipe leak
- b. Do the important project
- c. Start first aid measures
- d. None of the above

13. _____ is the first thing you do?

- a. Fix the oven pipe leak
- b. Do the important project
- c. Start first aid measures
- d. None of the above

14. _____ is used to make small details of an object visible to a scientist.

- a. A microscope
- b. A microscope
- c. A microscope
- d. None of the above

15. _____ alert you to possible dangers and identify safety equipment you should use.

- a. A microscope
- b. A microscope
- c. A microscope
- d. None of the above

16. The simulation _____ and of life is _____.

- a. The simulation _____ and of life is _____.
- b. The simulation _____ and of life is _____.
- c. The simulation _____ and of life is _____.
- d. The simulation _____ and of life is _____.

17. When classifying your things into categories or group together items that are alike in some way, they are _____.

- a. arranged
- b. arranged
- c. Grouped
- d. making models

18. _____ is a hidden trouble, the first thing you should do is _____.

- a. Fix a microscope for help
- b. read a microscope for help
- c. None of the above
- d. None of the above

19. _____ is used to make small details of an object visible to a scientist.

- a. A microscope
- b. A microscope
- c. A microscope
- d. None of the above

20. The simulation _____ and of life is _____.

- a. The simulation _____ and of life is _____.
- b. The simulation _____ and of life is _____.
- c. The simulation _____ and of life is _____.
- d. The simulation _____ and of life is _____.

ANSWER KEY INCLUDED — IMAGES ARE BLURRED FOR COPYRIGHT REASONS

EDITABLE CHAPTER TEST INCLUDES MULTIPLE CHOICE, FILL IN THE BLANK, INTERPRETING DIAGRAMS, & SHORT ANSWERS QUESTIONS

Terms of Use:



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