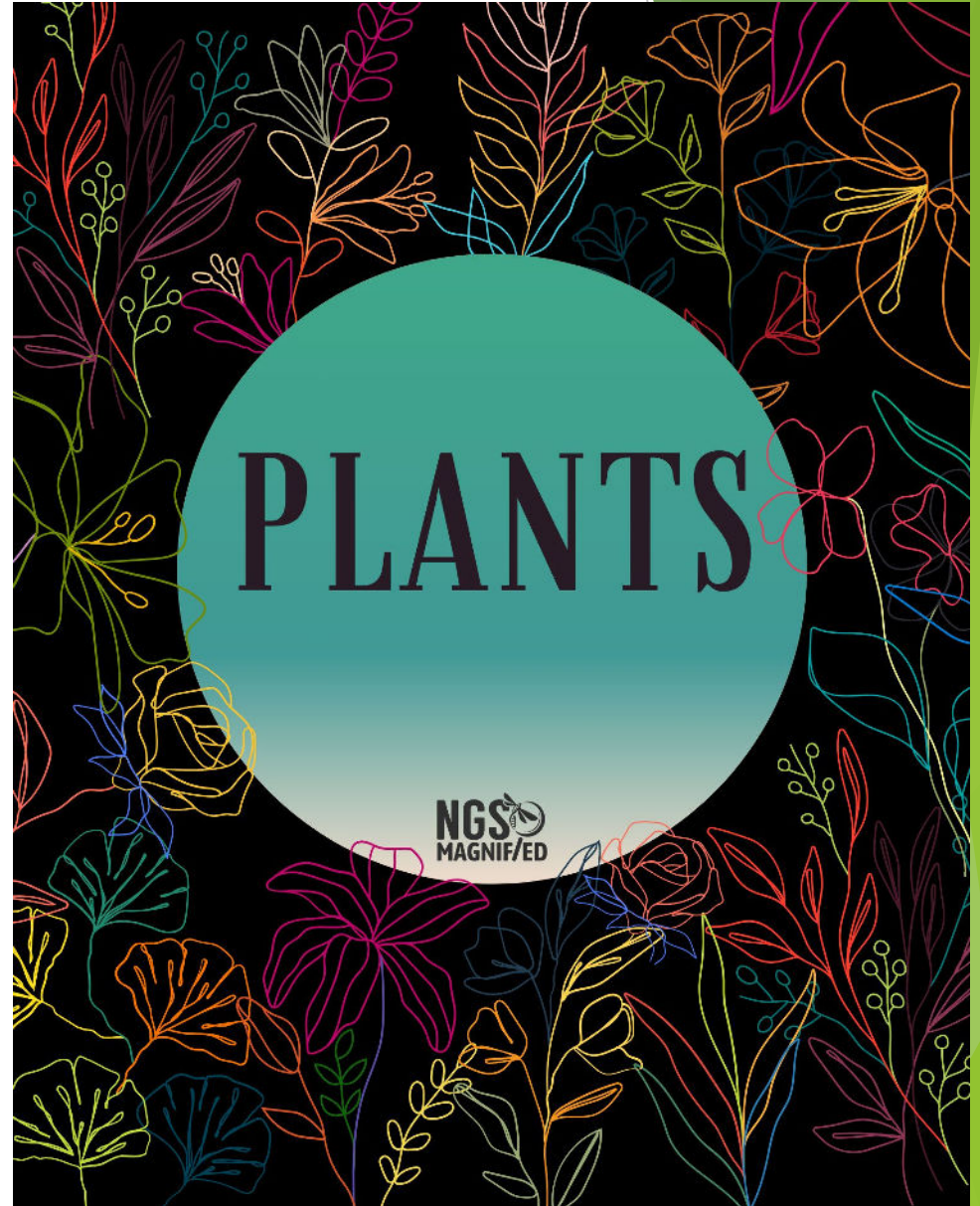


# Plants



Plants 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			
3	• INB Activity			x		
	• Mini-quiz					x
4	• Guided Inquiry Lab – Student Led			x		
	• Section 3 Notes – use PowerPoint		x			
5	• INB Activity			x		
	• Mini-quiz					x
6	• Section 4 Notes – use PowerPoint		x			
	• INB Activity			x		
7	• Mini quiz					x
	• Science Stations				x	
8	• 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
10	• 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 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.

Hyperlinked tabs so student can easily move through chapter for review

Students watch video < 6 min to complete notes.

The screenshot shows a digital notebook page titled 'SEED PLANTS'. On the left, there is a 'GERMINATION WHEEL' diagram with six segments, each containing a question about the germination process. Below the wheel are several images of seeds and seedlings at different stages of growth. A red arrow points from the text 'Set up like a traditional interactive notebook...' to this section. In the center, there is a 'SEED PLANTS' section with a list of notes and a table. The notes include: 'Seed plants share two important characteristics. They have \_\_\_\_\_ and they use \_\_\_\_\_ and \_\_\_\_\_ to reproduce.', 'Pollen grain -', 'Ovule -', 'Seed has three main parts: embryo, stored \_\_\_\_\_ and a seed \_\_\_\_\_', 'Embryo -', 'In oil seeds, the \_\_\_\_\_ has one or more seed \_\_\_\_\_ or \_\_\_\_\_, which sometimes store food.', and 'Germination -'. The table below the notes is titled 'Seed plants are divided into two groups' and has columns for 'Gymnosperms' and 'Angiosperms'. A red arrow points from the text 'Notes are chunked into manageable sections...' to this section. On the right, there is a video player showing a red apple with a play button and the text 'Seed plants'. Below the video player is a 'Digital Textbook' button and a section titled 'For further exploration, click button[s] below:' with a button for 'Bean Time Lapse - 25 days'. A red arrow points from the text 'Students watch video < 6 min to complete notes.' to the video player. At the bottom right, there is a red arrow pointing to the 'Bean Time Lapse' button, with the text 'Some pages have links so students can go deeper into the topic if they need.'

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

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

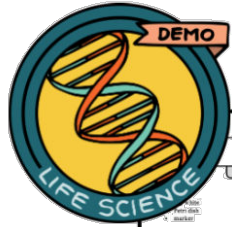
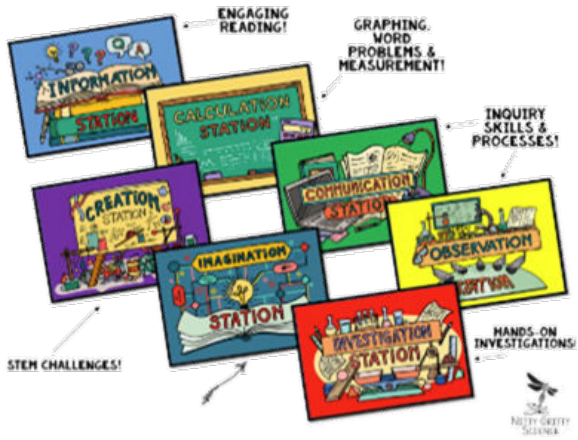


Working in the lab and being engaged in science experiments is the most exciting part of science.

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



### Eye Safety

SCIENCE SKILLS AND LAB SAFETY

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

Materials:  
 1. projector  
 2. yellow and black marker  
 3. eye dropper  
 4. water

**Procedure:**

- Place an eye on the underside of the Petri dish and display for class using the projector.
- Each uses the eye-dropper to add the egg white only to the front plate.
- Explain that the proteins in egg whites are similar to those found in the protective layer of the eye.
- Ask students that someone who has been scratched and has scratched out one their eye - call a doctor and go to the eye doctor.
- Ask students to make observations of what is happening to the egg whites.
- For ability/want to remove the yolk: Have students make observations.

**What's Happening?**

(The proteins in the egg whites become cloudy when they react to a denaturation of the proteins. This is a reversible chemical reaction and students need to understand that a substance can come across change to their eyes or skin if not used properly. Students must be made aware of the safety procedures connected with using goggles, gloves and aprons. Make sure they are aware of safety equipment: eye wash station, showers, fire blanket, etc.)

**Discussion:**

- What happened to the "eye"?
- Is the protective layer beneath cloudy and developed the eyes.
- What type of safety equipment must be worn when doing lab?
- Explain correct lab eye gloves.

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Teacher guide and answer key offered for every lab!

Easy-to-get materials!

### Measure with SI Units

SCIENCE SKILLS AND LAB SAFETY

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

**Introduction:**

The standard system of measurement used by scientists around the world is known as the International System of Units, which is abbreviated as SI. Its units are easy to use because they are based on powers of 10. Each unit is a multiple or a fraction of the base unit. The following table lists the most common units used in the SI system.

Prefix	Symbol	Abbreviation
kilo-	k-	1,000
hecto-	h-	100
deka-	da-	10
deci-	d-	0.1
centi-	c-	0.01
milli-	m-	0.001

**Materials:**

- graduated cylinder
- paper
- balance
- metric ruler
- pipette or syringe
- small scale balance
- metric ruler
- small graduated cylinder
- colored particles

**Safety:**



Discussion questions and teacher set-up included!

### 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:**

- Make a hypothesis of how density of a liquid will affect splatter size on your lab sheet.
- Place the piece of paper down on the lab table in order to catch splatters.
- 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 increasing height of drop.
- Use the eye dropper to drop ONE drop of colored water and ONE drop of colored syrup. Make sure to drop on different places on paper.
- Measure the size of the splatter in MILLIMETERS. Record in data table on answer sheet.
- Repeat for each height.
- Use the collected data to graph the splatter size versus drop height for each liquid.

**Analyze and Conclude**

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

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**USER-FRIENDLY PAGES:**  
 Students easily recognize which answer sheet to use at each station by matching station icons located on each page!!

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

**Hypothesis**

Drop Height (cm)

	5	25	50	75	100
Colored Water					
Colored Syrup					

Height of Drop vs. Splatter Size

Number of Drops

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
--	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Size of Splatter (mm)

Legend:  
 □ Water  
 □ Syrup

**Analyze and Conclude:**

- \_\_\_\_\_
- \_\_\_\_\_

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

# Instructional Videos

Microbial World 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 focus
- 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

**DECIDE** 9  
\_\_\_\_\_ control the opening and closing of the stomata.  
a. companion cells    c. xylem  
b. guard cells        d. epidermis

**DESCRIBE** 10  
Describe \_\_\_\_\_.

**DESCRIBE** 11  
The \_\_\_\_\_ is the part of the flower in which ovules containing eggs are located.

**DESCRIBE** 12  
Describe \_\_\_\_\_.

**EXPLAIN** 13  
Explain the purpose of a stoma and where it can be found.

**DESCRIBE** 14  
Describe \_\_\_\_\_.

**DESCRIBE** 15  
Describe \_\_\_\_\_.

**DESCRIBE** 16  
Describe \_\_\_\_\_.

**DESCRIBE** 17  
Describe \_\_\_\_\_.

**DESCRIBE** 18  
Describe \_\_\_\_\_.

**DESCRIBE** 19  
Describe \_\_\_\_\_.

**DESCRIBE** 20  
Describe \_\_\_\_\_.

**DESCRIBE** 21  
Describe \_\_\_\_\_.

**DESCRIBE** 22  
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**DESCRIBE** 97  
Describe \_\_\_\_\_.

**DESCRIBE** 98  
Describe \_\_\_\_\_.

**DESCRIBE** 99  
Describe \_\_\_\_\_.

**DESCRIBE** 100  
Describe \_\_\_\_\_.

Digital Task Cards

**Plants** 1  
Identify the structure labeled B on the plant.  
a. anther  
b. pistil

**Plants** 2  
Identify the part of the plant where photosynthesis takes place.  
\_\_\_\_\_

**Plants** 3  
What is NOT a root function in plants?  
a. to produce food  
b. to store food  
c. to anchor plants  
d. to store water



# 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.

The image displays three sample assessment pages. On the left are two identical 'Quiz: Plants without Seeds' forms. Each form includes a header for 'Name' and 'Date', followed by the title 'Quiz: Plants without Seeds' and the instruction 'Complete the chart below by checking the appropriate columns'. Below this is a table with two columns: 'Description' and 'Non-vascular Plants'. The table contains five rows of descriptions related to mosses and liverworts. On the right is a 'CHAPTER TEST' page. It features a title 'CHAPTER TEST: Plants without Seeds' and a 'Multiple Choice' section with 20 numbered questions. A red box highlights the text: 'EDITABLE CHAPTER TEST INCLUDES MULTIPLE CHOICE, FILL IN THE BLANK, INTERPRETING DIAGRAMS, & SHORT ANSWERS QUESTIONS'. At the bottom of the test page, another red box states: 'ANSWER KEY INCLUDED — IMAGES ARE BLURRED FOR COPYRIGHT REASONS'.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Quiz: Plants without Seeds**

Complete the chart below by checking the appropriate columns

Description	Non-vascular Plants
1. Bryophytes make up 10% of all plants.	
2. These plants are subdivided into bryophytes.	
4. Over 10,000 species of mosses.	
- 1 non-growing and low in most areas.	
5. Develop water and sugar-conducting cells.	
6. One species, <i>Selaginella selaginoides</i> - used to be used to remove coal and oil.	

Name \_\_\_\_\_ Date \_\_\_\_\_

**Quiz: Plants without Seeds**

Complete the chart below by checking the appropriate columns

Description	Non-vascular Plants
1. Bryophytes make up 10% of all plants.	
7. These plants are called bryophytes.	
4. Over 10,000 species of mosses.	
- 1 non-growing and low in most areas.	
8. Develop water and sugar-conducting cells.	
6. One species, <i>Selaginella selaginoides</i> - used to be used to remove coal and oil.	

**CHAPTER TEST: Plants without Seeds**

Multiple Choice

Choose the answer that best completes each statement.

1. The tissue that supports the stem that bears the characteristic of vascular plant tissues is:  
a. xylem  
b. phloem  
c. cambium  
d. meristem
2. Cells that link the xylem and phloem are called:  
a. xylem  
b. phloem  
c. cambium  
d. meristem
3. Using the diagram below, which of the following is the part of the stem that is responsible for secondary growth?  
a. xylem  
b. phloem  
c. cambium  
d. meristem
4. The part of the stem that is responsible for secondary growth is:  
a. xylem  
b. phloem  
c. cambium  
d. meristem
5. The part of the stem that is responsible for secondary growth is:  
a. xylem  
b. phloem  
c. cambium  
d. meristem
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b. phloem  
c. cambium  
d. meristem
7. Using the diagram below, which of the following is the part of the stem that is responsible for secondary growth?  
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b. phloem  
c. cambium  
d. meristem
20. The part of the stem that is responsible for secondary growth is:  
a. xylem  
b. phloem  
c. cambium  
d. meristem

Fill in the blank

Complete each statement with the correct vocabulary term.

21. Plants or animal remains are examples of \_\_\_\_\_ and \_\_\_\_\_ remains.
22. \_\_\_\_\_ is used to make small details of an object visible to a scientist.
23. \_\_\_\_\_ must use fire-resistant designs and identify safety equipment use.
24. The smallest functional unit of life is called \_\_\_\_\_.
25. The study of life is called \_\_\_\_\_.

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

**ANSWER KEY INCLUDED — IMAGES ARE BLURRED FOR COPYRIGHT REASONS**

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TPT: <https://www.teacherspayteachers.com/Store/Nitty-Gritty-Science>

