Lesson Plans
Student Edition
Teacher Wraparound Edition
Interactive Teacher Edition CD-ROM
Interactive Lesson Planner CD-ROM
Lesson Plans
Content Outline for Teaching
Directed Reading for Content Mastery
Foldables: Reading and Study Skills
Assessment
  Chapter Review
  Chapter Tests
  ExamView Pro Test Bank Software
  Assessment Transparencies
  Performance Assessment in the Science Classroom
  The Princeton Review Standardized Test
  Practice Booklet
Directed Reading for Content Mastery in Spanish
Spanish Resources
Guided Reading Audio Program
  Reinforcement
  Enrichment
  Activity Worksheets
  Section Focus Transparencies
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  Laboratory Activities
  Science Inquiry Labs
  Critical Thinking/Problem Solving
  Reading and Writing Skill Activities
  Cultural Diversity
  Laboratory Management and Safety in the Science Classroom
  MindJogger Videoquizzes and Teacher Guide
  Interactive Explorations and Quizzes CD-ROM
  Vocabulary Puzzlemaker Software
  Cooperative Learning in the Science Classroom
  Environmental Issues in the Science Classroom
  Home and Community Involvement
  Using the Internet in the Science Classroom

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Lesson planning guides are provided for each section of the chapter. Within the Lesson Plans you will see Student Edition features that may have an accompanying worksheet found in the Chapter Resources Booklet (CRB). These worksheets are shown in parentheses after the feature. For example:

_____ Before You Read, p. 37 (Foldables, p. 17, CRB)

The Foldables worksheet can be used with the Before You Read feature in the Student Edition.

Each Lesson Plan is divided into several parts:

- **Schedule** lists the recommended number of class sessions to be devoted to each section of the chapter. Both traditional and block scheduling recommendations are given.

- **Objectives** provides the section objectives. Here you will also find the correlations to National Science Standards for the section.

- **Motivate** lists various resources to introduce the chapter or section to the students.

- **Teach** lists Student Edition and Teacher Edition features that are used as you teach the material. You’ll also find worksheet pages and other resources such as transparencies or Professional Series Books that are appropriate to use with the section.

- **Assess** provides references to the section assessment in the Student Edition as well as useful pages from the *Performance Assessment in the Science Classroom*.

- **Reteach/Reinforce** is where you will find worksheets that provide students with additional reinforcement of the chapter content.

- **Enrich/Apply** provides opportunities to challenge students with materials that go beyond the chapter content.

- **Chapter Assessment** lists Student Edition, worksheet, and transparency resources that assess students’ knowledge of the chapter material.

- **Multimedia Options** pulls together the many multimedia materials that can be used as reinforcement, review, extension, and assessment with your students.
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</tr>
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</tr>
</tbody>
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Section 1  •  What is motion?

**Schedule**
Block Schedule: 2.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 5 sessions

**Objectives**
1. Define distance, speed, and velocity.
2. Graph motion.

**National Content Standards**
UCP3, A1, B2

**Motivate**
- Explore Activity, p. 7
- Before You Read, p. 7 (Foldables, p. 17, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

**Teach**
- Content Background, pp. 6E–6F, TWE
- Science Online, pp. 9, 12
- Activity, pp. 9, 10, 12, TWE
- Quick Demo, p. 9, TWE
- Life Science Integration, p. 10
- Math Skills Activity, p. 10
- Identifying Misconceptions, p. 10, TWE
- Visual Learning, p. 11, TWE
- MiniLAB: Measuring Average Speed, p. 11 (MiniLAB Worksheet, p. 3, CRB)
- Discussion, p. 13, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–34, CRB)
- Science Inquiry Lab, p. 41, TCR
- Laboratory Activity 1, pp. 9–11, CRB
- Spanish Resources, Section 1, CRB

**Assess**
- Section Assessment, p. 13
- Skill Builder Activities, p. 13
- Performance Assessment in the Science Classroom, pp. 89, 101, 113, TCR

**Reteach/Reinforce**
- Directed Reading for Content Mastery, pp. 19, 20, CRB
- Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
- Reinforcement, p. 27, CRB

**Enrich/Apply**
- Enrichment, p. 30, CRB
- Physical Science Critical Thinking/Problem-Solving, pp. 2, 21, TCR

**Multimedia Options**
- Vocabulary Puzzlemaker Software, Ch. 1
- Guided Reading Audio Program (English & Spanish), Ch. 1
- Interactive CD-ROM, Presentation Builder and Exploration, Ch. 1
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com

* TWE = Teacher Wraparound Edition,
* CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
## Section 2 • Acceleration

### Schedule

Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

### Objectives

3. Define acceleration.
4. Predict what effect acceleration will have on motion.

### National Content Standards

UCP3, A1, B2

### Motivate

■ Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 45, **CRB**)

### Teach

— Visual Learning, pp. 15, 18, **TWE**
— Use Science Words, p. 15, **TWE**
— Science Journal, p. 15, **TWE**
— Quick Demo, p. 15, **TWE**
— Math Skills Activity, p. 16
— Activity, p. 16, **TWE**
— Inclusion Strategies, p. 16, **TWE**
— Extension, p. 16, **TWE**
— Curriculum Connection, p. 17, **TWE**
— Teacher FYI, p. 17, **TWE**
— MiniLAB: Modeling Acceleration, p. 17 (MiniLAB Worksheet, p. 4, **CRB**)
— Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–34, **CRB**)
■ Teaching Transparency, **TCR** (Transparency Master and Study Guide, pp. 47–48, **CRB**)
— Laboratory Activity 2, pp. 13–15, **CRB**
— Spanish Resources, Section 2, **CRB**

### Assess

■ Section Assessment, p. 18
— Skill Builder Activities, p. 18
— Performance Assessment in the Science Classroom, pp. 97, 111, **TCR**

### Reteach/Reinforce

■ Directed Reading for Content Mastery, p. 20, **CRB**
— Spanish Directed Reading for Content Mastery, p. 24, **CRB**
— Reinforcement, p. 28, **CRB**

### Enrich/Apply

— Enrichment, p. 31, **CRB**

### Multimedia Options

— Vocabulary Puzzlemaker Software, Ch. 1
— Guided Reading Audio Program (English & Spanish), Ch. 1
— Using the Internet in the Science Classroom, **TCR**
— Science Web site: science.glencoe.com
**Section 3 • Momentum**

**Schedule**
Block Schedule: 3 sessions (denotes activities recommended for block schedule.)
Single Periods: 6 sessions

**Objectives**
5. Explain the difference between mass and inertia.
6. Define momentum.
7. Predict motion using the law of conservation of momentum.

**National Content Standards**
UCP3, A1, B2, E1, F4, G1, G2, G3

**Motivate**

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

**Teach**

- Life Science Integration, p. 20
- Math Skills Activity, p. 20
- Visual Learning, pp. 21, 23, TWE
- Inclusion Strategies, p. 21, TWE
- Discussion, p. 22, TWE
- Lab Demonstration, p. 22, TWE
- Activity, p. 23, TWE

Activity: Collisions, p. 25 (Activity Worksheet, pp. 5–6, CRB)

**Assess**

- Section Assessment, p. 24
- Skill Builder Activities, p. 24
- Performance Assessment in the Science Classroom, pp. 89, 95, 147, TCR

**Reteach/Reinforce**

- Directed Reading for Content Mastery, pp. 21, 22, CRB
- Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
- Reinforcement, p. 29, CRB

**Enrich/Apply**

- Enrichment, p. 32, CRB
- Cultural Diversity, p. 63, TCR

**Chapter Assessment**

- Chapter Study Guide, pp. 30–31
- Chapter Review, pp. 37–38, CRB
- Chapter Assessment, pp. 32–33
- Chapter Test, pp. 39–42, CRB

Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
- Standardized Test Practice by The Princeton Review, pp. 7–10, TCR

**Multimedia Options**

- Vocabulary Puzzlemaker Software, Ch. 1
- Guided Reading Audio Program (English & Spanish), Ch. 1
- MindJogger Videoquiz, Ch. 1
- ExamView Pro Test Bank Software, Ch. 1
- Interactive CD-ROM, Quiz, Ch. 1
- Science Web site: science.glencoe.com
Section 1  • Newton’s First Law

Schedule
Block Schedule: 1.5 sessions ( ■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
1. Identify forces at work.
2. Distinguish between balanced and net forces.
3. Demonstrate Newton’s first law of motion.
4. Explain how friction works.

National Content Standards
UCP3, A1, B2, E1

Motivate
■ Explore Activity, p. 35
■ Before You Read, p. 35 (Foldables, p. 17, CRB)
■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
■ Content Background, pp. 34E–34F, TWE
■ Life Science Integration, p. 37
■ Visual Learning, pp. 37, TWE
■ Quick Demo, pp. 37, 38, TWE
■ Activity, pp. 38, 39, TWE
■ Science Online, p. 39
■ Inclusion Strategies, pp. 39, 40, TWE
■ MiniLAB: Observing Friction, p. 40 (MiniLAB Worksheet, p. 3, CRB)
■ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–35, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 47–48, CRB)
■ Laboratory Activity 1, pp. 9–12, CRB
■ Home and Community Involvement, p. 23, TCR
■ Spanish Resources, Section 1, CRB

Assess
■ Section Assessment, p. 41
■ Skill Builder Activities, p. 41
■ Performance Assessment in the Science Classroom, pp. 89, 159, 163, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 18, 19, CRB
■ Spanish Directed Reading for Content Mastery, pp. 22, 23, CRB
■ Reinforcement, p. 27, CRB

Enrich/Apply
■ Enrichment, p. 30, CRB
■ Physical Science Critical Thinking/Problem-Solving, p. 6, TCR
■ Cultural Diversity, p. 25, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 2
■ Guided Reading Audio Program (English & Spanish), Ch. 2
■ Interactive CD-ROM, Presentation Builder, Ch. 2
■ Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
Section 2  Newton’s Second Law

Schedule
Block Schedule: 1.5 sessions  ■ denotes activities recommended for block schedule.
Single Periods:  3 sessions

Objectives
5. Explain Newton’s second law of motion
6. Explain why the direction of force is important.

National Content Standards
UCP3, B2, E1

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 45, CRB)

Teach
Astronomy Integration, p. 43
Discussion, pp. 43, 44, 46, TWE
Curriculum Connection, p. 43, TWE
Visual Learning, pp. 44, 46, TWE
Identifying Misconceptions, p. 44, TWE
Math Skills Activity, p. 45
Activity, p. 45, TWE
Science Journal, pp. 45, 47, TWE
Teacher FYI, p. 45, TWE
Quick Demo, p. 47, TWE
Use Science Words, p. 47, TWE
Make a Model, p. 47, TWE
Use an Analogy, p. 47, TWE
Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–35, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 47–48, CRB)
Laboratory Activity 2, pp. 13–16, CRB
Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 48
Skill Builder Activities, p. 48
Performance Assessment in the Science Classroom, p. 101, TCR

Reteach/Reinforce
■ Direct Reading for Content Mastery, p. 21, CRB
Spanish Directed Reading for Content Mastery, p. 25, CRB
■ Reinforcement, p. 28, CRB
Mathematics Skill Activities, p. 9, TCR

Enrich/Apply
■ Enrichment, p. 31, CRB

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 2
Guided Reading Audio Program (English & Spanish), Ch. 2
Interactive CD-ROM, Exploration, Ch. 2
Using the Internet in the Science Classroom, TCR
Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources

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# Section 3  Newton’s Third Law

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<td>Single Periods:</td>
<td>4 sessions</td>
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## Objectives

7. Identify the relationship between the forces that objects exert on each other.

## National Content Standards

UCP3, A1, B2, E1, E2, F4, F5

## Motivate

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

## Teach

- Science Online, p. 50
- Discussion, pp. 50, 52, TWE
- Activity, pp. 50, 51, TWE
- Lab Demonstration, p. 53, TWE
- Visual Learning, pp. 51, 52, TWE
- MiniLAB: Measuring Force Pairs, p. 53 (MiniLAB Worksheet, p. 4, CRB)
- Activity: Balloon Races, p. 55 (Activity Worksheet, pp. 5–6, CRB)

## Assess

- Section Assessment, p. 54
- Skill Builder Activities, p. 54
- Performance Assessment in the Science Classroom, pp. 89, 101, 117, 127, TCR

## Reteach/Reinforce

- Directed Reading for Content Mastery, pp. 20, 22, CRB
- Spanish Directed Reading for Content Mastery, pp. 24, 26, CRB
- Reinforcement, p. 29, CRB

## Enrich/Apply

- Enrichment, p. 32, CRB

## Chapter Assessment

- Chapter Study Guide, pp. 60–61
- Chapter Review, pp. 37–38, CRB
- Chapter Assessment, pp. 62–63
- Chapter Test, pp. 39–42, CRB
- Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
- Standardized Test Practice by The Princeton Review, pp. 11–14, TCR

## Multimedia Options

- Vocabulary Puzzlemaker Software, Ch. 2
- Guided Reading Audio Program (English & Spanish), Ch. 2
- MindJogger Videoquiz, Ch. 2
- ExamView Pro Test Bank Software, Ch. 2
- Interactive CD-ROM, Quiz, Ch. 2
- Science Web site: science.glencoe.com
Section 1 - Pressure

Schedule
Block Schedule: 1 session  ■ denotes activities recommended for block schedule.
Single Periods: 2 sessions

Objectives
1. Define and calculate pressure.
2. Model how pressure varies in a fluid.

Motivate
- Explore Activity, p. 65
- Before You Read, p. 65 (Foldables, p. 17, CRB)
- ■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
- Content Background, pp. 64E–64F, TWE
- Science Online, p. 67
- Math Skills Activity, p. 67
- Discussion, pp. 67, 69, 70, TWE
- Activity, p. 67, TWE
- Curriculum Connection, p. 67, TWE
- MiniLAB: Interpreting Footprints, p. 68 (MiniLAB Worksheet, p. 3, CRB)
- Astronomy Integration, p. 69
- Use Science Words, p. 69, TWE
- Visual Learning, pp. 70, 72, TWE
- Lab Demonstration, p. 71, TWE
- Quick Demo, p. 72, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–35, CRB)
- Laboratory Activity 1, pp. 9–12, CRB
- Spanish Resources, Section 1, CRB

Assess
- ■ Section Assessment, p. 73
- Skill Builder Activities, p. 73
- Performance Assessment in the Science Classroom, pp. 93, 97, 143, TCR

Reteach/Reinforce
- ■ Directed Reading for Content Mastery, pp. 19, 20, CRB
- ■ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
- ■ Reinforcement, p. 27, CRB

Enrich/Apply
- Enrichment, p. 30, CRB
- Life Science Critical Thinking/Problem-Solving, p. 14, TCR

Multimedia Options
- Vocabulary Puzzlemaker Software, Ch. 3
- Guided Reading Audio Program (English & Spanish), Ch. 3
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition, CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
Section 2  •  Why do objects float?

Schedule
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
3. Explain how the pressure in a fluid produces a buoyant force.
4. Define density.
5. Explain floating and sinking using Archimedes’ principle.

National Content Standards
UCP3, A1, B2, E2, G3

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 45, CRB)

Teach
■ Quick Demo, pp. 75, 77, 78, TWE
■ Use Science Words, p. 75, TWE
■ Extension, pp. 75, 77, TWE
■ Teacher FYI, pp. 75, 76, TWE
■ Discussion, pp. 76, 79, TWE
■ Cultural Diversity, p. 76, TWE
■ Visual Learning, pp. 77, 79, TWE
■ Activity, p. 77, TWE
■ Earth Science Integration, p. 78
■ Problem-Solving Activity, p. 78
■ Science Journal, p. 78, TWE
■ Use an Analogy, p. 78, TWE
■ Curriculum Connection, p. 79, TWE
■ Activity: Measuring Buoyant Force, p. 81 (Activity Worksheet, pp. 5–6, CRB)
■ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–35, CRB)
■ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 80
■ Skill Builder Activities, p. 80
■ Performance Assessment in the Science Classroom, pp. 145, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 20, CRB
■ Spanish Directed Reading for Content Mastery, p. 24, CRB
■ Reinforcement, p. 28, CRB
■ Mathematics Skill Activities, p. 24, TCR
■ Reading and Writing Skill Activities, p. 19, TCR

Enrich/Apply
■ Enrichment, p. 31, CRB

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 3
■ Guided Reading Audio Program (English & Spanish), Ch. 3
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
### Section 3 - Doing Work with Fluids

**Schedule**
Block Schedule: 2 sessions  (■ denotes activities recommended for block schedule.)
Single Periods: 4 sessions

**Objectives**
6. Explain how forces are transmitted through fluids.
7. Describe how a hydraulic system increases force.
8. Describe Bernoulli’s principle.

<table>
<thead>
<tr>
<th>National Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCP3, A1, B2, E2, F3, F5, G1, G2, G3</td>
</tr>
</tbody>
</table>

**Motivate**

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

**Teach**

■ Inclusion Strategies, p. 83, TWE
■ Science Online, pp. 84, 91
■ Quick Demo, p. 84, TWE
■ MiniLAB: Observing Bernoulli’s Principle, p. 85 (MiniLAB Worksheet, p. 4, CRB)
■ Visual Learning, p. 86, TWE
■ Activity: Barometer Pressure and Weather, pp. 88–89 (Activity Worksheet, pp. 7–8, CRB)

■ Science and Language Arts, pp. 90–91
■ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 33–35, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 47–48, CRB)
■ Laboratory Activity 2, pp. 13–16, CRB
■ Home and Community Involvement, p. 46, TCR
■ Spanish Resources, Section 3, CRB

**Assess**

■ Section Assessment, p. 87
■ Skill Builder Activities, p. 87
■ Performance Assessment in the Science Classroom, pp. 101, 127, TCR

**Reteach/Reinforce**

■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Spanish Directed Reading for Content Mastery, pp. 24, 25, CRB
■ Reinforcement, p. 29, CRB

**Enrich/Apply**

■ Enrichment, p. 32, CRB
■ Cultural Diversity, p. 27, TCR

**Chapter Assessment**

■ Chapter Study Guide, pp. 92–93
■ Chapter Review, pp. 37–38, CRB
■ Chapter Assessment, pp. 94–95
■ Chapter Test, pp. 39–42, CRB

■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 15–18, TCR

**Multimedia Options**

■ Vocabulary Puzzlemaker Software, Ch. 3
■ Guided Reading Audio Program (English & Spanish), Ch. 3
■ MindJogger Videoquiz, Ch. 3
■ ExamView Pro Test Bank Software, Ch. 3
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 1 • Work and Power

Schedule

Block Schedule: 1.5 sessions (denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives

1. Recognize when work is done.
2. Calculate how much work is done.
3. Explain the relationship between work and power.

National Content Standards

UCP1, UCP3, UCP4, A1, B2, B3

Motivate

_____ Explore Activity, p. 97
_____ Before You Read, p. 97 (Foldables, p. 17, CRB)
■ _____ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach

_____ Content Background, pp. 96E–96F, TWE
_____ Life Science Integration, p. 99
_____ Visual Learning, p. 99, TWE
_____ Activity, p. 99, TWE
_____ Math Skills Activity, pp. 100, 101
_____ Quick Demo, p. 100, TWE
_____ Science Online, p. 101
_____ Discussion, p. 101, TWE
_____ MiniLAB: Measuring Work and Power, p. 102 (MiniLAB Worksheet, p. 3, CRB)
■ _____ Activity: Building the Pyramids, p. 103 (Activity Worksheet, pp. 5–6, CRB)
_____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–35, CRB)
_____ Laboratory Activity 1, pp. 9–12, CRB
_____ Spanish Resources, Section 1, CRB

Assess

■ _____ Section Assessment, p. 102
_____ Skill Builder Activities, p. 102
_____ Performance Assessment in the Science Classroom, pp. 101, 157, TCR

Reteach/Reinforce

■ _____ Directed Reading for Content Mastery, pp. 19, 20, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
_____ Reinforcement, p. 27, CRB
_____ Mathematics Skill Activities, p. 11, TCR

Enrich/Apply

_____ Enrichment, p. 30, CRB
_____ Cultural Diversity, p. 63, TCR

Multimedia Options

_____ Vocabulary Puzzlemaker Software, Ch. 4
_____ Guided Reading Audio Program (English & Spanish), Ch. 4
_____ Interactive CD-ROM, Presentation Builder and Exploration, Ch. 4
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
Section 2  •  Using Machines

Schedule
Block Schedule: 1.5 sessions (denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
4. Explain how a machine makes work easier.
5. Calculate the mechanical advantages and efficiency of a machine.
6. Explain how friction reduces efficiency.

Motivate
Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 45, CRB)

Teach
Science Online, p. 105
Math Skills Activity, pp. 105, 107
Discussion, p. 105, TWE
Teacher FYI, p. 105, TWE
Visual Learning, p. 106, TWE
Quick Demo, p. 106, TWE
Curriculum Connection, p. 106, TWE
Use an Analogy, p. 106, TWE
Fun Fact, p. 106, TWE
Life Science Integration, p. 107
Extension, p. 107, TWE
Identifying Misconceptions, pp. 108, TWE
Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–35, CRB)
Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 47–48, CRB)
Spanish Resources, Section 2, CRB

Assess
Section Assessment, p. 108
Skill Builder Activities, p. 108
Performance Assessment in the Science Classroom, p. 93, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, p. 21, CRB
Spanish Directed Reading for Content Mastery, p. 25, CRB
Reinforcement, p. 28, CRB
Reading and Writing Skill Activities, p. 35, TCR

Enrich/Apply
Enrichment, p. 31, CRB
Physical Science Critical Thinking/Problem-Solving, p. 6, TCR

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 4
Guided Reading Audio Program (English & Spanish), Ch. 4
Using the Internet in the Science Classroom, TCR
Science Web site: science.glencoe.com

National Content Standards
UCP1, UCP3, UCP4, B2, B3, E1, E2

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources

Work and Simple Machines 11
Section 3  •  Simple Machines

Schedule
Block Schedule: 2 sessions  (■ denotes activities recommended for block schedule.)
Single Periods: 4 sessions

Objectives
7. Distinguish among the different simple machines.
8. Describe how to find the mechanical advantage of each simple machine.

National Content Standards
UCP1, UCP3, UCP4, A1, B2, B3, E1, E2, F1

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

Teach
■ Science Journal, p. 110, TWE
■ Identifying Misconceptions, pp. 110, 115, TWE
■ Life Science Integration, p. 111
■ Activity, pp. 111, 113, TWE
■ Lab Demonstration, p. 112, TWE
■ Use Science Words, p. 112, TWE
■ Visual Learning, pp. 113, 114, TWE
■ MiniLAB: Observing Pulleys, p. 114 (MiniLAB Worksheet, p. 4, CRB)
■ Activity: Pulley Power, pp. 116–117 (Activity Worksheet, pp. 7–8, CRB)
■ Science and Society, pp. 118–119
■ Science Online, p. 119
■ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 33–35, CRB)
■ Laboratory Activity 2, pp. 13–16, CRB
■ Home and Community Involvement, p. 44, TCR
■ Spanish Resources, Section 3, CRB

Assess
■■■ Section Assessment, p. 115
■■■ Skill Builder Activities, p. 115
■■■ Performance Assessment in the Science Classroom, pp. 97, 101, 127, TCR

Reteach/Reinforce
■■■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■■■ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
■■■ Reinforcement, p. 29, CRB

Enrich/Apply
■■■ Enrichment, p. 32, CRB

Chapter Assessment
■■■ Chapter Study Guide, pp. 120–121
■■■ Chapter Review, pp. 37–38, CRB
■■■ Chapter Assessment, pp. 122–123
■■■ Chapter Test, pp. 39–42, CRB
■■■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
■■■ Standardized Test Practice by The Princeton Review, pp. 19–22, TCR

Multimedia Options
■■■ Vocabulary Puzzlemaker Software, Ch. 4
■■■ Guided Reading Audio Program (English & Spanish), Ch. 4
■■■ MindJogger Videoquiz, Ch. 4
■■■ ExamView Pro Test Bank Software, Ch. 4
■■■ Interactive CD-ROM, Quiz, Ch. 4
■■■ Using the Internet in the Science Classroom, TCR
■■■ Science Web site: science.glencoe.com
**Section 1 • What is energy?**

**Schedule**
Block Schedule: 1.5 sessions (denotes activities recommended for block schedule.)
Single Periods: 3 sessions

**Objectives**
1. Explain what energy is.
2. Distinguish between kinetic energy and potential energy.
3. Identify the various forms of energy.

**National Content Standards**
UCP3, B3

**Motivate**
- Explore Activity, p. 125
- Before You Read, p. 125 (Foldables, p. 15, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 42, CRB)

**Teach**
- Content Background, pp. 124E–124F, TWE
- Science Journal, pp. 124, 129, TWE
- Quick Demo, pp. 127, 129, TWE
- Curriculum Connection, p. 127, TWE
- Visual Learning, p. 128, TWE
- Activity, p. 128, TWE
- Use Science Words, p. 128, TWE
- Teacher FYI, p. 128, TWE
- Extension, p. 129, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–32, CRB)
- Spanish Resources, Section 1, CRB

**Assess**
- Section Assessment, p. 130
- Skill Builder Activities, p. 130
- Performance Assessment in the Science Classroom, pp. 89, 105, TCR

**Reteach/Reinforce**
- Directed Reading for Content Mastery, pp. 17, 18, CRB
- Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
- Reinforcement, p. 25, CRB
- Reading and Writing Skill Activities, p. 35, TCR

**Enrich/Apply**
- Enrichment, p. 28, CRB

**Multimedia Options**
- Vocabulary Puzzlemaker Software, Ch. 5
- Guided Reading Audio Program (English & Spanish), Ch. 5
- Interactive CD-ROM, Presentation Builder and Exploration, Ch. 5
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
## Section 2  ■  Energy Transformations

### Schedule

| Block Schedule: | 1.5 sessions  | (■ denotes activities recommended for block schedule.) |
| Single Periods: | 3 sessions |

### Objectives

4. Apply the law of conservation of energy to energy transformations.
5. Identify how energy changes form.
6. Describe how electric power plants produce energy.

### Motivate

- Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 43, CRB)

### Teach

- Lab Demonstration, p. 132, TWE
- Identifying Misconceptions, pp. 132, 135, TWE
- Science Online, p. 133
- MiniLAB: Analyzing Energy Transformations, p. 133 (MiniLAB Worksheet, p. 3, CRB)
- Visual Learning, p. 134, TWE
- Activity, pp. 134, 135, 136, TWE
- Extension, p. 134, TWE
- Life Science Integration, p. 135
- Discussion, pp. 135, 136, TWE
- Teacher FYI, p. 135, TWE
- Curriculum Connection, p. 136, TWE
- Activity: Hearing With Your Jaw, p. 138 (Activity Worksheet, pp. 5–6, CRB)
- Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–32, CRB)
- Science Inquiry Lab, p. 9, TCR
- Laboratory Activity 1, pp. 9–10, CRB
- Spanish Resources, Section 2, CRB

### Assess

- Section Assessment, p. 137
- Skill Builder Activities, p. 137
- Performance Assessment in the Science Classroom, pp. 89, 145, 151, TCR

### Reteach/Reinforce

- Directed Reading for Content Mastery, p. 19, CRB
- Spanish Directed Reading for Content Mastery, p. 23, CRB
- Reinforcement, p. 26, CRB

### Enrich/Apply

- Enrichment, p. 29, CRB
- Physical Science Critical Thinking/Problem-Solving, p. 17, TCR

### Multimedia Options

- Vocabulary Puzzlemaker Software, Ch. 5
- Guided Reading Audio Program (English & Spanish), Ch. 5
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com

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*UCP3, A1, B3, F5*

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*CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources*
Section 3 • Sources of Energy

Schedule
Block Schedule: 2 sessions (denotes activities recommended for block schedule.)
Single Periods: 4 sessions

Objectives
7. Explain what renewable, nonrenewable, and alternative resources are.
8. Develop an awareness that the use of any energy source has positive and negative consequences.

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
■ Earth Science Integration, p. 140
■ Science Online, pp. 142, 148
■ Problem-Solving Activity, p. 142
■ Visual Learning, pp. 143, 151 TWE
■ MiniLAB: Building a Solar Collector, p. 143 (MiniLAB Worksheet, p. 4, CRB)
■ Activity: Energy to Power Your Life, pp. 148–149 (Activity Worksheet, pp. 7–8, CRB)

Assess
■ Section Assessment, p. 147
■ Skill Builder Activities, p. 147
■ Performance Assessment in the Science Classroom, pp. 91, 111, 135, 149, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 19, 20, CRB
■ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
■ Reinforcement, p. 27, CRB
■ Mathematics Skill Activities, p. 37, TCR

Enrich/Apply
■ Enrichment, p. 30, CRB
■ Cultural Diversity, p. 45, TCR

Chapter Assessment
■ Chapter Study Guide, pp. 152–153
■ Chapter Review, pp. 35–36, CRB
■ Chapter Assessment, pp. 154–155
■ Chapter Test, pp. 37–40, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 47, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 23–26, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 5
■ Guided Reading Audio Program (English & Spanish), Ch. 5
■ MindJogger Videoquiz, Ch. 5
■ ExamView Pro Test Bank Software, Ch. 5
■ Interactive CD-ROM, Quiz, Ch. 5
■ Science Web site: science.glencoe.com

UCP5, A1, B3, F2, F4
Section 1  •  Temperature and Thermal Energy

Schedule
Block Schedule:  1.5 sessions  (■ denotes activities recommended for block schedule.)
Single Periods:  3 sessions

Objectives
1. Explain how temperature is related to kinetic energy.  
2. Describe three scales used for measuring temperature.  
3. Define thermal energy.

National Content Standards
UCP3, B1, B3

Motivate
■ Explore Activity, p. 157
■ Before You Read, p. 157 (Foldables, p. 17, CRB)
■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

Teach
■ Content Background, pp. 156E–156F, TWE
■ Visual Learning, p. 159, TWE
■ Curriculum Connection, p. 159, TWE
■ Use an Analogy, p. 159, TWE
■ Extension, pp. 159, 160, TWE
■ Math Skills Activity, p. 160
■ Use Science Words, p. 160, TWE
■ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 33–35, CRB)
■ Laboratory Activity 1, pp. 9–12, CRB
■ Spanish Resources, Section 1, CRB

Assess
■ Section Assessment, p. 161
■ Skill Builder Activities, p. 161
■ Performance Assessment in the Science Classroom, pp. 97, 101, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 19, 20, CRB
■ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
■ Reinforcement, p. 27, CRB
■ Mathematics Skill Activities, p. 11, TCR

Enrich/Apply
■ Enrichment, p. 30, CRB
■ Earth Science Critical Thinking/Problem-Solving, p. 10, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 6
■ Guided Reading Audio Program (English & Spanish), Ch. 6
■ Interactive CD-ROM, Presentation Builder, Ch. 6
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 2 – Heat

Schedule
Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives
4. Explain the difference between thermal energy and heat.
5. Describe three ways heat is transferred.
6. Identify materials that are insulators or conductors.

National Content Standards
UCP3, A1, B1, B3, E2

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 45, CRB)

Teach
Activity, pp. 163, 166, TWE
Identifying Misconceptions, p. 163, TWE
Discussion, p. 164, TWE
Extension, p. 164, TWE
MiniLAB: Comparing Rates of Melting, p. 164 (MiniLAB Worksheet, p. 3, CRB)
Visual Learning, p. 165, TWE
MiniLAB: Observing Convection, p. 165 (MiniLAB Worksheet, p. 4, CRB)
Life Science Integration, p. 166
Lab Demonstration, p. 166, TWE
Make a Model, p. 166, TWE
Activity: Heating Up and Cooling Down, p. 168 (Activity Worksheet, pp. 5–6, CRB)
Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–35, CRB)
Laboratory Activity 2, pp. 13–16, CRB
Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 167
Skill Builder Activities, p. 167
Performance Assessment in the Science Classroom, pp. 89, 93, 119, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 20, CRB
■ Spanish Directed Reading for Content Mastery, p. 24, CRB
■ Reinforcement, p. 28, CRB
■ Reading and Writing Skill Activities, p. 13, 33, TCR

Enrich/Apply
■ Enrichment, p. 31, CRB
■ Physical Science Critical Thinking/Problem-Solving, p. 5, TCR
■ Cultural Diversity, p. 41, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 6
■ Guided Reading Audio Program (English & Spanish), Ch. 6
■ Interactive CD-ROM, Exploration, Ch. 6
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com
Section 3  •  Engines and Refrigerators

Schedule
Block Schedule:  2 sessions  (■ denotes activities recommended for block schedule.)
Single Periods:  4 sessions

Objectives
7. Identify what an engine does.
8. Describe how an internal combustion engine works.
9. Explain how refrigerators and air conditioners create cool environments.

National Content Standards
UCP1, A1, B1, B3, E1, E2, F4, F5

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

Teach
■ Science Online, p. 170
■ Science Journal, p. 170, TWE
■ Visual Learning, pp. 171, 172, TWE
■ Activity, p. 171, TWE
■ Discussion, p. 172, TWE
■ Cultural Diversity, p. 172, TWE
■ Activity: Comparing Thermal Insulators, pp. 174–175 (Activity Worksheet, pp. 7–8, CRB)
■ Science and Society, pp. 176–177
■ Content Outline for Teaching, Section 3
■ (Note-taking Worksheet, pp. 33–35, CRB)
■ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 47–48, CRB)
■ Home and Community Involvement, p. 49, TCR
■ Spanish Resources, Section 3, CRB

Assess
■ Section Assessment, p. 173
■ Skill Builder Activities, p. 173
■ Performance Assessment in the Science Classroom, pp. 89, 117, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
■ Reinforcement, p. 29, CRB

Enrich/Apply
■ Enrichment, p. 32, CRB

Chapter Assessment
■ Chapter Review, pp. 37–38, CRB
■ Chapter Assessment, pp. 180–181
■ Chapter Test, pp. 39–42, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 27–30, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 6
■ Guided Reading Audio Program (English & Spanish), Ch. 6
■ MindJogger Videoquiz, Ch. 6
■ ExamView Pro Test Bank Software, Ch. 6
■ Interactive CD-ROM, Quiz, Ch. 6
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com