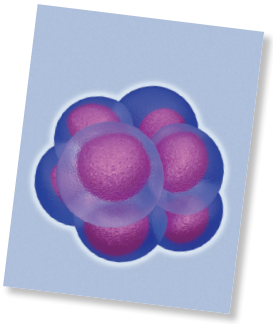
Teacher Guide

Our resource has been created for ease of use by both TEACHERS and STUDENTS alike.

Introduction



This resource provides ready-to-use information and activities for remedial students in grades five to eight. Written to grade and using simplified language and vocabulary, science concepts are presented in a way that makes them more accessible to students and easier to understand. Comprised of reading passages, student activities and overhead transparencies, our resource can be used effectively for whole-class, small group and independent work.

How Is Our Resource Organized?

STUDENT HANDOUTS

Reading passages and **activities** (*in the form of reproducible worksheets*) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities. As with the reading passages, the related activities are written using a remedial level of language.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary are also presented.
- The AFTER YOU READ activities check students' comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Hands-on activities are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (*page 4*) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (*page 48*) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

Our resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

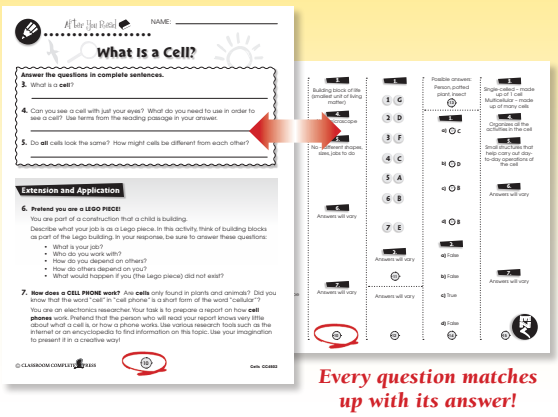
Teacher Guide
- Information and tools for the teacher

Student Handout
- Reproducible worksheets and activities

Easy Marking™ Answer Key
- Answers for student activities

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!

NAME: _____

Plant and Animal Cells

1. Circle the word True if the statement is true. Circle the word False if it's false.

a) Single-celled and multicellular organisms can be made of plant cells or animal cells.

True **False**

b) Plant cells are more specialized than animal cells.

True **False**

c) Plant cells have only one structure that does not exist in animal cells: a cell wall.

True **False**

d) Plastids are structures in plant cells whose job is to store or make food.

True **False**

e) Animal cells have two structures that are not found in plant cells: a centriole and a lysosome.

True **False**

2. Write each word beside its meaning. There is ONE word that does NOT have a matching definition. Use the reading passage to write a definition for the remaining word.

plastid **cell wall** **centriole** **lysosome** **vacuole**

	a) The dense center of the "organizing center" of an animal cell.
	b) A large membrane-bound sac that takes up a large amount of space in a plant cell.
	c) A structure in a plant cell that makes or stores food.
	d) The rigid outer covering of a plant cell.
	e) _____.

Hands-On Activity # 4

Watercolor Plant and Animal Cells!

We have learned that plant cells and animal cells have some important differences. They have different parts, or structures.

To review, here are the differences…

PLANT CELLS have three structures that do not exist in animal cells:

- **Cells walls** (outer covering)
- **Vacuoles** (large membrane-bound sacs that take up a large amount of space)
- **Plastids** (structures in the cell that make or store food)

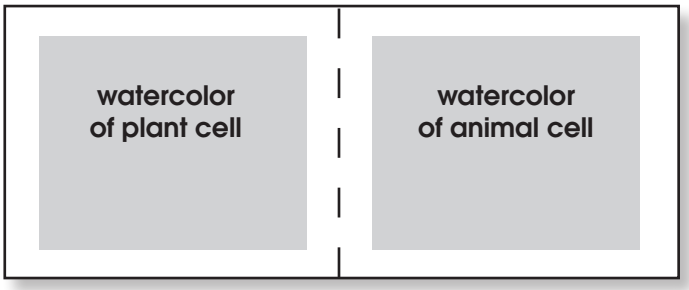
ANIMAL CELLS have two structures that do not exist in plant cells:

- **Centrioles** (dense center of the "organizing center" of the cell)
- **Lyosome** (round organelle that contains digestive enzymes)

ACTIVITY:

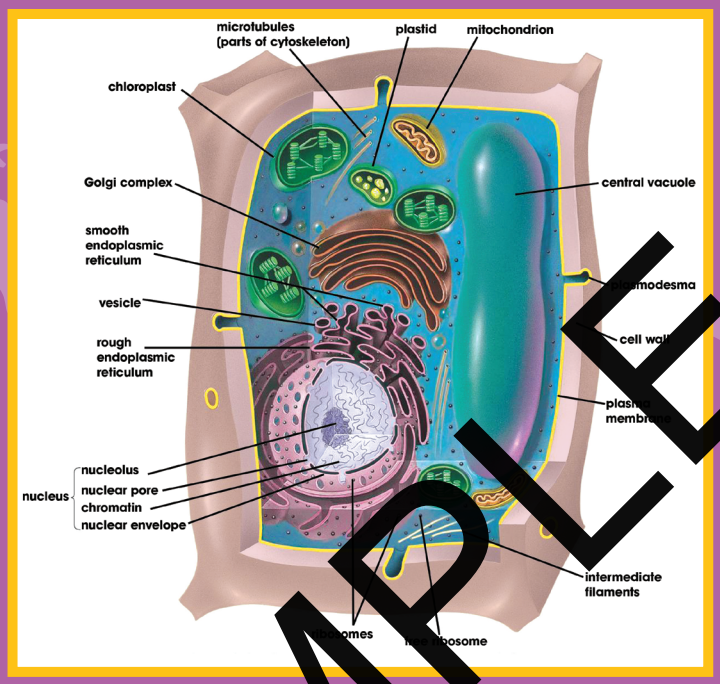
In this activity you will use watercolors to paint what animal and plant cells look like. Before you start painting, cut one large piece of white craft paper. Draw a line down the middle of the paper like you see in the diagram below. Use a pencil to sketch out the outlines of your drawings. Once you have completed your sketches, you are ready to start painting!

Remember to label your drawings with all the cell parts mentioned above!



Plant & Animal Cells

Plant Cell



Animal Cell