

Elementary Science Crunch Time Packet 2008  
Week 1: Jan. 7-12, 2008

**Strand A: Nature of Matter**  
**Benchmark(s): SC.A.1.2.1; SC.A.1.2.4.**

**Vocabulary for the week:** density, water displacement, properties, characteristics, substance, mass, weight, volume, mixture, and solution.

**Monday**

Administer a pretest (i.e. The Progress Monitoring Plan Science Test 1 Test found in Edusoft or the FCAT Sample Test found at the Dept. of Education website <http://fcats.fldoe.org/fcatitem.asp>). When the students have completed the test, review it with the students and discuss the answers. Have students mark the number of correct answers at the top of their page and circle it. Then have students turn the test into the teacher.

**Wednesday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, *Making Sense of Density, Activity Part B*. Complete the Procedure and Assessment. Have students answer these questions in short and extended response format. Review the assessment with the students.

**Tuesday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, *Making Sense of Density, Activity Part A*. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe them based on their own experiences and the definition included in the reading. Complete the Procedure activity then the Assessment.

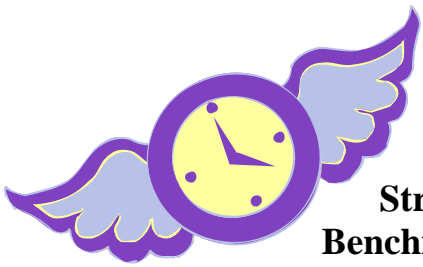
**Thursday**

Begin the activity found in the Grades 3 – 5 Resource Guide entitled, *It's All in the Mix*. Have students read the Overview aloud and have them circle the underlined vocabulary words.

**Friday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, *It's All in the Mix*. Review the list of words from yesterday on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

Elementary Science Crunch Time Packet 2008  
Week 2: Jan. 14-18, 2008



**Strand A: Nature of Matter**  
**Benchmark(s): SC.B.1.2.1; SC.B.1.2.2**

**Vocabulary for the week:** ecosystem, living, non-living, interact, food webs, interdependence, organisms, consumer, producer, energy, heat energy, particles, sound, and stored energy.

**Monday**

Review the following activities found in the Resource Guide: *Hints for Taking the Grade 5 Science FCAT, FCAT Question Symbols, and How to Answer the Rubric*. Have students answer the short response question one found in the *Florida Inquires!* booklet. Using the rubric, have students score their own papers. Review one of each of the scored papers and ask the students why each paper received the score that it did. Explain the scores on the papers. Have students re-grade their paper based on the papers reviewed.

**Wednesday**

Complete the Assessment. Complete the *Home Learning Activity* as a whole class activity. Place a picture of a predator at the top of the board then have students go up to the board to complete the remainder of the chart.

**Tuesday**

Complete the activity found in the Grades 3-5 Resource Guide entitled, *Food Webs*. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

**Thursday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, *Energy Source*. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

**Friday**

Complete the assessment activity with the whole class. Have students volunteer to read their written responses. Have students score their writing using the science rubric.

Elementary Science Crunch Time Packet 2008  
Week 3: Jan. 7-12, 2008



**Strand C: Force and Motion**  
**Benchmark(s): SC.C.2.2.4.**

**Vocabulary for the week:** acceleration, force, friction, and gravity.

**Tuesday**

Review the following found in the Grades 3 – 5 Resource Guide: *Hints for Taking the Grade 5 Science FCAT, FCAT Question Symbols, and How to Answer the Rubric*. Have students retake the short response question one found in the **Florida Inquires!** booklet. Using the rubric, have students score their own papers. Review one of each of the scored papers asking the students why each paper received the score that it did. Explain the scores on the papers. Then have students re-grade their paper based on the papers reviewed.

**Wednesday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, *The Gravity of It All*. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

**Thursday**

Have students complete the assessment individually then have students exchange papers. Students should have placed responses on their sheets based on the draft copy that they completed during the investigation. After students have completed their individual assignments, review the assessment as a whole class activity.

**Friday**

Complete the activity found in the Grades 3-5 Resource Guide entitled, *May the Force be With You*. Read the Overview. Have students answer the “*Question to Think About*” in writing. Then, students can share their responses. Have them complete the hypothesis. Students should select their materials based on their hypothesis. Complete the Procedure activity. Also, have students share their data and complete the Conclusion activity. Encourage students to volunteer to read their written responses. Have students score their writing using the science rubric.

# Elementary Science Crunch Time Packet 2008

Week 4: Jan. 28-Feb. 1, 2008



**Strand D: Processes that shape the Earth**  
**Benchmark(s): SC.D.1.2.4.**

**Vocabulary for the week:** weathering and erosion.

## **Monday**

Have students research the issues concerning beach erosion in Florida which includes cost and loss of habitat. The students are to share with their classmates what they learned.

## **Wednesday**

Have students complete the Assessment on their own. After all work has been completed, review the Assessment answers with the class. Collect papers to review their answers.

## **Tuesday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, **Beach Erosion**. Have students read the *Overview* aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

## **Thursday**

ScienceSaurus - Read pages 165, 172 – 173 and discuss.

## **Friday**

Review the *Florida Inquires!* sample again and review test taking strategies.



Elementary Science Crunch Time Packet 2008  
Week 5: Feb. 4-8, 2008

**Strand E: Earth and Space**  
**Benchmark(s): SC.E.1.2.1**

**Vocabulary for the week:** orbit, ellipse, rotation, and revolutions.

**Monday**

Review the following found in the Resource Guide: **Hints for Taking the Grade 5 Science FCAT, FCAT Question Symbols, and How to Answer the Rubric**. Have students answer one of the short response question found in the *Florida Inquires!* booklet. Using the rubric, have students score their own papers. Review one of each of the scored papers and ask the students why each paper received the score that it did. Explain the scores on the papers. Then have students re-grade their paper based on the papers reviewed.

**Tuesday**

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, **Earth and Seasons**. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading.

**Wednesday**

Complete the Procedure activity.

**Thursday**

Complete the Assessment as a short response.

**Friday**

ScienceSaurus – Read pages 195, 218-219, 225-227

# Elementary Science Crunch Time Packet 2008

Week 6: Feb. 11-15, 2008



**Strand F: Process of life**  
**Benchmark(s): SC.F.1.2.3.**

**Vocabulary for the week:** structures, amphibians, reptiles, mammals, birds, fish, and classification.

## Monday

Review the following found in the Grades 3 – 5 Resource Guide: **Hints for Taking the Grade 5 Science FCAT, FCAT Question Symbols, and How to Answer the Rubric.** Have students answer a Short Response question from the FCAT Sample Test booklet. Using the rubric, have students score their own papers. Review one of each of the scored papers asking the students why each paper received the score that it did. Explain the scores on the papers. Have students re-grade their paper based on the papers reviewed.

## Tuesday

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, **Where Do I Belong.** Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

## Wednesday

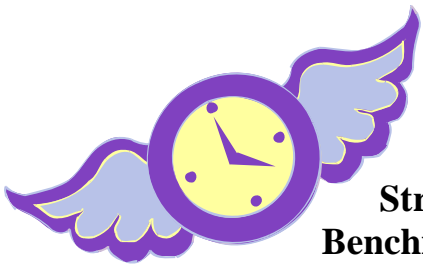
Complete the Assessment. ScienceSaurus - Read page 138.

## Thursday

Complete the activity found in the Grades 3-5 Resource Guide entitled, **Energy Source.** Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

## Friday

Complete the Assessment activity with the whole class. Have students volunteer to read their writing. Have students score their writing using the science rubric.



## Elementary Science Crunch Time Packet 2008

Week 7: Jan. 19-22, 2008

**Strand G: How living things interact with their environments**  
**Benchmark(s): SC. G.1.2.2.**

**Vocabulary for the week:** organism, adaptations, resources, structural adaptations, chemical reaction, photosynthesis, carbon dioxide, chlorophyll, sunlight, and stomata.

### Tuesday

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, **Bird Beak**. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity.

### Wednesday

Complete the Assessment Bird Beak activity, have students answer the second question, and then have them check their response against a rubric.

### Thursday

Complete the activity found in the Grades 3 – 5 Resource Guide entitled, **Slippery Leaves**. Have students read the Overview aloud and have them circle the underlined vocabulary words. List the words on the board and have students describe the words based on their own experiences and the definition included in the reading. Complete the Procedure activity; leave plants for students to observe over the weeks and months. Students should collect data on the plants over a period of time.

### Friday

Complete the Assessment.