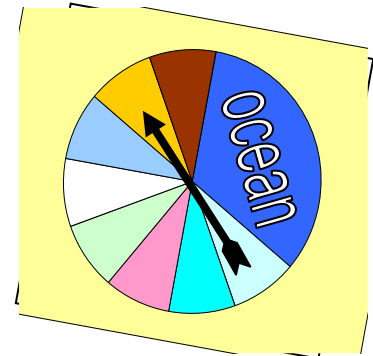
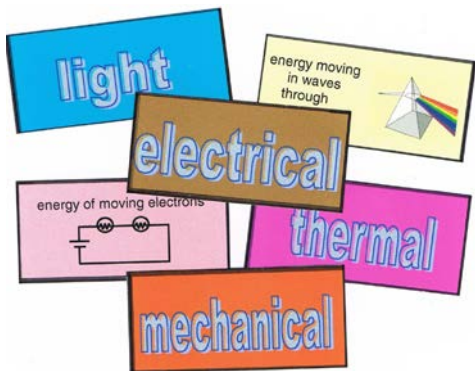


STREAMLINED TEKS STAAR Review for 5th Grade



- ☑ 10 review stations filled with interactive manipulative activities & games
- ☑ All Readiness & Supporting Standards are covered
- ☑ Includes quick links, foldables® & more
- ☑ Essential vocabulary is highlighted



What are users saying about Science Cut Ups?

- I love your products! I can take them in so many directions. Every time I use a Cut Up I marvel at all of the wonderful ideas that can be turned into useful tools for learning. They are top notch and the science is always CORRECT!
- We are presently using your TEKS Review and LOVE it!
- I am putting together my review pack and love how easy it is to differentiate for my learners!
- I received my order and am busy getting the Cut Ups ready for STAAR review. THANK YOU!
- Thank you for the great products which hit the target for science in Texas!
- I am using these for review for semester exams and my students told me this is the best review they have had because it helps them remember the information without having to listen to their teacher talking! Thanks for your great products.
- My teachers and I viewed your TEKS review while we were at CAST. We love the student-centered nature of it and feel you've done an excellent job capturing the language and thinking of the TEKS.

Sample 5th Grade station card

- ☑ All materials printed in color on (8 ½ by 11) card stock
- ☑ Stations include 10 interactive links with short animations, simulations & videos
- ☑ 1 station includes making a foldable®
- ☑ Stations can be completed in any sequence
- ☑ Labels and prep instructions are included to simplify your station organization

Station B



Record everything in your notebook!

Words in RED are important-make sure you know them!

What you do:

- 1) Use the **B - 1** card set and select two animals and one plant to use.
- 2) Make a data chart (below) to record the following information about the **organisms**:
 - a. Name at least 2 **structures** the organism has to help it live and **survive**.
 - b. Explain how each structure you named is related to the **function** it performs to help the organism. Example: structure = nose, function = helps the animal sense approaching predators and find food
 - c. Look up information about any structures or functions you are not sure about.

	(Animal 1)	(Animal 2)	(Plant)
Structures that it has to aid survival	1. 2.	1. 2.	1. 2.
How the structure functions to aid survival	1. 2.	1. 2.	1. 2.

- 3) Look at the photograph of the fawn and the flower.
 - a. List some **traits** each of these organisms **inherits** from its parents?
 - b. List some **behaviors** the fawn has to **learn** as it grows.
 - c. List some traits you inherited from your parents.
 - d. List some behaviors you learned.
- 4) Read and discuss **For Better or For Worse?**
 - a. Explain how you decided what effect the change of **habitat** would have on most of the flying squants.
 - b. What are some ways the fawn and flower might be affected by a bulldozer clearing the land on which they live to build a new mall?
- 5) All organisms **interact** with the living and nonliving components of their environments.
 - a. Use the **B - 2** card set.
 - b. Sort the cards into **living** and **nonliving** components of an ecosystem.
 - c. Discuss how these living and nonliving components support the population of deer and plants.
 - d. Name at least 2 ways the fawn and flower are **interdependent**.
- 6) Tidy and reorganize the materials for the next group using them.

