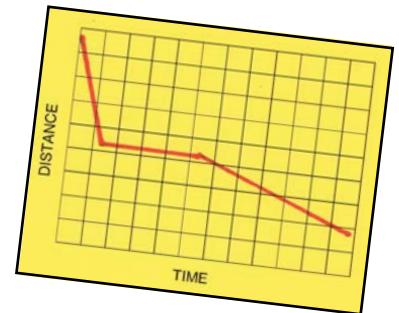
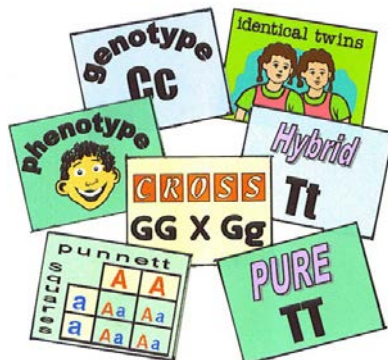
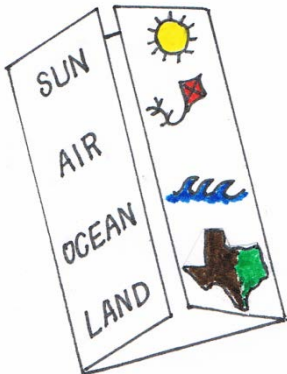


## STREAMLINED TEKS STAAR Review for 8th Grade



- ☑ 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?

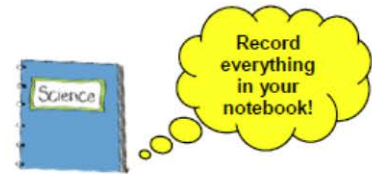
- I love your products! I can take them in so many directions. Every time I use a Cut Up I marvel at all of the wonderful ideas that can be turned into useful tools for learning. They are top notch and the science is always CORRECT!
- We are presently using your TEKS Review and LOVE it!
- I am putting 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 8<sup>th</sup> Grade station card

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

## Station A

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



What you do:

- 1) Natural disasters or **human activities** can cause changes in environments that affect living systems.
  - a. Use the **A – 1** card set to sequence the order of changes that would take place after a volcano erupted covering a large area with hardened **lava**. Record the sequence in your notebook.
  - b. Use the card set a second time to sequence the order of changes that would take place in a forested area after a wildfire. Record the sequence.
  - c. Label each of your sequences with the type of **ecological succession** that took place (**primary** or **secondary**). Which type of succession takes the longest?
- 2) Organisms can be identified using their **unique traits** and a **dichotomous key**. Use the **A – 2** card set and the **Coral Reef Dichotomous Key** to identify each of the coral reef organisms by their names. Record your answers.
- 3) In this activity you will simulate how changes in a **genetic trait** over several generations have occurred through **natural selection**.
  - a. The activities in this simulation will be timed using a **stopwatch** or other device. One person will do a **trial** while others keep the time. Everyone records the data in a table like the one shown below. The trial involves using a marker to check  as many circles as you can find on the page in 10 seconds. The person doing the marking  represents the "**predator**." The circles on the page represent the "**prey**."

Trial	Color of background environment	Starting population of "prey circles"			Number of "prey circles" marked in 10 seconds		
		white	newsprint	black	white	newsprint	black
1	White	20	20	20			
2	Newsprint	20	20	20			
3	Black	20	20	20			

- b. After the three trials clean your marks off the pages, read the **Peppered Moth Simulation** page and answer the questions.
  - c. This simulation is a model representing what might happen in real life. What are some advantages and limitations of this model?
  - d. Use the **A – 3** card set to complete the **Comparing Reproduction Data Chart**. Record key information from the activity in your notebook. Explain how genetic variation can result in new adaptations and survival advantages.
- 4) Tidy and reorganize the materials for the next group using them.