STAAR® Review to Go
Science Grade 5

region 4

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What Is *STAAR Review to Go: Science*?

STAAR Review to Go: Science is a student-centered review resource to be used to address the Science TEKS that, based on current data, have proven challenging for students. Each activity is TEKS-based and may be used to enrich Tier I instruction or as a review at the rigor outlined by the TEKS.

Each review activity is designed to take 15–30 minutes and fit in a file folder to create a convenient and engaging review resource. These activities can be used over 1–2 days or up to two weeks as review activities in science class. They also can be used as Saturday review sessions or during tutorials.

Creating Review Activity Folders

Whether using the review activities in this book or creating your own, you will need the following materials:

- access to a copy machine and/or printer
- cardstock
- clear tape
- envelopes and/or resealable plastic bags
- file folders, preferably a different color for each Reporting Category
- glue and/or glue sticks
- scissors

Create a set (or two, if needed) of Review Activity Folders and place them in stations for students to review over several class periods or make several folders for each activity and have the whole class work through each folder at the same time.

Follow these steps to create a Review Activity Folder:

1. Read through the Materials Lists, Advance Preparation, and Teacher Notes sections of the activity pages and gather the materials for the activity.
2. Print the Labels, Task Cards, and Student Answer Keys. You may choose to make copies from the book or access the digital files to print in color or black and white. Access digital files at http://r4hub.esc4.net using your login.
3. Cut out the Labels, Task Cards, and Student Answer Keys and attach each to the folder. You may choose to follow the sample layout or organize the folder in a way that meets the needs of your students.
4. Print copies of the student pages. These are designed to be takeaways for students to use as a study guide.

Using Review Activity Folders

The folder format provides flexible options for review. The following are examples of ways to use the folders:

- Whole Class Review: During one class period, the class works through the same review activity folder(s) and debriefs them together.
- Review Stations: Student groups work through each folder and note any topics for which they have confusion or need further review. The teacher should monitor to detect any misconceptions. These points for review can be addressed individually or as a class to make the best use of class time.
- Individualized Review: Students work through activities that target their areas of greatest need based on formative assessment data.

What Is *STAAR Review to Go: Science*?

Answer Keys

Answer Keys are included with each activity. Some Answer Keys are embedded in the Teacher Notes and should be printed, cut out, and attached to the folder or Solution Station. Other Answer Keys are provided on sample student pages. The Answer Keys can be used in one of the following ways:

- Place the Answer Key on the back cover of the folder for students to self-check as they work through the activity.
- Place the Answer Key inside the folder in a pocket or under a flap for students to self-check as they work through the activity.
- Plan for students to visit a Solution Station with a labeled Answer Key for each activity.

Debriefing and Providing Feedback

Depending on how the folders are used, the teacher may choose a variety of strategies to provide feedback.

- Use Key Questions and practice assessment items to debrief the review activity. Students should be able to accurately answer these questions following the review.
- Students work through each review activity and use the Answer Key or visit the Solution Station to check their answers. Students should note when they have confusion about a concept so it can be addressed.
- Teachers may choose to be the Solution Station by holding the Answer Keys and discussing student understandings/misconceptions as they check their work.

Using Assessment Data to Create Your Own Review Activities

When planning review activities, assessment data should be used to determine which TEKS must be reviewed thoroughly and which TEKS need minimal review. State assessment data were used to determine the TEKS addressed in *STAAR Review to Go: Science.* Current campus or district data may indicate a need to create review activities for TEKS not addressed in this product.

For a broader view of student assessment trends, use assessment data collected throughout the current year. Most districts have access to data analysis software that can provide performance data at the class, campus, or district level. Consider creating folders following the collection and analysis of data from class, campus, or district assessments so that a set of activities will be ready for use with students when it is time to begin reviewing.

If data analysis software is not available, assessment data from the Texas Education Agency can be helpful in determining which TEKS to target during STAAR review. Statewide item analysis data are available for STAAR assessments beginning in 2013. TEKS with the lowest percentage of correct answers and highest frequency of STAAR assessment questions should be the focus for review.

What Is *STAAR Review to Go: Science*?

Once the TEKS targeted for review have been identified, evaluate available STAAR Released Test Questions to determine the types of questions that are challenging for students. Some types of questions that challenge students include those that:

- require a calculation
- require students to write and fill in an answer for a griddable item
- require students to analyze charts, graphs, tables or diagrams
- a large amount of text
- do not provide a visual model to aid students
- require multiple steps to answer

Consider the STAAR Released Test Questions when planning review activities. Ask, "Would this activity help my students master the targeted concept and answer this question successfully?"

References

Auer, V., & Hartill, M. (2014). *Vocabulary now*! San Clemente, CA: Canter Press.

Region 4 Education Service Center. (2010). *Closing the Distance: A flexible tutorial for TAKS™ grade 5 science*. Houston, TX: Author.

Seidlitz, J., & Kenfield, K. (2011). *38 great academic language builders*. San Clemente, CA: Canter Press.

STAAR Review to Go: Science Features

TEKS and ELPS are embedded in each activity and are reflected in the content and language objectives.

9: Inherited or Learned?
Reporting Category 4, TEKS 5.10B

TEKS
5.10 Organisms and environments. The student knows that organisms undergo simil[ar] processes and have structures that help them survive within their environments. The [student] is expected to:
B. differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle

[Langua]ge Proficiency Standards (ELPS)
[c. reg]ular second language acquisition/writing. The student is expected to write [ac]quired basic vocabulary and content-based grade-level vocabulary.

Materials lists aid in activity preparation.

Materials
For the folder
- snack-size resealable plastic bag
- cardstock
- tape

For each student
- **Inherited or Learned?**

The titles of **Activity Masters** and **Student Pages** are printed in bold for ease of reference.

STAAR® Released Test Questions
2013: Questions 13, 19, 39
2014: Questions 3, 30
2015: Questions 3, 41

STAAR® Released Test Question item numbers are listed for reference or further review.

Sample Layout

Back cover — Answer Key

Front cover —
Reporting Category TEKS
Activity Title
Content Objective
Language Objective
Key Questions
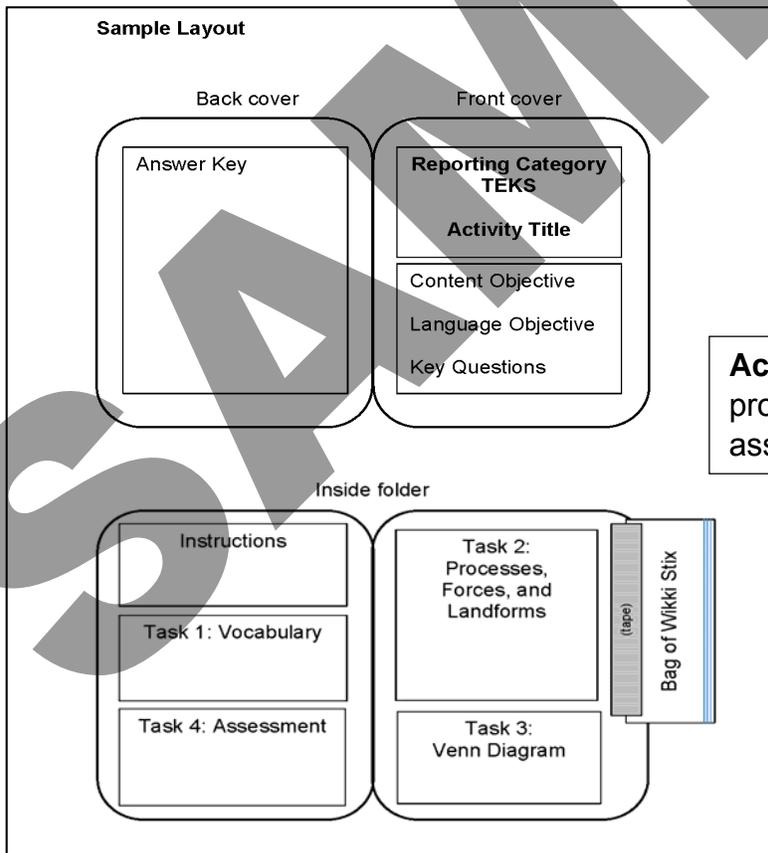
Activity Folder Sample Layouts provide an option/example for assembling folders.

Inside folder
Instructions
Task 1: Vocabulary
Task 4: Assessment
Task 2: Processes, Forces, and Landforms
Task 3: Venn Diagram
(tape)
Bag of Wikki Stix

Folder tab label:
| RC 4   TEKS 5.10B |
| Inherited or Learned? |

Folder Tab Labels are provided to aid in organization of folders.

Cover:

Reporting Category 4
Organisms and Environments

TEKS 5.10B

Inherited
Or
Learned?

curly hair

sleeping in a bed

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Language Objectives and **Content Objectives** describe the focus of the TEKS-based activity in student-friendly language.

Content Objective
I will differentiate between inherited traits and learned behaviors.

Language Objective
I will write using newly acquired vocabulary about inherited traits and learned behaviors.

Key Question
What is the difference between inherited traits and learned behaviors?

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Key Questions help students focus on what they need to know after completing the tasks in the activity folder.

Inherited or Learned? Instructions

Task 1: Classifying Inherited Traits and Learned Behaviors
- Use the t-chart to classify the characteristic cards as inherited or learned by placing each card on the appropriate side of the t-chart.
- the Inherited or Learned? handout.
- g the answer key and make any necessary corrections.

Task 2: Word Association
- Create a word association for the vocabulary terms *inherited trait* and *learned behavior*. See the example.

Task 3: Assessment
- Read and analyze the assessment question. Write your answer on the back of the handout.

> Varied border designs are used to differentiate tasks.

Task 2: Word Associations

- Create a word association for the following vocabulary terms:

  inherited trait
  learned behavior

- Connect words or phrases to vocabulary word(s) that explain their meanings.

> Each activity includes a literacy component to foster student engagement and processing.

Characteristic Cards

(36 cards)

STAAR Review to Go: Science Features

Task 1: Classifying Inherited Traits and Learned Behaviors

Inherited Traits	Learned Behaviors

Each activity includes a student takeaway that provides students with a study resource.

attached earlobes	brush teeth
baby crying	draw a picture
birds migrating	drive a car
brown hair	earn good grades
curly hair	fly a plane
dimples	get a job
eye color	hunt prey
freckles	play basketball
fur color	read a book
height	sleep in a bed
hibernating in winter	speak Spanish
long eyelashes	solve a mystery
roll tongue	table manners
	tie shoes
	type on a keyboard
	understand a language
spines on a cactus	write ABCs

Some review activities include card sorts or have other manipulatives. Cards are stored in the folder either in a pocket (created using cardstock or an envelope) or in a resealable plastic bag.

SAMPLE

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