

Episode 1, Food Chains

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 1, Food Chains*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 1, Food Chains*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. The following is an example of a predator W. Cow X. Tree Y. Deer Z. Lion	_____	_____
2. A consumer is W. A living organism that eats other organisms X. A living organism that other organisms eat Y. A dead organism that living organisms eat Z. A dead organism that decomposes rapidly	_____	_____
3. Which of the following food chain is in the correct order, starting from the bottom: W. Sardine - Plankton - Shark - Tuna X. Plankton - Tuna - Sardine - Shark Y. Plankton - Sardine - Tuna - Shark Z. Shark - Tuna - Plankton - Sardine	_____	_____
4. The last role in a food chain is usually: W. Producer X. Decomposer Y. Consumer Z. Predator	_____	_____
5. Which of the following is NOT a producer: W. Grass X. Plankton Y. Algae Z. Fish	_____	_____

Episode 2, Habitats

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 2, Habitats*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 2, Habitats*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. A place that provides an animal's needs is called W. An ecosystem X. A home Y. A habitat Z. A shelter	_____	_____
2. To keep habitats clean and safe for organisms, you can: W. Throw your garbage out the car window X. Leave pet waste on the ground Y. Pick up after yourself and leave things as you found them Z. Plant vegetation, even if it's not native	_____	_____
3. You share your habitat with: W. Animals in the general area X. Only other people in your neighborhood Y. Only the plants and animals that live near you Z. All living organisms in the area	_____	_____
4. All of the following are necessary in a habitat, EXCEPT: W. Food X. Entertainment Y. Shelter Z. Space	_____	_____
5. Competition for habitat space may increase when: W. There are changes in the environment X. Natural resources become limited Y. Pollution increases Z. All of the above	_____	_____

Episode 3, Cells

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 3, Cells*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 3, Cells*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. Which of the following is known as “the building blocks of life”?		
W. DNA		
X. Cells	_____	_____
Y. Blood		
Z. Legos		
2. This organelle acts as a cell’s command center:		
W. Membrane		
X. Nucleus	_____	_____
Y. Chloroplast		
Z. Vacuole		
3. The organelles of a cell		
W. Help to carry out different functions		
X. Can be compared to organs of an animal		
Y. Have certain tasks to keep a cell healthy	_____	_____
Z. All of the above		
4. What type of cells will work together to form a heart?		
W. Pulmonary		
X. Stem	_____	_____
Y. Cardiac		
Z. Endocrine		
5. Cells can be:		
W. Found in plants and animals		
X. Found in non-living structures	_____	_____
Y. Individual living beings		
Z. Both W and Y		

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 4, Seasons*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 4, Seasons*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. What causes Earth's seasons to change? W. The time when the earth is closest to the sun X. The time when the earth is farther away from the sun Y. Both W and X Z. None of the above	_____	_____
2. The earth's axis runs W. Along the equator X. From the north pole to the south pole Y. From the the south pole to the equator Z. Along latitude 23.5 degrees north	_____	_____
3. When its winter in the Northern Hemisphere, AA.Its summer in the Southern Hemisphere BB.Less sunlight is reaching the top of the earth Y. More sunlight is reaching the Southern Hemisphere Z. All of the above	_____	_____
4. The following has an affect on the seasons: W. The earth's temperature X. The position of the sun Y. The tilt of the earth's axis Z. The position of the moon	_____	_____
5. During which season do the sun's rays hit the earth at the most direct angle? W. Fall X. Winter Y. Spring Z. Summer	_____	_____

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 5, Weather*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 5, Weather*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. The following causes the Earth's air to heat: W. Direct sunlight to the atmosphere X. The ocean and land warming up Y. Ocean temperature cooling Z. Winds from warmer regions	_____	_____
2. Weather is caused by: W. Amount of average temperature and precipitation in an area X. Cold air rising and hot air sinking Y. The different rates that the Earth's surface heats up and cools down from the poles to the equator Z. The different rates that the Earth's surface heats up and cools down from the equator to the poles	_____	_____
3. Winds are formed by: W. Storms coming in from the ocean X. The speed the Earth is rotating Y. Hot air rising and cold air sinking Z. Cold air rising and hot air sinking	_____	_____
4. Water vapor condenses to form precipitation. Which of the following is NOT a result of this process: W. Rain X. Hail Y. Wind Z. Snow	_____	_____
5. Climate is determined by: W. The area's amount of precipitation and average temperature X. The area's average wind speed and precipitation Y. The area's average temperature and number of people Z. The area's types of plants and animals	_____	_____

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 6, Tides*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 6, Tides*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. Ocean tides are caused by W. Gravity X. Ocean currents Y. Temperature Z. Salinity	_____	_____
2. Which of the following bodies of water experience tides? W. Pacific Ocean X. Gulf of Mexico Y. Chesapeake Bay Z. All of the above	_____	_____
3. Tidal range is W. The time between high & low tides X. The difference in height between high & low tides Y. The height between a wave's crest & trough Z. The time it takes for a wave to break	_____	_____
4. The following can play a role in tides: W. The sun and the moon X. Ocean currents and temperature Y. The moon and the stars Z. The various depths of the ocean	_____	_____
5. The greatest high tides can be seen during: W. A new moon X. A lunar eclipse Y. A full moon Z. Both W and Y	_____	_____

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 7, Waves*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 7, Waves*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

Pre-Video Post-Video

1. Waves can travel through

W. Water

X. Wood

Y. Air

Z. All of the above

2. The following describes wave frequency:

W. The total number of waves recorded in a session

X. The height of a wave

Y. The number of wave crests to pass in a second

Z. The length between wave crests

3. The height of a wave from crest to trough is the

W. Wavelength

X. Amplitude

Y. Frequency

Z. Speed

4. Friction will cause a wave to

W. Lose energy

X. Gain energy

Y. Speed up

Z. Both X and Y

5. Wavelength is

W. The amount of time it takes for the wave to stop

X. The length of the wave from crest to crest

Y. The length of the wave from top to bottom

Z. The amount of time it takes for the wave to grow

Episode 8, Simple Machines

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 8, Simple Machines*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.

Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 8, Simple Machines*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. Which of the following is NOT a simple machine:		
W. Axe		
X. Wheel		
Y. Radio		
Z. Lever		
2. Mechanical advantage is:		
W. The advantage that we have over machines		
X. The advantage that machines have over us		
Y. The advantage that we have over gravity and friction		
Z. The advantage that gravity and friction have over us		
3. A wedge:		
W. Forces an object apart by splitting it		
X. Pushes an object into a tight space		
Y. Moves an object onto an inclined surface		
Z. Uses a fulcrum to help pivot an object		
4. Friction can be reduced by using:		
W. An inclined plane		
X. Wheels and axles		
Y. A wedge		
Z. Pulleys and levers		
5. Which of the following statements best describes simple machines?		
W. Simple machines can complicate a task		
X. Simple machines are not commonly used today		
Y. Simple machines are complex and do not help us		
Z. Simple machines can make work easier		

Episode 9, Scientific Method

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 9, Scientific Method*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 9, Scientific Method*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. The scientific method		
W. Makes an experiment more complicated		
X. Helps to organize the process of answering a question	_____	_____
Y. Is a set of experiments that help to solve a problem		
Z. Disorganizes a scientific experiment		
2. The following is the correct order of the scientific method:		
W. Conclusion - Experiment - Hypothesis - Results		
X. Hypothesis - Experiment - Conclusion - Results		
Y. Experiment - Hypothesis - Results - Conclusion	_____	_____
Z. Hypothesis - Experiment - Results - Conclusion		
3. Which of these would be considered as results?		
W. The number of squid suckers		
X. Counting squid suckers		
Y. The full moon in July	_____	_____
Z. Seeing squid suckers in July		
4. Which of the following is NOT a step of the scientific method?		
W. Hypothesis		
X. Experiment		
Y. Plagiarism	_____	_____
Z. Conclusion		
5. A hypothesis is		
W. A random thought		
X. An answer		
Y. An educated guess	_____	_____
Z. An experiment		

Oral Assessment

Ask the students the following questions as a class prior to watching *Science Minutes: Episode 10, Going Green*. Read the questions and answers aloud, asking the students to raise their hands for the answer they think is correct. The correct answers are indicated in **bold red**. Using the space provided, record the number of students that answered correctly (x out of the total number of students) prior to watching the segment.
Assessment Example: 5 / 25 (5 students answered correctly / 25 students total)

Following the Oral Assessment, watch *Science Minutes: Episode 10, Going Green*. After the class has watched the video segment and completed the optional activities, repeat the Oral Assessment. The results will demonstrate the students' comprehension of the subject.

	<u>Pre-Video</u>	<u>Post-Video</u>
1. The term "going green" means:		
W. To wear green everyday		
X. Eating only green food, such as vegetables		
Y. Using sustainable products and reduce the amount of energy you use	_____	_____
Z. To be wasteful and to create a large carbon footprint		
2. You can conserve water by doing all of the following, EXCEPT:		
W. Take a shorter shower		
X. Put a full water bottle in the tank of your toilet		
Y. Run the dishwasher with only 1/2 load of dishes	_____	_____
Z. Turn off the faucet or hose when not in use		
3. To avoid diseases and pollution reaching local waters, you can:		
W. Wash your car in your driveway		
X. Pick up your pet waste	_____	_____
Y. Pour hazardous material down your sink		
Z. Use plastic bags at the grocery store		
4. The following is an example of a biodegradable material:		
W. Plastic water bottle		
X. Styrofoam cup		
Y. Banana peel	_____	_____
Z. Aluminum soda can		
5. Which of these activities will conserve energy in your house?		
W. Leaving the faucet on while brushing your teeth		
X. Turning off the light when you leave a room	_____	_____
Y. Leaving electronics plugged in when not in use		
Z. Keeping the refrigerator door open while you look for something to eat		