

Name: _____

Date: March 2009

Course/Grade: Biology 11

Class Unit: Viruses

Text: Miller, K.R. & Levine, J. (2000).

Biology (5th ed.). New Jersey: Prentice Hall.

Pages: 357-359

Lesson Plan version 2: Virus Life Cycles

IRP: Biology 11 (2006)

PLO: E1- evaluate the evidence used to classify viruses as living or non-living:

Student Learning Objectives:

By the end of the lesson students will be able to:

- identify the role of the host cell in viral reproduction
- compare the lytic and lysogenic cycles

Teacher Materials: PowerPoint slides; bungy cords; markers; tape; poster paper; T4 Virus animation from website

-student notes: PowerPoint fill-in the blanks; exemption form AIDS Vancouver

Lesson Outline- 80 minutes

Time	Activity	Teaching Notes
5 minutes	Administrative tasks <ul style="list-style-type: none">• Attendance, announcements• Welcome back from Spring Break• Reminder: Virus test on April 2• AIDS Vancouver Presentation Mar 31• handout exemption forms & explain	-the teacher should consult the seating chart and call out names for attendance -the teacher should write the agenda for the class on the board -AIDS Vancouver: Students must return the form to the teacher by the end of the week ONLY if they will not be attending the workshop (parent signature required)
3 minutes	Hook: T4 Virus Animation <ul style="list-style-type: none">• http://www.hybridmedicalanimation.com/anim_bacteriophage.html	-30 second animation -point out infection and lysis -ask students what kind of virus the clip shows (bacteriophage)
22 minutes	Lesson Notes <ul style="list-style-type: none">• Life Cycles of Viruses: see PowerPoint slides # 17-29• Handout students notes fill in blanks	-be conscious of pace -wait until students are done writing to explain slide -"pencils down" for important points -use bungy cords of different colours to model how the viral DNA is incorporated into the host's DNA
45 minutes	Activity: Life Cycle Skits <ul style="list-style-type: none">• see PowerPoint slides # 30-31• Allow 20 to prepare, 25 minutes to present (~ 5 min per group)• Give supplies to help with skits (bungy cords to represent DNA, tape, paper, markers, etc)	- In groups of 5-6, allow students to choose either skit, news presentation, rap, etc to show lysogenic cycle -students can select their own groups for this activity -all three classes are at different places in the notes, some groups may have to present skits next class due to time -assessment: see skit rubric
5 minutes	Closure to Learning/ Homework <ul style="list-style-type: none">• Review what was learned last class & today• See PowerPoint slides # 32-34 for review• Connect concepts to what class will learn next day• Exemption forms for AIDS Vancouver due next class	-if students were not ready to present skits today (short for time) then start with skits next class

Post Lesson Review

Plus	Minus	Improvements

Notes

Name: _____
Date: February 2009
Course/Grade: Science 8
Class Unit: Optics

Chapter: 6 Human Vision
Text: BC Science 8
Pages: 202-205

Lesson Plan: Chapter 6 Introduction to the Human Eye

IRP: Science 8 (2006)

PLO: C2- explain how human vision works

Student Learning Objective:

By the end of the lesson students will be able to: illustrate parts of the eye

Teacher Materials:

-workbook; -textbook; -legal size paper and pencil crayons; -You Tube video clip, ppt slides

Lesson Outline version 2 - 80 minutes

Time	Activity	Teaching Notes
5 minutes	Administrative tasks <ul style="list-style-type: none"> Attendance, announcements play song "My Brown Eyed Girl" as students enter the class and set up 	-the teacher should consult the seating chart and call out names for attendance -the teacher should write the agenda for the class on the board
5 minutes	Hook: <ul style="list-style-type: none"> Celebrity Eyes- Guess Who? see PowerPoint slides # 1 & 2 	-using PowerPoint slides have students guess what celebrity is on the screen -emphasize the need to raise hands to answer
25 minutes	Lesson Notes: <ul style="list-style-type: none"> Parts of the internal and external eye see PowerPoint slides # 3-11 Video Clip: 10 things you did not know about the eye (You Tube 1 min) 	-PowerPoint has questions embedded in slides - give students time to think of answers -number off student responses to allow many students the chance to speak -if students move through the notes quickly then continue past slide # 11
15 minutes	Workbook: <ul style="list-style-type: none"> Workbook questions p. 88 (10 min) Go over a few of the questions as a class (5 min) Assign rest for homework 	-if students finish early have them start on the eye diagram
25 minutes	Activity: <ul style="list-style-type: none"> Eye Diagram: have students make a poster of the human eye with labels <u>and</u> functions marked clearly <ul style="list-style-type: none"> use color pencils students will hand in for 10 marks completion use textbook page 204 as a guide 	-hand out legal size paper for drawings -distribute pencil crayons on various lab benches—emphasize sharing
5 minutes	Closure to Learning/Homework <ul style="list-style-type: none"> Review concepts learned today Connect ideas to the topic for next class (cornea-lens-retina system and vision problems) workbook and eye diagram for homework, due at the start of next class 	-write homework on the homework board under the Science 8 title -give a verbal reminder of the homework

Post Lesson Review

Plus	Minus	Improvements/ Notes
students loved slides of celebrity faces (with glasses)	only a few students contributing	be certain to call on more students; take less time to go through ppt slides

Notes