**LESSON PLAN**

**Subject: SCIENCE - Biology**

**Topic: From FISH to FROGS**

**Age of students:** 16

**Language level: B1/**B2

**Time:** 90/120 minutes

**Content aims:**

After completing the lesson, the student will be able to:

Identify the parts of frogs.

Describe the life cycle.

Illustrate the life cycle of frogs.

Explain how the evolution works.

Compare the life in water and land.

Prepare a simple aquarium.

Keep journals or records of scientific investigations

Use graphic organizing tools.

**Language aims:**

After completing the lesson, the student will be able to:

Apply the correct scientific language**.**

Use scientific inquiry through questioning, predicting, observing, recording and interpreting data, and communicating results.

Develop group work skills such as working together and listening to each other

**Pre-requisites:**

* Biology of organisms and their structures.
* Introduction to the interactions between organisms
* Structural and functional mechanisms underlying life processes and organ systems in vertebrates
* Evolutionary approach to the study of vertebrate structure (Comparative vertebrate Anatomy)
* Developmental processes of animals, including reproductive cycles, gametogenesis, fertilization
* Taxonomy

**Materials:**

* Books
* Computers
* Aquarium in class for tadpoles, with rocks and plants
* Magnifying glass

**Procedure steps:**

TEACHER activity:

A Frontal lesson

B Supporting observations of the life in the aquarium

C Supporting discussion with students

STUDENT activity:

A Capture of tadpoles in a mountain pond

B Taking of water, rocks and plants from the pond

C Review instructions on how to set up an aquarium and care for tadpoles.

D Preparation of a simple aquarium

E Feeding the tadpoles and control of temperature and light in the aquarium

F Observation and discussion

The Lesson will be take place in class and science laboratory

**Attachment :**

**Scheme proposed for working time in class**

TEACHER activity: 30 MINUTE

STUDENT ACTIVITY:

B 10 MINUTES

C 15 MINUTES

D 10 MINUTES

E *every day 5 minutes*

F 55 MINUTES

**Materials that could be used as homework assignments or tests:**

1. **Scientific Relation** about experiment in Laboratory

Students posing questions, hypothesizing, observing, collecting and recording data, and communicating results

1. **EXERCISE:**

Questions and answers that reflect an understanding of what tadpoles need to survive, as well as an understanding of the life cycle of frogs.

Example:

*You are planning to use a tank as a Model Pond to study tadpoles.*

*Describe* ***two*** *ways using the Model Pond instead of a real pond might affect*

*the tadpoles.*

*In your description, be sure to:*

*- Describe* ***two*** *ways the Model Pond is different from a real pond.*

*- Describe how each difference could affect the tadpoles.*