Secondary Science SBE
Lesson Plan Framework

Lesson Title: Genes, reproduction and variation

Group 10A4 **Location** M23 **Date/Time** 22nd May 2007/11h10 to 12h00

Learning Objectives
Students will …

- learn to describe where in a cell we find chromosomes.
- to explain what is meant by the term ´gene´ and simply describe it's function.
- to describe how different genes control the development of different characteristics.

Learning Outcomes
Students will be able to…

National Curriculum/Syllabus References (incl. reference to previous KS)
Ks4 Biology, GCSE Science, text book AQA Science, unit B1b 6 – Variation

Links to other areas
Students will be able to learn the lesson topic using some kinaesthetic learning styles; literacy skills and citizenship.

Previous assessment details informing this lesson.
Last lesson was useful to make pupils developing new kinaesthetic learning styles linked with their subject knowledge.

Differentiation
I will use different learning styles, like visual aids, kinaesthetic activity, writing skills, for the entire class have the opportunity to develop further knowledge by using a variety of learning styles able the entire class to develop further knowledge on different learning areas.

Health and Safety
Lesson totally safe for class.

Lesson Development

Timing (min)	Teacher activity	Pupil activity	# Resources	Assessment Items
3	Register	Students will pay attention to the register	Teacher planner	-
10	Sharing lesson objectives as well setting instructions for the starter activity.	Students will pay attention to lesson objectives, understanding what a chromosome, a gene and DNA is. As a starter students will watch a TIM and Moby video that introduces the main ideas about the new topic. Hopefully students will start interacting with the teacher and the rest of class.	Computer Projector speakers White board Tim and Moby Flash files.	Checking students subject knowledge as well misconceptions.
10	Going over a power point to give a brief explanation about the topic. Writing some key concepts on the board (e.g. **DNA, CHROMOSOME AND GENES**).	Students will be listening and giving some feedback.	Computer Power point White board booklet	Q+A
15	Setting instructions for main activity	Students will produce a diagram by drawing the DNA model, identifying and describing the chromosomes, genes and the DNA strands. ***Note: Students need to be creative by using different resources and the best diagram will win some sweets.***	A3 sheets Colour sheets Felt tips Colour pencils Pencils Balls Scissors booklet Glue, etc.	Assessing pupils developing kinaesthetic learning styles linked with their subject knowledge learning.
10	Introducing the plenary activity.	Students need to take a look to all key concepts on the board and try to write a good definition for each.	Books White boad	Q+A Assessing pupils answers.
2	Setting instructions to clean and pack away.	Students need to be cleaning desk and be ready to go.	-	-

Lesson Evaluation

Lesson Rating – My Performance *(To be completed at the end of every lesson)*

Criteria	Very Good	Good	Satisfactory	Unsatisfactory
Knowledge				
Resources				
Lesson Objectives				
Behaviour Management				
Risk Assessment				
Differentiation				
Feedback to pupils				
Assessment				

Variety & Pace				
Level appropriate				
Visuals – high quality?				

General Comments (Improvements for your teaching and/or pupil learning)

Were your Outcomes Achieved? (Include details of Evidence)

Teachers Lesson Rating – (*To be completed at the end of every lesson)*

Criteria	**Very Good**	**Good**	**Satisfactory**	**Unsatisfactory**
Knowledge				
Resources				
Lesson Objectives				
Behaviour Management				
Risk Assessment				
Differentiation				
Feedback to pupils				
Assessment				
Variety & Pace				
Level appropriate				
Visuals – high quality?				

Teacher Comments