

# Fishes and Amphibians

## Chapter Pacing Guide

Please note that this pace is based on completing selected sections of the text in 90 classes, approximately 90 minutes each. Less time can be allotted for each chapter if you plan to teach the entire text.

| <b>Block</b> | <b>Content</b>     |
|--------------|--------------------|
| 0.5          | 30.1 Fishes        |
| 0.5          | 30.2 Amphibians    |
| 0.5          | Chapter Assessment |

# Block Schedule Planning Guide

## 30.1

# Fishes

pages 793–802

### Pacing Guide

1/2 block

Lesson & MiniLab

**KEY:** *SE* = Student Edition, *TWE* = Teacher Wraparound Edition, *TCR* = Teacher Classroom Resources, *BDOL* = Biology: The Dynamics of Life, *URB* = Unit Resources Booklet

**National Science Content Standards:** UCP.1-5; A.1, A.2; C.3, C.5, C.6

### Objectives

- **Relate** the structural adaptations of fishes to their environments.
- **Compare and contrast** the characteristics of the different groups of fishes.
- **Interpret** the phylogeny of fishes.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 73 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparencies 52–53 and Masters, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, pp. 3–4 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, pp. 11–12; Spanish, pp. 15–16

- \_\_\_\_\_ **MindJogger Videoquizzes**, Ch.30
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: **bdol.glencoe.com**

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 187–188 *TCR*
- \_\_\_\_\_ *Real World BioApplications*, pp. 9–10 *URB*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:** Section 30.1 Presentation

### Lesson Plan

| Activity   | Resources   | Suggested Time |
|--|---|----------------|
| <b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Distribute the corrected Chapter 29 tests while students complete the Bellringer for Section 30.1.</li> </ul>   | Section Focus Transparency 73 and Master, <i>TCR/URB</i>                    | 5 minutes      |
| <b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer Chapter 29 test questions.</li> </ul>  | <i>Chapter Assessment</i> , pp. 208–209 <i>URB</i>                          | 5 minutes      |
| <b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Introduce Chapter 30 with the Two-Minute Chapter Launcher.</li> <li>• Teach the main concepts of Section 30.1.</li> <li>• Do the Quick Demos.</li> </ul>             | <i>TWE</i> , p. 792<br><i>TWE</i> , pp. 793–802<br><i>TWE</i> , pp. 797–798 | 10–15 minutes  |
| <b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Have students do MiniLab 30.1 and assess their results.</li> <li>• Do the Check for Understanding and Reteach strategies.</li> </ul>                              | <i>SE</i> and <i>TWE</i> , p. 795<br><i>TWE</i> , p. 802                    | 10–15 minutes  |
| <b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 30.1 Assessment.</li> <li>• Assign Problem-Solving Lab 30.1.</li> <li>• Assign relevant questions from Chapter 30 Assessment.</li> </ul> | <i>SE</i> , p. 802<br><i>SE</i> , p. 796<br><i>SE</i> , pp. 813–815         | 5 minutes      |
| <b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Extension activity.</li> </ul>  | <i>TWE</i> , p. 802   | 5 minutes      |

[total = 45 minutes]

# Block Schedule Planning Guide

## 30.2

# Amphibians

pages 803–809

**National Science Content Standards:** UCP.1–5; A.1, A.2; B.3; C.1, C.3, C.5, C.6; E.2; F.1, F.3, F.4; G.1, G.2

### Pacing Guide

1/2 block

Lesson & MiniLab

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### Objectives

- **Relate** the demands of a terrestrial environment to the adaptations of amphibians.
- **Relate** the evolution of the three-chambered heart to the amphibian lifestyle.

State/local objectives: \_\_\_\_\_

### Lesson Resources

- \_\_\_\_\_ Section Focus Transparency 74 and Master, *TCR/URB*
- \_\_\_\_\_ Basic Concepts Transparency 53 and Master, *TCR/URB*
- \_\_\_\_\_ *MiniLab Worksheet*, pp. 5–6 *URB*
- \_\_\_\_\_ *BioLab Worksheet*, pp. 7–8 *URB*
- \_\_\_\_\_ *Concept Mapping*, p. 19 *URB*
- \_\_\_\_\_ *Reinforcement and Study Guide*, *URB* English, pp. 13–14; Spanish, pp. 17–18
- \_\_\_\_\_ Reteaching Skills Transparency 44 and Master, *TCR/URB*

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 30
- \_\_\_\_\_ **Guided Reading Audio Summaries MP3**
- \_\_\_\_\_ **Virtual Labs CD-ROM**  
Virtual Lab: *Frog Dissection*
- \_\_\_\_\_ *Using the Internet in the Science Classroom*, *TCR*
- \_\_\_\_\_ Glencoe Science Web site: [bdol.glencoe.com](http://bdol.glencoe.com)

### Optional Resources

- \_\_\_\_\_ *Laboratory Manual*, pp. 184–194 *TCR*
- \_\_\_\_\_ *Critical Thinking/Problem Solving*, p. 20 *URB*
- \_\_\_\_\_ *Inside Story Poster*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ **Interactive Chalkboard CD-ROM:**  
Section 30.2 Presentation

### Lesson Plan

| Activity  | Resources   | Suggested Time |
|---|---|----------------|
| <b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students complete the Bellringer for Section 30.2.</li> <li>• Have students check homework answers.</li> </ul>                  | Section Focus Transparency 74 and Master, <i>TCR/URB</i><br><i>TWE</i> , pp. 802, 813–815 | 5 minutes      |
| <b>Discussion</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> </ul>  | <i>TWE</i> , pp. 802, 813–815   | 5 minutes      |
| <b>Core Lesson</b> <ul style="list-style-type: none"> <li>• Teach the main concepts of Section 30.2.</li> <li>• Have students complete MiniLab 30.2 and discuss their results.</li> </ul>                 | <i>TWE</i> , pp. 803–809<br><i>SE</i> and <i>TWE</i> , p. 806                             | 15 minutes     |
| <b>In-Class Check</b> <ul style="list-style-type: none"> <li>• Use the Teaching Strategies to discuss the Inside Story.</li> <li>• Answer questions on Chapter 30 in preparation for the test.</li> </ul> | <i>TWE</i> , p. 804<br><i>TWE</i> , pp. 793–815   | 10 minutes     |
| <b>Homework</b> <ul style="list-style-type: none"> <li>• Have students complete Section 30.2 Assessment.</li> <li>• Assign relevant questions from Chapter 30 Assessment.</li> </ul>                      | <i>SE</i> , p. 809<br><i>SE</i> , pp. 813–815   | 5 minutes      |
| <b>Closing</b> <ul style="list-style-type: none"> <li>• Assess students with the Close Audiovisual.</li> </ul>  | <i>TWE</i> , p. 809   | 5 minutes      |

[total = 45 minutes]

## Pacing Guide

1/2 block

Review/Assessment

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Resources Booklet

### Assessment Resources

- \_\_\_\_\_ *Chapter Assessment*, Ch. 30 *URB*
- \_\_\_\_\_ *Performance Assessment in the Biology Classroom*, *TCR*
- \_\_\_\_\_ *Alternate Assessment in the Science Classroom*, *TCR*

### Multimedia Resources

- \_\_\_\_\_ *MindJogger Videoquizzes*, Ch. 30
- \_\_\_\_\_ *ExamView®Pro Testmaker CD-ROM*, Ch. 30
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM:*  
Ch. 30 Assessment

### Lesson Plan

| Activity  | Resources   | Suggested Time |
|---|---|----------------|
| <b>Classroom Management</b> <ul style="list-style-type: none"> <li>• Have students check homework answers.</li> </ul>   | <i>TWE</i> , pp. 802, 813–815                       | 5 minutes      |
| <b>Reviewing the Chapter</b> <ul style="list-style-type: none"> <li>• Answer homework questions.</li> <li>• Answer any final questions about Chapter 30.</li> </ul> | <i>TWE</i> , pp. 793–815                            | 5 minutes      |
| <b>Assessment</b> <ul style="list-style-type: none"> <li>• Distribute the test and allow students to work quietly.</li> </ul>                                       | <i>Chapter Assessment</i> ,<br>pp. 29–34 <i>URB</i> | 30–35 minutes  |
| <b>Closing</b> <ul style="list-style-type: none"> <li>• As students complete the test, let them explore the Internet connection for Chapter 31.</li> </ul>          | <b>bdol.glencoe.com</b>                             | 0–5 minutes    |

[total = 45 minutes]