

Reptiles and Birds

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.

Block	Content
0.5	31.1 Reptiles
0.5	31.2 Birds
0.5	Chapter Assessment

Block Schedule Planning Guide

31.1

Reptiles

pages 817–825

Pacing Guide

1/2 block

Lesson

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; C.3–6

Objectives

- **Explain** how reptile adaptations make them suited to life on land.
- **Compare** the characteristics of different groups of reptiles.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 75 and Master, *TCR/URB*
- _____ Basic Concepts Transparencies 54–55 and Masters, *TCR/URB*
- _____ *Reinforcement and Study Guide*, *URB* English, pp. 45–46; Spanish, pp. 49–50
- _____ Reteaching Skills Transparency 45 and Master, *TCR/URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 31.1 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 31
- _____ **Guided Reading Audio Summaries MP3**
- _____ **Virtual Labs CD-ROM**
Virtual Lab: *Dino Dig*
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Glencoe Science Web site: bdol.glencoe.com

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Distribute the corrected Chapter 30 tests while students complete the Bellringer for Section 31.1. 	Section Focus Transparency 75 and Master, <i>TCR/URB</i>	5 minutes
Discussion <ul style="list-style-type: none"> • Answer Chapter 30 test questions. 	<i>Chapter Assessment</i> , pp. 157–158 <i>TCR</i>	5 minutes
Core Lesson <ul style="list-style-type: none"> • Introduce Chapter 31 with the Two-Minute Chapter Launcher. • Teach the main concepts of Section 31.1. • Use the Visual Learning Strategies. 	<i>TWE</i> , p. 816 <i>TWE</i> , pp. 817–825 <i>TWE</i> , pp. 819, 821	15 minutes
In-Class Check <ul style="list-style-type: none"> • Have students complete the Portfolio Assessment in small groups, then have each group share their announcements with the class. 	Reteaching Skills Transparency 45 and Master, <i>TCR/URB</i>	10 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 31.1 Assessment. • Assign the Portfolio: Threatened or Endangered Reptiles. • Assign relevant questions from Chapter 31 Assessment. 	<i>SE</i> , p. 825 <i>TWE</i> , p. 823 <i>SE</i> , pp. 837–839	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Visual Learning activity. 	<i>TWE</i> , p. 821	5 minutes

[total = 45 minutes]

Block Schedule Planning Guide

31.2

Birds

pages 826–833

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

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

Objectives

- **Explain** how bird adaptations make them suited to life on land.
- **Relate** bird adaptations to their ability to fly.
- **Interpret** the phylogeny of birds.

State/local objectives: _____

Lesson Resources

- _____ Section Focus Transparency 76 and Master, *TCR/URB*
- _____ Basic Concepts Transparencies 56–57 and Masters, *TCR/URB*
- _____ *MiniLab Worksheet*, pp. 39–40 *URB*
- _____ *BioLab Worksheet*, pp. 41–42 *URB*
- _____ *Concept Mapping*, p. 53 *URB*
- _____ *Reinforcement and Study Guide*, *URB* English, p. 47–48; Spanish, p. 51–52
- _____ Reteaching Skills Transparency 46 and Master, *TCR/URB*

Multimedia Resources

- _____ **Interactive Chalkboard CD-ROM:** Section 31.2 Presentation
- _____ **MindJogger Videoquizzes**, Ch. 31
- _____ **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. 195–200, 201–204 *TCR*
- _____ *Real World BioApplications*, pp. 43–44 *URB*
- _____ *Critical Thinking/Problem Solving*, p. 54 *URB*

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students complete the Bellringer for Section 31.2. • Have students check homework answers. 	Section Focus Transparency 76 and Master, <i>TCR/URB</i> <i>TWE</i> , pp. 825, 837–839	5 minutes
Discussion <ul style="list-style-type: none"> • Answer homework questions. 	<i>TWE</i> , pp. 825, 837–839	5 minutes
Core Lesson <ul style="list-style-type: none"> • To introduce Section 31.2, have students complete MiniLab 31.1 and share their results with the class. • Teach the main concepts of Section 31.2. 	<i>SE</i> , p. 827 <i>TWE</i> , pp. 826–833	10–15 minutes
In-Class Check <ul style="list-style-type: none"> • Do the Check for Understanding strategy. • Answer questions on Chapter 31 in preparation for the test. 	<i>TWE</i> , p. 832 <i>TWE</i> , pp. 817–839	10–15 minutes
Homework <ul style="list-style-type: none"> • Have students complete Section 31.2 Assessment. • Assign relevant questions from Chapter 31 Assessment. 	<i>SE</i> , p. 833 <i>SE</i> , pp. 837–839	5 minutes
Closing <ul style="list-style-type: none"> • Assess students with the Assessment activity. 	<i>TWE</i> , p. 833	5 minutes

[total = 45 minutes]

Pacing Guide

1/2 block

Review/Assessment

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Dynamics of Life, *URB* = Unit
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Assessment Resources

- _____ *Chapter Assessment*, Ch. 31 *URB*
- _____ *Performance Assessment in the Biology Classroom*, *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*

Multimedia Resources

- _____ *MindJogger Videoquizzes*, Ch. 31
- _____ *ExamView®Pro Testmaker CD-ROM*, Ch. 31
- _____ *Interactive Chalkboard CD-ROM*:
Ch. 31 Assessment

Lesson Plan

Activity	Resources	Suggested Time
Classroom Management <ul style="list-style-type: none"> • Have students check homework answers. 	<i>TWE</i> , pp. 833, 837–839	5 minutes
Reviewing the Chapter <ul style="list-style-type: none"> • Answer homework questions. • Answer any final questions about Chapter 31. 	<i>TWE</i> , pp. 817–839	5 minutes
Assessment <ul style="list-style-type: none"> • Distribute the test and allow students to work quietly. 	<i>Chapter Assessment</i> , pp. 69–74 <i>URB</i>	30–35 minutes
Closing <ul style="list-style-type: none"> • As students complete the test, let them explore the Internet connection for Chapter 32. 	bdol.glencoe.com	0–5 minutes

[total = 45 minutes]