

<b>TOPIC 2.19:</b>	<b>Biology Revision Introduction</b>
<b>HOW MANY LESSONS?</b>	2 – 3 lessons

<b>KEYWORDS / TERMS TO BE TAUGHT</b>
Words from previous topics

<b>KEY CONCEPTS IN THE LESSON (OBJECTIVES)</b>		
<i>What students <b>must</b> know or be able to do</i>	<i>What students <b>should</b> know or be able to do</i>	<i>What students <b>could</b> know or be able to do</i>
To be able to identify what topics they remember or enjoyed learning about	To be able to write down a range of notes related to revision	To write extended revision notes independently
<b>SEQUENCE OF LESSON</b>		
<p>1. Introduce the concept of revision. Seek level of prior knowledge of class. Allow students to relate personal experiences of biology from the curriculum. This could be facilitated by using keywords with appropriate images (see <i>Helping Students with Reading</i> in the <i>Toolkit</i> section of this resource pack).</p> <p>2. Carry out basic writing exercises in groups. Each student must contribute at least one sentence to the revision story.</p> <p>3. Review – whole class discussion/dissemination of ideas/extra information. Possibility of creating a presentation similar to <i>JC Biology Revision Story</i> PowerPoint to facilitate student learning</p> <p>4. Extension challenges for more able students</p>		

<b>1. DIFFERENTIATE BY CONTENT (In what ways can I vary the content of what I am teaching?)</b>
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<i>(A) Complexity of content: (concrete, symbolic, abstract)</i>		
<i>Concrete</i>	<i>Symbolic</i>	<i>Abstract</i>
Materials associated with revision, the students' own experiences, textbooks, exam papers etc.	Illustrations, images of keywords	The amalgamation of the sentences to form a coherent story
<i>(B) Variety of resources</i>		
As listed above. Also potential use of the Internet and/or school or community library for further exploration of material related to biology revision		
<i>(C) Variety of learning environments</i>		
Classroom, school laboratory, computer room/library in school (as indicated above)		

<b>2. DIFFERENTIATE BY PROCESS (How will I teach the lesson?)</b>
<p>Sequence of lesson as laid out above</p> <ul style="list-style-type: none"> <li>➤ Introduction – using concrete or symbolic material or a general class discussion</li> <li>➤ The class can be divided into groups. Assist students, as required, to form sentences based on what they enjoyed or remember learning about. Enable students to extend their thinking and language use.</li> <li>➤ Ask groups working quickly to start putting the sentences together to form a story.</li> </ul>

<b>3. DIFFERENTIATE BY OUTCOME / PRODUCT (How will the student demonstrate understanding?)</b>
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- See *Helping Students with Reading* located in the Toolkit section. See also the *JC Biology Revision Story* PowerPoint on the CD that accompanies this pack.
- Students may use a basic worksheet, tape recorder or computer to assist them with sentence construction.
- Whole class review work completed at end of class
- Homework: Revise a specific area related to the story.

#### **FINALLY - ANY OTHER POSSIBILITIES FOR THIS LESSON?**

- Collage of scenes showing sentences formed by students with relevant images
- Dramatisation, e.g. possible use of role play where each student says aloud the sentence that they contributed to the story
- Internet search for material on biology
- Suggested Internet links include [www.juniorscience.ie](http://www.juniorscience.ie), [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools), [www.scoilnet.ie](http://www.scoilnet.ie), [www.skool.ie](http://www.skool.ie) and <http://classroom.jc-schools.net/sci-units>
- For advice on enhancing curricular access through the use of mobile ICT, see [www.laptopsinitiative.ie](http://www.laptopsinitiative.ie)