Lesson 5 Student Activity Sheets: How do bacteria grow?

PURPOSE:

1. What question(s) did your class have at the end of the last investigation?

We did not have any

PREDICTION:

2. If you could zoom in really close to see what was happening during this process, what do you think you would see?

I think I would see all of the bacteria moving

TIME-LAPSE INVESTIGATION:

After watching the time-lapse video, draw and/or summarize your observations to describe what you see a single bacterium doing that would cause the colony to increase in size over time.

In the video, two bacteria were shown and then they would grow larger before splitting into two which increased the number of bacteria over time.

4. According to the video, how long does it take for one bacterium to reproduce?

It takes on bacteria about 20 minutes to reproduce

MAKING SENSE:

5. Use the time it takes a single bacterium to reproduce into two bacteria to do a quick calculation. How long would it take to end up with eight bacteria if you started with one bacterium in this environment? (Show how you got that answer)





Student Activity Sheet 0 For 24 Months

Arturo Cuomo

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Coal and Metal and Nonmetal Entry Level Training Student Text Material and Instructor's Guide United States. Mine Safety and Health Administration, 2000 **Maths Mate** ☐ **4** Madhubun, 1 It is a series of eight textbooks for Classes 1 to 8 that conforms to the vision of National Curriculum Framework and is written in accordance with the latest syllabus of the CBSE 2 Learning Objectives Lists well what a learner will know and be able to do after studying the chapter 3 Let's Recall Refreshes the concepts learnt in the form of a revision exercise to brush up the concepts taught in previous chapters or grades 4 Let's Begin Introduction to the chapter 5 My Notes Tips to help the learner remember the important points formulae taught in the chapter 6 Let's Try Simple straight forward questions for quick practice while studying any topic based on the first two levels of Bloom's Taxonomy Knowledge and Understanding 7 Error Alarm Common mistakes which learners commit often along with the correct way of doing the same 8 Know More Additional information for the learners relating to the concepts learnt in the chapter 9 Maths in My Life includes questions relating Maths to daily life and which can help relate the topic with the environment life around us 10 Tricky Maths Challenge questions to help the learners build thinking skills and reasoning skills by solving tricky questions 11 Project Work Projects which can help learners connect Math with our daily life or that take the concepts learnt to a new level 12 Concept Map Summary points to list the important concepts learnt in the chapter in a crisp form 13 Test Zone Revision exercise of the concepts learnt in the chapter This includes both objective and subjective type of questions 14 Mental Maths Maths problems for performing faster calculations mentally 15 Maths Master Involves deep critical thinking of learners about any topic concept relation fact or anything related to that chapter May have open ended questions or extension of the topic 16 Application in Real Life Every chapter in each book also explains how and where it is used in daily life 17 In the Lab Math lab activities for helping the learners understand the concepts learnt through hands on experience 18 Practice Zone Chapter wise practice sheets includes subjective New National Framework Mathematics 7 Core Pupil's questions for additional practice which are a part of each book Book M. J. Tipler, K. M. Vickers, 2002 This series for Grade 6 9 mathematics has been written to exactly match the Framework for teaching mathematics Comprising parallel resources for each year and covering all ability levels it takes a consistent but Home and Class Book of Arithmetical Questions John Stewart (Mathematician.),1874 fully differentiated approach

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Mathematical Modeling Competencies Richard Lesh,Peter L. Galbraith,Christopher R. Haines,Andrew

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