

## Lesson Plan

**Learning Segment Focus:** The parts of the cell **Lesson:** 1 of 4

**Course & topic addressed:** Science; Structure of the Cell **Date:** 2/3/2020 **Grade:** 6<sup>th</sup>

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Know that the cell functions as a whole system, and there are multiple parts to the whole system.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	Students have learned that matter is made up of particles too small for us to see.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	All classes are made up of white, black, hispanic, and other races. Everyone is made up of cells and this lets everyone know that all those cells are made the same.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Nucleus, Chloroplasts, Mitochondria, Cell membrane, and Cell Wall.
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)?</b></p>	<p>Students will analyze the cell, and determine their roles within the cell. I will be asking them questions during the lesson to engage their directive functions.</p> <p>I will be using the video to help students learn about cells before the lesson begins. This will introduce them to the vocabulary used during the lesson. There will also be whole class discussion to help fill out the document.</p> <p>The video will help them with vocabulary. The document has complete sentences so their definitions will help with syntax. The whole class discussion will help with discourse.</p>
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	White Board, Colored set of markers, Textbook, Computer with Projector set up
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Personal White Board, Colored set of markers. Trace out of the animal cell, Pencil

### Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 Minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>I will discuss the objective of the lesson and will present a video that introduces the different parts of the cell and their functions.</li> </ul>	<ol style="list-style-type: none"> <li>I will welcome students and explain the lesson to them and direct their attention to the front where the video will be played.</li> <li>Students will engage in the video.</li> </ol>
30 Minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>We will start with a blank document with the word Animal Cell in the middle.</li> <li>Students will name off the parts of the cell.</li> <li>They will also name the location of the part and it's purpose.</li> </ul>	<ol style="list-style-type: none"> <li>I will be filling out the document and directing the students towards their answers.</li> <li>Students will be engaging in whole class discussion about the parts of the cell and their purposes.</li> </ol>
5-7 Minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>I will go over the document with the students and make any changes or additions that are needed.</li> </ul>	<ol style="list-style-type: none"> <li>I will be standing in front of the class going over the chart with the students.</li> <li>Students will be in seats directing their attention to the front of the class.</li> </ol>

### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i></p>	<p>For remediation students I would give them a handout that already has the cell parts labeled for them.                      For ESL students I will present them with a secondary video that contains their language of preference to help them fill out the blanks, but the English words will be written on there as well.</p>
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(All students who have plans mandated by federal and state law.)	
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**Differentiation**

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	I will be using different colors on the document to show the definitions, functions, and clues as to where they are in the cell.
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Questions will be asked about the functions of the cell.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Students will be participating in whole class discussion to determine the functions, locations and cell parts.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	Cognitivism s a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. This theory suggests that students learn most effectively from reading text and lecture instruction.
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx> ;<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;  
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