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## Lesson Plan Template

Lesson Segment Focus: Different type of Cells

Lesson 1 of 1

Course & topic addressed: Science (Cells)

Date: 9/3/19 Grade: 6

### Student Outcomes

Specific learning objectives for this lesson.	Be able to distinguish between an animal and plant cell
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Understanding of what a cell is
Knowledge of students background (personal, cultural, or community assets)	Be aware if the students are not on the appropriate academic level.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<b>(6-LS1-1) Conduct an investigation to provide evidence that living things are made of cells &amp; ( 6-LS1-2) Develop and use a model to describe the function of a cell as a whole and ways parts of cell contribute to the function</b>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Make it a point to go over key vocabulary in order to make sure the students have a positive learning experience with the comparison of cells.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Flagellum Vacuole Chloroplast Cell Wall Cell Membrane</b>
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## Materials

Materials needed by teacher for this lesson.	Powerpoint, video, Internet connection, place to present power point, video, and kahoot
Materials needed by students for this lesson.	Ipads, Iphone, or computer, piece of paper, pencil

## Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
3 min	<b><u>Introduction:</u></b> Watch Video	Watch short <a href="#">video</a> on an introduction of a cell. Explain that students should find one fact about each cells and write it on a piece of paper. They will need to turn this in at the end of class.
10 min	<b><u>Instruction:</u></b>  Begin discussion on the animal cell and plant cell	<p>Walk through <a href="#">power point</a> over the comparison of animal cell and plant cell. Here are the basic differences.</p> <p>Ask questions throughout class to check for understanding</p> <ul style="list-style-type: none"> <li>• What was an example of an animal cell again? <b>Cheek</b></li> <li>• Who can remember which cell has a flagellum? <b>Animal Cell</b></li> </ul> <p>(If microscopes are available, let the students look at the different types of cells. This will add an additional 10-15 min to class).</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 min	<b>Closure:</b> Kahoot Exit Game	Use this <a href="#">kahoot game</a> in order to check for understanding.

#### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Try giving students extra time to answer questions or giving treats as an incentive to listen and try harder on the kahoot
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#### Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Do a coloring sheet for visual learners if they need extra help.
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#### Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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type of assessment & what is assessed).		
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### Research/Theory

Identify theories or research that supports the approach you used.	
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### Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data 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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>