

Lesson Plan Idea Format – Template

Grade Level & Subject Area: 6th Grade Science – Plant and Animal Cells

Standards/Framework (State Standards, Content Standards, InTASC Standards)

Arkansas State Standards

. 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. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This lesson would serve as

Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

This would be just a 1 day, 50-minute lesson.

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

This would serve as an activity after students have had a previous lesson that introduced plants and animal cells.

Objective (What are the students' going to accomplish):

Students are going to use models of plant and animal cells to compare and contrast plant and animal cells

Materials:

Student's Science Journals

Writing Utensils

Computer with projector

Labelled Models of Plants and Animal Cells

Blank Venn Diagram Handouts

Procedure:

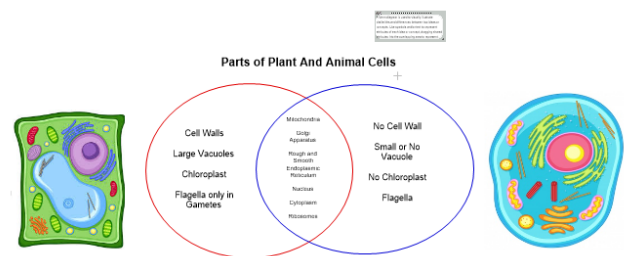
- Students will begin by writing in their Science Journals two facts they remember about plant or animal cells from the previous lesson. Student will be given 3-5 minutes for this class-starter.

- For the activity, students will work in their groups of 3-4. Each group will be given both a labeled plant and animal cell foam models. Students will be given 5-10 minutes to observe the models and discuss with their group. Students will be given guided questions to help promote discussion

- What are the parts of a cell you notice on the plant cell?
- What are the parts of a cell you notice on the animal cell?
- Are there any differences you notice?
- Are there any similarities you notice?

- After the 10 minutes has passed, students will each receive a blank Venn diagram, titled "Parts of Plant and Animal Cells." Students will work in their groups, with the foam cell models, to complete the Venn diagram, comparing and contrasting the parts of plants and animal cells. Student will be given 10-15 minutes to complete their Venn diagrams.

- After students have completed their Venn diagrams using the foam models, the teacher will place a blank Venn diagram from Inspiration on the projector. As a whole group, the students will collectively share their thoughts and work to fill out the Venn diagram as a class. Students will be asked to share their thinking while observing the plant and animal cell models and filling out the Venn diagrams in their groups.



- As a closing activity for the day, students will be given an exit ticket that reflect on their learning for the day. The exit ticket will include:

- What are two similarities between plant and animal cells you learned today?

- What are two differences between plant and animal cells you learned today?
- What is one question you have after observing the cell models and completing the Venn Diagrams?

Assessment (How will the students' show you that the objective has been met):

(Note: the assessment does not have to be a paper and pencil test)

Students will turn in their completed Venn Diagrams at the end of the lesson. The sharing of their ideas will also serve as an informal assessment of their knowledge on the differences of plants and animals. As a exit ticket assessment, students will be asked to write down 2 difference and similarities that they learned from this activity. They will also be asked to write down one question they had about the parts of plants and animal cells.

A Brief Description Of The Entire Lesson - Plus Any Additional Information to be Included:

Students will work in groups with labeled foam models of plant and animal cells. They will use their models to complete a Venn diagram comparing and contrasting the different parts of the cells. A Venn Diagram will be completed afterwards as a whole class to measure students understanding. At the very end of the lesson, students will complete an exit ticket that will measure each individual students understanding of the lesson.

(I should be able to see and understand your entire lesson by reading this. Remember, Technology is not the lesson. It enhances the lesson)