**Name\_\_Hannah Welsh\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Learning Segment Focus: Cell-ebrating Science, Discovering Cells**

**Lesson \_\_2\_\_of\_\_\_\_\_ Topic \_\_Cells\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_6th\_\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning **objectives** for this lesson. | * Students will explore eukaryotic and prokaryotic cells using a HyperDoc to analyze informational texts, watch informational videos, and respond to questions. * Students will collaborate in groups to develop a model to identify organelles and describe their functions. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. |  |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. |  |

**State Academic Content Standards**

|  |  |
| --- | --- |
| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | * 6-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. * 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.   + LS1.A: Structure and Function All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (6-LS1-1)   + Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (6-LS1-2) * SL.6.1 Engage effectively in a range of collaborative discussions one on one, in groups, and teacher-led with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. * WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. * RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6-8 texts and topics. * RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |

**Key Vocabulary**

|  |  |
| --- | --- |
| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | Eukaryotic (Eucariota), Prokaryotic (Procariota), Nucleus (Núcleo), Chloroplast (Cloroplastos), Mitochondria (Mitocondrias), Cell Membrane (Membrana Celular), Cell Wall (Pared Celular), Vacuoles (Vacuolas), Lysosomes (Lisosomas), Cell (Celda), Organelle (Orgánulo) |

**Academic Language Support**

|  |  |
| --- | --- |
| What are the **Academic Language Function(s)** (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?  What planned **Academic Language Supports** 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 **Academic Language Demands (vocabulary, syntax, and discourse)?** | There will be a word wall posted in the classroom with vocabulary for the students. It will contain both English and Spanish.  Each vocabulary word will have a related photo or drawing posted and will be labeled on the word wall.  I will have students working in groups while completing assignments. This will allow for students to collaborate with their peers, so students who may struggle with academic language will have an opportunity to develop a high level of language throughout the interactions. |

**Materials**

|  |  |
| --- | --- |
| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Created Cell-ebrating Science HypeDoc  Created Cell-ebrating Science Padlet  Created Cell Organelle Vocabulary Chart Template |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Computer with internet access  Access to Padlet and HyperDoc  Access to Google Drawings or Animoto |

**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)** |
| 5 min | **Introduction**:  Introduction to HyperDoc assignment | I will begin by posting a link to our Cell-ebrating Science Padlet on Google Classroom for my students. I will ask students to go ahead and pull up the Padlet, but to wait for further instruction.  Once everyone has logged on, I will begin by explaining today’s assignment.  Students will open the Cell-ebrating Science HyperDoc that is linked on the same Google Classroom assignment as the Padlet link. I will go over the instructions of how to complete the HyperDoc, as well as inform the students that a video with the same instructions is posted at the beginning of the HyperDoc if they need to hear them again. |
| 45 min | **Instruction:**  HyperDoc Exploration  Group Activity  Project Sharing | Students will be allowed to work independently or with their elbow neighbors as they work through the HyperDoc assignment. In this assignment, students will be reading articles, watching videos, exploring interactive model, and answering short questions about cells and their organelles.  At the end of the HyperDoc, students are assigned a small project to complete with a partner or small group (2-3 students). Students will have the option of two assignments.  Assignment One: Students will use Google Drawing to create a labeled image of a eukaryotic cells that identifies the organelles and describes their functions.  Assignment Option Two: Students will use Animoto, or a similar application, to create a video in which they will “give a tour” or a eukaryotic cell. Students will identify the organelles and describe their functions during this tour.  When every group had completed their project, I will instruct students to open the Padlet link I had previously mentioned. On the first column, there will be a place for students to share their groups creations.  Students will post the shared link of their creation on the column thread. I will remind students that only one member of each group needs to make the post, however every group member name needs to be posted in the description.  I will allow students 10 minutes to view other students’ creations. |
| 10 min | **Closure:**    Student Questions  Student Reactions | After allowing students time to observe other students’ work, I will bring them back as a whole group.  I will explain to students that on the same Padlet, I want them to interact with the next two columns.  One column is a place where I want students to respond with at least one question that they have after this exploration lesson. These can be questions about anything they are confused about or questions about something they want to learn more about.  The next column is where I want students to provide a reaction to the lesson. I want students to leave any comments, feeling, etc. that they have after completing their assignments. I will allow for students to have a little fun in the reaction column, allowing them to respond with appropriate gifs, images, etc. |

**Technology Integration**

|  |  |
| --- | --- |
| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | **Google Docs for HyperDoc – I used Google Docs to create a HyperDoc assignment for my students to create. This allowed for me to compose all the articles, videos, and models that I wanted students to investigate during our lesson into one document. By creating this document, I was also able to include questions that I wanted students to answer as they viewed the materials provided to check students understanding.**  **Google Drawing – Students who selected the first option used Google Drawing to create a digital model of a eukaryotic cell. Students were able to create the cell with its organelles and label each.**  **Animoto – Students who selected the second option used Animoto to create a video to give a tour of a cell. They used this application to list the different organelles inside a eukaryotic cell and then describe their functions.**  **Padlet – Students used Padlet to share their creations with the rest of the class. Padlet was also used as a way for students to post questions that they still had at the end of the lesson, as well as get student feedback in the form of reactions.** |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | I will provide ESL students with instructions in Spanish where applicable.  On the word wall, I will post a picture of each vocabulary word. I will list each word in both English and Spanish.  I will have students working in groups. I will have groups paired with their table partners, which have been preselected to offer students the best learning opportunity. |

**Differentiation**

|  |  |  |
| --- | --- | --- |
| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**  (All students who are not on specific plans mandated by federal and state law.) | One the word all, there will be pictures of each vocabulary word. Each vocabulary word will be listed in English and Spanish. |  |

**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 type of assessment & what is assessed). | X Formative /☐ Summative | HyperDoc Completion |
| X Formative /☐ Summative | Group Project |
| X Formative /☐ Summative | Padlet Communication |

**Research/Theory**

|  |  |
| --- | --- |
| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | By using cooperative learning in my classroom, I will be following aspects of John Dewey’s social learning theory |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went **well**?  What **changes** should be made?  How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>