

Lesson Plan Template

Day 5

Grade: High School		Subject: Biology	
Materials: notebook		Technology Needed: computer	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. ISTE- 3 Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) Students will be able to identify the different organelles of animal cells. Students will distinguish the difference between animal and plant cells. Students will be able to infer the importance of the cell membrane and its use to the cells. Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		
15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be presenting their ideas of real-world examples of a cell.		

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<p>20</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Plant cells Membrane bound organelles and nucleus cell wall – rigid layer that provides protection, support, and shape to the cell Chloroplasts- organelles that carry out photosynthesis Chlorophyll – pigment that gives plants their green color and plants use to make food</p> <p>White board activity: Students will each have a white board and they will be asked a variety of questions. Describe or provide the function of a specific organelle. What are some organelles and features the plant cells have that animal cells do not possess? Why do you think plant cells have walls? How do organelles contribute to the function of the cell?</p>
<p>15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students are going to research this driving question: If plants have chloroplasts and chlorophylls that produce the color green how would you explain changes in leaf color and them falling off?</p>
	<p>Review (wrap up and transition to next activity):</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>whiteboard questions</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Cell analogy</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	