

Lesson Plan Template

Day 6

Grade: High School		Subject: Biology	
Materials: notebook		Technology Needed: microscope and slides	
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.		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.) Students will be in their lab groups. These are preassigned and each table will have 2 groups of 2.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		
5	Explain: (concepts, procedures, vocabulary, etc.) Review lab rules and how to properly handle the microscopes.		

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Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

Cell microscope lab

Find and label all cell organelles

Compare animal cell to plant cell under microscope

Compare with cell models

Turn in lab worksheet (made on canva and have as PDF) example below

Before students leave make sure their lab station is cleaned and slides are put away

Cell Organelle Lab

Name: _____ Date: _____

Class Period: _____

Place animal cell slide on the microscope and identify all of the following organelles. Draw a picture of the organelle as it appears under the microscope and compare to the models. Do the same procedure with the plant cell.

Cell Membrane	Microfilaments	Ribosome
Microtubules	Nucleus	Golgi Apparatus
Intermediate filaments	Endoplasmic Reticulum	Vesicle

Mitochondria	Centriole	Lysosome
Vacuole	Cell Wall	Chloroplasts

Describe how the slides differ from the cell models.

Describe the differences seen under the microscope between the animal cell and plant cell.



Review (wrap up and transition to next activity):

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

Lab turn in

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you

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make?):