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| Grade: 7th Grade | | Subject: Life Science | |
| Materials: Guided Notes, coloring supplies | | Technology Needed: Power Point, 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): 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell. | | Differentiation Below Proficiency: Guided Notes that have already been filled in or mostly filled in will be given if need be. Can use these notes for making the poster. Above Proficiency: Student will be given the option to not use their notes when they are creating their poster over cell theory, also given the option to present in front of the class. Approaching/Emerging Proficiency: Students will be given guided notes for the lecture and will be allowed to use them when building the poster Modalities/Learning Preferences: Visual/Spatial, Linguistic, Social | |
| Objective(s): Students will be able to identify and compare who the people were that first observed cells and the scientist that first played a role in building the cell theory. Students will be able to understand the cell theory and then create a poster explain the cell theory. Students will also be able to distinguish the difference between unicellular and multicellular organisms. Bloom's Taxonomy Cognitive Level: Apply, Analyze, Remember | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.): Students will be choose who they will be working with when creating the poster, They will be in their assigned seats for the power point presentation. | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Students will be expects to stay on task during the poster making, Students will also be filling out their guided notes as well. | |
| Minutes | Procedures | | |
| 3 min | Set-up/Prep: Have all the poster paper cut and ready to go, have coloring supplies out for students who do not have their own, have guided notes ready for students | | |
| 5 min | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.): Have students answer the bell ringer question before the start of class on spate sheet of paper, once bell | | |

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| | has rung go through the objectives and plan for the day. After that give students time to solidify their answer and have some students share their answers. Have students pass up their bell ringer to the first person in the desk rows. |
| 20 min | Explain: (concepts, procedures, vocabulary, etc.): This is when I will pass out the guided notes for the students and then present my power point over the information we will be going that day. After important information is given I will have students turn to a partner and reflect on what they have learned, I will give them a minutes to do so and they I will have some students share what they went over with their partner. |
| 15 min | Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions): This is when I will explain the poster project that they will be doing and what it an entails, I will allow them to partner up and work on their project with their partner. This poser should have the three points of cell theory on it and should be colorful and creative. Should use computers too look things up for poster. |
| 10 min | Review (wrap up and transition to next activity): This is when groups will meet with another group and present these posters to the other group. I will then collect each poster from the group for a grade. |
| Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.: My formative assessment will be the check-ins throughout the lecture and making sure each student has filled in their guided notes. Consideration for Back-up Plan: | Summative Assessment (linked back to objectives) End of lesson: Summative assessment will be the poster the groups made and that they are covering the three idea of Cell Theory and that it is colorful and creative. They will be grades on both. If applicable- overall unit, chapter, concept, etc.: This information will also be on the test at the end of the unit. |
| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The making of the poster was a great idea and it really got students involved. I was very engaging with the class when I would walk around and ask them questions. I put good emphasis on what I wanted students to know. I need to work on not using "You guys" and I will have guided notes for the actual lesson. Give students a heads up when I will be asking them questions. | |