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| **Week****Of****November 9 , 2015** | **Jennings Junior High Lesson Plan Template** |
| **Subject: Matter and Energy: Materials and Properties (Classifying Matter)** | **Grade Level: 8** | **Instructor(s): Jefferson (Science Department)** |
|  | **Monday**  | **Tuesday**  | **Wednesday**  | **Thursday**  | **Friday** |
| **Key Concepts -Learning****Targets /Daily Objective**  | I will be able to:Compare and contrast the following plant and animal cell structures: cell membrane, nucleus, cell wall, chloroplast, and cytoplasm  | I will be able to: Compare and contrast the following plant and animal cell structures: cell membrane, nucleus, cell wall, chloroplast, and cytoplasm  | I will be able to:Compare and contrast the following plant and animal cell structures: cell membrane, nucleus, cell wall, chloroplast, and cytoplasm  | I will be able to:Describe how plants use energy from the Sun to produce food and oxygen through the process of photosynthesis b. Recognize the chloroplast as the cell structure where food is produced in plants and some unicellular organisms (e.g., algae, some protists)  | I will be able to:Describe how plants use energy from the Sun to produce food and oxygen through the process of photosynthesis  |
| **Essential Question(s)** | Why are photosynthesis and cellular respiration considered complimentary processes?How does the sun supply living things indirect and direct energy?Compare and contrast plant and animal cells? |
| **Common Core****Standards** | W.6.1.B, R.1.6.1, S.L.6.4 |
| **DOK Level(s)** | 2/3 |  2/3 | 2/3 |  2/3 | 2/3 |
| **Vocabulary** | OrganelleLeafStomataNucleusCell wall ChloroplastsCytoplasm ChlorophyllCell MembraneUnicellular Multicellular  | OrganelleLeafStomataNucleusCell wall ChloroplastsCytoplasm ChlorophyllCell MembraneUnicellular Multicellular | OrganelleLeafStomataNucleusCell wall ChloroplastsCytoplasm ChlorophyllCell MembraneUnicellular Multicellular | Photosynthesis Chloroplast EnergyGlucoseATPStomataRootsWaterLeaf | Photosynthesis Chloroplast EnergyGlucoseATPStomataRootsWaterLeaf |
| **Class Procedures/Lesson Desig** | **Do Now: (3-5 minutes)** CK12.com Plant CellsRead and answer analysis questions  | **Do Now:** (**3-5 minutes)** CK12.com Animal Cells read and answer questions | **Do Now:** (**3-5 minutes)**Label the parts of a plant cell/briefly describe their functions | **Do Now:** (**3-5 minutes)**Label the parts of a animal cell/briefly describe their functions | **Do Now:** (**3-5 minutes)****CK12.com Photosynthesis** **Read answer questions**  |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies**Student will design 3-D models/posters of plant and animal cells to display in the lab. Provide students with the guidelines for completing the project and a scoring guide.  | **Whole Group Lesson Anticipatory Set/Objective, including strategies****(12 – 15 minutes)** Lab: Plant and animal cells | **Whole Group Lesson Anticipatory Set/Objective, including strategies****(12 – 15 minutes)** Complete cell projects | **Whole Group Lesson Anticipatory Set/Objective, including strategies****(12 – 15 minutes)**  Demonstration: Elodea plant underwater/ Make observations and explain why bubbles formed.  | **Whole Group Lesson Anticipatory Set/Objective, including strategies****(12 – 15 minutes)** CFA Plant and Animal Cells  |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Vocabulary Squares or It’s in the CardsTeach students how to use the microscopeSlide on the stageAdjustment KnobsMagnification Observe tiny objects under the microscope  |  **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**Notes: Plant and Animal Cells  |  **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)**Present their projects to the class. Gallery Walk or Complete projects |  **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** Notes: Photosynthesis Video: Photosynthesis Secret Life of Plants |  **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies: (20 Minutes)** |
| **Practice/Independent/Small Group Instruction, including strategies: (20 Minutes)**Using the microscope to observe tiny object and record observations.  | **Practice/Independent/Small Group Instruction, including strategies: (20 Minutes** Allow students to work on their cell projects  | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**Present projects to the class.  | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**Concept Web: Photosynthesis  | **Guided Practice/Independent/Small Group Instruction, including strategies: (20 Minutes**CFA |
| **Highly Tested GLEs:** **(MAP Time) Devoted to MAP Skill/Reinforcers (20 Minutes)** | Vocabulary Organizer or Concept Web to help students understand concepts  | Vocabulary Organizer or Concept Web to help students understand concepts  | Vocabulary Organizer or Concept Web to help students understand concepts  | Vocabulary Organizer or Concept Web to help students understand concepts  | Vocabulary Organizer or Concept Web to help students understand concepts   |
| **Daily Formative Assessment** **(5-10 Minutes)** | Exit Slip: 1. True or False: Plant cells do not have DNA.
2. True or False: Animal cells do not have chloroplasts.
3. What is a chloroplast?
4. Which organelle in a plant cell houses the DNA?
 | Exit Slip: 1. What are the differences between a plant and animal cell? | Exit Slip:How are cells able to perform functions for the organism?  | Exit Slip: 1. Define photosynthesis.
2. What is a chloroplast?
 | Exit Slip: |
| **Summative Assessment** | Post-Assessment at the end of the unit  |
| **Materials and Resources** | Power Point Presentations (Refer to personal webpage)Lung Capacity Lab: http:www.biologycorner.com/worksheets/lungcapacity.html |
| **Unit Planner and Special Notes** |  |