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| M. Angileri | **6th grade science** | | **Lesson Plans: 10-15-18 Anatomy of a Cell #1** | | | | |
| NGSS Standards | **MS-LS1-2**  DCI (A)  MS-LS1.2.A  S & E practices  CCC | | Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.  **Structure and Function** Within cells, special structures are responsible for particular functions, and cell membrane forms the boundary that controls what enters and leaves the cell  **Developing and Using Models:** Phenomena: Develop and/or use a model to predict and/or describe phenomena.  **Structure and Function:** Analysis of Structures: Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function. | | | | |
| Essential Question | | **How are cells like organisms?** | | | | | |
| Vocabulary: | | .**Nucleus:** The dense area in a eukaryote cell that contains nucleic acids, the chemical instructions that direct the cell’s activities. ( A membrane bound structure in eukaryotic cells that contains DNA)  **Chloroplast:** The structure of the plant cells in which food is made. (Membrane bound organelle in plants that tis the site of photosynthesis)  **Cell Membrane:** A lipid barrier that encloses the cytoplasm and controls what enters and exits the cell.  **Cell Wall:** The tough protective barrier that surround the outed membrane of some cell types.  **Mitochondria:** Organelle in cytoplasm of eukaryote cells that functions in energy production, the power factory of the cell. | | | | | |
|  | | **MONDAY** | | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY**  **Substitute** |
| Content Objective: | | SW demonstrate comprehension the roles involved in bullying and the impact the actions have on the lives of students by explaining incidents on the debriefing form with 90 % accuracy. | | SW demonstrate comprehension of evidence that living things are made up of cells by explaining their microscopic observations. | SW demonstrate knowledge of parts of a cell by identifying structures of a cell in an illustration | SW will demonstrate comprehension of cell function by inferring how cell functions are related to survival of the organism. | SW demonstrate comprehension of the ways parts of cells contribute to the function by explaining the “job of each organelle and the type of cell it is found in. |
| Language objective | | SW write to make connections among roles involved in bullying and the impact the actions have on the lives of students using complete sentences with 90 % accuracy. | | SW write to answer questions about evidence that living things are made up of cells using content specific vocabulary. | SW write to paraphrase information about parts of a cell using sentence frames with 75 % accuracy | SW write to describe functions of cell organelles using sentence frames with 80 % accuracy | SW write to describe parts of a cell and the functions of cell organelles using information from the stem Scope article with 85 % accuracy |
| In class today | | Complete Bully Movie  Debrief  Student Reflection and parent response | | Debrief/ Discussion Explore Activity #2  How to write a hypothesis, and make a claim, provide evidence, and supporting reasoning  Complete What are Cells KWL | CCV What is a cell video  Investigating Phenomena-KWL  APK: Anatomy of a cell | Hook Anatomy of a cell  Activity 1 Functions of a cell  Prereading activity | Read and discuss the Scopepedia Article  Linking Literacy Activity |