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| M. Angileri | **6th grade science** | | **Lesson Plans 9-24-18 Cells (2)** | | | | |
| NGSS Standards | **MS-LS1-1**  **MS-LS1-2**  DCI (A)  DCI (A)  MS-LS1.2.A  S & E practices  CCC | | Conduct an investigation to provide evidence that living things are made up of cells; either one or many cells.  Develop and use a model to describe the function of a cell as a whole and ways parts of a cell contribute to the function.  **Structure and Function** All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell or many different numbers and types of cells.  **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 | | Why are viruses classified as nonliving?  How did our knowledge of cell theory change over time? | | | | | |
| Vocabulary: | | **Multicellular:** An organism made up of more than one, often different cells.  **Cell:** Basic structural and functional unit in living organisms.  **Cell Theory:** Theory that states the cell is the basic unit of all living things.  **Unicellular:** An organism made up of one cell.  **Organelle:** Membrane-bound structure inside a cell that has a particular function,  **Prokaryote:** Organism whose cells lack a nucleus and membrane-bound organelles.  **Eukaryote:** Organism whose cells have a true nucleus and membrane-bound organelles. | | | | | |
|  | | **MONDAY** | | **TUESDAY** | **WEDNESDAY** | **THURSDAY**  **½ day schedule** | **FRIDAY** |
| Content Objective: | | SW demonstrate knowledge of technology expectations and uses to access the science curriculum by investigating cell vocabulary in Stemscopes. | | SW demonstrate knowledge of scientists and cell theory by identifying important information for their power point presentation. | SW demonstrate knowledge of evidence that living things are made up of cells by recording observations. | Students will demonstrate positive peer interactions during the PBIS event 90% of the time during the event. | SW demonstrate knowledge of evidence that living things are made up of cells by recording observations. |
| Language objective | | Students will orally reflect “What are Cells” vocabulary using sentence starters to describe the meaning. | | SW write to elaborate on scientific research on cell theory using graphic images | SW draw to give feedback about observations using multiple details. | Students will orally discuss the effect of positive behavior with peers | SW draw to give feedback about observations using multiple details. |
| In class today | | Students computer passwords and Stemscope login  Cell Vocabulary  Reflect on Microscope Lab #1  Homework Microscope | | Register in google classroom.  Cell Theory presentation  Begin Student Cell theory power point | Microscopes  Preparing slides: Onion, Lettuce, check, sand., pond water | PBIS event | Microscopes  Preparing slides: Onion, Lettuce, check, sand., pond water |
| Learning Target | | I can follow classroom procedures to use classroom computers to access Stemscope material with 75% accuracy | | I can create a presentation in Google classroom about scientist who studied cell theory with 8o % accuracy. | I can use a microscope to view cells and create drawings that represent what I see with a 75% accuracy. | I can wait my turn in line, have positive interaction with my peers, and clean up after myself while participating in the PBIS event 90 % of the time | I can use a microscope to view cells and create drawings that represent what I see with a 75% accuracy. |

Reflect on Microscope Lab #1

What does it mean to describe? Color, Texture, pattern, what did you notice?

What does a clear detailed observation sound like? Avoid value judgements.

I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as it relates to cells