|  |
| --- |
| **Name: Molly Rice****Lesson Title: Comparing and Contrasting Animal and Plant Cells****Grade level(s)/Course: 4th Grade****Date taught: Monday September 9th** |

 **GENERAL CONTEXT**

|  |
| --- |
| **Textbook or Instructional Program referenced to guide your instruction (if any)****Title:** Science (The Diamond Edition)**Publisher:** Pearson Education**Date of Publication:** 2008 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**N/A |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.** Four Days/Week 30-45 minutes depending on the day |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**There are different reading levels, which could affect reading the textbook.  |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**SmartBoard is available.  |

 **INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

|  |
| --- |
| **Total students\_\_\_\_19\_\_\_\_\_ Males\_\_\_7\_\_\_\_\_\_\_ Females\_\_\_\_12\_\_\_\_\_\_** |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  | **NOTE: N/A yet waiting for final IEPs.** |
| **English Language Learners** | **1** | **Read aloud to them and/or assist them with spelling.** |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** |  |  |

**INFORMATION ABOUT THE LESSON**

|  |
| --- |
| **Content Strand (based on the Next Generation Science Standards NGSS and CCSS)**NGSS.4.LS1.1. Structure and Function: [Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.](http://www.nap.edu/openbook.php?record_id=13165&page=143) NGSS.4.LS1.2. Developing and Using Models: [Use a model to test interactions concerning the functioning of a natural system.](http://www.nap.edu/openbook.php?record_id=13165&page=56) |
| **Enduring Understanding and/or Essential Question**How are plant and animal cells different and similar? |
| **GLE(s) or EOC and Symbolic Notation**NGSS.4.LS1.2. NGSS.4.LS1.1 | **DOK**2, because the students are comparing a plant cell and an animal cell.  |
| **Outcome(s)**Students will be able to:1) Understand plant and animal cells have different parts.2) Compare what parts of the cell are the same and different in plant and animal cells. |
| **Academic Language related to the lesson*** Cell
* Plant cell
* Animal cell
* Nucleus
* Cytoplasm
* Chloroplasts
* Cell wall
* Cell membrane
 |
| **Prior Learning/Prior Thinking**Students know that everything that is living is made up of cells. They also know that plant and animal cells differ.  |

**LESSON IMPLEMENTATION**

|  |
| --- |
| **Anticipatory Set/Elicit Prior Knowledge**Ask the class what every living thing is made up of? Then, ask if plant and animal cells are the same? |
| **Focus/Purpose Statement**The students will be able to know the differences and similarities between a plant cell and an animal cell.  |
| **Procedures** 1. Ask the class what every living thing is made up of? Then, ask if plant and animal cells are the same? This will be to elicit prior knowledge.2. Then explain that each group has a piece of construction paper on their table and we will be creating a venn diagram to compare plant and animal cells. Have each group pick one person to be the recorder (give them twenty seconds)3. Once the recorder is chosen, have them write each of the group members name on the back on the construction paper. Then, draw a venn diagram on the board for each group to copy on to their construction paper.4. Explain how a venn diagram works to the class before they get started. The middle section is for the things the plant cell and animal cell have in common.5. Release the class to work on their venn diagrams. If they get done earlier have them finish their plant cell from the last lesson or read.6. When each group is finished bring the class together to create a class venn diagram. Have each group write one thing to add to the venn diagram, until all major similarities and differences are covered.  |
| **Differentiation**If the class does not understand the concept of a venn diagram or they are not able to figure the differences between a plant and animal cell, bring the class together to do a whole group venn diagram.  |
| **Closure**Collect the venn diagrams from each group and explain that tomorrow we will be learning about how all of these living things are grouped because now we know that plant and animal cells are different.  |
| **Materials and Resources** * Construction paper
* Smartboard
* Science Textbook
 |
| **Classroom Management/Democratic Practices*** When doing any whole group discussions or activities all students must raise their hands to speak.
* When having students come up to the smartboard, only have one come up at a time because only one person can write at a time.
* Explain group work means everyone is contributing to the group, even though only one person is the recorder, the other students need to help.
 |

**ASSESSMENT**

|  |
| --- |
| **Before the lesson**Observe the students responses to the opening questions about cells, checking for prior knowledge and understanding. |
| **During the lesson**Walk around checking each group’s venn diagram. Then collect the venn diagrams for formal assessment. |
| **At the end of the lesson**Assess the whole group venn diagram activity by observing class participation. |