



<p><i>Co-Teaching Approach:</i></p>	<p>the cards that match their cards. (You could add additional cards that show images of the organelles for the groups of three.) Challenge pairs of students to match each organelle to a function it serves for a cell and for an organism as a whole. Discuss the similarities between the cell and an organism.</p> <p><u>Activity 1 – Only do with first rotation</u></p> <p>Discuss the events leading up to the creation of the cell theory, including the following:</p> <ul style="list-style-type: none"> <li>• 1653: Leeuwenhoek invented the compound microscope.</li> <li>• 1665: Hooke coined the word cell.</li> <li>• 1668: Redi’s experiment disproved that maggots came from rotting meat.</li> <li>• 1838-1839: Schleiden and Schwann observed that plants and animals have cells and concluded that “all living things are made of cells.”</li> <li>• 1855: Virchow stated, “All cells come from preexisting cells.”</li> <li>• 1862: Pasteur’s experiment disproved spontaneous generation.</li> </ul> <p>Have students create a timeline on adding machine tape, including the date, the event, and a picture to illustrate the event.</p> <p><u>Activity 2</u></p> <p>Facilitate the creation of CONCEPT COMPARISON TABLE, comparing plant and animal cells.</p>	<p>the cards that match their cards. (You could add additional cards that show images of the organelles for the groups of three.) Challenge pairs of students to match each organelle to a function it serves for a cell and for an organism as a whole. Discuss the similarities between the cell and an organism.</p> <p><u>Activity 1 – Only do with first rotation</u></p> <p>Discuss the events leading up to the creation of the cell theory, including the following:</p> <ul style="list-style-type: none"> <li>• 1653: Leeuwenhoek invented the compound microscope.</li> <li>• 1665: Hooke coined the word cell.</li> <li>• 1668: Redi’s experiment disproved that maggots came from rotting meat.</li> <li>• 1838-1839: Schleiden and Schwann observed that plants and animals have cells and concluded that “all living things are made of cells.”</li> <li>• 1855: Virchow stated, “All cells come from preexisting cells.”</li> <li>• 1862: Pasteur’s experiment disproved spontaneous generation.</li> </ul> <p>Have students create a timeline on adding machine tape, including the date, the event, and a picture to illustrate the event.</p> <p><u>Activity 2</u></p> <p>Facilitate the creation of CONCEPT COMPARISON TABLE, comparing prokaryotic and eukaryotic cells.</p>
<p>Guided/Independent Practice</p> <p><i>Co-Teaching Approach:</i></p>		

<p>Closure</p> <p><i>Co-Teaching Approach:</i></p>	<p>Pass out Sticky notes to each student that has an organelle's name written on it.</p>	<p>Explain the "exit pass"</p> <p>- Create a "senior superlative" for each organelle, or create an analogy (e.g., to a school, such as "the nucleus is like the office" or "the endoplasmic reticulum is like the hallway")</p>	
<p>Formative Assessment Strategies</p> <p><i>Co-Teaching Approach:</i></p>	<p>During Anticipatory Set: Students will be called upon randomly to make sure that all students have a chance to participate and demonstrate knowledge. Incorrect answers will be followed up with leading questions to direct them to the correct answer.</p> <p>During Stations: Each teacher will circulate among their students to make sure they are on the correct path, checking for understanding.</p> <p>Closure: Exit passes will be sorted by correctness to see which students understand their organelle</p>		
<p>Homework</p>			
<p>Specially Designed Instruction and Accommodations, Modifications for Specific Students</p>	<p><b>Writing disabilities &amp; SLDS</b></p> <p>– For the concept comparison table, give student the student highlighter to color-code characteristics by "like" and "unlike" to reduce writing for struggling student while enabling him/her to help partner.</p> <p>-For timeline, have dates/facts printed out and allow student to paste on tape</p> <p><b>Autism</b></p> <p>-Make activities available electronically for them to fill out digitally</p> <p><b>Hearing Disability</b></p> <p>-Teacher microphone with room speakers</p>		
<p><b>Notes:</b></p> <p>This lesson is an adapted version of <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/science/2010/lesson_plans/biology/life_molecular_level/sess_BIO-3abc4c.pdf/">http://www.doe.virginia.gov/testing/sol/standards_docs/science/2010/lesson_plans/biology/life_molecular_level/sess_BIO-3abc4c.pdf/</a></p> <p>Station rotation  <i>Students will be divided into 2 heterogenous groups (group A and group B).</i></p>			
	<p>Station 1: Concept</p>	<p>Station 2: Concept</p>	<p>Station 3: Time Line</p>

	<i>Comparison Map – Plant/Animal</i>	<i>Comparison Map – Pro/Euk</i>	<i>(use same partner from previous station)</i>
<i>Rotation 1</i>	<i>Group A</i>	<i>Group B</i>	
<i>Rotation 2</i>	<i>Group B</i>	<i>Group A</i>	<i>Group B</i>
<i>Rotation 3</i>	<i>Group B</i>		<i>Group A</i>