Co-Teaching Lesson Plan

| Teacher 1: Doris | an Albano | Teacher 2: | Sarah Arnold |
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| Co-Teaching Approa | ach(es): Place an X or a ✓ on th — Parallel Teaching — One Teach,One Observ | Team Teacl | |
| Subject: Biology – Unit: | Cytology Topic/Lesson: Ce structure and fun | | g cell Date: |
| structure and functions characteristics of post of the organelles in BIO.4 The student and Eukarya. Key within the Eukarya | tion. Key concepts include prokaryotic and eukaryotic in a single cell and a whole will investigate and unde concepts include c) how to kingdoms of protists, fun | e a) evidence c cells; c) simil e organism. rstand life fun the structures gi, plants, and | and relationships between cell supporting the cell theory b) arities between the activities ctions of Archaea, Bacteria, and functions vary among and animals, including humans. |
| | match organelles with their functi mpare and contrast prokaryotic ce | • | ce the events that led to the creation of cells. |
| the three attached | | Pens • iPad/ta | E. coli bacterium • Copies of ablet for electronic version |
| endoplasmic reticu | ılum, eukaryote, Golgi apı | paratus, Golgi | uole, chloroplast, cytoplasm, i body, lysosome, ote, ribosome, spontaneous |
| Lesson Component | Teacher 1 | | Teacher 2 |
| Anticipatory Set | Hold up an egg and a pi an E. coli bacterium, and students what they have common. They should re that both are cells. Discu differences of these two and then focus attention | d ask e in espond uss the cells, on the | |
| Co-Teaching Approach: | similarities. Have studer compare the egg to othe eukaryotic cells. Discuss differences found in euk cells, especially the major differences between pla animal cells. | er s the aryotic or | |
| Lesson: Activities/ Procedures | STATION ONE: TO DETERMINE PARTNERS: Column and give one of the attached Cell Feach student. Have students find for the activity by finding the stude | py, cut apart, Parts Cards to their partners eac | ATION ONE: DETERMINE PARTNERS: Copy, cut apart, give one of the attached Cell Parts Cards to the student. Have students find their partners the activity by finding the students who have |

| Co-Teaching Approach: | 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. | 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. |
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| Guided/Independent Practice | | |
| Co-Teaching Approach: | | |

| Closure Co-Teaching Approach: | Pass out Sticky notes to each student that has an organelle's name written on it. | Explain the "exit pass" - 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") |
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| Formative Assessment Strategies | 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. During Stations: Each teacher will circultate among their students to make sure they are | |
| Co-Teaching Approach: | on the correct path, checking for understanding. Closure: Exit passes will be sorted by correctness to see which students understand their organelle | |
| Homework | | |
| | Writing disabilities & SLDS | |
| Specially Designed Instruction and Accommodations, Modifications for Specific Students | 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 partnerFor timeline, have dates/facts printed out and allow student to paste on tape Autism -Make activities available electronically for them to fill out digitally Hearing Disability -Teacher microphone with room speakers | |
| Notes: | | |

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_lesson_plans/biology/lif evel/sess_BIO-3abc4c.pdf/

Station rotation

Students will be divided into 2 heterogenous groups (group A and group B).

| Station 1: Concept Station 2: Concept Station 3: Time Line |
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| | Comparison Map – Plant/Animal | Comparison Map – Pro/Euk | (use same partner from previous station) |
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| Rotation 1 | Group A | Group B | providuo dialioni |
| Rotation 2 | Group B | Group A | Group B |
| Rotation 3 | Group B | | Group A |
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