**Teacher:** Stephanie Barron

**Date**: 10/1314

**Materials:**

*Enjoy Your Cells* by Fran Balkwill, Internet access for videos and diagrams, vocabulary worksheets, chart paper

**Common Core State Standards:**

*[CCSS.ELA-LITERACY.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)*Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**NJ State Science Standard:**

5.3.6.A.2 Model and explain ways in which organelles work together to meet the cell’s needs.

**Lesson objective(s):**

Students will be able to classify the basic organelles of animal cells and comprehend the function of each organelle.

**Differentiation strategies to meet diverse learner needs:**

Students that may need extra help grasping the concept may use a manipulative chart food or the Internet to use diagrams of each cell.

**ENGAGEMENT**

* The first thing I will do, before even introducing the lesson, is show an introductory video on cells. The video really grabs the viewer’s attention so this will make the students wonder (http://www.neok12.com/video/Cell-Structures/zX557e437058005b55616773.htm).
* I will then start the lesson by engaging students by reading a book aloud. I will read *Enjoy Your Cells* by Fran Balkwill.
* Following the book, I will explain to students that today we will be learning about animal cells and the organelles that make up those cells. I will be sure to emphasize that animal and plant cells contain both similar and different organelles, however, today we will be focusing on only animal cells.
* After reading the book students should be asking themselves: ***What is a cell? How many do we have? What is made up of cells? What are the different organelles in an animal cell? What are organelles? What do organelles do?***
* After reading the book I will then pass out the BrainPOP vocabulary worksheet and explain that as they watch the BrainPOP video they will fill in the vocabulary (http://www.brainpop.com/science/cellularlifeandgenetics/cellstructures/activity/).

**EXPLORATION**

* I will then either show the BrainPOP video to the whole class or, if we have enough computers to work in groups, students can work on their own. Students will finish the vocabulary worksheet (http://www.brainpop.com/science/cellularlifeandgenetics/cellstructures/).
* After the video and finishing their worksheets, we will go over the vocabulary sheet. I will make a chart with the students listing each organelle on chart paper.
* I will then pass out a diagram of an animal cell. The students will need to go to this website, <http://www.cellsalive.com/cells/cell_model.htm>, and fill in the worksheet. This cell diagram does contain parts that we did not learn about, so I will be sure to make a list of only the organelles that we are studying. Students will only be responsible to labeling those organelles. (http://www.cellsalive.com/worksheets/AnimalCellModel.pdf)

**EXPLANATION**

* After doing the activity, the students will come gather on the carpet. Here is where we will have a discussion about the activity and I will be able to listen to student’s explanations. We will add to the chart if necessary.
* I will ask students:
	+ **What are organelles? What does the mitochondria do? What is the nucleus, What is the cytoplasm for? What makes proteins? What is the difference between the smooth and rough ER?**

**ELABORATION**

* To elaborate and extend on this lesson, Students will work individually at home on a project. They will need to make a 3D figure of an animal cell. They can use any materials they wish, however, the model should not be more than 1 foot wide or tall. In addition, they will need to hand in an explanation of the parts of their cells and the roles of each part. They will have a few weeks to complete it and hand it in at the end of the unit.

**EVALUATION**

* Students will demonstrate their understanding of animal cell organelles on the vocabulary worksheet, the cell diagram, class discussions, and the project.



