

## **Science Lesson Plan**

### **Cells**

#### **Background**

This lesson is a review of a unit on cells. In prior lessons, students studied in their native language the cell, its parts and their functions.

#### **Content Objective – Students will be able to:**

- Identify, name and classify the cell and its parts.
- Differentiate the characteristics of eukaryotic and prokaryotic cells.

#### **Language Objectives – Students will be able to:**

- Use visuals to reinforce academic language.
- Use appropriate scientific terms for cells, organelles, and functions.
- Combine subject and predicate to form definitions in complete sentences.
- Identify the main idea of a paragraph and its supporting details.

#### **Materials**

- Visual with adapted text from science resource material
- Sentence strips
- Markers
- Chart paper
- Transparencies
- Post it
- Resource materials (charts)

#### **Connection – Unit Review**

##### **Scaffolding Task #1: Introduce Vocabulary**

Purpose: Introduce vocabulary words from native language unit on cells in English using visual scaffolding strategies. (*Bridging, schema building*)

- Teacher will present poster of cell with its parts in native language.
- Teacher will present flash cards with English vocabulary.
- Students will match English vocabulary term to the native language term on the poster.

### **Scaffolding Task #2: Vocabulary Review**

Purpose: Utilize students' prior knowledge of the topic to reinforce learned academic vocabulary, and link prior knowledge to newly introduced vocabulary and concepts. (*Bridging, schema building*)

- Teacher assigns students to work in pairs to complete a graphic organizer, classifying and naming parts of the cell.

### **Scaffolding Task #3: Matching science academic vocabulary with appropriate definitions in English.**

Purpose: Internalize and use academic language and concepts in the second language. (*Modeling, bridging and schema building*)

- Teacher introduces vocabulary and definition.
- Teacher models how to match vocabulary words with definitions.
- Students will match vocabulary words (subject) with the definition (predicate) to create complete sentences.

### **Mini-lesson**

Using a KWL chart, the students will be able to list facts they know about the parts of a cell and what they would like to learn.

- Teacher models filling in the KWL chart.
- Students will complete the KWL chart.

### **Student Engagement**

- Teacher will present focus questions and model collaborative reading activity.
- Students will be divided into groups of four.
- Each student will be given a specific passage (A, B, C or D).
- Students will be given ten minutes to read passage.
- Each student will share with the group what he or she read in the passage.
- Group will come to consensus on two important facts from each passage.
- Facts will be written on chart paper in complete sentences and posted around the room.

### **Closing**

- Groups will participate in a Gallery Walk.
- From Gallery Walk, class will decide which 3 facts were the most frequently repeated and record them in their science journal.

**Homework**

- Students will create a foldable book divided into four areas: picture, name, definition and function.