

One lesson plan, tried in a 7th grade science class at Beecher, that worked well was the introduction to cell parts. Our group gave the class a very brief overview of each cell part and its basic function(s) within the cell, using pictures as a visual aid. Next, we assigned them into groups and gave each group nametags for a different cell part. Then they came up with movements to represent their part's function(s). In the end, the class came together to build one large cell, and each group showed the class their movement. Though a little timid, the students seemed refreshed to be able to get up and move. The lesson introduced the idea of cells, a cell's parts, and the functions of each part within the cell linguistically, kinaesthetically, spatially, logically, and interpersonally, was easy to build on in future lessons, and was well responded to.

Creative Learning Lesson Plan

Introducing Cell Parts

Core subject: Science

Art practice or principle:

Dance and drama. Students will be using their bodies to build a cell and to act out the functions of each cell part.

Age group: 7th Grade

Curriculum Target / Bench Mark:

S.IP.07.11 Generate scientific questions based on observations, investigations, and research.

S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities

L.OL.07.21 Recognize that all organisms are composed of cells (single cell organisms, multicellular organisms).

L.OL.07.22 Explain how cells make up different body tissues, organs, and organ systems.

L.OL.07.23 Describe how cells in all multicellular organisms are specialized to take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or organism needs.

L.OL.07.24 Recognize that cells function in a similar way in all organisms.

Collective Values Points (Creativity Wheel):

I ask questions about things that could happen

-Asks why, how, and what if?

I can see more than one way of doing things.

-Looks at things from different points of view.

I can use things I have already learned to help me.

-Uses and transfers previous knowledge.

I am prepared to try things out even if they might not work.

-Takes risks

Learning outcomes:

This lesson is acting as an introduction. By the end of our lesson, the students will be able to state the parts of animal cells and list/ demonstrate the different parts of this particular cell. They will be able to visualize what the cell looks like through diagrams and acting it out, and will be able to recognize the different parts and their basic functions.

Duration: 40 Minutes

Materials:

We will provide name tags for the students to identify which part of the cell they will be representing during the lesson, as well as a diagram of an animal cell with moveable parts to help explain the cell parts, location, and functions.

Description:

In this life science unit, students use scientific equipment to observe single- and multi-cellular organisms. They identify ways in which cells accomplish the basic functions of life, such as acquiring and using energy, maintaining balance (homeostasis), and reproducing. Through observation and model construction students examine cell processes.

The lesson will begin with a brief overview of the cell parts and their functions. A visual aid for each cell will be provided. After the overview, the students will be divided into groups and each group will receive nametags with the name of a cell part. In their groups, students will come up with one or two movements that correspond to the function of their cell part. Next, the class will come together to build one big cell. Each group will get a turn to show their movements to the rest of the class and explain what that movement represents and how their part functions within the cell.

Extension 1:

In this lesson, we will be providing students with different learning abilities to get involved. The lesson targets multiple styles of learning, including concrete, reflective, active, and abstract learning. This will allow all students to get involved in the lesson and grasp the concept in a way that works for them.

Extension 2:

If there are children with certain disabilities, we will help guide them in a direction that is conducive to their abilities. Whether it is physical or emotional, we will provide alternative direction to assist them, while keeping them involved in the process of our lesson.