



LESSON 2

Lesson Plan Title: Cell vs. Cell		Instructor:
Suggested Total Time for Lesson (minutes): 30-45 minutes (1 day)		
Content Focus - What Will Students Learn? (Content Skill Sets)		
Health Science 0972.HE.0716.13 Examine the structure of a typical cell 0972.HE.0716.14 Distinguish the function of each cell structure		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: If not using digital option: <ul style="list-style-type: none"> Paper, markers, colored pencils, scissors, glue 		Resources: <ul style="list-style-type: none"> Cell vs Cell PowerPoint Cell Template Human Cell vocabulary and KEY
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
10-15 minutes	Get Started/Explain: Student instructions: Have you ever thought about how similar cell phones and apps could be compared to a human cell? Look up the definitions of each cell component. Then use the different apps/ cell phone components to make a comparison to each part of the human cell and its function Human cell vocabulary and key is in the resource file	
20-30 minutes	Discover/Engage/Practice: Variations: <ul style="list-style-type: none"> Digital - Students make a copy of slides. "Add slide" or provide a list for your vocabulary terms and definitions. Copy/paste icons into cell phone (you will have to adjust the image sizes). You can find your own by clicking "insert," "image," "search the web," and enter specifics for what you are looking for, click on the image, and at the bottom, choose "insert." Drag the corners of the box to the size you need. Use the toolbox bar to insert lines and text boxes to explain which cell part you are referring to, and why it can be compared to the cell component. Variation 2: Print and cut image and icons. Follow instructions on slide 3 for cell phone icon/component comparison. Variation 3: MAKE YOUR OWN! Use paper, markers, etc., to create your own cell phone and draw the components and apps. Draw a line from each one to your explanation of how it relates to part of a cell 	
5 minutes	Check for Understanding/Summarize/Close: Were students able to identify the components of the human cell and compare them to the parts of a cell phone? Were students able to distinguish the function of the human cell parts?	
Modifications, Support, and Extensions (for those students with IEP)		
Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?		