

LESSON PLAN FORMAT

SUBJECT	Science	GRADE	6°
TOPIC	Levels of organization in organisms: cell, tissues, organs, and systems	LENGTH	4 HOURS

AIMS

MAIN AIMS

(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)

MAIN AIM:

By the end of the lesson the students will be able to explain the levels of organization in organisms by describing the different parts of the cell and their functions, classifying the life processes in organisms, sequencing the processes, and explaining the function of the organs and organ systems.

SUBSIDIARY AIMS: Learners will also be able to:

- Get familiar with the essential vocabulary of the topic
- Define the terms: Cell, tissue, organ and system
- Relate the topic with everyday life

TEACHING OBJECTIVES

Content

(New knowledge, skills and understanding)

- Review of the cell and its main function in living organisms
- Recognition the different types of tissues
- Comprehending the organisms 'life processes of the (movement, respiration, sensitivity, growth, reproduction, excretion and nutrition)
- Identification of the functions of each level of organization (Cells-Tissues-Organ-Systems)

Cognition

(High-order thinking skills, problem-solving, challenges and reflection)

- Describing the different parts of the cell and their functions
- Comparing the action of the cell on unicellular and pluricellular living organisms
- Classifying the life processes of living organisms
- Sequence the processes of the levels of living organisms
Explaining with own words the different processes
- Reflecting about the function of the new organs and systems
- Investigate more to strengthen their knowledge about the topic
- Showing how each a cell makes up tissues (group 1), how tissues make up organs (group 2), how organs make up systems (group 3) and how systems (group 4) work together to for organisms
- Justifying the ideas about the presentations and questioning the other's presentations with coherent arguments

Culture

(Awareness of self and other, identity, citizenship, and pluricultural understanding)

- Awareness about people's traditional conception of the heart as an organ for the expression of feelings related to love

Communication *(What and how)*

- The teacher makes a short summary about the last topic referred to the parts and function of the cell
- The students match the parts of the cell with their particular functions of each on a chart
- The teacher warms up the class with a Kahoot quiz about living things
- The students engage on the activity in groups of two students by participating actively orally
- The presents a video about the levels of organization on living organisms
- The students take notes of the activity and then do written activities on a workshop about the topic
- In groups they explain the processes how cells make up tissues, tissues make up organs organs make up systems and systems make up organisms

Language through learning
(Language progression, practice and extension – emerging language, and what you will do with this)

Language	Meaning	How you support learners with this language
<ul style="list-style-type: none"> Scientific vocabulary of the topic Present simple 	<p>Lining of GI tract organs and other hollow organs as skin surface (epidermis); Fat and other soft padding tissue (bone, tendon); cardiac muscle, skeletal muscle; nervous tissue of the brain, nervous tissue of the spinal cord, nerves</p> <p>Grammar rules</p>	<p>The video shows all these tissues in our body and explains how they interact to make up the others. The teacher frequently stops the video to clarify meanings the students do not understand.</p> <p>The text explains how they are formed and their functions in our body</p> <p>The teacher regularly clarifies the meaning of new words and phrases and promotes the use of dictionaries and translators when necessary.</p>

Language for Learning
(Functional language e.g. language while learners participate in the lesson – thinking skills)

Language	Meaning	How you support learners with this language
<p>Come on, let's watch and learn</p> <p>We're doing excellent</p> <p>That's right...</p> <p>Very good</p> <p>Come on, you can do it, it's easy</p> <p>That's right, try it again</p> <p>I know you can do it better</p> <p>Don't worry, that makes part of learning, too</p>	<p>Praising and coaching the students to have them motivated to perform the activities</p> <p>To advise and scaffold them continuously should also be helpful to successfully the Ss perform the activities</p>	<p>The teacher prepares the students by doing pre-listening activities through questions before watching the video. He presents new verbs, connectors, and expressions that could confuse the students. He also pronounces at the moment to write them.</p> <p>Pre-reading activities are necessary before the students go through the text, as well.</p>

Language through learning
(Language progression, practice and extension – emerging language, and what you will do with this)

It's necessary to do pre-listening while listening and post-listening activities to ensure the students can understand the information on the video. After that, monitoring the activities should be important since in it the teacher can help with all the language problems that the students surely will present and that will affect their communication when doing the tasks.

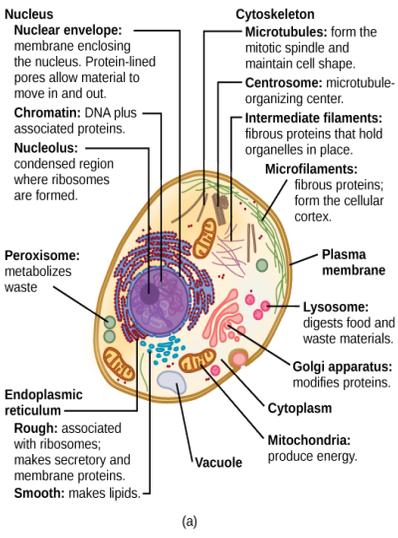
CRITERIA FOR ASSESSMENT
(What kind of assessment will be used in class ? (Teacher, peer, self?) What are you assessing, how?)
Formative Assessment

- Self-assessment based on their activities regarding listening and watching the video and reading the text.
- Peer feedback based on the performance of the group activities
- The attitude, attention, and disposition of the students will be taken into account at the moment to evaluate integrally the class

Summative Assessment

Activities in class	%
1. Participation during the pre, while, and post-listening of video	20
2. Complete performance of the activities in the text	30
3. Socialization of the conclusions of the group.	50

LESSON PROCEDURE / ACTIVITIES

Time	Stage	Procedure	Interaction /focus	Material																								
5 min	Introduce the topic and the lesson objectives	The teacher presents the general objective of the class and interacts with them about when and how they are going to present de different activities and materials.	T/Ss																									
20 minutes	Activate prior knowledge	The teacher will project a picture with random information about the cell and its parts. Students will match the different parts of a cell with their functions on a worksheet. Students will work in pairs and then the teacher will check with the whole class.	T/Ss, Ss-Ss	<p>worksheet 1: Matching</p>  <p>Worksheet 2:</p> <table border="1"> <thead> <tr> <th>A. Cell Part</th> <th>B. Function</th> </tr> </thead> <tbody> <tr> <td>1.Cell membrane</td> <td>Organelle makes proteins__</td> </tr> <tr> <td>2.Nuclear membrane</td> <td>Transports systems in cell__</td> </tr> <tr> <td>3.Nucleus</td> <td>Store water and/or waste__</td> </tr> <tr> <td>4.Cromosomes</td> <td>Controls what enters and leaves the cell_1_</td> </tr> <tr> <td>5.Endoplasmic reticulum</td> <td>Controls what enters and leaves the nucleus__</td> </tr> <tr> <td>6.Ribosome</td> <td>Genetic information in the nucleus__</td> </tr> <tr> <td>7.Golgy body</td> <td>Produces DNA information__</td> </tr> <tr> <td>8.Vacuole</td> <td>Breaks down old cell parts__</td> </tr> <tr> <td>9.Lysosome</td> <td>Organelle for cellular respiration__</td> </tr> <tr> <td>10.Mitochondria</td> <td>Organelle packages proteins__</td> </tr> <tr> <td></td> <td>Controls center of the cell__</td> </tr> </tbody> </table>	A. Cell Part	B. Function	1.Cell membrane	Organelle makes proteins__	2.Nuclear membrane	Transports systems in cell__	3.Nucleus	Store water and/or waste__	4.Cromosomes	Controls what enters and leaves the cell_1_	5.Endoplasmic reticulum	Controls what enters and leaves the nucleus__	6.Ribosome	Genetic information in the nucleus__	7.Golgy body	Produces DNA information__	8.Vacuole	Breaks down old cell parts__	9.Lysosome	Organelle for cellular respiration__	10.Mitochondria	Organelle packages proteins__		Controls center of the cell__
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20 minutes	Input 1	<p>The teacher briefly describes the parts of the cell and explains their functions with the help of the class and random students.</p> <p>Then, students will have to complete a chart to summarize the functions (Worksheet 2). Students will work in small groups.</p>	T/Ss, Ss-Ss																									
20 minutes	Check understanding	Teachers administer a Kahoot! quiz and goes over answers with students to clarify doubts. Students log in to Kahoot with a partner and answer quiz questions.		 <p>https://www.commonsense.org/education/website/kahoot</p>																								
30 minutes	Input 2	<p>The teacher presents a video about the Levels of Organization in Organisms to the class. He does pre-listening and while activities to facilitate understanding of the students.</p> <p>First, students will watch the video and work alone on their worksheets. Then, they will work in pairs to compare their</p>	T/Ss	<p>Video available in:</p> <p>https://www.youtube.com/watch?v=ZRFykdf4kDc&t=66s</p> <p>Worksheet 3:</p> <p>Pre-listening questions:</p> <p><i>In this video, you are going to learn about the level of organization on living</i></p>																								

50 minutes	<p>Task: Describing types of tissues and organs, and organ systems</p>	<p>answers. Then, they will work with another group to compare again.</p> <p>Here the teacher promotes vocabulary acquisition by using dictionaries or by deducing meaning by the context of the text.</p> <p>The teacher reinforces the language structure of the present Simple using some captions and ideas from the video.</p>	T and Ss	<p><i>organisms; what is an organism?</i> <i>How are the organisms made up? What does the cell do in the constitution of an organism?</i></p> <p>While listening activities: The teacher stops the video to ask some questions:</p> <p><i>-What are the life processes that living organisms need to be candidates to be in life?</i> <i>-What are the functions of each?</i> <i>-Do animals and plants have the same type of cells?</i></p>
50 minutes	<p>Wrap-up Task: Classifying and sequencing levels of organizations in organisms</p>	<p>The teacher will organize small groups and provide a short reading about one of these topics: types of tissues, organs, and organ systems. Students will prepare a short presentation using pictures and keywords on a poster. The teacher will walk through the class and will help students to make sure their presentations are clear.</p> <p>Then, students show their presentations under the teacher's recommendations. Students are free to make comments and questions to other groups. The teacher reinforces the language and on the topic and continuously clarifies.</p> <p>Finally, the teacher draws conclusions with the help of all the students about the topic and the awareness of the importance of learning this topic in this grade.</p> <p>Students will work in small groups to create a mind map to usually represent the levels of organizations in organisms. They need to use pictures and keywords. They can use their creativity and imagination. Then, students will put their posters on the wall and the teacher will have the class walk around and ask and answer questions about each other's work.</p>	Ss/T; Ss-Ss	