

(Close the lesson with an exit ticket or some type of whole group review)					
Homework: (Designed to reinforce the day's lesson something students can do independently)	none	none	none	none	none
Small Group/Station Learning: (Will you have a small group that is teacher led? Will a group rotate to a technology station? If review, will different groups work on a different TEKS?)	Students in group 1 and 6 during DNA interactive model activity will receive additional support from the teacher.	Students in group 1 and 6 during DNA worksheet activity will receive additional support from the teacher.	Students in group 1 and 6 during DNA Candy Model Lab will receive additional support from the teacher.	Students in group 1 and 6 during DNA interactive ppt activity will receive additional support from the teacher.	n/a

Week of: Nov. 28 - Dec. 2, 2022

Course Title: Biology/STAAR Rev Sci	Unit Title: The Cell Cycle
TEKS/Standards (As Written by the State): (R= Readiness, S= Supporting, P= Process) 5A(R) - describe the stages of the cell cycle, including DNA replication and mitosis, and the importance of the cell cycle to the growth of organisms; 5B(S) - describe the roles of DNA, RNA and environmental factors in cell differentiation; 5C(S) - recognize that disruptions of the cell cycle can lead to diseases such as cancer	
Essential Vocabulary (Academic and Content Specific): DNA, nucleotide, deoxyribose, nitrogen base, phosphate group, sequence, heredity, genetics double helix, chromosome, gene, mitosis, cell cycle, anaphase, metaphase, prophase, telophase, cytokinesis, interphase, DNA replication, diploid, haploid	
Essential Skills/Connections (Pre-requisite skills, basic understanding students must have about the concept): the cell cycle, DNA replication, mitosis, meiosis, cell differentiation	
Instructional Strategies Bank (These are strategies to select from as you plan the components of your lesson cycle): Identifying Similarities and Differences, Summarizing and Guided Note Taking, Journal/Learning log, Learning stations, Compare and Contrast, Cooperative Learning, Thinking Maps, Cooperative Learning, Conferring Feedback, Drill and Practice, Cues and Questions, Essay, Experiment, Explicit Teaching, Literature Circles, reading logs, Pair-Share, Think Aloud, Read Aloud with Text Talk, and Silent Reading	
Resources Used to Plan Lesson/Unit: interactive notebook, teacher-created materials	

Accommodations: extra time, supplemental aids (graphic organizers, visual vocabulary, etc), reminders to stay on task, small group, calculator, spelling assistance (based on IEPs)	ESL/LEP: sentence stems, pre-teach vocabulary, print-rich environment, structured conversations (QSSSA)	Sped: Accommodations based on IEPs	Targeted Instruction: processing skills - collecting data using a microscope, comparing the types of cell transport across the plasma membrane, focused note-taking
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	Monday A	Tuesday B	Wednesday A	Thursday B	Friday B
Focus Question/Big Idea (What is the big connection students must know by the end of this lesson or unit?)	SCHOOL CANCELED DUE TO BOIL WATER NOTICE		How is DNA copied? Why is DNA copied?	What are the characteristics of each stage of the cell cycle?	What are the characteristics of each stage of the cell cycle?
Do Now/Warm-Up (5 min) (It must review low standards from previous teaching or connect directly with current lesson)			Create pocket page for Unit 5 in your INB	DNA Replication Quizizz Code: TBA	Cell Cycle Quizizz Code: TBA
Instruction Whole Group/ Mini Lesson: (I Do) (10 min) This tapers by the end of the week. (Include your questions to check for understanding at this point in the lesson cycle)			DNA Cornell Notes: The teacher will distribute the DNA Cornell notes and use the presentation to review the structure of DNA. Students will listen actively and refer to student guide during the presentation, use the guide for note-taking, and ask clarifying questions.	DNA Replication Cornell Notes: The teacher will distribute the DNA Replication Cornell notes and use the presentation to describe the steps of DNA replication. Students will listen actively and refer to student guide during the presentation, use the guide for note-taking, and ask clarifying questions.	Cell Cycle - Mitosis Cornell Notes: The teacher will distribute the Cell Cycle - Mitosis Cornell notes and use the presentation to describe the steps of cell division. Students will listen actively and refer to student guide during the presentation, use the guide for note-taking, and ask clarifying questions.

<p>Guided Practice: (We Do) (10 min) How will you model for students? (Include your questions to check for understanding at this point in the lesson cycle)</p>		<p>DNA Replication Guided Learning Activity:</p> <p>The teacher will read the passage and model how to use the DNA replication model and complete the questions on the handout.</p> <p>Students will work in pairs to use a model to understand the steps of DNA replication.</p>	<p>Explore - Events of the Cell Cycle Sorting Activity:</p> <p>The teacher will model how to color code and sort the events of the cell cycle.</p> <p>Students will work to color code and sort the events of the cell cycle in order.</p>	<p>Explain - Stages of Mitosis Diagram:</p> <p>The teacher will model how to color and describe the key events of mitosis (cell division).</p> <p>Students will work to color and describe the stages of mitosis and glue the diagram into their INBs.</p>
<p>Independent Practice: (You Do) (20 min) What is the student expected to do? (Include your questions to check for understanding at this point in the lesson cycle)</p>		<p>Warm Up to Science #16 DNA Replication:</p> <p>The teacher will move around the classroom, ask probing questions and monitor students as they use their understanding of DNA replication to describe the steps of DNA replication.</p> <p>Students will work independently to describe the steps of DNA replication.</p>	<p>Explore - Events of the Cell Cycle Foldable Activity:</p> <p>The teacher will move around the classroom, ask probing questions and monitor students as they use their card sort and sentence stems to build the foldable of their choice.</p> <p>Students will work independently to describe the events of the cell cycle by building a foldable.</p>	<p>Cell Cycle Digital Escape Room:</p> <p>The teacher will move around the classroom, ask probing questions and monitor students as they use their understanding of the cell cycle to break out of the digital escape room.</p> <p>Students will work in pairs to break out of the cell cycle digital escape room.</p>
<p>Lesson Closure/Review: (5 min) (Close the lesson with an exit ticket or some</p>		<p>3-2-1 Reflection</p>	<p>Warm Up to Science #13: Cell Cycle</p>	<p>Cell Cycle Quiz</p>