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| **Grade Level** 7th | | **Teacher/Room**: Miller Week of: August 7, 2013 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **S7CS1. Students will explore of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** | **Common Core Standard(s)**:  **S7L2. b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, and mitochondria) to basic cell functions.** | | **Common Core Standard(s)**:  **S7L2. b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, and mitochondria) to basic cell functions.** | **Common Core Standard(s)**:  **S7L2. b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, and mitochondria) to basic cell functions.** | **Common Core Standard(s)**:  **S7L2. b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, and mitochondria) to basic cell functions.** |
| **EQ Question:**  What do parts of a cell do? | **EQ Question:**  How do parts of the cell relate to parts of a city? | | **EQ Question:**  How do parts of the cell relate to parts of another organism? | **EQ Question:**  How do parts of the cell relate to parts of another organism? | **EQ Question:**  How do parts of the cell relate to parts of another organism? |
| **Mini Lesson:**  **Research for science fair**  **10 facts** | **Mini Lesson:**  Analogy Worksheet  1st 1 all together  2nd 1 with table | | **Mini Lesson:**  **Go over writing Prompt**  Partner Graphic Organizer (off the board) basic 8-10 things Function needs to be in own words.  Start drawings of analogy | **Mini Lesson:**  Finish Drawings  Writing to Win Intros. | **Mini Lesson:**  Write Essays |
| **Differentiation:**  *Gifted students working on different science fair project* | **Differentiation:**  *Different levels of writing required for gifted, special education, and regular education.* | | **Differentiation:**  *Different levels of writing required for gifted, special education, and regular education.* | **Differentiation:**  *Different levels of writing required for gifted, special education, and regular education.* | **Differentiation:**  *Different levels of writing required for gifted, special education, and regular education.* |
| **Assessment :** | **Assessment:**  *Analogy worksheet* | | **Assessment:**  *Graphic organizer* | **Assessment:**  **Drawing** | **Assessment:**  **Writing assignment** |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:**  None | **Homework:**  None |

Resources and Reflective Notes: