Berea MS Lesson Plan 2025– 2026 **Week (Specific Dates):** Nov. 24-25 **Teachers**: Hanano Johnson Esposito **Grade/Subject:** 7th Science

Unit Title:	Photosynthesis and Cellular Respiration
Unit Vocabulary:	• adenosine triphosphate (ATP) • biochemical reaction • cellular respiration • mitochondria • molecular bond • rearranged
Upcoming Important Dates: (Tests, Quizzes, Projects)	

	Standard + Learning Target	**Activating Strategy** (Opening)	**Teaching/Instructional Strategies** (Work Time) *Differentiation/Modifications, Student Assessment, Rigor, How Will **STUDENTS** RWSL*	**Formative or Summative Assessment**	**Summarizing Activity** (Closing)	**AVID Strategy**
M O N	**Standard (# AND fully written out):** **7-LS1-7** Develop a model to describe how food molecules in plants and animals are rearranged through chemical reactions forming new molecules. **Learning Target (what/how):** I can learn about photosynthesis by engaging with and completing the EdPuzzle, which will help me prepare to participate in the parking lot activity.	**Ticket in the Door (Plants Superpower)** **Imagine:** If plants have a superpower, what would it be? **Expectation/s** Level of Voice: *Level 0* Time: *30 seconds* **Write:** In one sentence, describe the superpower plants would have and how it helps them. **Expectation/s** Level of Voice:	Photosythesis play 1. Ticket in the Door 2. Intro Photosynthesis Play (2 day activity) 3. EdPuzzle:-for off task scholars a. Students will be working and completing the EdPuzzle activity individually. (30 minutes) 4. Parking Lot **Planned Costas (DOK) Questioning:** *DOK Level 1 (Recall and Reproduction)* • What are the basic ingredients plants need for photosynthesis? • Which part of the plant is responsible for photosynthesis? *DOK Level 2 (Skills and Concepts)* • Why is chlorophyll important for photosynthesis? • How does sunlight contribute to the process of photosynthesis?	Informal Formative - Students will be informally assessed on how well they grasped today's content by completing the ticket in the door prompt. This information will help us to identify what to emphasize during the rest of the week's instruction.	**Parking Lot** • **Write down one thing you learned about photosynthesis from the EdPuzzle:** **Note:**This could be a key fact, process, or term like"chlorophyll" or "glucose." • **Write one question you still have about photosynthesis** **Note:** This could be something that was unclear or something they want to learn more about. **Expectation/s**	Ticket in the Door Parking Lot

		Level 0 Time: *2-3 minutes* **Share:** Turn to your elbow partner or the person in front/behind you and share your responses. (30 seconds) **<u>Expectation/s</u>** Level of Voice: *Level 1* Time: *30 seconds*	*DOK Level 3 (Strategic Thinking)* ● If plants could not perform photosynthesis, how would that impact life on earth? ● How would the process of photosynthesis be affected if there was no sunlight or no carbon dioxide?		Level of Voice: *Level 0* Time: *2 minutes*	
T U E	**Standard (# AND fully written out):** **<u>7-LS1-7</u>** <u>Develop a model</u> to describe how food molecules in plants and animals are rearranged through chemical reactions forming new molecules. **Learning Target (what/how):** I will learn how plants use sunlight to make food and oxygen during photosynthesis by completing the "Power of Plants" worksheet with a partner, participating in a Think-Pair-Share activity,	**Part 1: Think-Pair-Share** ● **Think:** Imagine you are a sunbeam traveling through space, heading toward a plant. What do you think happens when you reach the plant? How might the plant use your energy? **<u>Expectation/s</u>** Level of Voice: *Level 0*	Photosythesis play 1. Think-Pair-Share 2. Photosynthesis Play 3. Alternative assignment - <u>The Power of Plants.docx</u> 4. Exit Ticket **Planned Costas (DOK) Questioning:** *DOK Level 1 (Recall and Reproduction)* ● What are the main products of photosynthesis? ● Where does photosynthesis take place in the plant? *DOK Level 2 (Skills and Concepts)* ● Why is sunlight necessary for photosynthesis?	Informal Formative - Students will be informally assessed on how well they grasped today's content by completing the ticket in the door prompt. This information will help us to identify what to emphasize during the rest of the week's instruction.	**Exit Ticket** ● **Reflection:** Ask students to think about this question: **Question: "**In one sentence, how would you describe the importance of photosynthesis for life on Earth?" **<u>Expectation/s</u>** Level of Voice: *Level 0* Time: *30 seconds*	1. Think-Pair-Share 2. Exit Ticket

	and reflecting on photosynthesis through an Exit Ticket.	Time: *1 minute* • **Pair:** Share your thoughts with your elbow partner. Discuss what role sunlight plays in the plant's survival and how it might help the plant grow. **<u>Expectation/s</u>** Level of Voice: *Level 1* Time: *30 seconds* • **Share:** One or two pairs share their ideas with the class about what happens when a sunbeam reaches a plant. **<u>Expectation/s</u>** Level of Voice: *Level 2* **Part 2: Watch-** After discussing, we'll watch a brief video about how plants use sunlight to make food and oxygen. Pay attention to how the plant	• How do plants use the energy from sunlight during photosynthesis? *DOK Level 3 (Strategic Thinking)* • What might happen to the photosynthesis process if a plant couldn't absorb enough sunlight?		• **Write:** Students will write their responses on an index card or sticky note **<u>Expectation/s</u>** Level of Voice: *Level 0* Time: *2 minutes* • **Share (Optional):** If time permits, invite a few students to share their sentences with the class, helping reinforce the idea that photosynthesis is essential for both plants and humans. **<u>Expectation/s</u>** Level of Voice: *Level 1* • **Exit Ticket:** Students will stick their **Exit Ticket** in the parking lot as they leave the classroom. **<u>Expectation/s</u>** Level of Voice: *Level 0*	

		uses the sunbeam's energy, this is what we'll explore further in today's lesson on photosynthesis! **Expectation/s** Level of Voice: *Level 0*				
WED						
THU						
FRI						

Happy Thanksgiving!