

7.3.2 e4 Cell Part Matching Narrative

Time: 20 minutes	Anchor Phenomenon: A single cell can be a living organism.
Big Idea: Cells are systems that complete the functions necessary for life	
CCCs <u>Structure and function</u>	Practices Developing and using models

EPISODE SNAPSHOT: Students play a game to review their knowledge of organelle parts and functions.

GATHERING

Students are each given a card with either an organelle name, location (plant or animal cell), or function. Students will have 30 seconds to find at least one other student with a card that corresponds with their card (Hint: the cards are set up in sets of three, you may print more than one copy depending on the number of students in class. Students may end up in pairs or trios - teacher may also have students create 'chains' of answers, with each 'link' of the chain being able to explain why they go together). The cards can be displayed in many different ways: students can either hold them up so others can see, or they can be worn in some way. (Hint: It may be easiest to laminate cards and have students hold them up so they can be collected and shuffled to repeat the game. Can also be put on headbands or necklaces if teacher desires.)

REASONING

Students try to match up with two other people to create a complete set: name, location, and function. Because more than one set of cards may be printed, there may be more than one group for each organelle. As a group, they will be given one minute to come up with an explanation as to why all their cards go together.

COMMUNICATING

When everyone has joined a group, and they have come up with an explanation, the students will be called upon one group at a time to justify their pairings verbally in front of the class.

Cards can be mixed up and redistributed to repeat the game as needed.

Assessment: Students should be able to communicate their pairings and recognize what other pairings are accurate. Pairings should include: the organelle, location (plant or animal cell), function. The student explains their pairings and can explain why or why not other pairings are correct	Materials, resources, handouts, etc: 7.3.2 e4 Cell Matching Cards
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