Berea MS Lesson Plan 2025 - 2026 **Week (Specific Dates):** 11/17-21 **Teacher**: Ahrenholz **Grade/Subject:** Science

Unit Title:	Unit 3: Life Science
Unit Vocabulary:	**6-LS1-1:** cell • growth • hand lens • magnification • microscope • organism • reproduce • unicellular • waste **6-LS1-2:** active transport • animal cell • carbon dioxide • cell membrane • cell wall • cellular respiration • chloroplast • diffusion • energy • eukaryote • homeostasis • mitochondria • nucleus • osmosis • oxygen • organelle • photosynthesis • plant cell • sugar **6-LS1-3:** anatomy • hierarchical organization • organ • organ system • subsystem • tissue **6-LS1-8:** auditory receptors • behavior • brain • chemical stimulus • ear • electromagnetic stimulus • environment • eye • feel • hear • heat • light • mechanical stimulus • memory • nerve cells • nose • odor • reflexes • sense • sensory receptor • sensory input • sight/vision • spinal cord • skin • sound • stimulus/stimuli • system • taste • temperature • tongue • touch • visible
Upcoming Common Assessments (MasteryConnect):	

	Standard(s) + Learning Objective	**Activating Experience** (Opening, may include "Scholar Starter")	**Learning Experience** (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	**Formative or Summative Assessment(s)**	**Summarizing Experience** (Closing)	**WICOR, AVID and/or ELLevation Strategies** (aligned with learning objective)
MONDAY	**Standard** (write out)**:** **6-LS1-1:** Emphasis is on developing evidence that living things are made of at least one cell, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells. **Learning Objective** **Skill (what), Content (why), Product (how):** I can identify the differences in the	Compare and contrast Compare/Contrast Ideas Think-pair-share to talk about their answers	**Standards Based Materials & Resources:** Cell Organelle Doodle Notes and matching activity Cell Organelles FNT Notes Slides to fill out doodle notes **Content/Academic Vocabulary:** Cell, growth, movement, respiration, sensitivity, reproduction, excretion, nutrition **ILAP/IEP/504 Scaffolds & Supports:** Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments **Opportunities to SWRL:** S-Think Pair Share, W-Scholar Starter, doodle notes R-Notes and slides	Teacher observation Exit Ticket	Exit Ticket:	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids

	appearance of plant and animal cells by discussing with a partner while coloring a diagram.		L- Think Pair Share, Direct instruction **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the brain of the cell? **Level 2:** How are plant and animal cells different? **Level 3:** **Class Structure:** 1-Begin with Scholar Starter 2-Introduce Doodle Notes and allow scholars to color in both pages while talking about what's the same and different between the two cells. 3-Exit Ticket			
TUESDAY	**Standard** (write out)**:** **6-LS1-1:** Emphasis is on developing evidence that living things are made of at least one cell, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells. **Learning Objective** **Skill (what), Content (why), Product (how):** I can identify the parts of plant cells and their function by completing my doodle notes.	Compare and contrast Compare/Contrast Ideas Think-pair-share to talk about their answers	**Standards Based Materials & Resources:** Cell Organelle Doodle Notes and matching activity Cell Organelles FNT Notes Slides to fill out doodle notes **Content/Academic Vocabulary:** Cell, growth, movement, respiration, sensitivity, reproduction, excretion, nutrition **ILAP/IEP/504 Scaffolds & Supports:** Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments **Opportunities to SWRL:** S-Think Pair Share, W-Scholar Starter, doodle notes R-Notes and slides L- Think Pair Share, Direct instruction **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the brain of the cell? **Level 2:** How are plant and animal cells different? **Class Structure:** 1-Begin with Scholar Starter 2-Fill in Plant Cells Doodle Notes 3-Exit Ticket	Teacher observation Exit Ticket	Exit Ticket: What is the brain of the cell called? (Nucleus)	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids

WEDNESDAY	**Standard** (write out)**:** **6-LS1-1:** Emphasis is on developing evidence that living things are made of at least one cell, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells. **Learning Objective** **Skill (what), Content (why), Product (how):** I can identify the parts of animal cells and their function by completing my doodle notes.	Compare and contrast Compare/Contrast Ideas Think-pair-share to talk about their answers	**Standards Based Materials & Resources:** Cell Organelle Doodle Notes and matching activity Cell Organelles FNT Notes Slides to fill out doodle notes **Content/Academic Vocabulary:** Cell, growth, movement, respiration, sensitivity, reproduction, excretion, nutrition **ILAP/IEP/504 Scaffolds & Supports:** Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments **Opportunities to SWRL:** S-Think Pair Share, W-Scholar Starter, doodle notes R-Notes and slides L- Think Pair Share, Direct instruction **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the brain of the cell? **Level 2:** How are plant and animal cells different? **Level 3:** **Class Structure:** 1-Begin with Scholar Starter 2-Fill in Animal Cells Doodle Notes 3-Exit Ticket	Teacher observation Exit Ticket	Exit Ticket: What is one way that we can know something is alive?	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids
THURSDAY	**Standard** (write out)**:** **6-LS1-1:** Emphasis is on developing evidence that living things are made of at least one cell, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells. **Learning Objective** **Skill (what), Content (why), Product (how):**	Compare and contrast Compare/Contrast Ideas Think-pair-share to talk about their answers	**Standards Based Materials & Resources:** Cell Organelle Doodle Notes and matching activity Cell Organelles FNT Notes Slides to fill out doodle notes **Content/Academic Vocabulary:** Cell, growth, movement, respiration, sensitivity, reproduction, excretion, nutrition **ILAP/IEP/504 Scaffolds & Supports:** Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments **Opportunities to SWRL:**	Teacher observation Exit Ticket	Exit Ticket: Describe a cell in your own words	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids

	I can show my understanding of cell organelles by completing a matching activity.		S-Think Pair Share, W-Scholar Starter, doodle notes R-Notes and slides L- Think Pair Share, Direct instruction **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the brain of the cell? **Level 2:** How are plant and animal cells different? **Class Structure:** 1-Begin with Scholar Starter 2-Complete Matching Activities for Cells 3-Exit Ticket			
F R I D A Y	**Standard** (write out)**:** **6-LS1-1:** Emphasis is on developing evidence that living things are made of at least one cell, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells. **Learning Objective** **Skill (what), Content (why), Product (how):** I can show my understanding of cell organelles by completing a Blooket Review	Compare and contrast Compare/Contrast Ideas Think-pair-share to talk about their answers	**Standards Based Materials & Resources:** Blooket Review **Content/Academic Vocabulary:** Cell, growth, movement, respiration, sensitivity, reproduction, excretion, nutrition **ILAP/IEP/504 Scaffolds & Supports:** Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments **Opportunities to SWRL:** S-Think Pair Share, W-Scholar Starter R-Notes and slides L- Think Pair Share, Direct instruction **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the brain of the cell? **Level 2:** How are plant and animal cells different? **Level 3:** **Class Structure:** 1-Begin with Scholar Starter 2-Scholars will complete a Blooket review using their doodle notes 3-Exit Ticket	Teacher observation Exit Ticket	Exit Ticket: Blooket Results	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids