



Lesson Sequence : Where do all the different cells in our bodies come from?

Year Group : Year 9

Learning Outcome

To meet the 'bigger picture' of what we're learning about (cells, DNA, genes and inheritance) and how it is applicable in the real world. This will occur before we learn about the cells that humans are made of and what genes really are - in part, it is a hook.

Success Criteria Using [SOLO](#)



Uni structural	Multi structural	Relational	Extended abstract
Complete 1 or 2 anticipation guide responses.	Decide on stance for all anticipation guide responses.	Engage in group reading and discussion - form connections to other genetic and developmental situations by asking questions.	Reflect on changes to personal responses in the anticipation guide.

Links with the [NZC](#)



Curriculum Level 5 - Participating and contributing - develop an understanding of socio-scientific issues.

Achievement Objectives

LIFE PROCESSES - Describe the organisation of life at the cellular level.

EVOLUTION - Describe the basic processes by which genetic information is passed from one generation to the next.

[Key Competencies](#)



- **Thinking** - Forming further questions linked to what we're learning.
- **Using language, symbols, and texts** - Reading out loud, helping and receiving assistance from peers on pronunciation and unfamiliar language.
- **Managing self** - Engaging in the group reading after completing a reflection.
- **Participating and contributing** - Developing opinions on a socioscientific issue.
- **Relating to others** - Students may encounter opinions and perspectives different from their own.

Prior knowledge



A little understanding of plant and animal cells, and that multicellular organisms are made from a multitude of specialised cells working together.





	Learning Sequence In place of a Do Now, have a generic plant and human drawn cartoon-style on the board, with labels of different cells added to them. Students were amused to see the word 'sperm' written on the board and were interested to see what the lesson would have in store. <table border="1" data-bbox="280 533 1493 1095"> <thead> <tr> <th data-bbox="280 533 884 600">Student Activity</th><th data-bbox="884 533 1493 600">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="280 600 884 734"> - Class discussion, question-time, a video of fetal development, more questions. </td><td data-bbox="884 600 1493 1095" rowspan="3"> - Have drawings done. - Be ready to answer questions. - Play this video - Lead students to anticipation guide - Wander around encouraging students to form their opinions, explain any unfamiliar terms - Hand out group reading, ensure everyone is participating, facilitate discussion. - Play netflix episode. - Lead a class discussion. - Send back to anticipation guide. </td></tr> <tr> <td data-bbox="280 734 884 837"> - Create personal responses on a pre-reading anticipation guide. </td></tr> <tr> <td data-bbox="280 837 884 1095"> - Share their reading abilities as they engage in a group reading and discussion with their peers. </td></tr> </tbody> </table>	Student Activity	Teacher Activity	Class discussion, question-time, a video of fetal development, more questions.	- Have drawings done. - Be ready to answer questions. - Play this video - Lead students to anticipation guide - Wander around encouraging students to form their opinions, explain any unfamiliar terms - Hand out group reading, ensure everyone is participating, facilitate discussion. - Play netflix episode. - Lead a class discussion. - Send back to anticipation guide.	Create personal responses on a pre-reading anticipation guide.	Share their reading abilities as they engage in a group reading and discussion with their peers.
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Resources	Our class learning website - we're up to SLO2 on this page, under the video of a baby developing from a single cell. This video of a baby developing from one cell to many A copy of the full week's learning outcomes here, which will also lead you to- This anticipation guide to be completed individually before- This group reading with annotation guide and discussion questions at the end. I also had access to Netflix and the Netflix Original series "Explained" - the episode is called "Designer DNA."						
Next Steps	Next Lesson - completing a review form on the Netflix episode and the group reading, before engaging in an online group jigsaw activity about differentiated cells within a multicellular organism (humans).						