

7.3.1 e1 Card Sort Narrative

Time: 30-45 minutes	Anchor Phenomena: Dr. Semmelweis noticed a difference in patient death rates when doctors started washing their hands.
Big Idea: All living things are made of cells	
CCCs <u>Structure and Function</u> ,	Practices Plan and carry out an investigation

EPISODE SNAPSHOT: Students observe living and nonliving things. Students sort given objects/organisms through observations of similarities and differences in structures.

GATHERING

Students are given cards with pictures of living and nonliving things to observe.

REASONING

Students work in groups of 2-4 to sort the cards based on identifiable characteristics and structures. Students may have 2+ categories.

(Teacher hint: After a time, if most of the groups do not have their cards organized into living and nonliving, the teacher could tell students to sort the cards into only two groups and give their reasoning behind their sorting method.)

COMMUNICATING

Students present their reasoning to the teacher as to why their cards are sorted in a particular way. The graphic organizer is used to arrange their thoughts. After completing the chart, the students take their worksheet and observe at least two other groups card to see how they compare. After making comparisons the analysis questions are completed.

The teacher repeats the above process with a 2nd set of cards showing microscopic pictures. Use the back side of the worksheet.

Once complete, the teacher assesses understanding by determining if students are able to recognize which cards are from living things and which cards are from nonliving things. Teacher presents a third set of pictures and students to identify them as living or nonliving, justifying why they think so.

Assessment: The teacher presents a third set of pictures and students to identify them as living or nonliving, justifying why they think so.	Materials, resources, handouts, etc: Picture Set #1: Picture Set #2: Picture Set #3: 7.3.1 e1 Card Sort
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