

Unknown

Lesson Plan Day 5 - Cells & DNA

LESSON OBJECTIVE
• Be able to define DNA • Be able to explain the function of DNA • Be able to extract DNA from a strawberry

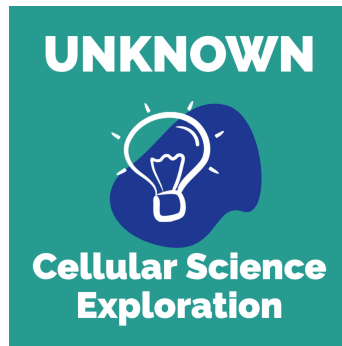
ASSESSMENT
• Exit Questions • Classwork

KEY POINTS
• Teacher will introduce the concept of DNA • Students & Teacher will complete a strawberry DNA extraction

COMPONENT	TEACHER & STUDENT ACTIONS	MATERIALS
Do Now [5 min]	Ask the question: What do you know about DNA?	Slidedeck Paper and pencil (or discuss out loud as a class)
Mini-Lesson [10 min]	Introduce students to DNA.	Slidedeck Paper and pencil
Guided Practice [25 min]	Activity: Experiment - Strawberry DNA Extraction	Slidedeck Materials for experiment (on slide 64) PDF of Strawberry DNA Extraction available here
Closing [5 min]	Watch the clip from Jurassic Park and have students share their answers to the question:	Slidedeck Paper and pencil (or discuss out loud as a class)

	Share which of your DNA genes you are the most proud of (eye color, hair color, etc)! Remind students to complete the daily learning log.	Youtube Video Daily Learning Log
DIFFERENTIATION CONSIDERATIONS:		
- Choose either paper/pen/pencil or digital tools (Google Slides, Google Draw, etc) - Students can work individually or in groups - Students can have more teacher support where needed		

STANDARDS
C3 Social Studies - D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. - D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. - D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. - D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. - D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. Common Core ELA - CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. - CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. - CCSS.ELA-LITERACY.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. - CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. - CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.



*Lesson adapted from Historical Context of Humans in Research from the Northwest Association for Biomedical Research