

SAMPLE LESSON PLAN

Name: Plinio Morita

Student ID #: XXXX XXXX

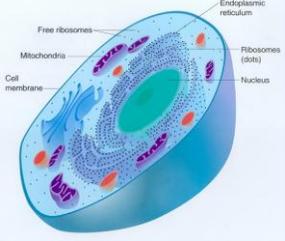
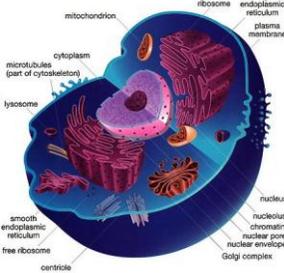
Attended Effective Lesson Planning workshop: Yes No

Please check the topic of the lesson (your topic should be geared towards beginner learners not experts or advanced learners.)

1 Your favourite theory or theorist in your field of study.

2 A basic concept or skill from a first-year course in your field.

3 Your favourite teaching method (no PowerPoint in this lesson).

<p>Lesson Title: Basic components of an animal cell (Biology)</p>	<p>TIME 15min</p>
<p>Learning objectives: by the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • List the basic components of a cell • Describe the function of each component 	
<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Pre-assessment</p> <p>Pre-assessment will be done through a simple activity where pairs of students will try to label each component of a cell. A diagram will be provided on a paper and post-its with the components will be given to the students. They will be asked to match the components on the post-its to the arrows on the diagram</p> </div> </div>	<p>TIME 2 minutes</p>
<p>Opening your lesson</p> <ul style="list-style-type: none"> • I am going to play a funny video about the components of a cell, where the singer describes each component through a very engaging song while presenting the component in a diagram. • http://www.youtube.com/watch?v=rABKB5aS2Zg&feature=related (link to the video) 	<p>TIME 2 minutes</p>
<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Learner engagement and participation</p> <p>Using a different diagram than the one used in the pre-assessment (to force student into correlating the components instead of memorizing their location on the diagram) I will present each component to the class. I will not cover all components, as we would not have enough time, but only the 4 most important ones (nucleus, cell membrane, cytoplasm, and mitochondrion). For every component explained, I will ask the class to think about its function. If a student knows the answer, I will ask him/her to explain to the class. (5 minutes)</p> <p>Then I will assign each student a component for him/her to argue about which component is more important for the cell. They will have to defend themselves from others that think their component is more important. The focus of this activity is to highlight the most important features and cell dependence on that component.</p> </div> </div>	<p>TIME 8 minutes</p>

<p>Post-assessment</p> <ul style="list-style-type: none"> The same activity from the pre-assessment will be applied again, where now we will ask students to describe in one minute, on a piece of paper, one of the components of the cell (one minute paper). Remember to make sure they choose a different component than the one they had to defend. 	<p>TIME</p> <p>2 minutes</p>
<p>Closure</p> <ul style="list-style-type: none"> A summary of the mini-lesson with all the cell components listed will be presented to the students. All the diagrams will be presented again. At this point, I will announce that we will review these components in our next classes, as we will cover in detail how each component works. 	<p>TIME</p> <p>1 minute</p>
<p>Supporting materials/resources</p> <ul style="list-style-type: none"> PowerPoint slides, YouTube video, diagrams printed for the activity, and post-it notes. 	