

**Project FOCUS
Best Lessons
FIFTH GRADE**

Title of Lesson: Animal & Plant Cells

Theme: Life Science

Unit Number: 1 **Unit Title:** Cells and Microorganisms

Performance Standard(s) Covered (enter codes):

S5L3a

S5L3b

S5CS3

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

cells, animal cell, plant cell, microscope, cell wall, cell membrane, mitochondria, chloroplast

Learning Activity (Description in Steps)

Abstract (limit 100 characters): Students will view prepared slides of animal and plant cells and draw both types

Details: To start out the lesson, I asked the students questions to direct them in a conversation about cells and the differences between animal and plant cells. I then directed the students to draw a plant and animal cell on the blank computer sheet. There were pictures of animal and plant cells in the students' textbooks. As the students were working on their drawings, I called them back to a table where the microscopes were set up. I helped the students focus on the cells and asked them about the differences that they saw between plant and animal cells. I made sure that they realized that animal cells can take different shapes while the plant cells have a rigid structure.

Materials Needed (Type and Quantity):

- 2 Microscopes
- Prepared Animal & Plant cell slides
- Blank Computer Paper
- Colored Pencils
- Student textbook

Notes and Tips (suggested changes, alternative methods, cautions):

The students really seemed to enjoy the activity and they learned the differences between animal and plant cells. One thing to consider is that the students need to be assisted with the microscopes as they are expensive and some students need help focusing on the plant and animal cells. Also, care should be taken when children have to step near the power cord that runs the microscope.

Sources/References:

- 1) Harcourt Science Publishers "Science Grade 5"**
- 2)**
- 3)**