

Lesson Plan Template

Grade: 10th		Subject: Biology	
Materials: Nutrition Labels		Technology Needed: Students will have their Chromebooks	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Performance Standard HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen may combine with other elements to form large carbon-based molecules.		Differentiation Below Proficiency: Give an example graph for students to model their graph after. Above Proficiency: Challenge students with questions about what macromolecules they believe might be in their lunches and the functions that those macromolecules will play in their bodies. Approaching/Emerging Proficiency: Give support with leading questions and refer them back to their notes Modalities/Learning Preferences: Visual: lots of pictures and diagrams on my presentation that they will draw in their notes Auditory: Analogies, examples, and explanations given via direct instruction	
Objective(s) Students will be able to distinguish between carbohydrates, lipids, proteins, and nucleic acids. Students will be able to explain the function of the different macromolecules in the body and connect that to the nutrition from their food. Bloom's Taxonomy Cognitive Level: Comprehension and Application		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Everyone is working together on the assignment. Everyone has their own worksheet to write their answers down that they have discussed as a table group.	
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be in their assigned seats at tables with their table partners. They will work with these partners to do the nutrition labels activity. Give time warnings for when students need to wrap up to go over answers.			
Minutes	Procedures		
	Set-up/Prep: Print off 6 of each nutrition labels and worksheets for everyone Go over "Molecules of life" notes from previous class to collect data for lesson		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Why should your students care or want to know about this topic? Google forms entrance activity: multiple choice about the function of each of the macromolecules. Turn to your table partner and tell them what you had for breakfast and what macromolecules you think made up the majority of your breakfast. (Check data from forms while students turn and talk).		
	Explain: (concepts, procedures, vocabulary, etc.) What do you want students to know and be able to do? Presentation on macromolecules with turn and shares with table mates connecting nutrition to macromolecules. Introduce the structures of the molecules		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Nutrition labels activity: Determine what "mystery foods" would be beneficial in different scenarios. Mystery foods: Peanut Butter Beef Jerky Oatmeal Nutella		
	Review (wrap up and transition to next activity): Go over answers as a group to wrap up activity		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Notes from class prior Google Forms quiz at the beginning of the class Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: If applicable- overall unit, chapter, concept, etc.:	

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Have students look up the nutrition labels from their favorite snacks and determine what macromolecules are in their snacks and what nutritional benefits they have.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Students enjoyed the nutrition labels activity, they liked problem solving through the different foods and figuring out which was which. The worksheet was clear and students understood the assignment, however they didn't quite get the application level I was looking for, so next time I would reword part "b" of the questions to make it clearer what I was looking for. I would also do a better job of keeping track of time, because Mr. Graff had to tell me to wrap things up so that they had time to do their activity.