**Lesson Plan**

**Teacher’s Name:** Lily Trinh

**Subject:** ELL Science 2

**Lesson Topic:** Genetics

**Class 1: Tuesday, March 8**

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| **Rationale** | Students will study and explore Scientific writing, reading, listening, and speaking styles and have a chance to utilize scientific equipment in a lab setting | | |
| **PLOs** | * Students will understand and differentiate between chromosome, DNA, and genes * Students will explore and understand basic concepts of genetics that will help them explore and understand heredity, gene expression, and genetic diseases * Students will learn and practice reading and creating imperative sentences as used in science labs and directions | | |
| **Objectives (SWBAT)** | * Learn the functions and structure of DNA * Learn about Punnet squares and predicting heredity and using simple laws of probability * Learn about dominant and recessive genes | | |
| **Vocabulary** | * Financial literate * Budget * Reality check * Cost | | |
| **Materials** | * Teacher computer and projector * Financial worksheets * White board and dry erase markers * Worksheet | | |
|  | **Teacher activity** | **Student Activity** | **Time** |
| **Intro/Hook** | Introduction:   * Introduce financial unit to students and that I will take over the class for the next four weeks * Show agenda for the day * Go over topics in the unit * Ask students’ thoughts about what they think about when they hear “finance” (elicit responses. what image comes to mind) * Why is it important to be smart about money? Elicit student responses. where does money come from? How do you or your parents save? How many of them have a part time job versus how many of them receive an allowance from their parents? * Ask if they know the minimum wage is in BC ($10.25 per hour) | * Listen * Participate in discussion | 10 minutes |
| **Body** | * Have students start thinking about money and how much money they use in a month. * Ask if students ever think about that... why not? (don’t have that responsibility, just ask parents for money) * Need to start thinking about it as they get older and be more independent * Give them 30 seconds and have them write down what they think they have used in February… * Then on the worksheet, write down their costs to figure out their real expenditures (the amount of money they spent) in February (bought chips at the vending machine, instant noodles or juice at the school store, sandwich, took the bus somewhere. Or something they asked their parent to buy—clothes, shoes, stationary) * Discussion: any of the students surprised? What were some of the things they spent money on?   In class activity:   * Have students find the cost of their first year of university / college * Brain storm together all the possible costs * Living at home versus on residence versus moving out and living in an apartment or house (alone? With room mates?) * Transportation (take public transportation or will have a car?) * Price of books * Price of food * Entertainment (internet, going out to eat with friends, joining clubs at school) * Electronics (new phone or computer) * Clothes * Health care (medicine, dental, glasses) * Students may use the computer to find real costs * Students may use statcan.gc.ca and getsmarteraboutmoney.ca --> search “university cost calculator” | * Listen * Participate in discussion * Write down their thoughts and ideas * Calculate their costs * Share their answers with their group and class | 20 minutes  40 minutes |
| **Closure** | * Go over the importance of learning about money * Were there any surprises on their findings? (any stories to share?) * So after this unit, they will learn more about being smart about money including how to save, how to control expenses, plan for the future, and banking * Have students turn the worksheet over and have them complete the exit slip questions * Hand in at the end of the class | * Listen and share answers | 10 minutes |
| **Modifications and Extensions** | Modifications:   * Write new vocabulary on the board * Explain and repeat the definition or reword sentences different and multiple times * Some students will say their parents will pay for everything, then have students place themselves in their parents’ shoes and calculate how much their parents have to save in order to pay for their education OR imagine they are parents and have to save for their son or daughter   Extensions:   * Students who have finished earlier may compare costs between their predicted cost of lifestyle (living at home) and comparing it if other factors changed (living in a dorm). Or the price of buy a new (or used) car versus using public transportation | | |
| **Assessment** | * Students engagement in discussion about money * Completion of worksheet * Brainstorming the costs of university | | |
| **Homework** | * Start talking about their parents about financials and how they save money | | |
| **Teacher Reflection** |  | | |