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## Photosynthesis and cellular respiration worksheet middle school pdf

Photosynthesis is an important process in plants. Due to this process, energy from light is transformed into a form that can be used by the plant. Energy is stored in sugar molecules. Animals (including humans) are unable to make this transformation, so we depend on plants to provide energy in a shape that our bodies can use. Plants take in water through roots and carbon dioxide (CO<sub>2</sub>) through the stomata. A pigment called chlorophyll found in green parts of the plant, such as leaves and green stems, captures energy from the sun. All three of these components — water, CO<sub>2</sub> and light — are needed for photosynthesis to occur. Oxygen is produced as a spent product. Cellular breathing is also an important process, and occurs throughout the living. Through this process, large molecules such as sugar molecules produced by photosynthesis are dispersed so that the energy stored in them can be used by the body. This requires oxygen, and CO<sub>2</sub> and water are produced as waste. Since both plants and animals do cellular breathing, they both need to take oxygen from the air and release CO<sub>2</sub> and water into the air. In plants, this is due to the stomata. In land vertebrates (as in humans) this occurs through the lungs. (Other animals have other methods such as zobras, tracheoles, etc.) In this exercise, students will act in both processes (photosynthesis and cellular breathing), providing a tangible illustration of what components are needed for each process, as well as what the waste is. Master plan of the lesson The students will be able to identify the basic ideas and support the details of the informative text. Students will be able to relate to consumers and manufacturers and their role in the carbon cycle. Students will be able to explain the link between photosynthesis and cellular breathing, and the use of terminology has learned to describe the role of mitochondria and chloroplasty in these processes. Students should have prior knowledge on the following issues: Cell Types, Animals, Plants and Bacteria Cell Organization Levels Structure and Function organelle Classification of Organisms using Blast and Kingdom Systems Food Chains and Food Webs Trophic Levels regarding Distribution of Manufacturers and Consumers Note: Embedded in class students will participate in a review of student engagement. Students will review key terms from previous lessons that apply to learning sequences by participating in a text coding lesson using highlighters. Classification, Kingdom, Phyla, Class, Order, Family, Reed, Species, Binomial Nomenclature, Domain, Eubacteria, Archaeus, Eukary, Prokaryote, Eukaryotes, Single cell, Multicellular. View other related resources. Guidance questions should be asked rhetorically throughout the lesson help him and guide students to think about these concepts and make the connections needed to understand the goals. Alternative exam questions can also be used by the teacher to ask questions throughout the lesson as well. Exam or formative short answer Photosynthesis and cellular .pdf How are animals and plants connected? How are photosynthesis and cellular breathing related? Where does photosynthesis and cellular respiration occur? What are the reactions to photosynthesis? What are the products of photosynthesis? What are the reactions of cellular breathing? What are the products of cellular breathing? What organs are used in photosynthesis and where are they? Which organelles are used in cellular spying and where are they? How do manufacturers and consumers relate to photosynthesis and cellular breathing processes? What elements are used in carbon dioxide? What elements are used in the water molecule? What elements are used in a single glucose molecule? How is matter transformed during cellular breathing and photosynthesis? Why is understanding the carbon cycle important for life on Earth? The teacher will use the Power Point Presentation Cell Breathing Photo .ppt as well as the teacher generated handout dates to view the previous content students need to know and teach new content. After students answer questions about the entrance ticket, a discussion should be reviewed. Questions and answers to the alternative exam provided can also be used by the teacher to pose formative questions throughout the lesson. Students will use a text coding strategy that requires highlighting the differences between prokaryotes and eukaryotes and categories within the kingdom and domain classification systems to attract learning sequences.

HighlightKeyPage1LetsLearnaboutClassification oforganisms.pdf As part of the built-in review, students will work in pairs to complete the detail of classification levels and how to name organisms. Answer Key page 2 Let's learn about the classification of organisms and cells.pdf Students will work independently to complete four squares for key terms, Prokaryote, Eukaryote, multicellular, single-celled Four Square Squares, which is divided into 4 equal squares. In one square, the term is written, in another definition, in another squared sentence using the term, and in another the picture is painted and marked / Page 1 above for key terminology The teacher will help as needed to help direct students to resources where such information can be obtained, such as student textbooks, classroom textbooks and the Internet (approved sites). The teacher will demonstrate how to complete the diagram with a detailed description of the type of organelles in plant and animal cells and the function of organelles. Students will then complete the work on the chart on their own with a partner (page 2 above). The students will label structures on chloroplast and mitochondria schemes, as well as briefly explain the function of each structure. Page 3 Diagram of Chloroplast and Mitochondria.pdf The teacher will give students two columns, taking a handout to fully detail the basic ideas and support details for both photosynthesis and cellular breathing. The teacher will give students a Venn diagram to complete and explain the categories associated with manufacturers and consumers and how they use energy and then allow students to time a brainstorm and complete the scheme. Power Point supplements handout dates by amplifying the right answers to help visual learners. Presentation of cell breathing photosynthesis.ppt Teacher will present a media presentation on the carbon cycle. Students will answer media-dependent questions. teacher will provide a brief example of how to write an essay. Students will then receive instructions for an essay on how photosynthesis and cellular breathing are related. The topic will be used to evaluate the essay. The teacher will monitor the progress of students writing their essays and will be available to help as needed. After writing the essay, the students will be given an exit ticket for their homework. Note: The teacher will interview the class for questions and answer any questions. Between exercises, students will discuss their responses with their peers to participate in review and edit exercises. After sharing their responses with peers and listening to feedback from their peers, students will be allowed to edit their responses. The students will highlight text code, concepts on a worksheet created by the teacher, to view previous concepts as an opening to engage students in the lesson. The teacher will demonstrate how to select the text, and students will then complete the activity with the help of a teacher. The teacher will provide highlighters. The teacher will present PowerPoint to help students learn the content they need to complete chloroplast and mitochondria schemes. The teacher will demonstrate how to complete notes from two columns on how to extract basic ideas and support details. The teacher will have a discussion on reviewing the categories of manufacturers and consumers using Power Point to help pupils complete the top half of page 5. The teacher will present a video about the carbon cycle (the link is also in Power Point), and pause the video as needed to make sure students can complete the media dependent issues listed at the bottom of page 5. teacher will discuss how to write an essay and give instructions for expectations to be included in the essay. The teacher will be available to help as needed. 1000 the exam is provided, but these questions can also be used to guide learning using them as a formative assessment. Students will respond to the entrance ticket. Incoming exit ticket How living organisms get energy.pdf students will sketch, color and detail animals and plant cells. Students will list different types of organelles and investigate each's function and record it on the chart. Students will mark mitochondria and chloroplasty. Page 3 Structure and chloroplast function.pdf Students will explore text and media to take notes in a two-column note handout. Students will answer media-dependent questions from watching videos about the carbon cycle. Note: This video is embedded in PowerPoint. Discuss the structure of the essay, expectations and heading, as well as assign an essay on what is the link between photosynthesis and cellular breathing? Pg 6 Student Essay Explain How Photosynthesis and Cellular Breathing.pdf An alternative assessment: A short ticket to the exam exit, designed for homework Admission Ticket How living organisms get energy.pdf The final assessment to determine whether students will depart to the lesson goals will be a written answer. Students will write an essay explaining how photosynthesis and cellular breathing are related, and will use the new terminology, which should include mention of chloroplasty and mitochondria function. Students will use 3 sources to cite in writing their essays. Students will write a comparative essay comparing the processes of photosynthesis and cellular breathing. Formative questions will be used to discuss classes and connect a sequence of training exercises. Exam or formative short response photosynthesis and cellular respiration.pdf Lessons are structured so that students record their responses in worksheets created by the teacher; they will be used as final assessments. Students will be allowed to share their responses with their peers and then edit their responses. The teacher will direct this process to formatively assess whether the content is clear or if re-teaching is necessary. Students will be given feedback throughout the lesson after completing each section of the activity sheets created by the teacher. A photosynthesis of a PowerPoint presentation.ppt has feedback built into it, and the teacher can use lesson response keys to discuss the right answers with students. In some cases, the teacher will premeditate what is expected through direct learning and then allow the students to complete the exercise through an independent investigation, and in other cases the students will work in pairs or small groups and then share their answers with the class. Students will be encouraged to use the editing and review process when learning content. Student responses will be monitored when moving between groups to fix a hotfix misconceptions, and guide and guide the sequence of the lesson. After reviewing, students will find out the opportunity to correct their answers. Students will answer media-dependent questions related to photosynthesis and cellular breathing as they view PowerPoint and link to EPA videos about the carbon cycle. Student handout: Pg 5 Student Chart Venn Manufacturers and Consumers and Carbon Cycle.pdf Response to Key Chart Pg 5 Answer Key Venn Manufacturers and Consumers and Carbon Cycle.pdf. The teacher created by the presentation will be used to help teach the content they need for students to answer questions. Presentation Photosynthesis Cell Breathing.ppt Content that students will need to answer questions about the handout contained in Power Point slides or as part of a video link: Students will use their own science textbooks, and other media resources to record basic ideas and key points about photosynthesis and cellular breathing using two column note taking chart. There are answers to this in Power Point, as well as for providing feedback. The answer key is also provided to be able to respond immediately before showing students a slide with all the right answers. Student responses will be assessed and corrective feedback will be provided. Student: Stdnt Page 4 Comparison of Photosynthesis and Cellular Respiration.pdf Response Key: Ans Key Page 4 Comparing Photosynthesis and Cellular Respiration in Refinement.pdf Students will complete the Venn diagram in order to remind them how manufacturers and consumers will get their energy needs. It's going to be a whole class of activity. (See page 5 above.) Students will then use all the information they have gathered to write the essay, Pg 6 Student Essay Siates like photosynthesis and cellular breathing.pdf explaining how photosynthesis and cellular breathing are related, describing the role of chloroplasty and mitochondria. Essays will be evaluated by means of a heading. Students will be given feedback based on expectations under heading Pg 6 Topic for essay The link between photosynthesis and cellular breathing.pdf. Feedback from students: Students will be given feedback throughout the lesson after each section is completed by a teacher-generated activity sheet. A photosynthesis of a PowerPoint presentation.ppt has feedback built into it, and the teacher can use lesson response keys to discuss the right answers with students. In some cases, the teacher will premeditate what is expected through direct learning and then allow the students to complete the exercise through an independent investigation, and in other cases the students will work in pairs or small groups and then share their answers with the class. Students will be encouraged to use editing and reviewing process when examining content. Student responses will be monitored by the teacher as they move between groups to correct any mistakes, and guide and guide the lesson sequence. After reviewing, students will find out the opportunity to correct their answers. Students will answer media dependent questions related to photosynthesis and cellular breathing as they view PowerPoint and link to EPA video on carbon cycle.Student handout: Pg 5 STUDENT Venn diagram Manufacturers and Consumers and Carbon Cycle.pdf Answer key PG 5 ANSWER KEY Venn diagram Manufacturers and Consumers and Carbon Cycle.pdf The teacher created by the presentation will be used to help teach the content they need for students to answer questions. Presentation Photosynthesis Cell Breathing.ppt Content that students will need to answer questions from handouts are contained in Power Point slides or as part of a video link: will use their own science textbooks, and other media resources to record basic ideas and key points about photosynthesis and cellular breathing using a two-column note taking chart. There are answers to this in Power Point, as well as for providing feedback. The answer key is also provided to be able to respond immediately before showing students a slide with all the right answers. Student responses will be assessed and corrective feedback will be provided. Student: Stdnt Page 4 Comparison of Photosynthesis and Cellular Breathing.pdfAnswer Key:Ans Key Page 4 Comparing Photosynthesis and Cellular Respiration in Refinement.pdf Students will complete the Venn diagram in order to remind them how manufacturers and consumers will get their energy needs up. It's going to be a whole class of activity. (See page 5 above.) Students will then use all the information they have gathered to write the essay, PG 6 STUDENT EssaySum as photosynthesis and cellular breathing.pdf explaining how photosynthesis and cellular breathing are related, describing the role of chloroplasty and mitochondria. Essays will be evaluated by means of a heading. Students will be given feedback based on expectations under heading Pg 6 Topic for essay The link between photosynthesis and cellular breathing.pdf. Final assessment: A final assessment to determine whether students have relented the lesson goals will be a written response. Students will write an essay explaining how photosynthesis and cellular breathing are related, and will use the new terminology, which should include mention of chloroplasty and mitochondria function. Students will use 3 sources to cite in writing their essays. Students will write a comparative essay comparing the processes of photosynthesis and cellular breathing. Inches typical scientific class, desks includes two students. The low-level teacher will be paired with a moderate teacher or other lower-level teacher. The teacher will actively monitor lower-level students to answer questions and learn guides. If the teaching assistant is in the classroom, the teaching assistant will help help the teacher by directing and tracking lower-level students. ESOL, and ELL students can create a poster detailing two processes (photosynthesis and cellular breathing) instead of writing essays. They can also be allowed to detail the carbon cycle with labels showing the flow of matter and energy within this cycle. Students can develop an experiment to test photosynthesis and/or cellular respiration processes. Students can prepare a speech in which to find out why photosynthesis and cellular breathing are important for life. Students can explore environmental policies on climate change that claim global warming is due to human activity. Students should take a stand on whether global warming occurs due to higher rates of carbon dioxide emissions due to human activity. Once students take a stand, they must write a letter to the legislator either supporting or not supporting an environmental policy that is associated with reducing carbon dioxide emissions. Suggested Technologies: Computer for Speaker, Internet Connection, LCD Projector Special Materials Required: For Teachers: Presentation Software/Computer/Visual Monitor Projector Printer, Paper to Make Copies of Student Handouts: Teacher Generated Working Sheets Grade 8 Text Book (Grade 6th and 7th Grade for Review) Colored Pencils, Markers, and Highlighters Paper and Writing Dishes Online (for further research) The teacher generated the resources I provided are excellent resources that can be used along with an 8th grade textbook, and an internet connection by an instructor to show a video about the carbon cycle. The teacher can use resources and print pages 1 and 2 from front to back and pages 3 to 4 in front of the back and pages 5 to 6 in front of the back. A sequence of exercises could be taught in periods of lessons of two to three 50 minutes or two 90-minute class unit time departments for general or advanced classes. One extra day may be required in lower-level classes. An incoming and exit ticket is optional and can be printed on one page or projected to save on paper. At the following link: errors may be viewed. There are questions about every misconception on the AAAS website that can be used as a matter of incoming and exit tickets and/or they can be used when creating multiple choice assessments. Information for completion of handout activities should be easily available in the 8th grade textbook with several books of the 6th or 7th grade that will be used as resources. Science of Cyrus Cyrus is another great resource that can be used to compliment this tutorial. Laboratory activity, where plant and cell leaves are observed using a microscope to inspect the stomata and

cytoplasmic movement can compliment areas on the plant's cell, and its organelles. This will help give a visual image to the illustration of structures in the leaf, where carbon dioxide is drawn into the plant. According to the author/teacher, please note that the content of this lesson goes beyond the requirement of the 8th grade standard. Topics include classification history, cellular breathing products and photosynthesis and parts of chloroplasty. The teacher must use his judgment as to whether all parts of this lesson should be used. Lesson.

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