

Grade level: 9

Subject: Biology

Teacher: Shigee.K

Lesson Objectives:

To enable students

- to understand the structure of Argumentation. C-E-R

-to differentiate between evidence and reasoning

	Teacher Activity	Learner Activity
	<p>STARTER ACTIVITY:</p> <p>1. Teacher show the Dorito commercial video to the class https://youtu.be/r2EcgNfK3PA</p> <p>2. Teacher instruct students to form groups consisting of 3 members each and provide 3 cards to each group with following questions.</p> <p>i) What do I know based on the video? What is my response to the question?</p> <p>ii) How do I know this? What in the video tells me this?</p> <p>iii) What can I conclude from this?</p> <p>Teacher shows following video as an introduction to Argumentation https://youtu.be/5KKsLuRPsvU</p>	<p>3. Students are asked to work in groups to answer the following question, • “What happened to the cat?”. Learners collaborate and answer to the questions</p>

Teacher projects the definitions of claim, evidence and reasoning on the board and ask students to identify claim, evidence and reasoning in the above non science example and write it down on the cards provided against each question.

Teacher discuss about CER connecting to the Dorito commercial.

Now teacher ask a science question
‘What will happen to the shark population if the phytoplankton populations die out?’

Students are provided with reasoning tool and then asked to collaborate in their groups .

Teacher discuss this CER activity with the class.

Students complete the reasoning tool

Question:What will happen to the shark population if the phytoplankton populations die out?		
Evidence	This evidence matters because (Reasoning)	Therefore (claim)

ASSESSMENT

Watch below video and answer the questions

<https://youtu.be/oHLbXTOaw7w>

1. What are these scientists curious about—what do they want to know?
2. What data will the rover collect?
3. How will this data help scientists answer—make claims about—their questions?