

**Project FOCUS  
Best Lessons  
FIFTH GRADE**

**Title of Lesson:** Edible Cell

**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, cell wall, cell membrane, mitochondria, chloroplast

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** understanding for how the organelles of the plant and animal cell function.

**Details:**

**1.) Setup**

- a.) List what each item represents on the board
- b.) Prepare a bowl of each organelle

**2.) Provide instructions**

- a.) Assign animal or plant to each student
- b.) Tell students what each item represents (including the cell membrane)
- c.) They are to pick out their own materials
- d.) They are not to talk to one another during this activity
- e.) Once they are done they are to raise their hands until the teacher can check their work

**3.) Pass out materials**

- a.) Paper towels
- b.) Sugar cookie

**c.) Knife with icing**

**4.) Let students select their own materials**

**a.) Send them to the materials table in groups of 3-4**

**5.) Check their work**

**a.) If they do not have it right give them two chances to correct it**

**b.) When they have it right they can eat their EDIBLE CELL!**

**Materials Needed (Type and Quantity):**

**Paper Towels**

**Sugar Cookies White Icing (Cytoplasm)**

**Plastic knives**

**Pull n' Peel Twizzlers (Cell Wall)**

**Mini Reeses Cups (Nucleus)**

**Green Mike and Ikes (Chloroplast)**

**Red Mike and Ikes (Mitochondria)**

**Yellow Mike and Ikes (Animal Vacuole)**

**Circus Peanuts (Plant Vacuole)**

**\*For the cell membrane, I had them spread the icing on the cookie but leave a thin line all the way around to represent the cell membrane!**

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

**This activity assesses the student's understanding of the differences between plant and animal cells. It is an excellent alternative to a formal written test because it is FUN!**

**Sources/References:**

**1) Harcourt Science Publishers "Science Grade 5"**

**2)**

**3)**