

List-Group-Label

Summary

Students will generate a list of items found in a body and then group them by similarities. The teacher will guide the discussion to eventually label all traits as a system, organ or cell.

Main Core Tie

SEEd - Grade 7

[Strand 7.3: STRUCTURE AND FUNCTION OF LIFE Standard 7.3.3](#)

Time Frame

1 class periods of 30 minutes each

Group Size

Small Groups

Materials

- [overhead](#)
(template) OR
index cards (10-12 per group) (see [word list](#))

Instructional Procedures

Ask students to name all the parts of an body. You can write their responses on the board or overhead or you can have students write the parts on index cards (one per card). A list has been provided on the next page if you would rather use it and skip having the students do it.

Once a list has been generated, ask students to group them. Discuss what characteristics might be used to create groups. Do not label the groups yet.

Give students an opportunity to categorize each of the parts that were listed. If they have cards, they can work in a group and move the cards around. They should only develop two or three categories.

Ask groups to share the characteristics of each category they developed. If no groups come up with systems, organs and cells, explain that scientists would probably group them this way.

Ask students to put all the parts into one of these three groups. Have a group share what they get and discuss with the class whether they agree or not. The textbook could also be used to have students check their work.

If a written assignment is desired, have students write definitions for each category and list the parts under each.

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

[Utah LessonPlans](#)