

Station 1

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Open IBI Handout 9. Go to page 3.
2. Review the removing a slide and shutting down a microscope sections.
3. Identify the errors on the microscope:
 - A. What did the student forget to do?
 - B. What does the student need to do to shut down the microscope correctly?
 - C. Record these answers in the space below.
4. Share your responses with others in your group.
5. If time permits, practice removing a slide and shutting down the microscope.

Station 2

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Open IBI Handout 9. Go to page 4.
2. Review the guidelines for making a scientific drawing.
3. Use a drawing sheet to make a sample scientific drawing. However:
 - A. Make at least 3 errors on your drawing.
4. Swap drawings with those in your group. Identify the errors that the others made on their drawings.

Station 3

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Open IBI Handout 6. Review the definitions of the terms Eukaryote and Prokaryote.
2. Take out your drawings of the different cells we observed from lesson 5.
3. Using these drawings, write an answer to this question: *Do all cells have the same shape?* Make a claim. Then, support your claim using your pictures as evidence.

Station 4

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Take out your drawings of the different cells we observed from lesson 5.
2. Using these drawings, write an answer to this question: *Do all cells have the same arrangements?* Make a claim. Then, support your claim using your pictures as evidence.

Still have time?

- Write an explanation as to how you can identify clear parts (i.e. the vacuole and the nucleus) within a cell.
- Explain how the arrangement of the cells is connected to the function of the cell. Provide at least 3 examples in your explanation.
- Review the definitions for parts such as cell membrane, nucleus, chloroplasts, chlorophyll, cell wall, and vacuole. Can you state all parts of the definition (i.e. the nucleus is more than just the “control center,” how else is it defined?)

Station 5

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Take out your drawings of the different cells we observed from lesson 5.
2. Using these drawings, write an answer to this question: *Do all cells have the same shape?* Make a claim. Then, support your claim using your pictures as evidence.

Still have time?

- Write an explanation as to how you can identify clear parts (i.e. the vacuole and the nucleus) within a cell.
- Explain how the shape of the cell is connected to the job of the cell. Provide at least 3 examples in your answer.
- Review the definitions for parts such as cell membrane, nucleus, chloroplasts, chlorophyll, cell wall, and vacuole. Can you state all parts of the definition (i.e. the nucleus is more than just the “control center,” how else is it defined?)

Station 6

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Take out your drawings of the different cells we observed from lesson 5.
2. Using these drawings, write an answer to this question: *Do all cells have the same parts?* Make a claim. Then, support your claim using your pictures as evidence.

Still have time?

- Explain why different cells have different parts. Provide at least 3 examples from to support your explanation.
- Review the definitions for parts such as cell membrane, nucleus, chloroplasts, chlorophyll, cell wall, and vacuole. Can you state all parts of the definition (i.e. the nucleus is more than just the “control center,” how else is it defined?)

Station 7

Instructions

Complete the following steps on your own unless otherwise instructed.

1. Review the definitions for the terms hypertonic and hypotonic from IBI Handout 23.
2. Use the following images to:
 - A. State which as the higher concentration of water: the solution or the cell.
 - B. State where the water will move from and to.
 - C. State what will happen to the cell.
 - D. State if the solution is hypotonic, isotonic, or hypertonic and how you know.

