

W6L3 | Transport card sort

Friday | 09:30-10:10 | Do | Supported route

Name: _____ Date: _____

Core first. Your teacher will select the questions that fit this lesson. Write, speak, point or dictate your own words. Keep your first attempt so you can improve it.

Your scaffold

Ask: what moves, which way compared with the gradient, and is cellular energy needed? If a clue is missing, say what more you need to know.

Work together

Cut the four scenario cards or number them on paper; a seated route works equally well.

1. A. Oxygen has a higher concentration in alveolar air than in arriving blood. It moves into blood.

2. B. Water enters a root cell from a solution more dilute than the cell solution, through a partially permeable membrane.

W6L3 | Continue and improve

Supported route | Use after the core questions when directed

3. C. Mineral ions enter a root cell against their gradient; uptake requires energy from respiration.

4. D. A substance crosses a cell membrane. No other information is given.

Optional transfer

Write one similarity and two linked differences between diffusion and active transport.

Build your response

Point to the evidence. Name the science idea. Link them using “because”. Ask for a visual cue before asking for a worked answer.

Improve the same work

One correction I made, and why:

My request for next time: _____

Transport scenario cards

W6L3 | Place, number or point to a card; cutting is optional

Sort each card. Give the deciding clue before naming the process.

Diffusion	Osmosis	Active transport	Need more evidence

A. Oxygen has a higher concentration in alveolar air than in arriving blood. It moves into blood.	B. Water enters a root cell from a solution more dilute than the cell solution, through a partially permeable membrane.
C. Mineral ions enter a root cell against their gradient; uptake requires energy from respiration.	D. A substance crosses a cell membrane. No other information is given.

My deciding clues
