CLIOMAKE RESOURCE PACK

Cell Transport: Diffusion, Osmosis, and Active Transport Resource Pack Printable Worksheet

QC

Target audience: High learners

Learning goal

Students explain the key ideas in Cell Transport: Diffusion, Osmosis, and Active Transport, apply them to a realistic example, and show their thinking using words, visuals, and evidence.

Visual model: Concept map for Cell Transport: Diffusion, Osmosis, and Active Transpor

A four-part visual model that helps learners move from key idea to example, misconception check, and application.

Warm-up: Activate Prior Knowledge

- Write three words or phrases you connect with Cell Transport: Diffusion, Osmosis, and Active Transport.
- Circle the word that feels most important and explain why.
- Write one question that would help the class investigate Cell Transport: Diffusion, Osmosis, and Active Transport.

Guided Practice

- Write a learner-friendly definition of Cell Transport: Diffusion, Osmosis, and Active Transport.
- Give one example and one non-example. Explain the difference.
- Complete the visual model using the core idea, example, misconception, and application boxes.

Standards and Vocabulary Check

- Match one part of the activity to Next Generation Science Standards.
- Use two key vocabulary words about Cell Transport: Diffusion, Osmosis, and Active Transport in one accurate sentence.
- Mark one answer that needs teacher review before publication or sharing.

Answer Key, Assessment Snapshot, and Differentiation Paths

Answer key

- A strong definition of Cell Transport: Diffusion, Osmosis, and Active Transport should identify the central idea and use accurate vocabulary.
- A good example clearly fits the concept; a non-example should help reveal the boundary of the idea.
- The visual model should connect the core idea, example, misconception, and application logically.
- A standards match should cite the selected framework and state what student evidence will be reviewed.
- A strong application explains not only the answer but why the reasoning works.
- A strong reflection names a specific change in thinking and connects it to evidence from the task.

Assessment snapshot

1. Explain Cell Transport: Diffusion, Osmosis, and Active Transport in two or three accurate sentences for a younger learner.

Answer: A complete answer names the central idea, uses accurate vocabulary, and avoids unsupported claims.

2. Apply Cell Transport: Diffusion, Osmosis, and Active Transport to a new real-world or classroom example. Explain your reasoning.

Answer: A strong response connects the example directly to the core idea and justifies the connection.

3. Describe one common misconception about Cell Transport: Diffusion, Osmosis, and Active Transport and correct it.

Answer: A strong answer identifies the misconception, explains why it is incomplete or incorrect, and gives a corrected version.

Differentiation paths

Support

- Provide vocabulary cards and sentence frames.
- Use a completed example before independent work.
- Reduce the task to one concept, one example, and one explanation.

Core

- Complete the full worksheet and visual model.
- Explain reasoning in complete sentences.
- Compare answers with a partner and revise for clarity.

Stretch

- Create a second example from a different context.
- Design one misconception question for classmates.
- Turn the concept map into a mini teaching script.