

Lesson Plan Template

Lesson Segment Focus Environment Issues

Lesson 2 of 3

Course & topic addressed: Recycle

Date Oct. 2019 Grade: 3

Student Outcomes

Specific learning objectives for this lesson.	Students will discover effects of environmental issues. TSW be involved in a recyclable goods drive.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have prior knowledge of reduce, reuse, recycle as ways to help environmental issues.
Knowledge of students background (personal, cultural, or community assets)	Some students may already recycle at home and seen facilities to take recyclable goods

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	C.3.4.3 Analyze Group actions and responses to local and global problems. D2 Civ.6 13.3.5
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Using Brain Pop, TSW watch a video about recycling. Hands on materials such as recycling bins, paper, cans, cardboard, plastic, etc. will be brought to class for students to view. Additional papers will be passed out for students to reference when needed.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	We will review reduce, reuse, recycle.
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Materials

Materials needed by teacher for this lesson.	Power Point, recyclables, recycle bin
Materials needed by students for this lesson.	Pencil, Notes online

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 Minutes	<u>Introduction:</u>	TTW present a power point. There will be a class discussion about all the things that can be recycled.
30 Minutes	<u>Instruction:</u>	<p>Teacher and Students will discuss ways to fight environment issues.</p> <p>Students will come up with ways to help our school, community and state.</p> <p>Power Point will then be continued by teacher to show ways that people around the world are trying to make a difference.</p> <p>TTW will inform the students that there will be a recyclable item drive to see which class can bring in the most.</p> <p>At the end of the drive, excel spreadsheets will be used to record numbers and compare and contrast different classes</p>
	<u>Closure:</u>	Students will begin to bring items on the following days, they will have to sort items based on what they are.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For ELL, I will translate notes into Spanish if needed. TTW supply notes and vocab as well.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students can access power point individually if needed. Students will vision problems can be moved to the front
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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