

Name Ashton Herekamp

Lesson Plan Template

Lesson Segment Focus Environmental Issues

Lesson 3 of 3

Course & topic addressed Recycling

Date 4/4/19 Grade 3

Student Outcomes

Specific learning objectives for this lesson.	Students will explore different effects of environmental issues. Students will come up with a solution to help solve an environmental issue. Students will develop a plan for the environmental drive.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have prior knowledge of some environmental issues the world is facing and ways that others have been combating that issue.
Knowledge of students background (personal, cultural, or community assets)	Some students may have experience with recycling in their family's household. Some students may have lived in other areas that experience effects of different environmental issues.

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.	EVS1-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. [AR Clarification Statement: Qualitative and quantitative constraints can be used to analyze a major global challenge. Examples could include water quality with relation to biosphere, atmosphere, cryosphere, and geosphere.]
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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?	Recycle bins, graphics of the world's consumption of plastic, video of Brain Pop recycling. To provide different levels of academic language development, I will make reference sheets for students that have dyslexia to not get recycle, reduce and reuse.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recycle, reduce, reuse, environmental issues
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Materials

Materials needed by teacher for this lesson.	Powerpoint, notes outline, recycle bins, and graphs of plastic consumption in the world
Materials needed by students for this lesson.	Pencil, notes outline, announcement paper for parents

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>	To begin the lesson, I will open the power point from the day before where we covered what environmental issues meant and what they were doing to the Earth. I will have students complete a little review quiz of three questions about the material covered the day before.
45 minutes	<u>Instruction:</u>	I will then have the students as a class help me come up with different ways to fight environmental issues. Students will come up with ideas of things that we can do as a class to help our local community's environment. I will then present the powerpoint and notes about the different ways that people around the world are combating environmental issues in their own backyard. After finishing the powerpoint, I will inform the students that we will be in a recycling competition with the other 3 rd grade classes to see how much we can recycle from within our own homes and classrooms. Students are given the newsletter to take home to their parents to let them know what is going on and how they can help! Show students excel file of how we will be keeping up with how much materials they bring to recycle.

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.
15 minutes	Closure:	Students will fill out an exit pass about three different environmental issues that they have seen within their own community and a solution for one of those issues that they have seen.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.To modify instruction for English Language Learners, I will give them the notes outline in English and Spanish. For my remediation students, I will give them the vocab list to go through with their notes and writing to help them better understand.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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>;
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