Name____Ashlee Hill_____

# Lesson Plan

**Learning Segment <u>Recycling__</u> Lesson __1__of___1___**

**Course & topic addressed _____Science_____ Date___3/29/2020_____ Grade___1____**

### Student Outcomes

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| Specific learning **objectives** for this lesson. | Students will be able to describe the importance of recycling and the effects that it has on the environment. |
| Justify how learning tasks are appropriate using examples of **students' prior academic learning**. | Students have previously learned briefly about recycling during science and have been introduced to the concept. |
| Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**. | Students live in a school district that encourages recycling and many of them have recycling bins at home. |

### State Academic Content Standards

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling). |

### Key Vocabulary

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| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | - Recycling: the action or process of converting waste into reusable material<br>- Reduce: cutting back on the amount of trash we make<br>- Reuse: finding a new way to use trash so that we don't have to throw it out<br>- Waste: material that is not wanted; the unusable remains or byproducts of something |

### Academic Language Support

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| What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?<br>What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | Describe: Students will keep a classroom log of materials that we recycle over the course of a month in competition with other first grade classes. During this time, students will create posters to describe the effects of recycling on the environment using information from their textbooks, online resources, etc.<br><br>I will guide the students through the lesson and activities while providing useful handouts such as vocabulary, information on recycling, a word board, etc. |

### Materials

| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer, textbook, printer, Smart Board, video on recycling https://www.youtube.com/watch?v=6jQ7y_qQYUA |
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| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Pencil, textbook, Chromebook, posterboard, scissors, glue |

## Lesson Timeline with Instructional Strategies & Learning Tasks

| Amount of Time | Teaching & Learning Activities (This should be a BULLETED LIST) | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED) |
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| 15 minutes | **Introduction**:<br>• **Ask students to recall knowledge of recycling**<br>• **Review basic information such as definition of recycling and examples.** | We will begin by having students recall on their prior or current knowledge about recycling. I will then guide students in basic information on recycling such as the definition and examples of recycling. |
| 35 minutes | **Instruction:**<br><br>• **Watch video on recycling and the three R's while pausing for vocabulary.**<br>• **Discuss the video**<br>• **Read textbook excerpt about recycling**<br>• **Go over poster project**<br>• **Show students example of recycling spreadsheet and explain.** | We will first watch a video about recycling and what recycling is. During the video, I will pause to explain concepts such as the three R's. Following the video, we will discuss the video and move into reading a short excerpt in our book about how recycling helps the environment. I will let the students read this excerpt in pairs. I will then explain the poster project that we will be working on in class that will require the students to describe recycling and its importance to the environment. Finally, I will announce the grade wide recycling competition and will show the students an example of the recycling spreadsheet that we will work together to fill out during the competition. |
| 15 minutes | **Closure:**<br>• **Summarize lesson**<br>• **Answer questions about the project and/or spreadsheet** | We will finish the class by reviewing what we have learned about recycling by writing a short paragraph. We will then discuss any questions that the students have about the project and/or spreadsheet. |

## Accommodations/Modifications

| How might I **modify** instruction for:<br>*Remediation?*<br>*Intervention?* | .<br>I might modify instruction by giving students hard of hearing their own iPad to watch the video on with headphones. I may also put some students into groups |
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| IEP/504?<br>LEP/ESL?<br>(All students who have plans mandated by federal and state law.) | who learn better together. I would also provide an example of a completed poster and a tutorial for the spreadsheet so that everyone can follow along. |
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## Differentiation

| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**<br>(All students who are not on specific plans mandated by federal and state law.) | I might provide more pauses during different sections of the lesson to do further questioning and/or discussion. I may also provide students with step by step instructions for their poster project. |
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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). | ■ Formative /☐  Summative | Students will complete a poster project describing the importance of recycling to the environment. |
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| | ■ Formative /☐  Summative | Students will assist in completing a class recycling spreadsheet. |
| | ☐  Formative /☐  Summative | |

## Research/Theory

| Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | This lesson ties into Piaget's learning theory of Cognitivism given its focus on the students reading supplemental text on their own. Piaget's theory states that this is the most effective way for students to learn. |
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## Lesson Reflection/Evaluation

| What went **well**?<br>What **changes** should be made?<br>How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |
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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.

## Attachments:

Spreadsheet template
Spreadsheet Example (Filled Out)

Updated 12-17-19 NLC