

Name Ashlee Hill

Lesson Plan

Learning Segment Focus The Three R's (Reduce, Reuse, Recycle)

Lesson 1 of 1

Course & topic addressed Social Studies Date 1/31/2020

Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to explain what the three R's are, how they benefit the environment, and ways that they can implement them at school and at home.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students previously learned about the positive impacts that humans have on the environment, which included a brief introduction to the three R's.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students' previous introduction to the three R's will enhance their understanding of the content and their own experience with recyclable and reusable items (such as water bottles) will provide a foundation for real life connection.

State Academic Content Standards

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)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Reduce - Reuse - Recycle - Environment - Waste

Academic Language Support

<p>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?</p> <p>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)?</p>	<p>Explain: Students will watch a short video over the three R's and will then receive a graphic organizer that gives condensed information. They will then partner with a neighbor to create ways that they may implement the three R's at school and at home.</p> <p>I will create a word chart that will explain the vocabulary for the students as we progress through the lesson and refer to it often.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, printer, Smart Board, copies of graphic organizer, textbook.
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper, pencil, graphic organizer, textbook
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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)
15 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Ask students to recall on any prior knowledge • Review positive impacts that humans have on the environment • Introduce the three R's 	<p>We will begin by having students recall on prior knowledge that they may have regarding human impacts on the environment and/or the three R's. I will then review the positive impacts that humans have on the environment with students following along in their textbook. After review, I will introduce the three R's to the students and ask them to tell me what they think the three R's stand for.</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Watch video explaining the three R's • Include discussion of vocabulary • Pass out graphic organizers • Facilitate student-partner discussions 	<p>We will jump into the video explaining the three R's and pause to supplement each section with the appropriate vocabulary (shown under key vocabulary). I will pause as needed to provide extra information or to do a check-in with the students to ensure that they are following along and understanding. After finishing the video, students will receive a graphic organizer that separates the three R's, gives a brief description of what they are, and includes a few ways that they can be used by humans. Students will then work with a partner to jot down ways that they feel they can implement the three R's at school and at home while I facilitate any struggling discussions and periodically check-in.</p>
15 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Students share out ways they can implement the three R's • Summarize lesson 	<p>We will finish with students volunteering to share out some of the ways that they can implement the three R's. I will summarize the lesson as students present their ideas and will then take up their papers with their ideas.</p>

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i>	.
	I can modify instruction by putting some students in groups versus partners, having slightly more detailed organizers for students who require more

<p>IEP/504? LEP/ESL? (All students who have plans mandated by federal and state law.)</p>	<p>information, or working with certain groups as necessary.</p>
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Differentiation

<p>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? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I would do this by ensuring that instruction is clear, clarifying any difficult concepts as we reach them, color coding organizers to ensure readability, and providing guiding questions to guide the students during discussion.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will create a list of ways they can implement the three R's.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>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.</p>	<p>By having the lesson center around student learning, discussion, and activity, the lesson connects to Dewey's pragmatist theory as students are guided in their learning of the three R's.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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