

Lesson Plan**Learning Segment Focus** Recycling**Lesson** 1 of 4**Course & topic addressed** Science and the Environment **Date** April 1, 2020 **Grade** Kindergarten**Student Outcomes**

Specific learning objectives for this lesson.	Students will be able to learn what recycling is and why it is important. They will also be able to identify between different recyclable materials (plastic, paper, glass, and cans).
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will have had prior lessons on why it is important to take care of the environment, so this lesson will play into the theme of the environment.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students who live in neighborhoods or suburbs may have heard or seen their family recycle. Many of the students may have an idea of what recycling is because there are recycling bins in the cafeteria next to the trash cans.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Reduce, reuse, recycle, environment, competition
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Academic Language Support

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? 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) ?	In order to ensure that students are understanding the concept of recycling, I will show them a PowerPoint that tells what recycling is and why it's important, and then show them pictures of what can and can't be recycled. Towards the end, it can be interactive and I will show them a picture of an object and ask if it can be recycled or just thrown away.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	PowerPoint (for lesson), Smart Board, recycling bins, Excel spreadsheet, cans, plastic, glass, paper, computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	N/A

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)
5 minutes	<p><u>Introduction:</u></p> <p>Introduction (5 minutes)</p>	<p>To begin this lesson, I will first ask my students what they think recycling is. I will also ask who has ever recycled or seen their parents recycle. I will then ask if anyone knows what is something that we can recycle.</p>
35 minutes	<p><u>Instruction:</u></p> <p>Lesson (20 minutes)</p> <p>Competition Explanation (5 minutes)</p> <p>Excel Spreadsheet Data Collection (10 minutes)</p>	<p>This will be the first of four lessons on recycling. This lesson will occur before the recycling competition even begins. Then we will have one at the end of each week. For the last week, we will review what we learned about recycling and we will tally up how many recycled items we collected for the month!</p> <p>To begin this part of the lesson, I will first show my students a PowerPoint that has a simple definition of recycling, a few simple reasons why we recycle, and then I will also show them the 4 main categories of recycled things. I will provide a list of things that can be recycled for each of the 4 categories (cans, paper, plastic, glass). After students have seen all the things that can be recycled, I will put pictures of items on the PowerPoint (pictures of some things that CAN be recycled and pictures of some things that CAN'T be recycled). As a class, we will flip through the PowerPoint and answer as a class if the picture on the board can be recycled or not. Once we have gone through the PowerPoint and the students have a general understanding of recycling, I will move on to explain our competition.</p> <p>I will tell the students that all three kindergarten classrooms will be having a competition to see who can bring in the most recycled items in a month. We will count them every week, and the class that wins the competition gets a pizza and ice cream party. I will tell the kids when the competition starts and at the end of each week we will count up how many of each recycled item we have. Whoever has the most total items at the end of the month wins.</p> <p>At the end of the week, we will pick this lesson back up and I will separate students into 4 groups (cans, paper, glass, and plastic). Each group will count how many objects we have in their category</p>

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)
		and then we will enter this information into the spreadsheet as a class. Each group will come up to the board and tell me how many items the class collected and then I will have one of the students from the group enter that number into the spreadsheet. Once all the groups have come up and entered their data, the students will be able to see how many total items we collected as a class for the first week. (We will repeat this 3 more times at the end of the next few weeks)
5 minutes	Closure: Closure (5 minutes)	To conclude this lesson, I will have my students raise their hand and tell me items that they can bring it to put in the recycling bins for the competition. This will make sure that all my students know what can and can't be recycled.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For students who have attention problems, I will spend more time in their group to regulate the counting of recycled items. For students who have a harder time seeing, I will place them closer to the board so they can see the PowerPoint.</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>To make sure that all students needs are met, I will make sure the lesson is catered to all learning types (visual, auditory, and kinesthetic). This lesson is visual because the students will see the PowerPoint. It can also help auditory learners because they will hear me talk about recycling. The hands-on learners will benefit from sorting and counting the recycled items.</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>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Have students play four corners (each corner being either cans, paper, plastic, or glass). I will show a picture of an item on the board and they will go to the corner associated with which recycling bin they would put this item in.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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 .	<i>TO BE FILLED IN AFTER TEACHING</i>
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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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