

Lesson Plan Template

Lesson Segment Focus: Helping the Environment by Recycling

Lesson: One of Two

Course & topic addressed: Science/ Recycling

Date: 10/10/18 Grade: 3

Student Outcomes

Specific learning objectives for this lesson.	Students will see how much of an impact recycling can make on the environment. This will help motivate them to participate in the monthly contest.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This connects with our previous lessons on the environment. We have been talking about possible dangers in the environment and how we can help. Recycling is a great way that even students can start doing.
Knowledge of students background (personal, cultural, or community assets)	Some of the students are already aware of what recycling is because they have grown up in a home that recycles while other students might need further explanation.

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.	LS2.C: Ecosystem Dynamics, Functioning, and Resilience. When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (3-LS4-4)
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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?	The teacher will go over the importance of keeping the ecosystem and environment around us clean. This will stress the importance of the recycling activity. The teacher will show pictures of how recycled items are used to students can see how when they help it is used for other things. The teacher can also show pictures of various items that are acceptable for students to recycle. There will also be a list of community recycling bins so students know where to bring recycled items after the contest is over.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recycle: convert (waste) into reusable material Environment: the natural world, as a whole or in a particular geographical area, especially as affected by human activity.
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Materials

Materials needed by teacher for this lesson.	The teacher will need examples of a can, plastic bottle, paper, and glass items that can be recycled so the students will know what they can bring.
Materials needed by students for this lesson.	The students will not need anything. The teacher will send home a flyer that has a list of items needed. Then for the next 3 weeks students need to bring recycle items.

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.
2 Min	<u>Introduction:</u> The students will be at their desk as we start the science lesson	The teacher will go over the things the class has been talking about with the ecosystem. The teacher will ask the students questions to review what they should already know. For example, “What all lives in the environment?” Then the teacher will start talking about how waste impact our environment in a negative way.
10 Min	<u>Instruction:</u>	<p>“There are three steps in the recycling process, collecting recyclable materials, like aluminum cans and plastic bottles, Processing the old materials and making new item, buying items made from recycled materials.” The teacher would then ask the students to give examples of ways that recycled materials can be reused.</p> <p>“There are a number of benefits from recycling. These include:</p> <p>Landfills - Recycling materials mean less trash and saves space in dumps and landfills.</p> <p>Resources - When we use materials again, this means we can take fewer resources from the Earth.</p> <p>Pollution - In general, recycling materials can produce less pollution helping to keep our environment clean.”</p> <p>Glass is one of the best recycling materials. Clear glass can be recycled over and over again.</p> <p>Used paper can be recycled around seven times. After this the fibers get too short and are filtered out by the recycling process.</p>
2 Min	<u>Closure:</u>	The teacher will pass out the flyers that students can bring home and pass out around the community. The teacher will motivate students to bring their recycled items to class and inform them that the winning third grade class will receive an ice cream party.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I might need to modify this lesson and go into better detail for some students on where they can find specific items to bring to recycle. I might also need to keep reminding students daily about the competition. I might also spend more time on going over and explaining how much recycling helps in our world today. I could give students a sheet with pictures of certain items that are acceptable to bring to put in the recycling bins.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I could put up pictures and bring in more examples of different types of cans, plastic, paper, and glass so each of the students would know the kinds of thing to be looking for. I could also send home bags for each of the students to have and fill up with their recycling materials and bring back to class.</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	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Identify theories or research that supports the approach you used.</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/ed3fd026-939f-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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>