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Lesson Plan

Learning Segment Focus: Recycling Lesson 1 of 1
Course & topic addressed: Science, Human Impact Date: 4-1-2020 Grade: 6th

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn that humans have a big impact on the Earth. They will learn that recycling is beneficial.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students are already aware of a lot of the impacts humans have on the Earth. In particular they are aware of the trash that is dispensed on the Earth.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	All students should have some experience of seeing trash on the road. Most are aware of the recycling bins that are available to the public.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Recycling** **Metal recyclables** **Glass recyclables** **Plastic recyclables**

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)?**	I will be using a word wall to help students understand the key vocabulary. I will be helping the students determine which of each recyclable is available to recycle in the local area.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Whiteboard, Projector, Pencil, Paper, Markers, Recycling bins, Labels
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Trash Bags, Counters

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	**Introduction**: Intro Video	Students will watch an introductory video into recycling
50 Minutes	**Instruction:** Collaborative Grades	6th graders will be working with 3rd, 4th, and 5th grades to pick up different pieces of recyclable materials at the back of the school. Students will be recording how much of each material each student from each grade picks up. These results will be recorded into Excel.
5 Minutes	**Closure:** Data Review	Students will review this data and put it into a chart for the rest of the class to see.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	.I will allow some of the students to participate in the trash collection so they still get the knowledge from the content.

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?** (All students who are not on specific plans mandated by federal and state law.)	**I will be assisting each student in filling out the form. This will ensure each student receives the necessary instruction**

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students'	x Formative /☐ Summative	Excel Document
	x Formative /☐ Summative	Presentation of Document

learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ 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.**	Group collaboration. This method has been proved effective in many studies. It allows students to work together and accomplish a single goal together.

Lesson Reflection/Evaluation

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

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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