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Lesson Plan Template

Learning Segment Focus: Human Impacts on the Environment

Lesson 1 of 3 Topic: Deforestation   **Date: 4/30/21**   **Grade: 4**

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn about how we affect the environment and how the human population has caused the environment to change over time. Students will practice creating online posters.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have previously learned that the Earth is always changing and that people have migrated around the Earth and used the natural resources for their living.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students may have prior knowledge about recycling and know that people are cutting down too many trees.

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.9.4.1 Analyze effects over time of human-generated changes in the physical environment (e.g., deforestation, dams, pollution) H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Deforestation, environmental issues, recycling, renewable, nonrenewable, sustainable**

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)?**	We will discuss the vocabulary for this lesson prior to beginning the lesson. Students will be able to refer to the word wall for definitions of words they do not know.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Prezi deforestation presentation, computer
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer, rocketbook, sketchbook app, adobe spark

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)
Day 1 20 minutes	**Introduction**: • **Explicit instruction**	Students will listen as teacher presents prezi about deforestation and why it is one of many ways in which humans affect the environment.
Day 1 30 minutes Day 2 50 minutes	**Instruction:** • Research • Group Project	Students will get into small groups of 3-4 Students will have time to research the issue and how we can help and write their examples in the rocketbook. They will save this onto their computers, and I will check progress before next class period. Students will get back into their groups and begin creating their digital poster that explains the issue of deforestation and encourages people to do what they can to help. They will begin by using the sketchbook app to create a digital drawing that represents deforestation. Then they will use this drawing and their research to create a digital poster on adobe spark.
Day 3 50 minutes	**Closure:** • Presentation	Students will prepare to present their poster to the class. Groups will present their poster and information to the rest of the class.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	**The technology used in this lesson is the prezi presentation, rocketbook, and adobe spark. Prezi is a more interesting and organized way to present information than writing out everything manually. Using Rocketbook, sketchbook, and adobe spark bring up the entire point of the lesson. The issue is deforestation, and using a paper notebook to write down research, paper for a drawing, and a poster board to create the project would be counterproductive. Using things like rocketbook sketchbook, and adobe spark show students one way that they can reduce the amount of paper they are using. It helps make students aware of their effect on the environment and is a perfect replacement for paper for this project.**

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.)	The time allowed to complete the poster can be extended. I can provide research support and guidance if needed.

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 make sure to give students a copy of the powerpoint and present it, so it works well for auditory and visual learners. I will also link a video about deforestation for extra information.

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	I will collect and check students research progress to make sure they are on the right track.
	☑ Formative /☐ Summative	I will walk around as groups are working and ask questions, etc.
	☐ Formative /☑ Summative	I will use a rubric to grade the finished digital poster

Research/Theory

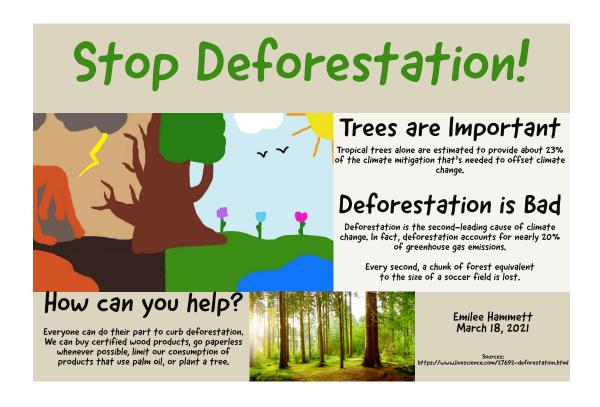| Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	"The Creative Classroom Project was a collaboration between Project Zero and Disney Worldwide Outreach to produce materials that help teachers explore and understand: The role of creativity and innovation in teaching and learning. The importance of developing classroom and school environments that can bring out the best in teachers and students. Methods for making classrooms more engaging places." https://pz.harvard.edu/projects/the-creative-classroom-project

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.

Example of a student poster:

*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;
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