

## Lesson Plan Model<sup>1</sup>

Lesson Title/#: Human effects on the environment

Grade Level: 1<sup>st</sup> Grade – Social Studies

### Learning Central Focus

<p><b>Central Focus</b></p> <p>What is the central focus for the content in the learning segment?</p>	Students learn the effects that humans have on the environment.
<p><b>Content Standard</b></p> <p>What standard(s) are most relevant to the learning goals?</p>	G.9.1.1 Explain positive and negative effects humans have on the environment.
<p><b>Student Learning Goal(s)/ Objective(s)</b></p> <p><b>Skills/procedures</b> What are the specific learning goal(s) for student in this lesson?</p> <p><b>Concepts and reasoning/problem solving/thinking/strategies<sup>2</sup></b> What are the specific learning goal(s) for students in this lesson?</p>	<p>*Students recognize what positive effects that humans have on the environment as well as negative.</p> <p>*Students should be able to distinguish what is a positive effect and what is a negative effect.</p>
<p><b>Prior Academic Knowledge and Conceptions</b></p> <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p><u>Concepts that students should know:</u></p> <p>*In Kindergarten, students should have been able to describe ways humans have a positive impact on the environment.</p> <p><u>Concepts that are necessary to support learning skills and concepts:</u></p> <p>*Students should be able to tell the difference between positive and negative.</p> <p>*Students should be familiar with ways to help the environment.</p> <p>*Students need to know what some of the effects are/what they mean.</p>

<sup>1</sup> The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

<sup>2</sup> The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p><b>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</b></p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>	
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### Instructional Strategies and Learning Tasks

*Description of what the teacher (you) will be doing and/or what the students will be doing.*

<p><b>Launch</b> <u>5</u> Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start with an open discussion about the environment and ways to help the environment. I will ask students to list some ways that we help the environment in the classroom (example: recycling.) I will mention some things that hurt the environment (example: driving.) We will spend a brief amount of time discussing, asking, and answering questions regarding the environment.</p>
<p><b>Instruction</b> <u>30</u> Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural</p>	<p>To engage my students in developing an understanding, I am going to spend some time talking about how humans have a big effect on the environment. I will explain why our environment is important and why we, as humans, should do everything we can to have positive effects and avoid negative effects as much as possible.</p> <p>In Kindergarten, students should have already been over the positive effects that humans have on the environment. At this time, I will review over some positive effects that students come up with as well as the positive effects that are listed on the inspiration chart. Because they are aware of positive effects, I will show the negative effects that are listed on the inspiration chart. Making sure to take time and explain why the effects are negative, I will have students come up with and name some negative effects that are not on the inspiration chart.</p>

<p>and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will have some open discussion with my students about different human effects. I will ask what they do at home that could be considered a positive or negative effect on the environment.</p> <p>***I will be sure to explain a little bit on what makes an effect positive or negative. For students to understand these effects, they should know what is good for the environment and what is bad for the environment.</p> <p>To engage students, I will come up with some scenarios and ask my students if that scenario would have a positive effect on the environment or negative effect on the environment.</p> <p>After coming up with different scenarios for my students, I will show them a video that shows how humans can affect the environment in different ways. Some students may not know what pollution is/what it looks like, so showing the video can match a word with the action.</p> <p>Through body language, open discussions, and questions, I can determine whether my students are understanding the concepts and objectives or not.</p>
<p><b>Structured Practice and Application</b> <u>15</u> Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>To have my students practice, I will group my students together and give each group a positive and a negative effect. I will tell my students to talk and discuss to determine which effect is the positive one and which is the negative. After determining which is which, I'll ask my students to tell me why they think it's positive or negative. (It will be ok if they don't know...this will just give them something to think about.)</p> <p>To apply what they have learned, I will give them a blank worksheet with the inspiration chart on it. I will have my students fill out the chart accordingly by correctly labeling what effects are positive and what effects are negative.</p> <p>If my students have filled out the chart correctly, I will know that they have understood the learning objective.</p>

<p><b>Closure</b> 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will ask each of my students to tell me one thing they have learned about human effects on the environment.</p>
<p><b>Differentiation/ Planned Support</b></p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p><b>Student Interactions</b></p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>Like earlier, I grouped my students together so they could discuss and determine if the human effect I gave them had a positive impact or negative impact. If my students are still struggling, I could make smaller groups (partner them together) and have them present their information they have learned to the class. This way, it will make my students really learn and know the information (because they have to present) and it gives them an opportunity to explain what they learned to the class in hopes of the rest of the class understanding.</p>

<p><b>What Ifs</b></p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>My students might not know what pollution, deforestation, littering, etc. is. Because they might not know what some of the effects are, I might have to go over each effect individually and that will take more time than allowed. I'll have to adjust my lesson plan to focus on these effects, even if that might take up the whole time I have allowed.</p>
<p><b>Theoretical Principles and/or Research-Based Best Practices</b></p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p><b>Materials</b></p> <p>What materials does the teacher need for <b>this lesson</b>?</p> <p>What materials do the students need for <b>this lesson</b>?</p>	<p><u>Teacher materials:</u> smart board, videos, various graphs/pictures, inspiration chart, and blank inspiration chart</p> <p><u>Student materials:</u> pencil, blank inspiration chart</p>

**Academic Language Demand(s):**

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

### Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

### Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

### Resources:

Attach each assessment and associated evaluation criteria/rubric.

