

Name: Hattie Madsen

## Lesson Plan Template

Lesson Segment Focus: Recycling

Lesson: 1 of 1

Course & topic addressed: How to promote a healthy environment

Date: October 22, 2018 Grade: 2<sup>nd</sup> and 3<sup>rd</sup>

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to promote a healthy environment in their town and the importance of recycling!
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be familiar with the word “recycling” and be able to distinguish items that are plastic or paper.
Knowledge of students background (personal, cultural, or community assets)	Students should already know about how recycling is important and how they are able to recycle at home and not just at school.

### 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.	HW.8.3.2 Describe ways to promote a healthy environment: <ul style="list-style-type: none"><li>- Recycle</li><li>- Reduce</li><li>- Respect</li><li>- Reuse</li></ul>
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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?	As an educator, I might use instructional supports such as handouts for students to follow along when listening to the story “Ralph Learns to Recycle”. Students who struggle to listen might be placed in the front near the reader for less distractions. Students who are gifted might be chosen to read the book to classmates.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Promote, environment, recycling, reduce, reuse, respect, community, importance
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## Materials

Materials needed by teacher for this lesson.	SmartBoard, Computer, PowerPoint, Handouts of the story for students to use to follow along
Materials needed by students for this lesson.	A positive attitude and a smile ☺

## 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 minutes	<u>Introduction:</u>	At this time, the teacher will have the students find their assigned seats. The teacher will assign two students, at random, to pass handouts of the story to every person in the classroom. To get the students engaged, the teacher will begin a discussion that relates to recycling. The teacher will have the students raise hands if they have ever heard the word “recycling”. The teacher will then ask the question, “What is recycling?” and will pick a student to answer.
6 minutes	<u>Instruction:</u>	During this time, the teacher will present the story on the SmartBoard at the front of the class. The teacher will then begin reading the story “Ralph Learns to Recycle” aloud to the students. When reading the story, the teacher might stop after each page (slide) and ask a question to the class. After the teacher purposes a question, the students will correctly answer. By the teacher asking questions throughout the story, will allow students to better understand what is taking place. As the teacher reads aloud to the class, each student will be sitting at their desks following along in the handout that their classmate passed out to them. By allowing students to each have their own handout of the story, helps students to follow along and be able to have a visual aid.
2 minutes	<u>Closure:</u>	At this time, the teacher will be end reading the story “Ralph Learns to Recycle” and will return to the title page (slide). The teacher will then ask review questions to the class to be sure that all the students have comprehended the story and its importance.

## Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention?	The teacher might modify this lesson by printing the words in the story on the handouts in a larger print for those who might be visually impaired. The teacher might, also, sit the students who might have ADHD near the front where there are less distractions.
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IEP/504? LEP/ESL?	
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	As the educator, I might provide a variety of instructional methods based from using this book by assessing the students when the book has ended. I might ask each student a basic question in regards to the story of Ralph or about the topic of recycling. By conducting assessments on the students at the end of the lesson will allow me, as the teacher, to see which students are understanding the set objectives for this lesson.
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**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).	<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**

Identify theories or research that supports the approach you used.	
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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>; <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>