

**Lesson Segment Focus: Protecting Earth's Resources**

**Lesson 3 of 4**

**Course & topic addressed Science/ Earth Science**

**Date December 6, 2018**

**Grade 5th**

**Student Outcomes**

Specific learning objectives for this lesson.	Learn how much the human species effects the Earth
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have previously gone over the available waters on Earth, and what percentage of the waters are clean.
Knowledge of students background (personal, cultural, or community assets)	The students have done a recycling drive

**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.	<b>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</b>
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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?	I will have vocabulary set apart for the students to look at and go over as we go through this lesson
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Reduce Resources Reuse Vegetation Recycle Footprint</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Online sources listed on the Padlet. Vocabulary cards Visual aids
Materials needed by students for <b>this lesson.</b>	Listening ears Helping hands Pencil Paper

**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.
5 minutes	<b><u>Introduction:</u></b>	I will introduce the lesson by giving some examples about how we as humans hurt the Earth.
25 minutes	<b><u>Instruction:</u></b>	I will show how we as humans are hurting our planet.  I will go through different ways to lesson our footprint as a nation, as a state, as a community, and as individuals  I will describe why it is so very important that we worry about the Earth and how we treat our planet.  I will list predictions about what could happen in the future if we don't take care of our planet now.
5 minutes	<b><u>Closure:</u></b>	I will close by giving the students some brainstorming time about one thing they can start doing everyday to lesson their footprint on Earth.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention?	I will break down my lesson into smaller portions for these reasons. I will allow the students to have a different activity to do I will make sure each child understands and has obtainable goals set
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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?	<b>I will make sure the children that I am teaching each understand the content, and if they are having trouble I will give them the personal one on one help that they do need.</b>
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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>