

Lesson Plan: Recycling

Lesson Segment Focus: Environmental Changes

Lesson 4 of 5

Course & topic addressed: Recycling

Date: 10/28/2019

Grade: 3rd

Student Outcomes

| | |
|---|--|
| Specific learning objectives for this lesson. | To understand how negative environmental changes have an impact on animals, plants, and humans. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | We've already learned previous vocabulary and already been familiarized with how animals survive in herds or individually, the history of how life has developed, as well as how each living thing needs its own habitat to survive. |
| Knowledge of students background (personal, cultural, or community assets) | N/A |

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. | 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. LS2.C: Ecosystem Dynamics, Functioning, and Resilience. |
|--|--|

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? | Review vocabulary, answer any questions about vocabulary, and possibly if they're struggling that bad, let them have a key. This will help focus more on the lesson vs. just trying to understand each word. |
|--|--|

Key Vocabulary

| | |
|---|---|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Environment, pollution, reduce, reuse, recycle, habitat. |
|---|---|

Materials

| | |
|--|--|
| Materials needed by teacher for this lesson. | Recycling bags, Arrange to have large bins for the month, Interactive graphs that can be shown on the projector, print flyers for them to take home. |
| Materials needed by students for this lesson. | Simply their time. They have to collect all of the recyclables they can and spread the word for others to help. |

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. |
|----------------|--|---|
| | <p><u>Introduction:</u></p> <p>Review previous lessons, review vocabulary, discuss recycling and the positive aspects of it vs. the negative aspects of environmental changes.</p> | <p>I would be walking around them at their desks, just having a conversation. I would have a helper to hand out the flyers that they will need that will tell them all about the competition. Make sure they understand the competition and see if they have any questions before we begin.</p> |
| | <p><u>Instruction:</u></p> <p>Take home the flier and let the fun begin! They will bring in any paper, plastic, metal, or glass in a safe recycling bag, that I have provided. We will keep tally as a class for the month so keep track of the progress.</p> | <p>I will show them the spreadsheet templates I have created and let them know how we will keep track of everything. Explain the whole process of recycling. Explain where the large bins are for us to place our blue bags.</p> <p>Recycling Spreadsheet Template.xlsx</p> |

| 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. |
|----------------|--|--|
| | | |
| | <p><u>Closure:</u></p> <p>Discuss our stats and do some research to see a clean ocean and how we made a difference by just recycling. Also, see who the winner was.</p> | <p>I would present the final stats and announce the winner over the intercom. The winners of the competition will get an extra long recess with a pizza party!</p> |

Accommodations/Modifications

| | |
|---|---|
| <p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p> | <p>Provide a list of specific plastic, paper, glass, and aluminum they can bring in. For ESL, provide the list in their home-spoken language.</p> |
|---|---|

Differentiation:

| | |
|---|---|
| <p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p> | <p>Since all they'll be doing is bringing in a bag or their parents dropping off a bag. All I would need to help them with is getting it to the correct bin and then showing them the results on the spreadsheet.</p> |
|---|---|

Assessments: Formative and/or Summative

| | | |
|--|---|--|
| <p>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).</p> | <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

| | |
|---|--|
| <p>Identify theories or research that supports the approach you used.</p> | |
|---|--|

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> |
|---|---------------------------------------|

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>