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## Lesson Plan Template

Lesson Segment Focus The Environment

Lesson 3 of 5

Course & topic addressed Why Should We Recycle?

Date 12/1/19 Grade 3

### Student Outcomes

Specific learning objectives for this lesson.	Understand that natural resources are raw materials that we obtain from the environment, and that people use natural resources in many different ways Understand that some natural resources are limited and that we need to protect them Learn that there are many things that people can do to help protect Earth's resources
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is lesson 3 of 5 on recycling. In previous lessons, students have learned about Recycle, Reduce, and Reuse. Students have also learned helpful and harmful ways that affect our environment.
Knowledge of students background (personal, cultural, or community assets)	Approximately 95% of the students are white with the remaining 5% consisting of African American and Hispanic. The majority live in poverty, with one parent/grandparents, stepfamilies, or unmarried cohabiting adults.

### 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>G.9.3.1 Examine environmental problems and ways in which these problems are addressed D2.Geo.5.3-5</b> <b>G.9.3.3 Investigate ways environmental characteristics influence people's decisions. D2.Geo.4.3-5</b> <b>Analyze ways natural resources influence people D2.Geo.8.3-5</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?	Vocabulary words will be displayed on posters throughout the classroom and the teacher will refer to these posters as she is teaching students about natural resources. The teacher will display and define the vocabulary words using the Smartboard along with a picture example.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Natural resources</b> <b>Raw material</b> <b>Nonrenewable resources</b> <b>Renewable resources</b>
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## Materials

Materials needed by teacher for this lesson.	Smartboard Laptop
Materials needed by students for this lesson.	Pencil Paper Laptops

## 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.
15 minutes	<p><b><u>Introduction:</u></b> Introduce Natural Resources</p>	<p>Begin by reviewing the concept of "needs vs. wants." Ask students to explain how needs are different from wants. (An example might be that we need clothes, but we want fancy shoes.)</p> <p>Introduce the concept of natural resources by explaining that these are raw materials that we obtain from the environment. Have students identify natural resources in their immediate surroundings, such as cotton in their clothing, wood in the furniture, paper in books, etc.</p> <p>Introduce key terms on the smartboard along with definition and pictures.</p> <p>Teacher will discuss with students how weighing their own personal wants and needs, students can help protect Earth's natural resources. For example, you may ask, what's wrong with throwing paper away instead of reusing or recycling it?</p> <p>Teacher will explain that some natural resources, like petroleum (from which most plastic toys are made), are limited in supply. Other natural resources, like trees, can be grown and harvested in a responsible way so that the supply does not run out.</p>
25 minutes	<p><b><u>Instruction:</u></b> Padlet</p> <p>PBS Garbage video PBS Happiness video</p>	<p>Students will get in groups of two and access Padlet and complete the following steps for this lesson: (These steps will also be written on the whiteboard for students to refer back to)</p> <ol style="list-style-type: none"> <li>1) Garbage video-Tell students that they are going to watch an animated video about a boy named Oliver and a big pile of garbage. Tell them to look for something in Oliver's garbage that somebody else might want and discuss with their partner.</li> </ol>

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>Natural Resources slideshow Natural Resources Brainpop Jr.</p> <p>Frayer model</p>	<p>2) Happiness video- Partners will discuss how Oliver's experience in the "Garbage" video is similar to his experience in the "Happiness" video.</p> <p>Students will need to identify ways that they could share or recycle what they no longer need or want, and write these ideas on a piece of paper.</p> <p>3) Students will read and discuss the natural resources information on the slides and discuss important terms and information. Students will then watch a short clip about natural resources on brainpop jr. and take both quizzes to assess knowledge.</p> <p>Students will complete the frayer model</p>
10 minutes	<p><b>Closure:</b> Exit Slip Worksheet</p>	<p>Exit Slip Assessment about the lesson Draw a line from the activity to the thing it most affects. Answer the question, what can you do to reduce your use of our natural resources?</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I will help students one-on-one if needed. I will walk around the room making sure all students are making progress. When doing the Reduce, Reuse, and Recycle brainstorming activity, I can call on struggling student first so they will have the first opportunity to answer; that way their answers in their head do not get spoken by another student first.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>I will have vocabulary words on posters around the room. Lesson will target all three types of learning, visual (you tube videos), verbally (brainstorming), and hands-on with worksheets.</p>
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**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 &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will complete Exit slip. They will define was natural resources are and give 1 example of a renewable resource and 1 example of a non renewable resource.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students will complete a worksheet about Natural resources. Students will draw a line from the activity to the thing it most affects. Students will answer</p>

		1 question, what can you do to reduce your use of our natural resources?
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	2 quizzes on Brainpop jr. to assess knowledge of content.

### 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>;  
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