

## Lesson Plan Template

**Lesson Segment number** 1 (Complete Lesson Plan Template for each of the 5 lesson segments in each subject)

**Subject** Social Studies **Big Idea** Environment **Problem** Why should we recycle?

**Grade** 3

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn how people affect the environment. Students will learn the difference between trash and recyclable and reusable materials. Students will learn the responsibility that all people, even children, have for protecting the environment. Students will learn how recycling helps to keep the Earth clean, conserves resources, and therefore, helps people.
Describe the connection to previous lessons.	This is the first recycling lesson this year. In previous grades, students have been briefly introduced to recycling. This lesson will be more in-depth compared to what they have learned in past grade levels.
Knowledge of students background (personal, cultural, linguistic, 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 abbreviation, number & text of the standard(s).	<b>G.9.3.1 Examine environmental problems and ways in which these problems are addressed</b> <b>D2.Geo.5.3-5</b>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<b>Recycle      Reduce</b> <b>Reusable      Litter</b> <b>Landfill      Custodian</b> <b>Solid waste</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? (word wall, graphics for key terms, cloze passage, etc.)	Key vocabulary will be written on the board. The class will discuss the terms and definitions and I will provide graphics and photographs for better understanding. Students will use different containers and sort waste using key vocabulary words.
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What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	Students will work in groups. Groups will be formed by pairing students of various learning levels.
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## Materials

Materials needed by teacher for <b>this lesson</b> . (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard Book: <i>Reduce, Reuse, Recycle</i> by Kristen Hedge 24 brown lunch sacks Waste basket Recycle box Bag of “trash”
Materials needed by students for <b>this lesson</b> . (computers, journals, textbook, etc.)	Markers Crayons pencils

## 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	<b>Introduction:</b> Bag full of “trash” <i>Reduce, Reuse, Recycle</i> Book	During circle time, tell the children that a friend left a mysterious bag in the room and you are not sure what to do with the bag’s contents. Dump the contents into the middle of the circle and ask the children to guess why these things are all in a bag. Confirm that this is a bag of “trash,” and ask the children what happens to trash. Discuss with them the difference between trash that must be thrown away and things that could be recycled or reused. Point out the recycling triangle imprinted on many plastic items. Have children select items from the pile and decide if they should put them in the recycle box or wastebasket.  Discuss with children the difference between dumps and landfills and incinerators. Read the book, <i>Reduce, Reuse, Recycle</i> by Kristen Hedge to give students a better understanding of trash disposal.
	<b>Instruction:</b>	

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	Smarboard	Begin the lesson by writing the key vocabulary terms on the board. Bring up a PowerPoint presentation that displays the key vocabulary terms and their definition, along with pictures that will help student comprehend the word and meaning. This presentation will also include facts about how people affect the environment and what we can do to help keep our Earth and waters clean by recycling.
15 minutes	Brown lunch sack activity	The students will become Solid Waste Collectors during this lesson. Divide student into six groups of four. Students will need markers and crayons for this project. Teacher will hand each student a brown paper bag. Teacher will explain to students that the bag will represent their solid waste recycling bin. Student can decorate their bags however they choose, but they must incorporate the recycle symbol and the words: Reduce, Reuse, Recycle.
20 minutes	Custodian tour of school grounds	(students will carry their bags on tour) The school custodian will give the class a tour of the school and its grounds. He will show students the solid waste collection equipment and facilities. Have children ask what happens to glass, plastic, paper, and metal. What does the school recycle? How much does the school recycle and throw away? Who separates these materials? Where does the material go once it is emptied from the class bins? How often do collectors come to school? This is a good opportunity to learn more about the custodian and how what we throw away affects the rest of the school. On the way back to class, have students be looking for items laying on the ground, hallways, and classroom floors and if it can be recycled, have students place it in their bags.
10 minutes	<u>Closure:</u> Worksheet/Assessment	Draw a picture of your bag. Write two things you can recycle, two things you can reduce, and two things you can reuse.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p>	<p>Students will be paired in groups. For those students struggling or need extra help, I will pair them with top students. I will also be walking around the room assisting those who need help.</p> <p>While we go on the tour, I will stay close to those who need close supervision and even pair students together for buddy walk.</p>
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LEP/ESL?	
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**Differentiation:**

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	I will write key vocabulary on the board for visual reference, I will show a powerpoint presentation with pictures and talk about our lesson for visual and oral reference. The class will use hands-on activity to learn about recycling.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Worksheet will be given to assess knowledge of the lesson. Students will list two things they've learned to recycle, two things they've learn to reduce, and two things they learned to reuse.
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	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	