

Name Katy King

Lesson Plan Template

Lesson Segment Focus Recycling

Lesson 1 of 1

Course & topic addressed Human Impacts

Date 4/14/19 Grade 6th

Student Outcomes

Specific learning objectives for this lesson.	Students will determine what to recycle and how to recycle by playing an interactive game as a class in small groups.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have talked about the importance of recycling and we have watched videos and read articles about the consequences of not recycling.
Knowledge of students background (personal, cultural, or community assets)	This is a review game so all of the things we are going over, students have already been taught or are somewhat familiar with.

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.	6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
--	---

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?	By playing the game, students will learn definitions of specific vocabulary words that will be helpful for them.
--	--

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• Reduce• Reuse• Recycle
---	---

Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none">• Smart Board• Game
Materials needed by students for this lesson.	<ul style="list-style-type: none">• Digital Device

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.
10 mins.	<u>Introduction:</u> Review	For the first few minutes of class, we will go over what we have learned about human impacts and the importance of protecting our environment and world by choosing to recycle.
20-30 mins.	<u>Instruction:</u> Interactive Games	Students will get into groups of 4 or 5. They will all have their digital devices out just so it doesn't get too overwhelming. I will put the directions on the board so they know exactly what to do. Students will be given a question and they will discuss the answer with their group. I will allow them to raise their hand and answer if they would like. Whatever group answers, I will turn to the class and ask them if they think that is the correct answer. They will tell me yes or no by giving me a thumbs up or a thumbs down. I will then put the correct answer on the board for the class to take note of.
10 mins.	<u>Closure:</u> Muddy Moment	Students will go back to their desks and do this last thing independently. I will give each student a sheet of paper and there will a question on it, "What still confuses you about recycling?" They will answer this question and turn it into me as they are walking out of the classroom.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students will be with partners so they will have help from their peers.
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This will be done digitally and they can write their answers down on paper if they need to.
--	--

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	Formative Assessment—Thumbs Up, Thumbs Down Method
	<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.	
--	--

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>