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## Lesson Plan Template

Lesson Segment Focus Recycling

Lesson 1 of 1

Course & topic addressed Human Impacts

Date 4/3/19 Grade 6<sup>th</sup>

### Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"><li>• Students will determine the importance of recycling and how it impacts our environment when we do or don't.</li><li>• Student will collect information from the data we have been collecting over the past month for charts and graphs.</li></ul>
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	One month ago, students were given a project to recycle plastic bottles, plastic bags, aluminum cans, and pieces of paper. They were encouraged to bring these items to school and put them in our bin and we were going to have a competition between the 3 homerooms in the sixth grade. Students had a month to bring items in and we gathered data at the end of each week. They were also encouraged to tell their families about it so that they could start their own recycling at home. At the end of the month, today, they were instructed to bring in what they had collected with their families at home.
Knowledge of students background (personal, cultural, or community assets)	Students will know how to create graphs and charts on an excel spreadsheet.

### 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>6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the 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 give students a handout about recycling and the importance of what they have been doing for the past month.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recycling Human Impacts
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### Materials

Materials needed by teacher for this lesson.	Handout Digital Devices for students Bins Recyclable items collected
Materials needed by students for this lesson.	Paper Pencils Recyclable items collected from home

### 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.
5-10 mins.	<u>Introduction:</u> Instruction and Groups	I will refresh students on our goal for this project, to see how many items we can recycle rather than just getting rid of it or throwing it away. I will break the students off into groups of 4 or 5 and they will all go to one of the four bins (plastic bottles, plastic bags, aluminum cans, pieces of paper).
20-30 mins.	<u>Instruction:</u> Sorting and Collecting Data	Students will go to their instructed bins with their group. The items in each bin are from the past week because after each week we put the items in garbage bags so the bins don't start to overflow. Students will count the items from this past week and record the numbers they got. Once they have double checked, I will give each group their garbage bag which contains the items from the whole month. Students will count all items from the month and record that data as well. They will find weekly totals and average. Students will then bring in the items that they collected from home. They will have separate everything into the four bins and once that is done, they will count again and they will add what they got there to their totals. They will find new overall totals and new overall averages.

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.
10-20 mins.	<b>Closure:</b> Filling in the Data	Students will go sit down with their groups and fill in the data they collected on an excel spreadsheet. Groups will share their data with other groups so that everyone has the totals and averages for all four of the items. Whenever the other homerooms are done (may not be the same day) every student will receive the information from other classes so that they can add that data in their excel spreadsheet. They will be able to see who recycled the most items and what was even recycled the most. Students will take a short quiz to end the class.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Students with learning disabilities will be placed strategically in groups with peers that will help them with their spreadsheet or they could do the spreadsheet within their groups.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students will have access to digital devices and print. They can fill in their charts on paper and then transfer that onto their device for spreadsheet.
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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	Formative—Students will take a short quiz over recycling.
	<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>