

Name Kristen Laky

Lesson Plan

Learning Segment Focus Recycling **Lesson** 3 **of** 5

Course & topic addressed Earth Science **Date** 04/01/20 **Grade** 3rd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to gather data of recyclables and enter their information in a chart.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have previously learned about the concepts of recycling and how it can affect their environment.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults. The community is made up of a mostly rural area that is represented by a mass amount of wildlife which can help with relatability with the effects of the environment from trash build up.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.3.MD.B.3 <ul style="list-style-type: none"> • Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories (e.g., Draw a bar graph in which each square in the bar graph might represent 5 pets) • Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Recycling Data Charts Bar Graph
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	Within the lesson, when the students come across a new word, that word will be defined in a way that is relatable to the students. The students will fill out Word pages with the new words that will be reviewed with the definition that will be used for the particular lesson. The class will also participate in word games that involves flashcards and using the new words in sentences that are relatable to the students. Once the students are comfortable with the new words, the new words will be added to the ever-growing word wall that represents the words of the given content that is being covered.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • ChomeBooks for class • Printed off version of classroom chart for each student
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Any recyclables that students can bring from home. • Writing material
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 Minutes	<p><u>Introduction:</u></p> <p>Discussion</p>	<ul style="list-style-type: none"> • Students will begin the class by coming in and discussing with the groups at their tables on what kinds of recyclables each of them have brought and where they found it. • The teacher will allow the students about 10 minutes for discussion before bringing their attention to the teacher.
25 Minutes	<p><u>Instruction:</u></p> <p>Collecting Data</p>	<ul style="list-style-type: none"> • The teacher will then direct each student to place the recyclables inside a tube marked with their own names. • The teacher will then hand out the printed off charts for students to walk around the room and collect their data from the baskets of their classmates. • This will take some time and organization. • The teacher will walk around the room to observe and answer any questions.
10 Minutes	<p><u>Closure:</u></p> <p>Class Collaboration</p>	<ul style="list-style-type: none"> • The teacher will then tell the students to get their Chrombooks and open up the pre-installed fill on their computers labeled “Student’s Recyclables”. • As the teacher goes around the room and verifying the data that the students collected, they students will then enter their data within the chart. • The spreadsheet work sheet also already have two programmed charts that data will change when students enter in their data and total will also be calculated.

Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i>	<ul style="list-style-type: none"> • <u>Remediation:</u> I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one
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<p><i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>on one, I will do that as well.</p> <ul style="list-style-type: none"> • <i>Intervention:</i> If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability. • <i>IEP/504:</i> I would follow the IEP and 504 to help the child however I could with the lesson. • <i>LEP/ESL:</i> I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US.i • <i>Gifted Students:</i> I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.
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Differentiation

<p>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? (All students who are not on specific plans mandated by federal and state law.)</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 & 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>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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