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Lesson Plan Template

Lesson Segment Focus: Recycling and its effects

Lesson _____ **of** _____

Course & topic addressed: Social Studies; Recycling

Date: 4/10/19 **Grade:** First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how recycling items such as plastics, paper, cans, and bottles will positively impact humans and the environment.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should know from Kindergarten what recycling is and that it is important.
Knowledge of student's background (personal, cultural, or community assets)	Some communities and schools have blue bins set up for recycling.

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.	G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling)
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Reduce Reuse Recycle Environment Positive
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Materials

Materials needed by teacher for this lesson.	3 cardboard boxes, cardboard signs, posters with recyclable items on it
Materials needed by students for this lesson.	Markers and boxes

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.
	<u>Introduction:</u>	Ask students if they can think of anything that can be recycled. Ask if they know how recycled items are used.
	<u>Instruction:</u>	<p>Explain to the students that recycling and reusing items is very positive on the environment. It reduces the amount of waste here on Earth.</p> <p>The purpose of this lesson is to promote recycling in the classroom. The class is going to set up a recycling station to place items in that can be reused or recycled. Set up the 3 cardboard boxes. Have one student write on the cardboard sign “Paper”. Have another student write “Science Project Items” (help with spelling). Have a third student write “Recyclable Items”. The paper box is for paper that can be reused as scratch paper, the science project box is for items that can be reused for projects and activities, and the recyclable items box is for items that can’t be reused but can be recycled. Students should place items in these boxes whenever they can. All first-grade classes will be having a competition to see how many items can be recycled and this will help the team and the classroom. At the end of each week students can fill out the spreadsheet that has blanks for each class and each product.</p>
	<u>Closure:</u>	<p>Praise them for working well together and how great it is that they are going to help make a difference.</p> <p>Ask why it’s important to reuse and recycle.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For ESL kids you can write the signs in both English and Spanish or any other language your student speaks.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Audible: Explaining the project Hands On: Students get to physically put items in the box and see it be reused Visual: Seeing the items in the box
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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	
	<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>;

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