

Don't Trash That!

Lesson Segment Focus: Recycling

Lesson 1 of 4

Course & topic addressed: Science, Earth Systems

Date: 4-10-19 Grade: 5th Grade

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none">• Students will compose a plan to collect recycling.• Students will devise a method for keeping track of their pounds of recycling and keep class averages in an Excel table.• Students will write a plan to present to the city council as a way for the community to promote recycling.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have learned in the year before about energy and fuels that are non-renewable. They will know a lot about the fuels and energy that are used to create products, non-renewable resources that are used to make the products, and the impact that not using new resources will make on the environment.
Knowledge of students background (personal, cultural, or community assets)	Students will know about trash. They have tons of it (literally) go through their house every year. Kid's programs like Bob the Builder and various others often emphasis recycling in their programs as well. Students have been introduced to the concept in their everyday life, they may just not be aware of the significance of the problem.

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.</p>	<p>5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> <p>5-ETS1-2 – Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>
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Academic Language Support

<p>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?</p>	<p>Students will be given basic instructions for creating Excel Sheets, these can be in the native language or have added language supports. The teacher will also verbally explain the main functions of Excel.</p> <p>The students will be in groups for their planning sessions. Students can be groups in ways that allow students with higher language skills do assist those who need support.</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Recycling, Community, Graph, Spreadsheet, Plastic, Paper, Aluminum cans, landfill, recycling planets, plastic grading system</p>
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Materials

Materials needed by teacher for this lesson.	Instructions for excel, excel, computer, Smart-board, internet, YouTube, quick-write paper for each student
Materials needed by students for this lesson.	Each student: Computers, internet, excel, pens, 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.
1 Hr 15 Min Class 7 minutes	<u>Introduction:</u> The teacher will show the video and explain the upcoming project.	<ul style="list-style-type: none"> Students will enter the class and sit in their assigned groups. They will watch a video on recycling (https://youtu.be/629clJ5VZFc). The teacher will announce that there will be a pizza party for the group that collects the most trash.
35 minutes	<u>Instruction:</u> Students will research ways that communities recycle and design ways to communicate the issue of recycling to their community.	<ul style="list-style-type: none"> Students will work in groups to research ways that communities recycle. They will research how Jonesboro recycles. Students will work in groups to come up with a plan for collecting trash to recycle and for raising awareness to the issue. Students will work on creating ways to communicate their issue. They can make flyers, make a Social Media Page, make a video, write a newspaper article, or create a blog. They will find ways to ask for recyclable trash and spread awareness.
28 minutes	Students will design an Excel spreadsheet to fit their criteria.	<ul style="list-style-type: none"> Students start creating Excel sheets to keep up with the pounds of trash they collect. They will experiment to create a table that fits all their needs. They need to keep up with the pounds of cans, paper, and plastic that they bring every week for a month.

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 minutes	<u>Closure:</u> Students will write about their plans for this project.	<ul style="list-style-type: none"> Students will do a quick write about their group's plan for spreading awareness and how they personally plan on collecting trash.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Grouping of the students will be done in a way that allows for support for ESL students and those with language support needs. Students can be placed in a group near the teacher for small group intervention. There can be a wall with visuals and definitions of the vocabulary words.
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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 be researching communities that recycle. Students will be able to work with their groups to find the needed texts as well as talk in their groups about what they've found. Students can have extra help on the excel project, either by having a pre-made sheet or by having step by step instructions (with or without visuals).
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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	The Quick-write will be assessed to see how the students are doing on planning.
	<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.	N/A
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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> N/A
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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>