

Lesson Plan Template

Lesson Segment Focus Solutions for Helping the EnvironmentLesson 3 of 3Course & topic addressed Earth and Space Science/Animals, Plants, and the EnvironmentDate 04-12-2019 Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will learn examples of how they might help their environment. Students also will come up with their own ideas about helping their environment.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students will have to know how to either read somewhat well or listen to someone reading a book and obtain the information from the book.
Knowledge of students background (personal, cultural, or community assets)	

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.	<p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. * [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</p> <p>ESS3.C: Human Impacts on Earth Systems ♣ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS2-2, K-ESS3-3)</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?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I might find iPad apps that cover the topics of helping the environment such as recycling. I also might have more materials or games for them to look at on this subject.</p> <p>I will allow the children to work in groups at their tables when they are thinking/talking to each other about what else they might do to help their environment.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Recycle, environment, help, carbon footprint, bike, reduce, clean air, pollution, gas, diesel, oxygen, mammals, breath, planting, reusable, fabric grocery bags, plastic bags, washable, utensils, waste, tap, bottled water, local, produce, farmer’s market, while, trash, ground.
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Materials

Materials needed by teacher for this lesson.	New fabric bags, screen, projector, eBook.
Materials needed by students for this lesson.	Markers or paint.

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.
15 minutes	Introduction: Teacher will read the eBook about our environment. Students will listen to the teacher.	Teacher will be reading the eBook. The teacher will answer questions if asked any by students. The teacher also may teach the students the meaning of the words in the book as they read it. She/he may use examples that students could relate to in order to get the words to stick.
20 minutes	Instruction: Teacher will ask the students questions. Students answer these questions.	The teacher will ask the students questions such as “What are some other ways you can think of to help the environment?”. The teacher will then tell them to talk about such questions as a group at their tables. The students will then state what they talked about that they thought would help the environment.
15 minutes	Closure: The teacher will give the students an activity.	The teacher will hand out new and unused fabric bags that can be used for groceries or as totes. The teacher will then hand out markers or paint so that the children can decorate their bag however they want to.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could reteach this lesson in an entirely new way. I could research more myself about how to teach the concept. I could find games that teach the students about the concept. I could work with the special education teacher about how to teach this concept.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could find activities or games that help the children learn more about the concept. I could have physical object examples such as a reusable water bottle and fabric grocery bag. I could find a video to play about the concept. I could have the students complete a worksheet.
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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	The teacher will ask the students questions such as "How else could you help the environment?"
	<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/Resource11a.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>