**Name\_\_\_\_Peyton Deason\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_\_\_\_\_\_\_\_\_Recycling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_1\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_1\_\_\_\_**

**Course & topic addressed \_\_\_\_\_\_\_\_\_\_\_Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_1st\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. |  |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Understand the importance of recycling and the possible ways they can change the environment by doing things such as not using plastic, and recycling. |
| Knowledge of students background (personal, cultural, or community assets) | Students have community recycling bins and have been introduced to the concept before. |

**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. | ETS1.B: Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K-ESS3-3) |

**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 provide students with examples of words. |

**Key Vocabulary**

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Trash  Pollution  Environment |

**Materials**

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Examples of recyclable items, non recyclable items.  White board  Markers |
| Materials needed by students for **this lesson**. | paper  glue  scissors  pencil |

**Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)**

|  |  |  |
| --- | --- | --- |
| **Time** | **learning activities** | **What is the teacher doing** |
| **10 minutes** | **intro** | **The teacher will place all the recyclable and non recyclable resources on the table as well as a green recycling bin.**  **The teacher will ask the students if anyone knows what the word “recycling means.”**  **After a class discussion over the definition, the teacher will hand out the supplies the students will need.** |
| **25 minutes** | **instruction** | **The students will have a list of the items that are currently placed on the teachers desk. The students will also have a piece of paper that has “recycle” on the top of one side and “trash” on the other.**  **The students and teacher will work through each item and decide whether the item can be recycled or not. After they decide, the students will cut that item out and paste it into the appropriate box. This will be repeated for each item until there are no more items to choose from.** |
| **10 minutes** | **closure** | **I will introduce the recycling competition that we will be having, and explain that at the end of the week we will count the total items that were brought each day as well as the number of specific items brought over the week using a spreadsheet.** |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | . |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **If students are older they could determine their own items they will be using.** |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>