

Lesson Plan Template

Lesson Segment Focus _____ Recycling _____ **Lesson** 1 **of** 1

Course & topic addressed _____ Science _____ **Date** _____ October 29, 2018 _____ **Grade** 1st

Student Outcomes

Specific learning objectives for this lesson.	The students will understand what recycling means and how to organize the recyclables
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	N/A
Knowledge of students background (personal, cultural, or community assets)	N/A

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>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> * A situation that people want to change or create can be approached as a problem to be solved through engineering. (1-ETS1-1) * Asking questions, making observations, and gathering information are helpful in thinking about problems. (1-ETS1-1) * Before beginning to design a solution, it is important to clearly understand the problem. (1-ETS1-1)
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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>Visual support is vital in this lesson, in seeing the damage that not recycling causes they will understand why it is important to recycle</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Paper, plastic, aluminum
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Materials needed by teacher for this lesson.	Computer Examples of things to recycle
Materials needed by students for this lesson.	Paper Pencil

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.
5 minutes	<u>Introduction:</u>	I will show pictures of trash in numerous places like the ocean, landfills, ect... I will ask the students why they think this is happening
20 minutes	<u>Instruction:</u>	I will ask if any of the students know what it means to recycle and how it helps us and the environment. I will show them recycle bins and what types of things we can put into them to be recycled. I will then have the students make list of everything that they use that they can recycle and ideas to help others get involved in recycling

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.
20 minutes	Closure:	While the students are making their list, I will have each student come to the computer with me to “sort recycling” using this time to get to know each student a little better

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.I can guide them on the review to help them on this assignment
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The visuals and freedom allowed in the assignment will allow each student to come up with their own ideas.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>;
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