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Lesson Plan Template

Learning Segment Focus: Human Impact's on Earth from littering

Lesson 1 of 1   **Topic: __Human Impact_____Date____4/6/21___ Grade___6th_____**

Student Outcomes

Specific learning **objectives** for this lesson.	• Students will analyze the complete data from the speadsheet to determine which city in the US litters the most
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	• From previous assignments, students show more interest and is more likely to remember the information when they research the answer themselves.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	• Since this topic matters is a common problem in the world, outside factors will not be in the way of the student's learning.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	• 6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. • 6-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	• **Impact** • **Pollution**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	• Analyzing and classifying • Depending on the student, I will provide an example of what I am looking for in the assignment. • The example of the assignment will allow students to have a visual example of what I am looking for in the assignment. If they want, they can closely replicate it and still be learning by doing their own research online.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	• Example of the assignment for students to look at. • Computer w/Excel
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	• Computer w/ Excel

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	**Introduction**: • Gaining students attention	• The teacher will ask the students if they know how much big cities litter. • After allowing the students to answer, the teacher will praise their answers or curiosity.
40 mintures	**Instruction**: • Explain the assignment\ • Students research and work on the assignment	• The teacher will explain the excel assignment and show them what it is expected from them. • The students will do an assignment where they find out which season do people litter the most. They will be doing four major cities alongside each of the four season and 12 total months to determine the answer. • Students will then determine which city pollutes the most. • Afterwards, the students will find out the reason why that city pollutes the most and write a short summary about their findings.
5 mintues	**Closure:** • Ending question	

		• The last five minutes of class, the teacher will ask the students what they discovered in their research today.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	• **Computer** • **Excel** • **The Internet.** • **The students researched to find the answer of which city pollute the most and why.** • **The students were able to see for themselves and was able to calculate their findings.**

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	• Students will have a hard copy of an example of what I am looking for in class. • Instead of writing a short paragraph, they can write bullet points to answer the question. • Those who are still learning English will have cognates to help them through the assignment

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	• The students will be able to create their own chart in their own way for the assignment

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 /X Summative	I will be monitoring the students while they do their assignments
	x Formative /☐ Summative	Their short paragraph will allow me to see if they have learned what I wanted them to learn
	☐ Formative / x Summative	At the end of class I will ask the students what they have learned in todays lesson

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support	Student based learning

the approach you chose and justify your choices using **principles of the connected theories and/or research.**	

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