**College of Saint Mary**

**Lesson Plan Maker Variation for Undergraduate Students**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: The Lorax Saving the Environment Part 2: Gluppity Glup and Schloppity Schlopp** | | | | |
| **Your name: Kayleen Malizzi** | **Age or Grade Level:**  **K- 1st grade** | | **Integrated Disciplines/Subjects:**  **Earth Science** | **Time frame for Lesson: 45 to 60 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) **(as appropriate for the lesson):** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  *List the causes and effects that recycling/ not recycling can do to the environment.*  *Will analyze the characters and events in The Lorax by Dr. Seuss, drawing comparisons between the movies fictional environment and our environment we live in today.*  *Will discuss ways to positively impact the environment.*  *Will be able to list items that can be REDUCED*  *Will be able to list items that can be REUSED*  *Will be able to list items that can be RECYCLED*  *Describe what reduce, reuse, and recycling means.*  *Describe how reducing, reusing and recycling items can save our plants environment.*  *Will be able to explain what garbage is and how it is different than reduced, reused, and recycled items.* | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  Formative: students will be able to describe what reduce reuse and recycle mean in their own words. Also when asked by me, or a teacher, students will be able to list/match which items can be reduced, reused or recycled. Students will be able to come up with ways in which they can help save our environment today. | | | | |
| **Materials:**  **The Lorax Movie**  **Paper towels**  **Gluppity Glup ingredients:**  **8 oz. Elmer’s glue**  **Teaspoon of Borax to half cup warm water**  **Measuring cup**  **Bowl**  **Mixing spoon**  **Food coloring (optional)**  **Schloppity Schlopp ingredients:**  **Cornstarch**  **Water**  **Bowl**  **Mixing spoon**  **Sensory Station:**  **Plastic items/ toys**  **Large bin** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  **Start off with a review of Tuesday’s lesson on which items can be reduced, reused, recycled, or not. Then jump into the lesson right away with an open discussion question “Why should we reduce, reuse, and recycle?” This preps the students for the lesson on the causes and effects of recycling or not recycling.** | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**   1. **Review questioning with discussion.** 2. **Discuss with the girls the causes and effects of recycling, or non- recycling can do to the environment.** 3. **Explain to the students the expected instructions of what they will be doing for the lesson of the day. (Which is watching the 2nd half of the Lorax movie and doing a Lorax sensory experiment with provided ingredients.)** 4. **Finish second half of movie (if internet will work)** 5. **While watching the movie we are going to create Gluppity Glup and Schloppity Schlopp.** 6. **Explain the connection to why the experiment relates to the movie The Lorax.** 7. **Clean up wrap up with a discussion question at the end of lesson.** | | **Student will do:**   1. **Students will answer discussion questions provided by the teacher.** 2. **Brainstorm an answer for the main question of the day.** 3. **Listen to the teacher’s detailed instructions/direction of what they are going to be doing for the rest of the class period.** 4. **Watch second half of the Lorax movie (if the internet works.)** 5. **Follow through with the Lorax sensory experiment (hands-on learning activity)** 6. **Answer connection questions provided by the teacher.** 7. **Answer reflection or main question from the beginning of the lesson.** 8. **Clean up wrap up** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  **To close I will restate the discussion question at the beginning of the lesson. “Why should we reduce, reuse, and recycle?” Then allow for discussion. Then ask students, “How will you help save our environment we live in today?” Allow for discussion.**  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*.  **I will make it available for students who may need further guidance in the lesson to be assigned to a partner, a para and a partner, or myself. This allows the student to get the attention they will need in order to be successful. Also I will give easy to follow/ step by step instruction and will be demonstrating briefly what I expect each student to do throughout the activity. For younger students do the activities as a whole class instead of groups. You can make groups possible if there are more than one adult in the classroom.** | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  [*www.momto2poshlildivas.com/2012/01/flubber-gak-fun/html*](http://www.momto2poshlildivas.com/2012/01/flubber-gak-fun/html)  [*http://www.learnplayimagine.com/2013/02/gluppity-glup-and-schloppity-slopp.html*](http://www.learnplayimagine.com/2013/02/gluppity-glup-and-schloppity-slopp.html)  [*http://www.pinterest.com*](http://www.pinterest.com)  [*http://www.youtube.com*](http://www.youtube.com) | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  **Hands-on activity, movie, discussion** | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

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