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| **LESSON/ACTIVITY INFORMATION** |
| **Title: My Humble Abode** |
| **Your name:****Kayleen Malizzi** | **Age or Grade Level:****K- 1st grade** | **Integrated Disciplines/Subjects:****Language arts/****Social studies** **Listening and hands on project** | **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):****SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)****SS 1.2.2 Students will identify natural resources.****SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases****SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)****SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)** |
| **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: **Students will understand that there are many different habitats for humans, animals, and things.****Student will create a poster of their own habitat/ home they live in with scraps of paper.****Students will be able to categorize items that can be reduced, reused, recycled, or thrown away in the trash.** |
| **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 create their own home/ habitat using scraps of paper.****Summative: student will be able to categorize items that are able to be reduced reused or recycled in to the proper recycle bin. Also students will be able to distinguish items that can be tossed in the trash.** |
| **Materials:****•I use the following YouTube video to introduce "habitats" in this lesson. *“A House Is a House for Me” by Mary Ann Hoberman*****•Chart paper/markers or board/magazines****•Dark crayons*** **Glue**
* **Scissors**

**•Pencils****•Crayons/markers** |
| **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?***First I will review with my students about reducing, reusing, and recycling. Then I will have my students take their summative test on our’ reduce, reuse, recycle unit. After I will play the YouTube Video on habitats.** |
| **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 with students on recycling from the past few lessons.**
2. **Give students summative test on recycling unit.**
3. **Play YouTube Video/with activity.**
4. **Explain to the students what project they will be working on in today’s lesson on habitats/home environments.**
5. **Help students with projects.**
6. **Wrap up clean up**
 | **Student will do:**1. **Review recycle unit with teacher.**
2. **Take summative test on recycling.**
3. **Watch YouTube video/with activity.**
4. **Listen to project instructions.**
5. **Follow through with project.**
6. **Wrap up clean up**
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| **Closure:** *Can be whole group review or opportunities for individual responses.* **Explain to students that not everyone lives in the same living environment. But also explain that it is not okay to treat others differently because of where or how they live. (equality) Have the students share their projects if there is time at the end.***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*.**HAL: Students will be able to help those students that are not finished with their house project to get all the way finished. Students can also make a graph of the types of houses each child in the class has and share it with the class at the end of the lesson.** **RESOURCE: 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.** **ELL: A translator will be present in the room to help with understanding of rules and the story being read. Also, it will be beneficial if the teacher knew simple instructional rules so that child can get feedback from his/her own teacher.** |
| **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,*[*http://www.scholastic.com/teachers/lesson-plan/my-home*](http://www.scholastic.com/teachers/lesson-plan/my-home)[*https://www.youtube.com/watch?v=qKfed5m0pOc*](https://www.youtube.com/watch?v=qKfed5m0pOc) |
| **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.* **Students will have prior knowledge of how to recycle and will be able to participate in a quick review before the recycle test. Students will have prior knowledge of listening skills practiced in everyday class. Students will have prior knowledge of the description of the home they live in.****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?***Video read-a-loud and hands on activity is the best way to teach this lesson on environments and homes. It starts a great introduction on the new unit about homes, communities, neighborhoods, cities, and towns.** |
| **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?*
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