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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: RECYCLE WITH TECHNOLOGY** | | | | |
| **Your name: Kayleen Malizzi** | **Age or Grade Level:**  **K-1st Grade** | | **Integrated Disciplines/Subjects:**  **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):**  **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 be able to compare and contrast between the three “R’s” Reduce Reuse and Recycle.  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 and summative:*  *Formative: Students will be able to show that they can follow instruction by demonstrating that they know how to use the technology device provided.*  *Summative: In a review students will be able to compare and contrast reducing, Reusing, and Recycling listing items that can go into each category accurately.* | | | | |
| **Materials:**  **Computer, Posters, Poptabs, Recycled Items, and Box for pop tabs.** | | | | |
| **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?*  *I will open with the different types of things you can recycle as a review. I will then start right in on instruction for the computer lab and the lesson.* | | | | |
| **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 what items can be recycled/Ronald McDonald House project.** 2. **Place posters and boxes for poptabs around campus.** 3. **Go back to the room.** 4. **Instruction for computer lab.** 5. **Take students to the lab.** 6. **Assist students with recycling computer game(s).** 7. **Wrap up/ go back to room.** 8. **Get students ready to leave for bus.** | | **Student will do:**   1. **Review items to be recycled and the Ronald McDonald House project.** 2. **Place posters and boxes for poptabs around campus.** 3. **Go back to the room.** 4. **Listen to lab instructions.** 5. **Go to the lab.** 6. **Play recycle computer game.** 7. **Wrap up/ go back to the room.** 8. **Get coats on and line up for the bus.** 9. **Bus.** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *Go back to the room and review all of the recycling, pollution lessons briefly. Then let the students know about next week’s new unit and social studies unit.*  *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*. | | | | |
| **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,* | | | | |
| **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?* | | | | |
| **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?* | | | | |