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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: All About Ronald** | | | | |
| **Your name:**  **Kayleen Malizzi** | **Age or Grade Level:**  **K- 1st Grade** | | **Integrated Disciplines/Subjects:**  **Science/Social Studies** | **Time frame for Lesson: 45 to 60 minutes**  **(May carry on to next class meeting.)** |
| **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:  Explain how they can as members of the community can help save the environment by Reducing, Reusing, and Recycling.  Describe to others what the Ronald McDonald House’s mission is.  Persuaded others to get involved with helping save our environment.  Persuaded others to get involved with helping collect pop tabs for the Ronald McDonald House.  Create posters to help spread awareness about needing to reduce reuse and recycle.  Create posters to help fundraise for the Ronald McDonald House. (by collecting pop tabs)  Decorate boxes to help with fundraising for the Ronald McDonald House. (so people can put pop tabs in.) | | | | |
| **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 the service project of collecting Pop tabs for the Ronald McDonald House, on the side of, Helping to spread awareness that people should Reduce, Reuse, and Recycle.* | | | | |
| **Materials:**  **The Lorax Book by: Dr. Seuss**  **Grant Proposal Materials:**   * Thick poster board 10 @ up to $3.50 each * construction paper $ 5.00 * markers 3pkgs @ $ 1.50 each * glue sticks 10 @ $ 1.00 each * pictures from magazines and computer, of no cost   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  $ 50.00 total expenses  **Schloppity Schlopp materials:**  **Water**  **Corn starch**  **Newspapers**  **Paper towels**  **Bowl/tub/bucket** | | | | |
| **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 by finishing pollution experiment from last lesson. Review briefly of the effects not recycling has on our environment. (Includes 3 types of pollution). Start right in with explaining the service project the girls will be working on for the next few lesson days.* | | | | |
| **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. **Bell ringer (3 types of pollutions)** 2. **Start with experiment from last lesson.** 3. **Give review questions from last lesson about how not reducing, reusing, and recycling can harm our environment we live in today. (Allow for discussion.)** 4. **Explain what the Ronald McDonald House is.** 5. **Explain what pop tabs are and their cost.** 6. **Explain the service project the girls will be working on for the next few class meetings.** 7. **Provide instruction on the poster and box project the girls will be making to help with the fundraising of pop tabs and to help spread awareness to the public that in order to save the environment people should REDUCE, REUSE, AND RECYCLE as often as they can.** 8. **Help students with their projects.** 9. **Clean up wrap up instructions.** 10. **Follow through with helping students clean up.** | | **Student will do:**   1. **Bell Ringer** 2. **Schloppity Schlopp experiment** 3. **Answer teacher review questions about saving the environment and pollution.** 4. **Listen to lecture on service project, pop tabs, and the Ronald McDonald House.** 5. **Listen to teacher’s instructions about the poster and box projects they will be making.** 6. **Create posters and boxes.** 7. **Clean up wrap up** | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *Explain to the girls that they will be placing their projects around school to help spread awareness. Also let the girls know that I will be taking the pop tabs collected to the Ronald McDonald House when the collecting and counting is all finished!*  *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*.  Allow and encourage the students to make their own creative posters and boxes. They do not all have to look the same. I will be sure to help with spelling by walking around to the students who ask, also words will be written up on the board so that the students can have a visual. I will also allow students to work on projects in pairs if the students would like to. | | | | |
| **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,*  *Pinterest*  *Google* | | | | |
| **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?*  *Discussion, hands on, lecture* | | | | |
| **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?* | | | | |