Non-SLO Lesson Plan Template

|  |  |
| --- | --- |
| LESSON PLAN TEMPLATE  \*If used independent of a Unit Plan or SLO\* | |
| **Lesson Day** | Friday April 13th  Earth Day |
| **Goal Statement**  *A description of the enduring understanding or big ideas that students will possess at the end of the Learning plan based on grade level content standards and curriculum.* | Students will be able to describe what Earth Day is about and identify ways they can help preserve the plant. |
| **How will this lesson support the learning goal?**  **(1c: Setting Instructional Outcomes)** | Why is it important to learn how to reduce, reuse, and recycle? |
| **PA Standards**  *List the Pennsylvania Standard(s) relevant for this lesson.* | 1. **4.5.K.D**: Identify waste and practice ways to reduce, reuse and recycle. 2. **4.5.2.D**: Describe how people can help the environment by reducing, reusing, recycling and composting. |
| **Academic Language**  *What language will students be expected to utilize by the end of the lesson? Consider Language function and language demands (see Lesson Plan User Guide).*  *What key terms are essential?*  *What key terms are essential to develop and extend students’ academic language?*  *What opportunities will you provide for students to practice the new language and develop fluency, both written and oral?* | 1. Earth day 2. Reduce 3. Reuse 4. Recycle |
| **Objective(s)**  **(1c: Setting Instructional Outcomes)**  *Taking into consideration the learning goal what is the objective(s)* ***of this lesson*** *that will support the progress toward the learning goal?*    *The statement should be directly observable (use verbs that can be measured).* | **Students will be able to**:   1. Brainstorm ways to reduce, reuse, and recycle. 2. Students will complete an Earth craft and write how they will help protect the planet. |
| **Technology Materials/ Resources**  **(1d: Demonstrating Knowledge of Resources)**  *What texts, digital resources, & materials will be used in this lesson? How do the materials align with the learning objective/outcomes? If appropriate, what educational technology will be used to support the learning outcomes of this lesson? How do the resources support the learning objectives?*  *Cite publications and any web resources.* | 1. *Michael Recycle* by Ellie Bethel    1. The teacher will read *Michael Recycle* to the students to give them ideas on how to reduce, reuse, and recycle. 2. Going Green video    1. The teacher will play the Going Green song for the students to give them more ideas on how to reduce, reuse, and recycle.    2. https://www.youtube.com/watch?v=8DJ45Yc3urg 3. Anchor chart    1. The teacher will have the students brainstorm ways they can reduce, reuse, and recycle and write them on the anchor chart for them to reference during the activity. 4. Craft materials    1. The teacher will have a model for the craft, as well as Earths printed out for the body of the craft and construction paper for the arms and the legs. 5. Heart writing    1. The teacher will have a heart writing printed out for the students to make pledges on how they will protect Earth. |
| **Anticipatory Set**  **(1a: Demonstrating Knowledge of Content and Pedagogy)**  *\_\_\_\_ minutes*  *How will you set the purpose and help students learn why today’s lesson is important to them as learners?*  *How will you pique the interest or curiosity regarding the lesson topic?*  *How will you build on students’ prior knowledge?*  *How will you introduce and explain the strategy/concept or skill?*  *Provide detailed steps.* | 1. The teacher will ask the students what the date is for Earth Day. 2. The teacher will ask the students if they know what Earth Day is about and give a small description about earth day. |
| **Instructional Activities**  **(1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)**  *Exploration (Model): How will students explore the new concepts? How will you model or provide explicit instruction?*  *Guided Practice: How will you provide support to students as they apply the new concept? How will you allow them to practice (with teacher support)?*  *Independent practice: How will students review and solidify these concepts to be able to use this new knowledge? How will you monitor and provide feedback?*  *Provide detailed steps.* | 1. The teacher will read Michael Recycle.    1. Questions:       1. What are some ways they can clean up their town?    2. At the end of the book, the teacher will read the Go Green Tips.    3. When the students hear something that they do for the plant, the students will put their hands on their head. 2. The teacher will play the Going Green song. 3. The teacher and students will brainstorm ways they can reduce, reuse, and recycle and write the ideas on the anchor chart. 4. The teacher will introduce the craft model. 5. The teacher will show the students the parts of the Earth to color green and the parts to color blue. 6. The teacher will tell the students to add eyes, a nose, and a smile to their Earth. 7. The teacher will give each table strips of paper to make the arms and legs. 8. The teacher will model how to fold the paper to make the arms and legs. 9. The teacher will explain they will be making a pledge to help the earth. 10. The teacher will ask the students if they know what it means to make a pledge. 11. The teacher will have the students reference the anchor chart to write how they will help protect Earth. 12. The teacher will have the students glue their pledges to the back of their Earth. |
| **Closure**  **(1e: Designing Coherent Instruction)**  *\_\_\_ minutes*  *How will students share or show what they have learned in this lesson?*  *How will you restate the teaching point and clarify key concepts?*  *How will you provide opportunities to extend ideas and check for understanding?*  *How will this lesson lead to the next lesson?* | 1. The teacher will have the students share their pledges to help the Earth. |
| **Differentiation**  **(1e: Designing Coherent Instruction)**  *What differentiated support will you provide for students whose academic development is below or above the current grade level?*  *What specific differentiation of content, process, products, and/or learning environment do you plan to employ to meet the needs of all of your students*?  *How does your lesson support student differences with regard to linguistic, academic, and cultural diversity?*  *How will your lesson actively build upon the resources that linguistically and culturally diverse students bring to the experience?*  *How will your lesson will be supportive for all students, including English Language Learners, and build upon the linguistic, cultural, and experiential resources that they bring to their learning?*  *How will your lesson is designed to promote creative and critical thinking and inventiveness?* | The teacher will make a model of the craft for the students. The teacher will also display the ways to help protect Earth through a book and a music video. |
| **Accommodations**  **(1e: Designing Coherent Instruction)**  *What classroom* ***accommodations*** *do you plan to employ to increase curriculum* ***access*** *for students identified with special education needs or 504?*  *Describe how these accommodations align with the current Individualized Education Plan (IEP) for each student as applicable (avoid using actual names of students).* | - |
| **Modifications**  **(1e: Designing Coherent Instruction)**  *What* ***curricular modifications*** *and/or changes in* ***performance standards****, if any, do you plan to employ to facilitate the participation of students identified with special education needs?* | - |
| **Assessment (Formal or Informal).**  **(1f: Assessing Student Learning)**  *How will you and the students assess where the learning objectives, listed above, were met?*  *Each formal or informal assessment should describe how it is aligned to the above objective(s).* | The teacher will assess when the anchor chart is being made. The teacher will listen to the ideas the students give to see if they understand the concept of protecting Earth. |
| **Reflection on Planning** | I wanted to do something fun about Earth Day for the students, so I decided that the book and Going Green song would be a great way to introduce the ideas of reducing, reusing, and recycling. I wanted to do a craft to hang in the hallway because everything had to be taken down for PSSA’s. Since writing is not allowed to be displayed in the hallway, I planned for the students to glue their pledges to the back of their Earth crafts. |