



Capstone Service Learning Project:

ENVIRONMENTAL AWARENESS & THE
CRAYOLA COLOR-CYCLE INITIATIVE

By:

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and Jonah Hobbs



Definition

Students will develop and demonstrate knowledge and problem solving skills in the subjects of art, music, math, and language arts while also building community and social skills in active, non-traditional ways.



Rationale

We implement active learning to engage students in the learning process, to build meaningful relationships and a strong sense of classroom community, to promote learning amongst all types of students, and finally, to allow for more content connectivity not only in the classroom, but also in the social world.





Theory



Vygotsky and his theories will play an active role in our classroom for the following reasons: First, we will promote learning through interpersonal interactions thereby increasing social skills and community in the classroom. Second, we will guide students to expanding their knowledge into the zone of proximal development by being the more knowledgeable other in their educational journey. Foremost, we will utilize scaffolding to teach the students how to think rather than what to think, because we believe that personal opinion and knowledge are powerful and pivotal tools that students need to develop.

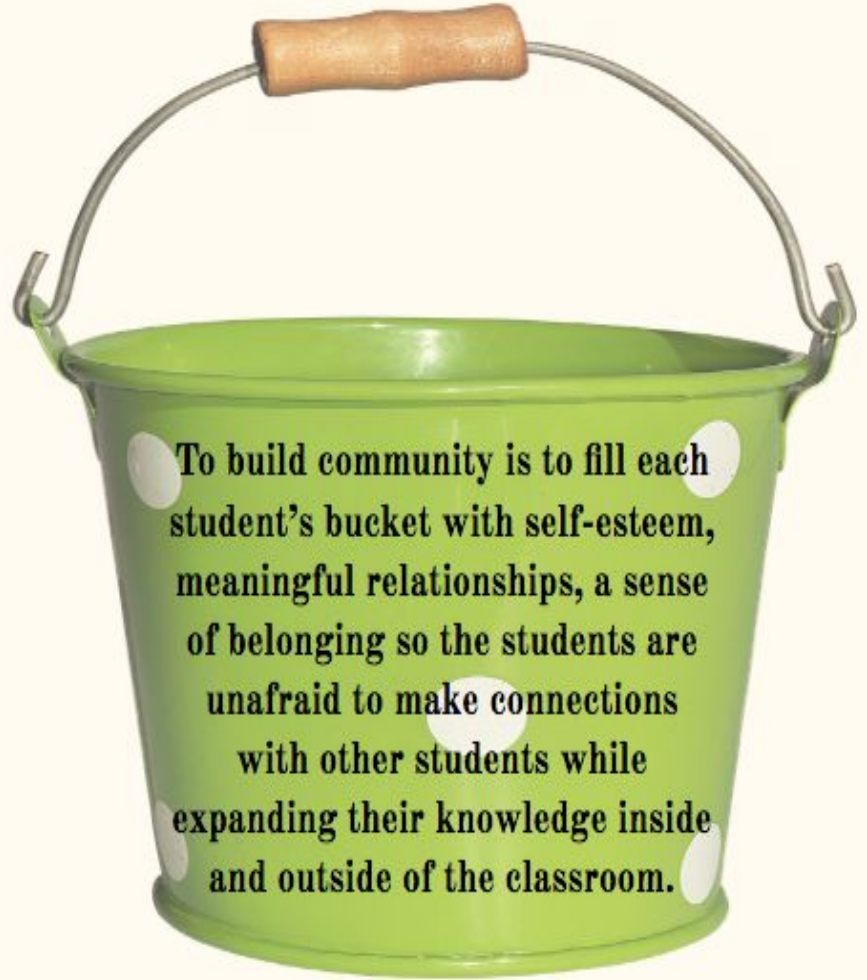
Age Development

- Concrete Operational Stage
 - Their attention span is low, but their selective attention is high
 - This means that they will not pay attention to all things, only things that interest them
- Memory
 - Their short term memory ability is advanced, which means they will be able to recall information just explained to them, but won't be able to recall it later
- Personality Development
 - Children are becoming socially competent
 - Peer influence is major during this time
 - They begin to develop a self concept, and specific personality traits

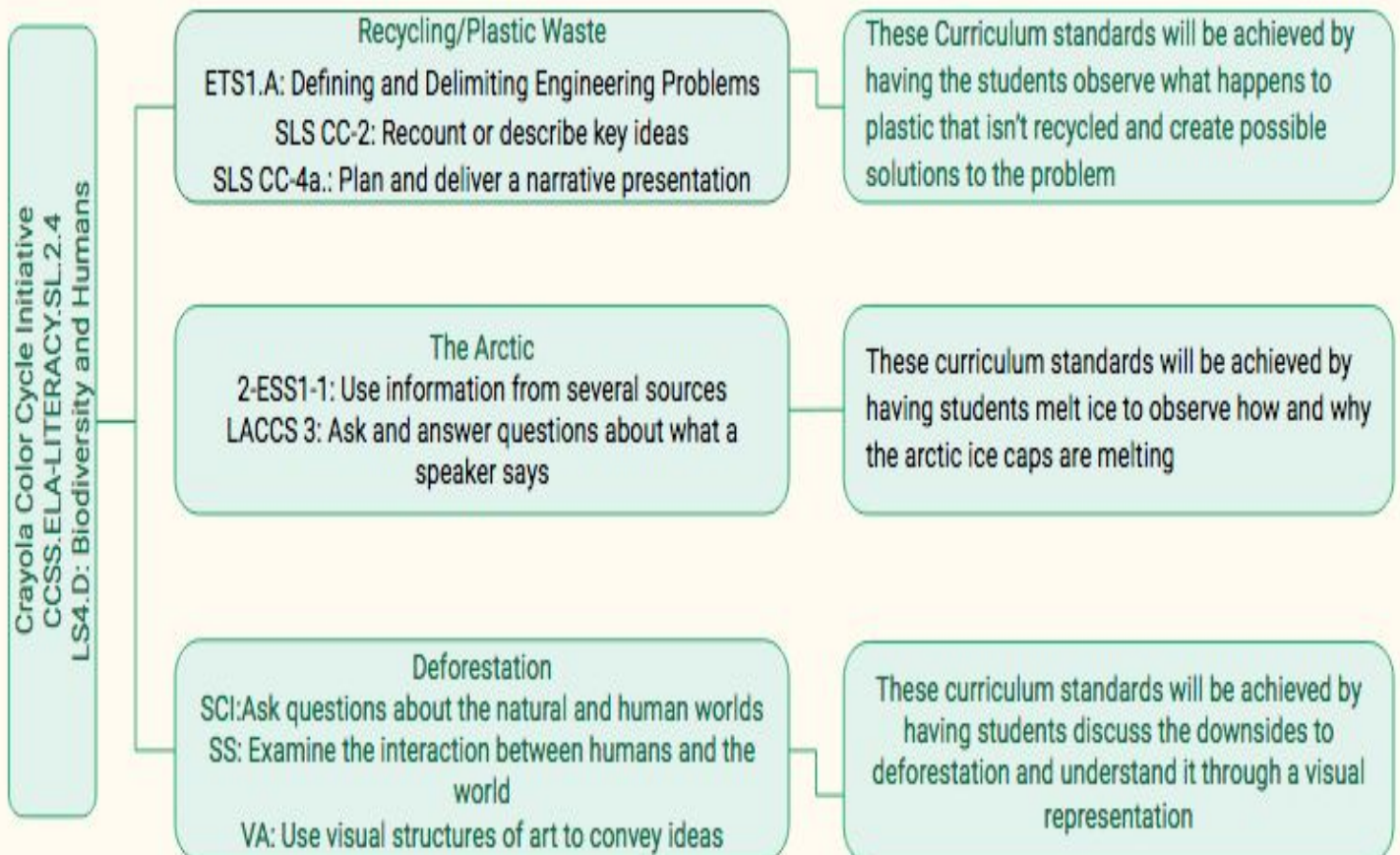
Community

- Before we volunteered in the classroom, the teachers established community by..
 - Placing the student's desks in groups → helps promote group work/talk
 - All three 2nd grade teachers rotate between the three classrooms (special days)
 - Placed students in groups based on reading level → students can relate, and help each other
- What we have done
 - Volunteer in the classroom on a weekly basis → have gotten to know kids
 - Play games with the students to help promote a fun, and trusting learning environment
 - Volunteered to help with hearing, and sight seeing tests for the school
- What we will do
 - Through our environmental awareness lessons..
 - Jonah will be bringing the class together through a mini campus clean up
 - Amanda and I will be using science and the arts to promote class discussion
 - Our final lesson will entail our second grade classroom to share their knowledge with the other second grade classrooms, as well as the rest of the school

Rationale For Why We Build Community



Plan For Our Unit



Active Learning Strategies

1. Picture Prompt – Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first.
2. Think Break – Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem.
3. Updating Notes – Take a break for 2-3 minutes to allow students to compare their class notes so far with other students, fill in gaps, and develop joint questions.
4. Choral Response – Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.
5. Word Cloud Guessing - Before you introduce a new concept to students, show them a word cloud on that topic, using an online generator (Wordle, Taxedo, or Tagul) to paste a paragraph or longer of related text, and challenge students to guess what the topic was.
6. Instructor Storytelling – Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study.
7. Grab a Volunteer – After a minute paper (or better: think pair share) pick one student to stand up, cross the room, and read any other student's answer.
8. Socratic Questioning – The instructor replaces lecture by peppering students with questions, always asking the next question in a way that guides the conversation toward a learning outcome (or major Driving Question) that was desired from the beginning.
9. Reverse Socratic Questioning – The instructor requires students to ask him/her questions, and the instructor answers in such a way as to goad another question immediately but also drive the next student question in a certain direction.
10. Pass the Pointer – Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand.
11. Turn My Back – Face away from the class, ask for a show of hands for how many people did the reading. After they put hands down, turn around again and ask to hear a report of the percentage. This provides an indication of student preparation for today's material.
12. Empty Outlines – Distribute a partially completed outline of today's lecture and ask students to fill it in. Useful at start or at end of class.
13. Classroom Opinion Polls – Informal hand-raising suffices to test the waters before a controversial subject.
14. Discussion Row – Students take turns sitting in a front row that can earn extra credit as individuals when they volunteer to answer questions posed in class; this provides a group that will ALWAYS be prepared and interact with teacher questions.

15. Pass the Chalk – Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.
16. Whiteboard Capture – Using a smartphone, take photographs of the whiteboard at the end of the day and post them to Canvas (labeled by date) for easy student reference.
17. Pass the Dart – Like Pass the Chalk, use a real (but safe?) dartboard to decide which student must answer the next question (student names are arranged on the dartboard already).
18. Beach Ball Bingo – Write questions or prompts onto all surfaces of a beach ball (or tape them on). When the next student catches the ball, he/she answers one of the questions where fingers are touching the ball.
19. Bingo Balls of Doom – Every student is assigned a number; when the faculty member pulls that number from the bingo cage, that student has to answer the next question.
20. Town Hall Meeting – Abdicate the front of the room for a student willing to speak out on a controversial subject, and when she is done with her comment, she selects the next speaker from the hands raised.
21. The Half Class Lecture – Divide the class in half and provide reading material to one half. Lecture on that same material to the other half of the class. Then, switch the groups and repeat, ending with a recap by pairing up members of opposite groups.
22. Tournament – Divide the class into at least two groups and announce a competition for most points on a practice test. Let them study a topic together and then give that quiz, tallying points. After each round, let them study the next topic before quizzing again. The points should be carried over from round to round. The student impulse for competition will focus their engagement onto the material itself.
23. Three Part Interview – Pose the following question to the entire class: “What do you think are the three biggest issues related to ____.” Choose the student with the birthday closest to today’s date and have them stand and share their 3 responses to the question for one minute. Move clockwise around the room until all have shared.
24. Fishbowl – A student unpacks her ideas and thoughts on a topic in front of others, who take notes and then write a response. Avoid asking questions.
25. Impromptu Speeches – Students generate keywords, drop them into a hat, and self choose presenters to speak for 30 seconds on each topic.
26. Anonymous Peer Feedback – For student presentations or group projects, encourage frank feedback from the observing students by asking them to rip up a page into quarters and dedicating comments to each presenter. Multiple variations are possible in “forcing” particular types of comments (i.e., require two compliments and two instances of constructive feedback). Then, ask students to create a pile of comments for Student X, another pile for Student Y, and so on.

27. PowerPoint Presentations – For those teaching in computer-mediated environments, put students into groups of three or four students. Students focus their attention on a chapter or article and present this material to the class using PowerPoint. Have groups conference with you beforehand to outline their presentation strategy and ensure coverage of the material.
28. Shower Boards – Purchase a slab of shower board from a home improvement store for under \$20 and have them cut it into four parts. Use these four boards as whiteboards in student groups; they bring the boards to the front to offer their presentations.
29. Total Physical Response (TPR) – Students either stand or sit to indicate their binary answers, such as True/False, to the instructor’s questions.
30. Student Polling – Select some students to travel the room, polling the others on a topic relevant to the course, then report back the results for everyone.
31. Self-Assessment of Ways of Learning – Prepare a questionnaire for students that probes what kind of learning style they use, so the course can match visual/aural/tactile learning styles.
32. Quote Minus One – Provide a quote relevant to your topic but leave out a crucial word and ask students to guess what it might be: “I cannot forecast to you the action of _____; it is a riddle, wrapped in a mystery, inside an enigma.” This engages them quickly in a topic and makes them feel invested.
33. Everyday Ethical Dilemmas – Present an abbreviated case study with an ethical dilemma related to the discipline being studied.
34. Polar Opposites – Ask the class to examine two written-out versions of a theory (or corollary, law of nature, etc.), where one is incorrect, such as the opposite or a negation of the other. In deciding which is correct, students will have to examine the problem from all angles.
35. Pop Culture – Infuse your lectures, case studies, sample word problems for use during class with current events from the pop culture world. Rather than citing statistics for housing construction, for instance, illustrate the same statistical concept you are teaching by inventing statistics about something students gossip about, like how often a certain pop star appears in public without make-up.
36. Make Them Guess – Introduce a new subject by asking an intriguing question, something that few will know the answer to (but should interest all of them). Accept blind guessing for a while before giving the answer to build curiosity.
37. Group Concept Mapping – Start with large posterboards on tables around the room, each with only a central node on it. Participants move around the room, adding subnodes to each poster until they are full.

38. Round Robin – Have groups silently list top 3 answers to a problem/question. Allow all groups to present one idea in a round robin format until all groups have exhausted their lists. Scribe all answers and then discuss how to reduce/re-categorize answers. Have groups vote on top three, provide results, discuss, and vote again.
39. Brainstorming on the Board – Students call out concepts and terms related to a topic about to be introduced; the instructor writes them on the board. If possible, group them into categories as you record the responses. Works to gauge pre-existing knowledge and focus attention on the subject.
40. Brainstorming Tree – While brainstorming on the board, circle the major concepts and perform sub-brainstorms on those specific words; the result will look like a tree blooming outward.
41. Brainstorming in a Circle – Group students to discuss an issue together, and then spend a few minutes jotting down individual notes. One person starts a brainstorming list and passes it to the student to the right, who then adds to the list and passes it along again.
42. Chalk Talk – Ask students to go to multiple boards around the room to brainstorm answers to a prompt/assignment, but disallow all talking. Can also be done in groups.
43. Role-Playing – Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions.
44. Role Reversal – Teacher role-plays as the student, asking questions about the content. The students are collectively the teacher, and must answer the questions. Works well as test review/prep.
45. Jury Trial. Divide the class into various roles (including witnesses, jury, judge, lawyers, defendant, prosecution, audience) to deliberate on a controversial subject.
46. Press Conference – Ask students to role-play as investigative reporters asking questions of you, the expert on the topic. They should seek a point of contradiction or inadequate evidence, hounding you in the process with follow-up questions to all your replies. Variation: can be done as group activity, with students first brainstorming questions to ask.
47. Press Conference (Guest Speaker) – Invite a guest speaker and run the class like a press conference, with a few prepared remarks and then fielding questions from the audience.
48. Analytic Memo – Write a one-page analysis of an issue, roleplaying as an employer or client.
49. Questions as Homework – Students write questions before class on 3x5 cards: “What I really wanted to know about mitochondrial DNA but was afraid to ask...”
50. Student-Generated Test Questions – Students create likely exam questions and model the answers. Variation: same activity, but with students in teams, taking each others’ quizzes.

Franny Lesson Plan : Deforestation

Department of Learning and Teaching
Lesson Plan

Date: November 14, 2017

School: Campus Canyon
College Preparatory
Academy

Teacher Candidate: Francesca
Reed

Cooperating Teacher: Mrs.
Hargreaves, Mrs. Alldredge

Credential Type:

Multiple Subject

Single Subject

Mild/Moderate

Moderate/Severe

Supervisor: Susie Rossiter

Grade Level/Subject: 2nd



1. Class Description

1. Class Description							
Class		Ethnicity		English Proficiency		Students with Exceptional Needs/Disabilities	
# Students	18	Asian	n/a	EO	n/a	IEP	1
Genders	M- 8	Black/African Amer.	n/a	IFEP	n/a	504	n/a
	F- 10	Filipino	1	ELs-ELCAP levels: Emerging Expanding Bridging	Levels: 1. Below average 2. Below average 3. Average 4. Advanced	GATE	n/a
		Hispanic	8			Health Care Plan	n/a
		Other	1				
		White	8				
*Special circumstances: One child is accompanied by a one-on-one aid at all times. (Aid is a behavioral therapist)							

2. Universal Access

I was only provided information regarding one student who has behavioral issues, and has been diagnosed with ADHD. In order to accommodate this lesson to his needs, I have given him two pieces of paper, one the same as everyone else asking for a before and after illustration of deforestation, and another paper for him to color or doodle on if he becomes bored, or frustrated with the activity. The second sheet of paper also had lines on the back, and after I explained this to him, I encouraged him to write about his thoughts on trees, animals, or deforestation so that his assignment stayed on topic.

3. Content Standards

A.) Content standard(s):

1. SCI: Ask questions about the natural and human-built worlds.
2. SS: Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.
3. VA: Use visual structures of art to communicate ideas.

Rationale:

Students will define, and illustrate the consequences of deforestation. The students will compare and contrast the natural and human built worlds.

Students will examine how they interact with the environment both inside and outside the classroom. The student will illustrate how removing trees etc. to make room for buildings, and other institutions will affect the ecosystem.

The students will illustrate the negative effects of deforestation through coloring to share their interpretations of this act.

B.) Language Arts Common Core Standards:

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*)

Rationale: Deforestation is a new word that most second graders do not know, and at the beginning of the lesson I asked the students to look at the whole word that I had just written on the board, by looking at the word “deforestation”, they were able to use the known root word “forest” as a clue to the meaning of an unknown word with the same root, helping them guess what the word deforestation means.

4. Learning Objectives

4. Learning Objectives: After teaching the students about deforestation, the students will have had an opportunity to Ask questions about the natural and human-built worlds. As well as examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. Lastly, have had an opportunity to use visual structures of art to communicate ideas.

Rationale: By completing this lesson, I will have provided my students with information on how to be more eco-friendly in their classroom, and in their home. I will also have opened my students eyes to a growing issue going on in our global community everyday.

ELD Language Objectives:

Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics SL.2.1,6; L.2.1,3,6.

Listening actively to spoken English in a range of social and academic contexts SL.2.1-3; L.2.3

Rationale: During this lesson the students will be sitting, coloring, and working with their table group members. I will be encouraging conversation among the table groups about what they are incorporating in their drawings, and through these conversations the two above mentioned ELD standards are met, and contributing to a better working classroom.

5. Assessments

Diagnostic

(pre-assessment)

To find out what the students know before the instructed planning I will be asking the students what they know about deforestation. This will include asking if they have read the Lorax, then I will ask what happens in the book. I will then ask the students if they have heard of the word, or if they know the definition, based on the context of The Lorax, and previous knowledge.

Formative

Once the video, and our discussion is over, I will be asking the students to draw (with pencil) their idea of a forest, and what forests entail in its ecosystem. While they are drawing what they think a forest looks like without any human interference, I will be walking around to each student and checking to see that their illustrations include trees, animals, bushes, flowers etc. to assess and make sure they understood, and are able to illustrate what they just learned. I will then be asking the students to erase half of the trees, the bushes, flowers etc. from their papers, to illustrate deforestation. I will also be walking around to make sure they are erasing, and understand the instructions. Once half of their illustrated forest is gone, I will be asking them to draw what they think the newly chopped up land is used for (hint manmade uses). I will be continuously walking around, asking the students what they are drawing on the new land to make sure they are still following the main idea of the and instructions

Summative

Once all of the students are done drawing, I will be asking them to color, and share with their table groups what they drew on their new land.

To assess what the students have learned at the end of the lesson I will be asking for a volunteer to define deforestation, and whether or not they think it is good for the environment, as well as have the students talk with their table groups and think of ways we can be more eco-friendly in the classroom, and at home.

To complete the final assessment I will be taking the students work home, and grading it based on a 3 point scale rubric

Rationale: The reason for completing these assessments is to ensure that the students are learning, as well as help the students see how they are doing in a class, or on an assignment. These assessments also help determine whether or not they understand course material.

6. Vocabulary

Tier 1: Forest

Tier 2: Ecosystem

Tier 3: Deforestation

Rationale: Students may struggle to increase vocabulary because of poor memory skills, difficulty using word learning strategies, or lack of instruction. This may be a result of a language and/or learning disability, or poor instruction. By exposing, defining, and exemplifying these new words to my students, I am helping their vocabulary and understanding of these new words grow.

7. Materials and Resources

1. Deforestation video: <https://www.youtube.com/watch?v=eVsWlVNEFoc>
2. 8.5 x11 in. (recycled) printing paper
3. markers/crayons/pencils/erasers

Rationale: By using recycled paper, I am able to show students how using recycled products is one way we can be eco-friendly in the classroom, and at home. Through the video I am able to provide a visual representation of what deforestation is, and how it affects the earth. By having them illustrate, and color their own interpretation of deforestation on paper, I am able to assess and see if the students have learned, or if they are struggling with any parts of the instruction, or lesson.

8. Technology

What technology will be utilized in lesson presentation? In student engagement and response?

1. Deforestation video: <https://www.youtube.com/watch?v=eVsWlVNEFoc>

Rationale: By utilizing a video, I am able to grab the students attention early on in the lesson, as well as provide a fun and interesting medium to teach the students about deforestation.

9. Instructional Design

Background and connections:

What is the purpose of this lesson? Is this it linked to a unit of study? How and where in the unit is this occurring?

This lesson is not linked to a study, but the purpose of this lesson is to discuss, and provide the definition of forest, ecosystem, and most importantly deforestation. This lesson will also briefly teach the students what an ecosystem is, what makes up the forest ecosystem, and how we can preserve that inside and outside the classroom. This lesson will also allow the students to use a creative medium to illustrate their new knowledge, and help better demonstrate the negative effects deforestation has on our global community.

Why is this content important for your students? What connections are there to other subject areas, the students' lives, or contemporary society?

This content is important because in order for my students to be better prepared for the future, it is important to start their global awareness early on, so that they can initiate, and practice eco-friendly techniques from an early age. This is an adaptation of an environmental science unit, and could be tied in with literature (The Lorax), with social studies (history of areas majorly affected by deforestation), and many others. This content is also able to connect to every student because we all live on the same earth, and affect its “health” everyday.

Grouping Strategies:

How will students be working in this lesson? What group arrangements will you use? Why?

In their established table groups, students brainstorm ways in which we can prevent deforestation. I feel that keeping them with their established table groups, it will eliminate any room for craziness, or distractions. The students have also been working with these groups the entire school year, and have become comfortable enough with each other to share, and help one another, so I feel that this arrangement is best.

Plan/Universal Access

In order to activate prior knowledge I will be starting the lesson with a riddle
“What do lumber, maple syrup, and cinnamon all have in common?” -they all come from trees.

I will then be asking the students if they know what a forest is, what makes up the forest, and then together as a class we will define a forest ecosystem. Once that is completed I will be showing a video explaining deforestation.

Directed Instruction

What am I teaching or trying to get the students to accomplish:

The students will learn how to share ideas about deforestation through illustration

The students will learn how to help keep our earth from getting “sicker”, and the importance of conserving our trees, and plants.

Guided Practice

What will I be doing to help them accomplish the goal:

I will be discussing, as well as providing the definition of deforestation. I will be briefly discussing what makes up the forest ecosystem. I will also teach how deforestation wipes forests of many of its parts, affecting the earth. Finally I will be teaching, and discussing ways in which the students can help keep our earth healthier.

Independent Practice

On construction paper, students use pencils to draw a dramatic before and after deforestation scene. Show or describe actions we all can take to reduce deforestation.

Assessment

Pre Assessment:

To find out what the students know before the instructed planning I will be asking the students what they know about deforestation. I will then ask the students if they have heard of the word, or if they know the definition, based on previous knowledge.

Summative

Once the video, and our discussion is over, I will be asking the students to draw (with pencil) their idea of a forest, and what forests entail in its ecosystem. While they are drawing what they think a forest looks like without any human interference, I will be walking around to each student and checking to see that their illustrations include trees, animals, bushes, flowers etc. to assess and make sure they understood, and are able to illustrate what they just learned.

I will then be asking the students to erase half of the trees, the bushes, flowers etc. from their papers, to illustrate deforestation. I will also be walking around to make sure they are erasing, and understand the instructions. Once half of their illustrated forest is gone, I will be asking them to draw what they think the newly chopped up land is used for (hint manmade uses). I will be continuously walking around, asking the students what they are drawing on the new land to make sure they are still following the main idea of the and instructions.

Formative

Once all of the students are done drawing, I will be asking them to color, and share with their table groups what they drew on their new land. To end the lesson, and asses what the students have learned at the end of the lesson I will be asking for a volunteer to define deforestation, and talk with their table groups and think of ways we can help preserve our earth and trees. Lastly, I will be collecting their pictures, and grading them based on a 3 point rubric.

Closure

I will be ending the lesson with “when I say go you say green

Me: go!

Students: green!

Me: go!

Students: green!”

Closure

Last thoughts, closing statements.

Definition of deforestation

Solutions, or ways we can help prevent deforestation, or preserve our earth.

10. STRIVE and TPE Focus

Identify 1-2 aspects of the STRIVE statement and 1-2 TPEs that will be demonstrated in your lesson.

1. Serve as mentors and models for moral and ethical leadership
2. Think critically to connect theory with practice

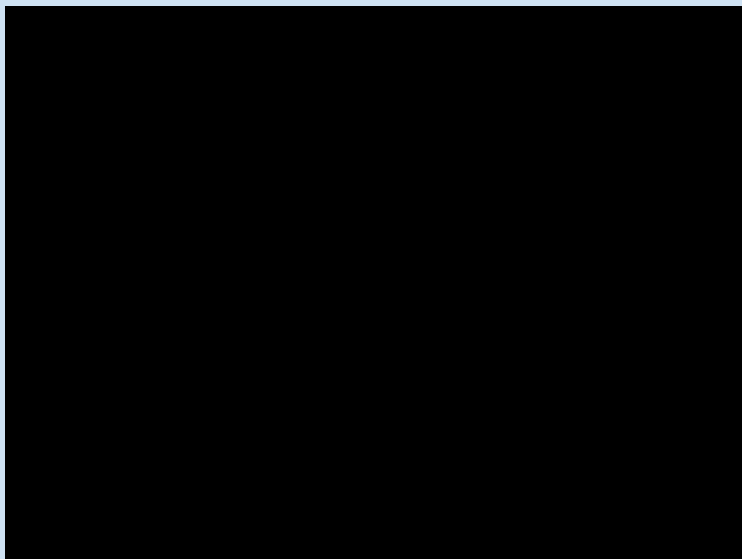
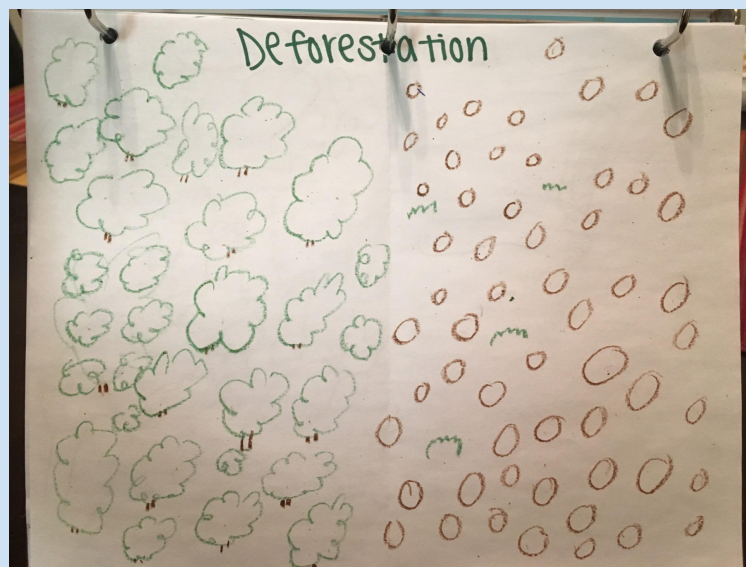
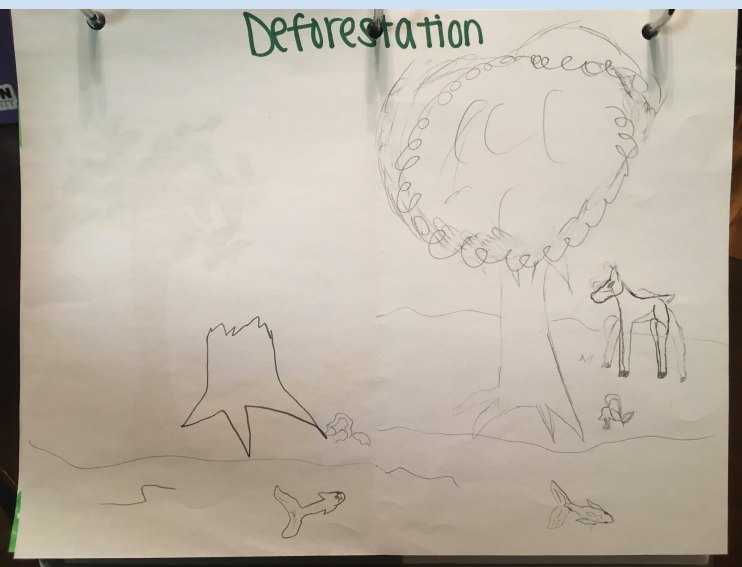
A. Making Subject Matter Comprehensible to Students

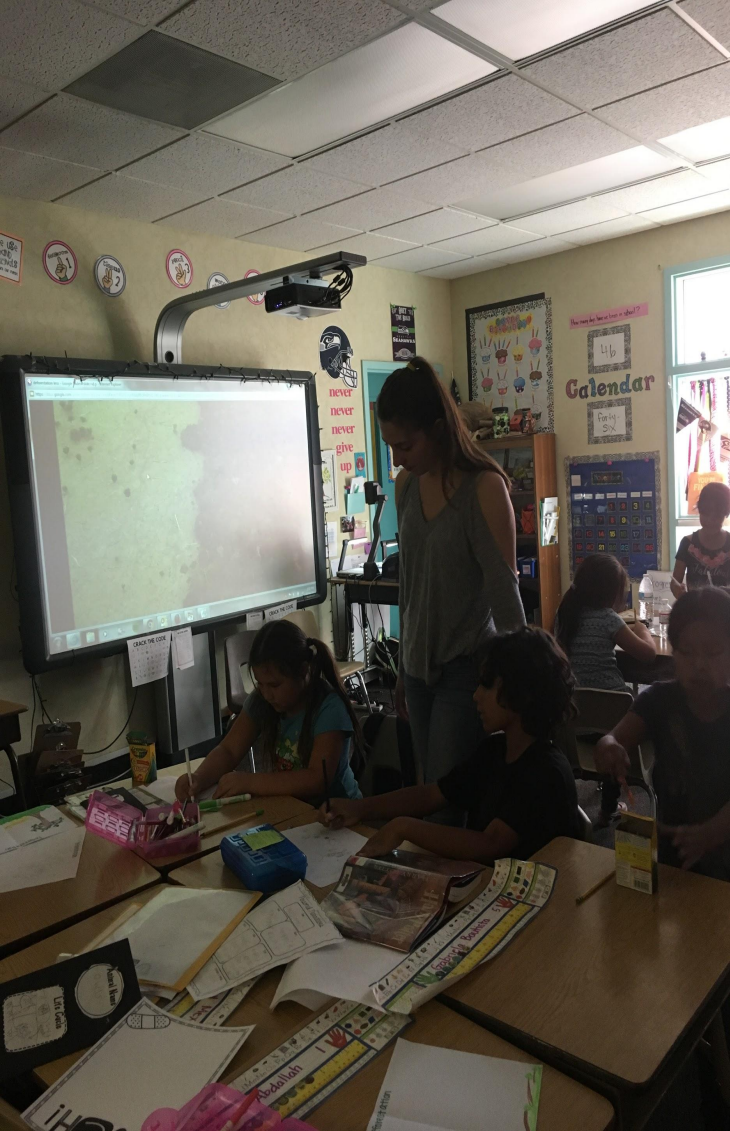
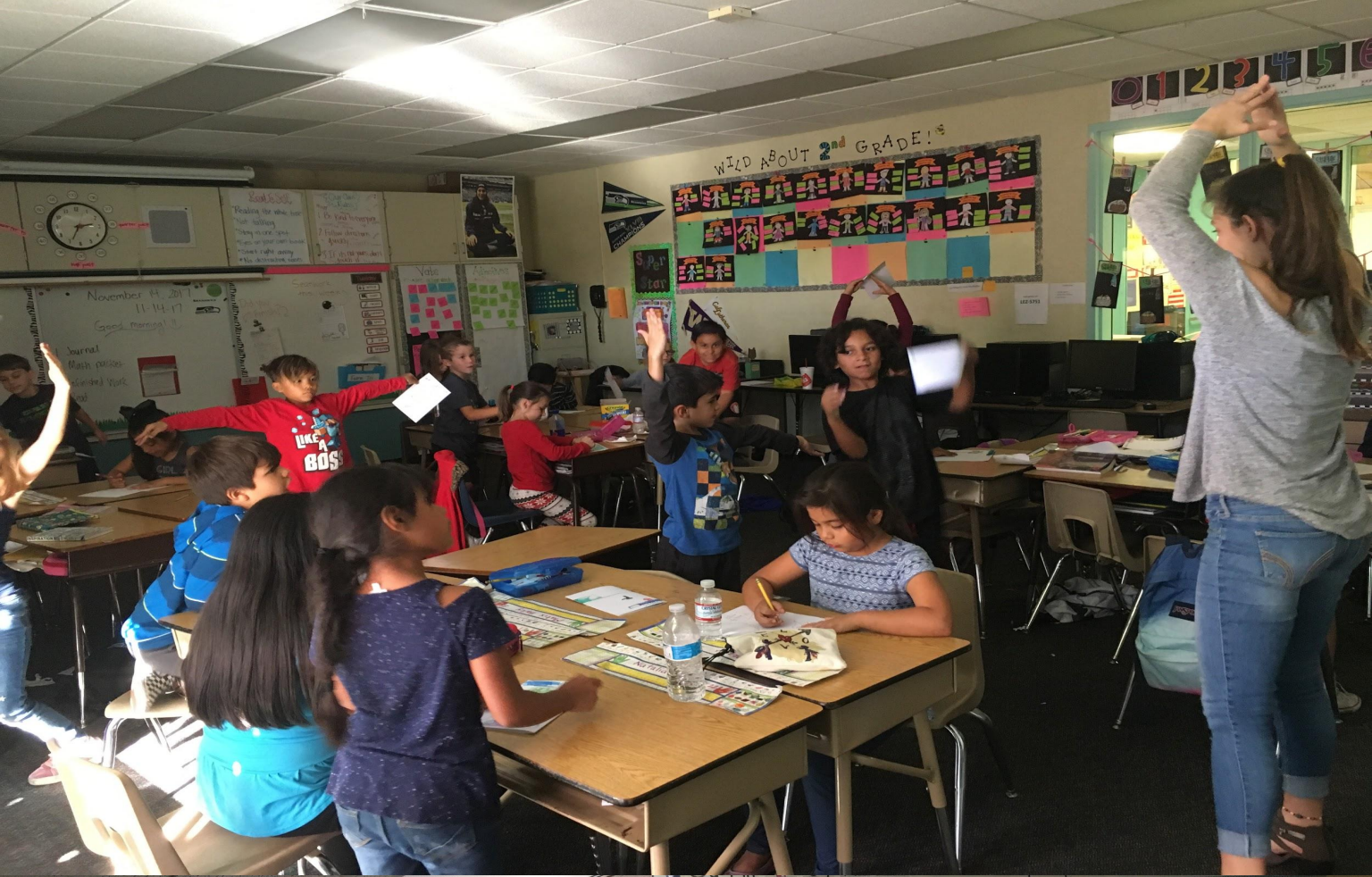
B. Assessing Student Learning

11. Reflection after lesson

My students did meet the learning goals, and I know this by looking through each of their illustrations. Although some students did get a little bit more creative in terms of what animals lived in their forest's, they all illustrated the -pre and -post deforestation examples on their papers. I feel that after I taught this lesson I learned a lot about myself as an educator, as well as learned a lot about second graders. I am more aware of how my voice carries in a smaller classroom, and that to some students it may seem as though I am yelling, when in reality I just have a loud voice, so I have learned to monitor that better. As far as student engagement, the students were all very excited to watch the opening "science robot" video, and I would say at least 90% of the class was interested in drawing, and sharing their deforestation illustrations. Although I did not get 100% class participation on the drawing portion of my lesson, I made note of the students that were not as engaged, and made sure to come to their desk frequently to encourage more colors, or animals etc. I did have an attention getter for when the students got a little too rowdy or distracted, and it went like "when I say go, you say green!", which worked nicely, and definitely got the students engaged, however the cooperating teacher said that I should have explained it to the students what going green means, and how it ties into the lesson, which I had not thought of previously. If I were to teach this lesson again, or keep anything in mind for future lessons, it would be making sure I have enough time to let the students color and draw, I had assumed students wouldn't take too long to draw trees etc. but they got very into drawing their forests, and took longer than I thought, and sadly had to stop the activity earlier than they wanted. I definitely need to keep my voice level monitored, and make sure that I am going to every student, or desk clump during the activity to show my students I am there for them and their success. I would also like to tie in some language arts, and literature into this unit by incorporating *The Lorax*, and having the students write and reflect how the book's ending made them feel, and how they would have reacted if they were in the Lorax's position. Overall though I really enjoyed this lesson and the students participation.

Franny's Pictures





Amanda's Lesson Plan : Glacier Melting

Date: 11/14/17

School: Campus Canyon College Preparatory Academy

Teacher Candidate: Amanda Romero

Cooperating Teacher: Mrs. Alldredge & Mrs. Hargreaves

Credential Type:

Multiple Subject

Supervisor: Dr. McCambridge

Grade Level/Subject: 2nd grade/
Earth Science

1. Class Description							
Class		Ethnicity		English Proficiency		Students with Exceptional Needs/Disabilities	
# Students	18	Asian	n/a	EO	n/a	IEP	1
Genders	M- 8	Black/African Amer.	n/a	IFEP	n/a	504	n/a
	F- 10	Filipino	1	ELs- ELCAP levels: Emerging Expanding Bridging	Levels: 1. Below 2. Below average 3. Average 4. Advanced	GATE	n/a
		Hispanic	8			Health Care Plan	n/a
		Other	1				
		White	8				
*Special circumstances: One child is accompanied by a one-on-one aid at all times. (Aid is a behavioral therapist)							

2. Universal Access

What do you need to consider in order to support your students while planning this lesson?

- I need to consider that there are four levels of student learning in my classroom. There is one group that is very behind in their learning two groups that are average/on track and one group that is highly advanced in their learning. I must consider how I instruct the students in order to meet all learning levels.

What adaptations (accommodations or modifications) will be necessary for your students with exceptional needs/disabilities and English Language learners?

- There is one student with exceptional needs and it will be necessary to provide him with detailed instructions. It will also be necessary for me to inform his aid of the plan for the lesson. I do not have any ELD learners.

Consider the factors that apply to your class demographics for this particular lesson:

Academic - As previously mentioned, I will provide accommodations for my student groups based on their academic achievement level. I will do this to ensure student learning amongst all students regardless of ability.

Behavioral - There are 3 students who have noticeable behavior issues that impact classroom instruction. In order to ensure student learning, I will provide special attention to these students in order to keep them on track. I will provide specific instructions and ultimatums if necessary because developmentally, the students are able to make their own decisions.

Cultural - In my classroom, it is evident that there are many cultural differences, thus it is key for me to understand that not all students will agree on or understand each concept mentioned in my lesson. I must engage diverse viewpoints in order to promote classroom community and student learning.

Ethical - For ethical reasons, I will not discuss the concept of global warming during my lesson. My rationale behind this is because global warming is a very politically based topic and as a teacher, it is crucial for me to remain unbiased and only present my students with concrete knowledge.

Language - I will use second grade appropriate language and vocabulary in order to promote student learning and comprehension.

Socioeconomic - Considering the art portion of my lesson, I must consider that not all students have access to art materials, hence some students may not know how to use the materials. I will give specific instructions to promote student success. In regards to the environmental portion of my lesson, I will consider the idea that not all students have equal access to environmental awareness education; therefore I will introduce the lesson with great detail and willingness to answer all questions that students may have.

3. Content Standards

A.) Content standard(s): 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Rationale:

- Students will discuss glaciers and how they affect the arctic
- Students will conduct a science experiment to illustrate how glacier change and melt over time

Language Arts Common Core Standards: 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

Rationale:

- Students will discuss their observations of the glacier melting activity in groups and demonstrate their knowledge of glaciers by listening different environmental specific qualities.

B.) ELD standard(s): W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)

Rationale:

- Students will demonstrate their understanding of glaciers by writing a list of what causes glaciers to melt.

4. Learning Objectives

Rationale:

- Students will define glaciers and verbally list examples of different environmental factors that contribute to glacier melting.

ELD Language Objectives

Rationale:

- The students will observe and participate in activities that emphasize group discussion and the use of new vocabulary words.

5. Assessments

Diagnostic

(pre-assessment)

Think, Ink and Share: Prior to beginning the class activity, I will ask the students to think about their initial thoughts in regard to environmental awareness and arctic climates. After about 20 seconds, I will ask the students to each write down their most important thought. Then I will instruct the students to share their thoughts within their table groups. Then in a whole group discussion, I will have one member from each table group share what his or her group discussed.

Formative

Round Robin: While the students are working on their ice melting experiments, I will pass around a large piece of paper that asks the students to reflect on their findings thus far. Each group will record an answer to an open-ended question and then pass the chart along to the next group. Once each group has recorded their progress, I will instruct the students to stop what they are currently doing so the students can reflect on their progress and ask any questions if needed.

Summative

Three-Two-One: To assess student work, I will evaluate student work based on a three-two-one rubric. Three points will be a perfect score while a one indicated that the student needs to improve. I will have a rubric for each student and record evaluations accordingly.

- **Three points**: Students participated actively in class discussions; worked well with their groups to complete the activity; and drew conclusions from the results of the activity.
- **Two points**: Students participated in class discussions; worked with their groups to complete the experiment; and drew some conclusions from the results of the activity.
- **One point**: Students participated only minimally in class discussions; did not work well with their groups and did not complete the activity; and had difficulty drawing conclusions from the results of the activity.

Rationale: The think-ink-share assessment will be the most effective pre-assessment because it will allow the students to consider their thoughts without being affected by other students. The round-robin formative assessment will be effective because it will encourage group cooperation and discussion, while at the same time allowing me to assess how the students are progressing through the lesson. Finally, the three-two-one rubric will provide me with criteria to grade my student's work upon.

Vocabulary

Tier I	Tier II	Tier III
<ul style="list-style-type: none">• Ice	<ul style="list-style-type: none">• Define	<ul style="list-style-type: none">• Canyon
<ul style="list-style-type: none">• Melting	<ul style="list-style-type: none">• Conclusion	<ul style="list-style-type: none">• Erosion
<ul style="list-style-type: none">• Sand	<ul style="list-style-type: none">• Discussion	<ul style="list-style-type: none">• Glacier
<ul style="list-style-type: none">• Cold	<ul style="list-style-type: none">• Describe	<ul style="list-style-type: none">• Landform
	<ul style="list-style-type: none">• Experiment	<ul style="list-style-type: none">• Natural forces

Rationale: The tier I words are commonly known as spoken in language. The students ought to know each word due to the frequency of utilization in everyday language. The tier II words are high frequency words that are commonly used by those with a more mature set of vocabulary skills. The students will understand the meaning of these words as we will use them as scientific terminology during the experiment. The tier III words will be new to the students and are essential to the lesson content. The students will become more knowledgeable about glacier melting through the understanding of the tier III words.

7. Materials and Resources

- Paper and pencils
- Ice cube tray
- Water
- Paper towels

Rationale: The materials listed give students the opportunity to participate in hands-on learning. The students will use paper and pencils to record their data, ice cubes to experiment the concept of a melting glacier, water to rinse their hands when the experiment is complete, sandy ice cubes to mimic the concept of corrosion, plastic cups to rub the ice cubes against in order to melt the glacier and finally, paper towels to dry the students' hands.

8. Technology

What technology will be utilized in lesson presentation?

- Smartboard

In student engagement and response?

- Google images

Rationale: I will use the smartboard to display images of glaciers from Antarctica and Greenland. The purpose of this is to allow the children to view real glaciers in nature.

9. Instructional Design

Background and connections:

- The purpose of this lesson is to teach students about why it is important to protect the environment.
- This lesson is linked to an environmental unit of student that is being presented by myself, Jonah Hobbs and Francesca Reed. Jonah is presenting on the importance of recycling and Francesca is presenting on the negative impacts that deforestation has the the environment.
- This unit is occurring in a 2nd grade classroom at Campus Canyon Elementary by virtue of Mrs. hargreaves and Mrs. Alldredge.
- This content important for my students because it is crucial for all to learn to be environmentally aware. It is key to inform my students so they will grow into responsible and environmentally friendly individuals.
- This lesson connects to art, language art and public speaking standards. The lesson also connects to contemporary society because environmental issues are more prominent in today's society, hence why it is important to teach students what they can do to help the environment.

Grouping Strategies:

How will students be working in this lesson? What group arrangements will you use? Why?

- Lesson introduction: whole group
- Lesson body: whole group
- Guided practice: whole group
- Independent practice: small groups (table groups)
- Lesson closing: whole group

Students will remain in a whole group while we discuss the content of the lesson. The purpose of this is to directly address the class as a whole and to insure that everyone comprehends and hears the the information about glaciers. The students will work in small groups as the experiment with the ice melting. The purpose of this is to allow the students to focus more independently on their own findings and understandings of how/why ice melts. We will close the lesson as a whole to reflect on any questions and comments that the students may have.

Plan	Universal Access/Differentiation	Feedback Strategies
<p>Lesson Introduction (5 mins)</p> <ul style="list-style-type: none"> I will activate prior knowledge and prerequisite skills by asking students to think about what they know about glaciers and cold climates. Then the students will write down their thoughts and then share their thoughts with their 	<ul style="list-style-type: none"> For my students who would rather not engage in group discussion, I will allow these students to write down their thoughts and submit them to me. 	<ul style="list-style-type: none"> I will give students <i>immediate</i> feedback about their thoughts that they share with the class. I will tell the students what they have defined correctly and adjust what they have not.

<p>tablemates.</p> <ul style="list-style-type: none"> I will you engage student interest and motivation by doing an interactive activity where the students will come to the front of the class and help me explain what causes glaciers to melt and what impact it has on the environment. Students will do this by reading a piece of paper with information on it and taping it onto the right category on my large notepad. To introduce the lesson, I will have the students identify any prior knowledge that they have about glaciers. I will then have students come up to the smart board and identify where Greenland and Antarctica are. 	<ul style="list-style-type: none"> For students who would rather not engage in an active activity, I will allow them to sit quietly and observe the activity. 	<ul style="list-style-type: none"> I will provide students with positive feedback about their courage to speak in front of the class. I will give non-verbal cues of affirmation while the students tape the key points onto the large notepad. I will provide students with genuine praise if they know specific facts about glaciers from prior knowledge. I will correct and redirect incorrect information students may have.
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Lesson Body (20 mins)

· Direct Instruction (5 mins)

- I will show the students images of glaciers from Greenland and Antarctica. I will define what a glacier is and explain the differences between the glaciers found in Greenland and Antarctica.

· Guided Practice (5-10 mins)

- As a class, we will work together to determine what environmental factors cause glaciers to melt as well as some man made factors that cause melting. We will then work together to determine

why Glacier melting is negatively impacting the earth.

· Independent Practice (10mins)

- Students will do an ice melting experiment. Students will begin by sketching a glacier of their choosing. Next, students will use ice cubes to paint their glacier. Students will experience how the heat from their hands causes the ice to melt, similarly to how the sun causes glaciers to melt.

- If students have a difficult time comprehending glaciers, I will have a more advanced student assist the student who is having trouble

- For students who are unable to use creativity to draw a glacier, I will display a sample glacier on the smart-board for students to replicate.

- I will correct and redirect any information that does not exactly answer why glaciers melt/how it impacts the earth. I will give non-verbal forms of affirmation while a student is sharing correct information.

- I will walk around the classroom while the students are sketching their glaciers. I will affirm well-done work and redirect work that is not done at the student's best effort. I will highlight specific skills that students are excelling in and offer points of improvement if necessary.

Assessment

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• The purpose of my pre-assessment is to see what prerequisite knowledge and skills that the students. Based on the assessment, Based on the data collected from the pre-assessment I will determine how to proceed in my lesson.• The formative assessment will determine if student learning is being accomplished based on the instruction portion of the lesson.• <i>I will know that my learning goals have been accomplished based on my summative assessment. I will also determine if student learning has occurred based on constant observational assessment.</i>• The data collected from my lesson will help me to determine how to teach future lessons. I will learn in my instructional strategies were effective and what I can do to make my strategies more effective. I will determine this through throughout personal reflection and through supervising teacher comment reflection. | <ul style="list-style-type: none">• I will assess student work based on correctness of information. I will not assess student work based on artistic ability in order to provide each child with an equal opportunity to be successful. | <ul style="list-style-type: none">• I will provide verbal feedback on student knowledge. I will also provide written feedback in the form of a rubric. |
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Lesson Closing (5 mins)

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• I will review what the students have learned by asking the students to define the term glacier. Next I will ask each student to list one reason about why glaciers melt or one reason why it negatively impacts the earth.• I will have scaffolded for the next lesson by introducing the topic of man made emissions that hurt the environment. The next lesson will introduce deforestation and how the the process of human beings chopping down trees negatively impacts the earth. | <ul style="list-style-type: none">• If students are unable to speak publically to list their answers, I will offer the option of writing down their answers and submitting them to me after the lesson concludes. | <ul style="list-style-type: none">• If the students provide correct facts, I will provide immediate feedback affirming the correct answer. If the answer is incorrect, I will redirect the response and help guide the student toward the correct answer. |
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10. STRIVE and TPE Focus

Strive:

- Serve as mentors and models for moral and ethical leadership.
- Include and respond to the needs of all learners

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

- *Science*: Explain and demonstrate scientific concepts, principles, investigation, and experimentation. Emphasize accuracy, precision, and estimation.

TPE 3: Interpretation and Use of Assessments

11. Reflection(s) After the Lesson

Did your students meet the learning goals you set? How do you know?

- Yes, my students met the learning goals I set. My learning goal was for the students to define glaciers and verbally list the contributing factors to glacier melting. During my lesson, I was constantly assessing my students. I was listening to conversations and individually asking students to define and list reasons for glacier melting.

How will this lesson's outcomes inform your future lessons? What do the data demonstrate about student learning?

- This lesson was the first in a unit on environmental awareness. I was able to scaffold the next three lessons by introducing the concepts of man-made pollution, as well as environmentally made pollution. I assimilated new information about environmental awareness into the students by allowing them to incorporate previous knowledge into the new lessons learned. I prepared the students to accommodate the new information they would later learn in the following lessons that might challenge and change previous mental stigmas that they students may have had about the earth/environment.
- From my pre-assessment, I was able to determine that the students had little knowledge about the arctic. From this data, I determined that I needed to give a more in depth explanation during the instruction portion of my lesson. From my formative assessment, I determined that the students understood the different factors that contributed to glacier melting. From my final assessment, I noticed that the majority of the students grasps the concept of glacier melting and why it has a negative impact on the environment; however, some students did not understand the long-term impacts and its severity.

Were your students engaged? How do you know?

- Yes, my students were engaged as I know this because the students were actively engaged in eye contact and the want to participate. The students asked questions and responded to my questions as well. I can also confirm that my students were engaged because they all accomplished my learning goals.

Evaluate your behavior support strategies. What worked well for students? How did you know? What can you improve for the next lesson?

- My behavior support strategy that worked was the classroom quiet symbol. I know it worked because the students became silent when I raised the symbol. For future lessons, I can introduce a unique symbol at the beginning of the lesson and establish more clear expectations for the students to follow.

Analyze your teaching- what would you do the same in repeating this lesson? Differently?

- I would repeat my instruction portion of my lesson as well as my guided practice. I would also repeat the art portion of my lesson plan. However, I might conduct the art portion outside because it did end up being a very messy activity. I would also do a better job explaining clean-up procedures for when the students completed their projects.

Amanda's Teaching Pictures







Teaching Video



Jonah's Lesson Plan : Recycling

Date: 11/8/17

School: Campus Canyon Elementary School

Teacher Candidate: Jonah Hobbs

Cooperating Teacher: Mrs. Hargreaves/Mrs. Aldredge

Credential Type:

Multiple Subject

Supervisor: Dr. McCambridge

Grade Level/Subject: Second

1. Class Description

Class		Ethnicity		English Proficiency		Students with Exceptional Needs/Disabilities	
# Students	18	Asian	n/a	EO	0	IEP	1*
Genders	M-8	Black/African Amer.	n/a	IFEP	0	504	n/a
	F-10	Filipino	1	ELs-ELCAP levels: Emerging Expanding Bridging	0	GATE	n/a
		Hispanic	8			Health Care Plan	n/a
		Other	1				
		White	8				

*Special circumstances: Only 1 that we were informed of, there are some other potential IEPs that I will have to focus on a little more in the class, but are less severe.

2. Universal Access: This class is bright but does have some attention problems. I'm going to need to keep everyone focused in order to effectively teach this lesson and will do so by keeping the different parts of my lesson short and appealing to the students. I will also keep students engaged by stopping the presentation to ask questions frequently, so as to assess whether the students are paying attention or not and also to further their understanding on the subjects of recycling and plastic waste.

3. Content Standards

A.) Content standard(s):

Next Generation Science Standards:

ETS1.A: Defining and Delimiting Engineering Problems

§ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)

§ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)

§ Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)

LS4.D: Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

ETS1.B: Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

Rationale: This science content standard was chosen because I want my students to think about recycling, address the problem of plastic waste, and brainstorm possible solutions to the problem through creating new structures or machines to reduce the amount of plastic waste in our landfills and oceans.

Language Arts Common Core Standards:

SLS CC-2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SLS CC-4a.: Plan and deliver a narrative presentation that: recounts a well elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

Rationale: These Language Arts content standards were chosen because I want my students to be able to recall information presented to them orally as well as be able to make a presentation that shows clear understanding of the subjects discussed at the beginning of the lesson.

4. Learning Objectives

Students will identify different parts of our ecosystem (landfills and the oceans) that are being affected by plastic waste. Students will, in groups, examine different possible ways to reduce plastic waste in our society. Students will, in groups, construct a theoretical machine to solve the problem of plastic waste in our ecosystem both through illustrations and dramatization of the concept.

Rationale: These are the different learning areas that my lesson will address, and these are the goals that I want my students to be able to take out of my lesson.

5. Assessments

Diagnostic (pre-assessment)	Formative	Summative
<p>At the beginning of the lesson I will assess the students' prior knowledge on plastic waste by asking them what they know already about recycling. This will hopefully open up a discussion with the whole class about what recycling means as well as what can be recycled, which I will use to determine what additional information I need to present to the class before I teach my lesson.</p>	<p>I will assess my students understanding of each topic as I present it to them by asking questions frequently to keep the students engaged. I will also be formally assessing students during the first part of my lesson by watching their faces to see how engaged they are, as well as their body positions to see if they are getting restless. After the whole class part of the lesson I will walk around to each table group and assess the students' understanding of plastic waste and recycling by asking them questions like: "What are the two main areas in our ecosystem being affected by plastic waste" and "What are the three R's that will help to reduce plastic waste". If the students are unable to answer my questions I will guide them to the answers by either letting one of their classmates help them find the answer or by telling</p>	<p>After the <u>lesson</u> I will do a final assessment of each group's project as well as their individual understanding of recycling and plastic waste by grading their presentations based off a rubric that I've created. The rubric will assess four different areas of the finals project: Understanding of the concept, artwork/description of their machine, presentation, and group work. I will determine their understanding of plastic waste by determining whether they know what places are being affected by it as well as how to combat the problem of plastic waste, I will determine their artwork and description of their machine by how well it's drawn as well as how well they were able to describe the machine on paper, I will evaluate each group's presentation of their machine based on if everyone had a part in the machine as well as if they are able to act out how it works, and finally I will assess how well they are each able to work in their groups.</p>

	<p>them what the correct answer is. Finally, during the active learning part of the lesson I will assess my students' understanding of plastic waste and recycling by watching their presentations of their recycling machines to determine whether they know the areas being affected by plastic waste as well as where the plastic waste has to go after it is picked up and removed from the ecosystem.</p>	
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Rationale: these assessments will be used to determine whether students are engaged in the lesson as well as what they are taking out of each individual part of the lesson. The summative lesson will be used to determine how much students learned from the lesson.

6. Vocabulary

Include language considerations for students with exceptional needs/disabilities and English Language learners.

Tier I Recycling, Reduce, Reuse	Tier II Litter, Landfill	Tier III Ecosystem
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Rationale: If any of the students have trouble with any of these words, I will make sure to stop the class and explain to everyone what they are so that the students are able to effectively participate in the lesson.

7. Materials and Resources

I have a worksheet that I created for the students to draw their machine on and explain how it works, as well as a power point presentation that will teach them all the information they need to take part in the group work part of the lesson.

Rationale: these materials and resources will be used to assist in the lesson to help students gain a better, more in depth understanding of plastic waste and recycling.

8. Technology

What technology will be utilized in lesson presentation? In student engagement and response?

I will be presenting the first part of the lesson as a power point, so I will need access to a computer and a projector. The classroom which I will be teaching my lesson in has both of these, so it shouldn't be a problem.

Rationale: By presenting most of the information in a power point I hope to keep students engaged long enough to teach them the necessary information so that they can take part in the group work part of the lesson.

9. Instructional Design

Background and connections:

What is the purpose of this lesson? Is this it linked to a unit of study? How and where in the unit is this occurring? Why is this content important for your students? What connections are there to other subject areas, the students' lives, or contemporary society?

This lesson is the third lesson of an environmental science unit that aims to teach my students environmental awareness on important issues such as deforestation, recycling, plastic waste, and glacier melting. This is the last lesson before the service learning part of the unit, and is important because it introduces the students to the problem of plastic waste that our society is facing. This unit will prepare the students for the final lesson in that it will teach them all they need to know about plastic waste and recycling and will motivate them to take action in the form of the service learning project. Furthermore, this lesson will incorporate Next Generation Science Standards with Language Arts Content Standards to teach students about plastic waste and recycling in a cross-curricular way that will be engaging as well as fun and educational. I will also be incorporating active learning into this lesson to keep students engaged and focused on the tasks they will be doing while also presenting them with the information in a non-traditional way.

Grouping Strategies:

How will students be working in this lesson? What group arrangements will you use? Why?

I will begin the lesson with the whole class together to present the information that the students will need to successfully take part in the rest of the lesson. After the whole class part of the lesson I will have the students break up into their table groups to create their projects as well as their demonstrations. This part of the lesson will take up the most time, but I want the students to work in a group as opposed to by themselves because it will give them the opportunity to work together and strengthen each other's understanding of the concepts we will be discussing. I will not be doing any individual work in this lesson because I want the students to work in groups as much as possible.

Plan	Universal Access/Differentiation	Feedback Strategies
<p>Lesson Introduction (2 mins) At the beginning of the lesson I will ask students what they know about recycling to determine how much information I have to give them on the subject to prepare them for my lesson. This will also hopefully start a conversation on whether recycling is important or not so the students can go into the lesson with open minds as to how important recycling is in our society.</p>	<p>If needed, I will steer students in the right direction with guided questions aimed to help them come to the conclusion of a good definition for recycling. If they are unable to define recycling clearly and effectively, I will take an additional 1-2 minutes to define it for them so they are able to better understand the lesson as a whole.</p>	<p>I will be listening to students as they answer questions to determine how engaged they are in the lesson and whether or not I need to explain recycling and plastic waste more in a more in-depth way before the lesson actually starts.</p>
<p>Lesson Body (5 mins)</p> <ul style="list-style-type: none"> • Direct Instruction (___ mins) I will present my lesson on plastic waste to the class while they are seated on the carpet with a power point which will discuss all 	<p>If students begin to lose focus during this part of the lesson, I will keep them engaged by asking more questions based on what we are talking about and avoid just lecturing to them. If it seems like the students are completely unfocused and not</p>	<p>I will be watching students to see how engaged they are and judge based on their faces and answers to my questions how invested and engaged they are in the actual lesson. If they aren't engaged at all, I may have to change this part of the</p>

<p>the areas being affected by plastic waste as well as strategies to reduce plastic waste in our ecosystem, after which we will, as a whole class, talk about the concept of reduce, reuse, and recycle, and mention that by doing those things the students will be able to make our planet a better place.</p> <ul style="list-style-type: none"> • Guided Practice (3-5 mins) <i>"We do..."</i> The students and I will brainstorm different solutions to the problem of plastic waste and will write down the solutions on the board. This will act as preparation for the independent practice part of the lesson, as the students will formulate their own opinions on plastic waste and be able to articulate them in this part of the lesson. 	<p>engaged after I try the first strategy, I will move the lesson to the next part and attempt to fill each group in on whatever we don't get to in the power point.</p>	<p>lesson half-way through.</p>
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<ul style="list-style-type: none"> • Independent Practice (10-15 mins) "You do..." <p>The students will break up into table groups to create and illustrate a hypothetical machine to help reduce plastic waste in one part of our ecosystem (either landfills or oceans), and will act out how their machine works for the whole class.</p>		
<p>Assessment</p> <p>The main way I will be assessing the students' knowledge of plastic waste as we progress through the lesson will be by asking them questions regularly and often. After each slide in the power</p>	<p>I may have to work more one-on-one with certain students if I'm not able to assess them as part of the group, but this can be done by working closely with them and their group during the group work part of the lesson. If only one student in a group doesn't understand a concept. I</p>	<p>If, during my assessment at any stage of the lesson, I feel as though the students are not engaged or are having trouble understanding what we are talking about, I will attempt to have a group member help them or will work with them individually.</p>
<p>point I will ask a question to the group about what we just discussed to keep them engaged and to determine if I need to talk more on the subject that we were discussing. While they're in groups I will go around to each group and ask them questions about the functionality of their machines as well as what they remember from the power point itself. I will also assess whether the students are engaged or not by looking at their faces and body positions during all parts of the lesson.</p>	<p>will try to have their group members explain the concept to them before I try to work individually with them.</p>	
<p>Lesson Closing (5 mins)</p> <p>At the end of the lesson I will bring the whole class back to the rug and hold a closing question session to determine if they got what I wanted them to out of the lesson. This will also serve as a way to see if the students had fun during the lesson.</p>	<p>If the students are completely disinterested at the end of the lesson, I may scrap the Q&A session and end instead by reminding them of what we learned and thanking them for their time.</p>	<p>If I determine that the students are completely unengaged at the end, I will use this feedback to go in a different direction for the closing part of the lesson.</p>

10. STRIVE and TPE Focus

Identify 1-2 aspects of the STRIVE statement and 1-2 TPEs that will be demonstrated in your lesson.

Include and respond to the needs of all learners

Empower individuals to participate in educational growth and change

TPE1: Engaging and supporting all students in learning

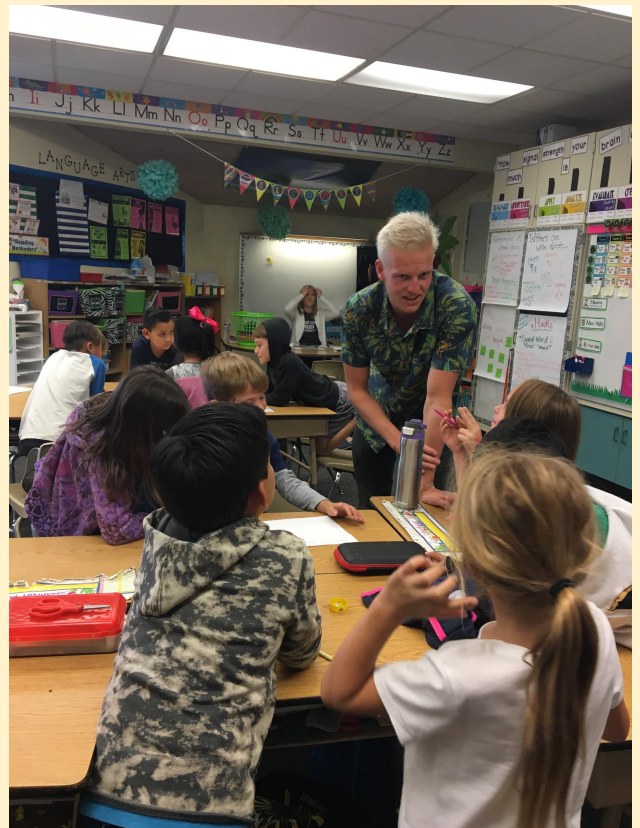
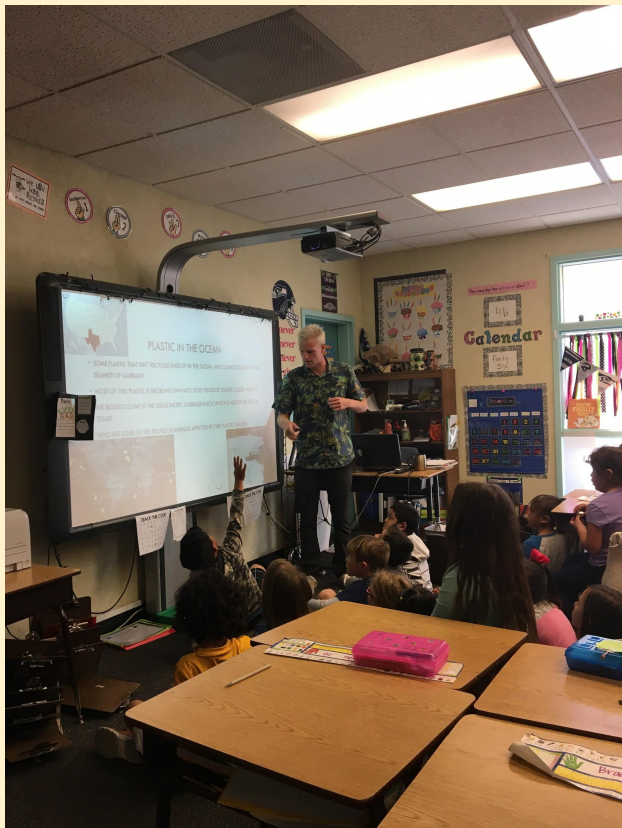
TPE 6: Developing as a professional educator

Rationale: All of these parts of the STRIVE statement and the Teaching Performance Expectations will play a big part in how I teach students in this lesson as well as how I grow as a teacher from this lesson. I will look to engage and support all my students as well as to look inwardly and grow as I teach this lesson.

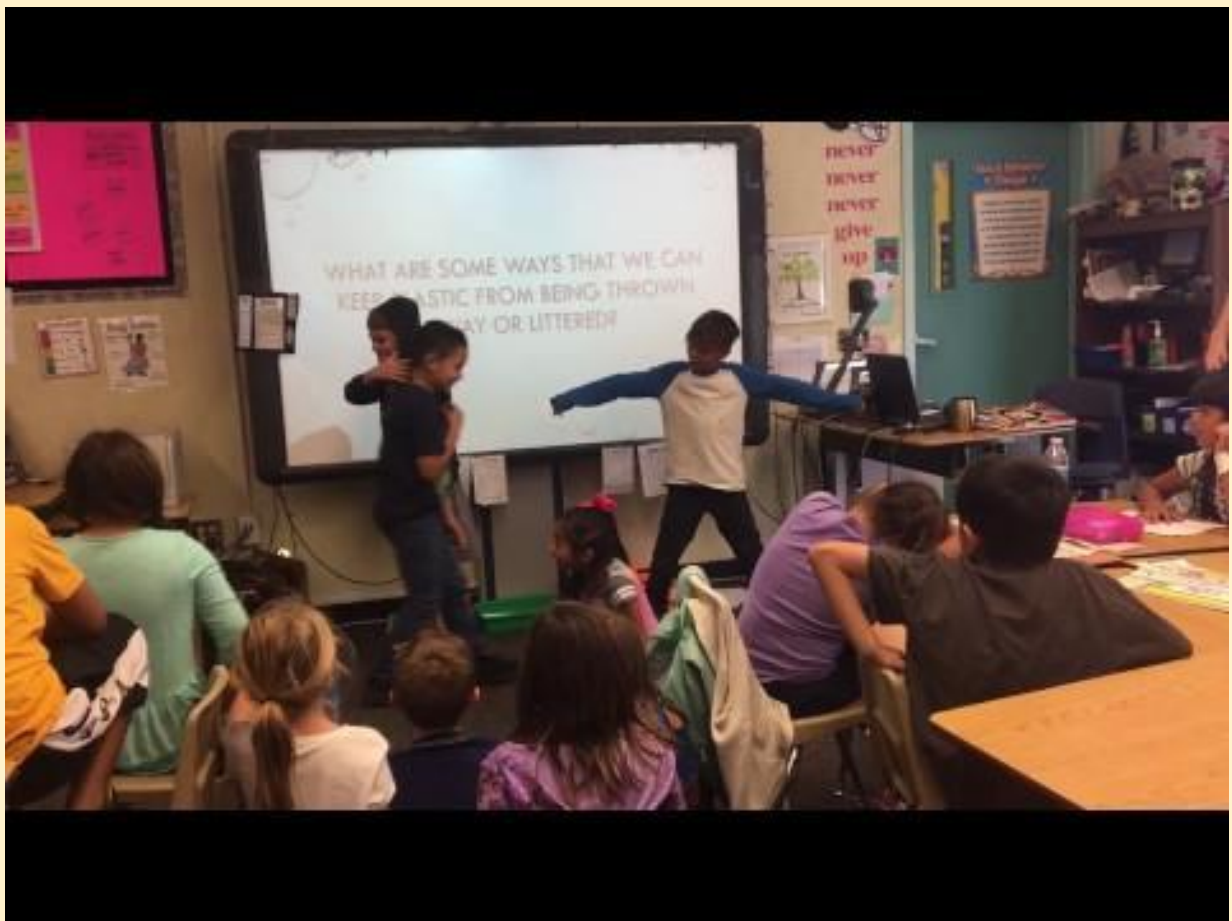
11. Reflection(s) After the Lesson

Overall I was very happy with how I taught my lesson as well as how the students responded to my teaching, but there were definitely some areas that I can and need to improve upon as I continue to progress toward my goal of becoming a teacher. The first and most important area that needed improvement in my lesson was my classroom management. Though the class was good for the most part at staying quiet and engaged in their work, I was unable to quickly and effectively keep them on task at times, and I also had trouble a few times with getting the whole class' attention to start the next part of the lesson. Next time that I'm in a classroom I will learn how the teachers already keep their students' attention, or I will establish my own way of doing so, so as to not have to waste time trying to refocus and quiet students when they begin to get off task. Another area that needed improvement in my lesson was in giving clear and effective instructions. When I explained the group work part of the lesson to the students, I should've explained better that they had to work as a group to come up with and draw their machine, as some of the students were confused about this part of the lesson. I also wish that I had given a demonstration of how to act out the different parts of a machine beforehand, as most of these students hadn't done anything like this before in class. Finally, I needed to be a little clearer when presenting the main part of the lesson to the class, as some of them were confused about certain things that I'd written down in the slides. I was impressed, however, with how well the students were able to work together in their groups (other than one group of students who refused to work together), and was very happy with the imagination and creativity reflected in each group's final presentation. The students were all able to effectively tell me what areas of our ecosystem are being affected by plastic waste and were able to give me different strategies with which they could fight this problem. I was also impressed with how passionate the students were after the lesson about recycling, as they ended up getting on me after I tried to throw away a piece of paper (whoops). In all, I think my lesson effectively taught the students about plastic waste and recycling, but could be improved upon if I want to teach a similar lesson in the future.

Jonah's Pictures



Jonah's Teaching Videos



Student Work

Recycling Machine

Daisy Natalia Matix Jony Maxi

How does your machine work? _____

Names: Skye #4 Sergio #7 Logan #21 Lizbeth #9

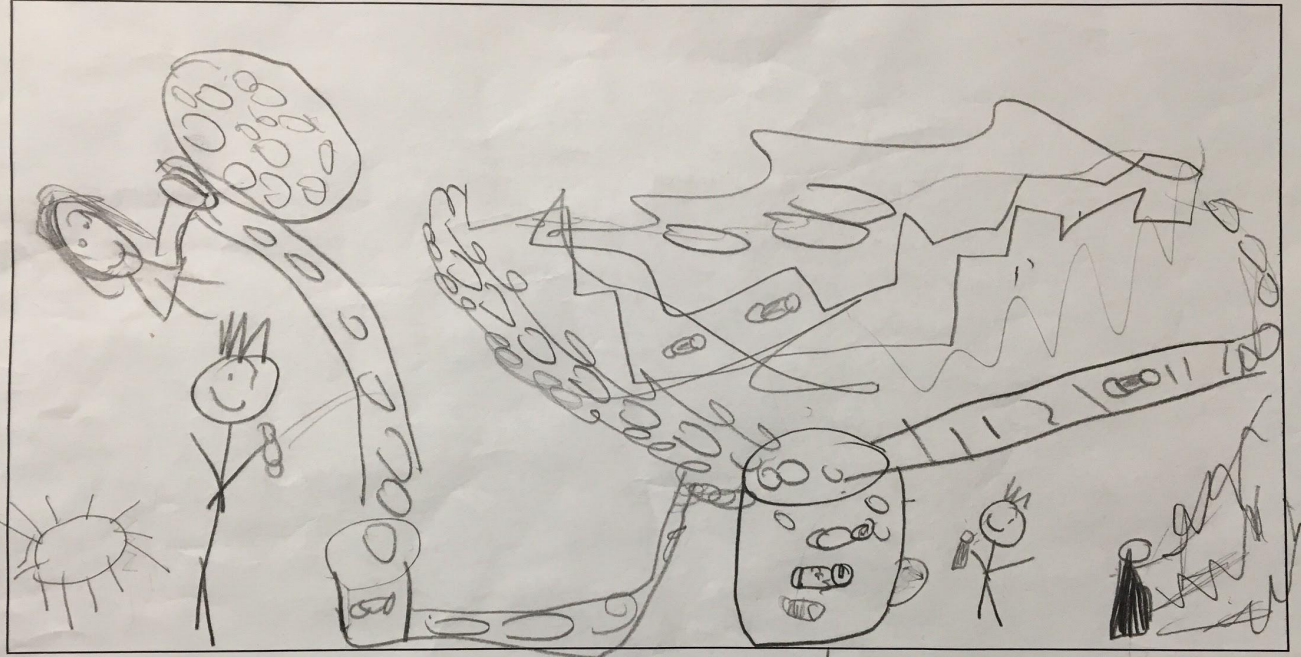
Recycling Machine

Recycling place Recycling

How does your machine work? My machine says and the + (99) 999 to land 7-11 to kind my moshing is a graving hand
my moshing is a car anit had a graving hand. my moshing is a gravin hand

Names: Gabriel E 1991720# Juide N 19#
11-15-17

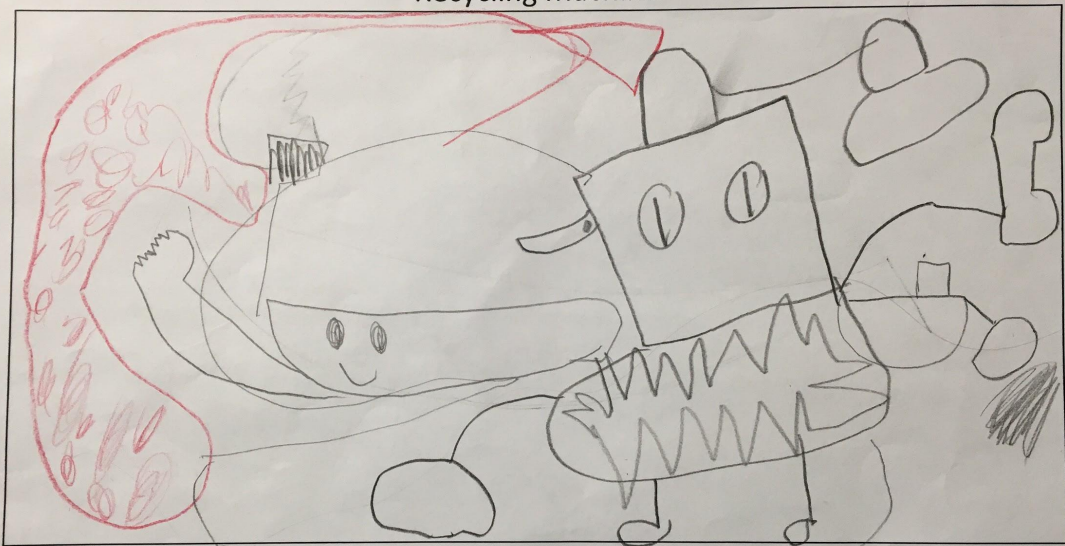
Recycling Machine



How does your machine work? There is a slide and falling
of the slide and man putting water in there.

Names: Landon Savohn zoe steve Brian Clara

Recycling Machine



How does your machine work? _____

Group Lesson



Date: 11/8/17

School: Campus Canyon
Elementary School

Teacher Candidate: Jonah Hobbs,
Francesca Reed, Amanda Romero

Cooperating Teacher: Mrs.
Hargreaves/Mrs. Aldredge

Credential Type:

Multiple Subject

Supervisor: Dr. McCambridge

Grade Level/Subject: Second

1. Class Description

Class		Ethnicity		English Proficiency		Students with Exceptional Needs/Disabilities	
# Students	18	Asian	n/a	EO	0	IEP	1*
Genders	M- 8	Black/African Amer.	n/a	IFEP	0	504	n/a
	F- 10	Filipino	1	ELCAP levels: Emerging Expanding Bridging	0	GATE	n/a
		Hispanic	8			Health Care Plan	n/a
		Other	1				
		White	8				

*Special circumstances: Only 1 that we were informed of, there are some other potential IEPs that I will have to focus on a little more in the class, but are less severe.

2. Universal Access

This is an extremely bright class, but this lesson is going to be taught at the end of the day when the students are not always as cooperative or focused as they are normally during the school day. Because of this, we will have to do our best to keep the class focused and engaged in the lesson by stopping disturbances immediately as they happen as well as keep the lesson short and engaging. Furthermore, this class does have some trouble working in groups on occasion, which could become a problem as this is a group based project. We will all work closely with the three groups to settle any disputes as they arise and keep them focused on the task at hand.

3. Content Standards

A.) Content standard(s):

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Rationale: While we will not be developing a new object or tool with the class, we will be discussing a situation that we want to change, which is plastic in landfills in the form of markers, and we will, as a class, create a way that we can help solve the problem, at least on a small scale.

Language Arts Common Core Standards:

SLS-PKI-4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Rationale: Our students will be presenting information they have learned throughout the week about environmental problems to other classes, and will need to do so in a clear, coherent way that presents the other second grade classes with information on why they should recycle markers.

4. Learning Objectives

Students will recall information presented earlier in the week on different problems affecting our environment.

Students will, in groups, assemble a speech to be given to the other second grade classes on the problems affecting our environment as well as our class' solution to the problem, which is the marker recycling box.

Students will demonstrate their understanding of the concepts of deforestation, glacier melting, and plastic waste by giving a clear and coherent, pre-prepared speech on how each problem is affecting our environment as well as ways that we can help solve these problems.

Rationale: These learning objectives hit the different areas of the lesson that we will be addressing, and are what we want the students to take out of the lesson.

5. Assessments

Diagnostic (pre-assessment)	Formative	Summative
At the beginning of the lesson we will ask the students a variety of questions about the previous three lessons from the unit to determine what we need to refresh for them as well as what they are able to recall from the previous lessons.	During the <u>lesson</u> we will determine what students know by continually asking questions about the environment as well as what they are going to be saying to the other class when we get in there. On top of this, we will assess the students on their ability to speak in front of the other class when they are actually giving their presentations.	We will further assess the class' understanding on environmental problems from the whole unit by continuing to go into the classroom after the unit is finished and asking students what they remember about deforestation, glaciers, and plastic waste.

Rationale: These assessments will be employed not only to see what students remember from previous lessons and how they are receiving this lesson, but also to see how engaged the students are in the lesson and whether we need to change the lesson to fit the class' needs as a whole.

6. Vocabulary

Include language considerations for students with exceptional needs/disabilities and English Language learners.

Tier I Markers	Tier II Service, Speech	Tier III Environment
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Rationale: If any students from any of the classes we visit are unsure about one of these words, we will clarify them.

7. Materials and Resources

We will be using scripts on the different problems that are affecting our environment that we prepare beforehand for the students

Rationale: These scripts will save time that would've been used creating the speech, and will also make sure the students know exactly what to say when they get into the other classrooms.

8. Technology

No technology will be used in this lesson

Rationale: We are not doing anything in this lesson that requires the use of technology, or that technology would enhance in any way, as this lesson is more based on our students recalling information from past lessons and presenting that information to the other second grade classrooms.

9. Instructional Design

Background and connections:

This lesson is the fourth and final lesson in the environmental studies unit that we've taught to this class, and is focused on recalling information from the previous lessons and using that information to teach other students about the environment. This lesson is designed to take all the information about the problems in our environment from the previous three lessons and use that information to teach other students one way that we can help reduce the problem. This lesson will also incorporate Next Generation Science Standards and Language Arts Common Core Standards from the previous lessons in order to teach the students this lesson.

Grouping Strategies:

The students will start as a whole class as we recap the information from the previous three lessons that will be needed for this lesson, and will then break into three groups for the rest of the lesson. This is to keep all students involved and engaged and also to speed up the process of presenting our service learning project to the other three second grade classrooms.

Plan	Universal Access/Differentiation	Feedback Strategies
<p>Lesson Introduction (5 mins)</p> <p>To introduce the lesson, we will all give a brief recap of the previous three lessons that will consist mainly of asking the whole class what they remember about the lessons. We will also use this time, if needed, to remind the students of anything they forgot that will be important to this lesson. After we finish this part, we will break the students into the three groups that they will be in for the main part of the lesson.</p>	<p>If the students don't remember anything from the other lessons, we will use this time to remind them of what information is necessary for this lesson.</p>	<p>We will assess how engaged the students are and will speed this part of the lesson up if the class starts to get restless or out of control.</p>
<p>Lesson Body (20 mins)</p> <ul style="list-style-type: none">• Direct Instruction (5 mins) The three teachers will each work individually with one of the groups to help them prepare to present to the other second grade classrooms. We will each use about five minutes to tell the students what is expected of them as well as what their role will be (as in what they will be saying) when presenting.• Guided Practice (5 mins) Our groups will then practice what will be said to the other second grade classrooms as well as in what order they will be saying their lines. This will be the time in	<p>If the students aren't cooperating with each other in their groups, we will work to make sure they are able to all work together. Furthermore, if a student forgets what they are supposed to say when they are presenting in front of the other class we will remind them in a way that doesn't call too much attention to them or embarrass them in any way.</p>	<p>If the students aren't doing very well in their preparation because they are nervous about speaking in front of others, we will encourage them to continue working at it and will continue to help them with anything they need.</p>

<p>which students prepare themselves to speak in front of the other students. The teacher working with the group will help to clarify any questions on word pronunciation and will also work with any students who are nervous about presenting in front of another class.</p> <ul style="list-style-type: none"> • Independent Practice (10 mins) <p>During the independent practice part of the lesson, the students will present what they have learned in groups to the other three second grade classes in the school. The students will present their speech in order, and the teacher helping each group will answer any questions that the class might have at the end of the lesson.</p>		
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<p>Assessment The main form of assessment that we will use during this lesson will be through asking the students' questions about what they learned from the previous lessons, as this knowledge will be crucial to the lesson itself. We will also assess whether students are engaged or not in the lesson by watching how they are interacting as well as whether they look interested or not, and will change it as necessary.</p>	<p>We will assess the one student who has an IEP differently than the other students, and will likely spend a little more time with them than the other students.</p>	<p>If any students do anything really well during the lesson, we will provide feedback by encouraging them to continue working hard and doing well.</p>
<p>Lesson Closing (2 mins) We will close our lesson by bringing the three groups back into our classroom and talking about what they learned about when presenting to the other classes. We will conclude with any other final remarks that we have and will thank the class and the cooperating teachers for their allowing us to teach the lessons in their classrooms.</p>	<p>If the students are really restless and won't calm down during the recap at the end of the lesson, we will keep that part brief and simple.</p>	<p>We will use this time to provide feedback on how the students did while presenting to the other classes.</p>

10. STRIVE and TPE Focus

Include and respond to the needs of all learners

Empower individuals to participate in educational growth and change

TPE1: Engaging and supporting all students in learning

TPE 6: Developing as a professional educator

Rationale: These statements from STRIVE and these TPE's will be focused on in this lesson as we keep all students engaged and empowered as they gain knowledge and understanding in the subject of the environment.

11. Reflection(s) After the Lesson

We were all very proud of our students during this lesson, as they achieved all of the learning goals that we set and were excellent during their presentations to the other classes. Our students were also very excited about the service learning aspect of the lesson, in which we presented them with a box in which to collect old, used markers which Crayola will turn into fuel. We were surprised at how many they had already collected by the next time we had gone into the classroom, showing us how excited the students were to help reduce plastic waste in the environment. As far as the actual lesson went, we were impressed with how focused the students were, even though it was the end of the day, as well as how enthusiastic they were about presenting to the other classes. Other than one of the students, we didn't have any problems with any of the students not wanting to get up in front of the other classes and talk. The one student we did have trouble with was able to overcome their nervousness and ended up doing a fantastic job. We did have a few students who had some trouble with not knowing how to pronounce words on their lines sheets, but they were able to overcome any difficulties they had during the practice portion of the lesson and ended up doing a fantastic job during their presentations. Again, we cannot even begin to express how proud we were with every student in their ability to present to their peers, and were overall extremely pleased with how this lesson went, as well as this unit as a whole.

Color - Cycle Drop Off Boxes!



Turn Markers



Into Energy!

Dear Teachers, Staff, Parents, and Students,

We are excited to tell you about a very special program we are coordinating at our school in conjunction with Crayola. It's called Crayola ColorCycle – an amazing new program devised to turn used markers into energy!

All around Campus Canyon College Preparatory Academy students and teachers will be collecting used markers that are ready to be discarded. The markers will be sent to a facility where they will be converted into clean fuel. This fuel can be used to power vehicles, heat homes, cook meals and more!

Please help support our efforts by sending your kids in with any used markers you may have around the house – even non-Crayola brand markers, highlighters and expo markers. Drop-off boxes will be located around the school for your child to deposit the markers.

Thank you in advance for participating! With the help of teachers, staff, parents and students like you across the country, the Crayola ColorCycle program can keep tons of plastic out of landfills each year.

Remember, don't throw out that used marker—*ColorCycle it!*

Sincerely,

Amanda Romero, Francesca Lopez-Reed & Jonah Hobbs

Interdisciplinary Educational Studies majors

Psychology minors

60 West Olsen Road Thousand Oaks, CA 91360

CalLutheran.edu

Learn more at <http://www.crayola.com/colorcycle>