

**Student Name:** Cynthia Pérez, Ben Green

**School Name:** Brunswick Acres

**Grade Level:** 3rd

**Host Teacher's name:** LaRocca

**A. PLANNING:**

Lesson Topic & Main concept (Big idea): Students will learn that everyone needs to do their part to reduce, reuse, and recycle to protect their environment. They will also learn different ways to do so.

Background information:

- a) Analysis of student knowledge : Students should have an idea about waste, natural resources, and ways to recycle. They should also know about how they recycle in their own lives.
- b) Teacher content knowledge: The teacher should know about reducing, reusing, and recycling. The teacher should also know the definitions to basic words such as reduce, reuse, recycle, natural resources, and waste. The teacher should know how to get the students to interact with the video by pausing at correct points and asking questions to gather information.

New Jersey Core Curriculum Content Standards:

- **5.1.4.B.3:** Evidence is used to construct and defend arguments.
- **5.3.2.C.3:** Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.

Objectives	Assessments
Cognitive: 1. The students will understand the meanings of reduce, reuse, and recycle.          2. The students will be able to discuss why it is important and give at least two ways to reduce, reuse, and recycle.	The students will demonstrate the learning by participating in the discussions throughout the movie.          The teacher will assess the students by observing the students during the discussions throughout the video and at the learning center.          The teacher will document the results at the learning center by taking pictures of the students working on the activity. The teacher will also take a picture of the end result and analyze to see if the students correctly did what they were supposed to.          The students will demonstrate the learning by completing the poster activity. As the assessment, the students will have to make a poster (printer paper) about why it is important to use the 3 R's and give at least two

	<p>ways to reduce, reuse, and recycle. [the teacher will make a sample poster to show the students an example]</p> <p>The teacher will document the results by collecting the posters and reviewing them. On each poster there should be reasons why the 3 R's are important and two ways to use the 3 R's.</p>
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### Materials:

- Computer with internet access:  
<http://www.brainpopjr.com/science/conservation/reducereuserecycle/>
- Printer paper
- Classroom supplies (crayons, markers, pencils, etc.)
- Learning center: tri-fold poster board, classroom supplies [we still have to go to the store to see what we're going to get for it]

### **B. PROCEDURE:**

#### 1. Motivational beginning & activating student's prior knowledge

- **Who has celebrated Earth Day before?** (me, not me, my parents sometimes tell me about Earth Day)
- **Who can explain what Earth Day is all about?** ( recycling, protecting the Earth, the ozone layer)
- **Why is it important to celebrate Earth Day?** ( to keep Earth safe, so we have a place to live, I don't know)
- **Earth Day is on April 22**

Activating prior knowledge: This will also be done throughout the video by stopping at each question and allowing the class to answer.

#### 2. Logistics/ Classroom management:

- Grouping:
  - For the video, students will sit on the rug audience style. After the video, they will go to their desks to start on the poster activity and the teacher will take one group at a time to the learning center.
- Timing: 40 min total
  - Motivational Beginning: ~3min
  - Video and discussions: ~ 15-20 min
  - Poster activity: ~ 20 min
    - Learning center activity: ~5 min ( one group at a time while poster activity is happening)
  - Clean up: ~2 min
- Transitions:
  - Before lesson, all students go to the rug audience style
  - Students will remain seated throughout the video

- For the poster activity, students will return to their desks with the supplies needed
- For learning center, each group will be taken one at a time ( this is happening throughout the poster time.
- student roles and clean up:
  - each group is responsible for their groups materials
  - Clean off desk, etc.
- technology (if appropriate):
  - Teacher will be using the technology to show the video and will be pausing at appropriate times.
- classroom management strategies
  - the class will sit audience style
  - if getting loud, “clap if you can hear me”
  - utilizing student groups- when taking over to the learning center

### 3. Lesson steps and Questions:

- 1) Gather all students to the rug audience style
- 2) Motivational Beginning and introduce Earth Day. (see motivational beginning section)
- 3) Begin watching video stop at the following spot
  - a. **0:25 - What is waste?** (Possible student responses:garbage, stuff you throw out, things you don’t need; *main video points:things you throw out and can’t reuse, goes into landfill, can harm soil, water and air*)
  - b. **How much waste do you think one person generates (makes)? 10 pounds? 100 pounds? 1000 pounds? Etc.** (I think 100. 1000!; *1000 pounds of trash per year*)
  - c. **1:30 - How can we reduce waste?** ( use less stuff, reuse things, recycle, don’t buy as many things; *use only what you need, ex. You can turn off the water when brushing your teeth*)
  - d. **1:55- What is a natural resource?** (something the Earth makes, I’m not sure, something in nature; *something of value we get from the environment- water, plants, animals, soil*)
  - e. **2:10- Why is it important to save our natural resources?** (they’re important, so we don’t run out; *limited amount available*)
  - f. **3:09- How do we reuse?** (we use things again, we use a water bottle again; *to use again and again, reusable vs. plastic bags, fixing broken toys, give away things you don’t want any more*)
  - g. **4:21- How do we recycle?** (put paper/cans in bins, don’t throw away certain things; *to use materials from old items to make new items*)
  - h. **5:32- Why does recycling paper save trees?** (paper comes from trees)
  - i. **End of video- So what are some things we learned from the video? What can we do to help protect/ clean up the Earth?** (reuse bottles and other things, recycling paper saves trees, recycled bottles can make all kinds of new things, natural resources, waste is bad)
- 4) Sample poster is shown and explained.
- 5) Students are sent back to their desks with their supplies to begin working on the poster.
- 6) While the students are working on their poster, each group will get time to go to the learning center and complete the little activity.

- a. Students will practice their 3 R ideas by sorting different objects into the correct category.

5. Curriculum integration : This lesson integrates technology through the use of the video.

6. Closure: Students will finish their posters and volunteers will present their poster to the class or their groups.

7. Follow up/Next steps:

- If the students have met the objectives, the next lesson will be about trees, the rainforests, and how trees grow. This will tie in what we learned about protecting the Earth to what plants do for the Earth.
- If the students have not met the objectives, the next lesson will reinforce reducing, reusing, and recycling.