**ELA LESSON PLAN for Unit: Our Planet, Our Choices**

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| **OVERVIEW** | | | | | | |
| Lesson Title: **The Plastic Predicament** | | | Unit Title: **Our Planet, Our Choices** | | | |
| Lesson #: **2** | | CCRS and GLE Range: **GLE 6.0-8.9** | Class Level: **Level D** | | | |
| Length of Lesson in # of Hours: **1 ½ hrs** # of Classes: **1** | | | Teacher(s): **Brooke Machado** | | | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | | | | |
| **LESSON OBJECTIVES** | | | | | | |
| *By the end of this lesson, students will:*   * state disadvantages of mass plastic manufacturing and single-use plastics * identify ways in which to reduce own plastic use | | | | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | | **KEY INSTRUCTIONAL SHIFTS** | | |
| **R1D**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **R2D**: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **W4D**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  **L4Dabcd**: Determine or clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies | | | | *Indicate those addressed in this lesson:*  Practice with complex text and its academic language  Ground reading, writing, and speaking in evidence from literary and informational texts  Build knowledge through content-rich nonfiction | | |
| **ESSENTIAL QUESTION(S)** *(optional)* | | | |
| *How do products we use affect our environment?* | | | |
| **PRIOR KNOWLEDGE NEEDED** | | | | | | |
| Introduction to environmental unit, knowledge of problems facing the environment | | | | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | | | | |
| *Ways that students and I will know the extent to which objectives have been met:*  Two column notes, Vocabulary self-assessment (pre and post), Exit ticket, Teacher observation | | | | | | |
|  | **STAGE 3 -- ACTION** | | | | **MATERIALS** | **TIME** |
| **INTRODUCTION**   * *Why is this important for students to learn? (hook, connection, relevance)* | Prompt students in pairs to look at their personal effects as well around the classroom to identify any and all plastic they see. After observing how widely used plastic is, ask students to consider why the use of plastic is so extensive and to consider plastic’s benefits as well as drawbacks. Share out and record student output on chart paper in a pro/con chart. | | | | chart paper | 15 mins |
| **BODY**  *Guiding Questions*   * *What text(s) will be the basis of this lesson?* * *What academic and content vocabulary will students learn?* * *What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?* * *What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?* * *What opportunities will students need for scaffolding and differentiation?* * *How are the CCRS Instructional Shifts for ELA evidenced in student performance?* | Text: “What a Dump!” <http://www.readworks.org/passages/what-dump>  1) Teacher extracts academic and content vocabulary from text and writes on board so that students can preview and discuss.  *absorb biodegradable digest predicament remain*  With a partner, students read vocabulary words and discuss which they know and which they are unsure of with a rating of 1-4.  4 = I know the word. I can explain it and use it when I speak and write.  3 = I think I know the word. It has something to do with \_\_\_\_\_.  2 = I’ve heard or seen this word, but I’m not sure what it means.  1 = I don’t know this word. I need to learn it.  Students take turns to orally give definitions and examples of words they can. Share out.  2) Inform students they will be reading and rereading the article a few times. Direct students that during the first read we will be pulling out central ideas and be able to answer the question, “What is this article about?” by recalling some key points and details. (Students should also annotate new vocabulary words, unknown vocabulary words, and/or other words of interest). Model and scaffold as necessary.  3) As a class, discuss the article’s main ideas as teacher models the concept of 2-column note-taking for students with chart paper where main ideas, questions and vocabulary go on the left column and details and vocabulary definitions go on the right. Reread or scan text as needed.  4) Tell students you are going to ask them questions about the article which they will turn and discuss with their partner. Partners will be rereading portions of the article to look for evidence from the author’s writing to answer the questions. Model citing evidence from the text.  ***Questions (from readworks.org)***  *The author discusses the problem of plastic waste. What does the text say is one solution to this problem?*  *Based on information from the text, why is it a problem that more than 300 million tons of new plastic are manufactured each year?*  *The author writes, “Try to get through a day without using plastic. For that matter, try to go an hour without it.” Why might the author have begun the article this way?*  4) [Optional] Students complete readworks.org’s article question set in class or as homework. | | | | copies of article, one per student  copies of article’s question set, one per student  white board, chart paper and markers  paper for note-taking | 60 mins |
| **CLOSING** | 5) Revisit vocabulary from beginning of lesson. Have students self-assess and rate knowledge of each term. Clarify as needed.  6) Exit ticket Assignment: Write a one sentence summary of what you learned today. | | | | paper for exit ticket writing | 15 mins |
| **POST-TEACHING REFLECTION** | *What changes or adaptations would I make?* | | | | | |