

Jennifer Emmick

November 24, 2010

Sped 200

Sister Watts

### Reduce, Reuse, Recycle

I had a lot of fun preparing for this microteaching lesson. This was my third lesson this semester, so I wasn't as nervous as I was the first time. I think the best part about this lesson is that I got to choose what I was going to teach. Even though I had to follow standards, there are a lot of benchmarks to choose from and I was glad to be able to teach such a fun lesson. My plans for this lesson changed a lot over time. I was able to figure out how to plan it in a way that would be easiest for me to teach. Using the different hand outs in class helped me to focus on the accommodations and make this lesson meaningful.

### Effective Elements

Before I even decided on a topic, I knew that I was going to use some type of YouTube video to have a nice visual aid. There are so many videos out there, that I knew I would be able to find a useful one. I was so happy when I found the video I used because it is short and to the point. I felt that it tied the 3 R's and limited natural resources together and helped the lesson flow well. I also added the pictures of household items as a visual aid as well as an introduction to the group work. I think that both of these visual aids helped the students understand the meaning of the 3 R's and limited natural resources and helped to get them ready for the group activity. As I was preparing for this lesson, I was going to just have each group come up and grab three

items, but after thinking about it for a while, I decided that putting the items in paper bags would cause less distractions. If I were in a real second grade classroom, students might fight over the items or take too much time picking three of them, so I feel that the paper bags were a great success. I also thought about just bringing pictures of the items to class, but decided that the actual items would give the students the opportunity to engage in the activity and be more interesting. By assigning roles to three students in each group, I was giving them each a responsibility. I wanted them to be able to choose who was going to do what rather than me tell them what to do. When it came time for the group activity, I modeled what I wanted them to do using a soap bottle. I also had the example and definitions written on their papers so that they had something to follow or refer back to. As I walked around during the group activity, I had two things in mind. First, I wanted to be sure that everyone understood what the activity was and that each group was using their time wisely. And second, I wanted to find out who the speakers were so that they knew what their next task was. I feel that I walked around with a purpose and spent a good amount of time with each group. For the independent practice, I wanted the students to work on the first few problems in class and take the rest home for homework. That way, I would be able to measure their understanding. I left the 3 R's symbol on the board, but wanted them to fill in as much as they could remember from what we talked about during the lesson. The instructions were written on the worksheet and I was able to go over the first problem with them so that they could not only read, but see what I wanted. Using these accommodations seemed to have helped my lesson run smoothly. There were no distractions and I think the students learned through the interaction.

### Less Effective Elements

Although I felt that this lesson went really well, I know that lessons don't always go as planned. There are a number of things I would do differently if I were to do it over again. It starts with my visual aids on the board. From watching the video, I realize that my pictures may have been a little too small. A power point or some kind of slide would help to project my visual aids a little better so that everyone can see them. I would also present the definitions in a different way so that I don't have to spend so much time writing them on the board. I haven't mastered writing and talking at the same time, so there were a lot of long pauses while I was writing. Since the group work was the biggest part of my lesson, I think I would focus more on instruction next time. One main thing is that I would stress more about the importance of incorporating limited natural resources with the 3 R's and make sure that the students really understand what the definitions of each are. I could give more examples of limited natural resources or ask the students to help list more of them to be sure they know what their task is. I would also give my directions before handing out the paper bags so that all the students are paying attention and not looking at the items in their bags. That way they aren't distracted and will be able to hear all instructions. Another major part of my lesson that I would monitor more is my time. During the group activity, I gave the students notice when it was time to move on to the next item and when time was almost up, but I didn't really focus on the clock – I may have given too much time for the first item. Because we spent too much time on the group activity, there was no time for the independent practice. I was able to explain the activity, but the students didn't have enough time to complete it. If I use the

clock to gauge my time, I can have enough time to finish the whole lesson as well as review to be sure that mastery is obtained.

### **Feedback from Peers**

Most of the feedback from my peers is positive. A majority of them really liked my visual aids and wrote that I was clear and helpful throughout my lesson. Reading the positive feedback makes me feel good about myself. I feel that I was prepared for this lesson and am happy that my peers were able to see it. I did learn that accommodations are endless though. By reading my peer feedback, I realized that what works for some people may not work for others. While I got a lot of positive feedback about being clear, helpful and creative, I also got a few that said that I could have given better step by step directions and been more clear about assignments. I also enjoy the negative feedback because it helps me reflect on what I did and how I can change it. I already knew that I wanted to change some things about the group work and the peer evaluations help to pin point exactly what helped and what didn't for certain people.

### **Overall Impressions**

Overall, I had a lot of fun and felt very comfortable with this microteaching lesson. Although it took a lot of preparation, I am looking forward to being able to do this every day. I know that when I actually get into an elementary education classroom, it won't be the same. I actually think that being in front of a bunch of real second graders will be easier than being in front of a bunch of "fake" second graders. The difference will be that I will know my students and I will know what types of accommodations need to be made for each individual student in my classroom. I can't wait to become a teacher!

**UDL Science Lesson Plan**  
**Limited Natural Resources and the 3 Rs (Second grade)**

**Title:** Reduce, reuse, recycle

**Author:** Emmick

**Subject:** Science

**Grade Level:** 2<sup>nd</sup> grade

**Unit Description:** Students will recognize the limited supply of natural resources.

**Lesson Description for the Day:** Students will learn to expand the life of natural resources through the 3 R's (reduce, reuse, recycle) concept.

**State Standard:**

<b>Topic</b>		Earth Materials	
<b>Benchmark SC.2.8.2</b>		Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling	
<b>Sample Performance Assessment (SPA)</b>		The student: Identifies natural resources that are limited and ways to conserve those resources (e.g., fresh water, fuel, trees).	
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Explain why a resource is limited and why it needs to be extended through conservation, reuse, and recycling	Identify some of the natural resources that are limited and how they can be extended through conservation, reuse, and recycling	Recognize that the supply of natural resources is limited and suggest a way to extend it	Recall that the supply of natural resources is limited

**Goals:**

**Unit Goals**

- Students will be able to identify the limited supply of natural resources needed and how they can be extended.

**Lesson Goals**

- Students will be able to understand what natural resources are and how they can contribute by implementing the 3 R's (Reduce, reuse, recycle).

**Instructional Methods:**

**Anticipatory Set**

- There will be a recycle symbol on the board with room to add the definitions of the 3 R's.
- Teacher and students will discuss where the three R's symbol can be found and why they are important.

<b>Recognition “What” Multiple means of Representation</b>	<b>Strategic “How” Multiple means of Action and Expression</b>	<b>Affective “Why” Multiple means of Engagement</b>
<b>1.1</b> – Customize the display of information <b>2.1</b> – Define vocabulary and symbols <b>3.1</b> – Provide or activate background knowledge	<b>4.1</b> – Provide varied ways to respond	

### **Introduce and Model New Knowledge**

- Introduce key vocabulary terms (reduce, reuse, recycle, limited natural resources)
- Display poster with pictures of ways to reduce, reuse, and recycle things
- Short video on protecting the environment
- Discuss some of the key points in the video
  - Limited resources mentioned in the video
    - Air, water, land, and plants

<b>Recognition “What” Multiple means of Representation</b>	<b>Strategic “How” Multiple means of Action and Expression</b>	<b>Affective “Why” Multiple means of Engagement</b>
<b>2.1</b> – Define vocabulary and symbols <b>1.3</b> – Provide alternatives for visual information <b>3.2</b> – Highlight critical features, big ideas, and relationships	<b>4.1</b> – Provide varied ways to respond <b>5.1</b> – Allow choices of media for communication	

### **Guided Practice**

- Teacher will divide the students up into groups of 3 or 4 and have them pick 3 items from the basket.
- Once each group has their 3 items, teacher will explain the activity
  - In groups, the students will talk about and record how they can use the household items they chose to reduce, reuse, or recycle it in order to help protect the environment.
- Teacher will also pick an item and go through the steps with the class before letting them do it on their own.
- While the students are working together, the teacher will walk around and monitor each of the groups and encourage them to come up with useful ways to reduce, reuse, and recycle.
- Each group will choose one item to introduce and talk about what they thought they could do to help protect the environment.

<b>Recognition “What” Multiple means of Representation</b>	<b>Strategic “How” Multiple means of Action and Expression</b>	<b>Affective “Why” Multiple means of Engagement</b>
<b>3.3</b> – Guide information processing	<b>4.2</b> – Provide varied ways to interact with materials <b>5.3</b> – Provide ways to scaffold and practice and performance <b>6.1</b> – Guide effective goal setting	<b>7.2</b> – Increase individual choice and autonomy <b>8.3</b> – Foster collaboration and communication <b>8.1</b> – Heighten salience of goals and

	6.4 – Enhance capacity for monitoring progress	objectives 8.4 – Increase mastery-oriented feedback
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### Independent Practice

- The students will fill out the 3 R’s symbol and match the natural resources with each picture.
- Students and teacher will do the first 2 pictures together will finish the first row independently in class.
- Student will finish the second row at home for homework.

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
1.3 – Provide alternatives for visual information 2.5 – Illustrate key concepts non-linguistically 3.2 – Highlight critical features, big ideas, and relationships 3.3 – Guide information processing 3.4 – Support memory and transfer	5.3 – Provide ways to scaffold practice and performance 6.1 – Guide effective goal setting	7.1 – Increase individual choice and autonomy 8.2 – Vary levels of challenge and support 9.3 – Develop self-assessment and reflection

### Wrap-up

- Ask the students, “What are the three ways that we can extend our limited natural resources?” and have them repeat the 3 R’s together.

Recognition “What” Multiple means of Representation	Strategic “How” Multiple means of Action and Expression	Affective “Why” Multiple means of Engagement
2.1 – Define vocabulary and structure 3.2 – Highlight critical features, big ideas, and relationships		8.3 – Foster collaboration and communication

### Assessment:

#### Formative (Informal)

- Worksheet the teacher used during their independent practice to list the 3 R’s and match limited natural resources.

#### Summative (Formal)

- End of the unit science assessment on natural resources and how we can extend them through reusing, reducing, and recycling.

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**Materials:**

- 18 household items
- Worksheets
- Internet for YouTube video
- Poster montage
- 3 R's symbol
- White board



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**Goals:**

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**Materials:**

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- Internet for YouTube video
- Poster montage
- 3 R's symbol
- White board

# UDL Lesson Plan

Your task, along with the other people at your table, is to begin brainstorming ideas of what you're going to teach, step by step, in your lesson. And as you're brainstorming ideas of specific activities and instructional models you're going to be looking at the 3 ways UDL outlines various ways that you can incorporate flexibility in your lesson plan for diverse learners.

	Overview:	What You're Actually Going to Teach
State Standards	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	
Lesson Goals – Outcomes	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	The student will be able to understand the concept of reduce, recycle, reuse by creating something from recycled materials
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	examples of recycled materials video on recycling and where rubbish goes
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson	
Guided Practice	Student teacher models various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	Think, pair, share. How to 3 R your objects & share w/class. In groups w/material give
Independent Practice	Students in the class are provided with the opportunity to engage with the content independently.	Fill in the 3 RS triangle and write 1 para on what your group created and how it can be reused.
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	How can we help to keep the environment clean? 3 Rs? Take home crossword puzzle
Assessment of Student Learning – Formative and Summative	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	Rubric
Materials	All materials are listed and clearly relate to the lesson.	paper - markers - recyclable objects clayons - scissors
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	group work visual media and examples 3 Rs diagram

## UDL Lesson Plan

Your task, along with the other people at your table, is to begin brainstorming ideas of what you're going to teach, step by step, in your lesson. And as you're brainstorming ideas of specific activities and instructional models you're going to be looking at the 3 ways UDL outlines various ways that you can incorporate flexibility in your lesson plan for diverse learners.

	Overview	What You're Actually Going to Teach
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	Student will be able to learn to expand the life of natural resources through the 3 R's (reduce, reuse, recycle) concept.
<b>Lesson Goals – Outcomes</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	Student will be able to identify the limited supply of natural resources needed and how they can be extended.
	Methods	
<b>Anticipatory Set</b>	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	3 R's symbol – where is it found and what does it represent?
<b>Introduction and model new knowledge</b>	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson.	Define reduce, reuse, recycle, and limited natural resources. Display ways to reduce, reuse, and recycle and show a video on natural resources.
<b>Guided Practice</b>	Student teacher model's various ways that their students can engage with new content and guides them as they engage with it in various meaningful ways.	Students will be given three items to discuss within their groups. Students will discuss how the items can be reduced, reuse, or recycled in order to help protect the environment. Give an example first.
<b>Independent Practice</b>	Students in the class are provided with the opportunity to engage with the content independently.	Students will complete a worksheet which includes the 3 R's symbol as well as different types of natural resources that we can help to extend.
<b>Wrap Up</b>	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	"What are the three ways we can extend our limited natural resources?" – Reduce, Reuse, Recycle!!!
<b>Assessment of Student Learning – Formative and Summative</b>	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments).	Same as independent practice...
<b>Materials</b>	All materials are listed and clearly relate to the lesson.	* 18 items      * white board      * 3 R's symbol * internet      * worksheets      * picture poster
<b>Differentiated – Accommodation Strategies</b>	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	* Visual/Audio Aids * Group activity – hands on * Independent practice

Jennifer Emm

## Microteaching UDL Lesson Plan

	Overview	UDL Checklist Areas -- 3 areas	Accommodations	Multiple Intelligence
<b>Lesson Overview</b>	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)			
<b>Unit Description</b>	Student teacher provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.			
<b>Lesson Description</b>	Student teacher describes what will be taught in the lesson that day.			
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).			
<b>Unit Goals</b>	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.			
<b>Lesson Goals - Outcomes</b>	Student teacher provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.			
	<b>Methods</b>			
<b>Anticipatory Set</b>	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	5.1 media communication 1.1 customize display 1.2 syntax & structure 1.3 alternative visual info. 3.1 background knowledge 3.2 crucial features		Spatial/visual musical
<b>Introduction and model new knowledge</b>	Student teacher completely yet concisely describes the new concept that will be the subject of the day's	1.1 2.1		

	lesson			
<b>Guided Practice</b>	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	4.1 4.2 5.2 5.3 7.2	8.3	Bodily Kinesthetic Spatial/visual Logical/math Interpersonal Naturalist
<b>Independent Practice</b>	Student in the class are provided with the opportunity to engage with the content independently.	9.3 7.1		Intrapersonal
<b>Wrap Up</b>	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	9.1		Spatial/visual
<b>Assessment of Student Learning – Formative and Summative</b>	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)			Intrapersonal
<b>Materials</b>	All materials are listed and clearly relate to the lesson.			
<b>Differentiated-Accommodation Strategies</b>	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.			



## Microteaching UDL Lesson Plan

	Overview	UDL Checklist Areas – 3 areas	Accommodations	Multiple Intelligence
	<b>Methods</b>			
Anticipatory Set	Student teacher provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	1.1-customize display of info 2.1-define vocab & symbols 3.1-background knowledge 4.1-varied ways to respond	*Visual Aid for symbol *Ask questions *Give exact definitions	Visual-Spatial Verbal-Linguistic Naturalist
Introduction and model new knowledge	Student teacher completely yet concisely describes the new concept that will be the subject of the day's lesson.	1.3-alternative visual info 2.1-define vocab & symbols 3.2-highlight critical features 4.1-varied ways to respond 5.1-media communication	*Show YouTube video – visual aid *Discuss LNRs together *3 R's picture examples *Ask questions	Musical Visual-Spatial Naturalist
Guided Practice	Student teacher model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	3.3-guide info processing 4.2-varied ways to interact 5.3-scaffold practice/performance 6.1-guide effective goal setting 6.4-monitoring process 7.2-relevance & value 7.3-reduce threats/distractions 8.1-heighten goals/objectives 8.3-collaboration/communication 8.4-mastery-oriented feedback	*Give example of activity *Paper bags *Group work *Assign roles *Engagement with household items *Colorful worksheet w/definitions listed *Walk around to monitor and spend time w/groups	Interpersonal Bodily Kinesthetic Logical-Mathematical Verbal-Linguistic Naturalist
Independent Practice	Student in the class are provided with the opportunity to engage with the content independently.	1.3-alternative visual info 2.5-key concepts non-linguistic 3.2-highlight critical features 3.3-guide info processing 3.4-memory & transfer 5.3-scaffold practice/performance 6.1-guide effective goal setting 7.1-individual choice 8.2-vary challenge & support 9.3-self-assessment & reflect	*Pictures and definitions on worksheet *3 R's symbol on board *Start together as group *Complete independently	Intrapersonal Visual-Spatial Naturalist
Wrap Up	Student teacher reviews all important points of the lesson as reflected by the lesson's objectives for all students.	2.1-define vocab 3.2-highlight critical features 8.3-collaboration/communication	*Symbol on board *Repeat orally together	Verbal-Linguistic Visual-Spatial Naturalist
Assessment of Student Learning – Formative and Summative	Student teacher describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg; short, formative forms and end of the unit summative assessments).	1.3-alternative visual info 2.5-key concepts non-linguistic 3.2-highlight critical features 3.3-guide info processing 3.4-memory & transfer 5.3-scaffold practice/performance 6.1-guide effective goal setting 7.1-individual choice 8.2-vary challenge & support 9.3-self-assessment & reflect	*Pictures and definitions on worksheet *3 R's symbol on board *Start together as group *Complete independently	Intrapersonal Visual-Spatial Naturalist
Materials	All materials are listed and clearly relate to the lesson.	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 4.2, 4.3, 5.1, 5.3, 6.2, 7.1, 7.2, & 7.3	*Hands-on items *Colorful worksheets *Visual aid	All Intelligences
Differentiated-Accommodation Strategies	Student teacher provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	Same as all of the above. Each section had different strategies/accommodations.	*Same as all of the above. Each section is different.	All Intelligences

# UDL Guidelines – Educator Checklist

Your notes

WHAT

1. Provide options for perception:
  - 1.1 Customize the display of information
  - 1.2 Provide alternatives for auditory information
  - 1.3 Provide alternatives for visual information
2. Provide options for language and symbols:
  - 2.1 Define vocabulary and symbols
  - 2.2 Clarify syntax and structure
  - 2.3 Decode text and mathematical notation
  - 2.4 Promote cross-linguistic understanding
  - 2.5 Illustrate key concepts non-linguistically
3. Provide options for comprehension:
  - 3.1 Provide or activate background knowledge
  - 3.2 Highlight critical features, big ideas, and relationships
  - 3.3 Guide information processing
  - 3.4 Support memory and transfer

Your notes

HOW

4. Provide options for action and expression:
  - 4.1 Provide varied ways to respond
  - 4.2 Provide varied ways to interact with materials
  - 4.3 Integrate assistive technologies
5. Provide options for engagement:
  - 5.1 Allow choices of media for communication
  - 5.2 Provide appropriate tools for composition and problem solving
  - 5.3 Provide ways to scaffold practice and performance
6. Provide options for motivation:
  - 6.1 Guide effective goal setting
  - 6.2 Support planning and strategy development
  - 6.3 Facilitate managing information and resources
  - 6.4 Enhance capacity for monitoring progress

Your notes

WHY

7. Provide options for regulation and control:
  - 7.1 Increase individual choice and autonomy
  - 7.2 Enhance relevance, value, and authenticity
  - 7.3 Reduce threats and distractions
8. Provide options for sustained effort and persistence:
  - 8.1 Heighten salience of goals and objectives
  - 8.2 Vary levels of challenge and support
  - 8.3 Foster collaboration and communication
  - 8.4 Increase mastery-oriented feedback
9. Provide options for self-regulation:
  - 9.1 Guide personal goal-setting and expectations ✓
  - 9.2 Scaffold coping skills and strategies
  - 9.3 Develop self-assessment and reflection ✓

## UDL Guidelines – Educator Checklist

Your notes	
<b>1. Provide options for perception</b>	
1.1 <u>Customize the display of information</u> 1.2 <u>Provide alternatives for auditory information</u> 1.3 <u>Provide alternatives for visual information</u>	1.1-3 R's symbol 1.2-definitions on board, pictures on poster and worksheets 1.3-3 R's symbol, picture poster, YouTube video, worksheets
<b>2. Provide options for language and symbols</b>	
2.1 <u>Define vocabulary and symbols</u> 2.2 <u>Clarify syntax and structure</u> 2.3 <u>Decode text and mathematical notation</u> 2.4 <u>Promote cross-linguistic understanding</u> 2.5 <u>Illustrate key concepts non-linguistically</u>	2.1-define reduce, reuse, recycle, & limited natural resources  2.5-list definitions on worksheets
<b>3. Provide options for comprehension</b>	
3.1 <u>Provide or activate background knowledge</u> 3.2 <u>Highlight critical features, big ideas, and relationships</u> 3.3 <u>Guide information processing</u> 3.4 <u>Support memory transfer</u>	3.1-ask where they have seen the symbol 3.2-introduce 3 R's & limited natural resources 3.3-model group/individual activity & give instruction 3.4-have students fill in 3R's symbol and define on worksheet
Your notes	
<b>4. Provide options for physical actions</b>	
4.1 <u>Provide varied ways to respond</u> 4.2 <u>Provide varied ways to interact with materials</u> 4.3 <u>Integrate assistive technologies</u>	4.1-students raise hands or teacher picks on individual students 4.2-students talk about and introduce items
<b>5. Provide options for expressive skills and fluency</b>	
5.1 <u>Allow choices of media for communication</u> 5.2 <u>Provide appropriate tools for composition and problem solving</u> 5.3 <u>Provide ways to scaffold practice and performance</u>	5.1-students respond to YouTube video – natural resources 5.3-model group activity & individual worksheet
<b>6. Provide options for executive functions</b>	
6.1 <u>Guide effective goal setting</u> 6.2 <u>Support planning and strategy development</u> 6.3 <u>Facilitate managing information and resources</u> 6.4 <u>Enhance capacity for monitoring progress</u>	6.1-model group activity/worksheet & provide example on w.s.  6.4-walk around & be sure students are being effective
Your notes	
<b>7. Provide options for recruiting interest</b>	
7.1 <u>Increase individual choice and autonomy</u> 7.2 <u>Enhance relevance, value, and authenticity</u> 7.3 <u>Reduce threats and distractions</u>	7.1-have students fill out worksheet individually 7.2-let students engage in the activity with household items 7.3-place 3 household items in each paper bag
<b>8. Provide options for sustaining effort and persistence</b>	
8.1 <u>Heighten salience of goals and objectives</u> 8.2 <u>Vary levels of challenge and support</u> 8.3 <u>Foster collaboration and communication</u> 8.4 <u>Increase master-oriented feedback</u>	8.1-remind them to connect the 3 R's to limited natural resources 8.2-have students do w.s. alone, but assist when needed 8.3-encourage them to work in groups & assign roles, repeat 3 R's 8.4-have students introduce item & what they discussed
<b>9. Provide options for self-regulation</b>	
9.1 <u>Guide personal goal-setting and expectations</u> 9.2 <u>Scaffold coping skills and strategies</u> 9.3 <u>Develop self-assessment and reflection</u>	9.3-have students fill out worksheet individually & use rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

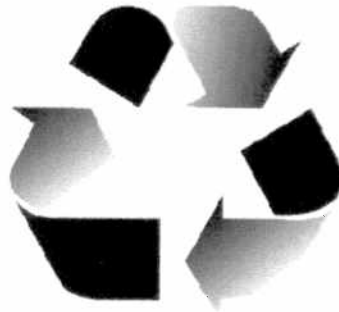


# The Three R's



Some natural resources are limited because we use them much faster than nature can create them. What are three ways we can help to protect our environment?






Re \_\_\_\_\_








Re \_\_\_\_\_

Re \_\_\_\_\_

List which types of natural resources each of these pictures relates to. Some pictures may be related to more than one natural resource.

<b>Natural Resources</b>					
<ul style="list-style-type: none"> <li>• Air</li> <li>• Water</li> <li>• Land</li> <li>• Plants</li> </ul>					

<b>Natural Resources</b>					
<ul style="list-style-type: none"> <li>• Air</li> <li>• Water</li> <li>• Land</li> <li>• Plants</li> </ul>					

**ONLY ONE EARTH**

# Not Just Rubbish!



Using the items you chose, come up with ways that you can reduce, reuse, or recycle it in order to help protect our environment. Be sure to provide ways that the limited natural resources (air, water, land, plants, etc.) can be extended.

## Key Terms:

- **Reduce – To use less**
- **Reuse – To use again without changing**
- **Recycle – To use again after changing**
- **Limited Natural Resource – A resource that is used faster than nature can create it**

Household item	Reduce	Reuse	Recycle	Limited Natural Resource
Soap pump bottle (example)	Use less	Refill bottle	Recycle center	Factories don't use as much oil for machines that can pollute the air