

HISI - Lesson Outline

Module Title Let's Talk Trash

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Russ _____ Grade level: 5

Lesson # 9 Title: Analyzing our Waste.	Number of Minutes: 75 minutes
<p>Mathematical purpose: To interpret and analyze data about trash and model with math.</p>	<p>Scientific Purpose: Reduce human impact on our school, home, and community.</p>
<p>Materials needed: Tablet, 10 pound ball, two 3 pound weights, table of data collected, and recording worksheet.</p>	<p>Academic vocabulary: Trend Increase Decrease Line graph Compare Analyze Input Data Interpret</p>
<p>Common Core Standards (copy and paste): Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Graph points on the coordinate plane to solve real world and mathematical problems.</p> <p>Represent and Interpret Data: 2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots</p>	<p>Next Generation Science Standards (copy and paste):</p> <p>(5-PS1-1) Planning and Carrying Out Investigations to answer questions or test solutions to problems.</p> <p>(5-PS1-3) Using Mathematics and Computational Thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. Measure and graph quantities such as weight to address scientific and engineering questions and problems.</p>

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<p>When students are finished they will understand:</p> <p>Students will understand the amount of waste in pounds that they produce and analyze the reduction/ increase of waste after being educated about their choices.</p>	<p>What are teacher questions or prompts? How many of you ate lunch today? How many of you threw something away that you could have recycled or reused?</p> <p>I know I could have recycled my coffee cup today.</p> <p>What are some items that you could have recycled?</p>
<p>What are questions you anticipate students will have?</p> <p>Why does the line go down? Why does the line go up?</p> <p>Why did the trash stay the same?</p>	<p>What are misconceptions students might have?</p> <p>They will think that waste less than they do.</p>
<p>General outline of the lesson:</p> <ul style="list-style-type: none"> Hook Introduction of the focus for the day/recording sheet Predictions Analyzing the data collected Discussion on increase/decrease of waste off of table Plot data Look for trend Compare data from week 1/week 2 off of line graph Conclusion 	

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Supplemental files/resources will follow