

HISI - Lesson Outline

Module Title Let's Talk Trash

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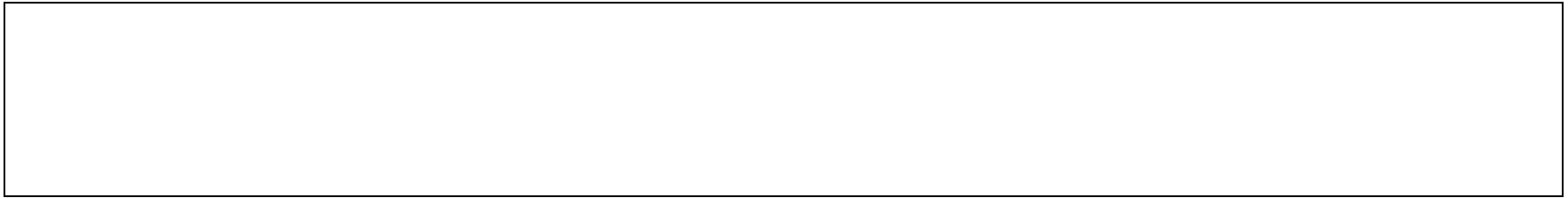
Russ _____ Grade level: 5

Lesson # 1 Title: Watch our Garden Grow	Number of Minutes: Two 75 minutes periods
Mathematical purpose: To interpret and analyze data about trash and model with math.	
Materials needed: Soil Red wiggler worms Plastic container Compostable items	Academic vocabulary: Reduce Reuse Recycle Categorize Classify
Common Core Standards (copy and paste): http://www.corestandards.org/ELA-Literacy/W/5/2/ (5-MD-1) Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.	Next Generation Science Standards (copy and paste): (5-PS1-1) Planning and Carrying Out Investigations to answer questions or test solutions to problems. (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.
When students are finished they will understand:	What are teacher questions or prompts?

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<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 in actuality</p>
<p>General outline of the lesson: Hook-Asked the class:</p> <p>“Who would eat a worm?” One student volunteered and was given a gummy worm instead of a real worm. The teacher told everyone that they would end up getting a gummy worm at the end of the lesson.</p> <p>Introduction:</p> <p>Teacher then asked question “How many of you have seen worm? Do you know what they do? How long do you think worms are?” Students were instructed on proper handling of worms and how to be gentle with the worms. Small groups of two or three students were each given a live red wiggler worm and asked to use the worksheet to measure the worm and answer the following questions on the worksheet.</p> <p>Conclusion:</p> <p>After students finished worksheets the class came back together and discussed their findings and shared information that they had learned.</p>	

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Supplemental files/resources will follow