**Alternative energy is s’more clean!**

**Grade:**  Fifth

**Problem Behavior:** Students often take too much time to clean up and often don’t get everything put away. It infers with learning because we won’t have the materials we need for other lessons and, it’s taking time away from our learning.

**Expected Behavior:** After an activity, students will clean their workspace and place supplies back in the correct areas. Students will have their books in desks, folders in bin, my supplies back in the labeled areas and it will take no more than 5 minutes.

**Type of Positive Reinforcements:**

1. Immediate R+: When a student achieves the desired behavior, they will be given a sticker to put on the chart.
2. Ongoing R+: There will be five types of alternative energy represented on the chart. For every type of energy they will fill each one with one hundred stickers. Once each type of energy is filled we will watch a cool short clip about it and then discuss it.
3. Novel Interactive Learning Activity: We will make solar ovens and cook s’mores in them.
4. The students will put on their stickers at the end of clean up time and will take only a few seconds. One student will be allowed to count the stickers at the end of the day. When we watch the clips they will not take more than a couple of minutes but they are also educational and part of the teks.

**Interactive Learning Activity:** Students will get to do a special science experiment. Groups of four will construct their own solar ovens. Then as a class we will go outside and use them. We will each get the supplies to make our own s’mores, put them together and place them inside the solar ovens, and then watch as the energy from the sun cooks them.

TEKS: §112.16. Science 7(C) Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels.

**Desired behavior:** I will have the students brainstorm what clean looks like and how long it takes to be clean as I write them down on an anchor chart. Then we will discuss what we wrote and decide things we can do that might make that easier. Last, we will decide which we will all agree to abide by.

**Teach the plan:** A day after teaching the desired behavior, we will walk around the room and look at the supplies areas and discuss what belongs where and I will have a picture posted at each place to show how it should look. I will show them the chart and explain the rules and give them time to ask questions. We will then do a mock clean up.

**Options:** You could also use this plan for having better attendance. Everything would be exactly the same in the mechanics. As students come in the door, you could hand them a sticker.

Wind

Geothermal

Solar

Hydroelectric

Biofuels

Solar Ovens

What is clean?

Folders in bin.

Books in desk.

Desk top is clear.

Supplies are in labeled areas.