

Stage 1

Unit Title: Let's Save the Environment!

Established Goals: (BC's New Curriculum, 2017)

Through listening and speaking, we connect with others and share our world.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Rationale:

The purpose of this unit plan is to begin teaching children about our environment and what we can do to preserve the environment. This topic area is becoming increasingly more relevant because this generation of students will be the ones who need to make differences. We need to teach them not to make the same mistakes that have been made in the past.

Essential Questions:

What can you do everyday to help the environment?

What can you teach others about preserving the environment?

Students will be able to:

- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events
- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Compare observations with predictions through discussion
- Compare observations with those of others
- Consider some environmental consequences of their actions
- Communicate observations and ideas using oral or written language, drawing, or role-play
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Students will know:

- Natural and artificial sources of light and sound

- Properties of light and sound depend on their source and the objects with which they interact
- Rights, roles, and responsibilities of individuals and groups
- People, places, and events in the local community, and in local First Peoples communities

Stage 2

Performance Tasks and/or culminating tasks:

Throughout the unit, students will create journal entries and drawings that will be formed into a booklet to display in the hallway and eventually bring home to show their parents and teach them what they learned about.

Key Criteria:

- Observation of students
- Willingness to learn
- Participation in discussions
- Completion of activities
- Sharing of ideas

Other Evidence: Formative and Summative

- Completion of journal entry (including drawing)
- Drawing and writing their predictions about what will happen to the seeds
- Draw a picture of what they did at the park and write down 2 things they picked up to help make the park clean

Stage 3

Learning intentions:

- Students will be able to: Understand social responsibility and respect for the environment
- Collaborate and exchange ideas about the environment and their habits toward it
- Connect story to personal experiences.
- To learn about how plants grow and how it influences the environment
- Teach students how working together to help clean up the park helps the environment and helps the local community.

Learning activities:

- Read “The Earth Book” by Todd Parr.
- Complete a journal entry on what they learned from “The Earth Book”

- Germinate seeds by making a mini greenhouse using paper towel, a zip lock bag, staples, water, and seeds
- Go to a local park to help clean it up so students learn about social responsibility and how it helps the community and the environment.

Lesson Title: Saving the Environment!

Subject: Language Arts

Grade: Kindergarten/Grade 1

Rationale:

To learn about the environment and why it is important to protect it.

Big Ideas: *Through listening and speaking, we connect with others and share our world.
& Curiosity and wonder lead us to new discoveries about ourselves and the world around us.*

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Curricular Competency:

Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community

Use personal experience and knowledge to connect to stories and other texts to make meaning

Use language to identify, create, and share ideas, feelings, opinions, and preferences

Content: Strategies and Processes: reading, oral language, meta-cognitive, and writing strategies.

Core Competency:

Learning Intentions	Activity	Assessment
Students will be able to: Understand social responsibility and respect for the environment Collaborate and exchange ideas about the environment and their habits toward it Connect story to personal experiences.	Read “The Earth Book” by Todd Parr. Journal Entry.	Completion of journal entry with pictures drawn and coloured. One suggestion of how they can change their habits for the environment and one thing they learned from the book.

Prerequisite Concepts and Skill : (for student success)

Reduce, Reuse, Recycle poem. Discussion, why do we recycle?

Materials and Resources with References/Sources:

For Teacher	For Students
Poem access: http://teachitwithclass.blogspot.ca/2011/04/sing-your-heart-out.html The Earth Book by Todd Parr	Journal, pencil, pencil crayons.

Differentiated Instruction (DI): (accommodations)

Pause throughout reading to ask questions, encourage wonder and discussion, and to ensure understanding.

Organizational/Management Strategies: (anything special to consider?)

Split up students who can be a distraction to each other.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Talk about the connection that the First Nations peoples have to the land and how important it is to keep it undisturbed.

Lesson Activities:

Teacher activities	Student activities
<p>Introduction (15 minutes) Assemble the students on the carpet in front of the Recycle Poem. Read aloud for the students to listen. Have students read along with you. Ask students to stand up and recite the poem on their own. Discuss why we recycle? What would happen if we didn't recycle? What is littering? Why is it bad?</p> <p>Body (30 mins) Read The Earth Book by Todd Parr Recount one act the character did in the book to help the environment (use both sides of paper, bring own bags to the market, etc).</p> <p>Closure (45 minutes) Journal something they learned from the book and one thing they are going to focus on in the future to help save the earth. Complete the journal entry with a coloured picture. Share with the class.</p>	<p>Listen intently Recite poem enthusiastically</p> <p>Participate in discussion</p> <p>Participate in discussion about the book. What can they do to help the earth?</p> <p>Use sight words and letter sounds that we have learned. Draw and colour relevant picture of what has been journaled and discussed</p>

Lesson Name: See Seeds Come to Life

Subject: Science

Grade: Kindergarten/Grade 1

Rationale: (lesson context and reasons why lesson matters)

To learn about the basic needs of a plant, to make predictions, and to record observations.

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Curricular Competency:

- Observe objects and events in familiar contexts
- Ask questions about familiar objects and events
- Make simple predictions about familiar objects and events
- Make and record observations
- Safely manipulate materials to test ideas and predictions
- Compare observations with predictions through discussion
- Compare observations with those of others
- Consider some environmental consequences of their actions
- Communicate observations and ideas using oral or written language, drawing, or role-play

Content:

- Natural and artificial sources of light and sound
- Properties of light and sound depend on their source and the objects with which they interact

Core Competency:

Learning Intentions	Activity	Assessment
To learn about how plants grow and how it influences the environment	Germinate seeds by making a mini greenhouse using paper towel, a zip lock bag, staples, water, and seeds	Participation in the activity through predicting and observations

Prerequisite Concepts and Skill :(for student success)

Understand what the basic needs of plants are.

Be able to fold paper

Be able to use a stapler

Materials and Resources with References/Sources:

For Teacher	For Students
Basic needs of a plant song (video) https://www.youtube.com/watch?v=dUBIQ1fTRzI Stapler remover	Zip lock bags Water Paper Towels Seeds Stapler

Differentiated Instruction (DI): (accommodations)

Some students may need help stapling the bag and then removing staples after the seeds have germinated. Teachers can help students with these steps.

Organizational/Management Strategies: (anything special to consider?)

Organize the materials during lunch and do the activity after they come back from their break. Let students know that there will be materials at their tables when they come back from recess, and that they should not touch anything until they are given instructions.

Distribution of materials:

Have the seeds separated into mini cups for each student (ready at their tables)

Each table will have one jug of water and a stapler

Each seat will have one paper towel

When students arrive back in the classroom after their break, they will be asked to sit at the carpet away from the activity materials.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Invite a First Nations elder to the class to share stories of the local plants and their uses.

Lesson Activity:

Teacher Activities	Student Activities
<p>Introduction (10 minutes)</p> <p>Play the video of the basic needs of a plant song https://www.youtube.com/watch?v=dUBIQ1fTRzI</p> <p>Discuss the key terms: What does a plant need to survive?</p> <p>Soil Water Light Space Air</p> <p>What do you think might happen if one or more of the needs aren't met?</p> <p>Body (30 minutes)</p> <p>Activity: Fold a paper towel so that it fits just inside the plastic zip-top bag. Place the paper towel in the plastic bag. Show students how to measure 3 inches from the top of the bag and staple a bunch of staples in a row across the bag, forming a miniature pocket. The seeds will sit in this pocket. Pour a half cup of water into the bag so the seeds have something to drink. Have the students put their seeds into the bag so that they rest between the plastic and the paper towel in the upper mini pocket. Then zip up the bag so that no air can get in or out to create a mini greenhouse! Help students tape their mini green houses to a window so it gets plenty of light.</p> <p>Have students make predictions by drawing/writing what they think will happen to the seeds.</p> <p>Closure (20 minutes)</p> <p>How do plants help the environment? Ask students to share their pictures of their predictions.</p>	<p>Watch the video and sing along</p> <p>Participate in the discussion of the basic needs of a plant.</p> <p>Make guesses about how the absence of one or more of the basic needs affects plants.</p> <p>Follow instructions, participate in the activity, and make predictions about what will happen to the seeds in their greenhouses.</p> <p>Participate in the discussion and share predictions with the</p>

How might insects and animals benefit from plants?

Each day, have students check the greenhouses and ask them what they think may be happening. Is anything beginning to sprout up?

After a few days roots and seedlings may begin to form. Carefully open the bags up and use a staple remover to remove the staples.

Have students carefully plant the sprouted seeds into a pot of planting soil, only covering the seeds to just above the top of the seed so that it is just covered with about an inch of soil.

Wait and see what it turns into.

class.

Lesson Title: Let's clean up our park!

Subject: Social Studies

Grade: Kindergarten/Grade 1

Rationale: (lesson context and reasons why lesson matters)

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Curriculum Connections : <https://curriculum.gov.bc.ca/>

Curricular Competency:

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)

Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)

Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Content:

Rights, roles, and responsibilities of individuals and groups

People, places, and events in the local community, and in local First Peoples communities

Core Competency:

Learning Intentions	Activity	Assessment
Teach students how working together to help clean up the park helps the environment and helps the local community.	Go to a local park to help clean it up so students learn about social responsibility and how it helps the community and the environment.	Participation in the lesson discussions, park clean up, and final activity.

Prerequisite Concepts and Skill :(for student success)

Watch the video clip from *Arthur Cleans Up*

<https://www.youtube.com/watch?v=h3V4YK7TFi4>

We can help save the environment by working together

Materials and Resources with References/Sources:

For Teacher	For Students
Youtube video: https://www.youtube.com/watch?v=h3V4YK7TFi4	Garbage bags Gloves Compostable bags

Differentiated Instruction (DI): (accommodations)

Choose a park that is wheelchair friendly (fairly flat with no rough terrain)

Organizational/Management Strategies: (anything special to consider?)

Ask parents to volunteer to help with the park clean-up to ensure that there is an adequate adult to student ratio.

Split students up depending on how well they work together.

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf and

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Invite an Elder to the classroom to talk to the students about the importance of keeping our earth clean and about what the consequences are of litter and pollution.

Lesson Activities:

Teacher Activities	Student Activities
<p>Introduction (15 minutes)</p> <p>Show the class the video from <i>Arthur Cleans Up</i> https://www.youtube.com/watch?v=h3V4YK7TFi4</p> <p>Why was it important for Arthur and his friends to clean up the park?</p> <p>Could one person do it on their own? Why or why not?</p> <p>Have students guess where the class will be going and what they'll be doing.</p> <p>Body (1 hour)</p> <p>Tell the students that the class will be going to a park (or school ground) to help clean it up.</p> <p>Remind them of the video that was watched and what the consequences are of littering and polluting our environment.</p> <p>Allow time after the clean up for students to play in the clean park.</p> <p>Discuss what it would be like to play in a park littered with garbage. How might it be different from playing in a clean park?</p> <p>Closure (30 minutes)</p> <p>Have students draw pictures of what they did at the park and ask them to write down 2 things they picked up to help clean the park/the environment.</p>	<p>Watch the video and participate in the discussion.</p> <p>Participate in the park clean up and contribute to the class discussion.</p> <p>Draw a picture of what they did at the park and write down 2 things they picked up to help make the park clean.</p>