

Earth Day
Thematic Unit



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Professor Schilling
Educ. 327

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INTRODUCTION

THEME:

Earth Day
Conservation/Preservation of Natural Resources

GOALS:

- 1) The student will gain a better understanding of the environment.
- 2) The student will learn to appreciate the environment.

OBJECTIVES:

- 1) The student will better understand the conservation of natural resources and their role in protecting them.
- 2) The student will better understand the concept of recycling and ways they can participate.
- 3) The student will become aware of things they can do to better take care of the Earth.
- 4) The student will help make their community a better place to live.
(Planting flowers)
- 5) The student will learn about environmentally friendly modes of transportation.
- 6) The students will learn about different community members that have a role in maintaining the environment.

RATIONALE:

My cooperating teacher laid out several theme ideas that I could use for this project and I decided that the topic of Earth Day would be best. I really feel that the idea of conservation is an important theme to teach our students, especially in regards to the United States' current crude oil situation. We really need to teach the idea of conservation at a young age so that they really 'get it.' If we can teach them to not be wasteful and to recycle anything that can be recycled we can really help our current situation and that will help us to turn the corner to a greener community environment.

STANDARDS:

- 1.2.4 Describe ways that individual actions can contribute to the common good of the community.
- 1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.
- 1.5.2 Demonstrate a willingness to work with other students toward a common goal.
- 1.5.4 Describe ways that individual actions can contribute to the common good of the community.

NAME: _____

DATE: _____

EARTH DAY UNIT PRE-TEST

- 1) On what day do we celebrate Earth Day?
 - A) December 25th
 - B) July 4th
 - C) April 22nd

- 2) Why is it important to celebrate Earth Day?
 - A) To promote conservation of our natural resources
 - B) Another excuse to party!
 - C) It's not really all that important

- 3) What is one way we can help conserve water?
 - A) Leave the water on when we brush our teeth
 - B) Fix the leaky faucet in the bathroom
 - C) Taking extra long showers

- 4) What should you do with your empty milk jug after lunch?
 - A) Leave it on the table
 - B) Put it in the metal recycling
 - C) Rinse it out and make a bird feeder out of it

- 5) Why is it a good idea to make a compost pile?
 - A) Its not
 - B) It's smell will keep the neighbors away
 - C) It will help nurture the soil

NAME: KEY _____

DATE: _____

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 - B) **Fix the leaky faucet in the bathroom**
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 - C) **Rinse it out and make a bird feeder out of it**

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 - A) Its not!
 - B) It's smell will keep the neighbors away
 - C) **It will help nurture the soil**

NAME: _____

DATE: _____

EARTH DAY UNIT POST-TEST

- 1) On what day do we celebrate Earth Day?
 - A) December 25th
 - B) July 4th
 - C) April 22nd

- 2) Give two reasons why it is important to celebrate Earth Day.
 - 1)

 - 2)

- 3) What are two ways we can help conserve water?
 - 1)

 - 2)

- 4) Name one reason why it is important to recycle whenever possible
 - 1)

- 5) Give one reason why it is a good idea to make a compost pile in the backyard
 - 1)

NAME: ___KEY_____

DATE: _____

EARTH DAY UNIT POST-TEST

**Multiple answers can be accepted except for question #1

- 1) On what day do we celebrate Earth Day?
 - A) December 25th
 - B) July 4th
 - C) **April 22nd**

- 2) Give two reasons why it is important to celebrate Earth Day.
 - 1) **We promote the conservation of our natural resources.**

 - 2) **To show that if everyone does something little it really can make a big difference.**

- 3) What are two ways we can help conserve water?
 - 1) **Fix leaky faucets.**

 - 2) **Leave the water turned off when you are brushing your teeth.**

- 4) Name one reason why it is important to recycle whenever possible
 - 1) **Helps stop unnecessary pollution and helps us reuse of resources instead of exhausting them.**

- 5) Give one reason why it is a good idea to make a compost pile in the backyard
 - 1) **It will help enrich your soil with vital nutrients to make better soil for planting gardens.**

UNIT WEB



TECHNOLOGY

I plan on reserving the computer labs for a couple of the assignments. I think that for the writing lesson it would be nice for them to be able to investigate some ways in which they haven't thought of to conserve energy at home. Also my social studies lesson requires the students to explore <http://www.ecokids.ca/pub/index.cfm> and <http://kids.earth.nasa.gov/> websites to find out any new and interesting information that they can about the environment.

There is also a site for the music lesson that had links to the songs and lyrics for several nursery rhymes that had been rewritten to fit my purpose.

I would also like to have the children explore some other websites during their computer lab time. The following are sites that I think the students will enjoy.

<http://kids.niehs.nih.gov/recycle.htm>

<http://www.p2pays.org/recycleguys>

<http://www.epa.gov/recyclecity/mainmap.htm>

TRADE BOOKS

Berenstain, Stan and Jan Berenstain. The Berenstain Bear Don't Pollute (Anymore). New York: Random House, 1991.

There is trouble in Bear Country when the citizens stop caring about the environment. No fear Brother and Sister Bear and the Earthsavers Club are here to teach the community to change their wasteful ways.

Bethel, Ellie. Michael Recycle. San Diego: Worthwhile Books, 2008.

This book is about a young superhero Michael Recycle. His job is to teach people in the community about recycling.

EarthWorks Froup, The. 50 Simple Things Kids Can Do to Save the Earth. New Jersey: AndrewsMcMeel, 1990.

This book is about different ways we can help to protect the environment. This book illustrates that what we do impacts the whole world.

Green, Jeff. Why Should I Protect Nature?. New York: Barron's Educational Series, 2005.

The class takes a field trip to the country. Many students are disregarding nature until they are taught that if we don't protect nature, there will be no nature to protect.

Green, Jeff. Why Should I Recycle?. New York: Barron's Educational Series, 2005.

Mr. Jones is a teacher that has always taught about recycling. Mr. Jones's class takes a field trip to the recycling plant where they learn all of the benefits of recycling.

Green, Jeff. Why Should I Save Energy?. New York: Barron's Educational Series, 2005

In this book the children take electricity for granted, until one day when the city is forced to deal with a blackout. The children realize that if we don't save electricity when possible there may come a time when we would run out of it for good.

Green, Jeff. What Should I Save Water?. New York: Barron's Educational Series, 2005.

Children learn that clean water is a luxury at an early age. In this book they will learn about several ways that they can avoid wasting it.

Mayer, Mercer. It's Earth Day!. New York: HarperFestival, 2008.

The Little Critter has recently watched a show about climate change at school. In this book Little Critter discovers ways that he can combat global warming.

Roca, Nuria. The Three R's: Reuse, Reduce, Recycle. New York: Barron's Educational Series, 2007.

The three R's teach us many things we can do to help reduce pollution. This book describes ways that students and their families can help reduce unnecessary waste.

Showers, Paul. Where Does the Garbage Go?. New York: HarperTrophy, 1994.

This book starts out with a teacher giving a lesson on the way that things used to be. After the lesson the students take a field trip to a landfill where they can see first hand the effects of waste has on the environment.

GUEST SPEAKER

For my unit plan I would like to book a guest speaker from a Native American tribe. The Miami Indians were the native people of Northern Indiana so if possible I would like to investigate this as a learning opportunity for the school. There is also a Potawatomi Tribe located in Michigan that does community learning experiences. I have included both websites below to further look into this.

I feel that having a guest speaker come in and share about their tribe's beliefs regarding the conservation of their environment would offer a once in a life time opportunity to my students. The tribes are slowly becoming obsolete there are very few practicing members around and those that still are, are modernizing and breaking away from traditions that have set their cultures apart for so long.

Many Native American tribes had strict beliefs concerning their environment. When they hunted they would only kill what they needed at the present time and made sure that they used the entire animal that they killed. They would use the animal for meat, their hides would become clothing or part of their teepees, and the bones would be made into tools or jewelry. Their belief was that everything is sacred and that they must take care of everything or they would be cursed by the spirits.

I think having a member of a tribe come in and talk to the students would make my lesson authentic. It would not be coming from me instead it would be coming from someone who actually experienced it. This would also allow the students a chance to ask questions of the speaker I would not be qualified to answer from my experiences.

Miami Indians:

<http://www.miamiindians.org/index.html>

Potawatomi Indians:

<http://www.pokagon.com/default.htm>

BULLETIN BOARD



My bulletin board would start out blank except for the phrase “Our Pollution Solution.” At the beginning of my unit I would tell the students that they are each to write one suggestion for how we can combat pollution in our community today. They can write it anywhere on the board. The only stipulation is that each idea must be unique. I have written some ideas on the mock-up to show an example of what it might look like after the first group has added their suggestions to the board.



December 5th, 2008

Dear Parent/Guardian,

I am writing this letter to tell you that we will be starting our unit on Earth Day shortly. We will be diving deep into the themes of recycling and conservation. During the unit we will discuss ways that we can help the Earth remain a beautiful place to live and start to look at some things that we can do as a class to help clean up our community!

In this unit students will get to see a variety of different ways to help “reduce, reuse, and recycle” some of our old stuff. Through this unit students will hopefully get to see that they are not too small to make an impact on our community. Once other members of the community start to see the impact they are having hopefully our efforts will snowball and pick up more supporters.

In this unit students will learn about making compost piles to save space in the local land fills. In art, they will also be using vegetables to make all natural paints for art projects. In math, we will be using actual energy scenarios to see if we can cut down on our energy consumption. We will even have a guest speaker come in to discuss the cultures, views and traditions that Native Americans had regarding the environment!

We will be ending our Earth Day unit by planting a flower garden in the courtyard of our school on Earth Day which is Wednesday, April 22nd. All of you are welcome to attend our little celebration bringing our unit to it’s conclusion at 2:00pm.

Sincerely,

Mr. Klee
jfkle@spartans.manchester.edu
(260) 901-7360

Earth Day Unit (PE Gross Motor)
Lesson Plan by: Joe Klee

Lesson: Litter Brigade PE Gross Motor Skills

Length: 20 minutes

Age or Grade Intended: 1st Grade

Academic Standards

Physical Education-1.5.2 Demonstrate a willingness to work with other students toward a common goal

Social Studies-1.2.4 Describe ways that individual actions can contribute to the common good of the community

Performance Objectives:

After the directions for the activity have been given, the student will participate enthusiastically.

Assessment:

There will be a participation grade for this activity, whether or not the student did the activity or they hindered others from doing the activity.

Advanced Preparation by Teacher:

The teacher will need to contact the custodians and see if they can get several large trash bags for this activity. I would also look into the availability of rubber gloves or a litter picker upper for each partnership.

Procedure:

Introduction/Motivation:

I will lead a discussion about littering and the harmful effects of the practice to our community. We will talk about the aesthetic value, potential disease and potential harm to the members of the community and the animals that live in our community.

“Let’s talk about litter in our community... What do you know about litter? Where are the most common locations to see litter? Why do you think this is the case? What types of problems does litter cause for our community?” **(Bloom’s Analysis)**

Step-by-Step Plan:

I will talk about the consequences of littering.

I will also ask the students to think of ways that they can help prevent/deal with litter in our community. **(Gardner’s Interpersonal)**

“Let’s come up with some ways that we can help prevent littering at our school” **(Bloom’s Knowledge)**

“What if the school was to offer a reward at the end of the month if the playground had been clean? Do you think that would have an impact on our litter problem?” **(Bloom’s Synthesis)**

After we have brainstormed the ways we can deal with it we will act out one of those actions- We will actually go around the school grounds picking up litter in and around the classroom, playground and school. **(Gardner's Bodily Kinesthetic)**
(Gardner's Naturalist) (Gardner's Interpersonal)

Closure:

After the activity we will talk about the activity and discuss the idea how it isn't really that hard to walk the extra couple of steps to the trash bins on the playground instead of throwing the trash on the playground or put that gum wrapper in our pocket until we pass a trash bin. We would also discuss some strategies to use when they see someone littering in our community to help them see the importance of disposing of trash in the right way.

Adaptations/Enrichment:

- *For students with a hearing impairment I will use a loud whistle to call the students to get back in line.
- *For students with a visual impairment I will use a loud whistle when we are outside on the playground to signal it is time to go back inside.
- *For students with a learning disability no adaptations are necessary for this student.

Self-Reflection:

- Did the students participate enthusiastically?
- Was there enough trash on the playground to justify this activity or do I need to figure out another way for this activity to work better?
- What other ways are there?
- Did the student's buy into this phenomenon?

SCIENCE

In my science lesson I am going to teach about creating compost piles. I will teach that a compost pile is made up from things we normally would throw away such as yard scraps or left-overs from last night's dinner. I will explain that these seemingly useless items are actually very beneficial to the environment and that a compost pile helps to enrich the soil with more nutrients. We will also talk about some of the items that we picked up earlier on our Litter Brigade. We will talk about what if any of the things we picked up would have been good to put in our compost pile. Some modifications I would use would be to bring in objects to start our own pile for my visual learners. Also for students with MiMD I might need to bring in objects to show what the compost piles look like. For autistic children the chance to look at objects up close and manipulate them would be a good modification as well. The assessment I would use would be creating a list of things found around the house and the students would then have to tell me if this would be a good product to use in our compost pile or not.

Earth Day Unit (Drama)
Lesson Plan by: Joe Klee
Adapted from: <http://www.childdrama.com/appletree.html>

Lesson: Drama- Become a Seedling
Age or Grade Intended: 1st Grade

Length: 15 minutes

Academic Standards

Fine Arts: Theatre-1.11.1 Use a theatre technique to understand a concept from another discipline

Social Studies-1.2.4 Describe ways that individual actions can contribute to the common good of the community

Performance Objectives:

- *When given the instructions, the student will participate 1/1 time.
- *After the exercise, the student will participate in a group discussion 1/1 time.

Assessment:

*I will visually check to make sure that all students are participating in this activity. I will then talk to students not participating on an individual basis to try and encourage them.

*I will make sure that everyone has a chance to contribute something to the group discussion.

Advanced Preparation by Teacher:

The teacher will need a copy of the seedling story from the website
<http://www.childdrama.com/appletree.html>

Procedure:

Introduction/Motivation:

- *“Have you ever pretended to be something you aren’t?”
- *“What did you pretend to be?” (**Bloom’s Knowledge**)
- *“How did you feel?” (**Bloom’s Evaluation**)
- *How many of you have ever planted a tree at your house? Many community businesses and organizations will often plant a tree in honor of Earth Day, especially if their business uses trees like a lumber yard.
- *“Today we are going to pretend to be seeds!”

Step-by-Step Plan:

- *Review personal space and the rules of not talking
- *Have the children find their personal space and close their eyes (**Gardner’s Intrapersonal Intelligence**)
- *Read the story pausing at the end of each line and wherever else it is noted (**Gardner’s Linguistic Intelligence**)
(**Gardner’s Bodily-Kinesthetic Intelligence**)

Closure:

*The teacher should facilitate a group discussion based upon the experience. Take special note where appropriate of some of the student's specific actions from the activity.

*How did you feel when you first broke through the seed pod? Who felt a sense of accomplishment? Did anyone feel a little afraid?

*What was it like when you first saw the sun? How many were happy? How many were proud?

*How did you feel when the children picked your apples? (**Bloom's Evaluation**)

*What part of your mind did you use to see the sun? (**Bloom's Knowledge**)

*Did you know your imagination was so powerful?

Adaptations/Enrichment:

*For students with a hearing impairment I would use a speaker system or stand next to them when reading the story.

*For students with a visual impairment, no adaptations were needed since this activity was done with our eyes closed.

*For students with a learning disability, I would build a response by asking a guided question during the group discussion.

Self-Reflection:

*Did the students like this activity?

*Did they willing participate or did they fight me each step of the way?

*Were they able to use their imagination to really get into the character of the seed?

The Story

- (Be sure to narrate this story slowly enough, and with appropriate pauses, so that the students are able to fully experience their own physical discoveries as they enact the story.)
- Everyone find your own personal space* on the floor and make yourself as small as possible.
- You are an apple seed, crammed tightly into your hard seed pod, and buried under the cold ground. It is winter, and you are barely awake. Above you, snow covers the ground. It is totally dark under the ground.
- Now it is spring. The earth around you is growing a little warmer, and you start to feel more awake. The snow above you melts and the water soaks into the earth around you. It feels good. The earth feels warmer, and you seem to be able to pull energy out of the soil.
- It is time to come out of your seed pod. You feel strong and energetic. Using all your strength, you push up against your seed pod and break through, like a bird breaks out of the egg. You reach upwards into the warm earth with your tendrills. The earth around you is moist, and you soak in the life-giving moisture. You don't know why, but you know you want to push upwards.
- Finally, with one great push, you emerge from the soil and see, for the first time, the SUN!
- The sun's energy flows into you and you feel stronger and stronger. You stretch upwards and outwards until you are a healthy seedling. The gentle spring rains nourish and refresh you. Just take a moment to enjoy it.
- (Take a longer pause here.)
- Now let's move ahead a few years. You have grown into a strong young sapling--a tree about the size of a young person. You have beautiful green leaves that soak up the sun and make you strong. But you want to grow taller. You want to be a tree. So you summon all your energy and you push out and up. As the years go by you become a strong, handsome apple tree. You stand proud in the sun and enjoy your own strength and beauty.
- Now it is fall. You have grown succulent, nourishing apples all over your strong branches. The apples contain seeds which might someday become new apple trees. The apples are heavy. Your branches are strong, but there are so many apples. You feel weighed down. You feel as if your branches might break.
- Here come some children. You can't talk to them, but you know they are coming for the apples. They have bushel baskets. They are laughing and singing. The children pick your apples, and your branches feel light. You know they will take them away and eat them. You know they will throw away the seeds, and that some of those seeds might grow to be new apple trees.
- Almost all of your apples are gone. But you know you will grow more next year. You feel grateful to those children. You hope they will enjoy the apples.
- (Take a longer pause here.)
- Now it is winter. All of your leaves have fallen. But you know you will grow more next spring. Now it is time to rest. You rest.
- **The end.**

Earth Day Unit (Cooking)

Lesson Plan by: Joe Klee

Recipe from <http://www.cooks.com/rec/view/0,1613,140184-242196,00.html>

Lesson: Cooking-Dirt Pudding

Length: 30 minutes

Age or Grade Intended: 1st Grade

Academic Standards

Social Studies-1.1.6

Use terms related to time to sequentially order events that have occurred in the school.

Performance Objectives:

*Given the steps needed to make dirt pudding, the students will place them in sequential order with 100% accuracy.

Assessment:

Each student will be given a worksheet with the steps in order to create dirt pudding. The steps will all be mixed up and they will have to number them in order to show their concepts of sequence.

Advanced Preparation by Teacher:

I will need to create the worksheet with all of the steps out of order. I will also need to supply materials in order to make dirt pudding for the entire class. Also take into account allergies to (Chocolate, Milk-plan accordingly)

Procedure:

Introduction/Motivation:

Talk about the earth. I can bring in a sample cross section of the soil I can create. I can bring in a plant and we can talk about why the soil is important.

Step-by-Step Plan:

- 1-Start out by showing them a clear cup of dirt "What do you think this is?" (**Bloom's Knowledge**) "Compare the difference between the cup of dirt and the dirt from the potted plant... What do you notice?" (**Bloom's Comprehension**)
- 2-Talk about what dirt is and why it is important to plants (**Bloom's Application**)
- 3-Ask if anyone knows other uses for dirt
Remind the students about the drama activity we have previously done with the seeds growing out of the dirt.
We can also connect the dirt with our Science lesson on compost piles.
- 4-Follow the recipe to make dirt pudding, (**Gardner's Bodily-Kinesthetic Intelligence**) illustrating the importance of the sequence by attempting to do things out of order (cookies without crunching them, gummy worms without the dirt, items in the pan without doing anything) (**Gardner's Logical-Mathematical Intelligence**)

- 5-Review the steps to creating the pudding
- 6-Sequence the steps on the worksheet (**Gardner's Linguistic Intelligence**)
- 7-Enjoy the pudding

Closure:

Enjoy the treat while you complete the worksheet. The worksheet doubles as a recipe card to take home after it has been graded.

Adaptations/Enrichment:

- *For students with a hearing impairment, place the student near the front of the room no accommodations are necessary.
- *For students with a visual impairment, no accommodations are necessary.
- *For students with a learning disability, you can simplify the worksheet if necessary.

Self-Reflection:

Did the children enjoy the activity? Would it be possible/feasible for everyone to create their own treat or is it better to create it as a group? Did this particular recipe taste good? Are there simpler or more challenging recipes?

NAME: _____

Ingredients:

- 1 Large bag of Oreo Cookies
- 1 c. Sugar
- ½ Stick of butter
- 1 (8oz.) pkg. Softened cream cheese
- 2 Boxes of instant chocolate pudding
- 3 ½ c. Milk
- 1 (12oz.) Container Cool Whip

Directions: Place the following steps in the correct order

- ____ Third, blend pudding, milk and Cool Whip together.
- ____ First, chop Oreo Cookies in food processor until cookies look like dirt.
- ____ Fourth, Combine Pudding and cream cheese mixture together until lumps are smooth.
- ____ Fifth, in a 9 x 13 pan, layer cookie mixture then pudding mixture, leaving enough cookie mixture for the top.
- ____ Finally, decorate with gummy worms.
- ____ Second, Mix butter, cream cheese, and sugar together until smooth.

Earth Day Unit (Art)
Lesson Plan by: Joe Klee

Lesson: Art-Painting using dyes made from vegetables

Length: 45 minutes

Age or Grade Intended: 1st Grade

Academic Standards

Fine Arts: Visual Arts- 1.6.4 Demonstrate thoughtfulness and care in creating artwork

Social Studies-1.2.4 Describe ways that individual actions can contribute to the common good of the community

Performance Objectives:

*After the project is explained the students will complete their painting neatly.

*After the students complete their painting, they will explain how they contribute to the common good of the community in one minute or less.

Assessment:

Project will have a checklist- Yes/No-did the student complete the assignment neatly?

Explanations will be graded upon a good faith attempt.

Advanced Preparation by Teacher:

The teacher will need to buy different colors of vegetables: Squash, Zucchini, Pepper, Pumpkin, Eggplant, etc.. In addition, they will need a hot plate, and one tablespoon of vinegar for each color of dye. You will need to provide a bowl of each color paint to each table and a paint brush for each student.

Procedure:

Introduction/Motivation:

How many times have adults told you not to play with your food? Well today you finally get your opportunity to do just that. How can we use food to paint? (**Bloom's Application**) We will be using organic materials to create beautiful masterpieces. All of our dyes will come straight from vegetables that we can grow here in Indiana. After we cook the vegetables can we add the parts we don't use to our compost pile? Sure we can!

Step-by-Step Plan:

1-I will cook the vegetables and save the liquid each one created.

I would like to use a hot plate in front of the classroom.

2-I will add 1 tablespoon of vinegar to each vegetables liquid.

3-Pass out a set of colors to each group of children (4 to a group)

(Gardner's Interpersonal Intelligence)

4-Now draw for me a picture of a way that you can help out the community (**Bloom's Application**) (**Gardner's Spatial Intelligence**)

Closure:

- 1- Have each student briefly share their drawing with the class after they have dried completely. (**Gardner's Logical/Mathematical Intelligence**)(**Gardner's Naturalist Intelligence**)
- 2- 'Show your picture to the class and explain what you might do to help the community' (**Bloom's Analysis**) 'How would this improve the community?' (**Bloom's Synthesis**)

Adaptations/Enrichment:

- *For audibly impaired students I will use a speaker box to give the instructions.
- *For visually impaired students I will pass around my sample drawing so they can each get a closer look.
- *For students with MiMD I would have a list of ideas that they could portray in their painting.

Self-Reflection:

How well did the lesson go? Did they like my activity? Did they all get a chance to use each color? Were they able to tell a way that they can contribute to the good of the community?

Earth Day Unit (Music)
Lesson Plan by: Joe Klee

<http://www.theteachersroom.com/earthday.htm>

Lesson: Music- Nursery Rhymes
Age or Grade Intended: 1st Grade

Length: 15 minutes

Academic Standards

Social Studies-1.2.4 Describe ways that individual actions can contribute to the common good of the community

Performance Objectives:

- *After being taught the song, the student will sing the song at an appropriate volume.
- *After learning the song, the student will give one way to recycle at home and at school.

Assessment:

The students will be given a quiz. The quiz will be their opportunity to share one way for them to recycle at school and at home.

Advanced Preparation by Teacher:

The teacher will need to create a poster board with the song lyrics on it.

Reduce, Reuse, Recycle

Tune: Itsy Bitsy Spider

Reduce, reuse, recycle - words that we all know.
We have to save our planet so we can live and grow.
We might be only children, but we will try, you'll see.
And we will save the planet - it starts with you and me!

Procedure:

Introduction/Motivation:

We will have a brainstorming session about recycling as a class.

‘How can we recycle?’ - **(Bloom’s Knowledge)**

‘What types of things can we recycle?’ - **(Bloom’s Knowledge)**

‘Why do you think recycling is important?’ - **(Bloom’s Analysis)**

Step-by-Step Plan:

1-I will start off by reading one of my tradebooks The Three R’s: Reuse, Reuce, Recycle by Nuria Roca

In this book we are introduced to many things that we can do to help reduce pollution at home and in our community.

2-We will listen to a recording of the song

3-I will select a child to read each line.

(Gardner’s Linguistic Intelligence)

4-We will then sing the song together

(Gardner’s Musical Intelligence)

Closure:

1-I will have the children return to their seats and write down one sentence about what they learned about recycling. 'Why is Recycling important?' - **(Bloom's Comprehension)**
(Gardner's Naturalist Intelligence) (Gardner's Linguistic Intelligence)

Adaptations/Enrichment:

- *For audibly impaired students I will use a speaker box to give the lesson.
- *For deaf students I would learn how to and teach signing along with the song.
- *For MoMD students I would give them a list of things both to recycle and things that were wasteful. For their quiz they could highlight two ways that we can recycle.

Self-Reflection:

How well did the lesson go? Did they like my song? Did they all know the tune?
How well were they able to recall from the brainstorming activity in the beginning of my lesson?

POP QUIZ

NAME: _____

DATE: _____

What is one way that we can recycle here at school?

What is one way that you can recycle at home?

POP QUIZ

NAME: _____

DATE: _____

Directions: Please highlight one sentence from each section

At school I can:

Throw my pop can on the playground.

Put my old papers in the garbage.

Place my free drawing papers in the recycling bin.

At home I can:

Leave all of the lights on when I am gone.

Rinse out empty cans and place them in the recycling bin.

Leave the water on all day and night.

Earth Day Unit (Social Studies)
Lesson Plan by: Joe Klee

Lesson: Social Studies

Length: 30 minutes

Age or Grade Intended: 1st Grade

Academic Standards

Social Studies-1.1.5 Identify people and events observed in national celebrations and holidays

Performance Objectives:

*When given access to the Internet, the student will learn interesting facts about the importance of Earth Day.

Assessment:

Were the partnerships each able to share one thing that they learned today about Earth Day?

Advanced Preparation by Teacher:

The teacher will need to reserve the computer lab.

Procedure:

Introduction/Motivation: I would take the students down to the computer lab and introduce the two websites <http://www.ecokids.ca/pub/index.cfm> and <http://kids.earth.nasa.gov/> to the class. I would show them some things that I found interesting on both websites. I would then ask the students ‘What are the themes of these websites?’ (**Bloom’s Analysis**) ‘How can you tell?’ (**Bloom’s Comprehension**)

Step-by-Step Plan:

- 1- Pair up the students (**Gardner’s Interpersonal Intelligence**)
- 2- Show the students some fun activities on the websites (**Gardner’s Spatial Intelligence**)
- 3- Allow the students to explore and see what they can find on their own. “Investigate each website’s content and see what you can find on your own.” (**Blooms’ Knowledge**)(**Gardner’s Musical Intelligence**)

Closure:

I will allow each partnership to share something they learned or thought was fun to the class. (**Gardner’s Linguistic Intelligence**) ‘Summarize what your partnership did today’ (**Bloom’s Comprehension**)

Adaptations/Enrichment:

- *For students with a hearing impairment- I will make sure the computer has a pair of headphones with it.
- *For students with a visual impairment- each partnership will have their own computer so they will be able to sit close.
- *For students with a learning disability- I will have pre-paired the students and would pair them with a stronger student.

Self-Reflection:

Did the children learn from my lesson? How did the partnerships go? Was it better to have partnerships or maybe individuals next time we do this type of an activity?

Earth Day Unit (Reading)
Lesson Plan by: Joe Klee

Lesson: *Brother Eagle, Sister Sky* by Susan Jeffers and Chief Seattle

Length: 30 minutes

Age or Grade Intended: 1st Grade

Academic Standards

English-1.2.3 Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read

Social Studies-1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Performance Objectives:

*After being read the story, the student, will write down the basics of the story.

*After being read the story, the student, will write down a natural resource and its use in their community 1/1 time.

Assessment:

*The student will fill out a graphic organizer for *Brother Eagle, Sister Sky*.

*The student will be assessed upon whether or not they were able to describe the natural resource and its use.

Advanced Preparation by Teacher:

The teacher will need to acquire a copy of *Brother Eagle, Sister Sky* by Susan Jeffers and Chief Seattle

Procedure:

Introduction/Motivation:

I will share with them some information about Chief Seattle; Who he was, what tribe he belonged to, where that tribe called home. **(Bloom's Knowledge)**

Chief Seattle was a leader in the Suquamish tribe located in Washington State. Seattle was known as a fierce warrior but also as a powerful storyteller. His speeches were listened too by many different kinds of people. I have a book of one of his speeches that I would like to share with you and hopefully you will be able to see what a powerful speaker the chief was.

Step-by-Step Plan:

1-Read aloud *Brother Eagle, Sister Sky* to the class **(Gardner's Visual Intelligence)**

2-The students will complete a graphic organizer **(Gardner's Spatial Intelligence) (Gardner's Linguistic Intelligence)**

Who was the main character? **(Bloom's Comprehension)**

What was the setting? **(Bloom's Comprehension)**

3-The students will also list s a natural resource in our community and a way that we use it **(Gardner's Naturalist Intelligence)**

“Lets look back at the Social Studies lesson we just. Who can remember what a natural resource is? Where do we find them?”

Closure:

I will discuss the idea of conservation through the eyes of Chief Seattle and then we will discuss ways as a class that we can conserve our current natural resources. What are some things that we can do to conserve our natural resources?
(Bloom’s Synthesis)

Adaptations/Enrichment:

For learning disabled students I would have a graphic organizer already set up so they could just plug in the information from the story.

For students with mild mental disabilities I would have a list of natural resources found in America and they could pick out one that we have in Indiana to share with the class.

For students that would rather tell me I would allow them to come back and explain to me their worksheet.

Self-Reflection:

Were the students able to pick out the important parts of the book? Were the students able to come up with several different natural resources and reasons why we use them? Did my planned adaptations work? What do I need to change for the next time I teach this lesson?

STORYBOARD
Brother Eagle, Sister Sky

NAME: _____

DATE: _____

Directions: The student will fill out the worksheet answering each question

Who:

What:

Where:

When:

How:

What is one natural resource that can be found locally and what do we use it for?

Earth Day Unit (Storytelling)
Lesson Plan by: Joe Klee

Lesson: Storytelling

Length: 60 minutes

Age or Grade Intended: 1st Grade

Academic Standards

1.2.1 Recognizes and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Performance Objectives:

*After learning about Earth Day, the student will orally tell an aspect of an Indian Culture related to Earth Day.

Assessment:

*The students will work in their desk groups. Each group will collaborate to make a story and then share it with the classroom.

Advanced Preparation by Teacher:

This lesson will need to be done after the reading lesson “Brother Eagle, Sister Sky” and also after the guest speaker comes in to share with the class about his tribe’s traditions.

Procedure:

Introduction/Motivation:

The students will have just listened to the guest speaker that came in. So they will hopefully be excited for this activity. The speaker will have also just modeled what I want the groups to do

I may need to remind them of some of the beliefs:

Using all of the kill

Not wasting land or precious resources

Step-by-Step Plan:

- 1- I will have to first review the book we read as well as refresh the guest speaker we just saw.
- 2- I will write down their ideas on the chalkboard
- 3- I will allow the groups to collaborate amongst themselves for 5 minutes to “Create a legend for the environment or conservation etc.”
(Bloom’s Synthesis)(Gardner’s Naturalist)
- 4- After five minutes I will check to see who still needs more time
(Gardner’s Interpersonal)
- 5- If they do I will allow for 5 more minutes, if they are mostly done I will allow each group to share their legend with the class
- 6- “First, tell me what is the main idea or theme of your legend?” Share it with the class. **(Bloom’s Knowledge)**

Closure:

We will listen to each group's legend and "Compare and contrast it to what we know about the Indian's beliefs based upon the speaker and the story."

(Bloom's Evaluation)

Adaptations/Enrichment:

If the students would rather act out their legend they can choose to do it rather than just tell it to us. **(Gardner's Bodily-Kinesthetic)**

For students who are shy then can be a recorder and write down their group's legend for me.

A student with MiMD could pair up with an aide and tell their story verbally to the aide to write it down for them.

Self-Reflection:

How did the lesson go? Were they able to really pull concepts from the book? The speaker? Would the students rather acted them out or told them?

Earth Day Unit (Math)
Lesson Plan by: Joe Klee

Cost Projections Available at: <http://www.csgnetwork.com/elecenergycalcs.html>

Lesson: Math-Conservation Problems

Length: 30 minutes

Age or Grade Intended: 1st Grade

Academic Standards

Mathematics-1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.

Performance Objectives:

*When given a problem, the student will construct an accurate number sentence 2/3 times.

Assessment:

*I will check to make sure that they have written an accurate number sentence for each problem. I will also check to see if accurate computations were done.

Advanced Preparation by Teacher:

- *I will need to have copies of the worksheet for every student.
- *I would also like to bring in several different types of light bulbs so they could see that they can switch to a different more efficient bulb without buying new lamps.

Procedure:

Introduction/Motivation:

This lesson ties into the theme of the music lesson “Reduce, Reuse, Recycle.” We are using more energy efficient light bulbs, we are mainly talking about light bulbs that reduce the amount of heat that they give off to become more efficient with the electricity they use. I will bring in different light bulbs. Different wattage and different types like a regular and the spiral ones, etc... I will plug each light into a lamp and we can see that less power doesn't mean less light. I will ask the students “What do you think will happen... More power/light...Less power/light” (**Bloom's Synthesis**)

Step-by-Step Plan:

- 1-After introducing the students to the different lights I will ask students for different ideas they have for conserving energy.
“What are some ideas that you have for conserving energy?”
(**Bloom's Knowledge**)
- 2-We will discuss if these are viable ways to reduce cost while maintaining a green environment
“How can you justify that these will conserve energy?”
(**Bloom's Evaluation**)
- 3-We will go over a story problem as a class and the students will tell me how to complete it using our method. (**Gardner's Interpersonal**)

Right now we have only worked on subtraction of smaller numbers. So we will go through the problem and pick out the numbers we need to use and figure out which is bigger and which is smaller.

4-I will pass out the assignment (**Gardner's Intrapersonal & Linguistic**)

Closure:

We will go over the assignment as a class. Students will come to the overhead and do the problem in front of the class. We will discuss how it would be so easy to switch the light bulbs. Not only would we be saving money, getting brighter lights, but also using less electricity.

Adaptations/Enrichment:

- *For students with a hearing impairment there will be written directions at the top of the worksheet as well as a visual demonstration of how to solve the problems.
- *For students with a visual impairment I would do a sample problem on the overhead so they could see how to do the problem.
- *For students with a learning disability in math I would allow the use of a calculator.

Self-Reflection:

- *Were the students able to decipher the story problems?
- *Did I create interest in energy conservation?
- *How can I demonstrate this differently?

ENERGY CONSERVATION

Name: _____

Date: _____

- 1) To light out classroom it costs us \$4.86 each week. If we switched the lights to be more efficient it would only cost us \$3.24 each week. How much money would the school save each week if we switched the classroom lights?

Number Sentence:

- 2) If you take a 20 minute shower it costs \$1.23. A shower half as long only costs \$0.62. How much money would you save after a week of taking 10 minute showers instead of 20 minute showers?

Number Sentence:

- 3) If a typical shower costs \$0.62 and a typical bath only costs \$0.42 how much money would you save by taking a bath each night?

Number Sentence:

ENERGY CONSERVATION

Name: KEY

Date: _____

- 1) To light out classroom it costs us \$4.86 each week. If we switched the lights to be more efficient it would only cost us \$3.24 each week. How much money would the school save each week if we switched the classroom lights?

Number Sentence: $\$4.86 - \$3.24 = \$1.62$

- 2) If you take a 20 minute shower it costs \$1.23. A shower half as long only costs \$0.62. How much money would you save after a week of taking 10 minute showers instead of 20 minute showers?

Number Sentence: $\$1.23 - \$0.62 = \$0.61$

- 3) If a typical shower costs \$0.62 and a typical bath only costs \$0.42 how much money would you save by taking a bath each night?

Number Sentence: $\$0.62 - \$0.42 = \$0.20$

Earth Day Unit (Writing)
Lesson Plan by: Joe Klee

Lesson: Writing

Length: 60 minutes

Age or Grade Intended: 1st Grade

Academic Standards

English-1.5.1

Write brief narratives (stories) describing an experience

Performance Objectives:

When given a story board, the student, will write a short story explaining what he or she can do to help the environment 1/1 time.

Assessment:

I will collect the storyboards at the end of the writer's workshop session. I will provide some feedback to the student but not take a grade at this time on their mechanics.

Advanced Preparation by Teacher:

I will need to have 3 or 4 handout stapled together for each student.

Procedure:

Introduction/Motivation:

We will need to have a writing conference as a class and brainstorm several different ideas for ways that we can conserve energy. I may need to have several of these pre thought out in case we get stuck with only a few ideas.

Our Earth Day unit is almost at its conclusion. This afternoon we will be planting flowers in the courtyard for the school to enjoy. Right now I want you to Write a short story about one way that you can help the environment. You will need to use all of the information that you have gained throughout the entire unit. Think about our math lesson with energy conservation, or our science lesson with our compost piles. Don't forget music class with recycling or the social studies lesson in the computer lab. And remember what the Chief said when he came to talk to you guys.

Step-by-Step Plan:

*Hold the conference in order to brainstorm possible storylines.

*What have we talked about that you could use in a book about conservation? **(Bloom's Application)**

*Review steps we need to complete to create the books.

(Words-first, Pictures-Second)

(Gardner's Linguistic Intelligence)

*Allow the students to go back to their groups and write the story without interruptions for ten minutes.

(Gardner's Intrapersonal Intelligence)

*I can then go around and help or they can ask for help from a neighbor.

(Gardner's Interpersonal Intelligence)

*Explain what is happening in your story...

(Bloom's Comprehension)

*Why did they do ____?

(Bloom's Evaluation)

*At the end I will instruct my students to look at our "Good Writers" poster.

*Good writers use a capital letter to start each sentence. They also use a punctuation mark at the end.

*Good writers check for spelling of words they already know.

*Good writers reread their sentence to make sure it makes sense.

*Good writers add to their picture or add more words to their story.

Closure:

*Draw two names from the jar, these two students will get to share their stories with the class from the 'Author's Chair'

Adaptations/Enrichment:

*For students with a hearing impairment I will give directions using the speaker box.

*For students with a visual impairment I will make sure this student is towards the front for our writer's conference.

*For students with a learning disability, these students would write less complex storylines, they would also be allowed to have my scribe their story.

Self-Reflection:

Were my adaptations helpful? Did the students accomplish what they needed to? Would I teach this in the same way again?



PE FINE MOTOR

My culminating activity is my PE Fine Motor Skills lesson regarding planting of flowers. After we create our compost pile I will have the students plant a garden in a common area of the school. There is an unused flower bed currently in the courtyard at Madison Elementary. I will have each student plant at least one flower/bulb. I will teach them how to plant the flowers, that they need to be 'x' inches deep and about 'x' inches away from each other. I will also need to teach them about how much water they need to grow and about sunlight, all very basic biology themes. The assessment for this activity would be participation. For my modifications I would have a flower pot for students that for some reason could not plant the flowers in the garden do to an orthopedic impairment. I would also demonstrate the planting of flowers for my visual learners. And lastly, for autistic students I would either supply gloves for the student or they could be the watering person if they can not deal with the mess of digging in the dirt.