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**Theme:** Climate and Recycling

**Overall Goal:** The students will learn about different regions and climate throughout the United States and how they can help protect the Earth.

**Rationale:** This unit is very important for third graders. The Indiana Standards indicate that every third grader should learn about the climate and different regions in the United States. I also believe it is important. Children should know about the world around them. There are many ways that the climate can affect humans and the humans can affect the climate. When people know about how the climate can affect things in their life, they will take action to help the climate. The students will also learn throughout this unit that the climate and physical characteristics in a region can affect the vegetation and animal life in that region. Vegetation and animals provide humans with food to eat. All humans should know the different effects so they can learn how to get their food from different vegetation and animals. The students can learn in this unit how they and other people can help minimize different environmental issues. Humans have to live in the world; therefore, they should know about it.

**Standards:**

* 3.3.6 Explain the basic Earth/sun relationship, including how it influences climate, and identify major climate regions of the United States.
* 3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.
* 3.3.10 Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.

**Objectives:**

* The students will learn what relationship the earth and sun have.
* The students will learn about climate and be able to identify the major climate regions of the United States.
* The students will study and know how the climate and physical characteristics of different regions affect vegetation and animal life in that region.
* The students will discover different environmental issues and learn how people try to solve them.

Pre-Assessment

**Directions: On a piece of paper, write about what you think of or know about climate, physical environment, and recycling. Discuss everything you have been taught in or out of school.**

Items to think about…

* What is climate
* What makes up the climate of an area
* Climate regions
* What is a physical environment
* How does climate affect a physical environment
* Why is it important to recycle
* How do you recycle
* What does recycling and climate have in common

Teacher instructions: Take the pre-assessment writing and read through them. Analyze the content of the writing. What do the students know? Base your instructions on what they have told you. Write comments on all the papers. Keep the writings until after the unit to see the growth of the student in this area.

**“United States Regions”**

**Lesson Plan by:** Liz Myers

**Lesson:** Learning about the different regions of the United States and their physical environment.

**Length:** 40 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Social Studies

3.3.6 Explain the basic Earth/sun relationship, including how it influences climate, and identify major climate regions of the United States.

**Performance Objectives:** The students will recognize the different climate regions and how they differ in the environment by writing about their preference of where they want to live and why not another climate region obtaining an 85% on the attached rubric.

**Advanced Preparation by Teacher:** nothing

**Assessment:** The students will be assessed on the attached rubric.

**Procedure:**

**Introduction/Motivation:** Ask the students what they have learned so far about different communities. “Why do you think people have settled in different areas of the United States?” (Application) Today we are going to talk about how people like different environments and the United States has different environments.

**Step-by-Step Plan:**

1. “What makes up a physical environment?” (Knowledge) Write on the chalkboard landforms and climate. Have the students provide a definition for each. (Visual)
2. Hand out the blank maps of the United States with the different regions outlined. Explain to the students that the United States is made up of different regions that have different physical environments. Have them turn to page 143 in their book and label the different regions. (Visual)
3. Ask the students to look at the map and find what region we live in. Have the students describe different characteristics about their physical environment to the person sitting next to them. Give them 2 minutes to discuss and then have each group give one characteristic they came up with and write it on the board. (Intrapersonal)
4. Turn to page 144 and 145 in the text book. Have the students read silently the short description of the Midwest region. Did they describe the same characteristics?
5. Have the students read aloud the other descriptions of each region. Have a discussion about each one comparing and contrasting them among the others.
6. Have the students take out their writing folders and turn to a blank page. Instruct them to write a descriptive paragraph about a physical environment they would want to live in and why. Identify which region of the United States they would most likely fit in. Explain why they would not want to live in the other regions describing the characteristics of each region. (Linguistic)
7. When they are finished writing, have them illustrate their ideal physical environment.

**Closure:** Ask the students if there are any volunteers that want to share what they wrote and their picture. Tomorrow we will continue to look at the different regions and their physical environments.

**Adaptations/Enrichment:** For the students with a learning disability, they will not need to explain the regions with as much detail as the other students. They will need to be able to identify the different regions and be able to describe what a physical environment is. Have them write about what they learned about the regions and their physical environments.

**Self-Reflection:**

* Can the student identify the different climate regions?
* Were the students able to compare and contrast the different regions?
* Can the students describe the characteristics of certain regions of the United States?

**“Climate Stories”**

**Lesson Plan by:** Liz Myers

**Lesson:** Write a story that takes place in a certain climate region. **Length:** 2 days

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** English/Language Arts

3.5.1 Write narratives that:

• provide a context within which an action takes place.

• include details to develop the plot.

**Performance Objectives:** The students will create a story that takes place within a climate region of the United States by following the requirements on the rubric 90% correctly.

**Advanced Preparation by Teacher:** make copies of the writing handout

**Assessment:** The teacher will assess the students during their discussion and will assess their writing according to the rubric.

**Procedure:**

**Introduction/Motivation:** We learned about the different climate regions of the United States yesterday. We learned about different people and how their climates and physical environments allow them to do different activities in life. Turn to page 144 in your social studies book. With a partner, review what the descriptions said about each region. (Interpersonal)

**Step-by-Step Plan:**

1. You are going to pick a region in the United States to write about. You will be creating a story that takes place within that certain region.
2. What characteristics do all stories need to have? (Characters, Plot/Problem, Setting, Resolution) (Beginning, Middle, and End) Write these on the chalkboard. (Visual) (Analysis)
3. Hand out the story writing handout. Go through it with the class as they write down their ideas. (Visual)
4. After the handout and the story map are filled out, have the students write their stories down on paper. (Linguistic)

**Closure:** What are the elements that every story must contain to be a good story? (Knowledge) Why do you think authors include these in their stories? (Evaluation) What was the hardest part of writing your stories? (Application) Were you able to describe your environment in your story so others know where it takes place? (Knowledge) Tomorrow we are going to do something else with your stories. We are going to begin learning how to tell a story.

**Adaptations/Enrichment:** For the students with a learning disability, there will be a separate rubric that will not require as much detail to be placed within their story. They will still be required to have all parts of the story.

**Self-Reflection:**

* Did the students apply all the categories of a story?
* Were they able to complete the writing handout and then apply it to their story?
* Did the students apply their climate region to their story?

**How to Write a Story**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Setting: (the time and place the story takes place)**

1. Where does your story take place? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Give three characteristics of that place.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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6. When does your story take place? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Characters: (who is involved in the story)**

Character #1

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Character #2

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Character #3

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Problem: (what do the characters have to resolve)**

Describe the problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Plot/Events: (what happens in your story?)**

Event #1

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Event #2

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Event #3

Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Resolution: (how to they solve the problem)**

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**Using this story writing guide, complete the story map for the beginning, middle, and end to your story.**

**After you have that completed, begin writing your story following your story map.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Story Map**

Write notes in each section.

**Middle**

**Beginning**

**End**

|  |  |
| --- | --- |
| |  | | --- | | **Story Writing : Climate Stories**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Focus on Assigned Topic** | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| **Organization** | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| **Solution/Resolution** | The solution to the character's problem is easy to understand, and is logical. There are no loose ends. | The solution to the character's problem is easy to understand, and is somewhat logical. | The solution to the character's problem is a little hard to understand. | No solution is attempted or it is impossible to understand. |
| **Creativity** | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| **Setting** | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn't supply much detail. | The reader has trouble figuring out when and where the story took place. |
| **Action** | Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting! | Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be. | A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way. | Little variety seen in the verbs that are used. The story seems a little boring. |
| **Problem/Conflict** | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| **Characters** | The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |

Total: \_\_\_\_\_\_ / 30 (possible 32)

**“The Climate Around You”**

**Lesson Plan by:** Liz Myers

**Lesson:** Telling a personally written story to the class. **Length:** several class days

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** English/Language Arts:

3.7.13 Plan and present dramatic interpretations of experiences,

stories, poems, or plays.

Social Studies:

3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Performance Objectives:** After writing a descriptive story that takes place in a certain climate, the students will tell their story to the class using all the aspects of a good storyteller.

**Advanced Preparation by Teacher:** Grade revised versions of the stories written by each student.

**Assessment:** The teacher will complete a storytelling rubric as each student completes the activity. (See attached rubric)

**Procedure:**

**Introduction/Motivation:** Gather all the students around the reading chair. Begin telling a story that takes place in a certain climate region. Model for the students a good storyteller. After your story ask the students what they enjoyed about the story. You have already written a story about climate. Today, you are going to be able to tell your stories to the class.

**Step-by-Step Plan:**

1. Review the different characteristics of a good storyteller and ask the students how the teacher modeled them during his/her story. Write each of the characteristics on the chalkboard. (Knowledge) (Application) (Visual Learner)
2. Have each student get out their written story. Tell them to review over it because they are all going to get a chance in the reading chair to tell their story.
3. Go over the rubric with the students so they are aware of what they will be graded on.
4. Ask for volunteers to go first. After you have no volunteers, draw name sticks. (Intrapersonal)
5. After each student tell their story, have the class provide feedback to the student about what they did well. (Linguistic Learner)
6. Have three or four students go a day, depending on how much time there is.

**Closure:** Was this activity fun? Ask the students to construct their own idea of why people tell stories. (Synthesis)

**Adaptations/Enrichment:** For those students who have a mild mental disability or who struggle with this activity, the teacher will sit next to them while they are telling their story and provide suggestions and support. For the students who need enrichment, have their classmates ask them questions or have them act out their story while they are telling it.

**Self-Reflection:** (to be completed after the lesson is taught)

**“Units of Temperature”**

**Lesson Plan by:** Liz Myers

**Lesson:** Observing temperature using Fahrenheit and Celsius **Length:** one week

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Mathematics:

3.5.8 Compare temperatures in Celsius and Fahrenheit. Social Studies:

3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Performance Objectives:** After observing and recording the temperature for one week, the students will realize the difference between Fahrenheit and Celsius by graphing the two temperatures 95% correctly.

**Advanced Preparation by Teacher:**

* print copies of bar graph and thermometer for each student
* display thermometers outside the window visible to the students

**Assessment:** The teacher will assess through observation and through the graph handout. He/she will observe the conversations the students have about the two temperatures while they are recording their data and he/she will assess whether or not the students were able to record the data correctly on the graph and write the correct temperature below the graph for each day.

**Procedure:**

**Introduction/Motivation:** Ask the students what they have been learning so far about climate. Make sure they give the different characteristics of climate (temperature, location, precipitation, and location). (Knowledge) Pull out a thermometer. (Bodily-Kinesthetic) Ask the students if they know what it is and what it is used for. We have discussed different units of measurement before, what are some examples (feet, centimeter, gram, kilogram, ect.)? (Knowledge) In what units do you measure temperature? Turn to page 696 in your math book.

**Step-by-Step Plan:**

1. On page 696 you see a picture of a thermometer, what are the two different units we use to measure temperature? What unit do we use most often to measure temperature? (Analysis)
2. Explain that the Celsius unit is used rarely in the United States. It is a part of the metric system (explain).
3. Next to the thermometer are pictures of different things and the temperatures in Fahrenheit and Celsius. Have the students compare the two temperatures. (Visual/Spatial)
4. Have the students close their book and hand out the thermometer handout. Ask them conversion questions (40°C = \_\_\_\_°F) and have them write the answers in their content binder under math. Review the answers with the whole class. (Comprehension) (Logical/Mathematical)
5. Explain to the class that they are going to do a project with their groups. Split the class into 6 groups. (Interpersonal) Label two groups morning, lunch, and afternoon.
6. Pass out the bar graph handout. Explain the procedure for collecting data for their graph. The two morning groups will look at the temperatures when they arrive to class in the morning and record what it says in both Celsius and Fahrenheit. The lunch group will go before lunch and the afternoon group will go right before it is time to leave.

**Closure:** After the week has passed, discuss with the class what each group found. Compare the temperatures between the different times of day. Ask the class why is temperature a part of climate? (Application) How to people adapt to the temperature in their climate (provide examples)? (Analysis) Hold a class discussion about how temperature can affect the climate in a certain area. (Linguistic) We will later examine the temperature differences in different areas of the United States.

**Adaptations/Enrichment:** The students will be working within groups to help each other out. Arrange the groups so the kids with a learning disability are grouped with others that are easy to work with and can help them out. For the students with a visual disability, I would hope to obtain a thermometer with Braille. They would also create their own graph so they are familiar with what is on the paper.

**Self-Reflection:**

* Can the students read the thermometer correctly?
* Were they able to make comparisons between Fahrenheit and Celsius?
* Were the groups able to get all the information they needed?
* Was this enough time to spend on this activity?
* Did the students comprehend the material or should I revisit it?

**“U.S. Regions”**

**Lesson Plan by:** Liz Myers

**Lesson:** Learning the different characteristics of the U.S. regions **Length:** 40 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Social Studies

3.3.7 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Performance Objectives:** The students will construct a skit that identifies the different climate and physical characteristics of a region on how they affect people who live there, completing 85% of the checklist correctly.

**Advanced Preparation by Teacher:** None

**Assessment:** The students will be assessed through observation while the teacher monitors the group work. They teacher will also do a checklist for each groups skit.

**Procedure:**

**Introduction/Motivation:** We have been talking about the different climates of the US. We also learned the different regions of our country. What are they? (Knowledge) Write them on the board. (Visual Learner) We have also talked about the different weather conditions and the physical features of each of the regions. Today, we are going to apply the differences of the regions into skits.

**Step-by-Step Plan:**

1. Brainstorm with the class the different characteristics of each region. (Ex. Southwest regions: little precipitation, dry land, deserts, little vegetation) Write all the ideas on the board. (Visual Learner)
2. Split the class into 5 groups. Have each group pick a region. (Interpersonal Learner)
3. Give them 10 minutes to come up with a skit about their region. They are not allowed to use the name of what region they are in. Instruct them to use the characteristics on the board the class came up with and any other characteristics that they can come up with. (Interpersonal and Visual Learners)
4. Each group needs to describe the weather, land characteristics, and activities they could do in that region.
5. After the 10 minutes are up, each group will perform their skit for the class.

**Closure:** All of the regions had similarities and differences. What are some of them? (Comprehension) Write them on the board. People choose to live in places based on what they love. Would you want to live someplace else when you grow up? How do you think the climate and the physical environments affect the people who live in that region? (Application)

**Adaptations/Enrichment:** The students will be grouped in groups that have different capabilities. As the groups are working together, the teacher will walk around and monitor the progress of each group. The students with a learning disability will collaborate with their classmates to make the skit. The teacher will only ask them to offer one characteristic of their region and they will be allowed to look in the book.

**Self-Reflection:**

* Were the students able to come up with different characteristics of each region?
* Could the class see the similarities and differences of each region?

U.S. Regions Skits

Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Complete each of the items on this checklist to receive full credit.

1. Described weather conditions \_\_\_\_\_\_ / 2
2. Describe 3 physical characteristics \_\_\_\_\_\_ / 6
3. Describe 2 activities \_\_\_\_\_\_ / 4
4. Everybody is involved in skit \_\_\_\_\_\_ / 3

Total \_\_\_\_\_\_ / 15

**“Pen Pal Letters”**

**Lesson Plan by:** Liz Myers

**Lesson:** learning to write a letter **Length:** 30 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** English/Language Arts

3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:

* show awareness of the knowledge and interests of the audience
* establish a purpose and context
* include the date, proper salutation, body, closing, and signature.

**Performance Objectives:** The students will write a letter about their climate and physical characteristics using all parts of a letter correctly and obtaining a 80% on the established rubric.

**Advanced Preparation by Teacher:** Write a sample letter from a student in Hawaii.

**Assessment:** The teacher will assess the students through observation during the discussion and during the student’s writing time. The teacher will also assess the students’ letters using the rubric.

**Procedure:**

**Introduction/Motivation:** “How many of you have ever received a written letter in the mail or have seen a letter in the mail? Well, I have received a letter from a student in Hawaii who has been studying different climates and physical environments just like we have. (Place letter on overhead and read the letter) I was thinking that since we have been studying climates and environments, we could write letters to this student to help her out.

**Step-by-Step Plan:**

1. Explain that letters have a specific format to follow just like the letter on the overhead. By looking at the letter, have the students try to tell you the different parts of a letter. (Analysis) Draw an example letter on the chalkboard filling in all the parts as you discuss them. (Visual/Spatial)
2. Include and explain why we have all the parts to a letter (date, greeting, body, salutation, and the signature).
3. “Now that you know how to write a letter, we are all going to write a letter back to the student from Hawaii.” (Linguistic) (Intrapersonal)
4. Explain that in the body they will write three paragraphs. It will be an introduction, main body, and a conclusion.
5. Introduction: Introduce yourself and describe where you are from and what you like to do.
6. Main body: Answer all the questions the student had in her letter. Describe our climate (remembering the characteristics of climate; temperature, wind, precipitation, and location). Describe our physical environment. What is our land like and what do you enjoy doing outdoors?
7. Conclusion: Ask the student about her climate. What do you want to know about Hawaii?

**Closure:** Discuss with the students what they wrote in their letters. Have them explain why they wrote what they did. (Knowledge) Are there things in their climate or physical environment that are different from Hawaii’s? (Comprehension) Why are climates in different places different from ours? (Knowledge)

**Adaptations/Enrichment:** For the students with a learning disability, modify their letter requirements. Give them a paper that has the different parts of a letter already labeled and have them write their letter on that paper. For students with a visual disability, have them type their letters on a computer that has Braille lettering.

**Self-Reflection:**

* Were they able to label all parts of their letter correctly?
* Are the students recognizing differences in climates of another place?
* Is there a more engaging way to teach the students how to write a letter?

October 27, 2008

Dear Miss. Myers’ 3rd Graders,

Hello, my name is Alexis. I live in Honolulu, Hawaii. In my class right now, we are studying about different climates and their physical environments. I was wondering if you could write me back a letter and describe your climate and physical environment. I would like to compare it to mine. Could you please help me?

Sincerely,

Alexis Mendoza

|  |  |
| --- | --- |
| |  | | --- | | Letter to Hawaii  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Sentences & Paragraphs** | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Salutation and Closing** | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |
| **Format** | Complies with all the requirements for a friendly letter. | Complies with almost all the requirements for a friendly letter. | Complies with several of the requirements for a friendly letter. | Complies with less than 75% of the requirements for a friendly letter. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| **Content Accuracy** | The letter contains at least 5 accurate facts about the topic. | The letter contains 3-4 accurate facts about the topic. | The letter contains 1-2 accurate facts about the topic. | The letter contains no accurate facts about the topic |

Total \_\_\_\_\_\_\_\_\_\_ / 20

**“Conserving Natural Resources”**

**Lesson Plan by:** Liz Myers

**Lesson:** learning how recycling will conserve our natural resources **Length:** 2 days

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Science

3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.

**Performance Objectives:** The students will create posters providing awareness to people about the importance of recycling following a checklist of guidelines for the poster completing 80% of them.

**Advanced Preparation by Teacher:**

* Create an overhead with the Three R’s symbol.
* Collect different household items that can be recycled.
* Gather poster board and utensils needed to complete the poster.
* Gather pamphlets and other informational resources the students can use for recycling information.

**Assessment:** The students will be assessed through observation during discussions. The checklist for the poster will also be assessed, looking to see if they completed all requirements correctly.

**Procedure:**

**Introduction/Motivation:** “We have been discussing different climates and physical environments in different regions of the United States. We have also discussed that people settle in different places because of certain environments and climates. What do people need to survive?” (Knowledge) Make a list on the board. (Visual Learner) Next to each thing, discuss what people need in order to gain the things they need to survive. (shelter – wood, bricks, nails, hammer, etc.) (Comprehension)

**Step-by-Step Plan:**

1. All the materials we need come from the earth in some way. These are called natural resources. Natural resources are important materials from the earth that living things need. Can you name some natural resources? (Knowledge) Make a list on the board. (Visual Learner)
2. There are two different kinds of resources. A renewable and a nonrenewable resource. What do you think these mean? (Knowledge) Label the list on the board of resources which ones are renewable and which ones are nonrenewable. (Visual Learner)
3. If there are nonrenewable resources, what happens when we have used them all up? Discuss what people can do to conserve their resources.
4. Is there any way to use resources again? (recycling) Turn to page 254 to read about different ways people can recycle. In partners, make a list of different things that are able to be recycled. (Intrapersonal Learner) Can you think of any that are not mentioned in the article? Discuss what the students came up with. (Application)
5. What happens if we don’t recycle and just throw everything away? (Synthesis) Discuss the problems with landfills.
6. Has anybody ever heard or seen the Three R’s. (Reduce, Reuse, and Recycle) Discuss what each one of these means and display the symbol on the overhead.
7. Explain that this is the symbol displayed on many items that can be recycled. Display the plastic bottles, cans, glass, and other things that you brought to show the symbol.
8. What are ways we can make people aware about recycling? Hold a discussion with the class.
9. Explain that they are going to be making posters to put around the school to make people aware of why they need to recycle. (Spatial Learner)
10. Hand out the paper with the poser requirements on it.

**Closure:** What are other ways to help the environment? Do you recycle at your house? Tell the students that tomorrow they will be discussing the proper way to recycle by categorizing the different material.

**Adaptations/Enrichment:** Students with a learning disability can work with a partner to complete their poster to fill the requirements. Students with a visual disability will also be able to work with their partners to brainstorm different ideas about their poster.

**Self-Reflection:**

* Do the students know the difference between a renewable and a nonrenewable resource?
* Do the students understand the harmful effect landfills have on the earth?
* Do the students know what the Three R’s stands for and means?

Recycling Poster Checklist

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place all these things on your poster. The way you put them on there is up to you.

\_\_\_\_\_\_\_\_\_ Recycle Symbol (1 point)

\_\_\_\_\_\_\_\_\_ Slogan for your poster (2 points)

\_\_\_\_\_\_\_\_\_ 2 interesting recycling facts (2 points)

\_\_\_\_\_\_\_\_\_ 1 location people can take recycling to (1 point)

\_\_\_\_\_\_\_\_\_ 2 reasons people should recycle (2 points)

\_\_\_\_\_\_\_\_\_ Neatness and no grammar errors (2 points)

\_\_\_\_\_\_\_\_\_ / 10 Total

\*To gather your information, we will go to the computer lab. While in there you need to gather your facts from the Internet or other resources I will have sitting on the table.

**“Recycling Songs”**

**Lesson Plan by:** Liz Myers

**Lesson:** Writing a song about recycling and putting a tune to it.

**Length:** 40 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** English/Language Arts

3.5.5 Write for different purposes and to a specific audience or person.

Science

3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.

**Performance Objectives:** After listening and singing many different songs, the students will apply what they have learned in class about recycling and write a recycling song to a familiar tune to present to the class, obtaining a 80% on the checklist provided.

**Advanced Preparation by Teacher:**

* Gather the music for “Recycle” by Geof Johnson
* Print out worksheets with the lyrics of songs on them

**Assessment:** I will assess this through observation during their group discussions. I will also have a checklist with the requirements on it. They will be grades as a group while presenting their song.

**Procedure:**

**Introduction/Motivation:** Pass out the lyrics to “Recycle” by Geof Johnson. Listen to the song. Instruct the students to listen very carefully to the words of the song. (Musical) What do they mean to you? What message is Geof trying to give to his audience? (Knowledge) Play it one more time and have the class sing along.We have been talking about recycling and how is saves the earth. We have also discussed ways that we could tell people about recycling and how its helps the earth. Songs are just one way people choose to voice their word about recycling.

**Step-by-Step Plan:**

1. Pass out the lyrics to “On Top of the Landfill.” (Visual) Sing if for the class to the tune of “Up on the Rooftop.” Have the students sing it with you the second time through. (Musical) Explain to the students that anybody can write a song. This song was written by another third grade class form another school. They decided to sing their song to a familiar tune.
2. Pass out the other recycle songs that are sung to a familiar tune. Sing them with the class.
3. Tell the class that they are going to be making their own songs to a familiar tune. What are some other familiar tunes that we haven’t used? (Knowledge) Write them on the board.
4. The songs have to have two verses and the students must indicate on their paper what song it is sung to. They will be turning in the verses to the teacher.
5. Split the class into groups of three or four. (Interpersonal) Tell them to pick a song and start writing lyrics to that song that have to deal with recycling. (Linguistic) Use what they have learned in class to write the songs.
6. Give them 15 minutes to write their songs. Each group will then present their song to the class.

**Closure:** Why do you think people write songs? (Comprehension) There are many ways to give information to an audience. A song is just one of them, what are some others? (Analysis)

**Adaptations/Enrichment:** For the students with a mental disability, I would walk to their group and help them write their lyrics. I would ask them guiding questions to see what they have learned in class about recycling. I will then help them put what they have learned into lyrics to a song. Students who have a hearing disability would have trouble hearing the music to the different songs. I would explain to them to look at it like a poem. They would construct their own song poem for the class.

**Self-Reflection:**

* Were they able to write two verses and apply them to a song?
* Do they understand why people write songs?
* Could they use what they have learned in class to write an informational song?

Recycle

By: Geof Johnson

**Recycle, recycle, and use it again.  
Show them that you're Mother Nature's friend.  
Recycle, recycle, don't throw it away.  
You can use it another day.**

**I see garbage up and down the street,  
It's kinda stinky in the summer heat.  
It doesn't have to be such a waste,  
You can put it in a better place.**

**Recycle, recycle, and use it again.  
Show them that you're Mother Nature's friend.  
Recycle, recycle, don't throw it away.  
You can use it another day.**

**Everywhere I see aluminum cans,  
Somebody threw them there without a plan.  
I say it doesn't have to be that way,  
It's something you can do every day.**

**Recycle, recycle, and use it again.  
Show them that you're Mother Nature's friend.  
Recycle, recycle, don't throw it away.  
You can use it another day.**

**Take your newspapers and your glass,  
Separate 'em from the kitchen trash.  
Your plastic bottles and the cans,  
Give 'em to the recycling man.**

**Recycle, recycle, and use it again.  
Show them that you're Mother Nature's friend.  
Recycle, recycle, don't throw it away.  
You can use it another day.**

Recycling Songs

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete each requirement in the checklist for your recycling song.

Familiar tune \_\_\_\_\_\_\_\_/2

Two verses \_\_\_\_\_\_\_\_/2

Recycle Information \_\_\_\_\_\_\_\_/5

Present to the class \_\_\_\_\_\_\_\_/1

Total \_\_\_\_\_\_\_\_/10

**Health Lesson**

The students will examine how landfills pollute the air and water around them. They will discuss how this can affect the health of the air and people around them. After the students discuss how this can affect them, they will create a brochure that can be handed out to people. This brochure will have the information needed for people to realize how recycling can help the air, land, and water around them. They will also explain how this affects the health of people. The brochure will also provide things that can be done to minimize the pollution of the land, air, and water.

**“Scrappy Steve”**

**Lesson Plan by:** Liz Myers

**Lesson:** Reading a short story called Scrappy Steve. **Length:** 30 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Social Studies

3.3.10 Use a variety of information resources\* to identify regional environmental issues and examine the ways that people have tried to solve these problems.

**Performance Objectives:** While reading the short story, the students will complete a series of questions about the story in a group examining what people can do to help the environment answering the questions 90 % correctly.

**Advanced Preparation by Teacher:** print out question worksheet

**Assessment:** The teacher will observe the students while in their groups and grade the worksheets.

**Procedure:**

**Introduction/Motivation:** We have been discussing environmental issues and recycling. Ask the students if they have ever done anything to help the earth or if they know something that they could do to help the earth. Make a list on the overhead or the chalkboard. (Visual Learner) Tell them they are going to be reading a story about a little boy who found a way to help out his community and his earth.

**Step-by-Step Plan:**

1. Split the class into groups of three. (Interpersonal Learner) Hand each student a worksheet and have their group pick a spot in the room, with their reading book, where they will not be disturbed.
2. Instruct them to read through the questions before they start reading.
3. Allow the groups plenty of time to read the story and talk about it. Have them take a post-it note and put one on each page of the story. (Visual Learner) They need to write on the post-it one thing that is important on each page. Tell them to answer the questions and give it to you when they are done. (Linguistic Learner) (Knowledge, Application, Comprehension, Analysis)
4. Be sure to walk around and ask the groups different questions to help them think about the story.

**Closure:** Have all the students return to their seats to discuss the story. Give the students the opportunity to share what they thought and what their answers were to the questions. (Interpersonal Learner)

**Adaptations/Enrichment:** For the students with a learning disability, place them with students that will help them during the story. Group the students so they ones that would have trouble are with others who can help guide them while you are not with their group. The students who have a visual disability will have the story read to them and the questions read to them. If there is access to Braille, then they would have the opportunity to use that.

**Self-Reflection:** (to be completed after the lesson is taught)

**“Scrappy Steve”**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions: Answer each question completely as you are reading the story.

1. You should have five post-it notes with important information on them. Complete the chart below.

|  |  |
| --- | --- |
| **Information** | **Why it is important?** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

1. Why is recycling important to the characters in the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Do the characters in the story recycle the way we do today? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What is our purpose of recycling today? Is it the same or different from “Scrappy Steve?” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What would you do if you were Steve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Fine Motor Skills**

This lesson will incorporate the fine motor skill of drawing and coloring. The students will draw and color different information flyers to post in different places around the community. They will tell people about how it is important to recycle. Give them information on where they can take their recyclables to to help the environment.

**“Recycle Relay”**

**Lesson Plan by:** Liz Myers

**Lesson:** To work on locomotor skills, while reinforcing recycling ideas.

**Length:** 30 minutes

**Age or Grade Intended:** 3rd Grade

**Academic Standards:** Science

3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.

**Performance Objectives:** After completing the recycle relay, the students will understand that items have a recycle value by categorizing different recyclable items and discussing with their classmates to provide a hypothesis as to why certain items have higher value than others.

**Advanced Preparation by Teacher:**

* Materials needed: 3 trash cans, at least 30 recyclable items, and 3 recycling bins
* Set up the gym before taking the class to the gym

**Assessment:** The assessment will be done during the discussion at the end of the activity. The teacher will observe the students as they discuss why they categorized the items a certain way.

**Procedure:**

**Introduction/Motivation:** We have been talking about recycling in class. Today we are going to have some fun and do a recycle relay in the gym. We have been learning about how recycling is important for the Earth. Today we are going to learn about how to recycle and recycle values of different items. Before we go to the gym, I want to set some ground rules. There will be a lot of stuff sitting around the gym. Please do not disturb the stuff, it is set up for our relay. When we get down there, I want you to sit against the wall and then I will give you further instruction.

**Step-by-Step Plan:**

1. When you get to the gym, split the class into three groups. Place each group in a line at the start line with a recycle bin.
2. There are items spread out all over the gym floor. Each of these items is able to be recycled. Each item has a number on it. This number corresponds to the items recycle value. Does anybody know what a recycle value is? (Knowledge) It refers to how easily or how expensive it is to recycle that certain item. The lower the number, the easier to recycle.
3. When I say go, the first person of each team will run and pick up an item. (Bodily Kinesthetic) Look at the item to see what number is on it. The number on your item is the number of times you must run around the trash can at the end of the gym. There is a trash can for every team. Make sure you go to your own trash can!
4. After you have done your laps, return to your line and the next person goes.
5. I will time this for 5 minutes. The team at the end of that team with the most items wins.

**Closure:** After the relay, have each group separate their items into three groups, reduce, reuse, and recycle. (Interpersonal) Give them a few minutes to do this and have justification as to why they put each item into that category. Discuss with the class about their justifications. Does the recycle value make a difference in why you put an item in a certain category? (Application) Why is the recycle value higher on some item than others? (Comprehension) How can knowing about the different recycle values help you in saving the environment? (Application)

**Adaptations/Enrichment:** Students will physical disabilities will have to have the activity altered for them. I would take out the laps around the trash can on the other side of the gym. The students with the disability will go and pick one item up and then come back to their group. The students with learning disabilities will be working in groups to help guide them. The teacher will also closely watch these students to make sure they are engaged. Tomorrow we will be looking further into the recycle value of different items.

**Self-Reflection:**

* Do the students understand the recycle value?
* Were they able to justify how they categorized the different items?

**Technology**

The students will have the opportunity to work on the computers to look up different information. They have to create a recycling poster in one of the lessons. The students have to look up extra information about recycling to incorporate it into their poster. While the students are studying this unit, I will also be looking out for things that would apply to the unit through the media. This will help the students personalize this information if they are able to see it through the media. When I find something, I will take the class time to allow the students to few the information.

***Trade Books***

1. Bellamy, David., and Penny Dann. How Green are you?. Francis Lincoln Limited, 1991

This information book shows how children and their families can save energy, protect wildlife and avoid pollution. It includes projects, interesting facts, and "green" activity ideas.

1. Berenstain, Stan. Berenstain Bears: Don’t Pollute Anymore. New York: Random House, 1991.

When careless citizens pose a threat to Bear Country's environment, Brother and Sister Bear form the Earthsavers Club. Their spirited ecological efforts deliver a timely message about the urgent need to mend our polluting and wasteful ways.

1. Berger, Mel. Oil Spill. New York: Harper Collins, 1994.

Explains why oil spills occur and how they are cleaned up and suggests strategies for preventing them in the future.

1. Cherry, Lynne. A River Ran Wild. San Diego: Harcourt Trade Publishers, 2002.

From the author of the beloved classic *The Great Kapok Tree*, *A River Ran Wild* tells a story of restoration and renewal. Learn how the modern-day descendants of the Nashua Indians and European settlers were able to combat pollution and restore the beauty of the Nashua River in Massachusetts.

1. Elliot, Marion., and John Freeman. Step by Step: 50 Recycled Crafts for Kids. London: Lorenz Books, 1996
2. Greene, Carol. Caring for our Air. Hillside, NJ: Enslow Publishers, 1991

Simple text and illustrations describe the ecological issue of air pollution and ways children can help to control the problem.

1. Harlow, Rosie., and Sally Morgan. Garbage and Recycling. New York: Kingfisher Publications, 1995

Each book in this highly visual, activity-based series starts off with basic information and gradually introduces more complex principles.

1. Montez, Michele. 50 Simple Things Children Can do to Save the Earth. Kansas City, MO: Andrews McMeel Publishing, 1990

This valuable and entertaining book shows children how specific elements of their environment--like a light switch or a toilet--are connected to the rest of the world. Clear, practical tips show kids how they can conserve energy, recycle waste, and take on important environmental projects.

1. Peet, Bill. The Wump World. New York: HMCo Children’s Books, 1970.

The Wump World was a small world, very much smaller than our world. There were no great oceans, lofty mountains, giant forests, or broad sandy deserts. The Wump World was mostly grassy meadows and clumps of leafy green trees with a few winding rivers and lakes.

1. Showers, Paul. Where does the Garbage Go?. New York: Harper Collins, 1994

Follow that garbage truck!

...to the landfill to see how trash keeps piling up...to the incinerator to see how trash can be turned into energy ... to the recycling center to see how a soda bottle can be turned into a flowerpot. Filled with graphs, charts, and diagrams, *Where Does the Garbage Go?* explains how we deal with the problem of too much trash and provides ideas for easy ways to be a part of the solution.

**Field Trip**

Throughout the unit the students will be instructed to bring in recyclable material to the classroom. We will separate and collect material in bins inside our classroom. At the end of the unit, the class will take a field trip to the local recycling station with the recyclables they collected. Here, I will explain how to place the items in the correct bin. The students will have the opportunity to put the items they brought into the class into the recycling bins. The class will also go to Clarks Inc. in Huntington, Indiana to see what they do. This company takes scrap metals and aluminum cans and recycles them into usable material. The students could see what happens to some of the recycled material after they drop it off at the recycling station. While on these field trips, the students will have to explain the importance of having these places in their community. How are these specific places helping the environment? This field trip also provides the students with places they are able to tell their parents about. They can then begin to recycle at home

\\Triton\Students\ecmyers\My Documents\My Pictures\Microsoft Clip Organizer\j0397316.wmfMiss Myers’ Weekly Newsletter

December 2008

Over the next few weeks, the class will be looking at the different climate regions of the United States and how they differ. We will also be connecting this to recycling in the next few weeks. I believe it is important for your student to know this information. Over the next few weeks, we will be talking about our land and how we can help keep it healthy.

I will be asking your students to bring in recyclable materials during these weeks of study. We will be taking a field trip to the recycling center in Warren to deposit our items in the bins. We will also be visiting Clarks Inc. in Huntington to see what people do with scrap metals and aluminum cans. The students will be able to see what their recyclable material goes to. I will be sending out permission slips in the next week for this trip. Please feel free to volunteer to come.

I am excited for the unit. The next few weeks will be exciting and fun. We will be working to help save the environment. If you have any questions feel free to contact me at school or at home. If you have any great ideas that you would like to share with our students let me know. My school number is xxx-xxx-xxxx and my home phone number is xxx-xxx-xxxx. You can also reach me through email at [ecmyers@xxxxxxx.xxx](mailto:ecmyers@xxxxxxx.xxx).

I hope your student is excited!

Sincerely,

Miss Myers

**Bulletin Board**

The bulletin board will be displayed by the chalkboard where all students will have access to it. It has a large picture of the United States with the different regions identified. Around the map are cards that have different descriptions and facts of the regions. The students have to take the cards and put them in the correct region that is described on the card.

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