

OCEANS

Grade 1 - 2 Unit Plan

By Sarah Goyak

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Rationale-

It is important that children not only understand the condition that our land is in concerning the effects of pollution, but our oceans as well. Our oceans are very important to us because they help create the environment in which plants, animals and humans can live. They consume carbon dioxide and produce between one third and one half of the planets oxygen. Oceans also impact our weather and climate and are a home to thousands of species which are an important part of our global food chain. If our oceans do not remain healthy, how do we expect the rest of our planet to?

This unit will discuss why oceans are important to us, the condition they are in, what humans have done to contribute and what humans can do to help. Students will interact in many engaging learning experiences such as an underwater web cam, a class pet, journal writing and more.

Learning Outcomes-

The grade one and two students will have a better understanding of human impacts on our environments and ocean. They will develop their ability to make decisions and learn that all of their decisions have an outcome. Students will also learn that change is a natural part of life and it is important to value change as an opportunity for growth. They will become aware of different ways to help their community become involved in helping our environment.

Curriculum Outcomes-

Art-

- Respect the uniqueness and creativity of themselves and others (creating the ocean, fish journals, we are all tangled, change: good or bad?)
- Increase their ability to express themselves through the languages of the arts. (Creating the ocean, fish journals, change: good or bad?)

Health-

Students will develop their ability to make decisions

- Determine the issue and set an objective (nature walk, change: good or bad?)
- Reflect on what they know and feel about an issue (nature walk, oil spill, change: good or bad?)
- Suggest several possible courses of action and explore the long and short term consequences of these actions (oil spill, change: good or bad?)

Language arts-

- explore thoughts and feelings (Fish Journal, accumulating garbage)
- to comprehend and respond personally and critically to oral, print, and other media texts (Fish Journal)

- to manage ideas and information (Fish Journal)

Math-

- Students will demonstrate an understanding of numbers, patterns, counting, operations, and estimation. (accumulating garbage, nature walk)

Phys-ed-

- Behave in ways that are personally and socially responsible in physical activity settings. (accumulating garbage, nature walk)

Science-

Grade 1

Discuss the characteristics and uses of air and water.

- Observe and describe the effects of air or water pollution. (we are all tangled, oil spill)

Grade 2

Appreciate the diversity of marine organisms.

- Explain how water pollution affects the oceans. (we are all tangled, oil spill)

Social Studies-

Grade 1

- Change is an integral part of life. (accumulating garbage, nature walk)
- Value change as an opportunity for growth. (oil spill, change: good or bad?)

Grade 2

- Making decisions is an integral part of life. (accumulating garbage, nature walk)
- Value peaceful decision-making processes. (oil spill, change: good or bad?)

Content Overview-

Daily Plan

- Community circle
- Feed Ducky and report
- Lesson
- Journal
- Webcam

Extras:

Community Circle-

The community circle is a safe space. The students will all get into a circle around the classroom and take turns going around the circle saying in a few words or a sentence, how they are feeling. The purpose of this is to allow the students to become aware of their peers on an emotional level. It will help them feel like a community and learn to be understanding and empathetic towards one another.

Ducky-

Ducky is my goldfish. I have decided to bring him into the classroom as a class pet. We will put the students into partners and every day each pair will have a chance to feed Ducky and report how he looks and what brought them to this conclusion. (Does he look happy, sad, excited, hungry, etc. why?)

Ducky will also be our class reporter. Throughout the three weeks our classroom will be seen through Ducky's eyes and reported by him onto our class blog.

Polluted Fish Bowl-

Because we will be discussing the effects of pollution in our oceans, we want to allow the students to see these effects on a smaller scale. There will be a second fish bowl set up right beside Ducky's tank. It will have a couple little plastic fish in it. Each day we will pollute the fish bowl a little more and watch what happens. Through this, the students can see how a little bit of pollution every day can make a huge difference.

Ducky will report about this every day onto our class blog. He will talk about how he is feeling. How it makes him sad to see his fish friends living in a polluted environment. He will also report on what his friends (the students) learned each day.

Blog-

Our class blog will be a tool for parents and students to follow what we do every day. This blog will be controlled completely by me and my teaching partner. Due to the lack of time and computers we have decided to not make the students write on the blog. We will, however, ask the student pairs each day to tell in a few sentences how their experience with feeding Ducky was and anything else they would like to add. It will be reported on the blog to look something like this:

"Ducky looked really hungry this morning, he was very happy that we gave him breakfast because it is important to eat breakfast."

- Sally and John

Certain highlights of each day will be video taped and posted on the blog. There will be Ducky's report of the day, the student's report and sometimes a video of my teaching partner or I describing what is happening in the video. The students' faces will not be included in the videos.

There will be notes sent home with the parents giving them the address to the blog so they can follow our adventures from home.

We will also try to get a computer into the classroom at least once or twice a week so that the students all have a chance to see what is going on with our blog.

Underwater Web Cam-

We will take 5-10 minutes each day to take a look at our underwater web cam from the Monterey Bay Aquarium. A link to this will be provided on the class blog for parents and others to follow as well. The pair that fed Ducky that day will also be asked to report on the aquarium so we can add that to our blog.

Lessons-

Day One Introduction:

Ducky will be set up at a station in the classroom. He will be covered up with a cloth so that when the students walk in they do not see him. I am doing this to increase suspense and for classroom management reasons, I do not want the students getting distracted before I introduce him. The students will do their painting of the ocean and when that is all done I will introduce our friend. I will explain what we are going to do with ducky throughout the three weeks. I will have partners pre-made and the first group will feed ducky.

Creating the Ocean:

- This lesson will take place on the first day as an introduction to my unit. The students will be asked to portray their view of the ocean using a number of media on a large piece of paper that will later be hung up in the classroom. This lesson will be followed by Danielle's slide show lesson of what our oceans really look like today. The only instruction the student's will be given is to portray in whatever ways possible how they see the ocean. There will not be strict guidelines because the purpose of this lesson is not only to see how they see our oceans, but also to allow the students to use the right side of their brain. They will have an opportunity to explore their creative sides and learn that they, as well as their classmates, are all unique and should appreciate the uniqueness in their classroom community.

Accumulating Garbage:

- This is an outdoor math lesson. The students will have a chance to drop garbage in groups of twos, fives and tens to see how garbage accumulates. They will learn that even though one piece of garbage may not look like it is affecting our environment, all garbage adds up and has a large impact on our earth and oceans. Through this they will learn that they have the power to control the decisions they make and that all the decisions they make have consequences.

Fish Journals:

- The purpose of these journals is to be an ongoing form of assessment for myself as well as a way for the students to keep track of their thoughts about what we are learning throughout the three weeks. The journals will be made prior to starting the unit, everything except the front covers. The students will have the opportunity to design the front covers of their journals using paints, papers, pom poms, pipe cleaners and whatever can be found. The covers will have an ocean theme to reflect the unit theme. The purpose of the students making their own title pages is to once again allow them to use the right side of their brain and discover their own unique creative instincts.

Nature Walk:

- The students will go outside for this lesson as well. They will be asked to observe the different types of pollution discovered on our walk. Throughout the walk we will discuss what people could have done instead of throwing garbage on the ground. The pollution we find will be counted to review our math lesson. As a class we will brainstorm ways in which we can help make our friends and family aware of the effects of pollution and ways to reduce it.

Tangled Fish:

- Now that students are learning the effects of pollution on our earth, we will go more specifically to effects of pollution on our oceans. In this lesson they will first be given elastic bands to tangle their fingers in. They will have to figure out how to get them off without using their other hand. Then they will be given string to tangle themselves in as a group. They will have to figure out how to get untangled using only one hand. This lesson will teach them the effects of pollution in the ocean when creatures get tangled.

Oil Spill:

- This lesson will also show students the effects of pollution in our oceans. They will have to figure out different ways to clean spilled oil out of water. There will be feathers and other stuff in the water to show the effects on not only ocean creatures, but land creatures as well. They will have to work cooperatively to figure out the best ways to clean the water. Afterwards they will journal about the effects pollution has on ocean creatures.

Change: Good or Bad:

- This lesson will give the students an opportunity to stand up in front of their peers to present what they have learned. They will work in groups to brainstorm the effects of change on our environment, how we should deal with it, and how we can make others aware.

Closing Activity:

I want the students to be able to constantly reflect on they learned in my three week teaching block with them. The closing activity will be a class book. They will each have one page to write a sentence about anything they have learned throughout the past three weeks and draw a picture about it. When they are done I will put it together into a book and keep it with their collection of class books. If they would each like a copy, I will photocopy it for them to take home.

Adaptive Dimension-

There are many opportunities for my students to work in groups of all sizes including pairs and individually. I am aware that some students in my classroom have very specific learning needs regarding group work. Because I am not quite sure how to adapt to these needs, I am going to work with my cooperating teacher to figure out the best way to approach their learning needs.

Comprehensive School Health-

Comprehensive School Health requires involving high quality teaching and learning, a healthy physical environment, a supportive social network and community engagement and partnership. My unit is based

on helping students become aware of ways to sustain our ocean. Throughout the three weeks the students will participate in a number of diverse and exciting lessons that will show them the impacts of pollution on our earth and oceans and be required to reflect upon what they are learning and brainstorm ways to support the issue of sustainability. The work they do will include field trips outside as well as other areas of the school looking for any types of pollution and making connections to the pollution in the ocean. They will work individually as well as in teams to reflect upon what they are learning and attempt to come up with solutions to some of the issues. They will also try to come up with ways of making the community aware and involved.

Aboriginal and multi-cultural content-

The students will sit in a circle for our community circle. This is something many first nations people do to incorporate a sense of community and I feel it is important we try to do the same. Also we will spend some time outside. It is important the students learn to understand and respect nature.

Professional Development Targets-

During my pre-internship I will be working mainly on staying organized with my lessons. This means updating my blog every day as well as reviewing the lessons I taught and considering how they went, what was good and what I need to change for the future. Being organized is not one of my strong points and I want my pre-internship to be successful and positive experience so I feel that staying organized will help achieve this. I will also be working on classroom management. Mainly I want to focus on keeping my students engaged in what I am teaching. There are a few students who have problems working in groups and so I want to figure out a way to make sure that all students in my class benefit considering that there is some group work in my unit plan.

Assessment-

There will be a number of tools used for assessment.

- The journals the students make in are will be used as an ongoing form of assessment. They will record at least every second day about what we are learning, how they are feeling, ideas etc.
- I will use observation as a form of assessment during lessons.
- I will also try self assessment with my students at least once.
- Exit slips
- Rubric- on their ideas near the end about how to see change as an opportunity for growth

Lesson Plans-

Creating the Ocean

Name: Sarah Goyak

Date: Lesson 1 (March 8)

Subject: Art

Grade: 1/2

Instructional Strategies:

Experiential Learning:

- Project work

Interactive Instruction:

- Cooperative learning groups

Learning Objectives:

Students will be able to:

Art-

- respect the uniqueness and creativity of themselves and others
- increase their ability to express themselves through the languages of the arts

Assessment:

- observation

Adaptive Dimension:

- This activity could be done in the hallways if there is not enough room in the classroom
- It could be done on one piece of paper or more than two, depending on class sizes
- It could use a number of different media, including collages, etc.

Cross-curricular Competencies (CCC's):

- Developing Thinking

Presentation:

Set (_____ min)

- students will put on their painting clothes.
- I want everyone to close their eyes and picture the ocean."

Development (_____ min)

- there will be two large pieces of paper for the students to paint/draw on.
- the students will be divided into two groups.
- they will be given a variety of things to draw with such as paint, markers, crayons, etc.
- they will create their vision of the ocean, however they see it.
- hand out paint brushes first so they do not get too distracted with the other painting tools.

Closure (_____ min)

- when we are done, I will allow them to share a few points about what they have created.
- Do you know why I asked you to paint the ocean?"
- How did it make you feel?"

Classroom Management Strategies

- I will explain to the students that they need to share the supplies.
- we need to use indoor voices
- everything will be set up prior to students coming in to avoid chaos.
- I will explain in advance that we all need to help clean up in the end.
- have paint pre-poured
- make sure there are enough containers
- paint pants are also helpful.

Lesson Preparation: Equipment/materials-

- hard and soft paint, paint brushes, sponges, plastic forks, anything else that can be used to spread paint.
- crayons, markers, pencil crayons, etc.
- two very large sheets of paper
- painting clothes

Advanced preparation:

- Send a note home to the parents letting them know that their children will need painting clothes.
- Have paper and painting materials ready in the classroom prior to class.

Introduce Ducky

Super Successful! Students were very intrigued!

Fish Journals (2 Part Lesson)

Name: Sarah Goyak

Date: Lesson 2 (March 9)

Subject: Art

Grade: 1/2

Instructional Strategies:

Direct Instruction:

- Structured overview

Experiential Learning:

- Project work

Learning Objectives:

Students will be able to:

- respect the uniqueness and creativity of themselves and
- increase their ability to express themselves through the languages of the arts.

Assessment:

- journal Writing (How am I creative? Write and Draw)
- observation
- self Assessment

Adaptive Dimension:

- These journals can be adapted to suit any unit of theme being studied.
- Students could also work in groups to produce a few journals, or one large one that they turn into a class book.
- This one could use a number of different media to make the journals.

Cross-curricular Competencies (CCC's):

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies

Presentation:**Set (_____ min)**

- I will lay out all the media to be used to make the journal covers.
- I will have different stations for different media
- the students will walk into the classroom with all the interesting stations, they will be intrigued.
- at each of their desks they will have the journal pages already attached, all they have to do is make the cover.
- discuss how they are artistic- refer to last class.

Development (_____ min)

- the students will work on their journals for about a half hour to forty five minutes.
- **ART TWO**
- finish this and closure in second class.

Closure (_____ min)

- the students will write in their journals about the lesson they did the day before.
- how are they creative?

Classroom Management Strategies

- The classroom will be set up in advance to avoid chaos.
- the students will be reminded to use indoor voices.

Lesson Preparation: Equipment/materials

- have everything laid out for students

Advanced preparation:

- Make sure all the materials for the journal covers are cut out and prepared before class.

Part 2- Lesson 3 (March 11)

Students were given a chance to finish their journals. We reviewed what being creative means and they remembered lots. I have been using the word creative regularly and I see it is helping the students grasp the concept of what creative is.

Self Assessment

I am creative in my own way.

(Sad face) (Neutral face) (Happy face)

My friends and family are creative in their own way.

(Sad face) (Neutral face) (Happy face)

Name:

Date:

- Note: the faces are drawn faces and the students color the one that they feel applies to them.

Accumulating Garbage (2 Part Lesson)

Name: Sarah Goyak

Date: Lesson 4 (March 15)

Subject: Math/ Social Studies

Grade: 1/2

Instructional Strategies:

Direct Instruction:

- Questioning
- Demonstrations

Interactive Instruction:

- Discussion

Experiential Learning:

- Field Trips
- Field Observation

Learning Objectives:**Math-**

- Students will demonstrate an understanding of numbers and counting

Social Studies-

Students will be able to understand that:

- Change is an integral part of life
- Making decisions is an integral part of life

Assessment:

- journal Writing
- observation
- self Assessment

Adaptive Dimension:

- If the weather outside does not cooperate for this lesson, it could be done in a hallway, gymnasium, etc.
- Students could use a number of different items for garbage such as recycled bottles, actual wrappers or anything else they find.

Cross-curricular Competencies (CCC's):

- Developing Thinking
- Developing Identity and Interdependence
- Developing Social Responsibility

Prerequisite Learning:

Presentation:**Set (_____ min)**

- discuss with students what they know about littering
- read a book about littering "Follow the Water from Brook to Ocean" by Arthur Dorros.
- help students get dressed in their outdoor clothing to go outside

Development (_____ min)

- take students outside.
- I will throw one piece of "garbage" down and ask them if it looks messy.
- I will throw two pieces of garbage down and ask if it looks messy.
- I will ask them each to throw one down and ask them the same question. I will then explain that even if one person throws only one piece down, it might not look messy, but if people everywhere do it, it makes a difference.
- I will then ask them to throw two pieces down at a time. Then five and so on, showing them that garbage accumulates, even if we don't see it.

Closure (_____ min)

- we will go back into the classroom and discuss the effects of throwing one piece of garbage down.
- we will discuss about how all of our decisions we make have consequences and that we all have the choice to litter or to not litter.
- the students will then illustrate in their journals in some way what they have learned.

Classroom Management Strategies

- the book will be read in a circle to help engage students and make them comfortable.
- once outside, there will be boundaries so that the students do not wander off.
- the students will each be asked to have a partner and they need to stay with their partner at all times.
- the discussion inside will require the students to be in their desks and for them to put their hands up if they would like to speak.
- because they will be doing self assessment, they will be given the rubric prior to the lesson and this should help with classroom management
- if done on the first warm day of spring the students display symptoms of spring fever which makes classroom management a challenge.

Lesson Preparation: Equipment/materials

- objects that students can throw on the ground and then later pick up.
- recycled paper crumpled into balls
- broken Crayons, pencil crayons, etc.

Advanced preparation:**Part 2 March 18**

- Read "Follow the Water from Brook to Ocean" by Arthur Dorros. It is long so skip middle parts if there is not enough time.
- Discuss how garbage on our streets gets to our oceans
- Journal about it.

Oil Spill (2 Part Lesson)**Name: Sarah Goyak****Date: Lesson 5 (March 16)****Subject: Science/Social Studies****Grade: 1/2****Teaching Strategies:**

Interactive Instruction:

- Problem Solving
- Cooperative Learning Groups
- Brainstorming
- Discussion

Direct Instruction:

- Structured overview

Learning Objectives:

Students will be able to:

Science-

Grade 1

Discuss the characteristics and uses of air and water.

- Observe and describe the effects of air or water pollution.

Grade 2

Appreciate the diversity of marine organisms.

- Explain how water pollution affects the oceans.

Health-

- suggest several possible courses of action and explore the long and short term consequences of these actions

Social Studies-

Grade 1

- Value change as an opportunity for growth.

Grade 2

- Value peaceful decision-making processes.

Assessment:

- journal Writing
- exit Slips
- observation

Adaptive Dimension:

- There are a number of different items that could be added to the water in order to portray the creatures hurt in an oil spill.
- This could be done in the hallway or outside as well if there is not enough room in the classroom

Cross-curricular Competencies (CCC's):

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

Presentation:

Set (_____ min)

- have tubs of oil spill water at 5 different stations with the oil removing utensils
- ask students to put on their paint shirts.
- divide students into groups and bring them to the water stations.
- read "Oil Spill" by Melvin Berger. Only 1st half.

Development (_____ min)

- ask them to use the tools they have in front of them to try to remove the oil the best they can.

Closure (_____ min)

- journal question: What effect do oil spills have on the ocean creatures?

we put feathers and felt in the oil to represent animals and got the students to try to clean them.

Classroom Management Strategies

- the classroom will be set up in advance
- the groups will be pre made
- the students will be asked to be as clean as possible, anyone caught throwing water or being unnecessary in any way will be pulled aside and will discuss it with me.
- they will be wearing their paint shirts
- they will be reminded to use indoor voices.

Lesson Preparation: Equipment/materials

- cooking oil
- feathers
- nets, strainers, spoons, cloths, coffee filters, sponges etc.
- painting shirts

Advanced preparation:

- Add oil and feathers to the water
- Set up the stations in the classroom
- Make sure all students have paint shirts with them
- Have all oil removing utensils available

Part 2 Lesson 6 (March 17)

Read 2nd half of "Oil Spill" on how to prevent and clean up oils spills

- Does anyone know what prevent means?"

Write a letter to Environment Minister

- his will be used as a form of assessment as well.

March 17, 2010

Dear Mr. Prentice,

I am from a grade 1/2 class at W.H. Ford Elementary School in Regina, Sk. Recently I have been learning about the harmful effects pollution has on our oceans. Here are some ways I feel we can reduce pollution.

(Students fill this part in)

Sincerely,

(Student's signature)

Environment Minister Jim Prentice

Environment Canada

Inquiry Center

351 St. Joseph Boulevard

Place Vincent Massey, 8th Floor

Gatineau, Quebec

K1A 0H3

Nature Walk (2 Part Lesson)

Name: Sarah Goyak

Date: Lesson 7 (March 19)

Subject: Health/ Social Studies/

Grade: 1/2

Phys-Ed

Instructional Strategies:

Experiential Learning:

- Field Trips
- Field Observations

Direct Instruction:

- Questioning

Interactive Instruction:

- Discussion

Learning Objectives:

Students will be able to:

Health:

- determine the issue and set an objective
- reflect on what they know and feel about an issue

Social Studies:

Grade 1

- Change is an integral part of life.

Grade 2

- Making decisions is an integral part of life.

Phys-ed-

- Behave in ways that are personally and socially responsible in physical activity settings

Math-

- Students will demonstrate an understanding of numbers, patterns, counting, operations, and estimation.

Assessment:

- self Assessment
- journal Writing
- observation

Adaptive Dimension:

- If the weather does not cooperate for this lesson, students could look for garbage inside.
- They could also look for pollution in story books or on the ride home, at home or on TV.

Cross-curricular Competencies (CCC's):

- Developing Thinking
- Developing Identity and Interdependence
- Developing Social Responsibility
- Developing Literacies

Presentation:

Set (_____ min)

- review accumulating garbage lesson
- that did we learn in that lesson?

Development (_____ min)

- take students outside on a walk around the school yard.
- look for garbage, signs of pollution.
- count the pollution we see.
- as a way to incorporate math the students will be asked to count what they find by 2's, 5's and 10's. This will help them review the accumulating garbage lesson.

Closure (_____ min)

- take students back inside
- as a class we will brainstorm ways in which we can help make our friends and family aware of pollution and ways to reduce pollution.
- let them to draw ways in which pollution affects our environment and then our ocean.
-

Classroom Management Strategies

- during the walk around the school yard the students will each have a buddy and know not to leave that buddy
- we will have boundaries so that the students do not wander off
- they will be doing self assessment for this lesson, so they will be given the rubric in advance which should help with classroom management

Lesson Preparation: Equipment/materials

Advanced preparation:

Part 2 Lesson 8 (March 22)

- Review last class
- Discuss ideas on how to clean up garbage
- How can we make others aware?
- “What is a choice?”
- “What are some choices we make in our daily lives?” Students will discuss this in groups of three.
- In a big group discuss “choices” and how people have a choice to litter or not and discuss the consequences of our choices.
- Make thought webs. “If we do litter” and “If we don’t litter”. Brainstorm each of these ideas with the class.

Tangled Fish

Name: Sarah Goyak

Date: Lesson 9

Subject: Math/ Social Studies

Grade: 1/2

Instructional Strategies:

Experiential Learning:

- Conducting Experiments

Interactive Instruction:

- Problem solving
- Cooperative learning groups

Learning Objectives:

Students will be able to:

Science:

Grade 1

Discuss the characteristics and uses of air and water.

- Observe and describe the effects of air or water pollution.

Grade 2

Appreciate the diversity of marine organisms.

- Explain how water pollution affects the oceans.

Art:

- respect the uniqueness and creativity of themselves and others

Assessment:

- Discussion
- observation
- journal

Adaptive Dimension:**Cross-curricular Competencies (CCC's):**

- Developing thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

Presentation:

Set (_____ min)

- show slide show of tangled marine mammals.

Development (_____ min)

- give each of the students' elastic bands that they will loop around their thumb and fore finger.
- they must try to remove it without using their other hand.
- "How did those pictures make you feel? How would they make your friends and family feel?"

Closure (_____ min)

- discuss possible items that could fall into the ocean that could tangle creatures
- How to sea animals get themselves untangled?"
- What can we do to prevent sea creatures from getting tangled?"
- How do we make others aware?"
- journal about it.

Classroom Management Strategies

The students will be reminded that they:

- do not shoot elastic bands.
- do not put string around your necks, below the shoulders only.
- we can have fun but we need to be safe.
- use indoor voices
- raise your hand during group discussion.

Lesson Preparation: Equipment/materials

- have elastic bands and string ready

Advanced preparation:

Change: Good or Bad? (Closing 2 Part Activity)

Name: Sarah Goyak

Date: Lesson 10 (March 24)

Subject: Science/Social Studies

Grade: 1/2

Instructional Strategies:

Direct Instruction:

- Structured overview
- Questioning

Experiential Learning:

- Project Work

Interactive Instruction:

- Cooperative Learning Groups

Learning Objectives:**Health-**

Students will develop their ability to make decisions

- determine the issue and set an objective
- reflect on what they know and feel about an issue
- suggest several possible courses of action and explore the long and short term consequences of these actions

Art-

- respect the uniqueness and creativity of themselves and others
- increase their ability to express themselves through the languages of the arts.

Social Studies-

Grade 1

- Value change as an opportunity for growth.

Grade 2

- Value peaceful decision-making processes.

Assessment: .

- Rubric (how they participated in the group)
- Journal Writing
- Observation

Adaptive Dimension:

- Groups may need to be adapted due to certain students who may not work well together

Cross-curricular Competencies (CCC's):

- Developing Thinking
- Developing Identity and Interdependence
- Developing Literacies
- Developing Social Responsibility

Presentation:**Set (_____ min)**

- as a class we will review what we learned in the past 3 weeks.
- we will discuss how change should be viewed as an opportunity for growth.
- we will brainstorm ways that we can learn from situations such as the oil spill.
- the students will then be put into groups of **3** or **4**.

Development (_____ min)

- Students will be put in to groups and make a poster/collage in order to show what they have learned about change.
- The posters will include the effects of change, how we deal with it, and ways in which we can make others aware.
- They will be given about a half hour to forty five minutes to come up with their poster.

Closure (_____ min)

- They will then all get a chance to present their poster/collage to the class and talk about what they have learned.

Classroom Management Strategies

- students will be reminded to raise their hands before speaking
- When in groups they will be reminded to share materials
- Use indoor voices
- Cooperate with each other

Lesson Preparation: Equipment/materials

- poster paper
- markers, crayons, pencil crayons
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Advanced preparation:

- have groups pre made
- have all the poster material out and ready

Culminating Activity

As a closing activity the students will make a class book about what we have learned in the past three weeks. They will each be asked to draw a picture of one thing they have learned and write a sentence about it. The pages they make will be put together in a book form that they can keep in their classroom for the rest of the year and even photocopied for any students who want a book as a memory of our unit.