

## Lesson Plan

Name: Mrs. C. Harbidge

Grade/Subject: Grade 1

Unit: Taking Part in a Community

Topic: We look after our World

Date: November 22, 2010

Length of Lesson: 74 min

<b>General Learning Outcomes (P.O.S.)</b>	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.</li> </ul>
<b>Specific Learning Outcomes (P.O.S.)</b>	<p><b>1.1.4</b> - determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:          How do our actions and decisions contribute to the well-being of groups and communities?          How does caring for the natural environment contribute to the well being of our community?</p>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>The student will be able to discuss why it is important to contribute for the well being of our communities, citizens, and the natural environment.</li> <li>The student will be able to act out things we can do to protect the earth.</li> <li>The student will be able to use illustrations to depict ways to protect the earth.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Good Citizen "Ship"</li> <li>Treasure chest paper</li> <li>Template of "We can look after our world" (15 copies)</li> <li>Colouring materials</li> <li>Websites listed below</li> </ul>
<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>Social Studies Program of Studies K- Grade 12 (2005)</li> <li>We look after our world</li> <li>Taking part in a community Unit 2</li> </ol>
<b>Introduction (4 min.)</b> <b>Attention Grabber:</b>	<ul style="list-style-type: none"> <li>Did anyone notice anything about our Good Citizen Ship? Yes, we have some treasures on our ship now. Did anyone else do anything on the weekend that shows that you were a good citizen? Write what you did on the treasure chest and make sure to write your name too.</li> </ul>
<b>Assessment of Prior Knowledge:</b>	Who remembers what was one thing that is important to protect on our planet (water, air, trees, animals, flowers). Why is it important to protect these things?
<b>Expectations/ Objectives:</b>	The student will be able to discuss why it is important to contribute for the well being of our communities, citizens, and the natural environment.
<b>Advance Organizer:</b>	Today we are going to have a look at some videos of how we can protect our planet. Then we are going to play a game of charades, then we are going to get the chance to make a class book.
<p><b>Activity Movie Time/ Let's Review #1: (15 min.)</b>  <b>Introduction/Transition:</b> Why is it important to protect our natural resources? What resources should we be protecting? Why is it important to do these things for our community?</p> <p><b>Development/Monitoring:</b> Students will watch the following videos and think of ways that we can protect the environment.  <a href="http://www.youtube.com/watch?v=YzXkOb8gi-U">http://www.youtube.com/watch?v=YzXkOb8gi-U</a>  <a href="http://www.youtube.com/watch?v=0Am9JPfuNsw">http://www.youtube.com/watch?v=0Am9JPfuNsw</a>  <a href="http://www.youtube.com/watch?v=iyNPpa37G_2s">http://www.youtube.com/watch?v=iyNPpa37G_2s</a></p> <p><b>Follow-Up/Assessment:</b> After the students watch the videos ask questions to prompt thinking. Why do we need to conserve water? What else can we do to conserve water? Why should we reduce our waste? What else can we do to reduce the amount of waste in the dump (Reuse, recycle).</p>	

**Activity #2 Role Play (25 min.)**

**Introduction/Transition:** Ok Grade 1's it is now your turn. You are going to get into groups of two's and act out one thing that we need to protect from the book. So what are the 5 things we need to protect (Water, air, trees, flowers, and animals)? Now the trick is that you have to act out how you would protect your resource and the rest of the class are going to be the detectives and guess what you are acting, but the catch is that you can't use any words, you are going to be silent. Demonstrate using flowers.

**Development/Monitoring:** Students are broken into three groups of three and given a topic, water, animals and trees. The students will have a few minutes to practice what they are going to perform in front of the rest of the class. Circulate to assist with questions. When students are ready (approximately 10 minutes) have them return to their desks. One group at a time will act out the scene.

**Follow-Up/Assessment:** Once all the students have presented ask which two resources that we can protect on the earth are missing. Ask the students to volunteer how they could demonstrate this thing. Ask the students what they liked best about the student's acting. What was hard about this activity? Would you want to do more acting?

**Activity Sharing our Awareness #3 (25 min.)**

**Introduction/Transition:** So what are some things we can do to protect our environment? Students will brainstorm ideas of how they can protect the world (how they care for their community). Type ideas onto the SmartBoard, or write on board. Wow we have a lot of ways that we can protect the environment. Now we are going to make our own book just like the one we saw on the Smartboard. Our book is going to be about ways that we can protect the environment. To make sure we don't have too many of the same thing I will write your name next to the way that we can protect the environment.

**Development/Monitoring:** Now on the piece of paper you are going to draw, colour and write how you can protect the environment. Once you are finished drawing your idea, you need to write the story. All of our sentences will begin with "We can look after our world by...." Students will make one or two posters to show how we can protect our world. All of the student's drawings will put into a class book showing how the Grade One class can protect the world.

Examples of things we can do to protect the world:

- Reduce water use
- Recycle
- Pick up garbage
- Clean up our rivers
- Draw on two sides of the paper
- Turn off lights

**Follow-Up/Assessment:** Once all of the students are finished their drawings, spelling will be corrected. Students will be evaluated based on completion of drawing, and a sentence to explain what they are protecting.

<b>Closure (5 min.)</b>	<b>Reinforcement/Assessment of Learning:</b> Why is it important to protect our natural resources? What resources should we be protecting? Why is it important to do these things for our community?
<b>Sponge Activity</b>	Students can draw another picture of how we can protect the world.
<b>Feedback From Students:</b>	
<b>Advance Organizer - Next Lesson:</b>	

## Lesson Plan

Name: Mrs. C. Harbidge

Grade/Subject: Grade 1

Unit: Taking Part in a Community

Topic: We look after our World

Date: November 23, 2010

Length of Lesson: 45 min 1:40-2:25

<b>General Learning Outcomes (P.O.S.)</b>	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.</li> </ul>
<b>Specific Learning Outcomes (P.O.S.)</b>	<p><b>1.1.4</b> - determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:          How do our actions and decisions contribute to the well-being of groups and communities?          How does caring for the natural environment contribute to the well being of our community?          How do groups make decisions?</p>
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>The student will be able to illustrate ways that we can care for our natural environment.</li> <li>The student will be able to understand that decisions we make contribute to the well being of our community.</li> <li>The student will be able to use decision making skills to solve problems in the classroom setting.</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Good Citizen "Ship"</li> <li>Treasure chest paper</li> <li>Puzzles</li> <li>Decision Lion Poster</li> <li>Post it notes</li> <li>We can look after our world by...papers</li> </ul>
<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>Social Studies Program of Studies K- Grade 12 (2005)</li> <li>We look after our world</li> <li>Taking part in a community Unit 2</li> </ol>
<b>Introduction (2 min.) Attention Grabber:</b>	<ul style="list-style-type: none"> <li>We need to finish up our books today. Are my authors ready to finish?</li> </ul>
<b>Assessment of Prior Knowledge:</b>	<ul style="list-style-type: none"> <li>What was our book going to be about again? And what were we drawing and writing in our books?</li> </ul>
<b>Expectations/ Objectives:</b>	<ol style="list-style-type: none"> <li>The student will be able to use decision making skills to solve problems in the classroom setting.</li> </ol>
<b>Advance Organizer:</b>	<p>Today we are going to finish up our book, We can look after the world by. Then we are going to decide how to give our book a title. Finally, we are going to put our new deciding skills to the test.</p>
<b>Activity Sharing our Awareness #1: (17 min.) Introduction/Transition:</b>	<p>Now we are going to make our own book just like the one we saw on the Smartboard. Our book is going to be about ways that we can protect the environment. To make sure we don't have to many of the same thing I will write your name next to the way that we can protect the environment.</p>
<b>Development/Monitoring:</b>	<p>Students will continue to work on their story page from previous day. On the piece of paper you are going to draw, colour and write how you can protect the environment. Once you are finished drawing your idea, you need to write the story. All of our sentences will begin with "We can look after our world by....." Students will make one or two posters to show how we can protect our world. All of the student's drawings will put into a class book showing how the Grade One class can protect the world.</p> <p>Examples of things we can do to protect the world:</p> <ul style="list-style-type: none"> <li>- Reduce water use</li> <li>- Recycle</li> <li>- Pick up garbage</li> <li>- Clean up our rivers</li> <li>- Draw on two sides of the paper</li> <li>- Turn off lights</li> </ul>
<b>Follow-Up/Assessment:</b>	<p>Once all of the students are finished their drawings, spelling will be corrected. Students will be evaluated based on completion of drawing, and a sentence to explain what they are protecting.</p>

**Activity #2 Deciding (10 min.)**

**Introduction/Transition:** Now that we are all finished writing our story, we need one more thing. What is missing. That is right the title. How could we decide? I have a poster to help us. The first thing we have to do is figure out what we are trying to decide. Second we need to list all of our options. Third we make the decision and fourth we carry out that action.

**Development/Monitoring:** Before we start to work on how to decide our title to our story, let's read a story that might help us think about decision making. Read the story "Let's Decide" Pg 37 of Big Book, My World. What are they trying to decide? Ask students how they think that the kids in the book made the decision? Why was it good to use that method? Which decision is the most fair? How can we use these techniques to decide on a title for our book? Ok let's fill in the chart and see if we can come up with a decision for the title of our class book. Use post it notes to write the students answers and post them on the poster.

**Follow-Up/Assessment:** If a person does not agree to a decision that is made, should that person still follow the decision? Should children be allowed to make all of their own decisions?

**Activity #3 Deciding Game (15 min.)**

**Introduction/Transition:** Now that you have shown me that you are such good decision makers we are going to get into groups and work together to build a puzzle. Are we just going to start working on the puzzle on our own? Why would this not work very well. What do we need to decide before we start building our puzzles? What do we do next(List)? Then, Decide the best choice. Finally, act or carry out the decision. Great let's see everyone doing these things in the group before we start putting the puzzle together.

**Development/Monitoring:** Put students into groups of two. Before you will be given your puzzle, you need to show me that you went through all four steps. Once you have done all four steps, please raise your hand and I will come to listen to your four steps then you will be given your puzzle. Once you have your puzzle you can begin. Ensure that they carry out the four things prior to starting the puzzle. If students are having trouble remembering the steps prompt with the poster on the board. Circulate to assist where needed.

**Follow-Up/Assessment:** Students need to carry out all four steps of the decision process prior to beginning the process. Once the students have completed the puzzle question them on how making the decision together helped them complete the puzzle.

**Closure (5 min.)**

**Reinforcement/Assessment of Learning:** Why is it important to take these steps before we make a decision? Why do we need to think things through?

**Sponge Activity**

Students can complete another puzzle.

**Feedback From Students/ Reflection:**

**Advance Organizer - Next Lesson:**