Unit Plan: The Environment
Kindergarten

Nicole Rasotto: nicole_rasotto@hotmail.com

Class Description:

My kindergarten class has 17 students, 13 boys and 4 girls. They are very well behaved and generally have a high ability in reading and writing, with most students at a grade 1 level. There are a few ESL students but they are fluent in English, so modifications do not need to be made. One student is on an IEP and another student is not currently meeting expectations in kindergarten. There is one SA that is in the class for one block from Wednesday – Friday.

Prescribed Learning Outcomes:

Social Studies:

E1 - Identify characteristics of different local environments
E2 - Demonstrate responsible behaviour in caring for their immediate environment

Visual Arts:

A3 - Experiment with a variety of materials, technologies, and processes to make images
A4 - Create 2-D and 3-D images

Specific Learning Objectives:

SWBAT
- Define ‘environment’
- Identify different natural environments
- Differentiate between natural and man-made examples in the environment
- Demonstrate care and concern in their immediate environment and be aware of the effects of their actions
- Define ‘endangered’ in regards to animals and demonstrate strategies to protect these animals
### Name:
Nicole Rasotto

### Grade:
Kindergarten

### Unit Title:
Environment

#### UNIT at a GLANCE:

**Lesson 1: Introduction – What is the Earth?**
- Students will be shown images of the Earth on the Smartboard
- We will discuss where land and water are, and where we live
- We will discuss what animals live on the land and what animals live in the water – there are different environments that animals live in
- Students will create their own representations of the earth using coffee filters, felts, and water

**Lesson 2: Natural vs. Man-Made in our Environment **
**Lesson Attached**
- Students will be shown current and historic images of Vancouver, they will discuss what looks the same (mountains, ocean) and what looks different (cars, buildings)
- We will make a T Chart of natural/man-made examples
- Discuss the difference between natural and man-made examples in the environment – Why is it important to take care of the natural environment?
- Students will write/draw about their current environment in their journals

**Lesson 3: Your Environment**
- Using pre made stamps of buildings, students will use the stamps to make an image of their built environment
- Once the buildings are stamped, students will colour in natural elements of their environment (trees, flowers, mountains, animals)

**Lesson 4: Natural vs. Man Made in our Environment**
- We will read the first section in, “There’s a Barnyard in My Bedroom”
- Using our classroom, we will brainstorm items we use and where they came from
- In their journals, students will take one examples and write/draw what it is and where it came from

**Lesson 5: Environmental Changes Over Time**
- We will read the third section in, “There’s a Barnyard in My Bedroom”
- We will discuss how our environment changes over time and why it’s important to take care of it for our future
- Review the importance of reduce, reuse, recycle
- In their journals, students will write/draw about how they imagine their future environment

**Lesson 6: The Lorax – Trees**
**Lesson Attached**
- Read, “The Lorax” p 1-33
- As I read I will ask the students guiding questions about the story, specifically the importance of trees
- After the story I will show the students a slice from a tree trunk and show them how each ring represents one year of growth – It takes a long time for a tree to grow tall
- We will talk about how paper comes from trees and how important it is to conserve and recycle paper
- Lesson 7 will directly proceed this lesson

**Lesson 7: Making Paper**
- Proceeding lesson 6, students have already discussed the importance of preserving trees by conserving and recycling paper
- We will use paper from the recycling bin to demonstrate the process of recycling paper
- As a group I will demonstrate the process and students will make their own paper in small groups with me during centre time
- Seeds will be added to the pulp for a future activity

**Lesson 8: The Lorax – Animals**
**Lesson Attached**
- Read, “The Lorax” p 33-59
- As I read I will ask the students guiding questions about the story, specifically the importance of the environment on animals
- On the Smartboard show students some local endangered species and discuss their risk factors
- Brainstorm some things we can do to help save these animals
- In their journals students will choose one endangered animal, and what they will do to help it

**Lesson 9: Conclusion – Nature Walk**
- Before our nature walk, students will write one thing they will do to help their environment on their homemade paper
- We will review themes they can write about: taking care of things they use that are man-made from nature, what they can do to ensure their future environment is how they envision it, how they will protect trees, or what they can do to help endangered animals
- During the nature walk we will talk about different aspects of the environment that we learned about
- In the designated area, we will plant our homemade paper. By doing this, we are making our promises to the Earth, and the seeds in our paper will grow into flowers which will be a reminder to students to take care of their environment

### ASSESSMENT & EVALUATION OF

- Discussion with the student
- Journal

### FOR

- Nature Walk
- Journal

### AS

- Participation
- Journal

### RESOURCES:

- Images of Earth
- Images of Vancouver
- Building Stamps
- Paint, Felt, Crayons
- “There’s a Barnyard in my Bedroom” by David Suzuki
- “The Lorax” by Dr. Seuss
- Paper Making Kit (includes frame, sponge)
- Blender
- Scrap paper
- Seeds
- Images of BC endangered animals

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**OVERVIEW:**

Social Studies:
- E1 - Identify characteristics of different local environments
- E2 - Demonstrate responsible behaviour in caring for their immediate environment

Art:
- A3 – Experiment with a variety of materials, technologies, and processes to make images

**ASSESSMENT & EVALUATION OF**

- Discussion with the student
- Journal

**FOR**

- Nature Walk
- Journal

**AS**

- Participation
- Journal
### Lesson 2: Natural vs. Man-Made in our Environment

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<tr>
<th><strong>P.L.O.(s):</strong></th>
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<tbody>
<tr>
<td>Social Studies E1 - Identify characteristics of different local environments</td>
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<tr>
<th><strong>Objective:</strong></th>
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<tr>
<td>SWBAT identify natural and man-made examples in their environment</td>
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<tr>
<th><strong>Materials and Resources:</strong></th>
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<tr>
<td>Smartboard to shows photos and record T-Chart</td>
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<tr>
<th><strong>5 min</strong></th>
<th><strong>Lesson Hook:</strong></th>
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<tr>
<td></td>
<td>On Smartboard show students side-by-side photos taken in Vancouver – one is current and one is from 100 years ago. The students will be able to see how the natural landscape has stayed the same while man-made elements have dramatically changed</td>
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<th><strong>5 min</strong></th>
<th><strong>Lesson Intro:</strong></th>
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<td></td>
<td>Explain to students that one photo was taken recently and one was taken a very long time ago. Have the students guess which one is current and give a reason. What is different/has changed in the photos? What is the same?</td>
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<td>Explain that our environment is made up from things that nature creates (mountains, trees, oceans) and things that humans create (buildings, roads, cars)</td>
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<tr>
<th><strong>20 min</strong></th>
<th><strong>Activity:</strong></th>
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<td></td>
<td>Students will give examples from their own environment and we will record them on a T-Chart. They will be reminded to think about their home, school, and places that they like to go.</td>
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<td></td>
<td>Students will do a writing activity describing their environment and will give 2 natural and 2 man-made examples</td>
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<th><strong>5 min</strong></th>
<th><strong>Lesson Closure:</strong></th>
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<tr>
<td></td>
<td>Students will show me their work and move on to centre activity</td>
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<th><strong>Assessment:</strong></th>
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<tr>
<td>Checklist – Journal entry describes natural and man-made examples in their environment</td>
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### Lesson 6: The Lorax - Trees

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<tr>
<td><strong>Objective:</strong></td>
<td>SWBAT identify important features of trees in our environment</td>
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</table>
| **Materials and Resources:** | “The Lorax” by Dr. Seuss  
Tree Trunk Slice |

#### Lesson Hook:
Show the students the tree trunk slice. What do you think this is? Are trees man-made or natural? What are some things that we have talked about that are made from trees?

#### Lesson Intro:
Read, “The Lorax” by Dr. Seuss pages 1-33 asking guiding questions as I read the book to emphasize the importance of the Truffula Trees to the environment.

#### Activity:
After the story I will re-introduce the tree trunk slice. I will explain that this came from the trunk of the tree and it can tell how old the tree was. I will ask students how old they are and how old they think the tree was. I will show them the rings and walk around with it so they can all see. We will count the rings to see how old the tree was. Was it older or younger that you? It takes a long time for a tree to grow! What do trees provide our environment with?

#### Lesson Closure:
When we recycle paper what happens to it?  
We are going to make our own paper from paper in our classroom recycling bin

#### Assessment:
Anecdotal Notes
Lesson 8: The Lorax - Animals

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<td>SWBAT define ‘endangered’ in regards to animals and demonstrate strategies to protect these animals</td>
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| **Materials and Resources:** | “The Lorax” by Dr. Seuss  
Smartboard  
Photos of BC Endangered Animals |
| **Lesson Hook:**       | Review the first half of the “The Lorax” |
| **Lesson Intro:**      | Read, “The Lorax” by Dr. Seuss pages 33-59 asking guiding questions as I read the book to emphasize the effects of the environment on the animals. |
| **Activity:**          | What happened to all the animals in “The Lorax”? I will explain what endangered animals are and will give them three examples: the Northern Spotted Owl, the Tree Frog, and the Fin Whale. The students will see images of them on the Smartboard and I will give them information about why they are endangered. As a class we will brainstorm ways we can help these animals.  
Students will do a writing activity: They will choose one of the animals, draw it and write/draw what they are going to do to help it. |
| **Lesson Closure:**    | Students will show me their work and move on to centre activity |
| **Assessment:**        | Checklist – Journal entry includes one animal and at least one strategy |
Resource Critique:

Images of Earth/Vancouver/Endangered Animals
- These images can easily found online
- Some classroom might not have a Smartboard, in these cases the pictures can be printed out, or, to reduce the classroom carbon footprint, images from books or magazines can be shown to the class

Building Stamps
- The stamps will be made by me by reusing pieces of foam and cardboard boxes
- Since these stamps are not accessible to everybody, images of buildings from reused magazines can be used
- Another adaption is that students draw the buildings by hand

“There’s a Barnyard in my Bedroom” by David Suzuki
- This book can be found at the public library, purchased through Chapters, or accessed electronically through the UBC Library
- It is a very informative book but some of the concepts may be difficult for children in kindergarten to understand

“The Lorax” by Dr. Seuss
- This book can be found at the public library or through any bookstore
- It is a long book and kindergarten ages children might have a difficult time sitting still if it is read in one lesson

Paper Making Kit (includes frame, sponge) / Blender
- I had access to the paper making kit but the frame can be easily made
- There are a number of online tutorials on making the frame and how to make paper
- I am bring my personal blender in, there may be a blender available in the staffroom or a staff member may be able to lend one to the class for this lesson.