

Unit Topic: Environment and Sustainability

Name: Katie Tennant Horning

Email: ktennanthorning@gmail.com

Description of practicum class:

My practicum class is in a Kindergarten class. There are fourteen students in the class. There are ten girls and four boys. Seven students are ESL level 2 and one student is level 1. There is one student who is reading chapter books and is able to write journal entries. There are two students who are still having trouble writing their names. The rest of the students are able to write their names and sound out and write some simple words. Over all it is a very relaxed and calm group.

Unit Plan Overview

Grade: Kindergarten

Rationale:	Students will gain a stronger knowledge about their environment and the nature around them. They will become aware of ways in which we can protect and help keep our environment safe.
IRP connections:	Social Studies E2 - demonstrate responsible behavior in caring for their immediate environment. Physical Science: Properties of Objects and Materials -Identify materials that make up familiar objects -Describe ways to rethink, refuse, reduce, reuse, and recycle - Identify three items that can be recycled (e.g., paper, plastic, glass) A3 - present information using oral or visual representations Visual Arts A1 use imagination, observation, and stories to create images A4 Create 2-D and 3-D images that represent ideas and concepts in response to objects and other images.
Unit at a Glance	1. Nature walk – appreciating our world. Read “Dear Children of the Earth.” Students will learn about Mother Nature and learn about their responsibility in their local environment. Class will go on a nature walk and gain appreciation for nature. 2. “I help” a story about an aboriginal boy and his grandmother.

	<p>The boy helps his grandmother collect things in nature to make tea and lunch and then later he plays</p> <ol style="list-style-type: none"> 3. Sharing our world- speak about the different animals we share our environment with. Read the story “sharing our world: animals of the Native Northwest Coast.” Written by Aboriginal writers from communities throughout the Pacific Northwest. Speak about aboriginal art and what it represents. Students create their own animals using shapes they’ve learned from the story. 4. Awareness of little creatures –read “Step Gently Out,” a story about the insects sharing our world with us. It is simple text using descriptive language and teaching us to look out for these simple beauties and learning to be mindfulness of our environment because we are sharing it with things we may not always see. Take a nature walk. And look out for small creatures. 5. Nature in the classroom: See Full lesson below 6. Reusing: see full lesson below 7. Recycling: see full lesson below 8. What do we put in the compost?: see full lesson below 9. Composting: learning the compost cycle 10. Making paper – see resource below 11. Making paper – see resource below 12. Making paper- using the paper
Green Theme	Students will learn about reusing, recycling, composting and caring for their environment.
Assessment & Evaluation	Observational, Anecdotal Checklist Peers
Resources	See resource critique below

Four lesson plans:

Lesson Topic: Nature in the classroom

Grade: K

Lesson duration: 45 min

Lesson: 5/10

Subject: Physical Science, Social Studies, Visual arts

Purpose	For students to recognize what classroom materials are made from.
Objective	Students will learn what materials are used to make classroom objects
PLOs	Social Studies E2 - demonstrate responsible behaviour in caring for their immediate environment. Physical Science: PROPERTIES OF OBJECTS AND MATERIALS -Identify materials that make up familiar objects
Materials	Book: "Nature in the Home" by David Suzuki
Vocabulary	Nature, materials
Prior-Learning	Playing outside, knowing their local surroundings.
Hook (Introduction) 5min	Read the book: "Nature in the Home" by David Suzuki
Steps (Directions)	<p>-Ask "where do the things in our classroom come from?" discuss for a few minutes on the students group ideas of where classroom objects come from.</p> <p>-Have each student explore the classroom "classroom Nature walk" to find different objects to discuss with the class.</p> <p>-Remind students to be respectful of the classroom space. "Show me your green behavior."</p> <p>-Pair students up and have them tell their partners where they think their object comes from. (When finished put their objects in front of them and hands in their lap) so I know they are finished discussing.</p> <p>- have students sit in a circle (or stand around a table) and put their objects in the middle of everyone.</p> <p>-T Asks "which objects are made of the same material?" ask students to put the objects that go together in the same pile.</p> <p>When finished have students put their objects back in their spots</p> <p>Remind students that "everything comes from nature, and nature is all</p>

	around us. “ David Suzuki
Closure	We have to take care of our world because it helps take care of us.
Adaptation/extension	- help students find objects. -Students draw a picture of their object and the where it comes from. EX. Book, and a tree.
Assessment	Observations, do students put their object in the right pile?
Reflection	

Lesson Topic: **Reusing**

Grade: K

Lesson duration: 45 min

Lesson: 6/12

Subject: Physical Science, Social Studies, And Visual Arts

Purpose	Students will recognize that we can reuse items before we throw them out or recycle them.
Objective	Students will be able to: -Work together cooperatively - Share what they have created verbally either with their partner or the class -demonstrate reusing items we would throw away or recycle
PLOs	Social Studies E2 - demonstrate responsible behavior in caring for their immediate environment. A3 - present information using oral or visual representations Physical Science: PROPERTIES OF OBJECTS AND MATERIALS -Identify materials that make up familiar objects - Share with others information obtained by observing Visual Arts A1 use imagination, observation, and stories to create images
Materials	Book: Choose to Reuse by Lisa Bullard, Picture of a tree, bottle of Sand, print outs of coloring pages: http://www.epa.gov/osw/education/pdfs/jellyjar.pdf , a bag of recyclable/reusable items: plastic fruit and veg boxes, metal lids, egg cartons, juice cartons, paper/plastic cups.
Vocabulary	Nature, Materials, Reuse,

Prior-Learning	Going to the library, going to thrift stores, using imagination
Hook (intro)	Read the book “Choose to Reuse” by Lisa Bullard
Steps (Directions)	<p>T- Asks, “what can we reuse?”</p> <p>T- I have a big bag of garbage, what am I going to do with all of this? I have cleaned it so we can build things.</p> <p>T- Pairs up students and gives each pair recyclable or reusable objects (plastic vegetable boxes, paper cups, lids,).</p> <p>T-Tell your partners how you would reuse the objects. Use your imagination and build something; there are no wrong answers.</p> <p>T- students can come up with a name for their creation and share with the class.</p> <p>- When students are ready, take the students around to each of the creations. Ask for volunteers to share their ideas and name of their creation.</p> <p>-When finished students can draw their ideas or use the coloring pages on ways to reuse jars.</p>
Closure	T-It is important to reuse things before we recycle or throw them away. Have students return recyclables back to the bag to help clean up.
Adaptation/extension	Draw their ideas or use the Coloring pages provided on how to reuse a jar.
Assessment	Observation: do they share their ideas with the class? Or their partners?
Reflection	

Lesson Topic: Recycling

Grade: K

Lesson duration: 45 min

Lesson: 8/12

Subject: Physical Science, Social Studies,

Purpose	Students will recognize the importance of recycling
Objective	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Sort recyclable items into the correct place. -Work together cooperatively
PLO's	<p>Social Studies</p> <p>E2 - demonstrate responsible behavior in caring for their immediate environment.</p> <p>Physical Science</p>

	Describe ways to rethink, refuse, reduce, reuse, and recycle q identify three items that can be recycled (e.g., paper, plastic, glass)
Materials	Recyclable items: plastics, paper, cardboard, metals. Book: "Rally for Recycling" by Lisa Bullard Board game
Vocabulary	Recycling, garbage dump, recycling center,
Prior-Learning	Sorting, recycling.
Hook (intro)	Read the story: "Rally for Recycling" by Lisa Bullard
Steps (Directions)	T- After we have reused something we can then recycle it. T- What happens to garbage after we throw it out? T- Discuss recycling different basic items. Which ones go together? Ex. Plastics, tins, cardboard, paper. (Practice in group around the table) T- sometimes we put things in the garbage dump that we can reuse or recycle T- Activity: Have recyclables piled up in one pile. This is the garbage dump. There is not enough space for all this garbage. Lets work together and be recycling trucks and recycle to help care for our world. T- Where do they go? : Have students decide on four different spots for plastics, metals, paper and cardboard. -Have students take recyclables from the "dump" and have the student's sort into the correct recycling spot. Extension: Have recycled board game: What happens to garbage after we throw it out?
Closure	T- Why is recycling important? So we can make new objects and help the world. T- have students help put all the items away
Adaptation/extension	-Hand recyclable item to student who needs extra help and guide them to the right location and explain why we put that item there. Ext: Board game: taking recycled items from the garbage dump to the recycling center.
Assessment	Observation: do students place at least two items in the right place? Are students working cooperatively together?
Reflection	

Assessment Criteria	-	+	++
Student sorts 3 items into the correct spot			
Student works			

cooperatively with classmates			
-------------------------------	--	--	--

- = needs work, + = meets expectations, ++ = exceeds expectations

- = does not work cooperatively with classmates, sorts only two items or less.

+ = student sorts three items, student works nicely with classmates

++ = Student sorts more than three items, students helps other students find the right spot.

Lesson Topic: introduction to Composting

Grade: K

Lesson duration: 45 min

Lesson: 9/12

Subject: Socials

Purpose	-Students will become aware of what materials can be composted -Learning different ways to care for the earth.
Objective	Students will be able to: -Recognize they can put parts of their lunch in the compost to be recycled. -Acknowledge what materials can be put into the compost to help recycle the environment.
PLO's	Social Studies E2 - demonstrate responsible behavior in caring for their immediate environment. Extension: Visual Arts A4- Create 2-D and 3-D images that represent ideas and concepts in response to objects and other images.
Materials	Book: "Compost Stew: An A to Z recipe for the Earth" by Mary Mckenna Siddals, Illustrated by Ashley Wolff. - 1 Compost in clear container: Banana peel, shredded paper, apple core, avocado skin, carrot peelings, lettuce, parsley, dirt, leaves -1 clear container -Pictures of different composts - Paper for drawing what is in a compost
Vocabulary	Compost, Biodegradable
Prior-Learning	Previous lessons, observations, their lunch.
Hook (Introduction) (5-10 min)	1. T- Last week we learned about recycling and how we can turn different materials that we don't need into new things. T- today we are going to learn a little bit about Composting. Composting is a natural way of recycling for the earth.

	<p>T-I am going to read you “Compost Stew” by Mckenna Siddals</p> <p>T- I want you to look and listen and see all the different things you can put in compost stew</p>
Steps (Directions)	<p>Steps:</p> <p>2. Have students sit in a circle, prompt them by saying sit on the edge of the carpet.</p> <p>3. Have different materials to show students: Banana, apple, garlic, leaves, carrot, lettuce, shredded paper, tea</p> <p>T-these items are all biodegradable. Which means after we are done with them we can put them in the compost and recycle them back into the earth.</p> <p>4.T- I made my own compost stew, Show students the box of compost scraps from my lunch/dinner. Pass the box around for students to look at the box and see what is in the box.</p> <p>T- Have students to raise hands to say what they saw in the box. Is there anything else we could put in the box?</p> <p>T- did you know you can all make a compost stew?</p> <p>5. T-Ask students to get their lunches. Tell them they can’t eat yet, we are only going to show each other what we can put in the compost stew.</p> <p>T- what things can you put in the compost? Using prompts with bag of items from step 3. Go around the circle and ask students what they would put from their own lunches in their compost stew.?</p> <p>6. I am going to leave this box out for your compost stew. Put your snack or lunch scraps in the box. I will take the box and put it in my compost so that it can be recycled back into the earth.</p> <p>Extension : Pass out paper for drawing and have two helpers to get drawing materials (crayons). Ask students to draw 5 things they see that go into a compost to be recycled into the earth.</p>
Closure	Student tells teacher what materials they have drawn in their compost.
Adaptation/extension	<p>-Classroom Allergies: no: wheat, soy, nuts, citrus, gluten.</p> <p>- Pick an item for the student to show to the class.</p> <p>- students can come up with more ideas of things to put into the compost.</p> <p>extension: have students draw what they see in the compost</p>
Assessment	Check list/ observation
Reflection	

Assessment Criteria	-	+	++
Check list			
Student chooses a item of their lunch that could go in the compost			
Student puts correct food scraps from their lunch or snack into the compost box			

- = needs work, + = meets expectations, ++ = exceeds expectations

- = needs work : student does not show an item that could go in the compost. And does not contribute to the 'Compost Stew'.

+ = meets expectations: Student shows item from lunch to put in the compost (with or without prompts) and also contributes putting food scraps into the 'Compost Stew.'

++ = exceeds expectations: Student shows more than one item they can put in the compost from their lunch (with no prompts) and they also contribute to the 'Compost Stew'.

Resource Critique:

Vancouver public library

1. "Rally for Recycling" by Lisa Bullard

This book is apart of a series for taking care of the earth. It is a very informative, child friendly picture book that teaches kids to recycle

2. "Choose to Reuse" by Lisa Bullard

This book is in the series as stated above. These books are child friendly but also have further information on recycling and reusing. They also provide ideas and ways to recycle and reuse in the back of the book.

3. "Not a Box" by Antoinette Portis

This is a very imaginative story. Very simple and children love it! It's about turning a box into something else.

4. "Sharing our world: animals of the Native Northwest Coast." Written by Aboriginal writers from communities throughout the Pacific Northwest.

This is a beautiful book. It explores the animals of the Pacific Northwest coast and speaks about their connection and relationship to our environment and us. The book uses First Nations symbols to show each animal.

5. "Step Gently Out" Helen Frost and Rick Lieder

This story uses close up photographs of insects. It has simple text and teaches children to look and see who are we sharing this world with. We must pay attention life is all around us.

6. "I help" by Caitlin Dale Nicholson

This is a story about an aboriginal boy and his grandmother. The boy helps his grandmother collect things in nature to make tea and lunch and then later he plays. It is written in English and Cree. It does not show pronunciation of words, which worries me for when reading it.

UBC education library

1. "Compost stew: An A to Z Recipe for the Earth" by Mary Mckenna Siddals
-Canadian author, a very well written and easy to follow, rhyming picture book that explains what you can put in the compost.

2. "Nature in the Home" by David Suzuki

This book is a little dated. But is a good start at learning and looking at where things come from.

3. "Dear Children of the Earth" Schimm Schimmel

This book has beautiful images of animals and outer space(our planets). It speaks from the point of view of mother earth asking for help to keep our planet green. It is a bit complicated for kindergarten but it is a very beautiful book and the images are very powerful and interesting for the students.

Websites

1. How to make Recycled paper with Kindergartners

http://www.ehow.com/how_6937217_make-recycled-paper-kindergartners.html

This website is easy to read and has what you need to know for making Paper

2. Coloring pages on how to Reuse a Jar

<http://www.epa.gov/osw/education/pdfs/jellyjar.pdf>

These coloring pages can be turned into a booklet. It is a cute story and it maybe be useful for students who finish work quickly.

3. <http://www.kidsbegreen.org/>

This website teaches kids the importance of being green. There are activities and games to look at during a computer class. It has fact sheets, coloring books, and characters to help teach kids the three R's.

4. <http://www.oneprettything.com/?p=18700&c=earth-day-roundup>

This is a website dedicated to making crafts from recycled materials. It has a lot of great art ideas for the class.

5. <http://www.siddals.com/compost-stew.html>

online games and activities that relate to the book “Compost stew”

Influence of Aboriginal Education:

In this unit plan I was influenced by Aboriginal education. This unit focus’ on learning about environment. I want the students to become connected with the nature around them. I want them to gain an appreciation for our planet. I was focusing on the connection to mother earth and how we need to protect nature. I want the students to learn the importance of their actions in their surroundings. We are all connected. We must be aware of our actions.

Another aspect of Aboriginal education that I was thinking about when doing this unit is my connection with each of the students. I must act as their guide. By working together we can all learn from one another. Our lessons should reflect our students, not only are we guiding them to learn about new things they are also guiding us on where they need to go.

In many of the lessons in this unit, I have focused on using natural and real life objects for the activities. This helps to acknowledge our connection to the environment and the student. We must love our land and give thanks for all that it gives us.

I think that aboriginal education is more a way of being than what we are teaching, or what we are teaching about.

I think that it is important that we be connected with our outside world. Going on nature walks should be a normal occurrence. It allows the students to appreciate nature and also to learn about nature. We can tell stories and connect our lives to nature. This is especially important when we are growing up in a city.

I want the students to learn about Aboriginal ways of being I want them to connect to some of their ways of thinking. I want to use Aboriginal style art to connect to story telling and comparing animals with their first nations symbol creating the connection of animals, people and their environment.

From what I have learned from First nations culture the way of being is knowing our connections to our environments, the people, animals, and nature and what those connections are and how we are affected and what we can learn by them.