

Class Descriptions:

Class one is a combined 1/2 class. There are students with many different backgrounds and experiences. There are varying levels of ELL in the class. This class especially enjoys and excels in hands-on learning experiences. They do best when they are sitting for one activity for a maximum of about 15 minutes.

Class two is a combined K/1 class. They are engaged and participatory students. There are students with many different backgrounds and experiences. There are varying levels of reading and writing skills in the class. This class works at their best when they are sitting for a maximum of about 15 minutes before they change activities/spaces.

Rationale: This lesson is important to introduce students to the environment around them, and also to differentiate between different types of environments people live in. It allows students to differentiate between human made and natural objects and features which will allow them to understand human's connection with nature. The final lesson ensures the students understand the importance that nature has on our individual lives, and brings in joy and excitement when discussing and experiencing growing nature.

Lesson 1

Big Idea:

We shape the local environment, and the local environment shapes who we are and how we live.

Curricular Competencies	Concepts and Content
<ul style="list-style-type: none">- Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions- Ask questions, make inferences, and draw conclusions about the content and features of different sources.	<ul style="list-style-type: none">- Natural and human-made features of the local environment
Materials and Technologies	Pre-Class Preparation Needed
<ul style="list-style-type: none">- 2 boxes with a lid- 12 human made objects— pencil, water bottle, eraser, plastic toy, ball, yarn (etc).- 12 natural objects—apple, stick, leaf, flower, rock (etc).	<ul style="list-style-type: none">- Collect 12 natural objects and 12 human made objects- Prepare two boxes to fit all of the objects into

Lesson:

(Introduction, learning activities, and closure)

- One teacher holds a water bottle and the other teacher holds a similar coloured rock. Ask the students to identify their similarities and differences.
- Next, hold up a pencil (the same teacher that held the water bottle) and a stick (the same teacher that held the rock). Ask the students to identify their similarities and differences, scaffolding their responses to being about where they come from/how they are made.

- Acknowledge other similarities and differences as correct and useful
- Do one or two rounds of this exercise using the materials brought to class as needed while scaffolding the children towards understanding that one group of objects is human made, while one group of objects is natural
- Introduce the vocabulary of **natural** and **Human Made**
- **Natural: something that exists in nature.**
- **Human made: Something that has to be built by people.**
- What do each of them mean?
- Why might it be important to know?
- Discuss how we might know if something is natural or human made
 - There aren't specific rules, but we are often able to guess or infer with most objects we see in our daily life. We will be using objects that are familiar to students.
- Introduce the "Mystery Box" Activity
 - There will be two boxes, one with each of the teachers at the front of the room
 - One student will be called to the front of the room to choose a mystery object from the box
 - The student will be asked to identify the object, and then will be asked a follow up question (for the student or the group depending on the comfort level of the student). Examples:
 - Where have you seen this before?
 - Can you make any connections to this?
 - What can you do with it?
 - Where does it come from?
 - Do you usually see it inside or outside?
 - Was this ever living?
 - The student will be asked to decide if it is natural or human made and place it in a designated pile
 - After the first student has a turn, the rest of the students will be called up two at a time
 - Each student will have the opportunity to choose a mystery object, answer a question about it, and place it in the corresponding pile. If the student is unsure we will discuss it as a group or they can make a guess. If they are happy with their placement (whether it is correct or not), we will leave it.
 - Once all the students have had a turn, review all the objects in each pile
 - Ask the students if they are happy with the organization or if anything needs to be changed
 - Lead any discussion about where objects belong if necessary
 - Celebrate the completion of their group work to organize natural versus human made objects
 - Show the students the work sheet and read over a few of the features. Discuss whether these features are natural or human made. The students can then take these to their spots and colour/organize the features.
 - **Closure:** What is human made? What is Natural? What is one example? Here is a pencil. We all agreed it is a human made object...but it must have come from something natural. All human made objects come from natural objects. As humans, we use natural objects to create what we need (or want).

Assessment/Evaluation	Statement on Enactivism
<ul style="list-style-type: none"> - When the students work together at the end of the lesson to organize the objects, we will be able to tell if they understand the concept (By watching the organizing process, listening to conversations, as well as by the actual result). 	<p>The objects the students will interact with are relevant and meaningful to them. They are all objects that students will have seen in the classroom or outside in the environment around the school. The introduction, learning activities, and closure are a mixture of being both physically and mentally active. The movement, interaction with familiar and meaningful objects, as well as relating the new vocabulary to the lives of the students will create an enactive learning environment.</p>

Name: _____

Natural or Human-made?

Natural	Human-made

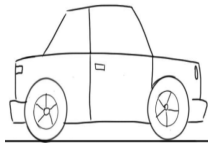
Cut and paste or draw the images in the appropriate box. Add your own ideas too!



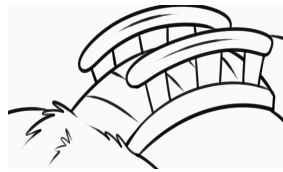
Mountains



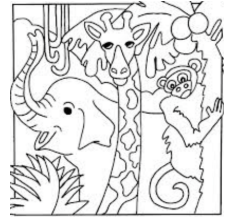
Forests



Cars



Bridges



Animals



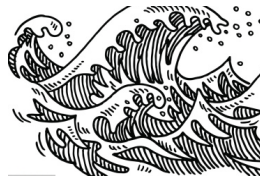
Roads



Plants



Buildings



The Ocean



Bikes

Lesson 2:

Big Idea:

We shape the local environment, and the local environment shapes who we are and how we live.

Curricular Competencies	Concepts and Content
- Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Ask questions, make inferences, and draw conclusions about the content and features of different sources.	-Key question: How does the rural environment differ from the urban environment? - Natural and human-made features of the local environment (will be reviewed casually within the lesson) -Relationships between a community and its environment (touching on this)
Materials and Technologies	Pre-Class Preparation Needed
- Book “The Town Mouse & the Country Mouse” Retold by Susanna Davidson -Projector/computer (Or USB device with photos) - Worksheet (25 copies per class) - colouring utensils (markers/pencil crayons)	-Print copies of worksheet -Set up technology (ensure computer or USB works with the projector)

Lesson:

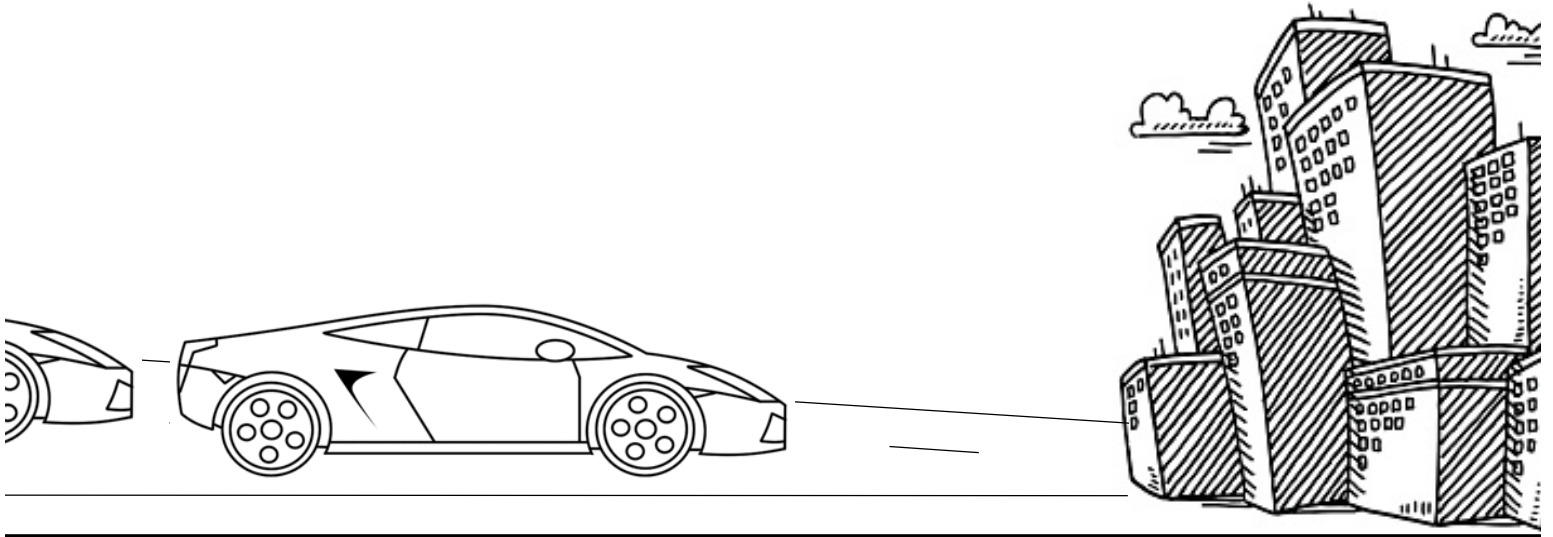
- Hook: Teacher 1 tells the students about her father’s farm in India (1-2 minutes) and Teacher 2 tells the students about her parents’ house in North Vancouver (1-2 minutes).
- **Activity 1 (10-15 minutes):**
- Read “The Town Mouse & The Country Mouse”
 - Ask questions/encourage predictions while reading
 - Acknowledge clear differences between the two settings
 - Point out/scaffold students to point out natural vs. human made features prevalent in each setting
 - What setting is Hamilton in? How do you know?
- Facilitate a quick discussion about urban (town) vs. rural (country) settings
- What kind of setting did Mrs. Kaur grow up in?
- What about Ms. Smith?
- **Activity 2 (15 minutes):**
- Gather students in the middle of the room
- One teacher leads a 1 minute group stretch while the other teacher turns on the projector
- Explain to the students that we will display pictures and they will have to guess if they are from rural or urban settings. We will use the “hot corners” game for this – one side of the room is urban, one side of the room is rural and the students will move as directed (skipping/hopping/walking in slow motion etc.)

- Go through the slides (about 20) as the students decide what side of the room they should situate themselves in for each picture.
- Point out key features and explain briefly as needed
- Acknowledge that sometimes it is hard to tell (for example if it is a picture of just a car – that could be both!)
- **Activity 3 (20-25 minutes):**
- Sit down at the carpet again and take a few deep, calming breaths
- Show the class the worksheet they will be receiving *if they want* (They can also do a drawing with no guidance)
- Explain that they will draw scenes in a rural environment and an urban environment
- They will tell their neighbour the story they have created for each setting
- They can write a sentence to describe the story if they would like

Assessment/Evaluation	Statement on Enactivism
<p>-The students will show their understanding about the differences of urban and rural environments by going to the correct sides of the room during activity 2. Students who believe the answer is opposite of what the teachers are expecting will be given a chance to explain their answer so we can understand their thinking. For example, if someone stands on the rural side when they see the image of a car, they will be able to explain that there are also cars in rural areas, and this is absolutely correct.</p> <p>-The stories the students create will be in line with what is expected of each environment (we will see country lifestyles in the rural pictures, and city lifestyles in the urban pictures)</p>	<p>This lesson exhibits some enactive learning processes by having the chance to discuss personal experiences as prompted by the two teacher’s differing experiences with rural and urban settings. The students will be encouraged to relate the material to their lives and think about what kind of an environment Hamilton is in. They will also get to create their own stories that possibly have connections to their lives in activity 3. The three activities are a mixture of being both physically and mentally active.</p>
<p>Extensions and Possible Cross Curricular Connections</p>	<p>Resources</p>
<p>-Possibility to talk about the which area (rural or urban) integrates more with the natural environment, and how we can embrace the natural environment while living in an urban area. What can we do to ensure nature stays in the urban setting?</p>	<p>- Book “The Town Mouse & the Country Mouse” Retold by Susanna Davidson</p>

NAME: _____

URBAN SETTING



RURAL SETTING



Lesson 3:

Big Idea:

We shape the local environment, and the local environment shapes who we are and how we live.

Curricular Competencies	Concepts and Content
<p>-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>-Make simple predictions about familiar objects and events (Science)</p> <p>-Make and record observations (Science--if it rains and we do lesson plan 2)</p> <p>-communicate observations and ideas using oral or written language, drawing (Science--if it rains and we do lesson plan 2)</p>	<p>-Natural and human made features of the local environment (review)</p> <p>-Relationships between a community and its environment (touching on this)</p> <p>-Key question: How does the rural environment differ from the urban environment? (review)</p> <p>- How is nature important to people living in urban settings?</p>
Materials and Technologies	Pre-Class Preparation Needed
<p>-Chart paper/pen</p> <p>-Jars (one per group)</p> <p>-Bag of cotton</p> <p>-bag of beans</p> <p>-spray bottle with water</p> <p>-paper and markers (if we do lesson 2 due to weather)</p>	<p>-Fill spray bottle with water</p> <p>-Have chart paper and pen ready</p> <p>-Set up all the materials for activity three at the front of the room</p>

Lesson:

Activity 1: A walk outside (25 minutes)

- Line up right away to leave the classroom with jackets and outdoor shoes on
- Walk towards forested areas
- Stop to notice everything around us - name what we see and identify it as natural or human made. *ADMIRE* the natural!
- Keep walking
- Stop again to discuss: What do you think was here 100 years ago? Do you think the school was here? Or was it forest?
- Keep walking
- Everyone sit (or stand if it's wet) in a circle or somewhere on their own if they prefer and we will take one minute to think quietly to themselves and notice how we feel when we are surrounded by nature. Choose one word to describe this feeling and remember it!
- Walk back to the classroom, continuing to admire the natural beauty we see along the way

Activity 2: Recap (10 minutes)

- On a piece of chart paper, we will record everyone's one word describing how they felt sitting outside surrounded by nature

- Brainstorm a list of about 5-10 possibilities to help those who do not have a word yet if it seems necessary
- “Look at all these positive words! Living in an urban area is great, but with all the buildings and roads we have, we must also make sure that we protect and allow space for the natural environment!”
- “Let’s bring a little bit more of our natural environment into your classroom so you can feel the word you chose (refer to chart paper) and so we can learn to treat our important natural environment with respect!”

Activity 3: Beans! (15 minutes)

- Students will sit in groups at their desks
- One member from each group will get a jar from the front of the room
- One member from each group will get cotton from the front of the room
- The teachers will come around to each table group to help the students spray the cotton (while in the jar) with water
- One member from each group will get 5 beans from the front of the room - ask the students to identify if the beans are natural or human made
- One member from each group will place the 5 beans into the jar on top of the wet cotton
- Ask the students how they think they will need to take care of them. Where should you keep them?
 - Explain importance of sunlight
 - Explain the need to spray more water every 2-3 days or when it looks dry

If it is raining/snowing/we cannot go outside:

Activity 1: Outdoor imagination (15 minutes)

- Sit in a circle
- Do a “whip around” -- everyone will say one word that describes how they are feeling today (this can be done simply by taking turns or with a talking stick, depending on if the teacher uses this in their practice)
- Stay in the circle. Play calm nature music (rainfall/forests/ocean/wind).
- Close your eyes
- Take one minute to think quietly to ourselves and imagine we are sitting somewhere outside that we love. Think about how it feels to sit in a natural spot that you love. Choose one word to describe this feeling and remember it!

Activity 2: Stays the same (10 minutes)

Activity 3: Same with an extension (35 minutes)

- Once seeds are ready, place the jar in the middle of the table
- We will create a page with four boxes (teacher guided). In the first box we will write our word that symbolizes how we feel when we are in nature.
- In our second box we will draw a picture of what we see.
- In the third box, we will write or draw what we know the bean needs to grow (sunlight, water)
- In the fourth box, we will draw or write about our predictions about what the seed will look like in 4 days

Assessment/Evaluation	Statement on Enactivism
<p>When we are outside, students will be able to use the words “natural” and “human made” in connection to what they see correctly. During activity 2, each student will say a feelings word which will allow the teachers to know that the students are thinking about the topic appropriately. We will hear words like “calm, happy” etc. Even if they are negative words, as long as they are thoughtful words we will know the students are engaged. Lastly, for activity</p>	<p>The three activities are a mixture of being both physically and mentally active. Students will get to interact with the natural environment that we are discussing by going outside and looking at what is around us. Students will also be starting the process of growing beans which will allow them to be an active learner as they are growing.</p>

<p>three, we will evaluate the students listening skills on whether they properly create the habitat for the bean seed. We will see a bean habitat that looks like the example. We will also see that the students have correctly separated the page into 4 quadrants and we will see appropriate drawings and labels for each quadrant. They will display understanding of the importance of sunlight and water for plants by writing/drawing about it. (if we are doing lesson plan 2 due to rain/snow)</p>	
<p>Extensions and Possible Cross Curricular Connections</p>	
<p>-Many opportunities for science lessons! -Can be a good reminder of the attempt to bring some calm into the classroom</p>	

Resource Critique:

“The Town Mouse & the Country Mouse” Retold by Susanna Davidson is an excellent story book to use to portray the differences between urban and rural environments. The illustrations are engaging.