

Kennedy Werre - Science

**Outcome(s) of Lesson:**

1. I can identify and classify wastes that result from human activity.
2. I can identify alternative materials and processes that may decrease the amount of waste produced. Ex: Reducing wastage of food, using both sides of the paper.

**How will I know the students have achieved the learning outcome?**

- I will know if my students have achieved the learning outcome by their final poster project as well as the answers to the questions on the back of the paper. If they can identify how they can decrease the amount of water that they use that meets the second objective. By them identifying issues resulting from human activity it hits the first objective.

**HOOK:**

- Open the lesson explaining to the class that we will be reading a story diving into some very important concepts. Incorporate a movement strategy based on the classroom set up, to move students to a comfortable area, such as the carpet, and sit in a circle. Call this Circle Talk. Explain to students the importance of the formation of a circle; how powerful it is, we can connect/share ideas together, it's a safe environment, and so on. Take a moment to acknowledge the territorial land agreement (There is one in the story book that you can use on page 4). (8-10minutes).
- Read the story, "As Big as the Sky, as Tall as the Trees," by Leah Yardley, to the class. You will notice that there are multiple questions throughout the story that ask them to do actions (which they can stand up for), for example on page 9 it says, "Can you rise and fall like the sun in the sky?", encourage students to actually make actions to those questions for a movement break. (10-15minutes)

**Learning Opportunities:**

Time	Learning Opportunity	How do I check that students understand what to do?
10 min	<ul style="list-style-type: none"> <li>• After the story is completed (students still in Talking Circle), write, "Water", on a piece of chart paper that is facing the class. Explain to students that we will be focusing on the element of Water and its importance to our life existence, referring back to the story, counting how many times a source of water, such as a lake or river, showed up in the book.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I will observe students while I read the story to see if they understand the text by their actions they present.</li> <li>✓ Through our group discussion on the chart paper, I will get an</li> </ul>

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10 min	<ul style="list-style-type: none"> <li>In elbow buddies, pose the question, in what ways do you use water in your every day life? Give them 30 seconds to think to themselves, 1 minute to share with their elbow buddy, and then have a class discussion, where the groupings will share what their partner said about how they use water. Add their answers onto the chart paper as a reminder for when students are to record in their "Water Watchers Journal Booklet" for a research portion of the lesson.</li> <li>Have students stand up from the circle, find a partner, and play Bear, Salmon, Mosquito (Rock, Paper, Scissors), the students who lose the first round will go sit down in their desks, and so on and so forth with the next few rounds, until everyone has sat down in their desks/tables.</li> <li>Watch the short video included below, which talks about the importance of Water in our lives and as well as the lives of other creatures.             <ul style="list-style-type: none"> <li>After The Life of Water. Water Which Gives Life- UNESCOVeniceOffice.</li> <li><a href="https://www.youtube.com/watch?v=FAAnDIYRycqs">https://www.youtube.com/watch?v=FAAnDIYRycqs</a> (2:08).</li> </ul> </li> </ul>	<p>understanding of student knowledge.</p> <p>✓ At the end of the lesson, when I give a sticker for writing down one thing they have used water for already during the day, will allow myself to see understanding.</p>
8 min	<ul style="list-style-type: none"> <li>After the video is finished, distribute, "Water Watchers Journal Booklets," as well as a set of instructions to go home with students in their agendas, to explain to parents what data they are collecting for a very important school project.             <ul style="list-style-type: none"> <li>Students will write down in their booklets whenever they use the life source of water during the day, for a total of TWO days. Elude back to the class discussion and the video watched as a reminder of what types of things they should be writing down. Give them examples such as: whenever they shower/bath, brush their teeth, use water to cook, drink a glass of water, wash their hands and so on.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Materials Needed</b></p> <p>✓ As Big as the Sky, as Tall as the Trees book.</p> <p>✓ Water Watchers Journal Booklets.</p> <p>✓ Chart Paper</p> <p>✓ Markers.</p> <p>✓ Youtube Video Access</p>
6-8min	<ul style="list-style-type: none"> <li>To check for understanding of the lesson, have students write down one thing they have used water for already during the day in their journal booklets and have them raise their hand to show the teacher, put a sticker beside their answer.</li> </ul>	
Total: 62 min		

**How do I differentiate the learning opportunity for all learners?**

- I have included a range of opportunities for my students such as:
  - Kinesthetic- movement throughout the story books and the rock, paper, scissor movement break.
  - Interpersonal and Intrapersonal- thinking to themselves on a question I asked, then talking in partners and class discussion of Water.
  - Visual- including the use of a video.

Time	Learning Opportunity	How do I check that students understand what to do?
10 min	<p>*This would be after students have collected all of their data of their water consumption over the past two days.</p> <ul style="list-style-type: none"> <li>Have students take out their Water Watchers Journal Booklets. Assuming the students are in table pods of four, explain to students the Kagan strategy of Pens, talking circle. Students will each have a pen/pencil in their hand and will take turns putting down their pen/pencil when they are ready to share ONE way that they used water over the course of the two days. Once all four people have put down their pen/pencils, then they pick them up and do it again. **Group demonstration will be needed for this. Give students about 5 minutes to share their findings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observing student conversation Pens talking circle</li> <li>✓ Class discussion of the topic.</li> <li>✓ The finished product of their poster projects to check.</li> <li>✓ Thumbs Up, Thumbs down strategy to see if they understand all of the instructions.</li> </ul>
6-8 min	<ul style="list-style-type: none"> <li>Make a mind map on the board, titled, "How We Grade 4s Use Water," with the raise of their hands, ask students to share one way that they used water from their journal. Add to the mind map. Ask students how many might have had the same thing, such as a shower/bath, brushing of their teeth? Keep the number beside each topic.</li> </ul>	<p style="text-align: center;"><b>Materials Needed</b></p>
15 min	<ul style="list-style-type: none"> <li>Now in theme of the Recycling and Waste Unit, assuming continuing on from other elements (food, cardboard and so on), pose the question, "Have you ever left the tap on while brushing your teeth?" Do you think this is a "Waste" of water? This leads into the video of consuming water.</li> <li>Watch the video: <ul style="list-style-type: none"> <li>Save Water to Help the Earth- WonderGroveKids</li> <li><a href="https://www.youtube.com/watch?v=r1OYiZjTqpw">https://www.youtube.com/watch?v=r1OYiZjTqpw</a> (2:49).</li> <li>It gives great examples on how to limit water consumption which include: turning the tap off when brushing teeth, doing full loads of laundry rather than half loads, finding leaks around the house, taking less time in the shower, and so on. It also talks about how much usable water we are able to use as humans.</li> </ul> </li> <li>Once the video is over, have a short class discussion on the video, ask students by raising their hands, what they saw in the video. Write their answers on the board,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Longer sheets of paper.</li> <li>✓ Pens/Pencils</li> <li>✓ Youtube video</li> <li>✓ Pencil crayons/markers.</li> </ul>

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30 min	<p>for them to see when coming up with their poster board solutions to the Water issue. Reiterate how important water is in our life, as it is truly LIFE to us.</p> <ul style="list-style-type: none"> <li>• Handout a sheet with a set of instructions for their projects on saving water. Students will design a poster which illustrates how they are going to take a small step forward in their lives in consuming their own water intakes. They can draw use the examples talked in class if they would like. They will have the rest of the period, plus another class to finish these projects. They will be handed in as my assessment piece for this portion of the unit.             <ul style="list-style-type: none"> <li>○ Students will also have to explain on the back of the poster why water is so important in our lives and why we must save water.</li> <li>○ Remedial learners might have to vocalize this rather than writing it down on the back of the poster.</li> <li>○ If student would like to write a paragraph or story about their solution to saving water, allow it.</li> <li>○ Use Thumbs Up, Thumbs down to see if students understand the set of instructions given by the teacher.</li> </ul> </li> </ul>	
Total Time: 1 hour		
<b>How do I differentiate the learning opportunity for all learners?</b>		
<ul style="list-style-type: none"> <li>✓ Allowing students to write a story or paragraph, rather than making a poster if they don't feel that is the best possible way to demonstrate their learning.</li> <li>✓ Giving remedial learners the opportunity to explain by vocalizing their understanding of the questions rather than making them write them down on the paper itself.</li> </ul>		

<b>CLOSURE:</b>
<ul style="list-style-type: none"> <li>• Close the complete lesson by having a ghost walk of all the posters created to allow students to respect each others work and see other ideas that might have been brought up.</li> </ul>

<b>Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)</b>	
<b>Accommodations</b>	<ul style="list-style-type: none"> <li>- Allowing students' the opportunity to demonstrate their learning through different ways, such as writing a story over the creation of the poster.</li> </ul>

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	- If a student is unable to complete their Water Watchers booklet at home, allow the student to pair up with another student (who you have previously talked to), about them using their ideas from their findings.
<b>Cooperative Learning Strategies used</b>	-Kagan Strategies: <ul style="list-style-type: none"> <li>○ Pen Circle Drop</li> <li>○ Elbow Buddies- Think, Pair, Share</li> <li>○ Mind-mapping (class)</li> </ul>
<b>Movement Breaks</b>	-Bear, Salmon, Mosquito. -Reading the story-> actions.
<b>Modes of Learning (Differentiation)</b>	<ul style="list-style-type: none"> <li>✓ Visual</li> <li>✓ Kinesthetic</li> <li>✓ Read &amp; Write</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> </ul>
<b>Higher Order Question(s)</b>	<ul style="list-style-type: none"> <li>○ Describe how the impact of human consumption of water effects other animals lives if we do not take care of it?</li> <li>○ Describe what you think people who first lived on the land, Indigenous Peoples, use water for?</li> </ul>

**Reflection and Revisions:**