SOCIAL STUDIES UNIT PLAN

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| Topic: Social Studies  Level: Grade 1  Guiding Goals: Students will learn about their environment, how to be eco-friendly and recycle/ conserve resources (light, wood, paper, water, compost), students will contribute to Earth Day and understand human effects on the environment    Bibliography: song, storybooks (refer to lessons) | Prescribed Learning Outcomes (IRP):  A1, A2, A3, A4, A5  C2  D2  E2, E3 |

|  | **Topic** | **Objectives (PLOs)** | **Activities and Duration** | **Materials** | **Adaptation** | **Assessment/**  **Criteria** |
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| 1 | All about our environment /  Looking after our resources and recycling, compost and garbage  (April 15) | A2, A3, A4, A5, E2, E3  - demonstrates an awareness of the importance of caring for natural environments  - demonstrates responsible behaviour in caring for immediate and school environment | - Teacher will read one or two stories about recycling and the environment  - Teacher will discuss ways of respecting our physical and natural environments (plants and animals) as well as ways to protect and help the environment  - Ways of protecting our environment: Why do we recycle? How do we recycle?  - Students and teacher brainstorm ideas.  - Teacher explains that for one week they will be recycling plastic, paper, and compost in their classroom (teacher will take home materials from each bin at the end of the day). Any cans or juice boxes that receive money for returning can be put towards a field trip, a local fundraiser, charity, or towards the school.  - Teacher will explain what materials go in which recycling bin. (Recycling stations set up around classroom (for a week or just a day).  - Teacher has a number of different items that need to be recycled into the correct bins. Students are divided into their table groups, given a few items, and they have to decide which bin their items go in.  - Back at carpet, the teacher will ask students what materials they think they could use to make a robot (recycling mascot) that they normally throw in the garbage or recycling bin. (Teacher can show a few examples of robots and items she has collected so far).  - Students are asked to start collecting items at home to bring in on April 22nd to create an art project (recycling mascot) for Earth Day. | - storybooks “The Whole Green World” (Tony Johnston)  “Weezer changes the World” (David McPhail) “Recycle, Green Science projects”, “Refuse, Misuse, and reuse”  - Recycling posters  - Recycling stickers and bins  - recycling mascot images  - recycling materials  - | **Modification:** student only needs to sort one type of recycling category (ie. paper only).  **Extension:** have students identify glass recycle category and paper towel/paper plates as compost. | **Formative:** did students put items into proper recycling bins? |
| 2 | Earth Day (April 22) The Lorax-  plight of our environment | A2, A3, A4, A5, E2, E3  - demonstrates an awareness of the importance of caring for natural environments  - demonstrates responsible behaviour in caring for immediate and school environment  - personal/social development through eco-friendly actions | - Teacher will read the story “The Lorax” while students are sitting at the carpet.  - Students will understand ways to help environment through recycling from the previous lesson and apply that knowledge and make connections to this story.  - Teacher asks students what they would do if they were the Lorax and writes down a few ideas discussed on chart paper (conserve light energy, reuse wood, recycle paper & plastic, have shorter showers, etc.).  - Students will do a writing activity “If I were the Lorax I would…” back at their tables. Students writing will be posted on the wall.  - Once finished students return to the carpet for the next lesson on the art project they will be creating, a recycling mascot. Teacher shows an example and images of recycled robots.  - Students will bring out the materials they brought from home and can use any other materials available at centre table.  - Close with the story “Wump World”.  - If time play the Lorax movie sometime during the week. | “The Lorax” (Dr. Suess)- plight of our environment  - chart paper/pen  - student Lorax worksheets  - recycled materials (egg cartons, juice boxes, yogurt containers, bottle caps, toilet paper rolls, candy wrappers, etc.)  - recycled robots and images  - tape  - glue gun (teacher use only)  - Stapler (teacher use only)  - googly eyes  - pipe cleaner  - white glue  - scissors  - “Wump World” story  - Lorax movie (may be needed) | **Modification:** provide one-on-one support for the children who need help with their writing or art activity  **Extension:** allow students to write more than one idea on what they would do if they were the Lorax. | **Formative:** students participate cooperatively in art activity and are beginning to display responsible and caring behaviour towards the environment  **Summative:** completion of Lorax writing activity |
| 3 | Who helps us protect our environment and local community? (April 24 week) | A2, A3, A4, A5, E3  - demonstrates an awareness of the importance of caring for natural environments  - identifies strategies to address relevant problems | - Teacher reads the story “Garbage Collectors” while students are sitting on carpet.  - Students will be asked to do a Think/Pair/Share activity after listening to the book.  - Students turn to a partner and tell them one thing that they learned from the story.  - After the class discusses who helps us protect our environment? Who are the people that keep our school safe and what do they do? What about the park? Who keeps the streets clean? Who protects the forest? Who helps protect the plants and animals that are being harmed? How can we help our environment?  - Teacher makes a list on chart paper (ie. School custodian, principal, teacher, park ranger, garbage men, police officer, fire fighter, forester, conservationists, etc.)  - Talk about the important jobs of workers who contribute to the community’s/ environment’s health and safety.  - Students will then write a “Thank you letter”. Students create a letter to a community helper of their choice (from the list) who helps protect the community or environment.  - On a sheet provided, students will draw a picture of the community helper and fill in the blanks in 2-3 sentences. Dear \_\_\_\_, Thank you for \_\_\_\_\_\_\_\_\_\_\_. From, \_\_\_\_.  - Back at circle, students listen to song and discuss how we can all contribute in helping our environment with our own two hands just like how the community helpers model for us. | - story “Garbage Collectors”  - chart paper/pen  - letter activity writing sheet  - pencils, erasers, crayons  - cd player with iPod hook-up  - song: “With my own two hands” by Jack Johnson [http://www.youtube.com/watch? v=mRjDBd6tBBY](http://www.youtube.com/watch?v=mRjDBd6tBBY) | **Modification:** have images of community/ environmental helpers with spelling  **Extension:** allow students to elaborate their letter writing further. | **Formative:** student participation during discussion and Think/Pair/Share  **Summative:** completion of letter of appreciation to a community helper or volunteer. |
| 4 | Fern Gully – destruction (April 26) | A2, A3, A4, D2  - demonstrates an awareness of the importance of caring for natural environments  - identify types of work done by people in their community | - Students will watch the movie “Fern Gully” and think about the causes and consequences of human-built structures on our environment.  - After movie discuss: What plants and animals were harmed in the movie and what local landscapes, plants, and animals are found in our environment that are being harmed by man-made structures? (bodies of water, forests, mountains). Teacher writes ideas on chart paper.  - Have students do a response to the video about protecting and helping our environment (or about the destruction happening in other parts of the world) in a KWL format. Students write one thing they KNOW (ie. Natural or man-mande structute), one thing they still WONDER, and one new thing they LEARNED (ie. Consequences of man-made changes, effects on animals, etc.)  - Later in the day students will also be creating a “Save the Rain Forest” poster | - movie “Fern Gully”  - writing response sheet (KWL)  - pencils  - chart paper/pen  - “Save the Rain Forest” poster materials | **Modification:** instead of students writing one thing they can draw one thing in each column  **Extension:** students can write more than one thing in the KWL columns | **Summative:** students have filled in each column with at least one point |
| 5 | Understand different environments (our local landscapes) (May 6 week) | A1, A2, E2, E3  - uses picture maps to identify certain regions in Canada (south/north pole regions)  - identifies characteristics of different environments | - Teacher asks class: What are the different landscapes in Surrey? Brainstorm with class. (River, Ocean, Forests, Mountains, Farm land, etc.)  - What are the landscapes like in other parts of the world? Across Canada? Below the equator?  - Teacher shows images and asks students to help identify where in the world they belong.  - Where are the tropical Rain Forests located? What type of landscapes are found in the Rain Forest? Where do you think the deserts are located? Where do you think the Arctic tundra is located?  - Teacher draws a Venn diagram on the board comparing the Tropical Rain Forest with our local BC Rain Forest. What are the similarities and differences? Have students give suggestions and fill in their sheets at carpet.  - Next teacher explains the second worksheet. Students will have a colouring map worksheet that they have to cut and glue to appropriate animal or plant to the appropriate landscape or region. (ie. Bear & Pine tree in BC Rain Forest, tiger & Brazil Nut tree in Tropical Rain Forest) | - chart paper/pen  - have images of landscapes  - have map of world  - Venn Diagram worksheet  - chalkboard slates, pencils, erasers  - colouring map worksheet  - images of plants and animals for Rain Forest  - scissors, glue sticks | **Modification:** provide one-on-one support for students who require the help  **Extension:** have more animals and plants available to cut and glue for students who finish early | **Formative:** student participated cooperatively in discussion  **Summative:** collect Venn diagram and map worksheet. Look to see if the animals and plants were glued in the right place and if at least one difference for each Rain Forest and one similarity was included in their Venn diagram |
| 6 | Spring/ Summer activities and safety in those environments (May 13 week) | Tie into gym day and/or Personal Planning (Wednesday)  A3, A4, C2  - gather information from personal experiences, oral sources, and visual representations and present information accordingly  - explain the purpose of classroom and school expectations | - Teacher reads “Franklin is Lost”, “Franklin plays the game”, and/or “Franklin rides a bike”.  - Teacher asks students what are some recreational activities in our local environment in the Spring and Summer and how can we have fun but stay safe? Teacher writes down ideas on chart paper.  - What are the safety rules in the gym, on the playground, at the beach, in the forest, etc.? - How do we stay safe outdoors (safety clothing (helmet, life jacket), rules to follow (stop sign, etc.)  - Teacher demonstrates the worksheet. Students draw a picture of themselves following one safety rule (ie. Wearing a bike helmet, not playing with fire) and writes 1-2 sentences. “I wear a \_\_\_\_ to stay safe when I am \_\_\_\_\_.”  - Close by reading “Red, Yellow, Green.. What do Signs Mean?” | - Franklin stories  - chart paper/pen  - student worksheet  - pencils, erasers, crayons  - story “Red, Yellow, Green.. What do signs mean?” by Joan Holub | **Modification:** student can have an image to cut out and colour so their focus will be on the writing as opposed to the drawing  **Extension:** students can add a “because statement” to extend their writing further. | **Summative:** collect student writing and make sure their picture matches their description |
| 7 | Favourite summer environment  (May 21 week) | A2, A3, A4  - students participate cooperatively in group discussions  - students gather information using personal experiences and present information using oral, visual, and written forms | - Teacher gets students to identify their favourite summer environment (beach, park, forest, mountain, etc) and to share with the class going around circle.  - Students then have to draw a picture and write why it is their favourite environment.  - Students can also write about how they will do their part to help keep their favourite environment clean and healthy. | - images of Spring/ Summer environments  - student worksheet  - pencils, erasers, crayons  - | **Modification:** provide one-on-one support and scaffolding sentence structure when needed  **Extension:** Students can write what they have been able to do outdoors so far and what they are looking forward to doing when the warmer and it is summer vacation | **Formative:** students participate cooperatively in group discussion and share ideas with others. |
| 8 | Composting and planting  (May 28 week) | E2, E3  - Students identify different environments and understand how daily life is influenced by the environment (ie. growing food)  - Students demonstrate care for their environment (respect plants and animals) | - Teacher reads story to students on the carpet.  - Teacher reminds students what they learned about food scraps and composting. The compost turns into healthy soil for plants to grow in.  - Teacher brings in some of the composted soil from their environmental week and explains that some of that soil will be used to plant their bean plants.  - Discuss in season foods for the summer (that are grown locally).  - Student activity will be to place the proper in season foods on their sheet under the right category (winter vs. summer foods). | - “Ants in your Pants, Worms in your plants, Gilbert goes green”,  - composted soil  - bean plant seeds  - images of in season fruit and vegetables for spring/summer  - student worksheet | **Modification:** images are pre-cut for students  **Extension:** students can write a sentence underneath the summer food category about what they learned from the lesson. | **Summative:** collect worksheet and mark for proper placement of food items |