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Lesson Plan For BME-530

1. INTRODUCTION
This thematic unit on the environment incorporates life science, social studies, math and the language arts. Through this unit, students will gain an appreciation for nature as they become engaged in hands-on activities that promote an understanding of why taking care of their environment is essential and beneficial for their existence. This lesson on conservation is intended for the primary grades, specifically, third grade. It is a social studies lesson on natural resources and their importance for human survival. Through the use of music, art, and writing, students will be immersed with language.

2. BEHAVIORAL OBJECTIVES
The students will learn the concept of conservation by reciting a chant. They will describe natural resources and explain why conserving and protecting our environment is important. The students will achieve this goal by:
   1. Brainstorming things that are made from trees.
   2. Describing other natural resources and how people use them to live.
   3. Listening to a chant on conservation.
   4. Reciting the chant with music.
   5. Drawing a picture that describes a natural resource they use daily.
   6. Writing three or more sentences that explain how the natural resource drawn is used and why it is important to protect.
   7. Sharing their picture to the class.

3. ANTICIPATORY SET
The teacher will show the students a pencil, sheet of writing paper, wooden block, and a picture of a house. "Can anyone tell me how all of these things are the same? How are they alike?" Waits for students to respond by asking them to think before they answer. "Raise your hand if you would like to tell us how they are the same." Encourage students to respond even if their answer is incorrect. "All of these things we use, right? They are all very useful tools that help people. Think about where these things come from. What are they made of? Wood? Excellent Ricardo! Where does wood come from? Trees! Great answer. Now, look around the class and name other objects that are made from trees." Teacher provides students a few minutes to discuss with themselves the possible answers. She writes the phrase "natural resources" on the board. "I am going to write your responses on our brainstorming web titled ‘natural resources’! Trees come from nature and people use them to do things so they are a natural resource."

Teacher writes “air” on the web. She continues prompting questions so students realize that plants, animals, land, energy, air, and people are all natural resources. She writes students' responses on the web. "I am going to keep this web of natural resources throughout our study of the environment. You may refer to it and use it to complete any work that you will be doing during the unit. Now, can you imagine if all the trees were cut down? How would the world look like? Would you want to live in it?" Provide questions with a yes/no answer to encourage all students to participate. "Would the world be pretty or ugly?" The teacher will listen to students share and respond. "That is why protecting and taking care of our natural resources is important. When we make sure there is always enough of our natural resources, it is called conservation."

   1. Listen and record students’ responses on the board on a web titled Natural Resources.
   2. Tell students that trees are a natural resource that people need to live.
   3. Ask students to think of other things from nature that they need to survive. (water, air, animals, plants)
5. Ask students what the world would be like if all the trees were cut and no more were left.
6. Listen as students express their ideas.
7. Tell students that protecting our natural resources is important and that making sure there are enough of them is called conservation.

4. TEACHER INPUT
Teacher directs students to the poster on the easel stand. She points to the title of the chant: Conservation. “We are going to learn a chant that tells us how we should protect our natural resources. Each letter in the title stands for an important idea about taking care of our environment. I want you to listen to me as I read the chant.” Point to each word while reciting it. “Can someone come up and point to the word ‘care’?” Student points to the word and reads the word. “I want everyone to repeat the word after me.” Teacher continues to ask students to point to key vocabulary words on each line of the chant (clean, nature, study, energy, recycle, value, attitude, together, interest, open, start.). “Look at the little girl. What's she doing to protect the environment? She is collecting plastics and paper. Great answer!” Encourage others to answer using different words. “Now I am going to play the chant. Listen and follow along with the tape.” Teacher points to each word as students listen and follow.

5. MODELING THE BEHAVIOR
“I am going to put you in two groups. Group A will start the chant and recite every other line.” Teacher models by pointing to each line. “Group B will read the other lines.” Teacher also points and directs students' attention to the poster. Teacher will play chant and point to the text as students recite. When students become familiar with the chant, the teacher will then place students in pairs and assign one line of the chant. One partner will recite the first half of the chant and the other partner will recite the second half.

6. CHECK FOR COMPREHENSION
The teacher will assess students' comprehension by asking questions such as: What things come from nature? Why do we need to conserve our natural resources? What can we do to protect our natural resources? The teacher will also observe and listen to students' participation as they recite the chant. Finally, she will ask students to draw a picture of a natural resource they use and to explain in three or more sentences what they can do to protect it.

7. GUIDED PRACTICE
Students will recite the chant after me to familiarize them with key vocabulary. Then they will recite the chant as they listen to the tape. The teacher will divide the class into two groups and have each group read alternate lines of the chant. As students become more comfortable with the chant, the teacher will assign each line of the chant to partners. One partner will recite the first half of the line and the other will recite the second half. Finally, the teacher will ask students to draw a picture of a natural resource they use and to explain in three or more sentences what they can do to protect it.

8. CLOSURE
The teacher will ask questions such as: What things come from nature? Why do we need to conserve our natural resources? What can we do to protect our natural resources? Now that you know that conservation means taking care of all the things nature gives us so that we always have enough of them, (teacher points to the web students have brainstormed). I want you to choose a natural resource you use daily. I want you to illustrate yourself using that resource. At the top of your drawing, write 3-5 sentences explaining how you are using that natural resource and why it is important to protect.

9. INDEPENDENT PRACTICE
Students will recite the chant individually. Students will illustrate and write about a natural resource and explain why it is important to conserve. They will share their drawings to the class.

10. ASSESSMENT
The teacher will assess students' participation during the recital of the chant. Also, students' will share their drawing and be assessed on their explanation of why the natural resource drawn is important to conserve.

11. MATERIALS
The teacher will provide drawing paper, markers and colored pencils so that students have different medias to draw with. She will also have an easel and displayed the poster with the chant and have realia and pictures that make content comprehensible for second language learners.

12. MODIFICATIONS FOR STUDENTS WITH DISABILITIES
When students are paired to recite the chant, the teacher will make sure that students with special needs are paired with fluent English speakers. Also, these special needs students will work with the teacher providing for direct positive feedback. These students will be assessed on their participation and drawing of a natural resource. They will also show comprehension by orally stating the importance of protecting natural resources.

13. TECHNOLOGY INTEGRATION

14. MECHANICS