

Name: Sarah Whitten

Subject & Grade: 1st Grade Science

Essential Question (s): What are natural resources? Where and how are they used in my community?

NCTE/IRA Standard(s):

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

SOL (s) ENGLISH

1.8 The student will expand vocabulary.

- a) Discuss meanings of words in context.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.

SCIENCE

1.8 The student will investigate and understand that natural resources are limited.

- a) identification of natural resources;
- b) factors that affect air and water quality;
- c) recycling, reusing, and reducing consumption of natural resources.

Ready-to-Learn: Natural Resources Sort worksheet

The teacher will: Have a Natural Resources Sort worksheet on each student's desk before they arrive in the classroom. Once all of the students have arrived and gotten to their seats I will read over the instructions with the class, ask students to get out their scissors

Students will: Prepare for the worksheet by getting out their scissors and glue, read and follow the directions explained by the teacher, and ask any questions they may have.

and glue, and answer any questions the students may have.

Anticipatory Set: Reading of "The Lorax" By: Dr. Seuss

The teacher will: Have the students put away the sorting worksheet (If they are not finished that is ok, we will come back to this later.) and come to the front of the classroom. I will have each student get a carpet square, place them in a semi-circle around the teacher's chair, and have a seat. When everyone is ready I will read "The Lorax" by Dr. Seuss. After reading the book we will have a short discussion about what we already learned about natural resources in the previous class.

Students will: Place their worksheets inside their desk and wait for further directions. The students will quietly come to the center of the room, get a carpet square, and place it in a semi-circle around the teacher's chair. The students will listen to the story and understand how important natural resources are. Students will participate in the class discussion about what they learned in the previous lesson about natural resources.

Main Lesson Activity: Natural Resources ABC Book

The teacher will: I will explain to the students that our ABC book will include a natural resource, or things that deal with natural resources that begins with letters A-Z. Next, I will pass out ABC books to the students and have them examine how the books are written and illustrated. I will tell the students they may trade books with their classmates to get a few different ideas. As a class we will discuss what we saw in the books, and come up with a structure for our book. Next I will divide the students into small groups of 3-4 and provide each group with an iPad and books. On the board will be age appropriate websites they can use to research natural resources. I will ask the students to use their research to make a list of key words and natural resources they found in a book, on a website, or ones they already know! While the students are doing their research I will walk around the classroom and ask about what they're finding and if anyone is having any trouble. I will allow the students about 15 minutes to research and arrange their words into alphabetical order, then we will come back together as a class and talk about what we found. I will have my Natural Resources ABC book already done and share it with the class so they can get an idea of what we'll be doing next. I will provide the students with a blank booklet that has each letter on a

Students will: The students will use the ABC books to explore this genre. After they are broken up into their groups they will work together and use this time to read and study the books and use the iPad to explore the provided websites. The students will brainstorm and come up with a list of natural resources and words that have to do with natural resources. During their research time they will raise their hand to ask any questions they may have. After researching and arranging their words in alphabetical order the students will come back together as a class and discuss their findings. This will be an opportunity for students who were unable to find a word for a letter to get an idea of a word they could use. After this discussion the students will break back into their groups and begin work on their ABC book. Each group will produce one book. The students will use their list of words and write a word on each page to match the appropriate letter and illustrate the page. If they are having trouble drawing a picture they will use the iPad to find a picture and use that as a reference or print out that image and paste it into their book.

different page. This will allow them space to write the word and illustrate each page on their own. I will put the students back into their groups and explain to the students that each group will produce one book. They will work together on designing this book as a team. I will help them decide how they will do this by suggesting that each person take so many letters. I will also tell the students they may use the iPad to find pictures of their natural resource if they are unsure how to illustrate. They may also print out the pictures and paste them into their ABC book. I will help the students with this to be sure the images are appropriate and show the resource correctly.

Closure: Lesson Review

The teacher will: Have the students come back together as a whole class and talk about some of the things they learned today and discuss how The Lorax felt about the natural resources in his community. I will encourage the students they should understand how important natural resources are right here in our own community and in their neighborhoods. I will explain to the students their homework will be to go home, with the help of their parents, find a natural resources or something that was made with a natural resource. The student will write a few sentences about it to discuss the next class.

Students will: Take this time to talk about some ideas they learned while doing the ABC book lesson and share some of the vocabulary they learned. The students will also use this time to write down some of the items we talked about today to use this as a reference when doing their homework.

Assignments: Each student will get a sheet with the instructions and space to write and describe their natural resource they found at home.

Assessments:

-During their research time I will walk around to each group to see how they are coming along and if they are finding the appropriate words. I will also encourage the students to ask any questions during this time.

-There are multiple class discussions to allow myself and the students to see if they are on track.

-The homework assignment will also be used as an assessment.

Extenders/Back-up Activities:

- The students will share their finished products with their classmates.
- I will take the students on a walk around the school to see what natural resources we may find in our own school yard.

Materials:

- The book "The Lorax"
- iPads
- ABC book format
- ABC books
- Science websites
- drawing materials