

## Earth Day & Protecting Our World

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Kyla Baker · Kindergarten · Language Arts: Writing Book

### Core Competencies:

Communication:

- Connect and Engage with Others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, Interpret, and Present Information (includes inquiries): I can understand and share information about a topic that is important to me.

Thinking:

- Question & Investigate: I can consider more than one way to proceed in an investigation.
- Generating Ideas: I build on others' ideas and add new ideas of my own, combine other people's ideas in new ways to create new things or solve straightforward problems.

Personal & Social:

- Personal Values and Choices: I can tell what is important to me.'
- Solving Problems in Peaceful Ways: I can solve some problems myself and can identify when to ask for help.

### Big Ideas:

- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

### Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Exchange ideas and perspectives to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

### Content:

Students are expected to know:

- concepts of print
- letter knowledge
- phonemic and phonological awareness
- letter formation
- the relationship between reading, writing, and oral language

### Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

### Diversification/Differentiation:

- Students can reference the brainstorm chart for ideas or to copy words

**Assessment Tools & Strategies:**

- As students finish their pictures/words the teacher will ask what they can do to help/protect the earth
- Teacher will observe the connection of their picture to the provided topic

**Cross-Curricular Connections:**

- Arts Education – drawing a picture using materials

**Resources/Materials:**

- Writing Books
- Pencils
- Crayons
- Chart Paper
- Marker
- *10 Things I Can do to Help my World* by Melanie Walsh

**Method:**

**Prep:** Create a brainstorm on chart paper with the ideas provided from the book and leave spaces for student input

**Hook:** Inform students that tomorrow (Saturday, April 22) is Earth Day and that we are going to read a book that can help us think of ways to help our world; read *10 Things I Can do to Help my World* by Melanie Walsh

**Lesson:**

1. Show students the brainstorm prepared with the ideas given in the book on chart paper (leave some space to add in student) and ask students if they can think of other ideas that we can do to help our worlds/the earth – add their ideas to the chart
2. Tell students we will use our writing books to share our ideas about how we can protect our world or activities we might do on Earth Day (plant a tree, pick up garbage, etc.)
3. Show students their writing books and remind them where to write their name and the date and to use pencils
4. Inform students that you want them to color their picture and take their time with this topic because it is a very important topic
5. Once students are finished they can look at a book or do a puzzle