

<b>Lesson Title</b>	<b>Title:</b> Plant Observation and Sight Word Identification Within Poetry		
<b>Essential Question</b>	<b>How can our class work together to protect our environment?</b>		
<b>Subject/ Grade Level</b>	Grade 1 Science and English Language Arts & Literature	<b>Time Duration</b>	2 days- 30 minutes dedicated to each day
<b>Unit (Organizing Ideas)</b>	<p><b>Science:</b> Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</p> <p><b>ELA (1):</b> Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</p> <p><b>ELA (2):</b> Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.</p>	<b>Teacher</b>	Abbey Ford



## OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

<b>Learning Outcome:</b>	<p><b>Science (1):</b> Students analyze environments and investigate interactions and changes</p> <p><b>Science (2):</b> Students investigate and examine needs of plants and animals.</p> <p><b>ELA (1):</b> Students examine ways that messages can be organized and presented for different purposes.</p> <p><b>ELA (2):</b> Students recognize and analyze letters and sounds in words.</p>
<b>KUSP's</b>	<p><b>Science (1):</b> The responsibility to care for environments is shared by all people and is fulfilled by showing respect for and protecting all aspects of nature.</p> <p><b>Science (1):</b> For First Nations, Métis, and Inuit, a sense of responsibility toward nature can be connected to place and traditional teachings for future generations, such as taking only what is needed.</p> <p><b>Science (2):</b> Plants are living things that can grow and make their own food.</p> <p><b>ELA (1):</b> Poems and songs can contain words and phrases that rhyme.</p> <p><b>ELA (2):</b> Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences.</p> <p><b>ELA (2):</b> Associate sounds to letters and letter sequences.</p>

## LEARNING OBJECTIVES

**Students will:** be able to identify sight words from a poem about taking care of our environment.

**Students will:** understand that taking care of the environment is a shared responsibility while caring for a class plant.

## MATERIALS NEEDED FOR LESSON

- Print out of [MayTime Magic Poem](#) By Mabel Watts for each student.
- Digital copy of “Maytime Magic” By Mabel Watts.

- Crayon for each student to identify sight words.
- Copy of “Our Land: The History of the Land We’re On” by Ashley Fairbanks.
- Anchor chart paper.
- Markers for teacher to create anchor chart.
- A potted plant that has not flourished yet.
- Print out of [Plant Observation Journal](#) For each student.
- Pencil for each student.
- Colouring supplies for each student.
- [Plant Keeper Roles PowerPoint](#) (also cited during intended instruction).

## PROCEDURE

Day 1 Introduction		Time
<b><i>Attention Grabber</i></b>	Begin lesson by asking students: “if you can hear me touch your head, if you can hear me touch your nose, if you can hear me clap once”. Ensure that you speak with a soft voice so that students are encouraged to listen to your instructions carefully.	1 minute
<b><i>Transition to Body</i></b>	Hand out the “Maytime Magic” poem to each student and project it on the smart board as well. Ask students to pull out one crayon from their pencil case.	1 minute
<b><i>Pre-Reading, Sight Word Activity (Activity #1)</i></b>	<ul style="list-style-type: none"> <li>• Stand at the front of the room and explain to students that we are going to be reading a poem together. Begin reading “Maytime Magic” By Mabel Watts once, all the way through. Ask the students if they recognized any sight words throughout the poem.</li> <li>• Read the poem again very slowly and ask students to raise their hand each time we come across a sight word. Wait at least 5 slow seconds when you come across a sight word to allow for most students to recognize it and raise their hand. Call on a student that has their</li> </ul>	8 minutes

	<p>hand raised to share the sight word that they recognized. Tell the entire class to circle that same sight word on the poem in front of them (circle it on the smart board as well). Continue this process until you and the class has completed the poem.</p> <ul style="list-style-type: none"> <li>• Read the poem one more time and encourage the students to say the sight words as you come across them.</li> </ul>	
<p><b>Activity #1 Differentiations &amp; Assessment</b></p>	<p><b>Differentiations:</b> Since this pre-activity includes both auditory and visual instructions, not many differentiations will be needed. Students that struggle with reading may need an assistant to help draw attention to specific sight words.</p> <p><b>Formative Assessment Strategy(s):</b> <b>Wait Time-</b> This refers to the amount of time a teacher allows for their students to respond before evaluating their response. Ensure that you allow at least 5 slow seconds between each sight word to give each student a fair chance at recognizing it. As students participate in this activity, watch their body language for any visual cues of confusion.</p>	
<p><b>Transition to Activity #2</b></p> <p><b>Before Reading Questions</b></p>	<ul style="list-style-type: none"> <li>• Thank students for their participation.</li> <li>• Ask students to put their poem in their desk/folder.</li> <li>• Call students by order of birthdays to join you on the carpet.</li> <li>• Make sure that all students are sitting in a suitable listening position before continuing on with the lesson.</li> </ul> <p><b>Ask Students:</b></p> <ul style="list-style-type: none"> <li>• What was that poem about? Growth, caring for the environment, planting a flower.</li> <li>• What are some things that grow? How can we take care of them?</li> </ul>	<p>2 minutes</p> <p>3 minutes</p>

<p><b>Reading Activity (Activity #2)</b></p> <p><b>After Reading Questions</b></p> <p><b>Post Reading Discussion</b></p>	<ul style="list-style-type: none"> <li>• Introduce the picture book “This Land: the history of the land we’re on” by Ashley Fairbanks.</li> <li>• Read “This Land”.</li> </ul> <ul style="list-style-type: none"> <li>• How did the indigenous people in the story care for their land and environment?</li> <li>• How can our class care for this land and environment?</li> <li>• Why is caring for the land important for our future?</li> </ul> <ul style="list-style-type: none"> <li>• Explain to students the connection that indigenous people have to the land and how it helps to sustain their culture.</li> <li>• Discuss how caring for the environment is a shared responsibility and that this is a very important concept in indigenous culture. Each person has a role in caring for this land to keep it flourishing. Activity #3 will explore the concept of shared roles.</li> </ul>	<p>8 minutes</p> <p>3 minutes</p> <p>3 minutes</p>
<p><b>Activity #2 Differentiations &amp; Assessment</b></p>	<p><b>Differentiations:</b> Ensure students that have troubles seeing are placed closest to the front, so they have an equal opportunity to view the pictures. For students who do not feel comfortable sharing their answers to the questions in front of the class, encourage them to save their thoughts and jot them down in their journal (or draw a picture communicating their thoughts).</p> <p><b>Assessment Strategy:</b>  <b>Question Shells-</b> this strategy encourages teachers to ask questions that generate more thoughtful responses from their students to learn about their understanding of a topic. This strategy will be utilized in my post-reading questions and discussion.</p>	

<b>Day 1 Closure</b>	<ul style="list-style-type: none"> <li>• Thank students for their contributions to the class discussion and to hold on to their thoughts for tomorrow's lesson.</li> <li>• Have students tip toe back to their desk like ninjas.</li> </ul>	1 minute
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<b>Day 2 Introduction</b>		<b>Time</b>
<i>Attention Grabber</i>	Begin lesson with a quick call and response phrase to gain the students attention.	1 minute
<i>Transition to Body</i>	Give a quick summary of the picture book that we read during the previously lesson and a recap of the conversation that we had afterwards.	3 minutes
<b>Anchor Chart (Activity #1)</b>	<ul style="list-style-type: none"> <li>• Ask the students “<u>how can our class work together to protect and respect our environment?</u>”</li> <li>• Tell the students that we are going to do a “think, pair, share” response to this question.</li> <li>• Allow students to ponder this question independently for 2 minutes. Get students to share their thoughts with a neighbour for a few minutes. Regain the classes focus by calling “if you can hear me touch your nose, if you can hear me put your hands on your head, if you can hear me clap once”. Encourage students to raise their hand to share their thoughts with the class.</li> <li>• Create an anchor chart with the ideas that the students shared. Post this anchor chart somewhere visible around the classroom so students can be reminded on how they can protect and respect the environment.</li> </ul>	10 minutes

<p><b>Activity #1 Differentiation &amp; Assessment</b></p>	<p><b>Differentiations-</b> repeat the question another time and rephrase it for students who did not hear or understand.</p> <p><b>Assessment-</b> Carefully listen to the students as they share their ideas to determine if they understood the concepts covered in the previous lesson. Walk around the room to listen to students conversations, especially those who do not typically feel comfortable sharing in front of the class.</p>	
<p><b>Transition to Activity #2</b></p>	<ul style="list-style-type: none"> <li>• Regain classes focus with a call and response phrase.</li> <li>• Tell all students to close their eyes. Once their eyes are all closed, reveal your pot filled with soil. Explain to students that there is a secret seed planted in this pot and we must all work together to make it grow.</li> <li>• Reiterate how this relates to indigenous ways of knowing and that taking care of our environment is a shared responsibility.</li> </ul>	<p>3 minutes</p>
<p><b>Plant Keeper Roles (Activity #2)</b></p>	<ul style="list-style-type: none"> <li>• Explain to student that our class is going to have different “plant keeper roles” every day. This represents the indigenous view that caring for the land is a shared responsibility. These roles will be announced in the mornings, and will rotate each day. Each student will get a chance to participate in a “plant keeper role”.</li> <li>• Project the <a href="#">Plant Keeper Roles PowerPoint</a> on the smart board for a visual instruction.</li> </ul> <p><b>Explain Plant Keeper Roles:</b></p> <ol style="list-style-type: none"> <li>1. <u>Water</u>: this student will lightly water the plant at the beginning of the day.</li> <li>2. <u>Sunlight</u>: this student will open the windows blinds in the morning and close them before home-time.</li> </ol>	<p>10 minutes</p>

	<p>3. <u>Protector</u>: this student will be the first to check on our secret seed at the beginning of the day. They will report if anything looks unusual.</p>	
<b>CLOSURE</b>		
<b>Closure</b>	<ul style="list-style-type: none"> <li>• Ask students to look at the pot of soil and explain what they see.</li> <li>• Ask “what do you think the plant will look like next week?”</li> <li>• Ask students to clean up their desks to prepare for dismissal.</li> </ul>	3 minutes





# MAYTIME MAGIC

BY MABEL WATTS

A little seed

For me to sow...

A little earth

To make it grow...

A little hole,

A little pat...

A little wish,

And that is that.

A little sun,

A little shower...

A little while,

And then, a flower!

