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| SCIENCE | GRADE 1 | LESSON PLAN |
| This sample lesson plan supports Education for Reconciliation through the inclusion of First Nations, Métis, and Inuit perspectives; treaty education; and residential schools’ experiences with learning outcomes identified in the current Alberta Programs of Study for Grades 1 to 9 in Science. Each sample lesson plan includes content(s) or context(s) related to one or more of the following aspects of Education for Reconciliation:* diverse perspectives and ways of knowing of First Nations, Métis, or Inuit, including values, traditions, kinship, language, and ways of being;
* understandings of the spirit and intent of treaties; or
* residential schools’ experiences and resiliency.

Links and relevant information in Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum and Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum are provided to support understandings of First Nations, Métis, or Inuit ways of knowing. Both online resources are accessed through LearnAlberta.ca. |
| Education for Reconciliation: Perspective – Values |
| **Program of Studies Outcomes****1-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.*** a sense of responsibility for actions taken
* respect for living things and environments, and commitment for their care

**Topic E: Needs of Animals and Plants**Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As thetopic progresses, attention is focused on how living things survive, what they need and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things.**1–11 Describe some common living things, and identify needs of those living things.*** Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
* Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.
* Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.

**Resource[[1]](#endnote-1)**Kruger, Leanne Flett. *Taking Care of Mother Earth*. Theytus Books, 2012 (re-printed). **Illustrator:** Marie-Micheline Hamelin. **ISBN:** 978-1-894778-55-8. **Language:** English**Summary**: In this story, Charlie learns an important lesson from his Cree/Métis grandmother about ways to take care of Mother Earth. **Purpose**This lesson provides an opportunity for students to recognize the connection of living and non-living things and the reciprocal relationship between all things in the world. Students identify the needs of plants and animals and the impact human activity can have on plants and animals. By making responsible decisions and caring for the resources provided on Earth, students begin to identify how and why we care for living things. **Introduction**Discuss the term Mother Earth with students. Ask students if they have heard the term before. Why might people refer to the earth in this way? Why is the term Mother Earth used? Why is Mother Earth important? Record student responses.**Activity/Experience**Read through *Taking Care of Mother Earth*. Have students enjoy the text and images in a first reading. Have students listen a second time with prompts to pick up specific science understandings. Use a class chart to record what students identify as you read.Provided below is an example of what can be developed with students. **Note:** The column “Could Be Living or Non-living” provides an opportunity for multiple perspectives on what things are considered to be living and non-living. New words could be introduced, such as compost, recycling bin, and pesticides.

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| ***Living Things*** | ***Non-living Things*** | ***Could Be Living or Non-living*** | ***Needs of Plants*** | ***Needs of Animals*** | ***Taking Care*** |
| Grandma, Charlie | Jars, plastic bags | Garden | Water | Water | Turn off water |
| Animals, peaches | Bowl, pop can | Water | Soil |  |  |

Discuss how all things influence each other and the relationship between all living things. * Why do we need to care for living things?
* How does Tess’s grandmother reflect Cree and Métis values of protecting Mother Earth?

**Conclusion**Review the revised list of ideas. Have students consider their own experiences of caring for living things—on their school ground, at home, and in the community—and ask students to identify ways they can apply some of the ideas to look after living things in their local school and community.Take a walk around the school grounds. Through drawings, record all living things that exist in their school grounds or community. As a class, discuss how students might be able to care for these living things.**Extension**Students can participate in a class, school, or community project and create a book as a class that reflects the ways that they took care of living things. This can be achieved using a language experience approach (see Teacher Background).**Assessment for Student Learning**Consider multiple ways students can demonstrate their understandings of identifying why and how they can take care of living things, including Mother Earth.**Keywords:** relationships; Mother Earth**Themes:** living things; Mother Earth; values; responsibility; relationships**Teacher Background**[[2]](#endnote-2)**Supplementary Resource**McLeod, Elaine. *Lessons from Mother Earth*. Groundwood Books, 2010. **ISBN:** 978-0-88899-832-3**Summary:** Tess learns from her grandmother that all of nature can be a garden. By taking care of the plants, you understand how and when they grow and give fruit. When caring for the garden properly, it will always nourish you.**Language Experience Approach*** ([k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/](https://k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/))
* ([en.wikipedia.org/wiki/Language\_Experience\_Approach](https://en.wikipedia.org/wiki/Language_Experience_Approach))

**Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum (Alberta Education)*** Connection to Land ([www.learnalberta.ca/content/aswt/#/connection\_to\_land](http://www.learnalberta.ca/content/aswt/#/connection_to_land))([www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/))

**Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout the Curriculum (Alberta Education)*** Relationships ([www.learnalberta.ca/content/fnmigv/index.html](http://www.learnalberta.ca/content/fnmigv/index.html))
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1. Some resources may not be authorized but are provided to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. The selected resource(s) provide a perspective specific to an individual, group, or nation; they are not intended to represent the perspectives of all First Nations, Métis, or Inuit. [↑](#endnote-ref-1)
2. All website addresses listed were confirmed as accurate at the time of publication but are subject to change. [↑](#endnote-ref-2)