

**Project FOCUS
Best Lessons
THIRD GRADE**

Title of Lesson: Pollution and Conservation Rhyme Time

Theme: Life Science

Unit Number: **Unit Title:** Pollution and Conservation

Performance Standard(s) Covered (enter codes):

S3CS4 Students will use ideas of system, model, change, and scale in exploring scientific and technological matters

a. Observe and describe how parts influence one another in things with many parts

S3CS5 Students will communicate scientific ideas and activities clearly

S3L2 Students will recognize the effects of pollution and humans on the environment

a. Explain the effects of pollution (such as littering) to the habitats of plants and animals

b. Identify ways to protect the environment

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Pollution (water, air, land)

Conserve

Habitat

Environment

Litter

Oil spill

Reduce

Reuse

Recycle

Natural Resource

Renewable Resource

Nonrenewable Resource

Learning Activity (Description in Steps)

Abstract (limit 100 characters): This is an activity in which students create songs/poems utilizing the vocab from the unit

Details: Students should be placed into groups of three or four and in these groups they must come up with a song, rap, or poem that utilizes the vocab from the pollution and conservations lessons. The students are responsible for including AT LEAST five vocab words, listed in the key terms section above, in there rhyme. These vocabulary words must be used in the correct context or it should not be accepted. When the songs/poems are completed the students should present their work to the class.

Materials Needed (Type and Quantity):

Paper

Pencil/Pen

Notes and Tips (suggested changes, alternative methods, cautions):

- Be sure to walk around and help the groups and make sure they are using the words correctly**
- I would give them a full class period to create the songs and half of the next class period to edit their work. Then spend the second half of that class doing the presentations.**
- The students really enjoyed the fact that we let them pick their own groups for this activity**

Sources/References:

1) Created by Callan Rowley (myself)

2)

3)