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| **LESSON PLAN** | | | |
| Compost Stew  An A – Z book to teach children to compost and help them develop life-long habits to protect the Earth. From apple cores to zinnia heads, readers will discover the best ingredients for a successful compost pile in this fun picture book. | | | |
| **Class** | Mid primary | **No of Periods** | *1* |
| **Strand** | Listening  Speaking  Reading  Writing  Science | **Sub Strand** |  |
| **Learning Intention or Outcome** | Students will complete a recipe for compost using the letters of their name as starting letters for ingredients | | |
| **Indicators** | Students will demonstrate an understanding of what elements constitute compost | | |
| **Success Criteria** | Students will complete a worksheet and share their work | | |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge?  Students will have some understanding of what happens with their food scraps  Students will have some understanding of what compost is | | | |
| **Introduction “I DO”** – Teacher instruction  Teacher will:  Slide 1 – introduce students to the lesson. Pose the question: ‘what do you think this lesson is going to be about?’  Slide 2 - explain what students will be doing during the lesson (what the learning intentions are)  Slide 3 – explain the new vocabulary and ask students to provide further explanations from their own experiences  Slide 4 - play the video for students to view. Ask the students to discuss some interesting facts that they have learned from the video  Slide 5 – explain the diagram to students. Point out the difference between green (moist) and brown(dry) materials. Ask students to identify which of the materials that they have access to on a daily basis  Slide 6 – play video for students. Pose the question ‘if you were to make compost stew what ingredients would you put in the stew?’  Slide 7 - lead a discussion about how the actions on this slide could relate to them making a compost stew. How they would moisten the stew. How they would turn the stew. What they would cover the stew with. Ask students to predict how long it would take for the compost to turn into soil  Slide 8 – explain that these images are like what Maya demonstrated on her video. Encourage students to think about trying this experiment at home or at school  Slide 9 – explain the example provided for the name ALISON. This is a model for students to use for their own work  Slide 10 – explain the worksheet to students. They will place the letters of their name on the lines on the left hand side and write ingredients for their compost stew using those letters as the beginning letters of their ingredients | | | |
| **Activities “YOU DO”** – Challenging meaningful independent tasks  Students will:  Slide 1 – respond to teacher questions  Slide 2 – understand the learning intentions of the lesson  Slide 3 – provide personal understandings of new vocabulary within the context of their own experiences  Slide 4 - Watch the video and discuss some interesting facts that they have learned from the video  Slide 5 – understand the difference between green (moist) and Brown (dry) ingredients for the stew. edentify materials for composting that they have access to on a daily basis  Slide 6 – watch video. Respond to the question ‘if you were to make compost stew what ingredients would you put in the stew?’  Slide 7 - participate in a discussion about how the actions on this slide could relate to them making a compost stew. How they would moisten the stew. How they would turn the stew. What they would cover the stew with.  Predict how long it would take for the compost to turn into soil  Slide 8 – explain how these images are like what Maya demonstrated on her video.  - be encouraged to think about trying this experiment at home or at school  Slide 9 – listen to the teacher explaining the example provided for the name ALISON.  - pose questions to get further clarity  Slide 10 – will place the letters of their name on the lines on the left hand side and write ingredients for their compost stew using those letters as the beginning letters of their ingredients | | | |
| **Checking for understanding:**  Teachers will:   1. Note how students are able to provide explanations to their responses to questions 2. Engage in conversations with students as they complete the worksheet by asking students to explain their ideas | | | |
| **Teacher Reflection**  What worked well?  What would you like to change next time? | | | |

**Follow up/extension ideas**

**Class**

1. Display student work around the school

2. Present their work to other classes. 3. Visit their local beach and collect any hazards that marine life may encounter. Sort the collection into categories eg. Fishing line, plastic bags, disposable cups

3. Set up class compost bottles to aid in the disposal of their daily organic waste

4. Visit other classes and explain their experiments and encourage other classes to do the same

**Whole school**

1. Develop a program for making compost from the daily organic waste created at the school
2. Encourage students to collect organic waste each day and place it in a composting bin at school