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| **LESSON** | | | |
| **Save the Scraps by Bethany Stah -** A story about making compost using organic waste | | | |
| **Subject**  **Waste**  **Conservation** | LIstening  Speaking  Reading  Writing  Science | **Date** |  |
| **Class** | Lower – middle Primary | **No of Periods 1** |  |
| **Strand** |  | **Sub Strand** |  |
| **Learning Intention or Outcome** | Listening – students will listen to the story ‘Save the Scraps’  Reading and Speaking - students will read their work to their classmates  Writing – students will complete sentences to create a simple sequential story  Science – students will develop an understanding of the process of compost | | |
| **Indicators** | Students will demonstrate a greater awareness of the amount of organic waste that they and their families create | | |
| **Success Criteria** | Students will initiate the establishment of compost bins at their school and in their homes  Students will use the compost they make to improve the soil quality of their gardens | | |
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| **Introduction “I DO”** – Teacher instruction  Teacher will:  **Slide 1** –introduce the lesson by posing the questions ‘what could this lesson be about?’ ‘what are the scraps?’  **Slide 2** - inform student of the purpose of the learning intentions  **Slide 3** – explain the new vocabulary and ask students to provide further understanding from their own experiences with worms, pollinators and composting  **Slide 4** - share the reading of the DID YOU KNOW about bees  **Slide 5**  - share the reading of the DID YOU KNOW about worms  **Slide 6** - read the DID YO KNOW to students  **Slide 7** – ask students to provide an interpretation of what is happening in the images on the slide. Ask students to think about the title of the lesson ‘Save the Scraps’ and associate the images to the story title  **Slide 8** – explain the cycle of composting with students. Pose the question ‘ why is it a cycle?’  **Slide 9** – play the youtube video for students  **Slide 10** – explain the image of what can be put into compost with students. Ask students ‘which of these items do we have that we could put into compost?’  **Slide 11** – pose the question with students ‘ what food scraps could we put into compost today?’  **Slide 12** – explain to students that they are going to watch a short video about making compost in a jar or bottle. Play the video for students. Discuss with students how they could undertake this experiment  **Slide 13** – explain the worksheet with students. Focus on the use of the irregular verb ‘to eat’ | | | |
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| **Checking for understanding:**  Teachers will:   1. Check in with students during the course of the lessons and provide support and guidance. 2. Make anecdotal notes in regard to work that students are producing eg challenges that students may have with the task, strengths of work being produced, how they are engaging in shared situations (social engagements), organisational skills, presentation skills, how they solved construction challenges when making puppets (thinking skills) | | | |
| **Teacher Reflection ޓީޗަރުގެ ބަޔާން**  What worked well?  What would you like to change next time? | | | |

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| **Activities “YOU DO”**  Students will:  **Slide 1** –respond to the teacher’s questions ‘what could this lesson be about?’ ‘what are the scraps?’  **Slide 2**  - gain an understanding of what the lesson intentions are  **Slide 3** - respond to new vocabulary by providing some of their own experiences with composting, pollinators and worms  **Slide 4** - participate in the reading of DID YOU KNOW about bees  **Slide 5** - participate in the reading of DID YOU KNOW about worms  **Slide 6** - listen to the teacher reading DID YO KNOW about composting  **Slide 7** – students to provide their interpretations of what is happening in the images on the slide. Students think about the title of the lesson ‘Save the Scraps’ and associate the images to the story title  **Slide 8** – listen to teachers explanation of compost cycle. Students will respond to the question ‘ why is it a cycle?’  **Slide 9** – watch the youtube video  **Slide 10** –listen to teachers explanation and discuss ‘which of these items do we have that we could put into compost?’  **Slide 11** – respond to the question ‘ what food scraps could we put into compost today?’  **Slide 12** – watch a short video about a composting experiment that they could try. Students will discuss how they could undertake the experiment  **Slide 13** – understand the worksheet and the task that they are to complete. Students will gain an understanding of the irregular verb ‘to eat’ |

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| **Follow up/extension ideas**  **Class**   1. display their work in the classroom 2. share their work with other classes 3. undertake the composting experiment and share their findings with their classmates and other classes   **Whole school**   1. undertake a composting program |