

Pollution & Conservation Unit

For Special Education



2 week unit
128 pages

By
Christa
Joy

Preview

Excerpts from books

There is pollution in the water.



Plants need clean soil to grow in.



But, farmers are putting too many pesticides on their crops that is getting into the soil.



Christa Joy, Special Needs for Special Kids



We can find a new way to use something we were going to throw away.

Christa Joy, Special Needs for Special Kids



This means less trash in the landfills.

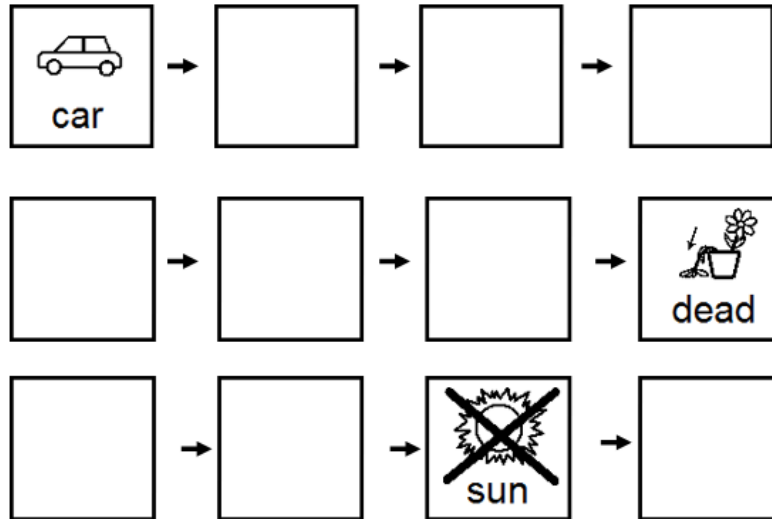
Christa Joy, Special Needs for Special Kids



Less trash in the landfills means more room,

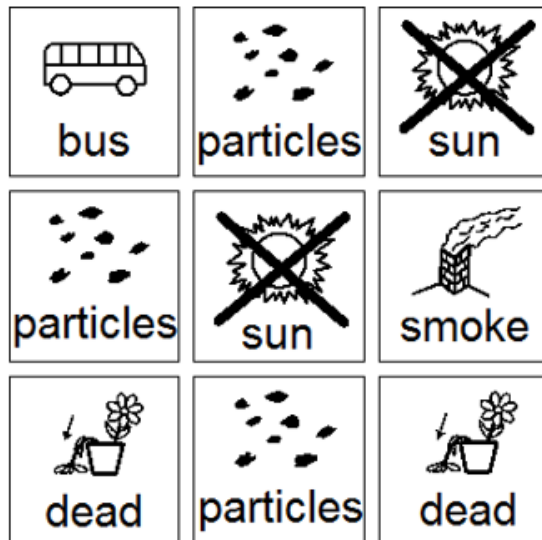
Cause and Effect Activities

Cause and Effect of Air Pollution



Christa Joy, Special Needs for Special Kids

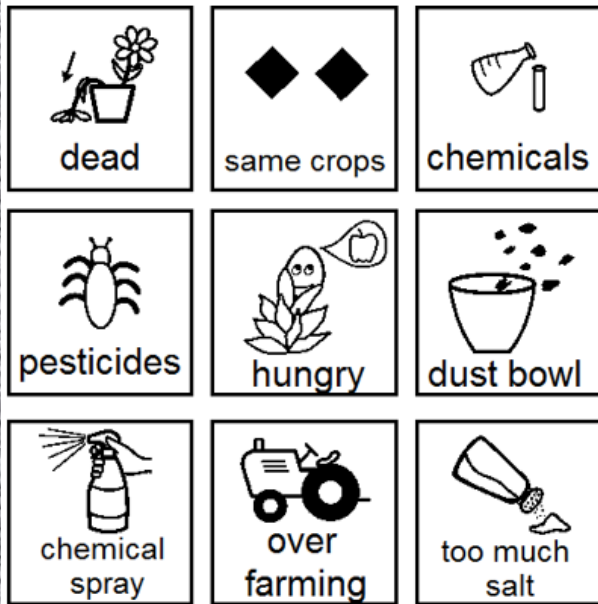
Cause and Effect Symbols for Air Pollution



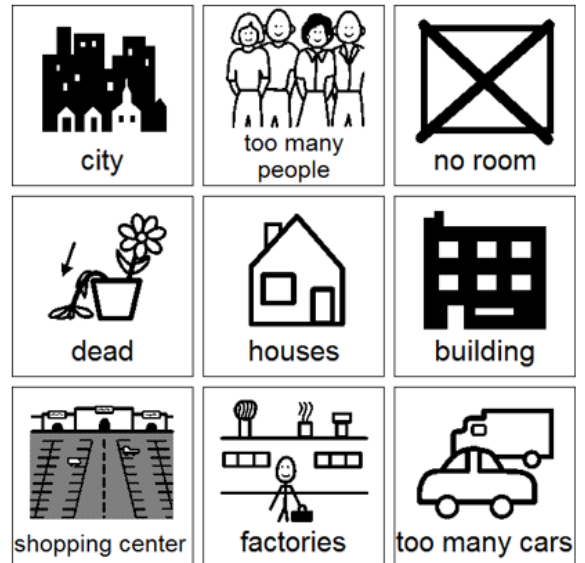
Facts for student notebooks

Pictures for student notebook: Soil Pollution and Degradation

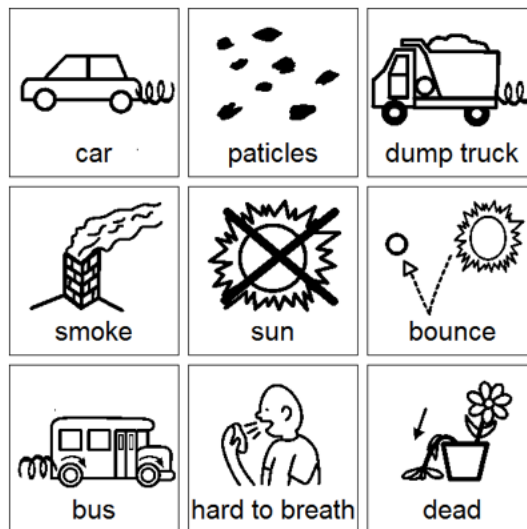
Soil Pollution facts for student notebook



Urbanization Facts for Student Notebook



Pictures for student notebook : Water Pollution



Daily Lesson plans

Teaching the Lesson **Week 5 Day 1**

Note: Items that are underlined indicate either digital or print resources that are included with the unit plan.

Approximate Time	Activity	Materials	Questions to ask
5 min	<i>Transition</i> <ul style="list-style-type: none"> Watch video clip: <u>Photosynthesis Song by Mr. C</u> Put out AT devices 	<ul style="list-style-type: none"> <u>video clip</u> <u>Vocabulary board</u> and objects 	<ul style="list-style-type: none"> I generally do not ask questions during the transition time to help decrease negative behaviors
10 min	<ul style="list-style-type: none"> <i>Power point: Pollution is a Bad Word</i> 	<ul style="list-style-type: none"> Projection device <u>Power point</u> <u>Vocabulary board</u> and objects <u>Sharing board</u> 	<ol style="list-style-type: none"> Can you think of other examples of pollution? Did anyone see pollution when they came to school today? How does talking about pollution make you feel? Does it make you mad that people hurt the plants and the earth? Can you think of something you could do today to help the plants and earth?
10 min	<i>Particulate Experiment</i> <ul style="list-style-type: none"> Talk about the effect of this type of pollution and how it can truly interfere with how much 	<ul style="list-style-type: none"> <u>Vocabulary board</u> and objects <u>Sharing board</u> Water bottles Black glitter 	<ol style="list-style-type: none"> Do you think you can see the particles of dirt in the smog?

	<p>sunlight is able to get through to the plants</p> <ul style="list-style-type: none"> Have student fill a bottle with water and practice looking through it. Try putting a colored piece of paper behind bottle for them to see Add black glitter to water and notice the change and lack of ability to see through it once shaken Label it air pollution 	<ul style="list-style-type: none"> Air Pollution labels 	<ol style="list-style-type: none"> Do you think you could taste them? Do you think it will be harder, easier or the same to see through the bottle once we add the glitter? Do you think the particles in the air settles like the glitter in the bottle, or does it stay in the air for a longer time?
10 min	<p><i>Cause and Effect of Air Pollution</i></p> <ul style="list-style-type: none"> After talking about air pollution and its effects on plants, use symbols to complete the cause and effect template 	<ul style="list-style-type: none"> <u>Vocabulary board</u> and objects <u>Sharing board</u> <u>Cause and effect of air pollution template</u> <u>Cause and effect of air pollution symbols</u> 	
10 min	<p><i>Recording facts from today</i></p> <ul style="list-style-type: none"> Teacher should make each student a notebook from some paper stapled together for them to record information they learn each day You can add labels (included) for each section: sunlight, air, water, soil Either write down facts on post-it notes to put in each section or use symbols from 	<ul style="list-style-type: none"> <u>Vocabulary board</u> and objects <u>Sharing board</u> <u>Student notebook labels</u> <u>Air Pollution facts</u> 	<ol style="list-style-type: none"> How do you want to record your information? Words, pictures, sticky-notes? Of all the information we put in your notebook today, what do you think is most important? Why?

Engaging Learning Experience

Engaging Learning Experience Pollution and Conservation

How did you get to school today? Did you ride a bus, come in a car, or walk? Which of those ways to you think plants would like best? Do you think we often think how what we do affects the plants around us? We should! Everything we do has an effect on our plants. Some things we do really help plants, and some things we do really hurts plants. Where would we be without plants? Could we survive without them? NO!! So, we need to take care of our plants the best we can to keep our world (and us) healthy for a long, long time.

Task 1: Doing research

- Students will gather information on the ways people help and hurt plants. They will organize what they found into 2 categories: pollution and conservation. They will then use this information in task 2.

Task 2: Making a poster

- Students will take the information they have gathered in task 1 and turn their ideas into a poster. They need to decide on a central theme for their poster. Some ideas include:
 - Ways to Stop Polluting
 - Reuse, Reduce, Recycle
 - Conservation
 - Protecting our Environment
 - Why Littering Hurts Everything
 - Gross/Bad Habits that Hurt Our Plants
- Once they have their central theme, they need to:
 - Identify which facts they gathered support that main theme

- Arrange their facts in a pleasing and easy to read manner
- Add illustrations

Task 3: Recording a Public Service Announcement

- Students will learn what a public service announcement is and watch some examples. Then, utilizing the poster they made in task 2, each student will develop some talking points they would like to put into their own public service announcement. These talking points should be listed on chart paper for the student to refer to while recording. The teacher will then record each student holding their poster and reading their talking points to create their announcement which will hopefully be able to be shared with others.

Assessments

Name: _____

Week 1/Quiz

1. True or False: Pollution is good for plants.
 - a. True
 - b. False
2. Smoke from cars and factories causes:
 - a. Water pollution
 - b. Air pollution
 - c. Soil pollution
3. When pollution gets into the river, it:
 - a. Travel down killing plants along the way
 - b. Dissolves and goes away
 - c. Is fine for the plants
4. When farmer use too many pesticides it can cause:
 - a. Urbanization
 - b. Air pollution
 - c. Soil pollution
5. Why is it bad for plants to have so many people living in one area?
 - a. There is not enough room for plants to grow
 - b. It is too noisy
 - c. People eat all the plants

Week 5 Quiz: Response Cards

(Print out and glue onto a 4x7 index card; question number is in bottom right corner)



true

1a



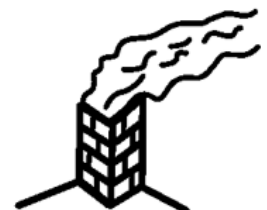
false

1b



water pollution

2a



air pollution

2b