Lesson Plan for 5th grade Ecology Club to be taught on Friday, November 22, 2002
Rosalind May

First, a summary of the hour: We will first touch on the plants we did last week and wrap that up, also keeping some continuity. We’ll ask the kids how their plants are doing, if they’re taking care of them. We’ll see how the sprouts have grown, and they should be ready by Friday, so everyone can taste them. We can start some new sprouts growing, even. (although there might not be enough time for them to grow before break). We’ll designate another person to water the plants of the kids who aren’t in Marc’s class, and another person to rinse the sprouts each day. (hopefully about 10 minutes)

Then, onto the lesson:

Enduring Understanding: Empathy with other living things. Storytelling and imagination.

Lesson Focus: Emphasis on the importance of continuing to take care of the plants. Listening to stories that other people have written and then imagining oneself as an animal, writing a story or a skit based on that idea.

Questions: What is it like to take care of your own plant? What is it like to be another plant or animal? Tell me about yourself as a plant or an animal…

Method: We have two books, The Gardener and Shelterwood (thanks Eileen) and the kids can choose which one they want to listen to. (10-15 minutes?) Then, we will bring them all back together to sit in a circle, and we’ll ask them to close their eyes and imagine themselves as any animal they want to be, and picture what that animal is doing outside, right now, on a day like today. (5 min) Then we will give them a choice of 1. writing and illustrating a story about themselves as an animal or a plant, or 2. working with a group to write a skit about themselves as animals or plants. (the hope is to give them some structure to start out the story, but to give their imaginations lots of room). We’ll ask them to choose while we’re still sitting in the circle so that kids who want to do a skit but don’t have a “ready made” group can join a group. We’ll tell them that we are going to collect the stories and the written skits afterwards, and that those who do a skit will be performing them at the end of class or at the beginning of the next ecology club. We’ll let them know that we’re available for any questions they have or help they need. It seems as though we’ll have about half an hour for them to write, which may not leave much time to come back together and share the skits.

Materials: Two books
Paper
Pencils
Crayons/colored pencils
Lots of imagination and open ears and minds