

Grade- 3rd
Class- Social Studies

Week 5 Title: Community Service Learning Project- Expert Groups for Research

Step 1-Goals and Outcomes

Students will look more in depth at what a service learning project is as they concentrate on one aspect of their project. They will research the topics they chose to focus on with library books and begin to design the signs that will go up around campus.

Language to consider: renewable/non-renewable

Step 2- Assessment Evidence/ Standards

- K-4 Benchmark I-A
 - K-4 Benchmark II-B
 - K-4 Benchmark II-E
 - K-4 Benchmark II-F
 - K-4 Benchmark III-A
 - K-4 Benchmark III- D
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Step 3-Materials

Library Books: *Compost: Growing Gardens from Your Garbage* by Linda Glaser, *Garden* by Robert Maass, *Gardening Wizardry for Kids* by L. Patricia Kite, *Master of Mindfulness* by Laurie Grossman, *Mindful Me* by Whitney Stewart, *Recycling* by Jan Kalbacken and Emele Lepthien, *Respect and Taking Care of Things* by Meredith Johnson, *50 Simple Things Kids Can Do to Recycle* by The Earth Works Group

[PPT- What is a Service Learning Project?](#)

<https://www.youtube.com/watch?v=nKgeTvQWZal> (renewable resource video)

[Worksheet](#)

Renewable Vocabulary Word visual cue:



WOYM Journals

<u>Teacher Will</u>	<u>Time</u>	<u>Student Will</u>	<u>Time</u>
1. Welcome students to class. Point to and acknowledge		1. Select a specific agreement I am going to	

the classroom agreements. Ask students if they have been focusing on a specific agreement as they have been learning about and appreciating their community. What did you do to work on this skill? Which agreement will you choose to focus on today? (10-15 min)

2. Bring out new vocabulary word: Renew/renewable. Go over the definition and visual cue. Ask students for ways they might use the word in a sentence or tell a story

2. Revisit the board with their agreed upon topics for a school wide projects. Explain that today we will be researching how to do a service learning project as well as the topics we have decided on. (5 min)

3. Go through PPT and talk about ideas for each area: Recycling/Composting, Agreements (5 pillars, mindfulness, etc), Using the Garden to feed people? Try New Foods, and Cleaning Up the Campus. Think about the creative ways you can inform and bring attention to these projects. (10 min)

4. Assign groups to each option. Each group will become an EXPERT on their topic and decide the most important piece of information to share on their board. (~15 min)

5. When groups feel they are ready, they will make a draft of what their poster will look like and the materials they will need to create it. They should use lots of detail and think about someone who may not know a lot about their topic. They may or may not finish- depending on the group they may need more time next week to finish. (10min)

6. Students will use their WOYM journals to reflect on how they feel about any ideas or feelings they want to focus on. (10min)

focus on this week. Share what I did last week to work on the agreement I chose.

2. Use a story or example to describe what the vocabulary word means.

3. Think about the topics we've chosen and how our project can affect the entire school community

4. Start thinking for ideas for each topic and what group you would like to concentrate on for the sign you will create.

5. Focus on the option you are given and read and research more information that might be good to include on your sign.

6. Draw a rough draft of your sign and what you will need to make it (glue, paint, magazine pictures, etc)

7. Write in your WOYM journal and share only if you would like to. Pay attention to classmates who choose to share what they have written