

Service Learning Plan (Example)

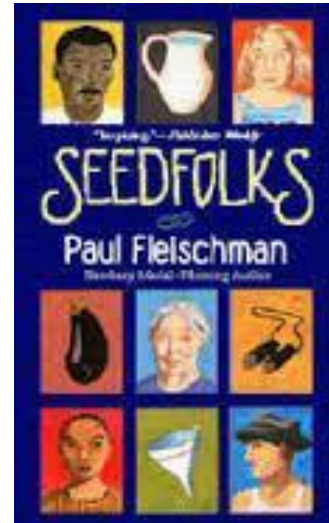
Ideas:

The theme will be around these ideas:

- Natural foods
- Garden @ Queen Anne and/or Kingsley
- OLE landscaping - beautification
- Ecology
- Think green
- Earth Day

Book title: Seed Folks (book cover attached)

Content Area: Science standards



Project Type: Direct

Community/Audience:

Action steps

- Location Option #1 - Person in charge
- Location Option #2 - Person in charge
- Local food shelves
- General Public with “how to”

Community Connections

- Master gardeners
- Environmental Engineer
- Agronomist
- Botanist
- Arboretum
- Nature Center

School parents / connections:

- US Fish and Wildlife Service
- Retired science teacher

Standards/Sequence of Standards (timeframe by calendar):

Kindergarten

- 0.1.2.1.1 Sort objects into two groups: those that are found in nature and those that are made by humans.
- 0.1.1.2.1 Observe and explain things in the natural world by making accurate descriptions of phenomena and comparing observations and descriptions with others.
- 0.3.2.2.2a Observe and describe how the sun is a source of heat and light.
- 0.3.2.2.2b Observe and describe how the sun's location changes and examine the amount of light it provides.
- 0.4.1.1.2a Observe and identify different parts of plants, animals and humans.
- 0.4.1.1.3a Describe a difference between living and nonliving things
- 0.4.1.1.3b Sort objects and organisms into groups based on their needs.
- 0.4.2.1.1b Identify that natural systems are made up of living and nonliving parts that work together to keep the system healthy.

First Grade

- 1.1.3.2.1 Students will recognize that each culture throughout history creates tools to solve problems.
- 1.3.1.3.1 Classify rocks and soil by color, shape and size.
- 1.3.1.3.2 Distinguish earth materials in their environment.
- 1.1.1.1.2 Understand that describing things accurately is important so we can compare our observations with those made by others.
- 1.1.3.1.1 Explain how many living and nonliving things are made of parts and that if a part is missing or broken, they may not work properly.

Second Grade

- 2.1.1.2.1 Demonstrate Scientific Inquiry by questioning, observing, recording and sharing about phenomena in the natural world.
- 2.1.2.2.1 Demonstrate the process of Engineering by identifying a problem and constructing a product or process to solve the problem.
- 2.3.2.2.1 Measure, record, and describe weather conditions.
- 2.4.1.1.1a Understand that all living things can be sorted according to physical characteristics.
- 2.4.1.1.1b Recognize that plants can be sorted according to their characteristics.
- 2.4.2.1.1 Understand that all living things need space, water, food and air to live.
- 2.4.3.1.1a Identify characteristics of plants at different stages.
- 2.4.3.1.1b Use a live organism (or picture) to observe changes.

3rd grade

- 3.4.1.1.1.1 Compare the different structures of plants and how they serve various functions of growth, survival and reproduction.
- 3.4.1.1.1.2 Compare the different structures of animals and how they serve various functions of growth, survival and reproduction.
- 3.4.1.1.2.1 Identify common groups of plants using observable physical characteristics,

structures, and behaviors.

3.4.1.1.2.2 Identify common groups of animals using observable physical characteristics, structures, and behaviors.

3.4.3.2.1.1 Identify likenesses between adults and offspring in plants that can be inherited or acquired.

3.4.3.2.1.2 Identify likenesses between adults and offspring in animals that can be inherited or acquired.

3.4.3.2.2.1 Identify differences in plants and animals that sometimes gives them an advantage in survival and reproduction.

4th Grade

4.3.1.3.1.1 Explain that rocks can be uniform or made of mixtures of different minerals.

4.3.1.3.2.2 Describe and classify minerals based on their physical properties in a table.

4.3.2.3.1.1 Create, label, and explain a water cycle diagram identifying where water collects on earth and how it moves.

4.3.4.1.1.1 Explain how people obtain and use water in their homes and communities and how that affects water supply and water quality.

4.1.2.2.1.1 Identify and investigate a design solution and describe how it was used to solve an everyday problem

4.1.2.2.2.1 Generate ideas and possible constraints for solving a problem through engineering design.

4.1.2.2.3.1 Test and evaluate solutions considering advantages and disadvantages for the engineering solution, and communicate the result effectively.

4.1.3.3.1.1 Write about a situation in which one invention led to another in a science journal and notebook.

5th grade

5.4.1.1.1.1 Explain how plant structures and functions help plants to grow, reproduce and survive.

5.4.1.1.1.2 Explain how animal structures and functions help animals to grow, reproduce and survive.

5.4.1.1.1.3 Compare and contrast how different structures and functions of plants and animals help them adapt to different environments.

5.4.2.1.1.2 Design and construct a habitat for a living organism that meets its need for food, air and water.

5.4.4.1.1.1 Identify examples of beneficial and harmful human interactions with natural systems.

5.4.2.1.1.1 Explain the living and nonliving parts of a natural system such as a prairie or wetland.

5.4.2.1.2.1 Compare and contrast what would happen to the system i.e.: wetland, if one of its parts changes.

5.3.1.2.1.1 Explain how, over time, rocks weather and combine with organic matter to form soil.

5.3.4.2.3.1 Compare the impact of individual decisions on natural systems.

Timeline:

- April 18-22: Entry Events/Awareness (Teachers)
- April 25-29: Content (Jill and Teachers)
- May 2-6: Content (Teachers)
- May 9-13: Plan the Garden (John)
- May 23-27: Building Garden (Students)
- May 30-June 2: Planting Garden (Students)

Driving Question:

How do you grow healthy food?

How can we save animal habitats?

How do plants and animals work together?

Book: *Dear Children of the Earth*--by Schimmel

Videos: Possible entry event video?

<http://www.pbslearningmedia.org/resource/idptv11.sci.life.eco.d4kend/endangered-species/>

Sequence of events for garden

Cut the sod out of the plot

Come in with a garden tiller to work the soil the day before seeding

Seeding will come first

Roller will help plant the seed after they are thrown down in soil

Plugs will be placed in after the seed is down

Plan for Entry Events and Students Decide on Driving Question

Thursday 14th & Monday 18th: Read *Dear Children of the Earth* book and record thoughts on chart paper

Tuesday 19th: 11:10: 4 min. video in community meeting (empathy towards endangered animals)

<http://www.pbslearningmedia.org/resource/idptv11.sci.life.eco.d4kend/endangered-species/>

Thursday 21st: 11:10am video-actually saving animal-- more local--Bald Eagle video

Friday 22nd -anchor space driving question

Monday 25th: 11:10am Come to a consensus for a driving question as a whole community.

Monday 25th: Afternoon during Integrated Studies- Create your Need to Knows in anchor space

Driving Question Goal: How can we save animal habitats?

Tuesday 26th-Thursday 27th: Focus on standards.