

PROJECT CALENDAR

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Project: How big is your environmental footprint?

Time Frame: 3-4 weeks

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Notes: Reflection journal daily

*Entry Event:

Just a Dream

<https://www.youtube.com/watch?v=P-9JCqMO5Wo> read

aloud

Whole group discussion
identifying environmental
issues in the story

Air Pollution:

Students take a piece of
waxpaper, smear it with
vaseline and hang it outside
the school building.

Students will check on it
later to see if there is
anything “stuck” on it.

Water Pollution:

A River Ran Wild read aloud
and incorporate the cup
activity

(refer to Water Pollution Cup
activity)

this cleanWater lesson

Materials

Water

Food coloring

One clear plastic cup

Two pitchers

Fill cup with water 3/4 == clean river
Kids sit in circle

Pass cup - kids say how they pollute
the river and add one drop per child
Need Two pitches

Dump half the dirty water into empty
pitcher

Add clean water into the half cup of
dirty water

Say it took ten years to get

Pour out half again and fill with half
clean water

That's another 10 years

9 times or so to get fully

Garbage Reduction:

Where does the garbage go?

Read the story and

incorporate a lesson about
renewable and
non-renewable resources and
the 3R's reduce, reuse,
recycle

Field trip to a landfill or
recycling center. For
example:

<http://greenlivingscience.org/fieldtrips/>

Weigh classroom garbage
can for week. How can we
eliminate garbage?

Habitat Loss:

The Lorax read aloud and
incorporate a human
environment interaction lesson
(refer to attached lesson:

Habitat Loss activity)

<https://docs.google.com/document/d/145WWMvdqvf4xpt2FwyBLvtsLVK4ilqcjDLj7KgIJM/edit>

Invasive Species:

Zebra Mussels lesson or
Asian Carp lesson
(refer to Social Studies Unit)

Either bring in an expert on
invasive species to talk to the
kids, use MSU's book on
Michigan Invasive Species to
look around the schoolyard
or neighborhood for these or
bring in samples for the kids
to see.

PROJECT WEEK TWO				
Notes: Reflection journal daily				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Students take survey to establish which group they will be in according to interests.	Groups are established and begin research on chosen issue.	Research continues.	Groups collaborate and begin to work on projects for the next 5 days.	Gallery walk - students provide feedback for other groups using sticky notes Work on projects
Notes				
PROJECT WEEK THREE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Work on projects	Work on projects	Work on projects	Group Presentations for the next 2 days. Invite the intended audience members.	
PROJECT WEEK FOUR				
Notes				
