

## Service-Learning Curriculum Unit Plan

<b>Unit/Topic:</b> <b>Hundred Shoes for Honduras</b>	<b>Grade Level:</b> <b>KDG</b>
<b>Service Idea:</b> (Provide Description) <b>We would like to collect 100 pairs of shoes to send to a school in Honduras as a culminating activity to our 100<sup>th</sup> day of school (Note: If you would like to use this as a Hundreds Day activity, you will need to begin an introduction early in the year). This will also be a culminating activity to a corresponding pen pal project with the school that receives the shoes. This project will encompass our Needs and Wants unit and will be an extension to our Is It Living? unit.</b>	
<b>1. Content Standards/Grade Level Content Expectations:</b> (Identify learning outcomes to be addressed)  <b>Science L.OL.00.11 Identify that living things have basic needs.</b>  <b>Social Studies K-G5.0.1 Describe ways people use the environment to meet human needs and wants</b>	
<b>2. Students will understand that....</b> (What are the enduring understandings?)  <ul style="list-style-type: none"> <li>• A need has several parts (water, air, food, clothing)</li> <li>• A want is not the same thing as a need</li> <li>• Environment affects needs and wants</li> <li>• Environment gives us resources</li> </ul>	<b>3. Essential Questions to Guide Learning &amp; Inquiry:</b> (Turn understandings into essential questions.)  <ul style="list-style-type: none"> <li>• What do all living things need?</li> <li>• How does the environment effect or needs and wants?</li> <li>• Name some resources that come from the environment.</li> </ul>
<b>4a. Students will know....</b> (What is the content knowledge focus?)  <ul style="list-style-type: none"> <li>• A need is something necessary to live and be healthy.</li> <li>• A want is anything that is not a need.</li> <li>• The environment is the living and nonliving things around us.</li> </ul>	<b>4b. Students will be able to do....</b> (What are the skills?)  <ul style="list-style-type: none"> <li>• I can show and tell someone what we need to live.</li> <li>• I can match my needs and wants to my environment.</li> <li>• I can pick things in our environment that help me meet my needs and wants.</li> </ul>
<b>Assessment Evidence</b>	
<b>5a. Performance Task:</b> (What will students do to demonstrate their learning?)  <ul style="list-style-type: none"> <li>• TLW create a collage of magazine pictures of things needed to live.</li> </ul>	<b>5b. Other Assessment Evidence:</b> (Describe formative/on-going/other summative assessments.)  <ul style="list-style-type: none"> <li>• Reflection during discussion (circle time)</li> <li>• Information contributed for class pen pal</li> </ul>

<ul style="list-style-type: none"> <li>• TLW match pictures of needs to the environmental source in a worksheet activity.</li> <li>• TLW take a nature walk to identify the items in their environment.</li> </ul>	<p>letters and activities</p> <ul style="list-style-type: none"> <li>• KWL chart – listing what we learned</li> </ul>										
<p><b>5a. Performance Criteria:</b> (Provide checklists, rubrics, or criteria.)</p> <p>Worksheet will include pictures of basic needs on one side and places in the environment where those needs can be met on the other side.</p>	<p><b>5b. Other Assessments Criteria:</b> (Describe criteria for other assessments.)</p>										
<p><b>Learning Plan:</b> (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: <b>Investigation, Planning &amp; Preparation, Action, Reflection, Demonstration of Results &amp; Celebration.</b>)</p>											
<p><b>A. Steps for Students:</b></p> <ul style="list-style-type: none"> <li>• Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin <b>investigation &amp; pre-reflection</b>)</li> <li>• Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include <b>planning &amp; preparation, action, &amp; reflection</b>)</li> <li>• Closure (Revisit enduring understanding/essential question. Include <b>reflection &amp; demonstration of results &amp; celebration</b>)</li> </ul>	<p><b>B. Notes for Teacher:</b> (What do you need to remember to do?)</p> <p>Create matching assessment</p>										
<p><b>C. Materials Needed:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Chart paper</td> <td>scissors</td> </tr> <tr> <td>Markers</td> <td>writing/drawing paper</td> </tr> <tr> <td>Magazines</td> <td>pencils</td> </tr> <tr> <td>Glue</td> <td>T-chart (from lesson 1)</td> </tr> <tr> <td>overhead projector</td> <td>overhead markers (blue, green, brown)</td> </tr> </table> <p><b>Pictures/Photographs of various household items that we need or that we just want (ie: TV, teddy bear, glass of milk, shirt, football, shoes)</b></p> <p><b>Pictures from a variety of environments (overhead and student copies)</b></p>		Chart paper	scissors	Markers	writing/drawing paper	Magazines	pencils	Glue	T-chart (from lesson 1)	overhead projector	overhead markers (blue, green, brown)
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<p><b>D. Approximate Time for Unit:</b></p> <p>The project will be addressed periodically within a 6 month time frame.</p>											
<p><b>E. Resources: If desired, a chosen charitable organization or school to pen pal with that has specific needs.</b></p>											

## Lesson 1 of 4

### Lesson Essential Question(s):

What is the difference between what I need and what I want?

### Lesson Knowledge:

Living things have needs.

### Lesson Skill(s)

Identify a need and a want.

**1. Lesson Opener: at the circle or rug:** read aloud to the students Click, Clack Moo Cows That Type to open the discussion about needs and wants.

**2. Transition:** Return to their tables to talk. Each student tells their friends at their table 1 thing that they did or used this morning that they needed and 1 thing they did or used that they wanted. For example: Did I need to eat breakfast or did I want to? Did I need to bring my doll to school or did I want to? Did I need an extra glass of orange juice or did I want it? Did I need to pack Oreos in my lunchbox or did I want them?

### 3. Activity:

**As a group:** Teacher calls on table groups to share their findings. A teacher records on chart paper or a T chart or makes a list. The T chart is labeled NEEDS on one side and WANTS on the other. The list would also be labeled NEEDS on one paper and WANTS on the other paper.

**4. Lesson Wrap-Up: ~as a group:** classifying pictures into the 2 categories of needs and wants. Use the photographs/pictures from *Materials Needed*. Teacher shows pictures 1 at a time and asks students *Do you think this would be a need or a want?* For example: Teacher shows picture of a glass of water and asks students to put their thumbs up if it is a need and put their thumbs down if it is a want.

### 5. Additional Lesson Notes:

During Free Choice Reading time supply a basket of books that demonstrate needs or wants.

**Lesson 2 of 4****Lesson Essential Question(s):**

What do all living things need?

**Lesson Knowledge:**

Living things need air, water, food, and shelter.

**Lesson Skill(s)**

Identify needs by making a collage.

**1. Lesson Opener:**

Show DVD- The Difference Between Wants and Needs *100% Educational Video, Inc, 2003.*

**2. Transition:** Revisit the T chart and discuss if items should be moved from either column.

**3. Activity:**

Students will use magazines and newspapers to locate and cut out pictures of things we need. The pictures would be glued onto a piece of construction paper.

**4. Lesson Wrap-Up:** Students will regroup at the gathering place to partner share their collages. A few collages will be chosen to share with the large group so that we can review the concept.

**5. Additional Lesson Notes:**

### Lesson 3 of 4

**Lesson Essential Question(s):**  
How do people use the environment to meet their needs?

**Lesson Knowledge:**  
TLW know that the environment provides essential items necessary for living things.

**Lesson Skill(s):**  
Identify how needs are met in a specific environment.

**1. Lesson Opener:** Bring students to a gathering place and tell them a personal story (or make one up) about a specific event in your life when you needed to use the environment to meet your needs. (For example, talk about a camping trip where there was no running water or electricity when the lake, stream, etc. was needed for water and explain how you used that resource to meet your need). Draw a picture to illustrate the environment and highlight the resource that met your need.

**2. Transition:** Explain to the students that today they will be looking at different environments and identifying the resources within the environment that could be used to meet their basic needs.

**3. Activity:** A picture of the environment will be placed on the overhead and each student will have an individual copy in front of them. Student volunteers will come up to the overhead and identify resources and color them a specific color (water – blue, food – green, shelter – brown). Students will color their individual pictures as the class completes the overhead picture.

**4. Lesson Wrap-Up:** Review the basic needs of living things and have students verbally tell you how the environment meets those needs. Have students turn to a partner and tell them how each resource meets a need (For example, the stream could meet the need for water because the people could use it to drink).

**5. Additional Lesson Notes:** Using a pen pal to gather information from another environment would help to create student interest. Our classes will be connecting with a school in Honduras. Through a pen pal association, we will be collecting pictures from their environment and will be using them to make a personal connection on how their environment helps to meet their needs.

## Lesson 4 of 4

### Lesson Essential Question(s):

How can we help to meet the needs of others?

### Lesson Knowledge:

TLW recognize ways to help others meet their needs.

### Lesson Skill(s)

Students will supply items to be donated to a partnering school in need.

**1. Lesson Opener:** Introduce our new friends in Honduras by sharing pictures from their environment. Let the students observe and discuss how their environment is alike/different from ours.

**2. Transition:** Explain to our students that our new friends in Honduras live at the base of a garbage dump and that they use the dump to meet some of their basic needs. Ask students if they can think of something that may help our new friends meet their needs.

**3. Activity:** On chart paper, record student ideas and discuss each possibility. Allow students to voice their opinions on which task they would like to do and develop a plan together on how to reach their goal.

**4. Lesson Wrap-Up:** Go over the plan together and let the students know that the teacher will gather the information and share it with parents in a letter.

**5. Additional Lesson Notes:** You may need to gently guide them toward an idea that you know is possible. In our specific project, we will be collecting new shoes for members of the community in the town we will be pen pals with. The shoes will help keep the community safe when they are using the dump to meet their needs. In our case, we will collect shoes in correlation with the goal of reaching 100 by 100 Day.