

Lesson Plan for Letting Swift River Go

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Age/Grade Level: 4th and 5th

of students:

Subject:

Major Content:

Lesson length:

Context

- Describe the students' prior knowledge or the focus of the previous lesson. (What would they need to know prior to this lesson?)

Knowledge of scarcity and natural resources.

Objectives

- State what students will be able to do as a result of this lesson. Objectives must be student-centered and observable/measurable.

Students will work in small groups to identify where one may have to make a trade-off situation affecting your school.

Connections

- Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections.

AE2.18 – understand decisions have consequences

SS-4-E-1, SS-E-3.1.1, AE 2.30, PSHE-57, CCPL-E-3.1.2

Resources, Media, and Technology

- List the specific materials and equipment needed for the lesson.

Book: Letting Swift River Go

Map of school grounds

Trade-offs poster

Procedures

- Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

Introduce concept:

Show and explain to students the trade-offs poster.

Read *Letting Swift River Go* to the class. Discuss how the book relates to the poster.

Activity:

Divide students into groups.

Explain that each group will describe a trade-off that the school may have to make in order to purchase i.e. playground equipment, science materials, new computers, etc.

Pass out school maps for students to use in planning.

Allow students time to work in groups.

Have each group share their trade-offs.

Assessment Plan

- List ideas for how objectives will be assessed.

Assessment based on each groups ideas.