

Educator Introduction

This kit was developed in an effort to assist educators in presenting lessons on sustainable agriculture and the environment. We have provided strands and standards for these lessons in science and English language arts as well as Michigan Department of Education benchmarks. We have also provided worksheets, experiments and crafts that emphasize the lessons presented in the dvd. All student worksheets found in this kit are also available as printable pdfs by visiting our website: www.mcta.org. Simply select the Educator pull down menu and select "Environmental Educational Kit."



Science:

Strand: Constructing New Scientific Knowledge

Science Standards:

- Will generate questions about the world based on observation
- Develop solutions to problems through reasoning, observation and investigations
- Use simple measurement devices to make measurements in scientific investigation

Strand: Reflecting on Scientific Knowledge

Science Standards:

- Develop an awareness of the need for evidence in making decisions scientifically (II.1.e.1)
- Develop an awareness of the sensitivity to the natural world (II.1.e.4)

Strand: Using Life Science Knowledge

Science Standards:

- Compare and contrast or classify familiar organisms on the basis of observable physical characteristics (III.2.e.2)
- Describe life cycle of familiar organism
- Explain functions of selected seed plant parts (photosynthesis) (III.2.e.5)
- Describe the basic requirement for all living things to maintain their existence (III.5.e.2)
- Design systems that encourage growing of particular plants or animals (III.5.e.3)
- Describe positive and negative effects of humans on the environment (III.5.e.4)

Strand: Using Physical Science Knowledge

Science Standards:

- Identify properties of materials which make them useful (IV.1.e.2)
- Identify how materials are useful (IV.1.e.2a)
- Identify forms of energy associated with common phenomena (IV.1.e.3)

English Language Arts:

Strand: Reading

Domain: Word Study

- Know the meaning of words encountered frequently in grade-level reading or oral language contexts. (R.WS.04.04)
- Identify and describe informational text patterns including compare/contrast, cause/effect and problem/solution (R.IT.04.02)
- Connect personal knowledge, experiences and understanding of the world, its themes and perspectives in text through oral or written responses. (R.CM.04.01)
- Retell through concise summarization grade level narrative and informational text (R.CM.04.02)
- Apply scientific knowledge from grade level science, social studies and mathematics texts (R.CM.04.04)

Strand: Writing Genres

- Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (compare/contrast) and informational text features (W.GN.04.03)
- Apply a variety of pre-writing strategies for both narrative and informational writing (graphic organizer like webs, Venn diagrams) (W.PR.04.02)

***To win a “Red” the cardinal mascot for your classroom, simply visit www.mcta.org and select the Educator pull down menu. Select “Educator Survey” and complete the brief, five question survey by December 10, 2010!**