\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 4/5 Financial Literacy & Visual Arts

Junior Course Outline:

Editors: Beryl Cohen & Christina Yarmol, Writer: Anne Marie Quinn

Resource to Support the 2011 Financial Literacy Ontario Curriculum Policy Documents

-OAEA- Ontario Art Education Association – 2013

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lesson 1 – Conserving Water in the Home: a Calendar of Savings In this lesson, students are introduced to water as a valuable and important resource in our world. Students observe and record ways their families use water indoors and outdoors developing an understanding of how daily activities effect the environment locally, nationally, and globally. They will research ways in which they can conserve water in their own homes. This information will be the subject matter for art creation in later lessons. | | | | | |
| Connections to Financial Literacy **Unit Summary**: In this unit, students will collect data about water usage in their homes comparing it with the water used by their classmates’ families and those in the community at large; they will also be constructing graphs representing their findings. Students will be reading and interpreting charts and graphs summarizing collected data sets about water usage from Canadian sources. They will research achievable water conservation ideas to communicate with their families; these can result in water conservation and financial savings at home. Students will create visual representations of their learning in the form of collages compiled to produce both an informative and artistic calendar of their water saving ideas. They will determine the calendar production options are the most cost effective. | | | | | |
| Curriculum Expectations | | | Learning Goals | | |
| **GRADE 4-LANGUAGE & MEDIA LITERACY**  **ORAL COMMUNICATION**  **OVERALL EXPECTATION**  1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;  **Listening and Understanding**  **1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks  **Active Listening Strategies**  **1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups **Demonstrating Understanding**  **1.4** demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details  **Extending Understanding**  **1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them  **Analysing Texts**  **1.7** analyse oral texts and explain how specific elements in them contribute to meaning  **OVERALL EXPECTATIONS**  **2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;  **Interactive Strategies**  **2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  **Clarity and Coherence**  **2.3** communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form  **READING**  **OVERALL EXPECTATION**   1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;   **Demonstrating Understanding**  **1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  **Extending Understanding**  **1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **Responding to and Evaluating Texts**  **1.8** express opinions about the ideas and information in texts and cite evidence from the text to support their opinions  **OVERALL EXPECTATION**  **2.** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  **SPECIFIC EXPECTATIONS**  **Text Forms**  **2.1** explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal  **WRITING**  **OVERALL EXPECTATION**  **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;  **SPECIFIC EXPECTATIONS**  **Developing and Organizing Content**  **Purpose and Audience**  **1.1** identify the topic, purpose, and audience for a variety of writing forms  **Developing Ideas**  **1.2** generate ideas about a potential topic using a variety of strategies and resources *(e.g., brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs)*  **Research**  **1.3** gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources *(e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher readalouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts)*  **GRADE 4 -MEDIA LITERACY**  **ORAL EXPECTATIONS**   1. demonstrate an understanding of a variety of media texts;   **SPECIFIC EXPECTATIONS**  **Purpose and Audience**  **1.1** identify the purpose and audience for a variety of media texts  **Making Inferences/Interpreting Messages**  **1.2** use overt and implied messages to draw inferences and construct meaning in media texts  **Responding to and Evaluating Texts**  **1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions  **Point of View**  **1.5** identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used  **OVERALL EXPECTATION**   1. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;   **SPECIFIC EXPECTATIONS**  **Conventions and Techniques**  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning  **GRADE 5- LANUAGE**  **ORAL COMMUNICATION**  **OVERALL EXPECTATION**   1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;   **SPECIFIC EXPECTATIONS**  **Listening to Understand**  **Purpose**  **1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks  **Active Listening Strategies**  **1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups  **Demonstrating Understanding**  **1.4** demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details  **Extending Understanding**  **1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them  **Presentation Strategies**  **1.9** identify a range of presentation strategies used in oral texts and analyse their effect on the audience  **OVERALL EXPECTATION**   1. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;   **SPECIFIC EXPECTATIONS: SPEAKING**  **Purpose**  **2.1** identify a variety of purposes for speaking  **Interactive Strategies**  **2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions  **Clarity and Coherence**  **2.3** communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form **Appropriate Language**  **2.4** use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience  **Non-Verbal Cues**  **2.6** identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning  **Visual Aids**  **2.7** use a variety of appropriate visual aids  **READING**  **OVERALL EXPECTATION: 1. Reading for Meaning**  **1.** read and demonstrate an understanding of a variety of literary, graphic, and informational  **SPECIFIC EXPECTATIONS**  **Comprehension Strategies**  **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after  **Demonstrating Understanding**  **1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  **Extending Understanding**  **1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **Responding to and Evaluating Texts**  **1.8** make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views  **OVERALL EXPECTATION**  **2.** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  **SPECIFIC EXPECTATION**  **Understanding Form and Style**  **Text Features**  **2.3** identify a variety of text features and explain how they help readers understand texts *(e.g., indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information)*  **OVERALL EXPECTATION**  **3.** use knowledge of words and cueing systems to read fluently;  **Reading with Fluency: Reading Familiar Words**  **3.1** automatically read and understand most words in common use  **Purpose**   * 1. identify a variety of purposes for reading and choose reading materials appropriate for those purposes   **WRITING**  **OVERALL EXPECTATION**  **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;  **SPECIFIC EXPECTATION**  **Developing and Organizing Content Research**  **1.3** gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources  **Classifying Ideas**  **1.4** sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining or highlighting key words or phrases)*  **WRITING**  **OVERALL EXPECTATION**  **1.** generate, gather, and organize ideas and information to write for an intended purpose and audience;  **Developing and Organizing Content Research**  **1.3** gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources  **Classifying Ideas**  **1.4** sort and classify ideas and information for their writing in a variety of ways *(e.g., by underlining or highlighting key words or phrases)*  **Review**  **1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary  **OVERALL EXPECTATION**  2.draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;  **SPECIFIC EXPECTATIONS**  **Using Knowledge of Form and Style in Writing**  **Word Choice**  **2.3** use some vivid and/or figurative language and innovative expressions to add interest  **Point of View**  **2.5** identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence Grade 4 - SOCIAL STUDIES **OVERALL EXPECTATION**  **B2.** Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada  **SPECIFIC EXPECTATIONS**  **B2. Inquiry: Balancing Human Needs and Environmental Stewardship**  **B2.1** formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada  **B2.2** gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada*)*  **B2.5** evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada  **B2.6** communicate the results of their inquiries using appropriate vocabulary Grade 5 - SOCIAL STUDIES Grade 5 Social Studies curriculum expectations do not apply to this Financial Literacy unit.  **Grade 4 - SCIENCE & TECHNOLOGY**  Grade 4 Science & Technology curriculum expectations do not apply to this Financial Literacy unit.  **Grade 5 - SCIENCE & TECHNOLOGY**  **UNDERSTANDING EARTH AND SPACE SYSTEMS:**  **CONSERVATION OF ENERGY AND RESOURCES**  **OVERALL EXPECTATION**  **1.** analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;  **Relating Science and Technology to Society and the Environment**  **1.1** analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts;  **1.2** evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation. | | | By the end of this unit students will be able to:   * Develop questions guiding investigations into some of the issues and challenges associated with balancing human needs/wants and activities with respect to water usage; * Research water usage in their homes and make comparisons with local water consumption using data management and operations sense; * Develop solutions to determine how to save water in students’ homes. * Illustrate examples of water saving practices using a variety of art materials; * Learn to research water consumption and art history as techniques used by artists on line; * Compare the costs of producing a calendar, and publishing it using the most economical means; * Use oral and active listening strategies to communicate with partner and with classmates;      * Use colour, proportion, and placement in the background, middle-ground, and foreground of a composition to visually communicate ideas about saving water.   By the end of this lesson students will:   * Understand the value of water as a resource; * Be able to read and explain a data set expressed in a graph; * Investigate, comprehend and summarize information from media texts on the internet * Identify a variety of text features and explain how they help readers understand texts * Evaluate a media text make inferences and interpret messages from media texts on the internet * Develop an opinion of media texts and formulate a point of view from researched information * Orally communicate with their peers about water conservation; * Comprehend issues and challenges associated with balancing human needs/wants and activities with environmental stewardship as it relates to water conservation; * Understand immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources; | | |
| Instructional Components and Context | | | | | |
| Terminology Altered  Carbon Footprint  Collage  Conservation  Consumption  Economical  Environmental footprint  Ground Water  Implied Message  Overt Message  Piece  Slogan  Surface Water  Throwup (As it pertains to Graffiti Art)  Water Resources Prior Knowledge Students should have an established understanding of how to:   * make a bar graph * read graphs * take notes * answer written questions * use art materials * follow classroom routines * work well with others | | | Materials:   * Map of Canada * BLM 1 Groups of Four with Placemat and Round Robin (Student Resource) * BLM 2 Terminology for Word Wall (Teacher Resource) * BLM 3 Investigation of Websites (Student Resource) * BLM 10 Checklist for the Unit (Teacher Resource) | | |
|  | Resources:  **Books:**  Bullard, L. (2012). Watch over our water. Minneapolis: Millbrook Press.  Cherry, L. (1992). A river ran wild: an environmental history. San Diego: HarcourBrace Jovanovich.  Glew, F. (2005). Samuel's most important message. Kitchener, ON: Pmara Kutata Enterprises.  Locker, T. (1997). Water dance. San Diego, Calif.: Harcourt Brace & Company.  Lyon, G. E., & Tillotson, K. (2011). All the water in the world. New York: Atheneum Books for Young Readers.  McKinney, B. S., & Maydak, M. S. (1998). A drop around the world. Nevada City, Calif.: Dawn Publications.  McPhail, D. (2007). Water boy. New York: Abrams Books for Young Readers.  Readman, J., & Roberts, L. H. (2004). The world came to my place today. London: Eden Project.  Ryder, J., & Watson, R. J. (2001). The waterfall's gift. San Francisco: Sierra Club Books for Children.  Stewart, H. E. (2010). TreeSong. Victoria, B.C.: Tudor House Press.  **Websites about water availability, consumption, conservation and graffiti art:**   * All the water in the world: <http://www.epa.gov/region1/students/pdfs/ww_intro.pdf> * <http://www.savewater.com.au/research-and-resources/why-save-water> * <http://www.awarenessideas.com/Water-Conservation-Posters-s/36.htm> * <http://blueplanetnetwork.org/water/> * <http://www.theworldwater.org/water_facts.php> * <http://www.conferenceboard.ca/hcp/details/environment/water-consumption.aspx> * <http://www.creativeguerrillamarketing.com/guerrilla-marketing/denver-big-ambient-advertising-bring-awareness-water-consumption/> * <http://www.environmentalgraffiti.com/featured/creative-environmental-ads/11496?image=4> * http://timeforchange.org/what-is-a-carbon-footprint-definition * <http://water.greenventure.ca/> * http://www.home-water-works.org/calculator   **Other:**   * http://ontarioarteducationassociation.org/ * <http://resources.curriculum.org/LNS/coaching/files/pdf/Comprehending_Resources.pdf> * http://www.eworkshop.on.ca/edu/pdf/Mod32\_Less\_Plan\_Text.pdf | | | | |
| Minds On (Approximately 60 minutes) | | | | Connections | |
| Whole Class: What do you do at home? (25-30 minutes)Prior Knowledge & Personal Experience:  * The activity is designed to allow each student to consider his or her family’s personal water usage in the home, compare it with the water consumption of his or her classmates and then in later lessons discuss the importance of water in Canada.   **Teacher will**:   * Enlarge BLM 1 onto 11x17 paper for each group. * Divide students into groups of four in preparation for this placemat and round robin activity. * Distribute one BLM 1 **Water Usage at Home Placemat Activity** to each group of four students. * Ask students to consider the questions:  1. *In what ways do people in your family use water at home both indoors and outdoors? Remember to consider places where water is used for different activities indoors such as the bathroom, the kitchen and the laundry room* 2. *When do you use the most water at home, in the morning, during the day, or in the evening? Why?* | | | | Guiding Questions:   * How do you use water in your home? * Why water is important? * What are some good reasons you can think of for saving water?   Assessment:  Assessment for Learning   * Check for Understanding * Ask Guiding Questions * Observe * Placemat Activity * Graffiti piece or throwup   Differentiated Instruction:   * Use visual examples and assistive technology as needed. * One student may scribe for another student. * Student may respond orally in lieu of writing their experiences with water usage. * Students could add terms to the *Word Wall* which relate to water. * Students could research and/or bring books about water and water consumption | |
| **Students will:**   * Individually brainstorm for 2-4 minutes; * Write down the answers to the questions in the exterior spaces of the placemat; * Share their ideas with the group discussing the commonalities of their water usage experiences; * Select one group member to write the five most common water usages ad two most frequent times water is used at home and record these points in the centre circle of the placemat (i.e. “We use the most water in the bathroom for showers in the morning.”) agreeing on 5 of the most important points; * Appoint a speaker to share the most information with the rest of the class; * Report their common water usage points to the class; * Engage in a discussion about their findings as a class.   **Teacher may**:   * Want to compile these answers on a Smart board, a chalk board or have students tape up their placemats for all to see for the discussion.  Whole Class: Prior Knowledge & Personal Experience Reading and Discussion: **Teacher will**:   * Remind students of the BLM 1 **Water Usage at Home Placemat Activity** and ask the guiding questions. * Read book about water aloud to the class. (10 min.). * Example: All the Water in the World. Lyon, G. E., & Tillotson, K. (2011).   NOTE: This artistic book weaves together facts about water explaining the vital role that water plays for animals, plants and humans in our world. The imagery flows from page to page and calls the reader to take action for water conservation. Other similar books are available and may be substituted for All The Water in The World.    **Teacher Prompt:** (5 min.)   1. What message does the author share with us about water? 2. Which images and colours help to communicate this message to you? 3. How can you relate what you have seen in the book to what you have experienced in your own home? Consider the placemat activity we just completed.   **Teacher will:**   * Refer to a map of Canada with the students; * Ask students to identify lakes, rivers, and oceans to ascertain students’ prior knowledge; * Explain that lakes, rivers, and oceans these are called *surface waters*; * Develop a Word Wall of Terminology using BLM 2 Terminology for Word Wall to introduce students to vocabulary for the unit (Altered, Carbon Footprint, Collage, Conservation, Consumption, Economical, Environmental footprint, Ground Water, Piece, Slogan Surface Water, Throwup, Water Resources); * Students may add their own terms to the Word Wall as they progress through the unit.   **Whole Class Discussion (15 min):**  **Teacher will:**   * Ask the students questions to elicit answer about their prior knowledge and background:  1. *What are the differences between bodies of water which are salt water and which are fresh water?* (**B**oth contain salt or sodium chloride, but fresh water contains only small amounts of salt. The average salt content or salinity of ocean water is 3.5 percent which means that 35 grams of salt dissolve in a liter of seawater. Seawater’s viscosity, or internal resistance to flow, is higher than fresh water because of differences in salinity also salt water has a higher density than fresh water. Some plants and animals survive in one type of water but not the other.) 2. Why isn’t all fresh water usable? (Some is not easy to get at; it may be frozen, trapped in unyielding soils or bedrock fractures. Some water is too polluted to use.) 3. Why do we need to take care of the surface water/ground water? (Water is very important for humans, plants/crops, and animals. If we waste water or pollute it, we may find that there is less and less of it available for us to use.) 4. What should we do to take good care of the water we use in our homes and businesses? (Use only what we need. Not pollute water) | | | |  | |
| Action! (Approximately 120 minutes) | | | Connections | | |
| Whole Group: Investigating Websites BLM 3 (30 -60 minutes)  1. *Why do we need clean water?* 2. *How do Canadians waste water?*   Teacher will:  Show students examples of graffiti, marketing, and water conservation before beginning this “Action” segment.   * <http://www.creativeguerrillamarketing.com/guerrilla-marketing/denver-big-ambient-advertising-bring-awareness-water-consumption/> * <http://www.environmentalgraffiti.com/featured/creative-environmental-ads/11496?image=4> * <http://www.awarenessideas.com/Water-Conservation-Posters-s/36.htm>   **Teacher will:**   * Model the steps involved in a Google search for students ensuring that students commence their research with self-confidence. For example, demonstrate a Google image search for *Banksy* *- graffiti images relating to water*, and/or another search for *Roadsworth* *– graffiti images relating to water*; * Model how to assess the appropriateness of a website for research potential (e.g. pay special attention to website creator or sponsor). Instruct students to look at headings, and glance at first and last sentences of paragraphs to get a general sense of the content of the text; | | | *Differentiated Instruction:* -Allow students to develop their own inquiry in lieu of providing questions for them.  Resources:  Graffiti Tag Sites:   * <http://www.incredibleart.org/lessons/middle/Jen-tag.htm> * google.ca search "graffiti tags for kids": <http://images.google.com/search?tbm=isch&q=graffiti+tags+for+kids&safe=active> | | |
| * Photocopy and hand out **BLM 3**  **Investigating Websites Assignment— Graffiti Guidelines —**which explains the following Action task:   **Students will**:   * In groups be researching a different question based on a topic concerning water usage listed in the box. Students will find the answers to the questions on the assigned website(s) or they may use the research skills taught in class if they want to explore other sites to find different perspectives within the given time frame; * Answer the questions in complete sentences on a separate sheet of lined paper. This paper can also be used for jot notes about the topic; * Develop a list of short words (nouns, verbs and adjectives), phrases, or graphics (icons, and images) that represent the main ideas from the collected information. These words, and images will serve as the subject matter that inspires our “all about water” graffiti-style mural; * Select the words which best describe the answer to the assigned questions; * Choose 2-3 different colored markers to create a “throwup” (*Over time, this term has been applied to many different types of graffiti. Subway art says it is "a name painted quickly with one layer of spray paint and an outline", although some consider a throwup to be bubble letters of any sort, not necessarily filled. Throwups canbe from one or two letters to a whole word or a whole roll call of names. Often times throwups incorporate an exclamation mark after the word or letter. Throwups are generally only one or two colors, no more. Throwups are either quickly done bubble letters or very simple pieces using only two colors.)* or “piece” (*Piece:**A graffiti painting, short for masterpiece. It's generally agreed that a painting must have at least three colors to be considered a piece).* * Write their names under the work for the teacher’s assessment of each student’s understanding of the researched concepts;   **Teacher will**: (45-60 minutes) Select small groups of 4-5 students based on mixed ability;Provide focus topic assignment sheets for each student in the assigned group;Photocopy the BLM 4 Grade 4/5, Investigating Websites Research Topics sheets (4 copies for each topic). There are 6 topics pertaining to water availability, consumption and conservation: *Topic #1: Why Save Water? The Australian Perspective*  *Topic #2: Why Use Water Wisely?*  *Topic #3: How much water is available for use?*  *Topic #4: What makes water so important?*  *Topic #5: Water Facts & Water Stories from Across the Globe*  *Topic #6: Putting water consumption in context: From which locations do we withdraw water for use?* Whole class sharing: (30-40 minutes) **Students will**:   * Select one student to introduce the topic and to read the assigned research question; * Each group presents a 2-3 minute presentation about their answers and discusses how these answers are symbolized in their Graffiti images; * Allow time for any questions. | | |  | | |
| Consolidation (Approximately 15 minutes) | | | Connections | | |
| Individual - Journal Reflection **Teacher will**:   * Display students’ Graffiti images to help students respond to *Journal Reflection Questions*; * Distribute or post Journal Reflection Questions.   **Students will:**   * Reflect upon their learning in their journal reflection responses. | | | Journal Reflection Questions:   1. Why is water important to you? 2. What are some reasons that we should protect water? 3. What are some incentives to conserve water? 4. What effect does saving water have on the environment? 5. How did the research in this unit involving reading, writing. ,presenting and creating “thrown-up” and/or a “panel piece” help you to better understand the sources, consumption, conservation of water in your life? | | |
| Notes: | | | | | |