

LESSON PLAN

~Grade 4 Language~

"An Anti-Idling Story Board"

-created by Lynn Perreault, Ph.D. (for Idle-Free Windsor)

Date:	Time:
School:	Teacher:
Special Instructions:	

Ontario Curriculum Connection

By the end of Grade 4, students will:

Overall Expectation (Writing):

(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 (Writing):

(2.1) Write more complex texts using a variety of forms (e.g., a storyboard using captions and drawings).

(2.3) Use specific words or phrases to create an intended impression.

(2.7) Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., removing repetition or unnecessary information).

MATERIALS & EQUIPMENT:

Black line master copies (Appendix 1), colouring pencils, and dictionaries.

Vocabulary:

Words & concepts your class may be learning

Air pollution: Substances in the air that have harmful or unpleasant effects.

Emission: The process of sending out.

Idle or Idling: Inactive, not in use, not moving or in operation.

Smog: A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment; a form of air pollution.

Vehicle: A machine or object that helps us get from one place to another.

Vulnerable: Easily hurt or injured.

PROCEDURE

Part 1 (Vocabulary)

Topic Intro - Brainstorming, Connecting ideas (assess students' knowledge!) ~35 min.

Ask students to find the following words in the dictionary: Idle, Emission, Vehicle, Smog, and Pollution.

What does "idle" mean? How do you spell it? Use it in a sentence?

What does "emission" mean? How do you spell it? Use it in a sentence?

What does "vehicle" mean? How do you spell it? Can you name different types of vehicles?

What does "smog" mean? How do you spell it? Use it in a sentence?

What does "air pollution" mean? How do you spell it? Use it in a sentence?

Part 2a (Story Writing)

Activity ~ 35 min.

Ask students to create a short story about the effects of vehicle idling (e.g., children are particularly vulnerable to smog – it aggravates asthma and allergies). The story should be geared toward encouraging parents to stop idling their vehicles.

The story should be one short paragraph in length. Students should use at least two of the words presented in the vocabulary activity.

Part 2b (Revision)

Activity ~ 35 min.

Ask students to revise their final drafts, focusing on removing repetition or unnecessary information. They should make sure that they have chosen words that are effective in encouraging parents to stop idling their vehicles.

For example, they could mention that children are particularly vulnerable to smog caused by vehicle emissions because their lungs are still developing, they spend more time outdoors being physically active, they breathe faster than adults, and inhale more air per kilogram of body weight. Also, children's breathing zone is lower than adults so they are more exposed to vehicle exhausts and heavier pollutants that concentrate at lower levels of air. In fact, smog has been found to:

- Aggravate asthma, leading to more frequent and severe asthma attacks;
- Increase the number of respiratory infections;
- Aggravate and induce allergies;
- Increase school day absences; and
- Increase emergency room visits, hospital admissions and premature deaths.

Part 3 (Story Board - Putting It All Together)

Activity ~ 35 min.

Ask students to create a story board using the black line master provided (Appendix 1). They should draw pictures that complement their written story.

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

Name: _____

Story title: _____

1	2	3
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4	5	6
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7	8	9
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ASSESSMENT TOOL

Story Writing : An Anti-Idling Story Board

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Requirements	All of the written requirements (e.g., story length, writing about the idling topic, using at least 2 of the words presented in the vocabulary activity; drawing pictures that complement the written story) were met.	Almost all of the written requirements were met.	Most of the written requirements were met, but several were not.	Many requirements were not met.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present or they are not original.