

## Lesson 8: My Environment

### Getting Started

#### ? Big Ideas

- How do people's environments meet their needs?
- How does the environment affect living things?
- How do people affect the environment?



#### Facts and Definitions

- When the seasons change, the environment changes.
- The temperature in the environment changes with the seasons.



#### Skills

- Identify changes in the environment. (SS)
- Identify natural resources and cite ways to conserve and replenish natural resources. (SS)
- Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence. (SS)
- Cite ways people modify the physical environment to meet their needs. (SS)
- Explain how people depend on the environment to meet certain needs. (SS)
- Identify natural resources and cite ways to conserve and replenish natural resources. (SS)



#### Materials

- |                              |                  |
|------------------------------|------------------|
| ✓ brass brad                 | ✓ clipboard      |
| ✓ colored pencils or markers | ✓ digital camera |
| ✓ journal                    | ✓ paper plate    |
| ✓ ruler                      | ✓ scissors       |
| ✓ seeds or small plants      |                  |

### Introduction

Tell your child that for the next two days she will explore her outdoor environment. Ask her to think of words to describe the environment outside her home and how her environment changes throughout the year. Discuss that environments are always changing — some changes are natural and other changes are caused by humans. Ask her to give examples of natural changes and changes that humans make to the environment.

### Activities

#### Activity 1: Environment Exploration

Give your child a clipboard and her journal. Tell her that today you want her to go outside and list interesting observations about the environment around her home. Encourage her to make a list of things in her environment that she uses or needs. Examples include a tree that holds a swing, dirt to plant flowers, fruits or vegetables, trees that provide shade, backyard space for running, and backyard for a pet.

Your child can illustrate her discoveries or take pictures of them with a digital camera and paste them in her journal.

#### Activity 2: Map of My Backyard

Give your child a blank piece of paper so that she can map out her backyard. Discuss the shape of the backyard and let her draw the borders. Next ask her to list the things in the yard that should be included on the map — large trees, a swing set,

lawn furniture, flower beds, a deck etc.

Within the borders of the yard, she can draw a grid using a ruler. One-inch boxes work well for this. Next, choose one of the following options.

#### Option 1

For this option, your child will draw all of the important structures or environmental features in the backyard. Encourage her to think about the placement of each item and where it is located in relation to other things in the backyard. After the map is complete, ask her identify the grid coordinates for items on her map — i.e., swing set in B-2 and B-3.

#### Option 2

This option is similar to Option 1, but the map will include a map key. The key can have symbols for things that are found in more than one location, such as trees, flowerbeds, and bushes. After the map is complete, ask your child to identify the grid coordinates for items on her map — i.e., swing set in B-2 and B-3.

### **Activity 3: Planting**

Discuss how people grow food to eat and flowers to make the environment more beautiful. People change the environment when they grow things. Go to the store and buy seeds or plants to plant in a garden or flowerbed. If it is winter, plant seeds inside in planters that can be placed in the window. As you plant the seeds or plants, discuss how seeds grow and what they need. Review the purpose of the plants that you planted — vegetables to eat, flowers for beauty, or herbs for seasoning. Review the fact that plants are natural resources and that people depend on the plants for food, oxygen, and other resources.

### **Activity 4: Seasons in My Environment**

Give your child the page called "Seasons in my Environment." Ask your child to label the four seasons on the wheel in the order that they occur. Then ask her to draw a picture of her home and yard at the different seasons of the year found on the wheel. This wheel will show how her environment changes with the seasons.

When she finishes the wheel, give her a paper plate around the same size as the wheel. Ask your child to cut out 1/4 of the plate off at the upper right corner. Attach the wheel to the back of the paper plate using a brass brad. Your child can turn the wheel to see the seasons of her environment and watch them change.

### **Activity 5: Temperature in My Environment**

Go on the Internet and find the average monthly temperature for your area (in degrees Fahrenheit). A great place to start is by doing an Internet search for "average monthly temperature in [your state]." If you can't find this information, make a list of the approximate temperature in your area for each month. Give your child the "Temperature in My Environment" page and ask her to give the graph a title, label the x and y axes, and record the months of the year under the x axis. Then she can graph the temperature of her environment over the year, making a line graph. Review the fact that line graphs show change over time.

When she has completed her graph, she can answer the questions at the bottom of the page.

Note: To make this activity more challenging, give your child a blank piece of graph paper and let her create her own temperature graph.

### **Activity 6: Nature Walk and Cinquain Nature Poem**

Tell your child that today the two of you will go on a nature walk. Before you go on the walk, ask your child to give you a weather forecast and discuss what type of clothing would be appropriate for the walk. Then ask your child to give you the

date and the current season. Go on a nature walk with your child. Spend time looking closely at plants, animals, and insects you find along the way. Look for ways the environment has changed or is changing. Discuss whether the changes are natural or are caused by humans.

When you return to the house, ask your child to write a poem about her walk and time spent in nature. Choose one of the following options.

Option 1

This option will provide a structure for the nature poem called a cinquain. A cinquain poem is one in which each line has a set number of words — 1,2,3,4, and 1. Sometimes, this will be a bit different — 2,4,6,8, and 2. Share the example on the page, "Cinquain Nature Poem," and then let her write her own poem.

Option 2

For this option your child can write and illustrate a free verse poem about her nature walk.

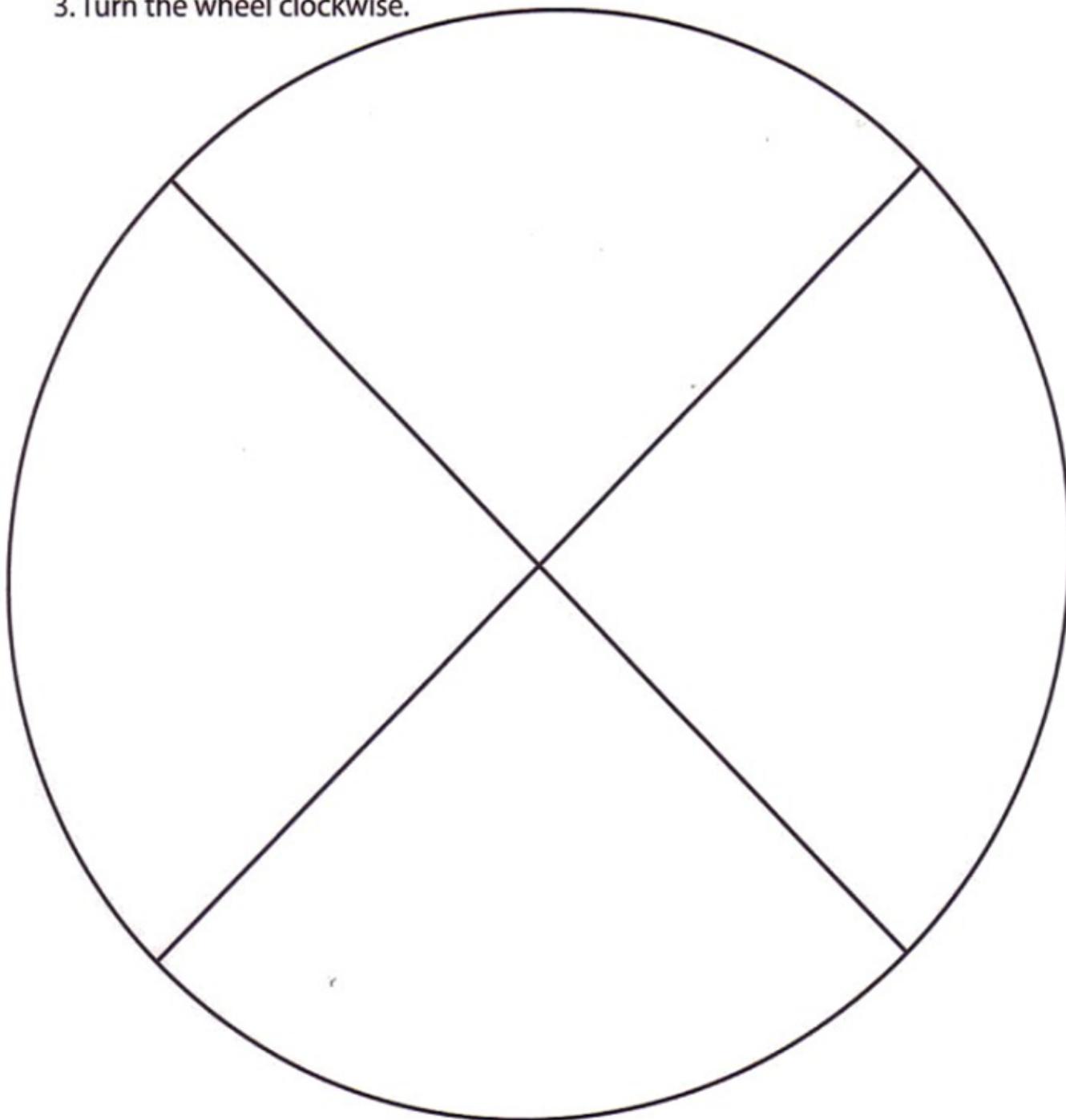
**Wrapping Up**

Ask your child what she enjoys most about her environment. Ask her if there is anything she would like to change in her outside environment.

# Seasons in My Environment

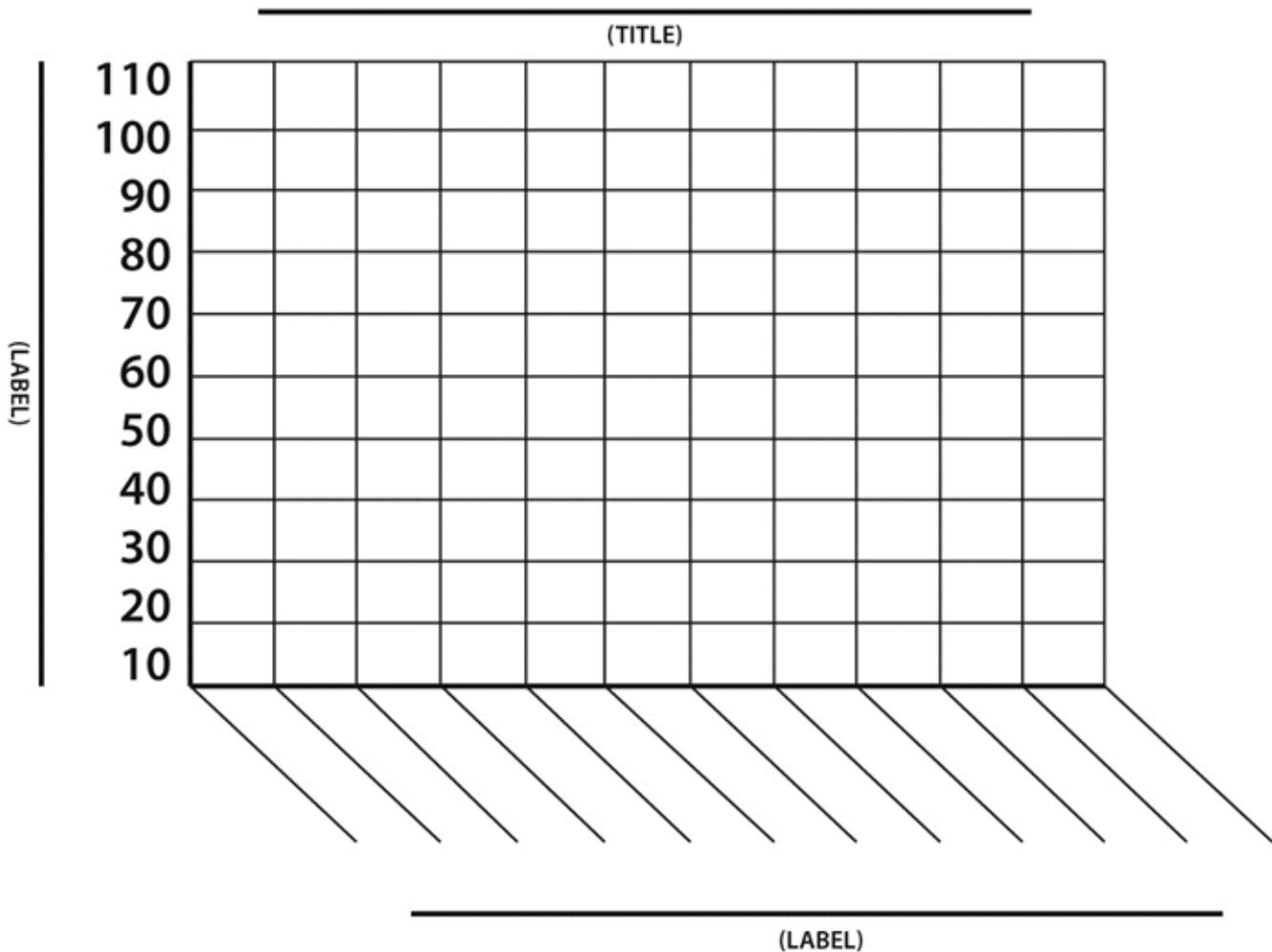
**Directions:**

1. Create a wheel illustrating your environment each season.
2. Cut the wheel out and attach it to the back of a paper plate using a metal brad through the center.
3. Turn the wheel clockwise.



# Temperature in My Environment

**Directions:** Create a line graph of the average monthly temperature in your environment.



1. During which month would you be least likely to leave your dog outside at night?

\_\_\_\_\_

2. Which month would you most enjoy going to the pool? \_\_\_\_\_

3. What is the difference in temperature between the warmest month and the coolest month? \_\_\_\_\_

4. Which month has your favorite type of weather? \_\_\_\_\_

5. In which two months are the temperatures most similar?

\_\_\_\_\_

# Cinquain Nature Poem

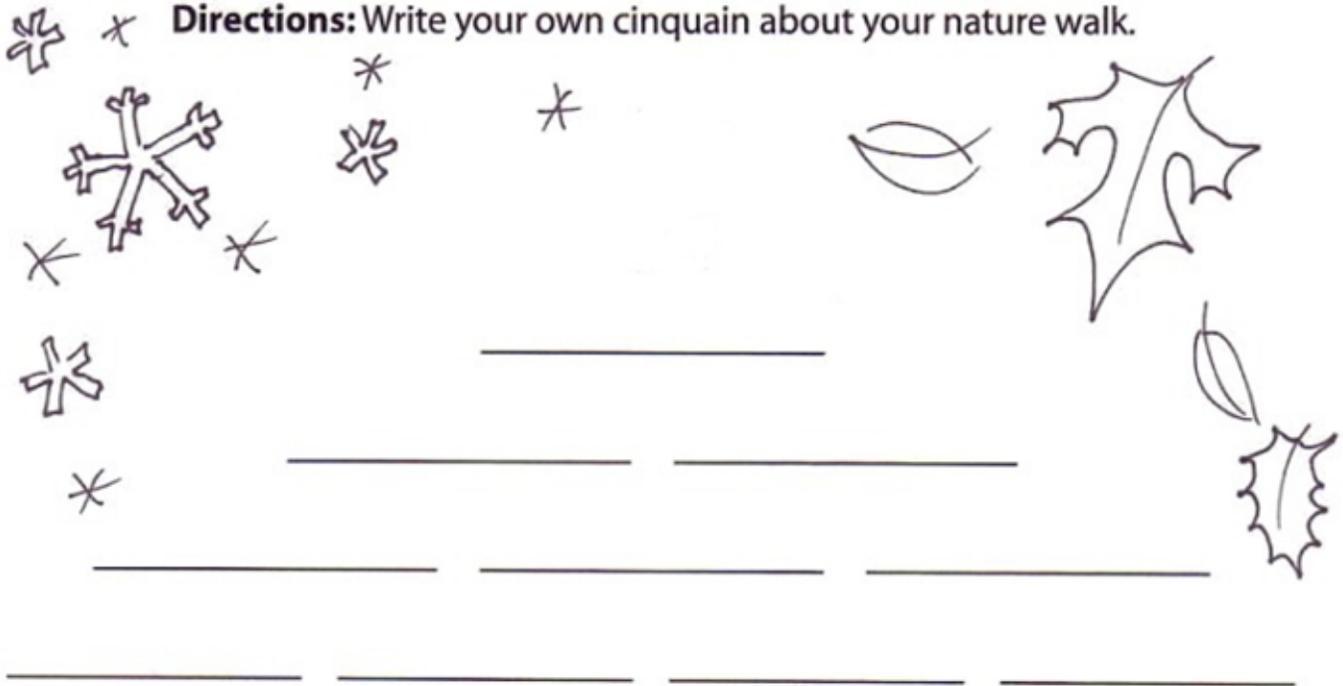
### Cinquain Form:

- Line 1: Title (noun) - 1 word
- Line 2: Description - 2 words
- Line 3: Action phrase - 3 words
- Line 4: Feeling (phrase) - 4 words
- Line 5: Title (synonym for the title) - 1 word

### Example:

Environment  
 Warm, delightful  
 Constantly changing experience  
 Must be cared for  
 Nature

**Directions:** Write your own cinquain about your nature walk.



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\_\_\_\_\_

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\_\_\_\_\_

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