

## **DRAGONS & MERMAIDS, LLC**



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### **Lesson Plan**

**Play: The Wind Finds Its Voice**

**By: Cathy Skora**

#### **Objectives and Goals**

Students will learn facts about water pollution and how they can be proactive in using their voices to help prevent pollution.

In addition students will practice reading, speaking, memorization, and role playing.

#### **Anticipatory Set**

Brain Storm session getting ideas from all students about what they think may cause water pollution.

Write all ideas on poster. When finished ask students to circle all like ideas with color coding.

Brain Storm session getting ideas from students about how they can help spread the word about preventing pollution.

Write all ideas on poster. When finished ask students to circle all like ideas with color coding.

Make a final list that will be posted in the room while the play is being introduced and practiced.

Provide fact sheets, photos or brief video about water pollution and how student groups have assisted in spreading messages to help prevent water pollution.

### **Direct Instruction**

Review final list of students ideas about water pollution and how they may spread the word about preventing water pollution taken from the Brain Storm sessions by referring to posters you have made with this information taken from student ideas.

Pass out paper and markers to all students . Instruct students to choose one source of water pollution and one way to spread the word to prevent this type of pollution. Ask students to write paragraph about why they chose the two ideas. (i.e. Why are these two ideas important to you? Why are these two ideas important to keep the earth healthy?)

### **Guided Practice**

**Materials needed: large rolls of papers to accommodate several groups working in station around the paper. Markers, crayons.**

Take 4 different ideas from the Brain Storm session and title a poster/paper with each of the 4 ideas.

Divide class into 4 groups . Have each group sit around titled poster/paper on the floor.

Instruct students to make a poster that will be sent around the world with their message about water pollution.

### **Extend the Learning**

Ask each group to present their poster to the other students by explaining some of the elements of their poster. The presenters can take 3-5 questions from their audience about their poster.

Hang the posters in the room or hall while practicing the play so that students can have a visual reminder of the ideas in the play.

After the play ask students to add anything else to the posters that they may have discovered during the play.

### **VOCABULARY WORDS**

**Canoe**

**Voice**

**Brilliant**

**Momentum**

**Litter**

**Weird**

**Preserve**

**Pollute**

**Tourist**

**Vibration**