

Pollution & Conservation Unit



Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves to swim in the clean (?) lake water. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Pollution and Conservation Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version.
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your student
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> • Book • Vocab cards activity • Experiment • Cause and Effect activity 	8	<ul style="list-style-type: none"> • Book • Vocab cards activity • Indoor picnic • Sorting activity
2	<ul style="list-style-type: none"> • Book • Vocab cards activity • Experiment • Cause and Effect activity 	9	<ul style="list-style-type: none"> • Book • Vocab cards activity • Art activity • Quiz
3	<ul style="list-style-type: none"> • Book • Vocab cards activity • Experiment • Cause and Effect activity 	10	<ul style="list-style-type: none"> • Book • Vocab cut and paste • Sudoku puzzle
4	<ul style="list-style-type: none"> • Book • Vocab cards activity • Experiment • Cause and Effect activity 	11	<ul style="list-style-type: none"> • Book • Vocab cut and p • Word search
5	<ul style="list-style-type: none"> • Book • Vocab cards activity • Experiment • Cause and Effect activity • Quiz 	12	<ul style="list-style-type: none"> • Assessment
6	<ul style="list-style-type: none"> • Book • Vocab cards activity • Scavenger hunt • Sorting activity 		
7	<ul style="list-style-type: none"> • Book • Vocab cards activity • Thumbs up/down activity • Sorting activity 		

The lesson plans contain:

A quick look at what you will do each day

Day 3

Activity	Notes	Materials
Read or listen to a recording of the book: Pollution is a bad word (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Vocabulary cards speed game (15 minutes)	<ul style="list-style-type: none"> • Place the finished vocabulary cards in the middle of the table • Either hold up or describe a card and the student who can find it first wins and keeps the card • The student with the most cards at the end is the winner 	<ul style="list-style-type: none"> • Vocabulary cards • Vocabulary board
Cause and Effect review (5 minutes)	<ul style="list-style-type: none"> • Review the activity completed yesterday 	<ul style="list-style-type: none"> • Causes and effects of pollution
Soil Degradation experiment (10 minutes)	<ul style="list-style-type: none"> • Talk about the effect of this type of pollution and how it can truly interfere with plants having enough nutrients to survive • Using a large flat container, pour a big bag of M&M's into it. Explain that we are plants that can only survive by eating the blue (or other color) M&M's. • Pass it around, letting kids pull out some blue M&M's to eat, until there are none left 	<ul style="list-style-type: none"> • Flat container or box • Large bag of M&M or other multi-colored candy
Cause and Effect activity (10 minutes)	<ul style="list-style-type: none"> • Have students complete the sorting activity on causes and effects of soil pollution. • Use color-coding if needed. • Make connections to the book as necessary 	<ul style="list-style-type: none"> • worksheet • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their thoughts about nutrients in the soil 	<ul style="list-style-type: none"> • Completed activity • Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



There is pollution in the water.



Christa Joy, Special Needs for Special Kids

*Cars, trucks, and factories are
putting exhaust into the air.*



Christa Joy, Special Needs for Special Kids

There are 2 books in this unit. This one is a 23-page book about pollution. This will be used during week 1.

It comes in pdf version as well as a voice recorded PowerPoint (so you don't have to print it out.)



We can reduce the amount of trash we make.

Christa Joy, Special Needs for Special Kids



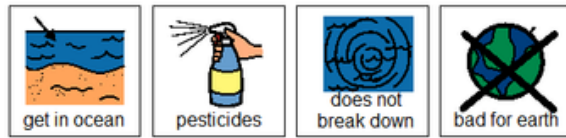
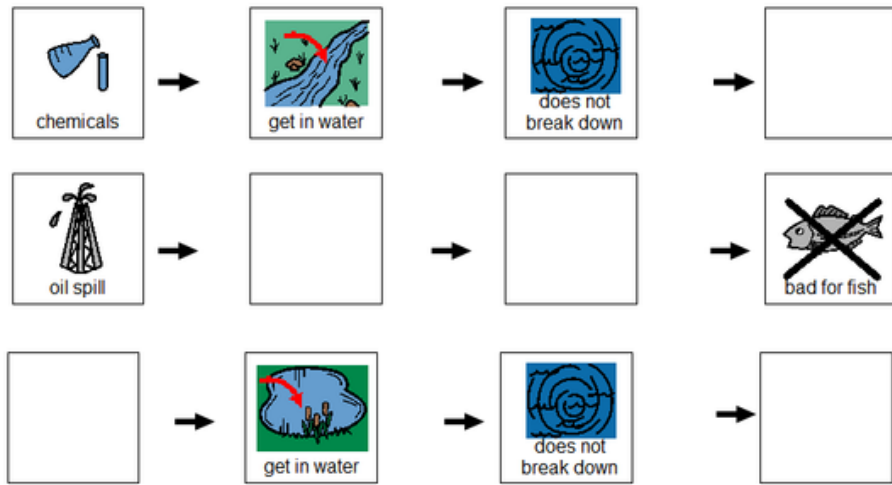
We can separate our trash into bins that can be taken to a recycling location.

Christa Joy, Special Needs for Special Kids

This book is about conservation. It is 22 pages and will be used during week 2.

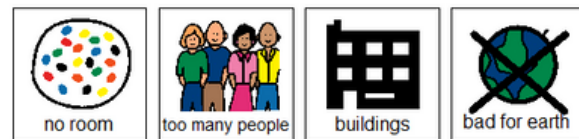
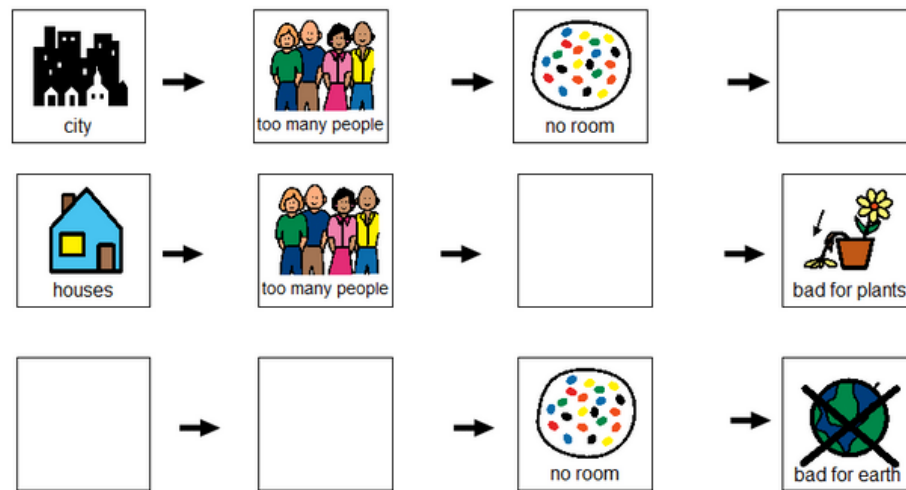
It comes in pdf version as well as a voice recorded PowerPoint (so you don't have to print it out.)

Cause and Effect of Water Pollution

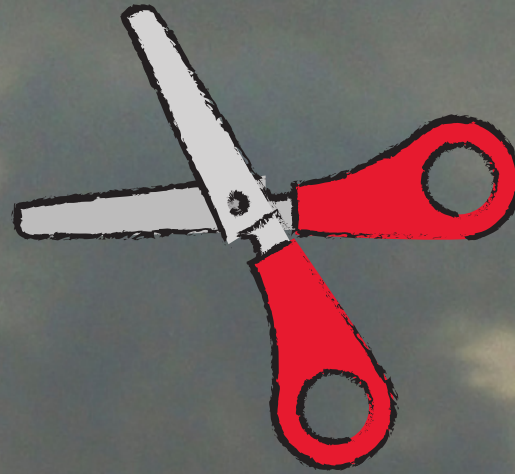


Christa Joy
The Picture Communication Symbl
Worldwide. Used with permis

Cause and Effect of Urbanization



Christa Joy, Special Needs for Special Kids
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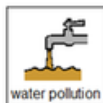
The first week students will do a hands on activity each day demonstrating a different type of pollution. They will then complete a worksheet showing the effects of that type of pollution.

Version 1

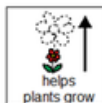
1. True or False: Pollution is good for plants.



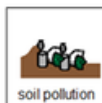
2. Smoke from cars and factories causes:



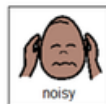
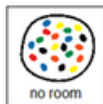
3. When pollution gets into the river, it:



4. When farmer use too many pesticides it can cause:



5. Why is it bad for plants to have so many people living in one area?



ChristaJoy, Special Needs for Special Kids
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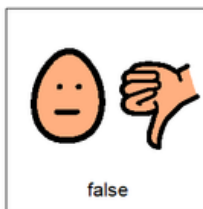
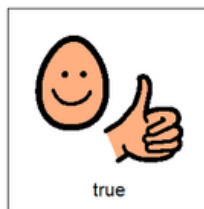
Version 3

- True or False: Pollution is good for plants.
 - True
 - False
 - I don't know
- Smoke from cars and factories causes:
 - Water pollution
 - Air pollution
 - Soil pollution
- When pollution gets into the river, it:
 - Kills plants
 - Okay
 - Helps plants grow
- When farmer use too many pesticides it can cause:
 - Urbanization
 - Air pollution
 - Soil pollution
- Why is it bad for plants to have so many people living in one area?
 - No room
 - Noisy
 - Water the plants

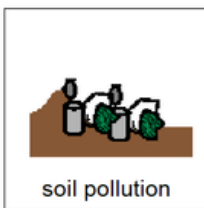
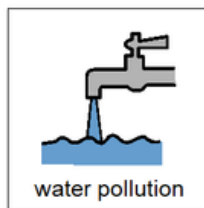
Version 2

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

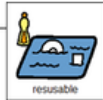
Q 1



Q 2



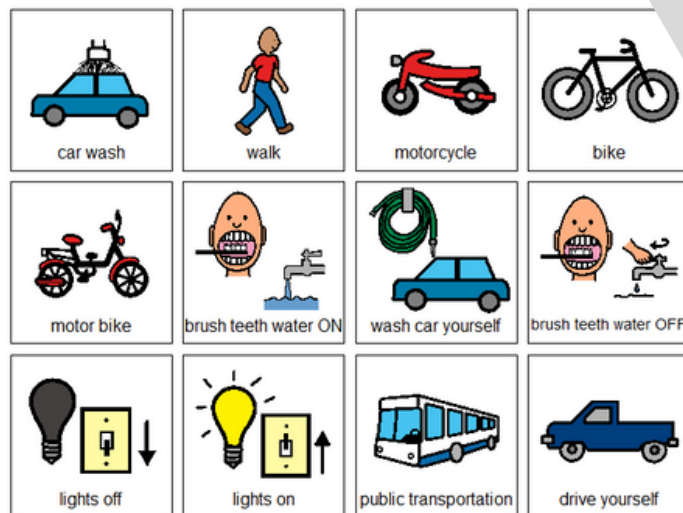
Week 1 ends with a short quiz. It comes in 3 formats for you to choose from.



Cut pictures apart and sort into correct column.

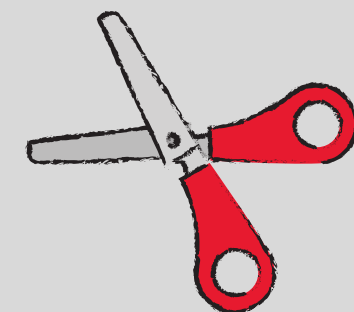


Cut pictures apart and sort into correct column.



Week 2 focuses more on conservation: recycling, reducing waste, and reusing rather than throwing things away.

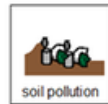
There is a group activity each day followed with a sorting activity.



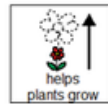
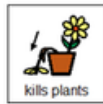
1. True or False: Pollution is good for plants.



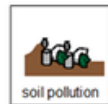
2. Smoke from cars and factories causes:



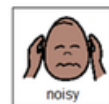
3. When pollution gets into the river, it:



4. When farmer use too many pesticides it can cause:



5. Why is it bad for plants to have so many people living one area?



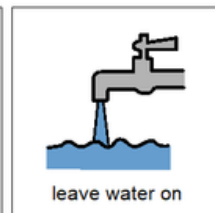
- True or False: Recycling is good for plants.
 - True
 - False
 - I don't know
- When you go on a picnic, you should think about taking:
 - Paper plate
 - Paper towels
 - Cloth napkins
- When you brush your teeth, be sure to:
 - Turn off water
 - Leave water on
 - Use extra toothpaste
- To save water, at night you should:
 - Take a bath
 - Shower
 - Swim
- When you recycle, you:
 - Throw away trash
 - Burn trash
 - Separate trash

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



turn off water



leave water on



use extra toothpaste

Q 4



take a bath



shower



swim

Week 2 ends with a short quiz. It comes in 3 formats for you to choose from.

air pollution

When exhaust and chemical get in the air.



water pollution

When trash and chemical end up in the water.



soil pollution

When trash and chemical end up in the soil.



pesticides

Chemicals that farmers use on their crops that gets into the water and soil.



reuse

To use things again rather than thrown them away.



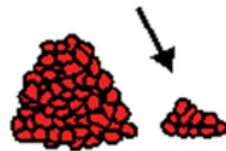
recycle

To turn trash into things again.



reduce

To make less trash.



landfill

More than one pathway that delivers 10% of the current to each path.



There are 12 vocabulary cards included in this unit. Students will do a group activity, reviewing them each day.

air pollution

When exhaust and chemical get in the air.



water pollution

When trash and chemical end up in the water.



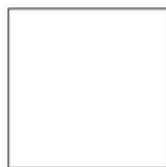
soil pollution

When trash and chemical end up in the soil.



pesticides

Chemicals that farmers use on their crops that gets into the water and soil.



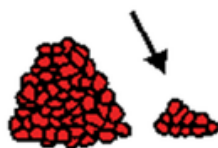
reuse



recycle



reduce



landfill



apart and match definition with pic

Chemicals that farmers use on their crops that gets into the water and soil.

Smoke and chemicals that come from vehicles and machines.

Fog or haze combined with smoke and other chemicals in the air.

When trash and chemical end up in the soil.

When trash and chemical end up in the water.

Smoke and chemicals that come from vehicles and machines.

When

When ext





















What plants ne

Fog or haze combi

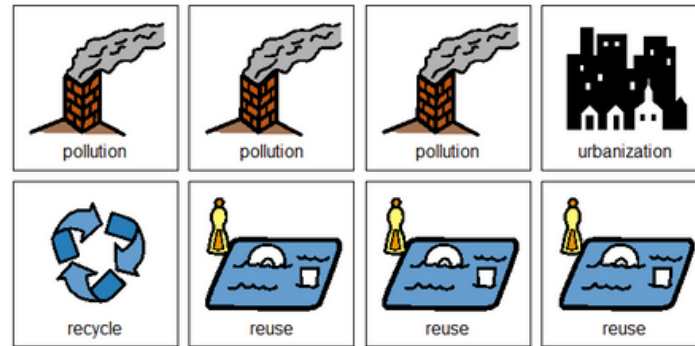
Good things found in the

On days 10&11 students will compete a cut and paste activity using these cards as well. There is an easy version where students match the picture to the definition and a more challenging version where students match the definition to the picture.









Pollution and Conservation

 urbanization				 landfill	
 reduce	 pollution	 landfill			
			 pollution		 reuse
 pollution	 reuse	 reduce	 landfill	 recycle	 urbanization
	 reduce	 pollution	 recycle	 urbanization	
 recycle	 landfill	 urbanization			

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

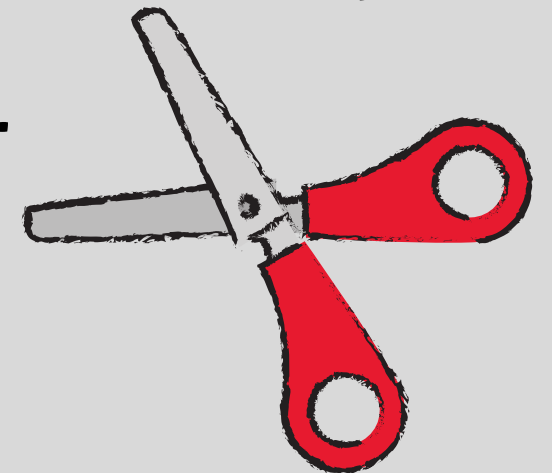


Pollution and Conservation

	 pollution	 recycle	 urbanization
 urbanization	 recycle		
	 reuse	 urbanization	
 recycle			

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



Pollution and Conservation

Q B Y A M W M R E D U C E W R
 P U N U T R I E N T S K P R S
 O R P F V V T H W K T O E G S
 P B X Z N M Q X K W I J S P A
 R A X C M P K H R J F Z T B O
 E N H B P N T Y P B K T I Q Z
 C I U Z P R R G L Z U X C W C
 Y Z E X O B Z L X F S V I L B
 C A X H L N K V U N F S D O K
 L T H R L A N M C B C M E H T
 E I A W U W X Y G F J O S R K
 K O U M T P J D V J E G B E W
 A N S Z I L A N D F I L L U S
 F Y T C O W J A M U L U D S S
 V T O J N T Q D J Q N G B E V

urbanization	pesticides	pollution	nutrients
exhaust	recycle	reduce	landfill
reuse	smog		

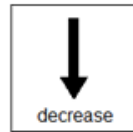
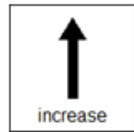
Pollution and Conservation

Q B Y A M W M R E D U C E W R
 P U N U T R I E N T S K P R S
 O R P F V V T H W K T O E G S
 P B X Z N M Q X K W I J S P A
 R A X C M P K H R J F Z T B O
 E N H B P N T Y P B K T I Q Z
 C I U Z P R R G L Z U X C W C
 Y Z E X O B Z L X F S V I L B
 C A X H L N K V U N F S D O K
 L T H R L A N M C B C M E H T
 E I A W U W X Y G F J O S R K
 K O U M T P J D V J E G B E W
 A N S Z I L A N D F I L L U S
 F Y T C O W J A M U L U D S S
 V T O J N T Q D J Q N G B E V

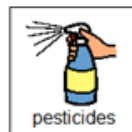
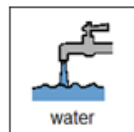
urbanization	pesticides	pollution	nutrients
exhaust	recycle	reduce	landfill
reuse	smog		

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

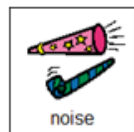
1. What happens to the nutrients in the soil when farmers plant the same crops year after year?



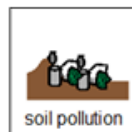
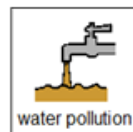
2. What do farmers use that get into the soil and nearby water that can hurt the plants and fish?



3. What do cars and machines give off that hurt the earth?



4. Smog is an example of what type of pollution?



5. This occurs when people move into an area where very few lived.



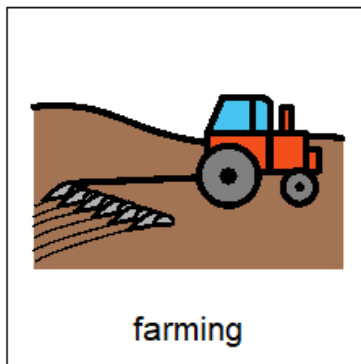
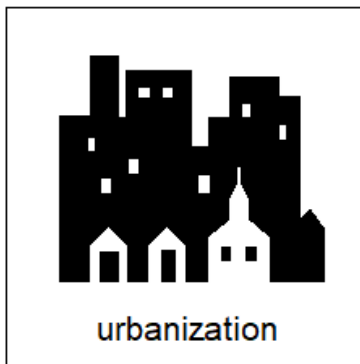
There is a 10 question final assessment.

There are 3 versions. This version has 10 questions with 3 picture choices for each question.

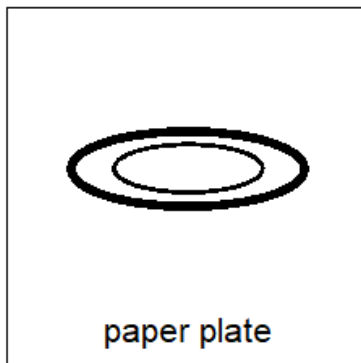
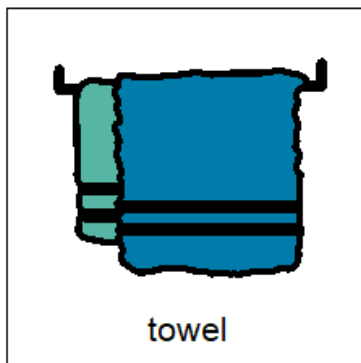
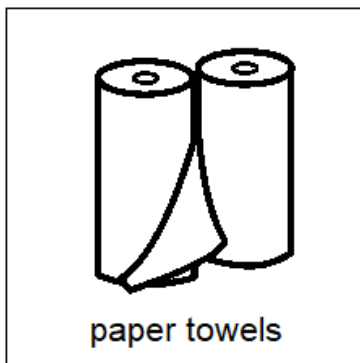
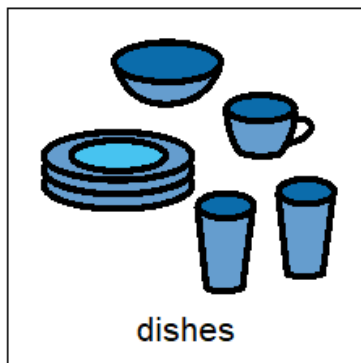
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



Q 6



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. What happens to the nutrients in the soil when farmers plant the same crops year after year?
 - A. Increase
 - B. Decrease
 - C. Stays the same
2. What do farmers use that get into the soil and nearby water that can hurt the plants and fish?
 - A. Water
 - B. Seeds
 - C. pesticides
3. What do cars and machines give off that hurt the earth?
 - A. Noise
 - B. Exhaust
 - C. glitter
4. Smog is an example of what type of pollution?
 - A. Air pollution
 - B. Water pollution
 - C. Soil pollution
5. This occurs when people move into an area where very few lived.
 - A. Party
 - B. Urbanization
 - C. farming
6. Circle all the items below you could easily reuse:
 - A. Dishes
 - B. Paper towels
 - C. Towel
 - D. cloth napkins
 - E. Shopping bag
 - F. paper plate

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.



[Click Here to read more!!](#)

I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

Most of the activities (except the book) come in color and black and white.