

Primary to Grade 3 Lesson Plan

SMALLER THAN A PEA

Summary

Students will learn about microplastic pollution and its impact on wildlife. Students will use this information to help them understand the properties of microplastic pollution.

Objective

To teach students the properties of microplastics through a variety of hands-on activities.

Pre-Activity

Read the book “Little Pea” by Amy Krouse Rosenthal to the students.

After reading the story discuss healthy eating. Help the students to make the connection between healthy eating and the effects of wildlife eating microplastic.

Eating too much candy would cause us to feel full but candy isn't good for us. Some animals eat small pieces of plastic called microplastic which they think is food. How do you think this makes them feel?

Introduction

Explain to the students that they will have the opportunity to learn more about microplastic by playing with their very own little pea. Distribute a frozen pea to each student. It is recommended to go over expectations of how to treat their little pea.

*Please keep little pea out of your mouth.
Please be gentle with little pea
Please keep little pea safe.*

Duration

5min

Materials

Bag of frozen peas for distribution.

Book



Curriculum Area

Social Studies

Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.

Learners will analyse ways for supporting sustainable development in local communities.

Activity

It is recommended to set up discovery stations for the students to cycle through. Alternatively, activities can be done as a group.

Station 1 Smaller than a pea

Provide a variety of different sized classroom objects for the students to compare with their little peas. Which are bigger? Which are smaller? Are some the same size?

Duration

5min

Materials

Variety of classroom objects which are smaller, larger and about the same size as a pea.

Curriculum Area

Mathematics

Students will be expected to use direct and indirect measure to solve problems.

Station 2 Little pea swimming pool.

Many microplastics have a tendency to float just like the students little pea. What other materials float?

Duration

5min

Materials

Water table or large basin partially filled with water. A variety of objects some which will float and other which will sink.

Curriculum Area

Science

Learners will investigate sand and water through the senses.

Learners will investigate liquids, solids, and mixtures

Station 3 Little pea playground.

Little pea liked playing in the book. Provide lots of loose parts for the students to interact with their little pea. Will it roll down a ramp? Does it bounce?

Duration

5min

Materials

Variety of ramps, tubes, blocks etc.

Curriculum Area

Science

P and 2 - Learners will test motion of objects.

Station 4 Little pea reflection

Provide paper, pencils, crayons etc. for the students to document their experience with little pea.

Duration

5min

Materials

Pencil, paper, crayons, markers.

Curriculum Area

Language

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Post Activity

Invite the students to share their experience and discuss ways to limit microplastic pollution in our communities.

Duration

5min

Materials

Personal reflections

Curriculum Area

Language Arts

Learners will interact using effective oral language skills considering audience, purpose, and situation.