

*Service Learning Day
Patterson Park Public Charter School*

Please e-mail this form/return to mailbox to Ms. Weum or Melissa Logan. Thanks!

Name:

Grade: Pre-k

Project Description

1. Preparation/Objectives: We will review what was learned in the fall about how to treat animals kindly and ways we can help animals in the shelter. Students will make cats toys for enrichment by using recycled materials.

2. Actions: We will collect items and money to be donated to the shelter. Students will make posters encouraging their families to adopt or donate items for shelter use. Finally, students will make cat toys using recycled materials, to be used for cat enrichment at the shelter.

3. Reflection: Students will reflect on what they can do in the future to continue to help homeless animals.

4. Evaluation: Students will illustrate pictures and write about a way they can help the animals or be kind to them.

Time and Location: Pre-k classroom, morning

Standards Addressed: Science, Social Studies, Literacy

Theme Correlation: Spring/Animals

Special Requests or Needs: We have asked families for empty toilet paper and paper towel rolls.

Melissa Logan

From: Brigid Cook
Sent: Wednesday, April 10, 2013 11:09 AM
To: Melissa Logan
Subject: Kindergarten Service Day

Hi Melissa,

Kindergarten will be sponsoring a horse again this year from The Days End Horse Rescue Farm.
<http://www.defhr.org/>

On service day a volunteer from the farm will be coming to our school to talk about the farm and the injured horses. She will talk about how the farm helps the horses and she will give us the name of a horse that our kindergarteners will adopt to raise money for to help the horse get better. The kindergarteners will make posters and hang them up around the school to ask for coins and donations.

Then on May 30th, we will visit the farm and meet our horse and bring the farm the money we raised!

Brigid M. Cook

Kindergarten Teacher

Patterson Park Public Charter School

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Baltimore, Maryland 21224

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bcook@pppcs.org

Banner

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Name: The First Grade Team

Grade: First Grade

Project Description

1. Preparation/Objectives: Students will be able to discuss animal needs and how to help the animals that live in the park by creating bird feeders from bird seed and gelatin.

2. Actions:

Students will:

- discuss earth day and how to help "save the earth"
- discuss the animals that live in the park
- discuss things that do not help those animals live in the park (trash, cutting down trees, etc)
- discuss ways to help these animals
- create bird feeders
- hang them up in the park (the next day)

3. Reflection: Students will discuss how this has helped the birds. Students will write a reflection about other ways they could help the animals in the park.

4. Evaluation:

Time and Location:

Throughout the day of and day after (April 22nd and 23rd)-our classrooms and the park

Standards Addressed:

Theme Correlation:

This is correlated to our Earth Day part of our theme.

Special Requests or Needs:

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Name: Christine Murphy

Grade: 2

Project Description: Recycled Bottle Art

- 1. Preparation/Objectives:*
- Introduce students to the concept of recycling.*
- Show kids how recycling works.*
- Teach kids about how recycled items can be beautiful.*
- Introduce kids to basic design and art concepts.*

2. Actions:

Family members will be asked to collect recyclable materials in order for the students to create these projects.

Students will choose animals and then create them using recyclable materials.

3. Reflection:

The students will use their background knowledge of animals in order to choose their animal. Students will "reuse" recyclable materials which will help to keep our earth clean.

4. Evaluation:

Students will be evaluated on their use of recyclable materials and their efforts during this creative project. Eventually students will be asked to describe their animal's live cycle as part of the Circle of Life theme assessment.

Standards Addressed: CCCS: Grade 2 Writing Standards 2: Write informative/explanatory text which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Theme Correlation: Theme 4: Circle of Life

Special Requests or Needs: Use of video camera

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Please e-mail this form/return to mailbox to Ms. Weum or Melissa Logan. Thanks!
Name: Christa Huber

Grade: 3rd Grade

Project Description: MD Native Plants

1. Preparation/Objectives:

Obj: Students will be able to describe the importance of native plants to local wildlife.

Preparation: Gather the exact number of staff members at PPPCS. Purchase small terra cotta pots and paint materials. Secure parent volunteers. Contact local nursery about purchasing and/or donating native herbaceous plant plugs, seeds, or seedlings. Create tags and small stakes to stick in pots.

2. Actions:

- Students will be planting native seedlings in terra cotta pots that they first decorate to pass out to PPPCS staff members.
- Discussion in science class of how native plants impact the local environment.
- Students create an informational card to attach to pots explaining the benefits of native plantings to inform staff members.
- Decorate pots using paints and plant seedlings.
- Visit staff members to deliver seedlings and explain their benefits.

3. Reflection:

- Following delivery of plants, students will complete a short written reflection on their project.
- What was the purpose of our project?
- How many people did we impact?

4. Evaluation:

- *Students will discuss the success of our project as a group.*

Time and Location: Monday, April 22nd

The pre-potting activities will take place during science class on Monday. Third grade will follow an abbreviated schedule. At 1:30pm, students will gather to begin decorating the pots and planting the plugs or seedlings.

Standards Addressed: Environmental Science Standard 6

Theme Correlation: Rivers of the World: Discussion of how native plants affect waterways and wildlife in the area.

Special Requests or Needs:

We are going to make a request to reserve the courtyard with tables for our activities at 1:00pm.

4th Grade Theme Based Service Learning

April 22, 2013

Objective: Students will gain a deeper understanding of universal similarities while increase respect for differences.

Activities:

8:00-8:45 Specials

8:45-9:15 Introduce Tolerance:

Remind the students that we have been talking about immigration and that our service learning project will relate to our theme. Our service project will be to learn to respect the differences of others, and also gain a deeper understanding of similar differences. We will use this information to share/teach others tolerance. Begin with the following discussion:

- Why did most immigrants come to the U.S.? (Elicit something about freedom, etc.)
- What are some other words for freedom? (Elicit or teach the word tolerance.)
- Bring up the idea that people come here from other countries for freedom and tolerance, but that many of our problems here reflect the fact that many people do not feel that they fit in, and many people are not tolerant of those who are different from themselves

2. When students understand the word tolerance, ask them to brainstorm alone or in a group for any words related to the concept of tolerance. (You could use wordle.net for this)

9:15-10:00 Reading: Henry and the Kite Dragon

Read "Henry and the Kite Dragon." Discuss the cultural differences/similarities within the story, as well as the how differing perspectives have created conflict.

Complete activity questions.

10:00-10:45 Writing: "Who I Am" Poem

Ask students to write a poem called, "Who I Am" Instruct them that the only rule is that each line should begin with the words "I am" They can include statements about where they're from, ethnicity, religion, gender, hobbies, language etc. They can include memories, favorite phrases, customs, traditions, and whatever else defines them. When they are done, have the students share. Discuss similarities and differences among the poems.

10:45-11:45 Math: Immigration Math- Graphing where different immigrants have travelled from, etc.

1:00-2:00 Social Studies/Science: The Melting Pot- Is it What We Want?

Remind students that the US is often described as a "melting pot." Discuss how when "melting" something, all the elements are blended together, creating a new product-much like we talked about in science class when we discussed solutions. Relate this back to cultures. Many people agree with the statement "The United States is a melting pot" while others do not. You may also compare this to "mixtures" that we discussed in science and how those elements are together but don't change. Have students complete the guided discussion questions.

2:00-2:45 Service Project:

Draw two columns on the board, labeled "On the Outside" and "On the Inside." Hold up a Tootsie Roll Pop. Ask students to describe the Tootsie Roll Pop, as you write, under the appropriate column, their comments: on the outside (hard, different-colored wrappers, different flavors, requires 600 to 800 licks to get to the center) and on the inside (soft, chewy, supported by a lollipop stick).

Use these questions to lead a discussion:

- *How are Tootsie Roll Pops like people—on the outside and on the inside?*
- *How can you compare the different flavors of Tootsie Roll Pops with outer differences among people?*
- *If you choose Tootsie Roll Pops by the wrapper color, do you also select friends by appearance (clothes, hairstyle)?*
- *Why do Tootsie Roll Pops and people have a hard exterior?*
- *Just as you look forward to reaching the Tootsie Roll Pop's sweet center, what reward do you get from making the effort to get to know new people?*
- *Talk about a time you judged someone from the outside, then later found that the person was different on the inside.*
- *Just as the Tootsie Roll Pop gets "held up" by the lollipop stick, who are some people in your life you use for support?*
- *Do you try different flavors of Tootsie Roll Pops? Do you always choose the same types of friends, or do you sometimes move outside of your comfort zone to get to know new people?*

Summarize the main concepts. Everyone has something valuable inside that we may not see at first. The "soft center" of people represents what we all have in common: feelings, hopes, dreams, fears and insecurities. To feel safe and protected, people often use a hard outside to hide their soft core. However, a tough outer shell may prevent others from getting to know what is truly special about us. Making the effort to get to know what makes someone special on the inside helps us learn, grow and practice tolerance.

Give each student two lollipops. They may keep one. The other they should add a tag to, saying something about respecting differences, etc. These will be collected and distributed to another class in the school.

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Name: Gutting, Kaiser, Pelletier

Grade: 5th

Project Description

1. *Preparation/Objectives: Please see the blogs listed here for more information about all of the details around our service project.*

<http://harriscreek.tumblr.com/>

<http://pppcsfifthgrade.weebly.com/1/post/2013/03/harris-creek-connected-community-service-project.html>

2. *Actions:*

Students will be stenciling the road in the park as a part of the Harris Creek project. Students will also be helping Audubon by planting plants in the gardens in the park.

3. *Reflection:*

Students have been working on this project in Science class for several weeks now and will have a reflection writing activity to complete after they finish the stenciling.

4. *Evaluation:*

We will be evaluating the student reflections.

Time and Location: All day, park and classroom

Standards Addressed: Science Standards:

A. NATURAL RESOURCES AND HUMAN NEEDS

INDICATOR

- **1.** Recognize and explain how renewable and nonrenewable natural resources are used by humans in Maryland to meet basic needs.

OBJECTIVES

1. Identify and compare Maryland's renewable resources and nonrenewable resources.

Describe how humans use renewable natural resources, such as plants, soil, water, animals.

Describe how humans use nonrenewable natural resources, such as oil, coal, natural gas, minerals, including metals

B. ENVIRONMENTAL ISSUES

INDICATOR

- **1.** Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.

OBJECTIVES

1. Identify and describe personal and community behaviors that waste natural resources and/or cause environmental harm and those behaviors that maintain or improve the environment.
2. Identify and describe that individuals and groups assess and manage risk to the environment differently.

INDICATOR

- **2.** Recognize and describe that consequences may occur when Earth's natural resources are used.

OBJECTIVES

1. Explain how human activities may have positive consequences on the natural environment.
 - Recycling centers
 - Native plantings
 - Good farming practice

Explain how human activities may have a negative consequence on the natural environment.

- Damage or destruction done to habitats
- Air, water, and land pollution

Identify and describe that an environmental issue affects individual people and groups of people differently.

Theme Correlation: Ecology, The City is Our Classroom, taking advantage of the park

Special Requests or Needs: None

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Name: *Saeli for the Middle School Team*

Grade: *6th and 7th*

Project Description

1. *Preparation/Objectives: Please see the blogs listed here for more information about the details of this initiative to raise awareness about the Harris Creek watershed which carries stormwater from Patterson Park into the Chesapeake Bay.*

<http://harriscreek.tumblr.com>

<http://www.bluewaterbaltimore.org/blog/stop-trashing-my-city/>

2. *Actions:*

Students will be arranging and painting Chesapeake Bay ecosystem awareness stencils on the road in the park as a part of Bluewater Baltimore's Harris Creek Watershed project, led by MICA student Ben Peterson.

3. *Reflection:*

Students will study the Harris Creek Watershed and the Chesapeake Bay ecosystem including three iconic species which will be stenciled. Students will have a reflection writing activity to complete after they finish the stenciling.

4. *Evaluation:*

We will be evaluating the student reflections.

Time and Location: Science classes during the weeks of April 15-19 and 22-26.

Schoolwide Service day on April 22nd: 6th grade painting the stencils in the park from 8:00-11:00am, and 7th grade painting the stencils in the park from 9:30am-12:25pm.

Standards Addressed: Below are excerpts of Maryland's 6th and 7th grade Environmental Science standards which will be directly addressed through this project:

Grade 6, Standard 6.0 Environmental Science

Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

TOPIC

B. ENVIRONMENTAL ISSUES

INDICATOR

- **1.** Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.

OBJECTIVES

Identify and describe that ecosystems can be impacted by human activities.

- Protection of the Chesapeake Bay watershed
- Land use decisions (agriculture, mining, and development)
- Recycling
- Use and disposal of toxic substances

Grade 7, Standard 6.0 Environmental Science

Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

TOPIC

B. ENVIRONMENTAL ISSUES

INDICATOR

- **1.** Recognize and describe that environmental changes can have local, regional, and global consequences.

OBJECTIVES

1. Identify and describe a local, regional, or global environmental issue.

Identify and describe that different individual people or groups of people are affected by an issue in different ways.

Theme Correlation: Ecology, The City is Our Classroom, Utilizing the resources of Patterson Park and Baltimore City

Special Requests or Needs: none

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Name: Greg Heid

Grade: 8

Project Description Bag Lunch Campaign for Beans & Bread

1. Preparation/Objectives:

Provide 50 bag lunches during the construction on the Beans and Bread facility when they won't be able to provide their guests with a hot lunch.

2. Actions:

Prepare and deliver 50 bag lunches to the Beans and Bread facility.

3. Reflection:

Visitor from the Faces of Homelessness Speaker's Bureau to bring panelists to come speak to your students about the impact of their bag lunch contribution

4. Evaluation:

Time and Location: 11:00 – Room #012

Standards Addressed: The student will apply addition, subtraction, multiplication, and/or division of algebraic expressions to mathematical and real-world problems

Theme Correlation:

Special Requests or Needs: