

# Protecting the Bronx River

Kindergarten

The Bronxville School

Spring

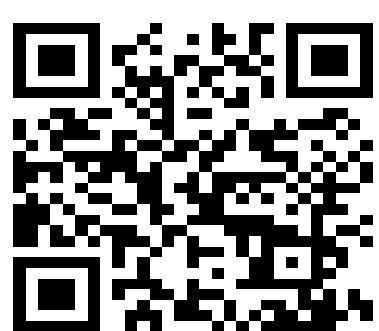


How can we, as scientists, protect living things in and around the Bronx River?



## Assessments

Students created a presentation to propose a series of improvements for the Bronx River environment.



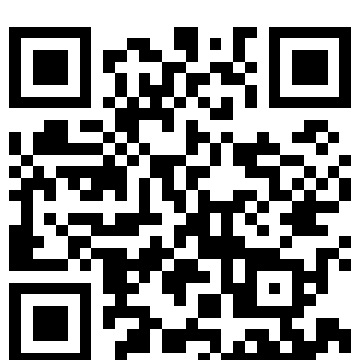
Rubric

## Student Work

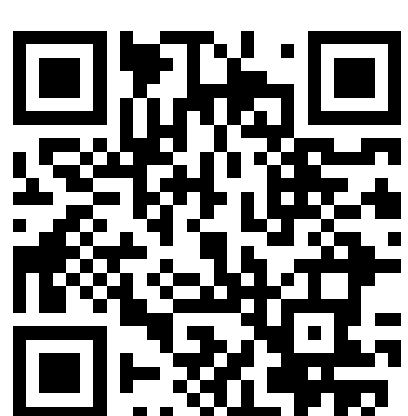
Creation of information book and/or presentation of proposed solutions to protect the environment based on data, interviews and observations



Class Project 1



Class Project 2



**Calendar**

After an onsite visit to the Bronx River, students discovered that there was a problem with pollution affecting the environment in and around the river. They found trash (plastic bags, candy wrappers, cups, shopping cart, scrap metal, etc.), which lead to the implementation of this project.

Teachers and students identified issues occurring at the Bronx River and used them to develop their driving question, “How can we, as scientists, protect living things in and around the Bronx River?” Students learned how this pollution impacts living things in the Bronx River ecosystem. They began by investigating problems and collecting five specimens, both living and nonliving. They were then asked to bring their findings into the classroom to take a closer look and categorize the specimens based on the characteristics of living versus nonliving things.

The project continued with small groups of students conducting research on the effects of pollution on living things, using books, videos and high school experts. Within each group, students took on the role of engaged citizens to bring awareness to this issue and developed a plan to inform others.

*Kindergarten teachers and Science Teacher*



# Protecting the Bronx River

Kindergarten

The Bronxville School

Spring



## Week 1

Visit the Bronx River to make observations - sketch findings.

Use mini hula hoop to make observations of findings.

Identification of collected specimens.

Collect 5 specimens in a baggy/container to be brought back to school.

Sort/classify based on common characteristics.

Share findings/observations / jot on chart paper.

Introduce to TWL.

Class discussion - what do you want to find out/discover when we go back and investigate more?

Organize the data and give reasons for how it was sorted.

Guide students to classify living versus non-living things and generate definition with group of a living thing.



## Week 2

Read books, show videos, and/or invite HS experts into the classrooms.

HS environmental students come to share ideas for protecting the river; answer questions from K students.

Final trip to Bronx River - to see bigger picture.

What is already in place to help protect the habitats/environment of living things? (ie; recycle bins, garbage bins) What can you do to help? Maybe people don't know (like you do) the importance of protecting our world.

That is a problem - how can we make people aware?

Kids create an informational book (record keeping of field trips and process of learning) or technology presentation.

Create a puppet show, song, skit or mural to show their knowledge.

Share their findings with others.



---

**Scan the QR Code for more videos and photos.**

---

*Mrs. Mathias & Ms. Kenndey*