

Here Today, Gone Tomorrow.. Ideally!

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Grade Level 1
Duration 2 class periods

National Standards

GEOGRAPHY

Element 5: Environment and Society

14. How human actions modify the physical environment.

Arizona Standards

ELA

Reading

Key Ideas and Details

1.RI.2 Identify the main topic and retell key details of a text.

Integration of Knowledge and Ideas

1.RI.7 Use the illustrations and details in a text to describe its key ideas. Speaking and Listening

Comprehension and Collaboration

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SCIENCE

Earth and Space Standards

1.E1U1.5 Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.

MATHEMATICS

Measurement and Data

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

1.G2.1 Compare how human activities affect culture and the environment now and in the past.

Such as agriculture, industrialization, urbanization, and human migration.

SIOP Elements

Preparation

Adapting content
Linking to background
 Linking to past learning
 Strategies used

Scaffolding

Modeling
Guided practice
Independent practice
 Comprehensible input

Grouping Option

Whole class
 Small groups
Partners
Independent

Integrating Processes

Reading
 Writing
Speaking
Listening

Application

Hands on
Meaningful
 Linked to objectives
 Promotes engagement

Assessment

Individual
 Group
Written
 Oral

Arizona English Language Proficiency Standards

Grade 1

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.

B-2: identify key details in a variety of literary texts and presentations.

B-4: identify the central idea of literary texts and presentations.

B-5: identify and describe similarities and differences within a text.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

B-3: compose short written texts using appropriate conventions (narrative and informational).

B-4: produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.

B-5: identify and describe similarities and differences within a text.

Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: record information and observations in guided notes.

B-2: respond to a question or problem based on gathered information from provided source.

Overview

It is very important for children to understand that we need to protect our natural environment so that we, and everything around us, can live long, healthy lives. Children also need to know that it is everyone's job to see that we never run out of natural resources that humans and other living things need to survive.

Purpose

In this lesson, students will sort objects into categories—those that can be recycled or those that can be thrown away. They will also create a foldable to demonstrate their understanding of how to sort recyclables. This lesson includes strategies for teaching diverse learners.

Key Vocabulary

natural: existing in nature, not made by people

man-made: made by humans

recycle: to take garbage and use it again

landfill: a place to get rid of garbage and then cover

it up with dirt

Materials

- Vocabulary Cards
- Vocabulary Test (match the picture to its definition using cut apart cards)
- Natural vs. Man-made Powerpoint
- Recycling by Gail Gibbons
- Recyclable materials for sorting (papers, plastics and metals)
- Recycling foldable and paper cut outs
- Scissors
- Two Jars and water
- Small items (will fit in the jars above) that will decompose and those that will not
- Story Mural
- Glue
- Hard surface to carry and write on

Objectives

The students will be able to:

1. Differentiate between items that are natural or

Here Today, Gone Tomorrow—Ideally!

man-made.

2. Differentiate between items that can be recycled or thrown in a landfill.
3. Sort items by name and category that can be recycled.

Procedures

Prior to the lesson: Fill 2 jars with water. In one jar, place items that will decompose (leaves, foods, paper) and in the other jar, place items that will not decompose quickly (if at all). (plastic, rubber, stones). Don't tell the students why you are doing this.

SESSION ONE

Engage:

1. Introduce the lesson by telling students that they are going on a nature walk around campus. As they take their walk, they should quickly draw pictures of what they see. Model expectations by quickly drawing on the board or on chart paper something natural and then something man-made (without telling students the difference) that is located on the school grounds. (**Scaffolding: Modeling**)
2. Allow the students to freely wander with a partner and discuss things they see and draw them on their own papers (**Preparation: Adapting Content, Application: Hands on**)

Explore:

3. Return to the classroom and have students discuss some of the images that they drew. Ask questions, "Do you think this item would be here if there weren't any people here?"
4. Have children discuss the items with their partners, deciding whether the item would be there with or without people (**Integrating Processes: Speaking and Listening, Application: Meaningful**).

Explain:

5. Distribute the Vocabulary Cards for "natural" and "man-made" to groups of students. Discuss the definitions of "natural" and "man-made." Add the words to the word wall.
6. Go through prepared powerpoint, allowing the students to discuss and share whether each item in the list is natural or man-made (**Application: Hands on, Grouping Option: Partners**).

Elaborate:

7. Now refer to your own drawings that you made earlier. Label your images on the board (or chart paper) as "natural" or "man-made". Once again,

explain the difference and have the students read the labels with you. Have the students return to their seats and label their own images as "natural" or "man-made." Have students turn in their papers. (**Grouping Option: Independent, Assessment: Written**)

Evaluate:

8. Distribute the Story Mural showing both natural and man-made features. Have students color the images ONLY that are man-made (**Application: Hands On, Grouping Option: Independent, Assessment: Written**)

SESSION TWO

Engage:

1. Review "natural vs. man-made" from yesterday. Identify specific items (forests, clothing, air, etc.) and discuss if they are natural or man-made.
2. Read Recycling! by Gail Gibbons. Allow students to periodically stop and point out the things that are happening in the images. Have them identify the items that are natural and man-made. At the end of the story discuss what the students noticed from the story. (**Preparation: Linking to Background, Integrating Processes: Speaking and Listening**).

Explore:

3. Distribute the Vocabulary Cards for "landfill" and "recycle" to groups of students. Discuss the definitions of "natural" and "man-made." Add the words to the word wall. (**Scaffolding: Comprehensible input**)
4. Explain there are different ways that you can dispose of different materials. Natural items, such as food waste (with a few exceptions), go to a landfill where they are buried. Eventually, they will disintegrate and go back into the Earth.
5. Have students look at the jar with the items that decompose easily. Discuss what they observe. (**Integrating Processes: Listening, Application: Promotes engagement**)

Explain:

6. Return to the story book and have the students remember the different items that were thrown out. Ask, "do natural and man-made things that are garbage go to the same place?" Have them think about what they do with their garbage at school and at home. Have them share what they do with their partners. Share whole group and create anchor chart for items that are thrown in a landfill and items that are recycled. (**Grouping Option: Partners, Application: Meaningful**).
7. Explain that some man-made items take a longer

Here Today, Gone Tomorrow—Ideally!

time to break down, if they break down at all. If we threw them in a landfill they might stay there forever.

8. Have students look at the jar with the items that do not decompose easily. Discuss what they observe. **(Integrating Processes: Listening, Application: Promotes engagement)**

8. Discuss that there are ways to reuse items and create new ones. This is called recycling. Allow the students to share with their partners what they learned using these sentence frames:

___ are thrown in a landfill.

___ can be recycled.

(Integrating Processes: Speaking and Listening).

9. Explain that even though we are helping when we separate recyclables from non-recyclables, there is more that we can do. Based on the different types of materials that items are made of, they are recycled in different ways.

Elaborate:

10. Have students sit in a circle. Dump a trash bag of CLEAN recyclables into the middle of the group. Allow students to get up from the circle and explore through touching and talking about what they notice about the items. Ask, “Are all of the items made out of the same stuff?” Have the children return to a sitting position. Have them share, whole group, what they noticed. Ask, “What are some ways that you would sort this group of items?” Have students share their ideas with a partner. Have a few students share out, sorting the items in the way they suggest.

(Scaffolding: Guided Practice, Application: Hands On, Grouping Option: Whole class and Partner)

11. Write the words “Plastic,” “Paper” and “Metal” on pieces of paper and post in three areas of the classroom. Allow for children to work together to sort the items into their proper group. **(Scaffolding: Guided Practice, Application: Hands On)**

Evaluate:
12. Model how to complete the recycling foldable. Allow the students to return to their seats to work independently to finish their foldables, cutting and pasting items into recycling groups and then using the sentence frames “___ is recyclable.”

(Scaffolding: Independent Practice, Grouping Option: Independent, Assessment: Written).

Assessment

Social Science, Mathematics, ELA, and Science

Mastery will be considered when:

- Students are able to color all of the man-made items in the mural.
- Students are able to label the images they drew as “natural” or “man-made” with at least 80% accuracy.
- Students are able to sort the recyclable cutouts and complete the sentence frames on their foldable with at least 80% accuracy.
- Students can match the vocabulary picture to its definition with 75% accuracy.

Extensions

Have students count how many items were in each recycling group (metal, paper, plastic). Have students graph the three categories using a bar graph.

Have the students create homemade, recycled paper.

Visit the city’s recycling center.

Read What If Everybody Did That? by Ellen Javernick

Collect trash from around the campus and sort into recyclable or not recyclable.

Sources

Gibbons, Gail. *Recycling!* 1992

Javernick, Ellen. What If Everybody Did That? New York: Pinwheel Books, 2010

Recycled Paper

<http://www.youclevermonkey.com/2014/07/making-recycled-paper.html?m=1>

Recycling Paper Video

<https://www.youtube.com/watch?v=qXABIDk4cYU>