

Be a Superhero: Avenge the Garbage!

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Grade Level	2
Duration	2 class periods

Adapted from: *What We Can Do!* From <http://learningtogive.org>

National Standards

GEOGRAPHY

Element 5: Environment And Society

- 14. How human actions modify the environment.
- 16. The changes that occur in the meaning, use, distribution, and the importance of resources.

Element 6: The Uses of Geography

- 18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing

Production and Distribution of Writing

2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Speaking and Listening K-5

- 2.SL.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.

Arizona Social Science Standards

GEOGRAPHY

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

2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G2.2 Describe how human activities affect the communities and the environment of places or regions.

2.G2.3 Describe the positive and negative effects of using natural resources.

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

2.C4.1 Explain how people work together to identify and solve problems within our world.

Overview

Conservation of our natural resources is important for all of us. People of all ages should learn how to participate in the protection of the environment.

Purpose

In this lesson, students will learn ways to protect the environment by conserving natural resources and make a commitment on what they can do to help their community and home.

Materials

- Teacher copy for read aloud of *Michael Recycle* by Ellie Bethel

- Unlined paper– two 8 1/2" by 11" sheets per student
- Burrito Book Directions
- Assignment and Scoring Guide
- Parent letter

Objectives

The student will be able to:

- Identify the meaning of text through a teacher read aloud and guided questions.
- Write and illustrate ways people can protect the environment.
- Write and state to the class how they will commit to helping their community or home to protect natural resources.

Procedures

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SESSION ONE

1. Use *Michael Recycle* to introduce students to the topic of conservation. Refer to the Guided Questions below during the read aloud, focusing on the vocabulary words (**recycle, conserve, and natural resources**).

Guided Questions

Before reading the book:

- a. Read the title. Is this a last name we usually hear? What does recycle mean? Based on Michael's last name, can you make a prediction about him or about the story?
- b. Michael Recycle is a superhero. What other superheroes do you know? What might you predict are Michael's super powers?

During reading:

- c. Would you want to live in Abberdoo-Rimey? Why or why not?
- d. What is a crusader?
- e. Why were the sky and river in Abberdoo-Rimey smelly and brown?
- f. The townspeople took Michael's advice. What did they do?
- g. When the people saved up the rain, they were *conserving* water. Can you think of other things we can *conserve*?
- h. When Michael returned, how had the town changed?
- i. Did Michael use superpowers to get the town to recycle?

After reading:

- j. Do you recycle? When you recycle, you are helping to protect or conserve our *natural resources*. Can you name some of our natural resources?
2. Discuss ways students could participate in helping the environment. Share the ideas from *Michael Recycle's "Go Green Tips"* found at the back of the book.
 3. Elicit further ideas from the class and list on chart paper or whiteboard. Examples of helping the environment might include:
 - Recycling
 - Saving water
 - Walking, biking
 - Saving electricity
 - Saving paper
 - Making compost
 - Preventing littering

Keep the list posted in the classroom for Session Two.

4. At the end of the session, students will write an exit ticket answering the following questions:
 1. What makes Michael Recycle a superhero?
 2. What could you do to be like Michael?

SESSION TWO

Note: Teacher (or classroom volunteer) will need to create the burrito books ahead of time or allow extra time for students to create the booklets.

5. Revisit the list on the board from Session One to remind students about what they can do.
6. Model for students how to create a "burrito book." Distribute the Assignment worksheet and explain the directions. Model how to write a title, four ideas for conservation, a student commitment and a parent signature. Explain the Scoring Guide.
7. For homework, students can finish the booklet and share the "burrito book" with parents or an adult family member. Have the parent sign the last page of the book for confirmation.

SESSION THREE

8. Have students share with the whole class their statement telling what they will do to conserve natural resources. If their statement is already expressed, they cannot share the same idea. If they have a new idea to share, they will express it orally to the class.

Assessment

Social Science

The two exit ticket questions can be graded. Correct answers for question 1 should include that Michael helped the townspeople clean up their garbage and helped them learn to recycle. Answers to question 2 should include that the student can recycle or include any of the ideas from the class discussion. Mastery will be considered good responses to both questions.

ELA and Social Science

The burrito book can be graded using the Scoring Guide. Mastery will be considered a score 20 points or higher out of the 24 points possible.

Extensions

Helpful books to read aloud or for more learning about conservation of resources:

Geisel, Theodor Seuss. (1971). *The Lorax*. New York: Random House for Young Readers. ISBN-10 0394823370 ISBN-13 978-0394823379

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Javna, John. (2009). *The New 50 Simple Things Kids Can Do to Save the Earth*. Kansas City: Andrews McMeel Publishing. ISBN-10 0740777467 ISBN-13 978-0740777462 <http://www.50simplekids.com/>

Madden, Don. (1993). *The Wartville Wizard*. New York: Aladin Books. ISBN-10 0689716672 ISBN-13 978-0689716676

Plant a food garden on the school grounds. The parent organization might offer financial support. Share the crops with other classes or with parents. Extra produce could be given to a food bank. Note: Please check with state regulations on school gardens and the distribution of the produce.

Sources

Bethel, Ellie. (2008). *Michael Recycle*. San Diego, CA: Worthwhile Books. ISBN 978-160010224-0

<http://learningtogive.org/lessons/unit12/lesson4>

Burrito Book -

www.teachertreasures.com/burrito_book.html
https://www.youtube.com/watch?v=4o_UIUkZzyE