# Be a Superhero: Avenge the Garbage!

Students learn ways to help their community by protecting natural resources.

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<tr>
<th>Author</th>
<th>Sheila Nice and Cheryl Wiens</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>2</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
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Adapted from: *What We Can Do!* From [http://learningtogive.org](http://learningtogive.org)

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<tr>
<td><strong>ELEMENT FIVE: ENVIRONMENT AND SOCIETY</strong></td>
<td>Concept 5: Environment and Society</td>
<td>Strand 3 Civics/Government</td>
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<td>16. The changes that occur in the meaning, use, distribution, and the importance of resources.</td>
<td></td>
<td>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).</td>
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<th>ELA Common Core Standards</th>
<th>Reading Standards</th>
<th>Writing</th>
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<tr>
<td><strong>Informational Text Craft and Structure</strong></td>
<td>2RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td><strong>Production and Distribution of Writing</strong></td>
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<td>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td><strong>Speaking and Listening K-5</strong></td>
<td>2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td><strong>Concept 4 Rights, Responsibilities, and Roles of Citizenship</strong></td>
<td><strong>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).</strong></td>
<td><strong>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.</strong></td>
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<td><strong>PO 2. Recognize ways of protecting natural resources.</strong></td>
<td></td>
<td>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
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## 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
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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 for “burrito book” – two 8 1/2” by 11” sheets per student
- Instructions for “burrito book,” *What We Can Do!*
- Scoring Guide for *What We Can Do!* booklet
- Parent letter

Objectives

The student will be able to:

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

Procedures

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 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. Do any of you know what a “crusader” is?
   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, SmartBoard, or white board. Examples of helping the environment might include:
   1. Recycling
   2. Saving water
   3. Walking, biking
   4. Saving electricity
   5. Saving paper
   6. Making compost
   7. Preventing littering

   Keep the list posted in the classroom for Session Two.

4. Closure of Session One: 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.
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6. Model for students how to create a “burrito book.” Distribute the Scoring Guide and explain the directions. Model how to write a title, four ideas for conservation, a student commitment and a parent signature.

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. Students will 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

1. To assess student comprehension in Session One: Student must correctly answer at least one of the two exit ticket questions. 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.

2. Assess “burrito book” What We Can Do! using the scoring guide. Students will score 20 out of 24 points to meet mastery.

Extensions

Helpful books to read aloud or for resources:


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.

Begin a school-wide recycling program if one is not already in place. Classrooms might rotate responsibilities for emptying the classrooms’ recycling bins.

Sources


Burrito Book - https://www.youtube.com/watch?v=4o_UIUKZzyE