

UNIT 2

ENGLISH: RECYCLING AMONG FRIENDS

DESCRIPTION

This lesson will allow students to learn the proper use of a recycling center. Students will be able to apply skills such as cooperative work, reading comprehension, and comparison.



Source; https://st2.depositphotos.com/1157520/10205/v/950/depositphotos_102054222-stock-illustration-kids-collecting-bottles-for-recycle.jpg

LESSON PLAN APPLICATION

The lesson plans is aligned to English Unit K.2. The plan can be used after discussing the topics of courteous words, interaction expressions, adjectives, classification by similarities and differences, and problem identification.

INDICATORS AND STANDARDS

- Talk: The student orally reacts to conversations, text, and other types of presentations, using oral expressions, physical actions, and other forms of non-verbal communication, to demonstrate comprehension (eg. to express feelings, opinions, etc). (K.S.3)
- Reading: Identifies key details in a story that is read out loud. (K.R.2L)
- Language: Organizes and classifies common objects into categories that have a particular meaning. (K.LA.5b)

LEARNING OBJECTIVES

- Acknowledge images used to identify a recycling center.
- Compare images with objects in the recycling center.
- Generates alternatives in response to a letter.

TIMING

BEGINNING 10 minutes	DEVELOPMENT 40 minutes	CONCLUSION 10 minutos)
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SUPPLIES

- Digital projector
- Computer with CD
- Letter file
- Copies of worksheets for each student
- Set of ‘Memory’ cards

VOCABULARY
<ul style="list-style-type: none"> ● Recycling center- Establish area in a county that accepts, sorts and transform different materials (e.g. bottle, paper, cans) to form the same or a different product. ● Recycling center at school- Establish area where children become familiar with recyclable and reusable items and practice recycling and reusable procedures.

LESSON GUIDE**BEGINNING**

- The teacher motivates students to observe the recycling center located in the classroom.
- Discusses with students the functions of a recycling center, the elements that make part of it, and its importance to reduce the impact of our activities on the environment and on climate change.
- Anex 1 provides an educational resource for teachers.

DEVELOPMENT**Instructional Activities****Memory Game: 15 minutes**

The following activity has the objective of having students establish differences and similarities among the images provided in the game and the elements that characterize a recycling center. Similarly, the game seeks to promote collaborative work and the use of common courtesy words among students.

- Game instructions:
 1. Cards will be shuffled. (cards are provided with the plan)
 2. Cards are randomly placed face down in a table.
 3. The teacher recruits a student volunteer that will select two cards to be revealed. If both cards have the same image, the student will show the card to fellow classmates and will read the description of the card. The teacher will ask the group what object in the recycling center is similar to the one pictured. The teacher will promote mutual help among students to answer the question. After students identify the object, the teacher will ask them to identify similarities and differences between the two (eg. color, shape, size, etc.).
 4. If the student does not obtain the same image in the cards selected, he will place them back in the table facing down. The student will have up to three chances to select a pair of cards and can be helped by other students. After three attempts, if the student does not find two similar cards, a new student will attempt to match two cards.
 5. Repeat steps #3 and #4 until all cards are matched.

Reading a letter: 10 minutes

- The teacher will read and discuss the letter with students.

Guiding questions:

1. ¿What is the problema identified by Rafael?
 2. Who is affected by the problema?
 3. ¿What “interaction expressions” are used by Rafael in the letter?
 4. ¿What adjective is used by Rafael to describe the beach before fish left their home?
- The teacher will promote a discussion around the letter and the topics of recycling and environmental conservation.

Source: Activity adapted from: Integración de la educación ambiental K-6to: Guía curricular para los maestros de Puerto Rico

Application: 10 minutes

- The teacher will hand out a work sheet to each student (See Annex 2).
- Read the instructions to the group.
- Each student will complete the work sheet individually.

CONCLUSION

- As the work sheet task is completed, teacher and students will discuss it collectively.
- The teacher will offer a summary of what was learned in the lesson.
- Clarify any remaining questions.

ANNEX

Annex 1. Educational Resource for Teachers

← → 🔍 | Secure | https://web.archive.org/web/20170919044102/http://plantops.umich.edu/grounds/recycle/climate_change.php

Recycling and Climate Change



Many of us recycle and most of us are also aware that the climate is changing due to human activities. But are the two related? In fact, yes! Recycling and waste reduction are actually very much related to climate change. The energy used in the industrial processing of virgin materials and in their transportation, involves burning fossil fuels such as gasoline, diesel, and coal, all major sources of carbon dioxide and other greenhouse gases. While manufacturing goods from recycled materials still requires energy, it is much less than extracting, processing, and transporting virgin raw materials. Recycling and waste reduction also avoid emissions caused by incinerators and landfills which produce large amounts of carbon dioxide and methane (21 times more potent than carbon dioxide). Waste reduction and recycling also slow the harvesting of forests, which act as carbon sinks, meaning they absorb carbon dioxide from the atmosphere.



Source:

https://web.archive.org/web/20170818200433/http://plantops.umich.edu/grounds/recycle/climate_change.php.

Additional information sources:

- Climate change and waste:

<http://www.no-burn.org/article.php?list=type&type=85>

<http://www.ecocycle.org/zerowaste/climate>

http://rcbc.bc.ca/files/u3/add_Recycling_and_Climate_Change.pdf

Annex 2. Activity sheet

Letter from Rafael

Name:

Date:

Draw an action that Rafael can do to save the fishes' house.

REFERENCES

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