

# Good to Be Green

## TEACHER'S GUIDE

Taking steps to protect the environment is an essential part of global citizenship. By examining how humans affect the environment and exploring ways to make a positive impact, students will develop the skills necessary to be active participants in our 21st century world.

The Good to be Green series examines the different ways that children can make our planet more sustainable by taking on an active role in their communities, school, and peer groups. By reading these relatable stories, students will learn how they can make positive changes in their daily habits and routines. They will be inspired to make small changes in their everyday lives to be global citizens who take responsibility for their decisions and actions, and who will set a good example for others by respecting the planet.

The Good to be Green Teacher's Guide is packed with reflective lessons that develop the critical-thinking skills students need to understand the different ways in which they can help sustain our planet. Students will learn how to be activists who consider how small changes can make a big difference in the sustainability of our planet. They will be encouraged to be leaders and teachers of positive habits that help the environment. Students will also take part in reflective practices that allow them to think critically about their daily habits and make impactful changes, such as eating leftovers, recycling, using public transportation, trading toys, and finding out about endangered animals and their habitats.

The lessons in this guide are aimed at grade two students, and follow a sequential order that works to scaffold understanding, and should be taught as such. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in Good to be Green include:

***Don't Waste Your Food***

***Garbage or Recycling?***

***Let's Walk to School***

***Save the Animals***

***Save and Repair***

***Turn Off the Tap!***

# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Lesson 1: Retelling a Story	6 class periods*	<p><i>Don't Waste Your Food:</i> composters, crops, energy, environment, fertilizer, fuel, global warming, greenhouse gas, landfill site, market, methane, pollution, and waste.</p> <p><i>Garbage or Recycling?:</i> aluminum, garbage or trash, glass, landfill site, metal, plastic, recycling, reuse, waste</p> <p><i>Let's Walk to School:</i> atmosphere, climate, drought, engine, environment, factories, fuel, fumes, global warming, greenhouse gases, pollution, power station, public transportation</p> <p><i>Save and Repair:</i> energy, environment, factories, landfill, materials, packaging, plastic, pollution, recycle, repairing, reusing, secondhand, traded</p> <p><i>Save the Animals:</i> climate, conservation, coral reef, endangered, extinct, global warming, greenhouse gases, habitat, pollution, rain forest, recycle, species</p> <p><i>Turn off the Tap!:</i> crops, hose, lake, ocean, pipe, rain barrel, reservoir, river, tap</p>
Lesson 2: My Environmental Impact	2 class periods, plus time to complete tally chart over one week	bar graph tally chart vocabulary from lesson 1
Lesson 3: Engaging Environmental Poster	3-4 class periods	global citizens habit message vocabulary from lesson 1

\* 1 class period = 40 to 60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## Retelling a Story

### Curriculum Correlations

#### Common Core State Standards

- CCSS.ELA-LITERACY.RL.2.1
- CCSS.ELA-LITERACY.RL.2.2
- CCSS.ELA-LITERACY.RL.2.3

#### Ontario Language Arts Curriculum

Grade 2 Reading: 1.1, 1.3, 1.4, 1.7

### Materials

- Chart paper
- Markers
- White board or blackboard with chalk or markers
- Good to Be Green series
- *Five-Finger Retell Sheets*
- *Five-Finger Retell Checklist*

### Objectives

Students will be able to:

- Display comprehension of books in *Good to Be Green* series by completing a five-finger retell activity.
- Develop vocabulary based on the *Good to Be Green* books.

### Setting the Stage

Pique student interest in the topic by showing them the covers of each book, then asking students:

- What do you think it means to be green?

Give students time to speak with an elbow partner about some ideas. Then, ask them to share. Can prompt students further by connecting the word “green” with the environment, and asking them to think of actions that are environmentally friendly. Make a web on the white board or blackboard to reflect the class’s brainstorming.

Make a large version of the *Five-Finger Retell Sheet* on chart paper to fill in after the reading. Then, choose one book from the Good to be Green series to read to students.

After reading, model the five-finger retelling on the chart paper. Use the chart paper and marker to fill in the five-finger retelling chart.

Have students help with the retelling by sharing information that the teacher will add to the chart. (They will be using the retelling skills throughout the series, so modelling it for students is important to allow them to be exposed to and learn from the teacher filling in the chart.) To help students, put the following prompts on a piece of chart paper. Students can reference the prompts as they complete other organizers

- Characters: Who were the animals, creatures or people in the story?
- Setting: Where and when did the story take place?
- Problem: What was the problem that needs to be resolved?
- Events: What happened in the beginning, middle, and end of the story?
- Solution: How was the problem resolved or fixed?

Prior to reading each book, refer to the reading prompts at the beginning of the story to help students develop a personal connection to each of the topics:

*Don’t waste your food:*

- Which foods do you like to eat? Which foods are not your favorite?
- Do you have food left at meal time? What do you think happens to it?

*Garbage or recycling:*

- What does “recycle” mean?
- Can you name some items you recycled today?
- How about items you threw into the garbage?

*Let’s walk to school:*

- How do you get to school? What about soccer practice, music class, or grandma’s house?
- Do you take walks with your family? When?

*Save and repair:*

- Do you have a favorite toy? Where did you get it?
- What happens to your old toys, when you are finished playing with them?

*Save the animals:*

- What kinds of animals live in your community?
- What is an animal habitat? Can you think of some reasons an animal habitat might be destroyed?

*Turn off the tap!:*

- In what ways do you use water at home or at school?
- Where do you think water comes from?
- Is it important to save water?

## Activity

Over a few days, read the rest of the books to students. Before reading each one, ask them before-reading prompts to gauge interest and prior knowledge. Also, review the five-finger retell example created in the setting the stage portion of the lesson. Ensure that students understand how to use this graphic organizer.

There are six books in the series. Over time, scaffold for students the skill of using the five-finger graphic organizer. The “setting the stage” organizer allows the teacher to model the skill for the first book. Then, have students learn to use the organizer over the next five books:

- Book 2: Whole group: Teacher completes example together with class, students also create their own versions, which are copies of the class example
- Book 3: Table groups: Students work with a group to complete an organizer together. Teacher conferences with groups to ensure they are on the right track.
- Book 4: Partners: Students will work with a partner to complete an organizer together. Teacher conferences with pairs to ensure they are on the right track.
- Book 5: Have each student complete an organizer individually. This will act as a “for learning” assessment. The teacher would collect the organizer and give feedback to the student prior to reading the final book.
- Book 6: Have each student complete an organizer for assessment.

Prior to each stage, hand students, groups, or pairs the *Five-Finger Retell Sheets*.

## Extensions

- ▶ Make a vocabulary wall or board with words from the books.
- ▶ Have students identify the lesson learned in each book and draw a picture that represents it. Post the pictures on a board or in the hallway to help encourage others to become global citizens.

## Wrap-Up

In pairs or small groups, invite students to share the *Five-Finger Retell Sheet* that they completed independently.

Ask students to notice what was the same and different when comparing their sheets with those of their peers.

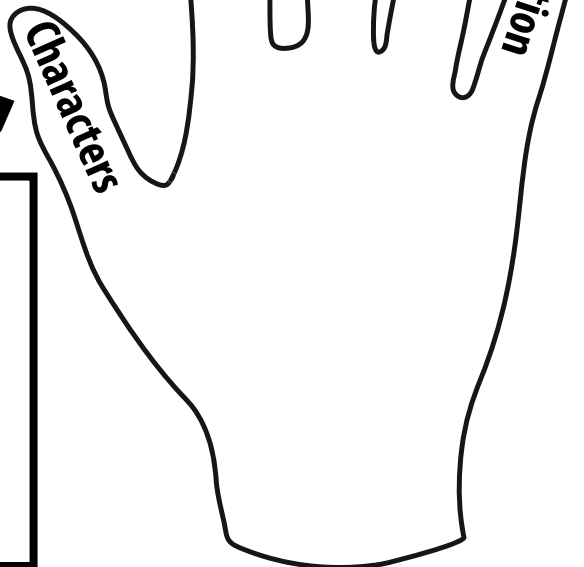
## Assessment

Assess the *Five-Finger Retell Sheets* using the *Five-Finger Retell Checklist*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Five-Finger Retell Sheet



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Five-Finger Retell Checklist

DID STUDENT...	YES	NO
Identify all characters correctly?		
Identify setting correctly?		
Identify the problem faced by the characters?		
Identify the events that happened in the beginning, middle, and end of the story?		
Identify a solution to the problem?		

Additional comments:

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Five-Finger Retell Checklist

DID STUDENT...	YES	NO
Identify all characters correctly?		
Identify setting correctly?		
Identify the problem faced by the characters?		
Identify the events that happened in the beginning, middle, and end of the story?		
Identify a solution to the problem?		

Additional comments:

---

---

---

# LESSON 2

## My Environmental Impact

### Curriculum Correlations

#### Common Core State Standards

CCSS.ELA-LITERACY.W.2.1

CCSS.ELA-LITERACY.W.2.8

#### Next Generation Science Standards

K-ESS3-3

#### Ontario Language Arts Standards

Grade 2 Writing: 2.1

#### Ontario Science and Technology Standards

Grade 2 Understanding Earth and Space Systems: Air and Water in the Environment 1.1, 1.2

### Materials

- Chart paper and markers
- Good to be Green series
- *Reflective Writing Exit Card*
- *Blank Tally Chart*

### Objectives

Students will be able to:

- Recall events from the Good to be Green books and identify ways to help protect the environment.
- Use a tally chart to track their environment-related practices.
- Complete reflective writing questions based on their tally chart and in-class discussion.

### Setting the Stage

Prior to this lesson, ensure that students are familiar with the stories in the Good to be Green series. Teacher can help students recall the plot of each story or review the books a second time. Students could review their *Five-Finger Retell Sheets* to recall the events in each story.

On a piece of chart paper, write the title “Ways to Help the Environment.” Tell students that our goal is to think of all of the ways the children in the stories changed their actions and made better choices to protect the environment. Make a list on a piece of chart paper. For example:

- *Don't Waste Your Food*
  - Composting
  - Made a grocery list
  - Reusing and eating leftovers
  - Shopped at local market
  - Bought things in season
  - Eating less meat
  - Cooked from scratch
- *Save and Repair*
  - Fixed toys
  - Traded items
  - Donated to second-hand stores
  - Bought and asked for fewer new toys
- *Garbage or Recycling?*
  - Made things from recycled materials
  - Sorted garbage
  - Took items to recycling depot
  - Reuse items
- *Save the Animals*
  - Raised money for animal charities
  - Adopted an animal through a charity
  - Cut air pollution to cause less climate change
  - Saved energy—turned off the lights, burned less fuel
  - Recycled
- *Let's walk to school*
  - Walked or rode a bike, scooter, etc.
  - Took public transportation
- *Turn off the tap!*
  - Took quick showers
  - Collected rainwater
  - Cooled water in fridge
  - Used a bucket instead of a hose
  - Fixed dripping tap
  - Do laundry once a week
  - Turned off the tap



## Activity

Together with students, choose one environmental practice from each book. Then, explain to students that they will track how often they do this environmental practice over one week. On a piece of chart paper, create an example tally chart with each of the chosen practices in the left column. See example below:

Task	Tally
Composted	
Recycled	
Took public transportation	
Saved energy (turned off lights, saved fuel)	
Traded objects (toys, clothes, etc.)	
Turned off the tap	

Hand each student a *Blank Tally Chart*. Guide them in copying from the example tally chart. Then, direct them to make a tally mark each time they do the environmental practice. Throughout the week, the teacher can keep track of their own environmental practices using tally marks, so that students have a clear example.

Check in with students throughout the week to make sure they are keeping track of their tally charts.

## Extensions

- ▶ Have students turn the data from their tally chart into a bar graph. Assess for mathematics expectations.
- ▶ Create a class story about your environmental practices. What challenges did students face? How did their actions help the environment? Invite students to illustrate pictures for the story.

## Wrap-Up

At the end of the week, have students bring in their tally charts. Ask students to share their charts with their peers in small groups or with their elbow partner. Invite students to share their thoughts on the following discussion questions:

- What surprised you?
- Which practices were easiest to do?
- Did you find any practices challenging?
- What is something you did really well? What is something one of your peers did really well?
- Where do you think you could work harder?

Instruct students to keep their charts in a safe place, or collect them for a future lesson.

Hand each student the *Reflective Writing Exit Card*.

## Assessment

Use the checklist on the *Reflective Writing Exit Card* to assess students for understanding of concepts and for writing expectations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Tally Chart

Task	Tally

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reflective Writing Exit Card

1. I am proud of myself for...

---

---

---

---

2. I want to get better at...

---

---

---

---

3. Something I will do to get better at it...

---

---

---

---

4. At home I will ...

---

---

---

---

5. At school I will ...

---

---

---

---

<b>SKILLS</b>	<b>YES</b>	<b>SOMEWHAT</b>	<b>NO</b>
<b>I demonstrated reflective skills to show my understanding of how it is important to protect the environment.</b>			
<b>I demonstrated proper vocabulary to show I've learned new words.</b>			
<b>I gave examples from the books we read in order to show my understanding.</b>			

# LESSON 3

## Engaging Environmental Poster

### Curriculum Correlations

#### Common Core State Standards

CCSS.ELA-LITERACY.RI.2.6

#### Next Generation Science Standards

K-ESS3-3

#### Ontario Language Arts Standards

Grade 2 Media Literacy: 3.1, 3.3, 3.4

#### Ontario Science and Technology Standards

Grade 2 Understanding Earth and Space Systems: Air and Water in the Environment 1.1, 1.2

### Materials

- Good to be Green books
- *Environmental Poster Question Sheet*
- *Environmental Poster Rubric*
- Blank pieces of paper to use for posters
- Pencils, pencil crayons, markers
- Example posters displayed digitally or printed out

### Objectives

Students will be able to:

- Reflect on how their everyday practices impact the environment.
- Understand how media texts can help send a message about environmental protection.
- Create a poster that uses words and pictures that reminds them to build environmentally friendly habits.

### Setting the Stage

The teacher will show students examples of posters (see below) that promote environmental protection and conservation. Ask students to think about the message that each poster sends. Ask students:

- What is this poster trying to tell you?
- How do you know?

After asking the second question, prompt students to think about the following:

- What words did the artist include?
- What pictures did the artist use?
- What colors are used?
- Is there a title?
- Are any words or pictures bigger than others?
- Where catches your attention first?



## Activity

Talk to students about how building environmentally friendly habits is very important. It is part of being a global citizen: someone who cooperates with others near and far, and does their part to make the world a better place. To be better global citizens, we will each work on changing our habits to help the environment.

Explain to students that they will create their own posters that will send an environmentally friendly message. Their poster will send a message to themselves, or to kids like them. The poster will remind them to change their daily habits to become more environmentally friendly. It must use words and pictures to send the message.

Have students review their tally charts from Lesson 2. Have each student choose one environmental practice that they feel they could work on. This could be the practice that had the fewest tallies, or one that they found especially difficult to accomplish during their week of tracking. Briefly meet with each student to ensure that they have chosen a practice from the Lesson 2 tally chart.

Give students approximately three periods to create their posters.

## Extensions

- ▶ After taking their posters home to use as reminders, students can use a new tally chart to track what changes they have made. Make a new bar graph and compare to the bar graph created as an extension to Lesson 2. Ask students prompting questions such as:
- ▶ Did your poster make a difference in the number of times you completed these tasks?
- ▶ How did the poster encourage you to change your daily habits?

## Wrap-Up

When students have completed their posters, give them time to share their work with their peers. Then, have each student complete an *Environmental Poster Questions*. When students are finished, have them hand in both their question sheets and their posters for assessment.

After assessing the posters, hand them back to students so that they can bring them home and post them in appropriate places as reminders to build environmentally friendly habits.

Check in with students after a few days and discuss, together, how the posters help them build new habits.

## Assessment

Use the *Environmental Poster Rubric* to assess the environmental poster and the *Environmental Practices Question Sheet*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Environmental Poster Question Sheet

How will your poster help you make changes to your daily habits and routines?

---

---

---

---

---

---

What other actions will help you build environmentally friendly habits?

---

---

---

---

---

---

How will your new habits help the environment?

---

---

---

---

---

---

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Environmental Poster Rubric

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Poster's topic is missing and is unclear.	Poster has a topic and purpose that are somewhat clear.	Poster has clear topic and purpose.	Poster has very clear topic and easy to understand purpose.
Poster does not use appropriate and correctly spelled words and could use more detailed pictures. Layout of elements should be reviewed by using examples to ensure clarity and organized layout.	Poster uses some appropriate and correctly spelled words, as well as pictures. Layout of elements is moderately clear and organized.	Poster uses appropriate and correctly spelled words, as well as pictures. Layout of elements is clear and organized.	Poster uses appropriate and correctly spelled words, as well as detailed pictures. Layout of elements is extremely clear, organized, and engaging.
Words and pictures do not convey the message properly.	Words and pictures somewhat convey the message.	Words and pictures convey the message.	Words and pictures convey the message clearly.
Shows minimal understanding of the importance of environmentally friendly habits.	Shows some understanding of the importance of environmentally friendly habits.	Shows understanding of the importance of environmentally friendly habits.	Shows a thorough understanding of the importance of environmentally friendly habits.

Additional comments:

---



---



---

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Environmental Poster Rubric

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Poster's topic is missing and is unclear.	Poster has a topic and purpose that are somewhat clear.	Poster has clear topic and purpose.	Poster has very clear topic and easy to understand purpose.
Poster does not use appropriate and correctly spelled words and could use more detailed pictures. Layout of elements should be reviewed by using examples to ensure clarity and organized layout.	Poster uses some appropriate and correctly spelled words, as well as pictures. Layout of elements is moderately clear and organized.	Poster uses appropriate and correctly spelled words, as well as pictures. Layout of elements is clear and organized.	Poster uses appropriate and correctly spelled words, as well as detailed pictures. Layout of elements is extremely clear, organized, and engaging.
Words and pictures do not convey the message properly.	Words and pictures somewhat convey the message.	Words and pictures convey the message.	Words and pictures convey the message clearly.
Shows minimal understanding of the importance of environmentally friendly habits.	Shows some understanding of the importance of environmentally friendly habits.	Shows understanding of the importance of environmentally friendly habits.	Shows a thorough understanding of the importance of environmentally friendly habits.

Additional comments:

---



---



---