



Level 2

6.4 Lesson Plan

Session 1

- Materials** Materials provided: image of [3R symbol](#); [4 environment images](#); [Word Map](#); homework puzzle.
- Suggested additional materials:
- examples of compostable and non-compostable waste, i.e., apple core, banana peel, half-eaten sandwich, leaves, flowers, foam container, plastic utensils, plastic bag; image of a landfill; images of things we use that can be reduced, i.e., water running from a faucet or shower, a light bulb, air conditioning.
- Note: the Internet is a useful source of a wide variety of images.
- Check Homework** Review the **Write It** assignment from the last session in L2U6L3: a diary entry describing what they plan to do on their next vacation.
- Warm-Up** Display the image of the [3R symbol](#) from the Materials Provided section. Ask if anyone knows the meaning of this symbol. What can it mean? Elicit from students the word **cycle** that they learned in lesson L2U6L2 (Butterfly Life Cycle), and what it means. Introduce **recycle**, to make something new from something we've already used. Ask students why it's important to recycle. Ask students to talk about things they recycle. After students respond, explain that they'll learn about recycling in the movie. Keep the symbol on display for the duration of the three sessions.
- Introduce the vocabulary word **cough** by pretending to have a coughing spell. Exaggerate and pretend that it's difficult to talk. "I'm coughing. I **can't** talk. How **can** I teach? What **should** I do?" Elicit from students suggestions using modals in their responses. Write their sentences on the board as they say them.
- For example: You'd **better** go home. You **should** drink water.*
- Practice I**
1. Explain that this lesson is also a review of modal verbs. Remind students what modal verbs are. Ask a student to underline the modals in the sentences on the board that they just came up with. Brainstorm other modals they remember and list them, too. Explain that we'll pay attention to how we use the modals in this review lesson.
 2. Watch **Facts to Know**.



Vocabulary

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1. Point out the prefix **re** in the word **recycle**. Explain that the prefix **re** means **again**. Recycle, then, means to cycle through or use again. Encourage students to figure out the word that has the prefix **re** that means:

build something again / paint something again / read something again / send again / try again / order again/ tell again / make again/ do again/ play again.

For example: to pack again → repack

2. . Discuss the concept word **environment** with the class. You can use the images provided in the Materials Provided section of the Lesson Overview.

Create a [Word Map](#) or Concept Web as a class or have partners work together. You may access a Word Map graphic organizer in the Materials Provided section of the Lesson Overview. Label the four squares in a way that meets the level of your class. Labels can include Pictures, Examples, Non-examples, Synonyms, Related Words, Sentences. At the end, come up with a definition of the word.

3. Watch **Words to Know**, stopping to ask questions, clarify, and give more examples and context as needed.

Movie

Explain that this movie is about how we can help the environment.

Ben and Moby are getting ready for a picnic. One of them doesn't know about recycling. Tell the class to notice the use of modal verbs in the movie.

1. Watch the Movie.

2. Make a modal chart to post in the room. Organize it by functions, as presented in **Facts to Know** or **Know More**,

3. Watch the movie again, this time stopping for students to give alternate ways of saying the same thing.

For example:

Today **is supposed to be** sunny and warm. → Today **should be** sunny and warm.



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Discussion

Use every opportunity to remind students not to **litter**, when you see trash on the floor. Teach what **garbage** is (anything we throw out). Ask students: Is all garbage the same?

Prior to the activity, bring in examples of compostable and non-compostable waste and put them in the garbage can. Examples of compostable items include apple core, banana peel, half-eaten sandwich, leaves, flowers.

Examples of non-compostable garbage include foam containers, plastic utensils, plastic bag. Elicit from students what the differences are between the two categories of garbage.

Point out that the compostable garbage is natural (comes from nature), and can become part of the natural environment again. Ask if they can think of other examples.

Brainstorm responses with the class. (Animals and people can get sick.)

What can we do to fix this garbage problem? Allow students to respond, then explain that we must make less garbage, or reduce (make smaller) how much garbage we make. Ask the class how they might do this. To get students thinking, you might ask questions such as:

How might we use less paper?

What things do we buy that we don't really need?

What do we use too much of?

How can we reduce how much we use?

Show pictures of water running from a faucet or shower, a light bulb, air conditioning.



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Practice II

1. Partners list what they use every day, and how they might reduce their use of those things. Instruct students to use modal verbs when they give their answers.

For example: We mustn't use so many plastic bags. We should turn off the water.

2. To help students recognize the Big Idea of these activities, write this prompt on the board: We can help make a cleaner and healthier environment when we _____ (reduce) the things we use. Leave the Big Idea in a corner of the board, and write the word **reduce** on the first side of the displayed [3R symbol](#).

Practice III

Students work on the features from this lesson, such as **Words, Words, Words** or **Hear It, Say It**.

Homework

Distribute the puzzle found at the end of this lesson to students. Explain that they are to complete it using the words from **Words to Know**. Make a copy for each student.

Sum-up

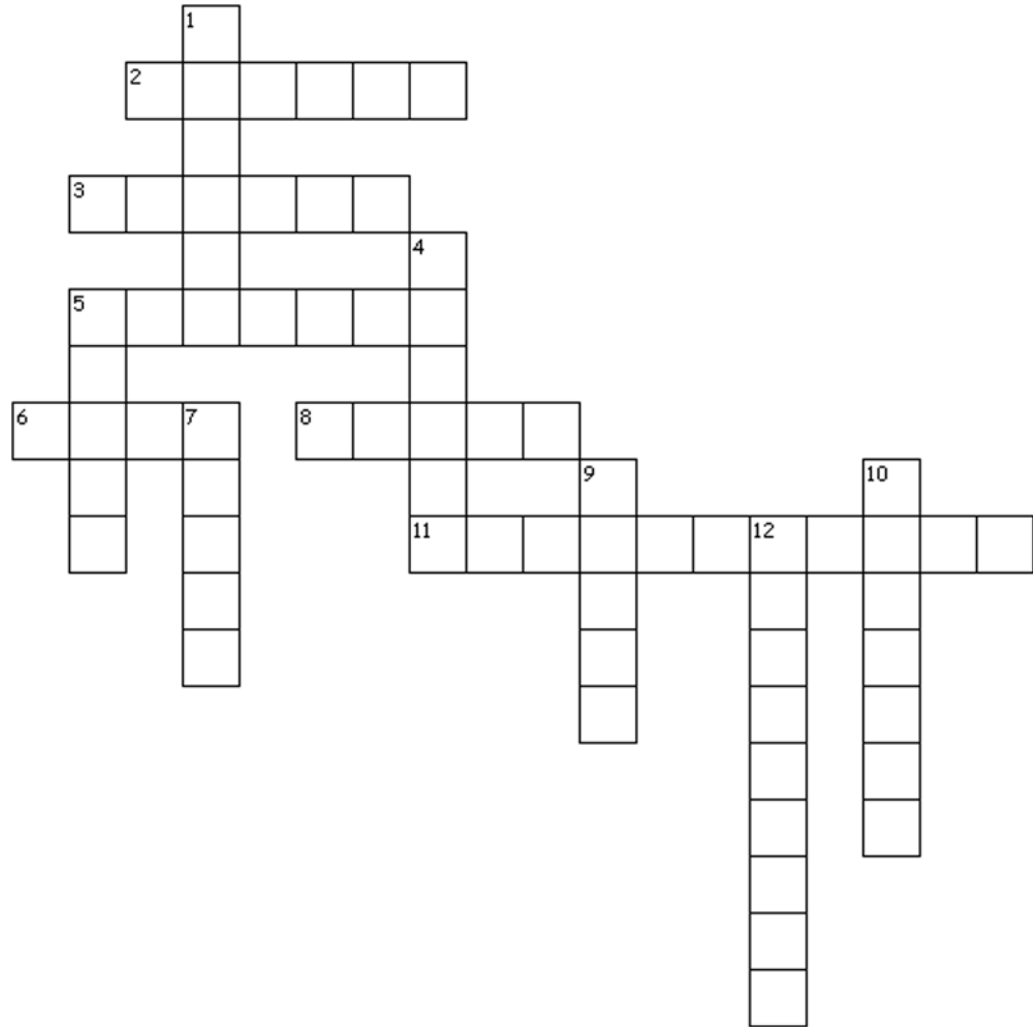
Ask students to:

1. point to or name something in the room that is plastic / glass.
2. name something they can turn on or off.
3. name one thing they can do to help the environment.
4. name one bad thing that can happen because of litter.
5. summarize the Big Idea of **reduce**, and what it means for them.

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Homework puzzle



ACROSS

2. When you eat lunch in the park, you have a _____.
3. You might drink water from this.
5. This is anything you throw away.
6. When you love someone or something, you _____ about them.
8. When you use something again and again, you _____ it.
11. This is everything that is around us.

DOWN

1. You should not do this.
4. We should _____ how much garbage we make.
5. Windows are made of this.
7. This is the third planet from the sun.
9. You should turn this off when you leave a room.
10. When we make something new from something old, we _____.
12. We read this to learn about what's happening in the world.



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Materials

Materials provided:

sentence strip activity;

image of [3R symbol](#).

Suggested additional materials:

images or realia of reusable and non-reusable items.

Warm-up

1. Ask students to summarize the Big Idea about **reduce** from yesterday's lesson.

2. Ask students what they did yesterday to help the environment and reduce what they use. Tell them they all look a little **greener** to you today.

Check Homework

Review the crossword puzzle. Encourage students to use the words in sentences.

Practice I

Do a Concept Attainment activity to elicit the concept of **reuse**: using something again and again, instead of throwing it out. Bring to class objects or pictures of objects that are both reusable (e.g., cloth bag, reusable water bottle, cloth napkin) and non-reusable (e.g., paper napkin, plastic fork, plastic bottle). Display objects/pictures in two groups. Do not label the categories. As you place the objects/pictures in their categories, ask students to tell you which side to put the next items on, or ask students to put them in the right place. When you have finished your examples, ask students to use examples from their lunches/snacks, backpacks, or anything else in the room that applies.

Ask how they might label the two sides (Reusable - Non Reusable, or Garbage).

What do we bring our sandwiches in every day? Do we bring a new water bottle every day? What do we do with the clothes, toys, books we don't want anymore? What happens if we only use something once? It's more garbage!

Elicit from students the Big Idea of the activity you just completed. If they need a prompt, write : We can help to reduce garbage and save money when we _____. (reuse things) Add this Big Idea to the first one that's on the board, and write the word **reuse** on the second arrow of the 3R symbol.



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- Movie** Watch the movie.
- Practice II** Copy a set of the sentence strips, found at the end of this lesson, for each pair of students. Cut up the sentence fragments and separate each set. Give a set to each pair of students. Point out to students that the sentences are from the movie they just watched. Partners work together to match the halves to make complete sentences. When reviewing their solutions, you may want to ask students to think of a way to say the same sentence, using a different modal. They can refer to the modal chart you displayed in the previous lesson.
- Practice III** Students work on features from this lesson.
- Homework**
1. List three things people must do to keep the environment clean.
 2. Find pictures from magazines or the Internet of at least two objects each made of plastic, glass, metal, or wood, or bring in real objects made of these materials. Each student should try to bring in a total of eight objects or pictures.
- Sum-up** With the whole class or in pairs, ask students to answer the following questions and then make connections to themselves:
1. Why was Moby coughing? What makes you cough?
 2. What does Ben care about? What do you care about?
 3. Summarize the Big Idea about **reuse**. What does reuse mean for you?



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Sentence Strip Activity

Copy a set of the sentence strips for each pair of students. Cut them up and separate each set. Pairs work together to match the halves and make complete sentences. All of the sentences are from the movie.

Today is supposed to be	before it gets late.
I shouldn't pack my lunch	so we can use it again.
I ought to have	we make new things from old things.
What am I supposed to put	from you.
I could learn a lot	my sandwich in?
We must get to the park	sunny and warm.
The truck may be	in a paper bag.
Birds can't live in trees	a reusable bottle.
We ought to recycle glass	bad for the trees.
When we recycle,	that aren't healthy.



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Session 3

Materials	Materials provided: image of the 3R symbol Suggested materials: 4 recycle bins
Check Homework	Ask volunteers to write their sentences on the board.
Warm-up	<p>1. Ask students to summarize the Big Idea about reuse from yesterday's lesson.</p> <p>2. Explain to students that sometimes we can't reuse things. What happens to things we can't reuse?</p> <p>Ask what the word recycle means (to make something new from something we already used).</p> <p>Point out that if we can't reuse something, we can recycle it. Tell the students to take out the objects they brought for homework and look for the 3R symbol on them. Explain that if it has the symbol, they can recycle it. That means that they mustn't throw it in the garbage. It has to go in recycle bins.</p>
Practice	<p>1. Bring in 4 recycle bins or make them out of boxes or large paper bags. Label the containers with pictures and words: paper, metal, glass, plastic.</p> <p>Explain that we sort, or categorize, objects when we recycle them. Put all the items students brought in for homework on a table, or distribute them randomly. Students take turns putting an object in the appropriate bin.</p> <p>Ask students what they think happens when we recycle things. Confirm that they understand that new things can be made from old things. Show a picture of two stages of a recycling process, like a plastic bottle, and a bag made from recycled bottles.</p> <p>2. To help students recognize the Big Idea of these activities, write this prompt on the board: When we can't reuse things, we should _____ (recycle) them to make new things. Add this Big Idea to the other two that are on the board, and write the word recycle on the third arrow of the 3R symbol.</p>



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- Discussion** Ask students how they recycle at their school. Ask them what changes they can make at school or at home.
- Invite small groups to brainstorm ideas.
- Reading**
1. Introduce the [Read It](#) passage, a speech by a boy who is running for school president.
 2. Partners practice reading the speech to each other. Volunteers can read the speech to the class.
 3. Students answer the comprehension questions.
 4. Students must find a “green” idea they would like to see in their school, or think of a new one. Record their ideas on a chart as they report them to the class.
- Homework** Explain [Write It](#) assignment, to write a speech about helping the environment. They can use ideas from the shared chart they made in class. Remind students to use descriptive adjectives and images, and also modal verbs. They can use the [Read It](#) as a model.
- Note to teachers: Be sure to check out the Cross-Curricular Action Research Project. It can be found in the [Extra Practice](#) tab of the Teaching Tools.
- Sum-up** Partners share with each other:
1. their understanding of the Big Idea about **recycle** and what it means for them.
 2. something they can do in school to help the environment.
 3. something they can do at home that is “green.”