



Grade 2 Creative Guardians

Overview

As Creative Guardians of the Environment, students will understand the natural resources recyclable materials are made from, how they are recycled correctly (breaking down boxes, rinsing bottles, etc.), and why recycling is important. Students will also understand how they can make a positive contribution to their community by becoming a Guardian of the Environment. Finally, students will participate in an upcycling project where they will reuse recyclable materials in such a way as to create a product of higher quality or value than the original material.

Benchmarks

ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.

Clarification 2 - For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.

Clarification 3 - For character, students will describe characters' traits, feelings, and behaviors.

ELA.2.R.1.2 Identify and explain a theme of a literary text.

ELA.2.R.2.1 Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

ELA.2.R.2.2 Identify the central idea and relevant details in a text.

ELA.2.R.2.3 Explain an author's purpose in an informational text.

ELA.2.C.1.3 Write opinions about a topic or text, with reasons supported by details from a source, use transitions, and provide a conclusion.

ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems.

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

SS.2.E.1.1 Recognize that people make choices because of limited resources.



A Matrix for Benchmarks can be found [here](#).

Time Frame

This unit is designed to be completed over 9 sessions, with each session lasting approximately 30 minutes. Teachers may choose to complete more than one session per day as their schedules allow.

Table of Contents

[Lesson 1](#) Need for Recycling

This lesson uses the illustrations in *Just A Dream* by Chris Van Allsburg to introduce students to the concept of being a Caring Guardian of the Environment. Students will learn how humans impact the environments in which they live.

[Lesson 2](#) Importance of Recycling

This lesson uses the text in *Just A Dream* by Chris Van Allsburg to determine how the main character of the story makes a positive contribution to his community by recycling.

[Lesson 3](#) Recycling the Right Way

In this formative assessment activity, students will participate in a card sort that depicts the proper and improper way of recycling.

[Lesson 4](#) Recycling Behind the Scenes (Part 1)

This lesson uses the text, *Recycle! A Handbook for Kids* by Gail Gibbons to help students understand the details involved in recycling.

[Lesson 5](#) Recycling Behind-the Scenes (Part 2)

This continuation lesson uses more of the text, *Recycle! A Handbook for Kids* by Gail Gibbons to help students understand the details involved in recycling.

[Lesson 6](#) Upcycling in the Real World

This lesson uses the text, *The Soda Bottle School* by Seno Kutner to model how people can use recycling to solve problems.

[Lesson 7](#) Upcycling Planning

In this Elaborate lesson, students will begin working on the culminating activity of upcycling. Students will problem solve how to turn “trash” into something new.

[Lesson 8](#) Upcycling Design

In this Elaborate lesson, students will work in small groups to finish their plan and create their new item.

[Lesson 9](#) Sharing your Upcycling experience

In this culminating activity, students will write an opinion paragraph to explain why upcycling makes more sense than buying new.



Materials

It is recommended that these resources are sent home prior to beginning the lessons

- [Parent Letter](#)

Ongoing Basic Resources

- chart paper
- markers, crayons, and/or colored pencils
- various recyclable materials
- scissors
- post its
- glue

Lesson 1

- picture book options
 - *Just A Dream* by Chris Van Allsburg
 - *The Pout-Pout Fish Cleans Up the Ocean* by Dan Hanna
- [Venn Diagram](#) (Draw this on a piece of chart paper.)
- [Venn Diagram Digital Answer Key](#)
- [Digital Image Slides](#) for use with Venn diagram activity
- [Turn and Talk](#) procedures
- [Lesson 1 Sentence Stems](#)
- sticky notes (3 per student)
- student handouts (1 per student)
 - [Clock Partners](#) directions for teacher & template for students

Lesson 2

- picture book options
 - *Just A Dream* by Chris Van Allsburg
 - *The Pout Pout Fish Cleans Up the Ocean* by Dan Hanna
- chart paper for [KWL chart](#)
- [Digital Text Questions](#)
- [Lesson 2 Sentence Stems](#)
- student handouts (1 per student)
 - [Lesson 2 Exit Slip](#)

Lesson 3

- chart paper
- for each group of 3 students
 - [Recycling the Right Way Picture Sort](#)
- student handouts (1 per student)
 - [Family Recycling Rules](#) (1 per student)



Lesson 4

- picture book
 - *Recycle! A Handbook for Kids* by Gail Gibbons
- chart paper
- [Recycling Behind-the-Scenes Chart](#)
- optional extension activity materials
 - glass bottle or jar
 - tissue paper
 - watered down glue

Lesson 5

- picture book
 - *Recycle! A Handbook for Kids* by Gail Gibbons
- [Recycling Behind the Scenes Chart](#) from previous lesson
- student handout (1 per student)
 - [Lesson 5 Exit Slip](#)

Lesson 6

- picture book
 - *The Soda Bottle School* by Seno Laura Kutner and Suzanne Slade
- KWL chart created during Lesson 2
- [Digital Text Questions](#)
- student handout (1 per student)
 - [Lesson 6 Exit Slip](#)

Lesson 7

- picture book
 - *The Soda Bottle School* by Seno Laura Kutner and Suzanne Slade
- assorted recyclable items
 - 2 liter soda bottles
 - laundry detergent bottle,
 - 1 gallon milk jugs
 - 1 gallon orange juice jugs
 - old clothes
 - magazines
 - clean candy wrappers
 - clean drink pouches, etc.
- masking tape or duct tape
- glue
- string or yarn
- scissors
- permanent marker
- for each group of 3-4 students
 - [Upcycling Planning Sheet](#)
 - [Upcycling Project Student Checklist](#)



Lesson 8

- assorted recyclable items
 - soda bottles
 - water bottles
 - old clothes
 - magazines, clear candy wrappers, clean drink pouches, etc.
- masking tape or duct tape
- glue
- string or yarn
- scissors
- [Upcycling Project Teacher Rubric](#)
- for each group of 3-4 students
 - [Upcycling Planning Sheet](#)
 - [Upcycling Project Student Checklist](#)

Lesson 9

- paper
- pencil
- [Opinion Writing Rubric](#) (for teacher)
- student handout (1 per student)
 - [Upcycling Planning Sheet](#)

Culminating Activity

Students will participate in an upcycling project where they will use various materials to create something functional. At the conclusion of this activity, students will write an opinion paragraph to explain why upcycling makes more sense than buying new.

