



Kindergarten Becoming Guardians

Overview

As students learn how to become Guardians of the Environment, they will learn the importance of recycling and how to recycle. Recycling lessens the need to use new materials, saves energy and money, decreases landfill waste, and prevents pollution. If trash is not recycled, more land will soon be taken up for landfills and land will be unavailable for people, plants, and animals. In this kindergarten unit, students will understand why it is important to recycle, investigate jobs associated with recycling, participate in multiple hands-on opportunities with basic recyclable materials, and determine how their future actions can make an impact on the environment.

Benchmarks

ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.

ELA.K.R.1.4 Identify rhyme in a poem.

ELA.K.R.2.2 Identify the topic of and multiple details in a text.

ELA.K.R.3.1 Identify and explain descriptive words in text(s).

ELA.K.R.3.2 Retell a text orally to enhance comprehension:

a. Use main character(s), setting, and important events for a story.

b. Use topic and details for an informational text.

ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

ELA.K.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.

ELA.K.12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), and texture.

SC.K.N.1.1 Collaborate with a partner to collect information.

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

SC.K.N.1.5 Recognize that learning can come from careful observation.



SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.

SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

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

Time Frame

This unit is designed to be completed over 10 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](#) *How Can I Help?*

This lesson will introduce the topic of recycling through the literature selection *Michael Recycle*.

[Lesson 2](#) *Where Does the Garbage Go?*

This lesson will help deepen understanding of the topic and begin to develop a "Trash Trail" that shows the path trash takes from our homes to landfills or MRFs.

[Lesson 3](#) *What is Recycling?*

This lesson begins with a formative assessment. A graphic organizer will be created to help in the development of a class definition for the word "recycle."

[Lesson 4](#) *Why is Recycling Important?*

This lesson will help students understand the importance of recycling by participating in a campus observation walk.

[Lesson 5](#) *What Can Be Recycled?*

This lesson will help students determine the difference between waste and recyclables.

[Lesson 6](#) *Let's Sort It Out!*

This lesson will involve an open sort activity with paper, plastic, and aluminum materials. Afterwards, students will discuss their reasoning (properties) for their sorting methods.

[Lesson 7](#) *Recycling Starts With Me!*

This lesson will help students recognize the many jobs involved in recycling and will enable students to recognize the roles they play in the process.

[Lesson 8](#) *Recycling Jobs in My Community*

Students will revisit the "Trash Trail" to determine the jobs that adults do in the recycling process.



[Lesson 9](#) *Recycling is Important!*

In this lesson, students will learn the importance of social interactions to learn from each other and to express their own ideas. This lesson involves step-by-step preparation for a Socratic Seminar.

[Lesson 10](#) *I am a Guardian of the Environment!*

In this lesson, students will participate in a Socratic Seminar and will create a social action plan to determine future steps that will allow them to be Guardians of the Environment.

Materials

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

- [Home Connection Letter](#)

Ongoing Basic Resources

- chart paper
- writing paper
- pencils
- scissors
- glue
- highlighter or yellow crayon

For All Lessons

- [Turn and Talk](#) procedures

Lesson 1

- picture book
 - *Michael Recycle* by Ellie Bethel
- chart paper
- writing paper
- pencils
- [Lesson 1 Sentence Stems](#)
- [Three Column Chart](#)
- [Turn and Talk](#) procedures
- student handout (one per student)
 - [Home Connection Letter](#)

Lesson 2

- chart paper
- writing paper
- pencils
- [Where Does Our Garbage Go?](#) digital presentation
- [Lesson 2 Sentence Stem](#)



Lesson 3

- picture book
 - *Michael Recycle* by Ellie Bethel
- chart paper
- writing paper
- pencils
- [Formative Assessment](#) slides
- ["Guarding the Environment" poem](#)
- [Lesson 3 Sentence Stems](#)

Lesson 4

- picture book
 - *Michael Recycle* by Ellie Bethel
- writing paper
- pencils
- science notebook or clipboard and paper for observation walk (1 per student)
- [Polluted Environment Images](#)
- [Lesson 4 Sentence Stem](#)

Lesson 5

- student observation walk findings from Lesson 4
- chart paper
- writing paper
- pencils
- glue sticks
- scissors
- [T-chart](#)
- ["Guarding the Environment" poem](#)
- [Lesson 5 Sentence Stem](#)
- student handouts (1 per student)
 - [What Can We Recycle? student text](#)
 - [sorting sheet](#)
 - [story images](#)

Lesson 6

- chart paper
- writing paper
- pencils
- ["Guarding the Environment" poem](#) on chart paper (from Lesson 3)
- [Lesson 6 Sentence Stem](#)
- [Three Column Chart](#) (drawn on chart paper)
- for each group of 3 students (requested in parent letter or gathered by teacher) appropriate, clean, recyclable materials such as
 - milk jugs
 - water bottles
 - butter tubs



- peanut butter jars
- paper towel tubes,
- cereal boxes
- newspaper
- junk mail
- soda cans
- foil cooking trays
- aluminum foil

Lesson 7

- chart paper
- pencil
- highlighters or yellow crayons
- student handouts (1 per student)
 - ["A Job for Me"](#) poem
 - [Good Citizen Tree Map](#) template
 - [tally chart](#) for home

Lesson 8

- chart paper
- "Trash Trail" chart developed during Lesson 2
- writing paper
- pencils
- [Lesson 8 Sentence Stem](#)
- student handouts (1 per student)
 - [Tools for the Job student text](#)
 - [Workers and Tools](#) cloze activity

Lesson 9

- pencils
- highlighters
- ["I Can"](#) statements for seminar
- [text excerpts slides \(teacher\)](#)
- student handouts (1 per student)
 - [text excerpts \(student\)](#)_handout
 - [seminar planning](#) form

Lesson 10

- pencils
- [text excerpts slides \(teacher\)](#)
- ["I Can"](#) statements
- student handouts (1 per student)
 - [text excerpts](#) handout
 - [seminar planning](#) form
 - [Social Action Plan](#) template
 - "talking chips"(small objects such as plastic counters, foam manipulatives,



etc) (3 per student)

Culminating Activity

Students will participate in a Socratic Seminar and create a [Social Action Plan](#) that they will implement in order to make a positive impact on the environment.

