

# Me, My Friends, My Community: Caring for our Planet

Grade Level: K - 3

Content Areas: Music, Art, Science, Technology, and Language Arts

Time Frame: 80 minutes

## MATERIALS

[Me, My Friends, My Community: Caring for our Planet](#) books

2 cups dry spiral pasta dyed with red food coloring

Poster board, 1 sheet per group

Pencils, erasers, and rulers

Crayons or markers

## OBJECTIVES

**Students will:**

- Describe the environmental impact of humans.
- Understand that pollution is harmful to all living things.
- Give examples of ways we can reduce, reuse, and recycle.

## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**Ecology** - The study of how organisms relate to each other and their environments

**Exhaust** - Waste gases produced by an engine

**Nature** - The physical world

**Pollution** - Harmful or poisonous substances that dirty the air, water, or land

**Recycle** - To use something again or to convert it to a new use

## FREE SONG

[Click here](#) to download or stream the Me, My Friends, My Community: Caring for our Planet songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Start this lesson by discussing the environmental impact of pollution. Ask students if they know what pollution is? Ask them if they know what human activities create pollution?

### Lesson Procedure:

1. Read students [Me, My Friends, My Community: Caring for our Planet](#) books.
2. Ask students to think about a time they, or others, littered or created pollution in some way. Have students share their answers.
3. Then ask students how they think litter and pollution affect plants and animals? Ask students what problems may occur when garbage is not disposed of properly.
4. Tell students that today they are going to take part in a pollution activity.
5. Take students outside or clear a large space in the classroom and have students stand in a large circle.
6. Divide the circle in half with masking tape. Tell students that one side of the circle represents water while the other side of the circle represents land.
7. Next, create five groups of students: Group One, humans, Group Two, plants, Group Three, fish, Group Four, plant-eating animals, and Group Five, fish-eating animals.
8. Have Group One start by giving them handfuls of the pasta. Tell the group to scatter the pasta in both halves of the circle.
9. Tell students the pasta represents exhaust, garbage, oil, pesticides, and other pollutants from human activities.
10. Have Group One sit back in the circle and have Group Two enter the circle.
11. Have Group Two pick up pieces of pasta and stand where they found the pasta.
12. Tell the class that members of Group Two are plants that have been impacted by the pollution in their environment.
13. Have Groups Three and Four enter the circle. Group Three on the water side and Group Four on the land side.
14. Instruct these groups to "eat" a plant by linking arms with a "plant" on their side of the circle.
15. Tell students this represents that fish and plant-eating land animals are affected by pollution.
16. Last have Group Five step into the circle and "eat" a fish or "plant-eating animal" by linking arms with either a "fish" or a "plant-eating" animal.
17. Have Group One step back into the circle and "eat" a plant, a fish, a plant-eating animal, or a fish-eating animal by linking arms with members of these groups. Ask students who is affected by pollution based on what they see from the circle.
18. Have students sit in their groups and ask them who created the pollution and ask what happened after the land and water became polluted?
19. Have students in their groups discuss ways we can reduce, reuse, and recycle waste.
20. Have each group design a poster including ways in which we can reduce, reuse, and recycle waste. Ask students to include at least two facts about pollution and two ways in which we can reduce, recycle, or reuse waste.

### Art Extension:

Have each group design a poster including ways in which we can reduce, reuse, and recycle waste.

Ask students to include at least two facts about pollution and two ways in which we can reduce, recycle, or reuse waste. They can be created using poster board, rolls of paper and other materials.

This project could also be turned into one where students are creating projects promoting ways to reduce, recycle or reuse waste. They could create posters, short plays or commercials, dioramas, mobiles, etc... It will be fun to see how they can be persuasive in caring for the planet through art.

### Technology Extension:

A fun app to use as the students create projects showing how to care for the planet is [Popplet](#). With Popplet, they can capture and organize their ideas and plans for caring for the planet. They can add text, images and links to their Popplet too.

If they create persuasive commercials or plays to showcase how they will reduce, reuse and recycle waste, they could also use the [iMovie app](#), which is a wonderful way to capture singing, images, speaking, dance, and more.

They can share their technology projects with classmates and others in the school community. Also, share these projects globally too.

Students can play Recycle Roundup from National Geographic Kids. It can be found [here](#).

You will also find several online games for recycling and caring for the earth at Primary Games [here](#).

### PE Extension:

Human Kinetics offers a 50 way to teach students that recycling is fun and easy when we all pitch in. One of our favorite games focuses on teaching how recycling is good for all of us. Find the game [here](#).

### YouTube Music Videos for Me, My Friends, My Community: Caring for our Planet:

[Let's Compost!](#)

[Reduce, Reuse, Recycle!](#)

[Make Earth Day Every Day!](#)

[We Need Trees!](#)

### Standards:

Common Core:

Kindergarten: CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.5, CCSS.ELA-LITERACY.SL.K.6, CCSS.ELA-LITERACY.L.K.1

First Grade: CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.5, CCSS.ELA-LITERACY.SL.1.6, CCSS.ELA-LITERACY.L.1.1

Second Grade: CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.2, CCSS.ELA-LITERACY.SL.2.4, CCSS.ELA-LITERACY.SL.2.6, CCSS.ELA-LITERACY.L.2.1

Third Grade: CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.2, CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.3.6, CCSS.ELA-LITERACY.L.3.1

National Academy of Sciences:

Science as Inquiry: Understanding about scientific inquiry

Life Science: organisms and environments

Science in Personal and Social Perspectives: Changes in environments