



Garbage

2

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that humans generate large amounts of garbage, which must be disposed of
- ✓ Sequence what happens to garbage from its creation to being dumped in the landfill

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Garbage” (RI.K.2)
- ✓ With prompting and support, put image cards of what happens to garbage in the proper sequence (RI.K.3)
- ✓ Dictate what happens to garbage in the proper sequence, using the temporal words “first,” “then,” “next,” “later,” and “finally” (W.K.3)
- ✓ With assistance, create a KWL chart and use it to answer questions (W.K.8)
- ✓ Describe familiar things, such as garbage and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Demonstrate understanding of frequently occurring adjectives, such as *hazardous*, by relating them to their opposites (antonyms) (L.K.5b)

- ✓ Prior to listening to “Garbage,” orally predict where garbage goes after it is thrown out, based on text heard thus far, and then compare the actual outcome to the prediction

Core Vocabulary

decompose, v. To rot and fall apart into tiny pieces

Example: Fallen apples decompose and become part of the soil.

Variation(s): decomposes, decomposed, decomposing

dumpster, n. A very large trash container, usually located near large

buildings, such as apartment buildings, stores, schools, and restaurants

Example: We throw our bags of garbage into the dumpster next to our apartment building.

Variation(s): dumpsters

hazardous, adj. Very dangerous; able to hurt or harm people

Example: The man wore a mask to avoid breathing the hazardous gas.

Variation(s): none

landfill, n. A place where large amounts of garbage are dumped and/or buried

Example: The workers used a bulldozer to dump all of the town’s trash into the landfill.

Variation(s): landfills

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Do We Already Know?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	Garbage	Earth Hat	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Hazardous		5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Image Card Review	Image Cards 1–7;1 chart paper, chalkboard, or whiteboard	15



Garbage

2
A

Introducing the Read-Aloud

10 minutes



What Do We Already Know?

- Show image 1A-1: Earth from outer space

Ask students to identify what this photograph shows. Remind students that the planet Earth is made up of three substances. Point to the brown and green areas shown on the image of the earth, and prompt students to identify these areas as land. Point to the blue areas, and prompt students to identify these areas as oceans or water. Finally, point to the white areas, and remind students that these are clouds; ask them what we call the substance that surrounds the earth in which the clouds are floating. Now, assist students in identifying why these substances are important and how living things use them.

Making Predictions About the Read-Aloud

Tell students that the title for today's read-aloud is "Garbage." Ask, "What do you think garbage has to do with taking care of the earth?" Point to a trash can in your classroom, and ask students to make predictions about what they think happens to this garbage after it is thrown out in this trash can. Ask, "Where do you think the garbage goes?" Tell students to pay attention to the read-aloud to see if their predictions are correct.

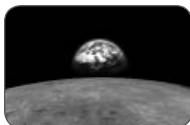
Purpose for Listening

Tell students that today they will learn about what happens to garbage after you throw it in the trash can. Tell students to listen carefully to the read-aloud to find out more about today's topic: garbage.

Note: Remember to put on your Earth Hat to read the read-aloud, and remind students that in the read-aloud, Earth will be pretending to "talk" to them.

Presenting the Read-Aloud

10 minutes



Garbage

- ◀ **Show image 2A-1: Earth as seen from the moon**

Hi, Good Old Earth here again. I thought I'd start by showing you a different view of me. This is what I look like from the moon. Pretty amazing, huh? I look really small from way up there. It's hard to believe that all of you people—along with your cities, farms, schools, stores, cars, and houses—fit on Earth. But you do!



- ◀ **Show image 2A-2: Garbage**

Today, I'm going to talk to you about something very important: garbage. That's right, stinky, ugly garbage. Some people also call it trash, waste, junk, or rubbish. Whatever you call it, it's all the same: stuff you've used and don't need anymore. Trash is probably not something you think about a lot, but you deal with it every day, and so do I. There's an awful lot of trash on me, and—not to make you feel bad or anything—all of that trash comes from people.



- ◀ **Show image 2A-3: Birthday party**

Imagine that you go to a birthday party, and they give you some cake and ice cream. And let's say they serve it all on little paper plates, and they give you a paper napkin and a plastic spoon to eat with. You gobble up all the food, and then what do you do with the plate, napkin, and spoon? Do you push them under the sofa and forget about them? Do you open up the window and throw them in the backyard? I hope not!



- ◀ **Show image 2A-4: Trash can**

Instead, you put the napkin, plate, and spoon in the trash can. A trash can is sometimes called a garbage can or a wastebasket. Whatever you call it, it's the place where you throw away your trash.



◀ **Show image 2A-5: Taking out the trash**

What is this man doing? He's taking out the trash. I'm guessing this trash can is in his kitchen. Where else do you have trash cans in your house? Some people have one in every room. Lots of people keep one in the bathroom. Is there one in your classroom? How about your school's cafeteria? Which one is bigger?

- 1 Where do you think the trash goes next?



◀ **Show image 2A-6: Dumpster**

He'll probably take it outside to a bigger trash can, or maybe to a **dumpster**.²

- 2 A dumpster is a large trash container that may be next to large buildings. Do you have a dumpster near where you live, or do you just have a large trash can outdoors?



◀ **Show image 2A-7: Garbage truck**

About once a week, garbage collectors come along in a big garbage truck, pick up the trash can or dumpster, and dump its contents into the back of the truck. And then what do they do? Do they park the truck on the edge of town and leave it there? Do they launch the truck into outer space? Do they call up a magician and ask him to come and make the trash disappear?³

- 3 Where do you think the garbage truck takes the trash?



◀ **Show image 2A-8: Landfill**

In many places, they take it to the nearest **landfill**. Some people call the landfill a dump, because that's what you do: you dump your trash there. However, I—Good Old Earth—prefer to call it the *landfill* to remind people that all they're doing is burying their trash inside me.⁴

- 4 A landfill is a place where garbage is dumped and buried.

This might look like a lot of trash, but trust me when I say that what you see in this picture is just a teeny, tiny bit of all the trash people around the world make every single day!



◀ **Show image 2A-9: Bulldozer**

Once the piles of trash in the landfill are big enough, bulldozers move in and push dirt on top of the trash.

Why bury the trash? It goes back to that idea of “out of sight, out of mind.” If the trash is underground, people don’t have to see it, think about it, or smell it. Your town or neighborhood is a much safer, healthier place to live in because all that garbage is buried underground away from where you live and play. Trust me, though, just because the garbage is buried doesn’t mean it’s gone—at least not for a long, long time.



◀ **Show image 2A-10: Buried garbage, semi-decayed landfill**

After it’s buried, some of the garbage starts to rot, or **decompose**. That means the trash breaks down into smaller and smaller pieces and becomes part of the soil underground.

Trash that was food usually decomposes pretty quickly. The paper plate from the birthday party will decompose, too, but it will take longer than food. It may take several years for the paper plate to decompose. What about the plastic spoon? Unfortunately, plastic doesn’t rot like food and paper. So, that spoon may lie around for hundreds or even thousands of years before it ever breaks down and becomes part of the earth again.



◀ **Show image 2A-11: Closed landfill**

Every landfill gets filled up eventually and a new landfill is needed so people can dump their trash. This picture shows an old landfill that has been closed. Most of the garbage is buried and slowly decomposing underground.⁵

As you can see, plants can start to grow on the land again, and some animals may even move back in and make their homes there. But landfills can be dangerous. So much garbage underground means that there could be **hazardous**⁶ gases and chemicals in the area. The bad gases and chemicals go back into the soil and air, and can even get into the water supply

5 Why do you think more garbage can’t be dumped in this landfill?

6 *Hazardous* means dangerous. Gases are in the air; we can’t see them.

- 7 [Remind students about their original predictions about trash.] So, where does the garbage go? What does the amount of garbage that we throw away have to do with taking care of the earth?

underground. This hurts the living things that live on Earth, breathe the air, and drink the water. Using this land again costs a lot of money and requires a lot of hard work and time. In most cases, land like this will remain a dangerous place for many, many years to come. The garbage you drop in the trash can today is out of sight, but it shouldn't be out of mind.⁷

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What is the main topic of the read-aloud? (garbage)
2. *Literal* What are some other names for garbage? (trash, waste, junk, rubbish)
3. *Literal* Who creates all the trash on Earth? (people)
4. *Inferential* Describe what happens to a piece of garbage after you throw it away. (After you throw away garbage in a trash can inside, you empty it into either a larger outdoor garbage can or a dumpster. After that, the trash is loaded into a garbage truck and then dumped into a landfill.)
5. *Inferential* Imagine you are standing near a landfill. Describe what you might see and smell. (The landfill looks messy and dirty, and it does not smell good.)
6. *Inferential* Why can a landfill be a dangerous place? (The decomposing garbage gives off harmful, or hazardous, gases and chemicals that go into the land, water, and air. These gases and chemicals can make living things sick.)

7. *Inferential* Why is it important to think about where our garbage goes? (Too much garbage makes Earth a dirtier, less healthy place.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question. Then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* What can you do to create less garbage? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Hazardous

5 minutes

1. In the read-aloud you heard, "So much garbage underground means that there could be *hazardous* gases and chemicals in the area [around landfills]."
2. Say the word *hazardous* with me.
3. *Hazardous* means very dangerous.
4. Crossing the street without looking both ways could be very hazardous.
5. Tell about something that is hazardous to people. Try to use the word *hazardous* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "One thing that is hazardous to people is . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *hazardous* is *safe*. If any of the things I say are hazardous, say, “That is hazardous.” If any of things I say are safe, say, “That is safe.”

1. throwing trash into the river (That is hazardous.)
2. crossing the street when the crossing guard tells you to (That is safe.)
3. wearing a seat belt when you are in a car (That is safe.)
4. eating something you are allergic to (That is hazardous.)



Complete Remainder of the Lesson Later in the Day



Garbage

2B

Extensions

15 minutes

Image Card Review

Display Image Cards 1–7 in random order, from left to right on a chalkboard ledge or taped to a whiteboard or chart paper. Ask students to tell you which card shows the very first thing that happens when there is garbage, and reposition this card to the far left as the “first step.” Continue with the remaining cards, having students tell you the correct sequence of events, so you can rearrange the cards in the correct order.

With the cards now in the correct order, point to them one at a time, and ask students to explain what is happening in each picture. Help them create a continuous narrative that follows the trash from its creation to its burial at a landfill. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events and ideas: *first, then, next, later, finally*, etc.



Natural Resources

3

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that natural resources are things found in nature that are valuable and of great importance to people
- ✓ Identify key natural resources, and describe how people use them

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Natural Resources” (RI.K.2)
- ✓ Demonstrate understanding of frequently occurring verbs, such as *conserve*, by relating them to their opposites (antonyms) (L.K.5b)
- ✓ Prior to listening to “Natural Resources,” identify orally what they have learned about the earth

Core Vocabulary

conserve, v. To protect something; to save something

Example: My dad asked me to please take shorter showers to conserve water.

Variation(s): conserves, conserved, conserving

decayed, adj. Rotten; decomposed

Example: The decayed trash in the landfill smelled awful.

Variation(s): none

natural resources, n. Things found in nature, such as land, water, and air, that are valuable and of great importance to people

Example: One example of Earth's natural resources is trees, which are used to make lumber to build houses and also to make paper.

Variation(s): natural resource

oxygen, n. The part of the air we breathe that is needed to keep people alive

Example: We need to breathe in enough oxygen to stay healthy.

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Do We Already Know?	KWL chart	10
	Essential Background Information or Terms		
	Purpose for Listening		
Presenting the Read-Aloud	Natural Resources	Earth Hat	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Conserve		5
	 Complete Remainder of the Lesson Later in the Day		
Extensions	Natural Resources	Instructional Master 3B-1	15