

Earth Day Every Day

1. Question & Research Task

- How much do we throw away?
- How does recycling reduce pollution?
- What are the 3 R's? Watch this video to see how to use the 3 R's everyday.

reduce,
reuse, and
recycle



Image source: clipart.com with subscription.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can you help the Earth?

2. Information Sources

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1. Where does our trash go?

Click on the picture to see what happens to Sid's robot after he loses an arm.



Video and images courtesy of [Discovery Education](#).

Click the picture to the right to review vocabulary.



2. Reduce, Reuse, Recycle!



3. Practice what you heard?



Video and images courtesy of [BrainPopJr.](#)

3. Student Activity

1. With a partner, complete the following handout.



Image source: clipart.com with subscription.

2. On your own, complete the following sorting activity. Help the Gorilla decide if he can recycle each item (You may only play 2 times before moving on).



Game and image courtesy of [National Geographic Kids](#).

4. Assessment Activity

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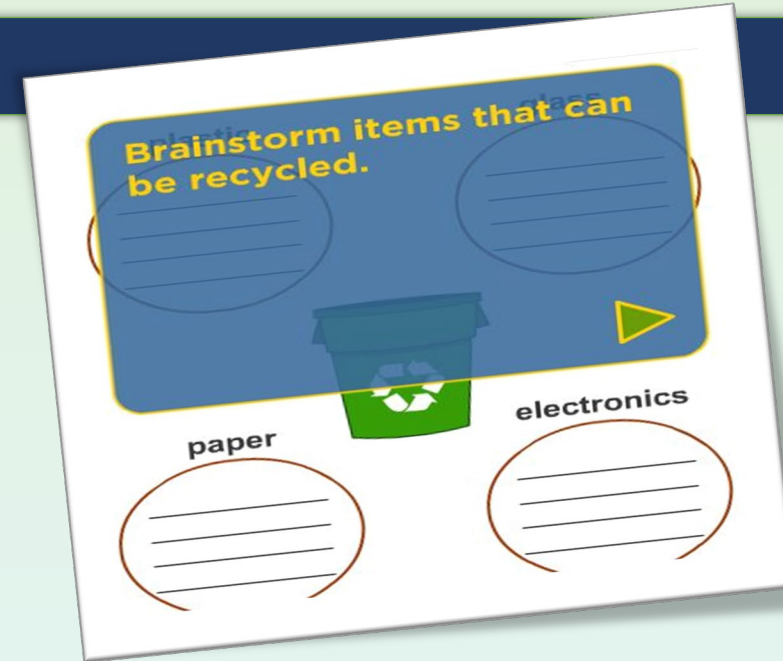
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How can you help the Earth?

1. Click the picture to the right to complete the Talk About It activity. Using the Draw About it tool, illustrate one way to help planet Earth.



Images source:
[BrainPopJr.](#)

Final Assessment

[Click here for Scoring Rubric](#)

With a partner you will create a PSA commercial using the camera on your device.

1. One partner records, while the other partner speaks. Switch so you each do both jobs.
2. State three ways to HELP planet Earth and why it is important.
3. Make sure you look at the camera and speak loudly & clearly.



5. Enrichment Activities

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1. Click the picture at right for Earth Day story, activity, and song.



3. Scholastic Earth Day Celebration read along



2. BrainPOP Jr.- Reuse Drawing Activity



4. Scholastic We Did It read along



6. Teacher Resources

Learning Standards Alignment

BCPS Curriculum

Language and Literacy:

Classifies information- compares and categorizes

Speaks for a variety of purposes

- engages in meaningful conversation

- uses appropriate languages in order to inform, persuade, or to express personal ideas.

Uses pictures and print to perform a task

Science: Observes and describes the characteristics of living things- identifies the basic needs of living things

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Kindergarten

2-4 Class periods will be required to complete this activity.

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

This Slam Dunk is written for primary students , mainly Kindergarteners. Although, it can be used for 1st and 2nd graders as well. Being able to express personal thoughts and explain their reasoning is a very important skill to accomplish early in school. Also, having students aware of current events is important as well.

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.