

STORY TIME: THE GREAT TRASH BASH



Description:

Students listen to *The Great Trash Bash* by Laureen Leedy and discover how they can positively impact the environment through their own personal actions.

Objective:

- Participants will recognize that no matter where they live, nature is all around them. They will recognize that there is beauty in the nature they can find near their home.
- Participants will recognize that they can influence the nature in their neighborhood by taking care of the environment.



Standards:

Kindergarten:

- SC.K.7.2 - Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.
- LA 0.1.4.A - Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.3.2 - Listening: Students will develop and demonstrate active listening skills across a variety of situations.

1st Grade:

- LA 1.3.2 - Listening: Students will develop and demonstrate active listening skills across a variety of situations.

2nd Grade:

- SC.2.7.2 - Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.
- LA 2.1.4.A - Listen to and read text of increasing length and/or complexity to increase reader stamina.
- LA 2.3.2 - Listening: Students will develop and demonstrate active listening skills across a variety of situations.

3rd Grade:

- SC.3.7.2 - Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.
- LA 3.1.4.A - Listen to and read text of increasing length and/or complexity to increase reader stamina.

5th Grade:

- SS 5.3.3.A - Identify examples of ecosystems and analyze issues related to the natural setting in the United States. For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining.



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Materials:

- Video
- Optional: Student Discussion Handout

Activity:

1. Read *The Great Trash Bash* by Laureen Leedy or have students watch the video.
2. Have students complete the attached *Student Handout Page*. Students should discuss their answers with a partner to generate ideas. Students should write or draw their answers. After students answer the questions with their partners, discuss their answers as a class.

Assessment:

- Student Discussion
- Student Discussion Handout

