

Home Sweet Home
Essential Question: How can we practice Sustainability?
Cara Burns, Top of the Mitt Writing Project
Designed for Kindergarten Students

My Contentions:

1. Each child should be able to learn in a supportive and welcoming environment.
2. Young children need opportunities to grow their global awareness.
3. Young children should be exposed to Project Based Learning to retain a variety of topics on a deeper level.
4. Visuals and text read orally allows all readers and writers to participate.
5. Scaffolded approaches are essential in reaching all students.

Demonstration – Step-by-Step Directions

1. Introduction-Visuals will be shown of Earth and different aspects of Earth that we should be grateful for as we celebrate Earth Day. The students will partake in a reflective activity by drawing their favorite season, plant, animal, and place. (Day 1)
2. Students will close their eyes as the teacher has them silently think about their favorite place using their five senses. Once students have reflected, the teacher will demonstrate throwing “trash” around the classroom to signify pollution. (Day 1)
3. The students will be introduced to the concept of pollution by watching a short video. Visuals will be shown to demonstrate the harmful effects of pollution. The students will be introduced to the “Three R’s” to learn how we can combat pollution. (Day 2)
4. Students will be presented with objects that can and cannot be recycled. The students will be placed into groups of 4 with a recycling and trash bin. They must work together to sort the objects into the correct bins. (Day 2)

5. Read *Lobstah Gahden*. This book will guide students through how we can reduce trash. We will decorate canvas bags to show an easily attainable way to reduce plastic use. (Day 3)
6. Read *Hotel for Bugs*. Students will practice “re-using” an item to make a “Hotel for Bugs” that can benefit a micro ecosystem. (Day 4)
7. Group review and reflection. Students will finish the demonstration lesson by writing their own promise with how they will continue to help our Earth. (Day 4)

Outside Influences

- SJA.16- I care about those who are treated unfairly.
- SJI.5-I see the way my family and I do things is both the same and different from how other families do things, and I’m interested in both.
- RL.7-With prompting and support describe the relationship between illustrations and the story.
- W.1-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about, and state opinion or preference.
- SL.2-Comprehension and Collaboration: confirm understanding a text read aloud, or information presented orally, or through other media by asking and answering questions about key details and requesting clarification when something is not understood.
- SL.4-Describe familiar people, places, things, and events and with prompting and support provide additional detail.

Bibliography

Senior, Suzy, and Leire Martain. *The Hotel for Bugs*. Tiger Tales, 2022.

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Possible Extensions and Adaptations for this Lesson:

1. Engaging with local organizations to visit that are focused in sustainability in our community
2. Visiting Sleeping Bear dunes to learn about local endangered species
3. Connecting with different grade levels with the school to create further project-based learning opportunities
4. Explore different texts focused on sustainability to continue learning about this topic