



Pollution is Bad

Suggested Grade Level: First Grade

GLEs

- Identify ways man depends on plants and animals for food, clothing, and shelter
- Pose questions about objects, materials, organisms, and events in the environment
- Demonstrate concepts of print
- Develop vocabulary by reading, listening to, and discussing unknown words in stories

Measurable Objectives

- Students should be able to work in groups and think of at least one way to prevent pollution and they should be able to tell at least one possible outcome of pollution after completing this activity.
- Students should also be able to tell you the meaning of the word pollution and use it in a sentence.

Anticipatory Set

- Read the book, *The Trash in Chigger County* by Amanda Robertson.
- After reading the book, ask questions about why the animals were upset and what they did to fix it.
- Explain the meaning of the word pollution and talk about different types of pollution.

Instructional Point

- Vocabulary: pollution, littering, light pollution, nature, and recycle
- Materials: dry pasta, poster board, pencils, markers, and tape
- Read the book, *The Trash in Chigger County*. Discuss different types of pollution and give examples of each kind.



- Talk about how pollution can affect plants, insects, and other animals.
- Split students into five groups; humans, plants, insects, plant-eating animals, and insect or animal-eating animals.
- Make a large circle. Give the human group of students some dry pasta and have them spread it around the circle. Explain that the pasta represents pollution.
- Have the plant group pick up the pasta and stand where they found it.
- Next have the insect group come and pick a flower to pollinate. Have them link arms with their flower.
- Have both animal groups choose a plant, insect, or other animal to eat. This activity will allow the students to see how pollution can affect all the living things like it did in the book. Talk about ways pollution could be prevented.
- Split the students into groups of 4 or 5. Give each group a piece of poster board and draw a picture to show how pollution affects animals and how humans could prevent pollution. Have the students brainstorm about what to write.
- Have each group share their poster with the class.

Modeling

- Talk about what pollution is and the different types. Ask the students about why it is bad and who or what it can affect.

Check for Understanding

- Walk around the room as the students brainstorm for their sentences and ask them questions.

Guided Practice

- Have the students complete the activity with the noodles, so that they can see which living things pollution affects. Talk about the activity with them after it is completed to make sure they understand.



Independent Practice

- Have the groups agree on their sentence choices and have them write 2-3 sentences on their poster board. Have them draw a picture to go along with their sentences.

Closure

- Have the groups share their posters with the class. Allow the students to ask each group questions about their posters.

Evaluation

- When students present their posters to the class, make sure that they have at least one way to prevent pollution and one possible cause of pollution included in their sentences.
- Ask the students individually to tell you the meaning of pollution and ask them to use it in a sentence.

Lesson plan compiled by Ashley Byrd, an Earth Team Volunteer and Early Childhood Education student at Missouri State University, Springfield, MO

May 2010