

M.U. Lujan Elementary School



"CLEAN UP" Program

Community-service Learning Education Addressing Needs
Understanding Partnerships

- Goal:** To improve student achievement through interactive experiences linking the content areas with community service.
- Thematic Unit:** “The Yonaville Dragons CLEAN UP” adaptation of The Wartville Wizard by Don Madden
- Developed by:**
- Maria A. Castro Science
 - Kit Miyasaki, Social Studies
 - Norma Murphy Math
 - Ruth Kruckenberg Health
 - Michael G. Meno Language Arts and Reading/ESL
- Brief Description:** Each participating teacher will create and present a Service-Learning lesson. Primary K-2 will watch a performance of “The Yonaville Dragons CLEAN UP”. Intermediate 3rd – 5th will read or perform “The Yonaville Dragons CLEAN UP”. Classes will then visit a pre-assigned area of the school to pick up trash.. Since elementary age students primarily learn through what they see, hear, smell, taste, and touch, the focus on acquisition will be through the senses.
- Character Link:** Develop an intrinsic respect for the environment.

Subject: Science		Grade: 1 st
Topic	The “Yonaville Dragons CLEAN UP”	
Brief Description	The students will be able to mark on a map which area had the most and least trash. Students will then categorize trash according to aluminum, plastic, and paper.	
Key Concepts	Develop an awareness to waste disposal.	
Lesson Objectives	To introduce a concept that cans can be recycled.	
Content Standards	Ecology 9.1.1 and 9.16	
Citizenship/Character Link	Respect for the environment.	
Resources Needed/Materials	Plastic trash bags, gloves, trashcans for school (for cans only), pamphlets about recycling, Poster boards, field-trip permission, books, camera, and film.	
Key Terms	Ecology, recycle, aluminum	
PROCEDURES		
Preparation	<ol style="list-style-type: none"> 1. Call recycling company (477-1669) for a possible visit. 2. Purchase trash bags, gloves, poster boards. 3. Discuss with students the reasons for collecting cans. 4. Red pamphlets or articles or books about recycling aluminum. 	
Action	<ol style="list-style-type: none"> 1. Students will pick up cans in designated areas under supervision of teachers, parents or staff. 2. Take pictures before, during, and after. 	
Evaluation/Reflection	<ol style="list-style-type: none"> 1. Students will discuss how they felt before, during, and after picking up the cans. 2. Do they feel more responsible after? 3. Will they extend to family members and friends the responsibility of recycling? 	
Celebration	Display pictures in the bulletin boards and send other pictures to the local newspaper.	

Subject: Social Studies		Grade: 2nd
Topic	The “Yonaville Dragons CLEAN UP”	
Brief Description	The students will be able to mark on a map which area had the most and least trash. Students will then categorize trash according to aluminum, plastic, and paper.	
Key Concepts	<ol style="list-style-type: none"> 1. Charting points on a map with most and least trash. 2. Identify what are aluminum, plastic, and paper. 	
Lesson Objectives	<ol style="list-style-type: none"> 1. The students will be able to identify certain locations on a map. 2. Students will know what is aluminum, plastic, and paper (differences). 	
Content Standards	Standard 1 1.2.1 and 1.2.8	
Citizenship/Character Link	Respect for the environment.	
Resources Needed/Materials	Map of school, trash bags, gloves, markers to place on maps, labels, certificates, ribbons, stickers.	
Key Terms	A map showing the compass rose, trash, aluminum, plastic, and paper.	
PROCEDURES		
Preparation	<ol style="list-style-type: none"> 1. Discuss school project. 2. Distribute map of school, supplies. 3. Assign classes to certain location on campus. 4. Lay ground rules (be careful with broken glass, sharp objects, etc. . .) 	
Action	<ol style="list-style-type: none"> 1. Go to our designated area and pick up trash. 2. Group counts the number of bags filled with trash. 3. Categorize thrash according to aluminum, plastic, and paper. 	
Evaluation/Reflection	<ol style="list-style-type: none"> 1. Students and teacher put on map the number of bags collected and compare with others to see who has least/most bags. 2. Why they think that area had most trash than others 3. What can be done with aluminum, plastic, and paper. 	
Celebration	The area with the least amount of trash will be recognized with a certificate, ribbon, and stickers.	

Subject: Health (Counseling)		Grade: 1 st
Topic	The "Yonaville Dragons CLEAN UP"	
Brief Description	Children will clean up an area in the classroom or playground in three (3) different ways and then discuss which way was best and why.	
Key Concepts	Cooperation benefits everyone involved by: 1. Promoting positive social integration, and, 2. Getting a job done quicker.	
Lesson Objectives	Children will learn to Cooperate with others.	
Content Standards	Health Standard 5 5.1.7 and 5.1.11	
Citizenship/Character Link	Cooperation	
Resources Needed/Materials	A messy area of the classroom or playground, trash bags, and gloves.	
Key Terms	Cooperation	
PROCEDURES		
Preparation	Arrange with 1 st grade teacher for times I can work with each class; either in small groups or as a whole class.	
Action	The counselor will direct the children to clean up an area in 3 ways: 1. Appoint one child to clean up while the others watch, 2. Tell all children to clean up with no direction, 3. Give each child a specific job.	
Evaluation/Reflection	Children will sit in a circle and talk about: 1. How they felt during each part of the activity, and, 2. Which way is better and why.	
Celebration	Give out stickers to the children.	

Subject: Math		Grade: 1 st
Topic	The “Yonaville Dragons CLEAN UP”	
Brief Description	Students will provide a list of all the trash they can think of, count each item collected during the trash pick up activity, sort and group the different items collected, and then create a graph showing the total items collected.	
Key Concepts	Sorting, counting, and graphing	
Lesson Objectives	Students will be sorting items collected, counting and graphing items collected from the total trash collected.	
Content Standards	Standard 1 Number Sense and Operations 1.1.1 Count, read, and write and 1.1.4 Count and group by size objects, sorting	
Citizenship/Character Link	Respect for the school environment.	
Resources Needed/Materials	Plastic bags, gloves, pencils, paper, crayons, medium size boxes.	
Key Terms	Trash, size, paper, aluminum, plastic, clean	
PROCEDURES		
Preparation	<ol style="list-style-type: none"> 1. Talk to students about the type of trash they see around our school that are not properly disposed of (in trash containers). 2. Explain to students that you will make a list of all the items students mentioned. 3. Inform students that they will be going out to pick up trash in the school playground. 	
Action	<ol style="list-style-type: none"> 1. Have the whole class go out to the playground for 10 minutes to pick up trash that they see on the ground. 2. Students will return to the classroom to sort out all the trash they collected by grouping each one by size, and the different types. 3. Students will count each object and make a listing, then create a graph of the items collected. 	
Evaluation/Reflection	Students will be assessed by their ability to sort all trash items collected by sizes and the different objects, by counting each trash in each group, and then creating a graph.	
Celebration	<ol style="list-style-type: none"> 1. Students will share with the class the graph they made by providing an explanation and showing the other students their graphs. 2. Students will also share how they felt while they were picking up the trash, and how they felt afterward. 	

Subject: Reading and Language Arts	ESL Level: Intermediate	Grade:
Topic	Learning through the Senses	
Brief Description	Students will read the <u>The Wartville Wizard</u> by Don Madden a fictional story about a community's problem with trash. After the story, students will then make a visit to the school playground to pick up a bag full of trash.	
Content Objectives	<p>1.B.7.4 Students will identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>1.C.6.7 Explain the effects of key literary devices in a variety of fictional and nonfictional texts (Point-of-view)</p> <p>After discussing the senses as a common way of learning, the students will draw on their vocabulary bank to describe colors. The students will employ higher-level thinking to generate a poem describing colors in a number of ways.</p>	
Language Objectives	<p>Listen: Students will listen to the answers volunteered by their peers.</p> <p>Speak: Students will offer and discuss ideas.</p> <p>Read: Students will read and recite poetry.</p> <p>Write: Students will write a poem.</p>	
Citizenship/Character Link	Intrinsic appreciation of the environment.	
Learning Strategies	<p>Elaboration of Prior Knowledge: Students will use background knowledge to relate new information and make personal associations.</p> <p>Students will work in cooperative groups.</p> <p>Students will use brainstorming to offer ideas.</p>	
Materials	Journal book, Paper and Pencil	
Key Terms	<p>5 Senses: See, Smell, Hear, Taste, Touch</p> <p>How you feel inside.</p>	
PROCEDURES		
Anticipatory Set	Have the students imagine how a blind person would describe colors. Hopefully, they will realize that they employ their senses to accomplish this.	
Presentation	<ol style="list-style-type: none"> 1. Have students volunteer a piece of trash to work with. 2. Have students close their eyes and try to imagine everything they know about the trash chosen. 	

	<ol style="list-style-type: none"> 3. Make a list of the 5 senses on the board. 4. For each sense, have students volunteer answers. 5. Tell the class they will write a poem together. 6. Every line will represent one of the ideas for each sense, for a total of 6 lines. Each line should end with the idea from the list. 7. Read the finish poem together.
Practice	<ol style="list-style-type: none"> 1. Have the students choose their own color, a color a class has not worked with yet. 2. Have the students write their own color poem using the process.
Evaluation/Reflection	Publish a compilation of students' finished poems.
Celebration	Place copies of the poems in the library, the school bulletin/newsletter, and the main office.