

Teacher's Guide

Grade: K - 2

Lesson: How can we take care of our Commons?

Number of Class Periods:
3 45-minute periods



HOW CAN WE TAKE CARE OF OUR COMMONS?



The Healthy Commons Lesson Set was co-created by TerraCycle, The Cloud Institute for Sustainability Education, and Learner-Centered Initiatives.



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Standards

Common Core State Standards

ELA

Reading Literature

Key Ideas and Details

K - 1, 3

1 - 1

2 - 1, 3

Range of Reading and Level of Text Complexity

K - 10

Writing

Text Type and Purposes

K, 1, 2 - 2

Research to Build and Present Knowledge

K, 1, 2 - 8

Listening/Speaking

Comprehension/Collaboration

K - 1, a, b, 2, 3

1 and 2 - 1, a, b, c, 2, 3

Presentation of Knowledge and Ideas

K, 1, 2 - 4, 6

EfS Standards

B. 2 Demonstrate individual and collective respect for themselves and the Commons.

E. 1 Define "The Commons" in their own words and in relation to their own experiences. Know the difference between private, and Common areas.

E. 2 Articulate the distinguishing characteristics of a commons and the types of measures required to keep different types of Commons healthy.

F. 7e Make a case for why global citizens should understand that materials cycle on earth (applicable to those who have completed the first lesson series and apply what they have learned there to the context of this lesson)

EfS Enduring Understandings (EU)

4. Recognize and Protect the Commons. We all depend on them and we are all responsible for them.

12. We are all responsible (Everything we do and everything we don't do makes a difference.)

LESSON SUMMARY

This lesson is framed around a book about two little girls who learn what a Commons is, how to take care of a Commons, and the importance of everyone doing their part to keep their Commons healthy and beautiful. Students apply what they have learned from the story by determining how to best take care of their classroom Commons. Students collectively identify goals and rules to keep the classroom Commons healthy, and individually commit to specific actions that they themselves can take to ensure this is the case.

OVERARCHING QUESTION

How can we take care of our Commons?

GUIDING QUESTIONS

WHAT IS A COMMONS?

WHAT IS THE DIFFERENCE BETWEEN PRIVATE PROPERTY AND OUR COMMONS?

WHAT MAKES OUR CLASSROOM A COMMONS?

WHERE ARE OTHER EXAMPLES OF COMMONS THAT EXIST IN OUR CLASSROOM AND SCHOOL?
(FOR OLDER STUDENTS)

HOW CAN WE CONTRIBUTE TO A HEALTHY COMMONS? (EU4 EU12)

WHY IS IT IMPORTANT FOR EVERYONE TO BE INVOLVED IN CARING FOR THE COMMONS?

RESOURCES/MATERIALS FOR THIS LESSON:

- Copy of the book [The Park is Our Commons](#)
- Suggested private property vs. Commons items for students to include in their collages (see list in the lesson and supplemental images that follow standards alignment)
- Teacher and students can refer to the book [Where Do Apples Go?](#) for background on the material cycle from the [1st Lesson Set on Natural Laws and Ecological Principles.](#)

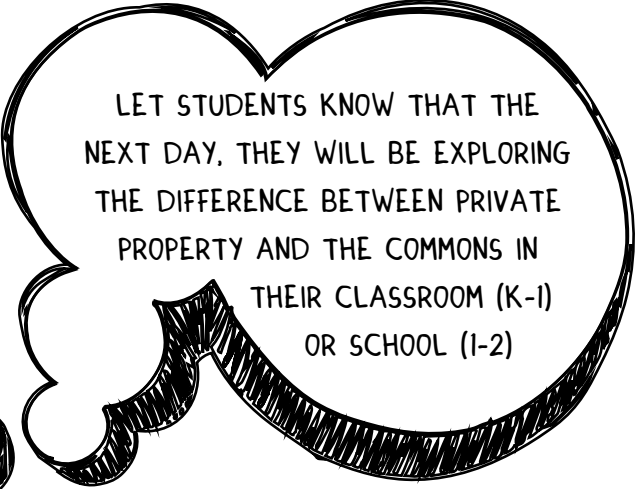
LEARNING OPPORTUNITIES, ACTIVITIES, AND PROCEDURES

DAY 1

1. Teacher reads story [The Park is Our Commons](#) and discusses with students. Chart responses to the question, "What is a Commons?"

Some possible guiding questions:

- What makes the park in the story a Commons?
- How did Maria and Ellie know that the park Commons was not being taken care of? (EU 4, EU 12)
- Why couldn't nature take care of things like soda cans, wrappers, plastic bottles and Popsicle sticks that were left at the park? (EU 11)
- Why is it important to share responsibility for taking care of a Commons? (EU4, EU12)
- If you had been at the park, what would you have done to take care of the Commons? (EU 4, EU 12)
- If Maria, Ellie and Grandma were the only people who took care of the park, would that be enough to keep the Commons healthy? What makes you say that? (EU 4,EU 12)



LET STUDENTS KNOW THAT THE
NEXT DAY, THEY WILL BE EXPLORING
THE DIFFERENCE BETWEEN PRIVATE
PROPERTY AND THE COMMONS IN
THEIR CLASSROOM (K-1)
OR SCHOOL (1-2)

DAY 2

1. Review students' responses to the question "What is a Commons?" from Day 1, referring back to the story for clarification and reminders.

The Commons – something or some place that is shared by everyone (in the story, the park is a Commons because it is shared and used by everyone in the neighborhood). If it is shared by everyone then everyone is responsible to take care of it.



2. Engage the class in a discussion about what "private" means, referring back to the story for the example of Maria's bedroom being private because only she uses it and is responsible for it.

Private Property – something or some place that belongs only to one individual or group. The responsibility for taking care of it belongs only to that person or group. For example, your cubby or your backpack is private – only you use it and it is your responsibility to take care of it. When something is private we have to ask the person it belongs to for permission to use it




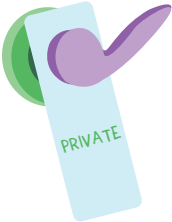
DAY 2 CONTINUED

3. What is the difference between private property and the Commons?

- In teams of 2-3, students participate in a “Commons and Private Scavenger Hunt,” sketching pictures (or cutting them out of magazines if you have some handy) to document Commons and private spaces and things in their classroom or in the school.

Note to teachers: If it better supports other curriculum focus areas, K-1 can focus their discovery and conversations at the classroom level, while K-2 can expand their context to the school as a whole.

- **You may use the following list to help students get started, but they can come up with other examples of “private” and “Commons” as well:**

<p>a. Classroom Commons</p> <ul style="list-style-type: none"> • Books • Art supplies • Garbage bin • Recycle bin • Group areas • Toys • Plants • Lights • Air • Music or sounds in the room 	<p>b. Classroom Private</p> <ul style="list-style-type: none"> • Backpacks • Jackets • Shoes • Teacher’s Desk • Lunchboxes 
<p>c. School Commons</p> <ul style="list-style-type: none"> • Air • Playground • Cafeteria • Playground toys • School yard • Garden • Trees 	<p>d. School Private</p> <ul style="list-style-type: none"> • Principle’s office • Administration desks • Nurse’s supplies • Janitor’s Closet 

- As students finish their pictures, have them place them in a pile.
- Gather around the completed pictures, and review each, using the definitions of “Commons” and “Private” from the day before to sort them into two groups.
- Check your impressions by looking at the groups that have been formed. Ask questions like:
 - Is there anything that you don’t think belongs there?*
 - Are there other things that should be included that we didn’t think of?*
- Once you have two piles that everyone can agree with, let students help you use these pictures to create two large posters: one that illustrates “Private” and one that is an example of “Commons.”
- Ask students if there were examples of Commons or private property that they saw but didn’t draw. Add those to the posters as words, or allow students time to sketch them.
- If the poster doesn’t include recycling or garbage cans, the teacher should bring them up and ask students why they belong on the Commons poster.

Note to teachers: These posters can be expanded and updated as the year progresses.

4. Goals and Rules for caring for our classroom (or school) Commons.

- Review the goals and rules sign that Maria, Ellie and Grandma made for the park. Use it as a model to help students state goals and rules for their classroom Commons.
- Make a sign that can be posted at the entrance to the classroom (or school).
- Have students say one thing that they can do to support a goal or a rule. These are their promises to their classroom (or school) Commons.
- Students write their name and their promise to their Commons on pieces of paper and either write a story or draw a picture of them keeping their promise to the classroom or school Commons. These are then posted near the goals/rules sign.
- Periodically, they should be asked to reflect on how well they are doing at taking care of their Commons.

Teacher's Note: Make sure to celebrate the choices and actions that keep the classroom or school Commons clean and healthy!

DAY 3

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS/DIFFERENTIATED STRATEGIES

Students who need more precise supervision or extended guidance could work directly with the teacher for assistance. Children proficient in reading can read the story individually or the teacher can ask each student to read a piece of the story.

EFS ASSESSMENT/SCORING CRITERIA

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards?

Efs/National Standard	Efs Indicators/ National Benchmarks	Assessment Instrument	Efs/State Scoring Criteria
E. Healthy Commons	E. 1	1. Discussion of "The Park is Our Commons" and answering of guiding questions. 2. Student poster of Commons and private property	Students: <ul style="list-style-type: none"> • understand what a Commons is • can generate an example from their own lives that parallels an example from the story • distinguish between Commons and private property images, • articulate who needs to take care of the Commons • can describe ways that occurs.
E. Healthy Commons B. Responsible Local and Global Citizenship	E. 2 B. 2	Summative Drawing or Story of how they will take care and participate with others in the Classroom(K-1) or School (1-2) Commons	Students: <ul style="list-style-type: none"> • articulate through writing or drawing that they will take care of a part of the Commons • demonstrate respectful behavior in the Commons • apply the pictures and stories in the collage to their Commons • use their drawing as an entry point to keeping their Commons healthy and doing their part
E. Healthy Commons B. Responsible Local and Global Citizenship	E. 2 B. 2	Creation of Goals and Rules by a Voting Process for how to take care of their Commons	Students collaboratively: <ul style="list-style-type: none"> • select a Commons to focus on • respectfully and collectively decide on the jobs and rules to keep that Commons healthy • demonstrate over time a respect for one another and the goals and rules they created. • Apply what they learned from the story (what was needed to keep the Commons healthy at the park and El-lie's yard and living room) to their plan.

EFS/National Standard	EFS Indicators/National Benchmarks	Assessment Instrument	EFS/State Scoring Criteria
<p>F. Natural Laws and Ecological Principles * this standard applies to students who have completed the 1st lesson set in this series and who can transfer what they have learned there to this lesson on the Commons. In order to achieve this standard, the teacher may need to make explicit connections between what students learned about the materials cycle and the care of the Commons</p>	<p>F. 7e</p>	<p>Goal making for material cycling in the Commons</p>	<p>Students:</p> <ul style="list-style-type: none"> • understand from the reading the importance of cycling materials responsibly • apply this understanding to the rules and goals they create for their Commons that they will address • demonstrate awareness and respect for this process over time
<p>Common Core ELA Reading Literature</p>	<p>Key Ideas and Details</p>	<p>Discussions related to book and category activity</p>	<p>K Students Can:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text 3. With prompting and support, identify characters, settings, and major events in a story <p>Grade 1 students Can:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. <p>Grade 2 students Can:</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3. Describe how characters in a story respond to major events and challenges.
	<p>Range of Reading and Level of Text Complexity</p>	<p>Reading and discussion of book</p>	<p>K Students Can:</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding

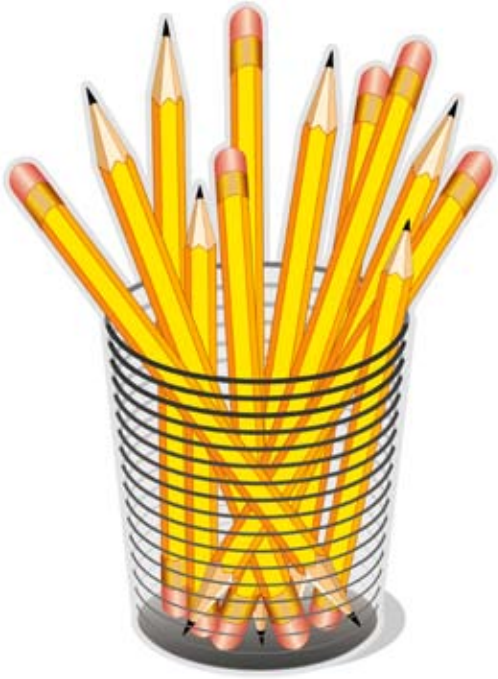
Efs/National Standard	Efs Indicators/ National Benchmarks	Assessment Instrument	Efs/State Scoring Criteria
Common Core ELA Writing	Text Types and Purposes	Drawing or Story of how they will take care and participate with others in the Classroom Commons	<p>K Students Can: 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Grade 1 Students Can: 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Grade 2 Students Can: 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
	Research to Build and Present Knowledge	Discussions and guiding questions	<p>K and Grade 1 Students Can: 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Grade 2 Students Can: 8. Recall information from experiences or gather information from provided sources to answer a question.</p>
Common Core ELA Speaking/ Listening	Comprehension/ Collaboration	Discussion and answering of guiding questions; scavenger hunt	<p>K Students Can: 1. Participate in collaborative conversations... with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud... by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Grade 1 Students Can: 1. Participate in collaborative conversations with... peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

Efs/National Standard	Efs Indicators/National Benchmarks	Assessment Instrument	Efs/State Scoring Criteria
Common Core ELA Speaking/ Listening	Comprehension/ Collaboration	Discussion and answering of guiding questions; scavenger hunt	<p>Grade 2 Students Can:</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations ... with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Presentation of Knowledge and Ideas	Classroom discussions, scavenger hunt	<p>K Students Can:</p> <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly <p>Grade 1 Students Can:</p> <ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 6. Produce complete sentences when appropriate to task and situation. <p>Grade 2 Students Can:</p> <ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teachers can monitor student engagement with and understanding of the Enduring Understandings by focusing on students' responses to questions identified with an EU.

Assorted images to support lesson activities:

Classroom Commons



Classroom Pencils



Classroom Art Supplies



Classroom Recycling

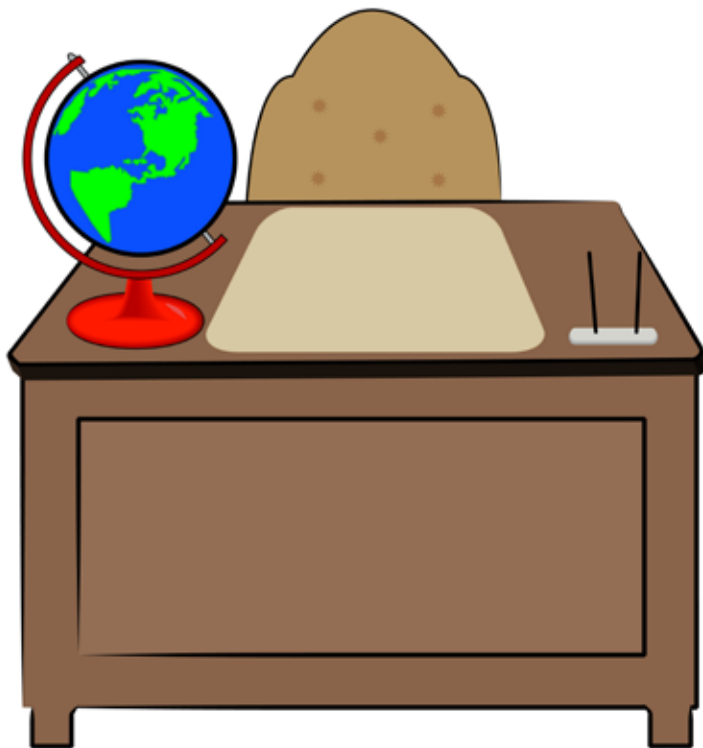
Classroom Private Property



Personal Backpack



Personal Journal

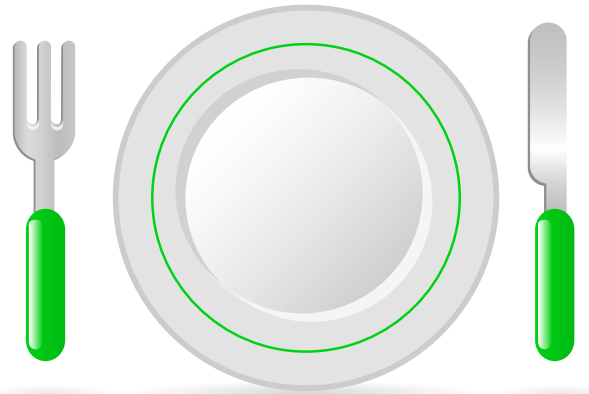


Teacher's Desk

School Commons



Playground



School Dishes



School Bus

School Private



Lunch Bag



Nurse Supplies



School Secretaries' Phone