

Teacher's Guide for FACES: Go Gree

April 2008

Idea #1

Using the first article, *High 5* students read each paragraph and write down main ideas.

Using the first paragraph as an example, these are the main ideas:

Clear up the areas around your school.

Students should be proud of their school-collect trash, plant flowers, make signs stating the message, not to litter etc.

Next, write a paragraph or two on the how students can make the world more pollution free.

Idea #2

Read *Meet the Lord of the Arctic* and have students, for each page, ask:

Now I know....

Now I think that....

I wonder.....

This reminds me of....

For example: in the first paragraph the students might write: I know I could get frostbite in the Arctic. This of course would be a, *now I know*. They might write *I wonder*: Do polar bears ever get cold?

Students can do this for each paragraph in the story. This helps students think while reading. It also gives them a purpose for reading.

Idea # 3

After the students have read, *High 5* and *It's Time to Go Green*, use these articles to create signs for use around your school. Create signs for: recycling, saving energy, riding your bike to help save energy, recycling grass clippings and kitchen refuse for composting, and recycling batteries. This will give students a chance to be creative and reinforce what they have read. These are just a few of the many ideas available in the magazine.

Idea # 4

Before reading any of the articles brainstorm ideas about recycling. Next, have students write for one to five minutes nonstop, about what the students know about recycling. This is a power writing activity.

Teachers can also use this activity in conjunction with this next activity.

Idea # 5

Break the topic of recycling into smaller topics. For example: plastic products, plants, water, air cars, wind power, carbon dioxide, and alternative fuel. Have students use the information in the articles to help them write about the topics.

This will get students to focus on details as they write about recycling and getting green. Students can then write about how improvements in these specific areas can help us go green.

Idea # 6

Read *What Are You Doing to Be Green?* Ask the following: What can you do as a student to help the United States become green? Use some of the ideas in the article to help you.

Ask your students: What are some of the most important ideas these students have? Why do they think these ideas will be helpful?

Idea # 7

Once you have completed reading the articles, take a few of the ideas in the articles, wind power for example. Students can brainstorm questions. Depending on student's age, this can be done individually or as a class.

Using the topic wind power we might brainstorm:

What is wind?

How does it make electricity?

In what locations do you place wind farms?

Is wind power used in the United States? Where?

Would you want a wind farm next to your house?

How much electricity is produced by a wind farm?

Is wind power used in other countries?

How much does it cost to build a windmill? Students can research and then report on these questions.

Idea # 8

The article *Old Man Winter* gives students a chance to make many inferences. What do Dania and Georgette represent? What does the supercab, eight-wheeled Mega Van represent?

This is a great story. It gives students a chance to discuss theme, plot, characters, setting, and conflicts.

Use idea #2 when reading the story. It will give students a purpose for reading. In addition they will practice thinking while reading. The story can lead into a writing lesson as the students write about the story in a five minute power writing activity. Try it; it is surprising the amount students will write, when they are given a time limit. The teacher can do it along with the students. Then share what you have written. They will share openly.