

GREEN MONSTER

- Grade Level: 4-6
- Subjects: Science, Language Arts, Art
- Suggested Time: about 2 hours, may be broken into sessions



Make a poster featuring a cartoon character who reminds people to save energy.

Materials

Chalkboard/whiteboard, Green Monster Worksheets, poster boards (1 for every 4-5 students), markers, scissors, colored paper, glue, tape or tacks for posting, paper and pencils.

National Standards

Language Arts:

- Evaluation strategies.
- Communication skills.
- Participating in society.

Science:

- Regulation and behavior.
- Population and ecosystems.
- Structure of the earth system.
- Populations, resources, and environments.

Ohio 2010 Standards

Language Arts:

- Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly. (4-6)
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (4-6)
- Acquire and use accurately grade-appropriate general academic and domain specific words and phrases. (4-6)

Science:

- Changes in an organism’s environment are sometimes beneficial to its survival and sometimes harmful. (4)
- Organisms perform a variety of roles in an ecosystem. (5)
- Rocks, minerals, and soils have common and practical uses. (6)

Objectives

The student will be able to:

- List ways to conserve environmental resources.
- Define conserve and resource.
- Design a Green Monster cartoon character to promote energy savings.
- Write a slogan to motivate others to conserve resources.
- Plan and create a poster encouraging others to practice conservation tips.

Teacher Preparation

Note: This lesson will be most effective when used as an introduction to additional environmental education. The goal is to engage students’ prior knowledge of conservation and increase their interest in conservation strategies.

Introduction

- Ask students to brainstorm what they can do to protect the earth. Ask them the “3 Rs” of protecting the earth/environment (reduce, reuse, recycle) to help them think of ideas.
- Record ideas on the board, and ask a student to do or act out the tips immediately in the classroom, if possible.
- For example, the students may open the blinds and turn off the lights, turn off the computer and/or monitor, put used paper in the recycling bin, use a re-useable lunch bag, clear objects away from heating vents, etc.
- Explain that the students will be learning about energy conservation.

Activities

- Distribute copies of the Green Monster Worksheet. Have students look up conserve in the dictionary and write the definition on the worksheet. Note: This lesson will be most effective when used as an introduction to additional environmental education. The goal is to engage students’ prior knowledge of conservation and increase their interest in conservation strategies.
- Ask students what is conserved by the strategies they listed on the board. They should write what is conserved next to the idea. Explain that what is conserved is called a resource. Have students look up resource in the dictionary and write the definition on their worksheet. Then students should choose 5 ideas from the brainstorming to write on their worksheet.

- Ask students why it is important to conserve resources. What might happen if the earth's resources run out? Help them consider the effects on humans, animals, and plants.
- Explain that the students will to create a poster encouraging others to conserve by taking simple steps like the ideas listed on the board. The poster will feature a cartoon character called the Green Monster. Discuss why conservation is called "green" or "being green."
- Have the students read the poster instructions aloud from the Green Monster Worksheet. Make sure students understand what a slogan is.
- Break students into groups, where students should use scrap paper to design their Green Monster cartoon character and write their slogan and tips. Then they should use copy paper to sketch a draft of their poster.
- Once the students' draft has been approved by the teacher, students should work in groups to create a poster board with the art supplies.
- After the posters are finished, students should present them to the class. Then the students or the teacher should hang the posters in the school hallways.

Extensions

- Students may present the posters to other classes or building staff.
- Students may participate in the Energy Savings Patrol club and patrol the building for conservation opportunities. See the Energy Savings Patrol Teacher Guide for more information.
- Students may create smaller signs for the classroom featuring the Green Monster, slogan, and 1 conservation tip. The signs may be posted near the area where the tip can be put into practice. For example, post a sign reminding people to recycle next to the trash can and recycle bin.

Closing

After reviewing the lesson, ask students which tips they plan to put into practice at home. Ask how they might encourage their family members to do the same.

Worksheet

See: Green Monster Worksheet
