







YEAR 2

## Environment, Sustainability & Recycling

# Teachers' E-book

# Year 2

# Environment, Sustainability & Recycling

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 <sup>st</sup> task	A1, A2, NS	A1, A2, NS		A1, A2, NS
2 <sup>nd</sup> task	A1, A2, NS	A1, A2, NS		A1, A2, NS
3 <sup>rd</sup> task	A1, A2, NS	A1, A2, NS	A2	
4 <sup>th</sup> task	A1, A2, NS	A1, A2, NS	A2,	A1, A2, NS

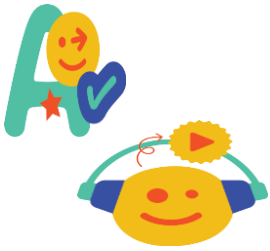
This booklet includes four different tasks which include several activities per task. In this respect, to understand better, Task relates to the activity outline, which in Year 2 is four, whilst Code relates to the number of activities within that task. Station refers to which area the various tasks could be assigned.

### Example for Task 1

- ML – Malta
- SL – Second Language
- Year - 2
- Task – 1
- Activity – 1.1, 1.2
- Code – 1.1, 1.2
- Station – What tasks will work according to language competency level

## TASK ONE – Environment Related Words

### Description



ML.SL.2,1.1  
ML.SL.2,1.2  
ML.SL.2,1.3

### Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

### Link to the

### Guess the Vocabulary Flashcards

- A1: [Environment Guess the Vocabulary](#)
- A2: [Environment Guess the Vocabulary](#)
- NS: [Environment Guess the Vocabulary](#)

### Drag and Drop Word:

- A1: [Drag and Drop A1](#)
- A2: [Drag and Drop A2](#)
- NS: [Drag and Drop NS](#)

### A1 Level: Introduction to Environmental Words

- Introduction:
  - Begin by discussing what the environment is and why it's important.
  - Introduce basic environmental vocabulary
- Vocabulary Task:
  - Show pictures of different elements of the environment.
  - Encourage students to repeat the names of environmental items.
  - Environment Guess the Word. Students are shown a picture with a description. Then they guess the word. This activity can be carried out with the teacher as well as independently (ML.SL.2, 1.1).
  - Environment Related Drag and Drop Word Technological Tool (ML.SL.2, 1.2). Students have a number of words which they need to put into a sentence.
- Speaking Task (ML.SL.2, 1.3):
  - Ask simple questions related to the environment, such as "What is this?" (pointing to a tree) or "What lives in the water?"
  - Encourage short, one-sentence responses.
- Activity:
  - Engage in a simple show-and-tell activity where students bring a small item from nature and talk briefly about it.

### A2 Level: Daily Actions for a Healthy Environment

1. Introduction:
  - Introduce new vocabulary related to these actions.
2. Vocabulary Task:
  - Show pictures of different elements of the environment.
  - Encourage students to repeat the names of environmental items.
  - Environment Guess the Word. Students are shown a picture with a description. Then they guess the word. This activity can be carried out with the teacher as well as independently (ML.SL.2, 1.1).

- Environment Related Drag and Drop Word Technological Tool (ML.SL.2, 1.2). Students have a number of words which they need to put into a sentence.
- 3. Speaking Task (ML.SL.2, 1.3):
  - Ask simple questions related to the environment, such as "What is this?" (pointing to a tree) or "What lives in the water?"
  - Encourage short, one-sentence responses.
- 4. Activity:
  - Engage in a simple show-and-tell activity where students bring a small item from nature and talk briefly about it.

### Native Speakers Level: Environmental Challenges and Solutions

1. Introduction:
  - Introduce new vocabulary related to these actions.
2. Vocabulary Task:
  - Show pictures of different elements of the environment.
  - Encourage students to repeat the names of environmental items.
  - Environment Guess the Word. Students are shown a picture with a description. Then they guess the word. This activity can be carried out with the teacher as well as independently (ML.SL.2, 1.1).
  - Environment Related Drag and Drop Word Technological Tool (ML.SL.2, 1.2). Students have a number of words which they need to put into a sentence.
3. Speaking Task (ML.SL.2, 1.3):
  - Ask simple questions related to the environment, such as "What is this?" (pointing to a tree) or "What lives in the water?"
  - Encourage short, one-sentence responses.
4. Activity:
  - Engage in a simple show-and-tell activity where students bring a small item from nature and talk briefly about it.

<b>Language skill</b>	<ul style="list-style-type: none"> <li>• Introduce basic vocabulary related to the environment.</li> <li>• Develop simple speaking skills.</li> <li>• Develop sentence construction skills.</li> </ul>
<b>Competences for democratic culture</b>	<ul style="list-style-type: none"> <li>• Identifying words which are found in different environments</li> </ul>
<b>Type of learning Activity</b>	<ul style="list-style-type: none"> <li>• Vocabulary Skills</li> <li>• Speaking Skills</li> <li>• Basic sentence construction skills</li> </ul>
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• Introduce basic vocabulary related to the environment.</li> <li>• Develop simple speaking skills.</li> <li>• Develop sentence construction skills.</li> </ul>
<b>Objective (Link to Curriculum and/or European frameworks)</b>	<ul style="list-style-type: none"> <li>• Enhancing Vocabulary</li> <li>• Read and interpret all linguistic graphics related to the environment.</li> <li>• Use of Vocabulary</li> <li>• Develop the ability to write sentences with meaning and showing a simple syntactic structure</li> </ul>



## **Educators Material**

### **Task 1**

#### **Activities 1 & 2**

**ML.SL.1, 1.1**

**ML.SL.1, 1.2**

**ML.SL.1, 1.3**

#### **A1 Level:**

##### **Drag and Drop Word Activity**

- House: A building for people to live in.
- Tree: A tall plant with a trunk and branches.
- Car: A vehicle for driving on roads.
- Dog: A common pet animal.
- Bird: An animal with feathers and wings.

#### **A2**

##### **Drag and Drop Word Activity**

- Apartment: A set of rooms for living in, typically on one floor of a building.
- Park: A large public garden or area of land used for recreation.
- Bicycle: A vehicle with two wheels that you pedal to move.
- Flower: The part of a plant that blossoms.
- Bus: A large vehicle that carries many passengers.

#### **Native Speaker**

##### **Drag and Drop Word Activity**

- Skyscraper: A very tall building in a city.
- Boulevard: A wide street in a city, often lined with trees.
- Motorcycle: A two-wheeled vehicle powered by an engine.
- Fountain: A structure that sends water up into the air.
- Subway: An underground railway system.

## Students Material

M. SL. 2

Code 1.1, 1.2

Teacher station  
Independent Station  
Technological  
Station

### A1 Level: Introduction to Environmental Words

Link to the

Guess the Vocabulary Flashcards

- A1: [Environment Guess the Vocabulary](#)

Drag and Drop Word:

- A1: [Drag and Drop A1](#)

Instructions

- Together with the teacher you will learn new words about the environment around us.
- These words are house, tree, car, dog, bird.
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Using your tablet connect to this link [Environment Guess the Vocabulary](#) Flashcards.
- Using your tablet connect to this link [Drag and Drop A1 Here](#) Words Activity. Find the word which fits in the sentence.
- Write a short sentence about these words.

M. SL. 2

Code 1.1, 1.2

Teacher station  
Independent Station  
Technological  
Station

### A2 Level: Daily Actions for a Healthy Environment

Link to the

Guess the Vocabulary Flashcards

A2: [Environment Guess the Vocabulary](#)

Drag and Drop Word:

A2: [Drag and Drop A2](#)

Instructions

- Together with the teacher you will learn new words about the environment around us.
- These words are house, tree, car, dog, bird.
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Using your tablet connect to this link [Environment Guess the Vocabulary](#) Flashcards.
- Using your tablet connect to this link [Drag and Drop A1 Here](#) Words Activity. Find the word which fits in the sentence.
- Write a short sentence about these words.

ML. SL. 2

Code - 1.1, 1.2

Teacher station  
Independent  
Station  
Technological  
Station

## Native Speaker Level: Environmental Challenges and Solutions

### Link to the Guess the Vocabulary Flashcards

- NS: [Environment Guess the Vocabulary](#)

### Drag and Drop Word:

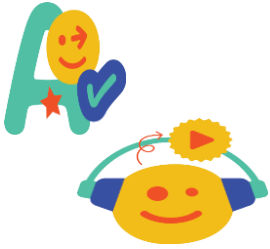
- NS: [Drag and Drop NS](#)

### Instructions

- Together with the teacher you will learn new words about the environment around us.
- These words are house, tree, car, dog, bird.
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Using your tablet connect to this link [Environment Guess the Vocabulary](#) Flashcards.
- Using your tablet connect to this link [Drag and Drop A1 Here](#) Words Activity. Find the word which fits in the sentence.
- Write a short sentence about these words.

## TASK TWO – Sustainability Vocabulary

### Description



ML.SL.2, 2.1  
ML.SL.2, 2.2  
ML.SL.2, 2.3  
ML.SL.2, 2.4  
ML.SL.2, 2.5  
ML.SL.2, 2.6

### Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

### Link to the Flashcards

- **A1** – [Environment Related Flashcards](#)
- **A2** – [Environment Related Flashcards](#)
- **Native Speakers** – [Environment Related Flashcards](#)

### Environment Simple Questions

- **A1** – [Environment Simple Questions](#)

### Environment Related Words

- **A2** – [Environment Related Words](#)

### Memory Match Cards

- **Native Speaker** – [Environmental Challenges Memory](#)

### A1 Level: Introduction to Environmental Words

- Introduction:
  - Begin by discussing what the environment is and why it's important.
- Introduce more basic environmental vocabulary, Vocabulary Task:
  - Present the environmental vocabulary words flashcards activity. And ask students to try and guess what these words are (ML.SL.2, 2.1).
  - Students are then given the flashcards activity link, and they are to try and do the activity on their own.
- Speaking Task:
  - Ask simple questions related to the environment, such as "What is this?" (pointing to a tree) or "What lives in the water?"
  - Encourage short, one-sentence responses
  - Give students the simple questions technological tool (ML.SL.2, 2.2).
  - Discuss some of the basic environment situations around us.

### A2 Level: Daily Actions for a Healthy Environment

1. Introduction:
  - Begin by discussing what the environment is and why it's important
  - Discuss actions that help the environment, such as recycling, saving water, and planting trees.
  - Introduce new vocabulary related to these actions.
2. Vocabulary Building Activity:
  - Present the environmental vocabulary words flashcards activity. And ask students to try and guess what these words are (ML.SL.2, 2.1).
  - Students are then given the flashcards activity link, and they are to try and do the activity on their own
  - Discuss with the students what eco-friendly actions and sustainability mean
  - Show pictures representing different eco-friendly actions.
  - Encourage students to repeat the names of actions and construct simple sentences like "I recycle" or "I save water."
  - Vocabulary for Sustainability (ML.SL.2, 2.3)



- Ask questions about daily actions, such as "What can you do to help the environment?" or "Why is it important to save water?"
  - Encourage longer sentence responses.
3. Activity: (ML.SL.2, 2.4).
- Have students create a mini-poster showing one action they can take to help the environment, using both pictures and words.

### **Native Speakers Level: Environmental Challenges and Solutions**

1. Introduction:
  - Discuss environmental challenges like pollution, deforestation, and climate change.
  - Introduce advanced vocabulary related to these challenges and potential solutions.
2. Vocabulary Enrichment:
  - Show pictures representing environmental challenges and solutions
  - Present the environmental vocabulary words flashcards activity. And ask students to try and guess what these words are (ML.SL.2, 2.1).
3. Encourage students to repeat the names of these challenges Speaking Task:
  - Facilitate a discussion about the importance of addressing environmental challenges.
  - Ask open-ended questions like "How can we reduce pollution?" or "What can we do to protect the forests?"
  - Students are given the environmental challenges memory game. Here they are to find two pictures which represent the before and after of environmental issues. When the two pictures match, the student is presented with a definition of the environmental issue (ML.SL.2, 2.5).
4. Activity: (ML.SL.2, 2.6).
  - Have students create a short presentation or skit discussing an environmental challenge and proposing a solution. Encourage creativity and collaboration.

<b>Language skill</b>	<ul style="list-style-type: none"> <li>● Introduce basic vocabulary related to the environment.</li> <li>● Develop simple speaking skills.</li> <li>● Develop sentence construction skills.</li> </ul>
<b>Competences for democratic culture</b>	<ul style="list-style-type: none"> <li>● We observe the physical factors that we see in the classroom, in the school and in the public places that we find around the school. We recognize the human characteristics that we can observe in and around the school. We explore how the human element can affect the physical environment and vice-versa.</li> <li>● We explore public places and identify the physical factors of the environment where we live and identify the human element in our locality. We explore ways in which man controls the environment as well as adapts to it.</li> </ul>
<b>Type of learning Activity</b>	<ul style="list-style-type: none"> <li>● Vocabulary Skills</li> <li>● Speaking Skills</li> <li>● Basic sentence construction skills</li> </ul>
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>● Introduce basic vocabulary related to the environment.</li> <li>● Develop simple speaking skills.</li> <li>● Develop sentence construction skills.</li> </ul>
<b>Objective (Link to Curriculum and/or European frameworks)</b>	<ul style="list-style-type: none"> <li>● Enhancing Vocabulary</li> <li>● Develop the ability to write sentences with meaning and showing a simple syntactic structure</li> </ul>

## Educators Material

### Task 2

#### Activities 1 & 2

**ML.SL.1, 1.3**

**ML.SL.1. 1.2**

#### A1 Level:

##### Environment-Related Flashcard Words

- Tree
- Sun
- Water
- Flower
- Animal
- Sky
- Cloud
- Grass
- Earth
- Air
- Bird
- Leaf
- Nest

Simple Questions (some are in the technological tool)

1. What colour are the leaves on the trees?
2. Where does the sun go at night?
3. What do flowers need to grow?
4. Can you name an animal that flies?
5. What is the color of the sky during the day?
6. What do you use water for?
7. What do plants need to drink?
8. Where do birds build their nests?
9. What do we breathe in from the air?
10. How do clouds look when it rains?

#### A2

##### Environment-Related Flashcard Words

- Recycling
- Pollution
- Nature
- Wildlife
- Forest
- River
- Mountain
- Ocean
- Weather
- Climate

## Vocabulary for Sustainability Flashcards

- Drought
- Rubbish Bin
- Recycle Bins
- Reusable Bottle
- Pick Up Rubbish
- Clean Up
- Plastic Waste
- Compost Bin
- Plant Trees
- Save Water
- Wildlife
- Natural Trail
- Reuse

## Native Speaker

### Environment-Related Flashcard Words

- Sustainable
- Renewable Energy
- Deforestation
- Endangered Species
- Compost

### Environmental Matching Cards

- Greenhouse Effect
- Deforestation is destruction or removal of forests and their undergrowth.
- Sea level Rise
- Renewable Energy
- Overfishing
- Drought

## Students Material

ML. SL. 2

Code - 2.1, 2.3, 2.4

Teacher station  
Independent Station  
Technology Station

### A1 Level: Introduction to Environmental Words

#### Link to the Flashcards

- A1 – [Environment Related Flashcards](#)

#### Environment Simple Questions

- A1 – [Environment Simple Questions](#)

#### Instructions

- Together with the teacher you will learn new words about the environment around us.
- These words are. Tree, Sun, Water, Flower, Animal, Sky, Cloud, Grass, Earth, Air, Bird, Leaf, Nest.
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Click on this link and find the words that match the pictures [Environment Related Flashcards](#)
- Click on this link and find the word that matches the sentence [Environment Simple Questions](#)

ML. SL. 2

Code - 2.1, 2.3, 2.4

Teacher station  
Independent Station  
Technology Station

### A2 Level: Environment Related Flashcards

#### Link to the Flashcards

- A2 – [Environment Related Flashcards](#)

#### Environment Related Words

- A2 – [Environment Related Words](#)

#### Instructions

- Together with the teacher you will learn new words about the environment around us
- Discuss with the teacher - What is the environment? What can we do to help the environment?
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Click on this link and find the word that matches the picture [Environment Related Flashcards](#)
- You will see some eco-friendly actions with the teacher.
- Click on this link and find the word that matches the picture [Environment Related Words](#)
- Create a mini poster on one action to help the environment

ML. SL. 2

Code 2.1, 2.3, 2.5,  
2.6

Teacher station  
Technology  
Station  
Independent  
Station

## NS Level: Environmental Challenges and Solutions

### Link to the Flashcards

- **Native Speakers** – [Environment Related Flashcards](#)

### Memory Match Cards

- **Native Speaker** – [Environmental Challenges Memory](#)

### Instructions

- With the teacher discuss the environmental challenges that you see around you.
- The teacher will show you some pictures representing some of the challenges
- Discuss with the teacher - What is the environment? What can we do to help the environment?
- You are going to be shown pictures with descriptions and you will need to guess the word.
- Click on this link and find the word that matches the picture [Environment Related Flashcards](#)
- Following the discussion you have an environmental challenges memory game. Here you are to find two pictures which show the before and after of environmental issues. When the two pictures match, you will read a short sentence. Click on the link [Environmental Challenges Memory](#)
- In a group create a short presentation or play on an environmental challenge. You can use the following link for help with research – [A1 Research Tool](#)

## TASK THREE – The Adventures of Green Team - Story Telling

### Description



**ML.SL.2, 3.1**  
**ML.SL.2, 3.2**  
**ML.SL.2, 3.3**

### Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection with access to the sounds

### Link to the Resources

#### Listening Resource

- **A1 -**
- **A2 -**
- **Native Speaking -**

### A1 Level: Listening Activity

1. Introduction
  - Inform students that they will be listening to a story about how to take care of the environment.
  - Following this activity, they will then have the opportunity to discuss what they heard.
2. Short Story Listening
  - Play the audio clip - the story about The Adventures of Green Team (ML.SL.2, 3.1)
  - Discuss the story with the students' asking questions about the plot
  - Introduce and create new vocabulary related to sustainability and encourage the students to use them.
3. Drawing
  - Ask students to draw a scene from the story (ML.SL.2, 3.2)

### A2 Level: Listening Activity

1. Introduction
  - Inform students that they will be listening to a story about how to take care of the environment
  - Following activity, they will then have the opportunity to discuss what they heard.
2. Short Story Listening
  - Play the audio clip - the story about The Adventures of Green Team (ML.SL.2, 3.1).
  - Discuss the story with the students' asking questions about the plot
  - Introduce and create new vocabulary related to sustainability and encourage the students to use them.
3. Collaborative Drawing
  - Engage students in a collaborative drawing activity where they illustrate a scene from the story using the new vocabulary (ML.SL.2, 3.2).

### Native Speaker: Listening Activity

- Introduction
  - Inform students that they will be listening to a story about how to take care of the environment.
  - Following activity, they will then have the opportunity to discuss what they heard
- Short story listening

	<ul style="list-style-type: none"> <li>○ Play the audio clip - the story about The Adventures of Green Team (ML.SL.2, 3.1)</li> <li>○ Discuss the story with the students' asking questions about the story.</li> <li>○ Introduce and create new vocabulary related to sustainability and encourage the students to use them.</li> <li>● Discussion and Reflection (15 minutes):             <ul style="list-style-type: none"> <li>○ Discuss the passage with the students, exploring their thoughts and opinions.</li> <li>○ Encourage critical thinking by asking questions like "Why are these individuals considered heroes?"</li> </ul> </li> <li>● Writing Activity (ML.SL.2, 3.3)             <ul style="list-style-type: none"> <li>○ Ask students to write a short paragraph about what they can do to be "Green Heroes" in their own lives.</li> <li>○ Provide guidance on sentence structure and vocabulary.</li> </ul> </li> <li>● Presentation             <ul style="list-style-type: none"> <li>○ Allow students to present their written paragraphs to the class, fostering public speaking skills and confidence.</li> </ul> </li> </ul>
<b>Language skill</b>	<ul style="list-style-type: none"> <li>● Develop basic listening skills</li> <li>● Introduce vocabulary related to recycling</li> <li>● Develop basic writing skills</li> </ul>
<b>Competences for democratic culture</b>	<ul style="list-style-type: none"> <li>● We explore how the human element can affect the physical environment and vice-versa.</li> <li>● We explore public places and identify the physical factors of the environment where we live and identify the human element in our locality. We explore ways in which individuals control the environment as well as adapt to it.</li> </ul>
<b>Type of learning Activity</b>	<ul style="list-style-type: none"> <li>● Vocabulary Skills</li> <li>● Reading Skills</li> </ul>
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>● Develop basic listening skills by associating pictures with simple words.</li> <li>● Introduce vocabulary related to recycling</li> </ul>
<b>Objective (Link to Curriculum and/or European frameworks)</b>	<ul style="list-style-type: none"> <li>● To learn basic vocabulary about the environment</li> <li>● To develop basic writing skills</li> </ul>

# Educators Material

## Recorded Short story

### A1 Level Version

#### Title: The Adventures of Green Team

Once upon a time, in a small town called EcoVille, there were four friends. They were Leo the Lion, Mia the Monkey, Ben the Bear, and Zoe the Zebra. They loved their town and wanted to keep it clean.

One morning, they met at their clubhouse. They wanted to help their town.

Leo said, "Let's recycle! We can collect bottles, cans, and paper."

Mia said, "Good idea! I can make toys from old boxes."

Ben said, "We should use less plastic. We can bring our own bags when we shop."

Zoe said, "We can make compost. Fruit peels and veggie scraps can turn into soil."

They were excited and started their plan. Leo and Mia collected recyclables. They sang a recycling song. Ben and Zoe taught others to compost. They made a pile of leaves and fruit scraps. It turned into soil.

EcoVille became greener and cleaner. The animals were happy. The mayor, Olive the Owl, visited. "Good job, Green Team!" she said. "Our town is now a model of sustainability."

The Green Team cheered. They had more ideas to help their town and the planet. EcoVille became an example of what happens when everyone works together.

#### Questions:

1. What are the names of the Green Team members?
  - Answer: Leo, Mia, Ben, and Zoe.
2. What did Leo suggest they do?
  - Answer: Leo suggested they recycle bottles, cans, and paper.
3. What did Mia say she could make from old boxes?
  - Answer: Mia said she could make toys from old boxes.
4. Who visited the Green Team and praised their work?
  - Answer: The mayor, Olive the Owl.

### A2 Level Version

#### Title: The Adventures of Green Team

Once upon a time, in a small town called EcoVille, there lived a group of friends called the Green Team. There was Leo the Lion, Mia the Monkey, Ben the Bear, and Zoe the Zebra. They loved their town and wanted to keep it clean and beautiful.

One sunny morning, the Green Team met at their secret clubhouse. They talked about how to make their town more sustainable.

Leo roared, "Let's start by recycling! We can collect bottles, cans, and paper and take them to the recycling center."

Mia swung from a tree and said, "That's a great idea, Leo! I can use old boxes and make them into toys."





Ben the Bear, who loved to eat, said, "We should also reduce waste. We can bring our own bags when we go shopping and avoid using plastic."

Zoe the Zebra nodded, "And we can start a compost pile. All our fruit peels and veggie scraps can turn into soil for our gardens."

The Green Team was excited. They started their plan right away. Leo and Mia went around town with a wagon, collecting recyclables. They sang a recycling song, "Recycle, reuse, reduce, hooray! Let's keep Earth clean every day!"

Ben and Zoe stayed at the clubhouse, teaching other animals how to compost. They made a big pile of leaves, fruit scraps, and coffee grounds. They watched it turn into rich, dark soil.

EcoVille became greener and cleaner. The animals were happier. The mayor, Olive the Owl, visited the Green Team. "You have done a wonderful job," she said. "Our town is now a model of sustainability. Keep up the good work!"

The Green Team cheered. They had many more ideas to help their town and the planet. EcoVille became a shining example of what happens when everyone works together for a sustainable future.

Questions:

1. What is the name of the town where the Green Team lives?
  - o Answer: EcoVille.
2. What did Leo suggest to do first to help the town?
  - o Answer: Leo suggested recycling bottles, cans, and paper.
3. What did Ben say they should do to reduce waste?
  - o Answer: Ben said they should bring their own bags when shopping and avoid using plastic.
4. What did the mayor, Olive the Owl, say to the Green Team?
  - o Answer: Olive the Owl said they had done a wonderful job and that the town is now a model of sustainability.

## NS Level Version

### Title: The Adventures of Green Team

Once upon a time, in a small town called EcoVille, there lived a group of friends who called themselves the Green Team. There was Leo the Lion, Mia the Monkey, Ben the Bear, and Zoe the Zebra. They loved their town and wanted to keep it clean and beautiful.

One sunny morning, the Green Team gathered at their secret clubhouse to discuss how they could help their town become more sustainable.

Leo roared, "Let's start by recycling! We can collect bottles, cans, and paper and take them to the Mia swung from a tree and said, "That's a great idea, Leo! I can use old boxes and make them into toys. Reusing is fun!"

Ben the Bear, who loved to eat, added, "We should also reduce waste. We can bring our own bags when we go shopping and avoid using plastic."

Zoe the Zebra nodded, "And we can start a compost pile. All our fruit peels and veggie scraps can turn into soil for our gardens."

The Green Team was excited. They decided to start their plan right away. They divided into teams. Leo and Mia went around town with a wagon, collecting recyclables. They sang a recycling song, "Recycle, reuse, reduce, hooray! Let's keep Earth clean every day!"

Ben and Zoe stayed at the clubhouse, teaching other animals how to compost. They made a big pile of leaves, fruit scraps, and even coffee grounds. They watched as it turned into rich, dark soil.



Days turned into weeks, and soon EcoVille looked greener and cleaner. The animals in the town were happier too. They saw the difference the Green Team was making.

One day, the mayor of EcoVille, an old wise owl named Olive, came to visit the Green Team. "You have done a wonderful job, Green Team," she said. "Because of you, our town is now a model of sustainability. Keep up the good work!"

The Green Team cheered. They knew their adventure was just beginning. They had many more ideas to help their town and the planet. And so, Leo, Mia, Ben, and Zoe continued their mission, teaching everyone the importance of recycling, reusing, and reducing.

And from that day on, EcoVille was not just a town, but a shining example of what could happen when everyone worked together for a sustainable future.

#### Questions:

1. What did the Green Team decide to focus on to help their town?
  - Answer: The Green Team decided to focus on recycling, reusing, reducing waste, and composting.
2. How did Mia contribute to the Green Team's efforts?
  - Answer: Mia contributed by using old boxes to make toys, demonstrating the fun of reusing.
3. What was the purpose of starting a compost pile according to Zoe?
  - Answer: The purpose of starting a compost pile was to turn fruit peels and veggie scraps into soil for their gardens.
4. What was the reaction of the town's animals to the Green Team's efforts?
  - Answer: The town's animals were happier and saw the positive difference the Green Team was making.
5. What message did the mayor, Olive the Owl, convey to the Green Team?
  - Answer: Olive the Owl praised the Green Team for their wonderful job and said the town was now a model of sustainability because of their efforts.

## Students Material

ML. SL. 2

Code 3.1, 3.2

Teacher Station  
Independent  
Station

### A1 Level: Listening to The Adventures of Green Team

- Listen to the story about **The Adventures of Green Team**
- Answer these questions
  1. What are the names of the Green Team members?
  2. What did Leo suggest they do?
  3. What did Mia say she could make from old boxes?
  4. Who visited the Green Team and praised their work?
- Find new words with your teacher
- Ask students to draw a scene from the story

ML. SL. 2

Code 3.1, 3.2

Teacher Station  
Independent  
Station  
Collaborative  
Learning

### A2 Level: Listening to The Adventures of Green Team

- Listen to the story about **The Adventures of Green Team**
- Answer these questions
  1. What is the name of the town where the Green Team lives?
  2. What did Leo suggest to do first to help the town?
  3. What did Ben say they should do to reduce waste?
  4. What did the mayor, Olive the Owl, say to the Green Team?
- Find new words with your teacher
- Ask students to draw a scene from the story together

ML. SL. 2

Code 3.1, 3.2

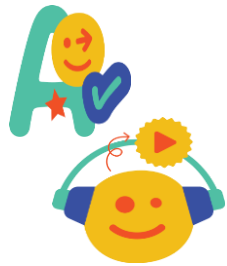
Teacher Station  
Independent  
Station

### Native Speaker Level: Listening to The Adventures of Green Team

- Listen to the story about **The Adventures of Green Team**
- Answer these questions
  1. What did the Green Team decide to focus on to help their town?
  2. How did Mia contribute to the Green Team's efforts?
  3. What was the purpose of starting a compost pile according to Zoe?
  4. What was the reaction of the town's animals to the Green Team's efforts?
  5. What message did the mayor, Olive the Owl, convey to the Green Team?
- Find new words with your teacher
- Write a short paragraph about what you can do to be "Green Heroes" in your own lives.

## TASK FOUR – Recycling Words and Actions

### Description



ML.SL.2, 4.1  
ML.SL.2, 4.2  
ML.SL.2, 4.3  
ML.SL.2, 4.4  
ML.SL.2, 4.5  
ML.SL.2, 4.6  
ML.SL.2, 4.7

### Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection with access to the sounds

### Link to the Resources

#### Recycling Actions

- **A1 – [Recycling Actions A1](#)**
- **A2 - [Recycling Actions A2](#)**
- **Native Speaker – [Recycling Actions NS](#)**

#### Recycling Bin

- **General – [Recycling Bin Drag and Drop](#)**

#### Eco-Friendly Actions

- **General – [Eco Friendly Actions Vocabulary](#)**

#### A1 Level: Labelling - "Label Your Recycling Bin"

- Introduction
  - Introduce Basic Recycling Actions.
- Labelling Activity
  - Give students the Recycling Technological tool where they have to identify the read the recycling action and label it (ML.SL.2, 4.1).
- Show and Share
  - Provide students with a simple template of a recycling bin. Allow students to colour and decorate their recycling bins (ML.SL.2, 4.2).
  - Ask them to label the different sections with the corresponding materials (e.g., "paper," "plastic").
  - Have students showcase their labelled recycling bins to the class.
  - Give the students the recycling bin link so that they can drag and drop the words to the appropriate recycling bin.(ML.SL.2, 4.3).
  - Encourage them to explain why recycling is important and how sorting helps the environment.

#### A2 Level: Writing Sentences - "My Green Promise"

- Introduction
  - Introduce the basic and new Recycling Actions.
- Labelling Activity
  - Give the students the recycling bin link so that they can drag and drop the words to the appropriate recycling bin.
  - Give students the Recycling Technological tool where they have to identify the read the recycling action and label it (ML.SL.2, 4.1).
  - Discuss the concept of making promises to take care of the environment.
- Introduce new vocabulary related to eco-friendly actions Sentence Building (ML SL.2, 4.4)
  - Provide sentence starters like "I promise to..." or "I will..."
  - Ask students to complete the sentences with actions they can take to be environmentally friendly.
- Peer Sharing
  - Pair students and have them share their sentences with each other.

- Encourage active listening and positive feedback.
- Illustration (ML SL.2, 4.5)
  - Instruct students to draw a picture that represents their green promise.
  - Assist them in adding labels or captions to their drawings.

### **Native Speaker: Writing a Green Story - "The Eco-Adventure"**

- Introduction:
  - Introduce the vocabulary
- Labelling Activity
  - Give the students the recycling bin link so that they can drag and drop the words to the appropriate recycling bin.
  - Give students the Recycling Technological tool where they have to identify the read the recycling action and label it (ML.SL.2, 4.1).
- Discuss Eco- Friendly Actions
  - Ask students to work together to identify the eco-friendly actions vocabulary technological tool (ML.SL.2, 4.6).
- Story Planning (ML.SL.2, 4.7)
  - Discuss the elements of a story, such as characters, setting, and plot.
  - Introduce the theme of an eco-adventure.
  - Guide students in planning their eco-adventure story.
  - Encourage them to include characters who embark on a journey to protect the environment.
- Writing Time
  - Allow students to collaborate and write their eco-adventure stories.
  - Encourage creativity and the use of advanced vocabulary related to sustainability.
- Story Sharing
  - Invite students to share excerpts from their stories with the class.
  - Facilitate a discussion on the importance of environmental conservation.

#### **Language skill**

- Develop basic writing skills through labelling.
- Reinforce vocabulary related to recycling.
- Develop advanced writing skills through storytelling.
- Introduce narrative elements related to sustainability

#### **Competences for democratic culture**

- We observe the physical factors that we see in the classroom, in the school and in the public places that we find around the school. We recognize the human characteristics that we can observe in and around the school. We explore how the human element can affect the physical environment and vice-versa.
- We explore public places and identify the physical factors of the environment where we live and identify the human element in our locality. We explore ways in which man controls the environment as well as adapts to it.

#### **Type of learning Activity**

- Writing Skills
- Vocabulary Skills
- Creativity Skills

#### **Learning Outcome**

- Develop basic writing skills through labelling.
- Reinforce vocabulary related to recycling.
- Develop advanced writing skills through storytelling.
- Introduce narrative elements related to sustainability



**Objective (Link to Curriculum and/or European frameworks)**

- Write some words that are of common use in everyday life.
- Write some short sentences.
- The vocabulary acquired through the other three skills should be used in writing simple sentences.
- Demonstrate the ability to write short sentences.

## Educators Material

### A1

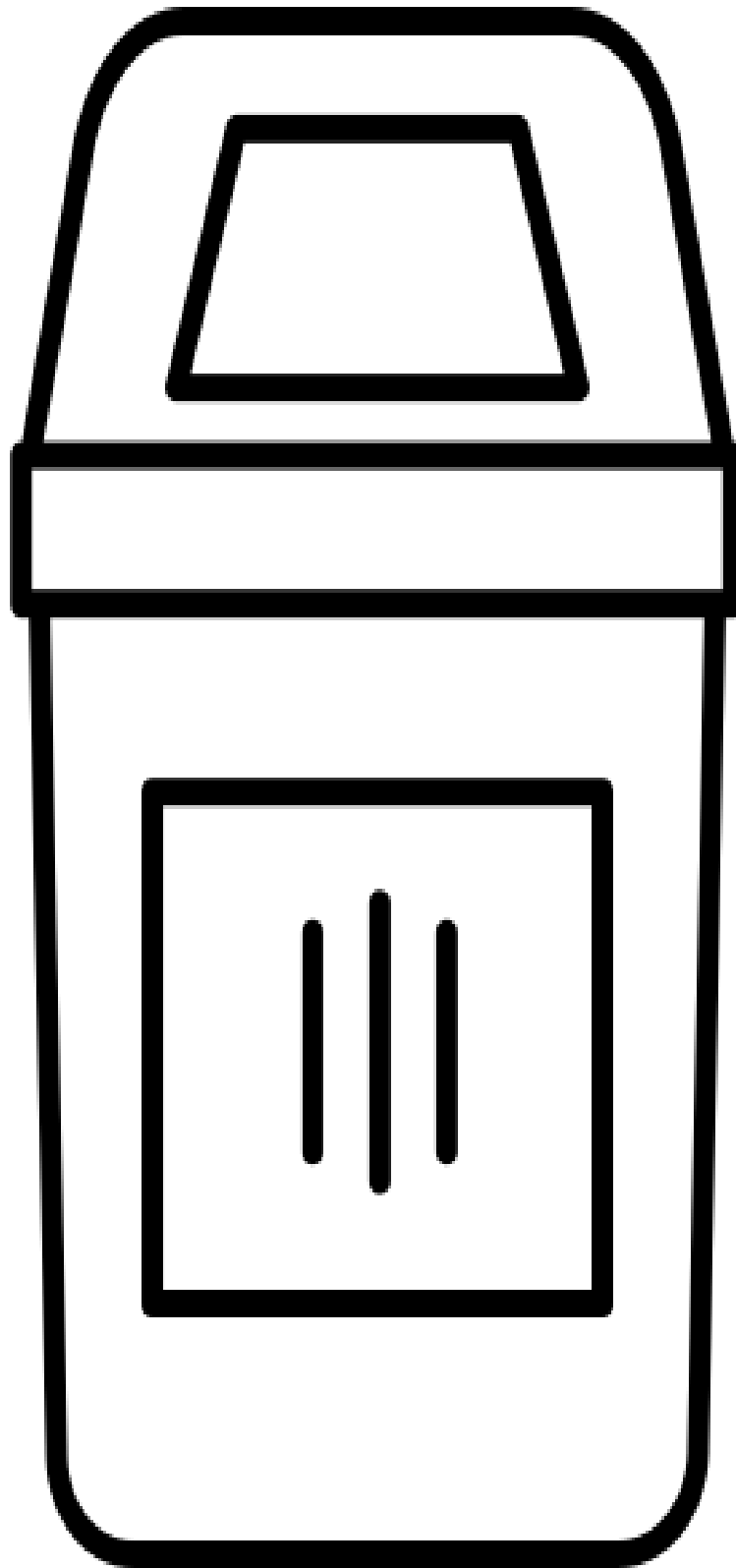
#### Recycling Words

1. Recycle - Recycle means to use things again to make something new.
2. Reuse - Reuse means to use things more than once.
3. Reduce - Reduce means to use less of something.

#### Suggestions for Recycling Bin Objects

Object	Recycling Bin (English)
Newspaper	Paper
Plastic Bottle	Plastic
Glass Bottle	Glass
Aluminum Can	Metal
Cardboard Box	Paper
Milk Carton	Paper
Magazine	Paper
Juice Box	Paper
Plastic Bag	Plastic
Glass Jar	Glass
Paper Cup	Paper
Soda Bottle	Plastic
Broken Plate	Glass
Cereal Box	Paper
Yogurt Container	Plastic
Envelopes	Paper
Water Bottle	Plastic
Wine Bottle	Glass
Biscuit Tin	Metal
Plastic Straw	Plastic
Light Bulb	Glass
Paper Bag	Paper

# RECYCLING BIN TEMPLATE







## A2

### Recycling Words

1. Sort: Sort means to put things into groups, like plastic, paper, and glass.
2. Collect: Collect means to gather things together.
3. Compost: Compost means to turn food waste into soil.

### Native Speaker

#### Recycling Words

1. Upcycle - Upcycle means to make old things into something better or more useful.
2. Donate - Donate means to give things to people who need them.
3. Sustain - Sustain means to keep something going for a long time.
4. Biodegradable - Biodegradable means something that can break down naturally and safely.

### Eco-Friendly Actions Vocabulary for Six-Year-Olds

- We recycle our plastic bottles.
- Let's plant a tree in the garden.
- Always turn off the lights when you leave the room to save energy.
- We should pick up litter to keep the park clean.
- Take a reusable bag when you go shopping.
- Riding a bike is fun and good for the environment.
- We put food scraps in the compost bin.
- Using a water bottle helps reduce plastic waste
- We can help by cleaning up the beach.

## Students Material

ML. SL. 2

Code 4.1, 4.2, 4.3,

Teacher station  
Technology Station  
Independent Station

### A1 Level: Recycling Words and Actions

#### Link to the Resources

#### Recycling Bin

- General – [Recycling Bin Drag and Drop](#)

#### Recycling Actions

- A1 – [Recycling Actions A1](#)

#### Instructions

- With the teacher, talk about basic recycling actions.
- Click on this link [Recycling Actions A1](#)
- Read the recycling action and label it
- Discuss with the teacher the words
- The teacher will give you the template of a recycling bin.
- Draw the recycling bins – one for glass, one for paper and one for plastic
- Place/write these objects in their appropriate bins  
Newspaper, Plastic Bottle, Glass Bottle, Aluminum Can, Cardboard Box, Milk Carton, Magazine, Juice Box, Plastic Bag, Glass Jar, Paper Cup, Soft drink Bottle, Broken Plate, Cereal Box, Yogurt Container, Envelopes, Water Bottle, Wine Bottle, Biscuit Tin, Plastic Straw, Light Bulb, Paper Bag
- Click on this link and drag and drop the words to the appropriate recycling bin [Recycling Bin Drag and Drop](#) .
- Why is recycling important and how does sorting help the environment.

ML. SL. 2

Code 4.1, 4.4, 4.5

Teacher station  
Independent Station  
Technology Station  
Collaborative  
Station

### A2 Level: Recycling Words and Actions

#### Link to the Resources

#### Recycling Bin

- General – [Recycling Bin Drag and Drop](#)

#### Recycling Actions

- A2 - [Recycling Actions A2](#)

#### Instructions

- With the teacher, talk about basic recycling actions.
- Click on this link [Recycling Actions A2](#)
- Read the recycling action and label it in the flashcard.
- Click on this link and drag and drop the words to the appropriate recycling bin [Recycling Bin Drag and Drop](#) .
- Discuss with the teacher - Why is recycling important and how does sorting help the environment.
- Now think of some promises you could do to take care of the environment.

- Write a sentence
  1. I promise to...
  2. I will...
- Share your promises with your classmates
- Draw a picture that shows your green promise.

M. SL. 2

Code 4.1, 4.6, 4.7

Teacher station  
Collaborative  
Station  
Technology  
Station

## Native Speaker Level: Recycling Words and Actions

### Link to the Resources

#### Recycling Bin

- General – [Recycling Bin Drag and Drop](#)

#### Recycling Actions

- Native Speaker – [Recycling Actions NS](#)

#### Eco-Friendly Actions

##### General – [Eco Friendly Actions Vocabulary](#)

- With the teacher, talk about basic recycling actions.
- Click on this link [Recycling Actions NS](#)
- Read the recycling action and label it in the flashcard.
- Click on this link and drag and drop the words to the appropriate recycling bin [Recycling Bin Drag and Drop](#) .
- Discuss with the teacher - Why is recycling important and how does sorting help the environment.
- Now think of some promises you could do to take care of the environment.
- Together in a group, complete the eco-friendly actions vocabulary technological tool. Click on the link [Eco Friendly Actions Vocabulary](#)
- Together in a group write a story about an eco-adventure.