



# Earth Friends



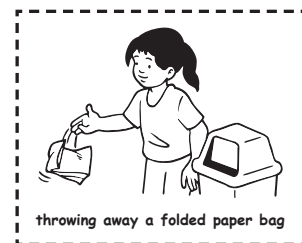
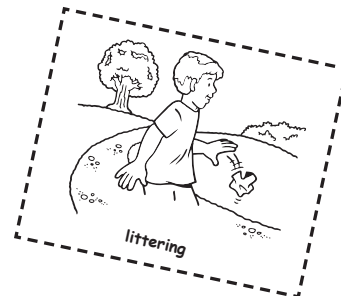
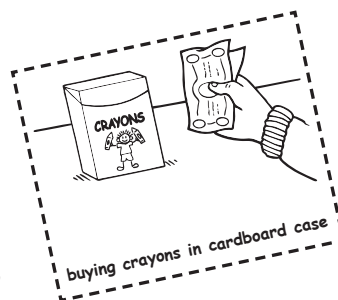
**Objective:** Given the definition of *environmentally friendly*, the students will identify environmentally friendly actions.

## Vocabulary

- Earth-friendly
- environmentally friendly

## Materials

- Be Earth-friendly template on page 25
- Environmentally Friendly Choices Cards on pages 23–24
- overhead projector, chart paper or interactive whiteboard, and appropriate markers
- one 2" x 3" piece of green cardstock for each student
- one 2" x 3" piece of red cardstock for each student
- related pictures from magazines or the Internet (optional)



## Preparation

1. Copy the Be Earth-friendly template for each pair or small group of students.
2. Enlarge the Environmentally Friendly Choices Cards to use in a whole class presentation.

## Opening

1. Remind the students that friends help one another and do good things; friends try not to hurt one another.
2. Review ideas (from the previous lesson) about how to help the environment.
3. Have the students think about the idea of being a friend to Earth. Introduce the two vocabulary words, *Earth-friendly* and *environmentally friendly*. Explain that both phrases mean basically the same thing.

## Part 1

1. Write the term *Earth-friendly* on the transparency or whiteboard. Ask the students what they think it means. Explain that anything someone does to help the environment is an Earth-friendly or environmentally friendly action.
2. Have the students work in pairs using the template. Encourage them to draw and write ideas that are Earth-friendly to complete their Be Earth-friendly miniposters.
3. Display the completed posters.
4. Provide opportunities for each student or pair to share the ideas presented on the Be Earth-friendly miniposters displayed.



# Earth Friends (cont.)



## Part 2

1. Share the Environmentally Friendly Choices cards with the class and discuss each one. Display related pictures if available.
2. Give each student a red card and a green card.
3. Ask the students to hold up a green card for an action that is environmentally friendly or a red card for an action that harms the environment.
4. Show the Environmentally Friendly Choices cards again and ask the students to respond using the red and green cards.

## Closing

1. Provide an opportunity for each Be Earth-friendly miniposter to be showcased. Ask the students if they got any new ideas while working on the poster and/or using the Environmentally Friendly Choices Cards.
2. Have each student turn to a partner and take turns shaking hands, saying “Hi, I’m Earth’s friend because I \_\_\_\_.” Ask each student to fill in the blank with an idea he or she got from a poster other than his or her own. For example, “Hi, I’m Earth’s friend because I have reusable containers in my lunchbox.”

## Extension

Have students create additional Environmentally Friendly choice cards.



### ELL Tip

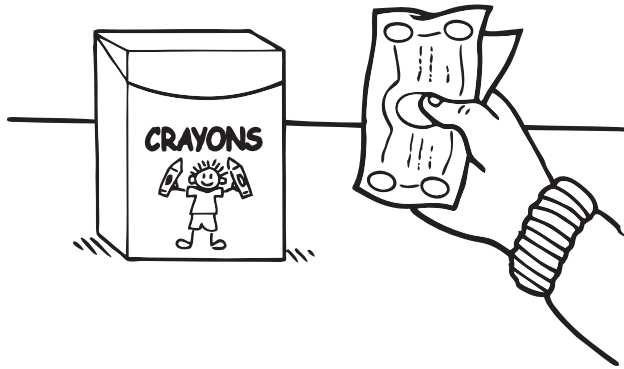
Use the “Environmentally Friendly Choices” cards as conversation starters. Sort the cards into “Friendly” and “Unfriendly” choices. Have student volunteers play charades and act out ways to make Earth-friendly choices.



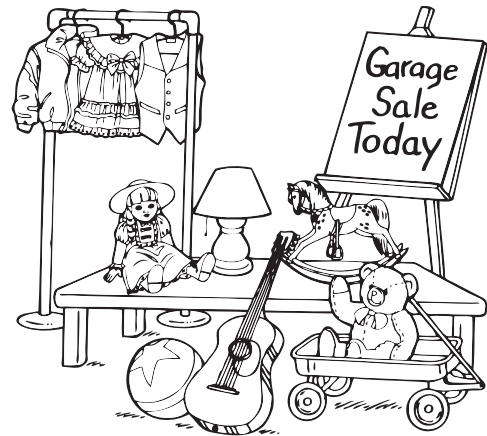
# Earth Friends (cont.)



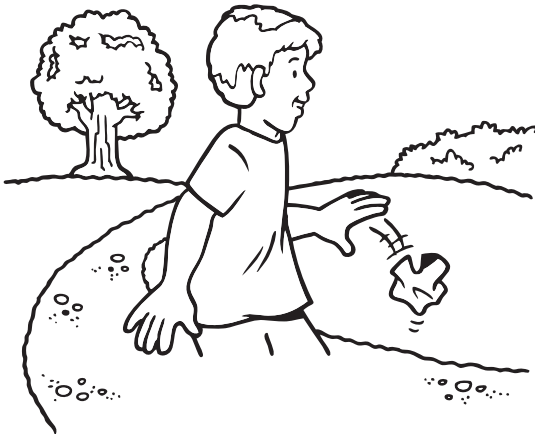
## Environmentally Friendly Choices Cards



buying crayons in cardboard case



having a garage sale



littering



planting a tree



throwing away a folded paper bag



reading about the environment



# Earth Friends (cont.)



## Environmentally Friendly Choices Cards (cont.)



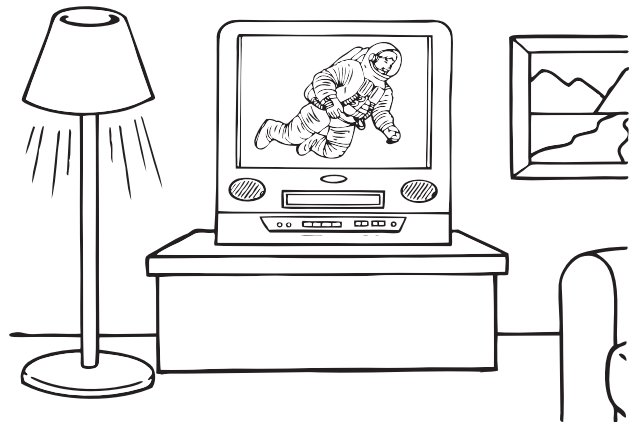
putting empty cereal boxes in the recycling bin



riding a bike



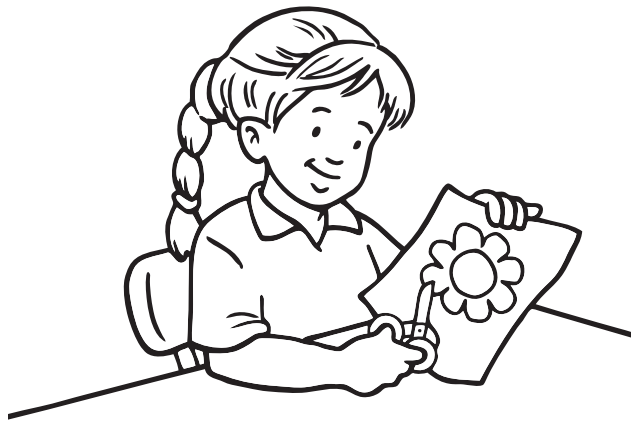
throwing away a plastic bag



leaving the TV and lights on with no one in the room



placing bottles in the recycling bin



using scrap paper to make a craft



# Be Earth-friendly!



**Directions:** Draw and write ideas that are Earth-friendly to complete the page.

A large, empty rectangular box with rounded corners, intended for a student to draw their Earth-friendly ideas.

*We can be Earth-friendly by* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

