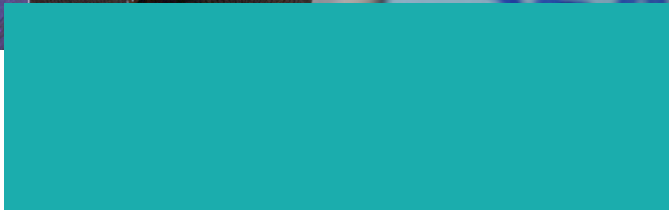




| TEACHERS' GUIDE

The Mess That We Made

SUGGESTED GRADE LEVEL: 1st - 3rd |

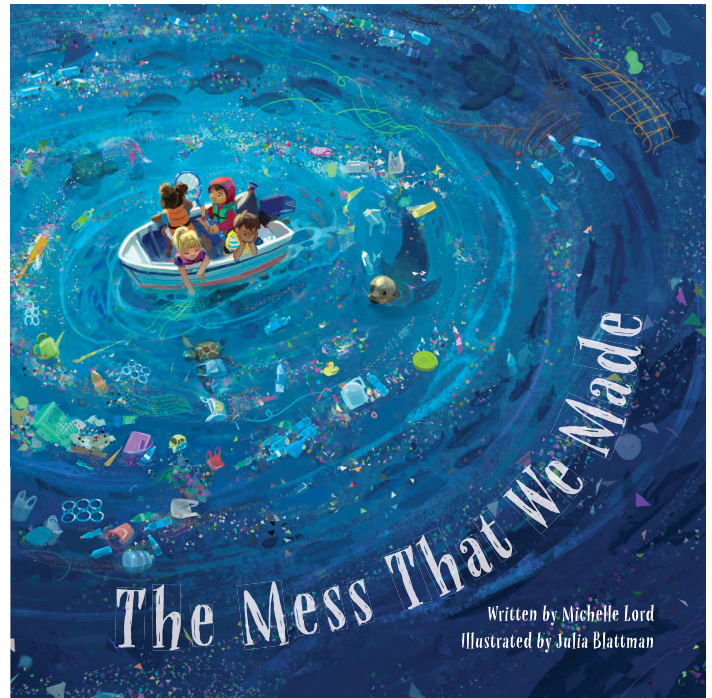


SYNOPSIS

Join four children in a little boat as they discover the magnitude of *The Mess That We Made*. With rhythmic language and captivating art, this cumulative tale portrays the terrible impact of trash on the ocean and marine life, inspiring us to make changes to save our seas.

THEMES IN THE STORY

- Pollution
- Marine life
- Teamwork
- Change



Written by: Michelle Lord
Illustrated by: Julia Blattman
Published by: Flashlight Press
Read by: Kathryn Hahn
Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 2nd grade, but can be adapted to 1st or 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.2.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- What is a mess?
- What types of messes do you make?
- What kind of mess do you think the author is talking about in this story?
- What are some things you notice about the cover of the book?
- How does this illustration make you feel? Why?

DURING VIEWING

Standards: *CCSS.SL.2.2*

Objective: Watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- What mess do you see?
- Who made the mess? Why?
- Who does the mess hurt?
- Look closely at the objects floating in the water. Are there any that you use in your life?
- How do the people help in the story?
- What are ways that you can help save the ocean from the mess that we made?
- What are some other things that you can do to help wildlife and humans?

AFTER VIEWING

Reading Focus: Information gained from illustrations

Standards: *CCSS.RL.2.7*

Objective: Analyze illustrations and rhyme structure to demonstrate an understanding of the message presented in the text.

Materials:

- Paper
- Pencils
- Crayons

Procedure:

1. As a class, look closely at the illustrations and discuss what students notice and what the illustrations contribute to the story.
2. Pick a few moments from the video or pages of the book and ask students to focus on the rhyme structure and what it means. Break down each line for meaning.
3. Review rhyming structure by having students pick out the words that rhyme.
4. Give students paper, pencils, and crayons to draw their own illustrations and write short rhymes to show the meaning of the story. Students can work independently or in pairs.
5. Encourage students to add color and details before sharing with the class.

READING RESPONSE

Standards: *CCSS.RL.2.1*

Objective: Answer the reading prompt, using details from the text to support the response.

Reading Prompt: In the story, *The Mess That We Made*, marine animals are being hurt by our mess. Use at least two details from the story to support your answer.

WRITING – EXPLANATORY

Standards: *CCSS.W.2.2*

Objective: Write an explanatory piece to describe the impact of littering and pollution, using grade-appropriate sentence structure and spelling.

WRITING – CONTINUED

Materials:

- White paper or poster board
- Pencils
- Crayons
- Markers
- Laptops or computers for research

Procedure:

1. Give students time to research some facts about pollution and littering. Students should pick three facts they learned to write on their Pollution Poster.
2. Ask students to title their posters and decorate them with drawings or printout pictures that represent the facts they chose.
3. Have students present their Pollution Posters to the class.
4. Display posters in the classroom or hallway for all to read.

SCIENCE

Objective: Brainstorm ways to take care of the Earth.

Procedure:

1. After watching *The Mess That We Made*, discuss the impacts of pollution, not just in the ocean, but all over the planet.
2. Ask students to come up with a list of actions they can take to help keep the Earth clean, protected, and safe.
3. As a class, pick one or two actions from the list that the students can do as a community service project. *Examples: Pick up trash in the school yard, make informational or inspirational posters or signs to hang up, collect materials to recycle, plant a garden, learn how to compost as a class, etc.*

ART

Objective: Turn “trash” into something beautiful for a Recycled Art project.

Materials:

- Various items that were going to be thrown away or recycled
- Scissors
- Glue
- Paint

Procedure:

1. Instruct students to start collecting materials for a few weeks before the start of this assignment. Example items include cereal boxes, water bottles, plastic caps, egg cartons, wrapping paper, etc.
2. Show students an art project created out of trash as an example.
3. Allow students to create different art projects using the materials they bring in.
4. Students can glue different items together to create a structure, or they can glue items on paper to create an image or a scene. Encourage them to use their imaginations.
5. Paint and color can be added when needed.
6. Have a Recycled Art Show for all to see!

HISTORY – EARTH DAY ACTIVITY: CREATE AN EARTH DAY TIMELINE

Objective: Introduce students to the history of Earth Day on April 22, and explore its significance in promoting environmental awareness and conservation.

Materials:

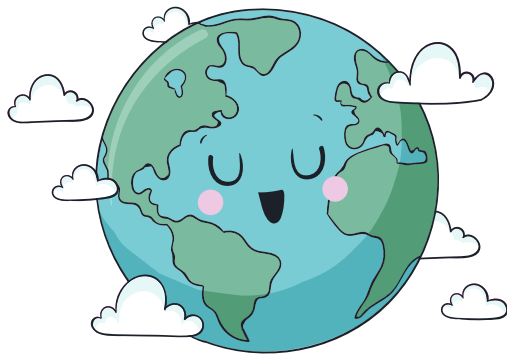
- Large pieces of paper or poster boards (*one for each group*)
- Pictures or drawings representing key events in Earth Day history
- Markers
- Crayons
- Colored pencils
- Glue
- Scissors
- **My Earth Day Pledge worksheet** (*page 8*)

Procedure:

1. Ask students what they know about Earth Day. Encourage them to share any experiences or knowledge they have about it. Then, explain that Earth Day is a special day celebrated around the world every year on April 22 to show appreciation for our planet and to raise awareness about environmental issues.
2. Present a brief overview of the history of Earth Day, emphasizing key events, such as the first Earth Day celebration in 1970, the involvement of Senator Gaylord Nelson, and the growth of Earth Day into a global event. Use simple language and engaging visuals to keep students interested.
3. Divide students into small groups and provide each group with a large piece of paper or poster board, markers, pictures or drawings representing key events in Earth Day history, glue, and scissors.
4. Instruct students to work together to arrange the pictures or drawings in chronological order, creating a timeline of Earth Day history. Encourage them to use their creativity to decorate their timelines.
5. After students have completed their timelines, have each group present their timeline to the class. As they present, encourage them to explain each event and its significance in Earth Day history. Allow the rest of the class to ask questions and provide feedback.
6. Discuss with students what they have learned from the activity. Topics for the discussion can include: *Why is Earth Day important?*, *What are some ways we can help protect the Earth?*, and *How can we celebrate Earth Day every day?*

Extension Activity:

7. Using the **My Earth Day Pledge** worksheet, have students create Earth Day pledge cards with promises to help the environment and take care of the Earth in their daily lives.
8. Cut out and display the pledge cards around the classroom to promote Earth Day awareness.



MY EARTH DAY PLEDGE WORKSHEET

Directions: Make two promises to take care of the Earth in your daily life. Write and draw your pledges.

Pledge #1

I, _____, promise

Name

to take care of the Earth by

Now, draw your promise.

Pledge #2

I, _____, promise

Name

to take care of the Earth by

Now, draw your promise.

ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.