

SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 3RD - 4TH

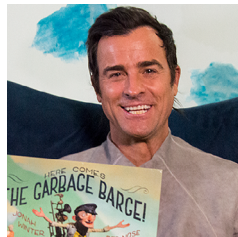


HERE COMES THE GARBAGE BARGE

WRITTEN BY JONAH WINTER

ILLUSTRATED BY RED NOSE STUDIO

Watch the video of actor
Justin Theroux
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Before everyone recycled...there was a town that had 3,168 tons of garbage and nowhere to put it. What did they do? Enter the Garbage Barge! This mostly true and completely stinky story is sure to make you say “Pee-yew!”

THEMES IN THE STORY

Accountability, Responsibility, Environmentalism, Community

READING AND WRITING

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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 focus on textual evidence. *(Standards listed below are for third and fourth grades, but can be adapted to second grade standards.)*

BEFORE READING

Standards: CCSS.SL.3.1, CCSS.SL.4.1

Objective: Tap prior knowledge/build background through class discussion.

Procedure:

- Step 1:** Ask students to think about the amount of trash they throw away in one day. Tell them that the average American throws away about 4 pounds of trash every day.
- Step 2:** Ask students to explain what happens to all the trash we throw away? Lead students in a discussion about recycling.
- Step 3:** Explain that there was a time in our country when people did not recycle at all. What do you think happened to all that garbage?
- Step 4:** Tell students that the story they will listen to is based on a true event. You might want to discuss historical fiction with the students.
- Step 5:** Tell students the name of the book is ***Here Comes the Garbage Barge***. Define *barge*, if necessary. Have the students make predictions about the story.
- Step 6:** Explain the illustrator, Red Nose Studio: Red Nose Studio puts garbage to good use by making art out of it. The art in this book was built from wire, fabric, and junk.

DURING READING

Reading Focus: Illustrations

Standards: CCSS.SL.3.2, CCSS.RL.3.7, CCSS.SL.4.2, CCSS.RL.4.7

Objective: Students will explain how the illustrations contribute to what is conveyed by the words in the story.

Procedure:

- Step 1:** Tell students to pay close attention to the illustrations during the read aloud.
- Step 2:** As the story is read, stop the video to discuss aspects of the illustration and how it tells what is happening on that page.
- Step 3:** After listening, discuss the illustrations and how they compare with other illustrations they have seen in other stories.

AFTER READING

Standards: CCSS.RL.3.1, CCSS.RL.3.2, CCSS.RL.4.1, CCSS.RL.4.2

Objective: Students will determine the author's purpose.

Materials:

1. Chart paper with the following questions written:
 - Did the author describe real or imaginary characters? Places? Events?
 - Did the author try to make me laugh? (entertain)
 - Did the author tell me a story? (entertain or explain)
 - Did the author give me facts? (inform)
 - Did the author try to teach me something? (inform)
 - Did the author try to change my opinion about something? (persuade)
2. Three Column Chart (Persuade – Inform – Entertain)

Procedure:

- Step 1:** Explain to students that authors have many different reasons for writing. For example, an author might write to inform or explain something to the reader about a topic, to persuade someone to think about an idea or convince them to do something, or simply to tell an entertaining story. Sometimes it's hard to identify the author's purpose because there might be a little bit of everything in the story.
- Step 2:** Explain that authors don't usually state a purpose, so you need to pay close attention to the details that are given in the text in order to be able to determine the author's purpose for writing.
- Step 3:** Show students the questions you created on chart paper.
- Step 4:** Ask students to look at each question and think about how it relates to the story. Allow students to discuss with a partner/group. Students should discover that many of these questions pertain to the story.
- Step 5:** Tell students that they will work with a partner to answer the question: **What was the main reason this story was written?** This will be the author's purpose.
- Step 6:** Give each group a copy of the Three Column Chart. Tell students they need to find evidence in the story that would support the author's purpose. List evidence under the appropriate purpose. Students should find that there is more Information evidence than Entertain or Persuade.
- Step 7:** Have the students complete the sentence starter based on their findings: This book was written mainly to (inform)
- Step 8:** Check whole group. Have students justify their answers orally if they are not all in agreement.

READING RESPONSE

Standards: CCSS.RL.3.1, CCSS.SL.3.2, CCSS.W.3.1, CCSS.RL.4.1, CCSS.SL.4.2, CCSS.W.4.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Prompt: How does the author provide information or details to make the story seem realistic?

Materials: Paper, pencil

Procedure:

- Step 1:** Write the prompt where students can see it. Remind students that this story is an example of historical fiction.
- Step 2:** Allow time for partner/groups to discuss the prompt.
- Step 3:** Assign the prompt to students.

WRITING

Students imitate the re-purposing of trash as shown in the book's illustrations and create an advertisement poster for the product.

Persuasive Writing

Standards: CCSS.W.3.1, CCSS.W.4.1

Objective: Students will create an advertisement piece using grade appropriate sentence structure and spelling.

Materials:

Paper

Art Supplies

Recycled items from home (ex: bottles, plastic containers, toilet paper rolls, etc)

Procedure:


- Step 1:** Explain that the author's purpose of an advertisement is to persuade. Hold a brief discussion about TV and magazine advertisements. What elements do they contain?
- Step 2:** Explain to students that they will create a product by re-purposing trash that would ordinarily be thrown away – just like Red Nose Studio did to illustrate the story. After they create their product, they will write an advertisement for their product.
- Step 3:** On chart paper, make a student generated list of possible products.
- Step 4:** On another piece of chart paper, make a list of elements that should be included in their advertisement.
- Step 5:** Students can work in groups or independently to complete the project.

GEOGRAPHY: MAP SKILLS | LOCATING PLACES ON A MAP

OBJECTIVE —

Students trace the route of the Garbage Barge, beginning and ending in Islip, New York.

MATERIALS —

A map of the United States and Mexico ( Google It!)

Teacher Premade Chart: “Here Comes the Garbage Barge.”

Islip, New York

1. Morehead City, North Carolina
2. New Orleans, Louisiana
3. Mexico
4. Belize
5. Texas
6. Florida


Pencils, markers, crayons

PROCEDURE —

- Step 1:** Show students the chart and discuss. Tell students they will be tracing the route of the Garbage Barge by locating these places on a map.
- Step 2:** Give students the map and have them find the state of New York. Draw a star and write **Islip**.
- Step 3:** Have students locate each place on the chart, draw a circle and write the corresponding number in the circle.
- Step 4:** Have students draw dashes connecting the numbers to show the route. Students should end where they began. Since the garbage eventually ended up in Brooklyn, you might want to show them on a larger map where Brooklyn is and discuss.

ENVIRONMENTAL SCIENCE

OBJECTIVE —

Students build a landfill model to better understand what a landfill is like.  **Google It!:** Search “landfill” for images and descriptions.

MATERIALS —

An empty plastic 2 liter soda bottle

Soil (potting or from outside)

Play dough

Plastic wrap

Cotton balls

Gravel (aquarium gravel works best)

Trash from the recycling

trash can or compost bin

Small plants or grass seed

Paper or notebook for students to record observations

PROCEDURE —

- Step 1:** Cut the top off of the plastic bottle to create a large opening. This will be the container you build the model in.
- Step 2:** Place the soil in the bottom of the bottle. The base of the landfill is the natural soil of the land that the landfill is placed on.
- Step 3:** Place the play dough on top of the soil.
- Step 4:** Lay a small piece of plastic wrap over the play dough.
- Step 5:** Pull a few cotton balls apart to create a thin layer over the plastic wrap.
- Step 6:** Place gravel on top of the cotton.
- Step 7:** Now throw in some trash. Make sure you include garbage like banana peel, fruit skin, etc.
- Step 8:** Cover the trash with soil. Since the trash layer is covered with soil daily. You can add another layer of trash and soil to represent this if you want.
- Step 9:** Explain to students that once a landfill has reached a specified height, it is closed off by adding more layers.
- Step 10:** Add a layer of play dough over the trash/soil, then a layer of plastic wrap, and more gravel.
- Step 11:** Top the landfill model off with soil and grass seed or plants.
- Step 12:** Have students observe the landfill over time and record their findings. Use the following prompts:
- What happens to the trash over time?
 - Do you notice anything changing?
 - Can air and water get all the way through your model?
 - How is this like a real landfill?
 - What pieces of trash could have been recycled or composted?
- Step 13:** At the end of the time period, have students respond to the question:
- What have you learned from this experiment?
 - Why is it important that we reduce, reuse, recycle?

MATH: WORD PROBLEMS/GRAPHING

OBJECTIVE —

Students create real world math problems using facts from the story about trash. Some suggestions are listed below:

- The average American creates about 4 pounds of trash. How many pounds of trash does your family throw away in one day? How many pounds in one week?
- Work with the students to figure out the total amount of garbage thrown away by the families in one week? One month? One year?
- Students can graph their finding on graph paper.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. Visit sagaftra.foundation.

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