Grade: 2nd
Strategy: Summarising
Technique: Structure Mode
Text Type: Media Literacy

Earth Day

Aims of the lesson:
The lesson uses the technique "*Structured Routine*" and aims to:

- help students learn to identify main ideas and find important details that support those ideas;
- teaches students how to take a large body of text and reduce it to essential points for a more focused understanding of environmental initiatives.

Earth Day, celebrated on April 22nd, is a non-religious holiday observed by over half a billion people around the world. 12,000 partners in 174 countries have directed their attention and efforts towards protecting the planet Earth and preserving life on it. Earth Day was officially celebrated for the first time on April 22nd, 1970 in the United States and Canada. Today it is celebrated on different dates all around the world.

As a part of the celebration some schools include different activities in their curriculum. For example, the youngest children, 5 and 6-year-olds from the preschool group, together with their teachers, plant flower seeds in their mini gardens. The children take care of them and observe the growth of the plants. Their skillful little hands make an ecological-themed project, where they draw and apply various techniques. The older students participate in cleaning campaigns around the city. In the initiative "We clean, plant, create, and have fun," the parents of the children also participate. In the end, the area is clean and beautified with flowers.

Process phase 1: Planning (Teachers' perspective)
During this stage: The teacher has previously prepared two pictures with which they will introduce the students to the topic of the lesson. Along with this, the teacher has also prepared a ZIN table with questions that the students answer while reading. After completing the table, the teacher shows the students six pictures, and the children have to find the pictures that document the initiative.

Cognitive stage 1 (Students' perspective)
Phase 1: Pre-reading: As a warm up the students view two images related to the topic of the text (Earth Day at "Ivan Hadjiyski" Elementary School). They are tasked to look at the two nature pictures, explain where they would like to live and why.

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Process phase 2: (Teachers' perspective) - Teaching: Teacher explains the nature and purpose of summarizing, what main idea means and how to decide if a detail is important or not. The teacher split the students in pairs, explains the tasks, distributes the text and the worksheets to the pairs.

Cognitive stage 2 (Students' perspective) - During the reading: The class is divided into pairs. Each pair receives a worksheet with a table. Each pair reads the text carefully and answers the questions in the table.

Process phase 3: Feedback (Teachers' perspective): The teacher supports the students' work, inspires a discussion and gives guidance and feedback.

Cognitive stage 3 (Students' Perspective) After reading: The students change partners and share their answers. They also choose the appropriate photos representing the initiative and get ready to explain why they picked them. Students discuss what more can be done and make a presentation to the class.

Ways of Communication:

- **Interpretive –** students look at pictures of nature and determine which environment they think is more conducive to living. They read text and answer questions.
- **Interpersonal (mixed) –** students agree or disagree with the answers of the other pair, record their final answers in the table and discuss what can be done more.
- **Presentational (productive) –** everyone presents the answers they gave on the worksheet, explain which photos document what and make suggestions to improve/expand the initiative.

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