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**Adopt A Road**

Which road should we adopt?

#### Adapted from CPALMS Resource ID#: 70422

For this decision-making lesson, students will discuss criteria for choosing the best road for their kindergarten class to adopt based on information provided from a variety of texts. Using this information, students will rank their choices and explain how they reached those decisions.

**Problem**

Which road should our class adopt?

**Alternatives**

What are the different roads?

**Criteria**

Traffic, wildlife, and litter

**Decision**

Which road did we adopt?

1. *Read How to Help the Earth – by The Lorax*. Discuss how people can help by reducing trash, protecting the environment, saving water, etc.
2. Project the image of roadside littering (see below). Discuss what they see in the picture, what they think is happening in the picture, and help student generate questions about littering its impact on the community.
3. Read *Litter* to the students. Using the litter research organizer, help students find and talk about what litter is, why people litter, and reasons people should not litter.
4. Continue to take notes while viewing the following websites:
   1. 20 Astonishing Facts about Litter <https://www.conserve-energy-future.com/various-littering-facts.php>
   2. How Can Litter be Dangerous to Animals <https://www.rspca.org.uk/adviceandwelfare/litter>
5. Read the letter from The Lorax to the students and discuss any unfamiliar vocabulary words. Discuss how taking care of wildlife and the environment is another way to be a good citizen. Ask if adopting a highway will take care of peoples’ and animals’ wants or needs (needs).
   1. Show the video on Adopt-A-Highway: <https://www.youtube.com/watch?v=htzcWeAsyp0>
   2. Talk about the different jobs that people were doing in the video. What kinds of skills do people need to have to do those jobs?
6. Display and discuss the photographs below of how animals and the environment are harmed by litter. Why would adopting a road help with this problem?
7. Reread The Lorax’s letter to review the task. Remind students that they are to choose a road for the class to adopt and what this means.
8. Provide students with the decision-making matrix. To ensure understanding, the teacher should ask students about each heading and take notes for students to use during the decision-making process:
   * 1. **Traffic** - Ask students why this would be an important factor to consider in adopting a road. (Students should say that traffic can be dangerous and that safety would be an important issue when cleaning the road. Students could also consider when there is more traffic, there may be more garbage, which attracts more animals prone to putting their lives in danger.)
     2. **Amount of Wildlife** - Ask students why this is important to evaluate. (Students should think about areas that contain a heavy amount of wildlife vs. a small amount, what kinds of wildlife might be dangerous, etc.)
     3. **Amount of litter** - Ask students why this is important to consider. (What is different about an area with more litter vs. an area with less litter? How does this affect the environment and its habitat?)
9. Before putting students in groups, allow a few minutes for students to brainstorm independently on which road in their opinion would be the most ideal to adopt and why. (Note: Teachers can substitute the names of roads for those that are in the school’s community).
10. In teams of three or four, students work on the problem (figuring out the best road to adopt and why) and respond to the client using Letter Template 1 to present their findings to the client. A frame (see below) can also be used.

Guiding/reflective Questions

* Which road would be the best road to adopt?
* Why do you think that would be the best road?
* What category on the data set is the most important in planning your procedure?
* Why is this factor the most important to you?
* How do you know if you have an answer to the problem?
* Do you agree with your group's ideas? Why or why not?

Dear Lorax,

Here is how we ranked each choice for adopting a road:

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We think our class should adopt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We based our decision on the following criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The ideas we like the most about adopting a highway are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you,

Extension/ideas:

* Have student groups present their decisions to the class and discuss how they decided which road to adopt. Create a poster that highlights the importance of adopting this particular road.
* Research which roads in the community are a part of the Adopt-A-Highway program. Involve parents to take pictures of these signs to share in class.
* Put it to work! Plan a clean up time for a safe, near-by area that allows students to contribute to the community as responsible citizens.
* Substitute symbols for criteria (e.g. cars instead of traffic lights; trash cans instead of frowny faces)
* Learn more about littering at: <https://www.conserve-energy-future.com/various-littering-facts.php>

Differentiation:

* Reduce alternatives and/or criteria.
* Increase alternatives and/or criteria.
* Increase the number of pictures related to the alternatives and/or criteria.

