



## JIN VS. THE BEACH

### Pre Show Lesson 2: Beach Clean Up

**Grade Level:** 3-6

**Student Learning Objective(s):** Students will be able to identify the importance of beach clean ups in order to prepare to see JIN VS. THE BEACH through a scaffolded reading activity.

**Supplies/Resources Needed:**

- Each student will need access to [this article](#) either on laptop/tablet or printed out.
  - Article link:  
<https://oceanblueproject.org/do-beach-cleanups-really-make-a-difference/>
- One large piece of poster paper per group (or you can use a digital poster like a jamboard), markers/crayons.

**Common Core Standards Addressed:**

[CCSS.ELA-Literacy.SL.3.4](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## Step by Step Directions for Teacher:

### Activator:

- Play the following video, [THE GREAT PACIFIC GARBAGE PATCH](https://www.youtube.com/watch?v=80uePz5Stps&t=4s), for your students. (<https://www.youtube.com/watch?v=80uePz5Stps&t=4s>)
- Following the video, have the students follow the prompt at the end of the video which asks them to brainstorm 5 ways to cut back on waste and improve recycling.
- Have students share out in pairs one of their ideas generating a list for the class.
- Then, let the students know that today they are going to focus on one aspect of supporting cleaning up the ocean: a beach clean up!

### Activity:

- Say to the students: “When we see the La Jolla Playhouse POP TOUR musical play, JIN VS THE BEACH at our school on (insert date), we will see Jin and his classmates taking a field trip to a local beach for a beach clean up. They meet Ranger Irv who tells the students, “Please make sure all you leave here at the beach is just your footprints.” What does Ranger Irv mean when he says this to Jin and his class?”
- Say to the students: We are going to read an article by the [OCEAN BLUE PROJECT](#) to help learn more about beach clean ups. We will become experts in a part of the article and share our learnings with each other.
- Divide your class into four groups. Each group will read a part of the [article](#). While they are reading, if they have a printout they can highlight or write on the article, or if they are looking online they can take notes on interesting points in the article. They will read the text underneath each topic listed below. Students can work in one large group or smaller clumps within those groups.
  - Group 1: Top of article; So, Do Beach Clean Ups Actually Clean
  - Group 2: This is Where Beach CleanUp Projects Come In, Debris Collected From Beach CleansUps Ends up where it Belongs

- Group 3: What is a beach clean up like?; You Don't Have to Swim with the Sharks To Save the Ocean
- Group 4: Small efforts lead to big differences, Stats and Facts
- Once students have read their sections, have them work in groups to use the large piece of paper and colored writing utensils to create an [infographic](#) of words and images that help convey the most important facts to their fellow students about their section.
- Have each group come up to the front of the room, in order, and present their findings to the class in an informal presentation of information.

**Closure:**

To close, engage in a discussion with your students: (you can do this as a large group or in pairs)

- What is one new fact or idea that you learned from your own research?
- What is one new fact or idea that you learned from another group's research?
- We will see a beach clean up in our school performance of JIN VS THE BEACH. Make some predictions of how the actors will show a beach clean up in a theatre performance since they won't be on an actual beach!