



## Story Summary

Isley loves the ocean and everything in it. Well, almost everything. Her heart sinks at the sight of her Atlantic Ocean shoreline covered in trash. One day, upon discovering a beached right whale that has starved to death after swallowing plastic, Isley decides enough is enough. She steers her

family into adopting a zero-waste lifestyle, inspiring others to do the same. But when the adults around her give way to apathy and routine, how can Isley make sure her whale's memory inspires lasting change?

### Links:

Bloomberg Quicktake: Now on YouTube—Right Whale Song:  
[https://www.youtube.com/watch?v=M2ud-Cw\\_oTQ](https://www.youtube.com/watch?v=M2ud-Cw_oTQ)

Plaine Products Blog—"Children's Books About Plastic Pollution":  
<https://www.plaineproducts.com/childrens-books-about-plastic-pollution>

National Geographic—"Why do whales beach themselves?":  
<https://www.nationalgeographic.com/animals/article/why-do-whales-beach-themselves>

Plastic Pollution Coalition—"How to Talk to Your Kids about Plastic Pollution":  
<https://www.plasticpollutioncoalition.org/blog/2018/5/3/how-to-talk-to-your-kids-about-plastic-pollution-cartoons-books-and-activities-to-involve-the-whole-family>

Pair this book with:

*Benjamin's Blue Feet* by Sue Macartney

**Alma Fullerton's** free-verse novels for juvenile and young adult readers have earned her multiple nominations and awards, including the Ruth and Sylvia Schwartz Award and the CLA Book of the Year Honour. Her first picture book, *A Good Trade*, has been a White Ravens Choice, a Bank Street Best Book, and a nominee for the OLA Blue Spruce Award and the Kentucky Bluegrass Awards. *In a Cloud of Dust* won the Rainforest of Reading Award, was nominated for the OLA Blue Spruce Award, and was a *Foreword Magazine* Best Children's Books of Fall 2015 selection. Alma lives in Midland, Ontario.

Illustrated Book Ages 4–7 | ISBN: 978-1-77278-113-7 | Pages: 32

### THEMES

The Environment, Earth Day, Global Citizenship

### BISAC CODES

JUV063000 JUVENILE FICTION / Recycling & Green Living

JUV029010 JUVENILE FICTION / Science & Nature / Environment

JUV002170 JUVENILE FICTION / Animals / Marine Life

JUV039220 JUVENILE FICTION / Social Themes / Values & Virtues

### CURRICULUM CONNECTIONS

Comprehension—read-aloud, infer, predict, make connections

Science—water in the environment

Social Studies—impacts of human activity; responsible interaction with environment

Visual Arts—recycled garbage collage

**CURRICULUM CONNECTIONS:**

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS
Read-Aloud	Comprehension	Activate prior knowledge Infer, predict, and make connections
The Perils of Plastic	Science Social Studies	Water in the environment Impacts of human activity
Garbage Collage	Visual Arts	Collage
Take Action	Social Studies	Interacting responsibly with the environment

**THE READ-ALoud**

**Learning expectations:**

Students will:

- identify reading comprehension strategies (e.g. activate prior knowledge, infer, predict, make connections) and use them before, during, and after reading to understand texts

**You Will Need**

- *No More Plastic*
- *Benjamin’s Blue Feet* by Sue Macartney

**How To:**

**Before Reading**

Show and read the cover. Invite students to share any thoughts that come to mind. Show the front endpapers. Ask, “What’s going on here? What do these red and green things look like?”

**During Reading**

**First spread:** After reading, ask, “Where might she live? What do you hear when you wake up in the morning?” Be sure to read the sound effects in the window.

**Second spread:** Emphasize the capitalized words. After reading, ask students to infer what has happened.

**Third spread:** Read and pause for reflection.

**Fourth spread:** Read with feeling, conveying Isley’s anger with your voice.

**Fifth spread:** After reading, invite students to infer why Isley was upset.

**Sixth spread:** Read expressively.

**Seventh spread:** After the second sentence, invite students to share their opinions of Isley’s ideas. As you read the last sentence, point to the ellipsis as you draw your voice out, so students can begin to understand its purpose.

**Eighth spread:** Point to the ellipsis before you begin to read.

**Ninth spread:** After reading, ask, “How might Isley feel?” If students only respond with “sad” or “bad”, suggest richer words like *disappointed*, *lonely*, *discouraged*, or *determined*. Again, point to the ellipsis.

**Tenth spread:** Convey surprise and excitement in your voice.

**Eleventh spread:** Read expressively. Ask, “Do you think a kid can make people stop and think?”

**Twelfth spread:** After reading, ask, “Do you think those things could happen here?”

**Thirteenth spread:** As you read, convey a feeling of contentment.

## After Reading

- Compare the wordless spread at the back to the similar diorama on the front endpapers. What has changed?
- Read and discuss the Author’s Note.
- Listen to whale sounds.  
Bloomberg Quicktake: Now on YouTube—“NOAA Records Rare Right Whale Song for the First Time”:  
[https://www.youtube.com/watch?v=M2ud-Cw\\_oTQ](https://www.youtube.com/watch?v=M2ud-Cw_oTQ)  
This one-hour soundscape of various whale sounds could be played during the collage activity below:  
<https://www.youtube.com/watch?v=savCAAd6RyPI>
- Take students outside. Invite them to be still and listen to the sounds of nature, like Isley did. Give them a few minutes to share what they noticed. Invite them to think what it would be like if the sounds of nature disappeared.
- Read *Benjamin’s Blue Feet* by Sue Macartney. Compare the two stories.

## ACTIVITY 1: THE PERILS OF PLASTIC

This activity provides further information students need to understand the problem of ocean plastic.

### Learning expectations:

Students will:

- identify positive and negative impacts that different kinds of human activity have on animals and where they live
- assess the impact of human activities on water in the environment

### You Will Need

- *No More Plastic*
- internet
- other books on plastic pollution, such as those listed on Plaine Products Blog—“Children’s Books About Plastic Pollution”(link on first page)

### How To:

1. Learn about stranded whales in real life. Search current events for recent occurrences. This 2021 article contains background information for educators: <https://www.nationalgeographic.com/animals/article/why-do-whales-beach-themselves>  
Some countries see more strandings than others and have comprehensive policies for dealing with them. This page from New Zealand’s Department of Conservation contains information plus a downloadable brochure: <https://www.doc.govt.nz/nature/native-animals/marine-mammals/marine-mammal-strandings/>





2. Learn about other animals affected by plastic, for example here:  
<https://www.youtube.com/watch?v=I4QNolP7Khc>  
[https://www.youtube.com/watch?v=ZaQ\\_AqiKz-w](https://www.youtube.com/watch?v=ZaQ_AqiKz-w)
3. Guide students to learn more about ocean plastic. You might find the following links helpful. This video makes an entertaining introduction and includes links to additional resources in the description:  
<https://www.youtube.com/watch?v=YFZS3Vh4ff>  
 This article is kid-friendly and includes links to many additional resources and activities:  
<https://kids.nationalgeographic.com/nature/kids-vs-plastic/article/pollution-1>  
 This page is geared to families but has lots of classroom-worthy ideas and would make a great home-school connection:  
<https://www.plasticpollutioncoalition.org/blog/2018/5/3/how-to-talk-to-your-kids-about-plastic-pollution-cartoons-books-and-activities-to-involve-the-whole-family>  
 Because research should always contain a balance of print and digital sources, check out this list of additional picture books:  
<https://www.plaineproducts.com/childrens-books-about-plastic-pollution/>
4. If you live far from the ocean, learn about the impact of plastics on ecosystems closer to home. For example, check out this article:  
<https://www.unep.org/news-and-stories/story/plastic-planet-how-tiny-plastic-particles-are-polluting-our-soil>
5. Investigate how much plastic actually gets recycled, and what happens to the plastic that does not get recycled. Check out these articles:  
<https://www.nationalgeographic.org/article/whopping-91-percent-plastic-isnt-recycled/>  
<https://www.npr.org/2020/09/11/897692090/how-big-oil-misled-the-public-into-believing-plastic-would-be-recycled>  
<https://www.youtube.com/watch?v=dC5zUU1TSYg>
6. Learn about regions where certain plastic items have been banned:  
<https://www.livekindly.co/impressive-plastic-bans-around-the-world/>



## ACTIVITY 2: GARBAGE COLLAGE

Here, students have the opportunity to share the message and bring the school community on board.

### Learning Expectations

Students will:

- identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important
- apply the creative process to produce two-dimensional or three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- use problem-solving skills and their imagination to create visual art forms (e.g., choose an alternative way to fasten their materials if the first way is unsuccessful)

### You Will Need

- *No More Plastic*
- a collection of plastic and mixed-material packaging that would normally be discarded
- heavy-weight art paper
- scissors, glue, tape, staples
- writing materials

### How To:

1. Two weeks before starting this activity, send home a request for students to collect clean food packaging and other similar garbage and recyclables in their homes. At school, provide each student with a grocery bag in which to collect packaging from their lunches (they should wash any messy packaging, such as pudding cups, as they collect it). In the classroom, provide a container in which to collect plastic items that would normally end up in the trash can, such as dried-up markers and glue sticks.
2. Prepare to re-read *No More Plastic* by reading the bottom paragraph on

the front fly-leaf, which describes Alma Fullerton's art technique. Read the book with a focus on studying the illustrations. Discuss: How does Alma Fullerton's choice of materials (sand, moss, plastic garbage) impact the message of the book? What might each of those materials signify?

3. Provide heavy art paper and a variety of fasteners—glue sticks, liquid glue, tape, staplers. Invite students to get out their collections of packaging from home and school. If any student has none, they might choose from materials collected in the classroom. Tell students they will have a chance to create a collage the way Alma Fullerton did in her illustrations.
4. Invite students to think about the message they would like to convey with their collage, what people, animals, environment, or objects they might represent, and which materials they would like to include. Tell students that attaching plastic can be challenging and urge them to persevere, trying a variety of methods, until they succeed. Using a strong liquid glue and then a small piece of tape to hold the item until the glue dries is one possible solution. Allow collages to dry flat until completely dry.
5. Invite students to write (scribed by an adult if necessary) a message to go with their collage. Create a display where the entire school and visitors can see it. You could use the book title as a caption, or come up with another compelling message. Near the display, describe the motivation and process to viewers, using photos and descriptions of your project.





### ACTIVITY 3: TAKE ACTION!

With the understandings gained in Activity 1 and the interest ignited in Activity 2, students will be ready to take some serious action.

#### Learning Expectations

Students will:

- identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important
- identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
- create a plan that outlines some specific ways in which they can responsibly interact with the natural environment in the local community

#### You Will Need

- *No More Plastic*
- 3–5 large bins
- writing materials
- internet
- digital camera, phone or tablet



#### How To:

1. Read the Author's Note at the end of *No More Plastic*, and the tips for reducing plastic. Invite students to respond to these ideas.
2. Learn about kids who have taken action against plastic:  
<https://www.kidsagainstplastic.co.uk/do/>  
<https://www.youtube.com/watch?v=hKFV9lquMXA>
3. Brainstorm ways that you and your students can reduce plastic waste in your classroom, homes, and community, including those suggested in the book.
4. Set up different containers in the classroom to collect the different kinds of waste you produce. These could include paper products, plastic, wood (broken pencils), compost, and other. Use your trash can for things that really need to be collected every day such as meat/egg scraps from lunches. You may want to have students wash plastic packaging that has been in contact with meat or eggs before collecting it, or just photograph it and place in the trash can.
5. Periodically (e.g. once a week), examine the containers' contents. Weigh them, discuss how best to reuse or dispose of them, and, most importantly, how to reduce them in the future. Track your progress over time. Urge students to do the same at home.
6. Launch a Litterless Lunch challenge at your school. Have your students write messages that can be read on the morning announcements. Do some real education on alternatives to prepackaged food items – it defeats the purpose if families simply transfer the food from the packaging to a reusable container at home!
7. Kids love markers. Given the choice, they will choose them over crayons every time. But markers create a lot of plastic waste. And, while some companies claim to recycle old markers, critics dispute that claim:  
<https://www.wisdomsupplyco.com/blogs/news/marker-recycling-is-not-a-thing>  
Find ways to encourage kids to use crayons or colored pencils instead. Invite an artist to come to the classroom and teach a lesson on crayon or colored pencil techniques. Give students information and see if they will make a conscious decision to reject markers. Try incentives. Make a bar graph of the number of markers discarded in the classroom each month and challenge students to have

a lower number than the month before. Even if these steps don't appear to work, you'll be raising the kids' awareness.

8. Get more ideas here:  
<https://kids.nationalgeographic.com/nature/kids-vs-plastic>
9. Urge students to take the next step: Isley took action in her community. How can we do that in our own community? Give students the opportunity to write letters to local business owners with specific suggestions: a restaurant might switch to paper packaging or offer plastic cutlery only upon request; a grocery store might give a discount to patrons who bring their own bags (some stores now charge for plastic bags and others have switched to paper); a coffee shop might offer incentives to patrons who bring their own cup. Students can also write letters to members of any level of government, urging a ban of single-use plastics. Join a global movement:  
<https://www.earthday.org/campaign/end-plastic-pollution/>
10. Spread the news: Document your journey with photos. Post your story on the school website. Invite the press to interview students about their efforts.



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### Bibliography

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- <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>
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