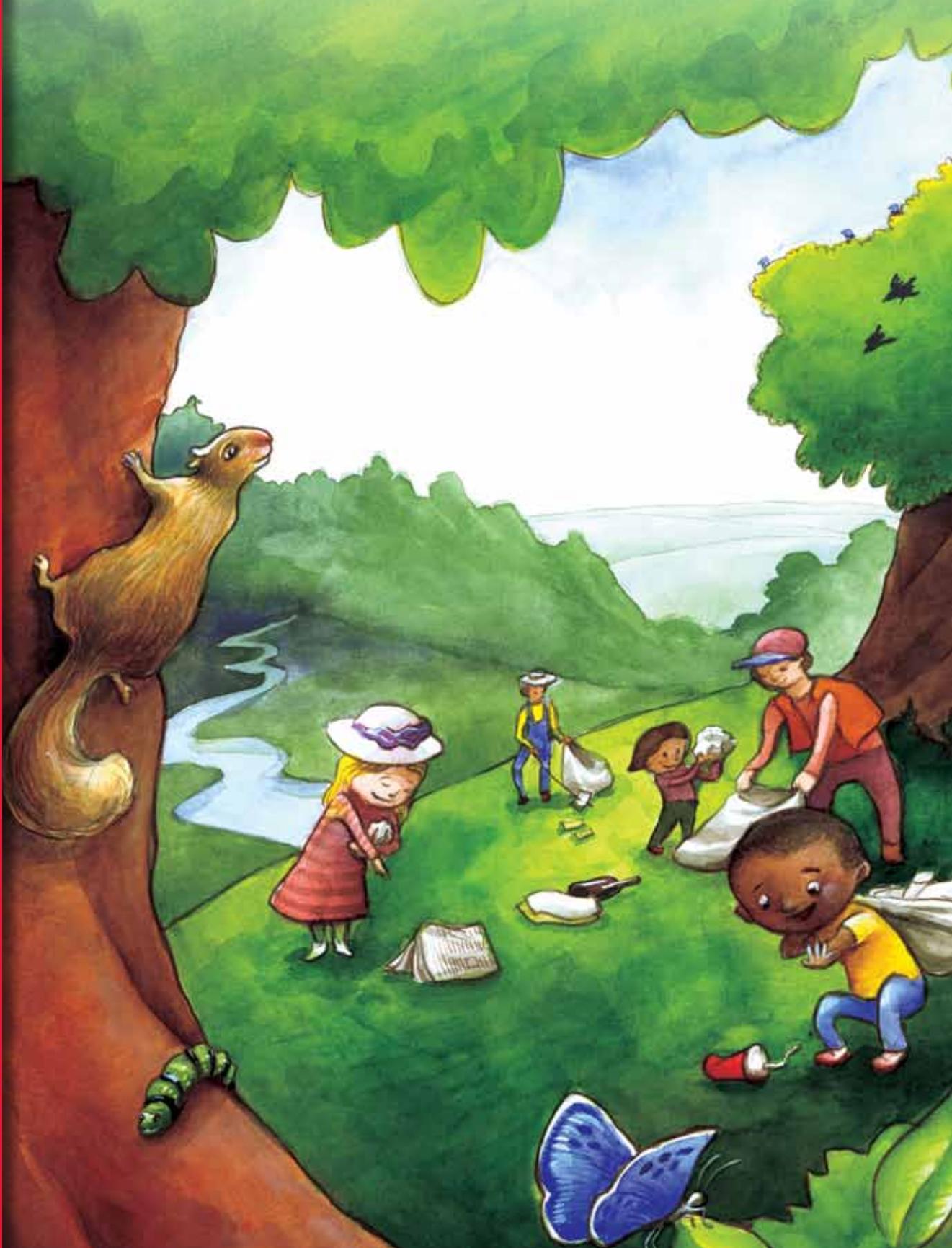
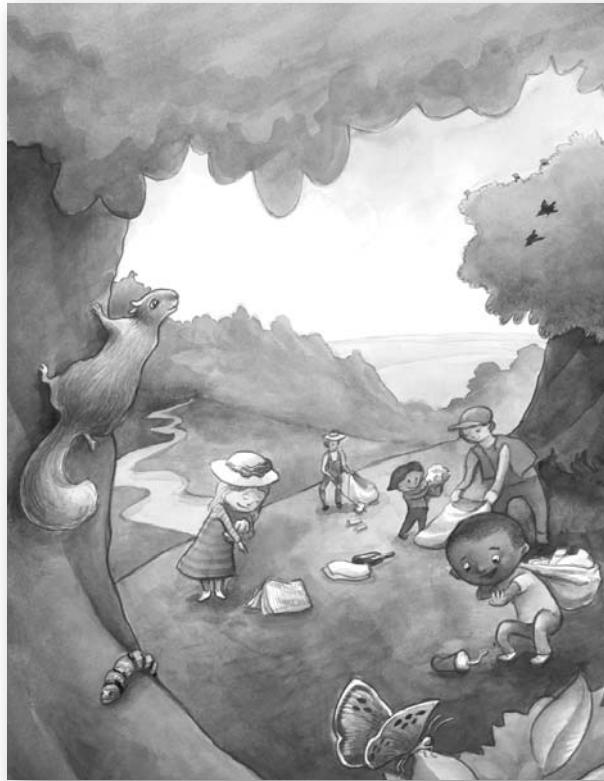


# Taking Care of the Earth

Tell It Again!™ Read-Aloud Supplemental Guide







# Taking Care of the Earth

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

KINDERGARTEN

Core Knowledge Language Arts®



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# Preface to the Supplemental Guide

## Taking Care of the Earth

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

### ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

## ***Supplemental Guide Contents***

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The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for subsequent, more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

### **Modified Read-Alouds**

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The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

### **Tips and Tricks for Managing the Flip Book During the Read-Alouds**

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

**It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson.** It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different-colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *earth*, *water*, and *clean*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *surface*, *available*, and *symbol*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *pollution*, *recycle*, and *landfill*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and

deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

### **English Language Learners**

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The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
Emerging (Beginner)	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>Speaks in simple sentences</li> <li>Uses newly learned words appropriately</li> <li>With appropriate scaffolding, able to understand and produce narratives</li> <li>Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>Use more complex stories and books</li> <li>Continue to focus on Tier 2 vocabulary</li> <li>Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>Use graphic organizers</li> <li>Use increasingly difficult question types as students' receptive and expressive language skills improve:           <ul style="list-style-type: none"> <li>Questions that require short sentence answers</li> <li>Why and how questions</li> <li>Questions that check for literal and abstract comprehension</li> </ul> </li> <li>Provide some extra time to respond</li> <li>Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Produces connected narrative</li> <li>Shows good comprehension</li> <li>Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>Use graphic organizers</li> <li>Use questions that require opinion, judgment, and explanation</li> <li>Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>Uses English that nearly approximates the language of native speakers</li> <li>Can maintain a two-way conversation</li> <li>Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>Build high-level/academic language</li> <li>Expand figurative language (e.g., by using metaphors and idioms)</li> <li>Use questions that require inference and evaluation</li> <li>Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.

- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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## ***Alignment Chart for Taking Care of the Earth***

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

<b><i>Alignment Chart for Taking Care of the Earth</i></b>	<b>Lesson</b>						
	1	2	3	4	5	6	7
<b>Core Content Objectives</b>							
Recognize that people share the responsibility to take care of the earth	✓						✓
Explain that Earth is composed of land, water, and air	✓						
Recognize that humans, plants, and animals depend on Earth's land, water, and air to live	✓						
Identify key natural resources		✓					
Explain that natural resources are things found on Earth and are important to people		✓					
Describe how people use natural resources		✓					
Recognize the need to conserve natural resources		✓					
Recall the phrase "Reduce, reuse, recycle" and its meaning			✓				
Describe how applying "Reduce, reuse, recycle" helps to conserve natural resources			✓				
Recognize the recycling symbol			✓				
Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper			✓				
Explain that recycled materials are made from recyclable items that otherwise would have been garbage			✓				
Sequence what happens to garbage from its creation to being dumped in the landfill				✓			
Explain that garbage buried in landfills can be hazardous to the earth and living things				✓			
Recall that litter is a type of land pollution				✓			
Recognize that pollution harms Earth and the things that live on Earth				✓	✓	✓	

<b>Alignment Chart for Taking Care of the Earth</b>	<b>Lesson</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Recall that smog is a type of air pollution					✓		
Identify cars and factories as two main contributing factors to air pollution					✓		
Explain how air pollution is harmful to people's health					✓		
Identify three types of water: fresh water, wastewater, and salt water						✓	
Recall that animals, plants, and people need clean water to survive						✓	
Identify wastewater as a source of water pollution						✓	
Explain how water pollution hurts people, animals and plants						✓	
Identify possible solutions for the problems created by pollution							✓

## Reading Standards for Informational Text: Kindergarten

### Key Ideas and Details

<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who, what, where, when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships							
<b>STD RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.							
<b>CKLA Goal(s)</b>	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud							

<b>Alignment Chart for <i>Taking Care of the Earth</i></b>		<b>Lesson</b>						
		1	2	3	4	5	6	7
<b>Craft and Structure</b>								
<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions							
<b>STD RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text							
<b>Integration of Knowledge and Ideas</b>								
<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).							
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud							
<b>STD RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, identify reasons or facts an author gives to support points in a nonfiction/informational read-aloud							
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds							
<b>Range of Reading and Level of Text Complexity</b>								
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.							
<b>CKLA Goal(s)</b>	Actively engage in nonfiction/informational read-alouds							

<b>Alignment Chart for Taking Care of the Earth</b>		<b>Lesson</b>						
		1	2	3	4	5	6	7
<b>Writing Standards: Kindergarten</b>								
<b>Text Types and Purposes</b>								
<b>STD W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic.							
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the text	✓						
<b>STD W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.							
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details		✓				✓	
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.							
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened			✓				✓
<b>Production and Distribution of Writing</b>								
<b>STD W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.							
<b>CKLA Goal(s)</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	✓	✓	✓		✓		✓
<b>Research to Build and Present Knowledge</b>								
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions				✓			

<b>Alignment Chart for <i>Taking Care of the Earth</i></b>		<b>Lesson</b>						
		1	2	3	4	5	6	7
<b>Speaking and Listening Standards: Kindergarten</b>								
<b>Comprehension and Collaboration</b>								
<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups							
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).							
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					<input checked="" type="checkbox"/>		
<b>STD SL.K.1b</b>	Continue a conversation through multiple exchanges.							
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age				<input checked="" type="checkbox"/>			
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.							
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud				<input checked="" type="checkbox"/>			
<b>Presentation of Knowledge and Ideas</b>								
<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.							
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.							
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
<b>Language Standards: Kindergarten</b>								
<b>Conventions of Standard English</b>								
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
<b>STD L.K.1e</b>	Use the most frequently occurring prepositions.							
<b>CKLA Goal(s)</b>	Use the frequently occurring prepositions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

<b>Alignment Chart for Taking Care of the Earth</b>		<b>Lesson</b>						
		1	2	3	4	5	6	7
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language.							
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences							
	Produce and expand complete sentences in shared language	✓	✓	✓	✓		✓	
<b>Vocabulary Acquisition and Use</b>								
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.							
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).							
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	✓	✓	✓	✓		✓	
<b>STD L.K.4b</b>	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.							
<b>CKLA Goal(s)</b>	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word		✓					
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.							
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).							
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		✓		✓			
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).							
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )							
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts							
	Learn the meaning of common sayings and phrases	✓	✓	✓	✓			



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Taking Care of the Earth

## Supplemental Guide Introduction

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This introduction includes the necessary background information to be used in teaching the *Taking Care of the Earth* domain. The *Supplemental Guide* for *Taking Care of the Earth* contains seven lessons. The first three lessons are two instructional days each, and the last four lessons are one instructional day each.

## Lesson Structure

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### Lessons 1–3

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Lessons 1–3 are taught over two instructional days as outlined below.

#### *Instructional Day 1*

On the first instructional day Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day. Part A (35 minutes) includes:

- Introducing the Lesson
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions: 15 minutes for Introducing the Read-Aloud up to Purpose for Listening; and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, you can take 15 minutes to cover Part B, which include the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students determine and clarify the different

meanings of a particular word. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In. This is a dual opportunity for the teacher to 1) focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; and 2) gauge which students may be in need of additional language or content support.

### ***Instructional Day 2***

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day. Part C (35 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions: 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening; and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Later in the day, you can take 15 minutes to cover Part D, which includes extension activities similar to those of the related lesson in the *Tell It Again! Read-Aloud Anthology for Taking Care of the Earth*.

### **Lessons 4–7**

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Please note that Lessons 4–7 are one instructional day each with Extension activities alternating between Supplemental Guide activities and content-related activities.

This domain includes a Pausing Point following Lesson 3. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

<b>Week One: Anthology</b>								
<b>Day 1</b>	<b>Day 2</b>	#	<b>Day 3</b>	⑩	<b>Day 4</b>		<b>Day 5</b>	#
Lesson 1A: "Introducing the Earth" (35 min.)	Lesson 2A: "Garbage" (35 min.)		Lesson 3A: "Natural Resources" (35 min.)		Lesson 4A: "Reduce, Reuse, Recycle" (35 min.)		Lesson 5A: "Recycle! Recycle! Recycle!" (35 min.)	
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)		Lesson 5B: Extensions (15 min.)	
50 min.	50 min.		50 min.		50 min.		50 min.	

<b>Week One: Supplemental Guide</b>									
<b>Day 1</b>	# ⑩	<b>Day 2</b>	#	<b>Day 3</b>	# ⑩	<b>Day 4</b>	# ⑩	<b>Day 5</b>	# ⑩
Lesson 1A: "Introducing the Earth" (Day 1 of 2) (35 min.)		Lesson 1C: "Introducing the Earth" (Day 2 of 2) (35 min.)		Lesson 2A: "Natural Resources" (Day 1 of 2) (35 min.)		Lesson 2C: "Natural Resources" (Day 2 of 2) (35 min.)		Lesson 3A: "Reduce, Reuse, Recycle" (Day 1 of 2) (35 min.)	
Lesson 1B: SG Activities (15 min.)		Lesson 1D: Extensions (15 min.)		Lesson 2B: SG Activities (15 min.)		Lesson 2D: Extensions (15 min.)		Lesson 3B: SG Activities (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

<b>Week Two: Anthology</b>									
<b>Day 6</b>	⑩	<b>Day 7</b>	⑩	<b>Day 8</b>		<b>Day 9</b>		<b>Day 10</b>	
Lesson 6A: "Composting" (35 min.)		Pausing Point (50 min.)		Lesson 7A: "Pollution" (35 min.)		Lesson 8A: "Air Pollution" (35 min.)		Lesson 9A: "Willy the Water Drop" (35 min.)	
Lesson 6B: Extensions (15 min.)				Lesson 7B: Extensions (15 min.)		Lesson 8B: Extensions (15 min.)		Lesson 9B: Extensions (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

<b>Week Two: Supplemental Guide</b>									
<b>Day 6</b>	#	<b>Day 7</b>	⑩	<b>Day 8</b>	# ⑩	<b>Day 9</b>	#	<b>Day 10</b>	# ⑩
Lesson 3C: "Reduce, Reuse, Recycle" (Day 2 of 2) (35 min.)		Pausing Point (50 min.)		Lesson 4A: "Land Pollution" (35 min.)		Lesson 5A: "Air Pollution" (35 min.)		Lesson 6A: "Willy the Water Drop" (35 min.)	
Lesson 3D: Extensions (15 min.)				Lesson 4B: SG Activities (15 min.)		Lesson 5B: Extensions (15 min.)		Lesson 6B: SG Activities (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

<b>Week Three</b>							
<b>Day 11</b>	#	<b>Day 12</b>		<b>Day 13</b>		<b>Day 14</b>	
Lesson 10A/7A (SG): "Goodbye from Good Old Earth" (35 min.)		Domain Review (50 min.)		Domain Assessment (50 min.)		Culminating Activities (50 min.)	
Lesson 10B/7B (SG): Extensions (15 min.)							
50 min.		50 min.		50 min.		50 min.	

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

**Note:** Use this chart to see how lessons in the *Tell It Again! Read-Aloud Anthology* for *Taking of the Earth* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-Up for <i>Taking Care of the Earth</i>	
Anthology	Supplemental Guide
Lesson 1: Introducing the Earth	Lesson 1: Introducing the Earth
Lesson 2: Garbage	Lesson 4: Land Pollution
Lesson 3: Natural Resources	Lesson 2: Natural Resources
Lesson 4: Reduce, Reuse, Recycle	Lesson 3: Reduce, Reuse, Recycle
Lesson 5: Recycle! Recycle! Recycle!	Lesson 3: Reduce, Reuse, Recycle
Lesson 6: Composting	N/A
Lesson 7: Pollution	Lesson 4: Land Pollution
Lesson 8: Air Pollution	Lesson 5: Air Pollution
Lesson 9: Willy the Waterdrop	Lesson 6: Willy the Waterdrop
Lesson 10: Goodbye from Good Old Earth	Lesson 7: Goodbye from Good Old Earth

## ***Lesson Implementation***

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It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

### ***Student Grouping***

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Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also,

pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### **Graphic Organizers and Domain-Wide Activities**

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Several different organizers and activity suggestions are included to aid students in their learning of the content in the *Taking Care of the Earth* domain.

- Know-Wonder-Learn (KWL) Chart for *Taking Care of the Earth* provides a way for the class to visually see what they know, what they wonder, and what they have learned.
- Response Cards for *Taking Care of the Earth* help students remember and review Earth's land, water, and air (Instructional Master 1A-2), natural resources (Instructional Master 2A-1), and different types of pollution (Instructional Master 4A-1). Students may use these response cards during discussions, class questions, and end-of-lesson check-ins. There is also space on each Response Card for students to label.
- The *Taking Care of the Earth Book* is a writing project students will be working on throughout this domain. Students will express their opinion, tell a story, or show their understanding on different pages in the book. They will present individual pages to their partner, small group, and home-language peers. At the end of this domain, students will have an opportunity to present their whole book.
- Class Jobs related to *Taking Care of the Earth*. This domain offers several opportunities for teachers to create class jobs for students that revolve around the “taking care of the earth” theme. Explain to students how the jobs around the classroom contribute to taking care of Earth. Examples may include making sure that paper is being recycled properly, the water is turned off all the way in the bathrooms or classrooms, the lights are turned off after everybody leaves the room, and the temperature in the room is not too hot or too cold. Teachers may wish to have students work in pairs or small groups on these responsibilities. At the end of the week, students report back

to the class on the progress of their jobs. This is a way for students to begin thinking about the small but important jobs they can do at school and at home to help take care of Earth.

- Reuse Art Fair: An engaging activity that could be done in conjunction with the school's art teacher is to create something useful out of used materials. Examples may include making coffee can planters, egg carton organizers, yogurt cup or plastic bottle shakers, milk carton bird houses, cereal box placemats, glass bottle picture frames, and shoebox treasure chests. There is an opportunity to begin or continue this project in the Pausing Point and an opportunity to display students' art made from reused items in the Culminating Activities.

## ***Anchor Focus in Taking Care of the Earth***

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This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
<b>Writing</b>	W.K.1–3	<i>Taking Care of the Earth Book</i> is a long-term writing project that includes all three types of texts. <i>draw, dictate, label, share, topic, details, first–fourth page, cover page</i>
	W.K.5	Revise <i>Taking Care of the Earth Book</i> based on the comments of peers <i>comment on . . ., I can see the similarity between . . ., I learned . . ., _____ is not clear, I like . . ., edit</i>
<b>Speaking and Listening</b>	SL.K.1b	Continue a conversation through multiple exchanges. It is important to prompt students to carry on classroom conversations that deal with academic topics. There are several interactive opportunities throughout this domain where students can practice carrying on such a conversation. Consider providing students with the following sentence starters: <i>I had the same idea, I have a similar idea, I also think that . . ., I think so too, What if we try . . ., Another idea could be . . ., I'm not sure I agree, What about . . .</i>
	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. It is important to prompt students to provide details in their account of events and description of content-related facts. There are several opportunities throughout this domain where students can practice adding details to their descriptions. Encourage students to ask and answer questions using the following sentence starters: <i>Can you tell me more about . . .? What is this in your picture? It is not clear what _____ is, I meant . . ., Actually this is . . ., Another point is . . ., My picture also shows . . .</i>
		Use the most frequently occurring prepositions: <i>on, next to/beside, behind, at, in/out, over/under, to, from</i>

## ***Domain Components***

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Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Taking Care of the Earth*
- *Tell It Again! Image Cards* for *Taking Care of the Earth*
- *Tell It Again! Multiple Meaning Word Posters* for *Taking Care of the Earth*
- *Tell It Again! Earth Hat\** for *Taking Care of the Earth*

\* The *Tell It Again! Multiple Meaning Word Posters* for *Taking Care of the Earth* and the *Tell It Again! Earth Hat* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## ***Why Taking Care of the Earth Is Important***

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This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how their actions affect the environment in which they live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling process. Practical examples of how students can help take care of the earth are included in every lesson.

All the read-alouds are narrated from the first-person perspective of Earth itself. Teachers are encouraged to wear the Earth Hat that is included with the materials for this domain. Use of the hat will help with the transition each day to the reading of the read-alouds, and it will help students understand the purpose of the read-alouds. This is not simply a novelty. It will get students' attention.

## **Core Vocabulary for Taking Care of the Earth**

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The following list contains all of the core vocabulary words in *Taking Care of the Earth* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b>	<b>Lesson 4</b>	<b>Lesson 7</b>
creatures	decompose	appliance
Earth	generate	carpool
outer space	hazardous	effort
responsibility	landfill	organize
surface	litter	
<b>Lesson 2</b>		pollution
conserve		
decayed		
natural resources		
oxygen		
<b>Lesson 3</b>		
action		
aluminum		
products		
recycle		
reduce		
solution		
sorted		
<b>Lesson 5</b>		
	exhaust	
	global	
	harmed	
	smog	
<b>Lesson 6</b>		
	evaporate	
	pollutants	
	reservoirs	
	supply	
	toxic	

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Introducing the Earth			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	planet	appreciate* beautiful <b>creatures</b> intelligent <b>responsibility*</b> <b>surface</b> wonderful	air animal city floating tree world
<b>Multiple Meaning</b>		share	<b>Earth</b> flower land water
<b>Phrases</b>	Good Old Earth <b>outer space</b>	depend on* <i>take care of</i> made up of	I don't mind
<b>Cognates</b>	planeta	apreciar* inteligente <b>responsabilidad*</b> <b>superficie</b>	aire animal ciudad flotante flor

### **References**

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford, 2008.
2. Biemiller, Andrew. Words Worth Teaching. Columbus: SRA/McGraw-Hill, 2010.
3. Dale, Edgar, and Jeanne Chall. Readability Revisited: The New Dale-Chall Readability Formula, 1995.
4. West, Michael. A General Service List of English Words. London: Longman, Green and Co., 1953.

## **Comprehension Questions**

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In the *Supplemental Guide for Taking Care of the Earth*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

*Inferential* questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and

contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Supplemental Guide* for *Taking Care of the Earth*, there are numerous opportunities to assess students' learning ranging from informal observation, such as the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon:  There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Supplemental Guide* for *Taking Care of the Earth*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled "Above and Beyond" and are identified with this icon: .

## ***Supplemental Guide***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

## ***Recommended Resources for Taking Care of the Earth***

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### **Trade Book List**

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *And Still the Turtle Watched*, by Sheila MacGill-Callahan and illustrated by Barry Moser (Puffin, 1996) ISBN 978-0140558364
2. *Arthur Turns Green*, by Marc Brown (Little, Brown Books for Young Readers, 2011) ISBN 978-0316129244
3. *Blow! Air*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145452
4. *Click! Energy*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145476
5. *Compost Stew: An A to Z Recipe for the Earth*, by Mary McKenna Siddals and illustrated by Ashley Wolff (Tricycle Press, 2010) ISBN 978-1582463162
6. *EcoArt! Earth-Friendly Art & Craft Experiences for 3- to 9-Year Olds*, by Laurie Carlson (Williamson Pub, 1992) ISBN 978-0913589687
7. *Garbage and Recycling (Young Discoverers: Environmental Facts and Experiments)*, by Rosie Harlow and Sally Morgan (Kingfisher, 2002) ISBN 978-0753455036
8. *The Green Mother Goose: Saving the World One Rhyme at a Time*, by Jan Peck and David Davis and illustrated by Carin Berger (Sterling, 2011) ISBN 978-1402765254

9. *I Am Water (Hello Reader! Level 1 Science)*, by Jean Marzollo and illustrated by Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265874
10. *It's Earth Day! (Little Critter)*, by Mercer Mayer (HarperFestival, 2008) ISBN 978-0060539597
11. *Just a Dream*, by Chris Van Allsburg (Houghton Mifflin, 1990) ISBN 978-0395533086
12. *The Lorax*, by Dr. Seuss (Random House Books for Young Readers, 1971) ISBN 978-0394823379
13. *Michael Recycle*, by Ellie Bethel and illustrated by Alexandra Colombo (Idea & Design Works, 2008) ISBN 978-1600102240
14. *Rachel: The Story of Rachel Carson*, by Amy Ehrlich and illustrated by Wendell Minor (Voyager Books, 2008) ISBN 978-0152063245
15. *Recycle!: A Handbook for Kids*, by Gail Gibbons (Little, Brown Young Readers, 1996) ISBN 978-0316309431
16. *A River Ran Wild*, by Lynne Cherry (Voyager Books, 2002) ISBN 978-0152163723
17. *The Three Rs: Reduce, Reuse, Recycle (What Do You Know About?)*, by Núria Roca and illustrated by Rosa M. Curto (Barron's Educational Series, 2007) ISBN 978-0764135811
18. "Sarah Sylvia Cynthia Stout Would Not Take the Garbage Out," from *Where the Sidewalk Ends*, by Shel Silverstein (HarperCollins Children's Books, 2004) ISBN 978-0060572341
19. *Splash! Water*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145445
20. *Stories for a Fragile Planet: Traditional Tales About Caring for the Earth*, by Kenneth Steven and Jane Ray (Lion UK, 2013) ISBN 978-0745963860
21. *The Wartville Wizard*, by Don Madden (Aladdin, 1993) ISBN 978-0689716676
22. *Where Do Recyclable Materials Go? Read, Think, Recycle*, by Sabbithry Persad (Firewater Media Group, 2011) ISBN 978-0981243900

23. *Where Does the Garbage Go?*, by Paul Showers and illustrated by Randy Chewning (Harper Trophy, 1994) ISBN 978-0064451147
24. *Why Should I Save Water? (Why Should I?)*, by Jen Green and illustrated by Mike Gordon (Barron's Educational Series, 2005) ISBN 978-0764131578
25. *The Wump World*, by Bill Peet (Sandpiper, 1981) ISBN 978-0395311295
26. *Yuck! Waste*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145469

## **Websites and Other Resources**

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### ***Student Resources***

1. Groovy Garden Game  
<http://to.pbs.org/VyADoG>
2. U.S. National Park Pictures  
<http://bit.ly/Ugne4D>
3. Connect the Dots  
<http://bit.ly/SVjwJ8>
4. Ocean Pictures  
<http://bit.ly/U6J4kR>
5. Children of the Earth United  
<http://childrenoftheearth.org>

### ***Teacher Resources***

6. The Green Guide for Kids: Reduce, Reuse, Recycle  
<http://bit.ly/TuEpuB>
7. Landfills  
<http://bit.ly/TuExdO>
8. Walk to School  
[walktoschool.org](http://walktoschool.org)
9. School Recycling Program  
<http://dsorg.us/ViqlDO>



# Introducing the Earth

1

## **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Recognize that people share the responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air
- ✓ Recognize that humans, plants, and animals depend on Earth's land, water, and air to live

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the three things that make up the earth and their importance to the survival of living things (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text on the earth and caring for the earth (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that living things depend on Earth's land, water, and air to survive (RI.K.8)
- ✓ Use a combination of drawing and dictating or labeling to compose an opinion piece about Earth's land, water, or air in which they tell a reader the topic of their picture and state an opinion about their topic (W.K.1)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise *Taking Care of the Earth Book #1* (W.K.5)

- ✓ With assistance, categorize and organize facts and information about Earth and the things that Earth is made up of (W.K.8)
- ✓ Describe familiar things, such as Earth's land, water, and air and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to the *Taking Care of the Earth Book* to present an opinion about Earth's land, water, or air (SL.K.5)
- ✓ Use the most frequently occurring prepositions—*on, next to/beside, behind* (L.K.1e)
- ✓ Produce simple sentences using prepositions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *Earth* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*surface, Earth, appreciate, and responsibility*—and their use (L.K.5c)
- ✓ Quote the phrases “take care of” and “depend on” and apply them in appropriate contexts (L.K.6)

## Core Vocabulary

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**creatures, n.** Living beings, such as animals and/or people

*Example:* Deer, raccoons, and squirrels are a few of the many different kinds of creatures that live in the forest.

*Variation(s):* creature

**Earth, n.** The planet that we live on

*Example:* Earth is made up of land, water, and air.

*Variation(s):* the earth

**outer space, n.** The area beyond Earth

*Example:* The moon and the stars are in outer space.

*Variation(s):* none

**responsibility, n.** A job or duty; something that a person is expected to do

*Example:* Making my bed is my responsibility.

*Variation(s):* responsibilities

**surface, n.** The outside layer of something

*Example:* The surface of my desk is smooth.

*Variation(s):* surfaces

Vocabulary Chart for Introducing the Earth			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	planet	appreciate* beautiful <b>creatures</b> intelligent <b>responsibility*</b> <b>surface</b> wonderful	air animal city floating tree world
<b>Multiple Meaning</b>		share	<b>Earth</b> flower land water
<b>Phrases</b>	Good Old Earth <b>outer space</b>	depend on* <i>take care of</i> made up of	I don't mind
<b>Cognates</b>	planeta	apreciar* inteligente <b>responsabilidad*</b> <b>superficie</b>	aire animal ciudad flotante flor

## Image Sequence

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: Earth from outer space
2. 1A-2: A waterfront town
3. 1A-3: Happy kids
4. 1A-4: Forest, water, and mountains
5. 1A-5: River
6. 1A-6: Blue sky
7. 1A-8: Sunrise
8. 1A-7: Child
9. 1A-1: Earth from outer space



# Introducing the Earth

**1A**

Day 1 of 2

<b>At a Glance (Parts A &amp; B)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>Domain Introduction</b>	Images 1A-1, 2A-1, 3A-1, 4A-1, 7A-1, 8A-1; globe	15
	<b>Introducing Good Old Earth</b>	Earth Hat	
	<b>Introducing the Earth</b>	Chart paper to make KWL Chart Instructional Master 1A-1 (Good Old Earth KWL images)	
	<b>Vocabulary Preview: Take care of, Surface</b>		
	<b>Purpose for Listening</b>	Instructional Master 1A-2: Response Cards 1–3 (Land, Water, Air)	
<b>Presenting the Read-Aloud</b>	<b>Introducing the Earth</b>	Earth Hat Response Cards 1–3	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Depend on</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Earth</b>	Poster 1M (Earth)	15
	<b>Syntactic Awareness Activity: Prepositions</b>		
	<b>Vocabulary Instructional Activity: Appreciate</b>	Instructional Master 1B-1 (Taking Care of the Earth Book #1)	
	<b>End-of-Lesson Check-In</b>	Response Cards 1–3	
<b>Take-Home Material</b>	<b>Family Letter</b>	Instructional Masters 1B-2–1B-4	

## **Advance Preparation**

Prepare a Know-Wonder-Learn (KWL) Chart on a large sheet of chart paper. You may wish to use the images on Instructional Master 1A-1 and place them at the top of their respective KWL Chart column. This is a

way for students to visually track the use of the different columns on the chart. You will use this KWL Chart throughout this domain.

Make copies of Instructional Master 1A-2 for each student. These will be their Response Cards for land, water, and air. Students may refer to these Response Cards during discussion and use them to answer questions about the earth. There is space on the Response Cards for students to label the pictures. You may wish to write the words on the board for students to copy.

For the Vocabulary Instructional Activity, make a copy of Instructional Master 1B-1 for each student. This will be the first page of their *Taking Care of the Earth Book*. Students will draw something they appreciate about Earth's land, water, or air.

#### **Notes to Teacher**

Teachers are encouraged to wear the Earth Hat during the read-alouds and speak in first person as Good Old Earth. The Earth Hat can be found near the end of the *Tell It Again! Flip Book*. Please detach the page with the Earth Hat and cut out the Earth Hat prior to teaching today's lesson. Teachers are encouraged to change their tone of voice to impersonate Good Old Earth. This is not simply a novelty. It will get students' attention.

Throughout this domain, the class will fill out a KWL (Know-Wonder-Learn) Chart. Prepare the KWL Chart on a large piece of chart paper and have it up for the duration of the domain. You may place the Good Old Earth KWL Images (Instructional Master 1A-1) at the top of the columns.

## **Introducing the Read-Aloud**

**15 minutes**



### **Domain Introduction**

#### ◀ **Show image 1A-1: Earth from outer space**

- Show images of other views of Earth from the flip book (e.g. Images 2A-1, 3A-1, 4A-1, 7A-1 and 8A-1).
- Briefly describe, or have students describe, what they see in the pictures.
- Tell students that for the next few weeks they will learn about the earth they live on and how they can help to take care of the earth.
- Say to students: "We live in [name the city, state, and country the

school is located]. It is located here [point to the general location] on this globe.”

- Ask students: “Tell me the names of the places some of your relatives live. It could be a name of a city, state, country, or continent.”
  - Show the different places mentioned by students on the globe.
  - Reinforce the fact that all people they have mentioned, as well as plants and animals, live on earth.
- Explain to students that because they all live on Earth together, they need to care for the earth to keep it clean and healthy.
- Ask: “What can happen if you play in a mud puddle? What would you need to do after playing in the mud puddle?”
  - If I played in a mud puddle, I would get dirty and would have to take a bath to clean up.
- Explain to students that it is the same with the earth. If Earth becomes dirty, it needs to be cleaned up.

## Introducing Good Old Earth

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- Tell students that a special guest—Good Old Earth—will be joining them for the lessons in this domain. Tell students that Good Old Earth will be the narrator for the read-alouds and that when you wear the Earth Hat that means that Good Old Earth is speaking to them.
- Say to students: “Tell your partner whether or not Earth can talk in real life. Why or why not?” Follow up with the question: “Does this mean that the ‘talking Earth’ is real or make-believe?”
- Tell students that for the next couple of weeks, they will use their imaginations and pretend that the earth is actually able to talk to them.

## Introducing the Earth

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### *Know-Wonder-Learn Chart*

**Note:** Consistently filling out and reviewing the KWL Chart will give all students the opportunity to visually see what they know, what they wonder, and what they have learned.

Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget.

Tell them that you will read the chart to them.

- Point to the column for ‘K’ (What I Know) and ask students what they already know about Earth and what Earth is made up of.
  - As students respond, repeat and expand upon each response using richer and more complex language, including, if possible, any domain vocabulary. If a student’s response includes inaccurate factual information, record it nonetheless and acknowledge the response by saying something like, “We’ll have to listen very carefully to the read-aloud and find out if that’s true!”
- Point to the column for ‘W’ (What I Wonder) and ask students what they wonder about or want to know about Earth.
  - Tell students that they might hear some answers to these questions in the read-alouds.
  - Unanswered questions from this section could lead to potential group research opportunities.

## Vocabulary Preview

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### *Take care of*

1. Good Old Earth will teach us how to *take care of* him.
2. Say the phrase *take care of* with me three times.
3. When you *take care of* something or someone, you pay attention to that thing or person to make sure the thing or person is doing ok.
4. Janae’s big sister takes care of all of her younger brothers and sisters every Saturday morning. She needs to make sure they eat their breakfast; then she takes them to the park and makes sure that they are safe.
5. Tell your partner who takes care of you on Saturday morning and what you do together. Use the phrase *takes care of* when you tell about it. I will call on a few of you to share.

### ***Surface***

1. People have built many things, such as farms, homes, and roads, on the earth's *surface*.
2. Say the word *surface* with me three times.
3. The surface is the top part or top layer of something.
4. Benita and Selene used a shovel to spread more dirt on the surface of the soil to plant their seeds.  
Mr. Jones asked his students to clear the surface of their desks so that nothing is left on their desks.
5. [Put different items on the surface of the table.] What did I put on the surface of the table? Use the word *surface* in your answer.

### **Purpose for Listening**

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Tell students to listen and learn about the three things Earth is made up of. Prior to presenting this read-aloud, pass out Response Cards 1 through 3. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Recognize that people share the responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air

## **Introducing the Earth**

[Put on the Earth Hat and assume the character of Good Old Earth.]

Hello wonderful children in [name of teacher]’s class! It’s me, **Earth**.

What’s your name?

[Identify several students by a distinguishing characteristic (e.g. hair tie, color of clothes, etc) to say their name.]

Some people call me the world, some call me the planet or planet **Earth**, and some even call me Mother **Earth**. But you can just call me Good Old **Earth**.

[Have students say “hello” to Good Old Earth.]

◀ **Show image 1A-1: Earth from outer space**



This is what I look like from **outer space**—far, far away where the moon, stars, and sun are. From **outer space**, I look pretty small. As you can see, I am mostly blue. That’s because I’m mostly covered with water.

[Point to the water on the picture of Earth.]

But you can also see lots of green and brown. Those are the colors of the land where people live.

[Point to the land on the picture of Earth.]

And do you see that white stuff? Those are clouds floating around in my air. You cannot see air, but it is there.

[Point to the clouds on the picture of Earth.]

I’m made up of these three things: land, water, and air.

[Have students hold up the corresponding Response Card when you say land, water, and air.]

◀ **Show image 1A-2: A waterfront town**



I’ve been here a long time, and I’ve seen people do so many amazing things on my **surface**—or my outer layer of land. I like the nice farms and little towns you have built on my **surface**. I like the great big cities you’ve built on my **surface**, too. And I don’t mind the roads you’ve



built all over me. I love to feel your boats floating on my water and your airplanes zooming through my skies. They tickle!

◀ **Show image 1A-3: Happy kids**

Most of all, I like you kids. I like to feel your little feet running around, I like to hear you laughing, and I like to see you enjoy and appreciate all the beautiful places on my **surface**.

[Explain that *to appreciate* something means to see the good in it and be thankful for it.]

Let's take a look at some of these places on my **surface** together.



◀ **Show image 1A-4: Forest, water, and mountains**

We'll start with my land.

[Have students hold up Response Card 1 for land.]

People live on land, but you are not the only **creatures**, or living beings, that live here. All living things need to share the land with each other.

Many things grow on my land. Do you appreciate the flowers, grass, and trees that grow on my **surface**? They are not only pretty, they are also important for the **creatures** that depend on them to survive or stay alive.

[Point to each image as you explain.]

The birds depend on the trees for a place to build their nests; the bees depend on the nectar from flowers for food; the deer depends on the grass for a place to rest; and humans depend on the trees for oxygen, or fresh air. Living things depend on my land to survive, or live.



◀ **Show image 1A-5: River**

Here is my water.

[Have students hold up Response Card 2 for water.]

My water is nice to look at, and I hope you appreciate its beauty and all the fun things you can do in my water, like sail a boat and swim. But did you know that many things depend on my water, too? Many plants and **creatures** such as fish, dolphins, turtles, and starfish depend on my waters for a home.

Also, people depend on my water to drink. Can you imagine going one day without drinking my water?

[Call on a few students to share how they might feel or what might happen if they did not drink water for a day.]



◀ **Show image 1A-6: Blue sky**

Here is a photo of clouds floating in my air.

[Have students hold up Response Card 3 for air.]

There is air all around you. All living **creatures** depend on my air to live. There is something called oxygen in the air, which your body needs to breathe in to stay alive. You'll want to listen very carefully when I tell you about keeping my air clean. After all, air is what you breathe every few seconds, every single day.

[Inhale and exhale deeply. Have students do the same. Tell students that they are breathing air in and out, even though they cannot see air.]



◀ **Show image 1A-8: Sunrise**

I hope you appreciate what you have seen of my land, water, and air so far. And I hope you enjoy living on me! Every morning when you wake up and see the sunrise, I hope you think, “Great! It’s the start of another wonderful day on beautiful **Earth**!”

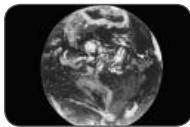
[Have students stretch like they have just woken up and say, “Great! It’s the start of another wonderful day on beautiful Earth!”]



◀ **Show image 1A-7: Child**

As you can see, I was made to take care of you in so many ways with my land, water, and air. But did you know that I depend on you to take care of me, too? You kids can really help—and make sure that grown-ups help as well—to make sure my land, water, and air stay clean.

I’m asking for your help because people are the most intelligent—or smartest—**creatures** here on **Earth**. You’re the ones who built big cities and invented cars, computers, and airplanes. You make medicines for people and animals. You have schools, libraries, and hospitals. You can do many, many things that no other living **creature** here on **Earth** can do. So I am giving you—and the adults caring for you—the **responsibility**—or job—of taking care of me, Good Old Earth!



◀ **Show image 1A-1: Earth from outer space**

I hope you will listen carefully to me for the next couple of weeks as I share about how I was made to take care of you and give you ideas about how you can take care of me.

## **Discussing the Read-Aloud**

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is the narrator, or the person who is talking, during the read-aloud?
  - The narrator of this read-aloud is Good Old Earth.
2. *Evaluative* Can Earth talk in real life? What should you be using when you listen to Good Old Earth talk?
  - No, Earth cannot talk in real life. I need to use my imagination when I listen to Good Old Earth talk and pretend that Earth is talking to me.
3. *Literal* What are some things that Good Old Earth tells you he likes?
  - Good Old Earth likes the farms, the towns, and the big cities that are built on him. Good Old Earth likes to feel the boats on his water and airplanes in his skies. Most of all, Good Old Earth likes kids and their little feet running around and their laughter.
4. *Literal* What are some other names for Earth?
  - Some other names for Earth are the world, planet Earth, and Mother Earth.
5. *Literal* What three things make up the earth? [Have students identify each item with its corresponding Response Card.]
  - Land, water, and air make up the earth.
6. *Inferential* Who does Good Old Earth want to take care of him? Why?
  - Good Old Earth wants people to take care of him because he thinks people are the smartest creatures on Earth.

## Word Work: Depend on

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1. In the read-aloud you heard, “All living things *depend on* air to live.”
2. Say the phrase *depend on* with me three times.
3. When you depend on something that means you need it or rely on it.
4. Birds depend on trees for a place to build their nests.  
Noah depends on his uncle to pick him up from school on Thursdays.
5. Tell your partner who you depend on to pick you up from school.  
Tell your partner who you depend on to prepare your dinner.
6. What’s the phrase we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Now think of something or someone who depends on you.

- If necessary, prompt students with some suggestions (e.g., their class job, younger siblings, pets, responsibilities at home, etc.)
- Ask two or three students. If necessary, guide and/or rephrase students’ responses: “\_\_\_\_\_ depends on me to . . .”



## Complete Remainder of the Lesson Later in the Day



# Introducing the Earth

1B

Day 1 of 2

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Earth*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Earth).] In the read-aloud you heard, “[*Earth*] is made up of these three things: land, water, and air.” Here, *Earth* is the planet on which we live. Which picture shows this?
2. With your partner, talk about what you think of when you see this picture of Earth. I will call on a few of you to share your responses. Try to answer in complete sentences.
  - When I see Earth, I think of the world, the planet, Mother Earth, where I live, etc.
3. *Earth* also means something else. Earth means the ground, which is made up of rock, sand, and soil. Which picture shows this?
4. Now with your partner, talk about what you think of when you see this kind of earth. I will call on a few of you to share your responses. Try to answer in complete sentences.
  - This picture of earth makes me think of the ground, digging in the dirt, planting seeds, flowers, etc.

### ↔ Syntactic Awareness Activity

#### *Prepositions of Location (on, next to/beside, behind)*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentence.



Directions: Today we are going to practice using words that show location or where something is.

◀ **Show image 1A-2: A waterfront town**

1. What do you see in this picture? Where is the boat?

- The boat is *on* the water.

We use the word *on* to show that something is *on* the top of a surface.

2. Where are the buildings?

- The buildings are *next to* the water.
- The buildings are *beside* the water.

We use the words *next to* or *beside* to show that something is *to* the side of and close to something else.

3. Where are the mountains?

- The mountains are *behind* the water.

We use the word *behind* to show that something is at the back or on the other side of something else.

4. [Using classroom objects or different students, reinforce the concept of these prepositions of place: *on*, *next to/beside*, and *behind*.]

↔ **Vocabulary Instructional Activity (Instructional Master 1B-1)**

**Word Work: Appreciate**

1. In the read-aloud you heard Good Old Earth say, “I hope you *appreciate* what you have seen of my land, water, and air.”
2. Say the word *appreciate* with me three times.
3. When you appreciate something, you like it and you think it is good. Many times when you appreciate something, you are also thankful for it.
4. Maribel appreciates it when her brother reads her a story. Justin appreciates the flowers his grandma plants in the garden.
5. Tell your partner about something you appreciate. [Ask two or three students. If necessary, prompt students by having them think about places, food, music, or toys that they like. Guide and/or rephrase students’ responses: “I appreciate . . . ”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about what you heard from Good Old Earth and the places and things he has shown you. Do you appreciate any of those things? Draw a picture of what you appreciate about Earth. You may wish to draw a picture of what you like about Earth's land, water, or air. This will be the first page of your *Taking Care of the Earth Book*.

- Have students dictate a sentence or two about what they have drawn. Be sure to repeat what they have said back to them as you write on their paper.
- ☞ Above and Beyond: Have students label or write a sentence about their picture.
- Make sure that students can name the topic of their picture—Earth's land, water, or air—and tell what they appreciate about the topic.
- Have students share their drawing in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures (e.g., the similarities between the pictures of others and their own, something they learned from the pictures of others, etc.)
- If time allows, have students update their picture based on their classmates' comments.

## ⑩ End-of-Lesson Check-In

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### *Introducing the Earth*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the earth and the three things that the earth is made up of.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.

- You may wish to make up questions about Earth's land, water, and air. Have students hold up Response Cards 1 through 3 to show their answers. For example, you could ask, "Bears depend on this part of Earth for a place to live. What is it?" or, "Birds fly in this part of Earth. What is it?"
- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may also use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- The word *Earth*
- The phrases *take care of*, *depend on*
- The word *surface*
- The word *appreciate*
- The earth is made up of land, water, and air

## ***Take Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-2-4.



# Introducing the Earth

**1c**

Day 2 of 2

<b>At a Glance (Parts C &amp; D)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reviewing the Read-Aloud</b>	What Have We Learned?		10
	Know-Wonder-Learn Chart	KWL Chart	
	Vocabulary Review: take care of, surface		
	Purpose for Listening		
<b>Presenting the Interactive Read-Aloud</b>	Introducing the Earth	Earth Hat Response Cards 1–3	15
<b>Discussing the Read-Aloud</b>	Comprehension Questions	Response Cards 1–3	10
	Word Work: Responsibility		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	Land, Water, Air	Instructional Master 1D-1 (Image Sheet) Optional: Felt board or construction paper	15
	Domain-Related Trade Book	Trade Book suggestions: Informational text about the planet Earth	

### **Advanced Preparation**

Prepare the background for the *Land, Water, Air* activity. Make a copy of Instructional Master 1D-1 for each student.

Find a trade book about the planet Earth to read aloud to the class.

### **Notes to Teacher**

There are three ways you can present the *Land, Water, Air* activity. The first way is with a felt board with large pieces that represent land, water, and air as well as pieces that show things that belong to the land, water, and air. The second way is with a computer art program that allows you to draw a background that has land, water, and air and has icons or images of things that belong to the land, water, and air. The third way is to construct your own large background with construction paper that has land, water, and air (or a miniature version for each student) and

have students color in and cut out the images from their image sheet. Whichever way you choose, students should be filling in the felt board, screen, or construction paper with images of things that belong to the land, water, and air.

## Reviewing the Read-Aloud

10 minutes

### What Have We Learned?

- Ask students: “Who is the new character you met in yesterday’s read-aloud? What is he?”
  - Good Old Earth is the new character I met in yesterday’s read-aloud. He is Earth.
- Is the Earth able to talk in real life?
  - No, Earth is not able to talk in real life.

### Know-Wonder-Learn Chart

**Note:** Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the chart to them.

- Review the ‘K’ and ‘W’ columns of the KWL Chart created in the first part of the lesson.
- Ask students what they learned or remembered from the read-aloud, and record their responses in the ‘L’ (What I Learned) column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the ‘L’ column.
- If something newly learned in the ‘L’ column contradicts something that was recorded earlier in the ‘K’ column, this should be discussed. Then, cross out the inaccurate information in the ‘K’ column.

### Vocabulary review

#### *Take care of*

1. You have heard the phrase *take care of* when Good Old Earth said, “I depend on you to *take care of* me, too.”

2. When you take care of something, you pay attention to it to make sure that it is doing ok.
3. With your partner, quiz one another about who takes care of certain people or things. For example, you can ask, “Who takes care of farm animals?” And your partner should answer, “A farmer takes care of farm animals.” Each person gets three turns.  
[If necessary, prompt students by giving them ideas (e.g., “Who prepares the hot lunches at our school? Who is in charge of making sure the lights are turned off? Who checks out the books in the library?”).]

### ***Surface***

1. You have heard the word *surface* when Good Old Earth said, “I like the nice farms and little towns you have built on my *surface*.”
2. The surface is the top part or layer of something.
3. [Place different classroom objects on different surfaces, e.g. the carpet, the desk, a book, the cabinet, etc. Have students tell you where a certain object is by identifying the surface it is on.]

### **Purpose for Listening**

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned so far about Earth. Prior to presenting this read-aloud, pass out Response Cards 1 through 3. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Recognize that people share the responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air
- ✓ Recognize that humans, plants, and animals depend on Earth’s land, water, and air to live

## **Presenting the Interactive Read-Aloud**

**15 minutes**

You may alter the dialogic factors and instructional conversations within the read-aloud based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

### **Introducing the Earth**

[Put on the Earth Hat and assume the character of Good Old Earth.]

Do you remember me?

I remember who you are.

[Point to several students and tell them their names and a little bit about them.]

Do you remember what people call me?

- Some people call Good Old Earth the world, some call him the planet or planet Earth, and some even call him Mother Earth.

#### ◀ **Show image 1A-1: Earth from outer space**



This is what I look like from **outer space**, or far, far away where the moon, stars, and the sun are. From **outer space**, I look pretty small. From **outer space**, you can see all my different parts.

[Have a different student point out Earth's land, water, and air (or clouds floating in the air). Have students hold up the corresponding Response Card when you say *land*, *water*, and *air*.]

#### ◀ **Show image 1A-2: A waterfront town**



I'm made up of these three things: land, water, and air. I've been here a long time, and I've seen people do so many amazing things on my **surface**.

Do you remember what I like in this picture?

[Call on several students to share their answer. Have a different student come up to the image and point out the land, water, and air in this picture.]

#### ◀ **Show image 1A-3: Happy kids**



Now, do you remember what I like in this picture?

Yes! I like you kids. I like to feel your little feet running around, I like to hear you laughing, and I like to see you enjoy and appreciate all the beautiful places on my **surface**.

Let's take a look at some of these places on my **surface** together.



◀ **Show image 1A-4: Forest, water, and mountains**

We'll start with my land. People live on land, but you are not the only **creatures**, or animals, that live here. Can you name a **creature** that lives on land?

[Call on a few students to answer.]

Many **creatures** depend on my land to survive. Do you know what it means to depend on something?

- To depend on something means you need it to live.

[Point to each image and call on a different student to explain how each animal depends on the earth's land. (The birds depend on the trees for a place to build their nests; the bees depend on the nectar from flowers for food; the deer depends on the grass for a place to rest; and humans depend on the trees for oxygen, or fresh air.)]

I hope you appreciate living on my land. Do you remember what it means to appreciate something?

- To appreciate something means to see the good things about it and be thankful for it.

Tell your partner what you appreciate about my land.

[Allow fifteen seconds for students to talk. Call on a few students to share what their partner appreciates about the land.]



◀ **Show image 1A-5: River**

What is this?

Tell your partner what you appreciate about my water.

[Allow fifteen seconds for students to talk. Call on a few students to share what their partner appreciates about the water.]

My water is nice to look at, and I hope you appreciate its beauty and all the fun things you can do in my water. But did you know that many things depend on my water, too?

What do people depend on my water for?



[Call on a few students to answer.]

◀ **Show image 1A-6: Blue sky**

And don't forget my air! Even though you cannot see my air, it is around you all the time. After all, air is what you breathe every few seconds, every single day. There is something called oxygen in the air, which your body needs to breathe in to stay alive.



[Inhale and exhale deeply. Have students do the same. Ask students what they are breathing in and out. Ask if they can see air.]

You'll want to listen very carefully when I tell you about keeping my air clean in another lesson.

◀ **Show image 1A-8: Sunrise**

I hope you enjoy living on me! Every morning when you wake up and see the sunrise, I hope you think, "Great! It's the start of another wonderful day on beautiful **Earth**!"



[Have students stretch like they have just woken up and say, "Great! It's the start of another wonderful day on beautiful Earth!"]

◀ **Show image 1A-7: Child**

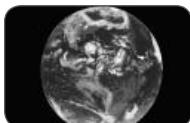
As you can see, I was made to take care of you in so many ways with my land, water, and air. But did you know that I depend on you to take care of me, too? You kids can really help—and make sure that grown-ups help as well—to make sure my land, water, and air stay clean.

I'm asking for your help because people are the most intelligent—or smartest—**creatures** here on **Earth**.

With your partner, think of five things that people have invented, made, or built. When you invent something, you create something new.

[Allow thirty seconds for students to talk. Call on a few partner pairs for their answers.]

You can do many, many things that no other living **creature** here on **Earth** can do. So I am giving you—and the adults caring for you—the **responsibility** to take of me. **Responsibility** means it is your job to do something. For example, if making sure the lights are turned off in the classroom is your class job, then turning off the lights is your **responsibility**.



◀ **Show image 1A-1: Earth from outer space**

I hope you will listen carefully to me for the next couple of weeks as I share about how I was made to take care of you and give you ideas about how you can take care of me, Good Old Earth!

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.



### ← Show image 1A-1: Earth from outer space

1. *Literal* [Have a different student come up to the image and point out Earth's land, water, and air. Have students identify different parts of Earth with Response Cards 1 through 3.]
2. *Inferential* What part of Earth do people live on?
  - People live on the land.
3. *Inferential* Give examples of where you would find water on the earth.
  - I can find water in the oceans, lakes, rivers, ponds, etc.
4. *Inferential* What do we depend on Earth's water for?
  - We depend on Earth's water to drink, to take a bath, to water the plants, etc.
5. *Inferential* Why is Earth's air important to us?
  - Air is important to us because we breathe it in all the time; it has oxygen which our bodies need to stay alive.
6. *Evaluative* Why should we take care of the earth?
  - Answers may vary, but may include that people are intelligent and have the responsibility to take care of the earth.

### Sentence Frames:

Do you have a question you would like to ask Good Old Earth?  
(Yes/No)

I would ask Good Old Earth ...

I would like to learn more about .. from Good Old Earth.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you could ask Good Old Earth one question, what would you ask him?

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Responsibility**

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1. In the read-aloud you heard, “[People] can do many, many things that no other living creature here on Earth can do. [People are given] the responsibility of taking care of Earth.”
2. Say the word *responsibility* with me three times.
3. A responsibility is a job or duty that a person is expected to do. When something is your responsibility, it is your job to make sure it is done.
4. Parents have a responsibility to care for their children.  
Joselina and Xavier have the responsibility to do the dishes after dinner.
5. Tell about a responsibility you have. Try to use the word *responsibility* when you tell about it.

[If necessary, prompt students with some ideas. Ask two or three students. If necessary, guide and/or rephrase students' responses: “I have a responsibility to . . .”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say is a responsibility of yours, say, “That is my responsibility.” If any of the things I say is not a responsibility of yours, say, “That is not my responsibility.”

[You may wish to designate two sides of the classroom, one to show that what you said is their responsibility and the other to show what you said is not their responsibility, and a possible third place for undecided students.]

1. setting the table for dinner
2. picking up your toys
3. driving yourself to school
4. making your dinner
5. washing your laundry, or dirty clothes

6. getting your backpack ready for school
7. brushing your teeth
8. making your bed



**Complete Remainder of the Lesson Later in the Day**



# Introducing the Earth

**1D**

Day 2 of 2

## Extensions

**15** minutes

### Land, Water, Air (Instructional Master 1D-1)

**Note:** This activity requires advance preparation.

- Have students identify the land, water, and air on the board, screen, or paper.
- Have students color in and cut out the images from their image sheet.
- Have students fill in the felt board, screen, or construction paper with images that belong to the land, water, and air.

### Domain-Related Trade Book

- Find an informational text about planet Earth to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book's information relates to what they have learned.



# Natural Resources

2

## **Lesson Objectives**

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### **Core Content Objectives**

Students will:

- ✓ Identify key natural resources
- ✓ Explain that natural resources are things found on Earth and are important to people
- ✓ Describe how people use natural resources
- ✓ Recognize the need to conserve natural resources

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Natural Resources” (RI.K.2)
- ✓ With prompting and support, describe the connection between different natural resources and their uses (RI.K.3)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to show that natural resources are useful to people (RI.K.8)
- ✓ With prompting and support, compare how taking care of the earth relates to conserving natural resources (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to present information about natural resources, naming the topic and supplying some details (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise *Taking Care of the Earth Book #2* as needed (W.K.5)

- ✓ With assistance, categorize and organize facts and information about Earth’s natural resources (W.K.8)
- ✓ Describe which natural resource is important to them and their family and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to the *Taking Care of the Earth Book* to present information learned in “Natural Resources” (SL.K.5)
- ✓ Use the most frequently occurring prepositions—*in, on, at* (L.K.1e)
- ✓ Produce simple sentences using prepositions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *school* and apply them accurately (L.K.4a)
- ✓ Use the frequently occurring affix *un-* as a clue to the meaning of an unknown word—*unavailable* (L.K.4b)
- ✓ Demonstrate understanding of the verb—*conserve*—by relating it to its opposite—*waste* (L.K.5b)
- ✓ Identify real-life connections between words—*conserve, natural resources, example, school, and available*—and their use (L.K.5c)
- ✓ Quote the phrase “does not last forever” and apply it in appropriate contexts (L.K.6)

## Core Vocabulary

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**conserve, v.** To protect something; to save something

*Example:* My dad asked me to take shorter showers to conserve water.

*Variation(s):* conserves, conserved, conserving

**decayed, adj.** Rotten; decomposed

*Example:* The decayed trash in the landfill smelled awful.

*Variation(s):* none

**natural resources, n.** Things found in nature, such as land, water, and air, that are valuable and are used by people

*Example:* One example of Earth’s natural resources is trees.

*Variation(s):* natural resource

**oxygen, n.** The part of the air that we and most living things need to stay alive

*Example:* We need the oxygen in the air to stay alive.

*Variation(s):* none

### Vocabulary Chart for Natural Resources

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	coal <b>decayed</b> <b>oxygen</b>	<b>conserve*</b> example familiar surface electricity available* connection	air breathe tree wood important use
<b>Multiple Meaning</b>	oil soil	resource	fish <u>school</u> water
<b>Phrases</b>	<b>natural resources</b>		all sorts of things the biggest and best do not last forever
<b>Cognates</b>	decaído <b>oxígeno</b> óleo <b>recursos naturales</b>	conserver* ejemplo familiar superficie electricidad conexión recurso	aire importante usar

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology* and involves skipping and repeating images in the Flip Book.

1. 3A-1: Earth
2. 3A-3: Forest and river
3. 3A-4: Child drinking from water fountain
4. 3A-6: Sky through trees
5. 3A-5: Tree products
6. 3A-6: Sky through trees
7. 3A-7: Soil
8. 3A-8: School of fish
9. 3A-9: Coal and oil
10. 3A-1: Earth



# Natural Resources

**2A**

Day 1 of 2

<b>At a Glance (Parts A &amp; B)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	Response Cards 1–3	15
	<b>Introducing Natural Resources</b>		
	<b>Vocabulary Preview: Natural Resources, Example</b>	Examples of different natural resources, e.g. drinking water, wood, coal, oil, soil, etc.	
	<b>Purpose for Listening</b>	Instructional Master 2A-1: Response Cards 4–8 (Water, Trees, Soil, Fish, Coal/Oil)	
<b>Presenting the Read-Aloud</b>	<b>Natural Resources</b>	Earth Hat Response Cards 4–8 Examples of different natural resources	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Hands-on</b>	Examples of different natural resources	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: School</b>	Poster 2M (School)	15
	<b>Syntactic Awareness Activity: Prepositions</b>		
	<b>Vocabulary Instructional Activity: Available</b>		
	<b>End-of-Lesson Check-In</b>	Response Cards 4–8	

## **Advance Preparation**

For *What Have We Learned?*, prepare a series of questions about the earth where the answer is either land, water, or air.

Bring in examples and images of different natural resources to show students, e.g., drinking water, wood, coal, oil, soil, fish.

Make copies of Instructional Master 2A-1 for each student. These will be their Response Cards for water, trees, soil, fish, coal/oil. Students may refer to these Response Cards during discussion and use them to answer

questions about natural resources. There is space on the Response Cards for students to label the picture. You may wish to write the words on the board for students to copy.

#### **Notes to Teacher**

The read-aloud for the lesson is slightly longer than usual. You may wish to split the read-aloud into two sessions. Look for the lesson break symbol within the read-aloud, which indicates a logical stopping point (after Image 1A-6).

If your students have certain responsibilities in the classroom, such as making sure the lights are turned off when everyone leaves the room or recycling plastic and paper products, this lesson is a good opportunity to reinforce these class jobs and make the connection to how these responsibilities help conserve natural resources.

## **Introducing the Read-Aloud**

**15 minutes**

### **What Have We Learned?**

- Say to students: “Using Response Cards 1 through 3, tell your partner the three things that make up the earth. Then tell your partner one thing you appreciate about each one.”

[Allow thirty seconds for students to talk. Call on a few partner pairs to share.]

- Ask students a list of questions where the answer is either land, water, or air. For example, you could ask, “What do we breathe in all the time? What can we swim in?” Have students hold up the Response Card that answers your question.
- Briefly revisit the *Land, Water, Air* activity from Lesson 1D and review things that can be found on Earth’s land, water, and air.

### **Introducing Natural Resources**

#### **Essential Background or Terms**

- Tell students that they are going to hear a read-aloud about natural resources. Explain that natural resources are things found in nature, such as things found in land, water, and air, that are used by people. Natural resources are very important to people.

[Have students say *natural resources* with you three times.]

- Stress that people do not *make* natural resources. Natural resources are already in the earth itself. However, people use natural resources every day and make other things out of natural resources. For example, people drink water every day and use water to make other things like juices, bread, and medicine.

## Vocabulary Preview

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### **Natural Resources**

1. Today we will learn about the *natural resources* that are found on Earth.
2. Say the phrase *natural resources* with me three times.
3. When you hear the term *natural resources*, that tells you that you can find them in or on Earth's land, water, or air. Natural resources are very important and useful to people. Natural resources are already in the earth itself; they are not man-made, or made by people.
4. One example of Earth's natural resources is trees.  
People can use natural resources to make many things that are useful to them. For example, people can use trees to make paper.
5. [Present and name each example of natural resources you have prepared. You may wish to briefly tell students the uses of each natural resource.]

### **Example**

1. Today Good Old Earth will show us many *examples* of natural resources that we use.
2. Say the word *example* with me three times.
3. An example shows you what something is like or what something should look like.
4. Ms. Lopez showed her class an example of a finished art project so her students can see what they will be making.
5. Show me or tell me an example of good classroom behavior.  
Show me or tell me an example of excitement, or being really excited about something.  
Show me or tell me an example of sorrow, or being sad over something.

## Purpose for Listening

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Tell students that the main topic of this read-aloud is natural resources. Good Old Earth will teach them about natural resources and the different ways that people use them. Prior to presenting this read-aloud, pass out Response Cards 4 through 8. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Identify key natural resources
- ✓ Describe how people use natural resources

## **Natural Resources**



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 3A-1: Earth**

Hi! It's me, Good Old Earth, here to tell you more about myself. I always like to start by showing you a picture of me, just to remind you of how beautiful and magnificent—or very lovely and pretty—I am!

Last time, I told you I was made up of three things. Do you remember what they are?

- Earth is made up of land, water, and air.

[Have a different student come up and point to the land and water. Trace the outline of earth and mention that air is all around the earth.]

Today I am back to tell you more about how I am made to take care of you. Many things that people need in order to live happy, healthy lives are available right here on my surface! When something is available, that means it is there and we can use it. For example, if you are doing art and no one is using the green marker, that means the green marker is available for someone to use.

[Have students say the word *available* three times.]

The things that are available on me, Earth, to take care of you are called **natural resources**.



[Have students say *natural resources* three times.]

◀ **Show image 3A-3: Forest and river**

Let's talk more about the **natural resources** that I have available to take care of you. Remember, **natural resources** are not made by people.

[Point to the students.]

**Natural resources** are a part of me, Good Old Earth.

[Point to yourself.]

**Natural resources** are things you can find in nature—outside, underground, underwater, or even in the sky. There are two **natural resources** in this picture. Can you guess what they are? Hint: One is wet. The other is wood.

[Call on a few volunteers to guess.]

Water and trees are two examples of **natural resources** that are very important to people.



◀ **Show image 3A-4: Child drinking from water fountain**

As I just said, one natural resource is water.

[Have students find Response Card 4 (Drinking Water) and hold it up. Show students an example of this natural resource.]

Of course, one way we use water is to drink it just as it is. Other things we drink, such as juice, soda, and tea also contain water.

Water is also used as a resource in other ways, not just to drink.

[Explain that a resource is something that is useful and can be used in many ways.]

We use water for baths, washing dishes, brushing our teeth, cooking, and watering the garden. The list goes on and on.



◀ **Show image 3A-6: Sky through trees**

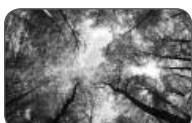
Trees are **natural resources**, too. Have students find Response Card 5 (Trees) and hold it up. Show students an example of this resource.]



◀ **Show image 3A-5: Tree products**

This picture shows just a few things that come from—or are made out of—trees. Since trees have wood, we use it as a resource to make all sorts of things. For example, we use wood to make houses, furniture, pencils, baseball bats, and many, many other things.

Paper is also made from trees. Everything made out of paper comes from trees: for example, your notebook, napkins, cereal boxes, cardboard boxes, and the posters on the wall in your classroom.



[Point out some items in the classroom that are made from trees.]

◀ **Show image 3A-6: Sky through trees**

This is a pretty picture of trees, but I actually wanted to point out something else: the blue sky above the trees. Trees are also an important resource because of their connection to another natural resource in the sky: air. You can't see air, but it is all around you and everything else on Earth.

Trees help keep the air clean and fresh for you to breathe.

[Remind students of what they learned in the *Plants* domain—how trees provide people with oxygen, or fresh air.]

All plants help clean the air, but trees are the biggest and best air-cleaners. They take in dirty air and put out nice, fresh **oxygen**, which your body needs to breathe in to stay alive. The more trees there are, the cleaner the air will be.

I just told you about two really important resources, water and trees, but I have more **natural resources** to tell you about.



■ Pause, and continue this read-aloud at a separate time.

◀ Show image 3A-7: Soil

This picture was taken on a farm.

[Have students find Response Card 6 (Soil) and hold it up. Show students an example of this resource.]

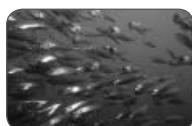
What do you see?

[Call on a few students to answer.]

You can call it dirt, but farmers call it soil. Soil is a natural resource, and it's where farmers plant their crops.

[You may wish to briefly remind students about the crops they learned about in the *Farms* and *Plants* domains—corn, wheat, and rice.]

Soil is made up partly of the **decayed** or rotten parts of dead plants and creatures. These **decayed** things have nutrients that help make the soil a better place to grow crops. Without soil, you wouldn't have fruits or vegetables!

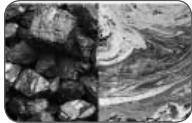


◀ Show image 3A-8: School of fish

Here is a school of fish. A school is a group of fish. What other kind of school do you know about? (You're in one right now!)

[Have students find Response Card 7 (Fish) and hold it up. Show students an example of this resource.]

Fish are important **natural resources**, too. Some people and animals eat fish. Fish are rich in nutrients and good fats.



◀ **Show image 3A-9: Coal and oil**

These two **natural resources** might not look familiar to you—you might not have seen them before, or you might not know what they are.

[Have students find Response Card 8 (Coal/Oil) and hold it up.]

The one on the left is called coal.

[Have students say *coal* with you three times. Show students an example of this resource.]

The one on the right is oil.

[Have students say *oil* with you three times.]

Coal and oil are **natural resources** that come from inside of me, not from my surface like trees and soil. Coal and oil are used in many ways. For example, coal and oil can be used to make energy to heat up or cool down buildings such as our school. Coal and oil can be used to make electricity so our lights will turn on. Coal and oil can also make our cars and trains move.



◀ **Show image 3A-1: Earth**

Now you have seen some **natural resources** that are available on me, Good Old Earth!

My **natural resources** help take care of you in many, many ways, and I hope you appreciate all the **natural resources** from my land, water, and air. But did you know that they might not last forever? For example, if we cut down too many trees without planting new trees, there might not be enough trees to produce oxygen that many living things need. Or, if you leave the lights on when you are not in the room, it will use coal and then that coal will not be available to make electricity for someone else to use.

[This may be a good opportunity to review class jobs and make connections between the different jobs and how they help conserve natural resources.]

Using **natural resources** unwisely can hurt me and can hurt others, too.

That's why over the next several days, I'll teach you how to **conserve** these **natural resources**—to protect my natural resources and use them very carefully—so that you can help take care of me, Good Old Earth.

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What is the main topic of today's read-aloud?
  - The main topic of today's read-aloud is natural resources.
2. *Literal* What is a natural resource?
  - A natural resource is something that is a part of Earth that people can use.
3. *Literal* Name some examples of natural resources that you heard about. [Have students refer to Response Cards 4–8 to identify the natural resources.]
4. *Inferential* How do people use these natural resources? [Hold up Response Cards 4–8 one at a time and have students say what the natural resource can be used for. If students have a difficult time coming up with uses, give them an example or ask questions that hint at the uses.]

### **Hands-on**

- Place the different examples of natural resources you have prepared in different parts of the room or on different tables throughout the room.
- Invite students to travel around the room with their partner or in small groups to observe and in some cases, to touch and smell, the different natural resources.
- Encourage them to describe the different natural resources and tell each other how each natural resource can be used.



**Complete Remainder of the Lesson Later in the Day**



# Natural Resources

**2B**

Day 1 of 2

## Extensions

**15** minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: School*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (School).] In the read-aloud you saw a *school* of fish. Here *school* of fish means a group of fish. Which picture shows this?
2. *School* also means a place where children go to learn. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *school*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

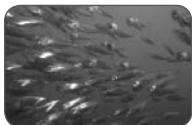
#### *Prepositions of Location (in, on, at)*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the content presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today we are going to practice using words that show location or where something is.

[The most frequently used prepositions of location are *in*, *on*, *at*.]

#### ◀ Show image 3A-8: School of fish



1. What do you see in this picture? Where are the fish?
  - The fish are *in* the water.



We use the word *in* to show that something is inside something else.  
The fish are *in* the water.

← **Show image 3A-7: Soil**

2. What do you see in this picture? What types of tracks do you see on the soil?
  - Tractor tracks are *on* the soil.



We use the word *on* to show that something is on top of a surface.  
The tractor tracks are *on* the soil.

← **Show image 3A-4: Child drinking from water fountain**

3. What do you see in this picture? Where is the girl?
  - The girl is at the water fountain.

We use the word *at* to show that something is somewhere specific; you know exactly where it is. The girl is *at* the water fountain.

4. [Using classroom objects, reinforce the concept of these prepositions of place: *in*, *on*, *at*.]

↔ **Vocabulary Instructional Activity**

**Word Work: Available**

1. In the read-aloud you heard Good Old Earth say, “Many things that people need in order to live happy, healthy lives are *available* right here on my surface.”
2. Say the word *available* with me three times.
3. When something is available that means it is there and we can use it. When someone is available that means he or she has time to do something for you or with you.
4. Jackson wants to know if any of the bouncy balls are available to play with.  
Gianna’s mother needs to find out when her doctor is available to see her.
5. What does it mean when something is available?
  - When something is available that means it is there and we can use it.

The opposite of *available* is *unavailable*. We add *un-* to make an opposite. What does it mean when something is unavailable?

- When something is unavailable that means it is not there or it cannot be used.

6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *available* is *unavailable*. I will say several sentences. If my sentence shows that something or someone is available say, “\_\_\_\_\_ is available.” If my sentence shows that something or someone is unavailable, or not available, say, “\_\_\_\_\_ is unavailable.”

1. Too many people are at the reading corner.
  - The reading corner is unavailable.
2. There is still space at the art table.
  - The art table is available.
3. Jan's favorite picture book is at the library.
  - Jan's favorite picture book is available.
4. Dr. Gupta is busy all day.
  - Dr. Gupta is unavailable.
5. Mrs. Jackson is out to lunch.
  - Mrs. Jackson is unavailable.
6. There is a seat next to Karla on the bus.
  - The seat next to Karla is available.

## ⑩ End-of-Lesson Check-In

### *Natural Resources*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about natural resources on Earth.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- You may wish to make up questions about the natural resources in the lesson and have students hold up their Response Cards 4–8

to show their answer. For example, you could ask, “Which natural resource do we get our paper from? Which natural resource can produce fruit, such as apples and peaches?”

- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may also use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- The phrase *natural resources*
- The words *example*, *available*
- Examples and uses of natural resources



# Natural Resources

**2c**

Day 2 of 2

<b>At a Glance (Parts C &amp; D)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reviewing the Read-Aloud</b>	What Have We Learned?	Response Cards 4–8	10
	Know-Wonder-Learn Chart	KWL Chart	
	Vocabulary Review: Natural Resources, Example		
	Purpose for Listening		
<b>Presenting the Interactive Read-Aloud</b>	Natural Resources	Earth Hat Response Cards 4–8 Examples of different natural resources	15
<b>Discussing the Read-Aloud</b>	Comprehension Questions	Response Cards 4–8	10
	Word Work: Conserve	Response Cards 4–8	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	Natural Resources	Instructional Master 2D-1: Taking Care of the Earth Book #2	15
	Natural Resources Match-Up	Instructional Master 2D-2	

## **Advance Preparation**

Prepare a series of questions about natural resources where the answer for each one is one of the natural resources on the Response Cards.

For the *Natural Resources* activity, make a copy of Instructional Master 2D-1 for each student. This will be the second page of their *Taking Care of the Earth Book*. Students will draw something related to Earth's natural resources.

For the *Natural Resources Match-Up* activity, make a copy of Instructional Master 2D-2 for each student.

### What Have We Learned?

- Ask students: “What are the names of some of the natural resources you heard about yesterday?” Have students refer to Response Cards 4–8 to refresh their memory.
- Make up questions about the natural resources and have students hold up their Response Cards 4–8 to show their answer. For example, you could ask, “Which natural resource do we get toilet paper from? Which natural resource do we grow corn in?”

### Know-Wonder-Learn Chart

**Note:** Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the chart to them.

- Review the ‘K’ and ‘W’ columns of the KWL Chart created in the first lesson.
- See if students have anything to add to the ‘W’ column.
- Ask students what they learned or remembered from the lesson on natural resources, and record their responses in the ‘L’ column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the ‘L’ column.
- If something newly learned in the ‘L’ column contradicts something that was recorded earlier in the ‘K’ column, this should be discussed. Then, cross out the inaccurate information in the ‘K’ column.

### Vocabulary review

#### Natural Resources

- You have heard the phrase natural resources when Good Old Earth said, “*Natural resources* are not made by people. *Natural resources* are a part of me, Good Old Earth.”
- When you hear the term *natural resources*, that tells you that you can find them in or on Earth’s land, water, or air. Natural resources are very important and useful to people. Natural resources are already

- there in the earth itself; they are not man-made, or made by people.
3. Tell your partner about one natural resource you think is very important and why you think that natural resource is important. I will call on a few students to share their partner's answer.

***Example***

1. You have heard the word *example* when Good Old Earth told you, "Water and trees are two *examples* of natural resources that are very important to people."
2. An example shows you what something is like or what something should look like.
3. With your partner, think of three examples of things that are made from trees. I will call on a few partner pairs to share.

**Purpose for Listening**

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned so far about natural resources. Prior to presenting this read-aloud, pass out Response Cards 4 through 8. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Explain that natural resources are things found on Earth and are important to people
- ✓ Identify key natural resources
- ✓ Describe how people use natural resources
- ✓ Recognize the need to conserve natural resources

## **Presenting the Interactive Read-Aloud**

**15 minutes**

You may alter the dialogic factors and instructional conversations within the read-aloud based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

### **Natural Resources**



[Put on Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 3A-1: Earth**

Hi! It's me, Good Old Earth, here to listen to you tell me about my **natural resources**.

But first, can you point out the three things I am made up of?

[Have a student come up and point to the land. Have a student come up and point to the water. Have a student come up and point to where the air is all around the earth.]

Many things that people need in order to live happy, healthy lives is available right here on my surface.

When something is available, does that mean it is there or not there? Does that mean it can be used or cannot be used?

[Pause for student responses.]

The things that are available on me, Earth, to take care of you are called **natural resources**.



◀ **Show image 3A-3: Forest and river**

Are **natural resources** made by people?

- No, natural resources are not made by people.

Where can you find **natural resources**?

- I can find natural resources all around me—outside, underground, underwater, or even in the sky.

Tell your partner the two **natural resources** that are in this picture. Can you find their Response Cards?

- Response Card 4 (Drinking Water) and Response Card 5 (Trees)



Water and trees are two examples of **natural resources** that are very important to people.

◀ **Show image 3A-4: Child drinking from water fountain**

Water is a natural resource.

- [Have students hold up Response Card 4 (Drinking Water). Show students an example of this resource.]

Of course, one way we use water is to drink it—as long as it is *clean*.

With your partner, think of five ways we use water as a resource.

Remember, a resource is something that can be used in many ways.

[Allow thirty seconds for students to talk. Call on a few partners to share.]



◀ **Show image 3A-6: Sky through trees**

Trees are **natural resources**, too.

[Have students hold up Response Card 5 (Trees). Show students an example of this resource.]



◀ **Show image 3A-5: Tree products**

All sorts of things come from—or are made out of—trees.

With your partner, try to find five examples of items in this classroom that are made from trees.

[Allow thirty seconds for students to talk. Call on a few partners to share.]



◀ **Show image 3A-6: Sky through trees**

This is a pretty picture of trees, but I actually wanted to point out something else: the blue sky above the trees. Trees are also important because of their connection to another natural resource in the sky: air. You can't see air, but it is all around you and everything else on Earth.

How are trees and the air connected?

- Trees help keep the air clean and fresh for us to breathe.

All plants help clean the air, but trees are the biggest and best air-cleaners. They take in dirty air and put out nice, fresh **oxygen**, which your body needs to breathe in to stay alive. The more trees there are, the cleaner the air will be.



◀ **Show image 3A-7: Soil**

Where was this picture taken? What is it?

- This picture was taken on a farm. It is soil.

[Have students hold up Response Card 6 (Soil). Show students an example of this resource.]

Soil is a natural resource, and it's where farmers plant their crops.

With your partner, think of three things that farmers can grow in soil.

[Allow fifteen seconds for students to talk. Call on a few partners to share.]

Soil is made up partly of the **decayed** or rotten parts of dead plants and creatures. These **decayed** things have nutrients that help make the soil a better place to grow crops.

[You may wish to briefly review the life cycle of a sunflower from the *Plants* domain: seed, seedling, adult plant, decayed plant.]

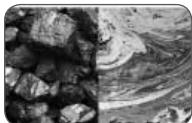


◀ **Show image 3A-8: School of fish**

What is this? Why are fish an important resource?

- This is a school of fish. Fish are an important resource because we eat them.

[Have students hold up Response Card 7 (Fish). Show students an example of this resource.]



◀ **Show image 3A-9: Coal and oil**

[Have students hold up Response Card 8 (Coal/Oil)]

Which side is the coal on?

- Coal is on the left side.

[Have students say *coal* with you three times. Show students an example of this resource.]

Which side is oil on?

- Oil is on the right side.

[Have students say *oil* with you three times.]

Coal and oil are **natural resources** that come from inside of me, not from my surface like trees and soil. Coal and oil are used in many ways. For example, coal and oil can be used to make energy to heat up or cool down places.

With your partner, think of three places that use heaters and air conditioners.

[Allow fifteen seconds for students to talk. Call on a few partners to share.]

Coal and oil can be used to make electricity so our lights will turn on.

With your partner, think of three ways we use electricity.

[Allow fifteen seconds for students to talk. Call on a few partners to share.]

Coal and oil can help make cars and trains move.

With your partner, think of three ways we use cars and trains.

[Allow fifteen seconds for students to talk. Call on a few partners to share.]

◀ **Show image 3A-1: Earth**



Wow! You remembered a lot about my **natural resources**! My **natural resources** help take care of you in many, many ways, and I hope you appreciate all the **natural resources** from my land, water, and air. But did you know that they might not last forever?

Can you think of an example of using a natural resource unwisely or not carefully?

[Prompt students to think about the following situations: When they cut down a tree or pick a flower, they do not grow back. When a piece of coal is used for electricity, that piece of coal will not come back.]

Using **natural resources** unwisely can hurt me and can hurt others, too.

So I am going to teach you how to **conserve**—or to use **natural resources** very carefully—so that you can help take care of me, Good Old Earth.

## **Discussing the Read-Aloud**

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students

to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are the names of the natural resources you have learned about in this lesson.
  - [Have students identify and name the natural resources on Response Cards 4–8.]
2. *Inferential* Choose a natural resource and tell me how people use it.
  - [Have students choose a natural resource from their Response Cards and tell how people use it.]
3. *Literal* What do trees do to the air we breathe?
  - The trees keep the air clean and fresh; they put oxygen in the air.
4. *Literal* What are two natural resources that people use for energy and fuel?
  - People use coal and oil for energy and fuel.
5. *Inferential* What is one thing we can do to make sure that Earth's natural resources are used wisely?
  - We need to conserve natural resources. [Ask volunteers for examples.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

**Sentence Frames:**

Are natural resources important to you? (Yes/No)

I think \_\_\_\_ is an important natural resource.

\_\_\_\_ is an important natural resource to me and my family because ...

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Which natural resource is important to you and your family?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Conserve

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1. In the read-aloud Good Old Earth told us we should *conserve* natural resources.
2. Say the word *conserve* with me three times.
3. *To conserve* is to protect or save something, often something that is important or only available in limited amounts.
4. Someone might conserve water by turning off the faucet when they brush their teeth.
5. Tell your partner about another way to conserve water.

[You may need to prompt students with some ideas such as not taking *too long* to wash their hands (you may wish to suggest washing their hands for the length of the “ABC” song), not taking long showers, not letting the hose run, etc. Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I conserve water by . . .”]

6. What’s the word we’ve been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *conserve* is *waste*. If any of the things I say is an example of conserving a natural resource, say, “That is a way to conserve natural resources.” If any of the things I say is an example of wasting a natural resource, say, “That is a way to waste natural resources.”

[You may wish to have students hold up the corresponding Response Card when they answer.]

1. letting the water run in the sink for too long
  - That is a way to waste natural resources. (water)
2. using three paper towels to clean something up when you only need one
  - That is a way to waste natural resources. (trees)
3. using the other side of a piece of paper to draw on
  - That is a way to conserve natural resources. (trees)
4. turning off the lights after everyone has left a room
  - That is a way to conserve natural resources. (coal)
5. walking to a nearby park instead of driving a car
  - That is a way to conserve natural resources. (oil)



## Complete Remainder of the Lesson Later in the Day



# Natural Resources

**2D**

Day 2 of 2

## Extensions

**15** minutes

### Natural Resources (Instructional Master 2D-1)

- Have students draw a picture of earth's natural resources. Tell them that they can draw anything they want as long as it is related to the natural resources they have learned about.
- Have students dictate a sentence or two about what they have drawn. Be sure to repeat what they have said back to them as you write on their paper.
  - ☞ Above and Beyond: Have students label or write a sentence about their picture.
- Make sure that students can name the topic of their picture—one of the natural resources—and share additional information about the topic.
- Have students share their drawing in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures, e.g., the similarities between the pictures of others and their own, something they learned from the pictures of others, etc.
- If time allows, have students update their picture based on their classmates' comments.

### ⑩ Natural Resources Match-Up (Instructional Master 2D-2)

- Remind students that natural resources are already present in or on the earth and can be used to make many things. Point out a few items in the classroom, and tell which natural resource the item was made from. For example, pick up a pencil and say, "This pencil is made of wood. Wood comes from trees. So, this pencil is made from trees, a natural resource."
- Have students look at Instructional Master 2D-2. Explain that the four pictures on the left are pictures of natural resources. Tell students the name of the natural resource as you point to each picture.

- Now point to the images on the right and tell students that these are pictures of things made from natural resources or ways the natural resources are used. Name each item as you point to it.
- Tell students to draw a line from the natural resource on the left to the item that shows how it is used on the right.
- Do the first one together.
- Go over the answers together. If there are incorrect answers, review the thinking process that led you to the correct answer. For example, for the picture of the light switch you could say, “I know that coal is sometimes used to make electricity. So I drew a line from coal to the light switch.”



# Reduce, Reuse, Recycle

3

## **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Recall the phrase “Reduce, reuse, recycle” and its meaning
- ✓ Describe how applying “Reduce, reuse, recycle” helps to conserve natural resources
- ✓ Recognize the recycling symbol
- ✓ Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper
- ✓ Explain that recycled materials are made from recyclable items that otherwise would have been garbage

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Reduce, Reuse, Recycle” (RI.K.2)
- ✓ With prompting and support, describe the connection between taking action to reduce, reuse, and recycle and taking care of the earth (RI.K.3)
- ✓ With prompting and support, describe the steps in the recycling process (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text on taking action to reduce, reuse, and recycle (RI.K.6)

- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show how taking action to reduce, reuse, and recycle is a solution to help conserve Earth's natural resources (RI.K.8)
- ✓ With prompting and support, compare and contrast a picture of a landfill and a picture of a green field (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to tell about a solution to keep the earth clean and green, which includes themselves taking action and applying their solution (W.K.3)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise *Taking Care of the Earth Book* #3 as needed (W.K.5)
- ✓ With assistance, categorize and organize facts and information about conserving Earth's natural resources (W.K.8)
- ✓ Describe familiar things, such as Earth's natural resources and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to the *Taking Care of the Earth Book* to present a solution to keep the earth clean and green based on what they learned in "Reduce, Reuse, Recycle" (SL.K.5)
- ✓ Use the most frequently occurring prepositions—*in/out* and *over/under* (L.K.1e)
- ✓ Produce simple sentences using prepositions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *place* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*reduce, reuse, recycle, symbol, place, and solution*—and their use (L.K.5c)
- ✓ Quote the phrase “to put words into action” and the saying, “A place for everything and everything in its place” and apply them in appropriate contexts (L.K.6)

## Core Vocabulary

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**action, n.** Something you do

*Example:* One action you can take to help conserve water is to turn the water off while brushing your teeth.

*Variation(s):* actions

**aluminum, n.** A type of metal used to make cans and foil

*Example:* Soda cans are made of aluminum, a metal that can be recycled.

*Variation(s):* none

**products, n.** Things that are made

*Example:* Paper and cardboard are two products made from trees.

*Variation(s):* product

**recycle, v.** To turn trash into a new product that can be used

*Example:* If I recycle my plastic bottle, it will be used to make something new, such as a plastic cup.

*Variation(s):* recycles, recycled, recycling

**reduce, v.** To use less of something

*Example:* I will reduce the amount of paper I use; that will help save trees.

*Variation(s):* reduces, reduced, reducing

**solution, n.** An answer to a problem

*Example:* Once you have a solution to the math problem, write your answer on your paper.

*Variation(s):* solutions

**sorted, v.** Separated into different groups

*Example:* He sorted his crayons into reds, blues, yellows, and greens.

*Variation(s):* sort, sorts, sorting

Vocabulary Chart for Reduce, Reuse, Recycle			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>aluminum</b> <u>reduce/reuse/recycle</u> landfill plastic	conserve <b>products</b> <b>sorted</b> symbol*	cans First/Second/Third garbage glass green paper wood
<b>Multiple Meaning</b>		<b>action</b> clean <b>solution*</b>	<u>place</u> water
<b>Phrases</b>	natural resources recycling bins	put words into action take action instead of	paper towel Wouldn't it be nice?
<b>Cognates</b>	<b>aluminio</b> <b>reducir</b> <b>reciclar</b> plastic recursos naturales	conservar <b>productos</b> símbolo* <b>acción</b> <b>solución*</b>	Segundo papel toalla de papel

## Image Sequence

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from four different read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-3: Green field and blue sky
2. 4A-2: Landfill
3. 4A-3: Green field and blue sky
4. 4A-4: Paper towels on left, and paper towel dispenser on right
5. 9A-10: Child washing hands
6. 10A-6: Light switch turned off
7. 4A-5: Child's drawing
8. 4A-6: Recycling symbols
9. 4A-7: Plastic bottle, recycling bin, and toy dinosaur

10. 4A-8: Recycling bin
11. 4A-9: Common recyclable materials
12. 5A-2: Recycling center
13. 5A-4: Aluminum cans
14. 5A-6: Crushed cans
15. 5A-5: Recycling stages
16. 5A-7: Glass bottles
17. 5A-3: Plastic bottle caps to be recycled
18. 5A-1: Recycling symbol superimposed on Earth



# Reduce, Reuse, Recycle

**3A**

Day 1 of 2

<b>At a Glance (Parts A &amp; B)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	Response Cards 4–8	15
	<b>Introducing “Reduce, Reuse, Recycle”</b>	KWL chart	
	<b>Vocabulary Preview: Reduce, Reuse, Recycle</b>	Examples of items made from recycled materials	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Reduce, Reuse, Recycle</b>	Earth Hat Examples of different recyclable materials	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Examples of different recyclable and non-recyclable materials	10
	<b>Word Work: Symbol</b>	Items with the recycling symbol on them; Pictures of common symbols	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Place</b>	Poster 3M (Place)	15
	<b>Syntactic Awareness Activity: Prepositions</b>		
	<b>Vocabulary Instructional Activity: Solution</b>	Instructional Master 3B-1 (Taking Care of the Earth Book #3)	
	<b>End-of-Lesson Check-In</b>		

## **Advance Preparation**

Bring in items made from recycled materials. (Look at the packaging of some products to see whether the package itself and/or the contents are made from recycled materials.)

Bring in examples of recyclable and non-recyclable materials.

## **Recyclable materials:**

paper: paper, newspaper, brown paper bags, magazines, mail, phone books

cardboard: boxes (cereal; milk; juice; packaging), toilet paper rolls, paper towel rolls

plastic: bottles and containers (look for the recycling symbol with the numbers 1–7)

aluminum: cans, foil

glass: bottles, jars

**Non-recyclable materials:** any kind of soiled paper (napkins, paper towels, pizza boxes), plastic with no number on it (sandwich bags, bubble wrap, potato chip bags), Styrofoam, dirty cardboard

For *Word Work*, bring in images of common symbols, e.g., handicap, men's bathroom, women's bathroom, airport, food, pedestrian crossing.

For the *Vocabulary Instructional Activity*, make a copy of Instructional Master 3B-1 for each student. This will be the third page of their *Taking Care of the Earth Book*. Students will draw their solution for keeping Earth clean and green.

#### **Notes to Teacher**

The read-aloud for this lesson is longer than usual. You may wish to split the read-aloud into two sessions. Look for the lesson break symbol within the read-aloud, which indicates a logical stopping point (after Image 4A-5).

The focus of this lesson is on three words: *reduce, reuse, recycle*. Good Old Earth will tell the class how to take care of the earth by putting these three words into action. As a class, come up with a motion the students can do to show that they can put Good Old Earth's words into action (e.g., jump up and say, "Yay! I can take action!" or have them clap their arms together like a director's clapperboard and say, "Action!") Opportunities to do this will have an asterisk (\*) next to them.

Help students learn the chants associated with these three words:

*Reduce, reduce, reduce! Don't use more than you really need.*

*Reuse, reuse, reuse! If you can, use it again.*

*Recycle, recycle, recycle! Instead of throwing it in the trash, first check if it can be recycled.*

### **What Have We Learned?**

- Say to students: “Using Response Cards 4 through 8, name each natural resource to your partner. Then with their partner, think of some ways in which each natural resource is important to you.” Allow one minute for students to talk. Call on a few volunteers to share.
- You may wish to make up questions about natural resources and have students hold up their Response Cards 4–8 to show their answer. For example, you could ask, “Which natural resource do we get our paper from? Which natural resource produces fruit such as apples and peaches?”

### **Introducing “Reduce, Reuse, Recycle”**

#### **Know-Wonder-Learn Chart**

**Note:** Consistently filling out and reviewing the KWL chart will give all students the opportunity to visually see what they know, what they wonder, and what they have learned.

Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the chart to them.



#### **◀ Show image 7A-9: Child shrugging**

- Tell students that today they are going to hear a read-aloud about how they can help conserve earth’s natural resources.
- Point to the ‘K’ column and ask students what they already know about helping conserve earth’s natural resources.
  - As students respond, repeat and expand upon each response using richer and more complex language, including, if possible, any domain vocabulary. If a student’s response includes inaccurate factual information, record it nonetheless and acknowledge the response by saying something like, “We’ll have to listen very carefully to our read-aloud and find out if that’s true!”
- Point to the ‘W’ column and ask students what they wonder about how to conserve earth’s natural resources.

- Tell students that they might hear some answers to these questions in the read-alouds.
- Unanswered questions from this section could lead to potential group research opportunities.

## Vocabulary Preview

### ***Reduce***

1. Good Old Earth will tell us about three ‘R’ words. The first ‘R’ word is *reduce*.
2. Say the word *reduce* with me three times.
3. When you hear the word *reduce*, that means you do not use more than you need. You use less of it.
4. One example of *reduce* is to take shorter showers or to fill the bathtub with less water. This will reduce your use of water.
5. Tell your partner another way you and your family can reduce the amount of water you use. I will call on a few of you to share.

### ***Reuse***

1. The second ‘R’ word Good Old Earth will share with us is *reuse*.
2. Say the word *reuse* with me three times.
3. When you hear the word *reuse*, that means you use something again instead of throwing it away after you’ve just used one side.
4. One example of *reuse* is to use the other side of a piece of paper to draw something instead of throwing the paper away.
5. Tell your partner about something that you reuse.

### ***Recycle***

1. The third and final ‘R’ word that Good Old Earth will share with us is *recycle*.
2. Say the word *recycle* with me three times.
3. When you hear the word *recycle*, that means something that would have been trash is made into something else.
4. One example of *recycle* is to make new notebooks out of old and used papers.

[If available, show students some examples of items made from recycled materials.]

5. Tell your partner whether you recycle things instead of throwing them away. What kinds of things do you recycle?

### **Purpose for Listening**

---

Tell students to listen to Good Old Earth talk about the 3 R's.

By the end of the lesson, students should be able to:

- ✓ Recall the phrase “Reduce, reuse, recycle” and its meaning
- ✓ Recognize the recycling symbol
- ✓ Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper

## Reduce, Reuse, Recycle



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 4A-3: Green field and blue sky**

Hi kids! How does my surface look?



[Pause for student responses.]

◀ **Show image 4A-2: Landfill**

Now how does my surface look?

This place is called a landfill. A landfill is a place where trash and garbage go. It is a place to put our garbage. Lately, I've been feeling like there is a lot of garbage on me.



◀ **Show image 4A-3: Green field and blue sky**

Wouldn't it be nice to keep me clean and green, like the place in this picture? Putting too much garbage in landfills is a problem, but I have a **solution** to help you keep *me* clean and green. The **solution** is three important words. If you put these words into **action**, you will really help keep me clean and green.

[Explain that putting someone's words into action means that they actually do what the words are saying.]

Are you ready to hear these three words? They are **reduce**, reuse, **recycle**.

[Have students repeat these words with you three times, clapping out the syllables for each word.]



◀ **Show image 4A-4: Paper towels on left, and paper towel dispenser on right**

First, let's talk about **reduce**. When you **reduce** what you use, that means you use less of it. Have you ever used more paper towels than you needed? I'll tell you a way you can take **action** to **reduce** your use of paper towels.\*

After you wash your hands in the restroom at school, instead of grabbing a whole bunch of paper towels, try using just one paper towel. This will help me stay clean and green in two ways. First, you



will conserve trees because the fewer paper towels you use, the fewer trees will need to be cut down. Second, you **reduce** the amount of trash that will go to a landfill.

◀ **Show image 9A-10: Child washing hands**

Have you ever left the water running for a long time while you were washing your hands? I'll tell you a way you can take **action** to **reduce** your use of water.\*

Only keep the water running for the amount of time it takes to get your hands clean.

[Ask: "How do you know you have washed your hands with soap for a long enough time?" Suggest that students sing the "ABC" song one time.]

Washing your hands is not the time to play with water. This will help conserve water and not use too much of it.



◀ **Show image 10A-6: Light switch turned off**

Have you ever left the lights on in a room when no one was in it? I'll tell you a way you can take **action** to **reduce** your use of electricity.\*

Next time you see a room that no one is using, make sure the lights are turned off. This will help conserve my coal, a natural resource used to make electricity. To conserve coal means not to use too much of it.

Please remember to **reduce**, reduce, reduce! Don't use more than you really need.

[Have students repeat the chant: "Reduce, reduce, reduce! Don't use more than you really need."]



◀ **Show image 4A-5: Child's drawing**

The second **solution** is another 'R' word: *reuse*. When you reuse something, you use it again. If you try, you can think of lots of ways to reuse paper. Do you like to draw? Here is something you can do to take **action** and reuse something.\*

Before you ball up a piece of used paper and throw it away, flip it over and see if there's anything on the back. If it's blank, draw a picture on the other side—like this nice drawing. Then, take it home and hang it up on the refrigerator or the wall. Trust me, it will look great, and

nobody will ever know that there is something on the other side. It will be our little secret.

When you reuse paper, you are helping me stay green and clean, and you are helping to conserve my trees.

Please remember to reuse, reuse, reuse! If you can, use it again.

[Have students repeat the chant: “Reuse, reuse, reuse! If you can, use it again.”]

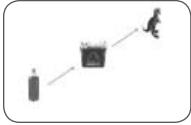
- Pause, and continue this read-aloud at a separate time.

◀ Show image 4A-6: Recycling symbols



The third **solution** is also an ‘R’ word: **recycle**. This is the recycling symbol. When you see this symbol on something, it tells you that it can be recycled. The arrows in this symbol remind us that many things can be made into other things.

◀ Show image 4A-7: Plastic bottle, recycling bin, and toy dinosaur



When you **recycle** something, it is made into something else, like a new toy or a new notebook. Here is an example of how you can take **action** and **recycle**.\*

Next time you are finished with a plastic water or juice bottle, instead of putting it in the trash can, put it in a place that has a recycling symbol on it, like this recycling bin. All the plastic that is collected in recycling bins is taken to factories where it is melted down into liquid plastic and then made into something else. So a plastic bottle that you put in the recycling bin might end up as part of a new plastic toy!

◀ Show image 4A-8: Recycling bin



Now you know what a recycling symbol looks like, so you can take **action** to start putting things inside the recycling bins.\*

But be careful; not everything can go inside the bins.

◀ Show image 4A-9: Common recyclable materials



Here is a picture of different things that most people use almost every day. All of these things can be **recycled**.

[Point to each product as you refer to them in the read-aloud. If you have a real example of each category, show students the real thing.]

Newspapers, mail, and cardboard boxes are all paper **products**—or items that are made from paper. All of them come from trees, and all of them can be **recycled** instead of thrown into the trash can.

Glass bottles and jars, **aluminum** soda cans, metal soup cans, and plastic bottles are all recyclable, too.



◀ **Show image 5A-2: Recycling center**

In some places there is one container for everything that can be **recycled**. In other places the recyclable items need to be **sorted**—or separated into groups. Everything has to go in the right place. Glass goes in the glass bin, **aluminum** cans go in the **aluminum** cans bin, paper goes in the paper bin, and so on.

[If you have a real example of each category, show students the real thing.]



◀ **Show image 5A-4: Aluminum cans**

Here are two **aluminum** cans. When you are finished using these cans, what kind of **action** can you take?

You can put them in the correct recycling bin.\*



◀ **Show image 5A-6: Crushed cans**

These cans have been **sorted** and cleaned. They are in a special recycling factory where they will be melted and made into new **aluminum** cans.



◀ **Show image 5A-5: Recycling stages**

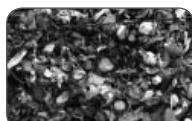
From the factory, new cans are made and filled with something to drink. Someone will drink it and hopefully place the empty can into a recycling bin. Then the can will be sent to the special factory and be made into a new can.



◀ **Show image 5A-7: Glass bottles**

Glass items can also be **recycled**. When you are finished using something made out of glass, what **action** can you take?

That's right! Put it in its correct recycling bin.\*



◀ **Show image 5A-3: Plastic bottle caps to be recycled**

I think recycling is so interesting. Here's a colorful recycling picture. What is being **recycled** here? Plastic bottle tops! Many plastic



things can be **recycled**. Later, these bottle tops will be turned into something new made of plastic.

Let's look around our classroom right now and see if we can spot anything made of plastic. I bet you can! Maybe it's even made from **recycled** plastic.

◀ **Show image 5A-1: Recycling symbol superimposed on Earth**

Please remember to **recycle**, recycle, recycle! Instead of throwing it in the trash, first check if it can be recycled.

[Have students repeat the chant: “Recycle, recycle, recycle! Instead of throwing it in the trash, first check if it can be recycled.”]

These three ‘R’ words are my **solution** to help keep me clean and green.

Let's go over them one more time:

[Have students repeat the following statements with you.]

**Reduce**, reduce, reduce! *Don't use more than you really need.*

**Reuse**, reuse, reuse! *If you can, use it again.*

**Recycle**, recycle, recycle! *Instead of throwing it in the trash, first check if it can be recycled.*

What's more, when you take **action** to **reduce**, reuse, and **recycle**, you are also conserving my natural resources.

## **Discussing the Read-Aloud**

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's read-aloud?
  - The main topic of today's read-aloud is reduce, reuse, recycle.

2. *Literal* What does it mean to reduce?
  - *To reduce* means to use less of something.
3. *Literal* What does it mean to reuse?
  - *To reuse* means to use it again.



← **Show image 4A-6: Recycling symbols**

4. *Literal* What does this symbol or picture mean?
  - This symbol means recycle.
5. *Literal* What does it mean to recycle?
  - *To recycle* means to turn something old into something new.
6. *Evaluative* [Show students examples of recyclable and non-recyclable materials.] What is this item? Can it be recycled?



### Word Work: Symbol

← **Show image 4A-6: Recycling symbols**

1. In the read-aloud today you heard, “This is the recycling symbol.”
2. Say the word *symbol* with me three times.
3. A symbol is a picture that represents, or stands for, a word or idea.
4. When you see the recycling symbol on something, that means that thing can be recycled.

[Pass around an example of something with the recycling symbol on it. Have students point out the recycling symbol.]

You may also see the recycling symbol with words telling you how much of it is made from recycled materials on new things. This means it has recycled materials in it.

[Pass around an example of something with the recycling symbol on it with words such as “made from X% pre/post-consumer recycled content.”]

5. Here are some other common symbols you might have seen.

[Show students pictures of common symbols you have prepared and briefly describe or have a volunteer describe each one. If necessary, guide and/or rephrase students’ responses: “I have seen this symbol before; it means . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a symbol that you have seen before. Or, make up your own symbol that represents—stands for—a word or idea.

- Have the examples of common symbols available for students to refer to.
- Have students share their symbol in small groups or with home-language peers.



### Complete Remainder of the Lesson Later in the Day



# Reduce, Reuse, Recycle

**3B**

Day 1 of 2

## Extensions

**15** minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Place*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M: (Place).] In the read-aloud Good Old Earth asks us, “Wouldn’t it be nice to keep me clean and green, like the *place* in this picture?” Here *place* means a place or area. Which picture shows this?
2. *Place* also means to put something in a specific spot. Which picture shows this?
3. *Place* is something you say when you tell about the position you get during a competition. For example, if you get first place in a running race, that means you came in first. Which picture shows this example of *place*?
4. Now that we have gone over the different meanings for *place*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “Carlton’s mom asked him to place his backpack next to his desk.” And your partner should respond, “That’s number ‘3.’”

### ↔ Syntactic Awareness Activity

#### *Prepositions of Location (in/out, over/under)*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the content presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentence.



Directions: Today we are continuing to practice using words that show location or where something is.

◀ **Show image 8B-1: A can and a box**

1. What do you see in this picture?
  - I see a can and a box in this picture.

[You may wish to briefly review that aluminum cans are recyclable.]

[Point to image 1.] We use the word **in** to show that something is inside something else. Here the can is in the box.

[Point to image 2.] We use the word **out** to show that something is not inside something else but is outside of it. Here the can is out of the box.

2. [Point to image 1.] Which word did we use to talk about where the can is in this picture?  
[Point to image 2.] Which word did we use to talk about where the can is in this picture?



◀ **Show image 8B-4: A truck and a bridge**

3. What do you see in this picture?
  - I see a truck and a bridge.

[Point out the recycling symbol. Mention that this is a picture of a recycling truck.]

[Point to image 1.] We use the word **over** to show that something is above, or higher than, something else. Here the truck is driving over the bridge.

[Point to image 2.] We use the word **under** to show that something is below, or lower than, something else. Here the truck is driving *under* the bridge.

4. [Point to image 1.] Which word did we use to talk about where the truck is in this picture?  
[Point to image 2.] Which word did we use to talk about where the truck is in this picture?
5. [Using classroom objects, or recyclable materials, have students reinforce the concept of these prepositions of place: in/out, over/under.]

↔ **Vocabulary Instructional Activity**  
**(Instructional Master 3B-1: *Taking Care of the Earth Book #3*)**

**Word Work: Solution**

1. In the read-aloud, you heard Good Old Earth say, “I have a *solution* to help you keep me clean and green.”
2. Say the word *solution* with me three times.
3. A solution is an answer to a problem.
4. Tyler spent a long time trying to figure out the solution to the puzzle. Mark and Carmen both wanted to play with the blocks, so they decided that the best solution would be to take turns.
5. What is Good Old Earth’s solution for keeping him clean and green?
  - His solution is to reduce, reuse, and recycle.
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about Good Old Earth’s solution. How can you help conserve earth’s natural resources? What is one solution to keep Earth clean? Draw a picture of your solution to help earth stay green and clean. Make sure to include yourself in your picture.

- Give each student Instructional Master 3B-1. Read the title, “Reduce, Reuse, Recycle” to them. Tell them this will be the third page in their *Taking Care of the Earth Book*.
- Have students dictate one or two sentences about what they have drawn. Be sure to repeat what they have said back to them as you write on their paper.

- ↗ **Above and Beyond:** Have students label or write a sentence about their picture.
- Make sure that students can tell about their solution and describe what they are doing in their picture.
  - Have students share their drawing in small groups or with home-language peers.
  - Encourage students to ask and answer questions about the pictures as well as comment on the pictures, e.g., the similarities between the pictures of others and their own, something they learned from the pictures of others, etc.

- If time allows, have students update their picture based on their classmates' comments.

## 10 End-of-Lesson Check-In

### *Reduce, Reuse, Recycle*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the phrase “Reduce, reuse, recycle.”
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Make up different scenarios that show reduce, reuse or recycle. Identify three different parts of the classroom as *reduce*, *reuse*, and *recycle*.

Have students listen to the scenario and then have them carefully walk to the part of the room they think the scenario represents.

Alternatively, students can hold up the number one, two, or three to represent *reduce*, *reuse*, and *recycle*. For example, you could say, “Yvonne puts her coloring tools into an old shoebox.” Students should carefully walk over to the section for *reuse*, or hold up the number two.

- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may also use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- The phrase *reduce, reuse, recycle*
- The words *symbol* and *solution*
- Examples of putting into action the phrase *reduce, reuse, recycle*



# Reduce, Reuse, Recycle

**3c**  
Day 2 of 2

<b>At a Glance (Parts C &amp; D)</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reviewing the Read-Aloud</b>	<b>What Have We Learned?</b>	Taking Care of the Earth Book #3	10
	<b>Know-Wonder-Learn Chart</b>	KWL Chart	
	<b>Vocabulary Review: Reduce, Reuse, Recycle</b>	Examples of items made from recycled materials	
	<b>Purpose for Listening</b>		
<b>Presenting the Interactive Read-Aloud</b>	<b>Reduce, Reuse, Recycle</b>	Earth Hat Response Cards 4, 5, 8 Examples of different recyclable materials	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Sayings and Phrases: A Place for Everything, and Everything in Its Place</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Recycling</b>	Four boxes or bins Examples of different recyclable materials Drawing paper, drawing tools	15
	<b>Domain-Related Trade Book</b>	Suggested trade books from the list: Items 2, 7, 13, 15, 17, 22, and 26	

## **Advance Preparation**

For the *Recycling* activity, bring in four large boxes or bins to put paper, plastic, aluminum, and glass recyclable materials inside.

Find a trade book related to the three R's—reduce, reuse, recycle to read aloud to the class.

### **What Have We Learned?**

- Ask students: “What are the three ‘R’s Good Old Earth told us about yesterday?”
  - Good Old Earth told us about reduce, reuse, recycle.
- Say to students: “Share your picture of your solution for how to keep Earth clean and green. Explain your solution to your partner. Does your solution have anything to do with what Good Old Earth said about reduce, reuse, or recycle?” Allow one minute for students to talk. Encourage them to ask one question about their partner’s picture and to make a positive comment about their partner’s picture.

### **Know-Wonder-Learn Chart**

**Note:** Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the chart to them.

- Review the ‘K’ and ‘W’ columns of the KWL Chart created in the first part of the lesson.
- See if students have anything to add to the ‘W’ column.
- Ask students what they learned or remembered about how they can help take care of Earth and conserve Earth’s natural resources. Record their responses in the ‘L’ column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the ‘L’ column.
- If something newly learned in the ‘L’ column contradicts something that was recorded earlier in the ‘K’ column, this should be discussed. Then, cross out the inaccurate information in the ‘K’ column.

## Vocabulary review

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### **Reduce**

1. In the read-aloud, Good Old Earth told us, “I’ll tell you a way you can take action to *reduce* your use of paper towels.”
2. When you hear the word *reduce*, that means you do not use more of something than you need. You use less of it.
3. Tell your partner what action you can take to reduce your use of paper towels. How many paper towels is enough to dry your hands?

### **Reuse**

1. You have heard the word *reuse* before when Good Old Earth told you, “When you *reuse* paper, you are helping to conserve my trees.”
2. *To reuse* something means to use it again.
3. [Hold up the blank side of a scratch paper.] What can you do with this paper?  
If you were to reuse this paper, what would you draw on it?

### **Recycle**

1. In the read-aloud, Good Old Earth told us, “When you *recycle* something, it is made into something else, like a new toy or a new notebook.”
2. When you hear the word *recycle*, that means something that would have been trash is made into something else.
3. Do you have anything that is made from recycled materials? You can look for the recycle symbol on the item.  
[Provide examples for students to see.]

## Purpose for Listening

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the actions they can take to take care of the earth and to conserve Earth’s natural resources. Prior to presenting this read-aloud, pass out Response Cards 4, 5, and 8. Tell students to keep them on their laps and that you will tell them when it is time to use them.

By the end of the lesson, students should be able to:

- ✓ Recall the phrase “Reduce, reuse, recycle” and its meaning
- ✓ Describe how applying “Reduce, reuse, recycle” helps to conserve natural resources
- ✓ Recognize the recycling symbol
- ✓ Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper
- ✓ Explain that recycled materials are made from recyclable items that otherwise would have been garbage

## **Presenting the Interactive Read-Aloud**

**15 minutes**

You may alter the dialogic factors and instructional conversations within the read-aloud based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

### **Reduce, Reuse, Recycle**



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 4A-3: Green field and blue sky**

Hi kids! How does my surface look?



◀ **Show image 4A-2: Landfill**

Now how does my surface look?

This place is called a landfill. A landfill is where all our trash goes. It is a place to put our garbage.

Let's compare and contrast these two places.

[First show image 4A-3 and allow students to discuss for fifteen seconds. Then show image 4A-2 and allow students to discuss for fifteen seconds. Finally have them talk about the differences between the two scenes.]



◀ **Show image 4A-3: Green field and blue sky**

Wouldn't it be nice to keep me clean and green, like the place in this picture? Last time I told you about my **solution** to help you keep *me* clean and green.

Do you remember the three 'R' words?

- The three 'R' words are reduce, reuse, and recycle.

Today I would like to hear from you all about how you can put my words into **action**.\*

[Ask students: "What does it mean to put someone's words into action?"

(Putting someone's words into action means that you do what the words say.)]



◀ **Show image 4A-4: Paper towels on left, and paper towel dispenser on right**

First, let's talk about **reduce**. When you **reduce** what you use, you use less of it.

What does this picture remind you about the word **reduce**?

- This picture reminds me not to use more paper towels than I need.

Which natural resource are you conserving when you **reduce** your use of paper towels?

[Remind students that *conserve* means to protect or use less of. Have students hold up Response Card 5 (Trees). Remind students that paper towels, as do all paper products, come from trees.]

With your partner, think of three ways you can **reduce** your use of paper products or things made from trees.

[Allow thirty seconds for students to talk. Call on a few partner pairs to share their answer.]



◀ **Show image 9A-10: Child washing hands**

What does this picture remind you about the word **reduce**?

- This picture reminds me not to use more water than I need.

Which natural resource are you conserving when you **reduce** your use of water?

[Remind students that to conserve water means that you do not use too much of it. Have student hold up Response Card 4 (Water).]



◀ **Show image 10A-6: Light switch turned off**

What does this picture remind you about the word **reduce**?

- This picture reminds me not to use more electricity than I need. It reminds me to turn the lights off when no one is in the room.

Which natural resource are you conserving when you **reduce** your use of electricity?

[Remind students that to conserve coal means that you do not use too much of it. Coal is a natural resource used to make electricity. Have students hold up Response Card 8 (Coal/Oil).]

Please remember to **reduce**, reduce, reduce!

What does it mean when you reduce your use of something?

- That means I do not use more than I really need.



◀ **Show image 4A-5: Child's drawing**

The second **solution** is another ‘R’ word: reuse. When you reuse something, you use it again. If you try, you can think of lots of ways to reuse many things.

With your partner, think of five things you can or actually have reused.

[Allow thirty seconds for students to talk. You may prompt them with some suggestions (e.g., plastic cups, tomato sauce jars, shoeboxes, yogurt containers, cardboard boxes, etc.) If you have already begun the Reuse Art activity suggested in the Introduction, you can talk about this project and the items that are being reused.]

Please remember to reuse, reuse, reuse!

What does it mean to reuse something?

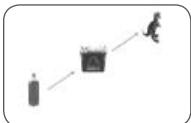
- *To reuse* something means that if I can, I will use it again.

← **Show image 4A-6: Recycling symbols**



The third **solution** is also an ‘R’ word: **recycle**. This is the recycling symbol. The arrows on this symbol remind us that many things can be made into other things.

← **Show image 4A-7: Plastic bottle, recycling bin, and toy dinosaur**



When you **recycle** something, it is made into something else.

What might the plastic bottles in the recycling bin one day become?

[Call on a few students to answer.]

What can you do the next time you are finished with a plastic water or juice bottle?

- I can put it in a recycling bin.

What might happen to that plastic bottle?

- It might end up as part of something new.

← **Show image 4A-8: Recycling bin**



Now you know what a recycling symbol looks like, so you can take **action** to start putting recyclable materials inside the recycling bins.\*

Can *everything* be placed into recycling bins?

- No, not everything can go inside the bins.

[Show examples of non-recyclable items.]

← **Show image 4A-9: Common recyclable materials**



Here is a picture of different things that most people use almost every day. All of these things can be **recycled**.

[Point to each product as they are referred to in the read-aloud. If you have a real example of each category, show students the real thing.]

Newspapers, mail, and cardboard boxes are all paper **products**. All of them come from trees, and all of them can be **recycled** instead of thrown into the trash can.

What else can be recycled?

- Glass bottles and jars, aluminum soda cans, metal soup cans, and plastic bottles are all recyclable, too.



◀ **Show image 5A-2: Recycling center**

In some places there is one container for everything that can be **recycled**. In other places the recyclable items need to be **sorted**—or separated into groups. Everything has to go in the right place. Glass goes in the glass bin, **aluminum** cans go in the **aluminum** cans bin, paper goes in the paper bin, and so on.

[Note: This should be done in partner pairs. You may need to prompt students with some ideas. Call on a different partner pair to share their answer each time.]

With your partner, do the following:

Each person thinks of an example of something that can go in this red bin for plastic.

Each person thinks of an example of something that can go in this blue bin for paper.

Each person thinks of something that can go in this orange bin for metal.

Each person thinks of something that can go in this white or green bin for glass.



◀ **Show image 5A-4: Aluminum cans**

Here are two **aluminum** cans. When you are finished using these cans, what kind of **action** can you take?\*

- You can put them in the correct recycling bin.



◀ **Show image 5A-6: Crushed cans**

These cans have been **sorted** and cleaned. They are in a special recycling factory where they will be melted and made into new **aluminum** cans.



◀ **Show image 5A-5: Recycling stages**

Using this chart, review the process of recycling an **aluminum** can.

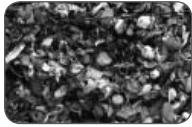
- Someone will finish the drink and place the empty can into a recycling bin. Then the can will be sent to the special factory and be made into a new can.



◀ **Show image 5A-7: Glass bottles**

Glass items can also be **recycled**.

When you are finished using something made out of glass, what **action** can you take?\*



◀ **Show image 5A-3: Plastic bottle caps to be recycled**

I think recycling is so interesting. Here's a colorful recycling picture made up of plastic bottle tops. Many plastic things can be **recycled**. Later, these bottle tops will be turned into something new made of plastic.

Look around the classroom and find three things that are made from plastic.

[Direct small groups of students to carefully move around the room, or have students look around the room from where they are seated. Have them report back to the class about the plastic items they found.]



◀ **Show image 5A-1: Recycling symbol superimposed on Earth**

Please remember to **recycle**, recycle, recycle!

What does it mean to **recycle**?

- *Recycle* means that instead of throwing it in the trash, you can put it in a recycling bin.

These three 'R' words are my **solution** to help you keep *me* clean and green.

Let's go over them one more time:

[Have students repeat the following statements with you.]

***Reduce, reduce, reduce! Don't use more than you really need.***

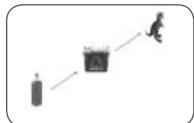
***Reuse, reuse, reuse! If you can, use it again.***

***Recycle, recycle, recycle! Instead of throwing it in the trash, first check if it can be recycled.***

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are the three things you can do to conserve natural resources?
  - I can reduce, reuse, and recycle.
2. *Inferential* What natural resource do you conserve when you reduce your use of electricity by turning off the lights?
  - I am conserving coal when I reduce my use of electricity.
3. *Inferential* What natural resource are you conserving when you reuse a piece of paper?
  - I am conserving trees when I reuse a piece of paper.



◀ **Show image 4A-7: Plastic bottle, recycling bin, and toy dinosaur**

4. *Inferential* What might happen to the plastic bottle if you put it in the recycling bin?
  - The plastic bottle might become a new toy.  
**What will happen to the plastic bottle if you throw it in the trash?**
  - The plastic bottle will be in the landfill; it will not turn into something new.
5. *Evaluative* Is it important to recycle? Why or why not?
  - Answers may vary but should include that recycling helps to reduce the amount of trash in the landfills and helps to conserve natural resources.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

### Sentence Frames:

Would you like to reduce, reuse, and recycle? (Yes/No)

I can reduce my use of \_\_\_\_\_ by ...

I can reuse \_\_\_\_\_ by ...

I can recycle \_\_\_\_\_ by ...

6. *Evaluative Think Pair Share:* Can you think of one thing you can do to take action to reduce, reuse, and recycle?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Sayings and Phrases: A Place for Everything, and Everything in Its Place

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**Note:** Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.

- Ask students if they have ever heard anyone say “a place for everything, and everything in its place.” Have students repeat the saying. Explain that this saying means that there should be a proper place for everything and that things should be returned to where they belong after they are used.
- Explain to students that one situation in which this saying can be used is when they finish doing crafts. Students should clean up after themselves and return all supplies to where they belong.
- Say to students: “With your partner think of another example using this saying.” Allow thirty seconds for students to talk. If necessary, prompt students with a few ideas. Call on a few partner pairs to share.
- If this example has not come up, tell students that this saying can also be used when it comes to recycling. Explain that when people recycle, they should put everything in its proper place. This means that people should sort recyclable items and place them in the correct bins—empty water bottles in the plastics bin, newspaper in the paper bin, empty soda cans in the aluminum bin.
- Any time students encounter a situation in which they should put things in their proper place, be sure to use the saying “a place for everything, and everything in its place.”



**Complete Remainder of the Lesson Later in the Day**



# Reduce, Reuse, Recycle

**3D**  
Day 2 of 2

## Extensions

**15** minutes



### Recycling

◀ **Show image 5A-2: Recycling center**

- Remind students of the saying “a place for everything and everything in its place.” Ask them how this saying relates to this picture of a recycling center.
- Tell students that they will create a classroom recycling center. It will have a paper bin, a plastic bin, an aluminum bin, and a glass bin.
- First have students draw a symbol or picture for each type of recyclable material.
  - You may wish to have examples of each type of material out on a table for students to see.
  - You may wish to give each student two pictures to draw.
- Have students tape or glue their picture on the correct bin.
- Finally, have students place the recyclable items you have prepared in the correct bin.
- You may wish to have the class continue to use these bins to recycle for the rest of the school year.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose a book about taking action to reduce, reuse, and recycle to read aloud to the class. [Suggested trade books are numbered 2, 7, 13, 15, 17, 22, and 26.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



# Pausing Point

PP

## Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of taking care of the earth. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Recognize that people share the responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air
- ✓ Recognize that humans, plants, and animals depend on Earth's land, water, and air to live
- ✓ Identify key natural resources
- ✓ Explain that natural resources are things found on Earth and are important to people
- ✓ Describe how people use natural resources
- ✓ Recognize the need to conserve natural resources
- ✓ Recall the phrase "Reduce, reuse, recycle" and its meaning
- ✓ Describe how applying "Reduce, reuse, recycle" helps to conserve natural resources
- ✓ Recognize the recycling symbol
- ✓ Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper

- ✓ Explain that recycled materials are made from recyclable items that otherwise would have been garbage

## **Student Performance Task Assessment**

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### **⑩ Sorting Recyclable Items (Instructional Master PP-1)**

Ask students if they remember the saying they learned in Lesson 3: “a place for everything, and everything in its place.” Tell students that now they are going to practice putting things in their proper place. Have students look at Instructional Master PP-1.

Directions: There are pictures of different recycling bins on the right-hand side of the page. I will read aloud the word on each bin that explains what the bin is used for.

[Be sure to point to the picture of the word as you read aloud the word. You may wish to have students color in the bins as you tell them what material can go inside the bin.]

You will be sorting recyclable items on your worksheet. I will tell you what each item is.

[Point to each item as you name it. If available, show students the real thing.]

Draw a line from each picture on the left-hand side to the bin in which the item belongs on the right-hand side.

## **Activities**

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### **Image Review**

Show the images from any read-aloud again, and have students retell the read-aloud using the images.

### **Riddles for Core Content**

Ask students riddles such as the following to review core content:

- We are three things that make up planet Earth. What are we? (land, water, air)
- I am something that is already in the earth; I am important to people and something they can use to make other things. What am I called? (a natural resource)

- I am a natural resource that is saved when paper is reused and recycled. What am I? (a tree)
- I am a natural resource that is conserved when you turn off the water while you brush your teeth. (water)
- I cover most of the Earth. What am I? (water)
- We are special containers that help you recycle paper, plastic, glass, and other items. What are we? (recycling bins)
- When you use less of something, you do this. What is it? (reduce)
- When you use something again, you do this. What is it? (reuse)

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

Read an additional trade book to review a particular concept; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

## Exploring Student Resources

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### Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the domain introduction for further exploration of topics already covered in this domain: land, water, air; natural resources; reduce, reuse, recycle.

## Domain-Related Videos

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### Materials: Short, child-friendly videos about taking care of the earth

Carefully peruse the Internet for short (5 minutes or less) videos related to topics already covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a read-aloud or storybook.

Have students ask and answer questions using question words *who*, *where*, and *what* regarding what they see in the videos.

## Natural Resources in the Classroom

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Ask students to think about what natural resources they have learned about and then ask them to identify some natural resources that they

notice are being used in the classroom. They could use their Response Cards 4, 5, 6, and 8 and tape the natural resource card to the item in the classroom that uses it.

To increase awareness of our dependency on electricity, you may also have students point out all the appliances in the classroom that use electricity and the amount of time each item is in use.

### Reuse Art Fair

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**Note:** This can be done in coordination with the art teacher or can be made into a home-school connection activity.

If you have not begun this long-term project, you can begin it at this point.

Have a few project options ready. Some suggestions include coffee can planters, egg carton organizers, yogurt cup or plastic bottle shakers, milk carton bird houses, cereal box placemats, glass bottle picture frames, and shoebox treasure chests. You may wish to ask students for their suggestions as well and add them to the options.

### Class Job List

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If you have not done so already, discuss with students possible jobs around the classroom that could contribute to taking care of the earth.

Make a list of these jobs, and then add them to the class job list. For example, items could include making sure that the water is turned off in the bathrooms; assigning a key person to turn the lights off; recycling paper; recycling plastic; reusing items; etc. Assign an individual or a small group a class job. At the end of each week, have students report back to the class on the progress of the jobs on their class list.

### Guest Speakers

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Invite parents or trusted community members whose careers or volunteer work help take care of the earth. For example, you may invite someone who works at a recycling center, or someone who does litter pick-up or trash collection. Ask your guests to bring in any photographs or other objects that will help show students what they do to help take care of the earth. You will want to share with your guest speakers, ahead of time, what you have already discussed in class so that they are better able to address students.



# Land Pollution

4

## **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Sequence what happens to garbage from its creation to being dumped in the landfill
- ✓ Explain that garbage buried in landfills can be hazardous to the earth and living things
- ✓ Recall that litter is a type of land pollution
- ✓ Recognize that pollution harms Earth and the things that live on Earth

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Land Pollution” (RI.K.2)
- ✓ With prompting and support, describe the steps of what happens to garbage from its creation to being dumped in a landfill (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that land pollution is harmful to living things (RI.K.8)
- ✓ With assistance, categorize and organize facts and information about pollution (W.K.8)
- ✓ Describe familiar things, such as garbage and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to a two-column Word Chart showing something that is hazardous and something that is safe (SL.K.5)

- ✓ Use the most frequently occurring prepositions—*from, to* (L.K.1e)
- ✓ Produce simple sentences using prepositions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *litter* and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding the adjective—*hazardous*—by relating it to its opposite—safe (L.K.5b)
- ✓ Identify real-life connections between words—*pollution, decompose, generate, litter*, and *hazardous*—and their use (L.K.5c)
- ✓ Quote the saying, “Out of sight is out of mind” and apply it in appropriate contexts (L.K.6)

## Core Vocabulary

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**decompose, v.** To rot and fall apart into tiny pieces

*Example:* Fallen apples decompose and become part of the soil.

*Variation(s):* decomposes, decomposed, decomposing

**generate, v.** To make; to create

*Example:* Humans generate a lot of garbage each day.

*Variation(s):* generates, generated, generating

**hazardous, adj.** Very dangerous; able to hurt or harm people

*Example:* The man wore a mask to avoid breathing the hazardous gas.

*Variation(s):* none

**landfill, n.** A place where large amounts of garbage are dumped and/or buried

*Example:* The workers used a bulldozer to push all of the town’s trash into the landfill.

*Variation(s):* landfills

**litter, v.** To throw trash or garbage where it does not belong, instead of putting it in a garbage can

*Example:* The park has a sign that tells us not to litter.

*Variation(s):* litters, littered, littering

**pollution, n.** Something harmful in the air, water, or on land that doesn’t belong there

*Example:* A factory that dumps chemicals into a river creates dangerous water pollution.

*Variation(s):* pollutions

Vocabulary Chart for Land Pollution			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	chemical <b>decompose</b> dumpster gases <b>landfill</b> <b>pollution</b>	billions buried <b>generate*</b> <b>hazardous*</b> responsible	garbage longer quickly stinky trash ugly
<b>Multiple Meaning</b>	<u>litter</u> soil underground	waste	
<b>Phrases</b>	garbage collector	does not belong out of sight is out of mind	trash can
<b>Cognates</b>	químico <b>descomponer</b> gases <b>polución</b>	billón <b>generar*</b> <b>azaroso*</b> responsible	

## Image Sequence

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from three different read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Earth covered by trash
2. 2A-2: Garbage
3. 2A-8: Landfill
4. 2A-3: Birthday party
5. 2A-4: Trash can
6. 2A-5: Taking out the trash
7. 2A-6: Dumpster
8. 2A-7: Garbage truck
9. 2A-8: Landfill
10. 2A-10: Buried garbage, semi-decayed landfill

11. 2A-11: Closed landfill
12. 7A-4: Litter in park
13. 4A-1: Earth covered by trash



# Land Pollution

**4A**

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>		
	<b>Introducing Land Pollution</b>	KWL chart Instructional Master 4A-1: Response Cards 9–11 (Pollution)	15
	<b>Vocabulary Preview: Pollution, Decompose</b>	Examples of different types of trash, e.g., foods, napkins, plastic spoon	
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Land Pollution</b>	Earth Hat Examples of different types of trash	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Image Cards 1–6	
	<b>Word Work: Generate</b>		10
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Litter</b>	Poster 4M (Litter)	
	<b>Syntactic Awareness Activity: Prepositions</b>		
	<b>Vocabulary Instructional Activity: Hazardous</b>	Chart paper Drawing paper, drawing tools	15
	<b>End-of-Lesson Check-In</b>	Response Cards 9–11	
<b>Take-Home Material</b>	<b>Family Letter</b>	Instructional Masters 4B-1 and 4B-2	

## **Advance Preparation**

Make copies of Instructional Master 4A-1 for each student. Refer to them as their pollution Response Cards. There is space on the Response Cards for students to label the pictures. You may wish to write the words on the board for students to copy.

Bring in different examples of trash to use throughout this lesson.

For the *Vocabulary Instructional Activity*, draw a line down the middle of a piece of chart paper. Draw a red dot at the top of the left column (for hazardous) and draw a green dot at the top of the right column (for safe).

**Note to Teacher**

The read-aloud for this lesson is longer than usual. You may wish to split the read-aloud into two sessions. Look for the lesson break symbol within the read-aloud, which indicates a logical stopping point (after Image 2A-8).

You may wish to create a chart showing approximately how long it takes for trash to decompose.

paper towel: 2–4 weeks

orange or banana peel: 2–5 weeks/up to 2 years

newspaper: 6 weeks

apple core: 2 months

milk carton: 3 months

plastic bag: 10–20 years

tin cans: 50 years

plastic cups: 50 years

aluminum can: 80–200 years

plastic bottle: 450 years

glass bottle: 1 million years

Styrofoam: indefinitely

**Note:** These numbers were taken from the U.S. National Park Service's website:

<http://www.nps.gov/tuma/forkids/upload/HowLongDoesLitterLast.pdf>

### **What Have We Learned?**

- Say to students: “Tell your partner what the phrase ‘Reduce, reuse, recycle’ means. How is the phrase ‘Reduce, reuse, recycle’ a solution for keeping Earth clean and green?” Allow thirty seconds for students to talk. Call on a few partner pairs to explain.
- You may wish to also review recyclable materials using your class Recycling Center.

### **Introducing Land Pollution**

#### ***Essential Background and Terms***

- Remind students that Earth is made up of land, water, and air. When something harmful that does not belong on Earth is brought into the land, water, or air, it is called pollution.
- Have students repeat *pollution* with you three times.
- Explain that Good Old Earth will tell them about three basic types of pollution: land pollution, water pollution, and air pollution.
- As you show each image below, ask students what does not belong in the picture. Tell them whether what they have mentioned is a type of pollution. You may wish to distribute Response Cards 9 through 11 and have students use these Response Cards to refer to the different types of pollution.



◀ **Show image 7A-5: Litter**



◀ **Show image 7A-6: Litter in the water**



◀ **Show image 7A-8: Factory smog**

#### ***Know-Wonder-Learn Chart***

**Note:** Consistently filling out and reviewing the KWL chart will give all students the opportunity to visually see what they know, what they wonder, and what they have learned.

Prior to recording students’ responses, point out that you are going to

write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the chart to them.

- Tell students that today they are going to hear a read-aloud about garbage and how garbage can become land pollution.
- Point to the 'K' column and ask students what they already know about garbage and/or pollution.
  - As students respond, repeat and expand upon each response using richer and more complex language, including, if possible, any domain vocabulary. If a student's response includes inaccurate factual information, record it nonetheless and acknowledge the response by saying something like, "We'll have to listen very carefully to our read-aloud and find out if that's true!"
- Point to the 'W' column and ask students what they wonder about garbage and/or pollution.
  - Tell students that they might hear some answers to these questions in the read-alouds.
  - Unanswered questions from this section could lead to potential group research opportunities.

## Vocabulary Preview

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### **Pollution**

1. Good Old Earth will tell us about three kinds of *pollution*.
2. Say the word *pollution* with me three times.
3. Pollution is something that is harmful that does not belong in the air, water, or land.
4. [Use images 7A-5, 7A-6, and 7A-8 and explain how each image is an example of pollution.]
5. Tell your partner what you think of when you hear the word *pollution*. I will call on a few of you to share.

### ***Decompose***

1. In the read-aloud you will hear that after trash is buried in the ground, it will start to *decompose*.
2. Say the word *decompose* with me three times.
3. To decompose means to become soft and fall apart into tiny pieces. Usually when something decomposes, it goes back into the soil.
4. [Show students different examples of trash. Tell them that food decomposes the fastest; paper decomposes more slowly; and plastic and metal take a very long time to decompose.]
5. Have you ever seen something decompose on the ground? What did it look like? What will happen to it?  
[If necessary, provide a few examples, such as apples that have fallen to the ground, dried leaves, dead flowers, etc. Remind students that these things will eventually become part of the ground or soil.]

### **Purpose for Listening**

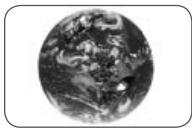
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Tell students that this read-aloud is about land pollution. They will learn what happens to garbage after they throw it in the trash can.

By the end of the lesson, students should be able to:

- ✓ Sequence what happens to garbage from its creation to being dumped in the landfill
- ✓ Explain that garbage buried in landfills can be hazardous to earth and living things
- ✓ Recall that litter is a type of land pollution
- ✓ Recognize that pollution harms Earth and the things that live on Earth

## **Land Pollution**



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 4A-1: Earth covered by trash**

Hi kids! What do you see on my surface?

[Have a different student come up to point to Earth's land, water, and air.]

Is there something that does not belong?

What you see on my land is garbage, or trash. And that is what I am going to talk to you about today. That's right, today we will talk about stinky, ugly garbage.



◀ **Show image 2A-2: Garbage**

Some people call garbage trash; others call it waste. It is also known as junk or rubbish. But whatever you call it, it's all the same: garbage is stuff you've used and don't need anymore.

And I'll tell you this: people are the only creatures on earth who **generate**—or make—any trash. You won't see a bear or a deer putting trash in a trash can. You won't see a monkey in the jungle using a paper napkin to wipe her face. And you probably won't see dogs and cats drinking their water out of plastic bottles. People make trash, so they're the ones who are responsible for taking care of it.



◀ **Show image 2A-8: Landfill**

How much trash do the people on Earth **generate**—or make—each year? I'm not here to make you feel bad, but let's just say that people **generate** an extremely large amount of trash! Every year, people in the United States **generate** billions of bags full of trash. A billion is a very, very big number!

[Write 1,000,000,000 on the board.]

Plus there are all kinds of other trash that do not fit in bags, such as old refrigerators and broken furniture. Imagine how much trash is **generated** all over the world!

This might look like a lot of trash, but trust me when I say that what you see in this picture is just a teeny, tiny bit of all the trash people around the world make every single day!



◀ **Show image 2A-3: Birthday party**

So how do we **generate** trash?

Imagine that you are at a birthday party, and you are given some cake and ice cream on little paper plates. You are also given a paper napkin and a plastic spoon to eat with. You gobble up all the food. What do you do with the plate, napkin, and spoon when you are finished? Do you push them under the sofa and forget about them? Do you open up the window and throw them in the backyard? I hope not!



◀ **Show image 2A-4: Trash can**

Instead, you put the napkin, plate, and spoon in the trash can. A trash can is sometimes called a garbage can or a wastebasket. It's the place where you throw away your trash.



◀ **Show image 2A-5: Taking out the trash**

This man is taking out the trash. This trash can might be from the kitchen.

Where else do you have trash cans in your house?

Is there a trash can in your classroom?

How about your school's cafeteria?

Which trash can is bigger?



◀ **Show image 2A-6: Dumpster**

The man will probably take it outside to a bigger trash can, or maybe to a dumpster.

Once people have thrown their trash bags into a dumpster, they might think, "Out of sight is out of mind." This means that they stop thinking about the trash because they cannot see it anymore.

[Have students repeat this saying with you. Come up with some motions to show "out of sight is out of mind."]

But I don't stop thinking about it, and I hope you won't either.



◀ **Show image 2A-7: Garbage truck**

About once a week, garbage collectors come in a big garbage truck, like this one, and dump the garbage into the back of the truck.

And then what do they do?

[Prompt students to answer “no” after each question below.]

Do they park the truck on the edge of town and leave it there?

Do they launch the truck into outer space?

Do they call up a magician and ask him to come and make the trash disappear?



◀ **Show image 2A-8: Landfill**

In many places, they take the trash to the nearest **landfill**. A **landfill** is a place where garbage is placed and buried. At the **landfill**, people place and bury trash inside of me. They think, “Out of sight is out of mind.”

[Do the motions for “out of sight is out of mind.”]

But I say, “Out of sight *should not* be out of mind.”



■ **Pause, and continue this read-aloud at a separate time.**

◀ **Show image 2A-10: Buried garbage, semi-decayed landfill**

Just because garbage is at a **landfill** does not mean it is gone—at least not for a long, long time. After it is buried—or put in the ground—garbage starts to **decompose**. To **decompose** means to become softer and fall apart into smaller pieces.

[This is a good opportunity to remind students of what they have learned in the *Plants* domain and how dead plants decompose and become part of the soil again.]

Trash that was food usually **decomposes** pretty quickly.

[Show an example of a food item.]

Trash that is made from paper, like the paper plate from the birthday party, will **decompose**, too, but it will take longer than food. It will probably take several years.

[Show an example of a paper item.]

Trash that is made from plastic, like the plastic spoon, takes a very, very long time to **decompose**. It might take hundreds of years!



[Show an example of a plastic item.]

◀ **Show image 2A-11: Closed landfill**

When one **landfill** gets filled up, a new **landfill** is needed so people can dump their trash. This picture shows an old **landfill** where most of the garbage is buried and slowly decomposing underground.

As you can see, plants can start to grow on the land again, and some animals may even move back in and make their homes there.

But remember, “Out of sight should not be not out of mind.” **Landfills** can be dangerous. The garbage underground may have **hazardous** gases and chemicals in it. When something is hazardous, that means it is dangerous and able to hurt people. For example, **hazardous** gases in the air around landfills can be bad for you to breathe, and chemicals in the landfills can be harmful to you if you touch them or eat them. The bad gases and chemicals go back into the soil and air, and can even get into the water, hurting a lot of my natural resources.



◀ **Show image 7A-4: Litter in park**

I just showed you what happens to garbage when it goes to the **landfill**. But what about this picture?

Tell your partner what you see in this picture and how this picture is different from a picture of a **landfill**.

[Allow fifteen seconds for students to talk. Call on two volunteers to answer.]

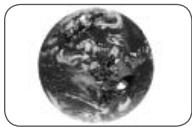
The trash you see in this picture is called **litter**. **Litter** is trash that was not put in the right place. It was left on the ground instead of put into the trash can or recycling bin.

[This would be a good opportunity to reinforce the meaning of the saying “a place for everything and everything in its place.”]

Does this look like a fun place to play?

Not with all that **litter** there!

**Litter** is not only ugly, it can also be harmful to animals, plants, and anything else that needs to live on the land or in the water nearby.



◀ **Show image 4A-1: Earth covered by trash**

There is a word for things that make parts of my land, water, and air dirty and **hazardous**. This word is **pollution**. **Pollution** is something harmful to the air, water, or land that does not belong there. **Litter** is a type of land **pollution**. It looks ugly, and it is **hazardous** to creatures and plants that need to live on my land.

Today, I told you about the **pollution** on my land—or land **pollution**. Over the next few days I will tell you about **pollution** in my air and in my water.

## **Discussing the Read-Aloud**

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's read-aloud?
  - The main topic of today's read-aloud is land pollution.
2. *Literal* Who creates all the trash on Earth?
  - People create all the trash on Earth.
3. *Inferential* Tell about what happens to a piece of garbage using these Image Cards.
  - Hold up Image Cards 1 through 6 and, as a class, talk about what is happening in each image.
4. *Inferential* Why can a landfill be a dangerous place?
  - The buried garbage could have bad gases and chemicals in it.



◀ **Show image 7A-4: Litter in park**

5. *Literal* What do you see in this picture?
  - I see litter on the ground.
6. *Inferential* Why is litter a kind of land pollution?
  - Litter is ugly and is harmful to people, animals, and plants that live on land.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and

**Sentence Frames:**

Have you seen pollution before?  
(Yes/No)

I have seen...

I have seen... and it looked...

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Have you seen pollution in real life?

Describe what it is like.

- Alternatively, students can draw a picture of what pollution looks like.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



## Word Work: Generate

◀ **Show image 2A-2: Garbage**

1. In the read-aloud today, Good Old Earth told us, "People are the only creatures on earth who *generate* any trash."
2. Say the word *generate* with me three times.
3. *To generate* means to make or to create.
4. At every lunch, the students generate three big bags of trash.
5. Tell your partner why you think people generate so much trash. Use the word *generate* in your answer.  
[If necessary, guide and/or rephrase students' responses: "People generate so much trash because . . ."]
6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: I will name something or someone. With your partner, think of what that thing or person generates. Then respond using a sentence with the word *generate*, for example, "\_\_\_\_\_ generates \_\_\_\_\_."

1. a pear tree (pears)
2. a spider (spider webs)
3. the soil (crops; flowers; trees; plants; etc.)
4. a human (garbage; babies; ideas)
5. a chicken (eggs)



**Complete Remainder of the Lesson Later in the Day**



# Land Pollution

4B

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### Context Clues: *Litter*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Litter).] In the read-aloud, Good Old Earth showed us some *litter* in the park. Here *litter* means trash that has been left on the ground. Which picture shows this?
2. Litter is also the action you do by throwing trash on the ground instead of into a trash can. Which picture shows this?
3. Litter is also a group of baby animals born at the same time from the same mother. Which picture shows a litter of pigs?
4. I'm going to say some sentences with the word *litter*. Hold up one finger if my sentence tells about *litter* in picture one; hold up two fingers if my sentence tells about *litter* in picture two; and hold up three fingers if my sentence tells about *litter* in picture three.
  - Joey littered the wrapper of his juice box straw on the ground.
  - Marcella picked up the litter on the playground and threw it in the garbage can.
  - Instead of placing the scrap paper in the recycling bin, Jayden littered the paper on the classroom floor.
  - Old MacDonald's dog had a litter of puppies.
  - The litter at the beach makes the beach look ugly.

## ➡ Syntactic Awareness Activity

### *Prepositions of Location (from, to)*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the content presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today we are going to practice using words that tell us where things are from and where things are going.



#### ◀ Show image 2A-2: Garbage

1. What do you see in this picture?

- I see a lot of garbage in this picture.

[You may wish to briefly review that humans are the only ones who generate garbage.]

Where did this garbage come from?

[Have students answer using this sentence starter: "This garbage comes **from** . . ."]

We use the word **from** when we want to show where something was before. This garbage comes *from* people's homes.



#### ◀ Show image 2A-7: Garbage truck

2. What do you see in this picture?

- I see a garbage truck.

Where is this garbage truck going?

[Have students answer using this sentence starter: "This garbage truck is going **to** . . ."]

We use the word **to** when we want to show where something is going. This garbage truck is going *to* a landfill.

3. Using *from* and *to*, tell your partner where you were this morning before coming to school and where you will go after school. For example, you could say, "I came *from* my cousin's house this morning, and I will go *to* the library after school."

## ↔ Vocabulary Instructional Activity



### Word Chart: Hazardous

#### ← Show image 2A-11: Closed landfill

1. In the read-aloud you heard, “The garbage underground may have *hazardous* gases and chemicals in it.”
2. Say *hazardous* with me three times.
3. *Hazardous* means very dangerous. When you hear the word *hazardous*, that means it can really hurt or harm you.
4. We will make a two-column chart for the word *hazardous*.

**Note:** Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the chart to them.

5. [Point to the left column with the red dot at the top.]

Can you think of some things or some actions that are hazardous to your safety?

[You may wish to have students discuss this with their partner, in small groups, or with home-language peers.]

6. The opposite of *hazardous* is *safe*. When something is safe it will not hurt or harm you.

[Point to the right column with the green dot at the top.]

Can you think of some things you can do to keep yourself safe?

[You may wish to have students discuss this with their partner, in small groups, or with home-language peers.]

7. Now you will draw one picture showing something hazardous and one picture showing something safe. When you are finished with your pictures, you can come up to place them in the correct column.

[Throughout this domain, encourage students to continue thinking about the words *hazardous* and *safe*, and add additional pictures to the Word Chart.]

## ⑩ End-of-Lesson Check-In

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### *Garbage*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about garbage, litter, and pollution.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- You may wish to show students images 7A-4, 7A-6, and 7A-7, or use Response Cards 9 through 11, to review the different types of pollution.
- You may wish to review the sequence of what happens to garbage from its creation to being dumped in a landfill, using Flip Book images 2A-3 through 2A-8 or Image Cards 1–6.
- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may also use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- The words *garbage*, *trash*, *litter*, and *pollution*
- The words *generate* and *hazardous*
- Information about pollution

## **Take-Home Material**

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### **Family Letter**

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Send home Instructional Masters 4B-1 and 4B-2.



# Air Pollution

5

## **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Recall that smog is a type of air pollution
- ✓ Identify cars and factories as two main contributing factors to air pollution
- ✓ Explain how air pollution is harmful to people's health
- ✓ Recognize that pollution harms Earth and the things that live on Earth

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "Air Pollution" (RI.K.2)
- ✓ With prompting and support describe the connection between factory waste, car exhaust, and air pollution, and describe how air pollution is harmful to people's health (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text on pollution (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that air pollution is harmful to living things (RI.K.8)
- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Garbage" and "Air Pollution," naming the topic and supplying some details (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise *Taking Care of the Earth Book #4* as needed (W.K.5)

- ✓ With assistance, categorize and organize facts and information about garbage and land pollution (W.K.8)
- ✓ Add drawings to the *Taking Care of the Earth Book* to present information learned in “Garbage” and “Air Pollution” (SL.K.5)
- ✓ Identify real-life connections between words—*air pollution, smog, create, and harmed*—and their use (L.K.5c)

## Core Vocabulary

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**exhaust, *n.*** The waste that goes into the air from cars and other machines

*Example:* Exhaust from cars creates much of the air pollution.

*Variation(s):* none

**global, *adj.*** Around the world or worldwide

*Example:* Pollution is a global problem.

*Variation(s):* none

**harmed, *v.*** Hurt

*Example:* The birds were harmed by the air pollution.

*Variation(s):* harm, harms, harming

**smog, *n.*** Fog mixed with smoke and other dirty things in the air; a type of air pollution

*Example:* The smog that floats over our city makes it hard to see the blue sky.

*Variation(s):* none

Vocabulary Chart for Air Pollution			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	inhale/exhale hover factories gasoline lungs pollution <b><i>smog</i></b>	<i>create</i> <b>global</b> <b>harmed*</b>	air breathe blow cars city cough
<b>Multiple Meaning</b>	<b>exhaust</b> smoke	burns float	
<b>Phrases</b>	<i>air pollution</i> health problem	does not belong the more . . . , the more . . .	
<b>Cognates</b>	inhalar/exhalar gasolina factorías polución	<b>global</b> flotar	aire ciudad

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from two different read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Earth coughing
2. 7A-7: City smog
3. 8A-3: Aerial view of a city with smog
4. 8A-8: Car tailpipe
5. 8A-9: Pumping gas
6. 8A-10: Traffic jam
7. 7A-8: Factory smog
8. 8A-3: Aerial view of a city with smog
9. 8A-2: Lungs
10. 8A-1: Earth coughing



# Air Pollution

**5A**

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	What Have We Learned?	KWL Chart	15
	Introducing Air Pollution		
	Vocabulary Preview: Air pollution/Smog, Create		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Air Pollution	Earth Hat Response Card 8 Globe	10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Harmed		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	Pollution	Instructional Master 5B-1 (Taking Care of the Earth Book #4)	15
	Domain-Related Trade Book	Suggested trade books from the list: Items 1, 3, 11, 12, 16, 21, 23, and 25	

## **Advance Preparation**

Make a copy of Instructional Master 5B-1 for each student. This will be the fourth page of their *Taking Care of the Earth Book*. Students will draw a picture of pollution.

Find a trade book about pollution to read aloud to the class.

### **What Have We Learned?**

#### **Know-Wonder-Learn Chart**

**Note:** Prior to recording students' responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the chart to them.

- Review the 'K' and 'W' columns of the KWL that talk about pollution.
- See if students have anything to add to the 'W' column.
- Now ask students what they learned or remembered about garbage and land pollution from the previous lesson. Record their responses in the 'L' column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the 'L' column.
- If something newly learned in the 'L' column contradicts something that was recorded earlier in the 'K' column, this should be discussed. Then, cross out the inaccurate information in the 'K' column.

### **Introducing "Air Pollution"**

- Tell students that in today's read-aloud Good Old Earth will tell them about another kind of pollution—air pollution.

[Have students say *air pollution* with you three times.]

- Ask students: "In which part of Earth would you find air pollution?"
  - We would find air pollution in the air.

### **Vocabulary Preview**

#### **Air pollution/Smog**



◀ **Show image 8A-7: Coal plant**

1. Today Good Old Earth will show us that there is a lot of *air pollution* in his skies.

◀ **Show image 8A-3: Aerial view of a city with smog**

We will also see a city covered with *smog*.

2. Say the phrase *air pollution* with me three times.  
Say the word *smog* with me three times.
3. Air pollution is something harmful in the air that does not belong in the air.  
Smog is a type of air pollution when smoke and other hazardous gases mix with fog in the air.
4. It is not good to breathe in air pollution.  
The smog made the city look blurry.
5. [Show images 8A-7 and 8A-3.] With your partner, think of how air pollution and smog are related. Tell your partner what you think of when you see air pollution or smog.

### ***Create***

1. Today you will hear two things that *create* a lot of air pollution.
2. Say the word *create* with me three times.
3. *To create* means to make.
4. The students created a beautiful mural on the school wall.
5. I will name somebody or something. With your partner, think of what that person or thing creates. Use this sentence starter to answer, “\_\_\_\_\_ creates \_\_\_\_\_.”
  - litter (Litter creates land pollution.)
  - an author (An author creates stories.)
  - an illustrator (An illustrator creates pictures for stories.)
  - a baker (A baker creates bread, cakes, cookies, etc.)
  - a musician (A musician creates music.)
  - a sunflower (A sunflower creates sunflower seeds, nectar, yellow petals, etc.)

### **Purpose for Listening**

---

Tell students that today they will hear about air pollution. Tell them to listen carefully to find out how air pollution is created and how air pollution is harmful. Prior to presenting this read-aloud, pass out Response Card 8. Tell students to keep it on their laps and that you will tell them when it is time to use it.

By the end of the lesson, students should be able to:

- ✓ Recall that smog is a type of air pollution
- ✓ Identify cars and factories as two main contributing factors to air pollution
- ✓ Explain how air pollution is harmful to people's health
- ✓ Recognize that pollution harms Earth and the things that live on Earth

# **Presenting the Read-Aloud**

**10 minutes**

## **Air Pollution**



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 8A-1: Earth coughing**

\*Cough, cough!\* Good Old Earth here again. \*Cough, cough!\*

Why do you think I'm coughing in this picture?

[Call on a few students to answer.]

I don't really need to breathe like people and animals do. And I don't really cough, either. I'm just trying to show you that there is a lot of air pollution in my skies.

Do you remember what *pollution* means?

- Pollution is something harmful in the land, water, or air that does not belong there.



Here, there is pollution in the air called *air pollution*.

◀ **Show image 7A-7: City smog**

Last time we talked about garbage, landfills, and litter. These things can create or make land pollution. Today I am here to talk to you about another kind of pollution.

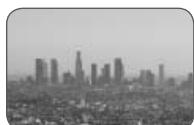
Can you guess what this type of pollution is called?

- This type of pollution is called air pollution.

This big city is covered in **smog**. **Smog** is air pollution that is a mix of smoke and fog. It is like a cloud with hazardous gases that stays close to the ground.

[Have students say *smog* with you three times. Point out that smog sounds like the words *smoke* and *fog* mixed together.]

This **smog** hovers and hangs over the city like a blanket.



[Point out the smog hovering over the city.]

◀ **Show image 8A-3: Aerial view of a city with smog**

Here's another picture of a big city and the area around the big city. Let's take a close look at it. You can tell that the front part of this picture is clear. There is not much **smog** there.

[Point to the front part of the picture.]

But as you move back towards the big city, you see it gets blurry—or not as clear. You can see that the air looks kind of foggy and clouded around the skyscrapers or tall buildings. Look even closer and you can see a thin, brownish-yellow strip of air, just below the light-blue sky. That's air pollution, or **smog**, which floats over the top of the city.



[Invite a student to point to the smog in the picture.]

◀ **Show image 8A-8: Car tailpipe**

So where does air pollution come from?

One thing that creates, or makes, a lot of air pollution are cars.

Have you ever seen this kind of smoke come from cars?

[Pause for responses.]

The smoke that you see coming from the tailpipe, or the back, of cars is called exhaust. Car exhaust creates air pollution.



This is how car exhaust pollutes the air.

◀ **Show image 8A-9: Pumping gas**

Here is someone pumping gas, or gasoline, into his car at a gas station. Gasoline is extremely useful. People use it in their cars, trucks, buses, boats, airplanes, and lawnmowers. Every day, people around the world use a lot of gasoline.



[Remind students that gasoline is a kind of oil and is a natural resource. Have students identify oil on Response Card 8.]

◀ **Show image 8A-10: Traffic jam**

Cars, trucks, buses, boats, and airplanes use gasoline to get power so that they can move. When a driver “steps on the gas,” he or she presses down the gas pedal, which is on the floor of the car.

[Mime stepping on the gas pedal.]

That sends gasoline to the engine and burns the gasoline to make the car go. But, when gasoline burns, it lets out **exhaust**, such as the smoke you saw in the picture. With millions of cars driving around letting out **exhaust**, air pollution really starts to add up. The more cars, and the bigger those cars are, the more air pollution they create.



◀ **Show image 7A-8: Factory smog**

Another thing that creates a lot of air pollution is factories. Look at all that smoke in the air coming from that factory! The smoke is created from the factory burning coal. Burning coal creates a lot of hazardous smoke.

[Remind students that coal is a natural resource. Have students identify coal on Response Card 8.]

Discuss with your partner what you think will happen to all that air pollution.

[Allow fifteen seconds for students to talk. Call on two volunteers to answer.]

Some of it will become **smog** around the factory, but most of it will be blown by the wind and carried to other places. Some of it will go way up into the atmosphere—the air high above the earth—up to where the airplanes fly.

[Show on a globe how the pollution travels from place to place. Circle your finger above the globe to show how some pollution goes into the atmosphere.]



◀ **Show image 8A-3: Aerial view of a city with smog**

Air pollution is a very serious global problem. It is a problem around the world, or all over Earth. Air pollution affects the whole planet.

Big cities are not the only places that are **harmed**—or hurt—by air pollution. Air pollution is blown by the wind to many places. Air pollution also floats high up into the atmosphere. But it does not float off into space and disappear; it stays trapped in the sky.



◀ **Show image 8A-2: Lungs**

Air pollution is also a **global** health problem for people.

[Have students locate their chest.]

Your lungs are located inside your chest. This illustration shows you what lungs look like. Each time you inhale—or breathe in—your lungs fill up with air, like balloons. When you exhale—or breathe out—the air leaves your lungs. If there is pollution in the air you breathe, then each time you inhale, that pollution enters your lungs. If you breathe in too much air pollution, you can be **harmed** by it. In fact, breathing in too much air pollution can make you sick.



◀ **Show image 8A-1: Earth coughing**

Air pollution is a big, **global** problem. But luckily, it's a problem that can be solved if everyone around the world does their part to take action to keep my air clean. I will tell you how in the last lesson. But in the meantime, you can start thinking of a solution to this problem.

## ***Discussing the Read-Aloud***

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of this read-aloud?
  - The main topic of this read-aloud is air pollution.
2. *Literal* What are two things that create a lot of air pollution?
  - Cars and factories create a lot of air pollution.
3. *Literal* What do you call the pollution that comes from a car?
  - The pollution that comes from a car is called exhaust.
4. *Inferential* What type of air pollution is smoke mixed with fog?
  - That type of air pollution is smog.
5. *Inferential* Does air pollution stay in one place? Where else can it go?
  - Air pollution does not stay in one place. It can be blown by the wind to other places, and it can float high into the sky.
6. *Inferential* How is air pollution harmful to your health?
  - It makes the air I breathe dirty. If I breathe in too much air pollution, I might get sick.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What can you do to reduce, or lessen, air pollution?

**Sentence Frames:**

Would you like to reduce air pollution? (Yes/No)

I can reduce air pollution by ...

If I . . ., I will be helping to reduce air pollution.

- You may wish to have students work in small groups or with home-language peers to come up with ideas. If necessary, prompt students with some ideas such as walking instead of driving, planting more trees to help clean the air, etc.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Harmed**

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1. In the read-aloud Good Old Earth tells us, "If you breathe in too much air pollution, you can be *harmed* by it. In fact, breathing in too much air pollution can make you sick."
2. Say the word *harmed* with me three times.
3. *Harmed* means hurt.
4. The birds are also harmed by air pollution.
5. Tell about one way Earth is harmed by things people do. Try to use the word *harmed* when you tell about it.  
[If necessary, prompt students with some ideas like littering, creating too much garbage, creating too much smog, etc. Ask two or three students. If necessary, guide and/or rephrase students' responses: "Earth is harmed when . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are examples of something or someone getting harmed, say, “\_\_\_\_\_ is/are harmed.” If any of the things I say are examples of something or someone not getting harmed, say, “\_\_\_\_\_ is/are not harmed.”

1. Jamal safely crosses the road.
  - Jamal is not harmed.
2. Kristen gets sick from drinking polluted water.
  - Kristen is harmed.
3. The mice scurry into their mouse hole before the cat can catch them.
  - The mice are not harmed.
4. Ha falls down on an icy sidewalk and hurts his legs.
  - Ha is harmed.
5. Birds that live near the factory fly through the smog around it and have a hard time breathing.
  - The birds are harmed.



**Complete Remainder of the Lesson Later in the Day**



# Air Pollution

**5B**

## **Extensions**

**15 minutes**

### **Pollution (Instructional Master 5B-1)**

- Read the title “Pollution” out loud. Have students draw what comes to mind when they think of pollution. Tell them that they can draw anything they want as long as it is related to pollution. Tell them this will be the fourth page in their *Taking Care of the Earth Book*.
- Have students dictate one or two sentences about their picture of pollution. Be sure to repeat what they have said back to them as you write on their paper.
  - ☞ Above and Beyond: Have students label or write a sentence about their picture.
- Make sure that students can name the topic of their picture—something related to pollution—and share additional information about the topic.
- Have students share their drawing in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures, e.g., the similarities between the pictures of others and their own, something they learned from the pictures of others, etc.
- If time allows, have students update their picture based on their classmates’ comments.

### **Domain-Related Trade Book**

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose a book about pollution to read aloud to the class.  
[Suggested trade books are numbered 1, 3, 11, 12, 16, 21, 23, and 25.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is

called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



# Willy the Water Drop

6

## **Lesson Objectives**

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### **Core Content Objectives**

Students will:

- ✓ Identify three types of water: fresh water, wastewater, and salt water
- ✓ Recall that animals, plants, and people need clean water to survive
- ✓ Identify wastewater as a source of water pollution
- ✓ Explain how water pollution hurts people, animals, and plants
- ✓ Recognize that pollution harms Earth and the things that live on Earth

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between fresh water supply and the survival of living things on Earth, and describe how water pollution is harmful to living things (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show that water pollution is harmful to living things (RI.K.8)
- ✓ With prompting and support, compare and contrast the three types of water: fresh water, salt water, and wastewater (RI.K.9)
- ✓ With prompting and support, distinguish between the different types of pollution (RI.K.9)
- ✓ With assistance, categorize and organize facts and information about air pollution (W.K.8)
- ✓ Describe familiar things, such as something precious to them and, with prompting and support, provide additional detail (SL.K.4)

- ✓ Use the most frequently occurring prepositions—*on, next to/beside, behind, at, in/out, over/under, from, to* (L.K.1e)
- ✓ Produce simple sentences using prepositions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *drop* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*water pollution, toxic, fresh, and precious*—and their use (L.K.5c)

## Core Vocabulary

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**evaporate, v.** To turn from a liquid into a gas

*Example:* The water drops on the leaves will evaporate into the air by the afternoon.

*Variation(s):* evaporates, evaporated, evaporating

**pollutants, n.** Harmful things that make the air, land, or water dirty

*Example:* Some water pollutants include waste from factories, sewers, and garbage.

*Variation(s):* pollutant

**reservoirs, n.** Places where water is collected and stored for use

*Example:* Many cities have reservoirs to store water.

*Variations:* reservoir

**supply, n.** The amount of something that is available for use

*Example:* The supply of crayons is enough for the entire class.

*Variation(s):* supplies

**toxic, adj.** Poisonous; harmful

*Example:* Toxic chemicals in the river water killed many fish.

*Variation(s):* none

### Vocabulary Chart for Willy the Water Drop

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>evaporate</b> gills <b>pollutants</b> <b>reservoirs</b> factory pollution/pollute	fresh* precious* <b>supply</b> <b>toxic</b>	clouds leaf ocean
<b>Multiple Meaning</b>	litter		<u>drop</u> fish pipe
<b>Phrases</b>	<i>water pollution</i> natural resource fresh water wastewater salt water water treatment plant	depend on one percent	
<b>Cognates</b>	<b>evaporarse</b> factoría polución recursos naturales	fresco* precioso* <b>tóxico(a)</b> dependen de	océano

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence is slightly different than the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-2: Earth photo showing lots of water
2. 9A-3: Water drops on leaves
3. 9A-4: Littered water
4. 9A-5: Factory on a river
5. 9A-6: Wastewater pipe
6. 9A-7: Fish
7. 9A-8: Water reservoir
8. 9A-9: Water treatment plant

9. 9A-10: Child washing hands
10. 9A-11: Drain
11. 9A-13: Sunny ocean
12. 9A-14: Water drops on a leaf



# Willy the Water Drop

**6A**

<b>At a Glance</b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Introducing the Read-Aloud</b>	<b>What Have We Learned?</b>	KWL Chart	15
	<b>Introducing “Willy the Water Drop”</b>	Examples of fresh water, wastewater, and salt water in open, see-through containers	
	<b>Vocabulary Preview: Water Pollution, Toxic</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>Willy the Water Drop</b>	Earth Hat Small, clear cup of dyed or dirty water; large clear container of clean water	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Examples of fresh water, wastewater, and salt water in open, see-through containers	10
	<b>Word Work: Fresh</b>	U.S. map or map of the local area	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Drop</b>	Poster 5M (Drop)	15
	<b>Syntactic Awareness Activity: Prepositions</b>		
	<b>Vocabulary Instructional Activity: Precious</b>		
	<b>End-of-Lesson Check-In</b>	Response Cards 9–11	

## ***Advance Preparation***

Bring in examples of fresh water, wastewater, and salt water in open, see-through containers.

Prepare to do a demonstration using a small, clear cup of dyed or dirty water added to a large, clear container of clean water.

### **What Have We Learned?**

#### **Know-Wonder-Learn Chart**

**Note:** Prior to recording students' responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the chart to them.

- Review the 'K', 'W', and 'L' columns of the chart that talk about pollution.
- See if students have anything to add to the 'W' column.
- Now ask students what they learned or remembered about air pollution from the previous lesson. Record their responses in the 'L' column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the 'L' column.
- If something newly learned in the 'L' column contradicts something that was recorded earlier in the 'K' column, this should be discussed. Then, cross out the inaccurate information in the 'K' column.

### **Introducing "Willy the Water Drop"**



#### **← Show image 9A-3: Water drops on leaves**

- Tell students that in today's read-aloud they will hear a story about one of Good Old Earth's friends named Willy the Water Drop. By listening to a story about Willy, they will learn about the different types of water there are on Earth and about water pollution.
- Say: "Willy the Water Drop is a fictional or imaginary character. Does this mean that he is real or make-believe? Can a water drop really have a smiley face or emotions?"
  - Willy the Water Drop is a make-believe character. A water drop cannot really have a smiley face or emotions.
- Explain to students that they will hear about Willy's journey to different places. As Willy travels from place to place, he turns into different types of water.

### ***Essential Background or Terms***

- Explain that the three forms of water are fresh water, salt water, and wastewater.
- Hold up an example of each type of water as you explain. Or, you may wish to have students *carefully* pass the containers around to look at and smell.
- Tell students that fresh water can come from Earth's rivers, lakes, and streams. There is very little salt in fresh water. As long as the fresh water is clean or has been cleaned, it is safe to drink.
- Tell students that salt water is salty water from the ocean or sea. People should not drink salt water.
- Tell students that wastewater is water that is not clean anymore. Wastewater has a lot of dirty things in it. Drinking wastewater can make animals and humans very, very sick.

### **Vocabulary Preview**

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#### ***Water Pollution***

◀ **Show image 7A-6: Litter in the water**

1. Today Good Old Earth will tell us how litter in the water is one thing that creates *water pollution*.
2. Say the phrase *water pollution* with me three times.
3. Water pollution is something harmful in the water that does not belong in the water.
4. Water pollution makes fresh water dirty and dangerous to drink.
5. Tell your partner what you think of when you see water pollution.

#### ***Toxic***

1. Today you will hear that wastewater is hazardous because it can contain *toxic*, or poisonous, things in it.
2. Say the word *toxic* with me three times.
3. When something is toxic, it is poisonous and very harmful.
4. If you eat something that is toxic, you will become sick. Some toxic things can make you very, very sick.

Many parents lock toxic cleaning supplies in a cabinet so that babies and children cannot get to them.

5. With your partner, think of something that is toxic.
  - If necessary, prompt students with ideas such as car exhaust, cleaning chemicals, air fresheners, nail polish, etc.
  - Call on a few partner pairs to share.

### Purpose for Listening

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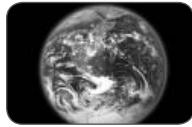
Tell students that they will hear about different types of water and water pollution. Tell them to listen carefully to find out where Willy the Water Drop goes and how he becomes different types of water.

By the end of the lesson, students should be able to:

- ✓ Identify three types of water: fresh water, wastewater, and salt water
- ✓ Recall that animals, plants, and people need clean water to survive
- ✓ Identify wastewater as a source of water pollution
- ✓ Explain how water pollution hurts people, animals, and plants
- ✓ Recognize that pollution harms Earth and the things that live on Earth

### **Willy the Water Drop**

[Put on the Earth Hat and assume the character of Good Old Earth.]



◀ **Show image 9A-2: Earth photo showing lots of water**

Hi kids! Do you see all that water on my surface?

- Have different students come up and point to Earth's land, water, and air.

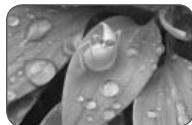
Water is a very precious natural resource that I have. When something is precious to you, it is important and should not be wasted. You would never want to lose something that is precious to you.

No matter who you are and no matter where you live, you'll always need water, especially my fresh water. You, and all the creatures and plants on Earth, depend on my precious, fresh water **supply**.

Do you remember what it means to depend on something?

- *To depend on something* means to need it to survive.

There's enough fresh water for everyone as long as everyone is careful to conserve it and not use too much of it or pollute it. That's why I need you all to help me take care of my water. So I am going to tell you a story about my friend, Willy the Water Drop, to teach you about water.



◀ **Show image 9A-3: Water drops on leaves**

I found Willy a few weeks ago resting on this leaf with a bunch of other water drops.

[Have a student point to Willy. Have students say, "Hi, Willy the Water Drop!"]

Discuss with your partner what Willy is in the picture. Do you think he is fresh water, salt water, or waste water?

[Allow fifteen seconds for students to talk. Call on two partner pairs to answer.]

Yes, Willy is just one little drop of fresh water. Remember fresh water means water that is not salty. Fresh water can come from rivers, streams, and lakes. Every single drop of fresh water is precious.

Fresh water is what you need when you're thirsty, or when you need to take a bath, or when you need to water your plants. It's very precious, and less than one percent of the water on my surface is fresh!

[Show on a pie chart what a one percent sliver looks like. Emphasize that it is very small compared to all the water on Earth.]

I followed Willy to see what happened to him after he landed on this leaf.



◀ **Show image 9A-4: Littered river**

Well, Willy wasn't on the leaf for long. A breeze came along and shook the leaf, sending Willy into this dirty river.

What makes this river dirty?

[Have a student point to the litter in the water.]

Willy got a little dirty when he passed through all that litter.



◀ **Show image 9A-5: Factory on a river**

Later, Willy the Water Drop passed a big factory. A factory is where many things, such as clothes, cars, computers, and crayons are made. Unfortunately, factories produce wastewater. Wastewater is water that is not clean because it has been used by people to wash or flush materials such as dirt and chemicals.

Wastewater is hazardous because it can contain **toxic**—or poisonous—things in it. You definitely do not want to drink wastewater! It's **toxic**, and it's yucky. It can make you very, very sick! The **toxic**—or poisonous—things that come from dirt, litter, and chemicals in the water cause water pollution. Water pollution is harmful to the animals and plants that live in the water.

Tell your partner two types of pollution you see in the picture.

[Allow fifteen seconds for students to talk. Call on two students to answer.]

Point out the air pollution and the water pollution.]



◀ **Show image 9A-6: Wastewater pipe**

Willy went through this wastewater pipe to get out of the factory and into the river. Now Willy is definitely wastewater. When wastewater mixes with fresh water, it can pollute the fresh water **supply**. The fresh water supply is the amount of fresh water available on Earth.

[If available, mix the dirty (or dyed water) with the fresh water for students to see how easy it is for fresh water to be polluted.]



◀ **Show image 9A-7: Fish**

One morning in the river, Willy passed through a trout's gills.

[Point to the trout's gills and mention that fish breathe through their gills just like humans breathe through their lungs.]

Remember how you learned that air pollution is bad for your lungs? Just as air pollution is bad for your lungs, water pollution is bad for a fish's gills. When this fish swam by, Willy the Water Drop went through its gills. Any **pollutants**—or dirty and harmful things—that Willy picked up when he passed the litter in the river or went through the wastewater pipe from the factory could have been left inside this fish. The dirty stuff and **toxic** things on Willy could harm the fish.

[Remind students that fish is one of earth's natural resources.]



◀ **Show image 9A-8: Water reservoir**

Eventually Willy floated into a **reservoir**.

[Have students say *reservoir* with you three times.]

A **reservoir** might look like a lake, but it is made by people. It is where many cities keep their water supply.



◀ **Show image 9A-9: Water treatment plant**

Willy floated around the **reservoir** a few days until he went down a pipe and into this water treatment plant. A water treatment plant is like a big bathtub where dirty water is cleaned and all the **toxic** things are taken away. Once Willy is clean, he will be sent through another pipe to go to someone's home.



◀ **Show image 9A-10: Child washing hands**

Willy went into another pipe, and then another and another, until finally he ended up flowing out of someone's bathroom faucet.

What do you think is happening to Willy now?



◀ **Show image 9A-11: Drain**

Tell your partner where you think Willy will go now.

[Allow fifteen seconds for students to talk. Call on two volunteers to answer.]



Willy went straight down the drain.

Do you think that was the end of Willy the Water Drop? Is that the last we'll ever see of him?

[Pause for responses.]

The answer is no. Hopefully, Willy will go through another water treatment plant so all the dirt and **toxic** things can be taken away. Once Willy is clean, maybe this time he will flow into a river.

◀ **Show image 9A-13: Sunny ocean**

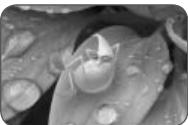
Once he's back in the river, he might flow into the ocean.

If Willy flows into the ocean, what kind of water will he become?

- If Willy flows into the ocean, he will become salt water.

Maybe a bird will drink him! Or, maybe Willy will wind up in a sunny spot like this. He will heat up, or become very hot, and then **evaporate** and float up into the sky, and there he could become part of a cloud.

You heard it right! Clouds are made up of tiny little water drops up in the sky. And now that Willy the Water Drop is part of a cloud, maybe one day . . .



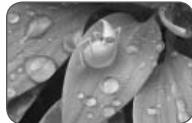
◀ **Show image 9A-14: Water drops on a leaf**

it will rain, and there you'll find Willy, a fresh water drop, sitting on a leaf waiting to start his journey all over again. Perhaps he'll end up in a bathtub or swimming pool near you!

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Which important natural resource did Good Old Earth tell you about in this read-aloud?
  - Good Old Earth told me about water.
2. *Evaluative* Who is the character in this story? Is this character real or make-believe?
  - The story is about Willy the Water Drop; he is the character in the story. He is make-believe.



◀ **Show image 9A-3: Water drops on leaves**



◀ **Show image 9A-6: Wastewater pipe**



◀ **Show image 9A-13: Sunny ocean**

3. *Literal* What are the different types of water in these pictures?
  - Show each image one at a time and have students answer by naming the type of water.
4. *Inferential* What is the difference between fresh water, salt water, and wastewater?
  - If available, show students an example of each type of water.
  - Fresh water is not salty; people can drink clean, fresh water. Salt water is salty; salt water is from the ocean. Wastewater is dirty; I can get sick if I drink it.
5. *Literal* Why are fresh water drops precious?
  - Fresh water drops are precious because there is not a lot of fresh water on Earth's surface. People use fresh water to drink, take baths, and water plants.

6. *Inferential* How is water pollution harmful to people, animals, and plants?

- Water pollution is harmful because it can make people, animals, and plants sick.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.



**Sentence Frames:**

Is this a pretty place? (Yes/No)

What is wrong with it?

The problem is ...

A solution to this problem is ...

◀ **Show image 7A-6: Litter in the water**

7. *Evaluative Think Pair Share:* What is the problem in this picture? What is a solution to this problem?

- You may wish to have students work in small groups or with home-language peers to come up with answers.
- If necessary, prompt students with ideas such as recycling the plastic and glass containers, posting a sign with a symbol saying “no littering”, etc.

8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Fresh

1. In the read-aloud Good Old Earth tells us, “Willy is just one little drop of *fresh* water.”
2. Say the word *fresh* with me three times.
3. *Fresh* means not spoiled or rotten. Sometimes *fresh* also means new.
4. Rain and snow create more fresh water for Earth.  
Ms. Jacobson told the class to take out a fresh piece of paper to write on.
5. Tell your partner about places on Earth that has fresh water.  
[You may wish to show on a U.S. map or a map of the local area where there is fresh water, such as lakes, rivers, and reservoirs.]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are examples of something fresh, say, “\_\_\_\_\_ is/are fresh.” If any of the things I say are examples of something not fresh, say, “\_\_\_\_\_ is/are not fresh.”

- Alternatively, you can have students stand up if it is fresh or stay seated if it is not fresh.
1. salt water
    - Salt water is not fresh.
  2. wastewater
    - Wastewater is not fresh.
  3. ripe tomatoes on the vine
    - Ripe tomatoes are fresh.
  4. rotten apricots on the ground
    - Rotten apricots are not fresh.
  5. clean towels
    - Clean towels are fresh.
  6. spoiled milk
    - Spoiled milk is not fresh.



**Complete Remainder of the Lesson Later in the Day**



# Willy the Water Drop

6B

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### Definition Detective: *Drop*

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you met a character called Willy the Water Drop. Willy is a *drop* of fresh water.
2. With your partner, think of as many meanings for *drop* as you can or discuss ways you can use the word *drop*.
3. [Show Poster 5M (Drop).] Which picture shows the way *drop* is used in this lesson?
4. *Drop* can also mean other things. *Drop* can mean to put something somewhere, like drop the napkin into the trash can. Which picture shows this?
5. *Drop* can also mean to fall, like ice cream dropped off the cone. Which picture shows this?
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *drop*. For example, you could say, “Juan dropped the library books into the returns slot. Which *drop* am I?” And your partner should say, “That’s number ‘3.’”

### ↔ Syntactic Awareness Activity

#### *Prepositions of Location—A Review*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the content presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these

variations and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

Directions: Today we are going to review several words you have learned. These words tell us the location or where something is.



← **Show image 9A-3: Water drops on leaves**

1. Tell your partner what you see in this picture. Try to see if you can make up sentences using the words *on* and *next to/beside*.



← **Show image 9A-4: Littered river**

2. Tell your partner what you see in this picture. Try to see if you can make up sentences using the words *in* and *next to/beside*.



← **Show image 9A-5: Factory on a river**

3. Tell your partner what you see in this picture. Try to see if you can make up sentences using the words *from*, *out*, and *behind*.



← **Show image 9A-8: Water reservoir**

4. Tell your partner what you see in this picture. Try to see if you can make up sentences using the words *over*, *under*, and *to*.

↔ **Vocabulary Instructional Activity**

**Word Work: Precious**

1. In the read-aloud Good Old Earth tells us, "Every single drop of fresh water is *precious*."
2. Say the word *precious* with me three times.
3. *Precious* means very important and special. When something is precious, it should not be wasted or lost.
4. All of Kristal's stuffed animals are precious to her; she always knows when one of them is missing.  
Khan only sees his father once a week, so the time he spends with his father is precious.
5. Tell your partner about a natural resource that is precious and why it is precious.  
[If necessary, review natural resources using Response Cards 4–8. Ask two or three students. If necessary, guide and/or rephrase students' responses: "\_\_\_\_\_ is precious because . . ."]

6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Think of one thing that or one person who is precious to you and why that person or thing is precious to you. Then tell your partner about that person or thing.

- You may also have students share in small groups or with home-language peers.
- Encourage students to ask and answer questions in response to what their partner said.
- Call on a few students to share about what or who is precious to their partner.

## 10 End-of-Lesson Check-In

### *Willy the Water Drop*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the different kinds of pollution.
- Ask them to talk to their partner about what they have learned using as many new words and new information as they can.
- You may wish to make statements about different types of pollution and have students hold up the corresponding Response Card. For example you could say, "This kind of pollution is harmful to plants that live in the water," and the students should hold up Response Card 11. You could also say something that refers to more than one type of pollution, such as "Factories create this type of pollution." Students can hold up Response Card 10 and Response Card 11.
- Students may use this time to ask their partner about unknown words from the read-aloud.
- Students may also use this time to ask and answer questions to clarify information from the read-aloud.

Items to listen for:

- The words *fresh water*, *salt water*, and *wastewater*
- The words *toxic* and *precious*
- The words *smog*, *create*, and *harmed*
- Information about pollution



# Goodbye from Good Old Earth

7

## **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Identify possible solutions for the problems created by pollution
- ✓ Recognize that people share the responsibility to take care of the earth

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Goodbye from Good Old Earth” (RI.K.2)
- ✓ With prompting and support describe the connection between different actions and how they help to take care of the earth (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud to show how the actions people take to care for the earth can help keep the earth clean and can help conserve natural resources (RI.K.8)
- ✓ Use a combination of drawing and dictating or labeling to tell about how they will help take care of the earth (W.K.3)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise *Taking Care of the Earth Book*'s cover page as needed (W.K.5)
- ✓ With assistance, categorize and organize facts and information about water pollution and what they can do to take care of the earth (W.K.8)

- ✓ Add drawings to the *Taking Care of the Earth Book* to present how they will help to take care of the earth (SL.K.5)
- ✓ Identify real-life connections between words—*encourage, organize, and effort*—and their use (L.K.5c)

## Core Vocabulary

**appliance, n.** A piece of equipment or a machine that does a certain job, usually used in the home

*Example:* The refrigerator is an important appliance in our apartment.

*Variation(s):* appliances

**carpool, v.** To travel in a car with other people, often taking turns as the driver

*Example:* My father and our neighbor carpool to work.

*Variation(s):* carpools, carpoled, carpooling

**effort, n.** A try, especially when it is hard

*Example:* Recycling takes time and effort.

*Variation(s):* efforts

**organize, v.** To plan an activity

*Example:* We can organize a bake sale and donate the money to our school.

*Variation(s):* organizes, organized, organizing

### Vocabulary Chart for Goodbye from Good Old Earth

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (\*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>appliance</b> <b>carpool</b> electricity landfill recyclable	conserve <b>effort*</b> <i>encourage</i> reduce	car family ideas neighborhood
<b>Multiple Meaning</b>	litter	help <b>organize</b>	
<b>Phrases</b>	natural resources electrical appliances power plant	make an effort to . . .	Spread the word
<b>Cognates</b>	electricidad recyclable recursos naturales	conservar reducir <b>organizar</b>	familia ideas

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from three different read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 10A-1: A parting shot of Earth
2. 10A-2: Recycling bin
3. 7A-4: Litter in the park
4. 10A-3: Family riding bikes
5. 10A-4: Bus
6. 10A-5: Child planting tree
7. 8A-5: Electrical outlet and light switch
8. 8A-7: Coal plant
9. 10A-6: Light switch turned off
10. 10A-7: Child washing hands
11. 10A-8: Happy children in nature



# Goodbye from Good Old Earth

7A

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Learned?	KWL Chart	15
	Personal Connections	KWL Chart	
	Vocabulary Preview: Encourage, Organize		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Goodbye from Good Old Earth	Earth Hat	10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Effort		
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Taking Care of the Earth Book	Instructional Master 7B-1 (Taking Care of the Earth Book: Cover Page)	15

## Advance Preparation

Make a copy of Instructional Master 7B-1 for each student. This will be the cover page of their *Taking Care of the Earth Book*. Students will draw a picture of themselves taking care of the earth.

## ***Introducing the Read-Aloud***

**15 minutes**



### **What Have We Learned?**

◀ **Show image 9A-1: Three-pane image of fresh, salt, and waste water**

- Say to students: “Describe these three types of water to your partner.” Allow fifteen seconds for students to talk. Then call on a different student to describe each type of water.

### **Know-Wonder-Learn Chart**

**Note:** Prior to recording students' responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the chart to them.

- Review the ‘K’, ‘W’, and ‘L’ columns of the chart that talk about pollution.
- See if students have anything to add to the ‘W’ column.
- Now ask students what they learned or remembered about the different types of water and water pollution from the previous lesson. Record their responses in the ‘L’ column.
- Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses for the ‘L’ column.
- If something newly learned in the ‘L’ column contradicts something that was recorded earlier in the ‘K’ column, this should be discussed. Then, cross out the inaccurate information in the ‘K’ column.

### **Personal Connections**



### **Know-Wonder-Learn Chart**

◀ **Show image 7A-9: Child shrugging**

- Ask students if they think they can help take care of the earth. Ask them what they could do to take care of the earth. Record their answers in the ‘K’ column.
- Tell students that in this lesson Good Old Earth will give them some ideas for taking care of the earth.

## Vocabulary Preview

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### ***Encourage***

1. Good Old Earth is here to *encourage* us to take care of the earth.
2. Say the word *encourage* with me three times.
3. When you encourage someone, you give hope to that person. You tell that person that s/he can do it.
4. Ricardo's mother encouraged him to learn to swim.  
Janet encourages her family to recycle.
5. Tell your partner about a time you encouraged someone else or when somebody encouraged you.

### ***Organize***

1. Good Old Earth will tell us that we can *organize* a litter pick-up for a place that has a lot of trash on the ground.
2. Say the word *organize* with me three times.
3. *To organize* something, like an event, means to plan it. *Organize* can also mean to put things in order.
4. Joel's mother organized a goodbye party for her sister.  
Jasbir likes to organize her desk when it gets too messy.
5. Tell your partner what you think of when you hear the word *organize*. I will call on a few of your to share.

## Purpose for Listening

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Tell students that this is the last read-aloud about taking care of the earth. Ask students to listen carefully to the ideas Good Old Earth has about how they can help take care of their planet.

By the end of the lesson, students should be able to:

- ✓ Identify possible solutions for the problems created by pollution
- ✓ Recognize that people share the responsibility to take care of the earth

## **Goodbye from Good Old Earth**



[Put on the Earth Hat and assume the character of Good Old Earth.]

◀ **Show image 10A-1: A parting shot of Earth**

Today is the last time I will be with you, but it's not the last time you'll see me! You see me—or at least part of me—every time you open your eyes.

Before I say goodbye, I want to encourage you to take care of me and my natural resources by sharing some ideas with you. Listen closely, and you will learn some amazing things that you and others can do to take care of me.



◀ **Show image 10A-2: Recycling bin**

Do you remember what this symbol means?

Think about what I've taught you already and then tell your partner about the three 'R's.

[Allow partners to talk for fifteen seconds. Call on two pairs to share.]

Now I want to add one more 'R' word—*responsibility*.

Do you remember what *responsibility* means?

- Responsibility means that something is your job; you are expected to do that job to the best of your ability.

[This is a good opportunity to talk about class jobs and the responsibilities each student has.]

Does your home or neighborhood have a place you can take your recyclables?

If you don't, one idea is to **organize**—or plan and prepare—a place to drop off recyclables in your home or in your neighborhood. Ask grown-ups in your family or community for help to get the bins and to take the bins to a recycling center. Make it your responsibility to sort out everything that is to be recycled and make sure that they are in the correct bins.

And spread the word about *reducing, reusing, and recycling*. Encourage your friends and families to help take care me, the earth, too.



If every person makes a small **effort** to reduce, reuse, and recycle, less trash will go to the landfills. This will help keep me clean and green.

◀ **Show image 7A-4: Litter in park**

What do you see on the ground?

Please don't litter on my land or my water! If you see a place where other people have littered, ask an adult to help you **organize**—or plan and prepare—a litter pick-up. If everyone makes an **effort** not to litter, my land and water will be cleaner and greener.



◀ **Show image 10A-3: Family riding bikes**

Tell your partner what kind of pollution cars create. Tell your partner why riding a bike might be better for the earth than driving a car.

[Allow fifteen seconds for students to talk. Call on two volunteers to answer.]

Cars are not the only way we can get around.

With your partner, think of two other ways you can get around.

[Allow fifteen seconds for students to talk. Call on two students to answer.]

Instead of driving a car to a place that's just around the corner, maybe you can walk or ride a bicycle.



◀ **Show image 10A-4: Bus**

You can encourage your family to use the bus or train if you live in a city or town where buses and trains are available. Buses are a great way to get many people where they need to go and to reduce the number of cars on the road.

Another idea to reduce the number of cars on the road is to **organize a carpool** with someone else in the neighborhood. **Carpooling** is when two or more people ride in same car together to go to the same place. You can **carpool** with another family to get to school. You can **carpool** with a neighbor to go to the store.

If every person makes a small **effort** to walk, take the bus, or **carpool**, this will reduce air pollution.

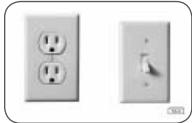


◀ **Show image 10A-5: Child planting tree**

Another idea that can reduce air pollution is to **organize** a group of people to plant trees. Trees help clean the air, so every single tree is precious.

Tell your partner some ways you can conserve trees.

[Allow fifteen seconds for students to talk. Call on a few students to share.]



◀ **Show image 8A-5: Electrical outlet and light switch**

One easy thing to do is to try to use less electricity. People use electricity for so many things. People use electricity for the lights, television, refrigerators, computers, or any other electrical **appliance**. An **appliance** is a machine you use at home, such as a microwave, computer, or television.

Can you name some **appliances** that you have at home that use electricity?

[Call on several students to answer.]



◀ **Show image 8A-7: Coal plant**

Did you know that every time someone turns on the light or any other electrical **appliance**, the electricity might be coming from a power plant like this one?

What is being added to the air from this power plant?

- Air pollution is being added to the air from the power plant.



◀ **Show image 10A-6: Light switch turned off**

But when you turn off the lights or electrical **appliance**, less coal is burned. So encourage your friends and family to use less electricity.

If every person makes a small **effort** to use less electricity, this will help reduce air pollution.



◀ **Show image 10A-7: Child washing hands**

Don't forget that living things, including humans, need fresh water to survive, and that there is a limited supply of my precious fresh water. You can do your part to conserve my precious water by not wasting it.

Tell your partner about two ways people can conserve water.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

- People can conserve water by turning off the faucet while brushing their teeth, taking shorter showers, using less water for a bath, turning off the sprinklers if it rains, etc.

Remember to use only what you need.

If every person makes a small **effort** to use less water, this will help conserve my precious fresh water supply.



◀ **Show image 10A-8: Happy children in nature**

Most important, I want to finish by reminding you that you are part of a truly beautiful and amazing world. Whether you live in the city or in the country, whether you live in a big apartment building, in a neighborhood, or on a farm, you are part of this world. If every person makes a small **effort** to help take care of me, then these little things will start to add up to many big things!

## ***Discussing the Read-Aloud***

**10 minutes**

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What does Good Old Earth tell you about in this read-aloud?
  - Good Old Earth tells us ideas about how to take care of the earth.
2. *Literal* What does Good Old Earth say we can do to reduce the amount of trash in the landfills?
  - Good Old Earth says we can organize recycling bins in our home or around the neighborhood. We can reduce, reuse, and recycle.
3. *Literal* What does Good Old Earth say we can do to reduce air pollution?
  - Good Old Earth says we can drive less, walk, or ride a bicycle. We can take the bus or carpool. We can plant trees. We can turn off the lights when we are not in the room.

4. *Inferential* How does turning off the lights reduce pollution?
  - Turning off the lights reduces pollution because when the lights are off, no electricity is being used and no coal needs to be burned at the power plant.
5. *Inferential* Why is it important to conserve fresh water?
  - It is important to conserve fresh water because there is not a lot of fresh water on Earth and living things need water to survive.
6. *Evaluative* What might happen if no one takes the responsibility to care for the earth?
  - Answers may vary.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Will you take action to care for the earth? (Yes/No)

I will ...

In order to take care of the earth,  
I will ...

7. *Evaluative Think Pair Share:* What will you do to take care of the earth?
  - Answers may vary.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

**Word Work: Effort**

1. In the read-aloud you heard, "If every person makes a small *effort* to reduce, reuse, and recycle, less trash will go to the landfills."
2. Say the word *effort* with me three times.
3. If you make an effort to do something that means you try to do it, even if it might be hard.
4. If people make an effort to drive less, there will be less air pollution.  
Tanya's teacher told her to make an effort not to speak before she is called on.
5. Tell me about an effort you can make to help take care of the earth.  
Try to use the word *effort* when you tell about it.

[Ask two or three students. If necessary, guide and/ or rephrase students' responses: "I will make an effort to take care of the earth by . . ."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the sentences I read describe an effort to take care of the earth, say, "That is an effort to take care of the earth." If anything I read does not describe an effort to take care of the earth, say, "That is not an effort to take care of the earth."

1. dropping my apple core on the playground after I eat it
  - That is not an effort to take care of the earth.
2. throwing my plastic water bottle into the correct recycling bin
  - That is an effort to take care of the earth.
3. turning off the lights when I leave the room
  - That is an effort to take care of the earth.
4. using ten paper towels to dry my hands
  - That is not an effort to take care of the earth.
5. filling up the bathtub with a lot of water to take a bath
  - That is not an effort to take care of the earth.



### Complete Remainder of the Lesson Later in the Day



# Goodbye from Good Old Earth

7B

## Extensions

15 minutes

### Taking Care of the Earth Book (Instructional Master 7B-1)

- Read the title, “Taking Care of the Earth,” aloud to the students. Have students draw themselves taking action to care for the earth. Tell them this will be the cover page to their *Taking Care of the Earth Book*.
- Have students dictate one or two sentences about their picture. Be sure to repeat what they have said back to them as you write on their paper.
  - ☞ Above and Beyond: Have students label or write a sentence about their picture.
- Have students share their drawing in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures as well as comment on the pictures, e.g., the similarities between the pictures of others and their own, something they learned from the pictures of others, etc.
- If time allows, have students update their picture based on their classmates’ comments.

### Presentations

- Note:** You may wish to have presenters and audience chosen and paired up in advance.
- Split the class in half. Tell one half of the class that they will be the presenters and that they are to stand next to their desk with their *Taking Care of the Earth Book*. Tell the other half of the class that they will be the audience and that they are to choose a presenter.
  - The presenters will present their *Taking Care of the Earth Books* to their audience.
  - When presenters have finished telling about their books, encourage students to ask and answer questions.
  - For the next round, have students switch roles.



# Domain Review

**DR**

## **Note to Teacher**

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in This Domain***

Students will:

- ✓ Recognize that people share the responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air
- ✓ Recognize that humans, plants, and animals depend on Earth's land, water, and air to live
- ✓ Identify key natural resources
- ✓ Explain that natural resources are things found on Earth and are important to people
- ✓ Describe how people use natural resources
- ✓ Recognize the need to conserve natural resources
- ✓ Recall the phrase "Reduce, reuse, recycle" and its meaning
- ✓ Describe how applying "Reduce, reuse, recycle" helps to conserve natural resources
- ✓ Recognize the recycling symbol
- ✓ Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper
- ✓ Explain that recycled materials are made from recyclable items that otherwise would have been garbage
- ✓ Sequence what happens to garbage from its creation to being dumped in the landfill

- ✓ Explain that garbage buried in landfills can be hazardous to the earth and living things
- ✓ Recall that litter is a type of land pollution
- ✓ Recognize that pollution harms Earth and the things that live on Earth
- ✓ Recall that smog is a type of air pollution
- ✓ Identify cars and factories as two main contributing factors to air pollution
- ✓ Explain how air pollution is harmful to people's health
- ✓ Identify three types of water: fresh water, wastewater, and salt water
- ✓ Recall that animals, plants, and people need clean water to survive
- ✓ Identify wastewater as a source of water pollution
- ✓ Explain how water pollution hurts people, animals, and plants
- ✓ Identify possible solutions for the problems created by pollution

## **Activities**

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### **Recycling**

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#### **Materials: Instructional Master DR-1**

Make this Instructional Master into an overhead, and use it to review the steps in the recycling process with the class. Cover all the images except the top one and ask what happens next. Then uncover the next image and ask what happens next. Do this until all the images have been uncovered.

### **Helping the Earth**

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#### **Materials: Instructional Master DR-2**

Review ways students can help take care of the earth and ways students might harm the earth. Have students draw a circle around actions that help care for the earth and put an X through the action that harms the earth.

## **Image Review**

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Show the images from any read-aloud again, and have students retell the read-aloud using the images.

## **Image Card Review**

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### **Materials: Image Cards 12–18**

Have students review Image Cards 12–18. Help students identify the image cards and brainstorm what has been learned about taking care of the earth. Then pass out Image Cards 12–18 to various students. Have students do a *Think Pair Share* for each image card. For example, for the picture of a family riding bikes, a student might ask, “What other ways are there to reduce air pollution?” or “Why is riding a bike better than driving a car?”

## **Riddles for Core Content**

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Ask the students riddles such as the following to review core content:  
[Whenever possible, have students hold up their Response Cards to respond.]

- We are three types of pollution that affect planet Earth. What are we? (land, water, air)
- We create most of the pollution on planet Earth. Who are we? (people)
- I am a form of pollution that is very harmful to people’s lungs. What am I? (air pollution; smog)
- I create electricity using coal, but I am also a big source of air pollution. What am I? (power plant)
- I am a natural resource that can be found in rivers, clouds, and oceans. What am I? (water)
- We are three types of water found on planet Earth. What are we? (fresh water, salt water, and wastewater)
- I turn wastewater into fresh, clean water that can be reused again. What am I? (water treatment plant)
- We are two sources of water pollution. What are we? (factory waste and garbage)

## **Domain-Related Trade Book or Teacher Choice**

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### **Materials: Trade book**

Read an additional trade book to review a particular concept; refer to the books listed in the domain introduction. You may also choose a specific read-aloud for students to hear again.



# Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Taking Care of the Earth*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Taking Care of the Earth*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

- ◀ **Show image 1A-1: Earth from outer space**
  1. **Earth:** This is a picture of Earth. (smiling face)
  2. **Conserve:** Using a lot of paper helps to conserve trees. (frowning face)
  3. **Exhaust:** Exhaust from cars makes the air clean and fresh. (frowning face)
- ◀ **Show image 2A-8: Landfill**
  4. **Landfill:** This is where a lot of our trash goes after we throw it away; it is a landfill. (smiling face)
  5. **Natural Resources:** Trees, fresh water, and coal are examples of Earth's natural resources. (smiling face)





◀ **Show image 7A-7**

6. **Smog:** This is an example of smog. (smiling face)
7. **Pollution:** Water pollution is healthy for fish. (frowning face)
8. **Litter:** Litter is trash that is thrown on the ground instead of into a trash can. (smiling face)
9. **Appliance:** A pencil is an example of an electrical appliance. (frowning face)
10. **Recycle:** Bottles and cans are examples of items we can recycle. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Effort:** When people make an effort to do something, it means they try hard. (smiling face)

12. **Reduce:** *To reduce* means to use less of something. (smiling face)

◀ **Show image 4A-6**



13. **Symbol:** These are recycling symbols. (smiling face)

14. **Hazardous:** Breathing in too much air pollution is hazardous to our health. (smiling face)

15. **Appreciate:** If you appreciate something, you will want to throw it away. (frowning face)

## **Part II (Instructional Master DA-2)**

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Directions: I am going to read a sentence about an action someone does that affects the earth. First, you will listen to the sentence that I read.

Next, you will decide if that action would help to take care of the earth or not. If the action is an example of taking care of the earth, circle the smiling face. If the action is not an example of taking care the earth, circle the frowning face.

1. Nadia organizes a litter pick-up at a nearby park. (smiling face)
2. Rob turns off all the lights in his home before leaving. (smiling face)
3. Leila lets the water run for a very long time while she washes her hands and plays with soap and water in the sink. (frowning face)
4. Jeannette throws her paper bag on the ground after she finishes her lunch. (frowning face)
5. Cate draws on both sides of a clean piece of paper before recycling it. (smiling face)
6. Jin's dad rides his bike to work every day instead of driving his car. (smiling face)
7. The Acevedo family car pools with their neighbor to take their kids to school. (smiling face)
8. Rodney uses six paper towels to dry off his hands. (frowning face)



# Culminating Activities

**CA**

## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

## **Enrichment**

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### **Domain-Related Trade Book**

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#### **Materials: Trade book**

Read an additional trade book to review a particular concept; refer to the books listed in the domain introduction.

## **Exploring Student Resources**

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### **Materials: Domain-related student websites**

Pick appropriate websites from the Internet or from the websites listed in the domain introduction for further exploration of topics covered in this domain: natural resources, pollution, and reduce, reuse, recycle.

## **Domain-Related Videos**

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### **Materials: Short, child-friendly videos about taking care of the earth**

Carefully peruse the Internet for short (5 minutes or less) videos related to topics covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a read-aloud or storybook.

Have students ask and answer questions using question words *who*, *where*, and *what* regarding what they see in the videos.

## **Take Action**

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### **Materials: Drawing paper, drawing tools**

Students have now learned about many different ways to take care of the earth: recycling, reducing air pollution, etc. Tell the class or small groups that they are going to make a big poster to encourage others in the school to pitch in. Suggestions may include reminders to turn off the lights when leaving a room; walk or ride a bike instead of riding in a car for short trips; plant trees; reuse and recycle things; carpool; etc. If possible, hang the posters around the school to teach students to promote awareness. (Note: You may want to tie this to an event, such as Earth Day, National Walk to School Day, Arbor Day, etc.)

## **Air Quality Color Check**

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Tell the class that they can check to see how much pollution is in the air. Explain to students that local weather or news stations provide a daily air quality color check to let people know how good or bad the air is for that day. Visit <http://www.weather.com/activities/health/airquality/> or your local news weather website to find out what the air quality is in your region.

## **Reuse Art Fair**

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**Note:** This can be done in coordination with the art teacher or can be made into a home-school connection activity.

If you have not begun this long-term project, you can begin it at this point. (See suggestions in the Pausing Point.)

Once your class is finished with their reuse art projects, set up a Reuse Art Fair in your room (or in another open space area in the school).

## **Class Job Report**

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If you have assigned class jobs, have the individual or small group report back to the class about their job and how it helps to keep Earth clean and green.

## **Guest Speakers**

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Invite parents or trusted community members whose careers or volunteer work help take care of the earth. For example, you may invite someone who works at a water treatment plant or reservoir, or someone who maintains your local parks. Ask your guests to bring in any photographs or other objects that will help show students what they do to help take care of the earth. You will want to share with your guest speakers, ahead of time, what you have already discussed in class so that they are better able to address students.

**For Teacher Reference Only:**

Instructional Masters for  
*Taking Care of the Earth*





# I Know... .

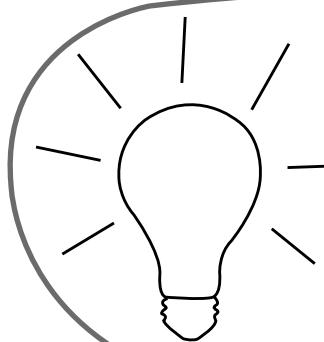




# I Wonder...?



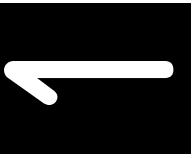




# I Learned...

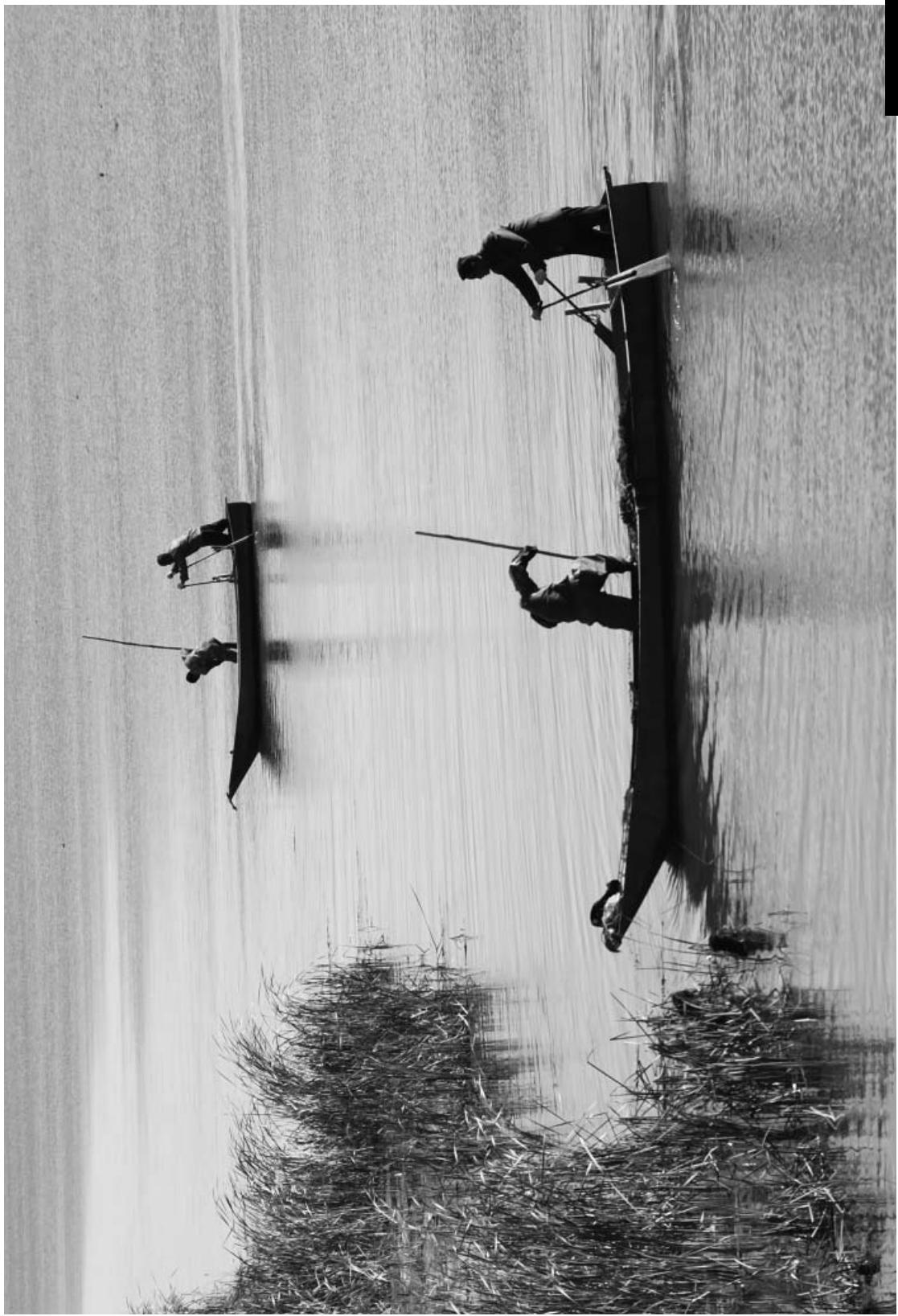




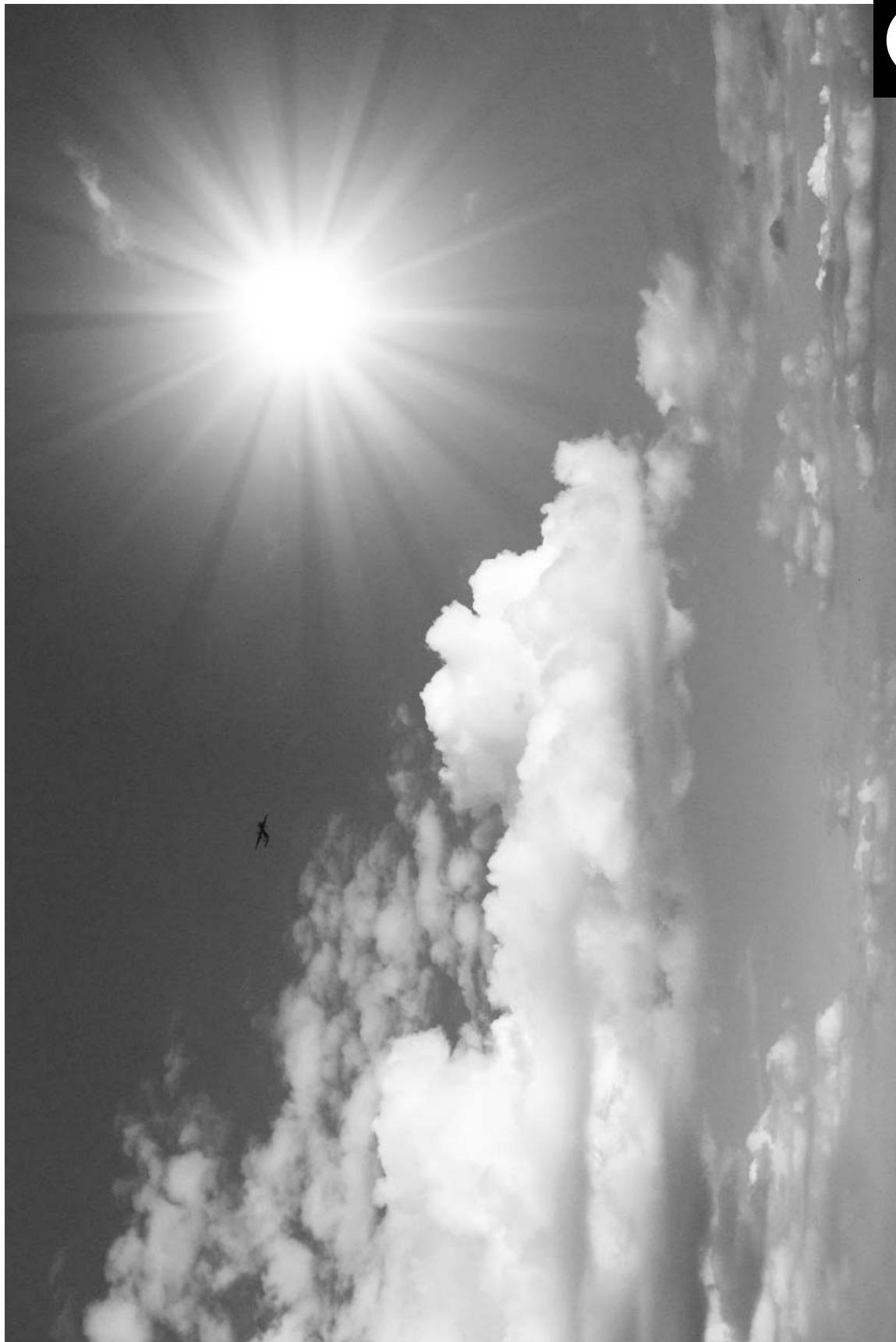




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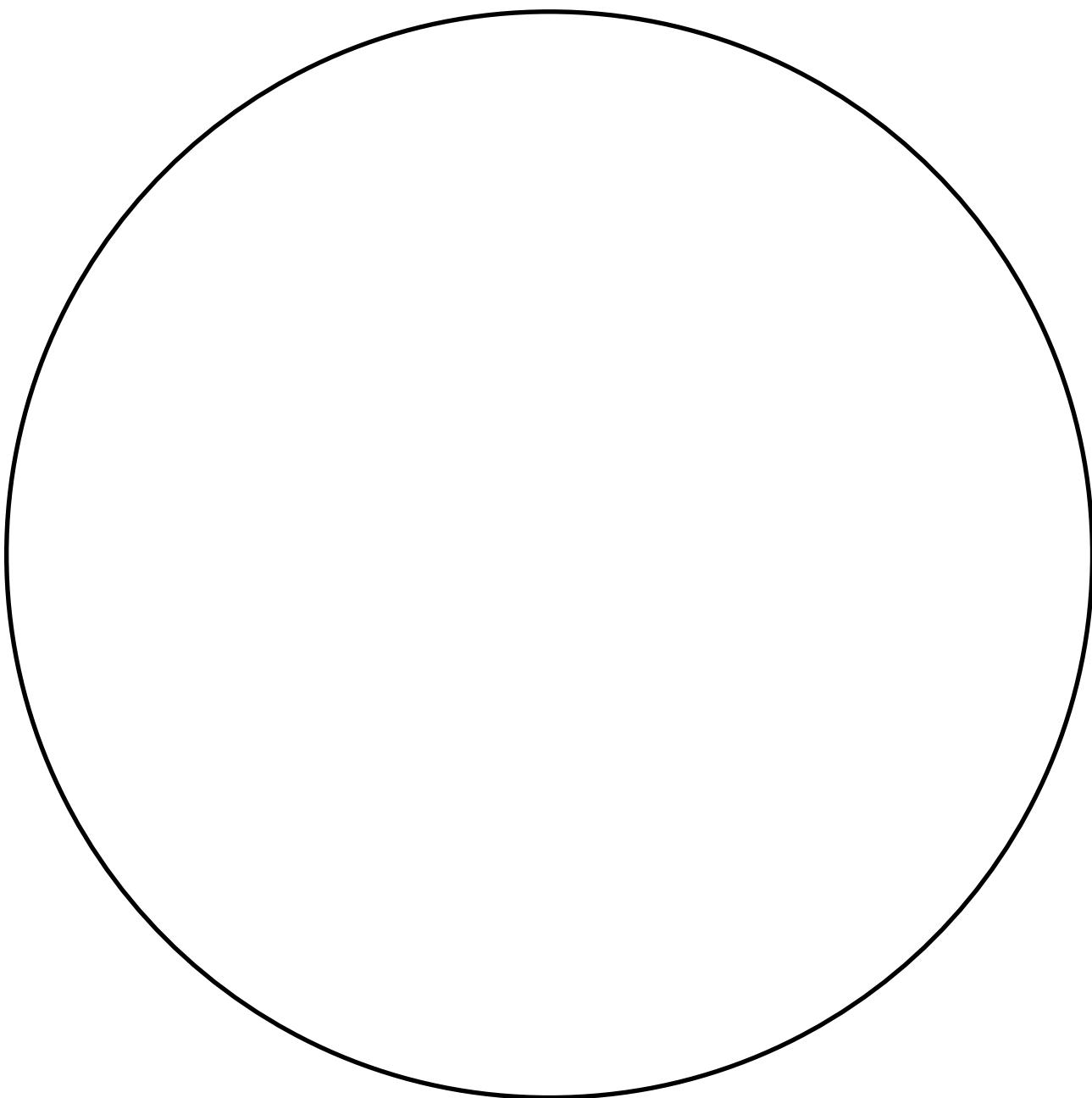






3





I appreciate Earth's \_\_\_\_\_

**1**





Dear Family Member,

Over the next couple of weeks, your child will be learning about how to take care of the earth. Your child will learn about some of Earth's natural resources, such as fresh water, trees, and coal. S/he will also learn about the three words *reduce, reuse, recycle*, and different ways to help keep Earth a safe place to live.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about taking care of the earth.

### **1. I Recycle!**

Your child will learn about different materials that can be recycled. When something is recycled it is made into something else, instead of thrown away. Using the list on the Activity Page, help your child keep track of the items you have recycled.

Give your child prompts, such as "What should I do if I have an empty soda can? Should I throw it away in the trash can? What about old newspapers? What should I do with them? Can this item be recycled?"

### **2. Land, Water, Air**

Have your child identify the land and water on this picture of Earth. Your child also learned that although they may not see it, air surrounds the earth. Ask your child about natural resources that are found on Earth. Discuss with your child why it is important to conserve natural resources, such as trees, clean water, and clear skies.



### **3. Taking Care of the Earth**

You may wish to give your child a responsibility at home that could contribute to taking care of the earth. Examples include: making sure that items that can be recycled are placed in the correct bin, checking that water faucets are turned off all the way, and turning off the lights when they are not needed.

### **4. Read Aloud Each Day**

Read to your child each day. The local library or your child's teacher may have books about taking care of the earth. A list of books about this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

## ***Recommended Resources for Taking Care of the Earth***

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### **Trade Book List**

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1. *And Still the Turtle Watched*, by Sheila MacGill-Callahan and illustrated by Barry Moser (Puffin, 1996) ISBN 978-0140558364
2. *Arthur Turns Green*, by Marc Brown (Little, Brown Books for Young Readers, 2011) ISBN 978-0316129244
3. *Blow! Air*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145452
4. *Click! Energy*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145476
5. *Compost Stew: An A to Z Recipe for the Earth*, by Mary McKenna Siddals and illustrated by Ashley Wolff (Tricycle Press, 2010) ISBN 978-1582463162
6. *EcoArt! Earth-Friendly Art & Craft Experiences for 3– to 9-Year Olds*, by Laurie Carlson (Williamson Pub, 1992) ISBN 978-0913589687
7. *Garbage and Recycling (Young Discoverers: Environmental Facts and Experiments)*, by Rosie Harlow and Sally Morgan (Kingfisher, 2002) ISBN 978-0753455036
8. *The Green Mother Goose: Saving the World One Rhyme at a Time*, by Jan Peck and David Davis and illustrated by Carin Berger (Sterling, 2011) ISBN 978-1402765254
9. *I Am Water (Hello Reader! Level 1 Science)*, by Jean Marzollo and illustrated by Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265874
10. *It's Earth Day! (Little Critter)*, by Mercer Mayer (HarperFestival, 2008) ISBN 978-0060539597
11. *Just a Dream*, by Chris Van Allsburg (Houghton Mifflin, 1990) ISBN 978-0395533086
12. *The Lorax*, by Dr. Seuss (Random House Books for Young Readers, 1971) ISBN 978-0394823379

13. *Michael Recycle*, by Ellie Bethel and illustrated by Alexandra Colombo (Idea & Design Works, 2008) ISBN 978-1600102240
14. *Rachel: The Story of Rachel Carson*, by Amy Ehrlich and illustrated by Wendell Minor (Voyager Books, 2008) ISBN 978-0152063245
15. *Recycle!: A Handbook for Kids*, by Gail Gibbons (Little, Brown Young Readers, 1996) ISBN 978-0316309431
16. *A River Ran Wild*, by Lynne Cherry (Voyager Books, 2002) ISBN 978-0152163723
17. *The Three Rs: Reduce, Reuse, Recycle (What Do You Know About?)*, by Núria Roca and illustrated by Rosa M. Curto (Barron's Educational Series, 2007) ISBN 978-0764135811
18. "Sarah Sylvia Cynthia Stout Would Not Take the Garbage Out," from *Where the Sidewalk Ends*, by Shel Silverstein (HarperCollins Children's Books, 2004) ISBN 978-0060572341
19. *Splash! Water*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145445
20. *Stories for a Fragile Planet: Traditional Tales About Caring for the Earth*, by Kenneth Steven and Jane Ray (Lion UK, 2013) ISBN 978-0745963860
21. *The Wartville Wizard*, by Don Madden (Aladdin, 1993) ISBN 978-0689716676
22. *Where Do Recyclable Materials Go? Read, Think, Recycle*, by Sabbithry Persad (Firewater Media Group, 2011) ISBN 978-0981243900
23. *Where Does the Garbage Go?*, by Paul Showers and illustrated by Randy Chewning (Harper Trophy, 1994) ISBN 978-0064451147
24. *Why Should I Save Water? (Why Should I?)*, by Jen Green and illustrated by Mike Gordon (Barron's Educational Series, 2005) ISBN 978-0764131578

25. *The Wump World*, by Bill Peet (Sandpiper, 1981) ISBN 978-0395311295
26. *Yuck! Waste*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145469



## Vocabulary List for Taking Care of the Earth (Part 1)

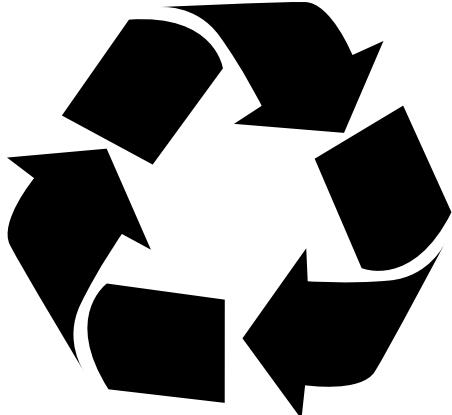
This list includes many important words your child will learn about in *Taking Care of the Earth*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- Earth
- outer space
- responsibility
- surface
- conserve
- natural resources
- oxygen
- recycle
- reduce
- solution
- sorted

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>



***Items I have recycled:******Reduce***

Don't use more than you  
really need!

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***Reuse***

If you can, use it again!

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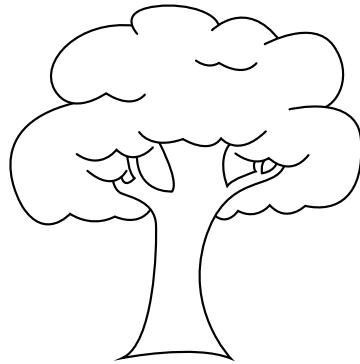
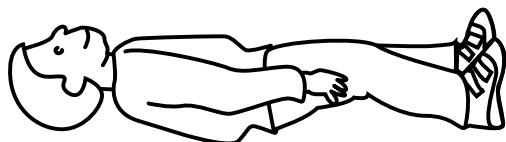
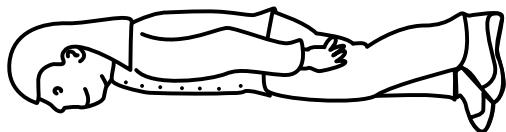
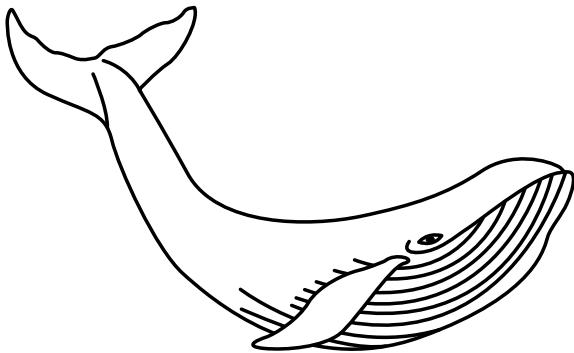
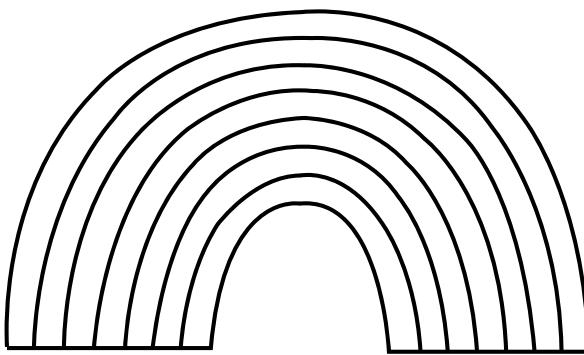
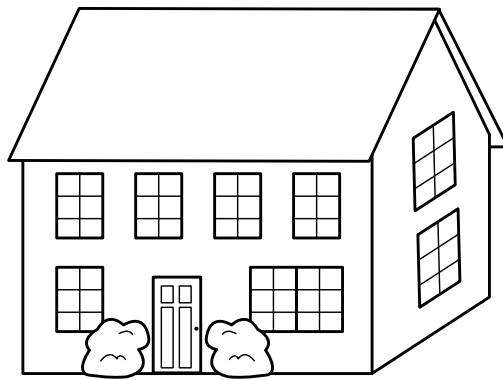
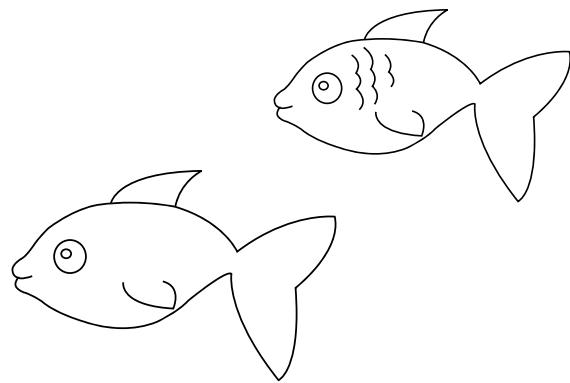
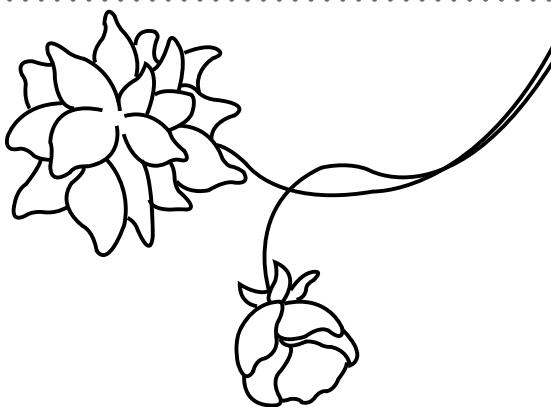
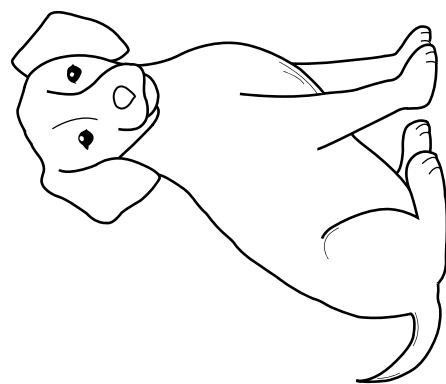
***Recycle***

Instead of throwing it  
away, first check if it can  
be recycled.



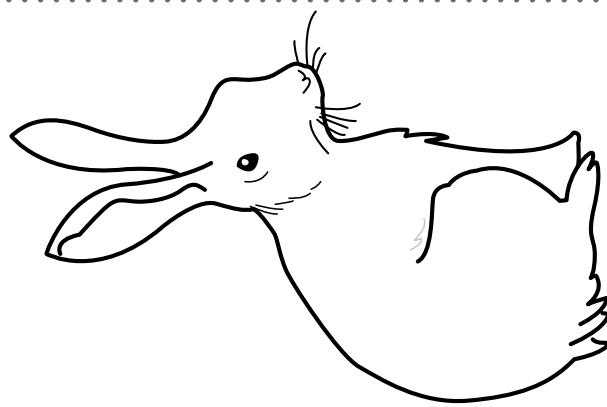
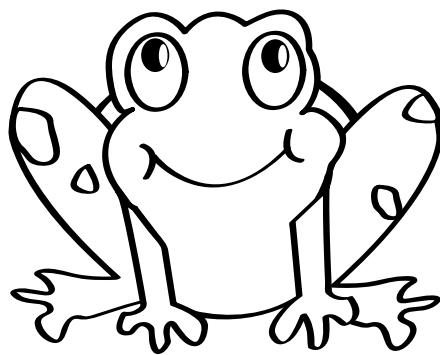
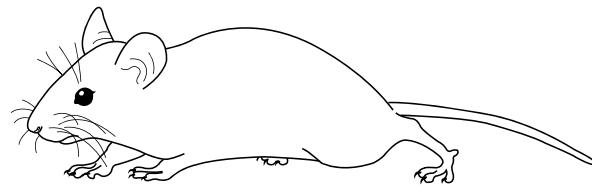
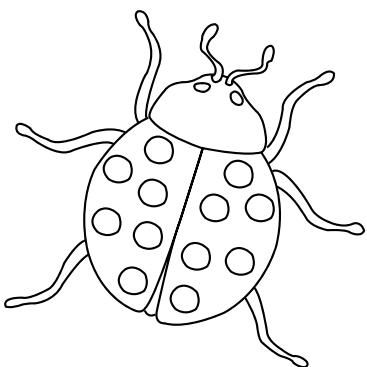
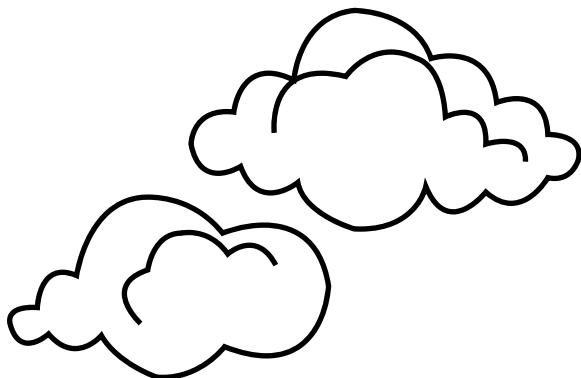
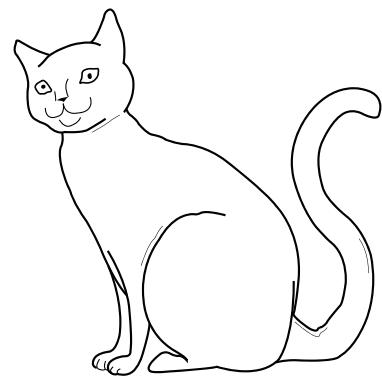
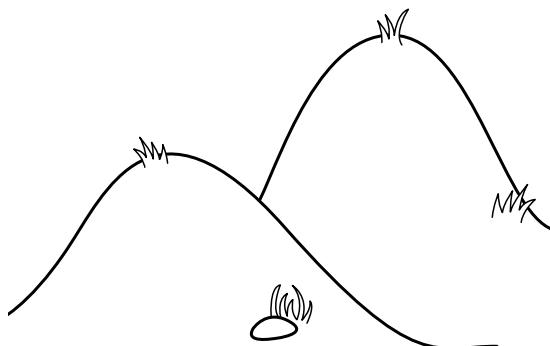
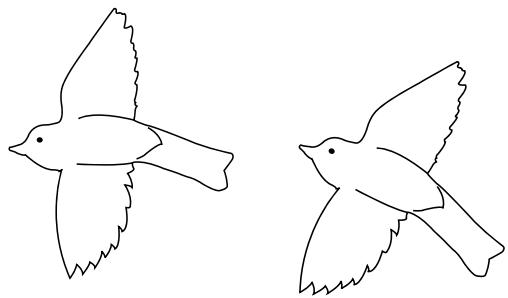


*Directions: Have students color and cut out the images and place them on the land, water, or air of the background you have prepared.*

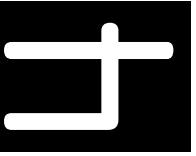




Directions: Have students color and cut out the images and place them on the land, water, or air of the background you have prepared.





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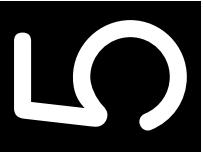
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**2A-1**

cont.

Name \_\_\_\_\_

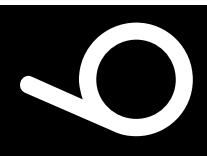




**2A-1**

cont.

Name \_\_\_\_\_

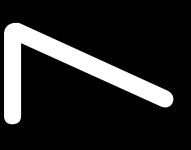
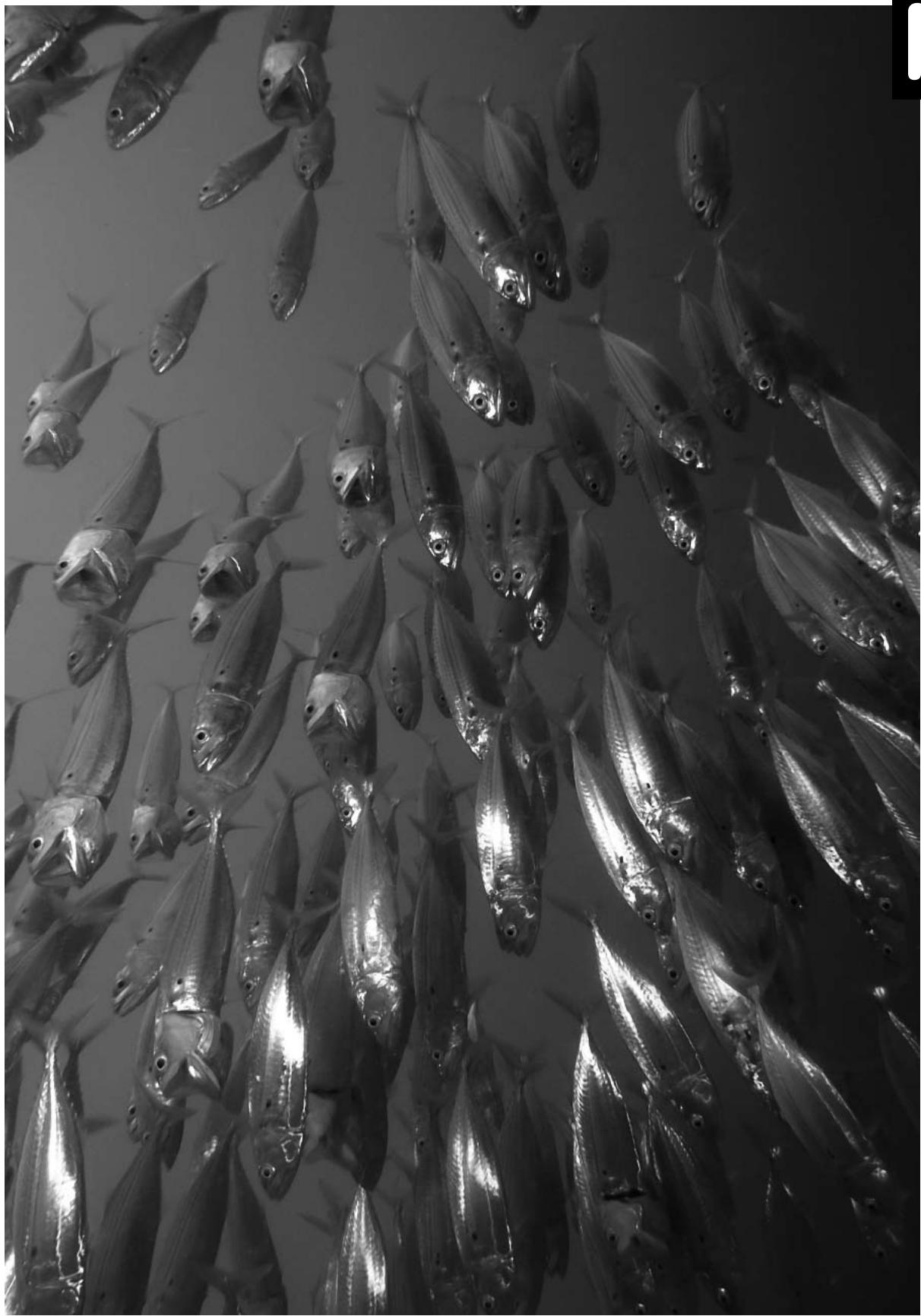




**2A-1**

cont.

Name \_\_\_\_\_



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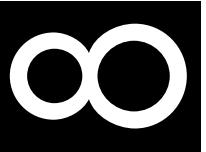
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**2A-1**

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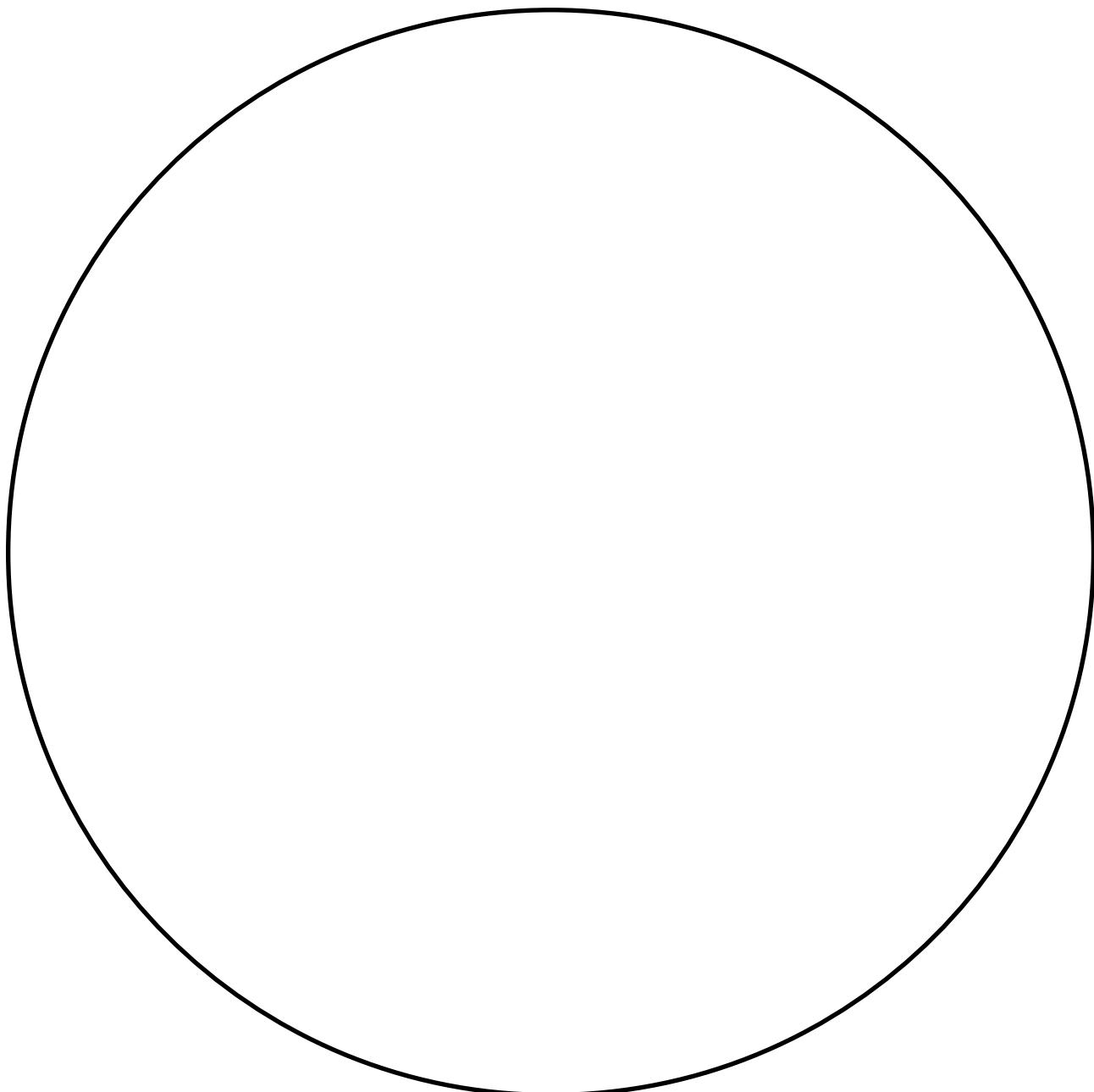
Name \_\_\_\_\_





**2D-1**

Name \_\_\_\_\_



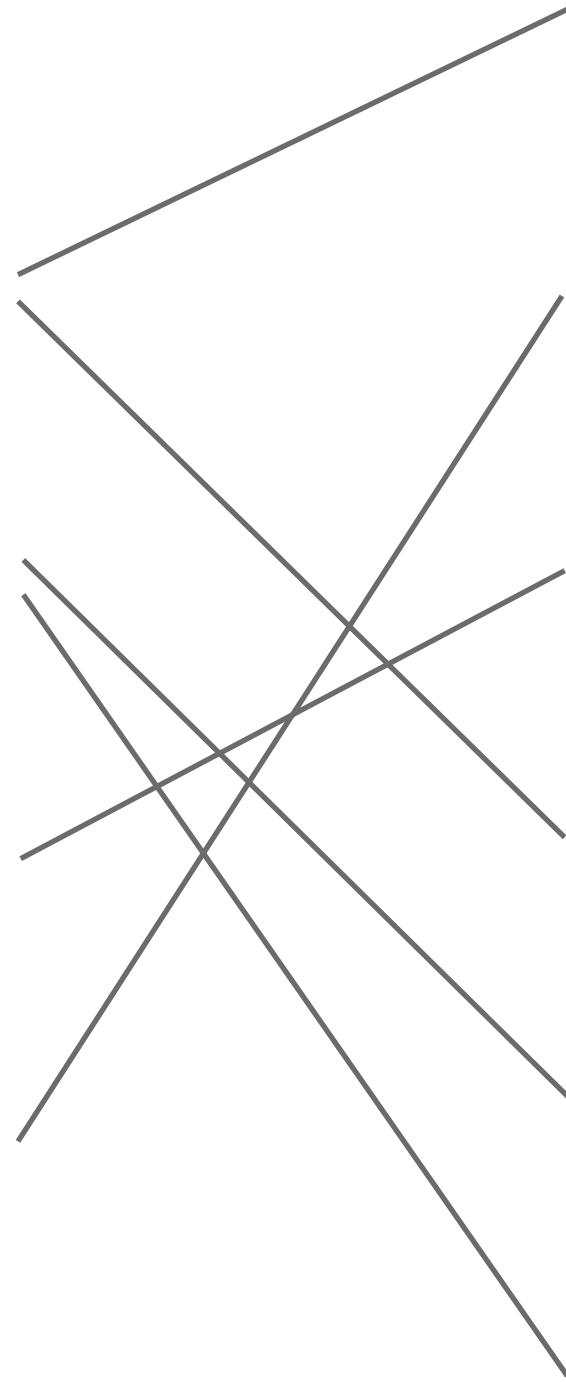
I drew \_\_\_\_\_

**2**

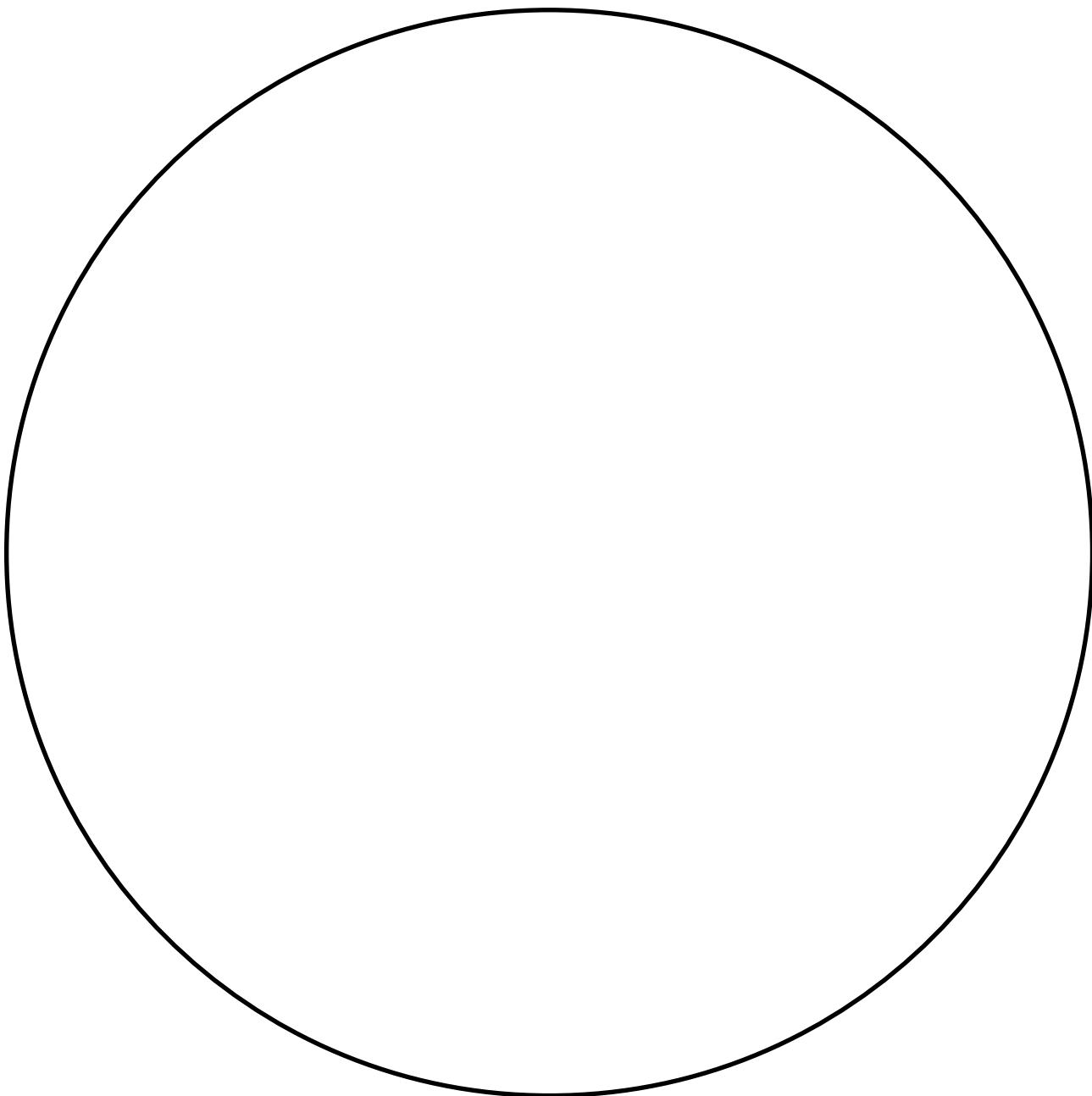








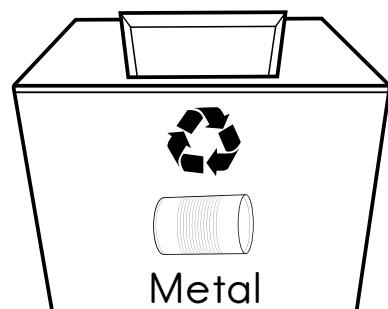
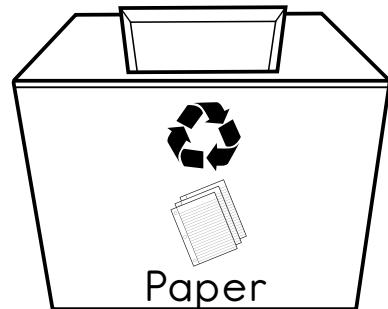


***Reduce, Reuse, Recycle***

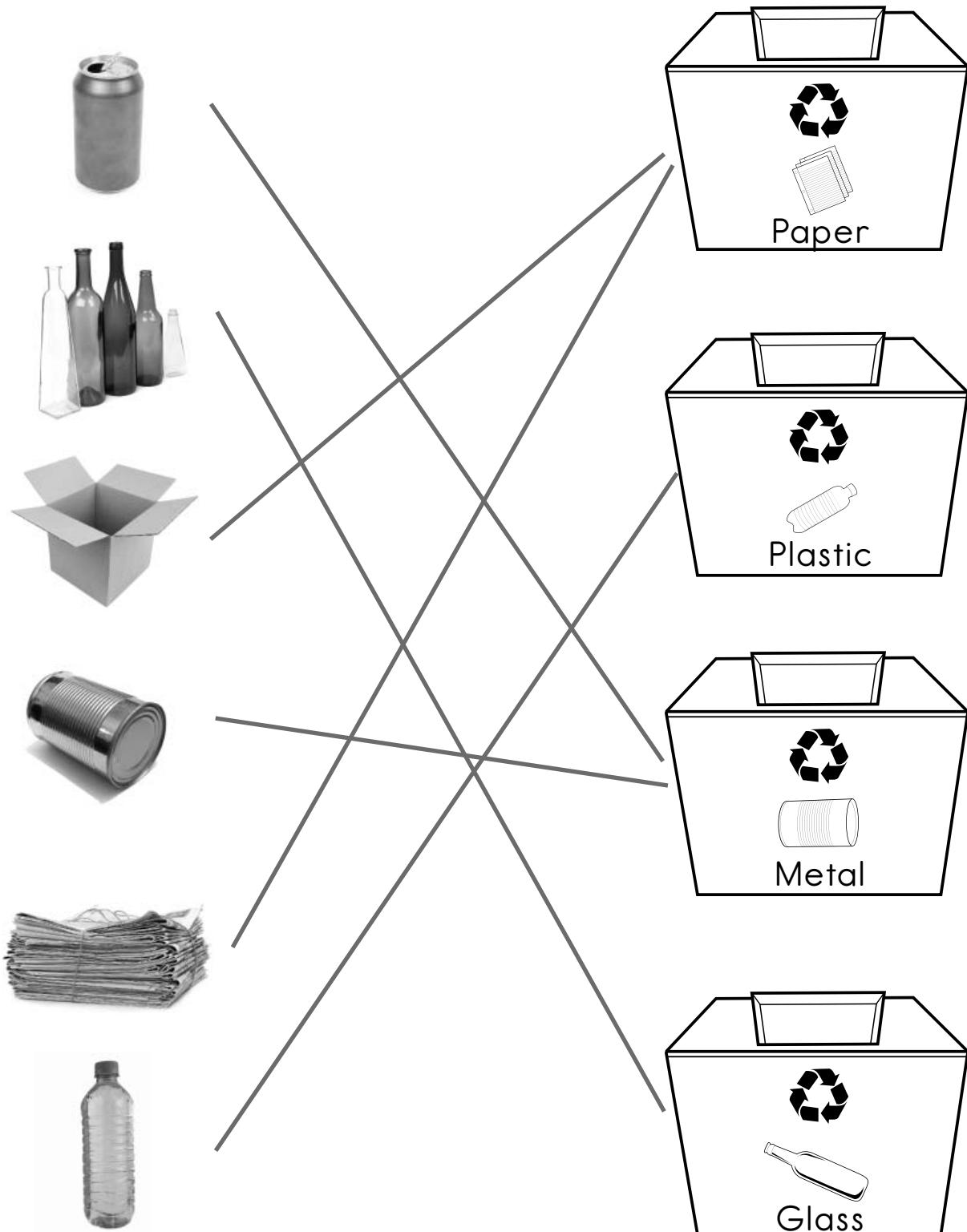
My solution to keeping Earth clean and green is\_\_\_\_\_

3

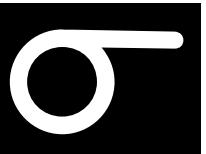










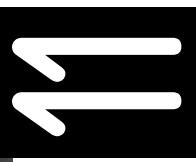


pollution



**10****pollution**





pollution





Dear Family Member,

For the second half of this unit, your child will learn about different types of pollution: land pollution, air pollution, and water pollution. Your child will be encouraged to think about solutions to the problems that pollution creates for Earth and the living things on Earth.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about taking care of the earth.

### **1. Pollution**

The three images on the Activity Page show the three types of pollution your child will learn about. Ask your child to identify each kind of pollution. Together, think about a solution to reduce each type of pollution and to help keep Earth clean. Then write your solution on the lines next to the pictures.

### **2. Use the Word *Responsibility***

Your child has learned the word *responsibility* to talk about actions we should all take to keep Earth clean. Encourage your child to use this word in different situations. Ask, “What are some responsibilities you have at home? What are some responsibilities you have at school? How are they different from your teacher’s or your parents’ responsibilities?”

### **3. Sayings and Phrases: A Place for Everything, and Everything in Its Place**

Your child has learned the saying “a place for everything, and everything in its place” in relation to recycling and putting recyclable items in the correct recycling bin. This is also a popular saying to use while cleaning up or organizing the home. Try to find opportunities to use this saying at home.

### **4. Read Aloud Each Day**

Please continue to read to your child each day. Refer to the list of books sent home with the previous family letter, recommending resources related to taking care of the earth.

Let your child know that you enjoy hearing about what s/he has learned at school.



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## Vocabulary List for Taking Care of the Earth (Part 2)

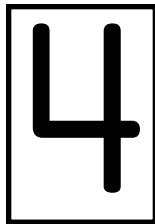
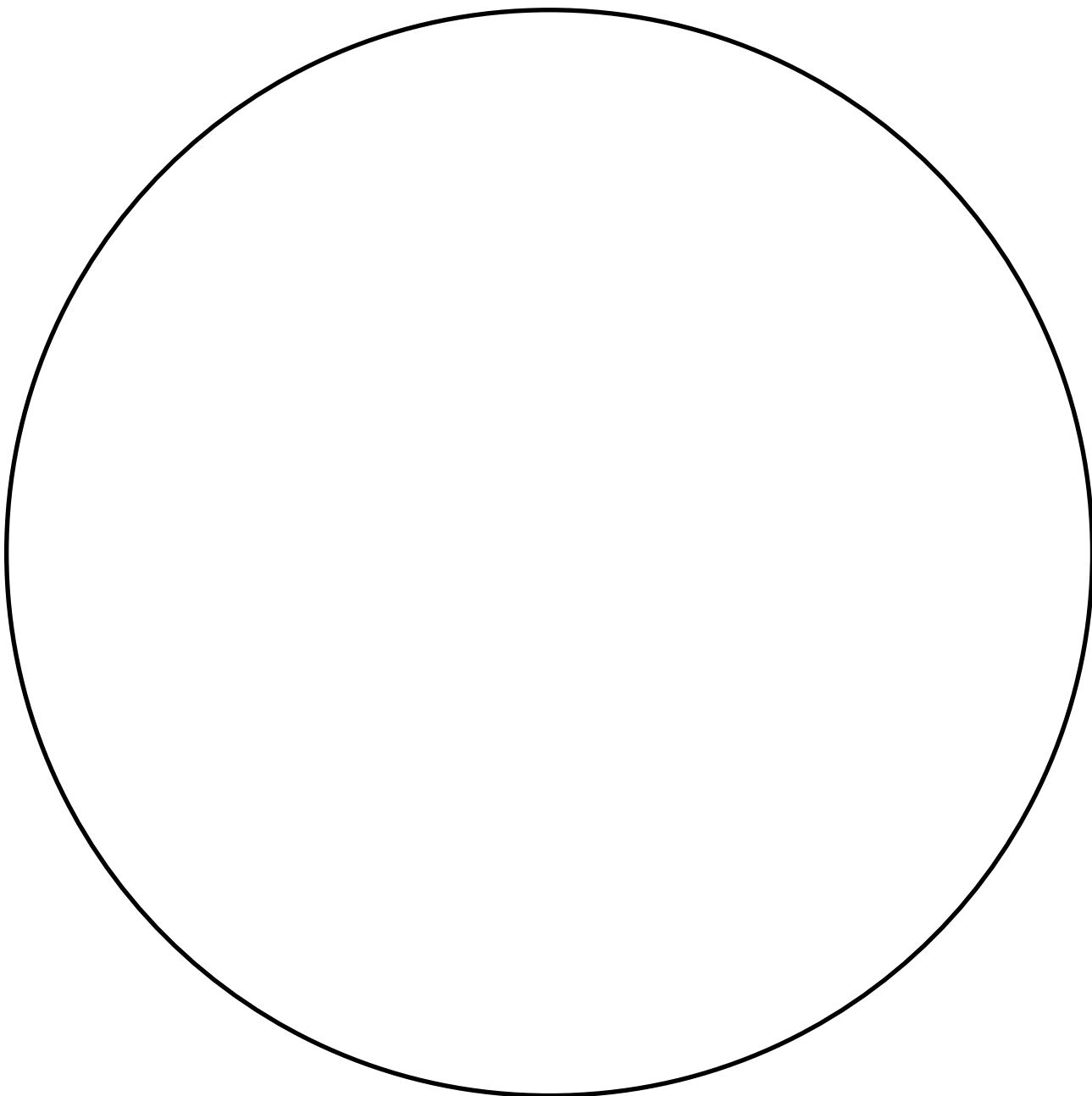
This list includes many important words your child will learn about in *Taking Care of the Earth*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- decompose
- generate
- hazardous
- landfill
- litter
- pollution
- exhaust
- smog
- evaporate
- pollutants
- reservoirs
- toxic
- carpool

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>



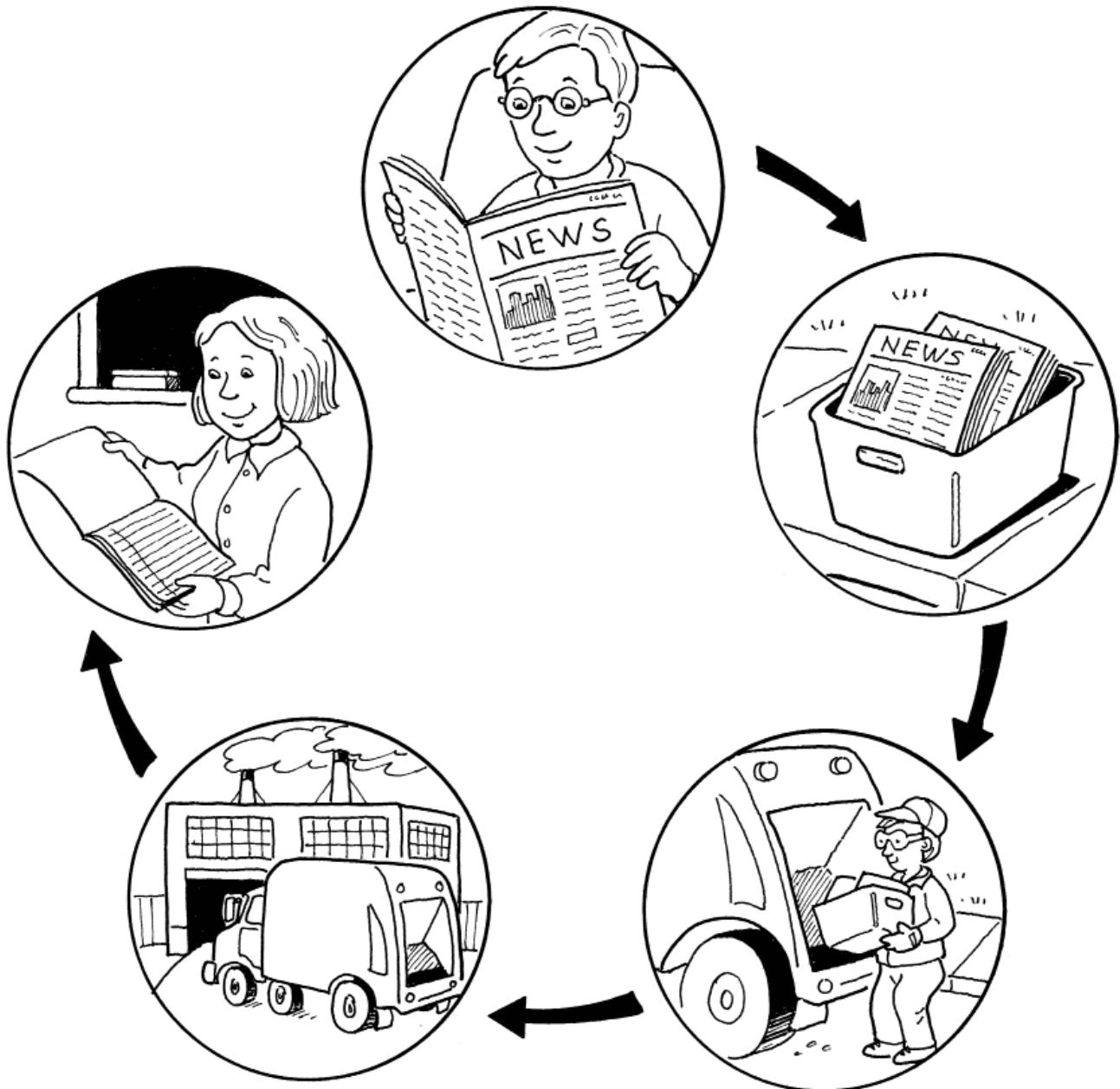
***Pollution***



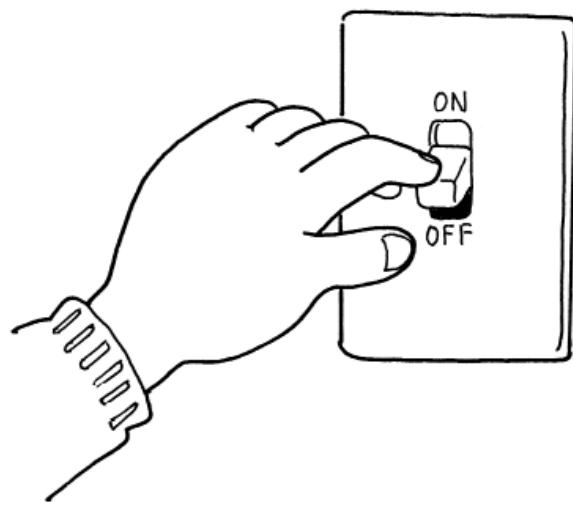
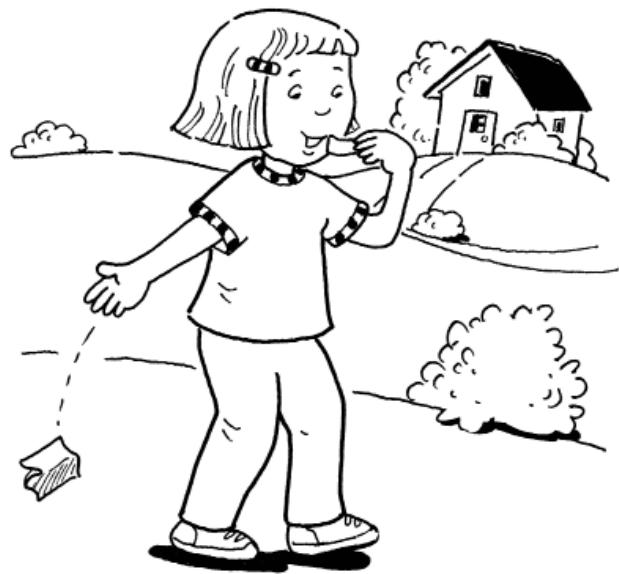
## Taking Care of the Earth

By: \_\_\_\_\_



***Recycling***



***Helping the Earth***





11. 



12. 



13. 



14. 



15. 





11.		
12.		
13.		
14.		
15.		





1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

# Tens Conversion Chart

## Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	0	10																			
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	9	10		
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	9	10	
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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