

### Focus Question:

*How can we care for Earth?*

### Book Summary

Text Type: Nonfiction/Informational

*Caring for Earth* informs readers about the many things that can be done to make a big difference for our planet. Each page suggests a new way to help the Earth along with a supportive photograph to enhance the text. Students will have the opportunity to learn about connecting to prior knowledge and determining the author's purpose.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine author's purpose
- ☐ Describe and information provided by photographs
- ☐ Discriminate short vowel /e/ sound
- ☐ Identify short vowel e
- ☐ Recognize and use pronoun we
- ☐ Identify and use the high-frequency word *when*

#### Materials

- ☐ Book: *Caring for Earth* (copy for each student)
- ☐ Author's purpose, short vowel e, pronoun we worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). Starred (\*) words appear in the lesson but not the book.

- **High-frequency words:** *for*, *we*, *when*
- **Words to Know**  
**Story critical:** *difference* (n.), *Earth* (n.), *electricity* (n.), *recycle* (v.), *reuse* (v.), *tend* (v.)
- **Academic vocabulary:** *author*\* (n.), *purpose* (n.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to share their experiences with taking care of Earth. Have them share what they have done, including planting things, recycling, saving water or electricity, and so on. Record this information on the board. Ask students if they can name the third planet from the Sun, the one we live on. Write *Earth* on the board and read it aloud with students. Have students share what they know about the Earth.

##### Introduce the Book

- Give students their copy of *Caring for Earth*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Point out that when they think about what they already know, it helps them better understand and enjoy what they are reading. Have students look at both the cover and the title page of the book and discuss with a partner any connections to prior knowledge they made. Invite volunteers to share their connections with the rest of the class.

#### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.

### Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Caring for Earth*.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about caring for Earth. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- What can people plant to care for Earth?* (level 1) pages 3 and 4
- How will reusing and recycling help the Earth?* (level 3) pages 5 and 6
- How do people save water and electricity?* (level 2) pages 8 and 9
- What are some ways families can care for Earth?* (level 3) multiple pages
- Why did the author write this book about caring for Earth?* (level 3) multiple pages

#### Text Features: Photographs

Have students work with a partner to review the photographs on pages 5 and 6. Ask students: *Why would the author choose to include photographs rather than drawings? How do these photographs help you understand what caring for the Earth means? How do these photographs give more detail than what is written in the book?* Have students review other photographs in the book and discuss them with their partner why the author chose each photograph.

### Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students draw a picture of one of their connections to the book. Invite students to share their drawing and connections with the class. Discuss as a class the importance of connecting to prior knowledge. Ask students if it helped them better understand and remember the information in the book.
- Have students work in groups to periodically review the details they have read and discuss why the author may have included those details (to inform, entertain, or persuade). Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.  
**Think-aloud:** *The book has lots of information about different things people can do to care for the Earth, such as recycling, growing a garden, planting trees, saving water and electricity, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if the author has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *We can care for Earth by tending gardens, planting trees, reusing things, recycling, riding bikes, saving water and electricity, helping animals, and cleaning up outdoors.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: Short vowel /e/ sound

- Say the word *tend* aloud to students, emphasizing the short vowel /e/ sound. Have students say the word aloud and then say the short /e/ sound. Have students practice saying the /e/ sound to a partner. Repeat this process with the following words: *dent, hen, ten, send, set, pen*.
- Read page 10 aloud to students. Have them raise their hand when they hear a word that contains the short vowel /e/ sound (*when, help*).
- **Check for understanding:** Say the following words one at a time, and have students give a thumbs-up signal if the word contains the short vowel /e/ sound: *step, bike, went, men, plant, red, bread, garden, beg, and mend*.

##### Phonics: Short vowel e

- Write the word *tend* on the board and read it aloud with students.
- Have students say the short vowel /e/ sound aloud. Then, run your finger under the letters in the word as students say the word aloud. Ask students to identify which letter represents the short vowel /e/ sound in the word *tend*.
- Say the words *pen* and *pan* aloud, emphasizing the vowel sounds, and have students write the words on a separate piece of paper. Have students compare their words with a partner's. Have students circle the word with the short vowel /e/ sound.
- **Check for understanding:** Write the following words with the short /e/ sound on the board, leaving out the vowel: *men, peg, tent, and bend*. Say each word, one at a time, and have volunteers come to the board and add the short vowel e to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel e worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Pronoun we

- Write the following sentences on the board: *Mom and I plant trees. We plant trees.* Have students share with a partner the words that we replaced in the second sentence. Have students call out the answer.
- Explain to students that the word *we* is a *pronoun* and a pronoun is a word that *replaces a noun*. Explain that just as the pronoun *I* replaces a person's name when he or she is talking about him- or herself, the pronoun *we* replaces a person's name and the names of the other people in a group with that person.
- Write the following sentence starter on the board: *We \_\_\_\_\_*. Ask students to think of something they do with friends and then share with a partner their completed sentence. Invite a volunteer to share his or her completed sentence with the class. Then, ask the student to say the same sentence but replace the pronoun *we* with several names and the word *I*. Point out that when people are talking, they often use pronouns instead of listing all the names of the people they are talking about.
- **Check for understanding:** Have students work with a partner to locate and circle every example of the pronoun *we* in the book.
- **Independent practice:** Introduce, explain, and have students complete the [pronoun we worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word when

- Write the word *when* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter on top of their desk.
- Ask students to find a sentence in the book that *when* appears in. Ask students to read aloud a sentence containing *when* to a partner. Discuss with them the meaning of the word *when*.
- Have students practice spelling *when* in the air.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *when*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *when* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.