

### About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 2,348

#### Book Summary

*Growing Up Green* tells the story of a young girl, Samantha, who thinks she is going to get away from her family's "green" rules about recycling and conservation by spending the summer with her grandmother. During her time with her grandmother, however, Samantha learns not only to conserve, recycle, and reuse, but also to take care of the environment and be a responsible citizen as well. Who would have thought that grandmother was the "greenest" of them all! Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Analyze cause and effect
- Identify and explain the use of possessive nouns
- Arrange words in alphabetical order to the third letter

#### Materials

**Green text** indicates resources available on the website

- Book—*Growing Up Green* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Prior knowledge, cause and effect, possessive nouns worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- **Content words:**
  - Story critical: *compost (n.), contributions (n.), environment (n.), hybrid car (n.), mature (adj.), nutrients (n.)*
  - Enrichment: *fanatical (adj.), produce (n.), recycling (n.)*

### Before Reading

#### Build Background

- Ask students to think of ways they recycle, reduce, and reuse at home. Discuss and review what things are done at school and at home to help the environment.
- Ask if any students have a compost pile or bin at home. If no students are familiar with composting, explain that it is a way to recycle food and kitchen waste (banana peels, coffee grounds, leftover vegetables, eggshells, and so on) into a nutrient-rich soil that can be used to help plants and trees grow. Composting is a way to "put back" the food we don't eat into the soil so new plants can grow!
- If possible, show students a picture of composting or a compost pile.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers often connect what they are reading to something they already know or have read or seen somewhere before. These connections may be classified as *text-to-self*, *text-to-text*, or *text-to-world* connections. Connecting prior knowledge about a topic to what students are reading will help them remember and understand the book.
- Model using the illustrations and title as a way to make connections with prior experience.  
*Think-aloud: The title of the story was a bit confusing to me at first, but after I looked at some of the illustrations, I realized that "green" meant to be environmentally conscious. "Green" is a term I did not grow up with, but I hear it a lot now—in the news, on the radio, and so on. I made a text-to-world connection to that term. The illustrations show a girl and an older woman, so I am thinking that she is going to visit her grandmother. That reminds me of when I used to visit my grandmother and my aunt and uncle when I was young. It was always so exciting to go spend time with them in the summer! This is an example of how I made a text-to-self connection to the book. I will have to read to see if I can make any more connections to the characters or events in the book.*
- Have students preview the rest of the book, looking at the illustrations, cover, and table of contents. Ask them to share any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and an *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading:  
*I do my homework.*
- Model identifying a series of cause-and-effect relationships.  
*Think-aloud: If I do my homework, then I will be prepared for class and know what I am doing. If I am prepared for class, I can feel proud, knowing I did my best.*
- Retell the series of cause-and-effect relationships about doing homework. Ask students to identify the causes and effects. Record these on the chart on the board.
- When you have finished, point out how each cause-and-effect relationship led to another cause-and-effect relationship.

#### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use context clues to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, such as the word *fanatical* on page 12. Model how they can use prior knowledge or context clues in the sentence to figure out the meaning of the word. Have students follow along as you read the sentence. Then ask volunteers what they think the word *fanatical* means.


- Have students check the glossary to confirm the meaning of the word.
- Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

### Set the Purpose

- Have students read to find out more about Samantha's trip to her grandmother's and what it means to "grow up green." Remind them to stop after every few pages to make a personal connection to the story.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 8. Encourage those who finish early to go back and reread.
  - Model making connections to prior knowledge.  
*Think-aloud: On page 6, I made a text-to-self connection to Samantha and her brother. The way that the two of them interact, and the illustration of her brother shooting the water bottle as if it were a basketball, reminded me of my older brother and how we used to play around. This part of the book seemed very real to me because of the personal connection I made.*
  - Invite students to share their connections so far. Ask them to identify which of the three types of connections they made (text-to-self, text-to-text, or text-to-world).
  - Draw a three-column chart on the board, and label the columns *Text-to-Self*, *Text-to-Text*, and *Text-to-World*. Record some student responses in the columns on the board. If no examples are given for a particular column, model and record an example.
  - **Check for understanding:** Have students read to the end of page 12. Continue to record their connections in the appropriate columns on the chart on the board.
  - Ask students to identify what Samantha had on her cereal instead of mangoes (sweet, fresh strawberries). Have them explain the reason why the strawberries tasted so sweet and fresh (they were grown locally and were fresh picked).
  - Introduce and explain the [cause-and-effect worksheet](#). Point out that it looks exactly like the chart you have on the board. Have students record *strawberries tasted sweet and fresh* on the *Cause* side of their worksheet and *grown locally, picked fresh* on the *Effect* side of their worksheet.
  - **Check for understanding:** Have students reread page 11. Ask them to explain what Samantha and her grandmother do with the compost (empty it into the dirt where the green beans will be planted). Have them explain the reason Samantha and her grandmother do this (to make the soil rich; to help the soil hold onto nutrients and help the plants grow). Have students use this information to record a cause-and-effect relationship on their worksheet. Invite them to share their responses.
  - Have students read the remainder of the book. Encourage them to continue to make connections and look for cause-and-effect relationships as they read the rest of the story. Remind them to continue thinking about the important events of the story as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## 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.

### Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about the topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *On page 16, I read about Samantha and her grandmother teaching a class about composting at the gardening club. That reminded me of when I was at the public library last week and saw a class on composting being held on the outside patio.*
- **Independent practice:** Introduce, explain, and have students complete the [prior knowledge worksheet](#). Encourage them to record at least one response in each column.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the cause-and-effect relationships they wrote on their worksheet. Ask students to explain or show how the strategy of identifying cause-and-effect relationships helped them understand the story.
- **Independent practice:** Have students complete the cause-and-effect worksheet. Require them to fill all the boxes. If time allows, discuss their responses.
- Help students infer how the effect of one event leads to the cause of the next, “domino” style.
- **Enduring understanding:** In this story, a girl realizes that there is more to “living green” than just following her mother’s rules. Her grandmother helps her realize that we all have a responsibility to care for the environment. The next time you drink from a plastic water bottle, eat fruits or vegetables from your refrigerator, or throw uneaten food into the garbage, what will you think about? In what ways are you already doing your part to care for the environment? In what ways can you do more?

## Build Skills

### Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *Samantha was being sent to her grandmother’s house in Maine.* Read the sentence aloud, pointing to the word *house*. Ask a volunteer to explain whose house the sentence is referring to (*grandmother’s*). Explain that the word *grandmother’s* shows that the house belongs to Samantha’s grandmother.
- Review or explain that words like *grandmother’s* are called *possessive nouns*. A possessive noun is formed by adding an ‘s or sometimes only an ‘ (if the word already ends in s) to the end of a word to show ownership, or possession.
- Direct students to page 6. Have them find a possessive noun in the second paragraph (*Nannie’s*). Ask a volunteer to read aloud the sentence containing the possessive noun *Nannie’s*. Ask another volunteer to explain what belongs to Nannie. (Explain to students that this is an implied possessive. From the context of the sentence, the reader understands that it is Nannie’s house that is being referred to).
- Have students find another possessive further down the page (*Samantha’s*). Repeat the process, making sure students see that the possessive *Samantha’s face* is directly stated rather than implied.
- Remind students that a contraction using ‘s is not the same as a possessive. For example, *it’s* is a contraction for *it is* and does not show ownership.




**Check for understanding:** Have students circle the possessive nouns in the book and underline the item that each one owns.

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). Discuss answers aloud after students finish.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead. They may even have to look at the third letter.
- Write the words *flowers* and *compost* on the board. Have a volunteer explain which word would appear first in alphabetical order (*compost*) and why (because *c* comes before *f* in the alphabet).
- Write the words *blossoms* and *boxes* on the board. Point out that the words begin with the same letter (*b*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*blossoms*, because the second letter, *l*, in *blossoms* comes before the second letter, *o*, in *boxes*).
- Write the words *boxes* and *bottles* on the board. Repeat the process, showing students how to compare the two words up to the third letter.
- **Check for understanding:** Write the words *grandmother* and *green* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper or individual white boards.

 **Independent practice:** Have students find three words in the text that start with the same letter. Ask them to write the words on a separate piece of paper or on the back cover of their book. Have them exchange papers with a partner and put the words in alphabetical order. Encourage students to find words that have first, second, and even third letters in common.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss connections they made to the story with someone at home.

### Extend the Reading

#### Realistic Writing Connection

Have students write about “going green” at home, at school, or in their community. Have them include three paragraphs discussing ways in which they already recycle, reuse, and reduce as well as simple things they can start doing to help the environment even more. Have students include information on why it is important to be “green.”

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

#### Social Studies Connection

Supply books and links to Internet websites for students to learn more about composting, or ask a guest speaker from a local gardening club to explain to students the process and value of composting. Give students index cards and instruct them to record facts, websites, and notes so they can share information with their family and perhaps start a compost bin or pile at home.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently use the strategy of making connections to prior knowledge to comprehend the text during discussion and on a worksheet
- identify cause-and-effect relationships in the text, during discussion, and on a worksheet
- recognize possessive nouns and their use in the text, in discussion, and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and in the text

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**