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Overview of the Concept: Caring and Participation

Book Summaries

Title	Level	Summary
Good Neighbours	D	In this illustrated realistic narrative, Zak shows that he is a good neighbour by offering to take Mr. Bono's dog for a walk. Other people in the neighbourhood help Mr. Bono in different ways.
The Clean-Up Team	G	In this illustrated realistic narrative, two girls notice an abundance of litter in their neighbourhood park, and they decide to organize a clean-up team to clean up the park.
Friends of the Earth	I	In preparation for Earth Day, Mr. Singh's students learn that there are many ways that people can help the Earth in this realistic narrative, which combines photographs and illustrations. Together they complete three projects to help the Earth.

Target Outcomes

BC	Alberta	WNCP/Manitoba	Ontario	APEF
Environment: <ul style="list-style-type: none"> Practise responsible behaviour in caring for their immediate environment 	My World: <ul style="list-style-type: none"> (1.1.5) Identify ways in which they and other people contribute to their community and cooperate in order to live together peacefully 	I-V-C-002: Demonstrate willingness to participate within the classroom and school I-S-003: Assume responsibility for specific tasks in group activities I-S-004: Collaborate with others to seek agreement in group activities	Heritage and Citizenship: Understanding Concepts: <ul style="list-style-type: none"> Demonstrate an understanding of rights and responsibilities in a way that shows respect for the rights and property of other people (e.g., sharing, being courteous, co-operating, not littering) 	Groups: <ul style="list-style-type: none"> 1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities <ul style="list-style-type: none"> Demonstrate an understanding that cooperation is an important part of group behaviour Take age-appropriate actions to demonstrate their responsibilities as citizens (local, national, and global)

Related Resources

- Berenstain Bears New Neighbours* by Stan and Jan Berenstain (New York: Random House, 1994).
- Berenstain Bears Grow-It!* by Stan and Jan Berenstain (New York: Random House, 1996).
- Berenstain Bears Think of Those in Need* by Stan and Jan Berenstain (New York: Random House, 1999).
- Berenstain Bears Don't Pollute (Anymore)* by Stan and Jan Berenstain (New York: Random House, 1991).
- Canadian Garbage Collectors* by Paulette Bourgeois and Kim Lafave (Toronto: Kids Can Press Ltd., 1991).
- Clifford's Good Deeds* by Norman Bridwell (New York: Scholastic, 1985).
- Count Down to Clean Up!* by Nancy Elizabeth Wallace (Boston: Houghton Mifflin, 2001).
- Farewell to Shady Glade* by Bill Peet (Boston: Houghton Mifflin, 1966).
- Litter* by Donna Bailey (New York: Franklin Watts, 1991).
- My First Green Book* by Angela Wilkes (New York: Knopf, 1991).
- My First Green Video* (New York: Sony Kids Video, 1993).
- Recycle!: A Handbook for Kids* by Gail Gibbons (Boston: Little, Brown and Company, 1992).
- Recycle It! Once is Not Enough* by Stuart A. Kallen (Edina: ABDO Publishing Company, 1990).
- Recycling Garbage* by Donna Bailey (New York: Franklin Watts, 1991).
- Stone Soup* by Ann McGovern (New York: Scholastic, 1986).

Introducing the Concept

Choose one or more of the following activities to introduce the concept of “Caring and Participation.”

Create a Neighbourhood

On a blackboard, whiteboard, or a large piece of paper, draw a few streets and a small house. Say, *This is my new house! Now I want to make a great neighbourhood.*

Ask, *What do I need?* Draw and label as many of the students' suggestions as possible, while asking the students questions such as the following:

Why do I need neighbours?

Where will I get the food I need?

What will I do if I get bored?

Where will I go to walk my dog?

What will I do with all of my garbage each week?

How will my children learn to read?

Ask the students to elaborate on their own personal experiences as they discuss their ideas. You may want to ask some of the students to draw some of the elements of the neighbourhood.

Help the Earth

Say, *Each of you has a chance to be “boss of the Earth” for a day. For the day, you only have to work on one thing: you have to try and do something to help the Earth. Ask, What would you do?* Record the students’ ideas on chart paper.

Extending and Reinforcing the Concept Using the InfoRead Little Books

On the pages that follow, you will find a lesson plan and ideas for activities specific to each InfoRead title related to this concept.

Culminating Tasks

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students’ understanding of the concept of “Caring and Participation.”

Make a Welcome Pamphlet

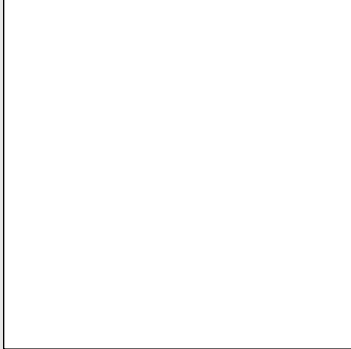
Tell the students to imagine that a new family has just moved into their neighbourhood. Have the students make a welcome pamphlet to give to the new neighbours that shows them that they are cared about, and shows them how they can participate in their new community. Each student folds a large piece of paper vertically into three sections, leaving the pamphlet folded. On the front cover of the pamphlet, the students write the title “Welcome to the Community.” In each of the other sections of the pamphlet, the students draw a place or group in their neighbourhood that the newcomers could participate in (e.g., library, annual park clean-up, Neighbourhood Watch, food bank, or food drive). The students then label the different places or groups, or write a sentence describing how the new neighbours can get involved in the community.

House Book

Discuss the kinds of things that are being done or could be done at school to show that we care about our Earth (e.g., planting trees and flowers, picking up garbage, recycling paper and pop cans, bringing litterless lunches to school). Ask, *What are some things that you and your family can do to help the Earth, in and around your house?*

Have the students make house books by writing about and illustrating a different way their families will help the Earth on each page. For the back cover of the book, use a larger piece of coloured construction paper, cut at the top to look like a rooftop. Students can make two “doors” out of coloured construction paper for the covers, and staple these to the sides of the back cover. Then students open up the “doors” and staple the book pages inside.

Extending and Reinforcing the Concept Using the InfoRead Little Books



Level D

Text Type

narrative (realistic)

Word Count

104

High Frequency Words

are, be, can, can't, come, dad, day, do, for, go, good, he, in, is, now, said, see, that, the, they, to, too, want, we, what, will, with, you

Content Words

walks, barks, neighbour, neighbours

Text Features

- 16-page book
- 1–5 lines per page
- illustrations
- moderate picture clues
- dialogue
- print within illustrations

Working with Words

Capital Letters

Cross-Curricular Links

Science
Drama

Good Neighbours

Before Reading

Ask, *Has your family ever helped one of your neighbours? How did you help?* (e.g., shovelling snow, babysitting, lending something) Discuss how helping others shows that you care about them. Ask the students to think of other ways they show that they care about the people in their lives (e.g., invitations to parties, listening and helping with others' problems, gifts).

Previewing the Text

- Show the cover of the book and read the title. Discuss the illustration in relation to the title. Ask, *What are the people in the picture doing that show they are good neighbours?*
- Say, *This is a book about a boy named Zak who helps his neighbour, Mr. Bono. Some of Mr. Bono's other neighbours help, too.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Introduce the character names and draw the students' attention to the dog's name, Mylo. Ask, *What little part do you know at the beginning of this word?* (my) *How can you make sure dogs get enough exercise?* (go for walks)

Pages 4–5: Say, *Zak and his dad walk by this house every day, and the dog in the yard always does the same thing.* Ask, *What does he do?* (barks) Say, *Zak doesn't know the reason why the dog always barks, so he asks his dad a question at the bottom of the page. Find the word with a question mark beside it.* Ask, *What do you think Zak is asking?* Discuss the students' ideas about why the dog is barking.

Pages 6–7: Say, *When Zak asks Dad why the dog always barks, Dad asks, "What do you think?"* Ask, *What does Zak say the neighbour's dog wants to do?* Say, *Check the words to see if you're right. Now find a question that Zak asks his dad.*

Pages 8–9: Say, *The neighbour’s name is Mr. Bono and he lives alone.* Direct the students to say the word “neighbour” and listen to the sounds at the beginning and end of the word, and then locate the word on the page. Say, *Mr. Bono can’t walk his dog, Ben.* Ask, *What do you think Zak might want to do?*

Pages 10–11: Ask the students to read the first line of text to see if they predicted correctly. Ask, *How do you think Ben will feel about going for a walk?* Say, *Find the word “happy” on the page.*

Pages 12–13: Say, *Now Zak walks Ben every day.* Ask, *Where does he take the dogs? What do they do?*

Pages 14–15: Ask, *Now that Ben gets a walk every day, does he bark anymore? How do you know?* (picture) Say, *Find the words that prove he doesn’t bark anymore.* Ask, *How must the neighbours feel now that Ben doesn’t bark? What’s another word for happy? (glad) What are the other neighbours doing for Mr. Bono?*

Page 16: Read the phrase “What good neighbours!” to familiarize the students with the structure. Discuss the exclamation mark and ask individual volunteers to try reading the text with the proper inflection.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story, using the pictures as a reference.
- Encourage the students to reread the book together as a group, independently, or with a partner.
- Have the students fold a piece of paper into four parts (or prepare the paper in advance for the students). Using the text as a reference, ask the students to write about something the neighbours did to help Mr. Bono in each of the four sections of the paper. Then have the students illustrate the actions (e.g., walk the dog, mow the lawn, paint the fence, help him with gardening, bring food, keep him company).
- Ask the students to search the text to find answers to questions such as the following:

At the beginning of the book, who does Zak go for walks with?

Whose dog always barks at Zak, his dad, and Mylo?

What does Zak offer to do for Mr. Bono?

Where does Zak go with Mylo and Ben?

What do the neighbours want to do for Mr. Bono?

Working with Words: capital letters

With the students' help, list all of the names in the story. Help them notice that all the names start with a capital letter. Distribute a copy of **BLM 1: Capital Letters** to each student. The students cut out the capital letters at the bottom of the page, and glue them into the correct places of the names in the sentences.

Extending Activities

Caring Quilt

Give each student a piece of square paper. Instruct the students to draw a picture of him- or herself with a family member, friend, neighbour, or someone else they care about. Each student should draw him- or herself doing something for the other person to show that they care (e.g., helping with a chore, playing together, reading to them). Next, give each student a slightly larger piece of coloured construction paper. The students must glue their picture on top of the construction paper, making a coloured border for the drawing. After their squares are glued together, the students may want to “sew” the drawing to the construction paper by making short black lines around the edge of the drawing. You may want to demonstrate this to the students. When all of the squares are finished they can be assembled on a wall, or large piece of paper, to make a quilt.

Helping Hands

Ask the students, *How do you help your neighbours? Are there other ways you could help your neighbours?* Discuss various ways to help. Remind the students that they should only help neighbours who are well known to them, and only with parental permission. Ask each student to trace one of their hands, and then write one thing that they can do to help his or her neighbours inside the hand shape. The students can also write their names on their “wrists” or “fingers.” The hands can be cut out and assembled as a class book.

Neighbourhood Caring

Explain to the students that some senior citizens get lonely when their family and friends are not nearby. Ask the students to make something for local senior citizens to show that they care about them. Have the students draw pictures, do a writing exercise (e.g., poetry), or make a craft (e.g., paper flowers, valentine cards) that can be taken to a local nursing home or retirement home to be distributed to the residents.

Cross-Curricular Links

Science

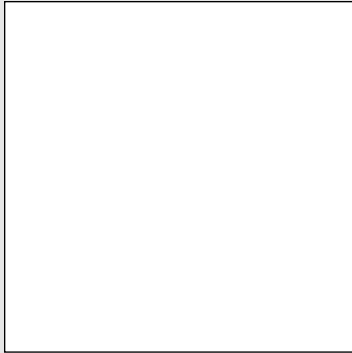
Ask, *What did Mr. Bono use that helped him to walk? What else do people who have difficulty walking use?* (wheelchairs, canes) Discuss other things that might help people adapt to various physical limitations. For example, people with hearing loss may use hearing aids and have special telephones. People who have limited or no vision may have a seeing-eye dog, and/or use Braille to read and write.

Science

Discuss with the students some of the things that neighbours can do to help one another during each of the four seasons. Have each student print the following pattern sentence at the bottom of a large piece of paper, and then fill in the blanks: “In _____, the neighbours _____.” For example, “In spring, the neighbours plant flowers.” Ask the students to illustrate their page, and then bind the students’ pages together to make a class Big Book.

Drama

Divide the students into pairs and ask them to create a skit in which one neighbour is helping another. Allow the students plenty of time to rehearse before they present their skits to the class.



Level G

Text Type

narrative (realistic)

Word Count

159

High Frequency Words

a, about, all, an, and, are, at, came, can, day, do, go, good, have, home, in, is, it, like, look, make, not, on, said, some, that, the, there, they, to, too, very, was, we, what

Content Words

friends, street, apartment, store, park, bottles, cans, paper, garbage, clean-up day, families, neighbours, signs, clean-up team

Text Features

- 16-page book
- 2–7 lines per page
- illustrations
- moderate picture clues
- dialogue
- thought bubbles
- print within illustrations

Working with Words

Double Letters

Cross-Curricular Links

Health/Safety
Science

The Clean-Up Team

Before Reading

Say, *I am going to say some words and phrases. You tell me how they're all related.* Say several things that relate to cleaning or “cleaning up,” pausing between each one to allow time for students to think about them. Say words such as *broom, garbage can, litter, blue box, tidy, and trash.* If they need more clues, say, *This is something we do in our classroom every day before we leave for home.* When they have guessed, write the words “clean up” on the board.

Previewing the Text

- Show the cover of the book. Ask, *What are the children and the adults doing?* Read the title of the book.
- Say, *This is a story about two girls, Adda and Kim. They like to play together in the park, but when they see how messy it is, they decide to have a clean-up day.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Introduce the characters. Ask, *Where do you think the children are going? (school) Why do you think that? (they have backpacks and books) What is another way you could check? (text)*

Pages 4–5: Use the illustration to show where the characters live and discuss their homes. Elicit the words “apartment” and “store.” Ask, *What is between their two homes? Have students locate the word “between” and ask, What little part do you know at the beginning of this word? (be)*

Pages 6–7: Say, *Adda and Kim like to go to the park. Sometimes they play on the grass and sometimes they sit under a tree and read.*

Pages 8–9: Ask, *What can Adda and Kim see all over the ground? What kinds of garbage do you see? (bottles, cans, paper) Why do you think all that garbage is there? Use the phrase “some people do not care” in your discussion.*

Pages 10–11: Ask, *What are Adda and Kim thinking about doing?* Use the phrase “clean-up day” in your discussion. Ask, *Who do you think the girls are going to ask to help? Check the words to see if you’re right.*

Pages 12–13: Ask, *What are they doing in this picture?* Read the signs to students and discuss their purpose. Ask, *Who is helping to make the signs?* Read to confirm.

Pages 14–15: Say, *Find the word that tells us what day it is.* Ask, *What little parts do you know in that word? (“sat,” “day”)* *What are the people doing?*

Page 16: Ask, *How does the park look now? What did the people do with all the garbage they collected?* (garbage bags and blue box) Ask the students to read the text on this page, and offer help where necessary. Discuss the exclamation mark and have the students practise reading the page with the proper emphasis.

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students to retell the story, using the pictures as a guide.
- Ask the students to fold a piece of paper in half. On the left side, at the bottom of the page, have them print and complete the sentence, “Before, the park was _____.” On the right side, at the bottom of the page, have the students print and complete the sentence, “After, the park was _____.” Ask the students to illustrate each sentence.
- Have the students complete **BLM 2: Missing Words** by cutting out the words from the bottom of the page, and pasting them into the sentences. Ask the students to find the page and read the sentence that answers each of the following questions:
 - Where does it say where the park is?*
 - Where does it say who helped to make the signs?*
 - Where does it say what Adda and Kim like to do in the park?*
 - Where does it say that lots of people came to the park to help clean it up?*
 - Where does it say what kind of garbage people leave in the park?*
 - Where does it say that the clean-up team was great?*

Working with Words: double letters

Ask the students to search for all the words in the text that have an “ee” combination, and list them. (street, between, tree) Then ask the students to search for all the words that contain an “oo” combination. (school, too, look, good, soon) If desired, students can also search for other words that have double letters in them. (Adda, small, all, we’ll, grass, messy, bottles) Distribute **BLM 3: Double Letter Words** to the students. Discuss and give examples of words with double consonants, as necessary. Have students list words from the book in the appropriate columns, then add one more word of their own to each of the double vowel lists.

Extending Activities

School Clean-Up

Tour the schoolyard with the students, noting what needs to be done to make it cleaner. Once back in the classroom, create a clean-up plan for the schoolyard. The class could be divided into clean-up teams, and each team could be assigned a different task on clean-up day, or each team could pick up litter on a regular basis, at an assigned recess time. Provide rubber gloves to the students for handling the litter.

Anti-Litter Signs

Have the students make signs or posters that encourage others to put their garbage in garbage cans. Post the signs and posters in the halls and near the doors of the school.

Working Together

Ask the students to recall a time when they worked with a team of people to get a job done (e.g., moving day, house cleaning, a classroom project). Instruct the students to write a few sentences that explain the activity, and explain how the team completed it successfully.

Cross-Curricular Links

Health/Safety

Have the students look closely at the illustrations in the book for examples of unsafe and unhealthy situations, as well as examples of the children practising safety and good sense. Discuss how and why each example is unsafe, and how it could be corrected. Some examples from the book are as follows:

Safe	Unsafe
Dog on a leash	Sharp cans on ground
Adda and Kim walk with older children	Garbage on ground
Rubber gloves to pick up garbage	Glass bottle on ground

Brainstorm other situations from the students' experiences that could be listed as "safe" and "unsafe." The students can then choose one example to illustrate, showing "unsafe" on the left side of a folded paper, and "safe" on the right.

Science

Discuss the various changes that occur in each of the seasons (e.g., weather, plant life, clothing, animals). Ask the students to fold a large piece of paper into four sections (or prepare the paper in advance for the students). The students draw pictures of people in a park scene in each of the four squares, with each square representing a season. The students can label each scene with the name of the season.

Science

Ask, *What kinds of things do we recycle? What do we put in our blue boxes at home?* Have the students cut out the blue box on **BLM 4: Blue Box**. If possible, copy the BLM on to the back of previously used paper to model your own recycling habits to the students. The students may colour the entire box blue, then draw and cut out pictures of items that would be recycled (e.g., plastic bottles, glass containers, newspapers), and paste them onto the blue box. The students can then label the items.

Friends of the Earth

Before Reading

If possible, display a poster promoting Earth Day. Create a KWL (What I Know, What I Want to Know, What I Learned) chart with the students. Discuss and record what the students know about Earth Day. Ask, *What is something that you could do to help the Earth?* Record the students' answers on chart paper. Use the words "recycle" and "re-use" in your discussion.

Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Read the text within the art. Say, *This is a story about a teacher named Mr. Singh who asks his students for ideas about how they can help the Earth. The students have lots of good ideas.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Say, *Mr. Singh is talking to his class about Earth Day. Ask, What question does he ask the class? Read to find out. Ask, What was Jessie's answer?*

Pages 4–5: Ask, *What is the first question Mr. Singh asks on this page? What does he ask next? Ask the students how they located the questions on the page, and briefly review the purpose of question marks. Say, Look at the poster that Mr. Singh is holding up for the class. Ask, What are the three small pictures on the poster telling us to do for Earth Day? (recycle, clean up, plant a tree)*

Pages 6–7: Point out the thought bubble. Ask, *What are Kelly and Hui thinking about? Say, It looks like some of this garbage could still be used. Ask, What could be done with the cardboard boxes? (recycle) What about the wood? Can we re-use wood to make something else? Say, Too many people throw things away when they could be recycled or re-used. Read the last sentence to find out why it's not good to throw all that garbage away.*

Level I

Text Type

narrative (realistic)

Word Count

268 (doesn't include speech balloons), 275 (includes speech balloons)

High Frequency Words

a, all, and, are, at, away, be, can, day, do, for, get, good, I, in, is, it, mom, my, of, on, put, said, that, the, there, they, to, too, up, want, we, what, who, will, with, yes, you

Content Words

Earth Day, re-use, recycle, bottles, cans, paper, garbage, creek, fish, animals, plant a tree, clean the creek, families, neighbours, projects

Text Features

- 16-page book
- 5–9 lines per page
- illustrations and photographs
- moderate picture clues
- dialogue
- speech balloons
- thought bubbles
- print within illustrations

Working with Words

Plurals

Cross-Curricular Links

Science/Art
Social Studies/Music

Pages 8–9: Say, *Noor and Tom are thinking about a creek. Ask, What’s wrong with the creek? Why is it bad to have garbage in the creek? What could the students do to help?*

Pages 10–11: Say, *Ann and Trent are thinking about the big empty space in their schoolyard. Ask, What do you think the schoolyard needs? What do trees give us to protect us from the sun? (shade) Why are trees good for animals like birds and squirrels? (provide a home)*

Pages 12–13: Say, *Mr. Singh thinks the students have good ideas about how to help on Earth Day. Ask, What are the three ideas the students have? How do you know? (speech balloons and text) Say, Find those three ideas in the text on page 12.*

Pages 14–15: Say, *Marco says the students could do all three projects for Earth Day, but they need help. Read to find out who could help. (everyone in the school, families, neighbours)*

Page 16: Say, *A picture of Mr. Singh and his class is in the newspaper. Ask, What is the title or headline in the newspaper? Where else do these words appear in the book? (cover, title page) What do you think “Friends of the Earth” means?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities, over several days.

- Reread the KWL chart from the Before Reading activity with the class. Ask, *What did you learn about helping the Earth from the story?* Add the students’ ideas to the “L” section of the chart.
- Refer to the pictures on page 15 and discuss the three ways Mr. Singh’s students helped the Earth. Ask the students to write one or two sentences describing what the students are doing in the pictures, and why (e.g., “The boys and girls are putting up posters. They want everyone to recycle cans and bottles.”).
- Have students complete **BLM 5: Who Said It?** by writing the names of the corresponding characters in the blank spaces. The students refer to the text to find the answers.
- Show a newspaper to the students, noting how each story or report has a title or headline. Read the headline on page 16 of the book. Ask the students to write a newspaper story that would accompany the headline. The students can use the text as a reference as they write about what Mr. Singh’s class did for Earth Day. The students may wish to copy the local newspaper’s title at the top of their page, and/or provide an illustration for the story.

Working with Words: plurals

Ask the students to search the text, and write down all the plural words they can find. (things, bottles, cans, lots, animals, trees, homes, birds, ideas, families, neighbours, projects, friends) As an extension, ask the students to list any contractions from the text that end in the letter “s.” (that’s, there’s, it’s, let’s)

Extending Activities

Speech Balloons

Ask the students to draw two people near the bottom of a piece of paper, and then make large speech balloons for them. Inside the speech balloon for one of the characters, the students write an idea for helping on Earth Day (e.g., “On Earth Day, I am going to use less water.”) In the other speech balloon, the students write a reason why the idea is good (e.g., “Good idea! That means you won’t waste water.”).

Scrap Paper Boxes

Collect large boxes. Divide the students into groups, and ask each group to make a “Scrap Paper” sign for one of the boxes. After affixing their sign to the box using découpage paste, have the students paste magazine pictures or their own illustrations (using scrap paper) to decorate the rest of the exterior of the box. Cover the box with découpage paste and allow time for it to dry. Give the boxes to other classrooms, or the main office, in order to encourage others to collect and use scrap paper for their work.

Litterless Lunch Day

At the end of a lunch, have the students put all their lunch garbage on a flattened garbage bag or old newspaper. Count each separate piece of garbage and make note of the total. Discuss with the students how the amount of garbage could be reduced (e.g., lunch boxes instead of paper bags, plastic containers instead of baggies, recycle cans and bottles instead of throwing them out). Challenge the class to bring a litterless lunch for the next day and send a note home with the students explaining the challenge. At the end of the next lunch, count the pieces of garbage and compare the total with the previous day’s results. You may want to extend this challenge to the entire school to see which class produces the least amount of garbage for a day, week, or month.

Cross-Curricular Links

Science/Art

Ask groups of students to work together to plan and complete posters on recycling, cleaning up litter, or planting trees. Ask the students to present their posters to the class, and describe what they have illustrated. The posters can then be displayed around the classroom and in the school hallways.

Social Studies/Music

Sing the following song with the students, to the tune of “The Farmer in the Dell.” Have the students make environmentally inspired suggestions for the third line of the song, to create more verses (e.g., Plant a tree in your yard).

*The Earth needs our help,
The Earth needs our help,
Turn off the lights when you can,
The Earth needs our help.*

Blackline Masters

- 1 Capital Letters
- 2 Missing Words
- 3 Double Letter Words
- 4 Blue Box
- 5 Who Said It?

Name: _____

Date: _____

Capital Letters

Cut out the capital letters and match them to the lower-case letters.

1. mylo is zak's dog.
2. zak and dad go for walks.
3. mr. bono can't walk ben.
4. zak, mylo, and ben play in
the park.



M M M Z Z Z D B B B

Name: _____ Date: _____

Missing Words

Complete the sentences.

1. Kim lives above a _____.
2. Adda and Kim play on the _____
in the park.
3. Some people leave _____ and
_____ and _____ everywhere.
4. Adda and Kim ask their _____ and
_____ to help clean up the park.
5. They all _____ very hard.



bottles	neighbours	families	grass
store	worked	cans	paper

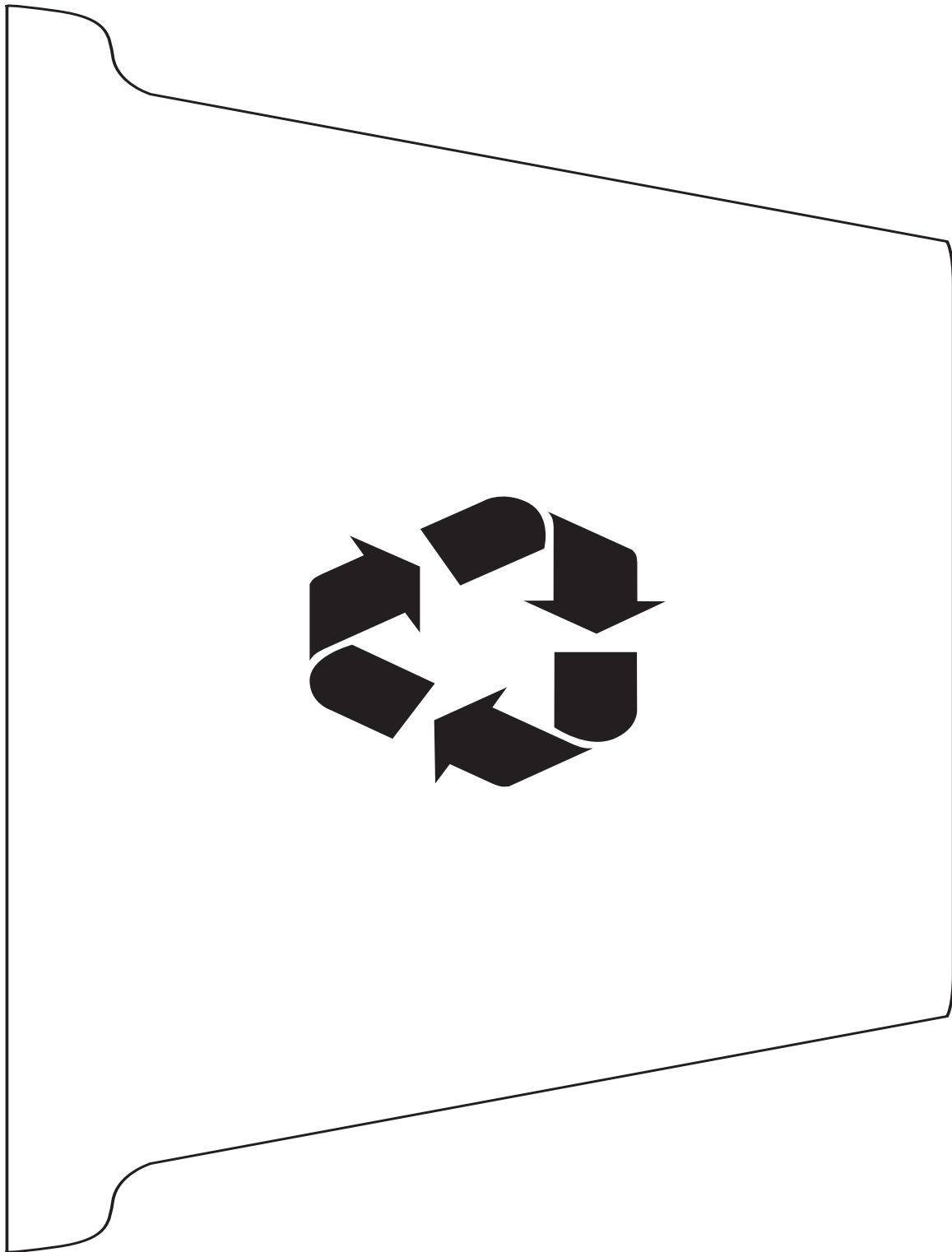
Name: _____

Date: _____

Double Letter Words

ee	oo	double consonants

Blue Box



Name: _____ Date: _____

Who Said It?

Complete the sentences with a name.

1. "Soon it will be Earth Day,"
said _____.

2. "We could re-use and recycle things at
school," said _____.

3. "The garbage is bad for the fish,"
said _____.

4. "It's bad for the animals who live near
the creek, too," said _____.

5. "We can get everyone in the school to help
us," said _____.