



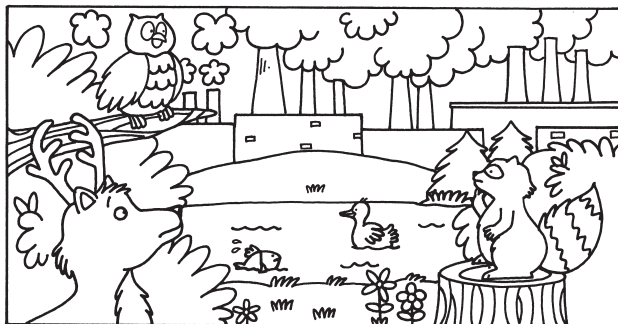
## KEEP THE SCENE GREEN! TEACHER'S MANUAL

The *Keep the Scene Green! Earth-Friendly Activities* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–4, the *Keep the Scene Green! Earth-Friendly Activities* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



Dover Publications, Inc.  
Mineola, New York

# KEEP THE SCENE GREEN!

## TEACHER'S MANUAL LESSONS

**CCSS**

### Common Core State Standards

**Reading  
Literature or  
Informational  
Text**

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.1** Ask and answer questions about key details in a text.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.8** Identify the reasons an author gives to support points in a text.
- RI.1.9** Compare and contrast the adventures and experiences of characters in stories.
- RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and how to demonstrate understanding of key details in a text.
- RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8** Describe how reasons support specific points the author makes in a text.
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10** By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Foundational  
Skills**

- RF.1.3, RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4, RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

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<p><b>Writing</b></p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.1, SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>

# KEEP THE SCENE GREEN!

CCSS

## Common Core State Standards

### Language

**L.1.1, L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.2, L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.1.4, L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 (grade 2) reading and content*, choosing flexibly from an array of strategies.

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

# KEEP THE SCENE GREEN!

## Summary

The book uses pictures, text, and activities to teach readers about protecting the environment.

<h3>Learning Activities</h3>	<p><b>Introduce the Book</b></p> <ul style="list-style-type: none"> <li>• Show children the book and read the title and the poem on the front cover. Discuss what each line of the poem means. Ask children to predict what the book will be about. (RL.1.1, RL.1.4, SL.1.1.a, L.1.1.d, RL.2.1, RL.2.4, SL.2.1.a)</li> <li>• Write the words <i>environment</i> and <i>pollution</i> on the board, and help children with pronunciation by breaking the words into syllables. Then help children determine the meaning of each word, and write the definitions on the board. (Environment is everything that surrounds living things and affects growth and health. Pollution is poisons, waste, or other materials that cause harm to the environment.) (RI.1.4, RF.1.3.d, RI.2.4, RF.2.3.d)</li> </ul>
	<p><b>Present a Reading Routine</b></p> <ul style="list-style-type: none"> <li>• Children should take turns reading aloud the directions and descriptions on a page, practicing accuracy and fluency. Ask children to tell what the author says about the environment. (RI.1.1, RI.1.5, RF.1.4.b, RI.2.1, RI.2.10, RF.2.4.b)</li> <li>• Have children keep a journal for <i>Keep the Scene Green!</i> Ask them to write a summary in their journals about the page of the book they completed. (RI.1.2, RI.1.8, W.1.2, RI.2.2, RI.2.6, RI.2.8, W.2.2)</li> </ul>
	<p><b>Provide Activities for Reading</b></p> <ul style="list-style-type: none"> <li>• After reading page 4, help children read other books or articles about climate change. Have children look for more information on carbon dioxide and the greenhouse effect. Then ask them to rewrite the sentences from the activity adding more information. (RI.1.9, W.1.7, W.1.8, L.1.1.j, RI.2.9, W.2.7, W.2.8, L.2.1.f)</li> <li>• Review the activity on page 11. Encourage children to use rhyming patterns to think of new words to spell. Write the ending, <i>_ap</i>, on the board. Ask children what words end in <i>_ap</i> that begin with letters from “Please Recycle Me!” (lap, sap, rap, cap, yap, map, clap, slap) Continue the activity with words that end with <i>_ell</i> and <i>_ay</i>. (RF.1.3.b, L.1.2.d, RF.2.3.a, L.2.2.d)</li> <li>• Complete the activity on page 15. Ask children to identify items made of paper, glass, and metal. Encourage children to think of items that they use and throw away every day. Make a list for each category on the board. (RI.1.1, RI.1.2, RI.1.3, RI.2.1, RI.2.2, RI.2.3)</li> </ul>
	<p><b>Focus on Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking/Listening:</b> Ask children to tell about an idea they have that would be good for the environment. Encourage children to use ideas from the book that they can do themselves. Ask questions to help children expand their ideas. (SL.1.2, SL.1.4, L.1.6, SL.2.2, SL.2.4, L.2.6)</li> <li>• <b>Language Skills:</b> Have children create a <i>Do/Don't</i> list for protecting the environment. All of the sentences should start with <i>Do</i> or <i>Don't</i>. Be sure children use the apostrophe in <i>Don't</i>. For example, <i>Don't waste water. Do turn off the water when brushing your teeth. Don't leave the lights on. Do save electricity.</i> (L.1.1.e, L.1.1.j, L.1.2, L.2.1.f, L.2.2.c)</li> </ul>

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<b>Vocabulary</b>	
<p><b>Summary</b> Have children use the following strategies to understand new vocabulary words related to the environment and pollution.</p>	
<b>Vocabulary Activities</b>	<p><b>Differentiating Between Closely Related Words</b> Have children compare the meanings of the words <i>reduce</i>, <i>reuse</i>, and <i>recycle</i>. Practice word analysis skills to define each one: <i>Reduce is to use less of something. Reuse is to use something more than once. Recycle is to put used things through a process so they can be used again.</i> Then have children write a sentence for each word. Each sentence should include context clues that clarify the differences between the words. (RI.1.4, L.1.5.d, RI.2.4, L.2.4.b, L.2.5.b)</p>
	<p><b>Changing Word Forms</b> Write the word <i>pollute</i> on the board. Ask children if <i>pollute</i> is a naming or an action word. Then write related forms of <i>pollute</i> (pollution, polluting, polluted, pollutes) and have children identify the meanings of each. Write the following incomplete sentences on the board: <i>There is a lot of _____ in the river.</i> (pollution) <i>The river is very _____.</i> (polluted) Have children choose the correct form of <i>pollute</i> to complete each sentence. (L.1.4.c, L.2.4.c)</p>
<b>Writing</b>	
<p><b>Summary</b> Have children develop their writing skills by completing the following activities.</p>	
<b>Writing Activities</b>	<p><b>Narrative Writing</b> Remind children that stories have a beginning, a middle, and an end. Have children write a story about a picture on page 2. Encourage them to write about three animals from the picture in their story. Use this story as an example: <i>Owl, Deer, and Raccoon live near a factory. The air got very dirty. The water got dirty. Owl, Deer, and Raccoon moved to a better place.</i> Then have children create their stories. (W.1.3, L.1.2.a, W.2.3, L.2.2)</p>
	<p><b>Informative/Explanatory Writing</b> Have children write a procedural text about how to protect the environment. Encourage children to use sentences that tell readers what they should do. Such sentences are called imperative sentences. Use the following sentences as examples: <i>Gather all the scrap paper. Place the papers in a recycling bin. Leave the bin at the curb to be recycled.</i> Then have children write their text and share with the group. (W.1.2, L.1.1.j, W.2.2)</p>
	<p><b>Opinion Writing</b> Ask children which actions they think are important to help protect the environment. Have each child choose actions and write an opinion piece telling about why he or she will perform those environmental actions. Provide the following example: <i>I will recycle paper because it saves trees. I will not litter because it could hurt animals. I will do these things to protect the environment.</i> Provide the following sentence frames if necessary: <i>I will _____ because _____. I will _____ to _____. (W.1.1, W.2.1)</i></p>