



EARTH DAY IS EVERY DAY! TEACHER'S MANUAL

The *Earth Day Is Every Day!* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, the *Earth Day Is Every Day!* 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 4 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 students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 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 students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

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| <p>Reading Literature or Informational Text</p> | <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4, RI.4.4, RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 (grades 4 and 5) topic or subject area</i>.</p> <p>RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> |
| <p>Foundational Skills</p> | <p>RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> |
| <p>Writing</p> | <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10, W.4.10, W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |

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| <p>Writing, continued</p> | <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4, W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> |
| <p>Speaking and Listening</p> | <p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |
| <p>Language</p> | <p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> |

EARTH DAY IS EVERY DAY!

Summary

The book uses pictures, puzzles, and text to introduce students to Earth Day and the concept of environmentalism.

Learning Activities

Introduce the Book

- Display the front cover of the book. Have a volunteer identify the title and the author. Ask students to share anything they know about Earth Day. Continue by asking if they have participated in any Earth Day activities at home or at school in the past, and if so, to share those experiences with the group. (SL.3.1, SL.3.4, SL.4.1, SL.4.4, SL.5.1, SL.5.1.c)
- Direct the class to the introduction at the beginning of the book. Have students read the text silently. Ask them what they'll learn about in this book, what kinds of activities they'll complete, and what they think is the role of Team Recycle. Remind students to quote from the text and to refer to specific examples and details in the introduction as they respond. (RI.3.1, RI.3.10, RI.4.1, RI.4.10, RI.5.1, RI.5.10)

Present a Reading Routine

- Have a student read page 1 aloud. Select another student to ask a question about the text for the class to answer using text details. After students respond, have volunteers retell the directions for the activity in their own words. Repeat the routine with other pages. (RI.3.1, RI.4.1, SL.4.2, RI.5.1, SL.5.2)
- As students read, help them pronounce multisyllable words as necessary. Segment the words into syllables. Remind students to use what they know about the sounds that letters stand for as they say each syllable. Then model how to blend the word parts and have the group repeat. (RF.3.3.c, L.3.3, RF.4.3.a, L.4.3, RF.5.3.a, L.5.3)

Provide Activities for Reading

- Have students reread page 17. Ask them to use text details to describe the relationship between the wideness of a tree's rings and climate conditions. (RI.3.1, RF.3.4.a, RI.4.1, RI.4.3, RF.4.4.a, RI.5.3, RF.5.4.a)
- Have students describe how the author presents information in the book. Guide the class in understanding the book's general structure: members of Team Recycle share information with the reader; this is followed by directions for an activity that gives more information about ideas in the text. (SL.3.1, RI.4.5, SL.4.1, SL.5.1)

Focus on Language Arts

- **Speaking/Listening:** Explain to students that a public service announcement, or PSA, is a type of advertisement that raises awareness about an issue. Group students and have them plan and act out a PSA for television about an environmental topic in the book. Tell students to choose their words carefully so that their audience will want to take action. (SL.3.4, L.3.3.a, SL.4.4, L.4.3, SL.5.4, L.5.3)
- **Language Skills:** Write the word *biggest* from page 25 on the board. Explain to students that adjectives with the ending *-est* compare three or more things. Write the word *bigger* below it. Tell the class that adjectives ending in *-er* compare two things. Supply a sample sentence with *bigger*. Have students create complete sentences using the comparative and superlative forms of these adjectives: *hard, dirty, large, wise, bright, hot*. (L.3.1, L.3.1.g, L.3.6, L.4.1, L.5.1)

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| Vocabulary | |
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| Summary Have students use the following strategy to identify the meanings of unknown words in a reading selection. | |
| Vocabulary Activities | <p>Word Structure</p> <p>Remind students that the parts of a word may give clues to the meaning of the word. Write <i>biofuel</i> from page 11 on the board. Explain that the word part <i>bio</i> means “life” or “living things.” Have students use this information and text clues to tell the meaning of <i>biofuel</i> (fuel that comes from living things). Continue with these words: <i>atmosphere</i> (page 1), <i>deforestation</i> (page 10), <i>uninhabitable</i> (page 30). (RI.3.4, L.3.4.a, L.3.4.b, RI.4.4, L.4.4.a, L.4.4.b, RI.5.4, L.5.4.a, L.5.4.b)</p> |
| Writing | |
| Summary Have students develop their writing skills by completing the following activities. | |
| Writing Activities | <p>Narrative Writing</p> <p>Explain that a cautionary tale is an example of folklore that warns the reader of a danger. Have students write a cautionary tale about what would happen if people did not take care of the Earth. Their writing should include at least one character from Team Recycle. Have students state the danger of not taking care of the Earth at the beginning of their narrative. Remind them to include details, dialogue, and a conclusion. Suggest that students work with a partner to get feedback to revise their writing. Also point out that they can add illustrations or photographs to enhance their cautionary tales. Then have them share their writing with the group. (W.3.3, W.3.3.a, W.3.3.b, W.3.3.d, W.3.5, W.3.10, W.4.3, W.4.3.a, W.4.3.b, W.4.3.d, W.4.3.e, W.4.5, W.4.10, W.5.3, W.5.3.a, W.5.3.b, W.5.3.d, W.5.3.e, W.5.5, W.5.10)</p> <p>Informative/Explanatory Writing</p> <p>Have students write a plan for how their school can reduce, reuse, and recycle. They should explain the recycling practices that are in place now and what changes can be made to improve them. Remind students to create a plan for introducing the topic, developing it with facts and examples, and providing a concluding statement. Have the class research and take notes using approved online and print sources to learn more about how they can recycle. Ask students to present their plan to the class. (W.3.2, W.3.2.a, W.3.2.b, W.3.2.d, W.3.4, W.3.7, W.3.8, SL.3.4, W.4.2, W.4.2.a, W.4.2.b, W.4.2.d, W.4.4, W.4.7, W.4.8, SL.4.4, W.5.2, W.5.2.a, W.5.2.b, W.5.2.d, W.5.2.e, W.5.4, W.5.7, W.5.8, SL.5.4)</p> <p>Opinion Writing</p> <p>Ask students what they think is the best way to help keep the Earth clean. Have them review the ideas presented in the book and consider which environmentally friendly practice might have the biggest impact. Then have them write to express their opinion. Remind students to clearly state their opinion, group related ideas, and use words such as <i>therefore</i> and <i>specifically</i> to link their opinion and reasons. After writing, ask volunteers to share their opinion pieces. (W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.8, W.3.10, SL.3.1, W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.8, W.4.10, SL.4.1, W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.8, W.5.10, SL.5.1)</p> |