

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Cause and Effect: People and The Environment (45 Minutes)
- Segment 2: Problem and Solution: How to Help the Environment (45 Minutes)
- Segment 3: My Pledge to the Earth (30-45 Minutes)

Subject(s)

- ELA; Information Life Science: Actions that Help and Hurt, by Jennifer Kaul
- Parts of a Book (KRI.5) (KRI.6), Ask and Answer Questions (KRI.1), Main Topic and Key Details (KRI.2), Cause and Effect (KRI.3), Problem/Solution, Unknown Words (KRI.4), Writing/Supplying Ideas for Informative/Explanatory Texts (KW.2).

Objectives

- Students will identify the title and author of the book.
- Students will discuss cause and effect on the topic of people and their relationship with the environment and match pictures that show cause and effect from the text.
- Students will use context clues to define new vocabulary.
- Students will ask and answer questions about the text.
- Students will identify a problems and solutions from the text and draw a picture.
- Students will draw a picture and write a sentence about their pledge to the Earth.

Materials

- **Required Printable Text:** 1 copy of the informational text, “Actions That Help and Hurt,” (color copy recommended) (pages 14-22)
- blank paper (1 per student)
- pencils and crayons/colored pencils
- scissors
- glue
- document camera or whiteboard
- **Optional:** bags to pick up trash outside and gloves or zip lock bags to cover students’ hands
- **Required Printable Student Resources:** “Cause and Effect” (page 23) (1 copy per student and 1 copy for the teacher), “My Pledge to the Earth” (page 24) (1 copy per student) or blank paper
- **Optional Printable Resources:** “Break Up Your Day” brain/movement break ideas (page 25)

Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: Segment 1: 45 minutes

Subject

- ELA; Information Life Science: Actions that Help and Hurt, by Jennifer Kaul
- Cause and Effect: People and The Environment

Objectives

- Students will identify the title and author of the book.
- Students will discuss cause and effect on the topic of people and their relationship with the environment.
- Students will use context clues to define new vocabulary.
- Students will ask and answer questions about the text.
- Students will match pictures that show cause and effect from the text.

Materials

- **Required Printable Text:** 1 copy of the informational text, “Actions That Help and Hurt,” (color copy recommended)
- pencil
- scissors
- glue
- document camera or whiteboard
- **Required Printable Student Resources:** “Cause and Effect” (page 23) (1 copy per student and 1 copy for the teacher)

ELL:

When reading and using new vocabulary, point to pictures and use actions and hand motions to help them comprehend.

Have students sit on the floor to read the book.

Introduction

- T* Today we will be reading a book called Actions that Help and Hurt.
- T* The author is Jennifer Kaul.
- T* What does the author do? Give students time to think. Call on a student.
- T* An author writes the text or words in the book.
- T* Let's look at the cover of the book.
- T* Sometimes if we look at the cover picture and the title, it can give us clues on what the book is about.
- T* What do you think the book is about? Show the book cover. Give students to time to think. Call on students to answer.
- T* I see some trash in the first bag, like an eaten apple and other foods being thrown away.
- T* I also see things that we put in the recycling bin.
- T* The title is Actions that Help and Hurt.
- T* I think this book might be how we might help and how we might hurt our world.

Actions that Help and Hurt



By: Jennifer Kaul

Reading the Story and Unknown Words

Page 1

- T* Let's start reading the book. Read page 1.
- T* What do you see in these pictures?
- T* What do you think a person might be doing? Give students time to think. Call on a student.



People like to find ways to make their lives easier. They build homes. They buy things they can use. These **actions** help humans, but they hurt other living things.

Page 1

- T* The pictures show a store where people buy things and things someone has bought.
- T* The text says that people buy things to make their lives easier.
- T* What things do you buy from the store to make your life easier? **Give students time to think. Call on a student.**
- T* I buy paper towels at the store, but then I have to throw them away after I use them.
- T* When I throw something away, I create trash.
- T* Do you think trash is good for our earth? **Wait for students to answer.**
- T* No, trash is not good for our earth and animals don't want to live in trash.
- T* The text says, "These actions help humans, but hurt other living things."
- T* I don't know what the word "actions" means.
- T* When I don't know a meaning of a word, I look at the picture and I reread the sentence to give me clues about the word.
- T* The pictures show things people buy and things they use.
- T* The sentence says, "actions help humans but also hurt other living things".
- T* Humans buy things to help us, but they can also hurt other living things.
- T* Buying is an action.
- T* Buying is something that I do, so an action must mean something I do!



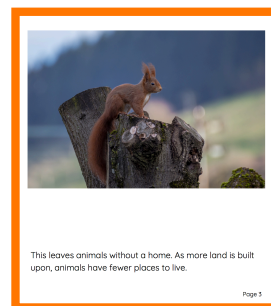
Read page 2

- T* Hmm. I hear another word that I do not know.
- T* What does "clear" mean?
- T* Does it mean that I can see through the land?
- T* No, that doesn't make sense!
- T* What do I do to figure out a word I do not know? **Give students time to think. Call on a student.**
- T* First, I look at the picture.
- T* I see construction trucks moving trees out of the way and building a house.
- T* Second, I read the sentence again.
- T* "When people build houses, they must first clear the land."
- T* Do these clues help me figure out the meaning of "clear"? **Give students time to think. Call on a student.**
- T* Clear must mean to move out of the way.
- T* Why do we need to clear the land? **Give students time to think. Call on a student.**
- T* If we don't clear the land, then we won't have room to build the house.



Read page 3

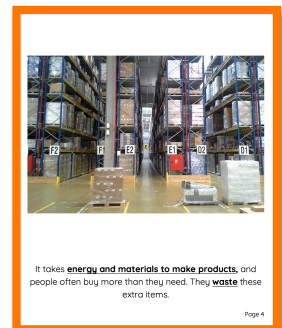
- T* We need to build houses so we have a place to live.
- T* But what happens when we clear the land to build houses? **Give students time to think. Call on a student.**
- T* Oh no!
- T* Animals lose their homes.
- T* I see an animal in this picture that doesn't have a home since we cut down the trees.
- T* What animals live in trees?
- T* Look at the picture for help or think of other examples you might know. **Give students time to think. Call on a student.**
- T* Do you think this is good for our earth? **Give students time to think. Call on a student.**



- T* If we clear land to make room to build our houses, then animals lose their homes.
- T* This is called cause and effect.
- T* Cause is something that we do, and effect is what happens after the action.
- T* What are we doing? Give students time to think. Call on a student.
- T* We are clearing the land.
- T* That is the cause.
- T* What happens after we clear the land? Give students time to think. Call on a student.
- T* Animals lose their homes.
- T* That is the effect.
- T* Cause, (show picture of the trucks clearing the land) effect (show picture of the animals losing their home).
- T* When I say cause, I want you to show me one finger.
- T* When I say effect, I want you to show two fingers.
- T* Cause is the first thing that happens, effect is the second thing that happens. Show your fingers as you speak.
- T* Can you say and do that with me?
- T* Cause (show one finger), effect (show two fingers).
- T* Great!
- T* While we read the book, we are going to use the new words cause and effect while we read the book to help us understand the book better.
- T* Remember, cause is something that we do, and effect is what happens after the action.

Read page 4

- T* I heard some words I didn't know.
- T* Did you? Give students time to think. Call on a student. Read it again if students don't answer.
- T* I don't know the words "energy", "material", or "product".
- T* What do I do to figure out what a word means? Give students time to think. Call on a student.
- T* First, I look at the picture.
- T* The picture shows what looks like the inside of a factory.
- T* In order to make things, like products we buy, factories use electricity.
- T* Many factories also create pollution when making things.
- T* Factories must use energy to make things.
- T* What else uses energy or electricity? Give students time to think. Call on a student.
- T* Lots of things use energy so we should be careful of how much we use and to turn things off when we don't use them.
- T* The other word was "material."
- T* I see that it takes a lot of things for the factory to make something.
- T* All the things that we need to make the item are called the materials.
- T* Next, I reread the sentence.
- T* "It takes energy and materials to make products, and people often buy more than they need."
- T* Look at the picture and see how much people buy!
- T* These big boxes are on pallets that are all full of the same type of product!
- T* Products must be the things we buy.
- T* The text says they waste the extra items.
- T* I don't know the word "waste."
- T* What do you think "waste" means? Give students time to think. Call on a student.
- T* We don't use the extra things so we might throw them away.



Read page 5

- T* Look at all the trash that we throw away!
- T* Everything we use comes in a container or box or wrappings and we don't need them after we are done with the item.
- T* If I finish my cereal, I throw away the box when I'm done.
- T* Can you think of something you use that comes in a container or box that you throw away when you're done?
- T* Share with someone next to you.

Help students partner up with someone next to them to take turns sharing their ideas. Have a few students share their thoughts.

- T* We use a lot of products that have a lot of material.
- T* The more I throw away, the more trash I create.
- T* Let's use our new words we learned.
- T* Cause and effect.
- T* If people buy a lot of things... this is the cause. **Show one finger.**
- T* Then they create a lot of trash.
- T* This is the effect. **Show two fingers.**

Read page 6

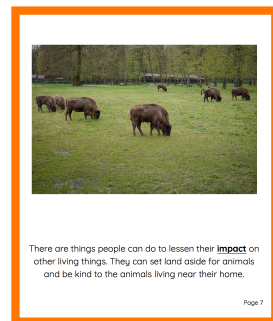
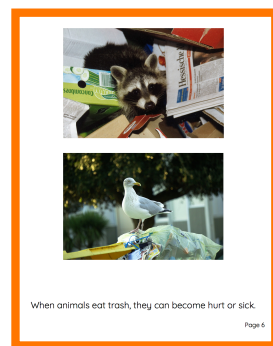
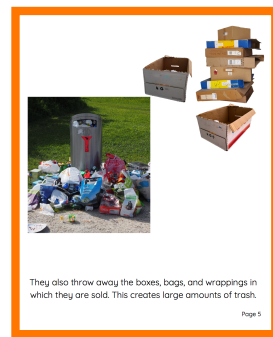
- T* Oh my, this picture makes me really sad.
- T* Does it make you sad?
- T* Share with someone next to you why this picture makes you sad.

Help students partner up with someone next to them to take turns sharing their ideas. Have a few students share their thoughts.

- T* Let's use our words "cause" and "effect" again.
- T* If we create a lot of trash...this is the cause. **Show one finger.**
- T* Then... **wait for students to think. Call on someone to finish the sentence.**
- T* Then animals might get sick or hurt in the trash.
- T* This is the effect. **Show two fingers.**

Read page 7.

- T* So, what can we do to help?
- T* The text says people can lessen their impact on other living things.
- T* What do you think the word "impact" means?
- T* Let's look at our picture for clues.
- T* People are helping the problem by keeping the animals safe.
- T* Do you see how these buffalo are fenced in and protected to keep them safe? **Point to the fence in the background of the picture.**
- T* Let's read the sentence again.
- T* "There are things people can do to lessen their impact on other living things."
- T* They lessen the problem of hurting animals.
- T* Impact must mean what the people are doing.
- T* They are going to do things to help living things instead of making things worse.
- T* They have special land to keep the animals and their homes safe.



Read page 8

- T* I heard the word product again!
- T* The text says we should buy fewer products.
- T* What does product mean? Give students time to think. Call on a student.
- T* Things that we buy!
- T* We should buy less things and recycle.
- T* Recycle means...
- T* Let's look at the picture.
- T* I've seen these trash bins like this before with this symbol! Point to the recycling symbol.
- T* I have seen them in green and in blue.
- T* Is there one in our room? Give students time to think. Call on a student.
- T* Are there others in our school? Give students time to think. Call on a student.
- T* What do we put in it? Give students time to think. Call on a student.
- T* We put paper, plastic, and cans in them.
- T* I separate those items at home too.
- T* We put them in the recycle bin.
- T* When I'm done with my cereal box, I don't have to throw it away.
- T* I can recycle the box.
- T* This reminds me of the girl on the cover of our book.
- T* She was putting different items in different bags.
- T* Some were garbage, but some were to recycle!
- T* Recycling helps our earth and animals.
- T* The things we put in the recycle bin, like paper, go to a special factory to make into new paper.
- T* Then we don't have cut down more trees to make new paper.
- T* We reuse the paper we already used to make new paper.
- T* They do the same thing for plastic and metal.
- T* Then these items don't go in the trash and keep our earth clean and our animals safe.
- T* Let's use our cause and effect words again.
- T* If we recycle...this is the cause. Show one finger.
- T* Then our earth will be cleaner.
- T* This is the effect. Show two fingers.
- T* Who else recycles? Wait for students to raise their hands.
- T* I hope you go home today and teach your family what you learned from this book and keep recycling things at home!



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 25)

Cause and Effect

Pass out the printable "Cause and Effect" (page 23).

Have students seated at their tables so they can see the document camera. They need to have scissors and glue. Have one copy of the printable ready on the document camera.

- T** Write your name and date in the top right-hand corner of your paper. See **example & model so students can follow.**
- T** We are going to practice matching pictures from our book that show us cause and effect.
- T** Remember, cause is the first event or thing to happen and it makes the 2nd event or thing happen.
- T** The 2nd event is called the effect.
- T** Let's look at the first picture under "Cause."
- T** It has a number one next to it because it happens first.
- T** If people clear the land...
- T** Now I look for the picture that is the cause or the 2nd event to happen.
- T** At the bottom, there are pictures to choose from.
- T** You will cut out the matching effect picture and glue it next to the cause picture under the cause column.
- T** It has a number 2 next to it because it's the 2nd event to happen.
- T** After you finish the first cause and effect, find the matching cause and effect pictures for the next 3 problems.

Name _____ Date _____	
Cause	Effect
1. If people clear the land...	2.
1. If people buy a lot of things...	2.
1. If we create a lot of trash...	2.
1. If we recycle...	2.

Then they create a lot of trash.	Then we have a cleaner earth.
Then animals lose their homes.	Then animals get sick.
Then animals get sick.	Then we have a cleaner earth.

Name ANSWER KEY _____ Date _____	
Cause	Effect
1. If people clear the land...	Then animals lose their homes.
1. If people buy a lot of things...	Then they create a lot of trash.
1. If we create a lot of trash...	Then animals get sick.
1. If we recycle...	Then we have a cleaner earth.

ELL:

Pair student(s) with a partner. You may need to provide the book to the student to look at the pictures.

Differentiation:

Support: Show students who are struggling the pictures in the book and talk through the pictures.

Enrichment: Have students draw another cause and effect that they can think of on the back of the paper.

Walk around to support students if needed. When they finish, they can read you the cause and effect statements by using the words "if" and "then" and point to the pictures as they say the statement.



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Instructional Plan: Segment 2: 45 minutes

Subject

- ELA; Information Life Science: Actions that Help and Hurt, by Jennifer Kaul
- Problem and Solution: How to Help the Environment

Objectives

- Students will identify the title and author of the book.
- Students will discuss cause and effect on the topic of people and their relationship with the environment.
- Students will use context clues to define new vocabulary.
- Students will ask and answer questions about the text.
- Students will identify a problem from the text and draw a picture.
- Students will identify a solution to a problem from the book.

Materials

- **Required Printable Text:** 1 copy of the informational text, "Actions That Help and Hurt," (color copy recommended)
- blank paper (1 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard

Have students sit on the floor to read the book Actions That Help and Hurt.

Introduction

- T* Today we will reread the book Actions That Help and Hurt. Show the book cover.
- T* Where is the title on the book?
- T* Is it here? Turn to the back of the book. Wait for students to answer.
- T* Is it here? Flip to the inside cover of the book. Wait for students to answer.
- T* Oh, it's here on the front!
- T* The title is always on the front of the book.
- T* Can someone point to where the author's name is? Call on a student to point.
- T* Yes, the author's name is always on the front of the cover and its usually smaller print than the title of the book.
- T* The author is Jennifer Kaul.
- T* What does the author do again? Wait for students to think. Call on a student to answer.
- T* Right, the author writes the text or words in the book.
- T* I'm going to read the book again and see if you can remember some of the words we learned from before and if you remember the problems in the book.

Read page 1

- T* Help me remember what the word "actions" means. Wait for students to think. Call on a student to answer.
- T* The things people do are their actions.
- T* Sometimes our actions hurt others.

Read pages 2 and 3

ELL:

When reading and using new vocabulary, point to pictures and use actions and hand motions to help them comprehend.

Actions that Help and Hurt



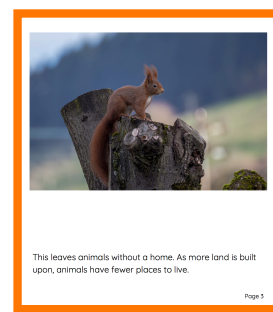
By: Jennifer Kaul



People like to find ways to make their lives easier. They build homes. They buy things they can use. These **actions** help humans, but they hurt other living things.

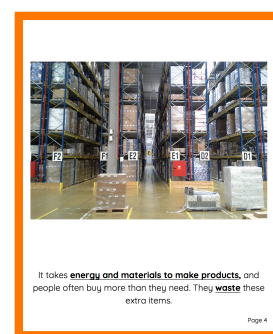
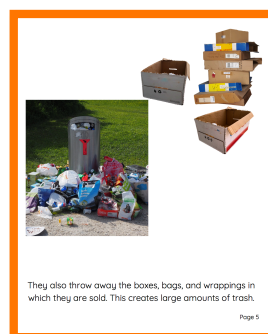
Page 1

- T** We learned about cause and effect when we read this book.
- T** What is the cause and effect from these two pages? **Wait for students to think. Call on a student to answer. You may have to prompt with the words “if” and “then”.**
- T** If people clear the land to build houses, (show one finger) then animals will lose their homes (show two fingers).
- T** The cause is that people clear the land and what happens after is the effect.
- T** Animals lose their homes.
- T** That is a problem, isn't it?
- T** What does clear the land mean again?
- T** Look at the picture to help you. **Show page 2. Wait for students to think. Call on a student to answer.**
- T** Right, it means to cut down the trees and move them out of the way to make room to build a house.



Read pages 4 and 5

- T** What problem do you see happening on these two pages? **Wait for students to think. Call on a student to answer.**
- T** Factories use a lot of energy and use a lot of material to make products.
- T** We buy a lot of products and sometimes waste a lot of it and create a lot of trash.
- T** I think that's a big problem.
- T** Do you remember what energy, material and products mean?
- T** When we don't know what a word means, we look at the picture.

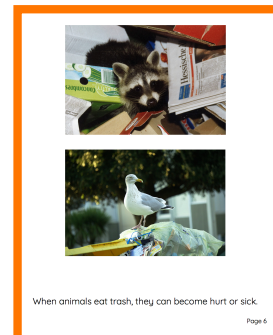
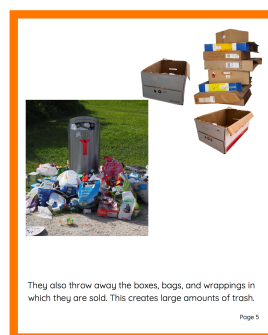


Show page 4

- T** We can also read the sentence again.
- T** It takes energy and materials to make products, and people often buy more than they need.
- T** I see the factory uses electricity which is energy.
- T** And there are a lot of materials the factory uses to make the product.
- T** See all the materials it takes to make the product?
- T** There's usually packaging, like a box or wrapping, around the product. **Point to the picture.**
- T** Products are the things that we buy.

Read pages 5 and 6

- T** What problem do you see on these two pages? **Wait for students to think. Call on a student to answer.**
- T** I see a big problem.
- T** We may not realize how much trash we create, but the trash goes into our land and oceans.
- T** The trash hurts the animals and makes them sick.
- T** Let's use our words “if and then” to describe the cause and effect.

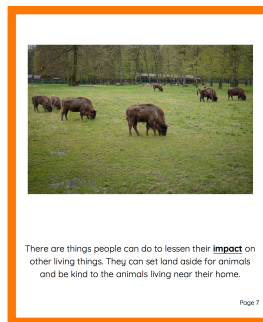


T If people create too much trash (show one finger), then the trash can hurt animals (show two fingers).

Read pages 7 and 8

T What are some solutions that can help solve the problems that we read about in this book?

T Tell a friend next to you about a solution. **Help students partner with someone next to them and take turns sharing their ideas. Have some students share their ideas.**



☀️ Make sure to “Break Up Your Day!” ☀️

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 25)

Have students sit at their tables. Pass out a blank piece of paper.

Problem and Solution Setting up the Paper

T Write your name and date in the top right-hand corner of your paper. **See example & model so students can follow.**

T I want you to think of a problem that was in the book.

T Share with a friend next to you. **Help students partner with a person next to them and have them take turns sharing their ideas.**

T Now that you have an idea of a problem from the book, I want you to draw a picture of the problem.

Walk around the room and support students if needed.

T Great job drawing your picture.

T We also talked about problems and solutions.

T If there is a problem, we should try to solve it.

T That's the solution.

T What is one way people can help solve one of the problems in the book?

T Let's have some friends share their pictures of their problem and tell us what we can do to solve the problem.

Have students share their pictures with the class and find a solution to solve the problem.

ELL:

Pair student(s) with a partner. You may need to provide the book to the student to look at the pictures.

Note:

Allow 10 to 15 minutes for illustrations.

Differentiation:

Support: Show students who are struggling the pictures in the book and talk through the pictures.

Enrichment: Have students write words or a sentence about their picture.

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Instructional Plan: Segment 3: 30-45 minutes

Subject

- ELA; Information Life Science: Actions that Help and Hurt, by Jennifer Kaul
- My Pledge to the Earth

Objectives

- Students will identify the title and author of the book.
- Students will identify a solution to a problem from the book.
- Students will draw a picture and write a sentence about their pledge to the earth.

Materials

- **Required Printable Text:** 1 copy of the informational text, “Actions That Help and Hurt,” (color copy recommended)
- pencil and crayons/colored pencils
- document camera or whiteboard
- **Optional:** bags to pick up trash outside and gloves or zip lock bags to cover students’ hands
- **Optional:** printable “My Pledge to the Earth” (page 24) (1 copy per student) –or– pass out blank paper for students to use.

Have students sit on the floor to read the book Actions That Help and Hurt.

Introduction

- T* Today we will reread the book Actions That Help and Hurt one last time.
- T* Can I have someone come up and point to the title of the book? **Call on a student who volunteers.**
- T* Can someone point to the author of the book? **Call on a student to volunteer.**
- T* What does the author do again? **Wait for students to think. Call on a student to answer.**
- T* Right, the author writes the text or words in the book.

ELL:

When reading and using new vocabulary, point to pictures and use actions and hand motions to help them comprehend.

Read the book All the way through without stopping.

- T* Think of some of the problems in this book.
- T* Tell a friend next to you about a problem in the book.
- T* Now tell a friend next to you about a solution to the problem.

Help students partner with someone next to them and take turns sharing their ideas. Have some students share their ideas.

- T* I think we should make a promise to our Earth to protect it.
- T* Another word for promise is pledge.
- T* I pledge to pick up trash that I see outside.
- T* What is another pledge someone can think of? **Give time for students to think. Call on students to share.**

Have students sit at their tables. Pass out a blank piece of paper. Have a blank piece of paper on the document camera for an example.

“My Pledge to the Earth”

- T** Write your name and date in the top right hand corner of your paper. See example & model so students can follow.
- T** Copy the words “I pledge” at the bottom of your paper. Write “I pledge” at the bottom of your paper on the document camera for an example. If students cannot copy, write the words on the paper for them with a highlighter and they can trace the words.
- T** I want you to share your pledge or promise to the earth with a friend. Help students partner with someone next to them and take turns sharing their ideas.
- T** My sentence was “I pledge to pick up trash that I see outside.”
- T** I’ll finish writing the words to my sentence. Write the rest of the words on your paper on the document camera so they can see the example.
- T** Now you can write your sentence and draw a picture to go with your sentence. If students are unable to write words yet, have them tell you their sentence. Write the words on the paper for them with a highlighter and they can trace the words.

Name: _____

My Pledge to the Earth!

Directions: Write a sentence and draw a picture.

I pledge _____

Differentiation:

Support: Show students who are struggling the pictures in the book and talk through the pictures.

Enrichment: Have students write words or a sentence about their picture.

Note:

Allow 15 to 20 minutes for writing and illustrating.

ELL:

Pair student(s) with a partner. You may need to provide the book to the student to look at the pictures.

Have some students share their pledge and picture with the class.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 25)

Real Life Application Activity “Help Our Environment!”

If you choose to complete this activity it is important to provide students with gloves or you could have them use zip lock bags on their hands to pick up garbage. Be sure that you follow all of the school’s safety rules and protocols when taking the students outside. Be sure to stay within the school approved boundaries. You may want to closely examine the area you are asking students to help pick up trash before they go outside. If you are not sure, I would suggest asking the principal for permission before completing this activity. There is always the option of completing the activity within the classroom or school building.

- T** I don’t know about all of you, but after reading about the ways that we can help and hurt our environment and after writing a pledge, I am ready to start helping now.

- T* One way that I can think of that we can help right now is to go outside and look for any trash that is lying around.
- T* I will give you trash bags to share.
- T* You will look around for anything that is not part of nature and clearly trash or litter.
- T* One rule is, don't pick up anything that looks too dirty.
- T* Another rule is to not touch any trash if it looks sharp or dangerous.
- T* And the last rule is that you must stay where you can see me and I can see you.
- T* Oh and I almost forgot, any trash that you pick up needs to be put right into the trash bag, do not play with it or throw it please.
- T* Put your hand in the air if you are ready to go out and help our environment! **Wait for students' reaction.**

If the weather does not permit, see if there are any places in the school that you can help clean up and pretend you are cleaning trash outside. Or make signs to help students in the school remember to keep the environment clean.

Once you have finished make sure that all students properly wash their hands.

Debrief

- T* You did such a great job helping our environment and our school community.
- T* Raise your hand if helping the environment made you feel happy or proud.
- T* Well it should, and I am sure you kept some animals safe as well!
- T* Don't forget to spread the word to your family and friends about everything you learned and how you can help and not hurt!

Make sure to collect students Earth Pledges and leave them for the teacher.

Actions that Help and Hurt



By: Jennifer Kaul



People like to find ways to make their lives easier. They build homes. They buy things they can use. These **actions** help humans, but they hurt other living things.



When people build houses, they must first **clear** the land.



This leaves animals without a home. As more land is built upon, animals have fewer places to live.

Page 3



It takes energy and materials to make products, and people often buy more than they need. They waste these extra items.



They also throw away the boxes, bags, and wrappings in which they are sold. This creates large amounts of trash.



When animals eat trash, they can become hurt or sick.

Page 6







There are things people can do to lessen their **impact** on other living things. They can set land aside for animals and be kind to the animals living near their home.



They can buy fewer products and recycle. When people make choices that help both themselves and other living things, they make the world a better place.

Page 8

Name _____ Date _____

Cause	Effect
<p>1. If people clear the land...</p> 	<p>2.</p>
<p>1. If people buy a lot of things...</p> 	<p>2.</p>
<p>1. If we create a lot of trash...</p> 	<p>2.</p>
<p>1. If we recycle...</p> 	<p>2.</p>

then they create a lot of trash.



then we have a cleaner earth.



then animals get sick.



then animals lose their homes.



Name: _____

My Pledge to the Earth!

Directions: Write a sentence and draw a picture.

Handwriting practice lines for the pledge activity. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!
- And sit back down quietly please...Thank you!



Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



Break Up Your Day: Body Stretches!



10 minutes

FORMATION: Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
- Follow each activity with a basic stretching movement:
- Reach for the sky runner's stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.

References

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