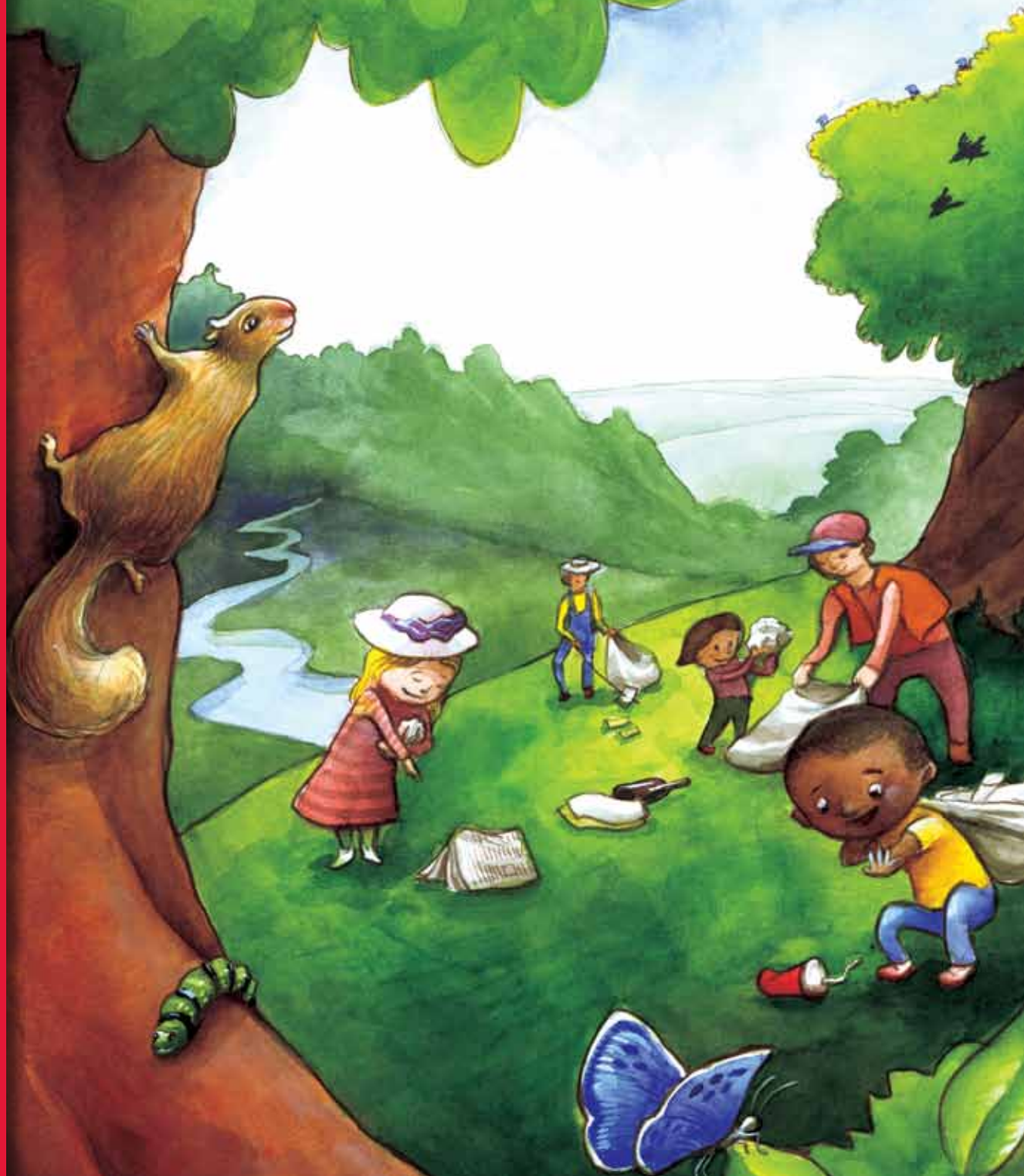




Taking Care of the Earth

Tell It Again!™ Read-Aloud Anthology



Core Knowledge®

KINDERGARTEN



Taking Care of the Earth

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Taking Care of the Earth

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.




Alignment Chart for Taking Care of the Earth

Lesson

	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
Explain why people have a special responsibility to take care of the earth	✓							✓		✓
Explain that Earth is composed of natural resources (land, water, and air) and that humans, plants, and animals depend on Earth's natural resources to live	✓		✓						✓	
Explain different types of pollution, including litter, air pollution, and water pollution, and how most types of pollution are caused by people		✓					✓	✓	✓	
Explain what happens to garbage from its creation to being dumped in the landfill; to recyclable materials from home to a recycling factory; to discarded food from the table to the compost pile to the garden; and the water cycle		✓			✓	✓			✓	
Identify the recycling symbol and the phrase "reduce, reuse, and recycle," and understand that recycled materials are made from items that have already been used and otherwise would be garbage				✓						
Identify common recyclable materials, including glass, plastic, aluminum, cardboard, and paper; and that composting is a type of recycling					✓	✓				
Identify possible solutions for the problems of garbage, litter, pollution, and conserving natural resources					✓	✓	✓	✓	✓	✓

**Alignment Chart for
Taking Care of the Earth**

Lesson

Alignment Chart for Taking Care of the Earth												1	2	3	4	5	6	7	8	9	10
Reading Standards for Informational Text: Kindergarten																					
Key Ideas and Details																					
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.																			
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud																				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships																				
STD RI.K.2		With prompting and support, identify the main topic and retell key details of a text.																			
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		✓	✓		✓	✓	✓	✓												
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.																			
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓			✓	✓	✓													
Craft and Structure																					
STD RI.K.4		With prompting and support, ask and answer questions about unknown words in a text.																			
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions																				

Alignment Chart for Taking Care of the Earth

Lesson

		1	2	3	4	5	6	7	8	9	10
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.										
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					✓			✓	✓	
Integration of Knowledge and Ideas											
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).										
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud						✓				
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).										
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓			✓		✓	
Range of Reading and Level of Text Complexity											
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.										
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds						✓				
Writing Standards: Kindergarten											
Text Types and Purposes											
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details				✓						✓







**Alignment Chart for
Taking Care of the Earth**

Lesson

		1	2	3	4	5	6	7	8	9	10
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.										
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened		✓				✓				
Production and Distribution of Writing											
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.										
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed				✓						
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.										
CKLA Goal(s)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers										✓
STD W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).										
CKLA Goal(s)	Participate in shared research and writing projects (e.g., group scientific research and writing)										✓
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓				✓	✓			✓

**Alignment Chart for
Taking Care of the Earth**

Lesson



		1	2	3	4	5	6	7	8	9	10
Speaking and Listening Standards: Kindergarten											
Comprehension and Collaboration											
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups										
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.										
STD SL.K.1b	Continue a conversation through multiple exchanges.										
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age										
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.										
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud										
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, and/or classroom routines										
Presentation of Knowledge and Ideas											
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.										
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail										
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.										
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail										

**Alignment Chart for
Taking Care of the Earth**

Lesson

		1	2	3	4	5	6	7	8	9	10
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly						✓				
Language Standards: Kindergarten											
Conventions of Standard English											
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
STD L.K.1b	Use frequently occurring nouns and verbs.										
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language						✓				
STD L.K.1f	Produce and expand complete sentences in shared language.										
CKLA Goal(s)	Answer questions orally in complete sentences						✓				
	Produce and expand complete sentences in shared language						✓				
Vocabulary Acquisition and Use											
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.										
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).										
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓						✓			
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.										
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).										
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)		✓	✓	✓						
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)						✓				

**Alignment Chart for
Taking Care of the Earth**

		Lesson									
		1	2	3	4	5	6	7	8	9	10
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.										
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts										
	Learn the meaning of common sayings and phrases					✓					
Additional CKLA Goals											
Listen to a variety of texts, including informational text											
Prior to listening to a read-aloud, identify orally what they know and have learned that may be related to the specific story or topic to be read aloud		✓		✓	✓	✓		✓			
Discuss personal responses to a given topic and connect those to the read-aloud							✓				
Prior to or while listening to a read-aloud, orally predict what will happen in the story based on text heard thus far, and then compare the actual outcome to the prediction			✓				✓			✓	
Distinguish fantasy from realistic text		✓								✓	
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading										✓	
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)									✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Taking Care of the Earth

This introduction includes the necessary background information to be used in teaching the *Taking Care of the Earth* domain. The *Tell It Again! Read-Aloud Anthology for Taking Care of the Earth* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3 10	Day 4	Day 5 #
Lesson 1A: "Introducing the Earth" (35 min.)	Lesson 2A: "Garbage" (35 min.)	Lesson 3A: "Natural Resources" (35 min.)	Lesson 4A: "Reduce, Reuse, Recycle" (35 min.)	Lesson 5A: "Recycle! Recycle! Recycle!" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6 10	Day 7 10	Day 8	Day 9	Day 10
Lesson 6A: "Composting" (35 min.)	Pausing Point (35 min.)	Lesson 7A: "Pollution" (35 min.)	Lesson 8A: "Air Pollution" (35 min.)	Lesson 9A: "Willy the Water Drop" (35 min.)
Lesson 6B: Extensions (15 min.)	Pausing Point (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	Day 12	Day 13	Day 14
Lesson 10A: "Goodbye from Good Old Earth" (35 min.)	Domain Review (35 min.)	Domain Assessment (35 min.)	Culminating Activities (35 min.)
Lesson 10B: Extensions (15 min.)	Domain Review (15 min.)	Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.	50 min.	50 min.	50 min.

10 Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *Taking Care of the Earth*
- *Tell It Again! Image Cards* for *Taking Care of the Earth*
- *Tell It Again! Supplemental Guide* for *Taking Care of the Earth*
- *Tell It Again! Multiple Meaning Word Posters* for *Taking Care of the Earth*
- *Tell It Again! Earth Hat* for *Taking Care of the Earth*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Taking Care of the Earth Is Important

This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included in every lesson.

All the read-alouds are narrated from the first-person perspective of Earth itself. Teachers are encouraged to wear the Earth Hat that is included with the materials for this domain. Use of the hat will help with the transition each day to the reading of the read-alouds, and it will help students understand the purpose of the read-alouds. This is not simply a novelty. It will get students' attention.

Core Vocabulary for Taking Care of the Earth

The following list contains all of the core vocabulary words in *Taking Care of the Earth* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 7
creatures	action	litter
Earth	generate	pollution
outer space	products	smog
responsibility	recycle	toxic
surface	reduce	Lesson 8
Lesson 2	Lesson 5	appliance
decompose	aluminum	exhaust
dumpster	furnace	global
hazardous	solution	harmed
landfill	sorted	Lesson 9
Lesson 3	Lesson 6	evaporate
conserve	compost	pollutants
decayed	leftovers	reservoirs
natural resources	nutrients	supply
oxygen	process	Lesson 10
		carpool
		effort
		organize

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Taking Care of the Earth*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Taking Care of the Earth*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the Supplemental Guide to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon ⇄.

Recommended Resources for Taking Care of the Earth

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *And Still the Turtle Watched*, by Sheila MacGill-Callahan and illustrated by Barry Moser (Puffin, 1996) ISBN 978-0140558364
2. *Arthur Turns Green*, by Marc Brown (Little, Brown Books for Young Readers, 2011) ISBN 978-0316129244

3. *Blow! Air*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145452
4. *Click! Energy*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145476
5. *Compost Stew: An A to Z Recipe for the Earth*, by Mary McKenna Siddals and illustrated by Ashley Wolff (Tricycle Press, 2010) ISBN 978-1582463162
6. *EcoArt! Earth-Friendly Art & Craft Experiences for 3- to 9-Year Olds*, by Laurie Carlson (Williamson Pub, 1992) ISBN 978-0913589687
7. *Garbage and Recycling (Young Discoverers: Environmental Facts and Experiments)*, by Rosie Harlow and Sally Morgan (Kingfisher, 2002) ISBN 978-0753455036
8. *The Green Mother Goose: Saving the World One Rhyme at a Time*, by Jan Peck and David Davis and illustrated by Carin Berger (Sterling, 2011) ISBN 978-1402765254
9. *I Am Water (Hello Reader! Level 1 Science)*, by Jean Marzollo and illustrated by Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265874
10. *It's Earth Day! (Little Critter)*, by Mercer Mayer (HarperFestival, 2008) ISBN 978-0060539597
11. *Just a Dream*, by Chris Van Allsburg (Houghton Mifflin, 1990) ISBN 978-0395533086
12. *The Lorax*, by Dr. Seuss (Random House Books for Young Readers, 1971) ISBN 978-0394823379
13. *Michael Recycle*, by Ellie Bethel and illustrated by Alexandra Colombo (Idea & Design Works, 2008) ISBN 978-1600102240
14. *Rachel: The Story of Rachel Carson*, by Amy Ehrlich and illustrated by Wendell Minor (Voyager Books, 2008) ISBN 978-0152063245
15. *Recycle!: A Handbook for Kids*, by Gail Gibbons (Little, Brown Young Readers, 1996) ISBN 978-0316309431

16. *A River Ran Wild*, by Lynne Cherry (Voyager Books, 2002) ISBN 978-0152163723
17. *The Three Rs: Reduce, Reuse, Recycle (What Do You Know About?)*, by Núria Roca and illustrated by Rosa M. Curto (Barron's Educational Series, 2007) ISBN 978-0764135811
18. "Sarah Sylvia Cynthia Stout Would Not Take the Garbage Out," from *Where the Sidewalk Ends*, by Shel Silverstein (HarperCollins Children's Books, 2004) ISBN 978-0060572341
19. *Splash! Water*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145445
20. *Stories for a Fragile Planet: Traditional Tales About Caring for the Earth*, by Kenneth Steven and Jane Ray (Lion UK, 2013) ISBN 978-0745963860
21. *The Wartville Wizard*, by Don Madden (Aladdin, 1993) ISBN 978-0689716676
22. *Where Do Recyclable Materials Go? Read, Think, Recycle*, by Sabbithry Persad (Firewater Media Group, 2011) ISBN 978-0981243900
23. *Where Does the Garbage Go?*, by Paul Showers and illustrated by Randy Chewning (Harper Trophy, 1994) ISBN 978-0064451147
24. *Why Should I Save Water? (Why Should I?)*, by Jen Green and illustrated by Mike Gordon (Barron's Educational Series, 2005) ISBN 978-0764131578
25. *The Wump World*, by Bill Peet (Sandpiper, 1981) ISBN 978-0395311295
26. *Yuck! Waste*, by Núria Jiménez and Empar Jiménez and illustrated by Rosa M. Curto (Barron's Educational Series, 2010) ISBN 978-0764145469

Websites and Other Resources

Student Resources

1. Groovy Garden Game
<http://to.pbs.org/VyADoG>
2. U.S. National Park Pictures
<http://bit.ly/Ugne4D>
3. Connect the Dots
<http://bit.ly/SVjwJ8>
4. Ocean Pictures
<http://bit.ly/U6J4kR>
5. Children of the Earth United
<http://childrenoftheearth.org>

Teacher Resources

6. The Green Guide for Kids: Reduce, Reuse, Recycle
<http://bit.ly/TuEpuB>
7. Landfills
<http://bit.ly/TuExdO>
8. Walk to School
walktoschool.org
9. School Recycling Program
<http://dsorg.us/ViqIDo>