



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<p>Teacher’s Pages</p> <p>Pre-reading Discussion</p> <p>Post-reading Discussion</p>	<p>Activate students’ background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5–8	<p>Reproducible Worksheets</p>	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9–10	<p>Language Experience</p>	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	<p>Answer Key</p>	

BEFORE READING THE BOOK**1. Share Ideas**

Print the following on the board:

Recycle

Reduce

Re-use

Read each heading out loud and give an example of each (e.g., Recycle: take bottles and cans to the bottle depot; Reduce: turn down the heat; Re-use: use plastic grocery bags as garbage bags.) Have students brainstorm more examples of recycling, reducing, and re-using. Then tell the students that all their responses are examples of living green.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about living green. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|--|--|
| (a) _____ Live green means hold the world in your hands. | (c) _____ Live green means drink a lot of water. |
| (b) _____ Live green means help the world. | (d) _____ Live green means live an easy life. |

Direct the students to the photo on the front cover of the book. Ask, "What do you see in the photo?" Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses. Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Have the students give a reason for their responses.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ The lady fixes a leaky tap. (c) ____ The lady saves jars.
(b) ____ The lady stops using (d) ____ The lady throws junk mail
her stove. in the garbage.

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Live Green*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe ways the lady uses less water, less heat, and less power.
- (b) How does the lady re-use plastic bags? Cans and jars? Junk mail?
- (c) How do you think we help our planet by living green?
- (d) What did you learn about living green?

Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ The lady saves money in many ways.
- (b) ____ The lady re-uses jars, junk mail, and food.
- (c) ____ Using less water helps our planet.
- (d) ____ I will use what I learned about living green.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) The book talks about how each person can live green. Communities can support living green, too. For example, people in an apartment building can ask the owner to provide recycling bins. How else can communities support green living?
- (b) Do you think that living green is an important issue? Give a reason for your answer. Name one or two other issues that you believe are just as or more important than living green. Give a reason for your choices.
- (c) Think about your morning routine. Now imagine there is a power blackout. Describe how your morning routine changes.

1. Letter Names

Look at the sentences on pages 3 and 9.

Find words that begin with the letter **c**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **c** make?

Read the words with your teacher.

Think of three more words that begin with the sound /c/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: jar
 car

These words belong to the **ar** word family.

(b) Read these sentences. Circle the words in the **ar** word family.

1. Save that jar.
2. The tar is hot and sticky.
3. Do you want to go the bar?

(c) Print words that belong to the **ar** word family.

_____ jar _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Turn down the heat.

2. Turn off the lights.

3. Turn off the TV.

4. Hang up damp clothes.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Living green _____ our planet.
- (b) Try to use less _____ .
- (c) Turn off the _____ .
- (d) Fill big jars with _____ .
- (e) Try not to buy food that comes in _____ .
- (f) Living green will help you _____ money.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) water / less / Use _____
- (b) your / Fix / taps / leaky _____
- (c) water/ Use / wash / cold / to / clothes _____
- (d) damp / Hang up / clothes _____
- (e) cans / jars / Save / big / and _____
- (f) to / Use / bags / plastic / store / food _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) You can take a shorter shower.

You can take a _____ shower.

You can take a _____ shower.

You can take a _____ shower.

You can take a _____ shower.

(b) My home has leaky taps.

My home has _____ .

My home has _____ .

My home has _____ .

My home has _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to tell you what their favourite colour is, and why.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I like green cause it reminds me of the lake.) Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Live Green* was **c /c/**. Have students find, circle, and copy the words that start with the letter **c**. Repeat the process for the word family **ar**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

I like green because it reminds me of the lake.

I like green because it reminds me of spring.

I like green because it reminds me of summer.

I like green because it reminds me of trees.

I like green because it reminds me of leaves.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) **Less water:** She takes a shorter shower. She uses less water to wash small loads of clothes. She fixes leaky taps. **Less heat:** She tapes windows. She uses cold water to wash clothes. She sets the dryer for less time. She turns down the heat. **Less power:** She buys bulbs that use less power. She turns off the lights, TV, and fans. (b) She stores food in plastic bags. She fills cans and jars with different things. She uses junk mail to write on. (c) Possible answers: If we use less, we have to make less. This cuts down on pollution. / If we use less water, there will be clean water for the future. / If we use less paper, we don't have to cut down so many trees. (d) Students will have different answers.

Option B: (a) True: The lady uses less water, heat, and power so she saves on her bills. She re-uses things, so she spends less on containers, storage bags, shopping bags, and paper. (b) False: She does not re-use food. She re-uses plastic bags by storing food in them. (c) True: If we use less water, there will be clean water for the future. (d) Students will have different answers.

Worksheets

1. **Letter Names:** can, care, cold
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. jar 2. tar 3. bar (c) Possible answers*: car, tar, bar, far, par
4. **Matching:** (a) Turn off the lights. (b) Turn off the TV. (c) Hang up damp clothes. (d) Turn down the heat at night.
5. **Predict Words*:** (a) helps, takes care of (b) water, heat, power, energy (c) lights, TV, fans, water (d) things, flour, sugar, beans, rice, oatmeal (e) packages, plastic, Styrofoam (f) save
6. **Scrambled Sentences:** (a) Use less water. (b) Fix your leaky taps. (c) Use cold water to wash clothes. (d) Hang up damp clothes. (e) Save big cans and jars. Save big jars and cans. (f) Use plastic bags to store food.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.