

Caring for Earth

Small Group Reading

Before reading

Ask students to page through the text and tell what type of text it is.

Then ask them to predict what the author might tell them about caring for Earth. How does one care for Earth? Preview reading vocabulary and discuss word meanings with students.

During reading

Have students answer the following questions as you read each chapter together.

CHAPTER 1

- Why is topsoil important? (literal)
- What might happen if erosion of topsoil is not contained? (inferential)
- Why is terracing so important for Tacha and her family? (literal)

CHAPTER 2

- How have we polluted the air? (literal)
- What can we do to help keep the air clean? (personal response)
- Do you think we will continue to use fossil fuels to power our cars? Why? (personal response)

CHAPTER 3

- What caused the deaths in London in 1854? (literal)
- How is water kept clean today? (literal)

CHAPTER 4

- What does endangered mean? (inferential)
- What do you think can be done to protect endangered animals? (personal response)

- Do you think countries are better at caring for the environment today than they were 50 years ago? Give reasons. (personal response)

After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

Have students use BLM 1 to write a shape poem using words they brainstorm about caring for Earth. **(BLM 1)**

Grammar Remind students that questions are sentences that require an answer. A question mark is used at the end of a sentence that asks a question. Tell students to create questions for the answers given on BLM 2. **(BLM 2)**

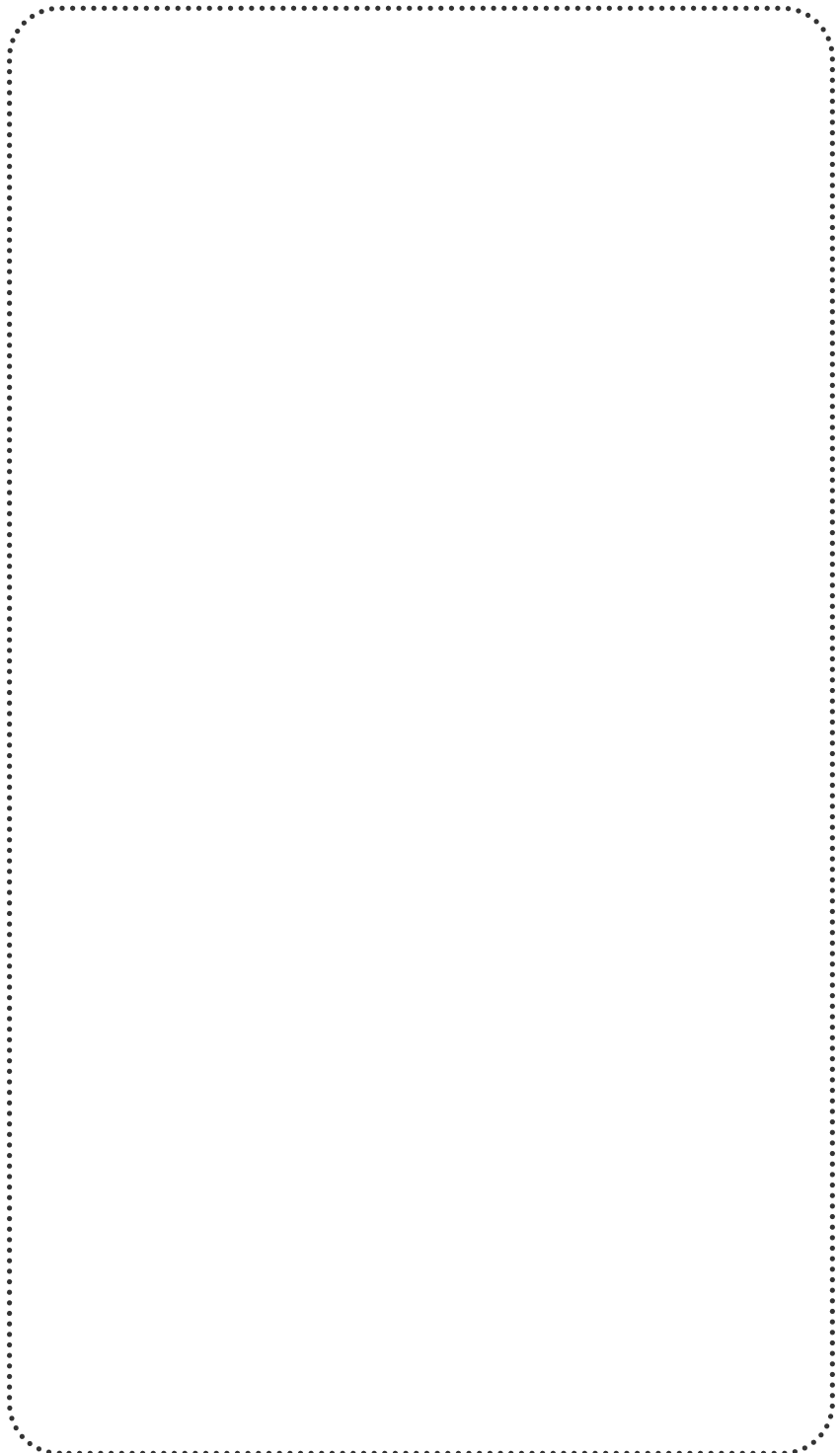
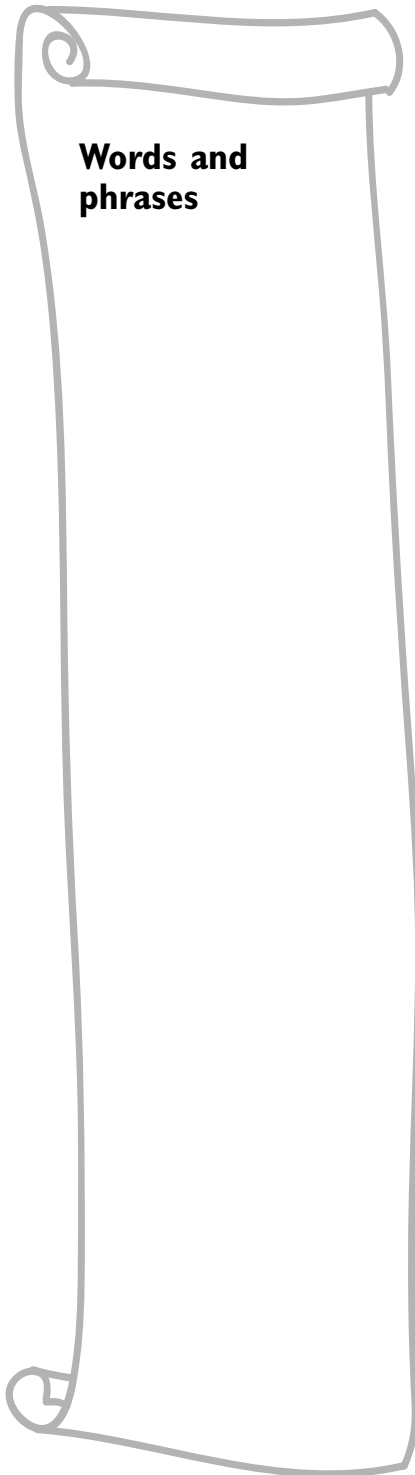
Generating questions Now instruct students to continue the activity on their own. Students should choose a chapter from the text and create 5 questions about information found in the chapter. Students then switch papers with a partner and answer each other's questions.

Spelling Remind students that adverbs tell how, when, or where something happens. Many adverbs end in *-ly*. With students, find adverbs in the text that end in *-ly* and list them on the board. Ask students to tell whether the adverb describes time, place, or manner.

Fluency Partner students and have them select a favorite section of the the book. Students should read the section aloud to each other until they are able to do it fluently.

➔ Shape poem

Write a list of words and phrases you think are important when caring for Earth. Use these words in a shape poem.



➔ Questions, questions

Questions are sentences that require an answer. A question mark (?) is used at the end of a sentence that asks a question. Write questions to match these answers.

Answer: Cholera is caused by bacteria in the water.

Question: _____

Answer: Burning of fossil fuels such as oil, coal, and gasoline causes air pollution.

Question: _____

Answer: Topsoil contains nutrients that help plants to grow.

Question: _____

There are many different types of questions. Questions that require an answer that is straight from the information in the text are called “literal” questions.

Statement: The ancient Chinese, Africans, and Incas used terracing to keep soil healthy and prevent erosion.
Question: What did the ancient Chinese, Africans, and Incas use to keep soil healthy and protected from erosion?

Write a literal question for each statement below.

Statement: During the Industrial Revolution of the 1800s, the burning of coal in factories caused the air to become dirty, smelly, and smoky.

Question: _____

Statement: In 1873, a “killer fog” covered London and caused the death of more than 1150 people in three days.

Question: _____

Statement: Today most air pollution is caused by the burning of fossil fuels—oil, coal, gasoline, and natural gas.

Question: _____

Statement: Pollution in water can kill fish, poison plants, and carry diseases such as cholera and typhoid fever.

Question: _____

