



# Introducing the Earth

# 1

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain why people have a special responsibility to take care of the earth
- ✓ Explain that Earth is composed of land, water, and air
- ✓ Explain that humans, plants, and animals depend on Earth's land, water, and air to live

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the three things that make up the earth (RI.K.3)
- ✓ With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth (W.K.8)
- ✓ Identify new meanings for familiar words, such as *earth*, and apply them accurately (L.K.4a)
- ✓ Prior to listening to “Introducing the Earth,” identify orally what they know about Earth and how to take care of the planet
- ✓ Explain that “Introducing the Earth” is realistic text because we really do depend on Earth’s land, water, and air to survive, but it is fantasy because the earth doesn’t have feelings or talk

## Core Vocabulary

**creatures, n.** Living beings, such as animals and/or people  
*Example:* Deer, raccoons, and squirrels are just a few of the many different kinds of creatures who live in the forest.

*Variation(s):* creature

**Earth, n.** The planet that we live on; the world  
*Example:* The planet Earth is made up of land, water, and air.

*Variation(s):* the earth

**outer space, n.** The area beyond Earth  
*Example:* The moon and the stars are in outer space.

*Variation(s):* none

**responsibility, n.** Something that a person is expected to do  
*Example:* Making my bed is my responsibility.

*Variation(s):* responsibilities

**surface, n.** The outside layer of something  
*Example:* The surface of a marble is smooth.

*Variation(s):* surfaces

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	globe	10
	<b>Know-Wonder-Learn Chart</b>	chart paper	
	<b>Introduce the Narrator</b>	Earth Hat	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Introducing the Earth</b>	Earth Hat	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Responsibility</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Know-Wonder-Learn Chart</b>	KWL chart	15
	<b>Multiple Meaning Word Activity: Earth</b>	Poster 1M: Earth	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1 and IB-2	*



# Introducing the Earth

1A

## ***Introducing the Read-Aloud***

**10** minutes

### **Domain Introduction**

Tell students that all the people in all the towns and cities they have ever heard about live on the same planet. Ask students if they can name the planet on which they live. Then show students a globe. Tell them that the globe represents Earth. Explain that all the people, animals, trees, and flowers live together on planet Earth.

Tell students that over the next couple of weeks they will be learning more about Earth and how to take care of our planet. Explain to students that because we all live on Earth together, we need to care for the earth. We need to keep our planet clean and healthy, just as we would keep ourselves clean and healthy. Ask students, “What can happen if you play in a mud puddle? You get dirty and you have to clean up!” Explain to them that it is the same with the earth. If Earth becomes dirty, or polluted, it will be harder for plants, animals, and people to live here. We have to find a way to clean up the pollution.

### **Know-Wonder-Learn Chart**

Make a KWL (**K**now-**W**onder-**L**earn) chart to introduce the new domain, *Taking Care of the Earth*. Remember to complete the chart on large chart paper, so that you can add to the chart as students listen to multiple read-alouds.

Ask students what they already know about Earth and how to take care of the planet. Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the chart to them.

As students respond, repeat and expand upon each response using richer and more complex language, including, if possible,

any domain vocabulary. Record students' responses under the 'K' of the KWL chart (What I Know). If a student's response includes inaccurate factual information, record it nonetheless and acknowledge the response by saying something like, "So you think that there's nothing we can do to help the planet? We'll have to listen very carefully to our read-aloud and find out if that's true!"

Then ask, "What do you wonder about or want to know about planet Earth and how to take care of it?" You might need to prompt them by asking questions about what they think a healthy planet looks like, what littering does to the earth, etc. Record these responses under the 'W' on the KWL chart (What I Wonder or Want to Know). Tell students that after they have listened to some of the read-alouds in this domain, they will have a chance to share what they have learned. These answers will be listed in the 'L' (What I Have Learned) portion of the chart. Ask students to keep the list of 'W' questions in mind as they listen to the upcoming read-alouds to see if they can find some of the answers as the read-alouds are shared. Remember to save the chart paper, which will be used throughout this domain.

### **Introduce the Narrator**

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Teachers are encouraged to wear the Earth Hat. (See Introduction, page 2.) This is not simply a novelty. It will get students' attention.

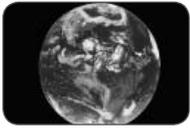
Ask students if they think planet Earth can talk. Tell them that for the next couple of weeks, you'll be asking them to use their imaginations and pretend that the earth is actually able to talk. In other words, they should pretend that the earth is reading to them, even though that could not happen in real life.

Note: Wearing the Earth Hat only during read-alouds will signal to students that "Good Old Earth" (the first-person narrator of this domain) is speaking to them.

### **Purpose for Listening**

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Tell students to listen to the read-aloud to find out what the earth is made of. Ask them to try to remember the three substances, or things, that make up the earth and why they are important to people.



- 1 Describe what you see in the picture.
- 2 Earth is the planet on which we live. *Earth* also means the ground.
- 3 The moon, stars, and sun are all objects in outer space.

## Introducing the Earth

### ← Show image 1A-1: Earth from outer space<sup>1</sup>

Hi, kids. It's me, **Earth**. Some people call me *the world*, some call me *the planet*, and some even call me *Mother Earth*. But you can just call me *Good Old Earth*.<sup>2</sup>

This is what I look like from **outer space**, from somewhere beyond our friend the moon.<sup>3</sup> From outer space, I guess I look pretty small. You can see that I am mostly blue. That's because I'm mostly covered with water. But you can also see lots of green and brown. Those are the colors of the land where people live. Of course, I am also covered by a nice blanket of air. You can't see the air, but you can see the white clouds that float around in it.

I've been here a long time, and I've seen many things. I just want to tell you that I am truly amazed by you people, and I'm glad you're here with me. You do so many amazing things.



### ← Show image 1A-2: A waterfront town

I like your farms and your nice little towns. I like the great big cities you've built. They're incredible! I don't even mind the roads you've built all over me. I like to feel your boats floating on my oceans, seas, and lakes, and your airplanes kind of tickle a little as they zoom through my skies.



### ← Show image 1A-3: Happy kids

Most of all, I like you kids. I like to feel your little feet running around, I like to hear you laughing, and I especially hope that you enjoy and appreciate all the beautiful and amazing places on my **surface**.<sup>4</sup> Let's take a look at some of these places together.

- 4 The surface of the earth is its outer layer of land, or the ground.



### ← Show image 1A-4: Forest, water, and mountains

People live on land, but you are not the only living things that depend on, or need, the land. Animals, plants, and people all need to share the land with each other.

The flowers and grasses add such beauty to my surface. Of course, the flowers, trees, and grasses aren't there just to be pretty. They're important for all the **creatures** that live here: from the squirrels and birds that live in the trees, to the bees that buzz around drinking nectar from the flowers, to the animals that eat the grass.



← **Show image 1A-5: River**

5 Can you think of ways that water is important to people? How do people use water?



← **Show image 1A-6: Blue sky**

It's the same with rivers and other bodies of water, such as lakes and streams. They're nice to look at, and nice to swim around in or paddle down in your canoe. But they're also home to many creatures, from fish, to snakes and turtles, to snails. And their waters are important in many ways for you people, too.<sup>5</sup>

6 Inhale and exhale deeply. You are breathing air in and out, even though you can't see the air.



← **Show image 1A-7: Child**

Here is a photo of the beautiful sky. On this day, the sun is shining brightly, and a few puffy white clouds are floating through the air. Every time you look up in the sky from now on, I want you to think of the air that's there. You'll want to listen very carefully when I tell you about keeping the air and skies clean. After all, the air is what you breathe every few seconds, every single day.<sup>6</sup>

People are the most intelligent creatures here on Earth. You're the ones who built big cities and invented cars and computers. You make medicines for people and animals, and you have schools and airplanes and many other important things.

You people are truly amazing. You can do many, many things that no other living creature here on Earth can do. That gives you extra **responsibility**: because you're the smartest, all living things depend on you to take care of me.<sup>7</sup> You have to share the earth; you're in it together.

7 So it's your job; you're expected to take care of the earth.



← **Show image 1A-8: Sunrise**

I want people to truly enjoy living here. Every morning when you wake up and see the sunrise, I hope you will say, "Great! It's the start of another wonderful day on beautiful Earth!" To make sure

that happens, I need to teach you about something I like to call “Taking Care of the Earth.” I really need your help making sure that the air, water, and land stay clean so that *you*, and all other things living here, can be safe, healthy, and happy. And you kids can really do a lot to help out (and to make sure that all the grown-ups do their part, too). So I hope you’ll listen carefully over the next couple of weeks, because I have a lot of important things to share with you.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What are some other names for Earth? (the world, the planet, Mother Earth)
2. *Inferential* What three things make up the earth? (land, water, air)
3. *Inferential* Give examples of where you find water on the earth. (oceans, lakes, ponds, rivers, streams)
4. *Inferential* Why are land, water, and air important to people? (People need land to live on, water to drink, and air to breathe.)
5. *Literal* Why do people have special responsibilities to take care of Earth? (We are the smartest creatures on Earth, and other living things depend on us.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question. Then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Do you think that everything that happens in this read-aloud could really happen, or is it all pretend, or fantasy? Or, is some of it real and some of it pretend? How do you know? (Part of the read-aloud is fantasy because the earth cannot talk or feel things. What the earth is describing, however—how we depend on Earth’s land, water, and air to survive—is real.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### **Word Work: Responsibility**

5 minutes

1. In the read-aloud you heard, “That gives you extra *responsibility*: because you’re the smartest, all living things depend on you to take care of [the earth].”
2. Say the word *responsibility* with me.
3. A responsibility is something that a person is expected to do.
4. Parents have a responsibility to care for their children, or a person may have a responsibility to do the dishes after dinner.
5. Tell about a responsibility you have. Try to use the word *responsibility* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I have a responsibility to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say is a responsibility of yours, say, “That is my responsibility.” If any of the things I say is not a responsibility of yours, say, “That is not my responsibility.” (Answers may vary for all.)

1. setting the table
2. picking up your toys
3. driving yourself to school
4. making your dinner
5. washing your laundry, or dirty clothes
6. taking care of a pet
7. brushing your teeth
8. making your bed



**Complete Remainder of the Lesson Later in the Day**



# Introducing the Earth

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## Extensions

15 minutes

### Know-Wonder-Learn Chart

Review the ‘K’ and ‘W’ columns of the KWL Chart created earlier. Ask students what they learned in the read-aloud, and record their responses in the ‘L’ column. Prior to recording students’ responses, point out that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the chart to them.

As students respond, refer back to both the ‘K’ and ‘W’ columns of the chart to see if, and how, what they have learned relates to what was written in either the ‘K’ or ‘W’ column. Reread small sections of the text aloud, as necessary, to help students check the accuracy of their responses. In the event that something newly learned in the ‘L’ column contradicts something that was recorded earlier in the ‘K’ column, this should be discussed. For example, “Earlier today, when we were talking about what we knew, we said that there wasn’t anything we can do to help the planet. What do you think now?” Then, cross out the inaccurate information in the ‘K’ column. Remember to save the chart paper, which will be used throughout this domain.

### ↔ Multiple Meaning Word Activity

#### *Associated Phrase: Earth*

1. [Show Poster 1M: Earth.] In the read-aloud you heard, “People are the most intelligent creatures here on Earth.” Here, *Earth* means the planet on which we live. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]

2. With your neighbor, talk about what you think of when you see this picture of Earth. I will call on a few of you to share your responses. Try to answer in complete sentences. (When I see Earth, I think of the world, the planet, Mother Earth, etc.) [Call on three or four students to share their answers.]
3. *Earth* also means something else. *Earth* means the ground, which is made up of rock, sand, and soil. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, talk about what you think of when you see this kind of earth. I will call on a few of you to share your responses. Try to answer in complete sentences. (This picture of earth makes me think of the ground, digging in the dirt, planting seeds or growing plants in the soil, etc.) [Call on three or four students to share their answers.]

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.