



Summary

This book describes what we can do to take care of our world and to help keep it clean.

Guided Reading Level	Lexile Level	100th word	Total Word Count
J	400-449	garden p.12	283

Standards:

Common Core Language Arts

- Know and use various text structures
- Determine the meaning of words and phrases in a text relevant to the subject

Science

- Knows how people affect the environment in negative and positive ways

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Sentence variation Use informational text features	Using graphic features Summarizing information	Self monitoring and self correcting Cross-checking text to pictures	carbon dioxide compost pile fossil fuels recycle reuse

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Growing Up Green** – Introduce **Growing Up Green** by looking at the cover photo and starting a discussion about what students already know about conservation.
Suggested questions to facilitate introductory conversation:
 - Look at the pictures on the cover. Describe what you see.
 - What do you think the title *Growing Up Green* means?
 - Do you know some ways of living green? Tell us what you know.
3. Skimming and Scanning **Growing Up Green** - Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Look at the words in bold on page 14. Find them in the glossary. What do they mean?
 - As students are skimming and scanning, ask them to look for text features such as text boxes labeled *Think Green* and the *Try this section*. Why did the author include these in the book?
 - Ask students to look at the pictures and describe what is happening in each.
4. Reading **Growing Up Green** – Students read independently or with a partner.

5. After reading **Growing Up Green** – Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book, move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - What can we do to keep our land clean? How about the air?
 - Why do we need clean water on the Earth? What would happen if the water is polluted?
 - How can you explain to someone about living green? What suggestions would you give them?
 Suggested after reading lesson focus prompts:
 - I noticed (students name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
 - Did you check the pictures for information when you were stuck? Tell us about it.
 - Did you reread or read ahead when the words didn't make sense?
6. After Reading Application for **Growing Up Green** – Have students complete the reproducible.

Name: _____

Date: _____

Draw, Label, and Share Facts

Directions: Choose a topic from the book. Write five facts about your topic. Try to use key words from the glossary. Illustrate or draw a labeled diagram to support your new facts.

Draw and label.



Did you know...

Did you know...

Did you know...

Did you know...

Did you know...
