

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

K.3.c.—A Day In My Life



In this unit, students build an understanding of the concept of resources and where they come from. Through songs, poems, pictures, and games, students are introduced to the idea that resources they use on a daily basis are linked to natural systems. They learn about the natural resources they use from water and from land, and then they explore the plant and animal sources of food products. They discover that natural resources originate in the natural world, and later discuss the meaning and purpose of conserving resources.

		RI.K.1	RI.K.2	RI.K.3	RI.K.4	RI.K.5	RI.K.6	RI.K.7	RI.K.8	RI.K.5	W.K.2	SL.K.1	SL.K.2	SL.K.6	L.K.5	RF.K.1	RF.K.2	
LESSONS	California Connections	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	
	1	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	
	2		✓	✓			✓	✓					✓	✓		✓	✓	
	3	✓	✓	✓	✓		✓	✓					✓		✓			✓
	4			✓	✓		✓	✓	✓		✓						✓	
	Traditional Assessment										✓							
	Alternative Assessment										✓							

COMMON CORE STANDARDS

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Standards for Foundational Skills
- **RI:** Reading Standards for Informational Text
- **RL:** Reading Standards for Literature
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards and applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 18 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups.

- **Lesson 1:** Whole class, optional partners
- **Lesson 2:** Whole class
- **Lesson 3:** Whole class, partners
- **Lesson 4:** Whole class, partners

National Geographic Resources

No maps or posters are used with this unit.

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students dictate answers to questions.	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. Suggestion: <i>Alternatively, they could draw pictures to show their answers.</i>
Alternative Assessment	
Students create a storyboard to tell the story of something they use every day. They can draw, cut out pictures from magazines or other sources, or use words to tell each part of their story.	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.

Lesson 1: The Resources I Use

Students listen to and recite a poem about water; discuss the origin of specific resources; play a guessing game focusing on resources and rhyming words; and color pictures and trace words about resources from water and from land.



Session 1

Use this correlation in place of the **Procedures** on page 32 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Introduce students to the California Connections: A Day in My Life big book. Show them the word “resource.” Talk about the pictures and what the word might mean. Read the definition to the students.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what...idea in the text an illustration depicts).</p>
Step 1	
<p>Tell students that today they will learn a song about water. Explain that water is one of our most valuable resources.</p> <p>Turn to page 2 in the California Connections: A Day in My Life big book and display the poem for all students to see. Read the title of the poem to the class, The Faucet Song. Tell students that The Faucet Song tells a story. Ask them to listen to the poem the first time you read it, then, after that, they will help you read it a few more times.</p>	<p>RI.K.5: Identify the front cover, back cover...of a book.</p> <p>RI.K.6: Name the author...of a text and define the role...in presenting the ideas or information in a text.</p> <p>Suggestion: <i>While introducing the big book, explain that this page is a poem and have students explain how they can tell it is a poem rather than another type of text. Ask students to identify the front cover, back cover, and the author.</i></p> <p>RL.K.5: Recognize common types of texts (e.g., poems...)</p>
Step 2	
<p>Read The Faucet Song slowly, while pointing to individual words as you read. Encourage students to join you as you read the poem a second time. Next, add hand motions to the reading of the poem. Together, decide on which movements to use. (<i>Note: See suggestions in the text of The Faucet Song.)</i> Lead students in reading the poem again accompanied by the body movements chosen.</p> <p>When finished, discuss the meaning of the poem and ask students to explain the “story” and why water is an important resource. Record their thoughts on the board.</p>	<p>RF.K.1a: Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1c: Understand that words are separated by spaces in print.</p> <p>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two...ideas...in a text.</p> <ul style="list-style-type: none"> ■ Rain comes from the _____. ■ Melting snow becomes _____. ■ Water goes into _____. ■ Water also goes _____. ■ Then water goes to our _____. <p>SL.K.6: Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students that all the things they use are made from “resources” found on the earth. Write the word “Resources” on the board. Have students share about other resources they know and use. (<i>Paper, water, rocks, wood, food, space, air, energy</i>) List the names of these resources on the board around the word “Resources.” Tell students that in the next class session they will discover from where some of the resources they use come.</p> <p>Tip: Add drawings to the words in the Step 3 activity.</p>	<p>L.K.5a: Sort common objects into categories...to gain a sense of the concepts the categories represent.</p> <p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p>

Session 2

Use this correlation in place of the **Procedures** on page 33 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<p>Step 1</p>	
<p>Review the meaning of the word “resource,” using page 3 in the California Connections: A Day in My Life big book.</p> <p>Tip: To prepare students for the guessing game in Step 2, discuss the following resources with students, writing the words on the board along with a simple drawing: sand, air, soil, tree, stones, fish, plants, gold, sun, oil. If you are teaching this unit near the beginning of the school year, you may want to shorten the list and leave out some of the clues in Step 2 in order to make it more manageable for student levels.</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p> <p>Suggestion: Discuss each photo and how it relates to the “resource” word in the center.</p>
<p>Step 2</p>	
<p>Tell students that they will play a guessing game about natural resources. Explain that you will give them a clue about a natural resource used every day. Tell them the clue will also include a word that rhymes with the correct answer. Remind them that rhyming words “sound alike.” Give them a few examples (duck/truck, knee/see, light/tight) and have them provide examples of rhyming words. (Sink/pink, toad/road, rake/make) Tell students to listen carefully to the clues and raise their hands when they think they know the answer. Tell them not to share their answers until you call on them or invite them to share their answers with a partner. Use the following clues (see below), while speaking very slowly and clearly. Emphasize the words “natural resource” and the rhyming word. Give different students the opportunity to provide the answers. At times, have them share their answers with a partner.</p> <ul style="list-style-type: none"> ■ I am thinking of a natural resource sometimes found on a beach. The word for it rhymes with land. (<i>Sand</i>) ■ I am thinking of a natural resource that we use when we breathe. The word for it rhymes with bear. (<i>Air</i>) ■ I am thinking of a natural resource that we use when we grow lettuce. The word for it rhymes with oil. (<i>Soil</i>) ■ I am thinking of a natural resource that gives us wood. The word for it rhymes with bee. (<i>Tree</i>) ■ I am thinking of a natural resource that we sometimes use to build a road. The word for it rhymes with bones. (<i>Stones</i>) ■ I am thinking of a natural resource that we sometimes eat. We get it from oceans and lakes. The word for it rhymes with dish. (<i>Fish</i>) ■ I am thinking of a natural resource that we sometimes use for food. The word for it rhymes with ants. (<i>Plants</i>) ■ I am thinking of a natural resource that we sometimes use to make jewelry. The word for it rhymes with old. (<i>Gold</i>) ■ I am thinking of a natural resource that gives us warmth and light. The word for it rhymes with fun. (<i>Sun</i>) ■ I am thinking of a natural resource that we sometimes use to make engines and other machines work smoothly. The word for it rhymes with boil. (<i>Oil</i>) 	<p>RF.K.2a: Recognize and produce rhyming words.</p> <p>SL.K.6: Speak audibly and express...ideas clearly.</p> <p>Suggestion: After stating the answer, students could respond with a sentence frame such as:</p> <ul style="list-style-type: none"> ■ <u> <i>Sand</i> </u> is a resource found on a <u> <i>beach</i> </u>.

Procedures	Common Core Standards and Applications
Step 3	
<p>Distribute a Student Workbook to each student. Tell students to turn to Resources From Lakes and Streams and Resources From Land (Student Workbook, pages 2–3). Engage students in a discussion about the words in the titles (<i>resources, lakes, streams, and land</i>) along with the labels that accompany each picture. Tell them to color the pictures of the resources on each page and trace over the word that tells what each resource is.</p> <p>Tip: Do the discussion in Step 4 before students begin to trace and color.</p> <p>Consider long term use of the Student Workbooks. Due to page 6 having color on it, you may choose to preserve the workbooks without writing in them so future students can see the color photos.</p>	<p>RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p>
Step 4	
<p>As students color and label their pictures, monitor their understanding of the concepts by asking them to talk about the resources on the pages. “What are these resources called?”, “From where do they come?”, “How do we use them?”</p> <p>Collect Student Workbooks and use Resources From Lakes and Streams and Resources From Land for assessment.</p>	<p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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).</p> <p>SL.K.6: Speak audibly and express...ideas clearly.</p> <p>Suggestion: Use the center drawing to discuss the relationships between all the drawings (<i>resources</i>) and where they come from (<i>source</i>).</p> <p>Pointing to illustrations:</p> <ul style="list-style-type: none"> ■ This resource is a _____. It comes from _____. We use it to _____.

Lesson 2: Where Things Come From

Students recite a poem about wood resources and their origins (trees). Using photographs, they trace the origin of paper and bread to plants, and the origin of water to a stream. They then play a bingo game that focuses on the plant and animal origins of some common food items.



Session 1

Use this correlation in place of the **Procedures** on page 42 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Turn to page 3 in the <i>California Connections: A Day in My Life</i> big book and review the meaning of the word “resource” with students. Tell students that they will learn about other resources and from where they come today.</p>	<p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text...</p> <p>Suggestion: <i>Point to each photo. Students complete a framed sentence.</i></p> <ul style="list-style-type: none"> ■ _____ are a resource. ■ _____ is a resource. ■ I use the resource _____ by _____.
Step 1	
<p>Have the class gather around the big book. Turn to page 4 of the big book and display the poem <i>Sticks, Sticks, Pick up Sticks</i> to students.</p> <p>Read the poem slowly while pointing to individual words as you read. Encourage students to participate in the reading as you read the poem two more times. Suggest adding some hand, arm, and other body movements to go along with the poem. Together, decide on which movements to use. Lead students in reading the poem accompanied by the body movements. Tell students that this poem tells a story. Ask them to explain the story. Record their thoughts on the board.</p>	<p>RF.K.1a: Follow words from left to right, top to bottom...</p> <p>RF.K.1c: Understand that words are separated by spaces in print.</p> <p>RF.K.2a: Recognize and produce rhyming words.</p> <p>Suggestion: <i>While reading the poem with the students, point out the above standards within the text and/or have students point out examples of each.</i></p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two...events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ■ Sticks come from _____. ■ The trees grow in the _____. ■ The saw makes a buzz sound when it _____. ■ We use wood for _____. <p>RI.K.6: Name the author...</p> <p>SL.K.6: Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Display Paper, Logs, and Trees (Information Cards #1–3). Point out the photograph Paper and have them identify what it is. (<i>Newspaper</i>) Ask them to list some of the ways they use paper every day. Remind them that the things we use are called resources and that makes this paper a resource. Point out the photograph Logs and have them identify that it is of logs. Ask them to identify a connection between the first and second pictures. (<i>Paper is made from wood and we get wood from logs.</i>) (<i>Note: Save the discussion of the photograph of Trees for the next lesson.</i>)</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p> <ul style="list-style-type: none"> ■ I use paper when I _____. ■ Paper is made from _____ and we get wood from _____. ■ Paper is a _____ because we use it.
Step 3	
<p>Use the same procedures to discuss the Bread, Wheat, and Soil (Information Cards #4–6) and Water, Stream, and Snow (Information Cards #7–9). Only show and discuss the photographs Bread and Wheat and the connections between those two items. Only discuss the Water and Stream photographs and the connections between those two items.</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear...</p> <ul style="list-style-type: none"> ■ I use paper when I _____. ■ Paper is made from _____ and we get wood from _____. ■ Paper is a _____ because we use it.

Session 2

Use this correlation in place of the **Procedures** on page 43 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Tell students they will now play a game matching the resources they use to where those resources come from. Hold up one of the six Resources Bingo Boards (Game Boards) and explain that you win the game when all the pictures on the bingo card are covered with a marker. Remind students that they can only place a bingo marker on the pictures that match what the teacher says. They should use only one bingo marker for each statement, even though some of the pictures on their Resources Bingo Board appear more than once. When they have covered all of the pictures on their Resources Bingo Board, they should raise their hand and say, “Bingo.”</p> <p>Tip: <i>You may wish to review and teach some of the vocabulary and ideas presented in the game before playing it in order to scaffold for success.</i></p>	n/a

Procedures	Common Core Standards and Applications
Step 2	
<p>Distribute a Resources Bingo Board and nine bingo markers to each student. Draw out one of the Bingo Statements (Teacher’s Masters, pages 2–3) from the box (or other container), read it aloud, then put it to the side. Continue drawing and reading out the Bingo Statements, making sure that students are covering their boards properly. Continue playing until one or more students have called out, “Bingo.”</p> <ul style="list-style-type: none"> ■ Where tomatoes come from. (<i>Plants</i>) ■ Where fish come from. (<i>Lake, stream, or ocean</i>) ■ Where milk comes from. (<i>Cows</i>) ■ Where the eggs we eat come from. (<i>Chickens</i>) ■ Where paper comes from. (<i>Trees or forest</i>) ■ Where the wood in our pencils comes from. (<i>Trees or forest</i>) ■ Where the water we use comes from. (<i>Lake or stream</i>) ■ Where daylight comes from. (<i>Sun</i>) ■ Where most of our bread and cereal comes from. (<i>Field of grain</i>) ■ Where sand comes from. (<i>Beach</i>) 	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>Suggestion: <i>To strengthen this activity for understanding, after each clue, have a student who has placed a marker explain the answer or complete a sentence frame:</i></p> <ul style="list-style-type: none"> ■ _____ come(s) from _____. <p>SL.K.2: Confirm understanding of...information presented orally...by asking and answering questions about key details...</p> <p>a) Understand and follow one- and two-step oral directions. CA</p>
Step 3	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Food From Plants/Food From Animals (Student Workbook, pages 4–5). Engage the class in a discussion about the words and pictures they see. Tell them to think about the food they eat and from where it comes. Tell students to color in and trace over the labels for each picture.</p> <p>Gather Resources Bingo Boards.</p> <p>Collect Student Workbooks and use Food From Plants/ Food From Animals for assessment.</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text...</p> <ul style="list-style-type: none"> ■ _____ comes from a _____. ■ _____ comes from an _____.

Lesson 3: Where Natural Resources Come From

Students learn and recite a poem about the basic resources that they use in an average day and discuss that all of those resources originate in the natural world. Then they complete an activity in which they match resources to their origins.



Session 1

Use this correlation in place of the **Procedures** on page 68 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Turn to page 5 in the <i>California Connections: A Day in My Life</i> big book and show students the term “natural systems.” Read the definition to students and discuss what the term means.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text...</p> <p>Suggestion: Have students fill in the blank with “natural system” as you make a statement about each photo.</p> <ul style="list-style-type: none"> ■ The ocean, with its animals and plants is a _____. ■ The grasslands, with its animals and soil is a _____.
Step 1	
<p>Have students gather around the <i>California Connections: A Day in My Life</i> big book. Turn to the poem <i>Goods to Share</i> on page 6. Read the title and then the poem aloud. Ask, “What do you think the word “goods” means in this poem? Can you think of another word for “goods” as used in this poem?” (<i>Resources</i>) Ask students to identify the goods mentioned in the poem. (<i>Cup, cereal, bread, bed, bus, air, food</i>)</p>	<p>RI.K.3: With prompting and support, describe the connection between two...events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ■ Another word for goods is _____. ■ Another word for resources is _____. <p>RI.K.6: Name the author...</p>
Step 2	
<p>Ask students to listen very carefully as you read the poem again. Ask them to listen for words that rhyme with one of the words you wrote on the board. (<i>Cup/up, bread/bed, bus/us, air/share</i>) Write the “rhyming partners” on the board. Ask students if they heard any other rhyming words. (<i>Today/say, eat/feet, dive/alive</i>) Write these pairs on the board. Read the poem again, pausing right before the last word in each line to encourage students to provide the next word. Ask students to listen to the poem once again to find the story the poem tells. Invite students to tell a partner what they think the story is about. Invite one or two pairs of students to retell the story of the poem. (<i>It is a story about resources—or things we use. It talks about the land, sea, and air as having goods to share.</i>)</p>	<p>RF.K.2a: Recognize and produce rhyming words.</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>Suggestion: Ask students to describe what happens first and what resource is used.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners...with peers...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Display the Paper, Logs, and Trees (Information Cards #1–3). Point out Paper and have them identify what is in the photograph. (<i>Paper</i>) Point out Logs and ask students to identify what is in the photograph. (<i>Logs</i>) Point out Trees and ask students what the photograph shows. (<i>Trees</i>)</p> <p>Ask students to identify the connection between all three pictures in the set. (<i>The pictures show a resource [paper], the origin of the resource [logs], and the place where that resource can be found in the natural system [grove of trees].</i>)</p> <p>Use the same procedures for the second and third sets of information cards—Bread, Wheat, and Soil (Information Cards #4–6); and Water, Stream, and Snow (Information Cards #7–9).</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text...</p> <ul style="list-style-type: none"> ■ The first picture of _____ <i>paper</i> _____ shows a _____ <i>resource</i> _____. ■ The second picture of _____ <i>logs</i> _____ shows where the _____ <i>paper</i> _____ comes from. ■ The third picture of _____ <i>trees</i> _____ shows the resource in the natural system.

Session 2

Use this correlation in place of the **Procedures** on page 69 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Display page 5 in the California Connections: A Day in My Life big book, and read aloud the term “natural systems.” Ask students to look at the pictures on the pages and think of some of the resources that come from these places. Name each of the following and discuss resources associated with each: river, mountain, valley, desert, and ocean. (<i>Sample Answers: Fish and water from a river; trees, rocks, and water from a mountain; fruits, vegetables, and cattle from a valley; rocks and sand from a desert [may also include crops]; fish, water, sand, and salt from the ocean.</i>) Tell students that you will now name something that is all around us and that gives us an important resource that keeps us alive. Say the word, “Air.” Ask, “What resource do we get from air?” If they do not know, tell them that it is oxygen, which we need to breathe.</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text...</p> <p>SL.K.6: Speak audibly and express...ideas clearly.</p> <ul style="list-style-type: none"> ■ _____ and _____ come from a river. ■ _____ and _____ come from a mountain. ■ _____ and _____ come from a valley. ■ _____ and _____ come from a desert. ■ _____ and _____ come from the ocean. ■ We need to breathe _____. ■ _____ is a resource we get from _____.

Procedures	Common Core Standards and Applications
Step 2	
<p>Ask students to think about a tree and the different resources we get from trees. List their ideas on the board. (<i>Paper, wood, furniture, pencils, houses, toothpicks, violins</i>) If none of the students mention it, identify oxygen as another resource we get from a tree. Explain that plants release oxygen into the air and that oxygen is something we need to breathe to stay alive.</p> <p>Explain that we get a great deal of oxygen from the ocean, too, as there are tiny organisms in the ocean that produce oxygen. Tell students that some of these organisms are called algae. Display the Algae (Information Card #10). Then display the Grove of Trees (Information Card #11). Ask students to explain one thing we get from both of these resources. (<i>Oxygen</i>) Draw a large star on the board and write the word “oxygen” in the middle of it. Tell students you drew the star to draw attention to how important oxygen is for all living things. Tell them the oxygen becomes a part of the air and that air is a resource for every living thing. Tape the Grove of Trees information card on one point on the star and the Algae information card on another point.</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <p>Suggestion: <i>Have students turn to partners to complete these or other sentence frames to connect the resources with their sources.</i></p> <ul style="list-style-type: none"> ■ One resource we get from a tree is _____. Another resource we get from a tree is _____. ■ We need to breathe _____ to stay alive. We get _____ from _____. ■ We get the resource _____ from _____ and _____. ■ _____ is a resource for every living thing.
Step 3	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Where Does It Come From? (Student Workbook, page 6). Have them identify the words and pictures on the page. Tell them to draw lines connecting the images under “Resources We Use” on the left side of the page with the images under “Where These Resources Come From” on the right side of the page. Help them with the first item, water. Ask, “What can you find on this side that shows from where water comes?” (<i>Lake</i>) Have students complete the rest of the worksheet on their own or working with a partner. When students are finished, have students explain their choices.</p> <p>Collect Student Workbooks and use Where Does It Come From? for assessment.</p>	<p>RI.K.1: With prompting and support, ask and answer questions about key details...</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two...ideas...</p> <ul style="list-style-type: none"> ■ _____ is a resource that comes from _____.

Lesson 4: What I Can Do to Conserve Resources

Students discuss how people use and conserve resources by looking at the uses of water and wood. They learn a song about conservation and identify ways by which old items can be reused. They then color a picture showing how they might conserve a natural resource.



Session 1

Use this correlation in place of the **Procedures** on page 78 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Turn to page 7 in the <i>California Connections: A Day in My Life</i> big book and show students the term “conserve.” Have students look at the pictures and read the definition aloud to the class. Have students discuss what the word means.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Suggestion: <i>Point to each photo and have students explain how it is related to the idea of “conserve.”</i></p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text.</p>
Step 1	
<p>Explain that “conserve” means to use carefully or to save something from being used up. Tell students that we can help save water from being used up. Ask them if they have any ideas about how to carefully use water or save it from being used up. <i>(For example, take shorter showers, turn off the water while brushing your teeth, turn the faucet all the way off so it does not drip.)</i></p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Suggestion: <i>Students could give suggestions by using these sentence frames:</i></p> <ul style="list-style-type: none"> ■ We can conserve water by _____. ■ Conserve means to _____.
Step 2	
<p>Display the Paper, Logs, and Trees (Information Cards #1–3). Ask students to list some of the ways the wood from trees are used. <i>(To make paper, pencils, buildings, furniture, telephone poles, and more.)</i> Ask, “How can we help save some of the trees from being cut down?” <i>(Do not waste paper—use both sides, do not break pencils, take care of furniture, and so on.)</i></p> <p>Tip: <i>Students can give suggestions by using these sentence frames:</i></p> <ul style="list-style-type: none"> ■ We can help save trees by <u>conserving</u>. ■ Saving trees is one way to <u>conserve</u>. 	n/a

Procedures	Common Core Standards and Applications
Step 3	
<p>Turn to the Reduce, Reuse, Recycle song on page 8 in the California Connections: A Day in My Life big book. Sing the song to the class, pointing to the words as you sing.</p> <p>When done, point to the word “reduce” and explain that it means cutting back on the amount of something, or using less of something. Remind them that when they take shorter showers, they reduce the amount of water that is used. Tell students that not buying what you already have is one way to reduce. Tell them that another way to reduce is to use only as much as you need. Ask students to give examples of other things they could do to reduce the amount of resources they use.</p> <p>Sing the song several times while pointing to the words on the chart with the students until they are familiar with it. Tell them that in the next session, they will explore these concepts more deeply.</p>	<p>RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Suggestion: Ask students which letter the 3 words in the title start with. They can point out each word and where it is repeated in the song. Explain that even though the words start with the same letter, they each mean something different, but they are all related to conserving resources. Each of them tells a different way we can conserve. Tell them they will focus on one word at a time, starting with “reduce.”</p> <p>RI.K.6: Name the author...</p> <p>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Suggestion: Tell students that in the second verse of the song, the author tells us why we need to conserve. Sing the song again and have students listen for the reason.</p> <p>During the discussion about the meaning of “reduce,” students can contribute ideas by using these sentence frames:</p> <ul style="list-style-type: none"> ■ <i>Reduce</i> _____ means to _____. ■ I can <i>reduce</i> _____ using resources by _____.

Session 2

Use this correlation in place of the **Procedures** on page 79 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Have students gather around the California Connections: A Day in My Life big book. Turn to Ways to Conserve on page 9. Point to the word “reuse” and explain that it means using something over again. Give students an example of reusing by showing them an empty plastic food container. Put some paper clips in the container and explain that now it is a container for desk supplies. Give them another example. Show students a sheet of paper that has writing on only one side. Tell them that you will reuse this sheet of paper by making notes on the back side. Instead of throwing the paper away, you will reuse it for something else.</p> <p>Show students the collection of reusable items. Have them— one at a time—choose an item from this collection and give an example of how it could be reused.</p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...in a text.</p> <p>Suggestion: After doing the activities reinforcing the meaning of “reuse,” return to the Reduce, Reuse, Recycle song. Students can sing it with you again. Ask students which two words they have now discussed. Review the meanings of “reduce” and “reuse” and ask students to explain the difference between them. They can use a piece of paper or other resource to demonstrate the difference between “reduce” and “reuse.”</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Point to the word “recycle” on Ways to Conserve. Explain that “recycle” means using something over again by making it into something else. Display the Recycling Symbol (Information Card #12). Ask them to describe the symbol and ask if they know what the symbol means. Explain that this symbol is a reminder to use something over again instead of throwing it away. Draw attention to the arrows in the symbol. Tell students these arrows “chasing each other” suggest that something can be used over again or it can be turned into something else.</p> <p>Show students a product that has the recycling symbol on it (for instance, a plastic bottle of water). Ask students if their families recycle materials at home. Have one student describe what they do to recycle. Have another student explain why they recycle. Emphasize the concept of “saving” or using fewer resources.</p> <p>Explain that many things can be recycled. For example, some old tires are recycled and turned into playground equipment. Ask students how recycling helps to conserve. (<i>We do not use as many resources when we use something over again.</i>)</p> <p>Tip: <i>Students may be confused about the difference between reusing and recycling. Bringing in an item that has been recycled from one product into another product may clarify this. For instance, holding up a water bottle and then holding up a plastic shopping bag that has been made with recycled water bottles will help students see that recycling usually takes something that has been used and makes it into something different that we can use.</i></p> <p><i>Bringing in other items made from recycled material will extend their understanding of this idea.</i></p>	<p>RI.K.3: With prompting and support, describe the connection between two...ideas...in a text.</p> <p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>Suggestion: <i>After doing the activities reinforcing the meaning of “recycle,” return to the Reduce, Reuse, Recycle song. Students can sing it with you again. Ask students to identify the three words they have now discussed. Review the meanings of “reduce,” “reuse,” and “recycle” and ask students to explain the difference between them. They can use a piece of paper or other resource to demonstrate the difference between these three ideas.</i></p> <p>RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what...idea in the text an illustration depicts).</p> <p>Suggestion: <i>Looking at the Ways to Conserve page, have students point to one of the pictures and explain how it is related to one of the 3 words: Reduce, Reuse, or Recycle.</i></p>
Step 3	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Conservation (Student Workbook, page 7). Read over the sentences on each picture, then give students time to color the pictures and trace over the words. Ask them to turn to a partner and discuss at least one way that they conserve.</p> <p>Collect Student Workbooks and use Conservation for assessment.</p>	<p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>Suggestion: <i>Turn to the Reduce, Reuse, Recycle song and have students sing it with you again to review the “big idea” about why we conserve.</i></p> <ul style="list-style-type: none"> ■ The reason the author says to reduce, reuse, and recycle in this song is _____. <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts...</p> <p>Suggestion: <i>Students could come up with other ways to finish the endings of the sentences that are on the Conservation workbook page, and share them out loud and/or add another sentence and drawing to another paper. For example: “Reduce how much <u>water</u> you use” could be changed to “Reduce how much <u>paper</u> you use.”</i></p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Reading Standards for Foundational Skills

- **RF.K.1:** Demonstrate understanding of the organization and basic features of print.
 - a) Follow words from left to right, top to bottom, and page by page.
 - b) Recognize that spoken words are represented in written language by specific sequences of letters.
 - c) Understand that words are separated by spaces in print.
- **RF.K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a) Recognize and produce rhyming words.

Reading Standards for Informational Text

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 additional expectations.) CA**
- **RI.K.5:** Identify the front cover, back cover, and title page of a book.
- **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.
- **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).
- **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.

Reading Literature Standards

- **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text**). **CA**

Speaking and Listening Standards

- **SL.K.1:** Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
- **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.
 - a) **Understand and follow one- and two-step oral directions. CA**
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

Writing Standards

- **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.