

10 Things I Can Do To Help My World



Written and illustrated by **Melanie Walsh**

Text Type: Non-fiction: Description—Report

Summary: This book suggests ten simple actions that readers can do to make a positive difference in our environment.

Text Features

- irregular placement and orientation of text
- punctuation: ellipses
- partial/cut-out pages

Visual Literacy

- illustrations
- environmental print

Strategy Teaching

- integrated throughout the lesson
- prompts focus on a range of strategies (Analyzing, Making Connections, Predicting, Inferring, Synthesizing, Evaluating)
- the comprehension purpose for listening highlights Analyzing

Assessment Opportunities

Note each student's ability to:

- attend to reading
- participate in partner and whole-class discussions
- understand the inquiry question

Time: approximately 30–35 minutes

BEFORE READING

Establishing the Inquiry Focus

- Explain to students that you are going to read a book that suggests ten actions that everyone can do to make a difference in keeping our world healthy. Tell students that the book will help them understand what some of the ways are that they can make a difference—and some of the actions they may already do!

Activating and Building Background Knowledge

- Show students the front cover of *10 Things I Can Do to Help My World* and read the title and the name of the author/illustrator. Point out the other text on the cover ('Fun and Easy Eco-Tips,' 'This Book Is Made from 100% Recycled Material'), and discuss the terms 'Eco-Tips' and 'Recycled.' [Analyzing/making connections/predicting]

Here it says 'Fun and Easy Eco-Tips.' What do you think the term 'Eco-Tips' has to do with the title of the book? What do you notice on the front cover? Why do you think there is a light bulb inside the zero of the '10'? What does 'Recycled' mean in 'Made from 100% Recycled Paper'?

- Point to the way the author's name is printed around the outside of the zero, and not in a straight line. Tell the students that you will show them other examples of print like this inside the book.

- Show students the back cover and read the print inside the light bulb. Have students predict what the ten tips might be. Make a list on chart paper of students' suggestions. [Predicting]

What do you think might be on the list of ten things that the author will tell us we can do to help the world?

- Ask students what they do at home or at school to help the world by making it cleaner and healthier for all living things. Ask students to turn and tell a partner one thing they do to help the world. [Making connections]

Think about the list we made. What have you done at home or here at school to help the world be cleaner, healthier, or safer? What does your family do? What do we do in the classroom?

Setting a Purpose for Listening

- Ask students to listen to find out what the ten things are that the author is going to tell us will help make a difference to the world. [Analyzing]

As we read and look at the illustrations, let's listen for the ten things that she says we can do to help the world. Then we will compare them with our predictions.

DURING READING

- The illustrations and ellipses in the text give many opportunities for students to infer and make predictions. Pause on each page to discuss the text and illustrations with the students. Alternate between asking students to discuss as a whole group and with partners.
- Prompts for discussion include:
 - (*pages showing light bulb and insects*) What do you think the narrator is talking about remembering on the first page? [Predicting/infering]
 - (*pages showing light bulb and insects*) Why might there be insects flying around near the light bulb? [Infering/making connections]
 - (*pages showing only insect eyeballs*) Why do you think the illustration shows only eyeballs on this page? [Infering/analyzing]
 - (*pages showing sink and water flowing*) What do you think the narrator will try? [Predicting/infering]
 - (*pages showing empty sink*) Why do you think this text about saving water was placed on the illustration in this way? [Infering]

- (*pages showing empty sink*) What does the narrator say we should do when we brush our teeth? [Analyzing]

Let's pretend we are brushing our teeth like she says. Pretend we are putting our toothpaste on, brushing our teeth, and then turning on the tap to rinse our brush and mouth. Then turn off the tap.

- (*pages showing turned-off TV*) What other appliances could we unplug at home when we are not using them? [Making connections]
- (*pages showing dog being walked*) Looking at the illustration, what is another good reason to walk to school? [Inferring]
- (*pages showing garbage and different containers*) What do you think the narrator will say she helps to do, based on the illustration? [Predicting]

AFTER READING

- Invite students to work with a partner to review some of the ten things the author said she does to help the world. [Analyzing]
- Lead a whole-class discussion on each of the "10 Things" and their effects on the Earth. You may wish to chart the actions and their effects for later reference.

Tell your partner one or two things the text says that we can do to help the world.

Action to Make a Difference	Effect on Earth
1. Turn off lights when not in a room	- Saves energy
2. Keep tap off when brushing teeth	- Saves water (18 glasses of water)
3. Put garbage in garbage can	- Keeps world safe and clean
4. Feed the birds in winter	- Helps them get ready for spring nesting
5. Use both sides of paper	- Reduces number of trees used to make paper
6. Unplug TV when not in use	- Saves energy
7. Make toys from things at home	- Reuse materials before we throw them away
8. Walk to school	- Saves gas (energy), cuts air pollution
9. Plant seeds and help them grow	- Plants keep air clean and healthy
10. Recycle and compost waste	- Uses less energy to recycle than to replace it with new

- Have students compare the list the class predicted in the Before Reading activity with the author’s list of ten things. [Making connections: comparing]
- Have students act out for a partner one of the actions they already do or would like to do to help the world. [Making connections]
- As a group, create new words for a ‘make a difference’ song about picking up garbage to the tune of Frère Jacques or another familiar song. Write the words for students to follow along, for example:

What did we have on our list that is also in the text? What other actions were on our list that didn’t appear in the book?

What action do you already do or would like to do to help the world? Stand up and show a partner how you would do this. Act it out!

<p>Pick up litter. Pick up litter. One by one. One by one. Pop it in the big bag. Pop it in the big bag. Clean our yard. Clean our yard.</p>	<p>Pick up garbage. Pick up garbage. Plop, plop, plop. Plop, plop, plop. Drop it in the big can. Drop it in the big can. Make it safe. Make it safe.</p>
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- You may also wish to write another song with students for one of the other tips (e.g., walk to school, use both sides of the paper). On further repetitions of the song, students can act it out as they sing along.

FURTHER READINGS

- You may decide to explore some other visual resources before you reread *10 Things I Can Do to Help My World* (e.g., those suggested in the following section, Extending the Inquiry, or others you find).
- When you reread *10 Things I Can Do to Help My World*, emphasize visual and textual comprehension. Ask students to think of the author’s way of printing the reason around an object and how effective this is. [Evaluating]
- Review the relationship between the larger and smaller text in the book (the smaller text gives supporting reasons for doing each action). Discuss how the supporting reasons help readers understand the message of the text. As you reread the text, invite students to share any additional supporting reasons they can think of for each action. [Making connections/synthesizing]
- Review vocabulary for comprehension, expanding on students’ comprehension of concepts (e.g., ‘efficient,’ ‘valuable,’ ‘energy,’ ‘reduce,’ ‘electrical appliances,’ ‘use energy,’ ‘air pollution,’ ‘exercise,’ ‘keep the air clean,’ ‘recycle,’ ‘compost,’ ‘replace’).

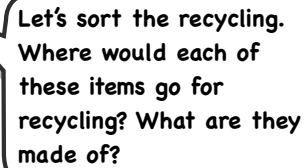
Throughout the book, the smaller text follows along the outlines of objects or is placed in other interesting ways. Why do you think the author did that? What do you think of it?

What is an electrical appliance that you can see in the classroom? What did the author indicate we should do about electrical appliances when we are not using them? Show me how we could recycle here in the classroom.

EXTENDING THE INQUIRY

Young students explore and research in multiple ways. Consider using some of the following suggestions to extend the inquiry.

- Provide copies of **Where Do I Go? BLM** to pairs or small groups of students. Ask students to cut out pictures of items from magazines or grocery store flyers, then place them in the appropriate places on the BLM.
- As a group, think of other eco-tips that students could take action on to save energy, reduce waste, help wildlife, and reduce pollution. Add these ideas to the chart and leave the chart posted for the remainder of the unit.
- Invite students to use puppets to act out any of the eco-tips from your class list. Provide time for pairs of students to practise acting out a tip, then have them perform their dramatizations for the class.
- Individual or pairs of students may play environmentally themed online games, such as:
 - **The Recycle Game** (Note that this game uses British terms and pronunciations.)
 - **Trash Troopers**
- Share songs and poems with students about helping the Earth. Some examples are:
 - **Earth Day Poems and Songs**
 - **Reduce, Reuse, Recycle (The 3 R's)**
 - **Think Ecologically... Reduce, Reuse, Recycle**
- Read other books about making a difference to your students and make them available in the classroom so that students can look through them individually or with a partner. Encourage students to talk about their learning and to ask questions. Suggestions include:
 - *Love Your World: How to Take Care of the Plants, the Animals, and the Planet* by Dawn Sirett: DK Publishing, 2009 (Non-fiction: kid-friendly tips on how to make a difference by helping take care of the planet)
 - *George Saves the World by Lunchtime* by Jo Readman: Eden Project Books, 2006 (Fiction: a little boy and his grandfather figure out what they can do to "save the world" by lunchtime.)
 - *The Earth Book* by Todd Parr: Little, Brown Books for Young Readers, 2010 (Fiction: tips for kids about little things that they can do to make a difference to the Earth)
- Ask students to design posters to show one of the ten things one could do to make the world a better place. Have students label their poster. Posters can be displayed or made into a class book.



Let's sort the recycling. Where would each of these items go for recycling? What are they made of?