**PROGRAM OVERVIEW**

*“Earth Day, Every Day”* is designed to help students appreciate the uniqueness of our planet and encourage them to take action to protect the delicate balance of our planet. *“Earth Day, Every Day”* is divided into three units of study. Students will explore what our planet is made of, how it can change through natural and human events, and what we can do to help save our planet. We need to educate our students about what we do now in life has a great impact on their future. Their planet is as important as their education. We must work to save both the education of our students and our planet. During *“Earth Day, Every Day”* guest speakers from the community will talk to the students about saving our planet, students will create “Earth Day” projects to showcase for their parents, school, and community.

**OVERALL VALUE**

“Whatever you teach children today travels with them far in the future.” Miss Neely, Magic Tree House Twister on Tuesday. Students need to understand that Earth, our only known planet that is habitable for human beings, that it’s importance is self-evident.

Through *“Earth Day, Every Day”* students will be exposed to the 3R’s: Reuse, Reduce, Recycle through books, technology, experiments, and student projects.

Student achievement will occur in two ways. First, students will increase their knowledge about our World. Second, students will learn ways that they can protect our Earth for our future.

**LESSON PLAN TITLES**

- The Earth Book
- Earth Science
- Putting It ALL Together

**MATERIALS**

See individual lesson plans.

**ABOUT THE DEVELOPER**

Sharon Ussery has a B.A. in Early/Elementary Education. She is proud of her three children and three grandchildren.

Sharon is a eight-time Teacher to Teacher Developer (WOW!). She currently teaching first grade and in her 36th year teaching at Zolfo Springs Elementary School.

For further information contact...

**Sharon Ussery**

Zolfo Springs Elementary
3215 Schoolhouse Road
Zolfo Springs, FL 33890
863-735-1221
sussery@hardee.k12.fl.us
“Earth Day, Every Day” Sharon Ussery
Lesson Plan No 1: The Earth Book

■ SUBJECTS COVERED
Literacy, Science, Technology and Art

■ GRADES
First

■ OBJECTIVES
Students will...
... listen to “The Earth Book” read by the teacher
... learn about cause and effect
... create a class book about the Earth

■ DIRECTIONS
** If you would like to have a pre/post test for this unit of study, see attached page 1 pre-post test on 3Rs”

1. Read “The Earth Book” to the class.
2. Explain to the class about the culmination to this unit of study will be on or around “Earth Day” with a family project on reusing thing(s) at their homes.
3. Re-read the book, this time ask them about the cause/effects that are going on in the book. 
   For example: I use both sides of the paper because I love the trees.
4. Students will then work in pairs to create their own cause/effect book about how they can save the Earth.

Small Groups: Students can can listen to various videos, songs, activity sheets, and books about the Earth using the Chrome Books to get ideas for their cause/effect papers. Examples to use:
1. Earth Day Video for Kids
2. Betsy’s Kindergarten Adventures: Happy Earth Day
3. Earth Day Song by Earl the Frog
4. Magic School Bus: All About Earth
5. See attached PDF “page 2 3R activity sheet”

* See below

■ EVALUATION/ASSESSMENT

**

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■ MATERIALS
- “The Earth Book” by Todd Parr
- white construction paper
- makers/crayons
- book binder
- Chrome Book(s)

* Great website with Earth Day, Every day! You need to create a free account
Subject: Earth Science

Objectives:
- Students will conduct simple investigations
- Students will make predictions
- Students will explore attributes while making snow, simulating thunder, showing the stages of a volcano eruption, and simulating a tornado

Standards:
- SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.
- SC.1.L.14.1 Make observations of living things and their environment using the five senses.
- SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
- SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.
- AC.1.N.1.4 Ask “how do you know?” in appropriate situations.

Materials:
- Earth Science Exploration Center from Lakeshore includes:
  - thunder tube
  - tornado tube
  - lava coloring
  - plastic volcano
  - 4 activity cards
  - plastic container
  - instant snow
  - eruption powder mixing kit
  - Chrome Book(s)
  - Informational sheets and activity sheets attached pages 3-9

Directions:
Day 1: What is a Volcano?
- Have students watch a video about a volcano erupting.
- After watching the video read the meaning of “What is a Volcano” located on the activity card.
- Create a volcano using the volcano kit from Earth Science Exploration kit
- Show video about the various parts of a volcano: http://www.bing.com/videos/search?q=video+that+talks+about+the+parts+of+a+volcano&view=detail&mid=C881C80DD3F69F9F3FD-C2881C80DD3F69F9F3FD-C2881&amp;FORM=VIRE

Evaluation: Have students label the various parts of a volcano: see attached sheet

Day 2: What is Snow?
- Watch video about “How Snow is Made”:
- “Our World: Snowflakes”:
  http://www.bing.com/videos/search?q=video+about+snow+-for+kids&mid=7F7A3831D6A529F63C403C40&FORM=VDQVAP&fsscr=0
- Have students make their own snowflakes by folding paper and cutting various shapes out of the paper.

Day 3: What is a Tornado?
- Watch a video about how a tornado is formed.
- Talk to your class about the procedures you would use in your classroom during a tornado drill or even an actual tornado. Use the “Tornado Safety Tips” and “Tornado Facts” from FEMA go over with class. See attached sheets.
- Using the tornado model from the Earth Science Exploration kit create a tornado.
- Great website for weather facts for students:
  http://www.weatherwizkids.com/
  You can sign up for a newsletter from a meteorologist.
  http://www.weatherwizkids.com/weather-tornado.htm

  **Evaluation:** Student participation

**Day 4: What is Thunder?**

- Watch video about thunder:
  http://www.bing.com/videos/search?q=video+about+thunder+-for+kids&&view=detail&mid=DB-783F531001C4456690DB783F-531001C4456690&rvsmid=DB73F531001C4456690DB783F-531001C4456690&FORM=VDFS-RV&fsscr=0

- Go over safety procedures during a thunderstorm using the following website:

- Using the thunder tube from Earth Science Exploration kit create the sound of thunder.

  **Small Groups:** Students can listen to various videos, songs, and books about the Earth to get ideas for their projects and information about their unit of study. Examples videos to use:

  1. *I Am The Earth* music & lyrics by Glyn Lehmann
  2. The Earth Song

**Other Websites:**

- [http://www.tc.pbskids.org/eekoworld/parentsteachers/pdfs/lessonk_1.pdf](http://www.tc.pbskids.org/eekoworld/parentsteachers/pdfs/lessonk_1.pdf)

**Evaluation:** student participation

- ★ ★ ★
**SUBJECTS COVERED**

Literacy, Science, Technology, and Visual Art

**GRADES**

First

**OBJECTIVES**

Students will…

...learn the meaning and differences between reuse, reduce, and recycle

**STANDARDS / NGSS**

LAFS.1.RI.1.1 Ask and answer questions about key details in a text.

LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.

LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SC.1.L.17.1.b Both human activities and natural events can have major impacts on the environment.

VA.1.F.1.1 Use various art media and real or imaginary choices to create artwork.

VA.1.S.1.1 Experiment with art processes and media to express ideas.

**MATERIALS**

- “The Three R’s: Reuse, Reduce, Recycle” by Nuria Roca
- Chrome Book(s)
- parent note about student projects. Attached page 10

**DIRECTIONS**

- Read “The Three R’s: Reuse, Reduce, Recycle” by Nuria Roca
- Using their Chromebooks students will find examples of objects that
- Divide students into pairs and have them work as a team reviewing the 3R’s. Use the “3R Activity” sheet
- Have students share their ideas with the class through the pair share method
- Review the sheet that will go home to parents about their “Reuse” family projects- See attached.

**EVALUATION/ASSESSMENT**

Small Groups: Students can can listen to various videos, songs, and books about the Earth to get ideas for their projects and information about their unit of study. Examples videos to use:

1. Earth Day Video for Kids
2. Betsy’s Kindergarten Adventures: Happy Earth Day
3. *Earth Day Song* by Earl the Frog

Student family projects. See attached Rubric.

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**Materials Budget**

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Subtotal $392.50  
Tax if applicable
Shipping if applicable 7.50  
TOTAL BUDGET AMOUNT $400.00

Teacher  **Sharon Ussery**  
School  **Zolfo Springs Elementary**
“Earth Day, Every Day” Sharon Ussery
Pre/Post Assessment

Earth Day

<table>
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<th>reuse</th>
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<th>recycle</th>
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<tr>
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<td>lunch boxes</td>
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<td>paper</td>
<td>glass</td>
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</tr>
<tr>
<td>clothes</td>
<td>newspaper</td>
<td>electricity</td>
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</tbody>
</table>
Name _____________________________ 3R’s

Reduce Reuse Recycle

I can help reduce waste by...

Here is a list of things I can recycle:

1.

2.

3.

Here is a picture of something I can reuse:
Earth Day is always on April 22nd. It takes place every year in almost 200 countries! Earth Day is one of the largest holidays of the year.

Earth Day is about peace and about respecting our world. Many people do an entire Earth Week, because this is so important. It is also close to Arbor Day, when you plant trees on the last Friday in April.

On Earth Day, you might clean up your neighborhood. Maybe you ride a bike or take a bus instead of taking a car. You can take a shorter shower to save water. You could recycle instead of throwing things into the trash. How else can YOU help the world?
# Holiday Stories

## Earth Day

1. Earth Day is always on ________ 22nd.
   - **A** March  
   - **B** April  
   - **C** May  
   - **D** June

2. Earth day celebrates peace and ________?
   - **A** the world  
   - **B** fighting  
   - **C** bugs  
   - **D** buildings

3. Which of these is Earth Day NOT about?
   - **A** saving  
   - **B** cleaning  
   - **C** recycling  
   - **D** breaking

4. Is Arbor Day close to Earth Day?
   - **A** Yes  
   - **B** No

5. Is Christmas close to Earth Day?
   - **A** Yes  
   - **B** No
# Earth Day

1. Earth Day is always on _________ 22nd.
   - A March
   - B April
   - C May
   - D June

2. Earth day celebrates peace and ________?
   - the world
   - B fighting
   - C bugs
   - D buildings

3. Which of these is Earth Day NOT about?
   - A saving
   - B cleaning
   - C recycling
   - D breaking

4. Is Arbor Day close to Earth Day?
   - Yes
   - B No

5. Is Christmas close to Earth Day?
   - A Yes
   - D No
Name ____________________________________________ Date _______________

Parts of a Volcano

Directions: Use the terms in the word bank to label the parts of the volcano.

Word Bank

magma lava vent

crater cone dust, ash, and rock

1. ____________________
2. ____________________
3. _________
4. ____________________
5. ___________________
6. ___________________
Volcanoes begin with a crack or a weak spot in the earth’s surface. The crack reaches between 20 and 40 miles inside the earth to a pocket of melted rock called magma. This hot molten rock is slowly pushed up to the earth’s surface. A volcanic cone and cup-shaped crater form at the top of the volcano. The pressure is released in a volcanic eruption. The magma, now called lava, pours from the crater. Some volcanoes throw out clouds of gas, steam, dust, ash, and rock many miles up into the atmosphere.
**Tornado Safety Tips**

**Practice and Prepare**
Know where you’ll meet your family during the tornado (and after). Practice a tornado drill annually. Keep a weather radio in your storm shelter, along with safety supplies.

**Seek Shelter**
Go to your basement, a small interior room, or under stairs on the lowest floor of the house. If you live in a mobile home, get out and look for a stable building. If outside, find low ground—away from trees and cars—and lie face down with your arms protecting your head.

**After the Storm**
Stay away from downed power lines, and avoid flooded areas—power lines could be submerged and still live with electricity. Don’t enter seriously damaged buildings and avoid using matches and lighters in case of gas leaks.

*Source: National Oceanic and Atmospheric Administration and Funnel, Inc.*
Tornadoes are nature's most violent storms. They come from powerful thunderstorms. They appear as a funnel- or cone-shaped cloud with winds that can reach up to 300 miles per hour. They cause damage when they touch down on the ground. They can damage an area one mile wide and 50 miles long. Before tornadoes hit, the wind may die down, and the air may become very still. They may also strike quickly, with little or no warning.

Am I at risk?

Tornadoes are most common between March and August, but they can occur at any time. They can happen anywhere but are most common in Arkansas, Iowa, Kansas, Louisiana, Minnesota, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Texas - an area commonly called “Tornado Alley.” They are also more likely to occur between 3pm and 9pm but can occur at any time.

FACT CHECK

1. Where is the safest place in a home? ___________  
   ___________  (The interior part of a basement. If there is no basement, go to an inside room, without windows, on the lowest floor. This can be a hallway, garage, or bathroom.)

2. True or False? If you see a funnel cloud, seek shelter immediately.  
   ___________  (True! Do not watch it or try to outrun it. Tornadoes are unpredictable and can move in any direction.)

3. Which of the following weather signs mean a tornado may be approaching?  
   a. A dark or green-colored sky.  
   b. A large, dark, low-lying cloud.  
   c. A rainbow.  
   d. Large hail.  
   e. A loud roar that sounds like a freight train.  
   ___________  (All except for C (a rainbow) can be signs for a tornado.)

For more facts and info on tornadoes visit  
http://www.ready.gov/kids/know-the-facts/tornadoes  
http://emergency.cdc.gov/disasters/tornadoes/index.asp
Tornadoes

Be Prepared

**BEFORE**
- Build an emergency kit.
- Make a family communications plan.
- Look for the following danger signs: — dark, greenish sky
  — large hail
  — large, dark, low-lying cloud
  — loud roar, like a freight train

**DURING**
- **If you are in a building:**
  - Go to a safe room such as a basement, cellar, or the lowest building level.
  - If there is no basement, go to an inside room like a closet or hallway.
  - Stay away from corners, windows, doors, and outside walls.
  - Do not open windows.
  - Put on sturdy shoes.
  - Protect your head.

- **If you are in a trailer or mobile home:**
  - Get out immediately and go to the lowest floor of a sturdy nearby building or storm shelter.

- **If you are outside with no shelter nearby:**
  - Get into a vehicle and buckle your seatbelt. Put your head down below the windows and cover your head with your hands and a blanket, coat, or other cushion.
  - If there is no car or shelter, try to find a ditch or area lower than the ground and lie down. You are safer in a low, flat location than under a bridge or highway overpass.

**AFTER**
- Wear sturdy shoes or boots. There may be broken glass or nails on the ground that could hurt you if you stepped on it.
- Never go near or touch dangling or loose power lines. They could electrocute you.
- Text, don’t talk. Unless there’s a life-threatening situation, if you have a cell phone, send a text so that you don’t tie up phone lines needed by emergency workers. Plus, texting may work even if cell service is down.

WORDS TO KNOW
- **Funnel** A long shape that is wider at the top and skinny on the bottom, like an ice cream cone
- **Hail** Frozen rain
- **Storm Shelter** A room or space built below ground level and without windows that is a safer place to be during a tornado

For more facts and info on tornadoes visit http://emergency.cdc.gov/disasters/tornadoes/index.asp

2016 - 2017 IDEA CATALOG OF EXCELLENCE
Name: ______________________________________

Reduce, Reuse, Recycle
It is up to us to keep our environment clean and safe by reusing and reducing, as well as recycling. Reducing waste means to fix things instead of throwing them away. Reusing items, instead of tossing them into the trash, can lessen our waste and save resources.

Directions: Read the situations below. Write a way that each item can be reused instead of being thrown away. Be creative.

A shelf broke and several ceramic plates broke into pieces.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The cushion on your chair is ripped and the stuffing is coming out.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

You outgrew your bicycle and no longer ride it.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Uncle Frank just revealed that he has a shed full of old shirts that he has since he was 6 years old.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
“Earth Day, Every Day” Sharon Ussery
Additional Information: Reduce, Reuse, Recycle Work Sheet

Directions: Look at the items pictured below. Think about what can be recycled. Cut out the pictures that can be recycled and paste them onto page 2.

Name: ________________________________________

©www.HaveFunTeaching.com
Reduce – Reuse – Recycle

Paste the items from page 1 that can be recycled.

Name: ________________________________________
“Earth Day, Every Day” Sharon Ussery
Additional Information: Reduce, Reuse, Recycle Answer Key

Directions: Look at the items pictured below. Think about what can be recycled. Cut out the pictures that can be recycled and paste them onto page 2.

Name: ________________________________________

©www.HaveFunTeaching.com
Earth Day Family Project
“Creating Reusable Items”
Due date Earth Day, April 22nd

Dear Parents,

As adults, we are constantly being clued in about the state of our environment. We know what’s wrong and why we are in trouble. Yet, are we educating our children? This Monthly family art project will help children to understand how they can reuse materials.

It is so important that young children are made aware of the state that our environment is currently in. Not to the same degree that adults are aware of course, but they should be told of the importance of conservation.

So this month’s project is to find materials in and around your house that you can reuse. Students will need to write at least one paragraph about what they created, used to create it, and what it does.

Thank you for your help and support,

Great web site with a lot of helpful ideas.

http://www.planetpals.com/recycle_crafts_kids.html
Maggie LaRochelle  
Earth Science  
Grade: 1st Grade  
Mini Tornadoes

Objective/Purpose:  
The purpose of this lesson was to build the students understanding of how a tornado forms and also what a tornado looks like. Initially we demonstrated what a tornado looks like by using two large 2 Liter bottles, but then the children were even more excited and curious about making their own mini tornadoes that they were able to take home.

Strand/QCC: Earth/Space Science 16

Time Required For the Lesson: 60 minutes

Materials:  
Two 2-Liter empty bottles  
Blue food coloring  
Water  
Two sided top (they have these in the science trailer)  
Salt  
Soap

Materials per child:  
One clear baby food jar with a lid  
One toothpick  
One teaspoon-sized measuring spoon

Background Information  
My students had been studying different types of weather for the past couple of weeks. My teacher and I decided that though demonstrations are good, it is much more effective when the students are actually able to participate and “get their hands dirty”. So I found this lesson to be very effective because it begins with my own explanation and demonstration of what a tornado is and how it forms and of course, what it looks like.

Tornadoes are incredibly fascinating and they are one of the most exciting aspects of studying the weather. It always amazes people to find out just how strong and how fast a tornado really is.

When you look down on the top of a tornado you can see a hole in the middle which is called the eye of the tornado. This is the part that is the strongest. It acts like a vacuum and consumes everything in its path. This lesson is great because it gives students a visual picture of what a tornado actually looks like.
Preparation:
This lesson has the potential to be very messy so you must make sure that you are very organized and prepared to give detailed instructions to all of the kids. Make sure you insist that the students do not touch the materials they are given until you have explained what they are to do with them. It was helpful for me to talk with my teacher before so she was prepared to help the kids make their mini tornadoes.

Make sure you have enough little jars for each student and I would go ahead and fill them 1/3 of the way full with water ahead of time, to save the extra trouble. Then make sure you have enough salt and soap for each table to share.

Safety Issues:
There are really not a lot of safety issues to worry about with this project. Just make sure the kids know not to eat or drink the tornado remedy and also warn them about getting it in their eyes. It will not do any harm if it does get in a student’s eyes but it will not feel good.

Possible Questions:
- How does a tornado form?
- How fast does a tornado move?
- How strong are tornadoes?
- What is the strongest part of a tornado?

Activity Outline/Teacher Procedure
- Show students a large tornado in a bottle. This is made by fitting two 2-liter bottles together by their necks. One bottle is filled with blue water. Turn the bottles upside down, and watch as a tornado shape within the water appears. Discuss the students’ responses to this demonstration. Explain that today they are going to learn about tornadoes and what one should do in case one occurs.
- After discussing the answers to each of these questions, explain that students are now ready to make their own tornado in a jar. This is an activity that works well if done at tables with 4–5 students per table.
  - Have students fill their jars with 1/3 cup of water.
  - Next students add one teaspoon of salt to water.
  - Using a toothpick, students add one drop of liquid soap to water.
  - Students then need to place and tighten lid to jar.
  - Instruct students to shake or turn their jars in a circular motion, while holding on to the top of their jar. Students should then observe a tornado shape within their jar.

- Make sure you conclude the activity by reviewing the properties of a tornado. I thought it was effective to have print outs of a lot of different pictures of tornadoes that I found on the internet and also pictures of the damage done by tornadoes. This could possibly be presented in a power point if you have a projector.
- At the end of the lesson I read a book about tornadoes that I found in the library (there are lots of them to choose from).
Assessment/Evaluation:
I assessed the students on how well they paid attention to my initial demonstration and then again on how they participated in their small groups. I also evaluated them on how well they were able to answer the review questions that we went over at the end. The kids who were paying attention almost always were able to answer my questions correctly.
S Ussery

11. In your opinion, please describe the following:

**Strengths:**

| Wow, love the materials and activities and the last part of “putting it all together” Very creative and fun “hands on activities”. Also, he/she indicated having special speakers come in to address and teach the class about the earth. Well done. |

**Weakness(es):**

| Could not find any other than maybe explain better ways to adapt the program for ESOL or ESE students |

**Tips for Improvements:**

| |

11. In your opinion, please describe the following:

**Strengths:**

| Very hands-on! Involves parents at home as well. This project has potential for changing students to have a positive attitude towards protecting/helping our planet. |

**Weakness(es):**

| I did not see a strong tie with the need for the Chrome book. I am assuming that the students used it for the small group section on lesson 1 since it was listed as a material for lesson 1. |

**Tips for Improvements**

| I would like to see more suggestions of how the teachers could use the Chrome book. |