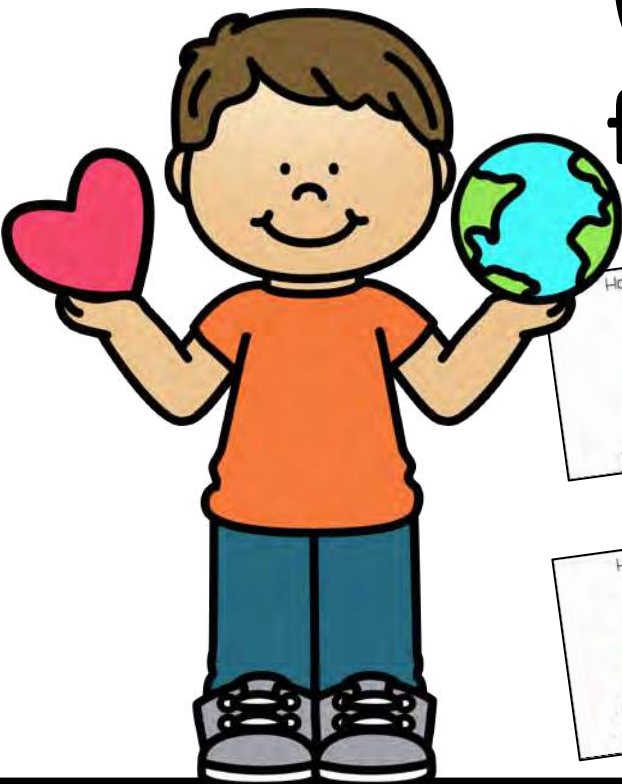


Circle Time

Earth Day

Unit

for Preschoolers



Planet Hero
To the tune of "Are you Sleeping"

Planet hero, planet hero
That's my name.
That's my name!

I can _____
I can _____

And you can do the same.
You can do the same.

Play to Learn Preschool



Circle Time Lessons

Unit overview

Day 1 Introduction

Introduce the new unit: **Earth Day**.
Talk about Earth. Sing the song "Earth" to the tune of *Bingo*.

Day 2 Water

Look at the real pictures of bodies of water. Sing the "Clean Water" song and take a class poll.

Day 3 Land

Look at the real pictures of the different types of land masses. Sort pictures into 2 groups and sing the action song "Adventure Time."

Day 4 Plants and Trees

Look at the real pictures. Sort pictures into 2 groups. Sing the song "Planting Time."

Day 5 Pollution

Look at the real pictures of the different types of pollution. Sing the "Pollution" song and play the carpet game "Too Much Trash."

The Earth Our Planet

The Earth is the third planet from the Sun and is our home. The Earth is a fantastic place with beautiful seasons and stunning landscapes. Taking care of our world is essential to all of the plants and animals that live here.

Objectives:

- The students will answer questions.
- The students will play with words and sounds.

Activities:

- Examine the pictures of the Earth. Engage in discussion questions. Can you see the oceans? Can you see the land?
- Sing the C-o-u-n-t-h song in the tune of "Bingo." Display the letters C-o-u-n-t-h and sing the song. After singing the song for the first time, cover up the letter **E** with a picture of the globe. Sing the second verse as: "h-u-m-a-n, o-u-n-t-h."

Extension Idea: Teach the ASL sign for Earth. Use the hand sign: hold fingers in the dominant hand to form the letter E and make a circular motion.



Water Oceans, Lakes and Rivers

Oceans, rivers, lakes, ponds, and streams cover 70% of the Earth's surface. There are many fish and animals that live in water. We use water for drinking, washing, growing food, and cooking. It is very important to take care of the oceans and rivers.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will express themselves using words and sentences.
- The students will use new vocabulary.

Activities:

- Show real-life photographs. Ask students if they have ever been to a river, lake or the ocean. What do they notice that is the same or different about the bodies of water?
- Take a poll: "Have you ever been to the ocean?" Students will use name cards or post-it notes to show their answer on a dot marker.

Class Poll:

Student Name	Answer
Jared	Diamond
Sam	Penny
Shannon	Richard
Jack	Jack



Land Mountains, Plains and Valleys

The hard surface that covers Earth is called land. The land has mountains, hills, valleys, plateaus, plains, and deserts. Without land, people would have nowhere to live!

Objectives:

- The students will use new vocabulary.
- The students will demonstrate basic locomotor skills.
- The students will notice similarities and differences and ask questions.

Activities:

- Show the photographs of the different landforms and ask questions: What is similar about the different types of land? What is different about the landforms?
- Sort the pictures into 2 groups: Things that live on land and things that live in the oceans.
- Sing the song "Adventure Time." Perform the actions in the song.

Extension Idea: Teach the ASL sign for land. Have students stand up on each other's feet and move their hands in front of you to form a landmass.



Plants and Trees Provide Oxygen

Plants and trees grow in almost every part of the planet, even in very hot or cold environments. Trees and plants are essential in keeping the Earth healthy by providing the oxygen we breathe, removing pollution from the air, and giving shelter to animals. Caring for trees will help take care of our home.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

Activities:

- Examine the real pictures. Engage in discussion questions: Do you have trees in your neighborhood? What kind of plants have you seen?
- Sort pictures into 2 groups: Things that grow in soil and things that grow in water.

Class Poll:

Student Name	Answer
Jack	Jack
Sam	Sam
Shannon	Shannon
Jared	Jared



Pollution Harmful to the Environment

Pollution is when gases, smoke, and chemicals are released into the environment. We need air and clean water to survive. When the oceans, rivers, land, and air get dirty, it is called pollution, keeping our planet clean from pollution is essential to keeping us healthy.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will identify shapes.

Activities:

- Look at the real pictures of different types of pollution. Engage in discussion questions: How do the pictures make you feel?
- Sing the "Pollution" song as a class to the tune of "Too Much Trash Song."
- Play the shape identification game called "Too Much Trash."

Extension Idea: Teach the ASL sign for trash. Use the dominant hand to point to the trash can with palm facing down. Using the opposite hand, finger, thumb, and index, make a trash can shape.



Circle Time Lessons

Unit overview

Day 6 Taking Care of Earth

Talk about ways you can take care of the Earth while practicing concepts of print. Sing the "Planet Hero" song.

Taking Care of Earth
Working Together to Save the Planet

The Earth is the only home that we have, so it is important to take care of it and its resources. There are some simple ways that we can work together to help save our planet, for example, turning out lights, recycling instead of using our when we eat, and recycling old toys.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will use new vocabulary.

Activities:

- Read "The Earth" story. Add each of the sentences to the booklet chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as you read the story.
- Sing the verses of the song "Planet Hero." The students can pick a card to show how they would like to save the planet and be a "Planet Hero."

Extension Idea: Read this beautiful picture book. The Earth website has pictures and projects.

Day 6 lesson plans

Day 7 Recycling

Look at the real pictures of recycling. Sort pictures into 4 groups. Practice logical thinking skills by playing the recycling "Grid Game."

Recycling
Using Waste Materials to Make New Things

Recycling materials is a wonderful way to keep the environment clean and protect our planet. Many things can be recycled and made into something brand new. Look for the ♻️ symbol on products.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will notice and extend simple patterns.
- The students will sort objects by size.

Activities:

- Examine the real photographs. Engage in discussion questions. Why should we recycle?
- Play the "Recycling Grid Game."
- Select a working or different household items provided to only 2 groups for 10 minutes.

To Play:

- Using various objects or pictures (cups or saucers).
- Children to pick several each object that the same color and sort them at the same color. Discuss the pattern and relationship of the song.
- Students make their eyes while the teacher recites the song.
- Students use their knowledge of patterns to determine which color their appearance is missing.

Which one is missing?

Day 7 lesson plans

Day 8 Energy Sources

Look at the real pictures of different energy sources. Recite the "5 Little Turbines" chip clip poem.

Energy Sources
Wind, Solar and Hydro (water)

Renewable energy is a resource that can be made again and again naturally. Using different types of renewable energy can help to put less pollution into the environment. If we use wind, solar (sun), and hydro (water) energy, we can help protect our planet.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds and rhymes.
- The students will count to 5.

Activities:

- Look at the real pictures of the different types of renewable energy sources and engage in discussion questions. How do the wind turbines work? Have you ever seen solar panels?
- Sing the song "Power." Explain that we can use natural resources to generate power to make electricity for our homes.
- Recite the chip clip poem "5 Little Turbines." Add a turbine to the list after reciting each verse.

Extension Idea: Read this beautiful picture book. Use different size markers and arrows to show how fast each turbine moves the blades.

5 Little Turbines

Day 8 lesson plans

Day 9 Earth's Resources

Look at the real pictures of things that the Earth provides. Sing the song "Earth's Resources." Go on a scavenger hunt.

Earth's Resources
Gifts from the Earth

The beauty of the Earth, such as trees, animals, and unique landscapes, is all around us. There is no other planet like it. Earth provides the food we eat, the water we drink, and shelter for us to live in.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will observe objects with curiosity.

Activities:

- Examine the real pictures of some of the resources the Earth provides. Engage in discussion questions. What else comes from the Earth that we can eat? What other items are made from wood?
- Sing the song "Earth's Resources."

Extension Idea: Use your "Earth's Resources" scavenger sheet to go on an outdoor scavenger hunt for something to eat together!

Earth's Resources

Day 9 lesson plans

Day 10 Conclusion

Conclude the Earth Day unit by creating a knowledge chart. Take a class poll.

Conclusion
Unit Conclusion

To conclude the unit, ask the students what they have learned about taking care of the planet.

Objectives:

- The students will understand the purpose of writing.
- The students will express themselves using words and sentences.

Activities:

- Invite students to list the things they have learned about Earth. Write the ideas on index cards or on the Earth shapes provided.
- Take a poll "What have you done to help the Earth?" Students use home cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a pyramid graph by lining up behind the different headings.

Extension Idea: Make an Earth Day poster by drawing an outline of Earth and in the air draw different ideas for taking care of the planet. Share the ideas with the class and let them vote on the best idea.

What have you done to help the Earth?

Day 10 lesson plans

The Earth

Our Planet

Day 1
Lesson
Plans

The Earth is the third planet from the Sun and is our home. The Earth is a fantastic place with beautiful oceans and stunning landscapes. Taking care of our world is essential to all of the plants and animals that live here.

Objectives:

- The students will answer questions.
- The students will play with words and sounds.

Activities:

1. Examine the pictures of the Earth. Engage in discussion questions. Can you see the oceans? Can you see the land?
2. Sing the E-a-r-t-h song in the tune of "Bingo." Display the letters E-a-r-t-h and sing the song. After singing the song for the first time, cover up the letter E with a picture of the child. Sing the second verse as "Yeah!, a-r-t-h."



Extension Idea:

Teach the ASL sign for **Earth**. Use the thumb and index finger on the dominant hand to pinch the other hand's wrist and rock fingers back and forth.



We live on the planet Earth.





The Earth is the only planet with the things needed for people, plants, and animals to live-- oxygen and water!

Earth

To the tune of "Bingo"



We live on a planet with
oceans and land.

Do you know its name?

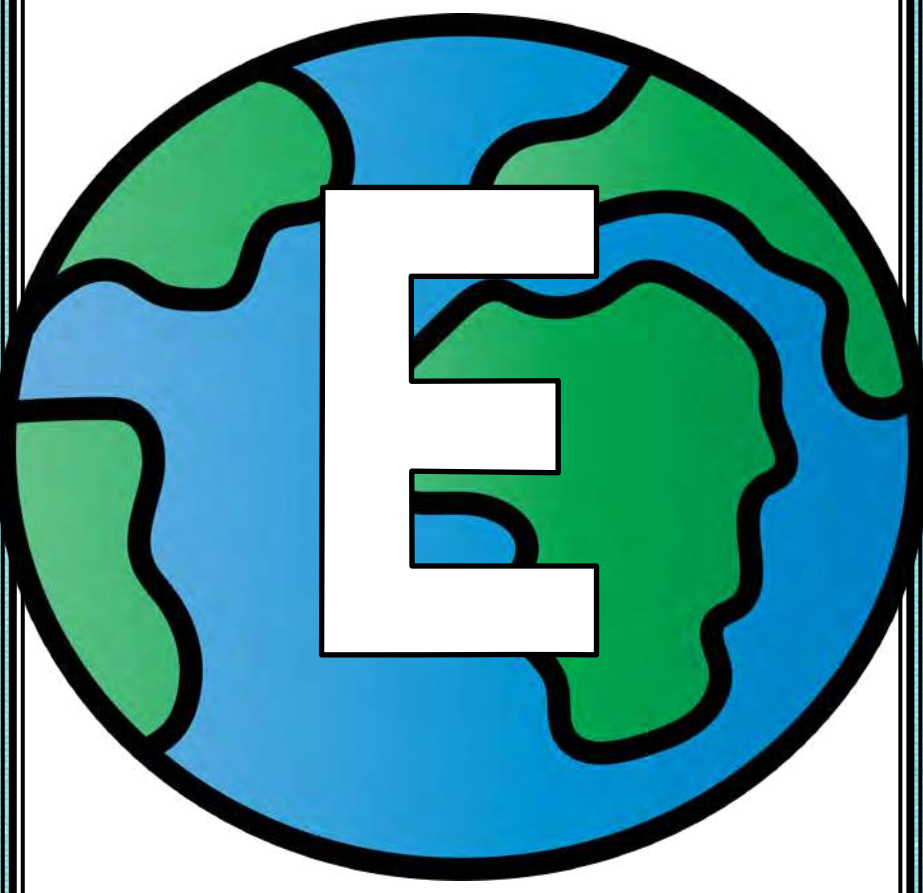
E-a-r-t-h

E-a-r-t-h


E-a-r-t-h

And Earth is its name-o!

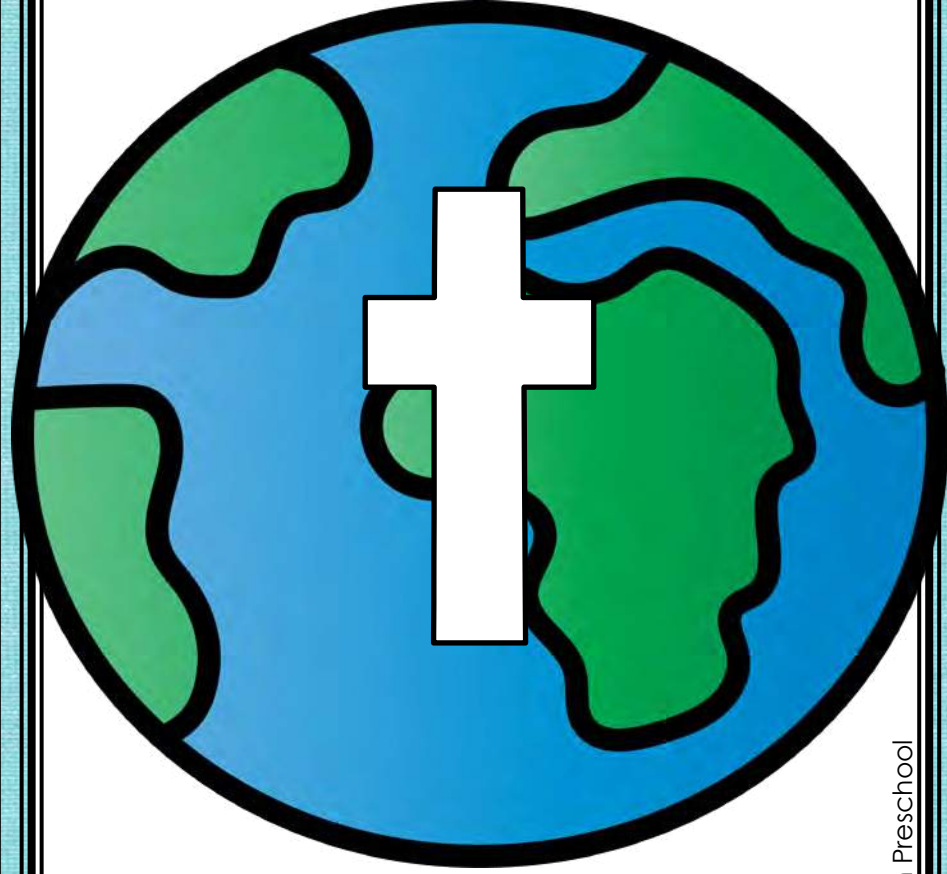




E



e





Yeah!



Yeah!



Yeah!



Yeah!



Yeah!

Water

Oceans, Lakes and Rivers

Oceans, rivers, lakes, ponds, and streams cover 70% of the Earth's surface. There are many fish and animals that live in water. We use water for drinking, washing, growing food, and cooking. It is very important to take care of the oceans and rivers.

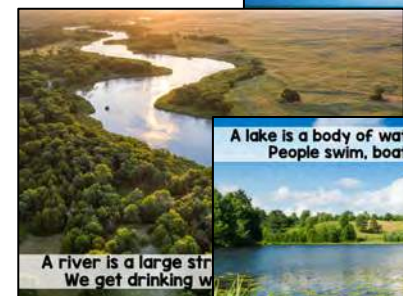
Objectives:

- The students will apply previous knowledge to new experiences.
- The students will express themselves using words and sentences.
- The students will use new vocabulary.

Activities:

1. Show real-life photographs. Ask students if they have ever been to a river, lake or the ocean. What do they notice that is the same or different about the bodies of water?
2. Take a poll: "Have you ever been to the ocean?"
Students will use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.

3. Sing the song "Clean Water."



Extension Idea: Clean water experiment

Use a clear container and fill with clean water. Add small pieces of trash and a little dirt. Ask the students to predict what will happen to the water. This will need to be left for a couple of days to show the pollution.



Clean Water

To the tune of "London Bridge"

I will take care of the sea,
Of the sea, of the sea.

I will take care of the sea!
Plants and animals live there.

I won't throw trash in the sea,
In the sea, in the sea.

I won't throw trash in the sea!
Let's keep the water nice and clean.

Have you ever been to the ocean?

<p>Yes, I have.</p>	<p>No, not yet.</p>
Juliet	Desmond
Ben	Penny
Shannon	Richard
	Jack

**Oceans cover 70% of the Earth's surface.
Many fish and animals live in the ocean.**





**A river is a large stream of fresh water.
We get drinking water from rivers.**

**A lake is a body of water surrounded by land.
People swim, boat, and fish in lakes.**



Have you ever been to the ocean?

©Play to Learn Preschool



Yes,
I have.



No,
not yet.

Clean Water

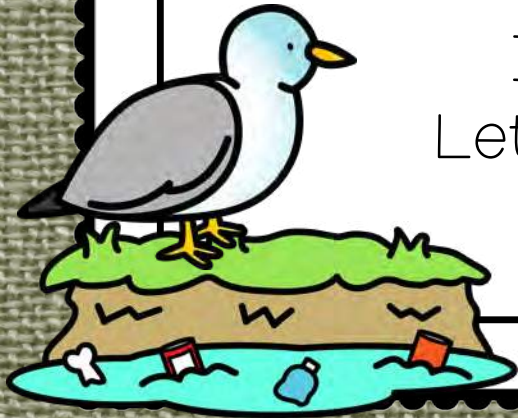
To the tune of "London Bridge"

I will take care of the sea,
Of the sea, of the sea.

I will take care of the sea!
Plants and animals live there.

I won't throw trash in the sea,
In the sea, in the sea.

I won't throw trash in the sea!
Let's keep the water nice and clean.



Land

Mountains, Plains and Valleys

Day 3
lesson
plans

The hard surface that covers Earth is called land. The land has mountains, hills, valleys, plateaus, plains, and deserts. Without land, people would have nowhere to live!

Objectives:

- The students will use new vocabulary.
- The students will demonstrate basic locomotor skills.
- The students will notice similarities and differences and ask questions.

Activities:

1. Show the photographs of the different landforms and ask questions. What is similar about the different types of land? What is different about the landforms?
2. Sort the pictures into 2 groups: Things that live on land and things that live in the ocean.
3. Sing the song "Adventure Time." Perform the actions in the song.



Extension Idea:

Teach the ASL sign for **land**. Pinch fingers together on both hands. Pull them away from your body and move your hands in front of you to form 2 small circles to signify land.





Mountains are taller and steeper than a hill. The highest point of a mountain is called the peak.

A plateau is an area of land that is raised up high like a mountain but has a flat top.



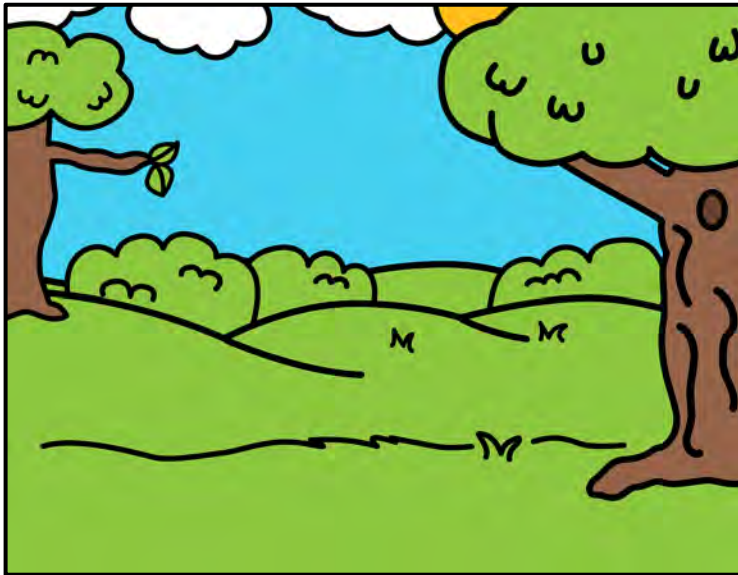
**A plain is an area of land with no hills or mountains.
This type of land covers 1/3 of the Earth's surface.**



A valley is an area of land between hills or mountains.

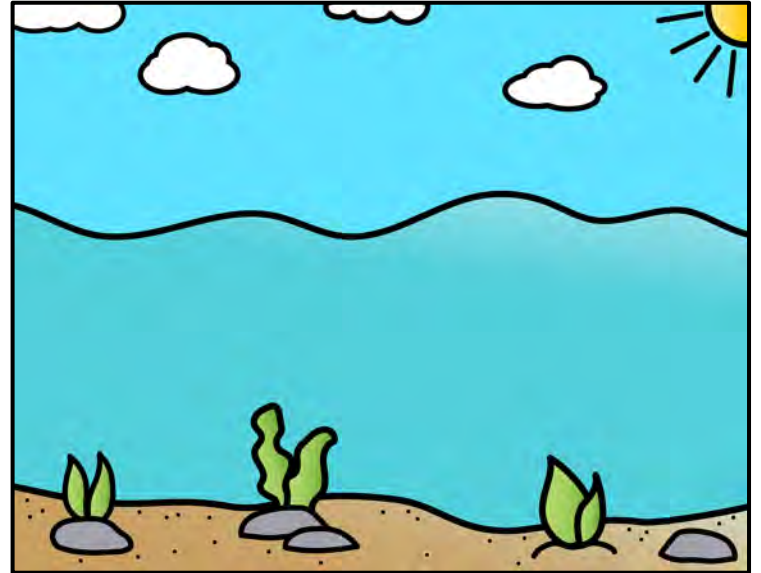


Some things
live on



land

Some things
live in the



ocean

Land/Ocean sort



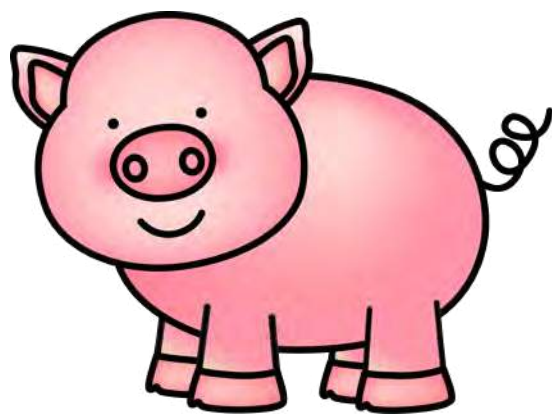
owl

Land/Ocean sort



frog

Land/Ocean sort



pig

Land/Ocean sort



lion

Land/Ocean sort



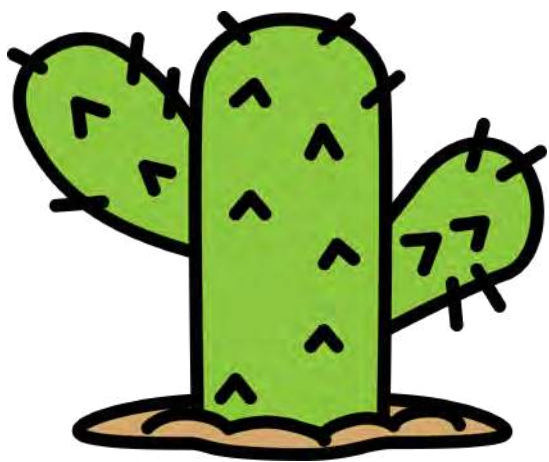
people

Land/Ocean sort



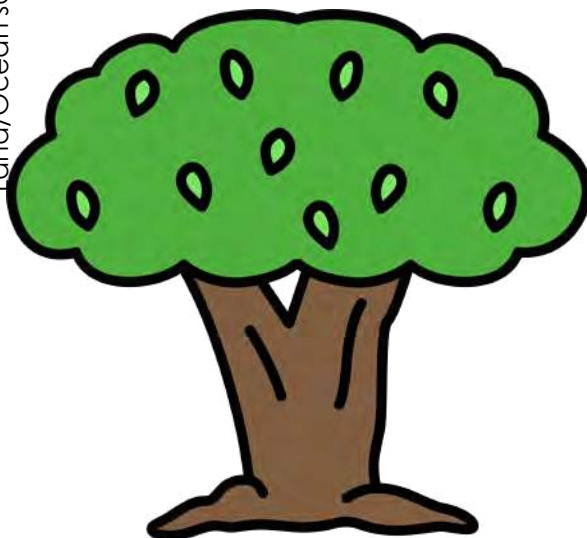
house

Land/Ocean sort



cactus

Land/Ocean sort



tree

Land/Ocean sort



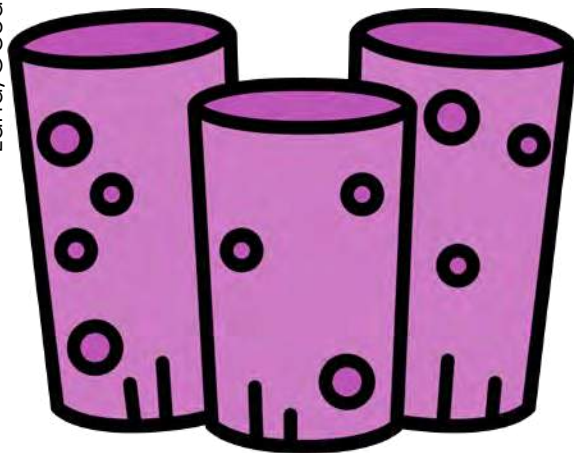
flowers

Land/Ocean sort



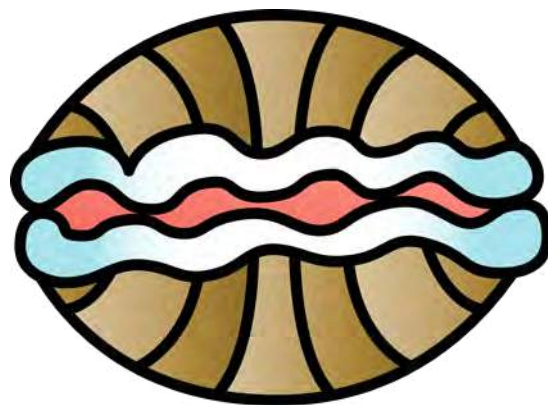
seaweed

Land/Ocean sort



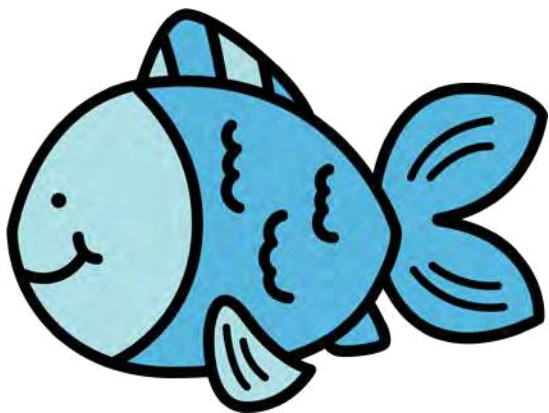
sea anemone

Land/Ocean sort



clam

Land/Ocean sort



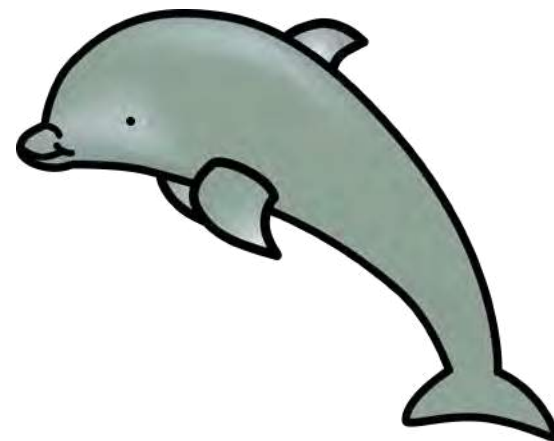
fish

Land/Ocean sort



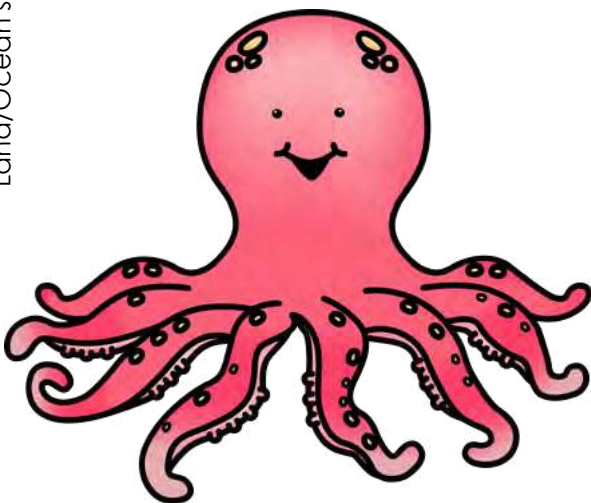
jellyfish

Land/Ocean sort



dolphin

Land/Ocean sort



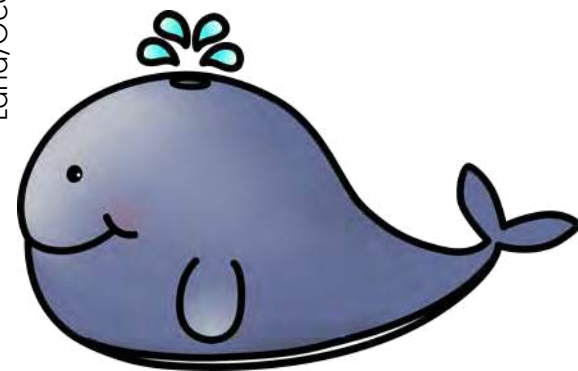
octopus

Land/Ocean sort



seahorse

Land/Ocean sort



whale

Adventure Time

We're going on an adventure.
It's going to be so much fun,
Put on your shoes.
The journey has just begun!

We're coming to a mountain,
A tall, rocky mountain.
We can't go through it,
We can't go under it.
We will have to go over it.
climb, climb, climb.

It's time to head back home
It's been a great day.

Continue with:

Low, grassy hill/walk, walk, walk

Large, wide valley/plod, plod, plod

Flat, rocky plateau/jump, jump, jump

Big, open plain/skip, skip, skip



Plants and Trees

Provide Oxygen

Day 4
lesson
plans

Plants and trees grow in almost every part of the planet, even in very hot or cold environments. Trees and plants are essential in keeping the Earth healthy by providing the oxygen we breathe, removing pollution from the air, and giving shelter to animals. Caring for trees will help take care of our home.

Trees are important for the environment. They absorb pollution and make oxygen for us to breathe.



Objectives:

- The students will apply previous knowledge to new experiences.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

Activities:

1. Examine the real pictures. Engage in discussion questions. Do you have trees in your neighborhood? What kind of plants have you seen?
2. Sort pictures into 2 groups: Things that grow in soil and things that do not grow in soil.
3. Sing the song "Planting Time" and perform the actions as you sing the song.



Extension Idea:

Teach the ASL sign for **tree**. Lay one arm in front you like the ground. Raise other arm upwards and rotate like a tree swaying in the wind.



Trees are important for the environment. They absorb pollution and make oxygen for us to breathe.





Having plants inside your house will help clean the air.

Things that
grow in



soil

Things that
do not grow



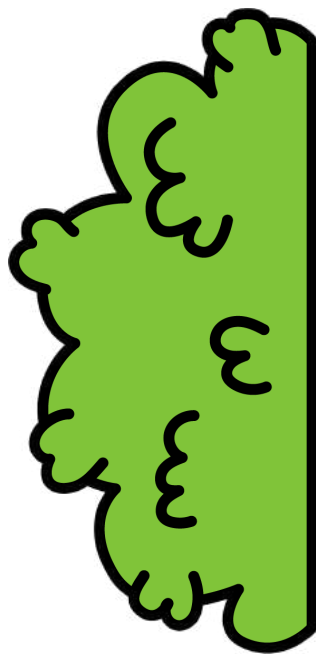
in soil

Lives in soil/not in soil sort



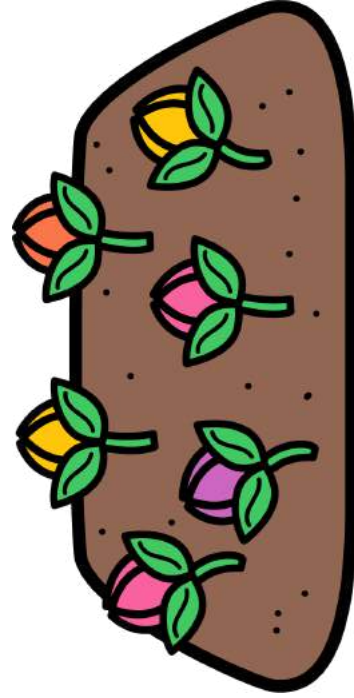
tree

Lives in soil/not in soil sort



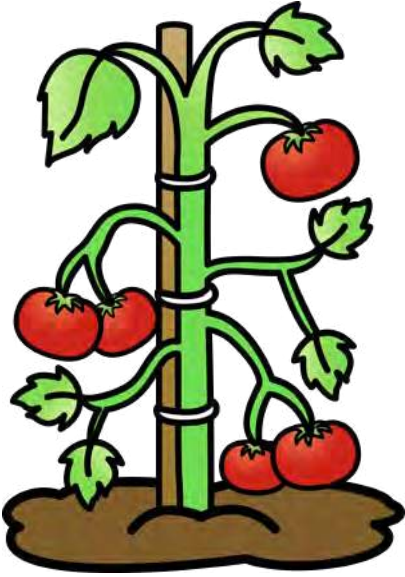
bush

Lives in soil/not in soil sort



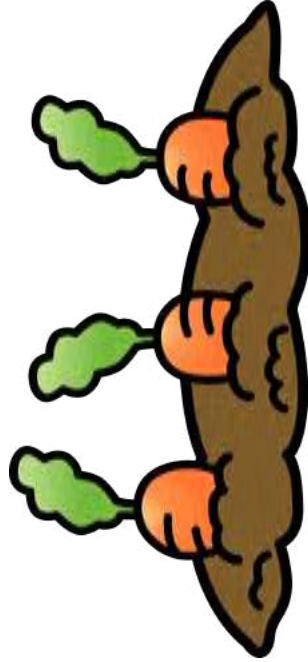
flowers

Lives in soil/not in soil sort



tomatoes

Lives in soil/not in soil sort



carrots

Lives in soil/not in soil sort



plant

Lives in soil/not in soil sort



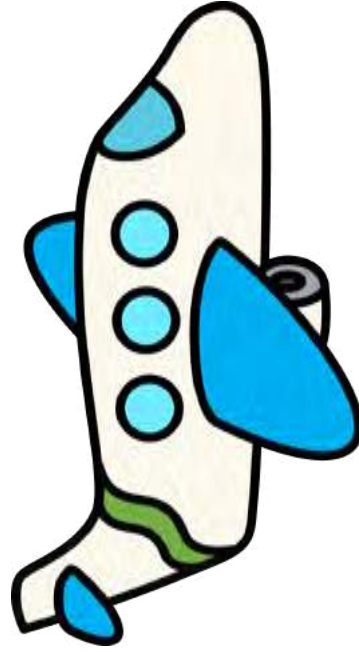
zebra

Lives in soil/not in soil sort



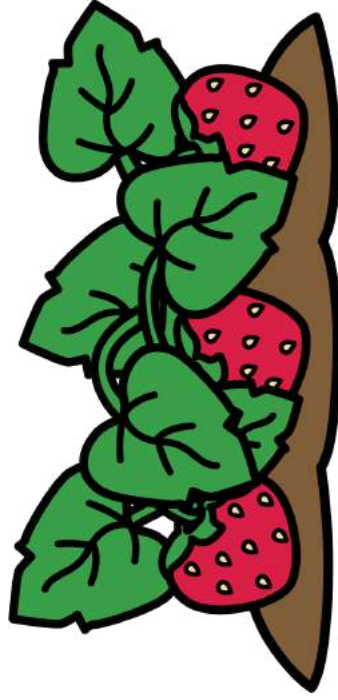
lettuce

Lives in soil/not in soil sort



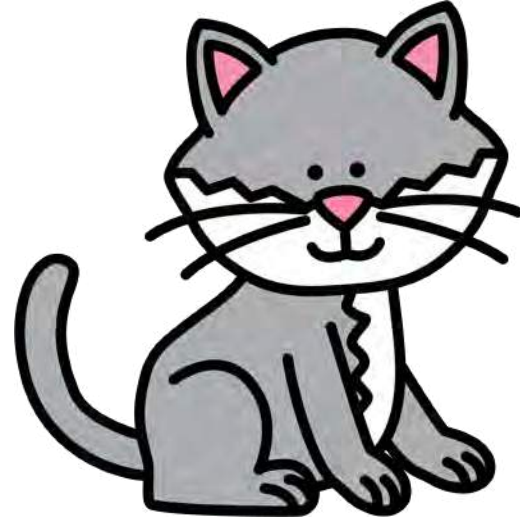
plane

Lives in soil/not in soil sort



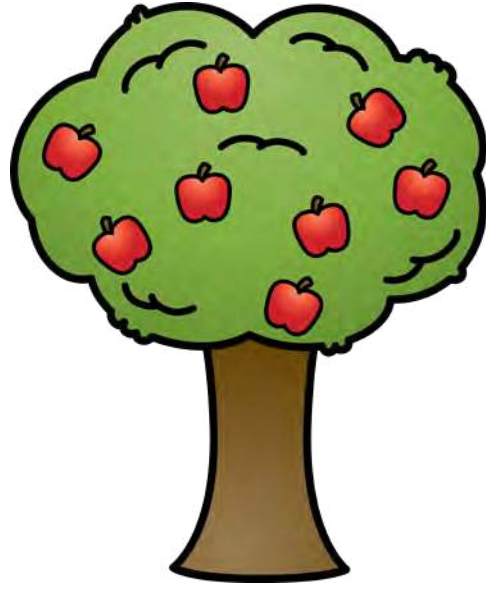
strawberries

Lives in soil/not in soil sort



cat

Lives in soil/not in soil sort



apple tree

Lives in soil/not in soil sort



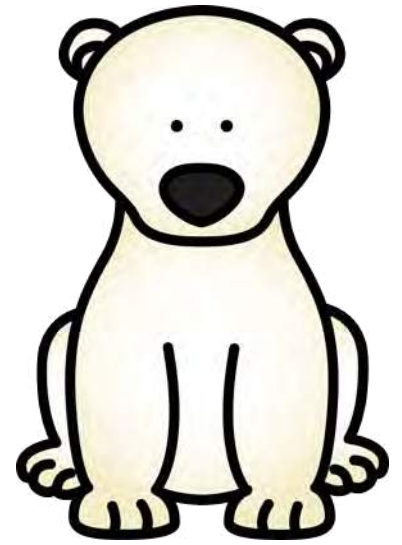
television

Lives in soil/not in soil sort



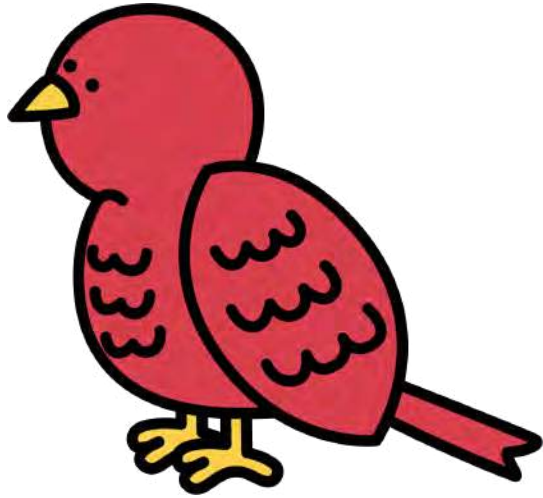
store

Lives in soil/not in soil sort



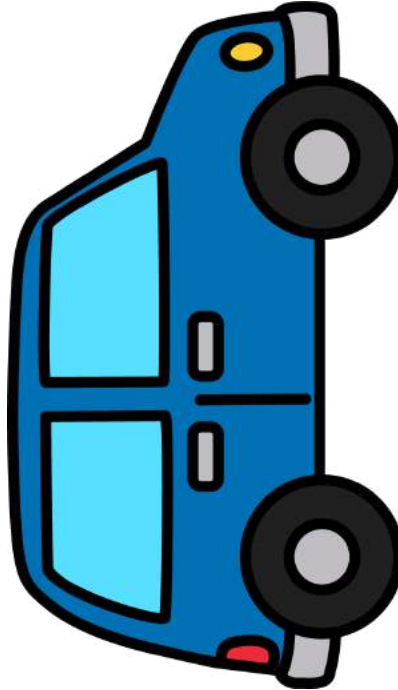
polar bear

Lives in soil/not in soil sort



bird

Lives in soil/not in soil sort



car

Lives in soil/not in soil sort



bookshelf

Planting Time

To the tune of "This is the Way"

This is the way we grow a plant,
Grow a plant,
Grow a plant.

This is the way we grow a plant,
To help our planet Earth.

Show each picture card and sing a verse of the song:

- This is the way we add the soil.
- This is the way we plant the seeds.
- This is the way we water the seeds.
- This is the way we sit and wait.
- This is the way we save the planet



Planting Time song



grow a plant

Planting Time song



add in the soil

Planting Time song



plant the seeds

Planting Time song



water the seeds

Planting Time song



sit and wait

Planting Time song



save the planet

Pollution

Harmful to the Environment

Pollution is when gases, smoke, and chemicals are released into the environment. We need air and clean water to survive. When the oceans, rivers, land, and air get dirty, it is called pollution. Keeping our planet clean from pollution is essential to keeping us healthy.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will identify shapes.

Activities:

1. Look at the real pictures of different types of pollution. Engage in discussion questions. How do the pictures make you feel?
2. Sing the "Pollution" song as a class to the tune of "I'm a Little Tea Pot."
3. Play the shape identification game called "Too Much Trash."

Sometimes chemicals are released into water by factories or farms. This is called water pollution.



Air pollution is when harmful gases are released into the air by cars.

Using less plastic, recycling, and reusing items can help reduce the amount of trash.



Extension Idea:

Teach the ASL sign for **trash**. Use the non-dominant hand to lay flat with palm facing down. Using the other hand's pointer finger, touch 2 times along the outstretched arm to form an outline of a trash bag.



Sometimes chemicals are released into water by factories or farms. This is called water pollution.





Air pollution is when harmful gasses are put into the air by cars or factories.

Using less plastic, recycling, and reusing items can help reduce the amount of trash.





Pollution

To the tune of "I'm a Little Teapot"

Pollution is so dirty,
It's oh so bad.

It can harm the Earth
And that makes me mad!

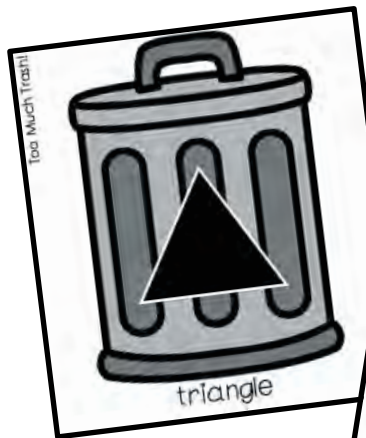
We need to do our part
Recycle and reuse.

Bye, pollution
We can't lose!

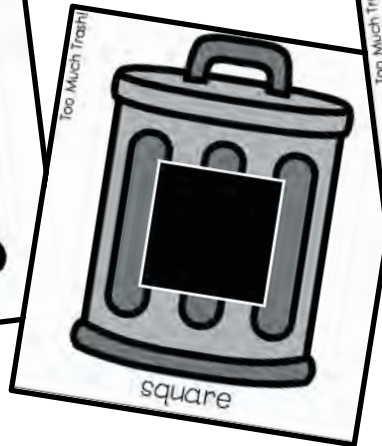


Too Much Trash!

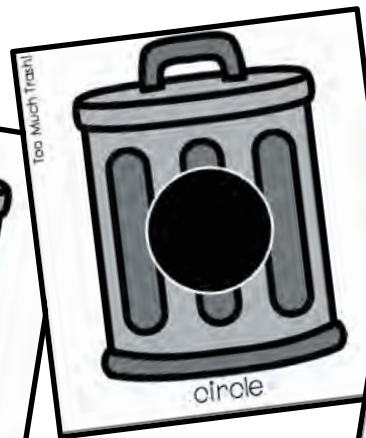
It's good to be a planet hero,
to keep the Earth clean.



triangle



square



circle

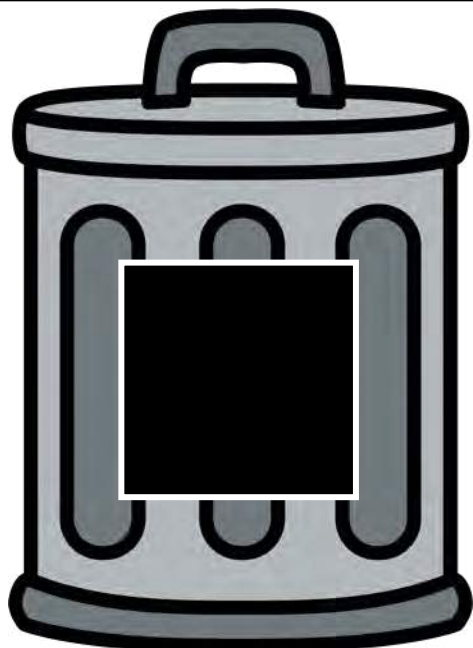


heart



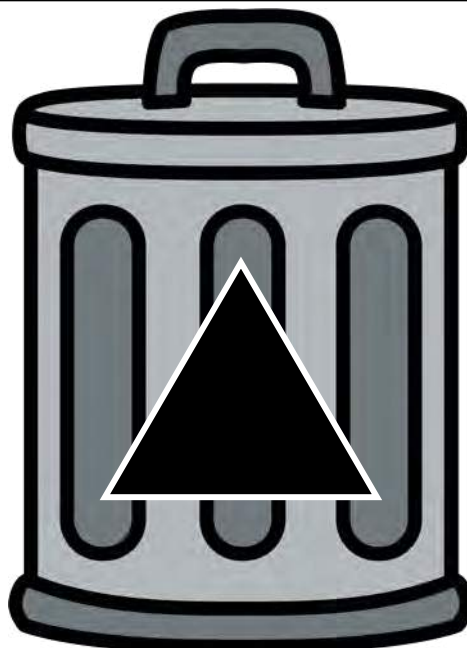
I'm looking for the helper,
where can she/he be seen?

Too Much Trash!



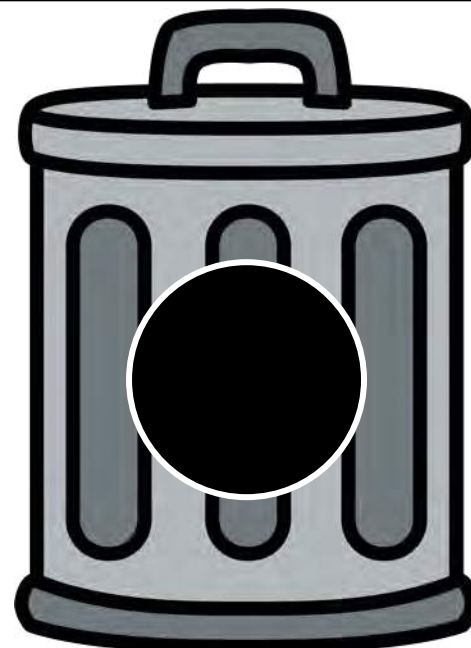
square

Too Much Trash!



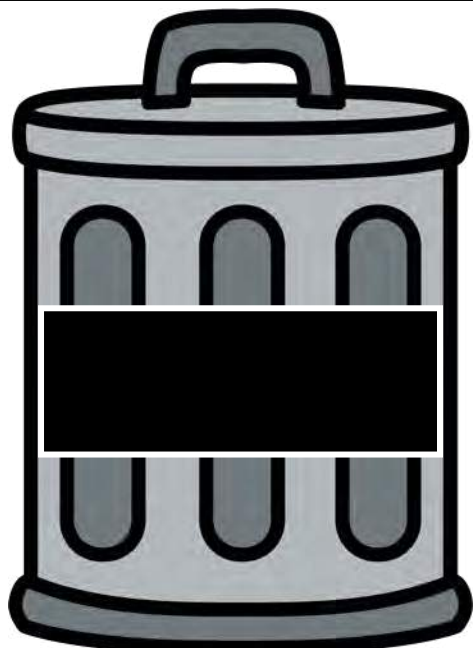
triangle

Too Much Trash!



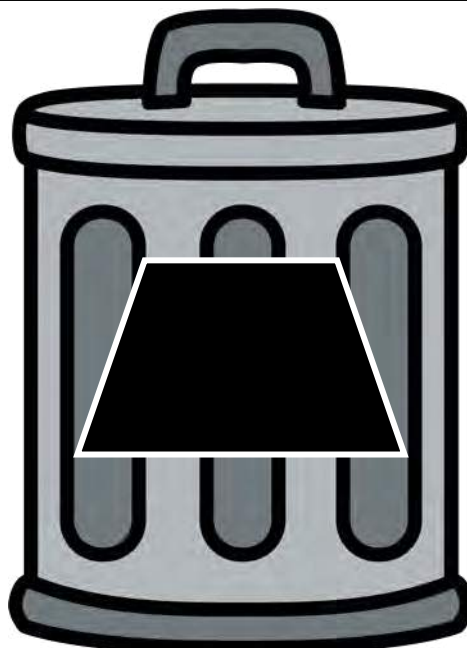
circle

Too Much Trash!



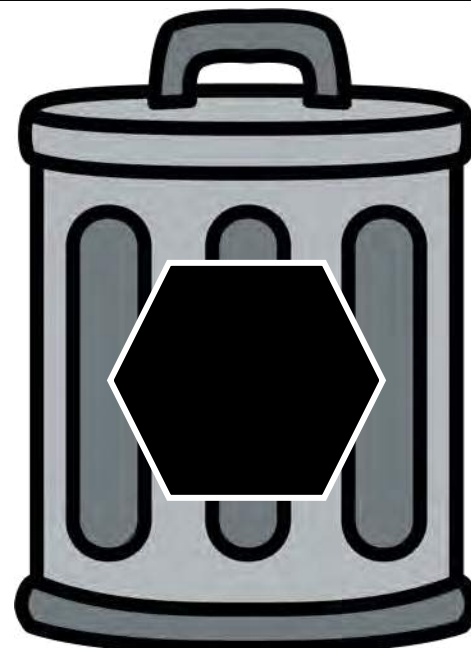
rectangle

Too Much Trash!



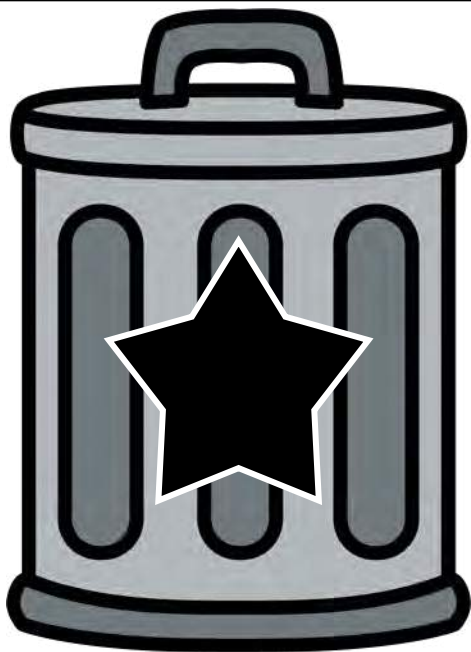
trapezoid

Too Much Trash!



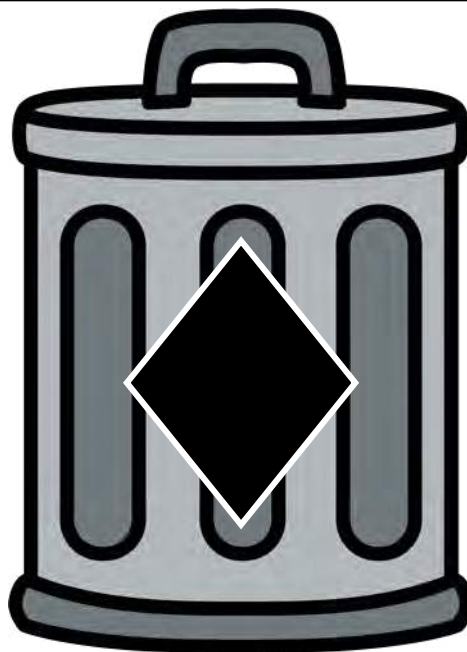
hexagon

Too Much Trash!



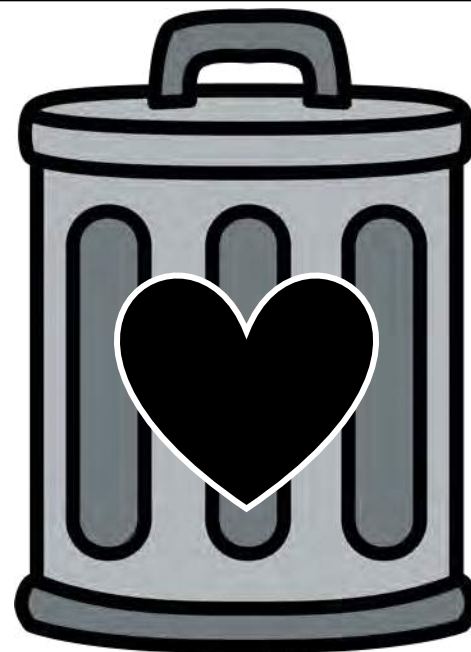
star

Too Much Trash!



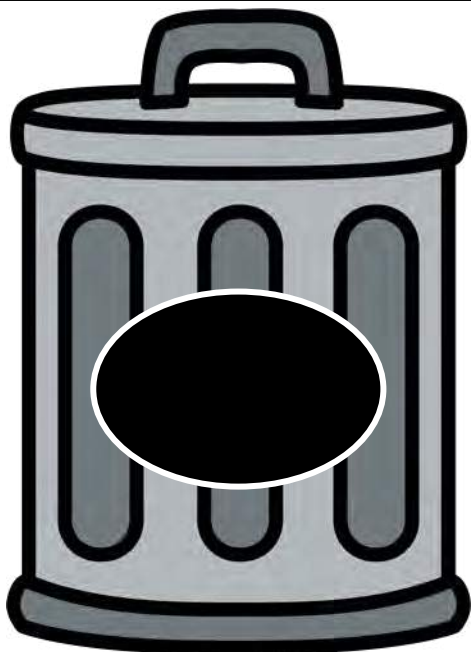
diamond

Too Much Trash!



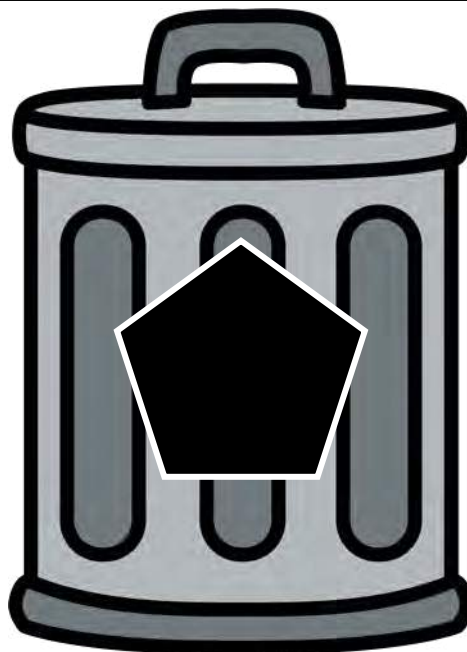
heart

Too Much Trash!



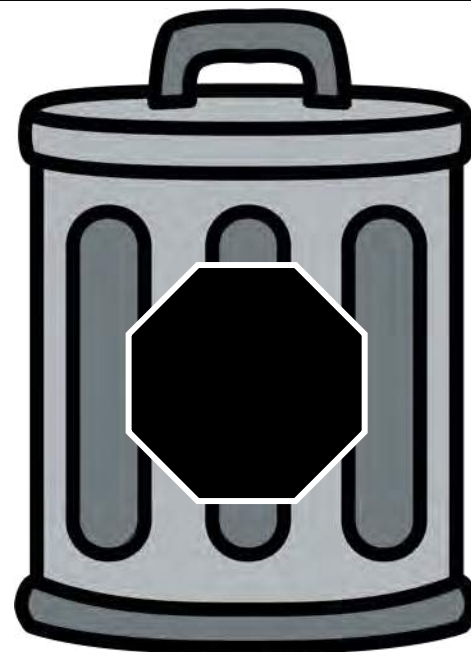
oval

Too Much Trash!



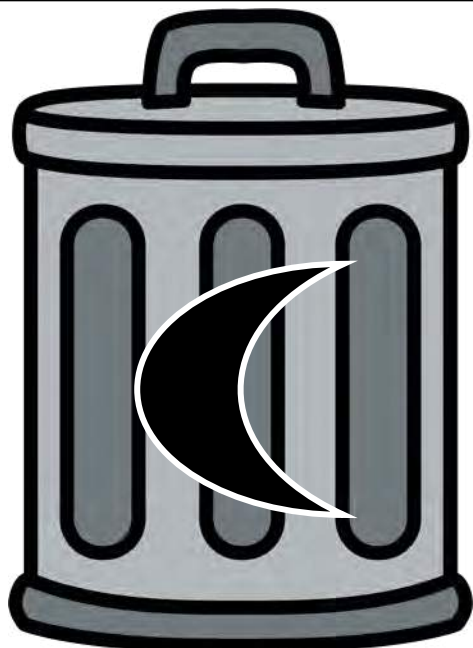
pentagon

Too Much Trash!



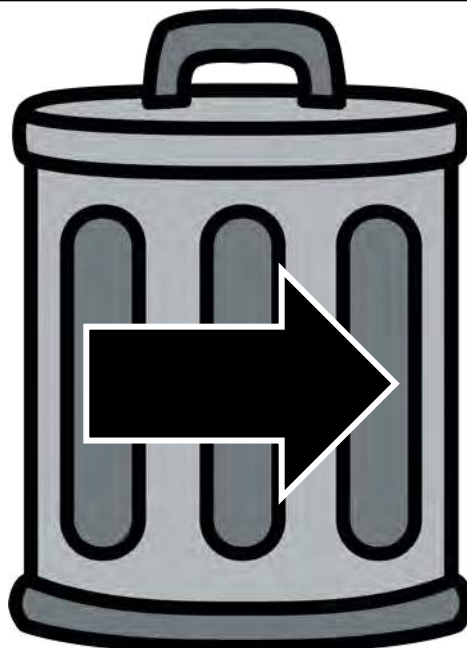
octagon

Too Much Trash!



crescent

Too Much Trash!



arrow

©Play to Learn Preschool

Cut out either picture.



Taking Care of Earth

Working Together to Save the Planet

Day 6
lesson
plans

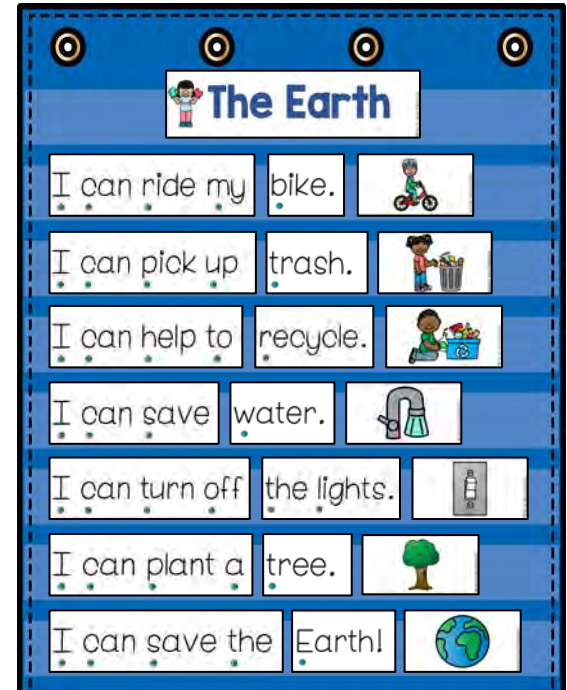
The Earth is the only home that we have, so it is important to take care of it and its resources. There are some simple ways that we can work together to help save our planet, for example, turning out lights, walking instead of using a car when we can, and donating old toys.

Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will use new vocabulary.

Activities:

1. Read “The Earth” story. Add each sentence to the pocket chart. Use the picture cards to help emergent readers remember each line. Take turns pointing to each word as you read the story.
2. Sing the verses of the song “Planet Hero.” The students can pick a card to show how they would like to save the planet and be a “Planet Hero”



Extension Idea:

Make this beautiful picture of the Earth with this fun process art project.

<https://playtolearnpreschool.us/earth-day-art/>





The Earth

Concept of word

I can ride my bike.

I can pick up trash.

I can help to recycle.

I can save water.

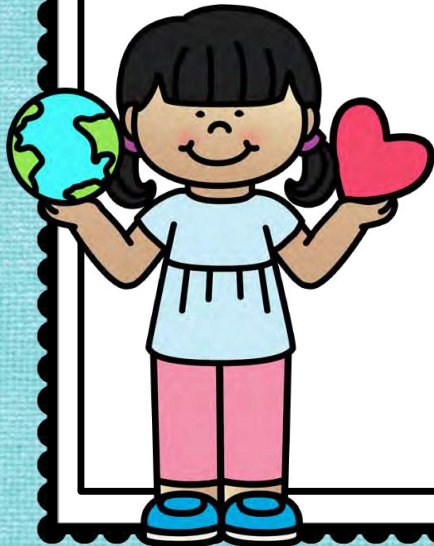
I can turn off the lights.

I can plant a tree.

I can walk.

I can donate old toys.

I can save the Earth!





The Earth

I can ride my



bike.



I can pick up



trash.



I can help to



recycle.



I can save



water.



I can turn off



the lights.



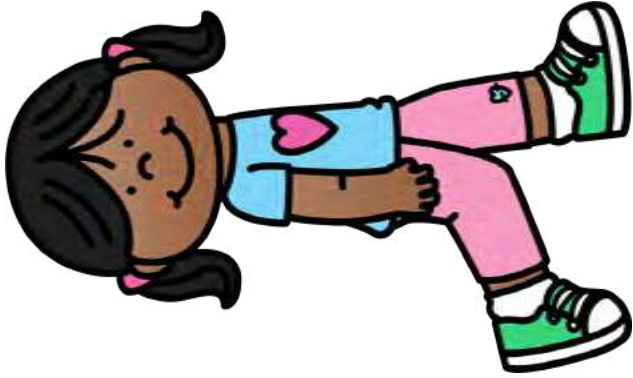
I can plant a



tree.



I can walk.



I can donate



old toys.



I can save the



Earth!





Planet Hero

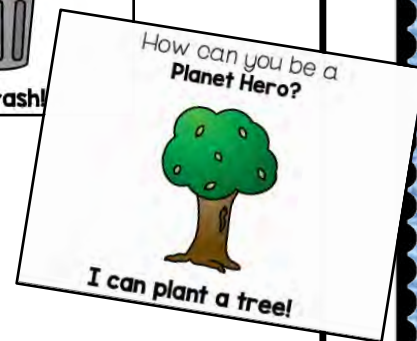
To the tune of "Are you Sleeping"

Planet hero, planet hero
That's my name.
That's my name!

I can _____

I can _____

And you can do the same.
You can do the same.



How can you be a
Planet Hero?



I can ride my bike!

How can you be a
Planet Hero?



I can pick up trash!

How can you be a
Planet Hero?



I can help to recycle!

How can you be a
Planet Hero?



I can save water!

How can you be a
Planet Hero?



I can turn off the lights!

How can you be a
Planet Hero?



I can plant a tree!

How can you be a
Planet Hero?



I can walk!

How can you be a
Planet Hero?



I can donate old toys!

Recycling

Using Waste Materials to Make New Things

Recycling materials is a wonderful way to keep the environment clean and protect our planet. Many things can be recycled and made into something brand new. Look for the 3 arrow symbol on products.

Objectives:

- The students will apply previous knowledge to new experiences.
- The students will notice and extend simple patterns.
- The students will sort objects by size.

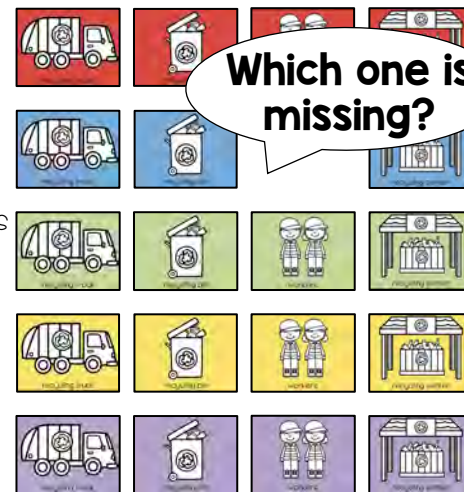
Activities:

1. Examine the real photographs. Engage in discussion questions. Why should we recycle?
2. Play the "Recycling Grid Game."
3. Collect a variety of different recyclable objects or use the pictures provided to sort into 4 groups. Use only 2 groups for younger children.



To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same letter, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.



Extension Idea:

Teach the ASL sign for **recycle**. Make the letter "R" with your dominant hand and then move hand in a circle.

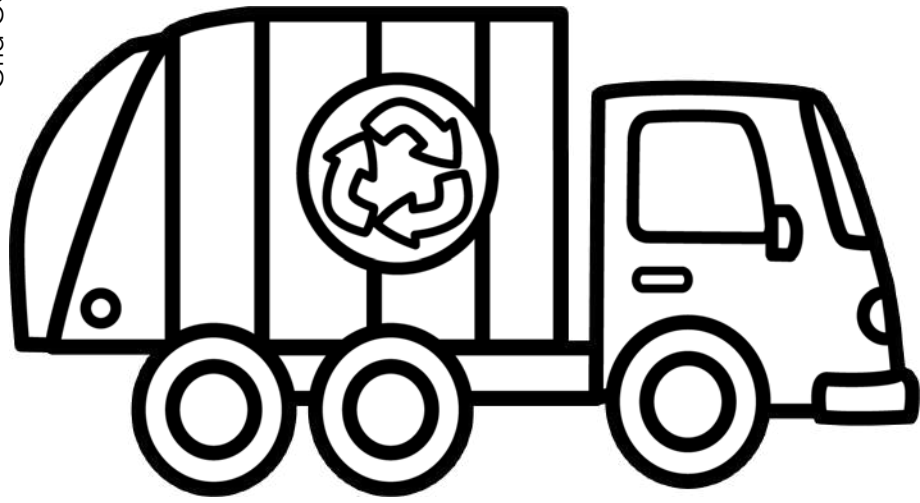


Everyone can help recycle!





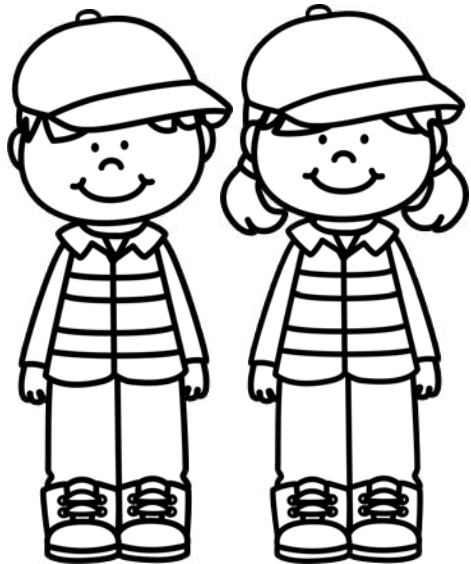
These metal cans are ready to be made into something new!



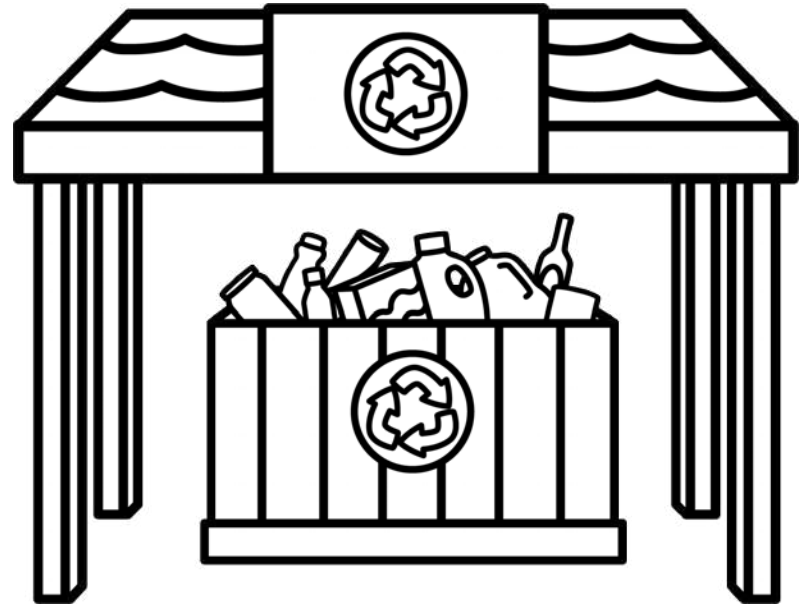
recycling truck



recycling bin



workers



recycling center

Recycling sort



paper

Recycling sort



glass

Recycling sort



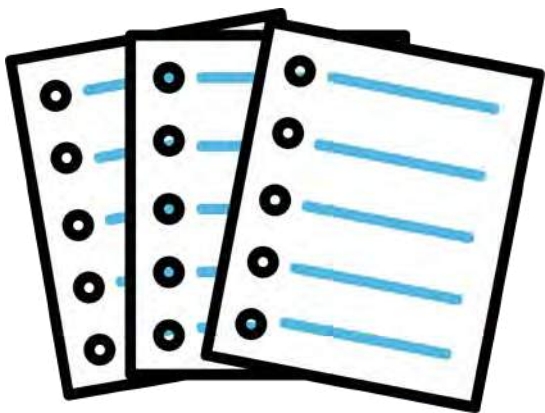
plastic

Recycling sort



metal

Recycling sort



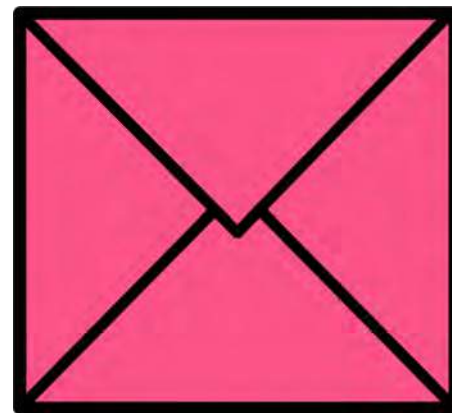
writing paper

Recycling sort



paper towel tube

Recycling sort



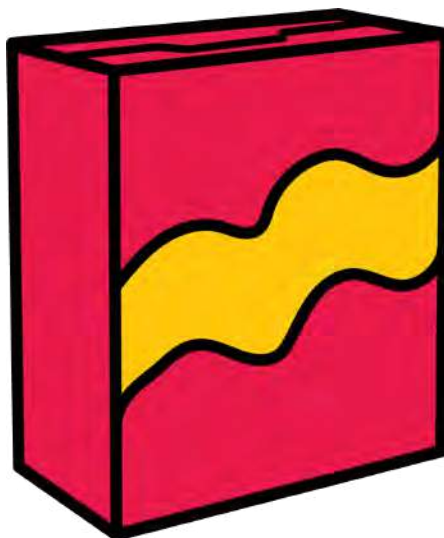
envelope

Recycling sort



box

Recycling sort



cereal box

Recycling sort



newspaper

Recycling sort



mason jar

Recycling sort



oil bottle

Recycling sort



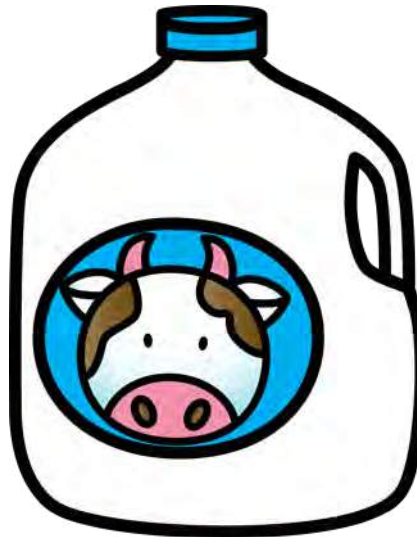
jelly jar

Recycling sort



soap bottle

Recycling sort



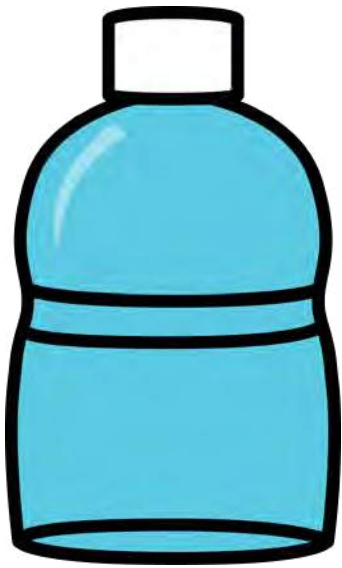
milk carton

Recycling sort



laundry detergent

Recycling sort



water bottle

Recycling sort



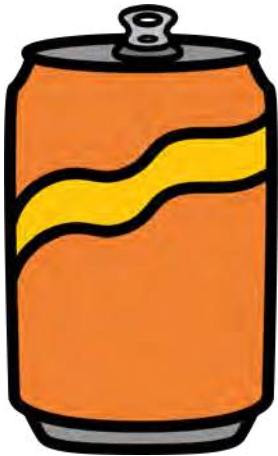
mayonnaise jar

Recycling sort



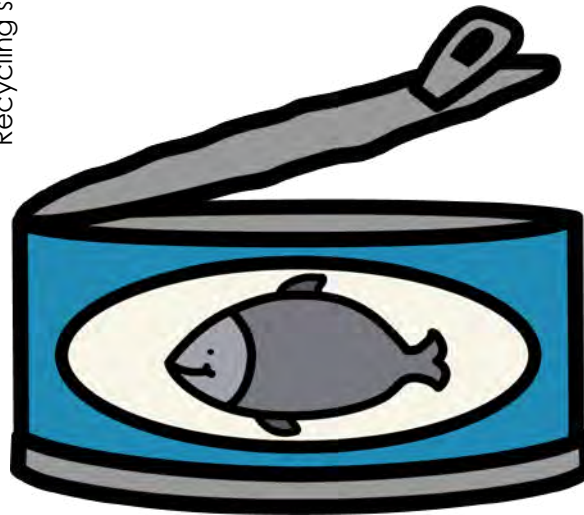
yogurt pot

Recycling sort



soda can

Recycling sort



tuna can

Recycling sort



can

Energy Sources

Wind, Solar and Hydro (water)

Day 8
Lesson
Plans

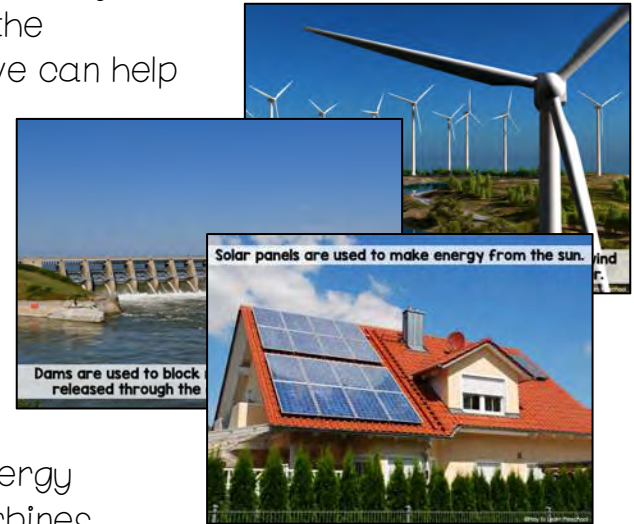
Renewable energy is a resource that can be made again and again naturally. Using different types of renewable energy can help to put less pollution into the environment. If we use wind, solar (sun), and hydro (water) energy, we can help protect our planet.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds and rhymes.
- The students will count to 5.

Activities:

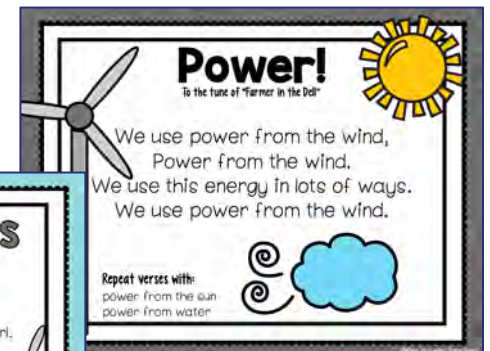
1. Look at the real pictures of the different types of renewable energy sources and engage in discussion questions. How do the wind turbines work? Have you ever seen solar panels?
2. Sing the song "Power." Explain that we can use natural resources to generate power to make electricity for our homes.
3. Recite the chip clip poem "5 Little Turbines." Add a turbine to the field after reading each verse.



Extension Idea:

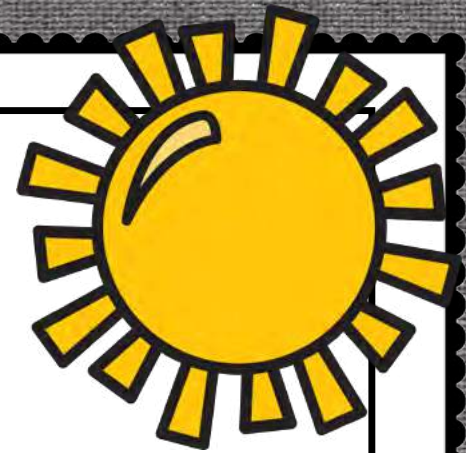
Feather science experiment

Use wind power to make a feather move! Use different size feathers and a straw to see how far you can make the feather move.



Power!

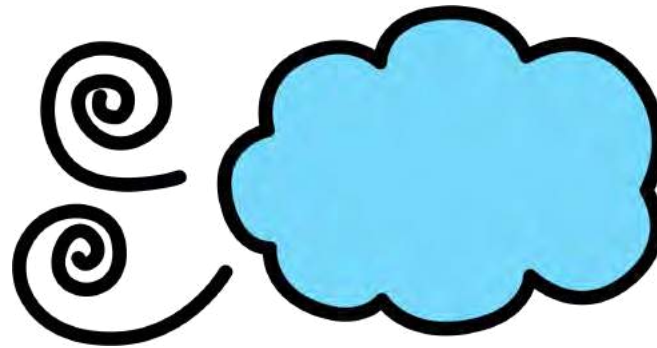
To the tune of "Farmer in the Dell"



We use power from the wind,
Power from the wind.
We use this energy in lots of ways.
We use power from the wind.

Repeat verses with:

power from the sun
power from water





Wind turbines are tall towers with blades. The wind makes the blades spin, which generates power.



Dams are used to block rivers. When the water is released through the dam, it creates power.

Solar panels are used to make energy from the sun.



5 Little Turbines

Chip Clip Poem

A little town sits in the night
In the dark, without any light.

Up goes a turbine, watch it whirl.

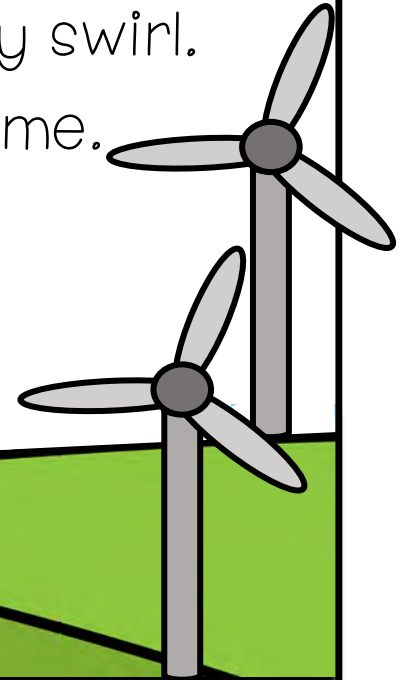
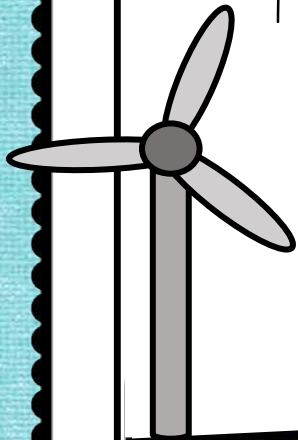
The big fins spin and they twirl and they swirl.

Giving the town energy for you and me.

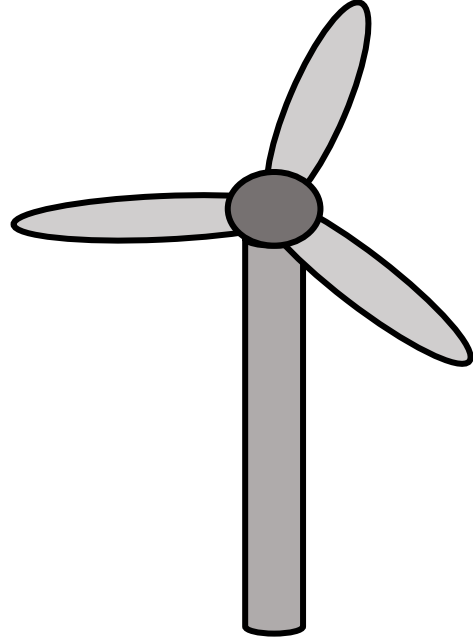
How many turbines do you see?

(Count up to 5)

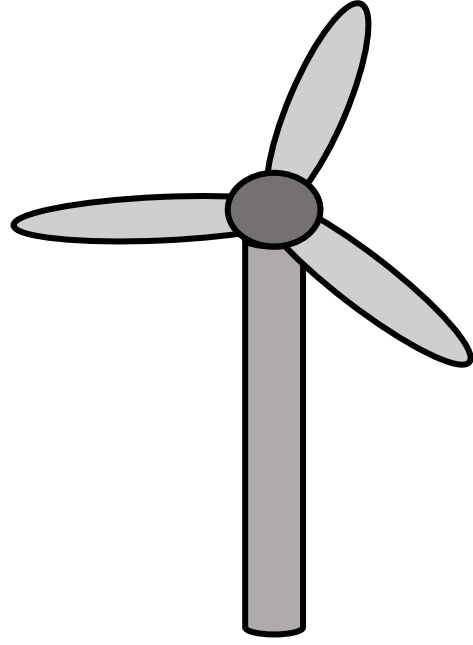
Now the town is nice and bright,
Plenty of turbines making light!



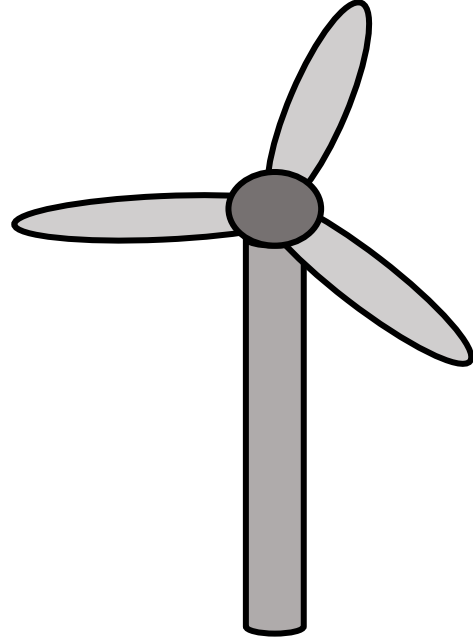
5 Little Turbines



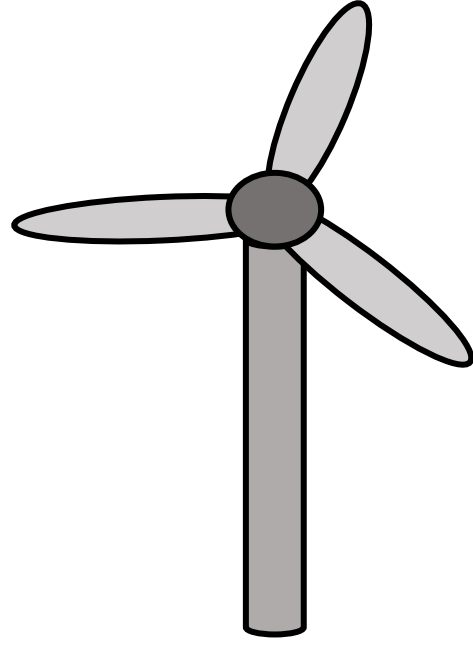
5 Little Turbines



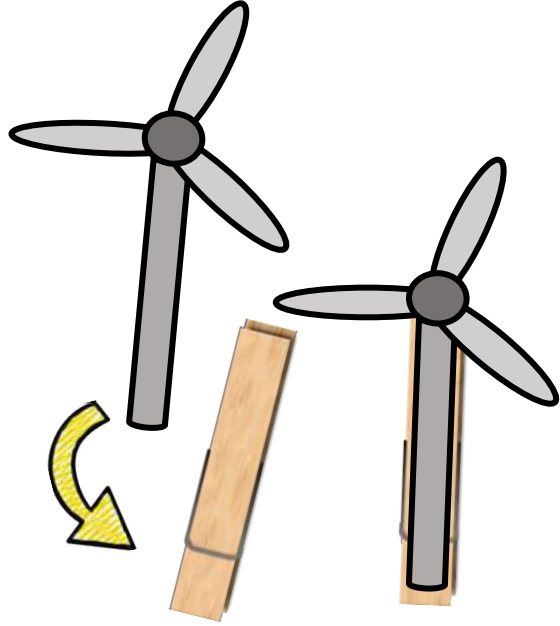
5 Little Turbines



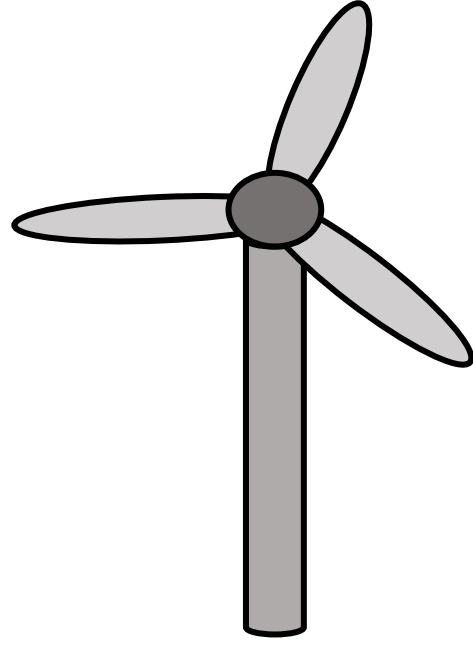
5 Little Turbines



5 Little Turbines



5 Little Turbines



Earth's Resources

Gifts from the Earth

Day 9
Lesson
Plans

The beauty of the Earth, such as trees, animals, and unique landscapes, is all around us. There is no other planet like it. Earth provides the food we eat, the water we drink, and shelter for us to live in.

Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- The students will observe objects with curiosity.

Activities:









1. Examine the real pictures of some of the resources the Earth provides. Engage in discussion questions. What else comes from the Earth that we can eat? What other items are made from wood?
2. Sing the song "Earth's Resources."
3. Use the "Earth Scavenger Hunt" recording sheet to go on an outdoor scavenger hunt. (Or send it home for families to do together!)



Extension Idea:

Grow a vegetable garden. Some easy vegetables to start with are lettuce, cherry tomatoes, zucchini, and lettuce. Choose a sunny spot with well-drained soil. Using large pots is an alternative if space is limited.



Earth Scavenger Hunt			
 <input type="checkbox"/> sun	 <input type="checkbox"/> rocks	 <input type="checkbox"/> birds	 <input type="checkbox"/> flowers
 <input type="checkbox"/> cloud	 <input type="checkbox"/> bugs	 <input type="checkbox"/> tree	 <input type="checkbox"/> dirt



The Earth provides trees that are used to build furniture and houses. The pulp is used to make paper.

The Earth provides fresh water for us to drink.





The Earth provides food for us to eat.

Earth's Resources

To the tune of "The Muffin Man"

Do you know how we use the trees?

Use the trees, use the trees.

Do you know how we use the trees,

That the Earth provides?

Trees are used to make shelter,

Make shelter,

Make shelter.

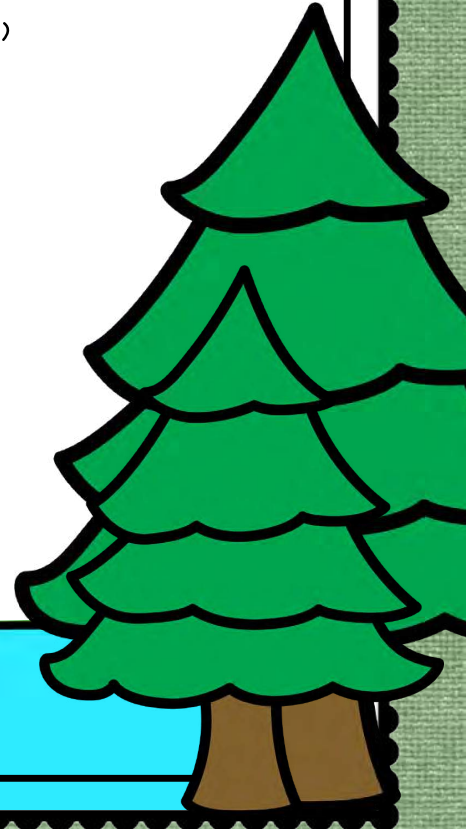
Trees are used to make shelter

That the Earth provides.

Repeat verses with:

soil/grow the food

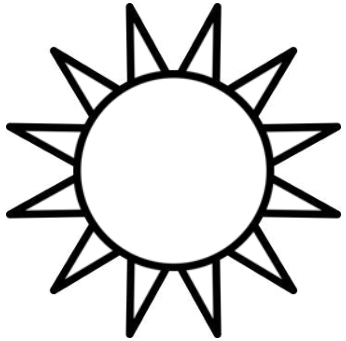
water/for us to drink



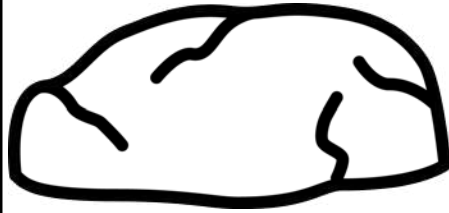
Earth Scavenger Hunt



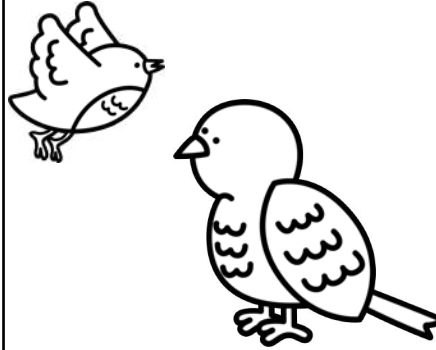
Name _____



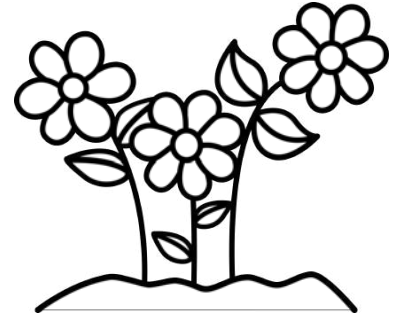
sun



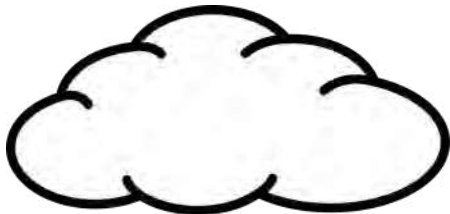
rocks



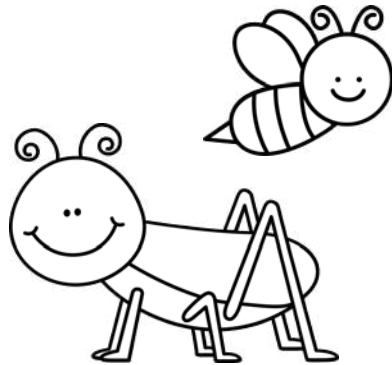
birds



flowers



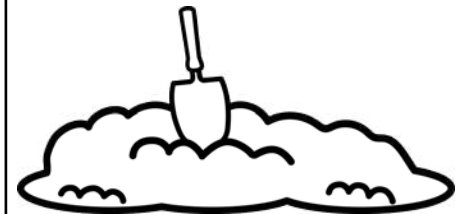
cloud



bugs



tree



dirt

Conclusion

Unit Conclusion

Day 10
lesson
plans

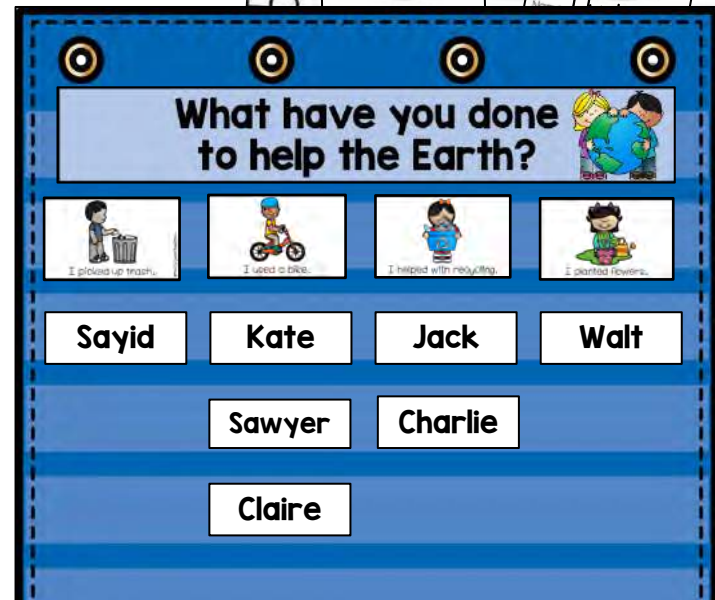
To conclude the unit, ask the students what they have learned about taking care of the planet.

Objectives:

- The students will understand the purpose of writing.
- The students will express themselves using words and sentences.

Activities:

1. Invite students to list the things they have learned about Earth. Write the ideas on index cards or on the Earth shapes provided.
2. Take a poll "What have you done to help the Earth?" Students use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.

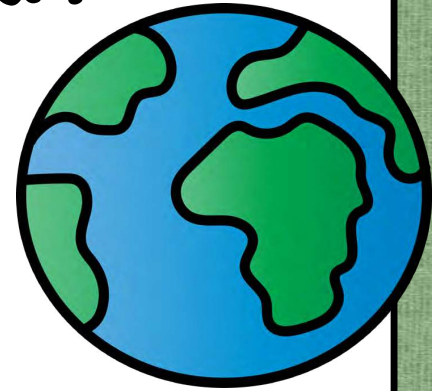


Extension Idea:

Make an Earth day sensory bin using shredded paper sold in the pet store (often used for bedding for small animals) or paper from a shredder. Hide small toy animals and fish ready to be discovered.

What I have learned about

Earth



What I have learned about
Earth:



Name:

What I have learned about
Earth:



Name:

What I have learned about
Earth:



Name:

What I have learned about
Earth:



Name:

What have you done to help the Earth?



I planted flowers.



I helped with recycling.



I used a bike.



I picked up trash.

Center Activities

Centers

- Line Tracing
- Writing Practice
- Journaling
- Beginning Sound Sort
- Shape Sorting
- Count & Clip Cards
- Patterning
- Visual Discrimination
- Cutting Practice
- Picture Puzzles
- Emergent Reader Book
- Letter Cards
- Book List (recommendations)

Line Tracing

Objective: The students will understand the purpose of writing.
Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom into the lid of the marker (or the students to use as an eraser).)

Writing Practice

Objectives: The students will write letters.
Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).
Procedure: Students use a dry erase marker to trace the word.

Journaling

Objective: The students will understand the purpose of writing.
Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

Beginning Sound Sort

Objectives: The students will identify the beginning sound of each word.
Preparation: Copy the picture cards, glue the covers on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.
Procedure: Students sort the pictures by their beginning sound.

Shape Sorting

Objective: The students will sort objects by shape.
Preparation: Print, laminate and cut out the shapes.
Procedure: Students choose a picture and place the shape on the matching card.

Count and Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 10.
Preparation: Print the cards, mat, laminate and cut apart.
Procedure: Students count the pictures on each card and mark the correct answer with a clothes pin.

Letter Cards

Objective: The students will understand the purpose of writing.
 Print the letter cards and place them in a pocket chart, or at math center. The possibilities are endless.

Visual Discrimination

Objective: The students will use visual discrimination skills to match the items.
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.
Procedure: Students place matching pictures together.

Picture Puzzles

Objective: The students will use fine motor skills to assemble the puzzle pieces together.
Preparation: Print, laminate and cut out the puzzle pieces.
Procedure: Students assemble the puzzle pieces together.

Cutting Practice

Objective: The students will use fine motor skills to cut along the dotted lines from the bottom of the page to the top.

Emergent Reader

Objective: The students will demonstrate an understanding of print concepts and letter sounds.
 Print each student (2 books per page). Glue the words under each word to help them read. Encourage the children to point to each word as they read.

Sensory Bases

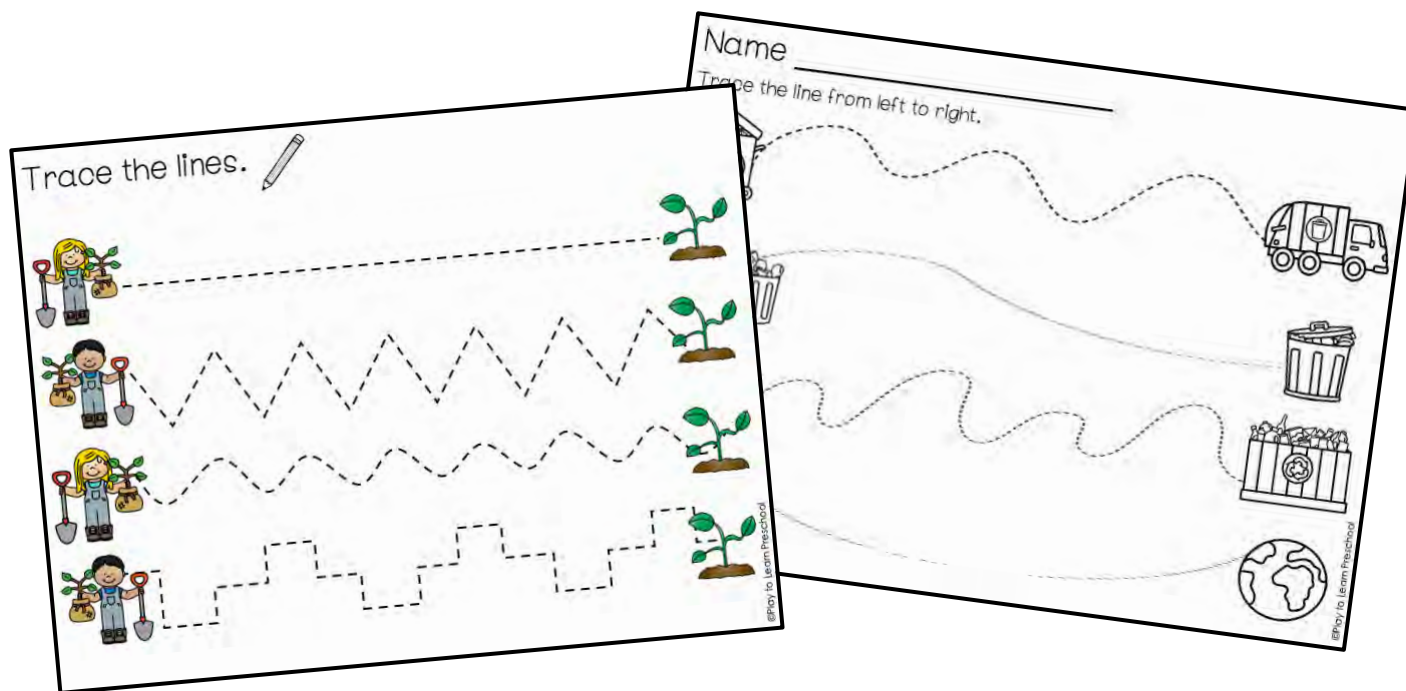
Sensory Bases	Manipulatives
• salt	• mini erasers
• sand	• gems
• colored sand	• pom-poms
• flour	• googly eyes
• rice	• river rocks
• oats	• small counters
• corn starch	• coins
	• pony beads
	• bingo chips
	• paper clips
	• pipe cleaners

Caution: Use good judgment when deciding if the materials are appropriate for your age group. Always supervise children closely with sensory materials.

Line Tracing

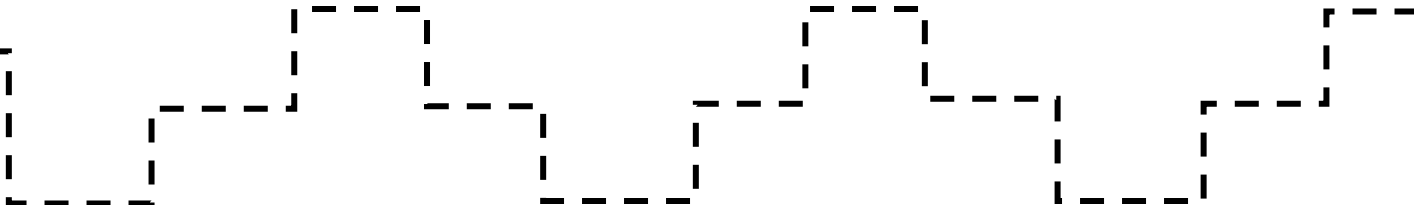
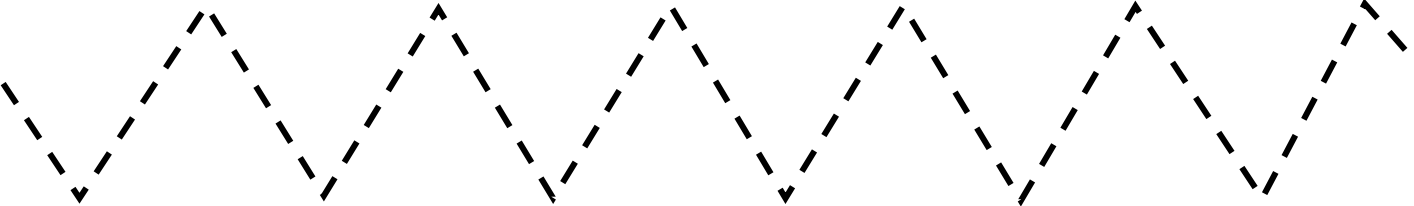
Objective: The students will understand the purpose of writing.

Preparation: Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)



Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

Trace the lines. 



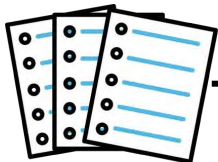
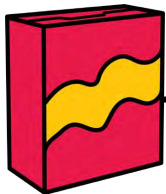
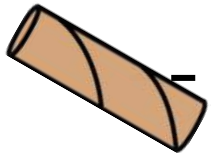
Trace the lines. 



Trace the lines. 

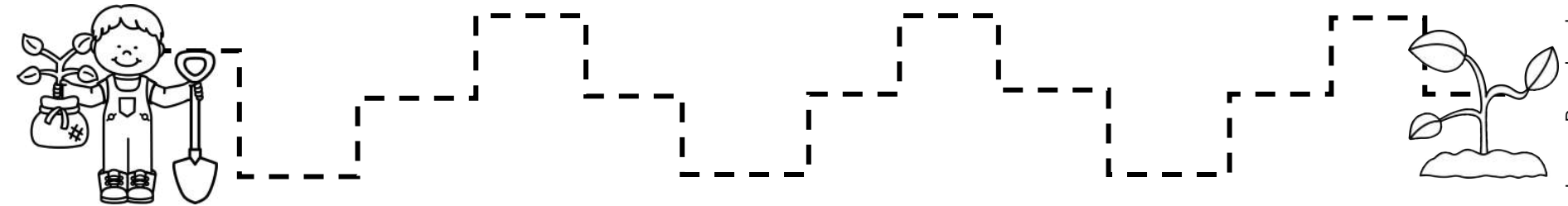
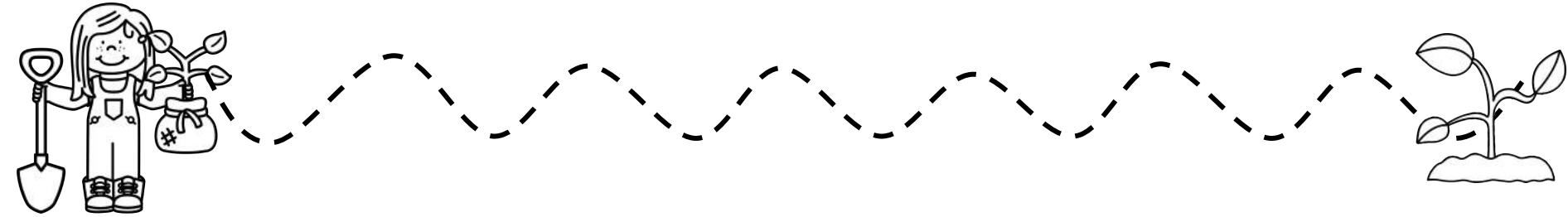
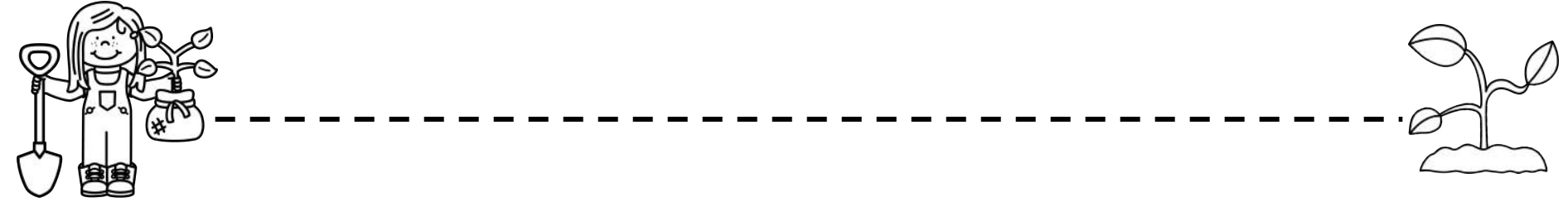


Trace the lines. 



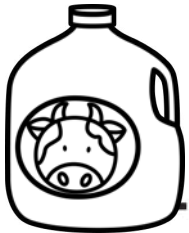
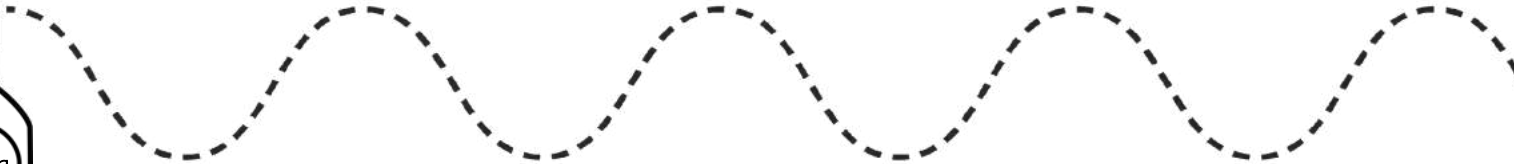
Name _____

Trace the line from left to right.



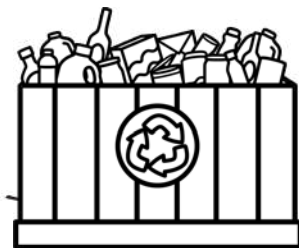
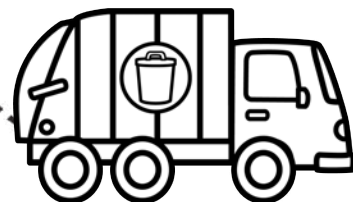
Name _____

Trace the line from left to right.



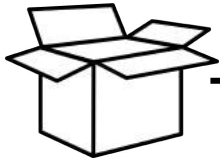
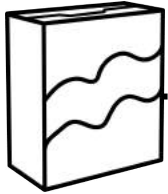
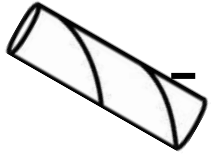
Name _____

Trace the line from left to right.



Name _____

Trace the line from left to right.

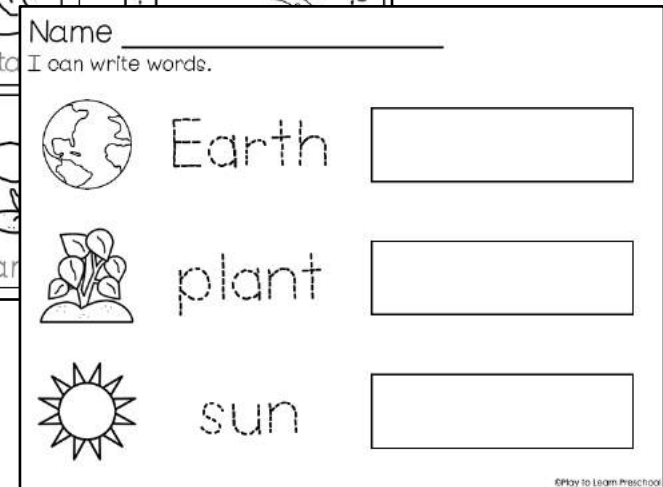
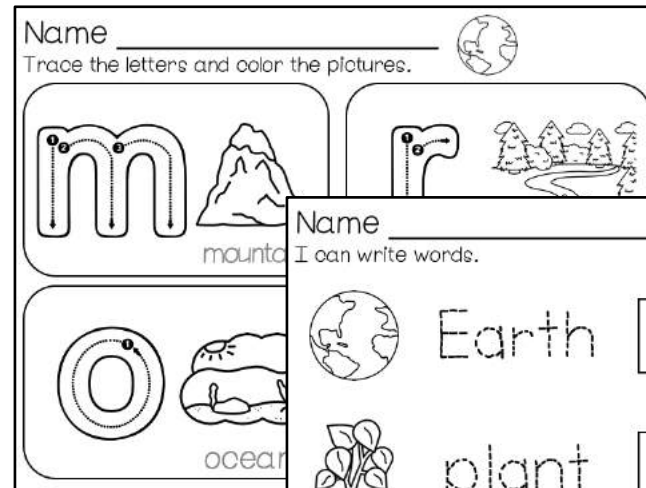


Writing Practice

Objectives: The students will write letters.

Preparation: Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

Procedure: Students use a dry erase marker to trace the word.





E a r t h



t r e e



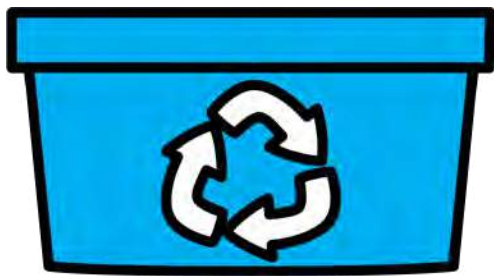
w a t e r



b o t t l e



t r a s h



b i n



p l a n t



b a g



r e c y c l e



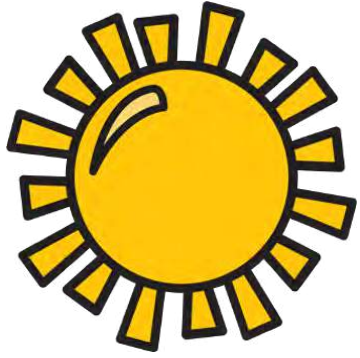
t r u c k



m e t a l



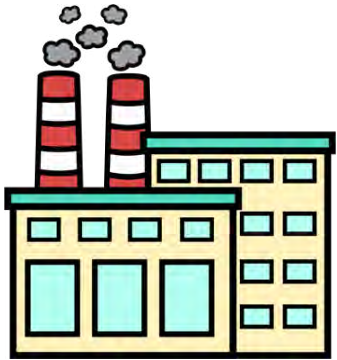
p l a s t i c



sun



wind



pollution

Name _____

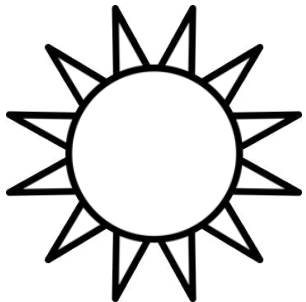
I can write words.



Earth



plant

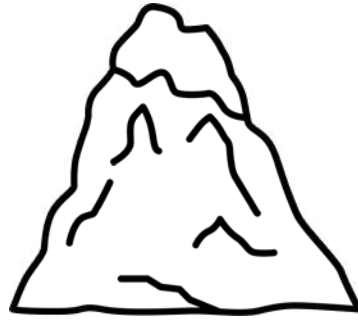
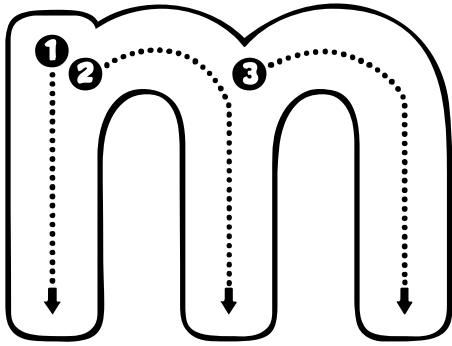


sun

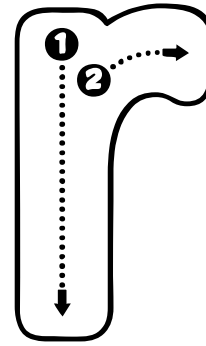
Name _____



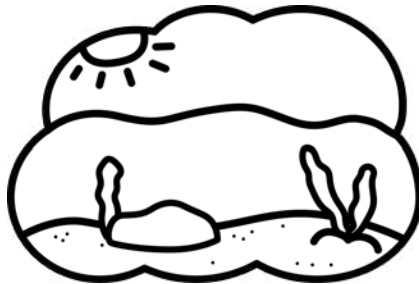
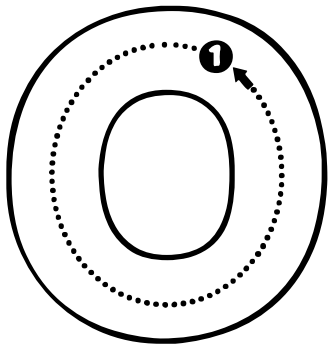
Trace the letters and color the pictures.



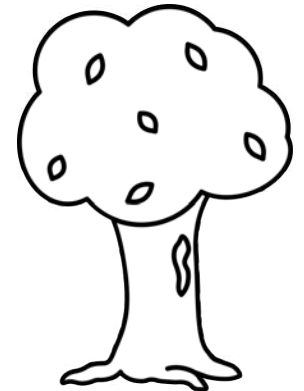
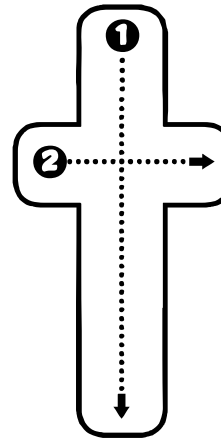
mountain



river



ocean

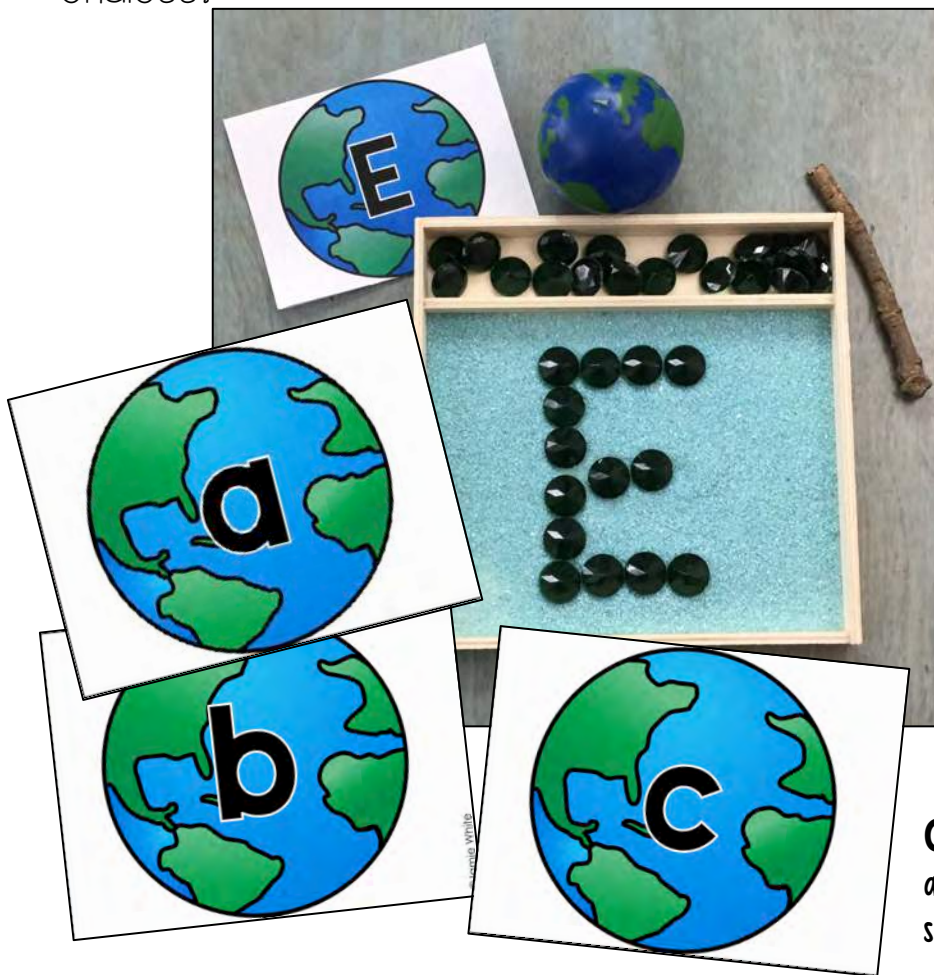


tree

Letter Cards

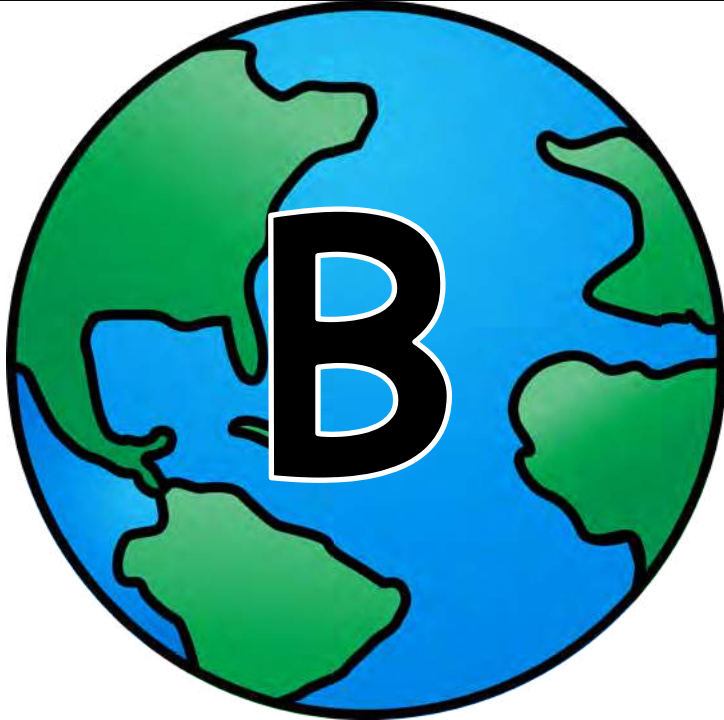
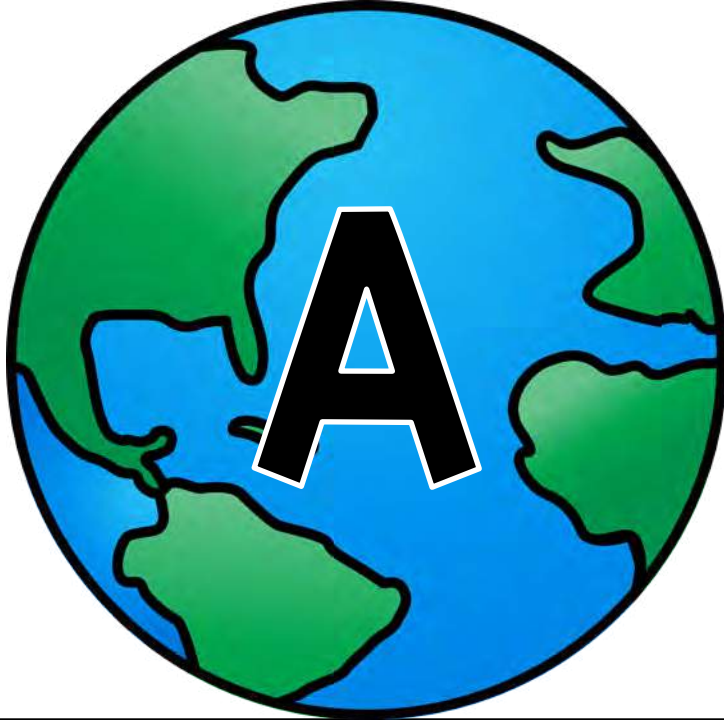
Objective: The students will understand the purpose of writing.

Procedure: Mat, laminate, and cut apart. Use these Earth cards at the writing center, alphabet center, in the pocket chart, or at math center. The possibilities are endless!

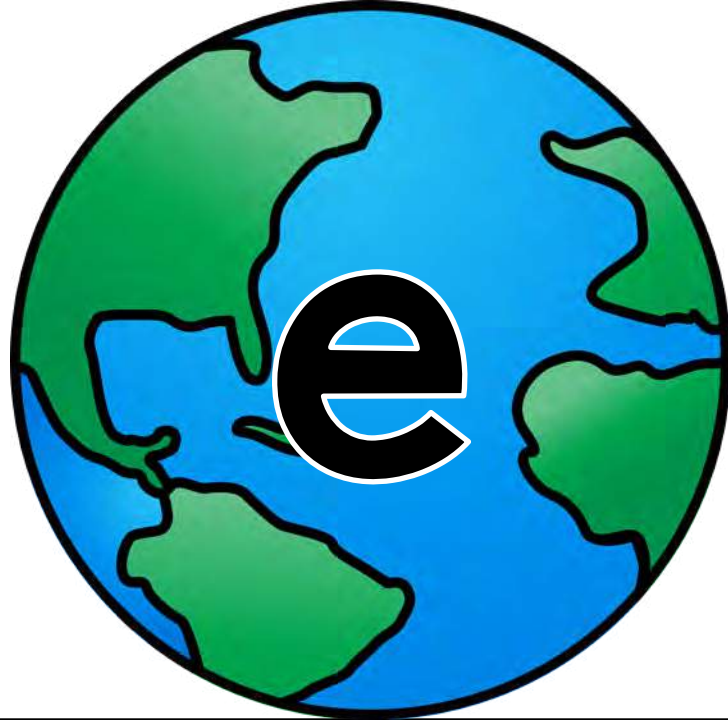
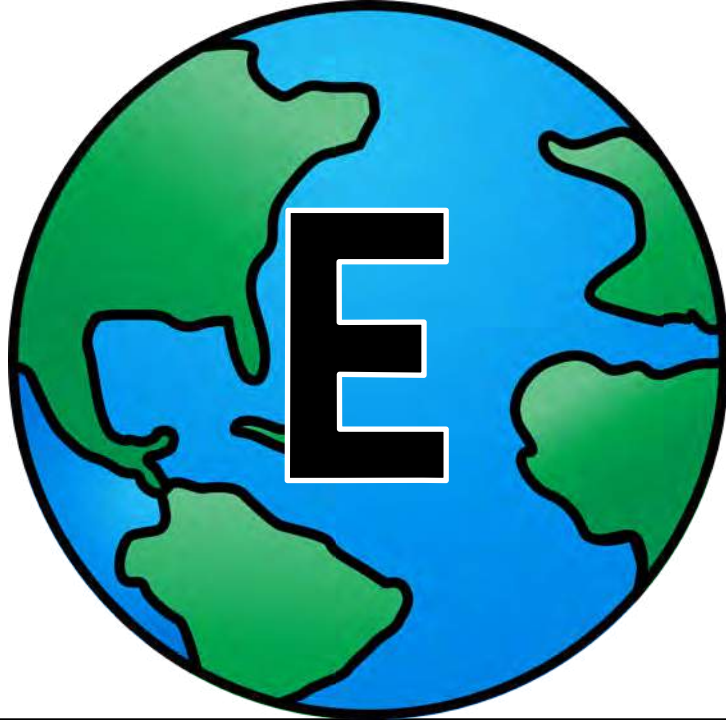


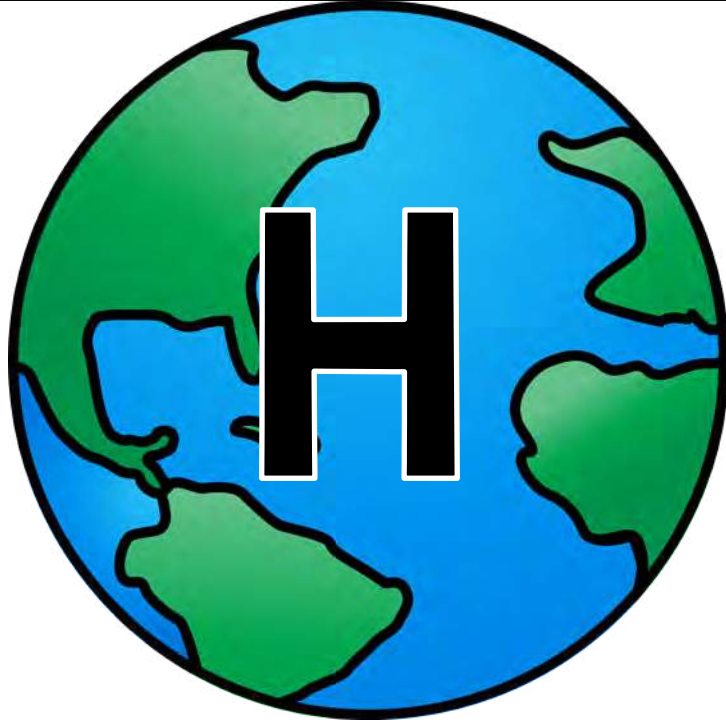
Sensory Bases	Manipulatives
<ul style="list-style-type: none"> • salt • sand • colored sand • flour • rice • oats • corn starch 	<ul style="list-style-type: none"> • mini erasers • gems • pom-poms • googly eyes • river rocks • small counters • coins • pony beads • bingo chips • paper clips • pipe cleaners

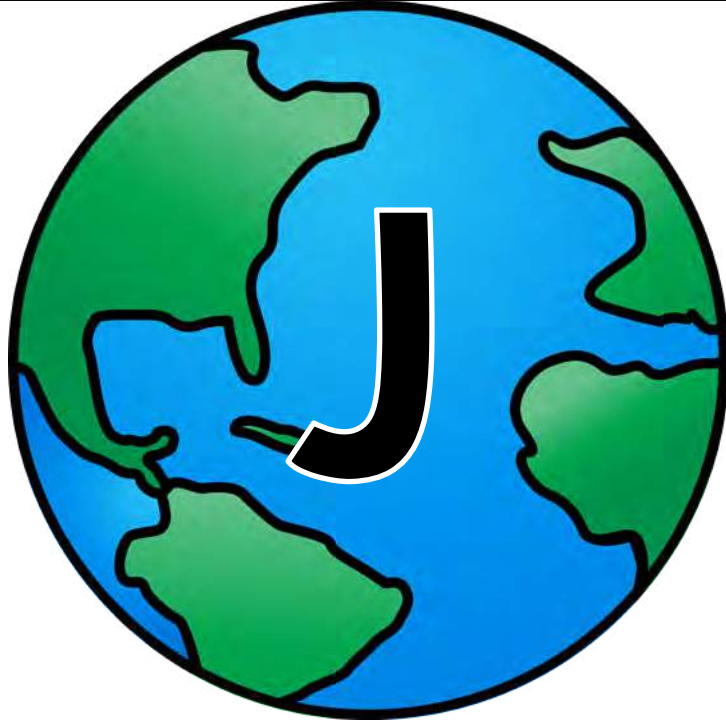
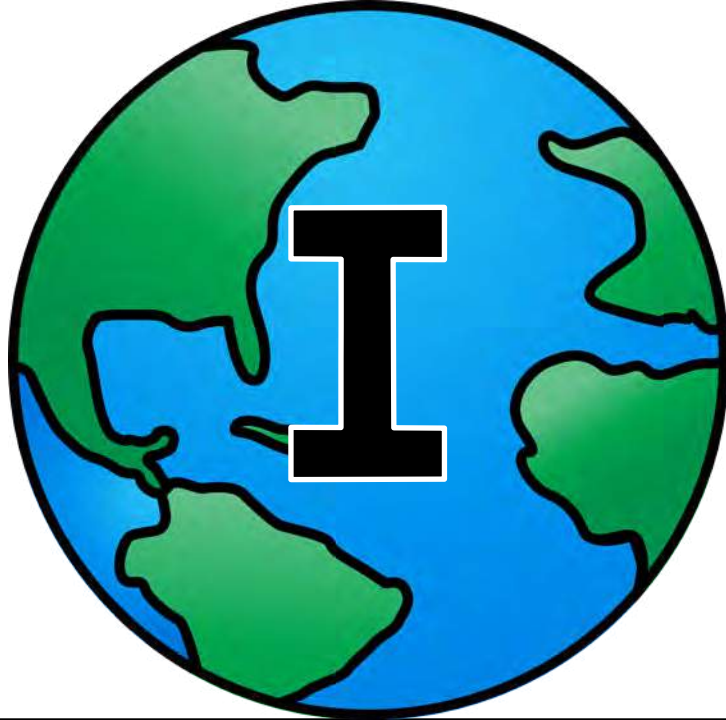
Caution: Use good judgment when deciding if the materials are appropriate for your age group. Always supervise children closely with sensory materials.

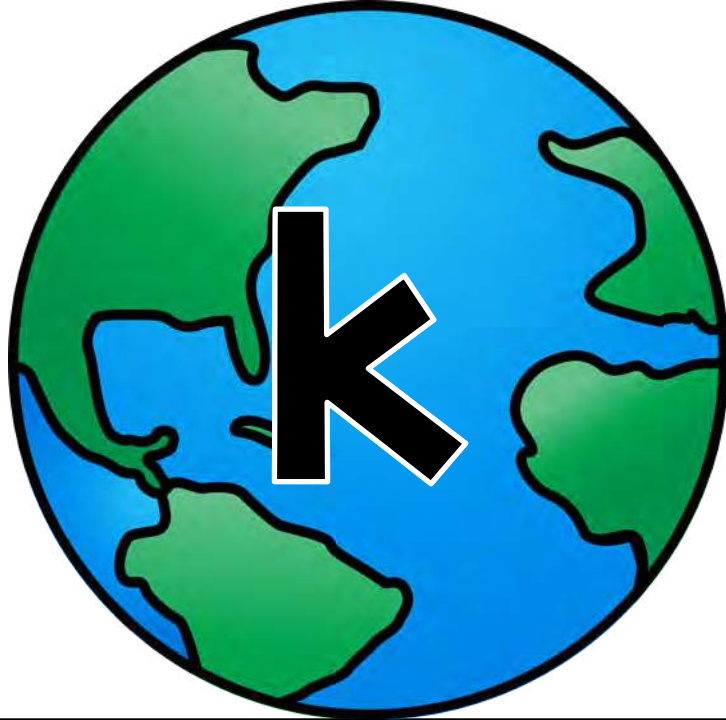




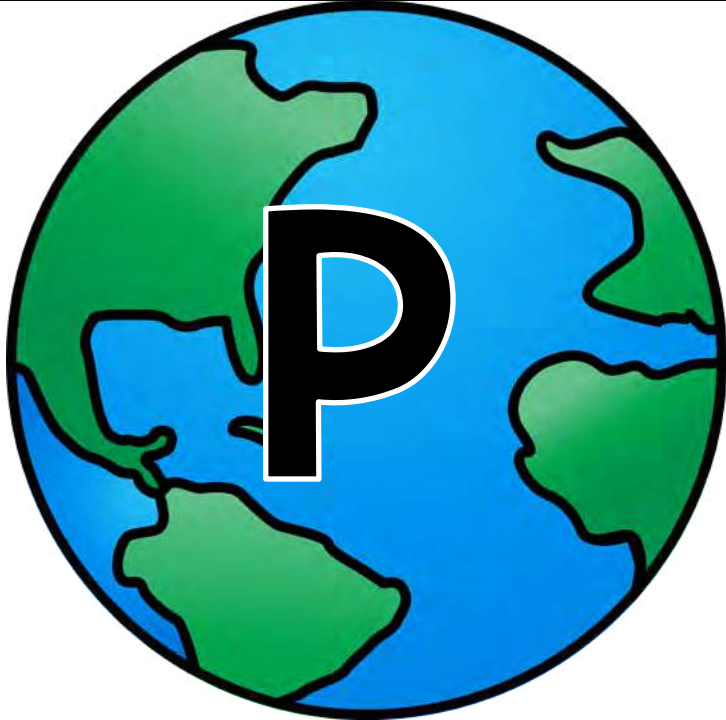
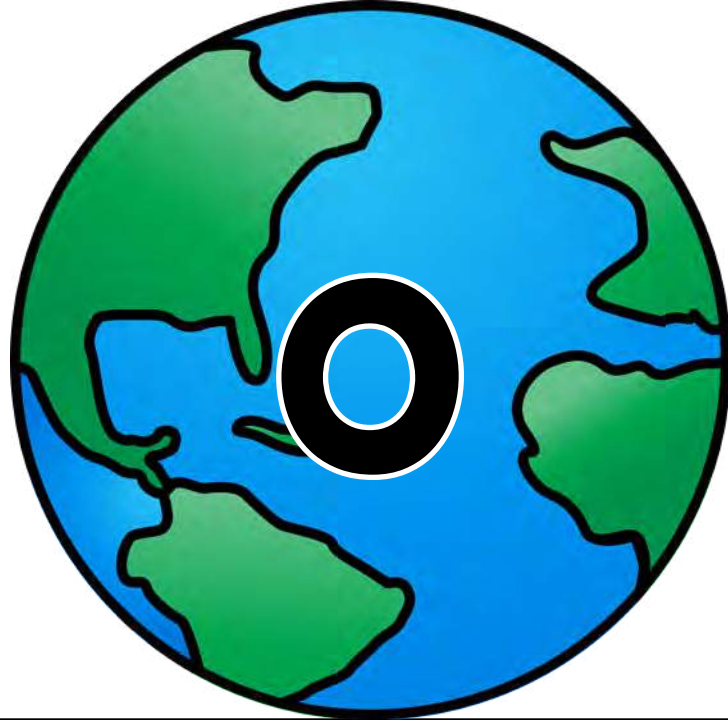


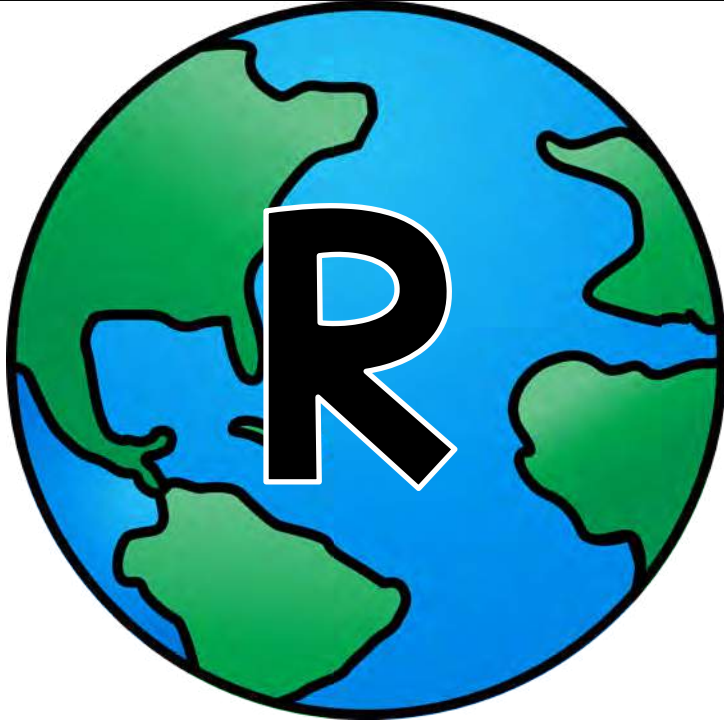


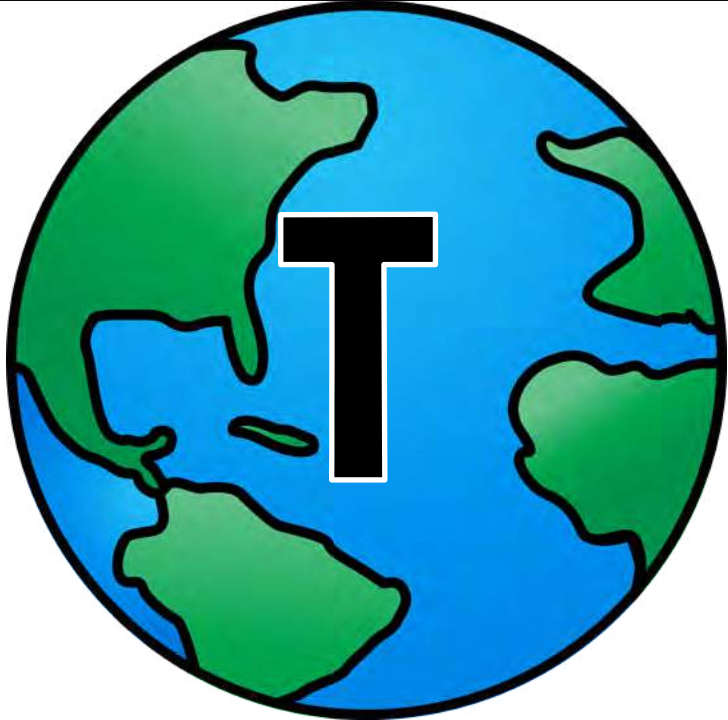




















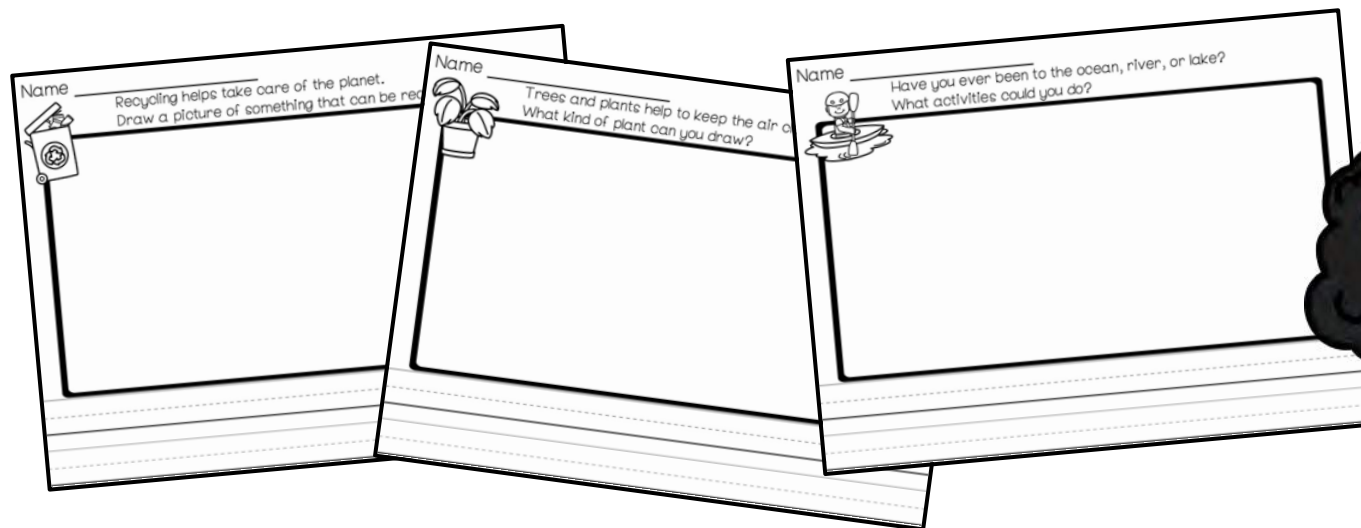




Journaling

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called “emergent literacy.” The following is a very *general* guide to how children progress:

Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out and listen for the sounds that they hear.
- For example, if they draw a bear, say “bear.” Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

Name _____

Recycling helps take care of the planet.

Draw a picture of something that can be recycled.



A large, empty rectangular box with a thick black border, intended for drawing a picture of something that can be recycled.

Name _____

Trees and plants help to keep the air clean.
What kind of plant can you draw?



A large, empty rectangular box with a thick black border, intended for drawing a plant.

Name _____

Have you ever been to the ocean, river, or lake?
What activities could you do?



A large, empty rectangular box with a thick black border, intended for a child to draw or write their answer to the questions above.

Name _____

There are many ways to help protect the environment.
What can you do to help save the planet?



A large, empty rectangular box with a thick black border, intended for a child to draw or write their answer to the question above.

Beginning Sound Sort

File Folder Game

Objectives: The students will identify the beginning sound of each word.

Preparation: Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

Procedure: Students sort the pictures by their beginning sound.



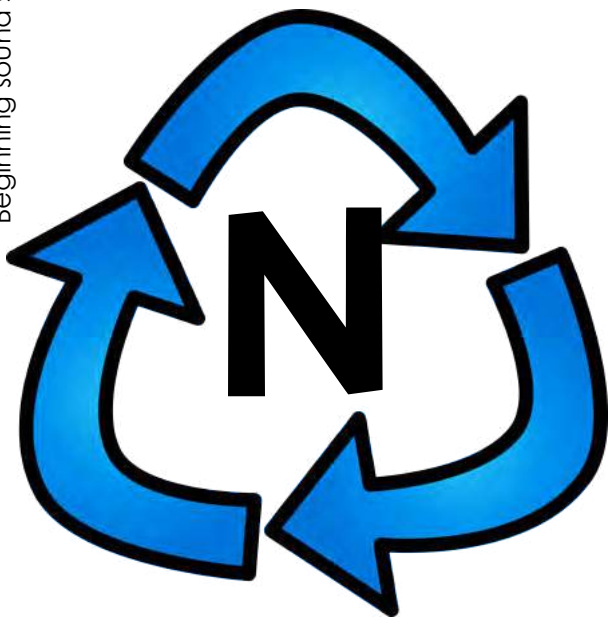


Beginning Sound Sort

Beginning sound sort



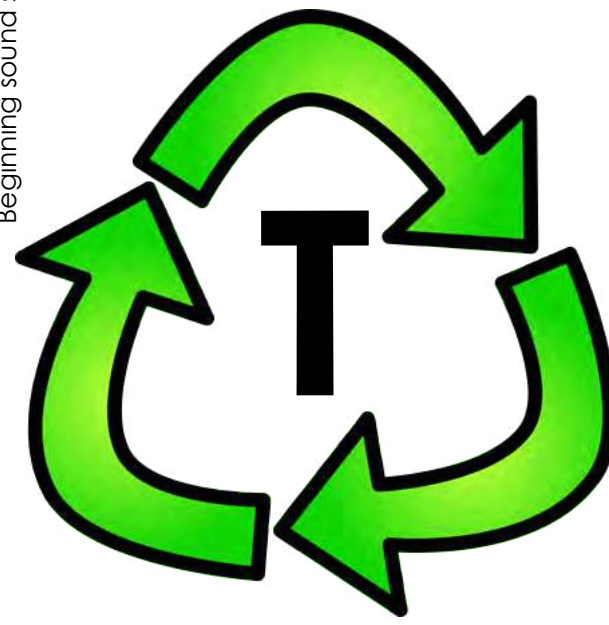
Beginning sound sort



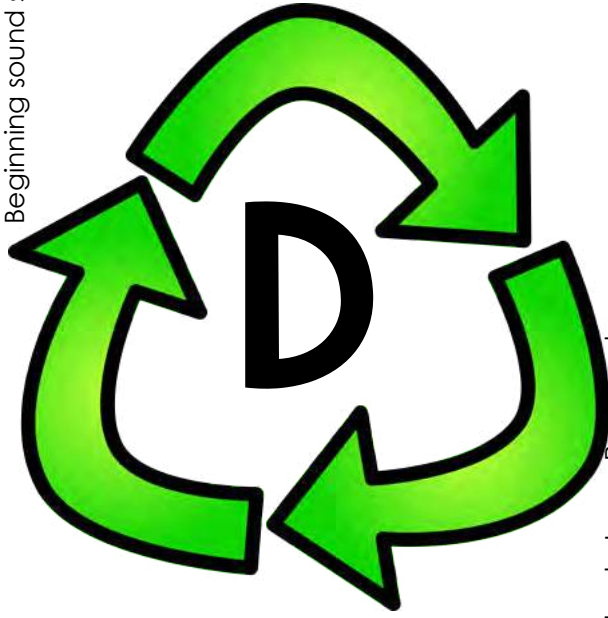
Beginning sound sort



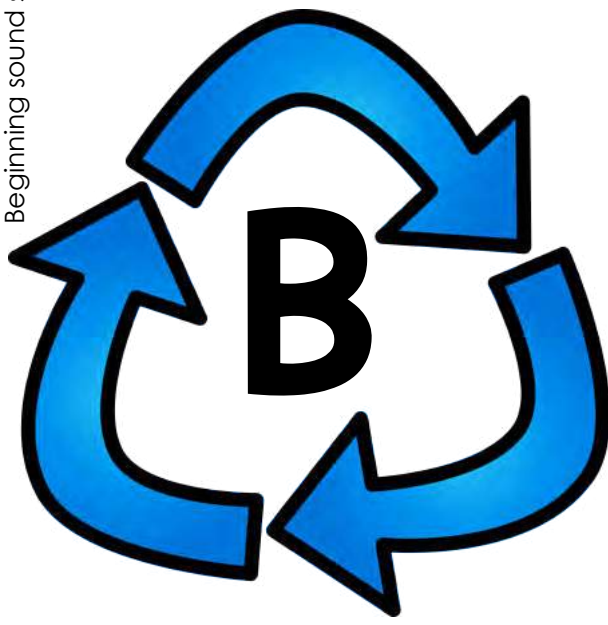
Beginning sound sort



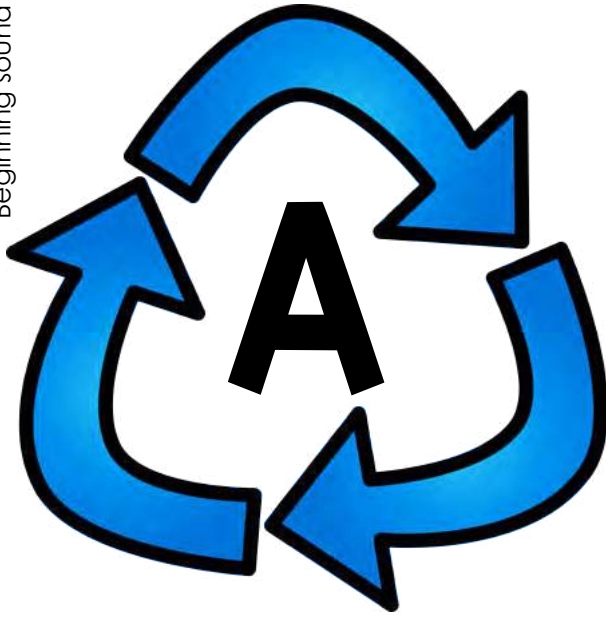
Beginning sound sort



Beginning sound sort



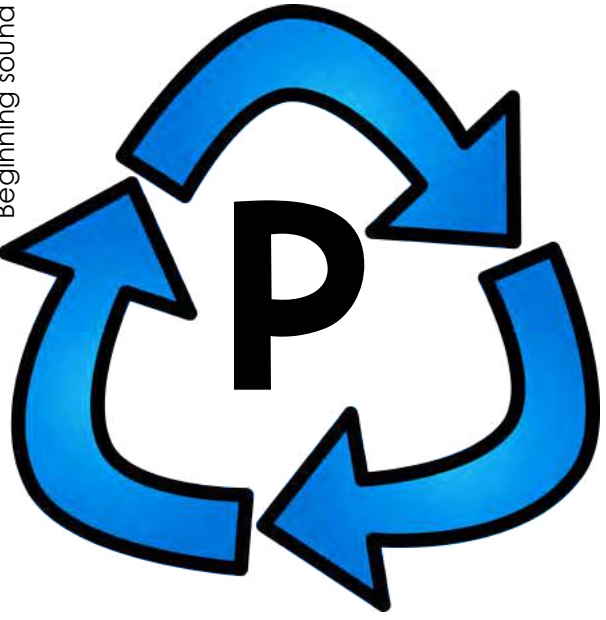
Beginning sound sort



Beginning sound sort



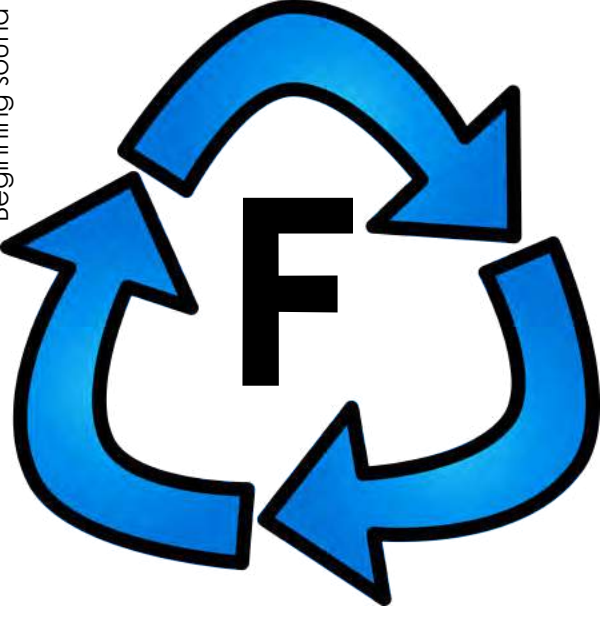
Beginning sound sort



Beginning sound sort



Beginning sound sort



Beginning sound sort



Beginning sound sort



necklace

Beginning sound sort



car

Beginning sound sort



apple

Beginning sound sort



socks

Beginning sound sort



tree

Beginning sound sort



goat

Beginning sound sort



light bulb

Beginning sound sort



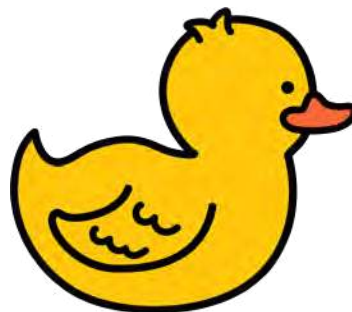
flower

Beginning sound sort



bike

Beginning sound sort



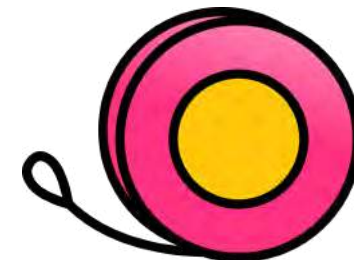
duck

Beginning sound sort



plant

Beginning sound sort



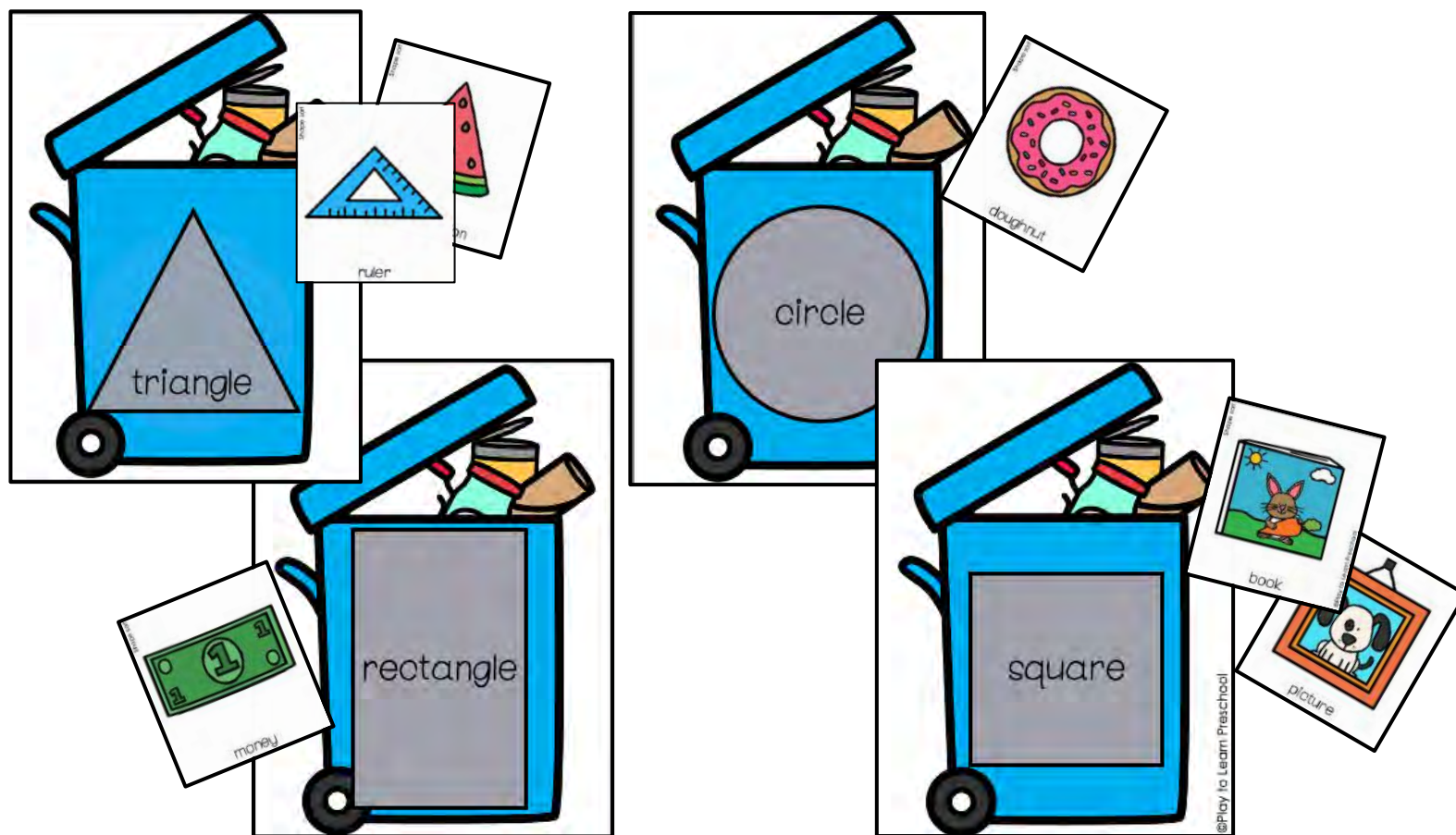
yo-yo

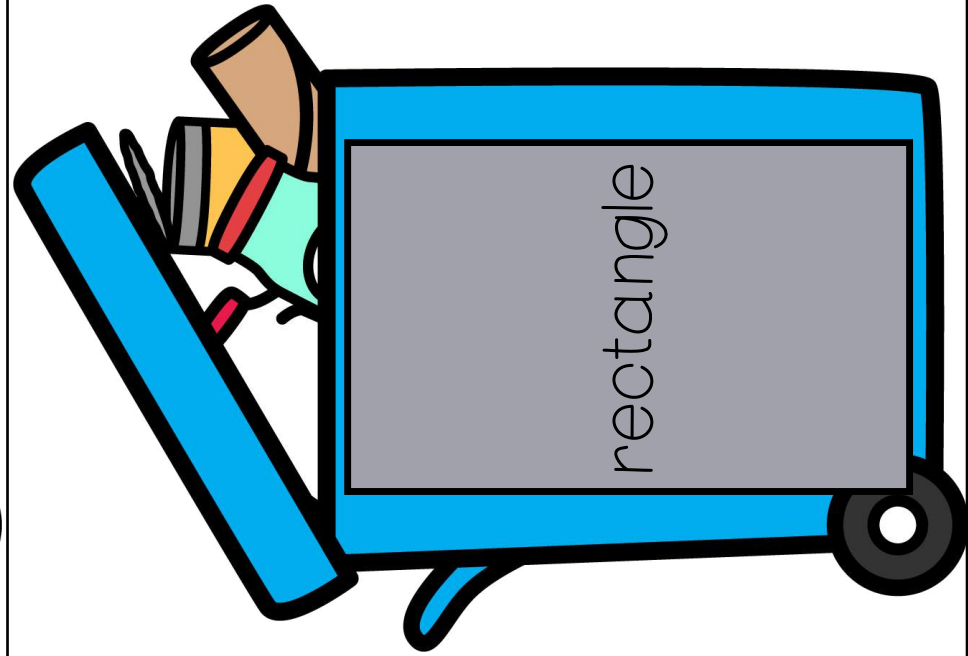
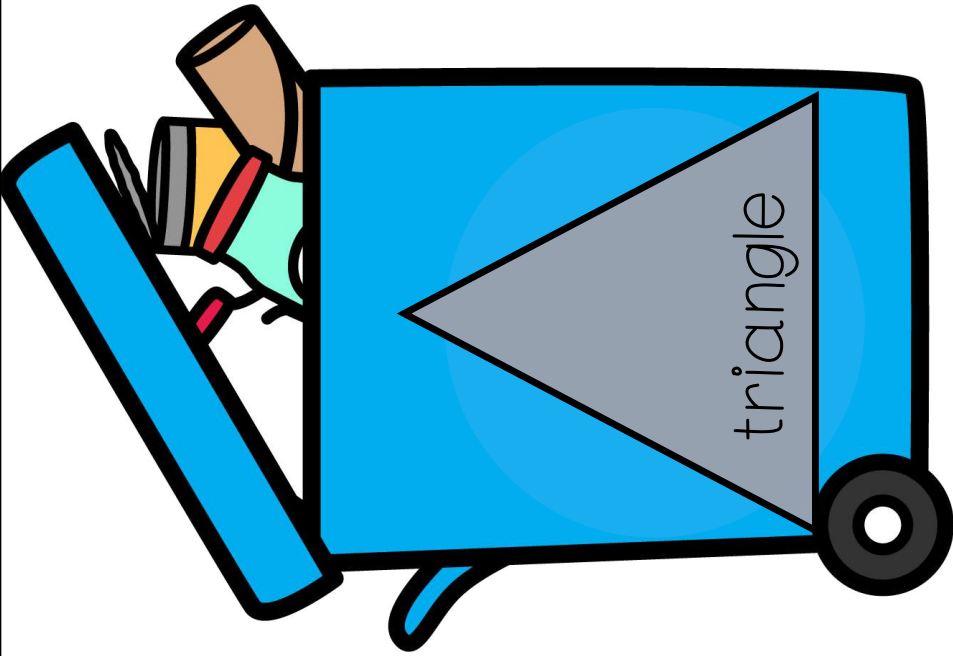
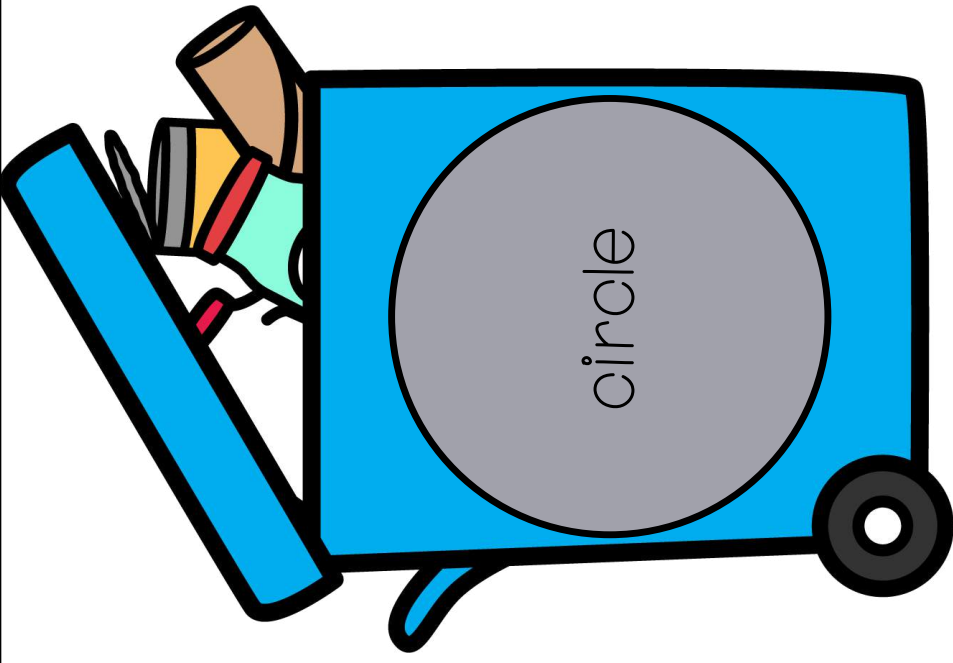
Shape Sorting

Objective: The students will sort objects by property.

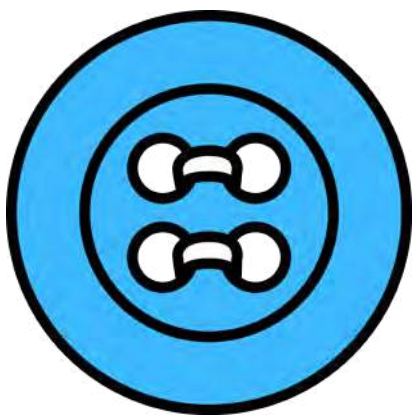
Preparation: Print, laminate and cut out all pieces.

Procedure: Students choose a picture and match it to the corresponding shape.





Shape sort



button

Shape sort



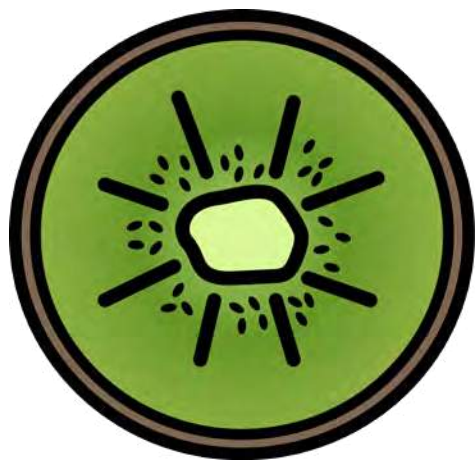
cookie

Shape sort



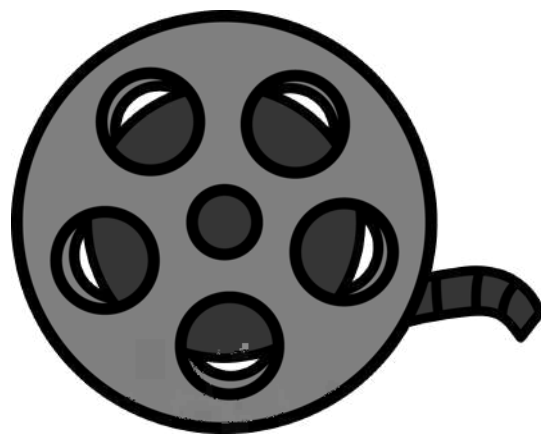
doughnut

Shape sort



kiwi

Shape sort



movie reel

Shape sort



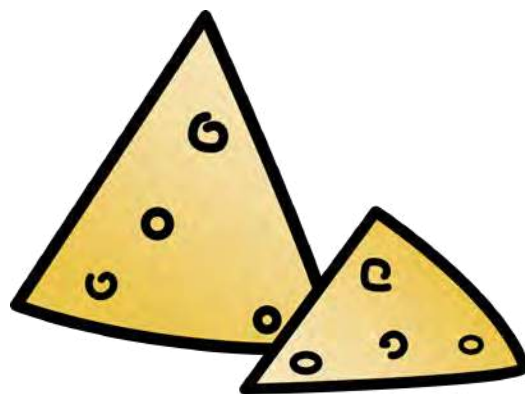
pan

Shape sort



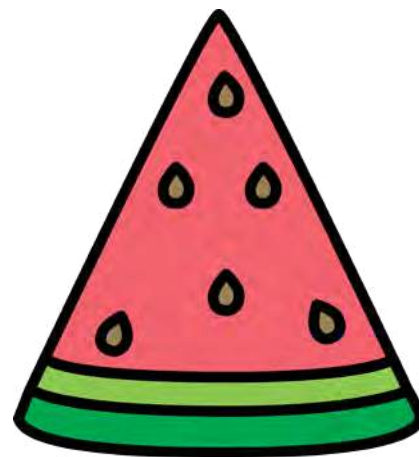
hanger

Shape sort



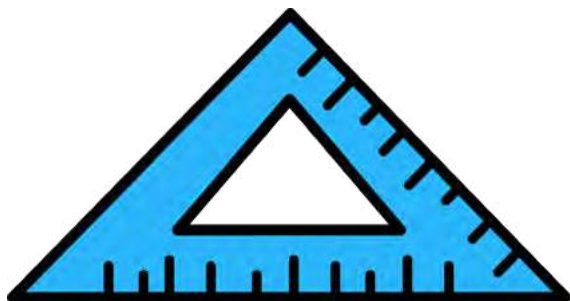
tortilla chips

Shape sort



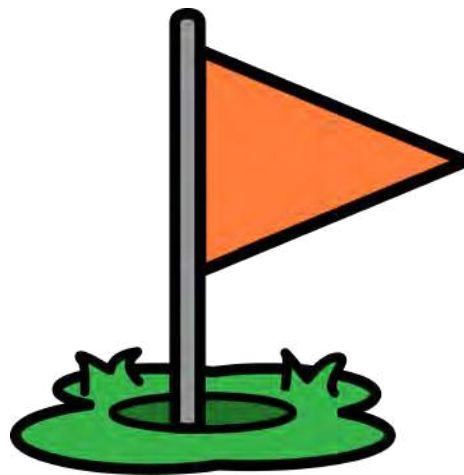
watermelon

Shape sort



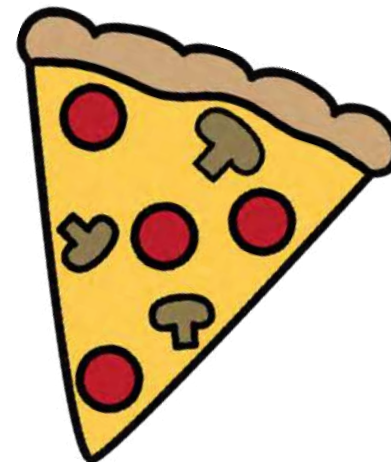
ruler

Shape sort



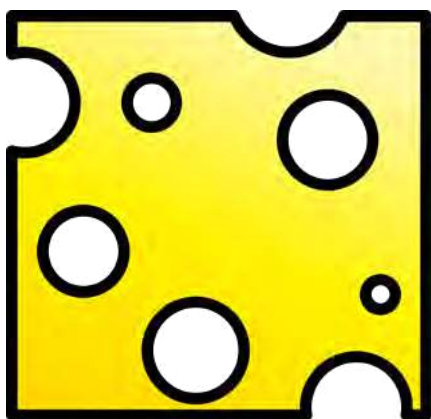
golf flag

Shape sort



pizza

Shape sort



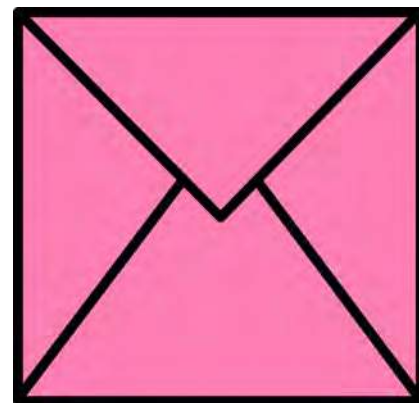
cheese

Shape sort



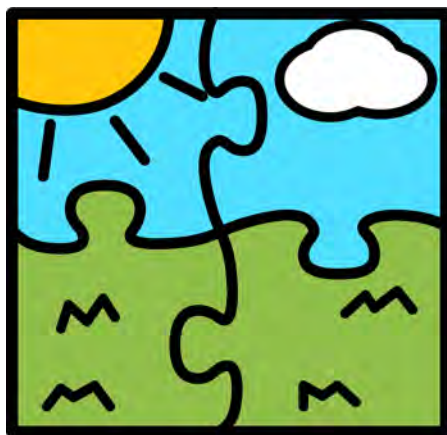
picture

Shape sort



envelope

Shape sort



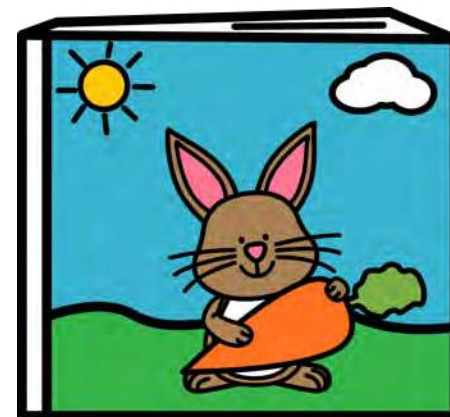
puzzle

Shape sort



road sign

Shape sort



book

Shape sort



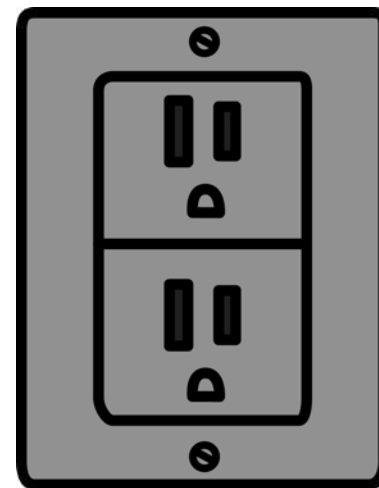
money

Shape sort



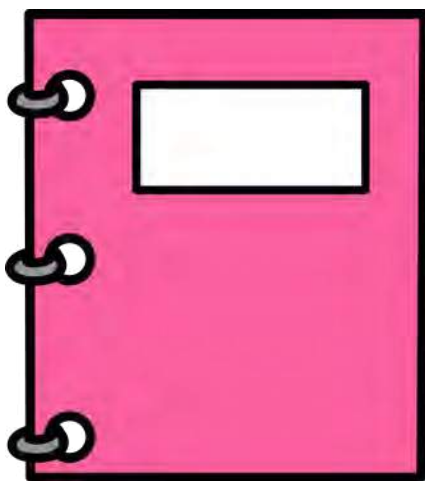
door

Shape sort



outlet

Shape sort



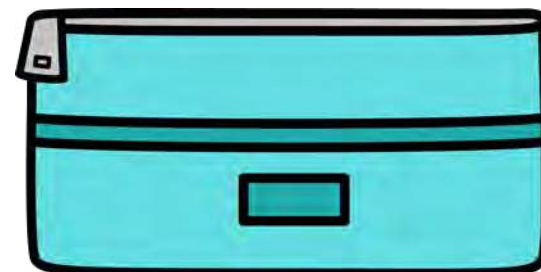
notebook

Shape sort



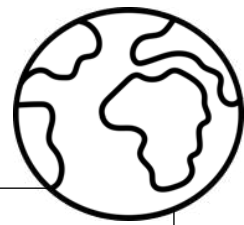
chocolate bar

Shape sort

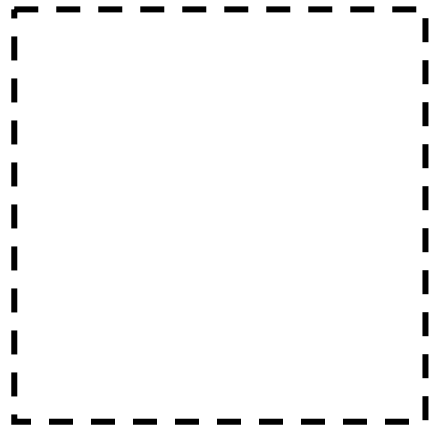


pencil pouch

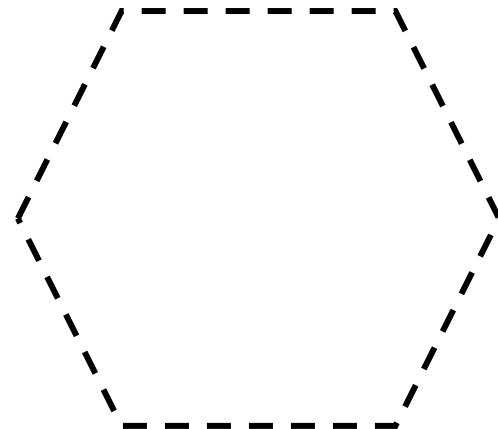
Name _____



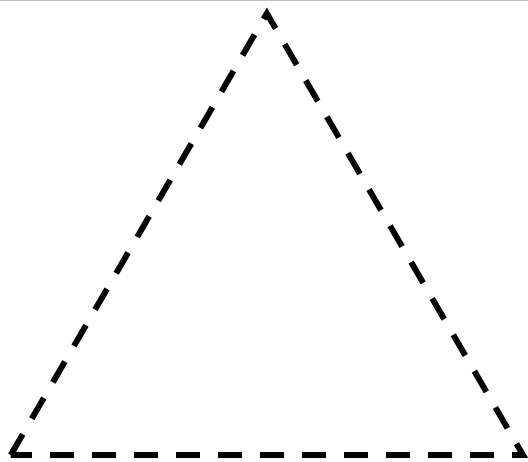
I can draw the shapes.



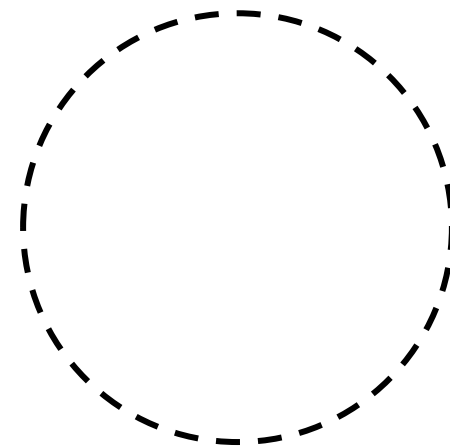
square



hexagon



triangle



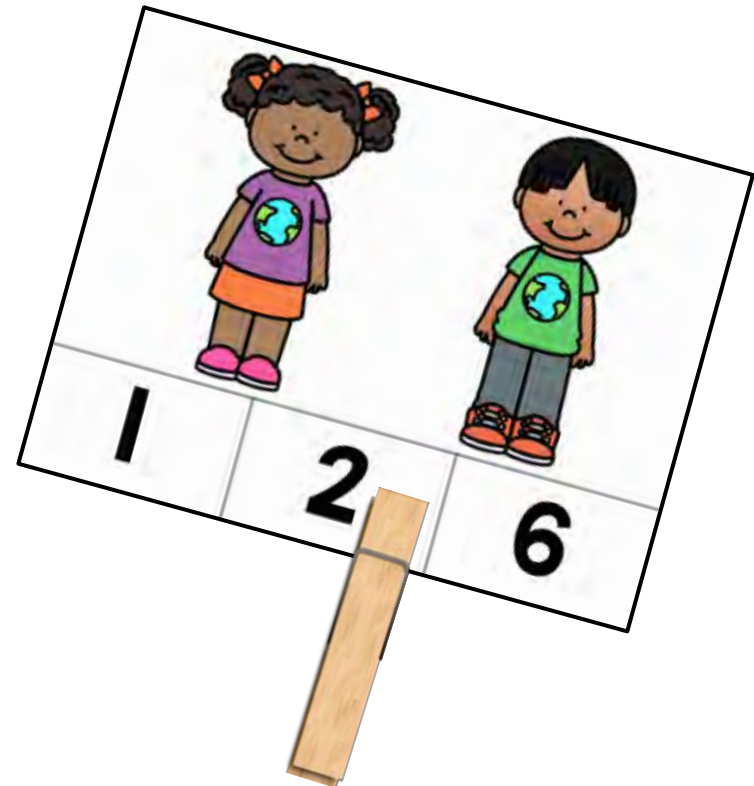
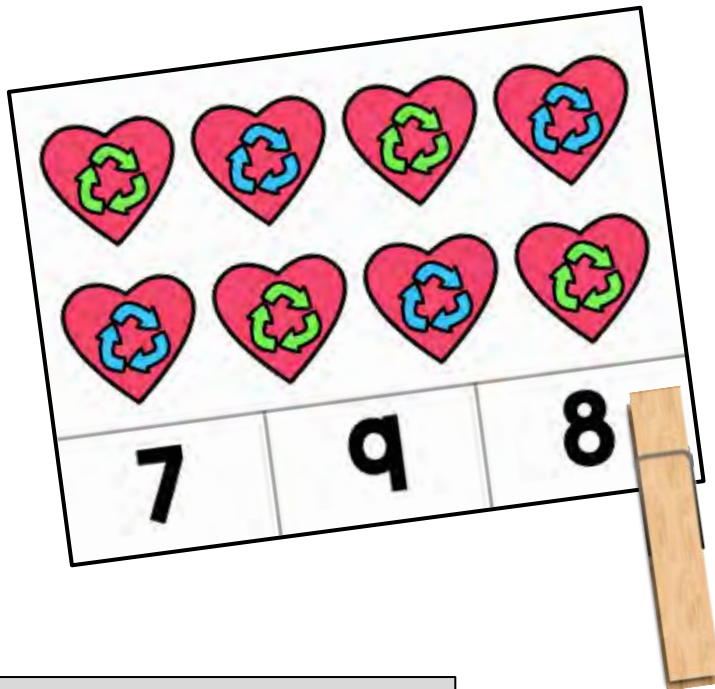
circle

Count and Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 12.

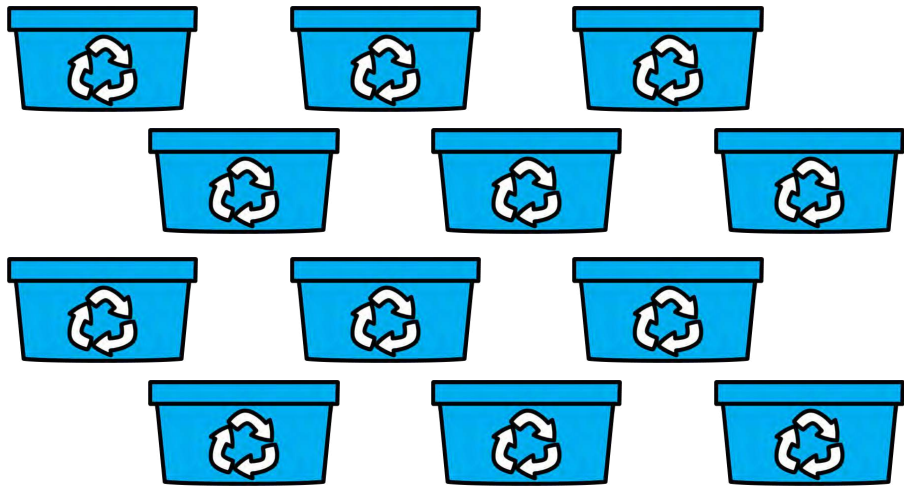
Preparation: Print the cards, mat, laminate and cut apart.

Procedure: Students count the pictures on each card and mark the correct answer with a clothes pin.



Helpful Hint:

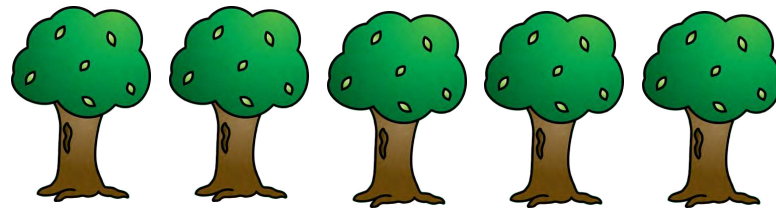
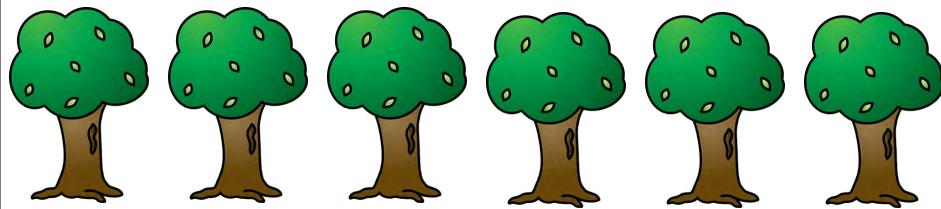
For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



12

8

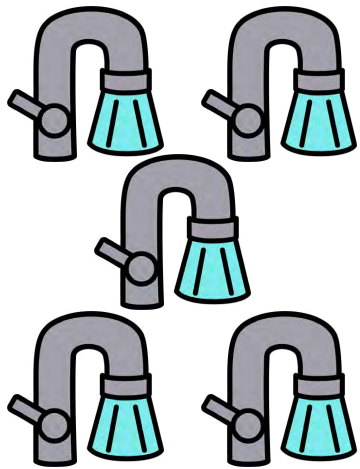
9



4

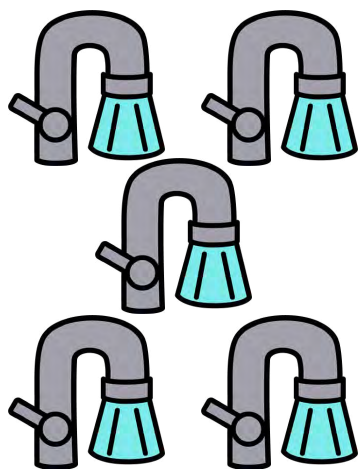
11

10

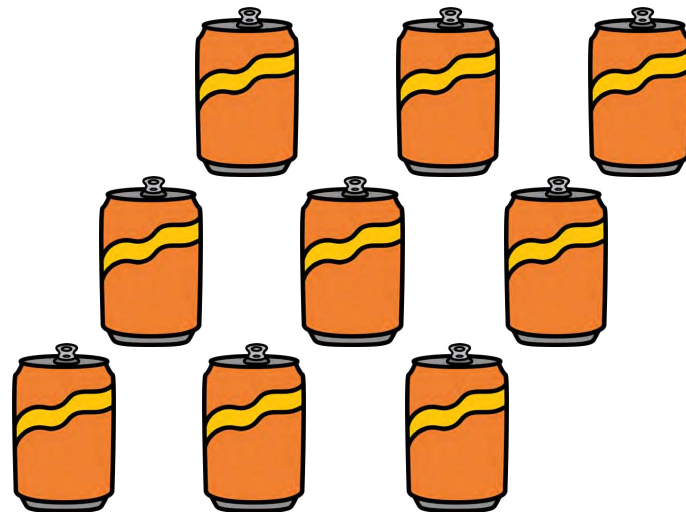


8

6



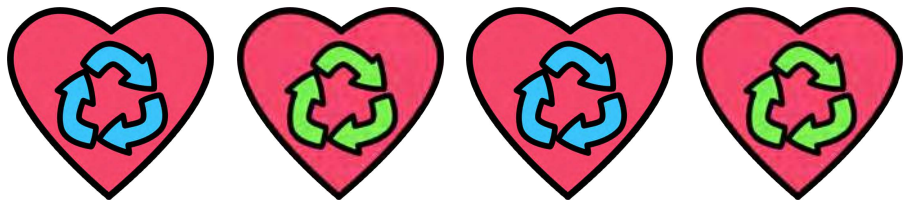
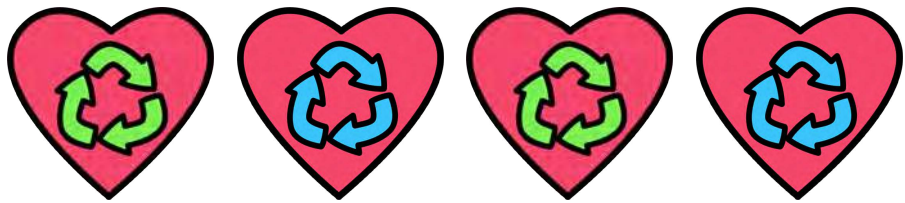
10



9

6

5



7

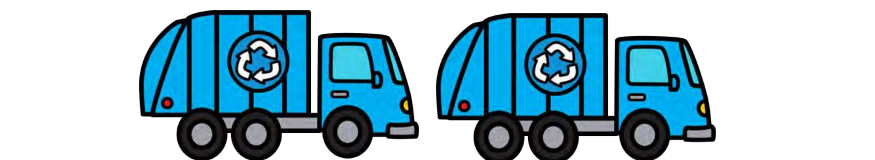
9

8

5

4

7



1

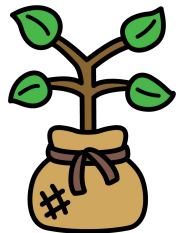
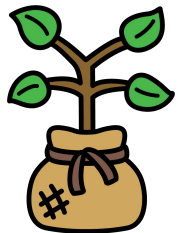
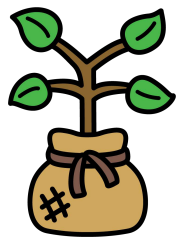
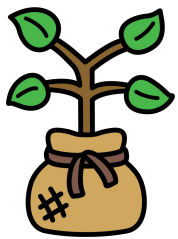
3

6

10

2

5



5

2

4

3

7

8



1

2

6

9

5

1

Patterning

Objective: The students will identify and extend simple patterns.

Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.

Procedure: Students identify the pattern and extend it by placing the next correct piece.

can

girl

plant

earth

truck

recycle

truck

recycle

truck



can



bin



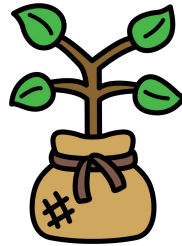
can



bin



girl



plant



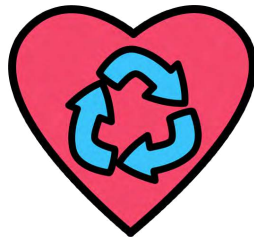
girl



plant



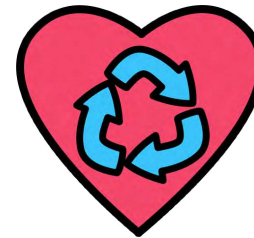
Earth



heart



Earth



heart



truck



recycle

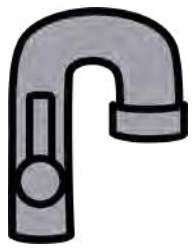


truck

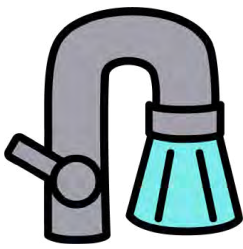


recycle





off



on



off



on



ride



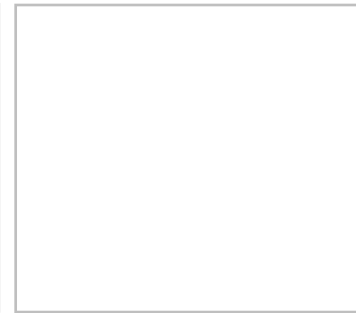
walk



ride



walk



lightbulb



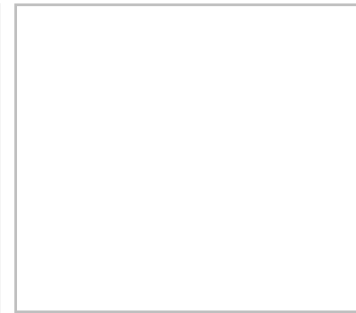
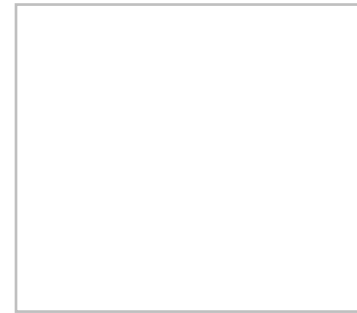
switch



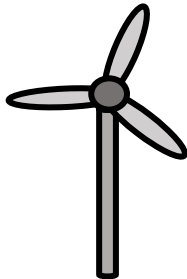
lightbulb



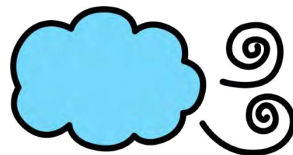
switch



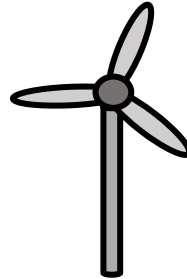
wind



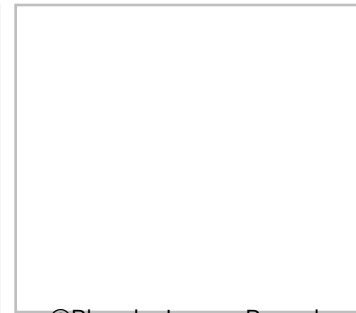
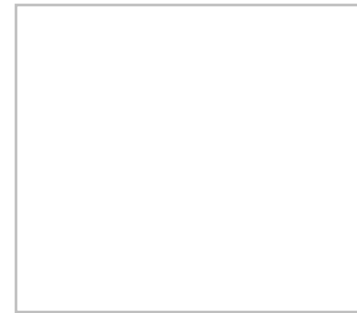
turbine

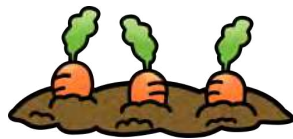
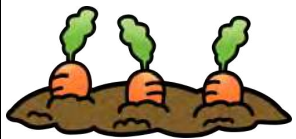


wind



turbine



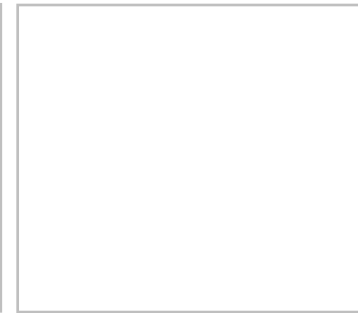
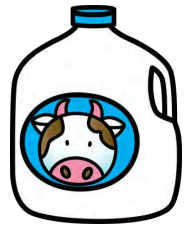


garden

carrot

garden

carrot

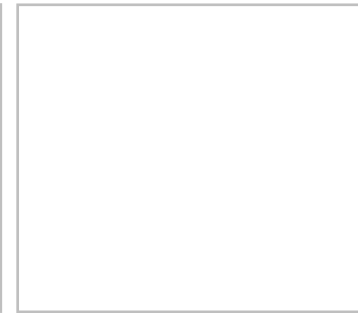
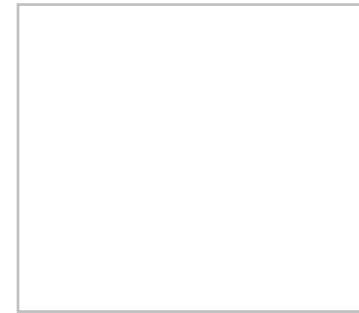


milk carton

bin

milk carton

bin

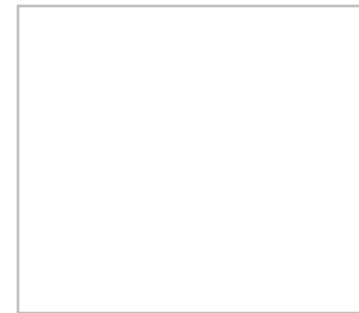


recycling

dumpster

recycling

dumpster



tree

plant

tree

plant

Earth Day Patterns - Moveable Pieces



can



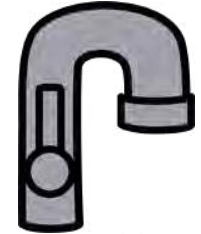
girl



Earth



truck



off



on



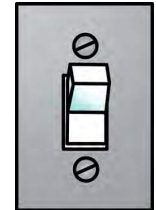
ride



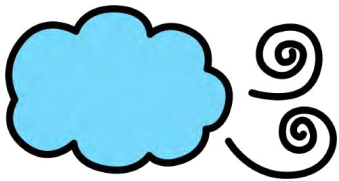
walk



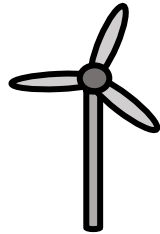
lightbulb



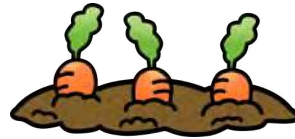
switch



wind



turbine



garden



carrot



milk carton



bin



recycling



dumpster

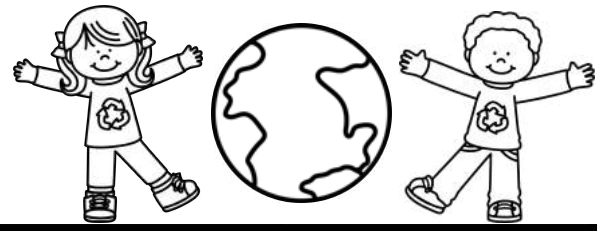


tree

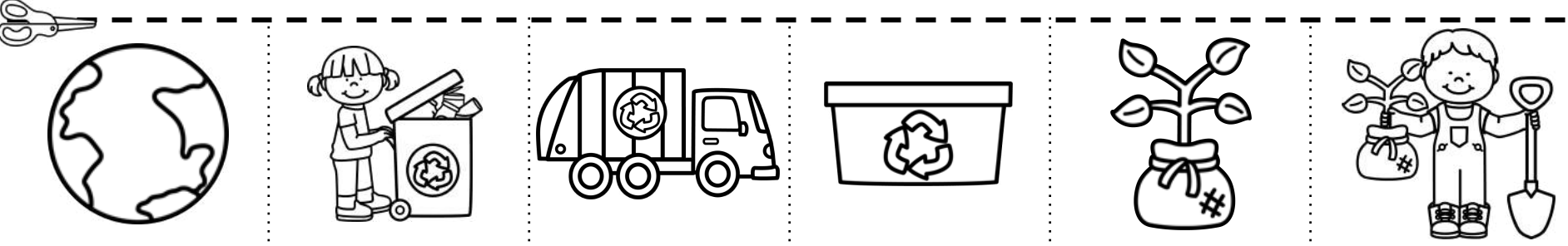
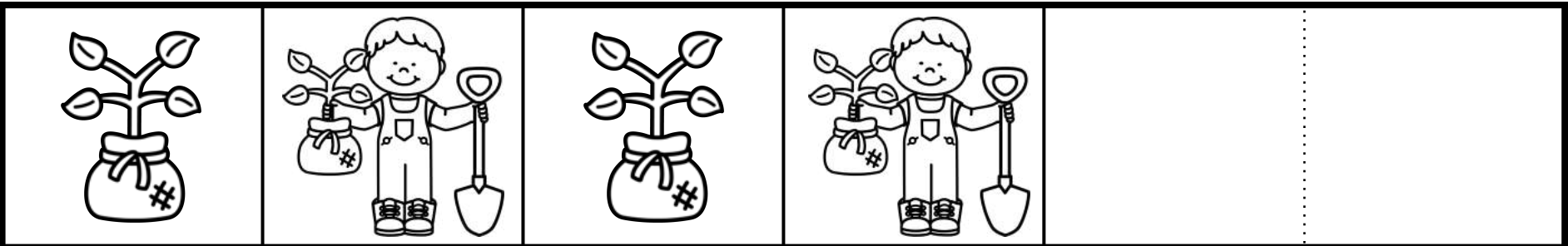
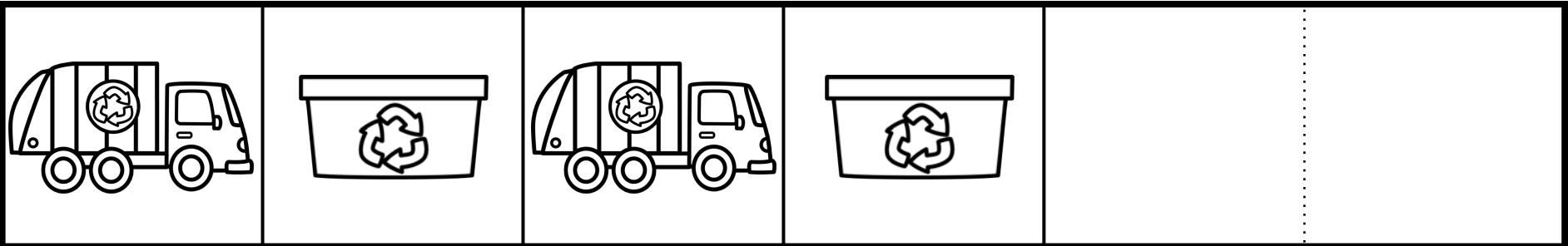
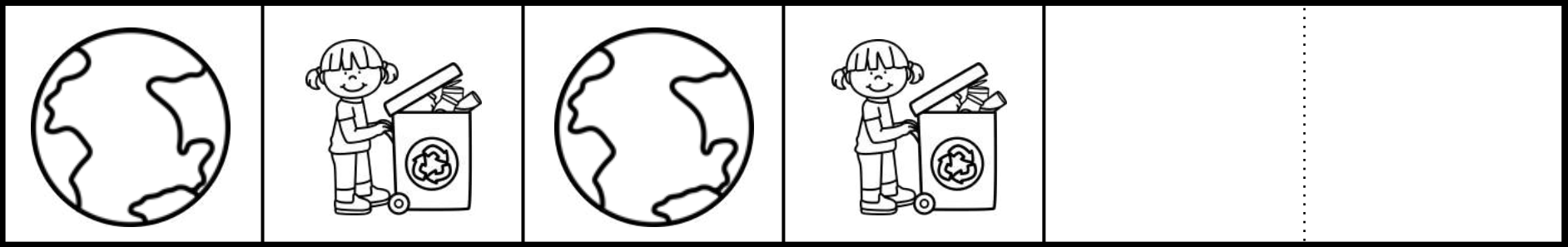


plant

Name _____



Cut apart the pieces at the bottom of the page.
Use them to complete the Earth day patterns.



Visual Discrimination

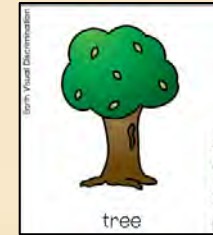
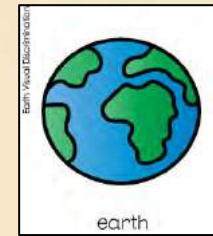
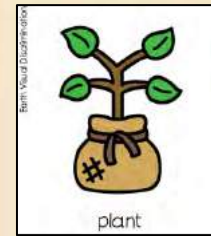
File Folder Game

Objective: The students will use visual discrimination skills to match the items.

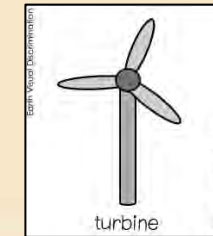
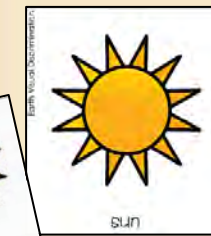
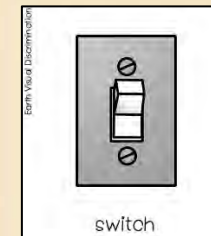
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

Procedure: Students place matching pictures together.

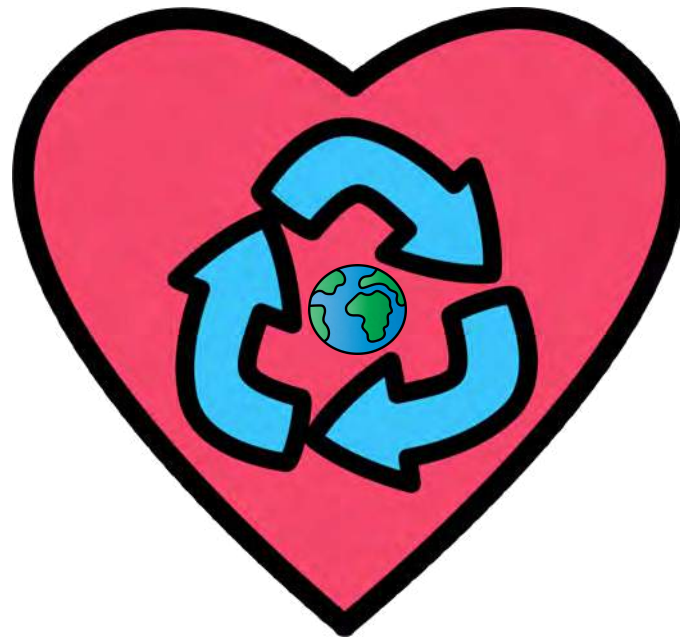
Visual Discrimination



Visual Discrimination



Earth



Visual Discrimination



plant



bin



Earth



recycling truck



trash can



tree



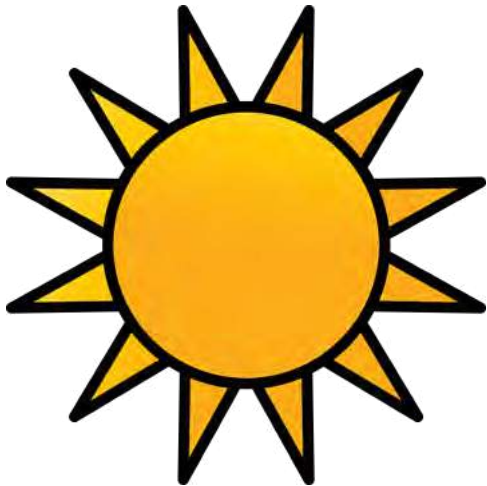
switch



lightbulb



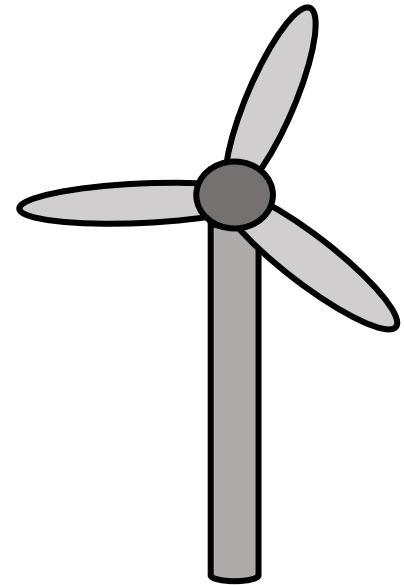
bag



sun

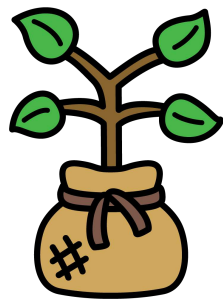


wind



turbine

Earth Visual Discrimination



plant

Earth Visual Discrimination



bin

Earth Visual Discrimination



Earth

Earth Visual Discrimination



recycling truck

Earth Visual Discrimination



trash can

Earth Visual Discrimination



tree

Earth Visual Discrimination



switch

Earth Visual Discrimination



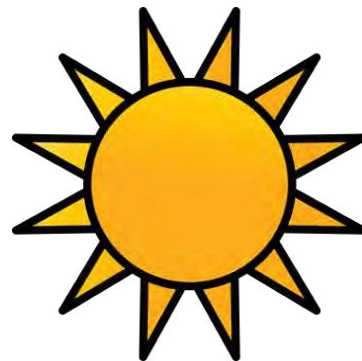
lightbulb

Earth Visual Discrimination



bag

Earth Visual Discrimination



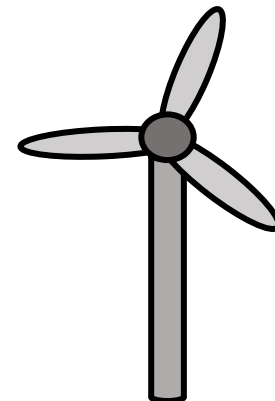
sun

Earth Visual Discrimination



wind

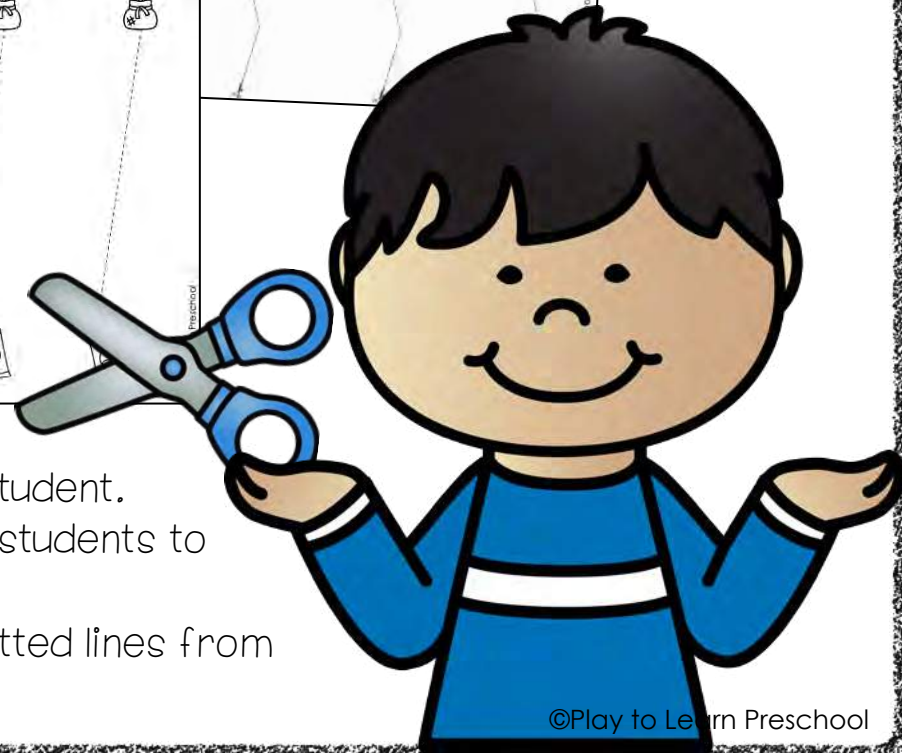
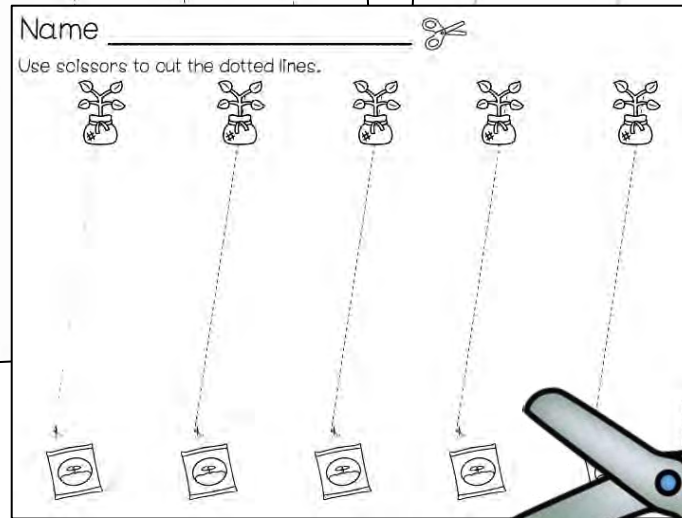
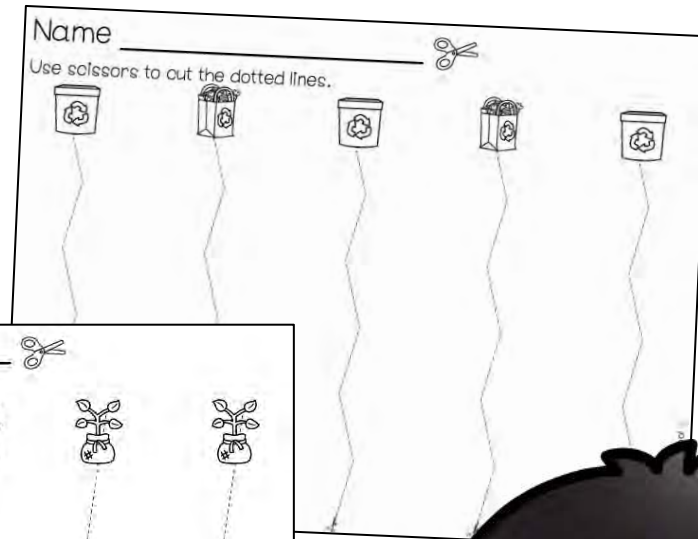
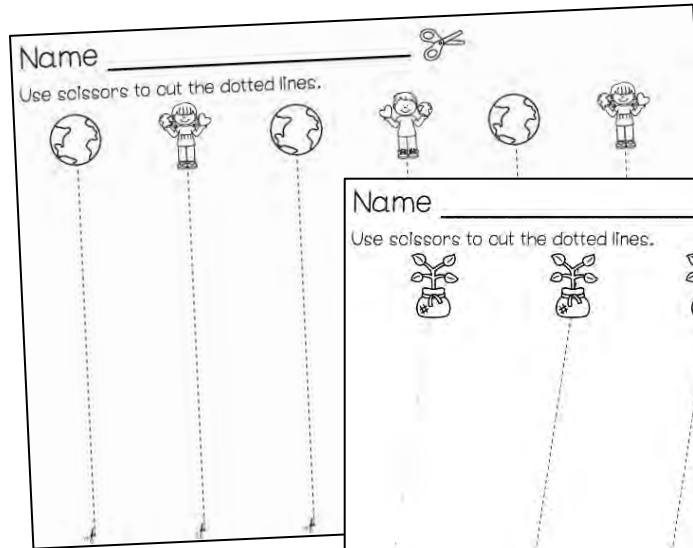
Earth Visual Discrimination



turbine

Cutting Practice

Objective: The students coordinate eye-hand movement and control the small muscles in their hands.



Preparation: Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

Procedure: The students will cut along the dotted lines from the bottom of the page to the top.

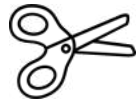
Name _____



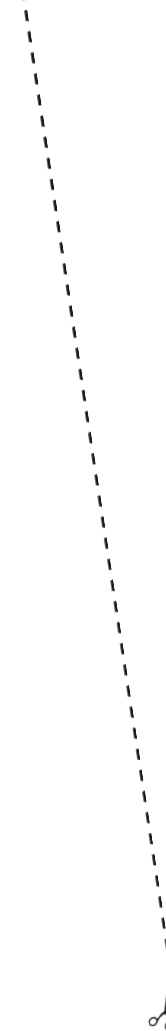
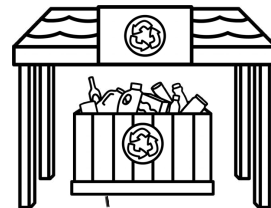
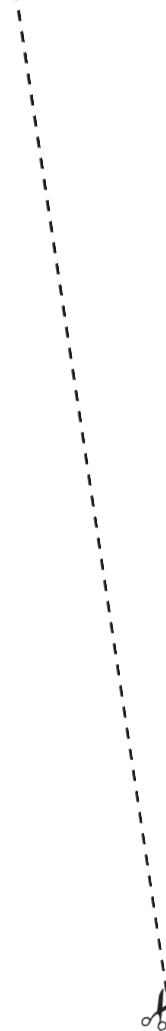
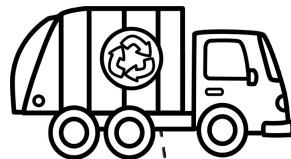
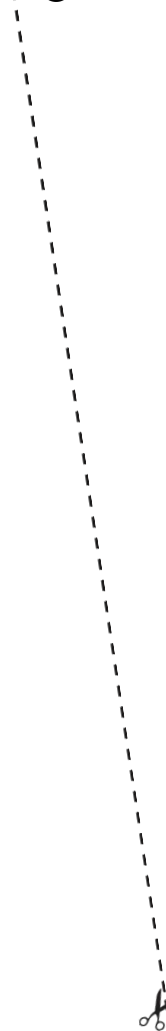
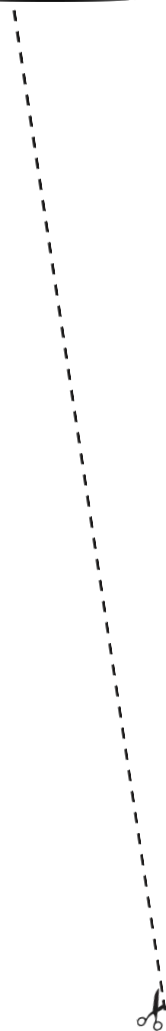
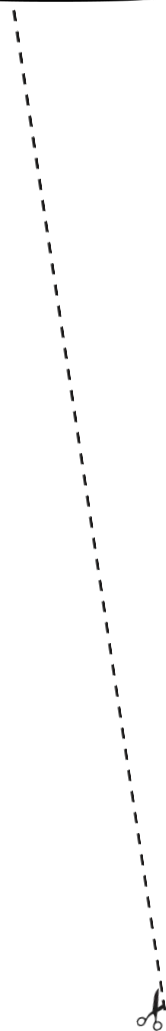
Use scissors to cut the dotted lines.



Name _____



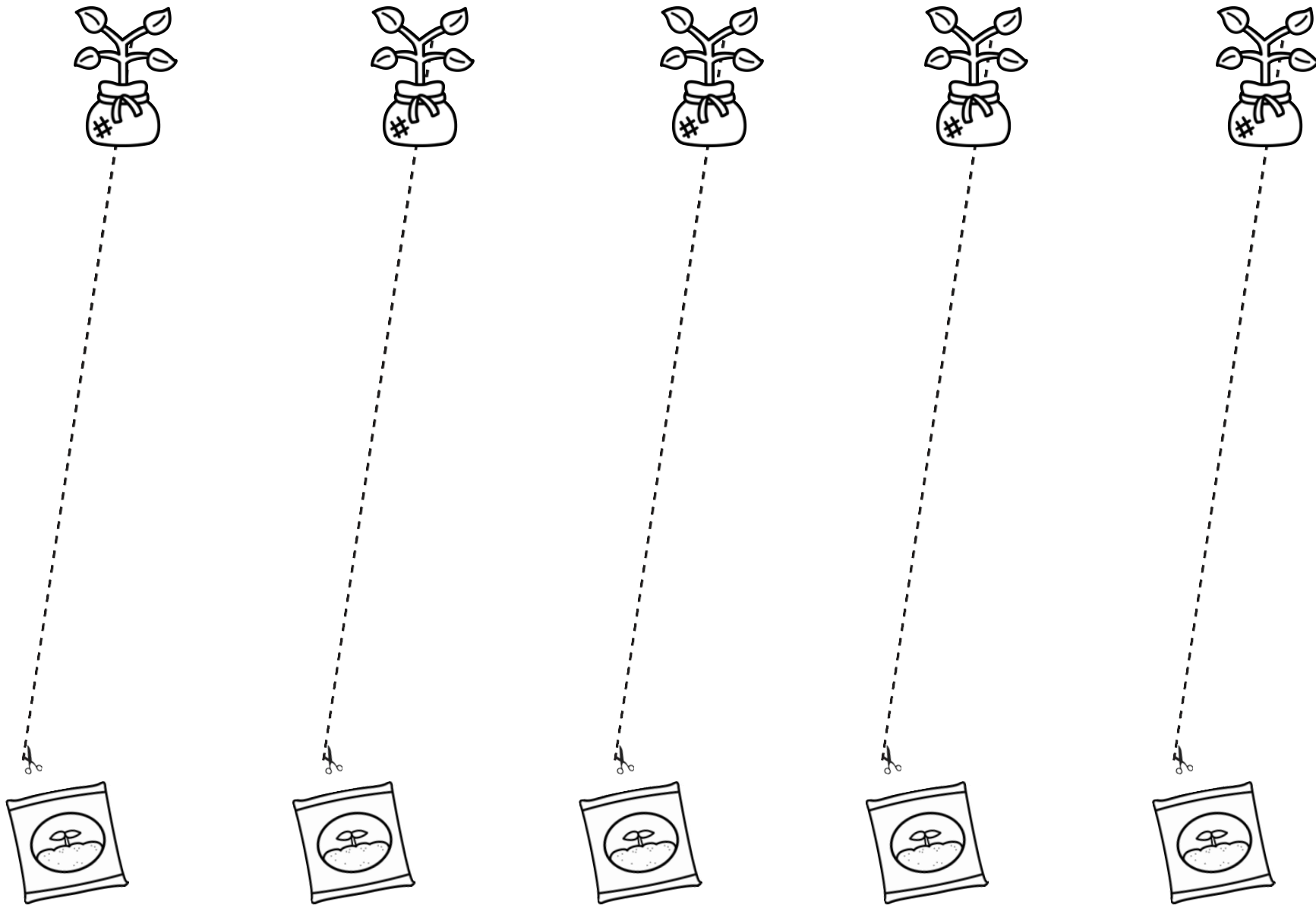
Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.



Name _____



Use scissors to cut the dotted lines.

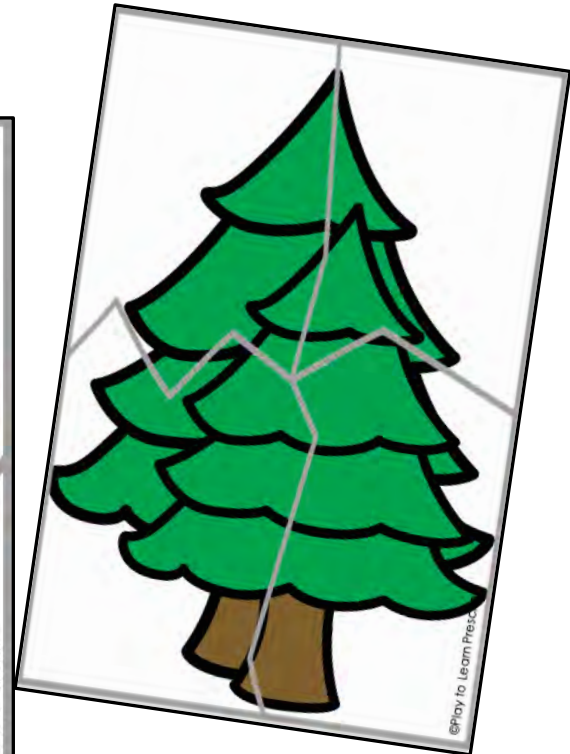
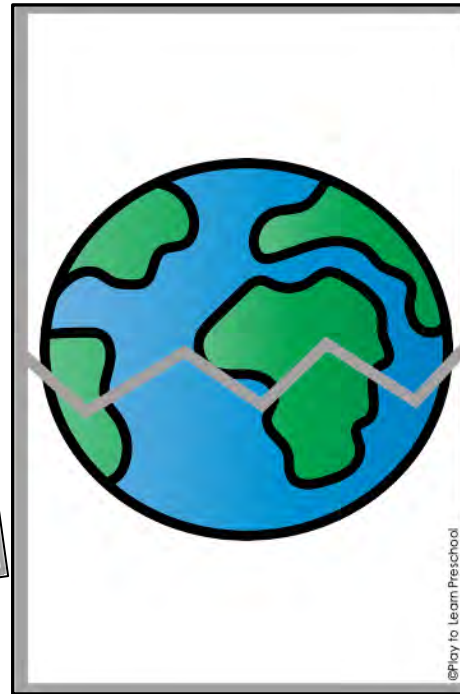


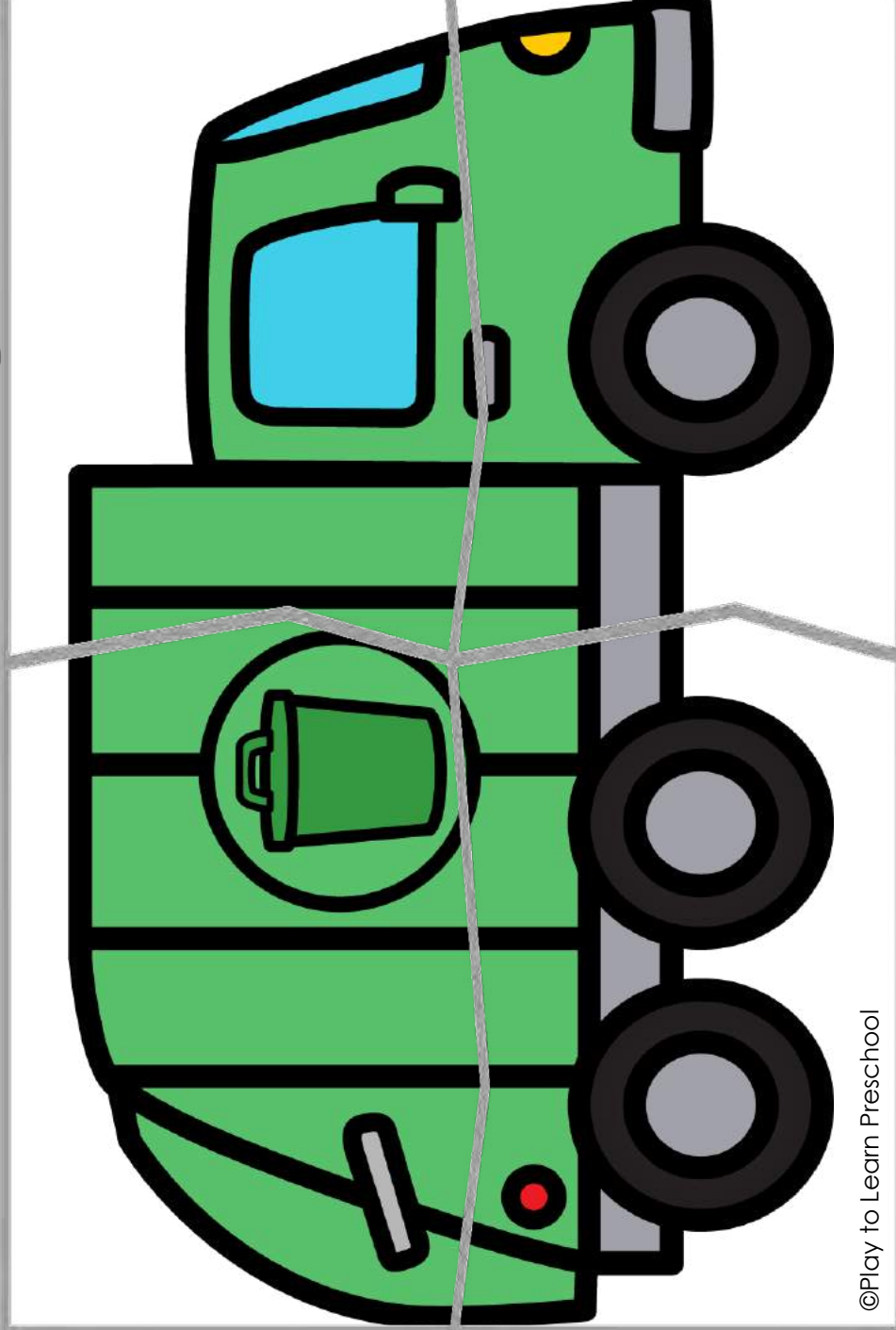
Picture Puzzles

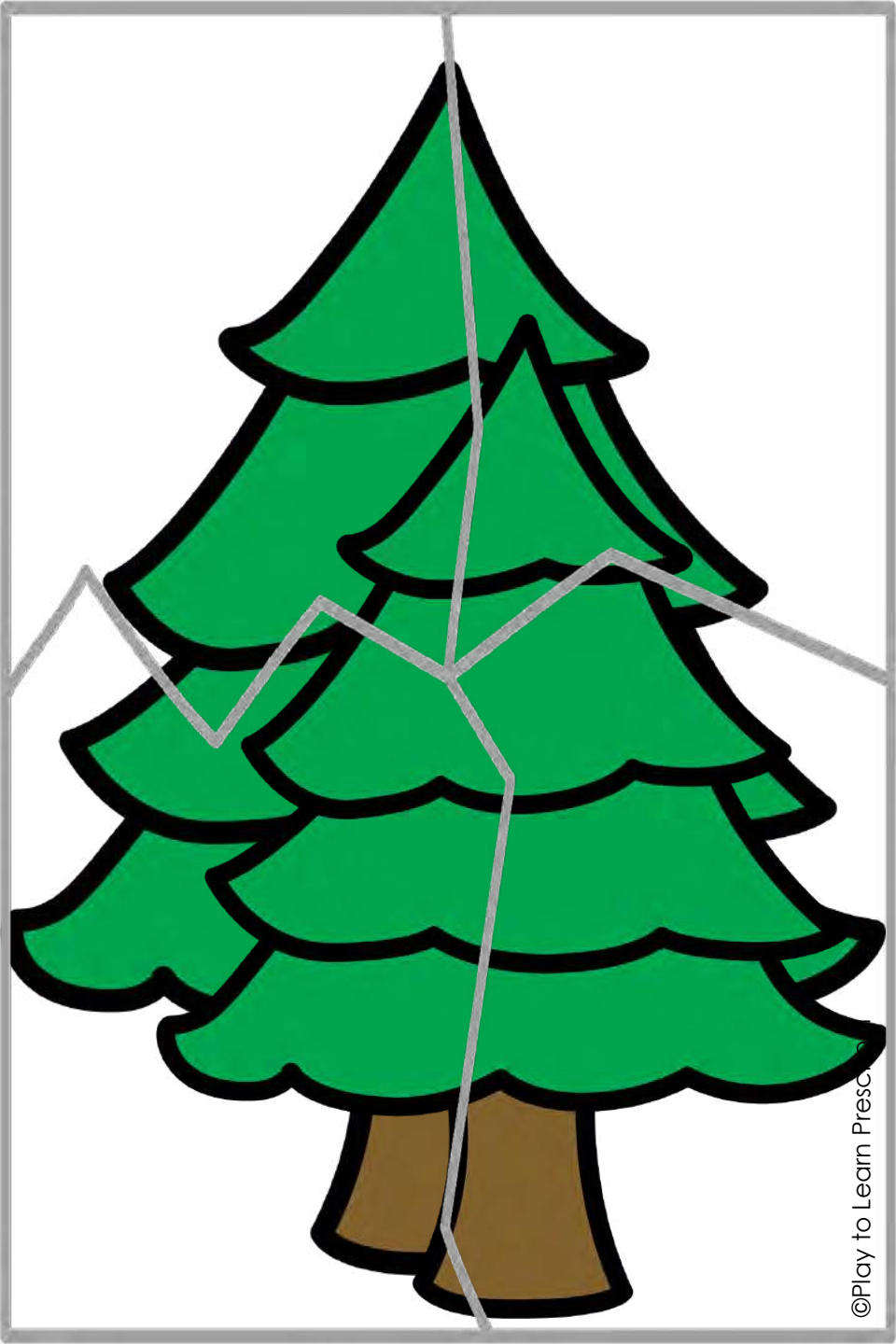
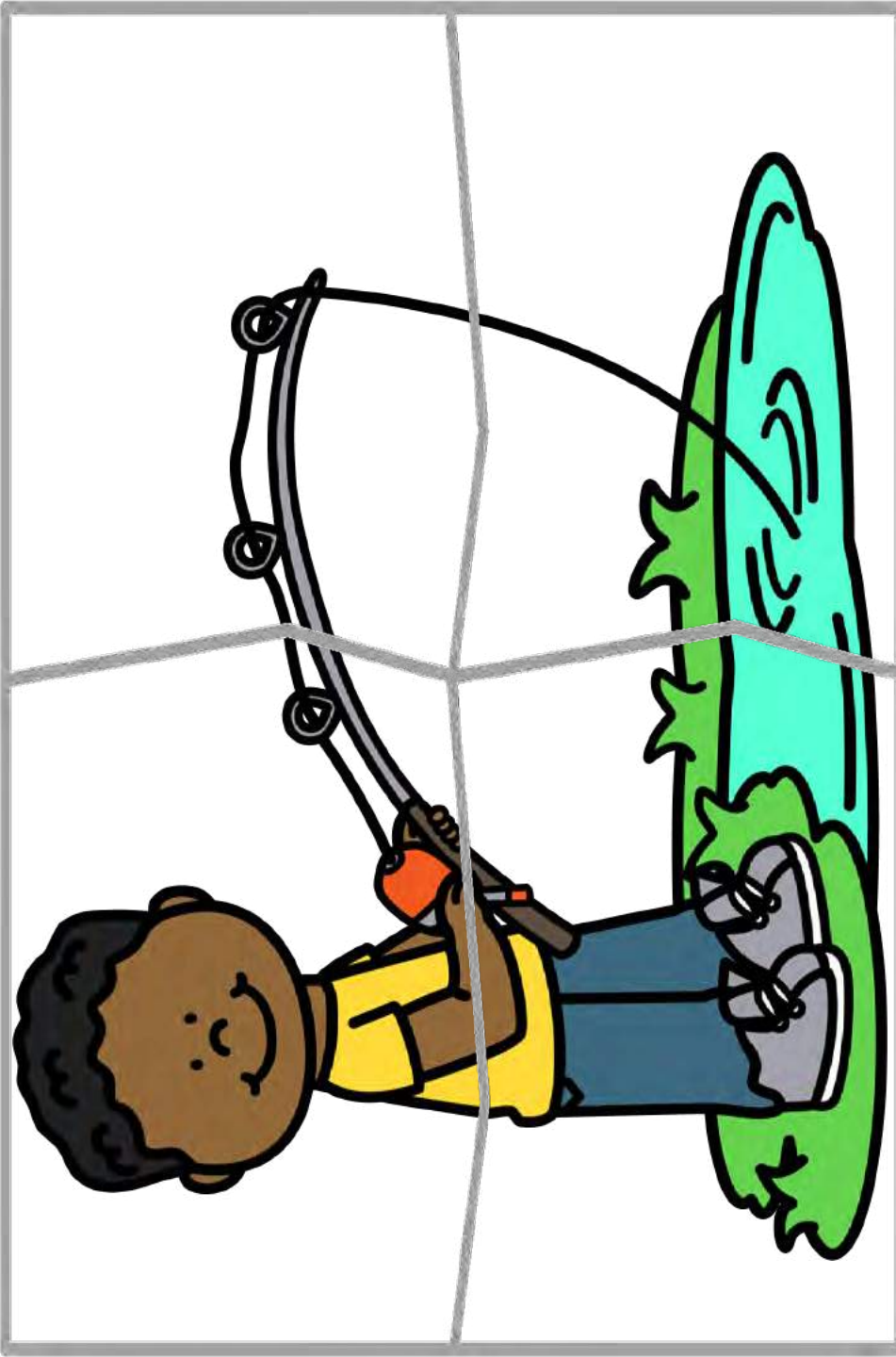
Objectives: The students use hand-eye coordination and fine motor skills to assemble a puzzle.

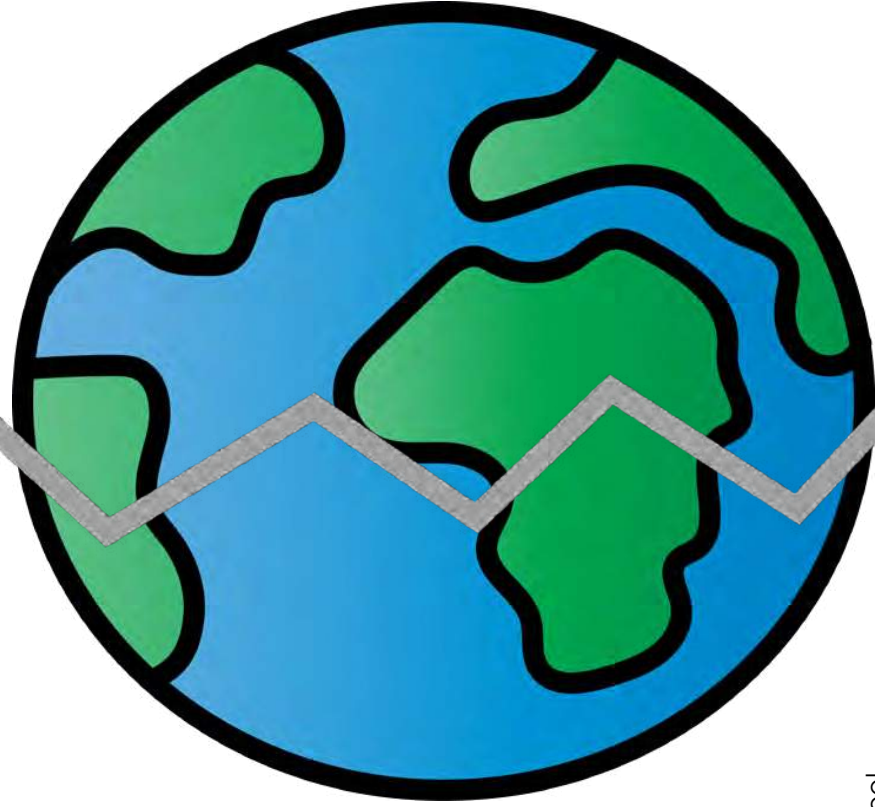
Preparation: Copy each page, mat, and laminate as desired.

Procedure: Students match the puzzle pieces together.









Emergent Reader

Objectives: The students will demonstrate an understanding of print concepts and use illustrations to guess the text.

Preparation: Print a book for each student (2 books per page.)

Procedure: Read the book together. Dots are placed under each word to help emergent readers track the print. Encourage the children to point to each word as they read!

I can My Earth

Read by: _____

©Play to Learn Preschool

©Play to Learn Preschool

sight words.

©Play to Learn Preschool

these people:

©Play to Learn Preschool

I can recycle newspaper.

• • • •

©Play to Learn Preschool

can

©Play to Learn Preschool

Helpful Hint:
It is good for emergent readers to “memorize” the words or “read” based on the pictures!



My Earth

Read by:



©Play to Learn Preschool



My Earth

Read by:



©Play to Learn Preschool



I can recycle bottles.



I can recycle bottles.



I can recycle cans.



I can recycle cans.





I can recycle newspaper.



I can recycle newspaper.



I can ride my bike.
● ● ● ● ●



I can ride my bike.
● ● ● ● ●



I can plant a tree.



I can plant a tree.





I can turn off the lights.



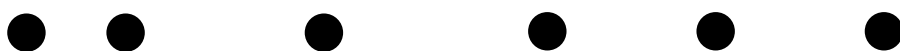
I can turn off the lights.



I can turn off the water.



I can turn off the water.





I love my Earth!



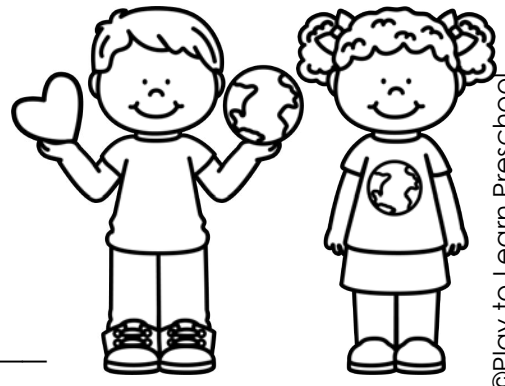
I love my Earth!





My Earth

Read by:

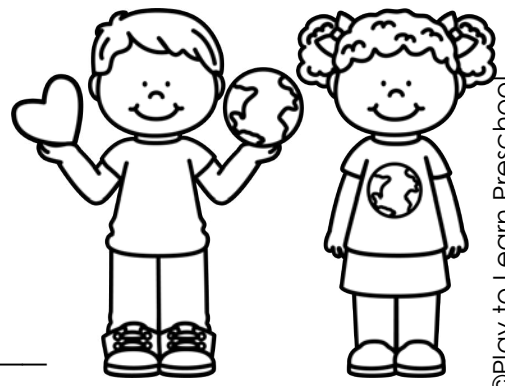


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My Earth

Read by:



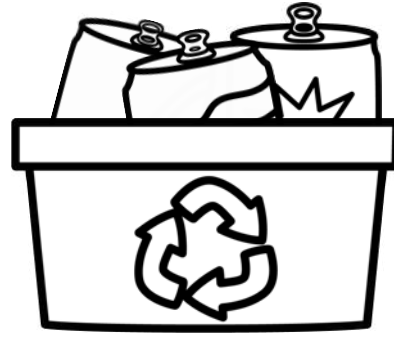
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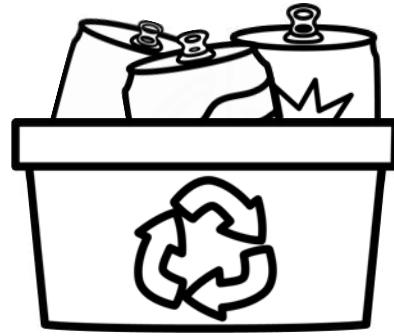
I can recycle bottles.



I can recycle bottles.

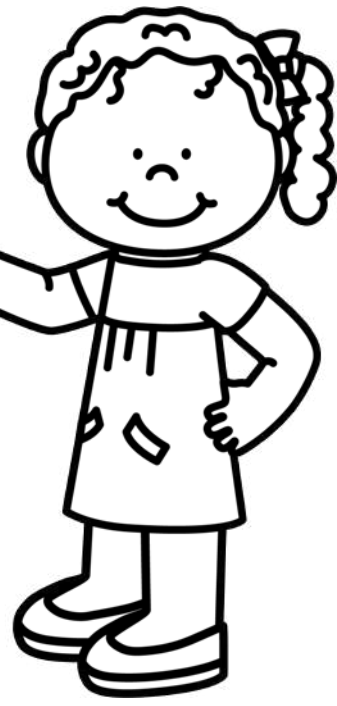
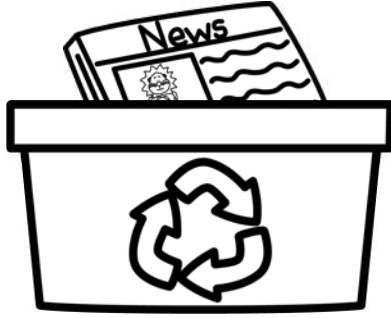


I can recycle cans.

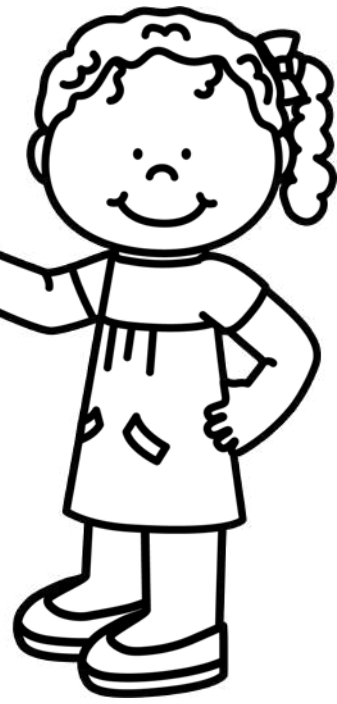
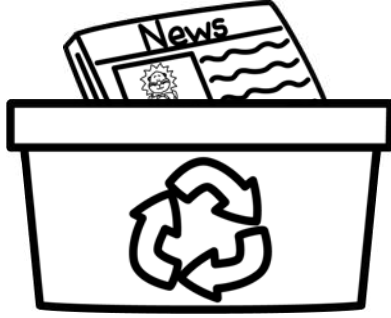


I can recycle cans.





I can recycle newspaper.



I can recycle newspaper.





I can ride my bike.
● ● ● ● ●



I can ride my bike.
● ● ● ● ●

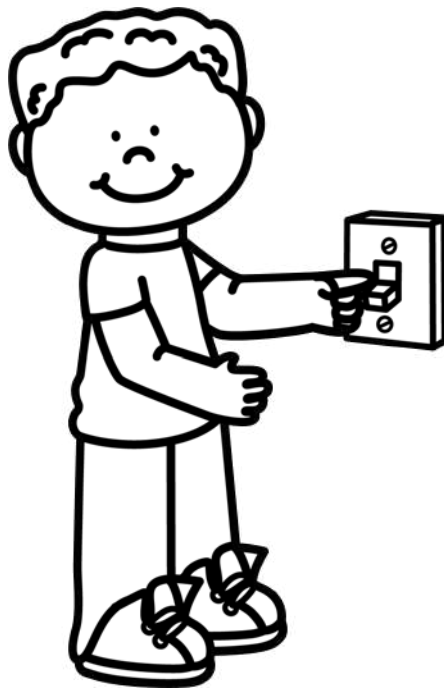


I can plant a tree.



I can plant a tree.





I can turn off the lights.

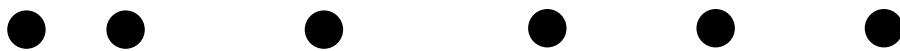


I can turn off the lights.





I can turn off the water.



I can turn off the water.





I love my Earth!



I love my Earth!



Practice writing your sight words.

I

can

Practice writing your sight words.

I

can

I read my book to these people:

I read my book to these people:

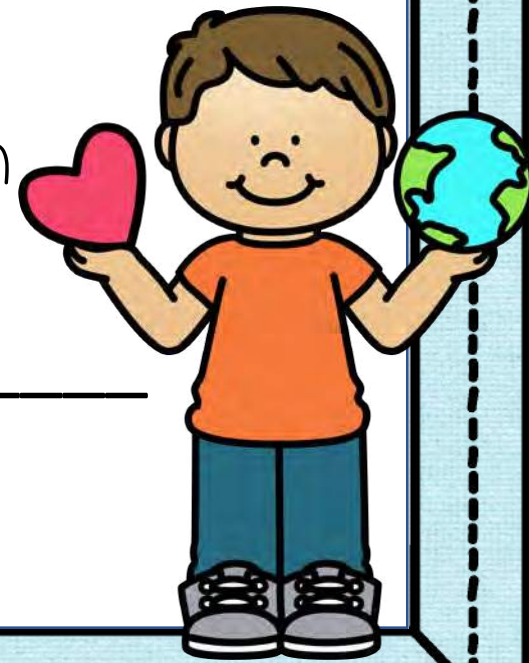
I'm a
Planet Hero!

Presented to

For expertise in the
care of planet Earth

Signed _____

Date _____

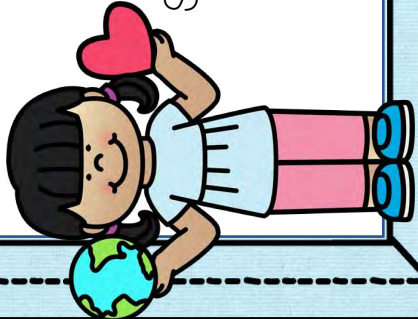




I'm a
Planet Hero!

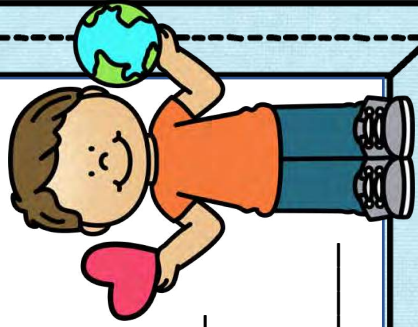
Presented to

For expertise in the
care of planet Earth



Signed _____

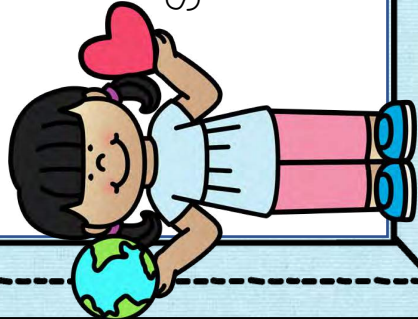
Date _____



I'm a
Planet Hero!

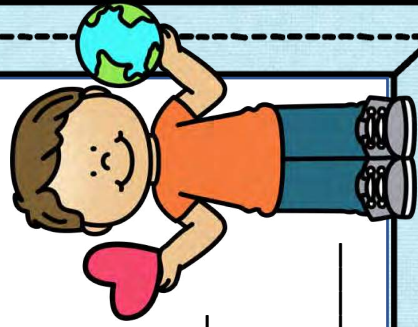
Presented to

For expertise in the
care of planet Earth



Signed _____

Date _____



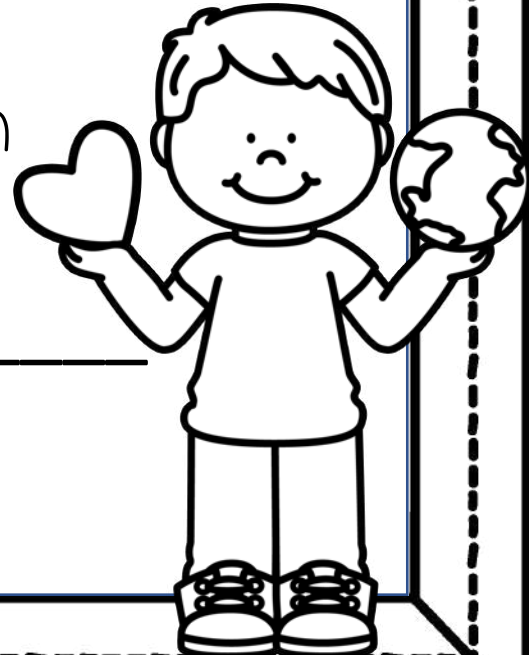
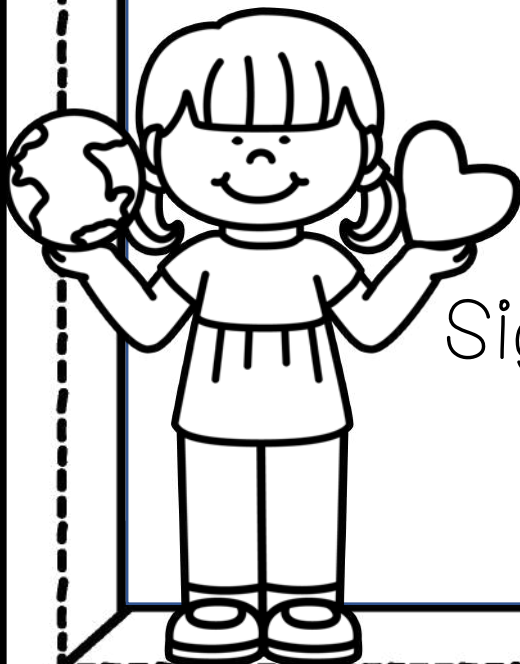
I'm a
Planet Hero!
Presented to



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Date _____



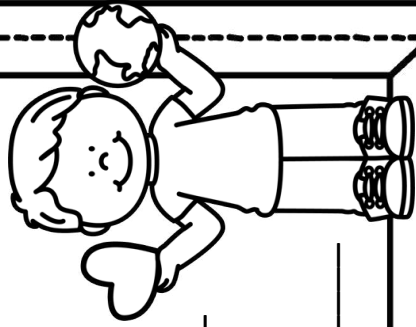
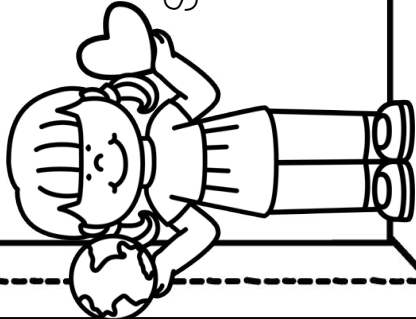
I'm a
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Date _____



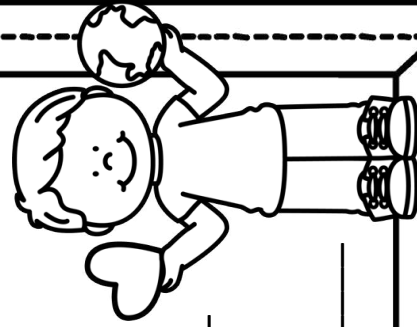
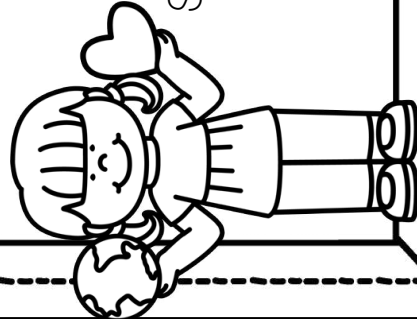
I'm a
Planet Hero!

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care of planet Earth

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Date _____





Earth Day Books

for Preschoolers



Earth

- *The Earth Book* by Todd Parr
- *Earth Day Every Day* by Lisa Bullard and Xiao Xin
- *Earth Day, Birthday!* by Maureen Wright
- *Compost Stew* by Mary McKenna Siddals
- *10 Things I Can Do to Help my World* by Melanie Walsh
- *I am Earth* by Rebecca and James McDonald
- *Thank You, Earth* by April Pulley Sayre
- *My Friend Earth* by Patricia MacLachlan
- *The Earth and I* by Frank Asch
- *Big Earth, Little Me* by Thom Wiley

Water

- *Saving Water* by Neil Morris
- *Why Should I Save Water?* by Scholastic
- *Water at Work* by Shirley Frederick
- *Jabari Jumps* by Gaia Cornwall
- *Water is Water* by Miranda Paul
- *Hey, Water!* by Antoinette Portis
- *The Whale in my Swimming Pool* by Joyce Wan
- *Maisy Learns to Swim* by Lucy Cousins
- *Pool Party* by Doreen Cronin and Betsy Lewin
- *We Need Water* by Charley Ghigna

Non-Fiction Earth

- *Planet Earth* by Scholastic
- *Why Should I Protect Nature?* by Scholastic
- *Why Should I Save Energy?* by Scholastic
- *Why Should I Recycle?* by Scholastic
- *Looking After My Environment* by Neil Morris
- *Saving Energy* by Neil Morris
- *Recycling* by Neil Morris
- *Trees to Paper* by Inez Snyder
- *A Day in the Life of a Garbage Collector* by Nate LeBoutillier

Recycling

- *Michael Recycle* by Ellie Bethel
- *Don't Throw that Away* by Lara Bergen
- *Recycling is Fun* by Charles Ghigna & Ag Jatkowska

More resources

for preschool and Pre-K learners:

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Printable Resources for

Preschool Learners



By Jamie White

Find literacy, math, name practice, dramatic play, and unit lesson plans for preschool students.

Credit:

These talented artists made this possible.



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- You may send printed copies home with your students.
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