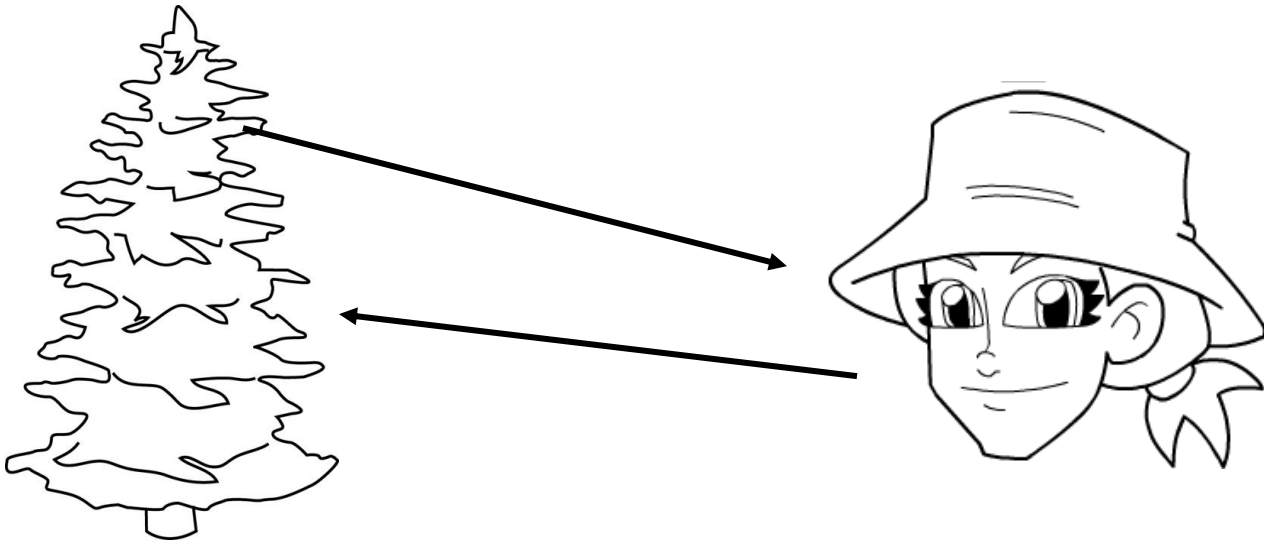




# Maggie's Activity Pack

Name \_\_\_\_\_

## Green Spaces Are Good!



Trees are good. They keep our air clean. This helps us. It helps to have trees in a city or town. People need to keep these green places. It means we will have a clean Earth!

Put a word on the line. You can find the word in the story.

1. Trees keep air \_\_\_\_\_.
2. Green places keep the Earth \_\_\_\_\_.
3. People need \_\_\_\_\_ air.

Dear Colleague,

I hope you will take a look at our companion activities, “How Much Is Enough?” for background material on the importance of green spaces. These will help you as you explain the key relationship between plants and animals on Earth. I suggest you even read your students the primary version of this WAP. And while I’m on the topic of reading orally to your class, I would also like to suggest that these would make perfect listening comprehension activities. You might read them aloud, but first, of course, encourage children to activate their background knowledge, make predictions, etc. Our primary WAPs are a wonderful way to encourage this necessary language arts skill in your classroom, while using important science content.

Of course, the key word for the emergent text is clean, an important concept as we think about the needs of Planet Earth. As I read over this text, I realized I had included many words that featured the long e pattern: trees, keep, clean, need, and green. Ask children to take a green crayon and circle the letters that make the long e sound. Word hunts like this are one of the best ways to practice phonics. I much prefer them over a worksheet ☺ ...Now onto some thoughts that I considered given recent news reports and messages from friends in various areas.

Many teachers ask about classroom management techniques. This is a topic near and dear to my heart. I firmly believe in the power of being positive with children. This correlates with Maslow’s Hierarchy of Needs, a reasonable idea that the basic needs of humans such as safety, shelter, food, etc. must be met before higher order thinking can even be engaged in. The safety of our classrooms has always been important to me. News reports about bullying have reminded me that we teachers have a responsibility to create and model positive interactions in our classrooms. One way to create this atmosphere is to merely say, “I like the way (insert child’s name) is sitting looking at me.” This positive comment rather than yelling at a child for their poor behavior will often cause most other children to model the behavior you want to see. Research shows this is more powerful in establishing long term positive behavior than is fear. I also add that when a class is getting louder and louder, it is usually more compelling for the teacher to lower his or her voice. Whispering will get attention much sooner than will yelling. If you are having trouble with one child’s behavior, find a way to make a connection. I remember one upper level student who did not respond to my techniques. I observed him interact with his peers and listened to his conversations. I soon discovered he had a parent living in another part of the country. This was a place I was familiar with, and we began communicating about this city. Before long, this student was one of my greatest supporters and among the first to follow directions. His grades improved drastically. It was because I bothered to find a connection, and I showed interest in him. I point this out as I am aware that there remain schools in the United States where corporal punishment is still practiced. Maslow would most decidedly argue that children in these schools will not learn as their basic need for feeling safe has not been met. I concur with this. In my experience, I found that praise, encouragement, and finding connections work far more effectively than the fear of the paddle. I encourage you to get involved in seeing that we educate the public about proper classroom management.

Thank you,  
Kathy

**Goals:**

Students will read a short nonfiction text about the importance of green spaces. They will use vocabulary from the story to complete sentences. The sound of long e is highlighted using the morphemes, ee and ea. Companion primary and intermediate activities are available. This activity correlates with Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.