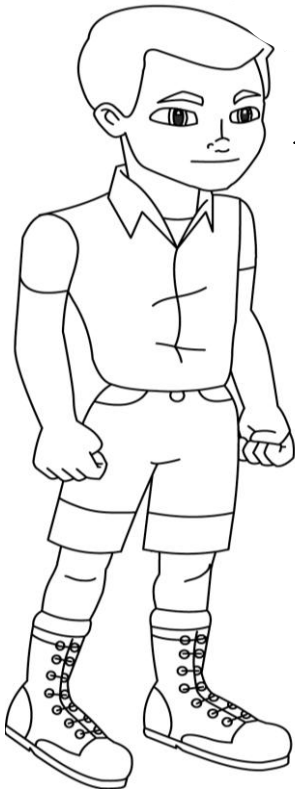




# Maggie's Activity Pack

Name \_\_\_\_\_

## Spend Time on the Earth!



I am making a school garden. I want to grow beans. This will be good for the Earth. It will be good for children, too!

Kuma measures the bean plants. They are 4 inches tall. They need to be 12 inches tall. How many more inches do they need to grow?

They need to grow \_\_\_\_\_ more inches.

Kuma knows that each plant will give him about 25 beans. How many beans will he get from 4 plants?

He will get \_\_\_\_\_ beans from 4 plants.



What will YOU do for Earth Day?

Dear Colleague,

Isn't it wonderful when a student "wows" you with a project? This happened to me recently when I was teaching a class on children's literature. One of my students got up to share how he would use a children's book and logged onto YouTube. Here was a video he had created using Cathryn Falwell's book, *Turtle Splash: Countdown at the Pond*. Please check out his creative collage and camera work based on this math book - <http://www.youtube.com/watch?v=P6rhNmbXYSM>. I think his work shows the wonderful way technology helps us to not only motivate students but adds to connecting the curriculum. Falwell's book helps develop math literacy as well as environmental awareness. The unique presentation of Craig's video shows how reading and art are interconnected. Perhaps you will want to try your own hand at producing such technological marvels 😊

And speaking of teaching, I was recently a participant in a workshop based on brain research. While there are many incorrect assumptions based on faulty understandings, primary research is beginning to give us reliable information using such technology as MRIs. One key understanding is that students process word problems and math calculations in different parts of the brain. Some students can efficiently make the necessary connections while others need more support in developing these brain functions. It was suggested that students read the "stories" first. During our reading instruction, we encourage retelling to improve comprehension. This should be a component of math instruction also. Encourage students to retell the story problem in their own words. Then have children circle key numbers and discuss the calculation necessary. By focusing first on the story aspect and then on the calculation aspect, many students will be better able to solve this type of problem.

Finally, on to our topic at hand, Earth Day! We, at Maggie's Earth Adventures, believe it is always Earth Day and we should do our part year round! But, it is helpful to have one day set aside to renew our commitment to our planet. We suggest that just as we do on New Year's Day, you invite your students to make Earth Resolutions – something they intend to do to make a small difference for the health of our planet. Collect these resolutions and check periodically to see if everyone is on track for a healthy environment. And let us know what you are doing!

Happy teaching,  
Kathy

**Answers:**

8 inches

100 beans (Remember... the idea that you need 4 quarters (25's) to make a dollar should be constantly reinforced for young children in the United States!)

**Goals:**

Emerging readers will read how Kuma is celebrating Earth Day by making a school garden. Two story problems follow-up the level-appropriate text. This activity is available on the primary and intermediate levels and correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.