

Read for the Planet

A resource guide designed to explore environmental systems and inspire the next generation of changemakers through literacy.



Contributing partners to this resource

Indigo Love of Reading Foundation

Since 2004, the Indigo Love of Reading Foundation has been on a mission to ensure that EVERY Canadian child has the opportunity to become richly literate and achieve their full potential through reading.

Through transformative multi-year grants, responsive community outreach programs, and other core fundraising initiatives, the Foundation reaches for this goal through the revitalization of public elementary school libraries and the delivery of literacy programming and resources to high-needs communities across Canada.

The Critical Thinking Consortium (TC²): Curriculum resource partner

The aim of TC² is to work in sound, sustained ways with educators and related organizations to inspire, support, and advocate for the infusion of critical, creative, and collaborative thinking as an educational goal and as an approach to teaching and learning.

TC²'s goals are to foster in learners:

- enhanced abilities and inclinations to think effectively;
- deeper understanding of the curriculum;
- increased engagement in the world; and
- greater willingness to act in thoughtful, ethically responsible ways.

Introduction to this resource

This resource includes 8 different lessons, grouped by grade reach (K-2 and 3-6), that we hope will support students in thinking deeply about important concepts related to caring for the planet and developing the thinking tools they need to make meaning from, and also challenge what they are reading and learning.

We have worked to build this document to be as resource-ready as possible with provided teacher and student activity sheets that can be printed and utilized as necessary to complete the various learning objectives and experiences of the lessons themselves.

We hope that you will consider selecting books that support your efforts to develop climate literacy and action in your students. In the appendix of this resource, we have included curated reading lists of suggested book titles to use alongside the specific lessons. These books work to help build an awareness of the issues of climate change, develop understanding, inspire action, and of course, continue to grow a love of reading.

Structure of lessons

Each set of grade group lessons (K-2 and 3-6) will have four lessons. The lessons are designed to stand alone, but are also designed around a framework consisting of four connecting themes:

Lesson 1: “Growing Awareness”

This lesson will focus on helping students explore different actions to challenge climate change and other environmental issues. This lesson will include individual lifestyle actions (e.g., “driving a car less”), but this lesson also guides teachers in using books to identify positive and generative actions groups of people can take (e.g., growing relationships, groups of people influencing governments or companies).

Lesson 2: “Making Connections”

This lesson will explore concepts of interdependence and reciprocity (e.g., what’s the connection between the health of the planet and our health?).

Lesson 3: “Deepening Understanding”

This lesson will help students identify a focus for their action and then deepen their understanding of the content.

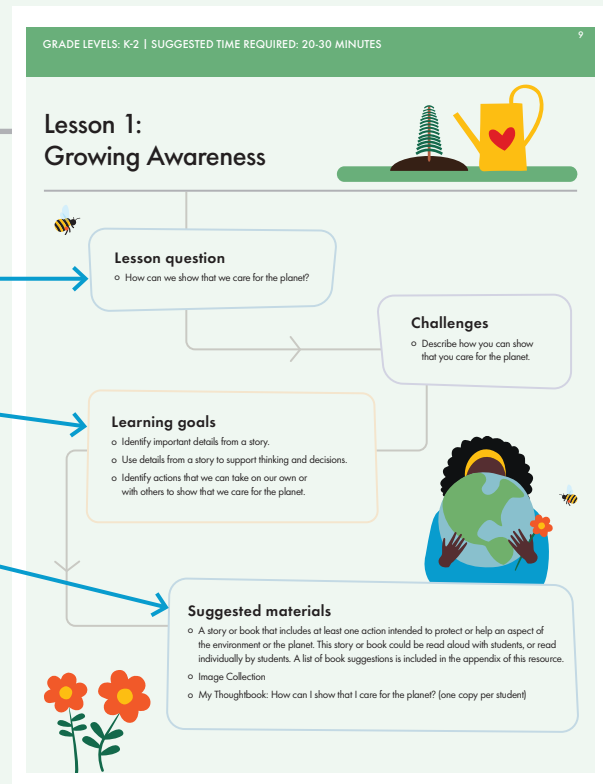
Lesson 4: “Inspiring Action”

This lesson will invite students to examine the qualities of people or actions intended to address climate change or other environmental issues. The focus will be on helping students explore and decide what actions they might take.

Structure of lessons

The first page of each lesson will include:

- A central **question and challenge** that students will respond to
- The overall learning goals/outcomes of the lesson
- Suggested materials critical to implementing the lesson objectives (i.e. suggested books to accompany the lesson, activity sheets for student and teacher use that are provided in this resource)



Educator instructions will be provided, encouraging each student to:



Start your thinking

Will often start with a parallel activity that will allow students to easily access the type of thinking they will use when they are thinking about the planet and addressing the central question and challenge posed by the lesson.



Grow your thinking

In this section, students will pause at various points to do some learning and competency building, i.e. perhaps building criteria or modeling effective thinking to build initial thoughts on the central question posed by the lesson. Educators will have the opportunity to introduce a selected book title or story to help deepen understanding of the lesson challenge for students.



Reflect on your thinking

Students will re-visit the lesson challenge and question, and be encouraged to deepen their thinking and re-examine their initial thoughts.

Please note: the lessons are flexible and designed to work with a range of books.

A note on the social emotional safety of students engaged in this learning

Learning about the dramatic impacts of harm to the planet, including climate change, can be distressing for learners. We encourage educators to support students in expressing their complex emotions about these realities by not shying away from them, yet focusing on what is possible to mitigate dramatic ecological change. In particular, learning about how to support regenerative actions in their communities can be very helpful. In addition, remembering that our sadness, anger and grief are normal responses to injustice and loss is important. It can be helpful to frame these emotions as indications of our deep sense of care and connection. These more challenging emotions can also be recognized as an important foundation for grounding learners in the importance of honouring the beauty, joy and grief that are a part of life on this planet. Educators are not required to have all the answers to such complex challenges and learner responses. Rather, creating a classroom community that makes space for these difficult conversations is integral to facing hard realities while supporting student well-being.

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Grades**Lesson title**

K-2

- 1 Growing Awareness
- 2 Making Connections
- 3 Deepening Understanding
- 4 Inspiring Action

Lesson 1: Growing Awareness



Lesson question

- How can we show that we care for the planet?

Challenge

- Describe how you can show that you care for the planet.

Learning goals

- Identify important details from a story.
- Use details from a story to support thinking and decisions.
- Identify actions that we can take on our own or with others to show that we care for the planet.



Suggested materials

- A story or book that includes at least one action intended to protect or help an aspect of the environment or the planet. This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- Image Collection
- My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by showing the pictures from the Image Collection.
2. Invite students to share their thoughts and feelings about what they observe. Ask them to suggest what message or ideas the images are sending.
3. Encourage students to share their ideas, reminding them to use details from images to guide their thinking. As students share, guide them to notice that the images show ways that the planet cares for everyone.
4. Prompt your students to suggest other ways that the planet shows that it cares for us. As students share, use their ideas to co-develop or present the criteria for a caring action: A caring action helps someone else be healthy or happy.
5. Invite students to now suggest how they might act to keep the planet healthy and happy, similar to how the planet cares for us. Record their ideas for use later in this lesson.
6. Explain that the challenge of this lesson is to carefully read or listen to a story and think of actions that they could take to show that they care for the planet.



Grow the thinking

1. Guide your students' attention back to their suggestions of how people can act to show that they care for the planet. Ask students to look for actions that could be grouped together. For example, students might suggest that actions could be sorted into "actions to start" and "actions to stop." Actions could also be sorted into "actions that I can do on my own" and "actions that I can do with others."

For example:

- actions to start/actions I can do on my own: start walking to school more often, start using a reusable cup, start telling decision-makers to take actions to help the planet
- actions to stop/actions I can do on my own: stop buying things that don't last
- actions to start/actions I can do with others: build a community garden, start a green club, create art that shows the importance of caring for the planet
- actions to stop/actions I can do with others: stop buying from businesses that don't protect the planet



2. Guide students in using the four categories to think of actions that they could start or stop on their own or with others to show that they care for the planet.
3. Provide each student with a copy of My Thoughtbook: How can I show that I care for the planet? Explain that a Thoughtbook is a place to draw or write their ideas that can help answer the lesson question. Assure your students that their ideas can be big or small, in words or in pictures, and that they can always change and add to their ideas.
4. Invite your students to add ideas to their Thoughtbook about how they might show that they care for the planet. Encourage students to change and add to their Thoughtbook during this and the other lessons in this collection.

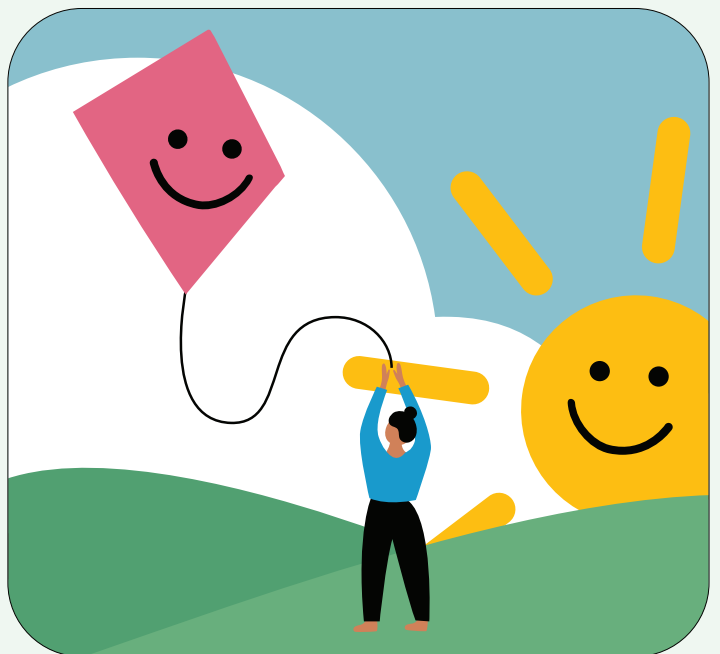
5. Read your selected story, pausing whenever an action is shown or described. Demonstrate how you might decide if the actions show care for the planet, and explain what you might write or draw in your Thoughtbook. Take care to identify examples of individuals and groups starting or stopping actions that help make the planet healthy and happy.
6. Continue reading the story, and encourage your students to add words, short phrases, or pictures in their Thoughtbooks to describe other examples from the story of actions that show care for the planet.

Reflect on the thinking

1. After reading the story to the class, remind them that their lesson challenge was to think of actions that show they care for the planet. These could be start or stop actions which students could do on their own or with others.
2. Invite your students to suggest which characters and events from the story were the best examples of actions that show care for the planet. Encourage students to use the words or pictures from their Thoughtbooks with a partner, the class, or with you.
3. While reading or listening to student thinking, notice the extent to which students can identify examples from the book of actions that show care for the planet.



Image Collection



My Thoughtbook: How can I show that I care for the planet?



ACTIONS I CAN DO ON MY OWN

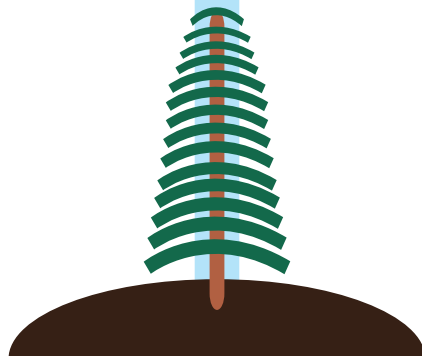
What can I start doing?

What can I stop doing?

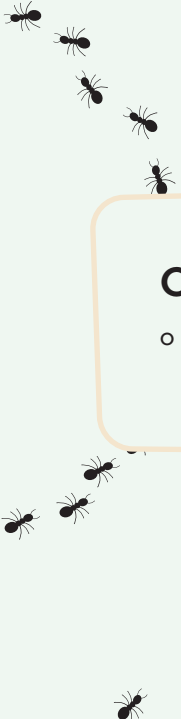
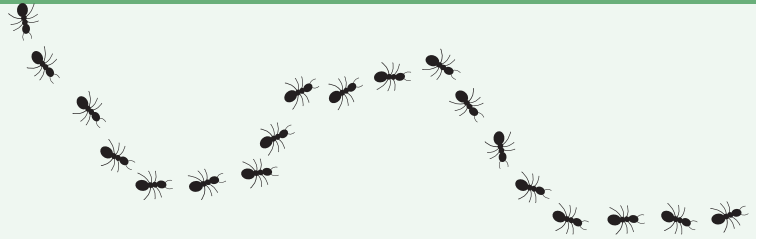
ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Lesson 2: Making Connections



Lesson question

- How strong is the connection between our lives and the planet?

Challenge

- Create a diagram that shows important connections between our lives and the planet.

Learning goals

- Identify important details from a story
- Use details from a story to support thinking and decisions
- Identify important connections between our lives and the planet.

Suggested materials

- A story or book that includes at least one description of how the planet can influence or is connected to various aspects of our lives. This story or book could be read aloud with students, or read individually by students.
- Activity sheet: How strong are the connections between us and a tree?
- Activity sheet: How strong are the connections?
- Activity sheet: How connected are our lives to the planet?
- My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by asking your students to make a decision: How connected are our lives to the life of a tree? Are there any important areas of our lives that are connected to or rely on trees? Are there any important areas of the life of a tree that are connected to or rely on us?
 - With younger students, consider displaying or projecting the image from the “How strong are the connections between us and a tree?” activity sheet.
 - With older students, consider providing pairs or small groups of students each group with a copy of the “How strong are the connections between us and a tree?” activity sheet.
2. Guide students’ attention to the top of the activity sheet and the question “How strong are the connections between our lives and the life of a tree?” Review the choices with your students, and briefly explain that they could decide that our lives are not at all connected to the life of the planet, or that our lives are interconnected, and anywhere between those two options.
3. Encourage students to share their decision and at least two reasons to support their thinking. As students share, use their ideas to draw connections between the people and the tree on the activity sheet. Invite students to add other ways that our lives might be connected to the tree.
4. Prompt students to look at all the connections that have been added to the diagram and ask them to make a decision: which connections between our lives and the life of a tree are most important?
5. Ask students to share how they decided if a connection was important. Use their ideas to develop criteria for an important connection. An important connection is when the life or health of one living thing impacts or affects the life or health of another living thing.



7. Invite students to suggest which of the connections between our lives and the life of a tree are most important, this time using the criteria.
8. Explain that the challenge of this lesson is to create a diagram to show important connections between our lives and the planet.
9. Conclude this part of the lesson by inviting students to make one more decision: how connected are our lives to the planet?
 - With younger students, consider displaying or projecting the image from the “How strong are the connections?” activity sheet, and inviting them to use the scale at the top of the activity sheet to make a decision.
 - With older students, consider providing pairs or small groups of students each group with a copy of the “How strong are the connections?” activity sheet and inviting them to use the scale at the top of the activity sheet to make their decision.

Grow the thinking

1. Read your selected story, pausing whenever a connection between the lives of a character and the planet is shown or described. Demonstrate how you might draw the connection on the activity sheet. Continue reading the story, encouraging students to identify important connections and add them to the displayed image, or their own activity sheets. Alternatively, students could also choose a book that matches a topic or area of interest and identify the connections described in the story.
2. Invite students to share the important connections that they found in the stories. As they share, guide their attention to the scale at the bottom of the activity sheet and ask them to make a decision: how connected are our lives to the planet? Encourage them to think about the important connections on their activity sheet as they make their decision.
3. Encourage students to share their decisions. Guide them in reflecting on how and why their decisions at the end of the lesson may differ from the beginning of the lesson.



Reflect on the thinking

1. Conclude the lesson by inviting students to respond to the challenge by creating a diagram that shows important connections between our lives and the planet.
 - With younger students, consider asking students to suggest a topic or issue that they are interested in (e.g., water quality, climate change,...) and creating a bulletin board or chart board display. Encourage students to add words or images to the display that describe important connections between their lives and their selected issue. Students can use details from additional stories to add to the class display (see the book suggestions in the appendix of this resource).
 - With older students, provide each student with a copy of the “How connected are our lives to the planet?” activity sheet. Invite students to choose a topic or issue that they are interested in (e.g., water quality, climate change,...) and have them create a diagram that shows important connections between their lives and their selected issue. Encourage students to use details from additional stories to add to their diagram (see the book suggestions in the appendix of this resource).
2. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their first answers. With younger students, consider creating a class Thoughtbook using a bulletin board or a chart paper. Invite students to suggest thoughtful actions that can be added to the class Thoughtbook.
3. (A blank copy of the Thoughtbook is also included with this lesson. A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be “messy.” They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Activity Sheet: How strong are the connections between us and a tree?

MY FIRST THOUGHTS:

HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE LIFE OF THE TREE?

No strong connections



Some weak connections



A few strong connections



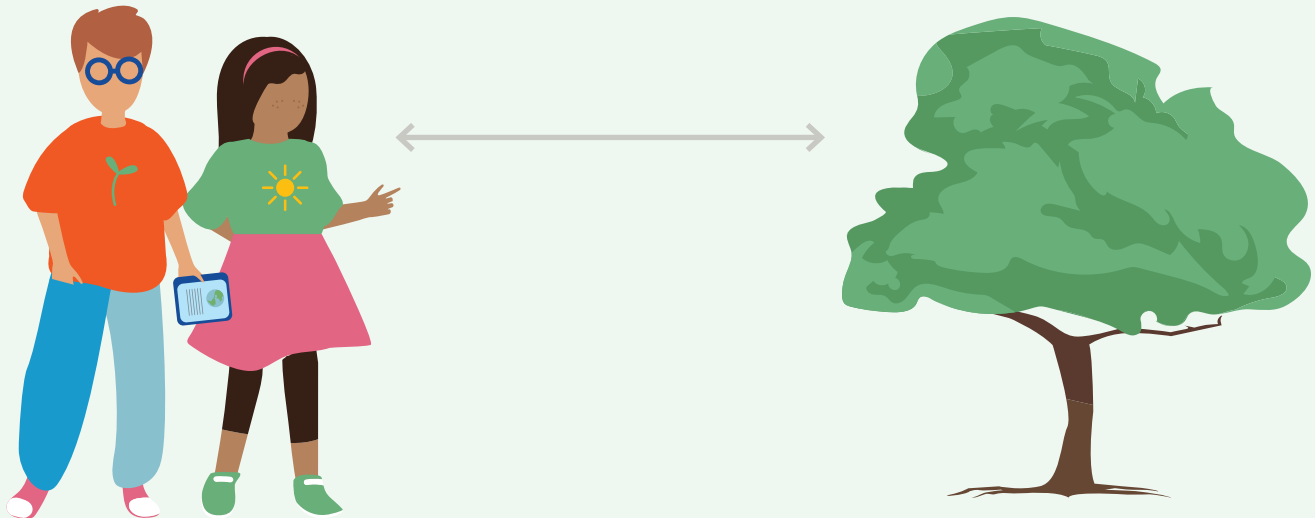
Many strong connections



Our lives are interconnected



Reasons that support my decision:



MY FINAL THOUGHTS:

HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE LIFE OF THE TREE?

No strong connections



Some weak connections



A few strong connections



Many strong connections



Our lives are interconnected



Reasons that support my decision:

Activity Sheet:

How strong are the connections?

MY FIRST THOUGHTS: HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE LIFE OF THE PLANET?

No strong connections
●

Some weak connections
●

A few strong connections
●

Many strong connections
●

Our lives are interconnected
●

Reasons that support my decision:



MY FINAL THOUGHTS: HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE LIFE OF THE PLANET?

No strong connections
●

Some weak connections
●

A few strong connections
●

Many strong connections
●

Our lives are interconnected
●

Reasons that support my decision:

Activity Sheet:

How connected are our lives to the planet?

Use the space below to create a diagram that shows how connected our lives are to the planet. You could also choose topic or issue that you are interested in (for example, water quality or climate change), and create a diagram that shows the connection between our lives and your topic or issue.

You could draw a picture here of you, your family, community, or any group of people here

You could draw a picture here of the topic or issue that you choose

Lesson 3: Deepening Understanding



Lesson question

- o What do we need to know to care for the planet?

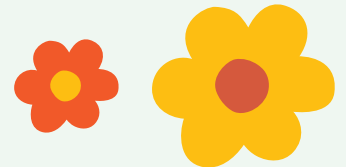


Challenge

- o Choose useful information to help you care for the planet.

Learning goals

- o Identify important details from a story.
- o Use details from a story to support thinking and decisions.
- o Deepen our understanding of environmental issues so we can take action on our own or with others to care for the planet.



Suggested materials

- o A story or book that includes the description of at least one environmental issue or topic (e.g., water pollution, climate change). This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- o Access to a collection of books and stories about environmental issues or topics. A list of book suggestions is included in the appendix of this resource.
- o Activity sheet: Which information is the most useful? (at least one copy per small group)
- o Activity sheet: Deepening my understanding (one copy per student)
- o My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by asking your students to make a decision: If we were deciding if bananas were a healthy snack, what information would be the most useful?
 - With younger students, consider displaying or projecting the image from the “Which information is the most useful?” activity sheet.
 - With older students, consider providing pairs or small groups of students each group with a copy of the “Which information is the most useful?” activity sheet.
2. Ask students to decide how useful each piece of information might be (for example, “bananas are yellow” is probably “not very useful”).
3. Invite students to share their decisions and thinking with the class. As they share, ask them how they can decide if information is useful or not useful. The criteria for useful information could include:
 - On topic: Useful information will be directly connected to the question or topic.
 - Helpful: Useful information will help us answer a question or help us learn more about a topic.
4. Revisit each of the pieces of information on the activity sheet, this time using the criteria to decide if each piece of information is useful. Consider inviting students to suggest another piece of useful and not useful information.
5. Introduce the lesson challenge to students and explain that their task will be to choose information that is useful for helping them know how to care for the planet.



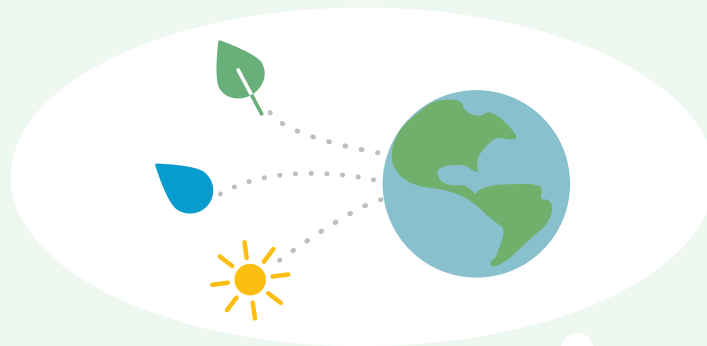
Grow the thinking

1. Begin this section of the lesson by inviting students to help you select an environmental issue or topic (e.g., water pollution, climate change). Explain to students that they will listen to or read a story about the topic. Their challenge is to choose useful information that will help them care for the planet.
 - With younger students, consider projecting or displaying the 5Ws + 1H from the “Deepening my understanding” activity sheet.
 - With older students, consider giving individuals or small groups a copy of the “Deepening my understanding” activity sheet. Prompt students to note the selected environmental issue or topic at the top of their activity sheet.
2. Draw students’ attention to the “Information that I know” column.
 - With younger students, invite them to suggest useful information about the chosen issue or topic in each of the 5Ws + 1H.
 - With older students, ask them to note useful information about the chosen issue or topic in each of the 5Ws + 1H on their activity sheet. Alternatively, groups could be assigned one of the 5Ws + 1H, then share their information with the class.
3. Invite students to share their information. As they do, prompt them to suggest what useful information or questions they might need to find out about their chosen issue or topic. Guide students to record these ideas in the right-hand column of the activity sheet.
4. If the class selected one issue or topic, consider reading a related selected story at this point in the lesson. Pause to model how you might note information from the pictures or words in the story on the activity sheet. Similarly, demonstrate how a detail from the story might make you think of something about the issue or topic that you would like to know more about. Continue reading the story, and encourage your students to add words, short phrases, or pictures on their activity sheets.
5. If individual students or groups selected their own issues or topics, encourage them to complete their activity sheets using details from stories and books (these could be from the list of book suggestions included in the appendix of this resource).



Reflect on the thinking

1. After reading the story to the class or students have read their selected stories, invite them to share their most useful pieces of information and what they need to find out with the class. Guide students in thinking about where they might find what they need to know to care for the planet.
2. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their initial thoughts using information from this lesson. (If students have not started a Thoughtbook, a copy is included with this lesson. A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be “messy.” They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Activity Sheet:

Which information is the most useful?

Step 1: Read each piece of information

Step 2: Decide which box each piece of information belongs in (an example has been done for you).

Are bananas a healthy snack?

A. Bananas are yellow

C. Bananas are not expensive

B. Bananas have vitamin C

D. Bananas help keep your heart and kidneys healthy

NOT VERY USEFUL

SOMEWHAT USEFUL

VERY USEFUL

A

Criteria for useful information

Activity Sheet:

Deepening my understanding

Write the information you already know about the environmental issue or topic under “Information that I know.” Then decide what you might need to find out that would help you know how to care for the planet. Write these ideas and questions in the “Information that I need to find out” column.

MY ENVIRONMENTAL ISSUE OR TOPIC:



ACTION	INFORMATION THAT I KNOW	INFORMATION THAT I NEED TO FIND OUT
<p>Who? Who is affected? Who can help?</p>		
<p>What? What is happening? What are the causes and effects?</p>		
<p>Where? Where is this happening?</p>		
<p>When? When is it happening?</p>		
<p>Why? Why is this important?</p>		
<p>How? How can we take action to stop or change the problem?</p>		

Criteria for useful information

Useful information is:

- On topic: Useful information will be directly connected to the question or topic.
- Helpful: Useful information will help us answer a question or help us learn more about a topic.

Lesson 4: Inspiring Action



Lesson question

- o How can we care for our planet?



Challenge

- o Use words and/or pictures to describe thoughtful actions that you can take to care for the planet.

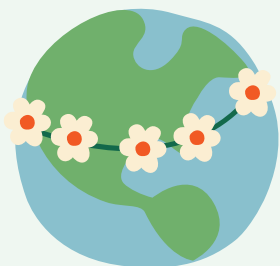
Learning goals

- o Identify important details from a story.
- o Use details from a story to support thinking and decisions.
- o Identify actions that we can take on our own or with others to show that we care for the planet.



Suggested materials

- o A story or book that includes at least one action intended to protect or help an aspect of the environment or the planet. This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- o Image Collection
- o Activity sheet: What is a thoughtful action?
- o Activity sheet: Thoughtful actions I can take for the planet
- o My Thoughtbook: How can I show that I care for the planet? (one copy per student)





Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by asking students to be detectives. Explain that their task is to use clues from pictures to figure out what is happening.



2. Show students one of the images from the top row of the Image collection (images in the top row depict thoughtful actions). Invite them to describe what they see. Remind students that detectives look for details to make decisions.
3. Next, draw students' attention to one of the images from the bottom row of the image collection (images in the bottom row depict actions that are not thoughtful). Invite students to describe what they see.
4. Ask students to describe the most important differences between the two images.
5. Present a third picture and invite students to describe what is happening. Prompt students to decide if it is most like the first or the second image that they looked at. Continue doing this with the remaining pictures from the Image collection.
6. Ask students to describe how all the images in the top row are similar. Encourage students to consider both the action and the result of the action and to move beyond words such as "nice". Introduce the term "thoughtful" to describe the actions in the top row and discuss its meaning.

7. Pose the question: “How do we know if an action is thoughtful or not thoughtful?”
Use students’ ideas to develop criteria for thoughtful actions. Thoughtful actions:
 - Help someone else or help solve a problem.
8. Guide students’ attention back to the images in the top row and invite students to check each picture to make sure it meets the criteria for thoughtfulness. Model explaining why each action depicted is thoughtful by identifying who was thoughtful, naming the action and describing the result.
9. Explain that the challenge of this lesson is to use words or pictures to describe thoughtful actions that they can take to care for the planet.
10. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their first answers.
With younger students, consider creating a class Thoughtbook using a bulletin board or a chart paper. Invite students to suggest thoughtful actions that can be added to the class Thoughtbook.

(A blank copy of the Thoughtbook is also included with this lesson. A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be “messy.” They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



Grow the thinking

1. Help grow students' understanding of thoughtful actions by doing at least one of the following:
 - With younger students, read the actions from the “What is a thoughtful action?” activity sheet. Guide students in using the criteria to decide if the actions are thoughtful or not thoughtful.
 - With older students, provide pairs of students with a copy of the “Are these thoughtful actions?” activity sheet and ask them to use the criteria to decide if the actions are thoughtful or not thoughtful. Invite groups to share their decisions and thinking with the class.
2. Prompt students to suggest how they could change the not thoughtful actions into thoughtful actions. Remind them to use the criteria to guide their thinking.
3. Invite your students to revisit their Thoughtbook and add to their initial ideas about how they might take thoughtful actions to care for the planet.
4. Read your selected story, pausing whenever a thoughtful or not thoughtful action is shown or described. Demonstrate how you might use the criteria to think about the actions, and explain what you might write or draw in your Thoughtbook. Alternatively, students could also choose a book that matches a topic or area of interest and identify the thoughtful actions.
5. Continue reading the story, and encourage your students to add words, short phrases, or pictures in their Thoughtbooks to respond to the lesson challenge.
6. Invite your students to suggest examples from the story of thoughtful actions that characters took to care for the planet.
7. Encourage students to share the words or pictures from their Thoughtbooks with a partner, a small group, or with you.



My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?

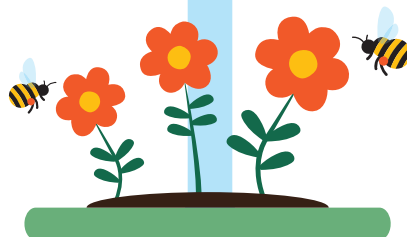


Image Collection



Activity Sheet:

What is a thoughtful action?



Action A

The city dumps garbage into the ocean.

Action B

Inge picks up garbage on the playground every day at recess.

Action C

Simu drives to work every day, even though work is less than one kilometer from home.

Action D

A coffee shop only uses reusable cups.

Action E

Sam helped neighbours build a community garden.

Action F

Taylor never remembers reusable bags when going for groceries.

Action G

Joti helps to recycle the cardboard at school.

Action H

If Will doesn't like his lunch he just throws it in the garbage.

Which actions are thoughtful?

Which actions are not thoughtful?

Activity Sheet:

Thoughtful actions I can take for the planet



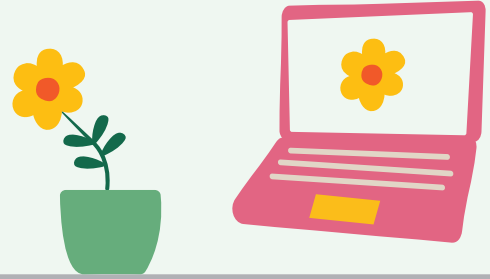
Grade

Lesson title

3-6

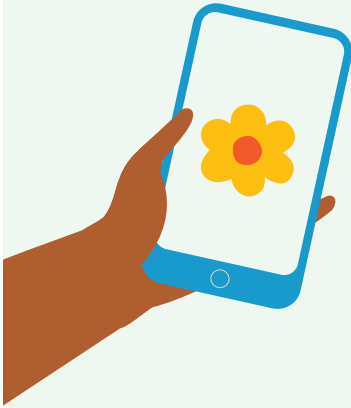
- 1 Growing Awareness
- 2 Making Connections
- 3 Deepening Understanding
- 4 Inspiring Action

Lesson 1: Growing Awareness



Lesson question

- How can we show that we care for the planet?



Challenge

- Describe how you can have a caring and reciprocal relationship with the planet.



Learning goals

- Identify important details from a story
- Use details from a story to support thinking and decisions
- Identify actions that we can take on our own or with others to show that we care for the planet.



Suggested materials

- A story or book that includes at least one action intended to protect or help an aspect of the environment or the planet. This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- My Thoughtbook: Activity: Images handout
- My Thoughtbook: How can I show that I care for the planet? (one copy per student)

Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by showing the Images handout.
2. Invite students to share their thoughts and feelings about what they observe in the image. Ask them to suggest words that could be used to describe the relationship between the plover and the crocodile.
3. Encourage students to share their ideas, reminding them to use details from images to inform their thinking. To guide students, briefly explain that the plover helps clean the crocodile's teeth, then again invite students to suggest words that describe the animals' relationship.
4. Suggest that the relationship between the plover and crocodile could be described as reciprocal: both creatures benefit from the relationship. Ask students to suggest what each creature contributes to the relationship, and how each benefits.
5. Explain that the challenge of this lesson is to carefully read or listen to a story and think of actions that they could take to show that they have a caring and reciprocal relationship with the planet.
6. Prompt your students to suggest ways that the planet shows that it cares for us. As students share, use their ideas to co-develop or present the criteria for a caring action: A caring action helps someone else be healthy or happy.
7. Invite students to now suggest how they might act to have a reciprocal relationship with the planet. To prompt students' thinking, remind them of the reciprocal relationship between the plover and crocodile. Record their ideas for use later in this lesson.



Grow the thinking

1. Guide your students' attention back to their suggestions of how people can act to show that they have a caring and reciprocal relationship with the planet. Ask students to look for actions that could be grouped together. For example, students might suggest that actions could be sorted into "actions to start" and "actions to stop." Actions could also be sorted into "actions that I can do on my own" and "actions that I can do with others." For example:
 - Actions to start/actions I can do on my own: start walking to school more often, start using a reusable cup, start telling decision-makers to take actions to help the planet.
 - Actions to stop/actions I can do on my own: stop buying things that don't last.
 - Actions to start/actions I can do with others: build a community garden, start a green club, create art that shows the importance of caring for the planet.
 - Actions to stop/actions I can do with others: stop buying from businesses that don't protect the planet.
2. Guide students in using the four categories to think of actions that they could start or stop on their own or with others to show that they care for the planet.
3. Provide each student with a copy of My Thoughtbook: How can I show that I care for the planet? Explain that a Thoughtbook is a place to draw or write their ideas that can help answer the lesson question. Assure your students that their ideas can be big or small, in words or in pictures, and that they can always change and add to their ideas.
4. Invite your students to add ideas to their Thoughtbook about how they might show that they have a caring and reciprocal relationship with the planet. Encourage students to change and add to their Thoughtbook during this and the other lessons in this collection.
5. Read your selected story, pausing whenever a caring or reciprocal action is shown or described. Demonstrate how you might decide if the actions show care for the planet, and explain what you might write or draw in your Thoughtbook. Take care to identify examples of individuals and groups starting or stopping actions that help make the planet healthy and happy.
6. Continue reading the story, and encourage your students to add words, short phrases, or pictures in their Thoughtbooks to describe other examples from the story of actions that show care for the planet.

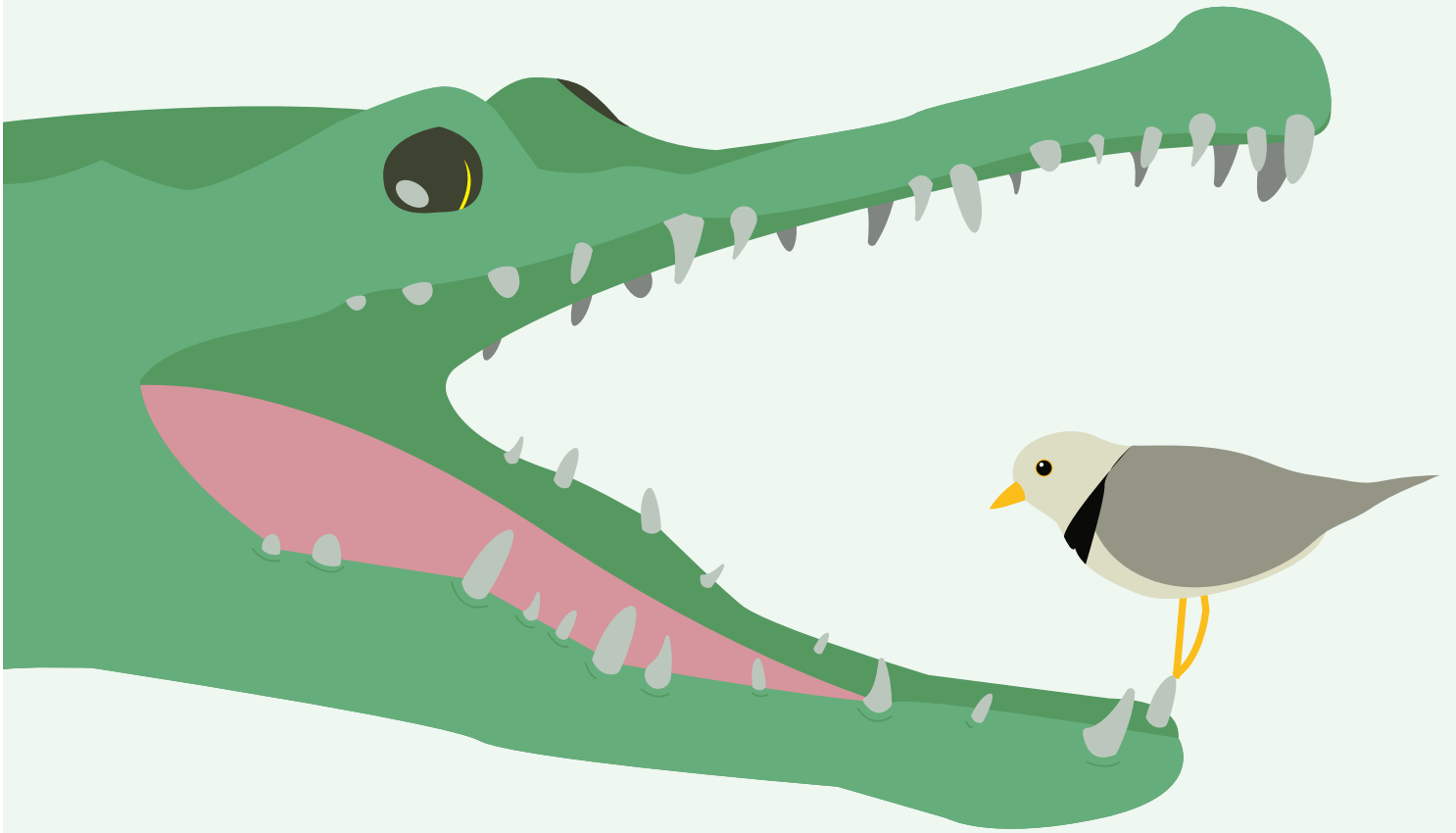


Reflect on the thinking

1. After reading the story to the class, remind them that their lesson challenge was to think of actions that show they have a caring and reciprocal relationship with the planet. These could be start or stop actions which students could do on their own or with others.
2. Invite your students to suggest which characters and events from the story were the best examples of actions that show care for or grew a reciprocal relationship with the planet. Encourage students to use the words or pictures from their Thoughtbooks with a partner, the class, or with you.
3. While reading or listening to student thinking, notice the extent to which students can identify examples from the book of actions that show care for the planet.



Images Handout:



My Thoughtbook: How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

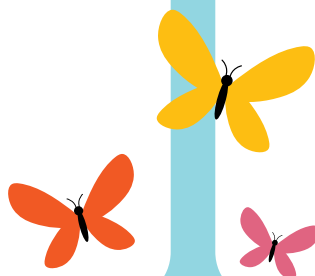
What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Lesson 2: Making Connections



Lesson question

- o How strong is the connection between our well-being and the planet?

Challenge

- o Create a diagram that shows important connections and relationships between our well-being and the planet.

Learning goals

- o Identify important details from a story.
- o Use details from a story to support thinking and decisions.
- o Identify important connections and relationships between our lives and the life of the planet.



Suggested materials

- o A story or book that includes at least one description of how the health of the planet can influence or is connected to our well-being. This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- o Activity sheet: How strong are the connections? (at least one copy for each small group)
- o Activity sheet: How are our lives connected to the planet? (one copy per student)
- o My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by organizing your students into small groups and providing each group with a copy of the “How strong are the connections?” activity sheet. Alternatively, display the image from the activity sheet using a digital projector.
2. Guide students’ attention to the top of the activity sheet and invite groups to describe what they notice. Briefly explain that their task is to draw or note how our lives might be connected to the planet. Invite groups to use the top of the activity sheet to draw their responses to these questions:
 - How do our actions affect the planet?
 - How does the planet affect our lives?

Suggest the direction and the size of the arrow can be used to describe the direction and strength of the connection (an example has been provided on the activity sheet).

3. Invite groups to share their connections. As they share, guide their attention to the “My first thoughts” (middle row) section of the activity sheet.
4. Review the choices with your students, and briefly explain that they could decide that our lives are not at all connected to the life of the planet, or that our lives are interconnected, and anywhere between those two options.
5. Encourage groups to share their decision and at least two reasons to support their thinking. Consider noting and displaying their ideas for use later in this lesson.
6. Explain that the challenge of this lesson is to create a diagram or illustration to show and describe important connections between our lives and the planet.
7. At this point in the lesson you may wish to provide each student with a copy of the “How are our lives connected to the planet?” activity sheet. Encourage students to draw any connections between our lives and the planet. Students could also choose a topic or issue that they are interested in (e.g., water quality, climate change,...), then create a diagram that shows the connection between our lives and their selected issue.



Grow the thinking

1. Provide each student with a copy of the “How is our well-being connected to the planet?” activity sheet and invite students to suggest possible meanings for well-being.
2. Encourage students to share their thinking. Use their ideas to co-develop or present a definition of well-being:
 - Well-being: is how comfortable, healthy, and happy we are. There are at least four different parts or dimensions of well-being:
 - Physical well-being: our physical health and safety
 - Emotional well-being: how we feel about life
 - Social well-being: the relationships that we have with other people
 - Spiritual well-being: the purpose and beliefs we have in life
3. Guide students in sorting their ideas from the beginning of the lesson into these parts or dimensions of well-being. Encourage students to suggest additional ways that our lives might be connected to the planet, this time using the four dimensions to guide their thinking about questions such as:
 - How might a healthy planet affect our well-being?
 - How might a planet that is not healthy affect our well-being?



4. Read your selected story, adding details that show connections to the dimensions of well-being. Consider pausing whenever a connection to well-being is shown or described. Demonstrate how you might decide which dimension of well-being the detail might affect. Take care to look for examples of how both a healthy and unhealthy planet can affect each dimension of well-being and examples of individuals and groups starting or stopping actions that help make the planet healthy and happy.
5. Continue reading the story, and encourage your students to add words, short phrases, or pictures to their activity sheets to describe how our well-being is connected to the planet.

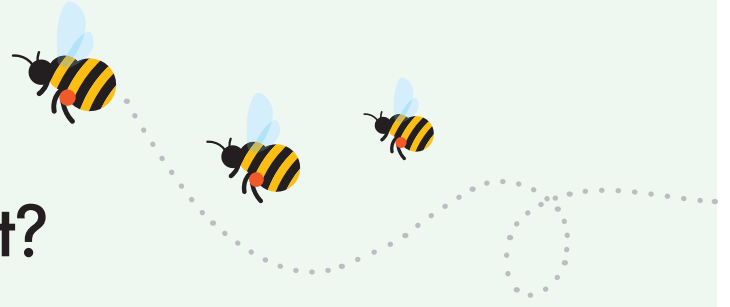
Reflect on the thinking

1. Guide students' attention back to the "How strong are the connections?" activity sheet and the decision that they made at the beginning of the lesson. Encourage groups to add any new connections to the diagram.
2. Invite groups to share what connections they added, then ask them to make a final decision: how strong are the connections between our lives and the planet?
3. Ask groups to share their decisions, encouraging them to reflect on how their thinking may have changed during the lesson.
4. Encourage each student to revisit their initial thinking on the "How are our lives connected to the planet?" activity sheet. Ask students to add any connections between our lives and the planet, or topic or issue that they selected.
5. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their initial thoughts using ideas from this lesson. (If students have not started a Thoughtbook, a copy is included with this lesson. A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be "messy." They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



Activity Sheet:

How might our health be connected to the planet?



PHYSICAL WELL-BEING

How might our health be connected to the planet?

EMOTIONAL WELL-BEING

How might how we feel about life be connected to the planet?

SOCIAL WELL-BEING

How might our relationships with other people be connected to the planet?

SPIRITUAL WELL-BEING

How might our purpose and beliefs in life be connected to the planet?

Activity Sheet:

How strong are the connections?

In the space below, use arrows to describe any connections between our lives and the planet.

To think of connections, try answering these questions:

- How do our actions affect the planet?
- How does the planet affect our lives?



Planting trees can have a big impact on the planet!



MY FIRST THOUGHTS:

HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE PLANET?

No strong connections

Some weak connections

A few strong connections

Many strong connections

Our lives are interconnected

Reasons that support my decision:

MY FINAL THOUGHTS:

HOW STRONG ARE THE CONNECTIONS BETWEEN OUR LIVES AND THE PLANET?

No strong connections

Some weak connections

A few strong connections

Many strong connections

Our lives are interconnected

Reasons that support my decision:

My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Activity Sheet:

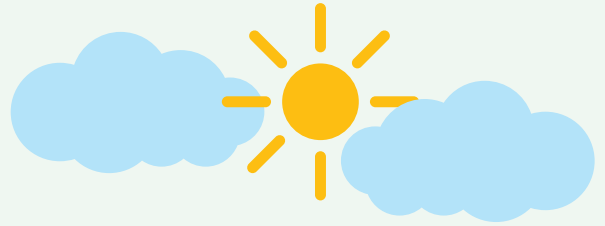
How are our lives connected to the planet?

Use the space below to create a diagram that shows how connected our lives are to the planet. You could also choose topic or issue that you are interested in (for example, water quality or climate change), and create a diagram that shows the connection between our lives and your topic or issue.

You could draw a picture here of you, your family, community, or any group of people here

You could draw a picture here of the topic or issue that you choose

Lesson 3: Deepening Understanding



Lesson question

- o What do we need to know to care for the planet?

Challenge

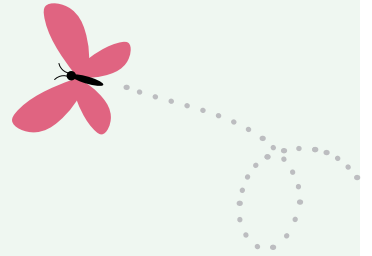
- o Choose the most useful information for helping you know how to care for the planet.

Learning goals

- o Identify important details from a story.
- o Use details from a story to support thinking and decisions.
- o Deepen our understanding of environmental issues so we can take action on our own or with others to care for the planet.

Suggested materials

- o A story or book that includes the description of at least one environmental issue or topic (e.g., water pollution, climate change). This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- o Access to a collection of books and stories about environmental issues or topics. A list of book suggestions is included in the appendix of this resource.
- o Activity sheet: Which information is the most useful? (at least one copy per small group)
- o Activity sheet: Deepening my understanding (one copy per student)
- o My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. To begin the lesson, organize your students into small groups and provide each group with at least one copy of the “Which information is the most useful” activity sheet.
2. Briefly explain that another school is asking your students which pieces of information would be the most useful for helping them decide if it’s a good idea to build a school garden. Ask groups to rate the usefulness of each piece of information (for example, “slurpees are not nutritious” is rated as “least useful”).
3. Invite groups to share their decisions and thinking with the class. As groups share, use their ideas to co-develop or present the criteria for useful information. Useful information is:
 - Relevant: Useful information will be directly related to the question or topic.
(start using a reusable cup, start telling decision-makers to take actions to help the planet)
 - Helpful: Useful information will help answer a question or grow understanding of a topic.
4. Prompt groups to note the criteria at the bottom of the activity sheet, then revisit their original decisions, this time using the criteria to guide their thinking.
5. Introduce the lesson challenge to students and explain that their task will be to choose the most useful information for helping them know how to care for the planet.



Grow the thinking

1. Provide each student with a copy of the “Deepening my understanding” activity sheet.
2. Consider inviting students to help you select an environmental issue or topic (e.g., water pollution, climate change). Alternatively, individual students or small groups could select the environmental issue or topic that they are most interested in (this could be the same issue or topic they began to explore in Lesson 3, “Making connections”). Prompt students to note this at the top of the activity sheet.
3. Draw students’ attention to the “Information that I know” column. Ask them to note the most useful information they know about their chosen issue or topic in each of the 5Ws + 1H.
4. Invite students to share their information. As they do, prompt them to suggest what useful information or questions they might need to find out about their chosen issue or topic. Guide students to record these ideas in the right-hand column of the activity sheet.
5. If the class selected one issue or topic, consider reading a related selected story at this point in the lesson. Pause to model how you might note information from the story on the activity sheet. Similarly, demonstrate how a detail from the story might make you think of something about the issue or topic that you need to find out. Continue reading the story, and encourage your students to add words, short phrases, or pictures on their activity sheets.
6. If individual students or groups selected their own issues or topics, encourage them to complete their activity sheets using details from stories and books (these could be from the list of book suggestions included in the appendix of this resource).



Reflect on the thinking

1. After reading the story to the class or students have read their selected stories, invite them to share their most useful pieces of information and what they need to find out with the class. Guide students in thinking about where they might find what they need to know to care for the planet.
2. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their initial thinking using information from this lesson. (If students have not started a Thoughtbook, a copy is included with this lesson. A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be “messy.” They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?

Activity Sheet:

Which information is the most useful?



Imagine that students from another school have asked you to help them decide if it's a good idea to build a school garden. In the middle of this page you will see information that students have collected. Follow these steps to help the students decide which pieces of information are the most useful:

Step 1: Read each piece of information

Step 2: Decide which box each piece of information belongs in (an example has been done for you).

A. Slurpees are not nutritious

B. The prices of groceries and food are going up

C. Gardening is good exercise

D. School gardens can provide food for students

Is it a good idea to build a school garden?

E. Gardens can help decrease global warming

F. The school mascot is a hawk

G. There are few grocery stores in the neighborhood

H. Other schools have gardens

Activity Sheet:

Which information is the most useful?

NOT VERY USEFUL	SOMEWHAT USEFUL	VERY USEFUL
A		

Criteria for useful information:

Activity sheet:

Deepening my understanding

Write the information you already know about the environmental issue or topic under “Information that I know.” Then decide what you might need to find out that would help you know how to care for the planet. Write these ideas and questions in the “Information that I need to find out” column.

MY ENVIRONMENTAL ISSUE OR TOPIC:



ACTION	INFORMATION THAT I KNOW	INFORMATION THAT I NEED TO FIND OUT
<p>Who? Who is affected? Who can help?</p>		
<p>What? What is happening? What are the causes and effects?</p>		
<p>Where? Where is this happening?</p>		
<p>When? When is it happening?</p>		
<p>Why? Why is this important?</p>		
<p>How? How can we take action to stop or change the problem?</p>		

Criteria for useful information

Useful information is:

- Relevant: Useful information will be directly related to the question or topic.
- Helpful: Useful information will help answer a question or grow understanding of a topic.

Lesson 4: Inspiring Action



Lesson question

- o How can we make a difference?

Challenge

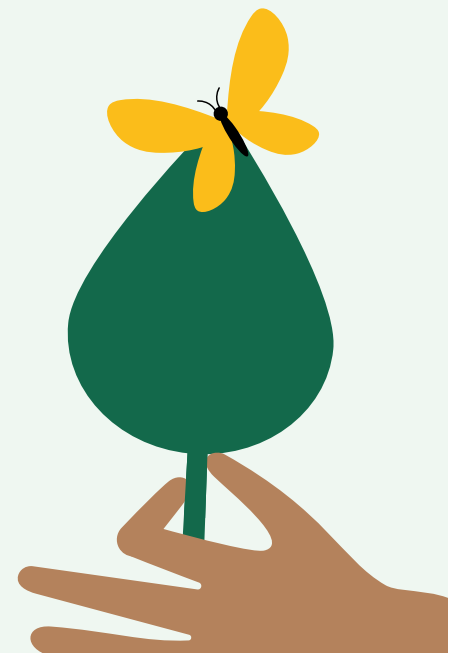
- o Use words and/or images to describe how you can be a difference maker for the planet.

Learning goals

- o Identify important details from a story.
- o Use details from a story to support thinking and decisions.
- o Identify specific actions that we can take on our own or with others to care for the planet.

Suggested materials

- o A story or book that includes the actions of a character, person, or group that has made a difference protecting or helping an aspect of the environment or the planet. This story or book could be read aloud with students, or read individually by students. A list of book suggestions is included in the appendix of this resource.
- o Activity sheets: What does making a difference look like? (at least one copy for each small group)
- o Activity sheet: I can be a difference maker (one copy per student)
- o My Thoughtbook: How can I show that I care for the planet? (one copy per student)



Start the thinking

For guidance using books and stories that may include sensitive topics or content, please remember to consult your school or district resources.

1. Begin the lesson by organizing your students into small groups. Provide each group with at least one copy of the “What does making a difference look like?” activity sheet.
2. Invite students to share their thoughts and feelings about what they notice in each of the sources. Briefly explain that each source is an example of an action that makes a difference to the health of the planet. Ask groups to carefully examine each source and to think of words or phrases that describe what making a difference for the planet might look like.
3. Invite students to share their suggestions and thoughts with the class. As they share, use their ideas to co-develop or present the criteria for making a difference:
 - Taking action: Making a difference usually includes taking action. This could include working to change or stop the causes or effects of an environmental problem or issue. Taking action could also include working to change beliefs and systems that can cause an environmental problem or issue.
 - Inspiring others: Making a difference can also include helping other people learn more about the environmental problem or issue. This could include actions that grow relationships, groups, and communities that can work together to show they care for the planet.

Consider noting and displaying these criteria for use later in this lesson.

4. Explain that the challenge of this lesson is to describe how they might be a difference maker for the planet.
5. If students started a Thoughtbook in a previous lesson, ask them to revisit their initial thinking about how they might care for the planet. Encourage them to add to or revise their initial thoughts. (A blank copy of the Thoughtbook is also included with this lesson.

A Thoughtbook is a place to draw or write their ideas that can help answer the lesson question and challenge. Assure students that their Thoughtbook is a safe place for their thinking to be “messy.” They can write down the beginnings of ideas, change ideas, and refine ideas before making a final decision.)



Grow the thinking

1. Guide groups' attention back to their suggestions of words and phrases that describe a meaningful action. Invite groups to decide which of the two criteria each word or phrase might belong to.
2. Encourage groups to share their decisions and thoughts with the class. As they share, invite them to use details from the sources to think of additional words and phrases that describe a difference maker. Use their ideas to emphasize that there are many ways to describe a difference maker—there isn't just one way or "right" answer to show that we care for the planet. Take care to highlight that no person or idea is too small or too big to matter to the health of the planet!
3. Introduce your students to the idea of the "ripple effect:" the idea that one action can lead to many other actions. For each of the sources on the activity sheet, invite groups to think of ripple effects that might help the planet.
4. Invite your students to revisit their Thoughtbook and their initial ideas about how they might take meaningful action to show that they care for the planet.
5. Read your selected story, pausing whenever an action is shown or described. Demonstrate how you might use the criteria for a difference maker to think about the actions, and explain what you might write or draw in your Thoughtbook. Alternatively, students could also choose a book that matches a topic or area of interest.



6. Continue reading the story, and encourage your students to add words, short phrases, or pictures in their Thoughtbooks to respond to the lesson challenge.
7. Invite your students to suggest examples from the story of characters that were difference makers for the planet. As they share, invite students to think of how the actions of the difference maker might ripple out and help care for the planet.
8. Encourage students to use the words or pictures from their Thoughtbooks with a partner, a small group, or with you.

Reflect on the thinking

1. After reading the story to the class, remind them that their lesson challenge was to describe how they can be a difference maker for the planet. Provide each student with a copy of the “I am a difference maker” activity sheet and invite them to use words and/or images to describe how they can make a difference for the planet. Remind students that they can use ideas from their Thoughtbook and other lessons to create a description of how they can make a difference for the planet.
2. While reading or listening to student thinking, notice the extent to which students can identify examples from the book of actions that show care for the planet.



My Thoughtbook:

How can I show that I care for the planet?

ACTIONS I CAN DO ON MY OWN

What can I start doing?

What can I stop doing?

ACTIONS I CAN DO WITH OTHERS (FRIENDS, FAMILY, SCHOOL, COMMUNITY)

What can I start doing?

What can I stop doing?



Activity Sheet:

What does making a difference look like?

Each of these sources shows or describes how young people are making a difference and caring for the planet. Look carefully at each source and then write down any words or phrases that could be used to describe what making a difference for the planet might look like.

SOURCE 1:
YOUNG PEOPLE PLANT
A COMMUNITY GARDEN



SOURCE 2:
A VOLUNTEER HELPS
WITH A BEACH CLEAN UP

Activity Sheet:

What does making a difference look like?

Source 3:

In 2019, a group of 15 young Canadians announced that it was suing the Government of Canada. The young people from across Canada said they launched the lawsuit because the government has been “talking for a long, long time about how climate change is a problem, yet they’re continuing to contribute to that problem instead of taking action on it.”

The young people say that they don’t want money if they win in court. According to one group member, the goal is to increase awareness and to force the government to start a climate recovery plan.

<https://www.cbc.ca/kidsnews/post/15-young-canadians-suing-the-government-over-climate-change>

WHAT WORDS OR PHRASES CAN BE USED
TO DESCRIBE WHAT MAKING A DIFFERENCE
FOR THE PLANET MIGHT LOOK LIKE?



Activity Sheet:

I am a difference maker



I can make a difference for the planet by...

Issue or area that I want to focus on:

Criteria for making a difference:
Taking action & inspiring others

Appendix: Reading Lists

Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Nature is an Artist written by Jennifer Lavallee and illustrated by Natalia Colombo</p>	<p>Readers will be encouraged to look at nature as artists. Children will see colourful visuals of landscapes, small creatures and plant features, which can inspire them to create art forms of what they see.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The Curiosities written by Zana Fraillon and illustrated by Phil Lesnie</p>	<p>A gentle book about the extraordinary things in nature around us that sometimes we miss. The book centers a neurodivergent character as the curiosities show us different ways to see the world and appreciate it.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>We Are Better Together written by Bill McKibben and illustrated by Stevie Lewis</p>	<p>This book shows readers the power of working together as a team and community to create change in relation to climate change. The beautiful words and illustrations show the power of taking care of one’s environment and what shared responsibility and hope can look like.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>I Hear You, Ocean written by Kallie George and illustrated by Carmen Mok</p>	<p>Two kids visit the ocean and pay close attention to the beautiful and wondrous sounds it makes. The book teaches young children how to engage with the world around them in kind and respectful ways.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please note: books may connect to multiple lesson themes

Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Little Hummingbird written by Michael Nicoll Yahgulanaas</p>	<p>There is a forest fire and all of the animals are worried and scared. They run out of the forest. There is a small hummingbird who is trying to stop the fire by taking small droplets of water in her beak. The story teaches readers the importance of taking action for a cause one cares about regardless of one's size or age. An important book that centers on the importance of action.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>The Earth Book written by Todd Parr</p>	<p>A beautiful and gentle book that introduces young readers to the different ways we can protect the environment. Lively and fun illustrations help readers stay engaged.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Pictures in the Sky written by Barbara Reid</p>	<p>Barbara Reid brings her style of art into this lovely book that helps readers appreciate all of the beauty the sky has to offer and then changes it goes through. Readers learn to notice and appreciate their surroundings.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Summer Feet written by Shree Fitch and illustrated by Carolyn Fisher</p>	<p>A book that introduces readers to all of the summer has to offer. This book is a celebration of the summer months and the activities one can do on the land during the special time.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Mii maanda ezhi-gkendmaanh / This Is How I Know: Niibing, dgwaagig, bboong, mnookmig dbaadjigaade maanpii mzin'igning/ A Book about the Seasons</p> <p>written by Brittany Luby and illustrated by Joshua Mangeshig Pawis-Steckley</p>	<p>A lovely and gentle book about the different seasons. Readers are encouraged to stop and notice the changes of the different seasons and through this they build a respect, awareness and love for the earth.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>My Ocean is Blue</p> <p>written by Darren Lebeuf and illustrated by Ashley Barron</p>	<p>A little girl shows and describes the love she has for the ocean. Readers feel like they are with the character as she describes the sensory details of the ocean. This book helps readers build a love and respect for their environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Kenya's Art</p> <p>written by Linda Trice and illustrated by Hazel Mitchell</p>	<p>A great book that shows the possibilities of creating art with recycled items. Readers learn how they can recycle and reuse their items!</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Please note: books may connect to multiple lesson themes

Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Watcher: Jane Goodall’s life with the chimps written by Jeanette Winter</p>	<p>A picture book biography about Jane Goodall. Readers learn fascinating and interesting facts about this amazing person as well as the importance of protecting all aspects of the earth.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Stand Up! Speak up! A story inspired by the climate change revolution written by Andrew Joyner</p>	<p>A beautiful book that introduces young readers to the climate change revolution. Readers learn the role they can play in protecting and taking care of their world.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Martin and the River written by Jon-Erik Lappano and illustrated by Josée Bisailon</p>	<p>This poetic story looks at the special relationship between an imaginative child and the natural world, and explores how that connection can be nurtured and recreated in a new place.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Wangari’s Tree of Peace: A true story from Africa written by Jeanette Winter</p>	<p>Wangari is an environmentalist who is the founder of the Green Belt movement. This is a beautiful picture book biography that shows us the impact she has made.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



*Please note: books may connect to multiple lesson themes

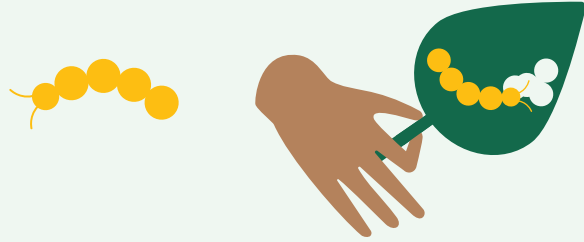
Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Seasons written by Hannah Pang and illustrated by Clover Robin</p>	<p>A great visual book that shows young readers the intricate details of the changing seasons from around the world. Readers learn simple facts about the creatures and plants that are found in each location during the different seasons.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>On the Trampoline written by David Robertson and illustrated by Julie Flett</p>	<p>A beautiful story that focuses on the connection with the land through intergenerational family connections.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Watercress written by Andrea Yang and illustrated by Jason Chin</p>	<p>An important and interesting book about memories and what it can look like to use the land and forage for food.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Change Starts with Us written by Sophie Beer</p>	<p>A first look at the many different ways we can take actions to create a better environment. Young readers are exposed to the different ways they can create change that will positively impact the environment.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Earth Hour: A Lights out event for our planet written by Nanette Heffernan and illustrated by Bao Luu</p>	<p>An important book about earth hour and how it can help us work towards protecting our environment. The book shows readers that all can play a role.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Please note: books may connect to multiple lesson themes

Grades K-1: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Mess We Made written by Michelle Lord and illustrated by Julia Blattman</p>	<p>This is a beautiful book that is sensitive and gentle in the ways it explores the impact trash and plastic has had on our environment. It also shows and inspires young readers to take action and make a difference on these issues.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>I Hear You, Forest written by Kallie George and illustrated by Carmen Mok</p>	<p>A lovely book that helps young readers notice and name their surroundings while learning about the importance of listening. It teaches children to be active participants in their world.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Jayden’s Impossible Garden written by Mélina Mangal and illustrated by Ken Daley</p>	<p>This story highlights the power of the imagination and intergenerational relationships in bringing a community garden to life. It centers a young person’s love of nature and finding it in urban environments.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia written by Miranda Paul and illustrated by Elizabeth Zunon</p>	<p>This book immerses the reader in Gambian culture and tells the true story of how Isatou began a movement in her community to recycle plastic bags that were having a negative impact.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



*Please note: books may connect to multiple lesson themes

Grades K-1: Reading List

TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>My Friend Earth written by Patricia Maclachlan and illustrated by Francesca Sanna</p>	<p>This beautiful book of die-cut pages encourages exploration as its poetic text celebrates everything Earth does for us, all the while reminding us to be a good friend in return.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Look inside What We Throw Away written by Rose Hall</p>	<p>A positive book about how producing less garbage can help save the planet. See where the garbage goes after being put in a bin and discover how we can avoid throwing so much away.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



*Please note: books may connect to multiple lesson themes

Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>We Are Water Protectors written by Carole Lindstrom and illustrated by Michaela Goade</p>	<p>Readers learn about Indigenous-led movements to protect water and the earth. It demonstrates the relationship between the author’s Indigenous cultures and the land and encourages the reader to speak up when other voices cannot speak for themselves.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Welcome, Rain written by Sheryl McFarlane and illustrated by Christine Wei</p>	<p>A story book that encourages the love of rain by including reasons of how and why it is important to our ecosystems and climate. Children are drawn to the reading by the protagonist’s personal connections, excitement and curiosity of what the rain does in different environments.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Dear Earth... From Your Friends in Room 5 written by Erin Dealey and illustrated by Luisa Uribe</p>	<p>When the kids in Room 5 write to Earth asking what they can do to help save our planet, they are delighted to get a letter back. This beautiful picture book is a celebration of every child’s ability to connect with the environment and make a positive impact.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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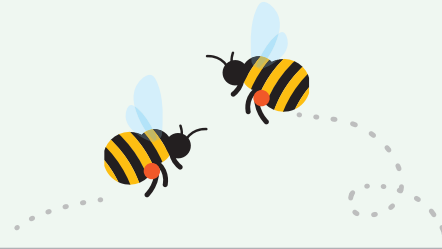
Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Spur, A Wolf's Story written by Eliza Robertson and Illustrated by Nora Aoyagi</p>	<p>This book is a story about a young wolf looking for a kin and is troubled by the human footprint (a helicopter). The story encourages dialogue and highlights the concern of protecting wild animals in North America, and how human impact affects wildlife and landscape.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>When My Dad Went to the Jungle written by Gusti and Illustrated by Anne Decis</p>	<p>The story includes a look at and encourages curiosity of the habitat and lives of Indigenous people living in the Amazon Rainforest. Throughout the book, readers think critically about ways to respect and sustain the plants, animals and people living in the forest.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Luminous Living Things that Light up the Night written by Julia Kuo</p>	<p>An interesting book that teaches readers about bioluminescence. Readers will learn to look at the creatures and living things that make up their own light like fireflies, glow-worms and vampire squid. Readers will see how wondrous their world is and the importance of taking care of it.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>A Forest in the City written by Andrea Curtis and illustrated by Pierre Pratt</p>	<p>A beautiful book of narrative non-fiction, that takes a look at an urban forest in different ways. Readers see the big as well as intricate details that make up the urban forest.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Grades 2-3: Reading List

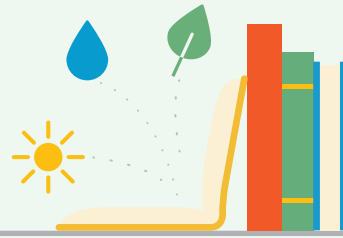


TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Stand Like A Cedar written by Nicola I. Campbell and illustrated by Carrielynn Victor</p>	<p>A beautiful book that reminds readers to pay close attention to their surroundings and the environment. It teaches readers about our connection to the land and the importance of sustainability. Readers learn the names of animals in the Nt̓eʔkepmxcín or Halq'emeylem languages and the special teachings they carry.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Peter and The Tree Children written by Peter Wohlleben and illustrated by Cale Atkinson</p>	<p>A story that explores a squirrel's relationship with trees and the interconnectedness with other trees and species that rely on the habitat of forests. The book emotionally draws a reader through the lens of a squirrel who feels loneliness but is reminded of how the awareness of the species around him are vital to the environment.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Me, Toma and the Concrete Garden written by Andrew Larsen and illustrated by Anne Villeneuve</p>	<p>A great book about friendship and different types of growth. Vincent is staying with his aunt for the summer as his mom recovers from a surgery. It is there that he meets Toma and together they bring an empty neighborhood lot to life and make a community garden.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Water Walker written and illustrated by Joanne Robertson</p>	<p>An important story of an Ojibwe Grandmother, the water walker and her love and respect for water. Nokomis walks to raise awareness for water and the many reasons we must actively take care of it. An inspiring story that connects us all.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>What Grew in Larry's Garden written by Laura Alary and illustrated by Kass Reich</p>	<p>In this book we see the power of a community and the impact it has on building a love for the environment. Grace and Larry are neighbors. Larry has an amazing garden and Grace loves helping him out in the garden. The book shows an intergenerational friendship and the role it can play in creating change in the environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>City Streets are for People written and illustrated by Andrea Curtis</p>	<p>This book shows readers what sustainable transportation looks like around the world. It also shows the impact this has on the environment. Through the vivid illustrations and accessible content, readers will consider the actions they can take in their neighborhoods and communities.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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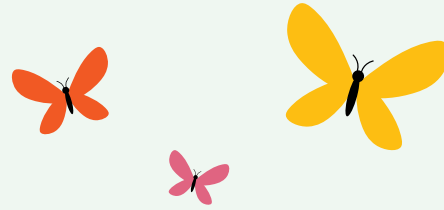
Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Bug Girl written by Sophia Spencer and Margaret McNamara, and illustrated by Kerascoët</p>	<p>Sophia loves bugs and knows so much about them! In the beginning her classmates are interested and think she's cool but their interest fades away. Sophia decides to give up her passion but learning about and becoming pen pals with a bug scientist rekindles her love. An important book that teaches readers about the many interesting facts about bugs, following your passion and the many careers in this field.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Fatima's Great Outdoors written by Ambreen Tariq and illustrated by Stevie Lewis</p>	<p>A great book about a family that goes camping for the first time. Readers learn about all of the different things needed to go camping and get immersed in the family's adventure. This book is a love letter to the outdoors, and a reminder that public land belongs to all of us.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Outside In written by Deborah Underwood and illustrated by Cindy Derby</p>	<p>A beautiful book that shows the many different ways the environment is part of our daily lives. Readers will see and learn that they are connected to something bigger.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please note: books may connect to multiple lesson themes

Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>In the Clouds written by Elly Mackay</p>	<p>An imaginative book where the main character asks lots of different questions about the environment and how things come to be. The illustrations are whimsical, magical and will help readers become connected with their environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Our Green City written by Tanya Llyod Kyi and illustrated by Colleen Larmour</p>	<p>A positive book with an important message for readers about sustainability and their role in creating change in their communities. The book shows readers the different ways people take care of their communities.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>The Keeper of Wild Words written by Brooke Smith and illustrated by Madeline Kloepper</p>	<p>An important and touching book about a granddaughter and her grandmother exploring and learning about nature. This book shows the power of language and words in creating change.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Who's Looking?: How Animals see the world written by Carol Matas and illustrated by Cornelia Li</p>	<p>An important book that visually shows how different animals see the world. It builds empathy and helps us see life from various perspectives. Readers foster a love for their world.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



*Please note: books may connect to multiple lesson themes

Grades 2-3: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Our World Out of Balance: Understanding Climate Change and What We Can Do</p> <p>written by Andrea Minoglio and illustrated by Laura Fanelli</p>	<p>This is a clear introduction to the what and whys of environmental degradation and what can be done. It introduces children to the issue of climate change with clear facts and proactive solutions. Inspires children to think about their role in keeping the world healthy.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Wind Riders #1: Rescue on Turtle Beach</p> <p>written by Jen Marlin and illustrated by Izzy Burton</p>	<p>This is the first book in a series of adventures where Max and Sofia tackle real world problems. Each story visits a new location and introduces a human-made problem endangering animals and the environment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Over and Under the Pond</p> <p>written by Kate Messner and illustrated by Christopher Silas Neal</p>	<p>Celebrates the forms of life that lives above and under a pond. An educational look at the beauty the ecosystems of ponds offer.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



*Please note: books may connect to multiple lesson themes

Grades 4-6: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Can You Hear The Trees Talking- Discovering The Hidden Life of the Forest written by Peter Wohlleben</p>	<p>A children’s information text based on the captivating novel “The Hidden Life on Trees” by Peter Wohlleben about the complex and interconnectedness of trees and forests. This book builds awareness through information, scientific evidence and activities on how vital trees are to small and large ecosystems.</p>	✓	☐	✓	☐
<p>Palm Trees at the North Pole: The Hot Truth About Climate Change written by Brooke Smith and illustrated by Madeline Kloepper</p>	<p>An entertaining fact and history book centered on the history of our global environment and the deep consequences of climate change. The book also offers strategies and suggestions on how to take action to better our living planet.</p>	☐	☐	✓	✓
<p>Plasticus Maritimus – An Invasive Species written by Ana Pego and Isabel Minhos Martins, illustrated by Bernado P. Carvalho</p>	<p>A non-fiction book with illustrations on the urgent issue of ocean plastics and how it is invasive to all aspects of ocean environments. The book encourages readers to think critically about human activity involving plastics and how to prevent further harm.</p>	☐	✓	☐	✓

*Please note: books may connect to multiple lesson themes

Grades 4-6: Reading List

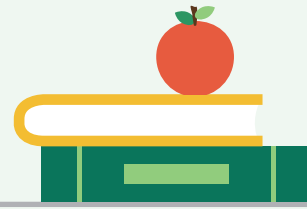


TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>One Earth: People of Colour Protecting Our Planet written by Anuradha Rao</p>	<p>A non-fiction book that centers the voices of environmental heroes who are people of colour. The book shares many different inspiring ways people have and continue to make a difference on the environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Be the Change: Rob Greenfield’s call to kids making a difference in a messed up world written by Rob Greenfield and Antonia Banyard</p>	<p>An inspiring book and guide that shares how kids can make a positive difference on climate change. The information is set up in kid-friendly ways with solutions on what can be done to create change.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>My Book of Butterflies written by Geraldo Valério</p>	<p>An impressive book with many different butterflies from around the world and specific facts about each. A great way to build interest, respect and engagement with the environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>I Have the Right to Save the Planet written by Alain Serres and illustrated by Aurélia Fronty</p>	<p>This is an important book written from a child’s perspective on what climate change means and looks like for Earth. It is inspiring as it shows how young people can advocate for the environment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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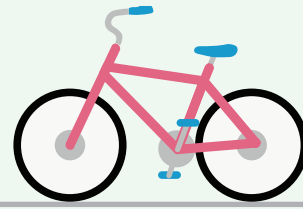
Grades 4-6: Reading List



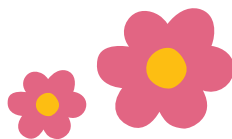
TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>On Our Nature Walk: Our first talk about our impact on the environment</p> <p>written by Jillian Roberts and illustrated by Jane Heinrichs</p>	<p>An important book that serves as an introduction to learning about the environment. Through an inquiry-based approach using age-appropriate language and topics, readers will learn the importance of taking care and protecting the earth.</p>	✓	☐	✓	☐
<p>City of Water</p> <p>written by Andrea Curtis and illustrated by Katy Dockrill</p>	<p>A book around the importance of water and the impact it has on our communities and the world. Readers learn the importance of protecting water.</p>	✓	☐	☐	✓
<p>How to Change Everything: the young human’s guide to protecting the planet and each other</p> <p>written by Naomi Klein and Rebecca Stefoff</p>	<p>An important book that acts as a guide to climate action and justice. It is a tangible and accessible call to action for young readers.</p>	✓	☐	☐	✓

*Please note: books may connect to multiple lesson themes

Grades 4-6: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Climate Action: the future is in our hands written by Georgina Stevens and illustrated by Katie Rewse</p>	<p>An important and accessible book about climate change and how it is affecting our world. The book shares innovative ideas about climate change and what young people can do about it.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Braiding Sweetgrass for Young Adults: Indigenous wisdom, scientific knowledge, and the teaching of plants By Monique Gray Smith and Robin Wall Kimmerer, illustrated by Nicole Neidhardt</p>	<p>An important adaptation of the book, “Braiding Sweetgrass” for young readers that teaches them about the many different things plants can teach us. A beautiful and accessible book about ecological awareness.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Flowers are Pretty Weird written by Rosemary Mosco and illustrated by Jacob Souva</p>	<p>A nonfiction book about many interesting and unknown facts about flowers. Readers will learn to appreciate the many different things flowers offer to our world.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



*Please note: books may connect to multiple lesson themes

Grades 4-6: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>Old Enough to Save our Planet written by Loll Kirby and illustrated by Adelina Lirus</p>	<p>An inspiring book that shows the many ways people take care of their environments and communities. The visuals are fascinating and detailed and will be sure to keep readers engaged.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Climate Rebels written by Ben Lerwill</p>	<p>This non-fiction book features 25 hopeful stories of humans from around the world working to protect the planet. This title features both well-known activists including Greta Thunberg, Wangari Maathai and Jane Goodall as well as lesser-known heroes including turtle protector Len Peters, the guardians of the Amazon rainforest and the poacher patrollers The Black Mambas.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Fresh Air, Clean Water: Our right to a healthy environment written by Megan Clendenan and illustrated by Julie McLaughlin</p>	<p>This book profiles and details kids taking action on environmental rights around the world. It introduces critical environmental and social justice questions, connecting them to recent history.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Grades 4-6: Reading List



TITLE AND AUTHOR/ ILLUSTRATOR OF BOOK*	HOW BOOK CONNECTS TO LESSON THEME	Growing Awareness	Making Connections	Deepening Understanding	Inspiring Action
<p>The Wild Robot written by Peter Brown</p>	<p>When robot Roz opens her eyes for the first time, she discovers that she is all alone on a remote, wild island. She has no idea how she got there or what her purpose is—but she knows she needs to survive. A heartwarming and action-packed novel about what happens when nature and technology collide.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>A Whale of the Wild written by Roseanne Parry and illustrated by Lindsay Moore</p>	<p>A heart-stopping tale of survival with impeccable research on a delicate ecosystem and threats to marine life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Slow Down: 50 Mindful Moments in Nature written by Rachel Williams and illustrated by Freya Hartas</p>	<p>In this beautiful illustrated collection, 50 moments in nature are paused for you to watch them in detail. You are invited to go outside and see what you can find when you take the time to slow down.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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