Small Acts Matter

Students choose and share ways to care for their local environment.

K-ESS3-3 "Communicate solutions that will reduce the impact of humans on the land, water, air, and living things in the local environment. (SEP: 8; DCI: ESS3.C, ETS1.B; CCC: Cause/Effect) Alignment may include K-2-ETS1-2"

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE A CHOICE

a

bin	**ground**	**pond**

b

smoke	**walk**	**car**

2 SHARE AN IDEA

pond	
bees	

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HOW TO RUN THIS PAGE

Read the choices aloud, then ask each child to circle a helpful choice and explain what it changes. For the boxes, listen to each child's own solution and its effect, and record any support you give separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE A CHOICE

SAY "Listen as I read each choice. Circle one way to help, then tell me how it helps."

ROW	SAY	STUDENTS CIRCLE
a	You have a wrapper after snack. Where could you put it to keep the land clean? Listen: bin, ground, pond. Which one will you circle?	**bin**
b	You are going to a park close by. Which choice helps keep the air clean? Listen: smoke, walk, car. Which one will you circle?	**walk**

PART 2 · SHARE AN IDEA

SAY "Look at the word by each box. Think of one way people can help. Write a word or short phrase for your idea in each box, then tell me what you would do and how it would help."

- Box 1 (beside pond): **A word or short phrase for an action that protects pond water, with an oral explanation of its effect.**
- Box 2 (beside bees): **A word or short phrase for an action that helps bees, with an oral explanation of its effect.**

WHAT TO ACCEPT

Circle answers: bin, then walk. For the boxes, accept a relevant written idea, including invented spelling, when the child can say an action and how it helps, such as picking up trash to keep it out of pond water or planting flowers to give bees food.