



Activity Packet

A collection of resources aligned to the theme of Community



We Are Earth's Community Helpers

Our Earth is home to an incredible community of living things, from towering forests and rushing rivers to busy coral reefs and open meadows. Every creature, every plant, and every person have a role to play in keeping our community healthy and thriving. Help your students discover their place in the Earth's community and explore how they can become helpers, caretakers, and advocates for the amazing planet we all share through engaging books and activities.

Everything you need to participate in Rally to Read is right here, from inspiring book recommendations to engaging activities, puzzles, and more. Watch the featured read-alouds, then extend the experience with activities and resources for the classroom and at home.

This packet includes:

- [Recommended Book List](#)
- [Barnes & Noble Storytime Pick Read-Aloud Activity](#)
- [Penguin Random House Pick Read-Aloud Activity](#)
- [Classroom Activities](#)
- [At-Home Activities](#)
- [Puzzles & Games](#)

For more reading fun, visit RallytoRead.org.

Reading Is Fundamental has curated a list of books to help children further explore the theme of sustainability. Use this recommended book list to help your students/children continue their discovery about this topic in school and at home. For additional activities for the books listed, please visit RIF.org/Literacy-Central/Collections/Rally-Read-Community-Collection.



How to Hatch

Author: Sara Holly Ackerman
Illustrator: Galia Bernstein
Grades: PK-2



Rainbow Weaver / Tejedora del Arcoíris

Author: Linda Elovitz Marshall
Illustrator: Elisa Chavarri
Grades: 1-4



The Girl Who Grew

Author: Storytime Magazine
Illustrator: Amari Mitnaul
Grades: PK-5



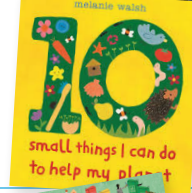
Greta and the Giants

Author: Zoë Tucker
Illustrator: Zoe Persico
Grades: PK-2



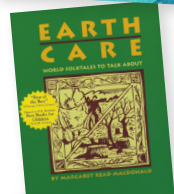
We Are Water Protectors

Author: Carole Lindstrom
Illustrator: Michaela Goade
Grades: K-3



10 Small Things I Can Do to Help My Planet

Author & Illustrator: Melanie Walsh
Grades: PK-2



Earth Care: World Folktales to Talk About

Author: Margaret Read MacDonald
Grades: 5-8



Recycling Day: What Happens to the Things We Throw Away

Author: Polly Faber
Illustrator: Klas Fahlén
Grades: 2-5



One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia

Author: Miranda Paul
Illustrator: Elizabeth Zunon
Grades: K-3



Riverkeeper: Protecting an American River

Author: Nancy F. Castaldo
Grades: 5-8

BARNES & NOBLE

Storytime Pick



A Room With a View

Author: Joanna Ho
Illustrator: Thaís Mesquita
Grades: PK-3

View read-alouds of titles in blue on RallytoRead.org this month and read the title in green on [Skybrary](https://Skybrary.org), RIF's reading app.

Discussion questions for any recommend book listed above:

1. Books this month show people taking care of the Earth. What is one small thing you could do to help take care of the water, the air, or the land around you?
2. When we finish with something, like an empty box or a banana peel, where does it go? What does it mean to recycle, reuse, or throw something away?
3. Some characters turn old or thrown-away things into something new and useful. Have you ever made something new out of something old? What did you make?

Pre/Post Activities

Use these activities to accompany the author's reading on RallytoRead.org.

Common Core State Standards: R.1, R.3, SL.1, W.3
College, Career, and Civil Life: D2. Geo.5

BARNES & NOBLE

Storytime Pick



A Room With a View

Author: Joanna Ho

Illustrator: Thaís Mesquita

Grades: PK–3

Pre-Reading Activity

Tell students that they are going to hear a story about a boy named Oliver whose family sets out on a big outdoor adventure. Show the cover (insert a picture of it) and read the title aloud.

As a class, create a See, Think, Wonder chart (see example on next page):

- See: What do you see on the cover? What living things do you notice?
- Think: What do you think this story will be about based on the title and cover?
- Wonder: What do you wonder about the “view”? What kinds of outdoor places would give us a special view?

Have a class discussion:

- Where do you think Oliver’s family is going?
- Think of some places you like to spend time outside, where would your room with a view be?

Post-Reading Activity

In this story, Oliver was unhappy with his mom’s ideas of an adventure, then he discovers that hiking, s’mores, and family time make the outdoors special.

Discuss these questions:

- Why do you think Mama says, “Now this is a room with a view!” every time they go somewhere new?
- How does Oliver feel about going on an adventure at the beginning of the story? How did his feelings change in the end?
- How does Mama encourage Oliver to appreciate nature?
- Would a view like Oliver’s stay beautiful if we didn’t take care of the earth around it? What is one way we could help?

Have students draw a picture of their chosen room with a view. What adventures would you go on? Where would you go and who would you share it with?



Theme: Community | Classroom Activity

See, Think, Wonder Chart

Name: _____

Topic: _____ Date: _____

See: What do you see?	Think: What do you think is going on?	Wonder: What does it make you wonder?

Pre/Post Activities

Use these activities to accompany the author's reading on RallytoRead.org.

Common Core State Standards: R.1, SL.1, W.1

Next Generation Science Standards: LS1-1, LS1-2, ESS3-3

Penguin
Random
House

Pick



How To Hatch

Author: Sara Holly Ackerman

Illustrator: Galia Bernstein

Grades: PK-2

Pre-Reading Activity

Tell students that they are going to learn about gosling, which is a baby goose.

- A gosling grows up to be a goose, a big bird with a long neck and webbed feet. When geese gather together in a group, that group is called a gaggle.
- You can find geese in places with grass and water: ponds, lakes, riverbanks, parks, baseball fields, and golf courses. That is their habitat, the place where they live, find their food and water, and a safe place to raise their babies.
- Geese build their nests right on the ground, close to the water. They do not build them up in a tree.
- Show students the inside cover. Point out the two geese building their nest. Tell students that they are looking at parent geese gathering, grass, twigs, and soft plant material from the area around them to build a safe nest for their eggs to grow.



Have a class discussion:

- Where are the geese getting the materials for their nests?
- What do you think would happen if the things lying around were not safe for building a nest like plastic, string, or trash?
- What do you think a baby bird has to do to break out of a shell?

Pre/Post Activities (cont.)

Use these activities to accompany the author's reading on RallytoRead.org.

Common Core State Standards: R.1, SL.1, W.1

Next Generation Science Standards: LS1-1, LS1-2, ESS3-3

Penguin
Random
House

Pick



How To Hatch

Author: Sara Holly Ackerman

Illustrator: Galia Bernstein

Grades: PK-2

Post-Reading Activity

In this story, a gosling works its way out of its egg step by step, using its egg tooth and its pipping muscle to breathe, pip, rest, unzip, and finally flop out into the world.

Discuss these questions:

- How does a gosling use its egg tooth while it is still inside the shell? What does the pipping muscle do to help?
- Why do you think it takes a gosling so long to hatch? What happens between all the pecking?
- What body part do you think is the most useful to the gosling? Why?
- What do you think would happen if the parent goose did not watch over its babies?

Tell students they now know what a gosling needs to survive: air, a warm, dry spot, water, and green plants like grass and seeds to eat. Every one of these things comes from its habitat.

Have students draw, write, or tell their answers:

- What could happen to the goslings if we did not keep our community clean?

Sentence Frame: (Optional)

"One thing I can do to keep our Earth safe for animals is _____."



Theme: Community | Classroom Activity

Vocabulary

Common Core State Standards: R.4, L.5

Word

Student-Friendly Definition

Community	When many living things share the same place and depend on one another, they form a group that lives and grows together.
Protect	When you keep something safe from harm, you watch over it and make sure nothing bad happens to it.
Resource	When nature gives us something we need to live, like clean water, air, trees, or soil, we have something valuable to use wisely.
Responsible	When you take care of something important and do what needs to be done, others can count on you.
Restore	When you fix or bring back something that was damaged, you help it return to the way it should be.
Waste	When something useful is thrown away or used carelessly, it is lost when it could have been saved.

Earth Protectors

- This activity is appropriate for independent work, pairs, or small group work collaboration.
- Adjust the activity according to the needs of your individual students by assigning specific roles for pair or group work.

Part 1: Whole Group Discussion

Common Core State Standards: SL.1, R.4

College, Career, and Civic Life Framework for Social Studies: D2.Geo.2, D2.Eco.1

Big Question: How can we be helpers for our amazing Earth?

Educator Preparation: Before the lesson, gather community photos of your local recycling center, landfill, donation drop-off locations, and areas around your school that have trash cans, recycling bins, and compost bins. If applicable, display a map of your local community to help students make connections. Print or display these images to use as anchors during discussion.

Use the photos and vocabulary words to start the discussion with the big question. “How can we be helpers for our amazing Earth?”

- Show each location and ask students to identify what they see, and what they believe should go in each.
- Introduce vocabulary words with a [Frayer Model](#).
- Connect ecosystem and community: What do you think happens when we leave litter on the ground? Where will it go? Who could it harm?

Part 2: Whole Group Activity

Common Core State Standards: SL.5

Next Generation Science Standards: LS1.1

Prepare students to take a walking tour, tell them we are observing and recording and not touch anything without gloves. We are looking for types of waste.

1. Take a walking tour of the school, or pre-determined location and have students identify the type of waste and signs of nature nearby.
2. Encourage students to draw, write, and map out the location where they find the most litter.
3. While walking outside stop near a piece of litter and ask: If an animal or insect lived here how might the litter affect it?



Theme: Community | Classroom Activity

Part 3: Small Group/Individual Activity

Common Core State Standards: SL.4, SL.5, K.MD.A.3, 1.MD.C.4, 2.MD.D.10

Next Generation Science Standards: EST1.1

Culminate with a discussion about the categories of litter and prepare students to go create their own visual representation of the data they collected.

- Which type of waste did we find the most?
- Where did we find the most trash?
- What does that tell us?

Examples include: compost (food scraps), recycle (paper, plastic), waste (other), plastic (water bottle, wrappers), paper (napkins, plates, sheets), food

Optional Extension Discussion Questions

1. Which kind of trash did we find the most? Where do you think it came from? What could we do so there's less of it tomorrow?
2. If this litter washed into a nearby storm drain, where might it end up? What animals could be affected? Which category is the easiest to reduce, and why?
3. Can you tell from the data whether the problem is a lack of bins, a behavior issue, or a design issue? What would a scientist call your next step, a hypothesis or a conclusion? How would you test it?

Cross Curricular Recommended Activities

Activities that can be done whole group, small group, or individually as an extension.

Help Wanted!

ELA CCSS: W.1

Materials: writing paper, colors (markers, crayons, etc.)

Have students create a poster advocating why we need to help the earth and how our litter affects the community. Add details about the habitat, and what could happen if litter gets in the way of our environment (e.g., turtle and soda bottle plastic).

Sentence starters if needed:

- "We can help the earth by _____."
- "We should _____ because it helps _____ stay safe."
- "I can help the earth by _____."

Building A Cleaner Home

MATH CCSS: MD.A.1, MD.B.3

Materials: Litter Data Sheet

1. Which location had the most litter?
2. Which type of litter was the most?
3. What can we do to reduce the amount of litter we produce?

Map It Out!

SOCIAL STUDIES C3: D2.Geo.2, D2.Geo.4

Materials: Community photos, map of your local community (printed or digital)

1. Mark on the map where each community photo from our whole group discussion belongs.
2. Find the recycling center, the landfill, and any donation drop-off spots in your community and draw a different symbol for each on the map, with a key.
3. Draw a line from your school to each place. Which one is the closest? Which is the farthest?
4. Pick one place, why do you think communities build places like this? How does it help the people who live here?

Watch What Happens Live!

SCIENCE NGSS: ESS2.1, ESS2.2, CCSS: W.7

Materials: Add soil to three small containers. Then add a food scrap to one, paper to one, and a plastic wrapper to one.

1. Predict: Which one do you think will break down into the soil? Place a check next to your prediction on your recording sheet.
2. Each day, observe and draw what you see in each container. Note any changes.
3. After two weeks, share what you noticed. Which item did NOT break down? Why does that matter?

Our class is learning about the theme of community and sharing our Earth with literacy resources from Reading Is Fundamental (RIF). To deepen their understanding of this concept, here is a suggested activity you can complete with your child at home.

Second Chances

This activity can be as simple or as involved as you like, using a device and items found around the house.

Steps

1. Download Skybrary, Reading Is Fundamental's reading app, on the Apple App Store, on Google Play, or for the Amazon Kindle where you can access 50 free virtual field trips and 100 free books. Or visit Skybrary at skybrary.org.
2. Once you are in Skybrary, visit the Genius Academy Island, shown below and click on the video tab. Then scroll until you find the "Recycling" video image shown below.

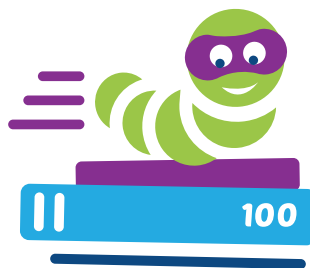


3. Watch together and then share a discussion about waste. How do you reduce, reuse, or recycle at home?
4. Why might it be important to reuse items? Where do they go when they're done?
5. Together, think of items in the house that you could reuse in other ways? How can items get a second life? What can you create if you combine, alter, or think about an item in a new way? What can you create?



Community Puzzles/Games

Criss Cross • Word Search • Coloring Sheet



Name: _____ Date: _____

Community: Criss Cross (K-2)

Across

1. When you fix or bring back something that was broken or damaged, you help it return to the way it should be.

3. When something useful is thrown away or used carelessly, it is lost when it could have been saved.

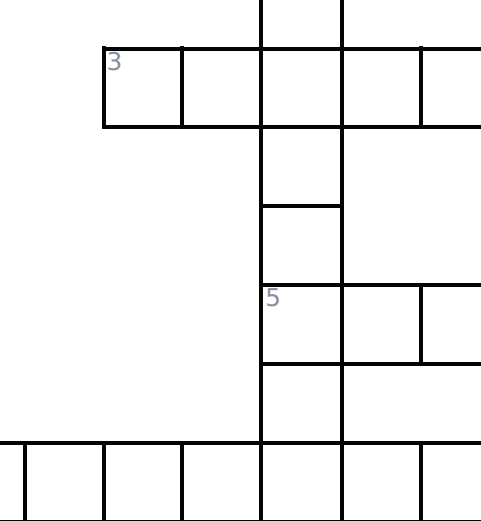
5. When you take care of something important and do what needs to be done, others can count on you.

6. When you keep something safe from harm, you watch out for it and make sure nothing bad happens to it.

Down

2. When you use something in a way that causes harm to the environment, you are being irresponsible.

4. When you use something in a way that causes harm to the environment, you are being irresponsible.



Word Bank

COMMUNITY

PROTECT

RESOURCE

RESPONSIBLE

RESTORE

WASTE

Across

3. When something useful is thrown away or used carelessly, it is lost when it could have been saved.

5. When you take care of something important and do what needs to be done, others can count on you.

6. When you keep something safe from harm, you watch over it and make sure nothing bad happens to it.

Down

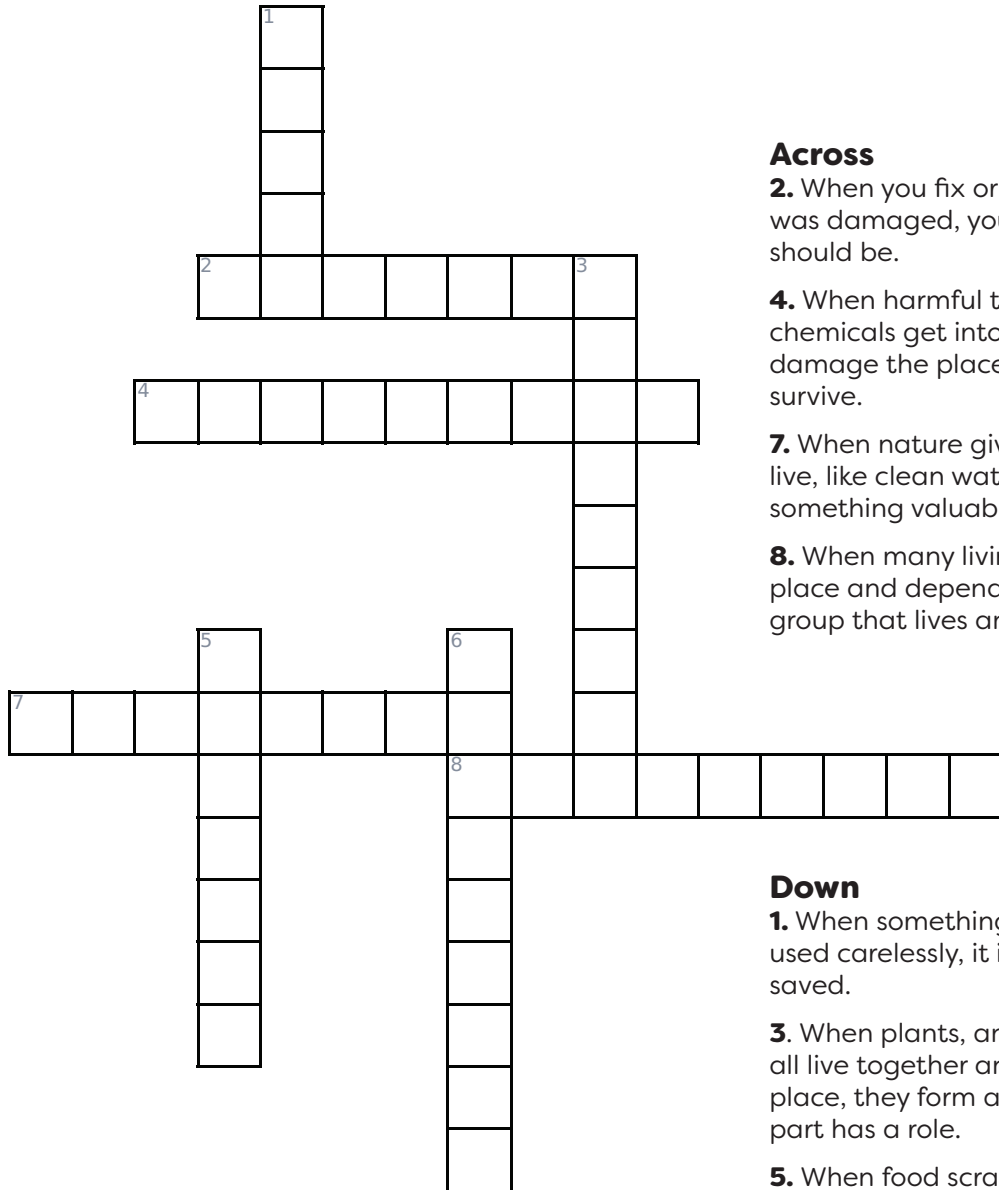
4. When many living things share the same place and depend on one another, they form a group that lives and grows together.



Name: _____ Date: _____

Community: Criss Cross (3-5)

Answer clues based on the content and vocabulary words. Look for hints in the Word Bank.



Across

- 2.** When you fix or bring back something that was damaged, you help it return to the way it should be.
- 4.** When harmful things like trash, smoke, or chemicals get into the air, water, or land, they damage the places where living things need to survive.
- 7.** When nature gives us something we need to live, like clean water, air, trees, or soil, we have something valuable to use wisely.
- 8.** When many living things share the same place and depend on one another, they form a group that lives and grows together.

Down

- 1.** When something useful is thrown away or used carelessly, it is lost when it could have been saved.
- 3.** When plants, animals, and their surroundings all live together and rely on one another in one place, they form a living system where every part has a role.
- 5.** When food scraps, leaves, and other natural materials are gathered and allowed to break down, they turn into rich material that helps new plants grow.
- 6.** When something that was once living breaks down into smaller and smaller pieces, it returns to the earth and becomes part of the soil again.

Word Bank

COMMUNITY	DECOMPOSE
POLLUTION	RESTORE
COMPOST	ECOSYSTEM
RESOURCE	WASTE



Name: _____ Date: _____

Community: Word Search (K-2)

Find the words in the list.

P	M	R	I	N	A	R	I	D	C	R
T	Y	E	N	D	T	V	K	I	O	C
B	J	S	E	R	A	O	A	K	M	D
P	S	P	T	E	A	N	W	F	M	Y
O	N	O	G	S	W	R	A	T	U	C
G	P	N	Y	O	D	E	S	D	N	G
U	G	S	I	U	O	S	T	N	I	C
D	F	I	P	R	O	T	E	C	T	Y
S	A	B	L	C	B	O	C	F	Y	N
S	V	L	P	E	T	R	A	B	L	C
F	P	E	B	Y	U	E	P	B	R	B

Word Bank

COMMUNITY

PROTECT

RESOURCE

RESPONSIBLE

RESTORE

WASTE



Name: _____ Date: _____

Community: Word Search (3-5)

Find the words in the list.

O	J	H	O	C	O	M	P	O	S	T
J	D	E	C	O	M	P	O	S	E	E
L	I	C	Y	M	S	R	L	S	O	H
N	R	O	N	M	S	O	L	T	E	A
J	E	S	O	U	N	T	U	T	H	R
F	S	Y	W	N	R	E	T	B	K	E
R	O	S	K	I	O	C	I	J	O	S
O	U	T	G	T	I	T	O	O	N	T
I	R	E	V	Y	S	D	N	N	S	O
E	C	M	J	F	W	A	S	T	E	R
R	E	S	P	O	N	S	I	B	L	E

Word Bank

COMMUNITY

COMPOST

DECOMPOSE

ECOSYSTEM

POLLUTION

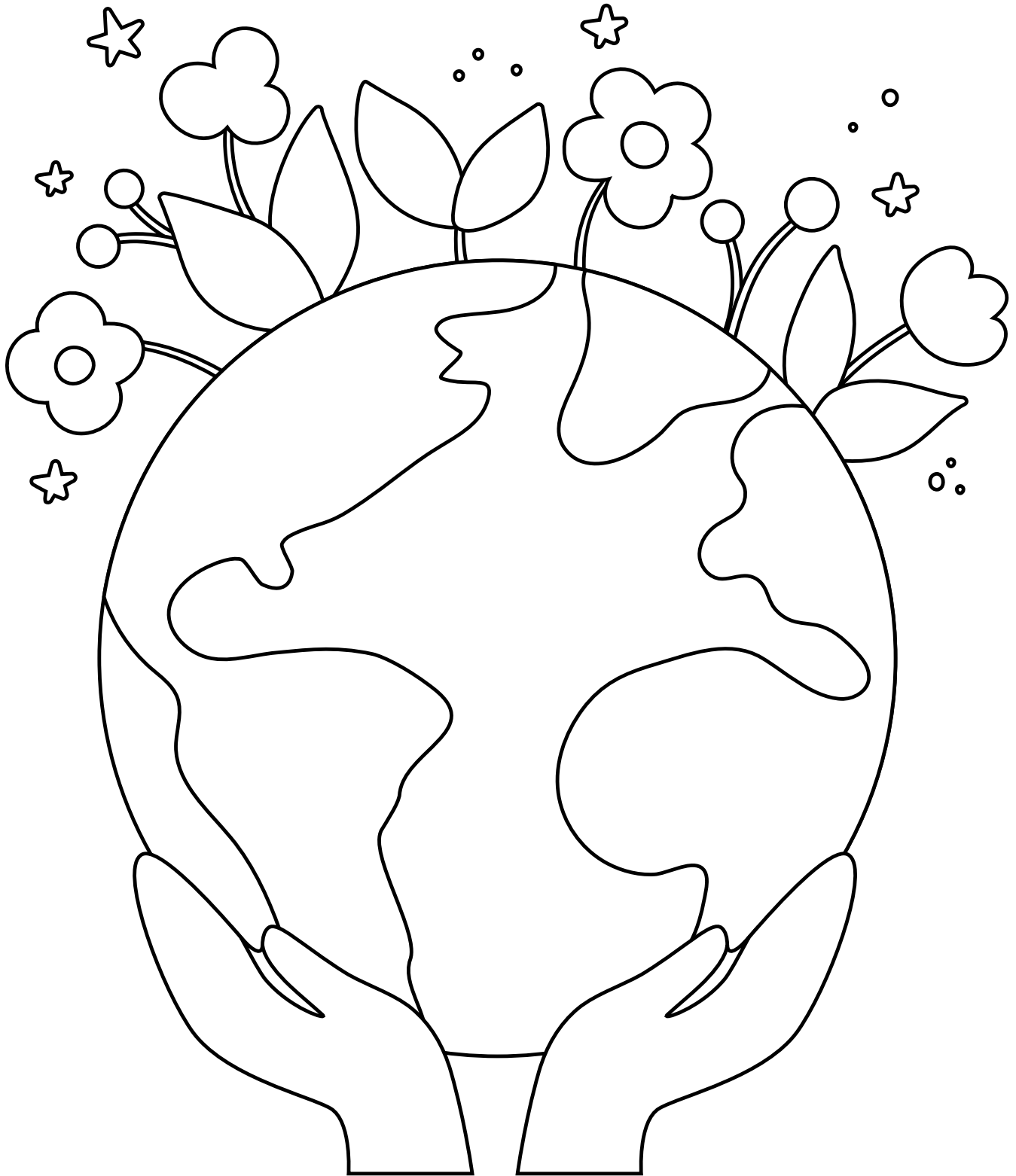
PROTECT

RESOURCE

RESPONSIBLE

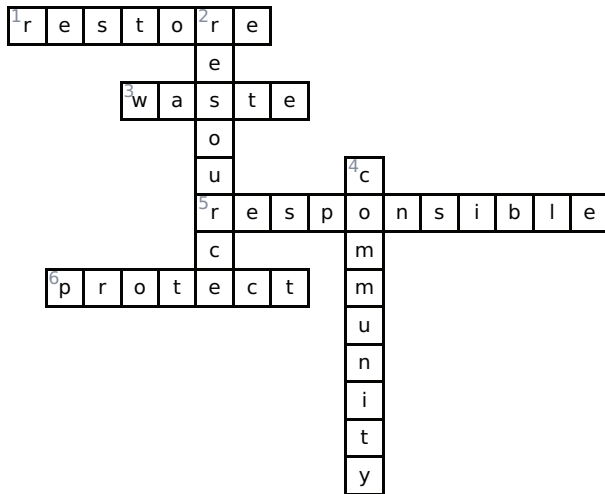
RESTORE

WASTE

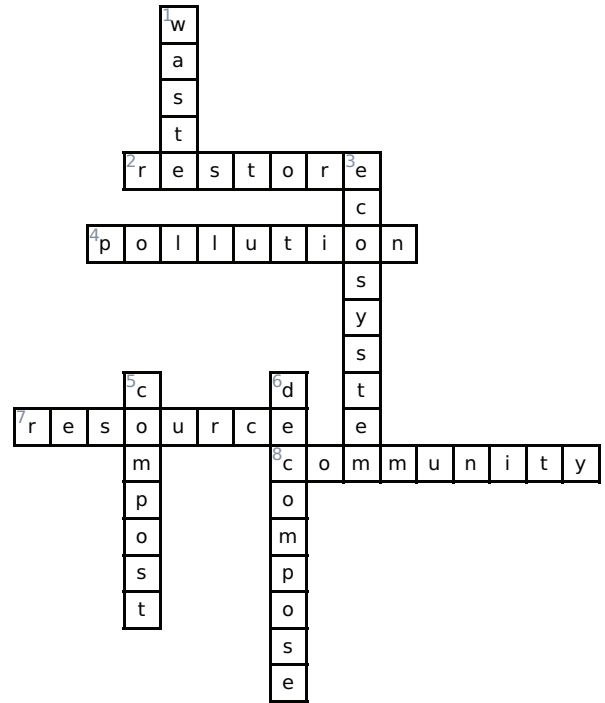


Answer Key

Community: Criss Cross (K-2)



Community: Criss Cross (3-5)



Community: Word Search (K-2)

R				C			
E				O			
S	R			M			
P	E		W	M			
O	S	R	A	U			
N	O	E	S	N			
S	U	S	T	I			
I	P	R	O	T	E	C	T
B	C	O		Y			
L	E	R					
E		E					

Community: Word Search (3-5)

			C	O	M	P	O	S	T		
	D	E	C	O	M	P	O	S	E		
		C		M		R	L				
	R	O		M		O	L				
	E	S		U		T	U		R		
	S	Y		N		E	T		E		
	O	S		I		C	I		S		
	U	T		T		T	O		T		
	R	E		Y			N		O		
	C	M				W	A	S	T	E	R
	R	E	S	P	O	N	S	I	B	L	E