

Green Book Report

Reading Activities for Primary Students



Earth-friendly reading for all



Note to Teacher

The following are primary-grade activities intended for use with “green” books, or books regarding the environment. You can find a list of age-appropriate green books at www.greenwish.com.

The activities here align with K-2 Common Core Reading Standards for Literature. You may refer to the standards on Page 3 of this guide, which covers:

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity

Ideas for More Green Book Fun

- Start a green library in your classroom, school, or community!
- Organize a school play or a fun puppet show using green book stories!
- Reuse and up-cycle items as art projects with characters and themes from the green books!



Common Core Reading Standards for Literature K-2

(Source: [Common Core State Standards for English Language Arts & Literacy](#) in History/Social Studies, Science, and Technical Subjects)

The following standards offer a focus for instruction each year, and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, tell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of characters, setting, or plot.
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	8. Compare and contrast the adventures and experiences of characters in stories.	8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
9. Actively engage in group reading activities with purpose and understanding.	9. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	9. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Name: _____

My Green Book Report

Title: _____

Author: _____

Draw a picture from the story.



Write one sentence about your drawing.

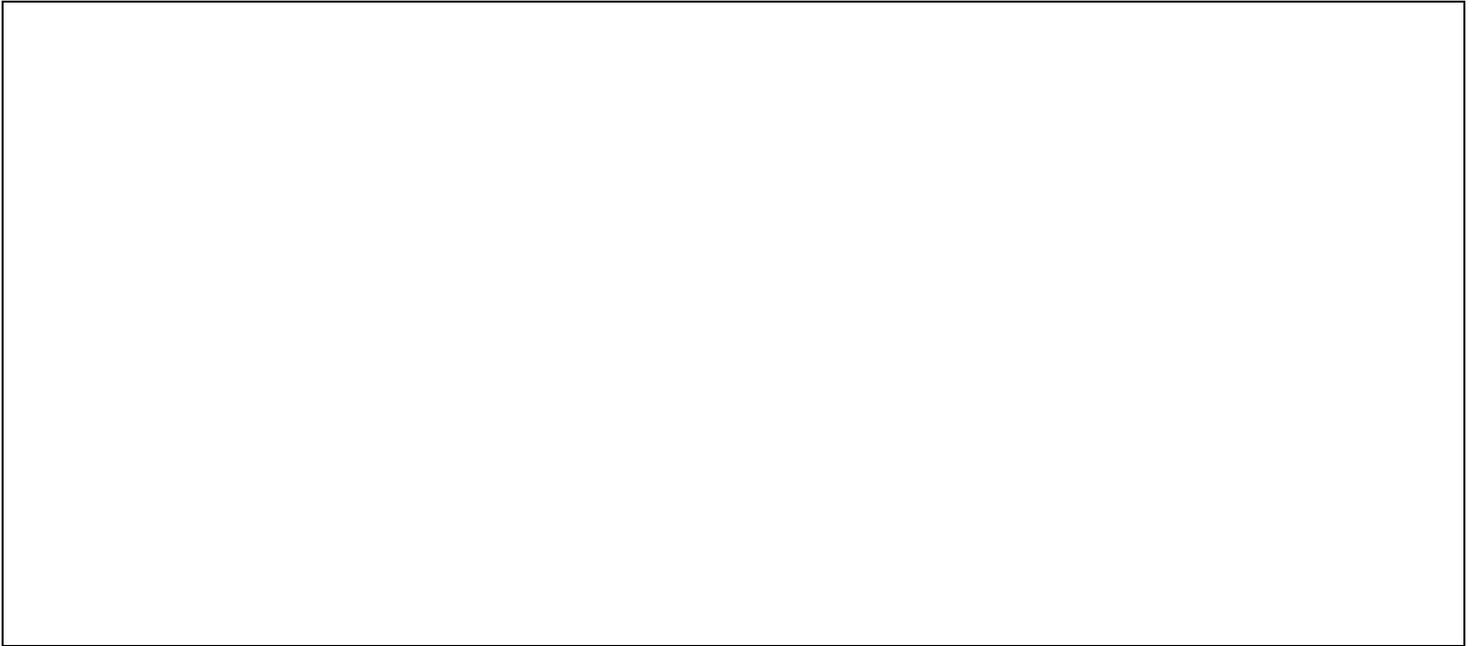
Name: _____

A Character in My Green Book

Title: _____

Author: _____

Draw a character from the story.



Write a sentence about a character in the story.

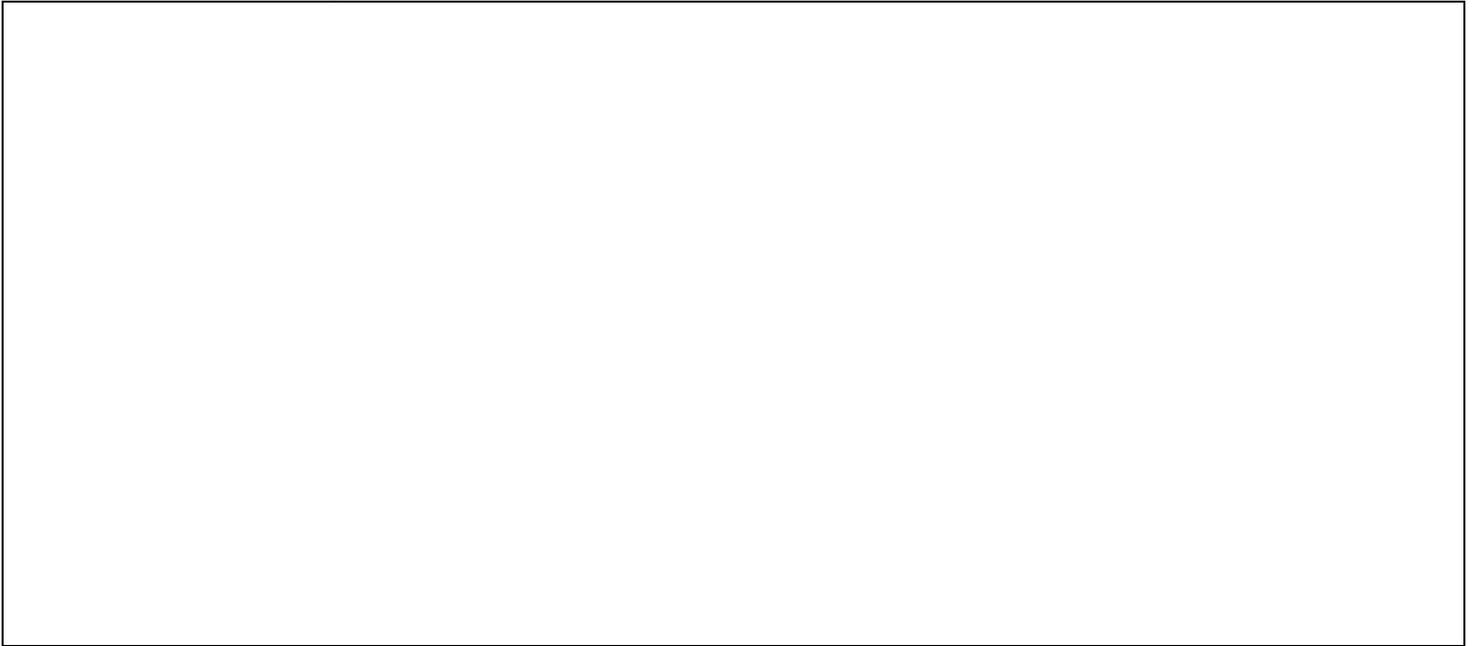
Name: _____

The Setting in My Green Book

Title: _____

Author: _____

Draw a setting from the story.



Write a sentence about the story's setting.

Name: _____

Events in My Green Book

Title: _____

Author: _____

Draw pictures of what happened in the story.

First...

Next...

Then...

Last...

Name: _____

Problem and Solution in My Green Book

Title: _____

Author: _____

Draw the problem:

Draw the solution:

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The problem in the story is:

The solution in the story is:

Name: _____

New Words from My Green Book

Title: _____

Author: _____

My new word is:

This word means:

Another new word is:

This word means:
