



RESOURCES AND THE ENVIRONMENT

The Reading Link

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The Reading Link language arts supplement is part of the Environmental Resources educational unit, which is comprised of the student storybook, *Tillena Lou's Big Adventure*, the *Resources and the Environment Teacher's Guide*, and two integrated supplements: *The Reading Link* and *The Math Link*. These materials, along with teaching slide sets and presentations for classroom use are available at www.bioedonline.org.

For more information on this and other educational programs, contact the Center for Educational Outreach at 713-798-8200, 800-798-8244, or visit www.bcm.edu/edoutreach.

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This Reading Link contains ready-to-use reading and language arts activities that are aligned with the My World and Me: Resources and the Environment integrated unit. It is not intended to represent a comprehensive reading program. The activities are related to language arts objectives common to many curricula and cover a range of grade and ability levels. Teachers may wish to select from these activities those that are most appropriate for their own students.

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Language Arts



The following activities and strategies are designed to extend science concepts and vocabulary into reading/language arts.

READING FOR INFORMATION AND ENJOYMENT

Ask students, *What is the purpose of the story?* Have students explain their answers. Help students understand that the story provided information and also was created to be enjoyed. Possible purposes are given below.

- To get information.
- To solve problems.
- To enjoy and appreciate.

RHYMING

When you, the teacher, read the story, encourage students to repeat the “repeating” verse together. Ask, *Was it difficult to remember the first verse? If not, why? If so, What could make it easier?* One way to help students remember the verse include creating hand signals or motions to match the text.

REPETITION AND RHYTHM

Use counters to make a poetry syllable pattern (number of syllables in each line) for the first stanza.

- Line 1 = 6 syllables
- Line 2 = 7 syllables
- Line 3 = 6 syllables
- Line 4 = 7 syllables

Ask students, *Was there a pattern to the stanza?* (Answer: 6-7-6-7). *Do other stanzas of the story have a pattern?* Have students choose other stanzas and again count syllables.

RHYMING WORDS

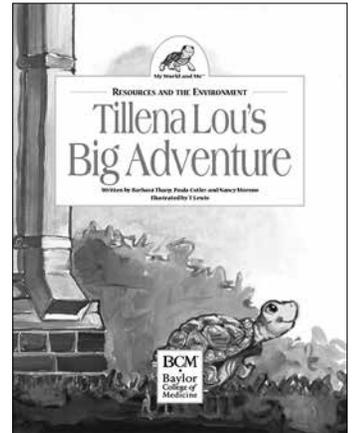
Make a list of the story’s rhyming words. Ask, *Are there any other rhyming words we can add to the list?*

- | | |
|----------------|----------------|
| Home – roam | Inside – ride |
| Be – see | Box – rock |
| Spot – knot | Seen – machine |
| Things – wings | More – door |
| Eat – treat | Up – cup |

Create a bulletin board of rhyming combinations inspired by the story.

RHYMING PICTURES

Have students create colored drawings to illustrate the pairs of rhyming words and post the drawings in the classroom.



Read the storybook, *Tillena Lou's Big Adventure*, with students before completing this activity.





Individual hands-on activities from the *Resources and the Environment Teacher's Guide*, the student story-book, *Tillena Lou's Big Adventure*, and *The Math Link* mathematics supplement also are available for free download (PDF format) from www.k8science.org.

NATURAL VS. MAN-MADE

Have students name out loud characters or objects in the story that represent the natural world (water in pond, trees, grass, water lilies, log, etc.). Next, have students identify objects in the story that are man-made (washing machine, tennis shoes, ball, glass, etc.). Have each student draw one natural and one man-made object that are linked to one another in the story. For example, Tillena (natural) was placed in a pocket with a marble (man-made). Or water is in the washing machine.

CHARACTERS

Ask students to name/describe the characters in the story. Or, have students come up with additional characters who also might live in a pond or in a house.

PLAY

Create name cards for all the characters in the story and let students act-out the story.

NEW VERSES

As a class add verses to the story. To help students come up for ideas, have them think of other things Tillena Lou might have seen in the house or somethings that Tillena may have eaten.

ANIMALS

Ask, *Has anyone ever seen any of the animals mentioned in the story?* Encourage students to describe any experiences they have had with turtles, insects, etc. If possible, have a turtle or insect in the classroom. Have students observe and draw the animal. Discuss similarities and differences between the observed animal and animals in the story.

FACT OR FICTION?

Ask, *Is the story fact? Could it really happen? Or is the story fiction, meaning that it could not happen?* Encourage students to identify ways in which the story parallels the real world, and the ways in which it represents fantasy. For example, a turtle wouldn't know that switches on the wall turn lights on or off.

WHAT HAPPENS NEXT?

Have students brainstorm as a class to decide "what happens next" in the story. Ask, *How do you think Tillena Lou felt at the end of the story?* "What might happen to Tillena the next day?"