



**Read Aloud**  
*Cristal Martinez: Caretaker of Our Earth*

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| <b>Enduring Understandings</b>   | <p>As stewards of the earth, humans must create and participate in sustainable systems that use the earth’s resources wisely. People have a responsibility to protect and maintain the natural world.</p> <p>Plants and animals, including humans, can change the environment.</p> <p>The natural world can improve quality of life and inspire artistic expression.</p> |
| <b>Essential Questions</b>       | <p>What are sustainable systems, and what part do we play in them to make responsible decisions for our earth?</p> <p>How can the earth inspire artistic expression?</p>   |
| <b>Content Objective</b>         | <p>I can answer questions about key details from a text and video. (R.4.K)</p> <p>I can use key details from the text to describe how Cristal Martinez is a caretaker of the Earth (R.4.K).</p>  |
| <b>Language Objective</b>        | <p>I can use words from Our Earth unit and our Community unit to discuss the text. (L.6.K)</p>   |
| <b>Vocabulary</b>                | <p><b>vacant:</b> empty</p> <p><b>envision:</b> to imagine; to plan for the future</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Cristal Martinez: Caretaker of Our Earth</i> slides</li> <li>● Video: “Roxbury Program Turns Vacant Lots into Gardens” (on slide 10).</li> <li>● Triad discussion anchor chart</li> </ul>  |
| <b>Opening</b>                   | <p>Introduce the text and set a purpose.</p>   |

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|                             | <p><i>In the book we read last week, City Green, a fictional character, Marcy, was a caretaker of the Earth. In centers and stations, you have been exploring books about real caretakers of the Earth.</i></p> <p>Invite children to turn and talk.<br/><i>What do you think it means to be a caretaker of the Earth?</i></p> <p><i>Today we're going to read about a real person named Cristal Martinez, who is a caretaker of the Earth here in Boston! A few years ago, a college student named Kate Gorman made a book about Cristal and used illustrations made by Boston kindergarteners. Our text today is a slideshow that uses some of that book and has a video of Cristal being interviewed on the news!</i></p> <p><i>After we read the slides and watch the video we'll discuss what makes Cristal a caretaker of the Earth.</i></p> |
| <b>Text</b>                 |  |
| <b>Slide 3</b>              | <p><i>What is a vacant lot?</i></p> <p><i>Who else have we read about who turned vacant lots into gardens?</i></p>   |
| <b>Slide 6</b>              | <p>After reading slide 6, go back and reread slide 5.<br/><i>What made Cristal want to start gardens with a group of people?</i></p>   |
| <b>Slide 9</b>              | <p><i>What steps did Cristal take to make the garden?</i></p> <p><i>Why do you think that one of Cristal's recommendations to Kindergarteners is to work in a group?</i></p>   |
| <b>Video</b>                | <p>Watch the video once through without stopping. Invite children to share reactions and questions. Before the second viewing, ask:<br/><i>Why do Hakim and Cristal believe in community gardens?</i><br/><i>Why do they create community gardens?</i></p> <p>Watch the video a second time and then invite children to share their responses to the question.</p>   |
| <b>Discussion/ Activity</b> | <p>Invite children to Think, Triad, Share.<br/><i>We began our year in K2 learning about the concept of communities. How is Cristal not just a caretaker of Our Earth, but a caretaker of her community?</i></p>   |
| <b>Closing</b>              | <p><i>When you go around Boston or your neighborhood with your family, you can look out for community gardens. Maybe one of them used</i></p>  |

|                                |   |                   |   |               |                                     |                      |                                     |                                |                               |                              |   |
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|                                | <i>to be a vacant lot that Cristal's organization, REEP, turned into a garden!</i>  |                   |   |               |                                     |                      |                                     |                                |                               |                              |   |
| <b>Standards</b>               | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>   |                   |   |               |                                     |                      |                                     |                                |                               |                              |   |
| <b>Ongoing assessment</b>      | <p>Observe and listen to children's discussion in partners and whole group share.</p> <p>Do children use details from the text and video to support their ideas?</p> <p>Do children use language and vocabulary from the unit texts and content?</p> <p>How do children listen to and respond to their peers?</p>   |                   |   |               |                                     |                      |                                     |                                |                               |                              |   |
| <b>Center Activities</b>       | <table border="1"> <tr> <td><b>Art Studio</b></td> <td>Children create pieces of artwork, inspired by Our Earth.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children continue building gardens.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children act out caretaker stories.</td> </tr> <tr> <td><b>Library &amp; Listening</b></td> <td>Children research caretakers.</td> </tr> <tr> <td><b>Writing &amp; Drawing</b></td> <td>Children think about how to conserve and reuse paper.</td> </tr> </table> | <b>Art Studio</b> | Children create pieces of artwork, inspired by Our Earth. | <b>Blocks</b> | Children continue building gardens. | <b>Dramatization</b> | Children act out caretaker stories. | <b>Library &amp; Listening</b> | Children research caretakers. | <b>Writing &amp; Drawing</b> | Children think about how to conserve and reuse paper. |
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