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ROSEN COMMON CORE READERS

Rachel Carson: Environmental Pioneer

For extended learning, this book can be paired with InfoMax Readers title
Rachel Carson: Saving the Environment ISBN 978-1-4777-2479-8.

COMMON CORE STANDARDS ADDRESSED

Reading Informational Text: RI.3.6 Distinguish their own point of view from that of the author of a text.

Language: L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context.

Reading Foundations: RF.3.4a Read grade-level text with purpose and understanding.

Speaking and Listening: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Writing: W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

PAIRED READING ROUTINE

Pair and Compare: Individual to Individual. As a class, review the meaning of *perspective*. Remind students that different books can offer different points of view on the same topic. When we read another perspective, we can *compare* the two by looking for things that are the same, and *contrast* them by looking for things that are different. Divide the class into partners, and give each pair a set of paired readers. Have students read their books independently, and then turn and talk with their partner about the book they've read. What were the similarities between the books? What were the differences?

PREPARING TO READ

- Ask the class, "What do you know about the environment and how to take care of it? Talk to your partner, and share at least one or two things you can do." (SL.3.1)
- Say, "Today, we will read a book about a woman named Rachel Carson. The title of the book is *Rachel Carson: Environmental Pioneer*. A pioneer is someone who discovers or starts something new. What do you think *environmental pioneer* means? Let's look at the definition of *environment* in the glossary and then confirm our ideas." (L.3.5a) (RF.3.4a)

Preview the Vocabulary

- Say to students, "Let's look at the other words in the glossary and share the definitions in order to help us make predictions about what the author wants us to know after reading this story." (RF.3.4a)

VOCABULARY

awards
chemicals
college
environment
protection
published

READING THE BOOK

- Begin by taking a picture walk through the book with students. Encourage students to share any ideas they have about what they are going to learn. **(SL.3.1)**
- Begin to read the story together. Stop on page 8, and ask, “Why do you think Rachel changed her studies from English to science? What do you think it was like for her to be one of the only women in her classes at a time when it wasn’t common for women to go to college? I think the word *pioneer* is very appropriate in describing who Rachel was. What do you think?” **(L.3.5a) (SL.3.1)**

READING DEEPLY

- On page 10, ask, “What might have been challenging for Rachel as a woman and an environmental scientist? How were women viewed when she was working? Do you think it was easy to get her messages across? Why or why not?” **(RI.3.6) (RF.3.4a) (SL.3.1)**
- On page 12, ask, “What do you think an author must do to make reading and learning easier for the reader? What conventions of this book do you think are helpful? One example that I see is the use of picture captions. The captions explain what is happening and make it easier for me to understand what the book is about. What are some things you notice?” **(RF.3.4a) (SL.3.1)**
- Explain to students, “Rachel said humans are part of nature. What does that mean? Am I like a tree branch? How are humans part of and related to nature?” **(L.3.5a) (SL.3.1)**
- Ask students to look at the web on page 22, and tell them, “These are some things we can do to protect the environment. Can you think of more?” **(SL.3.1)**

LANGUAGE AND VOCABULARY

- Say, “Sometimes we use words in a way that slightly changes their meaning. The words are used to represent an idea. For example, if I say, *It’s raining cats and dogs*, I don’t mean cats and dogs are literally falling out of the sky. I mean it’s raining very hard. Some of the phrases and titles we have seen in this book are also nonliteral when they are used in context. How do these nonliteral uses help the reader understand how important the ideas are?”
 - “Humans are part of nature.” (p. 4)
 - *The Sea Around Us* (p. 14)
 - *Silent Spring* (p. 18)

WRITING

- Give students a blank comic-strip template with space for four scenes.
- Say, “Create two characters arguing about why it is important to do one of the things listed on page 22. One of the characters is not caring for the environment, and the other is trying to explain what to do and why it’s important. Draw your characters and use speech bubbles and quotation marks to show the dialogue.” **(W.3.3b)**

COMMON CORE STANDARDS ASSESSED

At the end of this lesson, students will be able to:

- distinguish their own point of view from that of the author of a text. **(RI.3.6)**
- distinguish the literal and nonliteral meanings of words and phrases in context. **(L.3.5a)**
- read grade-level text with purpose and understanding. **(RF.3.4a)**
- engage effectively in a range of collaborative discussions with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. **(SL.3.1)**
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **(W.3.3b)**

Name: _____

Rachel Carson: Environmental Pioneer

Directions: Write three beliefs about the environment people had in the early 1900s that you infer from the book. Then write three things that we now know we need to do. Below the boxes, write two sentences about why it is important to take care of the environment based on the information we have now.

Then	Now
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____

Name: _____

Rachel Carson: Environmental Pioneer

Directions: Use the text to fill in the timeline of Rachel Carson's life. Below the timeline, write what you think was her most important accomplishment and why.

Year	Event
1907	Rachel Carson was born.
1929–1932	
	Rachel went to work for the government.
1941	
	Rachel published <i>The Sea Around Us</i> .
1962	
	Rachel died.

I think Rachel Carson's most important accomplishment was _____
