

# GOING GREEN with Dr. Jean!

## April, 2009

### Feeling Fine

(Tune: "I'm In Right, Out Right, Happy All the Time")

I'm in right, (Hold up both index fingers and point to chest.)  
Out right, (Point out with index fingers.)  
Up right, (Reach up high.)  
Down right, (Stoop down low.)  
And I'm feeling fine. (Turn around in a circle.)

I'm in right, out right, up right, down right, and I'm feeling fine.  
I eat the food that's good. (Pretend to feed self with a spoon.)  
And exercise like I should. (Run in place.)  
That's why I'm in right, out right, up right, down right,  
and I'm feeling fine.

Faster

Super Fast!

Activities:

\*Make a T-chart of junk foods and foods that are good for you. Younger children could cut pictures out of grocery store advertisements and older students could draw pictures or write words.

\*Talk about what all of us can do to be healthy and feel good. Let each child draw a picture of what she does to take care of her body. Put all of the pictures together to make a class book called "Feeling Fine!"

\*Start each day with active movement to oxygenate the brain! (Children will love to learn what "oxygenate" means.) Sing a movement song, do exercises, or run around on the playground for 5 minutes. You'll be amazed at what exercise can do to reduce wiggles and help children focus.

\*Visit [ncpe4me.com/energizers](http://ncpe4me.com/energizers) for some great tips for integrating movement and learning throughout the school day.

\*Invite a parent who is a health care professional to come discuss her career and give the children advice on healthy living.

\*Teach children sign language for feelings, such as happy, sad, sleepy, angry, etc. (Visit [aslpro.com](http://aslpro.com) and click on the dictionary to see video clips of these emotions.) Start each day by going around the room and having each child sign how he feels. Remind children that it is O.K. to have different feelings.

\*Have children repeat each line of this poem as they mimic your motions:

I've got ten little fingers (Hold up hands.)

And ten little toes. (Point to feet.)

Two little eyes, (Point to eyes.)

A mouth and a nose. (Point to mouth and nose.)

Put them all together and what have you got? (Put hands on hips.)

You've got me, baby, (Stick thumbs in chest.)

And that's a lot! (Wiggle hips.)

### The Green Team

(Tune: "When Johnny Comes Marching Home")

We are on the Green Team. (March in place as you swing your arms.)

Hoorah! Hoorah! (Fist in air as if cheering.)

We can recycle every day. (March in place as you roll your arms around.)

Hoorah! Hoorah! (Fist in air as if cheering.)

Aluminum, glass, tin, (March in place.)

Put paper and cans in recycle bins. (March in place.)

Join the Green Team, (March in place.)

Defend the earth and keep it clean. (Put both fists in the air like a hero.)

We are on the Green Team. Hoorah! Hoorah!

We can reduce what we use. Hoorah! Hoorah!

Turn off water and the lights.

Walk, take a bus, or ride your bike.

Join the Green Team.

Defend the earth and keep it clean.

We are on the Green Team. Hoorah! Hoorah!

We can reuse many things. Hoorah! Hoorah!

Share old toys and old clothes, too.

Give away what you don't use.

Join the Green Team,

Defend the earth and keep it clean.

We are on the Green Team. Hoorah! Hoorah!

We can keep our planet clean. Hoorah! Hoorah!

Pick up all the trash you see.

Protect wildlife and plant new trees.

Join the Green Team.

Defend the earth and keep it clean.

Activities:

\*Make a language experience chart of children's suggestions for what it means to be on the "Green Team." Have children dip their thumb in green paint and "sign" it on the list to signify that they are going to join the "Green Team."

\*Walk around the school and encourage the children to draw pictures or write suggestions for conserving energy and making the learning environment “green.” Compile results and ask the principal to visit your class and discuss improvements that can be made.

\*Make a naturalist kit by recycling a detergent box or similar container with a handle. Make binoculars by cutting a cardboard paper towel roll in half. Tape the halves together and hole punch at the top. Tie on a piece of string so children can easily take the binoculars on and off their heads. Add a magnifying glass, field guide, tweezers, film canister (for collecting specimens), paper, pencil, etc. Talk about what naturalists do. Can you be a naturalist? Divide children up into groups of two and let them take turns playing “naturalist” on the playground.

\*Put out scrap materials in the art center and encourage children to make “Green Team” badges. You can also let them decorate sheets of newspaper and staple them around their necks to make “Super Green Hero” capes. Let children dramatize what they would do if they were a “Super Green Hero.”

### Turn It Off!

(Tune: “Ain't Gonna Rain No More”)

Oh, I can turn it off. (Slap hands together in front of you on the word “off.”)  
I can turn it off.  
When I'm not watching the TV,  
I can turn it off.

Oh, I can turn it off. (Pretend to turn off a faucet on the word “off.”)  
I can turn it off.  
When there's enough water in the tub for me,  
I can turn it off.

Oh, I can shut the door. (Pretend to shut a door.)  
I can shut the door.  
I can save energy galore;  
I can shut the door.

Oh, I can turn it off. (Snap fingers on the word “off.”)  
I can turn it off.  
Batteries, water, or electricity—  
I can turn it off.

Oh, I can turn it off. (Stomp on the word “off.”)  
I can turn it off.  
It it's something I don't really need,  
I can turn it off.

Activities:

\*Let children trace around their hands on the backs of worksheets or other recycled paper. Cut these out and write “Turn it off!” on the palms. Encourage children to tape these by light switches and

other electrical items at school or in their homes.

\*Make a list of the different types of energy, such as wind, sun, fossil fuel, etc. Have children blow sheets of paper across the floor to demonstrate wind energy. Put a black sheet of paper in the sun and in the shade and have children feel the difference to demonstrate solar energy. What does renewable energy mean?

\*Brainstorm different types of fossil fuels. Ask each child to make a list of what she can do to reduce the amount of fossil fuel she uses.

\*Switch to CFL's (compact florescent light bulbs) in your school. They are more expensive initially, but will save money and energy over time.

\*Lower the thermostat in your classroom a few degrees in the winter. Ask parents to send in sweaters or sweatshirts for the children to wear. In the summer, set the thermostat a few degrees higher.

\*Encourage the children to turn off the water as they brush their teeth or scrub their hands at school and at home.

\*Role play saying to a friend or family member, "Turn it off, please!"

\*Assign one child each day as the "Power Monitor." His job is to make sure the lights are off when you leave the classroom and that other machines and materials are turned off when they are not being used.

\*Learn sign language for "off" and "stop" and use these nonverbal cues to help children conserve energy.

## What Will I Be When They Recycle Me?

(Tune: “Oh, Dear, What Can the Matter Be?”)

What will I be when they recycle me? (Roll hands in a circle.)

What will I be when they recycle me?

What will I be when they recycle me?

I’ll come back to life—you will see! (Clap your hands and then point your finger.)

I am an empty soda can (Pretend to hold a soda can in front of you.)

Made of precious aluminum.

I can save lots of energy

If you will recycle me. (Roll hands in a circle.)

I’m an old bottle of plastic (Pretend to hold a plastic bottle.)

But I could be fantastic!

Toys, pipes, car bumpers, and much more—

That’s what my plastic is for. (Roll hands in a circle.)

A pile of used boxes and papers we (Make an invisible square in the air.)

Come from the precious wood of trees.

Recycled we’ll be as good as new (Roll hands in a circle.)

And save some other trees, too.

I am a fine jar made of glass— (Cup hands to make a bowl.)

Please don’t treat me like plain old trash! (Shake head “no.”)

I’ll make new jars again and again

Recycle me—yes you can! (Roll hands in a circle.)

Though we may look like old used stuff, (Open palms.)

Stop, wait! Please don’t give up on us! (Make sign language for “stop.”)

Think of the great possibilities— (Put index finger on your head and tap.)

Recycle us, set us free! (Roll hands in a circle and then throw up hands in the air.)

Activities:

\*Ask children to save cardboard food boxes for a week at home. You might suggest that they fill up a paper grocery sack with them. Now, let’s see how many learning opportunities can come from these boxes!!

\*sort the boxes

\*count the boxes

\*seriate the boxes from large to small

\*cut off side panels from boxes and compare nutritional content

\*make a list of new vocabulary words from descriptions on boxes

\*build a cardboard castle with the boxes

\*make a maze with the boxes

\*cut the fronts and backs off the boxes and play a matching game

\*make a book from the front panels of the boxes by attaching together with book rings

\*let children cut up box fronts to make puzzles

- \*hole punch sides of boxes and sew with yarn like sewing cards
- \*cut stencils and templates from boxes
- \*decorate boxes to store books children make at school
- \*challenge children to be inventors and create other things from boxes
- \*cut the sides off the grocery sacks and use to make pages for a big book

\*Let children write original stories about “My Life as a Can” or “There’s Another Life for This Bottle.”

\*Make a time line of the life of a can, bottle, and/or piece of paper.

\*Take a field trip to a recycling center in your area.

\*Visit [reusableresources.org](http://reusableresources.org) to learn more about renewable resources.

\*Start a recycling center in your classroom, school, or community.

\*Have a book fair where children bring old books from home and exchange them with friends.

\*Read Shel Silverstein’s THE GIVING TREE. Have children act out the story.

### Reduce, Reuse, Recycle

(Tune: “William Tell Overture”)

Reduce, reuse, recycle (Stand and stretch arms out and move in a circular motion  
 Reduce, reuse, recycle as you bounce up and down to the beat.)  
 Reduce, reuse, recycle  
 To help protect our planet earth!

Reduce, reduce, don’t use too much— (Arms in circles.)  
 Take a little, that’s enough. (Hold up index finger and thumb and then shake finger.)  
 Conserve food, water, energy  
 And don’t buy more than what you need. (Shake head “no” as you shake your finger.)

Reuse, reuse, be kind today; (Arms in circles.)  
 Don’t throw things out, give them away. (Pretend to give something away.)  
 Think before you buy it new— (Point index finger to head.)  
 Maybe something old will do!

Recycle—it’s so easy to do! (Arms in circles.)  
 Plastic, glass, and paper too.  
 Cardboard and aluminum cans,  
 Give your trash a second chance! (Hold up two fingers.)

Reduce, reuse, recycle (Make circles with your arms as you bounce to the beat.)  
 Reduce, reuse, recycle  
 Reduce, reuse, recycle  
 To help protect our planet earth!

## Activities:

\*Draw the symbol for reduce, reuse, recycle on the board. Ask children if they know what it means. Have they ever seen it before? Go to [earthodyssey.com](http://earthodyssey.com) and learn about the different recycling symbols for the United States. As a homework assignment, have them look around their homes for these symbols and bring in examples to class. Display these on a shelf or table.

\*Let children make collages of the recycle symbol from scraps of paper, leaves, twigs, yarn, buttons, trash in their desk, and other materials. Display these around the school or in a public building, such as the courthouse or post office.

\*Bring in an old bird's nest in a plastic bag. Let children observe it with a magnifying glass and make a list of all the objects they see in the nest. Why are birds called "natural recyclers"?

\*Plant a bio-garden in your classroom or on the playground. A simple version can be made by filling a plastic tub with dirt. Let the children suggest different things to plant in the garden to discover what will decompose. For example Styrofoam, aluminum foil, tissue paper, apple core, a plastic toy, egg shell, etc. "Plant" these in the dirt and label each with a popsicle stick. Water and set aside for several weeks. Encourage the children to predict which items they think will decompose. Dig up the objects and compare. Learn more about creating a compost pile at home or school by going to [epa.gov](http://epa.gov).

\*Have a special bin in your classroom for paper that has only been used on one side. Use to the paper to make books, draw pictures, or for other work.

\*Use reusable plates, cups and eating utensils. Encourage children to bring lunches from home in reusable containers.

\*To reduce the amount of paper you use in your classroom, provide children with dry erase boards or chalkboards.

\*You can also put worksheets in clear plastic sheet protectors. Children can complete them with a dry erase marker and then erase with a damp cloth.

\*Another tip is to put practice skill sheets in magnetic photo album pages. Children can complete them with a dark crayon and then erase with a used dryer sheet.

## Litter Patrol Rap

(Clap and snap to the beat.)

Here I go. (Stand up as you begin clapping and snapping.)

I'm on the litter patrol.

I'm going to work all day to put the trash away.

The planet earth, you see, is my habitat.

I'm going to clean it up.

Well how about that?

Join me now.

Here we go.

We're on the litter patrol.

We're going to work all day to put the trash away.

The planet earth, you see, is our habitat.

We're going to clean it up.

Well, how about that?

All by yourself.

Here we go.

We're on the...

## Activities

\*Have children suggest other movements you could do to the rap.

\*Ask children to bring in empty food boxes. Cut off the top panel and punch holes in the two narrow sides. Tie on a piece of string so the box can be used as a trash receptacle in the car.

\*Plan a community project where parents and children come together to clean up a park or natural area in your community. Make sure you have gloves and trash bags for the participants.

\*Let children draw or paint pictures of beautiful spaces in your community. Pick up trash around the school and then tear or cut the trash into small pieces. Children glue the trash on their pictures and discuss the before and after effect of the trash.

\*Children will love playing "Pick Up Your Trash!" Each child will need a scrap piece of paper that they can wad up into a ball. Divide the class into two teams and have them stand on opposite sides of the room. When the teacher calls, "Pick up your trash," the teams start throwing their paper balls at each other. The object is to pick up trash (paper balls) and throw it back at the opposite side as quickly as possible. When the teacher says, "Freeze!" everyone must stop and gather the balls on their side into a pile. Count and see how many each side has. The side with the least amount wins. The great part about this game is that you can keep on playing as long as you want. You can also play it out on the playground.

\*How about a "trash snack"? You will need flat bottom ice cream cones, Cheerios, miniature marshmallows, pretzel sticks, and peanuts. Take 4 lunch sacks and put a different item in each sack. Write "old tires" on the sack with Cheerios, "Styrofoam" on the sack with marshmallows, "Sticks" on



the sack with pretzel sticks, and “Stones” on the sack with peanuts. Take a large bowl and make up a story about collecting trash. As you name the different items, invite different children to dump the contents in the bowl. Stir with a large spoon and then serve the “trash” in trash cans (ice cream cones). The cool thing about this snack is that there is NO trash when the children have finished eating!

Hint! Substitute raisins for peanuts if you have students with food allergies. You can also use fish crackers, sunflower seeds, or other snack foods.

\*Make up a scavenger hunt similar to the one below. Divide children into small groups and let them hunt for the objects on the playground. Give them paper and pencils to record their findings. (Older children could write words and younger children could draw pictures.)

### ***Scavenger Hunt***

*Can you find something older than you?*

*Can you find something younger than you?*

*Can you find something rough?*

*Can you find something that feels soft?*

*Can you find something living?*

*Can you find something dead?*

*Can you find something smaller than your fingernail?*

*Can you find something bigger than you?*

*Can you find something green?*

*Can you find something yellow?*

*Can you find something that smells good?*

*Can you find some trash? Pick it up and throw it away!*

## Eat Green!

(Tune: "Jenny Jenkins")

Will you eat green, oh my children dear, (Pretend to strum a guitar as you sing.)

Will you eat green my children?

Oh, we'll eat green

Spinach, broccoli, and beans

(Make sign language for green by making a "G" and circling it around.)

Veggie-weggie, fruity-tooty

(Make fists with hands and thump together.)

Fresh foody, colors of the rainbow.

(Wiggle fingers in a arch like a rainbow.)

Let's all eat green.

Will you eat orange, oh my children dear,

Will you eat orange my children?

Oh, we'll eat orange things

Carrots, peaches, tangerines

(Sign language for "O" and circle.)

Veggie-weggie, fruity-tooty

Fresh foody, colors of the rainbow.

Let's all eat orange.

Will you eat yellow, my children dear, (Make a "Y" and circle.)

Will you eat yellow my children?

Oh, we'll eat yellow corn,

Squash, pineapples, and more

Veggie-weggie, fruity-tooty

Fresh foody, colors of the rainbow.

Let's all eat yellow.

Will you eat red, oh my children dear, (Make an "R" and circle.)

Will you eat red my children?

Oh, red we'll eat

Apples, strawberries, and beets

Veggie-weggie, fruity-tooty

Fresh foody, colors of the rainbow.

Let's all eat red.

Will you eat blue and purple, my children dear, (Make a "P" and circle.)

Will you eat blue and purple?

Oh, we'll eat purple, blue

Grapes, plums, and berries too.

Veggie-weggie, fruity-tooty

Fresh foody, colors of the rainbow.

Let's all eat purple and blue.

Oh what will you eat, my children dear, (Pretend to strum a guitar.)  
Oh what will you eat, my children?  
Oh, we'll eat fresh foods  
Good for us and for earth, too,

Veggie-weggie, fruity-tooty  
Fresh foody, colors of the rainbow.  
Let's all eat green.

Activities:

\*Make a rainbow snack with blueberries, strawberries, kiwi, grapes, and pineapple.  
Clean the fruit and cut it into bite-size pieces. Children take wooden skewers and insert the pieces of fruit on the skewers to make a rainbow kabob.

\*Brainstorm different parts of plants that you can eat.

Leaves – lettuce, spinach, cabbage

Stems – celery, asparagus, rhubarb

Roots – sweet potatoes, carrots, onions

Flowers – cauliflower, broccoli

Seeds – sunflower, pumpkin, walnuts

As you are eating lunch or snack, comment, “Mmmm! Don't you love these leaves? How does that root taste? Would you like some more flowers?”

\*What is a vegetarian? What do you eat that would make you a vegetarian? What do you eat that would make you a non-vegetarian?

\*Plant a vegetable garden on the playground. (This would be a great project in which to involve some of your parents, grandparents, or others in your community.) Children will be delighted to grow, harvest, and eat their own vegetables. You can visit [kidsgardening.com](http://kidsgardening.com) to learn more.

\*Read *STONE SOUP* and ask each child to bring a vegetable from home. (You might want to ask the parents to wash and prepare the vegetables in bite-size pieces at home. Older kids will enjoy cleaning and chopping their own vegetables – with supervision!)

Wash some stones and place them in a crock-pot. Let children dramatize the story as they put their vegetables in the pot. Cover with vegetable juice or vegetable broth and simmer for several hours. Season with salt and pepper and enjoy!

\*Take a field trip to the grocery store or farmer's market. Look at labels to discover where fruits, vegetables, and other products come from. What does it mean to “eat local”? Are there any local foods in your market?

\*Let children make predictable books of colorful foods they like to eat. For example: I like to eat red (strawberries, watermelon, etc.). I like to eat orange (carrots, sweet potatoes).

\*Use a graphic organizer, such as a time line, to illustrate how fruits and vegetables go from the garden to the table.

## Endangered Species A-Z

(Echo chant)

Endangered animals  
are going extinct.  
It's time to protect them  
Don't you think?

I say antelope, you say /a/. (Children stand and step from side to side to the beat.)  
Antelope - /a/ (Cup hands around your mouth as you make the sound.)  
Antelope - /a/

I say bison, you say /b/ (Step to the beat and cup hands around mouth on the sound.)  
Bison - /b/  
Bison - /b/

C – condor  
D- dolphin  
E – elephant  
F – falcon  
G – gorilla  
H – hippo  
I – iguana  
J – jaguar  
K – koala  
L – leopard  
M – manatee  
N – numbat  
O – otter  
P – panda  
Q – quoll  
R – rhinoceros  
S – sea turtle  
T – tiger  
U – umbrella bird  
V – vulture  
W – whale  
X – ox  
Y – yak  
Z - zebra

Activities:

\*Make an ABC book to go along with the chant. Each child chooses a letter and illustrates her animal with crayons or markers. Put the pictures together to make a book. Make a front and back cover from a paper grocery sack. Bind with book rings. Have children write their names on the

cover of the book because they are the “Illustrators.” On the inside cover write the copyright date (day you make the book) and publisher (your school). Make sure to write “The End” on the back of the book. You might also want to add an ISBN number and bar code.

\*What are some factors that contribute to animals becoming endangered or extinct? What can YOU do to help protect animals?

\*Brainstorm how you could learn more about endangered species (plants and animals). For example, you could go to the library, look on the internet, ask a friend, etc.

\*What’s the difference between “endangered animals” and “extinct animals”? Assign each child a letter of the alphabet and ask him to do “research” and find an extinct animal that begins with his sound.

\*Make a peek-a-boo book of extinct animals. Each child chooses an endangered or extinct animal. She writes or dictates a riddle or clue about the animal at the top of a sheet of paper. Then tape the top of a 4” square to the middle of the page. Children can lift the square and draw the animal underneath.

Earth Day - April 22nd

(Tune: “Clap Your Hands Together”)

Earth Day, Earth Day! Let’s all come together.  
Earth Day, Earth Day! To make this world much better.  
‘Cause we love our planet Earth, beautiful and blue.  
We want to take care of it with everything we do.

We can recycle – tell your friends and neighbors!  
Glass, aluminum, plastic and paper.  
‘Cause we love our planet Earth, beautiful and blue.  
We want to take care of it with everything we do.

We can plant a tree, to create green spaces;  
Walk or ride our bikes to go different places.  
‘Cause we love our planet Earth, beautiful and blue.  
We want to take care of it with everything we do.

Activities:

\*The “Earth Book” was on my April 2008 website. Just in case you didn’t see it, here it is again. Your students will enjoy making the book and then taking it home to share with their families.

\*Write letters to politicians (local as well as national) asking them to help protect our beautiful planet.

\*Adopt a class tree. Find a special tree on your playground and explain that your class can adopt that tree as your “pet” plant. Have a contest to name the tree. (This is a great way to use a graph!) Take photos of your tree and encourage the children to draw pictures of it during different seasons. Ask children to hug your tree. What does it feel like? What does it smell like? Can you hear your tree? Read books, have picnics, or sing songs under your tree.

\*Plant a tree on your playground. Contact your local cooperative extension service, Forestry Services, or National Arbor Day Foundation for free seedlings. Discuss what your tree will need to thrive. Prepare the soil, water your tree, and record its growth.

\*Make a class quilt for Earth Day. Give children 6” squares and ask them to draw something in nature that they appreciate. Punch holes in all four corners of their squares and then tie the squares together with yarn. Hang in your classroom or in the hall.  
Hint! You can also make quilts with fabric crayons. First children draw pictures on 8” squares of paper with fabric crayons. Then iron their images on muslin or an old sheet cut into 9” squares. I’m sure you have a parent or friend who would sew the children’s fabric pieces together to complete your quilt.

\*Sit and watch. You can do this activity on your playground, at a park, or as part of a field trip. Each child takes a hula hoop or 6’ piece of string that has been tied into a loop. Children spread out and place their hoop or string on the ground. They then sit quietly and use all of their senses as they “sit and watch.”

### I Know a Scientist

(Tune: “I Had a Little Turtle”)

I know a scientist, (Hold up index finger.)  
And you can be one, too! (Point with index finger.)  
Here’s the scientific method  
So you’ll know what to do.

First you find a question. (Hold up one finger.)  
Just take a look around. (Pretend to look around.)  
What is it that you want to know?  
Now you write it down.

Next you make a guess— (Hold up two fingers.)  
It’s called a hypothesis—  
About what will happen  
When you do your tests.

Now experiment, (Hold up three fingers)  
Observe it, write it, too. (Hold up four fingers.)  
You’ll need lots of data  
To show your guess is true.

Draw your conclusions. (Hold up five fingers.)  
Look into any doubts.  
Then tell everybody  
What you've found out!

#### Activities:

\*Let children make individual clipboards for gathering data. You will need corrugated cardboard (recycled, of course!) cut into 12" x 9" rectangles. Attach a butterfly clip to the top of the cardboard to hold paper. Children can decorate their clipboards with markers and then use them to sketch pictures, write observations, do surveys, take notes, etc.

\*Ask children to bring in an old white shirt (or you can pick these up at a thrift store). Cut off the sleeves and write "Dr. child's name" on the pocket with a magic marker. When children are "scientists" they get to wear their lab coats. Call each child "Dr. \_\_\_\_" and use the scientific name for whatever topic you might be studying. For example, when learning about insects you could call the children "entomologists." When you study rocks they could be "geologists."

\*Use an old backpack or computer bag to start a parent/child project called "Scientist of the Week." Put a notebook, a list of simple science experiments, protective goggles, a lab coat, magnifying glass, magnet, etc. in the bag. Write a letter to parents explaining that each week a different child will get to be "Scientist of the Week." That child will take home the bag on Monday and she will have several days to prepare and practice a science experiment that she can demonstrate to her classmates on Friday. After students have presented their experiments, their classmates can write about them in their journals.

\*Make stick books for recording science observations. First children will need to find a stick that is about as long as their foot. Next fold 2-5 sheets of paper in half. Punch holes about 2 inches from the top and bottom of the book near the crease as shown. Take a rubber band and push it through one hole. Insert the stick through the loop. Take the other end of the rubber band and put it through the other hole and extend the other end of the stick through that loop. Taadaa! A stick book!

\*Make a T-chart on a file folder or piece of poster board. Children can use this for sorting real objects or pictures. For example, you can put out a tub of water and an assortment of classroom objects and toys. Children can take each item and predict whether it will float or sink. After placing the object in the tub, they can then put it in the correct category. You can do a similar activity with a magnet and objects that the magnet attracts or repels. Objects that are natural and manmade can also be sorted, as can pictures of items that are found inside or outside, things that come before and after, etc.

\*Take discovery walks on your playground. One day, explain to the children that you want them to use their ears and try and remember all the things that they hear. Make a list when you return to the classroom. Another day they could use their eyes and try to remember everything that they see. You could also take a touch walk where children explore the way different objects feel. (Think of all the vocabulary words that you could introduce!)

\*Ask children to collect different leaves, sticks, or rocks on a nature walk. When you return to the classroom, challenge the children to sort what they have found. Can they sort it in a different way?

Be sure and return the objects to where you found them after you have finished sorting them.  
Hint! Tell children that they can only collect things that are on the ground. Never pull leaves, flowers, or sticks off a tree. We don't want to hurt our fellow living creatures!

\*Rock bonding will help increase observation skills. First, each child will need to find a rock on the playground. Have each child hold his rocks and describe what is unique about it. Then, place all of the rocks in a basket. Challenge each child to find her special rock in the basket.

### Water Cycle

(Tune: "My Darlin' Clementine")

Evaporation, (Push palms up toward the ceiling.)

Condensation, (Bring palms together over your head.)

Precipitation all around, (Wiggle fingers as you bring your palms down.)

Accumulation, (Sweep arms together as if gathering up something.)

Evaporation, (Push palms up toward the ceiling.)

The water cycle goes round and round. (Arms out by sides and make circles.)

Evaporation, evaporation, water goes up in the air, (Palms up.)

Gets together and condenses and rain clouds do appear. (Palms together over head.)

Then it rains, that's precipitation, water falls to the ground. (Wiggle fingers down.)

It accumulates in puddles and splashes all around. (Sweep arms together.)

The water cycle starts all over when it evaporates again.

It condenses in the clouds, then precipitation will begin.

Evaporation, condensation, precipitation all around,

Accumulation, evaporation, the water cycle goes round and round.

### Activities:

\*You can make rain in your classroom with a large glass jar, a pie pan, hot water, and ice cubes. Fill the glass jar with hot water. Place the pie pan on the mouth of the jar and fill it with ice cubes. As the warm water vapor from the hot water rises and hits the cold pan, you will see drops of water fall like rain.

\*Give each child a paper plate and demonstrate how to divide it into fourths. Have the children draw and label pictures of the water cycle in each section. Attach a paper arrow with a brad fastener in the center. Children can spin the arrow around as they sing the song.

\*Make a rain gauge for your school from a glass jar. Mark inches on the side with a permanent marker and place the jar in a safe, open space. Choose a different child each day to be the "rain patrol" by checking the jar and recording the data.



\*After you have collected several inches of rain water, place a coffee filter on top of another jar and pour the rain water through the coffee filter. Examine the filter for particles of dirt with a magnifying glass. What made the rain water dirty?

\*Collect water samples from ponds, streams, or other bodies of water in your area in bottles and label them. Look at the samples with a magnifying glass. Would you like to drink that water? How do we get clean drinking water?

\*Make weather graphs for the children and let them color in the weather each day for a month. Compare results at the end of the month.

\*Do a sky watch where children sit and look at the sky. Give them blue paper and white chalk to draw the cloud formations they see. Learn the names of different types of clouds.

\*Give each child a wet paper towel. Can they dry their towel? Let the children run around, put their towels in the sun, and experiment with other ways to get them dry. Draw conclusions about what worked best to dry the towel – sun, wind, or nothing?

\*On a snowy day catch snowflakes on black construction paper and observe with a magnifying glass.

### Basic Needs

(Tune: “Head, Shoulders, Knees, and Toes”)

Air, (Wiggle fingers in front of you.)

Water, (Make the sign for “W” and put it by your mouth.)

Food and (Pretend to feed self.)

Shelter, too. (Make a triangle with hands over your head.)

Air, water, food and shelter, too.

All animals have the same basic needs.

And that includes you and me! (Point to self and then a friend.)

Little ant, what do you need? (Hold up index finger and look at it

Little ant, what do you need? as if there is a little ant on the end.)

Air, water, food, and shelter, too

That’s what a little ant needs.

Manatee what do you need... (Put hands by sides and stick out palms  
like flippers.)

Elephant what do you need... (Extend one arm from your face like a  
trunk.)

Boys and girls what do you need? (Open palms as if asking a question.)

Air, water, food, and shelter, too.

All animals have the same basic needs.

Activities:

\*Use a Venn diagram to illustrate how human beings are alike and different from other animals.

\*Make a flipbook by folding a sheet of paper in half lengthwise. Fold into fourths and then into eighths. Open and cut down the three slits to the middle crease. Fold in half to make flips. Write “air,” “water,” “food,” and “shelter” on each of the four sections. Have children choose different animals and then illustrate the four categories.

\*Make a T-chart of wants and needs. Discuss how you often see things on television or in a catalog that you want... but do you really need them? Let children cut out pictures from old magazines and newspapers and glue each item under the appropriate category.

\*Go on an animal safari around your school or at a local park. Make a list of all the animals that you find on your safari when you return to the classroom. Discuss the basic needs of the different animals.

\*Set up a bird feeder near your classroom window and observe. Provide children with binoculars and a bird book so they can identify the different birds that come to feed.

\*Make bird feeders by stringing “o” shaped cereal on a pipe cleaner. Twist the end to make a ring that you can hang on branches or bushes.

## Habitat Homes

(Tune: "Home on the Range")

Oh, give me a home, (Pretend to strum a guitar as you sing this song.)

A dry desert home,  
Where the sun shines most every day.  
Cacti and yucca plants,  
Lizards, camels and ants—  
Call the desert habitat home.

Oh give me a home,  
A tropical home,  
Where it rains almost every day.  
Vines, ferns, and green trees,  
Parrots and chimpanzees—  
Call the rainforest habitat home.

Oh give me a home,  
A white arctic home,  
Where it's icy and cold every day.  
Polar bears, caribou,  
Walrus, seals, and whales, too—  
Call the arctic habitat home.

Oh give me a home,  
A tall woodlands home,  
Where the trees stand strong every day.  
Maples, oaks, elms, and deer,  
Birds and squirrels all live here—  
They call the woodlands habitat home.

Home, sweet habitat homes,  
Where the plants and the animals roam.  
They're comfortable here  
Anytime of the year—  
They're adapted to their habitat homes.

Activities:

\*What kind of habitat do you live in? What do you like about it? What do you dislike about it?  
What do you think would be the best habitat to live in? Why?

\*Use an attribute web to brainstorm animals that you would find in different habitats.

\*Divide a sheet of paper into fourths and label it with "desert," "arctic," "woodland," and "rainforest."  
Provide children with books where they can do "research" and then draw animals that they might find  
in the various habitats.

\*Make pop-ups of animals that you would find in different habitats. Cut a sheet of paper in half. Fold each section in half. Cut two 1 slits on the crease as shown. Bend in the tab. Write the name of a habitat on the front of the pop-up. Give children construction paper scraps and let them draw and cut out animals they might find in that habitat. Glue the animal to the tab and then ask the children to color the rest of the scene to resemble the habitat.

\*Take three sheets of paper 6" x 6" and tape them together to make a tri-fold. Have the children think of a habitat and then close their eyes and imagine what it would look like. Next, ask them to draw the habitat on the tri-fold. Give them play dough, pipe cleaners, and other scrap materials to create animals for their habitat.

\*What is adaptation? How do animals adapt to their habitats? Can children think of animals whose colors help them blend with their environment to protect them? Have children draw a picture of one of these animals and then try to "camouflage" it on their papers.

\*Cut up yarn or construction paper in 3" x 1/2" strips. Use red, blue, orange, brown, yellow, green, purple, and black colors. These will be your "worms." Count out 25 of each color. Mark off a designated area on the playground and then scatter the "worms" all around as the children close their eyes. First call out "red worms" and the children gather up all the red strips. Count. Call out the remaining colors one at a time and count the number that you find. What color was easiest to find? Why? What colors were the most difficult to find? Why?

### Eight Great Planets

I bought a Mercury (Hold up your fingers one by one as you name the planets.)  
to visit friends on Venus,  
But how on Earth can I ever get to Mars?  
Jumping Jupiter!  
Saturn's party is Saturday.  
Uranus and Neptune will ride in a space car.

Oh, dear, oh, my, (Put your hands on the sides of your head and  
The planets in the sky. move your head back and forth.)  
You can learn them all in order.  
Come on now and try.

I bought a....

This rhyme's been fun.  
Now come on everyone.  
Say the planets all in order  
From our star the sun.

Mercury, Venus, Earth, Mars,  
Jupiter, Saturn, Uranus, Neptune.

## Activities:

\*Take 9 paper plates and write the names of the planets on 8 of them. Write “Sun” on the last plate. Pass the plates out to the children. Ask the “sun” to stand up in front of the room. The children holding the other planets stand up in order as they are sung in the song. Which planet is closest to the sun? Which one is farthest away? What planets are next to the earth?

\*What is the name of the planet we live on? Show the children the globe. Is the sun a planet? What is the sun? It’s our closest star. Why do we need the sun? Which planet do you think is the warmest? Which planet would be the coldest?

\*Which planet would you like to visit? Why? How would you get there? What would you pack to take on your journey? Ask children to write or dictate imaginary stories about what they would do if they visited a strange planet.

\*Check out books on the solar system from the library. Children could also do an internet search to find out what the different planets look like. Have children paint or draw planets. They could also make three dimensional planets using clay or papier-mâché.

\*Make an accordion book of the planets from a sentence strip. Fold the sentence strip in half, fourths, and eighths. Open. Children write the names of the planets and illustrate starting with Mars and ending with Neptune.

\*Show children drawings of constellations. Let them punch their own designs in black construction paper with a pushpin. Hold up to the light to reveal constellations.

## Continents Together

(Tune: "He's Got the Whole World in His Hands")

We've got the whole world in our hands. (Circle hands around and then cup together.)

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got North and (Point to chest.)

South America in our hands. (Point to thighs.)

We've got Europe, (Touch right shoulder with left hand.)

Asia, (Extend left arm to the right of your shoulder.)

Africa in our hands. (Touch right side of right thigh with left hand.)

We've got Australia and (Touch left knee with left hand.)

Antarctica in our hands, (Touch left foot with left hand.)

We've got the whole world in our hands. (Cup hands together.)

Hint! The teacher will need to reverse these motions when standing in front of the children.

We've got to work together to keep it green, (Clasp fists together and move

Protect our planet's lands and seas. in a circular motion in front of you.)

We can all make a difference - you know what I mean! (Shake finger.)

We've got to help keep it green.

Come on North and South America, keep it green! (Wave arm as if motioning to come.)

Come on Europe, Asia, Africa, keep it green!

Come on Australia and Antarctica, keep it green!

Let's keep our planet clean.

We've got the whole world in our hands (3 times)

Together we'll keep it green.

### Activities:

\*Show the children a globe and point out the different continents. Suggest that their body can be like the world.

-Point to your head. That's like the North Pole.

-Point to your feet. That's like the South Pole.

-Point to your middle. That's like the equator.

-Point to your chest. That's like the Tropic of Cancer. If you smoke cigarettes you might get lung cancer.

-Point to your knee cap. That's like the Tropic of Capricorn.

\*Compare a flat map of the world with the globe. Locate various continents and oceans on the flat map.

\*Put blue paper in the bottom of a plastic tub. That's the water. Put a cup of sand on top. Challenge children to use the sand to make various land forms on the blue paper. Make card diagrams of a

peninsula, island, isthmus, etc. for the children to make with the sand.

\*Collect dirt samples from different areas of your school grounds. Look at the dirt with a magnifying glass. Pick out objects from the soil samples with tweezers and identify them. What is dirt made of?

\*Have children write relatives in different parts of the US and ask them to send a handful of dirt from their area to your class in a zip sandwich bag. Label the bags when you receive them. Match the bags to where they come from on a map of the United States.

Note! It is illegal to bring soil from foreign countries or Hawaii into the contiguous United States.

### Oceans Clean and Blue

(Tune: "My Bonnie Lies Over the Ocean")

Atlantic's the name of an ocean, (Stand and hold up your fingers as you  
Pacific, and Indian, too. name the oceans.)

The Arctic is also an ocean.

Let's keep the oceans clean and blue.

Chorus

Oceans, oceans, oceans of beautiful blue. (Move arms as if swimming.)

Oceans, oceans, I can help and so can you!

So many fish live in the ocean, (Put palms together and wiggle like a fish.)

With coral reefs, plankton, and kelp.

They love their habitat in the ocean.

And now they all need your help.

Chorus

Atlantic's the name of an ocean, (Hold up your fingers and count.)

Pacific, and Indian, too.

The Arctic is also an ocean.

Let's keep the oceans clean and blue.

Activities:

\*Point out bodies of water on a globe and world map. What color is the water?

\*Take a paper plate and cut it into fourths. Explain that the plate represents the earth. Put three of the four sections aside and explain that they represent the area of the earth that is covered by water. Take the final piece and explain that  $\frac{1}{4}$ <sup>th</sup> of the earth is covered by land. Now cut that fourth in half because half of the land is not habitable. That means it's too hot, cold, wet, or dry for people to live on. If all the people have just a little piece of the earth to live on, what must we do? How can we work together?

\*Put out a tub of water and let children predict which objects will sink and which ones will float. Let them collect common classroom items, such as crayons, pencils, paper clips, blocks, plastic toys, etc. and experiment by placing them in the tub of water.

\*Give children a ball of clay and challenge them to make a boat out of it that will float.

\*Place a Styrofoam plate on the water. Let children predict how many counting bears they can put on the plate before it sinks. Place one bear at a time on the plate and tally results.

\*Brainstorm different ways that you can travel on water. How can you travel on land? How can you travel in the air? What's your favorite way to travel? What's the best way for the environment?

\*Give children a paper plate and scraps of blue and green paper. Challenge them to make a collage of the earth by tearing the paper and gluing it on the paper plate.

\*How about an ocean snack? First dye cream cheese blue with a few drops of food coloring. Next, let the children spread the cream cheese on a mini bagel (life preserver). Decorate the top with fish crackers and enjoy!

\*Make stream catchers with a coat hanger and old pair of hose. Stretch the hanger into a diamond shape. Pull the hose over the hanger and knot at the bottom. Bend up the hook on the hanger and wrap it with duct tape. If you go on a field trip to a park or natural area you can use the stream catcher to catch leaves, fish, and other objects in the water.



## My Aunt Came Back

(Tune: "How Dry I Am!")

My aunt came back (children repeat each line)

From Japan

And brought me back

A paper fan. (Hold up your right hand and wave it back and forth like a fan.

You will continue doing this through the rest of the song.)

My aunt came back

From Holland, too,

And brought me back

A wooden shoe. (Begin tapping your left foot.)

My aunt came back

From Algiers

And brought me back

A pair of shears. (Hold up left hand and open and close index and middle fingers like a pair of scissors.)

My aunt came back

From Belgium

And brought me back

Some bubblegum. (Start smacking your lips as if chewing gum.)

My aunt came back

From Chile

And brought me back

An itchy flea. (Wiggle all over.)

My aunt came back

From the city zoo

And brought me back

Some nuts like you! (Point your finger at everyone!)

Activities:

\*Invite children to bring in souvenirs that they got on a trip or that someone has given them. Locate where they are from on a map of the world.

\*Ask parents to send in souvenirs that are safe for children to play with. Set up a souvenir shop in your classroom. Let children put prices on the items and take turns being storekeepers and tourists.

\*Cut out pictures of homes from different countries and make a book for the block center called "All Kinds of Homes." Children can look at the different homes and then try to construct them with blocks. How are all homes alike? How are they different?

\*Bring in coins and currency from other countries. Compare with the coins of the US. How are they alike? How are they different? Let children make rubbings of the coins.

\*Look for children's books printed in different languages. Can the children tell a story from the pictures even if they can't read the words?

\*Teach the children folk songs and dances from different cultures.

\*Encourage parents and friends who have visited or lived in other countries to be guest speakers in your classroom. Remind them that pictures and real objects are always interesting to children. Help children generate a list of question that they are curious about before your guests arrive.

\*Plan an International Fair where each child brings a food from a different culture to share with her classmates. It might be a fruit, bread, dessert, or entrée.

\*For homework, have children interview their parents to see where their ancestors came from. How long has their family been living in the United States?

\*Make a paper suitcase by folding construction paper in half. Attach a pipe cleaner for a handle. If children could visit any place in the world, where would they like to go? Have them pack their suitcase with the things they would need. Write imaginary stories about their travels.

### The Presidents

(Tune: "Ten Little Indians")

History's full of people and times.  
We can learn them with this rhyme.  
President's of the USA  
Have made our country great today.

Washington	Adams	Jefferson	Madison
Monroe	Adams	Jackson	Van Buren
Harrison	Tyler	Polk	Taylor
Fillmore	Pierce	and	Buchanan
Lincoln	Johnson	Grant	Hayes
Garfield	Arthur	Cleveland	Harrison
Cleveland	McKinley	Roosevelt	Taft
Wilson	Harding	and	Coolidge
Hoover	Roosevelt	Truman	Eisenhower
Kennedy	Johnson	Nixon	Ford
Carter	Reagan	Bush	Clinton
Bush	and	Obama	

Activities:

\*Visit [whitehouse.gov/kids](http://whitehouse.gov/kids) to learn more interesting things about our Presidents.

\*Assign each child a different President. What can he find out about that president? Give children a sheet of paper to draw a picture of their President. Compare their drawings with paintings or real photographs of Presidents. Put these together to make a class book.

\*What would you like to ask our President? Is there anything that you would like to tell our President to do? A good way to let the President and other elected officials know what you want is to write them letters. Encourage the children to write letters, edit them, and then send them to the President. Don't be surprised if you get a response!

\*Let children write or dictate stories about what they would do if they were President.

\*Identify the Presidents on various coins and bills. Give children an 8" circle and let them design a coin with their own face on it.

\*Take play money and let children cut out a photo of their own face and put it on the play money. Run off several copies on green paper for them to share with friends.

### This Land Is Your Land

(Original words and music by Woody Guthrie  
Verses 2 & 3 adapted by Dr. Holly)

Chorus:

This land is your land, this land is my land (Point to a friend and then to self.)  
From California, to the New York Island (Point left and then right.)  
From the redwood forest, to the Gulf Stream waters, (Swim hand up and down.)  
This land was made for you and me. (Point to a friend and then to self.)

I love the blue lakes, I love the trees green, (Arms out in a circle.)  
The tallest mountains, and the plains in between. (Reach up high.)  
I love the cities, towns, and country. (Open left palm and then right palm.)  
This land was made for you and me. (Point to a friend and then to self.)

Chorus

I love the people I see around me, (Hand over eyes as if looking.)  
The different faces and nationalities. (Palm in front of face.)  
Join hands together—love one another. (Clasp hands with a friend.)  
This land was made for you and me. (Point to a friend and then to self.)

Chorus

Activities:

\*Make a brochure about your state, city, or community. To make a brochure, roll a sheet of paper into a "burrito" and then flatten it. Draw pictures of people, places, and things, or write an advertisement that tells why you are proud of where you live.

\*Brainstorm community helpers who keep our country safe. Invite someone from the armed forces to be a guest speaker and talk about his or her career. Write letters to police officers, fire fighters, soldiers, etc. thanking them for what they do.

\*Ask children to draw or paint pictures of national symbols. (Get library books or go to [bensguide.gpo.gov/k-2](http://bensguide.gpo.gov/k-2) to get additional information.) Put the children's pictures together to make a class book.

\*Display a large map of the United States in your classroom. Locate where different relatives and friends live. Ask children to call relatives in other states and ask them to send a postcard to your class. Match the postcards up with their different states on the map. Talk about likenesses and differences in different parts of our country.

\*Walk around your community and encourage each child to take a digital photo of her favorite place. Print out pictures for children and let them write or dictate sentences about their special place. Put the pictures together to make a book called "This Is My Land!"

\*Make a giant flag from children's hands and feet. First, have children dip one hand in blue paint and place in the upper left hand corner of a white sheet of butcher paper to represent the stars. Next, let children dip one foot in red paint and walk across the paper to make stripes.  
Note: If you want less mess, have children cut hands out of blue paper and feet out of red paper. Glue to the white paper to make stars and stripes.

\*Help children learn the name of their city, state, country, President, etc. by filling in the appropriate words in this song to the tune of "The Wheels on the Bus."

The name of my city is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

The name of my city is \_\_\_\_\_.

That's the name of my city.

Arms Are for Hugging (Tune: “The Girl I Left Behind Me”)

Our eyes are made for seeing. (Point to eyes.)  
And ears are for made listening. (Point to ears.)  
Our noses are for smelling. (Point to nose.)  
And tongues are made for tasting. (Point to mouth.)

Fingers are for touching. (Wiggle fingers.)  
And feet are made for walking. (Point to feet.)  
Toes are made for wiggling. (Tap toes.)  
And lips are made for smiling. (Smile.)

We get along, we show we care, (Clasp hands.)  
There’s kindness all around us; (Circle hands in front of you.)  
The love we share is everywhere— (Hug yourself.)  
It grows and it surrounds us. (Hold up left hand and insert right hand  
as if it is growing like a flower.)  
Our brains are made for thinking. (Tap the side of your head.)  
Our lungs are made for breathing. (Point to your chest.)  
Stomachs are for eating. (Touch your tummy.)  
And hearts are made for loving. (Put your hand on your heart.)

Mouths are made for singing. (Point to your mouth)  
Legs are made for dancing. (Touch legs.)  
Hands are made for holding. (Clasp hands and hold in front of you.)  
And arms are made for hugging. (Hug self.)

We get along, we show we care, (Clasp hands.)  
There’s kindness all around us; (Circle hands in front of you.)  
The love we share is everywhere— (Hug self.)  
It grows and it surrounds us. (Hold up left hand and bring up right hand.  
Circle hands around you.)

Activities:

\*Brainstorm “How to be huggable.” What does it mean to be a friend? Make a T-chart and write down things “friends do” and “friends don’t do.”

\*Have children lay on the floor on a sheet of bulletin board paper. Trace around their bodies. Children color the paper bodies to look like themselves. Cut out and hang up in the hall with hands touching as if the children were holding hands.

\*Get a sock and put a common object in the toe of the sock. Knot the top of the sock. Let children guess what is in the sock. Pass the sock around for them to feel. How can they tell what is in the sock without seeing it?

\*Create a “touch and tell” center by placing different objects in paper sacks. Children reach in the sacks and try to identify the objects by touching them.

\*Recycle four water bottles for this activity. Put ½ cup of water in one bottle; put ½ cup of dry beans in the second bottle; put paper clips in the third bottle; put ½ cup of rice in the fourth bottle. Insert the bottles in old socks. Children shake the bottles and try and predict what is in each. Then they remove the bottles from the socks to verify their guess.

\*You will need film canisters or similar containers for this “smell and tell” game. Put items with distinguishable smells (coffee, lemon, bubblegum, oregano, cocoa) in the bottoms of the containers. Cover with several cotton balls and put on the lids. Children open each canister and try to tell what it is from the odor. You could also number the containers. Children number their papers and write or draw what they think is in each one.

\*Cut out a heart, hand, smile, and the numeral 5 from felt or fun foam. Place these on the floor near your classroom door each day before the children arrive at school. As they enter the classroom, each child stands on a symbol to indicate how they would like to be greeted. The heart means they want a hug; the hand means they want a handshake; the smile means they just want a smile, and the “5” means they want a high five.

\*Make kindness coupons similar to the one shown. Encourage the children to give kindness coupons to friends when they help them and are kind.

\*Make a “Book of Kindness” where children can write the names of classmates who have done good deeds.

\*Let children draw their face on a paper plate. Provide them with yarn, fabric, buttons, and other scrap materials for decorations. Next, have them trace around their hands and cut them out. Cut 2 ½” x 12” strips of construction paper. Staple these to the sides of the paper plates and then staple the children’s hands to the ends of the strips. It’s a HUG! Let children deliver their hugs to school helpers, family members, or friends.

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