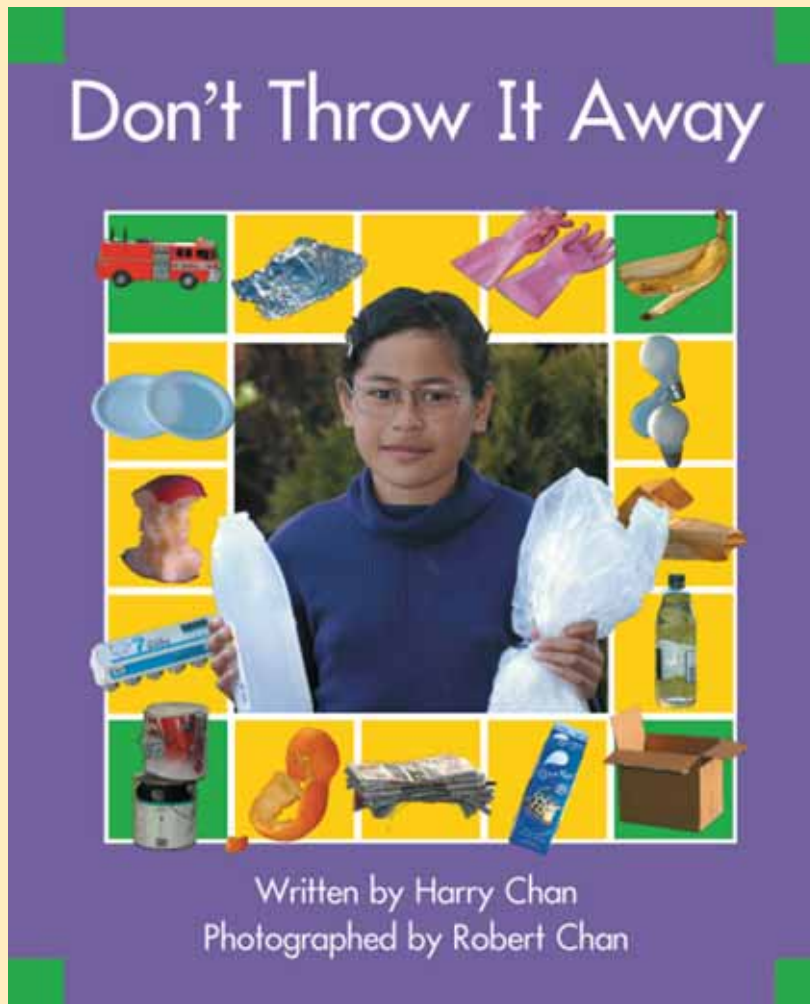




Level 15 Book h



Level	15
Word Count	330
Text Type	Argument / Exposition
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the cover photo and suggest what kind of story they are reading. Is this story fiction or nonfiction? Have them justify their answers.



Ask the children to look at the contents page to predict the information covered in the book. What do they think they are going to learn?



Ask the children to respond to the book. From what they have learnt from the book, would they change their rubbish routines? What would they do?



Invite the children to analyse the text in terms of their own rubbish. What do they do that is the same/different?

AFTER READING

BEFORE READING

2/3



Invite the children to make a list of all the things they throw away. Discuss their lists.



Discuss with the children the use of punctuation. Discuss how punctuation tells us when to stop, start and use expression.

Introduction

Do you know where all the rubbish goes?
Do you know how much rubbish there is?
Do you know how many things people throw away each day?
Do you know how many things you throw away?

Make a list.
Write down all the things you throw away.



Rubbish is put into bins and taken to rubbish dumps.

AFTER READING



Ask the children to suggest how the text on page 2 sets up the rest of the book. Discuss how an introduction gives the reader an insight into what the book features.



As they read, have the children think about the message. Ask the children if the author made a clear case to persuade the reader to do something.

BEFORE READING

4/5



Have the children read the heading on this page. Ask them if any of their rubbish is food. What types of food rubbish do they throw away?




Ask the children to scan page 4 for question marks. Have them read the two questions. Discuss why the author has asked these questions.

Food

Did you have food on your list?
Do you throw food away?

People throw away old food.
They throw away food that they could not eat.
They throw away apple cores.
They throw away orange peels.
They throw away banana skins.



AFTER READING



Discuss with children why they throw away food. Are there other uses for left-over food? Discuss some possible uses.



Invite children to analyse the text so far. Ask them to share their experiences about food. How would they compare their quantity of food rubbish to the quantity of a supermarket?

Discuss with children how photos often assist with reading. Have them look at the heading and photos. Can they name paper rubbish around their home?

Ask the children to comment on any difficulties they had reading the text so far. What did they do to address their reading problems?



Invite the children to share any experiences they have had making recycled paper. How does recycling help minimise rubbish?

Ask the children what they do with all the paper rubbish at their home. Can any of the paper be re-used? What could they do with it?

Look at the photos. What are all these items made of? Do they have any items around the house made of plastic? What do they do with them once they have finished?

Explain to the children that often locating smaller words within words helps us with our reading. Look at the word plastic. Are there any small words in plastic?



Discuss with the children about which is the key question. What part of the book confirms this for them?

Ask the children to think about all the plastic rubbish we throw away. Is plastic rubbish harmful to the environment? Why is it harmful? What should we do with plastic?

BEFORE READING 10/11

Ask the children to look at the photos on pages 10 and 11. What are these items made of? Can they think of how many glass and metal items they have around their house?



Explain to the children what happens to the rubbish once it leaves their house. Do they think glass and metal is good for the environment once it is rubbish?

Discuss with the children the message that the author is telling us. Ask children to look back at their rubbish list. How does the author feel about rubbish?

AFTER READING

BEFORE READING 12/13

Discuss the heading with the children. How can they make use of their rubbish? Are we able to re-use rubbish?

Invite the children to discuss any words they found difficult. Could they locate small words within the words? Discuss their strategies.



Have the children re-read page 12. How many different types of rubbish was the author able to re-use? Suggest other ways they could re-use their rubbish.

Have the children analyse the photos on page 13. How have the photos been arranged on the page? Would it make a difference if they were in a different order?

AFTER READING



Invite the children to look at the photos. What do they think is happening? Have them justify their ideas.



Have the children find the word *recycling*. Discuss the prefix *re* with them. Together write a list of words beginning with the same prefix.



Explain to the children that diagrams and flow charts help us understand the text. What is the purpose of the diagram? What are the arrows used for?



Discuss recycling with the children. Can the children think of a product they have used that has been recycled? What was it made into?



Invite the children to share how they feel about rubbish and recycling. How much rubbish do they make at home? What would happen if we didn't re-use and recycle?



Remind the children that their reading needs to make sense and sound right.



Discuss with the children how they can use the information in this text. What can they now teach people about rubbish, re-using and recycling?



Discuss the author's argument. What suggestions has the author given readers so that they don't throw things away?

15 h Don't Throw It Away Name _____

1. Place the items from the word bank into the following categories:

Food	Paper	Plastic	Glass	Metal

Word bank

light bulbs, jars, orange peels, plastic bags, milk cartons, cardboard boxes, banana skins, metal paint tins, plastic toys, foil

2. Write down ways you could re-use or recycle a cardboard box.

3. Design a machine that could recycle plastic. Label your machine. Write a sentence explaining how it works.

15 h Don't Throw It Away Name _____

1. Place question marks in the correct places.

Do you throw away glass things

Do you think we should recycle

People throw away too much rubbish

Do you know where the rubbish goes

You can use a milk carton to make a garden

You can make a garden with compost

2. Write three sentences containing question marks.
