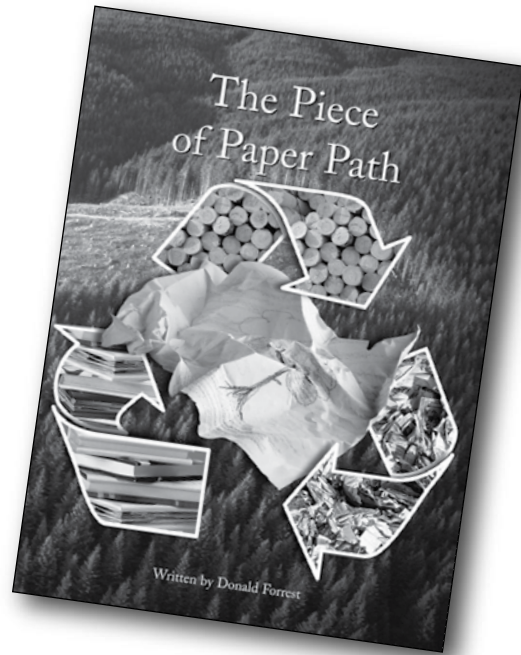


Springboard 6

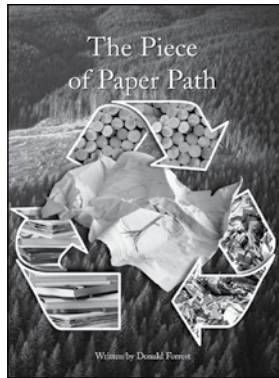


The Piece of Paper Path

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



THE PIECE OF PAPER PATH

Middle level fact

**Text type: Information Report
(Cause/Effect)**

Reading age 11.1–11.9

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Discuss a variety of nonfiction text types. Support students to identify that factual information can be presented in a discussion, exposition, information report, or survival story. Tell students that an information report presents the facts in a clear, concise manner. The subject of the report is introduced at the start, and the rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic.

View some nonfiction titles and support students to identify the text type of each.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What do the cover image and the title suggest about this book? Discuss the recycling symbol. What do you think the purpose of this book might be?*

Read the blurb. *What additional information does this give you? What do you expect to find inside this book?* Guide the discussion to build understandings that this book will provide information about where paper goes after we have used it.

What happens to paper when we are finished with it?

What are the two paths the paper might take?

Which sounds more environmentally friendly?

What do you expect to learn from this book?

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to read about the impact of landfills?* Students should respond quickly with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

A LOT OF PAPER

Before Reading

What do you notice first about this page? Guide students to discuss the photo. *Describe what happens to all this litter. What kinds of paper litter are in the photo? What are some of the things we use paper for?*

Read pages 4 and 5 and be ready to discuss what you find out about paper.

After Reading

What does the word consumer mean?

How much paper do Australians use every year?

What are some of the sorts of paper we throw away all the time?

Do you think the amount of paper we use is a problem? Explain.

THE PAPER PATHS

Before Reading

Read the title. Examine and discuss the diagrams.

Prompt students to notice the bold words *transfer station*. Discuss what a transfer station is and then visit the glossary to check the meaning.

Read pages 6 and 7. As you read, take note of the two paths waste paper can take. Be ready to discuss your thoughts.

After Reading

Which paper path do you think is better for the environment?

Does the recycling path appear simple or complex? Why?

What sorts of recycled paper do you use?

THE LANDFILL PATH

Before Reading

Read the title. Discuss what students already know about rubbish collection. *What happens after you leave your rubbish at the kerb or footpath?* Invite responses.

Walk through the photos, graph, and diagrams to page 16. Build content knowledge of this chapter prior to reading.

Invite students to share their experiences of visits to transfer stations. *What do you hear, see, and smell there? Why are transfer stations necessary? What is an alternative?*

Discuss the graph on page 10. *Why do you think paper makes up such a large proportion of household waste?*

Prompt students to notice the bold words. Discuss their possible meanings and then visit the glossary to check the meanings.

After Reading

Discuss what happens from the time the household bin is placed at the kerb to the time it arrives at the transfer station.

What special feature does the collection truck have to hold the maximum amount of waste?

How well planned is a transfer station? What are the different areas at a transfer station and why do we need them? Where does the piece of paper go when it first arrives at the transfer station?

What happens to the paper after it is collected from the transfer station?

What is the purpose of the plastic liner? Why must water and air not contact rubbish in a landfill? What is each day's rubbish called? What is placed between each day's rubbish? Why? Invite inferences.

THE IMPACT OF LANDFILLS

Before Reading

Read the title. Walk through pages 17 to 25 to build knowledge of this topic. Invite discussion and encourage students to make inferences about the negative impact landfills have on the environment. *What is the alternative?*

Prompt students to notice the bold words. Discuss their possible meanings and then visit the glossary to check the meanings.

As you read pages 17 to 25, find out about the impact of landfills. Write a list of the negative impacts of landfills.

After Reading

What do you know about rubbish at landfills? Why does it take so long to break down? What impact does this have?

What sort of pollution do landfills cause? What impact does this have on animal life? Water supplies? The air? What is a big risk associated with oxygen not getting into the cells?

What is a longer term effect of landfills? Why can't people live there?

What other consequences come from throwing paper away? What does the paper-making process involve?

THE RECYCLING PATH

Before Reading

Read the title and discuss what we can expect to read about in this chapter. Walk through the photos and discuss each part of the recycling path.

Prompt students to notice the bold word *contaminate*. Discuss the possible meaning and then visit the glossary to check.

As you read pages 26 to 28, find out what you need to do to send paper through the recycling path.

After Reading

What is the first step in recycling paper?

Why do we need to separate recyclable and non-recyclable items?

What happens at a recovery centre?

Where does the recycled paper go next? What percentage of new paper is made from recycled paper?

THE PAPER-MAKING PROCESS USING RECYCLED PAPER

Before Reading

Read the title. What can you expect to learn from this chapter? Walk through this chapter, discussing the photos and diagram. Build content knowledge before reading. What is a bale of paper?

Prompt students to notice the bold words *digester* and *lignin*. Discuss the possible meanings and then visit the glossary to check.

Read this chapter. As you read, find out what is involved in making paper from recycled paper. Jot down some notes to help you remember.

After Reading

Ask students if there are any tricky words that need to be clarified. Do this before discussing this chapter.

How do different paper mills make recycled paper? Why might some mills mix the pulp from recycled paper with new pulp?

How is pulp made? What are the major pollutants in this process? Revisit page 29 to clarify if needed.

What is meant by the word resuspension?

What is one of the great advantages of washing the old pulp over making the new pulp? Revisit the last paragraph on page 30 to check if needed.

What happens next?

What is a roller press?

RECYCLING VERSUS LANDFILL

Before Reading

Discuss the diagram and table before reading. *What do you expect the information in this chapter to say about recycling?*

What are your thoughts on this issue?

Read this chapter and find out what the author suggests.

After Reading

How does the author describe the recycling path as opposed to the landfill path? Why does he use the term a looped process for the recycled path?

How much waste paper is now recycled? Do you think this is enough? Are there things you know you can do about this? Explain.

CONCLUSION

Before Reading

Discuss the images in this chapter before reading. *What do you expect the author to say in conclusion?*

Read this chapter and be ready to discuss the main points the author raises.

After Reading

What did you take from the last chapter?

What are the good things about a landfill? What are the bad things?

What are the good things about recycling paper?

What do you think is the main point the author is making to readers?

▲ CODE BREAKER

Ask students to turn to the table on page 19. Explain that this table helps to organize the information about the environmental impact of landfills. *A table is a way to present factual information in a few words. Learning how to take the information out of the table is very important.*

Here is a sentence about the environmental impact of leachate:

Leachate from rubbish causes water supplies to become polluted.

Ask students to work alone or with a partner to write a sentence about each pair of listings on the table. Discuss responses and as each sentence is read aloud, check for the correct use of structure and grammar.

■ MEANING MAKER

Ask students to walk through the book and notice work environments at various points along the paper paths. Have students consider the kinds of protective clothing workers need to do different jobs. Discuss the type of footwear, body wear, gloves, boots, and mask that may be required. *What else might someone driving large, noisy equipment need?*

◆ TEXT USER

Turn to page 16. Ask students what this type of picture is called. Students should respond that this is a diagram. *What are the features of this diagram that help you to learn more about landfills?* Guide the discussion to build understandings that this diagram shows what the parts of the landfill are and where they are located.

How does the diagram help you when you are reading this chapter? Invite discussion.

● TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. Some information books may be written in such a way that the author's feelings about the topic are communicated to the reader through the writing. This is called bias. Readers need to be aware of this possibility, and the possibility that they may be influenced by the author's opinions or feelings.

Scan through this information book and find out whether this book gives only the facts, or whether the language shows the author is trying to shape your thinking about recycling in some way.

USING MULTIPLE INTELLIGENCES

Partner Activity

Create: Make a sculpture using recycled materials. (S)

Record: Record details about each of the recycled materials used in the sculpture. (V)

Chart: Chart the ways that each of the recycled materials can be used to make other things. (L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

The Piece of Paper Path Name _____

Graphic Organizer (before and during reading)

As you read, complete the table below to show the advantages and disadvantages of landfills and paper recycling.

Landfills

Advantages	Disadvantages

Paper recycling

Advantages	Disadvantages

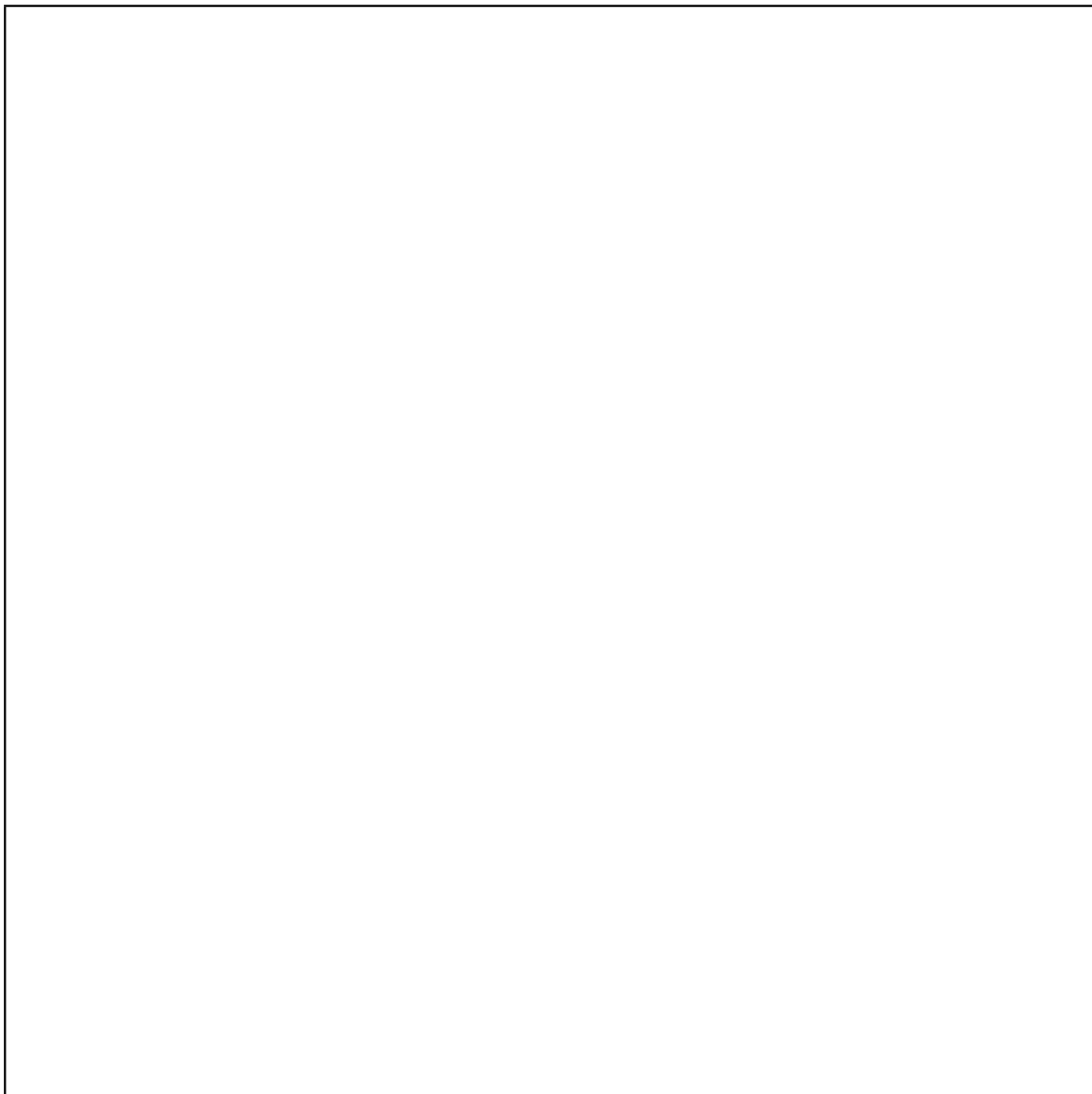
The Piece of Paper Path

Name _____

Multiple Intelligences

Spatial, Verbal-linguistic

Think of an ad campaign to encourage schools to recycle their paper waste. Design a poster or advertisement for classrooms.



The Piece of Paper Path

Name _____

Ⓜ Code Breaker

The words *who*, *what*, *which*, *whose*, and *whom* are called pronouns. When these pronouns are used at the start of a question, they are called interrogative pronouns. Complete each question by writing the correct pronoun at the beginning. Write the answer to each question on the line underneath. Use the book to help you.

who	what	which	whose	whom
-----	------	-------	-------	------

_____ should recycle paper?

_____ is the impact of landfills on the environment?

_____ option is best: recycling paper or throwing it away?

_____ responsibility is it to look after the environment?

_____ waste from landfills can harm birds and animals?

_____ needs to be involved in recycling paper?

_____ jobs produce lots of paper?

_____ are some ways you can help?

The Piece of Paper Path

Name _____

☐ Meaning Maker

Write a list of all the reasons for recycling paper.

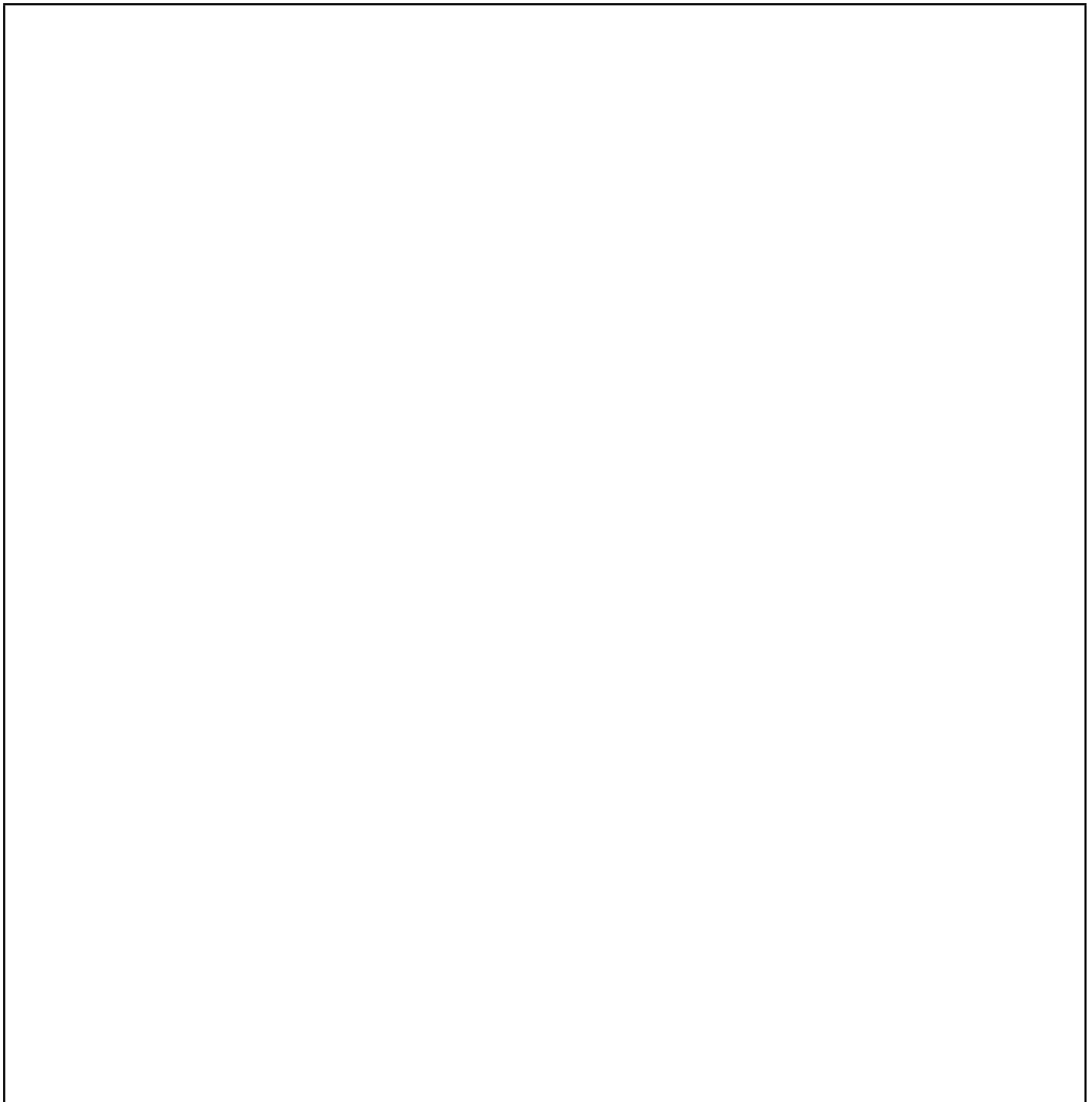
Write some simple tips to help people to remember to recycle paper at home, at school, and at work.

What do you think might happen to the world if people do not recycle materials such as paper?

The Piece of Paper Path Name _____

⦿ Text User

Reorganize the diagram on page 6 to show the information in a different way. Be sure to add labels and arrows so that readers know the order in which things happen.



The Piece of Paper Path

Name _____

● Text Critic

This book is an information report that explains the path of paper after it is used. Was the author's only motive to present the information, or does the author want you to take any action as a result of reading this book?

1. Did you think that this book would give facts about the paper path that are correct? Why or why not?

2. Do you think the author presented just the facts in this book? Explain.

3. Reread the introduction. Find words and phrases that the author uses to give the facts. Now find the words and phrases the author uses to give his opinions.

4. Reread the last page. The author makes some statements for the reader to think about. What does the author want you to consider when you read these statements?

To make recycling work, millions of people must choose to do it.

Every piece of paper counts.

Years from now, the paper people throw away today will still exist.

5. Why do you think the author wrote this book?

6. Do you think the author recycles the paper he uses?

The Piece of Paper Path

Name _____

Information Report (Cause/Effect)

In nonfiction books, the photographs, captions, diagrams, tables, and pictures help us understand what the book is about. Use your book to complete the table. The first one is done for you.

Page number/s	Feature	What it helps me understand
4 and 5	Photograph and caption	People use paper for a lot of things and it creates a lot of rubbish.
7		
9		
10		
12		
13		
16		
17		
19		