

Recycling Rubbish

by Pat Quinn



Book Summary

Can a plastic bottle become part of a shirt? Can a pile of rubbish provide power for hundreds of homes? This book answers these questions and gives information on turning rubbish into something useful again.

Features of the Book

- The range of visual features – photographs, charts, and diagrams
- Bullet points to highlight key points
- Flow charts and diagrams to clarify processes in the text
- Alliteration in chapter headings – *Stinky Smelly Stuff*; *Worm Work*
- The captions with additional information
- Specialised vocabulary – *acid rain*, *toxic*, *insulation*, *polyethylene terephthalate*

Purpose

Recycling Rubbish can be used to introduce and reinforce the following skills:

- S** reading an informational text effectively;
- S** studying how the layout of a book adds to the effectiveness of the text;
- S** locating and recording key ideas;
- S** interpreting flow charts and diagrams.

The Guided Reading Lesson

- S** Reading an informational text effectively
- S** Studying how the layout of a book adds to the effectiveness of the text
- S** Locating and recording key ideas

Introducing the text

Look at the cover of the book together.

- Which clues on the cover tell you what the book might be about?
- What does the word “transforming” mean? Can you think of other words that mean the same thing?

Ask the students to brainstorm on a piece of paper everything they know about recycling.

Ask the students:

- What would happen if we didn't recycle?
- What do you recycle at your house?
- Whose responsibility do you think it is to encourage recycling? Why?
- What do you think the purpose of writing this book is?

List on the board things that the students think would be impossible to recycle.

Study the contents page together and discuss the chapter headings.

- Why do you think they have been written in this way?
- Do the chapter headings make you want to read the book?

Explain that the meanings for the words in bold in the text can be found in the glossary on page 30.

Reading and discussing the text

Explain to the students that as well as looking at the topic of recycling, they are also going to study the way the book has been written and how the different features make it easier to find the information they want.

The information in chapter 1 is presented in several ways – as body text, a caption, a chart, and a fact file. Ask the students to read chapter 1 and to be prepared to discuss the format.

- Which part of the chapter did you find easiest to read? Why?
- Can you tell what is going to be covered in the rest of the book?
- Can you predict the overall purpose of this book?

Discuss the caption on page 3.

- Why is the information at the bottom of the page in a different type and size?
- What would happen if the caption were in the same sized type as the rest of the page?

Discuss how the differences in type size and the border draw your attention to the caption.

Discuss the chart on page 5.

- Why is this an effective way of presenting information?
- When would you use a chart like this? Could you summarise the text on page 3 using a chart? Why not?

Explain that charts are a useful way of presenting text that contains a lot of facts and figures. Also discuss the use of the grid, headings, bullet points, photographs, and short sentences on page 5.

Ask the students to read chapter 2.

- As you read, think about the three main ways the author has presented information in this chapter. (body text, flow chart, bottle fact file)
- How does the design of the fact file draw your attention?
- Can you tell what the text will be about before you read it? How?

The students can now read the rest of the book independently.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Locating and recording key ideas

- Name at least three different features that are used in the text to record key ideas.
- Which do you think is the most effective? Why?

Ask the students to explain at least two of the diagrams in the text to a partner.

Study the chart on page 5. Ask half the group to draw up a similar chart to show the pluses and minuses of a topic, for example, different ways of commuting (public transport, car, cycling). Ask the other students to present the same information as narrative text. Discuss the visual effect of both formats.

- Which is easier to read? Why?

The students could use the blackline master on page 70 to record their ideas.

S Interpreting flow charts and diagrams

Revisit chapter 4, “Worm Work”. Ask the students to rewrite the information in this chapter as a flow chart. First, discuss with the students the characteristics of an effective flow chart. Talk about locating key points in the text before they begin to design the layout of their chart. The students could compare their completed charts.

- How many steps are there in your flow chart?
- Can any of the steps be left out? Will the chart still make sense?

Compare the format of the students’ charts with the text on pages 18 to 23.

