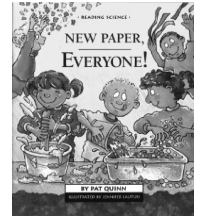


New Paper, Everyone!

by Pat Quinn

illustrated by Jennifer Cooper



Book Summary

New Paper, Everyone! is a simple procedural text about the process of making new paper from old paper.

Features of the Book

- The identifiable beginning, middle, and end.
- The text gives instructions even though its form is poetic.
- The illustrations give the reader more information than is stated in the text.
- The text changes from a statement on page 2 to a rhythmic, rhyming poem over the following pages.
- The repetitive sentence patterns on pages 4 to 9.
- The repetitive sentence form “We”
- The use of ellipses on pages 10 and 11 to indicate time passing.
- The “sc” blend – “scoop”.
- The “squ” letter cluster – “squish” and “squeeze”.
- The high-frequency words – “from”, “We”, “can”, “all”, and “up”.

Purpose

New Paper, Everyone! can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** blending sounds together to make a word;
- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** using a variety of punctuation to read expressively;
- S** developing the skill of writing instructions.

Introducing the text

You could begin by discussing the cover scene.

- *What do you think this book is about? Why?*
- *What can you see happening?*

Read the title and the names of the author and illustrator to the group.

- *How would you make your own paper?*

Discuss the concept of “new” paper.

Reading the text

- S** Blending sounds together to make a word.
- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Using a variety of punctuation to read expressively.

Pages 2 and 3 – Discuss the process of making paper, the equipment that is used, and the idea of working as a team.

Pages 4 to 7 – Focus on the rhyming elements of the text on these pages. Ask the children to predict what will happen next in the process.

Pages 8 and 9

- *What are they putting the paper on to?*

Pages 10 and 11 – Highlight the use of ellipses to show the passing of time.

The children now read the book independently.

Revisiting the text

Read the text again together, emphasising the rhythm and the rhyme of the poem. This will also serve to emphasise the repetitious sentence pattern. Look at the “squ” letter cluster. List other words that begin with these letters (“squash” and “squirrel”).

Following Up

- S** Developing the skill of writing instructions.
- S** The children could rewrite the instructions for making paper in their own words.
- Put each sentence from the text onto cards and encourage the children to sequence the steps in making “new paper”.
- S** Complete the blackline master opposite.