

1, 2, 3 ... Recycle

by Sue Gibbison



Overview

This book explores how recycling can help solve the problem of plastic. It explains the recycling process in simple numbered steps, using photographs, fact boxes, charts, and diagrams. It includes tips on how the reader can help solve the plastic problem. (Big idea: People need to recycle things instead of throwing them away.)

Suggested purposes

This book supports the following **comprehension strategies**:

- understanding the author's purpose **AP**
- evaluating ideas and information. **EI**

It supports the following **non-fiction strategies**:

- using photographs to gain information
- identifying procedural words
- using charts to gain information
- reading a flow diagram
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *again, recycle, using*
- Content words – *air, bottles, centre, clothes, Earth, factories, food, landfill, pellets, people, planet, plastic, recycling bin, soil, space, toys, truck, water*
- High-frequency words – *as, away, from, how, if, made, make, not, our, put, some, them, then, they, two, when*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (recycling), which expands on pages 14 and 15 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - step-by-step action photographs
 - flow diagram
 - charts
 - captions
 - close-up photographs
 - glossary (boldface type)
 - specialised vocabulary
- Word study:
 - initial consonant blends – “sk-”, “st-”, pl-”, “cl-”, “st-”, “tr-”, “sl-”
 - final consonant blend – “-st”
 - digraph sounds – “th”, “sh”, “ch”, “thr”
 - contractions – *it's*
 - compound words – *landfills, around, yourself, skateboard*
 - procedural words – *first, next, then*
- Exclamation mark, question marks
- Descriptive language – *Is plastic fantastic?*



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Talk about the amount of plastic in our environment and how we could reduce it.

- *What plastic things do you use every day?*
- *What do you do when you have finished with them?*
- *What happens to plastic when you throw it away?*

ELL support

ELL students often take longer to respond during class discussions. Give them extra time so they can fully contribute to a discussion.

Introducing the book

Front cover – Discuss the photograph. *Why is the girl smiling? What is she doing?* Read aloud the title and the author's name. Explain that “1, 2, 3” shows that something is easy (as in “as easy as 1, 2, 3”).

Back cover – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Helping Planet Earth*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What is the bin for? What does the sign on it mean? What information does the photograph add?*

The first reading

AP

Pages 2 and 3 – (Understanding the author's purpose) Which words tell us what the author thinks about plastic? (“No, plastic is not fantastic ...”) What does she want us to think about? Why do we have plastic? Point to the photograph on page 2. Where are these people? (a recycling centre) Why are they there? (to learn about recycling plastic) What is the purpose of the caption? (to add dramatic information, to make us realise the importance of the issue) Why is “pollute” in bold? (to alert us to important information that is defined in the glossary) Help the students use the glossary to clarify its meaning.

AP

Pages 4 and 5 – (Understanding the author's purpose) Discuss the photographs. What is in the background? (landfill) What is the girl carrying? (recycling bin) Look up “landfills” and “recycle” in the glossary. What does the chart help you to understand? (how long plastic lasts) How old would a baby be when the nappy it used is finally gone? How old will you be when a plastic bag you used is gone? What does the author want us to do with plastic? (recycle it instead of throw it away) Which sentence tells us this? (“You can recycle it!”)

EI

Pages 6 and 7 – (Evaluating ideas and information) What do the sign and the heading mean? Help the students to link to the final sentence on the previous page. (“It's as easy as 1, 2, 3.”) Discuss the photographs. What do they show? (how to clean using soapy water) Would you do this? Why/why not? What do you notice about the shapes of the photographs? (cut away like torn trash)

Pages 8 and 9 – (Evaluating ideas and information)

EI

How do we know what these pages are about? (by reading the headings) What information do the photographs add? (what a recycling centre or depot looks like) What does the caption tell us? Do you take your plastic to a recycling depot? Why/why not? Discuss what you do at a recycling depot.

Pages 10 and 11 – (Evaluating ideas and information)

EI

Discuss the photographs. What information do they add? What do they show about sorting plastic? (A worker sorts it carefully, wearing an apron and a hat for safety.) How does the text help you? (tells us the sequence of events) Why does the plastic need to be clean?

Pages 12 and 13 – (Evaluating ideas and information)

EI

What tells us what these pages are about? (the headings) What information do the photographs add? What does the diagram show? What do the arrows mean? What makes this diagram easy to follow? Have the students discuss what is happening at each step. Explain that these are steps in a process. Look up “pellets” in the glossary.

Pages 14 and 15 – (Evaluating ideas and information)

EI

What does the chart show? Are there any surprises? Do you think you own something made from recycled plastic? If so, what? What does the flow diagram show? What makes it easy to read? What do the arrows mean? What does the sign in the centre mean? Why is the boy smiling? **(Understanding the author's purpose)** How has the author given us good reasons to recycle plastic?

AP

Vocabulary activity

Focus word: around

1. Turn to page 4 and read: *It stays around for a long time.*
2. Say “around” with me.
3. Explain that “around” describes how long something lasts. Another way of saying “around” is “present” or “in use”. *Scientists have learned that plastic doesn’t rot easily. It stays around for a very long time.*
4. Explain that we use “around” when we talk about how long plants and animals have existed. Some animals have been around since the time of the dinosaurs. We can also use it in an everyday context. *When someone stays in one place, we say they are hanging around. When someone moves from one place to another, we say they are moving around.* Give some examples that show how “around” can be used.
 - *I invited my friend over to my house. “Would you like to come over to my house?” I asked my friend. My friend said, “Sure, but I don’t want to hang around doing nothing all day. Let’s do something fun!”*
 - *When I spilled juice on my T-shirt, my friend said, “That mark will stay around unless you wash it really well.”*
 - *I showed my friend around my new tree house.*
5. Have the students think about how they would use “around” in situations such as the following:
 - to surround something (For example, “We gathered around.”)
 - going to a landfill (For example, “Some of the rubbish will stay around for years.”)
 - dancing or playing sports. (For example, “I chased the ball around the field.”)Have the students share with a partner.
6. *What is the word we’ve been learning that describes how long something lasts? Say “around” with me.*

ELL activity

Language objective: Developing comprehension through understanding compound words

- Reread the text with the students. Look at page 4.
- Which word is in bold? (landfills) Write “landfills” on the board.
- Ask the students what they notice about “landfills”. Support them to figure out that it is made up of two words – land, fills.
- Do “land” and “fills” help you work out what the word means? Close your eyes and listen to the word. What

picture do you get in your mind? Support the students to understand that if we fill a hole in the land we are creating a landfill. We fill our land with rubbish. We store rubbish at the landfill.

- *What do we call words that are made up of two words? Write “compound word” on the board.*
- Turn to page 14. *Is there a compound word on this page? (skateboard)*
- *What words make up skateboard? (skate/board) What do you do when you skateboard? (skate on a board with wheels) Understanding these words helps us understand the compound word “skateboard”.*

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising writing compound words

- Write “around”, “again”, “landfill”, and “skateboard” on the board. Have the students read them aloud and clap the syllables.
- Explain that these words are each made up of two smaller words. *What words can you find in “around”?*
- Rewrite “around” on the board, separating “a” and “round”.
- Repeat with the other compound words.
- *What other compound words do you know? List them on the board.*

BLM – Practising writing compound words

Have the students write the compound words in the spaces provided, then write what they learned about plastic.

b. Comprehension activity

Explain that the author is trying to persuade us about something. *What is the author trying to persuade us to do? (recycle plastic) What catchy phrase did she use to help us think about the topic? (Plastic is not fantastic.)* Brainstorm other Earth-friendly phrases. You could use the following as models:

- *Plastic is taking over planet Earth.*
- *Plastic is out of control!*
- *How will we move the mountains of plastic?*

What other things did the author use to persuade us? (fact boxes, diagrams) Explain that the book shows that it is easy to recycle. How did the book persuade you to recycle? Encourage the students to share their thinking.

BLM – Using persuasive language

The students can write a persuasive message about recycling plastic. They can follow the format and illustrate their work.

c. Writing activities

Have the students write:

- a story about the day in the life of a plastic bottle from store to recycling centre
- a letter to friends or family to persuade them to recycle
- a list of things made from plastic.

3. Suggestions for further activities

- Find out about things that can be made from recycled plastic.
- Visit a recycling centre or a landfill.
- Make a collage from plastic to persuade people to recycle.