

Let's Clean Up!

by Dylan Byrd



Overview

In this book, children are cleaning up at home and in their community. Clear photographs and a simple narrative reinforce the message that everybody can help to keep our environment clean. (Big idea: People need to keep planet Earth clean.)

Suggested purposes

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

- making and confirming predictions 
- visualising. 

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

- using photos to get information.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *clean, help*
- Content words – *beach, house, park, room, street, yard*
- High-frequency words – *can, the, up, we*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - topic (keeping Earth clean), which expands on pages 12 and 13 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - photographs that support text
- Word study:
 - initial consonant blends – “cl-”, “st-”
 - final consonant blend – “-lp”
 - digraph sounds – “ch”
 - compound word – *everyone*
- Exclamation mark
- Short repetitive sentences



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 12 and 13 of the anchor book.

Talk about the different places we keep clean at home, at school, and in the community. Prompt the students by using the vocabulary in the book.

- *How do you help clean up at home? At school?*
- *Which places do you help clean?*
- *Why do we need to clean up*

ELL support

It can often be easier to do all the talking when you're working with ELL students because they're not proficient in English. However, it's important to remember that they need many opportunities to practise English.

Introducing the book

Front cover – Discuss the photograph. *What do you think these children are doing? Why are they doing that?* Read aloud the title.

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the sentence, and (if relevant) remind the students that they have read this in *Being a Scientist*. Read aloud the anchor words on the other side of the flap. 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 information does this photograph give us? What might this person be about to clean?*

The first reading

Pages 2 and 3 – Discuss the photograph on page 2. *Where are the children? Point to "room". Whose room do you think it is? (Making predictions) What do you think they will do next? Point to the photograph on page 3. Do you think the children are good at cleaning up? How do you think they feel about cleaning up? (responsible, grown-up, capable, able to contribute)*

MP

V

Pages 4 and 5 – **(Visualising)** Discuss the photographs. Point to page 4. *What time of the year do you think it is? What things might need cleaning up in autumn (pulling up dead plants, leaves) What other time of the year do people do a lot of cleaning up? (spring)*

Pages 6 and 7 – Discuss the photographs. *Where are these children cleaning up? Why do you think the children on page 6 are wearing the same T-shirts? Why do we need to clean up the park? The beach?*

Page 8 – *Why do people feel happy when they clean up? Why should everyone help to clean up? Who do you help?*

V

(Visualising) *What would happen if we didn't clean up?*

Vocabulary activity

Focus word: room

1. Reread page 2. *We clean up the room.*
2. Say "room" with me.
3. Explain that "room" describes a space where something can be done. There are different types of rooms. *Our school has many classrooms, an office, and bathrooms. Your house has bedrooms, a kitchen, a living room, and maybe a dining room. The children in the book are cleaning up their bedroom.*
4. Tell the students that room can mean space. Give some examples.
 - *When the bus is full, the driver says there is no room.*
 - *When we have friends or family over for a meal, we make sure there is room at the table for everyone.*
 - *When we buy some new shoes, we make sure there is plenty of room for our feet.*
5. Draw a plan of a house with at least four rooms. Ask the students to allocate the rooms with a partner. Discuss:
 - what rooms people need (bathroom, kitchen, living room, bedroom)
 - which room needs to be the biggest
 - which room can be small.
6. *What is the word we've been learning that means "a space where something can be done"? Say "room" with me.*

ELL activity

Language objective: Developing an understanding of content and anchor words through cloze activities

- Reread the text together. Review what the children in the book are doing. Elicit as much content vocabulary from the students as possible. Support them to summarise the book in a sentence. *What are the children in this book doing? They are cleaning up.*
- *Where are they cleaning up?* Take a picture walk through the book and revisit the locations. Record each location on the board in order (room, house, yard, street, park, beach). Draw small pictures next to each content or anchor word to support recognition.
- Read each word and point to it. To assess the students' recognition of the words, gradually release voice support.
- Reread the book with the content and anchor words covered up. Provide voice-print-match while reading and stop at the covered-up word. Support the students to use the picture and discuss what the content or anchor word is. You could show the first letter of each content word, and the students can decode it using their knowledge of letters and sounds.
- Uncover the words and reread the text.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies with "We clean up the ..."
- 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

Identifying initial blends

- Turn to page 2 and ask the students to point to "clean". *Now read the sentence.*
- Say the word slowly and identify the "cl" sound. Have the students say the word slowly with you.
- *Which letters make the "cl" sound?*
- *What other words start with "cl"?* (class, clay, clear, clever, cliff, clock, climb, clothes)

BLM – Matching words with pictures

The students can match the words that use the "cl" sound with the pictures. They can then write a sentence using one of the words.

b. Comprehension activities

- Discuss how the book tells us about cleaning up our environment. *Can you think of a word that describes what the children are doing on each page?* (folding [page 2], sweeping [page 3], raking [page 4], picking up [page 5], tidying up [page 6], collecting [page 7], washing and wiping [page 8]) Write the words on cards and put them on the word wall under the heading "Clean Up". Match the word cards to the photos in the book.
- Explain that the book tells us that we can all help to keep our world clean. *How does it tell us that we can all help?* (pictures of different children, use of "everyone" on the last page)

BLM – Reading and completing sentences

The students can write "clean" to complete each sentence. They can draw a picture of themselves cleaning up.

c. Writing activities

Have the students write:

- a roster of clean-up jobs for the class or school
- a list of cleaning equipment
- a list of different rubbish items found in the school grounds after they have done a clean-up
- an advertisement for picking up trash: "Keep our school clean."
- action words that describe cleaning (tidying, washing, sweeping, mopping, wiping, raking). The students could play miming games.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Organise a clean-up of the school playground
- Visit a local refuse station or recycling depot.