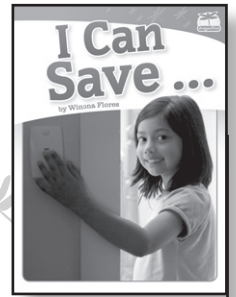


I Can Save ...

by Winona Flores





Overview

In this book, a girl shows how she can save things such as water, paper, and electricity by using them carefully. (Big idea: People need to use resources carefully.)

Suggested purposes

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

- summarising the main ideas 
- evaluating ideas and information. 

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

- using photographs to support understanding of the text.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *carefully, use*
- Content words – *electricity, light, paper, room, sides, story, tap, teeth, things, water*
- High-frequency words – *a, can, go, I, my, of, out, the, you*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (saving energy), which expands on pages 8 and 9 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - summary on final page
 - photographs that support understanding of the text
- Word study:
 - initial consonant blends – “cl-”, “st-”, “sw-”
 - digraphs – “th”, “wh”
 - silent letters – *write*
 - word ending “er” – *paper, water*
- Complex sentence structure



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Discuss taking care of our planet. Introduce the idea that we must be careful so we don't cause further damage. We can do this by taking care of things we use every day such as water, paper, and electricity. If we don't take care of them, they might run out.

- *What things are special to you?*
- *How do you care for them?*
- *How would you feel if you couldn't have them anymore?*

ELL support

Teachers need to be aware that when ELL students display poor comprehension or memory, it may be due to poor background knowledge. It is often assumed that ELL students have similar background knowledge to other students when in fact their experiences are quite different.

The first reading

Pages 2 and 3 – Point to the photograph on page 2. *What is the girl showing us? Why?* Read the text together providing support for any unfamiliar words. Look carefully at the photo on page 3. **(Evaluating)** Discuss what the girl does when she brushes her teeth. *Do you turn the tap off when you clean your teeth?* Reinforce the idea that unused water is wasted.

Pages 4 and 5 – The students should be able to choral read “I can save ...” The photos will help them read “paper”. Discuss the photographs. *What is the girl holding? Put your finger on “paper”.* Encourage the students to say it aloud. Look at the photo on page 5.

(Evaluating) *How has the girl saved paper? What did she do? How might you save paper?*

Pages 6 and 7 – *What is the girl pointing at?* Support the students as they read “electricity”. Tell them to move their finger along the word as they say “el-ec-tri-ci-ty”. **(Evaluating)** *How is she saving electricity?*

Page 8 – **(Summarising)** Point out that this page summarises the three things we can save. (water, paper, electricity) *What does the book tell us?* Explain that these are just some of the things we can do to help the environment. *What other things should we save?*

Introducing the book

Front cover – Discuss the photograph. *What is the girl doing? Why?* Read aloud the title and point out the ellipsis. Explain that an ellipsis asks us to pause because words are missing. *How might you finish the sentence?*

Back cover – Read aloud the preview question. Discuss the students' ideas.

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 – Discuss the photograph. *What might the girl be saving? (water)* Read aloud the title. *How might you finish the sentence?*

Vocabulary activity

Focus word: switch

1. Reread page 7. *I switch off the light when I go out of the room.*
2. Say “switch” with me.
3. Explain that a switch turns things on and off. *We need a light switch so we can turn lights on and off. What other things have switches?* (TV, washing machine, computer)
4. “Switch” can also mean to change or swap. Give examples such as the following:
 - *When we are sitting together, the teacher might ask you to switch places with someone.*
 - *In a shop, you might say, “I want to switch this red toy for a green one.”*
5. Play a game called Streets and Alleys. Practise forming the streets before playing.
 - Choose students to be the cat, the mouse, and the caller who calls “switch”.
 - The rest of the students stand side by side in rows. Everyone in each row joins hands to make a street.
 - Play tag with the cat trying to catch the mouse. They run along a street, and when they reach the end, they turn left or right and run down another street.

- The caller can yell out “switch” at any time. The other students drop their hands and turn to their right, joining hands with their new neighbours to make an alley.
- The cat and mouse now run up and down these alleys.
- Every time the caller calls “switch”, everyone turns and makes a new street or alley.
- The game continues until the cat catches the mouse. Choose three new people to be the cat, mouse, and caller.

6. *What is the word we’ve been learning that means something that turns things on and off? Say “switch” with me.*

ELL activity

Language objective: Practising complex sentence structures

- Reread the book together.
- *What is this book about?* Support the students to recall the summary on page 8. Reread this page if necessary. *This book is about saving things. The girl in the book saves water, electricity, and paper.*
- *What other things can we save?* Elicit ideas from the group. Provide support by referring to previous conversations about recycling. Encourage the students to talk about things they save at home, such as money and collectibles.
- Record the students’ ideas on a three-column chart. Draw a picture next to the item if necessary.

Name	What Do I Save?	How Do I Save It?

- Model how to write an idea in two complete sentences (a statement sentence and an explanation sentence). For example, “I can save aluminium cans. I clean them and put them in the recycle bin.”
- Sentence frames can be created if necessary. “I can save _____. ” The students can complete the sentence frame for the first sentence. The explanation sentence can be scribed by the teacher.
- The students can practise reading their sentences in pairs, then share them with the group.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their one-to-one correspondence.
- Make sure that all students use a return sweep to the beginning of the next line.

2. Stop and learn

a. Decoding/word attack activities

Identifying the initial blend “sw”

- Write “switch” on the board. Read it aloud.
- Have the students say it slowly with you.
- *Which letters make the “sw” sound?*
- *What other words start with “sw”?* (swan, sweep, sweet, swim, swing) Put the words on the word wall.

BLM – Practising using blends

The students can write “sw” to make words to match each picture. They can then draw themselves swimming and swinging.

b. Comprehension activity

Discuss how the book encourages us to save electricity, water, and paper. *How can we save electricity at school?* (turn off the computer or the lights when they’re not needed) *How could we save water at school?* (turn off the tap) *How can we save paper?* (don’t waste it, recycle)

BLM – Matching words with pictures

The students can write the sentences to match the pictures. They can write something they can save and draw a picture of themselves saving it.

c. Writing activities

Have the students write:

- a list of the things they can recycle
- a simple poster encouraging people to save
- complete sentences beginning with “I can save ...”

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Visit a recycling depot.
- Organise a group to switch off the lights around the school at break times.