



Read Aloud
Recycle!
 Read 1 of 4, Pages 1-5

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can use details from the text to explain challenges and solutions related to garbage and waste. (R.6.K.a, R.6.K.b, K-ESS3-3.)
Language Objective	I can use content-related words to explain the challenges and solutions related to garbage and waste. (L.6.K)
Vocabulary	<p>waste: to use in a careless way; to <i>not</i> save.</p> <p>energy: the amount of power needed to make something</p> <p>liquid: a form of matter that flows easily and is neither a solid nor a gas. Liquid can take on the shape of any container it is poured into.</p> <p>pollution: is what people create when they dirty the air, water, and land and turn it unhealthy</p> <p>resource: a thing we use or need to make something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle!</i>, Gail Gibbons ● <i>Recycle!</i> vocabulary cards Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “More and more garbage!” ● chart paper and markers Prepare the following <i>Recycle!</i> chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;"><i>Recycle!</i></td> </tr> <tr> <td style="text-align: center;">Problems</td> <td style="text-align: center;">Solutions</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	<i>Recycle!</i>		Problems	Solutions		
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<p>Opening 2 minutes</p>	<p>Introduce the text and set a purpose. <i>We get to read another book by Gail Gibbons. She wrote Owls, Wolves, and How a House Is Built. Does Gail Gibbons write books to tell us stories or to teach us things?</i></p> <p><i>Yes, that’s right. Gail Gibbons teaches her readers about things through informational books. This book is called Recycle! Based on what we learned at the end of Be a Friend to Trees, can someone explain what recycle means?</i></p> <p>Harvest a few responses.</p> <p><i>As we read the beginning pages today, listen carefully to learn more about what recycling is and why we might do it.</i></p>						
<p>Text and Discussion 9 minutes</p> <p>page 1</p>	<p><i>“Population” is the number of people who live in a place. In this case, Gail Gibbons is talking about the world. She’s saying the number of people who live in the world is getting bigger.</i></p>						
<p>page 2</p>	<p>Read the definitions in the illustration and explain how the picture supports the text (e.g., <i>Here is that lining she was talking about, and that’s where all the trash goes.</i>)</p>						
<p>page 3</p>	<p><i>Take a look at these two pictures of landfills (pages 2-3). What do the pictures make you think? [not pretty to look at, might smell bad]</i></p> <p><i>People here in our city of Boston fought to have garbage dumps moved from the places where people live. In the 1960s a group of families in a neighborhood called Columbia Point blocked garbage trucks from coming and dumping trash next to their homes.</i></p> <p><i>Today, there are places where landfills are located next to people’s homes, which does not seem fair.</i></p> <p>Invite children's reactions and connections. Remain sensitive to children’s experiences of living near landfills.</p>						

page 4	<i>Gail Gibbons just introduced us to a problem. What is the problem she names? [There is too much garbage and no place to put it.]</i>
page 5	<p><i>This was an important page with an important idea. I'm going to read it again. Listen carefully.</i></p> <p>Read the page again, then ask: <i>What is Gail Gibbons telling us we can do to help solve the problem of there being too much trash? [recycle]</i></p> <p>Harvest several ideas, then facilitate a brief discussion about what recycling means, comparing new understandings to the definitions provided by children at the beginning of the lesson.</p>
Key Discussion and Activity 8 minutes	<p>Invite children to Think, Pair, Share. <i>What are the problems and solutions that Gail Gibbons teaches us about in these beginning pages of the book?</i></p> <p>Record children's responses on the chart during the whole group share.</p> <p>Gather children back as a whole group. <i>What questions do you have about the garbage we make here in Boston?</i></p> <p>Facilitate a brief discussion to gauge children's knowledge about garbage and landfills in Boston. Invite children to research the location of landfills and recycling plants during Centers.</p>
Closing 1 minute	<i>Over the next few days we will continue to use this book to research and learn about recycling.</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. Further explanation: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>
Ongoing assessment	<p>Observe and listen to children's discussion during the partner and whole group share.</p> <p>Do children use precise language/vocabulary from the text?</p>

	<p>Do children connect problems and solutions in the text? Do children ask to go back into the text to see a picture or look for a word? How do children listen to and respond to their peers?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 352 678 422">Art Table</td> <td data-bbox="678 352 1406 422">Children create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 422 678 491">Art Easel</td> <td data-bbox="678 422 1406 491">Children use paint and pastels to create still lifes.</td> </tr> <tr> <td data-bbox="451 491 678 560">Blocks</td> <td data-bbox="678 491 1406 560">Children continue to create a block forest.</td> </tr> <tr> <td data-bbox="451 560 678 630">Dramatization</td> <td data-bbox="678 560 1406 630">Children pretend to recycle at home.</td> </tr> <tr> <td data-bbox="451 630 678 737">Library & Listening</td> <td data-bbox="678 630 1406 737">Children research recycling.</td> </tr> <tr> <td data-bbox="451 737 678 844">Discovery Table</td> <td data-bbox="678 737 1406 844">Children experiment with planting beans.</td> </tr> <tr> <td data-bbox="451 844 678 913">STEM</td> <td data-bbox="678 844 1406 913">Children continue mini gardens and composting.</td> </tr> <tr> <td data-bbox="451 913 678 1020">Writing & Drawing</td> <td data-bbox="678 913 1406 1020">Children continue working on the Capstone.</td> </tr> </table>	Art Table	Children create collages inspired by nature.	Art Easel	Children use paint and pastels to create still lifes.	Blocks	Children continue to create a block forest.	Dramatization	Children pretend to recycle at home.	Library & Listening	Children research recycling.	Discovery Table	Children experiment with planting beans.	STEM	Children continue mini gardens and composting.	Writing & Drawing	Children continue working on the Capstone.
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