



Read Aloud
Recycle
 Read 2 of 4, Pages 6-13

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 information from words and illustrations to describe the process for recycling paper and glass. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c, K-ESS3-3.) I can ask and answer questions about key vocabulary in the text. (R.7.K)
Language Objective	I can use content vocabulary to explain the process of recycling. (L.6.K)
Vocabulary	waste: to use in a careless way; to <i>not</i> save. energy: the amount of power needed to make something 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. pollution: is what people create when they dirty the air, water, and land and turn it unhealthy resource: a thing we use or need to make something
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle!</i>, Gail Gibbons ● <i>Recycle!</i> vocabulary cards ● slide with page 13 ● Unit Question Chart

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday we started a new book by Gail Gibbons called Recycle!.</i></p> <p><i>Today, we will read a few more sections of the text and learn more about how certain materials are recycled. Our job today will be to use key details from all parts of the book—the words and the illustrations—to help us learn about recycling. After we read we will explain the steps it takes to recycle materials.</i></p>
<p>Text and Discussion 9 minutes page 6</p>	<p><i>I notice this large word here.</i> Refer to the heading “Paper.” <i>It’s bigger than the other words on the page and it’s all in capital letters, so I know that’s a heading. This heading and this illustration here [refer to arrows on the bundle of paper] tell me this section will be all about recycling paper. Let’s read to find out!</i></p> <p>Read the page once through without stopping. <i>I want to make sure I understand the steps of how old paper is turned into new paper.</i></p> <p>Read the page a second time more slowly, referring to illustrations at key details (“cut down,” “chemicals,” “pulp”). <i>You’ve seen wood chips before. Show me the size of a wood chip, or a little piece of wood, with your fingers.</i> <i>Fibers are like strings, like in our clothing.</i></p>
<p>page 7</p>	<p><i>I read the words down here, but there is more information up here.</i> Refer to the illustration and captions.</p> <p>Read the steps in the illustrations. <i>It’s really important to read all the parts of informational books like this. If we hadn’t read these captions and looked carefully at the illustrations, we wouldn’t learn how to recycle.</i></p>
<p>Page 9</p>	<p>Invite children to turn and talk. <i>Based on the text and the illustration, why is recycling paper important?</i></p>
<p>page 10</p>	<p>Invite children to use the heading before reading. <i>So the last section was about paper and recycling paper. Take a look at this page. What do we think this section might be about? How do you know?</i></p>
<p>page 11</p>	<p>Be sure to read all the text on the page. <i>What do you have to remember to do before putting glass in the recycling bin?</i></p>

<p>page 12</p>	<p><i>Let's look closely at the illustrations to get more information about recycling glass.</i></p> <p>Read the information in panels after reading the main text.</p>
<p>Page 13</p>	<p>Read the page once without stopping, then display the slide with the enlarged image and text.</p> <p><i>I will read this page again and I want you to use the words and illustrations to act out the process of recycling glass in a factory.</i></p> <p>Invite children to pound their fists at “crushed” and then spread out wiggly fingers at “remelted.” As needed, prompt children to connect the concept of “melt” to ice cream or other familiar contexts, and display the vocabulary cards for waste and liquid. Make a pouring action after “Next” and create a container shape with hands for “stamped into new glass products.”</p> <p><i>What do you see in the illustration that helps you understand how old glass is recycled into new glass?</i></p> <p><i>There are two really important words on this page that we have been learning in our Grow a Definition routine: energy and pollution. What do you think Gail Gibbons means when she writes it “takes less energy and creates less pollution to make new glass from old glass?”</i></p> <p><i>What questions do you have about these two important words, energy and pollution?</i></p> <p>Harvest several ideas and explain as needed. The concept of “pollution” will be further explored in Week 5.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to turn and talk.</p> <p><i>Now that we've closely reread and discussed this page, you will tell the steps for recycling glass in a factory with your partner.</i></p> <p><i>Partner 1 will tell the first step and then Partner 2 will tell the second step. You will each take turns until you both think you have named all the steps. [crush the old glass, melt the old glass, pour the liquid glass into machines to form new glass shapes.]</i></p> <p>Gather children back as a whole group.</p> <p><i>Why is it important to recycle glass?</i></p>
<p>Closing 1 minute</p>	<p><i>This is where we will stop for today. We will be reading this book for the next few days to help us learn more about recycling, how we recycle and why we should do it.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p>

	<p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: humans can impact the environment by recycling; humans impact the environment by making too much garbage and putting it in landfills; humans can impact the environment by caring for trees.</p>										
<p>Standards</p>	<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>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</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>										
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children use precise language and vocabulary from the text? What experiences and knowledge on the topic do children bring? Do children use transition words that demonstrate they understand that a process is a series of steps (first, then, next, after that...)? How do children listen to and respond to their peers? Do children use headings to determine the main topic of a section?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1556 678 1623">Art Table</td> <td data-bbox="678 1556 1406 1623">Children create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1623 678 1690">Art Easel</td> <td data-bbox="678 1623 1406 1690">Children use paint and pastels to create still lifes.</td> </tr> <tr> <td data-bbox="451 1690 678 1757">Blocks</td> <td data-bbox="678 1690 1406 1757">Children continue to create a block forest.</td> </tr> <tr> <td data-bbox="451 1757 678 1824">Dramatization</td> <td data-bbox="678 1757 1406 1824">Children pretend to recycle at home.</td> </tr> <tr> <td data-bbox="451 1824 678 1892">Library &</td> <td data-bbox="678 1824 1406 1892">Children research recycling.</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 &	Children research recycling.
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	Listening	
	Discovery Table	Children experiment with planting beans.
	STEM	Children continue mini gardens and composting.
	Writing & Drawing	Children continue working on the Capstone.

Notes