



**Read Aloud**  
***Recycle!***  
 Read 4 of 4, Pages 25-28

<b>Big Idea</b>	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Question</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objectives</b>	<p>I can use details from the text to describe the author’s argument about recycling. (R.10.K, K-ESS3-3)</p> <p>I can analyze and explain why the author included specific sections in the text. (R.10.K, R.9.K.a, R.9.K.b)</p>
<b>Language Objective</b>	I can build off other’s ideas in a group discussion. (SL.1.K.b)
<b>SEL Objective</b>	I can identify and explain my values around reusing and recycling. (Decision Making)
<b>Vocabulary</b>	<p><b>waste:</b> to use in a careless way; to <i>not</i> save.</p> <p><b>energy:</b> the amount of power needed to make something</p> <p><b>liquid:</b> 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><b>pollution:</b> is what people create when they dirty the air, water, and land and turn it unhealthy</p> <p><b>resource:</b> a thing we use or need to make something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Recycle</i>, Gail Gibbons</li> <li>● <i>Recycle</i> vocabulary cards</li> </ul>

	<ul style="list-style-type: none"> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> </ul>
<b>Opening</b> 1 minute	Introduce the day’s section and set purpose for reading. <i>Today we will read another section of Recycle!</i> <i>After reading, we’ll think about why Gail Gibbons decided to include these sections and her message to her readers.</i>
<b>Text and Discussion</b> 8 minutes page 25	<i>Gail Gibbons is making an argument for recycling. Let’s read it again to make sure we understand her important argument.</i> Reread the text. <i>So what is she saying? What reasons does Gail Gibbons give for why we should recycle?</i>
pages 26-27	Invite children to use the heading before reading the page. <i>The heading of this section is “Can you believe?...” Let’s see what Gail Gibbons is teaching us here and think about why she put this section in the book.</i>  Read page 26. <i>Wow, I was really shocked at some of these facts. I didn’t know that 14 BILLION pounds of trash are dumped into the ocean every year! Why might that hurt the earth?</i>  Select 2-3 more facts from page 27 to read. Ask children why those facts might be bad for or hurt the earth.
page 28	<i>Based on the heading, what do you think this section will be about?</i>  Select 3-4 actions from page 28 to read aloud. Ask children to put a thumbs up if they have tried an action before.
<b>Key Discussion and Activity</b> 10 minutes	Gather children in a circle for a whole group discussion using the Sentence Frames for Discussion. <i>Why do you think Gail Gibbons included these last two sections: “Can you believe?...” and “What you can do...”?</i>  <i>What does Gail Gibbons want us, the readers, to believe about recycling? How do these pages support her argument?</i> Prompt children to make connections with their learning about argument writing.  Facilitate discussion toward an understanding of Gail Gibbons’ choices as a writer. She shocks the reader with all of the reasons for taking action—there is so much trash! However, she also provides ways that the reader can help solve this problem. Turn back to specific pages of the text that support children’s thinking.

	<p>Invite children to Think, Pair, Share to identify and discuss their own values related to recycling.</p> <p><i>Now that we've identified what Gail Gibbons believes about recycling, let's discuss our ideas. Share with your partner whether or not you believe it's important to reuse and recycle, and why.</i></p>						
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will research and learn from another book that explores this same topic of taking care of our earth.</i></p>						
<p><b>Standards</b></p>	<p><b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>R.10.K</b> With prompting and support, identify the reasons an author or character gives supports to points in a text.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>K-ESS3-3.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.  <b>Further explanation:</b> 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><b>Ongoing assessment</b></p>	<p>Observe and listen to children's discussion during the partner and whole group share.</p> <p>Do children ask to go back into the text to see a picture or look for a word?</p> <p>Do children analyze how specific sections support the author's argument?</p> <p>What connections do children make between recycling and helping the earth?</p> <p>How do children build on the ideas of their peers?</p> <p>What opinions do children express about recycling?</p>						
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1621 678 1726"><b>Art Table</b></td> <td data-bbox="678 1621 1409 1726">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1726 678 1789"><b>Art Easel</b></td> <td data-bbox="678 1726 1409 1789">Children paint water.</td> </tr> <tr> <td data-bbox="451 1789 678 1852"><b>Blocks</b></td> <td data-bbox="678 1789 1409 1852">Children construct a recycling system.</td> </tr> </table>	<b>Art Table</b>	Children continue to create collages inspired by nature.	<b>Art Easel</b>	Children paint water.	<b>Blocks</b>	Children construct a recycling system.
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	<b>Dramatization</b>	Children add on a restaurant.
	<b>Library &amp; Listening</b>	Children research how to save water.
	<b>STEM</b>	Children continue their Mini Gardens and Composting.
	<b>Writing &amp; Drawing</b>	Children continue the Capstone Project.

**Notes**