



WEEK 5 Day 3

Read Aloud
Our Earth: Making Less Trash

Big Idea	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 Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	<p>I can retell key ideas from an informational text. (R.5.K.a, R.5.K.b, K-ESS3-3)</p> <p>I can ask and answer questions based on the front and back cover of the book (R.8.K.a, R.8.K.b).</p> <p>I can compare information from two texts on the same topic (R.11.K.b, R.11.K.d)</p>
Language Objective	I can use content-specific words and phrases when retelling the key ideas from the text. (L.K.6)
SEL Objective	I can identify ways that I will reduce, reuse or recycle. (Identifying values, choices and decisions.)
Vocabulary	<p>pollution: when something harmful to our health and the earth is in the environment?</p> <p>products: something made by people or a machine</p> <p>reduce: use less of something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Our Earth: Making Less Trash</i>, Peggy Hock ● <i>Our Earth: Making Less Trash</i>, slides of the full text

	<ul style="list-style-type: none"> ● <i>Our Earth</i> series texts for display ● <i>Recycle!</i> By Gail Gibbons
<p>Opening 3 minutes</p>	<p>Introduce the text.</p> <p><i>We have been learning from Gail Gibbons about recycling. Today we have a new book. Based on the cover, what genre do you think this book is?</i></p> <p><i>That’s right, it’s a report, a type of informational text, by Peggy Hock. This text is part of a series called Our Earth, that we will be using for research during Writing as well for Read Aloud.</i></p> <p>Refer to the display of the 3 texts in the series.</p> <p><i>Before we begin, let’s read the back cover to learn more about what this book is about.</i></p> <p>Read the back blurb. Then set a purpose for reading.</p> <p><i>We will learn about something called the “Three Rs: Reduce, Reuse and Recycle.” Afterwards we’ll use words and phrases we’ve been learning in our unit to retell what the three Rs are all about. We’ll also notice when we are learning new information, and when the information in this book is similar to what we learned in the Gail Gibbons book.</i></p>
<p>Text and Discussion 10 minutes</p>	<p>Display the table of contents.</p> <p><i>This informational text is organized as a report, with a Table of Contents that tells the main topic of each section. Let’s see what topics we’ll learn about today.</i></p> <p>Read a few of the section titles to give children a sense of the sub-topics.</p>
<p>page 4</p>	<p>Display the “Word Hunt” pages.</p> <p><i>These words will show up in bold, thick, dark letters throughout the book. The glossary at the back of the book provides the definitions for each word.</i></p>
<p>page 7</p>	<p><i>What did we learn from Gail Gibbons- where does the garbage go? Let’s keep reading to see if this same information is shared in this text.</i></p>
<p>page 8</p>	<p><i>Take a close look at this photograph that shows air pollution. What does air pollution mean?</i></p> <p>Harvest responses, then provide an explanation as needed.</p> <p><i>As we keep reading, put a thumbs up if the information is similar to something we learned from the Gail Gibbons book.</i></p>

page 15	Be sensitive to the fact that many children may be on the receiving end of reused clothing and toys. Invite these connections.
page 20 of <i>Making Less Trash</i> And pages 8-9 of <i>Recycle!</i>	<p><i>The heading is Making New Paper. We also learned about this topic in the Gail Gibbon’s text.</i></p> <p>Display the section called “Paper” and turn to pages 8-9 of <i>Recycle!</i> By Gail Gibbons. Read the two pages.</p> <p><i>Let’s read this section in the Peggy Hock text to see what new information or similar information we learn about how to make new paper, from old paper.</i></p> <p>Read pages 20-21.</p> <p><i>What is different about how the two author’s presented their information?</i></p> <p>Harvest responses and prompt children to identify differences such as photographs vs. drawings and the use of text features such as diagrams.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What information did you learn from both texts about how to turn old paper into new paper? Remember to use vocabulary from the texts to retell the important ideas.</i></p> <p>Engage in a “share” before moving on to prompt 2.</p> <p>Prompt 2: <i>What information was different? What did you learn from the book Making Less Trash that was new information?</i></p> <p>Gather children back as a whole group.</p> <p><i>Using what we learned from the text, why are the three Rs important? What are some ways that you can reduce, reuse or recycle?</i></p>
Closing 1 minute	<i>Tomorrow we’ll read another book in this series to continue to build our knowledge around ways to use less natural resources.</i>
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</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.</p>

	<p>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>What key ideas do children retell?</p> <p>What unit vocabulary do children use in their retelling?</p> <p>What connections and comparisons do children make between the information in this text and the text <i>Recycle</i>?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 730 678 835">Art Table</td> <td data-bbox="678 730 1409 835">Children continue to create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 835 678 905">Art Easel</td> <td data-bbox="678 835 1409 905">Children paint water.</td> </tr> <tr> <td data-bbox="451 905 678 974">Blocks</td> <td data-bbox="678 905 1409 974">Children construct a recycling system.</td> </tr> <tr> <td data-bbox="451 974 678 1043">Dramatization</td> <td data-bbox="678 974 1409 1043">Children add on a restaurant.</td> </tr> <tr> <td data-bbox="451 1043 678 1155">Library & Listening</td> <td data-bbox="678 1043 1409 1155">Children research how to save water.</td> </tr> <tr> <td data-bbox="451 1155 678 1260">STEM</td> <td data-bbox="678 1155 1409 1260">Children continue their Mini Gardens and Composting.</td> </tr> <tr> <td data-bbox="451 1260 678 1360">Writing & Drawing</td> <td data-bbox="678 1260 1409 1360">Children continue the Capstone Project.</td> </tr> </table>	Art Table	Children continue to create collages inspired by nature.	Art Easel	Children paint water.	Blocks	Children construct a recycling system.	Dramatization	Children add on a restaurant.	Library & Listening	Children research how to save water.	STEM	Children continue their Mini Gardens and Composting.	Writing & Drawing	Children continue the Capstone Project.
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Notes