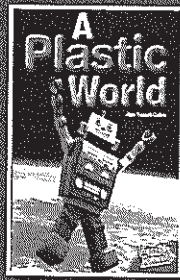


# A Plastic World



## Before Reading

### Text Type

Draw students' attention to the:

- title
  - photographs.
- Ask, "What type of book is this?" (Discussion) What parts of the text tell you this?

### Visual Literacy

Use the illustrations to predict what arguments might be presented in this text.

Note that the photographs show both the good and bad points of using plastics.

### Background Knowledge

Talk about the everyday items we use that are made of plastic. Why is it used?

What materials were used before plastic was invented?

What are the good and bad points of using plastic?

If a student does not know answers to these questions, provide an explanation.

### Phonological Awareness

Ensure students know the following phonological patterns:

- -ic (p.5): atomic, chic, comic, elastic, frantic, mimic, music, picnic, plastic
  - -le (p.13): able, comfortable, possible, sensible, table, terrible
  - -ie (p.13): belie, die, lie, pie, tie, untie, vie
- Say these words to the students. Ask them to identify which part of the words sounds the same.

Give the student a set of boxes drawn on the board or paper. Say a word, stretching out the sounds, and ask the student to write one sound in each box. Each box may have more than one letter.

### High Frequency Words

every, how, people, some, them, they, two, used, with, years

- Take a pile of high frequency word cards and hold up each one for student to read, decreasing the time for recognition as the words become more familiar.

### Vocabulary:

changed, cheap, containers, environment, gases, invented, landfills, light, materials, metal, packed, plastic, problem, recycle, rubbish, trapped

- Play 'Snakes and Ladders' with a regular game board and two players. Using known and new high frequency words, create a pack of 20 cards. The first student rolls the dice and must correctly read the top word (or more) from the pack before moving. Otherwise, the other player takes a turn.

### Motivation / Purpose

The purpose of this text is to show the good points and bad points for using plastics in our everyday lives. This text links with the theme *Our World*. The *Fast Forward* books in the *Our World* theme are: *I Remember When ...* (Level 7); *Sheep Station* (Level 8); *Voting* (Level 10); *A Plastic World* (Level 11); *Peacekeepers* (Level 13); *Gold Rush!* (Level 14); *Wheels* (Level 16); *Saving Coral Reefs* (Level 17); *Clothes Then and Now* (Level 19); *Building the Pyramids* (Level 20); *Earthquakes* (Level 22); *The European Union* (Level 24).

## During Reading

### Vocabulary in Context

Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- **trapped** (p.13): establish that this is the past tense form of 'trap'. Note the final consonant is doubled because of the short vowel preceding it.
- **landfills** (p.13): compound word: land + fills. Discuss that this means the land is filled; in this case with rubbish.
- **recycle** (p.14): discuss this word as a root word and a prefix 're', meaning 'again'. Give other examples (e.g. return, redo, rebuild, react, reappear).

### Checking for Meaning

#### Literal:

Before plastics were invented, what did people use to make the things they needed? (p.4)

When was plastic invented? (p.5)

#### Inferential:

Why is plastic good to use as packing?

How do animals die from being trapped in the plastic?

#### Response:

What can you personally do to reduce the damage to the environment caused by overuse of plastics?

How can communities work together to create a safer environment?

### Grammatical Patterns

Ensure students understand the following components of a discussion.

- A statement outlining the issue, including some background information. (pp.4-5)
- A conclusion, which sums up both sides of the argument. (pp.14-15)
- Use of general nouns to make statements about categories: *materials* (p.4), *homes* (p.6), *containers* (p.7), *toys* (p.8), *gases* (p.10), *environment* (p.10)
- Use of relating verbs: *Two of these materials were wood and metal.* (p.4) *Plastic is good for packing things.* (p.12)
- Use of additive connectives to link arguments: *first* (p.8, p.10), *secondly* (p.8, p.11), *another* (p.13)

### Fluency / Punctuation Patterns

In this text some sentences are simple as they contain only one idea: *Plastics are used in most toys.* (p.8) *Some plastic rubbish goes into the sea.* (p.13)

In this text some sentences are compound as they contain more than one idea: *Plastic has changed the world and how people live.* (p.6) *These gases can be bad for people and the environment.* (p.10)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*Plastic has changed the world / and how people live.*

In this text, the following sentence is complex, as it contains a dependent clause and an independent clause: *First, when plastic is being made, it sends gases into the air.* (p.10) *When plastic bags become rubbish, a lot of them end up in one place.* (p.11)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*First, when plastic is being made, / it sends gases into the air.*

These punctuation patterns occur at various intervals throughout the text:

- Use of dot points to organise information in a list (pp.14-15)

- Use of a comma to separate adverbs, phrases and clauses from the main clause in the sentence: *For years,* (p.4); *In 1862,* (p.5); *Plastics can be made hard or soft, and can be made into different shapes.* (p.8)
- Use of a comma to separate items in a list: *Millions of plastic containers, bottles and bags are made every day.* (p.7)

### Critical Literacy

What are the two arguments presented in this text?

What do you think the author would like us to do regarding the use of plastics?

Does this match with what you believe about the world?

### Linking Visual and Written

Ensure students refer to the photographs to find more specific examples of items mentioned in the text (e.g. toys, household items).

## After Reading

Ask students to list items at home and in the classroom that are made of plastic.

Are there any other arguments for or against using plastics? Will this discussion have an impact on the way they use and reuse plastic items? Discuss which other items can be recycled at school.

### Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

