

# Reduce, Reuse, Recycle



## Before Reading

### Text Type

Date.../.../...

Draw students' attention to the:

- o title
- o captions
- o photographs.
- Ask "What type of book is this?" (Exposition) How do you know? How does the layout of the text give you a clue?

### Visual Literacy

Date.../.../...

Browse the photographs. What visual clues tell you that this text is about how we deal with rubbish?

Discuss the background colours and page layouts. Are they effective in getting across the message in this book?

### Background Knowledge

Date.../.../... Why is it important to reduce, reuse and recycle? What items can we recycle? What happens to things that are put out to be recycled? Who is responsible for encouraging people to recycle?

### Phonological Awareness

Date.../.../... Ensure students know this phonological pattern:

- /k/ sound: discuss which letters can make this sound. Locate examples in the text, and add to the list:
  - k - baskets (p.9), books (p.10), break (p.11), look (p.9), makes (p.4);
  - ck - packaging (p.9), pick (p.11), picked (p.19);
  - c - cans (p.18), clean (p.15), compost (p.16), councils (p.18), cut (p.5), plastic (p.14), protect (p.7), recycle (p.6)

Say these words to the students. Ask them to identify which part of the words sounds the same.

Say a sentence that includes a word containing this pattern. Ask students to identify the word and the appropriate letters that make up the sound.

### High Frequency Words

Date.../.../... again, buy, each, friends, help, other, over, something, things, times

Discuss various ways of learning high frequency words. Many are visual and cannot be spelt or read phonologically. Divide the list of words into two groups: 'visual' words and words that can be 'sounded out'.

## Vocabulary:

compost, councils, energy, environment, natural resources, packaging, recycle, reduce, refilling, reuse, rubbish, tonne

### Motivation/Purpose

Date.../.../... The purpose of the text is to convince the reader that we should all reduce, reuse and recycle materials whenever possible. The text links with the Science theme *Natural and Processed Materials*.

## During Reading

### Vocabulary in Context

Date.../.../... Discuss the meaning of each vocabulary word. Draw students' attention to the following:

- prefix 're': Explain that this prefix means 'again'. Discuss meanings of the words 'reuse', 'redo' and 'refill'. List other examples: reread, recall, restart
- tonne (p.4): Explain this is a unit of measurement for mass. List other measurement words and arrange in order of size (e.g. gram, kilogram, tonne)
- packaging (p.9): Discuss the root word and build a word family by adding prefixes or suffixes: e.g. pack, packs, packed, packing, package, packaged, packaging, pre-packed, unpacked
- natural resources (pp.7, 21): Ensure students understand the difference between natural resources and resources made by people. List examples of each to check understanding.

### Checking for Meaning

Literal: Date.../.../...

How much rubbish does each person in Australia make each year? (p.4)

What do 'The Three Rs' stand for? (p.6)

List some items that we can recycle. (p.14)

Inferential: Date.../.../...

Have we always made so much rubbish per person? Why have we begun to make so much more?

Why do manufacturers use so much packaging on their products? What can they do to reduce this problem?

Response: Date.../.../...

What can you do to help reduce, reuse and recycle?

What items can you recycle at school? How can they be collected?

### Grammatical Patterns

Date.../.../... Ensure students understand the following components of an exposition:

- Statement of position, includes a preview of the arguments. *In Australia, each person makes about one tonne of rubbish a year ... to help the environment.* (pp.4-5)
- A series of arguments, each consisting of a point and an elaboration (pp.6-21)
- Reinforcement of the statement of position (pp.22-3)
- Use of general nouns: *waste* (p.5), *environment*, (p.5), *resources* (p.7), *games* (p.10), *friends* (p.10), *clothes* (p.13), *food, paper, metals, glass, plastic* (p.14)
- Use of technical words: *tonne* (p.4), *reduce, reuse, recycle* (p.6), *natural resources* (p.7), *compost* (p.16)
- Use of relating verbs: *There are more than 20 million people in Australia.* (p.5)
- Use of action verbs: *reduce, reuse, recycle* (p.6)
- Use of thinking verbs: *remember* (p.20)
- Use of modal verbs: *We can all play a part* (p.15)
- Use of connectives to sequence arguments: *The first thing* (p.8)
- Use of evaluative language: *This makes it better for the environment* (p.21). *It's easy to* (p.22)

### Fluency/Punctuation Patterns

Date.../.../... Locate compound and complex sentences within the text and demonstrate how to read them, pausing at commas, or arranging pieces of the text into logical chunks to maintain meaning, e.g. *But, there are many ways to cut back on a lot of this waste / and help out the environment.* (p.5)

These punctuation patterns occur in the text:

- Use of commas to separate phrases or clauses from the rest of the sentence: *Every day*, (p.4). *Over time*, (p.17)
- Use of a dash to add information: *to get rid of - 20 million tonnes of rubbish!* (p.5)
- Use of dot points to organise information in a list (pp.6, 7, 13, 14)
- Use of a colon to introduce a bullet list (pp.7, 13, 14)
- Use of an ellipsis to show an incomplete line of text: *Remember...* (p.20)
- Use of numerals and words to represent large numbers: *20 million* (p.5)
- Use of a numbered list to organise information: *The Three Rs* (p.6)

- Use of commas to separate words in a list: *If everyone tried to reduce, reuse and recycle* (p.7)
- Use of abbreviation for a group of words: *DVDs-digital video disks* (p.10)

### Critical Literacy

Date.../.../... Why do you think the author wrote this text? Are the arguments convincing?

What does this text make you want to do? Who is the intended audience? How do you know?

### Linking Visual and Written

Date.../.../... Look at the photograph of the elephant and caption on page 4. How do they relate to the text? What information do they provide that isn't in the text?

Draw students' attention to the recycling symbol on the title page. Where else is this symbol used in the text? How does its use add meaning to the text?

Discuss the use of lists and their effectiveness in organising information.

## After Reading

Talk with students about recycling in the community. Is the local council committed to recycling? How can students help others become more aware of the need to use the three Rs? Discuss recycling practices within the school environment.

## Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- write sentences about the text, based on an illustration and key words.

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

