

Strand: Matter

Theme: Change

Purpose for Reading: To build understandings of what happens to rubbish when it leaves our homes.

Comprehension Strategies: Making connections to text, synthesizing, making inferences, evaluating, classifying and categorizing.

Vocabulary

Dictionary Words: glass, landfill, paper, plastic, rubbish

Vocabulary Words: bulldozer, bundles, cans, cardboard, food, metal, pile, toys

High-Frequency Words: all, away, be, do, get, have, help, her, if, little, made, make, new, not, of, one, out, put, some, take, that, them, they, too, want, what, when, where, your

Before Reading

- Invite students to talk about what they think happens to all the rubbish people create. *Do you sort your rubbish at home? How do you get rid of your rubbish? What happens to the rubbish then?*
- Read the title and discuss the cover photo. *What type of rubbish do you see? Where is this bin?*
- Read the title page together and invite students to talk about what is happening in this photo. *Where is this? Discuss the various terms used: tip, dump, landfill, recycling depot/station, etc. What is the machine in the photo doing? Why are the birds there? Describe what you think this place would be like.*
- Explain that this book will give us information about what happens to our rubbish when it leaves our homes.

Introduce the Picture Dictionary

• Have students turn to the picture dictionary. Read and discuss the photos and labels. Have students identify the type of rubbish in each photo. Use questions such as, *What does the word recycled mean? Which type of rubbish is not recyclable? Which things can be recycled? How can they be used again?*

Take a Photo Walk

- Pages 4–5: Have students describe the various sorts of rubbish on page 5. Read the labels. *What sorts of things become food rubbish? Plastic rubbish? Paper or cardboard rubbish? Why or when might toys become rubbish?*
- Pages 6–7: Have students discuss what is happening in this photo. Read the caption. *Why might the bulldozer be pushing the rubbish? Why do you think the wheels have hard metal bumps on them?*
- Pages 8–9: Have students describe what they see in the photo. Read the caption. *What is a recycling depot? Invite students to speculate on what might happen to this paper to enable it to be reused.*
- Pages 10–11: Have students look at these pages and describe what they notice about the bottles. Read the caption. *What does that tell us about these bottles? How might they be used again?*
- Pages 12–13: Invite students to look at these pages and describe what they see. *What do you notice about these bottles?*
- Pages 14–15: Invite students to look at these pages and discuss what they see. Read the caption. *What does the symbol on the box mean? Discuss the meaning*

of the words *reduce*, *reuse*, and *recycle*.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Have students continue reading the book independently. Provide support as needed.

Comprehension

- Revisit page 5 and discuss other things that fit within each of the categories of rubbish. Make a table to classify and categorize the rubbish. Have students think about the types of rubbish in their lunches that day. Have them analyse the classroom waste paper bin. Add any new items to the table. *How could old clothing be recycled? What other items from our table could be passed on to others? How could recycling toys help other people? Who might be happy to get your old toys?* Above each of the recyclable categories, draw the green recycling symbol.
- Prompt using questions such as, *What would happen if we didn't have places to take the rubbish? Do you think recycling is a good thing? Why?*

Vocabulary and Word Recognition

- Have students locate the word *want* on page 4. Have students copy the word *want*, saying the word as they write it. Tell them to look carefully at the word and identify what makes this word tricky to write. Have them write the word five times. Prompt them to remember the tricky part.

- Have students look at page 4 and find all the words that tell us there are more than one thing. For example, *clothes*, *newspapers*, *bottles*, *cans*. Discuss how *-s* is added to a word to show more than one. Write the words *food*, *drink*, *plastic*, *toy*, *metal*, *shoe*, *boot*, *apple*, etc on the board. Have students come and write the plural next to the word. Write the word *glass* on the board. Tell students that words that end in *-ss* are different. *Why don't we add s to these words? Does anyone know what more than one glass is called?* Have all students say the word *glasses*. *What do we add to this word?* Repeat the demonstration using the word *dress*.

Oral Language

- Have students use the picture dictionary to ask each other questions about the book. For example, *Name three things that can be recycled.*

Writing

- Have students write about different ways the classroom rubbish could be reused. Have them list the things they find that cannot be reused.

Creative Extension Activities

- Have students make puppets using old plastic bottles and containers. Provide markers, wool, fabric and other materials for students to glue onto the bottles. Attach a ruler or stick to make a stick puppet.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Make a list of rubbish that can be reused or recycled.

Make a list of rubbish that must be taken to a landfill.

Reusable or Recyclable Rubbish	Landfill Rubbish

Name: _____

Use the book to answer the questions.

What is rubbish?

What sorts of things can be rubbish?

Why do machines at a landfill push dirt over rubbish?

Where are paper, and plastic and glass bottles taken?

Match the words to their meanings.

Reduce

Use things again if you can.

Reuse

Put paper, plastic, and glass in a recycle bin.

Recycle

Buy things that do not have a lot of packaging.