



WEEK 5 Day 1

Read Aloud
Recycle!
 Read 3 of 4, Pages 14-24

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 Objectives	I can use details from the text to explain why recycling cans and plastic is good for the earth. (R.6.K.a, R.6.K.b) I can determine the main topic of a section of informational text. (R.5.K.a, R.5.K.b)
Language Objective	I can use words from the text and the discussion to explain why recycling is good for the earth. (e.g., reduce; waste...) (L.6.K)
Vocabulary	waste: to use in a careless way; to <i>not</i> save. energy: the amount of power needed to make something liquid: 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. pollution: is what people create when they dirty the air, water, and land and turn it unhealthy resource: a thing we use or need to make something
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle</i>, Gail Gibbons ● <i>Recycle</i> vocabulary cards ● Think, Triad, Share anchor chart, from Week 1, Day 1

	<p>On the whiteboard, write: How does recycling help the earth?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>We have been learning all about recycling. What are some materials we can recycle?</i></p> <p><i>Yes, paper and glass! Today we will learn about two more materials we can recycle and how and why we recycle them. Yesterday, we paid a lot of attention to how these materials are recycled. Today we will think more about why. We'll consider the following question:</i></p> <p>Refer to whiteboard. <i>How does recycling help the earth?</i></p>
<p>Text and Discussion 12 minutes</p>	<p>Invite children to read the heading before reading the page. <i>Take a look at the heading and picture. What do you think the section will be all about?</i></p>
<p>page 14</p>	<p><i>That's right, cans.</i></p>
<p>page 15</p>	<p><i>How does recycling cans help the earth?</i></p> <p>Harvest several responses and prompt children by rereading the text and closely examining the illustration of the cans in the landfill.</p> <p>Invite children's connections to the topic of recycling can and exchanging them for money, as they volunteer them, with a brief discussion.</p>
<p>page 17</p>	<p><i>When factories make things like paper, glass, and cans, dirt and other things dirty gases are put into the air, that's called pollution.</i></p> <p><i>Natural resources are things that come from the earth that we could run out of, like water and trees.</i></p> <p>Invite children's connections to discussions that surfaced during the Grow a Definition routine.</p> <p>Reread the page. <i>Why do you think Gail Gibbons is showing green fields here? What does that have to do with recycling cans?</i></p> <p>Harvest children's ideas and prompt by connecting the words to the illustration.</p>
<p>page 18</p>	<p><i>What do you think this section will be about? How do you know?</i></p> <p>Invite 1-2 responses.</p>
<p>page 19</p>	<p><i>Why is it harmful to the earth if trash made from plastic doesn't biodegrade?</i></p>

	<p>Harvest responses and remind children of the meaning of “biodegrade,” as needed. The definition is on page 11, if needed.</p> <p>Read through to the end of the section on polystyrene with minimal stopping.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>Let’s add to what we just learned about why recycling plastic is important to what we learned earlier in the text.</i></p> <p>Invite children to Think, Triad, Share. Refer to the question on the white board.</p> <p><i>How does recycling help the earth?</i></p> <p>Listen in for specific examples given from the text and for an understanding of what recycling is. Invite “reporters” to share out.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we will read the last section of the text and think about why Gail Gibbons wrote this book.</i></p>
<p>Standards</p>	<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.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</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. 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>Do children use precise language and vocabulary from the text?</p> <p>Do children use headings and illustrations to determine the main topic of a section?</p> <p>What connections do children make between recycling and helping the earth?</p> <p>What experiences and knowledge on the topic do children bring?</p>

	How do children listen and respond to their peers?	
Center Activities	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.

Notes