Lesson 16 Teacher’s Guide

Recycle, Reuse, and Reduce
by Sarah Hughes

Fountas-Pinnell Level K
Nonfiction

Selection Summary
There are many projects to do to clean up your community and keep
Earth green. You can recycle a coffee can to make a drum, reuse
clothes, and reduce your use of energy and water.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Paragraphs with main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>Six section headings, some in the form of questions</td>
</tr>
<tr>
<td></td>
<td>Spread with how-to diagram and instructions</td>
</tr>
<tr>
<td>Content</td>
<td>Keeping Earth safe with community activities</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Recycling to find new uses for old things, reusing clothing, reducing waste</td>
</tr>
<tr>
<td>Language and</td>
<td>Lively tone, with some informal language, such as: go, man, go; make cool things</td>
</tr>
<tr>
<td>Literary Features</td>
<td>Combination of points of view: third person, second person, and first-person plural</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Most sentences have fewer than 12 words.</td>
</tr>
<tr>
<td></td>
<td>Many imperative sentences: Take short showers. Pick up rubbish with your friends.</td>
</tr>
<tr>
<td></td>
<td>Sentence with items in a series and clause: When you reduce, reuse, or recycle, you’re helping to keep Earth green.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Environmental terms: pollution, rubbish, green, recycle, reuse, reduce</td>
</tr>
<tr>
<td>Words</td>
<td>Mostly one- and two-syllable words</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Examples of longer words: community, complicated, newspapers, decorate, instruments</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Seven pages of text, photos on all pages, some with sentence captions</td>
</tr>
<tr>
<td></td>
<td>Two pages with how-to instructions, list of materials, numbered drawings</td>
</tr>
</tbody>
</table>

Recycle, Reuse, and Reduce  by Sarah Hughes

Build Background

Help students use their knowledge of environmental issues. Build interest by asking questions such as the following: What do people mean when they say we must take care of planet Earth? What happens to the cans and bottles that people put in recycling bins? Read the title and author and talk about the cover photograph.

Introduce the Text

Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language and vocabulary so that they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: Explain that this book gives suggestions for taking care of Earth.
Suggested language: Turn to page 2 and look at the section heading: Why Do People Hug Trees? The term “tree huggers” is an expression to name people who love nature and want to help keep Earth safe.

Page 3: Read the section heading and caption. How does the caption answer the question in the heading? The children in the photo are picking up rubbish and helping to stop pollution in a park. What kinds of rubbish are they finding? Why is pollution a problem?

Pages 4–5: Draw attention to the last two sentences on page 4. What do you do to recycle newspapers and bottles? How might you reuse a newspaper? Find the word projects on page 5. Cleaning up a park is one project to help Earth. Can you think of another project?

Pages 6–7: Point out the list of materials, the numbered illustrations, and the steps to turn a used coffee can into a drum. Can you think of another item that could be reused? (can into pencil holder; bottle into flower vase; newspaper into wrapping paper.)

Now turn back to the beginning of the book and read to find out ways you can help keep Earth safe.

Target Vocabulary

carton — a container, such as a paper box, p. 4
complicated — hard to understand or do, p. 3
dripping — falling down in drops, p. 7
global — worldwide, p. 5
hardly — not very much, p. 3
pollution — the result of dirtied land, water, or air, p. 3
project — a task or activity that requires much planning and time, p. 5
recycle — to treat things that have been thrown away so that they can be used again, p. 4
rubbish — trash, junk, or litter, p. 3
shade — an area where sunlight is blocked, p. 4
Read

Have students read *Recycle, Reuse, and Reduce* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Monitor/Clarify Strategy to find ways to clear up any confusing words, sentences, or ideas.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the text.

*Suggested language:* Which suggestions in this book are things you might be able to do? Why?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cleaning up the community helps keep Earth safe.</td>
<td>• Doing small things to protect Earth can make a global difference.</td>
<td>• The photos show children, not grownups, because the author is talking to children and telling them about things they can do.</td>
</tr>
<tr>
<td>• Recycling can mean finding new ways to use things, like making a drum from a can.</td>
<td>• If people don’t recycle, reuse, and reduce, Earth will be in danger.</td>
<td>• The instructions for making a drum include drawings that show what to do at each step.</td>
</tr>
<tr>
<td>• When you reduce, you cut down on how much water or electricity you use.</td>
<td></td>
<td>• The author’s attitude is that everyone can get involved to help save the Earth.</td>
</tr>
</tbody>
</table>


Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to read aloud. Suggest that they use their voices to sound like someone trying to persuade others to do something.

- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Use the words in the title to point out that the prefix re- means “again” or “back.” *To recycle* means “to cycle, or go around, again.” *To reuse* means “to use again.” *To reduce* means “to bring back, or make less.” Have students add the prefix re- to these words from the book, and tell what the new words mean: planted, glue, turn.
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 16.1.

Responding
Have students complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on page 12. (Answer: recycle)

Reading Nonfiction
Nonfiction Features: Instructions Remind students that nonfiction has many features to help readers find and understand important information. A set of instructions helps readers make or do something.

Explain that instructions include a list of materials, numbered steps with explanations, and drawings that show what should be done at each step. Have students find each of those elements on pages 6–7.

Explain that not all the information may be shown in the pictures. Ask: Where on page 6 do you learn what the final product will be? (The sentence in the first paragraph: Make your own drum.) Where do you learn how to make the top of the drum? (The last paragraph states: Put the top back on the can.) Where do you learn what to do with the pencils? (The last paragraph states: Turn your pencils into drumsticks.)

Have students write simple instructions for the activity shown on page 3 of Recycle, Reuse, and Reduce. Tell them to include a list of materials and two or more numbered steps.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6.

Assessment Prompts
• On page 3, find the word that means “involving many steps.”
• Read this sentence from page 5: They can help make global changes. What are global changes?
• Complete this sentence: From this book, the reader can tell that
**English Language Development**

**Reading Support** Make sure the text matches the student's reading level. Language and content should be accessible with regular teaching support.

**Idioms** Talk about the meaning of each of these expressions in the context of the book, and then help students to use each expression in a sentence: *In fact* (page 3); *green team* (page 5); *cut down on* (page 9).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
</table>
| **Speaker 1:** Does pollution help Earth or hurt Earth?  
**Speaker 2:** hurts Earth  
**Speaker 1:** Should you recycle old bottles or throw them out?  
**Speaker 2:** recycle them | **Speaker 1:** How can children make a park clean?  
**Speaker 2:** They can pick up rubbish.  
**Speaker 1:** What is one thing you can do with an old coffee can?  
**Speaker 2:** You can turn it into a drum. | **Speaker 1:** What does it mean “to keep Earth safe”?  
**Speaker 2:** keep it clean, with no pollution  
**Speaker 1:** How can you reduce your use of water?  
**Speaker 2:** Turn off the faucet while you brush your teeth. Take short showers. |

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**Responding**

**Word Builder**

Make a chart about how to recycle. List things we recycle and how we recycle them. Copy the chart and add words.

<table>
<thead>
<tr>
<th>What We Recycle</th>
<th>How We Recycle It</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass</td>
<td>make new things from old glass</td>
</tr>
<tr>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**Write About It**

**Text to Self** Write a short paragraph about how you recycle. Tell what you recycle and how you do it. Use the text and chart to help you write.
Recycle, Reuse, and Reduce

Thinking Beyond the Text
Read the paragraph. Then write your letter below.

Write a letter to the principal of your school. Explain why you think there are things students at your school can do to help save the Earth. Give some suggestions for possible projects. Use details from the book in your letter.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Target Vocabulary

Write words and ideas that go with the word *carton* in the web. Then create your own webs for the remaining Target Vocabulary words.

**Vocabulary**

- carton
- complicated
- dripping
- hardly
- pollution
- recycle
- rubbish
- shade
- project
- global

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**carton**
Recycle, Reuse, and Reduce!

**LEVEL K**

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>There are people who are called “tree huggers.” They don’t really hug trees, but they do something important. They work to keep Earth safe. You can help keep Earth safe, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You can clean up your community. Cleaning up helps stop pollution. Pollution is when Earth is not clean. Pick up rubbish with your friends. It is hardly complicated. In fact, it’s very easy! Have a contest to see who picks up the most.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>This park is nice and clean. How did it get so clean? We picked up egg cartons and papers. We planted a tree.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Behavior** | **Code** | **Error**
--- | --- | ---
Read word correctly | cat | 0
Repeated word, sentence, or phrase | cat | 0
Omission | cat | 1

**Accuracy Rate**  
(\# words read correctly/97 × 100)

**Self-Correction Rate**  
(\# errors + \# Self-Corrections/ \# Self-Corrections)

**Behavior** | **Code** | **Error**
--- | --- | ---
Substitution | cut | 1
Self-corrects | cut cat | 0
Insertion | the cat | 1
Word told | cat | 1