

### Focus Question:

*What is recycling, and what can be made from recycled things?*

### Book Summary

Text Type: Nonfiction/Informational

*Because You Recycle* focuses on the new items that can be made from recycled materials. Students will be amazed to learn that old materials can be turned into useful new items. Repetitive sentence structure and detailed photographs accompany the text. These items will provide support for beginning readers. Students can also use the book to learn about determining author's purpose and identifying simple subjects.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *pl-* and *gl-* blends
- ☐ Identify initial consonant *pl-* and *gl-* blends
- ☐ Recognize and use simple subjects
- ☐ Identify and use the high-frequency word *you*

#### Materials

- ☐ Book: *Because You Recycle* (copy for each student)
- ☐ Author's purpose, initial consonant *pl-* and *gl-* blends, simple subjects worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *can*, *sometimes*, *you*
- **Words to Know**  
**Story critical:** *counters* (n.), *litter* (n.), *newspaper* (n.), *plastic* (adj.), *recycle* (v.), *steel* (n.)
- **Academic vocabulary:** *become* (v.), *same* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *recycle* on the board. Ask students to raise their hand if they recycle things at home. Have students discuss their experiences with a partner.
- Discuss with students the types of things that can be recycled and the new items that can be made from recycled items. Invite students to come to the board and draw some examples of these things.

##### Introduce the Book

- Give students their copy of *Because You Recycle*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

##### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that engaged readers ask questions and look for answers as they read. Point out that the pictures in a book can also provide information to help answer these questions. Have students work with a partner to look at the cover and create one question they hope the book will answer. Invite volunteers to share their questions with the rest of the class. Record the questions on the board.

##### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. The author's purpose can be to inform, entertain, or persuade. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information to the reader, to *entertain* means to amuse the reader, and to *persuade* means to convince the reader to act or feel a certain way. Have students repeat each word aloud as you point to it on the board.

### Guiding the Reading (cont.)

- Review with students a familiar nonfiction book. Discuss with them the author's purpose for writing. Guide students in the process of identifying the details and choosing the author's purpose for the book.
- Have students reread the title of the book, *Because You Recycle*, and look through the pictures. Have students work in groups to predict the author's purpose on the basis of the observed details. Ask volunteers share their predictions with the rest of the class. Circle the word *inform* on the board.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about what recycling is and the types of things made from recycled items. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is recycling?* (level 3) pages 3 and 4
- *What are two things a newspaper can become?* (level 1) pages 3 and 5
- *What are some things that can be made from recycled plastic?* (level 2) pages 8 and 9
- *What are some things that might be collected to be recycled?* (level 3) multiple pages
- *Why is it a good idea to recycle?* (level 3) multiple pages

#### Text Features: Photographs

Explain to students that photographs are pictures taken by a camera. Point out that nonfiction books often include photographs. Explain that photographs often include many details that tell readers more about the story. Have students look

through the book and discuss the details they see in the photographs with a partner. Ask students: *What things can be recycled? What details do you see in the photographs?* Have students choose one photograph in the book and describe the details they see to a partner. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model asking and answering questions.  
*Think-aloud: When I look at the photograph on page 4, I wonder what kinds of things might be made from all those plastic bottles and newspaper. I can ask the question What kinds of things can be made from plastic and newspaper? As I read the rest of the book, I will look for the answer to this question. Asking questions and looking for answers as I read helps me understand and remember information.*
- Remind students to continue asking and answering questions as they read. Have them stop periodically while reading to share with a partner any new questions they have, and then invite volunteers to share their questions with the rest of the class. Add shared questions to the list on the board.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model and discuss how to complete the **author's purpose worksheet** using evidence from the book. Have students discuss the details they notice with a partner.
- Review with students the questions on the board. Have students work in groups to answer the questions on the basis of information in the book. Discuss with students strategies for addressing unanswered questions.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Underline the word *inform*. Discuss with students the justification for choosing this purpose.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should indicate that recycling is the collection of certain types of waste to be used again to make new things. They should list the items from the book that can be made from recycled things.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant *pl-* and *gl-* blends

- Say the word *plastic* aloud to students, emphasizing the initial /pl/ sound. Have students say the word aloud and then say the /pl/ sound. Have students practice saying the /pl/ sound to a partner.
- Repeat the process with the word *glass*.
- Have students work in groups to discuss the difference in the initial sounds of the words *plastic* and *glass*. Have them generate other words that begin with the /pl/ and /gl/ blends. Have volunteers share a word from their group with the whole class.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the *pl-* blend and clap their desk when they hear a word that begins with the *gl-* blend: *plate, glad, play, plot, glue, glob, and plug*.

##### Phonics: Initial consonant *pl-* and *gl-* blends

- Write the words *plastic* and *glass* on the board and read them aloud with students.
- Have students say the /pl/ sound aloud. Then, run your finger under the letters in the word *plastic* as students say the whole word aloud. Ask students to identify which letters represent the /pl/ sound in the word *plastic*. Repeat this process with the word *glass*.
- Say the words *plug* and *glug* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in sound between *pl-* and *gl-* blends.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *gloss, plane, glow, and plant*. Say the first word aloud, and have students call out whether the word begins with the letters *pl* or *gl*. Invite a volunteer to come to the board and add the initial consonant blend. Repeat with the remaining words.

- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-pl-and-gl-blends worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a *noun that the sentence is about*. Point out that a subject can be a person, an animal, or an object. Explain that often the subject is performing the action in the sentence.
- Write the following sentence on the board: *Old bags can become new plastic bags*. Read the sentence aloud with students. Ask students to point to the object at the beginning of the sentence (*bags*).
- Write several other sentences that describe other things that can be recycled. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject of each sentence.
- **Check for understanding:** Have students reread the book in groups and discuss the subjects they find. Ask students to circle the subject in every sentence on pages 7 through 11.
- **Independent practice:** Introduce, explain, and have students complete the [simple subjects worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word *you*

- Write the word *you* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *What do you recycle?* Read it aloud with students and discuss with them the meaning of the word *you*.
- Have students practice spelling *you* on their palm with their finger.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *you*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *you* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.