

# RECYCLING DAY

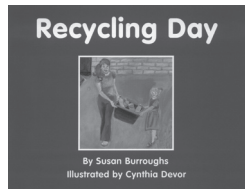
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Set 9 – 120 words

## Building Anticipation - Setting the Context

Ask the children if they recycle at their house. Encourage them to share the items they recycle and how they do it, i.e., bottles, cans, paper, used clothing. The children should have an opportunity to share their recycling experience.



## Introduction

Introduce the book by showing the cover. Tell the children: *Today we are going to read a book called 'Recycling Day'. In this book Sally and her Mom get ready for recycling day by sorting their garbage.*

Give each child a copy of the book. Look at the illustrations and ensure that the children are familiar with the preparations that Mom and Sally are making for recycling day. The children can find familiar words to build confidence for reading. Then they can look for unknown words, predicting letters and letter clusters and then confirming their predictions by locating the word in the text.

After taking time for an independent book walk, have the children read independently to find out where the recycling garbage goes.

## Discussion - Book Talk

Ask the children the name of the place where the recycling garbage goes. Have them locate the words *recycling depot* in the book to confirm their predictions.

Talk about what happens to the recycling garbage. Have the children support their responses with text. Ask: *Do you think recycling is good? Why? Why does recycling help us protect the environment?* Encourage discussion about other ways we can protect the environment.

## Responding Creatively - Independent Practice

- use the reproducible master to draw and label items that can be recycled.
- make a poster to encourage recycling bottles, cans and newspapers. Include a caption such as Recycle and Save.
- make a group booklet of things that can be recycled. Write a caption for each page.
- survey the classroom and other areas of the school to see if recycling is happening. Are there bottle and can recycling bins in the lunchroom? In each class? Outside? Is there a paper recycling bin in each class? In the office?

## Read Aloud Connection

Junk Pile Jennifer, by John F. Green and Maryann Kovalski, Scholastic, 1991.

My First Green Book by Angela Wilkes, Stoddart Publishing, 1991.

## Learning About Language - Focused Teaching

High Frequency Words	made, take	Practice writing these words on an erasable board and making them with movable letters.
Letters and Letter Clusters	<i>Pp</i> - put, papers <i>bl</i> - blue <i>tr</i> - truck <i>st</i> - stay <i>wh</i> - who, where	How many words can you find that begin with the selected letter or letter cluster? Record the words you find.
Onset and Rimes and Word Families	blue, true, Sue tied, cried, spied, died, lied	Use movable letters to make new words from these words. Children record the new words they make.
Word Endings	<i>ck</i> – truck <i>ing</i> – recycling, helping, going	Practice adding <i>ing</i> to other words you know. Record the words.
Compound Words	outside	Use movable letters to show two parts of the word.
Contractions	let's, it's	Write the full form for each contraction.
Text Features	Quotation mark Question mark	Feature dialogue in shared writing. Draw attention to the quotation marks. Encourage the children to read the dialogue with expressive voices.

## Reproducible Master - Recycling Day

Draw and label some items that can be recycled.

