

Where Does Used Paper Go?



Level: F5

Word Count: 121

Little Books of Answers

Curriculum Connection	Environmental Issues
Content Vocabulary	again, bags, boxes, bundles, cartons, dump, eggs, envelopes, fruit, means, notebooks, paper, recycled, shredded, toilet paper, used
Visual Literacy Element	chart
Critical Thinking	applying knowledge to create a new object
Comprehension Strategy	hypothesizing
High-Frequency Words	all, and, are, as, at, big, can, have, if, in, it, look, not, on, over, see, them, this, very, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss waste paper. Do the students know where the paper that they use and throw out each day goes? Have they heard of recycling? Explain that when you recycle something you are able to use it again. Its a better thing to do than to just throw things away.

- Give each student a copy of the book *Where Does Used Paper Go?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? Where do you think all this paper is? Where do you think it is going? Will it get recycled?*
- Have the students turn to the title page. Have them look at the photo. Explain that the carton that holds the fruit is made from recycled paper.
- Discuss the title page further. Explain to the students that they still don't know many things that are made from recycled paper. Invite them to make educated guesses (hypotheses) about what some of these things may be. Tell them that as they read the book they will find out if their guesses were right or not.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions and labels with you.
- To ensure and enrich understanding say things such as – *When you shred something you cut or tear it into narrow strips. Paper can be recycled more than once, for example, the original paper gets recycled into an egg carton. That egg carton can be reused or recycled again into another egg carton or a bag.*
- Discuss the chart on page 15. Explain that the chart presents a picture of some ways recycled paper can be used.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What two things can happen to used paper?*
 - What happens to paper before it is recycled?*
 - Can you recycle paper more than once?*
 - What can you write in that can be made from recycled paper?*
- Check inferential comprehension by asking these questions:
 - What sorts of things can you put in bag made from recycled paper?*
 - What other things could you put in cartons made from recycled paper?*
 - What tells you a bag is made from recycled paper?*
 - Is it good to recycle paper? Why or why not?*
- Have the students revisit their original hypotheses. Were some of them nearly right? Do they now know many things that can be made from recycled paper?

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to make a picture using used magazines.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write a story to accompany the recycled magazine picture they make. Assist with spelling where necessary.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Sort the words.

to Some dump of the your goes paper used

Write the sentence.

Draw the picture.

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Name:



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Draw and write.

A large empty rectangular box with a red border, intended for drawing and writing.

I like the part about

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