

How Can You Re-Use an Egg Carton?



Level: D5 Word Count: 94

Little Books of Answers

Curriculum Connection	Environmental Issues
Content Vocabulary	antennae, bat, black, caterpillar, cup, egg carton, eyes, green, hang, holes, leg, long, paint, pipe cleaners, red, re-use, six, spider, string, wings
Visual Literacy Element	instructions
Critical Thinking	further research
Comprehension Strategy	asking and answering questions
High-Frequency Words	a, an, can, for, from, in, it, like, make, on, one, put, take, the, to, this, up, with, you, your

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss re-using things. Bring a cereal packet, an egg carton, and a shoe box to school and discuss with the students what they could make with them rather than throw them away. What else could they use them for? What could they turn them into?

- Give each student a copy of the book *How Can You Re-Use an Egg Carton?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out some things that they could do with an egg carton. Invite volunteers to ask some other questions about the book before they start reading.
- Discuss the cover photo. Ask questions such as – *What is this? Do you think it was made from an egg carton? Could you make something like this? What else would you need besides the egg carton?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Explain that the labels tell them the name of the things that they could make out of an egg carton..
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you. Draw the students' attention to the numbers. Explain that the pages with the numbers on them are instructions. The numbers tell you the order in which to do things.
- To extend understanding and vocabulary say things such as – *Can you see the antennae on the caterpillar? You can use pipe cleaners for the antennae. You can use pipe cleaners for the spider's legs.* Bring pipe cleaners to the classroom so students know exactly what they are.
- Discuss the instructions on page 15. Explain to the students that the instructions tell them how to make the bat. Read the instructions to and with the students.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
How many egg carton cups do you need to make the caterpillar?
What materials do you need to make a spider?
What do you use to hang up a bat?
How many legs has a spider got?
- Check inferential comprehension by asking these questions:
Which of these is the easiest to make? Why?
Which of these is the hardest to make? Why?
Why should you re-use egg cartons?
Are the instructions easy to follow? Why or why not?
- Have the students ask more questions about re-using things. Prompt them if necessary.
- Invite volunteers to choose one thing you can make with an egg carton and ask another question about it, for example, *Could you paint your caterpillar orange? Why or why not?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say what this animal is, what it is made from and what else they could use to make the head.

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 make something out of an egg carton. Have them write four instructions to go with their model. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Name:

Draw a model of a spider.

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Label your picture with these labels –
spider egg carton pipe cleaners

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Name:



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Read and Draw

This bat has long wings.

This spider has long legs.

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