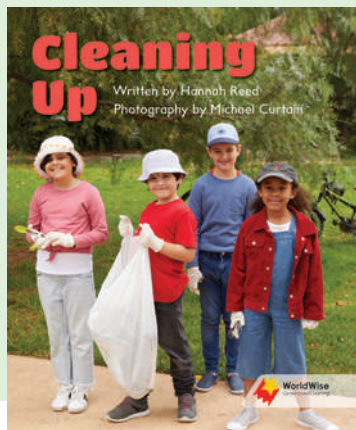


Lesson Plan

**Emergent
reading stage
Level 3**



Cleaning Up recounts how a group of children make a difference to their environment. They work together to clean up rubbish that has been left around their playground.

Running words: 93

Informative text type:

Recount

Science Curriculum links

Australia

- **CS (ACSSU003)** Objects are made of materials that have observable properties
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **MW:** The uses of common materials and their observed properties

Key concept

- Places need to be looked after and cleaned up.

Content vocabulary

bag, cleaning up, playground, rubbish, rubbish bins, slide, swing, under

Text features

- Positional language
- Photographs

Reading strategy

- Making connections

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Have you ever been to the playground and found that someone had left rubbish lying around it? What did you do? Who needs to clean up a playground?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Cleaning Up*. Say: *This book is called Cleaning Up. It is about a time when some children found lots of rubbish at their playground and what they did about.*

Have students turn to pages 2 and 3. Ask: *What do you notice about this playground? Where is the rubbish? What might the children do about it?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about cleaning up?*

Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers make connections between things they have seen or know about and the information in the book.* Have students discuss times they have seen rubbish at a playground. Say: *While you are reading, I want you to think about how the things you are learning from the book are like the things you already know or have done. Have you ever done what the children in the book do?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to make connections between the playground in the book and the playgrounds that they use. For example, on pages 2 and 3 you could ask: *How is this playground the same as our local playground? Does our playground ever have lots of rubbish in it?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

Where was the rubbish? Where did the children put the rubbish?
(Literal)

Why do the children decide to clean up the playground? Why do they put the rubbish in the rubbish bins? (Inferential)

What have you learnt about looking after places? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you said: "Last time I went to the playground there was rubbish under the swing. Mum and I put it in the bin." You made a connection between what you read and what you had done. This helps you to understand the book better. This is what good readers do.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. They discuss what they think about rubbish and littering. Ask: *What questions do you have about the problem with litter? Talk about why we have a problem with litter. What can we do so that there is less litter at the playground and at other places we like to play?*

Have students share the ideas they have discussed with the class.

Vocabulary

Write the word *rubbish* on a chart. Say: *What other words do you think of when you see the word “rubbish”?* (For example, *litter, trash, clean up* and *mess*.) List students’ suggestions on the chart.

Have students turn and talk to a partner, using two or more of the words from the chart to make sentences. Have some students share their sentences with the class.

Phonological awareness

Ask: *Can you tell me the first sound in “up”?* *Can you think of another word that starts with /u/ from the book?* *What other words do you know that start with /u/?*

Have students make up simple sentences using words that start with /u/, such as: “I am under my umbrella with my uncle.”

Phonics

Write the words *up* and *under* on a chart. Ask: *What is the first sound in these words? What letter makes the /u/ sound?* Have students suggest other words to add to the chart.

As needed, explain that the letter “u” at the start of a word does not always make the /u/ sound, such as in the word *unicorn*.

Extend students by looking at simple onset and rime, for example: *cub, sub, tub; bump, jump, thump, hump, chump, lump*.

Writing

Modelled writing

Say: *I am going to write a recount explaining why rubbish should not be dropped in playgrounds.* For example: “Yesterday I went to the playground, but I couldn’t play because there was rubbish all around. It was under the swing and the tree. It was disgusting. Everyone should put their rubbish in the rubbish bin.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *First I want to explain that rubbish has been found in the playground and then I want to say why this is a bad thing. Lastly, I want to tell everyone to put their rubbish in the rubbish bin.*

Independent writing

Ask students to talk to a partner about a time they have cleaned up a place. Have each student choose a place to write about.

Say: *Write about where the place was and why you had to clean it up.*

If students need extra support, provide a sentence starter. For example: *There was rubbish at the _____. It was under the _____. I put the rubbish in a bag.*

Sharing and presenting

Have students take turns talking about their drawing and their writing. As students share, list the places that had been cleaned up. Ask: *How did you feel after you had cleaned this place up?*

Say: *We have learnt how we can look after the places that we like to visit. Why did these places need to be cleaned up? How could we fix this problem? Whose job is it to make sure that rubbish doesn’t end up all over the place?* Discuss and draw out that the things people do can create problems and that everyone has a role to play in this.

Blackline Master: Cleaning Up

Name: _____

Draw and write to show the order in which the children cleaned up the playground.

1

2

3

4

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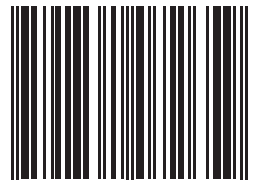


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