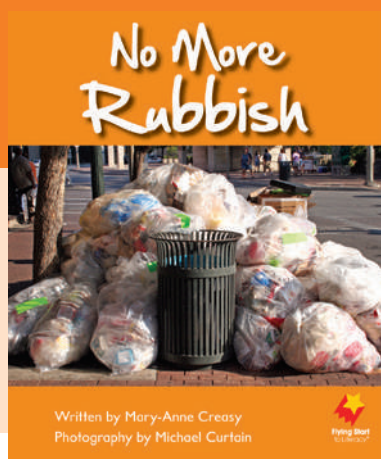


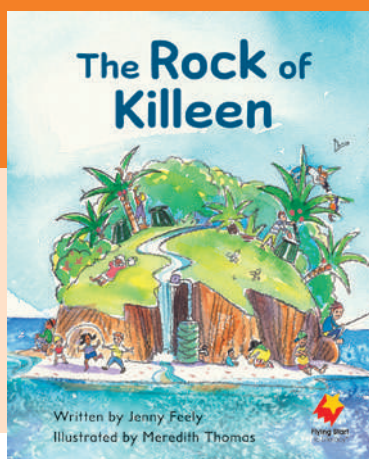
Lesson Plans

Transitional
reading stage

Level 14



No More Rubbish is a recount about a group of students who work hard to decrease the amount of rubbish they produce in their classroom. They come up with lots of great ways to do this.
Running words: 387
Text type: Recount



The Rock of Killeen is written in rhyme. It tells the story of people who discover an island, move there and make a lot of rubbish. They then need to think of ways to clean up the Rock of Killeen.
Running words: 312
Text type: Narrative

High-frequency words

New: asked away back been big book call(ed) could(n't) into let(s) live made more much people thing(s) use(d) want water way while who

Key vocabulary

ash bin boxes choked cloth compost die fire food scraps leaves less mess needs new paper plants recycle rock rubbish school smelly smoke truck wheezed

Phonics

- Identifying "ew" as in *new*, *grew*
- Identifying the /i/ sound made by "y" as in *fly*, *sky*

Text features

No More Rubbish

- Headings that indicate a time sequence
- Sub-headings
- Dialogue

The Rock of Killeen

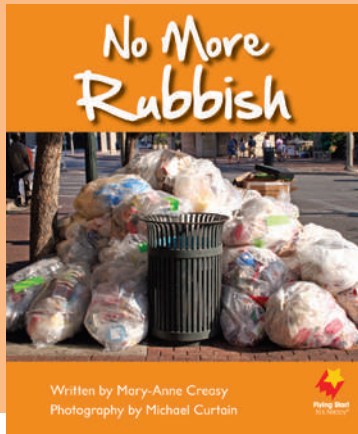
- Rhyming text
- Illustrations that support the text

Reading strategies

- Comprehension – understanding the text's meaning
- Reading a rhyming text

ELL support	Key concepts	Curriculum link
The text, illustrations and photographs support the introduction of vocabulary and concepts related to recycling and the reduction of rubbish.	- We all make rubbish. - There are ways to reduce how much rubbish we make. - Some rubbish can be recycled or reused.	Science: Sustainability – Recycling

Lesson 1 No More Rubbish



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about the rubbish in your classroom. Ask: *What rubbish do we produce in our classroom?* Make a list of this. Ask: *What do we do with our rubbish? Could we improve what we do with the rubbish we make in our classroom?* In pairs, students could talk about ways to reduce the amount of rubbish they create.

★ Ask students to get their lunch out of their school bags and sit in a circle. Say: *Have a look through your lunch. What rubbish will you produce when you have finished eating your lunch? Could you reduce the amount of rubbish you bring to school? How?*

Vocabulary building

★ Ask students to brainstorm a list of words that might be in a book about rubbish. Make a list of these words on the board (*recycle, flood, leaves, scraps, rubbish, compost*).

Introducing the book

Give each student a copy of *No More Rubbish*. Say: *This recount is called No More Rubbish. It is about a class of children who came up with some great ways to reduce the amount of rubbish they made in their classroom.* Talk through the book. Ask: *What is the heading on this page? What are the children doing here?* Respond using the structure of the sentences in the text. *Yes, the boy might say, "Look at my lunch. I didn't have to wrap it. There's no rubbish".* Continue talking through the book, referring to the headings and photographs to help students predict what is happening.

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who understand what they read. Do students understand the text? Are they aware of the message the text is sending? Stop and talk with students about what they are reading. Ask: *What problem did the children in the book face? What did they do about it? What message do they want to give to readers?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *Why did the children decide to do something about their rubbish? What things did they do?* (Literal) *Were these children successful? How do you know?* (Inferential) *Are there things we do in our classroom that are similar to what these children did? If so, what?* (Synthesising) *Can all classes do what these children did? Why?* (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *You put all of the information together to understand the big idea. Well done.*

Returning to the book

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

Developing fluency

Students could sit knee-to-knee with a partner and take turns to read a page. Encourage students to listen to their partner's reading to see if their partner reads fluently.

Say: *You will know if your partner is reading fluently because the words will sound smooth, not jerky.*

Word work

Phonemic awareness and phonics

Write the word “new” on the board. Say: *The word “new” ends in “ew”. What other words have “ew” as their ending?*

Students can work with a partner to list words with an “ew” ending (flew, blew, stew, knew, few). You could provide students with familiar texts to browse through to help them find these words.

Exploring words

Students could work with a partner to find and list words from the text that relate to rubbish (rubbish, plastic, cans, paper, bin, compost, etc).

Writing

Modelled writing

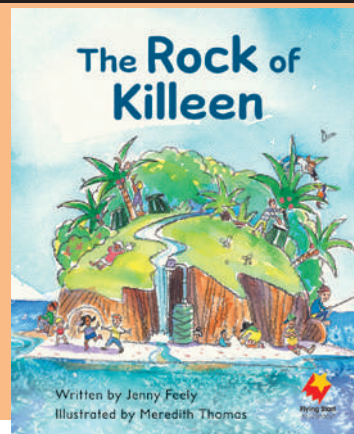
★ Say: *Think about the way we organise rubbish in our classroom. Make a T-chart with the headings Good things we do with our rubbish and Ways we can improve what we do with our rubbish and model writing some of the students' ideas.*

Independent writing

In pairs, have students complete their own T-chart with the headings *Good things we do with our rubbish* and *Ways we can improve what we do with our rubbish*.

Sharing and presenting

Students could sit knee-to-knee with a partner and talk about their T-charts.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Imagine a place on Earth where no humans have ever been. What might it look like?* Students could turn and talk with a partner about this. Students could then draw a picture of what a place like this might look like.

★ Say: *Imagine a place that has birds, bees, trees and fresh water.* Students could fold a piece of paper in half and on one side they could draw a picture of a place like this. Say: *Imagine the same place, but now it is full of rubbish, smoke and ash.* Students could draw a picture of this on the other side of the paper. Ask students to sit knee-to-knee with a partner and take turns to talk about their pictures.

Vocabulary building

★ On a large sheet of paper, write the heading *Rubbish* and on another sheet write the heading *No rubbish*. Have students look through magazines to find examples of places that are clean (e.g. natural, fresh) and places that are not clean (e.g. have rubbish, pollution). Paste the pictures onto the large sheets of paper. Ask: *What words would you use to describe these places?*

Introducing the book

Give each student a copy of *The Rock of Killeen*. Say: *This is a rhyming story about an undiscovered, clean and beautiful place called the Rock of Killeen. When people discover it, they decide to live there and soon it is full of rubbish and pollution. Instead of leaving, the people stay and clean up the Rock of Killeen to make it beautiful again.* Talk through the book. Say: *This is the Rock of Killeen before people came. How would you describe it?*

During reading

Ask each student to read the text independently, monitor and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Look for students who are able to read a rhyming text and make meaning of it. Are they able to read the text aloud with rhythm? Do they understand that the text is telling a story? Do they read the rhyme and still make meaning of the text?

After reading

Talking about the book

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

What happened to the Rock of Killeen after people arrived there? How did they solve their problem? (Literal)

What did the people learn about living on the Rock of Killeen? (Inferential)

How is the Rock of Killeen like Earth? (Synthesising)

What did you learn from reading this book? What message does the author send? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. For example, say: *I noticed that you understood the meaning of the story because you read the rhyming text with expression.*

Returning to the book

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

Developing fluency

Model reading the text aloud to the students, using fluency and rhythm. Ask: *What did you notice about the way I read the text?* In pairs, students could take turns to read a page of the book. Encourage them to concentrate on reading with fluency and rhythm.

Word work

Phonemic awareness and phonics

Ask students to find all the words in the text that have “y” making the /i/ sound (fly, sky, by, recycle). Students could then browse through other familiar texts to find more words to add to their list.

Exploring words

Students could work with a partner to find and list words in the book that rhyme. Encourage students to add other groups of rhyming words to their lists.

Writing

Modelled writing

★ Ask students to talk to a partner about what it would be like to live on the Rock of Killeen. Using the students’ ideas model writing, *I would like to live on the Rock of Killeen because _____.* *I would not like to live on the Rock of Killeen because _____.*

Independent writing

Have students work with their partner to complete a PMI (Plus, Minus, Interesting) chart. Students can decide whether or not they would like to live on the Rock of Killeen and write a sentence about this.

Sharing and presenting

In small groups, students could sit in a circle and take turns to talk about their PMI chart.

Talk about the pair

Students could draw a Y-chart with the headings *Think, Feel* and *Wonder*. In groups, students could talk about rubbish and its impact on people. Students can

then fill in their Y chart and use it as a way to organise their thoughts (what they think, what they feel and what they wonder about rubbish).

Students can work further with these books by completing the Activity card.

Blackline master

Look what happened

Use words and pictures to show the Rock of Killeen before people arrived, after people arrived and when the people began to look after it.

How the Rock of Killeen looked...

Before people came

After the people lit the big fire

After the people cleaned it up

Assessment

Is the student able to understand the changes that occurred in the story?

Is the student able to use words and pictures to represent his/her understanding?

Activity card

Create an action plan



Work with your group and use the headings below to come up with an action plan about how to reduce the amount of rubbish that is made in your classroom.

Our rubbish action plan

Goal

(What we want to achieve)

Strategies

(What we will do and how we will do it)

Action

(Who will do what and when they will do it)

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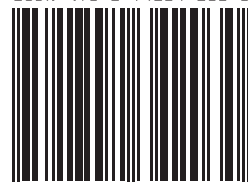
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