



Title of Text: Choose to Reuse
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GRL: L

Series: Cloverleaf

Genre: Nonfiction, Planet Protectors



Standard: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Lesson Objectives: To describe the connection between two individual in the text, to use making connections, and using text features.

Comprehension Strategy: Making Connections

Skill: Using Text Features

Fluency: Phrasing/Chunking

Academic Vocabulary: explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

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|------------|-----------------|-----------|
| a. reuse | b. burned | c. buried |
| d. plastic | e. thrift store | |

Before Reading: ENGAGE! THINK!

1. Build Background Knowledge
 - a. Let's look at the front and back cover. What do you know about this topic?
 - b. What would you like to learn about choosing to reuse?
 - c. Table of Contents: where would you go to see how easy it is to use what you have?
 - d. Go to the glossary and review the vocabulary.
2. Skill Introduction:
 - a. Using Text Features –look at blue circle on page 9. Be sure and read this information because it is very helpful.
3. Strategy Introduction:
 - a. Making Connections- As you read today, I want you to think of things that you have reused. Why did you reuse it? This is making a connection with what you are reading.
4. Fluency: Phrasing/Chunking – Read page 8, second sentence. Model how you phrase this sentence.



Standard - Describe the connection between two individuals, events, ideas, or pieces of information in a text. As we read today we are going to describe the connection that Tyler and his mom has in the text.

During Reading: Don't Wait Until It's Too Late! Check for Understanding (Stop Midway through the Book)

1. Tell me about a part you didn't understand?
2. Turn and Talk: how is using the strategy of making connections helpful in your reading? Have you ever used pencils you already had to start a new school year?
3. Why is throwing a lot of trash away a problem?
4.  **Standard** – What is the connection that mom and Tyler have at the beginning of the text? What did they agree to do?

After Reading: EVALUATE!

1. What is the most important thing to remember from this book? What are the details that can help you remember this?
2. What did you learn?
3. What more do you want to learn about choosing to reuse?
4. What makes the library a good place to get a book?
5.  **Standard:** Describe the connection Tyler and his mom have all through the story.
6.  **Standard:** Text Features: What are some things you learned just by looking at the text circles on some of the pages?
7. **Academic Vocabulary:** reuse - The prefix of reuse is "re". What does "re" mean? Can you think of some more words that have the prefix "re" on them? Name them.



Writing Standard: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Task: Write a piece telling about the word reuse. Is it important to reuse things again, or is it better to buy new things? Use the points above to help you write.

IF/THEN: Making Connections: Practice making connections with the text by reading a story of your choice to your students and stopping at a certain point on each page and have the students to write down or think about a connection they made. Model this for the students first. Then, gradually release the responsibility to them.