

From Plastic Bottles to Clothes

PM Level 22

Gold

Text Type Explanation (Informative)

Running Words 585



Preparing for Guided Reading

Prior knowledge

- Talk about the different uses for plastic. Ask students if they are aware that plastic is used to create many common items of clothing.

Orientation to the text

- In this book, the reader learns how particular plastic items can be shredded and melted down to be recycled into a range of new items, including polyester clothing.

Building the Balanced Reader

Vocabulary

Key vocabulary

thousands, people, something, home, different, another, clothes, shops

Content words

plastic, rubbish, environment, recycled, types, factory, polyester, clear, sinks, formed, fabric, threads, reels, dyed

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by applying prior knowledge, attending to details in photos and illustrations, and attending to print details.

Focusing on the book – guided reading

- Discuss the fact that materials break down over time. Compare the way that plastic takes hundreds of years to break down to the way that natural materials like paper and plants break down quite quickly.
- Ask students to speculate about how plastic waste is recycled into new goods, such as toys and toothbrushes.
- Ask students why they think so many people need to be involved in the process of sorting plastic into different types for recycling. Why would this be difficult for a machine to do?
- Ask, *Why do you think it's important that the plastic pieces from PET bottles are washed before being melted down?*

- Talk about the threads seen in the photo on p. 15. Discuss why these threads would need to be very thin to be woven into clothing.
- Have students look at the labels on their clothes to see if any are made from polyester. Ask if they knew that it was such a complicated process to make clothing from polyester.
- Discuss why polyester is an example of recycling that has an ongoing benefit, particularly in the way polyester clothing can keep people cool in hot weather and warm in the cold.
- Discuss the fact that several words in the text have homonyms, e.g. *dyed/died; thrown/throne; sent/cent; piece/peace; buy/bye*.

Comprehension

- What kinds of things can be made from plastic bottles? (*Literal*)
- Why does some plastic float to the top of the pool when it is being washed? (*Inferential*)
- Why is rubbish bad for the environment? (*Applied Knowledge*)

Follow-up activities

- Ask students to help each other find a tag on an item of clothing they have brought to school and identify the components of the fabric. Make a class list of items that include polyester. Ask students to observe which types of clothing most commonly make use of polyester.
- Have students make a list of all the plastic items they use each day and categorise these into items that are kept long-term or thrown away. Have them underline the throwaway items that can be recycled and draw a star beside the items that they regularly recycle already.
- Direct students to draw a design for a new type of machine for recycling plastic waste. Have them decide how it would work and what they would like the end results to be.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to integrate prior knowledge, reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can use prior knowledge, and various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up