Springboard Connect

24a Giraffe Goes to Gibraltar

24b Don't Sweat It

24c **Don't Trash It**

24d The New Year

24e Hot, Cold, and In-Between

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Don't Trash It



Written by Janne Galbraith

Word Count	699
Text Type	Information Report
High-Frequency Word Focus	mix
Content Words	appliances, atmosphere, Earth, electricity, environment, factories, paper, plastic, rubbish
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	modal verbs; suffix *ing*; words containing *pl*; words containing *ph*

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Front cover photographs: shutterstock.com/CCat82, background, /pashabo, recycle paper, /photka, recycle objects, /tanatat, recycle logo, /yanikap, boy.
Dreamstime.com/Zaramira, **18**; iStockphoto.com/fmajor, **9** chair; photonewzealand/Corbis/Demotix/John Brown, **20–21**, /Mika, **12–13**; shutterstock.com/Aleksey Stemmer, **10** truck, /alphaspirit, **3** girl shopping, /Bunwit Unseree, **3** old jeans trousers, /CCat82, old crumpled paper background, /Charmaine A Harvey, **19**, /cherries, **2** basket with groceries, /Huguette Roe, **11**, /Kochneva Tetyana, **4**, /Krylovochka and Kapreski and Vinko93 and Visual Idiot, **14–15** recycle icons, /Kzenon, **8**, /NinaM, **9** pincushion, /Okhotnikova Ekaterina, **2** toy car, /pashabo, text box used throughout, /paul prescott, **12** stack of waste paper, /Peter Gudella, **3** broken basketball, /ronstik, **2** torn socks, /Rumo, **6–7**, /Ruslan Semichev, **5**, /secondcorner, **14–15** brown paper frame, /Strahil Dimitrov, **16–17**, /sunsetman, **10** recycle bins, /tanatat, recycle logo used throughout, /venimo, **1**, /wavebreakmedia, **9** tailor, /yanikap, **3** boy, **22**.

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GETTING STARTED

Activating prior knowledge: Ask students if their family has rubbish bins for different purposes. Have them share their thoughts about why they think it is important to recycle goods.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students. Ask them what they think the boy is thinking about in the photograph on the cover. Ask students to flick through the book or the screens, looking at the photographs, diagram, and layout. Have them use the graphics and structure to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about reducing, recycling, and reusing, they will talk about the use of subheadings, modal verbs, root words, suffix *ing*, and words containing *pl* and *ph*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of and model specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. How are renewable and non-renewable resources different? What are the three Rs? How is rubbish treated once it is collected? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if reading this book in any way changed their preferences for reading informative texts or fictional texts. Encourage them to give reasons for their preferences.

Language

If you are using the digital book, invite students to take turns operating it for the following activities.

Language for interaction: Explain that we use modal verbs, such as *can*, *must*, or *should*, along with the main verbs to express how certain, possible, or probable it is that something will happen. Encourage students to use modal verbs to express their opinions about the content of this book.

Text structure and organisation: Ask students why they think the author chose to write the information in this text under different subheadings.

Expressing and developing ideas: Draw attention to *packaging* and *shopping* on page 2 and *buying* on page 8. Ask what three different rules about adding *ing* to root words have been used by the author. Focusing on *replaced* and *plastics* on page 5, have students discuss how *p* and *l* blend together. Ask them to locate other text words that contain a *pl* blend. Then, ask whether the *pl* in *people* blends in the same way. Draw attention to the word *atmosphere* on page 7. Ask students what sound is produced by *ph*. Have them list other words that contain *ph*.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Introduction

Think of everything your family buys at the shops each week. Think of all the paper and plastic packaging that comes with your shopping. What will you do with it? Will you throw it in the bin, all mixed up with the rest of your household rubbish? Wait! Don't trash it. It could go into making a new product, or **recycling**.

What do you do with old clothes, broken toys, and worn-out appliances? Don't mix them up with the rest of the rubbish. They could be repaired, reused, or recycled.









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Using Earth's Resources

Everything we buy is made from some kind of resource. We use wood to make paper. People grow trees for wood. As trees from a forest are used up, another forest can be grown. Wood is a resource that can be replaced over time, a **renewable resource**.



Wood is a renewable resource.

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Many resources cannot be replaced. They take millions of years to be made. They are **non-renewable resources**. Coal and oil are non-renewable resources. We use them every day. We use oil as fuel for cars and to make plastics. We use coal to make electricity.



Petrol is a non-renewable resource.

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Burning coal, oil, and gas releases a lot of greenhouse gases into the atmosphere.

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Earth has a limited supply of non-renewable resources. We should not waste them. We need to use them in a way that does not use them up completely, a **sustainable way**. We need to make sure there will be some left for the future.

When we burn coal and oil, harmful gases go into the air. They disturb the balance of gases in the atmosphere. They trap heat in Earth's atmosphere. They are called **greenhouse gases**. Too much heat in the atmosphere is dangerous for living things on Earth. If we use less oil and coal, there will be less greenhouse gas.

