Springboard

Connect

29a Penelope Plotter and the Perilous Pencil

29b The Star Party

29c Connected Kids Can

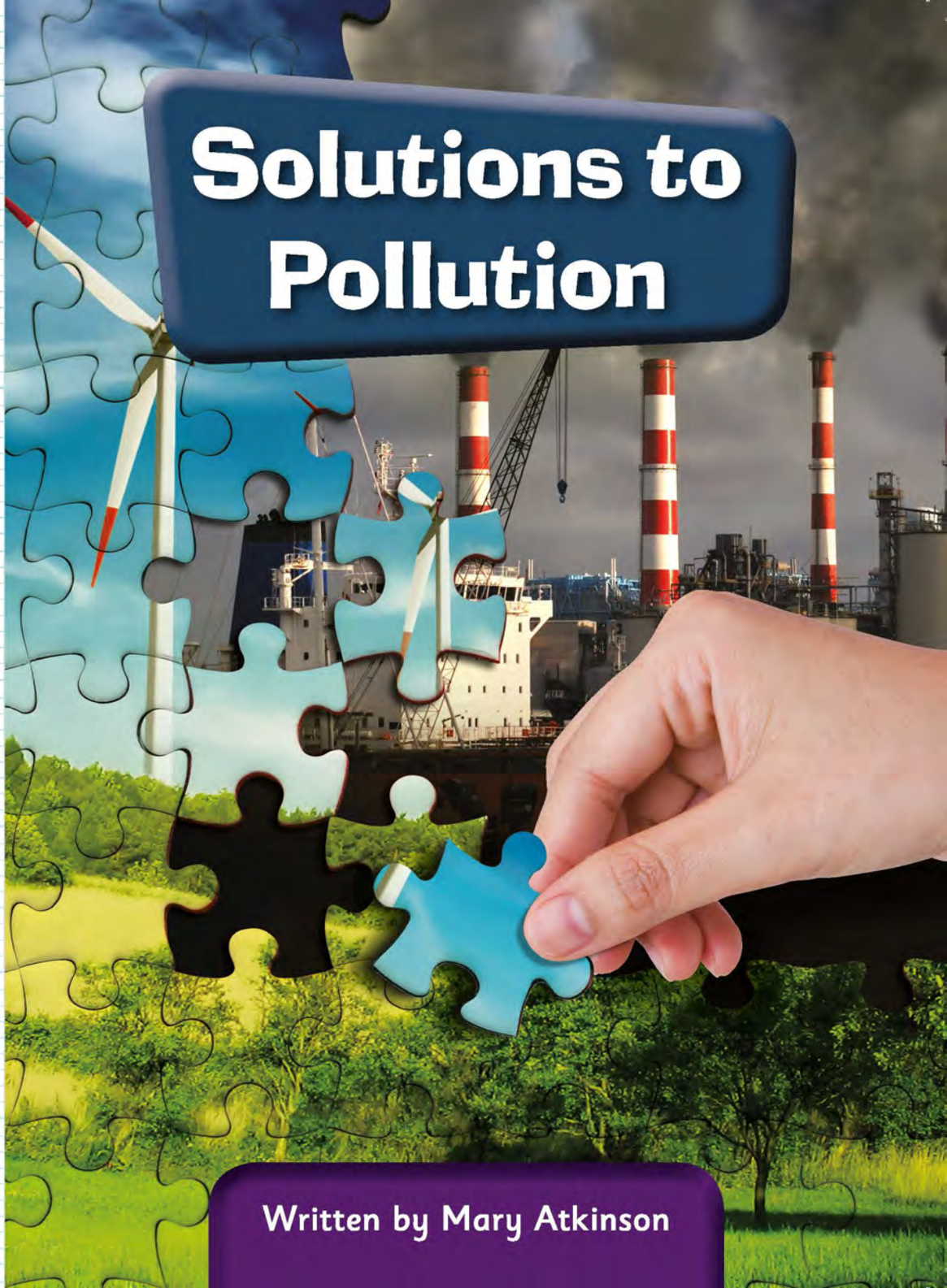
29d Pristine Places on Earth

29e Solutions to Pollution

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Solutions to Pollution

Written by Mary Atkinson

Word Count	906
Text Type	Explanation
High-Frequency Word Focus	carry
Content Words	animals, chemicals, gases, light, machines, noise, plants, plastic, rubbish, water
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	parts of a sentence; three-letter clusters *str*, *squ*

Solutions to Pollution
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GETTING STARTED

Activating prior knowledge: Encourage students to share what they know about pollution by asking questions. What are the different kinds of pollution? How does pollution occur?

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss what the jigsaw pieces on the cover might signify. Ask students to flick through the book or the screens, looking at the photographs, diagrams, 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 pollution, they will talk about the structural and language features of an informative text, parts of a sentence, and words beginning with *str* and *squ*.

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 that students make meaning from the text by asking questions and encouraging discussions. How can a build-up of gases in the air be dangerous? What problems can plastic create? What effect can too much noise or light have on people and animals? What information can we learn from the diagram on page 9? 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 they prefer informative texts such as this or fictional texts. Encourage them to give reasons for their preferences.

Language

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

Text structure and organisation: Ask students why the contents, glossary, and index pages are important features of informative texts. Use page 8 to discuss how an informative text includes facts. Draw attention to the language features of an explanation, such as technical terms and cause-and-effect terms.

Expressing and developing ideas: Use the text on pages 12 and 13 to revise the basic parts of a clause – verb, subject, surrounding circumstances. Have students use the verb to ascertain the subject and to identify any additional information. Draw attention to the word *streams* on page 8. Discuss the sound produced by the three-letter cluster *str*. Have students locate other text words beginning with *str*. Point out the word *squirt* on page 12 and again discuss the sound produced by the initial cluster. Together, make a list of other words beginning with the initial cluster *squ*.

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.

Solutions to Pollution

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Contents

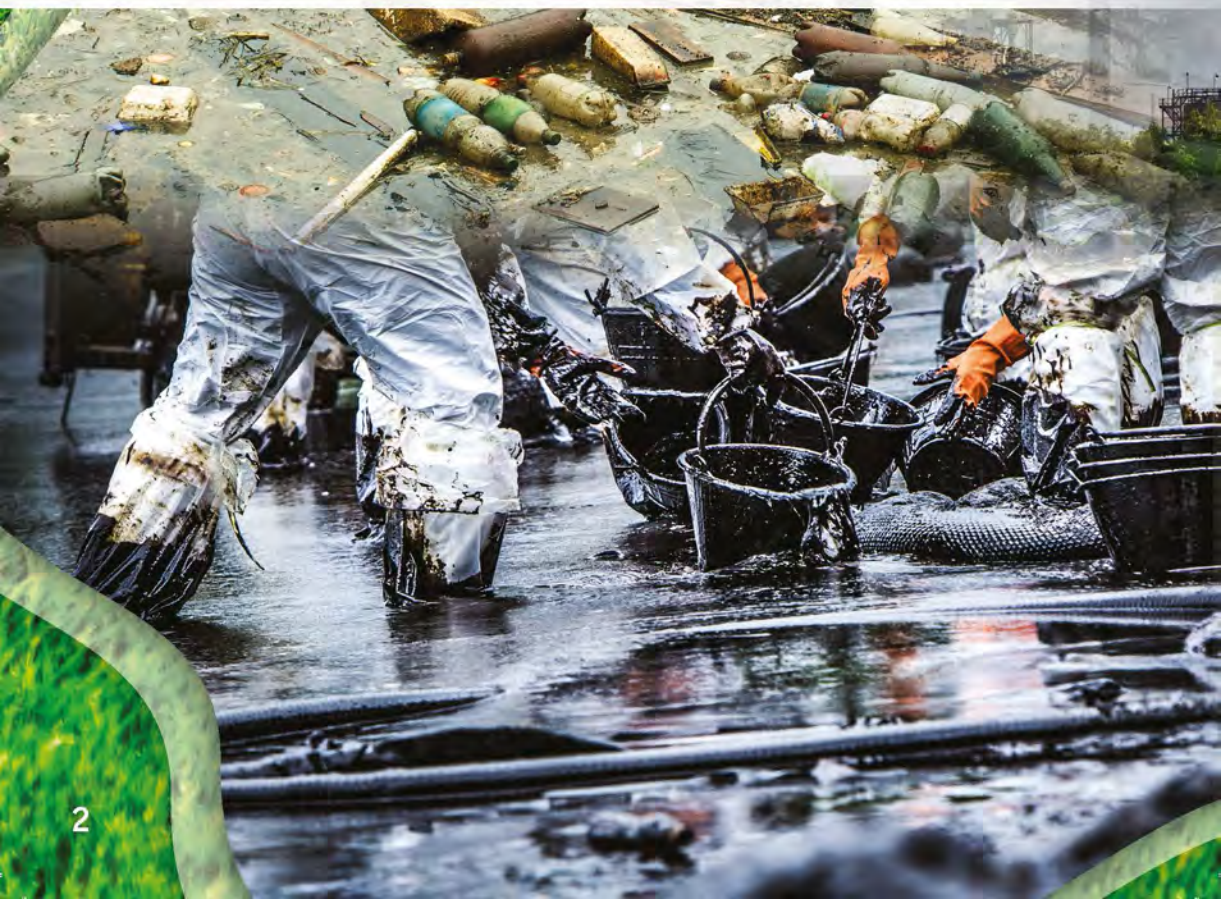
The Pollution Problem 2
Too Many Machines 4
Too Much Gas 6
Too Much Water Pollution 8
Too Much Plastic 10
Too Many Chemicals 12
Too Much Noise 14
Too Many Lights 16
Too Much Rubbish 18
What Are People Doing to Help? 20
Can We Make a Difference? 22
Glossary 23
Index 24

Written by Mary Atkinson

The Pollution Problem

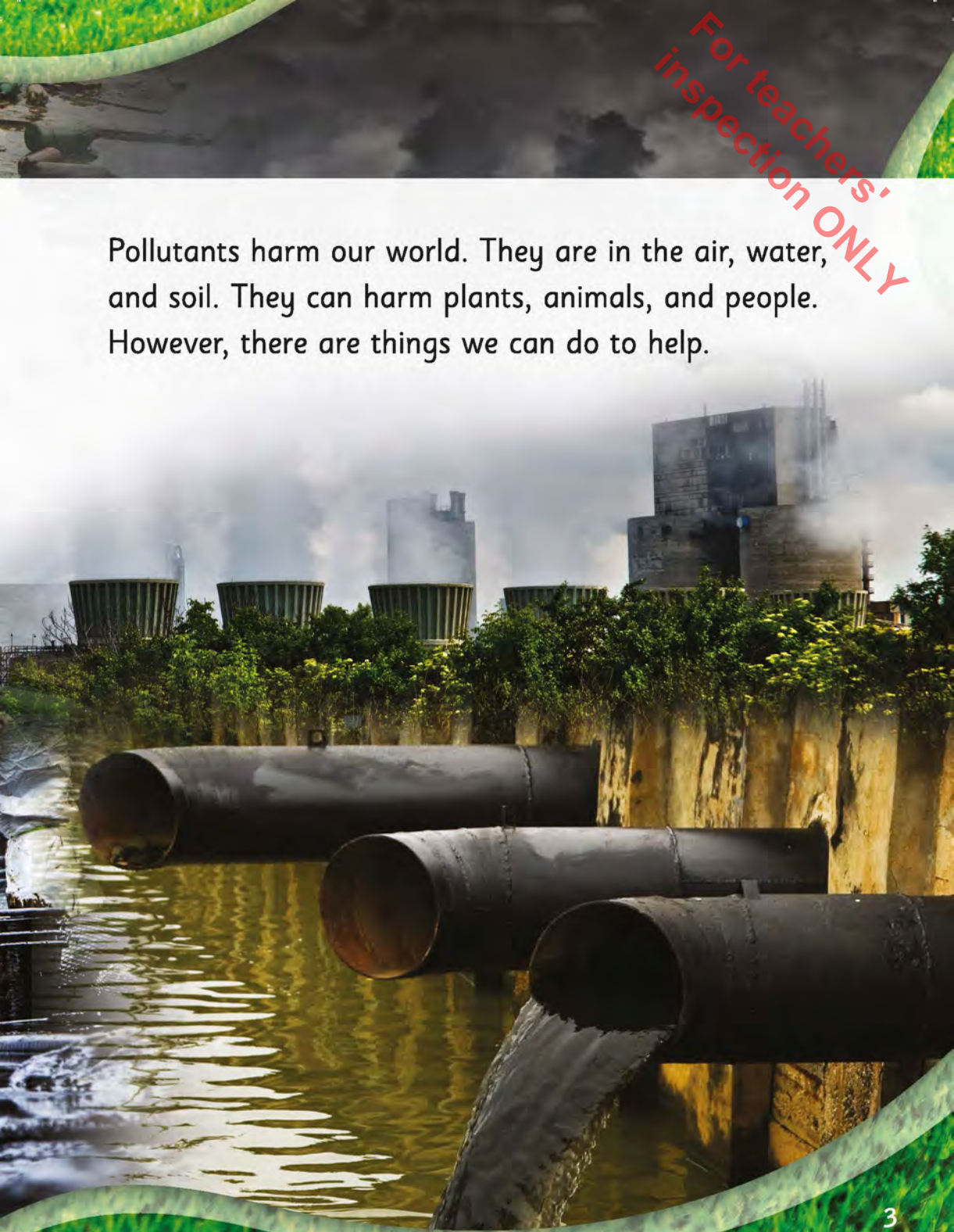
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Nowadays, there are so many people on Earth that we are creating a lot of pollution. Things that make air, water, or land dirty and unsafe are called **pollutants**. Some pollutants are things that end up in the wrong place, such as oil or rubbish. Some pollutants are chemicals produced by factories. These can be solids, liquids, or gases.



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Pollutants harm our world. They are in the air, water, and soil. They can harm plants, animals, and people. However, there are things we can do to help.



Too Many Machines

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Machines need power to run. We make heat or power by burning coal, oil, and petrol. These come from long-dead animals and plants and are called **fossil fuels**. As fossil fuels burn, they release harmful gases. The air carries the gases far and wide. Polluted air is unsafe to breathe. When these gases mix with water in the air, they can make acid rain. This can kill trees and animals.

We can help by using cars less. Also, we can turn off electric things we are not using.



When we drive cars, we burn fossil fuels and release harmful gases.



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Too Much Gas

For teachers' inspection ONLY

When we burn fossil fuels, we release a gas into the air called **carbon dioxide**. Plants need carbon dioxide to survive. However, too much carbon dioxide in the air causes problems. It can lead to warmer weather. If we carry on using a lot of fossil fuels, the warmer air may cause the ice at Earth's poles to melt. Sea levels could rise and cause floods.

Can you think of ways we can use fossil fuels less?

Riding a bike or walking is a great way to use less fossil fuel.





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