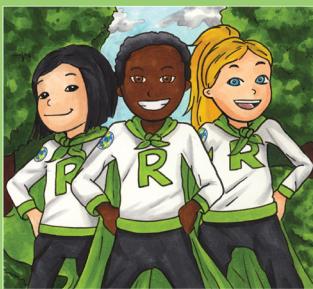


## BEBOP CLASSROOM CONNECTION

### Recycle, Reuse, and Reduce



Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Rico Ramirez

Page number: 8, Word Count: 128

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- recognize previously solved words when encountered again later in the text
- read varied sentences fluently, with expression and stamina
- use context and illustrations to understand unfamiliar vocabulary

### Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some more varied word choices and literary language
- varied sentence lengths and formats

### High-frequency Words:

there, are, you, can, do, to, our, is, a, so, they, be, or, and, in, the, your, how, by

### Phonics

- prefix: re-
- word ending: drop final e to add -ing (recycle/recycling)

### National Standards:

- RF1.1, RF1.2, RF1.3, RF1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

Reciclar, reutilizar y reducir See back page

Guided Reading with

# RECYCLE, REUSE, AND REDUCE

*Guided Reading Level: I*

*DRA Level: 15*

*Intervention Level: 16*

by Barbara Flores, Elena Castro, and

Eddie Hernandez

illustrated by Rico Ramirez

**Overview:** Read this book to find out about some things you can do to help keep our planet, Earth, healthy.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What are some ways to take care of Planet Earth? What do you and your family do?
- What do you notice about the words “return” and “redo?” (Talk about how “re” means “again.”) Have you heard any words that begin with “re” that have to do with taking care of the earth?

### 2. Connect children’s past experiences with the story and vocabulary:

- Hold the book. Call children’s attention to the title. Read: “Recycle, Reuse and Reduce.” Point out the “re” prefixes in the title.
- Ask children to use the title and picture on the cover to predict what the characters in the book will do. Explain that even though their costumes make the book look like a story, it’s actually an informational text.
- Show the back cover and read the copy. Ask children to predict what ways the book will show to take care of the earth.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures.



- Ask them to tell what they see the characters doing as they turn each page.

**3. Remind children of the strategies they know and can use with unfamiliar words:**

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

**4. Be aware of the following text features:**

- The book contains familiar words, including a wide variety of high frequency words.
- Content-specific vocabulary words include: planet, Earth, recycle, plastic, reuse, reduce.
- Each page spread defines one of the terms (recycle, reuse, reduce), and gives an example written in the second person ("You can...")
- Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

1. Set a purpose by telling children to read the book to find out about what they can do to keep Earth healthy.
2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: "What is the story about?" or "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- How are they dealing with conversations in the text?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making inferences?



### 4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes. Teach that the prefix "re-" means again. Brainstorm additional words with the prefix.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use

of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.

- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.
- Model how to use the repeating patterns in the text to solve words and read fluently.

## After the First Reading

### 1. Have children confirm their predictions and talk about the suggestions in the book for keeping Earth healthy.

#### 2. Ask questions like:

- What does "recycle" mean? What items can be recycled? What can be made from them?
- What does "reuse" mean? What example did the book give of reusing? What else could you reuse?
- What does "reduce" mean? Why is turning off the tap while you brush your teeth reducing? How else can you reduce to help the Earth?
- If you met someone who didn't want to recycle, reuse, and reduce, what would you say?
- What are some other words that use the prefix "re-"? What does each mean?
- Why do you think the authors want to share this story with young people?
- Do you think young people can make a difference in helping our planet stay healthy?
- Why is it important for even individuals to try to help our planet?
- When was there a time you recycled, reused, or reduced?
- Can you think of ways you can help your family recycle, reuse, or reduce? How so?



## Second Reading

1. Have children reread the book silently or to a partner.
2. **This is a time for assessment.** Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children ongoing feedback about themselves as readers as well as helping you record how they develop over time.
  - While they are reading, watch what children do and what they use from the teaching time.
  - You might also take a running record on one child as an assessment of the child's reading behavior.
  - You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Language:** Compare the lengths of a shorter sentence and a longer sentence from the book. Practice reading each sentence fluently. Note the increased stamina required for the longer one. Point out how commas are a good place to take a breath.

Have children make capes and letters for their shirts, as shown in the illustrations, and work in threes turn the book into a short performance, reading the text aloud and using simple props to act out the ideas.

Have children perform the book as described above, but turn it into a video about recycling, reusing and reducing. Brainstorm additional examples of each term to act out in the video. If possible, have the class perform for a younger grade.

Brainstorm or share a list of other words with the prefix "re" (e.g., return, redo, revisit, reply, reflect, rewrite, reject, rearrange, retrieve, refresh.) Add illustrations to a chart or book to show the word

meanings, or have students create skits or comic strips to explain select words.

Explore persuasive writing in the context of the book's information. Talk about formats such as signs, letters, or informational pamphlets. Have children write material to convince others to take care of the earth using the second person point of view.

**Science:** Read nonfiction books or view online videos or web content to learn more about the process of recycling plastic into other items. Compile information gathered on a step-by-step chart, perhaps having students illustrate each step.

**Social Studies:** Read aloud a story in which characters exemplify the concepts from the book, such as *Rainbow Weaver/Tejedora de Arcoiris* (<https://www.leeandlow.com/books/rainbow-weaver-tejedora-del-arcoiris>). Chart examples of how the main character, Ixchel, and her family and neighbors demonstrate the concepts of recycling, reusing and reducing.

See if your school has a recycling policy in the student handbook or elsewhere. If so, encourage children to think about how it can be improved. If your school does not, encourage your class to think of ways students and the school community can do small things to make a larger impact. Write a class letter to the principal with suggestions on how to bring the 3 R's to the school.

**Art:** Collect materials like yogurt containers, paper towel tubes and small cardboard boxes. Invite students to "recycle" them into sculptures.

**Music:** Look up different songs to practice with your class to learn the Three R's. Alternatively, encourage children to write a poem or song of their own to teach others about the Three R's. Have the class learn them.



## BEBOP CLASSROOM CONNECTION

Reciclar, reutilizar  
y reducir



Escrito por Barbara Flores, Elena Castro y Eddie Hernández  
Ilustrado por Rico Ramírez

Guided Reading Level: I  
DRA Level: 16  
Intervention Level: 15

### Guided Reading with **RECICLAR, REUTILIZAR Y REDUCIR**

All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun Support:** The following items that the boy recycles, reduces, and reuses are listed in the story:  
botellas de plástico, unas cajas de cartón, agua minetras te lavas los dientes

Print the illustrations (without the text) from the story. Print the items from the story on individual word cards. Have students match the following items with their corresponding illustration.

**Verb Support:** The following verbs and their definitions are provided in the story: reciclar (algo usado se convierte en algo nuevo); reutilizar (usar una cosa en la misma manera o una manera diferente); reducir (usar menos cantidad de una cosa). Write the main verbs (reciclar, reutilizar, and reducir) on individual word cards. Write the definitions on separate cards.

Show students the illustrations from the story without the text. Then, have students match the different verbs with their illustrations. Finally, have students match the appropriate definition to the correct verb and picture.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the poems. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficult with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

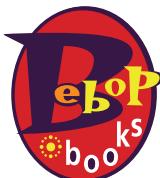
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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