

# Pollution

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**Level 21**

## Getting ready for reading

You may like to take the students on a walk around the playground or surrounding streets to observe litter first-hand before using this book for guided reading. As you walk, ask: *Can you see any rubbish lying on the ground? How did it get there? What will happen to it? Is this a problem?*

## Talking through the book

Give each student a copy of the book. Discuss the title of the book. List the types of things that are called pollution. You might say: *Where do you think the cover photograph was taken? What can you see in it? What focus do you think the book will have?* Turn through the book with the students and focus on the information in the pictures and graphs.

## Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*How does litter end up on the beach?*

*Why is this a problem?*

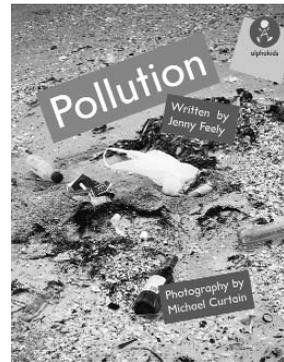
*Will the students' actions stop the beach from being polluted?*

*How can pollution be stopped?*

*Whose job is it to stop pollution?*

### ***Being a code breaker***

Students could investigate the words in the book that have a short /o/ sound: *lots, on, of, dropped, long, washed, Costa, from, off, was, wanted.*



## TEXT FEATURES

- **This book is a recount about a group of students who become aware of and try to do something about pollution.**
- **It is written in the form of a research report by a group of students.**
- **Colour photographs support and extend the text.**
- **The text features information presented visually as graphs and flow charts.**

Students could investigate the letters used to represent the /oo/ sound in words: *pollution, to, do, reduce, during, crew, interview.*

### **Being a text user**

You may like to have students look at the graphs on pages 7 and 13.

Discuss:

*What information is contained here?*

*How do we read it?*

### **Being a text critic**

Discuss:

*In this book students try to stop beaches from being littered. Could this happen in the real world?*

*Could it happen at your school?*

*Would it work?*

## Literacy learning centres – follow-up activities

### **WRITING CENTRE 1**

Students could use the model in the book to write a plan for dealing with litter problems in their local neighbourhood.

### **WRITING CENTRE 2**

Students can create a song or a rap about how to protect the environment from pollution.

### **TEXT CENTRE**

What happens when litter is dropped? Students can complete a cause and effect chart (see Blackline Master 14, page 125).

### **INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to write and record a TV interview that may have been the interview the students gave in the book.



### **WORD CENTRE**

Students could investigate further words with the /oo/ sound in them. These could be written on cards and sorted into the different letter patterns used to make the sound.

### Keeping track

Using computers, videotapes or audiotapes to record the students as they read provides a useful record that demonstrates development to both the students and their parents.