

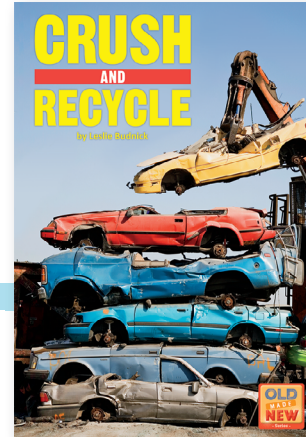
You Will Need

- *Crush and Recycle*, Level M
- whiteboard

Visit [fp.pub/resources](https://www.fountasandpinnell.com/resources) to download online resources to support this lesson, including:

- Recording Form

Book	<i>Crush and Recycle</i>
Level	M
Author	Leslie Budnick
Genre	Nonfiction/Expository
Series	Old Made New Series



Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level M in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

Reading

- Use organizational tools to search for information.
- Search for and use information in texts with variety in placement of the body of a text, sidebars, and graphics.
- Read new words independently.
- Read with phrasing at a good rate.
- Recognize when a writer uses temporal order to describe a process.

- Understand that information and ideas in a text are related to each other, and notice how the writer presents this.
- Infer the larger message in the text, that recycling reduces garbage and pollution.

Phonics/Letter and Word Work

- Recognize and use the prefix *re-*, meaning “again,” “back,” or “against.”

- Read and write high-frequency words: *new*, *old*, *through*, *again*.
- Write a sentence with decodable or high-frequency words.

Writing About Reading

- Use graphic organizers to show how a nonfiction writer puts together information related to the same topic.

Analysis of Book Characteristics *Crush and Recycle*, Level M

How the Book Works This expository nonfiction explains how cars can be recycled and reused to benefit the environment. Detailed photographs with captions and a diagram extend the text’s meaning. Content-specific words are highlighted and defined in the glossary.

Genre/Form

- Nonfiction
- Expository
- Series book

Text Structure

- Text divided into sections
- Underlying structural patterns (problem and solution, description, cause and effect, temporal sequence)

Content

- Continued presence of familiar content with more content that goes beyond children’s immediate experience (recycling vehicles)
- Some content that requires the reader to search for information in graphics (diagram, photographs)

Themes and Ideas

- Multiple ideas, easy to understand (pollution, car recycling)
- Concrete theme close to children’s experience (caring for your world)

Language and Literary Features

- Some figurative language (*Then the car is crushed like an empty can.*)
- Language used to show temporal sequence (*First, Next, Then, Last*)

Sentence Complexity

- Some longer sentences with more than fifteen words
- Sentences with nouns and verbs in a series, divided by commas (*That way fewer harmful things are added to the air, water, and dirt.*)

Vocabulary

- Use of words particular to a discipline (*pollution, battery, hood*)
- Words with multiple meanings (*hood, frame, crane*)

Words

- Verbs with inflectional endings (*throwing, taken, crushes*)
- Full range of compound words (*windshield, bathroom, landfill*)

Illustrations

- Illustrations of the important content and ideas in the text
- Simple illustrations in a variety of forms (photographs with labels and captions, diagram)

Book and Print Features

- Captions that provide information
- Periods, commas, and a question mark

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Guided Reading





For more information about concepts presented in this lesson, see Word Structure row 75 and High-Frequency Words row 9 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' understanding of concepts and vocabulary.

- Check to make sure students understand the concepts of recycling and reusing.
- Support students' understanding of the following words: *battery, crane, crusher, hood, landfill, pollution, reuse, windshield*.

Supporting English Learners

Support students' reading fluency.

- Demonstrate reading a sentence with phrasing.
- Have students echo-read the same sentence with you several times. Repeat with other sentences.

Warm Up: Word Study

Help students recognize and use the prefix *re-*, meaning “again,” “back,” or “against.” Use examples of words from the book.

- *Some words have different parts added to the beginning.* Write the word *recycle* on a whiteboard. *Read this word with me: recycle.*
- *What word part is at the beginning of the word recycle?* • *The prefix re- means “again.” Recycle means “to put trash through a cycle so that it can be used again.”*
- Repeat the process with the word *remove*. Guide students to notice the prefix *re-* and discuss its meaning.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- *What do you know about recycling?* • *You may already know that used glass bottles can be melted and made into new bottles. Today's book is called *Crush and Recycle* by Leslie Budnick. It tells how cars that don't work can be used in new ways.*
- *This book is part of the *Old Made New Series*. If students have read other books in the series, have them share what they learned.*
- *Turn to pages 2 and 3. Find two bold words on page 2.* • *How are these words alike?* • *When you know that the word part re- means “again,” you can use this knowledge to figure out a word's meaning. What do you think the word reused means?* • Read aloud the first sentence on page 3. *The writer helps you know the meaning of the words recycling and recycled. Read the definition of recycling.* • *Find the bold word on this page.* • *For words in bold, you can check the glossary at the end of the book to be sure you understand the meaning.*
- *Now turn to pages 4 and 5. On page 5, the writer says that “oil and other liquids are drained” from a car that will be recycled. Find the word oil in the picture.* • *Use your finger to follow the line of oil from the car down into the barrel below.*
- *Turn to pages 10 and 11. Look at the captions for the pictures. Find words in the captions that help you understand the order of steps for crushing cars.*
- *Now turn back to the beginning of the book. Read to find out how an old car can have a new life as a washing machine.*

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- If needed, help the student read with phrasing at a good rate by demonstrating how to slide a strip of card left to right. *Watch me move my eyes.* Prompt with *Read this smoothly with your eyes.*
- If a student needs support with self-correcting close to the point of error, prompt with *You can fix that*. Remind students that they can break longer words into syllables, look for word parts, and think about the sounds for letters as they sound out a word. Reinforce with *You fixed that*.

Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Crush and Recycle*.
- To encourage discussion, you may want to select from the following questions/prompts:
 - *Talk about what you learned from this book. Did anything surprise you?*
 - *The section titled "Cars That Don't Run" explains the difference between recycling and reusing. Talk with a partner about the difference between recycling and reusing. Then we will share our thinking.*
 - *How did the writer organize her ideas in the book? Talk about ways she made it easier to understand how cars are recycled.*
 - *How is recycling and reusing cars like other kinds of recycling/reusing you have read about or know about? What kind of connection are you making?*
 - *Why do you think Leslie Budnick wrote this book? What did she want you to learn?*
 - *Does this book share facts and information, or does it tell a made-up story? What kind of book is it? How do you know?*
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Supporting English Learners

Support students' discussion of the book.

- Provide oral sentence frames for students to summarize what they learned (e.g., *Recycling is _____. Reusing is _____*).
- Model how to use evidence from the text to support your answers. Have students repeat after you.

Thinking *Within* the Text

- Cars that stop running and cannot be fixed can be recycled and some parts reused.
- *Recycling* is making new things out of old things; *reusing* is using something again.
- Recycling and reusing are good for Earth.
- Everything from car liquids to car parts can be recycled and reused.
- A car's metal frame is crushed, chopped, and melted.
- New products can be made from a car's melted metal.

Thinking *Beyond* the Text

- ◆ Products we use every day might have been recycled from other products.
- ◆ Using spare parts for a car costs less than buying a new car.
- ◆ Car crushers are powerful machines.
- ◆ Recycling a car requires several steps.
- ◆ Products made from recycled cars can themselves be recycled or their parts reused.

Thinking *About* the Text

- Nonfiction text features such as a table of contents, photographs, labels, sidebars, and a glossary provide support and extend meaning.
- The book is organized by sections with titles that summarize their contents.
- The text provides facts and uses temporal order to describe processes.
- Bold words are explained in context and listed in the glossary.

MESSAGES Recycling cuts down on garbage in landfills and reduces pollution. Cars undergo several steps on the way to being recycled or reused.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

Analyzing: Related Ideas

- *Writers often present lots of information in nonfiction books. As you read a nonfiction book, it helps to remember that all of the information relates to one big idea that the writer thinks is important. What is the big idea, or main message, in *Crush and Recycle*?*
- *If you look at the table of contents, you can see how all the information in the book is related. Read the section headings. • What is each section about?*
- *How do all these sections connect to the big idea we talked about? • They give information about ways that cars can be recycled and reused to help keep Earth healthy.*



For more information about concepts presented in this lesson, see Word Structure row 75 and High-Frequency Words row 9 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Supporting English Learners

Support students' oral language development during shared writing.

- Make sure students understand the meaning of a sequence chart.
- Work with students as they share the sequence of actions of how a car is recycled.
- Allow students to revisit the book for support and to generate ideas.
- Provide an oral sentence frame (e.g., *First/Next/Then/Finally, the cars ____*).

Phonics/Letter and Word Work

Help students become more flexible working with word structure.

Instructional Routine: Build It

1. Tell the students they are going to learn to build words by thinking about word parts and what they mean. Build the following base word and say it with the students: *use*.
 2. Build the word with the prefix *re-*. Read the word with the students: *reuse*.
 3. *What other words can you think of that add re- to the beginning?* • Write several on the board.
 4. *What meaning does re- add to the base word?* • *Add the prefix re- to the beginning of a word root or base word to mean "again," "back," or "against."*
- If time permits, have students read and write high-frequency words: *new, old, through, again*.
 - **Dictate-Write-Read:** Say the sentence *Cans and car parts can be reused*. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.



Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

Shared Writing: Sequence Chart

- *The writer explained how cars are recycled by showing the steps in order. Together, we can review some of these steps and put them in the right order.*
- On chart paper, draw four adjacent boxes with arrows pointing from one box to the next. Label the boxes *First*, *Next*, *Then*, and *Finally*. *Think about the steps that happen after a car is crushed and taken to a recycling plant. What happens first?* Students can use pages 12–14 for reference to help them remember. Record students' responses in the *First* box. Repeat for the remaining boxes.
- Have students read the completed chart. You may want to type the information and give it to students to glue in the *Reader's Notebook* and illustrate.

First →	Next →	Then →	Finally
The car is chopped into bits.	The bits are sorted.	The sorted metal is melted.	The metal is used to make a new product.



Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level M in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

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