

Acelero Learning Curriculum Plan Planned Read-Aloud

Book: The Dumpster Diver by Janet S. Wong

NOTES: The print in this book has a distinctive design and may be distracting for some children (or teachers!). Call children's attention to the illustrations rather than the text.

Props *(to illustrate concepts or word meanings, during or after reading):*

An item from the classroom trash (reasonably clean!) – AND/OR – discarded household item (something that you're actually throwing away, e.g. bent picture-frame, ripped sock, etc.)

Activate Prior Knowledge *(when introducing book):*

- Remember how we've been talking about cleaning up trash? In our classroom, we put the trash in a trash can. In this book, some children who are neighbors *(live near each other)* have a very big trash can, called a **dumpster**, behind their apartment building. [You might explain that everyone who lives in that building empties their trash into the dumpster, and then the garbage collectors come and empty the dumpster.]
- Here is an example of some trash (use prop). I'm throwing it away because *[it's ripped, broken, too small, etc.]*. In this story, the children will find lots of things like this. But instead of throwing them away, they want to **reuse** them – turn them into something else. What else could I do with this *[sock, chipped bowl, etc.]*?

Questions/Comments *(to engage children during reading, re-reading or picture walk):*

- Talk about the children's neighborhood: they live in an apartment building (point out illustration of multiple windows) and in a city (the houses are close together). Make connections with children's own lives, as appropriate. "Do you have big dumpsters like that near your house?"
- Ask children to think about/predict... why is Steve wearing that coat and gloves? what do you think they'll use the hose for?
- Help children understand how the trash items become useful items, e.g., "What did they use to make the paraskater? How did they turn the lamp into a table?"

Vocabulary *(to highlight during reading or in follow-up discussions):*

Dumpster, trash, junk, recycle, reuse, treasure, neighbor, apartment

Discussion *(after reading or during child retelling or extension activities):*

What else do you think the dumpster diver could do with his "treasures"?

What treasures would you like to find if you went dumpster diving?

What do you think we might find in the big dumpsters outside of our school?

Did Steve find anything that should be recycled?

Extensions *(building on concepts from this book through other classroom experiences):*

Refer back to this story when discussing the Question of the Day ("Did you recycle?")

Art Area / Small-Group Activity – During the Garbage Art activity, or as children are using trash for sculptures in the Art Area, make connections to this story: "You are turning that bottle into a beautiful sculpture, just like Steve found treasures in the dumpster."

Reminder: Prepare for read-aloud by previewing book and thinking about which questions/comments to add when. You should not need to refer to this Read-Aloud Guide during the read-aloud.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Patterns with Caps

OVERVIEW: Children will revisit the story *Caps for Sale* and work with small "caps" to create patterns. This connects a recent read-aloud to an important early math skill, patterning.

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal</i> (8) Books/Stories • <i>School Readiness Goal</i> (14) Patterns 	<ul style="list-style-type: none"> • GOLD 18c (retells stories) • GOLD 23 (patterns)
	<ul style="list-style-type: none"> • WSS II.C.3/4 (comprehends/responds) • WSS III.C.2 (patterns) 	<ul style="list-style-type: none"> • ELS 2 (algebraic thinking) • ELS 7 (story retelling)

MATERIALS:

- *Caps for Sale* by Esphyr Slobodkina
- Small objects to represent caps—counters, coins, foam circles, etc.—in at least 3 different colors
- Pattern cards (showing 2-color and 3-color patterns)

PROCEDURE: Beginning:

1. Encourage children to recall the story *Caps for Sale*. Do a picture-walk through a few key pages and engage children in using some of the terminology from the story (e.g., "Caps for sale! Fifty cents a cap" or "You monkeys you! You give me back my caps!")
2. Show children the cover or a page that shows the peddler's caps in a stack. Ask them to describe how he arranged them: "all the grey caps, then the blue caps, then the red caps..."
3. Give each child a set of "caps" to use. Tell them, "I wonder how you will arrange *your* caps? Maybe you will make a pattern with your caps!" If needed, point out any patterns visible nearby, or explain to children that a pattern is when "two different colors take turns."
 - Individualization (to support *Dual Language Learners or less verbal children*) – Repeat and reinforce vocabulary, which could be as simple as color names or other descriptions of the 'caps' materials (large, square, tiny, smooth, shiny, etc.)

Middle:

4. As children use the materials, make specific comments and ask questions: "Tell me about what you're doing." "Why did you line up the caps that way?" Comment on any patterns they create, asking which cap will come next or how they knew it was a pattern.
 - Individualization: (to support *School Readiness Goal (14) – Patterns*)
 - i. Tier 1 – For children who are not making patterns, refer them to children who are. "Look at Xavier! He is making a line with his trucks – red, blue, red, blue." If they still do not make patterns, introduce the pattern cards and encourage children to copy those patterns. *Some children may not be ready to do patterns; support their own way of using the materials by talking about how they sorted their caps, how many they have, etc.*
 - ii. Tier 2 – For children who create 2-part patterns, encourage them to try 3-part patterns. "Can you do a pattern like this?"
 - iii. Tier 3 – For children who easily create 2 and 3-part patterns, make another pattern for them to examine. Move one cap out of place in your pattern and ask the child to find where you 'made a mistake'. Help them to 'read' the pattern, pointing to each cap as they say the color out loud, and listening to where the pattern/rhythm breaks.

End:

5. Give children a 2-minute warning for clean-up time.

Small Group Activity (*cont'd*)

6. Encourage children to sort their materials as they clean up. If they are moving directly into choice time, remind them that they can make patterns with other materials, too. "Maybe you can make a pattern with the blocks or the cups."

**YOU MIGHT
DOCUMENT:**

Do children create their own patterns? Do they copy other children's patterns or re-create patterns from the cards? Are children able to describe why they are arranging their materials in a particular way? Listen to children as they work with materials and document any language from the book they use. Are they able to retell all or parts of the story?

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: **Sorting Recycling**

OVERVIEW: Children will work with real materials, determining which can be recycled vs. thrown away. This activity builds classification skills and vocabulary, while encouraging children to recycle.

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal (7) English</i> • School Readiness Goal (15) Classification 	<ul style="list-style-type: none"> • GOLD 9a (vocabulary) • GOLD 13 (classification) • GOLD 37, 38 (understands, speaks English)
	<ul style="list-style-type: none"> • WSS II.B.2 (vocabulary/language) • WSS III.C.1 (sorts objects) 	<ul style="list-style-type: none"> • ELS 2 (classification) • ELS 7 (speaking)

MATERIALS:

- The book *Recycling: A Handbook for Kids* by Gail Gibbons – preview in advance to choose some pages that will complement this activity.
- Variety of recyclable items (collected from classroom or donated by families) – plastic bottles, milk cartons, aluminum cans, newspaper, cereal boxes, glass jars, etc. *Ensure they are rinsed clean!*
- Bins/boxes for sorting – labeled paper, plastic, glass
- *For video extension (optional): Sid the Science Kid "Recycling Investigation" at <http://pbskids.org/sid/videoplayer.html>. In advance:*
 - o *Go to the website above*
 - o *On the left side of the screen, click "Investigations"*
 - o *Scroll through the videos until you see "Recycling! (4:28)"*
 - o *Click the video; then click Pause under the screen at right.*
 - o *When ready to view video, click Play; also click Big to enlarge the video viewer.*

PROCEDURE: *NOTE: Use the book [Recycling: A Handbook for Kids](#) by Gail Gibbons as a reference during the introduction of this activity. Show the pictures and talk about what is happening, rather than reading all the words on the page – as some of the vocabulary is too advanced for younger children.*

Beginning:

1. Bring your bag or bin of recycling into the middle of the group. Tell the children that when we throw things away, they don't just disappear. They end up in a landfill, where everyone's garbage is piled up and covered with dirt (you can refer to the landfill section in the *Recycling* book).
2. We can reduce the amount of waste, or trash, that we send to landfills and take better care of the earth by making sure certain things, like glass bottles, plastic milk jugs, and newspaper, get used again, not put in landfills. One way to re-use something is to recycle. When things are recycled they go to a special factory where they can be turned into new things made out of the same material. (Show children a page in the *Recycle* book that refer to a material being recycled.) Tell children that they are going to sort materials for recycling.

Middle:

3. Invite children to take turns choosing at least one item from the bag (or dump the items on a large piece of newspaper, invite them to observe and then choose one).
4. Ask children what they notice about their item. (Where did it come from? What is it made of?) Look for the recycling symbol on cans or bottles and explain that this means the item can be recycled and used again.
5. Ask children how we could sort the items they chose. "Let's make groups of things that are the

Small Group Activity (*cont'd*)

same. Which of these could go together?" Children may categorize in various ways (size, color, etc.); guide them to notice differences in what the items are made of. Encourage them to verbalize differences in how the materials feel, and provide the vocabulary words: paper, plastic, glass, etc.

6. Explain that at the recycling center, this is how things are sorted – by what they're made of. (Show relevant page in *Recycling* book.) Provide labeled bins and invite children to sort their recyclable items. Younger children may have difficulty sorting and labeling items by their material, so use and reinforce the vocabulary to help them practice this emerging skill. Encourage children to feel the materials, "Hmm, what is that bottle made out of? Does it feel like plastic?"
7. As children sort the recyclables, invite them to choose a few pieces that they have ideas for re-using. Tell them that another day they will have time to re-use the old items to make something new.

Individualization (to support Dual Language Learners in School Readiness Goal (7) – English):

- Build on words a child already knows. "Cheerios? Yes that is a cereal box. It is made out of cardboard, which is thick paper [show another item made of paper and invite the child to touch and compare the two items]."
- Use words along with gestures, actions, or facial expressions to reinforce your message. "This is a plastic bottle. [point to the plastic recycling bin] This bottle goes into that bin. Let's go together to put this plastic bottle in the plastic recycling bin."
- Repeat and reinforce key vocabulary, including the names of the materials and comparative words such as *same*, *similar*, *different*, etc.

End:

8. Conclude and summarize the activity. "You took things that were going to be trash and sorted them to be re-used and recycled."
9. *Video extension (optional): Now or at a later time, show children the "Recycling!" video clip (link above). In this Sid the Science Kid Investigation, children sort recycling and then re-use materials to make art.*
 - Before - Before showing the video clip, tell children, "In this video, children help recycle things. They sort the items into bins for different kinds of materials like plastic, glass and paper."
 - During - Stop the video when the timer says 3:25, just after Ms. Suzy says "What is all this stuff?" (You will need to return to the small screen to pause it.) Ask children to observe, or look at, what's on her tray. What materials are these things made from? Help children identify materials, "Yes, that is a soap bottle. It is made of plastic."
 - After - After the video ends, brainstorm ways to re-use items in your classroom. If you already use recycled items, point them out to children. "See, I turned these yogurt cups into paint holders. What else can we re-use?"

YOU MIGHT DOCUMENT:

Do children understand and use new vocabulary such as glass, plastic, recycle? What classification categories do they come up with, and how do they explain these? Note which vocabulary words and concepts Dual Language Learners seem to be comfortable with, and which they might need additional support with.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Garbage Art

OVERVIEW: Children will create sculptures using recycled materials. Making 3-dimensional constructions allows children to represent their ideas in various ways and helps children to understand spatial relationships (i.e. height, depth, and width).

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal (6) Speaking</i> • <i>School Readiness Goal (13) Shapes</i> • <i>School Readiness Goal (19) Arts</i> 	<ul style="list-style-type: none"> • GOLD 9a (vocabulary) • GOLD 10a (conversations) • GOLD 21a (spatial relationships) • GOLD 33 (visual arts)
	<ul style="list-style-type: none"> • WSS II.B.2 (vocabulary/language) • WSS III.D.1 (recognize/describe shapes) • WSS VI.A.3 (art experience and exploration) 	<ul style="list-style-type: none"> • ELS 3 (identifying/using shapes) • ELS 7 (speaking)

MATERIALS:

- Clean trash and recyclable materials (saved by children from "Sorting Recycling" activity, donated by families or collected in the classroom)
- Collage materials—scrap paper, ribbon, cotton balls, etc.
- Glue, tape, staplers, scissors
- *The Dumpster Diver* by Janet S. Wong

PROCEDURE: Beginning:

1. Remind children that one way to recycle materials is to re-use them for something else. If you have already read *The Dumpster Diver*, encourage children to remember how the characters reused materials in that story. If you watched the *Sid the Science Kid Recycling Investigation*, encourage children to remember that the children in the video reused bottles and other materials to make new things.
2. Show children a few of the materials that are available to them. "How do you think we might re-use these materials? What can we make with them?"
3. Put out materials where children can reach them, including collage materials, glue, etc.

Middle:

4. Help children get started if they need assistance. As children work, circulate among the group, observing and commenting on what children are doing. Model language related to spatial relationships and shapes (next to, above, round, square, etc.).
 - Individualization – (to support Dual Language Learners): Move around the table and speak briefly with individual children to ensure they understand the activity and help them get started if needed.
5. Encourage creativity by referring children to each other: "Eva is making a really tall tower with those bottles. Miguel is making a long train with boxes."
 - Individualization – (to support School Readiness Goal (6) – Speaking)
 - i. Tier 1 - For children with limited language, provide them with opportunities to elaborate and share ideas by asking open-ended but concrete questions, focused on helping children to describe their creations. "Tell me what you're making. What will you add next? What might fit here?"
 - ii. Tier 2 – For children who describe that they've done, prompt them to talk more about their creation and their process. "Wow, Micah, what did you make? How did you make that boat?"

Small Group Activity (*cont'd*)

Where will your boat sail to? What can you use to make a sail for your boat, what material looks like the same shape as a sail?"

- iii. Tier 3 – For children who readily answer questions and describe with detail what they are creating, introduce new vocabulary words and listen to see if they use the new words. *"You are reusing that aluminum can. You are helping save the earth by making less waste that will go to the landfill. One way to create less trash is to find another use for something rather than throwing it away."* Use words like, *reuse, recycle, material, plastic, aluminum, landfill, waste, recycle bin*, etc.

End:

6. Have children display their creations around the room. Take dictation on index cards to be placed next to artwork.
7. Leave materials in the art area for further creations.

YOU MIGHT DOCUMENT:

Do children talk to each other or to you about their creations? Do they use any new vocabulary, such as *reuse*? Do they use or seem to understand terms related to spatial relationships or shapes?

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Small-Group Activity

ACTIVITY: **Decomposition: Part 2**

OVERVIEW: Children will observe and document the changes they observed in the "Decomposition Bin" (continued from previous week). Science journals encourage curiosity and observation, while also supporting literacy development – and continuing to observe over an extended period is particularly valuable.

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal (11) Print/Writing</i> • <i>School Readiness Goal (17) Inquiry</i> 	<ul style="list-style-type: none"> • GOLD 14a (thinks symbolically) • GOLD 19b (writes to convey meaning) • GOLD 24 (scientific inquiry)
	<ul style="list-style-type: none"> • WSS II.D.1 (represents ideas/stories) • WSS II.D.2 (uses shapes/symbols to write) • WSS IV.A.1 (asks questions/uses senses) 	<ul style="list-style-type: none"> • ELS 4 (observation/ reporting, prediction) • ELS 10 (composing, production)

MATERIALS:

- Decomposition Bin(s) created last week – These should have been kept in the classroom, if possible in the Discovery/Science Area
- Magnifying lenses
- Science Journals
- Pencils, crayons

PROCEDURE:

Beginning:

1. Place Decomposition Bin in the center of the table so children can see it (or, give each child their jar).
2. Remind children about the conversation you had last week, when you introduced the bin and observed it initially. Ask recall questions such as *"Why did we put this trash in here? What did the food look like before? What did you draw in your science journal?"*

Middle:

3. Give each child their journal and lay out some magnifying lenses. Encourage children to observe the bin/jar closely, and draw what they see. Ask questions to encourage their observation skills, help them compare their previous observation the current one, and invite them to make predictions. *"What were your observations last week? What do you notice about the banana peel now?" "Has the piece of bread changed since we put it in the bin? What is different about it?"*
 - Individualization (to support Dual Language Learners): Encourage peer-to-peer communication. *"Look what Hazel drew in her journal. Hazel, I see green dots on your picture. Can you show Jon what you observed? Look Jon, Hazel made small green dots where mold is growing on the banana peel [point to the mold and to Hazel's drawing]."*
4. Take children's dictation about their observations and drawings.
 - Individualization (*School Readiness Goal (17) – Inquiry*)
 - i. Tier 1 – For children who are making simple observations, help them add details to their pictures by asking probing questions. *"What did you observe last week? What is in your drawing? What changes did you notice on the slice of bread? Are there any new colors on the bread? What do you think that is?"*
 - ii. Tier 2 – For children who make more detailed observations and represent their observations in drawings, ask them questions to encourage prediction. *"Have you ever found old food at home? What was it like? What did it smell like? What do you think will happen if we leave this*

Small Group Activity (*cont'd*)

food here for another week? Why?"

- iii. Tier 3 – Encourage children who finish their observations to tell you about what they observed. Encourage them to add words to label their drawing. Support a variety of writing attempts, including scribble-writing or letter-like forms.

End:

5. Place children's journals in the Discovery Area and invite them to continue observations during center time, if desired.
6. Revisit the Decomposition Bin to record additional observations for as long as children are interested.

**YOU MIGHT
DOCUMENT:**

Do children notice changes that have occurred, or predict future changes? How do they represent and communicate their observations? Note any new vocabulary children use, and whether DLLs know these words in English. What types of emergent writing do children do?