

Don't Throw That Out!

by Barbara Beveridge

illustrated by Jennifer Cooper



Overview

A resourceful and determined child rescues rubbish to create a magnificent dragon.

Suggested purposes

This text supports the comprehension strategies of making and confirming predictions, noting details in illustrations, and using illustrations to understand text. This text is constructed completely through direct speech and the use of speech bubbles, providing good opportunities for expressive reading.

Text features (Focus on only one or two per session.)

- the initial consonant blends – *br, dr, gl, gr, pr, st*
- the digraph -th – *that, that's, the, those, everything, brother*
- the letter cluster -thr – *throw*
- the contractions – *don't, that's, I've*
- the compound word – *everything*
- the past and future forms of the verbs – *made, make*
- the adjectives – *cool, good, sticky*
- the use of direct speech
- the repeated sentence structure on pages 2 to 6
- the speech bubbles on pages 10 to 12
- the characters' names
- the varied text placement
- the use of a variety of punctuation

Setting the scene

Talk about recycling. Introduce the idea that as well as being recycled, some things can be reused. Look around the classroom and find examples of items that the class has reused. *What kind of things do we reuse in our classroom? What can you make from rubbish?*

The first reading

Look at the illustration on the front cover. *What is the girl holding? Where do you think it came from? What do you think she might be saying?* Read the title and the names of the author and the illustrator.

Back cover – Read aloud the preview question. Discuss the students' predictions.

Title page – *Why does the girl seem to be in such a hurry?*

As the students work through the text, encourage them to combine syntactic and graphophonic cues to identify the characters' names and the nouns on pages 2 to 6.

Page 2 – Note that the recycling bin has a label on it saying "Paper only".

Page 3 – Focus on the illustration and discuss the activities of the various characters. *What is the boy doing with the egg carton? Why does the girl want it?*

Page 4 – The students may have difficulty with the word “eyes”. Recap the other body parts mentioned. *What needs to go on the head?*

Page 7 – *What else do you think she might need? What will she make?*

Page 8 – *Do you think she has everything?*

The structure of the text changes from page 9, with the other students offering their comments while the main character is constructing her creature.

Page 9 – *What do you think the other girl might be saying?* If the students have difficulty with “Hey”, use the board to show them how they can use their knowledge of the word “they” to work this out.

Page 10 – *Why does the boy on the right look worried? What is he saying?*

Page 11 – Encourage the students to predict what the girl’s creation is going to be.

Page 12 – Were you right?

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their expression and their confidence with contractions. Encourage them to try using different voices for the various characters.
- Focus on any of the initial consonant blends that the students may have been unsure of. Locate the words in context and make a list of other words that start the same way.
- Look at the digraph “th”. Find words in the text that start this way. Show the students how they can use their knowledge of “th” as an initial sound to help them decode words when “th” is in the middle of a word. Write “everything” (page 8) and “brother” (page 11) on the board and ask the students to underline “th”.
- Focus on the compound word “everything”. List other compound words that start with “every” or end with “thing”.
- Locate the adjectives. Think of other adjectives that could describe the dragon. Discuss the contraction “don’t”. Write “do not” on the board and show how the apostrophe replaces the “o”. Look at the other contractions in the text (“that’s” and “I’ve”). *What is “that’s” short for? Would we say “that is cool”?* Draw out the idea that contractions help to make speech sound natural.
- Focus on the word “those”. Explain that this is the plural form of “that”.

Suggestions for further activities

- Make a dragon from recycled materials and label the parts. Take photographs of the construction process and add explanations to create a shared book or a slideshow.
- Write a shared procedural text about how to make a dragon.
- Discuss recycling and establish a recycling system in the classroom.
- Make posters about the benefits of recycling, including the kinds of items you can recycle. Add speech bubbles with messages about recycling.
- Have a selection of activity books or cards available with ideas for making things from recycled materials.

- BLM word activity: practise using blends

The students can find the words inside the dragon that match the initial blend words below. They can then write the missing letters in the spaces provided.

- BLM comprehension activity: match text to illustrations

The students can write the labels for the parts of the dragon. They can then draw and label another animal that could be made from rubbish.