



**Topic:** Recycling (Science)

**Tier:** 3

**Text Type:** Expository

**Word Count:** 249

**Lexile® Measure:** 680L

**Skills:** Vocabulary  
K-W-L Chart  
Summarization  
Generalization  
Comprehension

**Lesson 1**

**Time:** 20 minutes

**Skills:** Vocabulary, K-W-L Chart

**Student Pages:** K-W-L Chart

**Lesson 2**

**Time:** 30 minutes

**Skills:** Summarization

**Student Pages:** Now That's Recycling

**Lesson 3**

**Time:** 30 minutes

**Skills:** Summarization

**Student Pages:** Now That's Recycling, That's Interesting!

**Lesson 4**

**Time:** 30 minutes

**Skills:** Generalization

**Student Pages:** Generalize This!

**Lesson 5**

**Time:** 20 minutes

**Skills:** Comprehension

**Student Pages:** Now That's Recycling, Now That's Recycling Assessment

**Note: Words in bold are said aloud by the teacher.**



## Build Background and Develop Vocabulary

Distribute “K-W-L Chart” (Student Activity 1). Draw a K-W-L chart (see Student Activity 1) on the board for the students to see.

**This is a K-W-L chart, which is used to activate the prior knowledge each of you has in regards to a particular topic while helping you to connect and expand your current understanding about it. Each letter represents the information to be written in that particular column.**

**The *K* stands for *Know*. In this column, you will list all of the things that you know about the topic before you read. The *W* stands for *Want to know*. In this column, you will create a list of questions for what you want to know about the topic. The final letter *L* stands for *Learn*. In the last column, you will write everything you learned after reading about the topic. You will go back and check to see if you answered any of your questions written in the *W* column.**

**Now, look at your copy of the K-W-L chart. The passage we will read is titled “Now That’s Recycling.” I want you to brainstorm everything that you know or think that you may know about recycling. Write the title of the passage and the topic above the chart on the board. Where should you write the information that you already know? Allow time for student responses. Yes, this information should be placed in the *K* column. Write all of your ideas about what you know down in the first column. Give students a few minutes to write their information down.**

**Next, I want you to take a moment and think about what you want to know about recycling. Where do we include the information that we want to know? Allow time for student responses. The things we want to know should be placed in the *W* column. Form your thoughts as questions and write them in the *W* column.**

Have students share what they know about recycling. Then have them share what they want to know.

**Note: Words in bold are said aloud by the teacher.**



## Preview Text

Begin the lesson by reviewing the charts made in the previous lesson.

Distribute “Now That’s Recycling” (Student Activity 2). **Now we will prepare to read “Now That’s Recycling.” Let’s begin by skimming. Remember, skimming a text helps readers find answers to the questions they ask before they read. This is a trait of successful readers. Skim to find out the topic you are going to read about and whether the passage is narrative or expository.** Allow 30 seconds for students to skim.

**Is this a narrative or expository passage?** (*expository*) **How do you know?** (*Answers will vary but should include some facts in the passage.*) **What is the topic of this passage?** (*recycling*)

## Read 1

**Read the first section of the passage.** After students have finished reading, ask if there are any words that need clarifying. Then ask the students, **What is this section mostly about?** Have students turn to a partner and summarize their reading.

Have students read each section. After each reading, ask if any further clarifying is needed, and then have the students continue summarizing what they have read.

After students have finished reading the passage, have the students revisit the K-W-L chart to complete the last section and to check the information.

**Check your K column to see whether any of your prior knowledge about recycling listed is incorrect. Then, check your W column to see whether the reading answered any of your questions. Lastly, use the L column to list the things that you learned as a result of reading “Now That’s Recycling.”**

**Note: Words in bold are said aloud by the teacher.**



## Read 2

Redistribute or have students take out “Now That’s Recycling” (Student Activity 2). **Reread the passage “Now That’s Recycling” silently. Pause after each section to ask questions about the section. Then, continue reading.** Students may work with a partner. Partners must answer each other’s questions before continuing to the next section.

## Summarize the Text

Distribute “That’s Interesting!” (Student Activity 3). Read aloud the directions of the activity, and discuss them with the students briefly to make sure that students understand what to do. Have students complete the activity.

**Note: Words in bold are said aloud by the teacher.**



## Teach: Generalization

Expository texts often contain numerous facts. In an attempt to show how multiple ideas are related or what their underlying meaning might be, the author often makes generalizations. A generalization is a broad statement given about a group of people or things. It is a unique way of telling something that they have in common.

For example, the sentence *All fish swim* is a generalization.

Write the word *generalization* on the board for the students to see.

Generalizations can be categorized as being either valid or invalid.

Add this diagram to the word on the board: Generalization



**A valid or true generalization is supported by facts, examples, and logic and reasoning. It agrees with what you already know about a topic. An invalid or false generalization is not supported by facts.**

Write *All fish swim*. on the board. **Is this a valid or invalid generalization?** Allow students to respond. **It is a valid generalization because all research and information that we know and have read tell us that fish swim.**

**Generalizations can often be identified by the use of one of the following key words: none, all, most, many, always, never, everyone, nobody, seldom, usually, generally, sometimes, and in general.** Write these key words on the board.

Point to the sentence about fish. **What is the key word in this generalization?** Allow time for student responses.

**Listen to the following sentence: All students like pizza. Is this generalization valid or invalid?** Allow time for student responses. **What is wrong with this generalization? How could I make this a valid generalization?** Allow time for student responses.

**Now, listen to this sentence: Americans enjoy many freedoms and privileges. Is this a valid or invalid generalization?** Allow time for student responses. Responses should reflect that it is an example of a valid generalization.



**Guided Practice: Generalization**

When identifying generalizations, it is important to look for key words such as *none, all, most, many, always, never, everyone, nobody, seldom, usually, generally, sometimes, and in general*.

Remember if a generalization is valid, there must be evidence or examples to support it. Be watchful for invalid generalizations that are not supported by facts.

Now, let's practice identifying some generalizations. We will read some sentences together and determine whether they are valid or invalid by identifying the key word(s) and whether there are proper facts or examples to support it.

Draw the following chart on the board and work with students to complete the chart:

Generalization	Key Word(s)	Reasoning	Valid/Invalid
Everyone drinks coffee for breakfast.			
Many Americans celebrate Valentine's Day.			
Most large cities have large shopping malls.			
Everyone in Florida goes to the beach in the summertime.			

Possible Answers:

Generalization	Key Word(s)	Reasoning	Valid/Invalid
Everyone drinks coffee for breakfast.	Everyone	We know people who don't drink coffee.	Invalid
Many Americans celebrate Valentine's Day.	Many	We know many people who celebrate Valentine's Day.	Valid
Most large cities have large shopping malls.	Most	Most large cities we've been to have large malls.	Valid
Everyone in Florida goes to the beach in the summertime.	Everyone	Not everyone in Florida can go to the beach.	Invalid

**Independent Practice: Generalization**

Distribute "Generalize This!" (Student Activity 4). Read through the directions of the worksheet and discuss them briefly to make sure that students understand what to do. Have students complete the worksheet.

Answers provided below:

- |   |         |
|---|---------|
| 1. <u>Most</u> middle school students love to eat liver.              | invalid |
| 2. Football is a favorite pastime among <u>many</u> Americans.        | valid   |
| 3. <u>Many</u> stories written for children are picture books.        | valid   |
| 4. Musicals <u>usually</u> have a lot of singing and dancing.         | valid   |
| 5. <u>Many</u> adults vote during presidential elections.             | valid   |
| 6. Baseball games <u>usually</u> end with low scores.                 | valid   |
| 7. <u>Everyone</u> in Texas likes suntans in the summer.              | invalid |
| 8. <u>Most</u> Americans speak two languages.                         | invalid |
| 9. <u>All</u> students love to eat cereal for breakfast.              | invalid |
| 10. <u>Most</u> students go to school for about eight hours each day. | valid   |

**Note: Words in bold are said aloud by the teacher.**



## Assessment

Redistribute or have students take out “Now That’s Recycling” (Student Activity 2). Also, distribute “Now That’s Recycling: Assessment” (Student Activity 5).

**You will reread the passage “Now That’s Recycling” and answer the questions. You must provide evidence from the text after each question. You may copy phrases or sentences from the passage where you found the information that best supports your answer.**

Use data obtained from this assessment to plan further instruction. Provide students with timely feedback.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**K-W-L Chart**

Complete the chart to show what you already know, what you want to know, and what you have learned about the topic.

Passage Title: \_\_\_\_\_ Topic: \_\_\_\_\_

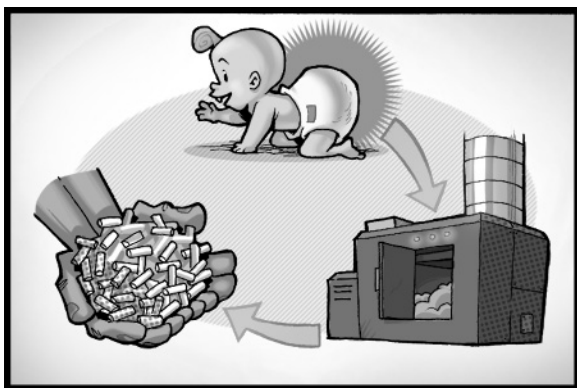
K	W	L

Non-transferable license: Brownsville Ind School Dist at Brownsville Ind School Dist  
ref: 5/21/2016-22495324

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Now That's Recycling



It's true. The world needs cheaper, cleaner fuel. People are trying to solve this problem every day. You've probably heard of using wind or sunlight for energy. You may also know that fast-food grease and animal fat can be used for fuel. What you may not know is that your baby brother's diaper is full of usable energy.

Most babies use 6,000 to 10,000 diapers before they are potty trained. As a result, billions of dirty diapers end up in landfills every year. Diapers are made of plastics and chemicals. It takes hundreds of years for them to break down. During this

time, toxins seep out of the diapers. They pollute the ground and nearby water. Talk about a stinky situation!

A company in Japan has found a sweet solution. The company has made a special diaper machine. Big bags of dirty diapers are put into it. It grinds the diapers into a pulp. Then it dries out the pulp at very high temperatures. The end result is a material that can be cut into small blocks. The blocks can be burned as fuel.

A company in England is "into" dirty diapers, too. It will soon open a diaper plant that will get all of its energy from the diapers. The plant will also produce a solid material. This material can be used in roof tiles, wallpaper, fake wood floors, and shoe parts.

Just think! Someday soon, if you have smelly shoes, you can blame it on the diapers.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## That's Interesting!

### Expository Summary Graphic Organizer

Recall all the interesting facts you have discovered in your reading. Complete each box by writing the most important fact found in the section. Then write the main idea in the space provided below.

Passage Title: \_\_\_\_\_ Topic: \_\_\_\_\_

#### Most Important Fact in Section #1


#### Most Important Fact in Section #2


#### Most Important Fact in Section #3


#### Most Important Fact in Section #4


#### Main Idea

---



---



---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Generalize This!**

**For each generalization, underline the key word(s). Determine whether the generalization is valid or invalid and write your answer on the line beside the sentence.**

**valid or invalid**

1. Most middle school students love to eat liver.
2. Football is a favorite pastime among many Americans.
3. Many stories written for children are picture books.
4. Musicals usually have a lot of singing and dancing.
5. Many adults vote during presidential elections.
6. Baseball games usually end with low scores.
7. Everyone in Texas likes suntans in the summer.
8. Most Americans speak two languages.
9. All students love to eat cereal for breakfast.
10. Most students go to school for about eight hours each day.

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Now That's Recycling: Assessment**

**Reread "Now That's Recycling." Read the questions and circle the best answer for each one. Provide evidence from the text in the space after each question.**

1. According to the passage, which of the following can be recycled?

- A. used batteries
- B. empty milk cartons
- C. leftover soda
- D. fast-food grease

Evidence: \_\_\_\_\_

2. Using old dirty diapers to burn as fuel or to make roof tiles, wallpaper, fake wood floors, and shoe parts is an example of . . .

- A. pollution.
- B. reducing.
- C. recycling.
- D. resources.

Evidence: \_\_\_\_\_

3. Which of the following is an example of a valid generalization found in the selection?

- A. Everyone wants a pair of tennis shoes made from dirty diapers.
- B. Most babies use 6,000 to 10,000 diapers before they are potty trained.
- C. A company in England is "into" dirty diapers, too.
- D. You've probably heard of using wind or sunlight for energy.

Evidence: \_\_\_\_\_

4. This passage is mostly about . . .

- A. the Japanese creating a sweet solution to recycling diapers.
- B. people who wear recycled shoes made from dirty diapers.
- C. how babies need to be potty trained sooner to help reduce diaper usage.
- D. how dirty diapers are being used to make fuel and solid materials.

Evidence: \_\_\_\_\_



## Now That's Recycling: Assessment (Answer Key)

Reread "Now That's Recycling." Read the questions and circle the best answer for each one. Provide evidence from the text in the space after each question.

1. According to the passage, which of the following can be recycled?

- A. used batteries
- B. empty milk cartons
- C. leftover soda
- D. fast-food grease\***

Evidence: You may also know that fast-food grease and animal fat can be used for fuel.

2. Using old dirty diapers to burn as fuel or to make roof tiles, wallpaper, fake wood floors, and shoe parts is an example of . . .

- A. pollution.
- B. reducing.
- C. recycling.\***
- D. resources.

Evidence: The passage mainly talks about how dirty diapers can be used to make fuel and other things, and the title of the passage is "Now That's Recycling."

3. Which of the following is an example of a valid generalization found in the selection?

- A. Everyone wants a pair of tennis shoes made from dirty diapers.
- B. Most babies use 6,000 to 10,000 diapers before they are potty trained.\***
- C. A company in England is "into" dirty diapers, too.
- D. You've probably heard of using wind or sunlight for energy.

Evidence: Most babies use 6,000 to 10,000 diapers before they are potty trained. The key word is "Most." This statement can be researched as true.

4. This passage is mostly about . . .

- A. the Japanese creating a sweet solution to recycling diapers.
- B. people who wear recycled shoes made from dirty diapers.
- C. how babies need to be potty trained sooner to help reduce diaper usage.
- D. how dirty diapers are being used to make fuel and solid materials.\***

Evidence: Each section discusses dirty diapers and how they can be used for other things.