**Guided Reading Plan - One Plastic Bag**

I. Preparation for Reading

Gather your readers into a small group of four or five students. While we are gathered, the other students are independently reading books from an assortment of interesting books at their level within the unit of recycling.

A. Activate/Build Prior Knowledge

Introduce the topic of littering to the students and ask them if they have seen litter on the ground in places around their town. Talk to the students about how the litter in their town may be hurting the environment, and about how many animals think litter is food, causing them to get sick. (Maybe introduce the idea of how they can get sick when they eat things they aren’t supposed to eat.) Talk about how rubbish piles up and we have begun to find ways to reuse our rubbish for new things. Ask students if they have ever used anything that might be considered rubbish and transformed it into something else that they could use. Some examples include a bird feeder made from a milk jug and planting containers made from used soda bottles. (We have plenty of our own examples – Eco bricks for example)

B. Preview Text and Make Predictions

Give the students a picture-walk through the book. Show them the pages, in order, pointing out the main character, Isatou. Point out the plastic bags that Isatou finds around her town, and remind the students about the rubbish they saw in their own community. Dramatize the fact that the goats are eating the bags and ask the students what they might do to fix the problem of litter around the town, and suggest that they might even want to do something with the plastic bags. Show all the pages up until the page in which where the women are working at night in secret. Don’t let them see the page with the purses. Then, ask them what they’ll do with all the plastic bags.

C. Develop Vocabulary Knowledge

Identify the (*tier 2 vocabulary – not sure how this equates with our vocab levels but we can select vocab according to Key stage/year groups we are working with. PTV words)*, and explain that they will discuss what each word means, and relate it to each part of the story. Ask the students to point out the words when they see them.

Vocabulary words: gather, aluminium, hundred, crochet, thread

As the students point them out, tell them the definition. Explain how it is being used: show gathering with your arms, point to the aluminium foil on the page and have a small piece to pass around, demonstrate how many a hundred is with a pile of 100 pennies, prepare a piece of crocheted yarn so the students can take turns feeling the pattern, and point to the picture of the thread on the page and then pass around a thread. Explain that some words are foreign because they are in another language, and that they should have a piece of paper handy to write down any words that they don’t know. If any of these words look like they may be in another language, ask them to try and find the definitions of those in the glossary located at the back of the book.

D. Set a Purpose for Reading

Instruct the students to begin reading the story. Tell them to keep in mind what they think they would do with the litter in their town if it started hurting the animals and the environment. Tell them they have to read to find out if Isatou helps her town and how she does it!

II. Read Silently

The students should look through the last pages of the book to learn more about Isatou and Gambian culture once they are finished reading the story.

III. Respond to Reading to Develop Comprehension

A. Revisit Purpose Setting Question

Guide the students into a group discussion about what surprised them, what they learned, and ask if anything confused them. Also ask them what they learned about Gambian culture. If the discussion quiets, ask them if they have any ideas about what they might do with the rubbish in their own community if they could turn it into something else.

B. Clarify Additional Concepts/Vocabulary

Review the events of the story in chronological order and focus on the vocabulary words again. Ask them what other words they wrote down and find them in the book, clarifying what the word means and how it is being used in this context. Specifically revisit the parts in which they found confusing.

C. Supporting Comprehension of Structure

As you review the events, place them on a timeline on the board for them to visually map out the storyline from start to finish. Point out the patterns that the author uses and how repetition is employed (“first there was one…”), but how things changed. (Twinkle story mapping)

D. Seeking Additional Sources for Information

Set students up with access to the internet (via iPads, laptops or computers) and headphones and link them to oneplasticbag.com to explore the book’s website. It features photos and videos of Isatou and the women of Gambia and gives information about the dangers of plastic bags, Gambia and fair trade.

IV. Review/Re-read and Explore Strategies

Students will re-read the book independently and be instructed to focus on correctly identifying the major elements of the story, placing them into a ‘graphic organiser’ (Story plan). The plan focuses on the text’s title, characters, setting, and then the 3 major events that make up the plot.

Additional idea – use of drama. Encourage small groups to act out the story or focus on emotions of main character, Isatou and ‘hot seat’ with children asking questions of her.