

A Planet Full of Plastic by Neal Layton

Teacher Resources

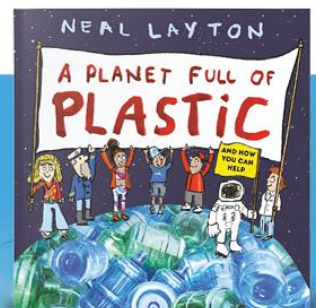
Overview:

Plastic is everywhere, and it's hurting Planet Earth. From animals mistaking it for food to rivers getting clogged up with it, pesky plastic is causing all sorts of problems for our planet. But the good news is we can do something about it.

Teacher Resources:

This non-fiction text raises awareness about the plastic problem and makes suggestions for how we can help. It can be used with both KS1 and KS2 readers (too difficult for EYFS). The focus of these resources is on retrieval and/or summary skills from a high-quality non-fiction text and some ideas for writing linked to this topic.

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Reading Objectives from the National Curriculum

KS1:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

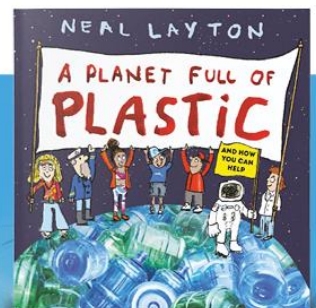
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Suggested activities to retrieval and/or summary skills and in turn high-quality writing opportunities

Year 1:

- Reading the whole book to year 1 may be too much information for them (teachers must use their own professional discretion on the ability of the children in their classes) so these resources focus on the opening pages up to and including the double spread that contains the text 'Some of it floats to the top of the ocean and stays there...'
- Year 1 children will need to be talked through each double spread of this book. Displaying questions such as: 'What do these 2 pages tell us? Have we learnt something new? Is there any language that we are unsure about?' will support all adults to focus on both retrieval and language skills.

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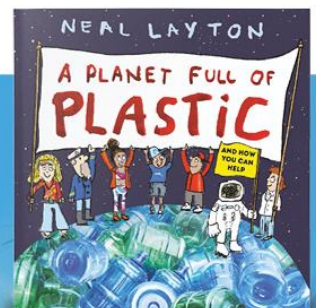


- **Writing activity:** Give children a template in the form of a table to record the benefits of using plastic and the negatives. Children could complete these in small groups – collaborating ideas. These completed tables could then be used as a plan to make a fact file about plastics.

Year 2:

- As with year 1, reading the whole text to year 2 may not benefit the children. Instead, read up to the page that includes the text 'But I don't want animals to get hurt...'
- Focus on retrieval questions where children can find and spot/point to the answers whilst looking at the page.
- Opening 2 pages: Plastic can be used for many things. Give two.
- Next 2 pages: 'Plastic is fantastic because it is bendy. Give two other reasons why it is fantastic.'
- Next 2 pages: 'Who created plastic? Look at the desk. What were telephones and switches made from before plastic was discovered?'
- Next 4 pages: 'Using the pictures, explain how a leaf biodegrades.'
- **Writing activity:** Focussing on the last page read, enlarge the picture of the boy with his hands in the air. Challenge children to write in character as this boy to the people of the world. The purpose of this writing will be to inform them about plastic; what biodegradable means and about the North Pacific Garbage Patch. This activity will need to be well-planned together, with flipcharts referencing each of the above points. Children will then need to adopt a persuasive tone to their writing as they encourage their reader to stand up for what is right.

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Reading Objectives from the National Curriculum

LKS2:

Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

Understand what they read, in books they can read independently, by:

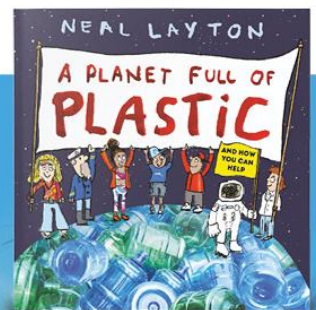
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Suggested activities to retrieval and/or summary skills and in turn high-quality writing opportunities

Year 3 and 4 Reading:

- Year 3 and 4 children should be able to manage the whole of this book, although some pages may require more analysis than others – they are the pages the resource focuses on.
- Page(s) including text: ‘But there was a problem...’ and the following 2 double spreads. Ask children to work in pairs to summarise what biodegradable means using examples from the text to illustrate their points. It may be helpful to give the children these 3 double spreads to refer to.

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- Page including text: 'Because of the circular currents...' Find the North Pacific Garbage Patch on the map and explain to a partner where it is in comparison to other places. Why are microplastics more of a problem? What do some scientists predict?
- Page including text: 'But plastic can only be recycled...' Name 3 groups of people who are trying to help with plastic. Explain their different approaches.
- Writing activity: Use the page at the back of the book 'How you can help'. Ask children to imagine this list of 3 ways to help was a section in a leaflet. Year 3 children will write the introduction and conclusion for the leaflet. Explain that the introduction will require an informative tone with some use of questioning. The introduction will also need a summary of the main reasons we need to help. The conclusion will need to be persuasive to encourage the reader to do something about the problems we are facing with plastic.

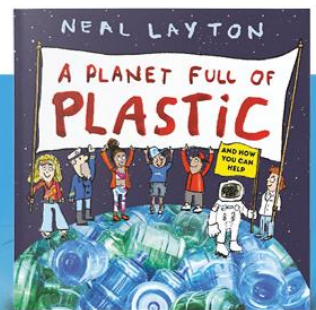
Reading Objectives from the National Curriculum

UKS2

As above plus:

- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

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Suggested activities to retrieval and/or summary skills and in turn high-quality writing opportunities

Year 5 and 6 Reading:

- Year 5 and 6 children should cope with all of the vocabulary within this picture book. Focus primarily on summarising the main points.
- Read through the book once, on the second reading ask the children to write a twitter hashtag to summarise what you have read. Some pages may have 1 hashtag whereas others may require more than 1 hashtag as the teacher may pause at a few different places. This is an excellent tool to measure if the children have understood what they have read. Limit the children to 8-word hashtags to avoid lengthy summaries.
- Once the hashtags are written, ask children to share them in pairs and discuss use of vocabulary.
- Using the page at the beginning of the book that references Mr Baekeland, ask year 5 children to imagine that they are him now looking at the mess the world is in because of plastic. In pairs children can discuss what his opinion may be – is he angry with the world/ feeling guilty/ feeling equally concerned? Children can write a letter to The World from Mr Baekeland expressing the views they have decided that he has.
- Year 6 Writing activity: Year 6 children could also do the writing activity for year 5 children. However, an additional activity could be based on the final page of the book where 3 young people's BIG ideas are referenced. There is an additional box 'MY BIG IDEA' which could be for year 6 children. The task is stated next to this box, 'So, can you think of a big idea to help save the planet?' Children could be challenged to choose an aspect that they are personally interested in to write about. This will require some time to research their areas of interest before they choose how to present their own views, ensuring that they are justified at all times.

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