



Teacher Edition

AlphaWorld

# Old Cans and Cars

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# How to use this book

## **Before reading:** Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



## **During reading:** Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



## **After reading:** Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Setting the context

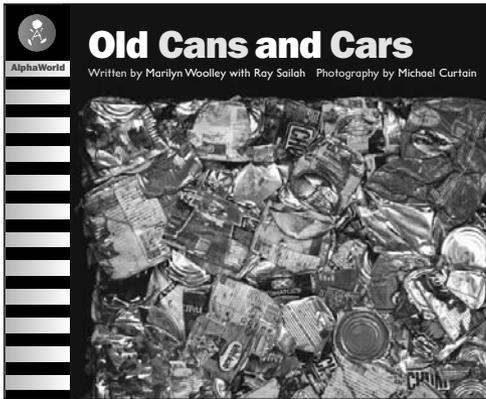
Ask: *What do you think happens to old cans when we throw them away?*

*What do you think happens to old cars when they go to the scrap yard?*

## Introducing the book

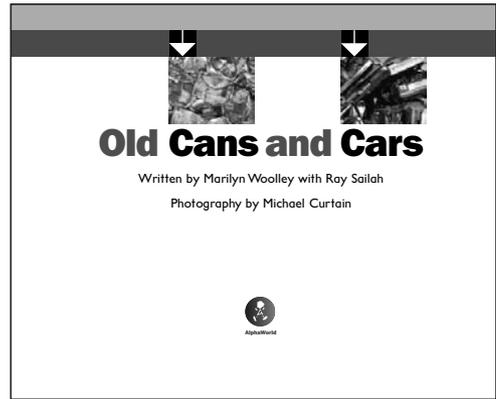
*This book is called 'Old Can and Cars'. It is about what happens to old cans and cars when we throw them away. It shows us how the metal in the cans and cars is*

*chopped up, melted down and turned into new things.*



## Front cover

*What can you see in this picture? What has happened to the cans? Why have they been flattened?*



## Title page

*Read the title page together. How could you find out who wrote the book?*

## Old Cans and Cars

Introduction

↓ cans

What happens to old cans?  
What happens to old cars?



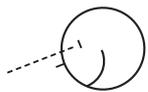
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### Talkthrough

*This page asks us two questions. What happens to old cans? What happens to old cars?*

Point out the question marks. Point out the arrows and chart headings of the graphic organiser.



## Observe and support

Can the child identify the question mark and explain its function?

*Can you show me a question mark? What is it for?*

## Old Cans and Cars

Old cans

collected ↓



sorted ↓



Old cans can be recycled.  
Old cans are collected and taken to a recycling yard.  
They are sorted from other things.

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### Talkthrough

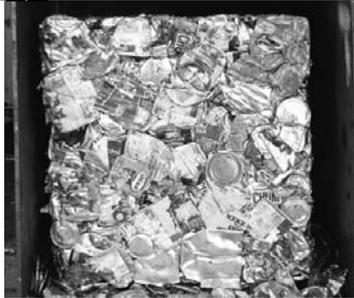
Read through the pictures and their labels.

*What is happening? What happens to the cans after they are collected? What happens after they are sorted? What happens next?*

piled

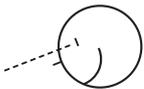


crushed



The cans are put on to a big pile of other old cans.  
The old cans are crushed and  
made into a block by a crusher.

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## Observe and support

Can the child understand the inferred meaning of the text?

*Why are the old cans sorted?*

## Old Cars and Cars

Old cars

collected ↓



piled ↓



Old cars can be recycled too.  
They are collected and taken to a recycling yard.  
The parts that are not metal are taken off.  
Then the cars are put on to a big pile of other old cars.

6



### Talkthrough

*What happens to the old cars?*

Read through and discuss the pictures and labels:  
collected, piled, picked up and crushed.

*All of this happens in a recycling yard.*

picked up

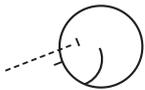


crushed



A crusher picks up each car and crushes it.

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## Observe and support

Can the child use phonic understanding to work out new words?

*Can you break the word up? What might that part say?*

*What sound do you think the word will start with/finish with?*

## Old Cans and Cars

### Old cans and cars

picked up 



The crushed cans and cars are then picked up by a machine and put through a shredder. The shredder cuts them into tiny bits of metal.

6



### Talkthrough

Point out the heading 'Old cans and cars'. Read through the pictures and labels.

*The old cans and cars are then shredded. What does 'shredded' mean?*

Demonstrate shredding a piece of paper.

*What would we call a machine that can shred things?*

shredded

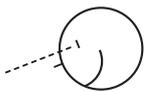


loaded



The tiny bits of metal are put on a truck and taken to a steel mill.

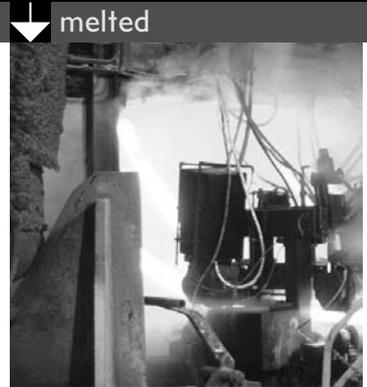
9



## Observe and support

Can the child explain the graphic organiser on the page?  
*What are these arrows for? What do the labels tell us?*

**The steel mill**



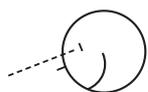
At the steel mill the tiny pieces of metal are put in a huge furnace. The furnace melts the metal.



**Talkthrough**

*This is what happens to the shredded metal when it gets to the steel mill.*

*It is melted in a very hot oven called a furnace.*



## **Observe and support**

Can the child interpret the text?  
*Why does the metal need to be melted?*

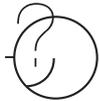
The steel mill

↓ poured



The melted metal is very hot.  
It is poured into long blocks.

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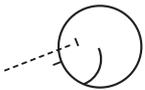
## Talkthrough

*Now we can see the very hot metal. It is so hot that it is a liquid. It is poured into long blocks and left to cool.*  
Point out words that may challenge the children:  
poured, blocks, melted, cooled.



The long blocks are put into a yard to cool down.

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## Observe and support

Can the child correct errors when they occur?  
*You said, "It is put into long blocks." Can you check that you are right? Where was your mistake? What would look right there?*

The steel mill

heated ↓



rolled ↓



The long blocks are then heated and rolled into long thin rods.

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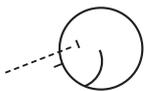
## Talkthrough

Read through the labels: heated, rolled, stored, delivered. *What do these labels tell us? Why does the metal need to be heated before it is rolled?*



These steel rods are taken to other factories and made into new things.  
When these things are old, they can be recycled too.

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## Observe and support

Can the child recall the sequence used for recycling old cans and cars?

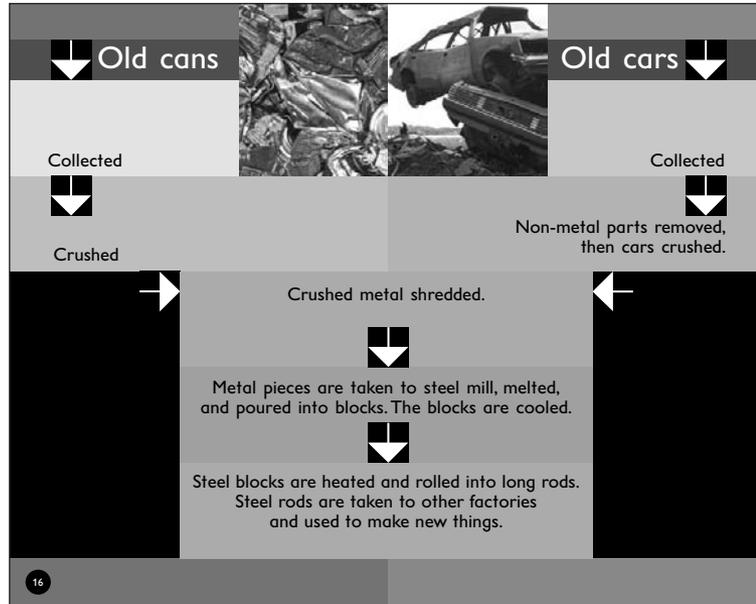
*What is the first thing that happens to old cans and cars? What happens next?*



## Talkthrough

*This is a flow chart that shows us what happens to old cans and cars when they are recycled.*

Discuss the use of arrows to indicate progression from one stage to the next.



## Comprehension check

*Why is the metal put into a hot furnace? How does this change the metal?*

*When things are recycled, what happens to them?*

*Why should we recycle old cans and cars?*

## Responding to text



Have children make their own illustrated flow chart showing how old cans or cars are recycled.



Children could write about why old cans and cars should be recycled.



Children could list all of the words in the book that describe what happens to old cans and cars throughout the recycling process: collected, crushed, taken away, etc.

**For further literacy activities** see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

## Assessment

Can the child:

- understand the flow chart?
- recall the sequence of the process of recycling metal?
- use contextual and photographic information to extend vocabulary?

# Old Cans and Cars

**Topic:** Technology/Environment

**Curriculum link:** Society and Environment; Technology; Resources

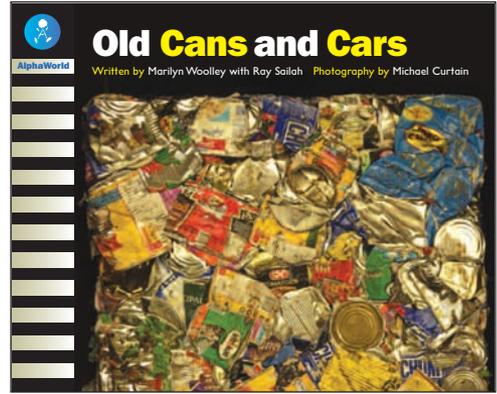
**Text type:** Explanation

**Reading level:** 10

**Word count:** 224

**High-frequency words:** what, to, can, be, are, and, a the, from, then, they, go, big, of, at, up, into, by, too, they, it, in, down, when, these

**Vocabulary:** old, cans, cars, collected, recycling yard, sorted, pile, crushed, machine, shredder, metal, steel, mill, furnace, heated, blocks, rods



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## Possible literacy focus

Understanding technical language within an explanation.

Making comparisons within a text.

Understanding how flow charts are written.

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## Summary

This book is about what happens when old cans and cars are collected and taken to be recycled to make new steel products. In highlighting the importance of recycling old products, this book encourages further discussion and research about the global problems of rubbish disposal, landfill and conservation.

**AlphaWorld**

