

Making Connections

Reading Comprehension Skills and Strategies

Book 4

Unit 1 Skill Focus: Sequencing

Unit 1 Theme: How is it Done?

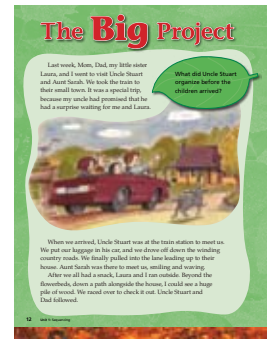
Text 1



Text 2



Text 3



Scaffolding Level:

MODELING

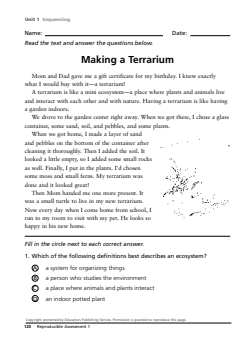
GUIDED

COACHING/INDEPENDENT

Text 4



Text 5



Text 6



Scaffolding Level:

INDEPENDENT

INDEPENDENT

INDEPENDENT

Sequencing
Identifying Detail

Text 2: How Polar Fleece Is Made

BEFORE READING

Skill Focus

Ask students what comprehension skill they are using when they put things in the order in which they happen. (*sequencing*) Ask them what words like *before*, *next*, *then*, *until*, and *when* are called. (*signal words*) Tell students that the words *last* and *finally* are also signal words. Give an example of how these words are used to show sequence: “*First*, I put my coat on. *Then*, I got my dog’s leash. *Finally*, we went for a walk.”

Background Knowledge

Guide a discussion with students about polar fleece. Ask: “Does anyone have a blanket or a jacket made from polar fleece?” If so, ask a volunteer to tell you how it feels and how light it is. Talk about other things that can be made with polar fleece. (*hats, sweaters, jackets, blankets*) If students are not familiar with polar fleece, share this information with the group. Tell students that they may be surprised to learn where polar fleece comes from.



Find ELL support for background knowledge on page 31.

Text Structure and Purpose

Have students open their books to page 8. Point out that, like “Make Your Own Paper,” this text tells the steps of making something. But unlike that text, which told how *you* can make paper, this text tells how polar fleece is made in a factory.

Text Features

Read the title and focus question aloud with students. Ask them to keep the focus question in mind as they read. Have students describe the photographs. Then have them read the captions and tell how they help readers know what the pictures are showing. Look at the picture at the bottom of page 8 and ask: “Where do you see the bottles before they are squashed? (*at the bottom*) Where do you see them after? (*top*) How do you know?” (*They are loose at the bottom and tight together at the top.*)

How Polar Fleece Is Made

What is the last thing that happens to the polar fleece fabric?


Polar fleece is a warm material used for blankets, sweaters, and jackets. It is very soft and very light. Easy to clean, polar fleece dries quickly and comes in a range of colors. It is ideal for wearing in wintry conditions. You might never guess that polar fleece is actually made from recycled plastic bottles!

Only recycled bottles made from a substance called PET can be used for making polar fleece. PET stands for Polyethylene Terephthalate, which is a kind of clear polyester. (Say it like this: **Polly-ethy-leen Terrif-thal-ate.**) This material was invented in 1941. PET is used to make bottles for many different things, such as fruit juice and vegetable oils. These bottles are light but very strong, easy to clean, and recyclable.

Before PET bottles are recycled, they are squashed into big bales. Each bale weighs more than a thousand pounds. The bales are then sold to recycling companies.

PET bottles are squashed into big bales.

At the recycling plant, the bottles are washed and ground into flakes. The flakes are cleaned again with water and detergent to get rid of any dirt or other materials. Then the flakes are dried out.



PET bottles are washed and ground into flakes.

Next, the flakes are melted and spun into strands. If you want to know how this is done, think about how people who make cotton candy spin sugar into threads. The flakes are spun in a similar way.

Some of the fibers are coarser than others. The coarser fibers are often used for carpets or packaging materials. The finer fibers are woven into polar fleece fabric. The fabric is then dyed. Finally, it is cut and sewn to make clothes or blankets.

It takes about twenty-five PET bottles to make the cloth for one polar fleece jacket. When you wear your polar fleece jacket, you might be wearing your own recycled bottles!

How Polar Fleece Is Made 9

DURING READING

Comprehension Monitoring/ Question Generating

First Reading

Read the text aloud with students, directing them to circle words, phrases, or sentences they don't understand.

After each paragraph is read, have volunteers raise questions about the words, phrases, and sentences. Invite students to think aloud as they use different strategies to answer the questions.

Vocabulary

- If a student volunteers the word *fabric*, ask other students to read the focus question and the first paragraph, and use context clues to figure out the meaning. (*cloth*)
- If a student volunteers the word *bales*, help them use context clues and the photograph on page 8

to figure out the definition. Say: “If something has been squashed, it is a different shape than it was before. In the top picture it looks like the bottles are tightly wrapped in a cube shape. Bottles aren't usually this shape, so I think a *bale* must be a large bundle of tightly wrapped materials.” Ask a volunteer to name another material that is frequently put into bales. (*hay*)

Phrases and Sentences If students have circled the phrase “recycling companies,” remind them that a *company* is another word for a business. Ask them what they think a *recycling company* makes or does. (*It uses recycled goods to make other things.*)

Sequencing
Identifying Detail

Text 2: How Polar Fleece Is Made

Rereading

Work with students to underline words and phrases that help them understand the sequence of steps described in the text. Remind them to pay close attention to the signal words and phrases *before*, *then*, *next*, and *finally*.

Have students reread the focus question to themselves. Ask a volunteer to read it aloud and another volunteer to answer it. *(It gets cut and sewn to make clothes or blankets.)*

Cooperative Learning

Have students work in small groups or with you to clarify other words, phrases, and sentences that they have circled and the sequence of steps they have underlined. Then invite the group to share their ideas with the class.

Invite students to reinforce their understanding of sequencing with the following activity:

- Assign each group one of the following steps in making polar fleece: squash bottles, wash and grind bottles, wash and dry flakes, melt and spin flakes, weave fiber, dye fabric, cut and sew fabric.
- Have them brainstorm how to act out their step without using words.
- Have one or two students from each group come to the front of the room to do the acting. Invite the other groups to guess the step.
- Have the students organize themselves in proper sequence, again without using any words.

Practice the Skill

Sequence of Recycling
Fill in the details to show the steps.

Before the bottles are recycled

1. They are squashed into big bales. _____
2. The bales are sold to recycling companies. _____

At the recycling plant

1. They bottles are washed. _____
2. The bottles are ground into flakes. _____
3. The flakes are cleaned. _____
4. The flakes are dried. _____

After the flakes are cleaned and dried

1. The flakes are melted and spun into strands. _____
2. The finer fibers are woven into fabric. _____
3. The fabric is dyed. _____
4. The fabric is cut and sewn to make clothes and blankets. _____


10 Unit 1 Sequencing

Check Comprehension

1. Give three reasons why people like polar fleece.
 Answers will vary: It is warm, soft and light; it is easy to clean; it dries quickly; it comes in a range of colors; it is ideal for wearing in winter.
2. List three things that can be made of polar fleece.
 blankets
 sweaters
 jackets
3. What is polar fleece made from?
 recycled PET plastic bottles
4. PET is used to make different bottles; for example, for fruit juice and vegetable oils.
5. Name two things made from coarse polyester fibers.
 carpets
 packaging materials

Writing

What else could you do with plastic bottles?



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AFTER READING

Reread for Fluency

Have pairs of students reread the second paragraph. This paragraph includes a number of multisyllabic and scientific words that can be challenging. Remind students to use the phonetic respelling of *Polyethylene Terephthalate* in parentheses to help them pronounce the term correctly. Have students practice rereading the paragraph to each other. Then have them read the entire text, monitoring each other for accuracy and fluency.

Graphic Organizers and Question Answering

Direct students to the graphic organizer on page 10. Point out that the text can be broken into three steps (before, during, and after recycling), and that there is a sequence of events within each step. Then help

students complete the Writing activity by brainstorming other uses for plastic bottles.

Summarizing

Ask students what they are doing when they provide just the most important, or main, steps from a text that tells how to do something. (*summarizing*) Encourage volunteers to help you create a summary by referring to their marking of the text, including sequencing signal words.

ELL Support

ELLs and others might benefit from an explanation of "polar fleece." Tell them that *fleece* means a soft, woolly covering. Then tell them that *polar* refers to the North or South Pole, and ask whether you would need to wear clothes that are very warm or very cool at these places. (*very warm*)



ACTIVITES FOR USE UPON COMPLETION OF UNIT 1, TEXTS 1-5

Text Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

- 1 Fill in the blanks below to show other things you'd like to learn about. Do some research to figure out the sequence for making something and how something else is made, then share your information with the class.
Text 1: Make Your Own _____
Text 2: How _____ Is Made
- 2 Write a short account of what you did over the weekend. Write about the events in the order in which they happened.
- 3 Choose and research an animal and write about how it finds or builds its home. Remember to put the steps in the correct sequence.
- 4 Interview an adult about his or her job. Write about one of the tasks that person does and what steps he or she takes to complete that task.
- 5 When you read history, you are reading about a sequence of events. Write a few paragraphs telling the history of your town, your school, or your family. Be sure to use signal words or dates to show the order things happened.
- 6 Choose and research a topic, such as the history of the Olympic Games or how to make a diorama. Record your findings in the form of a chart or a table. Then share what you have done with the class and create a display that other classes can enjoy.

How Polar Fleece Is Made



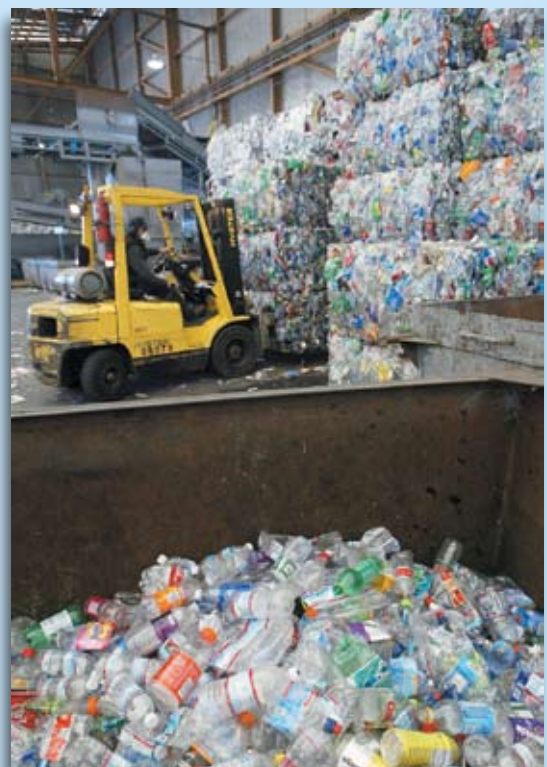
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Practice the Skill

Sequence of Recycling

Fill in the details to show the steps.

Before the bottles are recycled

1. _____
2. _____

At the recycling plant

1. _____
2. _____
3. _____
4. _____

After the flakes are cleaned and dried

1. _____
2. _____
3. _____
4. _____

Check Comprehension

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2. List three things that can be made of polar fleece.

3. What is polar fleece made from?

4. PET is used to make _____

5. Name two things made from coarse polyester fibers.

Writing

What else could you do with plastic bottles?

