

Lesson

16

Close Reading

1st Read – Scratch the Surface

- get the gist of the text

2nd Read – Discover New Words

- highlight/underline any unfamiliar words
- use context clues to determine the meaning of the word
- write the definition on the text

3rd read – Dig a Little Deeper

- determine the main idea of each paragraph or section of the text
- write the main idea on a post-it

4th read – Analyze the Text

- teacher determines (identify theme, cause and effect, author's purpose, etc.)

Counting Cans

Nobody knows where it happened, and nobody knows who did it. It might have been a man sitting on a park bench in the **shade**, drinking ice-cold soda from a can **dripping** with condensation. Instead of taking the can with him when he left, he set it under the bench. Maybe a woman walked by a vacant lot scattered with soggy newspapers, greasy fast-food bags, and an empty juice **carton**. **Hardly** giving it a thought, she tossed her empty can in with the rest of the **rubbish**. Or maybe someone put a can out with the garbage instead of into the recycle bin. No matter how it happened, that can was the one trillionth aluminum can to be thrown away since 1972.

1 How many cans is a trillion? One trillion cans would circle the earth more than three thousand times. That's enough to reach to the moon and back more than one hundred times. That's a lot of cans—a lot of waste—and it adds up to a **global** problem.

2 We still toss out a lot of aluminum cans, but when we **recycle**, not all of them wind up in a garbage dump or a landfill. In just one year, we recycled enough cans to fill twenty Empire State Buildings! Of course, instead of filling buildings, the cans were crushed, melted, reformed, and turned into new cans. It sounds **complicated**, but it is easier than making cans from scratch and uses much less energy. In fact, recycling a single can saves enough energy to run a television for three hours or keep a light bulb burning for four.

3 Recycling aluminum helps to prevent **pollution**, but did you know that recycling cans also helps people in their day-to-day lives? In a **project** called Cans for Habitat, groups of volunteers collect and sell empty cans to recycling centers. They use the money they make to buy things such as lumber, paint, and tools to help build houses for families in need. So far, volunteers have collected and sold more than 17 million pounds of cans. If every person in the United States recycled just one can today, Cans for Habitat could build fifty-six homes tomorrow.

That's not just counting cans. That's making cans count!

Lesson 16 Vocabulary

Judy Moody Saves the World

1. _____ **recycle** - treat things that have been thrown away so they can be used again
2. _____ **project** - task or activity that requires much planning and time
3. _____ **dripping** - falling down in drops
4. _____ **carton** - container
5. _____ **complicated** - hard to understand or do
6. _____ **pollution** - land, water or air is dirty
7. _____ **rubbish** - garbage, trash, waste, junk, or litter
8. _____ **hardly** - not very much
9. _____ **shade** - sunlight is blocked
10. _____ **global** - worldwide

Lesson 16

Vocabulary in Context



LANGUAGE DETECTIVE

Talk About the Writer's Words

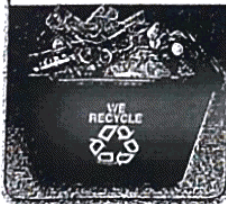
Work with a partner. Chose two Vocabulary words. Use them in the same sentence. Share your sentences with the class.

myNotebook

Add new words to myWordList. Use them in your speaking and writing.

1 recycle

When people **recycle** old bottles, the glass can be used again.



2 project

This garden is a neighborhood **project**. Many people work on it.



3 dripping

This faucet is **dripping** water. Each drop of water is wasted.



4 carton

A **carton**, or light cardboard container, can be recycled after use.



5 complicated

One **complicated**, or difficult, part of recycling can be sorting plastic.



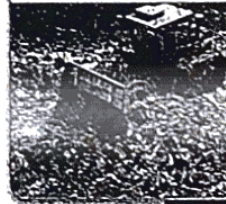
6 pollution

Noise **pollution**, or too many loud sounds, can be bad for our hearing.



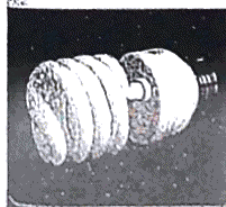
7 rubbish

The more **rubbish**, or trash, people make, the more room it takes up.



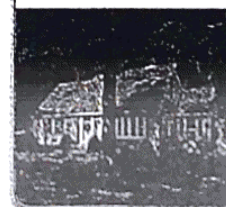
8 hardly

Some light bulbs use a lot of energy. This bulb uses **hardly** any energy.



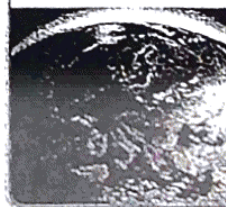
9 shade

The **shade** from this tree keeps the house cool in the summer.



10 global

Air pollution is a **global** problem. It affects people all over the world.



- ▶ Study each Context Card.
- ▶ Make up a new context sentence that uses two Vocabulary words.

Words with *air, ear, are*

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the World!**

Phonics:
Words with *air, ear, are*

Write a word from the box to complete each sentence.
Then read the complete sentence.

airfare	hear	wear
airline	pear	year
dairy	share	
prepare	tear	

1. The _____ has ten airplanes.
2. Gently _____ the paper into two pieces.
3. The teacher will _____ the lesson for the day.
4. Did you _____ the bell ring?
5. You must pay the _____ before you can ride on the plane.
6. Milk and cheese are in the _____ food group.
7. You and I were born in the same _____.
8. It's cold outside, so you'll need to _____ your coat.
9. This is a juicy _____!
10. It's kind to _____ your toys.

Projectable 16.8

Judy Moody Saves the World! : Vocabulary Strategies Context Clues

Context Clues

A Message to Friends

Emily wanted to teach her friends about conservation. She knew they wouldn't listen to a speech about taking care of our air, water, and other natural resources. Instead, she decided to draw a comic strip with several frames.

First, Emily drew a cartoon character chewing and blowing a bubble with her gum. In the second frame, Emily drew the character spitting the gum out on the ground. In the next frame, another character walks by and steps on the goeey gum. It sticks to her shoe. As she walks, pieces of trash lying on the ground stick to the gum on the bottom of her shoe. With each step, more and more yucky trash sticks to her shoe.

Finally, the character notices the huge wad of trash that has stuck to her shoe. She throws the trash in a trashcan and says, "That's one way to clean up litter!"

Emily showed her comic strip to her friends. When they laughed, Emily hoped they got her message.

Word	Context Clues	Word Meaning
conservation		
cartoon		
goeey		
litter		
comic		

Name _____ Date _____

Context Clues

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Vocabulary Strategies:
Context Clues

Write the meaning of the underlined word as it is used in each sentence. Circle the words that help you know the meaning of the underlined word.

1. One weekend each fall, our family goes on a yearly campout.

2. When it gets dark, we gather kindling to start a campfire.

3. Last year, our tent was leaky. Rain dripped in while we were sleeping.

4. Our new tent is made from recycled bottles.

5. This year, we forgot to put our garbage in the trash can with a lid.

6. A raccoon gobbled up the food we threw away.

7. My brother and I quarreled with loud voices over who was supposed to put the lid on the trash can.

8. Pop got us to stop fighting when he suggested that we all go fishing.

9. We got the necessary gear to catch fish and headed to the pond.

10. We were sad to see the pollution in the pond.

Projectable 16.4

Judy Moody Saves the World! Analyze the Text Story Structure

Story Map

Setting	Characters
<p style="text-align: center;">Plot</p> <p>Chapter 1</p> <p>Chapter 2</p>	

Analyze the Text
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Grade 3, Unit 4

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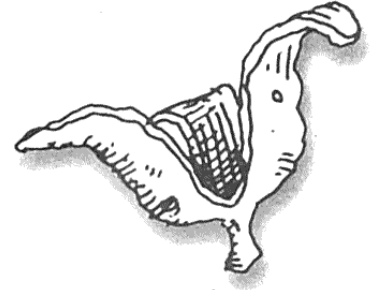


**Judy Moody Saves
the World!**
Independent Reading

Judy Moody Saves the World!

Judy Moody's Class Presentation

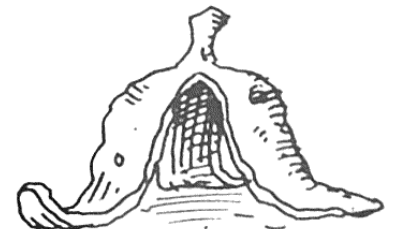
"Judy Moody will come up to the front of the class and talk about what she has learned about the environment," said Mr. Todd.



Read pages 18–20. Use the information on these pages to help Judy tell the class how she got the idea to save the world.

Read pages 21–22. Use these pages to help Judy tell the class about the Crazy Strips contest.

Read pages 24–27. Use these pages to help Judy tell the class about her work the next morning. Then tell how her family felt about her plan.



Name _____ Date _____

Read pages 28–29. Use these pages to help Judy tell about her next plan.

Read pages 31–32. Help Judy tell how her family responded to this plan.

Read pages 35–36. Help Judy tell the class how she decided to save trees and energy.



Name _____ Date _____

Cumulative Review

**Judy Moody Saves
the World!**

Phonics:
Cumulative Review

Write a word from the box to complete each sentence in the story.

Then read the story.

careful	energy	wear
center	shirt	worry
dirty	turned	
disappeared	stairs	

“I want to _____₁ my new clothes,” said Julia. She went up
the _____₂ to her room and put them on.

Julia went back downstairs. She _____₃ the doorknob to
go outside.

“Julia,” said Mom, “don’t get your new clothes _____₄.”

“Don’t _____₅, Mom. I’ll be _____₆!”

Julia _____₇ into the backyard. She used a lot of
_____₈ playing outside. As she came back in, she saw a big
spot in the _____₉ of her new _____₁₀. “Oh, no!”
she gasped. “I should have listened to Mom!”