



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2-4	Teacher's Pages Pre-reading Discussion Post-reading Discussion	Activate students' background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5-8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9-10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE BOOK**1. Share Ideas**

Print the heading "Cleaning Products" on the board. Have students brainstorm cleaning products that they use. Print the products on the board as the students brainstorm.

After the students have read the book and checked comprehension (see p. 4), return to the list of brainstormed items and have students, in pairs or small groups, determine (a) which of the products are green and (b) which of the products can be substituted with green cleaning products. After students talk about the list of items, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of a larger group.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Vin. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|---|--|
| (a) ____ Vin is cleaning the tub. | (c) ____ Vin is going to bake. |
| (b) ____ Clean green means clean the tub. | (d) ____ Salt is a green cleaning product. |

Direct the students to the photo on the front cover of the book. Say, "This is Vin." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Vin doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Have the students give a reason for their responses.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ Vin washes clothes. (c) ____ Vin burns his skin.
(b) ____ Vin buys window cleaner. (d) ____ Vin cleans with vinegar.

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Clean Green*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) What does clean green mean?
- (b) Explain how Vin makes sure the baking soda cleans the pot.
- (c) How do you think Vin helps the Earth by cleaning green?
Think of one other reason cleaning green is a good idea.
- (d) What did you learn about cleaning green?
Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) _____ Clean green means use products that help the Earth.
- (b) _____ It takes Vin 15 minutes to clean the pot.
- (c) _____ Vin saves money by cleaning green.
- (d) _____ I will use what I learned about cleaning green.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) Some people enjoy cleaning around the home; other people clean only because they have to. What about you? How much do you enjoy cleaning? Explain why. Where do you think people get their cleaning habits and attitudes from?
- (b) Who does most of the cleaning in your home? In general, who do you think does most of the cleaning around the home? Women? Men? Or do they share the work equally? Explain your answer.
- (c) Brainstorm tips on how to make cleaning around the house more fun.

1. Letter Names

Look at the sentences on pages 20, 22 and 24.

Find words that begin with the letter **p**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **p** make?

Read the words with your teacher.

Think of three more words that begin with the sound /p/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: pot
 hot

These words belong to the **ot** word family.

(b) Read these sentences. Circle the words in the **ot** word family.

1. The pot is clean.
2. The letter “i” has a dot.
3. We do not have time for that.

(c) Print words that belong to the **ot** word family.

_____ *pot* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Vin puts water in a spray bottle.

2. He puts baking soda in the pot.

3. Vin spills coffee on his T-shirt.

4. He rubs the paste on the stain.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Vin cleans with _____ and water.
- (b) Vin cleans the _____ and the fridge.
- (c) The tub is _____ .
- (d) Vin _____ his food.
- (e) Vin _____ the pot.
- (f) Vin spills _____ on his T-shirt.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) green / Vin / cleans _____
- (b) cleans / Vin / salt / with _____
- (c) heats/ pot / He / the _____
- (d) use / does / Why / Vin / gloves _____ ?
- (e) cold / Why / Vin / does / use / water _____ ?
- (f) does / food / He / cook / not / the _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Vin puts baking soda in the pot.

Vin puts _____ in the pot.

Vin puts _____ in the pot.

Vin puts _____ in the pot.

Vin puts _____ in the pot.

(b) I spilled coffee on my T-shirt.

I spilled _____ on my _____ .

I spilled _____ on my _____ .

I spilled _____ on my _____ .

I spilled _____ on my _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of the chore they most hate (or like) doing, and why.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I don't like taking out garbage in winter.) Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Clean Green* was **p /p/**. Have students find, circle, and copy the words that start with the letter **p**. Repeat the process for the word family **ot**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

I don't like taking out garbage in winter.

I don't like waiting for the bus in winter.

I don't like walking in winter.

I don't like my heating bills in winter.

I don't like shopping in winter.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) Clean green means use simple everyday items that help the Earth. (b) Vin soaks the pot with baking soda and water for ten minutes to soften the burnt food. He heats the pot for five minutes to loosen the burnt food. (c) He uses everyday products that have no chemicals and do not pollute the Earth. / Possible answer: Using simple everyday items is cheaper than using brand name cleaning products. (d) Students will have different answers.

Option B: (a) True: Green products do not have chemicals in them. Green products do not pollute the Earth. (b) False: Vin soaks the pot with baking soda and water for ten minutes to soften the burnt food. He heats the pot for five minutes to loosen the burnt food. He probably waits at least ten minutes for the water to cool before washing the pot. (c) True: Using simple everyday items is cheaper than using brand name cleaning products. (d) Students will have different answers.

Worksheets

1. **Letter Names:** pot, puts, paste
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. pot 2. dot 3. not (c) Possible answers*: hot, dot, not, cot, got, jot, lot, rot, tot
4. **Matching:** (a) He rubs the paste on the stain. (b) Vin puts water in a spray bottle. (c) He puts baking soda in the pot. (d) Vin spills coffee on his T-shirt.
5. **Predict Words*:** (a) vinegar, baking soda, salt (b) floors, windows, tub (c) dirty, filthy, clean (d) burns, cooks (e) cleans, washes, burns (f) coffee
6. **Scrambled Sentences:** (a) Vin cleans green. (b) Vin cleans with salt. (c) He heats the pot. (d) Why does Vin use gloves? (e) Why does Vin use cold water? (f) He does not cook the food.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.