

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – One plastic bag

Term – Spring 1

Sp1	POR 1 predicting	POR 2 role on the wall	Read model text of instructions – how to make a newspaper bag – box up	Tadpole features with SPAG focus on determiners – articles possessive	POR 10 Read text to 'then a hundred' watch video of making a purse – make notes	One Plastic Bag – Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul, illustrated by Elizabeth Zuron	Instructional writing – 2 weeks Explanation - recycling – 1 week
Sp2	SPAG paragraphs to organise – use of time conjunctions to support cohesion and flow	Shared writing – innovate model text to make a purse text – focus on imperative verb choice	Watch teacher use a bottle to make a vase – no language used – children to make notes and then use notes to make their own	Write own instructions for making a vase using notes and experience from previous lesson	Edit, review, perform		
Sp3	POR 12 research plastic not the campaign	Model text of explanation of recycling plastic – tadpole and box up	Note and practice present progressive tense from model text – research recycling glass and use key phrases in present progressive tense	Shared writing – innovate model text for recycling glass – continue independently	Edit, review, perform		
Sp4	POR 16 17 – compare and contrast	Model text of story in 5 parts – box up – vocabulary	Tadpole – SPAG focus modal verbs	Drama – act out as Isatou each section of story – feelings and thoughts	Shared writing – innovate opening and build up to two separate diary entries		Isatou's story through diary entries – 5 part: still
Sp5	Shared writing – innovate problem resolution and ending to three separate diary entries	Plan own story in diary form – become the character from story and talk through each diary entry with partner from plan	Write opening, build up and problem from plan using 3 diary entries	Write resolution and ending from plan using two diary entries	Edit, review, perform		
Sp6	Model a haiku on plastics / wood / glass / card – reflect on impact of few words	SPAG syllables	Shared writing – Brainstorm words and phrases related to recycling – write sentences – black out words not needed	Write own notes on recycling as stream of consciousness – photocopy each book – black out words not needed	Edit, review, perform		Haiku - recycling



Writing outcomes and SPAG focus

Writing outcomes

- * Instructions
- * Explanations
- * Diary entries to retell a story
- * Haiku

SPAG focus

- * Determiners / articles / possessive determiners
- * Paragraphs
- * Conjunctions used to create cohesion
- * Present tense and past tense recap / progressive present tense
- * Modal verbs
- * Syllables

NC objectives

National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

Problem / Resolution Story Expectations Y3

Use time, place or weather to orientate the reader

Explain how the character feels

Show through actions how a character has changed

Use dramatic speech to warn characters

Describe a character's emotions using senses

Select powerful, precise and well-chosen language to describe

Use expanded noun phrases to describe

Use speech sparingly

Use dialogue to suggest how a character feels

Use short sentences for effect

Use empty words

Opening - Main character is introduced

Build up - Main character goes to a new setting

Problem - There is a problem

Resolution - There is a resolution

Ending - Main character is happy again#

Genre objectives

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

Poetry Expectations Year 3

Describe the effect a poem has and suggest possible interpretations

Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes

Explain the pattern of different simple forms

Perform individually or chorally

Vary volume, experimenting with expression and use pauses for effect

Use actions, voices, sound effects and musical patterns to add to a performance

Invent new similes and experiment with word play

Use powerful nouns, adjectives and verbs

Experiment with alliteration

Write free verse

Borrow or create a repeating pattern

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

- * Link below
- * <https://clpe.org.uk/system/files/One%20Plastic%20Bag%20Isatou%20Ceesay%20and%20the%20Recycling%20Women%20of%20the%20Gambia%20-%20Teaching%20Sequence.pdf>

Week 1 Monday

- * Learning Outcome / Objective
- * I can understand how settings can help shape a story.
- * I can make predictions and explain my thoughts.

Why is this picture at the front of the book do you think?



Hook

- * Piles of plastic bags on tables
- * Give 5 mins to see if they can create something out of them.
- * Share what they have created as a class and discuss the word 'recycling'.

National Assembly Parliament building in the capital of Banjul



The Sabar musical instrument



Brazil nuts



Balafon at Djembe Beach Resort



Gambia



Kololi Beach



The Gambian river



The Gambian flag



Where do we think the story is set?

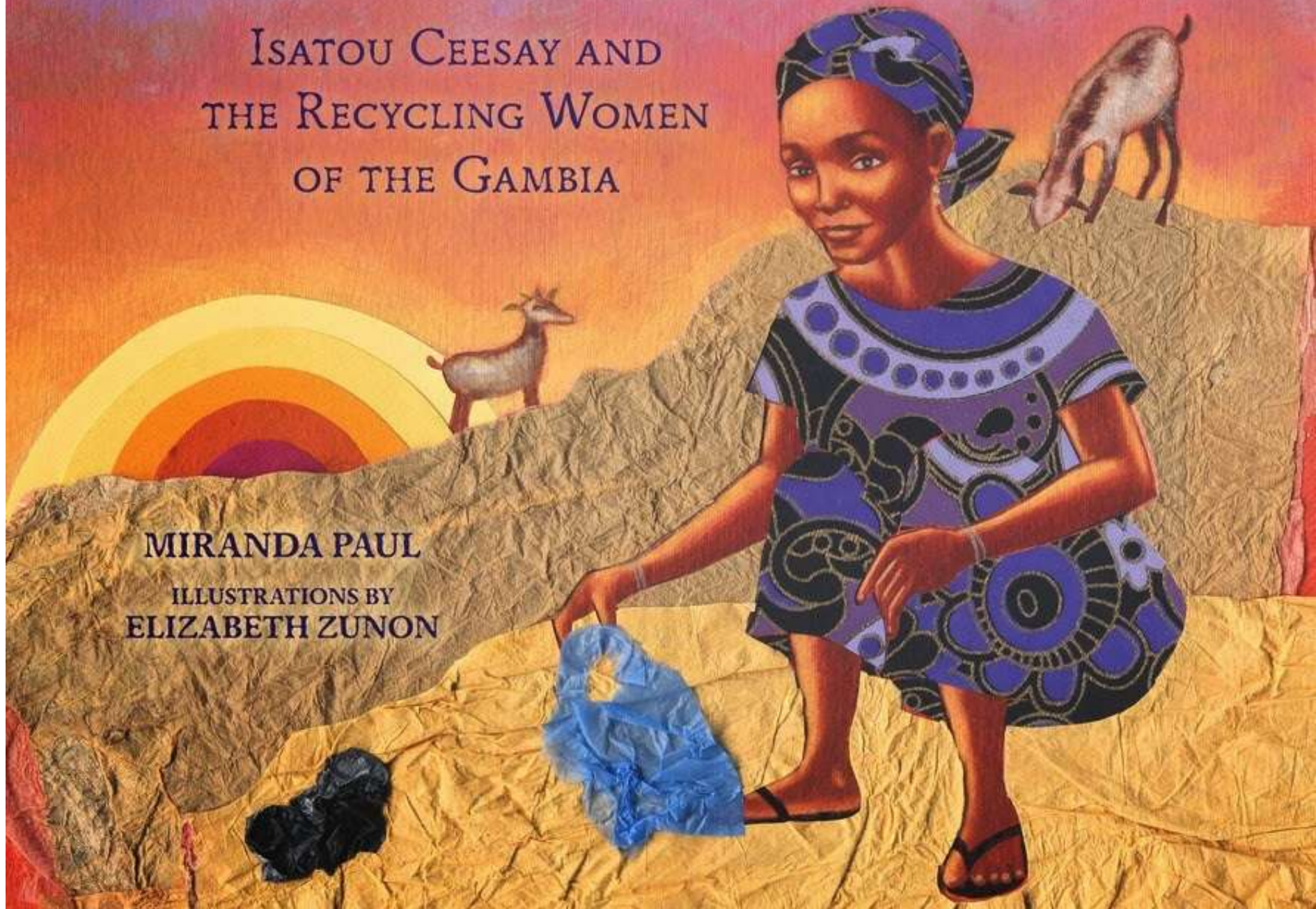
What do we know about the setting?	What do we think we know?	What would we like to know?

ONE PLASTIC BAG

ISATOU CEESAY AND
THE RECYCLING WOMEN
OF THE GAMBIA

MIRANDA PAUL

ILLUSTRATIONS BY
ELIZABETH ZUNON





For Isatou and all who are "being the change" —M.P.

For all the crafters of the world —E.Z.

The author would like to thank Bill Roberts, Professor of Anthropology and Director of the PEACE program in the Gambia at St. Mary's College of Maryland, for his inspiration, guidance, and support. Further acknowledgments go to Isatou Ceesay and the many women of the Women Initiative the Gambia (WIG) who passionately shared their stories over the course of several visits. The author would also like to acknowledge her Wolof and Mandinka language tutor, Ebrima Colley, and the 2003–2008 US-Gambia Peace Corps education & environment staff who first introduced her to Isatou's grassroots efforts.

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Back matter photos provided by Peggy Solbak

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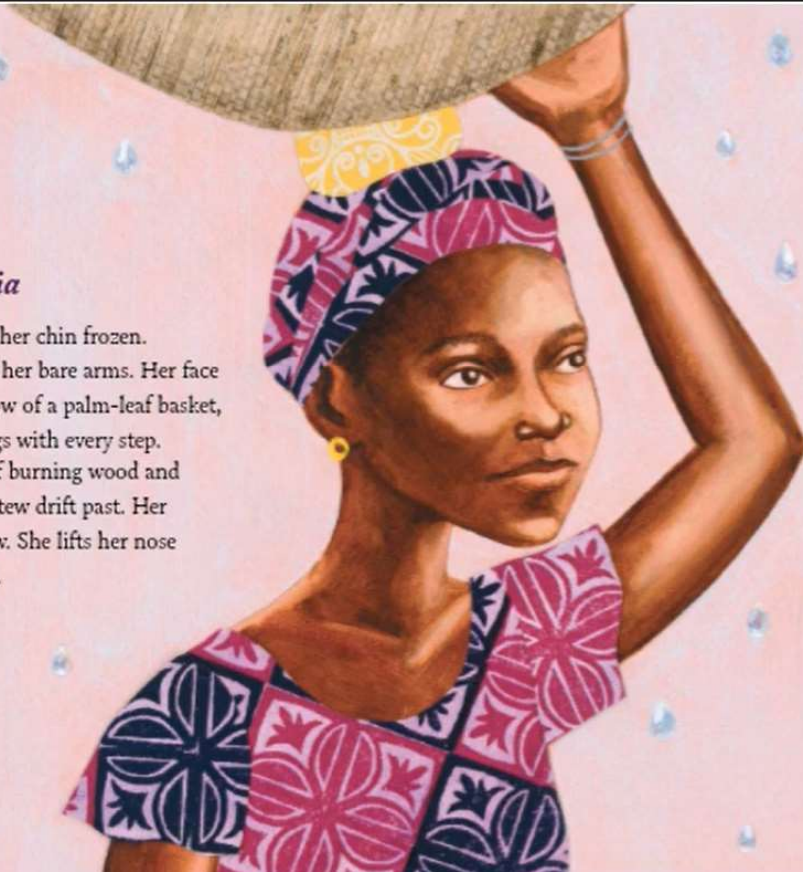


MILLBROOK PRESS • MINNEAPOLIS

Njau, Gambia

Isatou walks with her chin frozen.
Fat raindrops pelt her bare arms. Her face
hides in the shadow of a palm-leaf basket,
and her neck stings with every step.

Warm scents of burning wood and
bubbling peanut stew drift past. Her
village is close now. She lifts her nose
to catch the smell.



The basket tips.

One fruit tumbles.

Then two.

Then ten.

The basket breaks.
Isatou kicks the dirt.

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can use clues from pictures and the text to understand a character.
- * I can make predictions based on inference.

Isatou

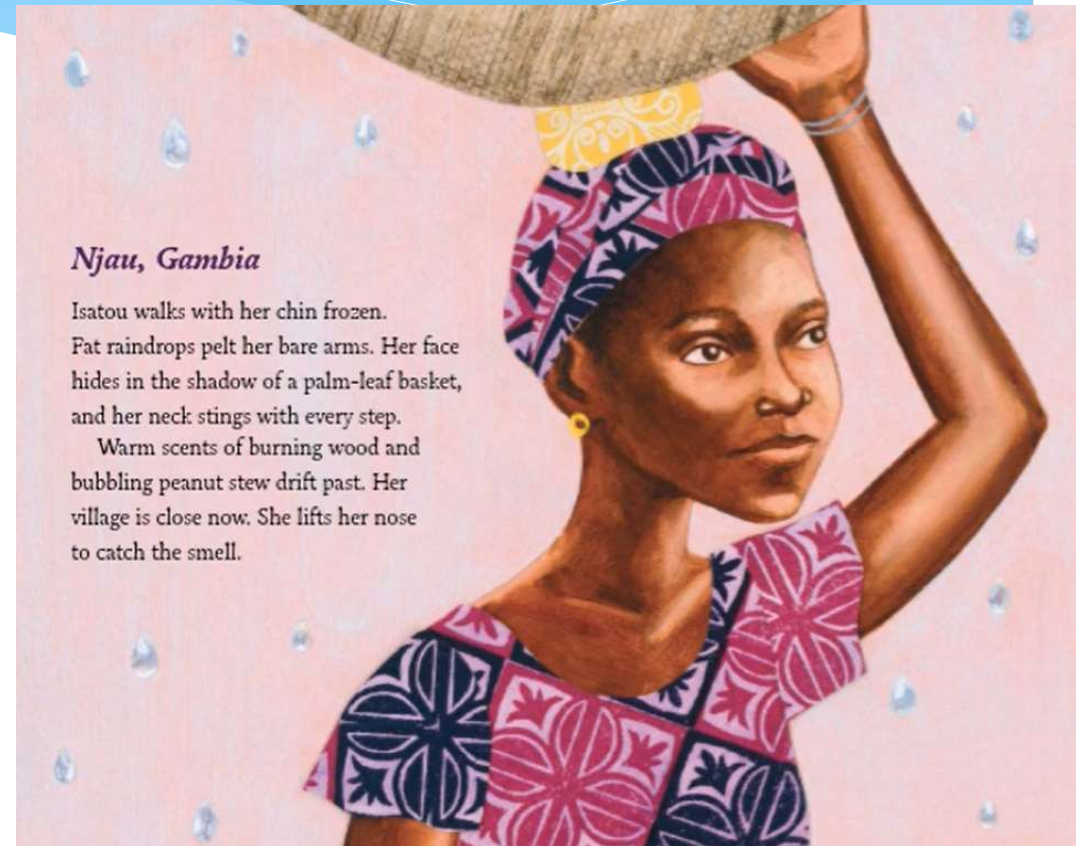
Why her chin might be frozen?

How do the pelting raindrops make the skin on her arms feel?

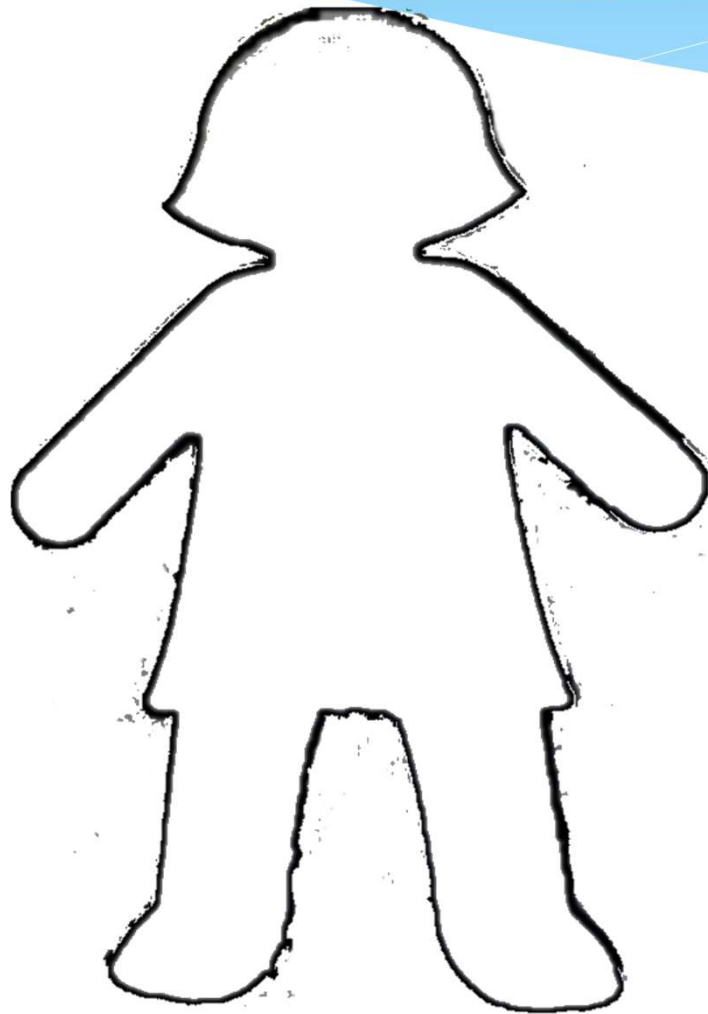
What might be causing her neck to sting?

What do they notice about the additional details in the illustration?

How are these communicated to us as readers?



Role on the wall - Isatou

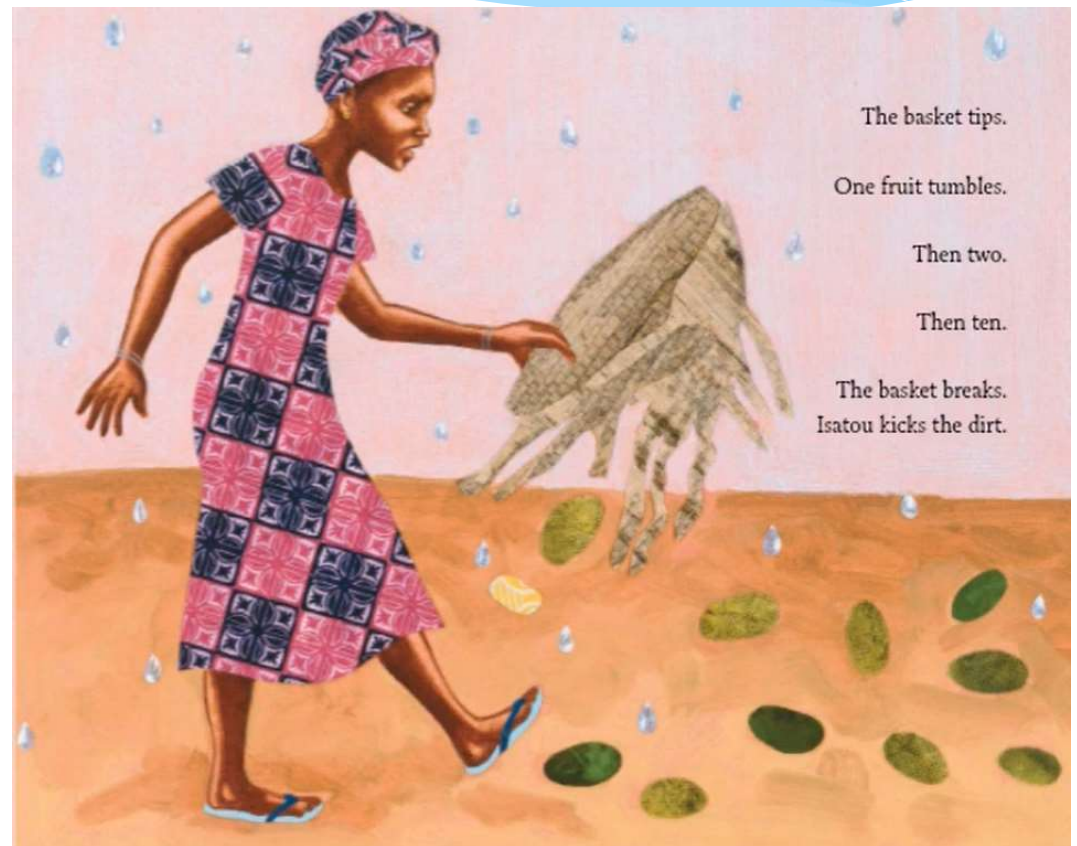


Predict what might happen next.

‘Isatou kicks the dirt.’

Explain how she is feeling in this picture and what her action of kicking the dirt.

Why do you think this?



Week 1 Wednesday

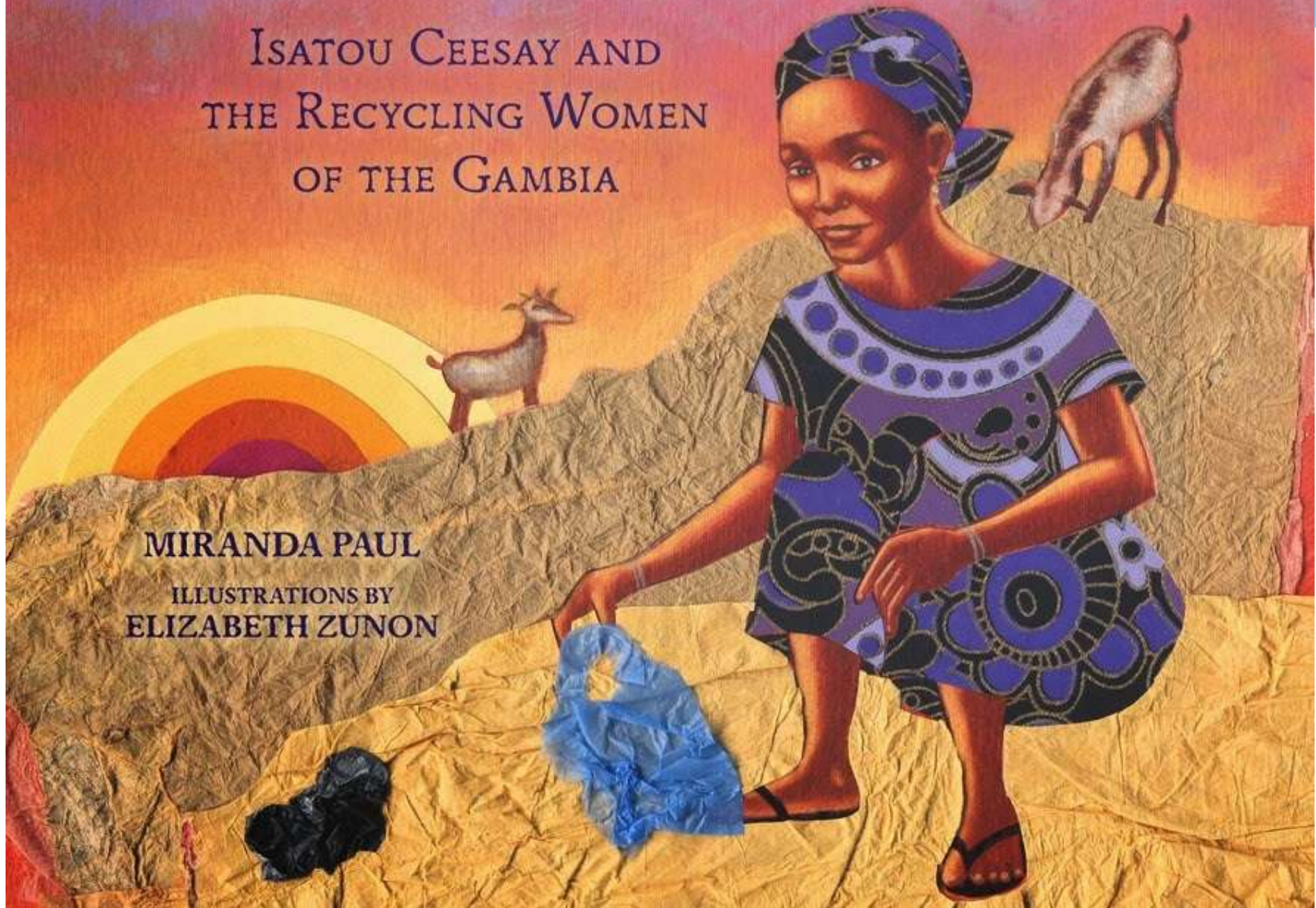
- * Learning Outcome / Objective
- * I can make notes of instructions.

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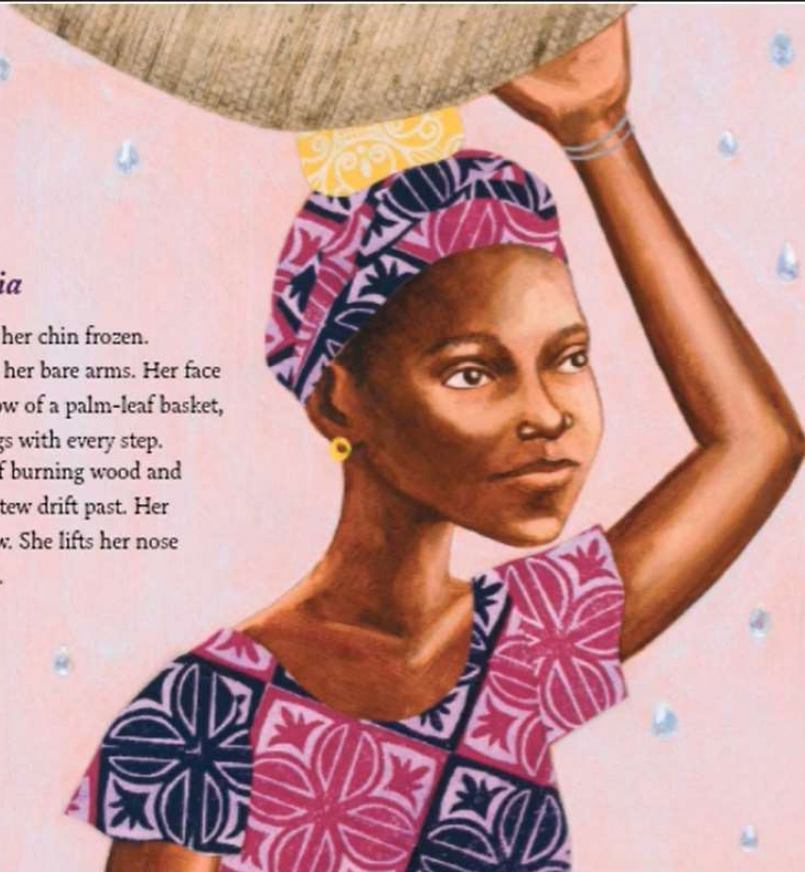


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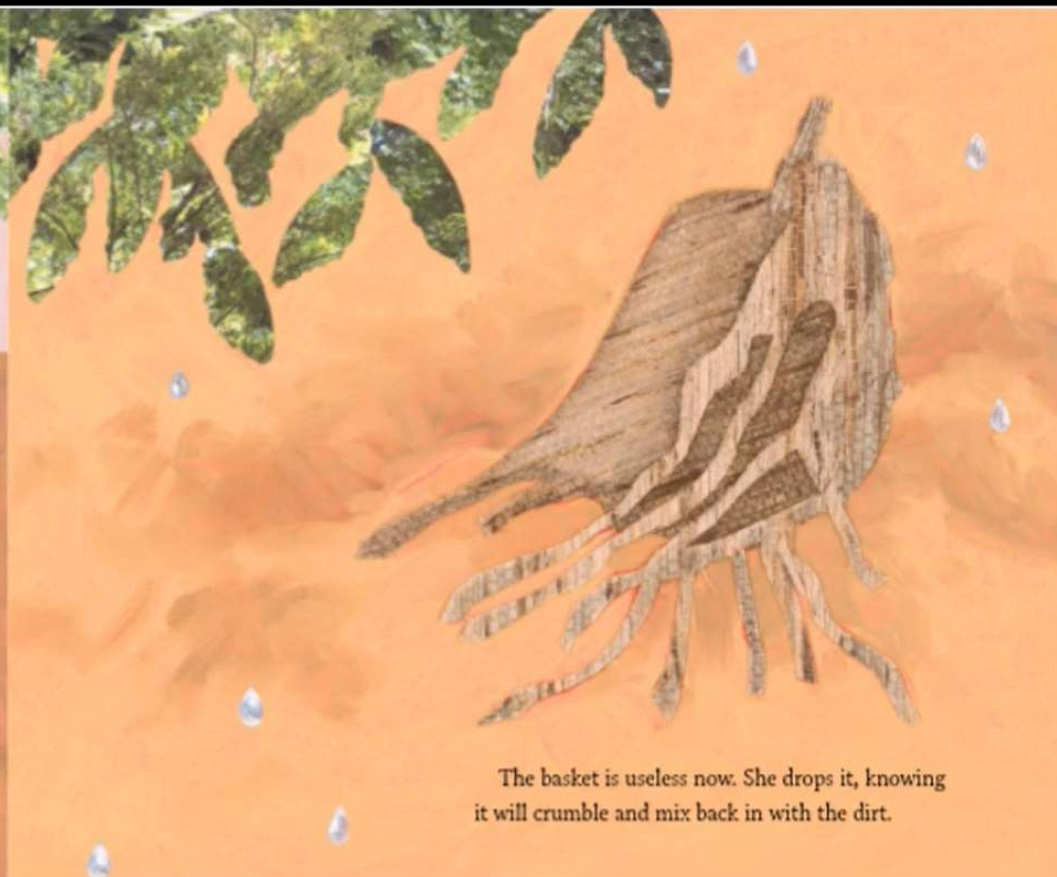
One fruit tumbles.

Then two.

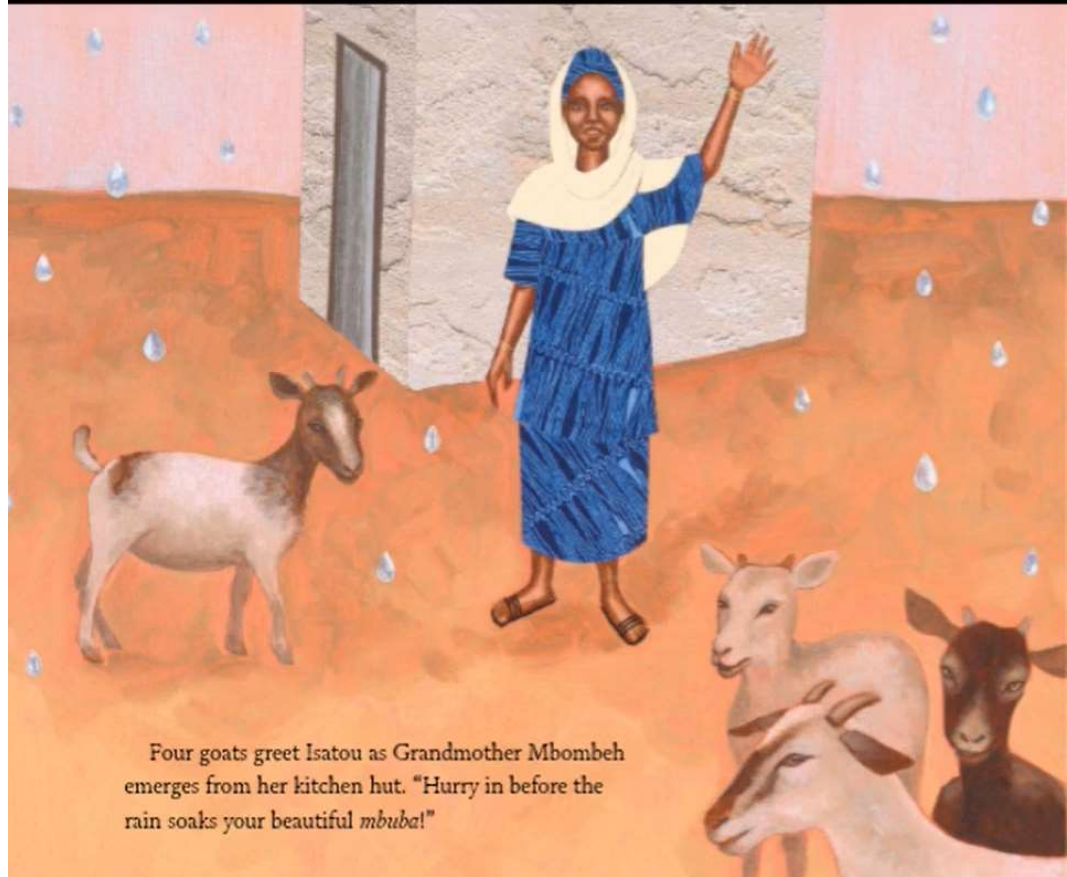
Then ten.

The basket breaks.
Isatou kicks the dirt.

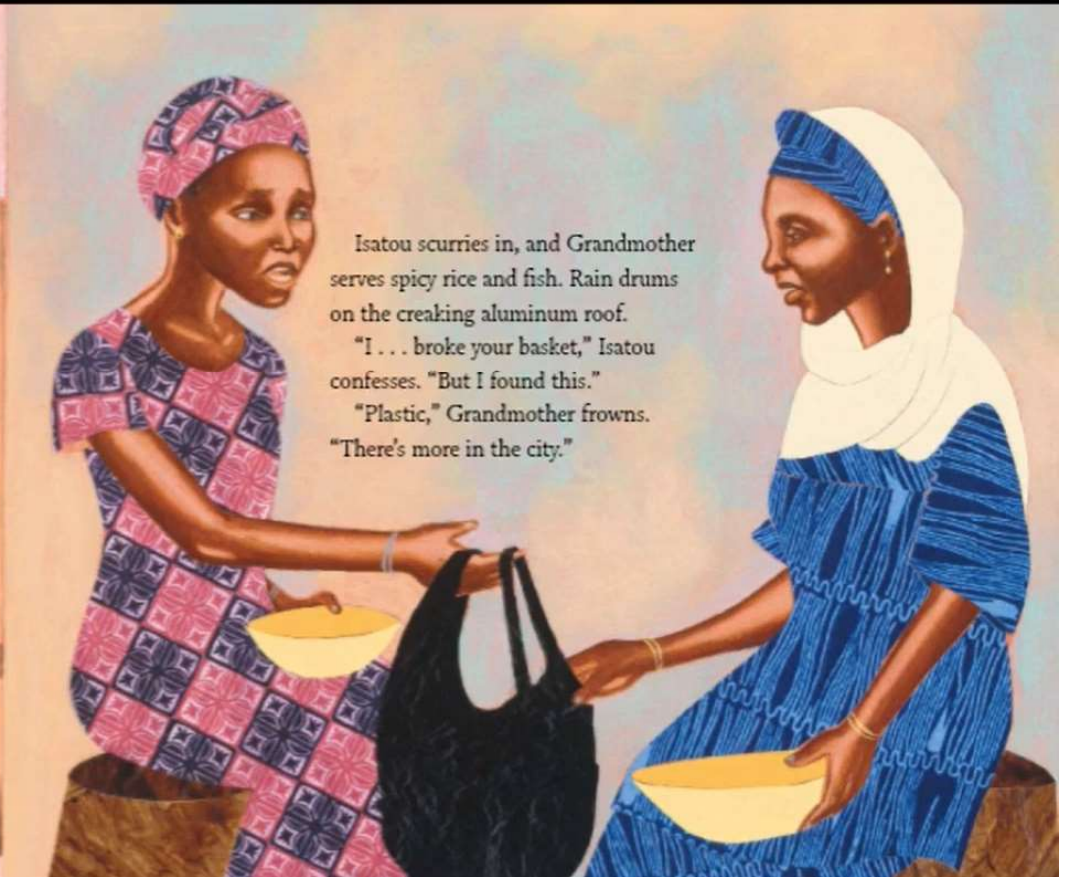
Something silky dances past her eyes, softening her anger. It moves like a flag, flapping in the wind, and settles under a tamarind tree. Isatou slides the strange fabric through her fingers and discovers it can carry things inside. She gathers her fruits in the bag.



The basket is useless now. She drops it, knowing it will crumble and mix back in with the dirt.



Four goats greet Isatou as Grandmother Mbombeh emerges from her kitchen hut. "Hurry in before the rain soaks your beautiful *mbuba*!"



Isatou scurries in, and Grandmother serves spicy rice and fish. Rain drums on the creaking aluminum roof.

"I . . . broke your basket," Isatou confesses. "But I found this."

"Plastic," Grandmother frowns. "There's more in the city."

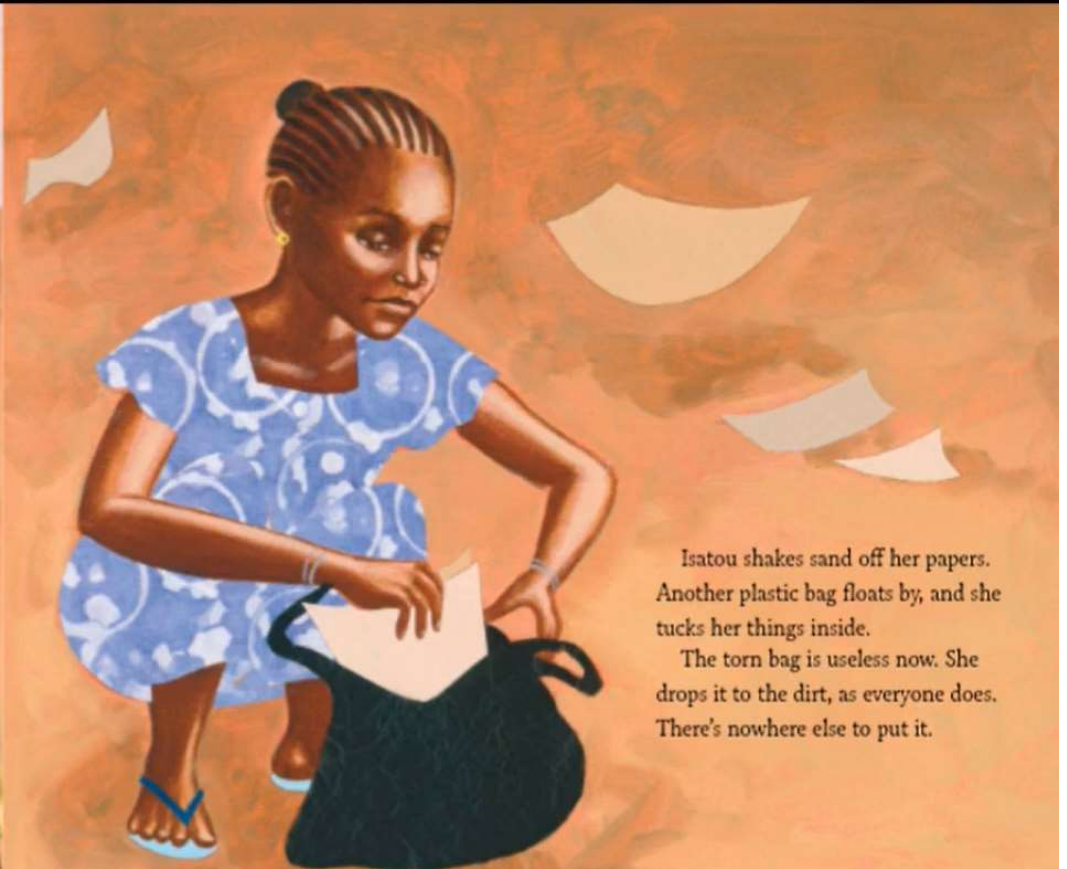
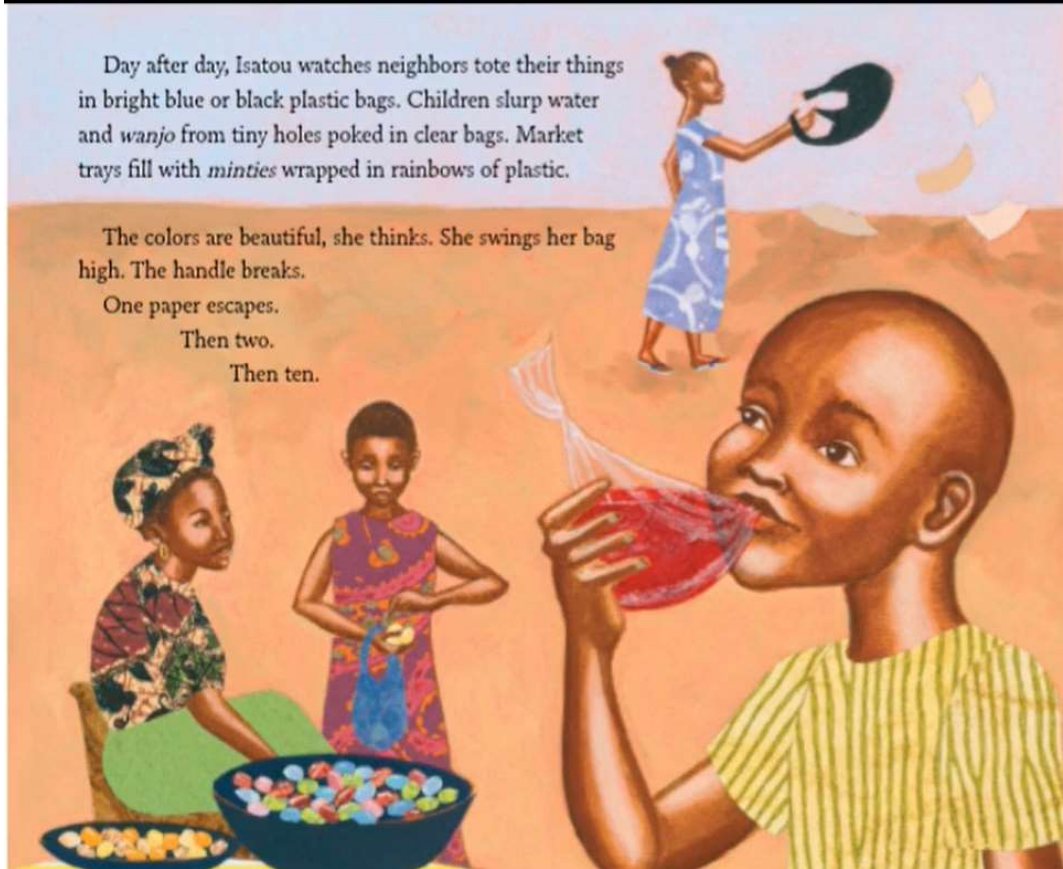
Day after day, Isatou watches neighbors tote their things in bright blue or black plastic bags. Children slurp water and *wanjo* from tiny holes poked in clear bags. Market trays fill with *minties* wrapped in rainbows of plastic.

The colors are beautiful, she thinks. She swings her bag high. The handle breaks.

One paper escapes.

Then two.

Then ten.



Isatou shakes sand off her papers. Another plastic bag floats by, and she tucks her things inside.

The torn bag is useless now. She drops it to the dirt, as everyone does. There's nowhere else to put it.



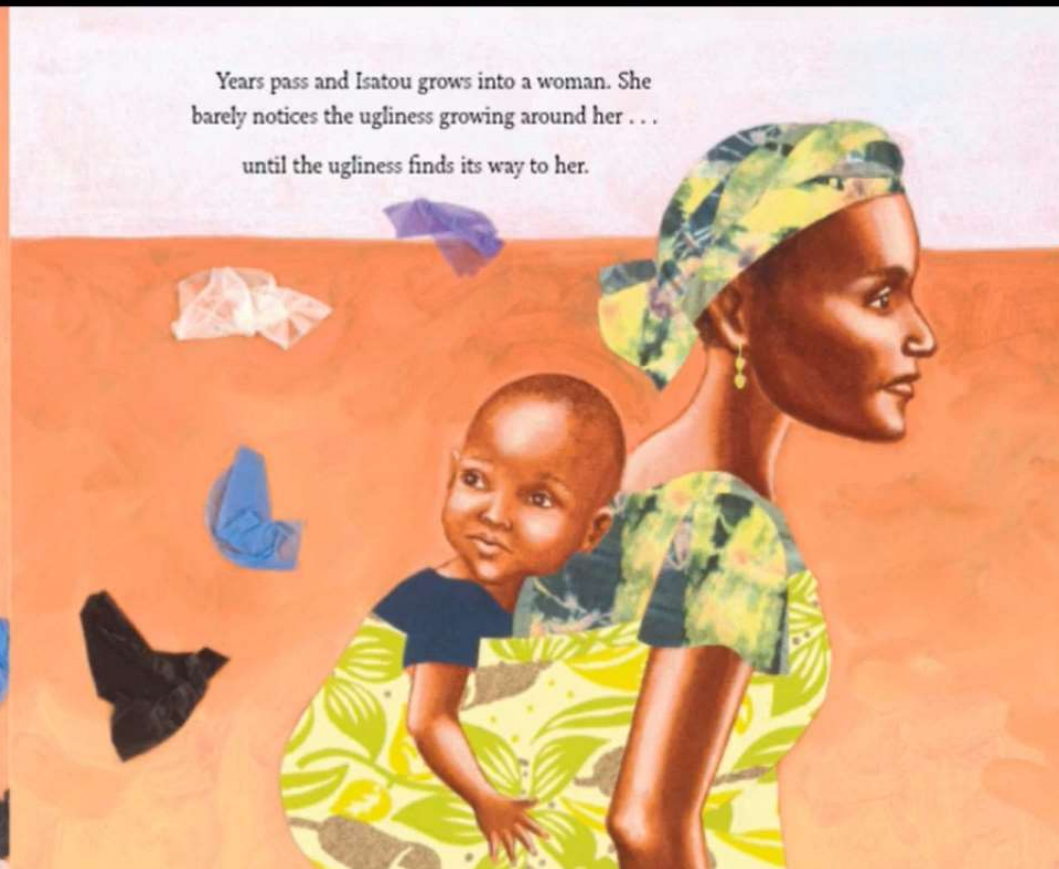
Day after day, the bag she dropped is still there.
One plastic bag becomes two.

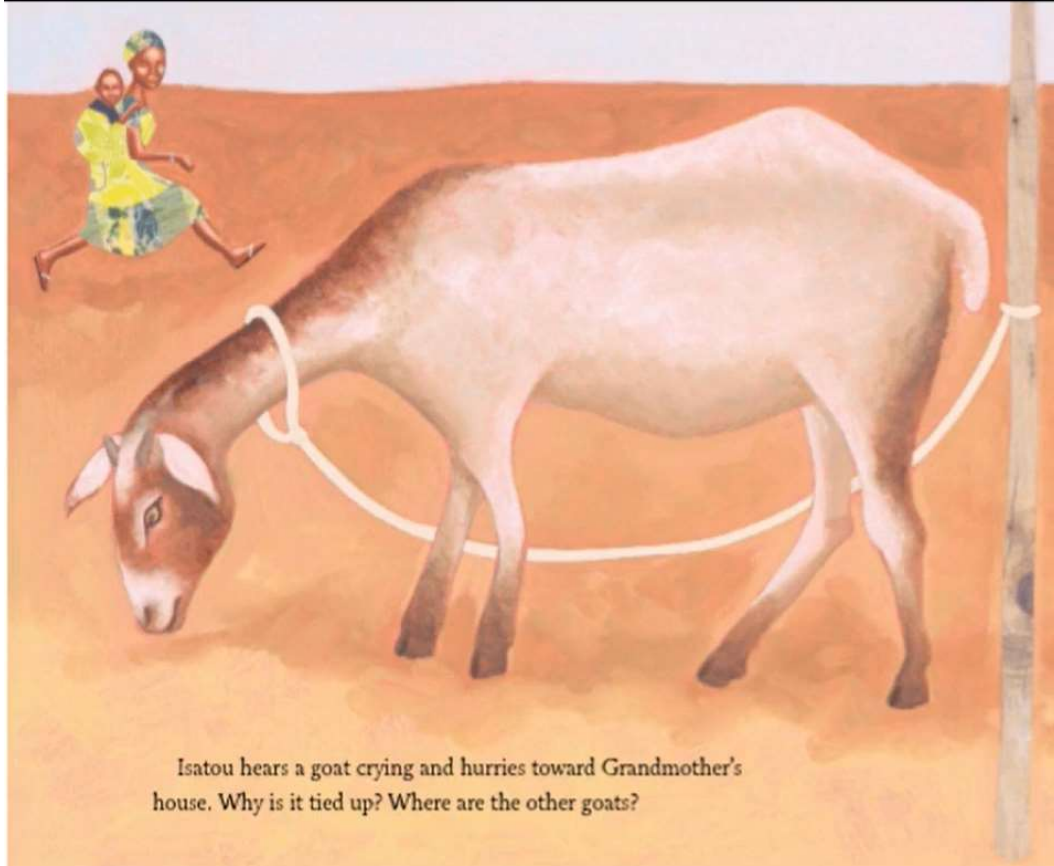
Then ten.

Then a hundred.

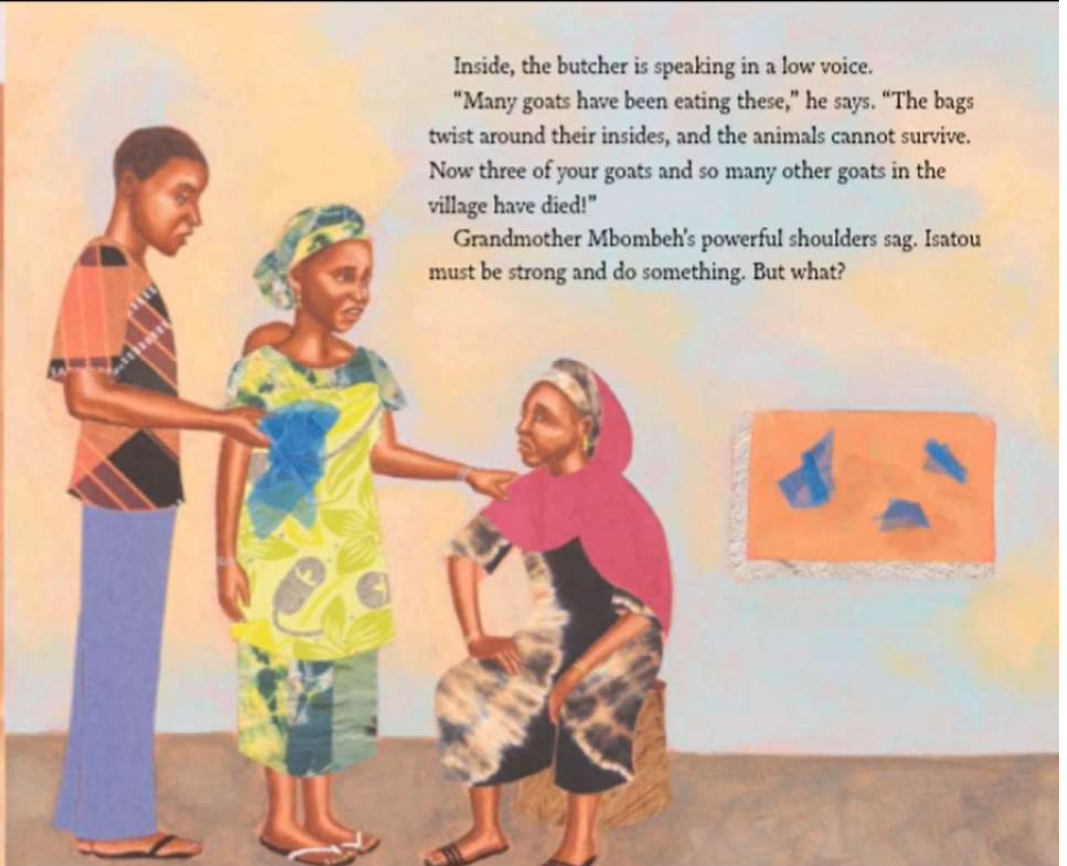
Plastic isn't beautiful anymore, she thinks. Her feet step
down a cleaner path, and the thought floats away.

Years pass and Isatou grows into a woman. She
barely notices the ugliness growing around her . . .
until the ugliness finds its way to her.





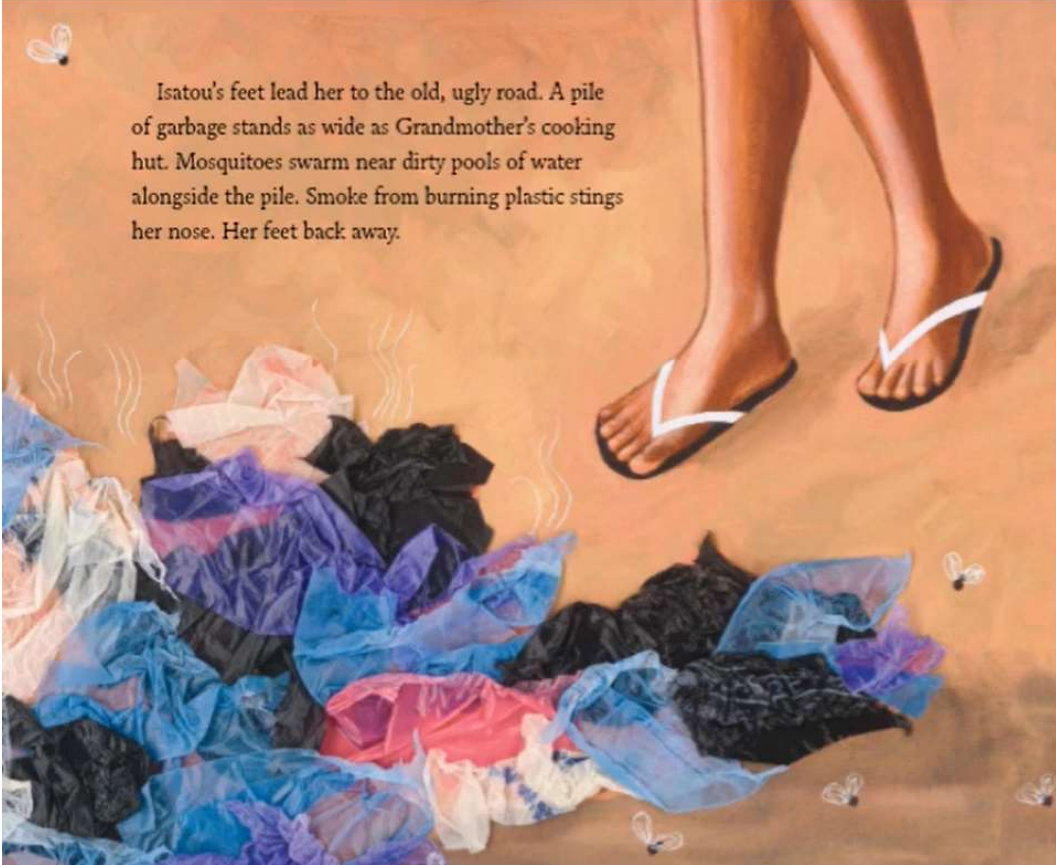
Isatou hears a goat crying and hurries toward Grandmother's house. Why is it tied up? Where are the other goats?



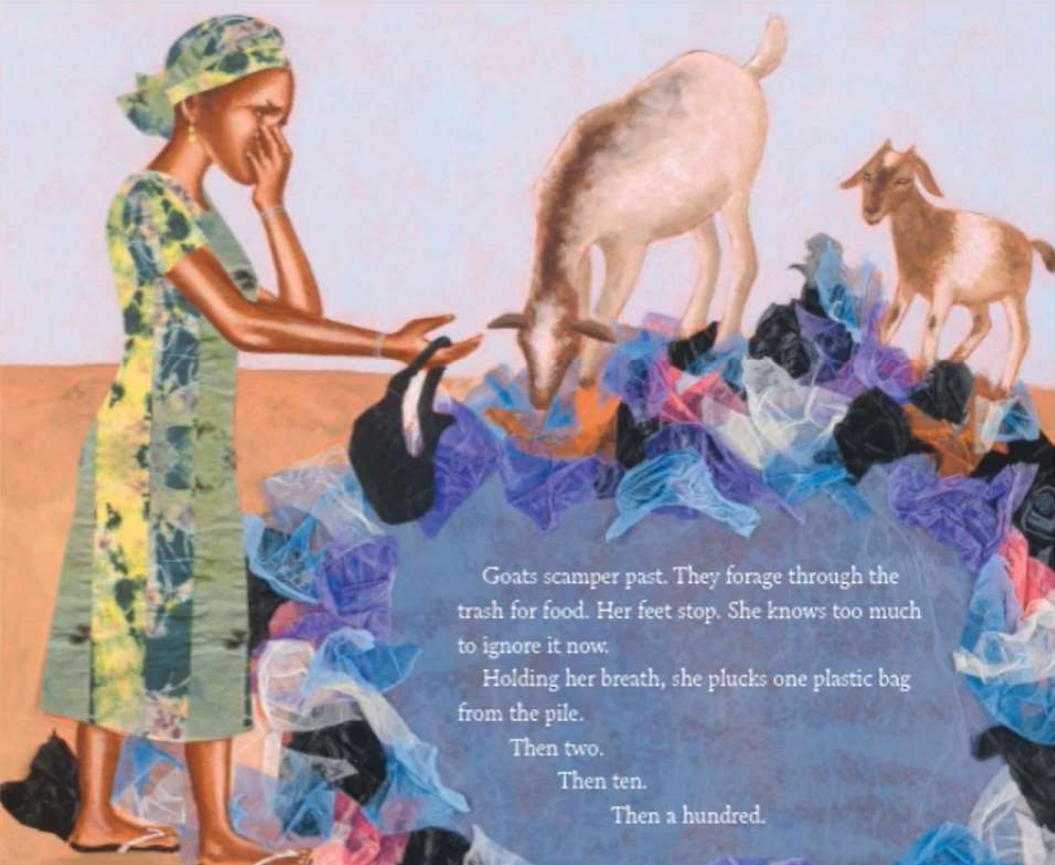
Inside, the butcher is speaking in a low voice.

"Many goats have been eating these," he says. "The bags twist around their insides, and the animals cannot survive. Now three of your goats and so many other goats in the village have died!"

Grandmother Mbombé's powerful shoulders sag. Isatou must be strong and do something. But what?



Isatou's feet lead her to the old, ugly road. A pile of garbage stands as wide as Grandmother's cooking hut. Mosquitoes swarm near dirty pools of water alongside the pile. Smoke from burning plastic stings her nose. Her feet back away.



Goats scamper past. They forage through the trash for food. Her feet stop. She knows too much to ignore it now.

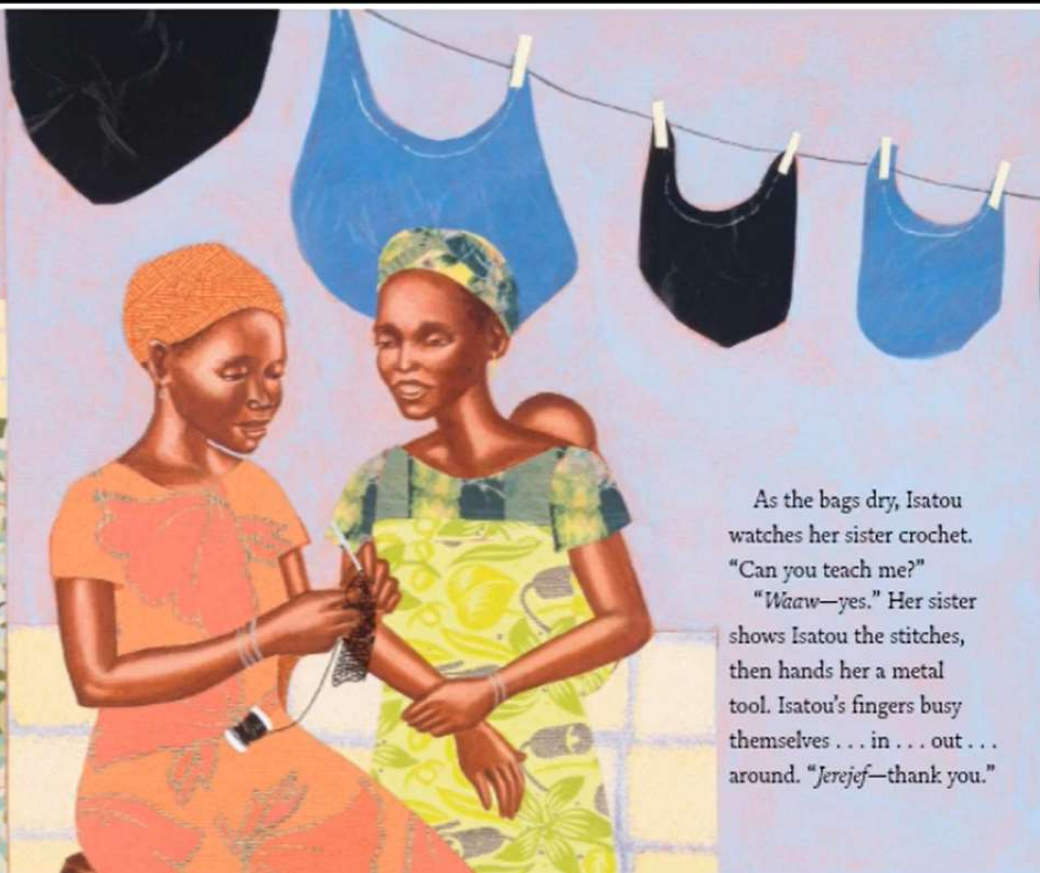
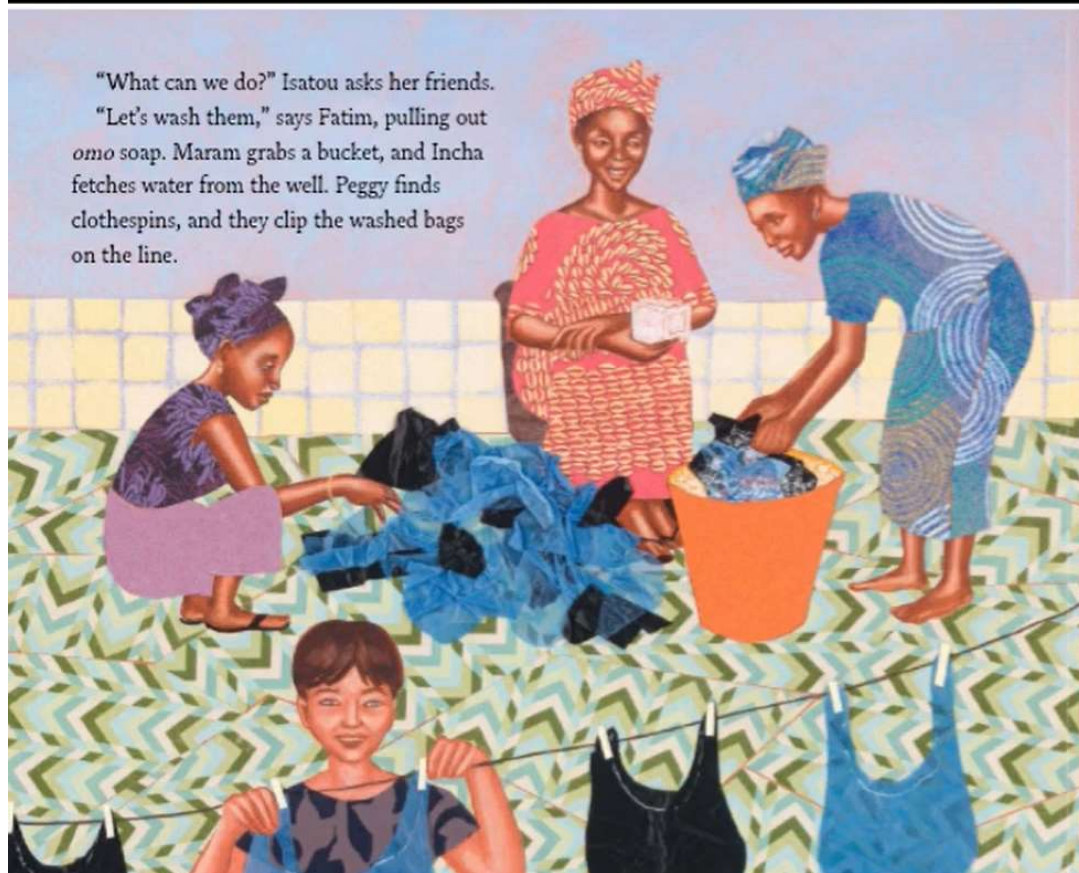
Holding her breath, she plucks one plastic bag from the pile.

Then two.

Then ten.

Then a hundred.

"What can we do?" Isatou asks her friends.
"Let's wash them," says Fatim, pulling out
omo soap. Maram grabs a bucket, and Incha
fetches water from the well. Peggy finds
clothespins, and they clip the washed bags
on the line.



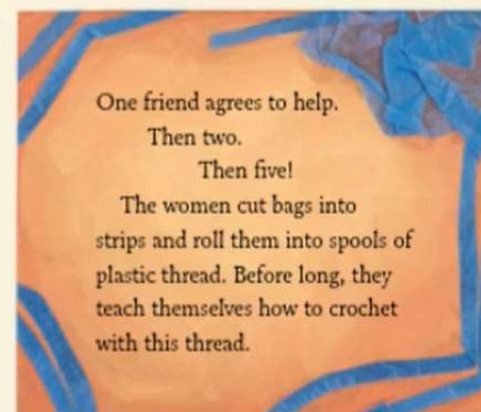
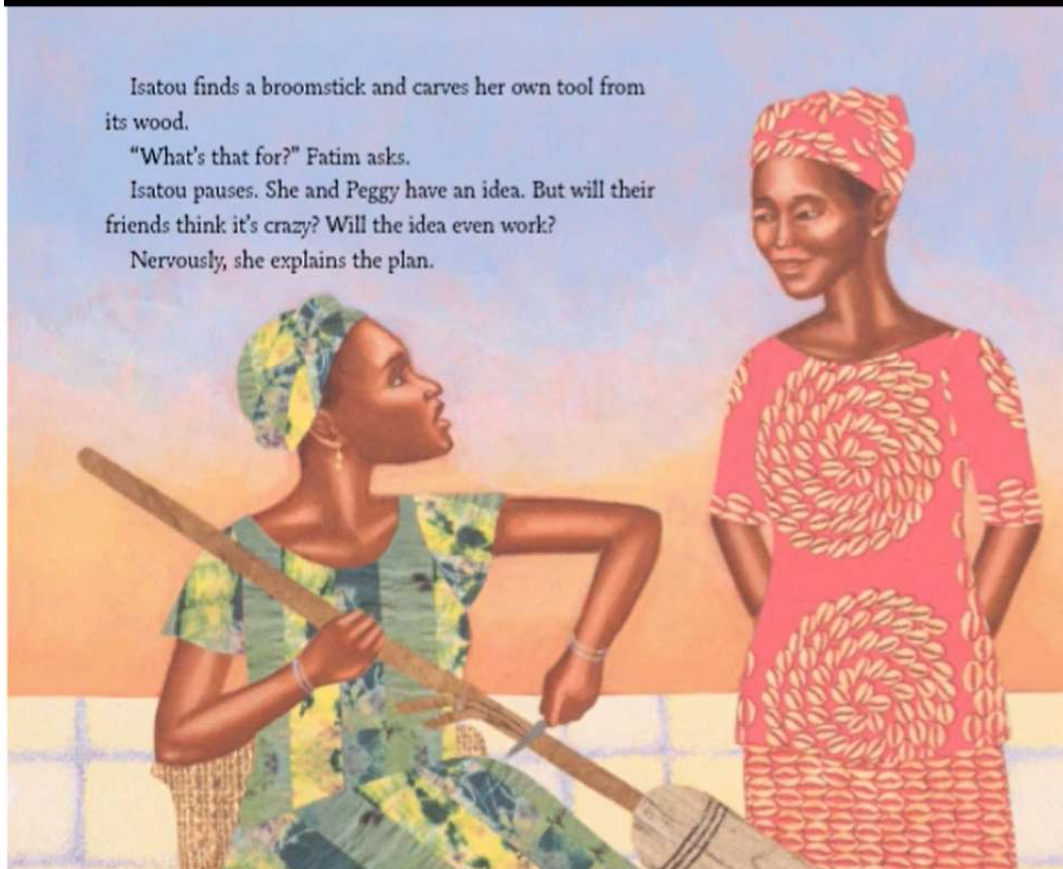
As the bags dry, Isatou
watches her sister crochet.
"Can you teach me?"
"Waaw—yes." Her sister
shows Isatou the stitches,
then hands her a metal
tool. Isatou's fingers busy
themselves . . . in . . . out . . .
around. "Jerejef—thank you."

Isatou finds a broomstick and carves her own tool from its wood.

"What's that for?" Fatim asks.

Isatou pauses. She and Peggy have an idea. But will their friends think it's crazy? Will the idea even work?

Nervously, she explains the plan.



One friend agrees to help.

Then two.

Then five!

The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.



"Naka ligey be?" asks Grandmother. "How is the work?"

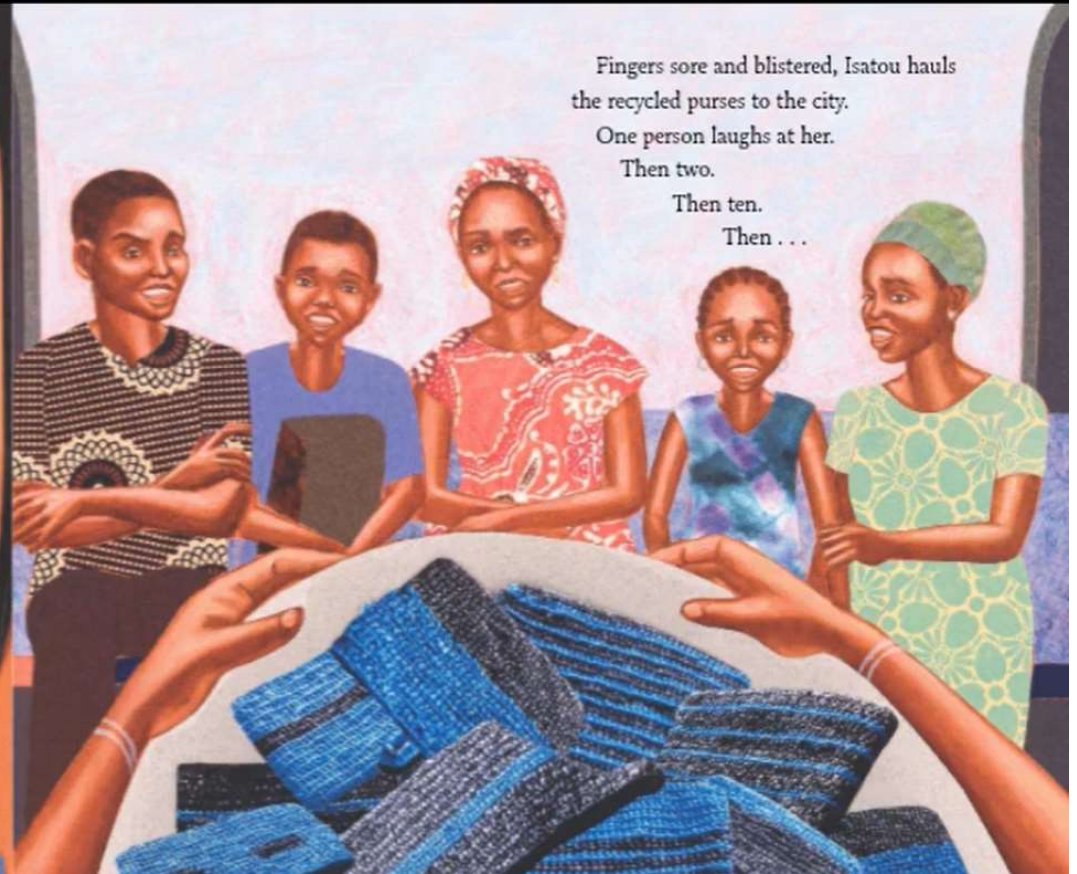
"Ndanka, ndanka," answers Isatou. "Slow. Some people in the village laugh at us. Others call us 'dirty.' But I believe what we are doing is good."

The women crochet by candlelight, away from those who mock them . . .

until a morning comes when they will no longer work in secret.



Fingers sore and blistered, Isatou hauls
the recycled purses to the city.
One person laughs at her.
Then two.
Then ten.
Then . . .



Language repetition.

- * Throughout the story there are key phrases repeated.
- * What effect does this have?
- * What about the colours chosen for the background?

The basket tips.

One fruit tumbles.

Then two.

Then ten.

The basket breaks.
Isatou kicks the dirt.

One paper escapes.
Then two.
Then ten.

One plastic bag becomes two.
Then ten.
Then a hundred.
Plastic isn't beautiful anymore, she thi

Holding her breath, she plucks one plastic bag
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Then two.
Then ten.
Then a hundred.

One friend agrees to help.
Then two.
Then five!

One person laughs at her.
Then two.
Then ten.
Then . . .

Use your plastic bags to make a purse by weaving strips together.

- * Make notes of what you are doing for your attempts.
- * What would be useful?
- * Make a list of success criteria for instructions.

Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise features of instructions.



One friend agrees to help.

Then two.

Then five!

The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.

How to Recycle Plastic Bags into Purses: Isatou Ceesay - Njau, Gambia

* <https://youtu.be/r354rs7aYzl>

Watch the video and think about the instructions being given.



How to make a purse from plastic bags.



In Gambia, along with other African countries, women have been creating stylish purses out of plastic bags. This form of recycling is not only supporting the income of these women, but also helping to remove these dangerous plastics from their environment. Read below to find out how you to could make a purse from used plastic bags.

You will need:

- * used plastic bags
- * crochet needle
- * patience and time

What to do:

1. First you have to make sure that the bags are washed thoroughly and then dried properly.
2. Next, place the bags flat on a table with the folds carefully pushed down.
3. Cut off the handles so that the remaining section is rectangular and can then be cut into strips around 1-2cm in width (a finger's width approximately).
4. Do not cut the strips all the way to the top: leave a band of around 2cm uncut.
5. Then, unfold the bag and cut each end to allow for one long strip of plastic to form.
6. Take a crochet needle and hook the end of the plastic strip around the needle forming a tight knot.
7. Finally, pull through the plastic strip over and over to create the shape of a purse.

Remember, the colour and shape of the purse will depend on the width and the colour of the plastic bag chosen.

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How to make a purse from plastic bags.



In Gambia, along with other African countries, women have been creating stylish purses out of plastic bags. This form of recycling is not only supporting the income of these women, but also helping to remove these dangerous plastics from their environment. Read below to find out how you to could make a purse from used plastic bags.

You will need:

- * used plastic bags
- * crochet needle
- * patience and time

What to do:

1. First you have to make sure that the bags are washed thoroughly and then dried properly.
2. Next, place the bags flat on a table with the folds carefully pushed down.
3. Cut off the handles so that the remaining section is rectangular and can then be cut into strips around 1-2cm in width (a finger's width approximately).
4. Do not cut the strips all the way to the top: leave a band of around 2cm uncut.
5. Then, unfold the bag and cut each end to allow for one long strip of plastic to form.
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Instructions

- * Take out the cut up instructions and put them into the correct layout and order.
- * Highlight features on the instructions in different colours using a key.

Week 1 Friday

- * Learning Outcome / Objective
- * I can understand determiners.
- * I can use the correct determiners for possession.

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Nouns

- * Person
- * Place
- * Animal
- * Thing



Determiners

Determiners are used in front of nouns to indicate whether you are referring to something specific or something of a particular type.

- * a purse
- * the bag
- * their environment

Types of Determiners

Articles

a
an
the



Possessives

my, your,
his, her, its,
our, their,
whose



Demonstratives

this
that
these
those



Numerals

one
two
three
four



Ordinals

first
second
third
fourth



Quantifiers

a few, another,
several, much,
many, a lot of, any,
some, very



Week 2 Monday

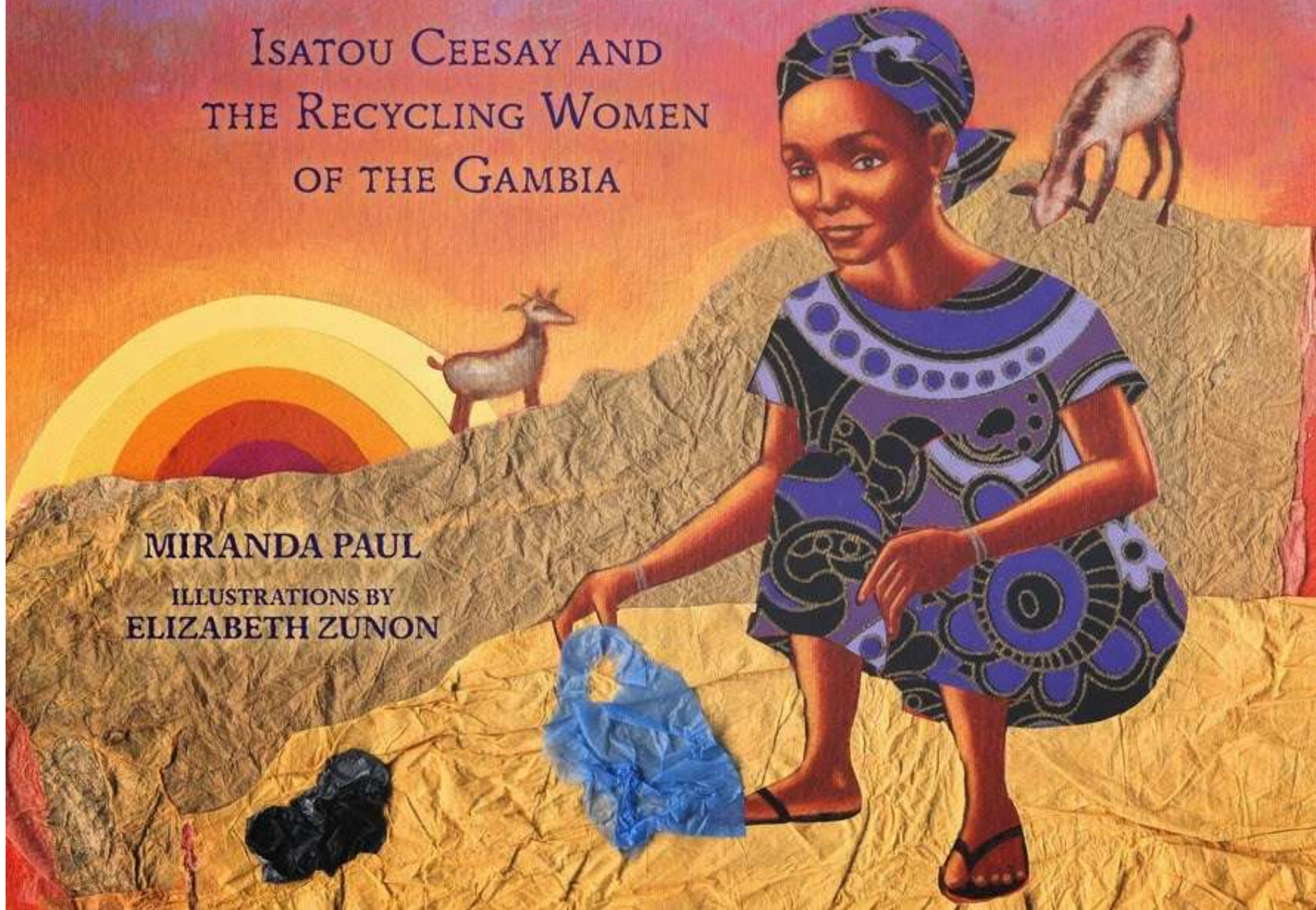
- * Learning Outcome / Objective
- * I can offer ideas to write instructions as a group / class.

ONE PLASTIC BAG

ISATOU CEESAY AND
THE RECYCLING WOMEN
OF THE GAMBIA

MIRANDA PAUL

ILLUSTRATIONS BY
ELIZABETH ZUNON





For Isatou and all who are "being the change" —M.P.

For all the crafters of the world —E.Z.

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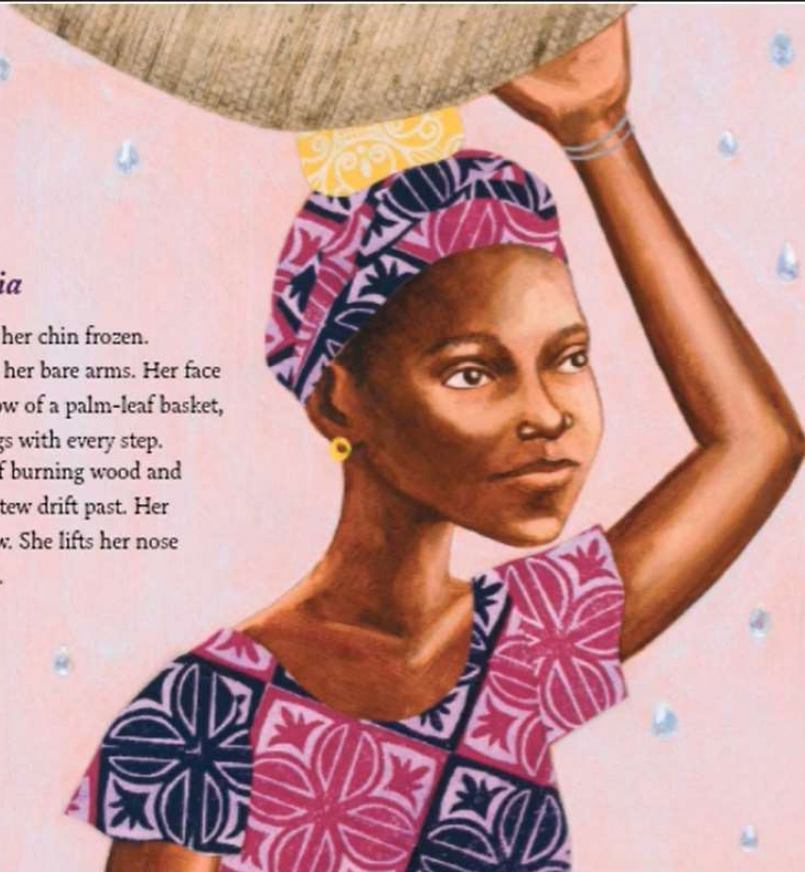


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Njau, Gambia

Isatou walks with her chin frozen.
Fat raindrops pelt her bare arms. Her face
hides in the shadow of a palm-leaf basket,
and her neck stings with every step.

Warm scents of burning wood and
bubbling peanut stew drift past. Her
village is close now. She lifts her nose
to catch the smell.



The basket tips.

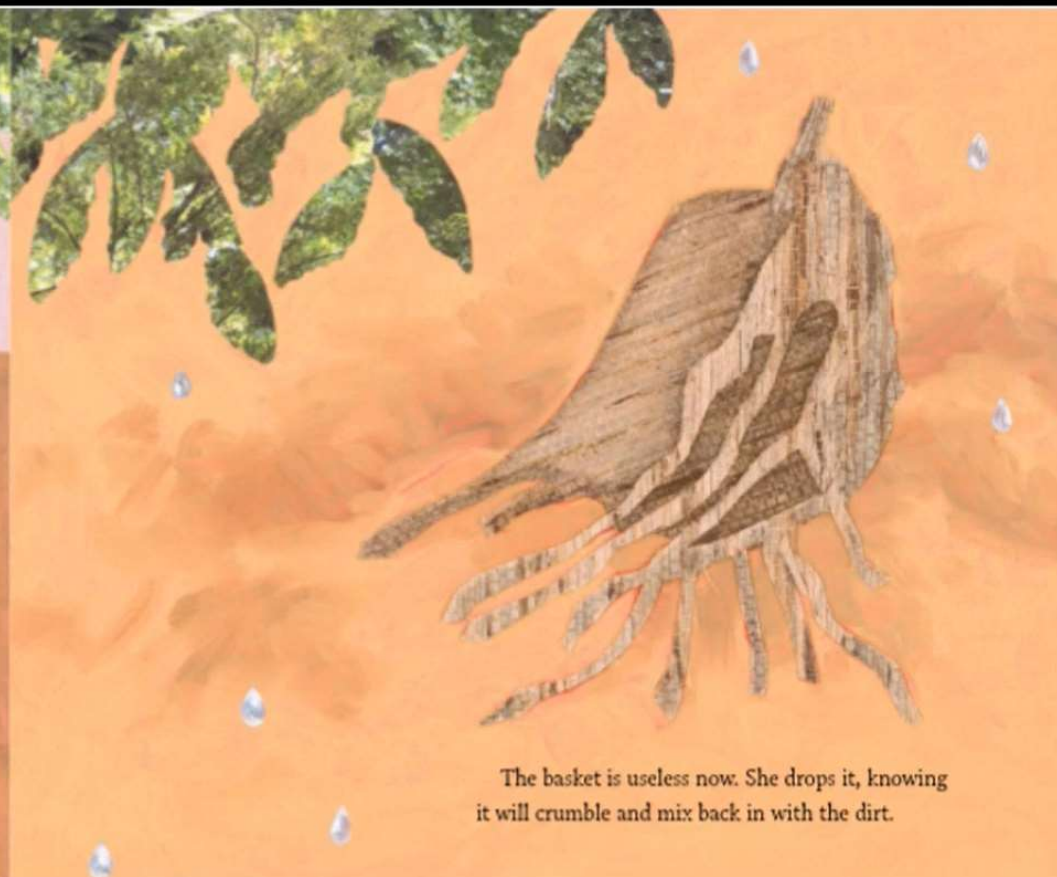
One fruit tumbles.

Then two.

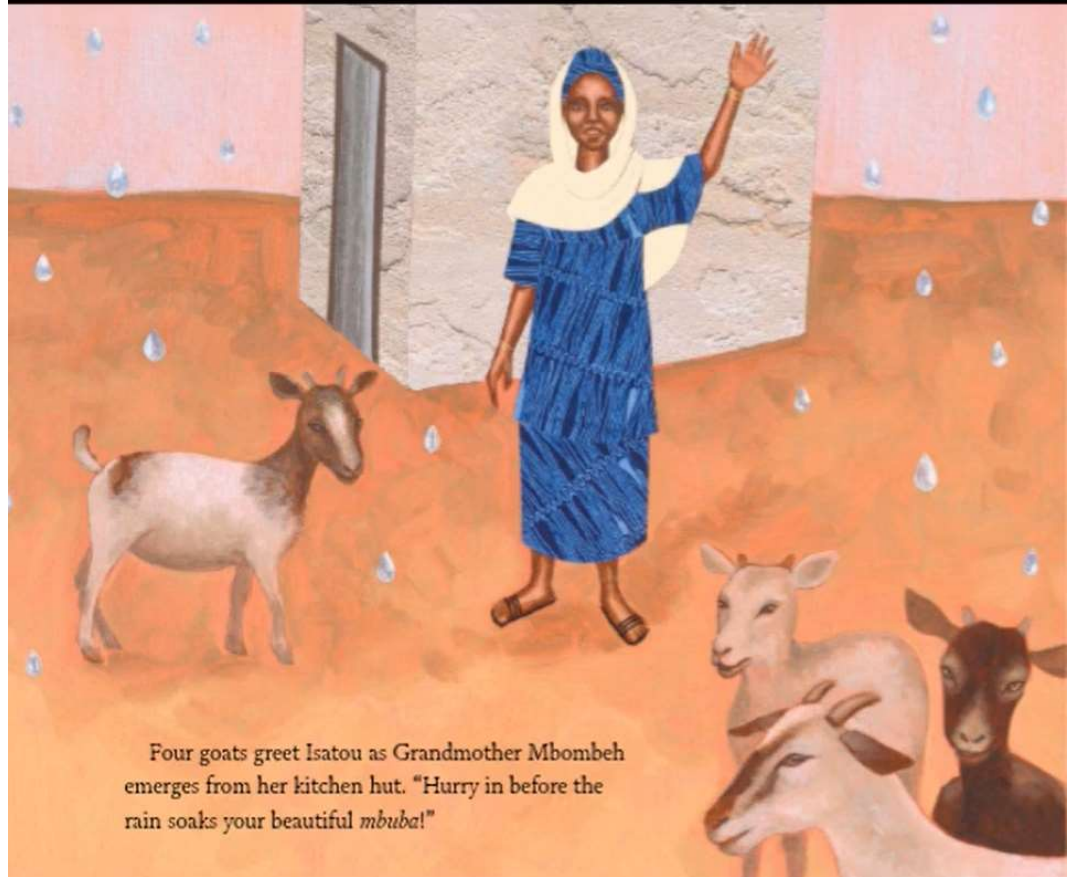
Then ten.

The basket breaks.
Isatou kicks the dirt.

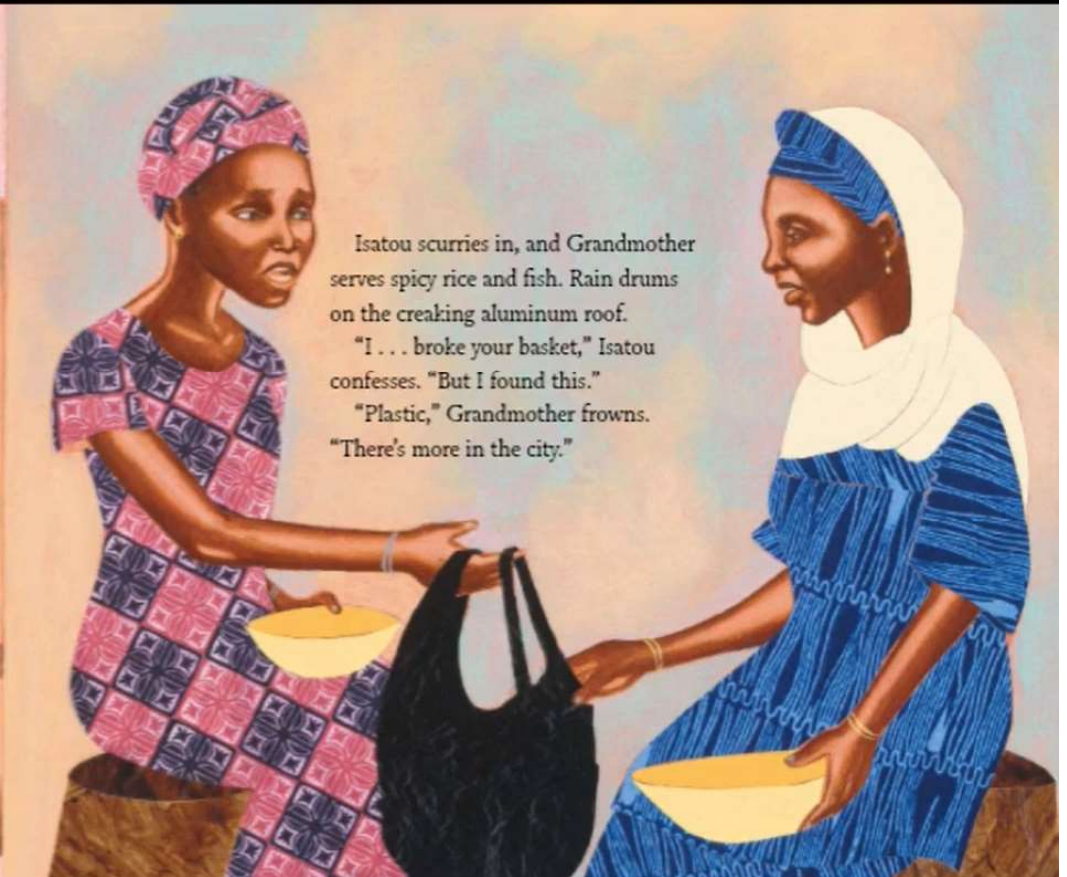
Something silky dances past her eyes, softening her anger. It moves like a flag, flapping in the wind, and settles under a tamarind tree. Isatou slides the strange fabric through her fingers and discovers it can carry things inside. She gathers her fruits in the bag.



The basket is useless now. She drops it, knowing it will crumble and mix back in with the dirt.



Four goats greet Isatou as Grandmother Mbombeh emerges from her kitchen hut. "Hurry in before the rain soaks your beautiful *mbuba*!"



Isatou scurries in, and Grandmother serves spicy rice and fish. Rain drums on the creaking aluminum roof.

"I . . . broke your basket," Isatou confesses. "But I found this."

"Plastic," Grandmother frowns. "There's more in the city."

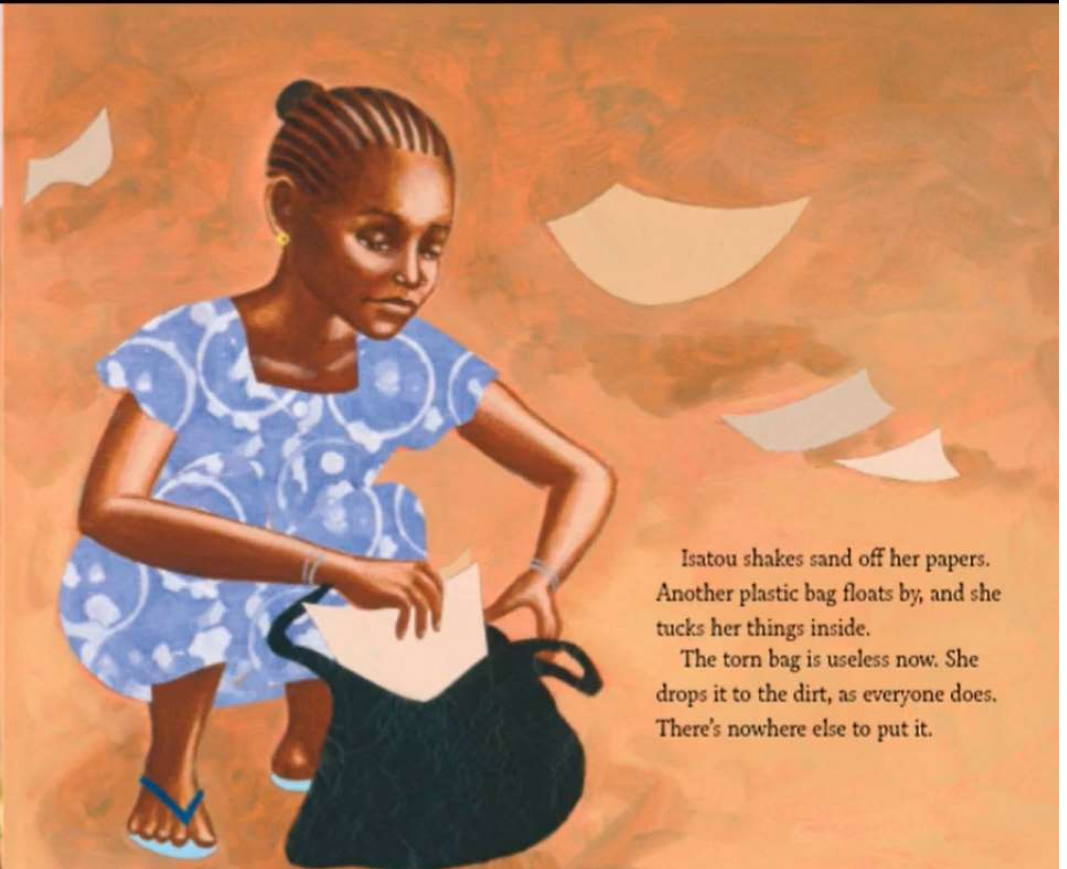
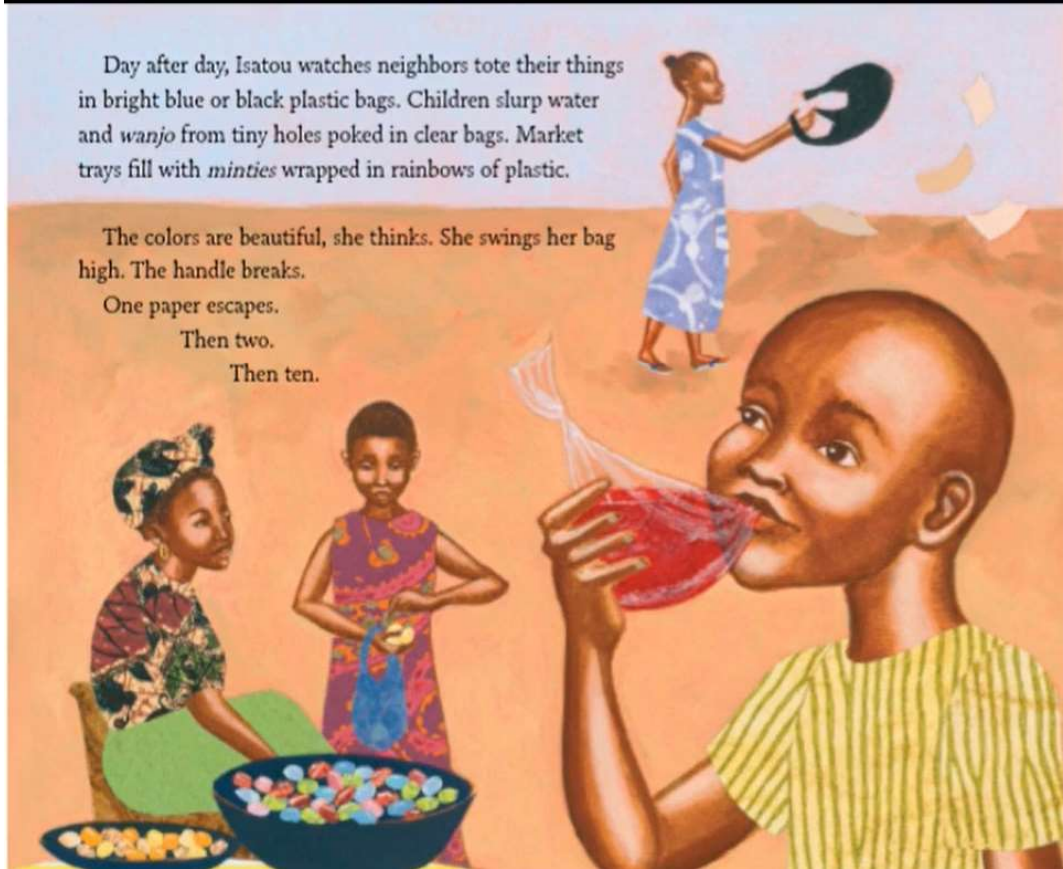
Day after day, Isatou watches neighbors tote their things in bright blue or black plastic bags. Children slurp water and *wanjo* from tiny holes poked in clear bags. Market trays fill with *minties* wrapped in rainbows of plastic.

The colors are beautiful, she thinks. She swings her bag high. The handle breaks.

One paper escapes.

Then two.

Then ten.



Isatou shakes sand off her papers. Another plastic bag floats by, and she tucks her things inside.

The torn bag is useless now. She drops it to the dirt, as everyone does. There's nowhere else to put it.



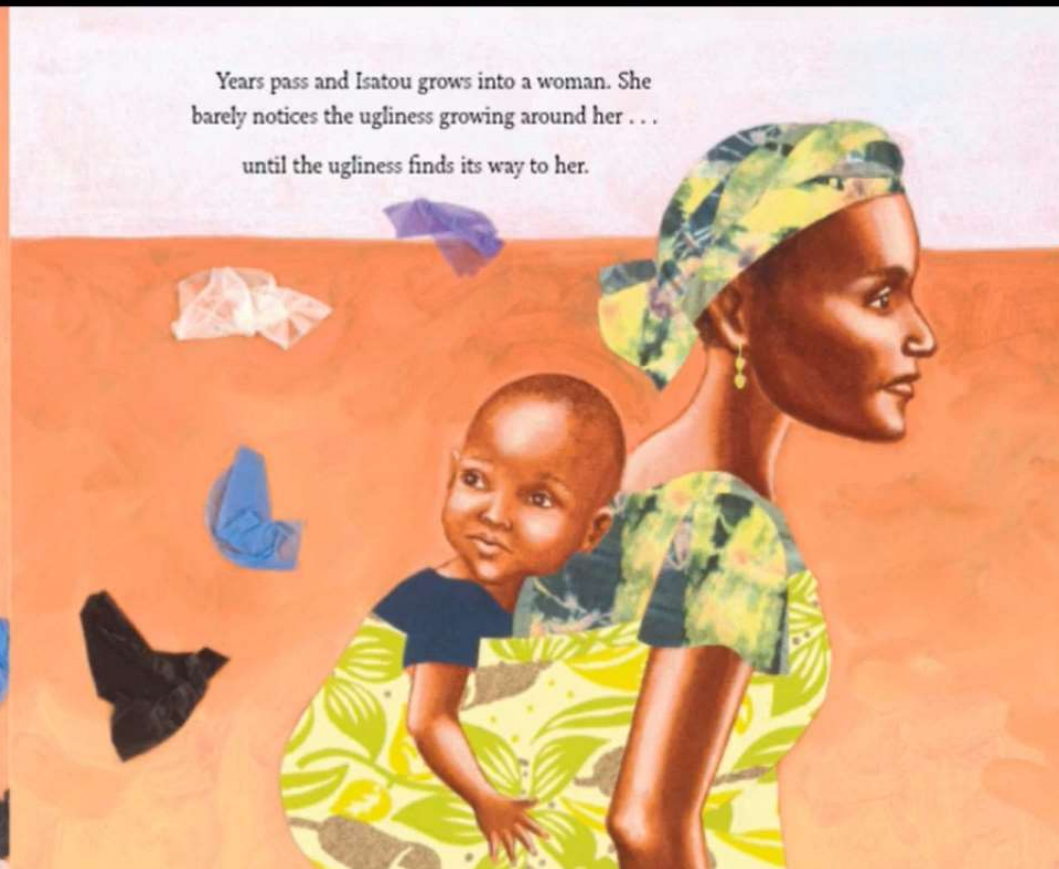
Day after day, the bag she dropped is still there.
One plastic bag becomes two.

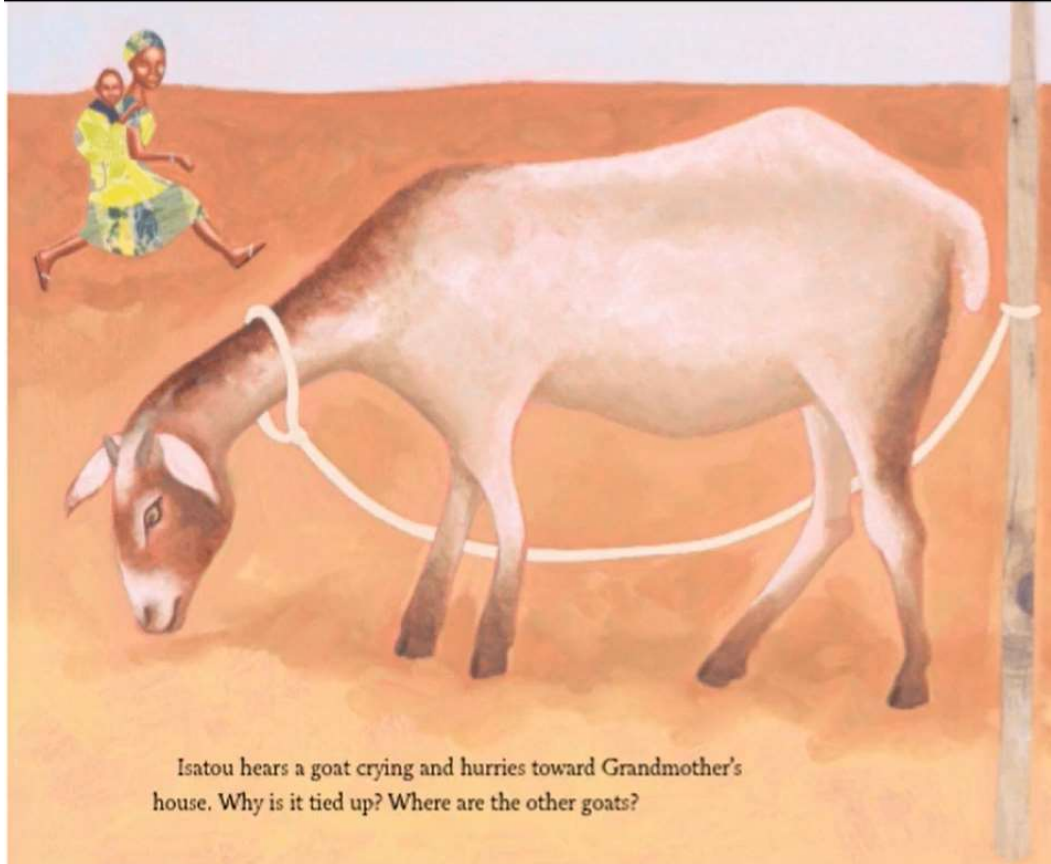
Then ten.

Then a hundred.

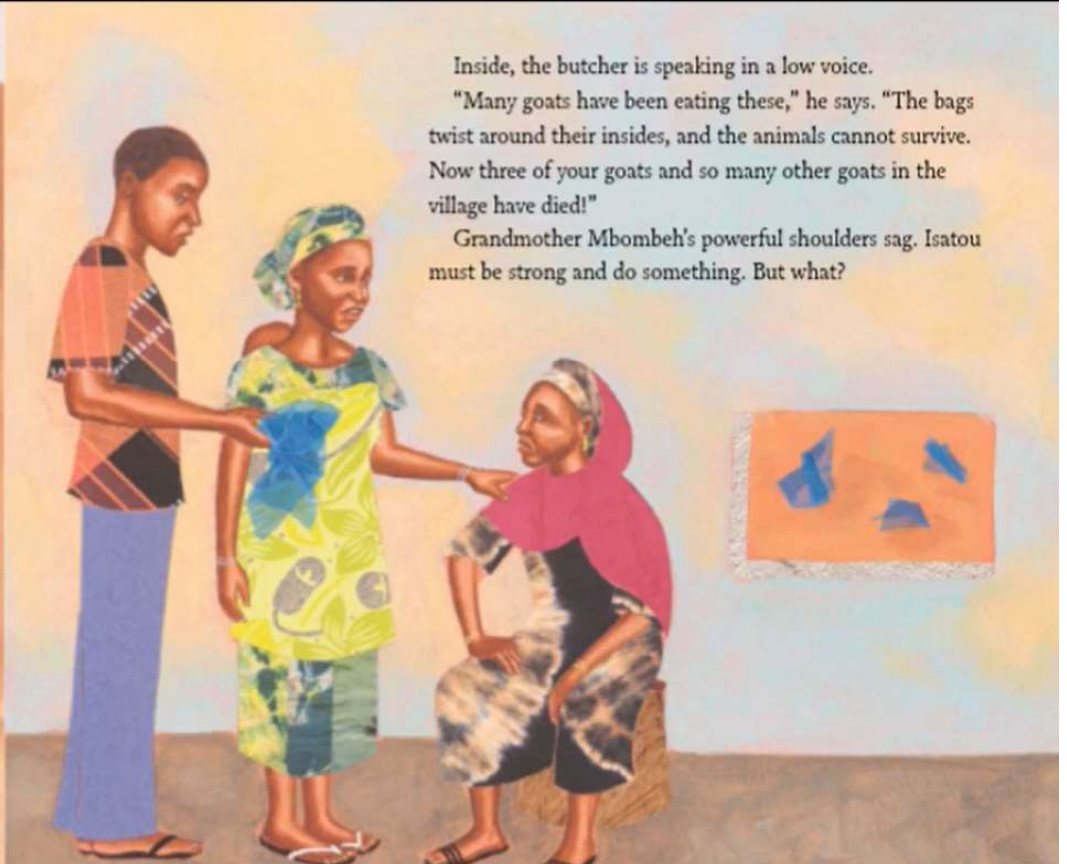
Plastic isn't beautiful anymore, she thinks. Her feet step
down a cleaner path, and the thought floats away.

Years pass and Isatou grows into a woman. She
barely notices the ugliness growing around her . . .
until the ugliness finds its way to her.





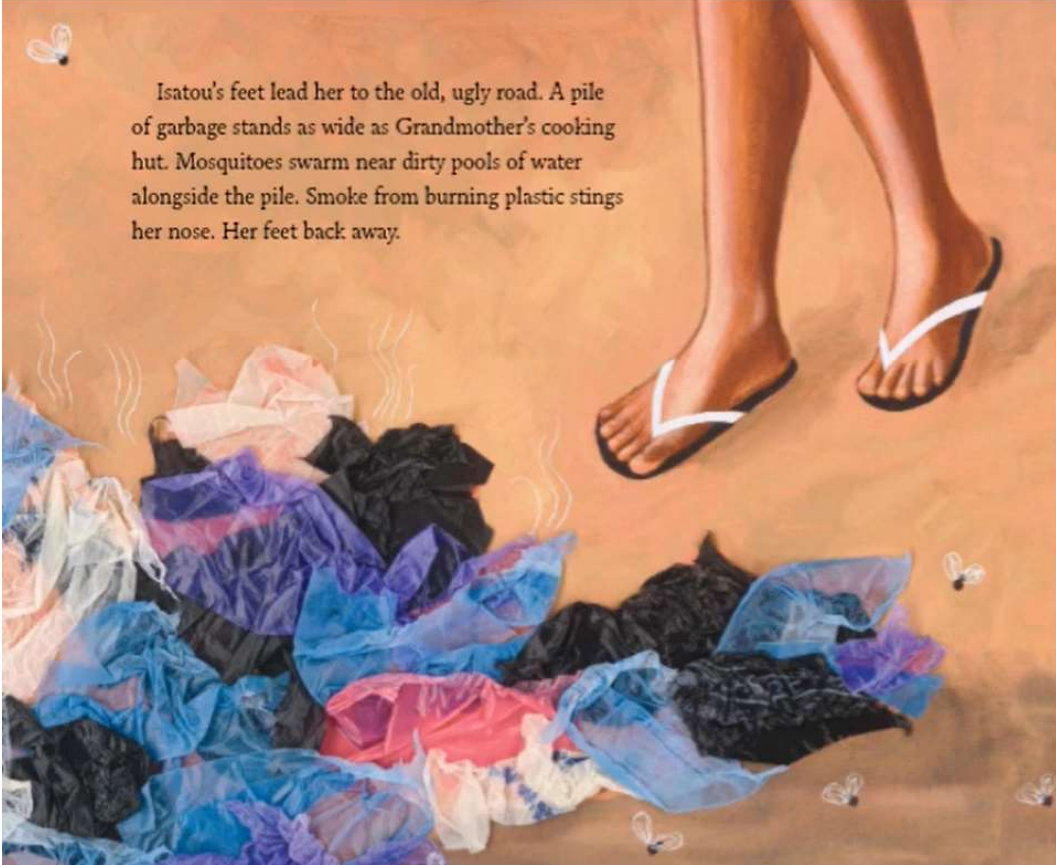
Isatou hears a goat crying and hurries toward Grandmother's house. Why is it tied up? Where are the other goats?



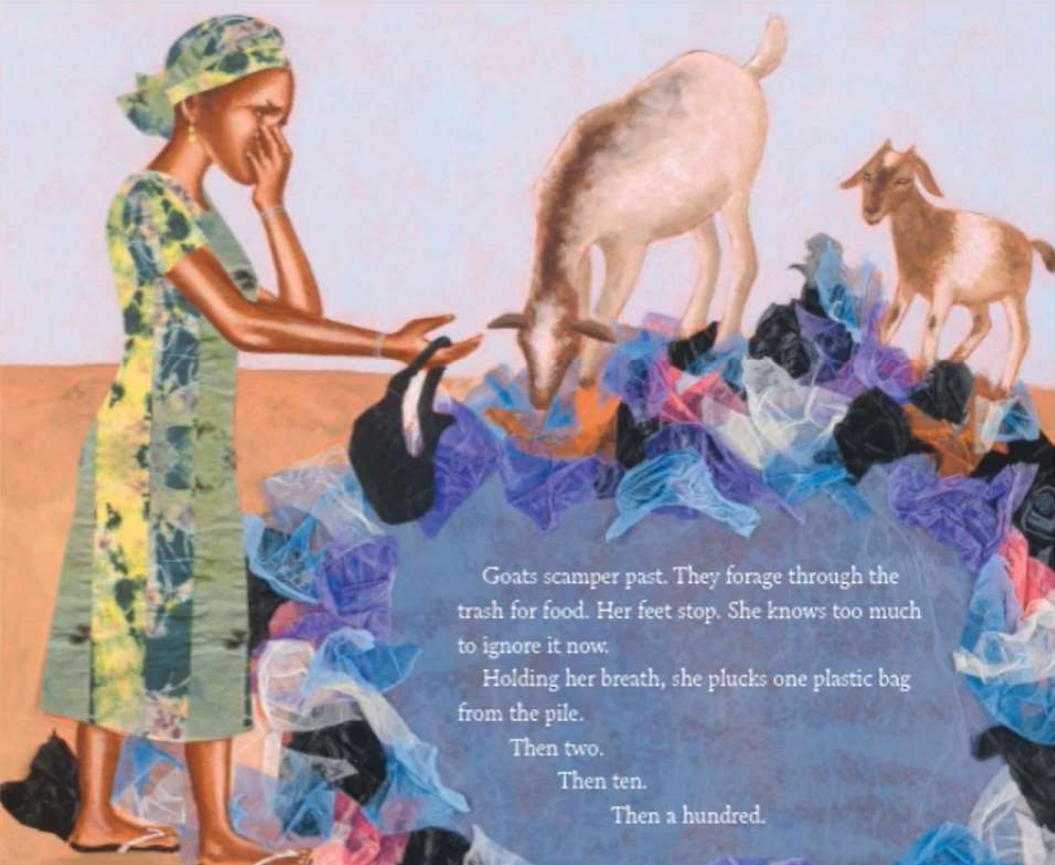
Inside, the butcher is speaking in a low voice.

"Many goats have been eating these," he says. "The bags twist around their insides, and the animals cannot survive. Now three of your goats and so many other goats in the village have died!"

Grandmother Mbombé's powerful shoulders sag. Isatou must be strong and do something. But what?



Isatou's feet lead her to the old, ugly road. A pile of garbage stands as wide as Grandmother's cooking hut. Mosquitoes swarm near dirty pools of water alongside the pile. Smoke from burning plastic stings her nose. Her feet back away.



Goats scamper past. They forage through the trash for food. Her feet stop. She knows too much to ignore it now.

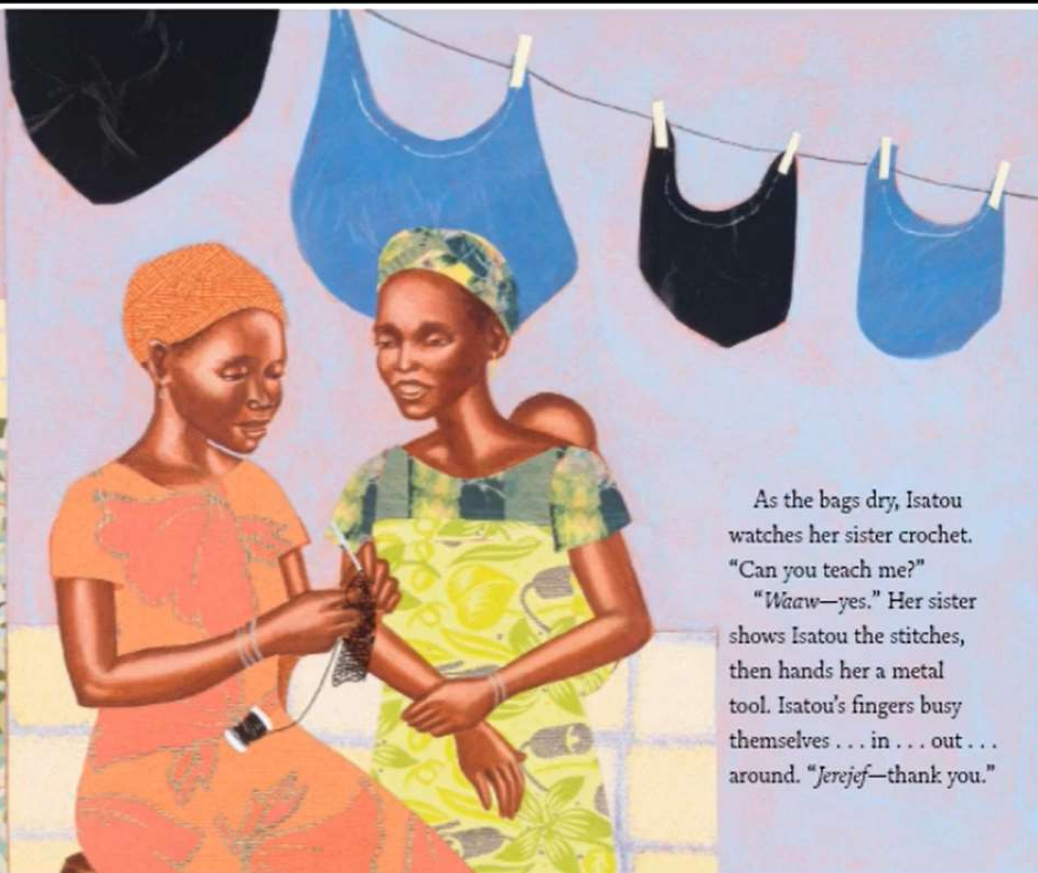
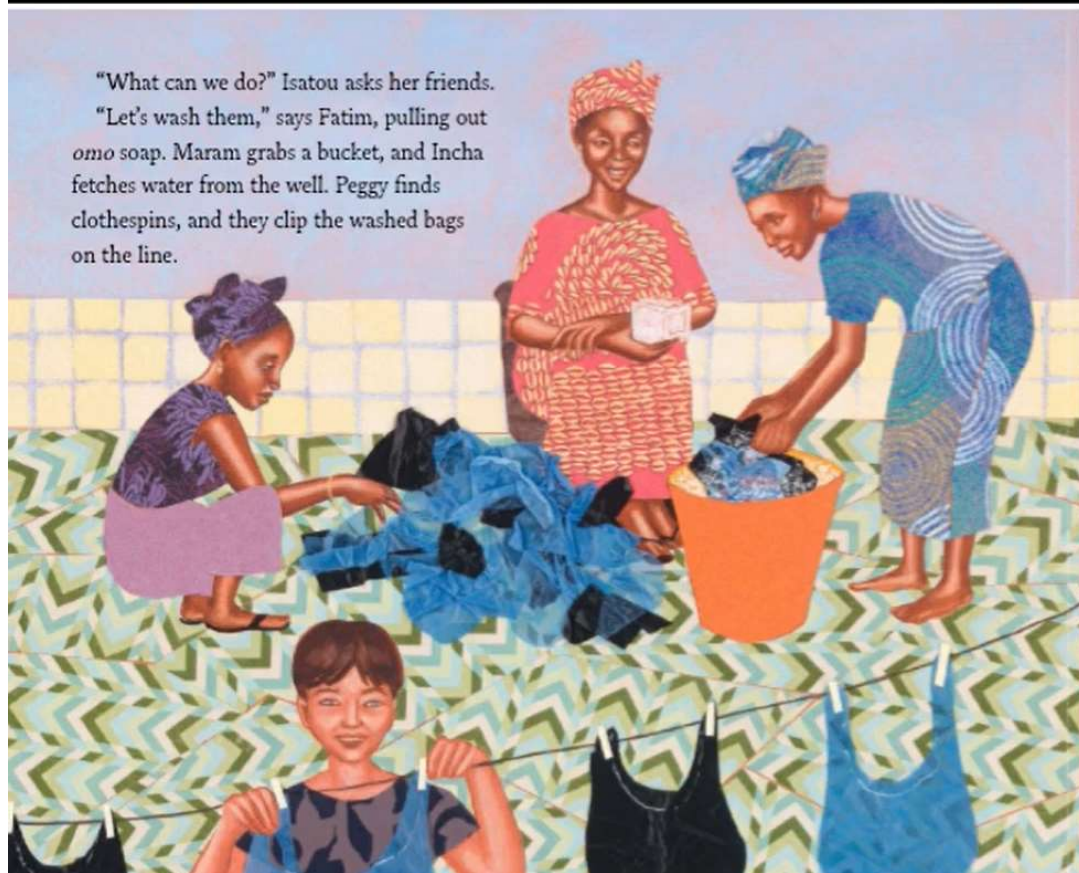
Holding her breath, she plucks one plastic bag from the pile.

Then two.

Then ten.

Then a hundred.

"What can we do?" Isatou asks her friends.
"Let's wash them," says Fatim, pulling out
omo soap. Maram grabs a bucket, and Incha
fetches water from the well. Peggy finds
clothespins, and they clip the washed bags
on the line.



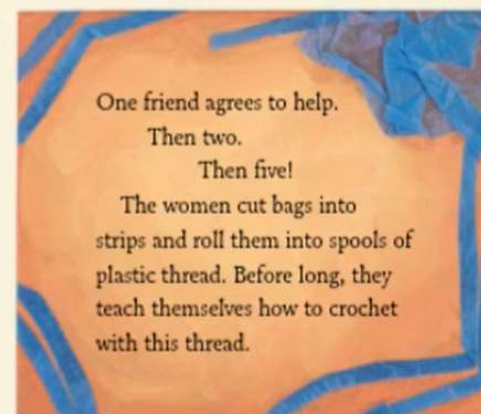
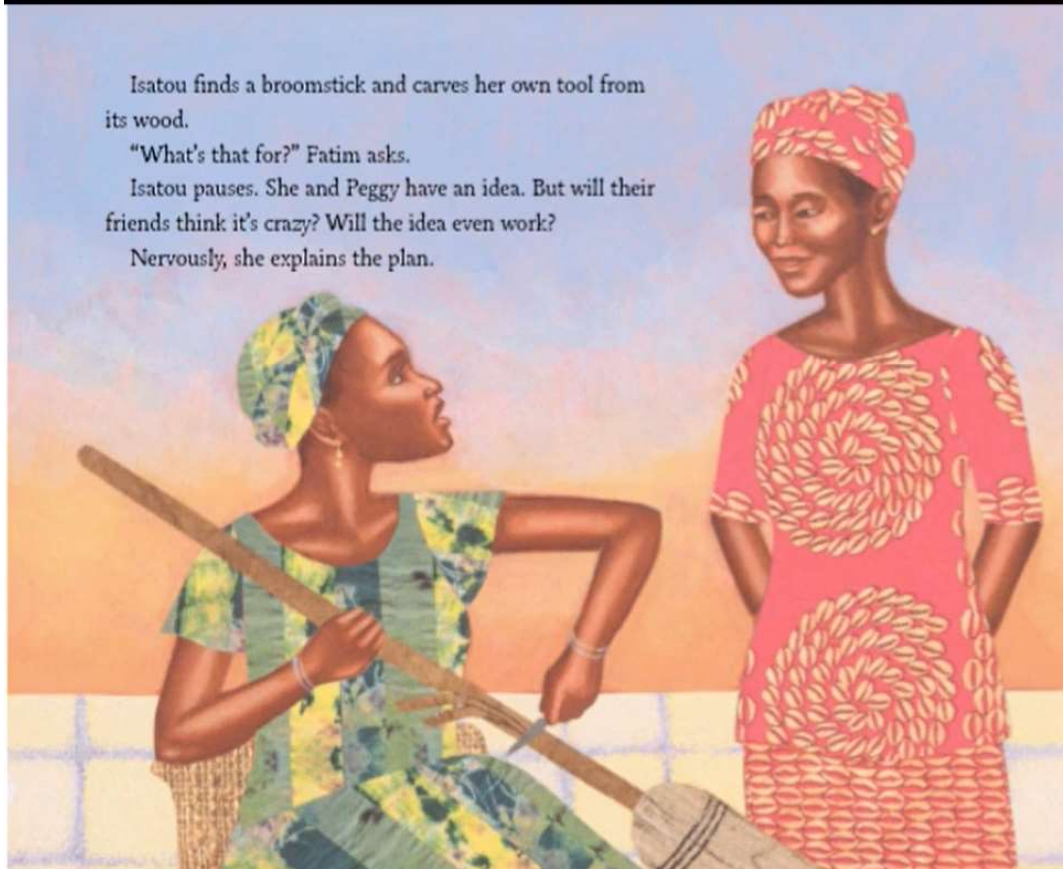
As the bags dry, Isatou
watches her sister crochet.
"Can you teach me?"
"Waaw—yes." Her sister
shows Isatou the stitches,
then hands her a metal
tool. Isatou's fingers busy
themselves . . . in . . . out . . .
around. "Jerejef—thank you."

Isatou finds a broomstick and carves her own tool from its wood.

"What's that for?" Fatim asks.

Isatou pauses. She and Peggy have an idea. But will their friends think it's crazy? Will the idea even work?

Nervously, she explains the plan.



One friend agrees to help.

Then two.

Then five!

The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.



"Naka ligey be?" asks Grandmother. "How is the work?"

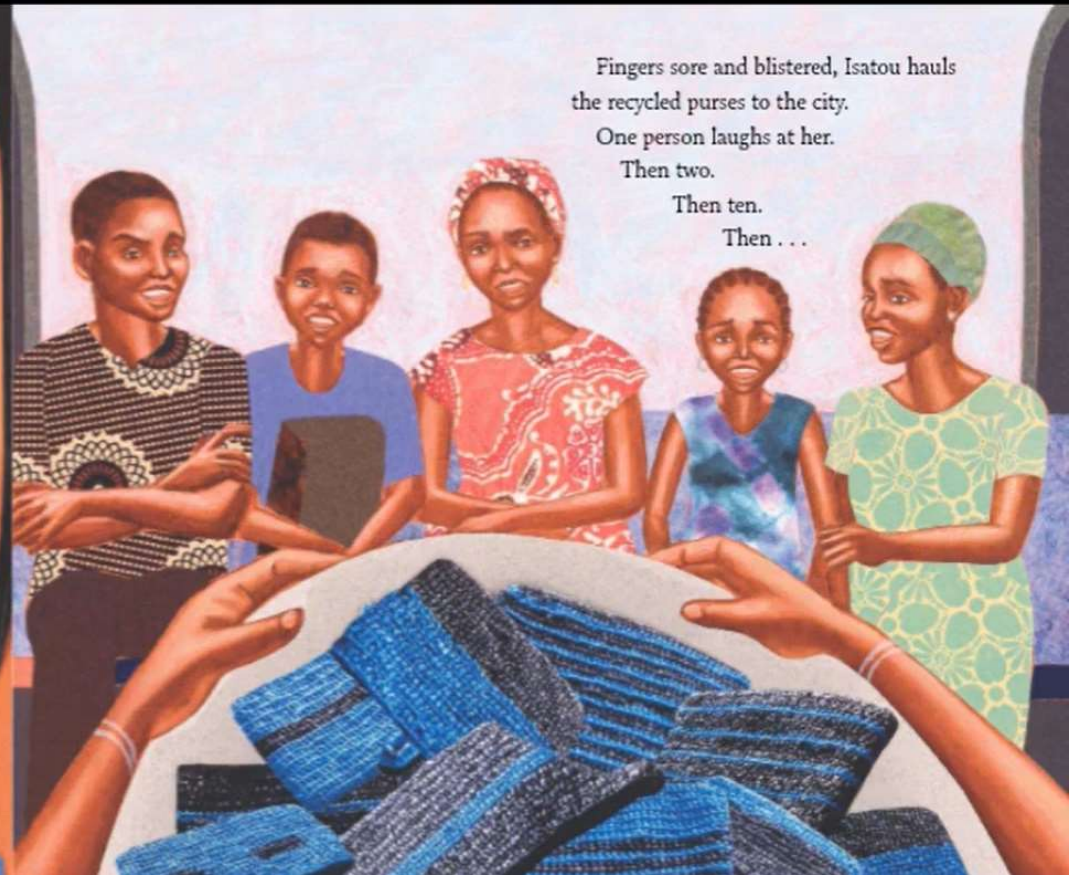
"Ndanka, ndanka," answers Isatou. "Slow. Some people in the village laugh at us. Others call us 'dirty.' But I believe what we are doing is good."

The women crochet by candlelight, away from those who mock them . . .

until a morning comes when they will no longer work in secret.



Fingers sore and blistered, Isatou hauls
the recycled purses to the city.
One person laughs at her.
Then two.
Then ten.
Then . . .



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6. Take a crochet needle and hook the end of the plastic strip around the needle forming a tight knot.
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Remember, the colour and shape of the purse will depend on the width and the colour of the plastic bag chosen.

Watch a video of how to make a flower vase out of a plastic bottle.

- * <https://youtu.be/aLkoaiC48jo>

- * Make notes of things you might need and what might be useful to remember as you watch.

Shared writing

- * Plan instructions as a class
- * Model write the title, opening sentence, you will need section and first few steps.
- * Remove from flip chart.
- * Children to then write the instructions in groups on large paper together sharing ideas.
- * Move around the class as groups reading each others and evaluating for effectiveness.

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can plan a set of instructions.

Watch this video.

- * Make a note of what you need and what is happening as you watch.
- * <https://youtu.be/C9YtwT3uXms>
- * Now use the materials on the table to make the wall art.
- * When complete, use the model text and your experience of creating this from the video to write your instructions plan.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can write instructions from my plan.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can complete a set of instructions.
- * I can publish / perform my writing.

Week 2 Friday

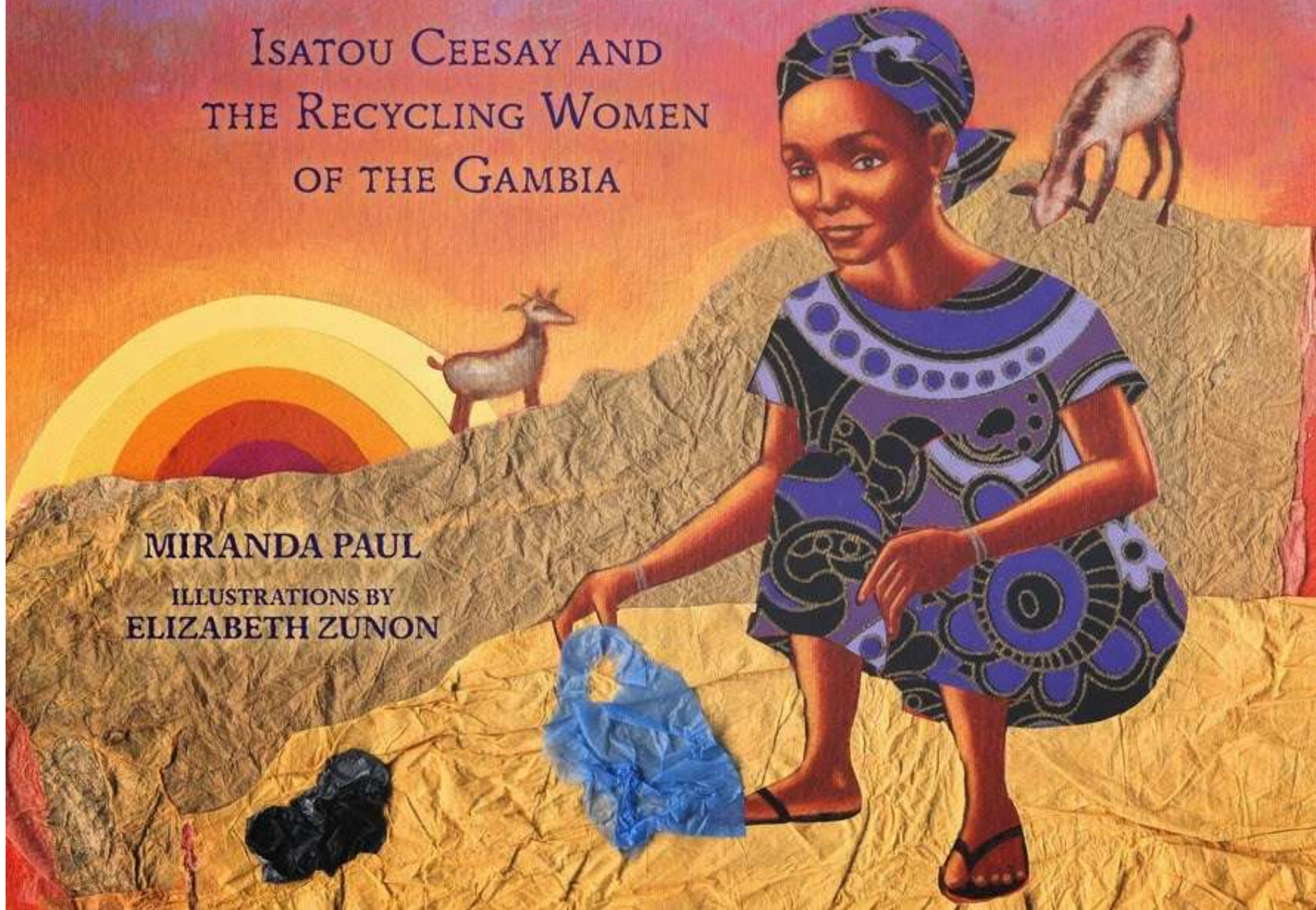
- * Learning Outcome / Objective
- * I can compare and contrast images.
- * I can give a personal response to a book with justifications.

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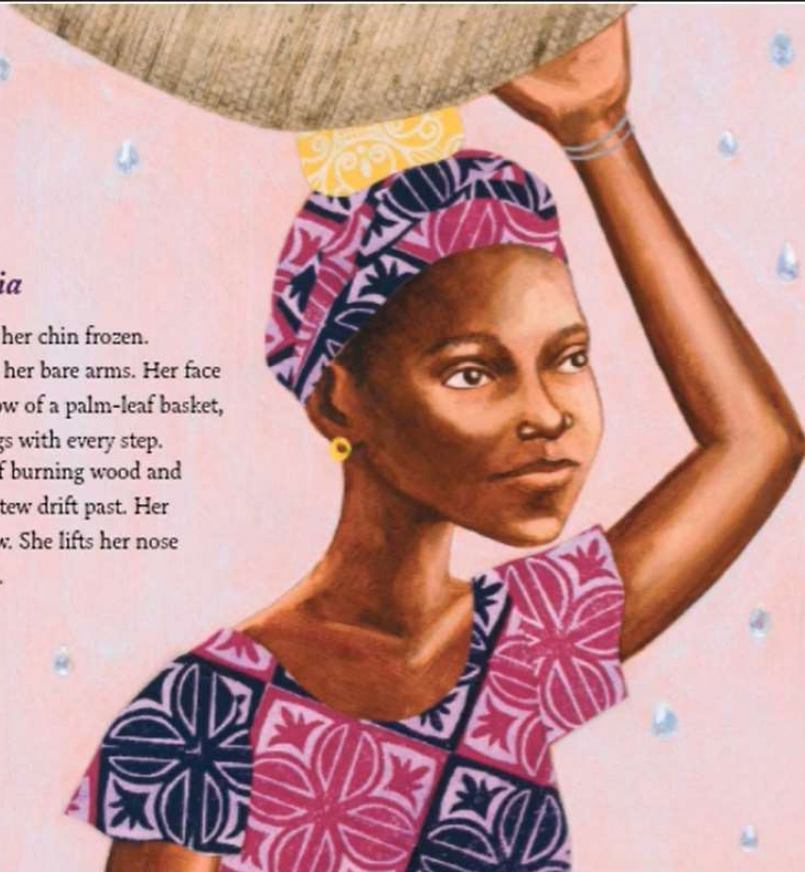


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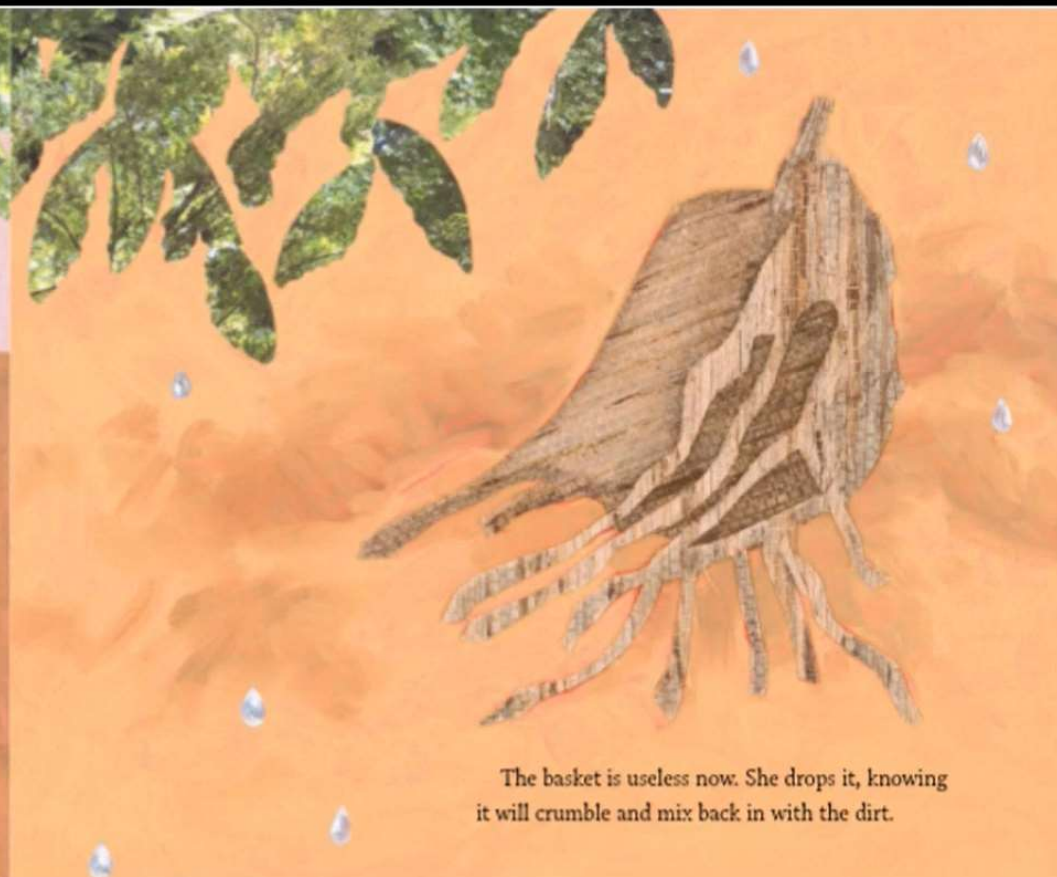
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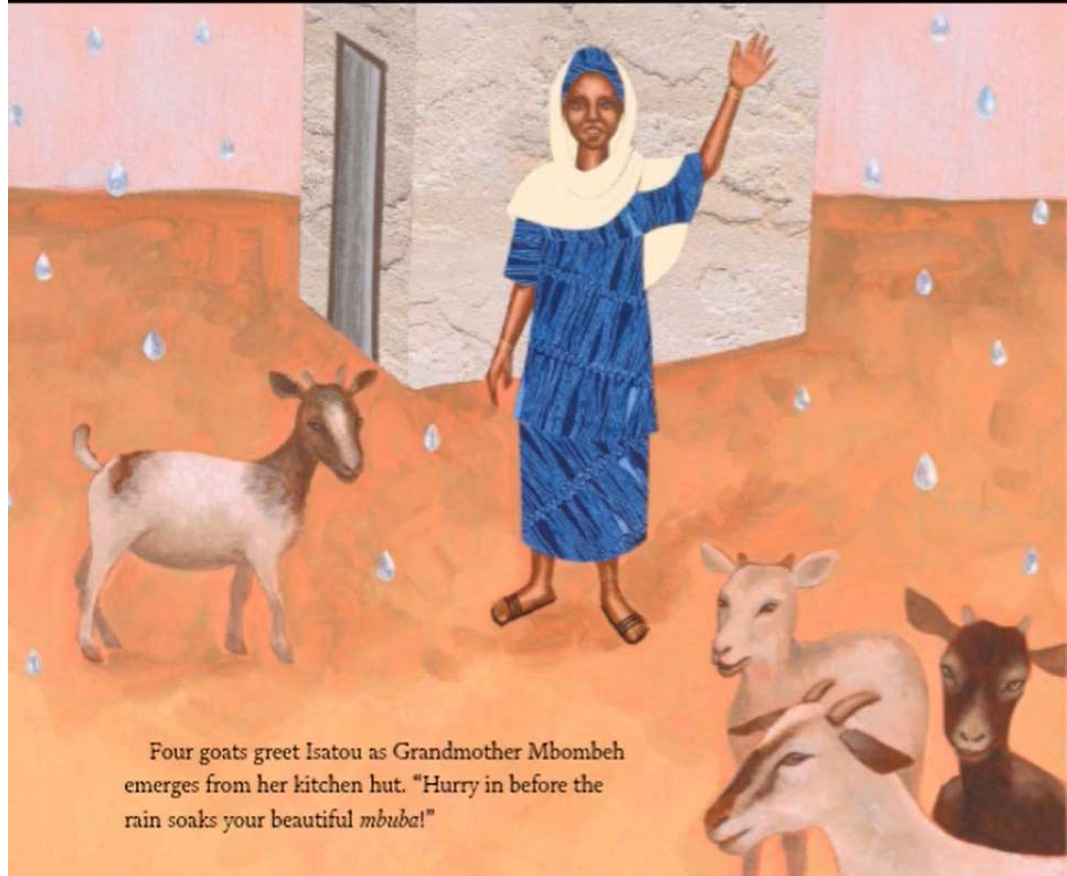
Then ten.

The basket breaks.
Isatou kicks the dirt.

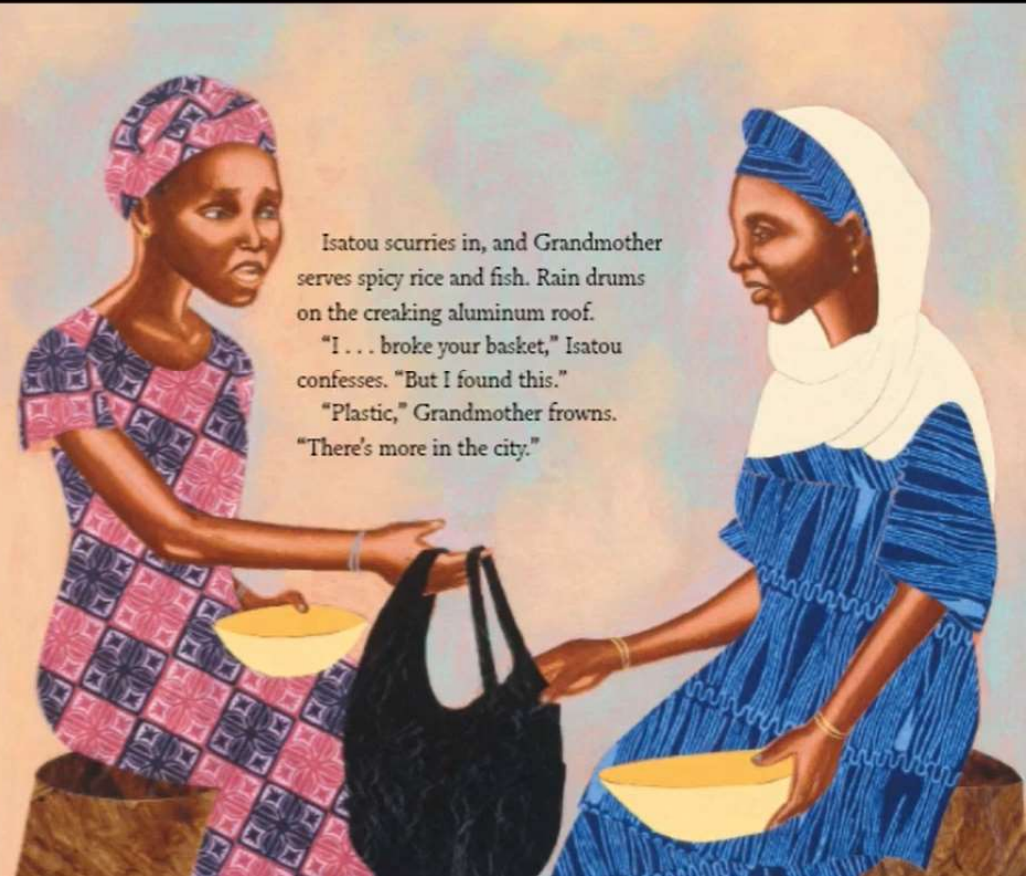
Something silky dances past her eyes, softening her anger. It moves like a flag, flapping in the wind, and settles under a tamarind tree. Isatou slides the strange fabric through her fingers and discovers it can carry things inside. She gathers her fruits in the bag.



The basket is useless now. She drops it, knowing it will crumble and mix back in with the dirt.



Four goats greet Isatou as Grandmother Mbombé emerges from her kitchen hut. "Hurry in before the rain soaks your beautiful *mbuba*!"



Isatou scurries in, and Grandmother serves spicy rice and fish. Rain drums on the creaking aluminum roof.

"I . . . broke your basket," Isatou confesses. "But I found this."

"Plastic," Grandmother frowns. "There's more in the city."

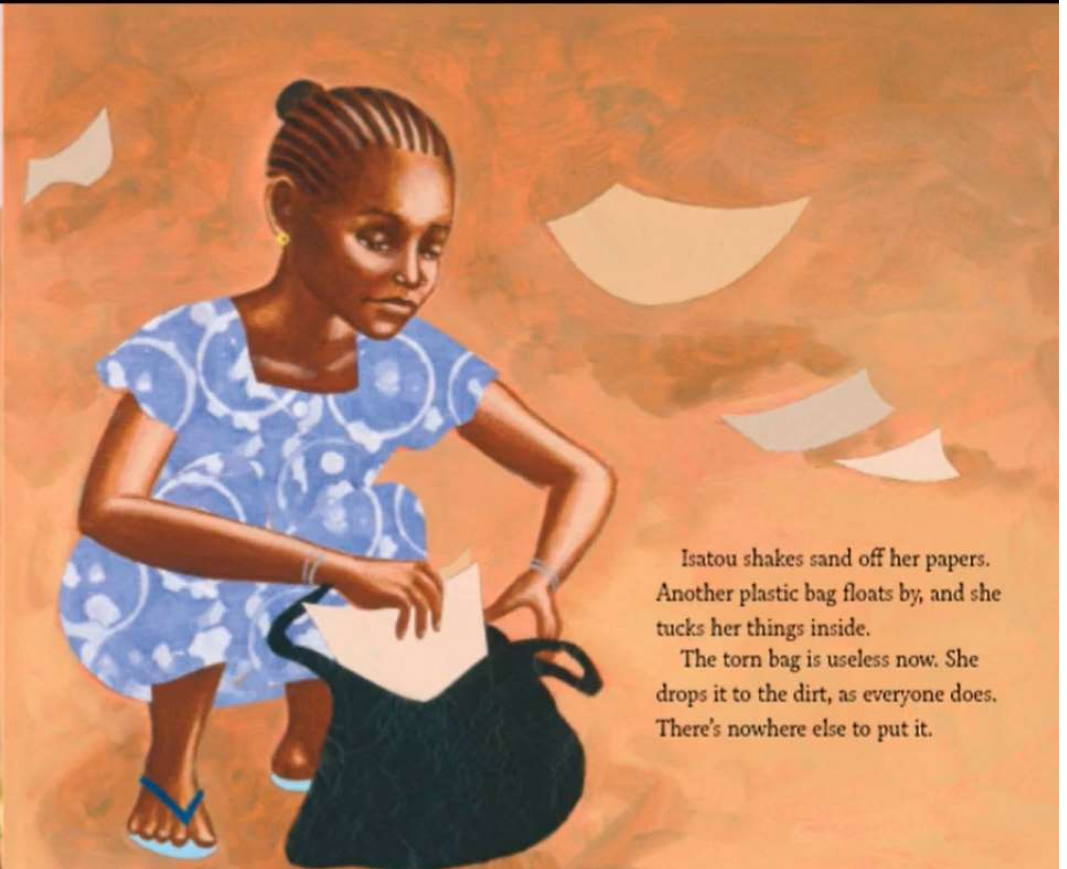
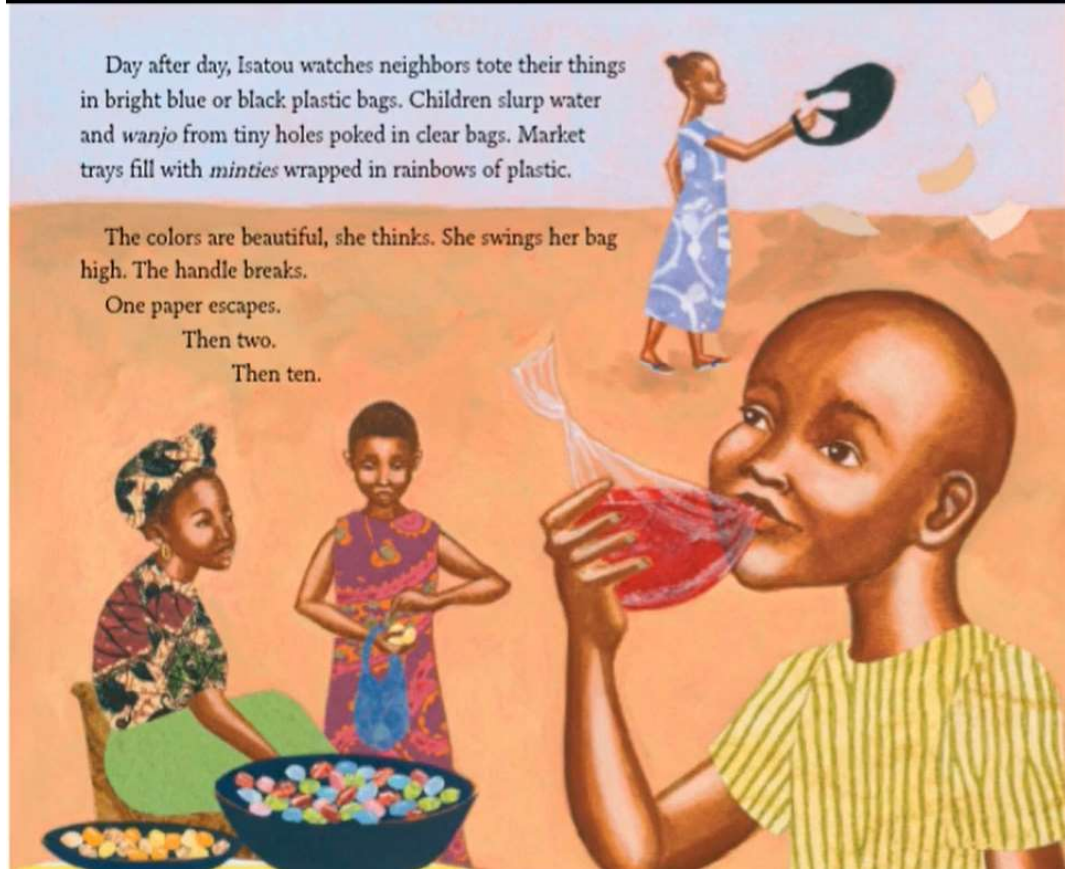
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The colors are beautiful, she thinks. She swings her bag high. The handle breaks.

One paper escapes.

Then two.

Then ten.



Isatou shakes sand off her papers. Another plastic bag floats by, and she tucks her things inside.

The torn bag is useless now. She drops it to the dirt, as everyone does. There's nowhere else to put it.



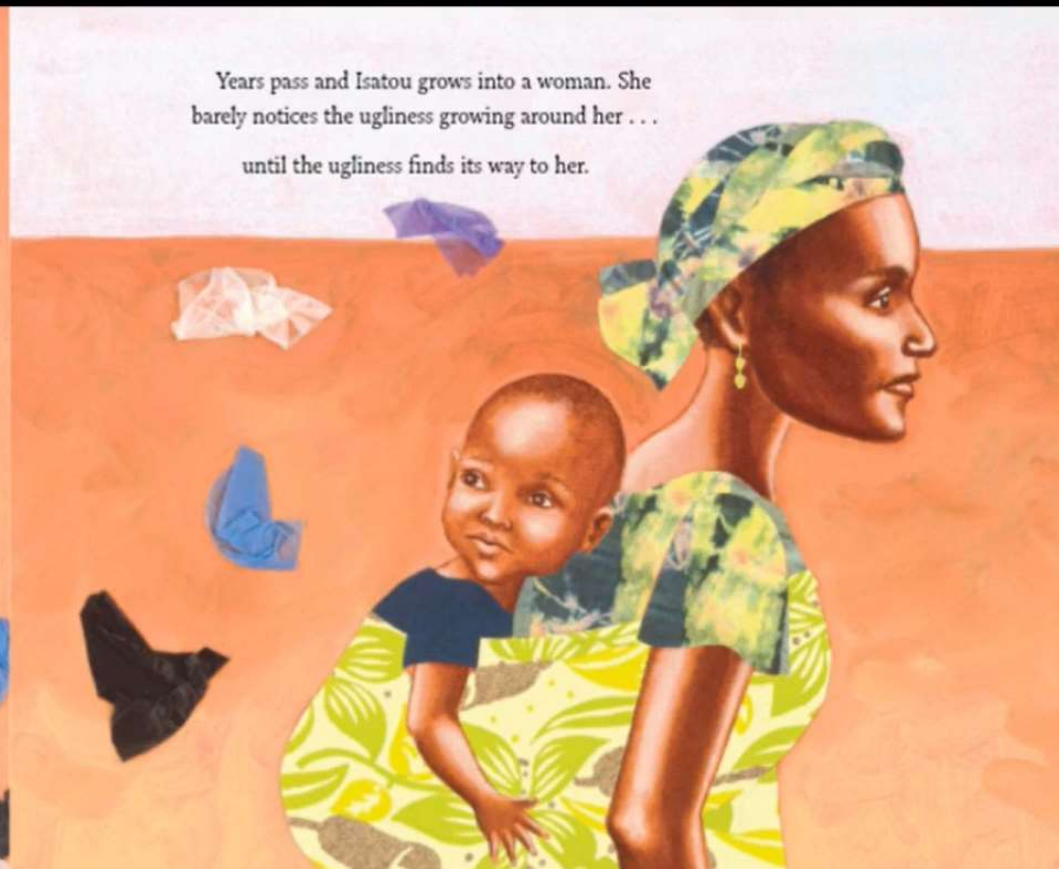
Day after day, the bag she dropped is still there.
One plastic bag becomes two.

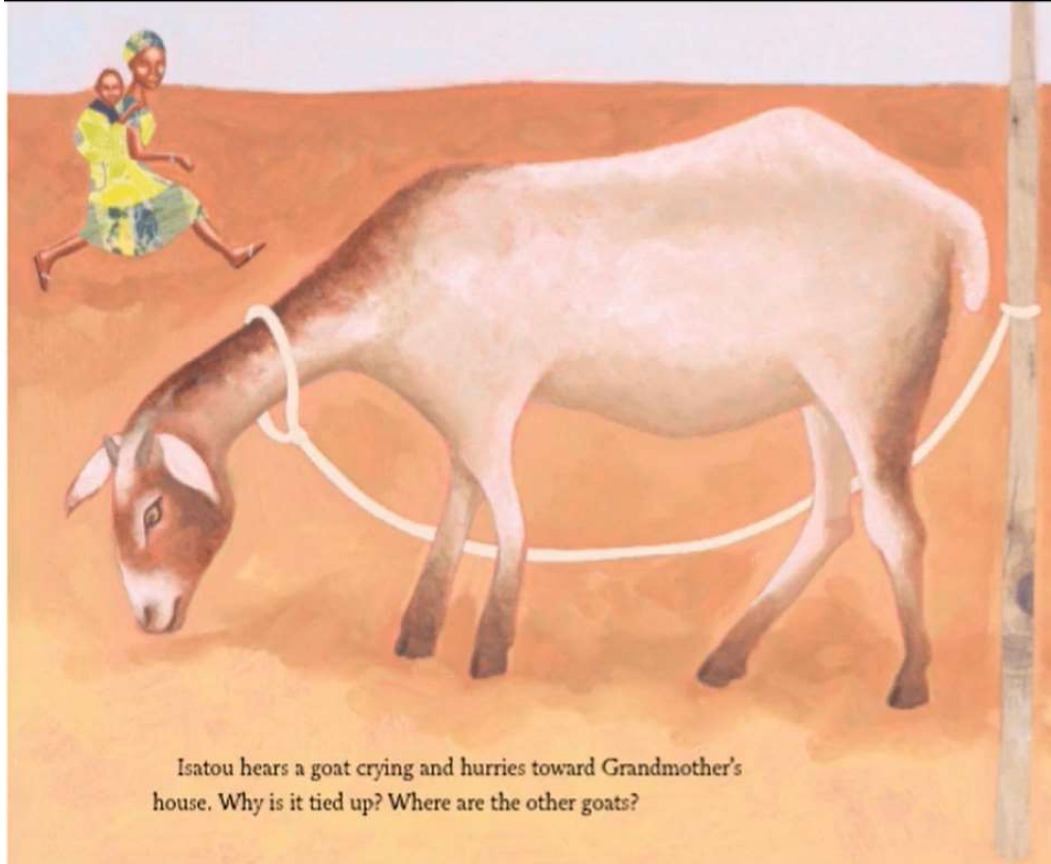
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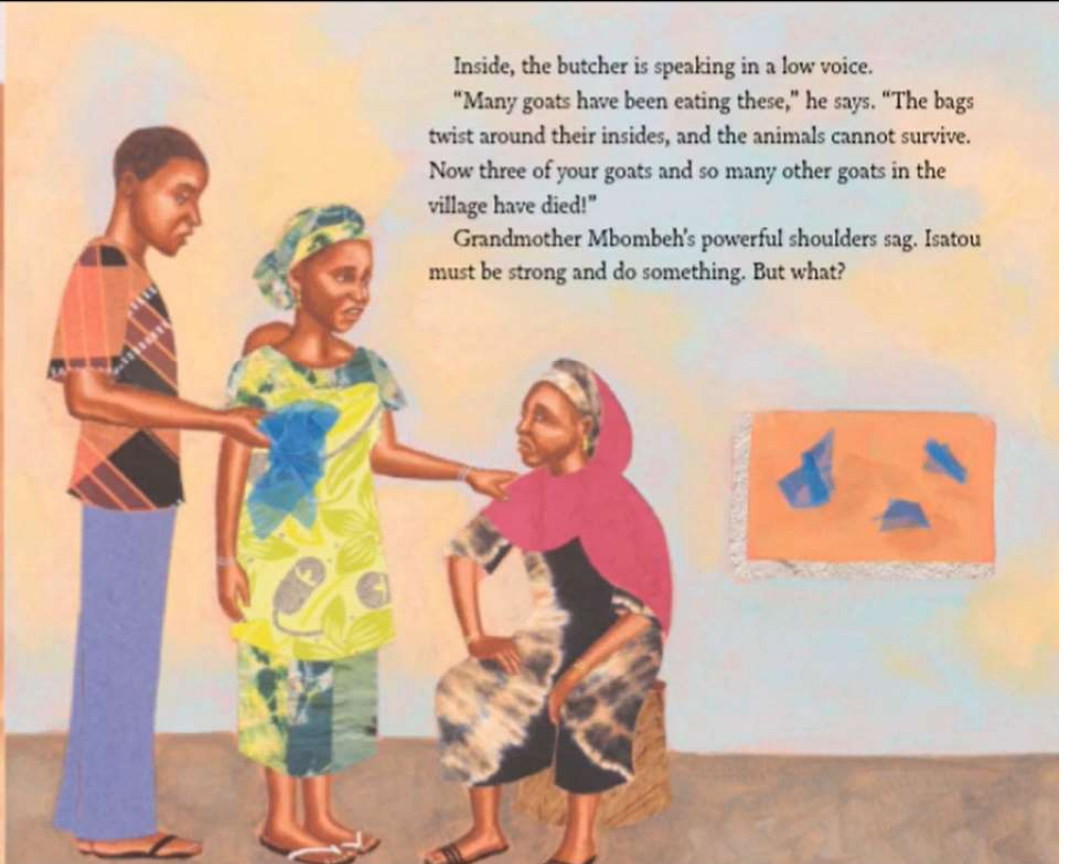
Plastic isn't beautiful anymore, she thinks. Her feet step
down a cleaner path, and the thought floats away.

Years pass and Isatou grows into a woman. She
barely notices the ugliness growing around her . . .
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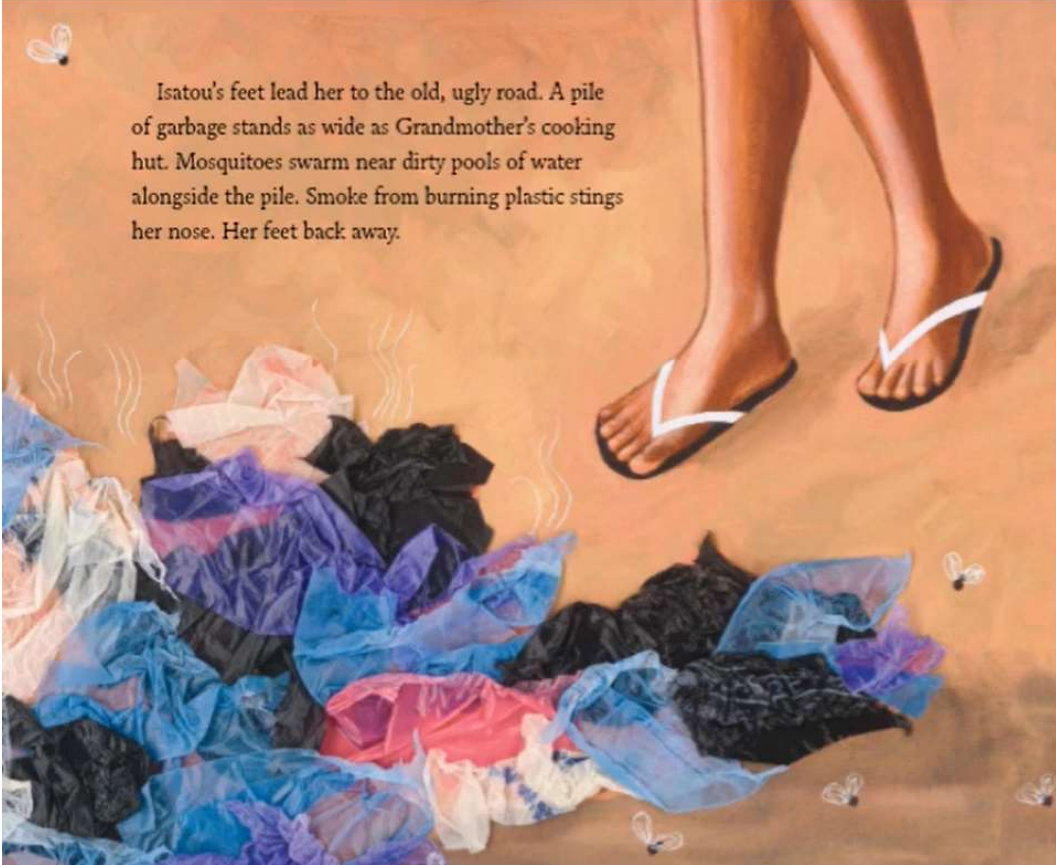
Isatou hears a goat crying and hurries toward Grandmother's house. Why is it tied up? Where are the other goats?



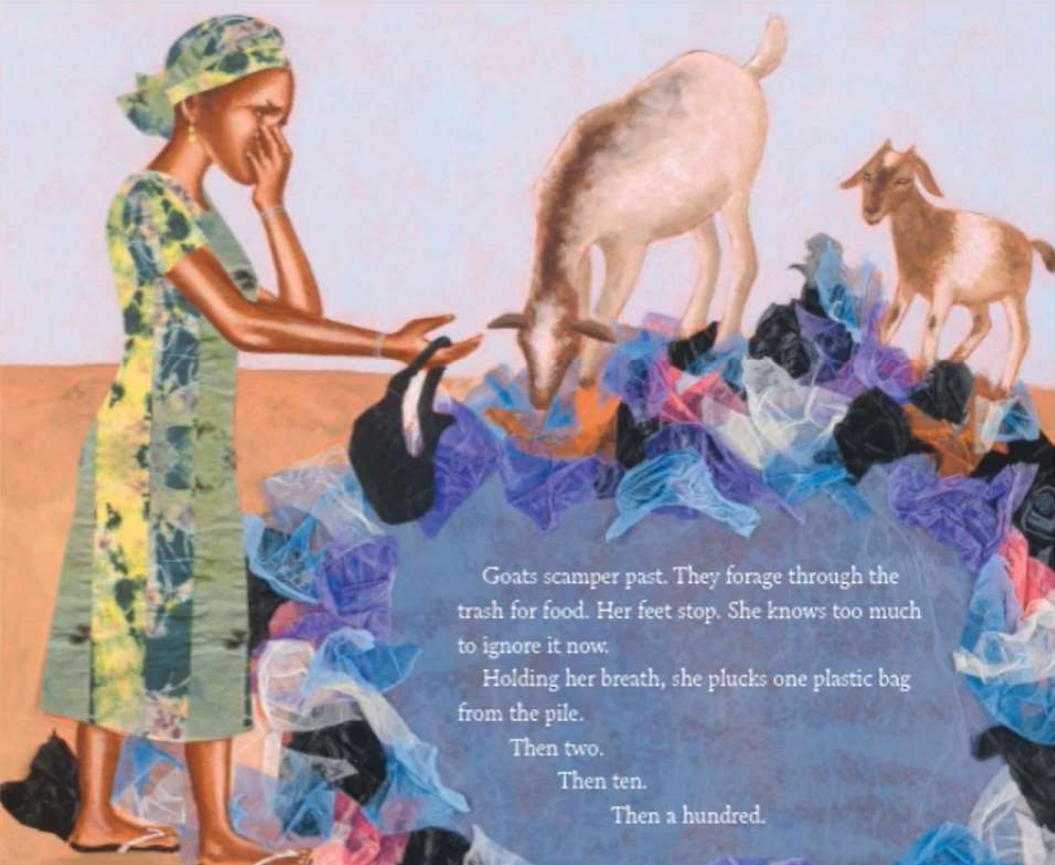
Inside, the butcher is speaking in a low voice.

"Many goats have been eating these," he says. "The bags twist around their insides, and the animals cannot survive. Now three of your goats and so many other goats in the village have died!"

Grandmother Mbombeh's powerful shoulders sag. Isatou must be strong and do something. But what?



Isatou's feet lead her to the old, ugly road. A pile of garbage stands as wide as Grandmother's cooking hut. Mosquitoes swarm near dirty pools of water alongside the pile. Smoke from burning plastic stings her nose. Her feet back away.



Goats scamper past. They forage through the trash for food. Her feet stop. She knows too much to ignore it now.

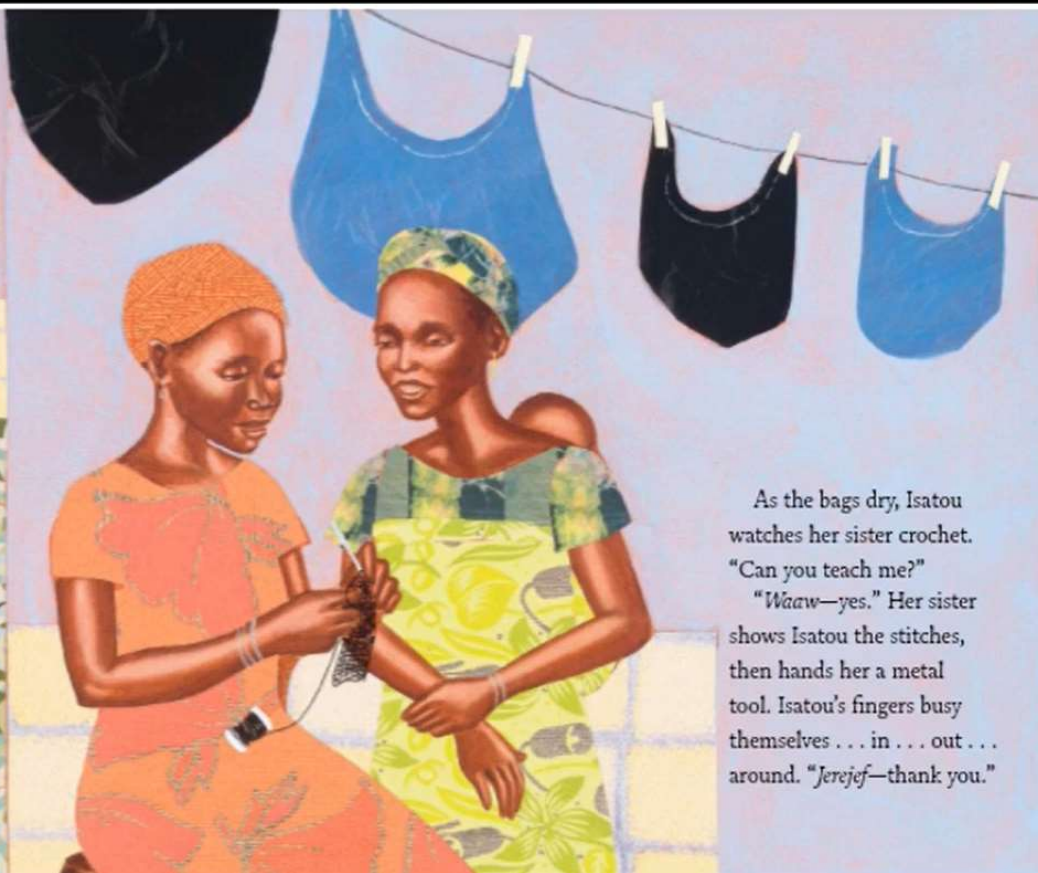
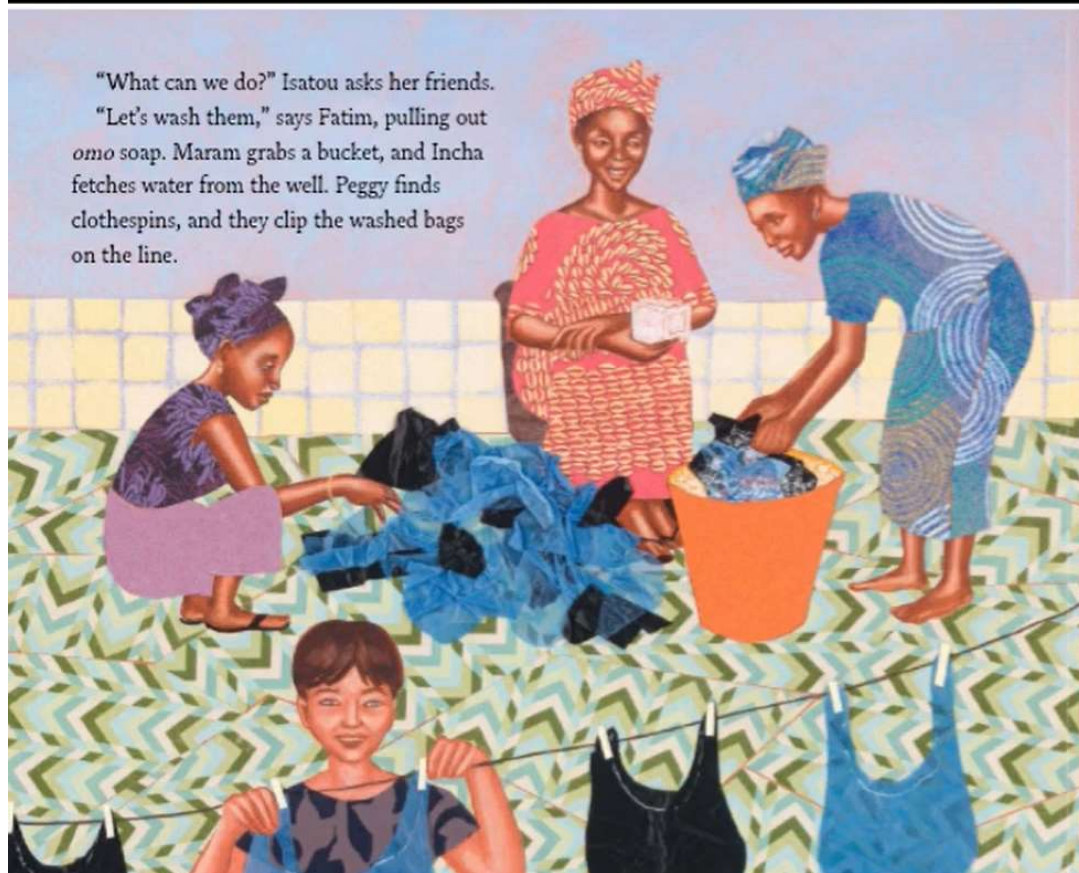
Holding her breath, she plucks one plastic bag from the pile.

Then two.

Then ten.

Then a hundred.

"What can we do?" Isatou asks her friends.
"Let's wash them," says Fatim, pulling out
omo soap. Maram grabs a bucket, and Incha
fetches water from the well. Peggy finds
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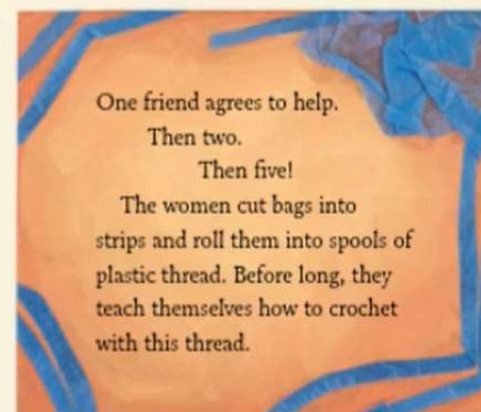
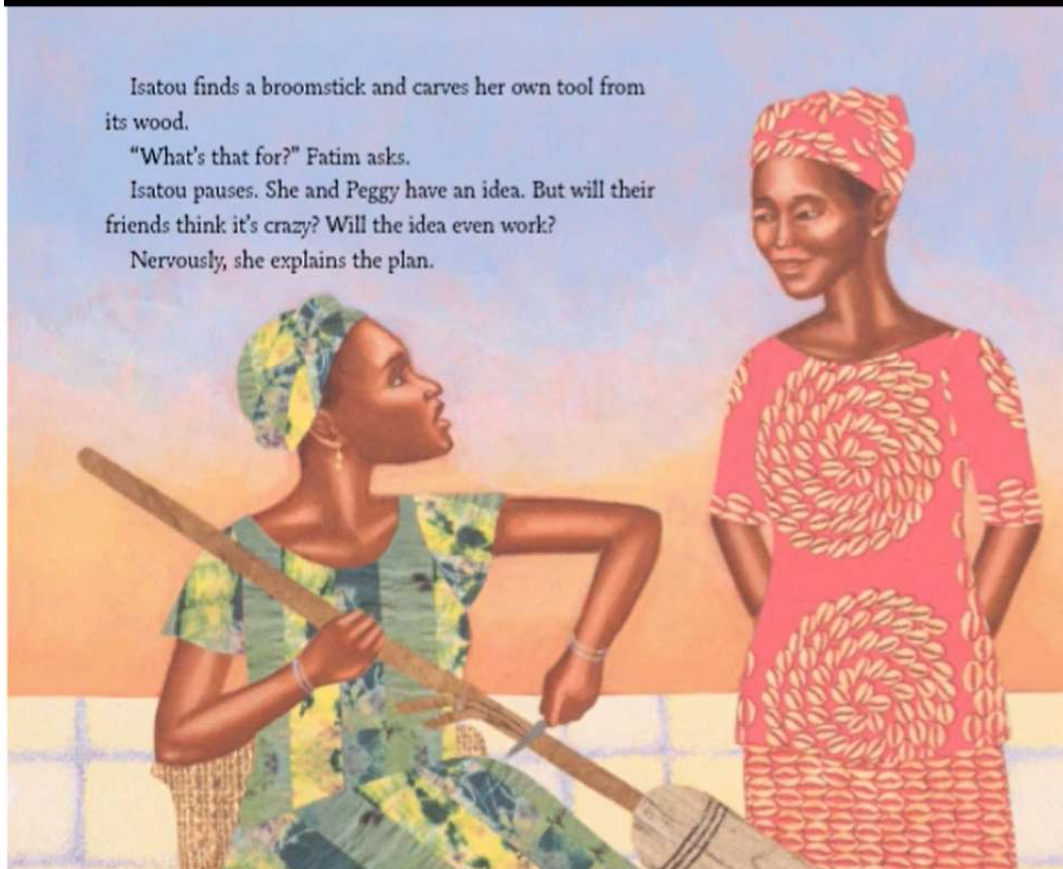
As the bags dry, Isatou
watches her sister crochet.
"Can you teach me?"
"Waaw—yes." Her sister
shows Isatou the stitches,
then hands her a metal
tool. Isatou's fingers busy
themselves . . . in . . . out . . .
around. "Jerejef—thank you."

Isatou finds a broomstick and carves her own tool from its wood.

"What's that for?" Fatim asks.

Isatou pauses. She and Peggy have an idea. But will their friends think it's crazy? Will the idea even work?

Nervously, she explains the plan.



One friend agrees to help.

Then two.

Then five!

The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.



"Naka ligey be?" asks Grandmother. "How is the work?"

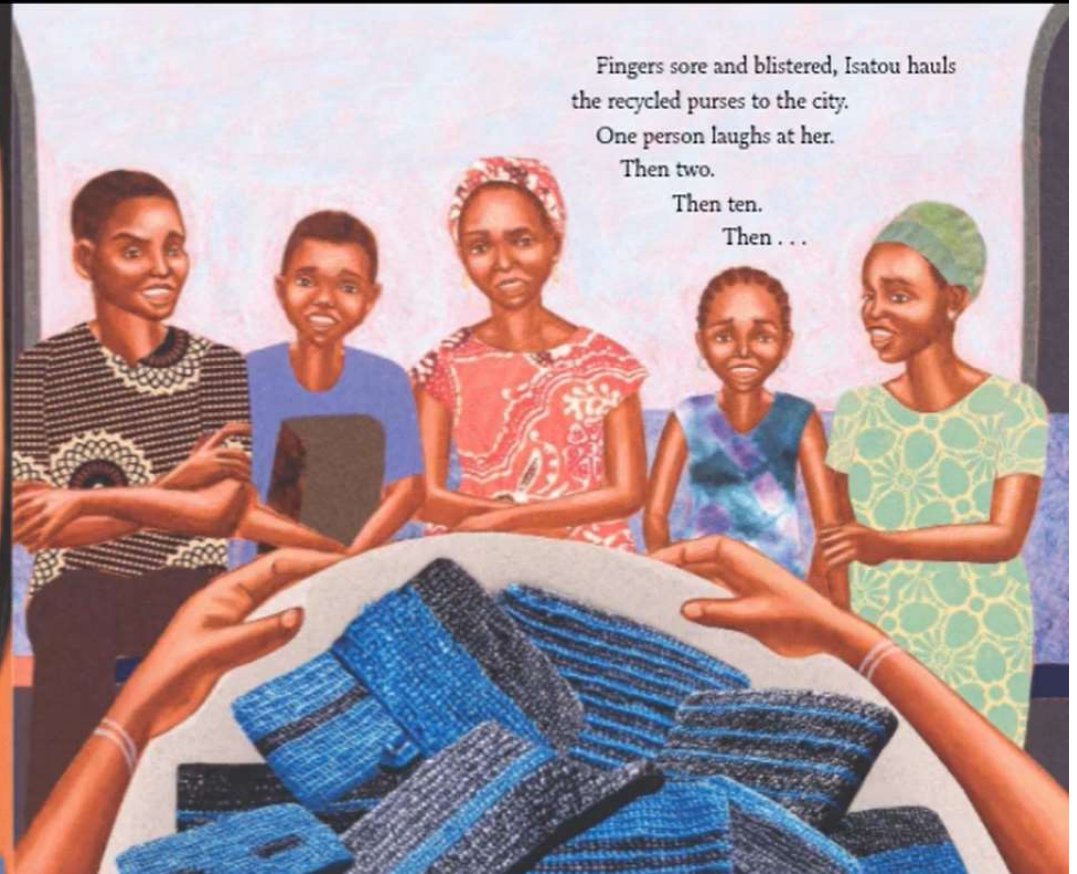
"Ndanka, ndanka," answers Isatou. "Slow. Some people in the village laugh at us. Others call us 'dirty.' But I believe what we are doing is good."

The women crochet by candlelight, away from those who mock them . . .

until a morning comes when they will no longer work in secret.



Fingers sore and blistered, Isatou hauls
the recycled purses to the city.
One person laughs at her.
Then two.
Then ten.
Then . . .



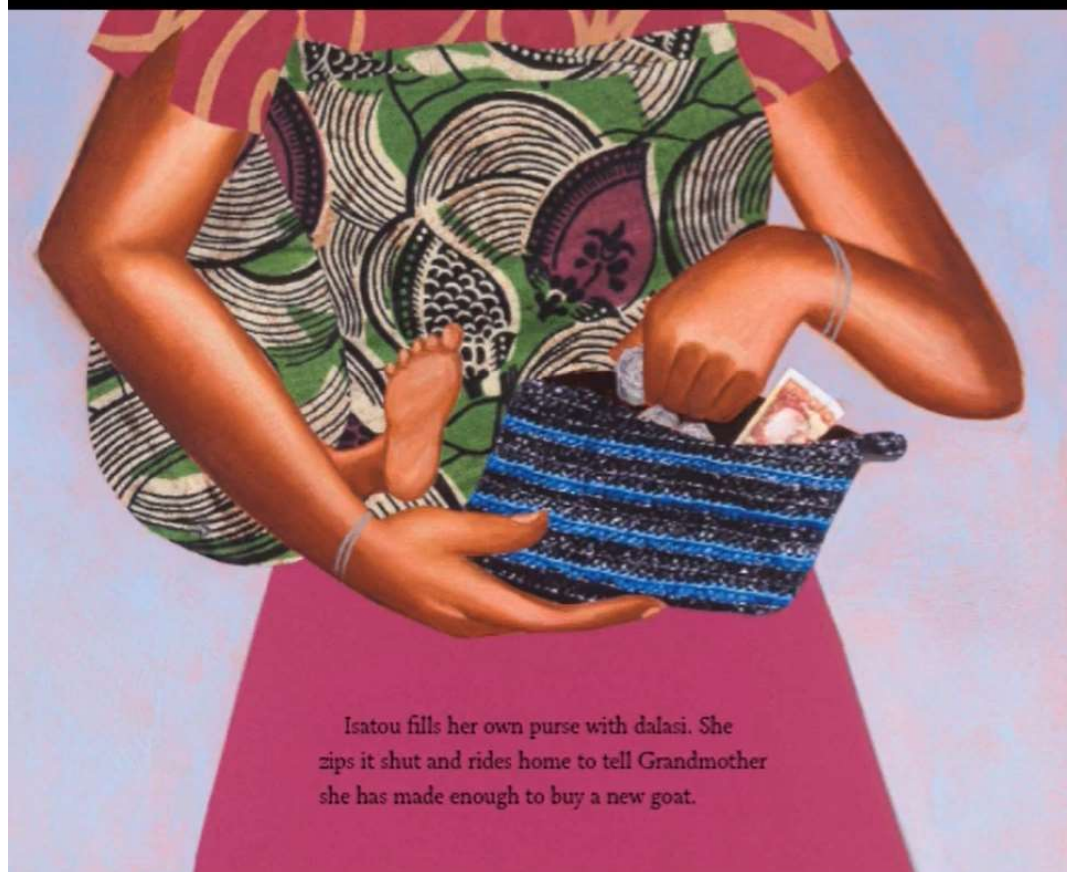
One woman lays dalasi coins
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and shows it to one friend.

Then two.

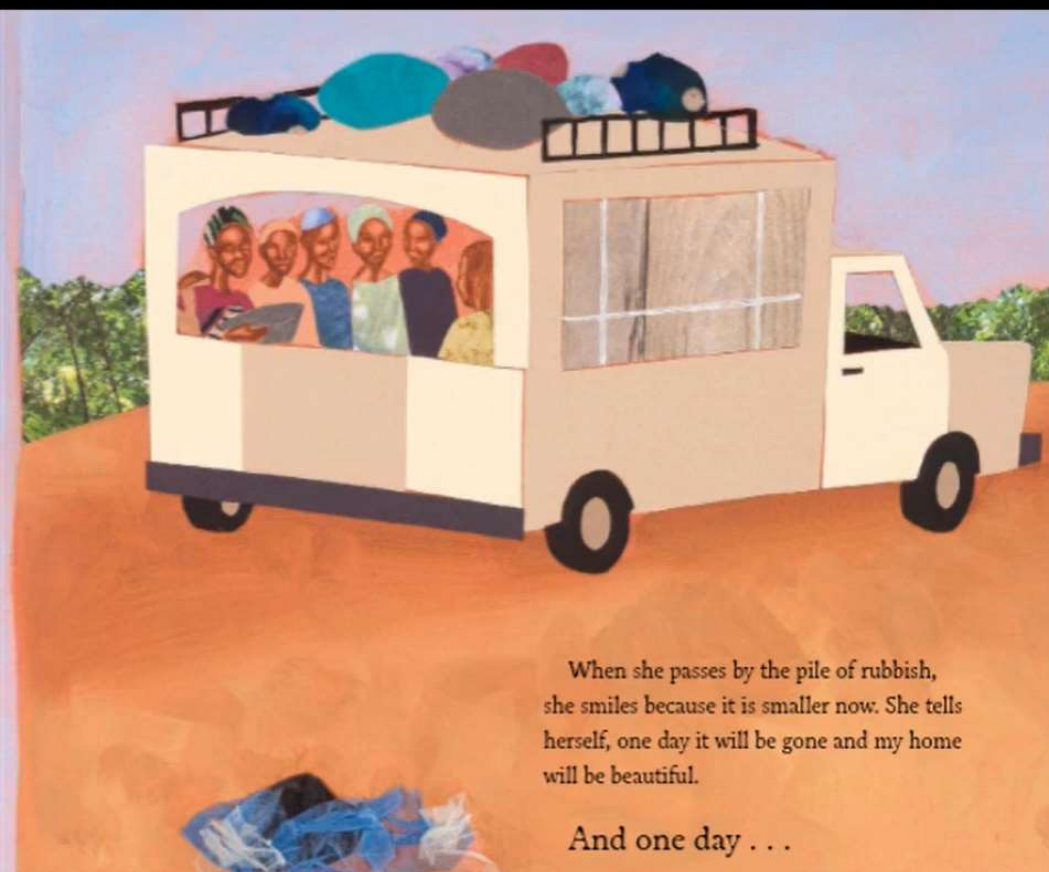
Then ten.

Soon everyone
wants one!





Isatou fills her own purse with dalasi. She zips it shut and rides home to tell Grandmother she has made enough to buy a new goat.



When she passes by the pile of rubbish, she smiles because it is smaller now. She tells herself, one day it will be gone and my home will be beautiful.

And one day . . .

... it was.





Author's Note

I first traveled to the Gambia, West Africa, in 2003 as a volunteer teacher. I had an amazing experience, but something threatened to ruin my memory of it all—the heaps of garbage piled everywhere.

The problem seemed too big to fix. Then a friend told me that in a rural village a woman named Isatou Ceesay was doing something about it. My friend showed me a beautiful purse made from recycled plastic bags, and I vowed to meet Isatou.

During my third stay in the Gambia, in 2007, I finally connected with Isatou and visited her home in Njau. There I interviewed many women and girls, including the original Gambian women who had begun the recycling project with Isatou a decade earlier. They shared past stories of dead livestock, strangled gardens, and malaria outbreaks linked to the trash. But they also shared new stories of healthier families, better income, and increased self-confidence. Although I wasn't able to include all the details about the women and their project in this book, I believe the story I've shaped captures their spirit and inspirational accomplishments.

Today, Njau is much cleaner, the goats are healthier, and the gardens grow better. Residents from nearby towns travel there to learn the craft of recycling. People from around the world continue to purchase the recycled plastic purses, and the women contribute some of their earnings toward an empowerment center where community members enjoy free health and literacy classes, as well as learn about the dangers of burning plastic trash.

In 2012, that center also became the home for the region's first public library. By the time you read this book, I hope that a copy of *One Plastic Bag* is shelved there and that it will be checked out once . . . then twice . . . then a hundred times!

AFRICA

Wolof Glossary and Pronunciation Guide

dalasi (duh-LAH-see): Gambian money

Fatim (FAH-teem): a Gambian girl's name and one of the original recycling women

Incha (IN-cha): a Gambian girl's name and one of the original recycling women

Isatou (EYE-suh-too): a Gambian girl's name and the first Gambian woman to recycle plastic bags

jerejef (jerr-uh-JEFF): thank you

Maram (MAH-ram): a Gambian girl's name and one of the original recycling women

Mbomboh (mBOH M-bay): a Gambian girl's name and one of the original recycling women

mbuba (mBOO-buh): a long dress

minties (MIN-tees): hard candies

Naka ligey be? (NAH-kuh lee-GAY bee): how is the work coming along?

ndanka, ndanka (nDAH-kuh, nDAH-kuh): very slow

omo (OH-mo): soap

waaw ('WO'W): yes

wanjo ('WAHN-joe): a red drink made from hibiscus

Wolof ('WUL-off): one of the native languages of the Gambia and the Senegal



Two of the women who began crocheting purses with Isatou in the late 1990s

Timeline

- 1970s Plastic bags become a serious problem in Gambian cities.
- 1972 Isatou Ceesay is born in Njau, Gambia.
- 1980s-1990s Plastic bags become a serious problem in villages such as Njau. Goats begin to die, and gardens struggle to grow in the trash-filled soil. Villagers burn their plastic trash to try to get rid of it.
- 1998 Isatou and Peace Corps volunteer Peggy Sedlak, along with four other Gambian women, begin the Njau Recycling and Income Generating Group (NRIGG). They work mostly in secret for over a year, until people become aware of the income and impact they are making.
- 2000 Isatou is named to the language & culture staff with the US Peace Corps in Gambia. With donated funds, the women build a skills center, where they can work, learn, and form a community focused on better health for people, animals, and the environment.
- 2002 Isatou is promoted to assistant technical trainer for environment for the US Peace Corps in Gambia.
- 2005 Isatou is named an assistant field worker for women's empowerment with Future in Our Hands (a Swedish nonprofit organization). Isatou and other NRIGG women begin to train people from nearby villages about the dangers of plastic and creative ways to reuse it.
- 2007 With nearly seventy women now active in NRIGG, the women of Njau begin marketing their products internationally.
- 2008 NRIGG wins a grant for sewing machines, and the women begin offering a tailoring/sewing workshop as well.
- 2011 Solar panels are installed at the NRIGG center, and the site is chosen to house the region's first public library.
- 2012 Isatou wins a World of Difference 100 Award from the International Alliance for Women (IAW).
- 2014 NRIGG is incorporated as a registered nonprofit and is renamed Women Initiative the Gambia (WIG).



For Further Reading

Kamukamba, William, and Bryan Mesler. *The Boy Who Harnessed the Wind*. New York: Dial, 2012.

This picture book tells the true story of a fourteen-year-old boy in Malawi who built a functioning windmill out of junkyard scraps in the face of a terrible drought.

McBreen, Page. *Beatrice's Goat*. New York: Atheneum, 2001.

Beatrice lives in a small Ugandan village and cannot afford to go to school. But when her family receives the gift of a goat, they sell the goat's milk to help her dream of attending school become a reality. The story is based on real events.

Millberg, Katie Smith. *One Hen: How One Small Loan Made a Big Difference*. Tonawanda, NY: Kids Can Press, 2008.

In this story inspired by the life of Kwabena Darko, a boy named Kojo turns a small loan into the largest poultry farm in his region of Ghana.

Napoli, Donna Jo. *Mama Miti: Wangari Maathai and the Trees of Kenya*. New York: Paula Wiseman Books, 2010.

This book chronicles the work of Wangari Muta Maathai, the first African woman to win the Nobel Peace Prize, and her environmental efforts in Kenya.

Thompson, Laurie. *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah*. New York: Schwartz & Wade, 2011.

A picture book biography of Emmanuel Ofosu Yeboah, who bicycled across Ghana with only one leg, changing how his country treated people with disabilities.



Support learning beyond the printed book. Download free, complementary educational resources for this book from our website, www.bornontheborder.com.



"People thought I was too young and that women couldn't be leaders. I took these things as challenges; they gave me more power. I didn't call out the problems—I called out solutions." —Isatou Ceesay

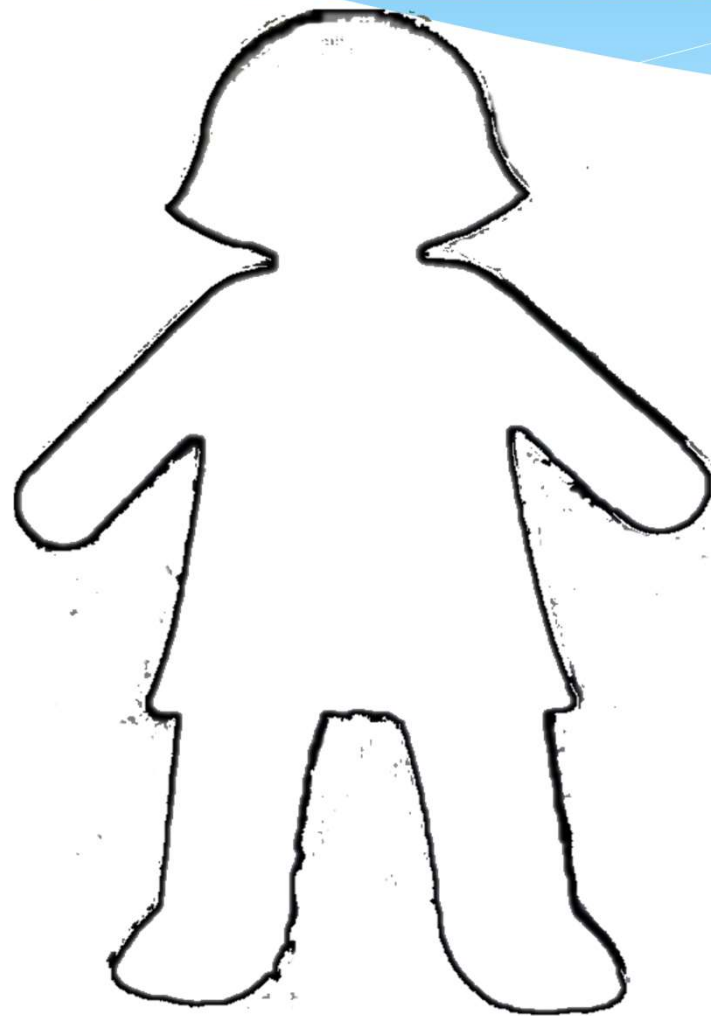
One Plastic Bag – Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul, illustrated by Elizabeth Zunon

The true story of Isatou Ceesay who saw the problem that the proliferation of plastic bags was causing in her country, the Gambia, contaminating the environment and killing the goats that swallowed them.

She collaborated with other local women to crochet thread made from the plastic bags to create purses resulting in a thriving trade and reducing pollution.

The illustrator grew up in West Africa and has used colourful papers and leftover shopping bags in the creation of her pictures.

Role on the wall – Isatou updated in a different colour having read all the book



Tell me...

- * What did you like?
 - * What did you dislike?
 - * What patterns did you see?
 - * What puzzles you?
-
- What do you find most inspiring about this story?
 - What would you say were Isatou's strengths?
 - What would you say were the strengths of the community portrayed

<http://climateheroes.org/heroes/>

Week 3 Monday

- * Learning Outcome / Objective

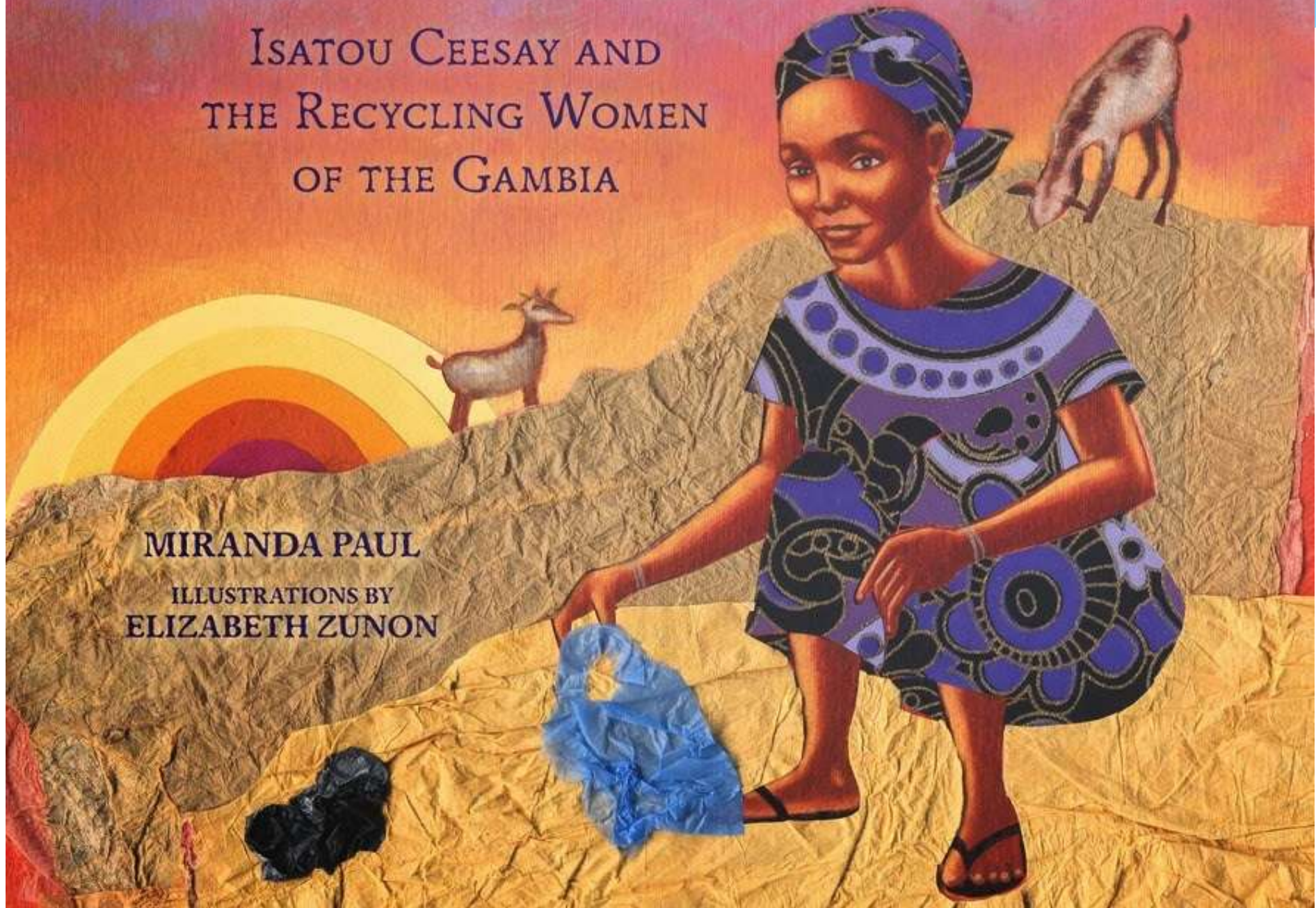
- * I can

ONE PLASTIC BAG

ISATOU CEESAY AND
THE RECYCLING WOMEN
OF THE GAMBIA

MIRANDA PAUL

ILLUSTRATIONS BY
ELIZABETH ZUNON





For Isatou and all who are "being the change" —M.P.

For all the crafters of the world —E.Z.

The author would like to thank Bill Roberts, Professor of Anthropology and Director of the PEACE program in the Gambia at St. Mary's College of Maryland, for his inspiration, guidance, and support. Further acknowledgments go to Isatou Ceesay and the many women of the Women Initiative the Gambia (WIG) who passionately shared their stories over the course of several visits. The author would also like to acknowledge her Wolof and Mandinka language tutor, Ebrima Colley, and the 2003–2008 US-Gambia Peace Corps education & environment staff who first introduced her to Isatou's grassroots efforts.

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Illustrations copyright © 2015 by Elizabeth Zunon

Back matter photos provided by Peggy Solbak

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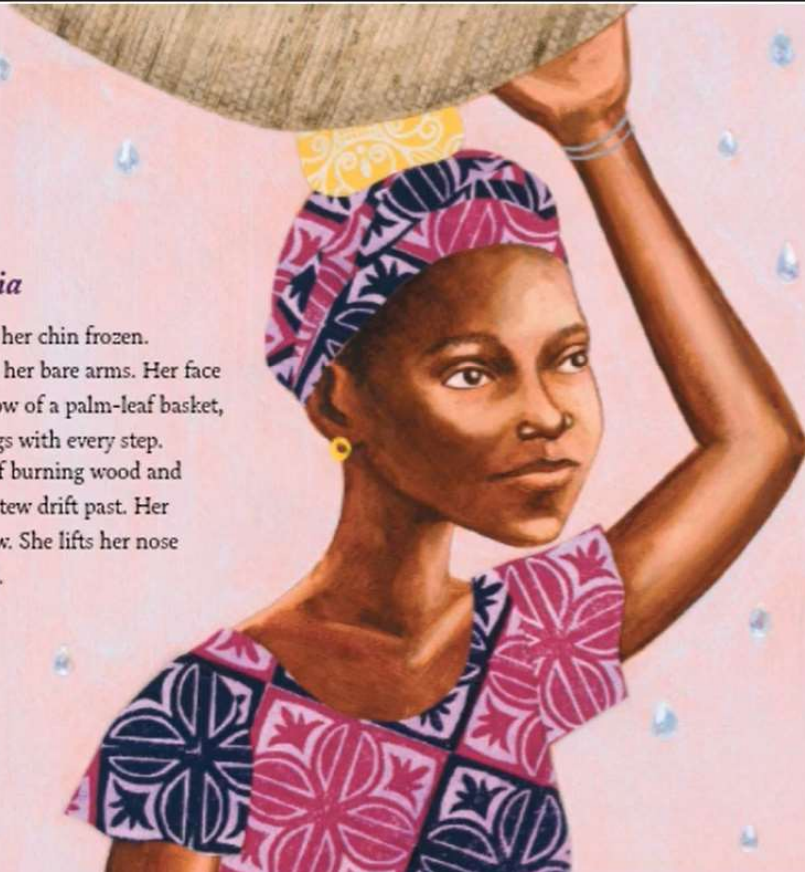


MILLBROOK PRESS • MINNEAPOLIS

Njau, Gambia

Isatou walks with her chin frozen.
Fat raindrops pelt her bare arms. Her face
hides in the shadow of a palm-leaf basket,
and her neck stings with every step.

Warm scents of burning wood and
bubbling peanut stew drift past. Her
village is close now. She lifts her nose
to catch the smell.



The basket tips.

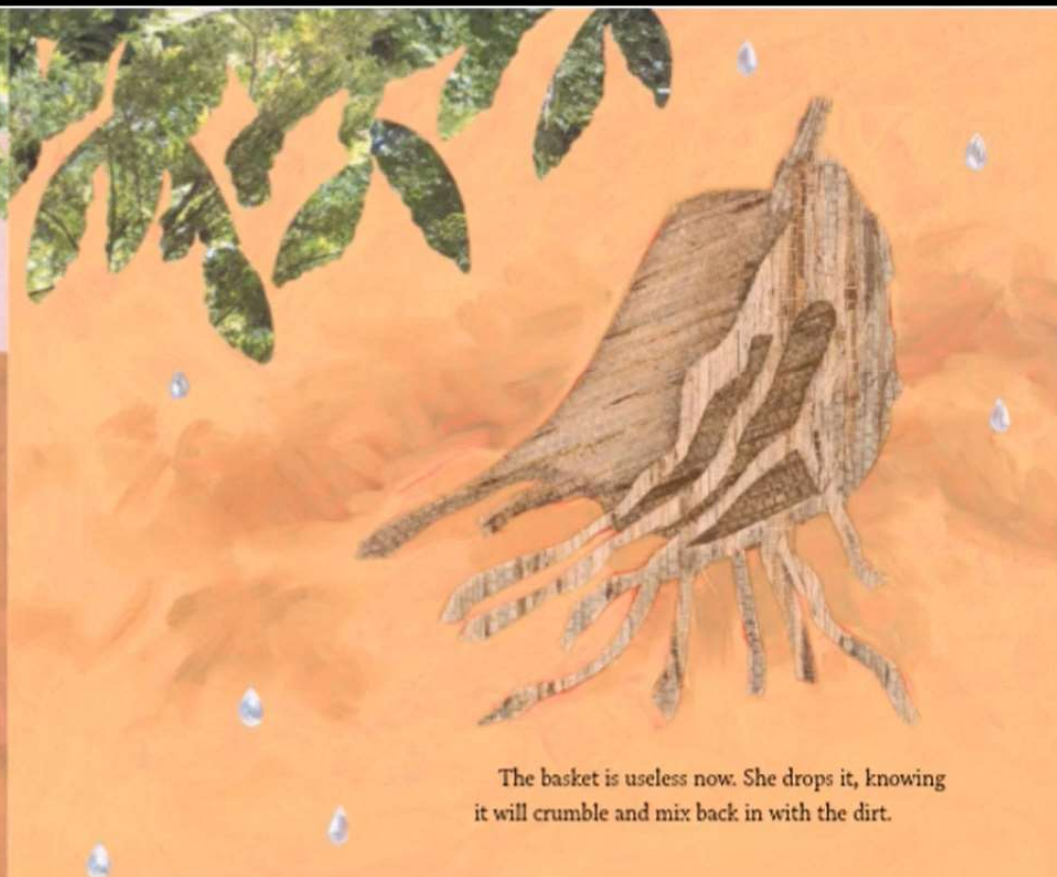
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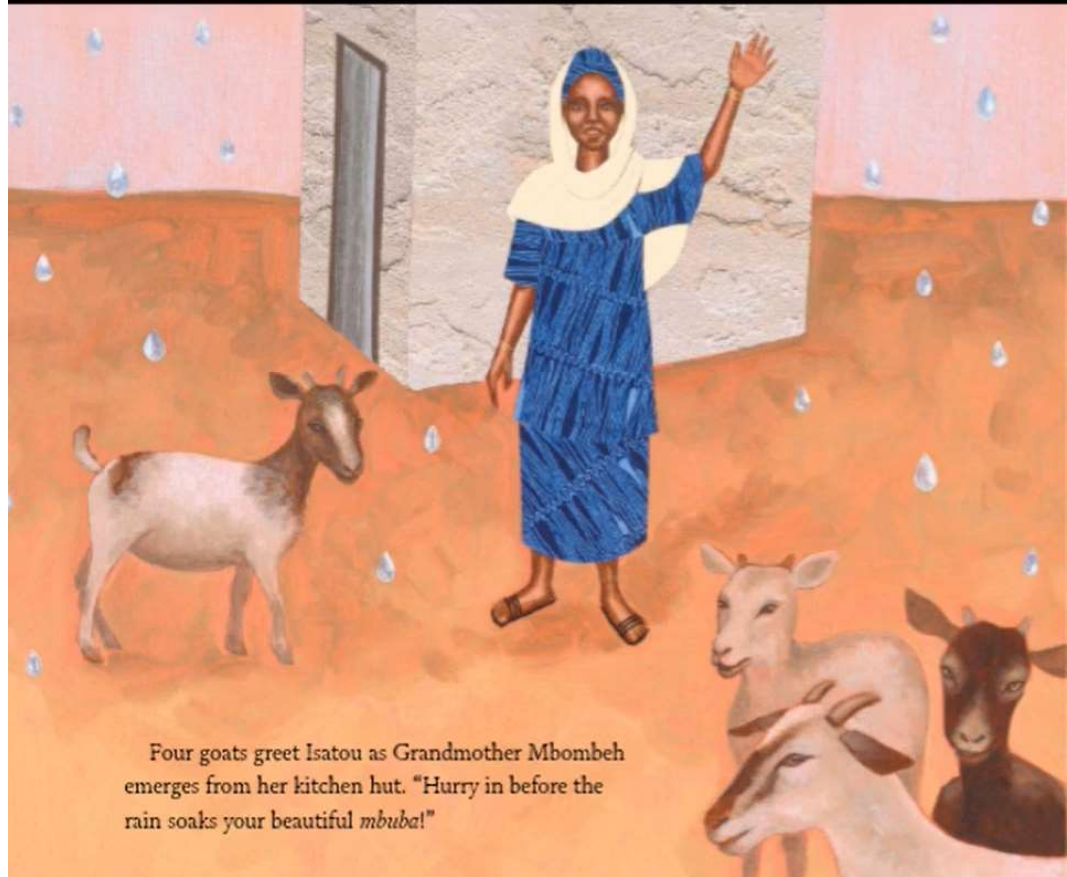
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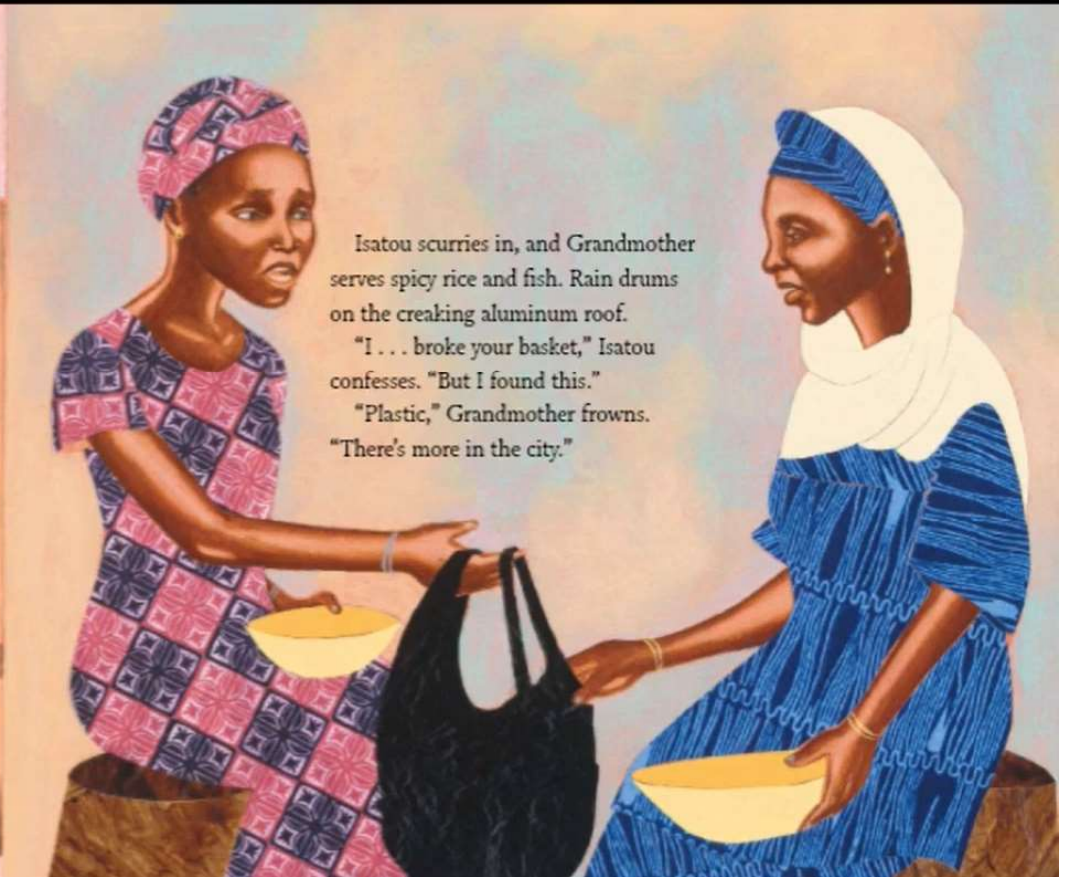
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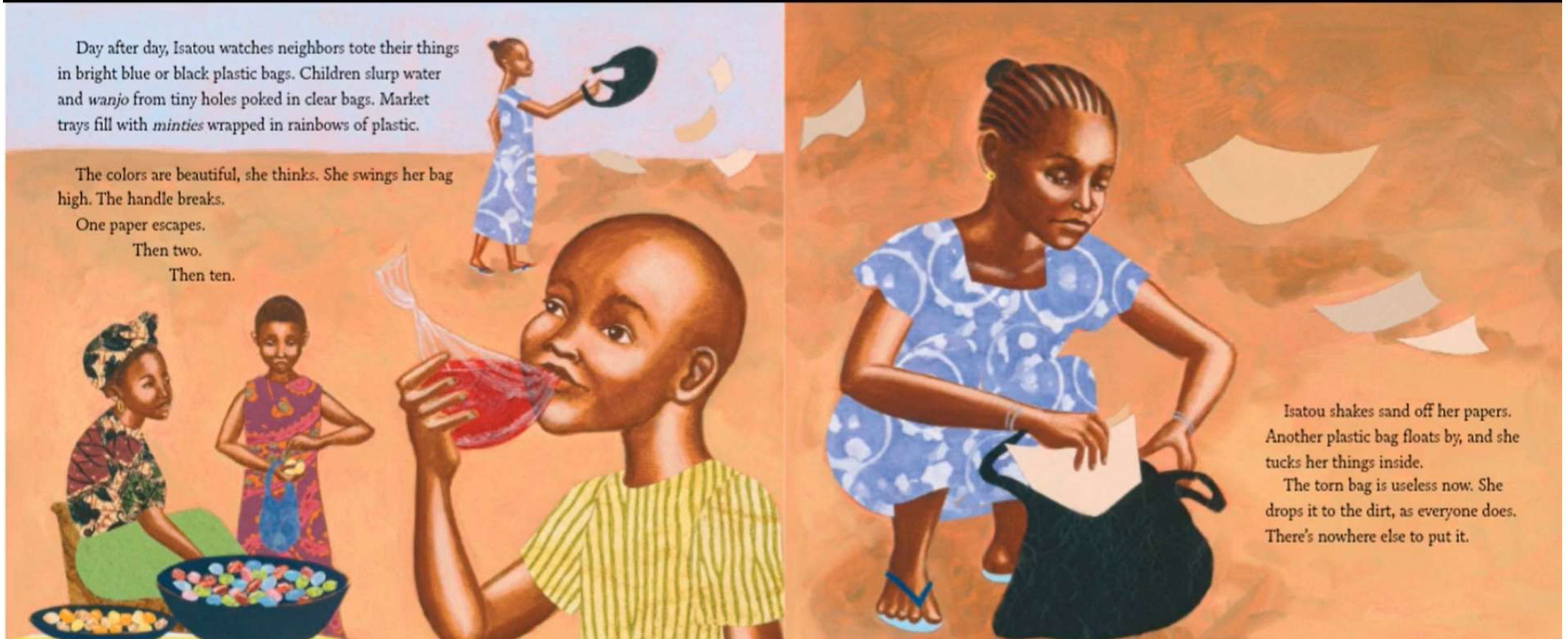
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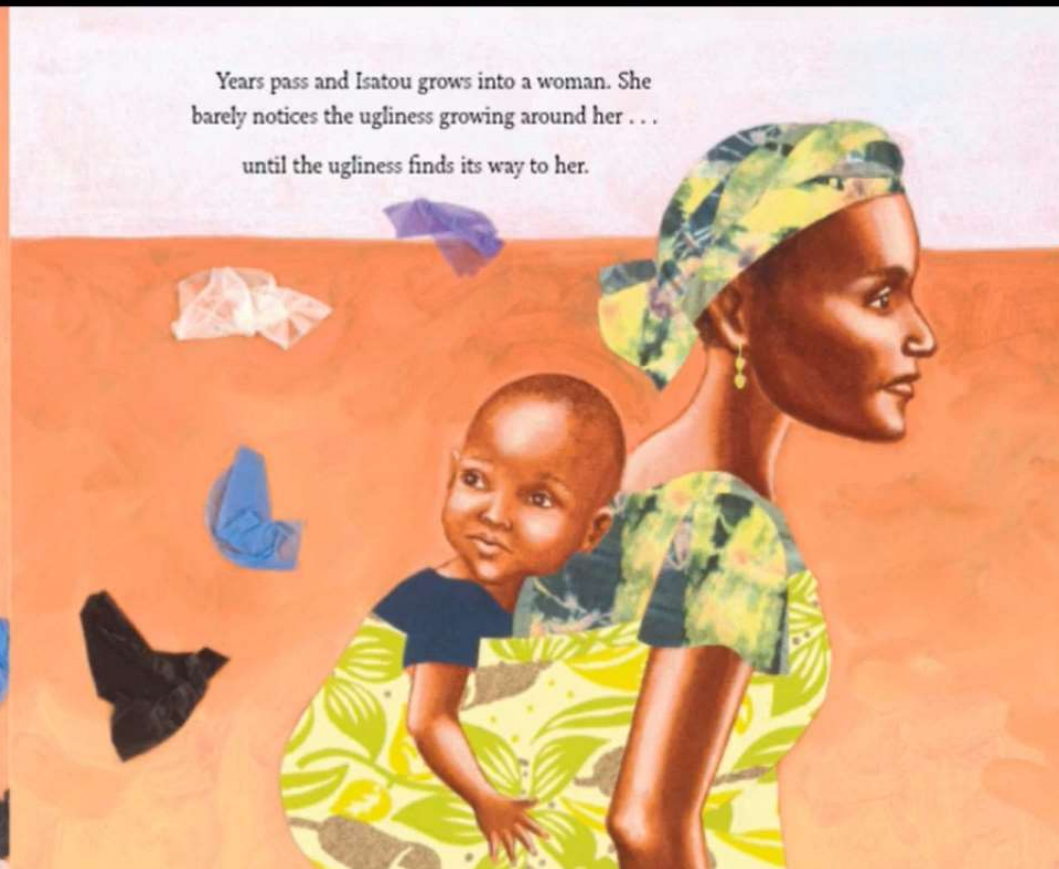
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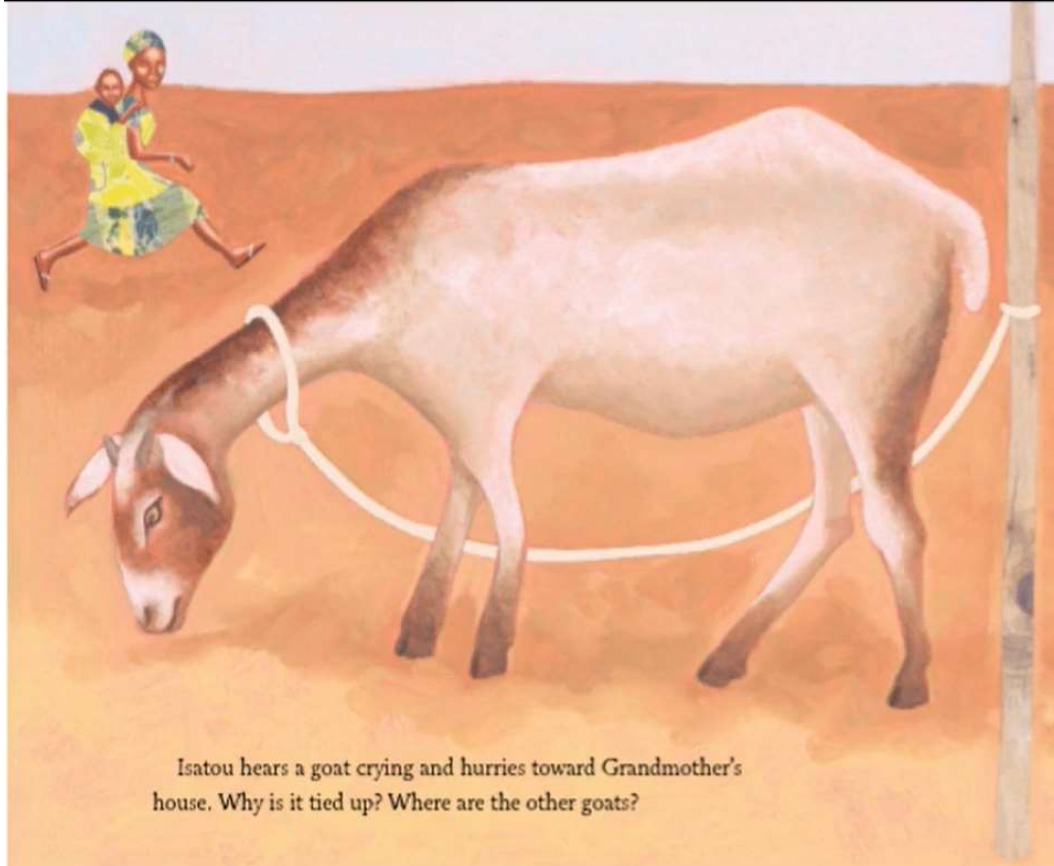
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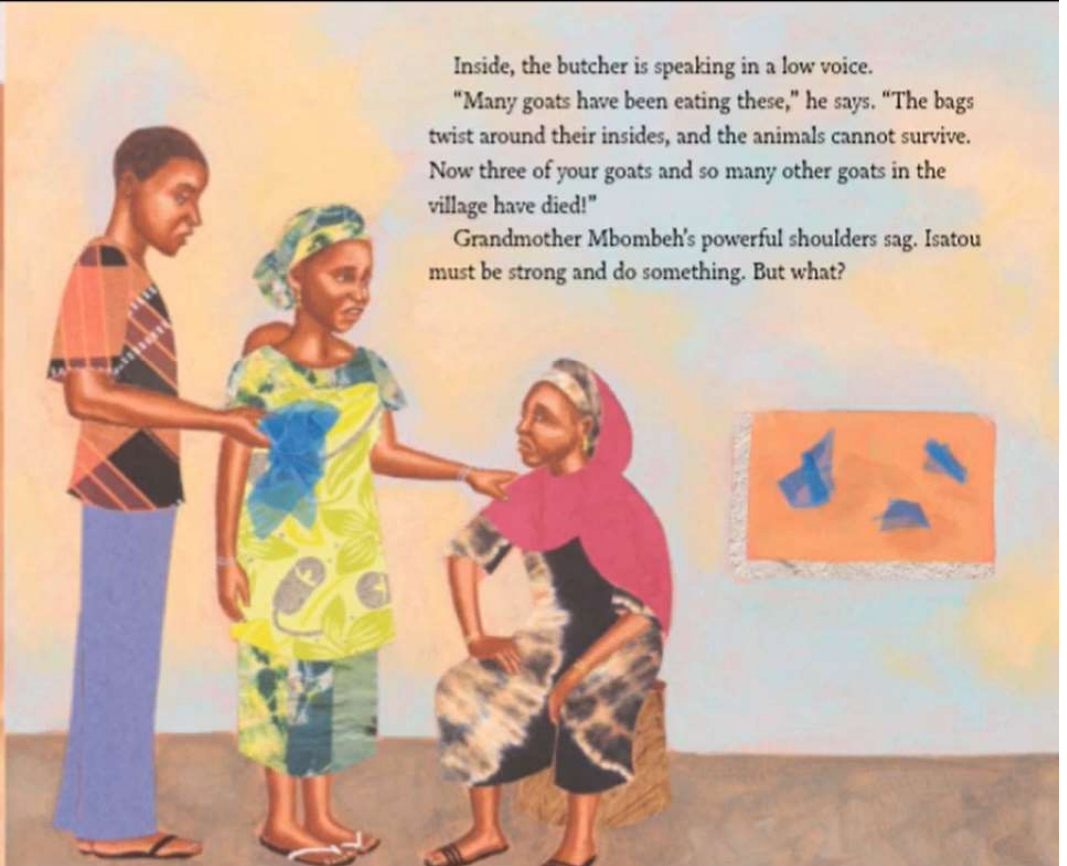
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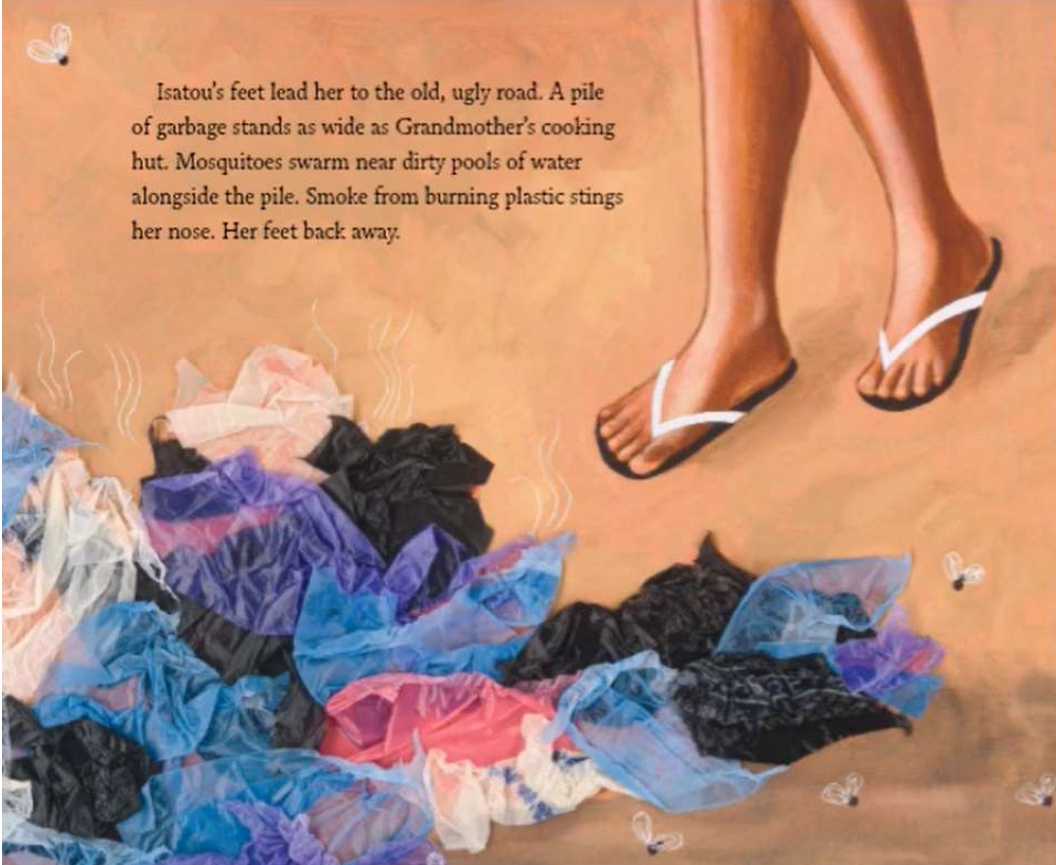
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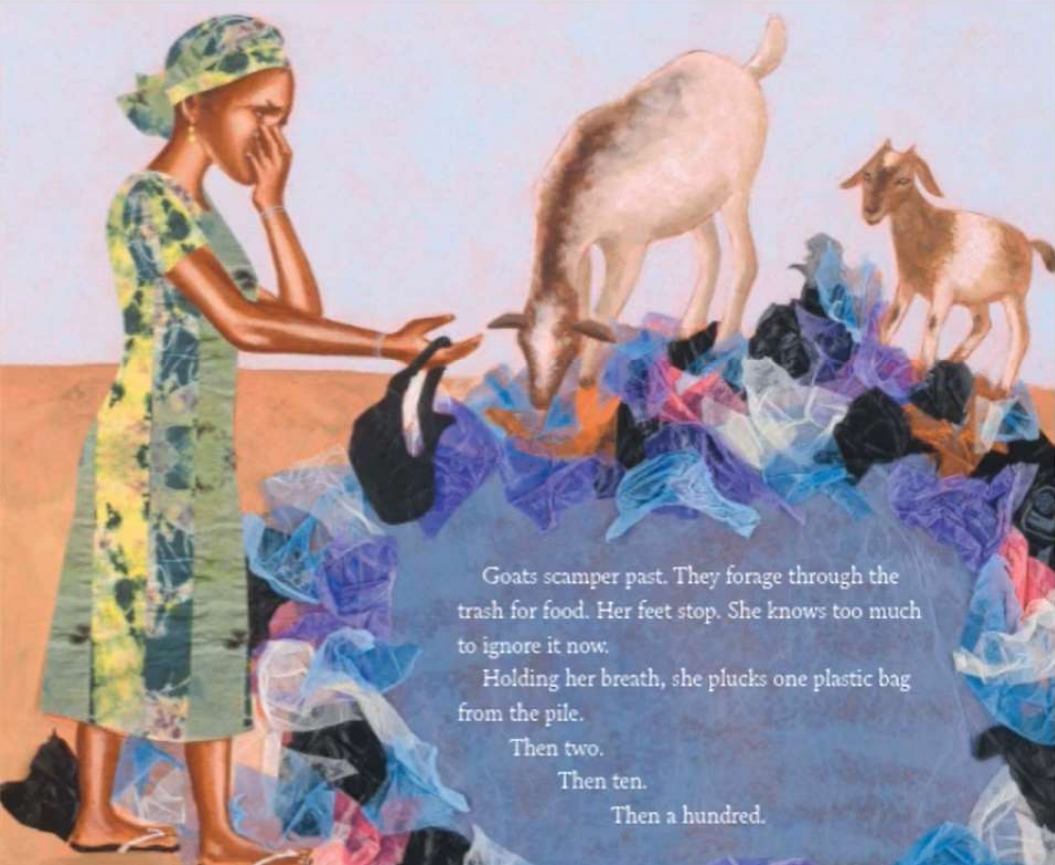
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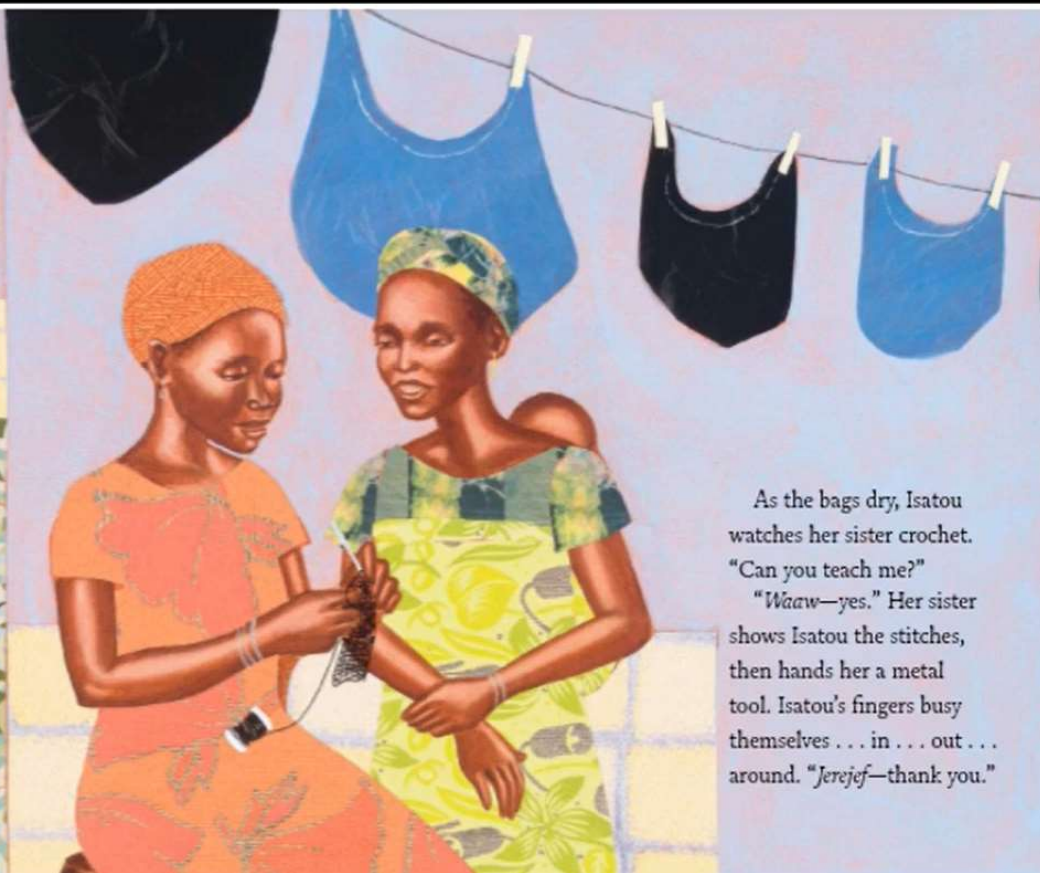
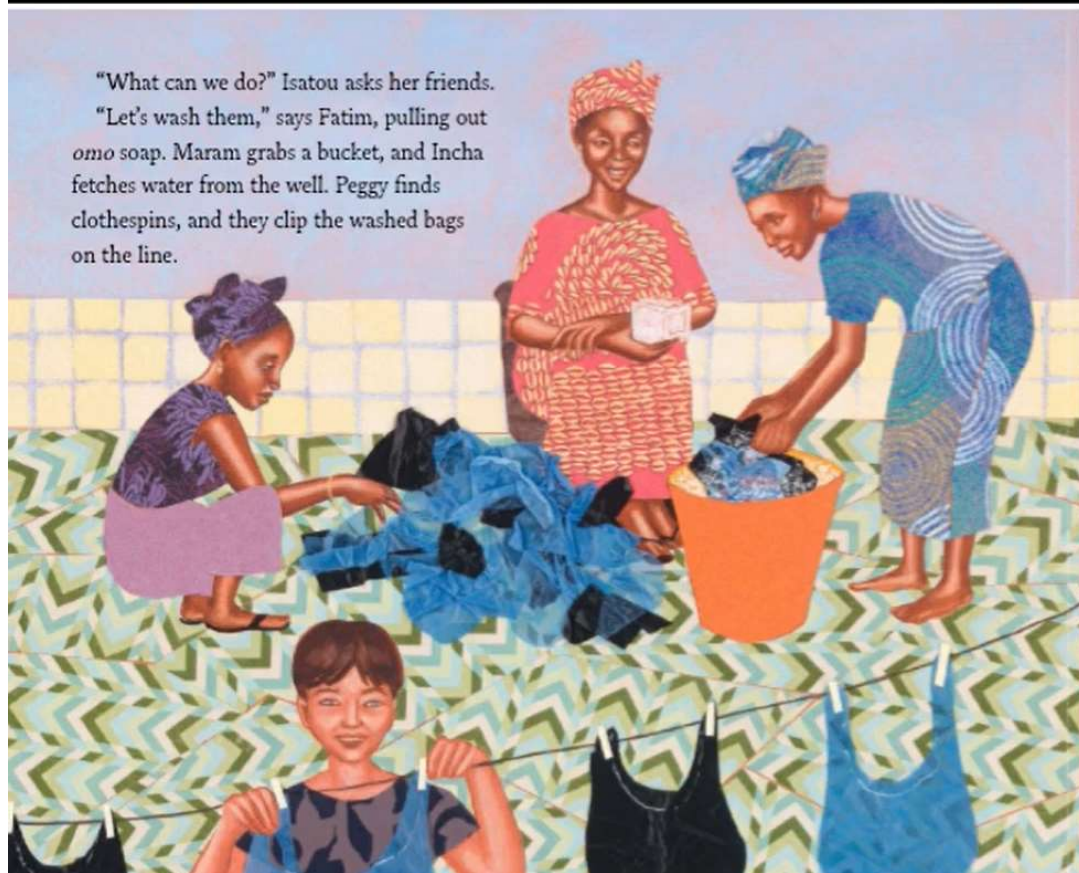
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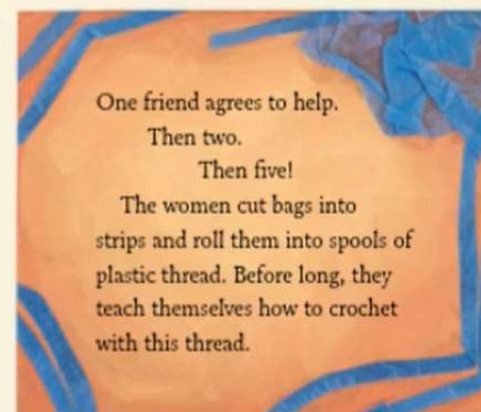
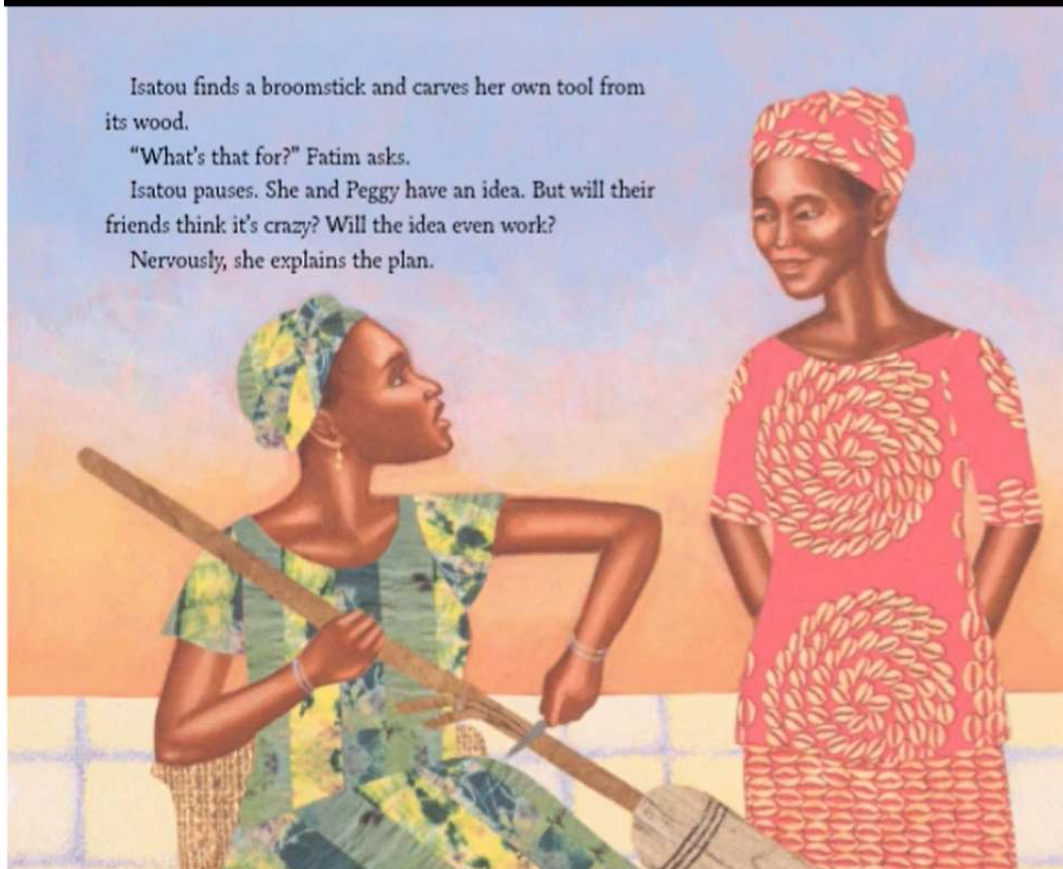
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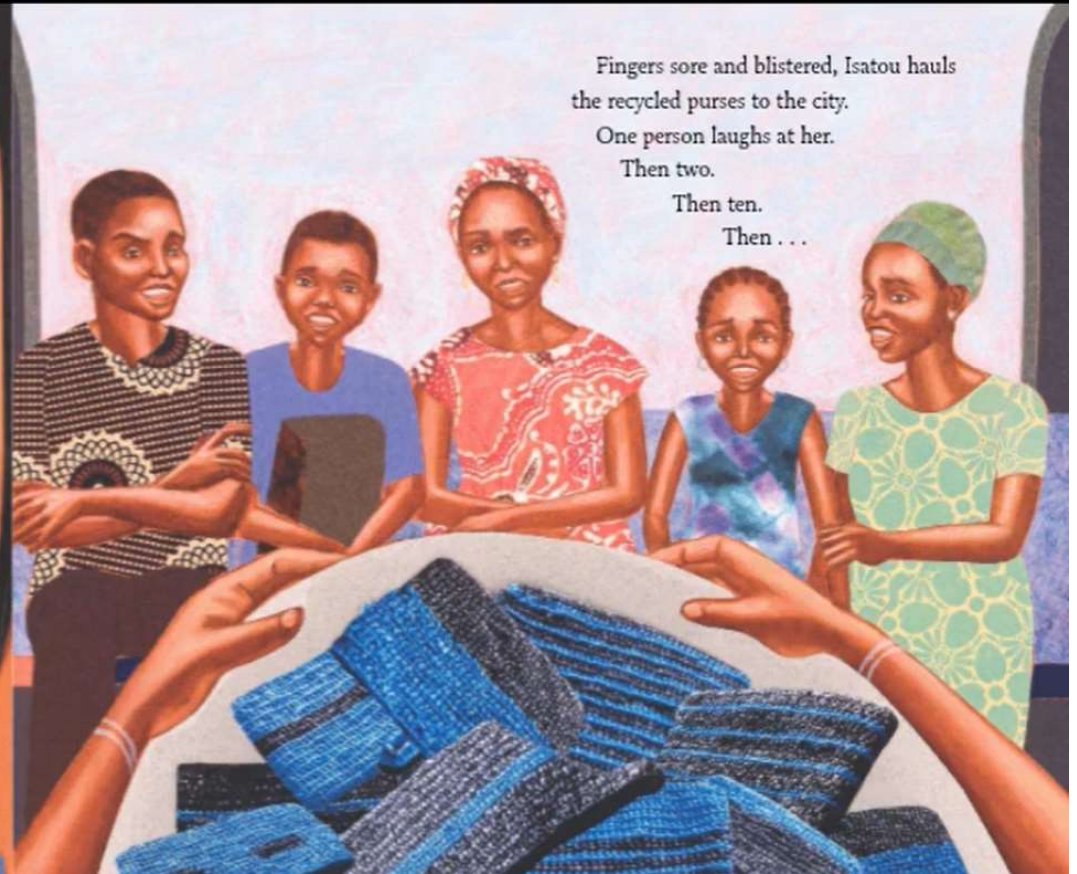
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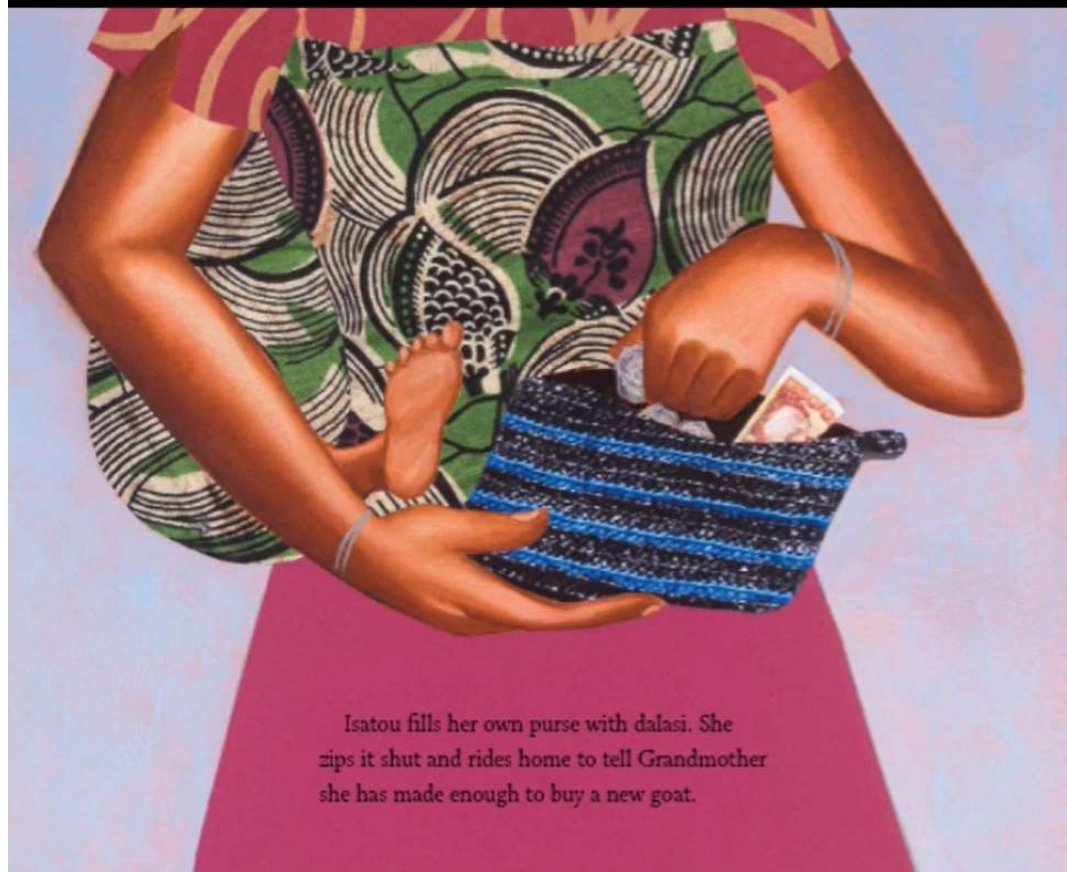
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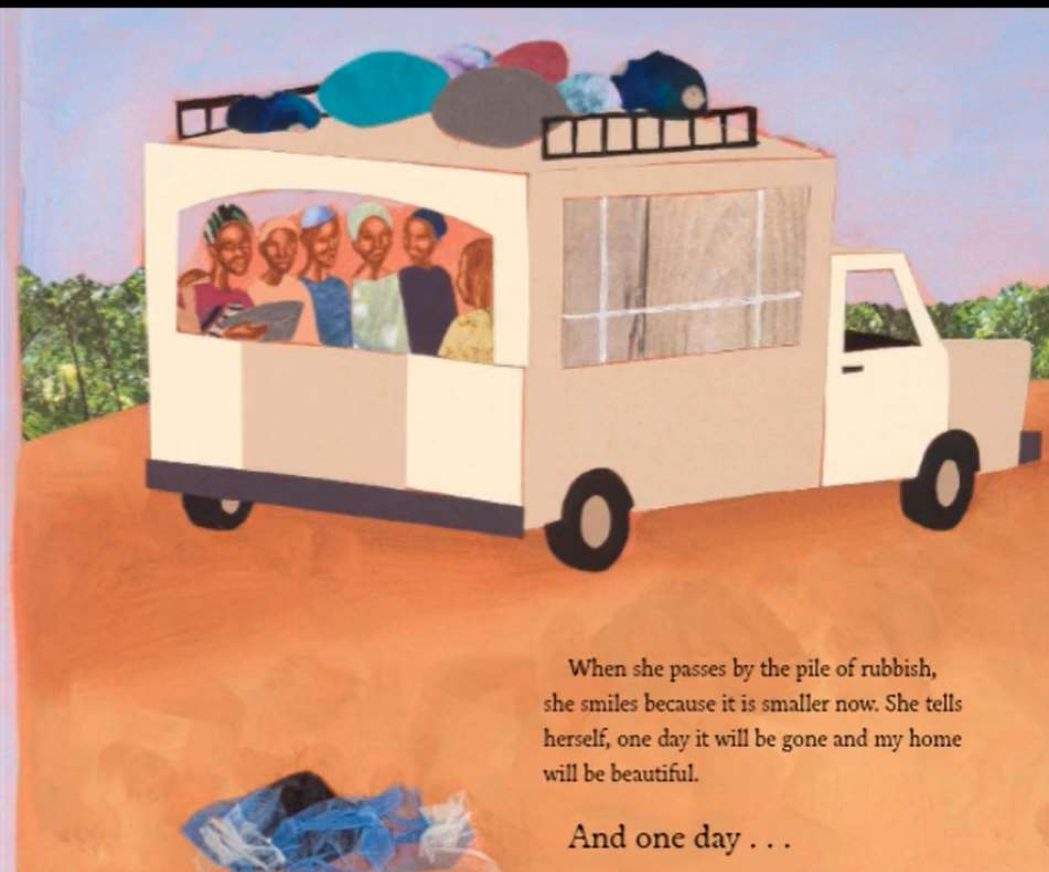
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When she passes by the pile of rubbish, she smiles because it is smaller now. She tells herself, one day it will be gone and my home will be beautiful.

And one day . . .

... it was.

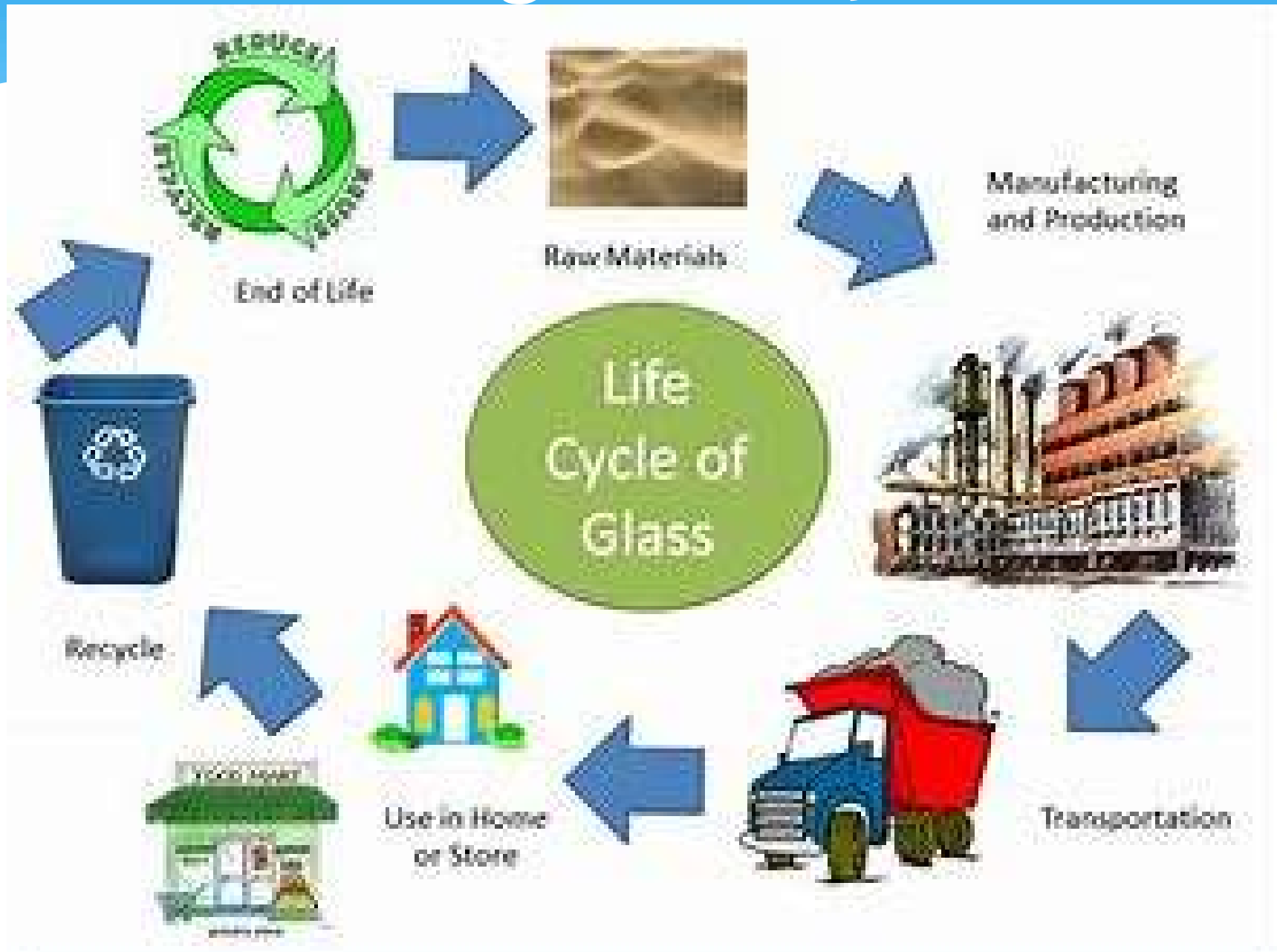


Recycling – an explanation

* https://youtu.be/6jQ7y_qQYUA

Watch this video and think about how they are explaining recycling.

How is glass recycled?



HOW A BOTTLE IS RECYCLED

GOOD JOB! You tossed that plastic bottle into the recycling bin rather than straight into the trash. But do you know what will happen to that bottle now?



COLLECTION

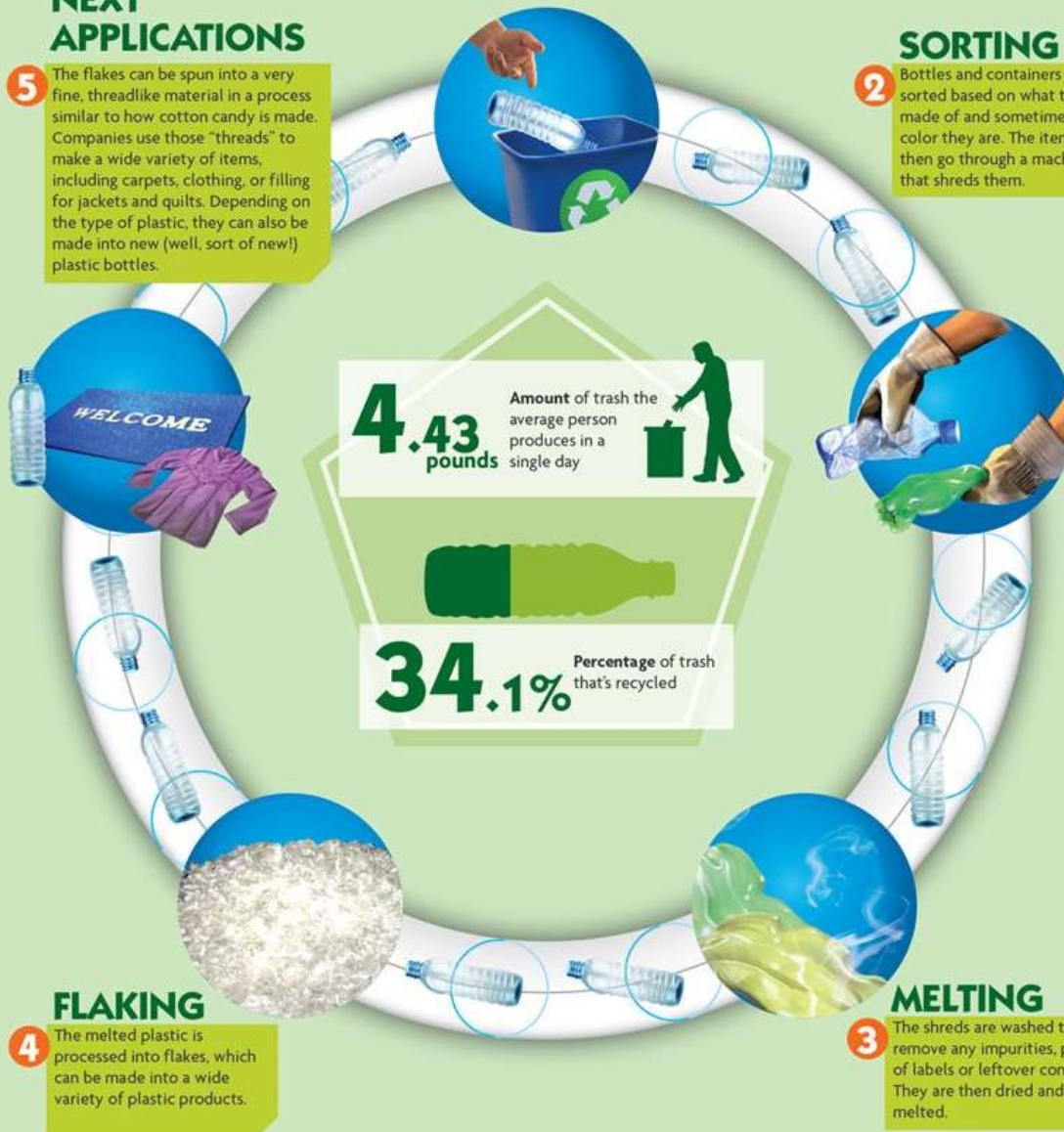
1 Bottles and other recyclable materials are picked up from homes, schools, and businesses and taken to a recycling facility.

NEXT APPLICATIONS

5 The flakes can be spun into a very fine, threadlike material in a process similar to how cotton candy is made. Companies use those "threads" to make a wide variety of items, including carpets, clothing, or filling for jackets and quilts. Depending on the type of plastic, they can also be made into new (well, sort of new!) plastic bottles.

SORTING

2 Bottles and containers are sorted based on what they're made of and sometimes what color they are. The items then go through a machine that shreds them.



Features...

- * Title
- * Numbers
- * Sub-headings
- * Facts
- * 3rd person
- * Present tense
- * Pictures / diagrams
- * Shown in a cycle

Title and opening paragraph to grab your attention and tell you what the text is about.

HOW A BOTTLE IS RECYCLED

GOOD JOB! You tossed that plastic bottle into the recycling bin rather than straight into the trash. But do you know what will happen to that bottle now?

Numbers, sub-headings and pictures guide you through the text.

COLLECTION

1

Bottles and other recyclable materials are picked up from homes, schools, and businesses and taken to a recycling facility.



SORTING

2

Bottles and containers are sorted based on what they're made of and sometimes what color they are. The items then go through a machine that shreds them.

Present tense shows
it is happening now.



Language is clear and factual.



MELTING

3

The shreds are washed to remove any impurities, pieces of labels or leftover contents. They are then dried and melted.

Information is split up to make it easier to understand.



FLAKING

4

The melted plastic is processed into flakes, which can be made into a wide variety of plastic products.

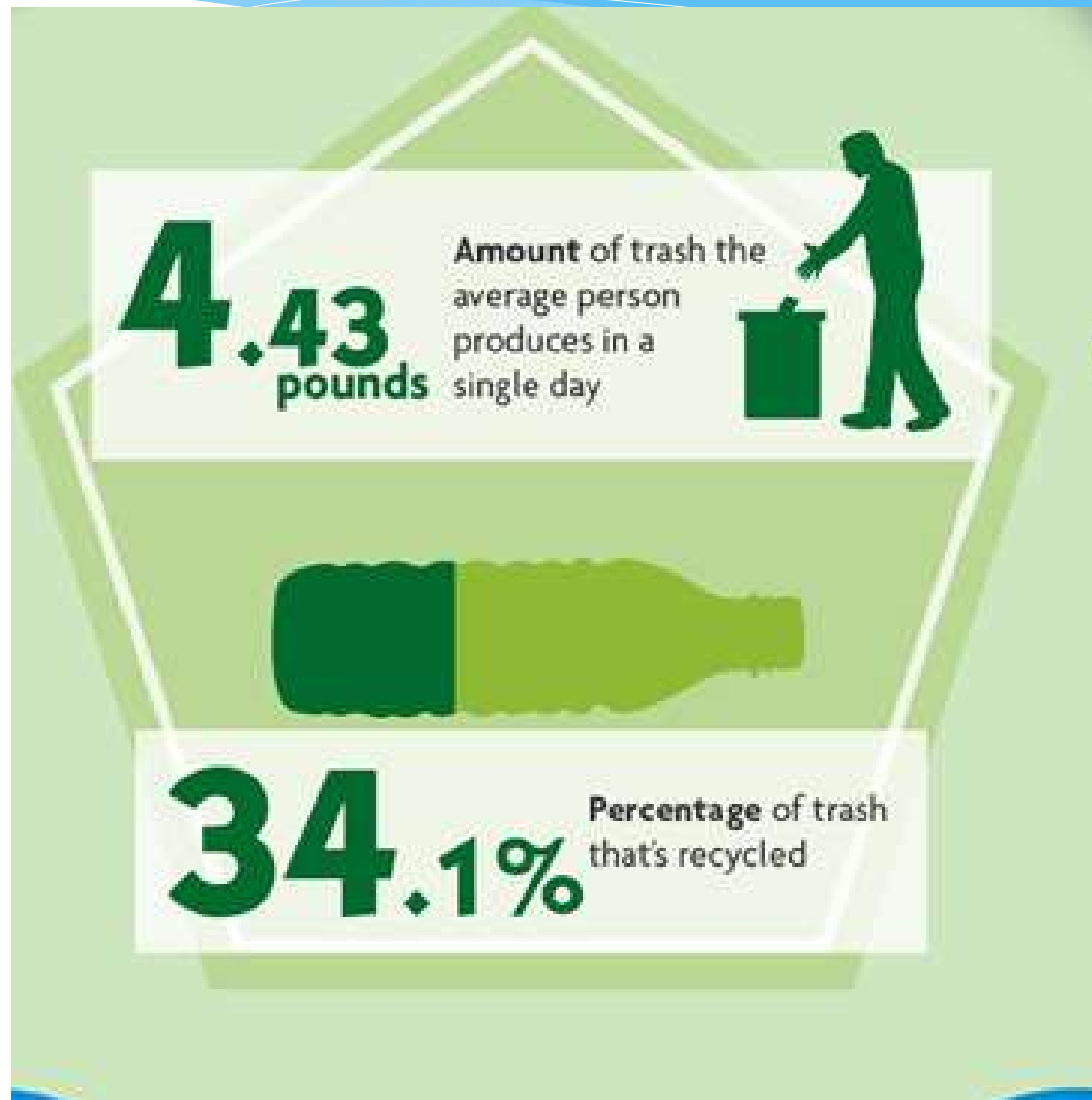
NEXT APPLICATIONS

5 The flakes can be spun into a very fine, threadlike material in a process similar to how cotton candy is made. Companies use those “threads” to make a wide variety of items, including carpets, clothing, or filling for jackets and quilts. Depending on the type of plastic, they can also be made into new (well, sort of new!) plastic bottles.

Colours and text boxes help to guide your eyes as you read.



Interesting statistics are used to add information.



Features of explanations...

- * Open your envelopes and take out the cut up explanation text.
- * In groups organise the text using the features to help you.
- * Highlight the features in different colours with a key.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can recognise the similarities and differences between explanation texts and instruction texts.

Instructions...

- * tell you how to do something.

Line up next to the playground.

Walk across the road when the green man shows.

Explanations...

- * explain how something works.

Electricity flows through the wires to reach the plug socket.

Fire spreads as it burns oxygen.

Sort these sentences into instructions or explanations...

- * How to make a chocolate cake.
- * How does an aeroplane fly?
- * How to create a butterfly house.
- * How does a tree grow?

Instructions or explanations?

How to make a paper aeroplane.

- 1) Fold a piece of paper in half.
- 2) Fold the ends to make a point.
- 3) Throw the plane across the room.

Instructions or explanations?

How to make a paper aeroplane.

- 1) Fold a piece of paper in half.
- 2) Fold the ends to make a point.
- 3) Throw the plane across the room.

You can do something

Instructions or explanations?

How does a flower grow?

- 1) A seed receives water and warmth to germinate.
- 2) The stem and roots grow.
- 3) Sunlight is used by the leaves to make food.
- 4) Flowers develop with colourful petals.

Instructions or explanations?

How does a flower grow?

- 1) A seed receives water and warmth to germinate.
- 2) The stem and roots grow.
- 3) Sunlight is used by the leaves to make food.
- 4) Flowers develop with colourful petals.

You can't do this

Complete these instructions...

How to make a sandwich.

1)

2)

3)

Complete this explanation...

How does a windmill work?

- 1)
- 2)
- 3)

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can help write an explanation text.

Wind turbines explained

- * <https://www.bing.com/videos/search?q=explanation+how+do+wind+turbines+work&&view=detail&mid=38146BF44A9AC0F1A8CE38146BF44A9AC0F1A8CE&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dexplanation%2Bhow%2Bdo%2Bwind%2Bturbines%2Bwork%26FORM%3DHDRSC3>

Planning

Think about title

Opening sentence with a fact to explain

Layout of information

Use of numbers

Picture / diagram choice

Present tense

3 sections

Shared writing

- * Model write the start of the text and then in groups complete the text.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can plan and write an explanation text.

Independent – can make own choice or link to wider curriculum

- * <https://youtu.be/ID7qhn1ipmw>

- * Could do how fossils are made – linked to science last term.

Week 3 Friday

- * Learning Outcome / Objective
- * I can publish / perform my writing.

Week 4 Monday

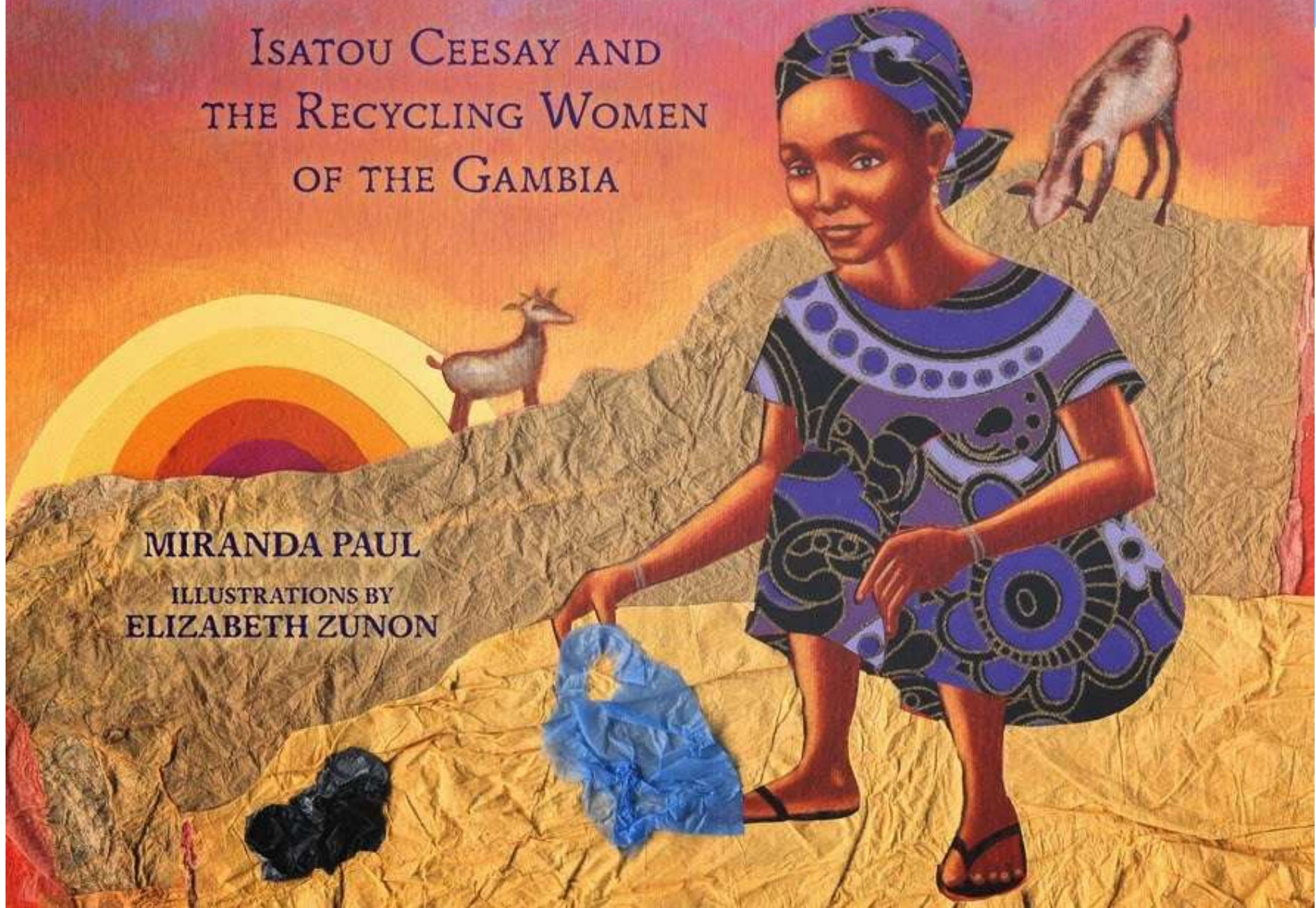
- * Learning Outcome / Objective
- * I can understand how a character changes throughout a story.
- * I can understand thoughts and emotions of characters through their actions.
- * I can sequence a story and retell it in my own words.

ONE PLASTIC BAG

ISATOU CEESAY AND
THE RECYCLING WOMEN
OF THE GAMBIA

MIRANDA PAUL

ILLUSTRATIONS BY
ELIZABETH ZUNON





For Isatou and all who are "being the change" —M.P.

For all the crafters of the world —E.Z.

The author would like to thank Bill Roberts, Professor of Anthropology and Director of the PEACE program in the Gambia at St. Mary's College of Maryland, for his inspiration, guidance, and support. Further acknowledgments go to Isatou Ceesay and the many women of the Women Initiative the Gambia (WIG) who passionately shared their stories over the course of several visits. The author would also like to acknowledge her Wolof and Mandinka language tutor, Ebrima Colley, and the 2003–2008 US-Gambia Peace Corps education & environment staff who first introduced her to Isatou's grassroots efforts.

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ONE PLASTIC BAG

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MIRANDA PAUL

ILLUSTRATIONS BY
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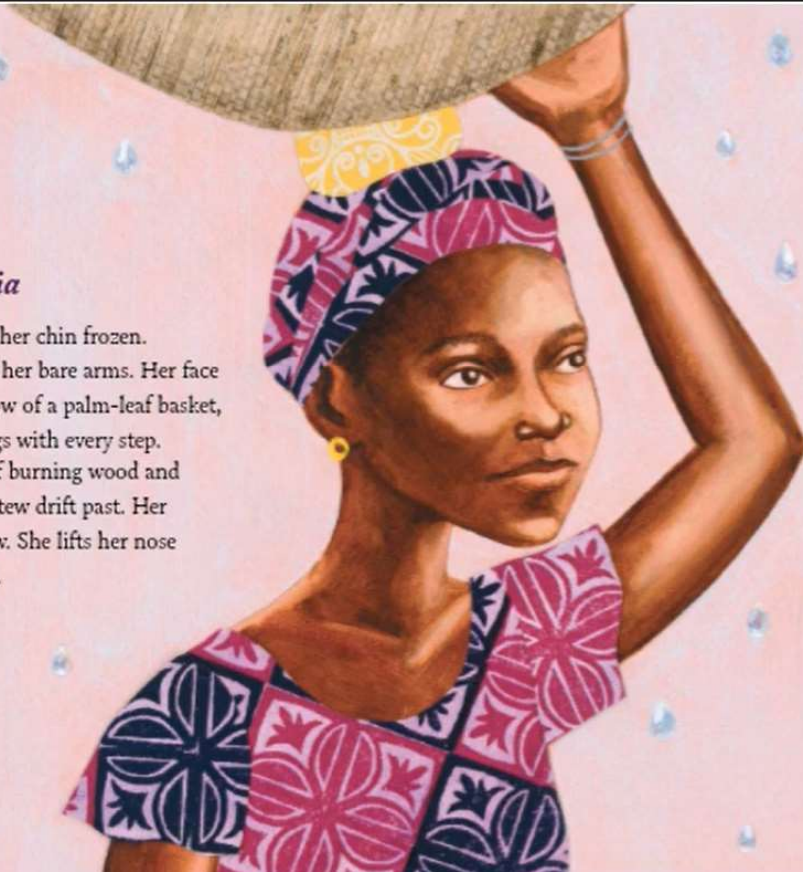


MILLBROOK PRESS • MINNEAPOLIS

Njau, Gambia

Isatou walks with her chin frozen.
Fat raindrops pelt her bare arms. Her face
hides in the shadow of a palm-leaf basket,
and her neck stings with every step.

Warm scents of burning wood and
bubbling peanut stew drift past. Her
village is close now. She lifts her nose
to catch the smell.



The basket tips.

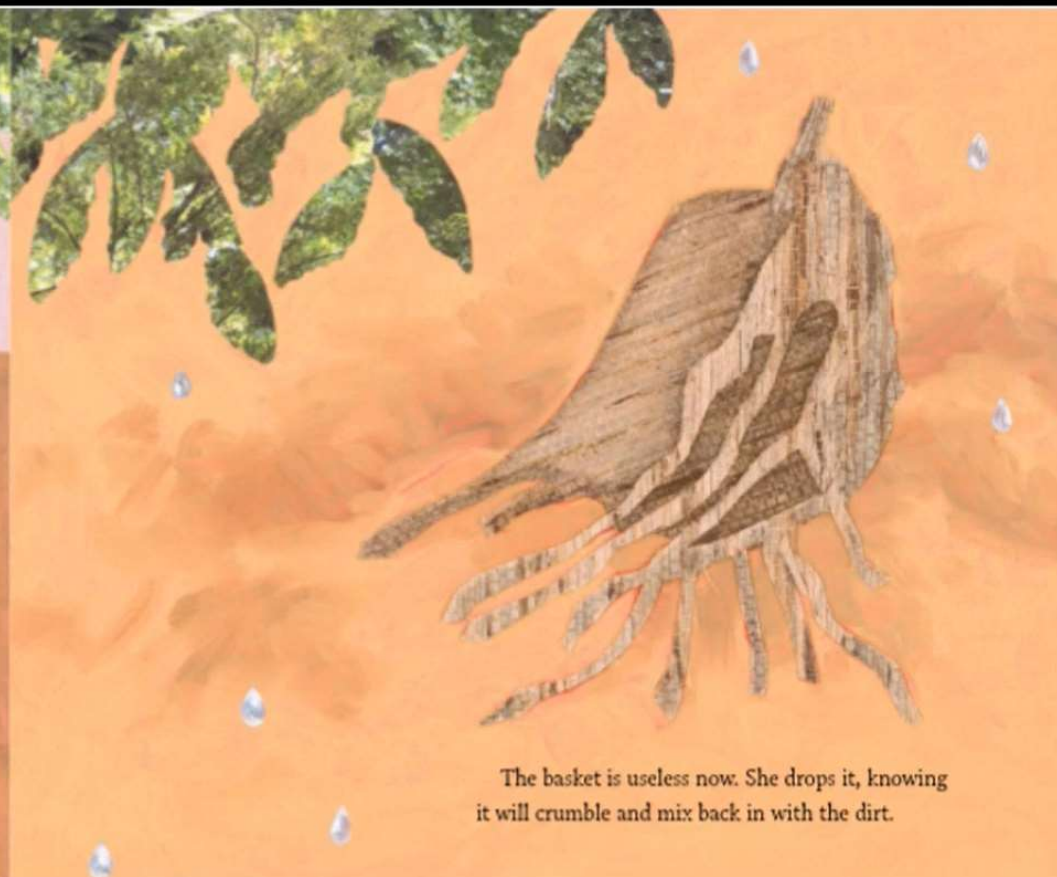
One fruit tumbles.

Then two.

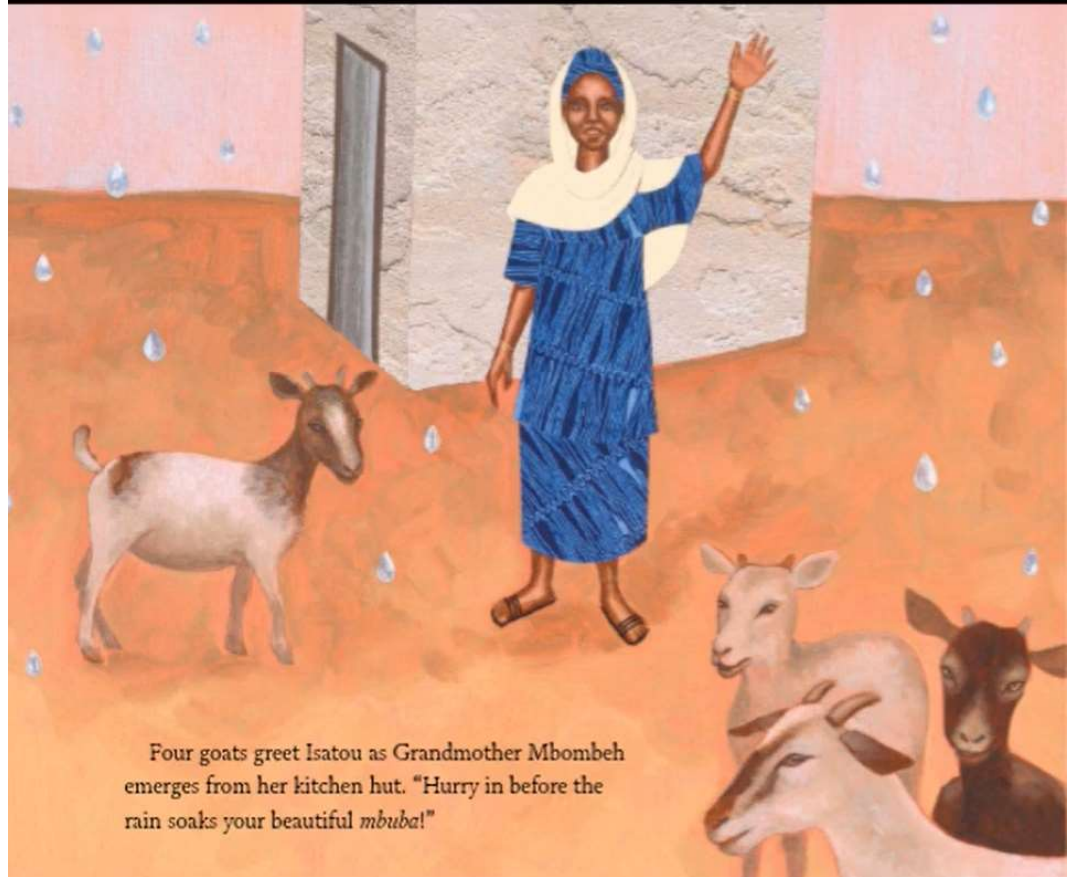
Then ten.

The basket breaks.
Isatou kicks the dirt.

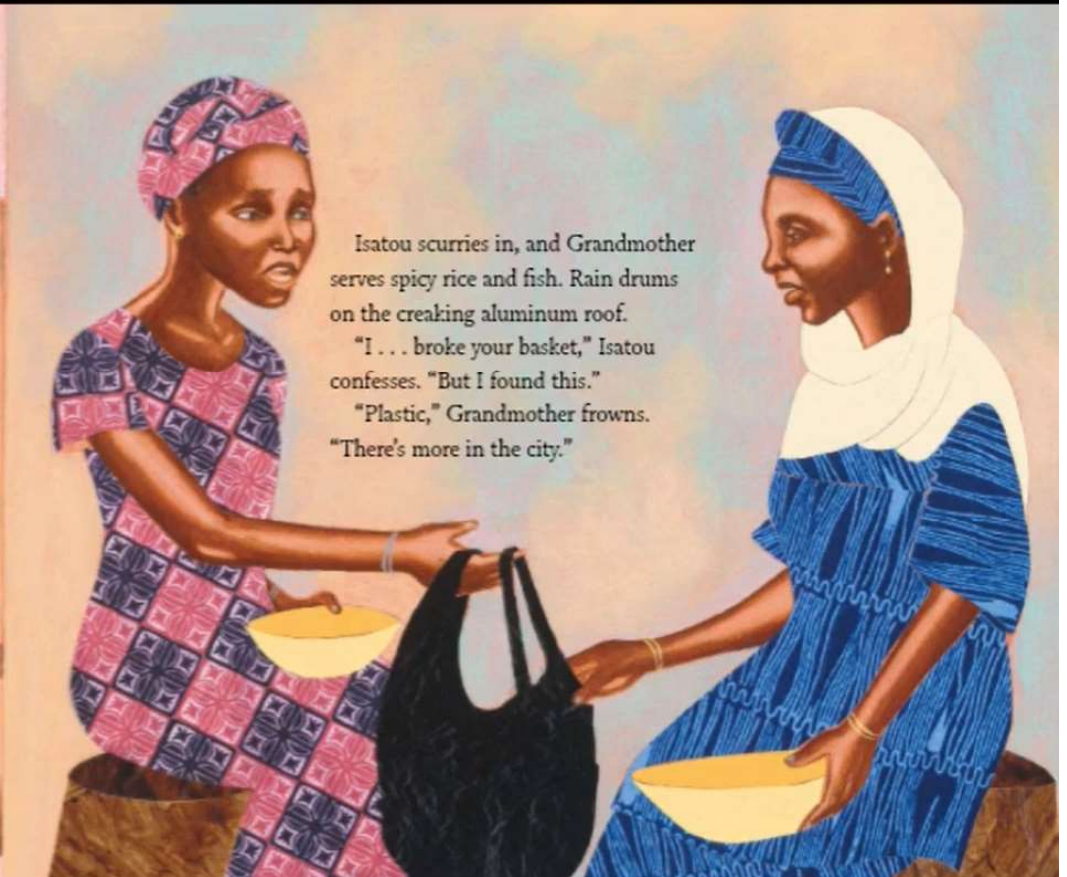
Something silky dances past her eyes, softening her anger. It moves like a flag, flapping in the wind, and settles under a tamarind tree. Isatou slides the strange fabric through her fingers and discovers it can carry things inside. She gathers her fruits in the bag.



The basket is useless now. She drops it, knowing it will crumble and mix back in with the dirt.



Four goats greet Isatou as Grandmother Mbombeh emerges from her kitchen hut. "Hurry in before the rain soaks your beautiful *mbuba*!"



Isatou scurries in, and Grandmother serves spicy rice and fish. Rain drums on the creaking aluminum roof.

"I . . . broke your basket," Isatou confesses. "But I found this."

"Plastic," Grandmother frowns. "There's more in the city."

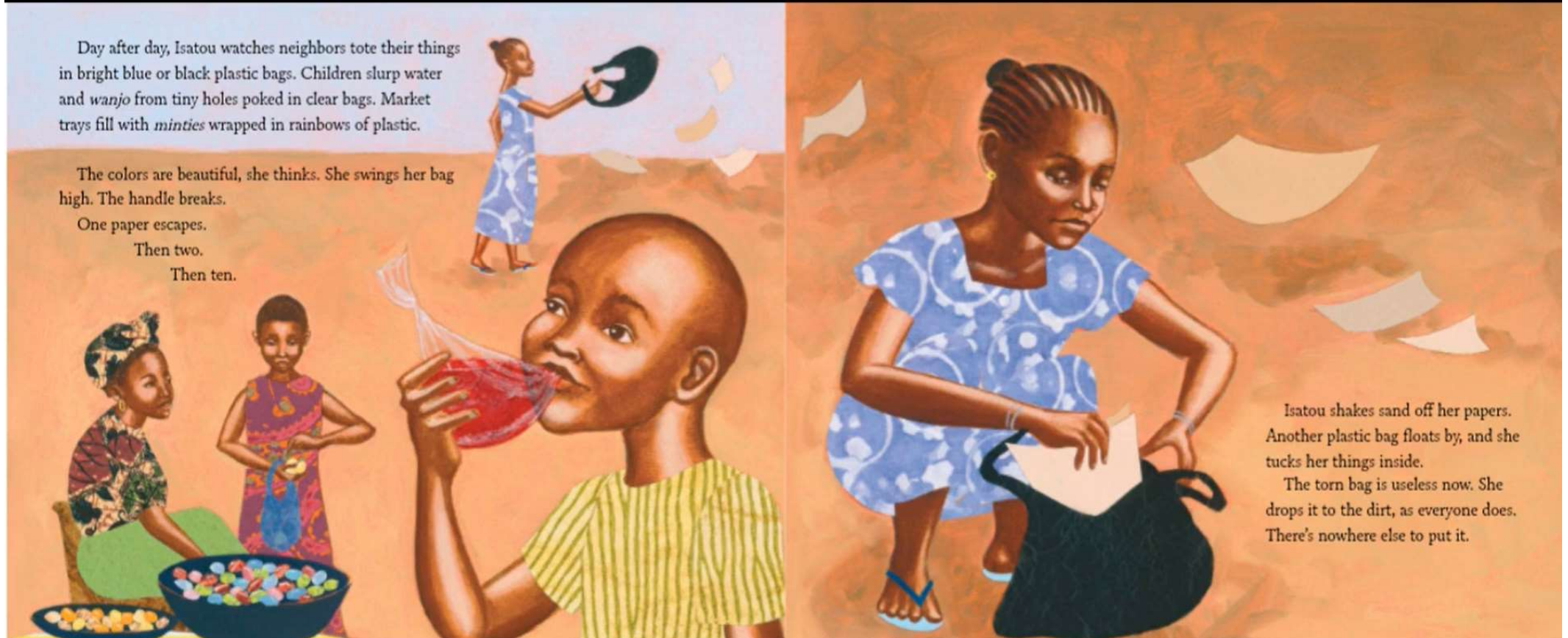
Day after day, Isatou watches neighbors tote their things in bright blue or black plastic bags. Children slurp water and *wanjo* from tiny holes poked in clear bags. Market trays fill with *minties* wrapped in rainbows of plastic.

The colors are beautiful, she thinks. She swings her bag high. The handle breaks.

One paper escapes.

Then two.

Then ten.



Isatou shakes sand off her papers. Another plastic bag floats by, and she tucks her things inside.

The torn bag is useless now. She drops it to the dirt, as everyone does. There's nowhere else to put it.



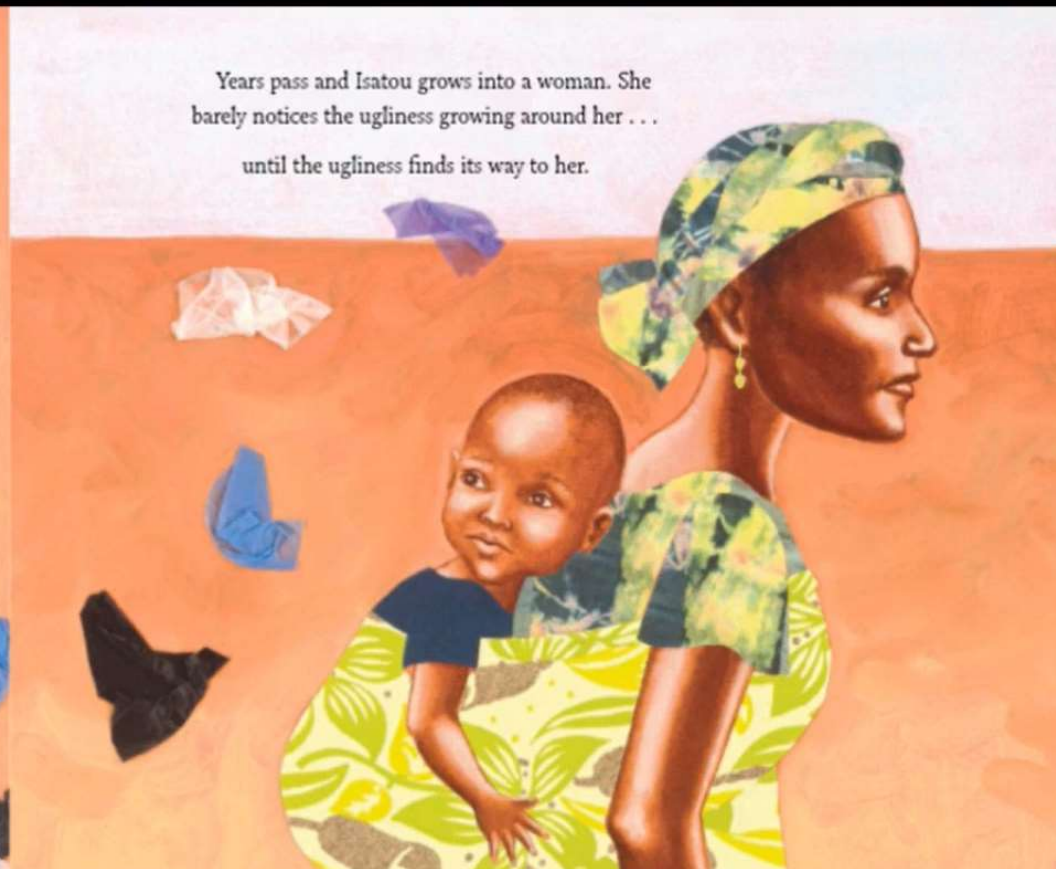
Day after day, the bag she dropped is still there.
One plastic bag becomes two.

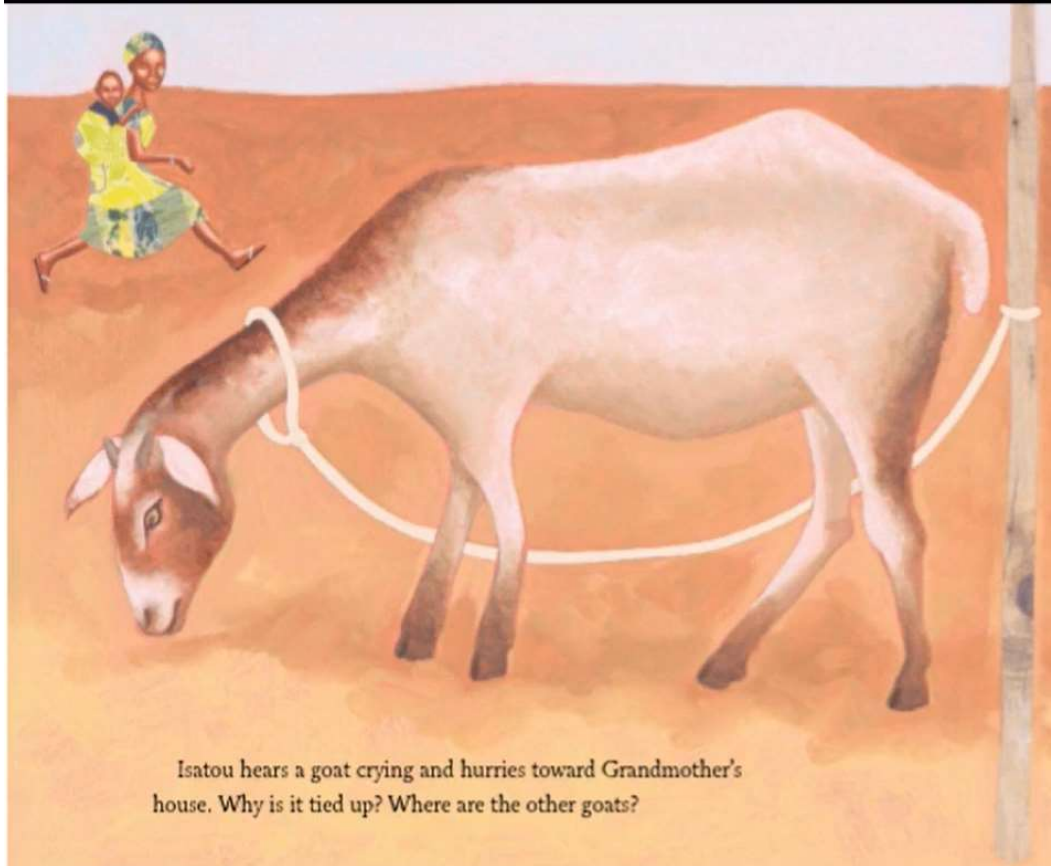
Then ten.

Then a hundred.

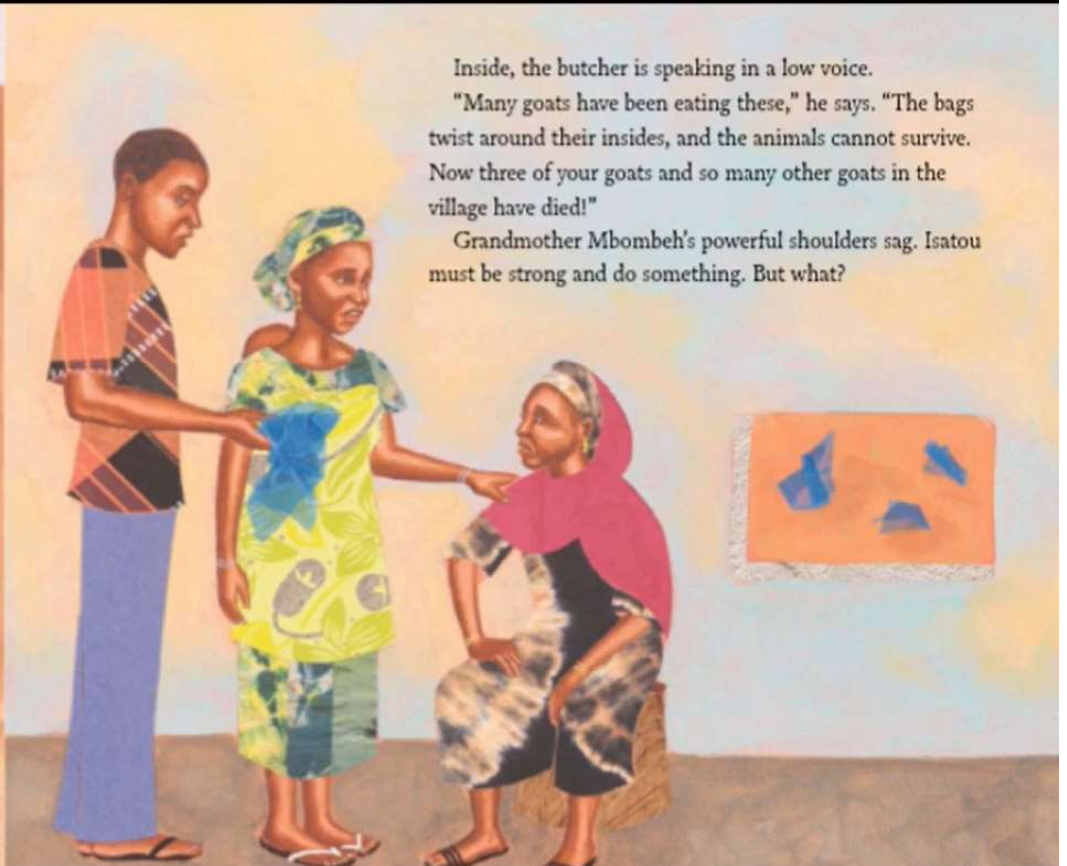
Plastic isn't beautiful anymore, she thinks. Her feet step
down a cleaner path, and the thought floats away.

Years pass and Isatou grows into a woman. She
barely notices the ugliness growing around her . . .
until the ugliness finds its way to her.





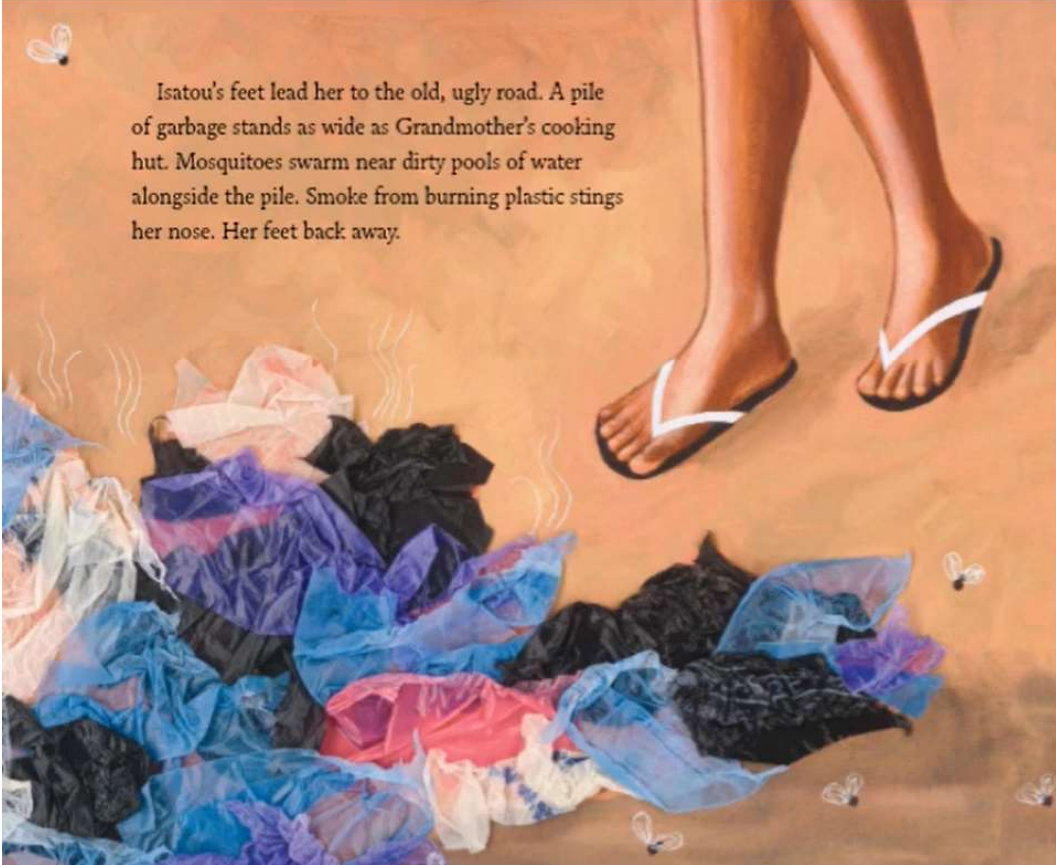
Isatou hears a goat crying and hurries toward Grandmother's house. Why is it tied up? Where are the other goats?



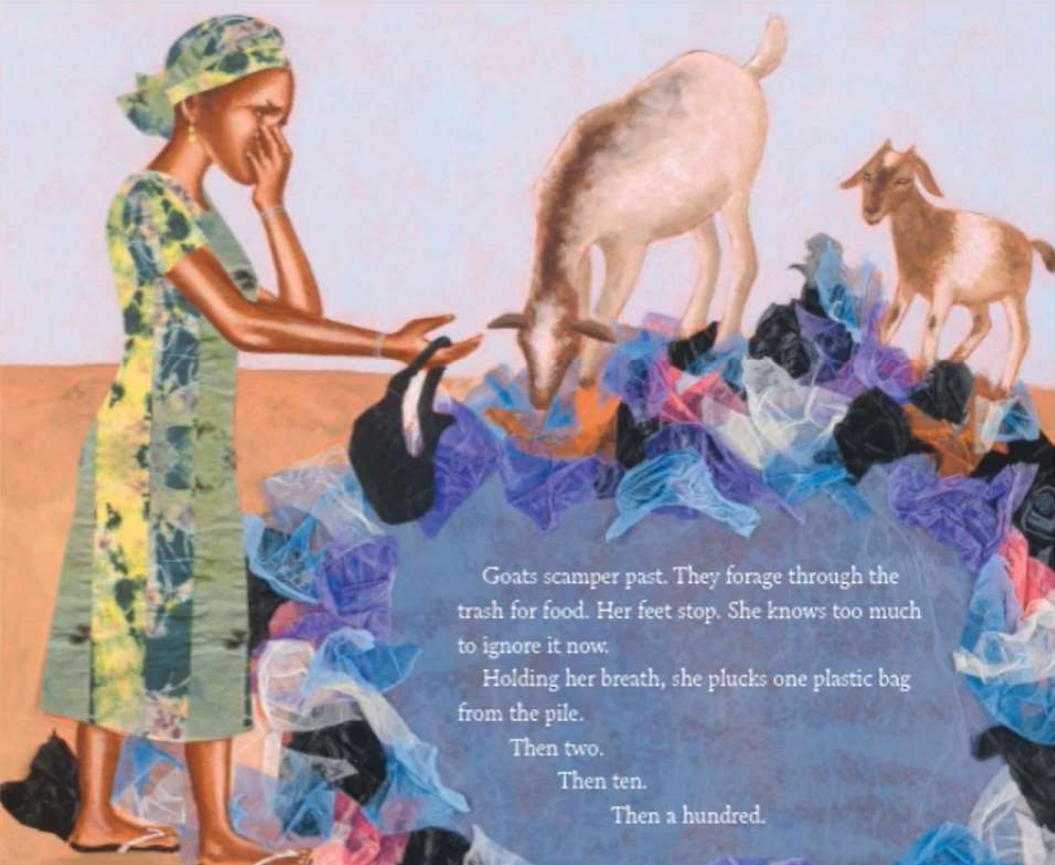
Inside, the butcher is speaking in a low voice.

"Many goats have been eating these," he says. "The bags twist around their insides, and the animals cannot survive. Now three of your goats and so many other goats in the village have died!"

Grandmother Mbombé's powerful shoulders sag. Isatou must be strong and do something. But what?



Isatou's feet lead her to the old, ugly road. A pile of garbage stands as wide as Grandmother's cooking hut. Mosquitoes swarm near dirty pools of water alongside the pile. Smoke from burning plastic stings her nose. Her feet back away.



Goats scamper past. They forage through the trash for food. Her feet stop. She knows too much to ignore it now.

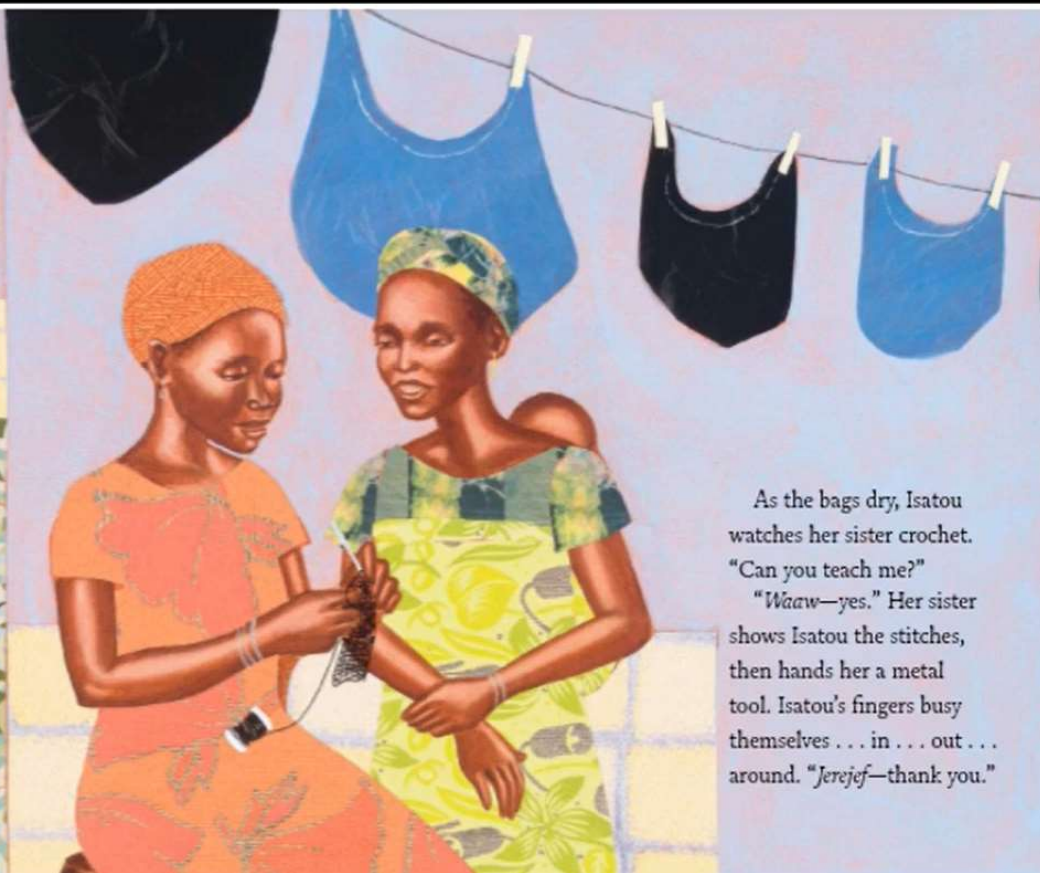
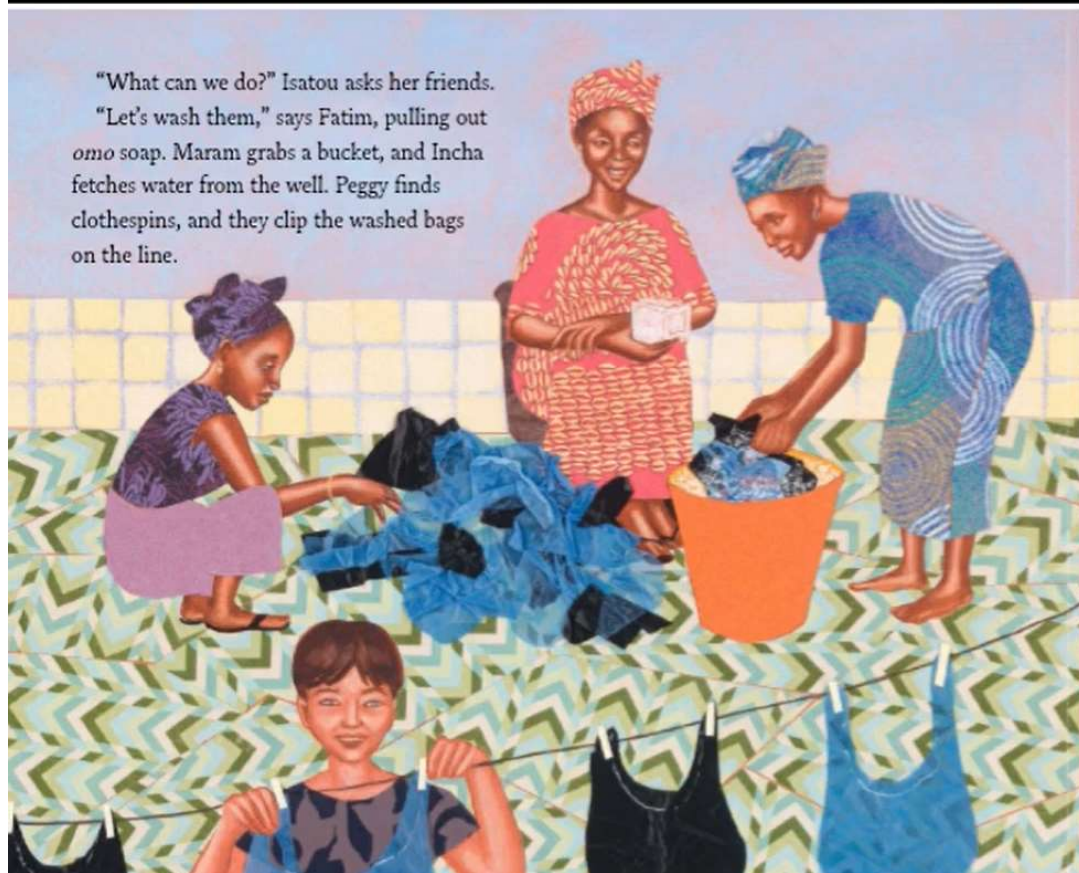
Holding her breath, she plucks one plastic bag from the pile.

Then two.

Then ten.

Then a hundred.

"What can we do?" Isatou asks her friends.
"Let's wash them," says Fatim, pulling out
omo soap. Maram grabs a bucket, and Incha
fetches water from the well. Peggy finds
clothespins, and they clip the washed bags
on the line.



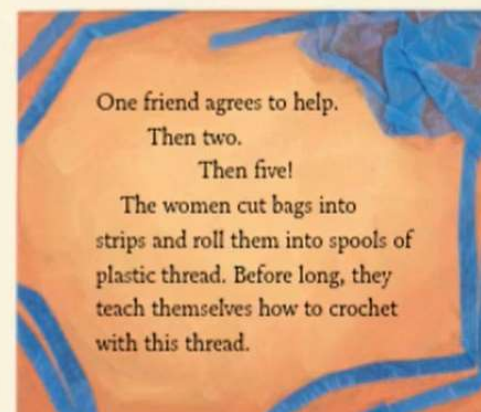
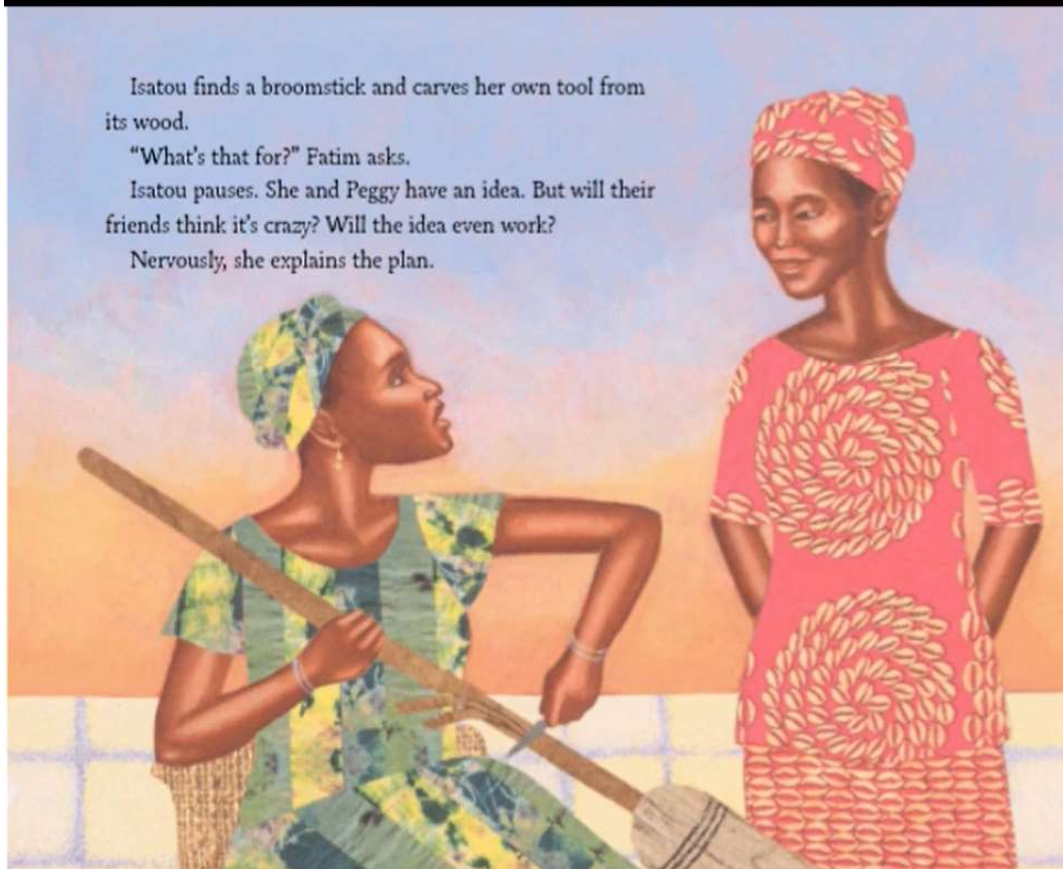
As the bags dry, Isatou
watches her sister crochet.
"Can you teach me?"
"Waaw—yes." Her sister
shows Isatou the stitches,
then hands her a metal
tool. Isatou's fingers busy
themselves . . . in . . . out . . .
around. "Jerejef—thank you."

Isatou finds a broomstick and carves her own tool from its wood.

"What's that for?" Fatim asks.

Isatou pauses. She and Peggy have an idea. But will their friends think it's crazy? Will the idea even work?

Nervously, she explains the plan.



One friend agrees to help.

Then two.

Then five!

The women cut bags into strips and roll them into spools of plastic thread. Before long, they teach themselves how to crochet with this thread.



"Naka ligey be?" asks Grandmother. "How is the work?"

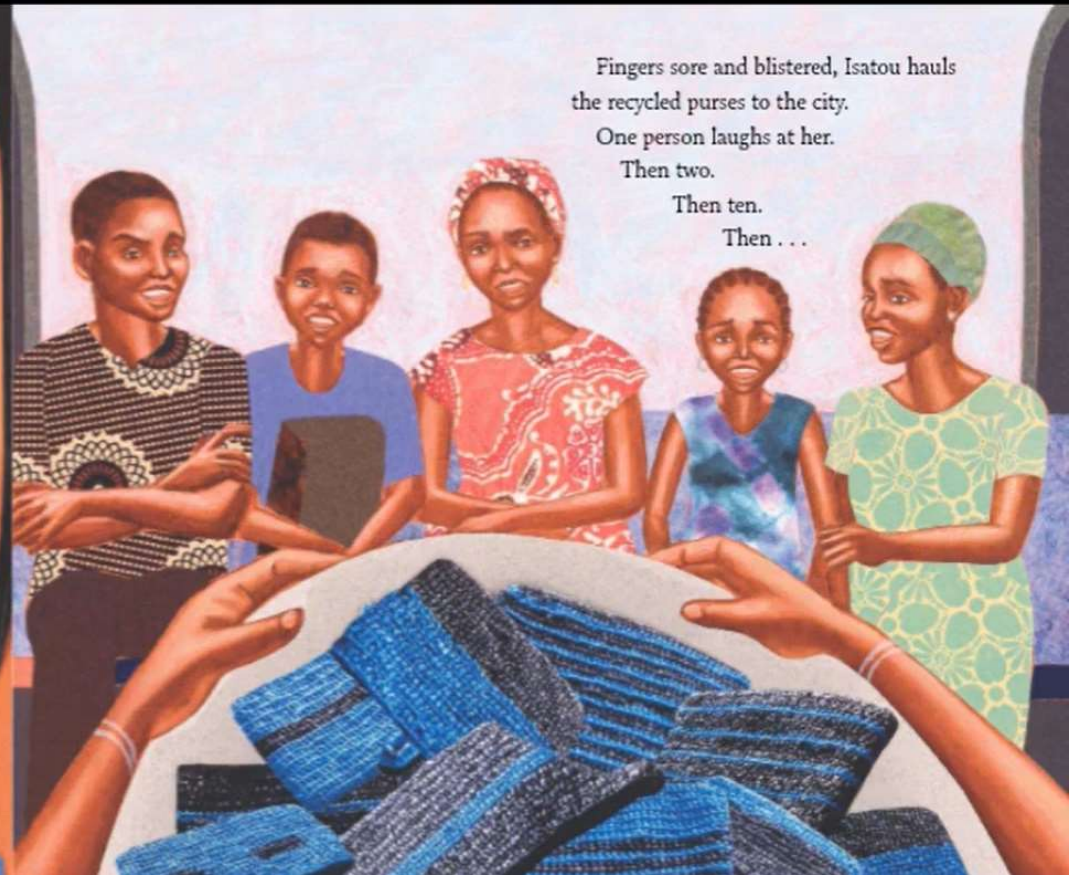
"Ndanka, ndanka," answers Isatou. "Slow. Some people in the village laugh at us. Others call us 'dirty.' But I believe what we are doing is good."

The women crochet by candlelight, away from those who mock them . . .

until a morning comes when they will no longer work in secret.



Fingers sore and blistered, Isatou hauls
the recycled purses to the city.
One person laughs at her.
Then two.
Then ten.
Then . . .



One woman lays dalasi coins
on the table. She chooses a purse
and shows it to one friend.

Then two.

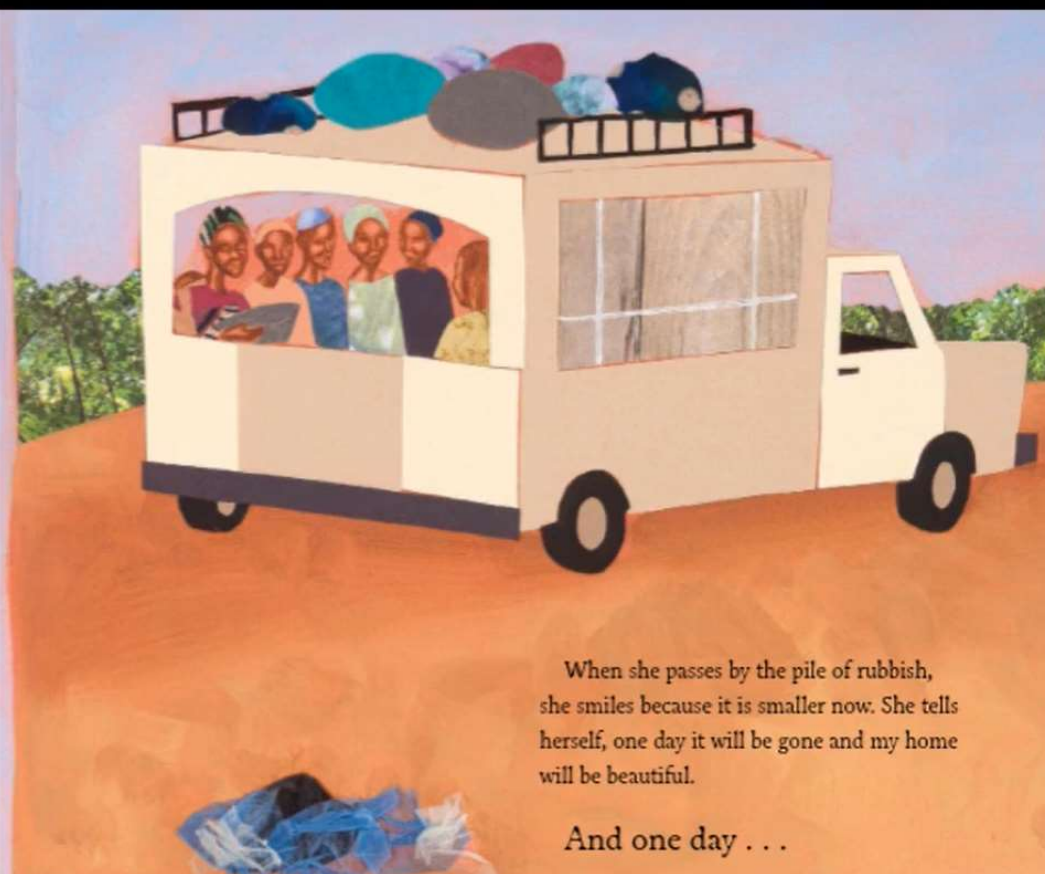
Then ten.

Soon everyone
wants one!





Isatou fills her own purse with dalasi. She zips it shut and rides home to tell Grandmother she has made enough to buy a new goat.



When she passes by the pile of rubbish, she smiles because it is smaller now. She tells herself, one day it will be gone and my home will be beautiful.

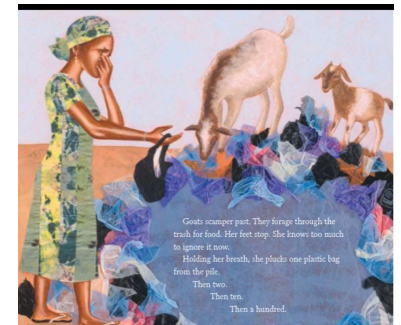
And one day . . .

... it was.

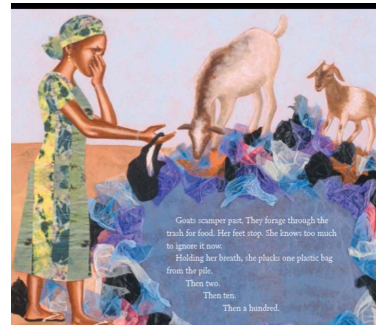
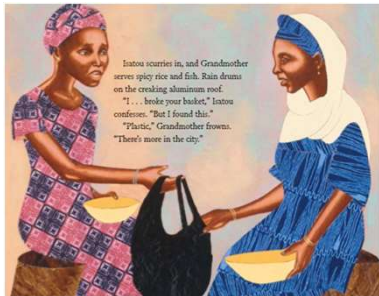


Sequencing

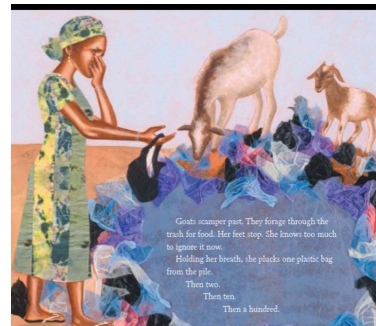
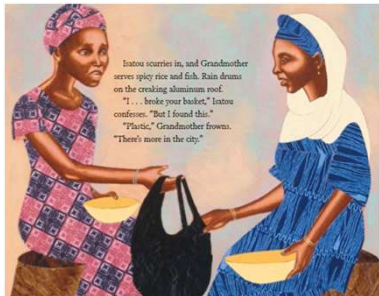
Order the pictures and retell the story



Sequencing...

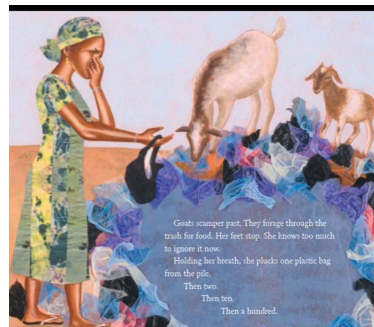
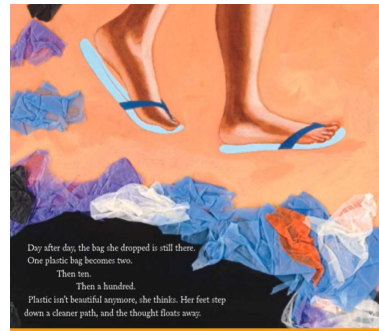
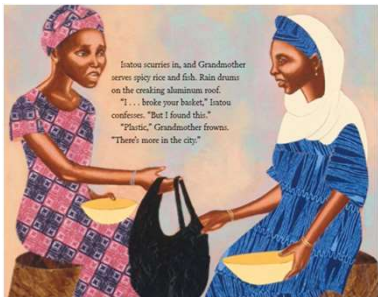


Think about Isatou and these 5 sections of the story.



- * What might she write for each of these days in her diary?

Hot seating



- * Imagine you are asking Isatou questions for each of these pictures.
- * What might you ask?
- * How might she respond?
- * Let's see by doing some drama.

Emotions – plot it on a graph

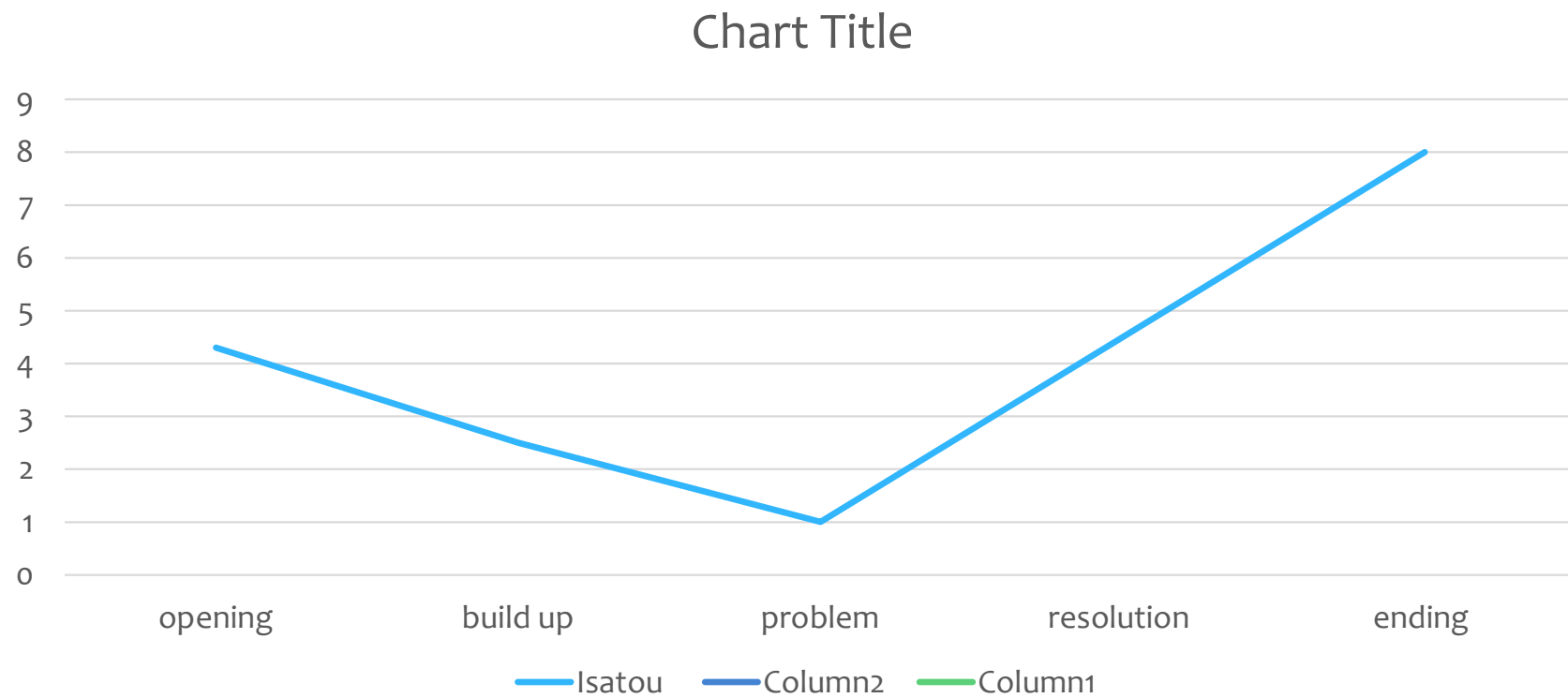
- * Think of the emotions that Isatou goes through at each sections.
- * Is she happy, sad, angry, afraid, excited, empowered, anxious?



Emotions

0 - devastated

10 - elated



Week 4 Tuesday

- * Learning Outcome / Objective
- * I can talk with fluency, confidence and prosody.
- * I can understand what a diary is and how it works.

We are going to retell the story as diary entries written by Isatou.

- * What do you know about a diary?
- * What is its purpose?
- * Is it formal or informal?
- * What person is it in?
- * What tense is it in?

A story through a series of diary entries.

Diaries are short pieces of writing that are written by people at the end of the day explaining what they have been up to. Diaries are not for other people to read. They are private and personal. They help people remember what they have been doing, and help them understand what is happening in their lives.

- * 1st person - use I / me / we / us
- * Informal – contractions and conversational language
- * emotional responses – private space to share inner thoughts
- * They are in past tense – they tell what has already happened

Yesterday you sequenced these pictures and retold the story.

Opening

Bag splits – use plastic bag and give to grandmother

Build up

Plastic bag split so dropped it – lots of others piling up

Problem

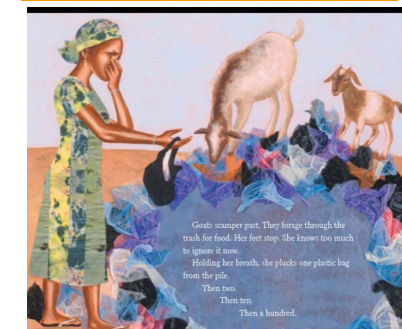
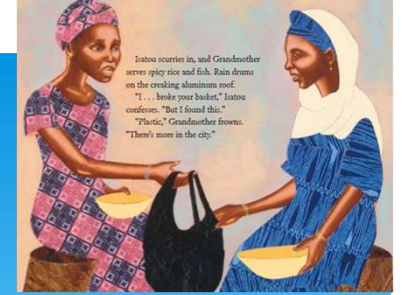
Goats dying from eating the plastic and covering countryside as well as city

Resolution

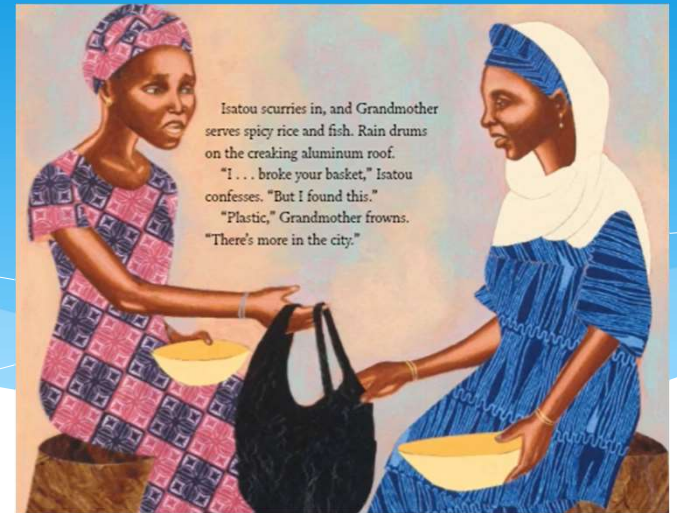
Making and selling purses – earning money and saving the countryside

Ending

Pleased as countryside clear of plastic and goats are safe



Opening



Dear Diary,

Today, as I was walking over to Grandmother's house, my bag split and out spilled all of the fruit I was carrying. Luckily, I saw this beautiful silk-like material float passed. I grabbed it and used it to carry the fruit to Grandmother. I showed her the new bag and she said it was called plastic. She didn't seem that pleased with it and said there was lots in the city. I think that would be great to see.

Love Isatou

Build up

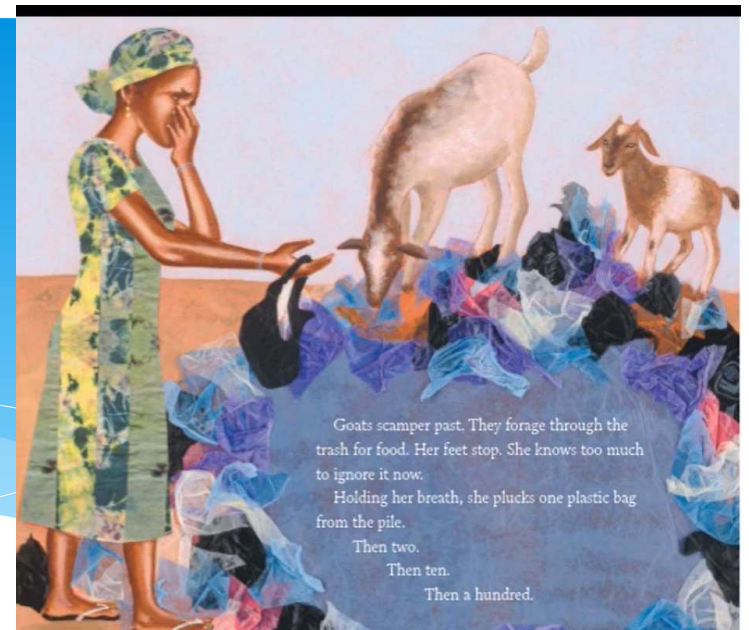


Dear Diary,

It has been a while now that I have been using plastic bags instead of the hessian ones I used to use. I used to think the plastic was great, but they break and I have no where to put them except just leave them on the ground. When I did this with the hessian bag, it disappeared over time, but the plastic ones don't seem to do that. There are piles and piles of them all over the path now and I am starting to understand why Grandmother pulled a face when I first started to use one. Oh well, what can I do about it?

Love Isatou

Problem



Dear Diary,

The plastic bags are killing out goats! It is horrible! There must be something we can do! Grandmother has just one goat left alive and she has had to tie it up to stop it from rummaging in the piles of plastic bags along the path. The goats are chewing on the bags and getting them twisted up inside their bellies. It is awful. I must do something.

Love Isatou

Resolution



Dear Diary,

I had an idea! The plastic bags are all different colours and seem like they last forever, so I experimented by cutting one up and weaving it into a purse. My friends saw and said it looked good, so they started to make them as well. We took them to market, and you would not believe it, but women started to buy them. It is so good to think that every time I see piles of plastic bags, I am using them to make something new. Hopefully, over time, they will disappear altogether so that our beautiful countryside can return to how it once was.

Love Isatou

Ending



Dear Diary,

It worked! Our goats are safe and our home is beautiful once more. The plastic has vanished from our countryside meaning that I was successful in making a difference. I also think that I have inspired other women as well to solve problems and try to make a difference in the world.

Love Isatou

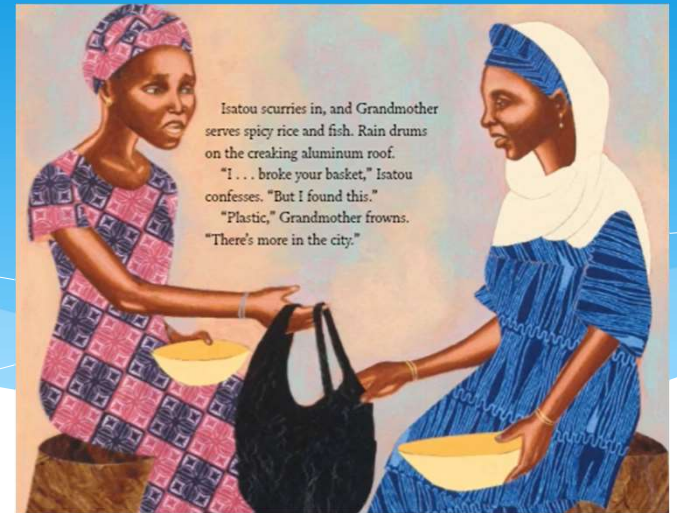
Have a copy of the diary entries to sequence.

Do they match the emotions from the emotions chart
on the previous session?

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise language and text features of a diary.

Opening



Dear Diary,

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Love Isatou

Build up

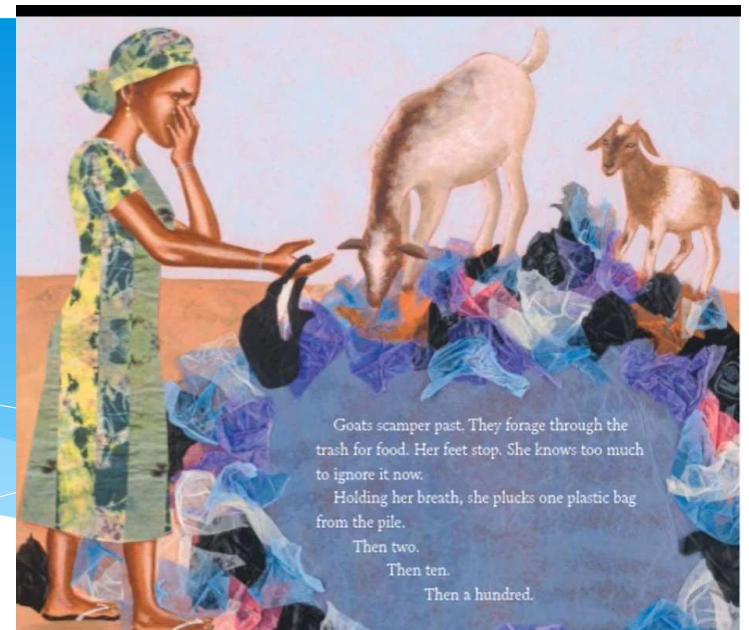


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Love Isatou

Problem



Dear Diary,

The plastic bags are killing out goats! It is horrible! There must be something we can do! Grandmother has just one goat left alive and she has had to tie it up to stop it from rummaging in the piles of plastic bags along the path. The goats are chewing on the bags and getting them twisted up inside their bellies. It is awful. I must do something.

Love Isatou

Resolution



Dear Diary,

I had an idea! The plastic bags are all different colours and seem like they last forever, so I experimented by cutting one up and weaving it into a purse. My friends saw and said it looked good, so they started to make them as well. We took them to market, and you would not believe it, but women started to buy them. It is so good to think that every time I see piles of plastic bags, I am using them to make something new. Hopefully, over time, they will disappear altogether so that our beautiful countryside can return to how it once was.

Love Isatou

Ending



Dear Diary,

It worked! Our goats are safe and our home is beautiful once more. The plastic has vanished from our countryside meaning that I was successful in making a difference. I also think that I have inspired other women as well to solve problems and try to make a difference in the world.

Love Isatou

Have a copy of a diary entry.

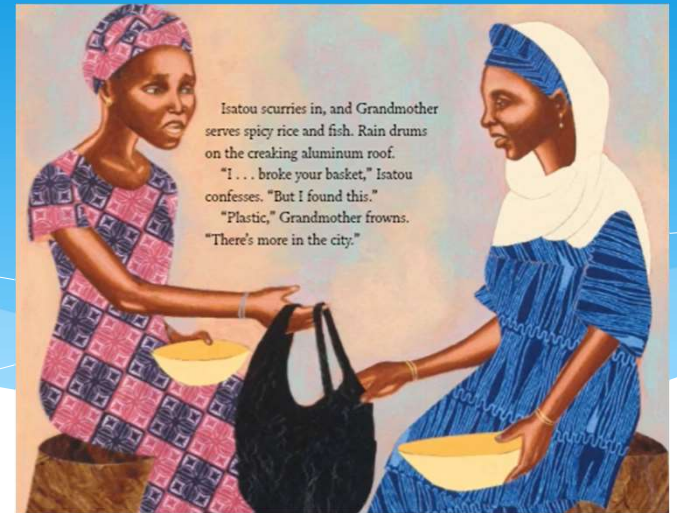
Use a key to show:

- * 1st person examples
- * past tense examples
- * emotional thoughts and feelings

Week 4 Thursday

- * Learning Outcome / Objective
- * I can recognise informal language.

Opening



Dear Diary,

Today, as I was walking over to Grandmother's house, my bag split and out spilled all of the fruit I was carrying. Luckily, I saw this beautiful silk-like material float passed. I grabbed it and used it to carry the fruit to Grandmother. I showed her the new bag and she said it was called plastic. She didn't seem that pleased with it and said there was lots in the city. I think that would be great to see.

Love Isatou

Build up

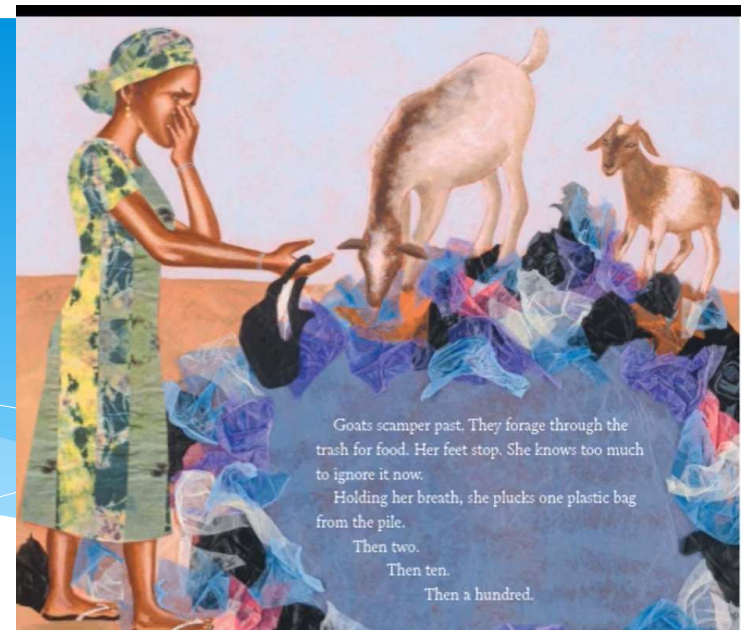


Dear Diary,

It has been a while now that I have been using plastic bags instead of the hessian ones I used to use. I used to think the plastic was great, but they break and I have no where to put them except just leave them on the ground. When I did this with the hessian bag, it disappeared over time, but the plastic ones don't seem to do that. There are piles and piles of them all over the path now and I am starting to understand why Grandmother pulled a face when I first started to use one. Oh well, what can I do about it?

Love Isatou

Problem



Dear Diary,

The plastic bags are killing out goats! It is horrible! There must be something we can do! Grandmother has just one goat left alive and she has had to tie it up to stop it from rummaging in the piles of plastic bags along the path. The goats are chewing on the bags and getting them twisted up inside their bellies. It is awful. I must do something.

Love Isatou

Resolution



Dear Diary,

I had an idea! The plastic bags are all different colours and seem like they last forever, so I experimented by cutting one up and weaving it into a purse. My friends saw and said it looked good, so they started to make them as well. We took them to market, and you would not believe it, but women started to buy them. It is so good to think that every time I see piles of plastic bags, I am using them to make something new. Hopefully, over time, they will disappear altogether so that our beautiful countryside can return to how it once was.

Love Isatou

Ending



Dear Diary,

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Love Isatou

Informal language – exclamation marks used or overused

- * It worked!
- * I had an idea!
- * The plastic bags are killing out goats! It is horrible! There must be something we can do!

EXCLAMATION MARK !



- Used to express strong feelings or emotions such as shock, surprise, anger or a raised voice.

Informal language – contractions

- * but the plastic ones **don't** seem to do that
- * She **didn't** seem that pleased

FULL FORM ----- CONTRACTION	
I am ----- I'm	You are ----- You're
He is ----- He's	She is ----- She's
It is ----- It's	We are ----- We're
They are ----- They're	I have ----- I've
You have ----- You've	We have ----- We've
I will ----- I'll	He will ----- He'll
Are not ----- Aren't	Cannot ----- Can't
Should not --- Shouldn't	Must not ---- Mustn't

Informal language – short words instead of technical, scientific one

- * My friends saw and said it looked **good**, so they started to make them as well

Informal:

- **get out**
- **get by**
- **get up**
- **get away**
- **get well**
- **get going**

Formal:

- **escape**
- **survive**
- **rise**
- **elude**
- **recover**
- **begin**

Informal language – slang expressions

- * Oh well,
what can I
do about it?

Whatcha doing?	What are you doing?
You're crazy! LOL	You are crazy.
Thanks for coming over.	Thank you for coming over.
I can't believe it! Seriously?	I cannot believe that happened!
What y'all <u>watchin</u> ?	What are all of you watching?
I have to cut out.	I need to leave now.
My sister is a pain in the neck.	My sister annoys me.
We pigged out last night.	We ate too much last night.
He puked all over the floor.	He vomited all over the floor.
Let's split and go to Sonic.	Let us walk over to Sonic.

Convert formal to informal – use the chart for support.

- * I am here to enquire after the purses on offer.
- * Please verify the money that did not get used.
- * They are requesting an apology for the death of the goats.

INFORMAL	FORMAL
Ask	Enquire
Ask for	Request
Book	Reserve
Check	Verify
From (company)	On the behalf of
Get	Receive
Give	Provide
Help	Assist
Need	Request
Say sorry	Apologise
Say hello to	Give my regards to
Tell	Inform

Formal to Informal

- * I am here to enquire after the purses on offer.
- * Please verify the money that did not get used.
- * They are requesting an apology for the death of the goats.
- * I'm here to ask about the purses for sale.
- * Please check the money that didn't get used.
- * They're asking you to say sorry about the goats that died.

Week 4 Friday

- * Learning Outcome / Objective
- * I can plan collaboratively.
- * I can summarise ideas for the key parts of a story.

Ada's Ideas: The Story of Ada Lovelace, the World's First Computer Programmer by Fiona Robinson

* https://youtu.be/vL9_Q5hFWVg

Plot the 5 parts that could be written as diary entries for Ada's life.

Use our story structure...

Opening / Build up / Problem / Resolution / Ending

Boxing up – plan for shared write

Opening

Introduce yourself as Ada as a small girl left at home alone with your cat (Mrs Puff) and grandparents. Dad loves poetry and mum loves maths.

Build up

Loves dreaming of machines but got sick and had to stay in bed

Problem

Went to London and met Charles Babbage who was inventing the calculator

Resolution

Writing a code for the calculator to make it even better – language for computers

Ending

Use science and imagination for dreams to take flight

Week 5 Monday

- * Learning Outcome / Objective
- * I can recognise features of diary writing.
- * I can share ideas and work collaboratively.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan a story through diary entries.

One Hen: How One Small Loan Made a Big Difference by Katie Smith Milway and Eugenie Fernandes

- * Independent – could read One Hen: how one small loan made a big difference for independent diary writing.

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can retell a story through diary entries.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can complete my diary entries.

Week 5 Friday

- * Learning Outcome / Objective
- * I can publish / perform my work.
- * I can evaluate the work of others.

Diary...

- * Was it in 1st person?
- * Was it informal?
- * Was it sharing inner thoughts and emotions?
- * Was it in past tense?
- * Did it flow?

Week 6 Monday

- * Learning Outcome / Objective
- * I can recognise what a Haiku is.
- * I can respond personally to a variety of Haiku poems.

Three poems based on One Plastic Bag...

Colourful plastic,
Fluttering past ready to,
Carry fruit to grans.

Bag splits, throw on floor,
Goats eat, guts twist, creatures die,
Polluted countryside!

One, five plastic bags,
Ten then thousands in a pile,
Ready to be purses!

Tell me...

likes / dislikes / patterns / puzzles

Colourful plastic,
Fluttering past ready to,
Carry fruit to grans.

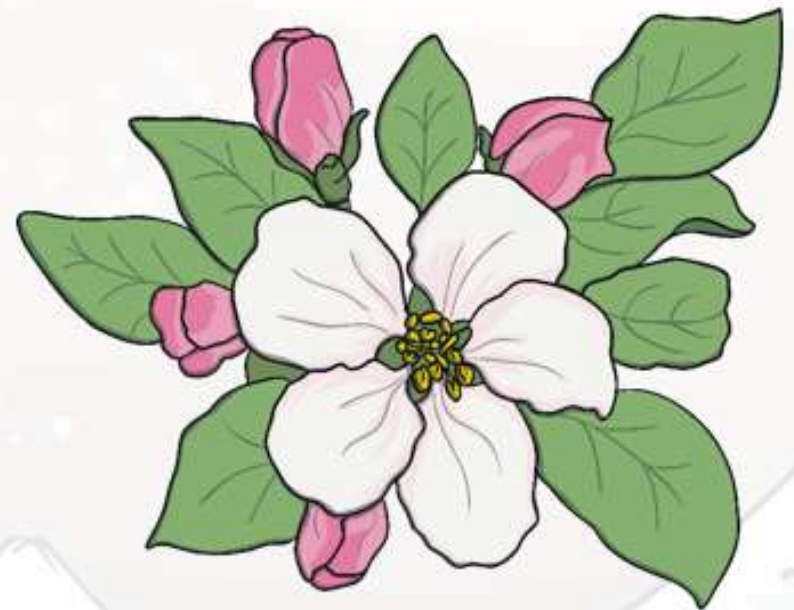
Bag splits, throw on floor,
Goats eat, guts twist, creatures die,
Polluted countryside!

One, five plastic bags,
Ten then thousands in a pile,
Ready to be purses!

What is a Haiku?

Haiku poems are a traditional Japanese art form. Here's one...

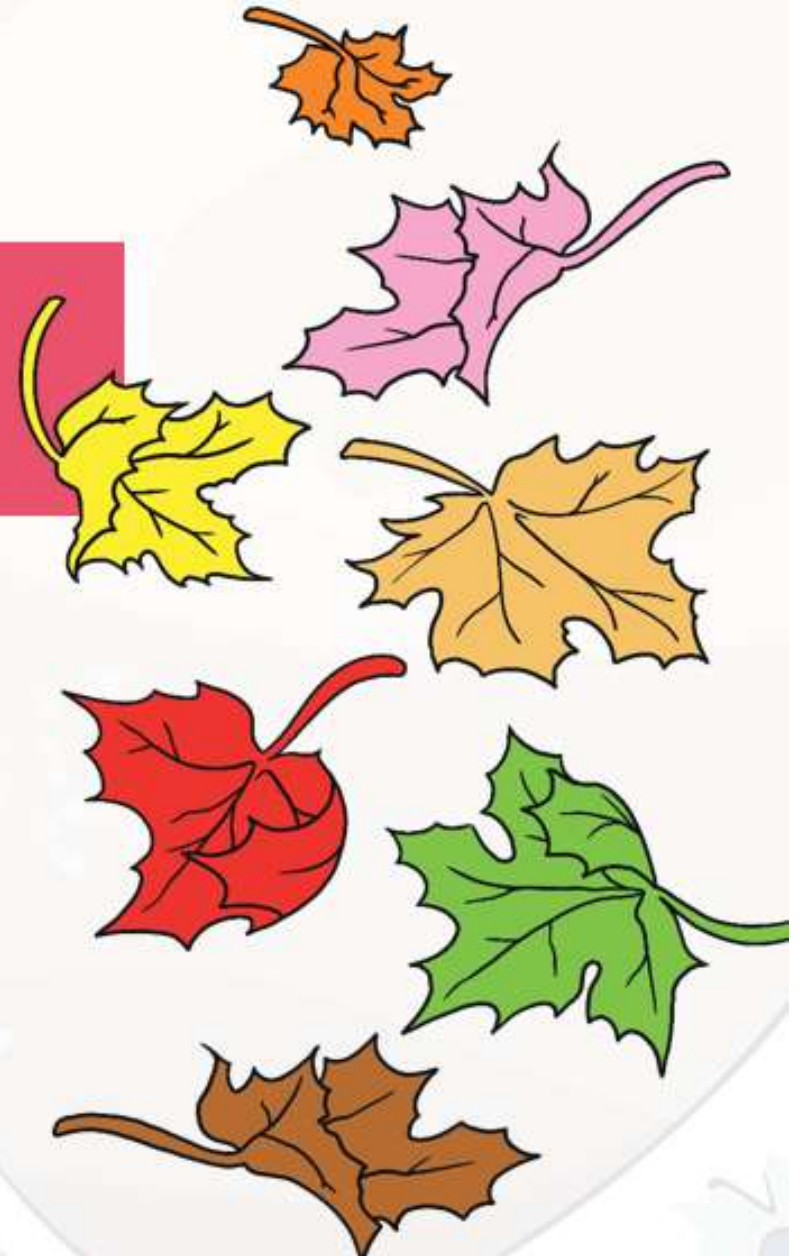
My two plum trees are
So gracious. See, they flower.
One now, one later.



What is a Haiku?

Here's another...

Winter is coming.
Snow will be arriving soon.
We should rake the leaves.



What is a Haiku?

What did you notice about the poems?

Think about:

- the poem's theme;
- how many lines are in each poem;
- how many syllables in each line.

Three lines in each poem.

My two plum trees are
So gracious. See, they flower.
One now, one later.

Winter is coming.
Snow will be arriving soon.
We should rake the leaves.

Final line is a comment or
observation on the theme.

natural
theme

5 syllables in first line
7 syllables in middle line
5 syllables in final line

Haiku Rules

Summer is over,
Days are getting shorter now,
Soon it's time for school.



Each haiku has only three lines.

The lines follow a pattern of syllables:



5-7-5

Cars are so speedy,
Zipping by just like rockets.
When can I drive one?



Haiku poetry is traditional in Japan.

Haiku are often written about
nature or the seasons, but they don't
have to be!



For each poem, write...

- * what you like about it
- * what you dislike about it
- * what patterns you have found
- * what puzzles you

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can understand what syllables are.

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Carry fruit to grans.

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Ready to be purses!

syllable

* NOUN

syllables (*plural noun*)

1. a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in wa-ter and three in in-fer-no.

SYLLABLES

Syllables are the little “chunks” which make up words.



Unlock even big words by **counting** and **sounding** the separate syllables.

kids 1 syllable

enjoy 2 syllables

exciting 3 syllables

activity 4 syllables



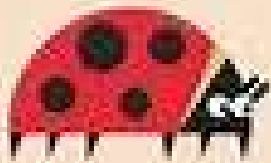
dog



apple → ap ple



ladybug → la dy bug



salamander → sal a man der



Clap the
syllables

Show on your
fingers the syllables
for each word.

For each word in these poems, place them into
a column to show the number of syllables.

Colourful plastic,
Fluttering past ready to,
Carry fruit to grans.

Bag splits, throw on floor,
Goats eat, guts twist, creatures die,
Polluted countryside!

One, five plastic bags,
Ten then thousands in a pile,
Ready to be purses!

Now add some of your own words to the columns based on the story.

1 syllable	2 syllables	3 syllables	4 syllables

Share these with a partner and check
your syllables.

1 syllable	2 syllables	3 syllables	4 syllables
bag slits throw on floor goats eat guts twist die past to fruit grans	creatures plastic ready carry	polluted countryside colourful fluttering	

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can plan a haiku.
- * I can choose words for effect and impact.

Three poems based on One Plastic Bag...

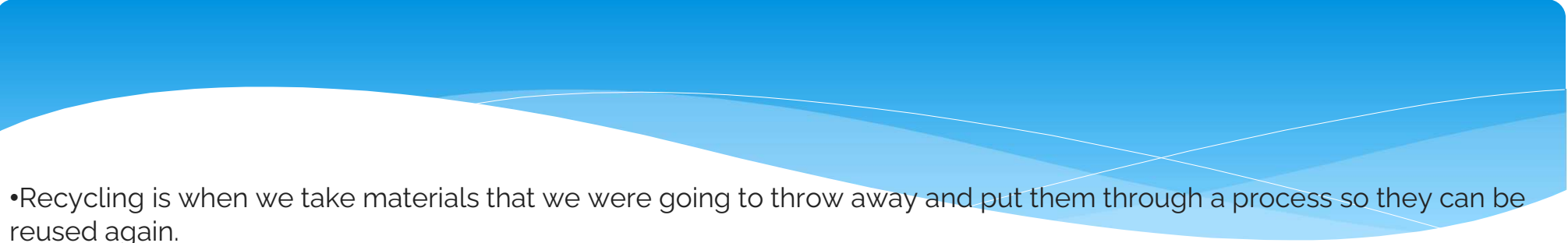
Colourful plastic,
Fluttering past ready to,
Carry fruit to grans.

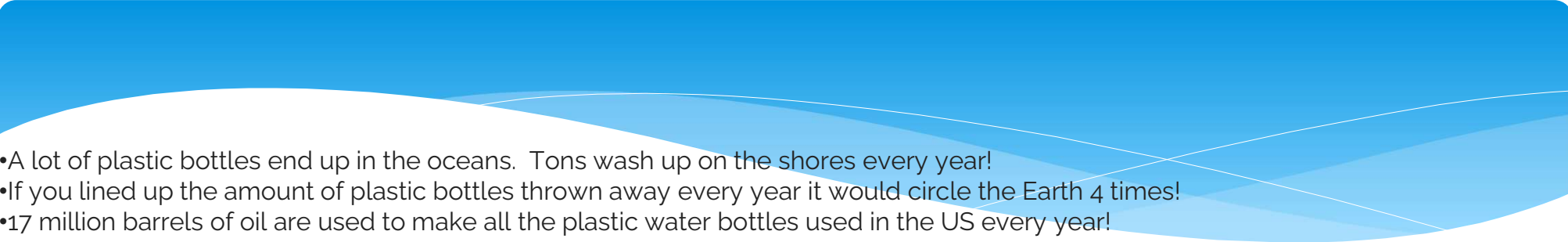
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Recycling text

- * Read the recycling text through in pairs.
- * Use a black felt tip pen to cross out words that are not important.
- * List the words that are left under headings for the number of syllables they have.
- * Underline emotive words in red.
- * Underline scientific words in green.

- 
- Recycling is when we take materials that we were going to throw away and put them through a process so they can be reused again.
 - Many things can be recycled such as paper, metal, plastic, glass and electrical equipment.
 - Recycling saves energy, is good for the environment, saves natural resources and saves space in landfills.
 - Recycling also saves money. It costs around \$30 per ton to recycle. It cost \$50 per ton to deliver garbage to a landfill and another \$60-75 to incinerate (burn) it.
 - Did you know that people have been recycling for thousands of years!
 - In ancient civilizations people would melt down metal products such as swords, pot and household items to make new things such as coins and other items.
 - Did you know that 75% of garbage is recyclable but we only recycle around 30%!
 - The US is the worlds largest trash producing country. 40% of the worlds garbage comes from the US.
 - The average American throws out around 4.6 pounds of garbage everyday, that more than 251 tons every year!
 - 34% of the annual garbage thrown away is paper products and paper is recyclable!
 - The average American uses 17 tress a year in paper and other wood products.
 - Did you know that we throw away enough wood and paper each year to heat 50,000 homes for 20 years!
 - Each ton of recycled paper can save 17 trees, 380 gallons of oil and three yards of landfill space.
 - Did you know that the average American receives 500 pieces of junk mail every year! Most people don't even open it and just throw it away.
 - Each year it takes 100 million trees to make all the junk mail!
 - **One glass bottle can take over 4000 years to decompose. That means it will sit in a landfill for a very long time.**
 - Glass can be recycled over and over again.
 - The energy saved from recycling one glass bottle can light a light bulb for over 4 hours.
 - Using recycled glass to make new glass products causes less air pollution and water pollution than when a glass product is made from un-recycled products.
 - Metal is one of the easiest things to recycle.
 - It's melted down and poured into mold to make new parts and products.
 - We use 80,000,000,000 aluminum soda cans every year in the US!
 - One aluminum soda can will sit in a landfill for over 500 years.
 - Recycling one aluminum saves enough energy to watch a T.V for 3 hours!
 - Did you know that Americans as a whole use around 4 million plastic bottles every day!

- 
- A lot of plastic bottles end up in the oceans. Tons wash up on the shores every year!
 - If you lined up the amount of plastic bottles thrown away every year it would circle the Earth 4 times!
 - 17 million barrels of oil are used to make all the plastic water bottles used in the US every year!
 - Only about 12% of those plastic water bottles are recycled. 88% of the plastic bottles end up in landfills.
 - Try using reusable bottles when having juice or water. It will save you money and help the Earth!
 - Think about how many plastic and paper bags people use everyday from grocery shopping, or buying other items at stores.
 - It takes 14 million trees to make all the paper bags used and 12 million barrels of oil to make all the plastic bags used every year!
 - Both paper and plastic bags can be recycled, but only 1%-3% of plastic bags and 10%-14% of paper bags are recycled every year.
 - You can recycle bags by reusing them when you shop or bring your own cloth bags when shopping.
 - Did you know that most batteries can be recycled? Batteries that are thrown away can cause air and water pollution, how?
 - Batteries contain a lot of chemicals such as mercury, lead and others that can cause humans to get sick.
 - When batteries are left in landfills those chemicals can leak into the ground contaminating soil and water.
 - When the batteries are incinerated (burned) with other garbage those chemicals go out into the air causing air pollution.
 - To help the Earth try buying rechargeable batteries and recycling old batteries. Every year around 24 million tons of leaves and grass clipping from cutting the grass are thrown away. Instead of it being thrown away it can be used to make compost.
 - Compost is organic materials such as grass, leaves, egg shells, fruit scraps, coffee grinds and tea bags that have been decomposed and recycled to use as plant fertilizer and soil.
 - Compost has a lot of nutrients and is a great natural pesticide (preventing bugs) for the soil.
 - Did you know that you can make compost at home!
 - There are different ways to make compost at home. You can buy a compost bin a store such as Home Depot or Lowes. You can also make a compost pile at home is a dry shady spot in your back yard with compost materials (such as leaves, grass clippings, vegetable and fruit scraps) and water.
 - There are different ways to recycle.
 - Curbside recycling- At home you can separate your garbage into separate bins. Make one bin for plastic, another for aluminum cans, another for plastics and one more for newspapers. Check with your local town for recycling garbage pick up day.
 - Drop Off Center- Find out where local recycling drop off centers are in your town.
 - Buy Back Locations- You can make money from recycling. Collect soda cans and plastic bottles and bring them to your local supermarket to exchange for money. Many scrap metal companies will pay you for scrap metal.
 - Reuse- Instead of throwing away an old toy or bicycle find out where a local donation center is in your town and donate it. There are many kids who would love to receive them. You can also be creative and turn that old can into a new pencil holder by painting it. There are so many ways to make old things new again with a little imagination!
 - In the US we are moving forward with recycling. In the last decade alone there has been around 100% increase in recycling. To help our Earth we must keep it going so remember to do your part and recycle every day!



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 - In the US we are moving forward with recycling. In the last decade alone there has been around 100% increase in recycling. To help our Earth we must keep it going so remember to do your part and recycle every day!

Words are powerful, so choose wisely.

- * 5 syllables
- * 7 syllables
- * 5 syllables

With so few words, think about the message you are wanting to send and the emotions, images you are wanting to create.

Anger at the waste / joy at saving the earth / fun at being creative

There are lots of ways to take this, so plan carefully.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a haiku based on recycling.

Three poems based on One Plastic Bag...

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Fluttering past ready to,
Carry fruit to grans.

Bag splits, throw on floor,
Goats eat, guts twist, creatures die,
Polluted countryside!

One, five plastic bags,
Ten then thousands in a pile,
Ready to be purses!

Haiku structure

- * 1st (line) 3 syllables
- * 2nd (line) longer it has 5
- * 3rd (line) 3 syllables

Draw an image from your plan.

Write your haiku.

Ask a friend if the words match the image you are wanting to create.

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform / publish my work.
- * I can evaluate the performance of others.
- * I can reflect on the work this half term.

One Plastic Bag

- * Talk to your partner about work this half term.
- * What have you achieved?
- * What have been your strengths?
- * What have you found challenging?
- * What do you want to work on next?

Ask Year 5 about Mama Miti

- * Tell Year 5 about Isatou Ceesay