

## Grade 6 -- Informational

### Making Paper

Have you ever wondered where paper comes from? Paper has been around for a very long time. It was first made in China from tree fibers and cloth scraps. Most paper today is made in factories from trees grown especially for that purpose.

You can make homemade paper by recycling used scraps of paper. It is easy to do, and it is a project you can do with a friend. You can use your homemade paper for writing letters or for a scrapbook. Just follow the instructions below.

#### YOU WILL NEED

- An old window screen
- Used pieces of paper (used envelopes and writing paper are best)
- Measuring cup
- Bucket
- Small or medium mixing bowl
- Food blender (hand or electric)
- Water
- Plastic tub or dishpan
- Sponge
- Small towels
- Food coloring (if you wish)

#### MAKING THE PAPER

1. Tear the used pieces of paper into small scraps and collect enough to make about two cups of scraps. (It is best to use paper that was used for writing. Newsprint and magazine pages do not work as well.) Soak the scraps in a bucket of water for several hours or overnight.
2. Put a small amount of the soaked paper into a small or medium mixing bowl and then add more small amounts of soaked paper a little at a time. Ask an adult to “mash” the paper with a hand mixer or a food blender. The mashed paper (pulp) should have the texture of mush or oatmeal. After mashing, transfer each batch of the pulp to a plastic dish tub about half full of water. When all of the paper is in the tub, mix it thoroughly with your hands.\*
3. Set the window screen over a bathtub or a large kitchen sink. Spread the wet paper pulp, one handful at a time, on the screen, allowing the water to drip into the tub or sink. Try to spread the pulp as evenly as possible so that it is all the same thickness.
4. When the water has finished dripping, flip the screen over onto several layers of small towels. Use a sponge or more small towels to soak up any excess water. Carefully remove the screen. (You may have to peel the pulp from the screen if it doesn't fall away on its own.)
5. Place more small towels on top of the sheet of pulp. Press on the towels, soaking up as much remaining water from the pulp as possible.
6. Carefully lift the pulp from the towels and place it between fresh towels.
7. Let the paper dry overnight. (You may dry it in a microwave oven for one to four minutes. If you do this, ask an adult to help you.)
8. When your paper is dry, cut it into sheets of any size you like. Enjoy your new paper!

\*You may ask an adult to help you add food coloring at this step in making your paper.

#### HELPFUL HINT

Use a kitchen strainer to scoop leftover paper pulp out of the water in the tub. Put this leftover pulp into the garbage, not down the drain. Water left in the tub can go down the drain or into the garden.

- 1) What does the information after the Step 2 asterisk indicate? (LA6.1.6.g)
  - a) a helpful hint
  - b) a choice of steps
  - c) a list of supplies
  - d) a suggestion to ask for adult help
  
- 2) During which step can the reader add food coloring? (LA6.1.6.g)
  - a) 2
  - b) 4
  - c) 6
  - d) 8
  
- 3) Why are small towels used in Step 5? (LA6.1.6.k)
  - a) to help with clean up
  - b) to help remove the pulp
  - c) to speed the drying process
  - d) to keep the paper from separating
  
- 4) What is the source of commercial paper today? (LA6.1.6.k)
  - a) cloth scraps
  - b) fibers and bark
  - c) recycled materials
  - d) trees for a special purpose
  
- 5) What is the screen used for in the papermaking process? (LA6.1.6.k)
  - a) mixing pulp
  - b) draining water
  - c) making a design
  - d) keeping off splashes
  
- 6) Which is a synonym for the word excess in Step 4? (LA6.1.5.c)
  - a) chlorinated
  - b) dirty
  - c) necessary
  - d) surplus
  
- 7) What is the author's purpose? (LA6.1.6.a)
  - a) entertain
  - b) inform
  - c) instruct
  - d) persuade
  
- 8) Which organizational pattern is utilized in this text? (LA 6.1.6.f)
  - a) sequence
  - b) description
  - c) cause/effect
  - d) compare/contrast

**9)** The reader is to put the leftover pulp into the garbage, not down the drain. Which analysis describes why the author includes these instructions? (LA 6.1.6.e)

- a) Pulp may produce a moldy smell.
- b) Pulp does not dissolve in water and will clog the pipes.
- c) Pulp is recyclable by being placed in special garbage bins.
- d) Pulp will cause a chemical reaction in confined spaces and explode.

# C4L Reading - Item Writing Tally Sheet

## Grade 6-Informational

Enter Passage Name Here: **Making Paper**

Gr6 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b style="color: red;">LA 6.1.5.a</b> <i>Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
<b style="color: red;">LA 6.1.5.c</b> <i>Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures</i>	2		1		1
<b style="color: red;">LA 6.1.5.d</b> <i>Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</i>	2				
Gr6 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b style="color: red;">LA 6.1.6.a</b> <i>Explain how author's purpose and perspective affect the meaning and reliability of the text</i>	2, 3		1		1
<b style="color: red;">LA 6.1.6.d</b> <i>Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
<b style="color: red;">LA 6.1.6.e</b> <i>Summarize, analyze, and synthesize informational text using main idea and supporting details</i>	2, 3			1	1
<b style="color: red;">LA 6.1.6.f</b> <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2				1
<b style="color: red;">LA 6.1.6.g</b> <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2		2		2

<p><b>LA 6.1.6.h</b>  <i>Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)</i></p>	2				
<p><b>LA 5.1.6.k</b>  <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3	2		1	3