Unit 07: Reduce, Reuse, Recycle

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

Examine how people reduce, reuse and recycle in the community. Children will explore different ways to reduce the amount of trash they throw away, how to reuse items more than once and learn what items can be recycled. Skills in Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

Essential Questions

What do we know about reducing, reusing and recycling?

What do we want to find out?

What does it mean to reduce?

How can we reduce the items we use?

What does it mean to reuse? How can we reuse items we use?

What does it mean to recycle? How do we recycle items we use?

Enduring Understandings

Definition of Trash & Garbage

Definition of Recycle

Definition of Reuse

Definition of Reduce

Difference Between Paper and Plastic

Uses of Trash Cans

What is Inside Trash Cans

What happens to Empty Bottles

How to reuse clothes and crayons

The Multiple Uses of Paper

Symbols of Recycling

The job of Trash Collectors

Students Will Know

What trash/garbage is

What a trash can is used for

What reduce means

How to recycle

What a recycling bin is

What a shredder is

What a custodian does

Things paper can be used for

Things plastic can be used for

What a dumpster is

What a garbage truck does

What a landfill is

How to reuse items

How to repurpose items

How to donate items

What a thrift store is

What damaged means

What items are biodegradable

Things in the environment

What a sanitation worker does

Students Will Be Skilled At

Explaining the difference between reduce, reuse, recycle

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Student Observation
- Monitor student responses

Learning Plan

Exploring the Topic- What do we know about reducing, reusing and recycling?

What do we want to find out?

- Complete Exploring the Topic Days 1-4
- Activities
    - Game
    - Song
    - Discussion and Shared Writing
- Choice time
    - Our Trash Chart
    - Create Thank-You Note
    - Labeled Bins for plastic & paper
    - Recycle Chart

- Read Alouds
    - Use the pictures to help understand the story
    - Retell
    - Learn new vocabulary words
- Small Group
    - Rhyming Chart
    - Putting Puzzles Together
    - Name Game
    - Missing Lids

Investigation 1- What does it mean to reduce?

How can we reduce the items we use?

- Complete Investigation 1 Days 1-4
- Activities
    - Game
    - Song
    - Discussion and Shared Writing
- Choice time
    - Finger Paint
    - Making Lists/Using a Camera
    - Using Paper Cups, Crayons & Markers\
    - Creating Signs
- Read Alouds
    - Predictions
    - Retell
    - Make personal connections
    - Use the pictures to understand the story
    - Learn new vocabulary words

- Small Group
  - What's MIssing
  - Measure & Compare
  - Picture Walk & Talk
  - Sorting & Classifying

Investigation 2- What does it mean to reuse? How can we reuse items?

- Complete Investigation 2 Days 1-5
- Activities
  - Song
  - Discussion and Shared Writing
  - Games
  - Exploration
- Choice time
  - Papier-Mache
  - T-Shirts Design
  - Reusing Crayons
  - Reusing Plastic & Paper
- Read Alouds
  - Predictions
  - Retell
  - Make personal connections
  - Use the pictures to understand the story
  - Learn new vocabulary words
- Small Group
  - Foam Paint Letters
  - Number Line Hop
  - Patterns Under Cover

    - Writing with Wordless Books
    - How many in the Scoop

Investigation 3- What does it mean to recycle? How do we recycle items we use?

- Complete Investigation 3 Days 1-5
- Activities
    - Opening Routine
    - Discussion and Shared Writing
    - Poem
- Choice time
    - Scrap Paper
    - Recyclable Food Packaging
    - Labels Bins with Items that can be Recycled
- Read Alouds
    - Descriptive words
    - Personal connections
    - Retell
    - Interactions & Participation
- Small Group
    - Making Shiny Paint
    - Buried Treasures
    - Putting Puzzles Together
    - Sorting & Classifying
    - Rhyming Chart

Celebrating Learning (Optional)

- Sharing with Families
- Sharing with the School (Displays & Art)

Materials

Exploring the Topic

- Mighty Minutes
    - 250, “Positon Practice”
    - 217, “Mind on Rhymes”
    - 230, “Syllables on the Move!”
    - 298, “Elephant Chant”
- Books
    - I Stink!
    - Radio Man
- Intentional Teaching Cards
    - M23
    - M58
    - LL10
    - LL47
- Trash Can
- Paper Cups
- Plastic Bottles
- Sheets of Paper
- Chart Paper
- Bins
- Markers
- Crayons
- Puzzles
- Note Cards
- Poems or Songs with Rhyming Words
- Index Cards

- Recycling Chart

Investigation 1

- Mighty Minutes
    - 253, “Describing Shapes”
    - 269 “Choo Choo Train”
    - 223 “Eye on the Sky”
    - 280, “Stoplight Dance”
- Books
    - Peter’s Chair
    - Hush! A Thai Lullaby
- Intentional Teaching Card
    - LL:18
    - LL:77
    - M:05
    - M:12
- Trash Can
- Paper Towels
- Photo of a Stop Sign
- Chart Paper
- Marker
- Daily Schedule
- Paper Cups
- Crayons
- Camera
- Colored Pencils
- Tape
- Sorting Objects

- Recycling Chart

Investigation 2

- Mighty Minutes
    - 291, “Rhyme or Not”
    - 221, “Roll & Rhyme”
    - 259, “If You’re Wearing…
    - 216, “Spin, Spin, Spin”
    - 260 “Letter-Sound Trouble”
- Books
    - Peter’s Chair
    - Dinosaur Woods
    - Charlie Anderson
- Intentional Teaching Card
    - LL13
    - LL60
    - M38
    - M91
    - M92
- Empty Plastic Bottles
- Papier Mache Bowl
- Old T- Shirt
- Broken Crayons
- Egg Carton
- Tape
- Scissors
- Cardboard Boxes
- Scrap Paper

- Yarn
- Markers
- Soil
- Seed Packets
- Foam Paint
- Art Smocks
- Paper Cups
- Numeral Cards 1-20
- Small Manipulatives

Investigation 3

- Mighty Minutes
    - 264, “Change the Name Game”
    - 226, “Little Sea Star”
    - 262, “What Comes Next?”
    - 229, “Find It, Stick It”
    - 263, Move Across the Room
- Books
    - Sam Helps Recycle
    - Charlie Anderson
- Intentional Teaching Card
    - M05
    - M23
    - LL10
    - LL21
    - LL50
- Paper
- Crayons

- Recycle Symbol
- Items Made of Plastic, Paper & Aluminum
- Recycle Bin
- Trash Can
- Recycle List
- Magnetic Letters
- Markers
- Mixing Bowls
- Puzzles
- Sorting Objects
- Sand Table
- Poems with Rhyming Words

Standards

Social and Emotional Development

- 0.1 - 0.1.1, 0.1.2, 0.1.3
- 0.2 - 0.2.3
- 0.3 - 0.3.1
- 0.4 - 0.4.5, 0.4.6
- 0.5 - 0.5.1, 0.5.2

Visual and Performing Arts

- 1.1 - 1.1.1 , 1.1.4, 1.1.5, 1.1.7, 1.1.8
- 1.2 - 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.2.8
- 1.3 - 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.8
- 1.4 - 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.7

Health, Safety and Physical Education

- 2.3 - 2.3.3
- 2.4 - 2.4.1, 24.3

English Language Arts

- RL.PK.1
- RL.PK.2
- RL.PK.3
- RL.PK.4
- RL.PK.5
- RL.PK.6
- RL.PK.7
- RL.PK.9
- RL.PK.10
- RI.PK.1
- RI.PK.2
- RI.PK.4
- RI.PK.7
- RI.PK.10
- RF.PK.1.a
- RF.PK.1.b
- RF.PK.1.d
- RF.PK.2.a
- RF.PK.2.c
- RF.PK.3.a
- RF.PK.7
- W.PK.1
- W.PK.2
- W.PK.5

- W.PK.6
- W.PK.7
- SL.PK.1.a
- SL.PK.1.b
- SL.PK.2
- SL.PK.3
- SL.PK.4
- SL.PK.5
- SL.PK.6
- L.PK.1.a
- L.PK.1.b
- L.PK.1.d
- L.PK.1.f
- L.PK.1.g
- L.PK.2.c
- L.PK.5.a
- L.PK.5.c
- L.PK.6

Mathematics

- 4.1 - 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.4a, 4.1.4b, 4.1.4c, 4.1.5, 4.1.6
- 4.2 - 4.2.1a, 4.1.2b
- 4.3 - 4.3.1, 4.3.2, 4.3.3
- 4.4 - 4.4.1, 4.4.2, 4.4.3, 4.4.3a

Science

- 5.1 - 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5
- 5.2 - 5.2.1, 5.2.2, 5.2.3
- 5.4 - 5.4.4

- 5.5 - 5.5.1

Social Studies, Family and Life Skills

- 6.2 - 6.2.1, 6.2.2, 6.2.3

World Language

- 7.1 - 7.1.4

Approaches to Learning

- 9..2 - 9.2.2
- 9.3 - 9.3.1, 9.1.2, 9.1.3, 9.1.4

Suggested Strategies for Modifications

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing