June : Reduce, reuse, recycle Study

Content Area: **Pre-School**
Course(s):
Time Period: **June**
Length: **5-6 weeks**
Status: **Published**

Unit Overview

This study looks at reducing, reusing and recycling waste in 5 weeklong Investigations.

A study fo reducing, reusing and recycling not only offers opportunities for children to explore a topic that interests them but allows them to gather information, become more aware of the wolrd around them, and solve problems. In this study children will observe, gather data, explore their community, interview experts, learn new information and propose solutions to problems.

Enduring Understandings

People throw away a lot of trash that could be used again.

Trash creates landfills.

Trash and garbage affects our community.

We can create less trash by reducing recycling, reusing our trash.

Essential Questions

What do people throw away?

Where does trash go?

What do workers do there?

How do dtrash and garbage affect our community?

How can we reuse junk?

How can we create less trash?

Instructional Strategies & Learning Activities

Week of: **Teacher:**

Study: Reduce, Reuse, Recycle **Exploring the Topic:** What do we know about reducing, reusing, and recycling?

What do we want to find out?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Library: books about trash, garbage, and recycling	Discovery: junk collection	Discovery: junk collection	Discovery: junk collection Art: collage materials, e.g., paper scraps; tinfoil bits; old magazines and newspapers; cardboard pieces	Art: collage materials e.g., paper scraps; tinfoil bits; old magazines and newspapers; cardboard pieces
Large Group	Game: What's Inside the Box? Discussion and Shared Writing: Found Trash	Song: "Three Rowdy Children" Discussion and Shared Writing: What Is This Junk?	Song: "Clap a Friend's Name" Discussion and Shared Writing: What Do We Know About Reducing, Reusing, and Recycling?	Game: What's Inside the Box? Discussion and Shared Writing: What Do We Know About Reducing, Reusing, and Recycling?	Game: Simon Says or Jack in the Box Discussion and Shared Writing: What Do We Want to Find Out About Reducing, Reusing, and Recycling?
Read-Aloud	*The Paper Bag Princess*	*Hush! A Thai Lullaby*	*The Paper Bag Princess*	*Hush! A Thai Lullaby*	*The Paper Bag Princess*
Small	Option 1: Letters,	Option 1:	Option 1: Junk	Option 1: Bounce	Option 1: Tallying

Group	Letters, Letters Option 2: Buried Treasures	Environmental Print Option 2: Baggie Books	Collage Option 2: Junk Sculpture	& Count Option 2: Junk Numbers	the Junk Option 2: How Many Kinds?
Outdoor Experiences: Bounce & Catch					
Family Partnerships: We would like to ask families to contribute to the junk collection by bringing in junk from home—items that typically get thrown away, e.g., paper towel rolls, old magazines, bottle tops, cartons, and broken things. Please check all items and make sure they're safe; rinse containers and remove items with sharp edges.					
Wow! Experiences: None.					

Week of: **Teacher:**

Study: Reduce, Reuse, Recycle

Investigation: 1. What do people throw away? (Monday–Wednesday)

2. Where does trash go? What do workers do there? (Thursday–Friday)

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Discovery: junk collection; poster board, cardboard, or heavy paper; glue	Library: environmental print from the junk collection	Toys and Games: bowling pins made from plastic bottles partially filled with sand or rocks; soft ball	Computer: computer with Internet access; ebook version of *Sam Helps Recycle*	Discovery: items to take apart, e.g., old telephones and radios (remove batteries); screwdrivers
Large Group	Movement: Let's Stick Together Discussion and Shared Writing:	Movement: Bouncing Big Brown Balls Discussion and Shared Writing:	Game: Body Patterns Discussion and Shared Writing: What Do People Throw Away Around the	Movement: Going on a Journey Discussion and	Movement: The Kids Go Marching In Discussion and Shared Writing:

	Classroom Trash	Trash and Garbage at Home	School?	Shared Writing: Where Does the Trash Go?	Follow That Trash
Read-Aloud	*Something From Nothing*	*I Stink!*	*Radio Man*	*Sam Helps Recycle*	*Radio Man*
Small Group	Option 1: Story Problems Option 2: Bowling Math	Option 1: Junk Patterns Option 2: Action Patterns	Option 1: Alphabet Cards Option 2: Textured Letters	Option 1: Rhyming Riddles Option 2: Rhyming Chart	Option 1: How Big Around? Option 2: Which Container Holds More?
Outdoor Experiences: Composting; Body Shapes & Sizes					
Family Partnerships: Please discuss with your children what things your family typically throws away. We have asked children to bring in various kinds of trash (such as an empty carton or leftover wrapping paper) that we can use to create something useful. We also would like families to bring in a piece of trash with the recycling symbol on it. Also, please access the ebook, *Sam Helps Recycle*.					
Wow! Experiences: Wednesday—A walk around the school to investigate trash cans in different areas, e.g., the kitchen, classroom, and office Friday—An interview with the school custodian and a tour of the path that the trash takes through the school					

Week of: **Teacher:**

Study: Reduce, Reuse, Recycle **Investigation:** 2. Where does trash go? What do workers do there? (Monday–Tuesday)

3. How do trash and garbage affect our community? (Wednesday–Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Blocks: garbage trucks Computer: computer with Internet access; ebook version of *Sam Helps Recycle*	Discovery: can crusher; empty cans; two identical small trash cans or other identical containers	Blocks: empty boxes of various sizes	Art: paper; markers; paint	Discovery: junk collection
Large Group	Song: "Recycle Song" Discussion and Shared Writing: Expert Interview	Song: "Recycle Song" Discussion and Shared Writing: Dump or Recycle?	Poem: "The Litter Monster" Discussion and Shared Writing: Litter	Poem: "The Litter Monster" Discussion and Shared Writing: Litter and Animals	Poem: "The Litter Monster" Discussion and Shared Writing: Litter Walk
Read-Aloud	*Sam Helps Recycle*	*Radio Man*	*The Adventures of Gary &*	*I Stink!*	*The Adventures of Gary &*

			Harry		*Harry*
Small Group	Option 1: Bookmaking Option 2: Desktop Publishing	Option 1: Bookmaking Option 2: Desktop Publishing	Option 1: Seek and Find Option 2: Sorting and Classifying	Option 1: Story Problems Option 2: Dinnertime	Option 1: What's Missing? Option 2: Memory Games
Outdoor Experiences: Body Shapes & Sizes; Moving Through the Forest					
Family Partnerships: We would like families to bring in a piece of trash that has the recycling symbol on it. Also, please access the ebook, *Sam Helps Recycle*. If you are a family member who plays a musical instrument and you would be willing to visit our class next week to help the children make instruments, please let us know. We also would like to ask families to contribute old wrapping paper and gift boxes of different sizes for the children to use in an upcoming investigation.					
Wow! Experiences: Monday—An interview with a sanitation worker and a look at a trash or recycling truck Friday—A litter walk around the school					

Week of: **Teacher:**

Study: Reduce, Reuse, Recycle **Investigation:** 4. How can we reuse junk?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Art: items from junk collection Computer: ebook version of *Don't Lose It—Reuse It!*	Music and Movement: junk collection; variety of containers; wooden blocks	Art**:** art materials for costumes and props; large paper bags	Art: paper bags of different sizes	Art: some of the junk items described in *Don't Lose It—Reuse It!*;junk collection Computer: ebook version of *Don't Lose It—Reuse It!*

Large Group	Movement: Paper Towel Rap Discussion and Shared Writing: Amazing Junk	Music: "Musical Junk" Discussion and Shared Writing: Instrument Making	Music: "Marching Junk Band" Discussion and Shared Writing: Preparing to Retell *The Paper Bag Princess*	Song: "Recycle Song" Discussion and Shared Writing: Paper Bags	Book: *Don't Lose It—Reuse It!* Discussion and Shared Writing: Gift Making
Read-Aloud	*Don't Lose It—Reuse It!*	*The Adventures of Gary & Harry*	*Peter's Chair*	*Hush! A Thai Lullaby*	*Peter's Chair*
Small Group	Option 1: Straw Shapes Option 2: 3-D Shapes	Option 1: More or Fewer Towers Option 2: Cover Up	Option 1: Dramatic Retelling of *The Paper Bag Princess* Option 2: Clothesline Retelling of *The Paper Bag Princess*	Option 1: Stick Letters Option 2: Walk a Letter	Option 1: Dramatic Retelling of *The Paper Bag Princess* Option 2: Clothesline Retelling of *The Paper Bag Princess*
Outdoor Experiences: Trash Relay					
Family Partnerships: Please bring in something from home that you consider trash, but which could be used to create something useful, such as an empty plastic mayonnaise container, cereal box, or wrapping paper roll. We also still need contributions of old wrapping paper and gift boxes of different sizes. Please access the ebook, *Don't Lose It—Reuse It!*					
Wow! Experiences: Tuesday—A visit from a family member who plays a musical instrument.					

Week of: **Teacher:**

Study: Reduce, Reuse, Recycle **Investigation:** 5. How can we create less trash? (Monday–Wednesday)

Celebrating Learning (Thursday–Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Art: some of the junk items described in *Don't Lose It—Reuse It!*;junk collection	Dramatic Play: wrapping paper scraps; tape; scissors; variety of boxes	Dramatic Play: wrapping paper scraps; tape; scissors; variety of boxes	All: displays of children's investigations. Computer: ebook version of *Sam Helps Recycle*	Dramatic Play: displays of costumes and props made during the study Music and Movement: displays of instruments made during the study
Large Group	Movement: Let's Stick Together Discussion and	Movement: Silly Willy Walking Discussion and Shared Writing:	Music: "The Kids Go Marching In" Discussion and Shared Writing: So	Song: "Recycle Song" Discussion and Shared Writing:	Movement: The Kids Go Marching In Discussion and

	Shared Writing: Reusing	Using Less in the Classroom	Much Trash	Preparing for the Celebration	Shared Writing: Interviewing Each Other
Read-Aloud	*Something From Nothing*	*I Stink!*	*Peter's Chair*	*Sam Helps Recycle*	*Dinosaur Woods*
Small Group	Option 1: Guessing Jar Option 2: Which Has More?	Option 1: I'm Thinking of a Shape Option 2: Shape Book	Option 1: I Went Shopping Option 2: Shopping Word Wall	Option 1: Dramatic Retelling of *Something From Nothing* Option 2: Clothesline Retelling of *Something From Nothing*	Option 1: Fruit Salad Option 2: Apple Oat Muffins
Outdoor Experiences: Dribbling a Ball					
Family Partnerships: We invite family members to share a special snack with the class during the celebration at the end of this study.					
Wow! Experiences: Friday—Family members visit for the end-of-study celebration					

Integration of Career Readiness, Life Literacies and Key Skills

Performing assigned classroom jobs and duties

Technology Integration

Students will interact with SmartBoard activities.

Students will interact with read-aloud texts both individually and as a large group.

Use of Shutterfly Share Site

Utilize programs on the iPad

Watch and interact with SchoolTube videos.

8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
8.2.3	Turn smart toys on and/or off.
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Interdisciplinary Connections

Units are interdisciplinary throughout the curriculum.

4.1.1	Count to 20 by ones with minimal prompting.
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
6.1.2	Demonstrate an understanding of family roles and traditions.
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
9.1.4	Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?).
9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).
6.2.1	Demonstrate understanding of rules by following most classroom routines.
6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.
9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).

9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
4.2.1.a	putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.2.4	Listen to, imitate, and improvise sounds, patterns, or songs.
4.2.1.b	taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
1.3.4	Differentiate between fantasy/pretend play and real events.
4.4.3.a	two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
4.4.3.b	three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.

Differentiation

Students will be offered support and challenges as deemed appropriate.

Modifications & Accommodations

Pre-school has multiple identification processes and services for students needing support.

Benchmark Assessments

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Anecdotal record keeping

Instructional Materials

See items located in lesson plans above.

Standards

5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2	With prompting and support, retell familiar stories or poems.
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
5.2.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.2	With prompting and support, recall important facts from a familiar text.
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
5.4.4	Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.