



 recycle

The possibilities are endless.



# Rationale for the Investigation

The children were using way too many paper towels to dry their hands and clean up their messes. This sparked a discussion about how we could not be so wasteful. The investigation began as the children started noticing ways to not waste and things that could be recycled. One example was stacking paper plates at lunch time to make less garbage and another way was when a child used rain water for sculptures in the sand box.



# Recycled 3- Dimensional Creations

To help make a school and home connection, the children brought recyclable items to school from home. The class was able to use the materials to create 3-dimensional designs. The children planned their designs by drawing pictures. When they were finished



the children wrote the word of what they made. This connected the English Language Arts standards to their sculptures. Some children sounded out the letters of the words, and others copied the word after it was written for them.

# Sorting

The children brought in a variety of materials and sorted the paper, plastic and food items.





# Compare and Contrast

The Jets classroom used recycled cups to build structures. They used math cognition skills. They counted the cups and looked at how size affected the amount of space taken in a bag. Another math skill involved was comparing: more than, less than and equal.



# Building with Recycled Materials

The Jets used recycled cups to build structures. They learned about environmental print. The children were developing 21<sup>st</sup> century skills as they used social skills to collaborate while building.





## Reuse Paper

The children recycled paper by drawing a picture on paper that had already been used. Recycled paper was also put on the art shelf and writing center table. The children discovered paper can be reused in many ways.

# Letter Recognition

Many specialized words were used in their study. Children practiced writing the vocabulary words thus developing writing and fine motor skills. The vocabulary words helped the children begin to understand phonics and that when letters are put together, they make words.



# Recycled 3- Dimensional Creations

To finish the project the classroom sorted the leftover supplies they brought from home. When they were done sorting the supplies, they took the cardboard products to the recycle dumpster and placed them in.



# Maps

The children used a map of the Bombeck Center to help them navigate through their familiar environment to both inside and outside areas. When the class found the recycle bins, they put an X on the map to indicate its location.



# Recycling Water

The children reused rain water that was in a bucket to make sculptures in the sand. The group caught some rain in a rain bucket then researched other purposes for it. They predicted several ways to position the barrel to catch water. When one place did not work they helped by moving the barrel to another spot. The children suggested adding color and painting with it.



# Content and Developmental Standards Covered

## Early Learning Developmental Standards: Science

- Explore objects, materials and events in the environment
- Make careful observations
- Pose questions about the physical and natural environment
- Engage in simple investigations
- Describe, compare, sort, classify, and order
- With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment
- Share findings, ideas and explanations through a variety of methods



## Approaches Toward Learning

- Focus on an activity with deliberate concentration despite distractions
- Carry out tasks, activities, projects or experiences from beginning to end

## Social Studies

- Demonstrate a beginning understanding of maps as actual representations of places

## Language and Literacy

- Demonstrate an understanding of basic conventions of print in English and other languages
- Orient books correctly for reading and turn pages one at a time
- Demonstrate an understanding that print carries meaning
- With modeling and support identify, blend and segment syllables in broken words
- With modeling and support, orally blend and segment familiar compound words



- With modeling and support, identify initial and final sounds in spoken words
- With modeling and support, recognize and “read” familiar words or environmental print
- With modeling and support, recognize and name some upper and lower case letters in addition to those in first name
- With modeling and support, demonstrate an understanding that alphabet letters are a special
- Use a 3-finger grasp of dominant hand to hold a writing tool
- Demonstrate an understanding of the structure and function of print
- With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters
- With modeling and support, demonstrate letter formation in “writing”
- With modeling and support, show awareness that one letter or cluster of letters represents one word

