

# Recycling

ELA

**Read:** Why should I Recycle



[linkhttps://video.link/w/AWX6b](https://video.link/w/AWX6b)

**Read:** Michael Recycle



<https://video.link/w/5wY6b>

**Read:** Peppa Pig Recycling



<https://video.link/w/f4Y6b>

**Read:** I can save the Earth



<https://video.link/w/8TY6b>

**Read:** Recycling for kids



<https://video.link/w/G8Z6b>

**Letter and Sounds:**

Using the song's lyrics "Reduce, Reuse, Recycle." Invite your child to point to all the uppercase letters and practice the beginning letter sounds of each word. Next, ask him/her to find the words: to, do, you, and. Afterwards, encourage your child to read the words.

	<p><b>Letter and Sounds:</b>  <b>Read</b> to the child the poem “The Little Monster.” Then, play a <b>rhyming</b> game: I say “sight” you say “light” Do the same thing with other words from the poem. If your child says a different word that rhymes with your word that’s ok, model correct rhymes. Then, use real objects from the recycling collection and practice rhyming (e.g. box/fox; can/pan)</p>
	<p><b>Letter and Sounds:</b> Match lowercase letter to uppercase letter and say the letter sound.</p> 
	<p><b>Letter and sounds:</b> Letter hunt with newspaper ad. Older students can hunt for sight words.</p> 
<b>Math</b>	
	<p>Engineer a car using an old milk carton</p> 
	<p>Create Eco friendly buildings from recyclable items</p>



Create birdhouses, feeders, planters from empty recyclables



Allow the child to **observe** the robot's samples above. Following the journal's **robot design** (see in fine motor), and with the selected recyclable materials the child starts building the robot. During this time, child describes the different parts of the robot and the materials they can reuse. Discuss with the child what real robots can or can't do.

Recycling collection: **Start collecting items** that typically get thrown away, e.g., toilet paper rolls, egg cartons, bottles, tops, and boxes. Check all items and make sure they're safe; rinse containers and remove items with sharp edges.

Child **designs a car**. Using the recycle materials, start creating the car following his/her own design. **Discuss** with child **facts** about real cars and what materials were reused.

Art/Sensory	
	<p><b>Art:</b> Make a flower garden using empty food boxes</p> 
	<p><b>Art:</b> To use with the STEM activity. Then, child selects recycle materials from the recycling collection. When the STEM project is ready, the child will <b>paint or decorate the robot</b>. During the process ask your child questions like <b>What colors are you using? What do you think the robot can do?</b> Motivate the child to use his/her imagination.</p>
	<p><b>Art:</b> Make a mobile using a stick, string, and plastic recyclable</p> 
	<p><b>Sensory:</b> Place some <b>soil and small objects</b> inside plastic bags or containers. Child <b>describes</b> how the soil and objects feel. Then, child takes the objects out the bag without looking.</p>
	<p><b>Art/Sensory:</b> Use different recyclable items to paint with</p> 

	<p><b>Art/Sensory:</b>          Create <b>musical instruments</b>: plastic bottles, small boxes/cans. From the last Tuesday "fine motor" activity, child classifies the objects by size or category (e.g. small, medium or buttons, stones, dry beans)</p> <p><b>Music:</b> Using <b>musical instruments</b> created during Art/Sensory time. Start singing with your child and play the instrument at the same time.</p>  <p><a href="https://video.link/w/wqb7b">https://video.link/w/wqb7b</a></p>
<b>Gross/Fine Motor</b>	
	<p>Use an empty cereal box and wrapping paper tube and make a guitar</p> 
	<p>Using only your <b>pincher fingers</b> (thumb &amp; first finger), start <b>collecting</b> small stones, dry beans, buttons or a mix of different small objects you have available. Place the objects in a cup or small bag. Parents please be sure objects are safe for child.</p>
	<p>In the journal the child will <b>design a robot</b> and <b>label the main parts</b> by using letter sounds. Motivate your child to add details to the drawings by asking questions like: What other things could a robot have?</p>

Using the ideas above and create labels for your own recycling bins



Make tiny castanets using cardboard and bottle caps  
<https://tinyurl.com/y4qwdr8a>

Create Mat Man using recyclable materials



Dinner

**What do we know about reducing, reusing, and recycling?**

Ask your child if **they** know & can explain the meaning of each vocabulary word. Then, explain the meaning of each word to them. Discuss with your child the Question of the Day. **Reducing** is lowering the number of things we throw away. **Reusing** is looking for ways to use materials again. **Recycling** is converting waste into materials that can be reused.

**Did you see any trash outside/around the house today?**

**Shared discussion:**

Go on a litter walk: With an adult go outside. Point out litter, the adult asks the child questions like: What type of objects and materials are these?

**Why do you think** people throw litter: trash or junk on to the streets?

**Review** the shared discussion from yesterday. Discuss with your child how we can help reduce the amount of litter. For safety reasons, only adults should pick up litter off the ground/ outside.

**What could we do with this junk?**

**Shared discussion:**

**Discuss** with your child what things your family typically throws away. Use some real objects (e.g. cans, plastic bottles) and ask the questions of the day to your child. In the journal help your child **write/draw** a list with the ideas.

**What can we make from these bottles?**

**Shared discussion:**

From the recycling collection child selects **plastic bottles, small boxes or cans** (without sharp edges) Ask your child the question of the day (change the word bottle for the name of the objects that are available). **Discuss all the ideas and possibilities** to create something new from something that is already used.