# Exploring the Topic

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

### Vocabulary—English: recycling, describe, music, reduce, organize

<table>
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<th>Interest Areas</th>
<th>Library</th>
<th>Discovery</th>
<th>Discussion</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>books about trash, garbage, and recycling</td>
<td>junk collection</td>
<td></td>
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<tr>
<td>Day 2</td>
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<td>Day 3</td>
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<td>Day 5</td>
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## What do we want to find out?

### Spanish: reciclar, describir, realizar, reducir, organizar

<table>
<thead>
<tr>
<th>Question of the Day</th>
<th>Did you see any trash outside today? (Display trash items that you found around the school.)</th>
<th>Does this feel smooth or rough? (Display an interesting item from the junk collection.)</th>
<th>What could we do with this junk? (Display an interesting item from the junk collection.)</th>
<th>What could we do with this junk? (Display an interesting item from the junk collection.)</th>
<th>Which game would you rather play: Simon Says or Jack in the Box?</th>
</tr>
</thead>
</table>

| Large Group | Game: What’s Inside the Box? Discussion and Shared Writing: Found Trash  
Mighty Minutes 31, “What’s Inside the Box”; small object; box; digital camera; trash items found around the school | Song: “Three Rowdy Children” Discussion and Shared Writing: What Is This Junk?  
Mighty Minutes 53, “Three Rowdy Children”; basket; items from the junk collection | Song: “Clap a Friend’s Name” Discussion and Shared Writing: What Do We Know About Reducing, Reusing, and Recycling?  
Mighty Minutes 40, “Clap a Friend’s Name”; chart labeled, “What do we know about reducing, reusing, and recycling?”; junk collection; several empty plastic bottles | Game: What’s Inside the Box? Discussion and Shared Writing: What Do We Want to Find Out About Reducing, Reusing, and Recycling?  
Mighty Minutes 31, “What’s Inside the Box”?: small object from home that ordinarily gets thrown away; box; basket; junk collection; paper towel roll; tape | Game: Simon Says or Jack in the Box  
Mighty Minutes 74, “Jack in the Box”, Dinosaur Woods |

| Re-read | The Paper Bag Princess Book Discussion Card 08  
(first read-aloud) | Hush! A Thai Lullaby | The Paper Bag Princess Book Discussion Card 08  
(second read-aloud) | Hush! A Thai Lullaby | The Paper Bag Princess Book Discussion Card 08  
(third read-aloud) |

<table>
<thead>
<tr>
<th>Read-Along</th>
<th>The Paper Bag Princess Book Discussion Card 08</th>
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</thead>
</table>

| Small Group | Option 1: Letters, Letters, Letters  
Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps, colored inks pads; construction paper | Option 1: Environmental Print  
Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of environmental print | Option 1: Junk Collage  
Intentional Teaching Card LL32, “Describir Art”; junk collection; paper; markers; scissors; glue | Option 1: Bounce & Count  
Intentional Teaching Card M18, “Bounce & Count”; variety of balls | Option 1: Tallying the Junk  
Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons; junk collection |
|            | Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; a large magnet; ruler; tape; sand table with sand | Intentional Teaching Card LL20, “Bags Books”; 6–8 reusable bags per book; environmental print; construction paper; scissors; stapler; colorful tape | Intentional Teaching Card LL32, “Describir Art”; junk collection; scissors; glue; tape; modelling clay | Intentional Teaching Card M04, “Number Cards”; junk collection, set of cards with a numeral and its number word printed on one side | Intentional Teaching Card M02, “Counting & Comparing”; card stock; marker; junk collection |


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# Investigation 1

## What do people throw away?

**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

## Make Time for…

**Outdoor Experiences**  
- Bury outdoors a piece of organic garbage, such as an apple core or a banana peel. Pay attention to where you bury it because you’ll be digging it up later in the study when talking about composting.

**Physical Fun**  

**Family Partnerships**  
- Send a note home to families asking them to discuss with their children what things the family typically throws away. Explain in the note that you’ve asked children to bring in various kinds of trash, such as an empty carton or leftover wrapping paper, that can be used to create something useful.

**Wow! Experiences**  
- Day 3: A walk around the school to investigate trash cans in different areas, e.g., the kitchen, classroom, and office.

## Day 1

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<tr>
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<th>Discovery</th>
<th>Library</th>
<th>Toys and Games</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question of the Day</strong></td>
<td>What did you throw away today?</td>
<td>Does all trash stink?</td>
<td>Where will we find a trash can on our walk today? (Display a picture of two places in the school.)</td>
</tr>
</tbody>
</table>

**Large Group**  
**Movement:** Let’s Stick Together  
**Discussion and Shared Writing:** Classroom Trash  
**Materials:** Mighty Minutes 67, “Let’s Stick Together”; select bag of trash with items such as a worn-out marker, crumpled paper, damp paper towel, empty container, crayon box; gloves

**Read-Aloud**  
**Something From Nothing**

## Day 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Does all trash stink?</td>
<td>Where will we find a trash can on our walk today? (Display a picture of two places in the school.)</td>
<td></td>
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</table>

**Large Group**  
**Movement:** Bouncing Big Brown Balls  
**Discussion and Shared Writing:** Trash and Garbage at Home  
**Materials:** Mighty Minutes 43, “Bouncing Big Brown Balls”; photos or drawings that children brought; piece of trash with familiar environmental print; photo of your home trash can

**Read-Aloud**  
**1 Stick!**

## Day 3

<table>
<thead>
<tr>
<th>Interest Areas</th>
<th>Discovery</th>
<th>Library</th>
<th>Toys and Games</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Where will we find a trash can on our walk today? (Display a picture of two places in the school.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Large Group**  
**Game:** Body Patterns  
**Discussion and Shared Writing:** What Do People Throw Away Around the School?  
**Materials:** Mighty Minutes 36, “Body Patterns”; Intentional Teaching Card SE01, “Site Visits”; small clipboards; paper and pencils

**Read-Aloud**  
**Radio Man**  
**Book Discussion Card 11** (first read-aloud)

## Small Group

**Option 1:**  
- **Story Problems**  
  - Intentional Teaching Card M22, “Story Problems”, collection of manipulatives
  - Intentional Teaching Card M22, “Story Problems”; 10 plastic bottles partially filled with sand or small rocks; soft ball

**Option 2:**  
- **Bowling Math**  
  - Intentional Teaching Card M35, “Action Patterns”, action cards; pocket chart

**Mighty Minutes**  
- Mighty Minutes 68, “I Have a Secret”; yarn or hula hoops; various objects to sort  
- Mighty Minutes 36, “Body Patterns”  
- Mighty Minutes 65, “People Patterns”
## Investigation 2

**Where does trash go? What do workers do there?**

**Vocabulary—English:** recycle, real, pretend, crush  
**Spanish:** reciclar, reciclaje, real, imaginario, aplastar

<table>
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<tr>
<th>Interest Areas</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Make Time for…</th>
</tr>
</thead>
</table>
| **Technology:** computer or tablet with Internet access; eBook version of *Sam Helps Recycle*  
Intentional Teaching Card LL26, “Searching the Web” | Discovery: items to take apart, e.g., old telephones and radios (remove batteries); screwdrivers | Blocks: garbage trucks  
Technology: computer or tablet with Internet access; eBook version of *Sam Helps Recycle* | Discovery: can crusher; empty cans; two identical small trash cans or other identical containers | **Outdoor Experiences** |
| **Question of the Day** | Where does our trash go after we throw it away? | Do you have a question for our visitor? | Do you have a question for our visitor? | Which has more cans? (Display two containers: one with crushed cans and one with uncrushed cans.) | **Physical Fun** |
| **Large Group** | Movement: Going on a Journey  
Discussion and Shared Writing: Where Does the Trash Go?  
**Materials:** Mighty Minutes 63, “Going on a Journey”; paper, pencils, or markers; small clipboards | Movement: The Kids Go Marching In  
Discussion and Shared Writing: Follow That Trash  
**Materials:** Mighty Minutes 70, “The Kids Go Marching In”; map of school (can be teacher-created) | Song: “Recycle Song”  
Discussion and Shared Writing: Expert Interview  
**Materials:** Mighty Minutes 71, “Recycle Song”; recyclable cans and bottles; digital camera | **Family Partnerships** |
| **Read-Aloud** | *Sam Helps Recycle*  
Radio Man  
Book Discussion Card 11 (second read-aloud) | *Sam Helps Recycle*  
Radio Man  
Book Discussion Card 11 (third read-aloud) | *Sam Helps Recycle*  
Book Discussion Card 11 | **Wow! Experiences** |
| **Small Group** | Option 1: Rhyming Riddles  
Intentional Teaching Card LL11, “Rhyming Riddles”; props that rhyme | Option 1: How Big Around?  
Intentional Teaching Card M62, “How Big Around?”; variety of spherical objects; ball of yarn or string; scissors | Option 1: Bookmaking  
Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies | **Day 2:** An interview with the school custodian and a tour of the path that the trash takes through the school |
| | Option 2: Rhyming Chart  
Intentional Teaching Card LL10, “Rhyming Chart”; poem or song with rhyming words; props that illustrate the poem or song | Option 2: Which Container Holds More?  
Intentional Teaching Card M32, “Which Container Holds More?”; sand table; various clear plastic containers; paper cup, measuring cup, or can; funnel | Option 2: Desktop Publishing  
Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | **Day 3:** An interview with a sanitation worker and a look at a trash or recycling truck |
| **Mighty Minutes®** | Mighty Minutes 72, “My Body Jumps”  

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# Investigation 3

**How do trash and garbage affect our community?**

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<th>Day 1</th>
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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td><strong>Art</strong></td>
<td><strong>Discovery</strong></td>
</tr>
<tr>
<td>Blocks: empty boxes of various sizes</td>
<td>paper; markers; paint</td>
<td>junk collection</td>
</tr>
</tbody>
</table>

**Question of the Day**

Day 1: Should you throw paper out the window of a car or building?

Day 2: Are monsters real or pretend?

Day 3: Which will we find more of on our litter walk: paper or bottles?

**Large Group**

- Poem: “The Litter Monster”
- Discussion and Shared Writing: Litter and Animals
- Materials: Mighty Minutes 69, “The Litter Monster”; small pile of trash; fan; digital camera

**Read-Aloud**

- The Adventures of Gary & Harry (first read-aloud)
- I Stink!
- The Adventures of Gary & Harry (second read-aloud)

**Small Group**

- Option 1: Seek and Find
  - Intentional Teaching Card M03, “Seek and Find”; junk collection; large basket

- Option 2: Sorting and Classifying
  - Intentional Teaching Card M05, “Sorting & Classifying”; objects that define boundaries for sorting; junk collection

- Option 1: Story Problems
  - Intentional Teaching Card M22, “Story Problems”; collection of manipulatives

- Option 2: Dinnertime
  - Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; utensils; napkins; cups; place mats

- Option 1: What’s Missing?
  - Intentional Teaching Card L18, “What’s Missing”; bag or box with items from the junk collection; large piece of cardboard or paper

- Option 2: Memory Games
  - Intentional Teaching Card L08, “Memory Games”; memory game, lotto game, or collection of duplicate pictures/objects

- Mighty Minutes 47, “Step Up”
- Mighty Minutes 46, “Strolling Through the Park”
- Mighty Minutes 85, “Listen for Your Name”

**Outdoor Experiences**

**Physical Fun**

- Review Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.

**Family Partnerships**

- Invite a family member who plays a musical instrument to visit during the next investigation to help the children make instruments.
- Ask family members to contribute old wrapping paper and gift boxes of different sizes. Save these items for Investigation 5, “How can we create less trash?”

**Wow! Experiences**

- Day 3: A litter walk around the school
### AT A GLANCE

**Investigation 4**

#### How can we reuse junk?

**Vocabulary—English:** amazing, reused  
**Spanish:** asombrosa, reutilizado

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<tr>
<td><strong>Interest Areas</strong></td>
<td>Music and Movement:</td>
<td>Art:</td>
<td>Art:</td>
<td>Art:</td>
<td>Outdoor Experiences</td>
</tr>
<tr>
<td><strong>Music and Movement:</strong></td>
<td>musical junk</td>
<td>art materials for costumes and props; large paper bags</td>
<td>bags of different sizes</td>
<td>some of the junk items described in <em>Don't Lose It—Reuse It!</em> junk collection</td>
<td>Fill a couple of bag containers with a mix of clean trash and recyclable items.</td>
</tr>
<tr>
<td><strong>Art:</strong></td>
<td>items from junk collection</td>
<td>junk collection; variety of containers; wooden blocks</td>
<td>paper bags of different sizes</td>
<td>Technology: ebook version of <em>Don't Lose It—Reuse It!</em></td>
<td>Place a trash can and a recycling bin several yards away from the containers.</td>
</tr>
<tr>
<td><strong>Technology:</strong></td>
<td>ebook version of <em>Don't Lose It—Reuse It!</em></td>
<td></td>
<td></td>
<td></td>
<td>Have children work in small groups to run a trash relay.</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Can we use this to make music? (Display a piece of paper.)</td>
<td>Can we use this to make music? (Display a piece of paper.)</td>
<td>Can we make something from this paper bag?</td>
<td>What can we make from this? (Display junk collection item.)</td>
<td>In this relay, one child picks up an item from one of the containers and runs across to the trash can and recycling bin. The child drops the item in the appropriate bin and runs back. Then the next child takes a turn.</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Music: “Musical Junk”</td>
<td>Music: “Marching Junk Band”</td>
<td>Song: “Recycle Song”</td>
<td>Book: <em>Don’t Lose It—Reuse It!</em></td>
<td>Take pictures.</td>
</tr>
<tr>
<td><strong>Discussion and Shared Writing:</strong></td>
<td>Discussion and Shared Writing: Instrument Making</td>
<td>Discussion and Shared Writing: Preparing to Retell <em>The Paper Bag Princess</em></td>
<td>Discussion and Shared Writing: Gift Making</td>
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<tr>
<td><strong>Movement:</strong></td>
<td>Paper Towel Rap</td>
<td>Paper Towel Rap</td>
<td>Paper Towel Rap</td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td><em>Don't Lose It—Reuse It!</em></td>
<td><em>Peter's Chair</em></td>
<td><em>Hush! A Thai Lullaby</em></td>
<td><em>Peter's Chair</em></td>
<td></td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Straw Shapes</td>
<td>Option 1: More or Fewer Towers</td>
<td>Option 1: Stick Letters</td>
<td>Option 1: Dramatic Retelling of The Paper Bag Princess</td>
<td>Wow! Experiences</td>
</tr>
<tr>
<td><strong>Intentional Teaching Card M42, “Straw Shapes”; geometric shapes; drinking straws of varying lengths; paper; pencils or crayons</strong></td>
<td>Intentional Teaching Card M12, “Measure &amp; Compare”; nonstandard measuring tools</td>
<td>Intentional Teaching Card LL28, “Stick Letters”; collection of sticks; alphabet cards</td>
<td>Intentional Teaching Card LL17, “Walk a Letter”; masking tape; alphabet cards</td>
<td>Intentional Teaching Card LL33, “Clothesline Storytelling”; <em>The Paper Bag Princess</em>; lamination supplies or clear adhesive paper; 6-ft clothedhine; clothespins; a paper star; paper; marker; large resealable bag</td>
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<td></td>
<td>Option 2: 3-D Shapes</td>
<td>Option 2: 3-D Shapes</td>
<td>Option 2: Clothesline Retelling of The Paper Bag Princess</td>
<td>Option 2: Clothesline Retelling of The Paper Bag Princess</td>
<td></td>
</tr>
<tr>
<td><strong>Intentional Teaching Card M42, “Straw Shapes”; clay; paper; pencils or crayons; geometric shapes; drinking straws of varying lengths; nonstandard measuring tools</strong></td>
<td>Intentional Teaching Card M134, “Cover Up”; masking tape; pictures and samples of various floor coverings; blocks; paper; pencils or crayons</td>
<td>Intentional Teaching Card LL33, “Clothingline Storytelling”; <em>The Paper Bag Princess</em>; lamination supplies or clear adhesive paper; 6-ft clothedhine; clothespins; a paper star; paper; marker; large resealable bag</td>
<td>Intentional Teaching Card LL33, “Clothesline Storytelling”; <em>The Paper Bag Princess</em>; lamination supplies or clear adhesive paper; 6-ft clothedhine; clothespins; a paper star; paper; marker; large resealable bag</td>
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</table>
How can we create less trash?

### AT A GLANCE

<table>
<thead>
<tr>
<th>Vocabulary—English: reused, waste, reduce, decompose, composting, soil</th>
<th>Vocabulary—Spanish: reutilizado, desperdiciar, desperdicio, reducir, degradar, abono orgánico, tierra</th>
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<tr>
<td><strong>Investigation 5</strong></td>
<td></td>
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</tbody>
</table>

#### Question of the Day

**What do you do with clothes that don't fit you anymore?**

**Will this present fit in this box? (Display a present made from the junk collection and a small box.)**

**Do you like to eat this? (Display a familiar piece of food packaging with environmental print.)**

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#### Day 1

**Interest Areas**

- **Art:** some of the junk items described in *Don't Lose It—Reuse It!*
- **Dramatic Play:** wrapping paper scraps; tape; scissors; variety of boxes

**Outdoor Experiences**

**Physical Fun**

- Review Intentional Teaching Card P18, “Dribbling a Ball.” Follow the guidance on the card.

**Family Partnerships**

- Invite family members to share a special snack with the class during the celebration at the end of the study.

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#### Day 2

**Movement:** Let’s Stick Together

**Discussion and Shared Writing:** Reusing

**Materials:** Mighty Minutes 67, “Let’s Stick Together”; magnet; article of clothing that you no longer wear; *Sam Helps Recycle*

**Read-Aloud**

**Small Group**

**Option 1: Guessing Jar**

Intentional Teaching Card M17, “Guessing Jar”; large plastic jar; collection of objects to put in jar

**Option 2: Which Has More?**

Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; resealable bags; objects of similar size

**Option 1: I’m Thinking of a Shape**

Intentional Teaching Card M20, “I’m Thinking of a Shape”; geometric solids; empty containers shaped like the geometric solids

**Option 2: Shape Book**

Intentional Teaching Card M20, “I’m Thinking of a Shape”; geometric solids; empty containers shaped like the geometric solids; junk collection; digital camera; materials to make a book

**Mighty Minutes**

Mighty Minutes 65, “People Patterns”

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#### Day 3

**Dramatic Play:** wrapping paper scraps; tape; scissors; variety of bones

**Outdoor Experiences**

**Music:** “The Kids Go Marching In”

**Discussion and Shared Writing:** So Much Trash

**Materials:** Mighty Minutes 70, “The Kids Go Marching In”; bag of groceries; shovel; *Sam Helps Recycle*

**Read-Aloud**

**Small Group**

**Option 1: I Went Shopping**

Intentional Teaching Card LL31, “I Went Shopping”; 5–6 pieces of environmental print; grocery bag

**Option 2: Shopping Word Wall**

Intentional Teaching Card LL31, “I Went Shopping”; 5–6 pieces of environmental print; grocery bag; scissors

**Mighty Minutes**

Mighty Minutes 72, “My Body Jumps”

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<th>AT A GLANCE</th>
<th>Celebrating Learning</th>
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**Day 1**

**Interest Areas**
- **All:** displays of children's investigations.
- **Technology:** e-book version of *Sam Helps Recycle*

**Question of the Day**
- What did you like best about the study?

**Large Group**
- **Song:** “Recycle Song”
- **Discussion and Shared Writing:** Preparing for the Celebration
- **Materials:** Mighty Minutes 71, “Recycle Song”; junk collection

**Read-Aloud**
- *Sam Helps Recycle*

**Small Group**
- **Option 1: Dramatic Retelling of Something From Nothing**
  - Intentional Teaching Card LL06, “Dramatic Story Retelling”; *Something From Nothing*, story props
- **Option 2: Clothesline Retelling of Something From Nothing**
  - Intentional Teaching Card LL33, “Clothesline Storytelling”; *Something From Nothing*, lamination supplies or clear adhesive paper; 6 feet of clothesline and clothespins; a paper star; blank paper; marker; large resealable bag

**Mighty Minutes**
- Mighty Minutes 21, “Hully Gully, How Many?”; several items to hold in your hand

**Day 2**

**Dramatic Play**
- displays of costumes and props made during the study

**Music and Movement**
- displays of instruments made during the study

**Outdoor Experiences**

**Physical Fun**
- Review Intentional Teaching Card P18, “Dribbling a Ball.” Follow the guidance on the card.

**Family Partnerships**
- Remind families that they are invited to join the class for a special snack on the second day of the celebration.

**Wow! Experiences**
- Day 2: Family members visit for the celebration

**Make Time for...**

**Vocabulary—English:** celebrate, interview, cooperate

**Spanish:** celebrar, entrevista, cooperar

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