

# Exploring the Topic

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

**Vocabulary—English:** recycling, describe, reuse, reduce, organize

## What do we want to find out?

**Spanish:** reciclaje, describir, reutilizar, reducir, organizar

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Library:</b> books about trash, garbage, and recycling	<b>Discovery:</b> junk collection	<b>Discovery:</b> junk collection	<b>Discovery:</b> junk collection <b>Art:</b> collage materials, e.g., paper scraps; tinfoil bits; old magazines and newspapers; cardboard pieces	<b>Art:</b> collage materials e.g., paper scraps; tinfoil bits; old magazines and newspapers; cardboard pieces
Question of the Day	Did you see any trash outside today? (Display trash items that you found around the school.)	Does this feel smooth or rough? (Display an interesting item from the junk collection.)	What could we do with this junk? (Display an interesting item from the junk collection.)	What could we do with this junk? (Display an interesting item from the junk collection.)	Which game would you rather play: Simon Says or Jack in the Box?
Large Group	<b>Game:</b> What’s Inside the Box? <b>Discussion and Shared Writing:</b> Found Trash <b>Materials:</b> Mighty Minutes 31, “What’s Inside the Box?”; small object; box; digital camera; trash items found around the school	<b>Song:</b> “Three Rowdy Children” <b>Discussion and Shared Writing:</b> What Is This Junk? <b>Materials:</b> Mighty Minutes 53, “Three Rowdy Children”; basket; items from the junk collection	<b>Song:</b> “Clap a Friend’s Name” <b>Discussion and Shared Writing:</b> What Do We Know About Reducing, Reusing, and Recycling? <b>Materials:</b> 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	<b>Game:</b> What’s Inside the Box? <b>Discussion and Shared Writing:</b> What Do We Know About Reducing, Reusing, and Recycling? <b>Materials:</b> 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	<b>Game:</b> Simon Says or Jack in the Box <b>Discussion and Shared Writing:</b> What Do We Want to Find Out About Reducing, Reusing, and Recycling? <b>Materials:</b> Mighty Minutes 13, “Simon Says”; Mighty Minutes 74, “Jack in the Box”; <i>Dinosaur Woods</i>
Read-Aloud	<i>The Paper Bag Princess</i> Book Discussion Card 08 (first read-aloud)	<i>Hush! A Thai Lullaby</i>	<i>The Paper Bag Princess</i> Book Discussion Card 08 (second read-aloud)	<i>Hush! A Thai Lullaby</i>	<i>The Paper Bag Princess</i> Book Discussion Card 08 (third read-aloud)
Small Group	<b>Option 1: Letters, Letters, Letters</b> Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads; construction paper <b>Option 2: Buried Treasures</b> Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; a large magnet; ruler; tape; sand table with sand	<b>Option 1: Environmental Print</b> Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of environmental print <b>Option 2: Baggie Books</b> Intentional Teaching Card LL20, “Baggie Books”; 6–8 resealable bags per book; environmental print; construction paper; scissors; stapler; colorful tape	<b>Option 1: Junk Collage</b> Intentional Teaching Card LL32, “Describing Art”; junk collection; paper; markers; scissors; glue <b>Option 2: Junk Sculpture</b> Intentional Teaching Card LL32, “Describing Art”; junk collection; scissors; glue; tape; modeling clay	<b>Option 1: Bounce &amp; Count</b> Intentional Teaching Card M18, “Bounce & Count”; variety of balls <b>Option 2: Junk Numbers</b> Intentional Teaching Card M04, “Number Cards”; junk collection; set of cards with a numeral and its number word printed on one side	<b>Option 1: Tallying the Junk</b> Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons; junk collection <b>Option 2: How Many Kinds?</b> Intentional Teaching Card M02, “Counting & Comparing”; card stock; marker; junk collection
Mighty Minutes®	Mighty Minutes 21, “Hully Gully, How Many?”; assorted small objects, e.g., coins, marbles, or bells	Mighty Minutes 21, “Hully Gully, How Many?”; assorted small objects, e.g., coins, marbles, or bells	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 72, “My Body Jumps”	Mighty Minutes 24, “Dinky Doo”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Review Intentional Teaching Card P19, “Bounce & Catch.” Follow the guidance on the card.

#### Family Partnerships

- Ask families to contribute to the collection by bringing in junk from home—items that typically get thrown away, e.g., paper towel rolls, old magazines, bottle tops, cartons, broken things. Check all items and make sure they’re safe; rinse containers and remove items with sharp edges.
- Set aside any boxes and packaging with clearly visible environmental print, e.g., letters, numbers, and shapes found in logos for products and stores.

## What do people throw away?

**Vocabulary—English:** *something, nothing, compacted*

**Spanish:** *algo, nada, compactado*

	Day 1	Day 2	Day 3
Interest Areas	<b>Discovery:</b> junk collection; poster board, cardboard, or heavy paper; glue	<b>Library:</b> environmental print from the junk collection	<b>Toys and Games:</b> bowling pins made from plastic bottles partially filled with sand or rocks; soft ball
Question of the Day	What did you throw away today?	Does all trash stink?	Where will we find a trash can on our walk today? (Display a picture of two places in the school.)
Large Group	<p><b>Movement:</b> Let's Stick Together</p> <p><b>Discussion and Shared Writing:</b> Classroom Trash</p> <p><b>Materials:</b> 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</p>	<p><b>Movement:</b> Bouncing Big Brown Balls</p> <p><b>Discussion and Shared Writing:</b> Trash and Garbage at Home</p> <p><b>Materials:</b> 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</p>	<p><b>Game:</b> Body Patterns</p> <p><b>Discussion and Shared Writing:</b> What Do People Throw Away Around the School?</p> <p><b>Materials:</b> Mighty Minutes 36, "Body Patterns"; Intentional Teaching Card SE01, "Site Visits"; small clipboards; paper and pencils</p>
Read-Aloud	<i>Something From Nothing</i>	<i>I Stink!</i>	<i>Radio Man</i> Book Discussion Card 11 (first read-aloud)
Small Group	<p><b>Option 1: Story Problems</b> Intentional Teaching Card M22, "Story Problems"; collection of manipulatives</p> <p><b>Option 2: Bowling Math</b> Intentional Teaching Card M22, "Story Problems"; 10 plastic bottles partially filled with sand or small rocks; soft ball</p>	<p><b>Option 1: Junk Patterns</b> Intentional Teaching Card M14, "Patterns"; junk collection; construction paper; crayons or markers</p> <p><b>Option 2: Action Patterns</b> Intentional Teaching Card M35, "Action Patterns"; action cards; pocket chart</p>	<p><b>Option 1: Alphabet Cards</b> Intentional Teaching Card LL03, "Alphabet Cards"; letter cards; small manipulatives; junk collection</p> <p><b>Option 2: Textured Letters</b> Intentional Teaching Card LL15, "Textured Letters"; junk collection; heavy paper or card stock; letter made out of a variety of materials</p>

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"
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### 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

- Review Intentional Teaching Card P20, "Body Shapes & Sizes." Follow the guidance on the card.

#### 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

# Investigation 2

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

**Vocabulary—English:** *recycle, real, pretend, crush*

**Spanish:** *reciclar, reciclaje, real, imaginario, aplastar*

	Day 1	Day 2	Day 3	Day 4
Interest Areas	<b>Technology:</b> computer or tablet with Internet access; eBook version of <i>Sam Helps Recycle</i> Intentional Teaching Card LL26, “Searching the Web”	<b>Discovery:</b> items to take apart, e.g., old telephones and radios (remove batteries); screwdrivers	<b>Blocks:</b> garbage trucks <b>Technology:</b> computer or tablet with Internet access; eBook version of <i>Sam Helps Recycle</i>	<b>Discovery:</b> can crusher; empty cans; two identical small trash cans or other identical containers
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.)
Large Group	<b>Movement:</b> Going on a Journey <b>Discussion and Shared Writing:</b> Where Does the Trash Go? <b>Materials:</b> Mighty Minutes 63, “Going on a Journey”; paper, pencils, or markers; small clipboards	<b>Movement:</b> The Kids Go Marching In <b>Discussion and Shared Writing:</b> Follow That Trash <b>Materials:</b> Mighty Minutes 70, “The Kids Go Marching In”; map of school (can be teacher-created)	<b>Song:</b> “Recycle Song” <b>Discussion and Shared Writing:</b> Expert Interview <b>Materials:</b> Mighty Minutes 71, “Recycle Song”; recyclable cans and bottles; digital camera	<b>Song:</b> “Recycle Song” <b>Discussion and Shared Writing:</b> Dump or Recycle? <b>Materials:</b> Mighty Minutes 71, “Recycle Song”; recyclable cans and bottles; <i>Sam Helps Recycle</i> ; select trash collection with recyclable and nonrecyclable items
Read-Aloud	<i>Sam Helps Recycle</i>	<i>Radio Man</i> Book Discussion Card 11 (second read-aloud)	<i>Sam Helps Recycle</i>	<i>Radio Man</i> Book Discussion Card 11 (third read-aloud)
Small Group	<b>Option 1: Rhyming Riddles</b> Intentional Teaching Card LL11, “Rhyming Riddles”; props that rhyme <b>Option 2: Rhyming Chart</b> Intentional Teaching Card LL10, “Rhyming Chart”; poem or song with rhyming words; props that illustrate the poem or song	<b>Option 1: How Big Around?</b> Intentional Teaching Card M62, “How Big Around?”; variety of spherical objects; ball of yarn or string; scissors <b>Option 2: Which Container Holds More?</b> Intentional Teaching Card M32, “Which Container Holds More?”; sand table; various clear plastic containers; paper cup, measuring cup, or can; funnel	<b>Option 1: Bookmaking</b> Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies <b>Option 2: Desktop Publishing</b> Intentional Teaching Card LL02, “Desktop Publishing”	<b>Option 1: Bookmaking</b> Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies <b>Option 2: Desktop Publishing</b> Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies
Mighty Minutes®	Mighty Minutes 72, “My Body Jumps”	Mighty Minutes 47, “Step Up”	Mighty Minutes 38, “Spatial Patterns”	Mighty Minutes 01, “The People in Your Neighborhood”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Review Intentional Teaching Card P20, “Body Shapes & Sizes.” Follow the guidance on the card.

#### Family Partnerships

- Ask families to bring in a piece of trash that has the recycling symbol on it.
- Invite families to access the eBook, *Sam Helps Recycle*.

#### Wow! Experiences

- Day 2: An interview with the school custodian and a tour of the path that the trash takes through the school
- Day 3: An interview with a sanitation worker and a look at a trash or recycling truck

## How do trash and garbage affect our community?

**Vocabulary—English:** *litter, incinerator*

**Spanish:** *basura esparcida, incinerador*

	Day 1	Day 2	Day 3
Interest Areas	<b>Blocks:</b> empty boxes of various sizes	<b>Art:</b> paper; markers; paint	<b>Discovery:</b> junk collection
Question of the Day	Should you throw paper out the window of a car or building?	Are monsters real or pretend?	Which will we find more of on our litter walk: paper or bottles?
Large Group	<b>Poem:</b> “The Litter Monster” <b>Discussion and Shared Writing:</b> Litter <b>Materials:</b> Mighty Minutes 69, “The Litter Monster”; small pile of trash; fan; digital camera	<b>Poem:</b> “The Litter Monster” <b>Discussion and Shared Writing:</b> Litter and Animals <b>Materials:</b> Mighty Minutes 69, “The Litter Monster;” <i>The Adventures of Gary &amp; Harry</i>	<b>Poem:</b> “The Litter Monster” <b>Discussion and Shared Writing:</b> Litter Walk <b>Materials:</b> Mighty Minutes 69, “The Litter Monster”; gloves for all the children; junk collection
Read-Aloud	<i>The Adventures of Gary &amp; Harry</i> Book Discussion Card 09 (first read-aloud)	<i>I Stink!</i>	<i>The Adventures of Gary &amp; Harry</i> Book Discussion Card 09 (second read-aloud)
Small Group	<b>Option 1: Seek and Find</b> Intentional Teaching Card M03, “Seek and Find”; junk collection; large basket <b>Option 2: Sorting and Classifying</b> Intentional Teaching Card M05, “Sorting & Classifying”; objects that define boundaries for sorting; junk collection	<b>Option 1: Story Problems</b> Intentional Teaching Card M22, “Story Problems”; collection of manipulatives <b>Option 2: Dinnertime</b> Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; utensils; napkins; cups; place mats	<b>Option 1: What’s Missing?</b> Intentional Teaching Card LL18, “What’s Missing?”; bag or box with items from the junk collection; large piece of cardboard or paper <b>Option 2: Memory Games</b> Intentional Teaching Card LL08, “Memory Games”; memory game, lotto game, or collection of duplicate pictures/objects
Mighty Minutes®	Mighty Minutes 47, “Step Up”	Mighty Minutes 46, “Strolling Through the Park”	Mighty Minutes 85, “Listen for Your Name”

### Make Time for...

#### 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

## How can we reuse junk?

**Vocabulary—English:** *amazing, reused*

**Spanish:** *asombrosa, reutilizado*

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	<b>Art:</b> items from junk collection <b>Technology:</b> eBook version of <i>Don't Lose It—Reuse It!</i>	<b>Music and Movement:</b> junk collection; variety of containers; wooden blocks	<b>Art:</b> art materials for costumes and props; large paper bags	<b>Art:</b> paper bags of different sizes	<b>Art:</b> some of the junk items described in <i>Don't Lose It—Reuse It!</i> ; junk collection <b>Technology:</b> eBook version of <i>Don't Lose It—Reuse It!</i>	<p><b>Outdoor Experiences</b></p> <ul style="list-style-type: none"> <li>• Fill a couple of big containers with a mix of clean trash and recyclable items.</li> <li>• Place a trash can and a recycling bin several yards away from the containers.</li> <li>• Have children work in small groups to run a trash relay.</li> <li>• In this relay, one child picks out 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.</li> <li>• Take pictures.</li> </ul> <p><b>Family Partnerships</b></p> <ul style="list-style-type: none"> <li>• Ask families to bring in something from home that they consider trash but could be used to create something useful, e.g., empty plastic mayonnaise jar; cereal box; empty wrapping paper roll.</li> <li>• Continue to ask family members to send in old wrapping paper and gift boxes of varied sizes. Save them for Investigation 5, “How can we create less trash?”</li> <li>• Invite families to access the eBook, <i>Don't Lose It—Reuse It!</i></li> </ul> <p><b>Wow! Experiences</b></p> <ul style="list-style-type: none"> <li>• Day 2: A visit from a family member who plays a musical instrument.</li> </ul>
Question of the Day	What can we do with this? (Display an empty paper towel roll.)	Can we use this to make music? (Display a piece of paper.)	Can we use this to make music? (Display potential music maker from the junk collection)	Can we make something from this paper bag?	What can we make from this? (Display junk collection item.)	
Large Group	<b>Movement:</b> Paper Towel Rap <b>Discussion and Shared Writing:</b> Amazing Junk <b>Materials:</b> Mighty Minutes 64, “Paper Towel Rap”; a paper towel roll for each child; paper bag with items from the junk collection	<b>Music:</b> “Musical Junk” <b>Discussion and Shared Writing:</b> Instrument Making <b>Materials:</b> Mighty Minutes 66, “Musical Junk”; materials for making instruments	<b>Music:</b> “Marching Junk Band” <b>Discussion and Shared Writing:</b> Preparing to Retell <i>The Paper Bag Princess</i> <b>Materials:</b> Mighty Minutes 66, “Musical Junk”; materials for making instruments; <i>The Paper Bag Princess</i>	<b>Song:</b> “Recycle Song” <b>Discussion and Shared Writing:</b> Paper Bags <b>Materials:</b> Mighty Minutes 71, “Recycle Song”; paper bags of different sizes; junk collection	<b>Book:</b> <i>Don't Lose It—Reuse It!</i> <b>Discussion and Shared Writing:</b> Gift Making <b>Materials:</b> <i>Don't Lose It—Reuse It!</i> ; collection of found objects	
Read-Aloud	<i>Don't Lose It—Reuse It!</i>	<i>The Adventures of Gary &amp; Harry</i> Book Discussion Card 09 (third read-aloud)	<i>Peter's Chair</i> Book Discussion Card 10 (first read-aloud)	<i>Hush! A Thai Lullaby</i>	<i>Peter's Chair</i> Book Discussion Card 10 (second read-aloud)	
Small Group	<b>Option 1: Straw Shapes</b> Intentional Teaching Card M42, “Straw Shapes”; geometric shapes; drinking straws of varying lengths; paper; pencils or crayons <b>Option 2: 3-D Shapes</b> Intentional Teaching Card M42, “Straw Shapes”; clay; paper; pencils or crayons; geometric shapes; drinking straws of varying lengths; nonstandard measuring tools	<b>Option 1: More or Fewer Towers</b> Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools <b>Option 2: Cover Up</b> Intentional Teaching Card M34, “Cover Up”; masking tape; pictures and samples of various floor coverings; blocks; paper; pencils or crayons	<b>Option 1: Dramatic Retelling of <i>The Paper Bag Princess</i></b> Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Paper Bag Princess</i> ; story props <b>Option 2: Clothesline Retelling of <i>The Paper Bag Princess</i></b> Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>The Paper Bag Princess</i> ; lamination supplies or clear adhesive paper; 6-ft clothesline; clothespins; a paper star; paper; marker; large resealable bag	<b>Option 1: Stick Letters</b> Intentional Teaching Card LL28, “Stick Letters”; collection of sticks; alphabet cards <b>Option 2: Walk a Letter</b> Intentional Teaching Card LL17, “Walk a Letter”; masking tape; alphabet cards	<b>Option 1: Dramatic Retelling of <i>The Paper Bag Princess</i></b> Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Paper Bag Princess</i> ; story props <b>Option 2: Clothesline Retelling of <i>The Paper Bag Princess</i></b> Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>The Paper Bag Princess</i> ; lamination supplies or clear adhesive paper; 6-ft clothesline; clothespins; a paper star; paper; marker; large resealable bag	
Mighty Minutes®	Mighty Minutes 57, “Find the Letter Sound”; letter cards	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 15, “Say It, Show It”; container with lid; several small manipulatives	Mighty Minutes 16, “Nothing, Nothing, Something”	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	

## How can we create less trash?

**Vocabulary—English:** reused, waste, reduce, decompose, composting, soil

**Spanish:** reutilizado, desperdiciar, desperdicio, reducir, degradar, abono orgánico, tierra

	Day 1	Day 2	Day 3
Interest Areas	<b>Art:</b> some of the junk items described in <i>Don't Lose It—Reuse It!</i> ; junk collection	<b>Dramatic Play:</b> wrapping paper scraps; tape; scissors; variety of boxes	<b>Dramatic Play:</b> wrapping paper scraps; tape; scissors; variety of boxes
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.)
Large Group	<b>Movement:</b> Let's Stick Together <b>Discussion and Shared Writing:</b> Reusing <b>Materials:</b> Mighty Minutes 67, "Let's Stick Together"; magnet; article of clothing that you no longer wear; <i>Sam Helps Recycle</i>	<b>Movement:</b> Silly Willy Walking <b>Discussion and Shared Writing:</b> Using Less in the Classroom <b>Materials:</b> Mighty Minutes 05, "Silly Willy Walking"; sheets of paper; small trash can	<b>Music:</b> "The Kids Go Marching In" <b>Discussion and Shared Writing:</b> So Much Trash <b>Materials:</b> Mighty Minutes 70, "The Kids Go Marching In"; bag of groceries; shovel; <i>Sam Helps Recycle</i>
Read-Aloud	<i>Something From Nothing</i>	<i>I Stink!</i>	<i>Peter's Chair</i> Book Discussion Card 10 (third read-aloud)
Small Group	<b>Option 1: Guessing Jar</b> Intentional Teaching Card M17, "Guessing Jar"; large plastic jar; collection of objects to put in jar <b>Option 2: Which Has More?</b> Intentional Teaching Card M19, "Which Has More?"; ice cube trays or egg cartons; resealable bags; objects of similar size	<b>Option 1: I'm Thinking of a Shape</b> Intentional Teaching Card M20, "I'm Thinking of a Shape"; geometric solids; empty containers shaped like the geometric solids <b>Option 2: Shape Book</b> 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	<b>Option 1: I Went Shopping</b> Intentional Teaching Card LL31, "I Went Shopping"; 5–6 pieces of environmental print; grocery bag <b>Option 2: Shopping Word Wall</b> Intentional Teaching Card LL31, "I Went Shopping"; 5–6 pieces of environmental print; grocery bag; scissors
Mighty Minutes®	Mighty Minutes 65, "People Patterns"	Mighty Minutes 25, "Freeze"; dance music; letter cards	Mighty Minutes 72, "My Body Jumps"

### Make Time for...

#### 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.

# Celebrating Learning

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

**Spanish:** *celebrar, entrevista, cooperar*

	Day 1	Day 2	
Interest Areas	<p><b>All:</b> displays of children’s investigations.</p> <p><b>Technology:</b> eBook version of <i>Sam Helps Recycle</i></p>	<p><b>Dramatic Play:</b> displays of costumes and props made during the study</p> <p><b>Music and Movement:</b> displays of instruments made during the study</p>	
Question of the Day	What did you like best about the study?	How will you reduce, reuse, and recycle from now on?	
Large Group	<p><b>Song:</b> “Recycle Song”</p> <p><b>Discussion and Shared Writing:</b> Preparing for the Celebration</p> <p><b>Materials:</b> Mighty Minutes 71, “Recycle Song”; junk collection</p>	<p><b>Movement:</b> The Kids Go Marching In</p> <p><b>Discussion and Shared Writing:</b> Interviewing Each Other</p> <p><b>Materials:</b> Mighty Minutes 70, “The Kids Go Marching In”; clipboards; paper; pencils</p>	
Read-Aloud	<i>Sam Helps Recycle</i>	<i>Dinosaur Woods</i>	
Small Group	<p><b>Option 1: Dramatic Retelling of <i>Something From Nothing</i></b></p> <p>Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>Something From Nothing</i>; story props</p> <p><b>Option 2: Clothesline Retelling of <i>Something From Nothing</i></b></p> <p>Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>Something From Nothing</i>; lamination supplies or clear adhesive paper; 6 feet of clothesline and clothespins; a paper star; blank paper; marker; large resealable bag</p>	<p><b>Option 1: Fruit Salad</b></p> <p>Intentional Teaching Card LL35, “Fruit Salad” (See card for equipment, recipe, and ingredients.); musical instruments made from junk</p> <p><b>Option 2: Apple Oat Muffins</b></p> <p>Intentional Teaching Card M33, “Apple Oat Muffins” (See card for equipment, recipe, and ingredients.); musical instruments made from junk</p>	
Mighty Minutes®	Mighty Minutes 21, “Hully Gully, How Many?”; several items to hold in your hand	Mighty Minutes 69, “The Litter Monster”	

## Make Time for...

### 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