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Counting Cylinders

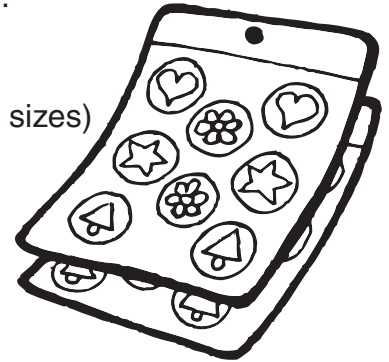


Objective

Children will use whole number models to represent math problems.

Materials

- variety of paper tubes (e.g., toilet paper, paper towel, gift wrap sizes)
- tape
- scissors
- small incentive chart stickers
- number stickers or numbers cut from grocery store ads
- markers or crayons

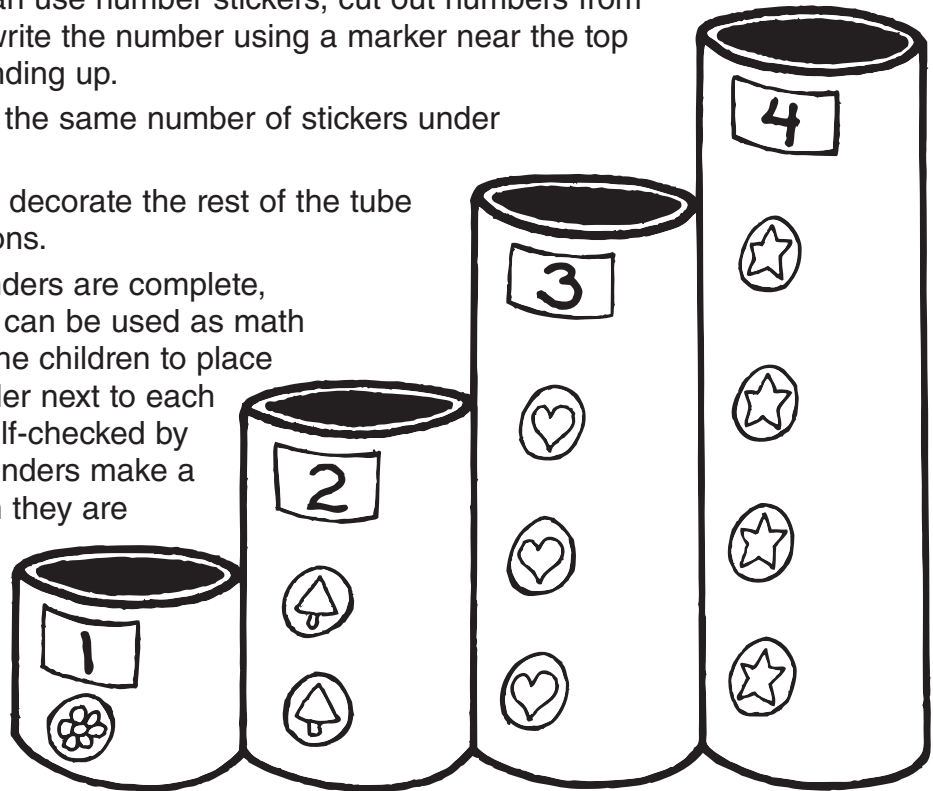


Preparation

1. Make a graduated set of tubes by cutting a 1" length for each number. For example, the number 1 will be 1" long, 3 will be 3" long, and 12 will be 12" long.
2. You will need enough tubes for each child in the class to decorate one, so you may have two or three sets of 12 tubes.

Directions

1. Give each child one tube and tell him or her the number that goes with the tube. He or she can use number stickers, cut out numbers from grocery store ads, or write the number using a marker near the top of the tube as it is standing up.
2. Have him or her place the same number of stickers under the number.
3. He or she may wish to decorate the rest of the tube using markers or crayons.
4. Once the number cylinders are complete, demonstrate how they can be used as math manipulatives. Allow the children to place them in the correct order next to each other. Work can be self-checked by confirming that the cylinders make a stair-step pattern when they are in the correct order.



5. Set up a math center to give all the children a chance to use the counting cylinders.
6. Once everyone has had a chance to use the counting cylinders, you may wish to add them to your block center, attach them to the wall as a reference, or make them available in the classroom to be used when children have free time.



"Eye" Spy Bottles



Objective

Children will practice visual discrimination and letter recognition skills.

Materials

- 16 oz. clean, dry, empty water bottle and lid for each child
- 26 small cups or resealable, plastic bags
- small alphabet pasta or alphabet beads
- 2 bowls (medium to large)
- 1 large, deep tray
- rice
- funnels (eco-friendlier option: Funnels can be made by cutting the top third off of many plastic bottles.)
- spoons and scoops
- glue
- permanent marker
- glitter, small beads, beans, and/or sequins

Preparation

1. Gather materials and make funnels, if appropriate.
2. Place the rice in one bowl and the glitter and decorative items in the second bowl. Arrange the alphabet beads or pasta on a tray.
3. Arrange a series of stations:

Station 1 will be the alphabet letter tray where children choose a water bottle and spoon three or four spoonfuls of letters into their bottles using funnels. Keep in mind, this may take time if children wish to find the letters of their names or each letter of the alphabet.

Station 2 will be for the bowls of rice and decorative items. Students will use funnels and scoops to fill their bottles full of rice and add a spoonful or two of decorative items.

Station 3 will be an area where an adult will assist each child in gluing his or her bottle closed by spreading glue around the top grooves of the water bottle and twisting the cap on.

Directions

1. Tell the children that water bottles would take about 500 years to break down in a landfill, but instead, they will reuse them to make a fun learning game.
2. Create a sample bottle by demonstrating the process at each station.
3. Allow children to go to the station in small groups to create their special bottles.
4. Once the lids are screwed on, have each child write his or her name on the bottle using a permanent marker. Let the glue dry before using the bottles.
5. Have the children sit in a small group and call out letters for them to find. They can shake, roll, or turn their bottles until they find the letter.





Favorite Foods Book



Objective

Children will create books about their favorite foods using recycled ads to practice recognizing environmental print and letter formation.

Materials

- grocery store weekly ad papers
- food-related magazines
- empty cereal box for each child
- sheets of white paper
- hole punch
- yarn or string
- glue
- scissors

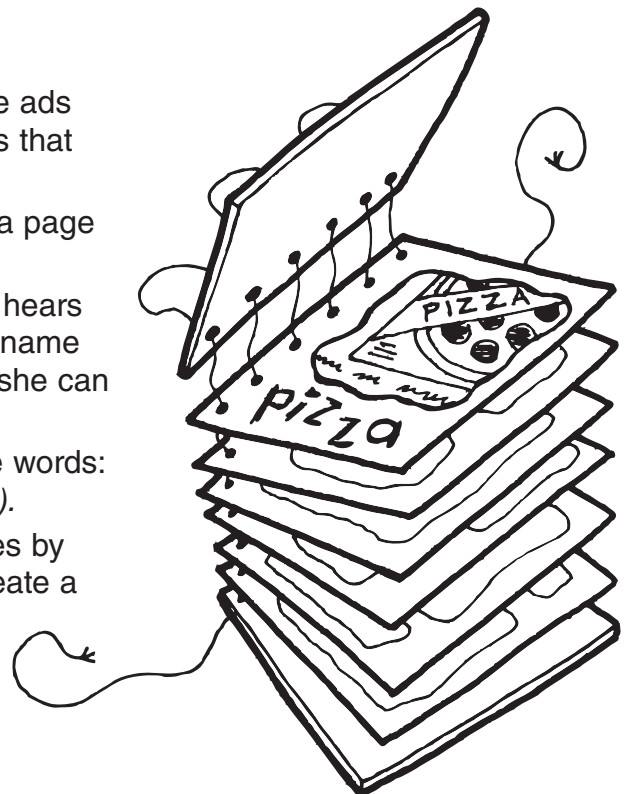


Preparation

1. Cut off the front and back panels of each cereal box. Flip them so the outside is the brown cardboard side of the box.
2. The white paper will be used as the pages of the book. Cut it into pages the size of each cereal-box cover.
3. Hole-punch 5 or 6 matching holes on the left side of the front and back covers of the book.
4. Hole-punch identical holes on the paper pages, or assist each child in doing this for his or her book.

Directions

1. Provide each child with several grocery store ads and magazines. Ask each child to find foods that he or she likes and cut them out.
2. Have the children glue each food picture to a page in his or her book.
3. Have each child write the sounds he or she hears in each food name under the picture. If the name of the food is printed with the picture, he or she can copy it. Offer assistance when needed.
4. On the front cover, have each child copy the words: *My Favorite Foods By: (insert child's name)*.
5. Attach the front and back covers to the pages by lacing yarn or string through the holes to create a book binding and complete the book.





Inside, Outside, All Around



Objective

Children will recognize directional words (e.g., *above*, *below*, *behind*) and practice critical thinking skills.

Materials

- Bird Pattern and Directional Word Cards on pages 89–90
- clean, empty, dry tuna or chicken can for each group
- used newspaper
- brown paper scraps, raffia, and twine
- scissors, glue, and tape



Preparation

1. Copy, color, and cut out the Bird Pattern and Directional Word Cards for each group. Fold and tape the bird pattern so that it stands up.
2. Set out craft materials and glue for the children to use. Cover a work area with newspaper.

Directions

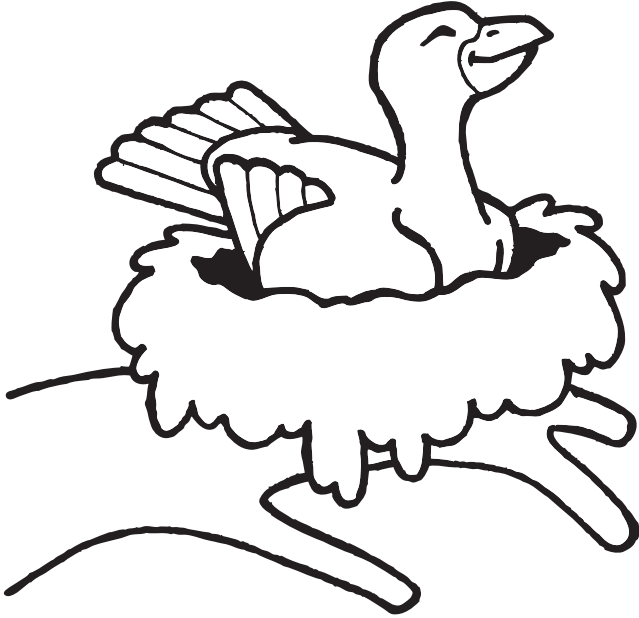
1. Allow children time to decorate the small tuna cans using brown paper scraps, raffia, and glue to resemble nests.
2. Review each of the direction words with the group. Ask the children to look at the bird and the nest in each picture. Explain that the bird's relationship with the nest will give them a hint for the word. Is the bird *above* the nest? Is it *below* the nest?
3. Give each group a folded bird pattern, a nest, and set of word cards.
4. Place the word cards in a pile, facedown at a center.
5. Have the first player draw one card. The child reads the word on the card or figures out what it says by looking at the bird in relation to the nest.
6. Have the child demonstrate the directional word using the bird pattern and nest. For example, if the word is *beside*, the child would place the bird to one side of the nest. If the directional word is *above*, the child would hold the bird pattern above the nest.
7. Continue in this manner until each child has had a couple of turns.



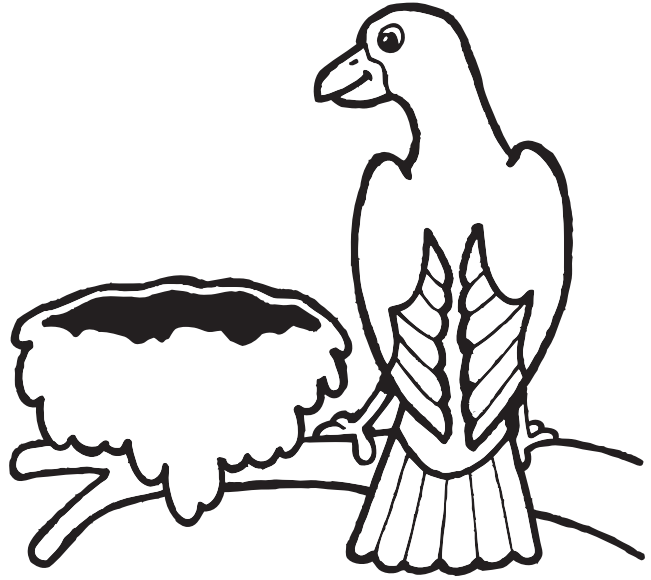


Inside, Outside, All Around (cont.)

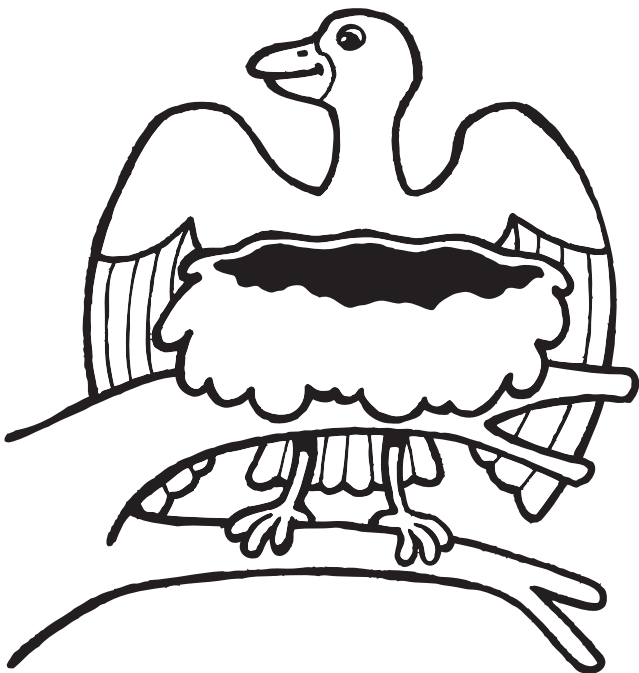
Directional Word Cards (cont.)



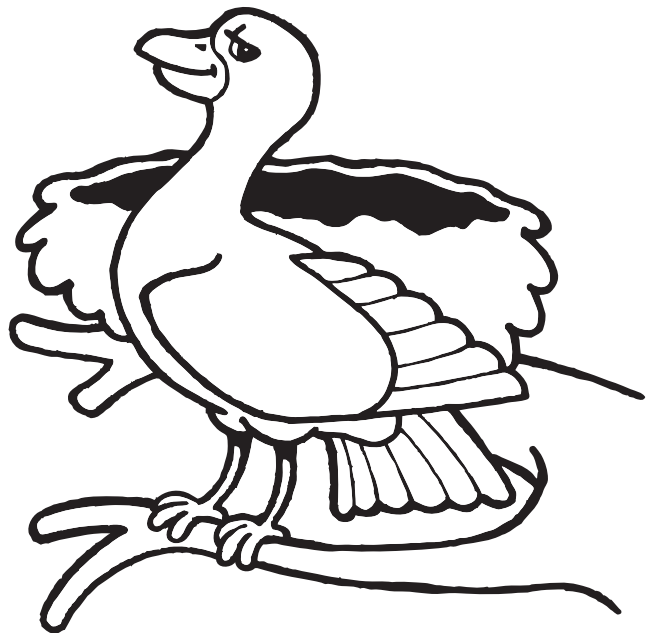
in



beside



behind



in front of