

## Activity Plan

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**Curriculum Topic:** recycling, reduce and reuse

<b>OVERVIEW/FRAMING</b>									
<p><b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>The recycling and reuse activity allow children to be more involved in their environment. They will use their senses (seeing and touching) and identify items around them that can be recycled and reused. Students will explore their homes, school, and their community to see what items can be recycled and reused. They will be allowed to reflect on items that they can use as practice items to recycle and reuse in the classroom and at home.</p>								
<p><b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<ol style="list-style-type: none"> <li>1. How does recycling help the environment?</li> <li>2. What items do you recycle?</li> <li>3. Does recycling do good or more harm?</li> <li>4. Are juice boxes recyclable?</li> <li>5. Do you think your toys can be recycled, reduced, or reused?</li> <li>6. What are some common items we can put in our recycle bin?</li> </ol>								
<p><b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><b>Visual Arts</b></td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td><b>Emergent Literacy</b></td> <td>Mathematics</td> <td><b>Science</b></td> <td>Social Studies</td> </tr> </table>	<b>Visual Arts</b>	Music	Movement/Dance	Drama	<b>Emergent Literacy</b>	Mathematics	<b>Science</b>	Social Studies
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<b>KNOWING THE LEARNERS</b>	
<p><b>AGE RANGE:</b></p>	
<p><b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Children ages 3-4 are frequently moving, running, climbing, and jumping around most of the time. They practice their physical skills, developing their balance and coordination. They develop their gross and fine motor skills at this age. Children will use the materials in this group freely and they can explore the topic with the guidance of a teacher.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Some of the children may not want to donate their toys. Recycling eye-catching items may also be a problem for some kids. The teacher will tell a story about children who are in need of toys and act out a play where children can be in a needy place and other</p>

	children can act as the donators. The educator will let the children know the importance of recycling by asking a child to demonstrate putting items in the recycle can.
<b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?!</i> <sup>1*</sup>	The children in this group obviously came from different backgrounds, different home language, learning styles and learning experiences. Students in this group learn about the cultural backgrounds of other children in the class. They are encouraged to discuss and talk about each other's culture and share their cultural experiences. There is a cultural section in classroom which also displays clothes ,festivals, foods and traditions of different cultures. Each child is encouraged to talk freely about their home traditions and languages.

\* Note: Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity? List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> <li>● Paper</li> <li>● Child safety scissors</li> <li>● Plastic</li> <li>● Glue</li> <li>● Construction papers</li> <li>● Story books on recycle and reuse</li> <li>● Toys</li> <li>● Recycling can</li> <li>● Metal</li> <li>● Glass</li> <li>● Crayons</li> <li>● Pencil</li> <li>● Gloves</li> <li>● Safety booths and safety helmets</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>● Set up a recycling area with containers</li> <li>● Label each container- recycle and reuse</li> <li>● Guide children in role play- dress up with gloves and boot</li> <li>● Guide student in cutting out items from newspapers and magazines</li> <li>● Encourage students to past the pictures on construction papers</li> <li>● Color picture of items of recycle and reuse</li> </ul> <p>Read stories to children about recycle and reuse</p>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>● Take children on a nature walk</li> <li>● Read books or watch movies on recycle and reuse</li> <li>● Set up the recycling area</li> <li>● Gather safety gloves and safety boot</li> </ul>

<p style="text-align: center;"><b>THE LEARNING EXPERIENCE</b></p>		<p style="text-align: center;"><b>Multimodal Engagement</b>  <i>Identify and explain the ways that this activity offers opportunities to use at least three learning modalities (kinesthetic, tactile, linguistic, auditory, visual/spatial, musical)</i></p>	<p style="text-align: center;"><b>Differentiation</b>  <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>Taking children on a nature walk then they will identify things in the environment which can be recycled and reused. Children will be able to visualize different materials in the environment.</p>	<p>This activity will use kinesthetics by having kids be hands-on with recycling. Visual will play a big factor because it will help the children sort out the material.</p>	<p>The teacher will modify the activity based on the child's needs by being thorough on the directions and having colors represent each bin when recycling.</p>
<p><b>The activity</b>  <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p>I will give the students the following instructions:</p> <ol style="list-style-type: none"> <li>1. Today you will be cutting out different items from newspapers and magazines. You will sort it out whether it is recyclable or not. Also if they are reusable. You will then glue it on a big construction paper labeled with headings. Headings would include recycling or reuse.</li> <li>2. Teachers will help children if they are not able to cut the item. The teacher will be supportive throughout the whole process and talk them through it.</li> <li>3. If a child is not able to cut the item, a teacher will make changes and have them draw items they can recycle or reuse.</li> </ol>		

<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	We will share every child's idea on what they thought would be recyclable or reusable. They will share their paper with others to show what they think is reusable.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	We will make our own three containers labeled so children can continue to recycle. We will think to ourselves, "Is this reusable?". Will it fall under paper, plastic, or waste?		

<b>GROWTH AND LEARNING</b> <i>How will this learning experience support the children's growth and learning be in the following domains? Use your knowledge of child development.</i>	
<b>Cognitive/thinking</b>	This activity will help children think about the importance of recycling. It will bring up a new way of helping the world.
<b>Physical</b>	Cutting up the items from newspapers/magazines will help the children's fine motor skills since they will use their fingers to hold up a scissor.
<b>Social/emotional</b>	Recycling and reusing will help their social skills because they will tell others how it is good for our Earth. They will be able to share their thoughts and materials with other classmates.
<b>Language/literacy</b>	When learning about recycling, they will pick up on new language throughout the activity.

	<p>List 5-10 target vocabulary words:</p> <ol style="list-style-type: none"> <li>1. Bins</li> <li>2. Recycle</li> <li>3. Reuse</li> <li>4. container</li> </ol>
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<b>Creative Arts</b>	Children will be creative in what they think is reusable.
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<p><b>STANDARDS/GOALS</b></p> <p><i>What Pre-K Common Core Learning Standards (CCLS)<sup>2*</sup> are addressed in this activity? <b>Use the PKFCC to respond.</b></i></p> <p><i>Be specific—choose those standards that are <b>actually targeted</b> by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
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Domain 1: Approaches to Learning	<ol style="list-style-type: none"> <li>1. We will open up the activity by reading books about recycling. This will help the children understand recycling a little more.</li> <li>2. We will introduce the cut out activity so they can sort out which item is recyclable and reusable.</li> </ol>
Domain 2: Physical Development and Health	<ol style="list-style-type: none"> <li>1. This will help the children's fine motor a little more with the soccer handling.</li> <li>2. Will show how it is healthy for the children and Earth.</li> </ol>
Domain 3: Social and Emotional Development	<ol style="list-style-type: none"> <li>1. The activity will help the children socially by having the children be in groups while cutting and pasting the item on the construction paper. This will strengthen their social development.</li> <li>2. The activity will help in emotional development by showing how we should take care of the Earth from Recycling. This will help the children feel good about helping the Earth.</li> </ol>
Domain 4: Communication, Language, and Literacy	<ol style="list-style-type: none"> <li>1. It will help the children communicate throughout the whole activity by sharing how they feel about the topic learned about.</li> <li>2. Literacy will help the children grasp the information more.</li> </ol>

<sup>2\*</sup> For CCLS, please go to the following URL: [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p>1. This activity will give knowledge to the world because recycling is an environmental topic.</p> <p>Science</p> <ol style="list-style-type: none"> <li>1. Recycling can become an everyday style for the children.</li> <li>2. Can participate in outside activities with family and friends.</li> </ol>
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<b>AUTHENTIC ASSESSMENT</b>	
<p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<p>After doing the activities, children will be asked questions like, where do you think <i>this material</i> goes to? This will show if the children had grasped the idea of recycling and reusing.</p> <p>I will hang up their artwork throughout the classroom to show other visitors their progress in learning about the environment.</p> <p>Teachers would invite parents/caregivers to a performance on the importance of recycling and the difference between the two terms.</p>

<b>POST-ACTIVITY REFLECTION<sup>3*</sup></b>
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<sup>3\*</sup> You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.

*What aspects of this activity seemed to be most successful in supporting children's growth and learning?*

Teachers would know it has been successful when children are able to identify and show recycling and reusing.

*What surprises were there?*

The challenge would be describing to 4 year olds the importance of keeping the Earth healthy by recycling. This would be a process so reading books and having music time around the topic would open up the child's mind set.

*What challenges were there?*

*Record the results of your authentic assessment activity.*

*How would you modify this activity the next time to make it more successful?*

I would modify it to be more successful by having a lot more hands in projects. This would help the children visualize what they are working on more.