

EPK 3 Focus Questions and Learning Goals for *Reduce, Reuse, Recycle*

Students will turn trash into treasure during this study of recycling. Children will discuss what happens to the garbage we can't reuse and learn about people who work in sanitation and recycling. Students will consider the effects of garbage on our environment and brainstorm ways to reuse items and reduce the trash we create to better take care of our earth.

Study 3: Reduce, Reuse, Recycle	Dec. 2	What do we know about reducing, reusing, and recycling? What do we want to find out? What do people throw away?
	Dec. 9	Where does trash go? What do workers do there?
	Dec. 16	<i>Christmas/Catch Up/Winter Break</i>
	Dec. 24	<i>Winter Break</i>
	Dec. 30	How do trash and garbage affect our community?
	Jan. 6	How can we reuse junk?
	Jan. 13	How can we create less trash? Celebrating Learning

Language and Literacy: Phonological Awareness

Rhyming

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song).

Words and Sentences

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to separate words within sentences).

Use Pictures to Help Understand Texts

Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).

Labeling Scribbles

Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).

Positional Words

Use the prepositions "in" and "on" (e.g., "Baby in bed.").

Building Vocabulary from Concrete Objects

Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).

Social Foundations: Identify Feelings and Build Independence

Resolving Conflicts

Begins to understand the concept of sharing with adult modeling and support.

Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").

Empathy

Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).

Routines

Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).

Begins to anticipate the next activity in the routine (e.g., asking "Are we going outside?" during snack time).

May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).

Building Friendships

Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says "my best friends are Nathan, Sharon, Enrique, Cassidy..." and all others in his or her class).

Building Independence

Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).

Insists upon putting on coat independently, even though prior attempts have been unsuccessful.

Emotions

Identifies basic feelings (e.g., sad, mad, happy).

Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).

Working Memory

Can consider two options and make a choice when asked.

Can hold two rules in mind long enough to complete the tasks (e.g., "Throw your trash away, and then put your lunchbox in your cubby").

Can remember a response to a teacher's question long enough to respond appropriately after waiting for a turn during a short group discussion.

Using Past Knowledge

Begins to reference past knowledge to create understanding of new information through pretend play (e.g., says "This game is like the one we played in Ms. Kim's class).

Persistence

Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.

Mathematics: Geometry

Show beginning interest in geometry.
Matches a few basic two-dimensional shapes (e.g., circle, square, triangle).
Matches and identifies a variety of two-dimensional shapes.

Match three-dimensional shapes at the block center. Students may use real-world names for shapes, such as box or ball.

Science: Reduce, Reuse, Recycle

Reduce, Reuse, Recycle
Sort different types of recyclable materials.
Invent ways to reuse junk.

Exploring Science
Use scientific thinking as well as his senses to discover the world around him and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).
Explore science concepts through playing with blocks.

Social Studies: Reduce, Reuse, Recycle

Reduce, Reuse, Recycle
Discuss how trash can affect the local environment and community.
Identify litter in the local environment and learn methods for cleaning it up.
Learn about jobs in which people deal with and recycle trash.
Learn about the "giving" aspect of Christmas by creating gifts for family members with recycled materials.

Imitating Adults Cleaning
Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong).

Physical Well-Being: Building Motor Skills, Healthy Mealtime Habits, Emergency Drills

Fine Motor Skills
Engage in directed cutting activities.

Safety
Participate in indoor emergency weather drill by lining up by class in the inside hallway.
Participates in monthly fire drills.

Gross Motor Skills
Participate in classroom movement activities using the parachute, streamers, or scarves.
Demonstrate spatial relationships with whole body movements: below the table, on the chair, inside the tube on the playground, outside the classroom, etc.

Health
Sit at the table and eat snack or lunch with good manners.

Fine Arts: Make Music with Instruments

Playing Instruments
Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos.).

Crafts
Create artwork using a variety of media, such as glitter, glue, sequins, beads, and pipe cleaners.
Create crafts that have a specific outcome and require following directions.

Singing and Following Cues
Chant words to familiar songs with modeling.
Sing familiar songs independently.
Participate in fingerplays (e.g., "Itsy Bitsy Spider") led by adults.

Dance
Participate in music games that require coordinated full-body movement to the music.

Spiritual Development: Christmas; God's Love Is Powerful

Christmas
Recognize Christmas as Jesus' birthday.
Participate in dramatizing the story of the first Christmas.

God Takes Care of Us
Listen to and discuss stories of how God takes care of us, such as Noah's Ark and Jesus calming the storm.

God Changes Hearts
Listen to and discuss stories of how God changes hearts, such as Zacchaeus meeting Jesus and Paul deciding to follow Jesus.

Kindness: Focused Attention

Focused Attention
Notice and name sounds.
Notice and name sensations.

Service
Create a Creativity Bag as a gift for a child served by the Gaithersburg Judy Center.
Participate in spreading Christmas cheer by caroling.

