

Recycle Re- Creations!

Grade Level: Grade: PreK - 1

Content area(s):

ELA, Science, Visual Art

Classroom Time: 2 hrs +

Purpose: To understand the importance of recycling and the effect it has on the environment. Realize artwork can be created using different mediums including recycled material.

Skills Addressed:

ELA skill: Reading a variety of texts to respond to the needs and demands of society.

Science Skill: Inquiry, property of objects and materials, and distinguish between objects

Visual Arts Skill: Use of different media, purpose for creating work, experiences influence different types of works and the connection of the visual arts to other subject areas

Supplies:

Copies of attachments or a means to show the attachments to the students, book discussing recycling, recyclable materials, poster board, scissors, orange strips of paper 8" x 1/2" and glue or glue stick

Lesson Process:

Warm-up –

- A. Show students Leo Sewell's picture of a bear made out of recycle materials. (Attachment 1) - <http://www.americanfolkart.com/leosewell.html>
- B. Ask the students what they see that the teddy bear is made out of – *cans, stuffed teddy bear, nutcracker face, ribbons, toys, etc.*
- C. Ask the students if they like or dislike the bear and why or why not. – *Varied answers – It is cute, it is made out of interesting materials, it doesn't look soft and cuddly, etc.*

Lesson procedure –

- A. Show students the "The World" created out of recycled materials (Attachment 2)
- B. Ask the students what they see on the globe of the world. – *plastic hat, plastic letters, pumpkin, etc*
- C. Do they like "The World" art piece? Why or why not. – *Varied answers – it has a lot of*
- D. Ask the students what they notice about both of the items, what types of things are they made of, where would they find the items. – *Old toys, old items, recycled things, etc.*
- E. Ask the students if they know what recycle means. – *To take something and reuse it by either using the item in a different way (actually called reuse) or by processing it to be used again in probably a different way. – Answers may vary.*
- F. Read the book Recycle!: A handbook for Kids by Gail Gibbons or something similar to it.
- G. Ask the students if they know anyone who recycles. – *School, teacher, parents, family, friends, etc. or maybe they don't!*
- H. Ask the students what the person recycles. – *Paper, cans, bottles, etc.*

- I. Ask the students why we should recycle. – *It helps the environment, saves trees, keeps items out of the landfill, etc.*
- J. Optional–
1. Read the book Follow That Trash! By Francine Jacobs or something similar to the students
 2. Ask the students to repeat the cycle of trash – *Things are discarded into a trash bin, the trash collector collects the trash in the garbage truck, the garbage truck takes the trash to a landfill which is a huge hole in the ground where the trash sits until it disintegrates (if it does) for years and years.*
 3. Take the students on a field trip to a landfill.
 4. Ask the students what they saw at the landfill, how it smelled, what they were thinking while they were there. – *Trash, old toys, old furniture, etc... It smelled, etc, they didn't realize how much trash there was, how big the piles are, etc.*
 5. Ask the students if they know why it is important to recycle. – *The landfill can not hold all the trash; some things are reusable and can be recycled to save space at the landfill, etc.*
- K. Take the students for a walk around the school with a large bag and have the students pick up pieces of litter and twigs they find.
- L. Rinse off the materials found if needed.
- M. Cut most of the pieces into approximately 1 – 2” pieces, there could be a few larger and smaller pieces.
- N. Show the students the Henri Matisse’s *The Snail*. (Attachment 3) Point out the spiral. (Attachment 4).
- O. Give the students an 8” x 8” piece of poster board some glue or glue stick.
- P. Distribute the pieces to each group – The teacher may need to find additional cartons, cardboard, paper, etc. to cut into 1 – 2” pieces or if there are not enough recycle pieces, put the students into groups.
- Q. Ask the students to create Matisse’s snail with their recycled pieces. They can even incorporate a snail.
- R. After the art pieces have dried create a “Recycle” area of the room, hang the posters up.
- S. Optional– Ask the students why it is important to recycle instead of sending everything to the landfill.

Student assessment or final product to be developed:

Classroom participation, teacher observation, posters

Extension activities (optional)

- A. Discuss the importance of recycling paper and how paper can be recycled. If the school doesn’t already recycle paper, create boxes (decorate and label the boxes) for each room and all the offices for paper to be deposited in. Most schools have a means to recycle, find out what the process is and do it!

- B. Create a recycling club at the school. Students meet to learn more about recycling and to create posters and artwork depicting the importance of recycling. The students create a recycling environment around the school including recycling paper and information on where to recycle cans, plastic bottles, etc.
- C. Students collect materials from around the school, at home and in the area. Someone cuts them into pieces if necessary or use the larger pieces to create sculptures like the teddy bear or the recycled world to display in an art show focusing on recycling. The items may be sold to help create a scholarship fund or to help purchase recycling bins for the school.
- D. Math lesson – The students each count the number of pieces used for their Matisse. Put the numbers in a chart on the board. Talk about the range of the number of pieces used. Ask the students to count the number of a certain color or coming from the similar objects (ex. Plastic pieces or paper pieces or cloth pieces). Compare the number of pieces boys used versus the number of pieces girls used.

Attachment 1 – Teddy Bear



Teddy Bear

by

Leo Sewell

Attachment 2 – The World



Cool Globes - Describe Your World – Recycle – July 2008
USA Botanical Garden – Washington, DC

Attachment 3 – The Snail



Henri Matisse – The Snail

Attachment 4 – The Snail (Spiral)



National Standards

Language Arts

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Science

NS.K-4.1 SCIENCE AS INQUIRY

As a result of activities in grades K-4, all students should develop

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

NS.K-4.2 PHYSICAL SCIENCE

As a result of the activities in grades K-4, all students should develop an understanding of

- Properties of objects and materials

NS.K-4.5 SCIENCE AND TECHNOLOGY

As a result of activities in grades K-4, all students should develop

- Abilities to distinguish between natural objects and objects made by humans

Visual Arts

NA-VA.K-4.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES

Achievement Standard:

- Students use different media, techniques, and processes to communicate ideas, experiences, and stories

NA-VA.K-4.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS

Achievement Standard:

- Students understand there are various purposes for creating works of visual art
- Students describe how people's experiences influence the development of specific artworks
- Students understand there are different responses to specific artworks

NA-VA.K-4.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Achievement Standard:

- Students identify connections between the visual arts and other disciplines in the curriculum

TEKS

Language Arts

Kindergarten

- (K.1) Listening/speaking/purposes: The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to: (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3); (B) respond appropriately and courteously to directions and questions (K-3); (C) participate in rhymes, songs, conversations, and discussions (K-3); (D) listen critically to interpret and evaluate (K-3); (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)
- (K.3) Listening/speaking/audiences/oral grammar: The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to: (C) asks and answers relevant questions and make contributions in small or large group discussions (K-3);

Grade 1

- (1.1) Listening/speaking/purposes: The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to: (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3); (B) respond appropriately and courteously to directions and questions (K-3); (C) participate in rhymes, songs, conversations, and discussions (K-3); (D) listen critically to interpret and evaluate (K-3); (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)
- (1.3) Listening/speaking/audiences/oral grammar: The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to: (C) asks and answers relevant questions and make contributions in small or large group discussions (K-3);

Science

Kindergarten

(b) Knowledge and skills.

- (K.1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices during classroom and field investigations; and (B) learn how to use and conserve resources and materials.

Grade 1

b) Knowledge and skills.

- (1.1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to: (A) demonstrate safe practices

during classroom and field investigations; and (B) learn how to use and conserve resources and materials.

Visual Arts

Kindergarten

(b) Knowledge and skills.

(K.1) Perception: The student develops and organizes ideas from the environment. The student is expected to: (A) glean information from the environment, using the five senses; and (B) identify colors, textures, forms, and subjects in the environment.

(K.2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) create artworks, using a variety of colors, forms, and lines; (B) arrange forms intuitively to create artworks; and (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

(K.4) Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others. The student is expected to: (A) express ideas about personal artworks; and (B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.

Grade 1

(b) Knowledge and skills.

(1.1) Perception: The student develops and organizes ideas from the environment. The student is expected to: (A) identify similarities, differences, and variations among subjects, using the senses; and (B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(1.2) Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) invent images that combine a variety of colors, forms, and lines; (B) place forms in orderly arrangement to create designs; and (C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

(1.4) Response/evaluation: The student makes informed judgments about personal artworks and the works of others. The student is expected to: (A) express ideas about personal artworks; and (B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.