



**Writing and Drawing:
Conserving and Reusing Paper**

Extended from the Read Aloud lesson, children generate ideas for conserving and reusing paper. They then put their ideas into practice.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Question	What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	<p>reduce: to make less in amount</p> <p>reuse: use again for another purpose</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Recycle</i>, Gail Gibbons ● paper of different sizes and colors ● reusable paper <p>Collect paper that is no longer needed, used on one side, and could be reused for another purpose.</p> <ul style="list-style-type: none"> ● writing tools <p>Bring the following to the whole group meeting area for the Intro to Centers: a few pieces of reusable paper</p>
Intro to centers	<p><i>Earlier in this Unit, we read Recycle by Gail Gibbons. We've also read Be a Friend to Trees, by Patricia Lauber. Both authors teach us that paper is made from trees. We also know that trees are important. Turn and talk to a partner about two reasons for why trees are important.</i></p> <p>Provide time for children to talk. Harvest ideas.</p> <p><i>Some of you mention that trees can be habitats for animals, and that when trees die, they turn into soil so new plants can grow. But if a tree is cut down to make paper, it can no longer be any of those</i></p>

	<p><i>things. What do you think about this? Do you think this is a problem?</i></p> <p>Support a group discussion. Steer the discussion to suggest reducing paper use to cut down fewer trees. Make connections to the Capstone project, if relevant.</p> <p><i>In our classroom, we use a lot of paper. We use paper for things such as drawing, writing, and making labels. Sometimes we use paper to make props for Dramatization or Blocks. How might we reduce our paper use, or use less paper, in our classroom? Take a quiet moment to think.</i></p> <p>Invite 1-2 ideas.</p> <p><i>This week in Writing and Drawing, you can write and draw your ideas for using less paper in our classroom. And when you do your writing, you could even try out reusing a piece of paper, like this.</i></p> <p>Model turning a used paper over and writing on the back. Discuss the term reuse.</p> <p><i>At the end of this week, we will gather all of our ideas and consider some real ways we can use less paper in our classroom.</i></p>
During Centers	<p>Children think about ways to use less paper in the classroom. They write and draw about their ideas. Children’s ideas might range from using hand towels rather than paper towels to reusing the back side of paper at Writing and Drawing.</p> <p>Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include.</p> <p>At the end of the week, bring the children’s work to a Thinking and Feedback meeting. From the conversation, make a plan for executing some of the children’s ideas. For instance, if children propose reusing paper, offer containers or a shelf on which to house the reusable paper in the Writing and Drawing Center. Support the children to sort reusable paper into categories.</p>
Facilitation	<ul style="list-style-type: none"> ● What will happen if we use less paper? ● How is reusing paper different from recycling paper? ● What ideas do you have for using less paper than we use now in our classroom? ● How could we measure how much paper we are saving?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.

VA.K.V.Cr.01. BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.

Notes