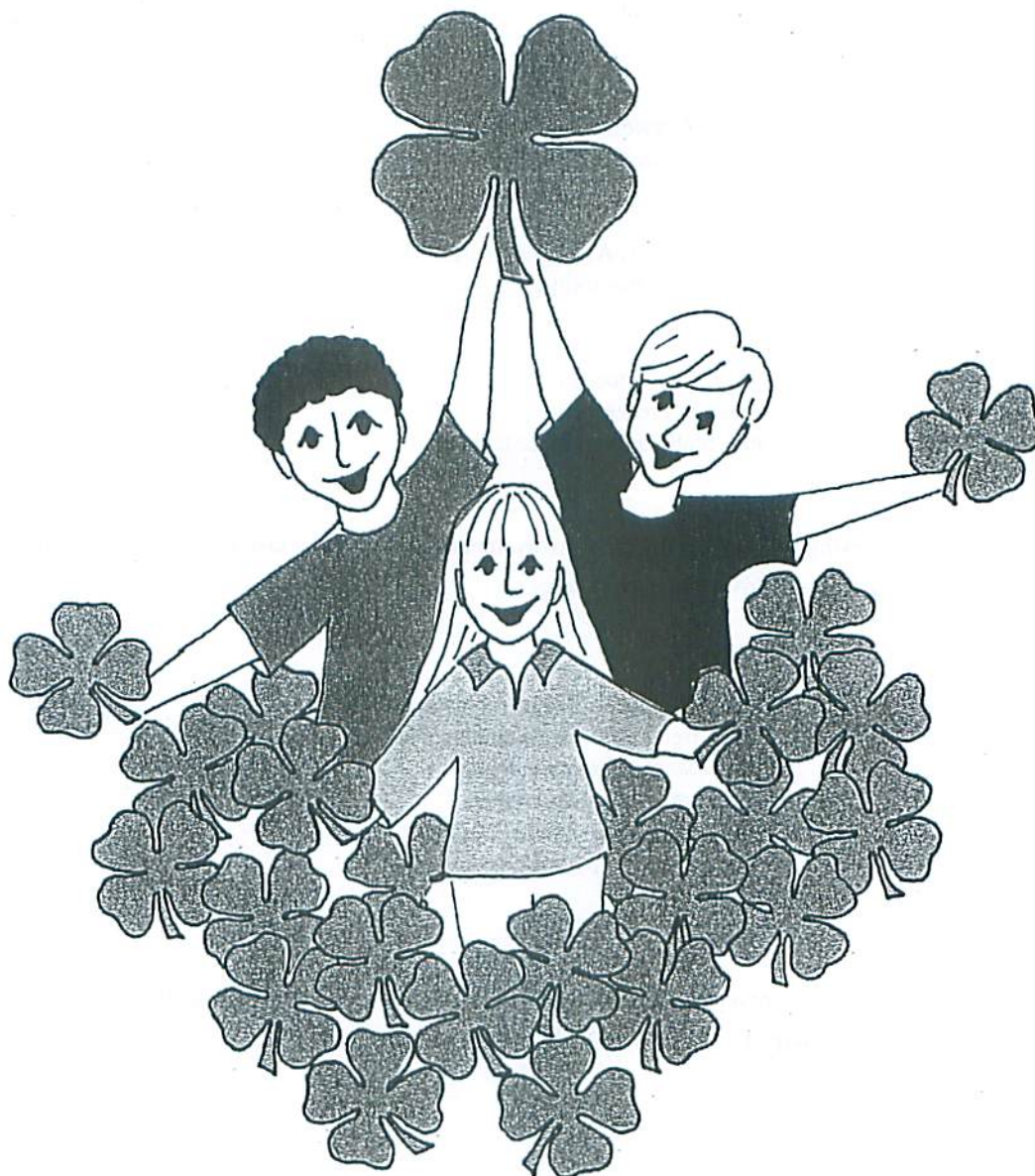


OHIO – K through 2

Cloverbud Program



Curriculum Instructional Materials

The Cloverbud Curriculum from Ohio State is older, so some of the information may be out of date. This being said, we hope you may find it a good resource to get ideas from.

– Riley County Extension

Ohio K-2 Cloverbud Curriculum

Publication of the Ohio K-2 Cloverbud curriculum was made possible through an Innovative Program Grant sponsored by Ohio State University Extension and a grant through the Ohio 4-H Foundation. This project was designed to meet the needs of youth in kindergarten through the second grade. It is an eclectic, broad based approach focusing on cooperative learning in a non-competitive environment. The following individuals have given leadership to the development of the Ohio K-2 Cloverbud curriculum:

- ☼ **Senior Writer:** Bobbie Grawemeyer, Consultant
Worthington, Ohio
- ☼ **Project Coordinator & Editor:** Gary Gibbons, Associate Professor
Ohio State University Extension
- ☼ **Curriculum Consultant & Editor:** Robert L. Horton, Ph.D.
Assistant Professor
Ohio State University Extension

A special thanks to the following individuals for their involvement in the original task force which established much of the foundation for the Ohio K-2 Cloverbud curriculum:


Duane Plymale - District Specialist, 4-H
Chuck Bell - District Specialist, 4-H
Steve Joseph - County Agent
Barb Phares - County Agent
Ken Lafontaine - County Agent
Robert Horton - State Specialist, 4-H

Please note that each lesson may have a contributing author listed on the final page. Our appreciation to all faculty and staff whose creative talents helped to make this publication possible.

DEDICATION:

This publication is dedicated to the memory of Steve Joseph. We hope it will serve as a lasting reminder of his dedication and contribution of the future direction of Ohio's K-2 Cloverbud program.



 For-sale publication

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Keith L. Smith, Associate Vice President for Ag. Adm. and Director, OSU Extension

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OBJECTIVES:

- To increase awareness of our natural surroundings.
- To explore our valuable natural resources.

GROUP SIZE:

6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Help children become better acquainted with the great outdoors! Give them an opportunity to get involved in hands on nature experiences, making things from natural items, and playing games outside. Roll up your sleeves up and plan on having fun!

**LIFE SKILL AREAS**

Children will develop social skills through the group games and being members of a team. Decision making and critical thinking skills will be developed by doing hands on investigations. Large motor skills will be developed through group games. Small motor skills and eye-hand coordination will be developed by using pencils and crayons and manipulating small natural items.

HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.



LEARNING ACTIVITIES

1. GETTING STARTED

ACTIVITY "The Magic Can" (7 - 9 minutes)

Grade Level: K - 2

Materials: A coffee can with lid, and natural items such as a feather, pinecone, acorn, rock, leaf, stick, flower, seed, or other small natural object.



Before starting, "secretly" place one of the items in the can and put the lid on. Show the children the magic can. Tell them that there is something special from nature inside and that you would like them to guess what it is. Let them pass the can around. They can shake the can but they may not open it. Encourage the children to express their guesses in terms of their senses. For example, "It sounds like..." or "It feels heavy." Give hints to help the children discover what is in the can. After everyone has made a guess, open the can and remove the item. Praise all guesses (even if incorrect, respond with "I can see where you would think..."). Repeat with a different item. When all of the items have been identified, ask these questions:

- Were we right with all of our guesses?
- Why or why not?
- Did some of the items sound the same when we shook the can but were really very different?
- Can you think of other items from nature that would fit in the magic can?

ACTIVITY "Nature Color Match" (5 - 7 minutes)

Grade Level: 1 - 2

Materials: Paint color chips (available free at paint or hardware stores) in natural colors (greens, yellows, browns).

Note to the Volunteer: Since this activity takes place outdoors, do a safety check of the area before starting. Make sure there is no broken glass, poison ivy, or unsafe areas.

Talk about all the colors in nature. Point out natural items that are the same color, but different shades. Give each child a different color chip and ask them to find three natural items that match the colors on their chip. Caution them not to touch or pick any plants or flowers. After several minutes of exploring, gather the children together and have them share their discoveries. Then ask the following questions:

- Was it hard to find exact color matches?
- Did you find more than one kind of thing that was exactly the same color?
- Were you surprised at how many different shades of green and brown there are?

Application: Ask the children to look around their homes and at school. How many of nature's colors can they find? Look at clothing, books, and even paint on the walls.

☀️ ACTIVITY "Sounds of a Nature Hike" (10 -12 minutes)

Grade Level: K - 2

Materials: None.

Explain that you are going on a special kind of hike, a listening hike, and that everyone must be very quiet. Ask the children to listen very carefully and see how many different sounds of nature they can hear. Walk for five or six minutes. As you walk, stop occasionally to stand quietly and listen. Stop and gather the children into a group to share what they have heard. Extend the discussion with these questions:

- Did you hear more than one kind of bird? Do you know what kind they were?
- Did you hear the wind? What different ways could you hear it?
- Did you hear any insects? Can you identify them?
- Did you hear anything that was not "nature" or natural? What was it?

Application: Encourage children to stop and listen to the sounds of nature in the coming week. How many different sounds can they identify?

II. DIGGING DEEPER

☀️ ACTIVITY "Circle of Earth" (3 -5 minutes)

Grade Level: 2

Materials: 36" of string, an index card and pencil for each child.

Divide the group into teams of two. Give each team a string, index card and pencil. Show them how to place their string on the ground in the shape of a circle. Ask the teams to closely examine what is inside their circle of earth, and to record or draw what they see on the index card.

Encourage the children to work together as a team. After the teams have had an opportunity to examine their circle of earth for at least five minutes, ask them to stop and discuss the following:

- What kinds of things did you find in your circle of earth?
- Did you find natural things as well as man made things?
- Did you find any living things?
- Do you think if you did this investigation during another season that you would find different things?

Application: Encourage the children to think about what they might find in a "circle of earth" the next time they go to the beach, help in the garden, or walk by a stream.



☀ ACTIVITY: "Leaf Rubbings" (5 to 7 minutes)

Grade Level: K - 2

Materials: A variety of leaves, paper, and crayons.

Show the children the different kinds of leaves and talk about the kind of tree that each leaf comes from. Point out the shapes and colors. Let the children examine the leaves and feel the veins. Explain that the veins help the leaves get water so that they can grow. Demonstrate how to do a leaf print. Place the leaf on the table vein side up. Put the paper over it and use the side of a crayon to color over the leaf. Encourage the children to use different leaves and colors, and to overlap the leaves for a special effect.



Note to the Volunteer: Have the children make extra rubbings to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Ask the children to look at the different kinds of trees and leaves found around their home.

☀ ACTIVITY: "Pond Sample" (8 to 10 minutes)

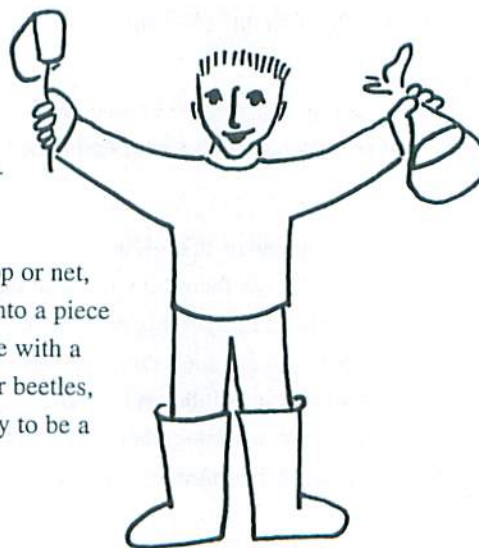
Grade Level: K - 2

Materials: A pond, newspaper and large scoop or fish net, a stick and clear plastic containers to separate the sample.

Note to the Volunteer: Invite extra adults to help with the supervision of the children around the water.

Gather the children close to the edge of the pond. Using the scoop or net, dig out a 4 x 6" sample of the pond bottom. Empty the sample onto a piece of newspaper. Ask the children to gently poke through the sample with a stick to see what they can find. Be prepared for surprises! Water beetles, bugs, frogs, small fish and other examples of "pond life" are likely to be a part of your sample. Also look for:

- salamanders
- amphibian eggs or larva
- layers of leaves
- water plants, algae



Put interesting "finds" into the plastic containers to examine more closely. Emphasize to the children the importance of returning everything to the pond when your investigation is over. Reinforce the fact that wildlife needs to stay in the wild.

III. LOOKING WITHIN

* ACTIVITY "Nature Scavenger Hunt" (7- 9 minutes)

Grade Level: 2

Materials: Scavenger hunt check list, pencil.

Show the children the scavenger hunt checklist. Tell them that they are going on a special kind of scavenger hunt, a nature scavenger hunt. They will need to find many items, but they cannot collect the items. When they find them, they are to check them off on their lists. Have the children work in pairs. Give them the checklists and let the hunt begin! After they have searched for at least five minutes, gather them together and see how many things were discovered.

Application: Ask the children to look for natural items in their own backyard, or on a walk around the block or down the road with a friend. How many items can they find?

* ACTIVITY "Natural Images" (7 - 9 minutes)

Grade Level: K - 2

Materials: Construction paper, liquid tempera, pump spraybottle (window cleaner bottle works well), leaves, sticks, flowers, feathers, or other small natural items.

Help the children collect natural items. Ask them to arrange the items on the paper any way they wish. Demonstrate how to spray the paper with paint; show them how the natural items leave their image. Let each child spray their own natural images!

Note to the Volunteer: Have the children make extra examples to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Encourage children to look for "natural images" around home or school. See if they can find outlines of leaves left on the sidewalk after a rain storm.

IV. BRINGING CLOSURE

* ACTIVITY "Spider Web Game" (5- 7 minutes)

Grade Level: K - 2

Materials: Ball of yarn.

Have the children sit in a circle. Tell them you are going to make a spiderweb. Start by unraveling several yards of yarn. Tell one thing you saw, liked, or did with nature today. Hold onto the end of the yarn and toss the ball to someone across the circle. Everyone in the circle gets a chance to tell something and toss the yarn to someone (make sure that they unravel enough yarn and that they hold on to the end of the yarn before tossing it across to the next person). Encourage a variety of responses by asking them to think of all the activities they did today. Let each child toss the yarn at least twice to make a really great web!





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V. GOING BEYOND

1. Play a game of "I Spy." Have the children take turns picking items "from nature." Instead of using color, give hints such as, "I spy something that has wings" or "I spy something that crawls."
2. Play an animal "Simon Says." In this game, all of the actions are animal actions. Try some of these: buzz like a bee, fly like a bird, hop like a bunny, chirp like a bird. (Remember that young children don't like to lose, so leave out the part of the game that eliminates poor listeners).

Reading Adventures

This listing of reading materials can be used by you as background, or for sharing before to set the stage for the lesson or for sharing afterwards to reinforce the lesson.

In the Pond, by Cristini Ermanno

Over in the Meadow, illustrated by Ezra Jack Keats

Nature's Hidden World, by Ingrid Selberg

Your Name: _____

NATURE SCAVENGER HUNT CHECKLIST

- | | |
|---|--------------------------------|
| <input type="checkbox"/> squirrel or chipmunk | <input type="checkbox"/> _____ |
| <input type="checkbox"/> bird's nest | <input type="checkbox"/> _____ |
| <input type="checkbox"/> spider web | <input type="checkbox"/> _____ |
| <input type="checkbox"/> water | <input type="checkbox"/> _____ |
| <input type="checkbox"/> pinecone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> acorn | <input type="checkbox"/> _____ |
| <input type="checkbox"/> feather | <input type="checkbox"/> _____ |
| <input type="checkbox"/> worm | <input type="checkbox"/> _____ |
| <input type="checkbox"/> crawling insect | <input type="checkbox"/> _____ |
| <input type="checkbox"/> ant hill | <input type="checkbox"/> _____ |
| <input type="checkbox"/> flower | <input type="checkbox"/> _____ |
| <input type="checkbox"/> flying insect | <input type="checkbox"/> _____ |
| <input type="checkbox"/> seeds | |
| <input type="checkbox"/> large bird | |
| <input type="checkbox"/> small bird | |

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Bonnie Malone, Extension Agent, Huron County • Donna Maruschak, Program Assistant, Lake County

The Problem Of Pollution

OBJECTIVES:

- To increase awareness of air and water pollution.
- To understand the effects of pollution.

GROUP SIZE:

6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Air and water pollution are serious problems. Help children understand what pollution is, what causes it, and what they can do about it.



LIFE SKILL AREAS

The group discussions and experiments are a good way to develop social skills and decision making skills. Fine motor skills, eye-hand coordination and creativity can be developed by using crayons and markers.

HELPS TO THE VOLUNTEER

Try these suggestions.

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

LEARNING ACTIVITIES

I. GETTING STARTED

* ACTIVITY "What is Pollution" (5 - 7 minutes)

Grade Level: K - 2

Materials: A globe.

Begin the activity by showing the children the globe and talking about our earth and how important it is to keep the earth clean and healthy. Ask if anyone knows what the word "pollution" means. Generate a discussion by asking these questions:

- What is pollution?
- Can you think of different kinds of pollution? (water, air, sound)
- What are some things that might cause water pollution? (factories dumping waste, tankers running aground)
- Can you think of things that might cause air pollution? (exhaust from cars, burning fuel)
- What are some things that happen because of pollution? (water is contaminated and fish die; air is dirty, etc.)
- What do you think people can do about these problems?

Application: Ask the children to listen to the daily weather report. Is a "pollution index" included in the report?





THE PROBLEM OF POLLUTION

★ ACTIVITY "The Rain Cycle" (4 - 6 minutes)

Grade Level: K - 2

Materials: Large clear glass baking dish, plastic wrap, rubber band, and boiling water.

Ask the children what they think happens to the rain after it falls. Demonstrate the rain cycle by carefully pouring boiling water into the baking dish. Quickly cover the dish with plastic wrap and secure it with a rubber band. Ask the children to observe what happens as the water evaporates and forms droplets on the plastic wrap. Eventually the droplets will fall back down into the dish when they cool. Explain that this is how the rain cycle works on our earth. When it rains, the rain falls, it evaporates, and after a while it falls again. The cycle repeats over and over. When the rain falls on pollutants (smoke, exhaust, etc.) it collects tiny pieces of them and the rain then becomes polluted.

Application: Ask the children to look at the sidewalk after it rains. The sidewalk is wet for a while but eventually "dries off;" that's how evaporation works!

★ ACTIVITY: "How Clean Is Your Rain and Air?" (4 to 6 minutes)

Grade Level: K - 2

Materials: Leaves from trees or plants close to a roadway, clear glass jars or cups, toothbrushes, water, and white coffee filters.

Show the children the leaves. Explain that you want to do an experiment to see how clean the rain and air are where the leaves came from. Give each child several leaves, a cup of water and a toothbrush. Ask them to gently scrub their leaves in the water. After the leaves have been cleaned, pour the water through a coffee filter. Have the children examine the coffee filter. Are there tiny pieces of dirt, or a colored residue left on the filter? Ask the children how they think the dirt got there.

Application: Encourage the children to test their rain water at home by collecting it in a bottle and pouring it through a coffee filter. Is it cleaner or dirtier than the water from the leaves?

II. DIGGING DEEPER

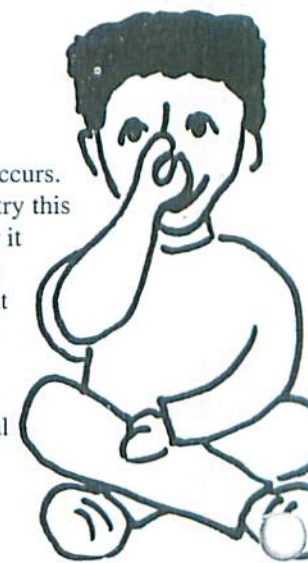
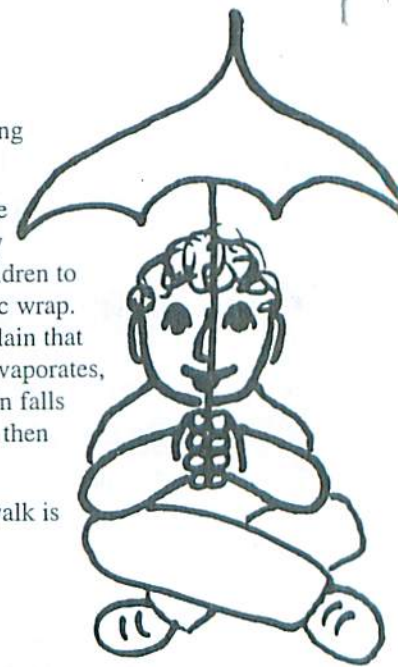
★ ACTIVITY "Clean Air Test" (5 - 7 minutes)

Grade Level: K - 2

Materials: Candle, matches, fire proof baking dish, potholder, and napkins.

In this experiment, the children will be able to observe one of the ways air pollution occurs. Ask the children to sit in a circle. Caution them to stay away from the flame and not try this experiment at home. Light the candle. Hold the baking dish, with the potholder, over it until it starts to turn black. Blow out the candle. Show the children the bottom of the dish. After it cools, let each child wipe some "pollution" off on a napkin. Explain that air pollution happens every time something burns. Ask them to think of examples by naming things that put smoke or exhaust in the air.

Application: Encourage the children to look for smokestacks or chimneys in industrial areas that put out heavy smoke.



THE PROBLEM OF POLLUTION

* ACTIVITY "Pollution Scavenger Hunt" (7 -9 minutes)

Grade Level: K - 2

Materials: Pencil, list of possible pollutants (below).

Take a hike outside. See how many items you can find that pollute our environment:

- cars, trucks, motorcycles, school buses
- trains
- jet airplanes
- oil leaks on the ground
- oil "rainbows" floating on steam or river water
- aerosol cans
- gas grills
- charcoal grills
- litter
- cigarette butts
- diesel trucks

Ask the children if they can find additional pollutants. Emphasize that many kinds of things pollute our environment. Some of these things are necessary to use even though they pollute (cars, planes, etc.). Scientists and environmentalists are working to find ways to decrease the amount of pollution from cars and other things that burn fuel. Ask the children if they have any ideas about helping decrease the amount of pollution.

Application: Ask the children to think about what they and their families can do at home to help the pollution problem.

III. LOOKING WITHIN

* ACTIVITY: "Create a Bumper Sticker" (5 to 7 minutes)

Grade Level: K - 2

Materials: Pieces of white construction paper cut in half lengthwise, markers.

Encourage the children to be an advocate for the earth! Have them draw pictures or write short messages about keeping the earth clean.

Note to the Volunteer: Have the children make extra examples to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Encourage the children to be aware of posters, bumper stickers, and items in the media that have an environmental message.



The Problem of Pollution

Environment/Earth Science
Group Size: 6-8 children
per adult volunteer



★ ACTIVITY "Oil Spill" (7- 9 minutes)

Grade Level: K - 2

Materials: Baking dish, cooking oil, small milk carton, water, paper towels, feathers, pinecones.

Oil spills can be a serious problem to shorelines, plants, and the animals that live near them. Demonstrate how an oil spill happens. Fill the milk carton with cooking oil. This will be an "oil tanker." Put it in the baking pan filled with water. The water will represent the ocean. Puncture the "tanker" at the bottom so the oil drains out. What happens? Does the oil mix with the water? Put pinecones and feathers in the water. These will represent plants and animals. What happens to them? Have the children try to clean them off with paper towels. Can they be cleaned? Ask the children to imagine thousands of gallons of black oil along a shoreline. What might the consequences be?

Application: Encourage the children to look for news items in the paper or on television that focus on pollution.

★ ACTIVITY "Environmental Diorama" (6 - 8 minutes)

Grade Level: K - 2

Materials: Construction paper, shoe boxes, scissors, glue, crayons or markers, and outdoor or wildlife magazines.

Help the children appreciate how beautiful our earth is and how important it is to keep it clean. Give each child a shoe box and help them make the inside a beautiful scene from nature. Have them use magazine pictures or draw their own scenery on the paper. Assist them in making the diorama three dimensional. Show them how to make free standing trees or flowers by propping them up with a triangle of folded paper. Stress the importance of keeping our environment clean and beautiful, just like in their dioramas.

Note to the Volunteer: Have the children make extra examples to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Ask the children to take time to stop and look at the beautiful countryside - or even their own backyard!

IV. BRINGING CLOSURE

Ask the children to pretend they are a bee, flower, butterfly, or bird. The environment they live in is slowly becoming more and more polluted. Tell them to imagine that they can talk. Ask each child what they would say to the people on earth to convince them to be kinder to the earth and to those many things that live in its environment.

Reading Adventures

This listing of reading materials can be used by you as background, or for sharing before to set the stage for the lesson or for sharing afterwards to reinforce the lesson.

Michael Bird Boy, by Tomie dePaolo

My River, by Shari Halpern

The Wump World, by Bill Peet

Prince William, by Gloria Rand

Helping Our Environment

Reduce, Reuse, & Recycle

OBJECTIVES:

- To understand the importance of protecting our environment.
- To be aware of actions that harm the environment.
- To become familiar with the words reduce, reuse, and recycle.

GROUP SIZE:

6 to 8 children per adult volunteer.

TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

BACKGROUND:

Help children discover how our environment is precious. Reinforce a positive attitude about environmental issues by acknowledging helpful statements and suggestions. Encourage a sense of responsibility by letting the children know that they can make a difference.



LIFE SKILL AREAS

Children will have an opportunity to practice social skills while participating in the scavenger hunt, games, and songs. Making "earth friendly" choices in the games will help build decision making and critical thinking skills. Eye hand coordination and fine motor skills will be enhanced by the use of scissors and markers.

HELPS TO THE VOLUNTEER

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

LEARNING ACTIVITIES

GETTING STARTED

ACTIVITY "Reduce, Reuse, or Recycle" (4 - 5 minutes)

Grade Level: K - 2

Materials: Large bag of trash items (one for each child) such as food packaging, wrappers, newspapers, plastic bottles and containers, cardboard boxes, glass jars and bottles, and aluminum soda cans.

Helping Our Environment
Reduce, Reuse, & Recycle

Environmental/Earth Science
Group Size: 6-8 children
per adult volunteer



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Author: Bobbie Grawemeyer

Show the children examples of common trash items. Start a discussion by asking the following questions:

- What is all of this? (Trash, garbage, refuse)
- What other kinds of garbage can you think of?
- What do people do with garbage like this? (Hold up an example)
- What happens to it after it goes into the trash can? (Sanitation workers take it away)
- Where do the sanitation workers take it? (To a landfill)
- What do you think happens when the landfill is full?
- Can you think of ways to help solve the problem?

Pass the bag around. While each child selects one item, introduce the concept of "reduce, reuse and recycle." Go around the circle and ask each child to identify their item and what it is made of. Have them check for a recycling symbol. Ask if they think the environment could be helped by reducing (not buying it at all), reusing (using it again for something else), or recycling (collecting and giving to a company that recycles things and makes them into something else). Some items may fit more than one category.

ACTIVITY "Making Recycled Paper" (12 - 15 minutes)

Grade Level: K - 2

Materials: Old newspaper, rotary egg beater, cream or tartar, large bowl, large rectangular cake pan, screen cut to fit inside the pan, dish towels, wax paper, scissors.

Note to the Volunteer: Since this activity takes more time than others and some waiting is necessary, other activities can be done while waiting.

Make your own paper! Tear the newspaper into very tiny pieces and put in the bowl. Fill the bowl half full with water, let the paper soak for a minute or two, then add two tablespoons of cream of tartar. Beat the mixture until it is thick and "soupy" and place the screen in the rectangular pan. Pour the soupy mixture on it. Carefully lift the screen, catching the fibers. Stir and repeat until no screen shows through the pulp. Let the extra water drip into the pan. Lay the screen on top of several dish towels and cover it with wax paper. Press down on it to squeeze the moisture out. Put several heavy books on top of the wax paper. After a few minutes, take the books off and peel back the wax paper. You have just made recycled paper! Place in the sun to dry or in front of another heat source (oven, register, hair dryer). When the recycled paper is almost dry, gently peel from the screen. Cut into pieces so everyone can have their own sample of recycled paper!

Note to the Volunteer: Have the children make extra paper to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: The next time you go to the store, look at greeting cards, paper and stationery.

- Can you tell which are recycled?
- Can you find any that look like the paper you made?



ACTIVITY "Recycling Mobile" (7 - 9 minutes)

Grade Level: K - 2

Materials: Mobile patterns, markers or crayons, scissors, string, hole punch and wire coat hangers.

Give each child a mobile pattern. Invite them to decorate them any way they wish. If needed, help them cut the pieces out and punch holes in the tops. Thread strings of various lengths through the holes and tie to the coat hanger. Encourage the children to display their mobile at home and talk to their families about the importance of the three R's: Reduce, Reuse, and Recycle.

Application: Be a recycling detective: pay attention to everything you see.

- What things can be reduced?
- What things can be reused?
- What things can be recycled?

II. DIGGING DEEPER

ACTIVITY "Recycling Red Light Green Light" (7 - 9 minutes)

Grade Level: K - 2

Materials: Activity cards, two large circles of construction paper, one green and one red.

Place the construction paper "traffic lights" on the floor. Ask the children what each color means. Explain that the cards they will select have activities on them that can either help or harm the environment. Cards with activities that help the environment will be placed on the green light, while cards with activities that hurt the environment will be placed on the red light. Randomly select children to pick a card. Help them read it. Let them decide which light it goes on. Ask the rest of the group if they agree. Reward correct (and corrected) answers with a round of applause.

Application: Try to be aware of things you see everyday that harm the environment. Try to make smart choices, and help others to make them, too.



ACTIVITY "Make a Recycled Notepad" (5- 7 minutes)

Grade Level: K - 2

Materials: Used paper with one blank side, scissors, stapler.

Show the children how to cut the paper into uniform pieces. Stack ten or twelve pieces together and staple across the top.

Application: Look around at home; what other things can you find to recycle?

III. LOOKING WITHIN

ACTIVITY "Grocery Store Scavenger Hunt" (15 - 20 minutes)

Grade Level: K - 2

Materials: None.

Visit a grocery store. Look for items that have been packaged with recycled materials or that can be recycled. Point out the recycling symbol on the packaging. Compare the packaging of similar products, one with the symbol and one without it. Investigate the following:

- Which package is more appealing?
- Is there a price difference? If there is, why do you think this is so?
- Do you think the items taste different?
- If you were buying the product, what would be the most "earth friendly" choice?

See how many "throw away" or disposable items the group can find and make a list. Explore the following questions:

- How does using disposable items harm the environment?
- Why do you think people buy these items?
- Why do you think the stores sell these items?
- What could people use instead?
- How can you help people change their shopping habits?

Application: Encourage the children to help their families make smart choices that protect the earth, not waste its resources.



ACTIVITY "Can You Find It?" (9 - 10 minutes)

Grade Level: K - 2

Materials: Reproduced Can You Find It? puzzles for each child, pencils.

CAN YOU FIND IT?

Look from left to right and up and down to see if you can find these words:

ALUMINUM PAPER RECYCLE EARTH PLASTIC
 REUSE GLASS REDUCE TRASH

G	R	E	C	Y	C	L	E
L	P	A	P	E	R	A	J
A	L	U	M	I	N	U	M
S	A	R	E	D	U	C	E
S	S	E	B	I	L	K	D
E	T	U	T	R	A	S	H
C	I	S	H	N	O	P	M
F	C	E	A	R	T	H	G

ACTIVITY "Recycled Greeting Cards" (9 - 10 minutes)

Grade Level: K - 2

Materials: Old greeting cards, scissors, rubber cement or glue, construction paper, and markers.

Spread the cards and other supplies on the table. Explain that each child will get to make and decorate their own greeting card. Have them select a card, cut the front off and glue it to the front of a folded piece of construction paper. The markers can be used to add decorative borders or to include a sentiment inside the card. When they are finished they will have a one-of-a-kind card to send to a family member or special friend.

Note to the Volunteer: Have the children make extra cards to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

Application: Be creative! What other kinds of things can you think of that can be used for something new or different the second time around?

ACTIVITY: "The Recycling Song" (4 to 5 minutes)

Grade Level: K - 2

Materials: None.

Teach the following song, encouraging children to do the corresponding actions.



The Recycling Song

(sung to the tune of "Way Down Yonder in the Paw Paw Patch")

What oh what can we recycle? (hold both hands out, palms up)
 What oh what can we recycle? (repeat and look right)
 What oh what can we recycle? (repeat and look left)
 To protect our planet and reduce the waste? (hands above head in large circle)

...Chorus...

Picking up (have child fill in an appropriate item) _____ so we can recycle.
 Picking up _____ so we can recycle.
 Picking up _____ so we can recycle.
 To protect our planet and reduce the waste.

Repeat the chorus, letting each child think of an item to be recycled.



IV. BRINGING CLOSURE

* ACTIVITY "A Trashy Story With a Happy Ending"

Before reading the following interactive story, review the key to the actions with the children. When the children are familiar with the actions and sounds, read the story slowly. Each time you come to an underlined word, pause, and help the children do the corresponding action and sounds. Be sure to use lots of expression and exaggeration. Key to Actions:

cat: meow sweetly one time
dog: bark loudly twice
sunset: sigh loudly, "ooh, aaah!"
trash: hold nose and whisper loudly "phew"
foolish thing: put pointer finger down and rub twice with opposite pointer finger saying "shame! shame!"
Mr. Rooster: give a cheerful "cock-a-doodle-do!"
smart thing: clap and yell in an exaggerated fashion, "all right!"

"A Trashy Story With a Happy Ending"

Once upon a time there was a **cat**. She lived next door to her best friend, the **dog**. Every evening they sat on the porch and watched the beautiful **sunset**. One day a very **foolish thing** happened. Neighbors began to dump their **trash** across the road from the **dog** and **cat**. They could no longer see the beautiful **sunset**. The **dog** said, "We must do something about this **foolish thing**!" So they went to see the mayor, **Mr. Rooster**. The **cat** and the **dog** told **Mr. Rooster** about the **trash** and that they no longer were able to see the **sunset**. **Mr. Rooster** was worried about the **foolish thing** that had happened too. So he told the **cat** and the **dog** about three very **smart things** they could do about the **trash**. **Mr. Rooster** told them about the first **smart thing**. It was to reduce. That meant not to buy or use disposable things like paper plates and styrofoam cups - those were **foolish things**. **Mr. Rooster** told them about the second **smart thing**. It was to reuse. That meant to stop throwing things away that were still useful like plastic containers and paper bags - those were **foolish things** to do. Then **Mr. Rooster** told them about the third **smart thing**. It was to recycle. That meant to stop throwing away things like plastic, paper and glass because that was a **foolish thing** to do. The **smart thing** would be to collect those things and take them to the town recycling center. The **cat** and the **dog** were very happy they had learned about the three **smart things**. Now they could take care of all the **trash**. They told all their neighbors what **Mr. Rooster** had said about reducing, reusing, and recycling. What a **smart thing** to share this with their neighbors! Because instead of doing **foolish things** like creating too much **trash**, all the neighbors started doing the **smart things**. They reduced, reused and recycled everything! Soon, all the **trash** that had been dumped was gone and the **cat** and the **dog** could once again enjoy the beautiful **sunset**. Now that was a **smart thing**!



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Reading Adventures

This listing of reading materials can be used by you as background, or for sharing before to set the stage for the lesson or for sharing afterwards to reinforce the lesson.

Recycle! A Handbook for Kids! by Gail Gibbons

Brother Eagle, Sister Sky, by Susan Jeffers

The Lorax, Dr. Seuss

Every Kids Guide to Saving the Earth, by Joy Berry

Fifty Simple Things You Can Do to Save the Earth, The Earthworks Group

Just a Dream, by Chris VanAllsburg

ACTIVITY CARDS

Throw old magazines and comics away	Make a bird feeder from a milk carton
Crush plastic milk cartons so they will fit in the garbage better	Give used clothing to someone who can use it
Save grocery bags to use again	Buy foam cups to drink from because you don't have to wash them
Collect soda cans to recycle	Buy recycled paper
Make a home recycling center	Throw empty glass bottles in the trash can
Use a whole roll of paper towels to clean your bicycle	Buy things in packaging that can be recycled
Use washable dishes, not paper plates	Throw paper away because one side is written on
Buy products with lots of packaging because they are pretty	Buy paper products that are clean and shiny because recycled paper is ugly
Use old rags to clean with instead of paper towels	Wash cups to use again
Throw used aluminum pie plates away	Throw bags and sacks away as soon as you finish shopping
Throw soda cans into the garbage	Save aluminum pie plates to use again
Use paper plates because it's easier than washing dishes	Ask family and friends to look for the recycling symbol when they shop

RECYCLING MOBILE

