



KINDERGARTEN **ELA**

Student Materials

Unit 8 ***Reduce, Reuse,*** ***Recycle***





Daily Lesson Materials

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____ Date: _____

environment disposable recycle

Why is waste a problem? Name one reason from the text.

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____ Date: _____

dispose reusable

Why is plastic a problem? Name one reason from the text.

Name: _____ Date: _____

While walking through the neighborhood, a friend says to you, "Plastic is everywhere!" Do you agree? Why or why not?

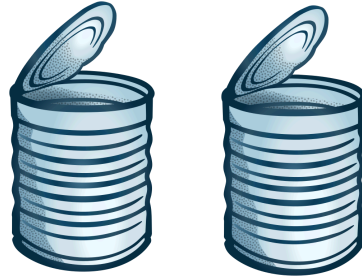
Name: _____

Suffix [-s] [-es] Worksheet

Language and Grammar Lesson



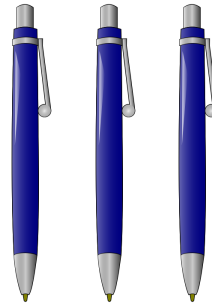
can



cans

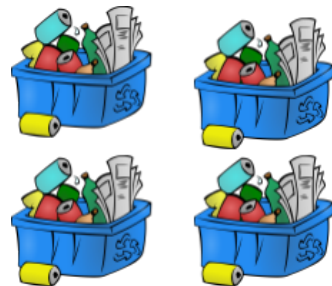


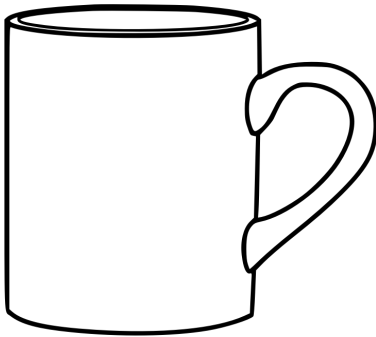
pen



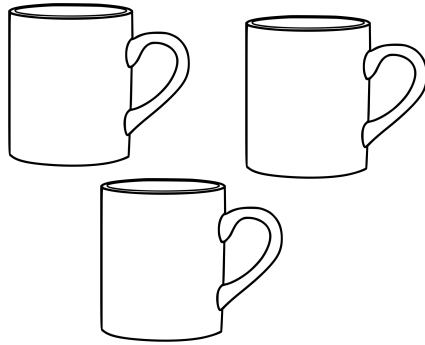


bin

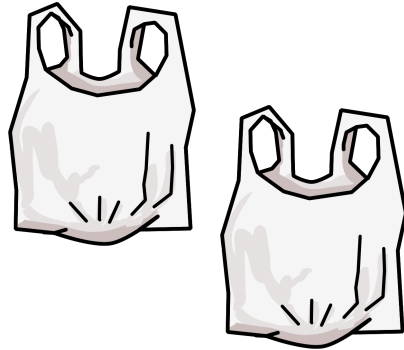




mug



bag



box



Name: _____

Suffix Dictation Worksheet

Language and Grammar Lesson

Write the words you hear on the line.

1.

2.

3.

4.

5.

6.

7. Listen closely to the sentence. Write the sentence. Then, illustrate a picture to match the sentence.

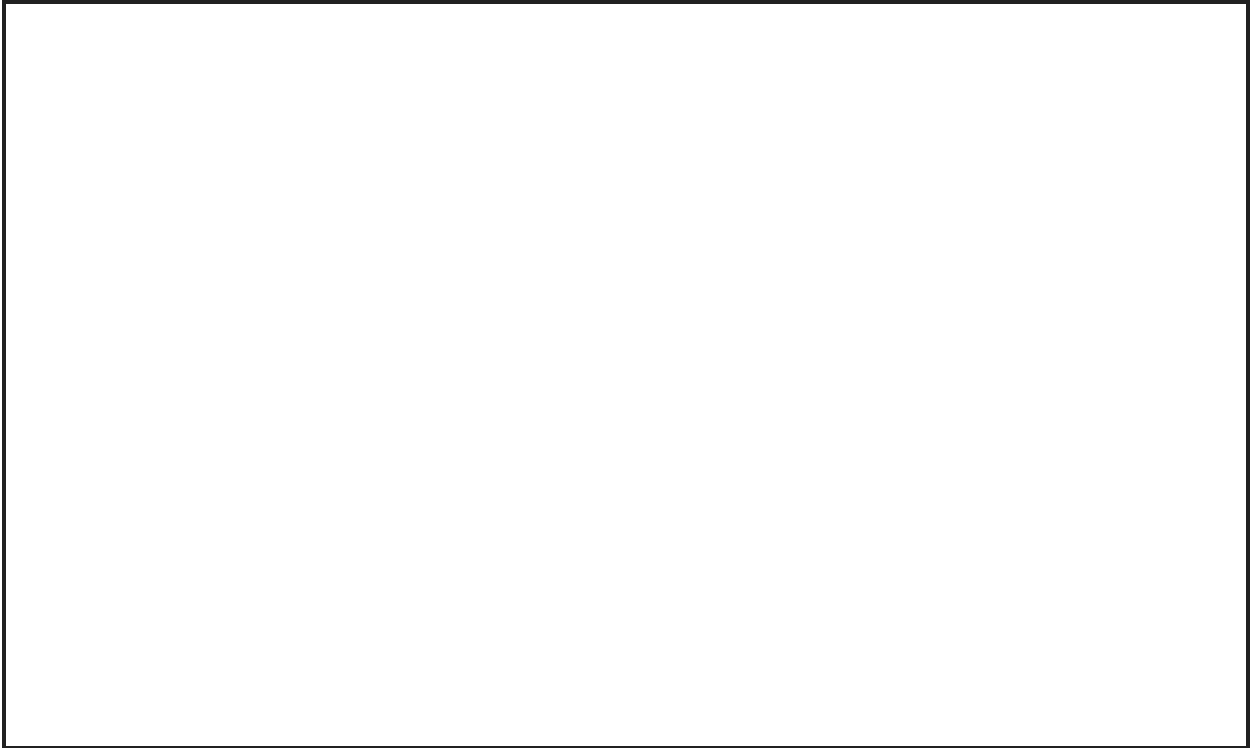


Two sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Name: _____ Date: _____

Write the words you hear on the line.

Listen closely to the sentence. Write the sentence. Then, illustrate a picture that matches the sentence.



Name: _____ Date: _____

reduce reuse

How can people limit waste? Give an example.

Name: _____ Date: _____

What do Paul and his community do to limit waste? Give an example from the text.

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____ Date: _____

What happens when an item is **recycled**? Give a specific example.

Name: _____

How-To Book Plan

1. Choose one of the following items to write about. Circle your choice.



boxes



cans



bags

2. Will your book teach readers how to **reduce**, **reuse**, or **recycle** the item?
Circle your choice.



Reduce

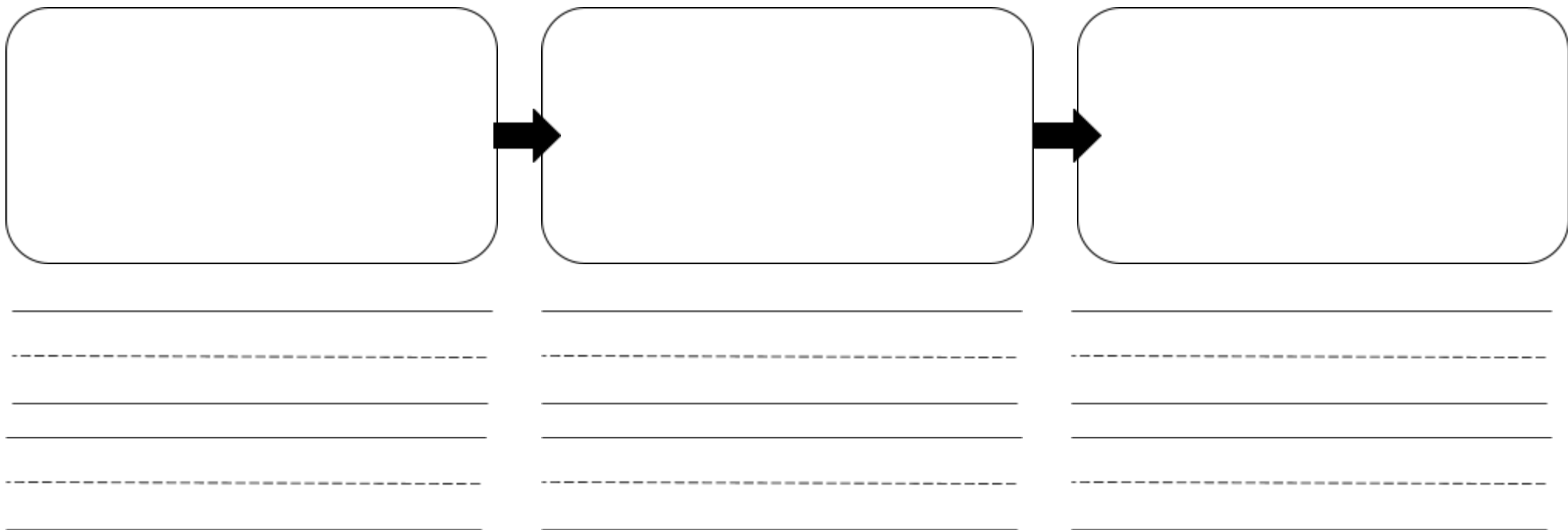


Reuse



Recycle

3. Use the graphic organizer to plan the steps in order.



Name: _____ Date: _____

Sequence Graphic Organizer



Mentor Text 1

*How to **Reuse** Old Clothes*



First, collect old clothes that no longer fit.



Next, bring the clothes to the donation
center.

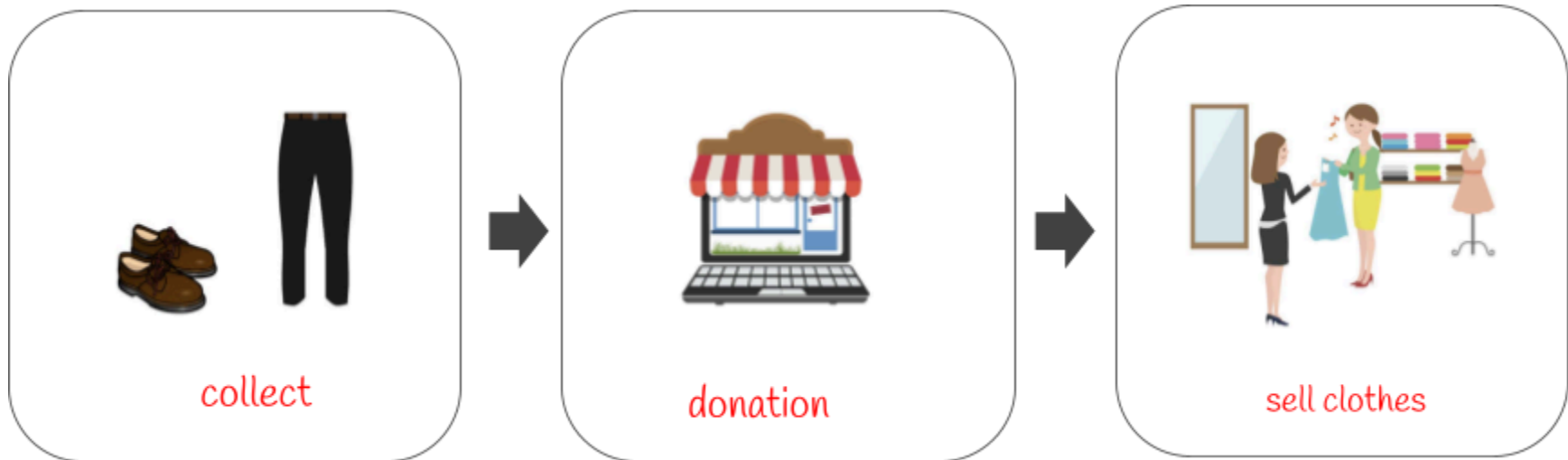


Last, the clothes are sold to others to

reuse!

Name: _____

Sequence Graphic Organizer



Title:



Written and Illustrated by:

Name: _____ Date: _____

Dear Kindergartners,

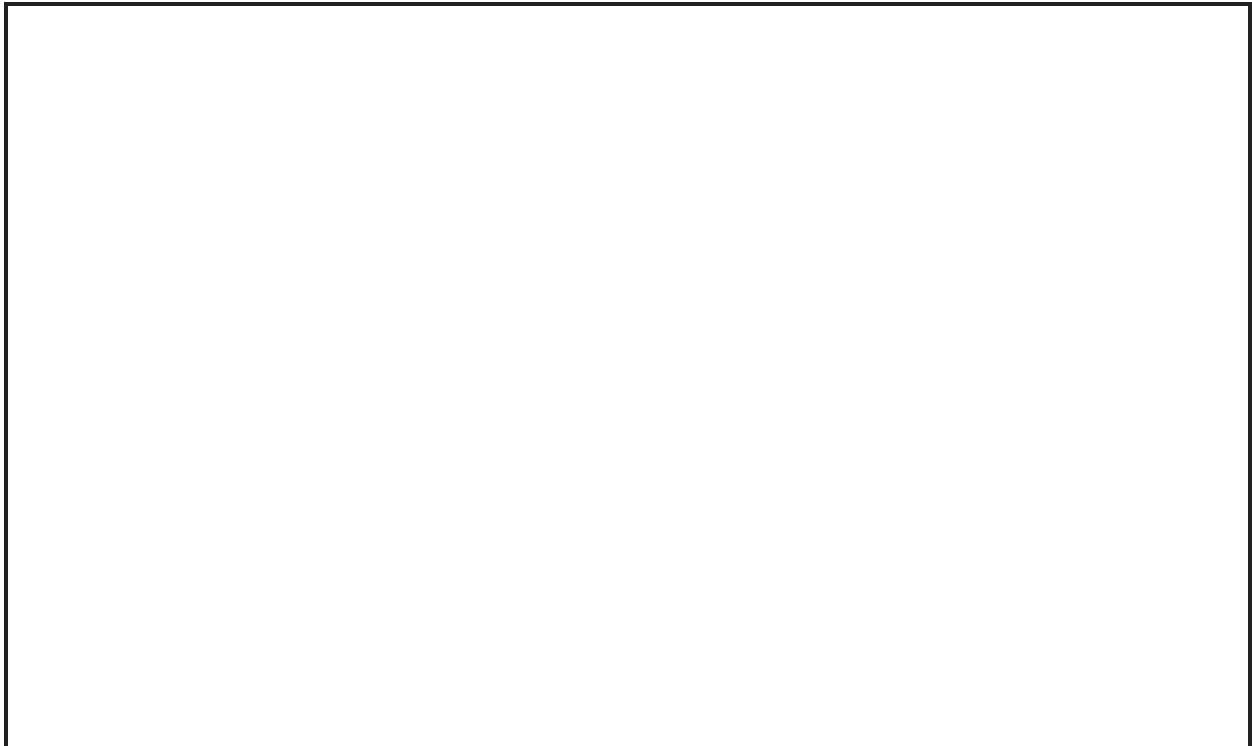
By the end of the week, my bin was full of cardboard boxes, tin cans, and plastic bags! I'm not sure what to do with the waste. How can I use the 3 R's? Please teach me how to limit waste.

Thank you,

Your principal

Choose one of the items the principal lists. Write a how-to book to help the principal **reduce**, **reuse**, or **recycle** the item. In your book, be sure to:

- Introduce the steps in order
- Use topic-specific vocabulary words
- Add a title, illustration, and labels

A large, empty rectangular box with a black border, intended for students to write their how-to book. The box is completely blank and occupies the lower half of the page.

Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Mentor Text 1

*How to **Reuse** Old Clothes*



First, collect old clothes that no longer fit.



Next, bring the clothes to the donation
center.



Last, the clothes are sold to others to

reuse!

Name: _____ Date: _____

Sequence Graphic Organizer



Name: _____

How-To Book Plan

1. Choose one of the following items to write about. Circle your choice.



boxes



cans



bags

2. Will your book teach readers how to **reduce**, **reuse**, or **recycle** the item?
Circle your choice.



Reduce

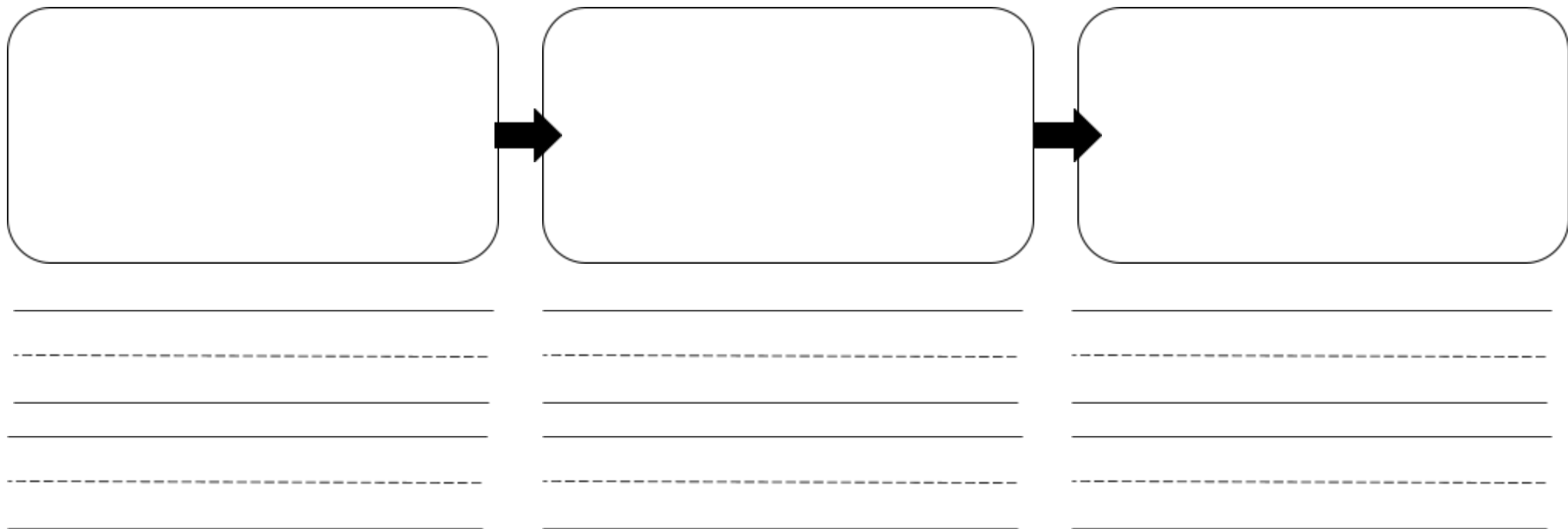


Reuse



Recycle

3. Use the graphic organizer to plan the steps in order.



Name: _____ Date: _____

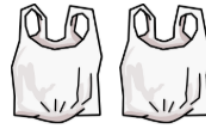
1. Choose one of the following items to write about. Circle your choice.



boxes



cans



bags

2. Will your book teach readers how to **reduce**, **reuse**, or **recycle** the item? Circle your choice.



Reduce



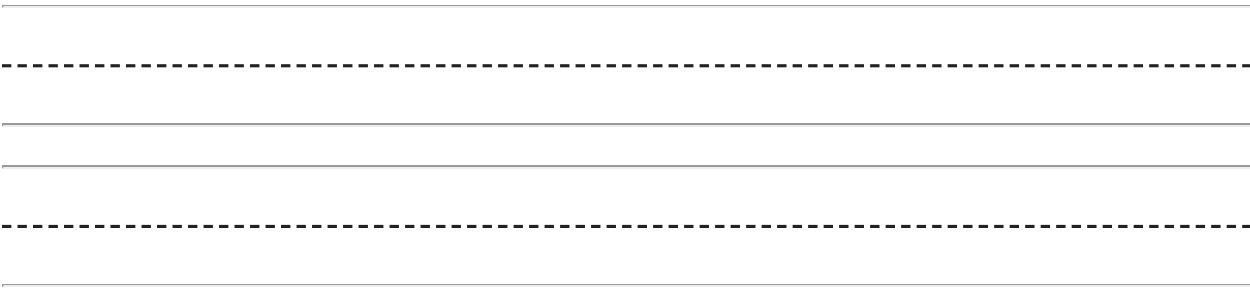
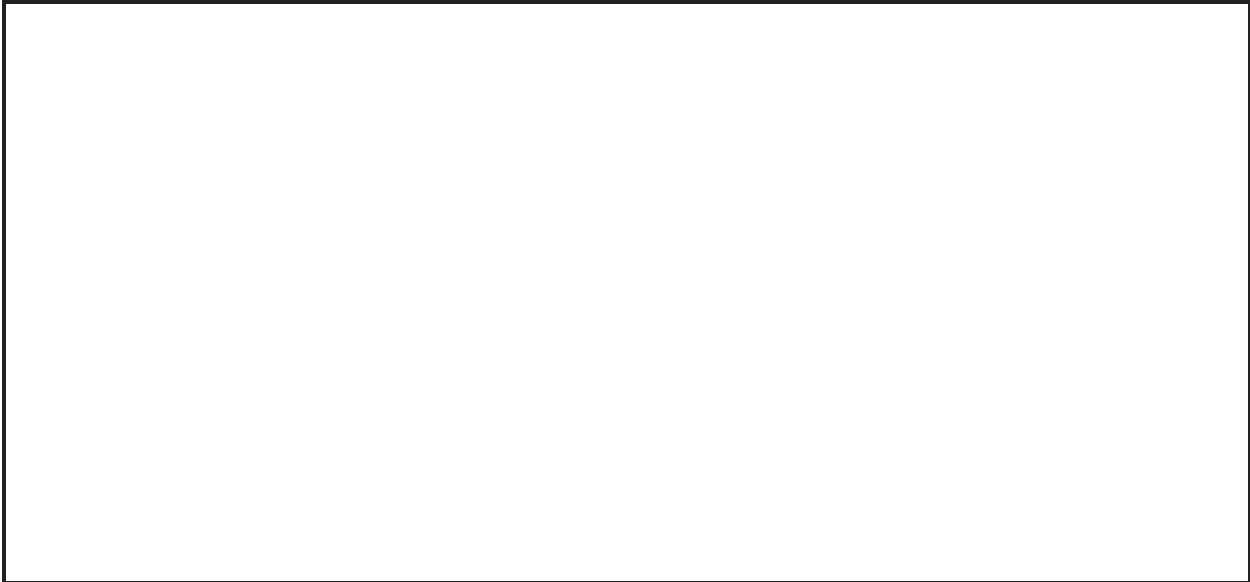
Reuse



Recycle

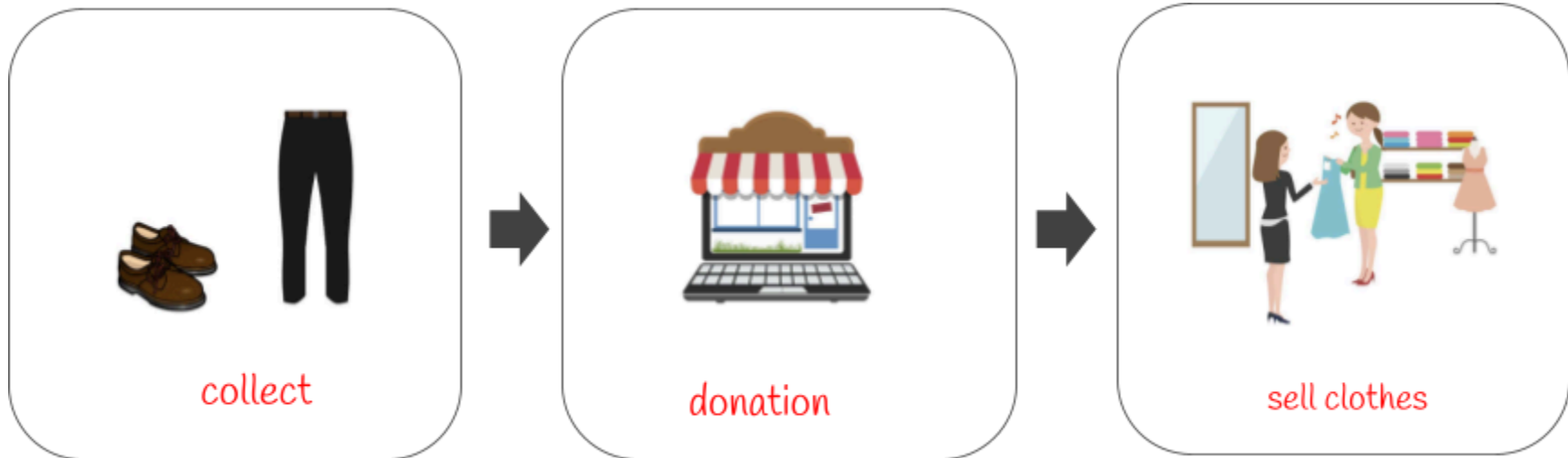
3. Use the graphic organizer to plan the steps in order:

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



Name: _____

Sequence Graphic Organizer



Name: _____

How-To Book Plan

1. Choose one of the following items to write about. Circle your choice.



boxes



cans



bags

2. Will your book teach readers how to **reduce**, **reuse**, or **recycle** the item?
Circle your choice.



Reduce

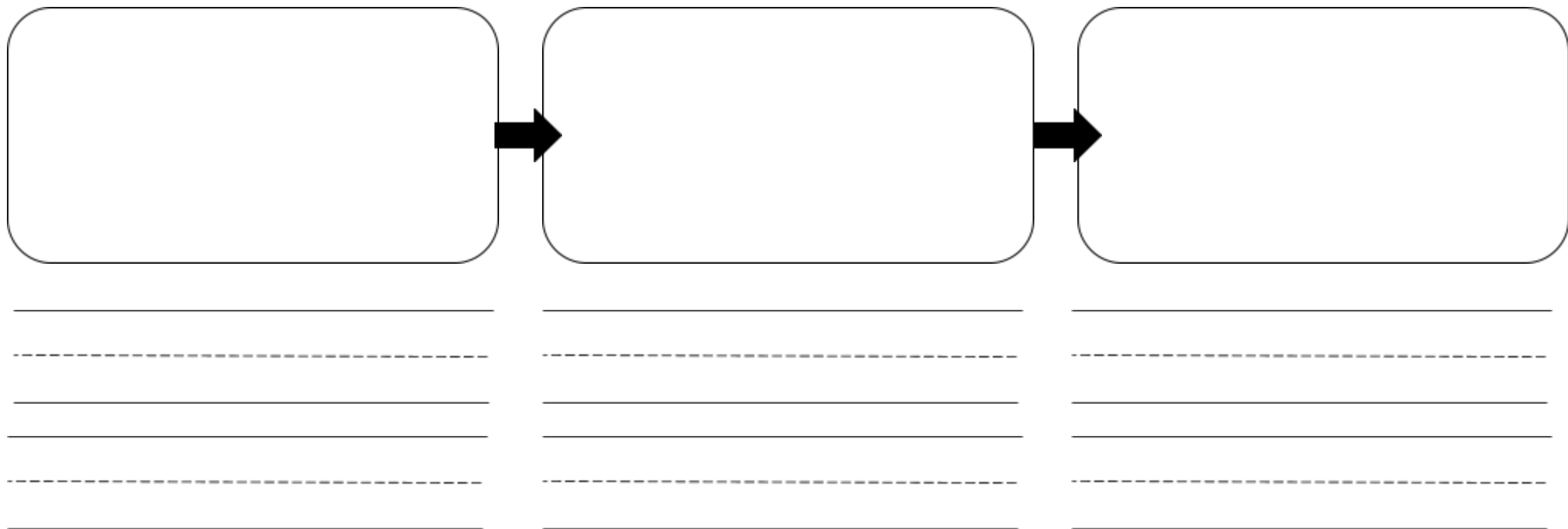


Reuse



Recycle

3. Use the graphic organizer to plan the steps in order.



Name: _____ Date: _____

Dear Kindergartners,

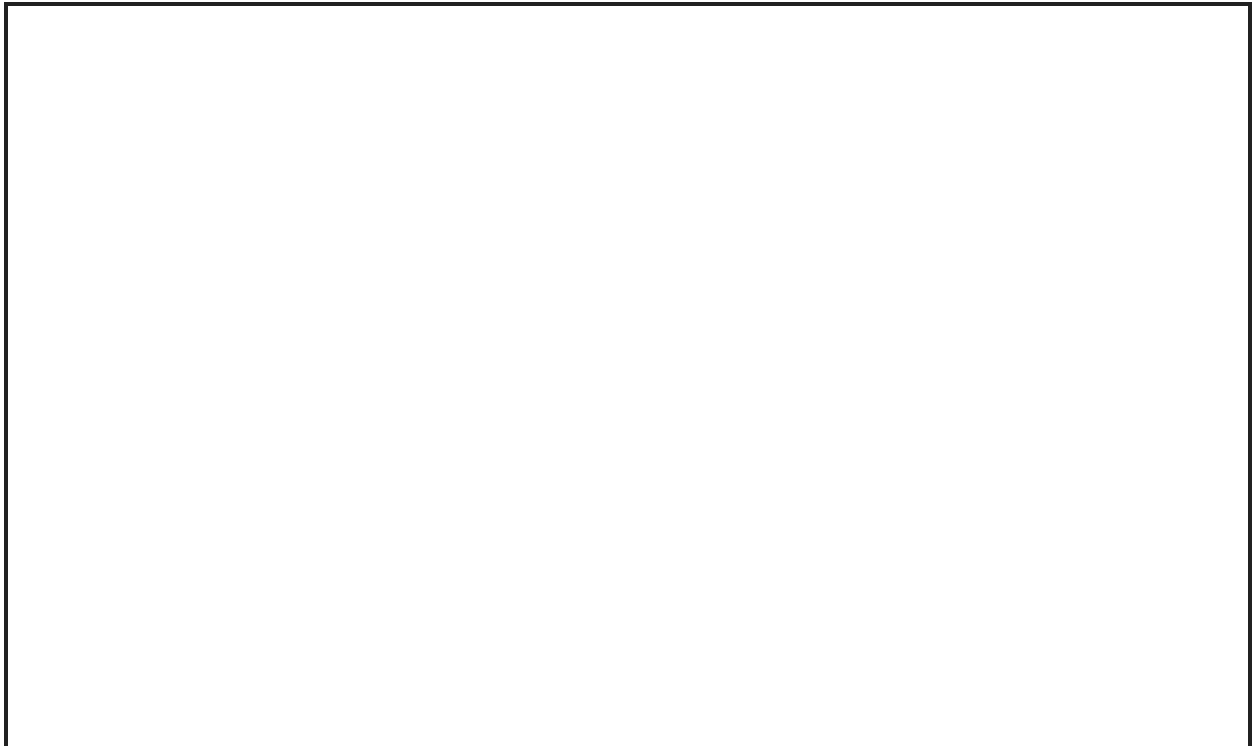
By the end of the week, my bin was full of cardboard boxes, tin cans, and plastic bags! I'm not sure what to do with the waste. How can I use the 3 R's? Please teach me how to limit waste.

Thank you,

Your principal

Choose one of the items the principal lists. Write a how-to book to help the principal **reduce**, **reuse**, or **recycle** the item. In your book, be sure to:

- Introduce the steps in order
- Use topic-specific vocabulary words
- Add a title, illustration, and labels

A large, empty rectangular box with a black border, intended for students to write their how-to book. The box is currently blank.

Mentor Text 1

*How to **Reuse** Old Clothes*



First, collect old clothes that no longer fit.



Next, bring the clothes to the donation
center.

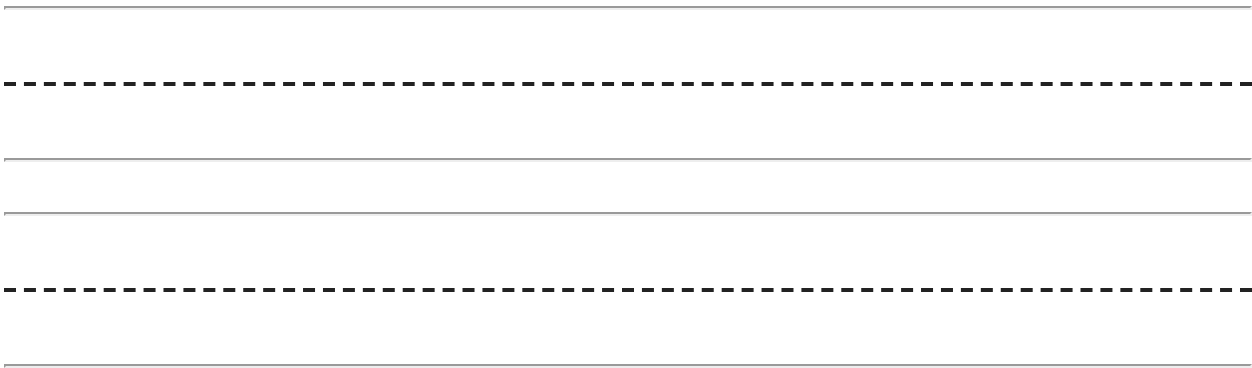
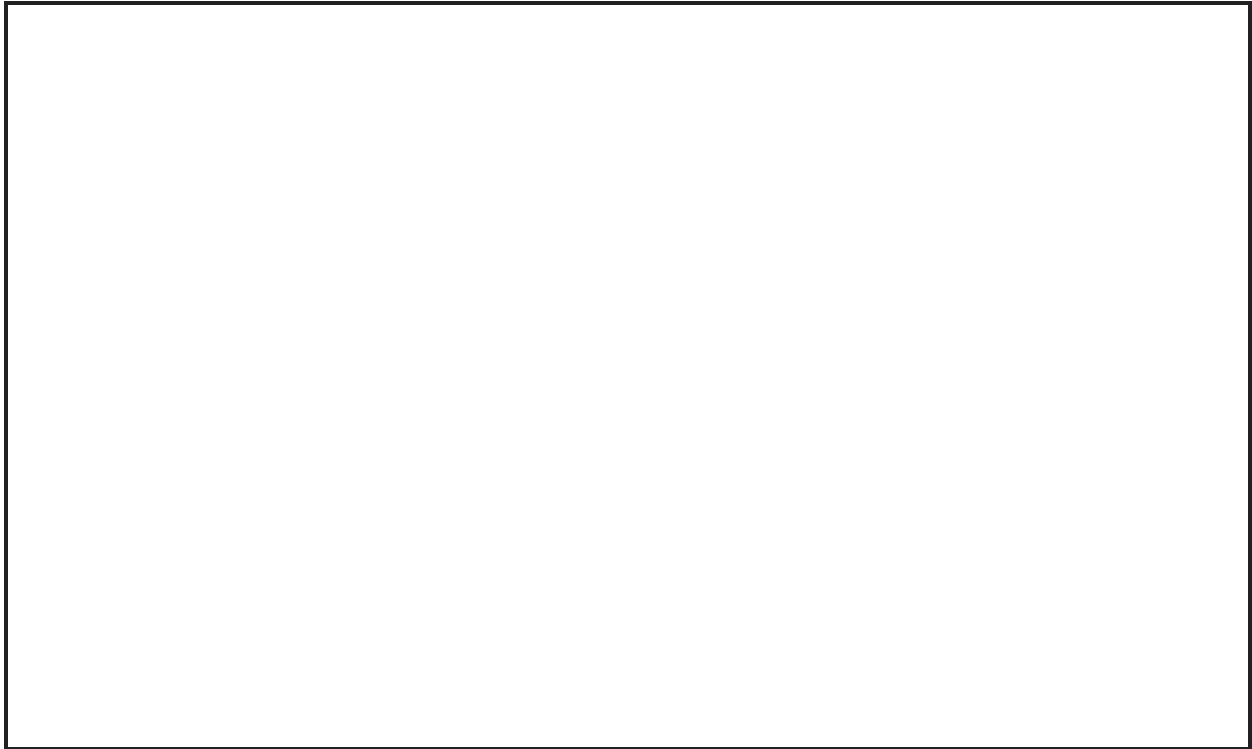


Last, the clothes are sold to others to

reuse!

Name: _____ Date: _____

Read your how-to book to a partner. Have your partner act out each step. Revise your writing by adding details to successfully **reduce, reuse, or reduce** the item.



Title:

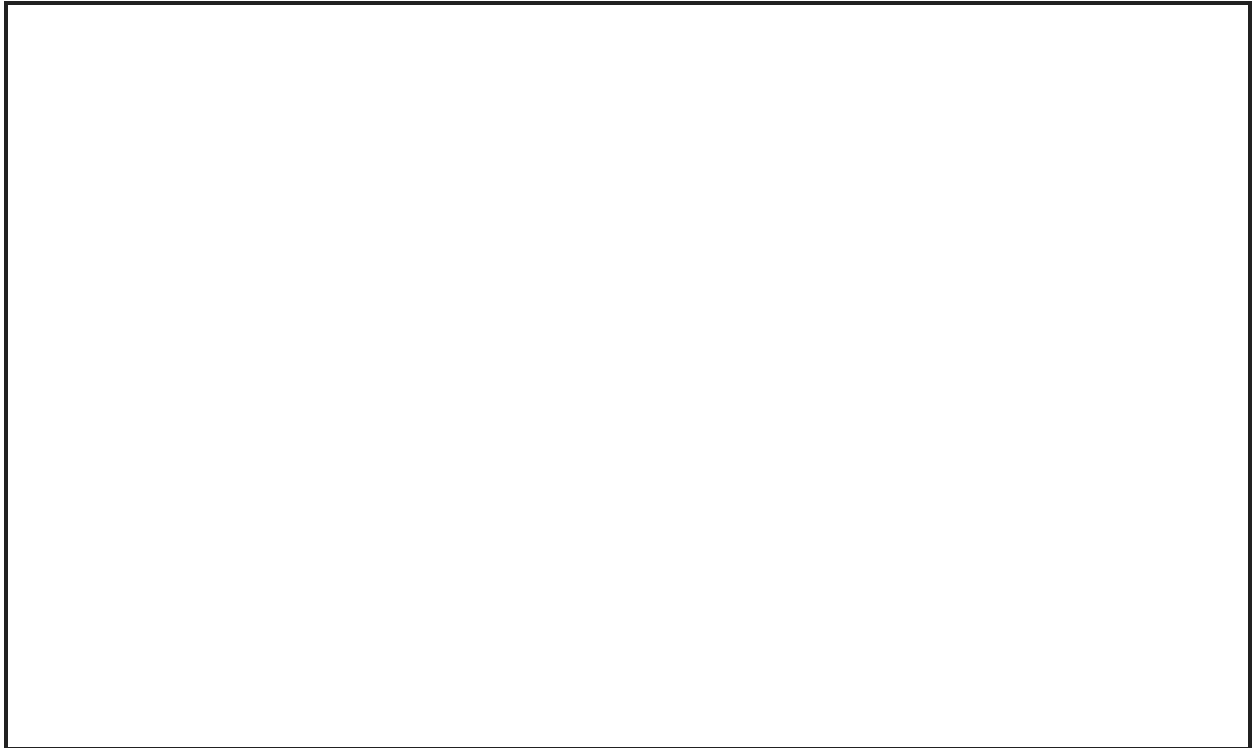


Written and Illustrated by:

Name: _____ Date: _____

Reread your how-to book. Revise your writing by adding details and the following text features:

- Illustrations
- Three labels
- A title



Name: _____ Date: _____

Act out how to **recycle, reduce, or reuse** an item. Be sure to:

- Act out each step in order
- Use props
- Speak loudly and clearly

Name: _____ Date: _____

How does Isatou help the **environment**?

Name: _____ Date: _____

How do Ada and her community create a healthy **environment**?

Name: _____ Date: _____

creativity

What steps does Hana take to create a healthy community and environment?

Name: _____ Date: _____

ban

The poem states, "Plastic bags should all be **banned**" (line 3). Do you agree? Why or why not?

Name: _____ Date: _____

How can people limit food waste?

Name: _____ Date: _____

rot

What is compost?

Name: _____ Date: _____

The school community is wondering how to create a healthy **environment!** What different items can people **reduce, reuse, or recycle?** Create an ABC poem as a class—write about one item for every letter in the alphabet!

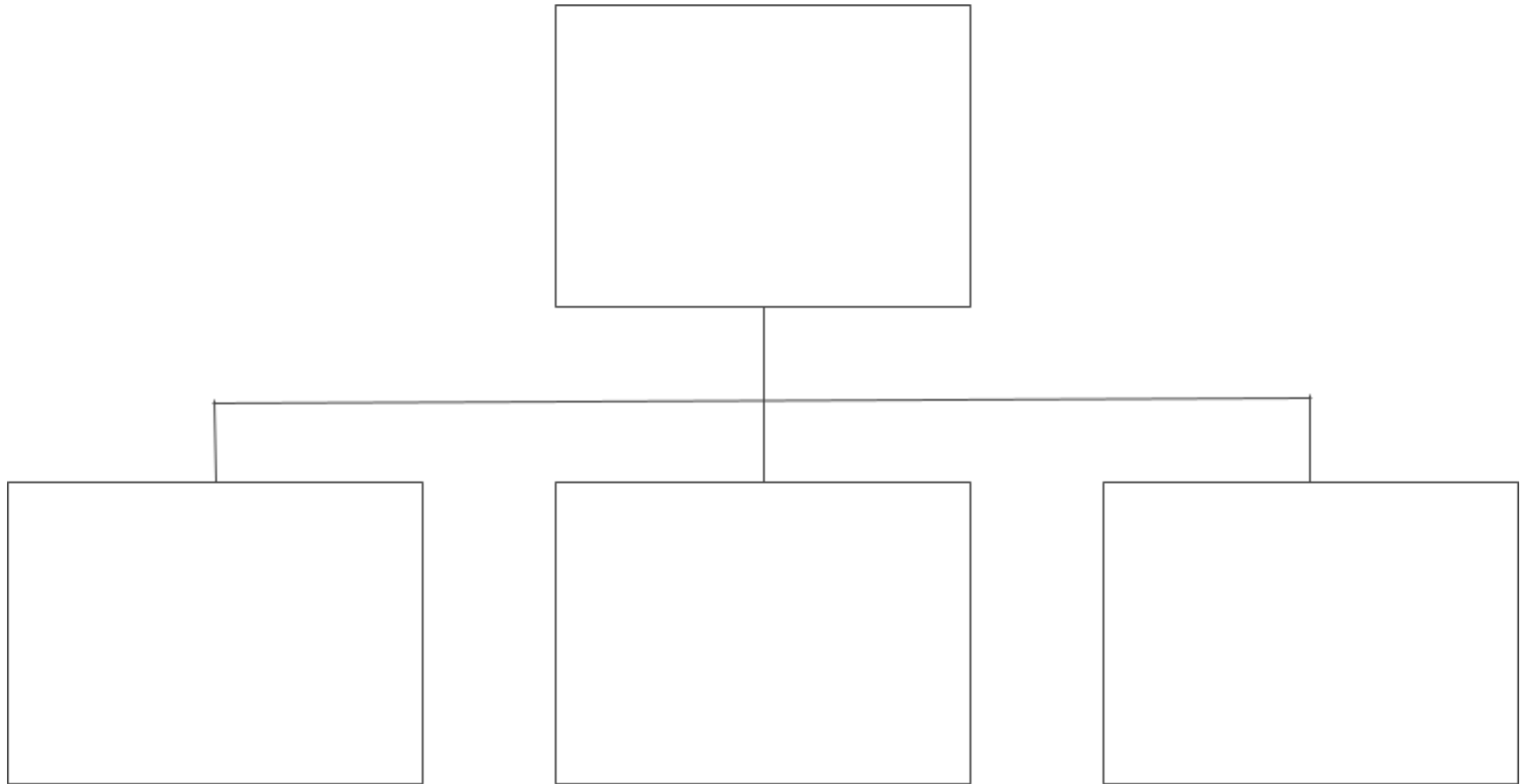
Name: _____ Date: _____

How can people work together to create a healthy **environment**?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Mentor Text 2

Longer School Lunch



In my opinion, our school should change lunch by giving us more time to eat. I believe this would lead to less food waste. I think lunch should be longer so that we can talk to our friends. A longer lunch would help us feel less rushed!

Name: _____

Opinion Writing Plan

1. In your opinion, which of the 3 R's is the most important for our school to focus on? Circle one.



Reduce

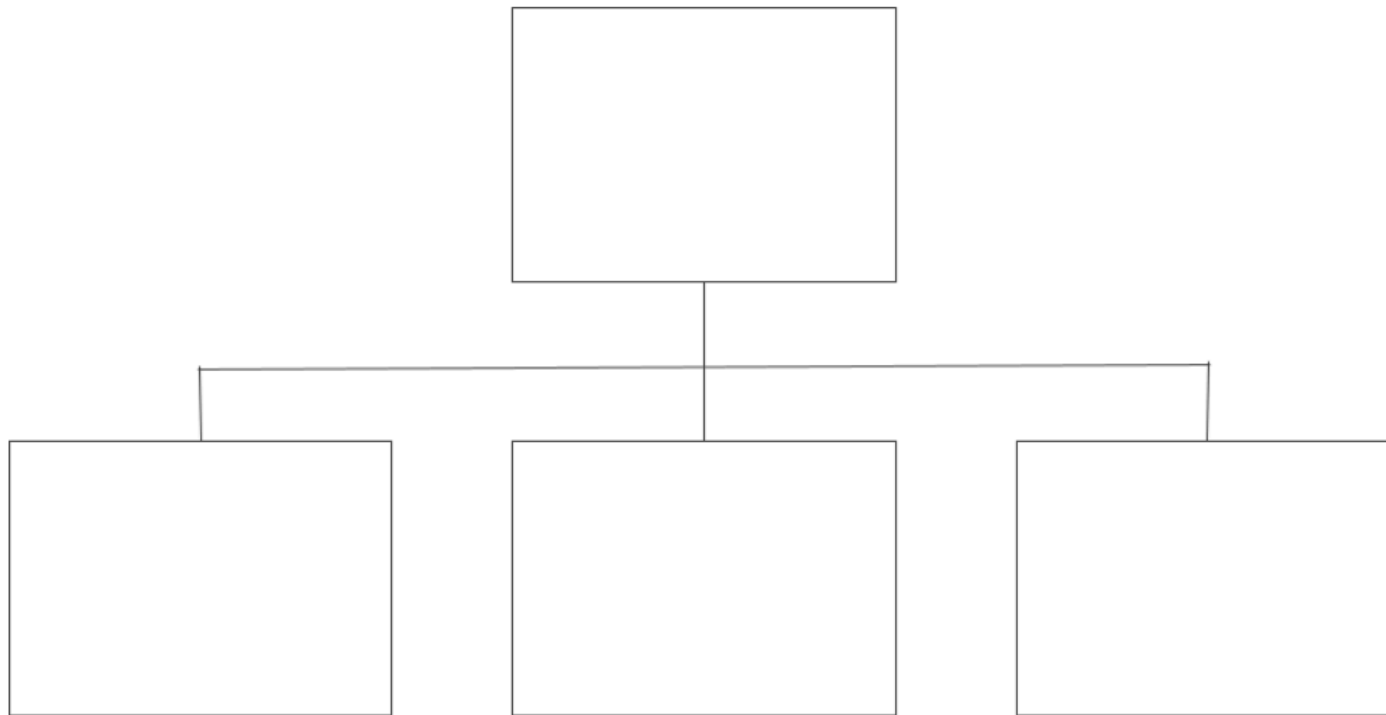


Reuse



Recycle

2. Use the graphic organizer to plan your opinion and three facts to support your opinion.



Exemplar and Nonexemplar Opinion Writing Pieces

Daniel



Recycling items is important.

Rennard



I believe **recycling** is important because it helps build
a healthy **environment**.

Name: _____ Date: _____

Our school is deciding how to help create a healthy **environment!** In your opinion, which of the 3 R's is the most important for our school to focus on and why? Write an announcement for the school intercom to explain to students if they should **reduce**, **reuse**, or **recycle** and why.

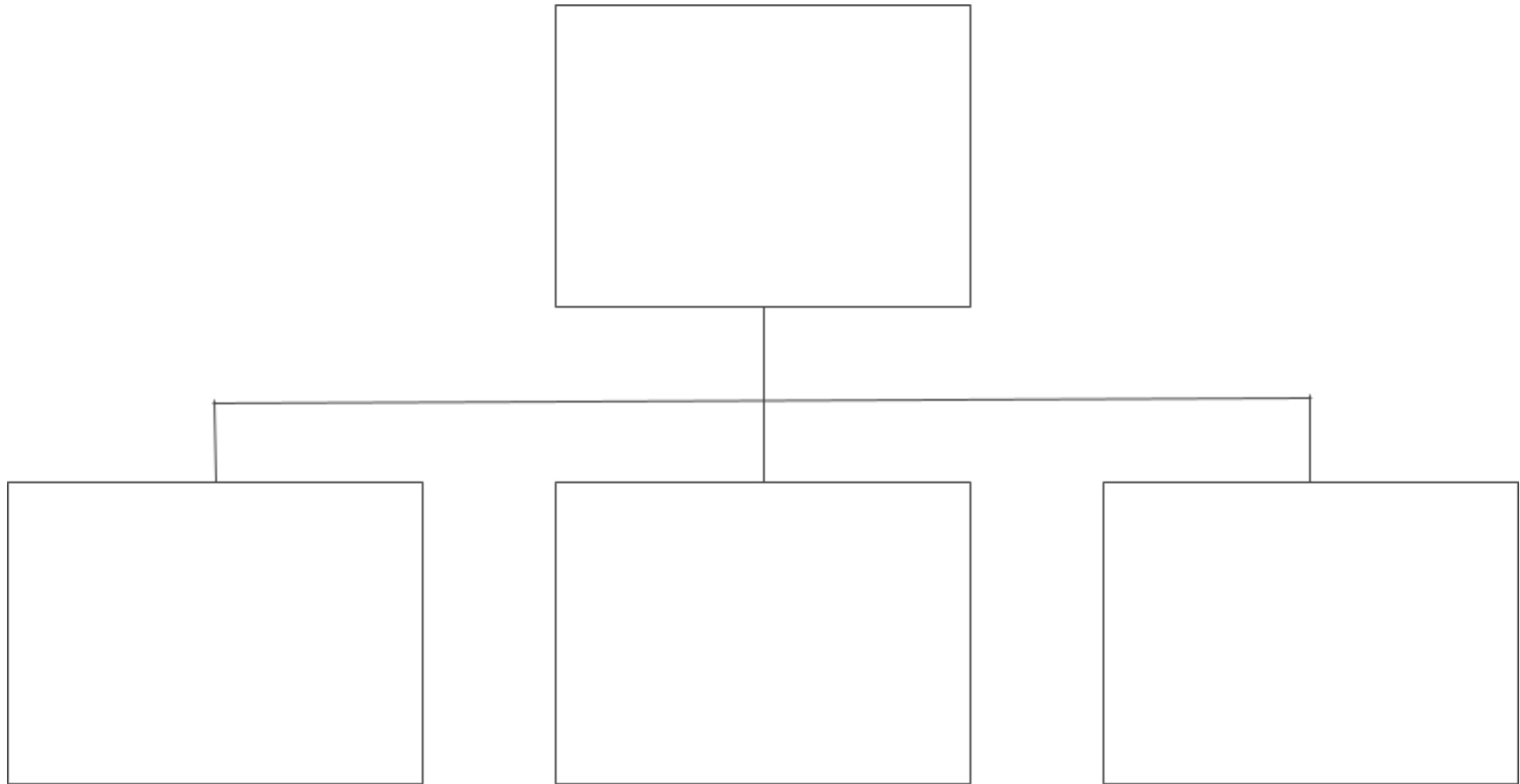
In your announcement, be sure to include:

- Your opinion about which of the 3 R's is the most important
- Facts to support your opinion
- A call to action

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Mentor Text 2

Longer School Lunch



In my opinion, our school should change lunch by giving us more time to eat. I believe this would lead to less food waste. I think lunch should be longer so that we can talk to our friends. A longer lunch would help us feel less rushed!

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Opinion Writing Plan

1. In your opinion, which of the 3 R's is the most important for our school to focus on? Circle one.



Reduce

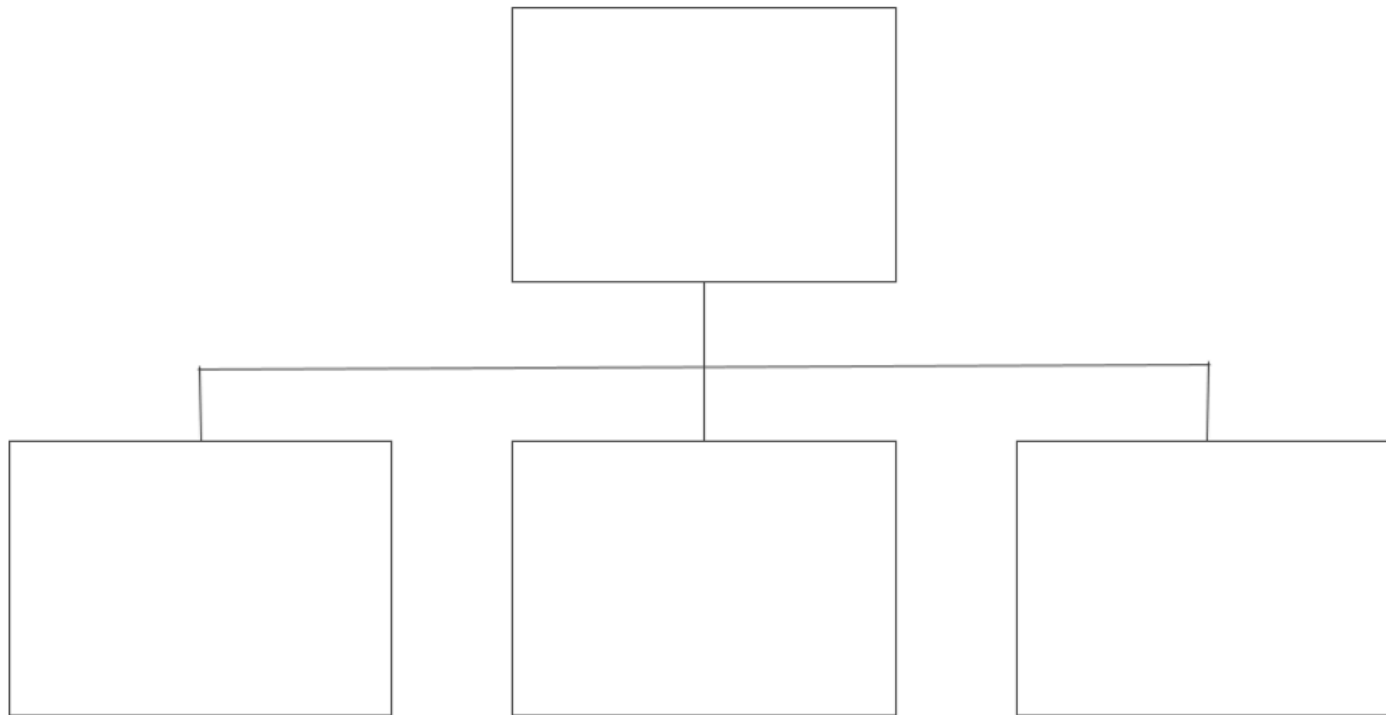


Reuse



Recycle

2. Use the graphic organizer to plan your opinion and three facts to support your opinion.

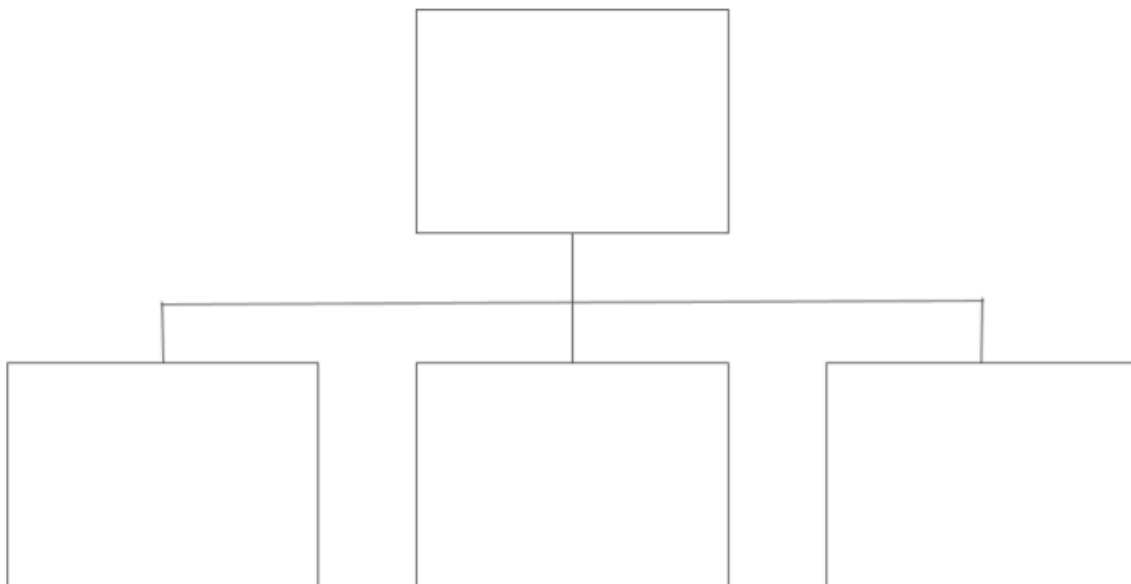


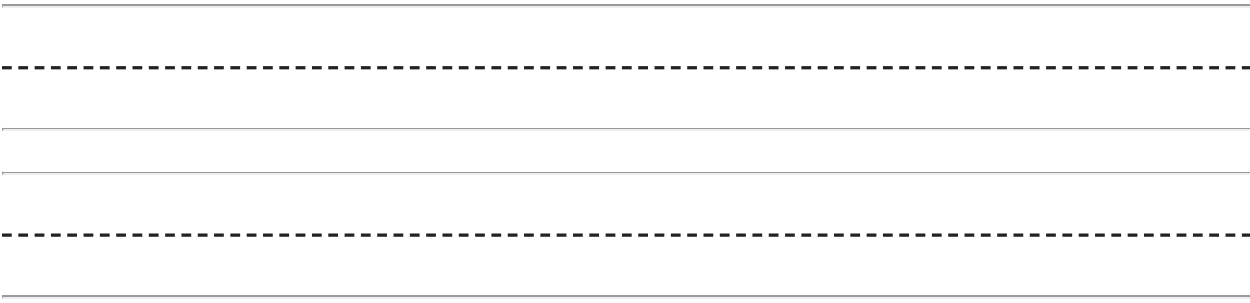
Name: _____ Date: _____

1. In your opinion, which of the 3 R's is the most important for our school to focus on? Circle one.



2. Use the graphic organizer to plan your opinion and three facts to support your opinion.





Exemplar and Nonexemplar Opinion Writing Pieces

Daniel



Recycling items is important.

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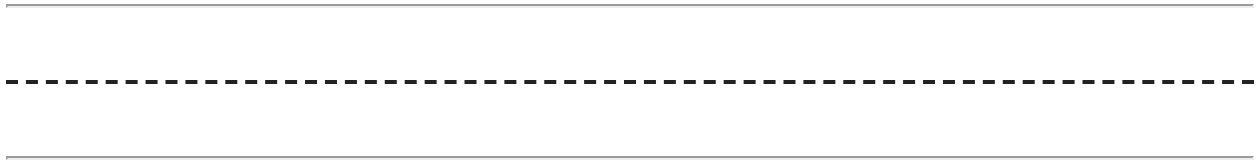
I believe **recycling** is important because it helps build
a healthy **environment**.

Name: _____ Date: _____

Our school is deciding how to help create a healthy **environment!** In your opinion, which of the 3 R's is the most important for our school to focus on and why? Write an announcement for the school intercom to explain to students if they should **reduce**, **reuse**, or **recycle** and why.

In your announcement, be sure to include:

- Your opinion about which of the 3 R's is the most important
- Facts to support your opinion
- A call to action



Name: _____ Date: _____

Rehearse your school announcement. Add an exclamation at the end to convince listeners to take action with one of the 3 R's.



Vocabulary

Name: _____

Date: _____

ban

verb

to not allow something



creativity

noun

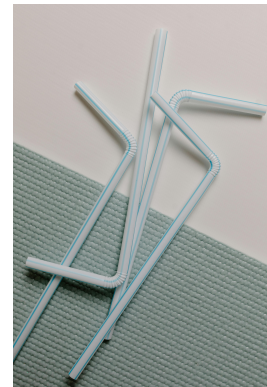
the ability to make or invent something original or imaginative



disposable

adjective

something that is meant to only be used once and then thrown away



dispose

verb

to throw something away



environment

noun

where a person, animal, or plant lives



recycle

verb

to use the materials again to make a new item



reduce

verb

to use less of something



reusable

adjective

able to be used again



reuse

verb

to use something again



rot

verb

to break down and decay













Unit Rubrics & Assessments

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
I add -s or -es to make the noun more than 1.	 
I begin sentences with an upper-case letter.	 
I use spaces to show where each word begins and ends.	 
I end sentences with a punctuation mark.	 

My writing goal:

Short Answer Reading Response Rubric

Kindergarten English Language Arts

Idea Development











Score	Description
2 points	Using a combination of drawing, dictating, and writing: <ul style="list-style-type: none">• Answers the question correctly• Includes lots of details from the text• Clear expression of ideas
1 point	Using a combination of drawing, dictating, and writing: <ul style="list-style-type: none">• Answers the question somewhat correctly• Includes some details from the text• Basic expression of ideas
0 points	Using a combination of drawing, dictating: <ul style="list-style-type: none">• Does not answer the question correctly• Includes no details from the text• Poor expression of ideas

Language (RL.K.1. RL.K.2) *Score each row depending on whether or not you have introduced the skill

Score	Description
2 points	<ul style="list-style-type: none">• Spells simple words phonetically• Uses correct capitalization and ending punctuation• Writes a letter or letters for most consonant and short-vowel sounds (phonemes)• Uses complete sentences• Handwriting is clear
1 point	<ul style="list-style-type: none">• Attempts to spell simple words phonetically• Attempts to use correct capitalization and ending punctuation• Attempts to write a letter or letters for most consonant and short-vowel sounds (phonemes)• Attempts to use complete sentences• Handwriting is somewhat clear
0 points	<ul style="list-style-type: none">• Does not spell simple words phonetically• Does not use correct capitalization and ending punctuation• Does not write a letter or letters for most consonant and short-vowel sounds (phonemes)• Does not use complete sentences• Handwriting makes the response difficult to read or understand

Name: _____

Single Point Informational Writing Rubric

Writing Criteria	✓
I teach readers how to complete a task.	 
I put the steps in order.	 
I introduce the steps using the words: 1. First, _____ 2. Next, _____ 3. Last, _____	 
I include text features: <input type="checkbox"/> Title <input type="checkbox"/> Illustrations <input type="checkbox"/> Labels	 
I speak loudly and clearly.	 

Informational Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---










Structure	Rubric Score	Notes
Introduction Introduces a clear topic within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
Details Includes 2–3 facts and details to develop and support the topic Facts are accurate	4 3 2 1	
Text Features Includes a title, picture, AND labels All text features are accurate and on topic	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete sentences Uses nouns correctly, including regular plural nouns Uses verbs correctly	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions consistently, including: <ul style="list-style-type: none"> • Beginning of a sentence • "I" pronoun • End of a sentence Recognizes and names end punctuation	4 3 2 1	










Name: _____

Presentation Rubric

Criteria	Got It	Almost	Not Yet
I act out each step in order.			
I use props.			
I speak loudly and clearly.			









Presentation Rubric

Partner Name _____

Criteria	Got It	Almost	Not Yet
Act out each step in order.			
Use props.			
Speak loudly and clearly.			

Name: _____

Single Point Narrative Writing Rubric

Writing Criteria	✓
I label which letter of the ABC poem I am writing about.	 
I illustrate details to show a way to use the 3 R's.	 
I write about a way to use the 3 R's.	 
I organize the pages in ABC order.	 

Narrative Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
--------------------	--	--	--	--









Structure	Rubric Score	Notes
Event Sequence Includes a beginning, middle, and end; event sequence is coherent	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Introduces a clear setting within the illustration, labels, and words	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes a character across the beginning, middle, and end; Develops character with multiple details and descriptions; Names and describes character feelings	4 3 2 1	
Plot Includes a beginning that shows the characters and where the story takes place; Includes a clear problem; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses the words "first," "next," and "last" to show what is happening in a story	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete sentences; Uses nouns correctly, including regular plural nouns; Uses verbs correctly	4 3 2 1	
Conventions Uses correct capitalization conventions consistently, including: <ul style="list-style-type: none"> ● Beginning of a sentence ● "I" pronoun ● End of a sentence Recognizes and names end punctuation	4 3 2 1	

Name: _____

Single Point Opinion Writing Rubric

Writing Criteria	✓
I state my opinion using the words: <ul style="list-style-type: none">● I believe _____● I think _____● My favorite _____	 
I write 2–3 facts to support my opinion.	 
I add an exclamation to convince readers to take action.	 
I speak loudly and clearly.	 

Opinion Writing Rubric

Kindergarten English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

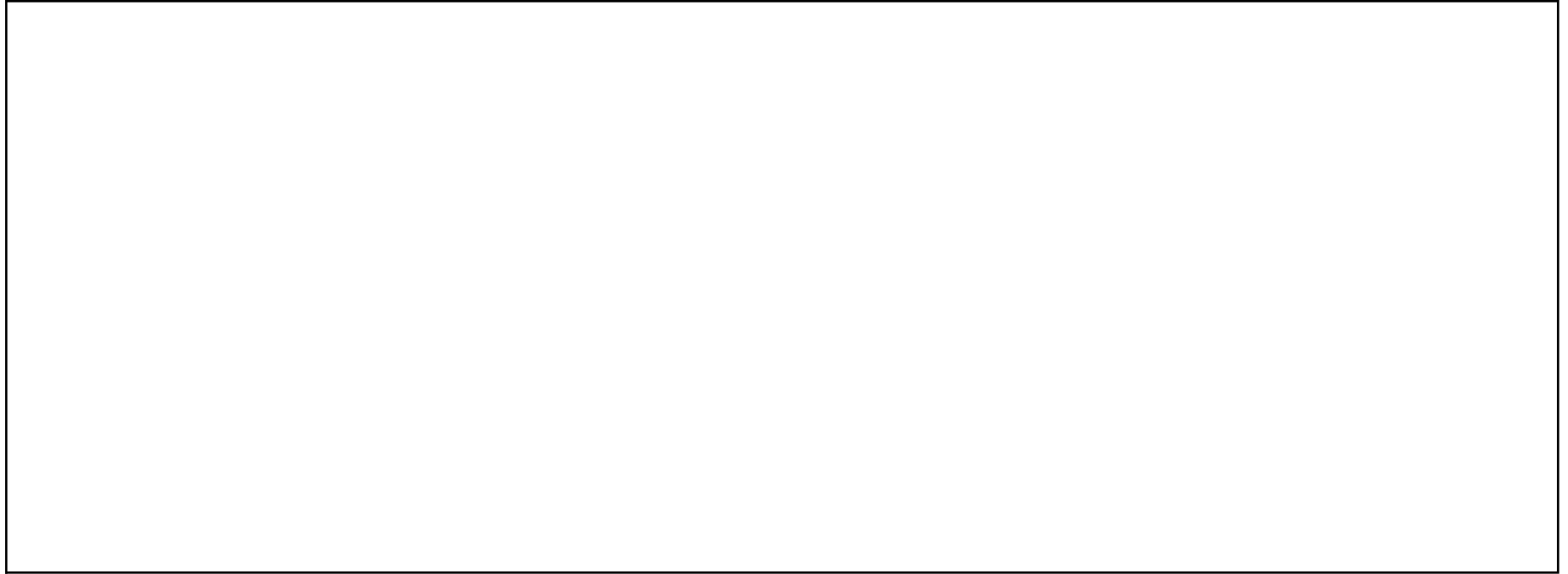
Structure	Rubric Score	Notes
<p>Introduction Introduces a clear opinion statement in one sentence at the beginning of writing</p> <p>Uses an opinion sentence stem, such as:</p> <ul style="list-style-type: none"> • I think _____ • I believe _____ • My favorite _____ 	4 3 2 1	

Development	Rubric Score	Notes
<p>Reasons Includes 2–3 reasons to support opinion; Reasons are either personal experience, or facts or details</p>	4 3 2 1	

Language	Rubric Score	Notes
<p>Grammar Includes complete sentences</p> <p>Uses nouns correctly, including regular plural nouns</p> <p>Uses verbs correctly</p>	4 3 2 1	
<p>Conventions Uses correct capitalization conventions consistently, including:</p> <ul style="list-style-type: none"> • Beginning of a sentence • "I" pronoun • End of a sentence <p>Recognizes and names end punctuation</p>	4 3 2 1	

Name: _____

1. What do the details within the illustration help readers understand about the bike?



2. What does the narrator do with the old items?

3. What steps do the narrator and his brother take to limit waste? Give an example from the text.

4. How is *The Patchwork Bike* the same as *The Last Straw: Kids vs. Plastics*?

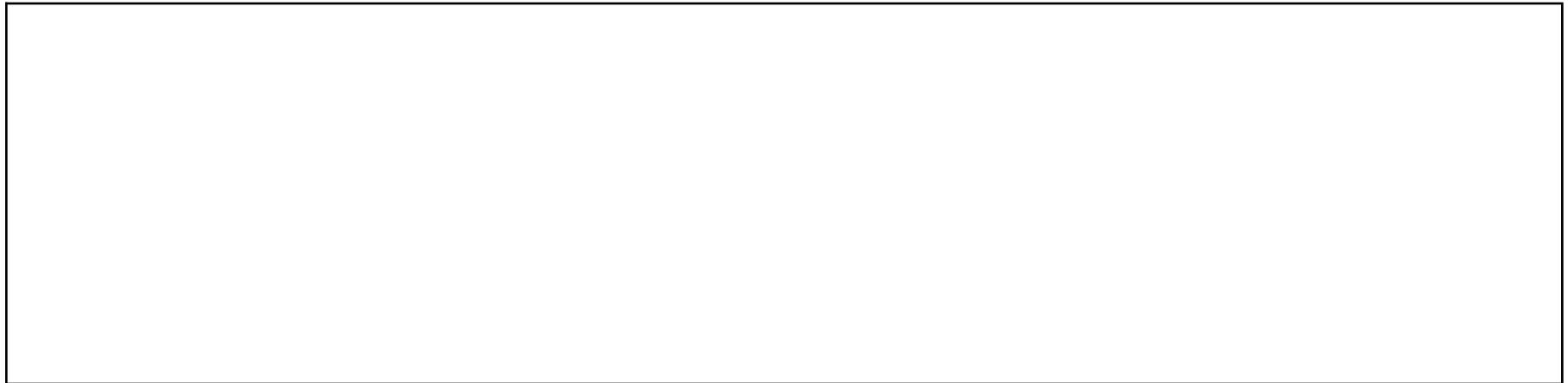
5. How is *The Patchwork Bike* different from *The Last Straw: Kids vs. Plastics*?

Name: _____

Part One: Vocabulary

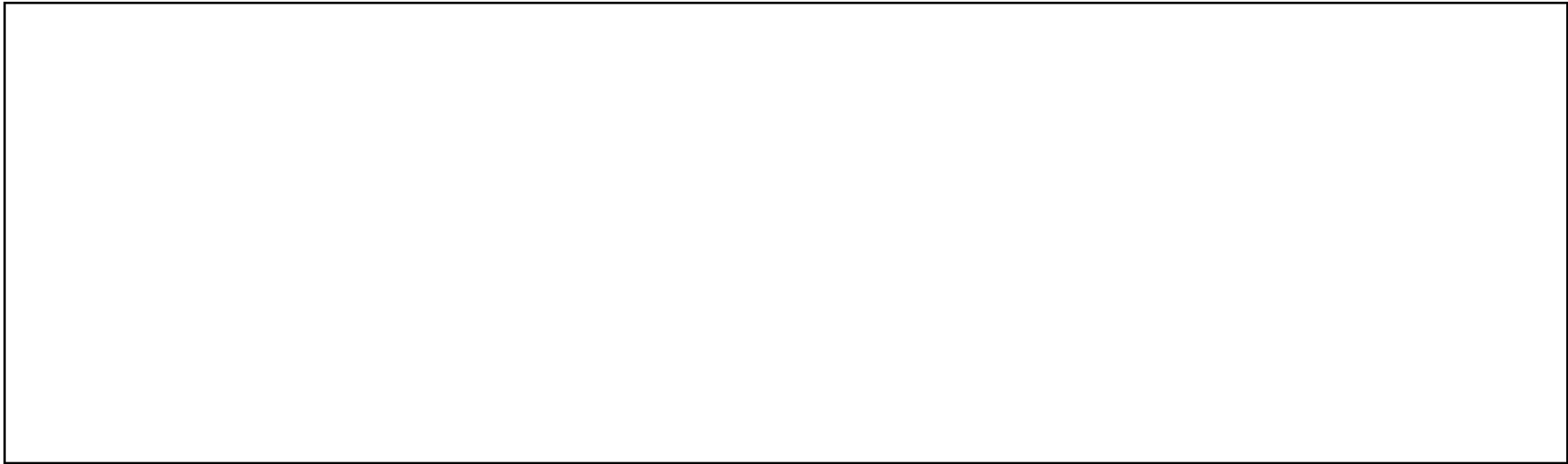
1. Draw a picture that shows what the word "environment" means in the box below.

environment



2. Draw a picture that shows what the word "reusable" means in the box below.

reusable



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Part Two: Writing about Reading

3. How can the 3 R's help create a healthy **environment**? Give an example of one of the 3 R's.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/kindergarten/materials/>