

Reuse Ideas

English/Language Arts

- ♦ What is the past tense of the word *litter*?
- ♦ In “Inspect to Detect,” find a word that starts with *H* and is an antonym for *light*.
- ♦ Arrange these words in ABC (alphabetical) order:
approach ask article accepted
answer amount after article all
- ♦ Based on your knowledge of “recycling,” what might the prefix “re” mean?

Math

- ♦ If 6 people collected a total of 30 items of litter, what is the average number of items collected by each person?
- ♦ Write 1970 in expanded form.
- ♦ In “Grasping Graphs,” how many pieces of litter did Sally and her family collect in total?
- ♦ If Sally’s uncle was born in 1991, what birthday will he celebrate in 2024? If Sally’s Mom just turned 37, is she older or younger than Sally’s uncle?

Science

- ♦ Find the names of four recyclable materials in the newsletter.
- ♦ Select the term that doesn’t belong:
plastic steel aluminum copper
- ♦ Complete this analogy:
glass : jar :: aluminum : _____
- ♦ List five common types of litter you might see on a roadside. What is each type of litter made from?

Social Studies

- ♦ Using local and state maps, find a local park and a state park. What state park is closest to where you live?
- ♦ In 1970, the world population was 3.692 billion and the U.S. population was 205.1 million. What are the world and U.S. populations now?
- ♦ Draw a map from your home to the library.
- ♦ In 1970, who was President of the United States?

Journal Writing Prompts

- ♦ An old proverb states: “Use it up, wear it out, make it do, or do without.” What do you think this means? How might you apply this proverb to your life and your stuff?
- ♦ The original “Keep Calm and Carry On” poster was created in Great Britain in 1939 during the Second World War. Create a “Keep Calm” poster for your class or family.
- ♦ If you could solve any problem, what problem would you solve? How would you solve it?
- ♦ If your family had a vegetable garden, what would you plant? Why?
- ♦ How can technology be good for the environment?
- ♦ Finish this sentence: *When I recycle, I feel...*
- ♦ List new goods that can be made from recycled paper, aluminum, and plastic. What are some of the benefits of making new goods from recyclables instead of raw materials?

Extension Activity

Provide a copy of the “Planet Poetry” activity to students. Have students work on their own or in groups to create an acrostic poem using the letters in “Earth Day” to begin each line.

After everyone is finished, work together as a class to fill in the blanks with words that will create environmentally friendly resolutions.

Planet Poetry



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Instructions: Write an acrostic poem about Earth Day. Using a piece of scratch paper, write down all of the things you can think of about Earth Day and taking care of our planet. Now start writing your poem. Begin each line with the letter shown and then write a word, phrase, or sentence.

E _____

A _____

R _____

T _____

H _____

D _____

A _____

Y _____

Teacher Keys for Activities



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A Scrambled Mess

1. empty, clean, dry
2. plastic, paper, metal
3. plastic, bags
4. hoses, tangle, harm
5. energy, resources, jobs, landfill

Grasping Graphs

1. Blue
2. 4
3. Sally, addition of bars by color
4. 1
5. Cigarette butts
6. Cigarette butts
7. Cans

Bonus: Answers will vary.

Inspect to Detect

1. tire
2. crane
3. fall
4. play
5. left
6. back
7. pitcher
8. park

Bonus: Answers will vary.

What Would You Do?

1. C is good. B is better.
2. B is good. A is better.
3. B is good. C is better.

Skills and Standards

Activity	Subject Areas	Skills Addressed
Inspect to Detect	English Language Arts	<p>Correctly using frequently confused words; Using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words; Demonstrating understanding of figurative language, word relationships, and nuances in word meanings; Reading closely to determine what the text says explicitly and to make logical inferences from it; Using context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>Grades 4: CCSS.ELA-Literacy.L.4.1.; CCSS.ELA-Literacy.RF.4.4.c</p> <p>Grade 5: CCSS.ELA-Literacy; CCSS.ELA-Literacy.RF.5.4.c ; CCSS.ELA-Literacy.RI.5.4.c</p>
Grasping Graphs	Math	<p>Representing and interpreting data; Reasoning abstractly and quantitatively; Using appropriate tools strategically</p> <p>Mathematical Practices (both grades): 1, 2, 5</p> <p>Grade 4: CCSS.Math.Content.4.MD.4</p> <p>Grade 5: CCSS.Math.Content.5.MD.B.2</p>
A Scrambled Mess	Science	<p>Obtaining and combining information about ways individual communities use science ideas to protect the Earth's resources and environment; Understanding how the earth's resources humans use are derived from natural sources, and their use affects the environment in multiple ways; Describing ways that humans can improve the health of ecosystems (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion) and ways that humans can harm the health of ecosystems (e.g., overuse of fertilizers, littering, not recycling)</p> <p>Grade 4: 4-ESS3-1</p> <p>Grade 5: 5-ESS3-1; 5-LS2F</p>
	Environmental and Sustainability Education (ESE)	<p>Understanding the ecological, social, and economic interconnections and interdependency and how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels; Developing and applying the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability</p> <p>Grades 4 and 5: ESE-1; ESE-3</p>
What Would You Do?	Social Studies	<p>Providing examples of civic virtues in a democracy; Explaining the importance of being a responsible citizen</p> <p>Grade 4: EALR (Civics) 1.4.1; EALR (Social Studies Skills) C1.4.1; C4.4.1</p> <p>Grade 5: EALR (Civics) 1.1.2, 1.4.1; EALR (Social Studies Skills) C1.5.1; C3.5.2</p>
Article Text	English Language Arts	<p>Reading and comprehending nonfiction, informational text; Applying context clues to determine meaning of unknown words; Determining meaning of content specific words and phrases in nonfiction text</p> <p>Grade 4: RI.4.3; RI.4.4; RI.4.4.c</p> <p>Grade 5: RI.5.3; RI.5.4 ; RI.5.4.c</p>
	Science	<p>Understanding how people affect ecosystems both positively and negatively; Describing ways that humans can improve the health of ecosystems (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion); Describing ways that humans can harm the health of ecosystems (e.g., overuse of fertilizers, littering, not recycling)</p> <p>Grade 4: 4-ESS3-1; 4-ESS3-2</p> <p>Grade 5: 5-ESS3-1</p>
	Integrated Environmental and Sustainability (ESE)	<p>Developing and applying the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability</p> <p>Grades 4 and 5: ESE Standards 1-3</p>