

# Reuse Ideas

## English/Language Arts

- ♦ Write the past tense of each verb:  
run                write  
think            speak  
sing              eat  
drive             choose
- ♦ Identify the adjectives in this sentence:  
**The large, yellow bus arrived early at the crowded school.**
- ♦ Arrange these words in ABC (alphabetical) order:  
library    lesson    lunch    locker  
leader    letter    leaf
- ♦ In "Grasping Graphs," find a word that starts with the letter L and is a synonym for **greatest**.

## Math

- ♦ Select the numbers that are multiples of 3:  
2    9    18    20    21    30    41    100
- ♦ Using the graph ("Grasping Graphs"), order the types of recycling and composting material from least to greatest.
- ♦ Is 11 a factor of 121?
- ♦ If a classroom has 30 students and  $\frac{1}{3}$  of them bring their lunch from home, how many students bring lunch from home?

## Science

- ♦ Write definitions of these terms:  
ecosystem    decompose    pollution
- ♦ Find three examples of a recyclable material in the newsletter.
- ♦ Select the term that doesn't belong:  
solar energy    plastic    wind    water
- ♦ Complete this analogy:  
sunlight : solar panel :: \_\_\_\_\_ : wind turbines

## Social Studies

- ♦ Name two countries that border the United States.
- ♦ Write the name of the state for each of these postal abbreviations:  
TX   MI   GA   IN   WA   OH   CO   PA
- ♦ America Recycles Day started in my state. I am also the home of the Alamo. What state am I?
- ♦ In 2008, who was President of the United States? In professional football, which team won the Super Bowl?

## Journal Writing Prompts

- ♦ Imagine you have a superpower that can help protect the environment. What is your superpower, and how would you use it to make the world a better place? Describe a day in your life using this superpower.
- ♦ Write a thank-you letter to someone who is important to you.
- ♦ Describe a gift you gave that made someone happy. How did this make you feel?
- ♦ Create a slogan about recycling or reusing.
- ♦ Write a sentence using the homonyms "ate" and "eight."

# Code Mode

Name: \_\_\_\_\_

**Instructions:** These sayings were written using a substitution code. For the letters A through Q, each letter is written as the letter that comes three after it. (Example: A is written as D.) For the letters R through Z, each letter is written as a number 1 through 9. (Examples: R is written as 1 and Z is written as 9.) Decode the sayings.

1. D 23L3FK LQ 3LPH 2D5H2 QLQH

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2. 6D23H QR3 6DQ3 QR3

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3. HQR4JK L2 D2 JRRG D2 D IHD23

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4. NHHS 2RPH3KLQJ IR1 D 1DLQ8 GD8

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5. PDQ8 KDQG2 PDNH OLJK3 6R1N

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Use the same code to write the following:

Your last name: \_\_\_\_\_

The city where you were born: \_\_\_\_\_

Your birthday month: \_\_\_\_\_

Your favorite food: \_\_\_\_\_

Your pick: \_\_\_\_\_

# Teacher Keys for Activities

## A Scrambled Mess

1. hazardous
2. donate
3. recycling
4. cart
5. trash

## Grasping Graphs

1. Lead-acid car batteries
2. 1990
3. Yard Trimmings
4. Plastics
5. Approximately 50%

Bonus: Answers will vary.

## Inspect to Detect

1. There, their, they're
2. see, sea
3. wear, where
4. buy, by
5. Two, to, too
6. whether, weather
7. week, weak
8. No, know

## What Would You Do?

Answers may vary.

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

## Code Mode

1. A stitch in time saves nine.
2. Waste not, want not.
3. Enough is as good as a feast.
4. Keep something for a rainy day.
5. Many hands make light work.

# Skills and Standards

<b>Activity</b>	<b>Subject Areas</b>	<b>Skills Addressed</b>
<b>Inspect to Detect</b>	<i>English / Language Arts</i>	Identifying relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings; Applying foundational reading skills to build reading fluency and comprehension; Demonstrating command of grade-appropriate spelling Grade 3: 3.RC.1; 3.RC.12; 3.W.8 Grade 4: 4.RC.1; 4.RC.11; 4.W.7
<b>Grasping Graphs</b>	<i>Math</i>	Answering questions using provided data; using observations to interpret the data using tables, line plots, and bar graphs; Interpreting data displayed in a circle graph; Reasoning abstractly and quantitatively; Writing tenths and hundredths in decimal and fraction notations Grade 3: 3.DA.1; 3.CA.2; 3.NS.3; 3.NS.4 Grade 4: 4.DA.1; 4.DA.2; 4.CA.6; 4.M.3
<b>A Scrambled Mess</b>	<i>Science</i>	Developing solutions that could be implemented to reduce the impact of humans on the natural environment; Describing methods humans currently use to extend the use of natural resources; Investigating ways individual communities protect the Earth's resources and environment Grade 3: 3-ESS3; 3-5-ETS1-1 Grade 4: 4-ESS3-2; 3-5-ETS1-1
<b>What Would You Do?</b>	<i>Social Studies</i>	Providing examples of civic virtues in a democracy; Explaining the importance of being a responsible citizen Grade 3: 3.C.4; 3.C.5 Grade 4: 4.C.5
<b>Article Text</b>	<i>English / Language Arts</i>	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; Developing media literacy Grade 3: 3.RC.6; 3.RC.8; 3.RC.9; 3.RC.10; 3.RC.11; 3.CC.8 Grade 4: 4.RC.7; 4.RC.8; 4.RC.10; 4.CC.6; 4.CC.7