



Spring Art + Activities



Sheep/Lion Art

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Nursery Rhyme Standing Manipulative For:

Baa Baa Black Sheep Have You Any Wool?

Mary Had A Little Lamb

Little Bo Peep

Little Boy Blue

Background:

- I try to make time to have an entire mini-unit on nursery rhymes in June, but sometimes school lets out the 1st week of June for us and I don't have time to fit it in, so I try and tuck nursery rhymes in whenever they fit with one of our other themes.
- Our "sheep & lion" day is perfect for these lamb and sheep rhymes!
- There are also a slew of fun sheep books too. Check out my bibliography for my favorites.

Materials:

- White construction paper
- Cotton balls
- Glue sticks
- Scissors
- Black crayons

Directions:

1. Run off master
2. Fold Sheep in half. Younger children CUT on the dashed lines, Older students can cut on the black lines.
3. I rough cut my copies and test one to make sure I've folded them correctly. This way my students only have to cut ONCE instead of cutting around the entire thing, chancing that they'll fit together.
4. COLOR the face, legs, ears and tail lightly with a black crayon.
5. **Heads Up:** Show the children your sample that the back of your sheep does not have the head colored in. Only the sheep's FACE is black on the FRONT. The **back** of his head had his fluffy wool on it and this will be cotton.
6. WRITE your name on the INSIDE or underside of the sheep.
7. Pull apart 4 cotton balls.
8. Using a glue stick, "color" the fluffy part of one side of the sheep.
9. Remind them to keep the glue INSIDE the black lines.

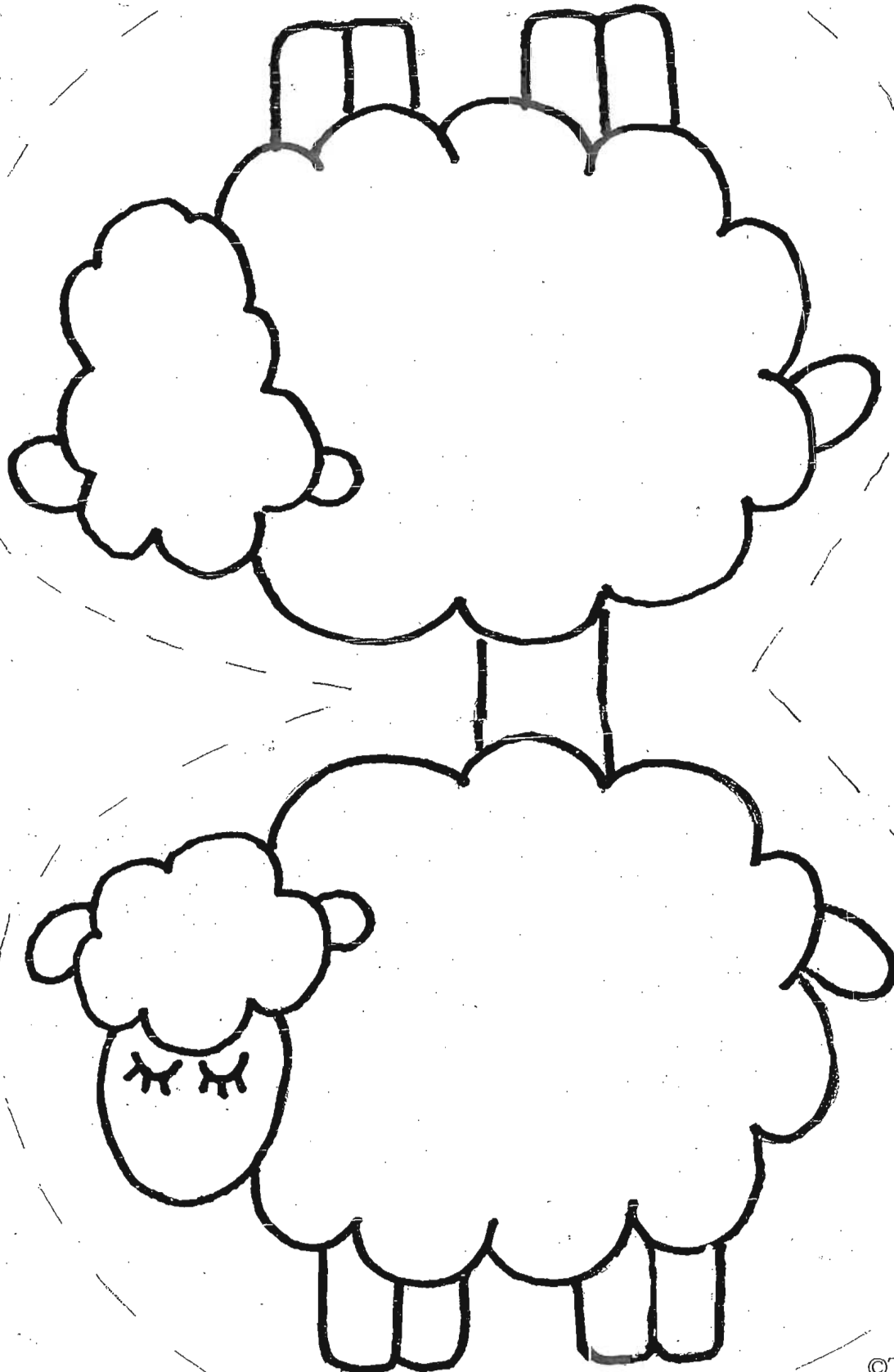
10. Spread the cotton around so that it fills up the sheep. Press two of your cotton balls on that side. Remind them to stay **INSIDE** the black lines.
11. Do the same thing to the other side.
12. The sheep should stand up. If your construction paper is a bit flimsy take a piece of tape and connect the two pieces from the inside. This will help them stay balanced.
13. Use your sheep to recite the nursery rhymes.
14. I also use the sheep for spatial directions. i.e., put your sheep **BESIDE** you, in front, under your hand, behind your back, etc.
15. It's also good for identifying body parts. Put your sheep on the palm of your hand, on your forehead, on your waist, hips, knees etc.
16. We also do the "Sheep Pokey" with our sheep, then count from 10 to 0 with him and "blast off" to our lockers to tuck him in our backpacks.
17. For some verbal acuity I have my students name their sheep and introduce their pet to their Y5 friends. ☺
18. As you can see we cover lots of report card standards with this simple and fun art project and the children really enjoy making them.

Baa Baa Black Sheep Have You Any Wool?

Mary Had A Little Lamb

Little Bo Peep

Nursery Rhyme Standing Manipulative



Mary Had A Little Lamb,

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow

Everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went
The lamb was sure to go

It followed her to school one
day
School one day, school one day
It followed her to school one
day
Which was against the rules.

It made the children laugh
and play,
Laugh and play, laugh and
play,
It made the children laugh
and play
To see a lamb at school

And so the teacher turned it
out,
Turned it out, turned it out,
And so the teacher turned it
out,

But still it lingered near

And waited patiently about,
Patiently about, patiently
about,
And waited patiently about
Till Mary did appear

"Why does the lamb love
Mary so?"
Love Mary so? Love Mary so?
"Why does the lamb love
Mary so?"
The eager children cry

"Why, Mary loves the lamb,
you know."
Loves the lamb, you know,
loves the lamb, you know
"Why, Mary loves the lamb,
you know."
The teacher did reply.



<http://kids.niehs.nih.gov/music.htm#index>

An ABC listing of all sorts of
songs and nursery rhymes. Many
you can download too!

Little Bo Peep

Little Bo Peep has lost her
sheep
And can't tell where to find
them
Leave them alone,
And they'll come home
Wagging their tails behind
them

Little Bo Peep fell fast
asleep
And dreamt she heard them
bleating
But when she awoke,
She found it a joke
For they were all still fleeing

Then up she took her little
crook
Determined for to find them
She found them indeed,
But it made her heart bleed
For they'd left all their tails
behind them!

It happened one day, as Bo
Peep did stray
Into a meadow hard by
There she espied
Their tails side by side

All hung on a tree to dry

She heaved a sigh and wiped
her eye
And over the hillocks she
raced;
And tried what she could,
As a shepherdess should
That each tail should be
properly placed



<http://www.kididdles.com/lyrics/1005.html> Lists songs and
nursery rhymes
alphabetically. You can also
download them.

Baa Baa Black Sheep,

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir,

Three bags full.

One for my master,

One for my dame,

And one for the little boy

Who lives down the lane.

Baa, baa, black sheep,

Have you any wool?

Yes sir, yes sir,

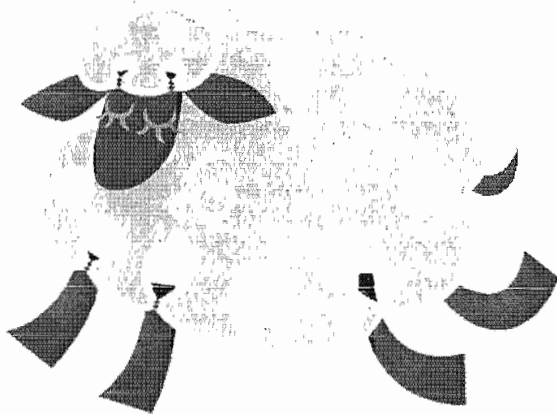
Three bags full.

One for my master,

One for my dame,

And one for the little boy

Who lives down the lane.





Little Boy Blue

**Little Boy Blue come blow your horn,
The sheep's in the meadow the cow's in the corn.
But where is the boy who looks after the sheep?
He's under a haystack fast asleep.
Will you wake him? No, not I - for if I do, he's sure to cry**

Then at: <http://www.kididdles.com>
Is this cute song you can download
Who Has Seen Little Boy Blue?

Words and Music By: Caryl Florio
Adapted By: Terry Kluytmans
Copyright © 1999 KIDiddles.com

Oh, who has seen little Boy Blue?
And what has become of his horn?
The cows have gone wandering
Into the field And are eating up all of the corn.

We've searched all the haystacks around,
And found nothing there but some sheep;
(The same ones, no doubt,
That a long time ago
Ran away from poor Little Bo Peep.)

They lifted their heads as we passed,
They bleated and baa'd at us, too;
But they would not inform us,
(Though so nicely we asked)
Where to look for our little Boy Blue.

Please search for Boy Blue everywhere;
'Cause unless we can find him today,
The cows will eat all of the
Corn in the field,
Before they are driven away.

Little Bo Peep

Little Bo Peep has lost her
sheep
And can't tell where to find
them
Leave them alone,
And they'll come home
Wagging their tails behind
them

Little Bo Peep fell fast
asleep
And dreamt she heard them
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But when she awoke,
She found it a joke
For they were all still fleeing

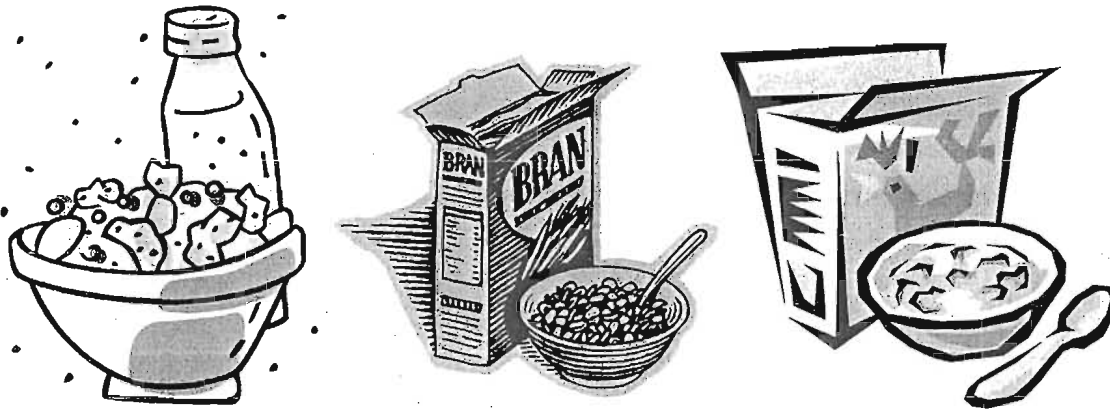
Then up she took her little
crook
Determined for to find them
She found them indeed,
But it made her heart bleed
For they'd left all their tails
behind them!

It happened one day, as Bo
Peep did stray
Into a meadow hard by
There she espied
Their tails side by side

All hung on a tree to dry
She heaved a sigh and wiped
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And over the hillocks she
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And tried what she could,
As a shepherdess should
That each tail should be
properly placed



<http://www.kididdles.com/lyrics/1005.html> Lists songs and
nursery rhymes
alphabetically. You can also
download them.



Dear Families,

In MARCH we will be making an art project that will require an empty cereal box.

I'm giving you a "Heads Up" now so you can save one for your child. You can send in your cereal box at any time.

Thanks in advance for your time and cooperation.

Educationally Yours,



Dear Families,

I sent a note home in February to save an empty cereal box for your child for an art project in March.

Well March has arrived and it's time to make our Lion and Lamb puppet.

Please send in an empty cereal box ASAP. We will be making our puppet on

Thanks in advance for your cooperation.

Educationally Yours,



Goin' On A Lion Hunt

Going on a lion hunt,
Gonna catch a big one.
I'm not scared.
Look at all the flowers.
Nice day.

Oh, Oh.
Tall tree ahead.
Can't go over it.
Can't go under it.
Might as well go round it.

Going on a lion hunt,
Gonna catch a big one.
I'm not scared.
Look at all the flowers.
Nice day.

Oh, Oh.
Pond ahead.
Can't go over it.
Can't go under it.
Better swim around it.

Going on a lion hunt,
Gonna catch a big one.
I'm not scared.
Look at all the flowers.
Nice day.

Oh, Oh.
Tall grass ahead.
Can't go over it.
Can't go under it.
Best we crawl through it.

Going on a lion hunt,
Gonna catch a big one.
I'm not scared.
Look at all the flowers.
Nice day.

Oh, Oh.
Cave ahead.
Can't go over it.
Can't go under it.
Guess we have to into it.

It's dark in here.
I see two shining lights.
I feel something furry.
I feel a c-c-c-cold nose.
I feel s-s-s-sharp teeth.
It's a lion!!!

Run out of the cave!
Crawl through the grass!
Swim across the pond!
Run around the tree!
Run into the house!
Close the door!
Run up the front stairs!
Crawl under mom's bed!

Let's catch butterflies next time.

http://kids.niehs.nih.gov/lyrics/lion_hunt.htm

Background:

- Since there are so many stories and nursery rhymes involving lions and lambs for March I thought it would be fun for the children to do some dramatic play.
- I also find that they are more talkative and willing to share their feelings when they wear a mask or have a puppet to do the talking.
- Music and movement also takes on a whole new aspect and the children seem more involved in that as well.
- You can use these masters to make either a lion and lamb mask, or have your students bring in an empty cereal box and make a puppet. Enjoy! My students love theirs!

Materials:

- Empty cereal boxes
- Toilet paper rolls
- Tape
- Cotton balls
- Nickel size wiggle eyes
- Glue dots
- Glue sticks
- Scissors
- Crayons
- Pink, white, light & dark brown construction paper
- Yarn
- Hole punch

Directions for the cereal box puppet:

1. Run off the masters.
2. Children CUT out the lion manes and GLUE them together.
3. Children CUT out the lion head and GLUE it to the middle of the mane.
4. Students add details with crayons.
5. Children CUT out their sheep head and add details with crayons.
6. Students lay their cereal box on a sheet of pink construction paper and trace and trim the edge.

7. Using a glue stick children “color” one side of the cereal box making sure they get all of the edges, then press the pink sheet of construction paper down.
8. Students pull apart 3 cotton balls.
9. Children fill in the “fluffy wool” area of the sheep and press the 3 pulled apart cotton pieces in the sticky glue area.
10. Place glue dots in the eye holes and press on nickel-size wiggle eyes.
11. Lay the box on an orange sheet of construction paper.
12. Trace and trim the edge.
13. Turn the box over and using a glue stick “color” this side of the box as you did the other side, then press on an orange sheet of construction paper.
14. GLUE the lion down.
15. Using glue dots glue on the wiggle eyes.
16. WRITE your name on the side of the box.
17. It’s more time consuming and a bit too much craziness to cover the sides of the boxes. I’m not that particular that the sides still look like a cereal box. My Y5’s really don’t seem to care either. They are just so excited to be done and have a puppet. Older students may want a more finished looking project, so you can always give the option to cover the sides.
18. Using tape, fasten a toilet paper roll inside the box on one of the sides so that you can hang onto your puppet.
19. We do the Lion/Lamb Pokey with our puppets and all sorts of other dramatic play activities.

Directions for MASK:

1. Follow directions 1-9.
2. Instead of using wiggle eyes, CUT out the eye holes. My Y5’s needed help with these, so if I knew that we were going to do masks instead of cereal box puppets I had the eyes pre-cut.
3. Children decide if they want to make a lion or a lamb mask.
4. Children WRITE their name inside their mask.
5. When students are done they bring their mask to teacher.
6. Teacher punches a hole in the sides of the mask and ties two yarn strings on either side of where their student’s ears will be.
7. I also make a slit for their mouth and nose so that they can breathe and talk.

8. **Heads Up:** You'll have some students getting their mask wet by putting their tongue through the slit which might cause their mask to tear.
9. Hole punch the lion INSIDE the mane next to the face.
10. Children leave their mask on the table and go do a Tummy Tubby Time activity or read a book 'til everyone is done.
11. I have my students stand in a line to get their masks tied on.
12. We dance and prance as lions and lambs to a variety of music. We also do the Lion/Lamb Pokey before we gently take our masks off and put them in our lockers. I also like to take a class photo. Enjoy ☺



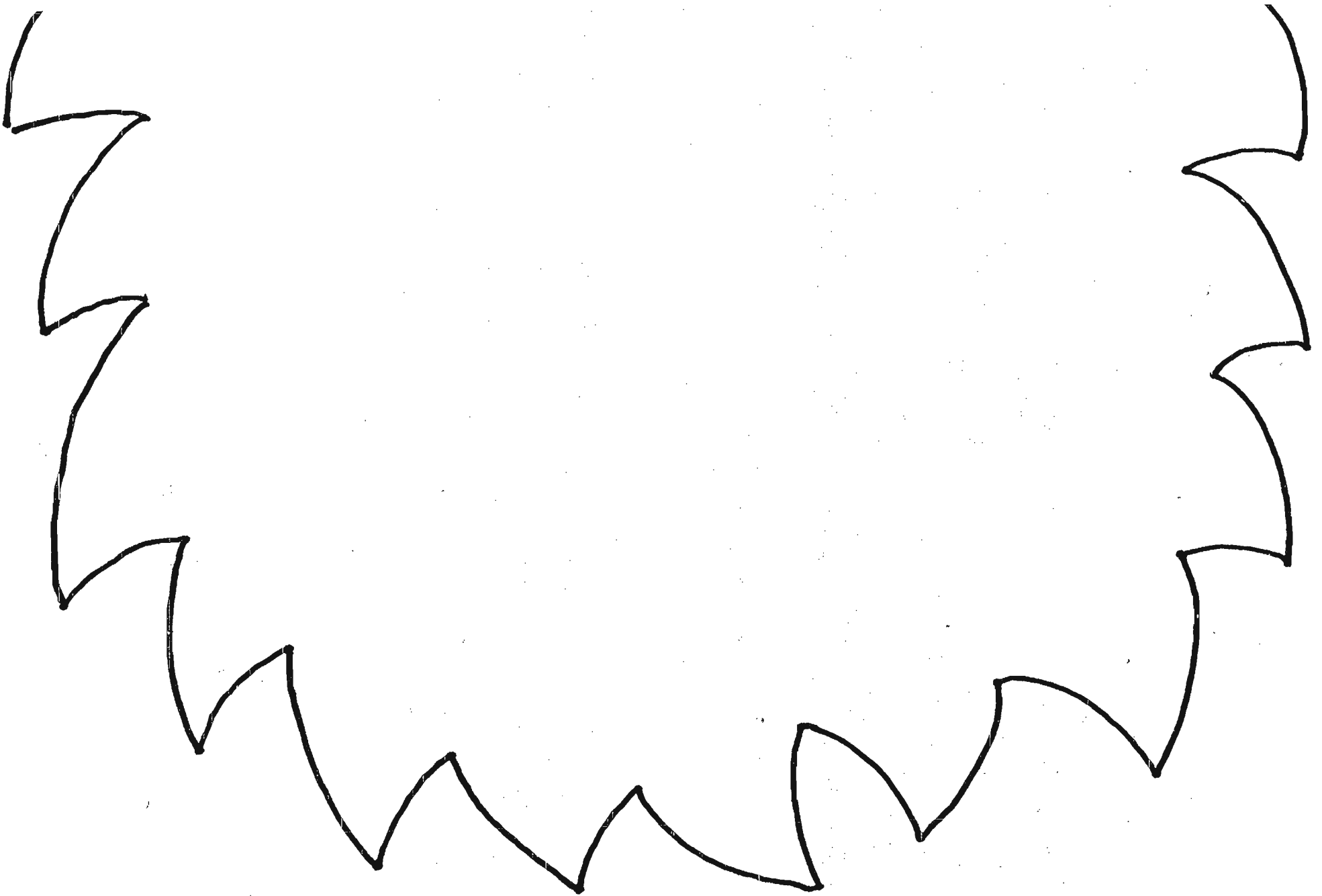
Sheep Mask/
Box Puppet



Lion Mask/Box Puppet

top name







March Shamrock ART

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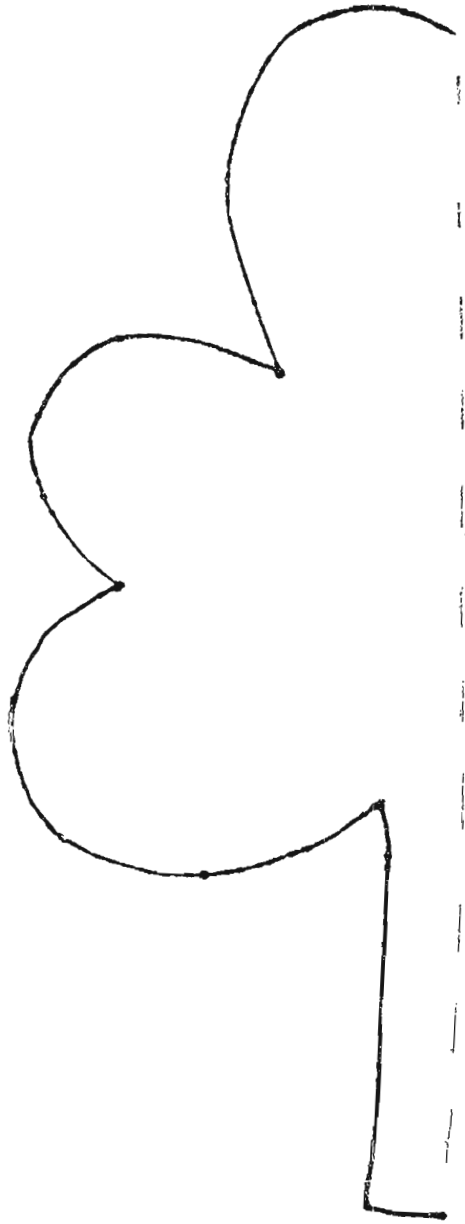
Materials:

- Dark green, medium green, white and rainbow-colored construction paper.
- Gold glitter
- White glue
- Glue sticks
- Scissors
- White or green yarn
- Paper cutter

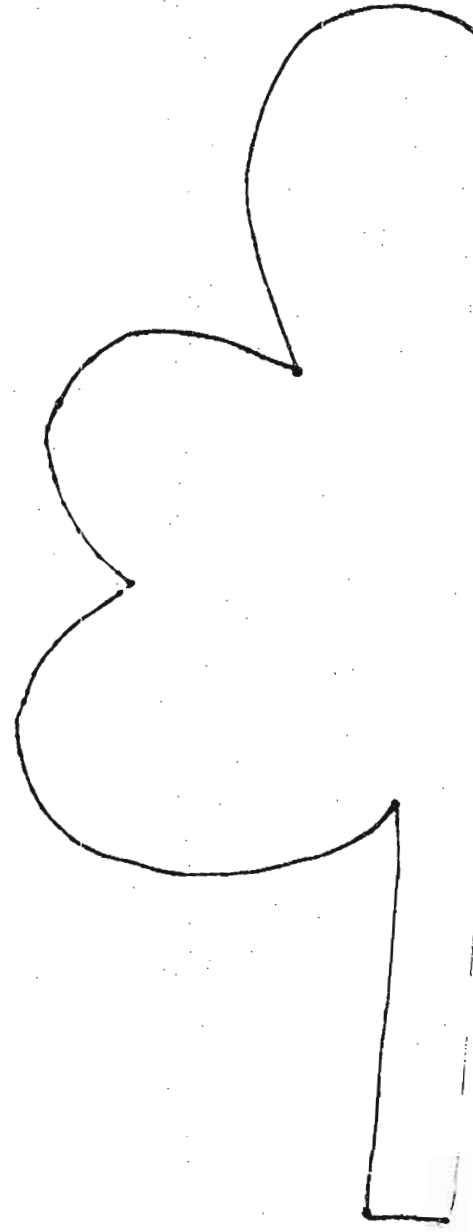
Directions:

1. Run off masters
2. Students CUT out their shamrocks.
3. **Heads Up:** Make sure you tell them to keep their small & medium shamrocks folded.
4. I have them CUT the large green one the day before so that we can glitter their name.
5. Students GLUE the small shamrock to the middle of the medium white shamrock.
6. **Heads Up:** Remind them to put the GLUE on the part that has the line down the middle. Tell them to take their time and get the shamrock in the MIDDLE. They also need to have glue on the edges so that you have a nice seal, or it will be difficult to put glitter around it. Demonstrate this.
7. Children GLUE the medium white shamrock to the middle of the large shamrock. Remind them to put the glue on the side that has the black line down the front.
8. **Heads Up:** Remind them to put the GLUE on the side that has the black lines on it. Tell them to again take their time and get the shamrock in the MIDDLE.
9. Children get one of each color of their rainbow paper strips and make a paper chain in rainbow-colored order. I have my students pinch the end and count to 10 to make sure the strip stays stuck.
10. When they have completed their chain they bring it to the teacher/helper along with their shamrock.
11. Teacher/helper punches a hole in the top and makes a yarn loop so it can be hung, as well as punches a hole in the bottom.
12. Make another yarn loop and connect the paper chain (red link 1st) to the stem of the shamrock.
13. Using white glue trace the small shamrock. I have a glue stick at the table with me so that I can seal the edges in case they haven't glued the shamrock down enough.
14. Students sprinkle gold glitter on the glue. Shake off excess and set aside to dry.
15. Dangle from the ceiling for a sparkling and colorful affect.

Sm. med. Lg. Rainbow Paper Chain Shamrock

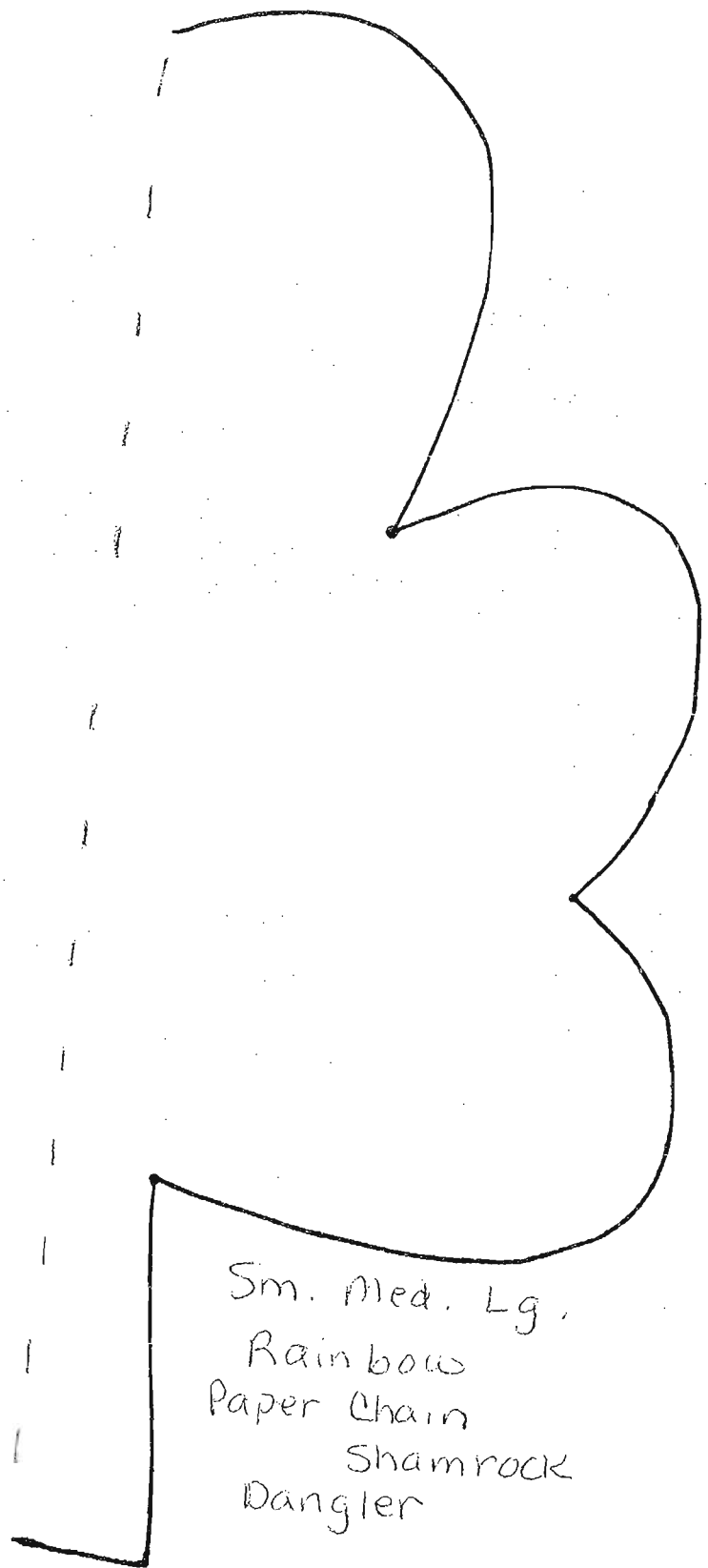


Fold



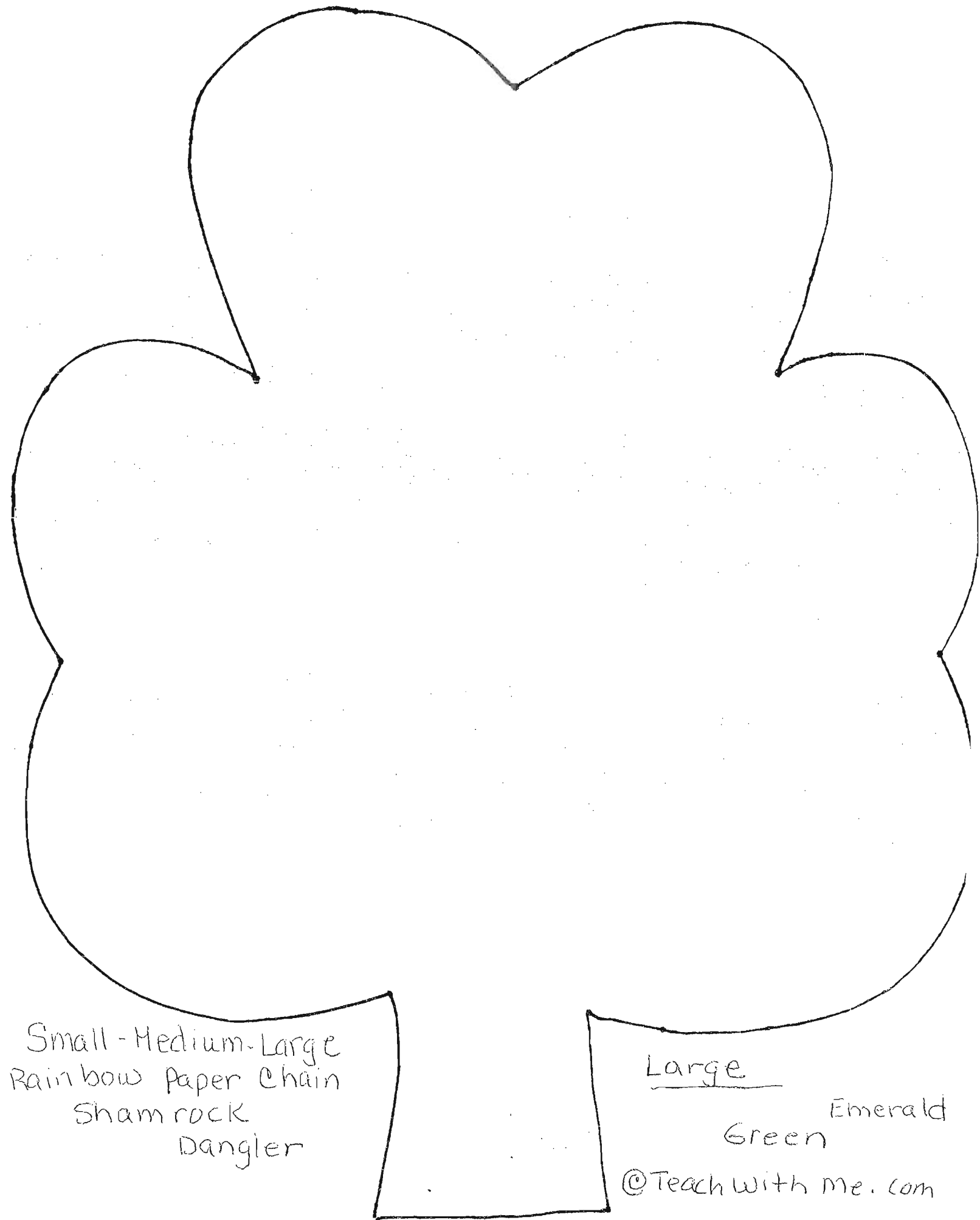
Fold

Small
Dark Green



Sm. Med. Lg.
Rainbow
Paper Chain
Shamrock
Dangler

medium white



Small-Medium-Large
Rainbow Paper Chain
Shamrock
Dangler

Large

Emerald
Green

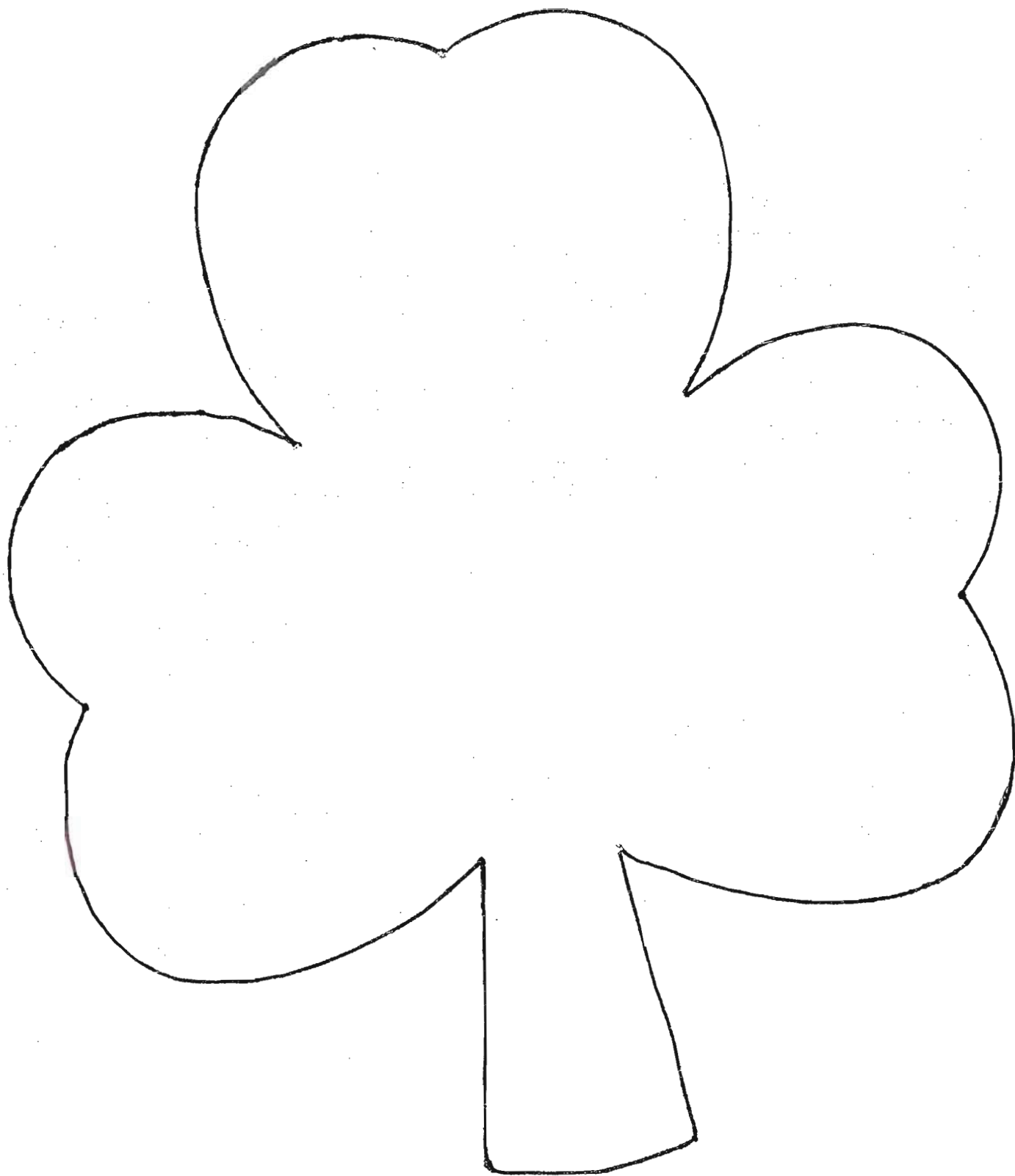
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Materials:

- Green construction paper
- White paint
- Large Marbles
- Aluminum pie pans

Directions:

1. I set this up as a 3-on-1 center with me , so I use 3 marbles and 3 pie pans.
2. Pre-cut the shamrocks.
3. Call the children up 3 at a time while they are doing Table Top work.
4. As an incentive I tell my students I will be looking for children who are working quietly and down to business.
5. I write their name on the back of the shamrock.
6. They place their shamrock in the bottom of the pan.
7. I put a dime-size dollop of white paint in the middle of their shamrock and they plop the large marble in the middle.
8. They rotate the pan so that the marble keeps going through the middle causing stripes and lines on their shamrock.
9. They are not allowed to touch the marble.
10. When they are happy with the design I lift the shamrock out of the pan and they place it in the kitchen area to dry.
11. My students are familiar with this technique as we did it in October for a spider web.
12. When they are dry, you can collage them on a bulletin board.
13. I use them in their Keepsake Albums for their March Calendar Page.



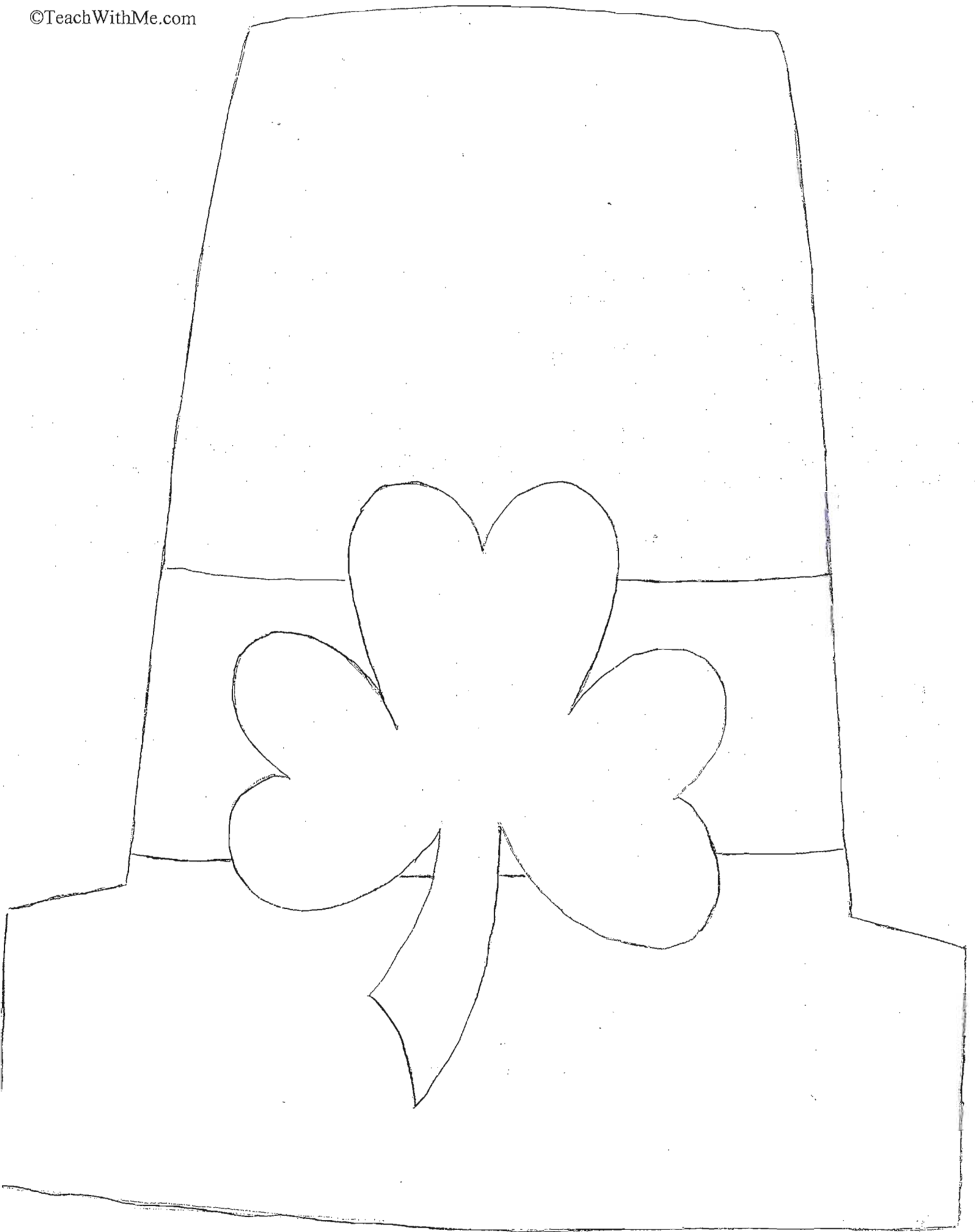
marble art
@TeachwithMe.com

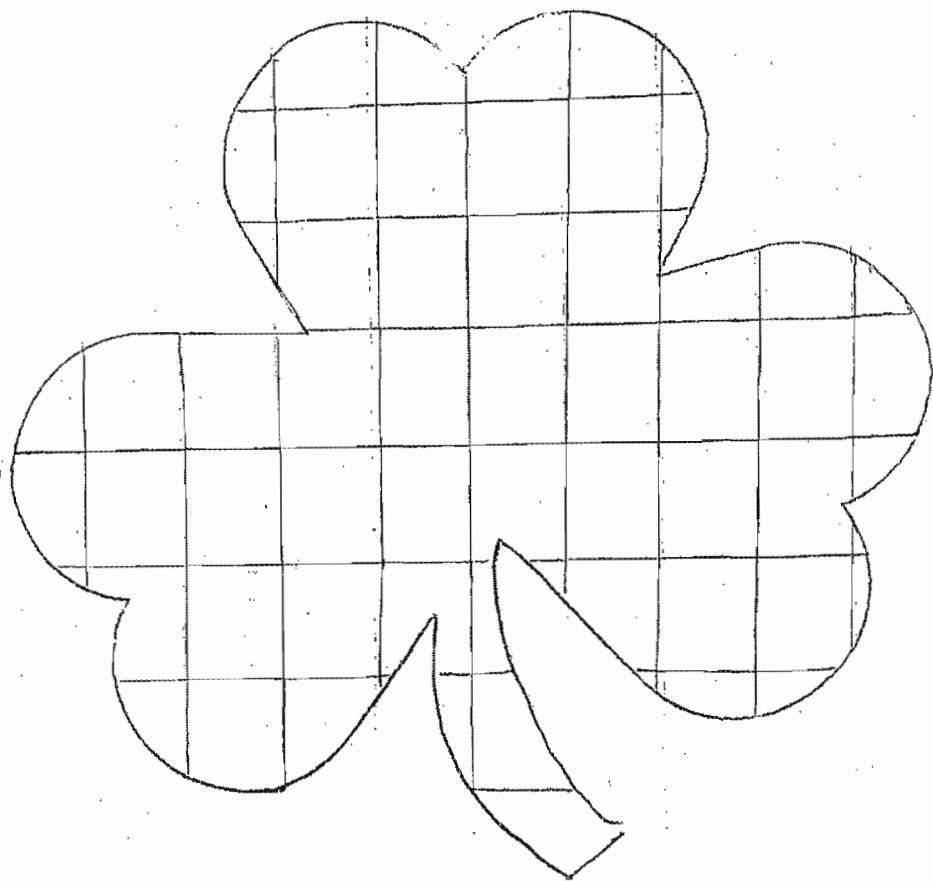
Materials:

- Green construction paper
- Gold glitter
- White glue
- Stapler

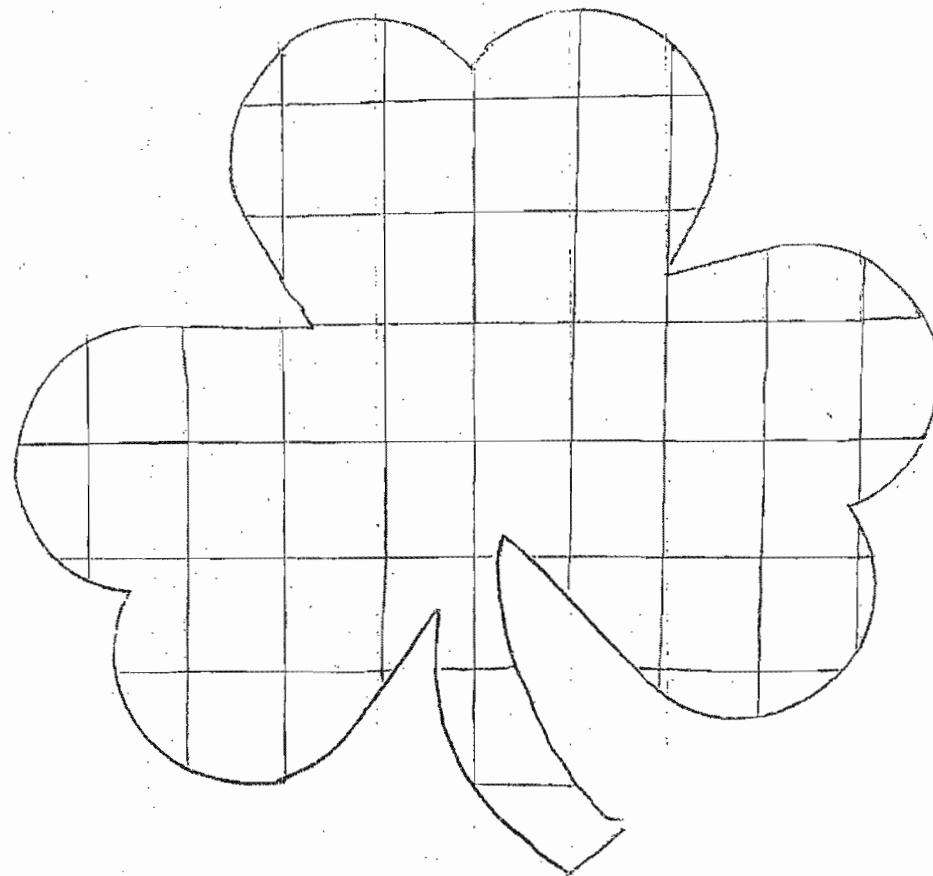
Directions:

1. Run off hats
2. Cut strips to go around head
3. Staple them to the hat
4. I staple so that the picky part faces outward so that it does not scratch children's foreheads or catch hair. ☺
5. Using white glue outline the shamrock
6. Sprinkle gold glitter on the glue.
7. Shake off excess.
8. Set aside to dry.
9. If you want to make it a reading extension write your student's Captain Capital in the center of the shamrock.
10. On St. Patty's Day have everyone wear their hat.

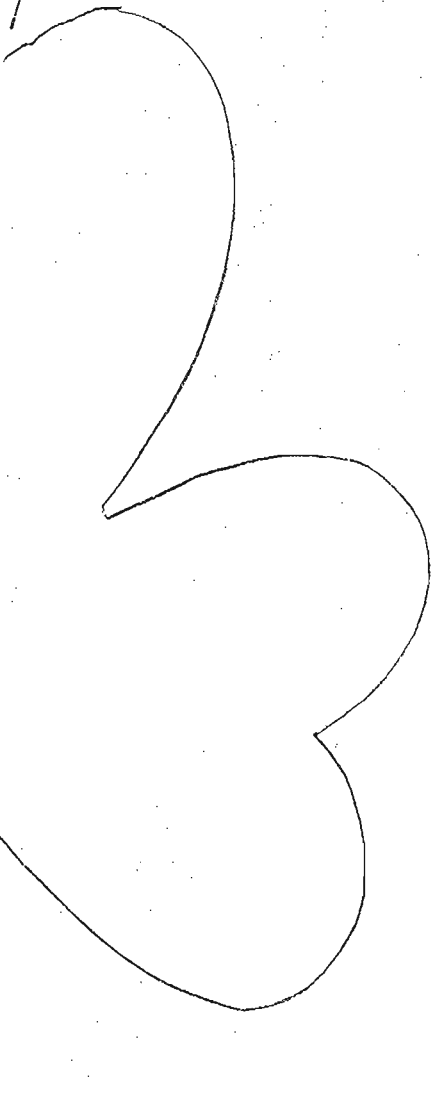




Color one square light green
and the other square dark green
in an ABAB pattern.

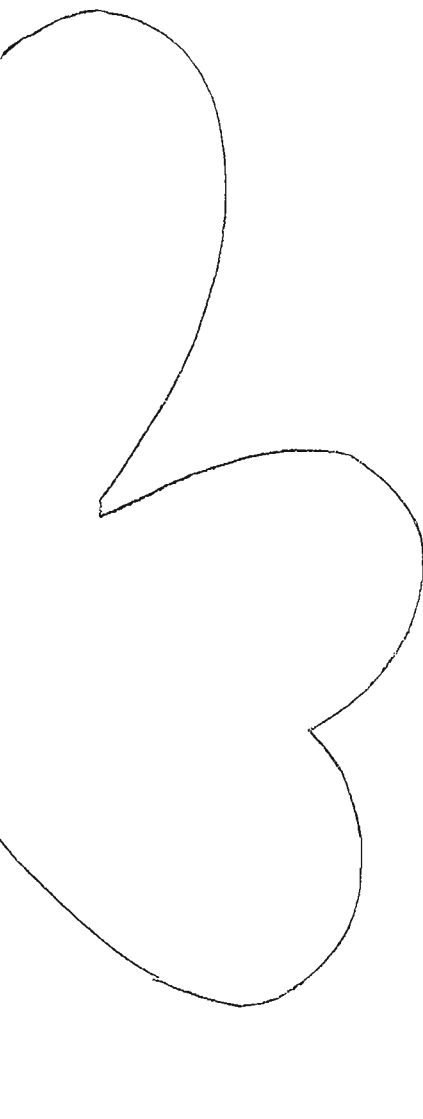


Color one square light green
and the other square dark green
in an ABAB pattern.



A large, hand-drawn outline of a shamrock with three rounded lobes. A dashed line runs vertically down the left side of the shamrock, indicating a fold line. At the top of this dashed line, there is a small circle.

Fold
Fold
Shamrock for the
"Cruncher-
muncher"
©TeachWithMe.com



A large, hand-drawn outline of a shamrock with three rounded lobes. A dashed line runs vertically down the left side of the shamrock, indicating a fold line. At the top of this dashed line, there is a small circle.

FOLD
©TeachWithMe.com

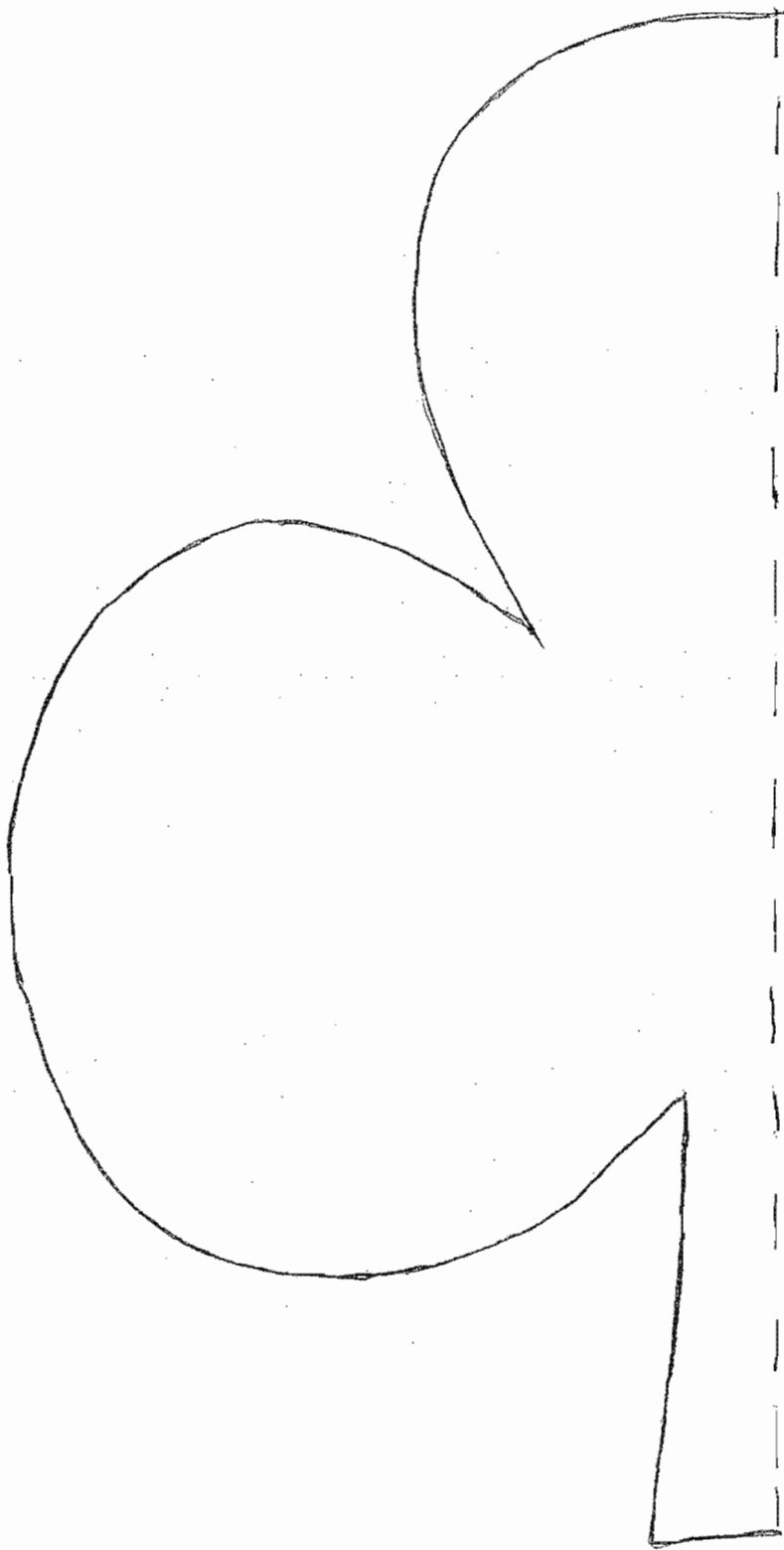
Triple Shamrocks

Materials:

- Dark, light, and lime green construction paper
- Scissors
- Glue sticks
- Hole punch
- Yarn
- Crayons
- Optional: rainbow colored ribbon

Directions:

1. Run off master.
2. Keep shamrock folded; children CUT out shamrocks.
3. Keeping shamrock folded, children GLUE one side of the dark green shamrock to one side of the light green shamrock and then glue the other side of the light green shamrock to the side of the lime green shamrock and then glue the other side of the lime green shamrock to the other side of the dark green shamrock.
4. Press the folds again so they are firm.
5. Students WRITE their name on the lime green colored shamrock in rainbow colors. I skip yellow as it doesn't show up.
6. I also have my students add some dashes and dots in dark green to the lime green shamrock and use a white crayon to do the same on the other two shamrocks.
7. Teacher punches a hole in the top and ties a loop of yarn.
8. If you want to add a bit of pizzazz and color, thread 8 inches of all the rainbow colored ribbons through and staple.
9. Hang from the ceiling for a lovely dangling affect.



* Run Off on
light Green
Dark Green
lime green

Easel Painted Shamrocks

Background:

- To increase upper body strength you should have easel painting as one of your centers EVERY month.
- This is also one of my students favorite centers and an instant bulletin board or decoration for the walls in the hallway that fills up lots of space.
- After the first 2 months my Y5's can pretty much run this as an independent center.
- I set up 2 easels so that 4 children can be at them.
- I put a plastic drop cloth under the easels.
- I have two paint shirts draped over the rungs.
- I re-use small mushroom cans so that the Dixie cups inside as liners, do not tip over when the brushes are inside.
- I train my students that they brush off the brushes so that they don't have paint runs, and that the same color brush goes back into the same color paint.
- They clip their white paper to the board using 2 clothespins and write their name in small print at the bottom.
- Using a yellow highlighter they cross off their name on the center shirt, which tells me at a glance who has done this center.
- When they have finished painting, they unclip their picture and take it to the drying station which is located in our play kitchen. I have my students carry their work like a pizza.

Materials:

- Easels
- Paint shirts
- Cans
- Dixie cups for liners
- Brushes
- Green paint
- White paper
- Yellow highlighter
- Black ink pen
- Clothespins

Directions:

1. Set up easels
2. Demonstrate how to paint a shamrock. The easiest way is to make one by painting a tripod stack of 3 circles, and then filling them in. Once you show them this technique your students will be able to copy that look and not have a problem making a shamrock.
3. After the shamrocks are dry, I write their names in green marker under the shamrock and cut around them and then hang them on a wall in the hallway.
4. If you want to add a bit of sparkling pizzazz, you can have the children sprinkle green glitter over their wet paint.
5. I have an Irish or Celtic CD playing while the children are working.

Mr. Potato Man Dangler

Or **Optional:** **Mr. Shamrock Man Dangler**

Background:

- I try to incorporate geography into each month. Because of St Patty's day the logical place to go in March is **Ireland**.
- We do so many shamrock things I wanted to do a different sort of dangler. One of my students' favorite tubbies is Mr. Potato Head. One of Ireland's chief crops is potatoes, so I decided to make our dangler be a potato man.
- I've also included a science activity for you to do on the same day you do the dangler activity. It's relatively inexpensive and the children really enjoy it while learning quite a bit of science!

Materials:

- Light brown construction paper, dark, light or medium, green construction paper, white construction paper.
- Paper cutter
- Scissors
- Glue sticks
- Crayons
- White, yellow or green yarn
- Hole punch
- **Optional:** Gold glitter & white glue
- **Optional:** small shamrock stickers

Directions:

Prep:

- Run off the masters.
- Pre-cut the arm and leg strips in a lighter green color. The leg strips run the entire length of an extra large sheet of construction paper. The arm strips run the entire length of a regular sheet of construction paper.
- Set up a glitter station if you're going to put glitter on the shoe buckles and shamrock on the hat. It really adds that extra pop of pizzazz and only takes a moment. I use it as an incentive reward for listening and following directions and cutting their best.

The next day...

1. I Lay scissors, crayon tubs and glue sticks at the children's workstations along with a potato head. I set the other materials at a long table like a center.
2. As they finish one thing they go and get another piece. This helps them keep their pieces straight and gives them an opportunity to get out of their seat to get the wiggles out.
3. Children CUT out their potato head and add details with crayons.
4. Children CUT out their hat and GLUE it to the top of their potato.
5. Children lay their two arm strips on top of each other and accordion fold them. (I have already demonstrated how to do this.)
6. Children GLUE the two strips to the side of their potato for arms so that they are sticking straight out.
7. Students CUT out their mittens and put a shamrock sticker inside each of the drawn shamrocks or they color the shamrocks green.
8. Students GLUE a mitten to each one of their arms, so that the thumbs are UP.
9. Children lay the two long leg strips on top of each other and accordion fold them.
10. Children GLUE the legs to the bottom of the potato man so that they dangle straight down.
11. Students CUT out their shoes.
12. Children GLUE a shoe on each leg making sure that the shamrocks are facing OUTSIDE.
13. Children put a shamrock sticker on each one of the shoes.
14. Students bring their potato man to the teacher.
15. They write their name with a marker across the brim of the hat and punch a hole in the top.
16. Make a yarn loop and knot it.
17. Drizzle some white glue on the shamrock and let the student sprinkle gold glitter on it. Do the same for the buckles.
18. Set aside to dry and hang the potato men back-to-back from the ceiling, or along a wall dangling in the hallway.
19. I play Irish music while the children are working.
20. If you'd rather not get into the "potato" aspect of the project and go for a more traditional art project, I have also given you a shamrock "head" to substitute for the potato. Everything is exactly the same, except run off the light or medium green shamrock.

Mr. Potato Man

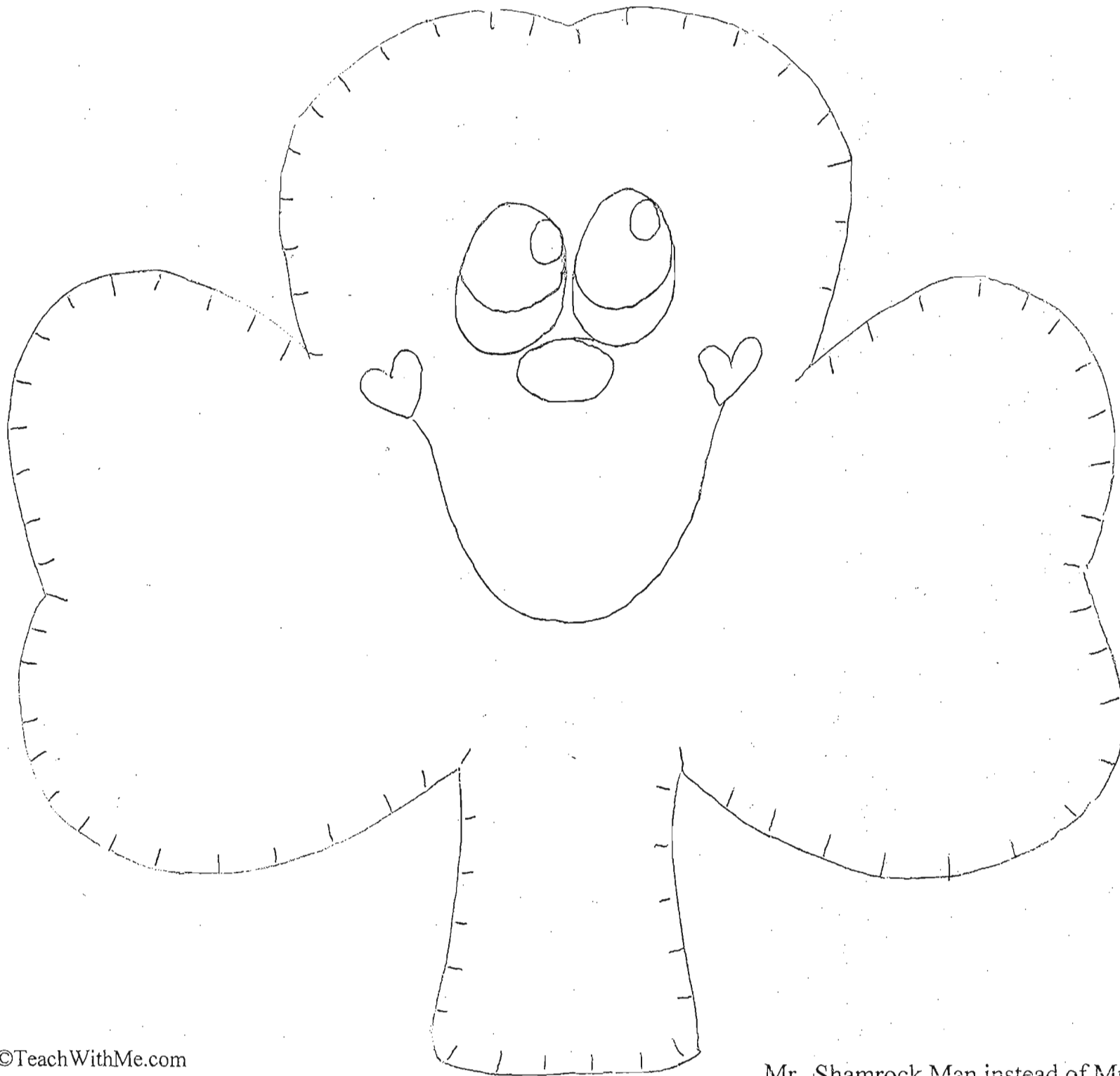


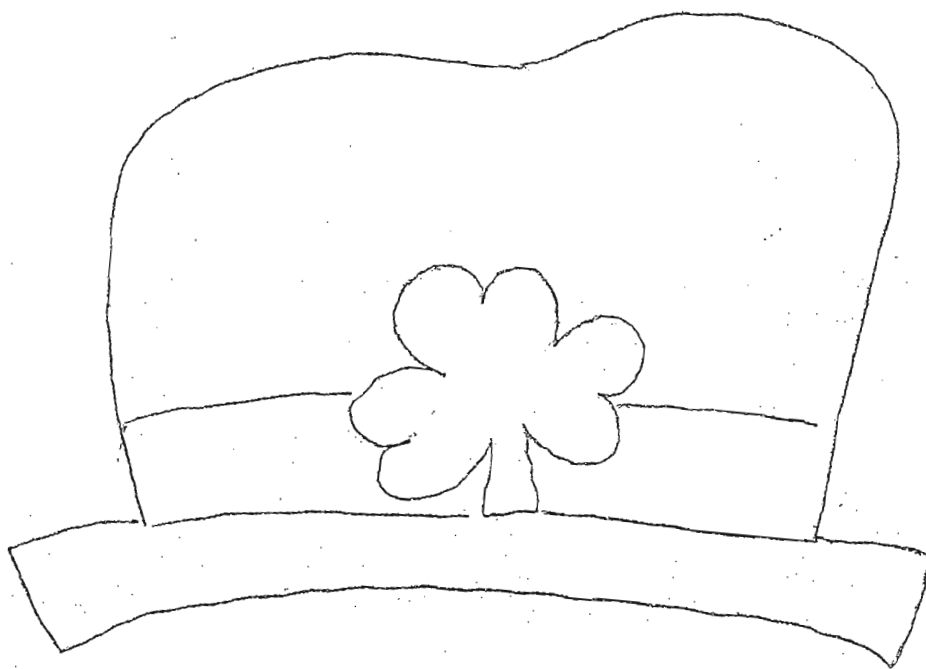
Light Brown

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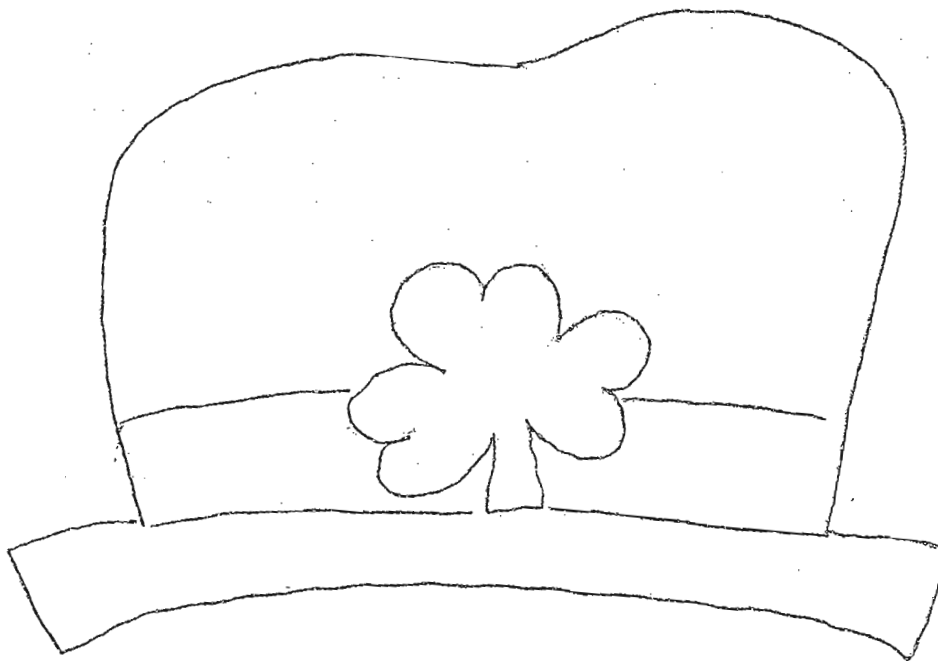
1 for @child

Light Green Arm - The legs are this width the length of
x-tra large construction paper.

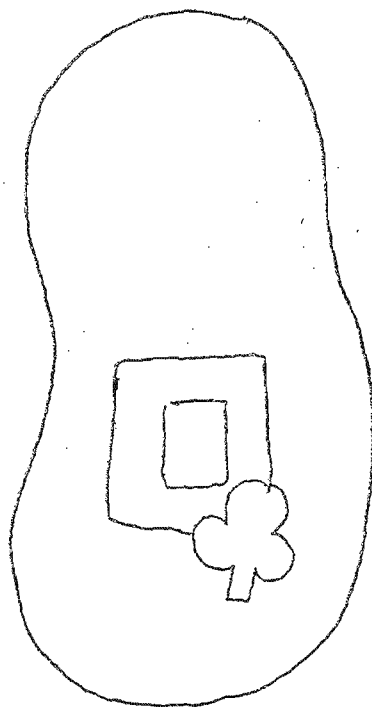
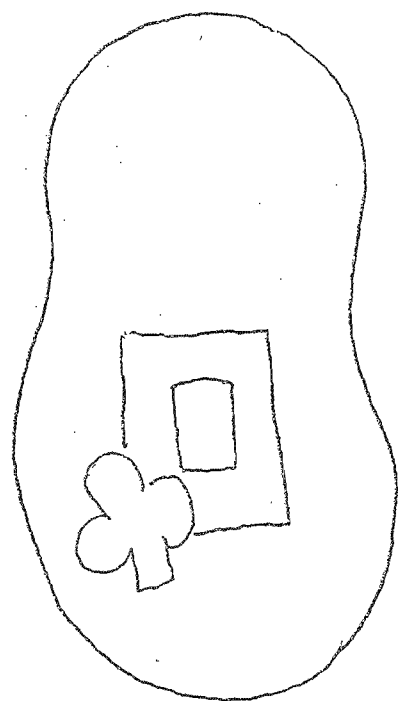
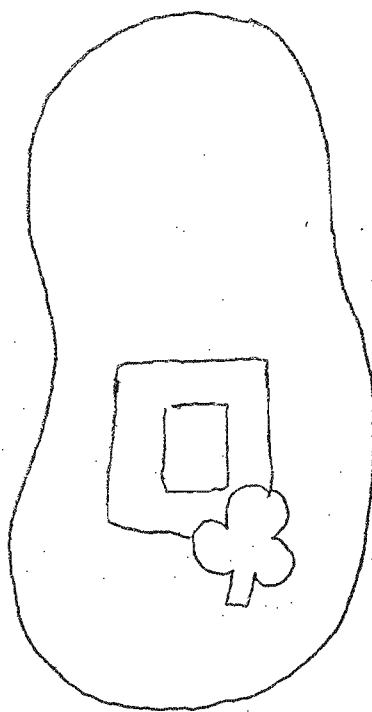
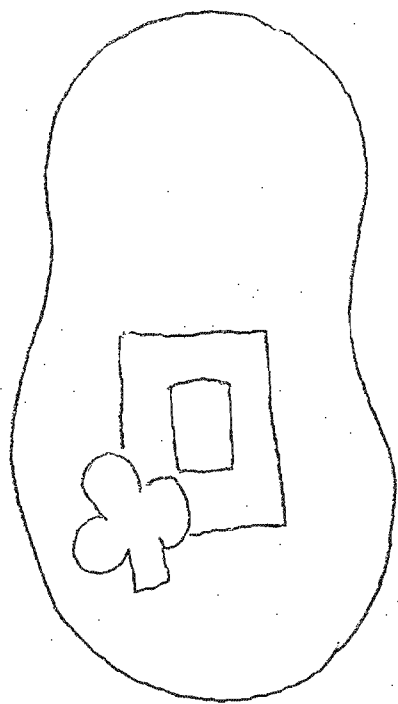




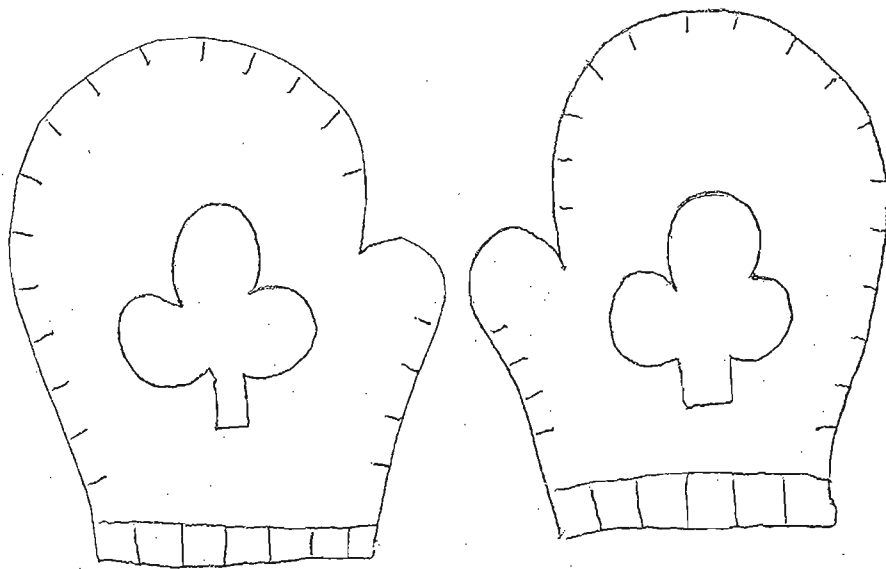
Mr. Potato Man
© TeachWithMe.Com



Dark or medium Green
They match shoes.
1 for @child



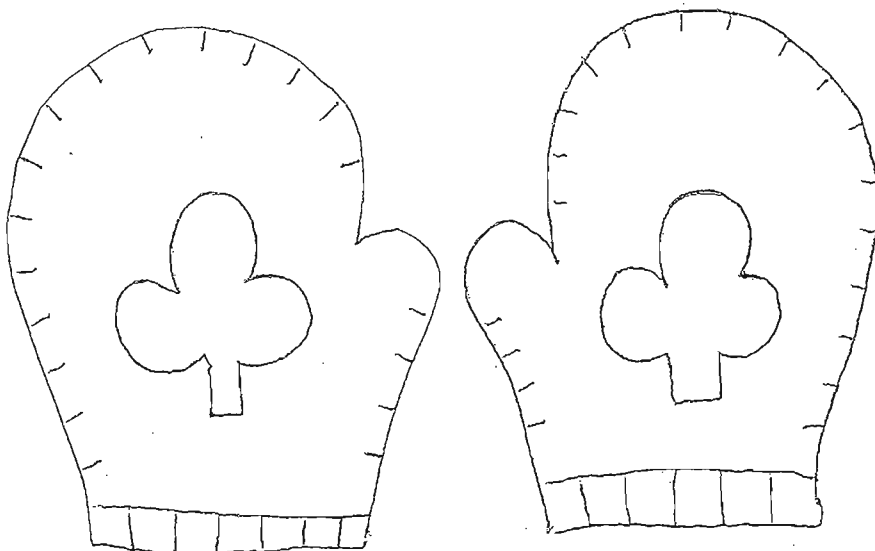
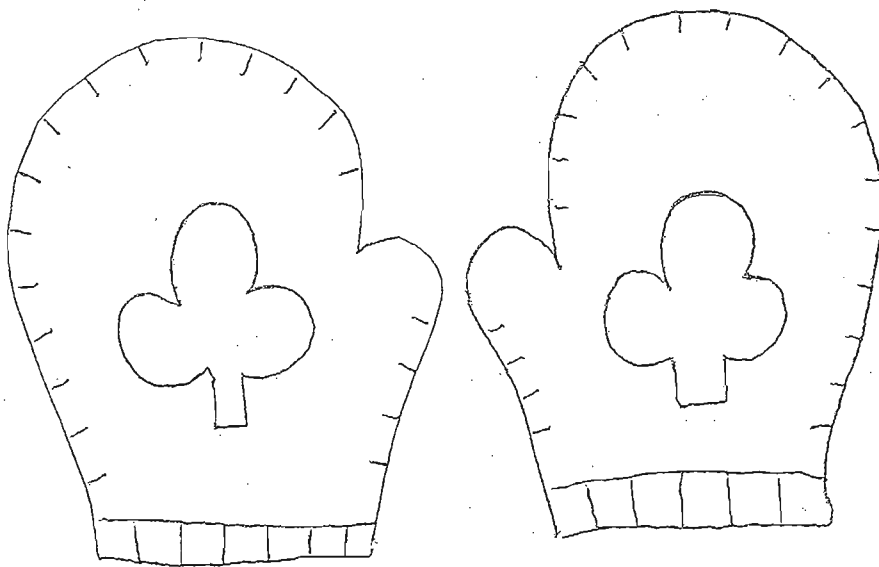
Mr. Potato Man Dangler - shoes
Medium or Dark Green they match hat.
©TeachwithMe.com
1 pair for @ child



White
Mr. Potato Man
Mittens

@TeachWithMe.com

1 pair for @
child.



Potato Pot Science

Materials:

- 1 large potato
- glass jar
- Tooth picks to hold the potato in the jar of water unless you can wedge it in.
- Styrofoam cups
- Large spoon
- 1 large bag of dirt
- Optional: Root start & Miracle Grow Liquid
- Optional: Name Labels
- Potatoes
- The potatoes will grow even if you don't start them from eyes.
- But it's a bit more exciting if you get a bag of potatoes and let them sit til they sprout eyes and then cut them up in a way so that each child has an eye or two on their potato piece to plant.
- You will then have a sprout within 7-10 days which is pretty exciting to a child.
- The other thing I discovered the "hard" way is that my teacher friend Lori, who had wonderful and instant success with her potatoes bought them from a farmer who did not spray them with anything, some of the other potato companies, because their potatoes sit around in bags and are shipped, spray them with chemicals so they don't sprout eyes! Thus one batch of my potatoes took 6 weeks to grow!
- Make sure you buy potatoes that have not been sprayed! How do you know? See if it will grow eyes!

Background & Directions:

1. On the same day that the children are doing the Mr. Potato Man Dangler I mix in a little science. I figure since we're studying a bit of Ireland for geography and making a potato figure we might as well run with that theme for the day.
2. We play "Hot Potato" for a gross motor activity. The children sit in a circle. I give a child a huge real potato. I put on some Irish music. When the music stops, that child is out. We play til there is only one child left. I have an adult monitor who is out, as my back is turned manning the CD. All of this takes 2-3 minutes or less depending on how much time you want to devote to this "Brain Break".

3. I then gather the children over to our long table and tell them a bit about Ireland and show them where it is on our map. I explain to them that one of their major crops is potatoes. We talk about potato a few moments. Who has a garden? What are their favorite kinds of potatoes? (mashed, baked, French fries etc.) We review what we've been learning all year that it takes seeds, water, soil and sun to grow something. I made up this chant: "Seeds, water, soil and sun making growing fun." We act it out with finger motions buy pretending to sprinkle and plant seeds, wriggle our fingers to make rain, pat our hands as if planting and patting soil, and making a big circle over our heads for the sun then opening up our arms and standing on our tip toes for the "growing fun" part.
4. I explain that the seeds in this case are the potato itself.
5. Our potato is fat enough that I just wedge him in a glass jar filled with water. We will see if he grows roots and a green leafy plant if we put him in water, as we won't give him any soil.
6. I've put name labels on cups for everyone and dismiss the children to go to Free Play center time. I then call each one up to fill their cup 3/4ths full with dirt and 2 small pieces of cut up potato. They then take another spoonful of dirt to cover it, pat the dirt down, and using a pipette put three pipettes full of water on it, and then place it on the window ledge with their name facing forward.
7. I've put a bit of Miracle Grow and Root Starter liquid into my water.
8. Within a few weeks we have roots and shoots. This is all extremely exciting for the children who check them on a daily basis.
9. Let them dry between watering. I find that pipettes are great for finger-muscle strengthening and keep them from getting carried away and spilling. They may only water their own.
10. I make 3 extra cups just in case someone's should die so I can quickly transfer a name label. Because it's a science experiment we also have a control that we don't water and one that we keep out of the sun. Oddly enough they sometimes grow a bit, because potatoes seem to take a lot of abuse.
11. See Photo of our garden. It's just a photo of my teacher controls, as it was the day before spring break and I wanted the children to take their plant pots home so we didn't chance anything happening to them over break and I didn't have my camera at school. But you get the idea. The big green pot has potato pieces planted for 4 weeks from eyes.
12. There is also a picture of our carrots.



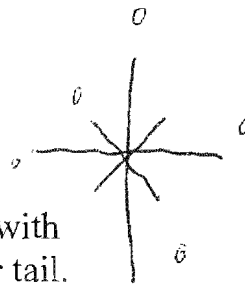
Kite Art

©TeachWithMe.com

Children Are Like Kites

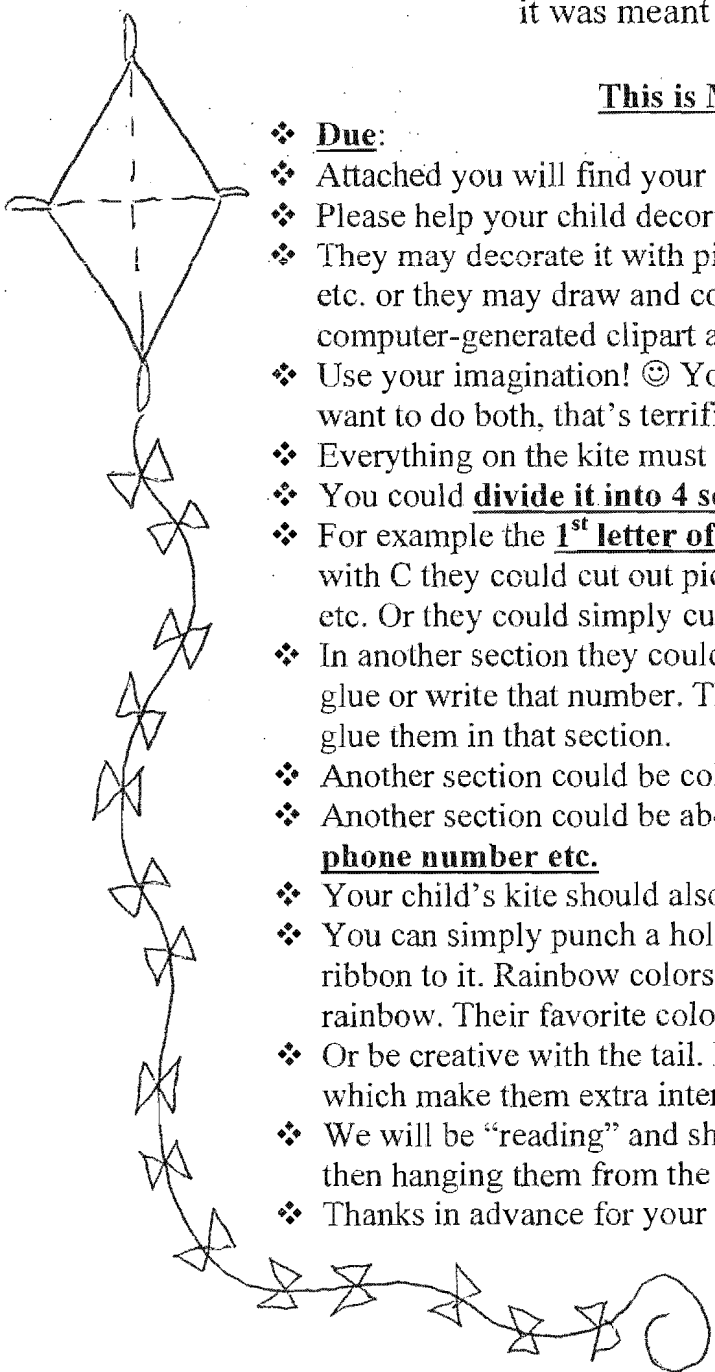
By Erma Bombeck

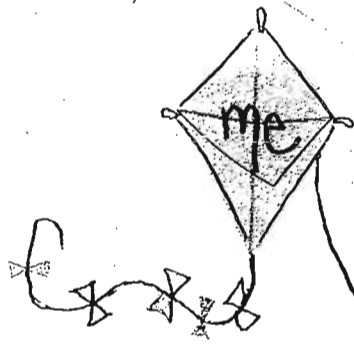
You spend a lifetime trying to get them off the ground. You run with them until you're both breathless. They crash. You add a longer tail. They hit the rooftop. You pluck them out of the spout. You patch and comfort, adjust and teach. You watch them lifted by the wind and assure them that someday they will fly! Finally they are airborne, but they need more string and you keep letting it out, and with each twist of the ball of twine, there is a sadness that goes with the joy... because the kite becomes more distant and somehow you know that it won't be long before that beautiful creature will snap the life line that bound you together, and soar as it was meant to soar: Free and Alone.



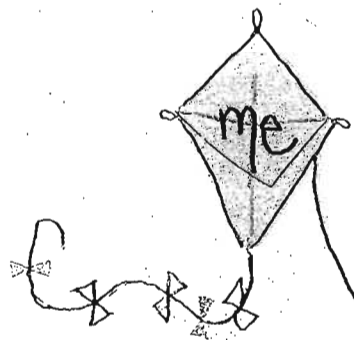
This is ME kite assignment

- ❖ **Due:**
- ❖ Attached you will find your child's Me-Kite.
- ❖ Please help your child decorate it.
- ❖ They may decorate it with pictures from magazines; letters, numbers, colors etc. or they may draw and color pictures. Stickers are great and so is computer-generated clipart as well as photographs.
- ❖ Use your imagination! ☺ You only have to decorate one side, but if you want to do both, that's terrific!
- ❖ Everything on the kite must reflect your child.
- ❖ You could **divide it into 4 sections** and have each section be something.
- ❖ For example the **1st letter of your child's name**. If your child's name starts with C they could cut out pictures of things that they like that start with C etc. Or they could simply cut out a bunch of C's
- ❖ In another section they could look for the number of **how old they are** and glue or write that number. They could find that # of things that they like & glue them in that section.
- ❖ Another section could be colored with things of their **favorite color**.
- ❖ Another section could be about **family, pets, where they live, address, phone number etc.**
- ❖ Your child's kite should also have a **"tail"**.
- ❖ You can simply punch a hole in the point and tie a long piece of yarn or ribbon to it. Rainbow colors are great because they are learning about the rainbow. Their favorite color is also good.
- ❖ Or be creative with the tail. In the past we've had some really clever tails which make them extra interesting and fun for the children.
- ❖ We will be "reading" and sharing our kites on _____ and then hanging them from the ceiling in the hallway for all to see!
- ❖ Thanks in advance for your cooperation.



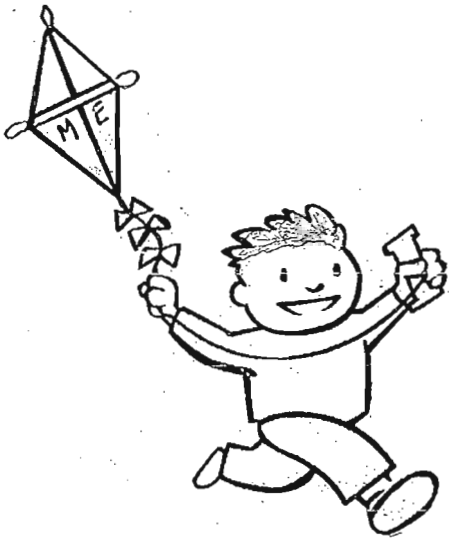


Your child has not handed in
their ME-Kite assignment. It was due
_____. They may still hand it
in.

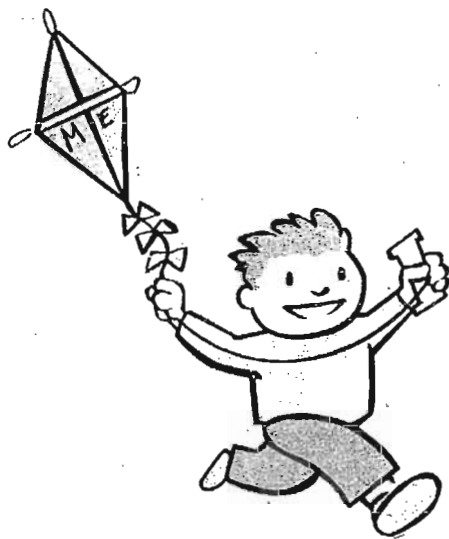


Your child has not handed in
their ME-Kite assignment. It was due
_____. They may still hand it
in.





Just a friendly reminder
that your child's ME-Kite is due
tomorrow. Thanks in advance
for your cooperation.



Just a friendly reminder
that your child's ME-Kite is due
tomorrow. Thanks in advance
for your cooperation.



me-Kite

① TeachWithMe.Com

X-tra large
Construction
Paper or
Tag board

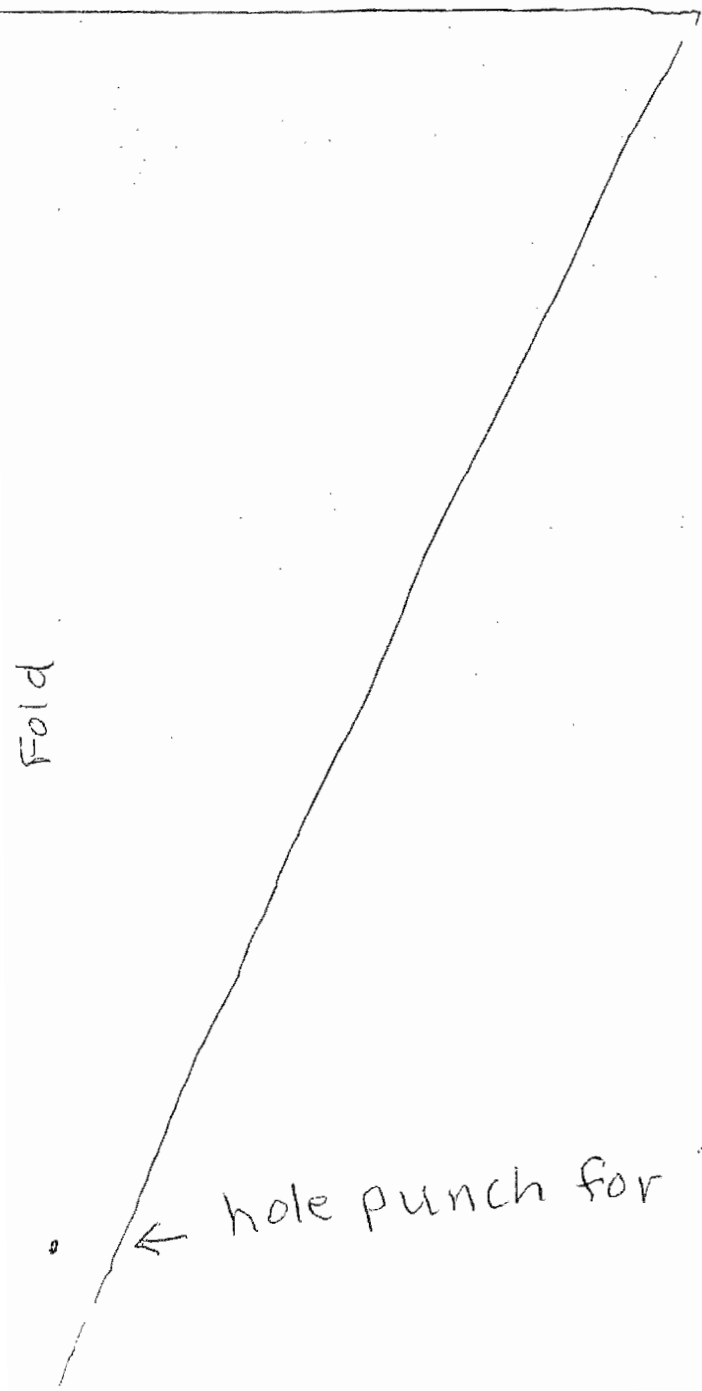
FOLD

← connect to other 1/2 Pg 2

Me-Kite

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Connect to other $\frac{1}{2}$ pg 1



• ← hole punch for Tail

Kite Squishing and Benjamin Franklin Extensions

Materials:

- A variety of light-colored construction paper
- Hole punch
- Yarn
- Die-cut yellow keys
- Paint
- Q-tips.

Directions:

1. Remind students to keep their kites folded.
2. Children CUT their kites out.
3. Children write their name on the back of the kite.
4. Children bring them to you.
5. You punch a hole in the bottom and tie a yarn 'tail' through the bottom and tie on a key.
6. Children decide which 3 colors they want for polka dots on their kite.
7. Refold the kite, laying the side they will dot down on the table so that they are not tempted to put paint on the other side.
8. Using a Q-tip, children make dots all around the side of the kite.
9. **Heads Up:** The bigger the blob, the bigger the polka dot. Make sure you have a good amount of SPACE between the dots so they don't end up bleeding into each other. They need to look like polka dot's not a smeared colored mess. If the child has a yellow kite, they should NOT pick yellow paint etc.
10. When they are happy with their design, children fold their kite down and squish it, gently smoothing the top of it to spread the paint onto the inside.
11. Gently pull the pages apart. Wahla! Instant symmetry. Redefine that word for the children.
12. Set aside to dry.
13. I hang ours on their lockers. They also look nice hung in a line from the ceiling so they dangle down as a border along the wall, or hung back-to-back from the ceiling.

Science & History Connection:

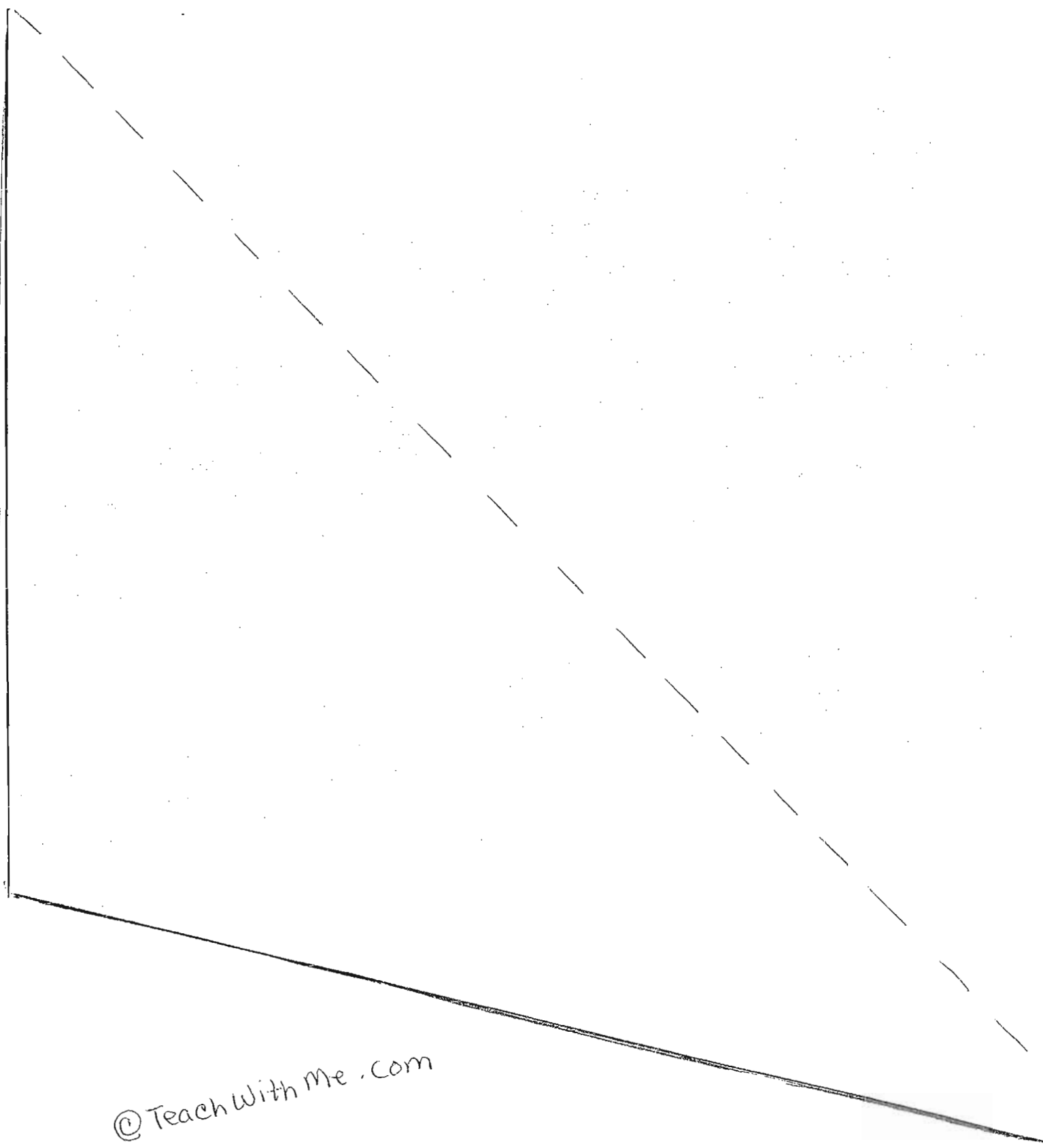
- Whenever I discuss kites with the children we also talk about wind and Benjamin Franklin and his key experiment.

- I emphasize how dangerous and foolish this was, and although it was a turning point in history and helped lead to the invention of the lightning rod, I point out that Franklin could have been killed in the process.
- They make me a promise never to tie a key to their kite.
- I use an Ellison die cut to make our yellow keys. You can skip this if you don't have access, or you can have a room helper or at-home helper parent cut out the keys for you.
- They really do add a bit of pizzazz to the project. Children are also asked "Why the keys on your kites?" And it's a nice way for them to verbally review their new-found knowledge.
- <http://www.mos.org/sln/toe/kite.html>
- <http://www.ushistory.org/franklin/kite/>
- <http://www.surfnetkids.com/franklin.htm>
- <http://bensguide.gpo.gov/benfranklin/inventor.html>

were all very helpful sites for the information that I share with my students.

The last site as an awesome Franklin ABC book that you can download. I laminated it and share it with my students when we do this unit. It can be found at: <http://bensguide.gpo.gov/k-2/alphabet/index.html>

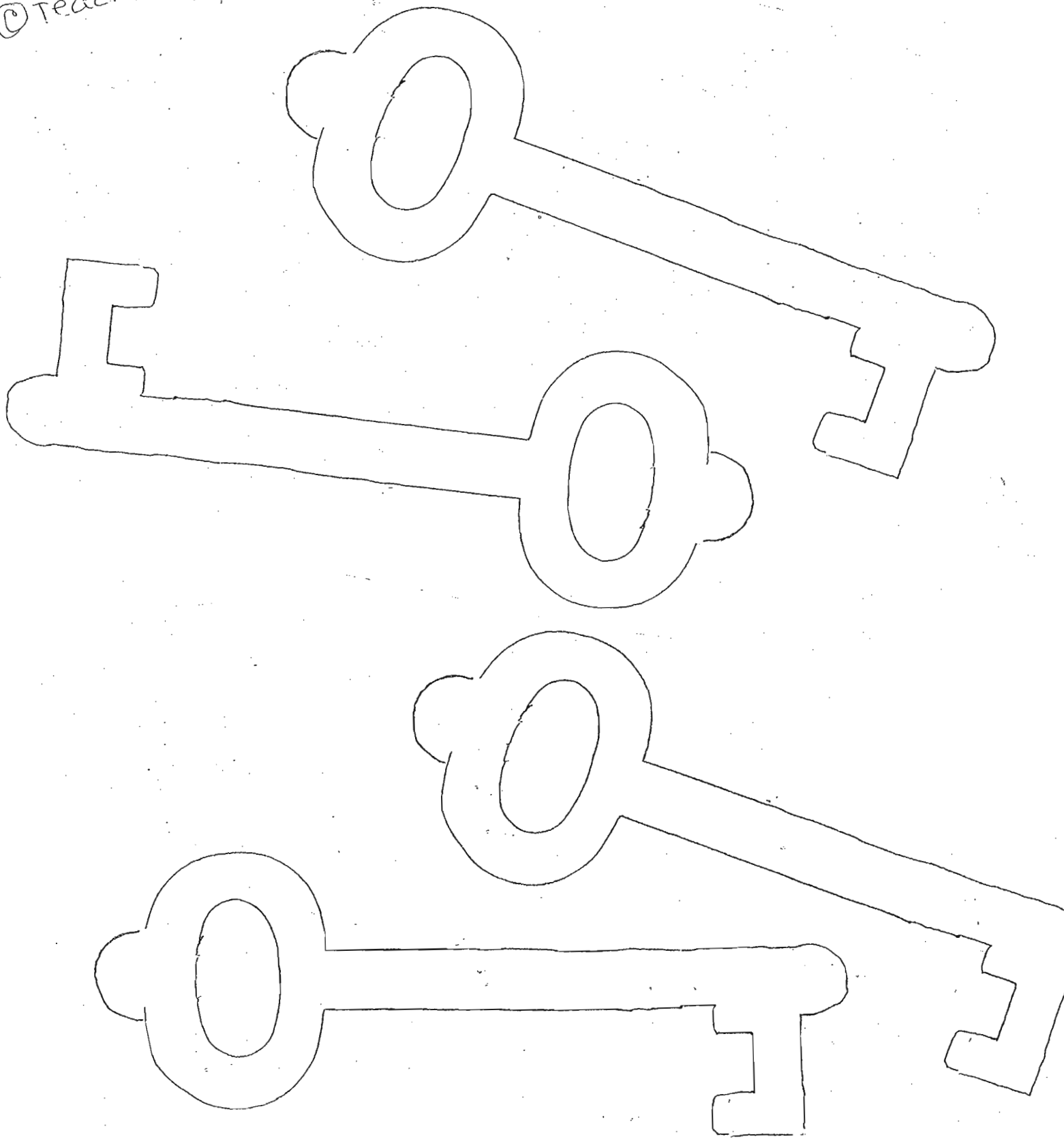
- Benjamin Franklin was also an INVENTOR. He invented many things such as swim fins, bifocals, watertight bulkheads for ships, the lightning rod, an odometer and the wood stove to name just a few.
<http://www.crayola.com/free-coloring-pages/print/ben-franklin-code-coloring-page/> has a cute code sheet for older students to do.
- Another thing that you could do with your students is to have them choose an inventor and do research on him. You could extend their research into a writing lesson by having them write a paragraph or two on how their invention affected the world they lived in and still affects your world today.
- For example if they chose Thomas Edison who invented the light bulb. Having electricity was an incredible turning point. It made candle use almost non-existent. It gave people the ability to stay up later. We basically could not function in today's society without.
- More currently a person like Bill Gates would be fun to choose. Etc. Brainstorm together to come up with a list, or make up one listing what the people invented being sure to include women inventors as well as male, black as well as Caucasian etc.



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Kite Squishers with
Ben Franklin Extensions

Kite Squishers
©TeachWithMe.com



Japanese Rainbow Windsock Kite

Background:

- One of the most popular windsock Japanese kite designs is that of the carp fish. They are a symbol of strength and strong will, because like salmon, they have to swim upstream to lay their eggs, overcoming great obstacles to achieve their goal. This fish is also often painted on Congratulation Kites given at the birth of a son.
- I decided it would be fun to make one and paint it in rainbow colors with a rainbow paper strip tail.

Materials:

- Rainbow-colored construction paper
- White watercolor paper
- Toilet paper rolls
- Scissors
- Glue sticks
- Yarn
- Paper cutter
- Hole punch
- Stapler
- Crayons or markers

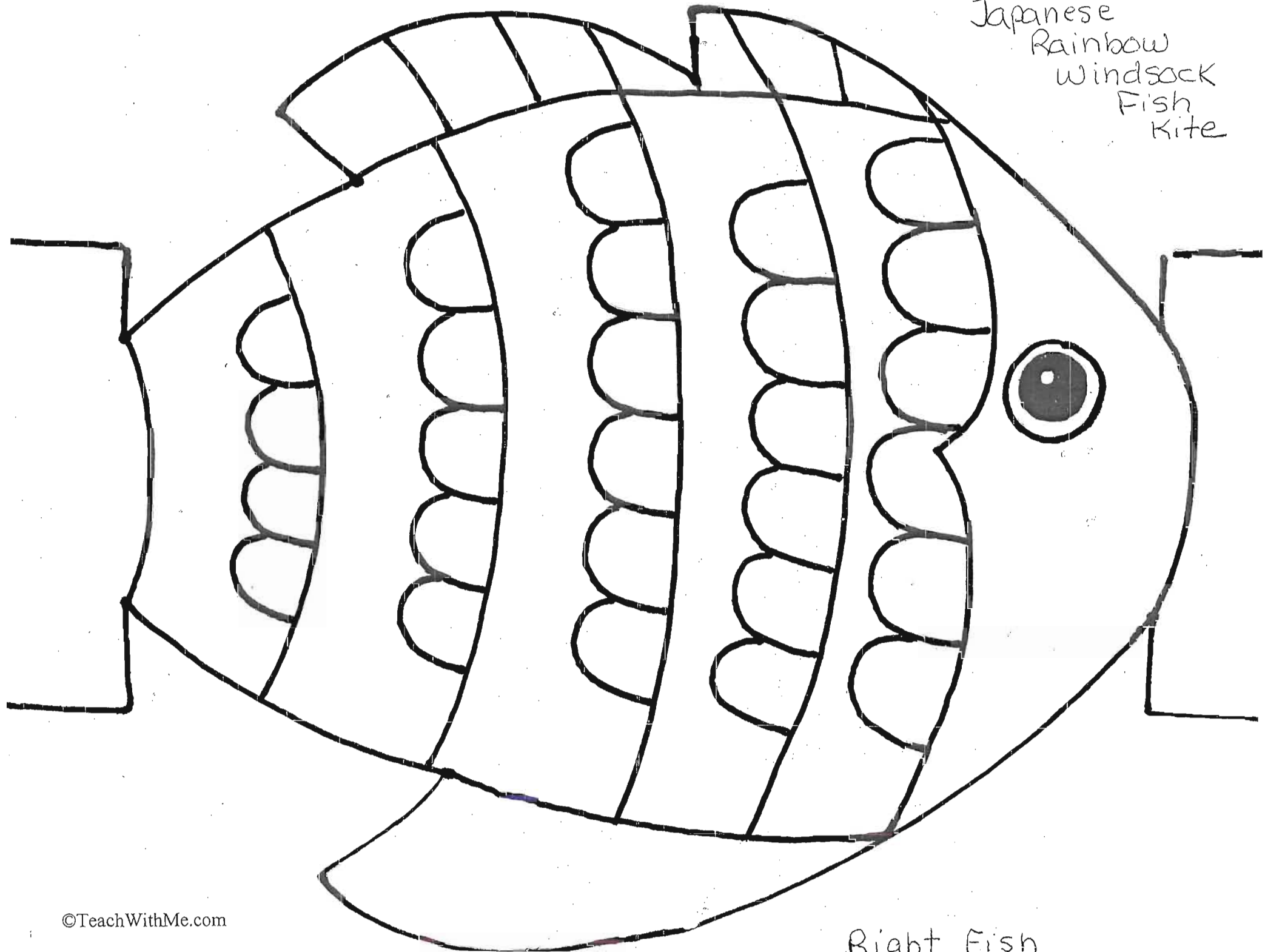
Directions:

1. Run off masters
2. Pre-cut rainbow strips for each student the length of the construction paper ½ inch in width.
3. Children CUT out 2 fish. You may want these pre-cut for younger children.
4. Write children's names on the back of the fish in ink.
5. I remind my students of watercolor etiquette before they start:
 - *Make sure your name is on your artwork.*
 - *No splashing.*
 - *Make sure you rinse your brush before you put it into another color.*
 - *Don't dig paint with your brush.*
 - *Start with the beginning color of the rainbow (red) then work down through the rest of the colors, ending with purple.*
 - *There is NO black or brown in the rainbow.*

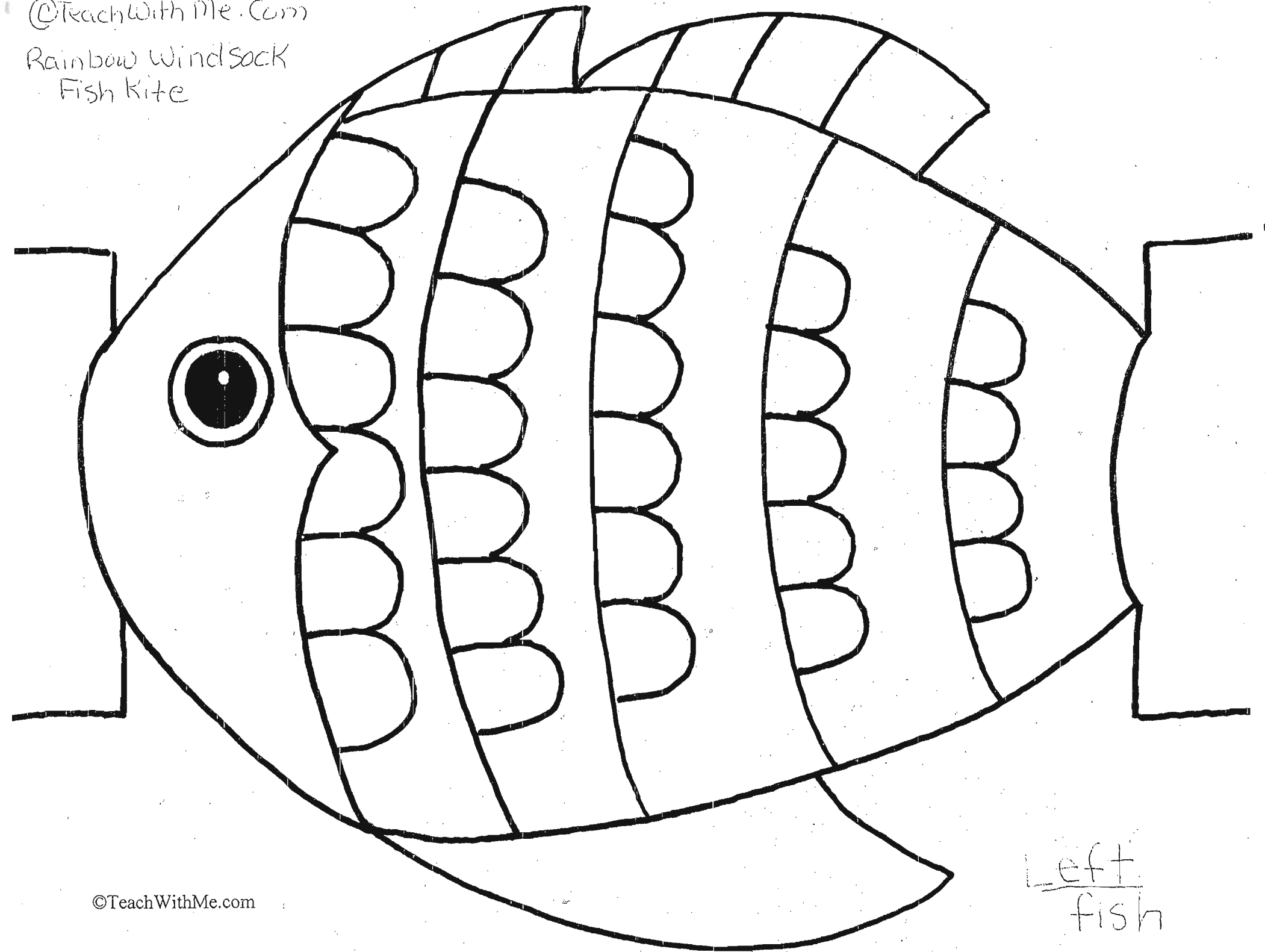
- *Brush your brush along the edge so you're not dripping water.*
 - *When the water turns dark, let the teacher know so she can change it.* This is very important otherwise their colors won't be bright and will look dull and dark because of the blue and purple.
 - *Carry your work to the drying station like a pizza so that it doesn't run.*
6. I use kitty and dog water dishes to hold my water. They are spill proof and perfect for water.
 7. I set this up as a center at a long plastic-covered table. 2 children on each side with the watercolors and water dishes in the middle. (See photo of table set up.)
 8. Students watercolor 2 fish.
 9. To make it different, they could make one with watercolor markers and one with watercolors. My students like watercolors better and it does go faster.
 10. So that things move along and they do a good job and don't get tired, I have them paint one fish and then after everyone has done one fish, we start round two.
 11. Tell them to leave the eye, fins, and toilet paper strips of the mouth and tail WHITE or unpainted.
 12. I tell my students that if they want their colors darker and more vibrant, to paint all the colors then come back and add a bit more, other wise they get things too wet.
 13. I encourage them to take their time so that they stay in the lines.
 14. **Heads Up:** The fish will be put together so there is a right and left fish. Make sure that the children are painting two DIFFERENT fish and not the same ones.
 15. I have a helper at this table and she's in charge of the fish and also makes sure of watercolor etiquette and reminds children what color to do next, and if they have their name on the back of their fish etc.
 16. Set aside to dry.
 17. We paint in the morning and assemble our fish in the afternoon.
 18. I have the toilet paper rolls cut in half ahead of time. I pair up their fish and lay them on the tables with a glue stick and a set of rainbow colored strips.
 19. I demonstrate what I want them to do first and then they do it.
 20. GLUE the mouth of one of the fish around the toilet paper roll, then glue the other fish so that the sides of the mouth come together.
 21. You may need to snip a bit of the edges of the 2nd fish so that they don't overlap into the water colored part of the 1st fish.
 22. Have students raise their hand and reinforce with a staple on each end.

23. **Heads Up:** Point out that the T.P. tube is pointing like a telescope so you can look through it, and that this is the fishes mouth so he can “eat”. Even so, I still had 3 students glue the T.P. roll sideways!
24. Leave the face area puffed open, do not glue the sides shut, skip to the fin area.
25. GLUE the **bottom** fins of the fish together then the top tail to the toilet paper roll.
26. Reinforce this with a staple on each end.
27. Skip the ends of the fish. Don’t glue the sides shut, but leave them puffed open.
28. GLUE the **top** fins of the fish together.
29. Go back down to the tail of the fish and finish gluing the other end shut.
30. Have children raise their hand and reinforce with a staple on each end.
31. Put glue on the ends of each of the rainbow-colored paper strips and glue them OUTSIDE the toilet paper roll at the tail end.
32. Tell children to “pinch” it down and count to 10 while they hold each strip down so that it stays stuck.
33. At about this time the children are sometimes in a hurry to get their fish done, they want to “fly” it and they lose patience and don’t want to take the time to hold those strips down so we were losing some of them. Keep encouraging them.
34. Remind them that 3 go on the front on top (red, orange and yellow) and 3 go on the back, following around (green, blue and ending with purple so that it will be next to the red.)
35. Children snip-cut the top fins following the black lines.
36. Carefully bend one forward and one backward in an ABAB pattern.
37. Children WRITE their name on the bottom fin in rainbow colors.
38. I have my children come and stand in a line when they’re done. Teacher punches a hole in the top and bottom of the fish mouth and ties a piece of yarn.
39. They leave their fish on their desk and do a Tummy Tubby activity ‘til everyone is done.
40. We did the Fish Pokey and then I let them dance around the room with their fish flying with them as I played some Japanese music. They then “sailed” into the hallway to put them in their lockers to carry home. I didn’t want them crushed in their backpacks. They do look lovely dangling from the ceiling or along the wall in the hallway, but today my students begged to take them home. ☺

Japanese
Rainbow
Windsock
Fish
Kite



Rainbow Windsock
Fish Kite



Left
fish

Japanese Flag

Materials:

- White and red construction paper.
- Glue sticks
- Scissors
- Crayons

Background & Directions:

1. I like to incorporate a little geography with my mini-themes.
2. Japan is known for kite flying so it's the perfect time for playing "Where in the World Are We?"
3. I have a globe on my board that says: Where In The World Are We?
4. I put a picture of a map with the name of the country taken off of it under the globe.
5. The children have an opportunity to use the real globe in the classroom to try and find that shape.
6. The first child to guess correctly gets a trip to the Treasure Chest.
7. It also helps teach responsibility as they have to remember to check to see if we're taking a "magic carpet ride" somewhere that day because there will be a map posted under the globe.
8. Today we're going to Japan, so the map that they will be gluing on the back of their flag is also posted under the globe.
9. Students COLOR their map and GLUE it to the back of their white sheet of construction paper.
10. Children CUT out their red circle and GLUE it to the middle of the other side of their white sheet of construction paper.
11. They WRITE their name in RED crayon on the bottom corner of their flag.
12. We review that their flag has 2 shapes. It's a rectangle with a circle. We also compare and contrast our flag with theirs. i.e., they have 2 of our 3 colors etc.
13. During story time I tell them a little bit about Japan, show them some picture books and give them some information and show photos of Japanese kites.
14. <http://www.asahi-net.or.jp/~et3m-tkkw/history1.html>
The history and development of kites

<http://www.aka.kite.org/>

American Kite Flyers Association

http://www.tako.gr.jp/eng/museums_e/tokyo_e.html

The kite museum in Tokyo Japan

<http://www.tooter4kids.com/Japan/kites.htm>

Handmade Japanese kites

<http://www.chinakite.com/maindoc/en/htm/chanpin/chuantong.htm>

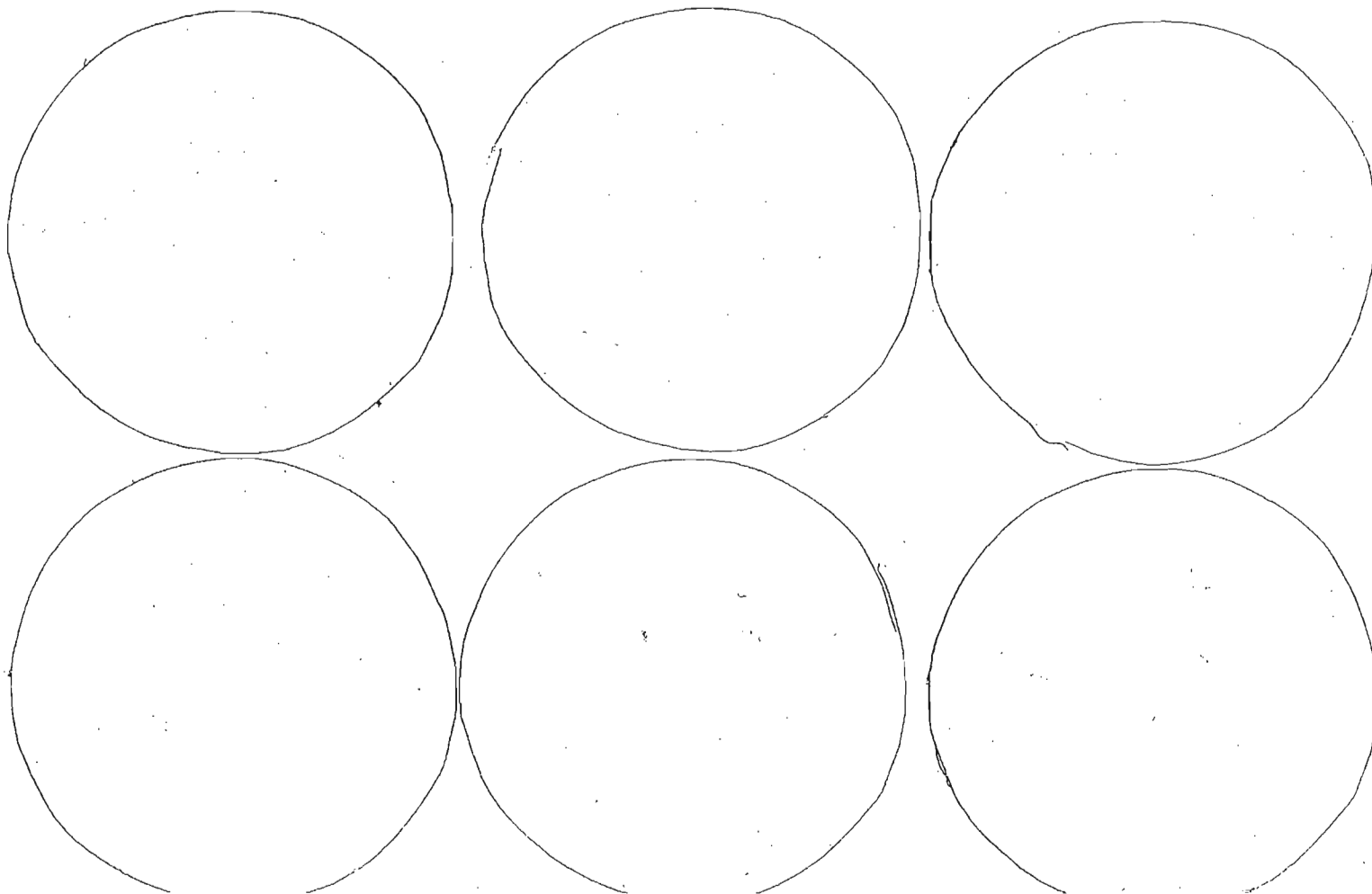
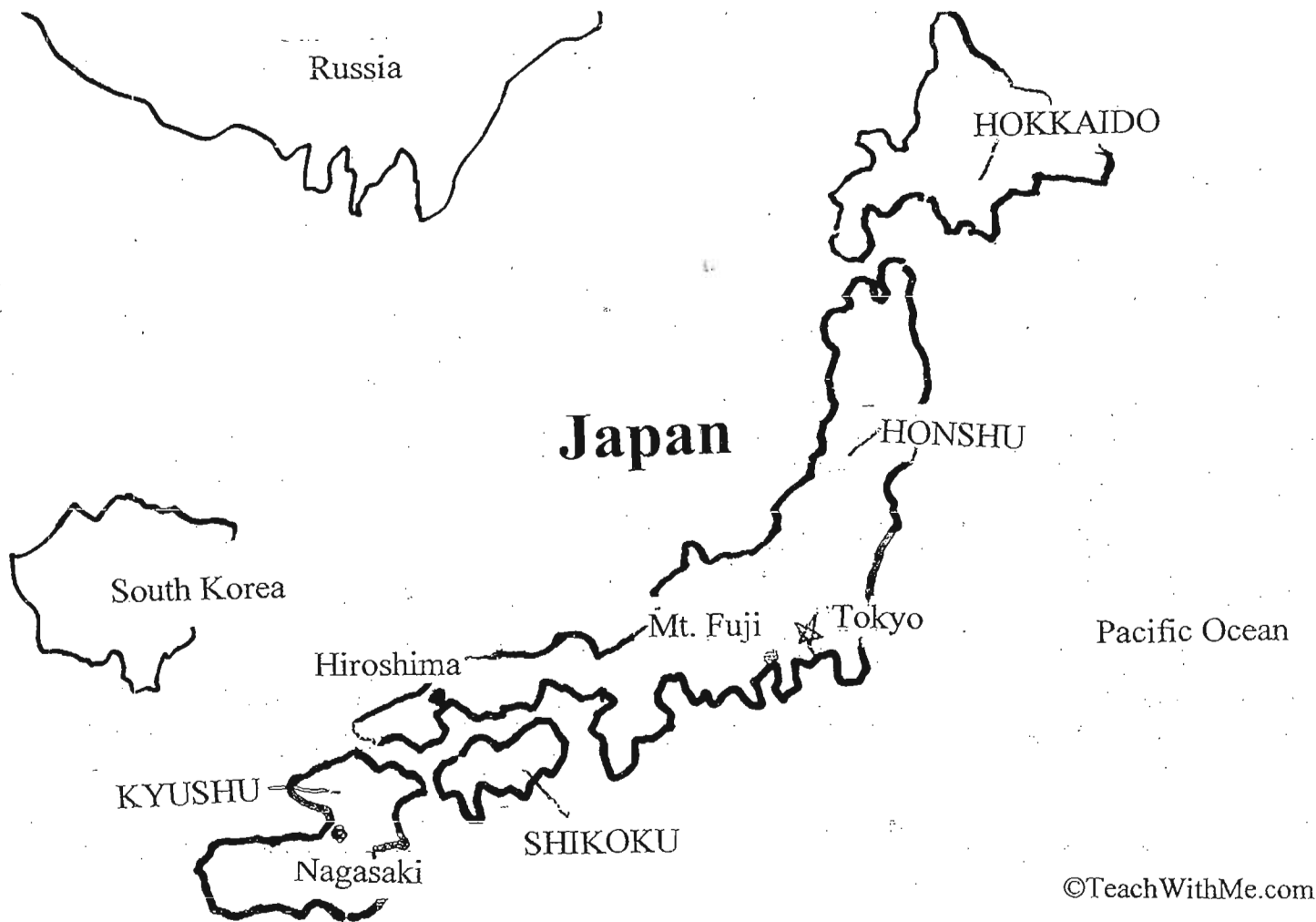
Shows pictures of all different kinds of Japanese kites that you can build. Amazing!

http://coloring-page.com/pages/zboy_kite.html

A coloring page of a boy flying a kite.

<http://www.asahi-net.or.jp/~ET3M-TKKW/h1.html>

Lists all the different kinds of Japanese kites. You can click on them and see a picture of them.



Color and Cut

Kite Fast Facts and Ready Research

- The kite was first invented and popularized approximately 2,800 years ago in Weifang China where materials ideal for kite building were readily available: silk fabric for sail material, fine, high-tensile-strength silk for flying line, and resilient bamboo for a strong, lightweight framework.
- Kites were used as a fishing aid in the Solomon Islands.
- Kites are used by the Koreans to announce the birth of a child.
- Kites may be flown for recreation, art or practical purposes. Sport kites can be flown in aerial ballet, sometimes as part of a competition. Power kites are multi-line steerable kites designed to generate large forces which can be used to power activities such as kite surfing, kite land boarding or kite buggying. Kites towed behind boats can lift passengers which has had useful military applications in the past such as when kites were used by the Chinese during battles.
- They were made of bamboo and had the tendency to hum and shriek in the wind which frightened the enemy.
- Kites in the Chinese and Japanese cultures were capable of holding or "flying" a person in the air where the person could spy or act as a sniper using bows and arrows.
- Many kite designs that were developed for the military or for scientific purposes can be seen at kite festivals and competitions today.
- Windssocks are a Japanese tradition that has caught on elsewhere. In the Japanese culture the windssocks are made in the shape of a fish called a carp and they are the symbol of strength and strong will, overcoming great obstacles to achieve their goal.
- Like the Chinese, the Japanese have a special day for flying kites or windssocks. In Japan it is May 5th, "Children's or Boy's Day."
- Kites are heavier-than-air devices. They weigh more than the volume of the air they displace. They are flown at the end of a string, line or rope. Kites are aerodynes. In other words, they overcome the force of gravity and are kept in the air by the force of the wind or the forces of wind pressure on the kite.
- The aerodynamic force involved is called lift. Lift on a kite is perpendicular to the relative wind direction.
- Relative wind is the actual wind, the actual direction of wind and speed of the wind. The kite reacts to the wind pushing on it. Lift is executed in an upward direction thereby opposing the pull of gravity on the kite.
- Newton's Third Law (for every action, there is an equal and opposite reaction) helps explain the aerodynamics of kite flight. Think of the kite as flying on an inclined plane and flying in one spot. The kite exerts a downward force upon the air. The air passes over the top edge of the kite and goes down the upper surface of the kite. Remember that air is relatively heavy. As the kite pushes downward, it gets an equal push upward by the air. As this happens, the kite gets an upward counter force and it flies! This is Newton's law.
- For a kite to fly, the air lift potential must be greater than the weight of the kite. For example, if the downward and upward force of the air is equal to the weight

of the kite, the sum of all the forces will be zero and the kite will be in a state of equilibrium. It will not fly up or down.

- If the downward force upon the air is greater than the weight of the kite the upward force will also be greater and the kite will move upward and climb higher.
- If the downward force is less than the weight of the kite, the upward force will be less and the kite will sink sometimes very quickly, crashing to the ground. Knowing these basic principles can help us learn how to fly a kite and how to design a kite.
- The tail of a kite adds to its stability and balance. It also acts as a drag and for some kites will put a limit on the maximum altitude that can be reached by a particular kite.
- The word for "kite" (*Ikanobori*, old name of Tako) appeared for the first time in the book of "*Wamyouruijoshou*". This is said to be the oldest written record about kites in Japan. The kite was built with paper and bamboo.
- The Romans flew decorated windsocks as military banners.
- General Han Hsin is said to have flown a kite over a palace in order to judge the distance between his army and the palace walls, so that a tunnel of the correct length might be dug to allow his troops to enter.
- In the late 900's to 1126 flying kites became a popular activity in China. People celebrated the ninth day of the month, a day signifying the banishing of evil, by flying kites.
- In 1295 kites were introduced to Europe by Marco Polo, an Italian explorer who returned from China.
- In 1752 Benjamin Franklin flew his kite to collect the electricity from storm clouds in Philadelphia.
- In 1822 George Pocock developed one of the strangest uses of kite power. He used a pair of kites to pull a special light-weight carriage at speeds of up to 20 miles per hour. Some of his kite trip were recorded at over 100 miles. This is believed as the origin of the first buggy kiting.
- In 1826 George Pocock had patented a four stringed kite used for pulling carriage.
- In 1827 During a demonstration for King George IV, Pocock's Charvolant was able to journey from Bristol to Marlborough easily overtaking the London mail coach following a similar route. Later, he took a 113 mile trip across the British countryside to attempt to demonstrate the reliability of the vehicle as a means of travel.
- In 1833 A British meteorologist, E.D. Archibald started using kites to lift anemometers to measure wind speed at various altitudes.
- Homan Walsh succeeded to the crossing of the first line over Niagara Falls by his kite. The string of his kite was fastened to a tree on the far side of the river, a light cord attached to it, and carefully pulled across. Next came a heavier cord, then rope and finally a wire cable composed of a number of strands of number ten wire, which was to be the beginning of the new bridge.
- In 1863 it seems that there is now proof as of January 2002 that there was kite use in the American Civil War was located. It had been rumored, there were stories, but there was never any concrete evidence before. This research has just begun; but there is much to do and there are more questions than answers. What we do

know for sure is that there were kites made near Vicksburg in 1863, and in 1865 they were used for sending orders over enemy lines trying to entice deserters by offering money for horses and arms. Official communiqué from the Civil War has been located in the War Records Office, some requesting kite making materials and one that requested, "...10,000 feet of strong kite string be sent at once..."!

- In 1887 A British meteorologist, E.D. Archibold took an first aerial photograph from a kite.
- In 1890 William Eddy flew a kite with a thermometer in Bayonne, New Jersey.
- In 1896 US Army officer Lieutenant Hugh D. Wise successfully worked out a system to lift a man using Hargrave box kites. It was planned for use in the Spanish American War for enemy observation, but the location and deployment of troops was learned by another means. Unfortunately, the airplane soon made the system obsolete before another opportunity could present itself.
- In 1899 The Wright Brothers used kites to test their theories for the first flying machine (airplane).
- In 1906 Kite carried a camera aloft to take aerial photographs of the damage caused by the San Francisco earthquake.
- In 1907 Dr. Alexander Graham Bell flew a man carrying kite made up of over 3,000 tetrahedral cells.
- In 1940 The British Admiralty introduced a barrage kite to protect Naval Destroyers. The Hargrave double box kites were adorned with suspended wires or dangling bombs as a deterrent to aerial enemy attack.
- In 1941 The Barrage Balloon and Kite School was opened in New York City. Saul's barrage kites were flown on wire lines and capable of shearing wings, which was very effective against enemy dive-bombers. Canisters of explosives were attached to the piano type wire used to fly the kites. At one time 3,300 of the Saul's Barrage kites flew from the sterns of Merchant ships carrying cargo from the United States and Canada to Europe.
- In 1969 the highest altitude record with nineteen kite trains was established by a high school group from the U.S.. The altitude recorded was 10,830 feet above the ground!
- In 2000 this was broken by Richard Synergy. He flew his kite at 13,609 feet on August 12th. The kite was a high tech delta, having 270 square feet of nylon kite skin, measuring 30 feet from wing tip to wing tip, and 18 feet tall, sporting hollow fiberglass spars 1.5 inches in diameter, flying on 270 pound woven Kevlar line 3/32 inch in diameter.
- It's thought that kites were first introduced into Japan by Buddhist missionaries who traveled from China in the Nara period (649-794 AD) and were mainly used in religious and thanks giving ceremonies.
- A Japanese dictionary dated 981 AD was the first to record the Japanese word for kite and used the characters for "Kami Tobi" meaning paper hawk - which suggests that the first kites were bird shaped.
- Even though the Japanese absorbed much of the Chinese culture but they developed their own distinctive kite designs and traditions.

- Kites were used for practical purposes such as in the construction of many shrines and temples in Japan where large kites were used to lift tiles and other materials to workers on the roof tops.
- It was in the Edo period 1603 - 1867 when Japan was closed to all foreigners that most of the beautiful Japanese kites we know today were developed.
- There are about 130 different styles and types of kites, each region having its own unique shape.
- They are normally decorated with characters from Japanese folklore, mythology or have some religious or symbolic meaning.
- All are painted with bright colored natural dyes, sumi (black ink) and constructed from washi paper (hand made paper) and bamboo or where bamboo is difficult to grow cypress wood is used instead. The bamboo frame is called the bones and the paper covering is known as the skin.
- The popular name now for a Japanese kite is Tako - thought to be a play on the name - Tokyo where kites were very popular.
- The Japanese even have a word in their vocabulary "Tako-Kichi" which means, "kite crazy".
- In Japan at Harvest Festival kites are flown with stalks of rice attached as a thank offering for a good crop.
- One of their most famous kite festivals is Hamamatsu where they have kite teams battle against each. They have over 2,000,000 spectators turn out to watch the festivities!
- Congratulation kites are still given to first born sons.
- Kites with paintings of folk heroes or gods are believed to protect and guide the new-born child into adulthood.
- The most popular design on these baby kites is the Kinorta - a small boy who was left by his parents in a mountain forest and raised by bears - he grew up to be wise and very strong. Kinorta is often painted with a carp, another symbol of strength and bravery because the carp must swim up stream against the current to lay its eggs.
- The Edo kite is one of the best-known Japanese kites and takes its name from Edo - the old name for Tokyo.
- Its design is rectangular and multi bridled with elaborate and detailed paintings of famous warriors, Kabuki actors, priests and geisha girls.
- The majority are painted in the Ukiyo-e style - a reference to the very popular woodblock pictures of the mid 18th century.
- One of Japan's largest kites was the Wan Wan kite. One kite made in 1914 weighed 2.8 tons and required over 150 men to fly it! The tails were 500 feet long and like the flying line were made from the anchor ropes of ships. It's unfortunate, but the large WanWans are no longer made.
- The largest kites flown today are in Hoshubana on Boys Day - May 5th. Approximately 200 years ago the local Buddhist Priest told the local farmers that if they flew kites in the sky this would please the Gods and have a calming influence on the weather and would make it kinder for their production of silkworms. As the crops grew, so did the kites.

- These kites take 1500 sheets of paper to cover and need over a hundred people to carry and fly them. This kite is called (because of its size) the "100 Mat Kite" (the Tami Mat is the standard size floor mat used in every Japanese home).
- The Japanese for hundreds of years have also been making miniature kites. Retired Samurai Warriors used to make very small kites from straw and tissue paper.
- Sadly kite flying is on the decline in most parts of Japan due to so many high buildings and overhead power cables.
- You have to drive out of Tokyo for over 2 hours to find a suitable place to fly a kite, and the old Kite Masters are dying. Their sons and daughters don't want to work the long hours with poor pay. Kite apprentices had to train for approximately 4 to 5 years without pay, learning how to correctly draw straight lines and circles with a brush.
- Collectors and hobbyists keep the sport alive today.
- As you can see kites have been used by the military for signaling, delivery of munitions and for observation.
- They've been used for aerial photography as well.
- The scientific field has also used them to prove things about lightning and electricity. They played a part in weather forecasting and carried instruments to measure atmospheric conditions, and kites were the precursors to aircraft and even bore men in man-lifting kites.
- Kites were used for radio purposes, and even aided with light effects carrying battery powered lights and light sticks.
- They pulled people and vehicles downwind two decades ago and are still doing so today in land boarding and kite surfing. Snow kiting has also become popular in recent years.
- Finally, a conceptual research and development project by Makani Power in California is investigating the use of kites in harnessing high altitude wind currents to generate electricity!
- My favorite still remains the good old "Let's go fly a kite." A child's form of play as well as a nice relaxing past time for adults. Others must think so too, because the kite festivals are growing more popular as a form of entertainment throughout the world.

Disclaimer: My sources for these fast facts came from about 20 websites. Whether the information is true or not remains to be seen. I did find the reading absolutely fascinating and had no idea the kite was involved in so many versatile activities, nor had I known it had been around for so long! DLH ☺

Rainbow Shapely Kite

Materials:

- Powder blue construction paper
- Rainbow colored construction paper
- White yarn
- Scissors
- Crayons
- Reinforcement holes.

They really add a nice “polka dot affect” Tape looks tacky. And the white of the reinforcement holes compliments the white cloud at the top.

- Hole punch.
- **Optional:** Rainbow names from Word Art

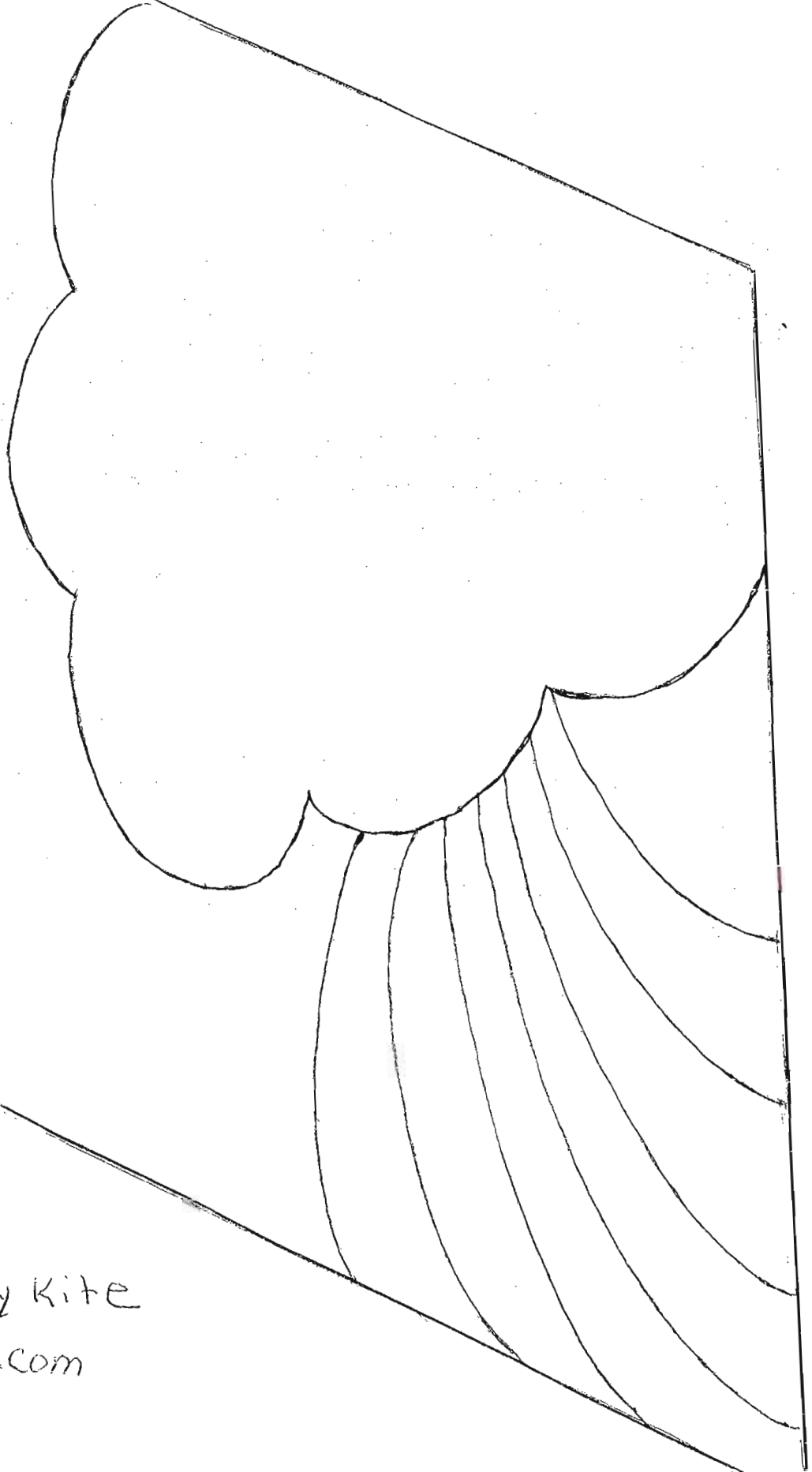
Directions:

1. Run off masters
2. Students CUT out their kites, clouds and shapes.
3. Children GLUE their cloud to the kite.
4. Students COLOR their rainbow the colors of the rainbow in the correct order.
5. Students bring their kites and shapes to you.
6. Punch a hole in the bottom point of the kite.
7. Tie a knot in the bottom of the kite.
8. Children lay their shapes onto the yarn leaving 2 finger spaces between.
9. They keep the shapes in place by sticking a reinforcement hole on the yarn.
10. Students can write their name in rainbow colors on the back of their kites. They could also decorate their kites with stamps, stickers, or color a picture on it.
11. I type their name in Word Art in the rainbow font. If you have older students they can do this themselves, print it, cut it out and glue it on. A nice technology-computer extension! ☺
12. After they cut them out they make a little white construction paper cloud to glue it to, then they glue the cloud to the back of their kite. (See photo)
13. This ties in with the cloud on the front of their kite and has a nicer looking appearance.

Word Art Directions:

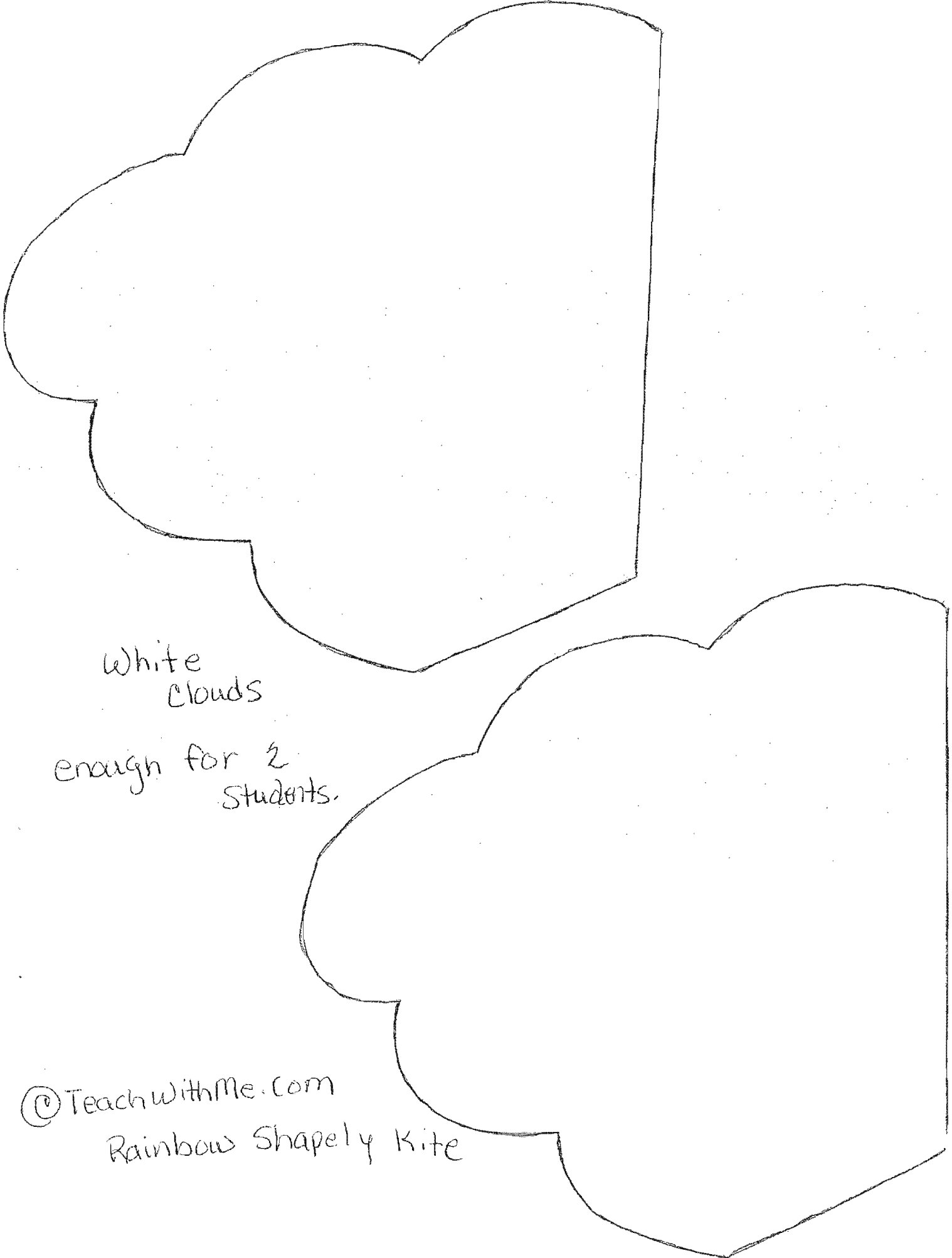
1. Open a word document.
2. On the bottom bar you will see a capital A it is tilted to the right and is blue. Click on it.
3. The Word Art Gallery Box will pop up. The RAINBOW word art is in the 4th column the 3rd one down and looks like a rainbow. Click on it and then click OK at the bottom.
4. An "Edit Word Art" box will appear with YOUR TEXT HERE highlighted in blue. The setting will default at font: Ariel black size:36 this is all OK. Just type in your first students name and click OK at the bottom.
5. That student's name will then be put in your word document.
6. Click on it. It will have a black box around it. Drag it to a bigger size. I make mine all the way to the end of the paper and a little fatter as well. This will be the perfect size for the kites.
7. Click back on the tilted A to get back into word art and do the same thing for each student.
8. I fit 3 of my student's name on a page and then I print that sheet.
9. The pizzazz of the kites is worth the extra effort and my student's are soooo excited about having their name in rainbow letters! ☺ It took me approximately 7 minutes to do my 21 students so it's really not a big deal. Enjoy.

Powder Blue



A Shapely Kite

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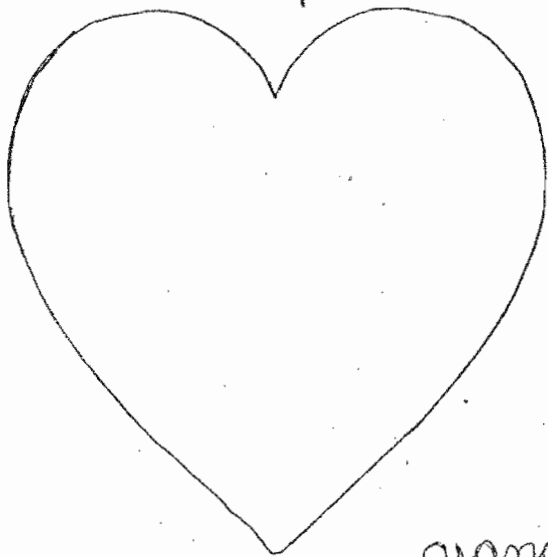


White
clouds

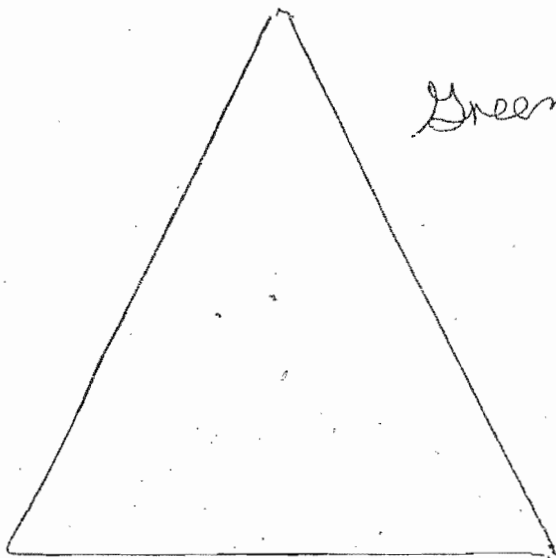
enough for 2
students.

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Rainbow Shapely Kite

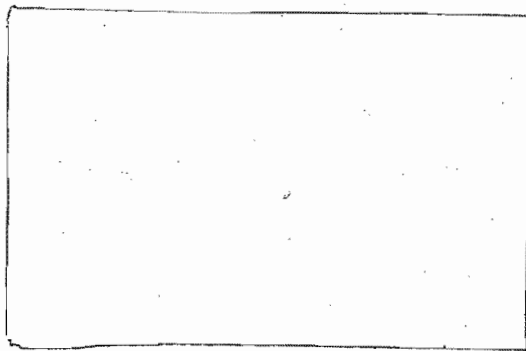
red



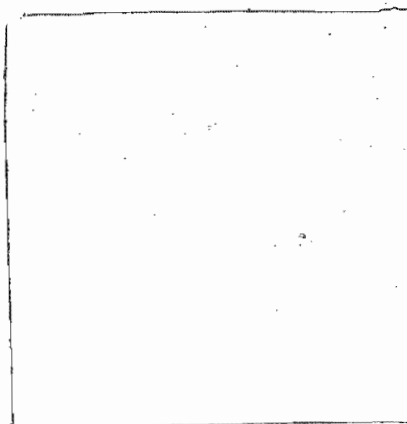
Green



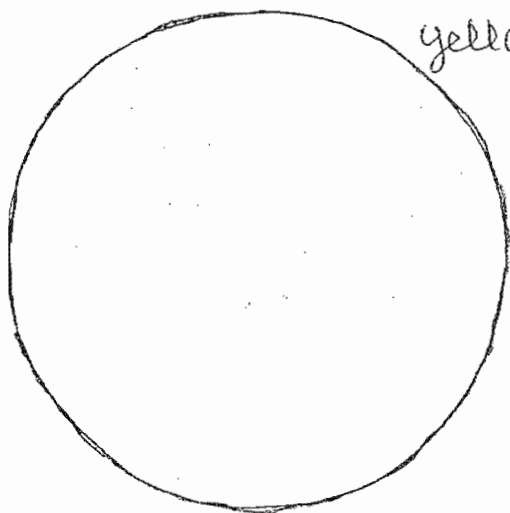
orange



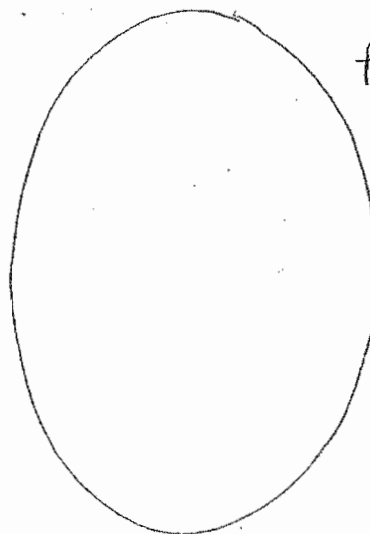
Blue



yellow



Purple



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A Shapely Kite Tail Pieces.

Rainbow Art

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Rip & Tear Rainbows

Materials:

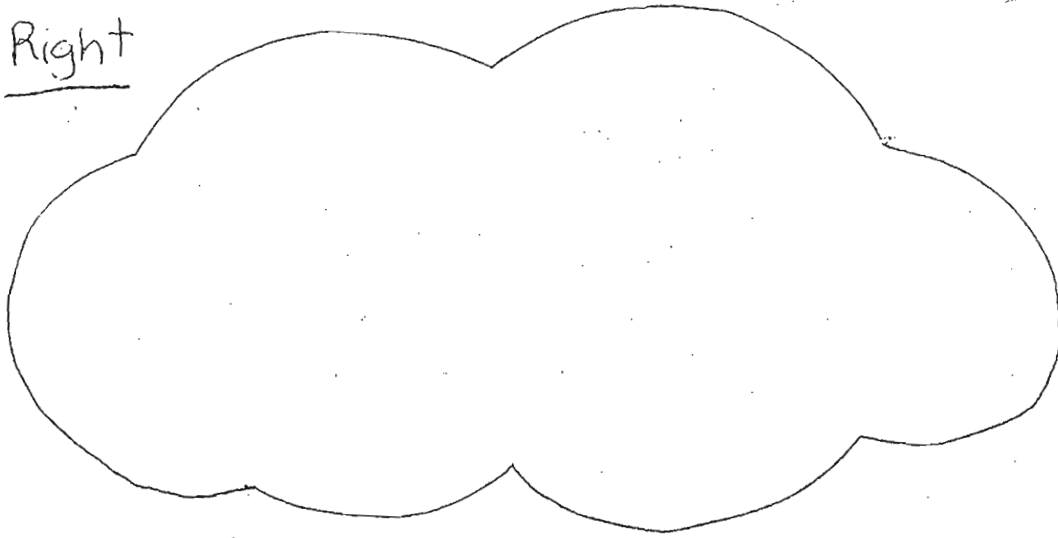
- Powder blue, yellow and white construction paper
- Rainbow strips of construction paper
- Scissors
- Glue sticks
- Crayons
- Optional: Cotton balls

Directions:

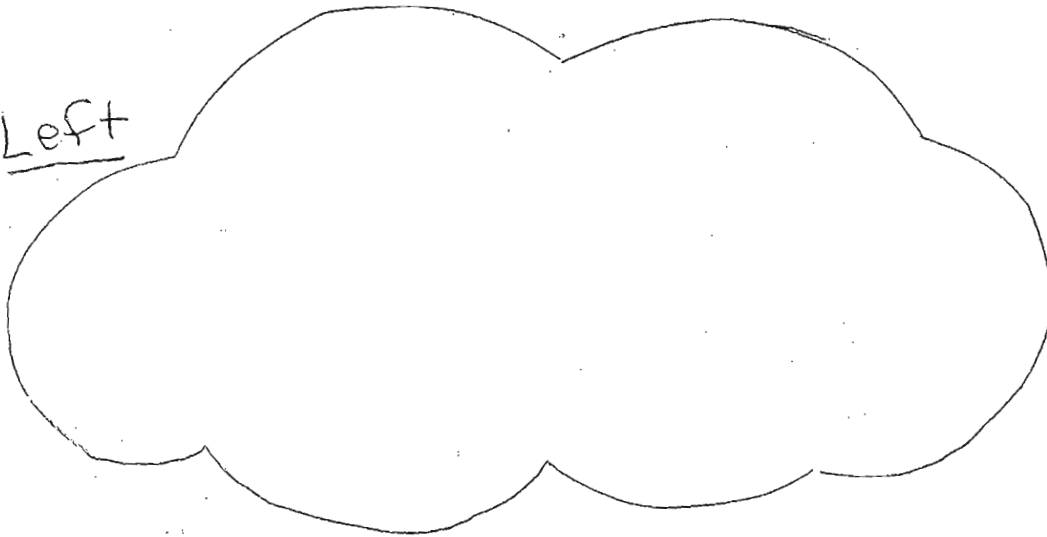
1. Children cut out their sunshine and glue it to the top right corner of their blue construction paper rainbow.
2. Students add details with crayons, including yellow rays shining down on the rainbow.
3. Children WRITE their name UNDER their rainbow in rainbow color order for as many letters as they have.
4. Children get a strip of each color of the rainbow and rip a pile of one color then GLUE it ON the line in rainbow order starting with the color RED.
5. They continue 'til they have done all of the colors, finishing with PURPLE.
6. Our construction paper is pretty inexpensive, so not of the best quality. It's brittle and tears easily so I tell my students to put 2, even 3 strips together and rip that many at a time. It really helps strengthen their finger muscles as well as gets their torn pieces more even looking.
7. For really young children I'll staple 2 together at the top and start the tearing process by a little snip. This will also let them know where I want them to tear so they too will have nice "square" like mosaic pieces.
8. I have them quickly sort their colors into piles. It helps if they keep them in rainbow order so they don't get confused when they start to glue.
9. My students like to sing the rainbow song while they are working. We sing it once before we begin so that I'm sure that it's buzzing in their heads and I also have my sample on the board in plain view for them to refer to.

10. Have your students run one glue stripe on the line $\frac{1}{2}$ way and then press the torn square down hard so that it really sticks. This will keep their fingers from getting all sticky.
11. As soon as they are done with that half, they complete the rest.
12. They still need to work quickly so that the glue stripe does not dry. Tell them to reapply glue to the stripe periodically and do it quite heavily. They should also remember to press down hard making sure their pieces are really stuck. They also need to be reminded to only do one stripe and one color at a time.
13. Remind them to butt their pieces up against each other so that there are not blue gaps in between. It is OK to overlap the pieces as well to make the arc curves.
14. Children CUT out their clouds and GLUE them to the left and right of each end of the bottom of their rainbow. The longer bumpy part that sticks out is the correct side of the cloud. Make sure you point this difference out to your students.
15. You have several options. You can leave the clouds plain, which I do; as I think they have ripped enough, or you can have them match the affect of the rip & tear and have them fill in the clouds with torn pieces of white paper.
16. You can also add texture to the picture and have them rub glue over the cloud and pull apart 2 cotton balls and fill in the cloud, then do the same with the other cloud.
17. I punch a hole in the center at the top, and add a loop of white yarn. We hang them back-to-back in the hallway. They look lovely dangling from the ceiling.

Right



Left



CUT out sun and add "rays" with yellow crayon.
Can run off on white paper and color yellow, or make several copies,
cut and paste and run off on yellow paper.



Run rainbow off on powder blue construction paper.
Children will glue their ripped squares ON the line in rainbow order.

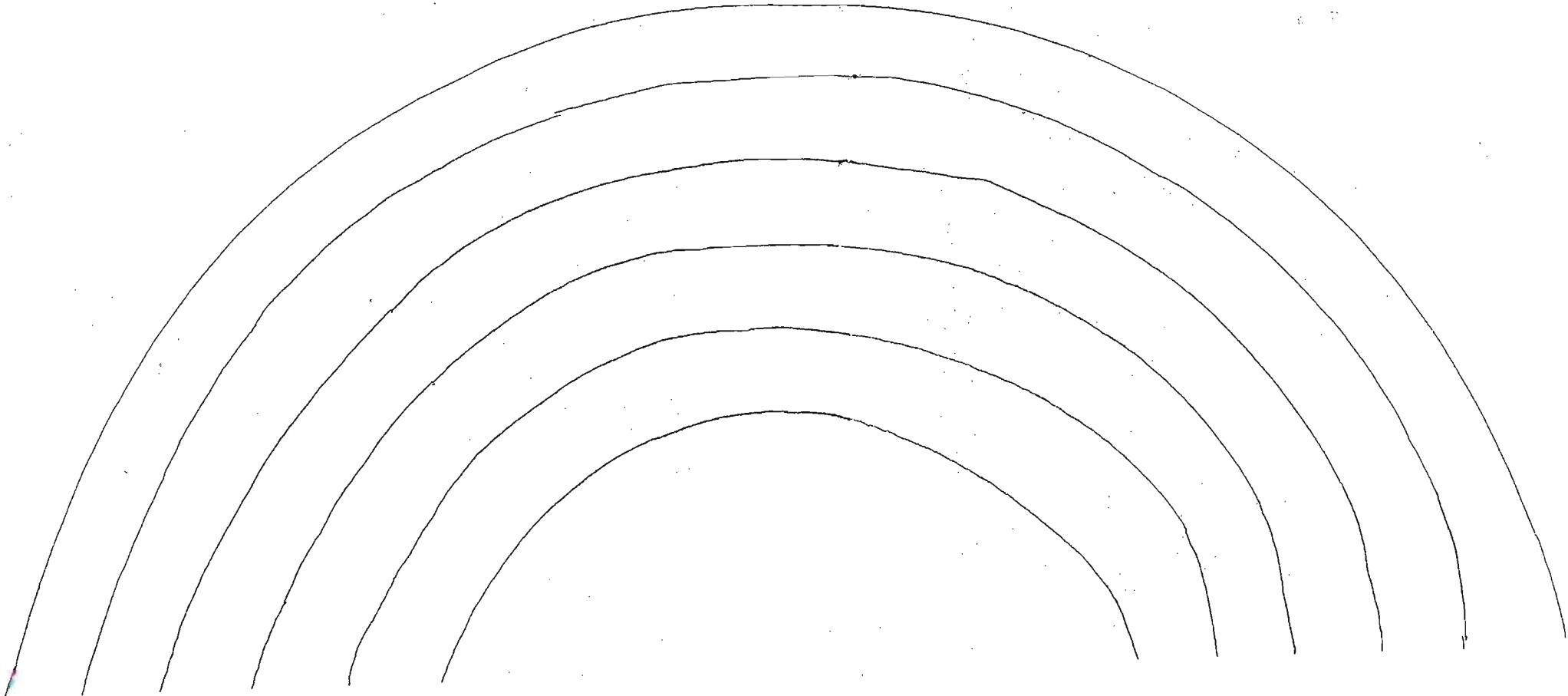
Rip & Tear Rainbow

Cut out clouds and GLUE on each end of the "Rip and Tear" rainbows.

Students can fill clouds with cotton, rip and tear pieces of white paper,
or simply leave plain.

Rip & Tear Rainbow

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Talcum Powder & Pulled-Cotton Ball Cloud

Materials:

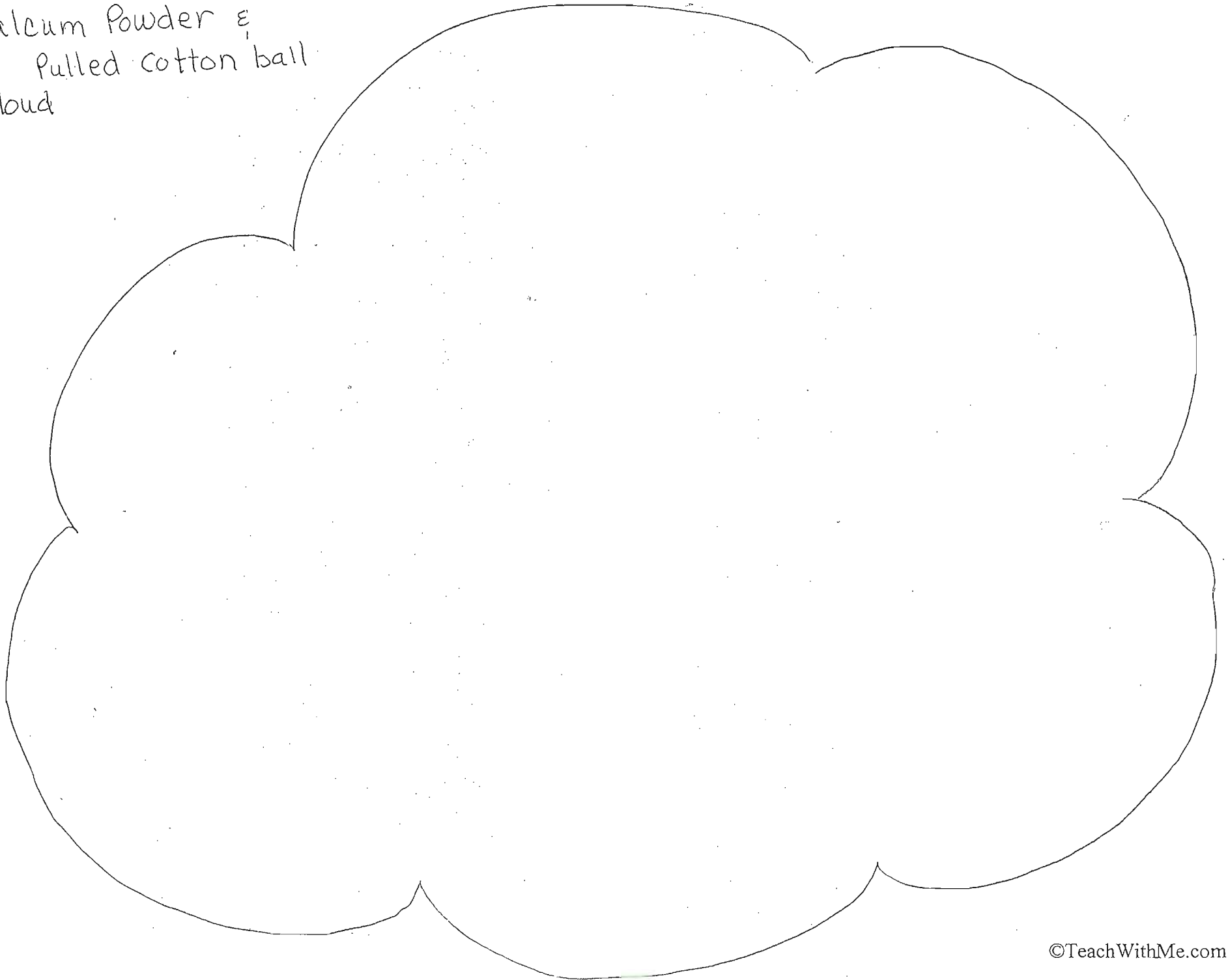
- Powder Blue construction paper
- Talcum powder
- Cotton balls
- Glue sticks

Directions:

1. Run off cloud on blue construction paper.
2. Call children up to the center. Work one-on-one with them.
3. Children WRITE their name on the top right hand corner.
4. Children pull apart 3 cotton balls.
5. Children "paint" the cloud with their glue stick.
6. Children press their pulled apart cotton on the cloud.
7. Students sprinkle talcum on the rest of the cloud and press with their hand.
8. Gently shake off excess into the waste can.
9. What a sweet-smelling successful art project!

Blue

Talcum Powder &
Pulled cotton ball
cloud



Rainbow Watercolor Pots + A Math GRAPH Extension

Materials:

- Watercolors
- Brushes
- White construction paper
- Black construction paper
- Gold glitter
- White glue
- Containers for water
- Plastic table cloth
- Glue sticks

Directions:

1. Set up a long table as the watercolor center. If your students are older they can probably do this center independently. My y5's do better if I have some adult supervision at this table. They love to watercolor, and when they get at this table they seem to want to do what they want to, instead of following a pattern. They are also tempted to use brown and black instead of sticking to the rainbow colors and sometimes "rub" instead of "Paint" and cause holes in their papers. So if an adult is there encouraging and adding guidance things stay neater, and run more smoothly.
2. I cover the table with a plastic table cloth the kind you can get at the Dollar Store. I also have some paper towels handy because they will get a bit wild with the water.
3. So that the water doesn't tip over I use colorful kitty and dog dishes that I bought at the dollar store. They are perfect as they are longer and tip-proof. When the water gets dirty I dump it in a bucket and refill it with a watering can, all which I have nearby which saves time.
4. I keep the dishes, paint boxes, and brushes all running down the center of the table with 3 children on each side.
5. Before hand, demonstrate HOW to paint a rainbow. I've taken a picture so that you know how too. You draw a stripe to the right and then fill in the left hand side, continuing in this fashion 'til the arc is done.
6. The nice thing about a watercolor paint box is that it is set up in rainbow-color order. I remind children of this.

7. I write their name in ink on the back of their arc before they start painting.
8. When they are done they carry it to the play kitchen area to dry.
9. You can have your students cut out their own pots. I have mine pre-cut using an Ellison die cut machine.
10. The day before, I call them over and I write their name on their black pot with white glue. They spell their name for me and I can assess if they know how to do that. I let them sprinkle the glue with gold glitter. We shake off the excess and set their black pot aside to dry for the next day.
11. When their rainbows are dry, they run a stripe of glue on the bottom front and glue it to the back of their pot. We hang them on a wall in the hallway. We've always gotten lots of compliments on these.
12. The gold glitter really makes this art project pop. It also readily identifies their watercolor art work and is directly associated with the gold at the end of the rainbow. The affect hanging on the wall is truly "dazzling" and one of my students favorites!

Math GRAPH Extension:

Background:

- Just for fun and as a great math extension, we graph our favorite rainbow color. Here's how:

Directions:

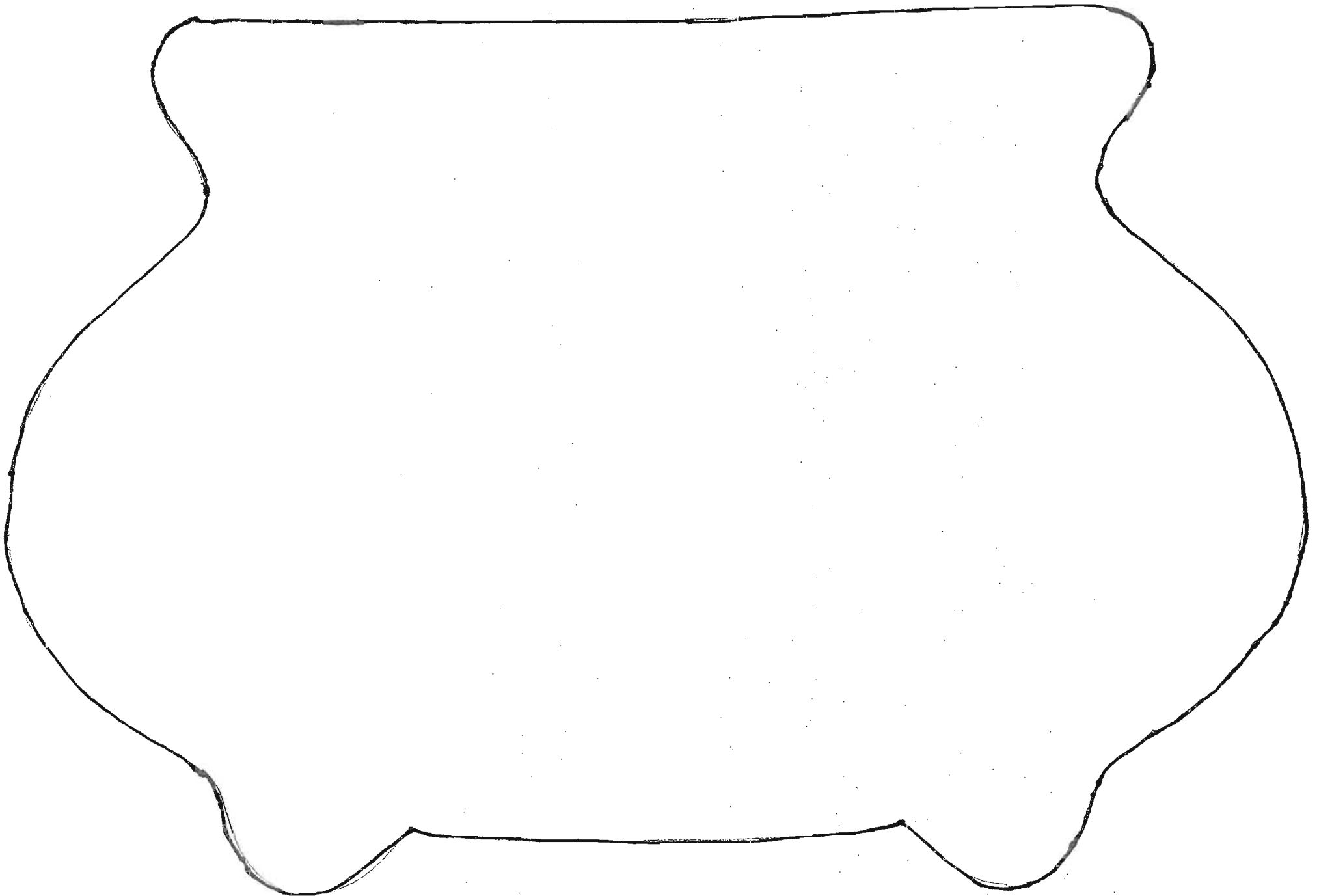
1. Make an extra black pot, cut and paste the words.
2. Or run off this master and color it.
3. If you want you can trim the words with gold glitter.
4. Cut a 1 $\frac{3}{4}$ inch strip of each color of the rainbow the length of regular construction paper.
5. Run off your class group picture and cut the rectangles apart. Make sure you include your photo. I also include my aide if I have one as well as our principal.
6. I glue the bottom of each strip to the back rim of the pot in rainbow color order.
7. I clip the rainbow pot to our white board with magnets. The children are sitting quietly on our Circle of Friends carpet. I call on the quietest children to tell me their favorite color of the rainbow.
8. We say and sign the colors in English, Spanish and Sign Language.
9. I glue their photo on the appropriate color strip.
10. We hang our finished pot along with the rest of our watercolor rainbows. I do my photo last so I don't have any "copycats."

Rainbow
Stripe

GRAPHING

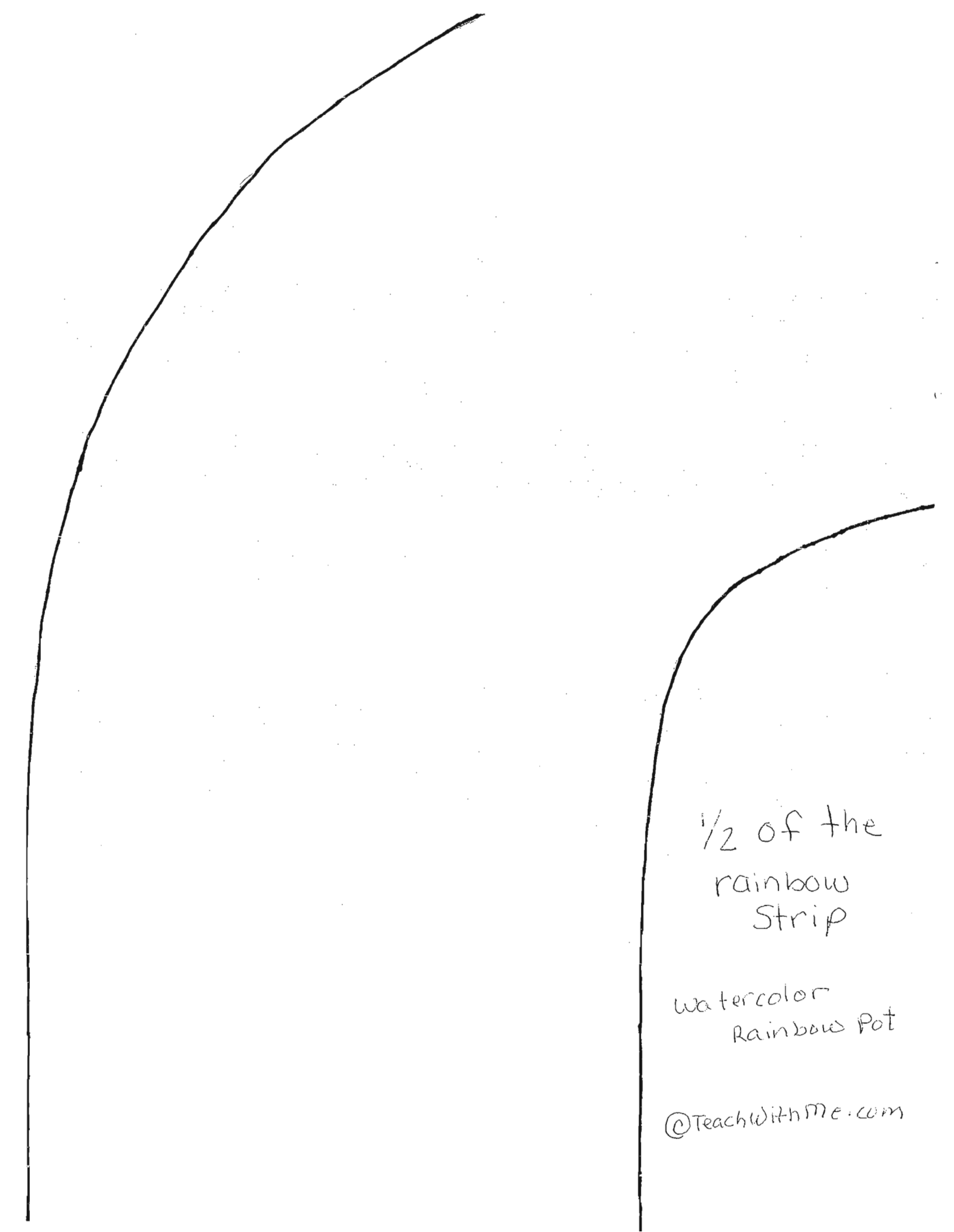
Our Favorite Rainbow Color

Rainbow Watercolor Pot



Black Pot

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$\frac{1}{2}$ of the
rainbow
Strip

watercolor
Rainbow Pot

@TeachWithMe.com

Other 1/2 of the rainbow strip

↑ connect ↑

@Teachwithme.com
Water color Rainbow Pot

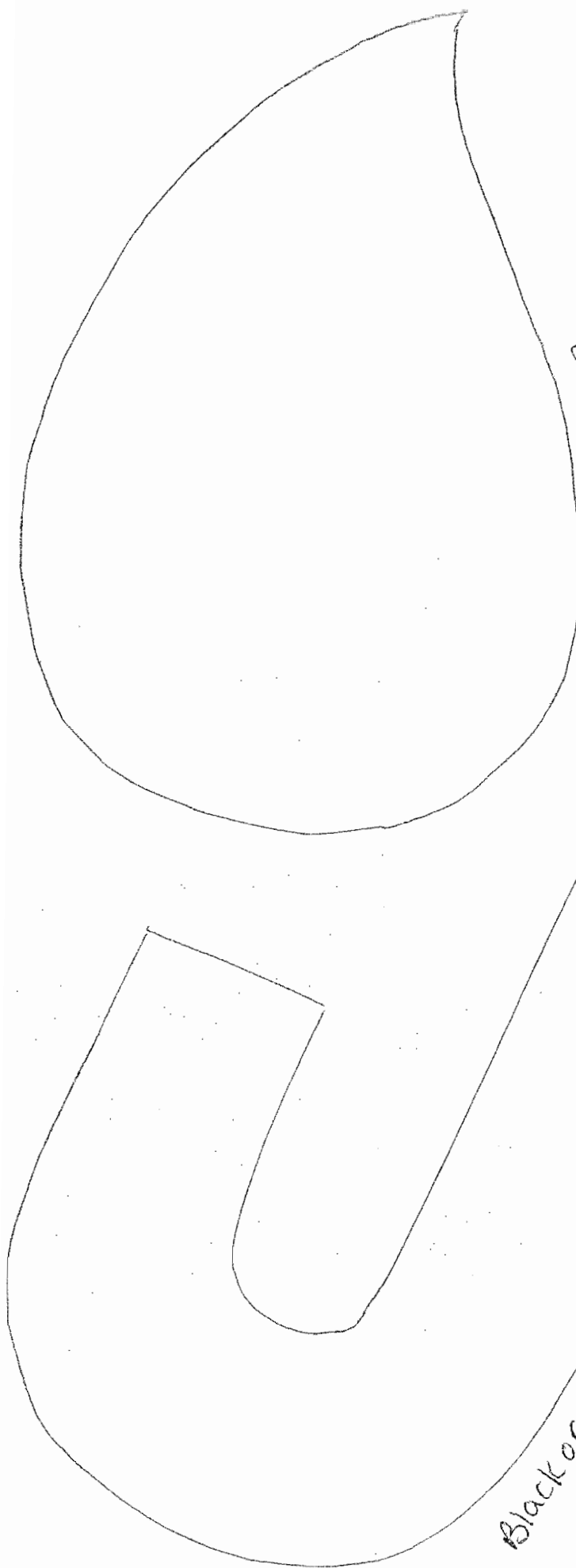
Rainbow Umbrella Classmate Dangler

Materials:

- Tag board
- Rainbow colored construction paper + black and white
- Scissors
- Glue stick
- Contact paper
- Fish line
- Yarn
- Hole punch
- Student photos

Directions:

1. Make templates and cut out the rainbow pieces for the umbrella.
2. Glue the umbrella pieces to one side of a piece of tag board.
3. Cut out in the shape of an umbrella.
4. Glue the other rainbow pieces to the other side of the umbrella.
5. Glue the top and the handle parts down.
6. Cut out the school pictures of your students.
7. Lay to face down on a raindrop. Lay another two face up on top of those two.
8. Place the other ½ of the raindrop down on the 1st raindrop sealing it shut.
9. Make the rest of the raindrops in this way so that you have all of your students pictured. I have 20 students so I only needed 4 pictures in 5 raindrops. If you have more than 20 students you will need to place more students in the raindrops or add additional raindrops. I don't think it looks good to have more than 6 photos (3 squares) in a raindrop. I think it also looks better to have not more than 6 raindrops. But you do what you have to do.
10. Punch a hole in the top of the rain drop and a hole in the bottom of the umbrella pointed part.
11. Cut a length of fish line and tie a knot in the umbrella and then in the fish line. Dangle the raindrops at staggered lengths from the umbrella.
12. Punch a hole in the top of the handle that sticks out of the top of the umbrella. Make a loop with a piece of yarn. Suspend your classmate umbrella from the ceiling in the hallway in front of your door. I write a caption on mine: *Mrs. Henderson's Y5's are drip-dropping in with a Springtime Hi!* The other side says: *Mrs. Henderson's Y5's are making a big splash learning this spring!*

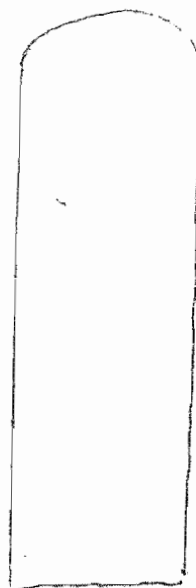


Clear contact Paper
2 for each Raindrop
I make 5

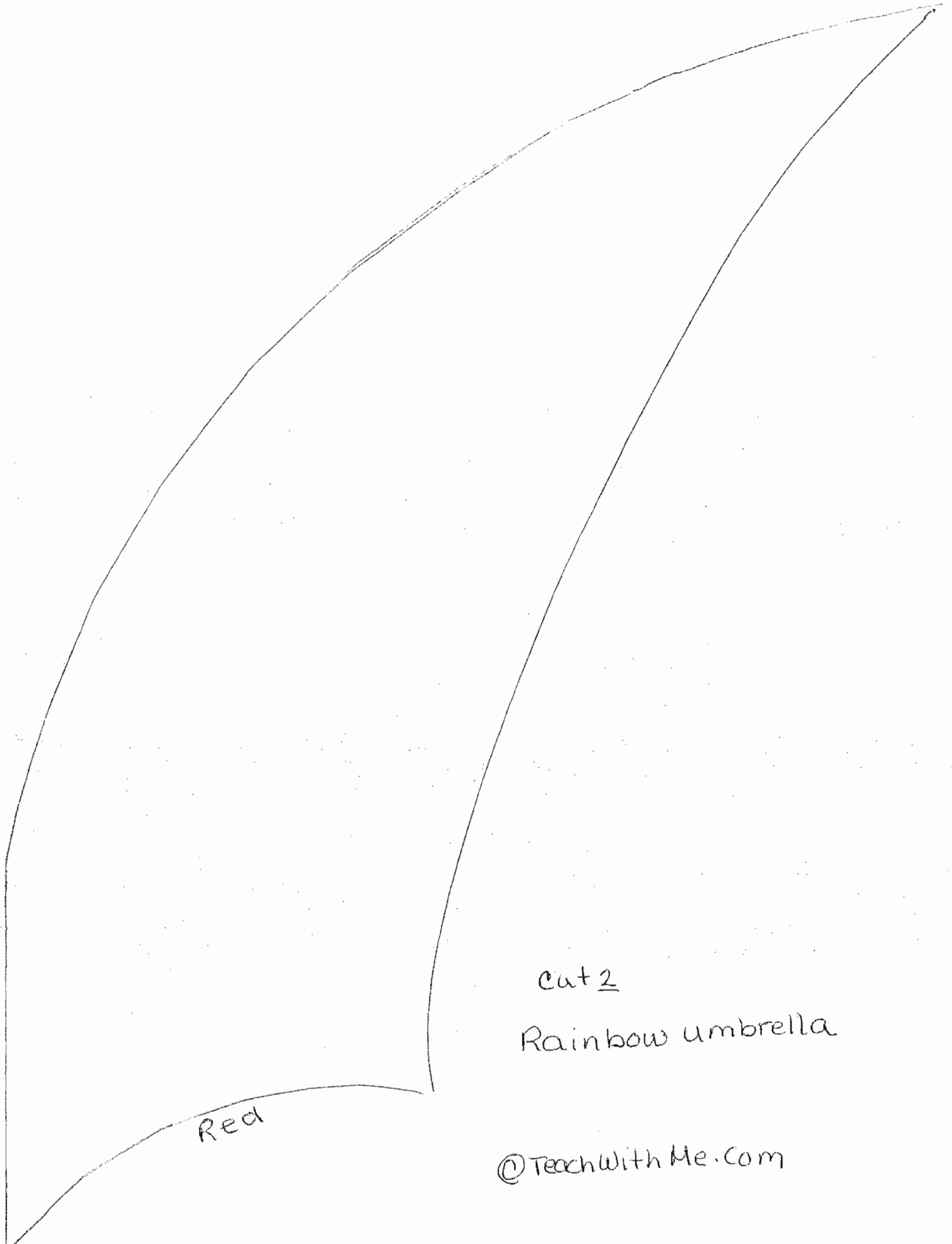
Black or Drk. Brown handle
cut 2

Rainbow
umbrella

white top



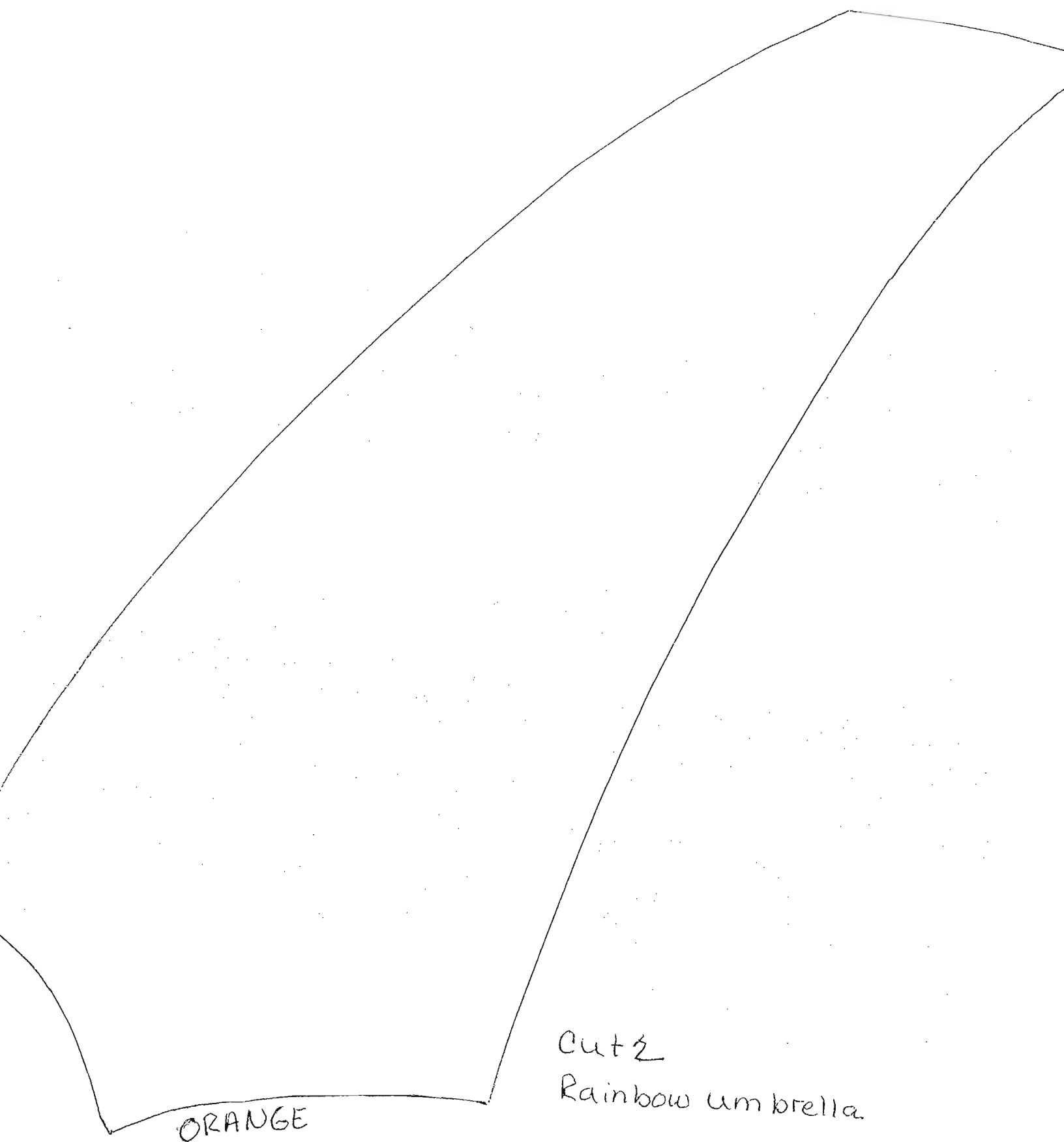
white handle

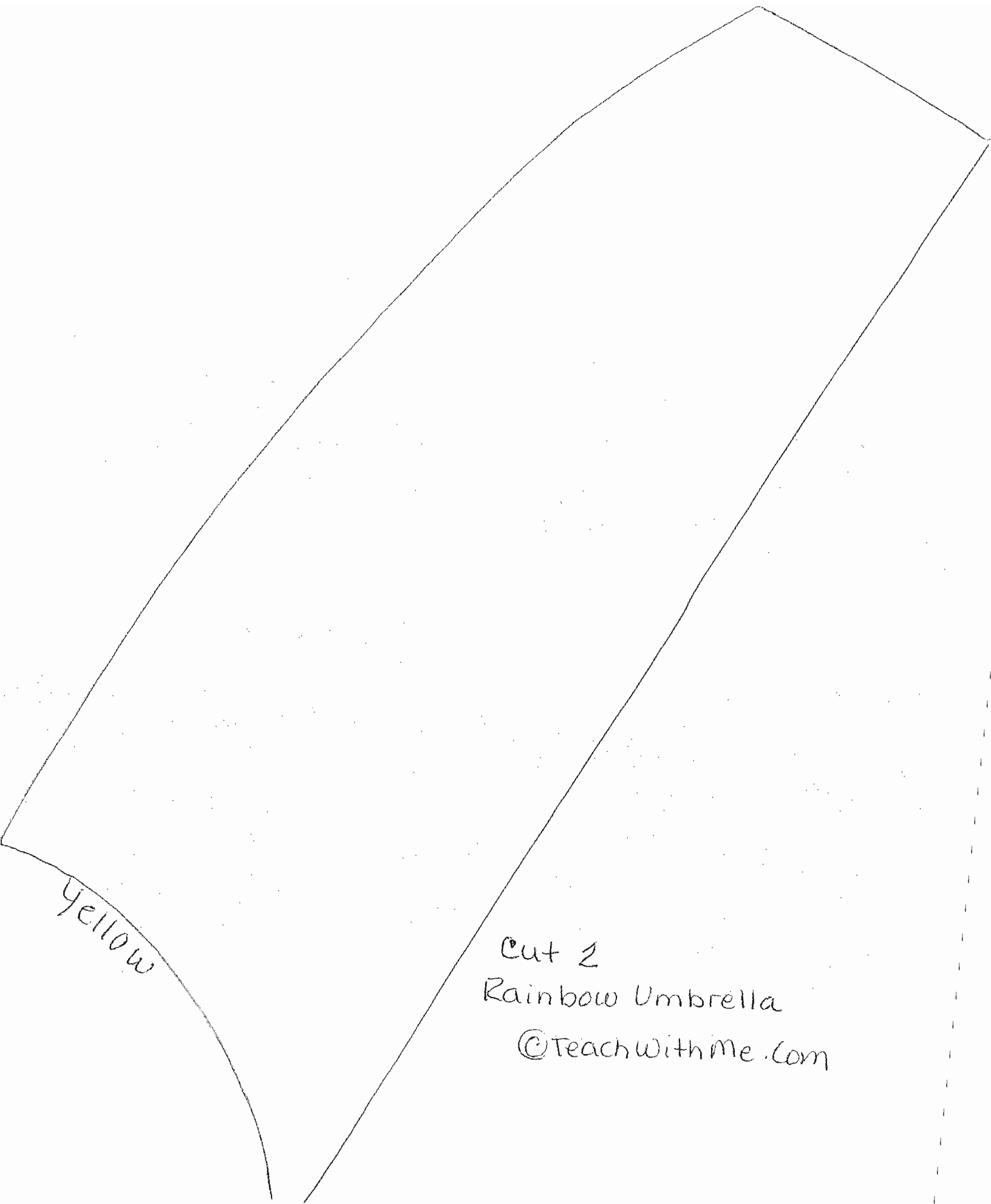


cut 2

Rainbow umbrella

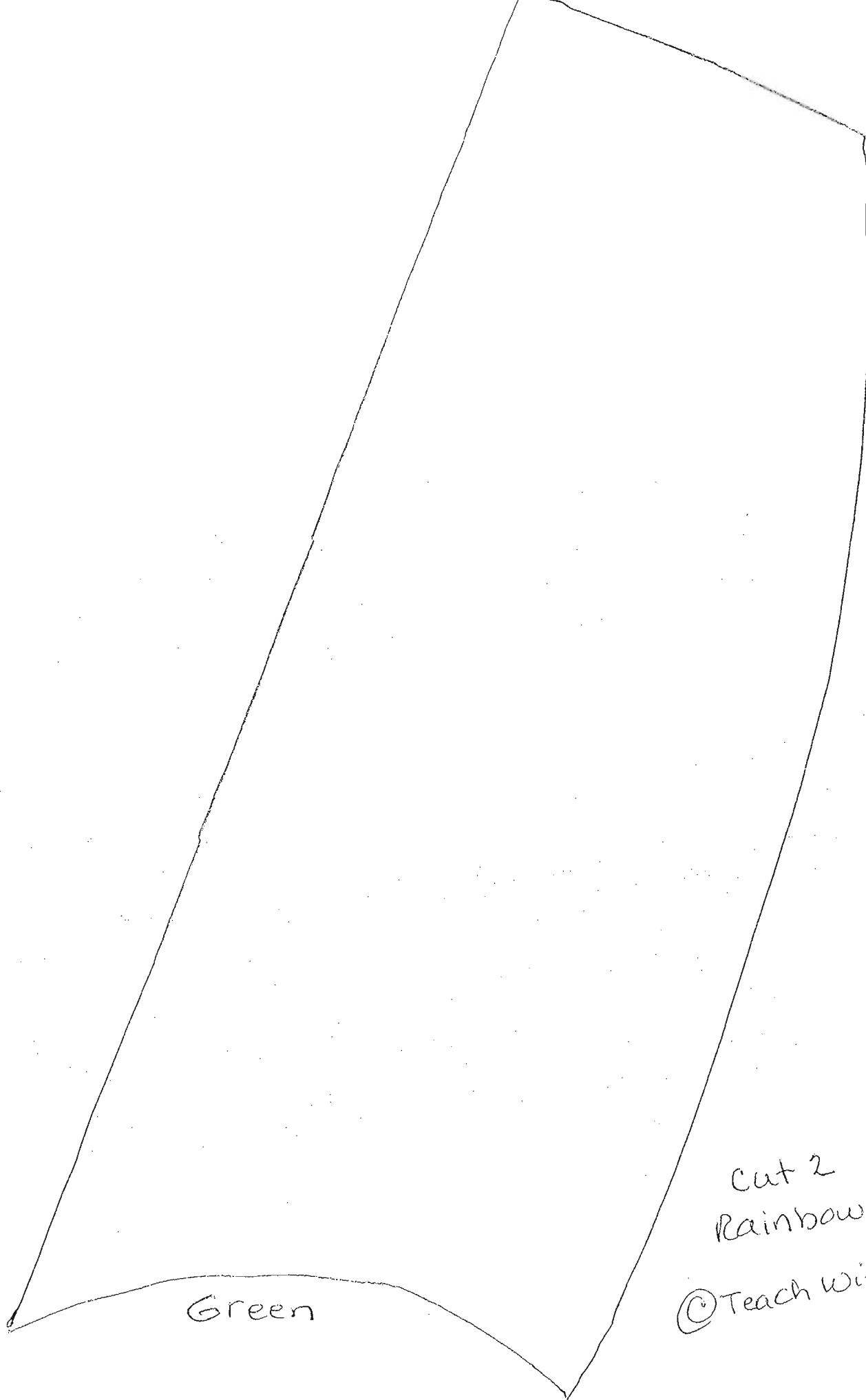
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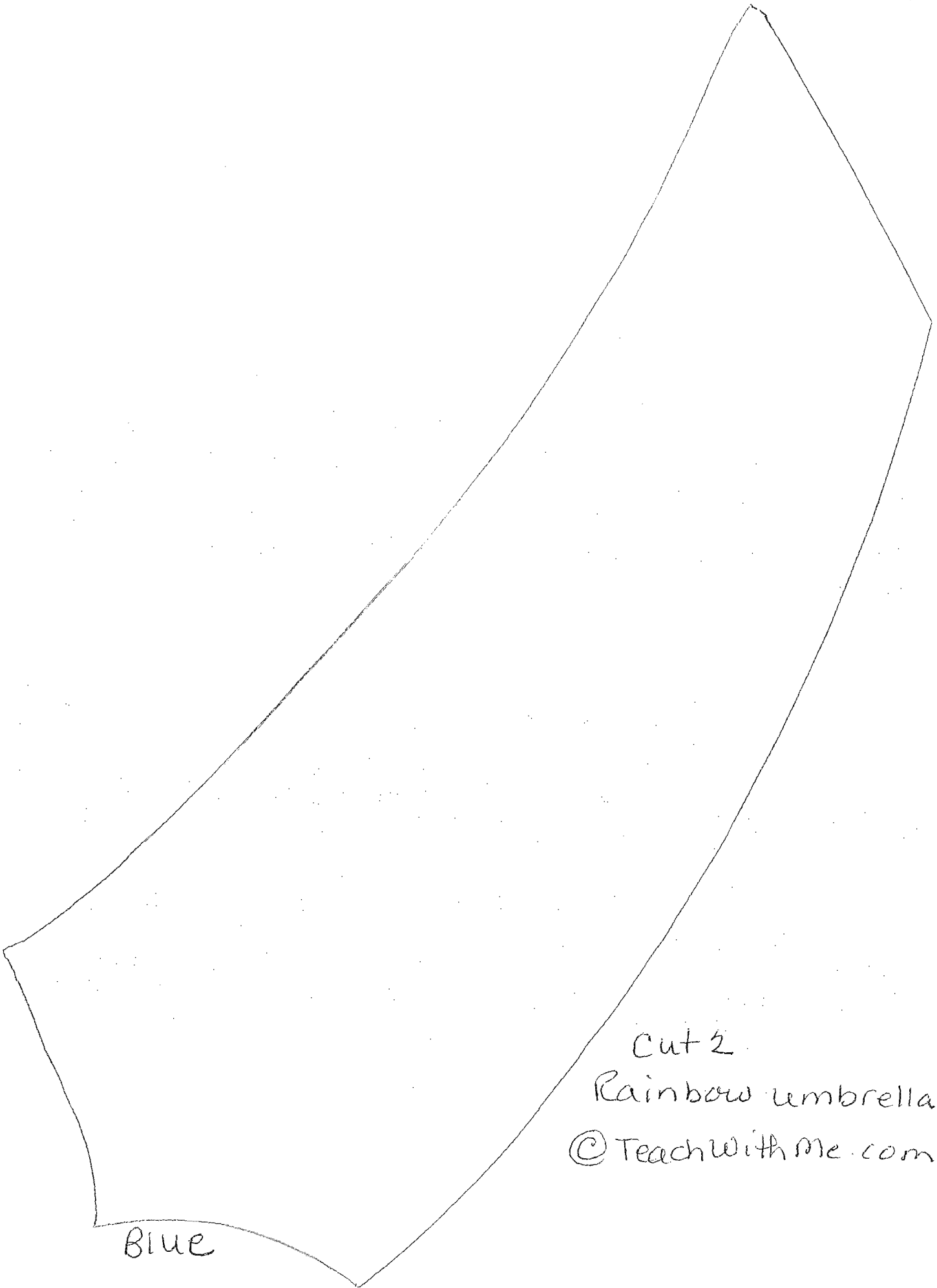


yellow

Cut 2
Rainbow Umbrella
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cut 2
Rainbow umbrella
©Teach with Me.com



Blue

Cut 2
Rainbow umbrella
© Teachwithme.com



Purple

©TeachWithMe.com
Cut 2
Rainbow umbrella



April Recycling ART

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Be A Litter Leader Not A Litter Bug Coloring Craft

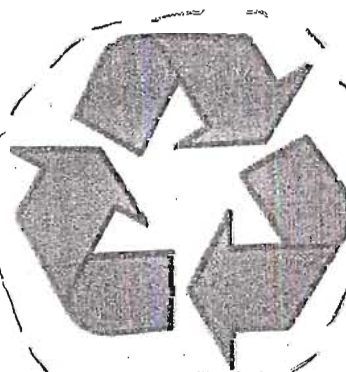
Materials:

- Plain Dixie Cups
- Crayons
- Scissors
- Stapler
- Glue sticks

Directions:

1. Students COLOR their litter bug and recycle symbol.
2. Children CUT on the dashed lines cutting out their bug and symbol.
3. Students WRITE their name on the back of the bug.
4. Students GLUE the recycle symbol to the front of their Dixie Cup.
5. Help children FOLD the bottom of their bug just above the word staple.
6. Help the students STAPLE the cup to the front of their bug, just above the X, so that it is resting on the bottom of the desk, so that their litter bug will stand.
7. Adjust the paper fold in the back (bend it slightly back towards the desk) so that the bug will stand.
8. Wad up 1 or 2 pieces of scrap paper and tuck them inside the cup.
9. When everyone is done we gather on our Circle of Friends carpet and sing the Litter Bug Pokey. At the end of the song we promise to be Litter Leaders and never to be UG! Litter Bugs! ☺

GLUE on Dixie Cup.



**You CAN
be a Litter LEADER.
DON'T be a
LITTER BUG!
Toss it in the
CAN!**

Staple
Dixie Cup here.

Color Litter Bug
& Cut on dashed lines.

Wad up piece of paper
& put in cup.

Recycled Pop Can Mobile

Materials:

- Red, White, and Gray Construction Paper
- Clean & washed pop can
- 2 pull tabs
- Silver glitter glue or silver glitter and white glue
- White curling ribbon
- Scissors
- Glue sticks
- Silver sharpie marker
- Glue dots
- Hole punch
- Silver Duct Tape
- Nail
- Hammer

Directions

Prep:

- Run off masters
- Cut 20 inch lengths of white curling ribbon for the bottom of the mobile and 12 inch lengths of curling ribbon for the top of the mobile.
- Pre-tie the 12 inch ribbon to the flip top of the pop can. If it doesn't have one, using a hammer and nail, punch a hole in the top and tie it on that way.
- Cut a piece of silver duct tape and press it firmly over the end of the 20 inch piece of ribbon so that it is in the middle of the bottom of the pop can.

The next day...

1. Students cut out their paper pop cans.
2. Children GLUE the two pop cans back-to-back.
3. Using glue dots, teacher helps fasten the 2 flip tops as a nose on each side of the pop can face.
4. Students CUT out their heart and raccoon square.
5. They raise their hand so they can use the silver felt tip marker to WRITE their name on the line of the heart.
6. Children bring their pieces to the teacher.

7. I have a box with the children's empty pop cans in. They find theirs (They have their names on the bottom)
8. Place the white raccoon square face down, place the curling ribbon down the middle of the paper.
9. Student rubs glue all over the back of the red heart and places it on top of the middle of the white square and ribbon. They rub with their fingers, pressing it down so that it sticks.
10. Punch a hole in the top of the tin can and tie the end of the curling ribbon through it.
11. Add glitter glue details to one side of the paper tin cans and set aside to dry.
12. When the paper cans are dry, hang the mobile from the ceiling in the hallway, or along a wall..

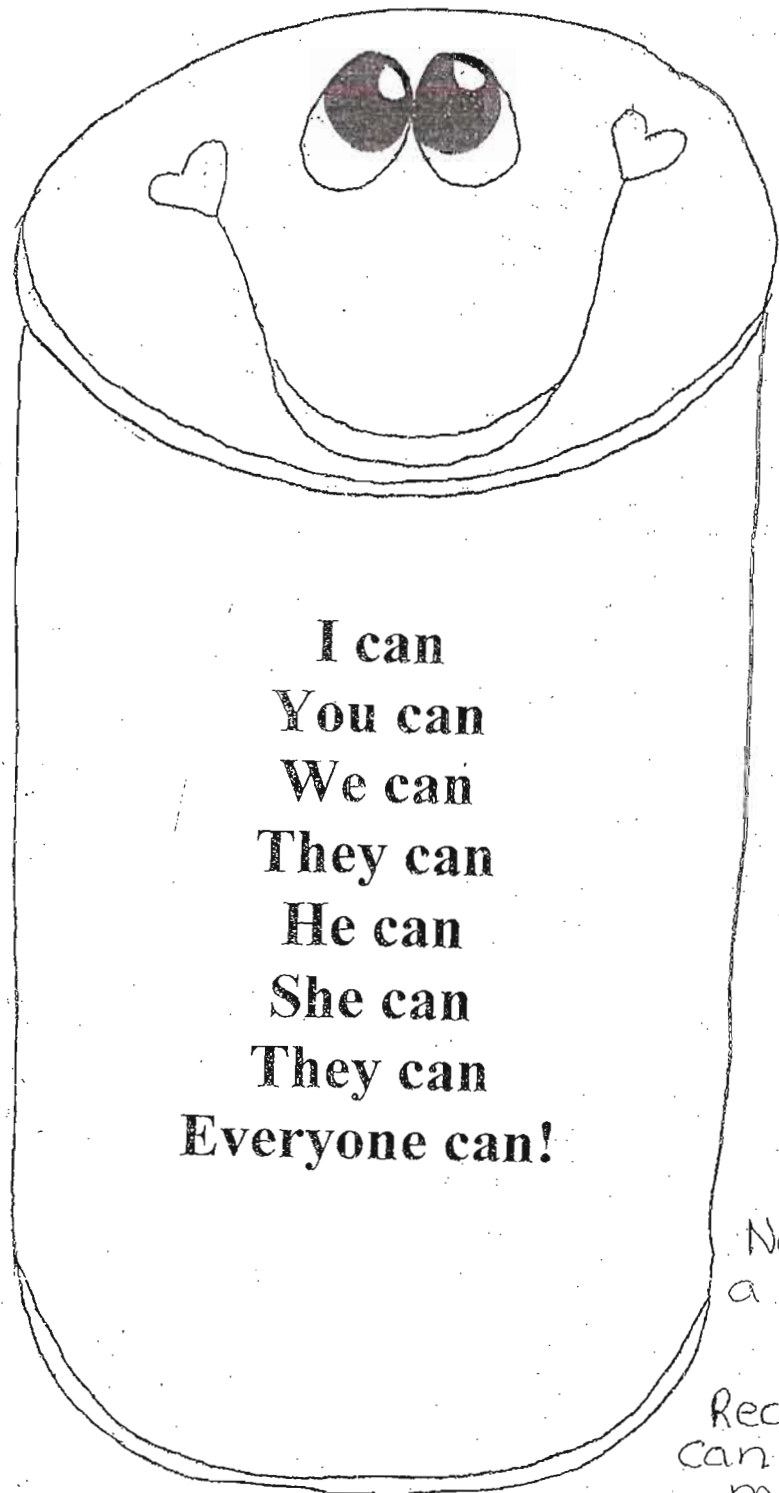
Dear Families,

Just a “Heads Up”

- We will be doing a RECYCLING project, as April is Conservation Month.
- It's a great mobile that your child will have a lot of fun making.
- ❖ They will need a clean empty **pop can**,
- ❖ the **pull tab** from **TWO pop cans**,
- ❖ and a clean empty **tin can** like the kind that vegetables or fruit come in.
- Please take the label off and make sure that the lip is not jagged or sharp.
- You can send these items in whenever you have collected all of them.
- Please put them in a large baggie with your child's name on it.
- I need these items by:
- Thanks in advance for your cooperation.

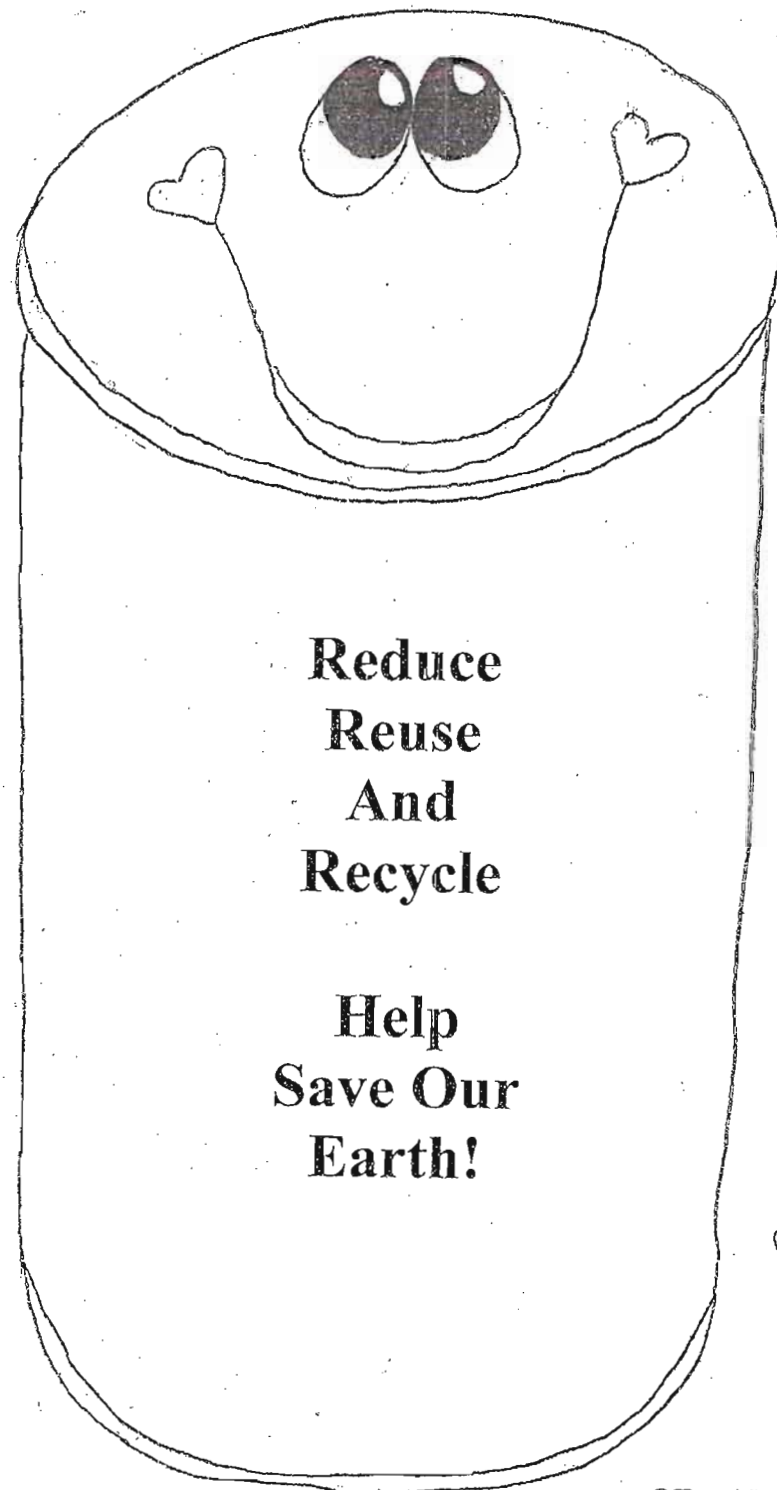
Educationally Yours,



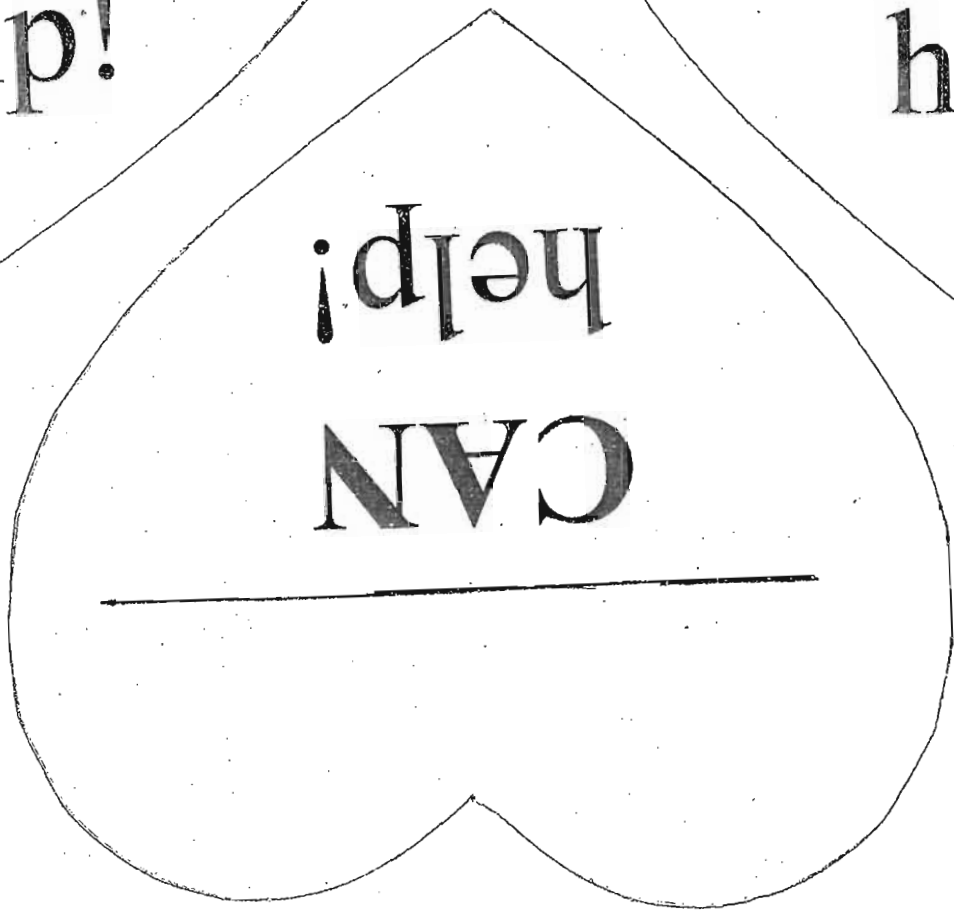
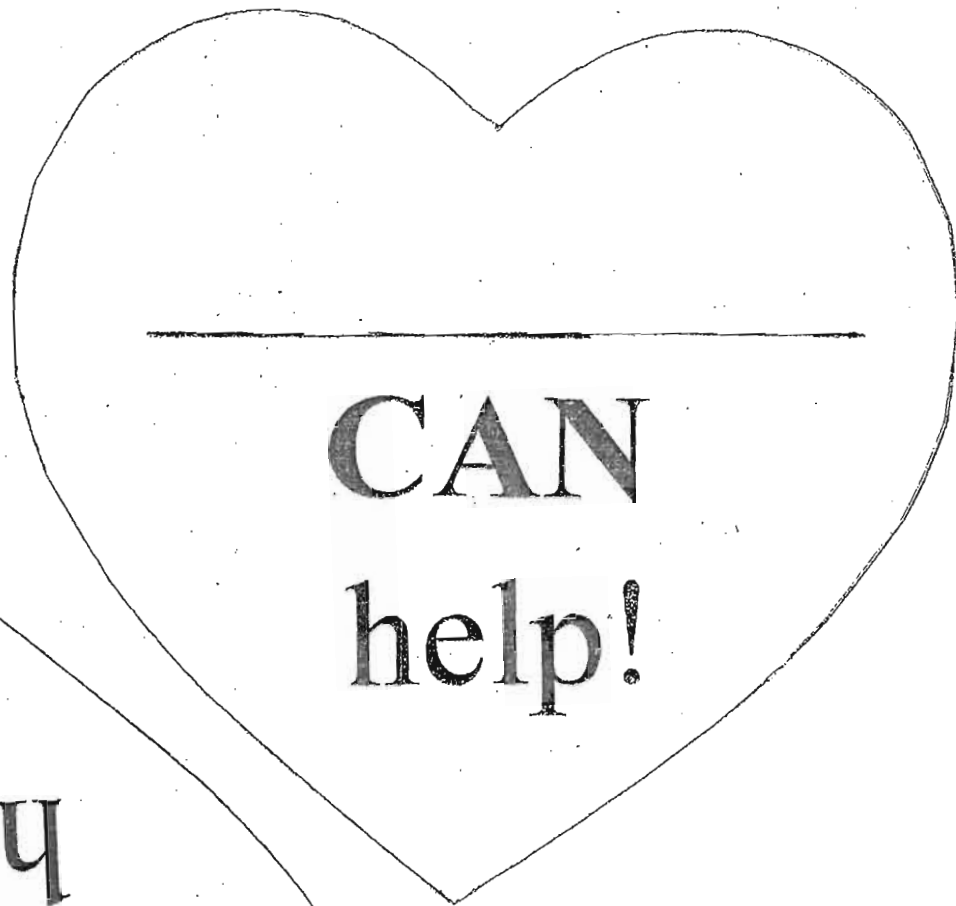
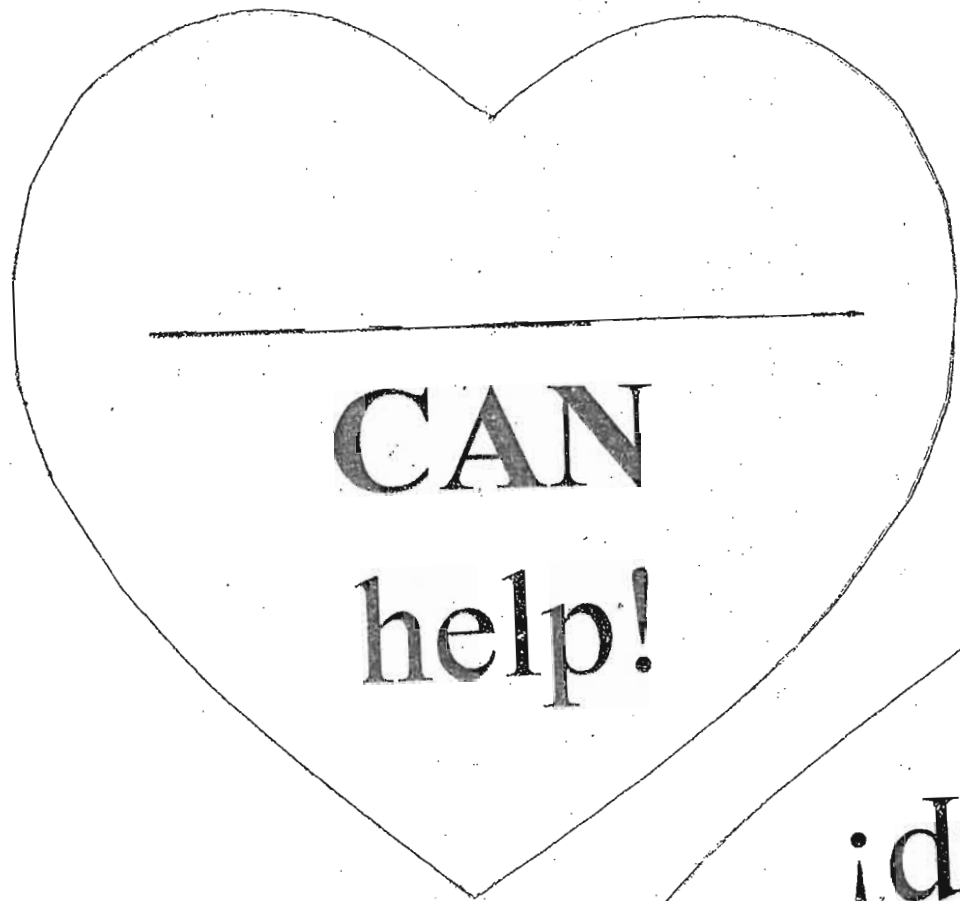


Nose =
a pull Tab

Recycled pop
can
mobile



Gray
Paper



Red construction
paper
Enough for 3
students

Recycled
pop can
mobile

Reduce Reuse Recycle



White construction paper

Recycled pop can mobile
Enough For 2 Students

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Reduce Reuse Recycle



Reach Out And Lend A Hand

Reduce-Reuse-Recycle

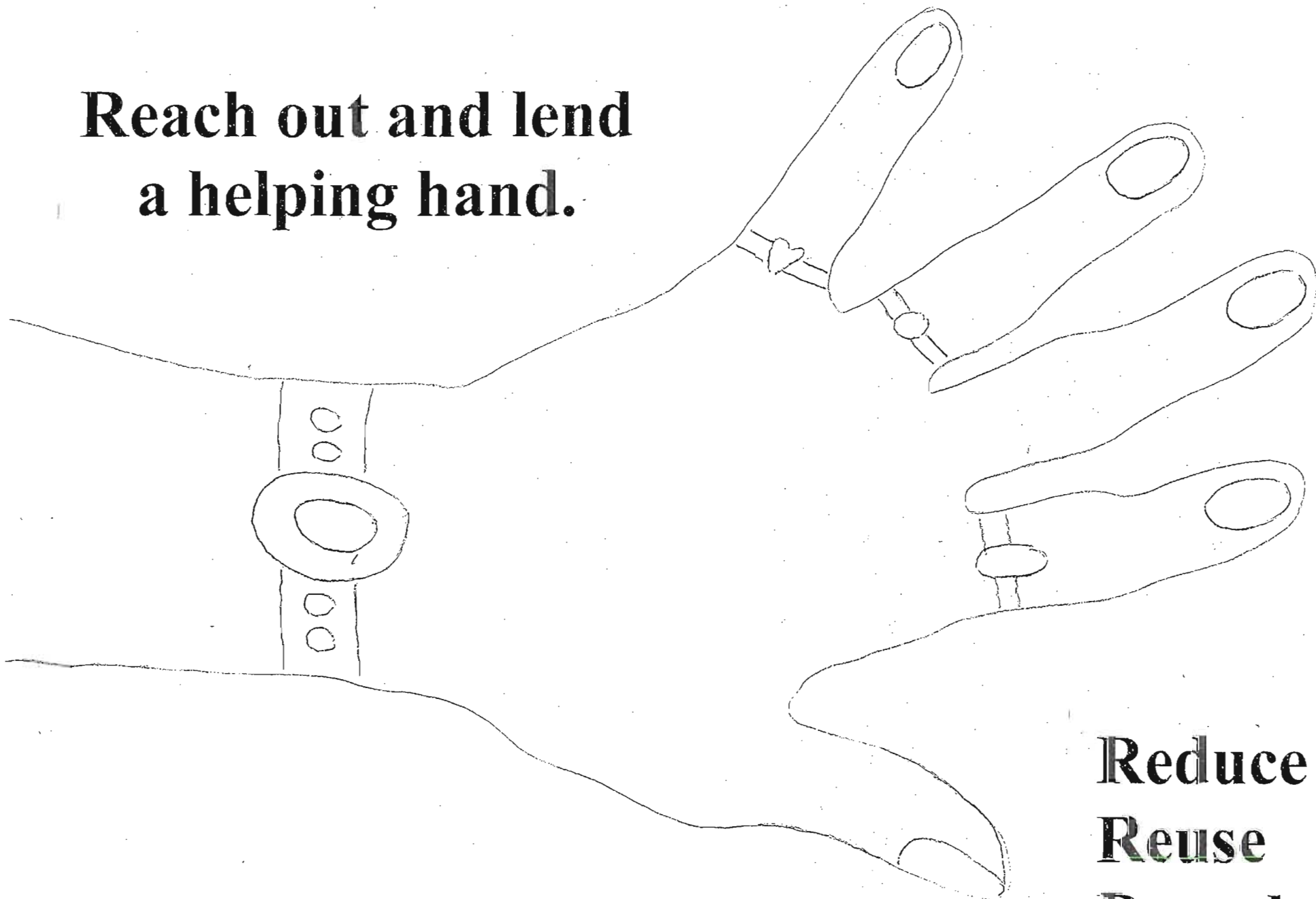
Materials:

- White construction paper
- Crayons
- **Optional:** Red heart stickers

Directions:

1. Children pick a partner and trace each other's arm and hand.
2. My Y5's had difficulty doing this, so as they were working on other Table Top activities I called them over and did this one-on-one with them.
3. Children WRITE their name in the bottom left hand corner.
4. Children can add finger nails. Girls like to add polish and rings and a bracelet.
5. I give them heart stickers to add to their poster.
6. Children add some color to their paper.
7. Your students can take them home, otherwise they look nice hanging back-to-back from the ceiling in your classroom or collaged on your b. board. ☺
8. You could also trace their arm/hand on flesh tone construction paper and cut them out. Have students glue them on a variety of colored construction paper backgrounds and then cut and glue the words on their paper for a more colorful b. board.
9. If you want to save the step of having them have to cut the words out, run the master off on the colored construction paper and have them glue their arm/hand cut out to that paper.

**Reach out and lend
a helping hand.**



**Reduce
Reuse
Recycle**

**Reach out and lend
a helping hand.**

**Reduce
Reuse
Recycle**

I Can Make A Difference Mobile

Materials:

- Green or Black Construction Paper
- (I do ½ of my class one color and the other ½ the other color and then I give them a choice of where they want to sit.)
- Some sort of recycled caps. I save milk caps.
- Yarn (white, green, or black)
- Reinforcement holes
- Scissors
- Glue sticks
- School Photo Cut into a circle. (2 for each student.)
- Glue Dots

Directions:

Prep:

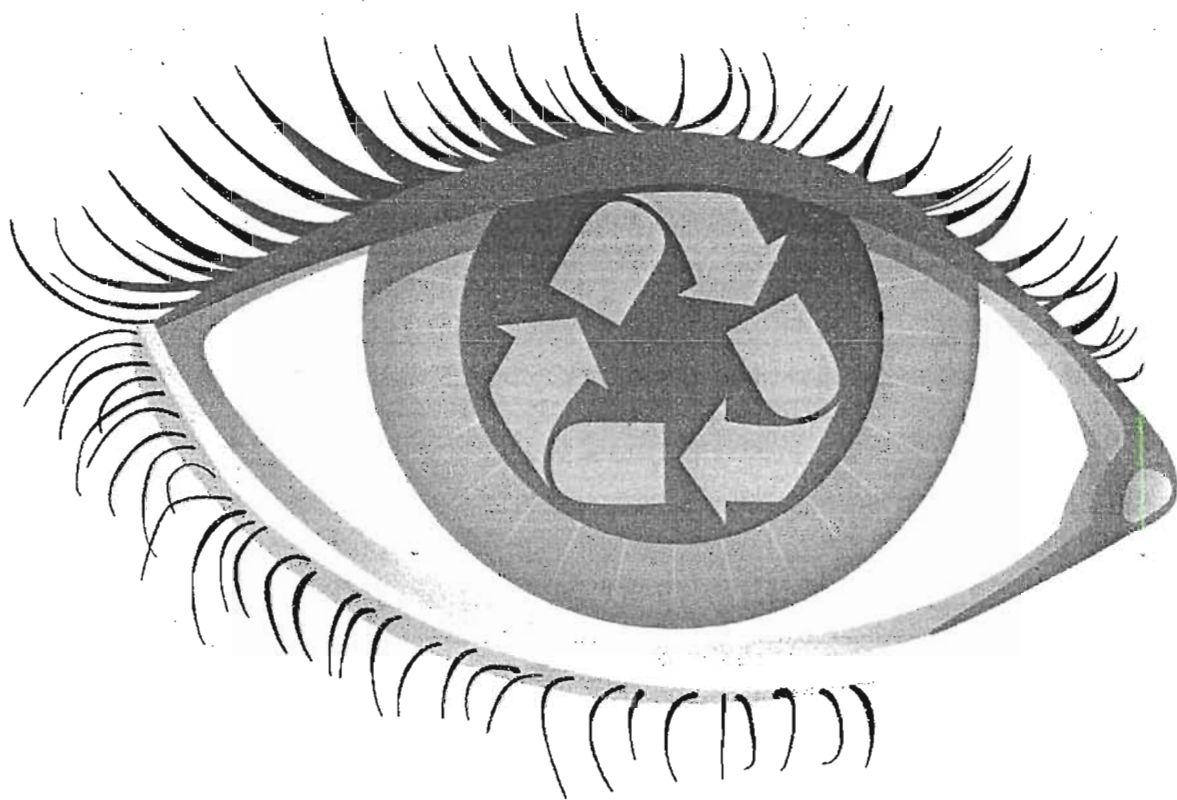
- Run off masters
- Pre-cut R's for younger students.
- Pre-Cut the black/green mounting pieces.
- Cut 30 inch lengths of yarn; tie a loop at the top.

The next day...

1. Students cut out their rectangular word and picture pieces.
2. **Heads Up:** Remind children NOT to cut around the eye, but to keep it in a rectangular shape. Show your sample.
3. Children glue the **word** phrases to their matching construction paper mounting pieces. They do NOT glue down their **picture** pieces.
4. WRITE name under the "I can make a difference" piece.
5. Students bring their pieces to an adult helper.
6. Put the "I can make a difference" piece face down.
7. Lay the yarn down the middle of the paper.
8. Child puts glue on the back of the eye piece.
9. Place over the yarn and paper and press down. Smooth with hand to make sure it is stuck.
10. Leaving a finger tip length between, place the R down and fasten the yarn with a white reinforcement hole at the top and middle.

11. Leaving another finger tip length between, place the yarn down the middle of the reduce, reuse and recycle word piece, that is lying face down.
12. Student puts glue over the back of the picture of the children recycling.
13. Place the picture over the yarn and mounting paper and press down, smoothing with your hands 'til it is stuck.
14. Attach student's photo inside the milk cap with a glue dot.
15. Lay the piece of yarn on the back of the milk cap, put a glue dot on the back of the student's photo and press on top the cap.
16. Leave a little bit of yarn for a tail and snip.
17. Suspend from the ceiling in the hallway. Keen to go green!

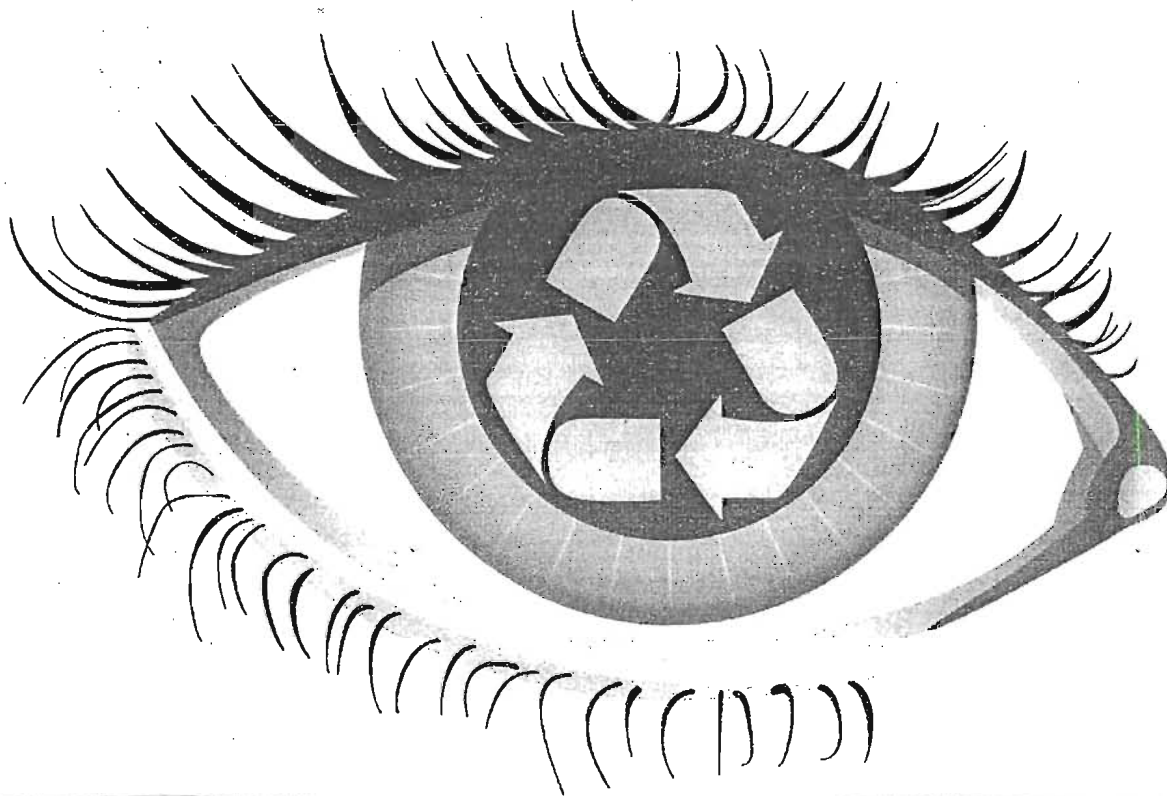
I can make a
difference

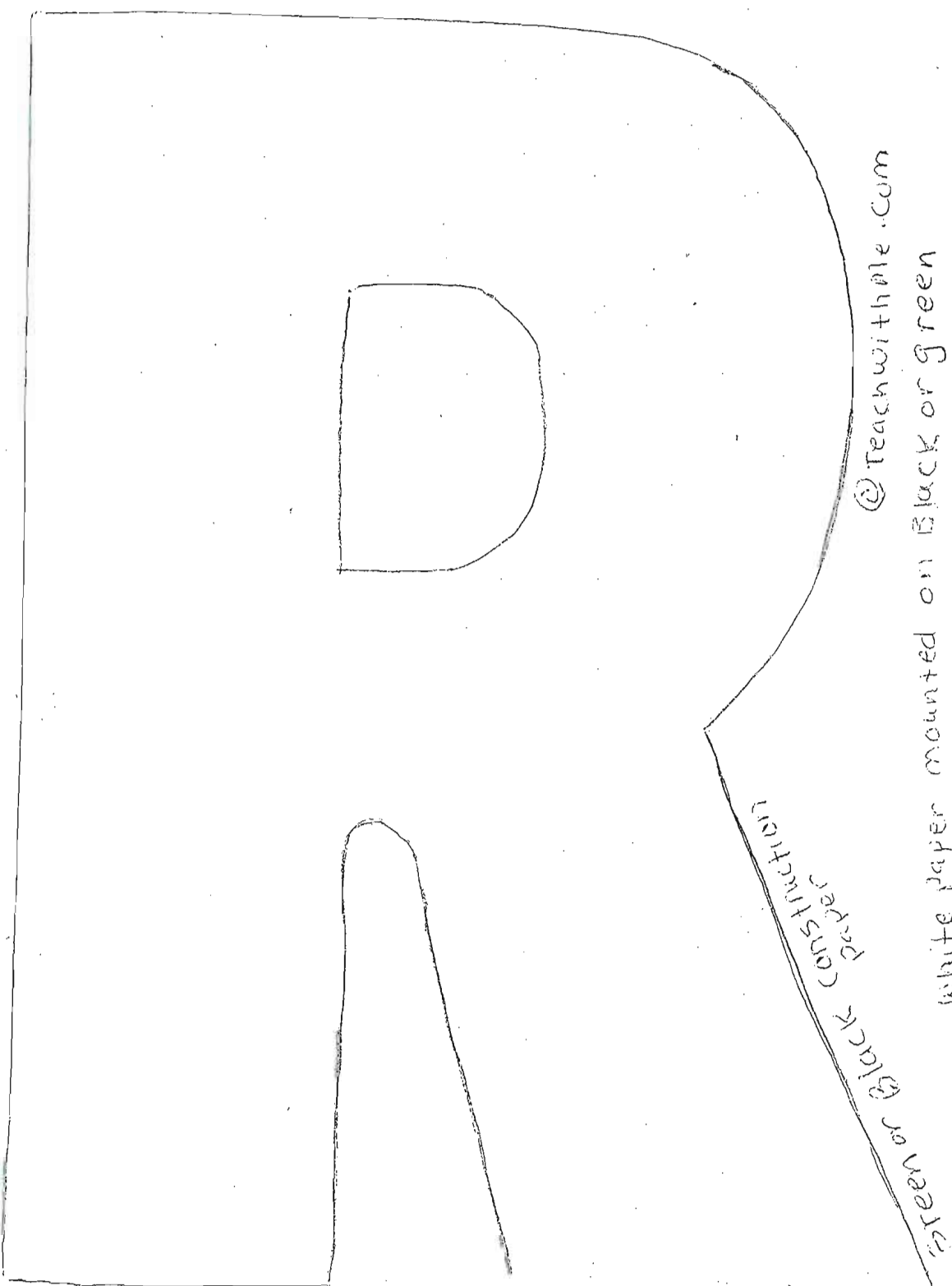


White Paper Mounted on Black

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I can make a
difference



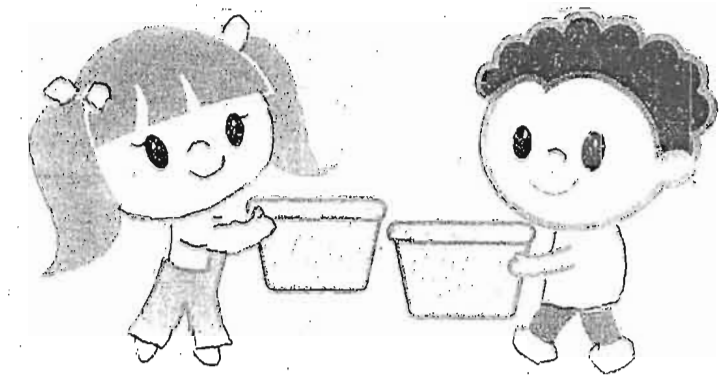


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white paper mounted on Black or green

green or black construction paper

With the 3 R's



Reduce
Reuse
Recycle

Give A Hoot Don't Pollute

Materials:

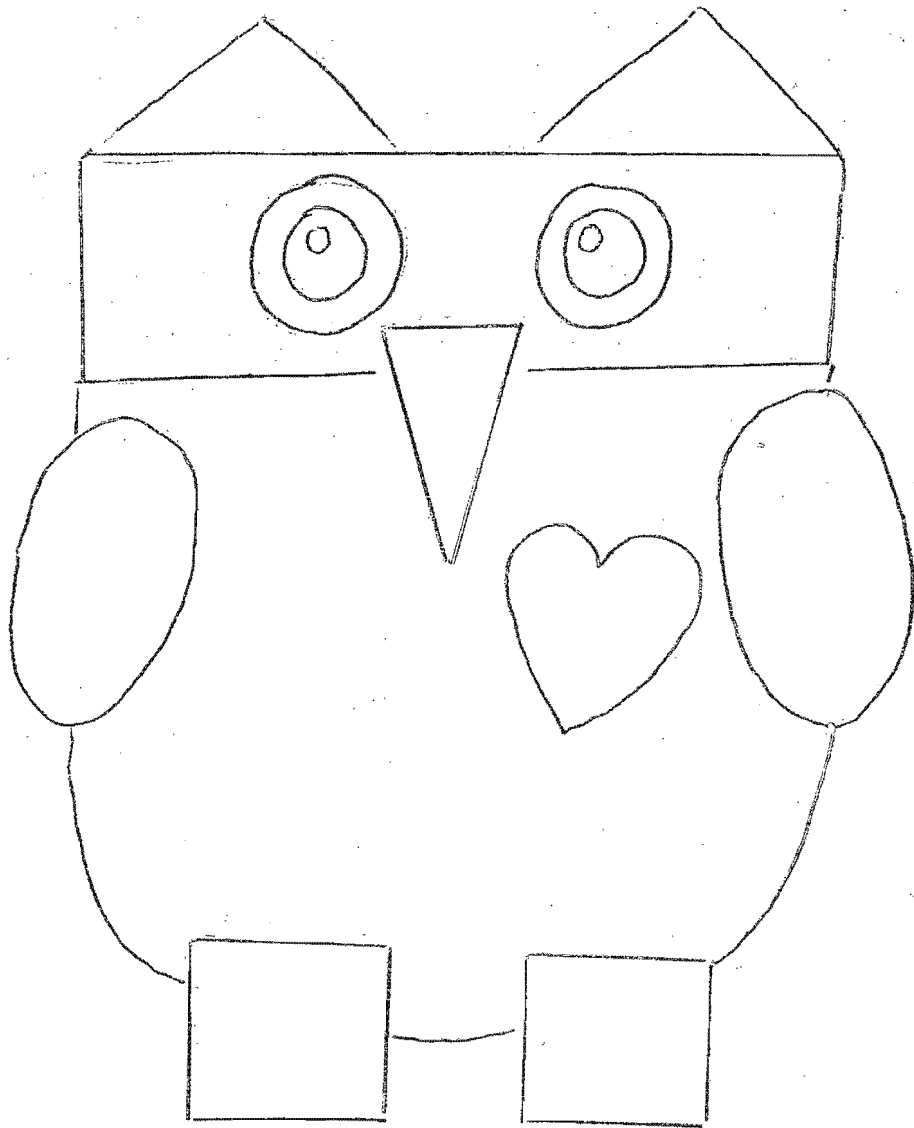
- Extra large royal blue and green construction paper
- Regular size lime green, yellow, red, orange, black, light and dark brown construction paper
- Glue sticks
- Scissors
- Black markers

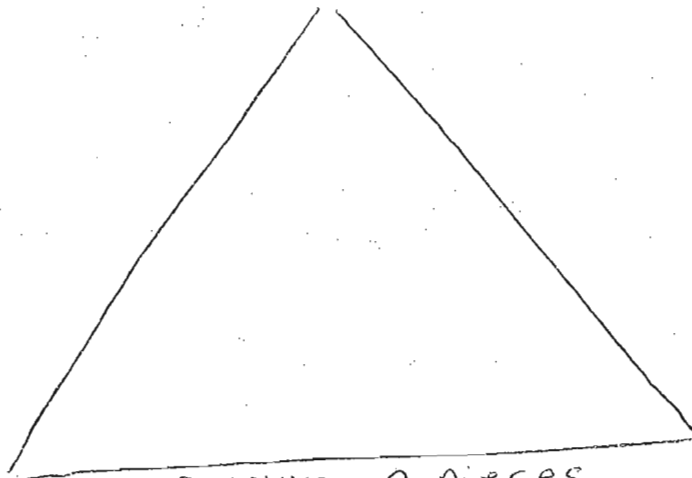
Directions:

1. Run off masters
2. I pre-cut some of the shapes as I do several other activities with my students that day that involve cutting.
3. I suggest that pre-schoolers probably just cut the large rectangle and the big half oval body..
4. It's up to you as to how much time you want to spend on this project. I'm using it for a bit of cutting practice and a lot on listening and following spatial directions.
5. I do this as a WHOLE-group activity, and assess listening and following directions.
6. I let my students choose either an extra large royal blue or emerald green construction paper background.
7. Students GLUE the "Give a hoot! Don't pollute!" Word rectangle to the middle of the TOP of the page. We have already discussed what pollution is. I've also asked what other words RHYME with hoot and pollute.
8. Students CUT out the half-oval owl body and GLUE it to the BOTTOM of their large rectangular piece of construction paper.
9. Children GLUE on the 2 SQUARE feet.
10. My students raise their hand when they are done with each step. I move on when almost all of them are finished.
11. Students GLUE the rectangle "face" to the top of their body.
12. Students GLUE the wings just below the rectangular face on either side of the body.
13. Students GLUE the horns to the top of the rectangular head on each end.

14. Children GLUE the yellow triangle beak to the middle of the owl, just above the base of the rectangular face.
15. Children GLUE the lime green circle eyes on either side of the beak.
16. Students GLUE the black circle pupils to the middle of each lime green eye.
17. Children GLUE the red heart to the right of the beak.
18. Using a black crayon, children WRITE their name just above the orange square feet.
19. Students add details with a black crayon to the feet, beak and body.
20. Using a white crayon they add high light dots to the black eyes.
21. These make great posters hung on a wall in the hallway.

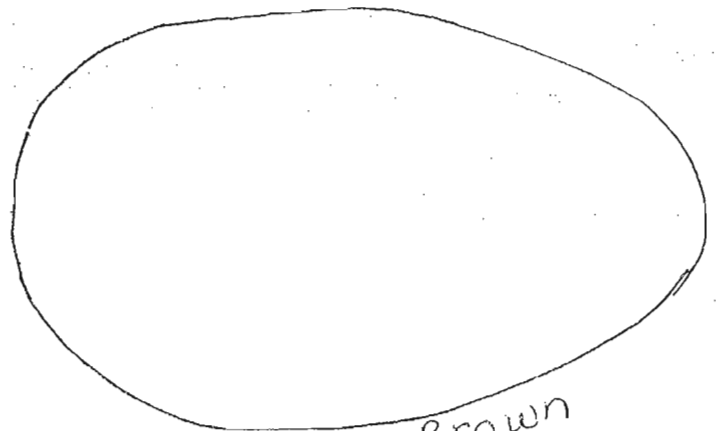
**Give a hoot
Don't pollute!**



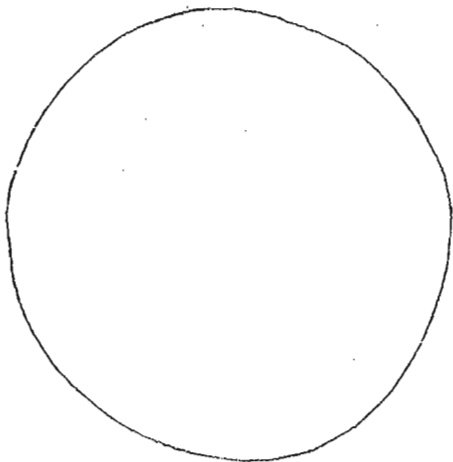


light Brown 2 pieces
Horns

1 Dark Brown
Face

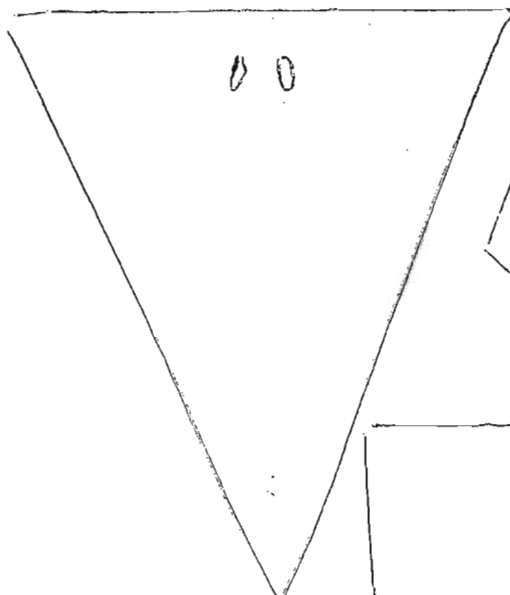


2 Dark Brown
wings

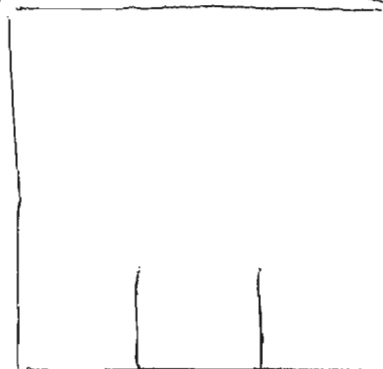


2 green
eyes
(lime green)

1 Yellow Beak



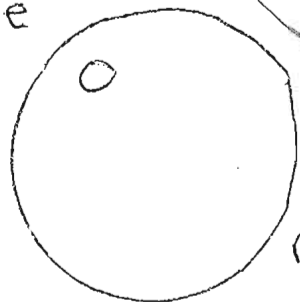
1 Red
heart



2 orange
feet

Give A Hoot Owl

2 Black
eye



Pupils

1 light or medium Brown Belly

Give A Hoot
Owl

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GIVE a HOOT!
DON'T POLLUTE!

GIVE a HOOT!
DON'T POLLUTE!

GIVE a HOOT!
DON'T POLLUTE!

GIVE a HOOT!
DON'T POLLUTE!

Who Am I?

GLUE the picture next to the correct riddle.

1. I am the natural resource that men use to make paper. They use my wood to make furniture. They use my fruit for food. We provide shelter for animals. What am I?

TREES

2. I am the natural resource that you breathe. You cannot live without me. What am I?

AIR

3. I am the natural resource that you drink. You cannot live without me. You also need me to wash with. What am I?

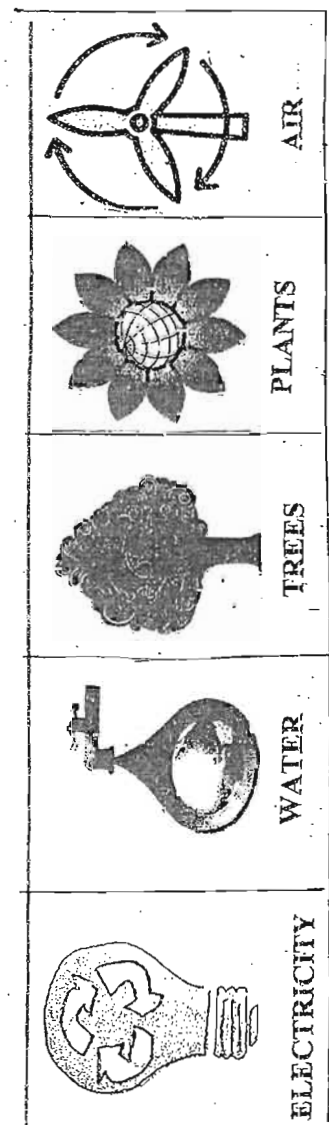
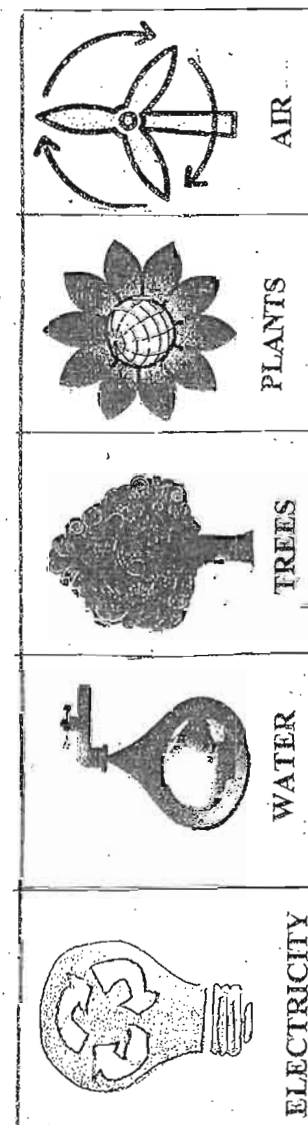
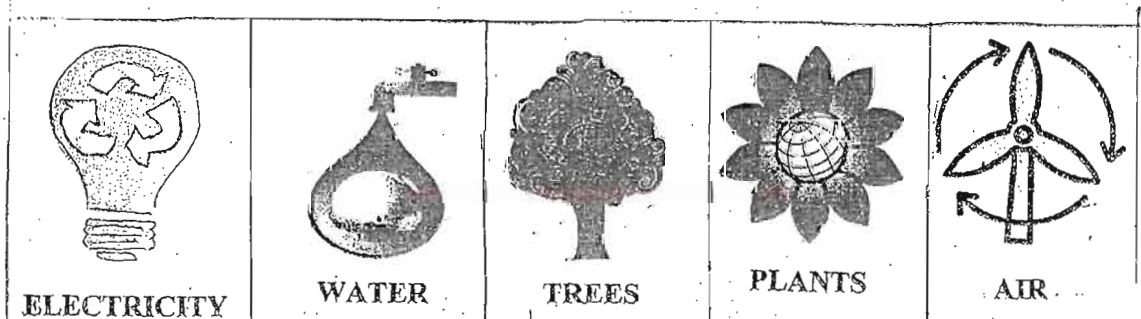
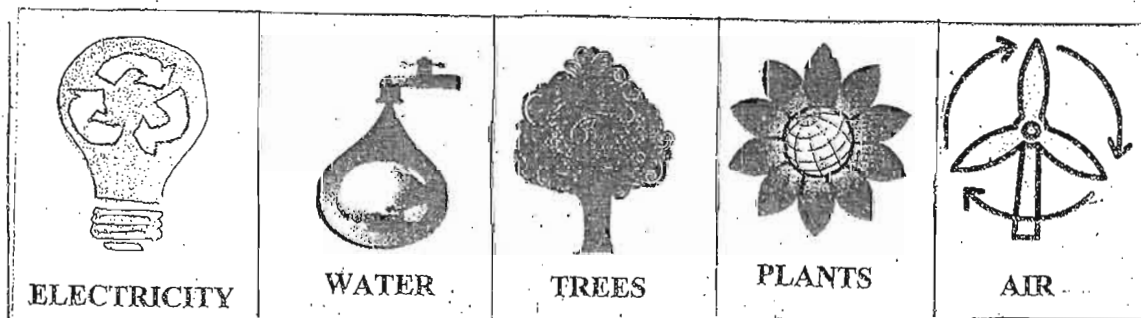
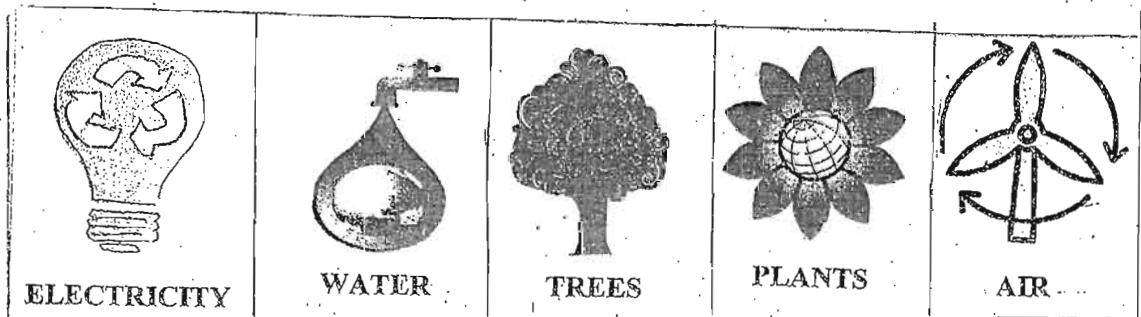
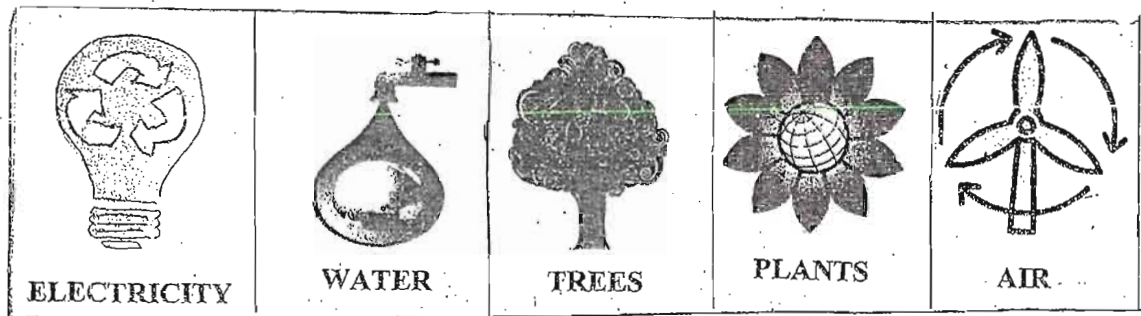
WATER

4. I am the natural resource you might eat. You can also enjoy my flowers. We help put oxygen back in the air. What am I?

PLANTS

5. I am a resource that many people waste. You can help by turning me off when you leave the room. What am I?

ELECTRICITY



Materials:

- Tin can
- Gray construction paper
- Green curling ribbon
- Pony beads
- Hammer
- Nail

Directions:

Prep:

- Run off masters
- Pre-cut recycle symbols and gray strips for can handles.
- Using a hammer and a nail, punch a hole in the middle of the bottom of each tin can.
- Cut 18 inch lengths of green curling ribbon.
- Tie a pony bead to the end of each ribbon, insert the end into the can and pull it through. Tie a loop to the end of the can.

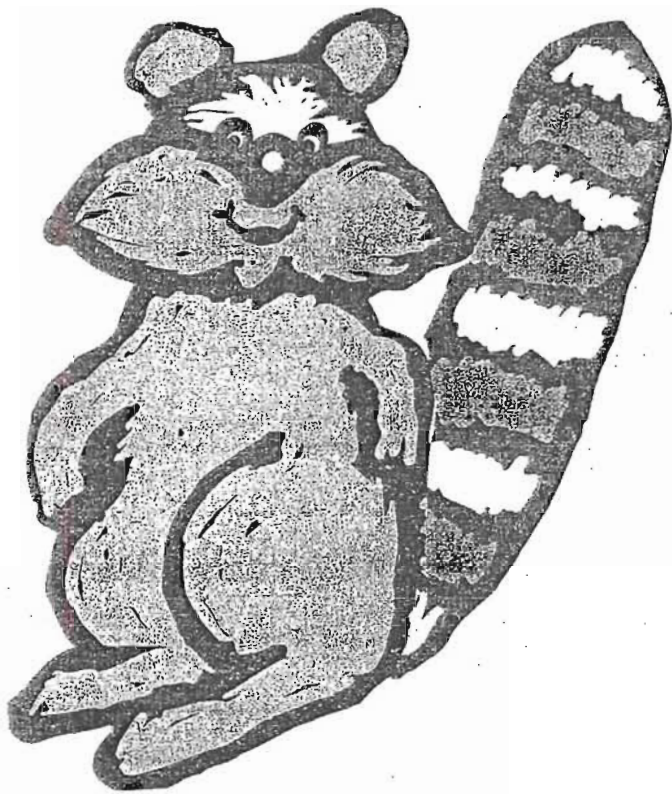
The next day...

1. I do this as a whole group as it was easier for my students to follow the directions.
2. I showed them the finished project and told them they had to do the steps one at a time with me, and then wait patiently to do the next step.
3. Children CUT out their raccoon and put GLUE on the bottom of it. (from the LEG down) then glue it to the inside back of their can.
4. I held mine up for them to see while they worked and went from table to table so they could see where I glued my raccoon.
5. When they were done cutting and gluing their raccoon, I told them to CUT out the gray circle that would be their garbage can LID.
6. I had strips cut for the handle. They needed to FOLD the ends and put glue on each end to make a circle loop, then glue that down.
7. Again, I took my sample around and SHOWED them what I had done. Then I stopped to assist individual children.
8. I showed them how to FOLD just the end of the garbage can lid back, apply glue on this edge and hold it down on the lip of the side of the

tin can garbage can. They need to count to 10 to make sure the glue sticks.

9. Be careful for any sharp edges. I have a *Magic Chef* tool that I use to go over the edges of my cans to make them smooth, so I don't have to worry about this.
10. Children GLUE the recycle symbol to the middle - front of their tin can garbage can.
11. Children GLUE the small "toss it in the can!" square to the back of the raccoon, so that the top of the square is on the raccoon and the bottom of the square is on the can.
12. Point out that you don't want any of the square peeking out on the front of their raccoon, and to make sure that they have the SMALL square and not the large one on the top.
13. Students GLUE the large "Don't Be A Litter Bug!" square to the bottom middle of the back of their can under the small square.
14. Children wad up a small scrap of paper and put glue on one edge of it. They press that edge down on the paw of the raccoon so that it looks like the raccoon is throwing litter into the can.
15. Write the student's name on the bottom of the can with a black marker.
16. I hang the cans from the ceiling along the wall in the hallway.

***17. "Just Hangin' Out In Mrs. Henderson's Young Five's Class
Learning About Recycling. We Toss It In With A Grin!"***



Tin Can Mobile



**Toss it
in the
CAN!**

**Don't
Be A
Litter Bug!**

**Toss it
in the
CAN!**

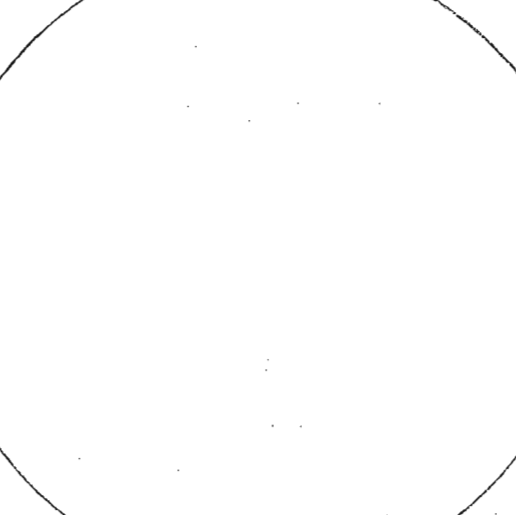
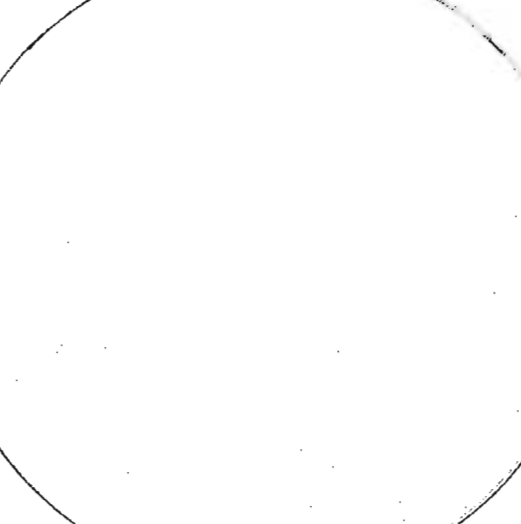
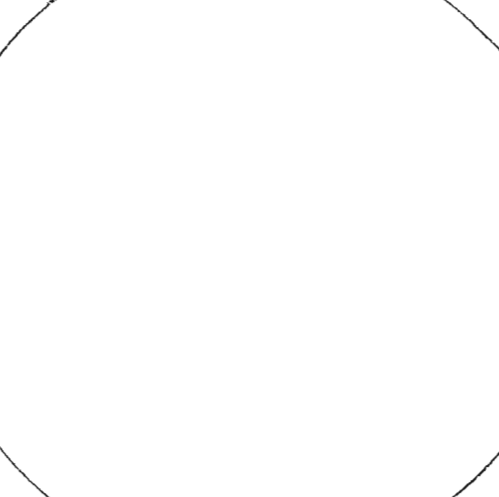
**Don't
Be A
Litter Bug!**

Tin Can Mobile

**Toss it
in the
CAN!**

**Don't
Be A
Litter Bug!**

A large circle is shown with a dotted line extending from the center to the circumference, representing a radius.

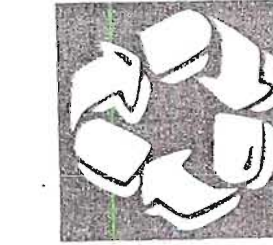
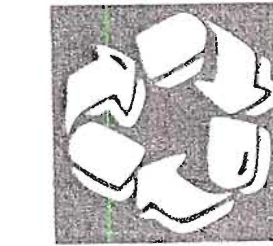
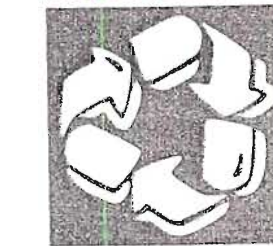
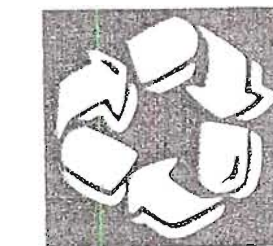
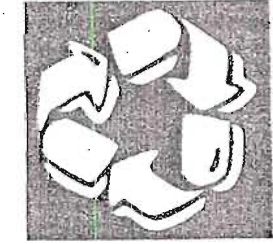
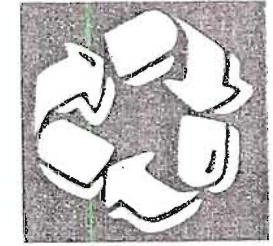
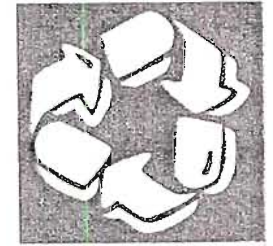
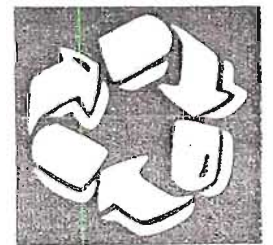
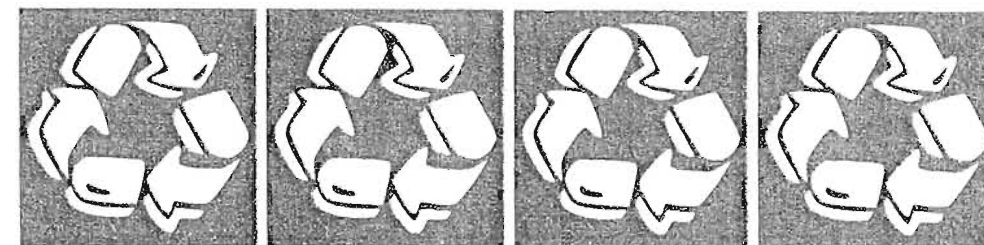
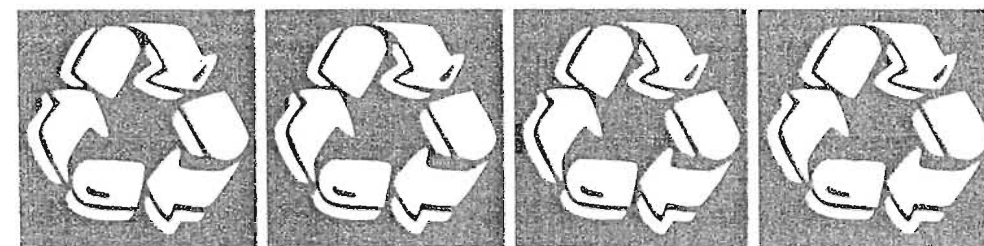
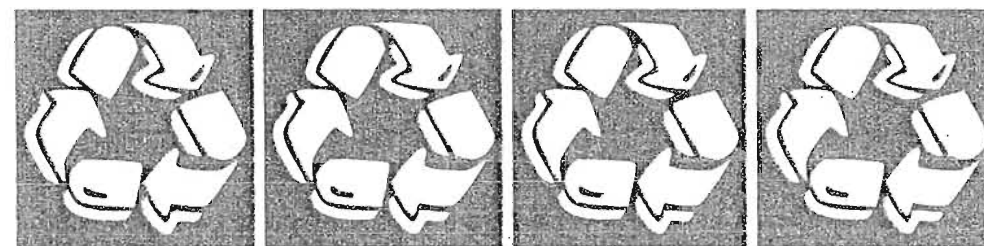
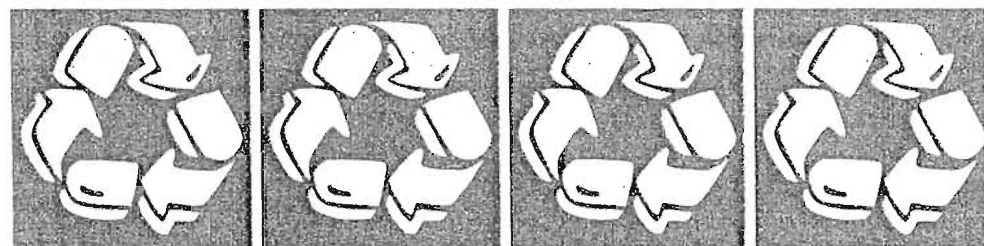
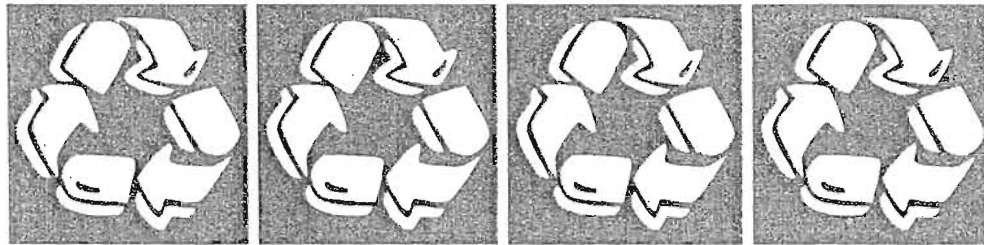
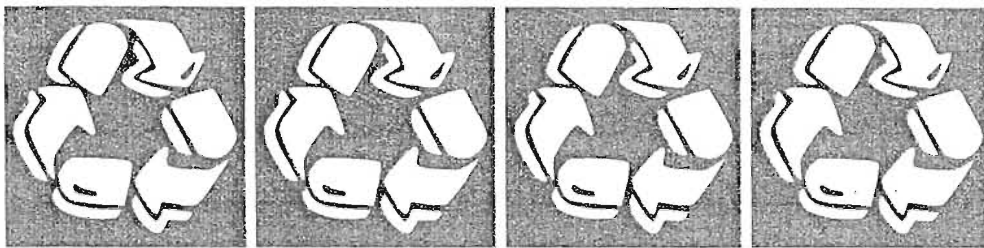


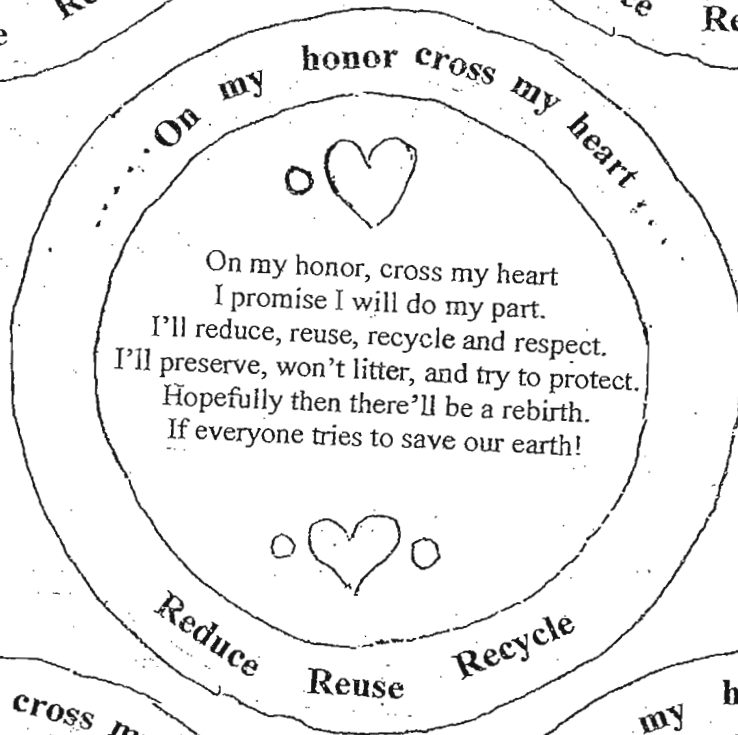
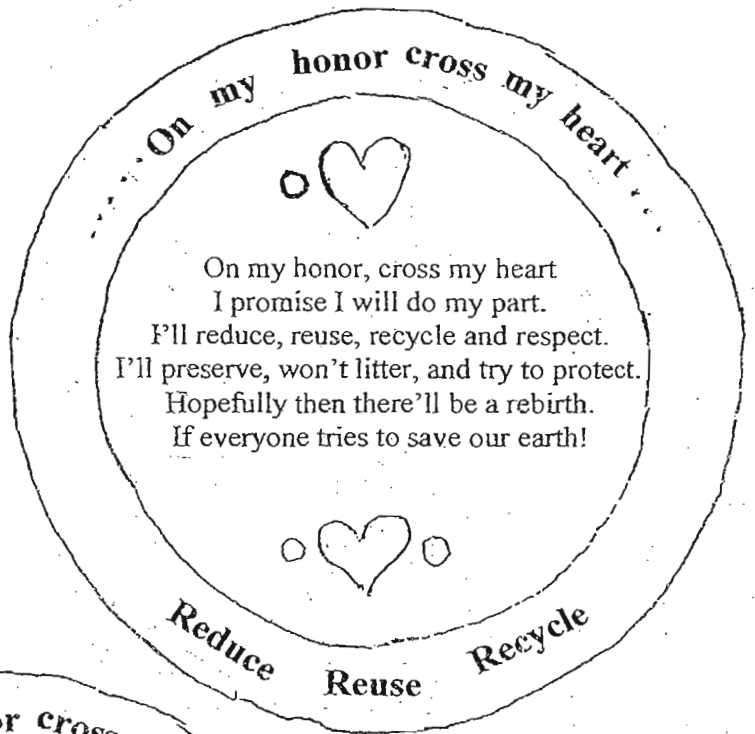
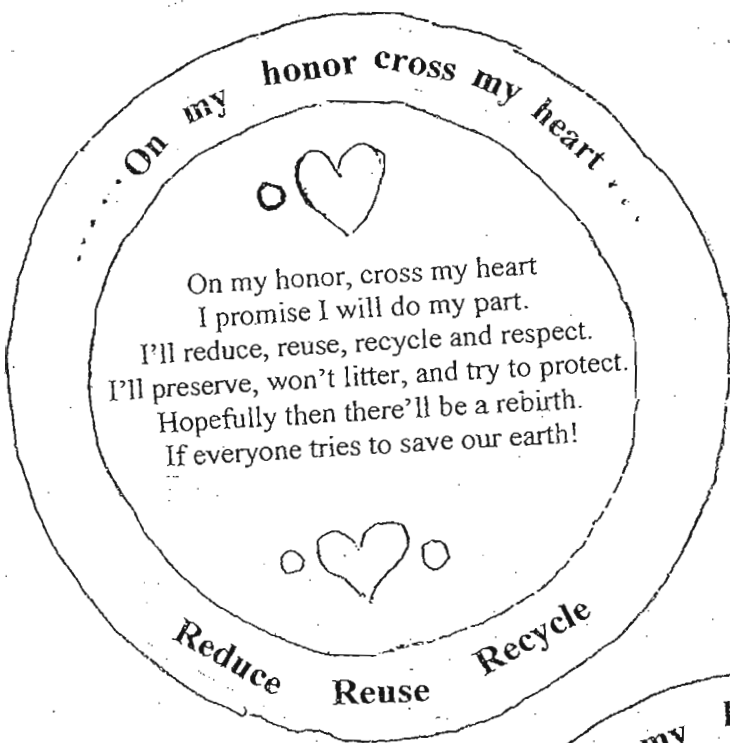
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blue

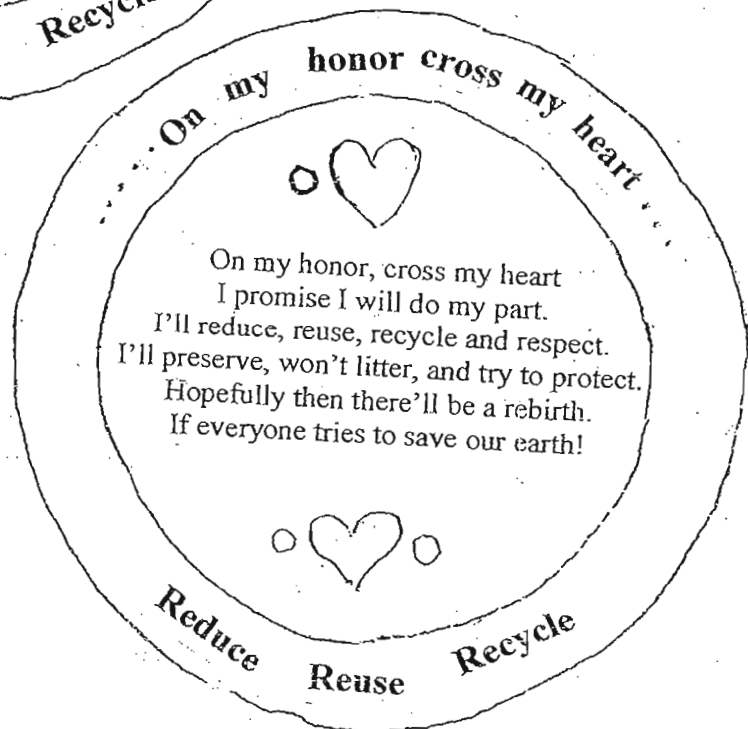
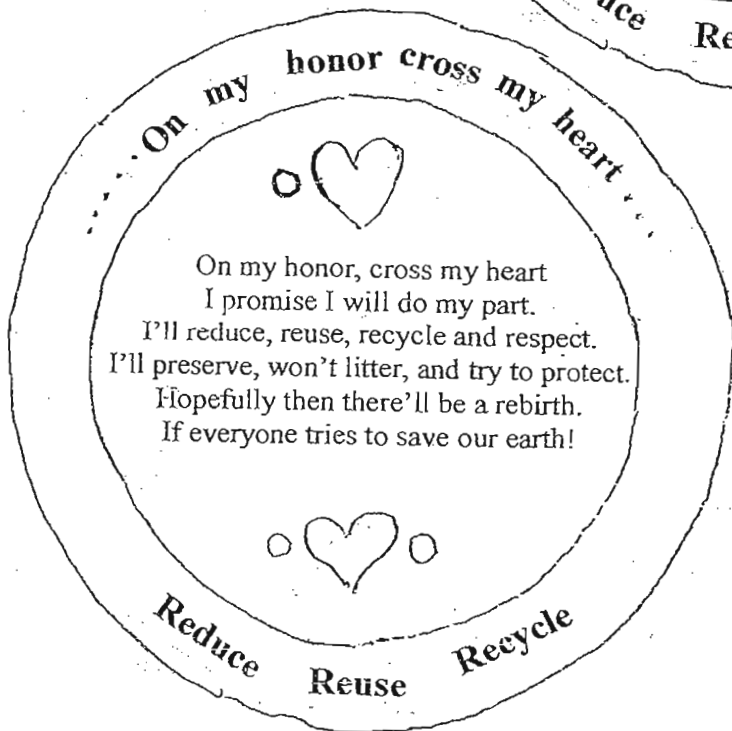
Tin Can Mobile



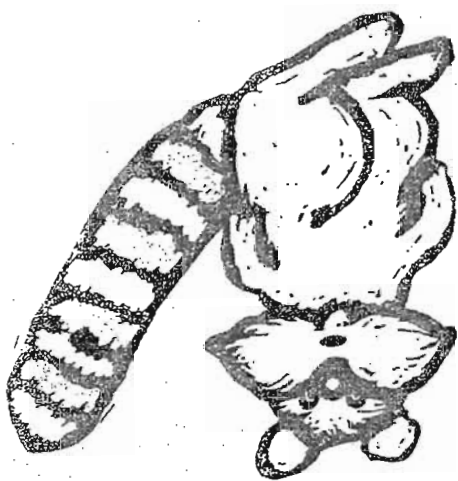


Run off on construction paper.
Students wear as a pin.

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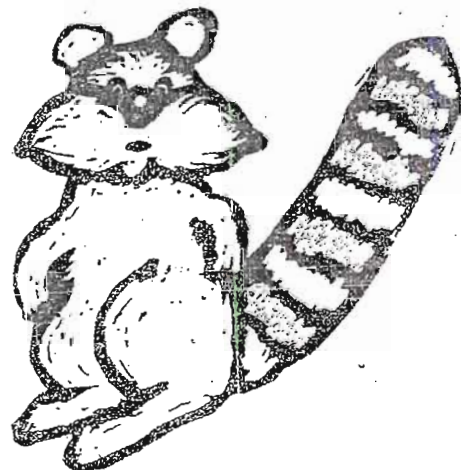


Bookmarks

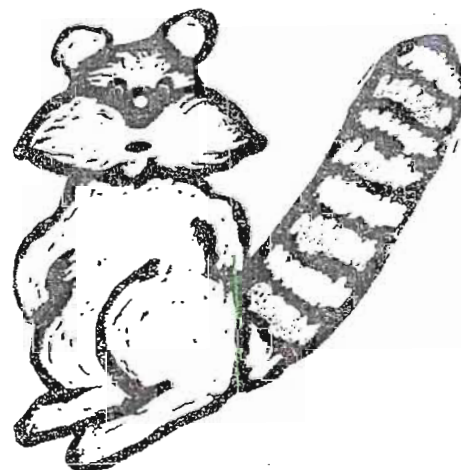


Happy
Earth Day

♥ Happy
Earth Day



♥ Happy
Earth Day



Be A Litter Leader Not A Litter Bug!

Sung to the tune of *Are You Sleeping?*

By Diane L. Henderson

Are you a little bug?

Are You a litter bug?

Please don't be.

Please don't be.

Hit the can now please.

Hit the can now please.

Toss it in.

Toss it in.





Let's Recycle

To the tune of *Are You Sleeping?*

By Diane L. Henderson

Let's recycle

Let's recycle

Use it again

Use it again

Help save our earth

Help save our earth

Yes we can!

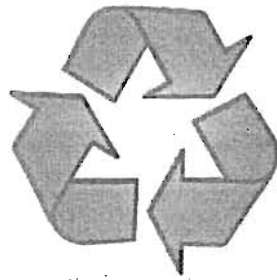
Yes we can!

Reduce

Reuse

Recycle





Let's All Pitch In

To the tune of *3 Blind Mice*

By Diane L. Henderson

Reduce reuse recycle

Reduce reuse recycle

See how we can.

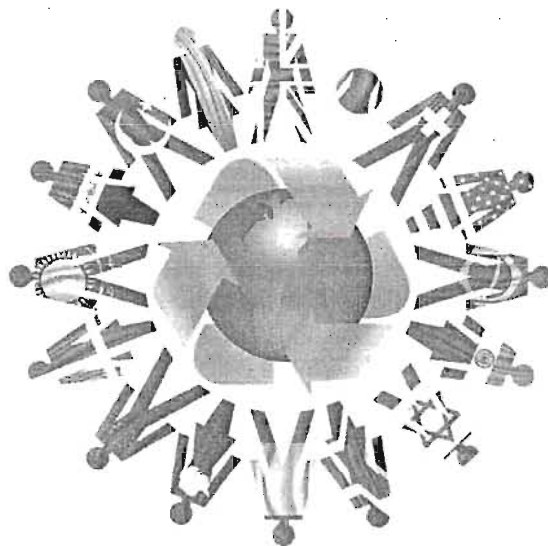
See how we can.

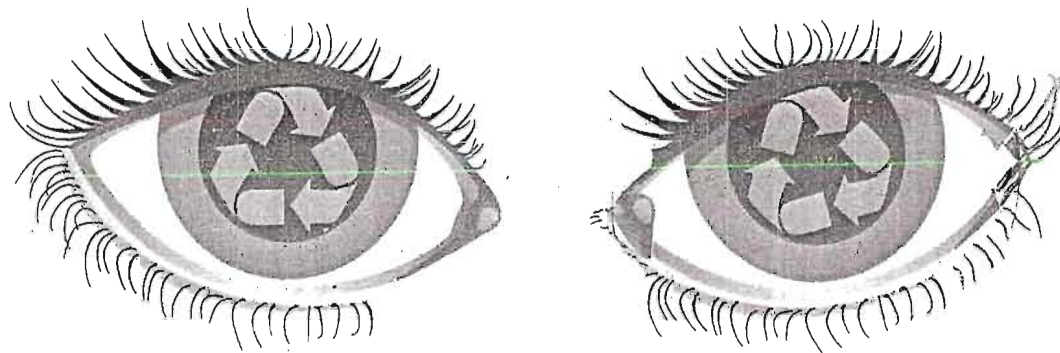
All we have to do is pitch right in.

To pollute our earth we just can't win.

So let's get together and help with a grin.

Reduce reuse recycle.





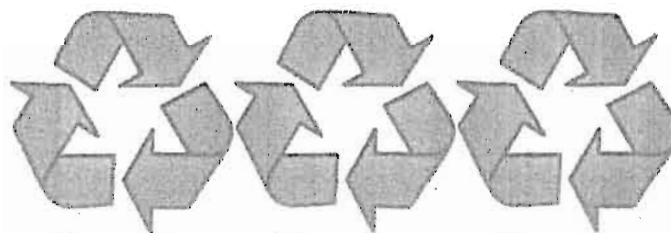
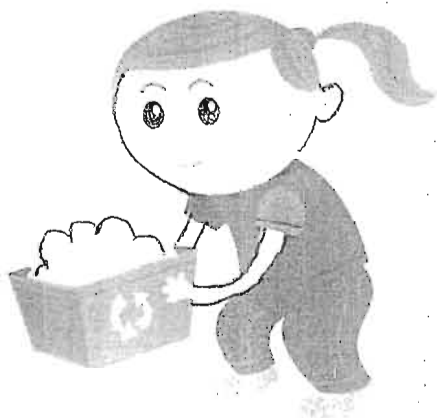
I can make a difference!

I promise to do my best to be a keen green kid
to give a hoot and not pollute.

I'll be a litter leader and not a litter bug
and toss it in with a grin.

Even young people can make a difference by finding ways to
conserve water, materials and energy!

Just ask me how! Let's do it now!



Student: _____

Date: _____

Teacher Witness: _____

PROMISE

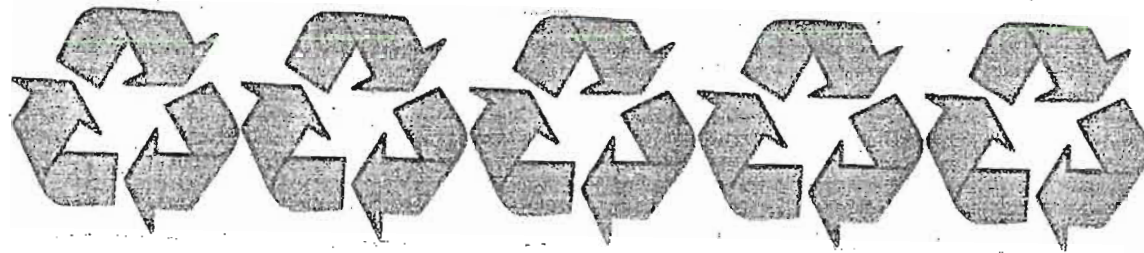
PROTECT

PLANT

REDUCE

REUSE

RECYCLE

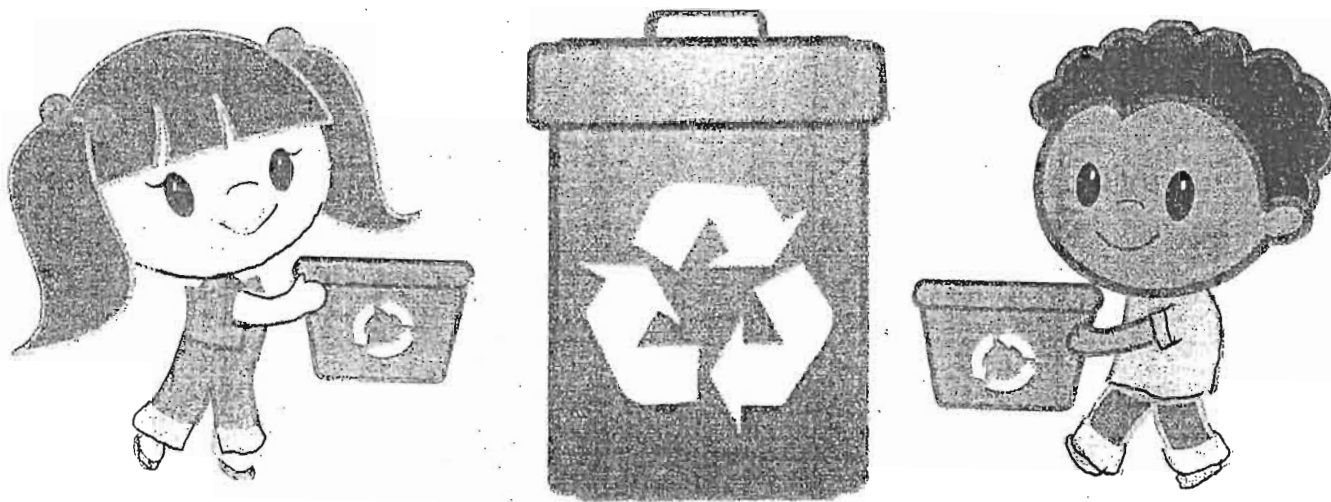


Today I helped rid my playground from waste.

I did it with happiness and haste.

It felt really keen to help and clean.

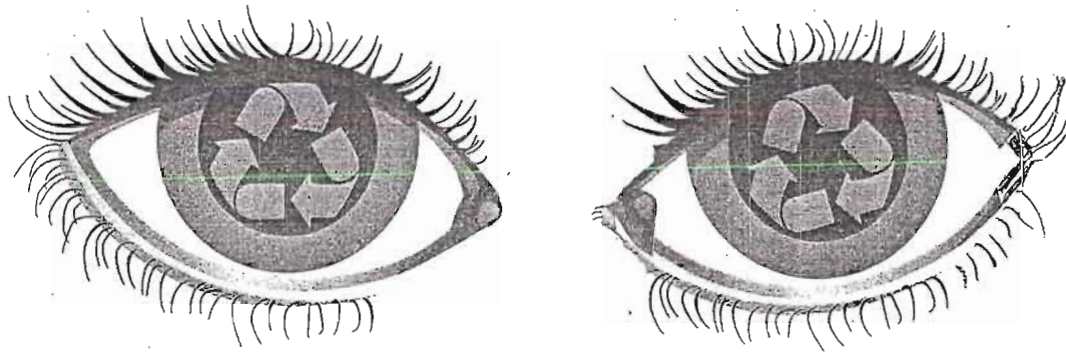
Let's all pitch in and quickly "Go Green!"



PRESERVE

CONSERVE

DON'T BE A LITTER BUG!



I can make a difference!

I promise to do my best to be a keen green kid
to give a hoot and not pollute.
I'll be a litter leader and not a litter bug
and toss it in with a grin.

Even young people can make a difference by finding ways to
conserve water, materials and energy!
Just ask me how! Let's do it now!



Student: _____

Date: _____

Teacher Witness: _____



Congratulations

_____ did
Wonderful work on these
Spring + Activities Projects!
Keep up the awesome work!

Teacher: _____

Date: _____