

April 17, 2012

Dear Parent or Guardian,

Second grade recently began a new thematic unit on natural resources and how our resources can be extended through the 3R's – Reduce, Reuse, and Recycle. The students will have a chance to really think about trash and its impact on our lives. Students will be made aware of the different kinds of materials that are found in the trash and how we can reduce, reuse, and recycle to conserve our renewable and nonrenewable resources.

We would like to ask for your assistance in completing a project at home. Please help your child design and make an object using materials, which you might otherwise have thrown away. We would like the object to be **useful**, to have a purpose and not be used just for decoration. For example, students could make a game, a container, or even a toy using recyclables around the house. Be creative and most important, have fun with your child!

Your child will be sharing their project with the class. They will be evaluated on their oral presentation using the attached rubric.

We are also asking that your child complete the attached worksheet and return it along with their finished project. You may find this worksheet helpful when assisting your child with their oral presentation. Thank you for your continued support!



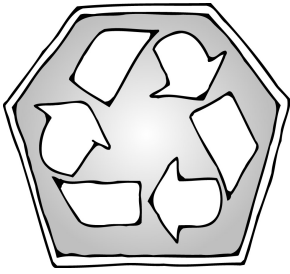
\*All projects are due on Monday, May 6, 2012

\*Oral presentations will take place the week of May 6

Mahalo,

Second Grade Teachers

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



## Recycling Project

Please complete the following questions and return this sheet with your finished project.

Project Title: \_\_\_\_\_

What materials did you use to create your project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How is your project useful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you learn from making your project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of your project below:

A large empty rectangular box for drawing the project.

# Second Grade Recycling Project Presentation Rubric

**Content Area: Science**

**Standard 8:** Physical, earth, and Space Sciences: EARTH AND SPACE SCIENCE

**Benchmark:** SC.2.8.2: Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycle.

<b>Meets with Excellence</b>	<b>Meets Proficiency</b>	<b>Approaches Proficiency</b>	<b>Well Below Proficiency</b>
Explain why a resource is limited and why it needs to be extended through conservation, reuse, and recycling	Identify some of the natural resources that are limited and how they can be extended through conservation, reuse, and recycling	Recognize that the supply of natural resources is limited and suggest ways to extend it	Recall that the supply of natural resources is limited

**Content Area: Speaking and Listening Standards (SL)**

\***Standard SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

\***Standard SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

\***Standard SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

\***Standard SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

<b>Meets with Excellence</b>	<b>Meets Proficiency</b>	<b>Approaches Proficiency</b>	<b>Well Below Proficiency</b>
Give a creative, highly effective oral presentation to share information with peers	Give an oral presentation to share information with peers	Give an oral presentation that shares limited information with peers	Give an oral presentation that does not share information with peers
Insightfully adjust pacing, volume, and intonation as appropriate to content and purpose	Adjust pacing, volume, and intonation as appropriate to content and purpose	Speak with some adjustment to pacing, volume, and intonation as appropriate to content and purpose	Speak with little adjustment to pacing, volume, and intonation as appropriate to content and purpose
Consistently use highly effective gestures and eye contact to complement and enhance verbal messages	Usually use simple gestures and eye contact to complement and enhance verbal messages	Sometimes use simple gestures and eye contact that complement or enhance verbal messages in a limited way	Rarely use simple gestures or eye contact or use them in a way that does not complement or enhance verbal messages
Organize ideas in a highly effective pattern or logical sequence so listeners can easily understand them	Organize ideas in a simple pattern or logical sequence so listeners can understand them	Organize some ideas in a pattern or sequence so listeners partially understand them	Organize ideas in an illogical pattern or out of sequence so that it is difficult for listeners to understand them
Use clear and specific vocabulary to creatively convey the intended message	Use clear and specific vocabulary to convey the intended message	Use vocabulary that sometimes conveys the intended message	Use vague or imprecise vocabulary that does not convey the intended message