

**Lesson Title:** Become a Sorting Expert!

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**Statement of Purpose:** In math, students in kindergarten learn how to classify objects by various attributes such as color, size, or shape and count the number of items in each category. In this unit, students strengthen their understanding of sorting objects and relate this to the Next Generation Science Standards for *Earth and Human Activity* by learning how recycling can reduce the impact of humans on Earth's environment. Students will continue their understanding of sorting by finding additional ways to sort trash such as sorting by paper, plastic, and compost to prepare trash for the appropriate recycling bins. Students begin to see a connection between the sorting by physical attributes and how this relates to the way recyclable materials are sorted in real life. Each bin can hold 10 items, therefore, students will count how many objects are in each bin up to 10, supporting the math standards in kindergarten of understanding place value up to 10.

This unit is appropriate for kindergarten as it meets the Common Core Math objectives for measurement and data as well as counting to 10, speaking and listening standards for ELA, and the NGSS for Earth and Human activity; communicate solutions to reduce the impact of humans on land and water.

**Differentiation:**

*Content-* students will watch videos on recycling, play an interactive recycling game to support sorting by attributes, listen to a story about sorting, and will participate in an in house field trip with a community member who will help students understand conservation of the land and water.

*Process-* This is an elementary school with inclusion of autistic students in our Center based program. Students will work in teams of 2-3 to sort various objects by color first. Then as students become more proficient, students will learn adjectives such as tall, short, long, small, hard, soft, or fuzzy to sort objects into these categories. Students in our ASD program who require assistive technology as a means of support will utilize online manipulatives to support sorting of objects by color and shape if needed.

*Product-*Some students may not sort all 10 items into each recycling bin, but the goal may be for students to be able to sort paper and plastic items first and explain how paper and plastic are different. A compost bin may be a bin located in the lunch room to collect items for compost after lunch time. Then students may be able to communicate what items could be placed in a compost bin. Number lines may help students count how many items are in each bin and the goal is for students to count as high as they can up to 10 if possible.

**Targeted Grade Level:** Elementary Grade K

**Time Needed:** Five, 1 hour class periods

**Subject Integration:** Math, Science, Speaking and Listening

**Math Standards for Grade K: Measurement and Data (Common Core Standards)**

*Describe and compare measurable attributes.*

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.MATH.CONTENT.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

*Classify objects and count the number of objects in each category.*

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**ELA Standards for Grade K: Presentation of Knowledge and Ideas and Comprehension and Collaboration (Common Core Standards)**

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

## NGSS Standards: K-ESS3 Earth and Human Activity

K-ESS3-3: Communicate Solutions that will reduce the impact of humans on the land, water, air, and/or living things in the local environment.

The performance expectations above were developed using the following elements from the NKL document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> <li>Ask questions based on observations to find more information about the designed world. (K-ESS3-2)</li> </ul> <p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Use a model to represent relationships in the natural world. (K-ESS3-1)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)</li> <li>Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)</li> </ul>	<p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)</li> </ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)</li> </ul> <p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)</li> </ul> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b></p> <ul style="list-style-type: none"> <li>Asking questions, making observations, and gathering information are helpful in thinking about problems. (<i>secondary to K-ESS3-2</i>)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (<i>secondary to K-ESS3-3</i>)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (K-ESS3-2), (K-ESS3-3)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>Systems in the natural and designed world have parts that work together. (K-ESS3-1)</li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>People encounter questions about the natural world every day. (K-ESS3-2)</li> </ul> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)</li> </ul>

## **ISTE Standards for Colorado:**

Innovative Designer Students will understand that...

- Real-world problems require a thoughtful process to develop innovative solutions.
- Designing solutions to complex problems requires hard work and perseverance.
- Essential Questions: How can I contribute new ideas toward solving real-world problems?
- Effective strategies for maintaining personal and group focus and endurance while working.

## **Possible Misconceptions:**

In kindergarten, students may believe that we only recycle on land. The truth is that we recycle water through the water cycle, clean trash from our waters, recycle objects in space, and find new ways to use or reuse trash. This lesson opens up so many windows to students understanding the idea around, renew, reuse, and recycle.

**Nature of STEM:** The Nature of Science specifically addresses science and how it relates to the real world. In this lesson, students are connecting recycling and conservation efforts to sorting by a variety of attributes. The Nature of Math specifically addresses patterns and relationships in which students compare and contrast objects by their physical attributes and relate this understanding to how to sort objects in the real world in relation to recycling paper, plastic, and compost. The relationship between both activities allows students to understand why we sort objects in this manner. Students will practice counting to 10 to support the place value standards for kindergarten. The pattern is students counting in intervals of 1.

## **Data Integration:**

Students will keep a data notebook of Polaroid photos of sorting practice they have completed in their group.

Students will share ideas with other group members and pose questions to others about their ways of sorting and their thoughts around creating headings or categories.

Extensions: 1) Students learn how to recycle space trash and other ways to use trash. [https://www.nasa.gov/spacetechnology/NASA\\_Technology\\_Designed\\_to\\_Turn\\_Space\\_Trash\\_into\\_Treasure](https://www.nasa.gov/spacetechnology/NASA_Technology_Designed_to_Turn_Space_Trash_into_Treasure)

2) Students are introduced to space trash using the *NASA's Do It Yourself Podcast*: <https://www.nasa.gov/audience/foreducators/diypodcast/recycling-index-diy.html#rcbi>

3) Share some of the amazing facts about *NASA Going Green!* Reflect in this article the maps around rising sea levels in 2050. <https://www.nasa.gov/feature/goddard/2021/on-a-changing-planet-nasa-goes-green>

4) Space Debris [https://www.nasa.gov/centers/hq/library/find/bibliographies/space\\_debris](https://www.nasa.gov/centers/hq/library/find/bibliographies/space_debris) Students see a visual of space trash around planet Earth.

5) NASA's Garbage Patch Simulation: <https://www.youtube.com/watch?v=n643-di2R4s>

### Measurable Student Learning Objectives:

Students will be able to: *classify* objects by color, shape, size, and/or other physical attributes such as hard, soft, or fuzzy.

Students will be able to *explain* why objects were sorted and *construct* appropriate adjectives to develop sorting categories.

Students will be able to *connect* sorting principles to sorting objects into three separate recycling bins such as paper, plastic, and compost.

Students will be able to *apply concepts* of recycling on Earth to why sorting is important in real life and other ways to use recycling materials.

### Lesson Procedure:

5E Mod	5E Objectives
<p><b>Engage</b></p> <p><i>Essential Question:</i></p> <p>What is sorting?</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Pre-Assessment: The teacher presents a pre-assessment for all students. Questions: What do you know about sorting? Why would we sort objects? Students share their thoughts aloud while the para educators/ teacher aids write down their responses on index cards. Post index cards on the bulletin board titled "Sorting Experts".</li><li>2. Teacher Read Aloud: <i>Sort it Out</i> by Barbara Mariconda <a href="https://www.getepic.com/book/46199826/sort-it-out">https://www.getepic.com/book/46199826/sort-it-out</a></li></ol> <p><b>Modifications</b> <i>If students cannot verbalize their responses they can draw a picture of what sorting looks like or use what they learned from the read aloud to reflect.</i></p> <p><b>Standards Addressed:</b></p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p><b>Formative/Summative Assessments</b> Students will share verbally or draw what they know about sorting and display their ideas on a collaborative board for the class to view.</p> <p><b>Materials</b> Index cards, pencils, colored pencils, tape, book for read aloud</p>

<p><b>Explore</b></p> <p><i>Essential Question:</i></p> <p>What are different ways in which items can be sorted?</p> <p>Can you count the objects in each group?</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Students will sort a variety of objects by attributes.</li> <li>2. Students will count the items in each category.</li> </ol> <p>Students begin by sorting manipulatives by color. The teacher provides the first heading: red, blue, and yellow. Students show their sorting skills and place objects under the correct heading. Student samples are collected as a para educator/teacher aid takes a Polaroid picture for students to tape into their data notebook.</p> <p>Students are given new objects. Students talk in their groups about another way the items could be sorted other than by color. If students need support, the teacher might suggest hard and soft. Students attempt the new sort. They continue this practice until students begin to create their own titles or attributes for sorting rules. Note: There may be times when none of the items fit the headings. When this happens, those objects are not part of the group.</p> <p>The teacher now asks students to sort by measurement. Headings include: tall/small, long/short, light/heavy, 3 sides/4 sides/5 sides, etc.</p> <p>Students are talking to one another through collaboration. All ideas are shared and then discussed. Pictures are taken after each sort and added to the data notebook.</p> <p>The teacher is encouraging student directed conversations and problem solving. All students are working within their groups as the class has practiced expectations for group projects and teamwork.</p> <p>Students count the number of items under each heading and write that number under the heading prior to the picture.</p> <p><b>Modifications</b></p> <p><i>If the student is unable to determine appropriate headings, the teacher can continue to provide headings for the student to work through. The teacher can provide images of things that are tall or small, long or short, and heavy or light to help students visualize what this means in context to the objects on the table. The teacher can provide online manipulatives for students to drag/slide objects into groups and explain why they chose to put them into those groups. A number line is available for students to use as support for counting up to 10.</i></p>
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**Standards Addressed:**

*Describe and compare measurable attributes.*

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.MATH.CONTENT.K.MD.A.2

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

*Classify objects and count the number of objects in each category.*

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**ISTE STANDARDS:**

- Designing solutions to complex problems requires hard work and perseverance.
- Effective strategies for maintaining personal and group focus and endurance while working.

**Formative/Summative Assessments**

Students will share some pictures in their data notebook with their group on what they have learned about sorting.

**Materials** Each small group will receive shape manipulatives that are different sizes, lengths, colors, and have either 3, 4, or 5 sides. Additional objects such as small weights, cotton balls, felt strips, popsicle sticks and straws may be used. Students will use dry erase markers on the white board desks to write headings. (with teacher or para support) Polaroid camera <https://us.polaroid.com/products/go-polaroid-camera> and data notebook, tape

<p><b>Explain</b></p> <p><i>Essential Questions:</i></p> <p>Why do we sort?</p> <p>How do we sort when we recycle waste on land?</p> <p>How does recycling help the land that humans live on?</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Students share why we may sort items into categories. Students answer the following questions: <ul style="list-style-type: none"> <li>- Does sorting help us with organization? Why?</li> <li>- Does sorting help us know how many objects in a category we might have? Example: How many objects are blue? How many objects are heavy? How many objects have 3 sides?</li> </ul> </li> <li>2. Introduction to recycling bins and why we sort objects by paper, plastic, and compost.</li> </ol> <p>Video Support: The 3 R's <a href="https://www.generationgenius.com/videolessons/reducing-our-impact-on-earth-video-for-kids/">https://www.generationgenius.com/videolessons/reducing-our-impact-on-earth-video-for-kids/</a></p> <p>Three bins are placed at each table with pictures of paper, plastic, and compost items on the front for support. In the center of each table is a mixture of these items. Students work together to put items into the correct bin and tell their table why they are putting the item inside. Students count the total items in each bin. Bins are checked by the teacher/para educator and new items are placed on the table. Students continue to practice. On the final round, a piece of foam is added. It does not fit into any bin. Discuss why this may be the case.</p> <p>Interactive Game: Little Critters Learn to Sort- Students play this game on their chromebooks for further support with the concept. <a href="https://www.abcya.com/games/recycling_game">https://www.abcya.com/games/recycling_game</a></p> <p>How to help our land? Why is recycling important?</p> <p>Video Support: Be a Planet Protector <a href="https://www.youtube.com/watch?v=eymigN8tMoY&amp;t=3s">https://www.youtube.com/watch?v=eymigN8tMoY&amp;t=3s</a></p> <p>Compost Video Support: Separate Food Waste <a href="https://www.youtube.com/watch?v=bvFmnLmUMDo">https://www.youtube.com/watch?v=bvFmnLmUMDo</a></p> <p>Students visit classrooms throughout the school and collect recycling bins. They count how many bins are recycling paper and how many are recycling plastic. Students participate in the school wide recycling collection effort throughout the week to understand how much trash is gathered throughout the school and sent off to be recycled. For compost recycling, students may engage in making a garden for their classroom and using compost as nutrients. They could build a worm habitat with compost in the soil. They may also want to come up with a way to gather compost materials from the lunch room each week.</p>
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**Modifications:** *If students are confused about composting, just simplify the lesson by making two categories; paper and plastic. You may want to discuss the physical attributes of paper and plastic prior to the lesson. Compost may be taught separately if you tie in the idea of a vegetable garden and nutrients to support its growth. A conservation specialist will be invited to come into the classroom and do a recycling presentation so that students can ask the presenter questions about the process of turning old paper into new paper, for example.*

<https://www.youtube.com/watch?v=AHq99UNOZlq> Making Paper

### **Standards Addressed**

*Classify objects and count the number of objects in each category.*

CCSS.MATH.CONTENT.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

**NGSS:** K-ESS3-3: Communicate Solutions that will reduce the impact of humans on the land, water, air, and/or living things in the local environment.

### **ISTE STANDARDS:**

- Real-world problems require a thoughtful process to develop innovative solutions.
- Essential Questions: How can I contribute new ideas toward solving real-world problems?
- Effective strategies for maintaining personal and group focus and endurance while working.

### **Formative/Summative Assessments**

Students participate in a school wide recycling effort to ensure understanding of recycling and how to sort objects correctly in the bins. Students explain why we recycle at school.

**Materials** Recycling bins for each group table, recycling materials (paper, plastic, compost, and foam for neither), chromebooks, video access with sound

<p><b>Elaborate</b></p> <p><i>Essential Questions:</i></p> <p>Where else is trash found on Earth?</p> <p>What are other ways to use trash?</p>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Students will research other ways that trash is gathered and reused through NASA's space program. Use videos as support for bringing awareness to young kids about other types of trash around the world.</li> <li>2. Students will find 10 ways to use a Kleenex Box and share with the class.</li> </ol> <p>Resources for where else trash can be found on Earth:  Students are introduced to space trash using the <i>NASA's Do It Yourself Podcast</i>:  <a href="https://www.nasa.gov/audience/foreducators/diypodcast/recycling-index-diy.html#rcbi">https://www.nasa.gov/audience/foreducators/diypodcast/recycling-index-diy.html#rcbi</a></p> <p>Share some of the amazing facts about <i>NASA Going Green!</i> Reflect in this article and the maps around rising sea levels in 2050.  <a href="https://www.nasa.gov/feature/goddard/2021/on-a-changing-planet-nasa-goes-green">https://www.nasa.gov/feature/goddard/2021/on-a-changing-planet-nasa-goes-green</a></p> <p>Space Debris  <a href="https://www.nasa.gov/centers/hq/library/find/bibliographies/space_debris">https://www.nasa.gov/centers/hq/library/find/bibliographies/space_debris</a> Students see a visual of space trash around planet Earth.</p> <p>NASA's Garbage Patch Simulation:  <a href="https://www.youtube.com/watch?v=n643-di2R4s">https://www.youtube.com/watch?v=n643-di2R4s</a></p> <p>Flip Grid: <a href="https://flipgrid.com/c35ba274">https://flipgrid.com/c35ba274</a>  Find 10 ways to use a Kleenex box</p>
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**Modifications**

*Teachers may need to adjust the lessons to fit the learning needs of students in kindergarten. The information presented is at a higher elementary level, but can be explained through pictures or audio simulation to younger students. After intense hands on work with recycling, students will understand the concept that trash is everywhere. Each group will need a Kleenex box to complete the final challenge.*

**Standards Addressed**

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

NGSS: K-ESS3-3: Communicate Solutions that will reduce the impact of humans on the land, water, air, and/or living things in the local environment.

**ISTE STANDARDS:**

- Real-world problems require a thoughtful process to develop innovative solutions.
- Designing solutions to complex problems requires hard work and perseverance.
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- Effective strategies for maintaining personal and group focus and endurance while working.

**Formative/Summative Assessments**

The teacher monitors the rich conversations students have in regards to trash and how it's spread throughout the world. Students will share 10 ways to reuse a Kleenex box.

**Materials:** video access with sound, Kleenex boxes for each group, chromebooks

**Evaluate**

Reflection

**Procedure:**

1. Students present their Kleenex box presentation through a FlipGrid response. <https://flipgrid.com/c35ba274>
2. Students share their data notebooks with sorting images with the class. This will be graded with the SRPSD Math Rubric.

**Modifications**

*Students may record their responses in FlipGrid. If they are nervous about recording, they can share their list with their classmates verbally in a small group.*

**Standards Addressed**

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

**ISTE STANDARDS:**

- Designing solutions to complex problems requires hard work and perseverance.
- Essential Questions: How can I contribute new ideas toward solving real-world problems?

**Formative/Summative Assessments**

SRPSD Kindergarten Math Rubrics

**PART C: Shape & Space Strand**

SSK.1 Use direct comparison to compare two objects based on a single attribute, **such as:** length including height, mass, volume, capacity.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
The student needs assistance to compare.	Student uses comparison words but cannot explain or use correct measurement terminology.	Student compares similar objects and explains using proper terminology.	Student is able to compare two dissimilar objects and explain the similarities and differences.

SSK.2 Sort 3-D objects using a single attribute.

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student needs assistance to sort objects when given the sorting rule.	The student can sort a set of objects independently when given the sorting rule.	The student is able to sort a set of objects using a sorting rule of his or her choice independently.	The student is able to sort a set of objects and <b>explain</b> the sorting rule.

NK.3 Relate a numeral, 0 to 10 to its respective quantity

<b>Beginning (1)</b>	<b>Approaching (2)</b>	<b>Proficiency (3)</b>	<b>Mastery (4)</b>
Student needs assistance with counting one or more of the numeral cards.	The student is able to count objects, but cannot match the respective numeral.	The student is able to count objects <b>and</b> match the numeral when they are in ascending order.	The student is able to count objects <b>and</b> match the numeral from a <b>random</b> pile of numerals.

**Materials:** SRPSD Kindergarten Math Rubric, chromebook

**Teacher Background:** It is important that the teacher has all manipulatives needed for students to engage in hands-on sorting practice. A Polaroid camera should be at each station with a para educator or classroom aid prepared to take quick photos of sorting samples for students to add to their data notebook. Online interactive websites used for this lesson have active links. Ensure that the links work and that sound is activated for the videos. A book is needed from the library as a read aloud.

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