



Activity: Scrap - Libs

Background:

Let's have some fun mixing recycling, energy conservation, parts of speech, and your students' imaginations. The wackier the better—the stories come out funnier that way.

Point Value:

8 points (extra 4 points if you complete the extension below)

Key Themes:



Scraping



Energy
Conservation



Writing

Procedure:

1. Choose one or more of these Get in the Scrap! fill-in-the-blanks stories to complete. Students first complete the answer key and then fill in the stories. This is a great activity if you have just a few minutes at the end of the school day.
2. **Extension:** Challenge your students to make their own Get in the Scrap! Libs for homework. They can exchange with their neighbor the next day to complete. Extra 4 points with this additional activity.

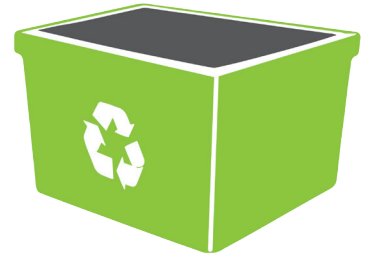
Materials:

Provided by Museum:

- Scrap-libs examples

SCRAP - LIBS

Recycling Drive



Directions: Fill this sheet out first, with the parts of speech below. When you're done, add your answers to the story and read it aloud to a friend to see how wacky your story turned out!

your name: _____

name of school: _____

verb (present tense): _____

noun: _____

-ing verb: _____

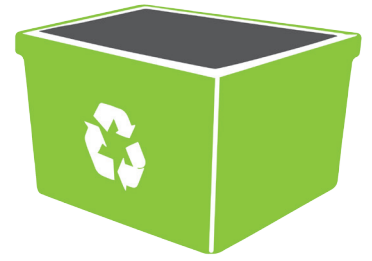
noun (plural): _____

noun: _____

verb (present tense): _____

SCRAP - LIBS

Recycling Drive



My name is _____ and I go to _____
your name name of school

school. Today is our big recycling drive. At this

recycling drive, the whole school _____s
verb (present tense)

in order to help raise money and save the

_____. To help, with _____ I
noun -ing verb

brought in _____, old cans, plastic bot-
noun (plural)

tles, and newspapers. Recycling is the process of

turning waste, usually paper, plastic, glass, and/or

_____, into new products. Recycling helps
noun

save the planet because it reduces waste that sits

in landfills. It also reduces energy consumption

and pollution. Everyone should _____!
verb (present tense)

SCRAP-LIBS

The Silver Penny



Directions: Fill this sheet out first, with the parts of speech below. When you're done, add your answers to the story and read it aloud to a friend to see how wacky your story turned out!

time of day: _____

adjective: _____

family member name: _____

same family member: _____

adjective: _____

last name: _____

same last name: _____

noun (plural): _____

general location (plural): _____

noun: _____

adjective ending in -er _____

SCRAP-LIBS

The Silver Penny



On my way home from school one _____, I found a
penny on the ground. It wasn't an _____ penny though, it was a
silver penny!

I raced home so I could tell my _____. When I got home,
I told _____ about my silver penny. They were surprised, be-
cause they had never seen one before today, either!

Then, we heard a knock at the door. When we answered, it was our
old, _____ neighbor Mr. _____.

As we showed Mr. _____ the penny, his eyes widened. "This
is from 1943! When they had to ration copper for WWII. This isn't silver,
it's steel!" He exclaimed!

"Why did they have to ration copper?" I asked.

He explained that during the War, the United States needed to use
copper overseas in order to help our _____. He also explained
that exchanging copper for steel was not the only way that the Unit-
ed States pushed for conservation during the war effort. Recycling in
schools, businesses, homes, & _____ was also important.

"Recycling, not only helped the US win the _____, it is also
great for our environment today! The more we recycle, the _____
our planet is."

SCRAP - LIBS

Time Machine



Directions: Fill this sheet out first, with the parts of speech below. When you're done, add your answers to the story and read it aloud to a friend to see how wacky your story turned out!

name of friend: _____

adjective: _____

verb (past tense): _____

adjective: _____

noun: _____

verb (past tense): _____

noun: _____

adjective: _____

name of school: _____

noun: _____

name of country: _____

year: _____

SCRAP-LIBS

Time Machine



I was on my way home from school when I ran into my friend _____ . My friend told me that he/she found a time machine!
name of friend

“A time machine?” I asked. “Yeah! I used it but it only goes back to 1943. I think it’s _____,” he/she replied.
adjective

“Hm...We should still go!” I _____ .
verb (past tense)

With that, my friend and I went to his/her house. My friend opened the recycling bin in front of his/her house and, inside, it looked like a _____ . It was so cool! We _____ into the time machine.
adjective noun verb (past tense)

We crawled out of the time machine and into 1943, into a school! Kids were walking around carrying _____ and wearing _____ clothes. It was our school too! I had no idea that _____ existed back then.
noun adjective name of school

All over the school there were signs that promoted recycling and conserving plastic, tin and aluminum, _____, and rubber. We heard a teacher explaining to a student that recycling was important because of our soldiers in _____ .
noun name of country

When we got back to _____, the year we came from, my friend and I were still in shock. Who knew that recycling was so important even back then?
year