Reduce, Reuse, Recycle 4

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Recognize the phrase "Reduce, reuse, recycle," and explain how doing these three things can help to conserve natural resources
- ✓ Identify the recycling symbol and explain that recycled materials are made from items that have already been used and otherwise would have been garbage

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, orally compare and contrast a picture of a green field and blue sky and a picture of a landfill (RI.K.9)
- ✓ Create a drawing of a natural resource, naming the topic and providing some details (W.K.2)
- ✓ With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource (W.K.5)
- ✓ Ask questions to clarify directions for Interactive Illustrations following "Reduce, Reuse, and Recycle" (SL.K.3)
- ✓ Add drawings to descriptions of how to conserve a natural resource to provide additional detail (SL.K.5)

- ✓ Demonstrate understanding of frequently occurring verbs, such as *reduce,* by relating them to their opposites (antonyms) (L.K.5b)
- ✓ Prior to listening to "Reduce, Reuse, Recycle," identify orally what they learned about garbage and natural resources

Core Vocabulary

action, *n.* Something you do
Example: The actors began to perform after the director said, "Action!"
Variation(s): actions

generate, *v.* To make; to create
Example: The bake sale will generate enough money to pay for the class trip.
Variation(s): generates, generated, generating

products, *n.* Things that are made
Example: Paper and cardboard are two products made from trees.
Variation(s): product

recycle, *v.* To turn trash into something else to be used
Example: If I recycle my plastic bottle, it will be used to make something new, such as a plastic cup.
Variation(s): recycles, recycled, recycling

reduce, *v.* To use less of something
Example: I will reduce the amount of paper I use, and that will help save trees.
Variation(s): reduces, reduced, reducing

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Already Learned?**	Image Card 5	10
	Purpose for Listening		
Presenting the Read-Aloud	**Reduce, Reuse, Recycle**	Earth Hat	10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Reduce		5
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Interactive Illustrations**	drawing paper, drawing tools	15
	Vocabulary Instructional Activity: Symbol		

Reduce, Reuse, Recycle

4A

Introducing the Read-Aloud *10 minutes*

What Have We Already Learned?

Review with students the concept of natural resources as things that come from nature (the earth) and which are very important and valuable to people. Refer to images from the previous read-aloud as needed, and encourage students to give examples of natural resources.

Remind students that in "Garbage," the second read-aloud in this domain, they learned about the large amounts of garbage that are dumped and then buried in landfills. Show students Image Card 5, and remind them that sometimes landfills have to be closed because there is no more space for the garbage. Also remind them landfills can be dangerous places because of the hazardous gases and chemicals from the decaying trash that can get into the land, water, and air.

Now ask students, "Do you think there are any other things that can be done with garbage so that there are fewer and/or smaller landfills?" Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student's response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Tell students that today they are going to learn about three ways in which they can help create less garbage in landfills. Say, "We are going to learn how to reduce, reuse, and recycle." Have them repeat the words *reduce, reuse,* and *recycle* after you.

Purpose for Listening

Tell students to listen for ways in which reducing, reusing, and recycling can help conserve or protect natural resources.

Note: Remember to put on your Earth Hat to present the read-aloud, and remind students that in the read-aloud, Earth will be pretending to "talk" to them.

Presenting the Read-Aloud **10** *minutes*

Reduce, Reuse, Recycle

Show image 4A-1: Earth covered by trash [1]

So, kids, how much trash does the earth have to deal with every year? Let me ask that another way: how much trash do the people on Earth **generate,** or make, each year? Well, I'm not here to scold you or to try to make you feel bad, but let's just say that people generate an extremely large amount of trash!

People are really the only creatures on the planet who generate any trash. You won't see a bear or a deer putting trash in a trash can. You won't see a monkey in the jungle using a paper napkin to wipe her face. And you probably won't see dogs and cats drinking their water out of plastic bottles. People make trash, so they're the ones who are responsible for taking care of it.

1 What do you think the artist of this picture is trying to say about the earth?

Show image 4A-2: Landfill

Every year, people in the United States generate billions of bags full of trash, plus all kinds of other trash that doesn't fit in bags, like old refrigerators and broken furniture. Imagine how much trash is generated all over the world!

Where does all that trash end up? Can you remember the name of the <u>place</u> in this picture? [2] It's a landfill. There is an incredible amount of trash buried in landfills, but you can all help.

2 [Pause for students to respond.] Place is where something is located. *Place* also means to put.

Show image 4A-3: Green field and blue sky [3]

Wouldn't it be nice if we could keep as much land as possible clean and green, like the place in this picture? Can you think of ways you can cut back on the amount of trash you throw away?

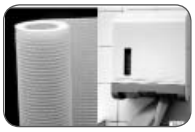
Well, I'm about to teach you three important words. If you pay close attention and try to put some of my words into **action,** then you can really help to make an important difference in the world. [4]

Those three words are ***reduce,*** *reuse,* and ***recycle.*** Say them a few times. [5]

3 How is this picture different from the picture of the landfill?

4 Putting someone's words into action means acting on, or doing, what he or she says.

5 [Have students repeat the words *reduce, reuse,* and *recycle.*]



Show image 4A-4: Paper towels on left, and paper towel dispenser on right

When you reduce the amount you use of something, you use less of it. What do you see in this picture?[6] On the left is a roll of paper towels. On the right is a paper towel dispenser like the one that you might have in the restroom at your school. Why do you think I am showing you these pictures? What does this have to do with the word *reduce?*

6 [Point to the illustration and have students describe what they see.]

Let's say you wash your hands in the restroom. Instead of grabbing a huge hunk of paper towels, try using just one.

By reducing the number of paper towels that you use, you can do two very important things. First, you will reduce the number of trees that get cut down to make paper towels, and that's a really good thing! Second, you will reduce the amount of trash that goes to a landfill.

So remember, whether you're using paper towels, toilet paper, or any other kind of paper: Reduce! Reduce! Reduce! Don't use more than you really need.

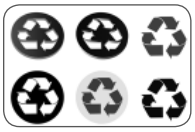
Show image 4A-5: Child's drawing

What does it mean to reuse something? It means that you use it again.

If you try, you can probably think of lots of ways to reuse paper. Do you like to draw? Before you ball up a piece of used paper and throw it away, flip it over and see if there's anything on the back.

If it's blank, draw a picture on the other side—like this nice one that a child drew of a house on a bright spring day. Then, take it home and hang it up on the refrigerator or bulletin board. Trust me, it will look great, and nobody will ever know or care that there is something on the other side.

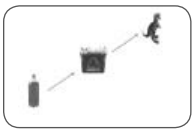
Reducing and reusing are two important ways to make sure that you don't send too much trash off to the landfill, but the very best way is by recycling.



Show image 4A-6: Recycling symbols

This is the recycling symbol.[7] The arrows in this symbol remind you that many things can actually be made into other things.

7 A symbol is a picture that represents a word or idea.



Show image 4A-7: Plastic bottle, recycling bin, and toy dinosaur

Recycling is sort of like reusing. When you recycle something, however, it often gets made into something completely different. For example, your plastic juice bottle can be recycled and made into something else that is plastic. All the plastic that is collected in recycling bins is taken to factories where it is melted down into liquid plastic and then made into something else. So a plastic bottle that you put in the recycling bin might end up as part of a new plastic toy.

Show image 4A-8: Recycling bin

Now that you know what it looks like, you might start noticing the recycling symbol in more places. Often, you'll see these three arrows on bins like this one, so you'll know to put recyclable materials in it. A recycling bin is kind of like a trash can, except the things you put in here won't go to a landfill. They will be turned into other things. Be sure to empty containers, and rinse them if possible, before putting them into a recycling bin.

Show image 4A-9: Common recyclable materials

Here is a picture of different things that most people use almost every day. All of these things can be recycled. Newspapers, mail, and cardboard boxes are all paper **products.** All of them come from trees, and all of them can be recycled instead of thrown into the trash can. Glass bottles and jars, aluminum soda cans, metal soup cans, and plastic bottles are all recyclable, too.

What's more, all of these things are made from natural resources, which means the more you recycle, the more natural resources you conserve![8]

8 What does it mean to conserve natural resources?

Show image 4A-10: Landfill

You might be wondering: why does all that trash end up in landfills if most of it can actually be reused or recycled? That's a good question to ask, and it's one that you'll learn about later. For now, however, I just want you to make sure that you remember those three important 'R' words: *reduce, reuse,* and *recycle.* Say them again! [9]

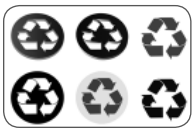
9 [Have students chant these three words together a few more times.]

Discussing the Read-Aloud *15 minutes*

Comprehension Questions *10 minutes*

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Which creatures generate trash? (only people)
2. *Literal* What are the three things you can do to conserve natural resources? (reduce, reuse, recycle)
3. *Inferential* Describe one way to reduce the amount you use of something. (I can use fewer paper towels in the bathroom.)
4. *Inferential* Describe one way to reuse something. (I can use the other side of a piece of paper to draw something.)



Show image 4A-6: Recycling symbols

5. *Literal* What does this symbol mean? (recycle)
6. *Inferential* What are recycled materials? (things that have already been used, but are made into something new instead of being thrown away into the garbage)
7. *Inferential* What natural resource do you save if you reuse and recycle paper? (trees)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question. Then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative* ***Think Pair Share:*** Why is it important to reduce, reuse, and recycle? (These three actions help to conserve natural resources; they reduce the amount of trash in landfills.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Reduce

5 *minutes*

1. In the read-aloud you heard, "When you *reduce* the amount you use of something, you use less of it."
2. Say the word *reduce* with me.
3. *Reduce* means to use less of something.
4. Someone might reduce the amount he drives his car in order to save gas, or someone might reduce the number of paper plates she uses in order to save trees.
5. Tell about one way you can reduce waste to help save Earth's natural resources. Try to use the word *reduce* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I can reduce waste by . . ."]
6. What's the word we've been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *reduce* is *increase.* If I am describing someone reducing waste, say, "That will reduce waste." If I am describing someone increasing waste, say, "That will increase waste."

1. turning off the water while brushing your teeth (That will reduce waste.)
2. leaving a light on in an empty room (That will increase waste.)
3. putting plastic bottles in a recycling bin (That will reduce waste.)
4. writing one sentence on a piece of paper, then throwing it away (That will increase waste.)

Complete Remainder of the Lesson Later in the Day

Reduce, Reuse, Recycle

4B

Extensions

***15** minutes*

Interactive Illustrations

Give every student a sheet of paper folded in half. On one half, have each student draw a picture of a natural resource (e.g., trees, water, air, coal, fish, oil). Then, pair each student with a partner and ask students to trade illustrations.

Tell students: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your neighbor about the directions I have just given you. For example, you could ask, 'What do we draw a picture of?' Turn to your neighbor and ask your own question now. I will call on several of you to share your questions with the class."

Have students talk about their pictures with their partners for a minute, and then ask their partner for suggestions of ways to conserve that natural resource. For example, if the natural resource is trees, they might suggest, "Use fewer paper towels."

Using the second section of their paper, have each student draw a picture of the suggestion their partner had for conserving the natural resource.

Allow several students to share and discuss their own and their partner's illustrations. Have partners share the advice they have for reducing waste with the class. As students discuss the illustrations, remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary.

Vocabulary Instructional Activity

Word Work: Symbol

Show image 4A-6: Recycling symbols

1. In the read-aloud today you heard, "This is the recycling *symbol*."
2. Say the word *symbol* with me.
3. A symbol is a picture that represents, or stands for, a word or idea.
4. The smiling face is the symbol we circle to represent the right answer on our assessments.
5. Tell about a symbol that you have seen. Try to use the word *symbol* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I have seen a symbol that stands for . . ."] (If students have trouble thinking of examples, you might suggest symbols they might see at a crosswalk, on trash cans, or on bathroom doors, etc.)
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a symbol that you know of, or make up your own symbol, that represents, or stands for, a word or idea.