

Grade 3

Topic Reuse

Title Reusing Our Resources

Standards:

- 3.1.2 Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.
- 3.1.3 Keep and report records of investigations and observations* using tools, such as journals, charts, graphs, and computers.
- 3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicate one’s own conclusions about findings.
- 3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.
- 3.2.3 Keep a notebook that describes observations and is understandable weeks or months later.
- 3.5.1 Select and use appropriate measuring units, such as centimeters (cm) and meters (m), grams (g) and kilograms (kg), and degrees Celsius (°C).
- 3.5.3 Construct tables and graphs to show how values of one quantity are related to values of another.

Objectives:

Cognitive Domain:

Students will identify alternate uses of recyclable materials.

Affective Domain:

Students will work cooperatively in groups and explain reused material.

Psychomotor Domain:

Students will explain alternate uses for the items listed.

Materials:

- A variety of clean disposable materials such as toilet paper tubes, water bottles, plastic packaging material, cardboard, and foil.

Procedure:

1. Model a “Think Out Loud” example of using Inquiry (How can I reuse this item? A glass jar? An empty shoe box?)
2. Put the class into groups.
3. Give each group 5 items that have been used before. (The items can be the same or different in each group.)
4. Each group is responsible for coming up with three alternative ways to reuse these items and write them in their Science Notebook.

5. Jigsaw your groups so that the students have an opportunity to share their ideas with other students.
6. After sharing time come back together and make a list of reuses for each item.
7. Compile a list to be sent home for reusing our resources.

Pre-Assessment:

On a sheet of paper list as many things as you can that are being used for other things than which they were made.

Post-Assessment:

Reusing Our Resources Chart

Extension Activities:

Art Project made from recycled materials

References:

EEC – Elkhart Environmental Center www.elkhartindiana.org/eecenter
Talkin/ Trash with ABC's by Alum Can Council 2004

Vocabulary List for Recycling Unit

Natural Resources – important material supplied by nature

Conservation – the wise use of Natural Resources so that people do not waste them or use them up

Recycle – treat or process something so that it can be used again

Reuse – to use again

Reduce – to make smaller

Compost – decomposing organic waste used for fertilizing the soil

Environment – everything that surrounds a living thing

Landfill – structure built into or on top of the ground where trash is stored

Discarded – tossed aside after it is no longer useful

Lesson Designed By:

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Post-Assessment for Reusing Our Resources

Name _____

List at least 3 reusable items in column A. Write 3 other uses for that item in column B

A	B
Reusable Items	Other Uses for Reusable Item
1.	1. _____ 2. _____ 3. _____ 4. _____
2.	1. _____ 2. _____ 3. _____ 4. _____
3.	1. _____ 2. _____ 3. _____ 4. _____
4.	1. _____ 2. _____ 3. _____ 4. _____
5.	1. _____ 2. _____ 3. _____ 4. _____

Grading Rubric A=20-19, B=18-16, C=15-12, D=11-9, F=8 or below

Recycling Code Reference Chart

Keep chart in science folder to help identify discarded items for recycling.

Recycling Code	Type of Plastic	Uses
1	PETE	Soft drink containers
2	HDPE	Milk jugs, beverage bottle
3	PVC	Auto parts, shampoo bottles, shower curtains, inflatable toys
4	LDPE	Trash bags and other films
5	Polypropylene	Housewares, auto parts, screw-on caps, margarine tubs
6	Polystyrene	Hot food containers, packaging materials, plastic utensils