

**Grade** 3

**Topic** Reducing Waste

**Title** Using Too Much is Such a Waste!

**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.

**Objectives:**

**Cognitive Domain:**

Students will identify ways in which to reduce waste.

**Affective Domain:**

Students will explain methods of reducing waste.

**Psycho-motor Domain:**

Students will compose a list of ways that they can help to reduce waste.

**Materials:**

- Roll of paper towels
- Check with the environmental person to see if anything else is needed.

**Procedure:**

1. Begin lesson by having the entire class wash their hands. Place a full roll of paper towels next to the sink. Using a brown roll from the restroom would be an excellent paper towel to use. Have each student keep their paper towel with them at the seat rather than disposing it. When everyone is finished have the entire class show their towels at the same time.
2. Discuss with the class how students can reduce the use of paper towels just by being aware of how much they use.
3. Introduce the EEC (Elkhart Environmental Center) person to the class. (Present program on Recycling with an emphasis on Reducing.)
4. Students brainstorm on the board different ways that they could reduce waste in everyday life.
5. In their Science Notebooks, students choose three methods of reducing waste that applies to them. Then, students will come up with at least three more uses on their own.

## **Pre-Assessment:**

Paper Towel Activity

## **Post-Assessment:**

- Repeat the Pretest again.
- Then, the students will lay out these towels end to end in the hallway along with the towels from the Pretest and compare the length of the paper towels.

## **Extension Activities:**

- Keep towels totals for several days and see the total length. Then, collect towels again a month later.
- Graph total length as a Math Lesson.
- Keep the Pretest total length and periodically throughout the year do a quick check on towel usage.

## **References:**

EEC – Elkhart Environmental Center [www.elkhartindiana.org/eecenter](http://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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