

# REDUCE, REUSE, & RECYCLE

APRIL 1, 2019

**Third Grade, Life Science**  
**Ms. Moore, Example Elementary**

# OBJECTIVES

1. Students will define the terms Reduce, Reuse, and Recycle
2. Student will work in pairs to identify what items can be recycled or thrown away
3. Learners will apply correct recycling and sustainability terminology to generate their own one-page recycling flyer to take home

# RESOURCES/MATERIALS

## Teacher

- Technology tools (7a-d)
- Markers
- Construction paper
- Computer/SmartBoard
- “Trash” items from home
- 2 bins labeled ‘Trash’ and ‘Recycle’

## Student

- Paper/Composition Notebook
- Pencils, pens, and crayons
- One item of “trash” from yesterday’s homework

# ANTICIPATORY SET (HOOK) (7 MINS TOTAL)

Teacher: “Hello class! To get started we are going to watch a short clip about a whale, a little boy, and the ocean. Get out your composition notebook and a pencil from your desk. As you watch the clip, write or draw down 1-5 things you see in the movie.

Click link: [A Whale's Tale](#) (3:00 mins)

## ANTICIPATORY SET (HOOK) CON'T (4 MINS)

Teacher: “Okay, now that we have watched the clip, I want to hear some responses you wrote down. What are some of the things you saw in the clip? How did they make you feel?”

Ask students to raise their hands and write down their responses on the T chart on the SmartBoard. Write down at least five responses. Positively reaffirm that these are good answers to engage student learning (3b & c), assessing students’ knowledge on this topic (TESS 1b), and creating a safe space for no wrong answers to be penalized (2a & b) One student, Jamie, says, “I saw a lot of trash in the ocean.”

# INSTRUCTIONAL INPUT

For this lesson, my teaching methods will begin with direct instruction, indirect instruction and interactive instruction. The strategies I will be using are:

## Direct Instruction

- Explicit teaching, compare and contrast, demonstrations

## Indirect Instruction

- Reflective discussion, inquiry, concept attainment

## Interactive Instruction

- Brainstorming, peer partner learning, cooperative learning

# TRANSITION TO INSTRUCTIONAL PROCEDURES

Teacher: As Jamie said, they say a lot of trash. This is where most of our trash ends up after we throw it away, in the ocean or landfills. So today, we are going to learn what recycling (the symbol that looks like this—show symbol) is and how to properly recycle so we don't hurt the ocean animals feelings or our Earth feelings. It's important to leave less waste on our Earth, because they fill up landfills (where our trash goes), kill sea creatures, and leaves behind nasty chemicals called carbon emissions that enter our air, bodies, and makes the Earth have a nasty fever called Global Warming.

# DIRECT INSTRUCTION PROCEDURE-EXPLICIT TEACHING (7 MINS)

Recycling has three parts: Reduce, Reuse, and Recycle. Define these terms in whatever way fits your classroom environment. In this example, I will use a different color or a different colored paper for each definition. After explaining the definition, play RRR song video, to summarize. The song will best aid auditory learners.

1. Define Reduce-to consume or buy less of. The best way to save waste from being thrown away is to not buy it in the first place.
2. Define Reuse-Finding a new way to use a pre-existing item. This avoids creating waste rather than recycling it. But if you cannot reduce or reuse, the last step is to recycle.
3. Define Recycle- Valuable materials from “trash” are taken to a building to be turned into new products



# INDIRECT INSTRUCTION PROCEDURE-REFLECTIVE DISCUSSION (3-5 MINS)

Teacher: Ask students what are some ways they can practice reducing or reusing in their lives at home or in school. Write these answers down on the SmartBoard.

After writing down at least 4 responses, list some more examples not heard for the class to hear. Some answers may be:

- Buy used (consignment or thrift stores), Look for products that use less packaging, buy reusable over disposable items, bring your own silverware or cup, borrow or share items that are not used often, donate clothes, books, shoes

# INSTRUCTIONAL INPUT-DEMONSTRATION (10 MINS)

Teacher: So many of use the third R-recycle. But today, I am going to show you *how* to recycle. Have two different colored bins labeled “Recycle” and “Trash”. Use your “trash” you brought from home and place in the appropriate bin while explaining. Note: Glass and plastic bags may be recycled in certain locations.

1. Every recyclable item has a number on it (usually on the bottom or back). In Little Rock, we can recycle items that have the numbers 1 & 2, aluminum, steel, tin cans (coke cans), paper, cardboard, newspapers.
2. If the item does not fit in any of these categories, it goes in the trash.
3. If it does, make sure the item is cleaned and empty before you put it in your recycle bin.



# CHECK FOR UNDERSTANDING-PEER PARTNER LEARNING (~6 MINS)

Each student brought a “trash” item from home for homework yesterday. For students who forgot, the teacher should have extras to share.

Teacher: Turn to your neighbor, talk and decide if your item can be recycled or not and explain why.

Walk around the classroom and overhear each pair. As you are walking around, acknowledge their explanations and leave positive comments or corrections if need be.

# RELEARN-EXPERIMENTAL (ONLINE SIMULATION- 5 MINS)

Collect the classroom's attention to continue the lesson. Play the video summarizing how to recycle. The video provides visual aid for students who learn best by visual images. Around 3:00 minutes, the video has a wait time for students to answer. Pause the video after each question and have students answer. Call on students who seem to have a difficult understanding of the context from the pair-work. As well, as call on students who seem to firmly grasp the concept to confirm their knowledge.

# QUESTIONING STRATEGIES-BLOOM'S TAXONOMY

1. Remembering: Define the Three R's in order?
2. Understanding: Discuss how would you differentiate between reduce and recycle?
3. Applying: Draw your own recycling logo.
4. Analyzing: Examine how recycling is connected to the earth?
5. Evaluating: What would you suggest that we could recycle but currently cannot?
6. Creating: Develop/create a new R to add to the 3 R's and explain why and how it fits.

# GUIDED PRACTICE (15 MINS)

The class is divided into two teams with an equal number of students on each team. The teacher will state an item listed on the “Think Fast” list (enclosed) and toss a small ball to the first student on one of the teams. The student has to state whether the item belongs in the yellow recycling bin, the blue recycling bin or the garbage. If the student answers correctly, he/she goes to the end of the line and it is the next team’s turn. If the student answers incorrectly, he/she must sit down. The teacher alternates from one team to the other team naming different objects. The objective of the game is to make the students think quickly. They should not be allowed more than 3 seconds to answer. At the end of one round (in which everyone has had a chance to respond once) count the number of students that are left standing on each team. The team with the most students that are left standing is the winning team. The teacher should use this as an opportunity to gauge student’s knowledge and comprehension of the topics.

# CLOSURE (3 MINS)

Teacher: Good job today! Today we learned a lot. We learned about the Three R's—reduce, reuse, and recycle. We also learned how to correctly recycle and what items need to be thrown away. We then worked with our partners to see if their item was recyclable or not and we played a game too! Tomorrow, we will discuss what will happen if we don't take care of earth. We will talk about those nasty chemicals and where they come from and go. But if anyone has any questions from what we learned today while at home, write them in your notebook, and we will answer them tomorrow. Before we leave, does anyone want to share an interesting fact they learned today or what they want to learn more on? (Choose about 2-3 students).



# INDEPENDENT PRACTICE

In a jar, you have slips of places (enough for each student to grab one) with random locations such as school, bathroom, kitchen, mall, grocery store, etc). Let each student pick one slip of paper.

Teacher: For homework, I want you to apply the Three R's to the location you picked. For example, if you received 'bathroom' think of what can be reduced in there? Maybe toilet paper? What about reuse (cloth instead of paper towels) and recycled (toilet paper rolls)? Write this down in your notebooks and we'll share tomorrow.

# ASSESSMENT/EVALUATION

When I check homework, I will be looking for three things to receive full credit.

1. If the student uses the 3R's correctly
2. Do the items match the location they picked out? For example, I should not see a blender if the student had bathroom.
3. If students wrote down more than one example, they will not receive extra credit, but I would consider them students who "get it" and possibly may be in the GT Program

# ACCOMMODATIONS

Students with Learning Disabilities-I have different modes of teaching for students with varying learning styles.

Students with Behavior Needs-I will redirect the student back to the assignment with strikes, three being the time where the student pulls their color from green to yellow. When the student behaves, I will reinforce that positive behavior with attention and compliments, and a chance to change their color back to green.

Physical Needs-My classroom follows ADA guidelines. It is a spacious room with rolling chairs and tables, and there is a clear path for all entrances and exits

# ACCOMMODATIONS CONTINUED

Language Difficulties- For ESL students I have worksheets both in English and in Spanish. I am also fluent in Spanish to assist students who English is not their first language. I also am familiar with “popular trends/slangs” and can relate to students who can relate more to trends than traditional contexts.

Gifted and Talented-For students who list the maximum amount of answers, I would challenge them to Bloom’s taxonomy questions higher on the pyramid. I would also challenge students to draft plans to present to the principal on how to make their school more sustainable or recycling-friendly.

# REMEDICATION/ENRICHMENT

**Enrichment Activities:** These students will five or more when only asked to write 1-3. Students who have previous knowledge/ “get it” can be paired with students who do not “get it yet”.

**Intervention Strategies:** Students who don't get it, will write a question in the question jar at any point in the lesson. For students who are not comfortable with this, they will use our hand sign signaling my attention is needed.