

Name of Participant: Julie Parker

Instructional Coaches: Jan Brown and Chris Gibler

Lesson Title: Trash Bashers

Lesson Narrative: This lesson will help introduce first graders to the concept of recycling and what they can do to help our Earth. The goal is for each child to walk away with a better understanding of what happens to the daily trash they produce and what they can do to lessen their eco footprint. The engage part of the lesson will walk them through a trash lab as well as explore the concept of what happens to the town of Beaston in the book The Great Trash Bash. Students will be assessed throughout the whole lesson to ensure understanding. If students have a difficult time then I will differentiate how I teach all the subsequent activities. There are so many additional lessons to this big idea and many things will be modified based on what my students need. I believe that the main reason I picked this lesson was to make recycling a major part of the first graders lives and have them believe how much they can help our Earth. Getting the students excited at a young age will hopefully make them life long environmentally conscious. After the summative evaluation we will make an edible landfill to discuss the different layers of a landfill and have each child visualize each layer.



Grade level identified: 1

Student Learner Goals/Objectives:

Student will identify what materials are recyclable by the end of the unit with 80% completion on assessment.

Student will create a foldable and sort pictures of objects with 80% accuracy by the end of the beginning lesson.

Strand 4.1.A All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem

Strand 7.1.A.a Pose questions about objects, material, organisms, and events in the environment

Strand 7.1.B.c Measure length, mass, and temperature using standard and non-standard units

Featured Scott Foresman Textbook (or other book):

SF 1st Grade pages 166-167

Reading a Math Pictograph 170-171

The Great Trash Bash by Loreen Leedy

Academic Vocabulary:

Recycle

Reduce



Reuse
Paper
Plastic
Aluminum

Safety:

Students will follow safety precautions during recycling lab. Students will be wearing their lab coats to make sure their clothes stay clean. Students will wash hands after the lesson as well.

Bibliographies of more information

Additional Books used:

Where Does The Garbage Go? By Paul Showers

The Lorax by Dr. Seuss

Earth Day Hooray by Stuart Murphy

Websites to visit:

<http://www.funbrain.com/cgi-bin/shtml.cgi?A1=../recycle/index.html>

http://www.zerofootprintkids.com/kids_home.aspx

<http://www.ecy.wa.gov/programs/swfa/kidspage/>

Engage: Place “trash” all over the classroom. After lunch have students walk into the room to find our room full of trash. Ask students how they feel when they see our room messy. The teacher will then say, “Let’s just throw this all away, its time to start class.” See if this sparks any discussions. Keep the bag of trash to the side. Have students meet on the carpet and introduce the discussion of recycling. Ask students to take part in a survey of what things they think can be recycled. This will be a formative way for me to assess what they know prior to starting the lesson. Teach and sing the recycling song. Students will then listen to The Great Trash Bash by Loreen Leedy.

- ✓ Formative Assessment: Teacher will have students complete a recycling survey. This will allow teacher to know what schema each student has prior to starting the lesson.
- ✓ DOK Level 1 Recall

Explore: After listening to The Great Trash Bash we will make a list of problems and solutions throughout the book. Define vocabulary words on chart paper. Ask if they feel right putting all the trash we found into the landfill. They need to write me a letter about why or why wouldn’t this be okay. After they have had time to write the teacher will place a few of the letters under the document camera. Upon realizing that we could have recycled many items we will put our lab coats on and go through the trash and sort out what we can recycle and what needs to stay trash. Students will be divided into groups and given a certain amount of the trash. Each group will have to explain why they chose to recycle and why they chose to trash. Allow students to turn into trash bashers at recess and while walking through the school to find objects we can recycle.

- ✓ Formative Assessment: Teacher will have students write a letter explaining why it is not okay for recyclables to be in landfills. Teacher will see upon reading the letter if students understand the impact trash has on our Earth.
- ✓ DOK Level 2 Skill/Concept

Explain: The explain part will take place on day 2. In order to explain what recycling is and why it is vital students will first partner read out of their Scott Foresman textbook pages 166-167. As a class we will discuss what they read and then read Where Does the Garbage Go? by Paul Showers. Each student will make a foldable and put pictures cards in the 2 sides. One side will read To Recycle and the other will say To Throw Away. See attached picture for example and sample objects page. Teacher will check off each foldable to see if students understand what can be recycled. If students are having success with what they can recycle, then the teacher will move on to elaborate section. If many students are not getting the concept of recycling then the teacher will move students to the carpet and have them look at the Promethean Planet flipchart to drag objects into the recycle bin or the trash. See attached for the flipchart.

- ✓ Formative Assessment: Teacher will help students create foldable. Students will then cut and sort picture cards with at least 80% accuracy. If 80% accuracy is not reached then additional lessons will be taught to ensure higher success rate of understanding.
- ✓ DOK Level 1 Recall

Elaborate/Extend: Explore the concept of not only recycling, but reusing and reducing by reading the book The Lorax by Dr. Seuss. Discussion points will be that if we keep throwing things away then we have to make new things. The more new things we make the more resources we have to use to create new products. How is that like The Lorax? Next the teacher will have students decorate brown paper grocery bags. Students will come up with slogans for their recycle bags. Teacher will explain that we will be trying to help our friends and family learn about recycling. For one month the students are going to try to see how much they can recycle at home and in our classroom. See attached sheet for directions. After the one month they will bring in their graph and we will complete a class graph of how many total pounds our class saved from the landfill.

Evaluate: Students will be evaluated in numerous ways throughout the lesson. Each evaluation will help modify what is planned and how things are taught. The summative assessment for the lesson will be a 10 question quiz that the students will complete with their e-instruction clickers. By using the clickers the teacher can see right away how each student performed. See attached sample questions with answer key. Students will complete a short answer question as well.

- ✓ DOK Level 1 Recall

Questions that will be asked during quiz

1. How many times can aluminum be recycled?
2. What is the main material that makes up milk and juice jugs?
3. Where can you recycle plastic grocery bags?
4. Can you recycle telephone books?
5. Where does your trash bag go when you throw it out?
6. Where can you recycle?
7. Should a computer go in a landfill?
8. Which of these objects can you recycle?
9. What does reduce mean?
10. What is the best thing you can do with your old toys?

Multiple Choices answers for prior questions

1. A. Never B. Once or Twice C. It always can be recycled
2. A. Foil B. Plastic C. Paper

3. A. You can't B. In your trash C. At your grocery store
4. A. Yes B. No
5. A. The ocean B. The Moon C. The landfill
6. A. At school B. At home C. Everywhere
7. A. Yes B. No
8. A. jello B. Styrofoam C. paper
9. A. Buy new things often B. Not use as much of things
10. A. Donate for other kids to use B. Throw in the trash

Short answer:

How can you help our Earth?

✓ DOK Level 3 Strategic Thinking

Answer Key (Each question is worth 2 points)

1. C
2. B
3. C
4. A
5. C
6. C
7. B
8. C
9. B
10. A

Short answers will vary. A minimum of at least one way kids can help the Earth will receive maximum points. Worth 5 points

**As a culminating activity we will make an edible landfill!! See attached recipe

Edible Landfill

1. Make a list of objects that we throw away and what you might expect to find in a landfill
2. Have students construct a landfill (large group, partners, or individuals)

Bottom layer-baby marshmallows, represents Styrofoam; gummy life savers represents tires, chocolate syrup represents oil or toxic liquids

Thin layer of graham cracker crumbs represents clay-like soil. This layer should go between the pudding layers.

Layer of white pudding represents glass, plastic, and newspapers.

Thin layer of mixed graham cracker and oreo cookie crumbs represents the top soil and should be used last.

Layer of green (pistachio) pudding represents grass yard waste.

Layer of chocolate pudding represents household trash.

The last step is to add the oreo cookie layer and then sprinkle with green sugar which represents planting grass.

3. As we are eating our landfill think of ways we can reduce items that are in the landfill.