

# School Recycling Club SHIP

(Supporting Home Instruction Program)



## Lesson Plan 5

- Grade Level: 4-6
- Lesson: I—What is Household Hazardous Waste?  
Looking at Labels
- Source: *Teaching Toxics*
- Activity/Craft: Make a TP Roll Kaleidoscope
- Video Link: Napo in ...Danger: chemicals! (<https://www.youtube.com/watch?v=5PrAybF5mJg>)
- Game Link: Nature Bingo

# Lesson Matrix Grades 4-6

## Teaching Toxics

Lesson	Concept	Objective	Common Core Alignments	Skills
4-6 <b>Hazardous Homes?</b>	Products containing hazardous substances are commonly found in the home.	<ul style="list-style-type: none"> <li>Become aware of the hazardous products in the home</li> <li>Conduct a home inventory of hazardous products</li> </ul>	<p><b>Grade 4</b> CC.RI.4.1 CC.SL.4.1 CC.4.MD.4</p> <p><b>Grade 6</b> CC.RI.6.1 CC.W.6.4 CC.6.SP.2</p>	<ul style="list-style-type: none"> <li>Engaging in collaborative conversations</li> <li>Gathering data</li> <li>Interviewing</li> <li>Predicting</li> </ul>
4-6 <b>Looking at Labels</b>	Certain information must appear on hazardous product labels.	<ul style="list-style-type: none"> <li>Identify a hazardous product by examining product labels</li> </ul>	<p><b>Grade 4</b> CC.L.4.6 CC.RI.4.2 CC.W.4.4</p> <p><b>Grade 6</b> CC.RI.6.3 CC.SL.6.1 CC.W.6.4</p>	<ul style="list-style-type: none"> <li>Analyzing</li> <li>Designing</li> <li>Engaging in collaborative work</li> <li>Observing</li> </ul>
4-6 <b>Getting to the Route of the Problem</b>	Hazardous substances enter the environment during use and/or disposal of hazardous products.	<ul style="list-style-type: none"> <li>Recognize the connection between home and environment</li> <li>Learn how household hazardous waste enters the environment</li> </ul>	<p><b>Grade 4</b> CC.L.4.6 CC.RI.4.7 CC.W.4.1</p> <p><b>Grade 6</b> CC.RI.6.7 CC.W.6.1 CC.W.6.4</p>	<ul style="list-style-type: none"> <li>Communicating solutions</li> <li>Explaining</li> <li>Predicting</li> <li>Problem solving</li> </ul>
4-6 <b>Wading Through Water Pollution</b>	Chemical contamination is the most difficult type of water pollution to treat.	<ul style="list-style-type: none"> <li>Determine the type of water pollution most difficult to treat</li> </ul>	<p><b>Grade 5</b> CC.SL.5.1 CC.W.5.1 CC.W.5.4 CC.5.MD.1</p> <p><b>Grade 6</b> CC.L.6.6 CC.SL.6.4 CC.W.6.1 CC.6.SP.2</p>	<ul style="list-style-type: none"> <li>Carrying out investigation</li> <li>Evaluating</li> <li>Problem solving</li> <li>Using mathematics</li> </ul>

Lesson	Concept	Objective	Common Core Alignments	Skills
4-6 Accidents Don't Have to Happen	Accidental exposure to hazardous household products can be prevented.	<ul style="list-style-type: none"> <li>Identify methods to prevent accidental exposure to hazardous products</li> </ul>	<b>Grade 4</b> CC.L.4.6 CC.RI.4.2 CC.SL.4.4 CC.W.4.7	<ul style="list-style-type: none"> <li>Applying ideas to solve problems</li> <li>Evaluating</li> <li>Observing</li> <li>Recognizing patterns</li> </ul>
			<b>Grade 5</b> CC.L.5.6 CC.RI.5.2 CC.SL.5.4 CC.W.5.7	
4-6 How Dinosaurs Help Us Drive Our Cars	Motor oil is composed of a limited natural resource. To conserve natural resources and prevent pollution, used motor oil should be recycled.	<ul style="list-style-type: none"> <li>Understand the sequence of events that occur to produce motor oil for cars</li> <li>Become familiar with recycling motor oil</li> </ul>	<b>Grade 4</b> CC.L.4.3 CC.RI.4.1 CC.W.4.2 CC.W.4.4	<ul style="list-style-type: none"> <li>Carrying out investigation</li> <li>Collaborating</li> <li>Communicating solutions</li> <li>Observing</li> </ul>
			<b>Grade 5</b> CC.L.5.3 CC.RI.5.1 CC.W.5.2 CC.W.5.4	
4-6 The Tomato HornWorm Blues	There are viable, nontoxic alternatives to using pesticides.	<ul style="list-style-type: none"> <li>Become familiar with the alternatives to pesticides</li> </ul>	<b>Grade 4</b> CC.RI.4.6 CC.RL.4.10 CC.SL.4.6 CC.W.4.3 CC.W.4.8	<ul style="list-style-type: none"> <li>Analyzing</li> <li>Inventing</li> <li>Problem solving</li> <li>Sharing research and writing</li> </ul>
			<b>Grade 5</b> CC.RI.5.6 CC.RL.5.10 CC.SL.5.6 CC.W.5.3 CC.W.5.7	
			<b>Grade 6</b> CC.L.6.6 CC.RI.6.2 CC.SL.6.4 CC.W.6.8	

# Lesson Matrix Grade 4-6

## Teaching Toxics

# STUDENT WORKSHEET

## Household Hazardous Product Inventory

Families: We are asking your child to complete this activity with you for homework.

Adult Signature: \_\_\_\_\_

**Directions:**

1. Complete the following inventory with an adult member of your family.
2. Do not open any hazardous product containers. All the information you need is on the product labels.
3. With an adult family member, choose two hazardous products and answer the questions on the chart.

	Product Name	Product Name
<i>Product Name/Product Type</i> →		
1. Where did you find this product (name of room)?		
2. What signal word was on the label? (Caution, Warning, Danger)		
3. Why is this product hazardous? (Toxic, Flammable, Corrosive, Reactive)		
4. Does this label list the ingredients? If yes, write the name of one.		
5. Does the label give you storage directions? If yes, is the product being stored according to those directions?		
6. Does the label tell you anything about the health effects of the product?		
7. How often is the product used?		
8. Does this product list a toll-free consumer information phone number? If yes, call and ask the questions you were unable to answer.		
9. Could this product enter the environment? If yes, how?		
10. Describe any safer alternatives you could use instead of this product.		

To be completed by family member. If you have any comments or questions, please list them on the back.

# 4 - 6: Looking at Labels

## Subjects

Practical Skills, Social Studies, Science, Language Arts

## Skills

Analyzing, designing, engaging in collaborative work, observing

## Materials

Product labels, hazardous product advertisements from housekeeping magazines, sale and department store flyers from hardware and paint stores (teacher or student provided), optional: Mr. Yuk stickers (available from Poison Control), empty product containers

## Time

Two - three class periods

## Vocabulary

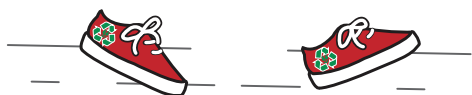
Hazardous, toxic, flammable, corrosive, reactive, potential, danger, warning, caution, symbol, ingredient

## Related Teaching Toxics Activities

K - 3 Warning Words

## Source Adapted from

*Sleuth: Educational Activities on the Disposal of Household Hazardous Waste*



## Concept

Certain information must appear on hazardous product labels.

## Objective

Students will determine how to identify a hazardous product by examining product labels.

**Background** See *Information Section*, pages 127-128.

The Federal Hazardous Substances Act requires that certain information appears on the label of hazardous products. One of the signal words (caution, warning or danger) must appear on the front of the label. The label also must describe the types of hazards associated with using the product (flammable, toxic, reactive, corrosive) and give instructions for safe use. The exact product ingredients, however, are not legally required to be listed on the label.

## Procedures and Activities

### What's On a Hazardous Product Label?

- Ask students if they know what to look for on a product label to see if it contains hazardous ingredients. As a class, make a list of things you would want to know about a hazardous product.
- Working in small groups, have student use the Product Labels on page 41 to answer the following questions:
  - ⇒ What type of product is this? What job does this product do?
  - ⇒ What information tells you that this product contains hazardous ingredients?
  - ⇒ What are the ingredients in this product?
  - ⇒ Summarize the label directions on how to store and dispose of this product.

*Note: As in real life, students will not be able to answer all the questions all of the time.*

- After students are finished, discuss as a class what type of information they found on the labels. Compare the information given on the labels to the above list. What other types of information (that was not on the label) would be useful to know about the product?

## Common Core Alignments

### GRADE 4

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#### CC.L.4.6

Language:

Vocabulary Acquisition & Use

#### CC.RI.4.2

Reading Informational Text:

Key Ideas & Details

#### CC.W.4.4

Writing:

Production & Distribution of Writing

### GRADE 5

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#### CC.RI.5.2

Reading Informational Text:

Key Ideas & Details

#### CC.SL.5.2

Speaking & Listening:

Comprehension & Collaboration

#### CC.W.5.4

Writing:

Production & Distribution of Writing

### GRADE 6

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#### CC.RI.6.3

Reading Informational Text:

Key Ideas & Details

#### CC.SL.6.1

Speaking & Listening:

Comprehension & Collaboration

#### CC.W.6.4

Writing:

Production & Distribution of Writing

## Analyzing Advertisements

- Have students collect advertisements of hazardous products.
- As a class, discuss the information in the shaded box on next page.
- In small groups, challenge students to analyze the hazardous product advertisements they collected. Small group discussion questions: Look at the advertisements your group has collected. Do any similar themes appear? How are they similar?
- Choose three advertisements or product labels. For each advertisement, answer the following questions.
  - A. What type of technique(s) is the manufacturer using?
  - B. What claims are being made about the product?
  - C. What is not being mentioned about the product?
  - D. Who would be most likely to buy this product? How are the advertisers gearing this information to the consumer?
  - E. If you are looking at a product label, compare the cautionary information to the advertising information.
  - F. Compare the advertisement to the information that is legally required to be on a hazardous product label.

## Label Redesign

- In small groups, have students choose one of the products they examined. Students should redesign the product's label and an advertisement for the product so that it gives equal information on safety issues and product contents as it does on the product's performance.
- Students groups should share their designs with the whole class.

## Extensions

- For homework, under adult supervision, have students complete the above questionnaire for two hazardous products found in their homes.
- Attain Mr. Yuk stickers from the Poison Control. Ask students to make their homes safer for their younger siblings by placing the stickers on hazardous products.

# Hazardous Products Labels



**The following techniques are often used by advertisers to sell a product:**

- Convenience - it will save you time and is easy to use.
- Bandwagon - most people believe in or accept it.
- New and improved - The old product is no longer adequate.
- Luxury Image - using this product will help you achieve the finer things in life.
- Appeal to Economic Values - it makes good economic sense to use this product.
- Testimonial (endorsement by famous individual) - if this famous person uses it, you know it must be a good product.
- Plain Folk - (focusing on the average person) people just like you use this product.
- Card Stacking - distort or suppress facts to make the product look better than it is.
- Association - associate an object, person or an idea with something good or bad.
- Comparison to the Leading Brand - this product is just as good as the #1 product.

## From School News You Can Use – April 2018

From our Friends at [Allfreekidscrafts.com](http://Allfreekidscrafts.com)

### How to Make a Kaleidoscope

By: Ana Dziengel from BabbleDabbleDo

Updated September 27, 2017

Learning How to Make a Kaleidoscope doesn't have to be a difficult activity, especially when your kids want to make one themselves. Easy kids' crafts like this one are perfect for letting your little ones show their creativity. They will have a blast creating their own unique kaleidoscope using toilet paper roll crafts and fun colored paper. There are just so many different ways that they can make their kaleidoscope, and this activity is also a great science project that will have your kids learning about the refraction of light off of a mirrored surface.

- **Materials:** Paper Crafts, Beads & Jewelry, Recycled Crafts, Mixed Media/Miscellaneous
- **Age Group:** Preschool & Kindergarten, Elementary School, Pre-Teens
- **Time to complete:** One hour

[Click here for free kids craft](#)





From School News You Can Use – June 2019

From our Friends at [Pinterest](#)

## Nature Bingo

Summer is a great time to be outdoors more than usual. You might be taking long walks at your local forest preserve, going on a camping trip, or simply enjoying some backyard time. However you choose to take in this great big world, why not give your kids a challenge along the way?

These printable nature bingo cards will encourage the kiddos to be on the lookout for the things around them. They also will give you the opportunity to talk with them about what is safe (and not-so-safe!) to touch while they are out exploring!

For all the instructions and free downloadable Bingo cards, [CLICK HERE!](#)

