



# Blizzard Bag

## Lesson Plan 2

- Grade Level: K-3
- Lesson: I.A.2—What is Waste? The Solid Waste Stream  
Litter Walk
- Source: *3Rs of the Common Core*
- Activity/Craft: Physical Activities About Recycling by Erica Miller PDF  
  
Nature Scavenger Hunt PDF
- Video Link: Every Bit O' Litter Hurts by Sesame Street ([https://www.youtube.com/watch?v=3Jg\\_kodRaww](https://www.youtube.com/watch?v=3Jg_kodRaww))
- Game Link: Neighborhood Clean-up by PBS Kids  
(<https://pbskids.org/daniel/stories/neighborhood-clean-up/>)



# Lesson Matrix Grade K-3

## 3R's of the Common Core

Lesson	Leading Question	Objective	Common Core Alignments	Skills	
K-3 Garbage Bag Recipe I.A.1	What things do we throw away?	Define solid waste Identify components of waste stream Question personal rubbish habits	<b>Kindergarten</b> CC.RI.K.10 CC.SL.K.1 CC.W.K.2 CC.K.MD.3	<b>Grade 1</b> CC.RI.1.1 CC.SL.1.2 CC.W.1.2 CC.1.MD.4  <b>Grade 3</b> CC.RI.3.1 CC.SL.3.1.c CC.W.3.4 CC.3.MD.3	Collaborating Communicating Conducting investigations Gathering information Using mathematics and computational skills
			<b>Grade 2</b> CC.RI.2.1 CC.SL.2.3 CC.W.2.8 CC.2.MD.10		
K-3 Litter Walk I.A.2	What's the difference between human-made and natural litter?	Identify human-made and natural objects Classify	<b>Kindergarten</b> CC.L.K.5a CC.SL.K.2 CC.W.K.2	<b>Grade 1</b> CC.L.1.5a CC.SL.1.2 CC.W.1.8  <b>Grade 3</b> CC.L.3.5b CC.SL.3.3 CC.W.3.2a	Collaborating Communicating solutions Investigating Problem solving
			<b>Grade 2</b> CC.L.2.5a CC.SL.2.2 CC.W.2.8		
K-3 Too Much Packaging I.A.3	Will eating one piece of gum affect the size of our trash pile?	Examination of over-packaging	<b>Kindergarten</b> CC.RI.K.1 CC.SL.K.1 CC.K.CC.5	<b>Grade 1</b> CC.RI.1.1 CC.SL.1.2 CC.1.MD.4  <b>Grade 3</b> CC.RI.3.1 CC.SL.3.3 CC.3.MD.3	Collaborating Collecting data Communicating Problem solving Applying mathematical concepts
			<b>Grade 2</b> CC.RI.2.6 CC.SL.2.1 CC.2.MD.10		
K-3 What's Hazardous? I.A.4	What does "toxic" mean?	Understand the meanings of: poison, toxic and hazardous waste Identify examples of poison, toxic and hazardous wastes and where they are found in the home	<b>Kindergarten</b> CC.RI.K.4 CC.SL.K.1 CC.W.K.2	<b>Grade 1</b> CC.RI.1.4 CC.SL.1.1 CC.W.1.2  <b>Grade 3</b> CC.RI.3.4 CC.SL.3.3 CC.W.3.2	Communicating Defining problems Gathering information Sharing research and writing
			<b>Grade 2</b> CC.RI.2.4 CC.SL.2.1 CC.W.2.2		

Lesson	Leading Question	Objective	Common Core Alignments	Skills	
K-3 Machine I.B.1	Where do the things we use come from ?	Develop awareness of the natural origin of products we use Understand limited availability of some natural resources	<b>Kindergarten</b> CC.L.K.1.d CC.RI.K.3 CC.SL.K.2	<b>Grade 1</b> CC.L.1.6 CC.RI.1.3 CC.SL.1.2  <b>Grade 3</b> CC.L.3.5b CC.RI.3.7 CC.SL.3.3	Analyzing Asking questions Communicating Problem solving
			<b>Grade 2</b> CC.L.2.5a CC.RI.2.1 CC.SL.2.3		
K-3 Grandparents' Toys I.C.1	What kinds of toys are better for our environment?	Develop understanding of the amount of material consumed to make things Develop understanding of types of materials needed to make things Develop awareness of the impact of the things we make and the impact on solid waste	<b>Kindergarten</b> CC.SL.K.1 CC.SL.K.4 CC.W.K.8	<b>Grade 1</b> CC.SL.1.1 CC.SL.1.4 CC.W.1.8  <b>Grade 3</b> CC.SL.3.1 CC.SL.3.4 CC.W.3.4	Communicating Comparing multiple solutions Interviewing Sharing research and writing
			<b>Grade 2</b> CC.SL.2.1 CC.SL.2.4 CC.W.2.8		
K-3 Impressions with E.B. White I.C.2	What does "garbage" mean to you?	Define garbage and evaluate their first understanding of it Develop reasoning skills by looking for more productive alternative uses for garbage	<b>Kindergarten</b> CC.RL.K.1 CC.SL.K.1 CC.W.K.3	<b>Grade 1</b> CC.RL.1.1 CC.SL.1.1 CC.W.1.3  <b>Grade 3</b> CC.RL.3.1 CC.SL.3.3 CC.W.3.3	Analyzing Applying ideas to solve problems Communicating Predicting
			<b>Grade 2</b> CC.RL.2.1 CC.SL.2.1 CC.W.2.3		
K-3 Taking Trash Away II.A.1	Why do we take trash away? Where does it go? How does it get there ?	Understand the importance of trash removal Learn where trash is taken to and what happens to it	<b>Kindergarten</b> CC.RL.K.1 CC.SL.K.1 CC.W.K.8 CC.K.CC.5	<b>Grade 1</b> CC.RL.1.1 CC.SL.1.1 CC.W.1.8 CC.1.MD.3  <b>Grade 3</b> CC.RL.3.3 CC.SL.3.3 CC.W.3.4 CC.3.MD.3	Collaborating Collecting data Interviewing Sharing research and writing Applying mathematical concepts
			<b>Grade 2</b> CC.RL.2.1 CC.SL.2.1 CC.W.2.8 CC.2.MD.10		

## Lesson Matrix Grade K-3

### 3R's of the Common Core

# Lesson Matrix Grade K-3

## 3R's of the Common Core

Lesson	Leading Question	Objective	Common Core Alignments	Skills
K-3 Come Back to Me II.A.2	When we throw things away, where do they go?	Understand the problem society is having with proper placement of solid waste  Understand that we need to find new solutions to solid waste that won't harm the environment	<b>Kindergarten</b> CC.RI.K.1 CC.RL.K.5 CC.SL.K.2 CC.W.K.2	Collaborating Communicating solutions Defining problems Problem solving
			<b>Grade 2</b> CC.RI.2.1 CC.RL.2.1 CC.SL.2.2 CC.W.2.8	
K-3 Litter Garden II.A.3	What happens to our trash after we throw it out?	Compare decomposition rates of different objects  Develop an understanding of how littering impacts the environment	<b>Kindergarten</b> CC.RI.K.4 CC.SL.K.1 CC.W.K.8	Analyzing Developing models Investigating Sharing research and writing
			<b>Grade 2</b> CC.RI.2.4 CC.SL.2.3 CC.W.2.8	
K-3 Egg Cartons III.A.1	Is some packaging better than others?	Recognize that some products entering the waste stream are more harmful to the environment than others  Develop an understanding that one can make a difference by carefully choosing what they use	<b>Kindergarten</b> CC.RI.K.4 CC.SL.K.1 CC.W.K.2	Collaborating Communicating solutions Inventing Researching
			<b>Grade 2</b> CC.RI.2.4 CC.SL.2.3 CC.W.2.8	
K-3 Yesterday's Paper III.A.2	What can we make with this box?	Recognize other uses for items we normally throw away  Create a new purpose for something being thrown away	<b>Kindergarten</b> CC.RL.K.5 CC.SL.K.4 CC.W.K.2	Applying ideas to solve problems Collaborating Designing Sharing research and writing
			<b>Grade 2</b> CC.RL.2.4 CC.SL.2.2 CC.W.2.1	

## What is in Our Solid Waste Stream?

### Concept

Solid waste can be classified as natural or human-made.

### Objective

Students will identify natural and human-made objects while outside and will classify them as litter or not litter.

### Method

The class will collect and classify local litter.

### Materials

Brown lunch bags, local litter, used cardboard for displays or posters, ten natural objects and ten human-made objects

### Subjects

Science, Language Arts

### Skills

Collaborating, communicating solutions, investigating, problem solving

### Time

One class period

### Vocabulary

Natural, human-made, litter, waste

### Resources

Lisa S. French, *The Terrible Trash Trail: Eco-Pig Stops Pollution*; Charlotte Guilain, *Cleaning up Litter (Help the Environment)*; Ann Zane Shanks, *About Garbage and Stuff*; Fulvio Testa, *Too Much Garbage*; Dare Wright, *Edith and Little Bear Lend a Hand*; Michelle Lord, *Nature Recycles, How About You*

### 3R's of the Common Core

#### Parallel Activities

7-8, Throwing it All Away

7-8, School Trash Analysis

#### Information

Components of Waste Stream

#### Resources

General

Environmental Education and Educational Resources

### Background

When waste is disposed of improperly, it is called litter. Litter can be human-made objects such as plastic bags and paper cups. Litter can also be natural materials such as apple cores, fallen leaves or dead flowers. Whether an object is natural or human-made will have an effect on what we should do with it. Natural litter can include seed pods, leaves and torn branches all of which nourish and replenish natural systems if they are composted or left in the forest. Human-made litter needs to be sorted and disposed of in special ways. If done properly, this can save some of the natural resources that were used to make it.

### Leading Question

What is the difference between human-made and natural litter?

### Procedure

- Write the words natural and human-made on the board. Ask each student to look around the room, name an object and tell whether it is natural or human-made.
- Sorting and Classifying:
  - Assemble at least ten natural objects (e.g.: shell, pine cone, seed, tree branch or leaves, stone, moss, apple, bird's nest, piece of fur or hair, sand, earthworm, mulch, pine needles, antler, tooth, flower, egg) and ten human-made objects (e.g.: tape, key, plastic toy, shoe, sweater, pencil, envelope, can, glass bottle, candy wrapper, jewelry, button, clothes pin, crayon, stapler, ballpoint pen, desk calendar, spoon.)
  - Place the assortment on a table where all the students can see them easily. Be sure to include an approximately equal number of both human-made and natural objects.
  - Hold up each object and ask the students to say its name. Ask a few students to group the objects on the table by various characteristics such as color, size, hardness and softness, length.
  - Now ask students what natural and human-made mean. Explain that natural means all things made by nature that people or machines cannot make. Natural objects include: all living things, plants and animals and all non-living things such as rocks, dirt and sand. Human-made means anything in our world that people or machines do make.
  - Have students arrange the objects on the table into these two groups—natural objects and human-made objects.

## Common Core Alignments

### KINDERGARTEN

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#### CC.L.K.5a

Language:  
Vocabulary Acquisition & Use

#### CC.SL.K.2

Speaking & Listening:  
Comprehension & Collaboration  
CC.W.K.2

Writing:  
Text Types & Purposes

### GRADE 1

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#### CC.L.1.5a

Language:  
Vocabulary Acquisition & Use

#### CC.SL.1.2

Speaking & Listening:  
Comprehension & Collaboration

#### CC.W.1.8

Writing:  
Research to Build & Present Knowledge

### GRADE 2

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#### CC.L.2.5a

Language:  
Vocabulary Acquisition & Use

#### CC.SL.2.2

Speaking & Listening:  
Comprehension & Collaboration

#### CC.W.2.8

Writing:  
Research to Build & Present Knowledge

### GRADE 3

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#### CC.L.3.5b

Language:  
Vocabulary Acquisition & Use

#### CC.SL.3.3

Speaking & Listening:  
Comprehension & Collaboration

#### CC.W.3.2a

Writing:  
Text Types & Purposes

3. Have the students make litter bags from brown lunch bags. They can decorate them for the litter walk and reuse them each time they collect litter or they can be recycled after the activity.
4. Take the class on a short walk around the school yard. Ask the students to name objects they see on the ground, sidewalk, street or road side and decide if they are natural or human-made. Where did each item come from? Does it belong on the ground? If not, where? If it is human-made, can it be recycled? Explain that when any object (human-made or natural) has been discarded improperly, it is called litter.
5. Pair students and have one student in each pair pick up an example of human-made litter and one pick up a sample of natural litter. Bring the class back and make posters or a display of natural and human-made litter from the collections of the class walk.
6. Ask the students to think of ways nature uses natural litter objects. (e.g.: Leaves replenish the soil, pine cones can be food for birds or squirrels and spread seeds.) How do people use the natural objects? Write and/or draw a picture of how people use natural objects. For older students write a 'how to use' recipe, informative text and/or create a poem about objects use in nature. (People can use natural items to make things and to decorate their homes, or add them to a compost pile for their gardens.) Think of a project (e.g.: compost, natural sculpture, build fairy houses) for the class to do with some of the natural litter.

## Evaluation

What is litter? What kinds of litter are there? How should we dispose of the following kinds of litter? (list of examples)

## Classroom Activities

- A. Litter Box: Ask the custodian for a discarded cardboard box. Decorate it with pictures of nature and label it nature's litter. Label the trash can and recycle bin human-made litter. Ask the students to empty their litter bag contents into the appropriate container. Let them know that it is important to keep natural litter out of the trash because it is still useful to the earth. Make a trip out to the woods or somewhere where the natural litter can be disposed of where it will be of use to the earth and won't be litter.
- B. Use the collected natural litter to begin a class compost. See 4-6, III.C.1, Mini Compost.
- C. Make a litter garden to test decomposition rates of different litter. See K-3, II.A.3, Litter Garden.
- D. Pictures, Book, or Game
  - Ask students to draw two pictures - one with four human-made objects in it and the other with four natural objects in it.
  - Introduce a book such as *Look Out for Litter* by Lisa Bullard ("Earth has a litter problem. How can you help? Join Trina to learn how little pieces of trash can become big problems. Find out safe ways to take care of litter. Do your part to be a planet protector!")

- Have children play the Dolphin game online at <http://www.aplkids.org/dolphingame.html>. The website describes it as a “short, interactive experience (designed for elementary school students) provides an overview of how our actions can affect animals in the ocean. It follows the story of a dolphin who has become sick from all of the litter that ends up in his home. It shows what students can do to clean up and prevent litter from polluting the oceans and keep the animals in the ocean happy and healthy.”

#### **E. More Classifying**

Put a sign reading Natural Objects on one desk or table and a sign reading Human-made Objects on another. Ask each of five students to find a natural object in the classroom and place it on the Natural Objects desk. Do the same for the Human-made Objects desk. Discuss the characteristics of each group of objects. (For example, plants are one important type of natural object and plants are often green in color.) Have the students use their senses of touch, smell, sight and hearing, to help describe the characteristics of the objects. Help the class find any misplaced objects and group them correctly. Name some object not in the classroom. Ask a student to tell whether it is natural or human-made. Have students name other objects outside the classroom and ask other individuals to correctly classify their examples.

#### **F. Feeling Game**

Make a surprise box by cutting a fist-size hole in the side of a covered corrugated box. Decorate the outside of the box to increase the student’s interest in it. Put several small natural and human-made items in the box. Change the items every few days. Ask the students to reach inside the box with their eyes closed. Tell them to pull out three natural objects and three human-made objects using their senses to identify them.

# Physical Activities to Learn about Recycling

- **Recycle Relay-** Get moving through this obstacle course of sorting trash and recyclables! The goal is to get your entire team to sort the materials into the correct storage bin first!
- **Bottle Bowling-** Set up bowling pins made from 2-liter soda bottles, small bleach bottles, or tall dishwashing detergent bottles. Tip: Put about an inch of sand in the bottom of the bottles; the pins will still be easy to bowl down, but the bottles won't fall as easily as they would if there was no sand in them.
- **Waste No Water-** Fill a clean open-topped non-breakable container (a plastic spaghetti sauce jar or a soup can work well) with water for each team; be sure the containers are the exact same size and filled to the brim with water. Set a start and finish point. At a signal, the first runner heads for the finish line, walks over the line, turns around and heads back to his or her team, and passes the container to the next person in line. At the end of the race, the team with the most water still in the container is the winner.





# Nature Scavenger Hunt

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PINE CONE

GREEN LEAF

BROWN LEAF

WILDFLOWER

SPIDER WEB

FEATHER

BUG

SEED

GRASS

PINE NEEDLES



BIRD

WATER

CLOUD

FLYING INSECT

ROUND ROCK

COLORFUL ROCK

ROUGH OBJECT

SMOOTH OBJECT

FALLEN BRANCH

TREASURE (TO YOU)

