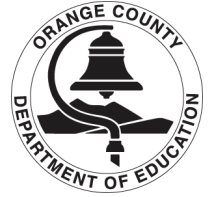




The Choice Is Yours: 5 R's (Kindergarten) Distance Learning Lesson



SYNOPSIS

In this lesson, students will examine different trash items that are commonly disposed of everyday and learn about the 5 R's (Reduce, Reuse, Rot, Repurpose, Recycle) which aid in waste diversion.

STANDARDS SUPPORTED

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*
[Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.] [Assessment Boundary: N/A.]

PHENOMENA

Trash bins fill up everyday at school and in our homes. Everyday, this trash is taken to holes called landfills to be buried, and this is a problem.

MATERIALS

- Classroom pictures: inside of the lunch trash bins and classroom trash bins
- Classroom trash item list:
 - Reduce: small plastic bottle, juice box, straws, ziploc bags, fruit snack bag
 - Reuse: plastic cup, plastic container, glass container, cardboard box
 - Rot: fake fruit or veggie toy, cardboard, paper, newspaper
 - Repurpose: cereal box, cardboard box, old shirt with holes or scrap linen, plastic cup, toilet paper roll, snack wrapper
 - Recycle: plastic, paper, aluminum cans, tin cans, markers
- 5 R's Definitions (Reduce, Reuse, Rot, Repurpose, Recycle), see supplemental support
- [5 R's Slideshow](#) (optional, save a copy of the presentation to edit)

ESSENTIAL QUESTIONS

- What are common pieces or types of trash thrown away?
- What can we do to make less trash?
- What can we do with the trash we make everyday?
- How will the environment be affected if humans continue to make a lot of trash everyday?

LESSON

Facilitator (Teacher/Parent) Does	Student Does	Questions to Move Thinking Forward
<p>Engage</p> <p>Facilitator will show students some pictures of the trash bins from the lunch area and a classroom, displaying the trash inside.</p> <p>Facilitator will then ask students to share some of their findings with the class. Facilitator can record some of the students' responses.</p> <p>Facilitator describes how trash bins at school fill up everyday. Here in the U.S., one person makes about 5 pounds of trash everyday. Trash has become a big problem for our environment.</p>	<p>Engage</p> <p>Students will notice the different kinds of trash in the pictures. Students can share with their neighbor what they are noticing in the pictures.</p> <p>Students will share with the class and facilitator what items of trash they notice in the pictures.</p>	<p>What are you seeing?</p> <p>What items do you see thrown away a lot?</p> <p>Why do we make a lot of trash?</p> <p>What can we do with these items instead of throwing them into the trash can?</p>
<p>Explore</p> <p>Facilitator will have previously gathered some items that are pictured in the trash pictures and other items as well. <i>Refer to the supply list or slideshow for sample items that represent each R.</i></p> <p>Facilitator will hand out trash items to student groups (3-4 students). At least one item that represents each R should be handed out. Students will be asked to think of at least two things they do with their trash item.</p> <p><i>Prior to the next step, the facilitator will set up on the board five categories: Reduce, Reuse, Rot, Repurpose, Recycle. As the students are sharing their ideas, the facilitator will briefly discuss how the idea falls into one of the categories. Definitions of the 5R's are provided. After a few examples, the facilitator can ask the students what category they think their idea falls into.</i></p>	<p>Explore</p> <p>Within their groups, students will begin to discuss what they can do with their trash item instead of throwing it into the trash bin.</p>	<p>What can I do with this item instead of tossing it into the trash bin?</p> <p>Can it be placed somewhere else? If so, where?</p> <p>How can the item be used in a different way?</p> <p>How many things can I create from this trash?</p>

LESSON

Facilitator (Teacher/Parent) Does	Student Does	Questions to Move Thinking Forward
<p>Explain</p> <p>The facilitator will ask each group to share their ideas with the class and explain how they came upon that idea.</p> <p>Facilitator will also begin to connect students' ideas with the 5R's as they share with the class.</p> <p><i>Choose the groups with Rot and Reduce items towards the end to provide further questions or short explanation if needed.</i></p>	<p>Explain</p> <p>Groups will share with the class the ideas they discussed for their trash item and how or why they chose those ideas.</p> <p>Students will also connect their idea with the 5R's with the facilitator's assistance.</p>	<p>How can your item be used in a different way? Or where else can it go?</p> <p>How does this fruit or veggie look when it goes bad?</p> <p>What can we do instead of buying small water bottles?</p> <p>What can we do instead of using paper napkins all the time?</p>
<p>Elaborate</p> <p>Facilitator will then display all of the items of trash in the front area for all to see, except for the food item if used.</p> <p><i>Additional trash items that were not used for group activity can be displayed as well.</i></p> <p>Facilitator will ask students to pick one or more items of trash that they would like to use to be creative and think about what they can make with the trash. Each student will then draw their own design on a sheet of paper.</p> <p><i>Explain to students they can use multiples of the same trash items if they wish in their design. For example, use four straws in their design.</i></p>	<p>Elaborate</p> <p>Students will now individually begin to think of what they can create with the trash items the facilitator is displaying.</p> <p>Students will draw on a sheet of paper what they can create with the different trash items they chose for their design.</p>	

MODIFICATIONS

Synchronous	Asynchronous	Independent Learning
<p>Engage</p> <p>During a video call with the students, the facilitator will present a slideshow. The video in the slides introduces the students to the phenomena of the lesson. Facilitator will need to pause at certain points of the video to allow students to wonder about what they are seeing and respond to the facilitator what they notice in the images.</p> <p>Explore/Explain</p> <p>Continuing with the slideshow, the facilitator will then go through the sample trash items and create discussion with the students on what can be done with the item instead of tossing it into the trash bin.</p> <p>After discussing each item, the facilitator will continue with the “Did you know...” slides and explain each R with the students. Students will be asked which of the sample item(s) can relate with each R and think of other items as well.</p>		<p>Elaborate</p> <p>To complete the lesson, in the final slide of the slideshow, the facilitator will assign the students to do a drawing. The students will need to make a drawing of something they could make (repurpose) out of the trash items seen in the lesson or other trash items they may find at home. Students will also write what trash items they chose for their creation.</p> <p>Drawings will be shared in a future class video call.</p>

SUPPLEMENTAL SUPPORT

- [Peppa Pig Compost Video](#)

5 R's Definitions

Recycle	The process of changing waste into new materials, products and packaging
Reduce	To decrease the amount of waste produced
Repurpose	The practice of converting waste into items without having to break down the original materials
Reuse	Using a product or material again and again, instead of throwing it away or recycling
Rot	Slowly decomposing to create a soil like material, such as compost