**The 3 R’s of Recycling lesson plan**

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**First Grade**

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| **Subject** | Language arts and Science |
| **Maryland State Standard** | 1. General Reading Processes

Topic E. General Reading Comprehension |
| **Maryland State curriculum Objectives** | * Standard 6.0 Environmental Science

Objectives1. Recognize and describe that individual and group actions, such as recycling, help the environment.
2. Recognize and describe that individual and group actions, such as littering, harm the environment.
3. Give reasons why people should take care of their environments.
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| **Materials** | * *June Robot Cleans Up* by Mary Anderson found in *Treasures* (p 36-54).
* 3 pieces of chart paper
* 3 different colored markers
* 17 pieces of cardboard
* 17 pieces of clear plastic cut into rectangles
* Candy wrappers, magazines, scrap paper and other items to decorate with.
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| **Procedures** | 1. During language arts meet with each reading group separately and introduce the idea of recycling. Ask the students why Wednesday is important in their school. Discuss that one way to be green is to recycle, reduce, and reuse. As a group read *June the Robot Cleans Up*. Stop as indicated in *Treasures* to make inferences and predictions. If needed remind the students of comprehension strategies such as looking at the pictures. After reading the selection *June the Robot Cleans Up* discuss how this is related to recycling.
2. During Content (science) review what the class knows about recycling by stating that we will be talking about the 3R’s of recycling. State that the first R is recycle. Write recycling on the top of one piece of chart paper. Have the students’ brainstorm what recycling is along with what you can recycle. Then create a class list about recycling on the chart paper. Do the same for reduce and reuse. Discuss why the three R’s are important and how the environment is affected.
3. Ask the class how they can reuse a milk jug. One example might be to make a pumpkin. Then tell them we will be reusing a lot of things today. Show the class the card board box, papers and plastic. Then demonstrate how to make the frame. Also demonstrate how to properly decorate the frame.
4. Split the students into groups of two. Distribute pre-cut and frames to each child. Hand each group a plate with decorating supplies.
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| **Differentiation** | For lower level readers read the story first with them following along. Then have the students read the story out loud.  |
| **Debriefing/Closure** | Stop the students 10minutes before the class ends to share their creations. |