

RECYCLING LESSON PLANS

Lesson 1: MICRO-COMPOSTER IN A BOTTLE

1 ENGAGE-INTRODUCE THE TOPIC

Teacher: What do students know about the process of composting? Through students by using images or video of compost bins. Write names and questions on chart paper to return back to throughout the project.

2 EXPLORE-GO TO THE LAB

Teacher: Give each student a jump-start by providing your lesson for the micro-compost bin. Cut the top off a plastic bottle, about three inches below the neck. Then cut a second bottle about four inches from the bottom. Place an index in this second bottle as a thermometer works great. Do this with several bottles so there is ready for student questions and grouping.

Student: Assemble the micro-composter by turning the second bottle upside down and filling it with organic material (leaving food scraps, wet paper scraps, etc.). Then place the second bottle top off the first bottle into the bottom of the second bottle. Secure the pieces together with packing tape. Now record the temperature and weight of organic material. Every other day observe and label a picture of organic material and record the temperature and weight of the bottle. Once you have enough information, put in a paragraph.

Students will explore the process of composting by using images or video of compost bins. Write names and questions on chart paper to return back to throughout the project.

Grade: 3-4
Core: Science
How: 1 month to 1 year

3 EXPLAIN-TAKE NOTES

Teacher: Use a data table to track and record the process of decomposition.

4 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: As students complete the micro-composter, they will be able to answer the following questions:

- How does a compost bin work?
- Why do we use charts or graphs?
- What is a micro-composter?

5 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: Using students' data and observations, ask questions about the process of decomposition.

Lesson 2: TRANSFORMING PLASTICS

1 ENGAGE-INTRODUCE THE TOPIC

Teacher: Introduce the "Transforming Plastics" worksheet to your students. Have them complete it. Ask students what the information reveals well on a chart. Give students complete the worksheet and questions, review their answers. Then talk about charts in general. What is a line-graph? What is a bar-graph? What is a pie-graph?

2 EXPLORE-GO TO THE LAB

Teacher: Bring students into small groups giving each group a few different samples of charts and graphs of varying types and subjects. Have them discuss the information presented with information they need to make sense of a chart or graph.

3 EXPLAIN-TAKE NOTES

Teacher: As students present their charts, explain the different charts and graphs. Give feedback about the benefits of the charts.

Students will study the process of transforming plastics into a new product. They will learn how to create their own charts and graphs to present information.

Grade: 3-4
Core: Science
How: 1 month to 1 year

4 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: Bring the information back to explaining. Tell students about why it can be useful to look about the subject of recycling through a graph or a chart.

Student: Discuss with the class information reveals well on a bar graph. Could the same information be put into a pie chart or a line graph? Why or why not?

5 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: Give students three graphs or charts that have the same data. If you can find graphs or charts about recycling, they will help keep the discussion focused. Ask them to identify the type of graph or chart and what information it provides.

Students will study the process of transforming plastics into a new product. They will learn how to create their own charts and graphs to present information.

Grade: 3-4
Core: Science
How: 1 month to 1 year

1 ENGAGE-INTRODUCE THE TOPIC

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Lesson 3: INCREASE RECYCLING IN YOUR SCHOOL & COMMUNITY

1 ENGAGE-INTRODUCE THE TOPIC

Teacher: Lead a discussion about the importance of recycling in our community. Write names and questions on chart paper to return back to throughout the project.

2 EXPLORE-GO TO THE LAB

Teacher: Give each student a jump-start by providing your lesson for the micro-compost bin. Cut the top off a plastic bottle, about three inches below the neck. Then cut a second bottle about four inches from the bottom. Place an index in this second bottle as a thermometer works great. Do this with several bottles so there is ready for student questions and grouping.

Students will explore the process of recycling by using images or video of recycling bins. Write names and questions on chart paper to return back to throughout the project.

Grade: 3-4
Core: Science
How: 1 month to 1 year

3 EXPLAIN-TAKE NOTES

Teacher: Use a data table to track and record the process of decomposition.

Teacher: As students complete the micro-composter, they will be able to answer the following questions:

- How does a compost bin work?
- Why do we use charts or graphs?
- What is a micro-composter?

5 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: Using students' data and observations, ask questions about the process of decomposition.

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Teacher: Give students three graphs or charts that have the same data. If you can find graphs or charts about recycling, they will help keep the discussion focused. Ask them to identify the type of graph or chart and what information it provides.

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Teacher: Give students three graphs or charts that have the same data. If you can find graphs or charts about recycling, they will help keep the discussion focused. Ask them to identify the type of graph or chart and what information it provides.

6 EVALUATE-CHECK FOR UNDERSTANDING

Teacher: Give students three graphs or charts that have the same data. If you can find graphs or charts about recycling, they will help keep the discussion focused. Ask them to identify the type of graph or chart and what information it provides.

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web nov 23 2017 12 safety treads must in good condition 13 check for correct function of indicator lamps optional on some models 14 check hydraulic fluid level engine oil level and fuel supply 15 inspect for fuel oil or hydraulic fluid leaks 16 lubricate the loader warning revised jan 99 ii 873 bobcat loader service manual

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web oct 1 2018 i had to replace my temperature sensor when i first got the machine hopefully that is all it is before you run it too much verify that it is indeed a bad sender guy on the tbn tractor forum is dealing with a trashed kubota mill from

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web oct 1 2018 i noticed this light lit up on my skid steer today and i cannot find in the manual what it stands for the machine is running as good as ever all fluid levels are good with new filters i thought maybe it was hydrostatic pressure and would go out once up to operating temp but it did not any

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