

**Project FOCUS  
Best Lessons  
THIRD GRADE**

**Title of Lesson:** "Can you choose which material is renewable, nonrenewable or compost?"

**Theme:** Life Science

**Unit Number:** L2      **Unit Title:** Pollution and Conservation

**Performance Standard(s) Covered (enter codes):**

S3CS1-Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. b. offer reason for findings and consider reasons suggested by others.

S3CS6-Students will question scientific claims and arguments effectively. a. support statements with facts found in books, articles, and databases, and identify sources used.

S3L2-Students will recognize the effects of pollution and humans on the environment. b. identify ways to protect the environment. -conservation of resources; -recycling of materials

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

-conservation  
-renewable, nonrenewable, and compost resources  
-pollution  
-recycling

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** Activity to help students learn the difference between renewable, nonrenewable, & compost materials

**Details:** Organize kids into groups of 5 or 6. Give each group a bag with 5 or 6 items each consisting of bottles, cans, paper, plastic, fruit peels, etc. Give each group 5 or 10 minutes to go through the bags contents and decide if the item is renewable, nonrenewable, or compost and why. Each kids will present one item from the bag to the class and tell what kind of resource it is and why. This will help engage each child in the activity as well as help have a class discussion about resources and how they contribute to pollution. After each kids has presented have the class write in their science journal about what each type of resource is and examples of each resource. If time permit I always made crossword puzzless or word searches with key terms at the end of the lesson

because my class really enjoyed these and it helped to reiterate once again important key terms and concepts.

**Materials Needed (Type and Quantity):**

bottles, cans, paper, plastic, styrofoam, fruit peels

All can be obtained from home and is a very cost efficient activity.

**Notes and Tips (suggested changes, alternative methods, cautions):**

Be sure you really discuss each material thoroughly and most likely bring a word search or crossword puzzle for extra time after the lesson. Also make sure there is lots of discussion about the activity and other examples of pollution are discussed as well.

**Sources/References:**

1) I came up with this activity completely on my own!

2)

3)