

THE PLASTIC CONNECTION

Grades:

1 - 2

Time Allotments:

Teacher Preparation: 30 minutes

Lesson and Activity: 45 - 60 minutes

Vocabulary:

Plastic

Integrated Curricular Areas and Corresponding Core Curriculum Content Standards:

Science: **5.10:** (G2) A1, B1

Social Studies: **6.5:** (G4) A4

Language Arts: **3.2:** (G1) B1, C1-6

3.3: (G1) A1 (G2) A1-4, B1-4

3.4: (G1) A1, B2 (G2) A3, B1

Mathematics: **4.1:** (G2) A1

Content Objectives: Students will be able to –

1. List examples of how plastics are used by people;
2. Describe reasons why plastics are used by people;
3. Summarize the types and amounts of plastic objects they use in one week; and
4. Provide reasons for why plastic should be reused or recycled instead of disposed of.

Process Objectives: Students will –

1. Identify and list the plastic items they use in one week in the form of a chart;
2. Tally the total # of each item they use within a week; and
3. Provide a verbal summary about their use of plastics.

Materials:**For teacher's presentation:**

- Chalkboard and chalk or large paper and markers
- Prepared large chart
- Groups items collected in advance of lesson – they are:
 - a. An aluminum soda can and a plastic soda bottle
 - b. A plastic milk carton and a paper milk carton
 - c. A plastic bag, a paper bag and a cloth bag
 - d. A disposable juice carton and a refillable or reusable juice bottle
- Copy of “The Plastics Connection” worksheet for each student
- Collection of plastic items that can be reused (for closure discussion)

For each student:

- Copy of “The Plastics Connection” worksheet
- Pencil

Anticipatory Set:

- Have students brainstorm items that are made of plastic. These items can be found at home, in the classroom, used in sports, etc. List their suggestions on the board

Teacher's Presentation or Modeling:

- The teacher will show the students each of the groups of objects and ask them which of each group they would prefer to buy or use and why:
 - a. The aluminum soda can or the plastic soda bottle
 - b. The plastic milk carton or the milk carton
 - c. The plastic bag, the paper bag or the cloth bag
 - d. The disposable juice carton or the refillable juice bottle
- List their reasons for choosing any of the plastic items on the board. (Some reasons may include lightness, doesn't break or shatter, no sharp edges, flexibility, etc.)

Guided and Independent Practice:

- Give each student a copy of "The Plastics Connection" worksheet. Explain that they will be keeping record of how many plastic items they use each day. This record should be kept for an entire week. (If it is too difficult to have younger students do the recording at home and school have them only do it at school. The number of days they record items can also be adjusted)
- The students can either write down or draw the items made of plastic. Once an item is listed or drawn once they can keep a tally of each subsequent use of that plastic object. They can also document the item by using the recycling # on the package
- At the end of the recording period ask students to tally up their objects and how many times they used each one. Have them share their findings with the class
- A class graph can be developed based on the kinds of plastic they used (the recycling numbers) or the types of plastic objects they used

Closure:

- Discuss with students how plastic is made and how long it takes to decompose if it ends up in a landfill (see links below as well as resources section for information)
- Discuss the value of reusing plastic items and ask students to identify plastic objects at home or at school that can be reused; or, show them plastic items and ask them to identify ways each could be reused (plastic items must be collected in advance)
- Discuss the value of recycling plastic. If possible, obtain some items made from recycled plastic and show these to the students

Assessment:

- Responses to questions from teacher;
- Daily chart, sums and summary of this information; and
- Conclusions regarding plastics disposal, reuse and recycling.

Extension:

- Have students work individually or in groups to use plastic items to create a another usable item, a game, a toy, etc.

Safety/Clean Up:

- Make sure that none of the items have sharp edges and that they are clean. Instruct the students not to put any of the objects into their mouths

Additional Resource:

- The American Plastics Council
http://www.americanplasticscouncil.org/s_apc/index.asp

The Plastic Connection

Student Name: _____

Plastic Item:							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							