

## Lesson Plan

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**Date:** August 1, 2007  
**Grade Level:** Third Grade  
**Standard:** Based on the Utah Core  
**Subject:** Social Studies—Conservation of products

### State Core Curriculum Standard:

Social Studies—3<sup>rd</sup> Grade

Standard 4 Objective 2

Identify the factors that determine economic development

**Objective for the day:** students will sort items into categories based on their own knowledge of agriculture and conservation. Next, the students will learn about the value and know how of conservation.

**Materials Needed:** 1) Pictures of products and things cut out of magazines, 2) signs (you create—each sign will have a different word on it—these are the words: Farm, Factory, Store), 3) look up the definitions of the words: conservation, recycle, reduce, reuse, resource, natural resource, and 4) recycle bins (at least three—you should label these based on what your class will conserve).

**Anticipatory Set (get their attention!):** Have the students imagine that they are outside picking up trash with a purpose to not only make the world a better place to look at, but a way to survival. Without the trash collection, everyone will die. Then read them a book about conservation if possible.

### Vocabulary Words to teach prior to the lesson or after the lesson:

Conservation  
Recycle  
Reduce  
Reuse  
Resource  
Natural Resource

### Lesson:

1. Have all of the students' line up into two lines to create teams.
2. Hand each student a picture with a product or thing to look at. Give every student in the first team a picture glued to green paper, and give every student in the second team a picture glued to blue paper.

#### Lesson Plan Disclaimer

*The ideas and guidelines contained in the lesson plans do not necessarily reflect the opinions of The Temperate Forest Foundation. Lessons may be submissions from educators and have not been tested in classrooms by The Temperate Forest Foundation. They are published online as a service to help educators share ideas with other educators.*

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3. Tell the students that they are working in teams to sort items into one of the three categories: Farm, Factory, or Store (the teacher should have made signs of the categories—the signs can be in front of bins). Wherever each student thinks the product or thing came from will determine the category the picture will be placed in.
4. Start a timer to see which group gets done sorting the fastest.
5. When all students are done sorting, have the students sit down. Then, have the students watch as you go through each picture one category at a time. Tally how many green and blue pictures were placed in each category.
6. Afterward, explain to the students that products such as lip stick and eye mascara come from animals, plastic comes from a type of farm (not from animals), glass comes from a type of farm (not from animals), trees come from a type of farm, etc. Everything comes from a farm. Items are not found in factories or stores prior to farming. Discuss which items are natural resources and where some of them come from.
7. Keep Explaining.... So, since it takes such a long time to farm, we as citizens need to do our best to create less work for the farmers and save products and things that can be shipped off to recycling companies. Explain that some products are harder to find or create than others.
8. Next, have the students get into a circle. Pass out the pictures again or items that you want to have recycled. Have the students practice sorting their pictures correctly into recycle bins. Have one person go at a time, and have the class determine if the sorting is being done correctly (The students will sort the items into bins of the teacher's choice: plastic, aluminum, newspaper, paper, etc).

Review:

9. Go over the definitions of words:

Conservation  
Recycle  
Reduce  
Reuse  
Resource  
Natural Resource

Follow up activity(ies):

10. For days to follow, have the students recycle products as much as possible, and make sure than they recycle the right things (for example: no teacher wants to see a glass bottle in a plastic recycle bin).
11. Once a week, have a student or some students in the class go take the bins outside to the school recycling system located in the parking lot. (If your school doesn't have a place in the parking lot for recycling, then as a teacher you'll want to make sure the products are recycled correctly.).
12. Encourage students to pick up trash items that can be recycled in the classroom.

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