

Air Is Everywhere

Lesson Focus

The air is all around us in our environment, and we take it into our bodies every time we breathe. This air consists primarily of oxygen and nitrogen in addition to small amounts of other gases, bacteria, and viruses. Clean air is essential to our health, because it provides the necessary oxygen to sustain life. Oxygen cannot be stored and only a limited reserve exists in the blood. Therefore, a continuous supply is necessary for our body to function. This lesson demonstrates how we know the air is around us by using different senses.

In-Class Activities

Activity #1

Materials Needed

The March Wind poem, recording of wind.

- Ask the group: What is Air?
- Ask if anyone can see the air. Explain that air is all around us, even though we cannot see it.
- Remind the group that we take in air every time we breathe. Focus on inhaling and exhaling.
- Ask the children what air is called when it is moving.
- Ask them how can we tell if it is windy.
- Return to the 'class tree' to see if air is moving through its leaves.
- Have the children create their own wind by blowing into their hands or fanning themselves with their hands.
- Ask children how they hear (ears). Talk about different sounds: music, car horns, animal sounds.
- Play a recording of the sound of wind blowing through trees and ask children what they hear. Discuss how it feels to walk outside on a windy day.

The March Wind

This interactive poem combines creative movement with language development as children learn about wind and air.

The March wind is a silly clown

He blows the leaves up
(stretch up arms, stand tippy-toed)

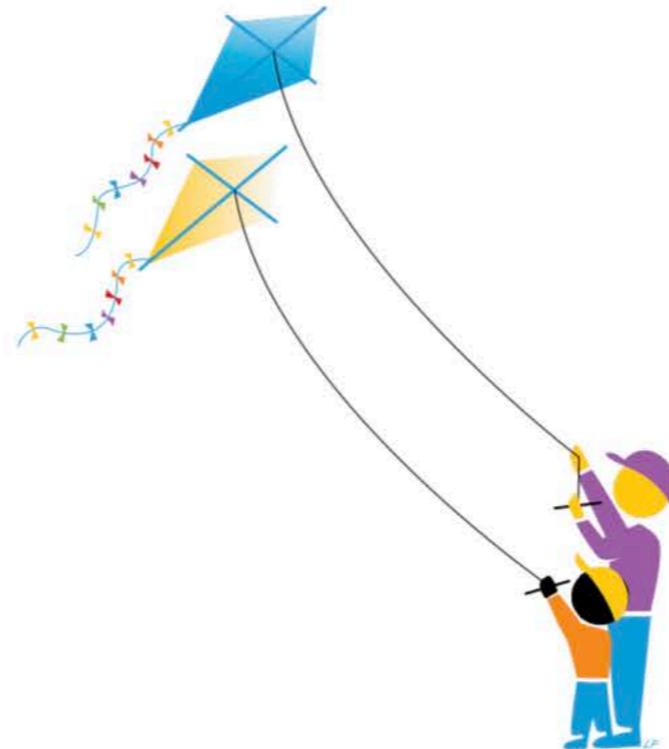
He blows the leaves down
(sit down on the floor)

He blows the leaves all around
(stand up and turn around)

He blows them to the left
(move to the left)

He blows them to the right
(move to the right)

And now he's going to blow my kite
(make believe you're holding a kite)



Activity # 2

Hide and Seek With Scents

Materials Needed:

Small boxes with covers, fresh onions, lemons, oranges, or flowers.

- Ask the children if they can smell things in the air. Ask them how they smell things (with their nose). Talk about different kinds of smells: flowers, baking cookies, and smoke.
- Place different objects with distinct scents, such as onions, lemons, oranges, and flowers, in small boxes with holes in the covers. Have pictures of each object in the boxes. Ask the children to match the scents to the pictures of the objects.

Activity # 3

Materials Needed:

- Paper, very light tempera paints or powder drink mix and water, straws.
- Each child will paint a picture by blowing air through a straw.
 - Begin this activity by having children practice blowing feathers using their straws.
 - Place small drops of paints/drink mix on white paper.
 - Have children 'paint' a picture by blowing paint/drink mix across the paper using a straw. Remind the children to blow out, not breathe in.

School-Home Link

Materials Needed:

School-Home Link #3.

- 4-inch squares of white tagboard, clear plastic wrap, petroleum jelly, 12-inch pieces of string, paper hole punch, tape.
- Cover tagboard squares with plastic wrap.
- Punch hole in one corner.
- Loop string through hole and tie.
- Cover one side of the square with a thin layer of petroleum jelly.

- Ask the children to take their wind catchers home to see what they can catch.
- Hang in an observable site for 2 days.
- Observe what is caught in the jelly.



Air is All Around You by Franklyn M. Branley
Air by Andrew Charman
Flying and Floating by David Glover
In the Air by Henry Pluckrose

Songs

'Air is Everywhere I Go'

(melody of 'Mary had a Little Lamb')



Air is everywhere I go
Where I go, where I go
Air is everywhere I go
And this is how I know!

I feel it brush against my face,
'gainst my face, 'gainst my face,
I feel it brush against my face
When the wind does blow!

Air is everywhere I go
Where I go, where I go
Air is everywhere I go
And that is how I know!



I hear it blowing through the trees
Through the trees, through the trees
I hear it blowing through the trees
It whistles as it goes!

I see it filling my balloon
My balloon, my balloon
I see it filling my balloon
And watch it as it grows!



Activity # 2

Materials Needed:

Stop watch or clock.



- Have the children sit for 30 to 60 seconds. Ask them how they feel.
- Have the children do any activity, such as jumping jacks, running in place, or hopping for 30 to 60 seconds.
- When they are finished, ask them whether they are breathing faster or slower than before exercising.
- Discuss how they feel after exercising.
- Explain that when they breathe, they are taking in oxygen and blood is carrying it to the muscles.
- Explain that they are breathing harder to take in more oxygen when they exercise. This is because they are working harder and need to get more oxygen to the muscles.



Activity #3

Materials Needed:

Activity Worksheet #1.

- Have the children trace the pathway of the respiratory system and color each part a different color.
- Each child can make a book about his or her own respiratory system using the student activity worksheet #1.
- Copy the pages onto transparencies.
- Construct the book in numerical order building the respiratory system with each additional page.
- Have children draw pictures of themselves as covers for their books.

School - Home Link

Materials Needed:

School-Home Link #1.

Children will take home a letter to their parents describing the unit and inviting the parents to participate.



You Breathe In, You Breathe Out by David Adler
The Respiratory System by Helen Frost
The Lion Who Had Asthma by Jonathon London
Peter, the Knight with Asthma by Janna Matthies
(*A True Book*) *The Respiratory System* by Darlene R. Stille

Songs

'Breathe, Breathe, In and Out'
(melody of Row, row, row your boat)



Breathe, breathe
In and out
Taking in clean air
Through the nose
To fill the lung
And out the mouth
Exhale!



CLEAN WATER

Drinking water for many cities and towns comes from surface waters like rivers, lakes, reservoirs and underground reservoirs called aquifers. Although this water looks good enough to drink, it often must be cleaned and purified before you can fill a nice cold glass from the tap in your home.

Water treatment systems have been built to clean and purify water so that it is safe to drink. Building treatment systems cost a great deal of money, but they are necessary to have a safe source of water for communities in New Jersey and around the country.

If a town's water comes from surface waters, it must pass through a screen that removes fish, tree branches and other large objects that could damage or interfere with the treatment process.

During the first step, **COAGULATION** (co-ag-u-lay-shun), a chemical such as alum is added to the water. As the alum dissolves, it forms sticky little particles. These particles attract dirt and other impurities, which then stick to the alum particles. The combined alum particles and dirt are known as floc. The floc is heavy and sinks to the bottom of the coagulation chamber. It can then be strained out of the water during the next step of the treatment process, **SEDIMENTATION** (said-e-men-ta-shun).

Once the dirt particles are cleaned out, the clear water that is above the sediment is removed so that it can begin the next step, **FILTRATION** (fill-tray-shun). During filtration, the water passes through several filtering layers, including sand, gravel and sometimes charcoal. They remove any impurities that remain in the water.

Finally, after the water has completed the filtration process, **CHLORINE** (klor-een) is added to kill any bacteria that remains in the water. Some cities and towns have their water treatment systems add chemicals to their water to make it smell and taste better. Fluoride (floor-ide) is one of these chemicals. Fluoride helps prevent tooth decay.

Where necessary, another treatment step is used called air-stripping, which removes harmful gases that may be in the water.

CLEAN WATER FILTRATION SYSTEM

You can make a model of a water filtration system in your classroom.

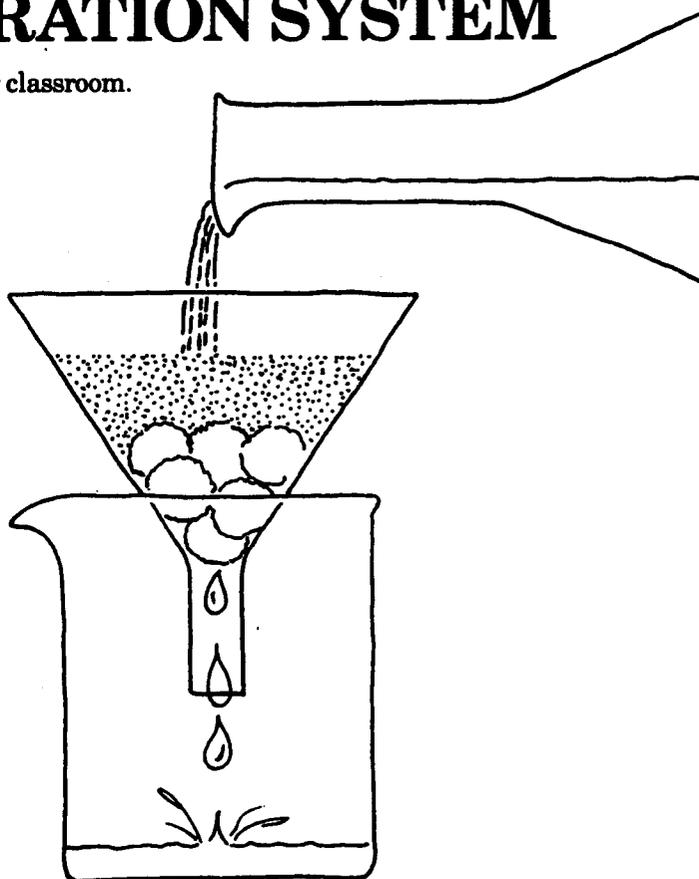
Here's what you need to get started:

- 1 — quart jar
- 1 — plastic funnel
- 5-10 cotton balls
- 2 cups of clean sand
- 2 cups of muddy water (soil and water mixed)

This is how to construct your water filtration system.

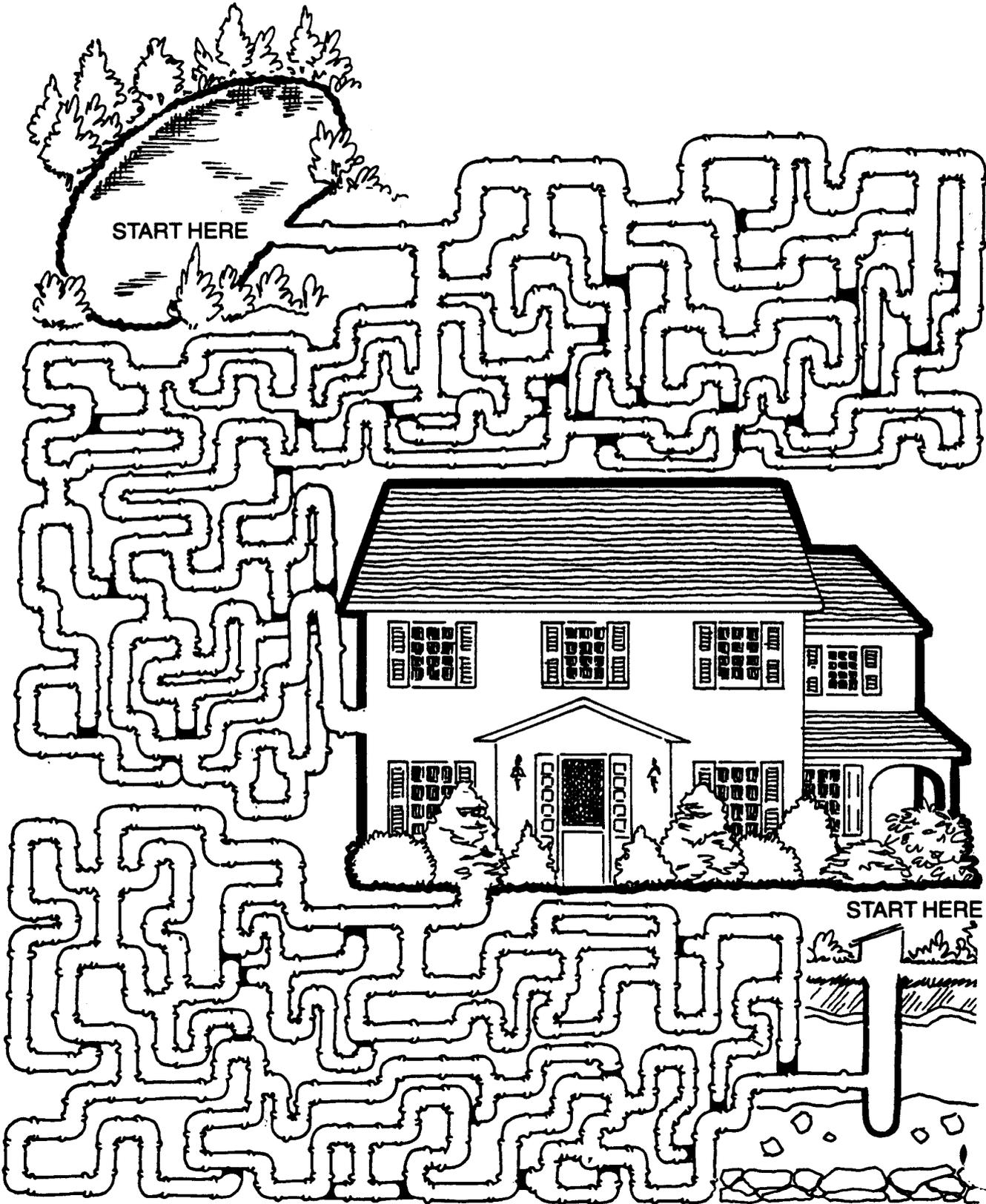
- 1 — Pack the cottonballs into the bottom of the funnel.
- 2 — Pour washed sand into funnel so it is 2" below the top.
- 3 — Place funnel into the top of jar.
- 4 — Slowly pour water into funnel.
- 5 — What is happening now?

Write your results here.



A-MAZE-ING WATER

Find the way water from two different possible sources (aquifer, reservoir) can travel through the water distribution system to your home.



Make Sun S'mores!

Harness the energy of the Sun to make the best snack ever invented.



Yummmmm!

A solar oven is a box that traps some of the Sun's energy to make the air inside the box hotter than the air outside the box. In other words, the solar oven is like a super greenhouse.

You will need:

- Cardboard box with attached lid. Lid should have flaps so that the box can be closed tightly. Box should be at least 3 inches deep and big enough to set a pie tin inside.
- Aluminum foil
- Clear plastic wrap
- Glue stick
- Tape (transparent tape, duct tape, masking tape, or whatever you have)
- Stick (about 1 foot long) to prop open reflector flap. (Use a skewer, knitting needle, ruler, or whatever you have.)
- Ruler or straight-edge
- Box cutter or Xacto knife (with adult help, please!)



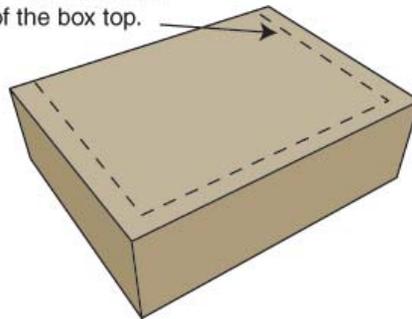
How to make solar oven:

CAUTION:

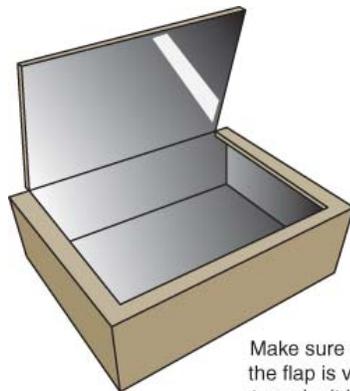
Have an adult cut the box with the box cutter or blade.

1. Using the straight edge as a guide, cut a three-sided flap out of the top of the box, leaving at least a 1-inch border around the three sides.

Cut here, 1 inch from the edge of the box top.

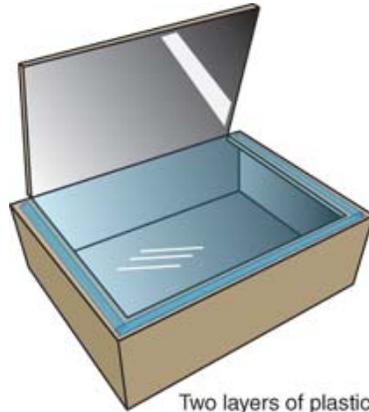


2. Cover the bottom (inside) of the flap with aluminum foil, spreading a coat of glue from the glue stick onto the cardboard first and making the foil as smooth as possible.
3. Line the inside of the box with aluminum foil, again gluing it down and making it as smooth as possible.



Make sure the foil inside the flap is very smooth, to make it like a mirror.

4. Tape two layers of plastic wrap across the opening you cut in the lid—one layer on the top and one layer on the bottom side of the lid.



Two layers of plastic wrap over the opening will help keep heat in, while still letting all the light shine through.

5. Test the stick you will use to prop the lid up. You may have to use tape or figure another way to make the stick stay put.

Put the oven to work

Set the oven in the direct Sun, with the flap propped to reflect the light into the box. You will probably have to tape the prop in place. Preheat the oven for at least 30 minutes.

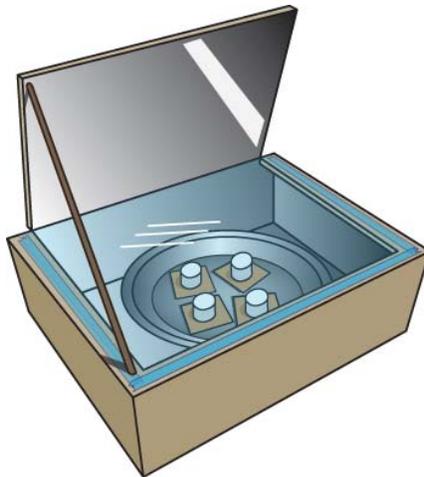
To make S'mores, you will need:

- Graham crackers
 - Large marshmallows
 - Plain chocolate bars (thin)
 - Aluminum pie pan
 - Napkins!
1. Break graham crackers in half to make squares. Place four squares in the pie pan. Place a marshmallow on each.

IMPORTANT!

Note that unlike most recipes, our s'mores have the marshmallow UNDER the chocolate. That's because, in the solar oven, it takes the marshmallow longer to melt than the chocolate.

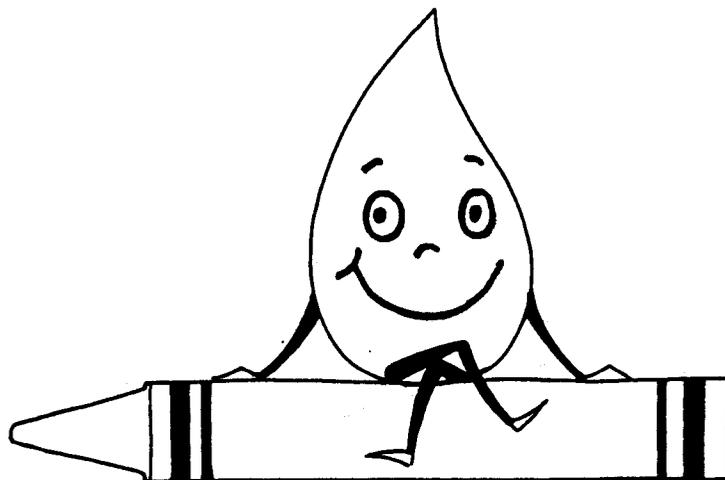
2. Place the pan in the preheated solar oven.
3. Close the oven lid (the part with the plastic wrap on it) tightly, and prop up the flap to reflect the sunlight into the box.



4. Depending on how hot the day is, and how directly the sunlight shines on the oven, the marshmallows will take 30 to 60 minutes to get squishy when you poke them.
5. Then, open the oven lid and place a piece of chocolate (about half the size of the graham cracker square) on top of each marshmallow. Place another graham cracker square on top of the chocolate and press down gently to squash the marshmallow.
6. Close the lid of the solar oven and let the Sun heat it up for a few minutes more, just to melt the chocolate a bit.'
7. Enjoy!

WATER FOR FUN!

Draw a picture of how you have fun with water. Don't forget to take the lonely water drop along with you.



DEQ in the Classroom: Playing Hide and Seek...With Pollution!



IDAHO
DEPARTMENT OF
ENVIRONMENTAL
QUALITY

1410 North Hilton
Boise, ID 83706
208/373-0502

www.deq.idaho.gov

Grade Level:

Pre-K – 3

Time Required:

35 – 45 minutes. (Slightly more if the class goes outside for Step 10.)

Objective:

Children learn what pollution is, how they can spot pollution in the environment (sometimes), and what they can do to prevent pollution.

Meets Idaho State Standards:

Grade K: K.S.1.6.1, K.S.2.1.1, K.H.1.1.11

Grade 1: 1.S.1.2.1, 1.LA.6.1.1, 1.H.1.1.11

Grade 2: 2.S.1.2.1, 2.S.1.6.2, 2.H.1.1.10

Grade 3: 3.S.1.2.1, 3.S.5.3.1, 3.LA.6.1.4, 3.H.1.1.10

Meets standards in Science, Health, Language Arts

Focus:

Air, water, land, waste, pollution, pollution prevention.

Materials: (for a class of 25)

Clear pitcher of water (also need access to a sink to get more water and for clean-up)

25 clear plastic cups (one for each student)*

25 coffee stir “straws” (one for each student)*

Salt (about 1 cup)

Vinegar (about 1 cup)

Food coloring (a mixture of colors to combine to make brown/black)

Pollution photos (attached – print single sided or photos may show through)

Picture to color (attached – print single sided)

Crayons, markers, or colored pencils

*Students can also be divided into groups. If this is done, only need one cup and straw per group.

Background:

Young children tend to spend a lot of time outdoors and are keen observers of their environment. Children’s health is also easily affected by environmental pollutants, as their lungs are still developing, and they breathe faster than adults, tend to spend a lot of time outdoors, and tend to have close contact with the ground and water. This activity introduces children to the concept of pollution in the environment. Children use hands-on activities to learn and observe what pollution is, use their senses to discover “pollution,” and observe how some pollution can’t be discovered using our senses. This concept is important for children, as the idea that something can be dirty even if it looks clean can be hard to grasp and not understanding this can result in children engaging in unsafe activities (e.g., drinking water from a stream). Young children become empowered as they learn there are things that they can do to prevent pollution.

Vocabulary:

Carpool	When several people ride together someplace in one vehicle instead of taking several vehicles.
Environment	Our surroundings (earth, water, air, land, etc.)
Pollution	Something that contaminates (hurts, makes dirty) the natural environment; usually a result of human activities.
Recycle(ing)	Transforming waste materials into usable resources. For example, paper that we don’t need anymore can be made into new paper.
Waste	Any material (solid, liquid, or contained gas) that is discarded, recycled, reused, or considered inherently waste-like. Garbage.

Procedure:

Step 1. Ask students if they have ever heard the word, “pollution.” If they have, ask them what it means.

Step 2. Build upon their definitions to come to a definition that pollution is something that hurts the environment (everything that surrounds us – the earth, water, air, etc.) or makes it dirty. Pollution is usually caused by people. Show them the photos of the polluted land (page 6) and polluted air (page 7; the single polluted air photo) to provide examples.

Step 3. Ask how they can tell if something is polluted. Based on their answers, discuss how sometimes we can tell if something is polluted by using our senses (looks dirty, smells funny), but not always. Often, we can’t see or smell pollution. A good analogy is that a lot of pollution is like germs. Ask what they know about germs (*they get on our hands, they can make us sick, we wash our hands to get rid of germs on them*) Can we see germs? *No.* (That’s why we wash our hands even when they look clean.) A lot of pollution is like this—it can make us sick or hurt the environment, but we can’t see it.

Pollution often “hides”; we are going to see if we can find it. We will play “hide and seek” with pollution.

Step 4. Hold up a clear pitcher of water (fill ahead of time or let them watch you fill it if there is a tap in the room). Ask them if they think it is polluted. The answer should be “no.” Ask how they can tell: looks good, smells good, they saw you fill it from the tap and know that the water should be clean, etc.

Step 5. Give each child a clear plastic cup* and pour a little water from the pitcher (a few tablespoons is enough) in each. Give each child* a coffee stir stick. Tell them we can pretend this water is anything in the environment – water from a lake or river, air, land, etc. (The idea is that the water represents anything that can become polluted; the activity is not about water or drinking water, *per se*.)

Step 6. Ask what would happen if something accidentally spilled in the water. Would it then be polluted? (*Yes, it would.*) How could you tell? *Maybe by sight, maybe by smell, but maybe you couldn't tell at all.*

Step 7. Put 2 drops of food coloring in the cups of 1/3 of the students (or 1 group) and have them stir the water. Then have them look at it and show it to their classmates. Can they tell it is polluted? *Yes.*

Step 8. Put a small amount (e.g., 1 teaspoon) of vinegar in the cups of another 1/3 of the students (or another group) and have them stir. Then have them look and show their classmates. Does it look polluted? *No.* Can they tell it is polluted even though it looks clean? *Yes. Smells bad.* Note: Don't specifically tell them to smell. Smelling something strange is not always good (sniffing some chemicals can be dangerous). Emphasize that we can often smell pollution (e.g. air pollution; use a local example if possible), but that we don't want to just stick our nose in something that we don't know and take a whiff.

Step 9. Put a small amount (e.g., 1/2 - 3/4 teaspoon) of salt in the cups of final 1/3 of the students (or the last group) and have them stir. Then have them look and show their classmates. Can they tell it is polluted? At first, maybe – the water may be cloudy until the salt completely dissolves. Discuss how the pollution seems to disappear, but it is still there (or you can't see it at all). Should they taste it? *NO. Never taste/eat/drink something that you don't know for sure is clean. Even if it looks fine, it may be polluted.*

Step 10. If possible, take the class outside to look at/smell the air and to look at the school grounds (note that this will add to the time of this activity). If not possible, have the students to look outside through a window. Does the air they see outside look clean? (Usually will be "Yes," but might be "No," depending on conditions). Does the ground look clean (e.g., is can they see litter?)? Ask if anyone ever visits lakes, rivers, or streams. Do the lakes/streams they see look clean? *Usually the air and lakes/streams will look clean, just like the water with the salt.* Show them the photo of the "dirty" river (page 8). Can they tell if it is polluted? (*Yes*). Show them the photo of the "clean" creek (page 9). Can they tell if it is polluted? (*No, but it still might be.*) *We don't drink water from streams, etc. (unless it has been treated) because it could be polluted (most likely is), even though it looks clean, just like the salty water. It can make you sick.*

Step 11. Complete Questions for Discussion, below, then continue with Step 12.

Questions for Discussion:

1. Remind the students that even though you've used water as an example, it isn't the only thing that can get polluted. What else could be polluted? Look for answers including air and land.
2. Why do we care about pollution? Answers may include: *We need a clean environment to be healthy, pollution looks and smells bad, animals/plants need a clean environment, etc.*
3. How do you think the environment gets polluted in the first place? Answers may include: *People, car exhaust/driving, factories, littering, dumping things (chemicals, soda, motor oil, etc.) into rivers or onto the ground, using too much fertilizer, burning garbage, not picking up after pets.*
4. How can kids help prevent pollution? Answers may include: *Walk or ride your bike instead of taking a car, carpool, encourage Mom and Dad not to idle their cars when waiting for you (shut off engines), don't*

*Or each group.



Make your own Rainstick!

In many cultures, summoning rain often included the use of musical instruments. One well-known example is a rainstick, an instrument that mimics the sound of rain. They are traditionally made from dead cactus tubes with cactus spines hammered to the inside and filled with tiny pebbles.

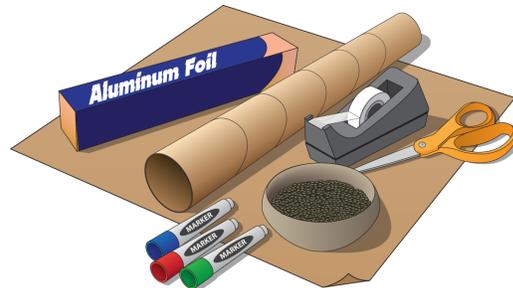


The origin of the rainstick is not fully known, but many people think that it probably came from a group of indigenous people known as the Diaguita from the deserts of northern Chile.

Here you get to build a slightly less traditional rainstick of your own! This one is made from a cardboard tube and aluminum foil.

What you need:

- A long cardboard tube (paper towel or wrapping paper tube). About a two inch diameter is best.
- Aluminum foil
- Small dried lentils, unpopped popcorn, dry rice, or tiny pasta.
- Tape
- Scissors
- Crayons or markers



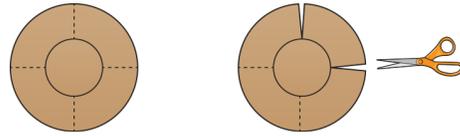
What you do:

1. Trace around the end of your tube onto a piece of brown paper (or construction paper).
2. Draw a circle that is two times bigger than your first circle (around that first circle) and then draw four or so spokes between the two circles.

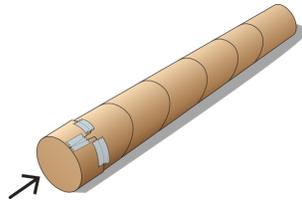
For more information and to find this activity online go to NASA's Climate Kids website: <http://climatekids.nasa.gov/rainstick>.
Find more fun activities at <http://climatekids.nasa.gov/make>.



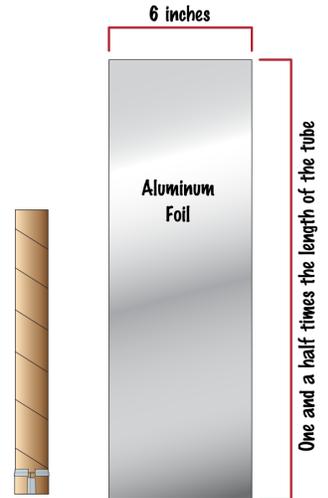
3. Cut along the spokes.



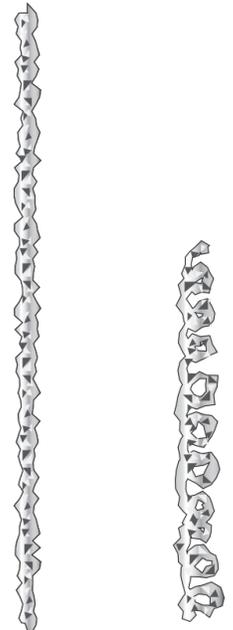
4. Tape the spokes onto one end of your tube.



5. Cut a few pieces of aluminum foil that are about one and half times the length of your tube and about 6 inches wide.



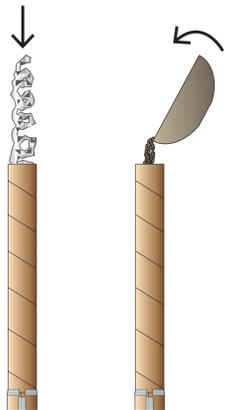
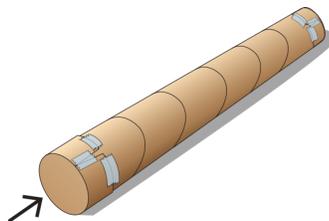
6. Crunch the aluminum foil pieces into long, thin, snake-like shapes. Then twist each one into a spring shape.



7. Put the aluminum foil springs into your tube.

8. Pour some dry beans, dry rice, or unpopped popcorn into your tube. The tube should only be about 1/10 full. You can experiment to see how different amounts and different types of seeds and beans change the sound.

9. Make another cap from brown paper (the same as the first three steps) and cap your tube.



10. Optional: Decorate the tube by covering it with brown paper or construction paper, and then making designs with crayons or markers (or cut-out paper or stickers).

Name: _____

REUSE, RECYCLE, AND REDUCE WASTE

Directions: Do you know what happens to trash after you throw it away? Tour the Web site below to learn what the residents of Recycle City know about how to recycle, reuse, and reduce waste. Then, for each category listed below, fill in the ovals next to all the items that belong in that group.

Web Resources:

Recycle City

<http://www.epa.gov/recyclecity>



1. Hazardous Waste

- | | | | |
|-----------------------------------|--|--------------------------------|-----------------------------------|
| <input type="radio"/> latex paint | <input type="radio"/> flashlight batteries | <input type="radio"/> vinegar | <input type="radio"/> shoe polish |
| <input type="radio"/> tobacco | <input type="radio"/> antifreeze | <input type="radio"/> gasoline | <input type="radio"/> weed killer |

2. Reusable Waste

- | | | | |
|----------------------------------|----------------------------------|------------------------------|--|
| <input type="radio"/> Tires | <input type="radio"/> cornstarch | <input type="radio"/> books | <input type="radio"/> glass bottles |
| <input type="radio"/> newspapers | <input type="radio"/> clothing | <input type="radio"/> dishes | <input type="radio"/> furniture polish |

3. Recyclable Waste

- | | | | |
|----------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| <input type="radio"/> Antifreeze | <input type="radio"/> carrot tops | <input type="radio"/> glass bottles | <input type="radio"/> newspapers |
| <input type="radio"/> motor oil | <input type="radio"/> shoe polish | <input type="radio"/> gasoline | <input type="radio"/> tires |

4. Non-Renewable Resources

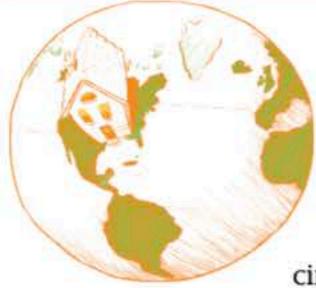
- | | | | |
|-----------------------------------|----------------------------|-----------------------------|-----------------------------------|
| <input type="radio"/> Trees | <input type="radio"/> tin | <input type="radio"/> water | <input type="radio"/> petroleum |
| <input type="radio"/> Electricity | <input type="radio"/> wool | <input type="radio"/> coal | <input type="radio"/> natural gas |

Something to Think About: What can you and your family do to help protect the environment?

Learn More: To learn more about how waste affects Earth, go to Trash and Climate Change at <http://www.epa.gov/epaoswer/osw/k00-001.pdf> and complete the activities.

The World Around Us

Lesson Focus



This lesson is designed to introduce children to the concept of environment. The term environment is defined as all the conditions, circumstances, and influences surrounding

and affecting us. Young children should begin to understand that the different forces in their environment are interdependent. Children's environments provide the basic needs of clean air, water, and food. Therefore, we must take care of the environment to keep it healthy and safe. The focus of this lesson is on the most immediate surroundings for children: the classroom and the home. The importance of taking care of these environments should be emphasized.



Class Activities

Activity #1

Materials Needed:

Magazine pictures of various settings.

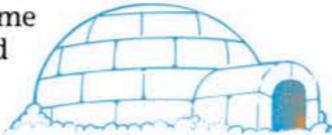
- Begin by explaining that our environment includes everything around us. This includes the classroom, our homes, or any place we live.



- Ask the children to identify different objects in the classroom environment.
- Discuss how we take care of things in the classroom.
- Explain that our homes can be another kind of environment.

- Explain that different families live in different types of places. Show pictures of different types of homes: houses, apartments, farms, igloos, huts.

- Ask the children to describe their home environment and the type of things in them.



Activity # 2

Materials Needed:

Paper bags (one per child)

Sheets of paper

Crayons

Glue



- Take the children on a field trip to the playground or nearby park.
- Select a tree in the area that the class will 'adopt.' Talk about the types of animals that make their homes in the trees. Stress the importance of keeping their homes clean and safe.
- Supply each child with a paper bag in which they can store objects collected from the ground around the tree: bark, twigs, leaves, etc.
- Stress the importance of protecting the environment and not harming plants and animals in nature. Explain to the children that they should not take anything off the tree, but rather pick objects from the ground.
- Ask the children to make rubbings from leaves, bark, etc.
- After returning to the classroom, discuss the importance of trees. What would happen if trees could not grow? Where would the animals that lived in the trees go?
- Ask the children to make a class book about the tree. Using sheets of paper with an outline of a tree, ask the children to glue their gathered objects to the tree. Staple the sheets together to form a book.

School-Home Link

Materials Needed:

Activity Worksheet # 2.

- Send the activity worksheet # 2 home with the child.
- The parent(s) will help the child match cleaning action pictures with the appropriate area of the home as they discuss what they do to take care of their home environment.



What We can do about Protecting Nature by Donna Bailey

Recyclables Fun: Creative Craft Ideas by Diane Cherkerzian

Recycle! A Handbook for Kids by Gail Gibbons

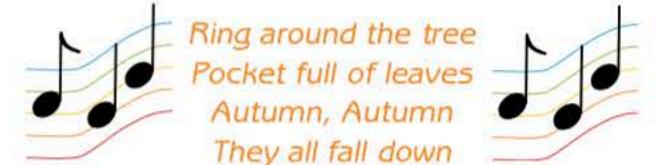
Love Earth: The Beauty Makeover by Shelly Nielsen

Songs

'Ring Around the Tree'

(melody of 'Ring Around the Rosey')

Gather the children in a circle around a tree. Have the children hold hands while they sing and move the circle clockwise.



(Children drop hands as they fall down)

- Periodically check on the tree throughout the seasons and note the changes in the tree, such as the amount and color of the leaves and movement in the leaves caused by the air.



Student Page – Lunchtime Trash Survey

Directions: After eating your lunch, what trash is left behind? Count the different types of trash you've made from your lunch on the chart below

Type of Trash	How Many?
Paper	
Plastic	
Metal	
Glass	
Other (describe)	





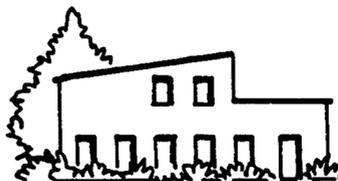
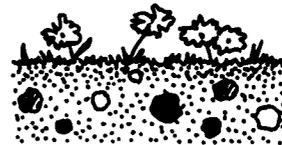
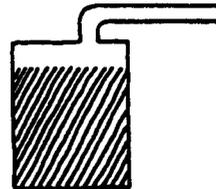
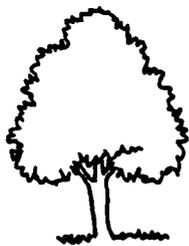
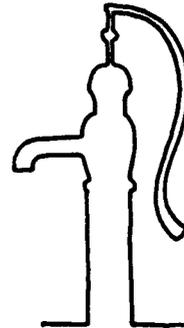
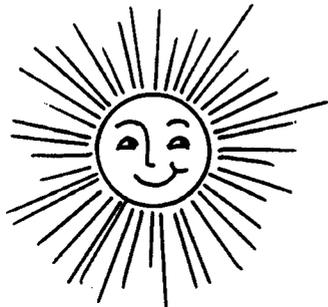
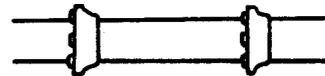
WATER CYCLE CIRCLE

Materials: Heavy paper-like oaktag or construction paper
Markers and Crayons

Using the heavy paper, markers, and crayons, make a sign for each of the things below:

- Cloud
- Sun
- Tree
- Faucet (for clean water)
- Pipe (for wastewater)
- Raindrop
- Ocean
- Pump
- Septic tank
- Soil
- Wastewater treatment plant
- Clean water treatment plant

Arrange the signs in a water cycle that begins and ends with the clean water faucet sign. Your water cycle should show where you get clean water at your house and where your home's waste water goes.



WATER AND YOU

Connect the dots of each of these figures. Color in the things you think need water to live.

