Science Grade 01 Unit 05 Exemplar Lesson 01: Learning to Conserve, Recycle, and Reuse

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis
Students identify and learn how the acts of reducing, reusing, repurposing, and recycling help conserve natural resources.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:

1.7C Gather evidence of how rocks, soil, and water help to make useful products.

Scientific Process TEKS

1.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:

1.1A Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.

1.1C Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.

1.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

1.2A Ask questions about organisms, objects, and events observed in the natural world.

1.2C Collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools.

1.2D Record and organize data using pictures, numbers, and words.

1.3 Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:

1.3A Identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words.

GETTING READY FOR INSTRUCTION

Performance Indicators
Using a variety of recyclable products, including paper, plastics, and metals, create a new product.

Standard(s): 1.1C, 1.3A, 1.7C
ELPS: ELPS.c.1E, ELPS.c.3H

Key Understandings

- The order in which we should conserve resources is: reduce, reuse, and then recycle.
  - Why would we want to reduce before we reuse?
  - Why would we want to try to reuse products before we recycle?
- Recycling materials can reduce the rate of depletion of resources.
  - What are ways that recycling can help slow down the use of resources, and help conserve them?
- Some materials are not easily recycled.
  - Why would some materials be more easily recycled than others?
- The wasteful or unnecessary use of natural resources can limit their availability for other purposes.
  - What happens if we use too much water?
  - Can we conserve water by reducing how much we use?

Vocabulary of Instruction

- reduce
- reuse
- recycle
- useful
- hand lens
- repurpose
- conserve
- natural resource
- product
- investigation
- rock
- soil
- water
- observation

Materials

- trash* (see Advance Preparation, per class)
- book (about recycling, 1 per class) – Optional
- box cutter (to create frames for students, teacher use, 1 per class) – Optional
- can (aluminum soda, 1 per class)
- chart paper (per class)
- containers (for sorting objects, 2 per class)
- fishing line (or yarn, per group)
- glue (for glue gun, teacher use, per class) – Optional
- glue (sticks or white liquid, 1 per student)
- glue gun (teacher use, 1 per class) – Optional
- hand lenses (1 per 2 students)
- index cards (3”x5”, for labels, 2 per class)
- markers (per group)
- objects (collected to create a new product, per group)
- objects (for Station 1, see Advance Preparation, per class)
- paint (per group) – Optional
- paper (construction or card stock, 1 per student)
- paper (construction, per group)
- paper (different forms, used, see Advance Preparation, per class)
- resealable plastic bags (see Advance Preparation, per class)
- rubber bands (see Advance Preparation, per class) – Optional
- sack (plastic grocery, to hold items that can be reused, see Advance Preparation, 1 per class)
- scissors (per group)
- tape
- timer (1 per class)
- wastebasket (to hold “trash”, see Advance Preparation, 1 per class)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or
Resources

None Identified

Advance Preparation

1. For the Engage:

- Set up the trash that is in the wastebasket to some extent. For example, you will want to have an empty plastic water bottle, a rinsed out aluminum can, trash paper, a used plastic bag (trash, not recyclable), and something like an apple core. This will ensure that you have appropriate materials to sort. You will be saving the contents (the items that you can) for the Explore part of this lesson cycle. You will need to save the “trash” from this lesson (to the greatest extent possible).
- Make one copy of the Teacher Resource: Steps to Conserve posters. Laminate the posters as they will be used throughout the lesson cycle.
- Important! Send the Handout: Letter to Parents/Guardians Repurposed Picture Frames in advance, or create a similar note to send home. This way, objects can be brought from home to “repurpose” for the Performance Indicator in the Evaluate portion of this lesson cycle.

2. For the Explore/Explain:

- Set up materials in stations for student exploration. There will be two activities for the stations. Multiple stations of these activities will need to be set up to allow for ample time during the two days of station activities.
- Determine, prior to this lesson, how to arrange the set-up of stations as well as how to arrange the cooperative grouping of students.
- For Station 1, here are some examples of items to display: plastic water bottle, plastic storage bag, cloth napkin, paper (wadded up paper, newspaper, magazine), soup can (opened and contents cleaned out), glass jar, milk cartons, milk jugs, 2 liter soda bottles, egg cartons, telephone book, old boot or shoe, cereal boxes, wire hangers, clothing, puzzles with missing pieces, old buttons, plastic container with lid (such as margarine container), large paperclips, broken crayons, an item that is broken or unusable in its current state, etc.
- Make copies of the Handout: What Can We Recycle? Sorting Cards so that each group gets one set (color not necessary). It might be helpful to cut the cards out and laminate them for durability. Either place a rubber band around each set, or put them in resealable, plastic bags.
- Make copies of the Handout: What Can We Recycle? Sorting Mats so that each group receives one mat (color not necessary). Either copy them onto cardstock, or laminate the mats for durability.

3. For the Explain/Elaborate:

- Gather products that can be reused so that there are enough for each group to receive one object. Place them in a plastic grocery sack.
- Collect items for students to use in their brainstorm activity where they think of as many ways as possible to reuse a “disposable” item. Examples of these items include soup cans (rinsed out), old boots, cereal boxes, clothing, milk cartons, milk jugs, egg cartons, and puzzles that have missing pieces should be used for this activity. (Items from the stations can be reused in this activity.)

4. For the Elaborate:

- Collect various kinds of used paper (newspaper, magazines, gift wrap, construction paper, etc.) for the art project. There needs to be enough for table groups to share. String, ribbon, and other items can also be added to this activity.
5. For the Evaluate:

- Use the Handout: Picture Frame Template and Examples KEY for a template to create student frames for collected cardboard boxes, or find another template to use for the project.
- Sample pictures of frames are provided to share with students prior this activity.

6. Prepare attachment(s) as necessary.

Background Information

Prior to this unit, first graders have learned about the usefulness of Earth materials. Recycling activities take on added value when students learn about a material’s origins and history. Students should identify points in the production and disposal cycle where used materials can be collected, sorted, and reprocessed into usable materials. Students can reflect on the influences that their own consumption choices can have on what products are made and how they are packaged.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE – What’s in Our Classroom Wastebasket? We Can Reduce!</strong></td>
<td><strong>NOTE: 1 Day = 30 minutes</strong></td>
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<tr>
<td><strong>Suggested Day 1</strong></td>
<td><strong>Suggested Day 1</strong></td>
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</tbody>
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1. Display the wastebasket where contents can be taken out and viewed (A table top or the floor works well.).

2. Gather students to examine the contents of the classroom wastebasket.

3. Pull items out of the wastebasket one at a time. Ask the group to identify the various types of waste materials generated in the classroom. As you pull items, hold them up and then pass around to students. Provide students with the opportunity to observe with a hand lens (1 per pair of students) and feel the weight (mass) of the object in their hands. Have students give descriptions with the following guiding questions below.

4. Say/Ask:
   - Let’s sort these items by what they are made of. What categories can we use to sort the objects? Allow for various responses.

5. Categorize the waste materials as paper products, metals, plastics, things that were once living, and “other”.

6. Ask:
   - Are there other items that you can think of that would go into the categories? Allow for various responses.

7. Record the findings in the science notebook or on chart paper.

8. Ask:
   - Do you think any of these items do not belong in the wastebasket? Could we save, or protect, any items from the trash? Allow for various responses.

9. Say:
   - Another word for save or protect is “conserve”. Write the word “conserve” in the classroom science notebook and/or place it on a word wall. Write a simple definition beside the word, such as: To save, or protect. Show the poster of “conserve” from the Teacher Resource: Steps to Conserve. Display the poster in the classroom.

10. Facilitate a discussion:
    - One way of conserving is to use less, and try not to be wasteful. Write the word “reduce” in the classroom science notebook.

Materials:
- “trash” (see Advance Preparation, per class)
- wastebasket (to hold “trash”, see Advance Preparation, 1 per class)
- hand lenses (1 per 2 students)
- chart paper (per class) – Optional

Attachments:
- Teacher Resource: Steps to Conserve
- Handout: Unit 05 Letter to Parents/Guardians Repurposed Picture Frames (1 per student)

Safety Note:
Safety gloves should be used when students are observing the trash items. The trash can itself is unsanitary even if the items were placed in it. If you don’t have students wearing gloves, be sure to sanitize the trash can.

Instructional Note:
To extend this lesson beyond the three things students can do in the classroom to reduce waste, students could also find ways to reduce waste in the whole school and even at home.

Science Notebooks:
Big ideas shared by students during the discussion can
and/or place it on a word wall. Create a simple definition of reduce. Show students the poster of “reduce” from the Teacher Resource: Steps to Conserve posters. Display the poster in the room.

- The first step in conserving resources is to reduce. Can you think of anything you could reduce so there is not so much waste being thrown away? Allow for responses.
- What about water? What happens if we use too much water? Can we conserve water by reducing how much we use? If your area has water restrictions during the summer months, this is a great real world connection to discuss. Discuss with students running the taps in our sinks when we brush our teeth can be wasteful and that we can conserve water by reducing the amount that runs out of the tap while we brush our teeth. Find other examples to share.
- What are ways we can reduce the amount of trash we create in our classroom? Answers may vary, depending on students’ experiences with this concept.

1. In the classroom science notebook, write the title: We Can Reduce! Brainstorm ideas on what the class can do to reduce the amount of trash created each week. Use the word conserve when discussing items that can be reduced.
2. Pick three things that everyone can do to reduce the amount of trash created. Next, have students observe each day how much the amount of trash is reduced. Discuss informally throughout the day what students think about this, and why it is important to do.
3. Save the contents of the wastebasket. The “trash” will be re-used in the explore/explain lesson.

EXPLORE/EXPLAIN – Reuse, Repurpose, Recycle Stations

<table>
<thead>
<tr>
<th>Suggested Days 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a whole class, review important information, such as conserve and reduce, that was learned from the Engage.</td>
</tr>
<tr>
<td>2. Lead a class discussion to provide some foundational knowledge before students participate in the station activities.</td>
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<tr>
<td>- Remember, in our last science lesson, we sorted through the items in our wastebasket? Was there anything we could have saved, or protected, instead of throwing away? Allow for various responses.</td>
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<tr>
<td>- You saw how much trash we collected in one day. Think of how much trash all the classrooms collect here at our school. What do you think we should be doing about the amount of trash created? Provide time for students to turn to someone near them and discuss this question. Share out with the whole group some ideas.</td>
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<tr>
<td>3. Ask:</td>
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<tr>
<td>- Where does all that trash go? How does it affect our environment? Allow for sharing with other students before sharing out with the whole group. Talk about how trash goes to landfills. Guide students to the understanding that there’s an overwhelming amount of trash that humans produce and that sometimes it can lead to problems in our environment.</td>
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<tr>
<td>4. Say:</td>
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<tr>
<td>- How do you think we can solve this problem? Allow for various</td>
</tr>
</tbody>
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Materials:
- can (aluminum soda, 1 per class)
- objects (for Station 1, see Advance Preparation, per class)
- wastebasket – from previous activity (to hold items, 1 per class) – Optional
- containers (for sorting objects, 2 per class)
- index cards (3”x5”, for labels, 2 per class)
- markers (per class)
- rubber bands (see Advance Preparation, per class) – Optional
- resealable plastic bags (see Advance Preparation, per class)
- book (about recycling, 1 per class) – Optional

Attachments:
- Teacher Resource: Steps to Conserve (from previous activity)
- Handout: What Can We Recycle? Sorting Cards (1 set per group)
- Handout: What Can We Recycle? Sorting Mats (1 per group)
There are ways we can all help. Let’s re-examine the items we
found in our wastebasket. What are items you think we could
save/keep from being thrown away as trash? Allow for
responses.

5. Sort through the items. Sort them in a “keep” pile and a “trash” pile. Most
items will be able to be saved. Even the apple core could be placed in a
composting pile. Students may not have an understanding yet of
composting, but the teacher can explain that there are ways we can use
fruit and vegetable waste instead of throwing it away.

6. Say:

- Another way to conserve is to do what we just did together. Do
  not throw away so much waste (trash). Instead we can find
  ways to use it again; we call this “reuse”.

7. Write “reuse” in the classroom science notebook, and/or place it on a
word wall. Add a simple definition, such as: “Use it again”.

8. Show students the “reuse” poster from the Teacher Resource: Steps to
Conserve. Display the poster in the room.

9. Say:

- Sometimes, items can be saved from being thrown away by
  using them for a different purpose. We call this repurpose.
  Write the word “repurpose” in the classroom notebook, and/or place it
  on a word wall. Show the “repurpose” poster from the Teacher
  Resource: Steps to Conserve.

10. Explain that reuse and repurpose go hand in hand in the second step of
  conserving.

11. Hold up a soda can, and facilitate a discussion.

- Sometimes we cannot reuse objects. For example, if I just
  finished the soda in this can, I cannot reuse it as a soda can.
  
- So what can we do to avoid throwing it away and creating
  waste? Recycle the can.

12. Write the word “recycle” in the classroom notebook, and/or place it on a
word wall. Create a simple definition of recycle, such as: To take a
product and turn it into a new product.”

13. Show the recycle poster from the Teacher Resource: Steps to
Conserve. Explain to students this is the last step in conserving.

14. The soda can is an example of an object that can be recycled. As a
class, come up with other objects (or products) that can be recycled.
Emphasize paper, plastic, and metals and write these in the classroom
notebook. Paper, plastic, and metals, just to name a few, are items that
can be recycled. It might be helpful to conduct an Internet search to find
sites with pictures of items that can be recycled.

15. Explain to students that some materials are not easily recycled, but
recycling materials can reduce how quickly resources can be used up.
During the discussion, ask:

- What are ways that recycling can help slow down the use of
  resources and help conserve resources? Answers will vary.

- Why would some materials be more easily recycled than
6. Explain to students that they will be working in small groups in stations to explore ways in which they can conserve.

Station 1: Reuse, Repurpose, or Trash?

- Items can be placed on the table or in a wastebasket.
- Two containers will be needed for sorting the objects into a “reuse” pile or “trash” pile. Label the containers “reuse” and “trash”. An icon can be added (such as a trash can) to help students identify the containers.

Procedure:

- Students will work in small cooperative groups. Each student will take a turn pulling an object out of the wastebasket or selecting the object from the selection on the table.
- The student who selected the object must then decide if it should be kept or if it should be thrown away as trash. A sentence stem can be used to help students formulate ideas. An example:

I think __________ can be reused/repurposed because __________.

(or)

I think __________ is trash because __________.

- Students in the group discuss if the item should be kept and reused or repurposed or thrown away. They will place the object in the properly labeled container. If the item can be saved, students discuss how they can save the item. What can they use it for? Can it be reused again? Can it be turned into something else? Can it have a different use?
- Discuss with students the importance and safe practice of washing hands after handling the materials. Provide hand sanitizer, wipes, or a trip to the sink to wash hands properly.

Station 2: What Can We Recycle?

- Cards from the Handout: **What Can We Recycle? Sorting Cards** (1 set per group) and Handout: **What Can We Recycle? Sorting Mat** (1 per group)

Procedure:

- Students work in small groups to complete the sorting activity “**What Can We Recycle?**” (Use the Handouts: **What Can We Recycle? Sorting Cards** and **What Can We Recycle? Sorting Mat**). Students will sort out the cards and place them in the correct space on the mat. Be sure to go over cooperative learning expectations prior to the activity.

Optional: Station 3 – Literature Connection

Teacher directed station:

- Read a story about recycling.
Does anyone remember the word we use when we save resources? **Conserve**

3. Say:
   - Let’s make a list of things we can conserve.

4. Brainstorm with students resources that can be conserved in the classroom science notebook. Answers include, but are not limited to: water, forests, soil (land), and energy.

5. Explain to students that if we reduce the amount of water, soil, resources and energy we use, we can help conserve natural resources.

6. Say:
   - By limiting the amount of resources, such as water, to where we are not being wasteful, we can conserve our resources so we have enough for everyone.

7. Divide the class into five or six groups. Explain to students that they are going to take place in a competition.

8. Set a timer for 10 minutes, and tell students that when you say “Go”, they will have time to brainstorm together as many ways as possible to reuse a "disposable" item. (Items from the stations can be reused in this activity.)

9. Get the grocery sack full of items you assembled ahead of time. Go to each group, and pull one item from the sack and place it where all group members can see it. If you have six groups, give the last group the grocery sack itself.

10. Remind students that they are to brainstorm as many creative uses as possible for the item instead of throwing it away. Have one person in the group record and keep count of the ideas. Let group members share ideas, and then permit other members of the class volunteer additional ideas for that object.

11. In a class discussion, highlight why reducing, reusing, and recycling is important for the environment.

12. Make sure to include the following understandings as part of the conversation:
   - Recycling materials can slow down how fast we use up our resources.
   - Some materials are not easily recycled.
   - The wasteful or unnecessary use of natural resources can limit their availability for other purposes.

### ELABORATE – Reusing Paper for Art

Suggested Days 5 and 6

1. Remind students that the first step in solving the trash problem is to reduce the amount of trash created.

2. Ask:
   - What is another step we talked about earlier? **Reuse and repurpose the trash**
   - Why would we want to reduce before we reuse? Allow for responses.
Ask:
- Why would we want to try to reuse products before we recycle? Allow for responses.

Say:
- Let’s take another look at how we can reuse and repurpose objects creatively.

3. Show the PowerPoint: Reusing and Repurposing Objects. Read through the notes on the slides. Add any additional information to the presentation. Provide wait time between slides for students to generate ideas. Students can share out ideas with one another.

4. Pass out a piece of construction paper, or cardstock, and some of the “used paper” (see materials list) to each student. String, ribbon, and other items can also be added to this activity.

5. Explain to students that they are going to reuse the paper to create art by tearing pieces of paper and gluing them down on the construction paper to create a new picture. (The teacher could create an example prior to this lesson to provide students with a visual.)

6. Remind students that they will need to have their materials ready to repurpose for the next lesson.
   (OR)
   Have materials collected and ready for students to use to repurpose.

7. Show the example part of the Teacher Resource: Picture Frame Template and Examples KEY to provide students with an idea of what kind of materials can be utilized for the project. This can also be done at an earlier time in the lesson cycle to give additional information and time for the project.

8. Ticket out the Door at the End of the Day
   Ask each student as they leave:
   - What is another way to reduce the amount trash created?
     - Recycling
   - Name 1 thing that can be recycled. Answers will vary.

EVALUATE – Performance Indicator

Grade 1 Science Unit 05 PI 01
Using a variety of recyclable products, including paper, plastics, and metals, create a new product.
Standard(s): 1.1C, 1.3A, 1.7C
ELPS: ELPS.c.1E, ELPS.c.3H

1. Refer to the Teacher Resource: Performance Indicator Instructions KEY for information on administering the assessment.

Attachments:
- Teacher Resource: PowerPoint: Reusing and Repurposing Objects
- Teacher Resource: Picture Frame Template and Examples KEY (1 per student)

Instructional Notes:
It might be helpful to conduct an internet search of websites to show students the processes of recycling.

The picture students create from the repurposed paper can also be a great cross curricular connection with their art class. Involve the art teacher on this project or any part of the unit.

Attachments:
- Handout: Picture Frame Template and Example KEY (from previous activity)
- Teacher Resource: Performance Indicator Instructions KEY
We can all reduce the amount of water we use to conserve our resources.
Step 2: Reuse

We can **reuse** objects more than once to save our resources.
Step 3: Recycle

Recycling objects, such as plastic bottles and aluminum cans, can help conserve resources.
Step 4: Repurpose

Find ways to give objects a new purpose. This soup can is now a pencil holder.
Unit 5 Letter to Parents/Guardians
Repurposed Picture Frames

Date:

Dear Parents/Guardians:

In our upcoming science lessons, we will be exploring how to reduce, reuse, repurpose, and recycle objects to help conserve our natural resources.

At the conclusion of our unit, students will create a project that demonstrates how to repurpose objects by:

“Using a variety of recyclable products, including paper, plastics, and metals, create a new product.”

We need your help! We will be creating picture frames. Take a look at items that might be thrown away with the trash or overlooked and no longer used that could be attached to decorate our picture frames. For example: Buttons could be repurposed and glued on the picture frame.

Please help your child by collecting simple (objects) products that can be used in creating their new product.

Ideas for objects to collect:

- plastic water bottle caps
- plastic storage bag
- paper (wadded up paper, newspaper, magazine)
- game board pieces
- dry pasta
- beads
- string or ribbon
- wrapping paper
- egg cartons
- rocks and other natural items
- cereal boxes
- clothing
- puzzles with missing pieces
- old buttons
- old keyboard pieces
- large paperclips

Items such as these must be brought to class by: ______________________________

If you have any questions please contact _________________________ at ____________

Sincerely,
<table>
<thead>
<tr>
<th>soda can</th>
<th>candy wrappers</th>
<th>Styrofoam™ cup</th>
<th>plastic bottle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="soda_can" /></td>
<td><img src="image" alt="candy_wrappers" /></td>
<td><img src="image" alt="Styrofoam_cup" /></td>
<td><img src="image" alt="plastic_bottle" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>food wrapper</th>
<th>soup can</th>
<th>plastic rings from soda cans</th>
<th>newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="food_wrapper" /></td>
<td><img src="image" alt="soup_can" /></td>
<td><img src="image" alt="plastic_rings" /></td>
<td><img src="image" alt="newspaper" /></td>
</tr>
<tr>
<td>paper grocery bag</td>
<td>wooden box</td>
<td>milk jug</td>
<td>plastic container</td>
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<tr>
<td><img src="image1" alt="Paper Bag" /></td>
<td><img src="image2" alt="Wooden Box" /></td>
<td><img src="image3" alt="Milk Jug" /></td>
<td><img src="image4" alt="Plastic Container" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>pizza box</th>
<th>clothing</th>
<th>egg carton</th>
<th>cereal box</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Pizza Box" /></td>
<td><img src="image6" alt="Clothing" /></td>
<td><img src="image7" alt="Egg Carton" /></td>
<td><img src="image8" alt="Cereal Box" /></td>
</tr>
</tbody>
</table>
## What Can We Recycle? Sorting Mat

<table>
<thead>
<tr>
<th>Recycle</th>
<th>Trash</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>
Examples:

- sea shells
- beads
- puzzle pieces
- rocks

Note: Students have the option of creating their own repurposed product from recycled materials. The picture frame is just one idea for this Performance Indicator.
Cut out this rectangle to create the inside of the large frame.
Cut out this square to create the inside of the small frame.
Performance Indicator Instructions KEY

Performance Indicator

- Using a variety of recyclable products, including paper, plastics, and metals, create a new product. (1.1C; 1.3A; 1.7C).

Materials:

- objects for repurposing
- markers
- glue gun/glue (*only for adult use)
- box cutter-(to create frames for students, teacher use, 1 per class)
  - optional
- glue (sticks or liquid)
- construction paper
- yarn or fishing line
- scissors
- tape
- paint

Attachments:

- Handout: Picture Frame Template and Examples (from previous activity)

Procedure:

1. **Note:** Students have the option of creating their own design or product from repurposed materials. The picture frame is just one idea for this Performance Indicator.

2. Use the Teacher Resource: Picture Frame Template and Examples for a template to create student frames from collected cardboard boxes.

3. Sample pictures of frames are provided to share with students prior to this activity. Inform students that they will be using the objects and materials brought from home to create their picture frames.

   (OR)

   Students will use the objects provided by the teacher to create the frames.

3. Provide time for students to create their frames. When students have completed their design, have them tape the picture or student created artwork on the back of the frame. Cover the back of the frame with construction paper and tape down.

4. The teacher can hot glue or use strong tape to fasten yarn or fishing line to create a hanger for the frame.

5. For a desktop frame, see Figure 1. Fold on the dashed line to create a tab, and then glue the tab down on the picture frame.

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Figure 1

Fold and glue the tab to the back of the picture frame.