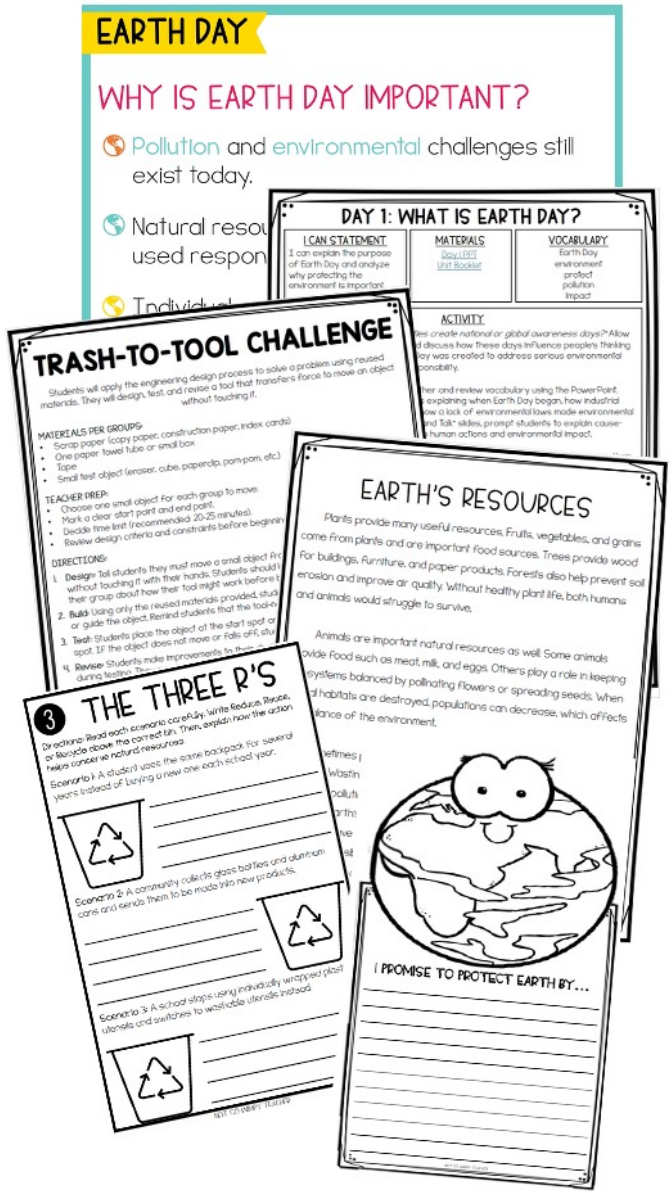
What's Included

- ✓ 2 instructional PowerPoints
- ✓ Daily lesson plans
- ✓ Booklet with an activity for each day
- ✓ Earth Day writing & craft activity
- ✓ STEM challenge" trash-to-tool activity
- ✓ Original informational reading passage
- ✓ Answer Key



5 Days of Activities

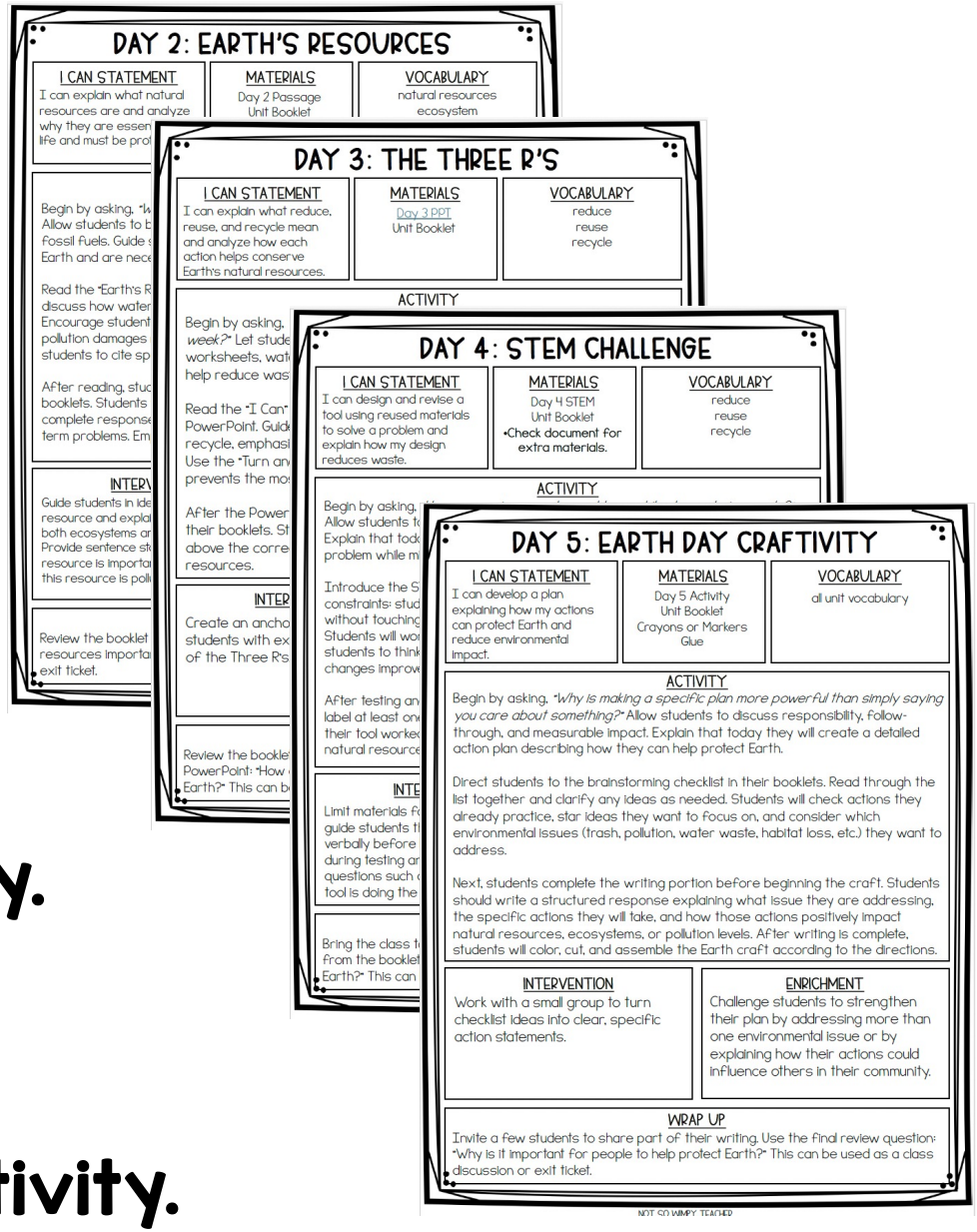
This unit includes two instructional PowerPoints that teach the concept.

Students will practice the skill using a guided booklet, hands-on activities, STEM challenge & a reading passage.

STEM trash-to-tool activity.

Included answer key.

BONUS school clean-up activity.



PowerPoint Lessons

THE 3 R'S

Vocabulary:

Reduce: to decrease the amount of resources used so less waste is created

THE 3 R'S

I CAN...

explain what reduce, reuse, and recycle mean and how ea action helps conserve Eart resources.

THE 3 R'S

Explain what happens when an item is reused instead of sent ndfill.

D TALK!

EARTH DAY

WHAT IS EARTH DAY?

- Earth Day began in 1970 in response t growing pollution and environmental concerns.
- It is celebrated every year on April 22
- It enco nd the wor

EARTH DAY

GROWTH & POLLUTION

ustrial growth (the rapid increase in ories) increased pollution levels.

s became aminated with e and chemicals.

EARTH DAY

WHY WAS EARTH DAY CREATED?

- By the late 1960 ution in ci
- ing smo

EARTH DAY

Directions: Color the picture below.

CELEBRATE EARTH

1 WHAT IS EARTH DAY?

Directions: Put a check next to the problems that were happening before Earth Day began.

- ❑ Rivers were contaminated with waste and chemicals.
- ❑ Factories released smoke into the air.
- ❑ Strong environmental laws already existed.
- ❑ Pollution in cities had become severe.

Directions: Imagine a town in the 1960s with a factory near a river. Draw what the river and factory may have looked like.

5 BRAINSTORM

Directions: Read each section carefully. Check the boxes that match your thinking. Then, use your checked ideas to write your page.

bout:

d habitats

or air.

ources.

3 THE THREE R'S

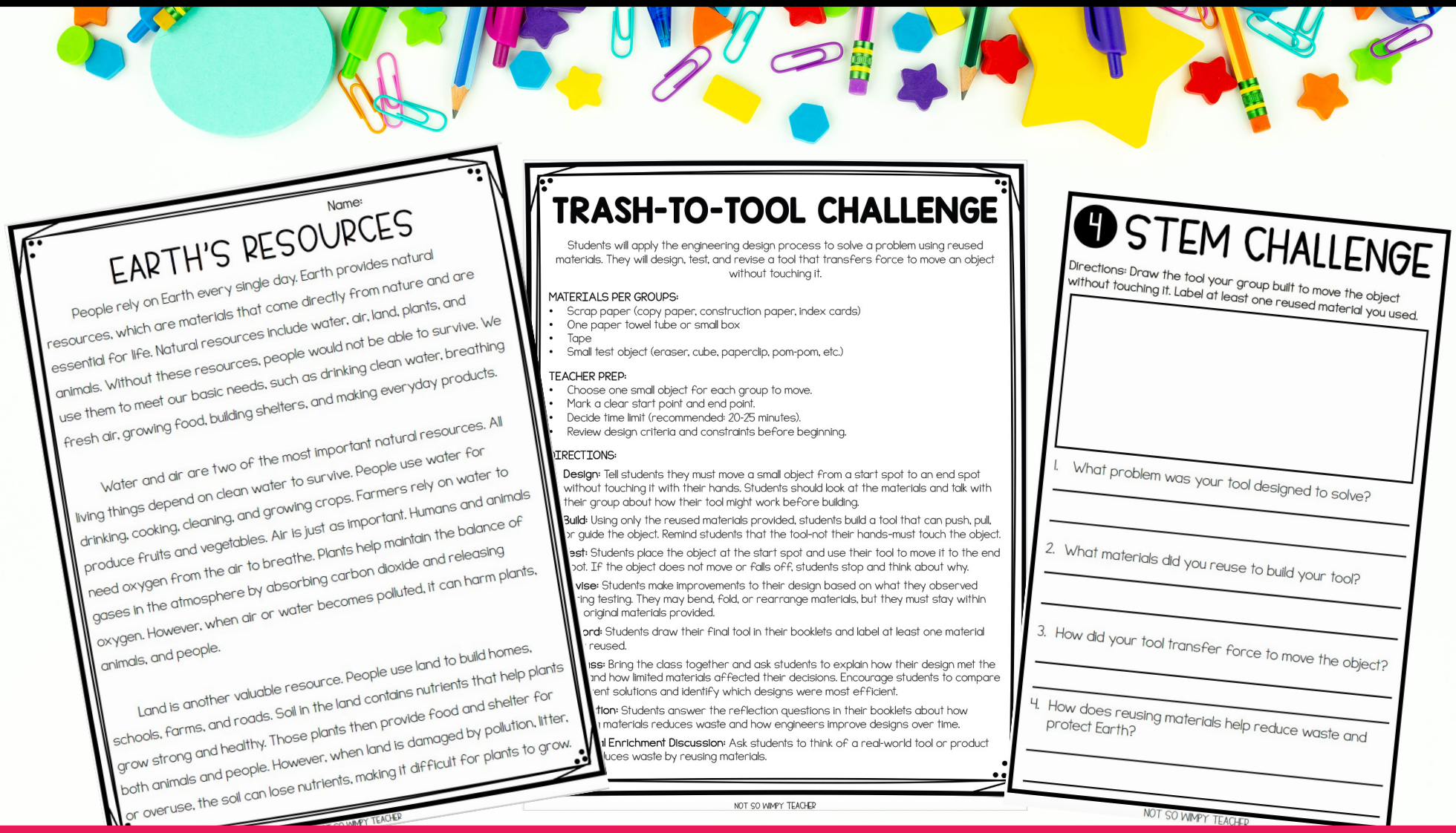
s: Read each scenario carefully. Write Reduce, Reuse, cle above the correct bin. Then, explain how the action nserve natural resources.

o 1: A student uses the same backpack for several stead of buying a new one each school year.

o 2: A community collects glass bottles and aluminum d sends them to be made into new products.

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

STEM Activities



Name:

EARTH'S RESOURCES

People rely on Earth every single day. Earth provides natural resources, which are materials that come directly from nature and are essential for life. Natural resources include water, air, land, plants, and animals. Without these resources, people would not be able to survive. We use them to meet our basic needs, such as drinking clean water, breathing fresh air, growing food, building shelters, and making everyday products.

Water and air are two of the most important natural resources. All living things depend on clean water to survive. People use water for drinking, cooking, cleaning, and growing crops. Farmers rely on water to produce fruits and vegetables. Air is just as important. Humans and animals need oxygen from the air to breathe. Plants help maintain the balance of gases in the atmosphere by absorbing carbon dioxide and releasing oxygen. However, when air or water becomes polluted, it can harm plants, animals, and people.

Land is another valuable resource. People use land to build homes, schools, farms, and roads. Soil in the land contains nutrients that help plants grow strong and healthy. Those plants then provide food and shelter for both animals and people. However, when land is damaged by pollution, litter, or overuse, the soil can lose nutrients, making it difficult for plants to grow.

TRASH-TO-TOOL CHALLENGE

Students will apply the engineering design process to solve a problem using reused materials. They will design, test, and revise a tool that transfers force to move an object without touching it.

MATERIALS PER GROUPS:

- Scrap paper (copy paper, construction paper, index cards)
- One paper towel tube or small box
- Tape
- Small test object (eraser, cube, paperclip, pom-pom, etc.)

TEACHER PREP:

- Choose one small object for each group to move.
- Mark a clear start point and end point.
- Decide time limit (recommended: 20-25 minutes).
- Review design criteria and constraints before beginning.

IRECTIONS:

Design: Tell students they must move a small object from a start spot to an end spot without touching it with their hands. Students should look at the materials and talk with their group about how their tool might work before building.

Build: Using only the reused materials provided, students build a tool that can push, pull, or guide the object. Remind students that the tool-not their hands-must touch the object.

est: Students place the object at the start spot and use their tool to move it to the end pot. If the object does not move or falls off, students stop and think about why.

vise: Students make improvements to their design based on what they observed ing testing. They may bend, fold, or rearrange materials, but they must stay within original materials provided.

ord: Students draw their final tool in their booklets and label at least one material reused.

iss: Bring the class together and ask students to explain how their design met the nd how limited materials affected their decisions. Encourage students to compare ent solutions and identify which designs were most efficient.

tion: Students answer the reflection questions in their booklets about how materials reduces waste and how engineers improve designs over time.

l Enrichment Discussion: Ask students to think of a real-world tool or product luces waste by reusing materials.

NOT SO WIMPY TEACHER

4 STEM CHALLENGE

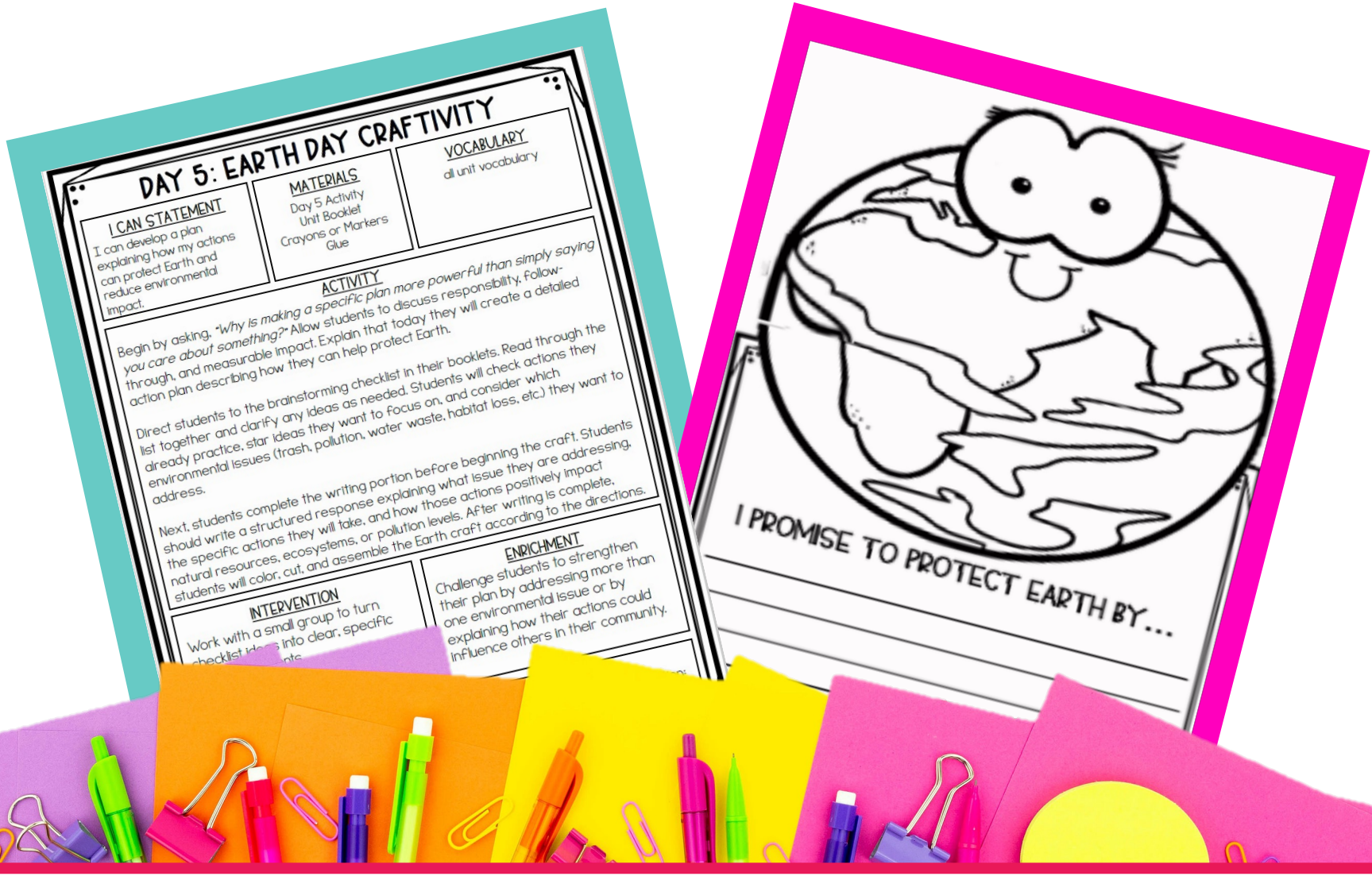
Directions: Draw the tool your group built to move the object without touching it. Label at least one reused material you used.

1. What problem was your tool designed to solve?
2. What materials did you reuse to build your tool?
3. How did your tool transfer force to move the object?
4. How does reusing materials help reduce waste and protect Earth?

NOT SO WIMPY TEACHER

Students practice the skill with an informational reading passage and hands-on STEM activity.

Earth Day Craftivity



Students will complete an Earth Day writing piece and craft, perfect for a bulletin board or hallway display!