

LESSON: Litter Is Waste Out of Place**GRADE: K****OBJECTIVES:****Mathematics****Counting & Cardinality****Compare numbers-**

- **K.C.C. 6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Science**Earth & Human Activity**

- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

MATERIALS & RESOURCES:

- Bags of garbage collected specifically for this activity
- Gloves
- Trash bags
- Book: *The Wartville Wizard*, Madden, D.

PRESENTATION:

Discuss where litter comes from. Ask: What is litter? Why is there litter? Where might you find litter? How can you and your family help prevent litter?

DIRECTIONS:

1. Have the children save their lunch sacks or bring a grocery sack from home.
2. Take the children for a walk around the playground and the neighborhood picking up human-made litter.
3. Teachers record items and where they were found.
4. On returning to the classroom, have the children empty their trash collections onto pieces of newspaper. Have each student count the number of items they collected. Then have the class count the total items. Or have them add the numbers from individual counts.

5. Have each child talk about where each piece was found. Ask: What might have caused litter in that place? Why? How? Make a list of responses on the chalkboard. Have the children categorize the litter according to types of material and discuss whether it can be reused or recycled. Students count the number of items that can be recycled. Have them subtract this from the total trash count. Have the students pair up, or get into small groups, and compare their lists, identifying whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
6. Have the children make a list of people who can prevent litter in their neighborhood and school. See if they can make a list of at least five people.
7. Students may want to make a map of the neighborhood, including the school grounds, indicating where the litter receptacles are located. This is another chance to count and compare numbers: Examples could be comparison of the number of receptacles to number of receptacles that are actually needed (based on student opinion) or regular garbage cans compared to the number of recycle containers, etc.
8. After discussion, the children could indicate on their maps where they think litter receptacles should be located.

TIME:

60-90 min.

PROCESSING THROUGHT THE SIX PILLARS:

WHAT:

- Where have you seen litter in your neighborhood?
- How do you feel about living in a neighborhood that has litter?

SO WHAT:

- Do we have a choice to be a part of the litter problem or solution?
- What would our neighborhoods look like if we are all part of the problem?
- What if we choose to be part of the solution?

WHAT NOW:

- Who is responsible for preventing litter in your neighborhood?
- Being responsible means picking up litter even if you aren't the one who littered.