

Bay Area Scientists in Schools Presentation Plan

Lesson Title: Resource Use and Conservation

Presenter(s) Charles Colston

Grade Level K **Standards Connection(s)** Resource Use and Conservation

Abstract: Our visit will increase the awareness of resource use and conservation. We will discuss the composition of the earth. This will consist of reviewing the resources we get from the planet (gas, air, water). We will also discuss how many of the earth's resources are used every day and how those resources can be conserved. Students will learn new vocabulary words, color pictures of earth, learn to conserve resources through an activity where they are asked not to spill water, and complete a recycling exercise and activity.

Vocabulary/Definitions:

- Resource- something that can be looked to for support or aid (air, water, and gas).
- Conservation- to use carefully, avoiding waste.
- Recycle- to use again.
- Waste- trash, unwanted or useless.

Materials:

Name Tags, Earth worksheets, Recycling worksheet/activity, and plastic cups.

Classroom Set-up:

Have kids sitting together on a carpeted area when volunteer arrives.

Will the classroom have access to water?

Classroom Visit

1. Personal Introduction: _____ 5 _____ Minutes

Hi students, my name is Charles Colston, but you can call me Mr. Colston. I am an undergraduate student at UC Berkeley. I also go to Laney College and Merritt College. Can somebody tell me how many schools that is? Three; isn't that cool. One thing I really dislike is to see is food and water wasted. Can you tell me some things you do not like to see wasted? Ok, today we are going over some of the resources we get from the earth and how we can conserve them.

Topic Introduction: _____ 5 _____ Minutes

Introduce the vocabulary words and pass out name tags.

Does anyone know what the earth is made up of? How do we use the land, air, and water to survive?

(Connect student answers to things they encounter in everyday life, plants for food, clothing, structure etc)

2. Learning Experience(s):

40 Minutes

Activity 1 - Coloring activity of the earth. This will show the students the different make up of the planet. We go over what resources we get from the Earth and the importance of taking care of it.

Learn definitions for vocabulary words.

Activity 2 - In the water activity, students will receive a cup of water and be asked to return to their seats without spilling it. I will emphasize the concepts of conservation and waste.

Activity 3 - The students will complete a recycling worksheet/activity. This activity will demonstrate how to separate and identify recyclable items.

3. Wrap-up: Sharing Experiences and Building Connections

5 Minutes

- Ask questions that related to the vocabulary words.
- Who you can tell me what resources, conservation, recycle, and waste mean?
- Summarize what the earth is made up of (land, air, water).
- Reiterate the importance of conservation and resource use.
- We will then discuss ways that we can conserve. (Ex: turn off water when brushing teeth).
- Unplugging charging devices, and turning off lights and electronics that are not being used).

4. Close:

5 Minutes

Clean up and discuss conservation and waste. Reiterate how it is every one's responsibility to care for our planet. Give examples of recycled things. Sing the song Reduce, Reuse, Recycle. Thanks and good bye.

Exercise the conservation and resource use methods we discussed in class in their everyday life.

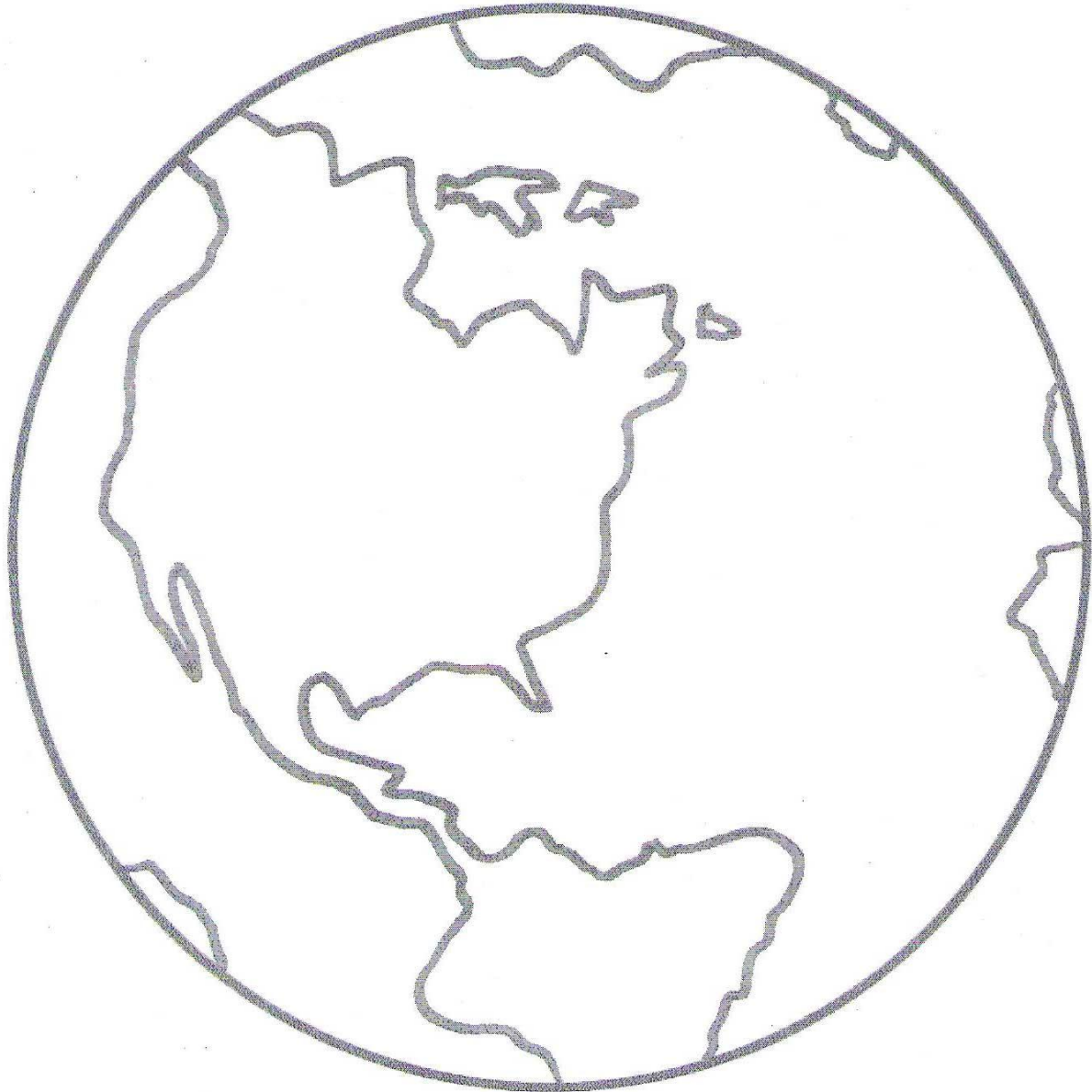
Concept Questions:

1. What is a resource we get from the Earth?
2. What is conservation/waste?
3. What is recycle?

General Questions:

1. Do you like science
2. Did you learn anything?
3. Did we have fun?

TOTAL 60 Minutes



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Follow-up – After Presentation

Make paper at home: <http://www.thinkingfountain.org/n/newspaper/newspaper.html>

Bob the Building themed activities (3R's):

http://www.childrensmuseum.org/sites/default/files/files/uos_bobthebuilder.pdf

Recycling Activities for Kids: <http://www.sciencekids.co.nz/recycling.html>

Reading Connections:

- From Tree to Table by Jill Braithwaite - Shows manufacture of a typical table, starting with a forest full of trees and ending in the table factory. Color photos accompany each simply explained step in the table-making process, and a glossary and index are included. <http://www.amazon.com/Table-Start-Finish-Lerner-Hardcover/dp/082250751X>
- Paper, Paper, Everywhere by Gail Gibbons - Briefly discusses where paper comes from, how it is made, and how we use it. Although the reading level is beyond young readers, the content is appropriate for young scientists during their paper investigations. <http://www.amazon.com/Paper-Everywhere-Gail-Gibbons/dp/0613023269>
Other Books by Gail Gibbons: <http://www.gailgibbons.com/otherbooks.html>
- Trees to Paper (How Things Are Made) by Inez Snyder - Simple words and photographs show the steps involved in making paper. <http://www.amazon.com/Trees-Paper-Welcome-Books-Things/dp/051624356X>
- What Is A Scientist? by Barbara Lehn - Photos of first graders at work illustrate the scientific thinking processes and skills employed by scientists of all ages. Simple, large-print text makes this appropriate for kindergarten classes. <http://www.amazon.com/What-Is-Scientist-Barbara-Lehn/dp/0761312986>
- Saving Water (Help the Environment) by Charlotte Guillain <http://www.amazon.com/Saving-Water-Environment-Charlotte-Guillain/dp/1432908928/>