



Science Kindergarten Unit 01 Exemplar Lesson 01: Keeping Ourselves Safe and the Environment Clean

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

This lesson bundles the concepts of keeping ourselves and the environment healthy. Students will learn about hand washing as a safe practice for classroom and outdoor investigations and as a way to keep themselves healthy. They will identify littering as a problem for our environment and explain possible solutions. In addition, students will be introduced to wind as a component of weather and identify wind's impact on litter. Finally, students will learn about recycling paper, plastic, and metal as a way to conserve resources in the environment. The teacher will also demonstrate the use of the science notebook and continue to model the recording of science information throughout the year.

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>.

K.8 *Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:*

K.8A Observe and describe weather changes from day to day ~~and over seasons.~~

Scientific Process TEKS

K.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:*

K.1A Identify 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.

K.1B Discuss the importance of safe practices to keep self and others safe and healthy.

K.1C Demonstrate how to use, conserve, and dispose of natural resources and materials such as ~~conserving water~~ and reusing or recycling paper, plastic, and metal.

K.3 *Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:*

K.3A Identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words.

K.4 *Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:*

K.4A ~~Collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks, timing devices, including clocks and timers non-standard measuring items such as paper clips and clothespins weather instruments such as demonstration thermometers and wind socks materials to support observations of habitats of organisms such as terrariums and aquariums.~~

GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Science Unit 01 PI 01

Given a selection of pictures that show litter in an environment, identify littering as a problem, and orally explain a solution for this problem.

AND

Use pictures of trash and a graphic organizer to sort pictures by categories “recyclable” and “non-recyclable”.

Standard(s): [K.1C](#) , [K.3A](#)

ELPS [ELPS.c.3H](#) , [ELPS.c.3J](#)

Key Understandings

- It is important to know practices at home, in the classroom, and outside in order to keep ourselves and others safe and healthy.
 - How do we keep ourselves and others safe?
 - What are some “safe practices”?
- Littering has an impact on both the environment and our health.
 - In what ways does littering impact the environment?
 - In what ways can wind affect litter on the ground?

Vocabulary of Instruction

- | | | |
|---------------|---------------|------------|
| • environment | • plastic | • safety |
| • germs | • problem | • solution |
| • healthy | • recycle | |
| • litter | • recyclable | • trash |
| • metal | • responsible | • wind |
| • paper | | |

Materials

- “trash” to scatter around the classroom (per class)
- book (about germs and hand washing, 1 per class)
- book (about recycling, 1 per class)
- boxes for recyclables (see Advance Preparation, 3)
- cardboard (sturdy, about 8”x8” or similar size, 1 per group)
- chart paper (per class)
- class science notebook (for use for the entire year, spiral chart pad, see Advance Preparation, 1 per class)
- containers (clean, variety to use in sorting, per group)
- objects (for sorting, such as paper, plastic, aluminum, and cans such as soup cans, enough for about 1 grocery bag per group)
- paper (small scraps in a cup for distribution, about 5–6 pieces per group)
- soap (for washing hands, 1 per group)
- wastebasket (classroom, 1 per teacher)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Teacher Resource: Wash, Wash, Wash Your Hands](#)
-  [Teacher Resource: Recycling Symbol \(for posting, see Advance Preparation\)](#)
-  [Teacher Resource: How Does This Trash Make You Feel?](#)
-  [Teacher Resource: PowerPoint: Litter in our Environment PI](#)
-  [Teacher Resource: Is it Trash or Recyclable? PI \(see Advance Preparation\)](#)
-  [Teacher Resource: Performance Indicator Instructions KEY](#)
-  [Teacher Resource: Is it Trash or Recyclable? KEY](#)

Resources

Advance Preparation

1. Review the Teacher Resource: **Creating the Science Notebook: A Tool for Evaluating Student Work**, located in the Instructional Resources section, and determine how you will use science notebooking with your classes. It might be helpful to use a large spiral chart so the pages can be turned back and forth during the year. On the class notebook, teachers may consider including a page for a title page, a table of contents, safety rules, process skills, and guidelines (modified for a Kindergarten class).
2. Establish your classroom safety rules, and locate or create a safety contract for students to sign. A sample safety contract can be found in Appendix C of the Texas Safety Standards. Be sure to check with campus and/or district administration to check for locally adopted safety contracts. Print one copy for each student.
3. Gather a book about germs and hand washing.
4. It might be helpful to copy the song **Wash, Wash, Wash Your Hands** in the class science notebook.
5. Put the **Recycling Symbol** picture up in your room on the morning you are starting the recycling section.
6. Gather a selection of materials for students to sort, such as waste paper; clean, plastic bottles (water, soda, milk); rinsed aluminum and steel cans (rinsed vegetable, fruit, or soup cans); cardboard; and newspaper. Safety Note: put several layers of masking tape along any edges of cans that may be sharp.
7. Gather three boxes for recyclables (label as “paper/cardboard”, “plastics”, and “metal”).
8. Gather a selection of books about recycling. Copy the sentence stems from “**How Does This Trash Make You Feel?**” in the class science notebook.
9. If pictures are needed for the first Performance Indicator, consider downloading the Teacher Resource: PowerPoint: **Litter in our Environment**.
10. Print the pictures from **Is it Trash or Recyclable?** (These are pictures for the second Performance Indicator. The number you need depends on whether the assessment is conducted individually or as a whole class activity.)
11. Prepare a graphic organizer for the Performance Indicator sorting. Choose a method that works best for the way in which the evaluation will be done in your classroom. Examples include making a T-chart (Recyclable/Non-Recyclable) or an activity station with two charts (Recyclable/Non-Recyclable) for picture placement.
12. Prepare attachment(s) as necessary.

Background Information

According to the introductory material of the TEKS, Kindergarten students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations. Weather is recorded and discussed on a daily basis so students may begin to recognize patterns in the weather.

This lesson bundles student expectations that address the importance of practices to keep oneself and others safe and healthy. This lesson also explores the use and conservation of Earth’s resources and includes learning experiences about resources that the Earth

Suggested Duration: 7 days

provides, in order to introduce the concept of Earth's materials. It is also important for students to understand how the Earth's materials provide for our lives and the lives of other living things. This lesson also introduces the concept of making wise choices in the way that we use daily materials. We make choices every day that affect those resources. To conserve them, we need to make careful decisions and practice reducing, recycling, and reusing materials. Finally, this lesson provides a brief introduction to the four components of weather (temperature, precipitation, cloud cover, and wind). Students will be observing weather throughout the year, but for this lesson, they will be discussing only one component- wind.

Students will observe the modeling of the science notebook throughout this lesson. After this unit, students should have confidence to continue scientific process skills and inquiry that leads to a more formal way of collecting and reporting data.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – Keeping Safe: A Lesson in Hand Washing	Notes for Teacher NOTE: 1 Day = 30 minutes Suggested Day 1
<p>1. Ask:</p> <ul style="list-style-type: none"> • Why might we want to wash our hands? (<i>Keeping our hands clean prevents illness and infection at school and at home.</i>) <p>2. Model the steps one at a time, and instruct students to copy movements.</p> <p>3. Demonstrate and say the steps for hand washing:</p> <ul style="list-style-type: none"> • First, we wet our hands with clean running water. • Apply soap, and begin scrubbing all surfaces of your hands. • Rub your hands together with the palms facing each other. • Rub your hands together with one hand on top of the other (palm on top of opposing hand), and then switch the hand that is on top. • Rub in-between your fingers. • Rinse your hands under running water. • Dry your hands with a paper towel or under the hand dryer. <p>4. Teach the song "Wash, Wash, Wash Your Hands."</p> <p>5. Instruct students to sing the song two times through as they wash their hands. This is about 20 seconds, which is the recommended amount of time for proper hand washing.</p>	<p> Materials:</p> <ul style="list-style-type: none"> • class science notebook (for use for the entire year, spiral chart pad, see Advance Preparation, 1 per class) • book (about germs and hand washing, 1 per class) • soap (for washing hands, 1 per group) <p>Attachments:</p> <ul style="list-style-type: none"> • Teacher Resource: Wash, Wash, Wash Your Hands <p> Safety Notes:</p> <p>Students will be using soap to wash their hands. It may be necessary to instruct students about what to do if soap gets in their eyes.</p> <p>Instructional Notes:</p> <p>The teacher can demonstrate "hand washing" using pantomime if a sink is not readily available. Students will practice first without actual soap and water and then (possibly before lunch) with soap and water.</p> <p>Refer to the Teacher Resource: Creating the</p>

Science Notebook: A Tool for Evaluating Student Work for further information on science notebooking and evaluating student work within the primary grades.

Social Studies TEKS K.8B is aligned with this lesson.



Misconception:

- Hand washing is only important if you are sick or your hands appear dirty.



Science Notebooks:

The words to **Wash, Wash, Wash Your Hands** could be printed in the class science notebook.

EXPLORE – What are Things Made From? Suggested Day 2

1. Gather a variety of clean objects made from paper, cardboard, plastic, and metal for students to sort.
2. Students will work in small groups of 4–5.
3. Allow students time to compare the objects, describe the materials to each other, and sort into categories based on what materials the objects are made from.
4. Students should have the opportunity to describe their categories and the reasons they grouped the various objects together.



Materials:

- containers (clean, variety to use in sorting, per group)
- objects (for sorting, such as paper, plastic, aluminum, and cans such as soup cans, enough for about 1 grocery bag per group)

Instructional Notes:

It is important for teachers to model for the students *how* to handle the materials they will be sorting.

The range of experiences students have had with sorting materials will vary from ‘no experience’ to ‘proficient’ (particularly if their family recycles at home). In addition, the academic language associated with sorting materials- particularly the words plastic, paper, cardboard, aluminum, and steel may not be familiar for many students. This lesson is not teaching the properties of the materials, rather, it’s an exploration time for students and it may provide teachers with insight into student understanding or misunderstanding.

EXPLAIN – Why Recycle? Suggested Days 3 and 4

1. At the beginning of the day, before the science lesson, post the **Recycling Symbol** for students to see. It gives students time throughout the day to start activating their prior knowledge, so by the time science begins, they are ready to share their thoughts about recycling. Make students aware of the posted symbol, and



Materials:

- book (about recycling, 1 per class)

Suggested Duration: 7 days

ask them to think about where they may have seen this.

2. Locate and read a book about recycling. After reading the book, review the content by asking questions such as:
 - **Now that you have heard a story, let's think of a place where you may have seen lots of trash. Is there anything we could do to help?**

3. Vocabulary mini lesson: Students may not be familiar with the word "reduce". Explain that "reduce", in terms of "reduce, reuse, recycle", means to use less. This means using fewer plastic bags at the grocery store by bringing our own bag or using fewer plastic water bottles by using a refillable bottle. Facilitate a discussion.
 - **Where does trash go after the trash collectors pick it up in their trucks?** (*Usually trash is taken to a landfill or perhaps the city dump.*)
 - **What can we do to reduce the amount of garbage we produce (make)?** (*We can reuse some products, recycle materials, and reduce how much we use.*) *Some students may suggest composting organic materials.*
 - **What can we do in our classroom to reduce the amount of trash we produce?** Allow students to make suggestions.

4. Discuss recycling as a solution. Include in the conversation the way trash can be sorted into "recycling" and "trash" (or not recyclable). Remember to include composting organic materials as another way to recycle.
 - **In what ways is recycling beneficial (good) for our environment?** Answers will vary. Listen for students who have gained an understanding and for those who still may not understand or have misconceptions.

Attachments:

- Teacher Resource: **Recycling Symbol** (for posting, see Advance Preparation)

Instructional Notes:

Teachers may want to learn if there are recycling programs already established in their communities.

Classrooms may choose to begin a recycling program for their school. Paper and cardboard collection is an effective starting place.

When discussing ways to reuse materials, include a conversation on the materials in the classroom that might be thrown away every day and come up with ideas of ways to reuse them. An example is reusing the milk cartons or the cereal containers from breakfast as paint or crayon holders.



Misconceptions:

- Recycling does little to protect the environment.
- Recycling isn't necessary because the Earth has an infinite supply of natural resources.



Science Notebooks:

Record student responses in the class science notebook.

EXPLORE – Littering is a Problem

Suggested Day 5

1. Prior to lesson, distribute about two dozen pieces of "trash" throughout the classroom. Have a trash can and three recycling boxes (paper/cardboard, plastics, and metal) ready for the end of this lesson. **OR** if students will be going for a walk outside, check for litter that may be dangerous for children to touch.
2. Prepare the class science notebook with the question and sentence stems from the Teacher Resource: **How Does This Trash Make You Feel?**
3. **(Optional activity)** Take students outside for a walk around the school grounds, and look for signs of littering. When you see litter, ask the question in #4. After the walk, return to the classroom and continue with #5.
4. Instruct students to look around the classroom. Point to several pieces of the "trash". Encourage students to identify and explain



Materials:

- "trash" to scatter around the classroom (per class)
- boxes for recyclables (see Advance Preparation, 3 per class)
- wastebasket (classroom, 1 per class)
- gloves (1 pair per student) – Optional

Attachments:

- Teacher Resource: **How Does This Trash Make You Feel?**

the problem:

- **Does that [bottle, can, paper] belong on the ground?** (*No, it belongs in a container.*)

Ask the same question several times to allow 5–6 students a chance to answer.

Show students the sentence stem “When I see this trash, it makes me feel...” and complete the sentence with one of the choices, or have them supply their own. (There is a space on the chart for teachers to tally the answers if they wish to extend the lesson into a graphing lesson in math.)

5. Explain that trash and recyclables that are not in containers are called “litter”. Continue the discussion about litter as a problem:

- **Where have you seen litter?** Allow students time to think, and then choose 2–3 to respond for each question.
- **Is there litter in your neighborhood?**
- **Is there litter near the school?**
- **Is there litter in the classroom?**

6. Acknowledge the trash and recyclables scattered around the room.

- **Since trash should not be scattered around the room, let’s each pick up one piece. We will sort out the litter into these four containers (trash can, paper/cardboard, plastic, and metal.)**
- **How do we know what should be put into each container?** Student suggestions may vary. Reiterate the student answer that says something about matching the material to the correct label on the box.

Safety Note: Emphasize that since they have picked up “litter” they must wash their hands in order to remove the germs. Washing hands is a way we stay healthy and safe. Provide gloves if students are picking up litter outside.

7. Once the trash and recyclables have been sorted, have a discussion using guiding questions such as:

- **Where have I seen litter?** Answers will vary.
- **Is littering a problem?** Answers will vary.
- **What can I do about litter?** Answers will vary.
- **How do I stay safe when I see litter?** Ask a grown-up to go with me to pick it up.
- **How might a grown-up and I show responsibility when we see trash on the ground?** We can pick it up and put it in a recycling box or the trash can.

8. Encourage communication skills through writing and speaking:

- **Now that we have discussed our ideas, let’s add them to our science notebook.**

9. During the class discussion, make the connection that litter in the classroom and outside makes it an unhealthy and unsafe environment. Dirty food containers can attract flies, ants, and rats; people can step on sharp objects or trip over bottles; and the air



Safety Notes:

Emphasize that since they have picked up “litter”, they must wash their hands in order to remove the germs. Washing hands is a way we stay healthy and safe. Provide gloves if students are picking up litter outside.

Instructional Notes:

There are two options for the first part of this lesson: (1) inside the classroom or (2) walking around the school grounds. Note: You could reuse the materials from Day 2 for the “trash”.

After the conclusion of this activity, keep the three labeled boxes in the classroom in order to model “being a good steward of the environment.” Students will soon pick up the habit of recycling, and there will be a noticeable reduction in the amount of real trash in the classroom wastebasket.

Alternative to doing the classroom activity: Take a walk around the school.

Social Studies TEKS about the environment are aligned to this activity.



Misconception:

- Students may feel that because of their age, they cannot make a difference.



Science Notebooks:

After students have completed their sentence stem “When I see this trash it makes me feel...” orally, they could complete an illustration to represent their choice. These pictures could be put together to create a class book for the science center in the classroom or the library.

Add student ideas from discussion to the class science notebook.

Suggested Duration: 7 days

can smell bad.

10. Safety Note: Extend the Key Understanding “keeping ourselves and others safe” by emphasizing to students to **never** pick up litter outside without grown-up help and to **not** go into streets, even to pick up litter. To avoid cuts, bites, or stings, students should **wear safety gloves** when picking up litter and **never put their fingers where they cannot see them**.
12. Whether or not students help pick up litter and recyclables outside or at home, students can be responsible at school and in the classroom by picking up trash and disposing of it properly (either in the trash can or a recycling box).

EXPLORE/EXPLAIN – Wind Makes it Worse

Suggested Day 6

1. Provide a brief introduction to the four components of weather (temperature, precipitation, cloud cover, wind speed). Let students know they will be observing weather throughout the year, but for today, they will be discussing only one component.
2. Facilitate a discussion on wind:
 - **What is wind?** Student answers will vary based on personal background experiences or knowledge.
 - **Is it windy nearly every day?** *No*
 - **What do you think will happen to litter on a windy day?** (Do not answer this question; it is more of a “think about it” question.)
 - **We are going to use cardboard to make wind, and then observe what happens to trash when the wind is blowing.**
4. Each group of students will place scraps of paper on their table. Then, fanning the stiff cardboard to produce “wind”, students will observe what happens to their “litter”.
5. One student from each group should gather up the scraps and the cardboard (to put in the recycling bin).
6. Again, ask the question from the discussion:
 - **"What do you think happens to litter on a windy day?"**
Allow students to share their observations.



Materials:

- paper (small scraps in a cup for distribution, about 5–6 pieces per group)
- cardboard (sturdy, about 8”x8” or similar size, 1 per group)

Instructional Note:

It might be helpful for the teacher to have larger pieces of paper and an oscillating fan, so paper would blow around the room.



Check For Understanding:

A discussion could follow the lesson relating the three levels on the fan to a light wind, breezy, and windy day.

ELABORATE – Solutions to the Littering Problem

Suggested Day 6 (continued)

1. Have students come up with two to three actions they can take with their trash when a trash can is not around, and chart their responses. For example: You have finished the juice in your juice box. There is no trash can around.
 - **What should you do with your trash?** You have a piece of gum in your mouth you want to throw away, but there is no trash can around.
 - **What should you do with your trash?** You find an aluminum soda can on the ground, but there is no recycling container around.
 - **What should you do with your trash?**



Materials:

- chart paper (per class)



Check For Understanding:

Students could act out proper hand washing technique.

<p>2. Facilitate a class discussion about the problem of littering:</p> <ul style="list-style-type: none"> • In what ways does littering hurt our neighborhood and school? • In what ways can litter hurt people’s health? • In what ways can wind affect litter on the ground? <p>3. Review safety when picking up litter on the playground.</p> <p>4. Review the recycling that can be accomplished in the classroom or school.</p> <p>5. Review hand washing as a safety measure: It might be helpful for students to act out proper hand washing techniques.</p>	
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EVALUATE – Performance Indicator	Suggested Day 7
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<p>Kindergarten Science Unit 01 PI 01</p> <hr/> <p>Given a selection of pictures that show litter in an environment, identify littering as a problem, and orally explain a solution for this problem. Standard(s): K.3A</p> <p>AND</p> <p>Kindergarten Science Unit 01 PI 01</p> <hr/> <p>Use pictures of trash and a graphic organizer to sort pictures by categories “recyclable” and “non-recyclable”. Standard(s): K.1C ELPS ELPS.c.3H , ELPS.c.3J</p> <p>1. Refer to the Teacher Resources: Litter in our Environment PI and Is it Trash or Recyclable? for information regarding implementation of this Performance Indicator.</p>	<p>Attachments:</p> <ul style="list-style-type: none"> • Teacher Resource: PowerPoint: Litter in our Environment PI • Teacher Resource: Is it Trash or Recyclable? PI (see Advance Preparation) • Teacher Resource: Performance Indicator Instructions KEY • Teacher Resource: Is it Trash or Recyclable? KEY
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Wash, Wash, Wash Your Hands

(tune: Row, Row, Row Your Boat)



Wash, wash, wash your hands,

(Rub palms together in a circular motion.)

Wash to get them clean.

(Rub hands round and round.)

Wash on the bottom and on top,

(Rub bottoms of hands [palms] and tops of hands.)

Wash fingers in-between.

(Rub in-between the fingers.)

Recycling Symbol



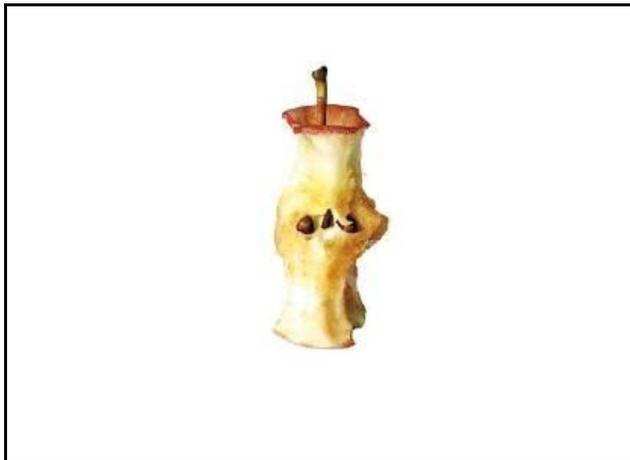
How Does This Trash Make You Feel?

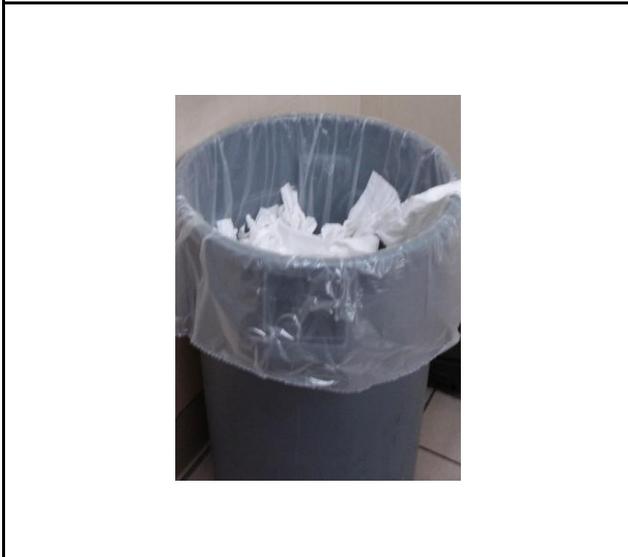
“When I see this trash it makes me feel...

upset.”	
angry.”	
like no one cares about our classroom.”	
like picking it up.”	
<hr/> ”	
<hr/> ”	

Is it Trash or Recyclable?

(Pictures for the second Performance Indicator)







Performance Indicator Instructions **KEY**

Performance Indicator: Given a selection of pictures that show litter in an environment, identify littering as a problem and orally explain a solution for this problem. (K.3A)

1. Either find pictures that show litter in an environment, or use the pictures from the Teacher Resource: PowerPoint **Litter in our Environment PI**.
2. Show one picture to the class.
3. Choose a student to describe the litter they see in the picture.
4. For each picture shown, choose a total of two to three students to describe the litter.
5. Every student should get a chance to describe one piece of litter in a picture.
6. When students describe the piece of litter, ask why it is a problem.
7. After each picture, ask the class, as a whole, what is a solution for the problem?

AND

Performance Indicator: Use pictures of trash and a graphic organizer to sort pictures by categories “recyclable” and “non-recyclable.” (K.1C) **ELPS** 3H, 3J

1. This activity could be done one-on-one; however, given the time constraints, the whole class might be more appropriate.
2. Each student will have the pictures from the Teacher Resource: **Is it Trash or Recyclable? PI** and a graphic organizer that is labeled “recyclable” and “non-recyclable”.
3. The teacher will explain which side is which.

Students will first sort the pictures onto the appropriate side, and then glue the pictures down.

Instructional Notes

This activity has a lot of repetition. We want students to gain the understanding to identify litter in the environment and propose a solution, particularly one that focuses on recycling (including composting) and reusing.

If students have not used glue before, the correct amount of glue needed may have to be modeled. For liquid glue, it might be helpful to say “dot, dot, not a lot” as students make one small dot in each corner. For a glue stick, you can say “one line is fine” as they streak one line on the picture.

Is it Trash or Recyclable? **KEY**

(Pictures for the second Performance Indicator)



Apple core: compostable (recyclable)



Aluminum can: recyclable



Plastic water bottle: recyclable



Plastic bottle: probably recyclable- The number inside the recycling symbol on the bottom of the container is what identifies plastics for recycling. Typically, 1, 2, and 6 are accepted at most recycling stations.



Dirty Styrofoam™ tray: NOT recyclable



Steel can: recyclable



Cardboard box: recyclable



Glass bottle: recyclable



Watermelon rind: compostable- recyclable



Tea bag: compostable- recyclable (except for the staple)



Used tissues and paper towels: NOT recyclable



Egg shells: compostable- recyclable



Plastic tub: probably recyclable- The number inside the recycling symbol on the bottom of the container is what identifies plastics for recycling. Typically, 1, 2, and 6 are accepted at most recycling stations.



Cardboard tubes: recyclable



Cardboard box: recyclable



Paper: recyclable



Plastic milk jug: probably recyclable- The number inside the recycling symbol on the bottom of the container is what identifies plastics for recycling. Typically, 1, 2, and 6 are accepted at most recycling stations.



Candy wrappers: NOT recyclable