

# The CONSERVation Kid

## Teacher Reference Document | Grades 3-5

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### Pre-Documentary Mini-Lesson

(10 MINUTES)

Use the grades 3-5 Pre-Documentary Mini-Lesson slides to help students prepare for *The Conservation Kid* documentary.

- **Slide 1:** *The Conservation Kid* documentary is about one kid's efforts to clean up the Tennessee River. Before we begin the documentary, we will answer the following questions: What is a river? Where do rivers form? Why are rivers important?
- **Slides 2 & 3:** Ask students "What is a river?" After taking a few student answers, show slide 3 and share the definition.
- **Slide 4:** Share how rivers form.
- **Slides 5-8:** Ask students "What is an ecosystem?" After taking a few student answers, show slide 7 to share the definition.
- **Slide 9:** Let students work in pairs and give them one minute to classify living and nonliving parts of an ecosystem.
- **Slide 10:** Discuss the correct classification.
- **Slide 11:** Introduce the documentary.

## **Documentary Screening**

(12-24 MINUTES)

If students are in grade 4 or 5, they should answer the questions in the Grades 3-5 while watching the [The Conservation Kid documentary](#). For 3rd grade students, it may be best to have them answer the questions after the video or discuss the questions together. We recommend playing the video twice if time allows.

## **Documentary Discussion**

(6-8 MINUTES)

Discuss the video questions together as a class.

### **ANSWER KEY**

**1. Why did Cash Daniels start cleaning up the Tennessee River?**

**A:** Cash loves animals, especially ocean animals. He wants to reduce the amount of trash that flows into the ocean from rivers.

**2. How old was Cash when he started cleaning up the Tennessee River?**

**A:** Cash was seven years old when he started.

**3. Cash worked with his friend, Ella, to collect a record amount of trash. How many pieces of trash did they collect?**

**A:** One million pieces.

**4. How does Erin Daniels, Cash's mother, help him with his conservation efforts?**

**A:** She drives him to activities.

**A:** She helps manage his Conservation Kid email and phone calls.

**A:** She helps him collect and drop off aluminum recycling.

**5. Why does Cash recycle aluminum cans?**

**A:** Cash earns money from recycling aluminum and uses that money to pay for other project ideas.

**6. What are two things that Cash collects by the river and recycles?**

**A:** Old fishing lines, aluminum cans, and tires dumped by the river.

## **Single-Use Plastics Activity**

**(20-25 MINUTES)**

- *Pass out the Single-Use Plastics Activity worksheet to students.*
- *Read aloud the activity introduction.*
- *Read aloud each math connection question and give students time to think independently before discussing the answer as a class.*

- 1. 50 billion is a huge number! It has ten zeros. Write 50 billion as a number with the commas in the correct places.**

**A:** 50,000,000,000

- 2. If on average, a person uses 13 plastic water bottles a month, how many bottles would that be in a year?**

**A:** A person uses 156 plastic water bottles a year.

*Students should show their work for 13 bottles a month x 12 months in this box. Model the two-digit by two-digit multiplication on the board.*

- 3. How many students are in your class?**

- 4. If each student in your class and your teacher uses 13 plastic water bottles in a month, how many plastic water bottles would you all be using together?**

**A:** Your class could use \_\_\_\_\_ plastic bottles in a month.

*Students should show their work for 13 bottles a month x the number of people in your class in this box. Model the two-digit by two-digit multiplication on the board.*

# Single-Use Plastics Activity – Continued

(20-25 MINUTES)

- Read aloud the introduction for the next section “Making a Change.”
- Organize students into groups of three or four.
- Give students two minutes to discuss examples of single-use plastics.
- Bring students back together for a class discussion.
- Give each group an opportunity to share their group list.
  - Some common single-use plastics are:
    - Plastic cutlery, plates, straws and stirrers
    - Delivery food containers
    - Beverage cups
    - Plastic bags
    - Plastic packaging and wrappers
- As a class, decide on four specific single-use plastics to include the chart and discuss actions you can take to reduce their use.

We can stop _____	Instead, we can _____
buying single-use water bottles	buy one reusable water bottle and carry it around with us

- Conclude the lesson by asking students to share one change they will commit to.