

## TEACHER GUIDE

# Trash Talk!

TO: Teachers

FROM: Northwest Indiana Solid Waste District  
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Soon your students will be headed home for the summer and you'll be taking a well-deserved break from the classroom. In this edition of *Trash Talk!*, we suggest ways to keep summer vacation from going to "waste."

Inside this Teacher Guide, we have provided ideas to "reuse" the newsletter for daily instruction, journal writing prompts for students, and an extension activity. On the back page, we provide information about this issue's activities so that you can incorporate *Trash Talk!* into your daily curriculum. We've noted how these activities correlate to the Indiana Academic Standards for third and fourth grades.

As always, we welcome your comments and suggestions. Have a great summer!

## Teacher Keys for Trash Talk! Activities

### Fraction Action:

1. Braeden filled  $1 \frac{1}{2}$  bags ( $\frac{1}{2} \times$  Ethan's 3)
2. Diego filled  $1 \frac{1}{8}$  bags ( $\frac{3}{4} \times$  Braeden's  $1 \frac{1}{2}$ )
3. Malik filled  $3 \frac{3}{8}$  ( $3 \times$  Diego's  $1 \frac{1}{8}$ )
4. **Malik** filled the most bags
5. These four boys filled **9** bags ( $3 + 1 \frac{1}{2} + 1 \frac{1}{8} + 3 \frac{3}{8} = 9$ )

Bonus:  $19 \frac{1}{2}$  (11 members - 4 members above = 7 members;  $7 \times 1 \frac{1}{2} = 10 \frac{1}{2}$ ;  $9 + 10 \frac{1}{2} = 19 \frac{1}{2}$ )

### Scrambled Science:

*Terms:* tire; flammable; toxic; safe; label; chemicals

1. label
2. toxic
3. flammable
4. chemicals
5. Tire
6. safe

Where in the World?: Mexico

### Beginnings & Endings:

*Terms:* educated; unlikely; hazardous; dangerous; exchange

1. dangerous
2. unlikely
3. hazardous
4. exchange
5. educated

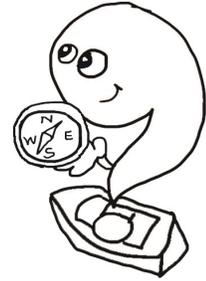
### Sorting Solutions:

Read labels for safety warnings.

*Other possible safety instructions:*

Dispose of hazardous waste properly.  
Store hazardous chemicals in their original containers.  
Wear gloves when handling hazardous chemicals.  
Store chemicals out of reach of children.  
Do not mix hazardous chemicals together.  
Know the Poison Control Center phone number.  
Do not store chemicals near sources of heat.

# Reuse Ideas



## Math

- Three clubs collected trash. The Green Club picked up 19.5 bags, the Eco Club collected 21.3 bags, and the Earth Team filled 24.75 bags. How much total trash did the three clubs collect?
- Solve these problems:  $3/4 + 3/8 = \underline{\quad}$        $3/4 - 3/8 = \underline{\quad}$
- Write 21.3 as a mixed number.

## English/Language Arts

- Based on your knowledge of “exchange,” what might the prefix “ex” mean?
- Add the prefix “en” and the suffix “ed” to the word “danger.” What does the new word you have created mean? Use the word in a sentence.
- Choose the verb and use it in a sentence:  
fillable      filly      filled      fillet
- Write these words in ABC (alphabetical) order:  
Belize      bugs      bags      bowl      broken      books
- In “Beginnings & Endings,” find a word that starts with F and is a synonym of *repaired* or *mended*.

## Science

- Select the term that doesn’t belong:  
tire      oil      car      firewood      gasoline
- Name a resource that is used to create tires.
- List five hazardous chemical products that might be found in your home or garage.
- Choose one of the words below to complete this analogy:  
flammable : burn :: \_\_\_\_\_ : poison  
product      toxic      safety

## Social Studies

- Using only the first clue in “Where in the World?” what other country would be a possible answer?
- What continent does Mexico belong to? Name two other countries that are part of that continent.
- What country is home to a famous shipping channel that links the Pacific and Atlantic oceans?

## Journal Writing Prompts

Write a list of instructions that describe how to clean a bathroom sink.

■  
“Never odd or even” is a palindrome phrase (it is spelled the same forward and backward). Use this or another palindrome word or phrase in a story.

■  
Write about your favorite thing to do outside during the summer.

■  
Think of different uses for school textbooks that are being replaced. How could they be reused? Be creative!

■  
If you could go back to the beginning of the school year, what would you tell yourself?

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## Extension Activity: Weighing It Out

Make a copy of the master on the next page for each student or group of students.

**Answer key:**

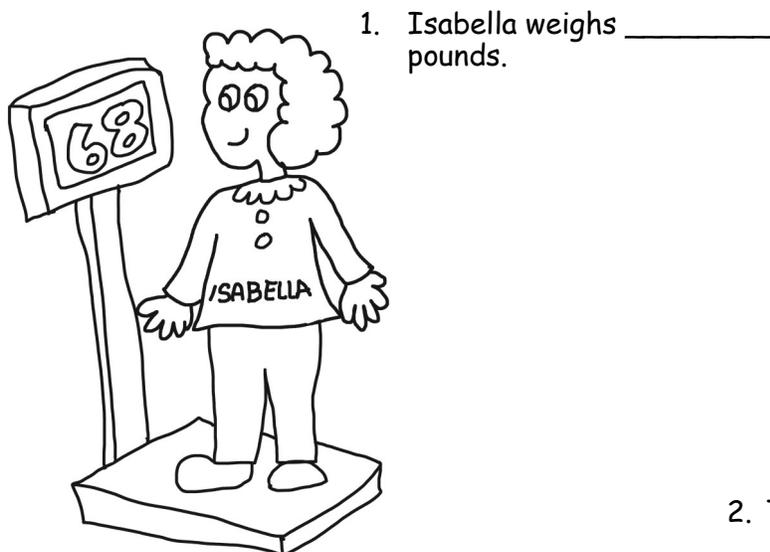
1. 68 pounds
2. 27 pounds
3. 8 pounds
4. 2.25 pounds
5. 95 pounds - 68 pounds (Isabella) = 27 pounds (TV)  
35 pounds - 27 pounds (TV) = 8 pounds (laptop computer)  
78.25 pounds - 68 pounds (Isabella) - 8 pounds (laptop) =  
2.25 pounds (cell phones)



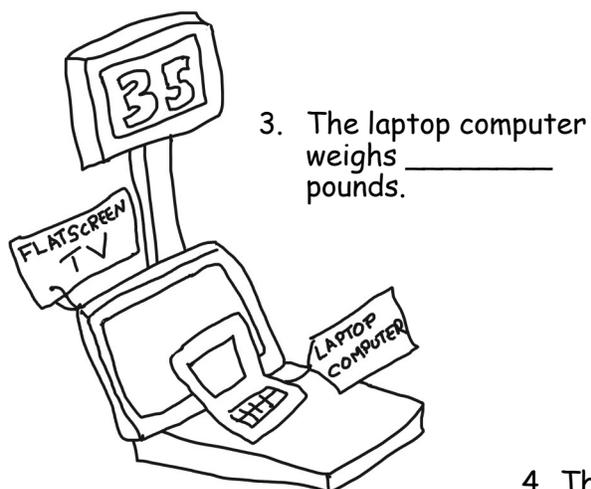
# Weighing It Out

Name: \_\_\_\_\_

Isabella and her family are recycling some old household items. They want to know how much each item weighs, but Isabella held some of the objects while weighing them. Look carefully at each scale and then fill in the blanks.



2. The TV weighs \_\_\_\_\_ pounds.



4. The bag of cell phones weighs \_\_\_\_\_ pounds.

5. Describe how you calculated the weight of each object.

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# Skills and Standards

| Activity                        | Subject Areas                | Skills Addressed   |
|---------------------------------|------------------------------|--|
| <b>Beginnings &amp; Endings</b> | <i>English/Language Arts</i> | Applying knowledge of word structure elements (prefixes and suffixes), known words, and word patterns; Using spelling patterns for adding affixes; Reading words in context using knowledge of roots and related prefixes and suffixes (morphology) to determine meaning<br><i>Grade 3:</i> 3.RF.4.6; 3.RV.2.4; 3.W.6.2c<br><i>Grade 4:</i> 4.RF.4.6; 4.RV.2.4; 4.W.6.2c         |
| <b>Fraction Action</b>          | <i>Math</i>                  | Understanding, interpreting, and comparing fractions; Solving real-world problems involving addition, subtraction, and multiplication of fractions<br><i>Grade 3:</i> 3.NS.3; 3.NS.8<br><i>Grade 4:</i> 4.NS.3; 4.NS.5; 4.C.5; 4.AT.5  |
| <b>Scrambled Science</b>        | <i>Science</i>               | Developing solutions to reduce the impact of humans on the natural environment and the natural environment on humans; Exploring ways that communities protect Earth's resources and the environment<br><i>Grade 3:</i> 3.ESS; 3.LS.3<br><i>Grade 4:</i> 4.ESS.4; 4.LS.2  |
| <b>Where in the World?</b>      | <i>Social Studies</i>        | Using labels and symbols to locate and identify physical and political features on a map; Comparing relative locations on a map<br><i>Grade 3:</i> 3.3.1<br><i>Grade 4:</i> 4.3  |
| <b>Sorting Solutions</b>        | <i>Health &amp; Wellness</i> | Identifying ways to prevent common childhood injuries; Recalling family personal health and wellness practices; Understanding ways that children and youth can influence healthy behaviors; Avoiding and reducing health risks<br><i>Grade 3:</i> 3.1.4; 3.2.1; 3.2.3; 3.7.3<br><i>Grade 4:</i> 4.1.4; 4.2.1; 4.2.3; 4.7.3   |
|                                 | <i>English/Language Arts</i> | Making and confirming simple predictions about what will be found in text; Decoding words using structural analysis; Recognizing patterns; Creating simple sentences with proper punctuation<br><i>Grade 3:</i> 3.RF.1; 3.RF.2.1; 3.RF.2.2; 3.W.6.2<br><i>Grade 4:</i> 4.RF.1; 4.RF.2.1; 4.RF.2.2; 4.W.6.2   |
| <b>Outside Pages Text</b>       | <i>English/Language Arts</i> | Reading and comprehending nonfiction, informational text; Applying context clues to determine meaning of unknown words; Determining meaning of content-specific words and phrases in nonfiction text<br><i>Grade 3:</i> 3.RN.1; 3.RN.2.1; 3.RN.2.2; 3.RN.3.1; 3.RN.4.1; 3.RV.2.1; 3.RV.3.2<br><i>Grade 4:</i> 4.RN.1; 4.RN.2.1; 4.RN.2.2; 4.RN.3.1; 4.RN.4.1; 4.RV.2.1; 4.RV.3.2 |