


# LESSON 1.1

## ACTIVATING KNOWLEDGE ON PLASTIC

 Foundation Lesson

GRADE LEVEL	TIME
	
ALL GRADE LEVELS	0-30 MINUTES

*Overview:*

This lesson will activate students’ existing knowledge and experiences, stimulate their desire to learn more, and provide an opportunity to reflect on their knowledge acquisition in the future. Activating their prior knowledge is helpful to assess what students already know, understand any misconceptions, and pinpoint areas of interest. This process will be organized and recorded on a Know-Wonder-Learn chart. The K-W-L chart can be revisited while completing other activities in the curriculum as knowledge is acquired and more questions arise.

*Instructions:*

- Place a large plastic container filled with common plastic items in the front of the classroom and ask students to make observations and ask questions about the items. After discussing their observations, ask them to spend 1-2 minutes writing down what they noticed (what did they see, what did it make them think about, where have they seen these items before), and what they wonder (what questions do they have about the contents of this container). They should write as much as they know about plastic, as well as the questions they have about plastic, for 60 seconds. This will activate any prior knowledge about plastics or their experiences with plastic usage.

They can use blank paper, multiple sticky notes, or a chart.

*Example chart:*

Q	I NOTICED...	?	I WONDER...



Materials:

- K-W-L chart
- Flip chart, white board, Google Docs, or other method of recording responses
- Large bin filled with common plastic items

*\* NOTE: For a list of suggested items see the recycling chart in [Lesson 1.3](#)*



Notes:

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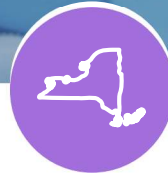


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Learning Standards:

 Foundation Lesson



2. After the individual free-writing, the class will fill in the K-W-L chart as a whole group using individual sticky notes or markers on a large piece of chart paper, white board, or digital tools like Google Docs.
  - a. First, students will fill in the “K” column based on their 60-second free write.
  - b. Second, either with a partner or in groups, students will come up with a list of things they would want to learn about. These can be written as questions. As a group, fill in the “W” column based on student suggestions.
  - c. Third, explain to students that the “L” column will be completed after they have completed other activities from the lessons and they have acquired new knowledge.

**NOTE:**

This activity should be revisited when other activities from the curriculum are completed. Students will gain knowledge to complete the “L” column and may also develop new questions for the “W” column. It is important to circle back to questions students have identified to acknowledge and build off of their curiosity. It can be used as a launching point for student questioning and discovery.

*Example K-W-L chart:*

<b>K</b>	What I <b>KNOW</b>	<b>W</b>	What I <b>WONDER</b>	<b>L</b>	What I've <b>LEARNED</b>
	<i>I already know plastics are durable</i>		<i>What are plastics made of?</i>		



# Plastic Pollution and You

# WONDER WORKSHEET

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

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Q	I NOTICED...	?	I WONDER...

