

Reduce, Reuse, Recycle: What We Can Do About Earth's Disappearing Resources

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Forest Grove School District
Forest Grove, Oregon

Project GLAD
Forest Grove School District
Reduce, Reuse, Recycle:
What We Can Do About Disappearing Resources

Idea Pages

I. UNIT THEME:

- Reducing, reusing and recycling will help conserve the earth's resources for the health of the planet and all its species, including human cultures.

II. FOCUS/MOTIVATION

- Big Book *The Earth's Resources*
- Video
- Inquiry chart
- Observation charts
- Recycling bins and recycled products
- Worm composting bin
- Field trip to local landfill

III. CLOSURE

- Summary letter to parents
- Summary letter to teachers
- Social action plan
- Making recycled paper
- Gallery display of recycling poster art
- Team chants

IV. CONCEPTS

Science

- Earth is an ecosystem in which all species and environments are interconnected.
- Land, animals, minerals, plants, air, are all resources for sustaining life.
- What resources are used in making common products that are often thrown away?
- What pollutants are created in making those products?
- Many of those products can be recycled—what is the process?
- What is a landfill?
- How are endangerment and extinction of species affected by overuse of resources?

Social Science

- Human activities and population growth have heavily impacted resources available for sustaining life.
- How have different countries addressed that impact?

- What is the history of the “reduce, reuse, recycle” movement?
- What are governmental policies regarding resource use?
- What human cultures are in danger of extinction due to resource overuse?
- What careers are available in resource conservation?
- How has resource use affected our own community since our parents’ and grandparents’ time?

Literature

- Many cultures have stories about using something old to make something new, passing things through generations, people finding a different use for the same object, etc.
- Research proverbs and sayings on wasting, conserving.
- Science fiction/fantasy often deals with theme of human life vastly altered by lack of resources.

V. VOCABULARY

resources	disappear	deplete	metals	minerals
earth	planet	global	plastic	consumer
conserve	conservation	rot	decompose	biodegrade
compost	decay	sort	pollute	reduce
reuse	recycle	landfill	waste	ecologist
ecology	future	develop	population	species
endangered	extinct	symbol	deposit	environment
nature	vermiculture	hazardous waste		ecosystem

VI. RESOURCES AND MATERIALS

Community:

- *Recycle Lifecycle* Oregon Dept. of Environmental Quality for Educators
- Metro Waste Reduction Education
- Metro Recycling Information
- Oregon Forestry Education Program
- Environmental Protection Agency
- Project Learning Tree
- Washington County Cooperative Recycling Program

Music:

- *Evergreen, Everblue*, Raffi
- *Earthsongs*, Sally Rogers

Teacher resources:

- *Treat the Earth Gently*, Sherrill B. Flora
- *Earth Book for Kids*, Linda Schwartz

Non-fiction:

- *Recycle!*, Gail Gibbons
- *Recycling*, Tony Hare
- *Oil*, Roma Gans

- *Will We Miss Them?*, Alexandra Wright
- *Recycle That!*, Fay Robinson
- *Recycling*, Joan Kalbacken
- *Where Does Rubbish Go?*, Sophy Tahta
- *Trash Attack*, Candace Savage
- *My Global Address*, Tamara Nunn
- *A River Ran Wild*, Lynne Cherry
- *Here Comes the Recycling Truck*, Meyer Seltzer
- *Squirmy, Wormy Composters*, Bobbie Kalman and Janine Schaub
- *Too Much Trash*, Fay Robinson
- *Be a Friend to Trees*, Patricia Lauber
- *Let's Take care of the Earth*, Rozanne Lanczak Williams
- *Let's Talk Trash*, Kelly McQueen and David Fassler
- *Where Does the Garbage Go?*, Paul Showers
- *Waste and Recycling*, Barbara Taylor
- *With Love to Earth's Endangered Peoples*, Virginia Kroll
- *Take Care of Our Earth*, Gare Thompson
- *Follow That Trash!*, Francine Jacobs
- *Earth Day*, Linda Lowery
- *Conservation*, Richard Gates
- *Space Garbage*, Isaac Asimov
- *Why Does Litter Cause Problems?*, Isaac Asimov
- *Where Does Garbage Go?*, Isaac Asimov

Fiction:

- *Compost!*, Linda Glaser
- *The Gift*, Isia Osuchowska
- *The Keeping Quilt*, Patricia Polacco
- *Just a Dream*, Chris Van Allsburg
- *This Is Our Earth*, Laura Lee Benson
- *Mother Earth*, Nancy Luenn
- *Ghost Bat in a Gum Tree*, Benette W. Tiffault
- *Earthsong*, Sally Rogers
- *If a Tree Could Talk*, Rozanne Lanczak Williams
- *Reduce, Reuse, Recycle*, Rozanne Lanczak Williams
- *Something from Nothing*, Phoebe Gilman
- *The Great Trash Bash*, Loreen Leedy
- *The Scrap Doll*, Liz Rosenberg
- *Joseph Had a Little Overcoat*, Simms Taback
- *Long Live Earth*, Meighan Morrison

Books in Spanish:

- *Mi dirección global*, Tamara Nunn
- *Cuidemos a la Tierra*, Rozanne Lanczak Williams
- *¿Les echaremos de menos?*, Alexandra Wright

- *En mi propio jardín*, Judi Kurjian
- *Cura el mal de la basura*, Loreen Leedy
- *Por amor a nuestra Tierra*, P.K.Hallinan
- *¡Desechos! (series)*, Veronica Bonar
- *Reciclar*, Jo Gordon
- *50 cosas que los niños pueden hacer para salvar la Tierra*, John Javna
- *¿Adónde van los residuos?*, Sophy Tahta
- *Algo de nada*, Phoebe Gilman

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Unit Planning Pages

I. FOCUS/MOTIVATION

- Big Book *The Earth's Resources*
- Video
- Inquiry chart
- Observation charts
- Recycling bins and recycled products
- Worm composting bin
- Field trip to local landfill
- Super-ecologist awards, badges, notebooks

II. INPUT

- Pictorial input: world's vanishing resources
- Read-alouds: *Let's Take Care of the Earth*, *My Global Address*, *Where Does the Garbage Go?*, *Something From Nothing*, *Squirmy Wormy Composters*
- Pictorial input: glass recycling process
- Pictorial input/pie graph: what's in a landfill?
- Narrative input: "Alejandra and the 4 R's"
- Listen and Sketch: *Only a Dream*

III. GUIDED ORAL PRACTICE

- Chants
- Cooperative picture file activity
- Think/pair/share
- 10/2
- Farmer in the Dell
- Expert group sharing
- Story map
- Vocabulary matching on pictorial input
- Process grid
- Team tasks
- Home-school connection sharing

III. READING/WRITING

A. Total Class

- Cooperative strip paragraph with responding, revising and editing
- Story map
- Poetry frame

- Chants and songs

B. Small Group

- Team tasks: mind map, poster, flip chant, process grid, narrative, poem, story map
- ELL review
- Native language group frame or strip paragraph
- Ear-to-ear reading
- Reading the walls
- Flexible group reading
- Labeling of charts
- Reading narrative input
- Expert groups

C. Individual

- Learning logs
- Response journals
- Team tasks taken to individual tasks
- Home-school connections

D. Writers' Workshop

- Mini-lesson
- Writing
- Author's chair
- Conferencing
- Peer editing

V. EXTENDED ACTIVITIES FOR INTEGRATION

- Lunch leftovers composting project
- Apply for "Oregon Green Schools" status
- Puppet shows from Metro Waste Reduction Education
- School mural on resource conservation
- Making recycled paper
- Schoolwide data-gathering on amount of waste recycled and thrown away

V. CLOSURE/EVALUATION

- Home-school connections
- Process inquiry and observation charts
- Team action plans
- Letters to parents
- Letters to teachers
- Team presentation of chants
- Gallery display of recycling poster art
- Class Big Book
- Evaluation of learning logs
- Assessment through individual process grids

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Demo Daily Lesson Plan

Day 1:

FOCUS/MOTIVATION

- Signal word: resources
- Super-ecologist badges
- Observation charts – pictures of resource devastation, recycling processes, interesting recycled objects
- Introduce “reduce, reuse, recycle” symbol
- Inquiry chart

INPUT

- Pictorial input chart: outline map of world, attach photos of resource depletion in various parts of world, people and animals endangered as result
- Big Book: *The Earth's Resources*

GUIDED ORAL PRACTICE

- Chants: *The Earth Is a Changing Planet, Big Beautiful Planet*
- Inquiry chart- 10/2 on resource would like to learn more about, then whole class contributions
- T-graph on “cooperation”
- Picture file card cooperative activity: teams choose “most scientific” picture to present to whole class

READING/WRITING

- Learning Logs: sketch/write about disappearing resource want to learn more about
- Writers' Workshop: Introduce different types of books to get writing ideas from; introduce different colors of paper for planning, draft, final copy
- Author's Chair: Model appropriate types of questions and comments

CLOSURE

- Home-School Connection: Student asks adult to tell about a place that has changed dramatically from when they were young, draws picture, will share w/ class next day.

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Demo Daily Lesson Plan

Day 2:

FOCUS/MOTIVATION

- Home-School Connection: Student from each team shares, team points
- Signal word: landfill
- Observation notebooks

INPUT

- Pictorial Input Chart/Graphic Organizer: Pie graph on what products make up landfills
- Read-aloud: *Something from Nothing*
- Pictorial Input: Glass recycling process
- Narrative Input: *Alejandra and the Four R's*

GUIDED ORAL PRACTICE

- Revisit t-graph
- Chant: *Save the Earth Boogaloo*
- Chant: *Recycling Here, Recycling There*
- Story map
- Exploration Report

READING/WRITING

- Learning Logs: Students sketch/write about one thing they could reuse or reduce.
- Writers' workshop
- Author's chair

CLOSURE

- Home-School Connection: Student asks adult to tell about something they reused by repairing it or making it into something else, student draws picture and writes.

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Demo Daily Lesson Plan

Day 3

FOCUS/MOTIVATION

- Signal word: deposit
- Scientist notebooks
- Recycled playground equipment contest

INPUT

- Listen and Sketch: *Just a Dream*
- Expert groups: info adapted from *Recycling*

GUIDED ORAL PRACTICE

- Chant: *Recycling? Yes, Ma'am*
- Chant: *I Can Spell*
- Vocabulary/definition matching from glass recycling pictorial
- Farmer in the Dell
- Jigsaw sharing of info from expert groups
- Process grid on recyclable materials
- Team tasks: pie graph, recycling poster, pictorial, narrative
- T-graph

READING/WRITING

- Highlighting, summarizing techniques using expert group written material
- Writers' workshop
- Author's chair

CLOSURE

- Home-school connection: three things from home that can be recycled

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Demo Daily Lesson Plan

Day 4

FOCUS/MOTIVATION

- Survival tickets
- Signal word: conserve

INPUT

- Picture walk: *Squirmy, Wormy Composters*

GUIDED ORAL PRACTICE

- Chant: *I'm a Little Compost Worm*
- Team Tasks: flip chant, process grid, Farmer in the Dell
- Team planning of sentence for strip paragraph
- Team chant presentations

READING/WRITING

- Ear-to-ear reading of poetry booklet
- Reading the walls
- Cooperative strip paragraph writing and editing with checklist
- Flexible reading group: reconstructing strip paragraph, cloze activity
- Team Tasks: flip chant, process grid, Farmer in the Dell

CLOSURE

- Process inquiry chart
- Team action plan
- Summary letter to parents
- Summary letter to teacher
- Song: *Thanks a Lot*
- Thank-you bookmarks

RRR teacher folder:

Generic:

Language and literacy
Shared reading
Guided reading
Literature circles
Language development cycle
2 story maps
Spanish story map
Story star for non-fiction
2 English editing checklists
Spanish editing checklist
Writer's workshop cover
Bookmark, ticket, badge masters
Teacher letter frame
Parent letter frame
Picture dictionary
Cognitive content dictionary
Important book frame
Action plan

RRR:

Poetry booklet
Narrative text
Big book text
Expert group materials
Home-school connections
Unit plan, Idea pages, Sample daily lesson
World map
Recycling input master

THE EARTH'S RESOURCES

By Laura Curry, John Gorman, Jill Sutton

p.1 The earth's resources are disappearing. We use trees to make paper, houses and furniture.

p.2 So we cut down forests. That's why we are depleting the earth's resources.

p.3 The earth's resources are disappearing. We use land to expand cities and factories.

p.4 So we build over farmlands and pastures. That's why we are depleting the earth's resources.

p.5 The earth's resources are disappearing. We use metals to make cans, vehicles and buildings.

p.6 So we dig up the earth to extract metals. That's why we are depleting the earth's resources.

p.7 The earth's resources are disappearing. We use oil to make plastic and gasoline.

p.8 So we pump oil from under the earth's surface. That's why we are depleting the earth's resources.

p.9 The earth's resources are disappearing. We use river water to make electricity.

p.10 So we build dams that block fish from going home. That's why we are depleting the earth's resources.

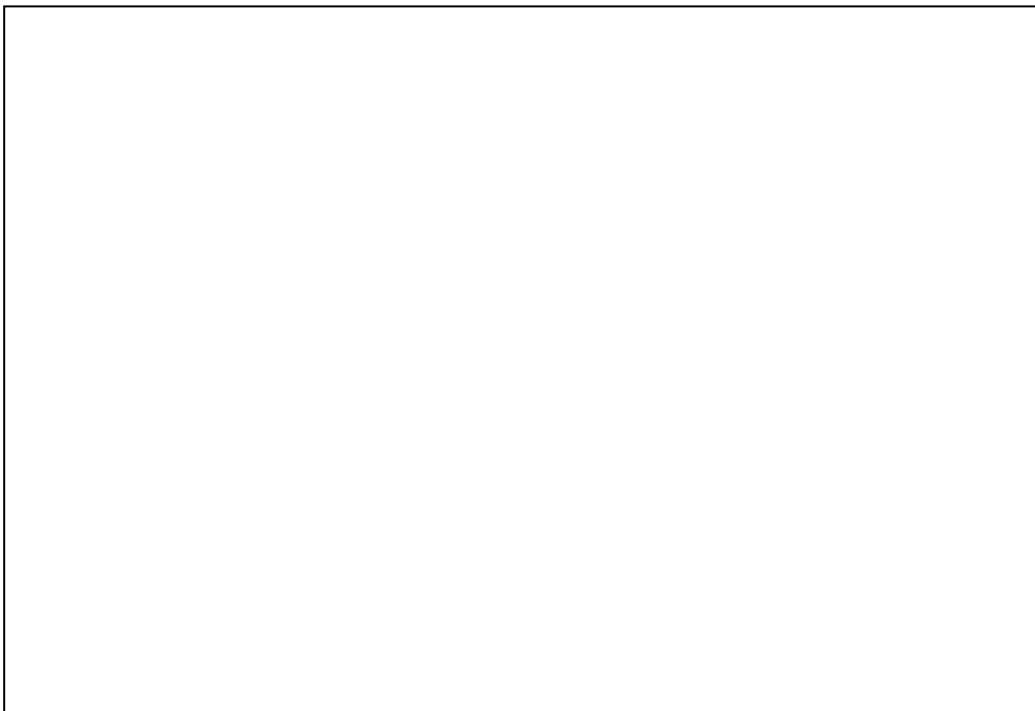
p.11 The earth's resources are disappearing. We are depleting the earth's resources. What can we do?

Narrative Input Chart: student version

ALEJANDRA AND THE 4 Rs:

REDUCE, REUSE, RECYCLE, RETHINK

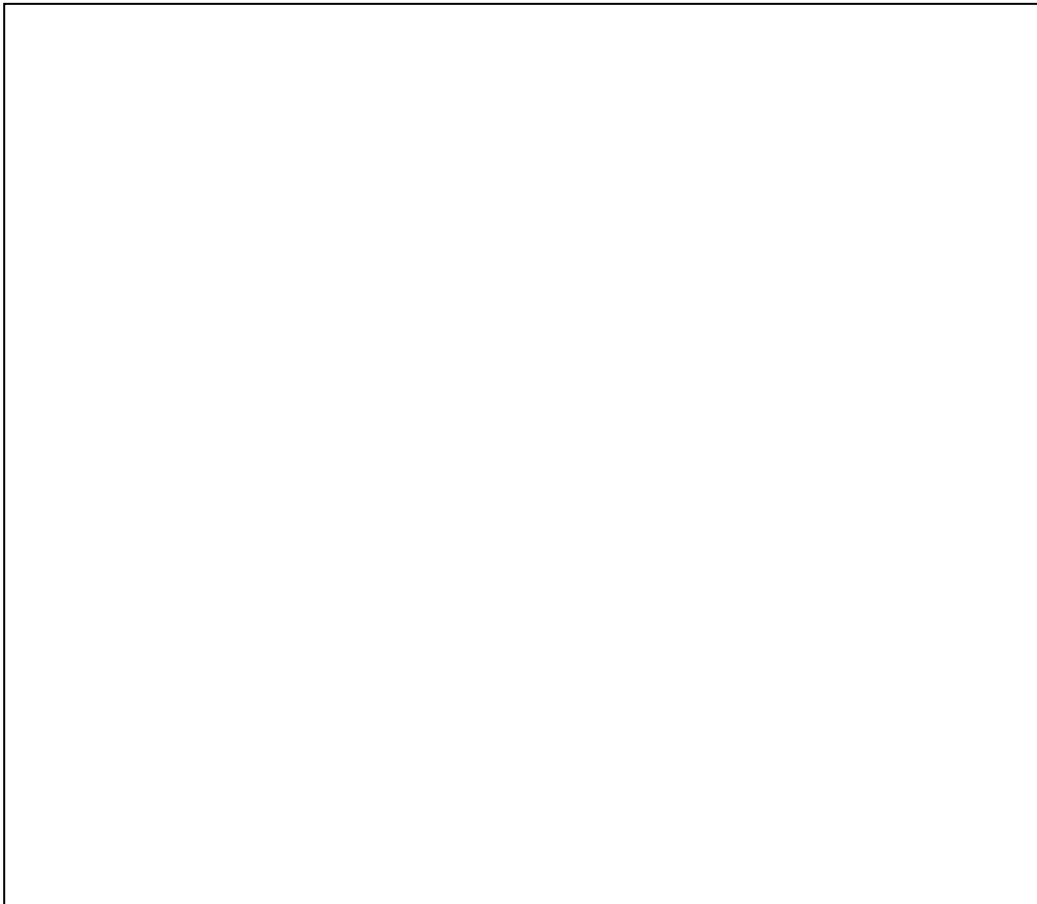
Alejandra is a first grader who cares about the earth. She wants to do all she can to make sure that the earth's resources are not wasted. Alejandra knows about recycling. Some things must be thrown into the trash because they cannot be recycled. But Alejandra knows that if a can, bottle or box has the arrows in a triangle design on it, it can be recycled. Today Alejandra is opening some cans of vegetables because she wants to help her mom cook dinner. Where will she put the empty cans? If she throws them in the trash the cans will end up in the landfill. She looks on the side of the cans and sees the recycle design. So she puts them into the recycle bin. **ALEJANDRA IS RECYCLING.**



Later that day Alejandra buys some new shoes at the shoe store. She is very excited. Alejandra's old shoes are not too worn out, but they are too small for her. She needs to make a decision. Should she throw out her old shoes? No, Alejandra decides to give her old shoes to the second-hand store. That way they will not end up in the landfill. The second hand store will resell them to another family. Those parents can give them to their daughter who has smaller feet, and she will be happy too. **THE SHOES ARE BEING REUSED.**



On Sunday, Alejandra helps her parents by raking all the fallen leaves in the front yard. It is autumn and all the pretty leaves need to be disposed of . Alejandra has to think hard. What will she do with all the leaves she has raked? She could burn them like some of her neighbors do. But this creates smoke that smells bad, burns her eyes, and pollutes the air. She could throw them in the garbage but then the leaves will end up in the landfill. Alejandra has a better idea. She will throw the leaves into a compost bin. They will slowly decompose and become good fertilizer for the flowers. **ALEJANDRA IS RETHINKING WAYS TO DISPOSE OF GARDEN WASTE.**



The next day at school Alejandra is working hard to write a story for her grandmother. She writes and writes, filling a whole page with words. She needs more paper to write. What will she do? She can get another sheet of paper, but that would be using more resources, because paper comes from trees. She decides to turn the paper over and write more on the backside. This will save paper. The paper companies will not have to cut down so many trees if everyone tries to conserve paper. **ALEJANDRA IS REDUCING THE AMOUNT OF PAPER SHE CONSUMES.**



ALEJANDRA AND THE 4 Rs: REDUCE, REUSE, RECYCLE, RETHINK

Alejandra is a first grader who cares about the earth. She wants to do all she can to make sure that the earth's resources are not wasted. Alejandra knows about recycling. Some things must be thrown into the trash because they cannot be recycled. But Alejandra knows that if a can, bottle or box has the arrows in a triangle design on it, it can be recycled. Today Alejandra is opening some cans of vegetables because she wants to help her mom cook dinner. Where will she put the empty cans? If she throws them in the trash the cans will end up in the landfill. She looks on the side of the cans and sees the recycle design. So she puts them into the recycle bin. **ALEJANDRA IS RECYCLING.**

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in the garbage but then the leaves will end up in the landfill. Alejandra has a better idea. She will throw the leaves into a compost bin. They will slowly decompose and become good fertilizer for the flowers. **ALEJANDRA IS RETHINKING WAYS TO DISPOSE OF GARDEN WASTE.**

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Pictorial Input Chart: Glass Recycling

VOCABULARY AND DEFINITIONS FOR GLASS RECYCLING PICTORIAL

process: something with many steps

conveyor belt: machine that moves things along in one direction

2000 degrees: temperature for melting recycled glass

less energy: needed to make recycled glass, as compared to the greater amount needed to make new glass

furnace: machine to create heat

melted glass: state glass is in when it comes out of furnace

liquid: state that glass is in when poured into mold

solid: state that glass is in after being cooled

cool air: what goes down tube to help turn melted glass into solid

fan: machine that pulls cool air down tube to help harden glass

thermometer: instrument that tells the temperature of something

motor: machine that supplies energy for glass recycling process

mold: form into which a liquid is poured so it will harden into a particular shape

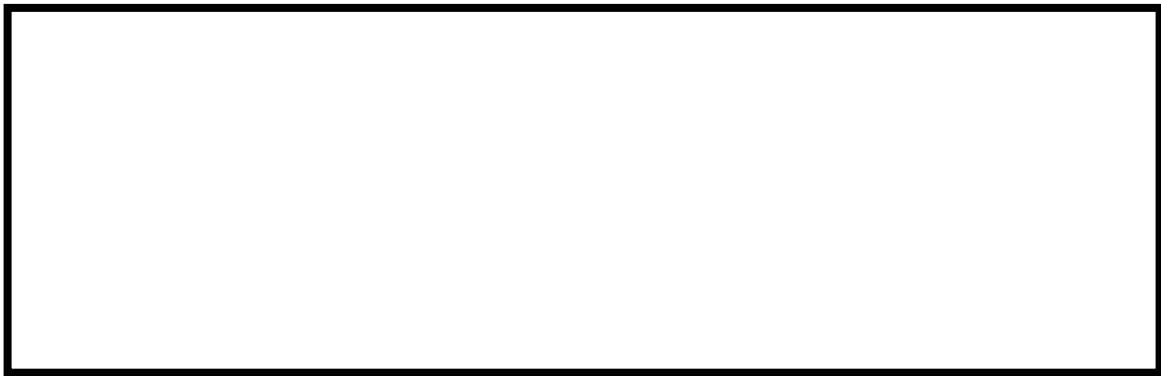
Paper

Each year in the United States, 850 million trees are cut down to make things from paper. Wood chips, water, and chemicals are mixed together and dried to make paper.



All paper can be recycled.

Recycling paper protects forests for animals that live in them. Forests also make oxygen to keep our air clean.



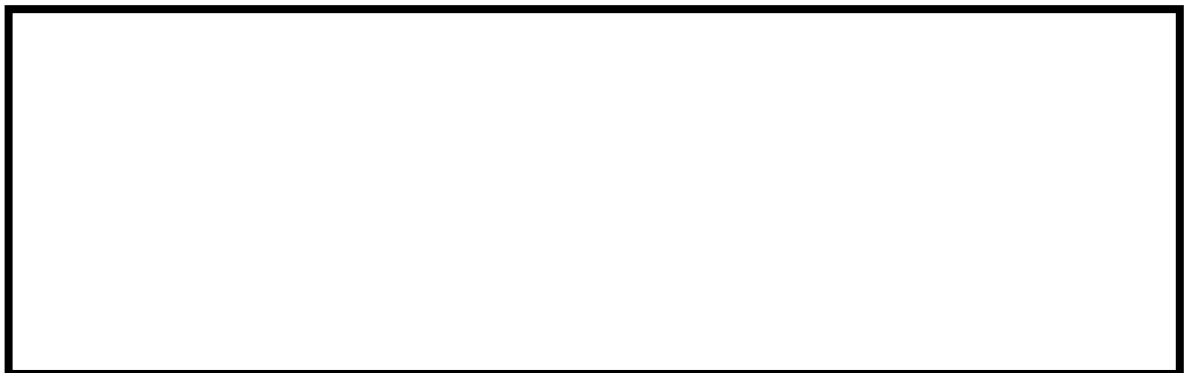
Glass

Minerals from the earth are mixed together and heated to make liquid glass. The liquid glass is formed into bottles and jars.



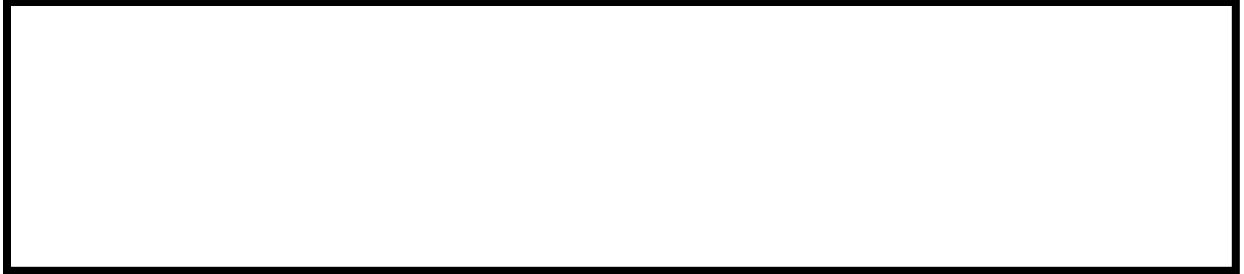
Many glass bottles are returnable for a deposit. All other glass bottles can be recycled. It would take thousands of years for glass jars to biodegrade in a landfill.

If we return or recycle glass, we don't need to dig up the earth for minerals to make new glass. Recycling uses less energy and creates less pollution than making new glass.



Aluminum

Minerals from the earth are mixed together and heated to make liquid aluminum. Liquid aluminum is formed into cans, cars and building parts.



Many aluminum cans are returnable for a deposit. All other aluminum cans can be recycled. It would take 500 years for an aluminum can to biodegrade in a landfill.

If we return or recycle aluminum cans we don't need to dig up the earth for minerals to make new ones. Recycling uses less energy and creates less pollution than making new aluminum.



Plastic

Plastic bags, bottles, and toys are made from oil, which is pumped from the earth.



Many plastic bottles are returnable for a deposit. Many plastics have the recycling symbol and can be recycled. In a landfill plastics can last forever!

Recycling plastic saves oil. Oil spills are very dangerous for the environment. Making new plastic from oil can pollute our water.



Trabajando juntos

Nombre _____

Por favor ayúdenle a su hijo/a a pensar en tres cosas en su casa que puedan reciclar. Su hijo debe escribir y dibujar las tres cosas en la parte de abajo. ¡Gracias!

1. _____

2. _____

3. _____

Home - School Connection

Name _____

Please help your child think of three things that are at home and can be recycled. Your child should write and sketch the three things below. Thanks!

1. _____

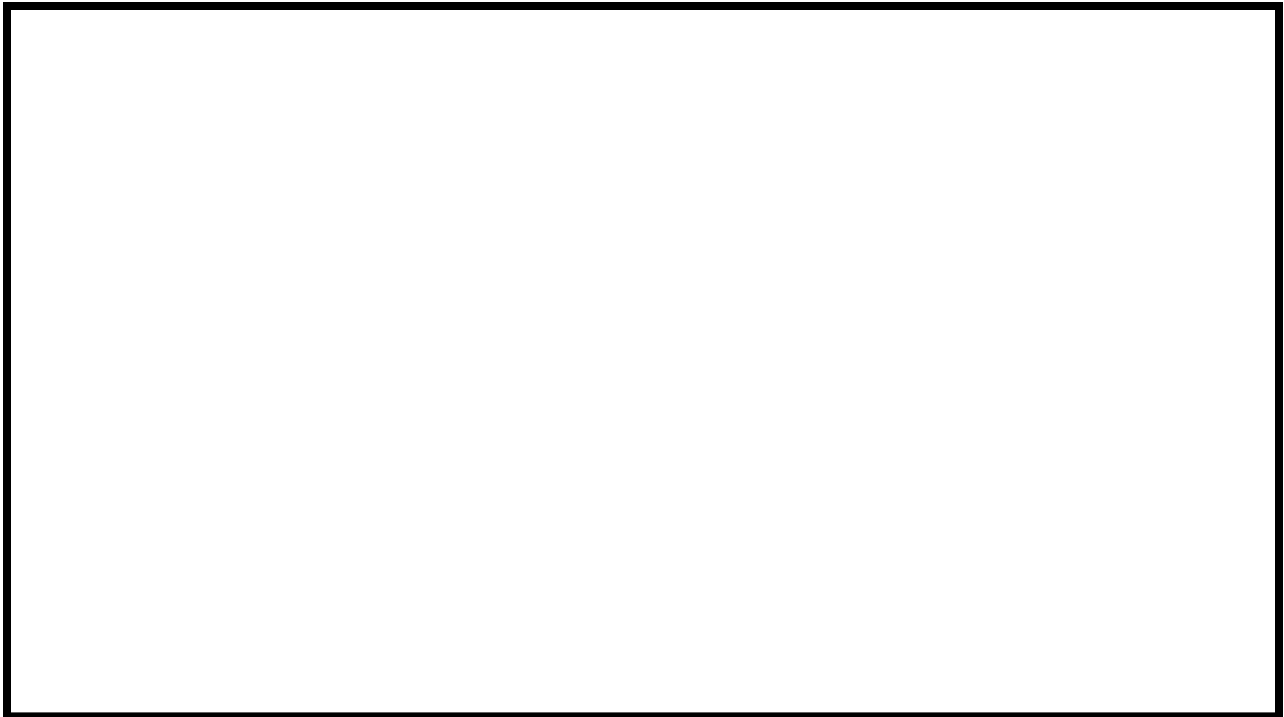
2. _____

3. _____

Trabajando juntos

Nombre _____


Por favor piensen en algo que ustedes han reutilizado, han reparado o han convertido en otra cosa. También su hijo/a debe hacer un dibujo y escribir sobre ello. Mañana su hijo/a va a compartir la tarea con sus compañeros.
¡Gracias!



Home - School Connection

Name _____

Please think about something that you have re-used, repaired or made into something new. Your child should draw a picture and write about it below. Thanks!



Home-School Connection/Trabajando juntos

Nombre: _____

Por favor ayúdenle a su hijo/hija a conseguir algo que tenga el símbolo de reciclaje. Su hijo/hija debe traerlo a la escuela mañana para que comparta con sus compañeros. ¡Gracias!

Please help your child find an object with the recycling symbol. He/she needs to bring it to school tomorrow to share with his/her classmates. Thanks!

Trabajando juntos

Nombre _____

Esta semana estamos estudiando los recursos de la tierra y el reciclaje. Por favor cuéntenle a su hijo/a sobre un lugar que ustedes conocían como niños y lo que ha cambiado. Ayúdenle a su hijo/a hacer un dibujo de este sitio antes y después del cambio. Mañana su hijo/a va a compartir la tarea con sus compañeros.

Antes



Después



Home - School Connection

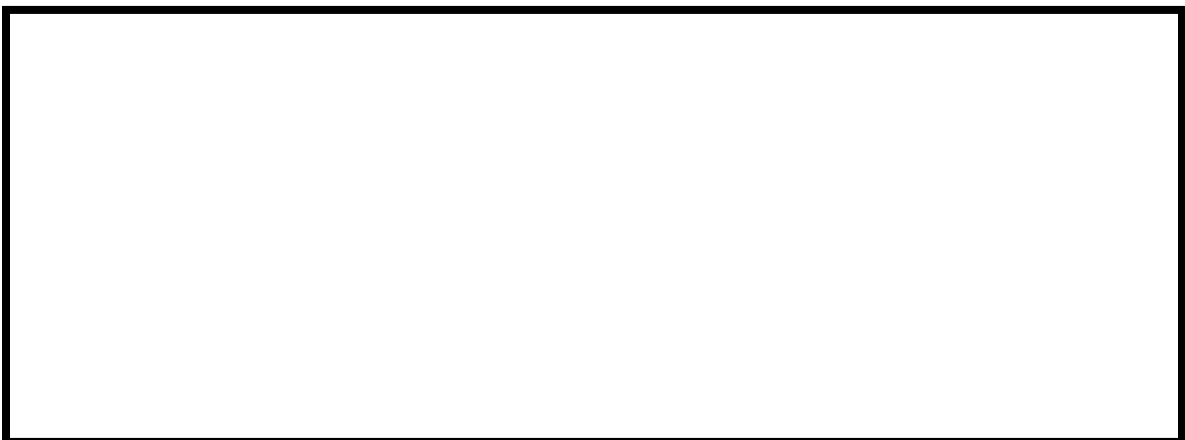
Name _____

This week we are studying the earth's resources and recycling. Please tell your child about a place that has changed during your lifetime. Tell your child what it used to look like and what it looks like now. Help your child do the before and after pictures. Tomorrow your child will share these drawings with classmates.

Before



After



Recycle for the Earth!



Song and Poetry Booklet
Name: _____

Chants, raps, and poems

Big Beautiful Planet

There's a big beautiful planet in the sky.
It's my home, it's where I live.
You and many others live here too.
The earth is our home, it's where we live.

We can feel the power of the noon day sun,
A blazing ball of fire up above.
Shining light and warmth enough for everyone,
A gift to every nation from a star.

There's a big beautiful planet in the sky.
It's my home, it's where I live.
You and many others live here too.
The earth is our home, it's where we live.

We can feel the spirit of a blowing wind,
A mighty source of power in our lives.
Offering another way to fill our needs,
Nature's gift to help us carry on.

There's a big beautiful planet in the sky.
It's my home, it's where I live.
You and many others live here too.
The earth is our home, it's where we live.



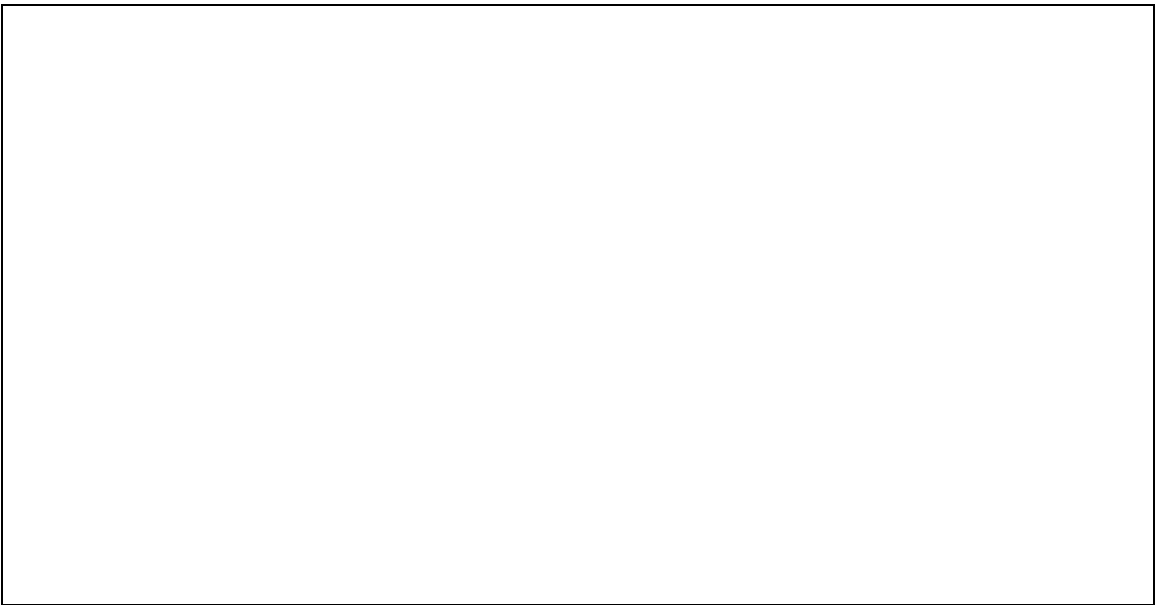
Earth Chant

By Laura Curry and Jill Sutton

The earth is a changing planet,
A planet of land and water,
A planet of many resources,
Supporting our way of life.

With tall majestic trees,
Swiftly running rivers,
Mountains of valuable minerals,
And millions of living creatures.

The earth is a changing planet,
A planet of land and water,
A planet of many resources
That are quickly disappearing.

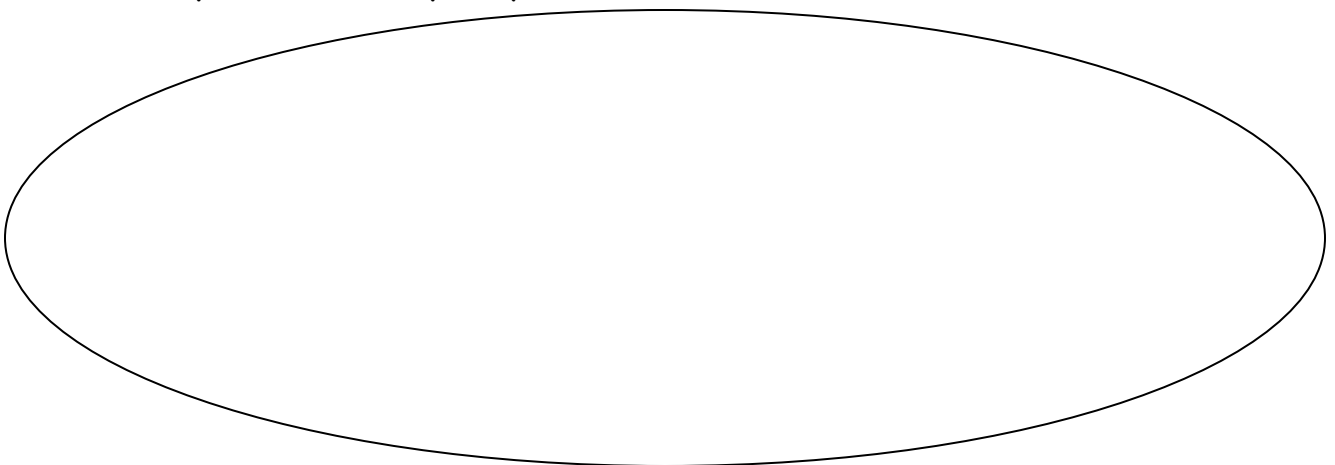


Evergreen, Everblue

Evergreen, everblue,
As it was in the beginning
We've got to see it through.
Evergreen, everblue,
At this point in time,
It's up to me, it's up to you.

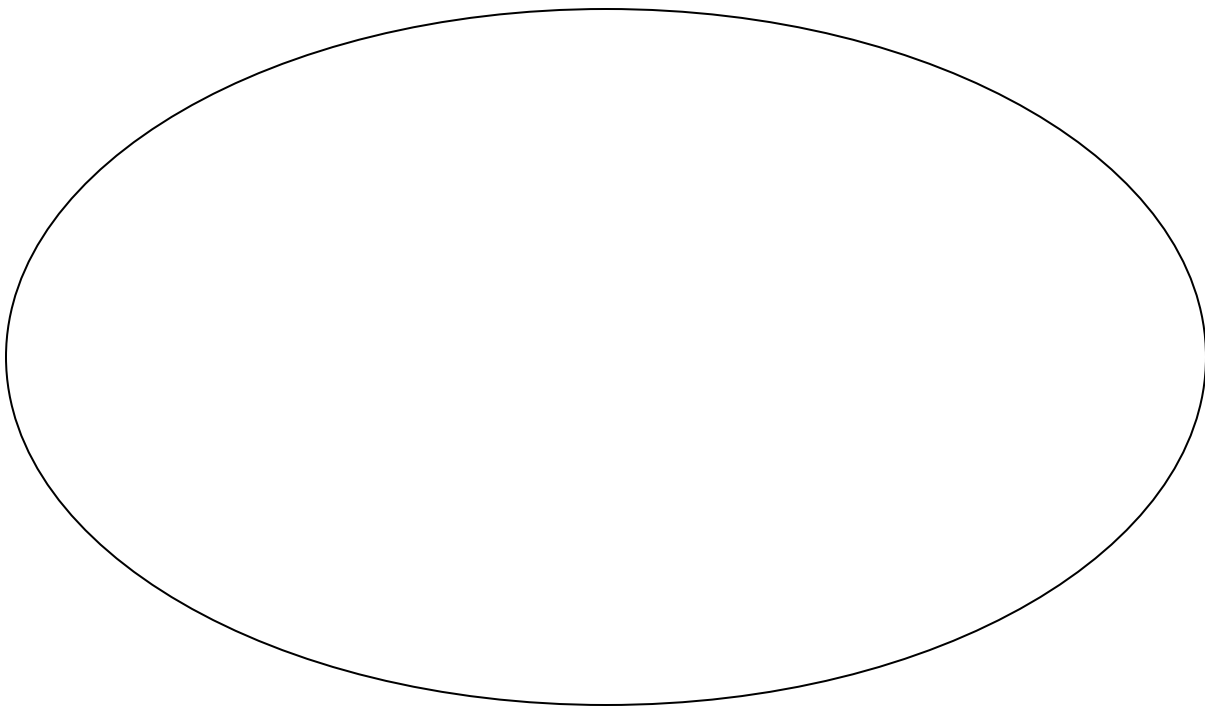
The Northwest woods are calling,
"Help this planet earth."
With voices from the forest,
"Help this planet earth,"
Hear the tree that's falling,
"Help this planet earth,"
Ancient giants pleading,
"Help this planet earth to stay..."

Evergreen, everblue,
As it was in the beginning
We've got to see it through.
Evergreen, everblue,
At this point in time,
It's up to me, it's up to you.



Forest streams are rumbling,
"Help this planet earth."
With voices from the salmon,
"Help this planet earth."
The canopy is dying,
"Help this planet earth."
Spotted owls are crying,
"Help this planet earth to stay..."

Evergreen, everblue,
As it was in the beginning
We've got to see it through.
Evergreen, everblue,
At this point in time,
It's up to me, it's up to you.



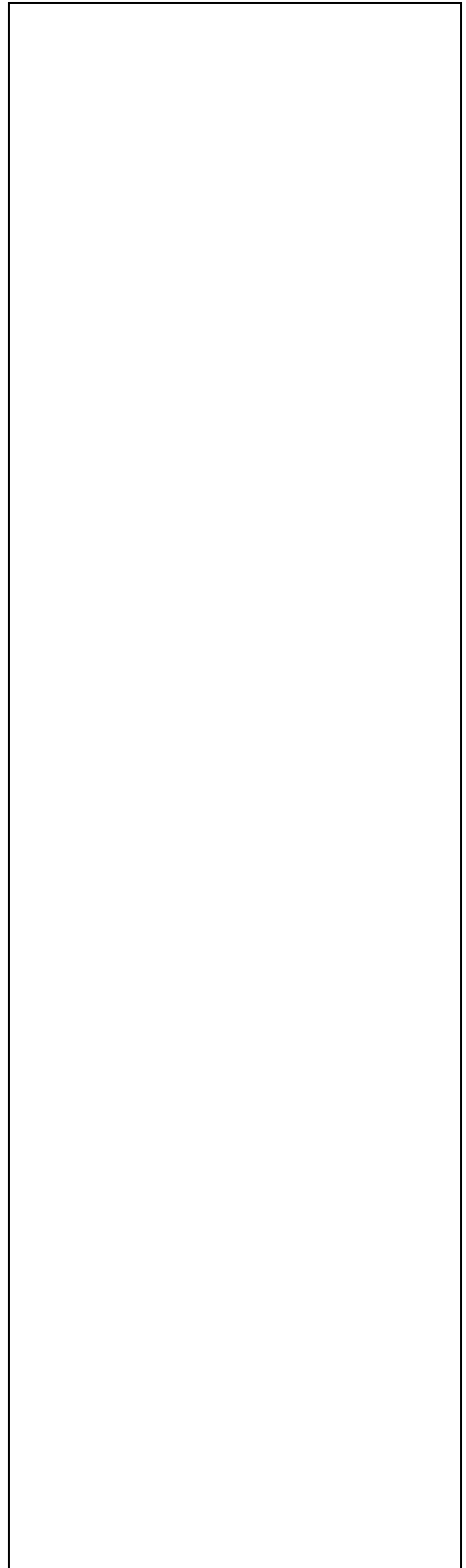
I Can Spell

I can spell can,
C-A-N.
I can spell jar,
J-A-R.
I can spell bag,
B-A-G.
But I can't spell recycling.

I can spell land,
L-A-N-D.
I can spell tree,
T-R-E-E.
I can spell save,
S-A-V-E.
But I can't spell recycling.

I can spell trash,
T-R-A-S-H.
I can spell paper,
P-A-P-E-R.
I can spell share,
S-H-A-R-E.
But I can't spell recycling.

Yes, I can! Yes, I can!
R E C - Y C L - I N G
Recycling!



Thanks a lot

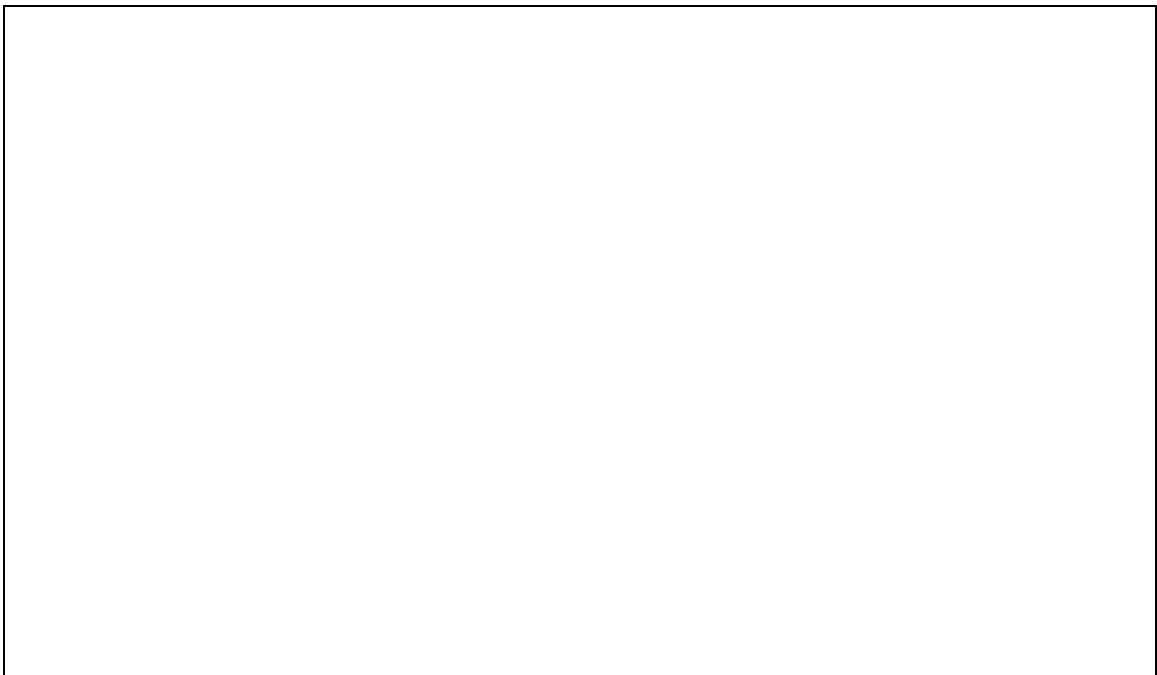
Thanks a lot, thanks for the sun in the sky.
Thanks a lot, thanks for the clouds so high.

Thanks a lot, thanks for the whispering wind.
Thanks a lot, thanks for the birds in spring.

Thanks a lot, thanks for the moonlit night.
Thanks a lot, thanks for the stars so bright.

Thanks a lot, thanks for the wonder in me.
Thanks a lot, thanks for the way I feel.

Thanks for the animals, thanks for the land,
Thanks for the people everywhere.
Thanks a lot, thanks for all I've got,
Thanks for all I've got.



Recycling Here, Recycling There

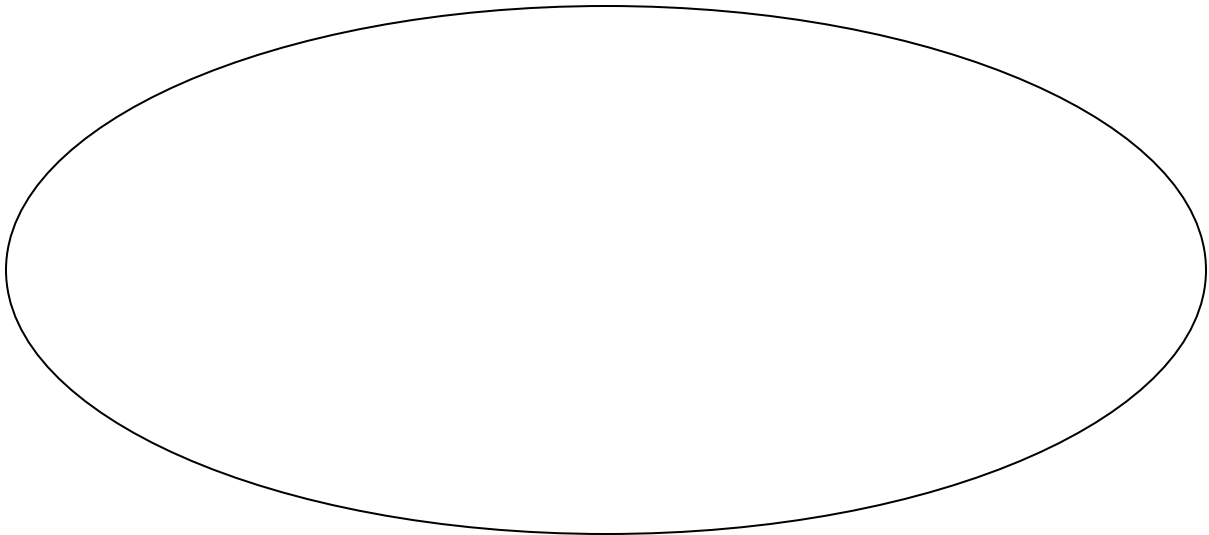
By Laura Curry and Jill Sutton

Recycling here, recycling there,
Recycling, recycling everywhere!

Newspapers bundled,
Aluminum cans deposited,
Glass and plastic sorted,
And cardboard boxes flattened.

Recycling by the curb,
Recycling at the store,
Recycling in the bins,
It isn't such a chore!

Recycling here, recycling there,
Recycling, recycling everywhere!
Recycling! Recycling! Recycling!



RECYCLING? YES, MA,AM!

Can this be recycled?

Yes, ma'am.

Can this be recycled?

Yes, ma'am.

Well, how do you know?

It's got the symbol.

Well, how do you know?

Three arrows in a triangle.

Can this be recycled?

Yes, ma'am.

Can this be recycled?

Yes, ma'am.

Well, how do you do it?

You stack it in a bundle.

Well, how do you do it?

You leave it at the curb.

Can this be recycled?

Yes, ma'am.

Can this be recycled?

Yes, ma'am.

Well, how do you do it?

You return it to the store.

Well, how do you do it?

You get back your deposit.

Can this be recycled?

Yes, ma'am.

Can this be recycled?

Yes, ma'am.



Well, how do you do it?
Well, how do you do it?

You put it in the bin.
You leave it at the curb.

Can this be recycled?
Can this be recycled?

Yes, ma'am.
Yes, ma'am.

Well, how do you do it?
Well, how do you do it?

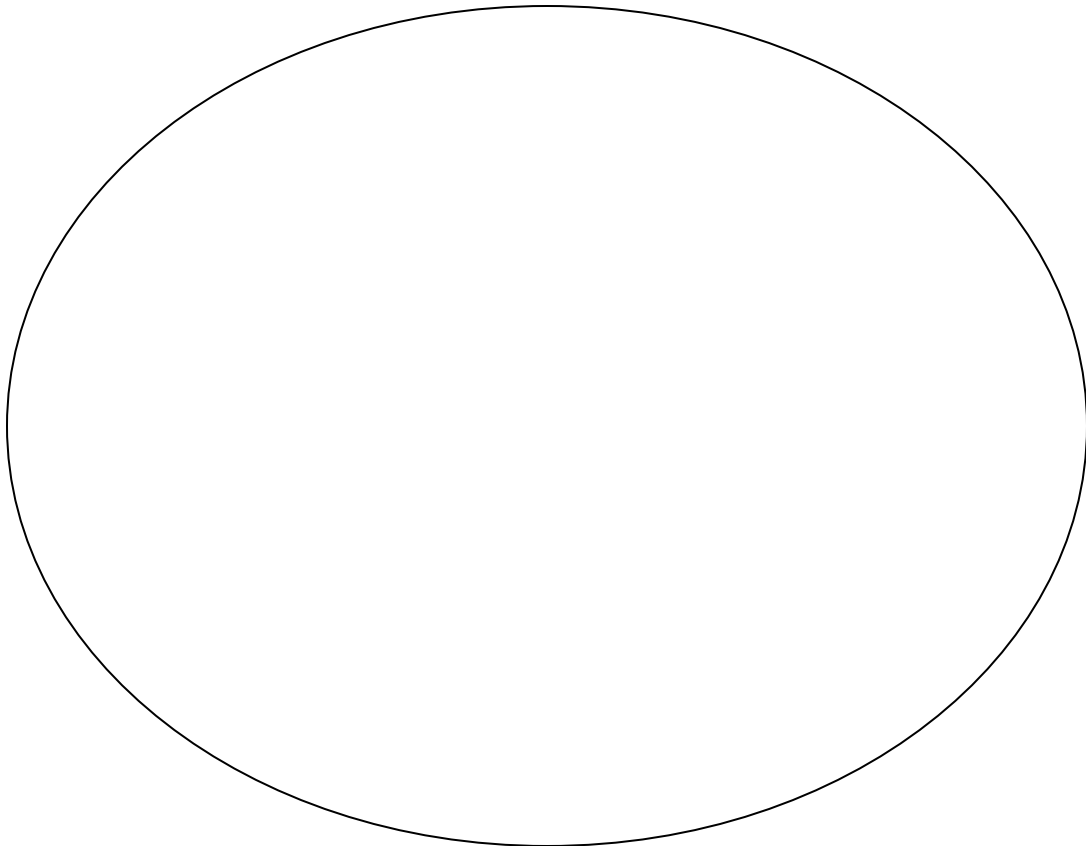
You put it in the compost.
You let it decompose.

Should we all be recycling?
Should we all be recycling?

Yes, ma'am.
Yes, ma'am.

Well, why should we do it?
Well, why should we do it?

To save our resources.
To help our Earth.



Thanks a Lot

Thanks a lot
Thanks for the work that you've done
Thanks a lot
Thank you everyone!

Thanks to the red group,
Thanks to the blue,
Thanks to the purple, green, orange, yellow too!

Thanks a lot
Thanks for the work that you've done
Thanks a lot
Thank you everyone!

What's the Matter with Us?

Chorus: What's the matter with us?
We're so comfortable cozy
What's the matter with us?
We're so daydreamin' dozy.

Why are we polluting our children?
There's no future in that
Why put food in our poison?
There's no future in that
Why do away with our woodlands?
Nothing to be gained from that
Why waste the best of our farmland?
Where's the logic in that?

What's the matter with us? Oh, what's the matter
with us?

Why be warring each other?
There's so much music to know
Why be fighting each other?
So much good food to enjoy
Why so afraid of another?
So many countries to know
Why so afraid of living when there's
So much lovin' to do?

What's the matter with us?...

I'm a Little Compost Worm

(sung to the tune of "I'm a Little Acorn Brown")

by Jill Sutton and Laura Curry

I'm a little compost worm,
Watch me wiggle, watch me squirm.
I help with your recycling,
I never, ever waste a thing.

I'm a worm,
I'm a worm,
I'm a W-O-R-M.

I eat the food scraps from your table,
I eat as much as I am able.
I also eat the grass you mow,
My castings help your garden grow.

I'm a worm,
I'm a worm,
I'm a W-O-R-M.

I may be little, but I eat a lot,
Especially those things that rot.
Because I eat half my weight each day,
I reduce the amount you throw away.

I'm a worm,
I'm a worm,
I'm a W-O-R-M.

