



# Conservation

**CONSERVATION** means not being wasteful. Conservation means protecting natural resources such as soil, water, forests, and minerals from loss and pollution.

## LESSON 1

Read the definition of **CONSERVATION**. Tell students that by conserving and protecting the earth, they are safeguarding valuable resources that will be needed for their future. Explain that it is important to keep water and soil free of chemicals that could poison plants, fish, animals, and people. Write the words, “Think Green” on the board. Make a word web surrounding the words describing ways to keep the earth clean and green. As time allows, discuss reasons how the examples included on the word web will impact the future.

*School/Home Link Ask students to discuss ways to practice conservation with a family member.*

## LESSON 2

Review the definition of **CONSERVATION**. Tell students that, to demonstrate the importance of showing conservation, through the “What If” game. Ask students to imagine what the world would be like if the following situations were real:

- What if the water in your neighborhood was rationed?
- What if they trees died from lack of water?
- What if there was no electricity for an extended time?
- What if gasoline was limited to 1 gallon a week?

Allow time for discussion. As an extended activity, instruct students to select one of the imaginary situations and write a short story about it or illustrate it through a drawing.

*School/Home Link Ask students to play the What-If game with a family member.*

## LESSON 3

Review the definition of **CONSERVATION**. Tell students that today you will focus on conserving water. Lead a discussion on ways to conserve and protect water. List responses on the board. Examples include turning off the water while brushing teeth, limiting the number of times the lawn is watered, making sure the faucet is turned completely off, etc. Ask students to evaluate the ways they use water. As time allows, invite students to compare and contrast how they practice water conservation with that of a classmate. Ask them if they could do a better job conserving water and encourage them to keep improving. As an extended activity, have students calculate how many gallons of water their family could save if they applied the water conservation techniques discussed in class for one week.

*School/Home Link Ask students to evaluate the way water is used in their homes with a family member.*

## LESSON 4

Review the definition of **CONSERVATION**. Lead a discussion on the benefits of recycling. Explain that recycling means reusing an old product to create a new one. Tell students to make a T-chart on a sheet of paper. Label one side with the heading **Old Products** and label the other side with the heading **Recycled New Products**. Instruct students to complete the chart by listing old products that can be recycled and how they can be used in a new way.

(For example: An empty milk carton could be used as a planter; old blue jeans could be made into a quilt, etc.) As time allows, call on students to read their charts. Find out how many of the ideas students are willing to do. As extended activity, ask students develop a poster series on the benefits of recycling.

*School/Home Link Ask students discuss recycling with a family member.*

## LESSON 5

Review the definition of **CONSERVATION**. Ask students if they have ever been in an area where the air was polluted. Lead a brainstorming session by asking the following questions **How did it smell? How did it look? How did it make you feel? What causes air pollution? How can we avoid pollution?** Discuss things that pollute the environment and why. Examples include: Exhaust from cars and buses, oil spills, or smoke towers from industrial plants. As time allows, have students write a rule that will help protect the environment from pollution. As an extended activity have students use the rule as a topic sentence in writing a persuasive paragraph to stress the importance of protecting the environment.

*School/Home Link Ask students to talk with a family member about ways to prevent air pollution.*

## Louisiana Content Standards and Grade Level Expectations

ELA-2-M6, ELA-4-M2, ELA-4-M4, ELA-4-M5 ELA-4-M7 ELA-7-M2, LA-1-M1, ELA-1-M4, ELA-7-M1, ELA-3-M , C1-A-M7, C1-B-M5