

Composting

Objectives:

I will compare and contrast “browns” and “greens”.

I will discover the importance of air, water, organic matter, and “nature’s helpers” in composting.

I will construct a compost column.

Standards:

E.12.C.4 Students know processes of obtaining, using, and recycling of renewable and nonrenewable sources. E/S

N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. I/S

N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. I/S

N.12.B Students understand the impacts of science and technology in terms of cost and benefits to society.



Vocabulary:

Organic Matter:

Browns:

Greens:

Nature's Helpers:

Questions:

1. Why is air important in composting?
2. Why is water important in composting?
3. Why is organic matter important in composting?
4. Brown material contains a lot of carbon. Name some items that would be considered browns.
5. Green material contains a lot of nitrogen. Name some items that would be considered "greens".
6. "Nature's helpers" help with the decomposition process. Name some items that would be considered "nature's helpers".
7. Compare and contrast "browns" and "greens".
8. What costs and/or benefits could composting have on society?

Look at the following formula:

2 ½ cups bagged salad

½ cup dried leaves

½ cup pencil shavings

1 cup shredded paper

1 cup water

1 cup soil

1 tbsp starter

1. List the brown material in the formula.
2. List the green material in the formula.