

Lesson Time:
60 minutes

Vocabulary

Pulp

De-inking

Floatation

Refining

Virgin Fiber

Industrial Paper Recycling



Photo Taken From: http://industrial-recycling.net/large_images/paper.jpg

Objectives

Students will define key vocabulary.

Students will summarize and present the paper recycling process to the class.

Standards

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

N.12.B.4 Students know scientific knowledge builds on previous information. E/S

Materials Needed

30	Single subject notebooks
6	Dry erase markers
1	Whiteboard
7	Fact packets
7	Bags containing colored markers
7	Pieces of paper: 3ft X 3ft

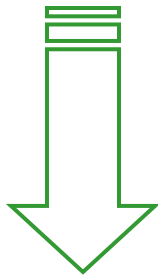
Anticipatory Set

Write the lesson objectives and/or standards on the whiteboard.
Discuss with the students what the objectives and/or standards of the lessons are.

Objective: You will define key vocabulary.

Objective: You will summarize and present the paper recycling process to the class.

Distribute handouts or workbooks.



Introduction:

“Today we are going to learn about how paper is recycled. We have already recycled paper during our papermaking lesson. We are now going to look at how industrial paper recycling is done.”

Modeling / Guided Practice

1. Have the students take out their handouts or prepare overhead.
2. Discuss the key vocabulary for the lesson. Have the students write the definitions.
3. Arrange the students into seven preselected groups, depending on class size. Assign a group number to correspond with the group numbers on the steps of recycling paper. *Note- group 4 will have the least difficult and shortest step.

Modeling / Guided Practice

4. Arrange the group's desks together into a square table.
5. Have one student from each group come up to the front of the room to get a 3ft X 3ft piece of paper, as well as the topic to which their group number corresponds.
6. Have one student from each group come up to the front of the room to get a bag of colored markers.
7. Assign each group to write/draw/map (summarize the information) the required recycling information included in the student worksheets.
8. Explain to the students that they will need to convey the most important information from their worksheet to teach the other groups about the steps in the process. Each group's steps are unique.
9. Scaffold for support.

When the students have completed their summary:

10. Have the first group come to the front of the class.
11. Have them present their poster. The slides of the powerpoint correspond to their group numbers and the steps in the process. Show the first slide showing the picture of the step they are presenting. Once the group has finished presenting, proceed to the following slide which will review the main topics in the step in order to assure the group has covered the necessary information.
12. Continue this procedure until all of the groups have presented.
13. Be prepared to fill in any information to describe the process that the presenters may have omitted.
14. Complete questions.

**Optional online clip:

“Abitibi Paper Recycling Video”

<http://search.live.com/video/results.aspx?q=paper+recycling+video&docid=814598980158&FORM=VIRE5#docid=442114441446>

Closure:

1. Take a few minutes to do a quick review of paper recycling.
2. Add any other facts that did not get presented.
3. Check for understanding.

Independent Practice

Not applicable.