



Check out our blog!



web + log = blog

Most of us have heard about blogs or blogging on the internet, but do you know what that means? The word “blog” is actually a shortened way to say “weblog.” This name was created because the writer uses the “web” (internet) to “log” (regularly post) short bits of information for others to read. Most bloggers (blog writers) focus on a specific topic, hobby, or interest. Most blogs have words, as well as images, videos, or links to other websites.

We are excited to announce that we have just started a blog on our website where we feature short posts about recycling, composting, caring for the environment, and more. Check it out at www.niswmd.org/blog.

Be a #RecyclingExpert

Are you ready to become a recycling expert? An expert is someone who knows a lot about a subject. If you know that recycling conserves resources, saves energy, reduces pollution, and creates jobs, you are well on the way to becoming an expert on recycling. If you can explain what goes into your recycling bin at home and at school, you’re getting closer. If you grab all of your bottles, cans, and paper and toss them into the bin, you’ve made it. You can proudly proclaim yourself — on and off of social media — a recycling expert!

Every November since 1997, America Recycles Day has reminded us why we need to recycle. This November 15, join people across the country in celebrating recycling. Recycling creates new products that you and your family use every day, including cans, cardboard boxes, bicycles, fleece hoodies, and more.

Before America Recycles Day rolls around, quiz yourself on your recycling knowledge. Do you know where to recycle? Do you know when to recycle? Do you know which items are accepted for recycling? Do you know how to prepare them? (Hint: Bottles should be empty, clean, and dry. Boxes should be emptied and flattened.) Do you try to recycle all of the bottles, cans, and paper that you use? How many products do you buy that are made from recycled materials? No matter how you answer these questions, you can always learn and recycle more!

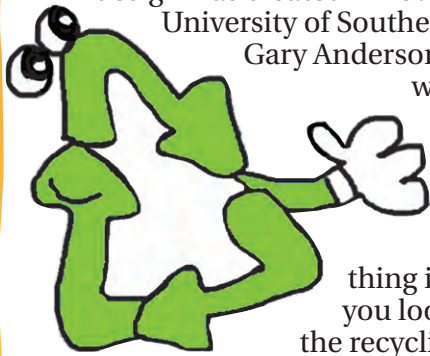
If you aren’t a recycling expert yet, become one! Our community and the entire world have had some pretty big changes happen in the past several months. It may be a really good idea to get up-to-date information on how, where, and what to recycle. Curbside recycling is available in some communities within the District. Residents should contact their city/town for program details and guidelines on what is currently accepted in their curbside bins. All area residents can drop off their recycling at any of our 16 District Recycling Drop-Off Centers. These drop-offs are open 24/7. If you have any questions, please visit our website at www.niswmd.org or call us at 800-777-5462. Working together, we can help take care of the only planet we have by recycling the right way!

Take the America Recycles Day Pledge!

To show that you are serious about recycling in your community and in the United States, you can take the America Recycles Day #BeRecycled Pledge. To join over 83,400 others who have pledged to learn about recycling and to share their knowledge, visit www.AmericaRecyclesDay.org/pledge. This fun site is also filled with many ideas for celebrating America Recycles Day on November 15. Keep the cycle of recycling and reuse going!

Keep the recycling loop going

Have you ever looked at the recycling symbol? It shows three bent arrows in the shape of a triangle with each arrow pointing to the next one. This design was created in 1970 by 23-year-old



University of Southern California student Gary Anderson and chosen as the

winner of a logo contest. Fifty years later, it is still recognized around the world and means the same

thing in every language! If you look super closely at the recycling symbol, you will notice that the triangle looks like a

Möbius strip — a never-ending loop. This is why it represents recycling so well. It means that an item can be made, used, and recycled, and then the whole loop begins again when another item is made with the recycled material.

Many of us are great recyclers. We recycle plastic bottles, aluminum cans, paper, cardboard, and other items. When we recycle, we keep valuable items out of the landfills. But sometimes, consumers (buyers) like you and me may forget that, in addition to putting recyclables in the bins, we are also responsible for helping make sure the loop keeps going around and around. We do this by buying products (stuff) made from recycled materials!

It's easy to find out if an item is made from recycled materials — just check the label. If you see the words "made from post-consumer recycled content" or "made with recycled materials," then you know that you will keep the recycling loop going by buying it.

Recycled products also make our world

healthier. Just as you can check labels on food to know whether it is healthy for your body, you can check the labels on the other items you buy.

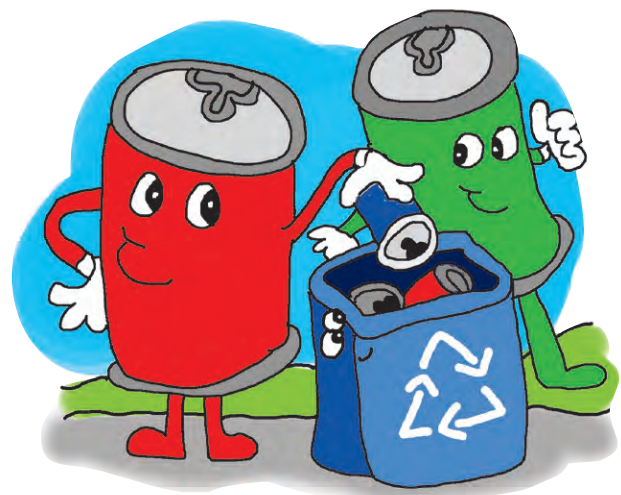
By choosing to purchase a school notebook or a new fleece jacket made from recycled materials, you are helping to keep the Earth healthy.

The next time you go to the store, you can help keep the recycling loop going by checking the labels and buying products made with recycled content. You will probably find many, many items: notebooks, paper plates, plastic lawn furniture, backpacks, sports clothing, cell phone covers, napkins, toilet paper, and even kitty litter.



Aluminum fun facts

- Aluminum cans can be recycled and made into new products over and over again.
- About 75% of all of the aluminum produced since 1888 is still being used today.
- Making a can from recycled aluminum uses 95% less energy than making a can from raw materials.
- It takes about 60 days to take a recycled can, turn it into a new one, fill it with a beverage, and get it onto a store shelf.
- Recycled aluminum can be used to make airplane parts, building materials, bicycles, and more!



Leaves turn brown, but keep your habits green

Fall brings about many changes. School begins, and cool-weather clothes come out of storage. Outdoors, temperatures begin falling and the leaves change colors. One

day, your parents may be waving a rake at you and asking you to help clean up the yard. Although the leaves are red, yellow, and brown, yard cleanup and raking can be green! Here are some great ways to make your fall yard cleanup healthier for the environment:

- After gathering the leaves, put them into your compost bin. Mix them in slowly over the next several months with additional “green” debris, such as fruit and vegetable scraps.
- Use the bag attachment on your mower to shred the leaves. These leaf bits can be used as mulch. Leaf mulch protects the soil and helpful creatures in your garden from harsh winter temperatures.
- If there is only a sprinkling of leaves on your lawn, use your mulching mower instead of a rake. The mower will shred the leaves into small pieces and drop them back onto the lawn. These leaf bits protect your grass during the winter and decompose by spring.

After you’ve mulched and composted your leaves, you might have a few bags left over. You can recycle the extras at the yard waste composting lots throughout the District. The lots are open during daylight hours. There is no charge to bring yard waste into the lots. Look for the compost lot

nearest you at the District website, www.niswmd.org, under “Recycling Programs.” Mulch and compost are available for purchase at these lots. Please contact us to see if compost is ready



for sale and to ask about the cost. Curbside yard waste and leaf collection may be offered in your city or town. Ask your parents to call your city or town hall for information.

Remember — please don’t burn fall leaves. When you burn piles of leaves, you can accidentally start fires that get out of control, putting people and houses in danger. Plus, burning leaves put pollutants into the air, making it harder for people to breathe.

Problem waste? No problem!

In our four-county District, you and your family don’t have to worry about how to dispose of problem wastes, such as hazardous chemicals, computers and electronics, tires, car and household batteries, fluorescent tubes and bulbs, small propane tanks, and old appliances. These items are accepted year-round between 8 a.m. and noon on Fridays at the District facility in Ashley, located at 2320 West 800 South (on State Road 4, one mile east of I-69). Everyone who lives in DeKalb, LaGrange, Noble, and Steuben counties can use the Ashley facility. Some fees apply. Make sure your parents and grandparents know about this District facility. Learn more by calling our office, 800-777-5462, or visiting our website, www.niswmd.org.



Let us help

How do you spend your time? Although many of us have spent A LOT of time at home recently, you might also be starting to spend some time at school or playing with friends. Maybe you participate in sports or clubs, too. Do you ever spend time at a local park or community center? The chores we do at home, the work we do for school, and the activities we do in our spare time all have an effect on our environment. Many kids really want to protect the Earth, but it can be overwhelming to know how. We can help!

We are always happy to answer your questions and provide educational books, videos, and materials about reducing, reusing, recycling, composting, vermicomposting, and

more. Although our educator would love to visit classrooms and clubs in person, we will be following all local health recommendations and policies. To help teachers and parents adjust to fewer visitors, we are happy to announce that we are offering online lessons this fall! Stay tuned at www.niswmd.org for more information regarding lesson topics and dates of release. The District's educator has also created educational videos on topics such as composting, landfilling, and recycling various materials. To access these videos, please visit [YouTube.com](https://www.youtube.com) and search for "NISWMD Recycle."

Ask your teacher, scout leader, or club sponsor to contact us using the website form at www.niswmd.org/education or to call us at 800-777-5462 for up-to-date information regarding available programs. We hope to see you soon!

Go green on Halloween

Halloween is a fun time of year with costumes, candy, and decorations! Halloween can also generate a lot of waste, from costumes worn once to candy wrappers and decorations that get tossed out after the holiday. You can reduce the amount of waste you create and still have fun.

Here are some ideas:

- Swap costumes with your friends. You can also look at thrift stores or go through your family's old clothes for costume materials. Whatever you choose, save this year's costume for next year or make sure someone else uses it by giving it away.
- Have a jack-o'-lantern and eat it, too! After carving your masterpiece jack-o'-lantern, toast your pumpkin seeds for a delicious snack and add the stringy insides to your compost pile. (After the holiday, ask an adult to cut your jack-o'-lantern into chunks and add those to the compost pile or bin, too.)
- Reuse decorations from last year or make

new ones from materials you have around the house. Old clothes can be used to create a scarecrow, cardboard can be cut out to become spooky gravestones or ghosts, milk jugs can become reusable jack-o'-lanterns, and extra string or yarn scraps can create a spider web!

- As your parents are buying candy, let them know what kids like (and don't like).
- Use a reusable trick-or-treat bag or bucket and store it for future Halloweens.



Make your lunch waste-free

Lunch generates a lot of waste. Paper and plastic bags, food packages and wrappers, and leftover food scraps can quickly pile up during your lunch period. In fact, lunch may be one of the most wasteful times of your school day. You have the power to make this time less wasteful. With some work, it can even be waste-free!

Try these steps:

- Carry a reusable lunch box or lunch bag. Pick one with your favorite characters or colors!
- Buy lunch food in bulk, such as big bags of carrots or the large jars of peanut butter and jelly.
- Pack food, from carrots and dip to sandwiches or wraps, in reusable, washable containers.
- Make sure you eat all of the food you pack. If you do have leftovers, leave them in your containers to eat later at home.
- Bring drinks in washable containers or in recyclable bottles.
- Use a sturdy, washable fork or spoon.
- Bring along a cloth napkin to wipe your hands and face.
- After school, wash your containers and silverware in hot, soapy water so they'll be clean the next day!

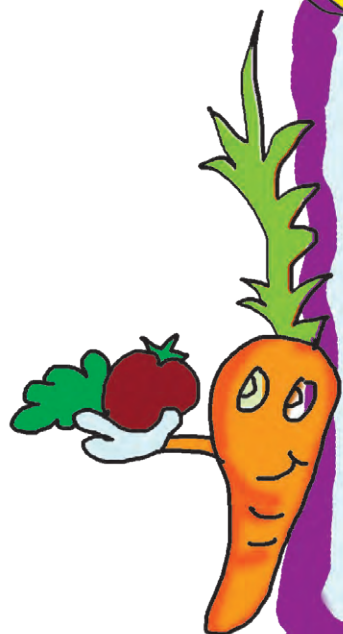
Make a DIY ice pack



You can create an ice pack with a water bottle. Fill it about three-quarters full with water and place it into the freezer with the lid loose or off. When the water is frozen, screw the cap on tight. Use this in your lunch bag or box to keep your food cool until lunchtime. DIY ice packs can be reused over and over again.

CHANGES

Each sentence below describes a change. Write **P** for a physical change and **C** for a chemical change.

- ___ 1. A T-shirt is cut into pieces to make a scarf.
- ___ 2. Baking soda and vinegar are mixed together to make a household cleaning product.
- ___ 3. Paint is sanded off of an old chair.
- ___ 4. Carbon and hydrogen combine to form the plastic for a milk jug.
- ___ 5. An opening is cut into a milk jug to turn it into a scoop.
- ___ 6. A bicycle rusts while sitting outdoors.
- ___ 7. A piece of newspaper burns in a campfire.





**NORTHEAST
INDIANA SOLID WASTE
MANAGEMENT DISTRICT**

2320 West 800 South 800-777-5462
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Ashley, IN 46705 info@niswmd.org

A SCRAMBLED MESS

Liam and Emma want to learn how to compost. But they need your help, because some of these words are scrambled. Unscramble the words in bold and use them to complete the sentences.

1. Composting turns _____ clippings, food scraps, and other _____ materials into a dark, rich product that makes gardens grow better.

nalw cionagr

2. Try composting yard _____ in a corner of the yard or in a _____ bin.

terilasma postomc

3. Layer wet materials, like weeds, _____, and lawn clippings, with dry materials, like small twigs, bits of _____, and dead leaves.

spltan repap

4. Spray the compost heap with a sprinkler occasionally to keep it _____. Stir it with a shovel or pitchfork once a _____.

soitm kewe

5. Over time (usually two to four months), the _____ will _____ and become compost.

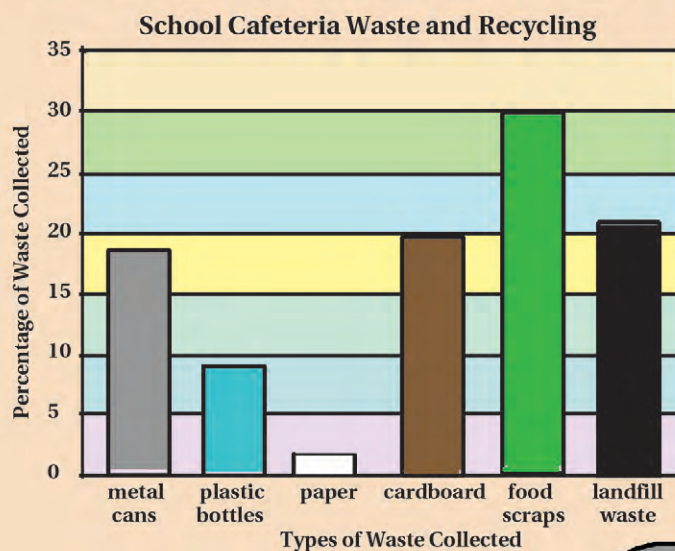
smaterlai kreab nowd

6. Kitchen _____ can also be added to the _____ heap.

prassc pocostm

GRASPING GRAPHS

Graphs are a really easy way to look at data (information). A bar graph uses bars of different heights to represent amounts to be compared. Students in Miss Sanchez's class wondered how much of their school lunches could be recycled or composted, so they did a study. They collected all of the trash and recycling from their cafeteria for one day, weighed it, and graphed the information.



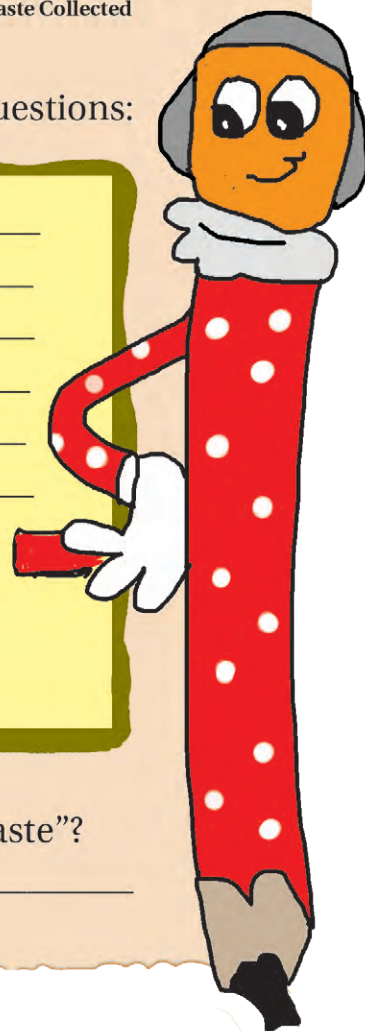
Use the information from the bar graph to answer the following questions:

1. What is the title of the bar graph? _____
Why is it important? _____
2. What category of waste was the smallest? _____
3. What type of waste was the largest percentage? _____
4. What percentage of waste collected was cardboard? _____
5. Were more metal cans collected than plastic bottles? _____
How can you tell? _____
6. If the metal cans, plastic bottles, paper, and cardboard were recycled and food scraps were composted, what percentage would go to the landfill? _____

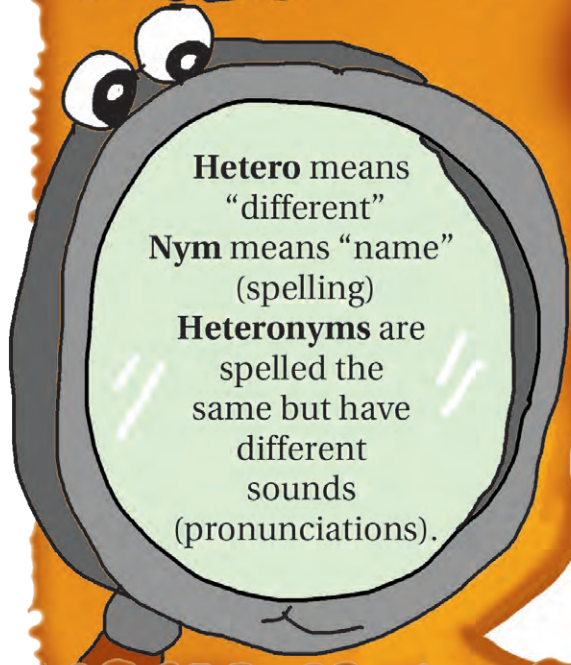
Bonus:

What sorts of items might be included in the category "landfill waste"?

What can you do to make this number smaller? _____



INSPECT TO DETECT



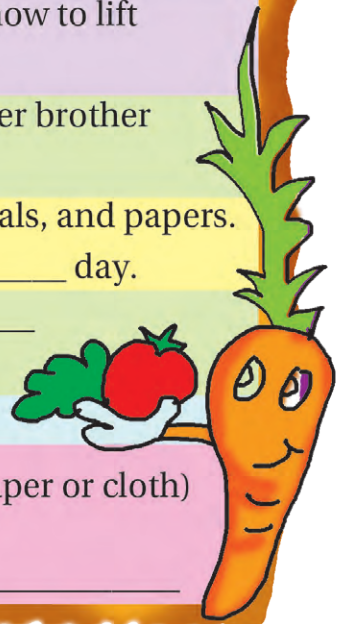
Hetero means
“different”
Nym means “name”
(spelling)
Heteronyms are
spelled the
same but have
different
sounds
(pronunciations).

Reading can be a mystery. Some words are spelled exactly the same but mean different things. You need to think like a detective looking for clues and read the entire sentence to figure out the correct meanings for these words. Heteronyms are words that are spelled the same, have different meanings, and are pronounced differently. They can make reading out loud very tricky. Fill in the blanks with the correct heteronym pair for each sentence. The first sentence has been done for you as an example.

~~content~~ windy read separate close present lead produce

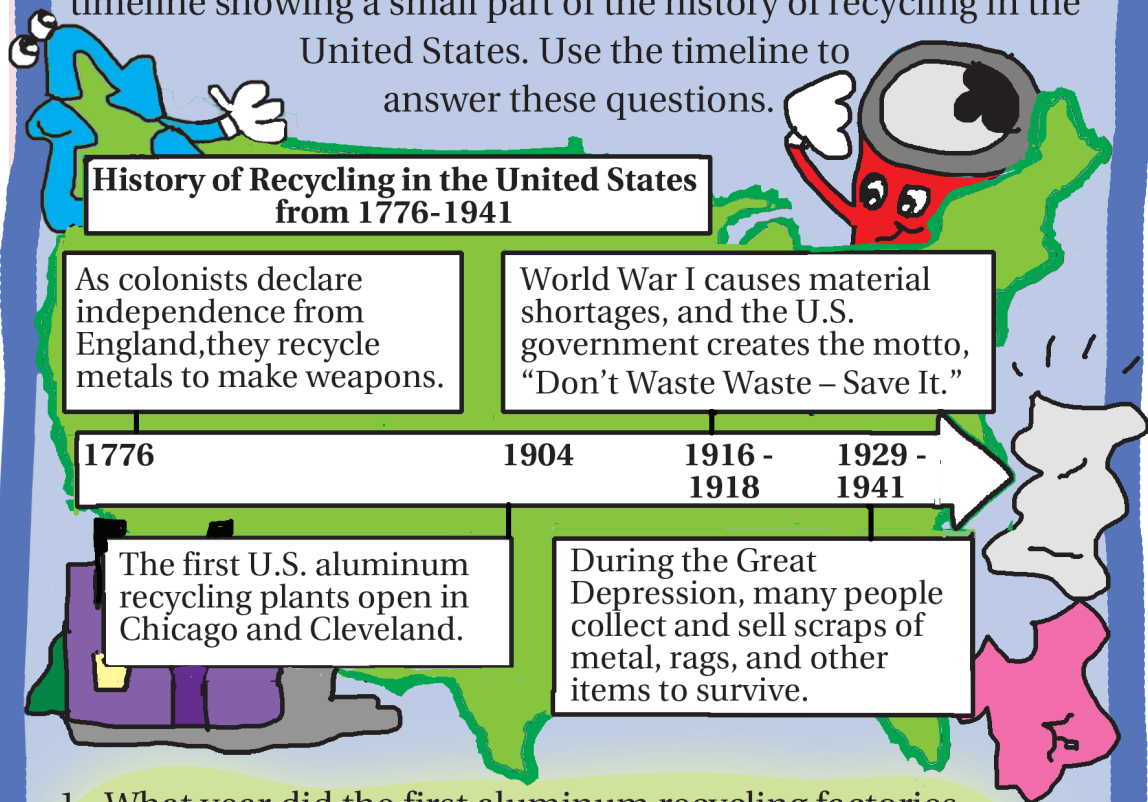
1. I am content with the content I've written for my blog about going green.
2. I'd like to _____ you with a birthday _____ wrapped in a reused gift bag.
3. The gym teacher will _____ the students and show them how to lift the heavy _____ weights.
4. Tamira will _____ the same composting book that her older brother _____ last year.
5. _____ the recycling into _____ containers for plastics, metals, and papers.
6. I biked down the _____ road to the recycling center on a _____ day.
7. If I care for my garden, it will _____ the most delicious _____ for my family to eat.
8. _____ the windows, because the storm is getting _____.

Bonus: Write a sentence using the heteronyms *tear* (ripping paper or cloth) and *tear* (a drop of liquid from a crying eye).



JUST IN TIME

A timeline is a type of graph that is used to show the passage of time in a straight line. Timelines are especially useful in showing historical events in relation to each other. Below is a timeline showing a small part of the history of recycling in the United States. Use the timeline to answer these questions.



1. What year did the first aluminum recycling factories open in the U.S.? _____
In which cities? _____
2. During the time period shown on the timeline, what were the major reasons that caused Americans to recycle and waste less? _____

3. Why is there a big, empty part in the middle of the timeline? _____

4. What was the U.S. government's motto in World War I? _____

5. How much time passed between the end of World War I and the beginning of the Great Depression? _____

Reuse Ideas

Math

- Find an address number (street or post office box), a phone number, a ZIP code, and a year in the newsletter.
- Using the graph ("Grasping Graphs"), order the types of cafeteria waste from least to greatest amounts.
- If the material in a compost pile weighs 40 pounds and half of the material is leaves, how much do the leaves weigh?
- Write 1929 in expanded form and in word form.
- Complete these comparisons using the symbols $<$, $>$, or $=$:

4/20 ____ 9/50

9/100 ____ 3/10



English/Language Arts

- Add the prefix "un" to the word "healthy." How does the prefix change the meaning of the word?
- Find a city or town name in the newsletter.
- Write the past tense of these verbs:
write wrap bike tear show
- Write these words in ABC (alphabetical) order:
scraps small spray shovel scrambled
- In "Grasping Graphs," find a word that starts with the letter W and is a synonym for garbage.

Science

- Select the term that doesn't belong:
apple core leaves rocks grass clippings
- Will rocks break down in a compost bin? Why or why not?
- What types of material will break down in a compost bin? Why?
- A compost bin is an engineering solution. What problems does it solve?
- Complete this analogy:
clippings : grass :: _____ : trees

Social Studies

- Find the Chicago and Cleveland on a map of the United States.
- Which of these cities is located near Lake Michigan?
- In which state is Cleveland located?
- Which of these cities has a larger population?
- In both of these cities, aluminum recycling began in 1904. Geographically, what do these cities have in common?

Journal Writing Prompts

- Using the letters in the word "decomposes," make as many words as you can. You can use the letters more than once.
- What is your favorite leftover food? Why?
- Write a paragraph using these words: *neighborhood*, *paper*, and *recycling*.
- Imagine that you are a worm who has just moved into a compost bin. Write a letter to a friend that describes your new home. Be creative!
- In an election, could the votes total more than 100%? Explain why or why not?



Extension Activities

- In "Be a Recycling Rockstar!" (page 11) students can practice what they know about proper recycling.
- The "Thank You" sheet (page 12) can be printed and then colored to thank your students for recycling and/or to take home and post in a window to thank their recycling and trash collection drivers.

Be a Recycling Rockstar!

Directions: Below is a list of items that sometimes make their way into the recycling bins, even though some of them should not be there. When the wrong things go into recycling bins, it can cause big problems, making things stink or getting other recyclables too dirty to be used. Remember, yucky items, things that can tangle, yard waste, and items made of mixed materials (like toys) should never go into the recycling bins.

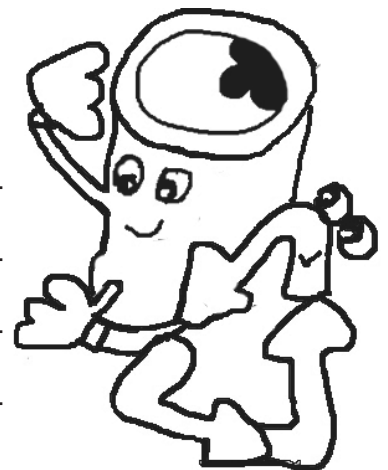
A. Cross off the items on this list that should NEVER be placed into the recycling bin.

1. cardboard box
2. plastic bottle or jug
3. greasy pizza box
4. glass jar
5. dirty diaper
6. garden hose
7. white and colored paper
8. tree branches
9. plastic straw
10. metal can
11. baby doll

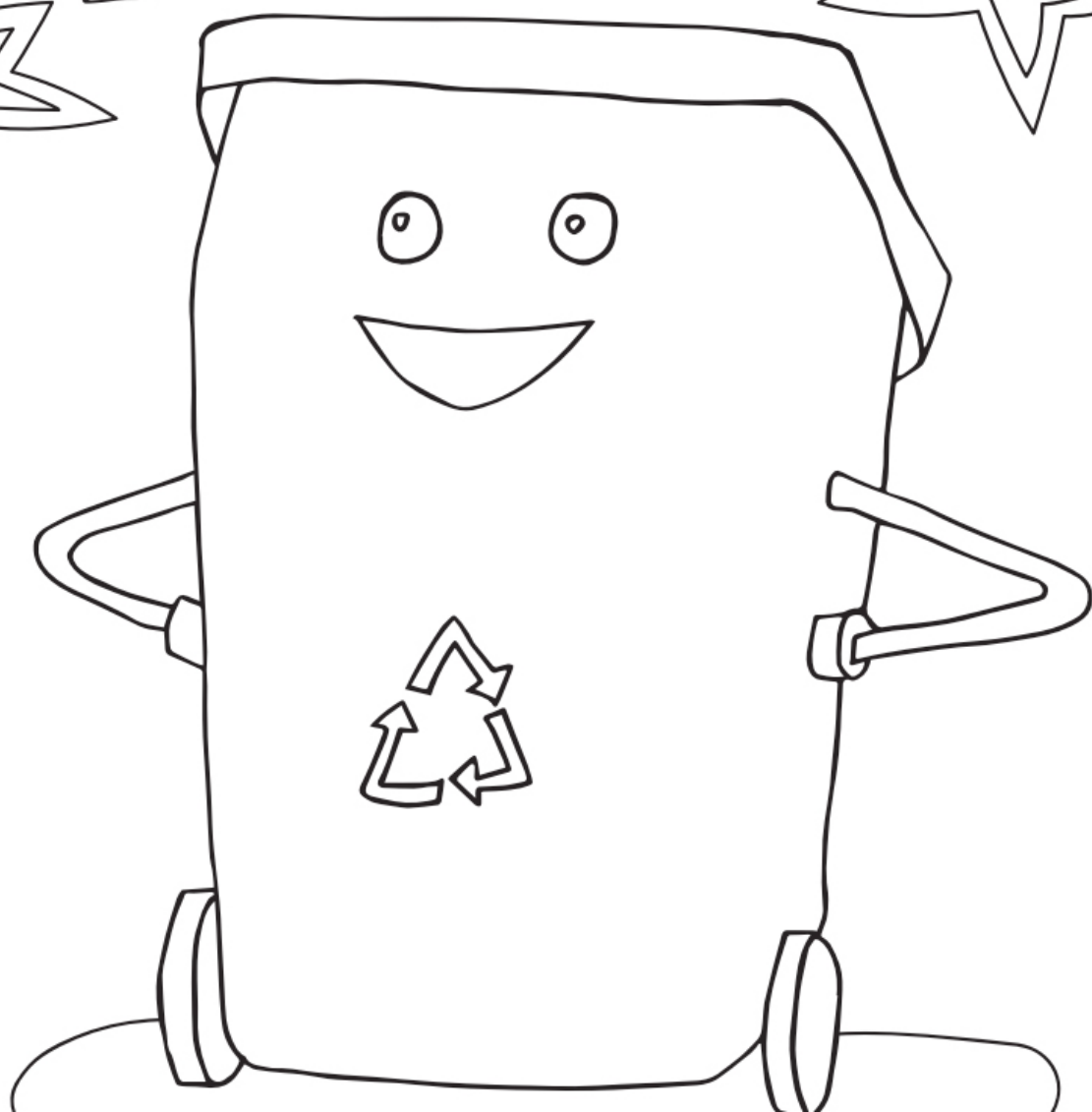
B. Write the circled letters from the words that are NOT crossed off in numerical order in the blanks below to complete the message.

Remember to recycle _ _ _ _ _!

Bonus: Why don't the crossed-off items belong in the recycling bin?



THANK YOU!



Teacher Keys

Inspect to Detect

1. content
2. present
3. lead
4. read
5. separate
6. windy
7. produce
8. close

Bonus: Answers will vary.

Grasping Graphs

1. School Cafeteria Waste and Recycling – The title describes what kind of information is shown in the chart.
2. paper
3. food scraps
4. 20%
5. Yes; The bar for metal cans is taller.
6. 21%

Bonus: Answers will vary. The first answer may include items like juice boxes, plastic straws and utensils, squeezable yogurt packaging, etc. The second answer may note using fewer non-recyclable and non-compostable items and/or choosing more reusable items.

A Scrambled Mess

1. lawn, organic
2. materials, compost
3. plants, paper
4. moist, week
5. materials, break, down
6. scraps, compost

Just in Time

1. 1904, Chicago and Cleveland
2. Revolutionary War, WW I, and the Great Depression
3. Timeline shows space between events — over 100 years go by between the first and second events listed.
4. "Don't Waste Waste – Save It."
5. 11 years

Changes

1. P
2. C
3. P
4. C
5. P
6. C
7. C

Be a Recycling Rockstar!

- A. Cross off items in numbers 3, 5, 6, 8, 9, and 11
- B. R I G H T

Bonus: Answers will vary.

Skills and Standards

Activity	Subject Areas	Skills Addressed
Inspect to Detect	<i>English/ Language Arts</i>	Identifying relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings; Applying foundational reading skills to build reading fluency and comprehension; Demonstrating command of grade appropriate spelling Grade 3: 3.RV.2.2; 3.RF.1; 3.W.6.2c; 3.RV.3.2 Grade 4: 4.RV.2.2; 4.RF.1; 4.W.6.2
Grasping Graphs	<i>Math</i>	Answering questions using provided data; Using observations to interpret the data using tables, line plots, and bar graphs; Reasoning abstractly and quantitatively; Writing tenths and hundredths in decimal and fraction notations Process Standards (all grades): PS.1; PS.2; PS.4; PS.5; PS.6 Grade 3: 3.NS.6; 3.DA.1 Grade 4: 4.NS.6; 4.DA.1; 4.DA.3
A Scrambled Mess	<i>Science</i>	Developing solutions that could be implemented to reduce the impact of humans on the natural environment; Describing methods humans currently use to extend the use of natural resources; Investigating ways individual communities protect the Earth's resources and environment Grade 3: SEPS.8 Grade 4: SEPS.8; 4.ESS.4
Just in Time	<i>Social Studies</i>	Interpreting timelines that show relationships among people, events, and movements in history; Understanding events and developments that brought important changes; Demonstrating an understanding of civic issues; Examining ways people have tried to solve environmental problems Grade 3: 3.1.4; 3.1.5; 3.2.7; 3.3.12; 3.3.13 Grade 4: 4.1.15; 4.2.6
	<i>English/ Language Arts</i>	Applying knowledge of text features to locate information and gain meaning from a text using charts and graphs; Explaining the relationships between two or more individuals, events, ideas, or concepts in a historical text Grade 3: 3.RN.3.1; 3.RN.2.3; 3.RN.3.2 Grade 4: 4.RN.3.1; 4.RN.2.3; 4.RN.3.2
Changes	<i>Science</i>	Understanding the structure and properties of matter; Evaluating information; Understanding chemical reactions; Making observations to identify materials based on their properties Process Standards (all grades): PS1.A; PS1.B
Article Text	<i>English/ Language Arts/ Media Literacy</i>	Reading and comprehending nonfiction, informational text; Applying context clues to determine meaning of unknown words; Determining meaning of content specific words and phrases in nonfiction text; Developing media literacy Grade 3: 3.RN.1; 3.RN.2.1; 3.RN.2.2; 3.RN.3.1; 3.RN.4.1; 3.RV.2.1; 3.RV.3.2; 3.ML.1 Grade 4: 4.RN.1; 4.RN.2.1; 4.RN.2.2; 4.RN.3.1; 4.RN.4.1; 4.RV.2.1; 4.RV.3.2; 4.ML.1