



TAKE CARE OF TEXAS: EDUCATOR MATERIALS

LESSON PLAN

Conservation Cue Cards

Objectives:

Students will discuss ways to conserve water and/or energy and create cue cards to leave around the house to help their families with conservation.

Prerequisites:

Students should know about recycling, reducing, and reusing.

Duration:

45 minutes

Materials:

Index cards of various sizes (3x5, 4x5, 5x7); available on page 3 if needed

Markers

Crayons

Pencil

Introduction:

What is conservation?

Think/Pair/Share: Ask students to think about how they would define conservation and give them 30 to 45 seconds to think about a definition. Have students turn to a partner near them and explain what conservation is in their own words. After students share with each other, have them write down their combined definition for what conservation means to them. Have students share their thinking and post their definitions to the chalkboard.

Using the definitions provided by the students, devise a class-created definition for what conservation is and what it means to the class. Write this on the board or on chart paper to add thoughts, ideas, or further questions about conservation that students may have throughout the lesson.



LP23 (11/22)

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Procedure:

Show students the [Take Care of Texas PSA video](#) and have them take notes on some of the ways Texans were observed conserving water or energy. After the video, have students form two circles, one inside the other. The outer ring of students should face inward, with the inner circle of students facing out, so that the two circles of students are facing each other once they're formed. Ask students to mention a way Texans conserved water or energy, then have them move different directions (left and right), facing different partners, to discuss the various conservation methods.

Once students return to their desks, ask them to list at least three ways they can help conserve water or energy at their house. Students can then choose one of those methods to create their conservation cue card. If they finish early, they can always make another cue card with a different way to conserve.

After students have selected their conservation ideas and are ready to decorate their cue card(s), provide them with various sizes of index cards to choose from. A scoring tool is provided for grading purposes.

When students are done, they can take their cue cards home and hang them near sinks, light switches, and thermometers. Cue cards can also be collected and showcased on a bulletin board for others to learn from.

Glossary:

- **Conservation** – saving or protecting the natural resources found on Earth
- **Natural Resources** – anything that is found in nature that can be used by living things

Scoring Tool:

Conservation Card Tasks	Included	Not Included	Notes
Lists one way to conserve water or energy			
Has an attractive drawing or image			
Is easy to read and understand			

Applicable TEKS:

- **1st Grade**– §112.3. b.11(C)
- **2nd Grade**– §112.4. b.11(B)
- **3rd Grade**– §112.5. b.11(C)
- **4th Grade**– §112.6. b.11(B)
- **5th Grade**– §112.7. b.11(A)

Print the following sheet if index cards are not available. Cut on dotted lines.

