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# Sorting Wastes

1. Noun - Plural _____
2. Noun _____
3. Noun _____
4. Noun _____
5. Verb - Past Participle _____
6. Noun - Plural _____
7. Adjective _____
8. Verb - Past Tense _____
9. Adjective _____
10. Noun _____
11. Verb - 3Rd Person Singular Present _____
12. Noun - Plural _____
13. Number _____
14. Adjective _____
15. Noun _____
16. Adjective _____
17. Verb - Present Tense _____

# Sorting Wastes

Zachary goes to an elementary school in the Oakland Unified School District. He had just learned from his teachers of the Green Gloves Program that helps reduce _____Noun - Plural_____. During lunch, he noticed a few changes. The school no longer gave a spork, napkin, and _____Noun_____ set; rather, there were new utensil and _____Noun_____ dispensers so that students only took what they needed. After he was done with his lunch, there was a waste sorting _____Noun_____. All liquids had to be _____Verb - Past Participle_____ out and separated from the food. Paper towels, food scraps, milk cartons, paper _____Noun - Plural_____ and plates went into the _____Adjective_____ compost bin. Any glass and plastic bottles or aluminum cans _____Verb - Past Tense_____ into the blue bin for recycling. The _____Adjective_____ wrappers, bags, and sauce packets went into the black bin for landfill. Sorting out the food scraps helped compile compost that is helpful to the _____Noun_____. Compost _____Verb - 3rd Person Singular Present_____ the soil and increases the water holding capacity for a slow release of _____Noun - Plural_____. These composts can be used by schools, farmers, landscapes, and residents. When Zachary returned to class, he noticed _____Number_____ trash cans in the classroom. There was a blue recycling bin filled with _____Adjective_____ paper and cardboard, but no food. The black trash can contained plastic wrappers, pencils, styrofoam, and _____Noun_____ items. Just by following these _____Adjective_____ sorting rules, Zachary knew that he was _____Verb - Present Tense_____ the environment.

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