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Unit Objectives

- 1. Concepts.** Students will understand the following environmental concepts:
 - a. The environment is everything around us.
 - b. The natural environment provides valuable resources that we use to live.
 - c. Everything comes from the environment: we build houses and make paper from trees; we use plants and animals for food and clothing; we drink water and use it to clean; we burn fossil fuels (oil, natural gas, and coal) for heat, transportation, and electricity.
 - d. We waste natural resources in many ways in our homes by using more than we need or by using them unnecessarily.
 - e. When we waste natural resources, we must get more from the environment, which costs money and uses up natural resources that we could run out of.
 - f. When we use products and throw them away, we produce lots of trash and pollution in the environment.
 - g. Wasting natural resources is not good for the environment.
 - h. We can do many things to help conserve natural resources and produce less waste and pollution.

- 2. Skills.** Students will:
 - a. Identify the natural resource bases of given products.
 - b. Identify behaviors that conserve natural resources.

- 3. Behaviors.** Students will practice the following behaviors to help the environment:
 - a. Use only the paper products really needed.
 - b. Turn off unused lights, televisions, computers, and other appliances when they are not being used.
 - c. Turn off water faucets while brushing teeth and when the water is not needed.
 - d. Close doors and windows when heat or air conditioning is on.
 - e. Recycle paper, glass, metal, and plastic when possible.
 - f. Put all trash in trash cans; do not litter.

Planning

Instruction on the unit's objectives is organized into **five lessons** with detailed instructional procedures for each lesson, including a listing of the objectives addressed, the materials required, and the preparation needed. The vocabulary introduced in each lesson is listed prior to the procedures and is highlighted within the lesson with pop-up definitions.

At the end of each lesson are **additional activities**, which can help students not only accomplish the lesson objectives but also apply environmental concepts and behaviors to other disciplines and to everyday living. Each of the five lessons can be completed in one or more days, depending on your class and the activities that you do.

Following Lesson 5 are **Unit Follow-Up Activities** that can be used periodically throughout the remainder of the year to reinforce the unit's objectives and to help students further develop strong environmental attitudes and habits.



Recognizing Products from Natural Resources

Objectives

Concepts: Students will understand the following environmental concepts:

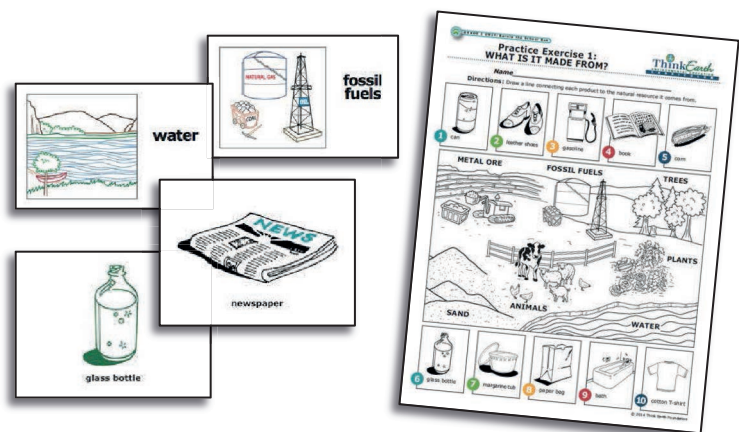
- b. The natural environment provides valuable resources that we use to live.
- c. Everything comes from the environment: we build houses and make paper from trees; we use plants and animals for food and clothing; we drink water and use it to clean; we burn fossil fuels (oil, natural gas, and coal) for heat, transportation, and electricity.

Skills: Students will:

- a. Identify the natural resource bases of given products.

Materials

- Natural Resource Cards
- Product Cards
- Practice Exercise 1
- Tape



Preparation

- Prepare to present Practice Exercise 1. Make copies to hand out to each student **and/or** project on a screen or smartboard to use with the entire class.
- Place seven chairs at the front of the classroom. See Procedure A.

Procedures

A. Conduct group practice

- Hold up each of the **Natural Resource Cards** and have students identify each natural resource. As each resource is named, tape the card to an empty chair at the front of the room.
- Hold up each **Product Card** and ask individual students what the product is. As soon as a student correctly names the product, ask the student to sit in the chair showing what natural resource that product is made from. If the student gets the natural resource correct, hand the student the product card and have him or her return to his or her seat.

- Work through all 16 Product Cards. To extend practice, you might want to bring in some actual products (e.g., cotton T-shirt, frying pan, apple, pencil, plastic bottle) or have some pictures of other products.
- When the resource base for each product has been identified, ask all the students holding cards or products to stand by the chair with the natural resource card that their product is made from. Have any students without cards or products check to see if everyone is standing by the right natural resource.

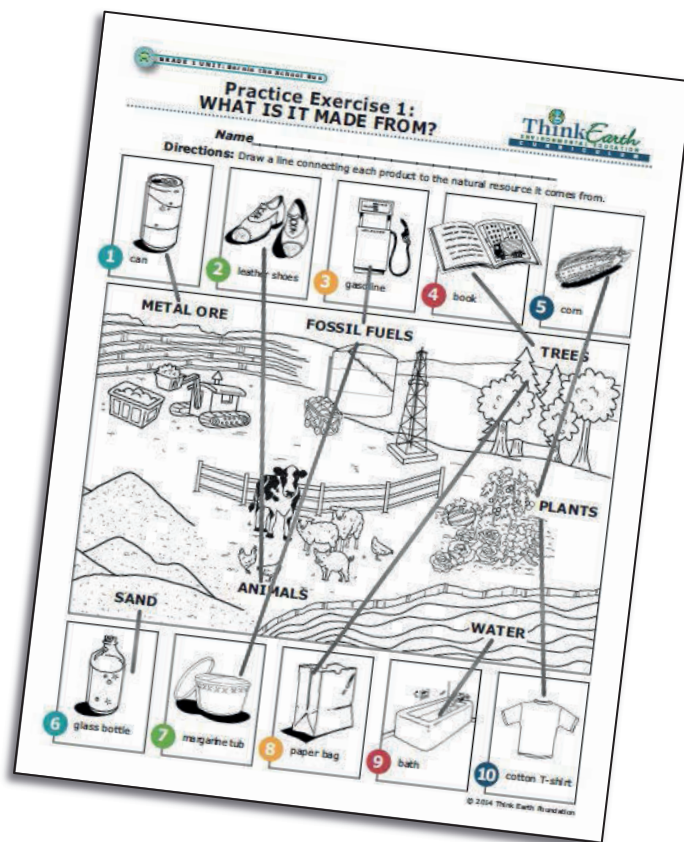
B. Identify classroom resource bases

- Ask a student to point to and name any object in the classroom. Ask other students what natural resource or resources were used to make that item.
- Ask students to point to and name other objects in the classroom and tell the natural resource bases.
- Lead students to understand that everything we have comes from the environment.

C. Have students complete Practice Exercise 1, What Is It Made From?

- To complete Practice Exercise 1, either:
 - give each student a copy along with a pencil or crayon
 - project the exercise on a screen or smartboard
 - give each student a copy AND project the page

- Read the directions aloud to students. Then, explain that the big picture in the center shows natural resources and that the little pictures are products. Have students identify each natural resource in the big picture.
- Work through the exercise one item at a time. For each picture, read the name of the product and ask students what natural resource it is made from. Have students draw a line connecting the product picture to the picture of the natural resource from which it is made. If working on a smartboard, ask various students to draw the lines on the projected image.
- Circulate among the students, making sure that they draw the lines correctly.



Additional Activities

- **Cut and paste products on natural resources.** Provide groups of students with poster boards titled with each natural resource. Each group could have all the natural resources or just a few, or each group could have one different natural resource. Give each group several old magazines and have students cut out pictures of products and paste them on the board showing what natural resource they were made from. Have each group share their collages with the class.
- **Make a resources/products bulletin board.** Have students start a bulletin board of products organized by natural resource base. Students can look through old magazines for pictures or find pictures online or take digital photos.
- **Play “Who am I?” with Product Cards.** Have a student pick a **Product Card** and play “Who am I?” Allow the other students to ask three yes/no questions to determine which product was selected, e.g., “Are you made from paper?” “Are you worn as clothing?”
- **Play Product/Resource Game.** Have a few students play a game with the **Product Cards**. Put the cards in a stack with the pictures face up. Have each student, one at a time, name the product on top of the stack and tell what natural resource it is made from. If the student is correct, he or she keeps the card. If not, the card is returned to the bottom of the stack. The student with the most cards after all cards have been drawn wins the game.
- **Learn a song.** Teach students the following song about not littering.

(to the tune of “Frère Jacques”)

Do not litter. Do not litter.
That’s a rule. That’s a rule.
Put all your trash in trash cans.
Put all your trash in trash cans.
Thanks a lot. Thanks a lot.







STORY 1: Bye-Bye, Bernie

"Oh, no!" exclaimed Bernie, his tires now flat and his fenders all dented. "What am I going to do now!" As he looked around, thinking about what to do, he saw empty cans and bottles, an old book, a T-shirt, and some tennis shoes. "I might as well be in the junkyard," he sighed. "This place is a mess."

All day Bernie sat there in the ditch, sure no one would ever find him. But then he heard a noise. He flashed on his headlights and saw Patti, one of the children that he usually took to school. Bernie took a breath and with all his might, he tried to honk his horn. All that came out was a little squeak. But it was enough, for Patti stopped, looked over the side of the bridge, and saw Bernie lying in the ditch.



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"Bernie!" called Patti. "We've been looking all over for you. Whatever are you doing down there?"

"Oh," answered Bernie, "I was running away so I wouldn't have to go to the junkyard, and I got going so fast that I couldn't get around the curve, and I tumbled right down into this ditch."

"Well," said Patti, climbing down into the ditch, "you certainly look as if you're ready for the junkyard now!"

Bernie propped himself up the best he could on his flat tires and said, "I may be battered, but I am not junk. I am Bernard Bartholomew Omnibus III, and I am made from valuable natural resources."

"From what?" asked Patti, looking Bernie over from top to bottom.

"Natural resources," repeated Bernie. "Things we get from nature, from the environment. Every single part of me comes from a natural resource."