



# LESSON PLAN

## NATURAL RESOURCES GRADES K-2



### SUMMARY

Students will consider how use of natural resources impacts the Earth and what we can do to reduce the impacts.  
Duration: 45 minutes.



**K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

#### Science & Engineering Practices

##### Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)

#### Connections to Classroom Activity

- After matching common items with the natural resources they come from, students will discuss how we obtain these resources and how that impacts the Earth. They also will discuss what can be done to reduce the impact.

#### Disciplinary Core Ideas

##### ESS3.C: Human Impacts on Earth Systems

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

#### Connections to Classroom Activity

- Students will learn that many of the things we use every day come from natural resources. They will also learn that using these things impacts the Earth and we can do things to help reduce the impact.

## Crosscutting Concepts

### Cause and Effect

Events have causes that generate observable patterns.

## Connections to Classroom Activity

- Students will learn that when we use natural resources, the Earth is affected.



## ENGAGE

Ask students what a pencil and sheet of paper are made out of. Call on a few students to share. Tell them that a pencil is made from wood which comes from trees. Paper is made from trees ground into tiny pieces then spread really thinly and dried. Define a natural resource as anything people use from nature.



## EXPLORE

Tell students that today they will be working in groups to play a matching game. Their job is to match common items with the natural resource they come from. This will help students see that nearly everything we use comes from natural resources. Allow some time for students to match the cards.



## EXPLAIN

Bring the class back together and ask different groups to share their matches out loud. Ask students how the Earth is affected when we get natural resources such as wood. Students should talk about how trees are cut down and that this lessens the number of trees on the Earth. Follow up by asking how we can help reduce this impact on Earth. Students should communicate ideas such as planting more trees in the case of wood or being careful with how much water we use.



## ELABORATE



### WATCH THE GENERATION GENIUS NATURAL RESOURCES VIDEO AS A GROUP

Then facilitate using the Discussion Questions.

After the video, list classroom items on the board and next to each write down what natural resource was used to make the items. This discussion should be expanded to cover water, metal, wood, fossil fuels, air and livestock. Be sure to mention that even things that do not exist in nature such as plastic, are also made from natural resources (fossil fuels).

## MATERIALS

- Natural resources photos (attached)
- Ziploc bags

### DIY Activity

- Blender (Adults only)
- Wire hanger
- Plastic tub filled 1/3 with water
- Pantyhose
- Newspaper
- Bottle of white glue
- Tablespoon
- Roll of paper towels

All living things use natural resources to live. Tell students that they can make responsible choices in how we use these resources to reduce our impact on Earth.



## EVALUATE

Students can play the online Kahoot! quiz game located below the video which provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz or the exit ticket questions. All these resources are located below the video in the Assessment section.



## EXTENSION

Older or more advanced students may be ready to discuss differences between renewable and non-renewable resources, such as sources of energy. Fossil fuels are an example of a non-renewable resource. Oil, coal and natural gas are the most common. Energy made from sunlight, corn or algae on the other hand are renewable.



# MATCHING ACTIVITY

