



Teaching Activity Guide

Natural or Man-made?

A Compare and Contrast Book

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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

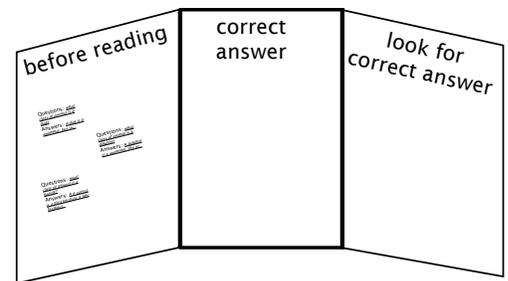
What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

Pre-Reading Questions

1. What does it mean for something to be natural?
2. What does it mean for something to be man-made?
3. What do we use to make things?
4. Where do those things come from?
5. Print and cut the following images of things we eat or use. Have kids sort them into what children think the item would come from: natural or man-made.
6. Can they explain why they put items into each group?

chicken & eggs



carrot cake



water



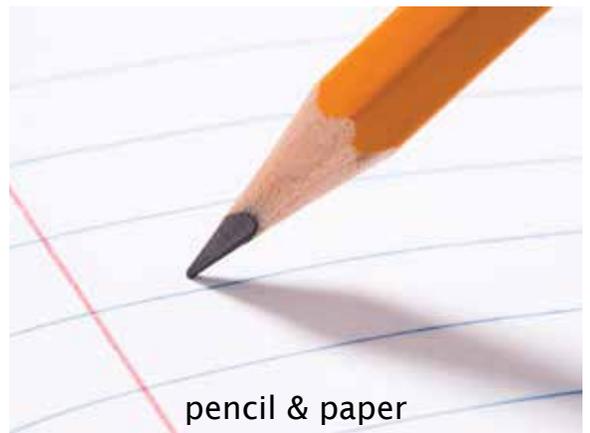
carrots



coal



pencil & paper





wooden toys



apples



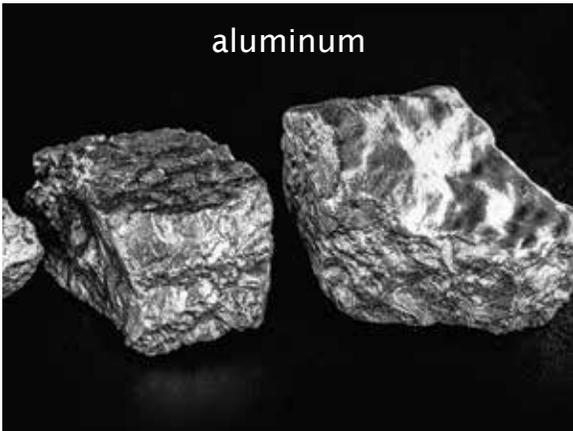
cotton



cotton t-shirts



aluminum cans



aluminum



plastic balls



soil

Fill in the Conjunction-English

Objective Core Language Arts: Use frequently occurring conjunctions.

Use one of the following words to fill in the sentence so that it makes sense.

and

but

or

so

because

Everything around us either comes from nature _____ is man-made.

Food can be changed by cutting, heading, cooling _____ combining with different food items.

Lumber from trees may be used to make furniture _____ or some of the toys you play with.

Even paper _____ pencils come from trees.

We use both plants _____ animals to make clothing.

Some animals are raised on farms for their meat _____ others are caught or hunted.

We cut _____ cook most of the meat we eat.

We can even use sunlight _____ air to support our needs.

Some clothes can be made with cotton _____ some can be made with wool.

We can grow corn to eat _____ use in other products like gasoline.

We can combine things like wheat flour _____ eggs when making cakes or cookies.

Toys can be made from natural _____ man-made things.

Rocks _____ wood can be used to build houses.

Some people like to grow their own food _____ they want it to be fresh.

We can combine things like sand, rocks, _____ water to make concrete.

natural resource

my definition

my drawing

things we use from trees

things we use from plants

ways I use natural resources

True or False?

Objective: Critical thinking skills

Circle whether you think the statement is true or false:

1. T/F We can get food and lumber from trees.
2. T/F We can get both food and clothing items from cows.
3. T/F We can combine parts of plants and animals to make food dishes to eat.
4. T/F Sunlight and air are both natural resources we use to convert to electricity.
5. T/F We can combine multiple natural resources to make things.
6. T/F Rocks and minerals are natural resources.
7. T/F Sand can be used to make glass.
8. T/F We can make clothes from some plants.
9. T/F We get rubber from trees.
10. T/F We can use the natural resource of oil to make crayons and plastic.

