Subject: The World Around Us
Title: Diversity of Nature-Connection of Living and Non-Living Nature
Lesson Structure: 120 min

Objectives:
Renewing knowledge and acquiring new knowledge about nature and the elements that make it up: water, air, soil, Sun, people, plants, animals.

- Developing awareness of one's own environment, its components and their interconnection. Enabling students to apply acquired knowledge in everyday life.
- Developing a responsible attitude towards themselves and the environment.
- Noticing similarities and differences between living beings.
- Renewing and expanding knowledge about the common characteristics of all living beings.
- Developing techniques of the cognitive process: observation, noticing, comparing, freely expressing observations. Gaining knowledge about the processes that occur in living things – respiration and nutrition.
- Developing responsibility towards nature and sustainability.

1. Introductory lesson

Students are reminded through parallel associations and exercises in the e-textbook that nature is made up of the Sun, air, water, soil, plants, animals and people. Without the Sun, air, water and soil, there would be no life on Earth.
Watch the video https://www.youtube.com/watch?v=DyFVX2yalHE

After analysis listening t the song „Химна природи", Мари Мари
https://www.youtube.com/watch?v=HnAVsfLqR10
Then direct students to digital content: the educational game "Petra loves the Sun" and to solving tasks about nature.

2. lesson

After a short quiz in the Pilckers application

Start the conversation with the students by noting that living things are different, but that they still have some common characteristics.

Point out that the common characteristic of living things is breathing, eating and taking in water, growing, developing and having offspring. Living things give birth to new living things. Humans and many animals (for example, dogs, cats, cows, etc.) give birth to live young. The young of some animals, such as birds, snakes, and fish, hatch from eggs. Plants grow from seeds. When they get old, living things one day cease to live. We say that plants and animals die, and we say that people die. This is sad, but natural.

Digital content

Introduce students to digital content. Show common characteristics of living things. Analyze and comment on the video shown with students.

Анимација: *Заједничке особине живих бића*

3. Class
Celebrating Flower Day

Planting flowers, using egg shells, coffee grounds, banana peels and ash.
Making organic fertilizer from banana peels.
Placing plastic bottles in a flowerpot to water the plant.
Pruning flowers and cleaning green leaves. They record all these actions by recording and photographing them with their mobile phones.
After that, they go to the nearby forest and pick the messengers of spring.
The collected flowers are pressed upon their return.
After a few days, the students will make pictures from the pressed flowers, drawing the surroundings with tempera paints.

Teacher Name	Subject/Course Title Grade Level-II	Date
Snežana Cvetinović	Assessment Criterion 0: 1. Topic is connected to STEAM topics and skills	10-12.3.2025.

Materials needed: Science Pots and soil Flowers Bananas, eggshells, coffee grounds, ash, bottles, water, scissors , Engineering Watering cans Technology • Smartphone (for documentation) Computer , TV , Pilckers app Arts • Paper, markers, and colored pencils • Glue Physical and Health Education • Gloves (optional – for safe handling of flowers) • Comfortable clothing and shoes (for picking	**Lesson outcomes:** (what the student will be able to do) Renewing knowledge and acquiring new knowledge about nature and the elements that make it up: water, air, soil, Sun, people, plants, animals. • Developing awareness of one's own environment, its components and their connections. • Enabling students to apply acquired knowledge in everyday life. • Developing a responsible attitude towards oneself and the environment. • Noticing similarities and differences between living things. • Renewing and expanding knowledge about the common characteristics of all living things. • Developing cognitive process techniques: observation, noticing, comparing, freely expressing observations. • Gaining knowledge about the processes that take place in living beings – respiration and nutrition • Developing responsibility towards nature and sustainability Acquiring practical knowledge and skills for planting, propagating and caring for plants.

flowers in nature) • Water bottles (to stay hydrated during outdoor activities	
	Assessment criterion: 1. Lesson outcomes are clearly linked to STEAM activities and assessments. <u>Science</u> Students will explore and see the importance and power of nature by planting flowers • They will understand the chemical reactions involved (making organic fertilizer from banana peels). <u>Technology</u> • They will document their process using digital tools (camera, notes). <u>Engineering</u> • Students will construct a simple watering system using bottles. <u>Arts</u> • Students will create creative paintings. • They will connect the beauty of nature with their artistic skills. <u>Mathematics</u> • Students will measure and proportionally add fertilizer ingredients as needed, as well as the amount of fertilizer ingredients. <u>Physical and Health Education</u> • Will engage in outdoor activities to collect flowers.
	2. The teacher uses active verbs to define lesson outcomes. Verbs such as investigate, explain, observe, describe, measure, document, construct, optimize, connect, calculate, adapt, practice, and compare are clear and measurable. 3. Lesson outcomes are both observable and measurable. • Through practical work: students will understand the importance of natural ingredients in organic fertilizer and their role in plant growth. • Through discussion: students will become aware of the importance of recycled materials and natural resources in their environment. • Through creative work: students will develop creative skills by making pictures from pressed flowers. • Through mathematical calculations: students can calculate the amount of material needed. By the end of the semester, students will have a result: advanced healthy plants that have grown through the use and impact of organic fertilizer on growth and branching.
Engage 45 min	The teacher works to gain an understanding of students' prior knowledge and identify any gaps in knowledge and stimulate interest in upcoming concepts so that students will be ready to learn.

	ACTIVITIES: Conversation with students (through parallel associations and exercises in the e-textbook, students are reminded that nature is made up of the Sun, air, water, soil, plants, animals and people. Without the Sun, air, water and soil, there would be no life on Earth. Watch the video https://www.youtube.com/watch?v=DyFVX2yalHE Listen to the song "Hymn to Nature", performed by Mari Mari . https://www.youtube.com/watch?v=HnAVsfLqR10 Then direct students to digital content: the educational game "Petra loves the Sun" and to solving tasks about nature. After a short quiz check in the Pilckers application . Start the conversation with students by noting that living beings are different, but that they still have some common characteristics.  Анимација: *Заједничке особине живих бића*
	Assessment criterion 1: 1. Activities allow students to make connections to prior knowledge 2. Activities allow teacher(s) to assess students' background knowledge Connection to prior knowledge based on discussion
Explore 20 min	Students actively investigate through concrete learning experiences. They may be asked to go through the scientific method and interact with their peers to make observations. **ACTIVITIES:** 1. Demonstration 2. Investigation 3. Observation 4. Reading 5. Video
	Assessment Criterion 3: 1. Activities allow students to build on existing prior knowledge. 2. The teacher(s) provides activities that are experiential in nature.
Explain 15 min	A teacher-led phase that helps students synthesize new knowledge and ask questions if they need further clarification. For the clarification phase to be effective, teachers should ask students to share what they learned during the exploration phase. **ACTIVITIES:** 1. Quiz 2. Visual Associative Display

Elaborate 30 min	Giving students space to apply what they have learned. This helps them develop a deeper understanding. Teachers can ask students to create presentations (for example: The Story of a Flower) **ACTIVITIES:** 1. Problem Solving 2. Experimental Design 3. Compare 4. Cross-curricular Activities 5. STEAM Activities
	Assessment criterion 5: Students extend their knowledge through problem solving, research, STEAM activities, -Activities encourage students to creatively and practically apply their learning. -Students use correct terminology in their posters and presentations.
Evaluate 10 min	The 5E model allows for both formal and informal assessment. Teachers can observe their students and see if they have a full understanding of basic concepts. It is also useful to note whether students approach problems in a different way based on what they have learned. Other useful elements include self-assessment, peer assessment, written assignments, and exams.