

Our Need to Conserve Resources

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Grade Level	4-5
Duration	1-2 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places.

Element 5:

Environment and Society

14. How human actions modify the physical environment.

16. The changes that occur in the meaning, use, distribution, and importance of resources.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Key Ideas and Details

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text.

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Integration of Knowledge and Ideas

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Production and Distribution of Writing

4.W.4 and 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

Overview

Natural resources are part of everyone's daily life. Can we use as much as we want, whenever we want? What will happen when there are no resources left?

Purpose

Students will learn about pollution and conservation using the book, *Wump World* and a teacher-created reading. They will then create a poster promoting conservation and the wise use of resources.

Materials

- *The Wump World* by Bill Peet
- Pollution and Conservation Reading
- Pollution and Conservation Reading Worksheet
- Pollution and Conservation Reading Quiz and Answer Key
- What Can I Do to Help the Environment Poster Instructions and Grading Rubric
- Vocabulary Test and Answer Key
- Wump World Vocabulary Worksheet (optional) and Answer Key
- Paper for posters, crayons, markers

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Objectives

The student will be able to:

- Combine information from two texts to answer questions.
- Produce a clear and functional writing by making a poster about a conservation practice.
- Determine the meaning of academic vocabulary words.

Procedures

SESSION ONE

1. Introduce the terms “natural resources, particulates, recycling, conservation, pollution, environment” by defining them and placing the words and their definitions on a word wall or the white board.
2. Read and discuss the book, *The Wump World* by Bill Peet. Add new vocabulary words to the word wall as needed. OPTIONAL: Have students complete the Wump World Vocabulary Worksheet as the book is read.
3. Now have students read the Pollution and Conservation Reading with a partner and complete the short answer questions and multiple choice quiz using information they have learned from Wump World and the teacher-created reading.
4. As a closure activity, have several students read their answers to their short answer questions on how they would save resources or promote conservation.

SESSION TWO

Prior to this session, decide if students will work in groups or individually on this poster assignment.

5. Project the What Can I Do to Help the Environment? Poster Instructions. Explain the Grading Rubric. Distribute the art supplies.
6. Have students make a poster to show a conservation practice.
7. Take the vocabulary test.

Assessment

ELA and Geography

The Pollution and Conservation Reading Worksheet and Quiz can be used to check for comprehension. Mastery is considered a score of 80% or higher.

The Vocabulary Test(s) can be used to assess knowledge of the vocabulary terms. Mastery will be considered a score of 80% or higher.

The poster can be graded using the Grading Rubric. A score of 3 or higher should be earned on the rubric to be considered mastery.

Extensions

Read *City Green* by DyAnne DiSalvo-Ryan

Develop a project in your school or neighborhood to encourage conservation.

Read the *Magic School Bus at the WaterWorks* by Joanna Cole. Write a list of facts from the story about water and the water cycle.

Sources

Cole, J. (1986). *Magic School Bus at the WaterWorks*. Scholastic, Inc.

DiSalvo-Ryan, D. (1994). *City Green*. Morrow Junior Books.

Miles, B. (1974). *Save the Earth*. Alfred A. Knopf.

Peet, B. (1970). *The Wump World*. Boston: Houghton Mifflin, Co. ISBN 0-39531129-2

Santrey, L. (1985). *Conservation and Pollution*. Troll Associates.