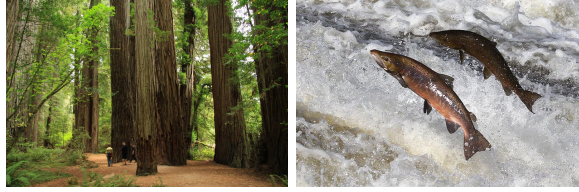


Our Local Natural Resources



LESSON 1: What is a Natural Resource?

OVERVIEW & PURPOSE

Students will reflect on what they already know about natural resources around them and participate in a class discussion to clarify what is a natural resource. Groups will research one local natural resource and the issues surrounding management of the resource and prepare a poster to share findings with the class. (1- 2 class periods)

CONTENT STANDARDS

NGSS: MS-ESS3 Earth and Human Activity

CCSS Math: Math Practice Standards

OBJECTIVES

Students will identify local natural resources.

Students will work together and identify importance and issues associated with natural resources.

VOCABULARY

Renewable, non-renewable, conservation, fossil fuel, recycle, conserve, cycle

MATERIALS NEEDED

Internet access, poster paper, pens etc.

TEACHER QUESTIONS

What is a natural resource?

What resources are found locally?

How are these resources important?

ACTIVITY

PART 1

Teacher poses the question to the class and asks the question “What is the definition of a natural resource?” Think about what is a resource and what is found in nature. Think to your self first then turn to your partner and discuss your thoughts. Be ready to share in 2 minutes. Share with your four and choose one person to report to the group in 2 minutes.

Teacher asks reporters to report to the class. Teacher reinforces correct vocabulary.

Teacher summarizes student responses.

Note: found in nature, useful to humans

Teacher asks , “What are some examples of a natural resource?”

With your four list some examples of a natural resources and record on the web. .Choose one person to write and one to report.

(air, animals, coal, minerals, natural gas, oil, plants, sunlight, water)

PART 2

Teacher asks :**What are specific local examples of these natural resources?**

Teacher records responses on the board or the projector using a web diagram. Pairs /fours report out resources. Teacher circles them.

(resources we hope will come up : salmon, deer, rivers, oceans , redwoods, plants)

Need to lead them toward 6: Salmon, redwoods, rivers , oceans, plants, other

Teacher : Each group will be responsible for researching and creating a poster reporting on one of our local natural resources. Use your tablets to answer the following questions: What is it? Where is it found? Why is it important to humans? What issues might affect the health of this

resource? (Questions will be projected or written on the board at this point) Prompt: More than one person can write on the poster at the same time.

Your poster needs to have a title, student names, sketch of the resource, question and information found. **Put the information into your own words and site your sources.**

Teacher will direct students to materials and circulate the room facilitating groups.
(Questions posted for groups to see)
Each group will be assigned one of the topics.

Part 3: (May be on the second day).

As groups are finishing they will be directed to display posters. You will be asked to make connections between the resources. Be sure to read each poster with that in mind.
Gallery Walk. 10 minutes.

During gallery walk students will put hands behind back and walk and read each poster. Students will be silent and rotate when the teacher says rotate.

Exit Ticket:

Pick two resources and discuss how they are connected.