

Name: Jessica Reynolds, Kellie Wise **Date:** 9/16/06 **Age/Grade Level:** 4th/5th
Students: 21, 24 **# IEP:** 3, 0 **#GSSP Students:** 2, 2 **#LEP:** 0, 1
Subject: Science/Economics **Major Content:** Natural Resources
Lesson Length: 60 minutes **Unit Title:** What's the Earth Worth?
Lesson Number & Title: #1- Natural Resources

Context: In previous years, the students have been introduced to basic economic concepts related to productive resources. In this lesson, the students will review the term natural resources and be able to identify natural resources in their region. Students need to identify natural resources (living and nonliving).

Objectives:

Students will be able to **identify** natural resources from a shared reading *by highlighting, scoring at least a 3 on a 4 point rubric.*

Students will **describe** *in journal entries*, after reading the book Amelia Bedelia Goes Camping or Curious George Goes Camping, three natural resources from the story. They will also identify two goods in the story and tell what natural resources they are made from, scoring at least a 3 on a 4 point rubric.

The students will be able to **distinguish** between examples of natural resources and non-examples of natural resources and why *in a quick write*, scoring at least a 3 on a 4 point rubric.

Connections:

SS-04-3.1.1

Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.

DOK 2

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

DOK 2

Assessment Plan:

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Formative	Identify	1	Reduce identified # of resources
Objective 2	Formative	Written journal response	2	Identify 2 natural resources and 1 good, scribe if needed
Objective 3	Formative	Quick write	2	Scribe if needed

Resources, media, and technology:

Copies of shared reading, journals, highlighters, books—Curious George Goes Camping or Amelia Bedelia Goes Camping, examples and non-examples of natural resources, SmartBoard, clip art of natural resources

Procedures:

1. Cut apart clip art natural resources and give one set of pictures to each group. They are in the form of puzzle pieces. Have each group put their puzzle together. Go around the room, having each group identify their picture. Once complete, ask the students what common link each picture has. This leads in to the discussion of natural resources.
2. Give each student a copy of the shared reading about natural resources. Read it aloud together. Then have each student go through the shared reading, highlighting the examples of natural resources that they see within the reading. Discuss these with the entire class.
3. Read aloud Curious George Goes Camping or Amelia Bedelia Goes Camping. After reading this aloud to the class, have the students get out their journals. They need to write three examples of natural resources that they heard about in the book. They then need to identify two goods from the story. They should write those down in their journal and tell what natural resources these goods were made from.
4. At the end of the lesson, the teacher will put two examples of natural resources and two non-examples of natural resources on the SmartBoard. The students will be given time to distinguish between the two. Using a quick write, the students will find these distinctions and tell why the pictures are natural resources or why they are not.

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Lesson Length: 60 minutes **Unit Title:** What's the Earth Worth?
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The students will be able to **distinguish** between examples of natural resources and non-examples of natural resources and why *in a quick write*, scoring at least a 3 on a 4 point rubric.

Connections:

SS-04-3.1.1

Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.

DOK 2

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

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Copies of shared reading, journals, highlighters, books-Curious George Goes Camping or Amelia Bedelia Goes Camping, examples and non-examples of natural resources, SmartBoard, clip art of natural resources

Procedures:

1. Cut apart clip art natural resources and give one set of pictures to each group. They are in the form of puzzle pieces. Have each group put their puzzle together. Go around the room, having each group identify their picture. Once complete, ask the students what common link each picture has. This leads in to the discussion of natural resources.
2. Give each student a copy of the shared reading about natural resources. Read it aloud together. Then have each student go through the shared reading, highlighting the examples of natural resources that they see within the reading. Discuss these with the entire class.
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4. At the end of the lesson, the teacher will put two examples of natural resources and two non-examples of natural resources on the SmartBoard. The students will be given time to distinguish between the two. Using a quick write, the students will find these distinctions and tell why the pictures are natural resources or why they are not.

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Students: 21, 24 **# IEP:** 3, 0 **#GSSP Students:** 2, 2 **#LEP:** 0, 1
Subject: Science/Economics **Major Content:** Natural Resources
Lesson Length: 60 minutes **Unit Title:** What's the Earth Worth?
Lesson Number & Title: #2- Natural Resources in Various Regions

Context:

In the previous lesson, the students reviewed the term natural resource and identified various examples of natural resources. In this lesson, the students will be identifying various resources within specific regions. The students need to understand that various regions have different natural resources, and that this affects some decisions that the people there make.

Objectives:

The students will be able to **distinguish** which natural resources are in each region *using a student made map, scoring over 85% on a scoring guide.*

Connections:

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

DOK 2

SS-04-3.4.1

Students will describe production, distribution and consumption of goods and services in regions of Kentucky and the U.S.

DOK 2

SS-05-4.1.1

Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.

DOK 3

Assessment Plan:

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Formative	Riddle sheet	2	Reader/Scribe, scoring at least 80%

Resources, media, and technology:

Maps of the United States, copies of riddle sheets, colored pencils

Procedures:

1. Review examples of natural resources.
2. Discuss that various regions of the United States use various resources to survive. For example, shelter in various regions are built of various resources. Give students a map of the United States in which they will label the regions and draw examples of natural resources from each region. Discuss why certain regions have these resources by talking about climate, landforms, etc.
3. Students use their labeled maps to complete a riddle worksheet about the regions of the United States and their resources.

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Students: 21, 24 **# IEP:** 3, 0 **#GSSP Students:** 2, 2 **#LEP:** 0, 1
Subject: Science/Economics **Major Content:** Opportunity Cost
Lesson Length: 60 minutes **Unit Title:** What's the Earth Worth?
Lesson Number & Title: #3-Natural Resources and Decisions

Context:

In the previous lesson, the students studied what resources were in each region of the United States. They labeled a map of these and completed a riddle sheet about each of these. In this lesson, the students will use their knowledge of natural resources to help them make decisions. They will learn about and apply the term opportunity cost.

Objectives:

The students will be able to clearly **answer** all parts of *an open response* that covers content from all three lessons, scoring at least 3 on a 4 point rubric.

Connections:

SS-04-3.1.1

Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.

DOK 2

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

DOK 2

Assessment Plan:

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Summative	Open Response	2	Reader/Scribe, assistance with Know Do Plan

Resources, media, and technology:

Paper, paper bag, copies of open response prompt and rubric

Procedures:

1. Review natural resources and the regions in which you find certain natural resources.
2. Have each student write down two foods that they despise on paper. Take them up and put into a brown paper bag. Have each student come to the front and pick out two pieces of paper. They will verbally tell the other students which food they would rather eat out of those two choices.
3. Tell students that when you make a decision, the thing you pick is called a choice. The other thing that is not picked is called opportunity cost.
4. Teach students the saying that relates to opportunity cost. "When you have a choice to make, there's always something tossed. The most important thing to go is opportunity cost". Go randomly around the room and have students tell what their opportunity cost was from the foods they picked earlier. They will fill in the blanks to this sentence- The choice I made was _____ and my opportunity cost was _____.
5. Pass out open response prompt and allow student time to make a Know Do Plan and complete the open response. The teacher will monitor which students need help on the plan or response.

Name: Jessica Reynolds, Kellie Wise **Date:** 9/16/06 **Age/Grade Level:** 4th/5th
Students: 21, 24 **# IEP:** 3, 0 **#GSSP Students:** 2, 2 **#LEP:** 0, 1
Subject: Science/Economics **Major Content:** Opportunity Cost
Lesson Length: 60 minutes **Unit Title:** What's the Earth Worth?
Lesson Number & Title: #3-Natural Resources and Decisions

Context:

In the previous lesson, the students studied what resources were in each region of the United States. They labeled a map of these and completed a riddle sheet about each of these. In this lesson, the students will use their knowledge of natural resources to help them make decisions. They will learn about and apply the term opportunity cost.

Objectives:

The students will be able to clearly **answer** all parts of *an open response* that covers content from all three lessons, scoring at least 3 on a 4 point rubric.

Connections:

SS-04-3.1.1

Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.

DOK 2

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

DOK 2

Assessment Plan:

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Summative	Open Response	2	Reader/Scribe, assistance with Know Do Plan

Resources, media, and technology:

Paper, paper bag, copies of open response prompt and rubric

Procedures:

1. Review natural resources and the regions in which you find certain natural resources.
2. Have each student write down two foods that they despise on paper. Take them up and put into a brown paper bag. Have each student come to the front and pick out two pieces of paper. They will verbally tell the other students which food they would rather eat out of those two choices.
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5. Pass out open response prompt and allow student time to make a Know Do Plan and complete the open response. The teacher will monitor which students need help on the plan or response.

Name: Jessica Reynolds, Kellie Wise **Date:** 9/16/06 **Age/Grade Level:** 4th/5th
Students: 22, 23 **# IEP:** 2, 0 **#GSSP Students:** 2, 2 **#LEP:** 0, 1
Subject: Science/Economics **Major Content:** Island of the Blue Dolphins
Lesson Length: 30 minutes (5 days) **Unit Title:** What's the Earth Worth?
Lesson Number & Title: #4-Islands Designed Around Island of the Blue Dolphins

Context:

In the previous lesson, the students used their knowledge of natural resources to help them make decisions. They learned about and applied the term opportunity cost. In this lesson, the students are going to participate in 5 islands that are designed around the book Island of the Blue Dolphins.

Objectives:

The students will be able to apply knowledge from the book Island of the Blue Dolphins to complete five islands designed around the book.

Connections:

RD-04-2.0.7 Students will make inferences or draw conclusions based on what is read.
DOK 3

RD-04-3.0.4 Students will identify main ideas and details that support them. DOK 3

SC-EP-3.4.3 Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.

SS-EP-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to learn about the past.

MA-04-1.3.1 Analyze real-world situations to identify the appropriate mathematical operations, and apply operations to solve real-world problems.

WR-E-4.8.0

Prewriting

- Selecting/narrowing topic
- Establishing a purpose and central/controlling idea or focus
- Identifying and analyzing the audience
- Determining the most appropriate form to meet the needs of purpose and audience
- Generating ideas (e.g., reading, **journaling**, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)

Organizing ideas-examining other models of good writing, appropriate text structures to match purpose, various ways to organize information

Assessment Plan:

Objective #	Type Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations &/or Accommodations
Objective 1	Summative	Island Packets	2	Reader/Scribe

Resources, media, and technology:

Island of the Blue Dolphins book, computer, copies of answer sheet for each island, handouts for Science/Computer island, Math island, and Reading/Economics island

Procedures:

1. Read aloud the book Island of the Blue Dolphins with discussion along the way. The following is a description of the five islands that will be designed around the book Island of the Blue Dolphins.

Science/Computer: Ocean Life

The students will look up information on the Internet about the sea otter and the dolphin, finding at least 2 facts about each. The students will then be allowed to choose another sea animal and answer general questions dealing with that animal.

Math: Word Problems

The students will complete word problems dealing with the book, ocean life, and economics.

Writing: Journal Entry

The students will write a journal entry, explaining how they would survive if they were left on the island alone.

Social Studies: Sequencing

The students will create a timeline of the book, giving at least 5 events that take place in the book and illustrating each.

Reading/Economics: Comprehension/Making Inferences

The students will answer various questions about the book, Island of the Blue Dolphins.

Name: _____

Math Island: Word Problems



Directions: Complete the word problems. **SHOW ALL WORK!**

1. The women of the tribe decided to go to the ocean to gather seaweed. They started toward the ocean at 1:20 and arrived at the ocean at 2:45. How long did it take the women to walk to the ocean? _____

2. The tide of the ocean caused a big tree to float onto the land and the men of the tribe wanted to use it to build a canoe. The tree weighed 1647 pounds. The men needed to hollow out one half of the tree. After this process, how much did the tree weigh? _____

3. A member of the Aleuts tribe was very sick. Some of the men of the tribe decided to travel by boat to another island to get medicine for their sick tribe member. It was 1,167 miles to the island. The men traveled there and back. How many total miles did they travel? _____

4. The Aleuts were able to catch 597 otters. Their voyage expensed totaled \$9,865.68. If the Aleuts sold each otter pelt for \$25, how much profit did they make? _____

5. Two boys in the tribe went fishing. They caught 18 fish per hour. If they fished for 3 hours, about how many fish did they catch? _____

Name: _____

Math Island: Word Problems



Directions: Complete the word problems. **SHOW ALL WORK!**

1. The women of the tribe decided to go to the ocean to gather seaweed. They started toward the ocean at 1:20 and arrived at the ocean at 2:45. How long did it take the women to walk to the ocean? _____

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Open Response

You are going camping for the weekend and you will need to use your natural resources for survival.

- A. List 3 natural resources you would expect to find when you go camping.

I expect to find many natural resources when I go camping. Three natural resources I think I will find are water, trees, and animals. These three things are natural resources because they are not manmade. These things come from nature. (Other examples of natural resources: rocks, plants, fish, acorns, nuts, berries...)

- B. Describe 2 regions of the United States where you could go camping.

One region of the United States where you could go camping is the southeast. The southeast would be a good place to go camping because this region has a warm climate a majority of the year. It also has several lakes and rivers. In this region, you can find the Appalachian Mountains where there are plenty of trees. When you are camping, these two natural resources would provide you with food and shelter.

A second region of the U.S. where you could go camping is the northwest. The northwest would be a good place to go camping because this region also contains a mountain range, The Rocky Mountains, with several forests. This region also has a large supply of water. However, this region has a cooler, more humid climate.

- C. Explain which region from Part B would be the best choice to go camping in and which would be your opportunity cost based on their natural resources.

The best region from Part B to go camping in would be the southeast. This region has plenty of water for drinking and catching fish for food. The trees in this region could be used to make shelter and fire while camping. Also, animals can be found in the wooded areas. The last reason this region would be the best is because it has a warmer, less humid climate compared to the northwest.

Since the southeast region would be the best choice to go camping, the northwest region would be the opportunity cost.

Open Response

You are going camping for the weekend and you will need to use your natural resources for survival.

- A. List 3 natural resources you would expect to find when you go camping.

- B. Describe 2 regions of the United States where you could go camping.

- C. Explain which region from Part B would be the best choice to go camping in and which would be your opportunity cost based on their natural resources.

Open Response Scoring Guide

Score	Description
4	Students lists the 3 natural resources with proper explanation, thoroughly describes the 2 U.S. regions where they could go camping with at least 2 examples why for each region, and they thoroughly explain the choice they made with at least 2 reasons and tell their opportunity cost.
3	Students list the 3 natural resources with no explanation, they partially explain 2 regions of the United States where you could go camping, and they partially explain the region that would be the best choice and tell their opportunity cost.
2	Students list 2-3 natural resources with no explanation, they list 2 regions with a poor explanation, and they tell what their choice and opportunity cost are with no explanation.
1	Students list 3 natural resources with no explanation or list 1 resource with proper explanation OR Student demonstrates minimal understanding by only listing 2 regions or listing one region with a poor explanation OR Student demonstrates minimal understanding by only telling their choice or their opportunity cost.
0	Student's response is totally incorrect or irrelevant.
Blank	No student response

Regions of the United States
Riddle Sheet

1. I am the region with thick, green forests and the longest mountain range in the United States. Who am I? _____
2. I am the region that contains the state with the largest oil source and you can also find a state that you cannot get to by car. Who am I?

3. I am the humid region where you can take a mule ride down a narrow canyon. Who am I? _____
4. The Colorado River and the Rio Grande serve as political boundaries in my region. Who am I? _____
5. Corn is very important to me. I am named the breadbasket of the United States. Who am I? _____
6. I contain a "Great" supply of water. Who am I?

7. I am the region where you can come to listen to Bluegrass music while hiking in a mountain range. Who am I?

8. People in my region farm the rich lands along the mighty Mississippi. Who am I? _____
9. I am the region that has a surplus of seafood and several major manufacturing cities. Who am I? _____
10. I have a very rocky coastline and contain several of the thirteen original colonies. Who am I? _____