

Wonders U4, W4

Grade 5



Consider Our Resources

Essential Question: Why are natural
resources valuable?

Weekly Concept Consider Our Resources



Essential Question

Why are natural resources valuable?



Go Digital!

Essential EARTH



Look carefully at this image. What do you think these people are doing? What clues did you notice?



Students, write your response!

Pear Deck Interactive Slide

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What natural resources do you need and use:



Students, draw anywhere on this slide!

Vocabulary:

- Absorb
- Affect
- Circulates
- Conserve
- Cycle
- Glaciers
- Necessity
- Seeps

Skills:

- Summarize
- Author's point of view
- Expository text
- Context clues
- Possessive pronouns

Absorb

We used sponges to absorb, or soak up, the water.

Example: A sponge will absorb, or soak up, the spilled coffee.

What else could absorb the liquid?



Students, write your response!

Affect

Strong winds affect, or influence, how fast a boat sails.

Example: Adding honey will affect the sweetness of the cereal.

How will adding salt affect food?



Students choose an option

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Circulates

When something circulates, it moves in a circular path.

Example: Blood circulates from the heart through the body and back to the heart.

What else do you know that circulates?



Students, write your response!

Conserve

IF you conserve something, you keep it from harm, loss, or change.

Example: I conserve energy by turning off lights when I leave a room.

What is an antonym for conserve?



Students choose an option

Cycle

A cycle is a series of events that happen over and over in the same order.

Example: When the dryer completes its cycle, I will remove the clothes.

Using the meaning of the word cycle, explain the meaning of the words bicycle and motorcycle.



Students, write your response!

Glaciers

Glaciers are large masses of ice found in cold regions or on top of high mountains.

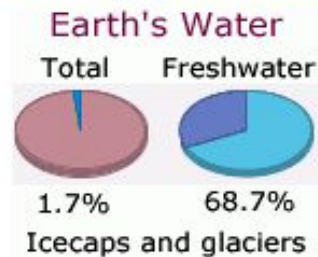
Example: Huge glaciers made of thick ice can be found in freezing waters.

What percent of the fresh water on Earth is frozen into ice caps and glaciers?



Students choose an option

ice caps and global water distribution



Even though the amount of water locked up in glaciers and ice caps is a small percentage of all water on (and in) the Earth, it represents a large percentage of the world's total freshwater. As these charts and the data table show, the amount of water locked up in ice and snow is only about 1.7 percent of all water on Earth, but the majority of total freshwater on Earth, about 68.7 percent, is held in ice caps and glaciers.

Bering Glacier in Alaska is the largest glacier in North America. This NASA satellite view shows how a glacier is similar to a river.

Credit: [NASA Earth Observatory](#)

[View full size](#)

One estimate of global water distribution

Water source	Water volume, in cubic miles	Water volume, in cubic kilometers	Percent of total water	Percent of total freshwater
Ice caps, Glaciers, & Permanent snow	5,773,000	24,064,000	1.7%	68.7%
Total global freshwater	8,404,000	35,030,000	2.5%	--
Total global water	332,500,000	1,386,000,000	--	--

Source: Gleick, P. H., 1996: Water resources. In Encyclopedia of Climate and Weather, ed. by S. H. Schneider, Oxford University Press, New York, vol. 2, pp.817-823.

Here is the answer!

Necessity

A necessity is something that is needed or required.

Example: A guide dog or cane is a necessity to help visually-impaired people cross a street.

What tools are a necessity for helping deaf people communicate?



Students, write your response!

Seeps

When a liquid seeps, it flows or spreads slowly.

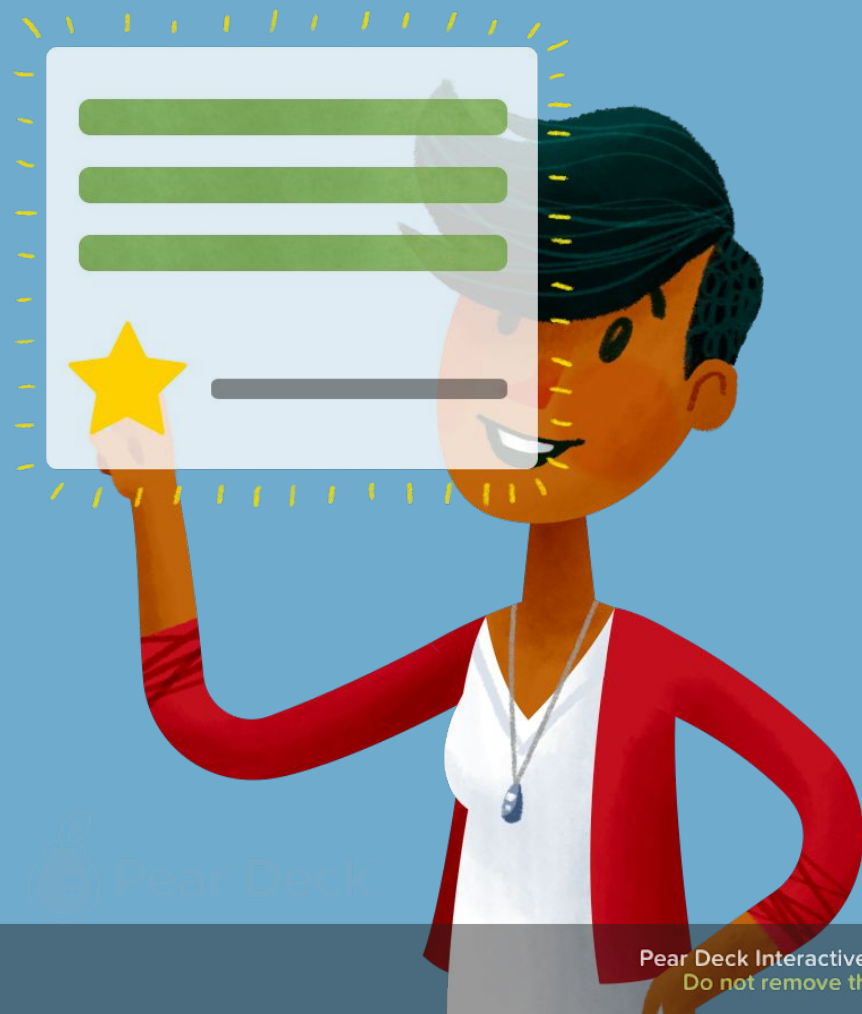
Example: The latex from the rubber tree seeps, or flows slowly, into a bucket.

Which word is NOT a synonym for seep?



Students choose an option

In one minute,
write 2 vocabulary
words and the
definition or an
example from
today's
lesson.



Students, write your response!



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Day 2

Grade 5



Consider Our Resources
Essential Question: Why are natural
resources valuable?

Summarizing Literature

Score: -

Time: 0:55

Progress: [Comment On This Question](#) 

Before I became a street musician, I heard the sound of the girl's violin every afternoon. It reached the apartment window from the street below, where the girl played as a street musician.

Eventually, I became familiar with the songs she played. The song I loved best was a piece by the composer Ludwig Van Beethoven. I had learned the same song in piano lessons. Whenever I heard the girl play the first notes of that song, I would rush to my piano and play along.

One afternoon, I played along on the piano, matching the violin note for note until I suddenly realized I was playing alone. The violin had fallen silent.

It was then that I heard a small voice calling up to me from the street. "Hello?"

I looked out the window and saw the girl. She was holding her violin and looking up at me.

"I have a keyboard," she said. "If you want, you could join me out here in the street."

"Okay," I said, eagerly. "How about tomorrow afternoon?"

Question: Choose the sentence that best summarizes the passage.

- A** A girl plays her violin every day on the street corner below another girl's apartment window.
- B** A girl recognizes a street musician's song and plays along until she is invited to join her.
- C** A girl learns to play the piano by listening to the sound of another girl playing the violin.
- D** A girl plays along with a Beethoven song until one day when the violin suddenly falls silent.

Learning Farm:
Summarizing Literature Activity



Author's Point of View

How do the author's purpose & point of view go together?

- Author's **purpose** and **point of view** go together.
- The author will want you to see the topic from his/her **point of view** or through his/her eyes.
- For some issues, you will be able to tell if the author is **FOR** or **AGAINST** something.



Wonders U4, W4

Day 3

Grade 5



Consider Our Resources
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Determine whether each resource shown is renewable or nonrenewable. Flip the card to see the answer.

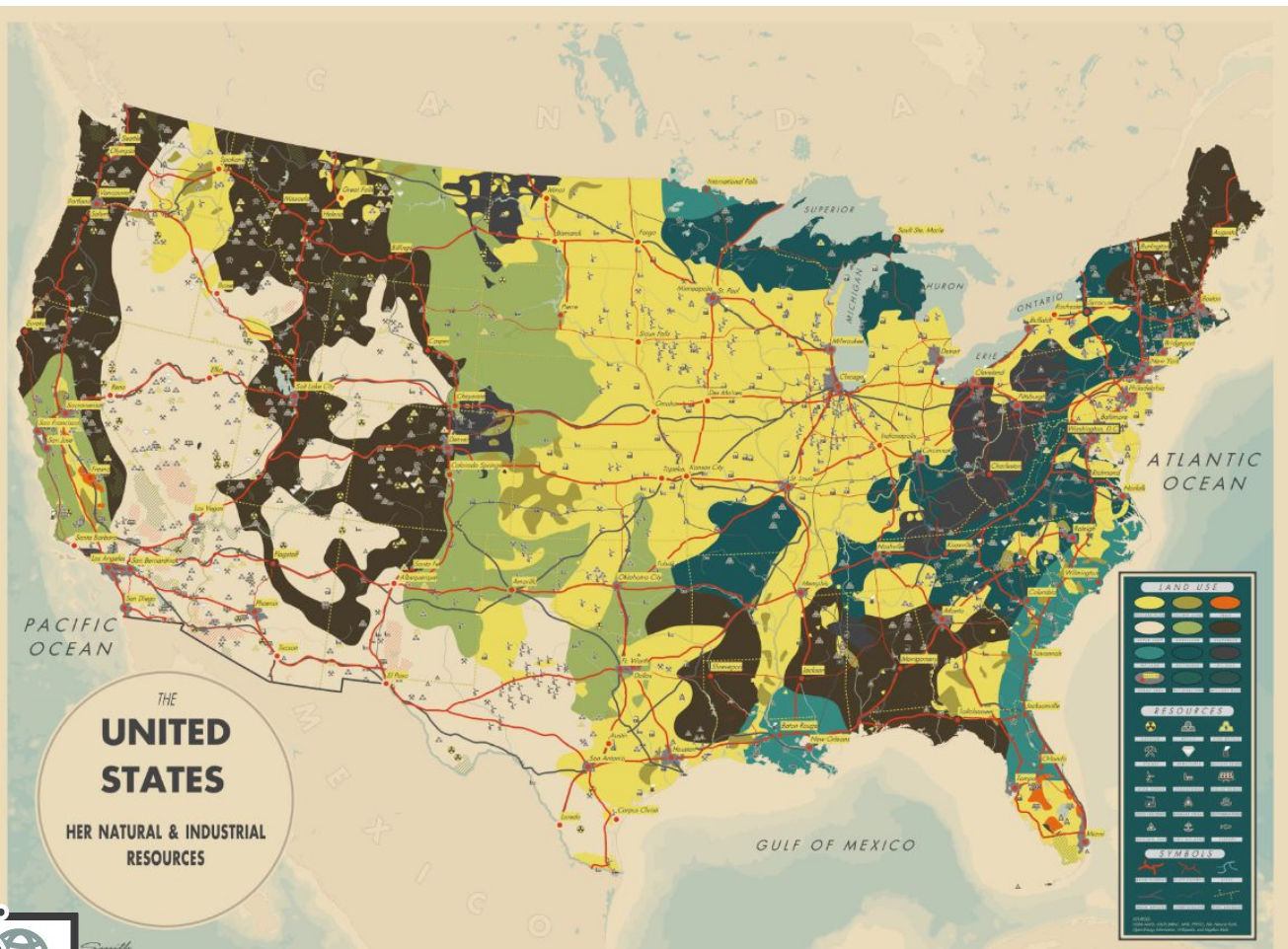


Plants

↻ PRESS SPACE OR CLICK THE CARD TO FLIP IT

Students browse: quizlet.com/206278404/renewable-or-nonrenewable-flash-cards/

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Launch this interactive map to explore the natural resources of the US.

Use the slider and tools at the bottom of the screen to enlarge areas and access tools and directions.



Students browse: www.esri.com/en-us/maps-we-love/gallery/natural-resources

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Sortify: Natural Resources

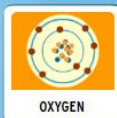


SCORE:

0

BUCKETS REMAINING:

11

CHANGE
LABELS!

OXYGEN



GROUNDWATER



IRON ORE



COAL



SALT



OIL



WIND POWER



CORN



FRESHWATER



SUNLIGHT



SOIL



MEDICINE



LIVESTOCK



HYDROELECTRIC



GASOLINE



PAPER



FISH



PLASTIC



TIMBER



COTTON



SOLAR POWER



TREES



SILVER



DIAMOND



Renewable resources, like sunlight and wind power, are found in nature and will never run out.



Students choose an option

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Day 4

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Possessive Pronouns

1. My dad is a writer.
The computer is ____.

2. This is Sally's car; it isn't _____ so I can't drive it.

My-mine our-ours

Your-yours

His-his Her-hers

Its-its



3. Ann has three cats. _____ names are Spot, Ink and Blue. The milk is _____.

4. Sheri is _____ teacher and the classroom is _____, too.

5. 'Is this Billy's pen?'
'No, it's _____!
Thanks for finding it.'

Complete these sentences with the correct possessive pronouns.

6. That is Mr and Mrs Smith's house.
The Ferrari is also _____.

7. That new iPhone is _____. It's _____ birthday present from mum.

8. 'Is this iPad Susan's?'
'Yes, it is _____. She was looking for it.'

9
'Hi Jill, is this dictionary _____?'

10.
Those cakes are _____. We bought them for lunch.

11. Don't play with that ball or Baby John will cry. It's _____ favourite toy.

12. They are twins, and the bikes are _____.



13.
Have you seen Sue?
I think this bag is _____.

14. 'Give Joe and Mike those books, will you? They are _____.'

Draw or type 2 things you learned in today's lesson:

1

2



Students, draw anywhere on this slide!

Other resources for your lesson:

- [Science Video for Kids: Natural Resources of the Earth \(5:16\)](#)
- [The Water Cycle Son \(*Don't play this unless you want to be singing it all day!*\)](#)
- [Water Footprint Calculator](#)
- [ReadWorks: Water Water Everywhere](#)
- [Affect vs. Effect Grammar Video](#)
- [Studylib: Context Clues with definition or restatement practice](#)
- [Fifth Grade Language Arts Context Clues Activities](#)
- [Mineralogy4kids: Minerals in Your House Interactive](#)
- [StudyJams: The Rock Cycle](#)