



# Natural Resources Lesson Plan: Grade 4

Grade Level: **Fourth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, fourth graders use BrainPOP resources to define then sort examples of renewable and nonrenewable resources.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Natural Resources movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Sortify Game: Sort natural resources into categories.
- 3. Assess:**
  - Take the Natural Resources quiz.

## Preparation


- Preview the BrainPOP movie [Natural Resources](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Natural Resources Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Natural Resources Movie](#), [Sortify Game](#), and [Quiz](#).

## Before the Lesson

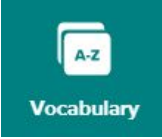


Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Paper comes from plants, like trees. Can you think of other things you use that come from the environment?*
- *What does 'renew' mean? What are some examples of things that can be renewed?*


## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Natural Resources</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 0:42: What is a natural resource?</p> <p>Timecode 1:26: What are some examples of natural resources? How do people use them?</p> <p>Timecode 2:13: What is the difference between renewable resources and nonrenewable resources? Name an example of each.</p>	<ul style="list-style-type: none"> <li>• Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>• Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on either renewable or nonrenewable resources.</li> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>


## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open <a href="#">Vocabulary</a>.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click the <b>Submit To Teacher</b> button and/or print out.</p>	<ul style="list-style-type: none"> <li>Print Vocabulary.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Students write a definition and sentence for each term.</li> </ul>	<ul style="list-style-type: none"> <li>Assign <b>appropriately challenging words</b> to individual students.</li> <li>Assign a few of the six terms to individual students to <b>define</b> and <b>use in a sentence</b>.</li> <li>As a challenge, students can <b>add two additional terms</b>, writing a definition and sentence for each.</li> </ul>	<ul style="list-style-type: none"> <li>Say the term(s) in students' <b>home language</b>. Then say the words in English. Have the student repeat in English.</li> <li>Use the <b>term in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> <li>Click the <b>speaker icon</b> to hear the term read aloud.</li> </ul>

## DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>3. Watch the <a href="#">Natural Resources</a> movie again.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none"> <li>Students return to their drawings of <b>key concepts from the first viewing</b> and add new details.</li> <li>As a <b>challenge</b>, invite students to identify more than one new fact.</li> </ul>	

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>4. Students open their Sortify assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Sortify Game</a>.</p> <p>Students sort natural resources into self-selected categories.</p>	<ul style="list-style-type: none"> <li>Create a <a href="#">paper version</a> of the game.</li> <li>Use index cards as tiles to recreate the game.</li> </ul>	<ul style="list-style-type: none"> <li><b>Model</b> your thinking for students as you play the game.</li> <li>Assign <b>specific bucket categories</b> to individual students.</li> <li><b>Challenge</b> students to use the 'petroleum products' or 'raw and finished' buckets.</li> <li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Say the name of each tile and bucket category in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>Before students decide where tiles go, have them use their home language or English to <b>discuss where they plan to place tiles</b>.</li> </ul>

Students click each bucket to review and submit. When they finish, students click the **I'm Done** button then the **Submit To Teacher** button.

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="494 574 615 711" data-label="Image"> </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">quiz</a>.</p> <p>If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the <b>Submit to Teacher</b> button.</p>	<ul style="list-style-type: none"> <li>• Print the <a href="#">quiz</a> for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud</b> the questions and answers.</li> <li>• <b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li> <li>• <b>Support recall</b> by revisiting movie drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud the quiz</b> in students' home language.</li> <li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> <li>• <b>Support recall</b> by having students review drawings they made during the movie.</li> </ul>