

**Subject/Grade: Social Studies 5**

**Lesson Title: Natural Resources around us**

**Teacher: Ms. Jozelle Sumat**

**Stage 1: Identify Desired Results**

**Outcome(s)/Indicator(s):**

**RW5.1 Explain the importance of sustainable management of the environment to Canada's future.**

**Key Understandings: ('I Can' statements)**

*I CAN...*

- *Identify various natural resources.*
- *Name some resources in Saskatchewan.*

**Essential or Key Questions:**

- *What is a natural resource?*
- *What are some natural resources that we can find around us?*

**Prerequisite Learning:**

*Natural resources in Saskatchewan (RW4.3)*

**Instructional Strategies:**

Think-Pair-Share: Students will think on their own, share their thoughts with a partner, and then share with the whole class.  
Class Discussion: The teacher and students will discuss the topic planned.

**Stage 2: Determine Evidence for Assessing Learning**

*Group Chart: Together as a class, we will create a chart where we will differentiate between a natural resource versus a product of a natural resource.*

*Exit Slips (attached below): The exit slip will ask students what they learned today and if they have any questions.*

**Stage 3: Build Learning Plan**

**Set (Engagement):**

**Length of Time: 10 mins**

- *Ask the students to raise their water bottles. Ask the students to drink from their water bottles.*
- *Question prompt: What you just drank from your water bottles is water. Where do you think water comes from?*
- *Have students think for themselves for 1 minute, then ask them to discuss it with a classmate sitting next to them (1 minute).*
- *The teacher will walk around the class, pick a random table, and ask (if students are willing to answer) where they think water comes from.*
- *Ask the whole class where water comes from and only call on students who are raising their hands.*
- *List down all the things that the students answered on the board.*

**Development:**

**Length of Time: 40 mins**

- *Explain to the students what water is and where it comes from. Ask the class if they have seen Mr. Beast's new video about building wells in Africa. Explain that the reason they are building wells is because water can be found underground!*
- *Explain what natural resources are.*
- *Ask the class if they could identify any natural resources aside from water.*

**Materials/Resources:**

- *Resource Map of Saskatchewan: [ResourceMap2018\\_English\(saskmining.ca\)](http://ResourceMap2018_English(saskmining.ca))*
- *Exit slips.*
- *Flashcards*
- *Google Slides*

**Possible Adaptations/**

**Differentiation:**

- *Do not force the students to answer (during random calling)*
- *During the chart activity, if the student does not want to get up to post the card to the wall, the teacher will do it instead or call another student to help their classmate.*

- If students are struggling to answer, prompt them with questions such as:
  - o "What do you need to drive a car? What do you think your school bus uses to drop you at school every day?"
  - o "Look at your handouts and books, what are they made of?"
  - o "Aside from water, what else do you consume every day?"
  - o "When you play Minecraft, what are the things that you mine?"
- The teacher will write down all the suggestions on the board.
- Prompt: "Did you know that everything you see in this classroom, and in your everyday life, comes from natural resources?"
- The teacher will then list down the natural resources.
- Prompt: "Did you know that Saskatchewan is full of natural resources?"
- Show the "Resource Map of Saskatchewan" and point out the different natural resources given by the legend.
- Point out major resources such as Helium and Potash
- "Helium is the gas that you inhale in Balloons that changes your voice."
- Explain what potash is and where it comes from.
- Prompt: "Did you know that Saskatchewan is the largest potash producer in the world? And Saskatchewan is the only producer of potash in the whole of Canada?"
- By this time students now understand what natural resources are and the objects that are made from natural resources.

Activity: Natural Resource vs a Product of Natural Resources

- o Together, the students will pick a card from the bucket, and they will identify if this object is a natural resource OR a product of natural resources.
- o Demonstrate the activity first then let the class do it.

**Learning Closure:**

**Length of Time: 10 mins**

Ask the class how they found the lecture today. Thumbs up or thumbs down. Hand them the exit slips.

- Once the class is done answering the slip, they must hand it back to the teacher.

**Management Strategies:**

- Only call on students who raise their hand.
- When the class is becoming too loud, politely ask the class to lower their voice.

**Safety Considerations:**

- Prompt the class to be careful when raising their water bottles to avoid spilling.

**Stage 4: Reflection**

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)