

Exploring Where & Why[®]



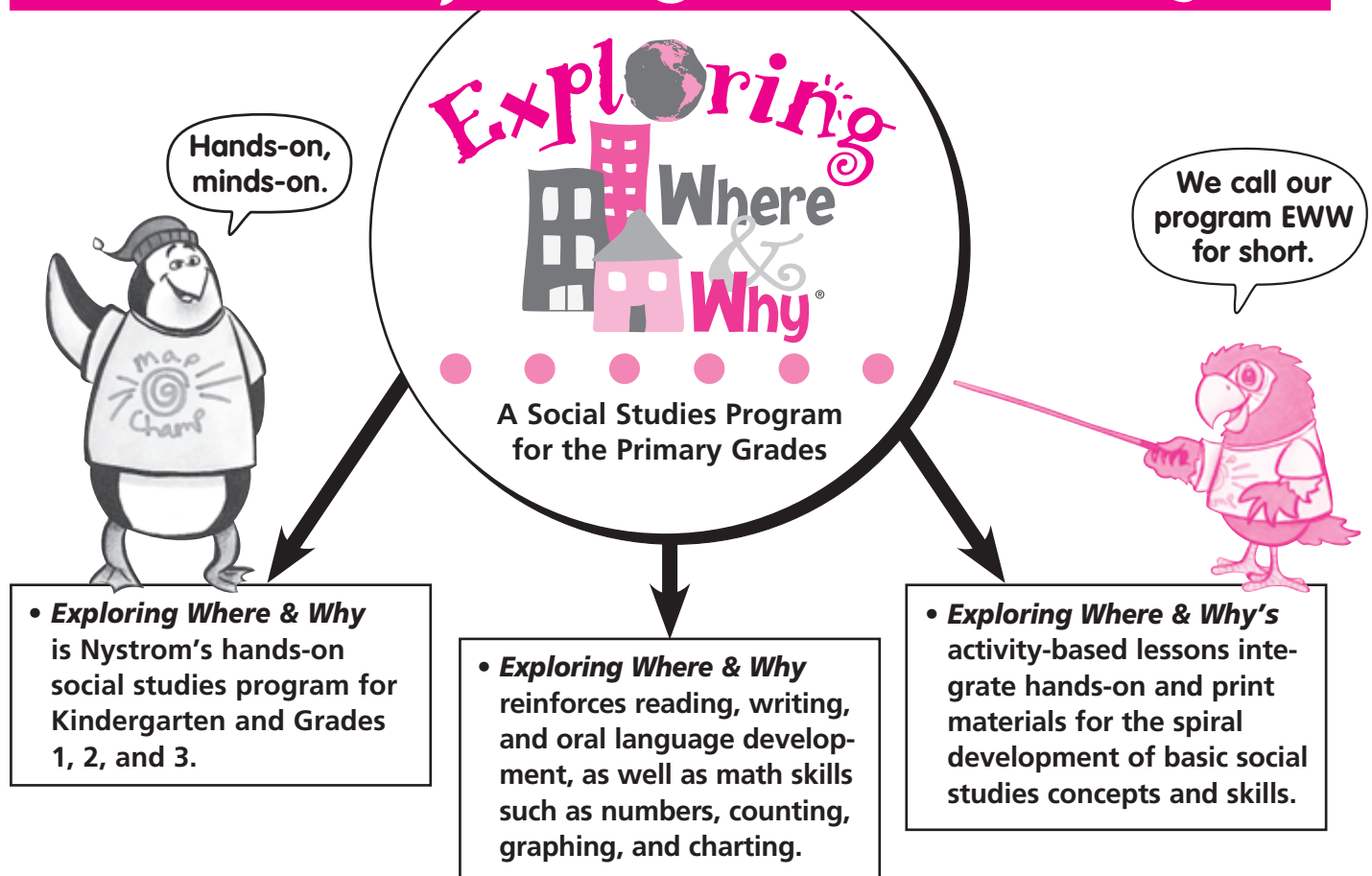
People & Places Everywhere

This is your Grade 3
Teacher's Guide



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What is *Exploring Where & Why*?



What does *Exploring Where & Why* do?

Builds a solid foundation of essential **social studies** skills and concepts.

Develops **responsible citizens**—in the community, country, and world.

Develops **multicultural** awareness and sensitivity.

Reinforces **reading, writing, math, and science**.

Develops **critical thinking** skills.

Integrates frequent **assessment** and **evaluation**.

Stimulates a variety of **intelligences**.

Provides learning opportunities for **diverse student populations**.

Ensures **success** for all students.

We love EWW—you will too.





People & Places Everywhere

GRADE 3

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EWW Components...



Teacher's
Guide

Desk
Maps

Wall
Maps

Markers

Activity
Globes

These are
your classroom
materials for
Grade 3.



TWO THEMES...NEAR AND FAR

- ✓ Focus moves from the world students know best—their community—to the larger, less familiar world—the United States and the World.
- ✓ Lessons integrate the social sciences...civics, culture, economics, geography, and history—in age-appropriate contexts.
- ✓ EWW builds a framework for studying people and places near and far—now, long ago, and even in the future.

An Overview

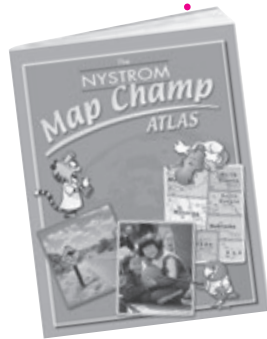


United States
Models

Map Champ
Atlases

EWV CD-ROM,
Grade 3

Literacy
Library



Hands-on
teaching means
minds-on learning!

HANDS-ON APPROACH...PROMOTES ACTIVE LEARNING

- ✓ Lessons are completely activity-based. That's why there are no textbooks.
- ✓ Activities and methods target a range of learning styles, "intelligences," abilities, and experiences.
- ✓ Hands-on materials focus students' attention on their own learning.
- ✓ Students work individually, with a partner, in small groups, and as a whole class.
- ✓ Activities stimulate critical thinking skills.
- ✓ Cooperative and collaborative learning improve communication skills.
- ✓ Variety of materials keeps students interested.



Teacher's Guide...A Closer Look



6 Units

Lessons for a full curriculum

Step-By-Step Lesson Plans

Lessons

- ✓ 2-4 activities
- ✓ 20-30 minutes each

Icons

- ✓ Highlight technology and portfolio features
- ✓ Identify key topics

For Each Activity

- ✓ Objectives
- ✓ Vocabulary
- ✓ Materials

Exploring a Community

TIME FRAME
4
WEEKS

UNIT **2**

Students examine how communities function. They identify workers throughout a community. They then distinguish between goods and services and between producers and consumers. They also discover how different resources are used to bring goods to the consumer. Students examine the transportation, communications, and government needs of a community. Finally, they identify ways a community changes over time and make decisions about its future.

Lessons	Page
1 Workers and Goods	.51
2 Transportation and Communication	.62
3 Local Government	.69
4 A Community History	.75
Assessment & Evaluation	
Unit 2 Test	.84

Literature Links
 Your students might enjoy these books and others about community economics, transportation, government, and changes.

- My Dad's Job by Peter Glassman
- Apples by Gail Gibbons
- Supermarket by Kathleen Krull
- Henry Hikes to Fitchburg by D.B. Johnson

- Vote! by Eileen Christelow
- Prairie Town by Bonnie Geisert
- River Town by Bonnie Geisert
- Desert Town by Bonnie Geisert

Insert this divider before page 51.

- Tabbed Divider**
- ✓ Summary
 - ✓ Lessons
 - ✓ Time Frame
 - ✓ Literature Links
 - ✓ Family Update

Unit 2 Exploring a Community

LESSON 4

Map Keys and Symbols

OVERVIEW
 Students learn to use map symbols and a map key. They also complete a map key.

ACTIVITIES AND MAIN GOALS

A Map Keys Show how a map key can unlock a map's information.

B Symbols of Natural Features Draw symbols for natural features on a map.

C Natural Resources and Symbols Identify how people use natural features.

Reinforce and extend with EWW CD-ROM Lessons 1 and 12.

ACTIVITY A Map Keys

OBJECTIVES
 Students will be able to:

- 1 Read a map key.
- 2 Add symbols to maps.

NEW VOCABULARY
 map key symbol

REVIEW VOCABULARY
 urban rural

MATERIALS

- Wall Map 3A
- Wall Map 3B
- Desk Maps 3A/3B
- map markers
- a set of keys
- paper towels for cleanup

Getting Started

Hold up a set of keys and ask students why we use keys. Guide the discussion toward the idea that keys unlock things. Tell students that in this lesson they will be looking at another kind of key—a **map key**, which will help them unlock map information.

Teaching

- 1 Read a map key.

- a. To distribute desk maps and map markers, follow your own procedure or one suggested on pages xii–xiii.
- b. Have students work in pairs so they can place Desk Maps 3A and 3B side by side.
- c. Also display Wall Maps 3A and 3B side by side.
- d. Write **map key** and **symbols** on the board. Point out that:

A symbol is something that stands for something else.
 Map symbols stand for real things.
 A map key tells what the symbols on a map stand for.
 It unlocks the meanings of the map symbols and helps us understand the information on the map.

Lesson at a glance

Focuses students on the activity

- ✓ Reinforces previous learning

Strategy ties directly to objectives

- ✓ Easy to follow
- ✓ Variety of methods

Everything you need for the whole year!



Activity Sheets

- ✓ Pull lesson together
- ✓ Graphic organizers
- ✓ Use critical thinking skills

Unit Closure

- ✓ Assessment & Evaluation
- ✓ Formal pre- and post-test
- ✓ Informal testing options

b. Discuss how selected items on the list help people in the community. Point to an item on the list and ask:

- ◆ **What information or ideas does this help to communicate?** (For example, store signs tell us what is on sale at the store.)

Summarizing and Assessing

Tell students to look around the classroom and point to two things that communicate. (For example, book, computer, signs or lists on board or bulletin board, wall map, globe, bell or public-address speaker, room number)

Collect and review activity sheets.

Extending

DRAMATIC PLAY *Communicate with Body Language*—Have students use body language to communicate their feelings. For example, students could act out anger, happiness, excitement, fear, or boredom. Others might demonstrate commonly understood gestures for *stop, hello, come here, yes, no*, and *get out*.

CRITICAL THINKING *Log and Categorize Communications*—Have students keep a daily record of ways they communicate and are communicated with. Have them classify their communication as spoken, written, or nonverbal (for example, gestures).

LESSON 2 CLOSURE

ASSESSING LESSON 2
Read the following questions. Have students stand if the answer is yes.

- ◆ Are cars and trucks kinds of transportation? (yes)
- ◆ Is a boat a type of land transportation? (no)
- ◆ Is speaking a way to communicate? (yes)
- ◆ Does all communication need words? (no)

REVIEW, REINFORCE, REFLECT
Reinforce this lesson by posing the following situation. (See pages xii–xiii for ideas on using Review, Reinforce, Reflect.)

Give students a real life situation involving communications, such as:

- ◆ You just got an A on your report card. How many different ways could you tell your grandparents about it?

Come up with similar situations for transportation.

66 UNIT 2 Exploring a CommunityExploring Where & Why GRADE 3

Questioning Strategy

✓ Clearly marked

Summarizing and Assessing

✓ For every activity

✓ Checks student progress

Cross-Curricular Activities

✓ Marked by icons

Lesson Closure

✓ Wrapping up

✓ Reviews, reinforces, and reflects on lesson

UNIT 4 ASSESSMENT & EVALUATION

UNIT 4 TEST

PORTFOLIOS
Make these part of your assessment.

SCHOOL & HOME
Let students take home portfolios to share with their families.

EWV CD-ROM
A great way to review and reteach!

Unit Assessment

1. Distribute the *Unit 4 Test*. Tell students:

- ◆ Look at one row at a time.
- ◆ For each numbered row, I will tell you the kind of picture or words to find.
- ◆ Then fill in the circle below the correct answer or answers.

a. For each numbered row, have students mark the box or boxes that show:

1. something you have to use for forestry (1)
2. the city that gets the most rain (1)
3. the map that shows towns A and B farthest apart (1)
4. the highway that will take you from Kansas City to Wichita (1)
5. a mode of transportation used by Native Americans before 1519 (1)

The number of correct responses is shown in parentheses. There is a total of 10 correct responses in this step and the next.

b. Direct students' attention to items 6–10. Have students draw lines to match the responsibility or leader to its correct branch of government.

c. Bonus point: Have students write the name of our current president on the back of the *Unit Test*.

2. Collect papers and check responses.

Additional Assessment Options

1. Distribute Desk Maps 3C/3D and map markers. Have students turn to 3C. Tell them to:

- ◆ Put an X on the state of Ohio.
- ◆ Trace a highway west from Ohio to the first state you run into. (Indiana)
- ◆ Find Highway 65 in that state. Trace the highway south to the Gulf of Mexico.

Collect and review the marked maps.

2. Have students draw a picture of a major change in transportation in U.S. history. Have them write a sentence telling how this mode of transportation changed history.

174 UNIT 4 TEST Exploring Where & WhyGRADE 3

This way for exciting hands-on components!



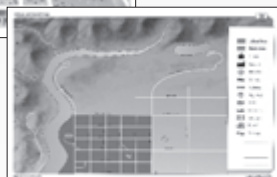
Student Materials...A Closer Look

60 Desk Maps



30

17" x 11"
two-sided
markable



30

17" x 11"
two-sided
markable



Desk Maps reflect two themes, Near and Far.

NEAR 3A URBAN AND RURAL PLACES 3B URBAN AND RURAL MAP

Use sides 3A and 3B to:

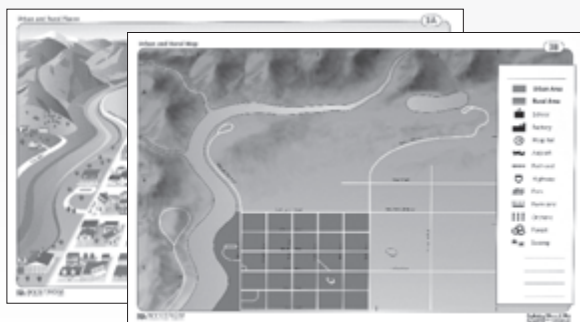
- develop economic concepts: goods and services, producers and consumers, use of resources, interdependence
- compare communities: size, location, change
- build and apply map skills and concepts

3C UNITED STATES 3D WORLD

Use sides 3C and 3D to:

- ### **FAR**
- extend map skills and concepts
 - locate states and capitals
 - identify countries, continents, and oceans

2 Wall Maps



50" x 33"
markable

Wall Maps match Desk Maps 3A Urban and Rural Places and 3B Urban and Rural Map.

Use Wall Maps to:

- model activities
- demonstrate skills and concepts
- engage students in whole-class activities
- assess comprehension

6 Activity Globes



Globes correlate with World Desk Map and Atlas.

Use Activity Globes to:

- show that a globe is a model of the earth
- compare a globe with a world map
- locate countries, continents, and oceans
- demonstrate day and night, seasons
- use latitude and longitude

6 United States Models



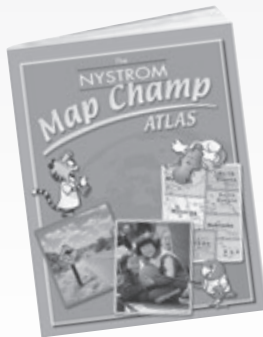
19" x 12", markable

The model is a raised relief map of the United States..

Use the United States Models to:

- demonstrate how maps represent three-dimensional places
- identify natural features
- locate key urban areas
- involve students in hands-on activities
- engage students in critical thinking activities

15 Map Champ Atlases



8½ x 11
56 pages
full color

The Nystrom Map Champ Atlas is integrated with the lessons.

Use Map Champ Atlases to:

- compare people and places around the world, including those in your own community
- expand concepts and themes: similarities and differences, producers and consumers, diversity
- link “near” and “far” through photos and maps
- build new geography concepts, such as climate, land use, natural resources, and regions.
- teach beginning reference skills
- add a rich multicultural dimension

Literacy Library



12 age-appropriate books to support Grade 3 content.

Use the Literacy Library to:

- Support reading through social studies.
- Extend the learning with cross-curricular activities.
- Read engaging stories to the class or have students read them.

CD-ROM



Developed just for EWW, the activities support Grade 3 content and skills.

Use the CD-ROM to:

- introduce, reteach, and reinforce
- target another learning style
- motivate reluctant learners
- develop technology skills

34 Markers



Use dry-erase markers on Desk Maps, Activity Globes, and United States Models:

- easy to clean with a paper towel

Use wide-tipped markers with water-soluble ink on Wall Maps:

- easy to clean with a damp paper towel



LESSON 1

Workers and Goods

OVERVIEW

Students learn about several types of workers needed by a community and how goods and services are brought to a community.



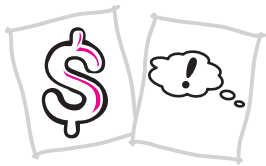
Reinforce and extend with
EWW CD-ROM Lesson 8.

ACTIVITIES AND MAIN GOALS

- A Workers** List the kinds of work people do in communities.
- B Goods and Services** Distinguish between workers who produce goods and workers who provide services.
- C Producers and Consumers** Identify producers and consumers in a community.
- D Goods from Farm to Family** Identify the different types of resources needed to bring goods to the consumer.

ACTIVITY A

Workers



OBJECTIVES

Students will be able to:

- 1 Use a map to list jobs in a community.
- 2 Use an atlas to list jobs in a community.
- 3 Compare the jobs in their own community with jobs in other communities.

MATERIALS

- Desk Maps 3A/3B
- The Nystrom Map Champ Atlases
- map markers
- chart paper or blank transparency
- paper towels for cleanup

Getting Started

Survey the class:

- ◆ **What do you want to be when you grow up?**
What job do you want to have?

Let students know that today they will make a list of all the kinds of workers they can think of.

Teaching

- 1 Use a map to list jobs in a community.

- a. To distribute desk maps and map markers, follow your own procedure or one suggested on pages xii–xiii.
- b. Have students turn their desk maps to side 3A.
- c. Tell students to circle the school on their desk maps. Then ask them:
 - ◆ **I work in a school. What job do I have?** (teacher)
 - ◆ **Can you name any other people who work in a school?** (principal, janitor, office workers, nurse, librarian, cafeteria workers)

Discuss briefly what each of the people they name does.

- d. Begin a list of jobs on chart paper or a blank transparency.
- e. Tell students to move into their social studies groups to continue listing jobs in the community.
 - 1) Have them find a place on the desk map, circle it, and list all the kinds of jobs that might be done there. Then have them go on to another place.
 - 2) Tell students to use as many map places as possible, including those outside the town.
 - 3) Point out that some job names come up again and again. They only need to be listed once. For example, the school and the library might both have librarians; many stores will have salespeople.
- f. When all groups have completed their work, bring students together as a class and compile a class list of jobs people do in a community.



2 Use an atlas to list jobs in a community.

- a. Distribute atlases to the groups.
- b. Direct students to picture A on page 36. Ask:
 - ◆ **What kind of job do these people have?** (logger, lumberjack)Add **logger** (or lumberjack) to the class list and tell groups to add it to their lists.
- c. Have students go through the photos in the atlas to find other jobs they can add to their lists. Tell them to read the captions, which can help them find the name of a type of work.
- d. Come together as a class to share group lists and add jobs to the class list. Have students add jobs to their group lists.

3 Compare jobs in their own community with jobs in other communities.

- a. Read each item on the list and ask:
 - ◆ **Is this a job we have in our community?**Mark a check (✓) next to each job that can be found in your community. Help students if they have trouble deciding.
- b. Point to two or three jobs that were not checked on the class list. Ask:
 - ◆ **Why aren't these jobs found in our community?** (For example, the community might not have farmers because it is urban.)

- c. Point out the jobs of teacher, police officer, and doctor and ask:
- ◆ **Are these jobs you would expect to find in almost any community?** (yes)
 - ◆ **Why?** (The work they perform is needed almost everywhere.)
- d. On your class list, put a star ★ in front of any jobs needed by most communities.


Summarizing and Assessing

Read the following list of jobs. Ask students to raise their hands when you mention a job likely to be in most communities.

- ◆ **teacher** (most communities)
- ◆ **logger**
- ◆ **nurse** (most communities)
- ◆ **zookeeper**
- ◆ **police officer** (most communities)
- ◆ **store clerk** (most communities)
- ◆ **farmer**
- ◆ **mail carrier** (most communities)

Clean and collect materials using your own procedure or one suggested on pages xii–xiii. Save the list of jobs for Activity B.

Extending

 **LANGUAGE ARTS** *Make an Alphabet Book*—Have students make a class alphabet book of jobs. When the book is complete, have them share it with younger students.

ACTIVITY B



OBJECTIVES

Students will be able to:

- 1 *List workers who produce goods.*
- 2 *List workers who provide services.*

Goods and Services

Getting Started

Help students understand why people work. Say to the class:

- ◆ **Why do people work?**
- ◆ **What do most people get for the jobs they do?** (money)
- ◆ **With the money they make, people buy things they need or want.**

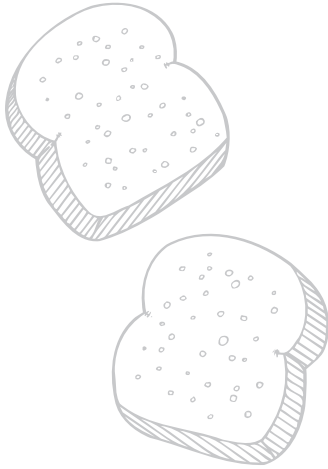
Then tell students that today they will learn about two different types of workers.

NEW VOCABULARY

goods services

MATERIALS

- Wall Map 3A
- Desk Maps 3A/3B
- map markers
- job list from Activity A
- paper towels for cleanup



Teaching

1 List workers who produce goods.

- a. Write the heading **Goods** on the board.

1) Say to the class:

The things you buy are goods.

Bread, cars, books, and toys are examples of goods.

2) Below the heading, list **bread, cars, books, toys**.

3) Ask students to name some other examples of goods and add them to the list.

- b. Explain to the class:

Goods are products that are made to be sold and used.

- c. Display Wall Map 3A. To distribute desk maps and map markers, follow your own procedure or one suggested on pages xii–xiii.

- d. Point to the bakery on the wall map. Ask students:

◆ **Does this place make goods?** (yes)

◆ **What goods does it make?** (bread, cakes, cookies)

Write a **G** on the Wall Map over the bakery. Have students do the same on their desk maps.

- e. Have students write **G** on four other places that make goods.

- f. Say to the class:

◆ **Many people work to produce goods.**

◆ **Who works in the places you just marked with G?**

- g. List their responses on the board under the new heading **People Who Produce Goods**.

2 List workers who provide services.

- a. After compiling a list of producers of goods, ask students:

◆ **Are police officers workers?** (yes)

◆ **Do police officers make goods?** (no)

◆ **If police officers don't make goods, what do they do?** (help keep people safe)

- b. Help students realize that people like police officers, doctors, and bus drivers provide services. Write **services** on the board. Explain:

**These workers do not make products.
They provide services—they help people.**

- c. Point to the post office on the wall map.

◆ **Does this place provide services?** (yes)

Write an **S** on the wall map over the post office. Have students do the same on their desk maps.

- d. Have students write a **S** on four other places that provide services.
- e. Write the heading **People Who Provide Services** on the board and list people who work in the places students identified.
- f. Use the list of jobs from Activity A to name additional jobs. Ask students to tell whether each worker produces goods or provides a service and add the job to the appropriate list.

Summarizing and Assessing

Ask students to write **MAKES GOODS** in large letters across one side of their desk maps and **PROVIDES SERVICES** on the other side. Name the following workers. Have students turn their desk maps to the correct side and hold them up.

- ◆ **baker** (makes goods)
- ◆ **mail carrier** (provides services)
- ◆ **crossing guard** (provides services)
- ◆ **factory worker** (makes goods)
- ◆ **carpenter** (makes goods)
- ◆ **firefighter** (provides services)

Clean and collect materials using your own procedure or one suggested on pages xii–xiii.

Extending



ECONOMICS *List Goods and Services*—Tell students to keep a list for one day of all the goods they use and all the people who provide services for them. Have students compare lists in class and talk about which goods and services students use most often.

ACTIVITY C

Producers and Consumers



OBJECTIVES

Students will be able to:

- 1 Identify producers in a community.
- 2 Identify consumers in a community.

NEW VOCABULARY

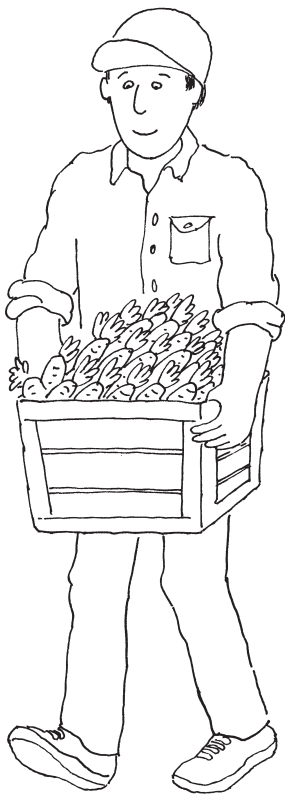
producer consumer

REVIEW VOCABULARY

goods

MATERIALS

- Wall Map 3A
- Desk Maps 3A/3B
- map markers
- paper towels for cleanup



Getting Started

Point to the food store on Wall Map 3A. Ask:

- ◆ **Can people buy goods in this store?** (yes)
Mark the store **G** for goods.
- ◆ **Does this store make most of the goods it sells?** (no)
- ◆ **Where do the goods it sells come from?** (farms, factories)

Tell students that today they will learn more about the people who make goods and the people who buy and use them.

Teaching

1 Identify producers in a community.

- a. To distribute desk maps and map markers, follow your own procedure or one suggested on pages xii–xiii. Tell students to turn their desk maps to side 3A.
- b. Write **producer** on the board. Ask:

- ◆ **What are producers?**

Help students understand that producers make goods. On the board, after *producer*, write = **makes goods**.

- c. Ask students to point to a farm on the map. Say:

- ◆ **Is a farmer a producer?** (yes)
- ◆ **What does a farmer produce?** (apples, milk, cattle, corn, wheat, etc.)
- ◆ **Find two farms on the map and label them P for producer.**

- d. Have students point to a factory on the map. Say:

- ◆ **Is a factory a producer?** (yes)
- ◆ **What kinds of goods do factories produce?** (cars, computers, processed food, toys, etc.)
- ◆ **Find three factories on your map and label them P for producer.**

2 Identify consumers in a community.

- a. Write the word **consumer** on the board. Ask the class:

- ◆ **What are consumers?**



Help students understand that consumers are people who buy and use things made or grown by producers. On the board, after *consumer*, write = **buys goods**.

b. Ask the class:

- ◆ **Are you and your family consumers?** (yes)
- ◆ **What kinds of goods do you buy?**
- ◆ **Where do you buy those goods?** (stores)
- ◆ **Find five stores on your map and label them C for consumer.**

c. Demonstrate that communities need both producers and consumers. Ask:

- ◆ **Why are producers important to a community?**
(They make products a community needs. They provide jobs for the community's people.)
- ◆ **Why are consumers important to a community?**
(They buy and use the goods producers make or grow.)
- ◆ **Is everyone in our community a consumer?** (yes)


Summarizing and Assessing

Read the following list of places. Have students raise their hands when you name a place where goods are produced.

- ◆ **shoe store** (no)
- ◆ **bakery** (yes)
- ◆ **movie theater** (no)
- ◆ **gas station** (no)
- ◆ **steel mill** (yes)
- ◆ **chicken farm** (yes)
- ◆ **toy factory** (yes)
- ◆ **hospital** (no)

Clean and collect materials using your own procedure or one suggested on pages xii–xiii.

Extending

 **ECONOMICS** *Being a Good Consumer*—Give each student a set amount of play money. Have them browse through catalogues and ads. Then have them decide which items they should buy with the amount of money they have. Be sure that they understand that they should buy goods they need before they buy goods they want.

ACTIVITY D



OBJECTIVES

Students will be able to:

- 1 *Map a route from farm to home.*
- 2 *Identify types of resources used by producers.*

NEW VOCABULARY

human resources
capital resources

REVIEW VOCABULARY

producer consumer
natural resources

MATERIALS

- *The Nystrom Map Champ Atlases*
- Wall Map 3A
- Desk Maps 3A/3B
- map markers
- Activity Sheet 8, *Types of Resources*
- small pieces of paper (3 per student)
- paper towels for cleanup

Goods from Farm to Family

Getting Started

Display Wall Map 3A. Remind students that in the previous activity they learned about producers and consumers. Ask them:

- ◆ **What are people who make goods called?** (producers)
- ◆ **What are the two main types of producers on this map?** (farm, factory)

Tell students in this lesson they will learn more about producers and what they need to make goods.

Teaching

1 *Map a route from farm to home.*

- a. To distribute atlases, desk maps, and map markers, follow your own procedure or one suggested on page xii–xiii.
- b. Have students turn to pages 8–9 in the atlas. Have them read the title question, look at the pictures, and read the captions.
- c. On the wall map, have a student point out the location of the orchard. Then have students write a **1** at the same location on their desk maps.
- d. Explain that some of the apples are shipped to a factory on Airport Road and made into applesauce.
 - 1) Label the factory **2** on the wall map, as the students do the same on their desk maps.
 - 2) On the wall map, have another student draw an arrow from the farm to the factory. Have students draw the same route on their desk maps.
- e. Ask students:
 - ◆ **Are all apples made into applesauce?** (no)
 - ◆ **Where else could the farmer sell his apples?** (store, supermarket, fruit stand, farmers market)

Point out that a farmer may choose to sell the apples to a factory, to stores, or to both.

- 1) Have students write a **3** on the supermarket on their desk maps.

- 2) Have students draw a dashed arrow from the farm to the supermarket.
- f. Tell students that applesauce is also shipped to stores. Have them draw a solid arrow from the factory to the supermarket.
- g. Ask the class:
 - ◆ **Who buys the apples and applesauce?** (consumers)
 - ◆ **Where do they live?** (houses, apartment buildings, townhouses)
 - 1) Have students write a **4** on two homes.
 - 2) Then have them draw arrows from the supermarket to these homes.

2 Identify types of resources used by producers.

- a. Write **resources** on the board. Explain that producers use resources to make goods. Then ask students:
 - ◆ **What types of resources are listed in the atlas?** (natural, human, capital)

If students have trouble identifying the types of resources, have them re-read the map caption.


- b. Explain the three types of resources:

Natural resources are anything grown or found in nature.
Human resources are people that help produce goods or provide services.
Capital resources are money, property, credit, or equipment used by a business.

Point out that all businesses use a combination of natural, human, and capital resources to produce goods or provide services.



- c. Distribute Activity Sheet 8, *Types of Resources*.
 - 1) Read the directions. Point out that each word in the word bank can be used just once.
 - 2) Work with the class to complete a section or two on the chart.
 - 3) Have students complete the rest of the activity sheet on their own.
- d. After the students have completed the activity sheet, go over the chart with the class.

Name _____

 **8**
ACTIVITY SHEET

Types of Resources

Complete the chart below using words from the Word Bank. Each word can be used only once.

Producer	Natural Resources <small>Anything grown or found in nature</small>	Human Resources <small>People that help produce goods or provide services</small>	Capital Resources <small>Money, property, credit, or equipment</small>
 Farm	soil water apple trees	pickers drivers	land for orchard barn tractor truck
 Factory	apples water	workers	land for factory machines factory building truck

Word Bank

water	workers	barn
pickers	water	drivers
machines	apple trees	tractor
apples	factory building	truck

* Identify the natural, human, and capital resources that a grocery store uses.

OBJECTIVE: Identify the different types of resources used by producers. For use with Unit 2, Lesson 1, Activity D. NYSTROM © 2017 NYSTROM EDUCATION SERVICES Exploring Where & Why GRADE 4 61

ACTIVITY SHEET 8

Summarizing and Assessing

Have students write **N** for natural resources, **H** for human resources, and **C** for capital resources on separate pieces of paper. Have them hold up the correct response to each of the following resources:

- ◆ **wood** (N)
- ◆ **office building** (C)
- ◆ **construction worker** (H)
- ◆ **computer** (C)
- ◆ **tomatoes** (N)

Clean materials using your own procedure or one found on pages xii-xiii.



Collect and review the activity sheets.

LESSON 1 CLOSURE

ASSESSING LESSON 1

Tell students to mark the following on Desk Map 3A. Ask them not to mark any place twice.

- ◆ **Find two places where you could buy goods. Label them G.**
- ◆ **Find two places that provide services. Label them S.**
- ◆ **Find a place where producers work. Label it P.**
- ◆ **Find a place where a consumer lives. Label it C.**
- ◆ **Identify a natural resource that might be used at the place marked P. Write it next to the P.**
- ◆ **Identify a human resource used at the place marked P. Write it below the natural resource.**
- ◆ **Identify a capital resource used at the place marked P. Write it below the human resource.**

Have students hold up their maps for checking.

REVIEW, REINFORCE, REFLECT

Review this lesson by playing One of These Things Is Not Like the Others. (See pages xii-xiii for ideas on using Review, Reinforce, Reflect.)

Write the following on the board. Have students identify the job or place that is not like the others and explain why.

- ◆ **farmer, doctor, carpenter, auto-maker** (doctor, because doctors do not make goods)
- ◆ **sales clerk, car salesman, balloon vendor, maid** (maid, because maids do not sell goods)
- ◆ **police officer, teacher, factory worker, librarian** (factory worker, because factory workers do not provide a service)
- ◆ **toy store, toy factory, farm, furniture maker** (toy store, because toy stores do not make goods)

Continue in the same way with other jobs and places.


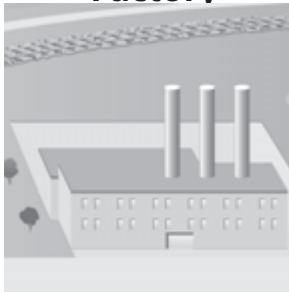
Name _____

8

ACTIVITY SHEET

Types of Resources

Complete the chart below using words from the Word Bank.
 Each word can be used only once.

	Natural Resources Anything grown or found in nature	Human Resources People that help produce goods or provide services	Capital Resources Money, property, credit, or equipment
Producer 	soil _____ _____	_____ _____	land for orchard _____ _____ _____
	_____ _____	_____	land for factory _____ _____ truck

Word Bank		
water	workers	barn
pickers	water	drivers
machines	apple trees	tractor
apples	factory building	truck

★ Identify the natural, human, and capital resources that a grocery store uses.