

# Riches from the Earth

## Teacher Notes

- Give each student a copy of the passage with the assessment items attached.
- Call on volunteers to read the words in the box. Don't define yet.
- Guide the students in reading the passage. (They can read it silently first and then orally or just orally.)
- Discuss the passage as desired, having students define the words in bold print in their own words, using context clues or prior knowledge.
- Complete the multiple choice items.
- Use the vocabulary cards to play vocabulary games:
  - Vocabulary Concentration
    - Lay out the cards face-down in a 3 x 2 array. (You will be one card short.)
    - The first student turns over two cards and reads the information. If the word matches the definition, he/she takes the pair out of the array. If they do not match, turn the cards back over in the array.
    - Continue until all words have been matched with their definition.
  - Where Do I Belong?
    - Make a T-chart on the board or a piece of chart paper
    - Write "Examples" on the left side and "Non-examples" on the right side of the chart.
    - Select one of these vocabulary phrases to write on the top line: natural resources, renewable resources, nonrenewable resources, inexhaustible resources, or fossil fuels.
    - Students give real-life examples and non-examples of the vocabulary phrase chosen. (See example below.)

### Natural Resources

Examples	Non-examples
Wind Sunlight	Plastic Paper

# Answer Keys

## Answer Key—Assessment Items

1. C
2. B
3. A
4. C
5. B
6. A
7. B
8. D