The Earth—Resources, Interactions, and Cycles
Teacher Notes

- Give each student the passage with the assessment 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 assessment items.
- Use the vocabulary cards to play vocabulary games:
  - <u>Beat the Teacher!</u>
    - Select a vocabulary word card and draw a blank for each letter of the word on the board or a piece of chart paper.
    - The first student guesses a letter he/she thinks is in the word. If the student is correct, write the letter in the correct blanks and give the students 1 point.
    - If the guess is incorrect, the teacher (or leader) gets 1 point.
    - Students may attempt to guess the word when they think they have a reasonable guess. If their guess is incorrect, the teacher (or leader) receives 3 points and the students continue guessing letters or the complete word.
    - If they guess the complete word correctly, they receive 3 points. If the next student can give the definition of the word, they receive 3 more points. Continue with the next word.
    - The purpose of the game is to "guess the word" in as few guesses as possible while using each guess wisely. If they can do this, they will score more points than those awarded to the teacher and will be able to BEAT THE TEACHER!
- Tic-Tac-KNOW: Draw a large tic-tac-toe game board on the board. Write a vocabulary term on each of the nine squares. Divide the class into two teams—X's and O's. Teams take turns choosing a word to define. If the team correctly defines the word, they put their symbol (X or O) in the square. If the team defines the word incorrectly, the opposing team gets the chance to try that word, thus getting an extra turn. The game is complete when one of the teams has a row, column or diagonal filled in with their symbol.

Answer Key

	Renewable	Nonrenewable	Inexhaustible
Gold	☐	☒	☐
Iron ore	☐	☒	☐
Wind energy	☐	☐	☒
Nitrogen gas	☒	☐	☐
Coal	☐	☒	☐
Water	☒	☐	☐
Oak trees	☒	☐	☐
Rubber plants	☒	☐	☐
Wild Salmon	☒	☐	☐

1. **D**
2. **C**
3. **A**
4. **Weather is the condition of the air outside at any given time; climate is the weather over a long period of time.**
5. **A**
6. **B**
7. **weather**
8. **renewable**
9. **nonrenewable**
10. **fossil fuels**
11. **evaporate**
12. **condense**
13. **condense**
14. **evaporate**
15. **fossil fuels**
16. **nonrenewable**
17. **renewable**
18. **weather**

Event Chain:

D. Millions of years ago, small sea creatures died and fell onto the seabed.

F. These dead marine creatures were covered in mud and sand which prevented them from decaying.

C. Further layers of mud and sand squashed the remains and buried them deeper and deeper.

E. These layers put pressure on the dead sea creatures and exposed them to temperatures of around 90°C - 120°C.

A. After millions of years of pressure and heat, the remains of the sea creatures turned into crude oil and natural gas.

B. To reach the crude oil, workers drill down from oil rigs through the layers of rock covering the oil or natural gas.