

2: Wow! Water, Trees, Fish!

Based on the Washington quarter reverse



OBJECTIVE

Students will identify natural resources. Students will describe what the world would be like without natural resources.



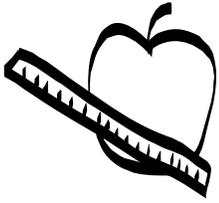
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “Washington Quarter Reverse” page
 - “Washington Quarter Obverse” page
- 1 overhead transparency of the “No Water, No Trees, No Fish...Oh My!” worksheet
- “No Water, No Trees, No Fish!” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about natural resources, such as:
 - *Paper, Paper Everywhere* by Gail Gibbons
 - *My First Book of How Things Are Made* by George Jones
 - *Water* by Frank Asch
 - *The Giving Tree* by Shel Silverstein
- Chart paper
- Markers
- Paper plates (white dinner size)
- Pencils
- Crayons
- String or yarn (optional)



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Washington Quarter Reverse” page
 - “Washington Quarter Obverse” page
 - “No Water, No Trees, No Fish!” worksheet
- Make copies of the “Wow! No Water, No Trees, No Fish!” worksheet (1 per student).
- Locate a text that gives information about natural resources (see examples under “Materials”).



Wow! Water, Trees, Fish!



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Natural resources
- Industry



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

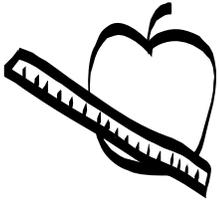
- Environment
- Nature
- Mountain



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. With the students, examine the design on this coin's reverse. Tell the students that the back of the coin is also called the reverse, and "obverse" is another name for the front of the coin.

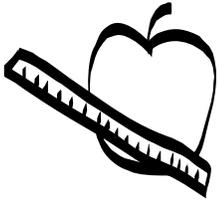


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2. Ask the students to define the term “natural resources.” Make a list of responses on a T-chart, with one heading “Natural Resources” and the other heading “Uses.”
3. Explain to the students that a natural resource is something from nature that people and animals can use. Have students give examples of natural resources and list them on another piece of chart paper. Discuss why they think they are important and what their uses are.
4. Introduce the students to the selected text on natural resources. Preview the text and illustrations and allow students to generate observations about natural resources.
5. Read the text. During the reading, attend to any unfamiliar vocabulary.
6. After the reading, discuss natural resources again and examples of resources and uses they found in the text. Add the information to the “Uses” column on the T-chart.
7. Explain to the students that they will be designing a coin that shows a natural resource from a place you know on the obverse and its uses on the reverse (for example, a tree on one side and a piece of paper on the other). Distribute the paper plates for students to use as their coins.
8. Share with the class.
9. Display the “coins” as appropriate.

Session 2 and 3

1. Review the “Natural Resources” chart from the previous session.
2. Review the 50 State Quarters® Program. Then display the transparency or photocopy of the “Washington Quarter Reverse” page, mentioning that an item must be special to be on a quarter. Locate Washington on a classroom map. Note its position in relation to your school’s location.
3. Read the coin inscriptions to the class. Explain to the students that Washington is called “The Evergreen State” because of its many forests. Show them the date at the top of the coin and tell them that is the year that Washington became a state and it is the only state to be named after a president.
4. Discuss the other images on the coin. Tell the students that the salmon on the coin represents the fishing industry, which is very important to Washington. The mountain in the background is Mount Rainier, which can be seen from points in eastern and western Washington and that the salmon spawn throughout the Columbia River. Explain to the students that the design of the coin was chosen because it represents all of the state of Washington.
5. Tell the students that Washington has many natural resources, but the coin only depicts several of them. Lead the students in a discussion to identify some examples (trees, water,



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land, fish, air, etc.). Discuss what some of the uses of these resources may be and list responses on chart paper.

6. Model what life would be like without trees. Ask the students how we would get paper if there were no trees, and how we would do our work with no paper. Encourage them to think of how they would draw a world without trees (for example, sad birds with no home, no shade, no paper, no houses because there is no wood).
7. Discuss with the students what would be different if we didn't have the resources on the list.
8. Review the natural resource chart from the previous session. Distribute the "Wow! No Water, No Trees, No Fish!" worksheet and explain to the students that they are to choose three of the natural resources from the chart and illustrate what it would be like without them.
9. Allow appropriate amount of time to complete the assignment. Share with the class.
10. Review why natural resources are important and why it is important to take care of them.



ASSESSMENT

- Use the students' worksheets to evaluate whether they have met the lesson objectives.
- Take anecdotal notes about the students' participation in class discussions.



ENRICHMENT/EXTENSIONS

- Have students explore natural resources from their home state and illustrate their uses.
- Have students think of other ways to use some common natural resources.
- Have students add captions to their "Wow! No Water, No Trees, No Fish!" worksheets.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Provide cutouts of natural resources labeled with their names and uses.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about resources by visiting the Wisconsin quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/index.cfm?fileContents=search/searchResult.cfm&criteria=resources.
- Have students learn more about resources by visiting the Arkansas quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/index.cfm?fileContents=search/searchResult.cfm&criteria=resources.



Name _____

No Water, No Trees, No Fish!

Directions: In the first box, draw what life would be like without trees. In the other boxes, choose two of the natural resources from the chart and illustrate what it would be like without them.

If there were no trees:

If there were
no _____:

If there were
no _____:



Washington Quarter Reverse

