But We Need More, Where Will It Come From?
Students learn about pollution and conservation while improving language arts skills.

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<th>National Geography Standards</th>
<th>Arizona Social Studies Standard</th>
<th>Arizona Language Arts Standards</th>
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<td>ELEMENT TWO: PLACES AND REGIONS 4. The physical and human characteristics of places.</td>
<td>Grade 4 Strand 4 Geography Concept 5 Environment and Society PO 1 Describe human dependence on the physical environment and natural resources to satisfy basic needs.</td>
<td>READING STANDARD: Grade 4 Strand 1 Reading Process Concept 6 Comprehension Strategies PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</td>
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<td>ELEMENT FIVE: ENVIRONMENT AND SOCIETY 14. How human actions modify the physical environment. 16. The changes that occur in the meaning, use, distribution, and importance of resources.</td>
<td>Grade 5 Strand 4 Geography Concept 5 Environment and Society PO 3 Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</td>
<td>Strand 3 Comprehending Informational Text Concept 1 Expository Text PO 8. Draw valid conclusions based on information gathered from expository text.</td>
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Grade 4 and 5 Strand 2 Writing Elements Concept 1 Ideas & Content PO 3. Use relevant details to provide adequate support for the ideas.

Concept 2 Organization PO 3. Place details appropriately to support the main idea.

Strand 3 Writing Applications Concept 4 Persuasive PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.

PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information.
**But We Need More, Where Will It Come From?**

**Overview**
Natural resources are part of everyone's daily life. Can we use as much as we want whenever we want? What will happen when there are no resources left?

**Purpose**
Students will learn about pollution and conservation using Bill Peet's *Wump World*.

**Materials**
- *The Wump World* by Bill Peet
- Article about pollution and conservation
- Teacher Question/Answer Sheet
- Vocabulary Sheet (for Extension activity)
- Comprehension Worksheet
- Rubric for Conservation Poster
- Paper for poster, crayons, markers

**Objectives**
The student will be able to:
- Use structural analysis skills to decode words in print and other reading strategies to comprehend text.
- Discuss how people are a major cause of pollution in our physical environment.
- Write a letter to the editor in an appropriate format and for a specific audience and purpose.
- Show understanding of conservation by making a poster about a conservation practice.

**Procedures**
*Students require prior knowledge of how to write a persuasive letter in order to complete step #8.*

**SESSION ONE**
1. Read *The Wump World* by Bill Peet.

2. Discuss the story using Teacher Question/Answer Guide.

3. Students read the Pollution and Conservation article with a partner.

4. Students answer multiple choice and short answer questions independently.

5. Discuss answers as a class.

**SESSION TWO**
6. Brainstorm with the students ways of conserving natural resources and the environment.

7. Students make a poster that shows a conservation practice.

**SESSION THREE (or Homework)**
8. Review major parts of a persuasive letter. Have students write a letter to a friend persuading them to practice a conservation practice. They should explain what they would like their friend to do and explain why it is important to practice conservation.

**Assessment**
There are multiple choice and short answer worksheets to check for comprehension. Mastery is considered 80% or higher.

A score of 3 or higher should be earned based on the rubric for the conservation poster.

Use six trait writing rubric to evaluate letters. Focus should be on the traits of ideas/content and organization. Mastery is a 4 or higher.

**Extensions**
Use the Vocabulary worksheet from *The Wump World*.

Read *City Green* by DyAnne DiSalvo-Ryan

Develop a project in your school or neighborhood to encourage conservation.

Read the *Magic School Bus at the WaterWorks* by Joanna Cole. Write a list of facts from the story about water and the water cycle.
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Sources


