

Chapter Two

Material and non-material resources



Day One:

Today, you and your child will:

1. Read the text
2. Review the text with your child
3. Complete the student worksheets
4. Collect the materials you will need for days two and three

National Science Education Standards covered this week:

Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population.

Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are nonmaterial, such as quiet places, beauty, security, and safety.

Definitions

Material resources	resources you can touch like gas, wood and food
Need	something you must have in order to stay alive like air, water and nutrients
Nonmaterial resources	resources that you cannot touch like happiness, peace, feelings of safety
Nonrenewable resources	resources that can take a long time to be made again (thousands of years); sometimes these resources cannot be made again at all
Renewable resource	a resource that can be made again like living organisms
Want	anything you feel like having that is not a need

Sample questions to ask your child after completing the weekly reading.

What are some examples of material and nonmaterial resources?

Material resources include all things that can be physically touched; nonmaterial resources, like our feelings, cannot be physically touched.

What is the difference between a need and a want?

A need is something that is necessary for us to survive. A want is anything you feel like having that is not a need.

Do you think material or nonmaterial resources are more important?

They both are equally important. Our material resources allow us to stay alive while our nonmaterial resources keep us healthy, happy and willing to keep surviving.

Are all nonrenewable resources unable to be made again?

No. if the resource cannot be made for a very long time (we are talking thousands of years here!), it is still considered a nonrenewable resource.

Answers to worksheet questions:

Page 1:

Across:

- 5. material
- 6. need

Down:

- 1. renewable
- 2. nonmaterial
- 3. want
- 4. nonrenewable

Page 2:

- 1 - Material resources
- 6 - Need
- 4 - Nonmaterial resources
- 3 - Nonrenewable resources
- 2 - Renewable resource
- 5 - Want

Page 3:

"Draw a picture of your home. Be certain to include everything you need to survive in your drawing. You may also add many of your wants in your drawing too! Label everything in your picture as either a need or a want."

Answers will vary. The picture should contain both needs and wants.

Day Two:

Today, you and your child will:

1. Review Day One using the following text
2. Run the first activity this week

The following text will give you the most important items to review for your activity today.

Not all material resources are needed for every situation we are in.

Our needs may, at times, compete with our wants. However, our needs must always be satisfied first before our wants.

Be careful what you ask for...

Read the following story to your child:

This summer, You are going to take a trip to an island that is very far away. It is going to take you three days to reach this island since it is far into the ocean. Once you get there, you will have all the resources you need. **But**...your boat does not have anything on it at all right now.

You need to start packing!

The items listed below are the only things you will be able to take with you. How important are these things to keep you alive during your long trip? Write "1" by the most important thing you will need to take; write "2" by the second most important thing, and so on...until you reach "14". This one is the most useless thing you can use on your trip.

Think carefully!

Three days is a long time on a boat!

Games _____
 Clothes _____
 Food _____
 Water _____
 TV _____
 Phone _____
 Coat _____

Soap _____
 Candy _____
 Gasoline _____
 Umbrella _____
 Blanket _____
 Boat motor _____
 Matches _____

**Here is my best attempt at placing these items in order.
Feel free to alter them as needed.**

- 1) **Boat motor** - Without a motor, you are not going to travel very far in your boat
- 2) **Gasoline** - How do you expect the boat motor to keep running?
- 3) **Water** - The ocean is filled with salty water so you will need fresh water to survive.
- 4) **Food** - You should be able to live for three days without any food. It would not be very much fun, though. So I would suggest carrying some with you.
- 5) **Phone** - This could come in handy if you need to contact someone for help.
- 6) **Blanket** - Even though you will be traveling during the summer, you still might get cold at night.
- 7) **Clothes** - Three days of wearing the same clothes? You are going to need to change your clothes.
- 8) **Soap** - Your body will not smell very good after three days without cleaning up.
- 9) **Umbrella** - If the weather is not very good, you may need this item to stay dry.
- 10) **Coat** - Remember, it is summertime. Your blanket should be all you need to stay warm.
- 11) **Candy** - I think you can go three days without sweets.
- 12) **Games** - Games may be helpful to pass the time, but you can live without them.
- 13) **Matches** - What are you planning on doing? Burning your boat? Keep these at home.
- 14) **TV** - Come on! Where are you going to plug it in?

Day Three: Lab Activity

Today, you and your child will:

1. Review Day One using the following text
2. Run the first activity this week

The following text will give you the most important items to review for your activity today.

Cycles exist in many different areas of life, especially with our renewable resources. However, some materials we use do not have a cycle.

Identifying renewable from nonrenewable resources may help to take better care of the materials we use every day.

Cycles in life

Children will explore several different cycles to identify renewable and nonrenewable resources.

Materials:

Paper and pencil

Activity:

Explain to child that cycles are an important aspect of life on earth. A cycle may go through many different steps, but it always arrives back at a same spot. Because of this, life can continue on our planet even though it may go through many changes. Show your child Cycle Scenario #1. There are many different stages between "Baby" and "Adult", but it is a true cycle with new births from adults continuing the cycle of life.



Ask the child if they can think of any endless cycles on their own.

Examples may include:

Day turns into night

Night turns into day

A seed is used to make a tree

A tree makes new seeds

Have the child draw a cycle of a typical day in their life.

Inform the child that once any step in a cycle is changed, the cycle does not exist anymore. Discuss what is wrong with the following process:

*Oil is taken from the ground
Oil is used to make gasoline for our cars
Our cars use up their gasoline
We fill up the cars with more gasoline*

(This is not a true cycle, because it cannot go on forever... oil is a nonrenewable resource.)

Have the child read through the following list of scenarios and determine if each one is a true cycle or not. If it is not a true cycle, have them draw what needs to be done to make it into a true cycle.

Cycle scenarios

#1

Buy a car
Drive a car
Wreck a car
Throw the car away
Buy a new car

#2

Water in the ocean heats up and turns to steam
Steam cools and forms a cloud
The cloud provides rain
Rain fills up the ocean

#3

A seed grows in the ground
A seedling is formed
The seedling grows into a large plant
The plants makes seeds
The seeds fall to the ground

#4

A tree is cut down to make paper
The paper is used to make newspapers
The newspapers are read by a person
The newspaper is thrown out

#5

Plastic is made by a company
The plastic is molded into a soda
bottle
The bottle is filled with soda and was
drank during your lunch
The bottle is thrown away

#6

Bricks are used to make a building
The building gets used and torn down
The bricks are broken up and thrown
into the trash

#7

A soda can is drank by a child
The can is melted down
The melted metal is used to make a
new soda can

#8

Fall ends and winter begins
Winter ends and spring begins
Spring ends and summer begins
Summer ends and fall begins

Answers:

#1 (not a true cycle)

In order to become a cycle, the wrecked car would have to be recycled.

#2 (true cycle)

This is the water cycle in action.

#3 (true cycle)

This is the life cycle of a plant.

#4 (not a true cycle)

The newspaper would need to be recycled in some way to be a true cycle.

#5 (not a true cycle)

The plastic would need to be recycled in some way to be a true cycle.

#6 (not a true cycle)

The bricks would need to be recycled in some way to be a true cycle.

#7 (true cycle)

This is how a soda can is recycled.

#8 (true cycle)

This is how our seasons cycle throughout the year.