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## RESOURCES AND THE ENVIRONMENT

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# Templates

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from *Resources and the Environment Teacher's Guide* and for *Tillena Lou's Big Adventure*.



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This activity is part of the Resources and the Environment unit. The *Resources and the Environment Teacher's Guide* may be used alone or with integrated unit components. The Resources unit is comprised of the guide, *Tillena Lou's Big Adventure* (storybook), and two supplements: *The Reading Link* and *The Math Link*. For more information on this and other educational programs, contact the Center for Educational Outreach at 713-798-8200, 800-798-8244, or visit [www.bcm.edu/edoutreach](http://www.bcm.edu/edoutreach).

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The activities described in this book are intended for school-age children under direct supervision of adults. The authors, Baylor College of Medicine and the publisher cannot be responsible for any accidents or injuries that may result from conduct of the activities, from not specifically following directions, or from ignoring cautions contained in the text.

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# Using Cooperative Groups

Cooperative learning is a systematic way for students to work together in groups of two to four. Quite often, early primary students need to have their own materials, but can work in groups to share ideas and to learn from one another. Through such interactions, students are more likely to take responsibility for their own learning. The use of cooperative groups provides necessary support for reluctant learners, models community settings where cooperation is necessary, and enables the teacher to conduct hands-on investigations in a more manageable environment.

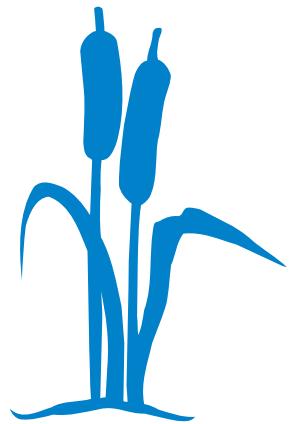
Students wear job badges that describe their duties. Tasks are rotated within each group for different activities so that each student has an opportunity to experience all roles. Teachers even may want to make class charts to coordinate job assignments within groups.

Once a cooperative model for learning has been established in the classroom, students are able to conduct science activities in an organized and effective manner. All students are aware of their responsibilities and are able to contribute to successful group efforts.

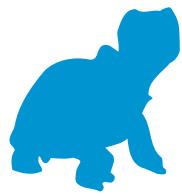


# Word Bank

As you work through the unit, the following words or phrases may be used to reinforce or supplement the activities. Space has been provided for you to add your own words to the list.



air	evaporation	
animal	water vapor	
plant	resources	
consumer	predict	
producer	radish	
fruit	record	
habitat	reproduce	
hunger	root	
living	seed	
mammal	skin	
model	soil	
moist	spider	
need	sugar	
necessary	sunlight	
nonliving	survive	
nutrient	vegetable	
observe	want	
organism	worm	



# My Science Journal

Name

Date

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## Project Name

# DRAWING

## KEY WORD TO USE

## I OBSERVED . . .