

AmplifyCKLA

GRADE  
1



— Knowledge 5 —

# Charting the World: Geography



Teacher Guide

Grade 1

Knowledge 5

# Charting the World: Geography

## Teacher Guide

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# Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that are rigorous and riveting for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

In Grades K–2, the program features two strands with distinct purposes: the Skills Strand to build foundational skills and the Knowledge Strand to develop background knowledge, oral comprehension, and academic vocabulary in a wide array of topics across social studies, science, literature, and the arts.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

A handwritten signature in cursive script that reads "Susan Lambert".

**Susan Lambert**

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Host, Science of Reading: The Podcast



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**Amplify**CKLA

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# Introduction

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## CHARTING THE WORLD: GEOGRAPHY

This introduction includes the necessary background information for teaching the *Charting the World: Geography* domain. The Teacher Guide contains ten daily lessons, each composed of two distinct parts. Lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes two Pausing Point days following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than sixteen days total on this domain.

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## TEACHER COMPONENTS

- Teacher Guide
- Image Cards

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## DIGITAL TEACHER COMPONENTS

The following resources can be found at [learning.amplify.com](https://learning.amplify.com):

- Teacher Presentation Screens
- Flip Book
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Domain Assessment
- Take-Home Pages
- Pausing Point Activity Pages
- Caregiver Letter



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## STUDENT COMPONENTS

- Activity Book

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## WHY THIS DOMAIN IS IMPORTANT

In *Charting the World: Geography*, students explore the study of geography, building on what they have learned in previous grades. Students will work closely with maps, globes, and atlases as they learn about the distinct features of each. By understanding how to use the compass rose, map legends, and keys, students will be able to find directions and better understand the geographical information that is being represented. In this unit, students will strengthen their knowledge of locations they have studied by naming and finding these places on maps. And they will extend their geographic knowledge by identifying and learning about the equator, North and South Poles and various bodies of water and landforms. Building on prior knowledge, students will look at geographic characteristics of communities around the world and compare and contrast where they live with these locations. In this way, they will cultivate an appreciation for discovery of different ways of life and inspiration to explore beyond their own neighborhood.

Through engaging Read-Alouds and class discussions, students will begin to acquire and use geographic vocabulary in whole-group, small-group, and independent settings and to develop their speaking and listening skills by participating in conversations with peers. Students will participate in an informative culminating task where they will create a map of a favorite place in their neighborhood. They will also write an opinion statement about their chosen place and present their maps and statements to fellow classmates.

This introductory domain on geography provides instruction on how to draw geographical connections to other texts that they have read or will read throughout the CKLA Kindergarten and Grade 1 programs in *All Around the World: Geography*; *Deep Roots: Introduction to Native American Cultures*; *Rain and Rainbows: Seasons and Weather*; *Common Threads: Different Lands, Similar Stories*; and *Reach for the Stars: Astronomy*. It will also build background knowledge for subsequent units and/or grades, including Grade 2 *Our Planet: Cycles in Nature*; *A House Divided: The American Civil War*; and *Taking Flight: The Age of Aviation*.

## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the Read-Alouds students will hear in *Charting the World: Geography*. This background knowledge will greatly enhance students' understanding of the Read-Alouds they are about to enjoy:

- Kindergarten, *Deep Roots: Introduction to Native American Cultures*
- Kindergarten, *See How They Grow: Plants*
- Kindergarten, *All Around the World: Geography*
- Grade 1, *Reach for the Stars: Astronomy*

### Core Content Objectives

Students will

- compare and contrast the characteristics of globes, maps, and atlases;
- use the cardinal directions to locate and label various places on a map;
- describe time zones and how the relationship between the sun and the earth affects the seasons;
- locate and label major landforms using a legend on a world map;
- explain that some countries are organized into states and provinces;
- identify geographical characteristics of urban areas in the United States;
- locate and label rural and suburban areas on a map and use drawing and writing to describe their characteristics;
- identify major cities on a world map and use drawing and writing to describe their characteristics;
- write an opinion about the type of community (urban, suburban, rural) they would prefer to live in; and
- create a map and write an opinion text about a favorite place in their neighborhood.

## CORE VOCABULARY FOR *CHARTING THE WORLD: GEOGRAPHY*

The following list contains all the core vocabulary words in *Charting the World: Geography* in the forms in which they appear in the Read-Alouds. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> capital <b>gathered</b> atlas index waterway	<b>Lesson 2</b> cardinal directions compass <b>hint</b> compass rose poles axis horizon	<b>Lesson 3</b> time zone contiguous seasons <b>revolves</b>
<b>Lesson 4</b> hills valleys plateaus legend mountain ranges <b>obstacles</b> plains	<b>Lesson 5</b> erupt citizens <b>influence</b> provinces	<b>Lesson 6</b> community urban <b>crowded</b> museums traffic jam
<b>Lesson 7</b> rural <b>sparse</b> suburb freeway	<b>Lesson 8</b> developed <b>settle</b> opportunities straddles flocked	<b>Lesson 9</b> agriculture centuries farmland <b>produces</b> village
<b>Lesson 10</b> <b>landmark</b> monument river bank		

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## WRITING

In this domain, students will focus on using details to describe key concepts in informational texts about geography. Students will use drawing and writing to compare and contrast maps, globes, and atlases; identify and use map legends and keys and locate places using the cardinal direction; and identify and describe urban, rural, and suburban areas around the world. Students will create a map of a favorite place in their neighborhood and write an opinion statement about their chosen place

In addition, a sentence-writing routine can be found at the end of several lessons so students can learn and practice writing complete sentences using their knowledge of sound-letter correspondences.

The following activities may be added to students' writing portfolios to showcase their writing within and across domains:

- comparing and contrasting maps, globes, and atlases (Lesson 1)
- describing geographic characteristics using details (Lessons 2, 3, 4, 6, 7, 8, 9)
- map-making (Lesson 10)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities



## DOMAIN ASSESSMENT



### Digital Assessment

This unit includes a Domain Assessment for students to complete digitally. The digital assessment evaluates each student's retention of domain and academic vocabulary words, as well as their application of comprehension skills and content knowledge covered in *Charting the World: Geography*. The assessment will provide you with meaningful student data and reports that offer insights into each student's learning progress and recommendations on ways to support them based on their learning needs. The assessment is a variation of the Domain Assessment found in the Teacher Guide. To access the digital assessment, please log onto the Amplify platform and assign the assessment to your students.

If your students are unable to access the assessment digitally, you may wish to use the Domain Assessment provided in the Teacher Guide and direct your students to complete the corresponding Student Assessment pages.

### Print

The Domain Assessment evaluates each student's learning of content, reading skills, and language skills taught throughout the domain. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Domain Assessments booklet, which you may print or copy for each student.

## CHARTING THE WORLD: GEOGRAPHY

# Atlas, At Last!

## 1

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will describe features of globes, maps, and atlases.

[SL.1.2, SL.1.3]

**Reading**

Students will identify the main topic and retell key details of an informational text on geographical features of maps, globes, and atlases.

[RI.1.2, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *gathered*.

[L.1.4]

**Writing**

Students will use a graphic organizer to compare and contrast the characteristics of globes, atlases, and maps.

[RI.1.9, W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 1.1**

**Globes, Maps, and Atlases** Students will use a graphic organizer to compare and contrast the characteristics of globes, atlases, and maps.

[RI.1.9, W.1.8]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Domain Introduction/Core Connections	Whole Group	10 min.	<input type="checkbox"/> various globes, maps, and atlases
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map <input type="checkbox"/> globe
“Atlas, At Last!”			
Comprehension Questions			
Word Work: <i>Gathered</i>			
This is a good opportunity to take a break.			
Application			
Writing: Globes, Maps, and Atlases	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> board/chart paper <input type="checkbox"/> Visual Support 1.1 <input type="checkbox"/> Activity Page 1.1
Take-Home Material			
Take-Home Letter			<input type="checkbox"/> Caregiver Letter

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Gather and prepare to distribute a variety of children's world atlases, maps, and globes to students.

### Read-Aloud

- Prepare to display a world map and a globe to point out locations mentioned in the Read-Aloud.

### Application

#### ➤ Visual Support 1.1

- Turn and Talk and Prepare to display Visual Support 1.1.

### Universal Access

- Gather real examples of different types of maps, globes, and atlases to display in the classroom throughout the domain.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**capital, n.** a city that is the center of government for a state or country

Example: The capital of the United States is Washington, D.C.

Variation(s): capitals

**gathered, v.** grouped together; collected

Example: The children gathered their toys and put them away when playtime was over.

Variation(s): gather, gathering

**atlas, n.** a collection of maps or charts, usually bound together in the form of a book

Example: The atlas contains fifty maps.

Variation(s): atlases

**index, n.** an alphabetical listing of names and topics contained in a book, along with page numbers where they are discussed

Example: The math book included an index of words to help students learn their meanings.

Variation(s): indices

**waterway, n.** any body of water where boats travel

Example: The city of Venice, in Italy, is famous for having waterways instead of streets.

Variation(s): waterways

Vocabulary Chart for “Atlas, At Last!”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		capital <b>gathered</b> atlas index waterway	
Spanish Cognates		capital atlas índice	
Multiple-Meaning			
Sayings and Phrases	look up		

## Lesson 1: Atlas, At Last!

Introducing the  
Read-Aloud

**Speaking and Listening:** Students will describe features of globes, maps, and atlases.

[SL.1.2, SL.1.3]

## D Differentiation

### Challenge

Have students name and point to various continents they already know.

### DOMAIN INTRODUCTION/CORE CONNECTIONS (10 MIN.)

- Ask if students remember the topic of the domain from kindergarten when they learned about globes, maps, and many places all around the world from Mariana and her friends. (*geography*)
- Direct students' attention to the globes and maps you gathered in advance and ask them to identify which are maps and which are globes.
- Hold up an atlas for students to see and explain that it is a special type of book called an atlas.
- Pass around the atlases you gathered in advance, allowing students to observe and explore them for several minutes.
- 🧑🧑 **Think-Pair-Share:** Look at the atlas with your partner and talk about what can be found in it.
- Remind students to signal when both partners have contributed to the conversation.
- Have students share one idea from their partner. You may wish to write their ideas on the board/chart paper.
- Explain that while an atlas is a book of maps, it includes much more information and text features, such as a table of contents, glossary, index, pictures, captions, maps, symbols, keys, and legends.
- Hold up an atlas and show and name several of these text features. Ask students how these features can help the reader. (*Answers may vary but should include that they make it easier to find specific information about places on the maps.*)

- Tell students that in today’s Read-Aloud Mariana and a special friend will introduce the topic of the new domain: *Charting the World: Geography*. They will learn about information that can be found on globes, maps, and atlases and how to use this information to explore many other locations all around the world.



Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: “An atlas is a book of maps and other text features such as a table of contents, index, glossary, and pictures.” (*thumbs-up*)



MULTILINGUAL/ENGLISH LEARNERS  
Speaking and Listening  
Exchanging Information and Ideas

Entering/Emerging	Reframe open-ended questions as choices (e.g., “Can a table of contents make it easier to find where something is located in an atlas?”).
Transitioning/Expanding	Encourage students to use phrases to build on what others have said about how text features can help readers find information in an atlas.
Bridging	Have students describe, using longer and more detailed phrases, how text features can help readers find information in an atlas.

## Lesson 1: Atlas, At Last!

# Read-Aloud



**Reading:** Students will identify the main topic and retell key details of an informational text on geographical features of maps, globes, and atlases.

[RI.1.2, RI.1.7]

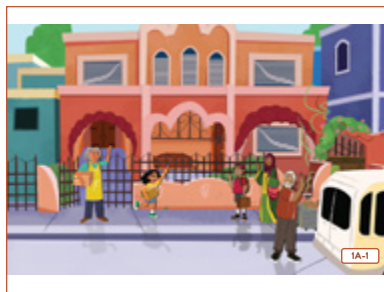
**Language:** Students will demonstrate an understanding of the Tier 2 word *gathered*. [L.1.4]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about information that can be found on maps and globes and in atlases.

### “ATLAS, AT LAST!” (20 MIN.)

Today, Mariana is helping Abuela clean out the garage. This is where Abuela keeps some of her old maps. Mariana can't wait to explore the old boxes with Abuela. But just as they open the first box, they hear a voice. “Camila? Camila? Are you in there?” Abuela answers, “Yes! I'll be right there!” and hurries to the door with Mariana close behind.



#### Show Image 1A-1:

#### Mariana and Abuela in the garage

Standing in front of the house with suitcases all around them are a woman, a man, and a young boy. Abuela is smiling from ear to ear as she welcomes them in one big bear hug. “Welcome to Puerto Rico!” she exclaims.

[Point out Puerto Rico on a globe or map.]

Then, she turns to Mariana and says, “Mari, we've got visitors! This is Noura and Waleed, and this is their grandson Kamal.” Kamal leans against his grandfather. He looks like he might be shy. *How do you feel when you meet new people?*

“Noura and Waleed are professors, or teachers, at a university in Cairo, the **capital** of Egypt. [Point out Cairo, Egypt, on the world map.] That’s a long trip, so they must be very tired.” Abuela continues. “They will stay with us for a couple weeks.”

“Nice to meet you Mariana,” Noura says. “You can call me Teta [tay\*tah], which is one way of saying grandma in Arabic.” *Arabic is the main language spoken by people living in the Middle East and North Africa.*

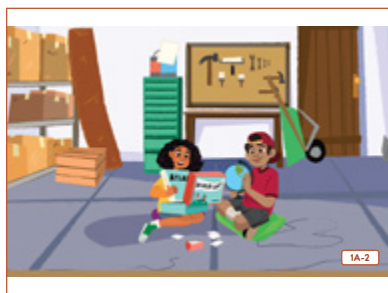
“Yes,” Waleed adds. “And you can call me Gedo [ji\*doe], which means grandfather.”

Mariana smiles. “Welcome to San Juan, Gedo and Teta,” she says.

Abuela grabs one of the suitcases, leading Noura and Waleed into the house. Then, she looks at Mariana. “Mari, why don’t you and Kamal go back to the garage? I’ve got a surprise back there for the two of you,” she says with a wink.

Mariana smiles at him and says, “Follow me!”

When they reach the back of the room, Mariana starts showing off the many things Abuela has **gathered** over her travels. She pulls out the big, wooden crate where Abuela keeps all of her best maps. On top of all the maps, there’s a shiny cardboard box that says ATLAS, AT LAST! in big letters on the front. “What’s that?” Kamal asks. His voice is quiet, but Mariana thinks he is excited. She is too. *Why do you think they are excited? What do you think is in the box?*



#### Show Image 1A-2:

#### Mariana and Kamal looking at Atlas, At Last!

“I think it’s a game! This must be Abuela’s surprise,” Mariana says. *Do you have a favorite board game?* Together, they carefully open the box. Inside, there’s a small globe, which shows all the oceans, continents, and

countries in the world. There’s also a box full of cards. Finally, there’s a book labeled **Atlas**. “What does *atlas* mean?” Mariana asks. “I’m not sure,” Kamal says as he flips through the book. “But it’s full of maps and information about different places.”

## D Differentiation

### Support

Trace your finger from Cairo to Puerto Rico on the world map to help students visualize the difference between the two locations.

### Challenge

Ask students to locate the countries on a world map or globe.

Mariana nods and pulls a card from the deck. “Kamal,” she says. “There’s a question on the card!”

“Read it! Read it!” he chants.

Mariana reads it out loud: “Can you find the following countries? Botswana, China, Denmark, Egypt, France, Germany, Ireland, Japan, Russia, and the United States.”

“How could anyone find all of those places?” Kamal asks.

“We could ask for help,” Mariana suggests. Kamal thinks about this for a moment. *Can you think of something you could use to find all those places?*

## D Differentiation

### Support

Remind students that they learned about Cairo and the Nile River in the domain *All Around the World: Geography*.

### Challenge

Ask students to name other countries that are located on the continent of North America.



### Show Image 1A-3:

#### Mariana and Kamal looking at the globe

“We might be able to find those countries by playing the game,” Kamal says. He picks up the globe and spins it to find the continent Africa. He points to the top of the continent, “Here’s Egypt. That’s where I’m from. I live in Cairo, which is a city on a river called the

Nile. See?” He points to the Nile on the globe. *[Point to Africa, Egypt, Cairo, and the Nile River on a globe.]*

Mariana nods and spins the globe again. “The continent of North America is also easy to find; it’s very big. And the United States is a big country on that continent. Puerto Rico is part of the United States even though it’s over here” Mariana says as she points to the island of Puerto Rico. “That’s where I’m from,” she says. “It’s fun to spin the globe and see different parts of the world.” *[Point to North America, the United States, and Puerto Rico on the globe.]*



### Show Image 1A-4:

#### China and Russia

Kamal spins the globe and finds China and Russia. “They’re the two biggest countries on the continent of Asia,” he notes. *[Point out Asia, China, and Russia on the globe.]*

“They’re also easy to find because they are right next to one another,” Mariana says. “Now we just need to find more countries . . . Botswana, Denmark, France, Germany, Ireland, and Japan!” *[Point out these countries on the globe.]*

“I wonder what I can find out about those countries in the atlas,” Kamal says.

“Why would we use the atlas?” Mariana asks.

“Well the atlas is full of maps and information, remember?” Kamal says, and opens the book. “I wonder if there are pages about each country.”

To Mariana’s surprise, one of the first pages has a list of every country in the entire world. Next to each country on the list is a page number. “Some books have an **index**, where you can look up what’s inside of them,” Kamal explains. “Look, we can learn about Botswana on page 88.” *[Remind students that an index is an alphabetical listing of names and topics contained in a book, along with page numbers where information about them is located.]*



**Show Image 1A-5:**  
**Botswana map and facts**

- Have students describe Image 1A-5 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner. Remind students to signal when both partners have contributed to the conversation and have them share one idea from their partner with the class.
- Discuss how the image shows an elephant, an animal that can be found in the country of Botswana. Explain that information and facts such as that can be found in an atlas.

## **D** Differentiation

### Challenge

As you point out the countries on the globe, have students name the continent where each country is located.



## D Differentiation

### Support

Using an atlas, show students how to find these countries in the index by looking under the first letter of each country in the index.

### Challenge

Ask students if they can remember what a group of islands is called and if they can name other groups of islands in addition to Japan. (*archipelago; Hawai'i, etc.*)

Kamal flips to page 88, where he and Mariana find a map of the country. "Botswana is on the continent of Africa, just like Egypt," Kamal notes while reading. "But it's much farther to the south. It says here that Botswana has more elephants than any country in Africa."

"I love elephants," Mariana exclaims. "I wonder what we'll discover about the other countries on our list!" *Can you think of any other animals that live in Africa? (giraffes, zebras, cheetahs, etc.)*



### Show Image 1A-6:

#### Mariana and Kamal talking about Europe

"Right. Denmark would be under D in the index," Kamal says, flipping through the pages. Working together, Mariana and Kamal find that the countries of Denmark, France, Germany, and Ireland are all on the continent of Europe. *[Remind students that information*

*in an index is always listed in alphabetical order.]*

"Look," Mariana points. "France and Germany are right next to each other! It says here that they are separated by the River Rhine. And that the River Rhine is the busiest **waterway** in Europe." *[Point out the Rhine River on the world map.]*



### Show Image 1A-7:

#### Mariana and Kamal talking about Japan

"I wonder if it's anything like the Nile," Kamal replies before returning to the index to find their last country, Japan. "Japan is on the eastern side of Asia. It's a set of islands very close to China and Russia." Kamal trails off as he reads more about the country of

Japan silently. Mariana can tell that Kamal loves maps just as much as she does.

Suddenly, Kamal says, "This is amazing! We can learn so much about the world with this book. We can look up places by name. I like the atlas much more than the globe," he decides.

Mariana laughs. "Well, I like the globe! It's cool how all the countries and continents fit together. It shows how things like mountains and rivers stretch

across many countries. Plus, a globe is a sphere, just like Earth," she says.

*Which do you think is better, an atlas or a globe? Why?*

Just then, Abuela calls from the house. "Hey, kids! How does soup sound?"

"We'll be right there!" Mariana calls excitedly, and begins putting the atlas, the globe, and the cards back into the box. "Let's go! Abuela makes the best asopao [ah\*sō\*pau] in the world."

"Um, Mariana," Kamal starts. Mariana stops cleaning, and listens. "Do you think we could leave the game out?" he asks.

Mariana smiles at Kamal. "I didn't know you were a fellow cartographer," she says. "Okay. Let's play more tomorrow! But now, it's time for soup."

Kamal nods. "I heard it's the best in the world," he says, as they both head inside.

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Where do Mariana and Abuela live? (*Puerto Rico*) Puerto Rico is an island but which continent is it considered part of? (*North America*)
  - Where do Noura, Waleed, and Kamal live? (*Cairo, Egypt*) On which continent is Egypt located? (*Africa*)
2. **Inferential.** Why do you think the game Mariana and Kamal discover in the garage is called "Atlas, At Last!"? (*Answers may vary, but they could include that it is a game about finding out information about locations in the world by using clues and an atlas.*)
  - Explain that the title "Atlas, At Last" is an anagram. An anagram is a word or phrase that is created when the letters of the original word or phrase are reorganized to create a new word or phrase that has the same letters but are in different positions.
  - Write the following examples on the board or chart paper and show students how the letters can be rearranged to make new words:
    - cat - act
    - brag - grab
    - nap - pan
    - top - pot

3. **Literal.** What does Kamal say is in the atlas he finds in the game box? (*maps and information about different places*)
4. **Literal.** What letter of the alphabet would you look under to find these countries in the atlas index: *Botswana, Denmark, France, Germany, Ireland, Japan*? (*Botswana [B], Denmark [D], France [F], Germany [G], Ireland [I], and Japan [J]*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Direct students' attention to the globes, maps, and atlases you displayed previously. Have students compare and contrast them with a partner. Provide sentence starters such as, "Maps, globes, and atlases are the same because . . ." and "Maps, globes, and atlases are different because . . ." Remind students to use complete sentences when sharing with their partner. (*Answers may vary but could include that maps, globes, and atlases are the same because they show where places are located; maps, globes, and atlases are different because globes are spheres like Earth, but a map is a flat representation of Earth, and an atlas includes facts and information about places on Earth.*)
  - Invite several students to share their answers with the class, reminding them to answer in complete sentences.
  - Model for students how to combine the compare/contrast ideas within one sentence.
  - Say, "I can combine my answers into one sentence by using the word *but* to explain how the maps, globes, and atlases are the same and different. 'Maps, globes, and atlases are the same because they show places on Earth, but they are different because a globe is a sphere, a map is flat, and an atlas is a book of maps with facts and information.'"




## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading/Viewing Closely

<b>Entering/Emerging</b>	Elicit short one-word answers from students (e.g., "Which of these best represents Earth?").
<b>Transitioning/Expanding</b>	Have students answer using sentence frames (e.g., "_____ show facts and information.").
<b>Bridging</b>	Encourage students to use vocabulary from the Read-Aloud to answer in complete sentences.

## WORD WORK: GATHERED (5 MIN.)

- In the Read-Aloud, you heard “When they reach the back of the room, Mariana starts showing off the many things Abuela has gathered over her travels.”
- Say the word *gathered* with me.
- Gathered means having grouped together, or collected, several things or people.
- My family gathered in the dining room to sing “Happy Birthday” to my grandma.
- In the Read-Aloud we learn Abuela gathered many things in her travels.  
 **Think-Pair-Share:** Have you gathered anything? Why did you gather these things? Where were you when you gathered them? Try to use the word *gathered* when you tell about it. (If necessary, guide and/or rephrase students’ responses: “I gathered \_\_\_\_ because . . .” or “I gathered \_\_\_\_ at \_\_\_\_.”) Remind students to signal when both partners have contributed to the conversation and have students share one idea from their partner.
- What is the word we have been talking about?

**Use a Discussion activity for follow-up.** I am going to describe situations that are examples of things people gather. For each example I want you to tell me what is being gathered and who is doing the gathering. Try to answer in complete sentences.

- Nico picked up lots of shells at the beach when he and his family were on vacation. (*Nico gathered shells.*)
- Elena looked for interesting leaves on her hike through the woods and pressed them in her journal. (*Elena gathered leaves.*)
- Tareq kept all his favorite books about snakes on a special shelf in his bedroom. (*Tareq gathered books about snakes.*)
- Ines picked her mom’s favorite flower to give her for her birthday. (*Ines gathered flowers.*)
- The squirrel hid hundreds of acorns to eat during the winter. (*The squirrel gathered acorns.*)

## Lesson 1: Atlas, At Last!

# Application



**Writing:** Students will use a graphic organizer to compare and contrast the characteristics of globes, atlases, and maps.

[RI.1.9, W.1.8]

### WRITING: GLOBES, MAPS, AND ATLASES (20 MIN.)

#### > Visual Support 1.1

- Display Visual Support 1.1 and direct students to take out Activity Page 1.1. Remind students that Venn diagrams help organize similarities and differences between or among things. Tell students that the circles on this Venn diagram represent globes, maps, and atlases.
- Point to the place in the center of the Venn diagram where all three circles overlap. Ask what kind of information students would write here. (*similarities among all three things*)
- Point to the places where only two circles overlap at a time. Ask what kind of information students would write here. (*similarities between those two things*)
- Point to the places where each circle does not overlap with any other circle. Ask what kind of information students would write here. (*things that are unique to only a map, a globe, or an atlas; where differences are found*)
- Tell students they will use a Venn diagram to compare maps, globes, and atlases.
- Use the maps, globes, and atlases you previously gathered and images from the Flip Book to help students reflect on the similarities and differences among maps, globes, and atlases.
- **Think-Pair-Share:** Before adding information to the Venn diagram, encourage students to share their thinking with a partner by asking specific questions, such as:
  - Do maps, globes, and atlases show geographic features, such as land and water? Would that be a similarity or difference?
  - Are the shapes of maps, globes, and atlases the same or different?
  - Do maps, globes, and atlases have text features, such as an index or table of contents?

#### Activity Page 1.1



#### D Differentiation

##### Support

Give students a list of several features of maps, globes, and atlases to place in the correct location on the graphic organizer.

##### Challenge

Ask students to look for an interesting fact in an atlas to share with the class.

- Do maps, globes, and atlases have facts and information about different locations on Earth?
- When would you use a map? A globe? An atlas?
- Remind students to signal when both partners have contributed to the conversation.
- Have students share one idea from their partner, and write these thoughts on the diagram in the appropriate places as students do the same on Activity Page 1.1.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Have students dictate their information to a teacher to complete the chart for them.
<b>Transitioning/ Expanding</b>	Have students work collaboratively with a peer to complete the chart.
<b>Bridging</b>	Have students complete the chart independently, using the class version of the chart as a guide.

- **Sentence-Writing Activity.** Show Image 1A-2 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*Mariana; Kamal; Atlas, At Last! an atlas; a globe; a deck of cards; etc.*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*looking at the game, opening the box, etc.*)
  - Tell students that they can combine the answers to these questions to make one sentence.
  - Show students how to combine *who* or *what* is in the image and *what is happening* to make one sentence. Write the following sentence on the board/chart paper: *Mariana and Kamal are looking at the game.* Read the sentence to students and ask them to identify *who* is in the sentence (*Mariana and Kamal*). Now ask them *what is happening* in the sentence (*looking at the game*). Read the complete sentence again and show students how you capitalized the first letter of the sentence and used a period at the end.

- Now tell students it is their turn to use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening*. Remind students they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate.

End Lesson

### Lesson 1: Atlas, At Last!

# Take-Home Material

## CAREGIVER LETTER

### Take-Home Page 1.1



- Send home Take-Home Page 1.1.
- Caregiver Letter: this overview can be found in the program's online resources.

## CHARTING THE WORLD: GEOGRAPHY

# The Cardinal Directions

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

With teacher assistance, students will use directional words to locate North America, the United States, and their home state on a U.S. map.

[SL.1.1]

**Reading**

Students will identify the main topic and retell key details of an informational text about the cardinal directions.

[RI.1.2, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *hint*.

[L.1.4]

**Writing**

Students will create a map and use the cardinal directions to identify places on the map.

[W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 2.1**

**Finding the Way** Students will create a map and use the cardinal directions to identify places on the map.

[W.1.8]





## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Visual Supports 1.1, 2.1 <input type="checkbox"/> world map <input type="checkbox"/> slips of paper with the following directional words: up, down, near, far, left, right, behind, in front, in between <input type="checkbox"/> jar or cup
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 1–3 <input type="checkbox"/> globe
“The Cardinal Directions”			
Comprehension Questions			
Word Work: <i>Hint</i>			
This is a good opportunity to take a break.			
Application			
Writing: Finding the Way	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> board/chart paper <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Visual Support 2.2 <input type="checkbox"/> crayons or colored pencils

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Write the following directional words on slips of paper and place them in a jar or cup: up, down, near, far, left, right, behind, in front, in-between.
- Prepare to display a map, a globe, and an atlas.

### > Visual Supports 1.1, 2.1

- Prepare to display Visual Supports 1.1 and 2.1.
- Prepare to display the world map you prepared in Lesson 1.

### Read-Aloud

- Write the following mnemonic device on the board/chart paper to reference during the Read-Aloud: **Never Eat Soggy Waffles**
- Prepare to display Image Cards 1–3.
- Prepare to refer to the globe during the Read-Aloud segment.

### Application

### > Visual Support 2.2

- Prepare to display Visual Support 2.2.

### Universal Access

- Gather and display several compasses.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**cardinal directions, n.** north, east, south, and west

Example: North is one of the four cardinal directions.

Variation(s): cardinal direction

**compass, n.** a tool for finding direction

Example: The explorers used a compass to find their way to the island.

Variation(s): compasses

**hint, n.** a clue or helpful suggestion

Example: I asked for a hint when I was trying to figure out the math problem.

Variation(s): hints

**compass rose, n.** a symbol on a map that shows directions

Example: We used the compass rose on the map to find which direction we would go to travel to England.

Variation(s): compass roses

**poles, n.** points on the earth's surface that line up with its axis

Example: Both the North and South Poles are located in very cold places.

Variation(s): pole

**axis, n.** a real or imaginary central line around which an object spins

Example: The axis of Earth is an imaginary line that goes through the North and South Poles.

Variation(s): axes

**horizon, n.** the imaginary line that separates the earth from the sky.

Example: As the sun was rising, we could see rain clouds on the horizon.

Variation(s): horizons

### Vocabulary Chart for “The Cardinal Directions”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	cardinal directions compass rose	compass <b>hint</b> poles axis horizon	
Spanish Cognates	puntos cardinales	polos horizonte	
Multiple-Meaning			
Sayings and Phrases			

## Lesson 2: The Cardinal Directions



# Introducing the Read-Aloud

**Speaking and Listening:** With teacher assistance, students will use directional words to locate North America, the United States, and their home state on a U.S. map. [SL.1.1]

## D Differentiation

### Challenge

Ask volunteers to think of more statements about when they would use a map, globe, or atlas to share with the class.

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

### > Visual Support 1.1

- Display Visual Support 1.1 and the map, globe, and atlas you previously prepared to review with students the similarities and differences of maps, globes, and atlases.



### Check for Understanding

**Take a Side:** Say, “I’m going to read a statement about a map, a globe, and an atlas. If the statement refers to something maps are used for, walk quietly to the front of the room. If the statement refers to something globes are used for, walk quietly to the back of the room. If the statement refers to something an atlas is used for, stay at your seat.”


- representing the shape of Earth (*a globe*)
- finding directions to the park (*a map*)
- finding out which animals live in Australia (*an atlas*)

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that they are going to use directional words to locate items in the classroom.
- Pull out a slip of paper with the directional words you prepared in advance from the jar or cup and read the direction on the slip to students.
- Ask students to point to and name something in that direction. Continue with the remaining slips of paper.

## Support

If students have difficulty remembering left and right, model raising and naming your left hand, then your right hand.

- Direct students' attention to the world map and remind them they learned there are seven large areas of land called continents. Point to and name the continents. Have students locate North America and model for them how to describe the location of North America relative to other continents (e.g., North America is far from Asia.)
-  **Think-Pair-Share:** With a partner use directional words to describe North America's location on the map, such as near or far, up or down, and left or right.
- Remind students to signal when both partners have contributed to the conversation.
- Have students share one idea from their partner. You may wish to write their ideas on the board/chart paper.

## > Visual Support 2.1

- Display Visual Support 2.1 and ask if they know the name of the country represented by the map. (*the United States*) Remind students that they may have learned what a state is in the *All Around the World: Geography* domain in kindergarten. Point out your state on the map of the United States.
- Point out several other states and ask students to use directional words such as near or far, up or down, and left or right to identify their location relative to their state.
- Explain that we are always moving in different directions. When you walk down the street or ride in a car and then turn right or left, then turn around and return home, you are going in different directions. But instead of turning to the right or left, or traveling up or down the street, there are special words we can use to name directions.
- Tell students that in today's Read-Aloud, Mariana and Kamal will use even more directional words to show how to find locations all around the world.



### MULTILINGUAL/ENGLISH LEARNER

#### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Have students work with a partner to use directional words to identify their location.

#### Transitioning/ Expanding

Provide students with a specific sentence frame (e.g., "The state of \_\_\_\_ is \_\_\_\_ of my state:").

#### Bridging

Encourage students to answer questions about the geography of the regions using complete sentences (e.g., "Puerto Rico is far away from [your state]:").

## Lesson 2: The Cardinal Directions

# Read-Aloud



**Reading:** Students will identify the main topic and retell key details of an informational text about the cardinal directions.

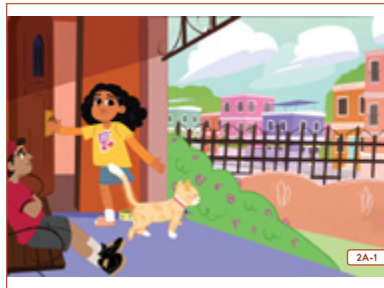
[RI.1.2, RI.1.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *hint*.  
[L.1.4]

### PURPOSE FOR LISTENING

- Ask students to listen carefully to find out about cardinal directions.

### “THE CARDINAL DIRECTIONS” (20 MIN.)



#### Show Image 2A-1:

#### Mariana letting Limón the cat out

On Saturdays, Mariana has a long list of important tasks to attend to. She has to sweep the porch, take a nap, let Limón the cat out, and go to the plaza with Abuela. Mariana does these tasks absolutely every single Saturday (except when she forgets).

*Do you have tasks or chores to do?*

When Mariana wakes from her nap, she slips on her shoes and gets ready to head to the plaza. Letting Limón the cat out, she notices Kamal sitting on the front porch.

“Hey Kamal, what are you looking at?” Mariana asks him.

Kamal jumps. “I didn’t see you there,” he says. “I’m just looking at the sky,” he answers quietly. Mariana thinks about how he doesn’t know anyone in San Juan yet. He can’t visit his friends because all his friends are in Cairo. Mariana thinks about her plan to go to the plaza, all the people-watching, art stands, and delicious fruits. She decides that it can wait for a bit.

*Have you ever been to a new place where you didn’t know anyone?*

“Do you want to play the map game again?” Mariana asks Kamal.

Kamal’s face lights up. “Atlas, At Last! I was hoping we would,” he admits. Together, they gather the game pieces and bring them to the living room.



**Show Image 2A-2:  
Waffles covered in condensed milk  
and berries**

“I think we draw a card to begin,” Mariana says.

Kamal draws a card, and reads it. “What are the four **cardinal directions**?”

Mariana pipes up immediately. “Left, right, up, and down are all directions. Do you think that’s the answer?” *Can you name other directional words?*

Kamal purses his lips, deep in thought. “Maybe . . . those are directions. I don’t think anyone calls them *cardinal*,” he says. They both fall silent. Mariana plays with the trivia card while she thinks. She puts it down and picks it up and spins it around and flips it over.

When she flips the card, she notices a message on the back of the card. She reads it aloud. “Need a **hint**? You should Never Eat Soggy Waffles.” She pauses to think for a moment. “What could that mean?” She asks Kamal. *[Read aloud the sentence you wrote on the board/chart paper and ask if students have any ideas about what the hint could mean.]*

“I don’t know,” Kamal says. “I thought waffles were *supposed* to be soggy. Don’t you put a lot of syrup on them?” *Do you like lots of syrup on your waffles?*

“I don’t like syrup on my waffles at all,” Mariana admits. “I like condensed milk and berries.” *Condensed milk is a very sweet, thick kind of milk.*

Kamal is shocked. He leans down to untie and tie his shoelaces. That gives him time to take in all this new waffle information. “Ok,” Kamal finally replies. “Maybe the hint is a kind of code?”



## D Differentiation

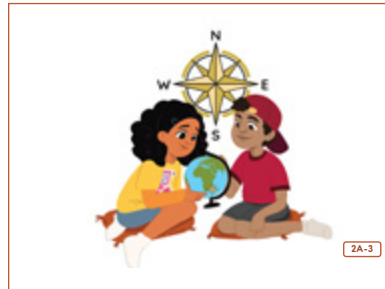
### Challenge

Ask students to use the first letters of the cardinal directions to make more short sentences to help remember them.

### Support

Point to and say each of the cardinal directions on the compass rose in Image 2A-4.

Image Card 1



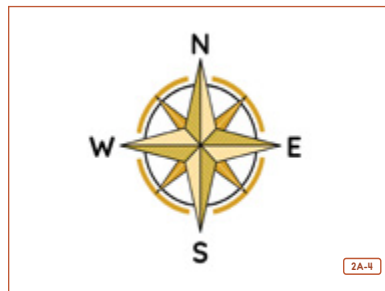
### Show Image 2A-3:

#### Mariana pointing to a compass rose

Mariana fidgets with the globe that comes with Atlas, At Last! She spins the globe, and notices near the top, there's a symbol she's never spotted. It looks like a star with eight points, with the letters "N, E, S, W" printed on the largest points. *[Show students*

*Image Card 1 and point out N, E, S, and W.]* The star looks just like the symbol inside Abuela's **compass**, a tool that always points north. *[Show the compass to students. Ask them to watch the needle carefully as you rotate the compass. Explain that the needle of the compass always points north.]*

"Kamal," Mariana says. "Can you look up compasses in the atlas?"



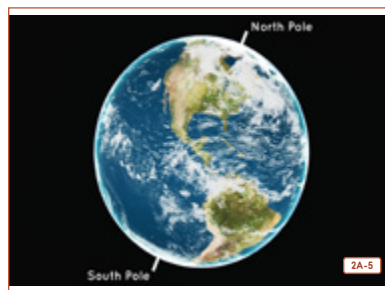
### Show Image 2A-4:

#### Compass rose labeled with the cardinal directions

"It says here that compasses are tools that help us find the cardinal directions: north, east, south, and west and the star symbol is called a **compass rose**," he says, showing the atlas page to Mariana. "Those are the

same letters at the beginning of each word in our hint! **N**ever **E**at **S**oggy **W**affles. N, E, S, W. North, East, South, West!"

"That's sneaky!" Mariana exclaims with a smile.



### Show Image 2A-5:

#### North and South Poles

Kamal continues to read aloud from the atlas. It tells them that the cardinal directions aren't like other directions. Up and down are directions that change based on where someone is located. But north and south always point toward the same things:

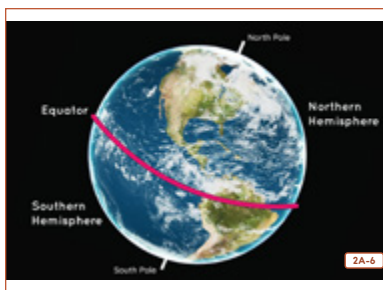
the North and South Poles. The North Pole is in the Arctic, a cold and icy region of the world. The North Pole is usually shown at the tops of maps and globes, and it's the farthest you can travel to the north. *[Show students*

where the North Pole is located on a classroom globe.] The South Pole is in Antarctica, another extremely cold place. The South Pole is usually shown at the bottom of maps and globes, and it's the farthest you can travel to the south. [Show students where the South Pole is located on a classroom globe.]

"Wait, are there big metal **poles** in the Arctic and Antarctic?" Mariana interjects. "Or is there one big pole that goes through the earth and helps it spin? Like a lazy Susan?" [Show students Image Card 2 and explain that a lazy Susan is a rotating tray for foods usually placed at the center of a dining table to make it easier to reach the foods.]

"I think 'pole' might mean something else here!" Kamal decides. He flips the pages of the atlas until he finds the glossary. It's an alphabetical list some books have where you can find the definition of a word. [Ask students if they recall seeing a glossary in the atlas they looked at in the last lesson.]

"Oh!" Kamal breathes out, relieved. "The earth's poles are a different kind of pole. They describe any place on a sphere, or the ends of a magnet." Kamal continues reading, "The poles are located where they are because they're the ends of the earth's **axis**. The axis is an imaginary line that extends through the center of the planet from one pole to another. [Display Image Card 3 and show students how Earth's axis extends from the North Pole to the South Pole. Slowly spin a classroom globe to demonstrate for students how Earth spins on its axis.]



### Show Image 2A-6: Equator, Northern and Southern Hemispheres

"There's also this line on the globe, right in the middle," Marianna says. She picks up the globe and shows it to Kamal.

"According to the atlas, that's called the *equator*," Kamal replies. "The equator is a line that is equally far from both the North and South Poles. It divides the planet into two halves. The half of the planet north of the equator is called the Northern Hemisphere. The half of the planet south of the equator is called the Southern Hemisphere." [Use a globe to identify the North Pole and South Pole. Invite volunteers to demonstrate where they think the equator is, as well as where they think the Northern and Southern Hemispheres are.]

### Image Card 2



### Image Card 3



## D Differentiation

### Support

Another meaning of the word pole is a long thin piece of wood or metal, such as a flag pole, used especially for supporting things.

## D Differentiation

### Challenge

Ask students in which hemisphere they live.



**Show Image 2A-7:**  
Earth's relationship to sunrise and sunset

- Have students describe Image 2A-7 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner. Bring students back together to discuss how the image shows Earth's relationship to the sun. Explain that every day when the sky is clear we can see the sun rise in the East and set in the West. It may look like the sun is moving, but this happens because Earth is rotating or spinning slowly on its axis.

Mariana stops to think aloud. "If north and south on a compass rose always point to the earth's poles, do east and west point to anything?" Kamal flips through the atlas a little more until he finds the answer. "The atlas says you can always tell which directions are east and west by looking toward the sun," he reports. "The sun always rises in the eastern sky and sets in the western sky." *[Remind students that they should never stare directly at the sun because it could hurt their eyes.]*



**Show Image 2A-8:**  
Kamal holding Abuela's compass

Thinking about the sunset gives Mariana an idea. "So we found the answer, right? The cardinal directions are North, East, South, and West?" When Kamal nods, Mariana leaps into action. She dashes to the backyard, where Abuela is napping. Mariana leans

down very close to her ear and whispers, “Wake up Abuelita, it’s time for an adventure!” Abuelita is another way to say *abuela*, similar to saying “granny” or “nana.”

“What kind of adventure are we going on?” Abuela asks, her eyes wide with excitement. Kamal looks at Mariana, curious as well.

“Can we go to the plaza and use your compass to find the sunset?” Mariana asks. Abuela laughs, and agrees. She leads Kamal and Mariana out the front door, through the streets of San Juan. By the time they get to the plaza, the sky is beginning to turn pink. *What time of day do you think it is?* (early evening or late afternoon) *Why might the sky be pink?* (the sun is setting, or going down)

Abuela hands her compass to Kamal. “Keep it safe,” she says with a wink, and sits down with a few other adults. Kamal holds the compass flat in his hand. No matter which way he turns it, a little needle inside always points to the north. Kamal lines himself up so the needle points directly ahead of him.



#### Show Image 2A-9:

#### Mariana and Kamal standing in the plaza

“This way is north,” he murmurs, and turns to the left. “So . . . that’s east,” he turns to the left once more. “And . . . that’s south. Which means that this way . . . is west!” Kamal turns to the left one more time, and Mariana follows. They look above the houses of

San Juan, above the adults chatting, above the other kids playing on the plaza. They see the setting sun, casting beautiful shades of orange and pink across the sky.

“Sunsets in San Juan are the best in the world,” Mariana says proudly.

“This is awesome . . . but the sunsets in Cairo are pretty good too,” Kamal says.

“You’ll have to show me someday!” Mariana says.

“All right,” Kamal nods, as he continues to watch the sun sink lower below the **horizon**. “It’s a deal.” *The horizon is the line that separates earth from sky.*

## D Differentiation

### Challenge

Have students find compass roses on the maps, globes, and atlases you have displayed in the classroom.

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** In the Read-Aloud you learned the cardinal directions. Share a declarative sentence and an interrogative sentence about the cardinal directions. (*Answers may vary but could include “The cardinal directions are north, east, south, and west.” “We can use the cardinal directions to find places on a map.” “What is a good way to remember the cardinal directions?” How do we find where places are located?”*)
2. **Inferential.** Why would a map include a compass rose? (*to show which way is north, east, south, or west*)
3. **Literal.** In which direction does the needle on a compass always point? (*north*)
4. **Inferential.** Which direction would you look to see the sun rise? (*east*) Which direction would you look to see the sun set? (*west*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Talk with your partner about how Earth is like a lazy Susan. Think of other things that spin on an axis. Have students use the sentence frame: “\_\_\_\_\_ spins on an axis.” (*Answers may vary but could include bicycle wheel, Ferris wheel, merry-go-round, fan, helicopter blades, etc.*)
  - Remind students to signal when both partners have contributed to the conversation.
  - Ask two or three students to share their answers. You may wish to write their answers on the board/chart paper.
  - Remind students they can combine, or put together, two sentences to make one sentence by using the word *and*. Read students the following sentences and ask them to combine them into one sentence using *and*: A bicycle wheel spins on an axis. A Ferris wheel spins on an axis. (*A bicycle wheel and a Ferris wheel spin on an axis.*)
  - Explain that when the subject, or *who* or *what* the sentence is about, changes from one thing to more than one thing the word that tells what is happening has to change to reflect that. Point out that *spins* changes to *spin* when *bicycle wheel* and *Ferris wheel* are combined into one sentence.



### Check for Understanding

**Recall:** Ask students to name the cardinal directions. (*north, east, south, and west*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Reading/Viewing Closely

<b>Entering/Emerging</b>	Have students refer to the compass rose on Image Card 3 as they indicate the direction.
<b>Transitioning/ Expanding</b>	Have students point to the directions on the compass rose on Image Card 3 as they name the cardinal directions.
<b>Bridging</b>	Have students refer to the compass rose on Image Card 3 as they say the cardinal directions using complete sentences (e.g., "The cardinal directions are north, east, south, and west.").

### WORD WORK: *HINT* (5 MIN.)

- In the Read-Aloud, you heard Mariana read a message on the back of the trivia card, "Need a hint? You should Never Eat Soggy Waffles."
- Say the word *hint* with me.
- A hint is a clue or helpful suggestion.
- I remembered the hint my teacher gave me to help me figure out an answer on my science test.
- What are some situations when someone might need a hint to help them figure out something? Has anyone ever helped you figure out something by giving you a hint? Use the word *hint* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Someone might need a hint if . . ."]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I'm going to say some sentences. If what I say is an example of a hint, stand up. If it's not an example of a hint, sit down.

- Penny told me the answer is nine. (*sit down*)
- When I tried to remember my friend's favorite food, she said it was round with sauce and cheese on top. (*stand up*)
- I reminded my little brother that he could use the glossary to find out the meaning of the words in the story. (*stand up*)
- ROY G. BIV is a good way to remember the colors of the rainbow. (*stand up*)
- Flora's favorite color is yellow. (*sit down*)

## Lesson 2: The Cardinal Directions

# Application



**Writing:** Students will create a map and use the cardinal directions to identify places on the map. **[W.1.8]**

### WRITING: FINDING THE WAY (20 MIN.)



#### Check for Understanding


**Recall:** Ask students, “What is the name of the symbol on a map that shows the cardinal directions?” (*compass rose*)


#### ➤ Visual Support 2.2

- Display Visual Support 2.2. Direct students turn to Activity Page 2.1 and have them study the map for a few minutes. Ask them to identify the different directions using the compass rose: north, east, south, and west.
- Remind students that maps are pictures or drawings that show information about a place. Ask students what kind of map is on the activity page. (*a map of a town or city*)
- Read the labels of the places on the map to students, asking them to locate the grocery store, the school, and the park.
- Tell students that they are going to add three more places to the map: a house, a library, and a fire station. You will tell them where those places belong on the map by using the cardinal directions.
- Tell students that you will draw, locate, and label the first place together. Say, “The house belongs in the square that is west of the school and south of the grocery store. That means that the house is located in this square.” Point to the corresponding square and draw and label a house in the square as students do the same on Activity Page 2.1. Then have them draw and label a library in the square west of the park and south of the house. Finally, have them draw and label a fire station in the block north of the school.

#### Activity Page 2.1



-  **Think-Pair-Share:** Using your maps, practice the cardinal directions by asking your partner to provide directions to different places on the map. For example, you could ask, “Which direction would I go to get from the school to the park?” (*south*)
- Have several students share their questions and answers with the class as you point the places out on the map.
- If time permits, have students add more places and details to their maps.

 <b>MULTILINGUAL/ENGLISH LEARNERS</b> <b>Writing</b> Writing	
<b>Entering/Emerging</b>	Have students work with a teacher to locate the correct square.
<b>Transitioning/Expanding</b>	Have students work with a peer to locate the correct square.
<b>Bridging</b>	Have students point to the correct square before they add a picture.

- **Sentence-Writing Activity.** Show Image 2A–8 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students’ answers to the questions below on the board or on chart paper.
  - Ask students *who* or *what* is in the image. (*Kamal*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*looking at Abuela’s compass*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students that they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Answers will vary but could include that Kamal is looking at Abuela’s compass.*)

End Lesson



## 3

## CHARTING THE WORLD: GEOGRAPHY

# Time Zones and Seasons

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will use images to discuss how time zones and Earth's rotation are connected.

[SL.1.1]

**Reading**

Students will identify the main topic and key details of an informational text about how the relationship between the sun and Earth affects the seasons.

[RI.1.1, RI.1.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *revolves*.

[L.1.4]

**Writing**

Students will use drawing and writing to describe time zones and how the relationship between the sun and the earth affects the seasons.

[W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 3.1**

**Time Zones** Students will use drawing and writing to describe time zones.

[W.1.8]

**Activity Page 3.2**

**Seasons** Students will use drawing and writing to describe how the relationship between the sun and the earth affects the seasons.

[W.1.8]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> signs for each of the cardinal directions <input type="checkbox"/> Image Cards 1, 4 <input type="checkbox"/> world map <input type="checkbox"/> large analog clock <input type="checkbox"/> Visual Supports 2.2, 3.1
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Card 5 <input type="checkbox"/> flashlight
“Time Zones and Seasons”			
Comprehension Questions			
Word Work: <i>Revolves</i>			
This is a good opportunity to take a break.			
Application			
Writing: What Time Is It?	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 3.1, 3.2 <input type="checkbox"/> crayons or colored pencils
Writing: What Causes the Seasons?			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Make signs on pieces of paper for each cardinal direction: north, east, south, and west and affix them to the corresponding classroom walls.
- Prepare to display Image Cards 1 and 4.
- Display the world map you prepared in Lesson 1.
- Prepare to display a large analog clock.

**Note:** Students will be identifying times around the world. You may wish to review how to read an analog clock by reminding them that the clock has twelve large numbers and three hands that turn at different rates. The hand that indicates the hour is the short hand. The minute hand is the long hand that tells how many minutes have passed in that hour. The second hand is the thinnest hand on the clock and moves every second. Practice with students how to read the current time on the clock.

### ➤ Visual Support 2.2

- Prepare to display Visual Support 2.2.

### ➤ Visual Support 3.1

- Prepare to display Visual Support 3.1 to refer to during the Read-Aloud.

### Read-Aloud

- Prepare to display Image Card 5.
- You will need a flashlight to demonstrate which hemisphere of Earth receives the direct rays during the summer season.

### Application

### ➤ Visual Supports 3.1, 3.2

- Prepare to display Visual Supports 3.1 and 3.2.

### Universal Access

- You may wish to show video clips demonstrating how Earth's rotation causes day and night and how Earth's revolution, or orbit around the sun, causes seasons.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**time zone, n.** an area where a specific time is used by everyone who lives there

Example: When we flew to Hawai'i, we landed in a different time zone.

Variation(s): time zones

**contiguous, adj.** touching along all or part of at least one side

Example: My grandmother visited each of the forty-eight contiguous states in the U.S., but has not been to Alaska or Hawai'i yet.

Variation(s): none

**seasons, n.** the different times of the year—winter, spring, summer, and autumn

Example: My favorite season is winter because I like to play in the snow.

Variation(s): season

**revolves, v.** moves in a circular or curving path around another object

Example: The earth revolves around the sun.

Variation(s): revolve, revolved, revolving

**Vocabulary Chart for "Time Zones and Seasons"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	time zone contiguous	seasons <b>revolves</b>	
Spanish Cognates	contiguo		
Multiple-Meaning			
Sayings and Phrases			

## Lesson 3: Time Zones and Seasons

# Introducing the Read-Aloud



**Speaking and Listening:** Students will use images to discuss how time zones and Earth's rotation are connected. [SL.1.1]

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


- Briefly review what students learned about cardinal directions in Lesson 2 by asking the following questions:
  - What are the names of the four cardinal directions? (*north, east, south, and west*)
  - How can knowing the cardinal directions be helpful? (*Answers may vary but could include that knowing what direction something is in can help people figure out where they are and where another place is.*)
- Show students Image Card 1 and have them repeat after you as you say “Never Eat Soggy Waffles,” pointing to the corresponding direction on the compass rose. Repeat this process with the directions north, east, south, and west.
- Play an “I spy” direction game. Using the directions you previously affixed to the walls, tell the students that you spy something on the north, east, south, or west side of the classroom. When a student answers correctly, ask them to spy something else in one of those directions. Continue the game for several minutes.

Image Card 1



## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Ask students what they use to figure out what time it is. (*a clock, a watch, a cell phone, the sun, etc.*) Say, “Did you know that in some parts of the world it is already tomorrow?” Explain that there are some parts of the world where the day has already ended and people are sleeping.

- Direct students' attention to the time on the large clock you previously displayed. Explain that the current time in their classroom (and the city, town, or state where it's located) is not the same time for everyone around the world.
- Remind students they may have learned about time zones in the domain *All Around the World: Geography* in kindergarten. Abuela explained that time zones are a tool people use, just like borders of states or countries. A time zone is an area where everyone sets their clocks to the same time. There are twenty-four time zones around Earth.
-  **Think-Pair-Share:** Show students Image Card 4 and have them describe the image by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner. Remind students to signal when both partners have contributed to the conversation.
- Ask several students to share their partner's answers to the question.
- Explain that only one side of Earth can have sunlight shining on it at a time. When part of Earth faces the sun, it's day. But because the opposite side of Earth doesn't get any sunlight, it's night time.
- Tell students that in today's Read-Aloud they will learn how time zones and Earth's rotation are connected and how Earth's tilt affects our seasons.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: "A time zone is an area where everyone there sets their clocks to the same time." (*thumbs-up*)

### Image Card 4



## D Differentiation

### Challenge

Ask students if they know how many hours are in a day.

### Lesson 3: Time Zones and Seasons

# Read-Aloud



**Reading:** Students will identify the main topic and key details of an informational text about how the relationship between the sun and Earth affects the seasons.

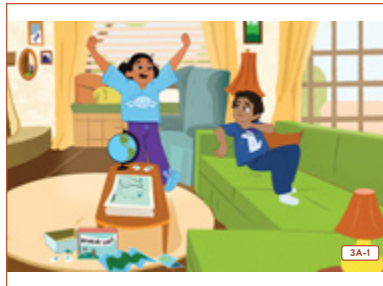
[RI.1.1, RI.1.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *revolves*. [L.1.4]

## PURPOSE FOR LISTENING

- Ask students to listen carefully to learn how time zones and Earth's rotation are connected and how Earth's tilt affects our seasons and weather.

## "TIME ZONES AND SEASONS" (20 MIN.)



### Show Image 3A-1:

#### Mariana and Kamal in the living room

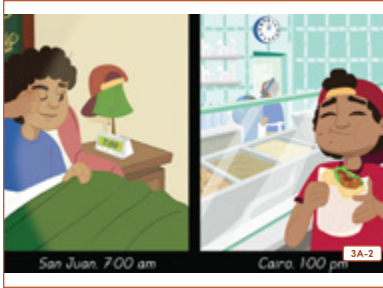
Mariana is so used to waking up early for school that she wakes up early even when she doesn't have to. Like today, she's awake at 7:00 a.m. But she's not the only one. *Do you wake up to an alarm clock or do you just know when it's time to wake up?*

Walking into the living room, she's surprised to see that Kamal is awake, too. What's even more surprising is that Kamal has their favorite game open, and he's already studying a clue card.

"I thought I'd be the only one up at this hour!" Mariana whispers. "Were you so excited to play that you rushed out of bed to get a head start?" she smiles.

"I was just setting it up for us," Kamal whispers back. "But I did peek at the clue card. I couldn't help myself. I've been up for hours!"

"For hours?" Mariana asks. "How is that possible?"



### Show Image 3A-2: Kamal waking up in San Juan and Cairo

“Well, when I woke up and looked at my watch, I thought it was almost noon!” he explains, stretching his arm out to show her the watch, which reads 1:00 p.m.

“I’m confused,” Mariana says, pointing to the clock. “It won’t be 1:00 p.m. for another six hours.” *What do you think has happened?*

“Maybe it has something to do with the fact that I set my watch in Cairo? Wait a minute,” Kamal says, deep in thought. “I remember Gedo telling me about this. . . . About how at the very same moment, time can be different depending where you are on Earth.”

“Well, I’m sure glad I got here in time,” Mariana says. “I can’t have you solving clues without me!”

Kamal holds up the clue card he had been looking at. “And guess what? I think our card today is going to help us understand this time mystery.”

Mariana takes the card and reads it: “How many standard time zones are there in total?”

“What’s a **time zone**?” she yawns, sitting down beside him on the couch.

“I was just about to check the atlas,” Kamal says. In the index, Kamal looks up *time zones*. Quickly, he turns to the page number listed, and reads what he finds to Mariana. *What letter would you look under to find time zones in the index?* (T)

“Every part of the world is divided into different time zones,” he explains. “A time zone is an area on our planet that is set to a specific time. If you live in that area, you will set your clock to that time.”

“Okay, so time isn’t the same for everyone around the world. It depends on where on Earth you are. I get it!” says Mariana, plopping down next to Kamal to study the atlas. *I get it is another way to say I understand.*

## D Differentiation

### Support

Remind students that they learned about a.m. and p.m. in the last domain, *Reach for the Stars: Astronomy*. We would say “a.m.” if the time is midnight or between midnight and one minute before twelve o’clock noon. We would say “p.m.” if the time is noon or between twelve o’clock noon and one minute before midnight.

### Challenge

How would you write one minute before twelve o’clock noon? (11:59)  
How would you write one minute before twelve o’clock midnight? (11:59)  
How do you distinguish between these two times? (By adding a.m. or p.m. to the end)



### Image Card 5



### Show Image 3A-3: Time zone map

“Here’s a world map that shows all the time zones,” Mariana says. “There are a total of twenty-four standard time zones, one for each hour of the day. Most of the United States is divided into four time zones.

However, Hawai’i, Alaska and Puerto Rico have their own time zones because they’re in separate areas. They’re not attached to the forty-eight **contiguous** states. *Contiguous means connected together by land.* [On Image Card 5, point out and count with students the four time zones of the contiguous United States. Point out Hawai’i, Alaska, and Puerto Rico and their corresponding time zones.]

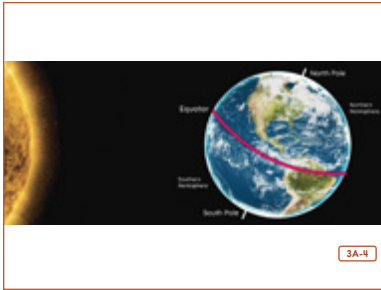
“Hmm,” she thinks, “it looks like time zones are mostly organized around state and country boundaries. So California is in a different time zone from Arizona.” [Point out California and Arizona on Image Card 5 and trace your finger along the time zone line that separates their time zones.]

“Mari! Did you not notice that you found our answer?” asks Kamal. “There are 24 standard time zones.”

“I guess I did!” Mariana smiles. “I just got distracted. It looks like Puerto Rico is in something called the Atlantic time zone.”

“And Egypt is in the Eastern European time zone, even though Egypt is not in Europe,” Kamal says. He points at Egypt on the map. “So even though it’s 7:00 a.m. in San Juan, it’s 1:00 p.m. in Cairo.” [Using the globe, point to San Juan and say, “It’s 7:00 a.m. in San Juan,” then slowly rotate the globe to Cairo and say “it’s 1:00 p.m. in Cairo. Cairo is on the opposite side of Earth from San Juan.”]

Kamal studies the map for a few more seconds. “The standard time zones look like big uneven stripes going all the way around the world,” he says. “Does the atlas say anything about why time zones change the most going east and west than they do going north and south?”



### Show Image 3A-4: Satellite image of Earth

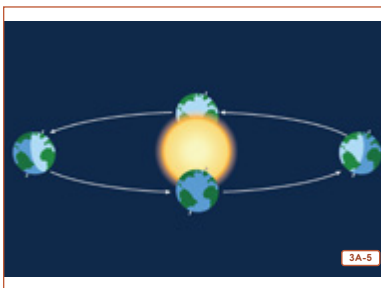
Mariana flips to the next page of the atlas, hoping for an answer. “It says here that the earth rotates along its axis from east to west. I know ‘rotating’ means ‘spinning,’ but I don’t really know what an ‘axis’ is.” *Do you remember learning about Earth’s axis in the last lesson?*

“I know the answer to that!” Kamal shouts excitedly. “We actually learned a little bit about this last time we played. The earth’s axis is an imaginary line that extends from the North Pole, goes all the way through the center of the planet, and pops out at the South Pole.” *[Point out the North and South Poles on the classroom globe.]*

“Oh! That’s right,” Mariana replies before returning to the atlas. “It also says here that even though time zones won’t differ much from north to south, there is one big difference: the Northern Hemisphere and the Southern Hemisphere have opposite **seasons**.” *[Point out the Northern and Southern Hemispheres and how they are divided by the equator.]*

“In the Northern Hemisphere,” she continues, “June, July, and August are the warmest and sunniest summer months, while January, February, and March are cold and cloudy. *In which hemisphere is the United States located?* (Northern Hemisphere) That’s when the north part of our planet has winter. But in the Southern Hemisphere, like in Brazil, summertime starts closer to December, which is our winter. By June, it’s cold!” *[Point to Brazil on the globe and ask in which hemisphere it is located.]*

“Why is that?” Kamal asks.



### Show Image 3A-5: Diagram of Earth’s orbit around the sun

Mariana reads quickly and explains, “This difference is caused by the angle of the earth’s axis, which affects how much sun hits a certain part of the planet. Instead of being straight up and down, the earth is slightly tilted—just like this globe. Because

## D Differentiation

### Support

Review the four seasons with students: spring, summer, winter, and autumn.

### Challenge

Ask students which season your area is experiencing now.

## D Differentiation

### Support

Using the globe, model the earth revolving around the sun while rotating.

of this tilt, sometimes the Northern Hemisphere receives more sunlight, and the Southern Hemisphere gets less.” *[Shine a light on the tilted globe to demonstrate the more direct angle of intense sunlight.]*

“This makes the north hotter in the summer,” Mariana concludes. “While at the very same time, the south is cooler.”

Kamal gets quiet and thinks for a moment. “So,” he starts, and spins the globe again. “Some of the ways we measure time are based on how the planet moves around the sun. It takes 24 hours, or one day, for the earth to rotate. As the earth rotates, parts of it are turned away from the sun—that’s when parts of the world have nighttime. That’s why the sun can’t shine on the whole planet at once.” *[Shine the light on the globe as you slowly spin it.]*

“And,” he takes a big gulp of air, “the seasons of a year are based on how the earth orbits, or **revolves**, around the sun.” He spins the globe slowly, watching the continents go past. “Which takes 365 days, which is how long a year is!”

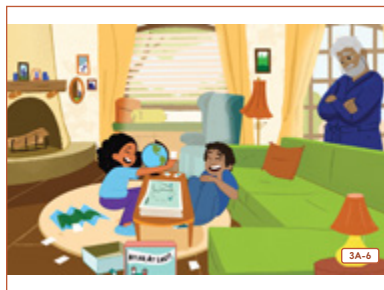
Then, the door creaks and Waleed walks into the room.



### Check for Understanding

#### Think of a Word:

- Say, “With your body, mimic the movement of Earth as it rotates on its axis.” Encourage students to stand and slowly spin in place. Then ask them to think of one word that describes this movement and have several students share. (*rotates, spins*)
- Then say, “Now mimic the movement of Earth as it revolves.” Encourage students to stand and revolve around their desk, chair, etc. Have them think of one word that describes this movement and ask several students to share. (*revolves, orbits*)



#### Show Image 3A-6: Mariana, Kamal, and Gedo Waleed

“What are you both doing up so early? Don’t you want to sleep in during the summer?” he asks.

“Gedo!” Kamal greets his grandfather. “It’s 2:00 p.m. in Cairo! Time for lunch!”

“Shh!” Kamal’s grandfather puts his finger to his lips. Then, he notices the open game and smiles. “I see you’ve been learning about time zones.” *Why does Gedo say “Shh”?* (It’s still early in the morning in Puerto Rico.)

“Times zones, and seasons, and Earth’s rotation,” Mariana reports, counting each subject on her fingers.

“That’s a lot of learning before breakfast,” Gedo Waleed says, heading for the kitchen.

Mariana and Kamal follow him. In San Juan, it’s time for their adventurous day to begin.

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What is a time zone? (*an area on our planet that is set to a specific time*)
2. **Literal.** How many time zones are there in total around the world? (*twenty-four*)
3. **Inferential.** When it is the middle of the day in the place where you live, or noon, what time is it on the opposite side of Earth? (*the middle of the night*)
4. **Literal.** If it is summer in the Southern Hemisphere, what season is it in the Northern Hemisphere? (*winter*)
5. **Evaluative.** In the Read-Aloud, we learned that in some places on Earth it is daytime while in other places it is nighttime. What causes daytime and nighttime? (*Answers may vary but could include that when Earth rotates on its axis, only certain areas are facing the sun.*) In the Read-Aloud, we also learned that in some places on Earth it is summer while in other places it is winter. What certain areas of Earth have different seasons? (*Answers may vary but could include that the seasons change because the tilt of Earth’s axis affects how much sun hits a certain part of the planet.*)

### WORD WORK: REVOLVES (5 MIN.)

- In the Read-Aloud, you heard Kamal say, “The seasons of a year are based on how the earth orbits, or revolves, around the sun.”
- Say the word *revolves* with me.
- When something revolves, it moves in a circular or curving path around another object.
- The moon revolves around Earth.

- Tell about something that revolves. Try to use the word *revolves* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Something that revolves is \_\_\_\_\_."]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I'm going to say some sentences. If what I say is an example of something that revolves around something else, stand up. If it's not an example of something that revolves around something else, sit down.

- the earth going around the sun (*stand up*)
- runners running around a race track (*stand up*)
- a car moving straight ahead on the road (*sit down*)
- a rocket taking off (*sit down*)
- satellites that go around the earth (*stand up*)



### Check for Understanding

**Act It Out:** Divide the class into groups of five or six students. Have each group form a circle, choosing one student to stand in the middle of the group. Ask students to slowly revolve around the student in the middle.

---

## Lesson 3: Time Zones and Seasons

# Application



**Writing:** Students will use drawing and writing to describe time zones and how the relationship between the sun and Earth affects the seasons. **[W.1.8]**

### WRITING: WHAT TIME IS IT? (10 MIN.)

#### > Visual Support 3.1

- Have students turn to Activity Page 3.1 as you display Visual Support 3.1.
- Name the following locations: the United States; Puerto Rico; and Cairo, Egypt. Have students point to them on their maps as you name them.
- Remind students that in the Read-Aloud they learned that Earth rotates on an axis. It is daytime for the part of Earth that is facing the sun and nighttime for the part that is facing away from the sun.
- Have students look at the illustration below the map. Ask them if it would be daytime or nighttime in Puerto Rico. How do you know? (*daytime; because Puerto Rico is facing the sun*) Now, ask students if it would be daytime or nighttime in Cairo. How do you know? (*nighttime; because Cairo is facing away from the sun*)
- Have students draw a picture in the corresponding box on the Time Zones Map that shows that it is daytime in Puerto Rico and nighttime in Cairo.
- When students are finished drawing, have them write a phrase or sentence describing their drawings.

#### Activity Page 3.1



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Elicit short one-word answers from students (e.g., "Is it daytime or nighttime in Puerto Rico?").
<b>Transitioning/Expanding</b>	Elicit more detail in students' answers (e.g., "Describe what part of Earth is facing the sun.").
<b>Bridging</b>	Elicit higher-level insights and comparisons (e.g., "How can you tell when it is daytime and when it is nighttime in Puerto Rico and Cairo?").

## WRITING: WHAT CAUSES THE SEASONS? (10 MIN.)

### Activity Page 3.2



#### > Visual Support3.2

- Have students turn to Activity Page 3.2 as you display Visual Support 3.2.
- Name the following: the equator, the Northern and Southern Hemispheres, and the North and South Poles. Have students point to them on their maps as you name them.
- Remind students that in the Read-Aloud they learned that Earth is not straight up and down, but tilted on an axis. It takes Earth 365 days, or a whole year, to revolve around the sun. When the North Pole is facing the sun, it is summer in the Northern Hemisphere. When the South Pole is facing the sun, it is summer in the Southern Hemisphere.
- Have students look at the illustration of Earth on the left. Ask them if it would be summer or winter in the Northern Hemisphere. How do they know? (*summer; because the North Pole is tilted toward the sun*) Now, have students look at the illustration of Earth on the right. Ask them if it would be summer or winter in the Northern Hemisphere. How do they know? (*winter; because the North Pole is tilted away from the sun*)
- Have students draw a picture in the corresponding box that shows what season it would be in the Northern Hemisphere in the image on the left and what season it would be in the Northern Hemisphere in the image on the right.
- Repeat the procedure with the Southern Hemisphere.
- When students are finished drawing, have them write a phrase or sentence describing their drawings.

End Lesson

## CHARTING THE WORLD: GEOGRAPHY

# Learning About Landforms

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Using images, students will describe various landforms.

[SL.1.1]

**Reading**

Students will describe landforms and how they affect where people live and build their communities.

[RI.1.1, RI.1.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *obstacles*.

[L.1.4]

**Writing**

Students will locate and label major landforms using a legend on a world map and write a sentence describing a landform.

[W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 4.1**

**Learning About Landforms** Students will locate and label major landforms using a legend on a world map and write a sentence describing a landform.

[W.1.8]





## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Image Cards 4, 6–9 <input type="checkbox"/> world map <input type="checkbox"/> Visual Support 4.1
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“Learning About Landforms”			
Comprehension Questions			
Word Work: <i>Obstacles</i>			
This is a good opportunity to take a break.			
Application			
Writing: Learning About Landforms	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> board/chart paper <input type="checkbox"/> Visual Support 4.2 <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display Image Cards 4, 6–9.
- Display the world map you prepared in Lesson 1.

### > Visual Support 4.1

- Prepare to display Visual Support 4.1.

### Read-Aloud

- Gather examples of topographic maps to show students during the Read-Aloud.

### Application

### > Visual Support 4.2

- Prepare to display Visual Support 4.2.

### Universal Access

- You may wish to show students a video of the song “America the Beautiful” to help them visualize different landforms in the United States.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words’ meanings in the context of the Read-Aloud.

**hills, n.** landforms that rise higher than the land surrounding them, but are smaller than a mountain.

Example: We had to take a break after going up and down many hills on the bike path.

Variation(s): hill

**valleys, n.** lower areas of land that are created between hills or mountains

Example: As we hiked to the top of the mountain, we could see many valleys below.

Variation(s): valley

**plateaus, n.** areas of raised land that are flat on top

Example: The town where my aunt lives is located on a plateau.

Variation(s): plateaus

**legend, n.** a description, explanation, or table of symbols printed on a map

Example: We used the map legend to find out where the river is located.

Variation(s): legends

**mountain ranges, n.** areas of the earth's surface with a natural rise that are connected together in a line

Example: The two countries are separated by several mountain ranges.

Variation(s): mountain range

**obstacles, n.** things that stand in the way of forward movement or that hold up progress

Example: We had to get around many obstacles, such as giant boulders and fallen trees, when we kayaked on the river.

Variation(s): obstacle

**plains, n.** large flat areas of land

Example: From the train window, we could see the shadows from the clouds move across the plains.

Variation(s): plain

### Vocabulary Chart for "Learning About Landforms"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	valleys plateaus mountain ranges plains	hills legend <b>obstacles</b>	
Spanish Cognates	valles	leyenda obstáculos	
Multiple-Meaning			
Sayings and Phrases	perfect timing		

## Lesson 4: Learning About Landforms

# Introducing the Read-Aloud



**Speaking and Listening:** Using images, students will describe various landforms.  
[SL.1.1]

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)


- Show students Image Card 4. Tell them to share a sentence about what causes day and night (*the rotation of Earth*) and what causes the seasons (*the tilt and revolution of Earth around the sun*). You may wish to write the sentences on the board/chart paper.
-  **Think-Pair-Share:** Describe with a partner how Earth's rotation is different from its revolution.
- Remind students to signal when both partners have contributed to the conversation.
- Have students share one idea from their partner. (*Answers may vary but could include that it takes Earth 365 days to revolve around the sun, but it takes Earth 24 hours to rotate; or that a revolution is a path around another object, but a rotation is a spin.*)
- Ask students, "What is a time zone? Why do we have time zones?" Encourage students to identify specific things that they heard in the Read Aloud they had heard before. (*an area on our planet that is set to a specific time; because Earth rotates on its axis, the sun does not shine at the same time everywhere on Earth*)
- Model how to use the Read-Aloud to support your answer. Turn to Image 3A-5 and explain how this part of the Read-Aloud supports the answer.
- Review the Read-Aloud from Lesson 3, highlighting two ways the earth moves: rotating on its axis and orbiting around the sun.

Image Card 4





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Reframe open-ended questions as choices (e.g., “If it is daytime on one side of Earth, what is it on the opposite side?”)
<b>Transitioning/Expanding</b>	Have students respond to the question using a sentence frame (e.g., “I learned that day and night are caused by ____”).
<b>Bridging</b>	Have students respond to the question in complete sentences, using key details.

### ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- On the world map you prepared in Lesson 1, point to the large blue areas and ask students to identify them. (*water/oceans*) Point to the other colored areas and ask students to identify them. (*land/continents*)
- Tell students that they may have learned about the geography of the continents in the kindergarten domain *All Around the World: Geography*. They also may have learned that the continents have many different types of landforms. Remind students that landforms are naturally formed features on the surface of the earth, such as mountains. Tell them in this lesson they will learn about many different types of landforms.
- Tell students that a good way to learn new things is to figure out what you already know, then listen and ask questions to learn more information.
- Direct students' attention to the previously prepared KWL chart and point out the headings of each column. Point out the landform rows. Explain that you will record what students Know, Wonder, and Learn about each of these landforms.
- Show students Image Card 6 and ask them what they know and wonder about the image. You may prompt discussion with the following questions:
  - Is this image of land or water?
  - Have you seen or been to a place that looks like this?
  - Do you know the name of this landform?
  - Do you know or wonder anything else about this landform?
- Record students' answers on the KWL chart.
- Repeat the procedure with Image Cards 7–9.

#### Image Cards 6–9





### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students whether landforms are naturally formed features on the surface of the earth. (*thumbs-up*)

## D Differentiation

### Support

If students have trouble identifying locations, have them refer to Activity Page 3.1.

### Challenge

Ask students if they can name any landforms where they live.

## Lesson 4: Learning About Landforms

# Read-Aloud



**Reading:** Students will describe landforms and how they affect where people live and build their communities.

[RI.1.1, RI.1.3]

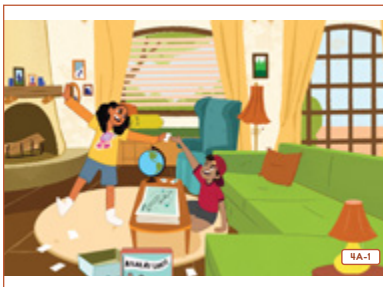
**Language:** Students will demonstrate an understanding of the Tier 2 word *obstacles*. [L.1.4]

### PURPOSE FOR LISTENING

- Tell students that today they will learn about landforms and how they affect where people live and build their communities. Tell them to listen carefully to learn how to find different landforms on a map.

**Note:** During the Read-Aloud, you may wish to model hand/body movements to help students visualize the various landforms as students do the same. For example, for a mountain students could stand up high on their toes and reach their hands up to form a peak. For a mountain range, several children could stand together so they are connected in the same manner as the movement for a mountain.

### “LEARNING ABOUT LANDFORMS” (20 MIN.)



#### Show Image 4A-1: Mariana with a game card

“Alright Kamal, are you ready for the next one?” Mariana asks, holding up a trivia card from Atlas, At Last!

Looking up from the atlas, Kamal responds, “Yeah, let’s do this!”

## D Differentiation

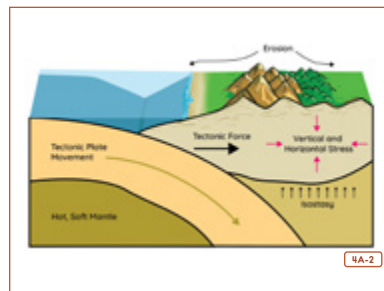
### Challenge

Ask students if they can remember another name for a mapmaker they may have learned in the *All Around the World: Geography* domain. (cartographer)

Mariana pretends to be an airplane, with her arms sticking out, as she brings the card to Kamal. “Aaaaand here comes Mapmaker Mariana with a special delivery for Cairo’s finest Mapmaker Kamal!”

Kamal grabs the card and reads it out loud: ““This rocky landform is so long, it touches both British Columbia and New Mexico.”” [Point out *British Columbia and New Mexico* on the map.]

They both read it over a few times before deciding they need a little help. Just then, Abuela walks in with two glasses of orange juice. Perfect timing!



**Show Image 4A-2:**  
**Diagram of tectonic plates forming mountains**

- Have students describe Image 4A-2 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner.
- Remind students to signal when both partners have contributed to the conversation.
- Call on a few students to share one idea from their partner.

“Thank you for the juice, Abuela.” Mariana says, taking one glass and passing the other to Kamal. “We were just about to call you for help. We’re playing Atlas, At Last! and we’re a little stumped.” Stumped means *not able to answer a question or solve a problem*.

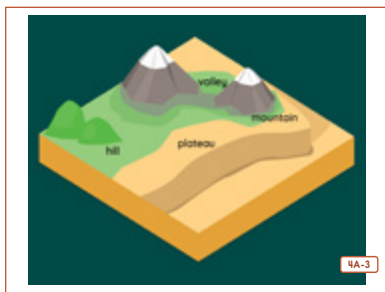
“What’s puzzling you?” Abuela responds.

“We’re looking for something called a landform,” Kamal answers, “but we don’t know what a landform is.”

“Well, landforms are structures naturally made by the earth. One way this happens is by Earth’s tectonic plates, which can move underneath the ground.” Abuela explains.

“There are plates beneath us?” Kamal asks, astonished. “What are we, dinner?”

“Not dinner plates! *Tectonic* plates,” Abuela replies with a big smile, “are large, flat, straight rocks deep down in the layers of the earth. They move slowly, so it’s not something we usually notice. When they move, it pushes land upwards. Over long periods of time, this creates high pieces of land like **hills**, or even taller rockier areas like mountains.” *[To visualize hills, have students stand next to their desks and round their backs as they stretch over and touch hands to the ground. For a mountain, have them stand up high on their toes and reach their hands up to form a peak.]* For a mountain, Abuela flattens her hands to demonstrate two plates, pushing against each other upwards. *[Demonstrate the movement of tectonic plates to form mountains as students do the same.]*



#### Show Image 4A-3: Landforms

“Wind and rain can create landforms too,” Abuela continued, “like **valleys** and **plateaus**.”

“Wait, what are valleys and pla-toes?” Mariana asks.

Before Abuela can answer, Kamal pipes up, “I just found the words *valley* and *plateau* in the glossary of the atlas!” *Which letter of the alphabet would you look under to find the word valley? (V) And plateau? (P)*

“Well, don’t keep us waiting Kamal,” Abuela encourages him. “What do they mean?”

“A plateau is a flat piece of land that rises high over the land around it on at least one side,” he informs them. Then he searches the glossary until he finds the other word. “A valley is a stretch of low land that often has a river or a stream running through it.” *[For plateau, have pairs of students face*

## D Differentiation

### Challenge

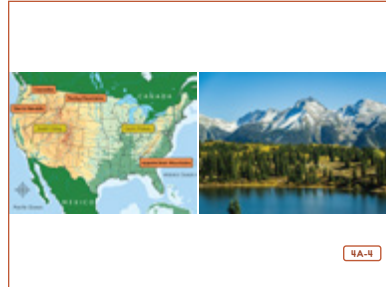
Tell students another meaning of *plate* is a flat, hard piece that covers the bodies of some animals, such as an armadillo.

### Challenge

Ask students how wind and rain might create landforms. (*Water and wind cause erosion, which can create landforms.*)



each other, then meet their outstretched arms into a flat area. For valley, have pairs of students sit facing each other with their knees up and feet meeting to form a v-shaped valley.]



#### Show Image 4A-4: Topographic map

“Now that we know what a landform is, we just have to find the right one,” Mariana adds.

“You know,” Abuela says, “there are special maps called topographic maps that show the shape of the earth’s surface and what is built

on top of it. You can find all kinds of landforms on them.” *[Direct students to the topographic and physical maps you prepared in advance and ask if they notice any similarities and/or differences.]*

“I think I saw one of those in the atlas too!” Kamal exclaims.

Kamal flips the pages of the atlas until he finds the topographic map. It has lots of wavy lines that show the height (mountains) and depth (valleys) of an area of land. On closer inspection, Kamal notices names of mountains and plateaus all over it. The wavy lines show how high the mountains are and how deep the valleys are!

“This topographic map has a table that helps us decode its symbols and colors. It’s called a **legend**,” Kamal says. “According to the legend,” he continues, “areas with lots of forest are green while areas with lots of buildings are red.” *[Tell students that a map legend is also sometimes called a map key.]*

“I bet areas that have big bodies of water, like lakes, are blue!” Mariana takes a guess.

“They are,” Kamal replies. “And high natural areas are brown. **Mountain ranges**, or a group of mountains that are connected, show up as big brown patches all over.” *[Have students stand up high on their toes and reach their hands up to form a peak standing side by side to show a mountain range.]*

Looking over Kamala’s shoulder, Mariana blurts out “But there are so many landforms. How will we ever find the answer?”

“Why don’t you read me the clue and I’ll see if I can help,” Abuela replies.

## D Differentiation

### Support

Point to and say each landform in Image 4A-3.

### Support

Explain that symbols are things that represent something else. For example, a heart is a symbol of love.

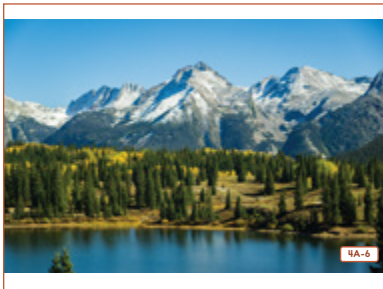


**Show Image 4A-5:**  
**Topographic map of the United States**

Kamal reads the clue for Abuela: ““This rocky landform is so long, it touches both British Columbia and New Mexico.””

“Ah, I’ve got it,” Abuela says, smiling knowingly. “There’s a clue in the clue, and that clue is ‘rocky.’” She gives the kids a wink before heading back into the kitchen.

“Oh!” Marianna cries out. “I bet the rocky landform is a mountain. Mountains are very rocky.”



**Show Image 4A-6:**  
**The Rocky Mountains**

Kamal searches the map. “British Columbia is northwest of where we are now. It’s in Canada. And New Mexico is all the way at the bottom of the United States, in the Southwest.” *[Point out British Columbia, Canada and New Mexico on a world map.]*

*Trace your finger from Puerto Rico to British Columbia and New Mexico, and remind students they learned how to locate places using the cardinal directions in the last lesson. Explain that when a place is located between two directions like north and west, the two directions are combined into one word.]*

“Hey!” Mariana brings her face really close to the map, “it looks like there’s a mountain range between these two places!”

“That’s it!” Kamal cries out, poking his face in over Marianna’s shoulder, “The Rocky Mountains! The clue was in the clue.” Kamal exclaims.

“According to the atlas,” Marianna says while flipping open the book, ““The Rocky Mountains, or the Rockies, are part of the longest mountain range in the United States.”” *The Rockies is a nickname for the Rocky Mountains. A nickname is an informal name used to replace a formal one. Do you have a nickname?*

**D Differentiation**

**Challenge**

Ask students to name the directions between north and east, and south and east. (*northeast and southeast*)

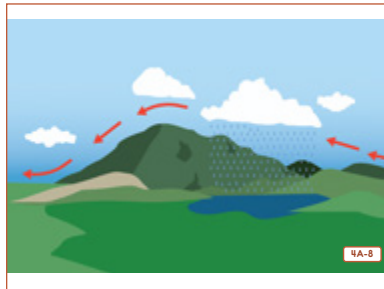


### Show Image 4A-7: Animals of the Rocky Mountains

“They are also incredibly tall,” she continues. “Because of their length and height, the weather on one side of the range can be different from another. Many wild creatures call the Rockies home. The landform is full of animals like bighorn

sheep, moose, elk, deer, cougars, bears, and hundreds of birds.” [Ask students if they can name the different animals on Image 4A-7.]

“Are the Rockies the only mountain range that has different weather on one side and the other?” Mariana wonders.



### Show Image 4A-8: The Appalachian Mountains

“Let’s look up the Appalachian mountains,” Kamal responds, looking at the map. “It’s a mountain range that begins all the way in Newfoundland, in northeast Canada, and ends deep in Alabama—in the southern United States.” [Point out Newfoundland and Alabama on the map tracing your finger along the Appalachian mountains.]

“The Appalachian mountain range is so tall,” Mariana reads from the atlas, “that it has different types of weather on either side of its range. On the west side, there’s more precipitation, so it’s usually rainy. On the east side, there is less precipitation, so the sky is often clear.” Precipitation is snow, sleet, rain, or hail that falls to the surface of the earth.

Just then Abuela re-enters the room. “Well, mapmakers, have you got it all figured out?”

“We cracked the clue, Abuela,” Mariana replies, “Now we’re just reading about the effect mountains have on the weather. I wonder what else they have an effect on.”

“Landforms, like mountains, valleys, and oceans, have a huge effect on the communities that are near them,” Abuela replies. A community is a place where people live, work, and play. “Sometimes these landforms can act like boundaries, or natural **obstacles**, that limit travel and connection. Imagine trying to see a

## D Differentiation

### Challenge

Ask students to research animals that live in the Appalachian Mountains.

friend if there was a mountain or an ocean between the two of you.” *Why would a mountain or ocean be an obstacle? (They are difficult to cross.)*

“Of course,” Abuela continues, “these boundaries are easier to cross now that more people have cars, planes, and boats.”



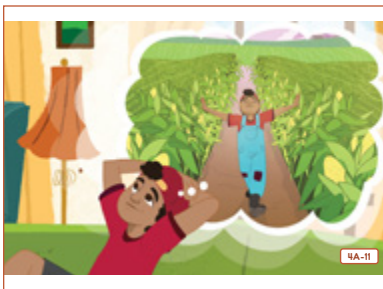
**Show Image 4A-9:  
Mokattam Mountain**

“In Cairo,” Kamal points out, “lots of people live on Mokattam Mountain. There’s even a great football team that trains there.” *[Point out Cairo and Mokattam Mountain on Visual Support 4.2.]*



**Show Image 4A-10:  
Central Mountain Range**

“Great point,” Abuela replies. “Sometimes landforms get in the way of communities and sometimes communities are built on and around landforms. In the valleys of the Central Mountain Range in Puerto Rico, alongside rivers and streams, people have grown wonderful farming communities.” *[Point out the Central Mountain Range on Visual Support 4.2.]*



**Show Image 4A-11:  
Kamal in a field of corn**

“Plus,” Abuela continues, “**plains** are landforms too. Plains are large flat areas of land with big open skies and few trees. In the United States, lots of people live on plains and use the land to farm large amounts of crops. Sometimes you can drive for miles and only see corn!” *[For a plain, have students stand and move their arms around themselves as if to cover a large, flat area.]*

“I love corn!” Kamal exclaims.

“Well, then you’re in for a treat when you see the snacks I’ve prepared for you two.” Abuela replies. “It’s time to take a geography break—but only a little one!”

**D** Differentiation

**Support**

Explain that in most countries around the world the name for soccer is *football*.



## Check for Understanding

**Recall:** Have volunteers perform the movements for each of the landforms: mountain, mountain range, plateau, valley, plain. Ask students to name the landform as students model them. (mountain: *stand up high toes and reach hands up to form a peak*; mountain range: *several students connected in the same manner as mountain*; hill: *round back, stretch over and touch hands to the ground*; plateau: *two students face each other, meet outstretched arms into flat area*; valley: *two students sit facing each other, knees up, feet meeting to form v-shaped valley*; plain: *move arms around to cover a large, flat area*)

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What are landforms? (*structures naturally made by the earth*)
  - **Literal.** Name several kinds of landforms. (*Answers may vary but could include mountains, hills, plateaus, valleys, and plains.*)
  - **Literal.** What is one way some landforms are formed? (*Answers may vary but could include that when Earth's tectonic plates move, they push land upwards.*)
2. **Literal.** What is a map legend? (*A map legend tells what the symbols on a map mean.*)
  - **Evaluative.** How can using a legend make it easier to find things on a map? (*Answers may vary but could include that a legend makes it easier to identify features you are looking for on a map.*)
3. **Literal.** What does a topographic map show? (*the shape of the earth's surface and what is built on top of it*)
  - **Inferential.** Why might someone use a topographic map? (*Answers may vary but could include wanting to find information about landforms.*)
4. **Evaluative.** 🧑🧑 *Think-Pair-Share:* In the Read-Aloud we heard landforms, such as mountains, valleys, and oceans, can create boundaries. How do landforms create boundaries? Share a response using the following sentence starter: Landforms create boundaries . . . (*Answers may vary but could include that landforms create boundaries by acting like natural obstacles.*)
5. **Literal.** What have you learned about landforms? (*Add students' answers to the KWL chart.*)

## WORD WORK: OBSTACLES (5 MIN.)

- In the Read-Aloud, you heard Abuela say, “Sometimes these landforms can act like boundaries, or natural obstacles that limit travel and connection.”
- Say the word *obstacles* with me.
- Obstacles are things that stand in the way of forward movement or that hold up progress.
- The first explorers to reach the top of Mount Everest faced many obstacles, such as high winds, deep snow, and freezing temperatures.
- Can you think of a time when obstacles stopped or prevented you from going somewhere? What happened, and what did you do? Try to use the word *obstacles* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ were obstacles that kept me from \_\_\_\_\_.”]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I will describe a situation. If what I describe is an example of an obstacle, say, “That’s an obstacle.” If what I describe is not an example of an obstacle, say, “That’s not an obstacle.”

- trying to cross a swamp filled with alligators (*That’s an obstacle.*)
- going to the beach on a hot summer day (*That’s not an obstacle.*)
- driving on a road with a fallen tree blocking the way (*That’s an obstacle.*)
- walking on an uncrowded sidewalk (*That’s not an obstacle.*)
- riding your bike with a flat tire (*That’s an obstacle.*)

## Lesson 4: Learning About Landforms

# Application



**Writing:** Students will locate and label major landforms using a legend on a world map and write a sentence describing a landform.

[W.1.8]

### LEARNING ABOUT LANDFORMS (20 MIN.)

#### > Visual Support 4.2

- Display Visual Support 4.2 and have students turn to Activity Page 4.1. Ask them to identify the type of map it shows. (*a world map*)
- Direct students' attention to the legend on the second page of Activity Page 4.1 and read the legend labels.
- Have students draw a symbol or picture that represents each landform in the corresponding box.
- Point out your location on the map and mark it with a dot as students do the same on their maps.
- Name and point to each landform from the Read-Aloud (the Rocky Mountains, the Appalachian Mountains, Mokattam Mountain, Central Mountain Range of Puerto Rico, and the Great Plains). Have students locate them on their maps as you are naming them.

#### > Visual Support 4.1

- Tell students in order to make it easier to find where landforms are located on the map, they are going to add the symbols they drew in the legend for each landform to the map. Have students add the landform symbols to the maps in the corresponding locations. Remind students they learned the Rocky Mountains and the Appalachian Mountains are mountain ranges. Ask students the meaning of mountain range. (*a series of mountains connected together*) Trace the entire range of the Rocky and Appalachian Mountains on Visual Support 4.1 with your finger as students do the same on their activity page, explaining that they should add the symbol they drew for mountains all along the area where these mountains are located.
- **Think-Pair-Share:** Ask students to choose their favorite landform and describe it to their partner by answering the questions *What? Where?* and *Why?* For example: My favorite landform is the Great Plains because the wide open areas would be fun to play in.

#### Activity Page 4.1





- Ask students to give a thumbs-up when they have shared their favorite landform with their partner. Ask two or three students to share their answers as you point them out on the map.
- Have students write a sentence or phrase about their favorite landform on the line below the map on their activity page.
- When students have finished, give them the opportunity to share their maps and writing with a partner or the entire class.

## D Differentiation

### Support

As needed, have students describe a landform for you to record for them on their activity pages.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

<b>Entering/Emerging</b>	Refer to the Image Cards 6–9 of each landform. Have students use phrases and familiar vocabulary to describe their favorite landform.
<b>Transitioning/ Expanding</b>	Refer to Image Cards 6–9 of each landform. Have students use phrases and familiar vocabulary to describe their favorite landform using phrases or short sentences.
<b>Bridging</b>	Refer to Image Cards 6–9 of each landform. Have students use phrases and familiar vocabulary to describe their favorite landform using longer, more detailed sentences.

- **Sentence-Writing Activity.** Show Image 4A-11 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*Kamal*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*imagining or daydreaming about cornfields in the Great Plains*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Answers will vary but could include that Kamal is imagining he is in a cornfield in the Great Plains.*)

### End Lesson



## 5

## CHARTING THE WORLD: GEOGRAPHY

# States and Provinces

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will use a U.S. map to identify their home state and other states they have traveled to or know about.

[SL.1.1]

**Reading**

Students will identify the main topic and key details of an informational text about U.S. states and will identify other countries that are divided into states or provinces.

[RI.1.2, RI.1.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *influence*.

[L.1.4]

**Writing**

Students will locate several U.S. states and write a sentence identifying the name of another country that has states or provinces, indicating if it is north, south, east, or west from their location.

[W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 5.2****Countries with States and Provinces**

Students will write a sentence identifying the name of another country that has states or provinces and indicate if it is north, south, east, or west from their location.

[W.1.8]



Teacher Presentation Screens:  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Where Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Image Card 10
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> globe
“States and Provinces”			
Comprehension Questions			
Word Work: <i>Influence</i>			
This is a good opportunity to take a break.			
Application			
Writing: States and Provinces	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2 <input type="checkbox"/> Visual Supports 5.1, 5.2 <input type="checkbox"/> crayons or colored pencils

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display the world map you prepared in Lesson 1.
- Prepare to display Image Card 10.

### Read-Aloud

- Prepare to point out various countries on a map and globe.

### Application

#### Visual Supports 5.1, 5.2

- Prepare to display Visual Supports 5.1 and 5.2.
- Ensure that students have a crayon or colored pencil.

### Universal Access

- Gather images of a jungle and animals of South America.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**erupt, v.** burst out suddenly, like an explosion

Example: The scientist warned that the volcano could erupt at any time.

Variation(s): eruption, erupting, erupts, erupted

**citizens, n.** people who are members of a country and have the rights and protection of that country

Example: My aunt and uncle are citizens of the United States, but they live in Japan.

Variation(s): citizen, citizenship

**influence, n.** the power or ability to change how someone thinks or behaves

Example: Example: My grandfather's love of cooking had an influence on my choice to be a chef.

Variation(s): influences

**provinces, n.** areas of land that are part of a country, similar to states

Example: On our road trip through Canada, my family drove through all ten of the country's provinces.

Variation(s): province

**Vocabulary Chart for "States and Provinces"**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		erupt citizens <b>influence</b> provinces	
Spanish Cognates		erupcionar influencia provincias	
Multiple-Meaning			
Sayings and Phrases	natural wonders		

## Lesson 5: States and Provinces

# Introducing the Read-Aloud



**Speaking and Listening:** Students will use a U.S. map to identify their home state and other states they have traveled to or know about. **[SL.1.1]**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Display Flip Book Image 4A-4. Remind students that one-fourth of the earth's surface is covered by land and the land on the earth is not the same everywhere. Ask what the different physical features found on the surface of the earth are called. (*landforms*) Show students Flip Book Image 4A-3 and ask them to identify the landforms. (*plateaus, mountains, valleys, and hills*)
- Read the following sentence stem to students: "Legends are tables . . ." Ask students to think about details that describe legends from yesterday's Read-Aloud. Have them write a sentence that explains where legends are found. Have them start their sentence with the sentence stem *Legends are tables . . .* and then add information that answers *where*, reminding them to reread the sentence to make sure the word order makes sense, and that proper capitalization and punctuation have been used. (*Answers may vary but could include "Legends are tables found on maps."*)

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

**Note:** Younger students often confuse the concepts of country and state, and when asked to name the state may answer by naming the country. If this happens, acknowledge that they have correctly provided the name of the country in which they live, but that you are asking them to name their state, which is part of the country.

- Display the world map from the previous lessons. Point to North America on the map and ask students to name the continent. (*North America*)

- Direct students' attention to Image Card 10 and ask them to compare and contrast the maps by asking the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner.
- Remind students to signal when both partners have contributed to the conversation. Have a few students share their partner's answers with the class.
- Ask if they know the name of the state in which they live. Point out your state on the map.
- Ask students to name the country represented by the maps. (*the United States of America*)
- Ask students to share the names of other states they may have visited, have friends or family in, or heard of.
  - Point to and name the states of Alaska and Hawai'i on the U.S. state map and explain that most maps of the United States do not accurately show where these states are located in relation to all of the other states. Explain that these two states are far away from the other forty-eight states. To show where these states are located compared to the other states would require a much larger map. When drawing a map of the United States, in order to show all fifty states on the same map, the states of Alaska and Hawai'i are often drawn in little boxes.
- Tell students that in today's Read-Aloud they will learn that while many countries are divided into states, some are divided into areas called provinces.

## Image Card 10



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: "The United States of America is divided into areas called states." (*thumbs-up*)



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Have students point to similarities and differences on the maps.

#### Transitioning/ Expanding

Have students work with a partner to discuss similarities and differences on the maps.

#### Bridging

Have students answer using sentence frames (e.g., “The maps are different because . . .”).

## Lesson 5: States and Provinces

# Read-Aloud



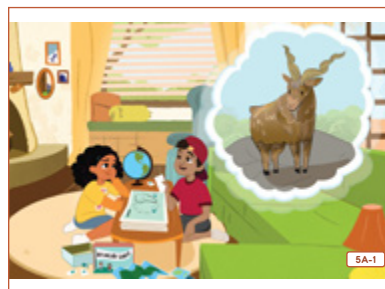
**Reading:** Students will identify the main topic and key details of an informational text about U.S. states and will identify other countries that are divided into states or provinces. **[RI.1.2, RI.1.3]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *influence*. **[L.1.4]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about how and why countries are organized into states and provinces.

### “STATES AND PROVINCES” (20 MIN.)



#### Show Image 5A-1:

#### Kamal and Mariana playing Atlas, At Last!

In the living room of Abuela’s house, Mariana and Kamal are getting ready for another round of Atlas, At Last! Mariana waits while Kamal shuffles the trivia cards. He draws one carefully from the stack and reads it out loud: “Canada and Pakistan have a

lot of these, but the U.S has none.” *[Point out Canada and Pakistan on the world map.]*

The two cartographers look at each other, puzzled. Suddenly, Kamal perks up.

“Does Canada have wild goats with big spiral horns called markhors [mär\*kôr]?” he asks.

“I’m not sure,” Marianna answers, “what does that have to do with the clue?”  
“Well,” Kamal explains, “they are the national animal of Pakistan!” *[Point out the illustration of a markhor on Image 5A-1.]*

“I think we might be a little off track,” Mariana decides after considering markhors. “Let’s use the clue.” *Off track means when you get distracted from the main subject or point.*

Kamal turns the card over and reads the clue, “Organization is key.” *When something is key, it means it is a very important part.*

“Hmm,” Mariana says, studying the globe. “Organization. Does the question have something to do with the way the countries are organized?”

“When you organize something,” Kamal continues, “you put it into groups that go together, right?” He points to the globe, “Well, the world is organized into countries. Look at all the different names and lines that help us tell them apart.” *[Slowly spin the globe for students, pointing out various countries.]*



### Show Image 5A-2: Map of the United States

“Oh!” Marianna exclaims, looking up. “The United States is organized by states!”

“What is a state, exactly?” Kamal wants to know.

“According to Abuela,” Mariana says, “states are areas inside a country that have their own land and government. *A government is a group of people who make decisions and laws for the people they represent.* There are fifty of them in the United States, and most of them are right next to each other.”

“Are there states that are part of the United States that don’t touch any other state?” Kamal asks.

## D Differentiation

### Challenge

Ask students the name of the large areas of land in which countries are organized. (*continents*)



## D Differentiation

### Support

Tell students that a longer name for the United States is “The United States of America.”

### Challenge

Ask students if they can remember the other country they learned about in North America that is organized into states. (*Mexico*)

“Yes,” Mariana says, studying the globe again. “Hawai’i and Alaska. Let’s look them up in the atlas.” *[Point out Hawai’i and Alaska on Image 5A-2 and ask students what letter of the alphabet they would look under to find Hawai’i and Alaska. (H and A)]*



### Show Image 5A-3: Alaskan glacier

Kamal is way ahead of her, already flipping the atlas open to a map of Alaska. “Wow,” he says, “the atlas says that glaciers are one of Alaska’s natural wonders. Glaciers are huge pieces of snowy ice that cover big areas of land. They can even move over time and

change the shape of the earth around them.”

“Does Hawai’i have natural wonders too?” Mariana asks, reaching for the atlas and looking for Hawai’i. She gasps, “Hawai’i has volcanoes!” *Natural wonders are sites or monuments that were not made by or changed by humans.*

“Volcanoes?” Kamal exclaims.

“Uh-huh!” Mariana continues. “One of those volcanoes is called Kīlauea [kee\*lau\*ay\*uh], and it is one of the busiest volcanoes in the world. People can even watch it **erupt** from a safe distance.” *Erupt means to burst out suddenly, like an explosion.*



### Show Image 5A-4: Kilauea

Kamal looks over Mariana’s shoulder. “It says here that Hawai’i is an archipelago, or a group of islands,” he points out. “So the islands of Hawai’i are organized into one state and that state is considered part of the United States,” he concludes.

“Puerto Rico is part of a group of islands,” Mariana chimes in. “That must mean it’s an archipelago too!” *[Point out Puerto Rico on Image 5A-2.]*

"If Puerto Rico is a part of the United States," Kamal wonders, "is it also a state like Hawai'i?"

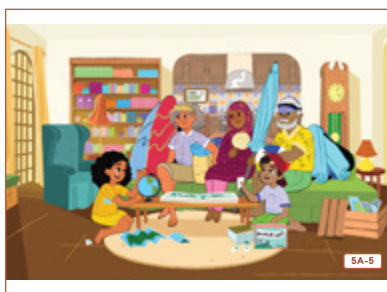
Just then, Abuela and Teta Noura come into the living room carrying a big sun umbrella and lots of towels. They look like they're getting ready for an outing.

"Great question, Kamal," Abuela notes as she pokes into the game. "Puerto Rico is not a state, it's a territory."

"In the United States," she explains, "each state has a government. And, each state's government has an effect on the government of the country as a whole. Territories like Puerto Rico have governments too, even though they're not states.

"But are Puerto Ricans, like you and Mariana, still **citizens** of the United States?" Kamal asks. *Citizens are people who are members of a country and have the rights and protection of that country*

"We are!" Abuela replies, setting down her beach bag and motioning for Teta Noura to sit down next to her.



**Show Image 5A-5:**  
**Abuela Camila, Teta Noura, Kamal, and Marian in the living room**

"Kamal," Teta Noura interrupts, "Abuela Camila and I are all set for our group beach adventure. When do you think the two of you will be ready to go?"

"The beach sounds great, Teta," Kamal replies, looking up from the atlas. "We just have to find the answer for today's trivia card."

"Well, perhaps we can be of some help," Teta Noura says. "What does the card say?"

"Canada and Pakistan have a lot of these, but the U.S has none," Kamal repeats the riddle.

"We know that it has to do with the way countries are organized, thanks to the clue," Mariana adds. "And, we know that the United States is organized into states . . . for the most part," she winks at Abuela.

## D Differentiation

### Support

Remind students that an island is an island is a piece of land completely surrounded by water.

## D Differentiation

### Challenge

Ask students the name of the ocean where the Galápagos Islands are located. (*Pacific*)

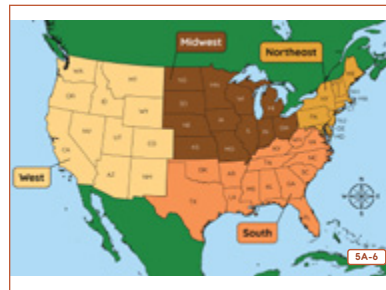
### Support

Remind students that they have learned a tool that can help them remember the cardinal directions: Never Eat Soggy Waffles.

"Yes," Abuela begins, "there are many states. One way to remember where they all are is to group them into regions."

"Regions!" the kids exclaim.

"Yes," Abuela says, unrolling a United States map that highlights four regions: West, Southwest, Midwest, Southeast, and Northeast. Each region is a different color.



### Show Image 5A-6: Regional map of the United States

"But how do people decide where one region ends and another begins?" Kamal wonders, looking at the map.

"It sounds like they might have something to do with the cardinal directions!" Mariana guesses out loud. *[Review the cardinal directions with students: north, east, south, and west.]*

"That's right," Abuela confirms Mariana's guess, "The names of the regions are related to the cardinal directions. States are grouped into regions based on where they are, so states like California and Oregon are in the West region." *[Point to California and Oregon on Image 5A-6 and emphasize that they are located in the West region.]*

"The states in a region often have things in common with one other," she continues. "Take the Midwest region, for example. Almost all of it is flat or gently rolling land called the plains." *[Point to the Midwest region on Image 5A-6.]*

"What do the states of the Southwest have in common?" Mariana asks.

"Let's take a look," Abuela says, pointing at the map. "The states of the Southwest include Arizona, New Mexico, and Texas. They have some similar features, or natural characteristics. They have desert land and an arid climate. That means there's very little rain." *[Point to Arizona, New Mexico, and Texas on Image 5A-6 and emphasize that they are located in the Southwest region.]*

## D Differentiation

### Challenge

Have students name several states in the Midwest region.



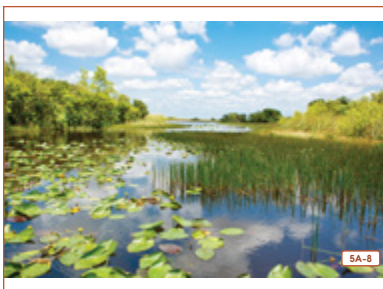
### Show Image 5A-7: Saguaro National Park

She continues, “Almost all of the land in the Southwest used to be part of Mexico, the country just south of the United States. Because of that history, communities and cultures in the Southwest have a lot of Mexican **influence**.” *[Point to Mexico on the world map.]*

“It looks like some regions have a few big states,” Kamal observes, “and some have a lot of smaller ones. The Northeast and Southeast regions have a lot of smaller states.” *[Point out the Northeast and Southeast regions on Image 5A-6 and have students identify several states in each region.]*

““Good point,” Abuela agrees, “And even though both are near the Atlantic Ocean, these regions have some key differences.” *[Point to the Atlantic Ocean on Image 5A-6 and show students that both regions border it.]*

“Northeast states like Maine, Vermont, and New York have harsher winters,” she explains. *[Point out these states on Image 5A-6.]* “Southeast states like Florida, on the other hand, can have a warmer climate. Florida is also a peninsula, a place almost entirely surrounded by water, and it has miles of flooded grasslands called Everglades. It is the only place where crocodiles and alligators coexist!” *[Point out Florida on Image 5A-6 and show students that it is surrounded by water on three sides. Explain that coexist means to live together in peace.]*



### Show Image 5A-8: The Florida Everglades

“Camila,” Teta Noura says, turning to Abuela. “Your regional knowledge hasn’t gotten us any closer to the beach! The card isn’t asking Kamal and Mariana what the United States has a lot of. It’s asking them what the United States doesn’t have at all.”

“Good catch, Teta,” Kamal says, opening the atlas again. “Let’s see how Canada is organized.”

## D Differentiation

### Support

Remind students water is usually shown as blue areas on maps.

## D Differentiation

### Challenge

Ask students if they remember the Canadian provinces that were mentioned in Lesson 4. (*British Columbia and Newfoundland*)

“Most countries are so big, with so many people, they need to be organized into smaller parts to keep track of everything and everyone,” Teta Noura starts to explain in the hopes of getting everyone to the beach faster. “The United States is organized into states. Other countries have states too, like Mexico, Germany, India, Brazil, and Nigeria.” *[Point to these countries on the world map.]*



### Show Image 5A-9: Map of Canadian Provinces

“But other countries are organized into provinces instead,” she continues “Like states, **provinces** are parts of a country that have their own land and governments. Canada is just one country organized into provinces.”

“Ten of them!” Kamal observes, looking up from his map of Canada. “And, it looks like it has territories too.” *[Point to and count the ten Canadian provinces on Image 5A-9.]*

“Hey,” Marianna gets a hunch. “Does Pakistan have provinces too?”

“Let’s find out!” Kamal says, flipping the pages to a map of Pakistan. “Yes! It says here that Pakistan has four provinces.” *[Point out Pakistan on the world map.]*



### Show Image 5A-10: Pakistan’s provinces

“That must be the answer!” Mariana decides, reaching for the answer key. She cheers.

“Yes!” Teta Noura cheers too, “now we can finally go to the beach!”

“I was thinking the same thing!” Abuela exclaims, smiling as Kamal and Mariana go looking for their bathing suits.



### Check for Understanding

**Two-Word Answer:** Ask students to name two countries that are divided into states. (*Answers may vary but could include the United States and Mexico.*) Then have them name two countries that are organized into provinces. (*Answers may vary but could include Canada and Pakistan.*)

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Inferential.** Why are the glaciers of Alaska and the volcanoes of Hawai'i considered natural wonders? (*They are natural places that were not made by humans*)
2. **Literal.** What are two ways countries are organized? (*states and provinces*)
3. **Inferential.** In the Read-Aloud Abuela explained states are grouped into regions based on where they are. Can you think of other reasons certain states would be grouped together into regions? (*Answers may vary but could include that they have certain things in common such as climate, history, and culture.*)
4. **Evaluative.** *What? Where? Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. In a moment you are going to ask your neighbor a question about the Read-Aloud that starts with the words *what* and *where*. For example, you could ask, "What is the name of a country with provinces? Where are the Everglades?" Turn to your neighbor and ask your *what* and *where* questions. Listen to your neighbor's response. Then your neighbor will ask a new *what* and *where* question, and you will get a chance to respond.



### Check for Understanding

**Recall:** Ask, "Why are countries divided into states and provinces?" (*Answers may vary but could include that they need to be divided into smaller parts because smaller areas of land with smaller populations are easier to organize.*)

### WORD WORK: INFLUENCE (5 MIN.)

- In the Read-Aloud, you heard Abuela say, “Because of that history, communities and cultures in the Southwest have a lot of Mexican influence.”
- Say the word *influence* with me.
- Influence is the power to change how someone thinks or behaves.
- My mom said her second grade teacher had an influence on her choosing to become a teacher.
- Has anyone or anything ever had an influence on you? Try to use the word *influence* when you tell about it.
- What is the word we have been talking about?

**Use a Sharing activity for follow-up.** Tell about a time when you were influenced by someone, such as a caregiver, teacher, or friend. How did they influence you? What did they influence you to do? Remember to answer in complete sentences, and be sure to begin your responses with “I was influenced by \_\_\_\_\_ because . . .” Or, “\_\_\_\_\_ influenced me to \_\_\_\_\_ because . . .”]

### Lesson 5: States and Provinces

## Application



**Writing:** Students will locate several U.S. states and write a sentence identifying the name of another country that has states or provinces, indicating if it is north, south, east, or west from their location. **[W.1.8]**

### WRITING: STATES AND PROVINCES (20 MIN.)

- Ask, “Where do you live?” Prompt students to use the following oral sentence frame: “I live in the state of \_\_\_\_\_ in the country of the United States on the continent of North America.” Point to and name these places on the map as students repeat after you.
- Have students turn to Activity Page 5.1. Explain that on it is a map of the United States with the states from the Read-Aloud labeled.

Activity Page 5.1





- Point out your location on the map and mark it with a dot as students do the same on their maps.
- Name the following states from the Read-Aloud: Hawai'i, Alaska, Puerto Rico, California, Oregon, Arizona, New Mexico, Texas, Maine, Vermont, New York, and Florida. Have students point to them on their maps as you name them. Emphasize that these are all states and that the lines on the map show where one state stops and another state begins.
- Ask students to name the state where they live. Point to your state on the map and have students point to it on their maps. Have them color the state with a crayon or colored pencil.

### ➤ Visual Support 5.2


- Display Visual Support 5.2 and have students turn to Activity Page 5.2. Ask them to identify what type of map it shows. (*world map*)
- Draw a dot on the map to represent your location as students do the same on their map. Tell them the dot marks the place where they live.
- Name the following countries from the Read-Aloud: Pakistan, Canada, the United States, Mexico, Germany, India, Brazil, Nigeria. Have students point to them on their maps as you name them.
- Point to the compass rose and say the directions together with the class as you point to each one. Play an “I spy” game to quickly review the cardinal directions. Tell students that you spy a country on the map that is north, east, south, or west side of your location. When a student answers correctly, ask them to spy a country in one of those directions. Continue the game for several minutes.
- Remind students that some of these countries are organized into states and some are organized into provinces.
- Have students place their finger on the dot on the map that represents where they live, then ask them the name of the state and country where they live.
- Ask students to name a country mentioned in the Read-Aloud and identify if it is north, east, south, or west from where they live as you point them out on the map. Label the countries with the corresponding cardinal direction N, E, S, or W as students do the same on their maps on Activity Page 5.2.
- Direct students’ attention to the first sentence under the map on the activity page as you read it aloud to them.

### Activity Page 5.2





- Have students complete the sentence frame with the name of a country and its corresponding direction.
- Have students share their sentences with a partner or with the entire class.

<div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b>  <b>Writing</b>  Writing </div>	
<b>Entering/Emerging</b>	Have students point to a country and its direction for you to record.
<b>Transitioning/Expanding</b>	Have students work with a teacher to complete the sentence with a country and its direction.
<b>Bridging</b>	Have students work with a peer to complete the sentence with a country and its direction.

- **Sentence-Writing Activity.** Show Image 5A-8 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*crocodiles, alligators, the Everglades, Florida*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*swimming, sunning, etc.*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students that they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Answers will vary but could include, "The crocodiles and alligators in the Everglades in Florida are swimming."*)

End Lesson

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught so far. You may have students do any combination of the activities listed below, but it is highly recommended that you use the mid-domain content assessment to assess students' knowledge of *Charting the World: Geography*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will

- compare and contrast the characteristics of globes, maps, and atlases;
- use the cardinal directions to locate and label various places on a map;
- describe time zones and how the relationship between the sun and the earth affects the seasons;
- locate and label major landforms using a legend on a world map;
- explain that some countries are organized into states and provinces; and
- identify geographical characteristics of urban areas in the United States.

## MID-DOMAIN CONTENT ASSESSMENT

**Directions:** I am going to ask a question about the domain *Charting the World: Geography*. First, I will say the name of each item pictured before asking the question. Then, you will listen to the question that I ask. Next, you will look at the two pictures in the row and find the one that answers the question. Finally, you will circle the correct picture.

1. **Map/Globe:** Which of these is the best way to represent Earth's shape? (*globe*)
2. **Atlas/Map:** Which of these would you use to find out what kinds of animals live in Puerto Rico? (*atlas*)

Pausing Point  
Page PP.1



3. **B/T:** Which letter would you look under to find Botswana in the index of an atlas? (*B*)
4. **Map Legend/Compass Rose:** Which of these would you use to find directions on a map? (*compass rose*)
5. **Daytime/Nighttime:** If it is daytime on one side of Earth, what time of day is it on the opposite side of Earth? (*nighttime*)
6. **Mountain Range/Plain:** Which of the landforms is flat? (*plain*)
7. **United States/Canada:** Which country is organized into states? (*United States*)

---

## ACTIVITIES

### Image Review

- Show the images from any Read-Aloud again and have students retell the Read-Aloud using the images.

### Domain-Related Trade Book or Student Choice

**Materials:** trade book

- Read a trade book to reinforce ideas. You may also choose to have students select a Read-Aloud to hear again.

### Class Atlas: An Alphabet Atlas of Earth

**Materials:** drawing paper, drawing tools, chart paper

- Tell the class or a group of students that they are going to make an alphabet atlas to help them remember what they have learned in this domain.
- Have students brainstorm important information about what can be found in an atlas. Write their words on chart paper, underlining the first letter of each word. If some words begin with the same letter, decide which word would be easiest to illustrate.
- Then, have each student choose one word to illustrate. They should also write a caption for the picture.
- Before completing the atlas, work with the class to create a title page and discuss the roles of authors and illustrators. Create the title page with all students' names and remind them that in this class atlas they are all both authors and illustrators.
- Bind the pages to make an atlas to put in the class library.

## Mapping and Using a School Map

**Materials Needed:** board or large piece of paper, crayons or colored pencils

Create a school map with students, representing familiar areas of the school, such as the office, cafeteria, and library, as well as your own classroom. Be sure to include a compass rose with the points labeled north, east, south, and west.

When the map is complete, give verbal directions for how to get from one place to another, and ask a student to trace the path on the school map. For example: “Turn east when you go out of our classroom and walk to the end of the hall. Turn south at the end of the hall. Go straight down this hall, counting the number of doors on the west side. The library will be located at the fourth door.”

If possible, take your students out of the classroom, and have them actually use the school map with your guidance to find different locations in the school.

## Where I Would Like to Visit

**Materials Needed:** world map or globe

- Briefly review what students learned about cardinal directions and how the mnemonic device Never Eat Soggy Waffles can help them remember the cardinal directions: north, east, south, and west. Ask students how knowing what direction something is in can help them figure out where they are and where another place is.
- Finally, have students use a world map or globe to point to each direction on the map as you say it aloud. Students can also take turns saying different directions while the rest of the class points them out.

## Greetings from . . .

**Materials Needed:** index cards for each student, crayons or colored pencils

- Tell students now that they’ve traveled all around the world, they will send a postcard to the class about one place they visited. Ask students if they have ever received postcards, sent them, or seen them at gift shops or stores. Allow them to respond and discuss their ideas about the purpose of a postcard. Explain that the front of a postcard usually has a photograph or image. On the back of the postcard there is an area to write a message.
- Distribute index cards to students and ask them to choose a location they learned about that they would like to visit. If students have difficulty remembering the locations they learned about, show them Flip Book images from the Read-Alouds. Have them draw a picture of the place they chose to visit on the blank side of the postcard.

- Direct students' attention to the back of the index card and have them write several sentences or phrases with the name of a location; whether it is north, east, south, or west from where they live; and how they traveled there. (e.g., *I went to South America. South America is south from where I live. I traveled there on an airplane.*)
- If time allows, have students read their postcards aloud to the class and show their illustrations. Display students' postcards on a world map.

### **Space Journey**

- Have students stand by their desks. Ask them to pretend to be astronauts who are flying into space. Tell them they will look at planet Earth (the classroom globe) and identify or name certain things such as the North and South Poles, the Northern and Southern Hemispheres, the equator, and landforms. When you point to a feature, students should say what it is. First, point to the North Pole, and ask them what it is; then, do the same with the South Pole. Ask them to name places on the map they are "flying" over. Finally, have students fly home (and sit back down).

### **Day and Year Game**

- On the playground or in a large indoor space, tell students you will play a game to practice the two ways Earth moves relative to the sun: rotating and revolving.
- Remind students that Earth's rotation on its axis creates day and night, and when Earth revolves around the sun it creates our year.
- Stand in the center of the space. Tell students that you are pretending to be the sun and they are each going to pretend to be Earth.
- When you say "day," they are to spin around in place, counterclockwise, pretending to rotate like Earth does every twenty-four hours.
- When you say "year," they are to walk around you, the sun, counterclockwise, in a revolution.

## CHARTING THE WORLD: GEOGRAPHY

# Major Cities—Then and Now

## 6

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will view and describe an image of a city and will compare and contrast it with their community.

[SL.1.1]

**Reading**

Students will identify geographic features of urban communities in the United States.

[RI.1.1, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *crowded*.

[L.1.4]

**Writing**

Students will locate and label major U.S. cities on a map and will use drawing and writing to describe their characteristics.

[W.1.2]

**FORMATIVE ASSESSMENT****Activity Page 6.1**

**U.S. Cities** Students will locate and label major U.S. cities on a map and will use drawing and writing to describe their characteristics.

[W.1.2]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already learned?	Whole Group	10 min.	<input type="checkbox"/> Visual Support 5.2 <input type="checkbox"/> Image Card 11
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map
“Major Cities—Then and Now”			
Comprehension Questions			
Word Work: <i>Crowded</i>			
This is a good opportunity to take a break.			
Application			
Writing: U.S. Cities	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> board/chart paper <input type="checkbox"/> Visual Supports 6.1, 6.2 <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> drawing tools
Writing: Describing Cities			
Take-Home Material			
Take-Home Letter			<input type="checkbox"/> Take-Home Page 6.1

## ADVANCE PREPARATION

### Introducing the Read-Aloud

#### > Visual Support 5.2

- Prepare to display Visual Support 5.2.
- Prepare to display Image Card 11.

### Read-Aloud

- Prepare to display the world map you prepared in Lesson 1.

### Application

#### > Visual Supports 6.1, 6.2

- Prepare to display Visual Supports 6.1 and 6.2 . You will refer to Visual Support 6.2 over the next several lessons

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**community, n.** a group of people living or working together in the same area

Example: Every summer, our community has many activities such as movies in the park, fireworks on the Fourth of July, and picnics.

Variation(s): communities

**urban, adj.** relating to or describing areas such as cities where many people live and work

Example: Many animals such as raccoons and coyotes have adapted well to living in urban areas.

Variation(s): none

**crowded, adj.** filled with many people or things

Example: The concert was crowded with people waiting to hear their favorite singer.

Variation(s): crowd



**museums, n.** buildings where collections of valuable objects are studied and displayed

Example: We visited many museums on our trip to New Your City, but my favorite was the American Museum of Natural History.

Variation(s): museum

**traffic jam, n.** too many cars using the same road, causing them to slow down or stop

Example: We were stuck in a traffic jam and ended up being late for school.

Variation(s): traffic jams

Vocabulary Chart for “Major Cities—Then and Now”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		community urban <b>crowded</b> museums traffic jam	
Spanish Cognates		comunidad urbano museos	
Multiple-Meaning			
Sayings and Phrases			

## Lesson 6: Major Cities—Then and Now


# Introducing the Read-Aloud



**Speaking and Listening:** Students will view and describe an image of a city and will compare and contrast it with their community. **[SL.1.1]**

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

### > Visual Support 5.2

- Display Visual Support 5.2 from the previous lesson.
- Invite students to locate the countries labeled on the map. (*Pakistan, Canada, the United States, Mexico, Germany, India, Brazil, and Nigeria*)
- Remind students they learned that some countries are organized in states and some are organized in provinces.
-  **Think-Pair-Share:** What are some countries that are organized by state? (*the United States, Mexico, Germany, India, Brazil, Nigeria*) What are some countries that are organized by province? (*Pakistan, Canada*)
- Read aloud the following sentence: *Some countries are organized into states.*
- Tell students that you will make this sentence more descriptive by adding more details.
- Say, “Let’s add details that describe *which* and *why*.” Ask students the following questions:
  - Which countries have states? (*the United States, Mexico, etc.*)
  - Why are countries organized into states? (*They need to be organized into smaller parts because it is easier to manage smaller areas of land with fewer people.*)
- Show students how they can use the answers to the questions to make the sentence more descriptive. Say: “Now I can describe which countries are organized into states and why they are organized this way. *The United States and Mexico are organized into states because it is easier to manage smaller areas of land with fewer people.*”
- Read the following sentence: *Some countries are organized into provinces.*

- Ask students to help you make it more descriptive by adding details that answer *which* and *why*. Ask students the following questions:
  - Which countries have provinces? (*Pakistan, Canada*)
  - Why are countries organized into provinces? (*It is easier to manage smaller areas of land with fewer people.*)
- Ask students how they can use the answers to the questions to make the sentence more descriptive. (*Answers may vary but could include that Pakistan and Canada are organized into provinces because it is easier to manage smaller areas of land with fewer people.*)

### ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

Image Card 11



- Display Image Card 11.
- Have students describe Image Card 11 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner.
- Have students think about similarities and differences about what they see in the images and what they see in their own community. Remind students that a community is a place where people live, work, and play. Have students turn to a partner and share one thing that is similar and one thing that is different.
- Remind students to signal when both partners have contributed to the conversation and have the group come back together and share one of their partner's comparisons.
- Tell students that in today's Read-Aloud they will learn about communities in cities and how people live, work, and play in those communities.

## Lesson 6: Major Cities—Then and Now

# Read-Aloud



**Reading:** Students will identify geographic features of urban communities in the United States.

[RI.1.1, RI.1.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *crowded*.  
[L.1.4]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about city communities and how the people and places in these communities have changed over time.

### “MAJOR CITIES—THEN AND NOW” (20 MIN.)



#### Show Image 6A-1: At the beach

At Escambrón Beach, Mariana and Kamal are people-watching. **Turn and Talk:** Turn to a partner and talk about what you think people-watching means. Describe some places that would be good for people-watching. Think about places where many people gather such

as the beach, the park, and so on. Kamal notices a group of kids wearing green vests who are cleaning up the beach. “How do kids that want to clean the beach find one other?” he asks Abuela. [Ask students what they think the kids in the green vests are doing in Image 6A-1. Remind them that they should always put garbage in the proper place by either throwing it away in a garbage can, recycling it, or finding ways to reuse it. Explain that trash often ends up in unwanted places, like the ocean, and can be dangerous for animals.]

Abuela puts down her magazine and looks at the group. “There are all sorts of ways people find one other. When people have similar interests or things in common, they build a **community** so they can work on those things together. Some groups clean up a beach, like this one is doing. Others might plant a garden. People form communities to play sports, too. Some play games online, or explore the world together.”

“Speaking of exploring the world together,” Mariana says, a sandy card in her hand. “It’s time for our next trivia clue!”



**Show Image 6A-2:  
Major U.S. Cities**

*[Point out the following cities on Image 5A-2 as you read each one.]* Kamal takes the card and reads it out loud:

*One of these big cities is not like the others:*

*New York City, New York, United States*

*Los Angeles, California, United States*

*Chicago, Illinois, United States*

*Houston, Texas, United States*

*Boston, Massachusetts, United States*

*Phoenix, Arizona, United States*



**Show Image 6A-3:  
Bodies of Water**

“All of these cities are in the United States,” Mariana points out. “And, some of these cities are near bodies of water too. Los Angeles in the West is near the Pacific Ocean. In the Northeast, both Boston and New York City are near the Atlantic Ocean.

Chicago is on a huge lake, and Houston is close to the Gulf of Mexico. And Phoenix, over here in Arizona, is along the Salt River. Maybe where they are is important?” *[Remind students bodies of water are usually shown in blue on maps.]*

“That’s true,” Kamal agrees, looking at a map of the United States. “New York, Los Angeles, and Chicago have big dots next to them,” he notices.

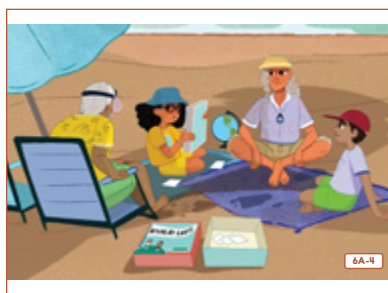
“According to the map key,” Mariana says, looking over his shoulder, “big dots are for cities with lots of people in them. The tiny dot is for towns—and those have fewer people living in them!”

“So the clue wants us to look at cities that are full of people,” Kamal says.

“The cities that you mentioned also have large populations,” Abuela joins, “which is the number of people living in an area.”

“So, why are these cities so populated?” asks Mariana. *If population means the number of people living in an area, what do you think populated means? (having people living there)*

“Cities become populated over time,” Abuela explains. “Sometimes people move there from other, smaller areas to be closer to their jobs.”



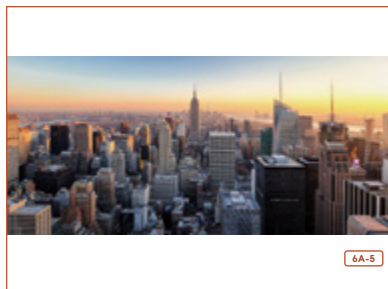
**Show Image 6A-4:**  
**Gedo Waleed talking about Cairo**

“In my family, that was true,” Gedo Waleed says, plopping down on a nearby towel. He’s still dripping from his swim in the ocean.

“My parents moved to Cairo to study at the university and find work.” *[Tell students the meaning of moved here is having changed the place where they lived.]*

Mariana moves the atlas away from Gedo a little, so that it doesn’t get wet. “The atlas uses the word **urban** to describe cities, but I’m not sure what it means,” she admits.

“*Urban* is a word that people use to describe the characteristics of a city,” he explains. “For example, an urban area will often have lots of tall buildings.” *A characteristic is something that makes a person or thing different from others.*



**Show Image 6A-5:**  
**New York City skyline**

“Like skyscrapers?” Mariana interrupts. “My cousin sent me a photo from New York City once, and it had tall buildings called skyscrapers in it. She said they were so high that they looked like they could scrape the sky!” *Have you ever seen or been inside a skyscraper? What was it like?*

## D Differentiation

### Support

Remind students that in the kindergarten domain *All Around the World: Geography*, they may have learned about foods from other parts of the world, such as street tacos, Chicago-style hotdogs, alcapurrias, and pizza.

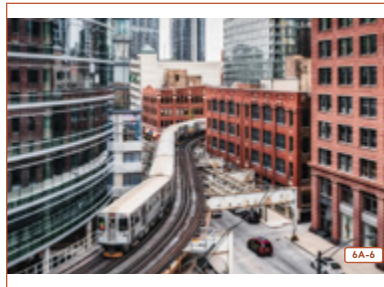
"Exactly," Gedo Waleed confirms. "In addition to tall buildings, urban areas can be **crowded**—or full of people. People from all over the world want to live and work in cities."

"Lots of people means there's lots of difference too," he continues. "I bet your cousin got to taste many different kinds of food from all over the world in New York. *Why would cities with people from all over the world have many different kinds of food?* (People bring their food and culture with them when they move to another place.)

"There are so many different things to do in cities too," Kamal adds. "Like when people visit us in Cairo, we take them to concerts, shops, and **museums** to see art." *Where in your community would you take guests or friends who visit?*

Mariana seems deep in thought. "You said urban areas are often crowded with buildings and people. Does that mean there isn't room for big roads and cars? How do people get around?"

"One of the most important things a city can have is a public transportation system," Waleed replies. "Mariana, I bet if you find Chicago in your atlas, you'll get some of your answers." *What letter would you look under to find Chicago in the atlas?* (C)



### Show Image 6A-6: 'L' train in Chicago

Mariana opens the atlas and finds the section on Chicago. As she turns the pages, she comes to a photo of a silver train towering on high tracks over the city below.

"Whoa," Mariana exclaims. Abuela looks over and comments, "That's a picture of the above ground train in Chicago. There are also subways in some cities, which are trains underground. Subways and trains can carry a lot of people and get them to their destination pretty quickly." *Have you ever ridden on a subway or another type of public transportation?*



### Show Image 6A-7: Cairo traffic jam

“In Cairo, Kamal and I ride the subway all the time,” Gedo Waleed says. “Especially when taking a car on Cairo’s busy roads can mean being stuck in a **traffic jam** for hours,” he adds. “In fact, our city’s metro was the first on the continent of Africa!”

### Show Image 6A-7

- **Turn and Talk:** This picture shows a traffic jam in Cairo. Turn to your partner and share the meaning of the phrase “traffic jam.” Be sure to use the phrase “traffic jam” in your answer. Remind students to signal when both partners have contributed to the conversation and then have them share their partner’s ideas or sentences with the class.



### Show Image 6A-8: Map of Phoenix

Kamal looks back at the map where he and Mariana first located the cities listed in the clue.

“Hey! I just noticed something,” he says, pointing to Arizona. “The other cities we looked at all had big black dots, but Phoenix is the only city with a star next to its name.” *[Point out Phoenix, Arizona, on Flip Book Image 6A-2.]*

“Doesn’t a star mean that Phoenix is a capital city?” Mariana asks.

“It does,” Abuela confirms “A lot of government buildings are located in Phoenix. In fact, it’s the largest state capital in the United States.”

Kamal picks up the sandy trivia card and circles Phoenix with a pencil. “Gotcha, Phoenix,” he declares. “You’re the capital city!”



## **D** Differentiation

### Support

Explain that every state in the United States has a capital city and that is where the government of a state meets.

### Challenge

What is the capital city of the United States? (*Washington, D.C.*)

Mariana adds, "Alright. Let's go for a swim; then I'm ready for the next card. What about you?"

"Yes, absolutely!" Kamal replies excitedly, "With a capital 'A'!"

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What is a community? (*a group of people living or working together in the same area*)
2. **Literal.** What does the word *urban* mean? (*a word to describe the characteristics of a city*)
  - What are some characteristics of cities? (*tall buildings, many people, museums, shops, etc.*)
3. **Inferential.** Why might people want to live and work in cities? (*Answers may vary but could include that there are more places to live; there are many different activities like concerts, shops, and museums; and there are more places to work.*)
4. **Literal.** What is a capital city? (*a city where the government meets*)
  - What symbol is used to mark a capital city on a map? (*a star*)
5. **Evaluative.** How is Phoenix the same as the other cities mentioned in the Read-Aloud? (*It is a city.*) How is it different? (*It is a capital city.*)
6. **Evaluative.** *Turn and Talk:* Would you like to live in a big city like one of the cities you learned about in the Read-Aloud? Have students use the following sentence frame as they talk to a partner: "I would/would not like to live in a big city because . . ." Remind students to signal when both partners have contributed to the conversation and then have them share their partner's sentence with the class.



### Check for Understanding

**One-Word Answer:** Ask, "What is the word used to describe cities?" (*urban*)

## WORD WORK: CROWDED (5 MIN.)

- In the Read-Aloud, you heard Gedo Waleed say, “In addition to tall buildings, urban areas can be crowded—or full of people.”
- Say the word *crowded* with me.
- If a place is crowded, it means it is full of people close together.
- My favorite restaurant is always crowded on Friday evening.
- Can you think of some other places that might be crowded during certain times or days of the week? Be sure to use *crowded* in your answer. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “At the end of the day, the hallways of our school are crowded because . . .”]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I am going to read some sentences that may or may not describe something as crowded. If you think what I describe is an example of something that is crowded, say, “That is crowded.” If you do not think so, say, “That is not crowded.”

- The street was full of cars, buses, and motorcycles. (*That is crowded.*)
- I arrived at school early and no one else was in the classroom. (*That is not crowded.*)
- When we went to the movies on Sunday afternoon, we were the only ones in the theater. (*That is not crowded.*)
- The mall was full of shoppers on the day after Thanksgiving. (*That is crowded.*)
- So many actors were on stage for the big finale, we were afraid they wouldn’t all fit. (*That is crowded.*)

## Lesson 6: Major Cities—Then and Now

# Application



**Writing:** Students will locate and label major U.S. cities on a map and will use drawing and writing to describe their characteristics. **[W.1.2]**

### WRITING: U.S. CITIES (10 MIN.)

#### > Visual Support 6.1

- Display Visual Support 6.1 and have students take out Activity Page 6.1.
- Ask students what country the map represents. (*the United States*)
- Point to and say each city on Visual Support 6.1 as students locate them on the activity page. Have them write the names of each city on the corresponding label on the activity page using Visual Support 6.1 as a reference.
- Ask students what symbol marks all but one of the cities. (*a large dot*) Ask students to explain why the symbol used to mark Phoenix is a star. (*it is the state capital*)
- **Think-Pair-Share:** Share a sentence using the following sentence stem:
  - Cities are marked with a star on a map because . . .

(*Answers may vary but could include that cities are marked with a star on a map because they are capital cities.*)

### WRITING: DESCRIBING CITIES (10 MIN.)

#### > Visual Support 6.2

- Display Visual Support 6.2.
- **Turn and Talk:** Talk to your partner about characteristics that describe cities. Have students share their partners' answers as you record them on Visual Support 6.2 in the Urban column.
- Tell students to draw a detail that describes a city in the box on Activity Page 6.1.
- Have students write a sentence that describes their drawing.

#### Activity Page 6.1



## D Differentiation

### Support

As students share, expand their responses using richer and more complex language, including, if possible, any Read-Aloud vocabulary.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Have students use phrases and familiar vocabulary to describe their drawings.
<b>Transitioning/ Expanding</b>	Have students describe their drawings using short sentences.
<b>Bridging</b>	Have students describe their drawings using longer, more detailed sentences.

- **Sentence-Writing Activity.** Show Image 5A-8 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*Kamal, Mariana*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*looking at a map of Phoenix*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students that they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Kamal and Mariana are looking at a map of Phoenix.*)

End Lesson



## Differentiation

### Challenge

Have students describe three or more characteristics of cities from the Read-Aloud and use them to create a paragraph.

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Lesson 6: Major Cities—Then and Now

# Take-Home Material

## CAREGIVER LETTER

Take-Home Page 6.1

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- Send home Take-Home Page 6.1.

## CHARTING THE WORLD: GEOGRAPHY

# Rural and Suburban

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will describe what they could see in an urban community.

[SL.1.1, SL.1.4]

**Reading**

Students will locate and identify geographic features of suburban and rural communities in the United States and will describe how they have changed.

[RI.1.1, RI.1.3, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *sparse*.

[L.1.4]

**Writing**

Students will locate and label rural and suburban areas on a map and will use drawing and writing to describe their characteristics.

[W.1.2]

**FORMATIVE ASSESSMENT****Activity Page 7.1**

**Rural and Suburban** Students will locate and label rural and suburban areas on a map and use drawing and writing to describe their characteristics.

[W.1.2]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	❑ Visual Support 6.1
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Visual Support 7.1
“Rural and Suburban”			❑ world map
Comprehension Questions			❑ T-chart for Phoenix/ Montpelier
Word Work: <i>Sparse</i>			❑ board/chart paper ❑ Image Card 12
This is a good opportunity to take a break.			
Application			
Writing: Rural and Suburban	Whole Group/ Partner/ Independent	20 min.	❑ Visual Supports 6.2, 7.1 ❑ Activity Page 7.1 ❑ drawing tools

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display the world map you prepared in Lesson 1.

#### > Visual Support 6.1

- Display Visual Support 6.1.

### Read-Aloud

#### > Visual Support 7.1

- Prepare and display Visual Support 7.1 and a T-chart on the board/chart paper. Label one side “Phoenix.” Label the other side “Montpelier.”

### Application

#### > Visual Supports 6.2, 7.1

- Prepare to display Visual Supports 6.2 and 7.1.

### Universal Access

- Find age-appropriate video clips showing how a mill grinds corn or grains.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**rural, adj.** describing areas of land far from cities and large towns, usually located in the country and having fewer people and buildings

Example: Prince Edward Island is the most rural province in Canada.

Variation(s): none

**sparse, adj.** small in number or amount and spread out over an area

Example: The Everglades National Park contains a very sparse population of Florida panthers.

Variation(s): sparsely

**suburb, n.** an area just outside a city where there are fewer big buildings but many houses

Example: My cousins live in a suburb of Washington, D.C.

Variation(s): suburbs

**freeway, n.** a multi-lane road that doesn't require tolls, or payment, to use

Example: It took six hours to drive from San Francisco to Los Angeles on the freeway.

Variation(s): freeways

### Vocabulary Chart for "Major Cities—Then and Now"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		rural <b>sparse</b> suburb freeway	
Spanish Cognates		rural suburbio	
Multiple-Meaning			
Sayings and Phrases			

## Lesson 7: Rural and Suburban

# Introducing the Read-Aloud



**Speaking and Listening:** Students will describe what they could see in an urban community.

[SL.1.1, SL.1.4]


## WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Remind students that in the previous lesson, they learned about urban areas in the United States.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: “*Urban* is a word that describes areas where many people live and work, such as cities.” (*thumbs-up*)

-  **Think-Pair-Share:** With your partner, share a sentence in of the each sentence types (declarative, interrogative, exclamatory, and imperative) that describes things you could see or do in a city. (*Answers may vary but could include “In a city you can see many people and buildings.” “In a city you can see really tall skyscrapers!” “What can you see in a city?” “Go to as many museums as you can in the city.”*)
- Remind students to signal when both partners have contributed to the conversation and have the group come back together and share one of their partner’s sentences.

### > Visual Support 6.1

- Display Visual Support 6.1 from the previous lesson and ask which country the map represents. (*the United States*) Point to and say the cities on the map with students.



## Differentiation

### Support

To help students recall information about cities, show them images from the Lesson 6 Read-Aloud.

## D Differentiation

### Support

Review cardinal directions with students using the phrase “Never Eat Soggy Waffles.”

### Challenge

Have students use the intermediate cardinal directions as they describe city locations.

- Play an “I spy” direction game. Using Visual Support 6.1, point to and say a city, and tell the students that you spy another city that is north, east, south, or west. When a student answers correctly, ask them to spy another city using the cardinal directions. Continue the game for several minutes.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

#### Entering/Emerging

Allow students to indicate the city by pointing to it on Visual Support 6.1.

#### Transitioning/ Expanding

Allow students to work with a peer to indicate the city on Visual Support 6.1.

#### Bridging

Provide a sentence frame for students when they spy another city (e.g., “I spy a city that is \_\_\_\_\_ [direction] of \_\_\_\_\_.”).

### Lesson 7: Rural and Suburban

# Read-Aloud



**Reading:** Students will locate and identify geographic features of suburban and rural communities in the United States and will describe how they have changed.

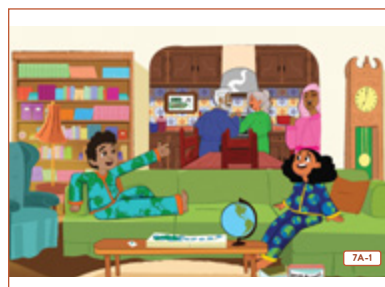
[RI.1.1, RI.1.3, RI.1.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *sparse*.  
[L.1.4]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about rural and suburban communities and how they are different from urban communities.

### “RURAL AND SUBURBAN” (20 MIN.)



### Show Image 7A-1: Morning in San Juan

It's a bright morning in San Juan. Mariana and Kamal are already in the living room, about to play their favorite game.

“Are you ready for some pre-breakfast fun?” Mariana asks.

Kamal nods in excitement. “What will we learn about in Atlas, at Last! today? A bustling city, full of busy people? Some towering mountains?” he asks, plopping down on the carpet next to Mariana.

“Or both?” Mariana asks, shuffling the stack of clue cards. “There’s only one way to find out,” she says, holding out the deck.

Carefully, Kamal pulls a clue card from the stack and reads, “This U.S. state capital has the smallest population of any state capital. Hint: Begin your search near the Green Mountains.”

“Okay!” Mariana says, dragging the atlas towards her. “The atlas index will tell us where to find the Green Mountains . . .” she says, turning to the back of the heavy book. “Page 75!” she exclaims, flipping the pages. *Which letter of the alphabet would you look under to find the Green Mountains? (G)*



### Show Image 7A-2: Map of Vermont

Kamal peers over her shoulder and smiles. “It’s a map of Vermont,” he says, inching closer to the page. *[Point out Vermont on Visual Support 7.1.]*

“And here are the Green Mountains!”

Mariana runs her finger along the labeled range. “Check out these pictures of people camping in the valleys. Vermont looks very green and peaceful.” *How do you think the Green Mountains got their name?*

“Remember how capital cities are marked with special symbols?” Kamal asks. “When I make my maps, I use stars.”

“There!” says Mariana, placing her finger on the map. “Right by the city named Montpelier.” *[Point to Montpelier on Visual Support 7.1.]*

Kamal breaks into a huge grin and gives Mariana a high five. “We did it!”

## D Differentiation

### Support

Explain that when looking up a group of words such as “the Green Mountains,” students would skip over the word *the* at the beginning and look at the first letter of the word that follows it.

## D Differentiation

### Support

Remind students they learned in the last lesson that the population of an area is the number of people that live there.

## D Differentiation

### Support

Remind students that rivers are usually shown as blue lines on maps.



### Show Image 7A-3: Montpelier, Vermont

“According to the atlas,” Kamal reads, “Montpelier is the U.S. capital city with the smallest population. It has only eight thousand residents.”

“That’s not a small number to *me*,” Mariana replies, pointing to the page. “Look at all those zeroes.” *[Write the number 8,000 on the board/chart paper and have students count the zeroes.]*

“Well,” Kamal wonders, “Maybe it’s just much smaller than the population of Phoenix, Arizona. Remember how we learned that a million people live there? My dad once showed me how to write the number one million; it had lots of zeros!” *[Write the number 1,000,000 on the board/chart paper and have students count the zeroes.]*

“Montpelier is located along the Winooski River,” Mariana points out. “So many of the places we’ve learned about have grown around rivers, like the farming communities in the Central Mountain Range here in Puerto Rico . . .” she thinks for a minute, “and even big cities like Cairo!” *[Point out the Winooski River on Visual Support 7.1.]*

Kamal smiles at the mention of Cairo. “You’re right,” he agrees, “rivers seem to play a big part in city growth! It also looks like Vermont has a lot of farms.”

---

**👤👤 Think-Pair-Share:** Talk to a partner about why it might be a good idea to start a city by a river. (*Answers may vary but could include that rivers are a source of water, food, and irrigation; they can be used for trade, recreation, and transportation.*) Remind students to signal when both partners have contributed to the conversation and then have them share their partner’s ideas or sentences with the class.

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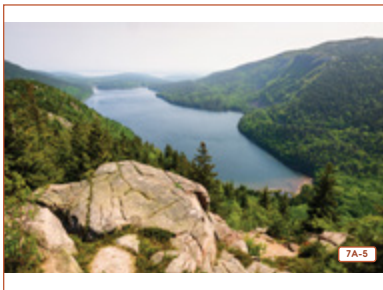


#### Show Image 7A-4: Tapping trees

“And forests,” Mariana says, looking at a photograph in the atlas. “It says here that Vermont makes the best maple syrup in the country. These buckets hanging on the tree trunks collect something called sap. It drips from the trees and gets turned into maple

syrup.” *Have you ever tasted maple syrup? What kinds of food do you like to put it on?*

“Sounds magical,” says Kamal before looking back at the map. “Hey! Maine is just east of Vermont on the map. I wonder what both states have in common.” *[Point to Maine on Visual Support 7.1 and ask which direction Vermont is from Maine. (west)]*



#### Show Image 7A-5: Maine

Mariana finds Maine in the atlas. “It’s covered with forests and mountains like Vermont,” she replies. “But Maine also has a rocky coast because it’s on the Atlantic Ocean.” *[On Visual Support 7.1, point to and trace your finger along the coast of Maine*

*explaining that a coast is the area where land meets the ocean.]*

“Whoa!” she exclaims. “It says here that you can travel for miles in Maine without finding a house or a building.” *[Ask students if there are other houses or buildings close to where they live or if they are farther away.]*



#### Show Image 7A-6: West Virginia camping map

“Let’s find the other two states,” Kamal suggests, looking over the map. “Here! South of Maine is West Virginia. This state map is covered by mountains too. There are so many little symbols for all the places people can camp and hike.” *What do the symbols on the legend represent? (places on the map)*

## D Differentiation

### Support

Explain that another meaning of coast is a verb: sliding or gliding downhill by the force of gravity, such as when riding a sled down a hill.

### Challenge

Ask students to identify the ocean on the west coast of the United States. (*Pacific*)

## D Differentiation

### Support

Show a video clip demonstrating a mill grinding corn or grains.

Mariana finds West Virginia in the atlas. *Which letter would you look under to find West Virginia in the atlas?* (W) “It says here that West Virginia used to have hundreds of mills, where people made things like cornmeal. Sometimes people would bring corn from their own farms to grind it. Or people would trade milk and eggs from their farms for cornmeal from the mill.” *Have you ever traded something you had for something else?*



#### Show Image 7A-7: Glade Creek Grist Mill

“Over time, mills got replaced by factories with faster technology,” she continues. “Now, mills like Glade Creek Grist Mill in West Virginia are a tourist attraction. People come from all over the world to visit it and learn about it. It’s considered the most

photographed mill in the United States.” *A tourist attraction is a place that draws people to visit it.*

“So one person would grow something, and trade it for other things they need?” Kamal asks.

“Yes!” Mariana says. “Abuela says it still happens in some **rural** areas where people live far away from stores.”

“I would trade my sneakers for rollerblades,” Kamal says dreamily, looking down at his sneakers. “But then I would need to trade them back when I got tired of rollerblading . . . never mind! What’s the last state on our list?”

“Mississippi!” Mariana answers, pointing to the state on the map. “We just had to go a little south and a bit west but here we are, on the Gulf of Mexico. It looks like forests cover most of this state.” *[Starting in West Virginia and moving your finger south and west, point out Mississippi and the Gulf of Mexico.]*



#### Show Image 7A-8: Map of Mississippi

“Vermont, Maine, Mississippi, and West Virginia are all states where most people live in rural areas,” Mariana reads. “Rural describes the countryside,” she continues, “or areas with more nature and open space. Buildings and homes there are **sparse**.”



“What does sparse mean?” Kamal asks.

“I think that means scattered about,” Mariana answers. “When Abuela and I make pastelón, which is sort of like lasagna, she always tells me to sprinkle the cheese sparsely. She means I shouldn’t pile it on, that I should spread it out thinly.” *Do you ever help in the kitchen? What do you like to make?*

“Kids, it’s time for breakfast!” calls Gedo Waleed.

“Good timing,” Kamal sighs happily. “All that cheese talk was making me hungry.” The kids hurry to the kitchen where their families gather around the table.

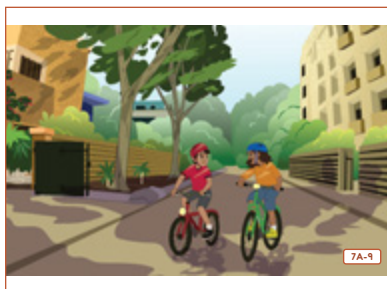
“So, what did you two learn about this morning?” Abuela asks, pouring fresh juice into their glasses.

“That rural areas are full of forests and farms!” exclaims Kamal, grabbing a plate.

“And there are way fewer people who live there. But there are lots of farms and little communities. And people visit for camping and stargazing,” adds Mariana. *Stargazing means looking at the stars.*

“It sounds like you’ve learned about the differences between urban and rural areas,” says Teta Noura. But,” she asks, “have you heard of suburbs?”

Kamal and Mariana shake their heads.



**Show Image 7A-9:**  
**Suburbs of Maadi**

- Have students describe Image 7A-9 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?



- Have students share their answers with a partner.
- Remind students to signal when both partners have contributed to the conversation and have the group come back together and share one of their partner's sentences.
- Tell students that when they ride a bike they should always follow safety rules, such as wearing a bicycle helmet, riding on the sidewalk and not in the street, crossing the street only at crosswalks, and checking with an adult about where they are allowed to ride and how far they are allowed to go.

Image Card 12



"A **suburb** is an area outside the city," explains Teta Noura "where you find more people and buildings than rural areas. But, suburbs are less crowded than urban areas. There's more space. Do you remember going to your cousin Dina's house in Maadi, Kamal?" *[Show students the image of the housing development on Image Card 12.]*

Kamal nods. "It didn't take us too long to drive there, but I felt like I was far away from busy Cairo. I remember the low buildings, houses with yards, and the whole family riding bikes down an empty street."

"Well, Maadi is a suburb of Cairo. Suburbs are often connected to cities by freeways. A **freeway** is a road with at least four lanes where cars can drive really fast. Sometimes people who live in the suburbs take the freeway to work in urban areas nearby." *[Show students the image of the freeway on Image Card 12.]*

"There's also public transportation, such as trains, that take people in and out of Cairo," Abuela added. "Many other cities also have trains and buses that go to the suburbs."

"So urban areas have more places for people to work?" asks Mariana.

"That's right," says Gedo Waleed. "You both have learned so much!"

"But not enough," the two kids say together. They're already wondering about tomorrow's clue.

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What does *rural* mean? (*areas of land far from cities and large towns that have fewer people and buildings than urban areas*)
2. **Evaluative.** What are some geographical features the states mentioned in the Read-Aloud have in common?" (*Answers may vary but could include that they all have many forests, more nature and open spaces, are sparsely populated, etc.*)
3. **Literal.** 🧑🧑 *Think-Pair-Share:* How are Phoenix, Arizona, and Montpelier the same? [Write student answers on the previously prepared T-chart in the appropriate column.] (*They are both capital cities.*) How are they different? (*Answers may vary but could include that Phoenix is a big city with many people and Montpelier is a smaller city with fewer people, or that Phoenix is in the state of Arizona and Montpelier is in the state of Vermont.*)
  - Model how to combine ideas showing similarity and difference within one sentence.
  - Say, "I can combine the answers into one sentence by using the word *but* to explain how Phoenix and Montpelier are the same and different. 'Phoenix and Montpelier are both capital cities, but Phoenix has many people and Montpelier has fewer people.'"
  - Have students work with a partner to combine their answers into one sentence using the word *but*.
  - Have several students share their answers.
4. **Literal.** In the Read-Aloud you learned Glade Creek Grist Mill in West Virginia is a tourist attraction. Why is it a tourist attraction? Share a response using the following sentence starter:
  - Glade Creek Grist Mill is now a tourist attraction because . . ."

(*Answers may vary but could include that Glade Creek Grist Mill is now a tourist attraction because many people from all over the world go there to learn about how the mill works.*)
5. **Literal.** What is a suburb? (*an area with more people and buildings than a rural area, but less crowded than an urban area*)

### WORD WORK: SPARSE (5 MIN.)

- In the Read-Aloud, you heard Mariana say, "Buildings and homes are sparse."
- Say the word *sparse* with me.
- Sparse means scattered or spread out in thin amounts over an area.
- We tried to look for a place on the beach to protect ourselves from the sun, but shady spots were sparse.
- Share some examples of other things that might be sparse. Try to use the word *sparse* in your answer. [Ask two or three students to share their answers. If necessary, guide and/or rephrase students' responses: "Water is sparse in the desert."]
- What is the word we have been talking about?

**Use an Antonyms activity for follow-up.** The word *dense* is an antonym, or opposite, of the word *sparse*. When things are crowded close together, it means they are dense. I am going to read descriptions of several situations. If I describe things spread out over a large area say, "That is an example of the word *sparse*." Then tell what is sparse. If I describe things crowded close together, say, "That is an example of the word *dense*." Then tell what is dense.

- There were very few plants spread out across the desert. (*That is an example of the word sparse; plants*)
- There were so many people at the concert, we could barely see the stage. (*That is an example of the word dense; people*)
- My ice cream sundae was covered in chocolate sprinkles. (*That is an example of the word dense; sprinkles*)
- When my grandmother told me when she was little she had to walk for thirty minutes to reach her nearest neighbor's house. (*That is an example of the word sparse; houses*)
- My uncle only had a few hairs growing around the top of his head. (*That is an example of the word sparse; hair*)

## Lesson 7: Rural and Suburban

# Application



**Writing:** Students will locate and label rural and suburban areas on a map and will use drawing and writing to describe their characteristics. **[W.1.2]**

### WRITING: RURAL AND SUBURBAN (20 MIN.)

#### > Visual Support 7.1

- Display Visual Support 7.1 and have students take out Activity Page 7.1.
- Ask students what country the map represents. (*the United States*)
- Point to and say each location on Visual Support 7.1 as students locate them on the activity page. Have them write the name of each location on the corresponding label.

#### > Visual Support 6.2

- Display Visual Support 6.2. Review the characteristics of cities you recorded in the Urban column with students.
- **Turn and Talk:** Talk to your partner about characteristics that describe rural and suburban communities. Remind students to signal when both partners have contributed to the conversation.
- Have students share their partners' answers as you record them on Visual Support 6.2 in the Rural and Suburban columns.
- Tell students to draw a detail that describes a rural area and a suburban area in the boxes on Activity Page 7.1.
- Have students write a sentence or phrase on the lines that describes each of their drawings.
- When students have finished, give them the opportunity to share their drawings and writing with a partner or the entire class.

### Activity Page 7.1



### D Differentiation

#### Challenge

Have students write their own sentences for their drawings.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Have students use phrases and familiar vocabulary to describe their drawings.
<b>Transitioning/ Expanding</b>	Have students describe their drawings using short sentences.
<b>Bridging</b>	Have students describe their drawings using longer, more detailed sentences.

- **Sentence-Writing Activity.** Show Image 7A-4 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*sap, man, horses, trees, etc.*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*collecting maple sap, waiting, pouring sap, etc.*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*The man is collecting maple sap.*)

~~~~~ End Lesson ~~~~~

## CHARTING THE WORLD: GEOGRAPHY

# World Cities

# 8

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Using images, students will describe urban, rural, and suburban communities in the United States.

[SL.1.2, SL.1.4]

**Reading**

Students will locate and identify geographic features of urban communities around the world.

[RI.1.1, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *settle*.

[L.1.4]

**Writing**

Students will identify major cities on a world map and will use drawing and writing to describe their characteristics.

[W.1.8]

**FORMATIVE ASSESSMENT****Activity Page 8.1**

**World Cities** Students will draw a picture and write a sentence describing world cities.

[W.1.8]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                           |
|---------------------------------------------|-----------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                     |
| Image Review                                | Whole Group                             | 10 min. | <input type="checkbox"/> Visual Supports 6.1 and 7.1<br><input type="checkbox"/> world map                                          |
| Essential Background Information            |                                         |         |                                                                                                                                     |
| Read-Aloud                                  |                                         |         |                                                                                                                                     |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 8.1<br><input type="checkbox"/> globe                                                       |
| “World Cities”                              |                                         |         |                                                                                                                                     |
| Comprehension Questions                     |                                         |         |                                                                                                                                     |
| Word Work: <i>Settle</i>                    |                                         |         |                                                                                                                                     |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                     |
| Application                                 |                                         |         |                                                                                                                                     |
| Locating World Cities                       | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> Visual Support 8.1<br><input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> drawing tools |
| Writing: Describing World Cities            |                                         |         |                                                                                                                                     |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display the world map you prepared in Lesson 1.

### Read-Aloud

#### > Visual Support 8.1

- Prepare and display Visual Support 8.1 to point out locations during the Read-Aloud.

### Application

- Ensure students have various colored drawing tools, including the color brown.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**developed, v.** built up, grown, or improved gradually over time

Example: Penny developed into an excellent tennis player after many years of practice.

Variation(s): develop, developing

**settle, v.** set up a place to live

Example: The pioneers decided to settle in a valley by the river.

Variation(s): settled, settling

**opportunities, n.** chances or possibilities

Example: The field trip to the park gave students many opportunities to observe nature.

Variation(s): opportunity

**straddles, v.** being on both sides of something

Example: The city of Budapest in Hungary straddles the Danube River.

Variation(s): straddle, straddling

**flocked, v.** came together as a group to huddle or move together

Example: Several of my friends flocked to the mall for new jeans.

Variation(s): flock, flocking

### Vocabulary Chart for "World Cities"

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                    | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|---------------------------------------------------------------------|---------------------------------|
| Vocabulary          |                                 | developed<br><b>settle</b><br>opportunities<br>straddles<br>flocked |                                 |
| Spanish Cognates    |                                 | oportunidades                                                       |                                 |
| Multiple-Meaning    |                                 |                                                                     |                                 |
| Sayings and Phrases |                                 |                                                                     |                                 |

## Lesson 8: World Cities

# Introducing the Read-Aloud



**Speaking and Listening:** Using images, students will describe urban, rural, and suburban communities in the United States.

[SL.1.2, SL.1.4]

## IMAGE REVIEW (5 MIN.)

- Remind students that in the previous lesson, they learned about rural and suburban areas in the United States.



## Check for Understanding

**One-Word Answer:** Ask students the following questions:

- What word describes areas where many people live and work, such as cities? (*urban*)
- What word describes areas of land far from cities and large towns, usually located in the country and having fewer people and buildings? (*rural*)
- What word describes an area outside a city that has more people and buildings than rural areas but fewer buildings and people than urban areas? (*suburb*)

## > Visual Supports 6.1, 7.1

- Use Visual Supports 6.1 and 7.1 or a class map of the United States to have students locate the following urban areas from Lesson 6: New York City, New York; Los Angeles, California; Chicago, Illinois; Houston, Texas; Boston, Massachusetts; and Phoenix, Arizona and the following rural areas from Lesson 7: Vermont, Maine, West Virginia, and Mississippi.

### ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Display the world map. Locate and say each of the seven continents as students repeat after you.
- Remind students that all the urban and rural areas they have learned about so far have all been in the United States.
- Ask students if they can name cities outside the United States. Record the cities on the board/chart paper.
- Remind students to signal when both partners have contributed to the conversation and have the group come back together and share one of their partner's sentences.
- Explain that all cities in the world are important but because some cities have large populations, they are often more well-known than others. These cities are often called major cities.
- Tell students that in today's Read-Aloud, they will learn about major cities around the world.

---

#### Lesson 8: World Cities

# Read-Aloud



**Reading:** Students will locate and identify geographic features of urban communities around the world. **[RI.1.1, RI.1.7]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *settle*. **[L.1.4]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about major cities around the world.

## “WORLD CITIES” (20 MIN.)



### Show Image 8A-1: Evening in San Juan

After dinner, Marianna and Kamal hurry to the living room. “It’s game time,” Marianna announces.

“At last!” jokes Kamal. “It’s your turn to read the clue.” He holds out the card deck. Mariana pulls one out and reads:

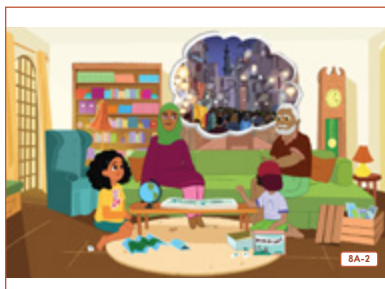
*“Find the largest city in each of these countries: Egypt, Nigeria, Turkey, Japan, India, Brazil, and Mexico. Hint: one of these major cities is in both Europe and Asia!” [Point out these countries on the world map.]*

Kamal smiles right away. “I’m sure the answer to the clue about Egypt is my city, Cairo.”

“I know Cairo is the capital of Egypt,” Mariana replies, “but how do you know that Cairo is the largest city in Egypt, smarty-pants?” *[Point out Cairo on Visual Support 8.1 and ask what symbol marks its location on the map. (star)] Why is it marked with a star? (It is a capital city.)*

“Because I’m a geography whiz!” Kamal answers confidently. “And, because my Gedo loves to talk about how Cairo has grown more urban over the years. Every time we’re stuck in traffic, Gedo says, ‘When I was a kid, the roads weren’t so crowded with trucks and cars!’” *What do you think a whiz is? (someone who is very clever at something) What are you a whiz at?*

Hearing his name, Gedo joins the kids in the living room. Soon, Teta follows.



### Show Image 8A-2: Busy street in Cairo

“It’s true,” Gedo says, sitting on the couch near Kamal. “Cairo, like most of the world’s major cities, **developed**, or grew, over time. Long ago, before urban areas were built, more people lived in rural areas, like the ones you learned about.” *What are some rural*

*areas you have learned about? (Vermont, Maine, West Virginia, Mississippi)*

## D Differentiation

### Challenge

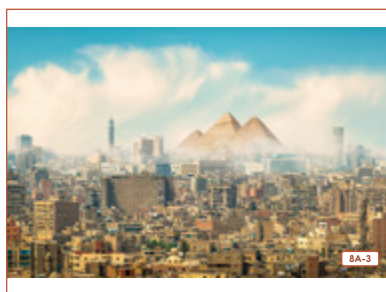
Ask students on which continent Egypt is located. (*Africa*)

“So how did the cities grow? Did they grow like me—a few inches a year?” Kamal jokes.

“Not quite,” laughs Teta. “When more places to study, work, and shop were constructed in Cairo, more people from the countryside came to live, or **settle**, there. The more people that came, the more homes needed to be built. Cities offer people a lot of **opportunities**, or chances, to find jobs and realize their dreams. That’s part of the reason that most of the people in the world live in them. *To realize a dream means to make something you want to do come true. Have you ever realized a dream?*”

Meanwhile, Kamal has quietly opened up the atlas and flipped the pages until he found Egypt. “It says here that Cairo is the largest city in Egypt! See? I was right, Mari,” he teases. “One clue solved!”

“You are a geography whiz!” she admits, and leans over to get a closer look at a photograph of the city’s skyscrapers and the pyramids behind them. “The caption says that the newer neighborhoods in Cairo are built along the river bank, on land that used to be underwater. Was your neighborhood underwater?” Marianna asks.



**Show Image 8A-3:**  
**Cairo**

“Yes, it was,” replies Kamal, looking to Teta to see if she agrees.

“The Nile River used to be so high that it covered part of the land,” Teta Noura confirms.

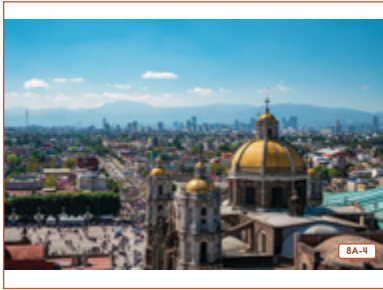
“I’ve heard of another city that used to be covered by water,” Mariana remembers. “It’s Mexico City, in Mexico. My friend Mateo told me that Mexico City was built over large lakes. Aren’t we looking for the largest city in Mexico too?”

Kamal finds Mexico on the globe. “Mexico City is the capital of Mexico, but is it the largest city in Mexico?” *[Point out Mexico City on Visual Support 8.1 and ask what symbol marks its location on the map. (star)] Why is it marked with a star? (It is a capital city.)*

## **D** Differentiation

### Challenge

Ask students on which continent Mexico is located. (*North America*)



#### Show Image 8A-4: Mexico City

"It is," Gedo chimes in. "In fact, it's one of the oldest and most populated cities in the Western Hemisphere." *[Remind students they learned in Lesson 3 that Earth is divided into the Northern and Southern Hemispheres by the equator. Earth can also be divided*

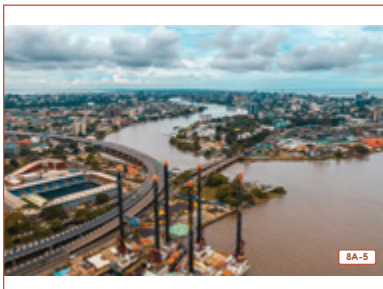
*into hemispheres from the North Pole and South Pole. These two halves are called the Western Hemisphere and the Eastern Hemisphere. The Western Hemisphere includes North and South America. Point out the Western and Eastern Hemispheres on a classroom globe.]*

"Another clue solved!" Kamal cheers. "But we're not done yet, are we, Mari?"

Mariana shakes her head. "The next country on our list is Nigeria," she reports, looking at the card. "This time, I'm pretty sure I know the name of its largest city." *[Point out Nigeria on the world map.]*

"Who's the smarty-pants now!?" Kamal asks with a big smile.

"Well, it's all thanks to my friend Akemi, who lives in Nigeria," Mariana explains. "Akemi lives in a city named Lagos. *[Point out Lagos on Visual Support 8.1 and ask what symbol marks its location on the map. (big dot)] Why is it marked with a big dot? (It is a big city.)* She told me all about how it's made of four main islands that are connected by bridges. And all the fun things she does in Lagos, like go to concerts, art shows, and fashion shows," she says.



#### Show Image 8A-5: Lagos

"Ah-ha! Here is Lagos," Kamal reports, flipping the pages of the atlas. "You're right, Mari. It is the most populated city in Nigeria," he says, giving her a high five.

"I knew it," she cheers proudly. "What's next?" she asks, "Is it time to find Turkey?"

Kamal remembers the hint they haven't used yet. "Should we look near Asia and Europe?" he asks. Together, they spin the globe slowly. "Here it is!" they exclaim at the very same time.

## D Differentiation

### Challenge

Ask students on which continent Nigeria is located. (*Africa*)

### Support

Remind students that an island is a piece of land that is completely surrounded by water on all sides.

“Part of Turkey is in Asia,” Kamal adds, “and the other part of it is in Europe! But what’s the largest city there?” *[Point out Europe and Asia on the world map and show students how part of Turkey is in Europe and part is in Asia.]*



**Show Image 8A-6:  
Istanbul, Turkey**

“Here’s a city with a big dot next to it—Istanbul,” Mariana notes. “Maybe that’s it?” *[Point out Istanbul on Visual Support 8.1 and ask what symbol marks its location on the map. (big dot)] Why is it marked with a big dot? (It is a big city.)*

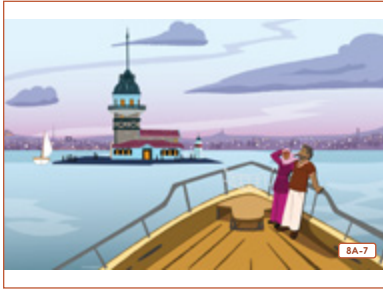
“Let me consult the atlas!” Kamal says. He finds a page on the city and reads aloud: “Istanbul is the largest city in Turkey. It **straddles** both Europe and Asia, and is divided by a body of water called the Bosphorus Strait. Straddles! I love that word.” *[Point to the Bosphorus Strait on the world map and show students how it divides Istanbul.]*

Mariana agrees. “It sounds like Istanbul is doing the splits—with one leg in Europe, and the other in Asia,” says Mariana. “But wait, what’s a strait?” she asks, looking at Gedo Waleed.

“A strait is a narrow waterway,” says Teta Noura.

“Hmm,” thinks Kamal. “It seems like big cities are often near busy waterways.”

“You’re right,” says Gedo Waleed. “When your Teta and I visited Istanbul years ago, we took a boat down the Bosphorus. We saw many boats transporting people and things like food, toys, furniture, and even cars up and down the river. If you think about it, waterways are like major highways.”



**Show Image 8A-7:**  
**Boat Ride on the Bosphorus Strait**

- Have students describe Image 8A-7 by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner. Bring students back together to discuss how the image shows people and things being transported. Explain that the word *transported* is a form of the word *transportation*. To transport something means “to move or carry it from one place to another.” In this picture, Kamal’s grandparents are being transported by a boat. Talk to your partner about how you are transported to school. Try to use the word *transported* in your answer.

“And big cities have highways, too!” Kamal adds. “Ok Mariana, what’s next?”

“Japan is our next country!” Mariana announces and looks for it on the globe. *[Point out Japan on the world map.]* Racing her to the answer, Kamal finds Japan in the atlas. One of the first pages features a photo of a city in Japan called Tokyo. “Tokyo is the most populated city in the world!” he announces. *[Point out Tokyo on Visual Support 8.1 and ask what symbol marks its location on the map. (star)]* Why is it marked with a star? (It is a capital city.)

## **D** Differentiation

### Challenge

Ask students on which continent Japan is located. (*Asia*)





### Show Image 8A-8:

#### Tokyo

“You know, Tokyo used to be a fishing village,” says Teta Noura. “Once factories were built there, people **flocked** to Tokyo for work. Flocked means gathered together as a crowd or moved together in a group. And of course, those workers needed a place to live, which

is how the city grew.”

“One day, I hope to know as much about cities as you do, Teta,” Kamal replies.

“You will,” Teta says. “It takes time. But for now, how about finding India’s biggest city?”

“My friend Anil lives in India, in the capital city of New Delhi!” Mariana says. “I remember he said that New Delhi is *the* most crowded city in the country. All his friends live in flats, or apartments, and the streets and markets are full of people.” [Point out New Delhi on Visual Support 8.1 and ask what symbol marks its location on the map. (star)] Why is it marked with a star? (It is a capital city.)

“New Delhi is the correct answer,” Gedo Waleed confirms, ready to call it a night.

“You have friends all over the world, Mari!” Kamal notes, not ready to stop the game just yet.

“Now you’re one of them,” Mariana replies with a big smile.

“And you’re one of mine,” Kamal says before checking the clue card. “The last country is Brazil.” [Point out Brazil on the world map.] Kamal locates a map of Brazil in the atlas and reads: “São Paulo [sou\*POU\*loo] is the capital of Brazil. More people live here than in any other city on the continent! [Point out São Paulo on Visual Support 8.1 and ask what symbol marks its location on the map. (star)] Why is it marked with a star? (It is a capital city.)

And, look,” he says, examining the map, “São Paulo is located along a body of water—like a lot of the other cities we’ve looked at today, Mari.” [Show students that Brazil is located on the Atlantic Ocean on the world map.]

## D Differentiation

### Challenge

Ask students on which continent India is located. (Asia)



**Show Image 8A-9:**  
**São Paulo**

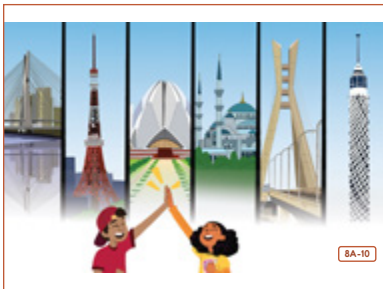
The kids high-five each other again.

“We’re basically experts on urban areas—in both the United States and around the world, aren’t we?” Mariana asks.

“Basically!” Gedo agrees, “but now it’s time for two nine-year-old experts to go to bed!”

“See you tomorrow?” Marianna asks Kamal.

“Same time, same place,” Kamal replies.



**Show Image 8A-10:**  
**Mariana and Kamal congratulating each other**

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Where did most people live long ago before urban areas were built? (*in rural areas, the countryside*) Where do most people live now? (*cities*)
2. **Evaluative.** In the Read-Aloud you learned many people went to cities to find jobs and to realize their dreams. Share a sentence about a dream you realized or made come true using the sentence stem, “I realized a dream . . .” Add details that describe *when*, *where*, and *how* you realized your dream. For example: I realized a dream last summer when I learned how to ride a two-wheeled bike at my cousin’s house.
3. **Evaluative.** Is the capital city of a country always the biggest city? (*no*)
4. **Literal.** What narrow strip of land separates Europe and Asia? (*the Bosphorus Strait*)

## D Differentiation

### Challenge

Ask students on which continent Brazil is located. (*South America*)

5. **Literal.** Which world city is on two continents? (*Istanbul*)
- Add details that describe where Istanbul is located and how it can be located on two continents. (*Istanbul is located in Turkey and it straddles the Bosphorus Strait.*)
6. **Evaluative.** 🧑🧑 *Think-Pair-Share:* How are the cities you learned about in “World Cities” similar? How are they different? Have students compare and contrast the locations with a partner by answering these questions.
- First, ask students how the cities are similar. (*Answers may vary but could include that they are large cities, they are often located near bodies of water, etc.*) Have students use the answers to discuss with a partner how the cities are similar using the sentence starter, “The cities in the reading passage are similar because . . .” Remind students to answer in complete sentences. (*The cities in the reading passage are similar because they are large cities.*)
  - Next, ask students how the cities are different. (*Answers may vary but could include that they are located in different countries, that some are capital cities, etc.*) Have students use the answers to discuss with a partner how the cities are different using the sentence starter, “The cities in the reading passage are different because . . .” Remind students to answer in complete sentences. (*The cities in the reading passage are different because some are capital cities.*)
  - Remind students to signal when both partners have contributed to the conversation and then have them share their partner’s sentences with the class.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: “Most people in the world live in cities.” (*thumbs-up*)



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading/Viewing Closely

|                                |                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Refer to the Flip Book images of the cities mentioned in the Read-Aloud. Have students use phrases and familiar vocabulary to compare and contrast the cities. |
| <b>Transitioning/Expanding</b> | Encourage students to refer to the world map to compare and contrast the cities from the Read-Aloud.                                                           |
| <b>Bridging</b>                | Encourage students to use vocabulary from the text to compare and contrast the cities from the Read-Aloud.                                                     |

### WORD WORK: *SETTLE* (5 MIN.)

- In the Read-Aloud, you heard Teta Noura say, “When more places to study, work, and shop were constructed in Cairo, more people from the countryside came to live, or settle, there.”
- Say the word *settle* with me.
- When people settle somewhere it means they establish a place to live.
- Many people from the countryside decided to settle in the city because it was easier to find jobs there.
- Where would you prefer to settle, the countryside or the city? Why? Be sure to use the word *settle* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses, “I would settle in \_\_\_\_ because . . .”]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I am going to name several places. If I say a place that you think people would settle, raise your hand. If the place I name is not a place people would settle, keep your hands down.

- under the ocean (*hands down*)
- on the sun (*hands down*)
- along the Nile river (*hands up*)
- in [your city or town] (*hands up*)
- at your school’s playground (*hands down*)
- in a big city (*hands up*)
- in the countryside (*hands up*)

## Lesson 8: World Cities

# Application



**Writing:** Students will identify major cities on a world map and will use drawing and writing to describe their characteristics. **[W.1.8]**

### LOCATING WORLD CITIES (5 MIN.)

- Have students turn to Activity Page 8.1 and ask them to identify the type of map it shows. (*a world map*)
- Invite students to identify and name continents they know already. Ensure that all seven continents are located (*North America, South America, Europe, Asia, Africa, Australia, Antarctica*).
- Have students identify the cities and countries from the Read-Aloud on the map as you point to them. (*Cairo, Egypt; Lagos, Nigeria; Istanbul, Turkey; Tokyo, Japan; New Delhi, India; São Paulo, Brazil, Mexico City, Mexico*)

### WRITING: DESCRIBING WORLD CITIES (15 MIN.)

- Display Flip Book Images 8A-3–8A-9.

#### > Visual Support 8.1

- **Turn and Talk:** Talk to your partner about characteristics that describe each city from the Read-Aloud. Have students share characteristics as you record them in the corresponding column on the second page of Visual Support 8.1.
- Have students turn to Activity Page 8.1.
- Tell students to choose one city from the Read-Aloud and draw two or three details that describe it in the box on Activity Page 8.1.
- Have students write a sentence on the line that describes their drawing.
- When students have finished, give them the opportunity to share their drawings and writing with a partner or the entire class.

#### Activity Page 8.1





## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading/Viewing Closely

|                                     |                                                                           |
|-------------------------------------|---------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students use phrases and familiar vocabulary to describe the images. |
| <b>Transitioning/<br/>Expanding</b> | Have students describe images using short sentences.                      |
| <b>Bridging</b>                     | Have students describe the images using longer, more detailed sentences.  |

- **Sentence-Writing Activity.** Show Image 8A-7 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers to the questions below on the board/chart paper.
  - Ask students *who* or *what* is in the image. (*Gedo Waleed, Teta Noura, Kamal's grandparents, etc.*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*floating, taking a boat ride, etc.*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Kamals' grandparents are taking a boat ride on the Bosphorus Strait.*)

End Lesson



## Differentiation

### Challenge

Have students write more than one sentence to describe their drawing.

## 9

## CHARTING THE WORLD: GEOGRAPHY

# Beyond Major Cities

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will compare and contrast urban, rural, and suburban communities with their own communities.

[SL.1.2, SL.1.4]

**Reading**

Students will locate and identify geographic features of rural communities around the world.

[RI.1.1, RI.1.7]

**Language**

Students will demonstrate an understanding of the Tier 2 word *produces*.

[L.1.4]

**Writing**

Students will write an opinion statement about the type of community (urban, suburban, rural) they would prefer to live in.

[W.1.1, RI.1.1]

**FORMATIVE ASSESSMENT****Activity Page 9.1**

**Urban, Suburban, or Rural?** Students will write an opinion about the type of community (urban, suburban, rural) they would prefer to live in.

[W.1.1, RI.1.1]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                       |
|---------------------------------------------|-----------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                 |
| Making Connections                          | Whole Group                             | 10 min. | <input type="checkbox"/> Visual Support 8.1<br><input type="checkbox"/> world map<br><input type="checkbox"/> board/chart paper |
| Essential Background Information            |                                         |         |                                                                                                                                 |
| Read-Aloud                                  |                                         |         |                                                                                                                                 |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 9.1<br><input type="checkbox"/> Image Card 13<br><input type="checkbox"/> world map     |
| “Beyond Major Cities”                       |                                         |         |                                                                                                                                 |
| Comprehension Questions                     |                                         |         |                                                                                                                                 |
| Word Work: <i>Produces</i>                  |                                         |         |                                                                                                                                 |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                 |
| Application                                 |                                         |         |                                                                                                                                 |
| Writing: Opinion Writing                    | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> Visual Support 6.1<br><input type="checkbox"/> Activity Page 9.1                                       |
| Writing: Urban, Suburban, and Rural         |                                         |         |                                                                                                                                 |



## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display the world map you prepared in Lesson 1.
- Display Flip Book Images 6A-6, 7A-5, and 7A-9.

### ➤ Visual Support 8.1

- Prepare to display Visual Support 8.1.

### Read-Aloud

### ➤ Visual Support 9.1

- Prepare to display Visual Support 9.1 to point out locations during the Read-Aloud.
- Prepare to display Image Card 13.

### Application

### ➤ Visual Support 6.1

- Prepare to display Visual Support 6.1 to review urban, suburban, and rural characteristics.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**agriculture, n.** the science of producing crops; farming.

Example: Marta studied agriculture in college so she could learn how to produce more food on her family's farm.

Variation(s): none

**centuries, n.** periods of one hundred years

Example: Artifacts from ancient Egyptians have been found along the Nile river for centuries.

Variation(s): century

**farmland, n.** an area of land where crops are able to grow  
Example: The middle of the United States has excellent farmland, where crops like corn and soybeans are grown.  
Variation(s): farmlands

**produces, v.** grows, harvests, and sells food  
Example: The state of Idaho produces the most potatoes in the United States.  
Variation(s): produce, produced, producing

**village, n.** a community made up of a small number of houses that is often found in a rural area  
Example: The road to the village is very bumpy.  
Variation(s): villages

| Vocabulary Chart for “Beyond Major Cities” |                                                                 |                                                                    |                                 |
|--------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------|
| Type                                       | Tier 3<br>Domain-Specific Words                                 | Tier 2<br>General Academic Words                                   | Tier 1<br>Everyday Speech Words |
| Vocabulary                                 |                                                                 | agriculture<br>centuries<br>farmland<br><b>produces</b><br>village |                                 |
| Spanish Cognates                           |                                                                 | agricultura<br>produce                                             |                                 |
| Multiple-Meaning                           |                                                                 |                                                                    |                                 |
| Sayings and Phrases                        | breaking out into a smile<br>narrow things down<br>zeroes in on |                                                                    |                                 |

## Lesson 9: Beyond Major Cities

# Introducing the Read-Aloud



**Speaking and Listening:** Students will compare and contrast urban, rural, and suburban communities with their own communities.

[SL.1.2, SL.1.4]

## MAKING CONNECTIONS (5 MIN.)

- Ask students what they see in their neighborhoods. Remind them that the people and places in their neighborhood make up their communities.
- Display Flip Book Images 6A-6, 7A-5, and 7A-9. Point to Image 6A-6 and ask students if it shows an urban, rural, or suburban community. (*urban*) Continue the same procedure with the remaining images: 7A-5 (*rural*), 7A-9 (*suburban*).
- **Turn and Talk:** Ask students to make connections between what they see in the images and what they see in their communities. Have students turn to a partner to discuss if their community is urban, rural, or suburban.
- Have them describe their community by sharing a response using each of the following sentence starters:
  - My community is \_\_\_\_ because . . .
  - My community is \_\_\_\_, so . . .
  - Answers may vary but could include “My community is urban because it has many people and buildings.” “My community is rural, so my neighbor’s house is far away from mine.”
- Invite several students to share their responses with the class.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students turn to a partner and repeat the definition of community.                                                                |
| <b>Transitioning/<br/>Expanding</b> | Ask students open-ended questions such as “What types of buildings are in your community?” Or, “What landforms are in your community?” |
| <b>Bridging</b>                     | Provide a word bank for students to use to describe their communities.                                                                 |

### ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Read aloud the title of today’s reading passage, “Beyond Major Cities,” and remind students they learned about several major cities around the world in the previous lessons.

#### > Visual Support 8.1

- Ask students to name several cities they learned about in previous lessons as you locate them on Visual Support 8.1 or a world map. (*Answers may vary but could include Cairo, Mexico City, Lagos, Tokyo, and São Paulo.*)

## Lesson 9: Beyond Major Cities

# Read-Aloud



**Reading:** Students will locate and identify geographic features of rural communities around the world. **[RI.1.1, RI.1.7]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *produces*. **[L.1.4]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out whether or not their ideas about what can be found beyond major cities are correct.

## “BEYOND MAJOR CITIES” (20 MIN.)



### Show Image 9A-1:

#### Kamal and Mariana hurrying to play *Atlas, At Last!*

At Abuela's house, Mariana and Kamal are setting up *Atlas, At Last!* Mariana shuffles the cards slowly. She's excited to play but she's a little sad, too. Today is Kamal's last day in San Juan.

"I can't believe you're going home tomorrow," she sighs. *Where does Kamal live? (Cairo, Egypt)*

Kamal hugs the atlas. "Me neither. I'm going to miss this atlas," he jokes, breaking out into a smile before adding, "almost as much as I'll miss Abuela's soup!" *What is a food you would miss if you couldn't have it anymore?*

Mariana smiles back. "I told you her soup is the best. Now pick a clue."

Kamal puts down the atlas and draws a card: "'True or False? In China's Yunnan Province, most people live in urban areas.'"

"I was hoping we'd learn about China," Mariana admits. *[Point out China on Visual Support 9.1.]* "Abuela took me to a Chinese New Year festival once. It had pretty lanterns, dragon costumes, and treats called mooncakes," she explains, pulling the atlas onto her lap.

### Image Card 13



- Show students Image Card 13 and have them describe it by answering the following questions:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner.
- Remind students to signal when both partners have contributed to the conversation and have them share one idea from their partner.

"I bet the answer is True because China is full of big cities, isn't it? Like Shanghai and Beijing." *[Point out Shanghai and Beijing on a world map.]*

"Well, even countries full of big cities have rural areas," Kamal points out. He spins the globe and locates China. "China is a pretty big country with many provinces. I think we'd better use the hint to narrow things down." *To narrow something down means to reduce the options or choices.*



**Show Image 9A-2:  
Map of Yunnan Province, China**

He turns the card over and reads the hint on the back, "'Head southwest, then find out the rest!'" *[Have students move their fingers in a southwest direction, as you do the same, starting from the middle of China on Visual Support 9.1.]*

Mariana zeroes in on the southwestern part of China, looking very closely at all the place names. "I found it!" she announces, pointing to Yunnan on her map. "It looks like Yunnan is right on the border of China. It touches countries like Laos, Vietnam, and Burma. Does that affect whether it's urban or not?" *[Point out Yunnan Province and the countries of Laos, Vietnam, and Burma on Visual Support 9.1.]*

"Let's see what the atlas has to say about it," Kamal suggests. Together, they turn the page, looking for more information.

"It says here that Yunnan is full of tropical forests," Mariana points out, "with many different plants and animals." *Tropical describes areas that have high temperatures year-round. These areas are close to the equator.* Yunnan has the most variety of animals of all the Chinese provinces . . ." she trails off, getting distracted by animal facts. *Variety means different types of something.* "The Yunnan box turtle doesn't seem to be shaped like a box at all. The Chinese Mystery Snail! What's so mysterious about it?"

## **D** Differentiation

### Challenge

We learned in Lesson 3 how the tilt of the earth affects the seasons. Why would areas near the equator usually have high temperatures year-round? *(Answers may vary but could include that the sun shines more directly on areas around the equator because that area isn't as affected by the tilt of the earth.)*



### Show Image 9A-3: Animals of Yunnan Province

Kamal loves animal facts too, but he's determined to get to the bottom of today's question. "We're on a mission, Mari," he reminds her, before turning the page. A mission is a special job or task. Have you ever been on a mission to do something? They

find a big beautiful photograph of a Yunnan farming village built on tall green mountains.

"Wow, it looks like steps built into a mountain," Kamal observes, looking at the shape of the farmland. "According to the atlas, the steps collect rainwater, which is full of nutrients, like vitamins, that help rice grow. The steps have been used in Chinese **agriculture**, or farming, for **centuries**—like, hundreds and hundreds of years!"



### Show Image 9A-4: Farm Village in Yunnan Province

"This caption says Yunnan is mostly **farmland**," Mariana adds, reading along. "If Yunnan is full of farms, like Vermont, then I don't think Yunnan is urban. I think it might be rural!"

Teta Noura, walking by with a cup of tea, decides to join the game. "Now that you've learned about China's rice farms, you might be interested in knowing that most of the world's rice comes from India," she shares. "West Bengal is the state in India that **produces** the most rice. Here, I'll show you where it is." [Point out India and West Bengal on Visual Support 9.1.]

She turns the globe until her finger lands on it. "It's right near a country called Bangladesh. Notice how the Ganges River flows through the area? The river carries lots of good soil to the plains, where the rice is grown." [Point out Bangladesh and the Ganges river on Visual Support 9.1.]



**Show Image 9A-5:  
Rice Field**

“Hmm. So, India isn’t just full of crowded cities like New Delhi?” Mariana asks.

“Not at all,” Teta Noura explains. “Most of India is rural. In fact, almost half of the world’s population lives in rural areas.”

“I know something you two would like to see!” she says suddenly, taking out her phone. Then she shows them a picture of a house that looks like it’s floating on water.

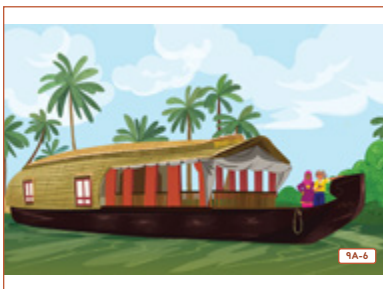
“Whoa!” Mariana exclaims.

**D** Differentiation

**Support**

Remind students they learned New Delhi is the capital of India in Lesson 8.

- **Turn and Talk:** Why do you think people would live in houses that float? Would you like to live in a house that floats on the water like a boat? What do you think it would be like?
- Remind students to signal when both partners have contributed to the conversation and then have them share their partner’s ideas or sentences with the class.



**Show Image 9A-6:  
Kerala Village House Boat**

“I took this picture while traveling through India with your Abuela,” Teta tells her. “This house is in a **village** in Kerala, a state in India.” *[Point out Kerala on Visual Support 9.1.]*

“Wait,” Kamal interrupts. “What’s the difference between a village and a small town?”



“Good question!” Teta Noura says. “Villages are small rural areas. They are smaller than towns, which means they are not densely packed with housing and people, like cities are. In the village where I grew up, outside of Cairo, we had one school and just a few shops.” *Densely packed means being very close together with little space between.*

“Do villages grow like cities do?” Mariana asks.

“They do,” Teta Noura confirms. “Especially with the help of transportation. When roads or railways are constructed near a village, people can travel in and out more easily. And farmers can sell what they grow in more places.” *What are some other types of transportation you learned about in previous lessons? (subway, boats, etc.)*

## D Differentiation

### Challenge

Ask students what other foods have to be transported from far away.



### Show Image 9A-7: Market in India

“If you think about it,” she continues, “without transportation, I wouldn’t be drinking this tea, which is from a rural state in India called Assam.” *[Point out Assam on Visual Support 9.1.]*

Kamal walks over to Teta and smells the tea in her cup. It is a little bit bitter and a little bit sweet, like the smell of the earth when they’re gardening. When he looks up, he notices that Abuela has joined them. *Have you ever tried hot or iced tea?*

“Last year,” Abuela begins, settling in next to Teta Noura, “I traveled to a village named Bangdong. *[Point out Bangdong on Visual Support 9.1 and tell them it is located in Yunnan Province.]* Because Bangdong is in the mountains, travel to and from the area used to be very hard. But now there is a road, called the Yu-Lin Highway, which makes getting there a lot easier.”

“I met an artist there named Li Xueliang,” she continues, “who was asked to create a map of the village. He painted it on an empty wall in the village square.”



**Show Image 9A-8:**  
**Li Xueliang**

“Oh wow, you met a real-life cartographer?” Kamal asks, his eyes widening.

Abuela nods. “And I’m sure his map helped a lot of visitors like me get around Bangdong,” she says.

Suddenly, Kamal thinks of something. “Do people ever visit suburbs the way they visit rural villages of big cities?” he asks.

“I spent a few days in Shunyi, a suburb just outside of Beijing,” Abuela responds. “Here, let me find a picture of it.” She looks through her phone before landing on a good one. “Look at this one,” she says. *[Show students Beijing on a world map and remind them that suburbs are outside or on the outskirts of cities.]*



**Show Image 9A-9:**  
**Shunyi**

“I had a lot of fun there,” she remembers. “Like Beijing, Shunyi has apartment buildings, theaters, and museums. But unlike Beijing, there was a lot more space for large homes and beautiful parks.”

“There are so many different kinds of places to live,” Kamal says, studying Abuela’s photograph.

“I just remembered something,” Mariana chimes in. “My friend Abeni told me about a suburb of Lagos called Mushin. She said that 600 years ago Mushin used to be a jungle. Now, it’s full of huge marketplaces where you can buy just about anything.” *[Point out Lagos on a world map and remind students they learned Lagos is a big city in Nigeria.]*

“Anything?” says Kamal. “Like maps?”

**D Differentiation**

**Support**

Remind students a cartographer is someone who makes maps.



**Show Image 9A-10:**  
**Teta and Abuela Drinking Tea**

“Like maps,” Teta Noura confirms. *Have you ever been to a market in your city or town? What things did they have to buy there?*

“Speaking of markets,” Abuela pipes up, turning to Marianna. “Perhaps we should

take our guests to the plaza one last time?”

“The last time!” Kamal gasps.

“Well,” Teta Noura says gently, and puts her arm around Kamal, “the last time for this visit. But there will be many visits to come.”

**COMPREHENSION QUESTIONS (5 MIN.)**

1. **Literal.** In what country is Yunnan province located? (*China*)
  - **Evaluative.** How would you describe Yunnan province? (*Answers may vary but could include that it has farmland, agriculture, tropical forests with many animals, etc.*)
2. **Literal.** How are villages and small towns the same? (*Both are small, rural areas.*) How are they different? (*Villages are smaller than towns.*)
  - Have students combine these two answers into one sentence with the same meaning using the conjunction *but*. (*Villages and small towns are both small, rural areas, but villages are smaller than towns.*)
3. **Literal.** Where is most of the world’s rice grown? (*India*)
4. **Inferential.** In the Read-Aloud you learned Li Xueliang created a map of his town on the wall of a building. What are some things the map might show? (*Answers may vary but could include streets, buildings, landmarks, etc.*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Ask your neighbor a question about the Read-Aloud that starts with the words *what* and *where*. For example, you could ask, “What is the name of a suburb from the reading passage? Where is it located?” Turn to your neighbor and ask your *what* and *where* questions. Listen to your neighbor’s response. Then your neighbor will ask a new *what* and *where* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

## WORD WORK: *PRODUCES* (5 MIN.)

- In the Read-Aloud, you heard “West Bengal is the state in India that produces the most rice.”
- Say the word *produces* with me.
- When someone produces something, such as a food like rice or wheat, it means they grow, harvest, and sell it.
- Florida produces many fruits and vegetables, such as oranges and tomatoes.
- If you could produce any type of crop or food, what would you choose to produce? What are some other crops, or foods, that a farmer grows and harvests? Try to use the word *produces* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses, “A farmer produces \_\_\_\_.”]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** If any of the things I say might be an example of something a farmer might produce, say, “That is something a farmer produces.” If any of the things I say is not an example of something a farmer might produce, say, “That is not something a farmer produces.”

- corn (*That is something a farmer produces.*)
- shoes (*That is not something a farmer produces.*)
- carrots (*That is something a farmer produces.*)
- rice (*That is something a farmer produces.*)
- pencils (*That is not something a farmer produces.*)
- cars (*That is not something a farmer produces.*)

## Lesson 9: Beyond Major Cities

# Application



**Writing:** Students will write an opinion statement about the type of community (urban, suburban, rural) they would prefer to live in. **[W.1.1, RI.1.1]**

### WRITING: OPINION WRITING (5 MIN.)

- Explain that students will write an opinion statement about which area they would prefer to live in: urban, suburban, or rural.
- Ask students if they know what an opinion is. Explain that an opinion is a personal view or belief or what you think about something. For example, “Summer is the best season.”
- Explain that when someone tells their opinion, they need to give reasons why they think the way they do. For example, “Summer is the best time of year because I can go swimming at the beach and my birthday is in July.”
- Tell students: “I gave two reasons why summer is the best season. Can you tell what they are? (*It’s when I can go swimming at the beach and when my birthday is.*)”
- **Think-Pair-Share:** Talk to your partner about which season you think is the best, *spring, summer, autumn, or winter*. Make sure you give reasons why you think it’s the best season. Use the sentence frame, “I think \_\_\_\_\_ is the best season because . . .” Have students share their opinions with the class.

### WRITING: URBAN, SUBURBAN, AND RURAL (15 MIN.)

- Display Activity Page 6.2. Review characteristics that describe urban, suburban, and rural.
- Tell students they will write an opinion statement using Activity Page 9.1. Tell them to choose an area where they would prefer to live: an urban area, such as a big city; a rural area, like a village or small town; or a suburban area, which is like a city but with more houses and open areas. Tell them they should answer one important question with their opinion: Where would you want to live?
- Have students share their opinion statement, including two reasons and using the linking word *because*, with a partner orally before writing.
- Have students share their opinion statements with a partner. Encourage them to share any mistakes they see, what they like about what has been written, and what changes they might suggest.

## Activity Page 9.1



- Ask several students to share their opinion statements with the class.
- Incorporate a sharing routine with simple oral prompts, such as “I like the words you used to describe \_\_\_\_\_ because . . .” or “You could strengthen your writing even more by adding . . .”



## MULTILINGUAL/ENGLISH LEARNERS

### Writing

#### Giving Opinions

Give students a sentence frame for offering their opinion: “I would prefer to live \_\_\_\_\_ because . . . and . . .”

|                                     |                                                                                                                                 |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Help students complete the sentence frame.                                                                                      |
| <b>Transitioning/<br/>Expanding</b> | Provide students with a word bank of domain-related vocabulary (e.g., <i>sparse, crowded, population, traffic jam, museum</i> ) |
| <b>Bridging</b>                     | Encourage students to remember textual information to complete the sentence frame.                                              |

- **Sentence-Writing Activity.** Show Image 8A-7 and have students talk about what they see in the image. Encourage students to answer *who* or *what* is in the image and describe *what is happening* or *how someone or something is*. You may wish to write students' answers below on the board/chart paper.
  - Ask *who* or *what* is in the image. (e.g., *Gedo Waleed, Teta Noura, Kamal's grandparents*)
  - Ask *what is happening* or *how someone or something is* in the image. (*floating, taking a boat ride, etc.*)
  - Remind students that they can combine the answers to these questions to make a complete sentence.
  - Have students use the answers to write a complete sentence that reflects *who* or *what* is in the image and *what is happening* or *how someone or something is*. Remind students they should try their best to spell the words using what they know about letters and the sounds they make to write their sentences, and to capitalize the first letter in the sentence and add a period at the end. You may wish to model writing the sentence on the board. Circulate while students are writing to provide support. If needed, students may dictate their sentences, as appropriate. (*Kamal's grandparents are taking a boat ride on the Bosphorus Strait.*)

End Lesson



## Differentiation

### Challenge

Answer the following questions with another opinion statement: What is the best part about living in that area? What are things you could do in one area but not the others?

## 10

## CHARTING THE WORLD: GEOGRAPHY

# A Neighborhood Map

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will describe places in their neighborhood.

[SL.1.1]

**Reading**

Students will describe a neighborhood map.

[RI.1.1, RI.1.2]

**Language**

Students will demonstrate an understanding of the Tier 2 word *landmark*.

[L.1.4]

**Writing**

Students will create a map and write an opinion text about a favorite place in their neighborhood.

[W.1.1, W.1.5]

**FORMATIVE ASSESSMENT****Activity Page 10.1**

**My Neighborhood** Students will create a map and write an opinion text about a favorite place in their neighborhood.

[W.1.1, W.1.5]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                            |
|---------------------------------------------|-----------------------------------------|---------|------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                      |
| Places in My Neighborhood                   | Whole Group                             | 20 min. | <input type="checkbox"/> Image Cards 14, 15<br><input type="checkbox"/> T-chart for places/landforms |
| Read-Aloud                                  |                                         |         |                                                                                                      |
| Purpose for Listening                       | Whole Group                             | 20 min. | <input type="checkbox"/> world map                                                                   |
| “A Neighborhood Map”                        |                                         |         |                                                                                                      |
| Comprehension Questions                     |                                         |         |                                                                                                      |
| Word Work: <i>Landmark</i>                  |                                         |         |                                                                                                      |
| This is a good opportunity to take a break. |                                         |         |                                                                                                      |
| Application                                 |                                         |         |                                                                                                      |
| Writing: My Neighborhood                    | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> example neighborhood map     |



## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display Image Cards 14 and 15.
- If possible, during the Introducing the Read-Aloud segment of this lesson, take the class outside to explore the neighborhood around your school building. Once outside, have students identify places and buildings and landforms around the school such as hills, rivers, lakes, etc.
- If going outside is not feasible, you may choose to show students images of your location as an alternative.
- Prepare and display a T-chart on the board/chart paper. Label one side *Places*. Label the other side *Landforms*.

### Application

- Create a neighborhood map on the board/chart paper to use as an example during the Application segment. Include several places, landforms, and roads. Be sure to include buildings that students might find in their own specific neighborhoods, such as apartment buildings.

## CORE VOCABULARY

- You may briefly preview the vocabulary words before the lesson, but it is not required. Students will learn the words' meanings in the context of the Read-Aloud.

**landmark, n.** a place or building that is easily seen and recognized

Example: The Eiffel Tower is a landmark in the city of Paris, France.

Variation(s): landmarks

**monument, n.** something built in memory of a person, event, or special deed

Example: The monument in front of the stadium was built to honor the famous baseball player Roberto Clemente.

Variation(s): monuments

**riverbank, n.** the area of ground along the edge of a river

Example: We went for a walk along the riverbank as the sun was setting.

Variation(s): riverbanks

**Vocabulary Chart for “A Neighborhood Map”**

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|-----------------------------------|---------------------------------|
| Vocabulary          |                                 | landmark<br>monument<br>riverbank |                                 |
| Spanish Cognates    |                                 | monumento                         |                                 |
| Multiple-Meaning    |                                 |                                   |                                 |
| Sayings and Phrases | according to                    |                                   |                                 |

## Lesson 10: A Neighborhood Map

Introducing the  
Read-Aloud


**Speaking and Listening:** Students will describe places in their neighborhood.  
[SL.1.1]

## PLACES IN MY NEIGHBORHOOD (20 MIN.)

Image Card 14, 15



## Show Image Cards 14 and 15.

- Have students talk about what they see in each picture and identify if any of the images remind them of places in their neighborhood. Remind them that a neighborhood not only has buildings, but landforms too.
- Tell students that they will go outside to look at the places in the neighborhood around the school building.
- Once outside, point out the different places and buildings around the school, including landmarks, monuments, and landforms such as hills, rivers, lakes, etc.
- Back in the classroom, ask students to share the places they observed outside. Record their observations on the previously prepared T-chart in the corresponding column.
-  **Think-Pair-Share:** Talk to your partner about a favorite place in your neighborhood. Why do you enjoy visiting this place? What do you like to do there?
- Remind students to signal when both partners have contributed to the conversation. Have students share one idea from their partner.
- Tell students that in today's Read-Aloud, they will learn about Kamal's and Mariana's favorite places in their neighborhoods.



## MULTILINGUAL/ENGLISH LEARNER

### Speaking and Listening

Exchanging Information and Ideas

|                                |                                                                                                     |
|--------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Give students choices to describe each image. (e.g., Is this an image of a school or a playground?) |
| <b>Transitioning/Expanding</b> | Provide students with an oral word bank. (e.g., grocery store, house, hill, lake, etc.)             |
| <b>Bridging</b>                | Have students describe each image by answering the question words <i>what</i> and <i>where</i> .    |

## Lesson 10: A Neighborhood Map

# Read-Aloud



**Reading:** Students will describe a neighborhood map.

[RI.1.1, RI.1.2]

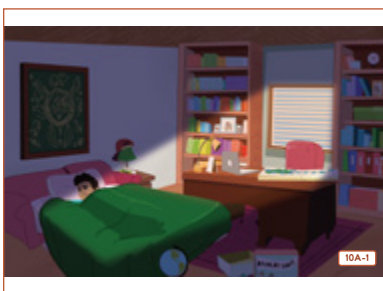
**Language:** Students will demonstrate an understanding of the Tier 2 word *landmark*.

[L.1.4]

### PURPOSE FOR LISTENING

- Ask students to listen carefully to learn about places in Kamal's neighborhood in Cairo.

### "A NEIGHBORHOOD MAP" (10 MIN.)



#### Show Image 10A-1: Kamal trying to sleep

Kamal can't sleep. He's been turning and tossing on the pullout bed. From the guest room, he can hear Gedo and Teta. In just a few hours they'd all fly back to Cairo together. He is always nervous before flights. But he'll be so tired tomorrow if he doesn't

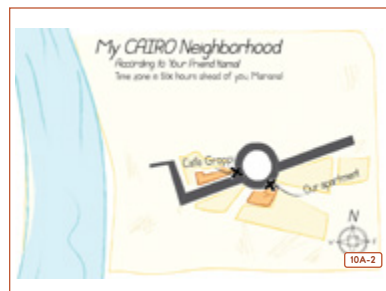
get to sleep. [Point to Cairo on a world map and remind students Cairo is the capital of Egypt.]

He closes his eyes, takes a deep breath, and tries to imagine the moment he'll get home. His parents will be waiting, ready to ask about all the places he's been.

He'll be happy to be home, but also a little sad. He has had such a good time playing Atlas, At Last! with Mariana. Would she ever visit him in Cairo? That would be so much fun! They could explore everywhere in Cairo, just like they did in San Juan. When they weren't studying maps, that is. *[Point out San Juan on a world map and trace your finger from it to Cairo, demonstrating the distance between the two cities.]*

Just then, an idea comes to him. Maybe he can make a map of his own city for Mariana. Then, if she ever visits, she'll be able to find her way around!

There's no going back to sleep now. Kamal gets up very, very quietly from the couch and goes to Abuela's desk. He finds some paper in her printer and begins to draw his map.



### Show Image 10A-2: Cairo According to Kamal

A good map should have a good title. He decides on "Cairo, According to Your Friend Kamal." The "according to" makes it sound very fancy! *"According to" means as written or reported by someone.* He draws a compass rose next to the title, and he makes

sure it points the right way. With a map, the details are important. *Why are details important on a map?*

He decides to start drawing it from the place he knows best, which is his family's apartment. He makes a mark to show where the apartment building is. He also makes a mark to show Café Groppi, the famous café just around the corner. *A café is a small restaurant that sells small meals and drinks.* Mariana could use the café as a **landmark**, or a special place that is easy to find. She could just follow the smell of the pastries! *Can you think of a landmark in your neighborhood?*



### Show Image 10A-3: Talaat Harb Square

Kamal's apartment is on a square. A square is a large, open place where more than one street comes together, and where people gather. *You learned about a similar place in San Juan called a plaza.* Kamal's square is called Talaat Harb Square. He writes the

name carefully on his map. (He knows it's strange that his street, which is shaped like a circle, is called a square. He hopes Mariana won't get confused.) *[Point out Talaat Harb Street and Talaat Harb Square on Image 10A-3.]*

Café Groppi is in Talaat Harb Square. So is one of Kamal's other favorite places: the bookshop, Madbouly. Kamal and his grandfather love to go there and look at books, newspapers, and comics. The old books have a strange smell, a little like spice and a little like an old forest. *[Point out Café Groppi and Madbouly Bookshop on Image 10A-3 and ask if students have a favorite café, restaurant, or bookshop in their neighborhood.]*



### Show Image 10A-4: Tahrir Square

One of the streets that crosses at Talaat Harb Square is called Talaat Harb Street. The street would be easy to remember, because at one end is a huge place called Tahrir Square. Tahrir Square is full of busy people, and there is a **monument** with fountains

at its center. *[Point to the monument on Image 10A-4 and explain that a monument is something built in memory of a person, event, or special deed.]* Kamal likes to go there to sit on the steps of the big fountain. Everyone always has somewhere to go, and it's nice just to stop, rest, and people-watch for a while. He marks Tahrir Square on the map. *In Lesson 6, Mariana and Kamal were people-watching at Escambrón Beach in Puerto Rico. Why would Tahrir Square also be a good place for people-watching?* (It is full of people.) Just past the square, there is a bridge over the Nile River. Two tall stone lions guard the bridge, one on each side. Kamal draws them carefully on his map.

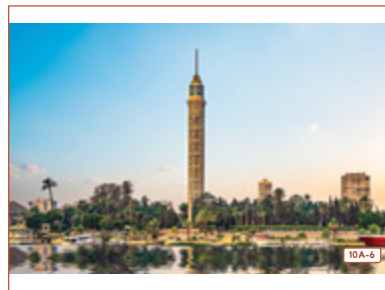


### Show Image 10A-5: Cinema Radio

One of Kamal's favorite places in Cairo is in the other direction on Talaat Harb Street: Cinema Radio. It's a really old theater that shows lots of movies. Does your neighborhood have a movie theater?

Sometimes it plays American movies, but

most often it shows Egyptian ones. Kamal's favorite movie is about a kid who wants to be in movies himself one day. He marks the theater on the map. Do you have a favorite movie?



### Show Image 10A-6: Cairo Tower

Another street that crosses near Kamal's house is called Qasr el Nil. To the west, it goes toward the Nile River. There is a place to walk along the **riverbank** and look across the water at the super-tall Cairo Tower on the island there. Kamal likes to sit and

imagine how long it might take to climb it. [Tell students the Cairo Tower has 2,500 steps.]



### Show Image 10A-7: Ahmad's House and Azbakeya Garden

In the other direction is one of Kamal's favorite parts of Cairo: his best friend Ahmad's apartment. He marks it on the map. On days with good weather, he meets Ahmad in front of his apartment building, and they walk to a park called Azbakeya Garden. He

marks the park on the map, too. Why do you think the park is colored green? (to show it is a natural area with grass)



### Show Image 10A-8: Tahrir Square

Also, just across Tahrir Square is a big museum. Kamal doesn't always like the museum, which is full of old stones and mummies from the very old days of Egypt. But his grandmother never gets tired of it. Would Mariana like the museum? Kamal

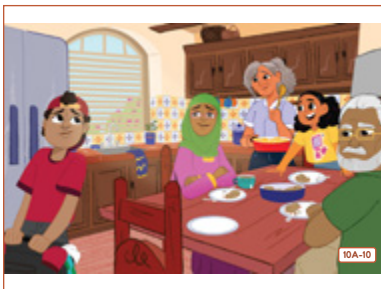
doesn't know. He marks it on the map, just to be safe. *Do you have any museums in your neighborhood?*



### Show Image 10A-9: Museum of Egypt

Thinking of all the places they could go, Kamal happens to look up at the window over Abuela's desk. The sun is already out! He will have to leave for the airport very soon.

He quickly throws his things into his suitcase. Toothpaste with shirts, a loose pen, all of it mixed up with yesterday's smelly socks. His mother will tsk-tsk him about his packing, but that is a problem for later.



### Show Image 10A-10: Kamal rushes into the kitchen

When Kamal finally gets to the kitchen, he is the only one who seems worried about time. Gedo, Teta, Mariana, and her Abuela are all there, munching away at big plates of potatoes and scrambled eggs. As soon as she sees Kamal, Mariana stands up.

"Finally," she says. "I have a present for you!"

"I have a present for you, too!" Kamal replies.

They each count to three and show their presents. Mariana has drawn him a map, too!

## D Differentiation

### Support

Explain that mummies are bodies of people or animals that have been preserved after they have died.





### Show Image 10A-11: Cairo and San Juan

It's a map of her neighborhood in San Juan, and all the places they have visited together. Side by side at the kitchen table, the two eat eggs and look at their maps. And they both realize something about maps that none of the riddles in *Atlas, At Last!* could have told

them. It's true that maps are pictures of places. But these two maps aren't only that. One map shows them their memories. The other shows them the good times ahead. Neither friend can wait.

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Why does Kamal decide to make a map of Cairo for Mariana? *(If she ever visits, she'll be able to find her way around.)*
2. **Evaluative.** Why would Kamal include a compass rose on his map? *(to help people understand which direction to go)*
3. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Show students Image 10A-11. Have them describe the image with a partner by answering the following questions. Remind them to answer in complete sentences.
  - What does each map represent? *(The images represent Kamal's neighborhood in Cairo and Mariana's neighborhood in San Juan.)*
  - Why does the clock in San Juan show a different time from the clock in Cairo? *(The clocks show different times because they are in different time zones.)*
  - What are some places Mariana included in her map? *(Some places Mariana included are her house, the plaza, and the beach.)*
- Remind students to signal when both partners have contributed to the conversation, and have students share their partner's answers with the class.

## WORD WORK: LANDMARK (5 MIN.)

- In the Read-Aloud, you heard “Mariana could use the café as a landmark, or a special place that is easy to find.”
- Say the word *landmark* with me.
- A landmark is a place or building that is easily seen and recognized.
- Uluru Rock is a famous landmark in Australia.
- Can you think of any landmarks where you live, such as buildings, monuments or statues, or natural features like rivers or lakes?  
(Answers may vary.)
- What is the word we have been talking about?

**Use a Because But So activity for follow-up.** In the Read-Aloud, Kamal said Café Groppi in Cairo is a landmark. I am going to read a sentence: “Café Groppi is a landmark.” This is a complete sentence because it has a part that names *who* or *what* (*Café Groppi*) and a part that describes *what is happening* or a *state of being* (*is a landmark*). Let’s work together to add the conjunctions *because*, *but*, and *so* to create three new sentences using the word *landmark*.

- Reread the sentence as a sentence stem with the conjunction *because* added: Café Groppi is a landmark because . . . Say, “I added the word *because* to this sentence. Now I need to explain *why* Café Groppi is a landmark.” State a reason such as “it is easily recognized.” Tell students that you will create a new sentence by adding this reason after the word *because*. Read the entire sentence to the students: “Café Groppi is a landmark because it is easily recognized.” Discuss how this second part of the sentence explains why the first part of the sentence happened.
- Follow this procedure with the conjunctions *but* and *so*. (Answers may vary, but could include “Café Groppi is a landmark, but some people may not know it serves delicious pastries.” “Café Groppi is a landmark, so many people use it as a way to find their way around Cairo.”)

## Lesson 10: A Neighborhood Map

# Application



**Writing:** Students will create a map and write an opinion text about a favorite place in their neighborhood.

[W.1.1, W.1.5]

### WRITING: MY NEIGHBORHOOD (20 MIN.)

#### Activity Page 10.1



- Have students take out Activity Page 10.1. Tell them today they will be map makers just like Kamal and Mariana. They will create a map of their neighborhood and write about a favorite place.



#### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Ask students to give a thumbs-up if they agree with the following statement or a thumbs-down if they disagree with it: "Maps are pictures or drawings that show information about a place." (*thumbs-up*)

#### D Differentiation

##### Support

If students have difficulty recalling map titles reread the corresponding parts of the Read-Aloud or show Image 10A-11.

- Remind students that in the Read-Aloud Kamal says a map should have a good title. Ask students what title he chooses for his map. (*Cairo: According to Kamal*) Ask what title Mariana chooses for her map. (*San Juan: Mariana's version*)
- Have students add their chosen title to their activity page.
- Remind students Kamal added a compass rose to his map.
- Point to the compass rose on the activity page and ask students to name the cardinal directions, as they add them to their activity page in the corresponding places.
- Direct students to the neighborhood places you listed on the board/chart paper. Have them choose three to five places in their community and at least one landform. Tell them one of these should be a favorite place in their neighborhood.

- Have students draw symbols in the boxes and write the names of the places on the lines next to the boxes.
- Show the model map you previously prepared, identifying the places you chose, landforms, and streets.
- Have students add the drawings from the key to their maps that represent the places they chose in their neighborhood, reminding them to add streets or roads.
- Model how to write an opinion statement about your favorite place in your neighborhood. Show them how to use two reasons and the conjunctions *because* and *and*. (e.g., “The pet store is my favorite place in my neighborhood because I like to look at the fish and I can buy my pets their favorite treats.”)
- Tell students to write an opinion statement on the line under the map key on the activity page. Remind them their opinion statements should include two reasons and use the conjunctions *because* and *and*.
- As students work, circulate around the room, encouraging the use of Read-Aloud vocabulary in their sentences.
- If time allows, have students share their maps and statements with the class.
- Display students’ maps in the classroom.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Giving Opinions

|                                     |                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Allow students to dictate their statements to an adult.                                                    |
| <b>Transitioning/<br/>Expanding</b> | Have students verbally share their opinion statement with an adult before writing it on the activity page. |
| <b>Bridging</b>                     | Have students work with a peer to write their opinion statement.                                           |

End Lesson



#### Differentiation

##### Support

Review the mnemonic device students learned for the cardinal directions: **N**ever **E**at **S**oggy **W**affles.

# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## REVIEW ACTIVITIES

### Image Review

- Show the images from any Read-Aloud again and have students retell the Read-Aloud using the images.

## KEY VOCABULARY BRAINSTORMING

**Materials:** chart paper, chalkboard, or whiteboard

- Give students key domain vocabulary words and have them brainstorm everything that comes to mind when they hear the word. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

### Which way can we go?

**Materials:** world map, paper cut out in the shape of a person

- Invite a student to come up to the world map. Give the student the paper-person and tell them that they can start at any location on the map and move the paper-person somewhere else on the map: north, east, south, or west. Invite other students to name the direction of the paper-person's movement. Continue with the same procedure, inviting other students to come up and model the movement of a paper-person while the other students name the direction that the paper-person is moving.

## RIDDLES FOR CORE CONTENT

- Ask students riddles to review the core content, such as the following:
- I am the best representation of Earth's shape. What am I? (*globe*)
- I am a drawing of a place. What am I? (*map*)
- I am a book of maps and facts and information about places around the world. What am I? (*atlas*)

- Sometimes I am remembered by using the phrase “Never Eat Soggy Waffles. What am I? (*the cardinal directions: north, east, south, and west*)
- I am a symbol found on maps that looks like a star and is labeled with the cardinal directions. What am I? (*compass rose*)
- When Earth rotates around me, it causes day and night. What am I? (*Earth’s axis*)
- I am a table on a map that helps to decode its symbols and colors. What am I? (*legend*)
- I am an area with lots of people and buildings. What am I? (*urban area*)
- I am a sparsely populated area with few buildings that are far apart. What am I? (*rural area*)
- I am usually marked with a star on a map. What am I? (*capital city*)

### **Urban, Rural, or Suburban**

**Materials:** drawing paper, drawing tools

- Divide students into groups of three. Tell them that you are going to name an urban, rural, or suburban area. Explain that one person in each group should draw or write what they remember about the area, then pass the paper and pencil to the second student. The second student should add to the work of the first person, then pass the paper and pencil to the third student. The third student should add to the work of the first and second and raise their hand once they are finished. Have each group share their descriptions with the class.

# Domain Assessment



## Digital Assessment

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Charting the World: Geography*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Charting the World: Geography*.

## Student Assessment DA.1



### PART I

**Directions:** I am going to ask a question using a word you have heard in the Read-Alouds. First I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs-up. If the answer to the question is no, circle thumbs-down. I will ask each question two times. Let's do number one together.

1. **Atlas:** Is an atlas a book of maps? (*thumbs-up*)
2. **Compass rose:** Is a compass rose a symbol on a map that shows directions? (*thumbs-up*)
3. **Urban:** Would a big farm be located in an urban area? (*thumbs-down*)
4. **Time zone:** Is a time zone an area on Earth that has a specific time that all citizens there can set their clocks to? (*thumbs-up*)
5. **Village:** Would a village be found in a suburban area? (*thumbs-down*)
6. **Legend:** Is an explanation of the symbols on a map called a legend? (*thumbs-up*)
7. **Provinces:** Are all countries in the world organized into provinces? (*thumbs-down*)
8. **Rural:** Would a city be located in a rural area? (*thumbs-down*)

9. **Settle:** Does *settle* mean “establish a place to live”? (*thumbs-up*)
10. **Landmark:** Is a landmark a place or building that is easily seen? (*thumbs-up*)

Now I am going to ask more questions using other words you have heard in the Read-Alouds. First I will say the word and then I'll use it in a question. If the answer to the question is yes, circle thumbs-up. If the answer to the question is no, circle thumbs-down. I will ask each question two times.

11. **Revolves:** When Earth revolves around the sun, does Earth move in a circular path around the sun? (*thumbs-up*)
12. **Obstacles:** Are obstacles things that make it easier to move forward? (*thumbs-down*)
13. **Crowded:** Does crowded mean empty or having few people? (*thumbs-down*)
14. **Flocked:** Does flocked mean gathered together or moved together in a group? (*thumbs-up*)
15. **Produces:** When someone produces something, do they grow, harvest, and sell it? (*thumbs-up*)

## PART II

**Directions:** Have students label the compass rose with N, E, S, W then use the map and legend to write *north*, *east*, *south*, or *west* to complete each sentence.

## PART III

**Directions:** I am going to read statements that refer to either urban, suburban, or rural areas. If what I read describes something about an urban area, circle the first picture in the row. If what I read describes something about a suburban area, circle the second picture in the row. If what I read describes something about a rural area, circle the last picture in the row.

1. This area has many people and buildings. (*urban*)
2. In this area, buildings and homes are sparse. (*rural*)
3. Which area would Cairo be described as? (*urban*)
4. People who live in this area often take the freeway to work in nearby urban areas. (*suburban*)
5. Which area would best describe the states of Vermont, Maine, West Virginia, and Mississippi? (*rural*)

### Student Assessment DA.2



### Student Assessment DA.3





# Culminating Activities

## NOTE TO TEACHER

Please use these final two days to address class results of the Domain Assessment. Based on the results of the Formative and Domain Assessments, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class. Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

## REMEDIATION

You may wish to create small groups of students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include

- targeting Review activities,
- revisiting lesson Applications, and
- rereading and discussing select Read-Alouds.

## ENRICHMENT

### Student Choice

- Ask students which Read-Aloud from the domain they would like to hear again. If necessary, read the titles and show key images from the Read-Alouds to help them make their choice. Or, you may want to choose one yourself.
- Reread the text. Feel free to pause at different places in the Read-Aloud this time and talk about vocabulary and information that you did not discuss previously during the Read-Aloud. After the Read-Aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like

this Read-Aloud. Remember to repeat and expand on each response using richer and more complex language, including if possible any Read-Aloud vocabulary.

### **Image Review**

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images and locating places on a map or globe.

### **Looking for Landmarks**

**Materials:** computer and Internet access

- Tell students that all around the world, there are many different landmarks for them to explore. In small groups, provide students with the names of natural and man-made landmarks such the Pyramids of Giza, the Great Wall of China, the Statue of Liberty, Chichén Itzá, Machu Picchu, the Roman Colosseum, Mount Kilimanjaro, Niagara Falls, the Great Barrier Reef, etc. Have them discover these landmarks by visiting them on Google Earth.
- Have students share interesting facts about their landmark and present their findings to the class.

### **Landform Dictionary**

**Materials:** three sheets of paper per student, drawing tools, stapler

- Review different landforms from the domain with students: mountains, mountain range, hill, valley, plateau, and plain. Have students work together to define each landform. You may wish to write the definition on the board or chart paper.
- Distribute three pieces of paper to each student to make a mini dictionary of landforms. Instruct them to fold their papers in half to create a booklet. Then have them staple them on the sides, or you may staple them for students.
- Tell students to title the booklet “Landform Dictionary” or something similar.
- Have students create a page for each landform and write the name of the landform and its definition. Direct them to include a drawing with each landform.

## Travel Poster

**Materials:** paper, drawing tools

- Tell students to imagine they are traveling around the world to visit urban, rural, and suburban locations. Tell them to choose a location, then to create a travel poster focusing on the sights, sounds, and smells of their chosen location.
- The travel poster should show the most important or most interesting details that make this an exciting location to visit and think about.
- You may wish to show students Flip Book images to help remember locations from the domain.

## Simon Says Classroom Directions

**Materials:** masking tape, four sheets of construction paper labeled North, East, South, and West.

- Create a large compass rose on the classroom floor using masking tape and four sheets labeled N, E, S, and W.
- Have students stand up and play Simon Says by using the compass rose to follow your directions to different areas of the classroom. For example, tell students: “Simon says walk two steps north.”

## Class Animal-Atlas

**Materials:** several children’s atlases; other resources as needed, such as computer access, paper, drawing tools

- Tell the class or a group of students they are going to make a class animal-atlas. Have students brainstorm different animals from around the world. Have each student choose one animal to research in an atlas or on the Internet. Then have them draw a picture of their animal and write a caption for their picture explaining where the animal lives. Bind the pages to make an atlas to put in the class library.

## Classroom Treasure Hunt

**Materials:** butcher paper, construction paper; drawing utensils; glue sticks; small objects to hide, such as marbles, plastic animals, plastic coins, stickers, etc.

- Before class, draw the shape of the classroom on a large piece of butcher paper, leaving an open space for the doors and windows and adding a compass rose.

- Have students draw shapes on the map to represent the large furniture, rugs, and other permanent items in the classroom. Remind them that when they are looking at a map, they are looking at it from above, so their map of the classroom will show what the room looks like from above.
- When students have finished adding details to the map, have them create a legend that explains what each shape represents.
- Have students cover their eyes while you hide a few objects, such as marbles or small plastic animals, in different locations in the classroom. Return to the map and using the cardinal directions identify one location where students can hunt for the treasure. For example: The treasure is west of the window. Have students point to the location in the classroom, then send two or three students to find the treasure. Take turns so that everyone is able to look for a treasure.
  - Extension: Have students make a treasure map for the playground.



# Teacher Resources

|         |             |
|---------|-------------|
| Grade 1 | Knowledge 5 |
|---------|-------------|

**Teacher Guide**

Grade 1 | Knowledge 5

# Teacher Resources

In this section you will find:

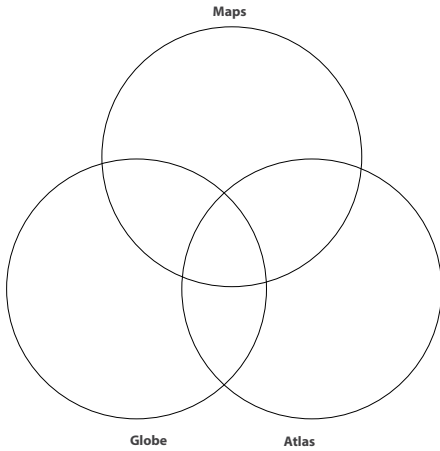
- Activity Book Answer Key

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

### Globes, Maps, and Atlases



Answers may vary but could include the following:

**Globe:** A sphere like Earth shows how things like mountains and rivers stretch across many countries.

**Map:** flat, easier to carry

**Atlas:** facts and information about place on Earth, form of a book, has text features such as an index

**Space in the middle:** show land and water and other geographic features

Directions: Record the similarities and differences between globes, maps, and atlases on the Venn diagram.

Knowledge 5 Charting the World Geography

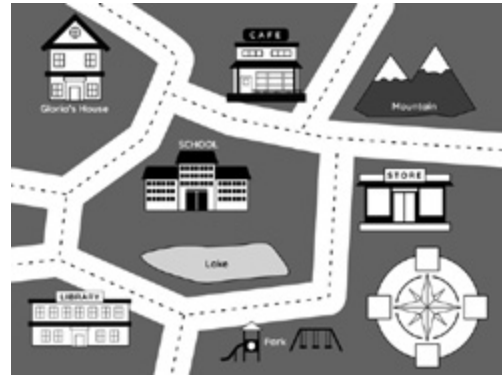
3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

### Finding the Way

#### Neighborhood map



Middle, left square: house, bottom, left square: library, top, right square: fire station.

Directions: Listen to your teacher's instructions and draw and label locations on the appropriate parts of the map.

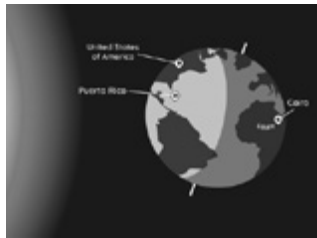
Knowledge 5 Charting the World Geography

5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Activity Page

### Time Zones



Answers will vary but could include "When it is day time in Puerto Rico, it is night time in Cairo, Egypt." or "When Mariana is eating lunch, Kamal is going to bed."

Directions: Listen to your teacher's instructions and draw a picture on the appropriate places on the map. Then, write a sentence on the line below to describe your drawings.

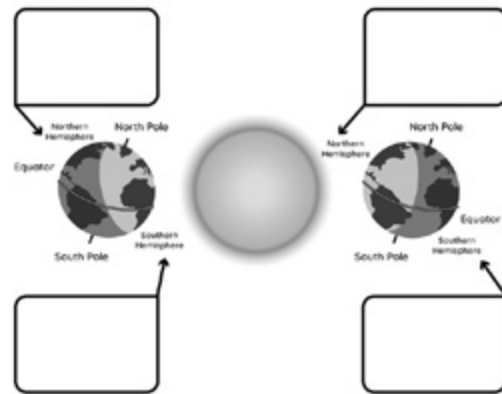
Knowledge 5 Charting the World Geography

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2 Activity Page

### Seasons



The image on the left shows summer in the northern hemisphere and winter in the southern hemisphere. The image on the right shows winter in the northern hemisphere and summer in the southern hemisphere.

Directions: Listen to your teacher's instructions and draw a picture on the appropriate parts of the map. Then, write a sentence on the line below to describe your drawings.

Knowledge 5 Charting the World Geography

9



**LEGEND**

**Mountain**

**Hill**

**Valley**

**Plain**

Mountains - the Rocky Mountains, the Appalachian Mountains,  
Mokattam Mountain, Central Mountain Range Plains - the Great Plains  
\_\_\_\_\_

12

Knowledge 5 Charting the World: Geography

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page

**U.S. States**



Answers will vary depending on student's location.

Directions: Listen to your teacher's instructions and color your state on the U.S. map.

Knowledge 5 Charting the World: Geography

13

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2 Activity Page

**Countries with States and Provinces**



The country of \_\_\_\_\_ is located \_\_\_\_\_ of my state.

Answers will vary.

Directions: Listen to your teacher's instructions and mark the appropriate countries with a direction. Complete the sentence below the map.

Knowledge 5 Charting the World: Geography

15

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

**U.S. Cities**



Answer Key: Answers will vary but should be based on the Read-Aloud.

Possible answers could include that cities have tall buildings, many people,  
shops and museums; cities have public transportation like subways but  
still can have traffic jams, etc.

Directions: Listen to your teacher's instructions and label the cities on the map. Then draw a characteristic you learned about cities in the box below the map and write a phrase or sentence describing your drawing.

Knowledge 5 Charting the World: Geography

17

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Rural and Suburban

Directions: Listen to your teacher's instructions and label the cities on the map. Then draw a characteristic you learned about rural and suburban areas in the boxes below the map. Then write a phrase or sentence describing your drawing.



#### Rural

#### Suburban

Answers will vary but should be based on the Read-Aloud. Possible answers could include that rural areas have more nature and open space; buildings and homes are spread out; sparsely populated. Suburban areas have fewer people than urban areas, but more than rural areas; there are more houses, and freeways connect them to cities, etc.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1 Activity Page

### World Cities

Directions: Listen to your teacher's instructions and draw two to three details that describe a city. Then write a sentence or phrase on the line below the map describing your drawing.



Answers will vary but should be based on the Read-Aloud. Possible answers could include that Cairo is the capital city of Egypt and has neighborhoods built on areas that used to be under water; Istanbul is the capital city of Turkey and it is located on two continents; Tokyo is the capital of Japan and used to be a small fishing village, but now it is the most populated city in the world.

Answers will vary but a possible answer could be "The library is my favorite place in my neighborhood because I can always find new books to read."

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