



— Knowledge 7 —

# All Around the World: Geography



Teacher Guide

Kindergarten

Knowledge 7

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# **All Around the World: Geography**

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## **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,

**Susan Lambert**

Chief Academic Officer, Literacy

Host, Science of Reading: The Podcast



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# Acknowledgements

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**Amplify**CKLA

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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# Introduction

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## ALL AROUND THE WORLD: GEOGRAPHY

Welcome to *Around the World: Geography*! This introduction includes the necessary background information to teach the *All Around 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 (includes Posters)
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Domain Assessment
- Take-Home Pages
- Caregiver Letter

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## STUDENT COMPONENTS

- Activity Book



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## WHY THIS DOMAIN IS IMPORTANT

This domain introduces students to the study of geography, helping them gain a better understanding of the world beyond the place they call home. Students will learn about the globe and maps, what they represent, and how to use these tools to answer questions such as where they are located, where other places are located, and how near or far these places are from their own location on Earth. Students will be able to identify and locate the continent they live on, as well as their country, state, and city or town. They will also identify and locate the remaining six continents and oceans, fostering a sense of curiosity about Earth and its vastness. Students will begin to think critically, asking and answering questions about geographical knowledge and the characteristics of specific regions. Students will learn that people — past and present — live differently in different geographical regions.

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 develop their speaking and listening skills by participating in collaborative conversations with peers. Students will participate in an informative culminating task in which they pretend to take a trip to a location they learned about. They will design and illustrate a postcard to share with the class highlighting where they went, how they traveled there, and how far away they went. Their postcards will be displayed on a world map in the classroom.

This introductory unit on geography will aid learners to draw geographical connections to other texts that they have read or will read throughout the CKLA Kindergarten program—*Star Light, Star Bright: Nursery Rhymes and Fables*; *Underdogs and Heroes: Stories*; and *Native Americans*, along with building background knowledge for subsequent units and/or grades, including Grade 1 *Common Threads: Different Lands, Similar Stories* and *Charting the World: Geography*.

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## 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 *All Around the World: Geography*. This background knowledge will greatly enhance students' understanding of the Read-Alouds they are about to enjoy:

- Kindergarten, *Moo, Cluck, Oink: Farms*
- Kindergarten, *Star Light, Star Bright: Nursery Rhymes and Fables*
- Kindergarten, *See How They Grow: Plants*
- Kindergarten, *Native Americans*

## Core Content Objectives

Students will:

- describe how people live based on their geographical location,
- identify regions on a map of the US and describe their geographical features,
- identify the country, region, state, and city or town where they live on a map of the United States,
- locate and describe states, cities, and towns on a map of the United States,
- locate the seven continents and five oceans on a world map,
- identify and describe geographical details of the seven continents and five oceans,
- identify relative distance of several geographical locations from where they live,
- describe a globe and explain its purpose, and
- compare and contrast globes and maps.

## CORE VOCABULARY

The following list contains all the core vocabulary words in *All Around 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> mountains <b>location</b> geography organize continents Earth cartographers	<b>Lesson 2</b> <b>region</b> dunes natural border estuary state	<b>Lesson 3</b> city united <b>divided</b> towns port
<b>Lesson 4</b> <b>mission</b> cliffs canyons oceans tundra provinces	<b>Lesson 5</b> equator flamingo hemispheres <b>landforms</b>	<b>Lesson 6</b> <b>bustling</b> monsoon salt water glaciers peak archipelago volcanoes
<b>Lesson 7</b> wetland mangroves pyramids <b>flow</b> savannas	<b>Lesson 8</b> moors channel continental <b>ancient</b> peninsula strait	<b>Lesson 9</b> researchers investigations Outback <b>migrate</b> oceanographer
<b>Lesson 10</b> globe model sphere <b>represents</b>		

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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 identify important characteristics of different world locations. They will also describe whether locations are far from or near to where they live. They will choose a location to illustrate a postcard and write an informative description explaining where they went, if their destination was near or far, and how they traveled there. Students will present their postcards to the class.

In addition, a sentence writing routine can be found at the end of each lesson 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:

- locations that are far or near (Lessons 2, 3)
- describing continents using details (Lessons 4, 5, 6, 7, 8, 9, 10)
- postcard activity (Lesson 10)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

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## 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 *All Around 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: Check-Point Assessments booklet, which you may print or copy for each student.





## ALL AROUND THE WORLD: GEOGRAPHY

# Learning About What's on Earth

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

Using an image, students will describe Earth and the ways people live on it.

[SL.K.1]

**Reading**

Students will identify geographic details of various locations and discuss how people live based on their geographical location.

[RI.K.1, RI.K.2]

**Language**

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

[L.K.4]

**Writing**

Students will draw and describe geographic details that can be found where they live.

[W.K.2, RI.K.3]

**FORMATIVE ASSESSMENT****Exit Pass**

**Oral** Students will orally share a geographic detail that describes where they live.

[RI.K.3]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min.	❑ Visual Support 1.1
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“Learning About What's on Earth”			
Comprehension Questions			
Word Work: <i>Location</i>			
This is a good opportunity to take a break.			
Application			
Writing: My Place on the Earth	Whole Group/ Partner/ Independent	20 min.	❑ board or chart paper ❑ Activity Page 1.1
Take-Home Material			
Take-Home Letter			❑ Take-Home Page 1.1 ❑ Caregiver Letter

## ADVANCE PREPARATION

### Introducing the Read-Aloud

#### > Visual Support 1.1

- Prepare to project Visual Support 1.1, which can be found in the Visual Supports for Teaching for this domain.

### Read-Aloud

- Prepare a world map to use in each lesson in the domain. You may wish to prepare labels to add to the map for locations specified in each lesson. In the first lesson, you will add the labels for the seven continents (Africa, Antarctica, Asia, Australia, Europe, North America, and South America).

### Application

- During the Application segment of this lesson, you will take the class outside. Once outside you will point out the natural geography around the school, such as hills, rivers, lakes, etc. You will also compare and contrast different types of geography of the area around the school building, including if they are natural features or human made.
- If the weather is not conducive to going outside to observe the geography around the school building, you may choose to show students images of your location as a substitute. You may wish to observe the geography of your location at a later date with more favorable weather.

### Universal Access

- During the Introducing the Read-Aloud section, display the Image Cards from the *Native Americans* Domain to remind students of previously learned information.
- You may wish to play audio recordings of bomba and salsa music and/or show a video of salsa dancing.
- Gather real examples of different types of maps, such as tourist maps, weather maps, road maps, nautical maps, and climate maps and display them in the classroom throughout the domain.
- To ensure all students have the opportunity to contribute during 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.

**mountains, n.** areas of Earth's surface with a natural rise that are usually steeper and taller than hills.

Example: Every summer, my family goes to the mountains to hike.

Variation(s): mountain

**location, n.** a specific place or position

Example: No one could find my location in our game of hide and seek.

Variation(s): locations, locate

**geography, n.** the study of places on Earth and what they are like

Example: The teacher taught the class about the geography of Australia.

Variation(s): geographer, geographers

**organize, v.** to put in a certain order

Example: Since it was a rainy day, I decided to organize my sock drawer.

Variation(s): organized

**continents, n.** very large areas of land usually separated from others by water or natural features such as mountains

Example: Antarctica and Asia are the largest continents.

Variation(s): continent

**Earth, n.** the planet we live on

Example: Max is making a model of Earth for his project.

Variation(s): none

**cartographers, n.** people who make maps and charts of areas of land

Example: With the help of the cartographer, the park ranger was able to map out trails for the new park.

Variation(s): cartographer, cartography

### Vocabulary Chart for “Learning About What's on Earth”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	mountains geography continents Earth cartographers	location organize	
Spanish Cognates	geografía continentes cartógrafos	organizar	
Multiple- Meaning			
Sayings and Phrases	in other words		

## Lesson 1: Learning About What's on Earth

# Introducing the Read-Aloud



**Speaking and Listening:** Using an image, students will describe Earth and the ways people live on it.

[SL.K.1]

## DOMAIN INTRODUCTION (5 MIN.)

### Project satellite imagery of Earth or Visual Support 1.1

#### > Visual Support 1.1

- Project Visual Support 1.1. Ask students to describe what they see in the image.
- Ask students the following questions about the image:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Have students share their answers with a partner.
- Explain that this is what Earth looks like from space. Point to and explain that the blue areas are water, the white areas are clouds and ice, and the green, brown, and yellow areas are land.
- Tell students that we all live on planet Earth, pointing out your approximate location.
- Tell students that over the next several days they will meet other students that live in many different parts of the world. They will learn what is on Earth and how people live on Earth.
- Explain that as they meet other students from around the world, they will use maps to help them identify where each student lives. Explain that besides showing location, maps can help them find their way and show all kinds of things that can be found on Earth like snowy mountains and wide oceans, continents, countries, and even their own neighborhood.

## CORE CONNECTIONS (5 MIN.)

- Ask several students to describe some places where people live. (*Answers may vary but may include a house, apartment, mobile home, etc.*)
- Ask if students remember the topic of the last domain they completed. (*Native Americans*)
- Explain that in the *Native Americans* domain they learned how different Native American tribes lived differently in different places.
- Ask students why Native Americans had many different types of homes. (*Answers may vary but could include that there are many different Native American tribes and they lived in very different areas or geographic locations.*)
- Ask students, “Are there any Native Americans living in the United States today? How do they live differently than in the past?” (*Yes; answers may vary but should include differences in homes and their daily lives such as going to the grocery store for food instead of hunting or fishing.*)
- Tell students that today’s Read-Aloud will introduce the topic of the new domain: *All Around the World: Geography*. They will learn about what is on Earth and how people have lived on Earth a long time ago and how they live now.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Most Native Americans living in the United States today live differently than in the past. (*thumbs-up*)

## D Differentiation

### Support

Display image cards from Domain 6 that show Native American homes.

### Challenge

Have students name and point to various Native American tribes’ locations on a U.S. map.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Reframe open-ended questions as choices [e.g., Do most Native Americans buy their food at a grocery store or hunt and fish for food?].
<b>Transitioning/Expanding</b>	Encourage students to use phrases to build on what others have said about differences between Native American tribes of the past and present.
<b>Bridging</b>	Have students describe differences between Native American tribes of the past and present using longer, more detailed phrases.



## Lesson 1: Learning About What's on Earth

# Read-Aloud



**Reading:** Students will identify geographic details of various locations and discuss how people live based on their geographical location. **[RI.K.1, RI.K.2]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *location*. **[L.K.4]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about places all over the world and find out how people live in different parts of the world.

### “LEARNING ABOUT WHAT’S ON EARTH” (20 MIN.)



#### Show Image 1A-1: Mariana in San Juan

Hello everybody! My name is Mariana. I'm eight-and-a-half years old, and I can hold my breath for ten seconds. I learned how to hold my breath that long because I love swimming. I get to swim all the time, because I live on an island. Islands are pieces

of land that are surrounded by water on all sides. *Ask students if they have ever been on an island.*



#### Show Image 1A-2: Mariana with a map of Puerto Rico

Out of all the islands in the world, I think mine is the best one. My island's name is Puerto Rico, and it's beautiful! *Point out Puerto Rico on a world map.* There are beaches and mountains and thick forests. But we also have a lot of cities in Puerto Rico.

*Explain that a city is a place with many streets and many buildings, where many people live. Ask students to name cities they have heard of or been to.* My favorite **location** in Puerto Rico is a city called San Juan. San Juan is my favorite city because that's where my abuela lives!



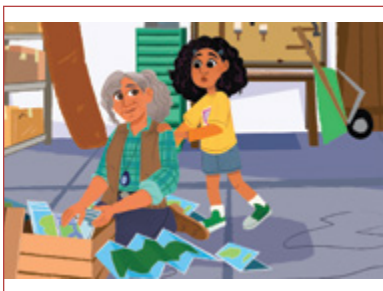
**Show Image 1A-3:**  
**Mariana and Abuela walking in Old San Juan**

San Juan has colorful buildings and lots of music, like bomba and salsa. A lot of people here like to dance to the music.

Whenever I'm in San Juan, I visit my abuela.

She always has exciting stories to tell. Sometimes Abuela and I speak in Spanish, and sometimes in English. But even when we speak in English, I always call her "abuela." (*Abuela* means grandma in Spanish.) *Ask if students use special names for their loved ones.*

One day, I told Abuela that San Juan is my favorite city. She smiled, because San Juan is her favorite city too. She told me the **geography** of San Juan has changed a lot since she was eight-and-a-half, like me.



**Show Image 1A-4:**  
**Mariana and Abuela in the garage**

I had never heard the word *geography* before. Abuela told me it means the study of places around the world. Places like San Juan, in other words. I'd love to learn more about my city. But how are you supposed to study places? Abuela said she'd show me

one way. *What does it mean when you study something? (look at something very closely)*

Abuela took me to her garage and showed me a pile of boxes. What was inside? When she opened one of the boxes, I saw that it was full of maps. *Explain that maps are pictures or drawings that show information about a place.*



**Show Image 1A-5:**  
**San Juan then and now**

Abuela showed me a map of San Juan. I've seen maps of San Juan, but this one looked all wrong! The city was much smaller. And the place where Abuela's house is wasn't even in the city at all.

**D** Differentiation

**Challenge**

Ask students what physical features the drawings on the images represent, e.g.: water, mountains, forests, etc.

**Support**

You may wish to play audio/video recordings of bomba and salsa music and dancing.

**D** Differentiation

**Support**

Ask students if they have ever used a paper map or have seen a map on TV or on a GPS system.

## D Differentiation

### Challenge

Ask students if they can think of ways places in their neighborhood have changed.

## D Differentiation

### Support

The word *tool* can also mean something you use to make or fix things like a hammer.

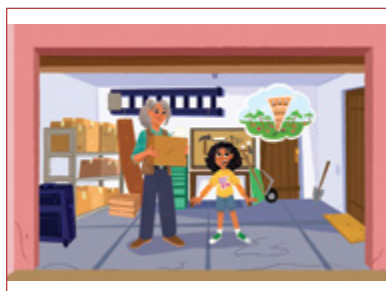
## D Differentiation

### Challenge

Explain that the type of map Abuela shows Mariana is a physical map. It shows natural geography such as mountains, rivers, and deserts.

Abuela explained that this map was from years ago, when San Juan was much, much smaller. She told me that as time went on, the city grew and changed. In fact, every place changes over time.

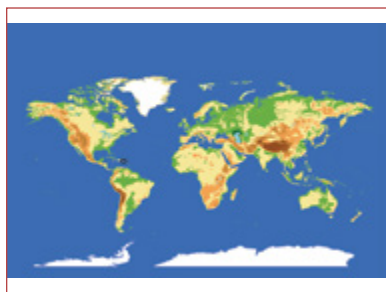
I didn't know what to say to that. I was surprised that my favorite city had changed. I imagined new streets suddenly sprouting from the ground. But Abuela explained that cities are built by people. So as people change and **organize** themselves differently, their cities change too.



### Show Image 1A-6: Mariana imagining how San Juan has changed

Abuela told me that maps are a great tool for studying how places have changed over time. They're also a great tool for learning more about places far away from you. *A tool is something that is used to help learn more*

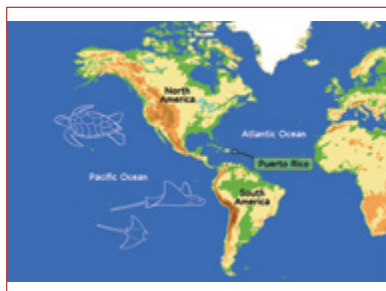
*about or accomplish something.* As she said that, she pulled out something else from another one of her boxes. And you'll never believe what it was.



### Show Image 1A-7: Map of the seven continents

It was a map of the whole world! And my island was just one small part of it.

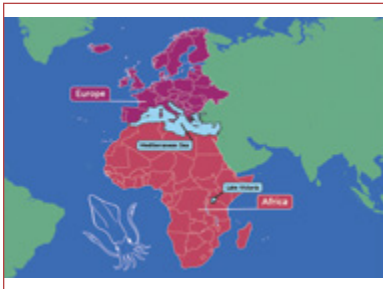
Abuela told me that almost all the land in the world is made of seven big **continents**. Continents are huge pieces of land. Most of them are filled with people.



### Show Image 1A-8: Map of North and South America

Puerto Rico is an island, but it's also part of a continent named North America. *Point out North America on the world map.* Even though the island isn't attached to the biggest part of the continent, it still counts as part of it, see? North America has tall, rocky

mountains that stretch across it, and great big lakes, and deserts, and snow. A continent named South America is attached to North America by a little bit of land. *Point to South America on a world map.* It has even more mountains, and deserts, and a big jungle with a river that flows right through it.

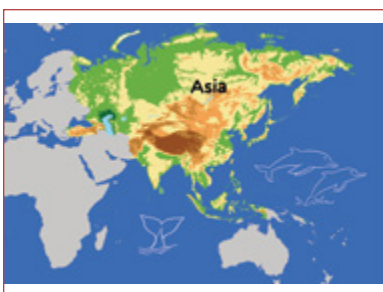


**Show Image 1A-9:  
Map of Africa and Europe**

Then Abuela showed me a continent named Africa on the map. *Point to Africa on the world map.* The whole northern part of it is covered in a huge desert. And there's a gigantic lake, and rivers, and grasslands, and forests. It's just huge. Abuela told me there

are over fifty different countries there, and the people living in them speak over a thousand different languages.

To the north of Africa, across a big sea called the Mediterranean, is a continent named Europe. *Point to Europe and the Mediterranean Sea on the world map and explain that a sea is like an ocean but smaller.* There are rivers, and mountains, and crinkly islands all around it, some of them covered in snow. There's even a long sticking-out part that looks like a boot! Abuela explained that people in Europe and Africa have sailed boats on the Mediterranean for years and years. It's a good way to get around.



**Show Image 1A-10:  
Map of Asia**

But the biggest continent of all, Asia, is next to both Europe and Africa. *Point to Asia on a world map.* There are gigantic deserts and seas to the west, and tall, snowy forests to the north. There are islands to the east, and rivers and jungles to the south, and

mountains everywhere. Abuela told me some of the biggest countries in the world are there, like China, India, and Russia. There are lots of smaller countries too.

## D Differentiation

### Challenge

Ask students why they think Antarctica's location on Earth is so cold. (*It is farther away from the sun's direct rays.*)



### Show Image 1A-11: Map of Australia

Since we had talked about the biggest continent, Abuela also showed me the smallest continent. It's called Australia.

*Point to Australia on the world map.* Australia isn't connected to any other continents. It's surrounded by water on all sides, and it looks

like a big island with a gigantic desert at the center. *Ask students the name of the island where Mariana lives.*

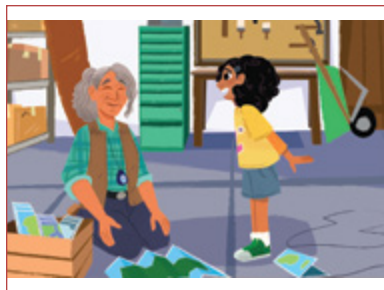


### Show Image 1A-12: Map of Antarctica

Finally, Abuela showed me a map of a continent named Antarctica, all by itself.

*Point to Antarctica on a world map.* It's so far south that it's a little hard to see it on most maps. In fact, it's as far south as you can possibly go on **Earth**. When you go that

far south, everything is covered in ice, and it's always freezing cold. Some scientists are brave enough to explore Antarctica for a year or so at a time, but no one lives there longer than that. I don't blame them. I like swimming, not ice skating!



### Show Image 1A-13: Mariana talking to Abuela

After Abuela and I were done looking at her map, I still had so many questions. There are seven continents on Earth: North America, South America, Africa, Europe, Asia, Australia, and Antarctica. Some of them are near and some are farther away.

And I wondered: what is it like to be in these places? Does every place have a unique geography? And does every place's geography change over time, just like San Juan changed? And who made all these maps, anyway? How do they know where to put everything?

Abuela told me that people who make maps are called **cartographers**. She also said anyone could become a cartographer—as long as they knew

enough geography, that is. As soon as I heard that, I told her I thought that's just what I wanted to do. I'm going to learn the geography of every last one of the seven continents. And then I'm going to make a map of them.

Abuela gave me a big smile. She told me that if I was serious about wanting to learn something about every continent, then she knew someone I might just want to meet. She's going to introduce me soon. Isn't that incredible? Who do you think it is? I can't wait to find out.

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** How does Mariana describe the geography of Puerto Rico? (*an island with beaches, mountains, thick forests, and cities*)
2. **Inferential.** How does Mariana feel when she learns that the place where she lives has not always been the same but has changed? (*Answers may vary but may include surprised and curious.*)
3. **Literal.** What does Abuela say geography is? (*the study of places around the world*)
  - Model for students how to turn answers into complete sentences.  
Say, "Let's turn our answer into a complete sentence that starts with 'Geography is . . .' Since our answer was ' . . .the study of places around the world,' we would add 'Geography is . . .' to the beginning to say 'Geography is the study of places around the world.'"
4. **Literal.** What is a continent? (*very large areas of land usually separated from others by water or natural features such as mountains*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Show students Image 1A-5 and tell them that there are two maps showing the city of San Juan on the island of Puerto Rico. Have students compare and contrast the two maps with a partner to answer the following questions. Provide sentence starters such as, "The two maps are the same because . . ." and "The two maps are different because . . ." Remind students to use complete sentences when sharing with their partner.
  - What is the same about the two maps? (*Answers may vary, but could include: Both maps are the same because they show buildings.*)
  - What is different about the two maps? (*Answers may vary but could include: Both maps are different because one map is old and the other is newer.*)
  - 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 two maps are the same and different. *‘Both maps are the same because they show buildings, but they are different because one map is old and the other is newer.’*”

6. **Evaluative.** Do you think the place where you live has changed? What are some ways it may have changed? (*Answers may vary but could include it is bigger, there are more buildings, streets, etc.*)



### Check for Understanding

**Recall:** What are some things maps show? (*continents, countries, cities, places of interest, lakes, rivers, weather, etc.*) Why would someone want to use a map? (*Answers may vary but could include to learn about the geography of a place.*)



#### MULTILINGUAL/ENGLISH LEARNER

##### Reading

##### Reading/Viewing Closely

<b>Entering/Emerging</b>	Ask text dependent either/or questions. [e.g., Do you think the place where you live has gotten smaller or bigger?]
<b>Transitioning/Expanding</b>	Have students answer using sentence frames (e.g., “_____ were not here before.”).
<b>Bridging</b>	Encourage students to answer the questions in complete sentences.

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

- In the Read-Aloud, you heard, “My favorite location in Puerto Rico is a city called San Juan.”
- Say the word *location* with me.
- Location means a specific place or position.
- We found the location of the tiger exhibit after walking all the way around the zoo.

- In the Read-Aloud we learn Mariana’s location is San Juan, Puerto Rico. What is your location right now? (*Answers may vary but could include in the school, in the classroom, the name of a city or town, etc.*)
- What is the word we have been talking about?

**Use a Sharing activity for follow-up.** I will list several locations. If the location is something you would find in your school, say, “That location is in the school.” If the location is not something you find in the school, say, “That location is not in the school.” Remember to answer in complete sentences.

- the library (*That location is in the school.*)
- my bedroom (*That location is not in the school.*)
- the gymnasium (*That location is in the school.*)
- my favorite restaurant (*That location is not in the school.*)
- the zoo (*That location is not in the school.*)
- the cafeteria (*That location is in the school.*)

## Lesson 1: Learning About What’s on Earth

# Application



**Writing:** Students will draw and describe geographic details that can be found where they live. [W.K.2, RI.K.3]

### WRITING: MY PLACE ON THE EARTH (20 MIN.)

- Explain that together you will explore the location surrounding your school.



### Check for Understanding

**Vocabulary:** What is a location? (*a specific place or position*)

- Tell students that they will go outside to look at the geography around the school building.



- Once outside, point out the natural geography around the school, such as hills, rivers, lakes, etc.
- Compare and contrast all the different types of geography you see, including if they are natural features or human made.
- Back in the classroom, ask students to share the geography they observed when they were outside. You may wish to record their observations in a class list on the board or on chart paper. As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

### Activity Page 1.1



## D Differentiation

### Support

Review vocabulary terms from the lesson and prompt students to recall the geography that describes their location.

### Challenge

Ask students to label their drawing with words and phrases.

- Have students turn to Activity Page 1.1.
- Ask students to illustrate a geographic detail that describes the place where they live in the box on the activity page.
- Circulate as students work, prompting them with questions and helping them add details to their drawings.
- **Sentence Writing Activity** Show Image 1A-3 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 chart paper.
  - Ask students *who* or *what* is in the image. (*Mariana, Abuela, musicians, other people, etc.*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*walking, music playing, dancing, happy, 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 or chart paper: *Mariana and Abuela are walking down a street.* Read the sentence to students and ask them to identify *who* is in the sentence (*Mariana and Abuela*). Now ask them *what is happening* in the sentence (*walking down the street*). 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.



#### MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Selecting Language Resources

<b>Entering/Emerging</b>	Have students verbally share key words to describe what they observed.
<b>Transitioning/Expanding</b>	Have students verbally craft a complete sentence to describe what they observed.
<b>Bridging</b>	Have students verbally craft a detailed sentence to describe what they observed.



#### Exit Pass

Have students orally describe a geographic detail from their drawing with the class.

#### End Lesson

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Lesson 1: Learning About What's on Earth

# Take-Home Material

## TAKE-HOME LETTER

Take-Home Page 1.1

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

## ALL AROUND THE WORLD: GEOGRAPHY

# The United States Then and Now, Part 1

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

Using images, students will describe various geographical features of the United States.

[SL.K.1]

**Reading**

Students will identify regions on a map of the United States and describe their geographical features.

[RI.K.1, RI.K.2]

**Language**

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

[L.K.4]

**Writing**

With teacher assistance, students will identify the region where they live on a map of the United States and write a sentence about another region mentioned in the Read-Aloud using the word *far*.

[W.K.2]

**FORMATIVE ASSESSMENT**

**Activity Page 2.1 Me on the Map** With teacher assistance, students will identify the region where they live on a map of the United States and write a sentence about a region mentioned in the Read-Aloud using the word *far*.  
[W.K.2]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> Visual Support 2.1 <input type="checkbox"/> world map <input type="checkbox"/> location label with “United States” to attach to world map <input type="checkbox"/> Visual Support 2.2
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“The United States Then and Now, Part 1”			
Comprehension Questions			
Word Work: <i>Region</i>			
This is a good opportunity to take a break.			
Application			
Writing: Me on the Map	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> board or chart paper <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> crayons

## ADVANCE PREPARATION

### Introducing the Read-Aloud

#### > Visual Support 2.1

- Prepare to display Visual Support 2.1.
- Prepare to display the world map you prepared in Lesson 1 along with a label for the United States.

#### > Visual Support 2.2

- Prepare to display Visual Support 2.2 to reference during the Read-Aloud and Application segments.

### Application

- Write the following sentence frame on the board or chart paper:  
*The \_\_\_\_\_ region is far from where I live.*

### Universal Access

- Gather different books about geographical regions important to Native American tribes. The school or local library may be a good resource.
- You may wish to show students a video of the song “America the Beautiful” to help them visualize different geographical features of the United States.
- Display photos of *piragua* (Puerto Rican shaved ice).
- To ensure all students have the opportunity to contribute during 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.

**region, n.** a large geographic area that has common features

Example: I have never visited the Great Plains region of the United States.

Variation(s): regions

**dunes, n.** a natural hill of sand, usually by the beach or in a desert

Example: We had to hike over many dunes to reach the beach.

Variation(s): dune

**natural border, n.** something such as a river, mountain, or desert that divides areas of land.

Example: The river forms a natural border between the two countries.

Variation(s): natural borders

**estuary, n.** a place where a river meets the ocean

Example: As we rounded the bend in our kayaks, the river opened up into a large estuary before it emptied into the ocean.

Variation(s): estuaries

**state, n.** an area of land with boundaries that separates it from other areas of land in a country

Example: Rhode Island is the smallest state in the United States.

Variation(s): states

### Vocabulary Chart for "The United States Then and Now, Part 1"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	natural border estuary	region dunes state	
Spanish Cognates	estuario	región dunas estado	
Multiple- Meaning			
Sayings and Phrases			

## Lesson 2: The United States: Then and Now, Part 1

# Introducing the Read-Aloud



**Speaking and Listening:** Using images, students will describe various geographical features of the United States. [SL.K.1]

## WHERE ARE WE? (5 MIN.)

- Display the world map from the previous lesson. Point to North America on the map and ask students to name the continent. (*North America*)
- Trace the outline of the United States on the map with your finger. Ask students if they recognize the country you are tracing. (*the United States*)
- Tell students that they live in the United States and that the country is located on the continent of North America. Explain that a longer name for the United States is “The United States of America.” Point out your location on the map and tell students that this spot on the map represents where they live in the United States.
- You may wish to add the label for the United States to the world map.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** The United States of America is a country located on the continent of North America. (*thumbs-up*)

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Remind students that in the *Native Americans* domain they learned about several Native American tribes and the areas of the United States where they live.

### > Visual Support 2.1


- Show students Visual Support 2.1 and remind them that the images show some areas of the United States that they learned about: Eastern Woodlands, Great Plains, Western, Pacific Northwest, and Southwest.



## D Differentiation

### Challenge

Have students indicate where the regions would be located on the map.

- Ask students to describe what they see in each image. You may wish to record their descriptions next to the image of each region.
-  **Think-Pair-Share:** Ask students to recall some of the Native American tribes they learned about in the previous domain and the areas or regions in which they lived. Have them share their partner's response with the class. *(The Lakota Sioux lived in the Great Plains; the Wampanoag lived in current-day Massachusetts and Rhode Island; the Lenape and Iroquois lived in the Eastern Woodlands of the northeast, also known as current-day New York, Pennsylvania, and Delaware; and the Pueblo, Hopi, Navajo, and Zuni Pueblo lived in the western part of the United States in what is now Utah, Colorado, Arizona, and New Mexico; point to the approximate location of those regions on the map.)*
- Tell students that in today's Read-Aloud, Mariana will introduce them to a special friend and together they will visit many different regions around the United States.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

Exchanging Information and Ideas

<b>Entering/Emerging</b>	Reframe open-ended questions as choices [e.g., Are the Great Plains mainly flat or do they have hills and mountains?].
<b>Transitioning/Expanding</b>	Provide students with a specific sentence frame (e.g., "The Pacific Northwest has ____").
<b>Bridging</b>	Encourage students to answer questions about the geography of the regions using complete sentences (e.g., "The Southwest has many deserts.").

## Lesson 2: The United States: Then and Now, Part 1

# Read-Aloud



**Reading:** Students will identify regions on a map of the United States and describe their geographical features.

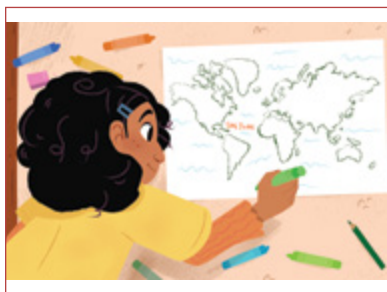
[RI.K.1, RI.K.2]

**Language:** Students will demonstrate an understanding of the Tier 2 word *region*.  
[L.K.4]

## PURPOSE FOR LISTENING

- Ask students to listen carefully to find out about the geography of regions of the United States.

## “THE UNITED STATES THEN AND NOW, PART 1” (20 MIN.)

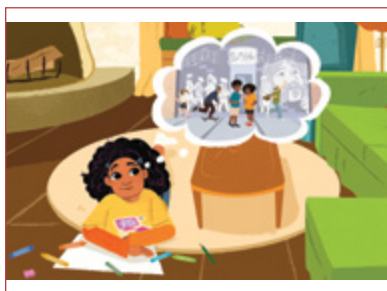


### Show Image 2A-1: Mariana drawing a map

Hi, it's me again, Mariana! Remember me? I'm your geographer friend from San Juan, and I'm learning about all the continents of the world. It's a big job, but someone has to do it.

Last time, I told you my abuela was going to introduce me to someone who could help me. Well, when Abuela was much younger, she made a friend who loves to travel. And, it turns out this friend has a grandson my age!

Her friend's grandson is named Tasunka. Tasunka and his grandfather live in a country called the United States and take lots of road trips together. The United States is a very big place. And since I don't know much about other parts of the United States outside of Puerto Rico, Abuela told me Tasunka would be happy to tell me all about them. *Point out the continental United States and Puerto Rico on a world map and ask students how they would travel from mainland United States to Puerto Rico (by plane or boat).*



### Show Image 2A-2: New York City street scene

The United States! Can you believe it? I've always wanted to know more about the rest of it. Some of my cousins live in a big city called New York. They've told me all kinds of stories about what it's like in that city. *Point to New York City on the U.S. map and trace your finger from San Juan to New York City as students do the same in the air emphasizing that they are far away from each other.*

## D Differentiation

### Challenge

Have students volunteer to point to the places on the map.

But my cousins don't like to travel out of the city much. And I know there has to be a lot more to the United States than just one island and one city. So I was really excited to talk to Tasunka and learn more.



**Show Image 2A-3:**  
**Mariana talking to Tasunka**

And guess what? It finally happened yesterday! Abuela used her computer to set up a video call between Tasunka and I. Right away it was surprising. I was calling from Abuela's house in San Juan, so I thought Tasunka would be calling from his house too.

But instead, he was in a van, and his grandfather was driving!

Every summer, Tasunka and his grandfather like to take a long road trip together from their house in a place called Rapid City. They go to a different **region**, or part, of the United States every year. The United States is a huge country, and sometimes it takes them days to drive across it. *Ask students if they have ever gone on a road trip and where they traveled.*

**D** Differentiation

**Challenge**

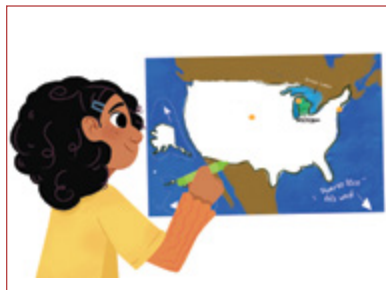
Ask students why they think the Great Lakes are called great. (*because of their size*)

**Support**

Have students count as you point to each of the five Great Lakes.

**Support**

Show students Image Cards of the Eastern Woodlands from the *Native Americans* domain.



**Show Image 2A-4:**  
**Mariana drawing a U.S. map**

On one of their first trips, Tasunka and his grandfather traveled to the Great Lakes. *Point out the Great Lakes region on a U.S. map and trace your finger from New York City to the Great Lakes as students do the same in the air emphasizing that they are far away*

*from each other.* It's a region of the United States that's on the shore of five really, really big lakes. Tasunka's grandfather told him that a long time ago, there were many more trees there. Because of that, the Great Lakes were once considered part of a region called the Eastern Woodlands. *Point to the Eastern Woodlands region on the U.S. map.*



### Show Image 2A-5: Sleeping Bear Dunes

Part of their trip involved camping at Sleeping Bear Dunes, in a place called Michigan. Dunes are big hills made of sand, right on the shore of the big, blue lake. Tasunka said that it was fun to climb the dunes, but he got too much sand in his pants

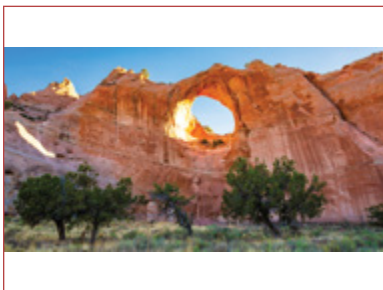
sliding down and wouldn't recommend it. *Ask students if they can think of something Tasunka could have used to make sliding down the hill more fun.*



### Show Image 2A-6: Mariana's map showing the Southwest region

On another trip, they drove to a region called the Southwest. *Point to the Southwest region on the U.S. map and trace your finger from the Great Lakes region to the Southwest region as students do the same in the air*

*emphasizing that they are far away from each other.* The Southwest has wide deserts and high cliffs. Huge mountains cross the Southwest. They're called the Rocky Mountains. *Point to the Rocky Mountains on the U.S. map.* Tasunka said sometimes, when the sun sets behind them in the West, it makes the rocks look purple.



### Show Image 2A-7: Window Rock

Tasunka told me about one of his favorite places in the Rocky Mountains. It's called Window Rock. People call it that because it has a huge hole in it that you can see through, like a window. For hundreds of years, it's been very important to the Native

American nation called the Navajo, who live right by it.

Today, Tasunka said, there are roads that go through the mountains. These roads make road trips a lot easier. But in the past, the mountains were a **natural border**. When there's a natural border, like a mountain or a river, it's hard to cross from one side to the other. So sometimes one group of people

## D Differentiation

### Challenge

Ask students to name any of the individual Great Lakes (*Erie, Huron, Michigan, Ontario, and Superior*).

### Challenge

Ask students why the Rocky Mountains might have that name.

### Challenge

Ask students to name or locate other mountain ranges on a map of the United States.

## D Differentiation

### Support

Remind students that *nation*, as it is used here, refers to a group of people who share traditions, culture and, usually, language.

### Support

Tell students that the Navajo were among the first people to come to live in the Southwest region long ago.

## D Differentiation

### Support

Ask students if anyone has ever visited or seen an ocean and if so, have them describe what they saw and did.

ends up living on one side and another group of people on the other. *Can you think of any natural borders that make it hard to get from one part of your neighborhood to another?*



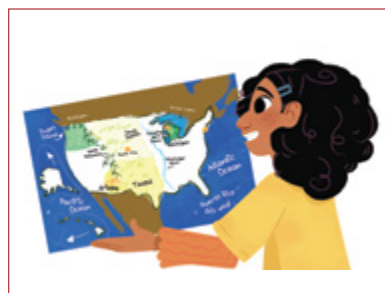
### Show Image 2A-8: Mariana's map showing the Pacific Northwest region

On another trip, Tasunka and his grandfather drove way, way, past the Rocky Mountains, out to a region called the Pacific Northwest. *Point to the Pacific Northwest region on the U.S. map and trace your finger from the Southwest region to the Northwest region as students do the same in the air emphasizing that they are far away from each other.* It's easy to remember where that is because it's close to the Pacific Ocean, which is to the west of the United States. *Point out the Pacific Ocean on the U.S. map.* The Atlantic Ocean is to the east of the United States. I guess if you think about it, oceans are kind of natural borders too. Unless you have a really good boat.



### Show Image 2A-9: Puget Sound

If I'm ever in the Pacific Northwest, Tasunka told me I should visit a place called Puget Sound. Puget Sound is an **estuary**, which is a place where a river meets the ocean. The water and the land mix together there, and it's full of animals like clams and birds with long, long legs. There are even seals!

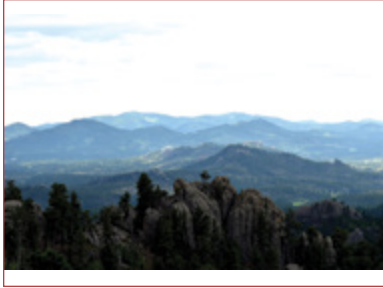


### Show Image 2A-10: Mariana's map showing the Great Lakes region

Tasunka and his grandfather have gone to so many places. But he told me his favorite place of all is the one closest to his home in Rapid City. It's part of a region called the Great Plains. *Point to the Great Plains region on the U.S. map and trace your finger from the Northwest region to the Great*



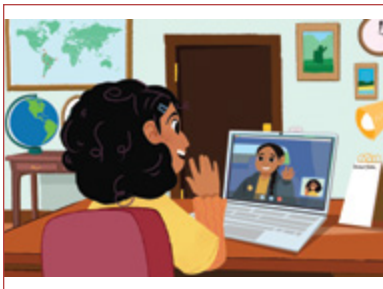
Plains region as students do the same in the air emphasizing that they are far away from each other. The Great Plains are big and flat, with tall grass that blows in the breeze like waves. Tasunka said when you're on the plains, the sky looks huge and blue. There's a river passing close to the Great Plains called the Mississippi River. Ask students if the Mississippi River is a natural border. (yes)



**Show Image 2A-11:  
The Black Hills**

Do you want to know Tasunka's very favorite place in the Great Plains? It's called the Black Hills. They're called that because they're so thick with tall pine trees, they look black. Point to the Black Hills on a U.S. map.

Tasunka and his grandfather are both part of a Native American tribal nation called the Oglala Lakota. The Black Hills are very important to the Lakota, and Tasunka and his grandfather try to visit there as often as they can. One time, camping at night, Tasunka said the sky was so clear that he thinks he must have seen every star.



**Show Image 2A-12:  
Mariana talking to Tasunka**

After Tasunka told me about all these places, I told him about the old map Abuela showed me. I told him how different my city, San Juan, had looked long ago. I asked him whether the places he'd told me about had been different, too.

He told me that in some ways, the places were different. (In fact, long ago, there was no United States on this land at all, which is a very big change.) Once, the Lakota Nation was responsible for the Black Hills. Being responsible means being in charge of taking care of something. Now the Black Hills are outside of Lakota land.

Tasunka said that all over the world, people organize land into countries, or nations. Countries are responsible for what happens on the land. The ways that people divide land into countries can change. But no matter what, when a country is divided up, it becomes a different place.

**D Differentiation**

**Support**

Display Image Card 1 (Great Plains) from Domain 6.

**D Differentiation**

**Support**

Remind students that they learned about the Lakota Sioux in the *Native Americans* domain. The Oglala Lakota and the Lakota Sioux are both part of the Lakota nation which first came to live in the Great Plains region long ago.

## D Differentiation

### Support

Have students tell about something they are responsible for. ["I am responsible for setting the table, feeding a pet, etc.."]

### Support

Remind students that they learned about the Lakota Sioux in the *Native Americans* domain. The Oglala Lakota and the Lakota Sioux are both part of the Lakota nation which first came to live in the Great Plains region long ago.

### Challenge

Ask students the name of the state where they live.

But Tasunka said that in many ways, all the places he'd told me about were still the same. No matter what country was responsible for the land, the Black Hills were still there. And the Rocky Mountains were still there, and Puget Sound, and Sleeping Bear Dunes, and the Mississippi River. I told him I was glad these big, beautiful places were still there because I couldn't wait to visit them.



### Show Image 2A-13:

#### Mariana working on her map

I had so many more questions for Tasunka, but he said he had to go. He and his grandfather had driven all the way to a place called California that day, and they were ready to get dinner. Tasunka told me I could call him later if I had more questions about the United States.

And you know, I might just do that. Because I have one big question left. It's about the United States: what exactly are **states**?

I can't wait until I can talk to Tasunka again to find out. Until then, I have a whole lot of places to add to my map.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** The geography of the United States is very different in different regions of the country. (*thumbs-up*)

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Why is Mariana excited to meet Tasunka? (*He is going to tell her about the geography of the United States.*)
2. **Literal.** What do Tasunka and his grandfather like to do every summer? (*take a road trip to different regions of the United States*)
3. **Inferential.** How do you think the Great Lakes region got its name? (*from the large lakes in the region*)

4. **Literal.** How many lakes make up the Great Lakes? (*five*)
5. **Inferential.** What kind of border are the Rocky Mountains? (*natural border*)  
What are other types of natural borders? (*Answers may vary but could include oceans, lakes, rivers, etc.*)
6. **Literal.** What kinds of animals could you find in Puget Sound? (*clams, birds, and seals*)
7. **Evaluative.** 🧑🧑 *Think-Pair-Share:* Think back to the places and things in the United States that we learned about in this Read-Aloud. Choose two that sound the most interesting and then explain to your partner what you would visit and why, using complete sentences. Prompt students to frame their responses in complete sentences explaining what and why. Provide the sentence starters: "I think the two most interesting places in the United States are \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_." and "I think the two most interesting things in the United States are \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_." (*Answers will vary but an example answer would be: I think the two most interesting places in the United States are the Rocky Mountains and Sleeping Bear Dunes because they are two places that you could climb to the top of.*)



### Check for Understanding

**Recall:** In which region of the United States are the following located?

- Sleeping Bear Dunes (*the Great Lakes*)
- The Black Hills (*the Great Plains*)
- Puget Sound (*the Pacific Northwest*)



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Reading/Viewing Closely

<b>Entering/Emerging</b>	Have students refer to the map as they indicate the region.
<b>Transitioning/Expanding</b>	Have students point to the locations on the map and name the regions.
<b>Bridging</b>	Have students point to the locations on the map as they say the regions using complete sentences.



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

- In the Read-Aloud, you heard, “They go to a different region, or part, of the United States every year.”
- Say the word *region* with me.
- A *region* is a large geographic area that has common features.
- The Great Lakes region has five very large lakes.
- Regions have characteristics that make them different from each other. Describe the region where you live. Use the word *region* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “The region I live in has . . .”]
- What is the word we have been talking about?

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

- the Eastern Woodlands (*stand up*)
- a school building (*sit down*)
- the Pacific Northwest (*stand up*)
- the Southwest (*stand up*)
- my best friend’s house (*sit down*)
- the Great Plains (*stand up*)

## Lesson 2: The United States: Then and Now, Part 1

# Application



**Writing:** With teacher assistance, students will identify the region where they live on a map of the United States and write a sentence about another region mentioned in the Read-Aloud using the word *far*. **[W.K.2]**

### WRITING: ME ON THE MAP (20 MIN.)



#### Check for Understanding

**Point to It:** As I name each region, point to it on the map. [Name the regions in any order: Great Lakes, Eastern Woodlands, Southwest, Pacific Northwest, and Great Plains]

- Have students turn to Activity Page 2.1. Explain that on it is a map of the United States with some of the natural features from the Read-Aloud noted.
- 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 region from the Read-Aloud (Great Lakes, Eastern Woodlands, Southwest, Pacific Northwest, and Great Plains). Have students locate them on their maps as you are naming them.
- Have students color each region in a different color.
- Remind students that the dot on the map is where they live. Ask students to name and point to the region where they live.
- **👥 Think-Pair-Share:** Ask students to name regions that are far from where they live with a partner. Have two or three students share their answers as you point them out on the map. You may wish to write student answers on the board or on chart paper.
- Direct students' attention to the sentence under the map on Activity Page 2.1 as you read it aloud to them.

### Activity Page 2.1




### D Differentiation

#### Challenge

Have students write a sentence stating a region that is near their location.

- Have students complete the sentence frame with a region that is far from where they live.
- Ask students to 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 dictate a region that is far away from where they live for you to record.
<b>Transitioning/Expanding</b>	Have students work with a peer to complete the sentence with a region that is far away from where they live.
<b>Bridging</b>	Encourage students to independently complete the sentence with a region that is far away from where they live.

- **Sentence Writing Activity** Show Image 2A-12 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. (*Mariana and Tasunka*)
  - Ask students what is happening or how someone or something is in the image. (*talking, communicating on the computer, excited, 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: Mariana and Tasunka are excited.*)

End Lesson

## ALL AROUND THE WORLD: GEOGRAPHY

# The United States Then and Now, Part 2

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

Students will compare and contrast physical and political maps of the United States.

[SL.K.1]

**Reading**

Students will locate and describe states, cities, and towns on a map of the United States.

[RI.K.1, RI.K.3]

**Language**

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

[L.K.4]

**Writing**

With teacher assistance, students will identify the state and city or town where they live and write a sentence using the word *near* about a state and city mentioned in the Read-Aloud.

[W.K.2]

**FORMATIVE ASSESSMENT**

**Activity Page 3.1 Me on the Map** With teacher assistance, students will identify their state and city or town and write a sentence using the word *near*.

[W.K.2, W.K.7]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Where Are We?	Whole Group	10 min.	<input type="checkbox"/> Visual Support 2.1 <input type="checkbox"/> world map <input type="checkbox"/> Visual Support 2.2 <input type="checkbox"/> Visual Support 3.1
Essential Background Information			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	
“The United States Then and Now, Part 2”			
Comprehension Questions			
Word Work: <i>Divided</i>			
This is a good opportunity to take a break.			
Application			
Writing: Me on the Map	Whole Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> crayons or colored pencils

## ADVANCE PREPARATION

### Introducing the Read-Aloud

#### > Visual Support 2.1

- Prepare to display Visual Support 2.1 .
- Display the world map you prepared in Lesson 1.

#### > Visual Support 2.2

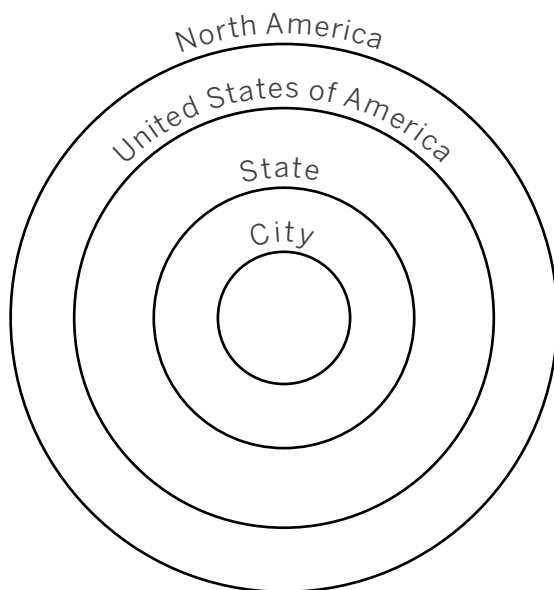
- Prepare to display Visual Support 2.2 from Lesson 2.

#### > Visual Support 3.1

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

### Application

- Prepare to illustrate the relationship between the concepts of continent, country, state, and city by drawing four concentric circles on the board/chart paper and labeling them continent, country, state, and city.



- Create and display a T-chart with one column labeled “States” and the other column labeled “Cities.”
- Write the following sentence frames on the board or chart paper:
  - A state near me is \_\_\_\_\_.
  - A city near me is \_\_\_\_\_.

## Universal Access

- Display photographs of a Chicago-style hot dog with relish and peppers and Puerto Rican-style hotdog with potato sticks and *carne molida* (ground meat) sauce.
- To ensure all students have the opportunity to contribute during 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.

**city, n.** a place where many people live close together

Example: When we visit my grandma in the city, she always takes us to visit a new museum.

Variation(s): cities

**united, adj.** when two or more things are joined or linked together to create one group or unit

Example: Our soccer team is united with one from another school because there weren't enough players to make a team.

Variation(s): unite

**divided, v.** separated into parts or pieces

Example: My sister divided her cookie in half so we could each have a piece.

Variation(s): divide, dividing

**towns, n.** areas where people live near each other but which are smaller than cities

Example: We went on a drive through many towns.

Variation(s): town

**port, n.** a place, usually a city or town, built around an area of water such as a lake or ocean, where ships can dock

Example: The captain slowly steered the ship into the port.

Variation(s): ports

### Vocabulary Chart for “The United States Then and Now, Part 2”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	city towns port	united divided	
Spanish Cognates	puerto	unido dividido	
Multiple- Meaning			
Sayings and Phrases	Makes a lot of sense		



## Lesson 3: The United States Then and Now, Part 2



# Introducing the Read-Aloud

**Speaking and Listening:** Students will compare and contrast physical and political maps of the United States. [SL.K.1]

## WHERE ARE WE? (5 MIN.)

### > Visual Supports 2.1, 2.2

- Display Supports 2.1 and 2.2 from the previous lesson and ask students which country the map on Visual Support 2.2 represents. (*the United States*)
- Ask students to name some of the geographical features of the regions Tasunka described as he and his grandfather traveled across the United States. (*Sleeping Bear Dunes, Window Rock, Puget Sound, Black Hills*)
- Point to and name each region on the map: the Great Lakes, the Great Plains, Eastern Woodlands, Pacific Northwest, Southwest.
- Ask students to name regions that are far away from where they live.

## 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 Visual Support 2.2 and Visual Support 3.1 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. If there is time, 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*)
- Remind students that in the previous Read-Aloud they learned there has not always been a country known as the United States of America made up of different states such as your state.
- 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 Hawaii 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 Hawaii are often drawn in little boxes.
- Tell students that in today's Read-Aloud they will learn about many states, cities, and towns in the United States.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** The United States of America is a country located on the continent of North America. (*thumbs-up*)

## D Differentiation

### Support

If students do not know the name of the state in which they live, provide the correct answer and ask students to repeat it.

### Challenge

Ask students to name the city or town, state, and country they live in.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Have students point to similarities and differences on the maps.
<b>Transitioning/Expanding</b>	Have students work with a partner to discuss similarities and differences on the maps.
<b>Bridging</b>	Have students answer using sentence frames (e.g., "The maps are different because _____").

### Lesson 3: The United States Then and Now, Part 2

# Read-Aloud



**Reading:** Students will locate and describe states, cities, and towns on a map of the United States.

[RI.K.1, RI.K.3]

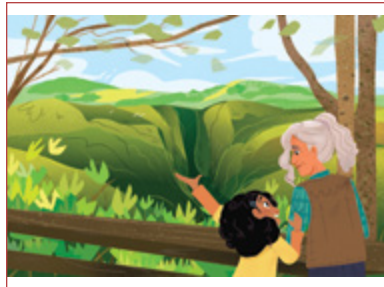
**Language:** Students will demonstrate an understanding of the Tier 2 word *divide*.

[L.K.4]

#### PURPOSE FOR LISTENING

- Ask students to listen carefully to learn about the geography of states and cities of the United States.

#### “THE UNITED STATES THEN AND NOW, PART 2” (20 MIN.)



#### Show Image 3A-1:

#### Mariana and Abuela surveying the landscape

Hello again, it's me, Mariana! Last time I saw you, I had just met with my new friend Tasunka, who's traveling around the United States with his grandfather. He told me about some of the places he loves there,

including the Rocky Mountains and the Mississippi River. Places like that are natural borders, because it's hard to cross a river or a mountain. So sometimes, when people divide up the land they're living on, it's only natural to use things like rivers, mountains, and lakes as borders.

Abuela and I were looking at one of her maps together after I talked with Tasunka. On a map, natural borders usually look bumpy or curvy. Grandma told me that's because rivers and mountains don't ever go in a straight line.



### Show Image 3A-2:

#### Mariana looking at a map of Colorado

But there were also lots of other borders on the map. And those borders were in a straight line, straight up and down or side-to-side. One place, which had the name Colorado, was just a big square! *Point out Colorado on a U.S. map.* Was it surrounded

by a square river? Or are there other kinds of borders? With this mystery in mind, I gave Tasunka another call.



### Show Image 3A-3:

#### Puerto Rican and Chicago style hotdogs

I was surprised to see Tasunka wasn't in a van anymore. He was sitting in a restaurant in a **city** called Chicago. *Point to Chicago on a U.S. map and explain that a city is a place where many people live close together.*

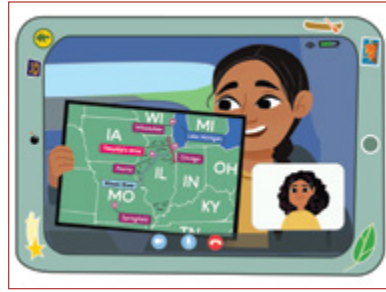
Tasunka told me he was eating a Chicago-style tofu dog. *Tofu is a food made out of soybeans. To make a tofu dog, the meat is replaced with tofu.* In Chicago, people like to put a lot of toppings like relish and peppers on their hot dogs. I told Tasunka that in Puerto Rico, people also like to put lots of toppings on their hot dogs. But we use toppings like potato sticks and *carne molida* sauce. I might have to try some Chicago-style relish and peppers on my next hot dog. *Ask students what they like to put on their hot dogs.*

Tasunka told me that he really enjoys how many different kinds of people live in Chicago. Many people travel there too. Lots of different kinds of people means lots of different kinds of food. But Tasunka likes the Chicago-style tofu dogs best of all. *Ask students why they think people from different places around the world would mean different kinds of food.* (Answers may vary but could include that different areas in the world make different types of food.)

## D Differentiation

### Support

Show students images of a Chicago-style hot dog and a Puerto Rican style hot dog.



### Show Image 3A-4:

#### Map of Illinois and surrounding states

I told Tasunka about a map I had made after the last time we talked, and he showed me a map he'd made, too. The map was crisscrossed with red lines showing all the places Tasunka and his grandpa had traveled. Turns out Chicago is inside the

state of Illinois, and it's right beside one of the Great Lakes! *Point to Illinois and the Great Lakes on the U.S. map.* Chicago is very near the borders of three other states: Indiana, Wisconsin, and Michigan. *Point out Indiana, Wisconsin, and Michigan on the U.S. map. Then trace your finger from Chicago to each of the three states as students do the same in the air, emphasizing that Chicago is near each state.*

## D Differentiation

### Support

Remind students that the water on the map is blue.

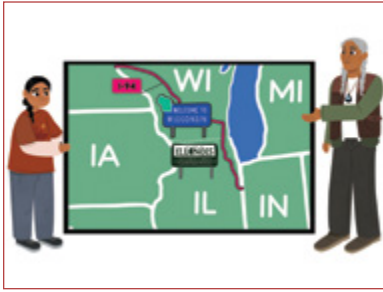
This reminded me to ask Tasunka what a state is. He explained that a state is a smaller area inside the United States. (That's why they call it the United States—because it's a whole lot of smaller states **united**, or combined into one country!) There are fifty different states, some large and some small. One reason the people who organize a country divide it, or split it, into smaller states is because that makes it easier to do things. Since there are fewer people in each state than in the whole country, it's easier to do things such as making sure the people that live in the state follow certain laws or rules. The way he explained it made me think of a time when my cousins were visiting Puerto Rico, and we all went camping. At the end, when we all had to clean up the campsite, we **divided** it up between all the kids. That way, each of us only had to do a little part of the whole big job. And it would have gotten confusing if we didn't have a way to remember whose area was whose. States inside a country are kind of like that. *Ask students to share how they divide up jobs at home or in the classroom.*



### Show Image 3A-5:

#### Mariana imagining state borders

Tasunka says every state has a border, which makes it easier for everyone in a country to remember which land is in which state. I asked Tasunka what the state borders in the United States look like and how people cross them. If the states are **divided** by borders, isn't it hard to get from one to another?



**Show Image 3A-6:**  
**Tasunka and his grandpa crossing the Illinois-Wisconsin border**

Tasunka told me that most state borders are pretty easy to cross. Except for the border between Illinois and Michigan. That one's in the middle of a lake. Tasunka almost completely missed driving over the border

from Wisconsin to Illinois. There was a short sign that said "Welcome to Illinois," but that was all. When I asked what the big straight line between the states looked like, he said that there really wasn't one. For the most part, state borders are only drawn on maps. Borders between cities, **towns**, states, and countries don't happen on their own. Every border on a map is where it is because people decided to put it there.

But what about natural borders, like the Mississippi River or the Great Lakes? Tasunka said that many times, people decide to put their state border in the same place as a natural border. After all, it's harder to forget where a river is than an imaginary line. But not every river gets chosen to become a state border. The United States has thousands and thousands of rivers. If every one of them had to also be a state border, we'd end up with way too many states.



**Show Image 3A-7:**  
**Map of the Great Lakes region with state borders**

Some of the borders of Illinois on Tasunka's map were straight lines, but sure enough, three of them were rivers! They had really interesting names, too. Mississippi—Ohio—Wabash! These didn't seem like words from either Spanish or English.

Tasunka told me that these three words—Mississippi, Ohio, and Wabash—are from different Native American languages. Mississippi comes from the Ojibwe, Ohio comes from Seneca, and Wabash comes from Irenwe.

**D** Differentiation

**Support**

Remind students that Mariana speaks both English and Spanish.

**Support**

Remind students that the first people to live in the United States were Native Americans.



## D Differentiation

### Support

Remind students that in the *Native Americans* domain they learned that a chief is the person in charge of a tribe.

### Challenge

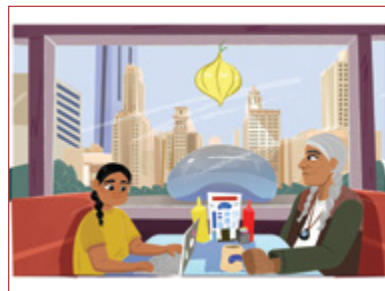
Ask students to name the regions where these places are located and the Native American tribes from each of these regions.



### Show Image 3A-8: Political map of the United States

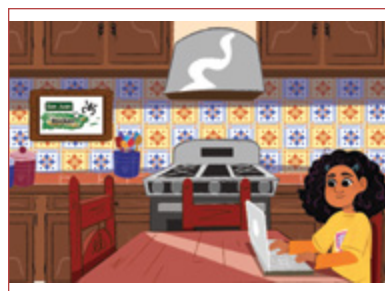
In fact, many place names in the United States are words from Native American languages. The state of Massachusetts is named after one of the tribes that lived in the area before European settlers came.

*Point to the state of Massachusetts on the U.S. map.* The state of Texas, in the south, is named after a word that means *friend* in the Caddo language. *Point out the state of Texas on the U.S. map and explain that the Caddo are a Native American tribe from Texas and several surrounding states.* On the west coast, near Puget Sound, the city of Seattle is named after a chief of the Duwamish people. *Point out Seattle on the U.S. map.*



### Show Image 3A-9: Chicago skyline

Even the name *Chicago* comes from a Native American language called Algonquin. Chicago is a kind of wild onion. I asked Tasunka why in the world anyone would name a city after an onion. He said that maybe there were just a lot of onions there.



### Show Image 3A-10: Boriken map

This all reminded me of something Abuela told me about Puerto Rico. In Spanish, *Puerto Rico* means “rich **port**.” A port is a place where a lot of ships come in. And it’s true that there are a lot of big ships that come into San Juan! But Abuela told me that

the Taíno people, who have lived in Puerto Rico since long before Spanish was spoken here, have a different name for Puerto Rico. Before it was called Puerto Rico, my island was called *Boriken*, and the Taíno (/ty\*noh/) still call it that today. And that makes a lot of sense!

Because in Spanish, people who come from Puerto Rico are called *boricuas*. (/bó\*’rē\*kwəs/) Do you hear it? Boricua, just like Boriken!

## D Differentiation

### Support

Point out the location of San Juan on San Juan Bay and explain that it is a port.

I told Tasunka about the Taíno and Boriken, and he seemed very interested. He's been teaching me a lot, but I ended up teaching him something too!



**Show Image 3A-11:**

**Mariana and Tasunka saying goodbye**

Now that I know the names of some cities, states, and countries, I really want to learn more. I especially want to know what's beyond, or past, the borders of the United States. There's a whole big continent left to explore. *Remind students that the United States is part of North America.*

Tasunka told me that one time, while he and his grandfather were in Mexico, he met another boy his age who knows a lot about other parts of the continent of North America. *Point out Mexico on the World map.* I was excited to hear that there was someone who loves geography as much as Tasunka and I do. Tasunka promised he would introduce us soon. I can't wait to learn more about this world! What else do you think is out there?



**Check for Understanding**

**Use Evidence:** Why are many of the names of places in the United States from Native American words? *(Answers may vary but could include that since Native Americans were the first people to live in the land that became the United States, they were the first to name many places.)*

**COMPREHENSION QUESTIONS (5 MIN.)**

1. **Literal.** Why do natural borders on a map look bumpy or curvy? *(Natural borders such as mountains or rivers do not go in a straight line.)*
2. **Literal.** Why are countries sometimes divided into states? *(It makes it easier to do things.)*
3. **Literal.** How many states are there in the United States? *(fifty)*



## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

4. **Inferential.** Show students Flip Book image 3A-7 and ask why some of the lines that show the borders of Illinois are straight and some are curvy. *(Answers may vary but could include that Illinois has natural borders made up of rivers and also borders made of straight lines created by people.)*
5. **Evaluative.** Ask the following questions to help students think about places in the United States whose names originated from Native American words:
  - Who named many of the places in the United States? *(Native Americans)*
  - What are names of some places in the United States originally named by Native Americans? *(Mississippi, Ohio, and Wabash rivers; the states of Massachusetts and Texas; and the cities of Seattle and Chicago)*
  - When were these places named? *(long ago)*
  - Model for students how to incorporate all of these details within the same sentence. Say, “I will say one sentence that includes the details we just discussed to describe when, who, and what: Long ago, Native Americans thought of the names for the Mississippi, Ohio, and Wabash rivers.”

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

- In the Read-Aloud, you heard, “If the states are divided by borders, isn’t it hard to get from one to another?”
- Say the word *divided* with me.
- *Divided* means to be separated into two or more parts.
- My brother divided his cookie in half so I could have some.
- In geography, areas of land are sometimes divided by natural boundaries like mountains or oceans, or they can be divided into different parts by people. What are some of the ways different areas of land on Earth are divided? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Earth is divided into continents, countries, regions, states, towns, etc.”]
- What is the word we have been talking about?

**Use a Sharing activity for follow-up.** 🧑🧑 **Think-Pair-Share:** Think about the areas your school is divided into and name some of these places. Remember to answer in complete sentences and use the word *divided* in your answer. [If necessary, guide and/or rephrase students’ responses: “My school building is divided into classrooms, offices, cafeteria . . .”] Remind students to signal when both partners have contributed to the conversation and have them share their partner’s response with the class.

### Lesson 3: The United States Then and Now, Part 2

# Application



**Writing:** With teacher assistance, students will identify the state and city or town where they live and write a sentence using the word *near* about a state and city or town mentioned in the Read-Aloud. [W.K.2]

#### WRITING: ME ON THE MAP (20 MIN.)

- To clarify the relationship between the concepts of continent, country, state, and city, draw four concentric circles on the board or chart paper. Label the outer circle North America, the second circle United States of America, the third circle with the name of your state, and the innermost circle with the name of your city or town. Then, using the world map or globe, ask students to identify the part of North America that we call the United States. Next, assist students in identifying the location of their own state. Finally, help students locate their city or town. Note: Students may not all live in the same town. If this is the case, you may want to focus on the city or town where your school is located.
- Ask, “Where do you live?” Prompt students to use the following oral sentence frame: “I live in (name of town or city) in the state of (name of state) in the country of the United States on the continent of North America.” If students do not know the name of the city or town in which they live, provide the correct answer and ask students to repeat it as they locate it on the map.
- Have students turn to Activity Page 3.1. Explain that on it is a map of the United States with the states and cities from the Read-Aloud labeled.
- 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: Colorado, Illinois, Indiana, Wisconsin, Michigan, Georgia, Florida, Massachusetts, Texas, Washington. 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 their state. 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.

#### Activity Page 3.1



## D Differentiation

### Support

Encourage students to think of town, city, state, and country in terms of relative size. Make clear that there are towns and cities in states and usually several states in a country.

- Name the following cities from the Read-Aloud: San Juan, Chicago, Seattle. Have students point to them on their maps as you are naming them. Explain that cities and towns are usually marked by a dot on maps.
- Have students place their finger on the dot on the map that represents where they live then ask them the name of the city or town where they live.
- **👤 Think-Pair-Share:** Ask student partners to name states that are near where they live. Have students share their partners' answers as you point them out on the map. Record student answers on the T-chart you created previously in the "States" column. Have students do the same with cities that are near where they live. Record these in the "Cities" column.
- Direct students' attention to the first sentence under the map on Activity Page 3.1 as you read it aloud to them.
- Have students complete the sentence frame with a state that is near where they live.
- Direct students' attention to the second sentence under the map as you read it aloud to them.
- Have students complete the sentence frame with a city that is near where they live.
- Have students share their sentences with a partner or with the entire class.

<div> <div>ML/EL</div> <div>MULTILINGUAL/ENGLISH LEARNERS</div> </div>	
<div> <div>Writing</div> <div>Writing</div> </div>	
Entering/Emerging	Have students name a state and city that are near where they live for you to record.
Transitioning/Expanding	Have students work with a teacher to complete the sentence with a state and city that are near where they live.
Bridging	Encourage students to work with a peer to complete the sentence with a state and city that is near where they live.

- **Sentence Writing Activity** Show Image 3A-9 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 chart paper.
  - Ask students who or what is in the image. (*Tasunka and his grandfather, Chicago, etc.*)

- Ask students what is happening or how someone or something is in the image. (*sitting, communicating on the computer, eating, 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: Tasunka and his grandfather are eating at a restaurant in Chicago.*)

~~~~~ **End Lesson** ~~~~~

## 4

## ALL AROUND THE WORLD: GEOGRAPHY

## North America

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will share what they know and wonder about North America.

[SL.K.1]

**Reading**

Students will identify the main topic and key details of an informational text about North America.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate North America on a world map, then write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

## FORMATIVE ASSESSMENT

**Exit Pass**

**Which is nearer?** Students will orally share which country is nearer to where they live, Mexico or Canada.

[SL.K.2, RI.K.3]



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

## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                                                                                                                                                  |
|---------------------------------------------|-----------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                                                                                                                                            |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> world map<br><input type="checkbox"/> location label “North America” to attach to world map<br><input type="checkbox"/> Map of North America<br><input type="checkbox"/> Visual Support 3.1 |
| Essential Background Information            |                                         |         |                                                                                                                                                                                                                                                            |
| Read-Aloud                                  |                                         |         |                                                                                                                                                                                                                                                            |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 4.1<br><input type="checkbox"/> Image Card 1                                                                                                                                                                       |
| “North America”                             |                                         |         |                                                                                                                                                                                                                                                            |
| Comprehension Questions                     |                                         |         |                                                                                                                                                                                                                                                            |
| Word Work: <i>Mission</i>                   |                                         |         |                                                                                                                                                                                                                                                            |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                                                                                                                                            |
| Application                                 |                                         |         |                                                                                                                                                                                                                                                            |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 4.2<br><input type="checkbox"/> drawing tools                                                                                                                |
| Writing: North America                      |                                         |         |                                                                                                                                                                                                                                                            |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

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

### > Visual Support 3.1

- Display the U.S. states map on Visual Support 3.1 from Lesson 3.
- Create and display a KWL (Know-Wonder-Learn) chart on chart paper as follows. Alternatively, you may access a digital version in the Visual Supports for Teachers for this domain. You will add to this chart throughout the domain.

|               | Know | Wonder | Learn |
|---------------|------|--------|-------|
| North America |      |        |       |
| South America |      |        |       |
| Asia          |      |        |       |
| Africa        |      |        |       |
| Europe        |      |        |       |
| Antarctica    |      |        |       |
| Australia     |      |        |       |

### Read-Aloud

### > Visual Support 4.1

- Prepare and display Visual Support 4.1 to point out locations during the Read-Aloud.
- Prepare to display Image Card 1.

### Application

- Ensure students have various colored drawing tools, including the colors purple, blue, green, brown, and yellow.

## Universal Access

- Display photographs of a street taco cart, Lacandon Jungle, the Chihuahuan Desert, jaguar, and *alcapurrias*.
- To ensure all students have the opportunity to contribute during 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.

**mission, n.** a special task or job

Example: The astronaut made it his mission to be the first person to land on Mars.

Variation(s): missions

**cliffs, n.** natural walls made of rock that go straight up and down

Example: The Pueblo often built their homes along the sides of cliffs.

Variation(s): cliff

**canyons, n.** steep v-shaped valleys made of stone, often with a stream or river flowing through them

Example: The park ranger explained that the canyons were formed by a river.

Variation(s): canyon

**oceans, n.** huge bodies of saltwater

Example: My aunt swam in all five oceans.

Variation(s): ocean

**tundra, n.** an area of mostly flat ground without trees found in cold regions

Example: We saw marmots and snowshoe hares when we hiked the tundra in Rocky Mountain National Park in Colorado.

Variation(s): tundras

**provinces, n.** an area of land within a country, similar to a state

Example: We visited the provinces of Quebec and Prince Edward Island when we traveled to Canada

Variation(s): province

### Vocabulary Chart for “North America”

| Type                   | Tier 3<br>Domain-Specific Words                    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|----------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | cliffs<br>canyons<br>oceans<br>tundra<br>provinces | mission                          |                                 |
| Spanish<br>Cognates    | cañones<br>océanos<br>tundra<br>provincias         | misión                           |                                 |
| Multiple-<br>Meaning   |                                                    |                                  |                                 |
| Sayings<br>and Phrases |                                                    |                                  |                                 |

## Lesson 4: North America




# Introducing the Read-Aloud

**Speaking and Listening:** Students will share what they know and wonder about North America. [SL.K.1]

## WHERE ARE WE? (5 MIN.)

### > Visual Support 3.1

- Display Visual Support 3.1 from the previous lesson and ask students which country the map represents.
- Help students locate the following states on the map:
  - Colorado
  - Illinois
  - Indiana
  - Wisconsin
  - Michigan
  - Georgia
  - Florida
  - Massachusetts
  - Texas
- Ask students what these areas of land are called. (*states*)
- Help students locate the following cities on the map:
  - San Juan
  - Chicago
  - Seattle
- Ask students what these areas are called. (*cities*)

-  **Think-Pair-Share:** Ask students to tell a partner the country, state, and city or town in which they live. Then have them name a state that is near where they live and a city that is far from where they live using the following sentence frame: “\_\_\_\_\_ (state) is near where I live but \_\_\_\_\_ (city) is far from where I live.”

### 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 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 seven rows for the continents. Explain that you will record what students know, wonder, and learn about each continent.
- Point to North America on the world map and tell them that they will begin their journey around the world in North America.
- Ask what students know and wonder about North America. You may prompt discussion with the following questions:
  - What is North America? A country? A continent?
  - Do you live in North America?
  - Name some places in North America. What do you know about these places?
  - Do you know or wonder anything else about North America?
- Record students’ answers on the KWL chart.
- Draw students’ attention to the map of North America and point out that there are two other countries that, along with the United States, take up most of the land or space in North America: Canada and Mexico. Show their locations. Point out the islands of the Caribbean and explain that although the islands are not connected to the main part of North America, they are still part of the continent.
- Label North America on the world map.

### Differentiation

#### Support

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

#### Challenge

Ask students if they can name any other cities in the United States, Mexico, or Canada.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Canada and Mexico are countries in North America.  
(thumbs-up)



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

|                                |                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Reframe open-ended questions as choices (e.g., Is North America made of land or water?)                                                            |
| <b>Transitioning/Expanding</b> | Provide a word bank that students can choose from to add to either the “Know” or “Wonder” columns such as location, city, animals, mountains, etc. |
| <b>Bridging</b>                | Challenge students to frame items in the “Wonder” column using the question words: Who? What? Where? When? Why? How?                               |

#### Lesson 4: North America

## Read-Aloud



**Reading:** Students will identify the main topic and key details of an informational text about North America.

[RI.K.2, RI.K.7]

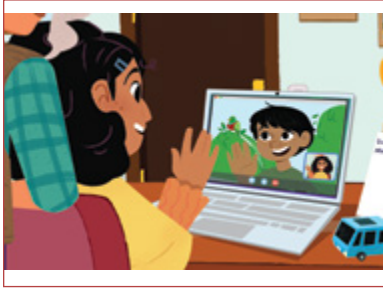
**Language:** Students will demonstrate an understanding of the Tier 2 word *mission*.

[L.K.4]

#### PURPOSE FOR LISTENING

- Tell students that today they will learn about other countries and areas that are part of the continent of North America.
- Tell them to listen carefully to learn about the countries of Mexico and Canada and a region called the Caribbean.

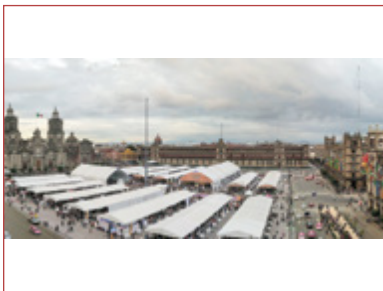
## “NORTH AMERICA” (20 MIN.)



### Show Image 4A-1: Mariana talking to Tasunka

Hello! Are you ready to meet my new friend? His name is Mateo. Mateo lives in a huge city called Mexico City. It's south of the United States, in a neighboring country called Mexico. *Point out Mexico and Mexico City on the map of North America and explain*

*that when two countries are neighboring, it means they're right next to one another.*



### Show Image 4A-2: Zócalo street markets

I wanted to know everything about Mexico City, so I asked Mateo what his favorite part of it is. He told me all about the colorful street markets, or *mercados*, in a place called the Zócalo. The *mercados* in Mexico City are famous. They sell everything there,

from clothes and jewelry to artwork and candy. But the most important part is food. So far, Mateo's favorite food is a kind of taco called tacos al pastor, which have pineapple, pork, chiles and spices on them. But his mission is to find the greatest, tastiest street taco ever. *Explain that street tacos are usually sold from street carts.* He says that the key to finding the best tacos is knowing where to go. So he and his family have been all over the market, and all over Mexico City, too. *Ask students if they have ever eaten a taco and, if so, what they like on their tacos.*



### Show Image 4A-3: Map of Mexico

Actually, Mateo's been all over Mexico with his family. It's a huge country, about three times the size of Texas, which is a US state that's just across the Rio Grande from Mexico. *Point to Texas and the Rio Grande*

## D Differentiation

### Support

Have students think of who their neighbors are, or who lives next to or close to them. Explain that *neighboring* comes from the word *neighbor*.

### Support

Show students images of tacos al pastor.

### Image Card 1



## D Differentiation

### Support

Explain that rainforests are forests that have tall trees and get a lot of rain. They are usually in warm, humid areas.

### Challenge

Direct students to Flip Book Image 4A-4. Challenge students to find a desert, mountains, a river, and an ocean on the map.

on the map of North America and explain that *río* means river in Spanish.

Mateo told me that some parts of Mexico are really cold and others are really hot. His favorite part of Mexico is the group of **mountains** called the Sierra Madres. The mountains go on and on for over 700 miles. When he was there with his family, the **cliffs** seemed as high as the clouds, and the **canyons** looked like they went down forever!

There's also a giant desert in Mexico called the Chihuahuan Desert. It's full of spiky cacti, birds called roadrunners, and fuzzy tarantulas. *Explain that a tarantula is a kind of spider.* And there's a rainforest called the Lacandon Jungle, where you can find bright quetzal (/keht\*sal/) birds and jaguars. *[Show students Image Card 1 (quetzal). The tail feathers of this type of quetzal are about twice as long as the rest of the bird.]* I asked Mateo if he has ever seen a jaguar. He said no, and he wasn't totally sure he wanted to meet one.



### Show Image 4A-4: Map of North America

Mateo told me that the Chihuahuan Desert and the Sierra Madres are on both sides of the border between Mexico and the United States. The Rio Grande flows between those two countries. And all of this is part of the huge **continent** called North America. North

America was named after a man from long ago called Amerigo Vespucci. He was a mapmaker, which means he was interested in geography, just like me. Can you imagine a whole continent being named after you? What would you call it? *Ask several students to share their responses.*

We looked at a map of North America together. See? North America is between two **oceans**, or huge bodies of water. The Pacific is on North America's west side, and the Atlantic is on the east side. *Point out the Pacific and Atlantic oceans on the map of North America.* Together, we noticed that the mountains, the desert, and the river connect the United States and Mexico. Mateo said it was neat to think that the same mountains he loves are also part of a whole other country.



**Show Image 4A-5:**  
**Map of the U.S. and Caribbean**

Mateo was really curious about the United States, so I told him a lot of what my friend Tasunka taught me. I told him about the Great Lakes and the Mississippi River, the Appalachian Mountains, and the Rocky Mountains, where Window Rock is. *Explain*

*that the Appalachian Mountains are another large group of mountains like the Rocky Mountains. On the map of North America trace your finger along the entire range from Alabama to Maine.* I told Mateo about Chicago (the city of onions, remember?), and also about San Juan. He really wants to try a hot dog in both of them someday.

I also told him a lot about my own favorite part of North America, which is the Caribbean—that's where San Juan and Puerto Rico are. The Caribbean is made up of many different types and sizes of islands. It's mostly tropical here, which means it's hot, humid, and perfect for splashing in the waters. *Explain that humid means having wetness in the air.* Mateo asked if Puerto Rico has tacos he should try. I told him my city is more well known for its *alcapurrias*. *Alcapurrias* are a delicious street food made with plantains and meat. *Explain that plantains look like big bananas but are not as sweet.* If he ever visits, I'll be sure to share one with him!



**Show Image 4A-6:**  
**Map of North America with Canada revealed**

Mateo said he would love to try Puerto Rico's street food. But, there's another country besides the United States that's at the top of his list to explore. Then, he told me about Canada, which is north of the United

States. *Point to Canada on the map of North America.* Mateo said he's been curious about Canada ever since one of his cousins moved there. Canada is the second largest country in the world. It has blue lakes, rivers, mountains, plains, and valleys full of forests. Further north, there are big areas of **tundra**. They're cold and flat, like big fields covered in green moss. In the tundra, there are foxes and polar bears. *Ask students to name another landform that is mostly flat with few trees. (plain)*

**D** Differentiation

**Support**

Tell students that this area is called the Caribbean because all of the islands here are located in the Caribbean Sea. Explain that a sea is like an ocean but is smaller.

**Support**

On a map, show students that the Rocky Mountains extend all the way from Mexico, through the United States, and north into Canada.

**D** Differentiation

**Challenge**

Ask students to explain why the tundra would be located in the northern part of Canada as opposed to the southern part. *(It is colder in the north.)*

**Challenge**

Ask students to research other animals that live in the tundra.



## D Differentiation

### Support

Remind students that just like Canada, the United States was not always called the United States. Native American tribes were the first people to live on the land and organize it into different nations.

Before Canada was called Canada, the people who lived on the land organized it into different nations and groups. That's why many of them are called the First Nations people today. After Canada became a country in 1867, its land was divided into areas called **provinces** and territories. (Provinces are like the states in the United States. Territories are the parts of a country that aren't states.) Now, Canada is made up of ten provinces and three territories. Many Canadians and First Nations people live in all of them. One of these provinces, Alberta, has over five hundred lakes. And one of the world's tallest trees is in the province of British Columbia. *Point to the provinces of Alberta and British Columbia.*

Mateo's cousin lives in a Canadian city called Montreal, which is in a province called Quebec. *Point to Montreal on the map of North America.* It's famous for a totally different kind of street food: **poutine**. Poutine is a serving of french fries covered in brown gravy and bits of cheese. *Ask students what they like to put on their french fries.*



### Show Image 4A-7: Mariana's street food map

It was really great to talk to Mateo about North America. After all of his help, I think we should name a continent after him. He told me he might introduce me to one of his other friends, too, who can tell me about another continent called South America.

I wonder if Mateo is still looking for the perfect street tacos. And I wonder what kinds of street food they have in all the cities and countries I haven't learned about yet. One day, when I've learned everything there is to know about geography, maybe I'll create the ultimate street food map of the world as a way of saying thank you. If you could create a map of anything, what would you create?



### Check for Understanding

**Recall:** What was the main topic, or main idea, of this lesson? (*North America*)

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What are the three biggest countries on the continent of North America? (*Canada, the United States, and Mexico*)
2. **Inferential.** Why would we call Canada and Mexico our neighbors? (*They are right next to, or neighboring, the United States.*)
3. **Literal.** Which oceans are on each side of North America? (*Pacific and Atlantic*)
4. **Literal.** The United States is organized into states. How is Canada organized? (*provinces and territories*)
5. **Evaluative.** 👤👤 *Think-Pair-Share:* Show students Image 4A-6 and tell them to compare and contrast the Caribbean and the countries of Mexico, Canada, and the United States with a partner by answering these questions:
  - Which countries and region does the map show? (*Mexico, Canada, the U.S., and the Caribbean*)
  - Where are they located? (*North America*)
  - How would you travel to the Caribbean from Canada? (*plane or boat*)
  - How are the countries and region the same? (*They are all part of North America.*)
  - How are the countries and region different? (*Answers may vary, but could include that Mexico has deserts, cacti, tarantulas, quetzals, and jaguars, is warmer, etc.; Canada is colder and has provinces and territories, tundra, foxes and polar bears; the United States has mountains, the Great Lakes, Window Rock, etc.; and the Caribbean has islands, is warm and humid, etc.*)
6. **Literal.** What have you learned about North America? (*Add students' answers to the KWL chart.*)



### Check for Understanding

**Recall:** In which country or region of North America are the following located?

- The Lacandon Jungle (*Mexico*)
- The Great Lakes (*United States*)
- Provinces and territories (*Canada*)
- Puerto Rico (*Caribbean*)



## Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

Reading/Viewing Closely

|                                     |                                                                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students refer to the map to indicate the country.                                                                                             |
| <b>Transitioning/<br/>Expanding</b> | Have students point to the locations on the map and name the country.                                                                               |
| <b>Bridging</b>                     | Have students point to the locations on the map as they say the country using complete sentences (e.g., The Lacandon Jungle is located in Mexico.). |

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

- In the Read-Aloud, you heard, “But his mission is to find the greatest, tastiest street taco ever.”
- Say the word *mission* with me.
- A *mission* is a special task or job that is taken on by someone.
- We were on a mission to find the best spot to see the fireworks on the fourth of July.
- What kind of mission would you want to set for yourself? [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “A mission I would set for myself is . . .”]
- What is the word we have been talking about?

**Use a Discussion activity for follow-up.** With a partner, talk about what kind of mission you would like to set for yourself. What would you try to find? Where would you go? Why would you go there? Be sure to use the word *mission* and answer in complete sentences. As students conclude their conversations, ask them to share an idea their partner shared with them.

## Lesson 4: North America

# Application



**Writing:** With support, students will locate North America on a world map, then write a sentence about a detail they learned from the Read-Aloud. **[W.K.2]**

### WHERE IN THE WORLD? (5 MIN.)



#### Check for Understanding

**Recall:** On which continent are Mexico, Canada, the United States, and the Caribbean located? (*North America*)

- Have students turn to Activity Page 4.1 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 North America is identified.
- Have students locate and color North America purple.
- Collect Activity Page 4.1 for use in subsequent lessons.

Activity Pages  
4.1, 4.2



### WRITING: NORTH AMERICA (15 MIN.)

- Have students turn to Activity Page 4.2 and ask them what the activity page shows. (*a map of North America*)
- 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 country and region from the Read-Aloud (Canada, the United States, Mexico, and the Caribbean). Have students locate them on their maps as you are naming them.
- **👤👤 Think-Pair-Share:** Ask students to name with a partner which country or region of North America is farther from where they live. Then have them name the country or region that is closest to them.

- As students finish sharing, ask them to give a thumbs up if their partner named a country or region that is far from or close to where they live.
- Ask two or three students to share their answers as you point them out on the map.
- Ask students where Mateo from the Read-Aloud lives. (*Mexico*) Ask students what they might see if they traveled to Mexico. Have students use the sentence frame “If I traveled to Mexico I would see \_\_\_\_.” (*Answers may vary but could include: Mexico City, the Rio Grande, the Sierra Madre Mountains, the Chihuahuan Desert, the Lacandon Jungle, cacti, tarantulas, quetzals, jaguars, etc.*) You may wish to record student responses on the board or chart paper.
- Tell students to color Mexico blue.
- Ask students where Mateo’s cousin from the Read-Aloud lives. (*Canada*) Ask students what they might see if they traveled to Canada. Have students use the sentence frame “If I traveled to Canada I would see \_\_\_\_.” (*Answers may vary but could include: lakes, rivers, mountains, the tundra, provinces and territories, First Nations people, the world’s tallest tree, Montreal, foxes and polar bears, etc.*) Record student responses on the board or chart paper.
- Tell students to color Canada yellow.
- Ask students where Tasunka from the previous lesson’s Read-Aloud lives. (*the United States*) Ask students what they might see if they traveled around the United States. Have students use the sentence frame “If I traveled around the United States I would see \_\_\_\_.” (*Answers will vary but should include some of the following: the Great Lakes and the Mississippi River, the Appalachian Mountains, the Rocky Mountains, Window Rock, Chicago, etc.*) Record student responses on the board or chart paper.
- Tell students to color the United States brown.
- Ask students in which region of North America Mariana from the Read-Aloud lives. (*the Caribbean*) Ask students what they might see if they traveled to the Caribbean. Have students use the sentence frame “If I traveled to the Caribbean I would see \_\_\_\_.” (*Answers will vary but should include some of the following: San Juan, Puerto Rico, islands, water, etc.*) Record student responses on the board or chart paper.
- Point to Puerto Rico and remind students that even though Puerto Rico is located in the Caribbean, it is still part of the United States.
- Tell students to color the Caribbean green.

- Explain that students can combine, or put together, two sentences to make one sentence by using the word *and*. Read the following examples:
  - If I traveled to Mexico, I would see the Rio Grande. If I traveled to Mexico, I would see jaguars.
    - If I traveled to Mexico, I would see the Rio Grande and jaguars.
  - If I traveled to Canada, I would see the tundra. If I traveled to Canada, I would see polar bears.
    - If I traveled to Canada, I would see the tundra and polar bears.
  - If I traveled around the United States, I would see the Great Lakes. If I traveled around the United States, I would see the Rocky Mountains.
    - If I traveled around the United States, I would see the Great Lakes and the Rocky Mountains.
- Read students the following sentences and ask them to combine them into one sentence using *and*.
  - If I traveled to the Caribbean, I would see San Juan. If I traveled to the Caribbean, I would see islands. (*If I traveled to the Caribbean, I would see San Juan and islands.*)
- Direct students' attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about North America.
- Have students write a word or phrase about a detail they learned about North America.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

|                                |                                                                                                                                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Refer to the map of North America and ask students questions to help them recall details from the Read-Aloud. (e.g., If you traveled to Mexico, would you see jaguars or polar bears?) |
| <b>Transitioning/Expanding</b> | Ask students questions to help them recall more specific details from the Read-Aloud. (e.g., What city would you see in Mexico? What are some animals you would see in Canada?, etc.)  |
| <b>Bridging</b>                | Have students use sentence frames to answer the questions. ("If I traveled to Canada I would see _____.")                                                                              |



#### Differentiation

##### Support

As needed, have students dictate their word or phrase for you to record for them on their activity pages.

##### Challenge

Have students write a complete sentence about North America.



### Exit Pass

Have students orally share which country is nearer to where they live, Mexico or Canada.

- **Sentence Writing Activity** Show Image 4A-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 or chart paper.
  - Ask students who or what is in the image. (*Zócalo street market, people, etc.*)
  - Ask students what is happening or how someone or something is in the image. (*buying and selling food and clothes, talking, walking, smiling, 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. (*Answers will vary but could include: People are at the Zócalo street market buying food.*)

### End Lesson

## ALL AROUND THE WORLD: GEOGRAPHY

# South America

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

Students will share what they know and wonder about South America.

[SL.K.1]

**Reading**

Students will identify the main topic and key details of an informational text about South America.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate South America on a world map, then draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

**FORMATIVE ASSESSMENT****Exit Pass**

**Which is farther?** Students will orally share which country is farther from where they live, Brazil or Suriname.

[SL.K.2, RI.K.3]





## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                                                                                           |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> world map<br><input type="checkbox"/> location label “South America” to attach to world map<br><input type="checkbox"/> Visual Support 4.1 |
| Essential Background Information            |                                         |         |                                                                                                                                                                                                           |
| Read-Aloud                                  |                                         |         |                                                                                                                                                                                                           |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 5.1                                                                                                                                                               |
| “South America”                             |                                         |         |                                                                                                                                                                                                           |
| Comprehension Questions                     |                                         |         |                                                                                                                                                                                                           |
| Word Work: <i>Landforms</i>                 |                                         |         |                                                                                                                                                                                                           |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                                                                                           |
| Application                                 |                                         |         |                                                                                                                                                                                                           |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 5.1<br><input type="checkbox"/> drawing tools                                                               |
| Writing: South America                      |                                         |         |                                                                                                                                                                                                           |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

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

### ➤ Visual Support 4.1

- Prepare to display Visual Support 4.1 from Lesson 4.
- Prepare to display and use the KWL chart introduced earlier in the domain.
- Write the following sentence frame on the board or chart paper: *I liked \_\_\_\_\_ about North America because \_\_\_\_\_.*

### Read-Aloud

### ➤ Visual Support 5.1

- Display Visual Support 5.1 to point out locations during the Read-Aloud.

### Application

- Ensure students have various colored drawing tools, including the colors purple, blue, green, brown, and yellow.

### Universal Access

- Gather images of a jungle and animals of South America.
- To ensure all students have the opportunity to contribute during 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.

**equator, n.** an imaginary line around Earth that divides it into two equal halves.

Example: Many of the earth's rainforests are located around the equator.

Variation(s): equators

**flamingo, n.** a tall, often pink bird with long legs that lives near the water in warm locations

Example: Flamingos keep cool by standing in water.

Variation(s): flamingos

**hemispheres, n.** the name of the two halves of the earth

Example: Earth is divided into the Northern and Southern hemispheres.

Variation(s): hemisphere

**landforms, n.** naturally formed features on the surface of the earth

Example: The lost sailors searched for landforms from the top of the ship.

Variation(s): landform

### Vocabulary Chart for "South America"

| Type                   | Tier 3<br>Domain-Specific Words     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|-------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | equator<br>hemispheres<br>landforms | flamingo                         |                                 |
| Spanish<br>Cognates    | ecuador<br>hemisferios              | flamenco                         |                                 |
| Multiple-<br>Meaning   |                                     |                                  |                                 |
| Sayings<br>and Phrases |                                     |                                  |                                 |

## Lesson 5: South America

# Introducing the Read-Aloud



**Speaking and Listening:** Students will share what they know and wonder about South America. [SL.K.1]

## WHERE ARE WE? (5 MIN.)

- Display the world map and ask students to identify the location of North America. Ask students what North America is. (*a continent*)

### > Visual Support 4.1

- Display Visual Support 4.1 from the previous lesson and ask students which continent the map represents.
- Invite students to locate Mexico, the United States, and Canada on the map.
- Ask students what these areas of land are called. (*countries*) Ask if they are part of North America. (*yes*)
- Point to the Caribbean region on the map.
- Ask students to name the region. (*Caribbean*) Ask if this area is part of North America. (*yes*)
- **👤👤 Think-Pair-Share:** Ask students to tell a partner what they like most about North America using the following sentence frame: "I like \_\_\_\_\_ about North America because \_\_\_\_\_." Remind students to signal when both partners have contributed to the conversation and have them share with the class what their partner likes most about North America and why.



### Check for Understanding

**Recall:** What are three big countries in North America? (*Mexico, the United States, and Canada*)

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Tell students that today's Read-Aloud takes place in South America.
- Locate South America on the World map.
- Direct students' attention to the KWL chart.
- Ask students what they know and wonder about South America. You may prompt discussion with the following questions:
  - What is South America? A country? A continent.
  - Do you live in South America?
  - What are the names of some places in South America? What do you know about these places?
  - Is South America far from North America or near it?
  - Do you know or wonder anything else about South America?
- Record students' answers on the KWL chart.
- Using the map, point out how Central America connects North and South America.
- Point out the locations that have already been marked on the map. Mark the map with the corresponding label.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

|                                     |                                                                                                                   |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Reframe open-ended questions as choices. [e.g., Is South America made of land or water?]                          |
| <b>Transitioning/<br/>Expanding</b> | Have students work with a partner to provide information for the KWL chart.                                       |
| <b>Bridging</b>                     | Prompt students to frame items in the "Wonder" column using the question words: Who? What? Where? When? Why? How? |

## Lesson 5: South America

# Read-Aloud



**Reading:** Students will identify the main topic and key details of an informational text about South America. **[RI.K.2, RI.K.7]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *landforms*. **[L.K.4]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the continent of South America.

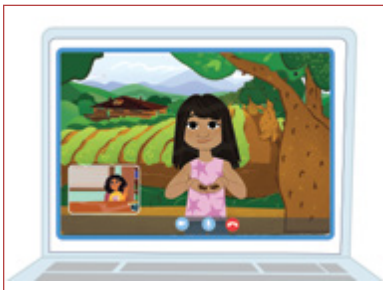
### “SOUTH AMERICA” (20 MIN.)



#### Show Image 5A-1: Mariana talking to Valeria

Hi! Remember my friend Mateo, who taught me a lot about North America? Well, he introduced me to a new geography friend. Her name is Valeria, and she lives in South America. It's a whole new continent full of new places! The world is turning out to be

much bigger than I thought. *Tell students that when North and South America are referred to together they are called “the Americas.”*



#### Show Image 5A-2: Toboroichi seeds and tree

Valeria told me her dream is to plant trees all across South America when she grows up. Planting trees seems like a tall task! Haha, get it? According to Valeria, you can't just plant a tree anywhere you like. Not every tree grows in every part of the world. So you

really have to get to know a place before you know what trees belong there. *Remind students that in Domain 4 See How They Grow: Plants, they learned trees and plants have different growing needs. Some only grow in warm parts*

## D Differentiation

### Challenge

Ask students why North America and South America would have the direction words north and south in their names.

## D Differentiation

### Challenge

Ask students to name trees and plants that grow where they live.

of the world, some only grow in cooler areas, some grow where it is dry, some grow where it is humid, etc.

Valeria showed me her favorite kind of tree, the *toboroichi* tree. *Point to the toboroichi tree on image 5A-2.* It has a curvy trunk covered in spikes and big pink flowers on its branches. See?



### Show Image 5A-3: São Paulo

Valeria's city, São Paulo, is the biggest city in all of South America. And it's got more people in it than any other city on the continent. São Paulo is in Brazil, which is the largest country in South America. *Do you remember a large country in North America?*

(Canada, Mexico, United States). Brazil also shares a border with Suriname, which—get this—is the smallest country in South America. The biggest and smallest countries are right next to each other, as neighbors.



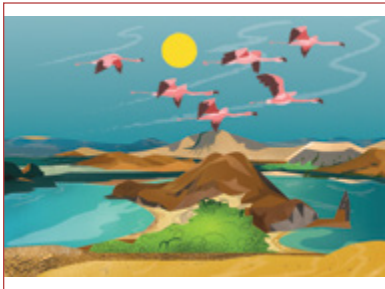
### Show Image 5A-4: Map of South America

South America is divided into twelve countries. One of them is named Ecuador, because a line called the **equator** passes through it. *Explain that ecuador means equator in Spanish.* The equator is a big, imaginary line that divides the whole planet

in two. We call the two halves of the planet **hemispheres**. North America is in the Northern Hemisphere, and South America is in the Southern Hemisphere. Well, most of it is. *On a globe or the world map trace your finger along the equator. Locate and name the Northern and Southern Hemispheres.*

Valeria told me about something cooler than hemispheres, though. Did you know that North and South America are connected by a place called the Isthmus of Panama? What's an isthmus, you ask? *Point to Panama on the world map and show how it connects North and South America.* An isthmus is a bridge made of land that connects two other **landforms**. And that's what connects North and South America. I asked Valeria if she'd ever walked across the land bridge. She said there was a jungle in the middle of it,

so walking between the two would be really hard. *A jungle is a forest thick with trees, other plants, and animals.*



**Show Image 5A-5:  
Flamingos flying over the  
Galápagos Islands**

South America also has islands. The Galápagos Islands are Valeria's favorite, and she told me all about them. *Point out the Galápagos Islands on the map of South America.* There are so many animals there,

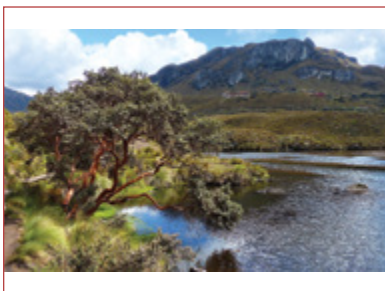
including my favorite bird, the pink **flamingo**. Sometimes we even see those in Puerto Rico. Valeria was excited to hear that our two continents have my favorite animal in them.



**Show Image 5A-6:  
The Andes Mountains**

If you start in Ecuador and walk toward the south, you'd better bring your climbing gear, because you'll go through the Andes mountains! *Explain that climbing gear is equipment, such as a helmet and special shoes, that helps someone climb a mountain.*

The Andes are one of the tallest mountain ranges in the world. They're also really long. They go along the whole west side of South America, through seven whole countries. When you start from the north, you're in warm weather. But by the time you're done, you're so close to the South Pole that you need a coat and mittens. *Trace your finger along the Andes Mountains from north to south.*



**Show Image 5A-7:  
Paper tree**

Another of Valeria's favorite trees grows in the Andes. It's called a "paper tree," because it has papery bark. It also has twisty branches. It is one of the slowest growing trees in the whole world. In fact, paper trees take 100 years to grow. Valeria's big sister

lives in a country called Peru now, where she's working with others to plant

**D** Differentiation

**Challenge**

Ask students why walking through a jungle could be hard.

**Challenge**

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



lots of these trees. Valeria wants to go there to help her sister one day. *Point to Peru on the map of South America.*



**Show Image 5A-8:  
Machu Picchu**

Guess what? There's also a lost city in the Andes Mountains. It's called Machu Picchu. It's hundreds of years old, and it used to be part of the Inca Empire. *Explain that the Inca Empire was an ancient civilization, or group of people that lived long ago.* I don't quite understand

it. How can a whole city get lost? It's a real mystery, and no one knows just why people stopped living there long ago. It's very spooky to think about.



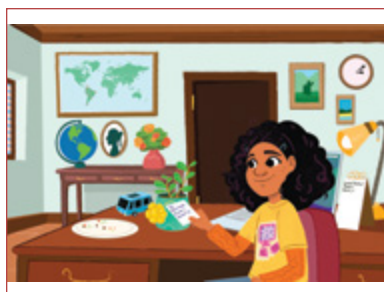
**Show Image 5A-9:  
Amazon rainforest**

Valeria also told me a lot about the trees in the Amazon rainforest. She said that most of the Amazon rainforest is in Brazil, but it's so large that it touches nine different countries. *Point out the area of the Amazon rainforest on the map of South America and explain*

*that it is the largest rainforest in the world.* The tallest tree there is as tall as a building with twenty-five floors.

There are some beautiful animals in the Amazon, like the giant dorado catfish and the pink river dolphin. But there are also some other kinds of animals: biting fish called piranhas, electric eels, and poison dart frogs.

*Explain that eels are snake-like fish that live in the water.* You'd really, really have to want to see a tree to face all of those creatures!



**Show Image 5A-10:  
Mariana thinking about South America**

I told Valeria that I hope that when she plants all her trees, she'll keep track of where she planted them. That way, I can put them all on my map of the world. Maybe, one day, Abuela and I will climb the Andes together and touch

**D** Differentiation

**Support**

Remind students that they learned about Mexico's Lacandon Jungle in Lesson 4. Review the definition of rainforests (forests that have tall trees and get a lot of rain; usually they are located in warm, humid areas).

the bark of the paper tree. I've decided that's my new favorite tree. I told Valeria so, which made her pretty happy.

And then she told me something that made me happy, too. She said she has an online friend who could teach me a little about the continent he's from! Abuela said she'll help me set up another video call with this new friend soon. I'm so excited. What continent will I learn about next?



### Check for Understanding

**Recall:** What was the main topic, or main idea, of this lesson? (*South America*)

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** How many countries are in South America? (*twelve*)
2. **Inferential.** Have students locate North America and the equator on the world map. Do you live in the Northern or Southern Hemisphere? (*Northern Hemisphere*)
3. **Literal.** What connects North America to South America? (*the Isthmus of Panama.*)
4. **Literal.** What is the largest country in South America? What is the smallest? (*Brazil is the largest and Suriname is the smallest.*)
5. **Inferential.** Why would Valeria want to go help her sister plant paper trees in Peru? (*Answers will vary but could include that Valeria is very interested in learning about and planting trees.*)
6. **Inferential.** In the Read-Aloud, Mariana says there is a lost city in the Andes Mountains called Machu Picchu. Why would it be described as lost? (*Answers may vary but could include that it was abandoned and forgotten about.*)
7. **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 the mountains in South America? Where is Machu Picchu?" 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.



### Differentiation

#### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

8. **Literal.** What have you learned about South America? (*Add students' answers to the KWL chart.*)



### Check for Understanding

**Recall:** In which country or area of South America would you find the following?

- São Paulo (*Brazil*)
- The equator (*Ecuador*)
- Machu Picchu (*the Andes mountains/Peru*)
- The Amazon rainforest (*mainly Brazil*)
- Poison dart frog (*Amazon*)

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

- In the Read-Aloud, you heard, "An isthmus is a bridge made of land that connects two other landforms."
- Say the word *landforms* with me.
- *Landforms* are natural features of Earth's surface, such as a hill, a lake, or a beach.
- The continents contain many different landforms, including dry deserts, deep canyons, and tall mountains with snowy peaks.
- What are some landforms in the place you live? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Some landforms where I live are ..."]
- 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 landforms, stand up. If it's not an example of landforms, sit down.

- mountains (*stand up*)
- school buildings (*sit down*)
- canyons (*stand up*)
- hills (*stand up*)

- streets (*sit down*)
- valleys (*stand up*)



### Check for Understanding

**Recall:** Name landforms that can be found in South America. (*Answers may vary but could include mountains and islands.*)

## Lesson 5: South America

# Application



**Writing:** With support, students will locate South America on a world map, then draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

### WHERE IN THE WORLD? (5 MIN.)

- Have students turn to Activity Page 4.1 and ask them to identify the type of map. (*a world map*)
- Invite students to identify and name continents they know already. Ensure that South America is identified.
- Point out your location on the map and mark it with a dot as students do the same on their maps.
- Have students locate and color South America yellow.
- Have students point to and name the following on the world map:
  - The continent where the Amazon Rainforest is located. (*South America*)
  - The continent where the United States is located. (*North America*)
  - The continent where the Caribbean is located. (*North America*)
  - The continent where the Andes Mountains are located. (*South America*)
  - The continent where Mexico City is located. (*North America*)
  - The continent where the Galápagos islands are located. (*South America*)

### Activity Page 4.1



- The continent where you live. (*North America*)
- Collect Activity Page 4.1 for use in subsequent lessons.

### WRITING: SOUTH AMERICA (15 MIN.)

#### Activity Page 5.1



- Have students turn to Activity Page 5.1 and ask them what the Activity Page shows. (*a map of South America*)
- Name and point to each country from the Read-Aloud on the map of South America. (Brazil, Suriname, Ecuador, Peru). Have students locate them on their maps as you are naming them.
- **👤👤 Think-Pair-Share:** Ask students to name which country of South America is farther from where they live. Have them use the following sentence frame: "The country of \_\_\_\_\_ is farthest from where I live." Then have them name the country that is closest to them using the following sentence frame: "The country of \_\_\_\_\_ is closest to where I live." Remind students to signal when both partners have contributed to the conversation. Have two or three students share their answers as you point them out on the map.
- Ask students what they might see if they traveled to South America. Prompt students to frame their responses in complete sentences explaining what and where. Have students use the sentence starter "On my trip to \_\_\_\_\_, I might see \_\_\_\_\_. (*Answers may vary but could include: São Paulo, the Amazon rainforest, the toborochi and paper trees, giant dorado catfish, pink river dolphin, piranhas, electric eels, poison dart frogs, the Galápagos Islands, Machu Picchu, Ecuador, the Andes Mountains, etc.*) You may wish to record student responses on the board or chart paper.
- Ask students to draw on the map two or three details they learned about South America.
- Direct students' attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about South America.
- Have students write a word or phrase about a detail they learned about South America.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                |                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Reframe open-ended questions as choices (e.g., If you traveled to South America, would you rather visit Machu Picchu or the Galápagos Islands?)                                                                         |
| <b>Transitioning/Expanding</b> | Ask students questions to help them recall more specific details from the Read-Aloud. [e.g., What is the name of the lost city of the Inca Empire? What are some animals you would see in the Amazon rainforest?, etc.] |
| <b>Bridging</b>                | Have students answer using complete sentences. [If I traveled to South America I would see ...]                                                                                                                         |



### Exit Pass

Have students orally share which country is nearer to where they live, Mexico or Canada.

- **Sentence Writing Activity** Show Image 5A-5 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 chart paper.
  - Ask students *who* or *what* is in the image. (*flamingos, Galápagos Islands*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*flying, pink, big, 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: Flamingos are flying over the Galápagos Islands.*)

### 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 *All Around 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:

- Explain that geography is learning about people and how they live on Earth.
- Identify how people live and organize themselves on Earth based on location.
- Explain how people have organized themselves over time by creating boundaries such as countries and cities.
- Identify geographical characteristics of several U.S. states.
- Determine the difference between geographic and political boundaries.
- Identify geographical characteristics of North and South America.

## MID-DOMAIN CONTENT ASSESSMENT

### Pausing Point Page PP.1

Pausing Point Page PP.1 contains a map of North and South America and four images that are associated with one or the other continent. Have students draw a line from each image to the continent associated with the image.

## ACTIVITIES

### Class Book: An Alphabet Book 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 book to help them remember what they have learned in this domain.

Pausing Point  
Page PP.1



- Have students brainstorm important information about the geography of Earth. 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 draw a picture of and then write a caption for the picture.
- Before completing the book, work with the class to create a title page, and discuss again the roles of authors and illustrators. Create the title page with all students' names and remind them that in this class book they are all both authors and illustrators.
- Bind the pages to make a book to put in the class library.

## 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 be heard again.

## The United States of America

**Materials:** Teacher and individual student copies of the Map of the United States (Pausing Point Page PP.2); blue, yellow, and green crayons

- Distribute the map of the United States (Pausing Point Page PP.2) to students. Have students study the map for a few minutes. Ask if they recognize what it shows. (*map of the United States*)
- Have students color the map (land and oceans, as well as major rivers). Guide students in first outlining any rivers in blue and then coloring the oceans blue. Review the names of the Pacific and Atlantic Oceans, and have students point to each one on the map.
- Next, help students locate the state where they live, and ask them to color it yellow. Then ask students to color the other states, including the insets of Hawaii and Alaska, green. Invite students to share their map and explain its features.

Pausing Point  
Page PP.2





### **Where I Would Like to Visit**

- Ask students to think about the interesting things and places they have learned about in North and South America: Sleeping Bear Dunes, Window Rock, the Amazon rainforest, Machu Picchu, Puerto Rico, the world's tallest tree, etc. Which place would they like to visit? Have students draw pictures of themselves visiting their favorite place.
- If time permits, ask students individually to tell you why they would want to visit the places they have chosen, and write students' explanations on the drawings.
- Have students elaborate on their choice using the following sentence frames.
  - I would like to visit \_\_\_\_\_ because . . .
  - I would like to visit \_\_\_\_\_ but . . .
  - I would like to visit \_\_\_\_\_ so . . .

### **Space Journey**

- Have students stand by their desks. Ask them to pretend to be astronauts who are flying into space. Tell them they will be looking at planet Earth (the classroom globe) and identifying or naming certain things in North and South America. When you point to a feature in North or South America, students should say what it is. First, point to North America, and ask them what it is, then do the same with South America. Then ask them to name countries, states, cities and towns that they are "flying" over. Finally, have students fly home (and sit back down).

## ALL AROUND THE WORLD: GEOGRAPHY

## Asia

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will share what they know and wonder about Asia.

[SL.K.1, SL.K.2]

**Reading**

Students will identify the main topic and key details of an informational text about Asia.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate Asia on a world map and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

## FORMATIVE ASSESSMENT

**Activity Page 6.1** **Asia** With support, students will write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                                                                                        |
|---------------------------------------------|-----------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                                                                                  |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> world map<br><input type="checkbox"/> location label “Asia” to attach to world map<br><input type="checkbox"/> Visual Support 5.1 |
| Essential Background Information            |                                         |         |                                                                                                                                                                                                  |
| Read-Aloud                                  |                                         |         |                                                                                                                                                                                                  |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 6.1                                                                                                                                                      |
| “Asia”                                      |                                         |         |                                                                                                                                                                                                  |
| Comprehension Questions                     |                                         |         |                                                                                                                                                                                                  |
| Word Work: <i>Bustling</i>                  |                                         |         |                                                                                                                                                                                                  |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                                                                                  |
| Application                                 |                                         |         |                                                                                                                                                                                                  |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 6.1<br><input type="checkbox"/> drawing tools, scissors, and glue for each student                 |
| Writing: Asia                               |                                         |         |                                                                                                                                                                                                  |
| Take-Home Material                          |                                         |         |                                                                                                                                                                                                  |
| Take-Home Letter                            |                                         |         | <input type="checkbox"/> Take-Home Page 6.1                                                                                                                                                      |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

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

### ➤ Visual Support 5.1

- Display Visual Support 5.1 from Lesson 5.
- Prepare to display and use the KWL chart introduced earlier in the domain.

### Read-Aloud

### ➤ Visual Support 6.1

- Prepare and display Visual Support 6.1 to point out locations during the Read-Aloud.

### Application

- Ensure students have various colored drawing tools, including the color red, scissors, and glue.

### Universal Access

- Display photographs of a glacier.
- To ensure all students have the opportunity to contribute during 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.

**bustling, adj.** full of lively activity

Example: The bustling farmers' market is my favorite place to visit on Saturday morning.

Variation(s): none

**monsoon, n.** a wind pattern that brings wet summers and dry winters

Example: We decided to visit India during the winter monsoon so we would have good weather for our trip.

Variation(s): monsoons

**salt water, n.** water that naturally contains a large amount of salt, such as oceans

Example: I prefer to swim in the lake because it doesn't have salt water like the ocean.

Variation(s): none

**glaciers, n.** large, slow-moving areas of snow or ice

Example: Glaciers created many mountains and valleys in the Rocky Mountain region.

Variation(s): glacier

**peak, n.** the top of a hill or mountain that ends in a point

Example: We couldn't see the peak of the mountain because the clouds were covering it.

Variation(s): peaks

**archipelago, n.** a chain or group of islands, usually located in the open ocean

Example: The cruise ship sailed to several islands of the archipelago.

Variation(s): archipelagos

**volcanoes, n.** landforms with an opening in Earth's surface from which melted or hot rock and steam come out

Example: We visited many volcanoes when we were in Hawaii.

Variation(s): volcano

**Vocabulary Chart for "Asia"**

| Type                   | Tier 3<br>Domain-Specific Words                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | monsoon<br>salt water<br>glaciers<br>archipelago<br>volcanoes | bustling<br>peak                 |                                 |
| Spanish<br>Cognates    | monzón<br>glaciares<br>archipiélago<br>volcanes               |                                  |                                 |
| Multiple-<br>Meaning   |                                                               |                                  |                                 |
| Sayings<br>and Phrases |                                                               |                                  |                                 |

## Lesson 6: Asia

# Introducing the Read-Aloud



**Speaking and Listening:** Students will share what they know and wonder about Asia. [SL.K.1, SL.K.2]

## WHERE ARE WE? (5 MIN.)

### > Visual Support 5.1

- Display the map of South America (Visual Support 5.1) from the previous lesson and ask students which continent the map represents.
- Invite students to locate Brazil, Suriname, Ecuador, and Peru on the map.
- Help students locate the Galápagos Islands on the map. Ask students what type of landform they are. (*islands*)
- Read aloud the following sentence about Valeria from the Lesson 5 Read-Aloud: *The Galápagos Islands are Valeria's favorite.*
- Tell students that you will make this sentence more descriptive by adding more details.
- Say, "Let's add details that describe *where* and *why*." Ask students the following questions:
  - Where are the Galápagos Islands? (*South America*)
  - Why are the Galápagos Islands Valeria's favorite? (*there are many animals there, including flamingos*)
- Show students how they can use the answers to the questions to make the sentence more descriptive. Say: "Now I can describe where the Galápagos Islands are located and why they are Valeria's favorite to make the sentence more descriptive. *The Galápagos Islands in South America are Valeria's favorite because there are many animals, including flamingos.*"
- Read the following sentence: Brazil is big.

## D Differentiation

### Support

Refer to Flip Book images 5A-2 and 5A-7 as students answer the questions.

- Ask students to help you make it more descriptive by adding details that answer *what* and *where*. Ask students the following questions:
  - What is Brazil? (*a country*)
  - Where is Brazil located? (*South America*)
- Ask students how they can use the answers to the questions to make the sentence more descriptive. (*Answers may vary but could include: Brazil is a big country in South America.*)
- Read the following sentence: Suriname is small.
- Ask students the following questions:
  - What is Suriname? (*a country*)
  - Where is Suriname located? (*South America*)
- Ask students how they can use the answers to the questions to make the sentence more descriptive. (*Answers may vary but could include: Suriname is a small country in South America.*)

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Locate Asia on the World map.
- Ask students what they know and wonder about Asia. You may prompt discussion with the following questions:
  - What is Asia? A country? A continent? etc.
  - Do you live in Asia?
  - What are the names of some places in Asia? What do you know about these places?
  - Is Asia far from or near North America?
  - Do you know or wonder anything else about Asia?
- Record students' answers in the appropriate places on the KWL chart.
- On the map, point to the Atlantic Ocean and ask students if it is a natural or human made border (*natural*).
- Point out the locations that have already been marked on the map. Tell students that today's Read-Aloud is about the continent of Asia. Mark the map with the corresponding label.

## D Differentiation

### Challenge

Have students investigate in which hemisphere Asia is located. (*both the Northern and Southern hemispheres*)

## Lesson 6: Asia

# Read-Aloud



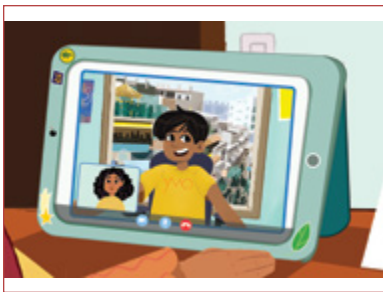
**Reading:** Students will identify the main topic and key details of an informational text about Asia. [RI.K.2, RI.K.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *bustling*. [L.K.4]

### PURPOSE FOR LISTENING

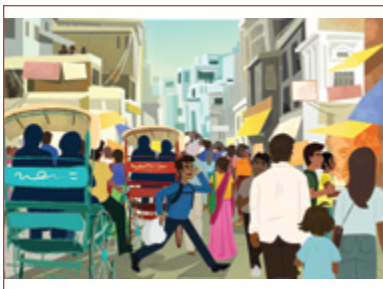
- Tell students to listen carefully to learn about the continent of Asia.

### “ASIA” (20 MIN.)



#### Show Image 6A-1: Mariana talking to Anil

I just talked to my new friend Anil, a nine year old boy who lives in Asia. Anil loves geography, just like me! I know Asia is such a big continent. So I was excited to find out just where he would be calling from. *Point out Asia on the world map and show students that it is in both the Northern and Southern hemispheres.*



#### Show Image 6A-2: New Delhi

Turns out Anil lives in the busy city of New Delhi. *Point out New Delhi on the map of Asia.* He showed me his **bustling** street. It was full of crowds, cars and bicycles. In the distance were tall buildings and a cloudy sky. I showed him a picture of the ocean in San Juan. He said he'd never seen water so blue!



I was amazed at how many people I saw in New Delhi! Anil explained that India, his country, has the largest population in the world. That means there are more people living there than anywhere else. *Point out India on the map of Asia.*



### Show Image 6A-3: The Indus River

Anil also told me India got its name from the Indus River, which is one of the longest rivers in the world. This river starts in a place called Tibet. Tibet is located in the Himalayan Mountains, which are very, very tall. Some people even call Tibet “the roof of

the world,” because it’s so high up. From Tibet, the Indus River flows down the Himalayas, through parts of three countries: China, India, and Pakistan. Then it empties out to the Arabian Sea. *Point out the source of the Indus River in Tibet, tracing its path through the Himalayan Mountains, China, India, and Pakistan to the Arabian Sea, as you name the countries and areas on the map of Asia.*

When I thought about all the countries the Indus River flows through, it made me wonder about the rest of the countries in Asia. Anil told me that over thousands of years, Asia has been divided into different kingdoms and groups. *Explain that a kingdom is an area ruled or governed by a king or queen.* Today, Asia is divided into more than 40 countries. And while it has huge countries like India and China, it has smaller countries too.

One country, called Bangladesh, is known as the “land of six seasons.” *Point out Bangladesh on the map of Asia and remind students that seasons are the different times of the year.* Wow, six seasons! I asked Anil how many months there are in a year with six seasons. But he explained that Bangladesh has twelve months in the year, too, like everywhere else. It’s just that the weather is different in that part of Asia, so the people there divide the same year into six seasons instead of four. The six seasons start with a very hot summer, followed by a very rainy season called **monsoon** season. Then there’s autumn, late autumn, winter, and finally, spring! *Ask students to name the seasons where they live.*

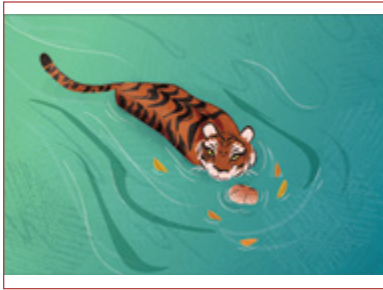
## D Differentiation

### Support

Remind students that they learned about the seasons in Domain 4, *See How They Grow: Plants*, and Domain 5, *Moo, Cluck, Oink: Farms*.

### Challenge

Ask students if they can describe any weather patterns that take place in your area.



#### Show Image 6A-4: Royal Bengal Tiger

Anil also revealed that Bangladesh has one of the world's largest kinds of tiger: the Royal Bengal tiger. Revealed *means to share something that is not well known*. But if it's one of the world's largest, how large is the actual largest tiger? Anil didn't know. But one day I'm sure I'll find out.



#### Show Image 6A-5: Map of the Middle East

Anil told me about another part of Asia he's been to called the Middle East. In the Middle East, there's a lake called the Dead Sea. *Point out the Middle East and the Dead Sea on the map of Asia*. I was surprised by that name, but Anil explained that the Dead Sea

got its name because it is very salty—so salty that no fish can live in it. It is so full of **salt water** that it's even saltier than the oceans. But even with its unusual name and its lack of fish, people from all over the world come to take a dip in the Dead Sea. All the salt makes it very easy to float. *To float is kind of like lying on water*.



#### Show Image 6A-6: Map of the Himalayas

I was curious about the Himalayas, so I asked Anil to tell me more about them. He explained that the Himalayan Mountain Range extends through many countries. *A mountain range is a group of mountains*. The Himalayas are very snowy, and they contain thousands of thick sheets of ice, called **glaciers**.

## D Differentiation

### Support

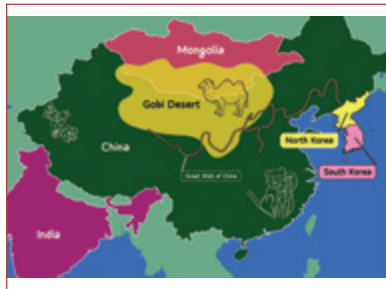
Explain that the water in oceans and seas is called salt water because if you were to taste it, it would taste like you had put salt in the water.



### Show Image 6A-7: Mount Everest

The tallest mountain in the world is in the Himalayas. It's called Mount Everest. Only a few very skilled climbers have climbed up to its **peak**. *Skilled means being very good at doing something because of practicing a lot.* Not only is it freezing on the top of Mt. Everest, but it is also one of the windiest places on Earth. Brrr!

- **Turn and Talk:** Does Mount Everest sound like a place you would like to visit? Have students use the following sentence frame as they talk to a partner: "I would/would not like to visit Mount Everest because \_\_\_\_\_." Have students share their partner's ideas or sentences with the class.



### Show Image 6A-8: The Gobi Desert

North of the Himalayas is the Gobi Desert. *Point out the Gobi Desert on the map of Asia.* It's huge, rocky, and dry. Anil explained that the high Himalayan Mountains block clouds that would carry rain to the area. *That means that the Himalayan Mountains are even higher than the clouds in the sky.* The Gobi Desert stretches across parts of China and the country of Mongolia. *Point to China and Mongolia.*

The Gobi Desert is just to the north of a really, really big stone wall called the Great Wall of China. It stretches thousands of miles across the place where the desert stops. *Point out the Great Wall of China on Flip Book image 5A-8, tracing your finger northward from the Gobi Desert.* Anil said that long ago, people who lived in China built it to help keep people away from their cities. But now people come to China from all over the world to visit it instead.



### Show Image 6A-9: Map of Japan

Anil told me he'd saved his favorite country for last: Japan! *Point to Japan on the map of Asia.* India, China, and some of the other countries Anil and I talked about are all huge, but this one is much smaller. Also, the country's land is an **archipelago**,

which is a word that means a string of islands. Japan has four big islands and thousands of smaller ones. *Review with students the definition of an island [A landform surrounded by water on all sides].* Some are covered in mountains. Some even have **volcanoes**. That's a kind of mountain that sometimes looks like it's on fire.

Anil loves cities, so Japan is his favorite country because it has the largest city in the world in it: Tokyo. *Explain that Tokyo has the largest population, or total number of people that live in an area.* He told me all about its tall buildings and bright lights. But I was a lot more interested in the islands. What is it like to live there? I wondered if it is anything like living in Puerto Rico. I bet there are ways it is the same, and ways it is different, too. Just like anything, I guess. *Ask students if they live in a large city or have visited one.*



### Show Image 6A-10: Mariana daydreaming about Asia

I'm really glad Anil took the time to tell me about Japan and the rest of Asia too. I loved learning about all the rivers and mountains, and of course the tigers! Anil said if I liked talking about Asia, I should definitely meet another friend of his who can tell me about

one more of the world's continents. He's going to introduce us. I can't wait to meet her!

## D Differentiation

### Support

You may wish to show students images of volcanoes and explain that they are mountains that have cracks leading to openings deep inside the earth from which hot, melted rock may sometimes erupt or burst out of the opening.

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What country in Asia has the world's largest population? (*India*)
2. **Literal.** Why does the Dead Sea have that name? (*Answers may vary but could include that its water is so salty, no fish can live in it.*)
3. **Literal.** What is a large country in Asia? A small country? (*Answers will vary but could include China (large) and Bangladesh (small).*)
4. **Inferential.** What kind of clothing would you need to wear if you visited Mt. Everest? Why? (*Answers may vary but could include warm clothing such as coats, hats, gloves, boots, etc. because it is so high up, it is very cold and windy on Mt. Everest.*)
5. **Inferential.** Why would Tokyo be Anil's favorite city? (*it is the largest city in the world*)
6. **Literal.** In which countries is the Gobi desert located? (*China and Mongolia*)
7. **Evaluative.** *Turn and Talk:* Would you like to live in a big city like New Delhi or Tokyo? 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.
8. **Literal.** What have you learned about Asia? (*Add students' answers to the KWL chart.*)



### Check for Understanding

**Recall:** In which country or area of Asia would you find the following?

- New Delhi (*India*)
- The Dead Sea (*Middle East*)
- An archipelago or string of islands (*Japan*)
- Mt. Everest (*the Himalayan Mountains*)

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

- In the Read-Aloud, you heard, "He showed me his bustling street."
- Say the word *bustling* with me.
- If a place is *bustling*, it means it's full of busy activity.

- My favorite restaurant is always bustling on Friday evening.
- Can you think of some other places that might be bustling during certain times or days of the week? Be sure to use bustling in your answer. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "At lunchtime, our school has bustling hallways 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 bustling. If you think what I describe is an example of something that is bustling, say, "That is bustling." If you do not think so, say, "That is not bustling."

- The street was full of cars, buses, and motorcycles. (That is bustling.)
- Everyone in the house was still sleeping when I woke up on Saturday morning. (That is not bustling.)
- When we went to the movies on Sunday afternoon, we were the only ones in the theater. (That is not bustling.)
- The mall was full of shoppers on the day after Thanksgiving. (That is bustling.)
- The actors were hurrying to change into their costumes before the big finale. (That is bustling.)

## Lesson 6: Asia

# Application



**Writing:** With support, students will locate Asia on a world map, then write a sentence about a detail they learned from the Read-Aloud. **[W.K.2]**

### WHERE IN THE WORLD? (5 MIN.)

- Direct students to the world map.
- Display the Flip Book Image you prepared in advance and invite students to point to and name the continent where each image belongs.
- Have students turn to their copies of the world map on Activity Page 4.1.
- Instruct students to locate and color Asia red.
- Collect Activity Page 4.1 for use in subsequent lessons.

### Activity Page 4.1



## Activity Page 6.1



## D Differentiation

### Challenge

Have students label each picture after they glue it on the map.

## WRITING: ASIA (15 MIN.)

- Have students turn to the first page of Activity Page 6.1 and ask them what the activity page shows. (*a map of Asia*)
- Name and point to the following locations on the map of Asia: India, China, the Dead Sea, Japan and Bangladesh.
- Direct students to the second page of Activity Page 6.1 and explain that these are all places they would find in Asia.
- Instruct students to color each picture then have them cut out each individual picture, following the dotted lines.
- Explain that, once all the pictures are cut out, students should look carefully at the shape of each piece and then glue it to the matching outline on the map of Asia.
- Direct students' attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about Asia. You may wish to record student answers on the board or chart paper.
- Have students write a word or phrase about a detail they learned about Asia.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

|                                     |                                                                                         |
|-------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Allow students to dictate their word or phrase to an adult.                             |
| <b>Transitioning/<br/>Expanding</b> | Have students work collaboratively with a peer or an adult to write a word or sentence. |
| <b>Bridging</b>                     | Encourage students to work independently to write a word or sentence.                   |

- **Sentence Writing Activity** Show Image 6A-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 or chart paper.
  - Ask students *who* or *what* is in the image. (*tiger*)
  - Ask students *what is happening* or *how someone or something is* in the image. (*swimming, big, furry, striped, 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. (*The tiger is big.*)

~~~~~ **End Lesson** ~~~~~



Lesson 6: Asia

# Take-Home Material

## TAKE-HOME LETTER

Take-Home Page 6.1



- Send home Take-Home Page 6.1.

## ALL AROUND THE WORLD: GEOGRAPHY

# Africa

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

Students will share what they know and wonder about Africa.

[SL.K.1]

**Reading**

Students will identify the main topic and key details of an informational text about Africa.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate Africa on a world map, then draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

**FORMATIVE ASSESSMENT**

**Activity Page 7.1**     **Africa** With support, students will draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]



## LESSON AT A GLANCE

|   | Grouping Recommendations                | Time    | Materials  |
|---|---|---------|--|
| Introducing the Read-Aloud                  |   |         |  |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> Visual Support 6.1<br><input type="checkbox"/> world map<br><input type="checkbox"/> location label “Africa” to attach to world map |
| Essential Background Information            |   |         |  |
| Read-Aloud                                  |   |         |  |
| Purpose for Listening                       | Whole Group                             | 30 min. | <input type="checkbox"/> Visual Support 7.1<br><input type="checkbox"/> Image Card 2   |
| “Africa”                                    |   |         |  |
| Comprehension Questions                     |   |         |  |
| Word Work: <i>Flow</i>                      |   |         |  |
| This is a good opportunity to take a break. |   |         |  |
| Application                                 |   |         |  |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 7.1<br><input type="checkbox"/> drawing tools  |
| Writing: Africa                             |   |         |  |

## 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 from Lesson 6.
- Prepare to display and use the KWL chart introduced earlier in the domain.

### Read-Aloud

#### > Visual Support 7.1

- Prepare to display Visual Support 7.1 (Map of Africa) to point out locations during the Read-Aloud.
- Prepare to display Image Card 2 of Egyptian Pyramids.

### Application

- Ensure students have various colored drawing tools, including the color orange.

**Teacher Note:** You will encounter the word *Niger* in the Read-Aloud. Please note the proper pronunciation: /nee\*zhair/.

### Universal Access

- Prepare photographs of a Danfo bus, wadi, African animals and a coral reef.
- To ensure all students have the opportunity to contribute during 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.

**wetland, n.** land that is covered by shallow water

Example: We walked down the path through the woods to reach the wetland.

Variation(s): wetlands

**mangroves, n.** certain kinds of trees or shrubby plants that grow thickly along seashores and riverbanks

Example: We kayaked through the mangroves to reach the ocean.

Variation(s): mangrove

**pyramids, n.** large structures with four sides that usually slope upward and meet at a point

Example: We climbed to the top of the pyramid to see the view.

Variation(s): pyramid

**flow, v.** to move in one direction

Example: Many small rivers flow into the Mississippi river.

Variation(s): flows, flowed, flowing

**savannas, n.** rolling grasslands with scattered trees and shrubs.

Example: We saw herds of elephants as we drove with our guide through the savannas.

Variation(s): savanna

### Vocabulary Chart for “Africa”

| Type                   | Tier 3<br>Domain-Specific Words              | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|--|----------------------------------|---------------------------------|
| Vocabulary             | wetland<br>mangroves<br>pyramids<br>savannas | flow                             |                                 |
| Spanish<br>Cognates    | manglares<br>pirámides<br>sabanas            |                                  |                                 |
| Multiple-<br>Meaning   |  |                                  |                                 |
| Sayings<br>and Phrases |  |                                  |                                 |

## Lesson 7: Africa

# Introducing the Read-Aloud



**Speaking and Listening:** Students will share what they know and wonder about Africa. [SL.K.1]

## WHERE ARE WE? (5 MIN.)



### Check for Understanding

**Recall:** Display the world map and ask students to identify the locations of North America, South America, and Asia.

### > Visual Support 6.1

- Display Visual Support 6.1 from the previous lesson and ask students which continent the map represents.
- **Turn and Talk:** Where would you want to visit if you went on a trip to Asia? Why? Prompt students to use the following sentence frame as they talk to a partner: "I would visit \_\_\_\_\_ because \_\_\_\_\_." (*Answers may vary but should be based on information about Asia in the Lesson 6 Read-Aloud text.*)



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Allow students to indicate what they would want to see if they traveled to Asia by pointing to and describing Flip Book images from the Lesson 6 Read-Aloud.                                 |
| <b>Transitioning/Expanding</b> | Allow students to work with a peer and provide a word bank that they can choose from to explain why they chose to go to a particular place in Asia: <i>exciting, tallest, longest</i> , etc. |
| <b>Bridging</b>                | Provide a word bank that students can choose from to explain why they chose to go to a particular place in Asia: <i>exciting, tallest, longest</i> , etc.                                    |

## D Differentiation

### Support

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

## ESSENTIAL BACKGROUND INFORMATION (5 MIN)

- Locate Africa on the World map.
- Direct students' attention to the KWL chart.
- Ask students what they know and wonder about Africa. You may prompt discussion with the following questions:
  - What is Africa? A country? A continent?
  - Do you live in Africa?
  - What are the names of some places in Africa? What do you know about these places?
  - Is Africa far from or near where you live?
  - Do you know or wonder anything else about Africa?
- Record students' answers on the KWL chart.
- On the map, point out to students how Africa is located in both the Northern and Southern Hemispheres.
- Tell students that today's Read-Aloud takes place in Africa. Mark the map with the corresponding label.

### Lesson 7: Africa

# Read-Aloud



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

[RI.K.2, RI.K.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *flow*.  
[L.K.4]

## PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the continent of Africa.

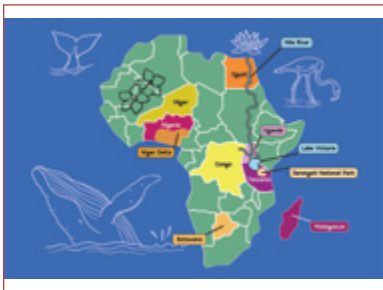
**“AFRICA” (20 MIN.)**




**Show Image 7A-1:  
Mariana talking to Abeni**

An illustration of a woman with dark skin and curly hair, wearing a yellow and black patterned dress, sitting on a green sofa. She is on a video call, with a smaller inset showing a woman with dark skin and curly hair. The background of the video call shows a room with a television, a plant, and a framed picture. The entire scene is framed by a green border with small yellow stars and a leaf.

I just talked to my new friend, Abeni. Abeni lives in Nigeria, a diverse country on the continent of Africa. (Its population is so large, people call it the “Giant of Africa.”) Abeni lives in a city called Lagos. *Point out Lagos and Nigeria on the map of Africa.* She said Lagos is famous for art and fashion, as well as for movies. *To be famous means to be well-known for something.* She also told me about its beautiful beaches, the giant bridges that connect the different parts of the city to one another, and the yellow buses called Danfo that travel across those bridges.



**Show Image 7A-2:  
Map of Africa**



Abeni loves the Danfo buses. In fact, she loves every form of travel. With her parents, she's traveled through many parts of Africa by plane, boat, and train. There are over fifty countries in Africa, and Abeni has been to lots of them. She's so lucky! And I'm lucky too, because I get to ask her about everything she's seen.

**💬 Think-Pair-Share:** *Talk to a partner about some ways you have traveled or would like to travel. Remind students to signal when both partners have contributed to the conversation. Have students share their neighbor's answer with the class.*



**Show Image 7A-3:**  
**Niger Delta**

Nigeria is named for a river called the Niger /nee\*zhair/. *Show students the path of the Niger River on the map.* Many people in Nigeria live in the place where the river meets the Atlantic Ocean, which is called the



Niger Delta. *Point out where the Niger River and Atlantic Ocean meet on the map.* Abeni said the Niger Delta is a **wetland**, which is a part of land covered by water. Along the coast are tall trees called **mangroves** that sit on the water like they're on stilts. *Stilts are poles used to allow a person or structure to stand above the ground.*



**Show Image 7A-4:  
Congo River**

Another huge river in Africa is called the Congo. It flows through a giant rainforest called the Congo Basin. *Point out the Congo River and Congo Basin on the map of Africa.* Hearing about it reminded me of the rainforest my friend Valeria in South America

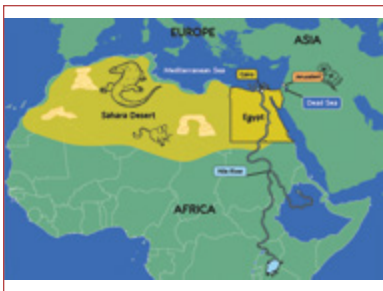
told me about. *What is the name of the rainforest in South America?* (the Amazon) Abeni said there are beautiful red trees in the Congo, as well as my favorite bird, the flamingo! *Do you remember who else we met whose favorite bird is the flamingo?* (Valeria) Many people live in the Congo Basin. Some travel along the river in boats, and some go on trains that pass beneath the trees. (Abeni and her parents have used both.)

- 
- Have students describe image 7A-4 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 different kinds of transportation, or ways to get around. Explain that many people in Africa travel by boat to get around but many people also live in modern cities and travel using other kinds of transportation, such as trains and buses.
-

It seems like there are so many rivers in Africa. Abeni told me that is true, but that the northern part of Africa is mostly a desert called the Sahara. (Though she did admit that the Sahara also has a river called the Nile.) *Point out the northern part of Africa, as you locate the Sahara Desert and the Nile River.*

The Sahara is the biggest desert in the whole world, full of giant sand dunes and dry lakes. The dry lakes are called wadi in Arabic, which is one of about 2000 languages spoken on the African continent. *Dry lakes are dry during most of the year except for the rainy season.*

The Sahara is also full of strange, tall stones. Some of those stones stand in circles, like the Nabta Playa, while others are scattered all across the desert. I asked Abeni how the stones got there. She explained that the wind blows sand over the stones. Over time, it carves them into shapes. I didn't know that wind could change the shape of a stone. I asked Abeni if the wind could change my shape. Abeni said I'd have to stay still in one place for most of my life to find out.



#### Show Image 7A-5: Map of North Africa

The Sahara is so big, it stretches across many countries, including Niger, Mali, Morocco, and Egypt. *Point out the locations of these countries on the map as you show the expanse of the Sahara desert.* Abeni says that people from all over the world travel to

northern Egypt. There's a huge opera house there, and so many movies are made that Cairo has been called the "Hollywood on the Nile." *Point to Cairo on the map of Africa and explain that it is the largest city in Egypt and all of Africa. Also explain that Hollywood is a place in the state of California in the United States where many movies are made.*

People also come to see the **pyramids**. These giant triangular structures were built in ancient times to honor the pharaohs (kings and queens). *Show students Image Card 2 (Egyptian pyramids). Explain that to honor someone means to treat them as special and important.* Abeni also told me that ancient Egyptians invented many things we use today, like toothpaste, pens, paper, locks and keys.

## D Differentiation

### Support

Remind students that Tasunka told Mariana about sand dunes when he described Sleeping Bear Dunes in North America.

### Image Card 2



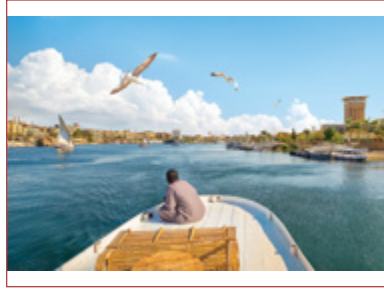
## D Differentiation

### Support

Remind students that they learned that plants need soil to grow in Domain 4 *See How They Grow: Plants* and in Domain 5 *Moo, Cluck, Oink: Farms*.

### Challenge

Ask students to look for other cities that are close to rivers on a globe or map.



### Show Image 7A-6: Nile River

The Nile River is really important to Egypt. During the rainy season, the water in the Nile rises, which lets fresh soil **flow** into Egypt. For many, many years, the soil has helped plants grow. Abeni told me that often the oldest cities in the world, like Cairo in Egypt,

are close to rivers. It's easy to grow food close to them.

The Nile goes through eleven other countries too—not just Egypt. Once, Abeni took a boat tour along parts of the Nile River with her family. They started their trip in Lake Victoria, a lake so big it's shared by three countries: Uganda, Tanzania, and Kenya. *Locate Lake Victoria and Uganda, Tanzania, and Kenya on the map of Africa.* Then, they floated with the Nile north toward the Mediterranean Sea, which is where the Nile empties. Abeni said the boat trip took six whole days. She loved watching the sunsets. Her family even stopped to admire a queen's tomb! *Use the map to show the route of the Nile River. Have students trace the route of the Nile River, starting from Lake Victoria and ending at the Mediterranean Sea, with their fingers.*



### Show Image 7A-7: Animals of the Savanna

I asked Abeni to tell me about her favorite travel memory. That's when she told me about the **savannas**. Savannas are wide plains. Many animals live there, including fast cats called cheetahs and huge elephants with trunks and wide ears. *Do you remember*

*the name of the plains found in the middle part of the United States? (the Great Plains)*

Abeni's favorite travel memory is the time she and her parents traveled to a country called Tanzania, which has a large park called Serengeti National Park. *Point to Tanzania on the map of Africa.* A guide drove her and her family out to see zebras, which are like horses, but with stripes. The guide took them close, but not too close—that way both Abeni's family and the zebras stayed safe. *It is important to observe, or watch, all wild animals from a distance so they are not disturbed.*

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## Show Image 7A-7

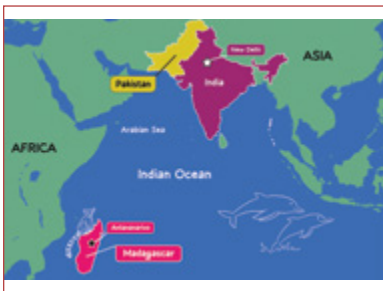
- **Turn and Talk:** We learned some things about a savanna that are shown in this picture. Turn to your partner and share one complete sentence that uses the word *savanna*. Remind students to signal when both partners have contributed to the conversation and then have them share their partner's ideas or sentences with the class.
- 



## Show Image 7A-8: Detailed Map of Africa

Abeni also saw the savanna in a country called Botswana. *Point out Botswana on the map of Africa.* It's one of the wealthiest countries in Africa, with tall skyscrapers and natural caves full of diamonds. *Wealthy means having lots of money, property, or*

*other resources. Diamonds are a resource that can be sold for money.* She and her parents flew on an airplane into a big city called Gaborone, and then they drove into grasslands that seemed to go on forever. *Show students the location of Gaborone on the map of Africa and explain that grasslands are areas that are mostly covered with grass. The compound word is made up of the two smaller words grass and lands.* It rarely rains in the savanna, so the dry grass crunched when Abeni stepped on it. When I looked at Botswana on a map, I was surprised. No part of it touched the ocean! I live on an island, and I don't think I'd be happy without getting to see the ocean sometimes.



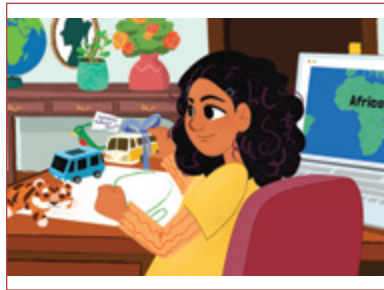
## Show Image 7A-9: Eastern Africa and Madagascar

But guess what? Abeni said there was a beautiful island country in Africa. In fact, it's one of the largest islands in the world, called Madagascar. *Point out Madagascar on the map of Africa.* There are tiny animals there called lemurs that do not live anywhere

else in the world. Madagascar also has one of the world's largest coral reefs.

*A coral reef is a large, colorful, underwater structure made from the skeletons of small sea creatures. They are usually found in warm, shallow water. I wonder what it would be like to snorkel there? Would it be very different from snorkeling in San Juan, or would I see a ton of new sea creatures? Do you think the coral reefs would look the same in Madagascar and San Juan?*

When we looked at Madagascar on a map, I was happy to see that it is just across the Indian Ocean from India, the country in Asia where my friend Anil lives. I know Anil doesn't live very near the ocean. But it was nice to think, again, that my two friends' continents were so close together. *Trace your finger across the Indian Ocean from Madagascar to India as students do the same.*



**Show Image 7A-10:  
Mariana thinking about Africa**

I thanked Abeni for teaching me about all the different areas on her continent. I taught her a few things I know about Puerto Rico, too, as well as the other places I'd learned about. She said she'd love to take a plane across the Atlantic Ocean to visit me in San Juan

sometime. Or maybe someday I'll visit her in Nigeria, and the two of us can ride the buses together wherever we want.

Oh, one more thing! Abeni told me that if I wanted to keep learning about continents, I should talk to another friend of hers. This new friend lives in Europe, which is across the Mediterranean Sea from Africa. I'm making so many friends from all these continents! I wonder what this new one will have to say.

**COMPREHENSION QUESTIONS (5 MIN.)**

1. **Literal.** Why is Nigeria called the "Giant of Africa?" (*because its population is very large*)
2. **Literal.** What part of Africa contains a very large rainforest? (*the Congo Basin*)
3. **Literal.** What are some animals that live on the African Savanna? (*elephants, cheetahs, and zebras*)
4. **Inferential.** Why is the Nile River important to the people of Egypt? (*Answers may vary but could include that the soil along the Nile is where farmers can grow plants for food.*)

5. **Inferential.** Why do you think that lemurs do not live anywhere but Madagascar? (*Answers may vary but could include because they live on an island and cannot swim across the ocean to other areas.*)
6. **Evaluative.** 👤👤 *Think-Pair-Share:* Abeni said that one of her favorite travel memories is the time she and her parents traveled to the Serengeti National Park in Tanzania. Do you have a favorite travel memory? If students do not have a travel memory, have them share a favorite location they have learned about from the Read-Alouds. Prompt students to frame their responses in complete sentences explaining what, where, why, when, and how (e.g., “My favorite travel memory is when I went to \_\_\_\_\_. It is my favorite because \_\_\_\_\_. I traveled there by train/plane/boat/etc.).
7. **Literal.** What have you learned about Africa? (*Add students’ answers to the KWL chart.*)

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

- In the Read-Aloud, you heard, “During the rainy season, the water in the Nile rises, which lets fresh soil flow into Egypt.”
- Say the word *flow* with me.
- *Flow* means to move in one direction.
- The flow of the stream was very slow, so we had to use the oars to move our canoe.
- Share some examples of other things that might flow. Try to use the word *flow* in your answer. [Ask two or three students to share their answers. If necessary, guide and/or rephrase students’ responses: “The honey flows more slowly out of the jar when it’s cold...”]
- What is the word we have been talking about?

**Use a Making Choices activity for follow-up.** I will read some phrases. If what I say is an example of something that could flow, stand up. If it’s not an example of something that could flow, sit down.

- the water in a stream (*stand up*)
- a school building (*sit down*)
- lava from a volcano (*stand up*)
- milk from a carton into a glass (*stand up*)
- a street (*sit down*)
- syrup onto warm pancakes (*stand up*)

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

## Lesson 7: Africa

# Application



**Writing:** With support, students will locate Africa on a world map, then draw and write a sentence about a detail they learned from the Read-Aloud. **[W.K.2]**

### Activity Page 4.1



#### WHERE IN THE WORLD? (5 MIN.)

- Have students turn to Activity Page 4.1 and ask them to identify the type of map. (*a world map*)
- Invite students to identify and name continents they know already. Ensure that Africa is identified.
- Have students locate and color Africa orange.
- Collect Activity Page 4.1 for use in subsequent lessons.

#### WRITING: AFRICA (15 MIN.)

- Have students turn to Activity Page 7.1 and ask them what the activity page shows. (*a map of Africa*)
- Name and point to each country from the Read-Aloud (Nigeria, Mali, Morocco, Egypt, Tanzania, Botswana, Madagascar, Uganda, and Kenya). Have students locate them on their maps as you are naming them.
- **Think-Pair-Share:** Ask students to think about the interesting things and places they learned about Africa. Ask several students to share their answers. Record these answers on the board or chart paper as you identify the corresponding locations on the map of Africa.
- Have students draw a picture of themselves visiting their favorite place on the map on Activity Page 7.1.
- Circulate around the room as students work, asking them to describe what they are drawing.
- As time allows, have students dictate a brief sentence describing their drawing as you write it on the activity page.
- Ask students to describe their drawings to the class. Prompt students to frame their responses in complete sentences explaining where they would go in Africa, why they would go there, and what they would see. Have students

### Activity Page 7.1





use the sentence starter “If I traveled to Africa, I would go to \_\_\_\_\_ because \_\_\_\_\_, On my trip to Africa I would see \_\_\_\_\_.”

- Direct students’ attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about Africa. You may wish to record student answers on the board or chart paper.
- Have students write a word or phrase about a detail they learned about Asia.

## D Differentiation

### Challenge

Have students write their own sentences for their drawings.

| <div> <div>ML/EL</div> <div>MULTILINGUAL/ENGLISH LEARNERS</div> </div> <div> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> |  |
|---|--|
| <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 sentence(s).                 |
| <b>Bridging</b>   | Have students describe their drawings using longer, more detailed sentence(s). |

- **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 or chart paper.
  - Ask students who or what is in the image. (*people, river, boat, city, etc.*)
  - Ask students what is happening or how someone or something is in the image. (*traveling, talking, 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. (*People are traveling by boat down the river.*)

End Lesson



## 8

## ALL AROUND THE WORLD: GEOGRAPHY

## Europe

## PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will share what they know and wonder about Europe.

[SL.K.1]

**Reading**

Students will identify the main topic and key details of an informational text about Europe.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate Europe on a world map and draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

## FORMATIVE ASSESSMENT

**Activity Page 8.1**

**Europe** With support, students will draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]



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

## LESSON AT A GLANCE

|   | Grouping Recommendations                | Time    | Materials  |
|---|---|---------|--|
| Introducing the Read-Aloud                  |   |         |  |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> Visual Support 7.1<br><input type="checkbox"/> world map<br><input type="checkbox"/> location label “Europe” to attach to 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"/> Image Cards 8 - 11   |
| “Europe”                                    |   |         |  |
| Comprehension Questions                     |   |         |  |
| Word Work: <i>Ancient</i>                   |   |         |  |
| This is a good opportunity to take a break. |   |         |  |
| Application                                 |   |         |  |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 8.1<br><input type="checkbox"/> drawing tools  |
| Writing: Europe                             |   |         |  |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

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

### ➤ Visual Support 7.1

- Display Visual Support 7.1 from Lesson 7.
- Prepare to display and use the KWL chart introduced earlier in the domain.

### Read-Aloud

### ➤ Visual Support 8.1

- Prepare and display Visual Support 8.1 (Map of Europe) to point out locations during the Read-Aloud.
- Prepare to display Image Cards 8–11.

### Application

- Ensure students have various colored drawing tools, including the color brown.

### Universal Access

- To ensure all students have the opportunity to contribute during 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.

**moors, n.** boggy, or wet, areas of hilly land covered mainly with grasses

Example: My sister and I went for a walk on the moors.

Variation(s): moor

**channel, n.** a narrow waterway between two large areas of land that connects large bodies of water

Example: We took a ferry across the English Channel from France to England.

Variation(s): channels

**continental, adj.** the main land area of a continent that does not include islands or other land areas that do not touch the main continent  
 Example: The continental United States does not include Hawaii or Alaska.  
 Variation(s): continent

**ancient, adj.** something that is very old or from very long ago  
 Example: We visited many ancient castles on our trip to Scotland.  
 Variation(s): none

**peninsula, n.** a piece of land surrounded by water on three sides  
 Example: The Old Mission Peninsula is a strip of land that stretches into Lake Michigan.  
 Variation(s): peninsulas

**strait, n.** a narrow body of water that connects two larger bodies of water  
 Example: The boat had to cross a narrow strait to reach the island.  
 Variation(s): straits

| Vocabulary Chart for “Europe” |  |                                  |                                 |
|-------------------------------|--|----------------------------------|---------------------------------|
| Type                          | Tier 3<br>Domain-Specific Words                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Vocabulary                    | moors<br>channel<br>continental<br>peninsula<br>strait | ancient                          |                                 |
| Spanish Cognates              | páramos<br>continental<br>península                    |                                  |                                 |
| Multiple-Meaning              |  |                                  |                                 |
| Sayings and Phrases           |  |                                  |                                 |

## Lesson 8: Europe



# Introducing the Read-Aloud

**Speaking and Listening:** Students will share what they know and wonder about Europe. **[SL.K.1]**

## WHERE ARE WE? (5 MIN.)

- Display the world map and ask students to identify the locations of North America, South America, Asia, and Africa.

### > Visual Support 7.1

- Display Visual Support 7.1 from the previous lesson and ask students which continent the map represents.
- **Turn and Talk:** What are two things you could see if you went on a trip to Africa? Have students use the following sentence frame: "If I went on a trip to Africa, I could see \_\_\_\_\_ and \_\_\_\_\_."
- Invite several students to share their responses.

## MULTILINGUAL/ENGLISH LEARNERS

ML/EL

### Speaking and Listening

Exchanging Information and Ideas

|                                |   |
|--------------------------------|---|
| <b>Entering/Emerging</b>       | Allow students to illustrate what they would see.   |
| <b>Transitioning/Expanding</b> | Encourage students to use vocabulary from the text to complete the sentence frame.  |
| <b>Bridging</b>                | Encourage students to work collaboratively with a partner to express their ideas in complete sentences about what they would see on a trip to Africa. |

## D Differentiation

### Support

To help students recall information about Africa, you may wish to show them images from the Lesson 7 Read-Aloud.

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Locate Europe on the World map.
- Direct students' attention to the KWL chart.
- Ask students what they know and wonder about Europe. You may prompt discussion with the following questions:
  - Is Europe land or water?
  - Is Europe far or near where you live?
  - What are the names of some places in Europe? What do you know about these places?
  - Is Europe far from or near other continents we have learned about?
  - Do you know or wonder anything else about Europe?
- Record students' answers in the appropriate places on the KWL chart.
- On the map, point out to students how Europe is located next to Asia and the narrow strip of water that separates Europe from Africa.
- Tell students that today's Read-Aloud takes place on the continent of Europe. Mark the map with the corresponding label.

### Lesson 8: Europe

# Read-Aloud



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

[RI.K.2, RI.K.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *ancient*.  
[L.K.4]

## PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the continent of Europe.

## “EUROPE” (20 MIN.)



### Show Image 8A-1: Mariana talking to Cassie

Hi there! I've got some pretty great news. Since our last conversation, I've made yet another geography friend! Her name is Cassie, and she's from a country called Ireland. *Point out Ireland on the map of Europe.* Abeni introduced us because she

thought Cassie would have a lot to tell me about her continent, Europe. She was right.



### Show Image 8A-2: Cassie standing in a moor

Cassie belongs to a family of shepherds. That means they take care of lots of sheep. Cassie and her family raise them, feed them, and protect them, too. *Do you have animals or pets you take care of?* I told Cassie that being a shepherd sounded like a really

important job. She said that although she loves her sheep, she wants to be a pilot one day. *A pilot is someone who flies, or drives, an airplane.* That's why she's so curious about the geography of Europe. One day she's going to fly all over it. *Why would you need to know about geography if you want to fly airplanes?*

### Image Card 8



### Show Image 8A-3: Map of Ireland

Cassie lives in a part of Ireland called **County Donegal**, which is perfect for raising sheep. *Point to County Donegal on the map of Europe.* It's full of wide, green fields of grass that sheep love to eat. She said that Ireland is so green that it's often called the Emerald

Isle. (An emerald is a beautiful green jewel.) *[Show students Image Card 8 (aerial view of Ireland). Isle is another word for island.]*

She said that long ago, many places in the world, including Ireland, were covered in thick glaciers. Glaciers are huge sheets of ice, as big as mountains. When the glaciers started to move and slide over the land, they carved it into different shapes. *To carve means to cut carefully into shapes.* In some places, they carved it into wide, wet **moors** that are perfect for raising sheep. *[Show students Image Card 9 (Glacier and Irish moor). Moors are boggy, or wet, areas of hilly land covered with grasses.]*



#### Show Image 8A-4: Map of North Atlantic European countries

Cassie also told me something exciting, which is that Ireland is an island, just like Puerto Rico! (Except bigger and colder, I guess.) It's all surrounded by tall, dark cliffs that drop all the way down into the Atlantic Ocean, which surrounds Ireland. *Point to the*

*Atlantic Ocean and show how it surrounds Ireland.* She told me that there are lots of islands with countries on them in Europe. Ireland, Iceland, and the United Kingdom are all considered island countries. *Point out these locations on the world map and remind students that just like Puerto Rico is part of North America, these islands are part of Europe.* Cassie told me that one day, she'll get lots of flying practice by circling the islands in Europe, trying to find the fastest way to connect all the dots.



#### Show Image 8A-5: Map of Europe

But Europe isn't just made of islands. Cassie said that if you fly from London across a sea called the English **Channel**, you'll arrive on the biggest part of Europe. *Tell students that London is a big city in a country called England. Trace your finger from London*

*across the English Channel to mainland Europe on the map.* Sometimes people call that part of Europe **continental** Europe, or even "the Continent."

Europe is divided into more than forty different countries. Some of these countries, like Luxembourg, are small. *Point out Luxembourg on the map of Europe.* Luxembourg is so small that it's made up of only one city. Others, like

## D Differentiation

### Support

Remind students that they learned about different types of plant environments in Domain 4, *See How They Grow: Plants*. Plants that grow in wet and rainy environments are often very green.

### Challenge

Ask students what type of environment would make plants and grass very green. *(a wet/rainy environment)*

### Image Card 9



## D Differentiation

### Support

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

### Challenge

Show students a United States map of the contiguous forty-eight states and ask what it would be called. *(the continental United States)*



## Image Card 10



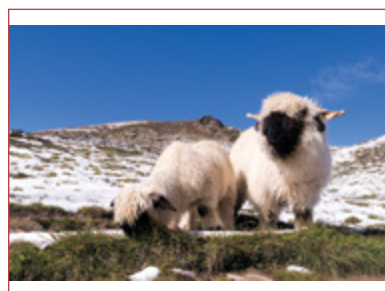
France and Germany, are a whole lot bigger. *Point out France and Germany on the map of Europe.* From up high in a plane, Cassie said, much of the land of Europe would look like green square patches dotted with cities and towns, forests, and rocks. *[Show students Image Card 10 (aerial view of Europe).]* There are many long rivers that flow through Europe, too. Some of the countries use the rivers as borders, and people have often traveled on rivers like the Danube to bring goods from town to town. *Point out the Danube river on the map of Europe and ask what type of border it is. (a natural border)*



### Show Image 8A-6:

#### The Alps. France, Austria, and Switzerland

There are some serious natural borders in Europe, though. *Serious here means big and important.* Some countries are separated by rivers, and others are separated by hills and mountains. The Alps are one of the biggest mountain ranges in Europe. The Alps stretch all the way from France to a country called Austria. *Trace the Alps on the map of Europe, pointing out the location of Austria.* Some countries, like Switzerland, are almost entirely in the Alps. *Point out Switzerland on the map of Europe.* To get to some of the cities in Switzerland, you have to go through tunnels that people have dug into the mountains. *A tunnel is a passageway that runs underground or through something, like a mountain.*



### Show Image 8A-7:

#### Valais Blacknose sheep in the Alps

Cassie explained that flying over the Alps in a plane can be tricky because they're so huge and there are all kinds of strong winds. But she says the views are spectacular, especially the snowy peaks on the mountain tops. Even the sheep in the Alps are spectacular, she said. *Spectacular means something that is very exciting or impressive to look at.*



### Show Image 8A-8: Map of Italy

I asked Cassie what else a pilot might notice about Europe. She said that one thing she thought a pilot might notice is the country of Italy. Italy is a country on a **peninsula**, which is a piece of land almost entirely surrounded by water. *Locate Italy on the map of Europe*

*and trace your finger around the three sides that are surrounded by water.*

Cassie says that a pilot might be excited about the peninsula Italy is on, because it's shaped like a boot.

She also said Italy was interesting for other reasons. There's an **ancient** city there called Venice that's partly underwater, so you have to use boats to get around it. *[Show students Image Card 11 (Venice).] Remind them that they learned about mangroves in Lesson 7, tall trees that sit on the water like they're on stilts. Explain that this is similar to the buildings in Venice. The buildings are on stilts that are under the water.* The people in Italy also invented pizza. That was exciting to me! My cousins in New York are always telling me about the pizza there, and I didn't realize Italy was where it got started. It seems like lots of times, when I learn about somewhere far away from me, I learn about something close to me, too. *What are some foods that you know about that came from different places? (street tacos, alcapurrias, piragua, poutine)*



### Show Image 8A-9: The Iberian Peninsula

Cassie also told me a pilot might notice the Iberian Peninsula. Spain and Portugal are two countries that form the Iberian Peninsula, which is attached to the rest of Europe near a mountain range called the Pyrenees /pirr\*uh\*neeze/. *What makes the*

*Iberian Peninsula a peninsula? (It is a piece of land surrounded by water on three sides.)*

The most interesting thing a pilot might see about Spain, though, is the tiny bit of water that separates it from a country called Morocco, which is in Africa. Cassie told me that the waterway is called the **Strait** of Gibraltar.

## D Differentiation

### Challenge

On a globe or map, ask students to locate the island that is at the toe of Italy.

### Image Card 11

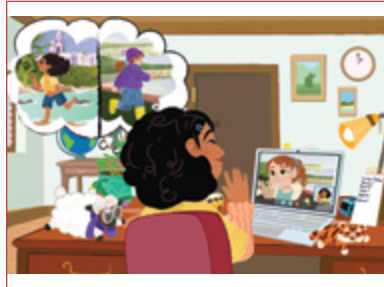


## D Differentiation

### Challenge

Ask students to look at a globe or world map and find another route besides the Strait of Gibraltar a ship could take to sail from the Mediterranean Sea to the Atlantic Ocean.

*Point out the Strait of Gibraltar on the map of Europe.* A strait is a small waterway that connects two big bodies of water. The Strait of Gibraltar connects the Mediterranean Sea and the Atlantic Ocean. *Trace your finger on the map of Europe from the Mediterranean Sea to the Atlantic Ocean, showing students how the Strait of Gibraltar connects the two bodies of water.* Many, many ships pass from the ocean to the sea and back every day. Kind of a big job for a little strait.



### Show Image 8A-10:

#### Mariana and Cassie saying goodbye

If Italy is shaped like a boot, I wonder what other countries have familiar shapes. It's not really something I've ever thought about. I told Cassie that when I draw my map of Europe, I'll pay special attention to the countries' shapes and let her know if I

notice anything. *Do you notice anything about the shapes of the countries in Europe? Why do you think most of the lines on the map are squiggly?* (Answers may vary but could include that the countries' shapes are made up of natural borders such as mountains and rivers.)

It was really interesting to talk to Cassie about Europe. She knew a lot about all the things you could see from a plane flying above all the countries there. But she also knew a lot about the land near her home. I thought about what it must feel like to walk over the moors of Ireland in her rubber boots, gush-gush-gush. And then I thought about what it felt like when I walked over the stone sidewalks in Old San Juan, thump-thump-thump! But finally, I imagined someone in a plane, flying high over both of us. In a way, the pilot could see a lot more than either of us could. But a pilot couldn't see what the sidewalks felt like. Cassie said when she became a pilot one day, she'd be sure to think about that.

It's something I'll think about too as my continent quest continues. *A quest is a long and sometimes difficult journey in search of something.* I've almost got them all. And if you guessed that Cassie might just know another geography friend who can tell me about another continent—you're right! I can't wait to meet her really soon.

## COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** How many countries are in Europe? (*more than forty*) Name a small country and a big country. (*Answers may vary but could include France and Luxembourg.*)
2. **Inferential.** Why would moors be a good area to raise sheep? (*They have green grasses that sheep like to eat.*)
3. **Literal.** What is the name of a landform that is surrounded by water on three sides? (*a peninsula*)
  - What is the name of a country or area in Europe that is a peninsula? (*Italy, the Iberian Peninsula*)
4. **Literal.** What narrow strip of water separates Europe and Africa? (*the Strait of Gibraltar*)
5. **Inferential.** How might looking at a map of an area be the same as flying over it in an airplane? (*Answers may vary but could include that both are looking at the area from above.*)
6. **Evaluative.** 🧑🧑 *Think-Pair-Share:* How are Ireland and Puerto Rico similar? How are they different? Have students compare and contrast the locations with a partner, by answering these questions.
  - First, ask students how Ireland and Puerto Rico are similar. (*Answers may vary but could include that they are both islands, they are both surrounded by water, etc.*) Have students use the answers to discuss with a partner how Ireland and Puerto Rico are similar using the sentence starter: "Ireland and Puerto Rico are similar because . . ." Remind students to answer in complete sentences. (*Ireland and Puerto Rico are similar because they are both islands.*)
  - Next, ask students how Ireland and Puerto Rico are different. (*Answers may vary but could include that Ireland is part of the continent of Europe and Puerto Rico is part of the Continent of North America.*) Have students use the answers to discuss with a partner how Ireland and Puerto Rico are different using the sentence starter: "Ireland and Puerto Rico are different because . . ." Remind students to answer in complete sentences. (*Ireland and Puerto Rico are different because Ireland is on the continent of Europe and Puerto Rico is on the continent of North America.*)
  - Remind students to signal when both partners have contributed to the conversation and then have them share their partner's sentences with the class.
7. **Literal.** What did you learn about Europe? (*Add students' answers to the KWL chart.*)

## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



## MULTILINGUAL/ENGLISH LEARNERS

### Reading

#### Reading/Viewing Closely

|                                |   |
|--------------------------------|---|
| <b>Entering/Emerging</b>       | Reframe open-ended questions as choices (e.g., “Is Ireland a country or a territory?”).             |
| <b>Transitioning/Expanding</b> | Encourage students to refer to the world map to compare and contrast Ireland and Puerto Rico.       |
| <b>Bridging</b>                | Encourage students to use vocabulary from the text to compare and contrast Ireland and Puerto Rico. |

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

- In the Read-Aloud, you heard, “There’s an ancient city there called Venice that’s partly underwater, so you have to use boats to get around it.”
- Say the word *ancient* with me.
- If something is *ancient*, it is very, very old or from a very, very long time ago.
- You may remember that in the last domain we studied Native American tribes, some of which are ancient, or from many, many years ago.
- Think of one thing in your life that was not around in ancient times. For example, you could say, “There were no computers in ancient times.” Try to use the word *ancient* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “There were no \_\_\_\_\_ in ancient times.”]
- What is the word we have been talking about?

**Use an Antonyms activity for follow-up.** We know that ancient means a long, long time ago, or very, very old. The opposite of ancient, or its antonym, is modern, which means what is happening right now, or is very new. Listen to the following examples. If I describe something that is ancient, say, “That is ancient.” If I describe something that is modern, say, “That is modern.”

- a computer (That is modern.)
- living in caves and hunting for food (That is ancient.)
- traveling in an airplane (That is modern.)
- a pyramid in Egypt (That is ancient.)

## Lesson 8: Europe

# Application



**Writing:** With support, students will locate Europe on a world map and draw and write a sentence about a detail they learned from the Read-Aloud. **[W.K.2]**

### WHERE IN THE WORLD? (5 MIN.)

- Have students turn to Activity Page 4.1 and ask them to identify the type of map. (*a world map*)
- Invite students to identify and name continents they know already. Ensure that Europe is identified.
- Have students locate and color Europe brown.
- Collect Activity Page 4.1 for use in subsequent lessons.

### Activity Page 4.1



### WRITING: EUROPE (15 MIN.)

- Have students turn to Activity Page 8.1.

### Activity Page 8.1



### Check for Understanding

**Recall:** What does this activity page show? (*a map of Europe*)

- Show Images 8A-2–8A-9.
- Have students talk about what they see in each picture. Encourage students to answer who or what is in the image and describe what is happening. Model this for students using Image 8A-2.
  - Ask students who or what is in the image. (*Cassie, sheep, etc.*)
  - Ask students what is happening in the image. (*Cassie is outside on the moor with the sheep.*)
  - Ask students how they can combine who or what is in the image and what is happening to make one sentence. (*Cassie is outside on the moor with the sheep.*)

## D Differentiation

### Challenge

Have students write several words or phrases to complete the sentence frame.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Have students use phrases and familiar vocabulary to describe the images.  |
| <b>Transitioning/Expanding</b> | Have students describe images using short sentence(s).                     |
| <b>Bridging</b>                | Have students describe the images using longer, more detailed sentence(s). |

- Ask students to draw two or three details they learned about Europe on the map.
- **Turn and Talk:** Have students use the following sentence frame to describe their drawings: "A detail I learned about Europe is \_\_\_\_\_."
- 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.
- Direct students' attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about Europe. You may wish to record student answers on the board or chart paper.
- Have students write a word or phrase about a detail they learned about Europe.
- **Sentence Writing Activity** Show Image 8A-10 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 chart paper.
  - Ask students who or what is in the image. (*Mariana, Cassie, etc.*)
  - Ask students what is happening or how someone or something is in the image. (*walking, talking, waving, smiling, 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. (*Mariana is walking along the beach and Cassie is walking on a moor.*)

~~~~~ **End Lesson** ~~~~~



## 9

## ALL AROUND THE WORLD: GEOGRAPHY

# Australia, Antarctica, and the Oceans

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

Students will share what they know and wonder about Australia, Antarctica, and the oceans.

[SL.K.1]

**Reading**

Students will identify the main topic and key details of an informational text about Australia, Antarctica, and the oceans.

[RI.K.2, RI.K.7]

**Language**

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

[L.K.4]

**Writing**

With support, students will locate Australia, Antarctica, and the oceans on a world map and draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]

**FORMATIVE ASSESSMENT****Activity**

Pages 9.1, 9.2

**Antarctica, Australia** With support, students will draw and write a sentence about a detail they learned from the Read-Aloud.

[W.K.2]



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

## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|-----------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| Where Are We?                               | Whole Group                             | 10 min. | <input type="checkbox"/> KWL chart<br><input type="checkbox"/> world map<br><input type="checkbox"/> location labels for Australia, Antarctica, and the Atlantic, Pacific, Indian, Arctic, and Southern Oceans to attach to world map<br><input type="checkbox"/> Visual Support 8.1<br><input type="checkbox"/> globe |
| 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                                                                                                                                                                                                                                  |
| “Australia, Antarctica, and the Oceans”     |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| Comprehension Questions                     |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| Word Work: <i>Migrate</i>                   |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| Application                                 |                                         |         |                                                                                                                                                                                                                                                                                                                        |
| Where in the World?                         | Whole Group/<br>Partner/<br>Independent | 20 min. | <input type="checkbox"/> board or chart paper<br><input type="checkbox"/> Activity Pages 4.1, 9.1, 9.2<br><input type="checkbox"/> drawing tools                                                                                                                                                                       |
| Writing: Australia and Antarctica           |                                         |         |                                                                                                                                                                                                                                                                                                                        |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

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

### ➤ Visual Support 8.1

- Display Visual Support 8.1 from Lesson 8.
- Prepare to display and use the KWL chart introduced earlier in the domain.

### 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 (kookaburra).

### Application

- Ensure students have various colored drawing tools, including the colors green, gray, and blue.
- Prepare a two-circle Venn diagram. Label the circle on the left “Australia” and the circle on the right “Antarctica.”

### Universal Access

- Display photographs of a penguin, cockatoo, and the Great Barrier Reef.
- 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.

**researchers, n.** people who look for or collect information about something

Example: The researchers lived in a tent for six months in the rainforest so they could collect information on the scarlet macaw.

Variation(s): researcher

**investigations, n.** finding out the facts and information about different things.

Example: Part of a police detective’s job is to complete investigations.

Variation(s): investigation, investigate

**Outback, n.** a very large desert, or dry area, in the middle of Australia.

Example: Some areas of the Outback have more kangaroos than people.

Variation(s): none

**migrate, v.** to move from one place to another

Example: Some monarch butterflies migrate every fall all the way from Canada and the United States to Mexico!

Variation(s): migrates, migrated, migrating

**oceanographer, n.** a scientist who studies the ocean

Example: My brother is studying to become an oceanographer.

Variation(s): oceanographers

| Vocabulary Chart for “Australia, Antarctica, and the Oceans” |                                                           |                                  |                                 |
|--------------------------------------------------------------|-----------------------------------------------------------|----------------------------------|---------------------------------|
| Type                                                         | Tier 3<br>Domain-Specific Words                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Vocabulary                                                   | researchers<br>investigations<br>Outback<br>oceanographer | migrate                          |                                 |
| Spanish<br>Cognates                                          | investigaciones<br>oceanógrafo                            | migrar                           |                                 |
| Multiple-<br>Meaning                                         |                                                           |                                  |                                 |
| Sayings<br>and Phrases                                       | get in the mood<br>full-time                              |                                  |                                 |

## Lesson 9: Australia, Antarctica, and the Oceans



# Introducing the Read-Aloud

**Speaking and Listening:** Students will share what they know and wonder about Australia, Antarctica, and the oceans. [SL.K.1]

## WHERE ARE WE? (5 MIN.)

### > Visual Support 8.1

- Display Visual Support 8.1 from the previous lesson and ask students which continent the map represents.
- **Turn and Talk:** If you went on a trip to Europe, how would you have to travel to get there? Prompt students to frame their responses in complete sentences using the conjunctions *so* or *because* in their answer. Have one partner use the sentence frame: “Europe is across the ocean so I would travel by \_\_\_\_\_.” Instruct the other partner to use the sentence frame: “I would travel by \_\_\_\_\_ because Europe is across the ocean.”
- Invite several students to share their responses with the class.
- Tell students that they can combine, or put together, two sentences to make one sentence by using the word *or*.
- Read students the following sentences and ask them to combine them into one sentence.
  - Europe is across the ocean, so I would travel by boat. Europe is across the ocean, so I would travel by airplane. (*Europe is across the ocean, so I would travel by boat or airplane.*)
- Display the world map and ask students to identify the locations of North America, South America, Asia, Africa, and Europe.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

|                                     |                                                                                                                                                                                    |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Allow students to illustrate how they would travel to Europe.                                                                                                                      |
| <b>Transitioning/<br/>Expanding</b> | Ask students questions to help them indicate how they would travel to Europe. [e.g., "Is Europe on the other side of the Atlantic Ocean? Can you drive to Europe in a car?, etc."] |
| <b>Bridging</b>                     | Provide a word bank of different types of transportation for students to use to indicate how they would travel to Europe.                                                          |

### ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Ask students to name a continent they have learned about in this domain.  
(*North America, South America, Asia, Africa, Europe*)
- Ask students to name some ways that these continents are the same and different. (*Answers may vary but could include that they are all big areas of land with many countries and people. Some differences could include the number of countries, geographic features, where they are located, etc.*)
- Direct students' attention to the previously prepared KWL chart.
- Point out and name Australia, Antarctica, and the five oceans on the world map. Ask students what they know and wonder about them. You may prompt discussion with the following questions:
  - Which of these are land or water?
  - Is there an ocean near where you live?
  - Do you know or wonder anything else about Australia, Antarctica, and the five oceans?
- Record students' answers in the appropriate places on the KWL chart.
- Point out the locations that have already been marked on the world map (*North and South America, Asia, Africa, and Europe*). Tell students that today's Read-Aloud is about Australia, Antarctica, and the five world oceans: Atlantic, Pacific, Indian, Southern, and Arctic. Mark the map with the corresponding labels for Antarctica, Australia, and the five oceans.
- Using the map, show students how the continents of Australia and Antarctica are very far away from where they live in North America. Explain that these continents are in the Southern Hemisphere, and North America is in the Northern Hemisphere. Tell students that Australia and Antarctica are very different from each other and from any other continent.

## D Differentiation

### Support

Display or pass around the image cards 1–11 for students to use in comparing and contrasting.

### Challenge

Ask students to compare and contrast two other continents.

## Lesson 9: Australia, Antarctica, and the Oceans

# Read-Aloud



**Reading:** Students will identify the main topic and key details of an informational text about Australia, Antarctica, and the oceans.

[RI.K.2, RI.K.7]

**Language:** Students will demonstrate an understanding of the Tier 2 word *migrate*.  
[L.K.4]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about the continents of Australia, Antarctica, and the oceans.

### D Differentiation

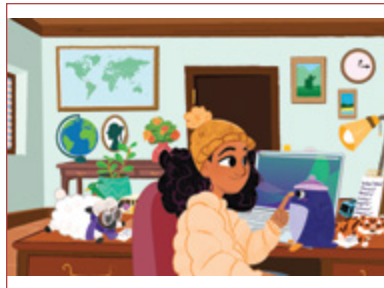
#### Support

To explain how to get in the mood to learn about Antarctica, encourage students to join you in saying “brrr” and pretending to shiver for several seconds.

#### Challenge

Ask students to find the equator and determine which hemisphere Antarctica is in. (Southern Hemisphere)

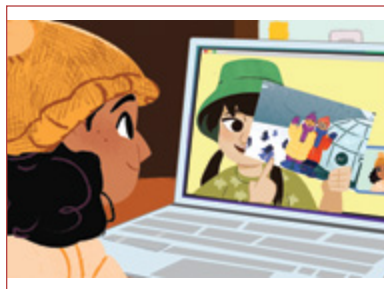
### “AUSTRALIA, ANTARCTICA, AND THE OCEANS” (20 MIN.)



#### Show Image 9A-1: Mariana in her room

Brrrr! It's not really cold enough for me to need this jacket today. But I wanted to get in the mood, because we're going to learn about somewhere pretty cold: Antarctica! That's very, very far south from Puerto Rico. Actually, it's very far south of everywhere

in the world. *Point out Antarctica on the world map and trace your finger from Puerto Rico, emphasizing the distance as students do the same with their finger in the air.*

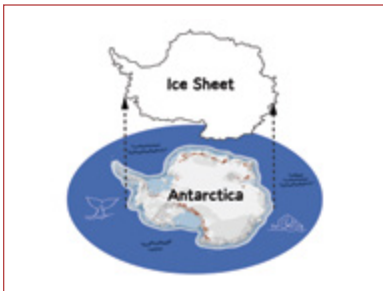


#### Show Image 9A-2: Mariana talking to Jordan

No one lives in Antarctica full-time, so I wasn't sure at first who I could get to tell me about it. *Explain that full-time here means all the time. Why do you think no one lives in Antarctica full-time?* But my new

friend Jordan said she could help. Jordan is from Australia, but her parents are **researchers** in Antarctica. *Point out Australia on the world map and its proximity to Antarctica. Explain that a researcher is someone who looks for or collects information about something.* She knows a lot about Antarctica, and she told me that she was happy to share it. In fact, sharing information is what scientists love to do.

I'm glad she feels that way, because I'm not sure who else I could ask. After all, I can't speak penguin.



### Show Image 9A-3: Underneath Antarctica ice sheet

At first, I thought Antarctica must be different from all the other continents. After all, it's just a big piece of ice, isn't it? But Jordan told me this isn't true. See, there are hills, mountains, and plains in Antarctica, like any other continent. *Point out these features*

*on Image 9A-3.* But the super thick layer of ice there covers up what's underneath. It's like a cake underneath a layer of frosting.



### Show Image 9A-4: Map of Antarctica

If Antarctica was really made out of cake, I bet more people would go there. But it's actually the only continent with no permanent human residents, towns, or cities. *A resident of a place is someone who lives there.* Because of this, the continent

isn't divided into areas like countries, states, or provinces. *What country do you live in? State?*

Have you ever noticed that cold wind dries your face and lips out? That's because cold wind can be really dry. Antarctica is also the driest, highest, and coldest continent of all. So, if you were to stand outside in Antarctica, your face and lips would dry out really fast. *Would you like to live in Antarctica? Why or why not?*

## D Differentiation

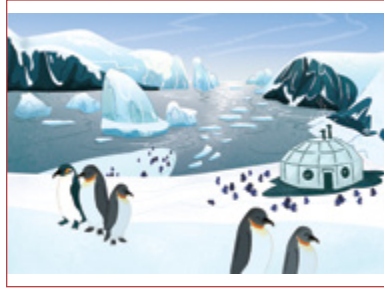
### Challenge

Why would a researcher be interested in studying Antarctica? (Answers may vary but could include studying special animals that can live in ice and snow, studying the weather, etc.)

### Support

Hold the globe up for students while pointing to and naming Antarctica, reinforcing that it is located at the South Pole.





**Show Image 9A-5:**  
**Antarctica research station**

As Jordan was telling me about Antarctica and how cold it was, I kept wondering how anyone could stay there at all. But Jordan explained that her parents don't live there all the time. They travel there to do research, and then they go back home to Australia.

I asked Jordan whether she ever traveled there with them. She said she had gone once, but it was really difficult to get to Antarctica. And besides, Jordan hates the cold. *Why would it be hard to get to Antarctica? How would someone get there?*

Image Card 13



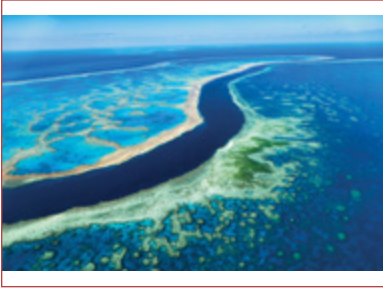
**Show Image 9A-6:**  
**Map of Australia**

Jordan says that she misses her parents sometimes when they're in Antarctica, studying. But she's glad to stay with her uncle in Australia, and she said she'd be happy to tell me about that continent, too.

I couldn't believe it. My continent quest was almost done! *A quest is a journey to achieve a specific goal.*

Jordan loves birds just as much as her parents, so she started with them. One Australian bird is called the laughing kookaburra. Their call, or song, is a mix of VERY loud chuckles, belly laughs, and hoots. You can see why they are sometimes called an "alarm clock." *[Show students Image Card 13 (kookaburra)].*

Flamingos are my favorite bird, and I asked Jordan if there were any wild ones in Australia. But she said there hadn't been any for a long time. I guess the kookaburra has to be my favorite bird in Australia. I don't really mind that. *Do you have a favorite bird?*



### Show Image 9A-7: Great Barrier Reef

Jordan and her parents have taken lots of trips around Australia to study birds, too. One place they went is called the Great Barrier Reef. *Locate the Great Barrier Reef on the map of Australia pointing out to students that it is just off the coast of Australia.* It's a

whole bunch of colorful coral just under the water, so much that you can see it from space. It's in the ocean, but there are still sea birds, like sea eagles and gulls, that land there to rest. They like the reef because they like to eat the fish that live around the coral. *Explain that the Great Barrier Reef is the largest coral reef in the world.*

We have coral reefs in San Juan, too. Jordan didn't know that coral is an animal, not a plant. When I told her it was an animal, she immediately wrote it down in a little notebook with the word **investigations** on it. I guess scientists have their ways.

- 
- **Turn and Talk:** An investigation is looking for, or finding out, more information about something. What is something you would like to investigate? Have students use the following sentence frame as they talk to a partner: "I would like to investigate \_\_\_\_\_." 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-8: Uluru

Jordan and her parents have also gone looking for birds in the **Outback**. The Outback is a huge desert that covers most of the continent of Australia. *Show students the area of the Outback on the map of Australia.*

There are so many birds there, like brightly colored cockatoos, and other animals like hopping kangaroos. Many of the biggest cities in Australia, like Sydney and Perth, are on the coast of the continent. *Point out Sydney and Perth on the map of Australia.* But the native

## D Differentiation

### Support

Remind students that they learned *ancient* means from a very long time ago.

### Support

Tell students that the native or original people of Australia are called Aboriginal. Remind them that in the last domain they learned the first people to live in what is now the United States are called Native Americans.

people in Australia, called Aboriginal (/ab\*or\*ih\*jin\*uhl/) people, have lived in the Outback for many, many years, and still live there now.

When she's not birdwatching, one of Jordan's favorite places to visit is Uluru (/oo\*loo\*roo/), which is a huge red rock in the middle of the Outback. *Point out Uluru on the map of Australia.* It's home to springs and rock caves, and it's covered in ancient paintings. *A spring is a place where water naturally flows from the ground.* Uluru is very important to the Anangu (/arn-ahng-oo/) people. Anangu is a name that many of Australia's Aboriginal people call themselves. Today, Anangu people help protect Uluru. That's because the drawings on the rock are also stories that are important to the Anangu people. I thought that was neat. Sometimes a place isn't just somewhere you go. It can teach you a story, too.



### Show Image 9A-9:

#### Jordan explaining bird migration

Jordan told me she loves learning about birds with her parents. Her favorite part about birds is how they **migrate**. That means that when the weather changes, birds fly north or south, looking for places where they can be warm. They can fly a really, really long

way. Some Australian birds fly all the way north to Japan, in Asia. *Trace the path from Australia to Japan on a world map.* That's thousands of miles—so far away! And then I thought about how far away Japan is from me in North America, and then I got excited about just how big the world could get. *Trace the path from Japan to North America on a world map.*

But Jordan told me something interesting. Birds don't usually like to fly over the oceans. Instead, they fly over the continents. Maybe seeing them from above, like you do on a map, helps birds know where to go. And when you know where to go, you can go as near or far away in the world as you want. You'll still find your way home.

Jordan told me penguins migrate too, looking for food and a safe place to lay their eggs. But when it comes to penguins, flying is not an option. Instead, they swim. Sometimes they swim thousands of miles, crossing oceans.

*Where do many penguins live?* (Antarctica)

I asked her how they could tell one ocean from another. Are there any natural borders between them, like the Rocky Mountains, the Himalayas,

## D Differentiation

### Support

Remind students that oceans are very large areas of water that are found at different places around the world.

or the Alps on land? Jordan told me that there aren't any big borders separating one ocean from another. In fact the whole world is connected by one big, splashy mass of water that surrounds all the continents. *Mass here means a large amount or quantity.* But geographers divide it into five oceans to make it easier to find our way around. *Slowly spin a globe as you trace your finger from ocean to ocean. Remind students that the blue area on the globe is water.*

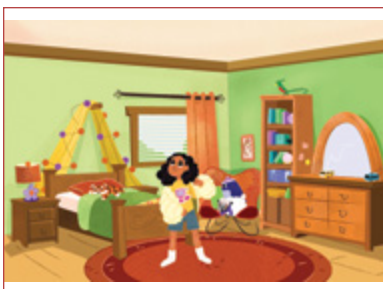


**Show Image 9A-10:**  
**Abuela's mercator map of the world**

Other friends have already told me a thing or two about the Pacific and Indian Oceans. (And Puerto Rico is in the Atlantic Ocean, so of course I know about that.) *Point to the Pacific, Indian, and Atlantic Oceans on the world map.* But Jordan told me there were

two more. The Southern Ocean surrounds Antarctica. And all the way on the other side of the world, the exact opposite of Antarctica, there's an ocean called the Arctic. *Point to the Southern and Arctic Oceans on the world map.*

I told Jordan she knows a lot about oceans. She laughed and said it is true: she is a regular **oceanographer**. An oceanographer is someone who studies oceans. I guess it's just like a geographer studies geography, and a cartographer studies carts. I mean, maps! That one is a little strange. (Jordan's parents study penguins, but they aren't called penguin-ographers. I think they're just called researchers.)



**Show Image 9A-11:**  
**Mariana in her room with her mementos**

After I was done writing down the names of all the oceans, I said goodbye to Jordan, and then I cheered. Because I've done it at last! I've learned about all seven continents in the world—and all five oceans, too. And now, if you'll excuse me, I have a whole world to draw!

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** How would you describe the continent of Antarctica? (*cold, windy, dry, frozen, etc.*)
2. **Evaluative.** Would you like to live in a place like Antarctica where it is always very cold? (*Answers will vary.*)
3. **Literal.** What part of Australia is a hot, dry desert? (*the Outback*)
4. **Literal.** Who are the Aboriginal people? (*native people of Australia*)
5. **Literal.** What are the different oceans on Earth? (*Pacific, Atlantic, Indian, Southern, and Arctic.*)
6. **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 dry, desert area in Australia? Where is this area 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.
7. **Literal.** What did you learn about Antarctica, Australia and the oceans? (*Add students’ answers to the KWL chart.*)

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

- In the Read-Aloud, you heard, “Her favorite part about birds is how they migrate.”
- Say the word *migrate* with me.
- *Migrate* means to move from one place to another.
- Animals migrate for different reasons. Some animals migrate to find food. Other animals migrate because it gets too cold where they are and they move to find warmer weather. Other animals migrate because they have babies in areas that are not where they live.
- Do you think there are any animals that migrate where you live?
- What is the word we have been talking about?

**Use a Sharing activity for follow-up.** Turn to your partner and talk about what it would be like to be an animal that migrates. Remember to answer in complete sentences and use the word migrate in your answer. [If necessary, guide and/or rephrase students’ responses: “I think it would be \_\_\_\_\_ to migrate because . . .”]

## Lesson 9: Australia, Antarctica, and the Oceans

# Application



**Writing:** With support, students will locate Australia, Antarctica, and the oceans on a world map and draw and write a sentence about a detail they learned from the Read-Aloud. **[W.K.2]**

### WHERE IN THE WORLD? (5 MIN.)

- Have students turn to Activity Page 4.1 and ask them to identify the type of map. (*a world map*)
- Invite students to identify and name the continents. Ensure that Australia and Antarctica are identified.
- Have students locate and color Australia green.
- Have students locate and color Antarctica gray.
- Finally, have students color the oceans blue. Review the names of the Pacific, Atlantic, Indian, Arctic, and Southern Oceans, and have students point to each one on the map.
- Collect Activity Page 4.1 for use in subsequent lessons.

### WRITING: AUSTRALIA AND ANTARCTICA (15 MIN.)

- Direct students' attention to the Venn diagram you prepared in advance. Review what a Venn diagram is and how to use it. (*A Venn diagram helps identify how things are similar and different. The place where the circles overlap is how the two things are similar. The places where the circles do not overlap is how the two things are different.*)
- Tell students you will use the Venn diagram to identify similarities and differences between the continents of Australia and Antarctica.
- **👤👤 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 "What types of landforms does each continent have?" or "What is the weather like in each continent?"

### Activity Page 4.1



## D Differentiation

### Support

If students have difficulty generating differences and similarities, show them the Flip Book images from this lesson.

- 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 board or chart paper. Encourage students to refer to these ideas as they complete the Venn diagram.
- Ask students to explain how Australia and Antarctica are similar. (*Both are continents, both have landforms such as mountains, hills, and plains, etc.*)
- Record students' responses in the place on the Venn diagram where the circles overlap. Tell students that you are writing down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.
- Ask students to explain how Australia and Antarctica are different. (*The weather and temperature are very different; Antarctica is very cold and Australia has the Outback which is a large desert; no one lives in Antarctica full-time; Australia has big cities such as Sydney and Perth and people live in other parts of the continent; Australia has birds such as the kookaburra and Antarctica has penguins; Antarctica is one of the biggest continents and Australia is the smallest, etc.*)
- Record students' responses on the Venn diagram in the appropriate places in each circle.
- Read the completed Venn diagram aloud to students.



### MULTILINGUAL/ENGLISH LEARNERS

#### Reading Viewing Closely

|                                |                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Prompt and support students to recall words and phrases related to each continent.                      |
| <b>Transitioning/Expanding</b> | Provide moderate support in eliciting phrases and ideas with greater details related to each continent. |
| <b>Bridging</b>                | Provide minimal support in eliciting key details related to each continent.                             |

- Have students turn to Activity Page 9.1.





## Check for Understanding

**Recall:** What does this activity page show? (*a map of Antarctica*)

- Ask students to draw a detail they learned about Antarctica on the map.
- Direct students' attention to the sentence frame below the map on the activity page. Read the sentence together and have students respond with a detail they learned about Antarctica. You may wish to record student answers on the board or chart paper.
- Have students write a word or phrase about a detail they learned about Antarctica.
- Have students turn to Activity Page 9.2.
- Have students follow the same procedure for Activity Page 9.2
- **Sentence Writing Activity** Show Image 9A-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 or chart paper.
  - Ask students who or what is in the image. (*Mariana, Jordan, photograph of Jordan's parents, research station, penguin, etc.*)
  - Ask students what is happening or how someone or something is in the image. (*talking, showing a photograph, waving, 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. (*Jordan is showing a photograph of her parents to Mariana.*)

## End Lesson



## Differentiation

### Challenge

Have students write more than one word or phrase to complete the sentence frame.

### Activity Pages 9.1, 9.2





## ALL AROUND THE WORLD: GEOGRAPHY

# The Globe

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

Students will compare and contrast Earth's representation on a map and globe.  
[SL.K.1]

**Reading**

Students will describe a globe and discuss its purpose.  
[RI.K.1, RI.K.2, RI.K.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *represents*.  
[L.K.4]

**Writing**

Students will choose a location from their maps to illustrate a postcard and write an informative description.  
[W.K.2]

**FORMATIVE ASSESSMENT****Activity Page 10.1**

**Greetings from . . .** Students will choose a location from their maps to illustrate a postcard and write an informative description.  
[W.K.2]



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

## LESSON AT A GLANCE

|                                             | Grouping Recommendations                | Time    | Materials                                                                                                                                                                                                    |
|---------------------------------------------|-----------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                                         |         |                                                                                                                                                                                                              |
| Where in the World Image Review             | Whole Group                             | 10 min. | <input type="checkbox"/> world map<br><input type="checkbox"/> Image Cards 1–13<br><input type="checkbox"/> globe or Visual Support 10.1                                                                     |
| Essential Background Information            |                                         |         |                                                                                                                                                                                                              |
| Read-Aloud                                  |                                         |         |                                                                                                                                                                                                              |
| Purpose for Listening                       | Whole Group                             | 25 min. |                                                                                                                                                                                                              |
| “The Globe”                                 |                                         |         |                                                                                                                                                                                                              |
| Comprehension Questions                     |                                         |         |                                                                                                                                                                                                              |
| Word Work: <i>Represents</i>                |                                         |         |                                                                                                                                                                                                              |
| This is a good opportunity to take a break. |                                         |         |                                                                                                                                                                                                              |
| Application                                 |                                         |         |                                                                                                                                                                                                              |
| All Around the World                        | Whole Group/<br>Partner/<br>Independent | 25 min. | <input type="checkbox"/> Activity Pages 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 9.1, 9.2, 10.1<br><input type="checkbox"/> Visual Support 10.2<br><input type="checkbox"/> examples of postcards from around the world |
| Writing: Greetings from . . .               |                                         |         |                                                                                                                                                                                                              |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare to display Image Cards 1–13.
- Prepare to display the world map you prepared in Lesson 1.
- Gather and display various maps and globes to show students.
- Prepare a two-circle Venn diagram. Label the circle on the left “Map” and the circle on the right “Globe.”

### Application

- A world map rug could be used for the *All Around the World* activity. If a rug is not available, print out and affix to the walls around the classroom maps of the seven continents (Activity Pages 4.2, 5.1, 6.1, 7.1, 8.1, 9.1, 9.2).
- Gather postcards or photographs of postcards to show to students.

### ➤ Visual Support 10.2

- Prepare to display Visual Support 10.2.
- To ensure all students have the opportunity to contribute during 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.

**globe, n.** a small, round representation of Earth

Example: We have a large globe in our classroom.

Variation(s): globes

**model, n.** a small or miniature version of something

Example: We studied the model of the ship that was on display at the museum.

Variation(s): models

**sphere, n.** a shape that is round like a ball

Example: The shape of Earth is a sphere.

Variation(s): spheres

**represents, v.** takes the place of or stands for something else

Example: The blue line on the map represents the Mississippi River.

Variation(s): represented, representing, represents

**Vocabulary Chart for “The Globe”**

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | globe<br>sphere                 | model<br>represents              |                                 |
| Spanish<br>Cognates    | globo<br>esfera                 | modelo<br>representa             |                                 |
| Multiple-<br>Meaning   |                                 |                                  |                                 |
| Sayings<br>and Phrases |                                 |                                  |                                 |

## Lesson 10: The Globe



# Introducing the Read-Aloud

**Speaking and Listening:** Students will compare and contrast Earth's representation on a map and globe. **[SL.K.1]**

## WHERE IN THE WORLD IMAGE REVIEW (5 MIN.)

- Point to each continent and ask students to name them. (*North America, South America, Asia, Africa, Europe, Antarctica, and Australia*)

### Show Image Cards 1–13

- Have students talk about what they see in each picture and identify the continent associated with each image.
- As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

Image Cards 1–13




### MULTILINGUAL/ENGLISH LEARNERS

#### 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 San Juan or Window Rock? Do zebras live in Africa or Europe?] |
| <b>Transitioning/Expanding</b> | Provide students with an oral word bank [e.g., San Juan, Window Rock, Mexico City street markets, etc.]                                |
| <b>Bridging</b>                | Have students describe each image by answering the question words: Who? What? Where? When? Why? How?                                   |

## ESSENTIAL BACKGROUND INFORMATION (5 MIN.)

- Draw students' attention to the maps and globes you displayed in advance and ask them to identify which are maps and which are globes.
- Remind students that they used a Venn diagram in the last lesson to compare and contrast, or tell what is the same and different about Antarctica and Australia. Remind them that the place where the circles overlap is how the two things are similar. The places where the circles do not overlap is how the two things are different.
- Tell students you will use the Venn diagram to identify similarities and differences between a map and a globe.
-  **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 and globes show land?," "Would that be a similarity or difference?," or "Are the shapes of maps and globes the same or different?"
- 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.
- Explain that in this lesson, students will learn more about how globes are used and what type of information can be found on them.

### Lesson 10: The Globe

# Read-Aloud



**Reading:** Students will describe a globe and discuss its purpose.

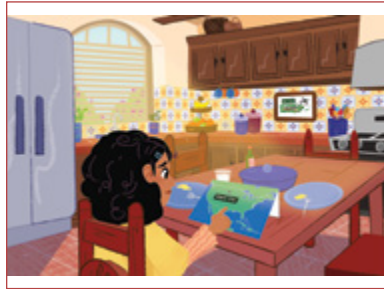
[RI.K.1, RI.K.2, RI.K.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *represents*. [L.K.4]

## PURPOSE FOR LISTENING

- Ask students to listen carefully to learn how a globe is a representation of Earth.

## “THE GLOBE” (15 MIN.)



### Show Image 10A-1: Mariana in the kitchen

Today I woke up feeling grateful for all my fellow geography friends: Tasunka, Mateo, Valeria, Anil, Abeni, Cassie, and Jordan. After talking to my new pals about their continents, I feel like I’ve traveled the whole world.

After breakfast, I rolled out Abuela’s map. One by one, I placed my finger on the cities they lived in.

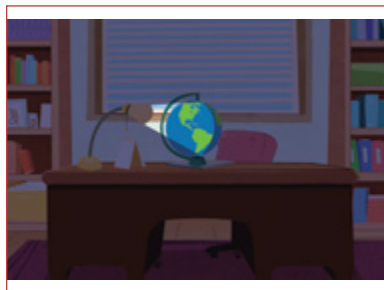


### Show Image 10A-2: Mariana’s friends from around the world

As you read the next paragraph, trace your finger from location to location on Flip Book image 10A-2. I went west and north from San Juan to Rapid City—then south to Mexico City—then even more south to São Paulo.

Then I jumped way, way east to New Delhi, then back west to Lagos, then north to County Donegal. And last but not least was Perth, way far away in Australia. I even stopped in Antarctica to say hi to Jordan’s parents. (And the penguins!)

It was nice to think of everyone, but there was no way I could visit any of them without taking a very long journey. *A journey is a long trip.* Thinking about the distance between us, I felt a little sad.



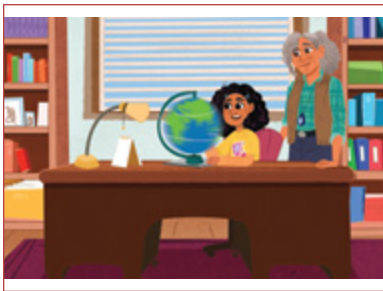
### Show Image 10A-3: Abuela’s globe

Abuela said she had something that would help cheer me up. *To cheer someone up is to do something to make them feel happy. What are some things that cheer you up?* She told me to come with her to the library. On Abuela’s desk was a round colorful object.

Was it a ball? It was kind of tilted, and it rested on a brass stand. *Tilted means leaning to the side, not straight up and down.*

Most of the ball was covered by blue, like the oceans my friends had shown me on their maps. Then I saw the shapes of some of the continents I'd learned about right there on its surface. I asked Abuela if she had just wrapped a map around a ball to make me a new toy. Abuela chuckled and said that this object was a **globe**.

She explained that a globe is a **model**, or smaller example of Earth. She reminded me of how I built a model airplane for school. It wasn't a *real* plane that you could fly, but I'd built it to look just like a plane. And like the globe, my model airplane wasn't the size of a real plane, but small enough to hold with my two hands. *Have you ever made a model of something?*



**Show Image 10A-4:  
Mariana looking at the globe**

Abuela explained that like maps, globes are great tools to study and use when you want to learn about places on our planet. Both show Earth's landmasses. *Landmasses are big areas of land such as continents.* And both show the borders that tell us how the

land is divided into separate continents, countries, states, and territories. Of course, cities and towns are also labeled on globes. And the best part is, you can spin the globe, see where your finger lands, and teach yourself about a new place! *What are some ways you could teach yourself about a new place?* (Answers may vary but could include books and the Internet.)



**Show Image 10A-5:  
Oceans on the globe**

It was fun to spin the globe in my hands and see the land and oceans all connected on this beautiful round **sphere**. *A sphere is a round shape like a ball.* Abuela said that like the globe, most of Earth is covered by water. *Remind students that water is usually*

*blue on maps and globes and the parts that are colors other than blue are land areas. Slowly spin the classroom globe and ask students to compare the water areas to the land areas.* I wanted to find the different oceans I'd



## D Differentiation

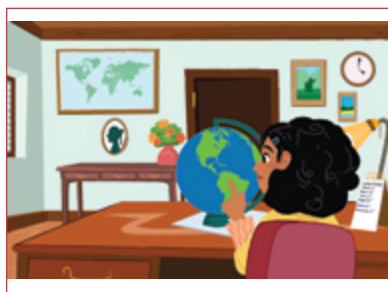
### Support

To explain why a globe shows geographic features and distances more accurately, remind students that Earth is also round, like a globe.

### Challenge

Ask students to compare a map and a globe and discuss which areas are the most different. (*The land near the North Pole and South Pole usually is the most different or distorted.*)

learned about. I found the Pacific, which Tasunka, Anil, Mateo, and Valeria had all talked about. And then I found the Atlantic and Indian Oceans, which I'd talked about with Cassie, Abeni, and Anil. And of course I talked about lots of oceans with Jordan. I loved seeing how all five oceans swirled around the many islands I'd seen on maps. On the globe I found Japan, and Hawaii, and Ireland, and so many more. *Point out the five oceans on the classroom globe and the islands of Japan, Hawaii, and Ireland.*



### Show Image 10A-6: The Amazon Rainforest

I spun the globe a little more and checked out the Rocky Mountains. Then, I wanted to see if I could figure out where the Amazon rainforest was. I sure could! Then I found the Niger Delta, and the boot of Italy, and the Great Barrier Reef and Lake Victoria,

and Window Rock and Uluru, and Tibet, the rooftop of the world. With a little work, I found every place my friends had told me about. *Do you remember any other places Mariana's friends told her about?*

Abuela said that a globe **represents**, or shows, the size and shape of the world's countries. It can also represent the distances between them much better than a map does. (After all, think about it: you have to really squish up the round world to make it all fit on a flat map!) I asked Abuela why everyone didn't just use globes, but Abuela said it might be hard to carry a globe around in your bag. Can you imagine? You'd need a really big bag. *Why else would someone want to use a map instead of a globe?* (Answers may vary but could include for directions or to learn about a certain place's geographical features, such as cities, and highways.)



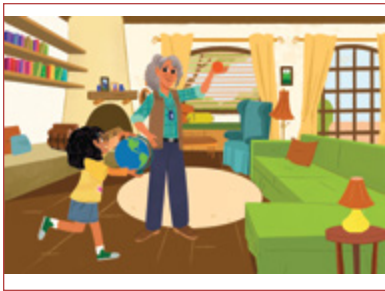
### Show Image 10A-7: The equator

I asked Abuela about a line drawn around the middle of the globe, dividing it in half. I ran my finger all the way around it. She said the line represents the equator. Remember the equator? That's the line that divides Earth into north and south. She also told

me something really wild. Get this: when you're south of the equator, the seasons are reversed! When it's a summer month here in San Juan, like

August, the weather is cold and wet for Jordan in Perth. And when it's February in Australia, it's time to hit the beach. *Is North America located in the Northern or Southern Hemisphere? (Northern) Australia? (Southern)*

But Abuela told me something even stranger than that about time. She said that at any given moment, clocks around the world will have different numbers on them depending on where you are. Why is that? Abuela said she could show me. *Have you ever traveled to a different state or country? Did you notice a change in the time? Did you or someone you were traveling with have to adjust a watch or clock when you got there?*



**Show Image 10A-8:**  
**Demonstrating the movement of Earth around the sun**

- Have students describe image 10A-8 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, "What does it make you wonder?"

She held up an orange, and told me to imagine it represented the sun. *Why would using an orange be a good way to represent the sun?* (Answers may vary but could include that they are both round or sphere-shaped and a similar color.) I imagined lots and lots of heat and light coming out of the sun, so much that I had to squint. *Remind students that they should never look directly at the sun.* Then she instructed me to walk around her in a circle with my globe. At the same time, she said, I should start spinning the globe very slowly. It was tricky, and I had to concentrate a lot. But after a while, I could do it.

## **D** Differentiation

### Support

Remind students they learned about the seasons in Domain 4 See *How They Grow: Plants*.

### Support

Show students where the equator is on the globe, as well as the Northern and Southern Hemispheres. Ask them if they live in the Northern or Southern Hemisphere.

## D Differentiation

### Support

You may wish to ask a volunteer to help you demonstrate this to the class using a globe and orange or something similar.

### Challenge

Ask students what would happen if Earth stopped spinning. (*It would always be daytime on the side of Earth facing the sun and nighttime on the side facing away from the sun.*)

### Challenge

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

She asked me to think about what side of the globe was closest to the sun. Now I was walking, spinning, and looking at the globe, all at once. It's a hard job to be the one representing Earth. But I kept trying, and thinking. Would the same side stay closest to the sun? Or would it change? *Do you think the same side will be closest to the sun? Why or why not?*



### Show Image 10A-9: Time zone map

And then finally, I knew! As I was spinning the globe, the side that was closest to the orange was different. Abuela told me that just like the globe, only one side of Earth could have sunlight shining on it at the same time. And, when part of Earth faces the sun, it's day. But another part doesn't get any sunlight. Oh, I thought! That's why when I video chat with Anil in New Delhi, it's a different time where he is. And it's why when we talk, even though I'm just eating breakfast, Anil is always about to get ready for bed. *Show students how San Juan and New Delhi are on opposite sides of the globe.*

Abuela explained that time zones are a tool people use, just like borders, or states, or countries. *A time zone is an area in which everyone sets their clocks to the same time. There are twenty-four time zones around Earth.* They're another way humans organize all the things we do on this big planet. Now that I know about time zones, I'll make sure to ask my geography friends what time it is where they are when we talk. (And I should probably make sure I'm not calling anyone when they're sleeping. I hope I haven't done that.)

I thanked Abuela for showing me her globe. Abuela said I could come and spin it anytime. Next time I feel lonely or like all my friends are so far away, I'll remind myself that we're all here on this one planet. And thanks to this miniature Earth, I'll always know just where I can find everyone. *Miniature means small or tiny.*

### COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What shape is Earth? (*round*)
2. **Inferential.** Is there more land or water on Earth? (*water*)
3. **Evaluative.** Why are the size and shape of land areas represented better on a globe than a map? (*Earth is round like a globe, not flat like a map.*)
4. **Literal.** What marks the center, or middle, of Earth's surface? (*the equator*)
5. **Inferential.** Are the seasons opposite or the same in the Northern and Southern Hemispheres? (*opposite*)
6. **Evaluative.** 👤👤 *Think-Pair-Share:* Show students Image 10A-9. Have students describe the image with a partner by answering the following questions.
  - Why are Tasunka, Mateo, Valeria, Mariana yawning and stretching? (*Answers may vary, but could include that it's morning where they live and they are just waking up.*)
  - What part of the day do you think it is where Abeni and Cassie are? Morning, afternoon, or night? (*afternoon*)
  - Who is sleeping? What part of the day is it? (*Jordan; nighttime*)
  - Remind students to signal when both partners have contributed to the conversation and have students share their partner's answers with the class.
7. Tell students that when it is morning where Mateo lives, it is night where Anil lives. Point to Mateo and Anil as you show where they live. Ask students to finish the following sentence frames to describe how times are different in each timezone:
  - When it is night where Anil lives, it is \_\_\_\_\_ where Mariana lives. (*morning*)
  - When it is afternoon where Abeni lives, it is \_\_\_\_\_ where Jordan lives. (*night*)

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

- In the Read-Aloud, you heard, "Abuela said that a globe represents, or shows, the size of the world's countries."
- Say the word *represents* with me.
- *Represents* means when something takes the place of or stands for something else.

- What are some ways that a globe represents the world? Are they the same shape? What are some things on Earth that are also on a globe? (*Answers may vary but could include that they are both spheres and have geographic features such as land and water.*)
- What is the word we have been talking about?

**Use a Because But So activity for follow-up.** I am going to read a sentence: *A globe represents Earth.* This is a complete sentence because it has a part that names who or what (*A globe*) and a part that describes what's happening or a state of being (*represents Earth*). Let's work together to add the conjunctions *because*, *but*, and *so* to create three new sentences using the word *represents*.

- Reread the sentence as a sentence stem with the conjunction *because* added: *A globe represents the world because . . .* Say, "I added the word *because* to this sentence. Now I need to explain why a globe represents Earth." State a reason such as *it shows geographic features like land and water*. Tell students that you will create a new sentence by adding this reason after the word *because*. Read the entire sentence to the students: "*A globe represents Earth because it shows geographic features like land and water.*" Discuss how this 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: A globe represents Earth, but it doesn't show how big Earth is. A globe represents Earth so people often look at one when they want to find where a country is.*)

## Lesson 10: The Globe

# Application



**Writing:** Students will choose a location from their maps to illustrate a postcard and write an informative description about the location of their postcard. **[W.K.2]**

### ALL AROUND THE WORLD (10 MIN.)

- Point out and name the continent maps you prepared in advance and posted around the classroom. Alternatively, point to and name each of the continents on the world map rug, if available.
- Explain that students will travel from one continent to another.

## D Differentiation

### Support

Ask if any students have ever traveled by airplane to visit other places. Give students time to share where they went.

- Say: “The world is a very large place, so today the class is going to travel by plane from place to place.”
- Tell students to make sure that they buckle their seat belts and are ready for the plane to take off. Encourage students to join you in making airplane engine sounds for several seconds.
- Give students the following prompts and have them “fly” to the following continents on the rug or around the room:
  - The continent where the Amazon Rainforest is located. (*South America*)
  - The continent where the Egyptian pyramids are located. (*Africa*)
  - The continent where the Caribbean is located. (*North America*)
  - The continent where Mt. Everest is located. (*Asia*)
  - The continent where the Outback is located. (*Australia*)
  - The continent where the ancient city of Venice is located. (*Europe*)
  - The continent where there are no permanent residents. (*Antarctica*)
  - The continent where you live. (*North America*)
- Once they arrive at the correct continent, have them call out the name of the continent they landed on.
- When students are confident in their knowledge of the continents, you may wish to have them take turns calling out where they are going to travel.

### WRITING: GREETINGS FROM ... (15 MIN.)

- Tell students now that they traveled all around the world, they will send a postcard to the class about one place they visited.
- Introduce postcards to the class by showing examples. 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, the blank area on one side is to write a message and the other side with the lines is for the address of the person who is receiving the postcard.
- Direct students to Activity Page 4.1.
- Ask students to choose a location they learned about that they would like to visit.

## D Differentiation

### Support

If students have difficulty remembering the locations they learned about, show them Flip Book images from the Read-Alouds.

### Challenge

Have students add a design to the stamp with details from the place they visited. You may also wish to have them add the school's address.

- Have students turn to Activity Page 10.1 and tell them to 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 postcard on the activity page and read the sentences together.
- Choose a location to model for students how to complete the sentence frames with the name of a location, whether it is far or near where you live, and how you traveled there [e.g., *I went to South America. South America is far from where I live. I traveled there on an airplane.*].
- Have students complete the sentence frames with their chosen location, reminding them to include their name in closing.
- If time allows, have students read their postcards aloud to the class and show their illustration.
- Display students' postcards on the world map.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

|                                     |                                                                                                                |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Allow students to dictate their sentences to an adult.                                                         |
| <b>Transitioning/<br/>Expanding</b> | Allow students to collaborate with a peer to complete the sentence frames.                                     |
| <b>Bridging</b>                     | Provide students with a word bank of modes of transportation (e.g., <i>car, train, boat, airplane, etc.</i> ). |

- **Sentence Writing Activity** Show Image 10A-6 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 chart paper.
  - Ask students who or what is in the image. (*Mariana, Amazon rainforest, globe, etc.*)
  - Ask students what is happening or how someone or something is in the image. (*pointing, finding, spinning, 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. (*Mariana is pointing to the Amazon rainforest on the globe.*)

~~~~~ **End Lesson** ~~~~~



# 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.

### World Map

**Materials:** Image Cards 1–13, World Map

- Have students locate and name the seven continents and five oceans. Ask students to describe what they see in each image and where the image belongs on the world map. As you show each image, remind students to say who or what is in the image and what is happening, encouraging them to answer in complete sentences.

### 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.

### Riddles for Core Content

- Ask students riddles to review the core content, such as the following:
  - We are areas of land surrounded by water on all sides. Some of our names are Puerto Rico, Ireland and Madagascar. What are we? (*islands*)
  - I am a region of the United States that has five really big lakes called the Great Lakes. Who am I? (*the Great Lakes region*)
  - I am the biggest country in North America. Who am I? (*Canada*)
  - I am a rainforest in South America. Who am I? (*the Amazon rainforest*)
  - I am the coldest continent. Who am I? (*Antarctica*)

Image Cards 1–13



- I am the continent that has the tallest mountain in the world, Mt. Everest. Who am I? (*Asia*)
- I am the continent that has animals such as cheetahs and zebras. Who am I? (*Africa*)
- I am the continent that has a country shaped like a boot. Who am I? (*Europe*)

## Continent Description

**Materials:** Drawing paper, drawing tools

- Divide students into groups of three. Tell them that you are going to name a continent, and that one person in each group should draw or write what they remember about the continent, and pass the paper and pencil to the second student. The second student should add to the work of the first person, and 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.

## Class Book: All Around the World

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

- Tell students they are going to make a class book to help them remember what they have learned in this domain.
- Have students brainstorm important information about all the different places they learned about in *All Around the World: Geography*.
- Have each student choose one idea to draw a picture of, and ask them to write a word or phrase for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.

# 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 *All Around 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 *All Around the World: Geography*.

Student Assessment  
Page DA.1



## PART I (STUDENT ASSESSMENT DA.1)

**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. **Cartographer:** Is a cartographer someone who makes maps? (*thumbs-up*)
2. **Natural border:** Is a natural border something like a mountain, river, or desert? (*thumbs-up*)
3. **Town:** Is a town bigger than a city? (*thumbs-down*)
4. **Provinces:** Are provinces similar to states? (*thumbs-up*)
5. **Hemispheres:** Is Earth divided into Northern and Southern hemispheres? (*thumbs-up*)
6. **Glacier:** Would a glacier be located in a warm, sunny place? (*thumbs-down*)
7. **Wetland:** Is wetland land that is covered by shallow water? (*thumbs-up*)

8. **Peninsula:** Is a peninsula land that is surrounded by water on three sides?  
(thumbs-up)
9. **Oceanographer:** Is an oceanographer someone who studies the ocean?  
(thumbs-up)
10. **Globe:** Is a globe a small model of Earth? (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 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. **Location:** Is a location a specific place? (thumbs-up)
12. **Divided:** When two or more things join together, are they divided?  
(thumbs-down)
13. **Bustling:** Does *bustling* mean slow or not much activity? (thumbs-down)
14. **Flow:** Does *flow* mean to move in one direction such as water in a river?  
(thumbs-up)
15. **Represents:** Is it true that a globe represents Earth? (thumbs-up)

## PART II (STUDENT ASSESSMENT DA.2)

**Directions:** I am going to ask a question about the domain *All Around 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 three pictures in the row and find the one that answers the question. Finally, you will circle the correct picture.

1. **Mountain/River/Buildings:** Which of these is not an example of a natural border? (*building*)
2. **3/7/5:** How many continents are on Earth? (7)
3. **Block/Sphere/Pyramid:** What shape is Earth? (*sphere*)
4. **South America/North America/Europe:** Which continent is Mexico on?  
(*North America*)
5. **Mt. Everest/Window Rock/Uluru:** Which geographic feature would you find in Australia? (*Uluru*)
6. **Zebra/Penguin/Tiger:** Which animal would you find in Asia? (*tiger*)

Student Assessment  
Page DA.2



7. **Asia/Africa/South America:** On which continent would you find the Amazon rainforest? (*South America*)
8. **Egyptian Pyramids/Great Lakes Region/Venice:** Which of these would you find in Africa? (*Egyptian Pyramids*)
9. **Antarctica/Africa/Australia:** Which continent is almost completely covered by glaciers? (*Antarctica*)
10. **Night in India/Night in Australia/Morning in Puerto Rico:** If it is night time in India where Anil lives, what time of day would it be in Puerto Rico where Mariana lives? (*morning in Puerto Rico*)

# 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
- 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. You may also want to choose one yourself.
- Reread the text that is selected. 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 upon 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.

### **Travel Poster**

- Tell students to imagine they are traveling around the world to visit continents, countries, and their unique features. 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.

### **Continents Idea Web**

**Materials:** Board or chart paper

- As a class, list features of each of the seven continents.
- Ask students to discuss what each of the seven continents they learned about have in common. How are they different?
- Record students' ideas on the board or chart paper.

### **Animals Around the World Mural**

**Materials:** Large sheet of paper

- Spread a large sheet of paper on the ground and sketch the outlines of the continents. Have students work together to draw a world animal mural. Choose an animal to start with, such as a quetzal, demonstrating how to draw the quetzal in the correct location, Mexico.
- Show students Flip Book images to help them draw the animals.

### **Invite a Local Historian**

- Invite a speaker from your community's historical society to share with students how your city or town has changed over time using maps and other realia.

## Places Placemat

**Materials:** enough copies of laminated world maps for each student or copies of Activity Page 4.1 inserted in plastic sleeves, stick-on stars

- Have students make placemats using maps that are laminated or inserted in plastic sleeves.
- Distribute stick-on stars to students and ask them to place a star on various geographic features and locations, such as an ocean, island, continent, glacier, etc.

## World Map Puzzle

**Materials:** Blank world maps, scissors, crayons, small plastic bags

- Distribute copies of a blank world map, crayons, scissors, and small plastic bag to each student. Alternatively, you may wish to give students copies of Activity Page 4.1.
- Explain that students will create a jigsaw puzzle by cutting out each continent from the map.
- Have students color and label the continents before cutting the map. Students may use the classroom map to help them label the continents. Once the map is labeled, have each student use scissors to cut out each continent. These will become the puzzle pieces.
- Have students practice placing the puzzle pieces on a blank world map in the correct places. Store the pieces in a plastic bag.
  - Extension: Have students glue the continent puzzle pieces to an inflated blue balloon, adding a line around the middle of the balloon to represent the equator.





# Teacher Resources

|              |             |
|--------------|-------------|
| Kindergarten | Knowledge 7 |
|--------------|-------------|

## Teacher Guide








# Teacher Resources








In this section you will find:









- Guide To Map Plants And Animals
- Activity Book Answer Key











## GUIDE TO MAP PLANTS AND ANIMALS


During lessons, you may wish to name the plants and animals that appear on various maps in the Flip Book, Visual Supports, Image Cards, or Pausing Points. Below you will find a guide to each map.











| Lesson 1  |  |
|---|--|
|    | <b>1A-2:</b><br>Flor de Maga, or <i>Thespesia grandiflora</i> , national flower of Puerto Rico |
|    | <b>1A-2:</b><br>Taíno symbol for the coquí, national animal of Puerto Rico                     |
|   | <b>1A-8:</b><br>Sea turtle   |
|  | <b>1A-8:</b><br>Manta rays   |
|  | <b>1A-9:</b><br>African squid  |
|  | <b>1A-10:</b><br>Indo-Pacific bottlenose dolphin   |
|  | <b>1A-10:</b><br>Indo-Pacific whale tail   |




|   |  |
|---|--|
|    | <b>1A-11:</b><br>The Golden Wattle, national flower of Australia |
|    | <b>1A-11:</b><br>Kangaroo, national animal of Australia          |
|    | <b>1A-11:</b><br>Clownfish                                       |
|   | <b>1A-12:</b><br>Penguin   |
|  | <b>1A-12:</b><br>Crested penguin                                 |
|  | <b>1A-12:</b><br>Walrus  |
|  | <b>1A-12:</b><br>Seal  |

| Lesson 3  |  |
|---|--|
|    | <b>3A-7:</b><br>Common blue violet, state flower of Illinois                             |
|    | <b>3A-7:</b><br>Northern Cardinal, state bird of Illinois                                |
|    | <b>3A-8:</b><br>Corn, squash, beans  |
|    | <b>3A-8:</b><br>Chief Seattle  |
| Lesson 3 Activity Pages   |  |
|  | <b>Activity Page 3.1:</b><br>Bald eagle, national animal of the United States of America |
|  | <b>Activity Page 3.1:</b><br>Rose, national flower of the United States of America       |
| Lesson 4  |  |
|  | <b>4A-3:</b><br>Dahlia, national flower of Mexico  |
|  | <b>4A-3:</b><br>Humpback whale   |










|    | <b>4A-4:</b><br>Bald eagle, national bird of the United States of America              |
|--|--|
|    | <b>4A-4:</b><br>Bottlenose dolphin   |
|    | <b>4A-4 and 4A-5:</b><br>Guadalupe seal  |
|    | <b>4A-5:</b><br>Flor de Maga, or Thespesia grandiflora, national flower of Puerto Rico |
|    | <b>4A-5 &amp; 4A-6:</b><br>Forget-me-not, national flower of Alaska                    |
|   | <b>4A-6:</b><br>Moose  |
|  | <b>4A-6:</b><br>Bald eagle, national bird of the United States of America              |
| Lesson 4 Visual Supports   |  |
|  | <b>Visual Support 4.1:</b><br>Forget-me-not, national flower of Alaska                 |
|  | <b>Visual Support 4.1:</b><br>Snowy owl, national animal of Quebec                     |
|  | <b>Visual Support 4.1:</b><br>Canada jay, national bird of Canada                      |








|   |  |
|---|--|
|    | <b>Visual Support 4.1:</b><br>Whale tail   |
|    | <b>Visual Support 4.1:</b><br>Bald eagle, national bird of the United States of America            |
|    | <b>Visual Support 4.1:</b><br>Rose, national flower of the United States of America                |
|    | <b>Visual Support 4.1:</b><br>Maple leaf, national tree of Canada                                  |
| <b>Lesson 5</b>   |  |
|   | <b>5A-4 &amp; 5A-6:</b><br>Easter cactus flower, native to Brazilian rainforests                   |
|  | <b>5A-4 &amp; 5A-6:</b><br>Andean Condor, national bird of Bolivia, Chile, Columbia, and Ecuador   |
|  | <b>5A-4:</b><br>Sombrero for Pampas, an area known for the <i>gauchos</i> , Argentina's cowboys    |
| <b>Lesson 5 Visual Supports</b>   |  |
|  | <b>Visual Support 5.1</b><br>Easter cactus flower, native to Brazilian rainforests                 |
|  | <b>Visual Support 5.1</b><br>Andean Condor, national bird of Bolivia, Chile, Columbia, and Ecuador |

|   |  |
|---|--|
| <b>Lesson 6</b>   |  |
|    | <b>6A-3:</b><br>Lotus, national flower of India                        |
|    | <b>6A-3 &amp; 6A-6:</b><br>Jasmine, national flower of Pakistan        |
|    | <b>6A-3 &amp; 6A-6:</b><br>Tiger, national animal of India             |
|    | <b>6A-5:</b><br>Peacock, national bird of India                        |
|   | <b>6A-5:</b><br>Common kestrel   |
|  | <b>6A-6 &amp; 6A-8:</b><br>Plum blossom, national flower of China      |
|  | <b>6A-6 &amp; 6A-8:</b><br>Giant panda, national animal of China       |
|  | <b>6A-8:</b><br>Bactrian camel, found in the Gobi Desert               |
|  | <b>6A-9:</b><br>Cherry blossom, national flower of Japan               |
|  | <b>6A-9:</b><br>Koi, a fish associated with Japanese cultural identity |

| Lesson 6 Visual Supports  |  |
|---|--|
|    | <b>Visual Support 5.1:</b><br>Cherry blossom, national flower of Japan               |
|    | <b>Visual Support 5.1:</b><br>Koi, a fish associated with Japanese cultural identity |
| Lesson 7  |  |
|    | <b>7A-2:</b><br>Lotus, national flower of Egypt                                      |
|   | <b>7A-2:</b><br>Yellow trumpet flower, national flower of Nigeria                    |
|  | <b>7A-2:</b><br>Flamingo   |
|  | <b>7A-2:</b><br>Humpback whale   |
|  | <b>7A-2:</b><br>Whale tail   |
|  | <b>7A-5:</b><br>Poppy anemone, national flower of Jerusalem                          |
|  | <b>7A-5:</b><br>Jerboa, inhabitant of the Sahara desert                              |

|    | <b>7A-5:</b><br>Sahara lizard, inhabitant of the Sahara desert                        |
|--|---|
|    | <b>7A-8:</b><br>The Kalahari Devil's Claw or Sengaparile, national flower of Botswana |
|    | <b>7A-8:</b><br>Nile crocodile  |
|    | <b>7A-9:</b><br>The ring-tailed lemur, national animal of Madagascar                  |
|    | <b>7A-9:</b><br>Bottlenose dolphins   |
| Lesson 7<br>Activity Pages and Visual Supports                                       |   |
|  | <b>Activity Page &amp; Visual Support 7.1:</b><br>Mountain aloe                       |
|  | <b>Activity Page &amp; Visual Support 7.1:</b><br>Clivia                              |
| Lesson 8   |   |
|  | <b>8A-3:</b><br>The shamrock, national plant of Ireland                               |
|  | <b>8A-3:</b><br>Irish hare, national animal of Ireland                                |

|   |  |
|---|--|
|    | <b>8A-3:</b><br>Puffin   |
|    | <b>8A-4:</b><br>Mountain avens, national flower of Iceland                               |
|    | <b>8A-4:</b><br>Sheep  |
|    | <b>8A-4:</b><br>Humpback whale   |
|    | <b>8A-5 &amp; 8A-9:</b><br>The carnation, national flower of Spain, Monaco, and Slovenia |
|   | <b>8A-5, 8A-6, &amp; 8A-9:</b><br>Iris, national flower of France                        |
|  | <b>8A-6:</b><br>Edelweiss, a flower that grows in the Alps                               |
|  | <b>8A-8:</b><br>White lily, national flower of Italy                                     |
|  | <b>8A-8:</b><br>Bear Breeches, national flower of Greece                                 |

| Lesson 9  |  |
|---|--|
|    | <b>9A-3 &amp; 9A-4:</b><br>Whale tail                      |
|    | <b>9A-4:</b><br>Penguin                                    |
|    | <b>9A-4:</b><br>Walrus                                     |
|    | <b>9A-4:</b><br>Seal                                       |
|   | <b>9A-6:</b><br>Golden wattle, national plant of Australia |
|  | <b>9A-6:</b><br>Kangaroo, national animal of Australia     |
|  | <b>9A-6:</b><br>Clownfish                                  |



## Lesson 9 Visual Support



**9A-6:**  
Golden wattle, national plant of Australia



**9A-6:**  
Kangaroo, national Animal of Australia



**9A-6:**  
Clownfish

## Lesson 10 Activity Pages



**PP.1:**  
Maple leaf, national tree of Canada



**PP.1 & PP.2:**  
Bald eagle, national bird of the United States of America



**PP.1:**  
Toucan, a bird found in the Amazon rain forest



**PP.1:**  
Cistanthe grandiflora, a flower of South America



**PP.2:**  
Rose, national flower of the United States of America

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

Answers will vary depending on student's location.

Directions: In the blank box draw a geographic detail that describes the place where you live.

Knowledge 7 All Around the World: Geography

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

Directions: Listen to your teacher's instructions and color or mark the appropriate parts of the map. Complete the sentence below the map with a region that is far away from where you live.



The \_\_\_\_\_ region is far from where I live.

Knowledge 7 All Around the World: Geography

5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Activity Page

Directions: Listen to your teacher's instructions and color or mark the appropriate parts of the map. Complete the sentence below the map with a state and city or town that is near where you live.



A state near me is \_\_\_\_\_.

A city near me is \_\_\_\_\_.

Knowledge 7 All Around the World: Geography

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1 Activity Page

Directions: Listen to your teacher's instructions and color or mark the appropriate parts of the map.



North America - purple, South America - yellow, Asia - red, Africa - orange, Europe - brown, Australia - green, Antarctica - gray, the oceans - blue

Knowledge 7 All Around the World: Geography

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Mexico - blue, the United States - brown, and Canada - yellow; Answers will vary but may include: Canada, the United States, and Mexico are large countries; the Caribbean is part of North America; Mexico has rainforests and deserts; foxes and polar bears live in Canada; etc.

Answers will vary but should be based on the Read-Aloud. Possible answers could include: São Paulo is a large city in Brazil. Suriname is a small country in South America, the Andes are mountains in South America, the Galápagos Islands are in South America, etc.

A map of Asia with labels for the Gobi Desert, Gobi Wall, and Yellow River. A magnifying glass is shown over the Gobi Desert area.

Answers will vary but should be based on the Read-Aloud. Possible answers could include: India has the world's largest population, a small country in Asia is Bangladesh, no fish can live in the Dead Sea, Mt. Everest is one of the windiest places on Earth, etc.

Answers will vary but should be based on the Read-Aloud. Possible answers could include: Madagascar is an island; zebras, African elephants, and cheetahs live on the African Savanna; the Sahara desert and the Nile river are in Africa; Nigeria and Egypt are large countries; Botswana is a small country; etc.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 8.1 Activity Page

Directions: Listen to your teacher's instructions and draw two to three details you learned about Europe on the map. Then, complete the sentence below the map.



A detail about Europe I learned is \_\_\_\_\_

Answers will vary but should be based on the Read-Aloud. Possible answers could include: it has an island named Ireland; the country of Italy is a peninsula; France and Germany are large countries; Luxembourg is a small country; the Alps are mountains that have tunnels running through them; Venice is a city that is partly underwater, etc.

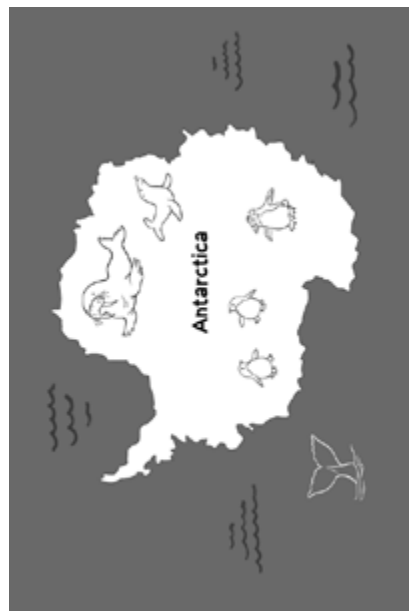
Knowledge 7 All Around the World: Geography

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 9.1 Activity Page

Directions: Listen to your teacher's instructions and draw two to three details you learned about Antarctica on the map. Then, complete the sentence below the map.



A detail about Antarctica I learned is \_\_\_\_\_

Answers will vary but should be based on the Read-Aloud. Possible answers could include: there are no full-time residents; there are glaciers, hills, mountains, and plains under the snow and ice in Antarctica; etc.

Knowledge 7 All Around the World: Geography

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 9.2 Activity Page

Directions: Listen to your teacher's instructions and draw two to three details you learned about Australia on the map. Then, complete the sentence below the map.



A detail about Australia I learned is \_\_\_\_\_

Answers will vary but should be based on the Read-Aloud. Possible answers could include: the kookaburra is a bird that lives in Australia; the Great Barrier Reef is the largest reef in the world; Uluru Rock is an important place for the Aboriginal people of Australia; the Outback is a large area in the middle of Australia where there are more kangaroos than people, etc.

Knowledge 7 All Around the World: Geography

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 10.1 Activity Page

Directions: Listen to your teacher's instructions and draw a picture of the place you visited. Then, complete the sentences below.

Dear Class,

I went to \_\_\_\_\_

in \_\_\_\_\_, \_\_\_\_\_ where I live.

I traveled there by \_\_\_\_\_

From \_\_\_\_\_

Answers will vary but an example would be: I went to South America. South America is far from where I live. I traveled there on an airplane.

Knowledge 7 All Around the World: Geography

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