



PRE-K

New Friends & New Places

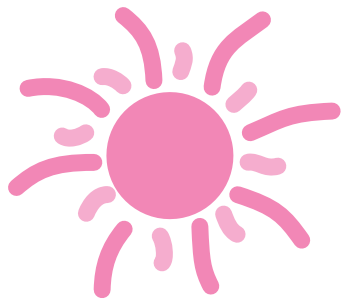


HANDS-ON PROGRAM INCLUDES

- Teacher's Guide
- Jumbo Atlas
- Markers
- Floor Maps
- Static Clings

NYSTROM

Teacher's Guide

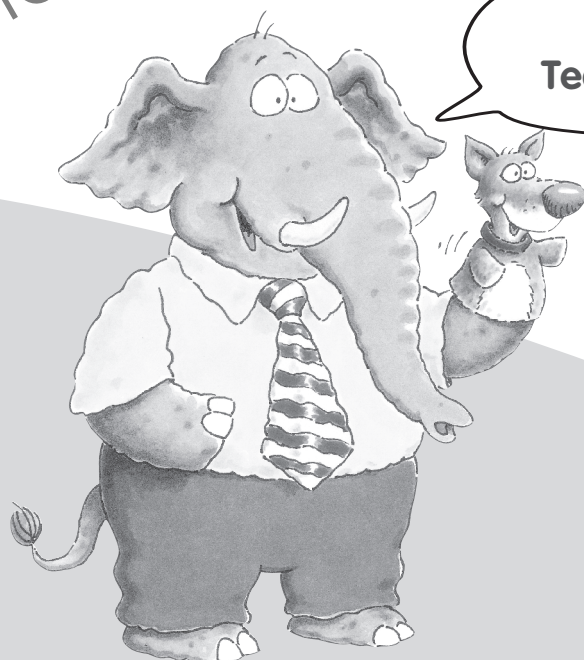


Exploring



.....
**New Friends
& New Places**

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE



This is your
Teacher's Guide

NYSTROM

Program Consultant

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University of Minnesota
Minneapolis, Minnesota



We also want to thank the many principals, curriculum supervisors, and teachers who so graciously allowed us to visit their schools and classrooms. The information we gathered was invaluable in developing social studies materials that create stimulating learning environments, address the growing diversity of our students, and meet the many needs of today's teachers.

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Corresponds with the 2016 update of *The Nystrom Jumbo Atlas*.

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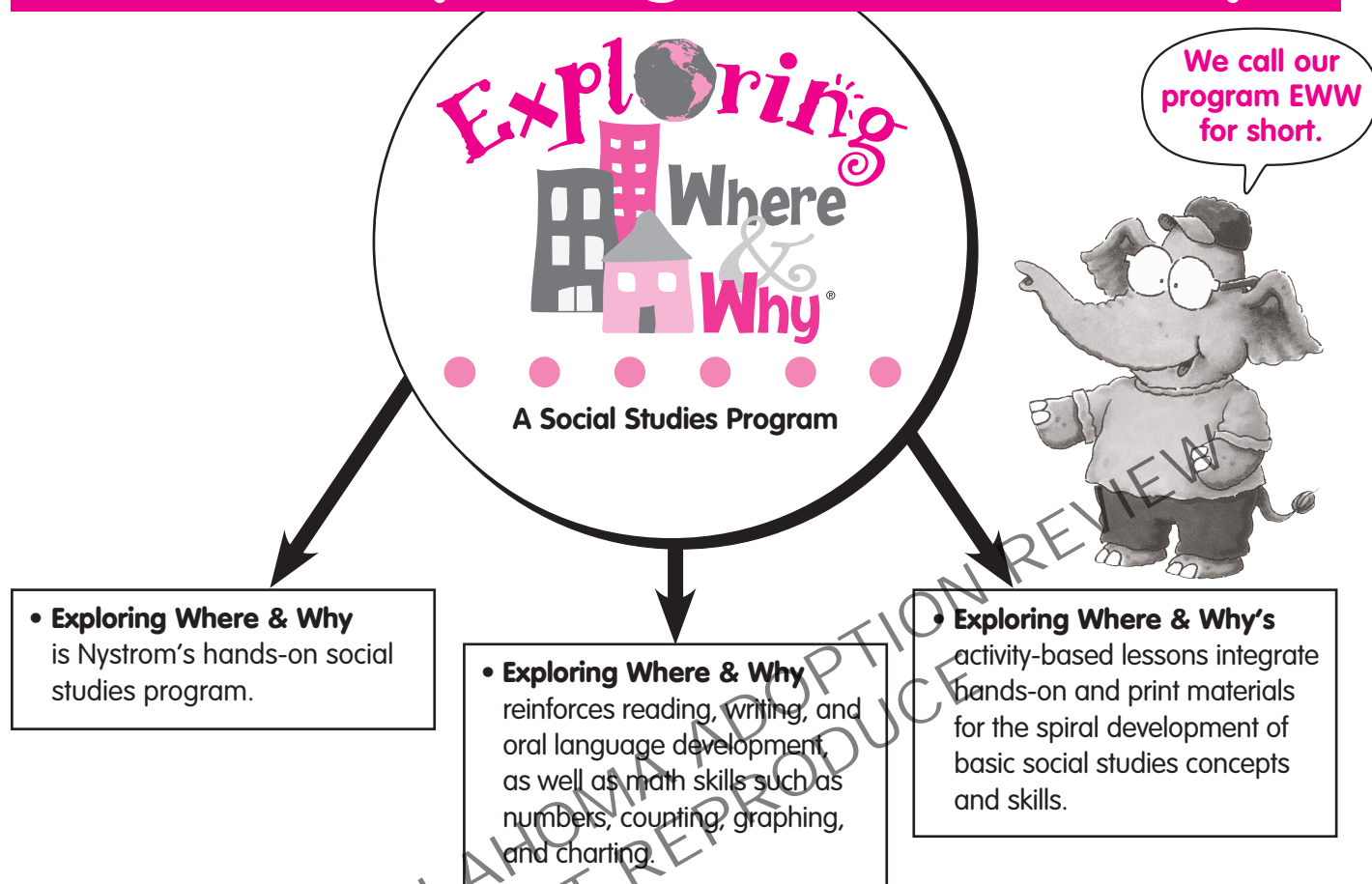
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What is Exploring Where & Why?



What does Exploring Where & Why do?

Builds a solid foundation of essential **social studies** skills and concepts.

Develops **responsible citizens**—in the community, country, and world.

Develops **multicultural** awareness and sensitivity.

Reinforces **reading, writing, math, and science**.

Develops **critical thinking** skills.

Integrates frequent **assessment** and **evaluation**.

Stimulates a variety of **intelligences**.

Provides learning opportunities for **diverse student populations**.

Ensures **success** for all students.





PRE-K

New Friends & New Places

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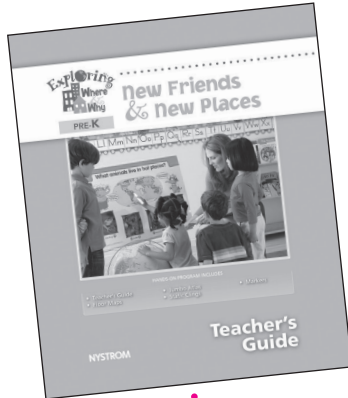
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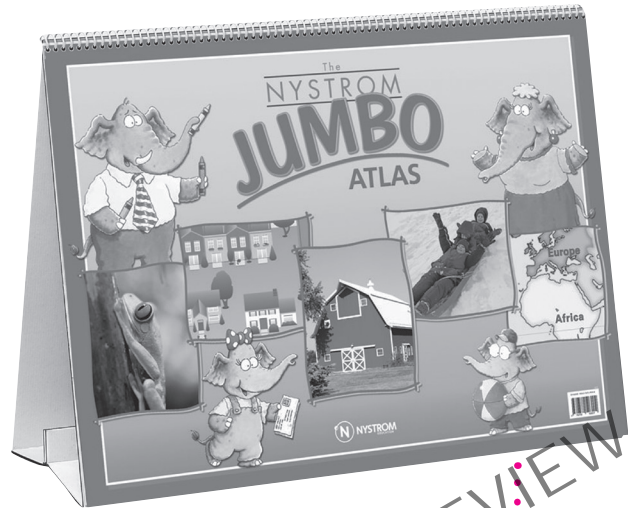
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Wow...let's
get started!



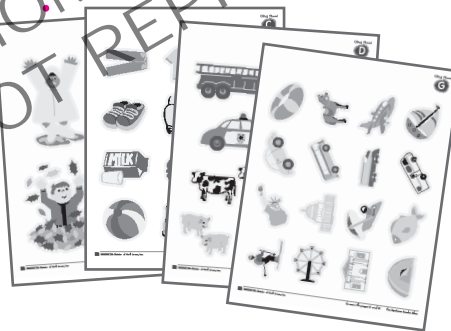


Teacher's
Guide



Jumbo
Atlas

Clings



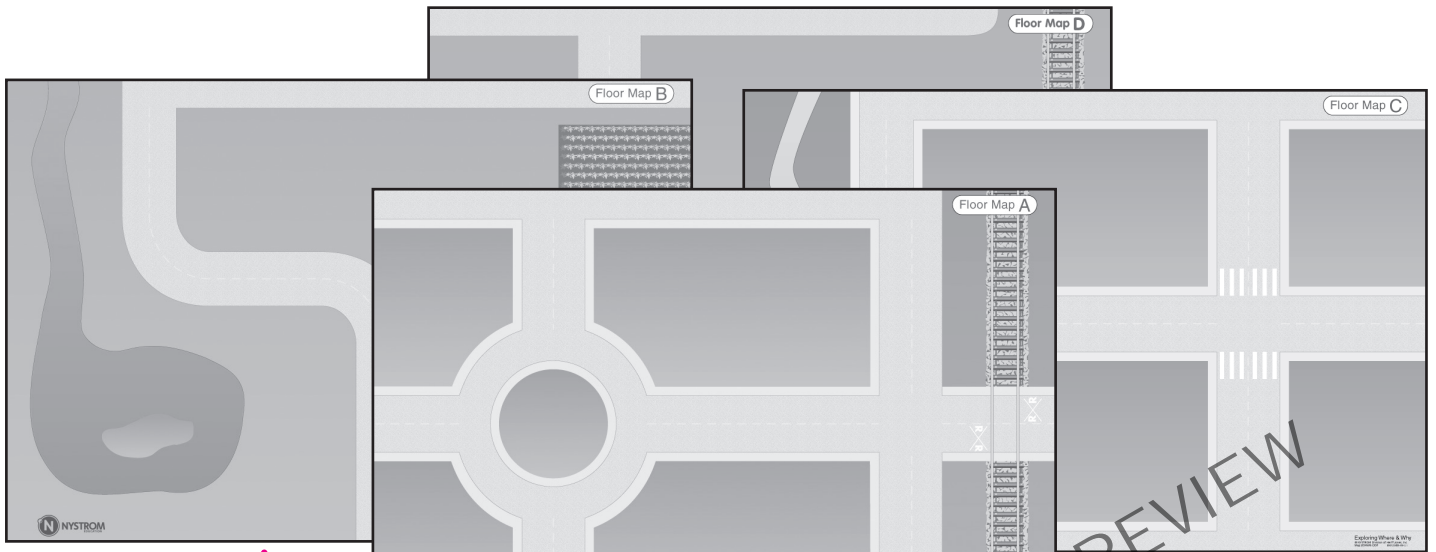
These are
your classroom
materials.

Social Studies...Near and Far

- ✓ Focus moves from the world students know best—their neighborhood—to the larger, less familiar world—the United States and the World.
- ✓ Lessons integrate the social sciences...civics, culture, economics, geography, and history—in age-appropriate contexts.
- ✓ EWW builds a framework for studying people and places near and far—now, long ago, and even in the future.



An Overview



Floor Maps

Atlas Markers

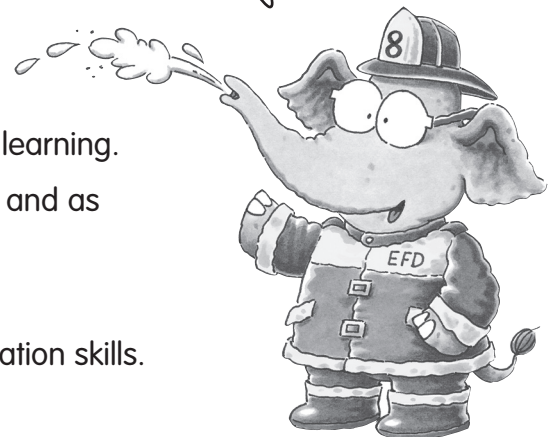
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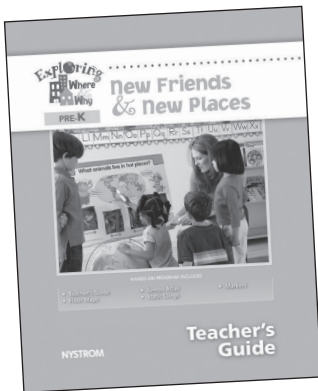
Hands-on Approach... Promotes Active Learning

- ✓ Lessons are completely activity-based. That's why there are no textbooks.
- ✓ Activities and methods target a range of learning styles, "intelligences," abilities, and experiences.
- ✓ Hands-on materials focus students' attention on their own learning.
- ✓ Students work individually, with a partner, in small groups, and as a whole class.
- ✓ Activities stimulate critical thinking skills.
- ✓ Cooperative and collaborative learning improve communication skills.
- ✓ Variety of materials keeps students interested.

Hands-on
teaching means
minds-on learning!



Teacher's Guide...A Closer Look



7 Themes

Lessons for a full curriculum

Themes can be used in any order.

Step-by-Step Lesson Plans

Lessons

- ✓ 1–4 activities
- ✓ 15–20 minutes each

For each lesson

- ✓ Objectives
- ✓ Vocabulary
- ✓ Materials

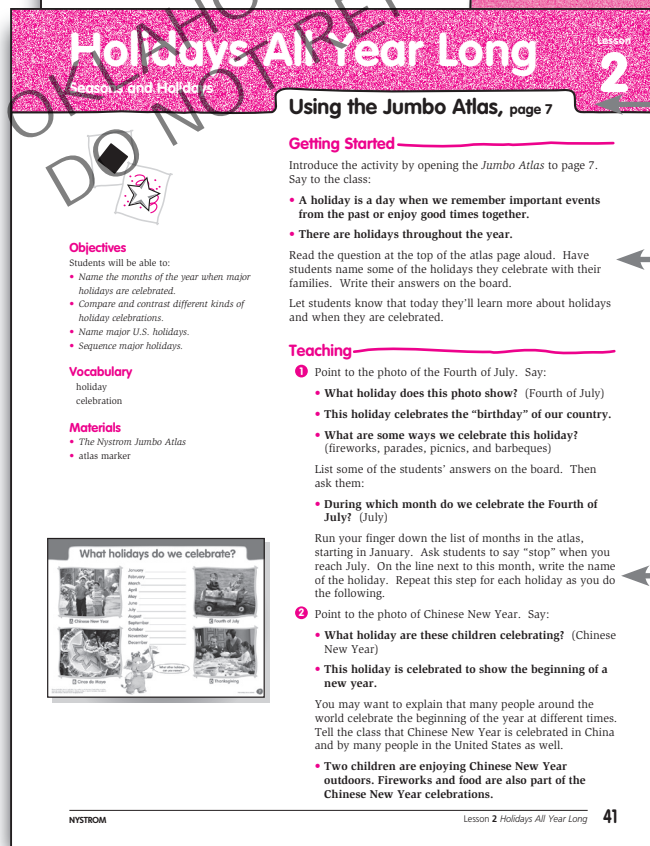


Theme Preview

- ✓ Summary
- ✓ Lessons
- ✓ Time Frame
- ✓ Assessment Chart
- ✓ Family Update

Icons

- ✓ Highlight portfolio features
- ✓ Identify key topics



Atlas activity introduces every lesson

Focuses students on the activity

- ✓ Reinforces previous learning

Strategy ties directly to objectives

- ✓ Easy to follow
- ✓ Variety of methods

Check these icons—
 ◆ means whole class,
 ❖ means small group
 or center activities.



Activity Sheets

- ✓ Pull lesson together
- ✓ Add to student portfolios
- ✓ Use critical thinking skills

Cross-Curricular Activities

- ✓ Marked by icons

Literature Links

- ✓ For every lesson
- ✓ Integrates social studies with reading

Summarizing and Assessing

Distribute a dot cling from Sheet A to each student. Tell students to hold their clings above their heads if the answer is yes and below their chins if the answer is no. Ask the following questions.

- ◆ Do rules help us get along? (yes)
- ◆ Can friends help each other stay safe? (yes)
- ◆ Can friends play together? (yes)
- ◆ Do friends like to play in the park? (yes)
- ◆ Should friends play in a busy street? (no)

Point out the picture map in the atlas. Ask each student to put a cling on a place where friends could play safely. Remove and store the clings.

activity

Graphing Favorite Toys

Materials

- ◆ a few building blocks, a puzzle, and crayons
- ◆ Activity Sheet 2, *Jumbo Family Name Tags* (cut apart)

Taylor Naomi Justin
 Kyle Zach Tuan
 Molly Kim Wendy

16 THEME Family, Friends, and Me Exploring Where & Why

Summarizing and Assessing

- ✓ For every lesson
- ✓ Checks student progress
- ✓ Every student responds

Questioning Strategy

- ✓ Clearly marked

activity

Making an Alphabet Book

Optional: You may want to do one page of this book as you introduce each letter of the alphabet.

1 Before students go to the Social Studies Center, tell them:

- ◆ Today we'll begin working on an alphabet book about places in town and on the farm.
- ◆ Each of you will make a page for this book.

2 Show the class Activity Sheet 15, *Town and Farm Alphabet*. Model how to complete the page for the letter B. Print the letters Bb on the page.

Brainstorm town and farm words that begin with a B. Select one of the words. Then draw a picture of it.

Finally, point out the boxes at the bottom of the activity sheet. Determine if the place is found in a town, on a farm, or both. Then check the appropriate box.

3 Assign each student a letter. Help students identify places for their letters. (See the list below. Be sure to explain any unfamiliar places to students.) When students have completed their pages, arrange the pages alphabetically into a book.

A airport	G gas station	N newsstand	T townhouse
apartment building	grocery store	nursing home	train station
B bank	H hospital	O office building	U university
barn	house	orchard	V vet's office
C church	I ice cream parlor	P park	video store
coop	J jewelry store	police station	W water tower
D dollar store	K karate school	post office	woods
dry cleaner	kennel	Q quarry	X x-ray office
E extension office	L laundry	R radio station	Y yard
eye doctor's office	library	restaurant	YMCA/YWCA
F fire station	M mobile home	S school	Z zoo
	movie theater	store	

Extending Lesson 2

Science Match Foods—Gather a variety of fresh and plastic foods and empty food cartons. Have students try to match foods with their sources—corn flakes with corn on the cob, raisins with grapes, yogurt with milk, and so on.

Critical Thinking Classify Photos or Toys—Gather photos and/or toys and building models representing farms and towns. Have students sort these items into three boxes—one with a *Farm* label and picture, another with a *Town* label and picture, and one with *Farm and Town* labels and pictures of both.

Literature Links

Your students might enjoy these books and others about towns and farms:

Everything Is Different at Nanna's House
 by Caron Lee Cohen

The Little House
 by Virginia Lee Burton

Town Mouse, Country Mouse
 by Jan Brett

A Year in the City
 by Kathy Henderson

NYSTROM Lesson 2 Farms and Towns 85

Hands-on Activities

- ✓ Explore the theme
- ✓ Develop basic skills and concepts
- ✓ Reinforce many cross-curricular skills
- ✓ Actively involve students
- ✓ Make learning fun

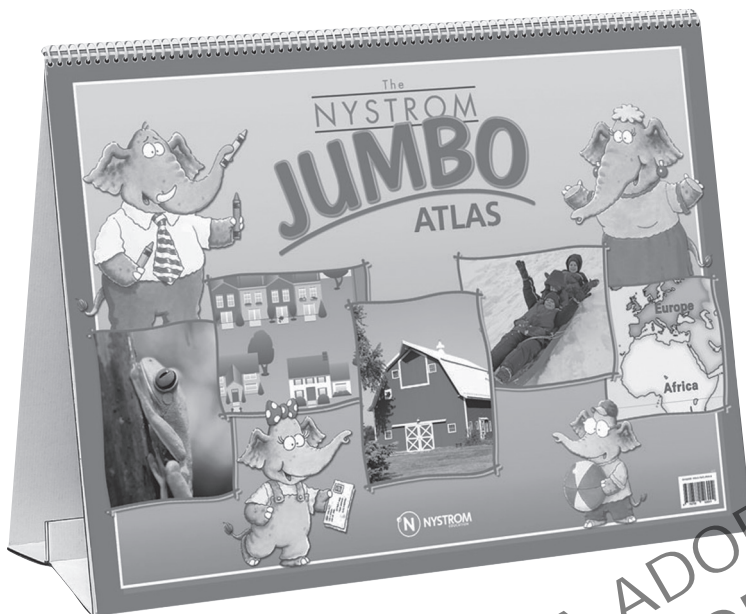
Literacy Lessons

- ✓ Complement other lessons in this program.
- ✓ Broaden in-depth analytical skills.

Student Materials...A Closer Look

Jumbo Atlas

30" x 22"
30 pages
full color
markable

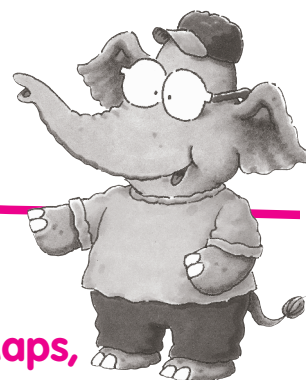


The Nystrom Jumbo Atlas activities are integrated with the lessons in the Teacher's Guide.

Use the Jumbo Atlas to:

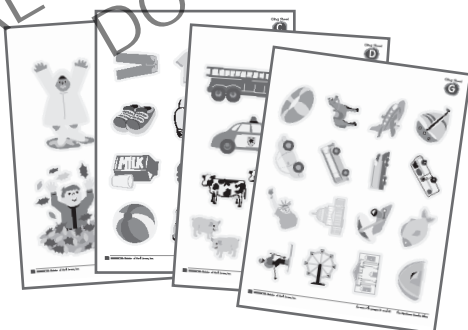
- introduce favorite themes, such as families, needs and wants, community workers, seasons, holidays, and children around the world
- compare similarities and differences
- link "near" and "far" through photos and maps
- introduce map skills and geography concepts
- teach beginning reference skills
- add a rich multicultural dimension

I'm part of the Jumbo Family.



Clings

8 1/2" x 11"
8 sheets
full color
super holding power
washable



Use on the Atlas, Floor Maps, and your classroom wall maps to:

- make learning hands-on
- highlight concepts
- focus attention

2 Atlas Markers

easy to clean
long-lasting

1234

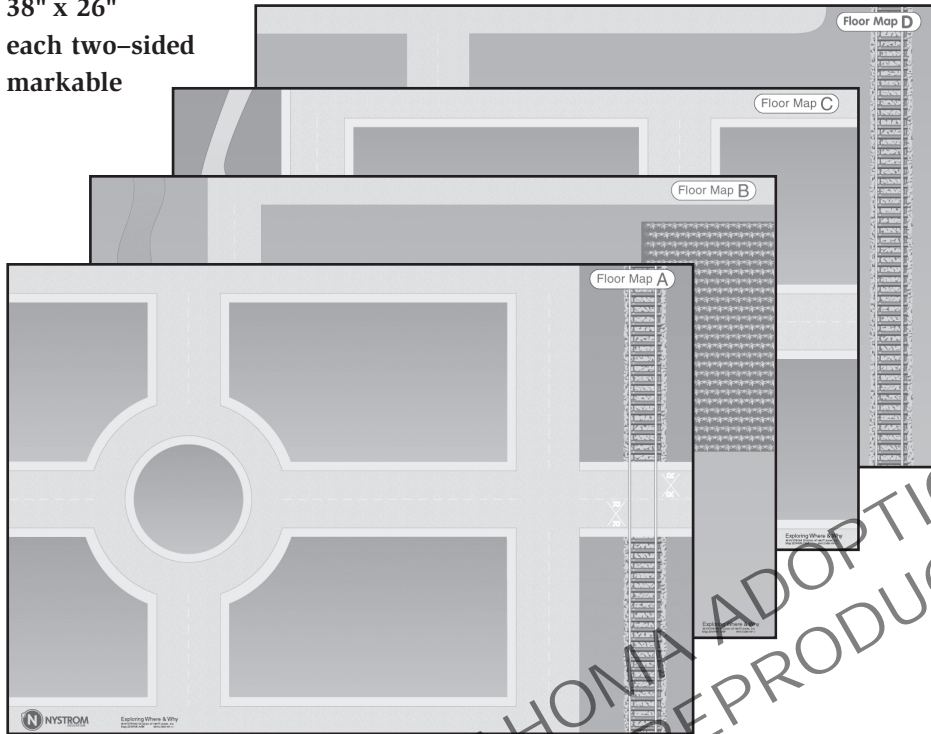


Use on the Atlas and Floor Maps to:

- show relationships
- reinforce skills and concepts
- customize activities
- encourage active participation

2 Floor Maps

38" x 26"
each two-sided
markable



Mix, match, or use the four maps separately to make a variety of town and farm settings.

Use the Floor Maps to:

- demonstrate how maps represent three-dimensional places
- involve students in hands-on activities
- compare urban and rural locations
- engage students in critical thinking activities
- develop cooperative learning skills

Floor Maps encourage hands-on learning!



Classroom Management

EWW will fit right into your curriculum.

These tips will help!



“How will I use EWW? I don’t think I teach social studies.”

Do you talk about the calendar? the weather? the seasons? Do you celebrate holidays? Do you teach themes about farms or families? If you answered yes to any of these questions, then you do teach social studies!

“I teach with themes, but I don’t always teach them in the same order. Is EWW flexible?”

Absolutely! The themes can be taught in any order. Within each theme the lessons progress developmentally, building on skills and key concepts.

“To make the most of my time, I try to integrate curriculum areas. How can EWW help me?”

The themes and activities were chosen and written especially to help teachers link EWW with reading, math, and science. For example:

- When you read a story about farms and farm animals, use EWW’s On the Farm lessons.
- When you teach science units on weather or seasons, use EWW’s Seasons lesson.

Here’s a tip!

Use the *Jumbo Atlas* to reinforce letter recognition, use of capital and lower case, and counting and number concepts.

“I’m a new teacher. Is EWW hard to use?”

EWW’s step-by-step teaching plans are perfect for the new teacher. They help develop quality teaching skills by using proven classroom practices, such as modeling and guided practice.

“Parents want to help their children learn. Does EWW have suggestions?”

Send home the Family Update letter at the beginning of every theme. These letters suggest activities families can do with their children. And please don’t hesitate to add your own school and home connections to the letters.

“How will EWW help develop critical thinking skills?”

Critical thinking skills are built right into **Exploring Where & Why**. In fact, the name itself emphasizes their importance in the program materials and methods.

- Almost every lesson progresses from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS).
- Hands-on activities engage students in observation, exploration, and reflection.
- Group activities encourage students to work collaboratively to exchange ideas and points of view.

“How can I develop my students’ reading skills?”

EWW provides a number of opportunities for students to develop their reading skills.

- You can reinforce reading skills as you read related social studies books to the class. See the Literature Links in each lesson.
- The vocabulary words identified in each EWW lesson can also be used to develop reading and language arts skills.
- For each new word, write it on the board and have students read it.
- Add new words to your word wall or class dictionary.

Tips and Ideas

“What about ongoing assessment?”

EWW has built-in assessment methods. EWW uses EPRs (Every Pupil Responses) to provide frequent and immediate means of seeing which students are on task or need help. For example, students are asked to respond to a question by giving you a thumbs up for yes or holding up their work.

Here's a tip!

Try this EPR: Have students respond to questions by showing you the front of their name tags for yes and the back for no.

“My students love the Clings for the Jumbo Atlas, but they always have ideas for more! Can I make my own?”

Certainly, just use the borders from the cling sheets. Try these ideas:

- Trace a picture onto the cling material and color it with a permanent marker.
- Cut out a magazine photo or coloring book picture and paste it onto the cling material.
- Make special clings to mark students' vacation spots or make clings with each student's name or photo on it.

If you run out of cling material, use a piece of clear vinyl (available at fabric stores).

Here's a tip!

On an atlas page, focus student attention on one map or photo by covering up the others with opaque clings. Make opaque clings by gluing a large piece of white paper to one of the borders from the cling sheet.

“What if my Clings lose their cling?”

The EWW Cling material has a remarkably long-lasting cling power. If your Clings lose their cling or get dirty, wash them with liquid detergent or hand soap. Dry them and put them back on their carrier sheets. Your Clings will cling like new!

“Is the Atlas Marker special?”

Yes. Marks are easy to erase. Use the marker to mark on the Jumbo Atlas as well as the Floor Maps. You can also use it on Nystrom globes and wall maps.

Here's a tip!

For fast and easy marker clean up, use a damp paper towel immediately after marking. If marks are stubborn, try a wet-wipe.

“What is the importance of the name tags?”

Activity Sheet 2 is for making student name tags. Use them at the beginning of the school year to help you and your students learn names. They also help classroom guests and other teachers—especially substitutes.

“Some teachers use their EWW name tags all year. How do they use them?”

Here are some suggestions:

- Copy in varied colors. Use the colors to form EWW groups. For example, “All students with yellow tags will be in a group today.”
- Use numbers as another way of grouping. For example, “All students with number 1 will be in Group 1 today.”
- Use the Jumbo characters for assigning learning center time. For example, “Everyone with Mom on your name tag can go to the Social Studies Center. Everyone with Dad should go to the reading corner.”
- Add sticker symbols (colored dots or shapes) for job identification. For example, “Everyone with a ■ will work with the Floor Map first.” Or “Everyone with a ● will make a wild animal puppet today.”

Here's a tip!

Colors, numbers, or symbols can be used to call on or direct students. For example, “If your name tag has a ■, point to water on the map. If your name tag has a ●, point to land on the map.”

A Social Studies Center

“I’d love a Social Studies Center. But I need help with ideas!”

You’re in luck. **Exploring Where & Why** has dozens of ideas for your Social Studies Center. In fact, most lessons have one or more center activities. Look for this icon ♦.

“What should I put in my Social Studies Center?”

Begin by displaying simple maps or colorful travel posters on the wall. Hang a clothesline across the wall for a time line. Place your big classroom globe, the *Jumbo Atlas*, and Floor Maps there. You also could include:

- puzzles for your current theme (farm scenes, community workers, or weather puzzles)
- models to use on the Floor Maps—homes, people, animals, and cars
- old magazines and sale fliers for cutting up
- calendar and magazine photos for students to sort and classify
- a tub of sand for creating different types of landforms and bodies of water

“My room is so crowded! How can I add another center?”

You can turn one of your existing centers into a Social Studies Center for the day by linking it to your theme. When talking about places in town, turn your puppet theater into a store or post office. When learning about rivers, lakes, and mountains, turn your sand and water tables into the Social Studies Center. Turn your listening center into a Social Studies Center with theme-related audio. Even your block area can become the Social Studies Center with the right instructions.

Here’s a tip!

Make a portable sign for your Social Studies Center. Move it to the location for that day’s activities. Be sure to point it out to students.



“How can I make sure that center time is productive?”

Make sure students know exactly what to do. Limit choices and expect them to complete one task before moving to another. Other tips for success include:

- Always model the activity step by step.
- Have a sample of the activity—in a step-by-step format—in the Social Studies Center.
- Use class buddies or parents as helpers.
- Have students set a timer to help them monitor their own progress.
- Encourage students to help each other.
- Let students know when it’s okay to be as creative as they want to be.

Don’t expect too much. Change expectations when necessary.

Here’s a tip!

Give students a sticker or stamp each time they complete a center activity—whether it’s putting together a puzzle, building a town out of blocks, or making a pattern out of seeds. These rewards serve as incentives and help students learn to stick with a task until it’s completed.

Using Literature

Books can enrich social studies while they develop reading and language arts skills!

“How can I find appropriate books to use with my class?”

- See the Literature Links suggestions in each lesson. If your school or local library does not have a book, substitute another.
- Check the activities for other related books.

“How can I find time to share books like these with my students?”

Try these time-saving tips for using social studies books in your classroom.

- Invite guest readers from your community (parents, grandparents, friends) to read books to your class.
- Ask older students in your school to read books to small groups or individual students.
- Start a “Book-in-a-Bag” lending library. In a bag, include the book and a few social studies-related questions for the family to discuss.

“Any ideas on how to involve my students while I’m reading?”

As you read to the class, try the following techniques to involve students.

- Set the stage. Show students the cover of the book. Read the title. Then have students predict what the story will be about.
- Stop and ask questions as you read.

What do you think will happen next?

Why do you think _____ did that?

- If a key word is used repeatedly in the story, ask students to use a hand motion, lift up an object, or make a special sound each time you say the word.

- Read the book a second time. This time, ask students to look and listen for something specific in the story.
- Ask questions when you finish the book.

What is this book about?

How is this story like the lesson we did on _____?

Would you give it a thumbs up or a thumbs down? Why?

What part of the story did you like best?

“Do you have suggestions for taking the stories beyond the book?”

- Have students retell the story.
- Have students act out their favorite part of the story.
- Have students use the story as a pattern for their own stories. This works well if the story repeats the same pattern page after page.
- Help students locate places in the story on a United States or World map.
- Have students draw a new cover or illustration or make a special bookmark for the book.
- Have your students try some of the games, activities, or foods described in the book.
- Teach your class any words in other languages that are mentioned in the book.
- Turn events from the story into math problems.



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Getting Started

Students are introduced to The Nystrom Jumbo Atlas and the Jumbo family. They then explore working together and sharing. They also learn the importance of rules—in the classroom and at home.



Lessons

1 Working Together 3

Special Features and Their Icons

These features appear throughout **Exploring Where & Why: New Friends & New Places**.



School & Home Connections

- Duplicate and send home the Family Update for each theme.



Assessment & Evaluation

- Assess comprehension with the Summarizing and Assessing suggestions in each lesson.
- Duplicate the assessment chart on the tab. Use it to track student progress.
- Watch for this icon as a reminder to collect and save student work for portfolios.



Literature Links

- Gather books from the list in each lesson and display them in your reading corner.



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



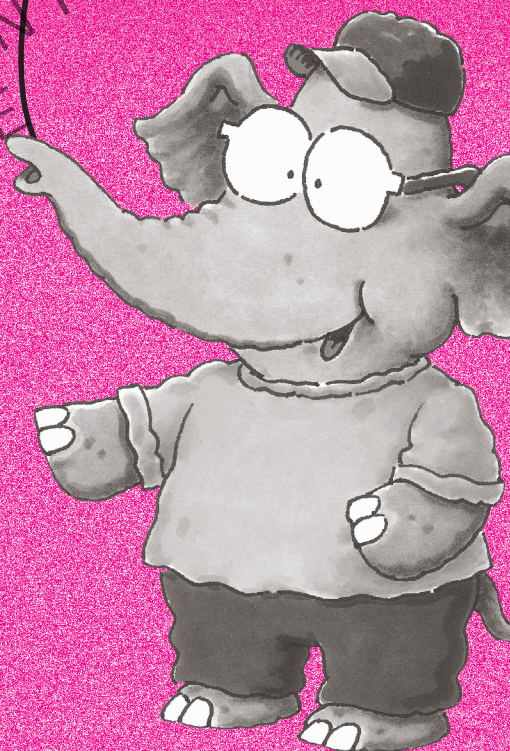
Music



Dramatic
Play



Physical
Education



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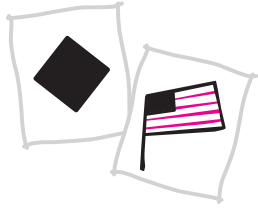
Working Together

Getting Started

Lesson

1

Using the Jumbo Atlas, title page



Objectives

Students will be able to:

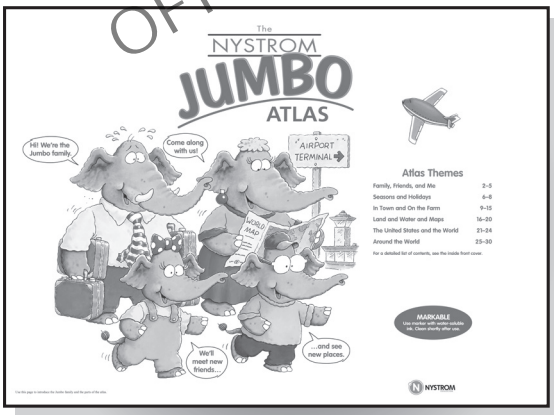
- Identify the Jumbo Atlas.
- Explain the purpose of a table of contents.
- Explain how sharing helps solve the problem of not having enough for everyone.
- Understand why rules are important.

Vocabulary

atlas
title
table of contents
sharing
rules

Materials

- The Nystrom Jumbo Atlas
- atlas marker



Getting Started

To introduce the activity, say:

- Show me with your hands how big a book is.
- Show me with your hands how big a really, really big book is.
- Today we're going to start using a really, really big book called the *Jumbo Atlas*.
- *Jumbo* means it's really big. *Atlas* means it's a book about people and places. It has photos, pictures, and maps.

Teaching

- 1 Before you bring out the atlas, say:

- What animals are really, really big—big enough to be called jumbo?
- I'd like you to meet some of the biggest animals in the world—elephants. These elephants will be our guides as we use the *Jumbo Atlas*.

- 2 Display the atlas and open it to the title page. Tell students:

- This page of the *Jumbo Atlas* gives you information you need to use the atlas.
- Let's circle the title of this book. A title is what the book is called.

Circle the title and read it aloud. Also underline and have students say the word *atlas*.

- 3 Point to the four elephants on the title page and say:

- This is the Jumbo Family.
- How many elephants are in this family? Let's count them together: 1–2–3–4.
- Who are the members of this family? (mom, dad, sister, brother)
- We'll see members of the Jumbo family on each page of our atlas. Let's see what they have to say.

Read the elephant speech balloons.

- 4 Point to the table of contents and explain:

- Before we start exploring the atlas, we need to know where to go.

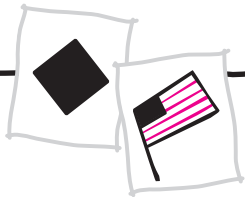
- The table of contents is an important part of a book. It tells you what is in the book and how to find it.
 - Let's find out what we will be learning about in this atlas.
- 5 Read the atlas themes to the class. Show them that the page numbers for each atlas theme are listed in the table of contents. Use the table of contents to find the atlas pages for one of these themes.

Summarizing and Assessing

Have students raise their hands if each of the following statements is true, or keep their hands down if it is false.

- An atlas is a book about people and places. (true)
- The table of contents tells you what is in a book and where to find it. (true)
- The table of contents has page numbers. (true)
- All books have elephants. (false)

Clean the atlas page.



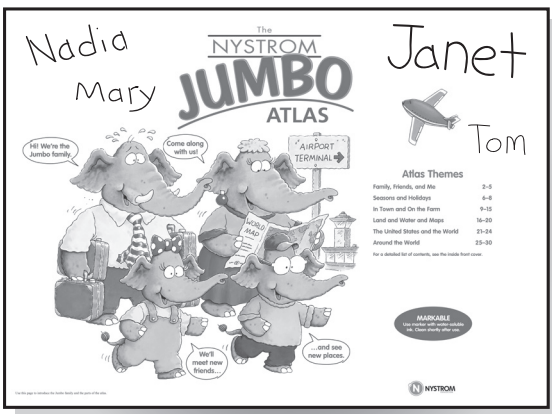
activity

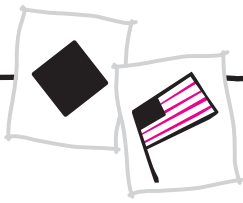
Sharing with Others

- 1 Display the atlas in front of the class and say:
 - How many atlases do we have for our class? (one)
 - We have more than one person in this class. How can we all use the atlas? (share or take turns)
 - Sharing is one way to solve the problem of not having enough for everyone.
- 2 As a class, discuss the different ways you would share the following:
 - a pizza (cut into slices)
 - a story (listen together)
 - a dollar (give each person a share of the money or buy something together)
 - a job (work together)
 - a toy (take turns playing with it)
- 3 Help students write their first names on the title page of the atlas.
- 4 Ask them:
 - Can we all share this atlas? (yes!)

Materials

- The Nystrom Jumbo Atlas
- atlas marker





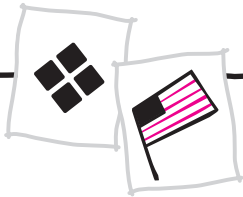
activity

Acting Out Classroom Rules

- 1 Take this opportunity to review your classroom rules. Write each rule on a piece of paper. Say to the class:
 - **Why do you think rules are important?** (They help us learn, keep us safe, help us work together.)
 - **Let's think about what would happen if we didn't have rules.**
- 2 Have a student explain one of the classroom rules. Act out a scene in which you are not following this rule. Tell the class to say "Freeze" as soon as they see that you are not following the rule.
- 3 When the class says "Freeze," have students explain what is wrong with the scene. Then ask a student to act out the correct behavior.
- 4 Have another student pin or tape the piece of paper describing the rule at the front of the classroom. Continue the game with the other class rules.

Materials

- pieces of blank paper
- pins or tape to fasten pieces of paper to the board or wall



activity

Drawing Family Rules

- 1 Before students go to their centers, explain the Social Studies Center. Show them a completed sample activity sheet and explain:
 - **Today, in the Social Studies Center, we're going to make drawings that show rules we follow at home.**
 - **Every family has different rules. To help you get started, let's think about some of the rules that your family follows.**
- 2 Have students name a room in their home. Help them think of rules connected with each room, such as kitchen rules about touching the stove or bedroom rules about bedtime.
- 3 Display the sample activity sheet in the Social Studies Center. Help students draw a picture of one rule their family follows and write a brief description of the rule.

Materials

- Activity Sheet 1, *My Family Rule*
- crayons or markers
- sample activity sheet

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about sharing and rules.

How Hungry Are You?

by Donna Jo Napoli and Richard Tchen

One of Each

by Mary Ann Hoberman

We Share Everything

by Robert Munsch

No, David!

by David Shannon



Civics *Make a Sharing Plan*—Have students work together to develop a plan for using their classroom free time or a schedule for taking care of the class pet. Ask them to think about how to take turns and how to make decisions when not everyone agrees.



Art *Create a Book of Rules*—Collect students' drawings of family rules to make a class scrapbook of "House Rules."

Name _____



My Family Rule

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My family's rule: _____

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Family, Friends, and Me

Students look at a variety of children, homes, families, and friends. They are introduced to basic needs—homes, food, and clothing—that we all must have to live. They learn that although we are all different, all children, homes, families, and friends are similar in many ways.

Time Frame
4
weeks

Lessons

1	Children Like Me	9
2	Getting Along	15
3	Families	19
4	Homes and Other Needs	24

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



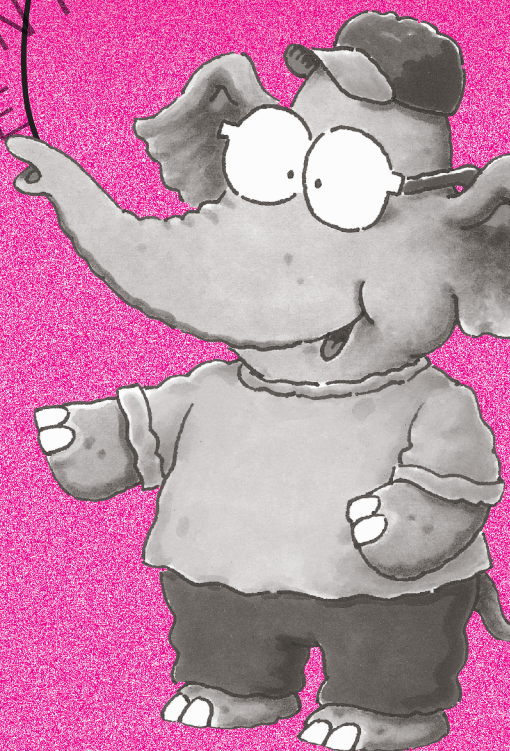
Music



Dramatic
Play



Physical
Education





Dear Family,

Our class is beginning a new theme in our social studies program, **Exploring Where and Why**. For the next few weeks, students will look at themselves and families and friends. Your child will discover that, even though children are all different, they have many of the same needs: families, friends, and homes.

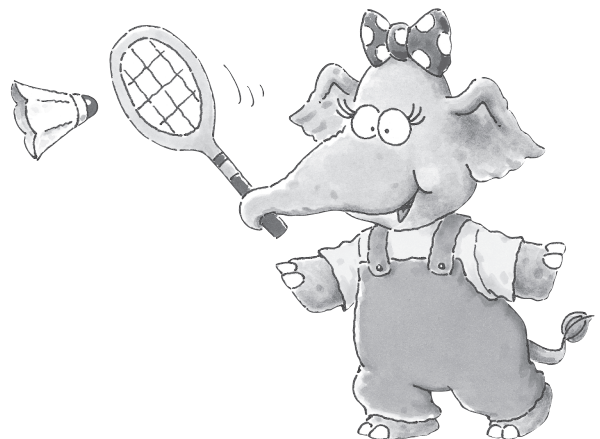
Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things you can do at home to reinforce what your child is learning at school.

- **Talk** about your favorite things with your child. Brainstorm a list of your child's favorite colors, toys, foods, restaurants, friends, and things to do. Are these the favorites of anyone else in the family?
- **Invite** one of your child's school friends for a play date. To expand your child's experiences, try to select someone who doesn't normally play at your home.
- **Look** through your family photos with your child. Identify the family members in the photos. Stress words like *brother, sister, father, mother, grandmother, grandfather, aunt, uncle, cousin*. Point out differences between photos from the past and those taken today.
- **Take** your child on a walk around the block. Point out all the homes. At school we talk about a home as a place where people live. Houses, townhouses, apartments, condominiums, trailers, and houseboats are all homes. Have your child name the kind of home you live in. Remind your child that homes, like food and clothing, are things we need in order to live.

Have fun exploring the where and why of social studies with your child!

Sincerely,



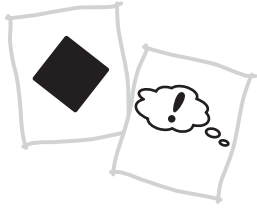
Children Like Me

Family, Friends, and Me

Lesson

1

Using the Jumbo Atlas, page 2



Objectives

Students will be able to:

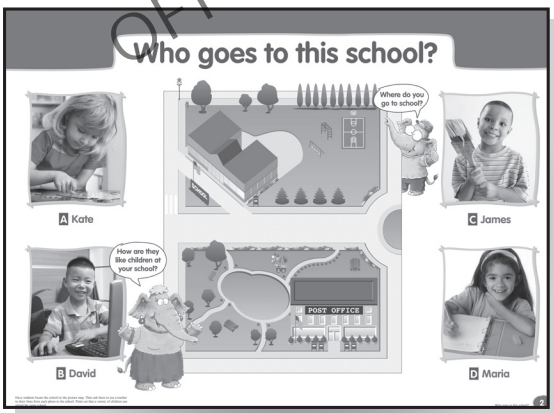
- Identify a school on a picture map.
- Explain that many different children go to the same school.

Vocabulary

school

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- sentence strip with SCHOOL written on it
- large opaque clings to cover the atlas photos (optional)



Getting Started

Introduce this activity by holding up the sentence strip. Ask:

- What letters do you know in this word?
- Have you seen this word before?
- Can anyone guess what this word is? (school)
- What school do you go to?

Let students know that today they'll learn about another school and the students who go there.

Teaching

- 1 Open the *Jumbo Atlas* to page 2. Focus attention on the picture map. Ask:

- How many of you can find a school?
- Point to the park. Is the school on this block?
- Point to the other block. Is the school on this block?
- Which building is a school?
- How can you tell this is a school? (the flag, the playground, its size, the sign in the front)

Have a student outline the school with the marker.

- 2 Hold the sentence strip below the sign on the school. As you read each letter on the sign, have a volunteer point to the same letter on the sentence strip.
- 3 Point out or uncover the top left photo on the page. Say:

- This is Kate. Kate goes to this school. What is she doing? (putting together a puzzle)

Have a student draw a line from Kate's photo to the school.

- 4 In the same way, discuss the other three photos. Then ask:

- Do these children all look the same? (no) How are they alike? How are they different?
- Do children have to look alike to go to the same school? (no)
- Do these children like to do the same things? (no)
- Do children have to like the same things to go to the same school? (no)

Summarizing and Assessing

Point to the atlas photos one at a time and say:

- **If you think you look most like Maria, move to this corner.**
- **If you think you look most like Don, move to that corner.**

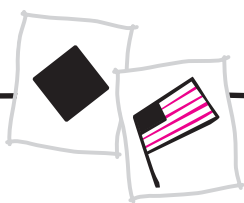
Continue in the same way until students are split up into four corners. Then ask students to respond to the following question by shaking their heads:

- **Do all of you look alike?** (no)

In the same way, point to the atlas photos again and have students go to different corners, based on activities they like to do. Then ask:

- **Do you all like to do the same things?** (no)
- **Are you all exactly alike?** (no)
- **Do we have a lot of different children in our school too?** (yes)

Clean the atlas page.



activity

Meeting New Friends

- 1 Prepare for this activity by making a name tag for each child in the class and for yourself, using Activity Sheet 2, *Jumbo Family Name Tags*. Tell students:

- **Today, we are going to play a game that helps us get to know each other.**
- **First, I'm going to hand out name tags. We'll read each name out loud together.**

- 2 Pass out the name tags, making sure everyone has a name tag belonging to someone else, including one for you. One at a time, have each student hold up the name tag he or she received. Read each name out loud for the class.

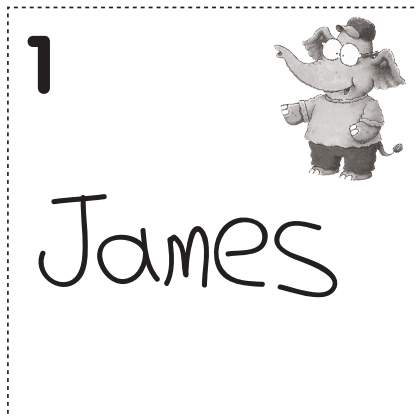
- 3 Then say to the class:

- **Let's meet our friends!**
- **We'll read the names again together.**
- **When you hear your name, raise your hand.**
- **The classroom friend who has your name tag will bring it to you and say hello.**

- 4 Model this greeting for the class. Hold up the name tag you have and, with the class, read the name out loud (for example, James). When James raises his hand, walk over to him and say, "Hello, James;" then hand him his name tag.

Materials

- Activity Sheet 2, *Jumbo Family Name Tags* (cut apart)



- 5 Have the student you greeted hold up the name tag that he or she received earlier. With the class, read that name out loud. Have the student with the name tag find and greet this classroom friend, as you modeled.
- 6 Continue until everyone has received his or her own name tag.

When the activity is complete, collect the name tags. For future activities, you can use the characters on the name tags to create class groups.



activity


Materials

- Activity Sheet 3, *All About Me*
- crayons or markers
- school photo of each child or an instant camera and film (optional)
- sample “Me” poem

Writing “Me” Poems

- 1 Before students go to their centers, show them a sample “Me” poem. Let them know that:
 - **Today, in the Social Studies Center, you’ll write a poem about yourself.**
 - **The poem will include many of your favorite things: your favorite things to do, your favorite colors, your favorite foods.**
 - **So try to have these in mind when it’s your turn to write your poem.**
 - 2 When students come to the Social Studies Center, ask the following questions. Record their responses on Activity Sheet 3, *All About Me*.
 - **What do you like to do for fun? Tell me your three favorite things to do.** Record these on the first three lines. Make sure each activity ends in *-ing*.
 - **How old are you?** Record the age on the fourth line.
 - **What are two of your favorite colors?** Record these on the fifth line.
 - **What are two of your favorite things to eat?** Record these on the sixth line.
- Help the student print his or her name on the seventh line. Then read the poem to the student.
- 3 Have each student draw a picture of himself or herself in the frame at the top of the activity sheet. Or have each student glue his or her photo above the poem.
 - 4 Read several poems to the class. Discuss how each child is different yet all of them go to the same school.
 - 5 Optional: Assemble the poems into a class book. Send the book home with students to share with their families.

All About Me



Building _____,

running _____,

playing ball _____,

I'm 6 years old, you see.

Red and black

pizza and cheeseburgers

Ryan

that's me!

14 OBJECTIVE: Describe self. For use with Family, Friends, and Me, Lesson 1. Exploring Where & Why ©2007 NYSTROM EDUCATION

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about children at school:

Annie, Bea, and Chi Chi Dolores
by Donna Maurer

David Goes to School
by David Shannon

Lilly's Purple Plastic Purse
by Kevin Henkes

Olivia
by Ian Falconer

Sit Still
by Nancy Carlson



Culture *Compare Children*—Turn to page 27 in the *Jumbo Atlas*. Ask students to point out ways the children in the photos are different from themselves. Then have students name ways the children from around the world are like themselves.

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Name _____

Jumbo Family Name Tags



1



2



3

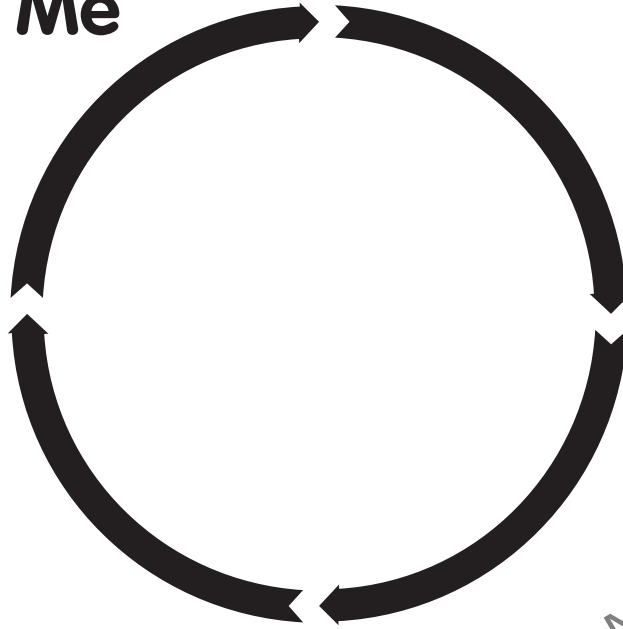


4



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All About Me



I'm _____ years old, you see.
_____ and _____
_____ and _____

that's me!

Getting Along

Family, Friends, and Me

Lesson

2

Using the Jumbo Atlas, page 3



Objectives

Students will be able to:

- Identify ways people get along.
- Locate places where friends can play.

Vocabulary

friend

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet A
- large opaque cling to cover the picture map (optional)

Getting Started

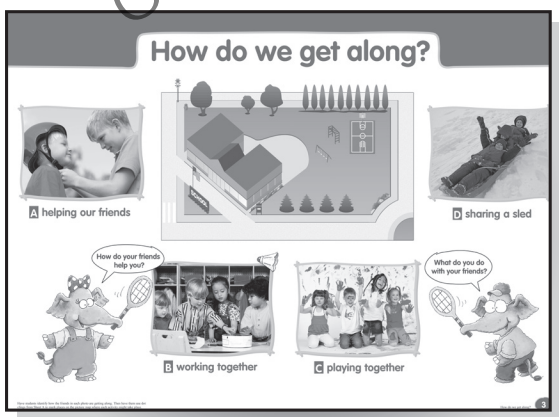
Introduce this activity by having students make a circle and hold hands. Say:

- Look around the circle at all of your classroom friends. Say hello to everyone!
- When we treat each other as friends, we can all get along. What do friends do to get along? (They share, take turns, work together, play together.)

Let students know that today they'll learn different ways people can get along.

Teaching

- 1 Open the *Jumbo Atlas* to page 3. Focus attention on photo A and ask:
 - How are these friends getting along? (They are helping each other.)
 - How are these friends following rules? (They are keeping safe by wearing helmets.)
 - Rules can help us get along. Helping a friend follow rules is a great way to be a good friend.
 - 2 Focus attention on photo D and ask:
 - How are these friends getting along? (They are sharing a sled, playing together.)
 - How can you tell they are getting along? (They are smiling, no one is left out.)
 - 3 Repeat the same types of questions for the other two photos. Help students think about what kinds of behavior help people get along.
 - 4 Uncover or direct attention to the picture map. Ask:
 - Where can friends do the things shown in the pictures? (Answers may include: at the park, at school, on the playground, at home, in the backyard.)
- Have students put a dot cling on on any place they named that is on the picture map.
- Where do you like to play with your friends?



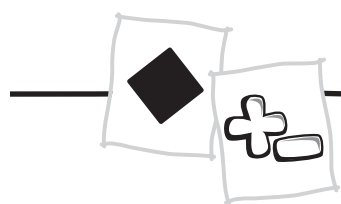
Summarizing and Assessing

Distribute a dot cling from Sheet A to each student. Tell students to hold their clings above their heads if the answer is yes and below their chins if the answer is no. Ask the following questions.

- **Do rules help us get along?** (yes)
- **Can friends help each other stay safe?** (yes)
- **Can friends play together?** (yes)
- **Do friends like to play in the park?** (yes)
- **Should friends play in a busy street?** (no)

Point out the picture map in the atlas. Ask each student to put a cling on a place where friends could play safely.

Remove and store the clings.



activity

Graphing Favorite Toys

Materials

- a few building blocks, a puzzle, and crayons
- Activity Sheet 2, *Jumbo Family Name Tags* (cut apart)



Taylor

Naomi

Justin

Kyle

Zach

Tuan

Molly

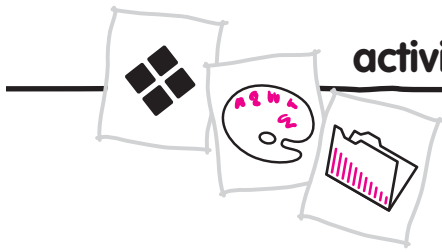
Kim

Wendy

- 1 Ask the class:
 - **Do friends always like the same things?**
 - **All of you are friends, right?**
 - **Let's see if you all like to play with the same toys.**
- 2 Continue by asking students:
 - **During free play, what do you like to play with?**
 - **Do you like to build with blocks? play with puzzles? color with crayons?** Display the objects.
 - **Let's see which is our class favorite.**

Place the blocks in one stack, the puzzle in another, the crayons in a third.
- 3 Distribute name tags. Then have students vote for their favorite activity by placing their name tags in front of the blocks, puzzle or crayons.
- 4 Determine which toy is the class favorite. Ask:
 - **Which of these three toys is the favorite?**
 - **How can you tell?** (It has the most names in front of it.)

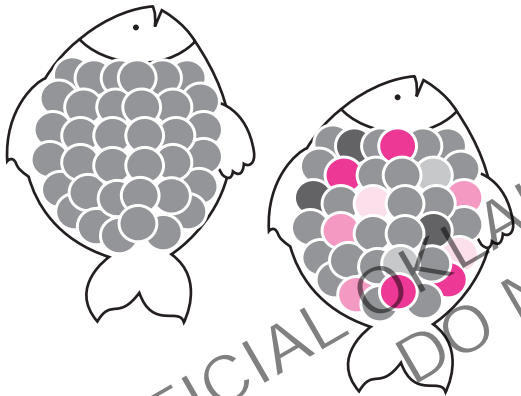
If the numbers are close, count the "votes" aloud.
- 5 During free play, give students the choice of playing with blocks, puzzles, or crayons.
- 6 Throughout the year, have students use their *Jumbo Family Name Tags* to graph other choices.



Materials

- Activity Sheet 4, *A Friendship Fish*
- green circles*
- purple circles*
- blue circles*
- silver circles (cut from aluminum foil or wrapping paper)*
- crayons or markers
- glue
- *The Rainbow Fish* by Marcus Pfister (optional)

*Cut or punch out circles roughly the size of a quarter (about 1"). Make about 40 circles of each color for each table.



Note: This activity is an experience in friendship. Let students decide how they will share art supplies.

- 1 Optional: Read Marcus Pfister's *The Rainbow Fish* to the class.
- 2 Before students go to their centers, show them Activity Sheet 4, *A Friendship Fish*. Explain:
 - Today, in the Social Studies Center, you're each going to decorate a fish.
 - Some of you will get colored circles to put on the fish.
 - Others will get crayons or markers.
 - Use the materials any way you want.

- 3 Divide the class into tables of five students. Hand out activity sheets. Also give one person at each table all the green circles, one all the purple circles, one all the blue circles, one all the silver circles, and one all the crayons or markers.

Let students decide how they will share their supplies. Circulate while students decorate their fish.

- 4 When everyone is finished, have students stand in a circle with their fish. Ask students:
 - How did you get all those colors for your fish?
 - Who did you share circles and crayons with?
 - Was it hard to share?
 - Did anyone have trouble finding friends who were willing to share? How did that make you feel?
- 5 Optional: Have students cut out their fish. Then hang the fish from the ceiling or display them on a bulletin board.

Extending Lesson 2



Literature Links

Your students might enjoy these books and others about friends:

Annie Bananie
by Leah Komaiko

How Humans Make Friends
by Loreen Leedy

Miss Spider's Tea Party
by David Kirk

My Friend John
by Charlotte Zolotow

Stellaluna
by Janell Cannon



Dramatic Play *Tell a Story*—After students look at page 3 of the *Jumbo Atlas*, have them make up stories about the friends who live in that neighborhood and what they are doing.

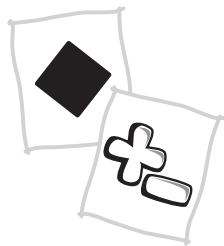
Name _____

A Friendship Fish



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Using the Jumbo Atlas, page 4



Objectives

Students will be able to:

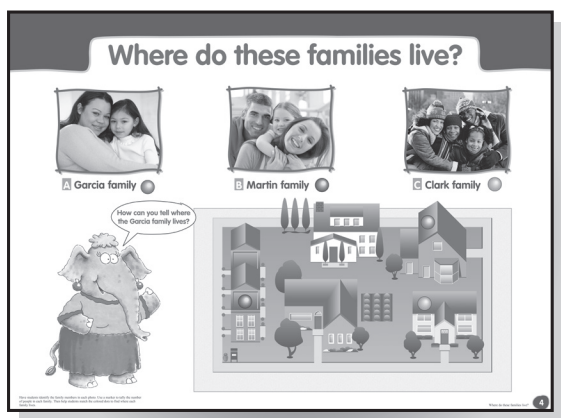
- Name family members.
- Compare sizes of families.
- Use symbols to match families with their homes.
- Use time words such as now, past, and long ago to describe events.

Vocabulary

family
now
past
long ago

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- photo of your family
- red, purple, and green crayons for each student
- large opaque cling to cover the picture map (optional)



Getting Started

Introduce this activity by holding up your family photo. Say:

- I'd like to show you a picture of my family.

Point out each person in the photo, explaining his or her relationship to you (mother, father, sister, brother). Then ask students to help you count the number of people in your family.

Let students know that today they'll learn about some other families and where they live.

Teaching

- 1 Open the *Jumbo Atlas* to page 4. Focus attention on the photo of the Martin family, asking:
 - Do you think there's a mother in this family? (yes)
 - a father? (yes) Is there a child in this family? (yes)
 - How many people are in this family? Let's count. (3)

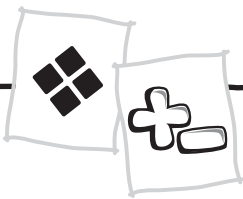
Point to each person in the photo as the class counts along. Then write the number 3 next to the photo.
- 2 Discuss the other two photos in the same way. Each time, record the number of people next to the photo.
- 3 Compare the sizes of the three families, asking:
 - How many people are in the Garcia family? (2)
 - the Martin family? (3) the Clark family? (4)
 - Which family is the biggest? (the Clark family)
 - Which family is the smallest? (the Garcia family)
- 4 Uncover or direct students' attention to the picture map. Ask the class:
 - Did you notice the colored dot next to each family name? There are also colored dots on some of the homes on this block. The dots tell you which family lives in which home.
 - What color is the dot next to the Garcia family? (red)
 - Who can come up and show me which home they live in? Have a student draw a line to connect the dots.
 - Who can show me where the Martin family lives?
 - Who can show me where the Clark family lives?

Summarizing and Assessing

Give each student a red, a purple, and a green crayon. Tell them to hold up crayons to answer each of the following questions.

- Which color stands for the Martin family? (purple)
- Which family has two people in it? (red)
- Which family is the biggest? (green)
- Which family is the smallest? (red)
- Which family lives in the blue house? (red)
- Which family lives in the brown house? (purple)
- Which families live on this block? (purple, red, green)

Clean the atlas page.



activity

Comparing Family Sizes

Prepare at least two folders. Open each folder, fold up a 2" pocket along the bottom edge, and staple it in place. Label the pocket *How big is this family?* Attach a family photo above each pocket. Prepare two sets of index cards, numbering each set from 1 to 10.

Materials

- 2 file folders
- stapler
- 4 magazine photos of families of various sizes
- 20 index cards
- marker

- 1 Before students go to their centers, show them a file folder and say:

- In these folders, you'll find pictures of families.
- Your job is to count the number of people in each family.

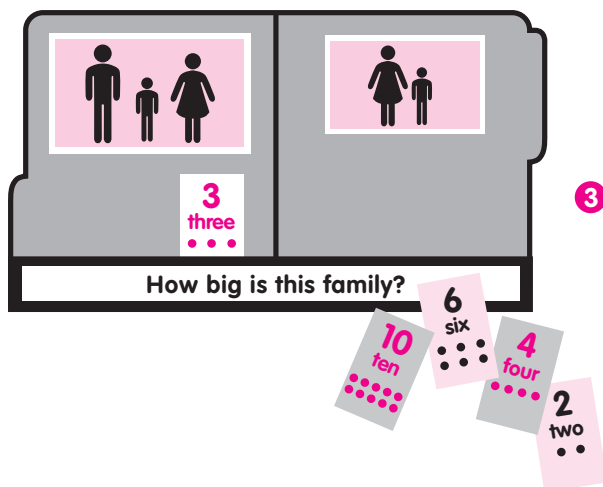
- Then look through the number cards and find the same number.

- Put that card in the pocket below the picture.

- 2 As students work, check their progress. When they are finished, ask:

- Which family is biggest?
- Which family is smallest?
- Are any families the same size?

- 3 Tell students to mix up the number cards before they leave the center.

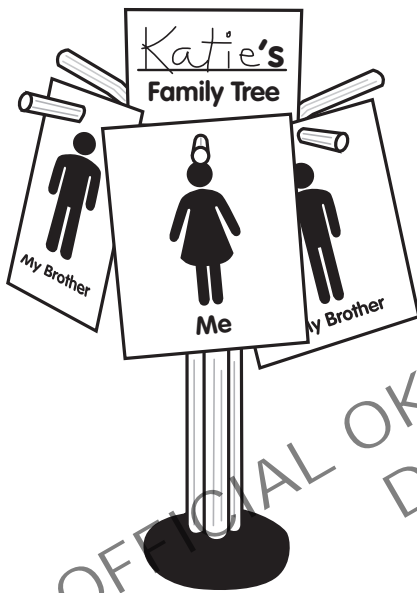


Making Family Trees

Materials

- flexible straws*
- tape
- Activity Sheet 5, *Family Tree* (cut apart and punch holes)
- sample family tree
- clay (optional)

*Bundle seven straws and tape them together for each tree. (If any of your students have more than six people in their families, add more straws or make another tree.)



- Before students go to their centers, explain:
 - We've talked about my family and other families.
 - Now it's time to talk about your family.
 - You're going to make a family tree to show how big your family is. (You may want to limit this to people who live together.)
- Show students a sample family tree and model how to make one. Explain:
 - First, bend the tops of the straws down to make them look like tree branches.
 - In the Social Studies Center, you'll find pictures of different family members. There is a mother, father, sister, and brother. Hold each one up. There are two more pictures you can use to label other people in your family. There are also two that say *Me*—a boy and a girl.
 - Pick out one picture for each person in your family.
 - I will help you write the labels for family members that do not already have labels.
 - Slide each picture onto a different branch of your tree.
 - When you're all finished, I will help you print your name on the sign that says *Family Tree*. That way we'll know whose family tree it is. Tape the sign to the top of your tree or slide it on an empty branch.
- Display a sample family tree in the Social Studies Center. Help students assemble their trees, identify family members, and add or modify picture labels, if necessary. When a tree is finished, ask each student to count the number of people in his or her family.

If a tree doesn't stand upright, set it in a piece of clay.

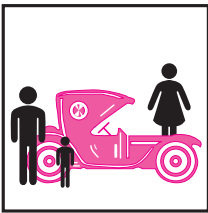
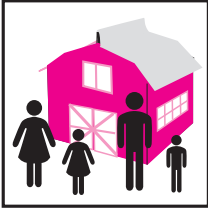
Comparing Families Then and Now

Materials

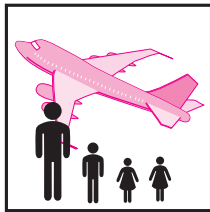
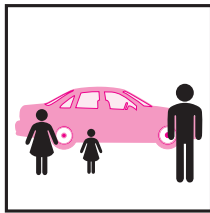
- 3 photos or illustrations of families from the past
- 3 magazine photos of present-day families
- a colored index card with NOW written on it
- a different colored index card with PAST written on it
- pins or tape to fasten cards and photos to the board or wall

- Begin the activity by holding up the card with NOW written on it. Read the card aloud. Say to the class:
 - NOW helps us answer the question WHEN? This word describes what is happening at this moment.**
 - Let's make a list of what is happening at this moment.** (students are at school, parents are at work or home, it's raining/snowing/sunny)

Past



Now



- 2 Pin or tape the NOW card at the front of the classroom. Hold up the card with PAST written on it. Read the card aloud. Say to the class:
 - PAST also helps us answer the question WHEN? It describes what happened before now.
 - The past can be yesterday, or before you were born, or long, long ago.
 - Let's make a list of things that happened in the past. (Parents were born; school was built; teacher was in preschool; long, long ago dinosaurs lived.)
- 3 Pin or tape the PAST card at the front of the classroom. Hold up one of the photos of a family from the past. Have the class look for clues in the picture that tell about life in the past, such as clothing, hairstyles, tools, and vehicles.
- 4 Fasten the photo under the PAST card. Hold up one of the magazine photos of a present day family. Have the class find clues that show that the family lives now.
- 5 Fasten the photo under the NOW card. One at a time, hold up each of the remaining pictures. Have students call out PAST or NOW to describe each one. Fasten each photo under the correct label on the board.
- 6 When all the photos have been sorted, say to the class:
 - We just learned about some of the things that make families in the past different from families now.
 - Many things are different, but some things about families are the same.
 - Raise your hands if the pictures of families both now and in the past have children.
 - Raise your hands if the pictures of families both now and in the past have adults.
 - Can you think of other things that are the same? (families can be big or small, families work together)

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Extending Lesson 3



Literature Links

Your students might enjoy these books and others about families:

Con Mi Hermano/With My Brother
by Eileen Roe

Fathers, Mothers, Sisters, Brothers
by Mary Ann Hoberman

Five Creatures
by Emily Jenkins

Jin Woo
by Eve Bunting

When I Am Old With You
by Angela Johnson



Math *Count Family Members*—Use the photos on page 28 in the *Jumbo Atlas* or ask students to bring in photos of their families. As a class, count the number of people in each family. Then line the photos up (or number them) from smallest family to largest.



Dramatic Play *Play Family*—Suggest that students pretend they are different family members when they are in the housekeeping area. As they play, ask how each family member helps others in the family.

Name _____



5

ACTIVITY SHEET

<p>_____ 's Family Tree</p>	<p>Me</p>	<p>Me</p>
<p>My Father</p>	<p>My Sister</p>	<p>_____</p>
<p>My Mother</p>	<p>My Brother</p>	<p>_____</p>

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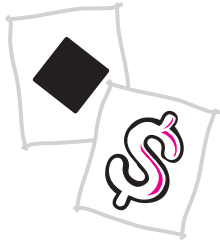
Homes and Other Needs

Family, Friends, and Me

Lesson

4

Using the Jumbo Atlas, page 5



Objectives

Students will be able to:

- Define home.
- Identify three different types of homes.
- Match photos with picture map illustrations.
- Identify homes, food, and clothing as needs.

Vocabulary

home
house
townhouse
apartment
needs

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- large opaque cling to cover the picture map (optional)



Getting Started

Introduce this activity with a riddle. Ask students to raise their hands as soon as they know the answer.

- I'm thinking of something. It keeps you dry when it rains, warm when it's cold.
- It has doors and windows.
- It rhymes with comb.
- What is it? (a home)
- A home is a place to live. Everyone needs a home.

Let students know that today they'll learn about different types of homes.

Teaching

- 1 Open the *Jumbo Atlas* to page 5. Focus attention on the photograph of a house. Ask:

- Have you ever seen one of these?
- What is it? (a house)
- Do people live in a house? (yes)
- Is a house a home? (yes)

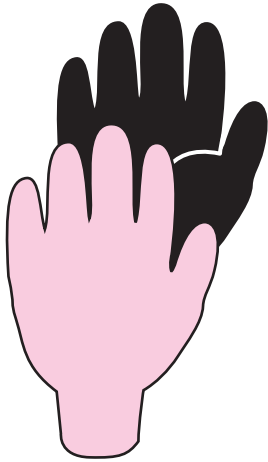
Explain that:

- A house is usually a home for one family.
- Hold up your hand and point to one finger. Let's say _____'s family lives in one house. Point to another finger. _____'s lives in another house. Point to a third finger. _____'s family lives in a third house.
- These houses might be next to one another. But there is usually grass, a driveway, or a sidewalk between houses. Point to the space between each finger.

Have students hold up their hands like houses, with their fingers spread wide apart.

- 2 Use the same type of questioning to discuss the photo of townhouses. Then explain:

- A townhouse is like a house.
- Each family lives in a different house.



- However, there is no grass or sidewalk between the houses. They are right next to one another. Hold up your hand with your fingers close together.

Have students hold their hands like townhouses, with their fingers close together.

- 3 Use the same type of questioning to discuss the photo of apartments. Then explain:

- An apartment building is a home to many families.
- Some apartment buildings are homes to two or three families. Others are homes to hundreds of families.
- All of your families could live in the same apartment building.
- _____'s family might live in an apartment down the hall from _____'s family. Hold up your right hand and wiggle your thumb and middle finger. _____'s family might live upstairs. Hold your left hand above your right hand.

Have students hold their hands like an apartment building, with one hand above the other.

- 4 Tell the class:

- Homes are needs. Needs are things we have to have in order to live.
- Food and clothing are also needs. We need them to live.

Have students describe what they had for breakfast or lunch today and what they are wearing. Make a list of types of food and clothing on the board.

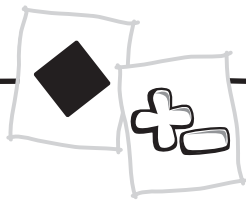
Summarizing and Assessing

Ask the following questions and have students give you a thumbs up if the answer is yes or a thumbs down if the answer is no.

- Does everybody need a home? (yes)
- Are there different kinds of homes? (yes)
- Can more than one family live in an apartment building? (yes)
- Do townhouses have grass or sidewalks between them? (no)
- Are homes needs? (yes)
- Are food and clothing needs? (yes)

Have students use a marker to draw a line to match each photo in the atlas to the same type of home on the map.

Clean the atlas page.



activity

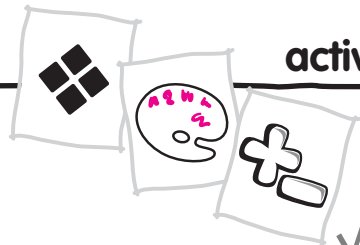
Making a Home Graph

Materials

- *The Nystrom Jumbo Atlas*
- Cling Sheet A
- atlas marker
- large opaque cling to cover the picture map

- 1 Open the *Jumbo Atlas* to page 5. Ask students to make a prediction:
 - **Do you think more people in our class live in houses, townhouses, or apartments?**
 - **Let's make a graph and find out.**
- 2 One by one, ask each student if he or she lives in a house, a townhouse, or an apartment or condominium. Then have the student place a cling above the photo of the building most like the one he or she lives in. (If needed, add trailer and houseboat drawings with the marker.)
- 3 When the graph is completed, say:
 - **Do more of you live in houses, townhouses, or apartments? How can you tell?**
 - **Let's count the dots to check.**

Have students count along with you as you count the dots above each building. Write the number next to the photo. Then have students verify the type of home with the most dots.



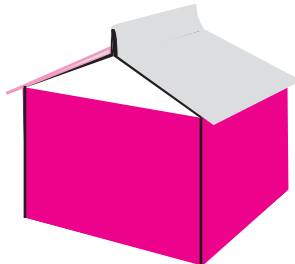
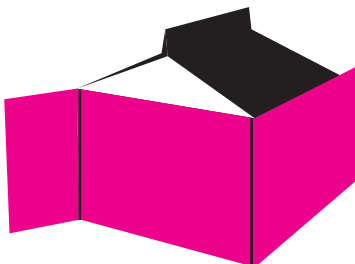
activity

Building Houses

Materials

- Floor Maps A and C
- clean, empty half-pint milk cartons, stapled shut (one for each student)
- colored construction paper (cut to fit the carton sides)
- brown construction paper (cut to fit the carton tops)
- scissors
- glue
- crayons or markers
- sample milk carton house

- 1 Before students go to their centers, show them an empty milk carton and a completed house. Explain that today, in the Social Studies Center, they're going to turn a milk carton into a toy house.
- 2 Model how to cover a carton, as you explain:
 - **First, glue a strip of paper onto the sides of the carton.**
 - **Next, glue a brown strip of paper on the roof.**
 - **Then color or glue on a door and windows.**
- 3 Help students assemble their milk carton houses in the Social Studies Center.
- 4 When students have finished their houses, place the floor maps on the floor. As students place their homes on the map, suggest that they make a pattern (yellow house, white house, yellow house, white house). Or ask them to put houses on one block, townhouses on another.





activity

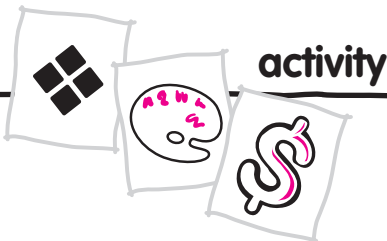
Making a Home Book

Materials

- *The Nystrom Jumbo Atlas*
- Activity Sheet 6, *Homes*
- magazines and newspapers with photos of homes
- scissors
- glue
- crayons or markers
- stapler, fasteners, or rings
- sample activity sheet
- *Houses and Homes* by Ann Morris (optional)



- Optional: Read Ann Morris's *Houses and Homes* to the class.
- Before students go to their centers, open the *Jumbo Atlas* to page 5. Point to the photo of a house and say:
 - Let's try to describe this home.
 - What color is it? What size is it? What shape is it? What is it made of? What kind of home is it?
 - We could describe this as a white home, a small home, a triangle home, a wooden home, or a house.
- Hold up Activity Sheet 6, *Homes*, and a completed activity sheet. Let students know that:
 - Today, in the Social Studies Center, we're going to make a class book about homes. Each of you will make a page for the book.
 - First, look through magazines and newspapers for a picture of a home. When you find one you like, cut it out and glue it onto your activity sheet.
 - If you can't find a home that you like, draw one.
 - Now think about words to describe the home.
 - Then I'll help you write down a few of those words on the lines at the bottom of the activity sheet.
- As you help students describe their homes, try to get each student to use a different descriptive word. The second line should name the type of home: house, townhouse, or apartment. Optional: Then have students cut out their homes for a shape book.
- When the activity sheets are finished, assemble them into a book. Group houses, townhouses, and apartments together. Add a construction paper cover and fasten the pages with staples, fasteners, or rings.
- Read the book to the class. Then place the *Book of Homes* in your reading corner or send it home with students.



activity

Making a Needs Collage

- Before students go to their centers, write and underline **NEEDS** on the board. Tell students:
 - Needs are things we must have so we can live.
 - What are some needs? (homes, food, clothing)

Write **homes**, **food**, and **clothing** on the board below **NEEDS**.

Materials

- magazines and newspapers with pictures of homes, food, and clothing
- scissors
- glue
- 8.5" x 14" pieces of construction paper
- sample needs collage



- 2 Show students a sample needs collage. Also hold up a piece of construction paper and model how to make the collage.
 - Today, in the Social Studies Center, we're going to make a collage that shows things we need.
 - Fold the paper into three columns. Copy the word NEEDS from the board onto the top of your paper.
 - Then look through magazines and newspapers for pictures of homes, food, and clothing.
 - Sort the pictures into groups. Put all the pictures of homes together, all the pictures of food together, and all the pictures of clothing together.
 - When you are finished putting the pictures into groups, raise your hand so I can check your sorting.
 - Then glue one group of pictures in each of the columns on your piece of paper.
- 3 As students are working in the Social Studies Center, walk around and help them as needed. When you check their sorting, ask them to name the three kinds of needs.
- 4 When students have completed their collages, ask them:
 - Can homes be different sizes?
 - Can foods be different shapes?
 - Can clothes be different colors?



Literature Links

Your students might enjoy these books and others about homes:

The Big Orange Splot
by Daniel Pinkwater

Homeplace
by Anne Shelby

The House Book
by Keith Duquette

A House Is a House for Me
by Mary Ann Hoberman

I Know a Place
by Karen Ackerman



Culture *Compare Homes*—Turn to page 29 in the *Jumbo Atlas*. Discuss ways homes are alike and different all around the world.



Math *Count Homes*—Read your *Book of Homes* to the class again. This time have students count the number of houses, townhouses, and apartments that are in the book.



Art *Draw a Dream House*—After reading a story like *The Big Orange Splot*, have students draw their own dream houses.

Name _____



Homes

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This home is _____.

This home is _____.

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Seasons and Holidays

Students learn the names of the four seasons. They then identify weather conditions commonly associated with each season. In connection with seasons, students discover that people celebrate different holidays throughout the year. However, they learn that people often celebrate holidays in similar ways.

Features

Celebrating Holidays	33
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Lessons

1 Seasons	37
2 Holidays All Year Long	41
3 More Holidays	45

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



Music



Dramatic
Play



Physical
Education

Time Frame
All
year





Dear Family,

Our class is beginning a new theme in **Exploring Where and Why**. For the next few weeks, we'll look at seasons and holidays. To learn more about spring, summer, fall, and winter, our class will discuss how weather changes with the seasons. We'll also talk about holidays throughout the year and three December holidays: Christmas, Hanukkah, and Kwanzaa. Your child will discover that some families celebrate holidays different from those your family celebrates.

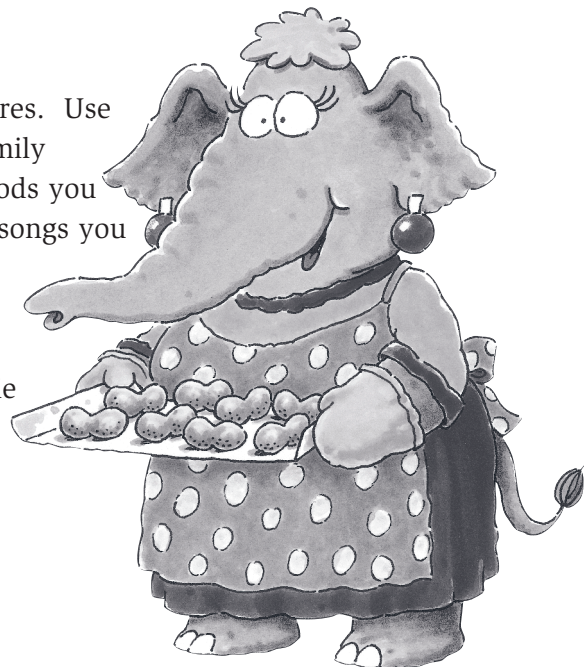
Home and School Connections

Here are some simple ways you can reinforce these topics at home.

- **Take** your child on a walk around the neighborhood. Point out signs of the season. For example, in fall you might notice leaves turning colors, birds flying south, or squirrels gathering nuts and seeds.
- **Collect** a variety of leaves with your child. Ask your child to arrange the leaves on a piece of white fabric. Carefully cover the arrangement with a sheet of paper. Then have your child pound the leaves with a small hammer or mallet. The leaves will leave a permanent pattern on the fabric.
- **Look** through your family photos for holiday pictures. Use them to remind your child of special ways your family celebrates holidays: the people who gather, the foods you eat, the stories you tell, the presents you give, the songs you sing, and the traditions you follow.
- **Include** your child in the holiday preparations. Let your child put bows on presents, mix the cookie dough, help decorate the room, or put stamps on cards and letters.

Make each season and holiday special. Take time to celebrate it with your child.

Sincerely,



Celebrating Holidays



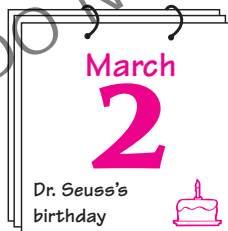
Holidays are a great way to bring history and culture into your curriculum.

“What holidays should we celebrate?”

- Use the following **calendar** as a start. Then add other important dates that tie in with subjects, themes, and units you’re teaching.
- Check educational journals for important dates.
- Look in your local paper for events and birthdays that occur this month.
- Surf the Internet for special celebrations.
- Don’t forget your students’ birthdays and important school events.
- Include holidays that your students may not celebrate but that other cultures do.

“I need some fresh calendar ideas. Any suggestions?”

- As a class, make a day-by-day calendar for the month. Put each day on a separate page. Then indicate holidays or birthdays in some special way. Have students take turns flipping the pages.
- Try a reusable calendar. Help your students add the month and days. Then mark each special day with colored markers or stickers.
- Make copies of the blank calendar on page 36 for students to complete and mark with important dates.



No matter what kind of calendar you use, have your students help you set it up. Calendars can reinforce **numbering** and **sequencing** skills.

“How can I make holidays special?”

Try projects, songs, and mini-field trips

- Build art projects around holidays. Make leaf rubbings for the first day of fall. Create colorful masks for Mardi Gras.
- Teach your class a song about the holiday.
- Celebrate the day with an appropriate snack, such as apples dipped in honey for Rosh Hashanah or flavored popcorn for Popcorn Month.
- Take a mini-field trip. Go outside and watch for your shadow on Groundhog Day. Pick up trash around the school on Earth Day.

Don’t forget books!

- Display books that highlight special events for the month. Read these books to the class.
- Use books to increase cultural awareness.
- For Thanksgiving, read tales of the Pilgrims’ feast as well as contemporary thanksgiving stories, such as **How Many Days to America?** by Eve Bunting.
- Compare ways different groups celebrate the same holiday by reading books such as **An Amish Christmas** by Richard Ammon and **The Farolitos of Christmas** by Rudolfo Anaya.
- When appropriate, use books to reinforce beginning history concepts: then and now; long, long ago; when your grandmother was your age.

“What about birthdays?”

Birthday celebrations don’t have to be expensive or elaborate to be special.

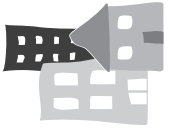
- For a student’s birthday, try singing **Happy Birthday to You** in another language.
- For an author’s birthday, read one of his or her books to the class.
- For an artist’s birthday, have students draw a picture in the artist’s style.

August	September	October
CLOWN MONTH	LIBRARY CARD SIGN-UP MONTH	POPCORN MONTH
9 Smokey Bear Day	15 Tomie DePaola's birthday	16 Dictionary Day
13 Left-hander's Day	15–16 Mexico's Independence Day	24 United Nations Day
21 Hawaii became the 50th state.	17 Citizenship Day	26 Make a Difference Day
Moving Holidays	Moving Holidays	31 Halloween
Friendship Day (1st Sunday)	Labor Day (1st Monday)	Moving Holidays
First Day of School	First Day of School	Children's Health Day (1st Monday)
	First Day of Fall	Columbus Day (2nd Monday)
	Rosh Hashanah	Thanksgiving in Canada (2nd Monday)
	Yom Kippur	Rosh Hashanah
	Grandparents' Day	Yom Kippur

November	December	January
STAMP COLLECTING MONTH	HUMAN RIGHTS MONTH	HOBBY MONTH
9 Lois Ehlert's birthday	17 Wright Brothers Day	1 New Year's Day
11 Veterans Day	25 Christmas	4 Louis Braille's birthday
Moving Holidays	26 Kwanzaa begins	18 A. A. Milne's birthday
Election Day	Boxing Day in Canada	Moving Holidays
Thanksgiving (4th Thursday)	Moving Holidays	Martin Luther King Jr.'s birthday (3rd Monday)
Hanukkah	Hanukkah	Chinese New Year
Children's Book Week	First Day of Winter	School Nurse Day
Geography Awareness Week		100th Day of School
		Inauguration Day

February	March	April
BLACK HISTORY MONTH 2 Groundhog Day 11 Thomas Edison's birthday 12 Abraham Lincoln's birthday 14 Valentine's Day 22 George Washington's birthday Moving Holidays Mardi Gras Chinese New Year Presidents' Day (3rd Monday) 100th Day of School 29 Leap Day	AMERICAN RED CROSS MONTH 2 Theodor "Dr. Seuss" Geisel's birthday 3 Alexander Graham Bell's birthday National Anthem Day 11 Johnny Appleseed Day 17 St. Patrick's Day Moving Holidays First Day of Spring Easter Passover	MULTICULTURAL COMMUNICATION MONTH 1 April Fools' Day 2 Hans Christian Andersen's birthday 22 Earth Day Moving Holidays Easter Passover Take Our Child to Work Day

May	June	July
BIKE MONTH 1 May Day 5 Cinco de Mayo 23 Margaret Wise Brown's birthday Moving Holidays Mother's Day (2nd Sunday) Memorial Day (last Monday) Family Week Transportation Week	DAIRY MONTH 10 Maurice Sendak's birthday 14 Flag Day 25 Eric Carle's birthday Moving Holidays Father's Day (3rd Sunday) First Day of Summer	ICE CREAM MONTH 1 Canada Day 4 Independence Day 11 E. B. White's birthday 20 Apollo Moon landing 28 Beatrix Potter's birthday



Saturday

Friday

Thursday

Wednesday

Tuesday

Monday

Sunday

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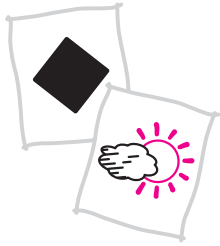
Seasons

Seasons and Holidays

Lesson

1

Using the Jumbo Atlas, page 6



Objectives

Students will be able to:

- Name the seasons.
- Identify weather associated with each season.

Vocabulary

season
fall
winter
spring
summer

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet B

Getting Started

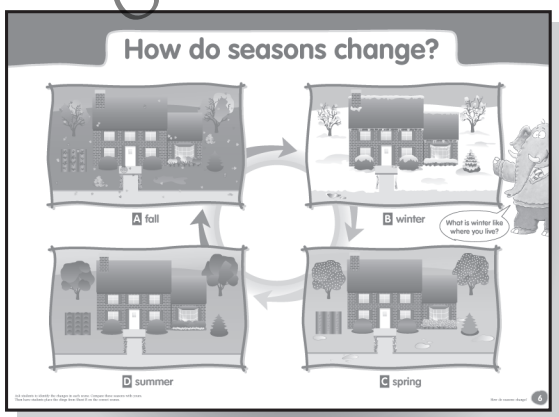
Introduce the activity by teaching students this season rhyme:

- **Spring rain falls.** (wiggle fingers like falling rain)
- **Summer sun calls.** (arch your arms over your head, like the sun)
- **Fall leaves blow.** (move your arms from side to side)
- **So does winter snow.** (shiver and rub your arms)

Let students know that today they'll find out more about the four seasons.

Teaching

- 1 Open the *Jumbo Atlas* to page 6. Point out that in some ways the four pictures are the same. Ask:
 - **What do you see in all four pictures?** (the same house, the same trees, the same garden)
 - **Do all four pictures look the same?** (no)
- 2 Point to the picture of fall. Say:
 - **Let's look at this picture of fall. What do the trees look like?** (The leaves are brown and orange. Some branches are bare.)
 - **Are there any flowers?** (no)
 - **What's happening in the garden?** (Plants have no leaves.)
 - **What do you like to do in fall?** (Answers may include: play in the leaves, pick apples or pumpkins.)
- 3 Repeat the same types of questions for the other three pictures. Help students notice the following:
 - **Winter:** no leaves on trees, the snow on the ground, no plants in the garden
 - **Spring:** the flowers and leaves on trees, the flowers along the walk, the small plants in the garden
 - **Summer:** the abundance of green leaves on trees, the flowers along the walk and in front of the bushes, the plants growing in the garden
- 4 If seasons in your area are not like these, ask students to point out the pictures that look most like your seasons.

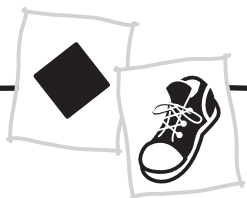


Summarizing and Assessing

Review the season rhyme. Then ask students to answer each of the following questions by using a hand motion. For the first four questions, hold up the following clings from Cling Sheet B and describe them.

- Children building a snowman: **Which season does this show?** (winter: shiver, rub arms)
- Children playing with a beach ball: **Which season does this show?** (summer: arms arched overhead)
- Child jumping in leaves: **Which season does this show?** (fall: move arms from side to side)
- Child in rain gear: **Which season does this show?** (spring: wiggle fingers like rain)
- **What season is it now?**

Conclude by having students place the clings on the correct season on the atlas page. Then remove and store the clings.



activity

Dressing for the Season

Play this activity in the gym or on the playground.

- 1 Before playing this game, show the class each article of clothing in a box. Ask:
 - **When would you wear something like this? What would the weather be like?**
- 2 Divide the class into teams of four to six students. Have them stand at one end of the gym. Place each team's box of seasonal clothing at the other end of the gym. Explain:
 - **I'm going to describe a kind of weather.**
 - **The first person on your team goes down to your box, finds something you would wear in that weather, and then brings it back here.**
 - **The first team back wins that round.**
 - **The player should then give the clothes to the next person in line. That person takes the clothes back to the box when it's his or her turn.**
- 3 Call out a kind of weather, such as *It's a cold, snowy winter day*. Then yell **GO!** Have the first member of each team find an appropriate article of clothing for the weather. Continue until all team members have at least one chance to play.

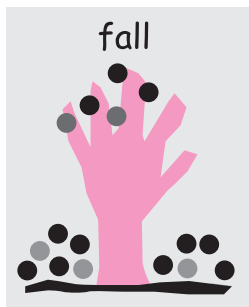
Materials

- large box for each team
- 1–2 articles of clothing for each season in each box, such as:
 - spring:** raincoat, rain hat, umbrella, rain boots
 - summer:** sunglasses, straw hat, shorts
 - fall:** light jacket, cap, sweater
 - winter:** scarf, boots, mittens, heavy jacket, snowpants



Materials

- *The Nystrom Jumbo Atlas*
- blue construction paper (4 sheets per student)
- washable poster or tempera paint
- shallow pan or tray
- paint brush
- salt
- black marker
- stapler



You may want to spread this activity out over several days or make one picture each season.

- Before students go to their centers, show them page 6 of the *Jumbo Atlas* and point to one of the trees in the pictures. Say:
 - **Remember this page? Remember this tree?**
 - **How did the tree change?** (In spring it had flowers, in summer it had green leaves, in fall it had brown and orange leaves, in winter there were no leaves.)
 - **Today, in the Social Studies Center, you're going to make a book about the seasons.**
 - **You'll start by making handprint trees.**
 - **How many seasons are there?** (four) **So how many trees do you need to make?** (four)
- Model how to make a handprint tree. Dip a hand and wrist into a pan of brown paint. Then carefully press the hand and wrist on a sheet of blue paper.
- Ask the class:
 - **What do trees look like in fall?** (red, orange, yellow, and brown leaves)
 - **How would you paint your fall picture?** (Fingerprint yellow, red, orange, or brown leaves on the tree and ground.)
 - **What do trees look like in winter?** (bare branches, no leaves)
 - **How would you paint your winter picture?** (Paint a little snow on the branches and paint the ground white. Then sprinkle with salt, to look like glistening snow.)
 - **What do trees look like in spring?** (flowers, a few light green leaves)
 - **How would you paint your spring picture?** (Fingerprint a few white flowers and green leaves; paint the grass green.)
 - **What do trees look like in summer?** (lots of green leaves)
 - **How would you paint your summer picture?** (Fingerprint lots of green leaves; paint the grass green.)
- Model how to add spring flowers and leaves to a tree. Dip the tip of a finger into white paint. Then press the finger on a branch of the tree. Scatter fingerprint flowers all over the tree. Do the same for the green leaves.
- Have students paint their trees.
- When the trees are dry, help students label each picture with the season's name. Put the pages in order and then staple them together, making a book.

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about the four seasons:

My Mamma Had a Dancing Heart
by Libba Moore Gray

Red Leaf, Yellow Leaf
by Lois Ehlert

The Seasons and Someone
by Virginia Kroll

The Windy Day
by G. Brian Karas

A Year in the City
by Kathy Henderson

Spring

Annie and the Wild Animals
by Jan Brett

Puddles
by Jonathan London

When Spring Comes
by Robert Maass

Summer

Sunflower House
by Eve Bunting

Watermelon Day
by Kathi Appelt

When the Fireflies Come
by Jonathan London

When Summer Comes
by Robert Maass

Fall

Autumn: An Alphabet Acrostic
by Steven Schnur

Every Autumn Comes the Bear
by Jim Arnosky

In November
by Cynthia Rylant

When Autumn Comes
by Robert Maass

Winter

In the Small, Small Pond
by Denise Fleming

The Mitten
by Jan Brett

Snow
by Uri Shulevitz

Snowballs
by Lois Ehlert

Snow on Snow on Snow
by Cheryl Chapman

When Winter Comes
by Robert Maass



Science *Watch for Signs of the Season*—Ask students to watch for signs of the season. For example, in spring they might spot buds on trees, robins, and crocuses coming up. Record each new sighting on the calendar.



Math *Measure Precipitation*—Have students collect precipitation in a clear glass. If it's snow, let it melt before measuring it. Have them compare the amount of water your area receives in different seasons.



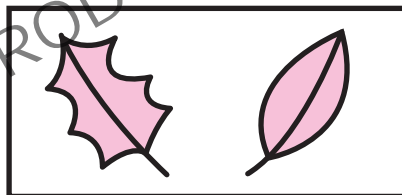
Critical Thinking *Make a Guess*—Make a mystery box by placing a plastic container into the foot of a sock. Place an object—a leaf, rock, shell, pinecone, seed—in the mystery box. See how many students can feel the object and correctly guess what it is.



Science *Go on a Nature Walk*—Take the class on a walk around the block, to the park, or in the woods. Have students gather signs of the season—leaves, nuts, seeds, pinecones, acorns, milkweed pods, cattails.



Art *Make Leaf Prints*—Have students paint the underside of a leaf and then press it on a sheet of paper or fabric. Let them make and compare prints of leaves from several different trees.



Science *Watch for Tracks*—Take the class outside to look for animal footprints. (It's easiest to spot them in mud or snow.) Sketch the tracks. Then have students use a book to try to match the tracks with the correct animal.



Critical Thinking *Sort and Classify*—Have students sort nuts, seeds, pinecones, and acorns by type.



Math *Make a Pattern*—Have students use shells, nuts, seeds, pinecones, or acorns to make a pattern. You could also have them line up these items by size.



Science *Use Your Senses*—Fill your water table (or a dish pan) with snow or shaved ice. Have students describe the sight, smell, taste, feel, and sound of the snow.

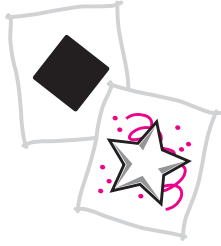
Holidays All Year Long

Lesson

2

Seasons and Holidays

Using the Jumbo Atlas, page 7



Objectives

Students will be able to:

- Name the months of the year when major holidays are celebrated.
- Compare and contrast different kinds of holiday celebrations.
- Name major U.S. holidays.
- Sequence major holidays.

Vocabulary

holiday
celebration

Materials

- The Nystrom Jumbo Atlas
- atlas marker

Getting Started

Introduce the activity by opening the *Jumbo Atlas* to page 7. Say to the class:

- A holiday is a day when we remember important events from the past or enjoy good times together.
- There are holidays throughout the year.

Read the question at the top of the atlas page aloud. Have students name some of the holidays they celebrate with their families. Write their answers on the board.

Let students know that today they'll learn more about holidays and when they are celebrated.

Teaching

- 1 Point to the photo of the Fourth of July. Say:

- What holiday does this photo show? (Fourth of July)
- This holiday celebrates the “birthday” of our country.
- What are some ways we celebrate this holiday? (fireworks, parades, picnics, and barbeques)

List some of the students' answers on the board. Then ask them:

- During which month do we celebrate the Fourth of July? (July)

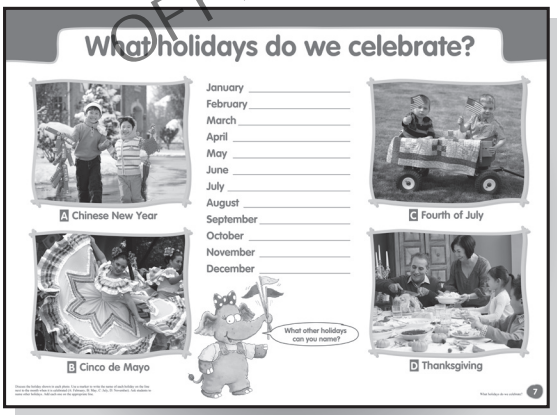
Run your finger down the list of months in the atlas, starting in January. Ask students to say “stop” when you reach July. On the line next to this month, write the name of the holiday. Repeat this step for each holiday as you do the following.

- 2 Point to the photo of Chinese New Year. Say:

- What holiday are these children celebrating? (Chinese New Year)
- This holiday is celebrated to show the beginning of a new year.

You may want to explain that many people around the world celebrate the beginning of the year at different times. Tell the class that Chinese New Year is celebrated in China and by many people in the United States as well.

- Two children are enjoying Chinese New Year outdoors. Fireworks and food are also part of the Chinese New Year celebrations.



- Chinese New Year is a moving holiday. It is not always on the same day each year, but it usually happens in February.

3 Point to the photo of Thanksgiving. Say:

- What holiday is this family celebrating? (Thanksgiving)
- This holiday is celebrated to give thanks for the food and other good things we have.
- Some ways we celebrate this holiday are with parades, gathering together with family, and eating a feast.
- Thanksgiving is another moving holiday, but it is always in November.

4 Point to the photo of Cinco de Mayo. Say:

- What holiday does this photo show? (Cinco de Mayo) Its name means “the fifth of May” in Spanish.
- This holiday celebrates an important day in Mexican history.
- Some ways we celebrate this holiday are with parades, music and dancing, and food.

5 Have a volunteer number the holidays from 1 to 4 in the order they fall in the calendar. Write these numbers next to the photos. Point to each photo and have students say the name of the holiday aloud.

6 Add other holidays to the blank lines next to the months in the atlas, using the list on the board.

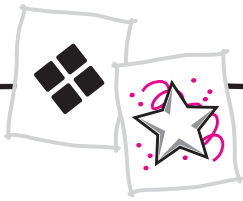


Summarizing and Assessing

Point to each of the holiday photos in the atlas. Have students answer the following questions by raising their hands and using their fingers to show the number of their answer.

- How many of these holidays do we celebrate in February? (one) in May? (one)
- How many of these are moving holidays? (two)
- How many holidays are named for the day on which we celebrate them? (two)
- How many of these holidays do we celebrate with food? (four)
- How many of these holidays do we celebrate with parades? (four)
- How many of these holidays do you celebrate with your family? (Answers will vary.)

Clean the atlas page.



activity

Celebrating U.S. Holidays

Materials

- photocopies of the holiday calendar on pages 34 and 35 of the Teacher's Guide.
- construction paper
- paint, crayons, or markers
- sample U.S. holiday poster



- 1** Before students go to their centers, pass out the holiday calendar to each student. Say to them:
 - **This calendar starts at the beginning of the school year. It lists all the months of the year and tells what holidays fall in each month.**
 - **Let's read the name of each month out loud. Point to each month as we read its name.**
- 2** Explain to the class that the calendar shows different kinds of holidays. Tell them:
 - **Some holidays are always on the same date. The calendar shows these holidays next to their date.**
 - **The calendar also shows moving holidays. These holidays are on different dates each year.**
- 3** Point to and read aloud examples of each kind of holiday so students can see the difference in how these holidays are written. Then say:
 - **Some holidays are times to gather together with family and friends. Some holidays help us remember important events from the past.**
 - **Today we are going to learn about holidays that celebrate the history of our country.**
- 4** Review the holiday calendar with students, month by month. Point out major U.S. holidays, such as Columbus Day, Veterans Day, Presidents' Day, Memorial Day, and Independence Day. Briefly explain the meaning of each day. For example:
 - **Our country has a birthday just like you. We celebrate our country's birthday on Independence Day, or the Fourth of July.**
 - **On Veterans Day we show our respect and thanks for all the soldiers who have fought to protect our country.**
- 5** Hold up a sample U.S. holiday poster and say:
 - **Today, in the Social Studies Center, you'll make a poster showing how we celebrate our country's holidays.**
 - **Some ways we celebrate these holidays are with parades, picnics, fireworks, and by visiting family and friends.**

Divide students into groups and assign each group a U.S. holiday. Help students draw pictures of celebrations and write a message about the meaning of each holiday.



activity

Making a Holiday Time Line

Hang the clothesline across a corner of your room.

Materials

- clothesline or rope
- your classroom calendar
- holiday or seasonal decorations or symbols*
- clothespins, ribbon, or string

*Symbols could include a turkey or an ear of Indian corn for Thanksgiving, a heart for Valentine's Day, a flag or picture of fireworks for the Fourth of July.

- 1 Using your classroom calendar, review holidays (past, present, and/or future). Point out the clothesline. Then show the class each symbol or decoration. Then ask:

- Which holiday comes first?
- Which of these things stands for that holiday?

Ask a student to hang that decoration/object near the left end of the clothesline.

- 2 Continue, in the same way. Have students identify the next holiday and hang its symbol on the clothesline. Add each object to the right of the previous holiday symbol.
- 3 As the school year goes on, continue adding holiday symbols to the time line. Each time, review all the holidays that came before and after it.



Extending Lesson 2



Literature Links

Your students might enjoy these books and others about holidays:

Cinco de Mayo
by Mary Dodson Wade

Fiestas
by Jose Luis Orozco

Hats Off for the Fourth of July
by Harriet Zeifert

This Next New Year
by Janet S. Wong

Parade Day
by Bob Barner

The Perfect Thanksgiving
by Eileen Spinelli



Language Arts *Sharing Holidays*—Have each student tell the story of a holiday that is important to his or her family. Make a calendar based on students' holiday choices.



History *Connecting to Me*—Have students imagine a holiday that celebrates an important event from their own personal history. Create a time line including each student's event.



Holidays *Comparing Holidays*—Turn to page 30 in the *Jumbo Atlas*. Discuss the celebrations pictured. Compare ways people celebrate around the world.



Holidays *Taste Holiday Foods*—As a class, prepare or just sample some holiday foods that your students may be unfamiliar with. Ask parents to share some of their family favorites with the class.

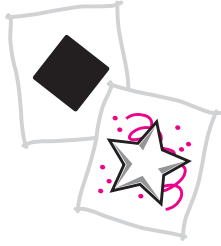
More Holidays

Seasons and Holidays

Lesson

3

Using the Jumbo Atlas, page 8



Objectives

Students will be able to:

- Name major December holidays.
- Compare ways people celebrate these holidays.

Vocabulary

holiday
Hanukkah
Christmas
Kwanzaa

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- your classroom calendar for December
- a large opaque cling to cover the picture map (optional)



Getting Started

Use this activity in December. Note that, in some years, Hanukkah may fall in November.

Point to your classroom calendar. Ask:

- What month is it? (December)
- What special days do we celebrate this month? (Answers may include: Christmas, Hanukkah, Kwanzaa, St. Nicholas Day, St. Lucia Day, Eid al-Fitr.)

Let students know that today they'll look at ways some families celebrate three of these holidays.

Teaching

- 1 Open the *Jumbo Atlas* to page 8. Focus attention on the photo of Hanukkah. Say:

- What is this family celebrating? (Hanukkah)
- How many of you celebrate Hanukkah?

You may want to tell students that Hanukkah is a Jewish holiday. It lasts for eight days and is also called the Festival of Lights. Then say:

- Look at this picture. What are these people doing? (lighting candles)
- Does your family light candles this time of year?

- 2 Move on to the photo of Christmas. Say:

- What is this girl celebrating? (Christmas)
- How many of you celebrate Christmas?

You may want to tell students that Christmas is a Christian holiday. It celebrates the birth of Jesus. Then say:

- Look at this picture. What are these girls doing? (decorating a Christmas tree)
- Do you use special decorations for your December holidays?
- Some people also celebrate Hanukkah and Kwanzaa with holiday decorations.

3 In the same way, discuss the photo of Kwanzaa. Say:

- **What is this family celebrating?** (Kwanzaa)
- **How many of you celebrate Kwanzaa?**

You may want to tell students that Kwanzaa is an African American holiday. It lasts for seven days and celebrates the harvest. Then say:

- **Look at this picture. What are these people looking at?** (burning candles)
- **Where else did we see people with burning candles?** (in the photo of Hanukkah)
- **Some people also celebrate Christmas and Hanukkah by lighting candles.**

4 Uncover or direct attention to the picture map. Say:

- **These three families live in these townhouses.**
- **Which family lives in which home? Look for clues in the windows.**

Point to one home at a time and ask:

- **Which family lives in this house? How can you tell?**
- **Which holiday do they celebrate?**

Have a student draw a line from the photo to the home. Repeat the question for the other homes.

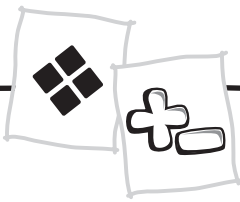
Summarizing and Assessing

Have students give you a thumbs up if the answer is yes and thumbs down if it is no. Ask questions such as these:

- **Do some people light candles for holidays?** (yes)
- **Do some people celebrate holidays with decorations?** (yes)
- **Do some people celebrate Hanukkah?** (yes)
- **Do some people celebrate Christmas?** (yes)
- **Do some people celebrate Kwanzaa?** (yes)
- **Do all people celebrate the same holidays?** (no)
- **Do people celebrate holidays in similar ways?** (yes)

Clean the atlas page.





activity

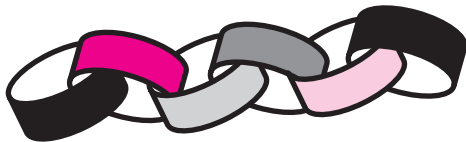
Counting the Days

On each strip, write a different holiday activity. For example, one strip might say *Read An Angel Just Like Me*; another might say *Learn a Kwanzaa song*; a third might say *Play with a dreidel*.

Materials

- 1½" x 9" strips of construction paper (at least one per student)*
- your classroom calendar for December
- crayons or markers
- glue
- stickers (optional)
- glitter (optional)

*Cut enough strips to count down the days until winter vacation.



- 1 Before students go to their centers, point out Hanukkah, Christmas, and Kwanzaa on a calendar. Then count the days until winter vacation.
Let students know that today, in the Social Studies Center, they are going to make a paper chain to count down the days until winter vacation.
- 2 Model how to make one link for the chain. Decorate the strip with crayons, stickers, and/or glitter. Glue the ends together. Let students know that each link in the chain stands for a day.
- 3 As students come to the Social Studies Center, give them a strip to decorate. Then help them thread their strip through the last link on the chain and glue the ends of the strip together.
- 4 After the chain is finished, talk about it daily during calendar time. Each day, have a student remove a link from the chain. Count the remaining links. Then read the activity on the strip to the class. Sometime during the day, do the holiday activity described on the link.

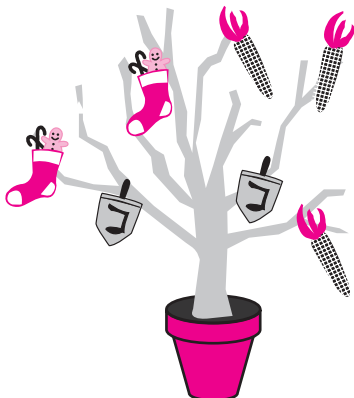


activity

Making a Holiday Tree

Materials

- small artificial Christmas tree or tree limb
- your classroom calendar
- art supplies for making ornaments



- 1 Before students go to their centers, show them the tree and say:
 - **Do you know what this is?** It's a holiday tree.
 - **We're going to use it for holiday decorations all year long!**
- 2 Show the class your classroom calendar. Ask:
 - **What kinds of decorations could we put on the tree for our December holidays?** (Answers may include: a menorah or dreidel for Hanukkah, a wreath or stocking for Christmas, a kinara or ear of Indian corn for Kwanzaa.)
- 3 When students go to the Social Studies Center, have them make a holiday ornament for the tree. (You may want to assign different ornaments to students.)
- 4 Hang the completed ornaments on the tree. You can update the tree each month by having students create new ornaments for upcoming holidays.

Extending Lesson 3



Literature Links

Your students might enjoy these books and others about December holidays:

Hanukkah

Eight Days of Hanukkah
by Harriet Ziefert

Latkes and Applesauce
by Fran Manushkin

Christmas

An Amish Christmas
by Richard Ammon

An Angel Just Like Me
by Mary Hoffman

December
by Eve Bunting

Silver Packages
by Cynthia Rylant

Too Many Tamales
by Gary Soto

Kwanzaa

Seven Candles for Kwanzaa
by Andrea Davis Pinkney



Critical Thinking *Contrast Celebrations*—Have students describe ways their families celebrate one of the winter holidays. Look for differences. For example, one family might eat a big seafood dinner on Christmas Eve, while another family eats ham on Christmas Day.



Music *Sing Holiday Songs*—Teach your class a song for each of the December holidays.



Holidays *Play a Game*—Teach your class how to play a Hanukkah game with a dreidel.



Holidays *Share Decorations*—Have students bring in a decoration for a winter holiday their family celebrates. Have each student describe what they do with this decoration to celebrate the holiday.

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DO NOT REPRODUCE

In Town

Students explore places in a town. They classify buildings into three groups: places to live, places to buy things, and places to get help. They learn that stores are places that help satisfy needs and wants. They also learn about safety rules and safety workers and explore other jobs that help towns thrive. Finally, they examine how towns change over time.

Lessons

1	Places in Town	51
2	Stores	55
3	Safety	61
4	Workers	66
5	Places Now and Then	71

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



Music

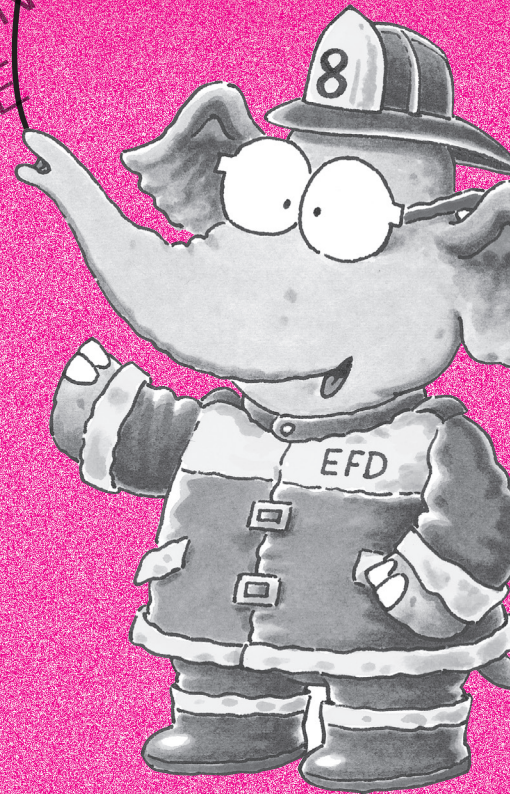


Dramatic
Play



Physical
Education

Time Frame
5
weeks





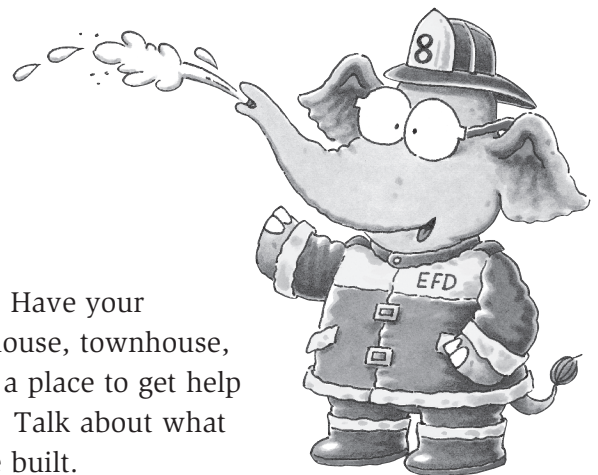
Dear Family,

Our class is beginning a new theme in **Exploring Where and Why**. For the next few weeks, we'll explore towns—and the people and places in them. Students will match stores with the goods they sell. They'll learn about safety rules and find out more about workers who help the people of a town, such as firefighters, police officers, crossing guards, teachers, mail carriers, and bus drivers. They'll also discover that places change over time and they'll use a simple time line to sequence events in a town.

Home and School Connections

Here are some easy ways you can reinforce these topics at home.

- **Play** a memory game with your family. Begin by saying, "I went to the grocery store and I bought a loaf of bread." Have the next person repeat what you said and add another food. Play until someone forgets an item. Then start over with a different type of store.
- **Show** your child how to look left, right, and left before crossing a street. Then let your child play "crossing guard" at intersections. Have your child tell you when it's safe to cross the street.
- **Teach** your child your home phone number and address. When your child brings home an emergency phone book, add your home phone number to the book.
- **Point** to buildings as you travel through town. Have your child tell you if the building is a place to live (house, townhouse, apartment building), a place to shop (store), or a place to get help (police station, fire station, school, post office). Talk about what might have been there before those places were built.



The world of social studies is right outside your door. Have fun exploring it with your child.

Sincerely,

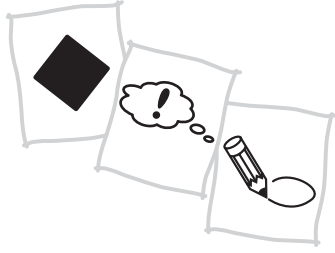
Places in Town

Lesson

1

In Town

Using the Jumbo Atlas, page 9



Objectives

Students will be able to:

- Locate and identify buildings in a town.
- Classify buildings as places to live, places to buy things, and places to get help.

Vocabulary

live
buy
help

Materials

- The Nystrom Jumbo Atlas
- atlas marker

Getting Started

Open the *Jumbo Atlas* to page 9. Say:

- **Let's look at this town. What buildings can you find here?** (clothes store, toy store, police station, blue house, townhouses, school, and so on)

As each building is named, outline it with the marker.

Teaching

- 1 Explain that:

- **We can put all these buildings into three groups.**
- Point to a house and the apartment building. **These are both places to live.**
- Write **Live** in the margin below the picture map.

- 2 Underline the letter **L** and ask:

- **What letter does *Live* start with?** (L)
- **How many places to live can you find?**

As each house, apartment building, or townhouse is identified, have a different student write an **L** on its roof.

- 3 Write **Buy** and **Help** below the picture map. Then talk about stores as places to buy things and label them with **B** for *buy*. Label places to get help (police station, fire station, school) with the letter **H** for *help*.

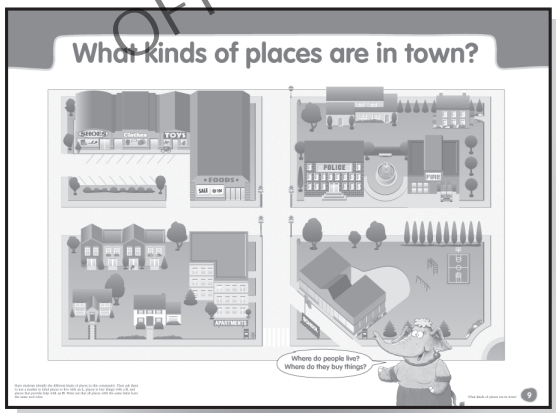
- 4 Once all the buildings are labeled, ask:

- **Look at all the roofs labeled L. What color are they?** (brown)
- **What does the L stand for?** (places to live)
- **On this picture map, all the places to live have brown roofs.**

In the same way, help students discover that all the places to buy things (labeled B) have red roofs and all the places to get help (labeled H) have purple roofs.

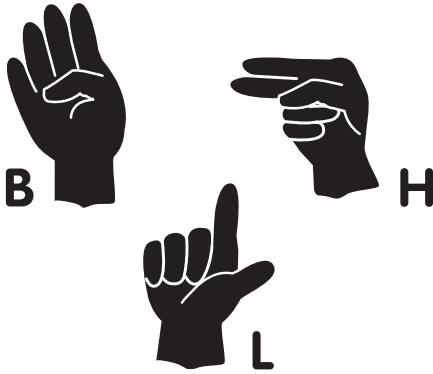
- 5 Point out that on this picture map colors show groups of places.

- **How many groups of places are there?** (three)
- **Are there places like these where we live?** Compare with characteristics of your own town.



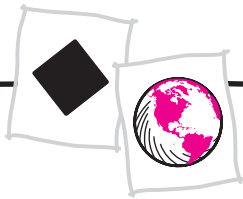
Summarizing and Assessing

Show students how to form the sign language letters **L**, **B**, and **H**. Allow them to refer to page 9 of the *Jumbo Atlas* to answer the following questions.



- What letter is on a *house*? (L)
- What letter is on the *toy store*? (B)
- What letter is on the *police station*? (H)
- What letter is on places to *live*? (L)
- What letter is on places to *get help*? (H)
- What letter is on buildings with red roofs? (B)

Clean the atlas page.



activity

Using Location Words

- 1 Place the floor maps on the floor with both town sides (A and C) face up. Ask students to sit around the maps.
- 2 Give each student a building or wooden block. Review (or introduce) location words, saying:
 - Place your building *in front of* you.
 - Place your building *next to* you.
 - Place your building *behind* you.
 - Place your building *between* you and a neighbor.
- 3 Begin by putting one building on the map. Then one by one, ask each student to place his or her building on the map. Each time, use a location word, for example:
 - Erin, place your store *behind* my building.
 - Tyrone, place your fire station *between* the yellow house and the red store.

Materials

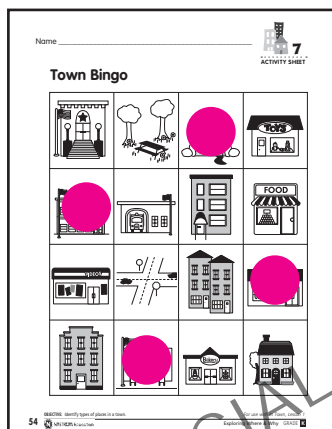
- Floor Maps A and C
- student-made homes, stores, and buildings or wooden blocks



Playing Town Bingo

Materials

- Activity Sheet 7, *Town Bingo*
- place markers (such as pieces of paper or paper clips)
- strips of paper labeled with the following:
 - corner
 - park
 - places to get help (4)
 - places to live (5)
 - places to buy things (5)
- hat or box (to hold strips)



- 1 Distribute Activity Sheet 7, *Town Bingo*, and place markers to each student. Point to each square and have students tell you what the building or place is. Remind students that there are several places to live, places to buy things, and places to get help.
- 2 Explain how to play this version of bingo:
 - I'm going to call out a kind of place.
 - You need to find one of those places on your activity sheet and cover it with a place marker. So if I say *place to get help*, you could cover the police station, the fire station, the post office, or the school with one of your markers.
 - But you can only cover one at a time.
 - To win, you need to cover up four pictures in a row going across, going down, or going diagonally from corner to corner
 - When you have a winning row, call out **BINGO!**
- 3 Randomly pull out and read the strips until someone has bingo.

Optional: Give the winner a special privilege, such as choosing today's story or being the line leader.

- 4 Place additional copies of the *Town Bingo* activity sheet in the Social Studies Center. Cut apart one sheet and place all the building/place squares in a small box or bag. Encourage students to play bingo on their own.

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about places in a town:

Abuela

by Arthur Dorros

Bus Route to Boston

by Maryann Cocca-Leffler

Little Nino's Pizzeria

by Karen Barbour

My New York

by Kathy Jakobsen

Tar Beach

by Faith Ringgold

Two for Stew

by Laura Numeroff and Barney Saltzberg

Uptown

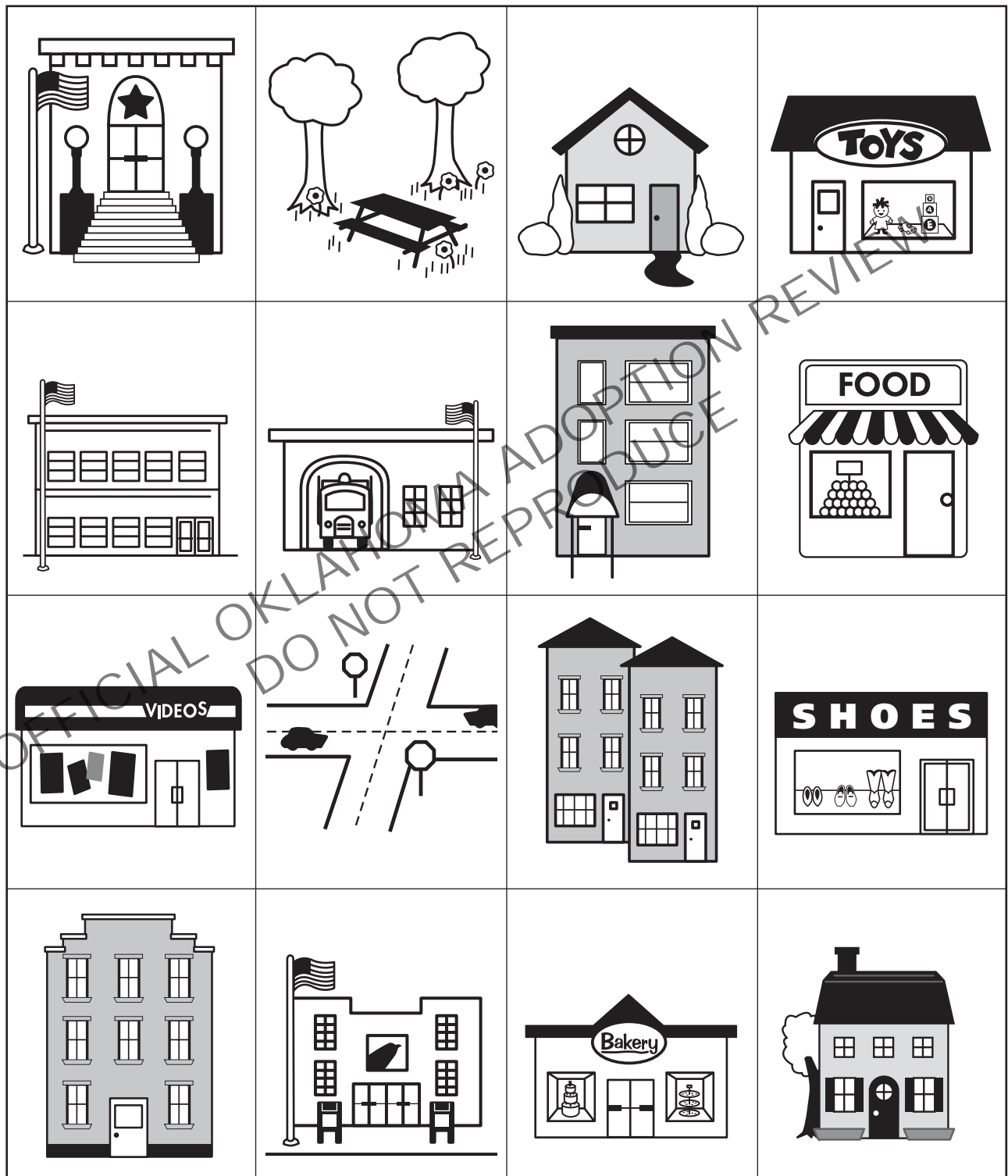
by Bryan Collier



Art *Make Floor Map Buildings*—Have students make public buildings to use on the floor maps. Ask them to bring in large cartons (such as waffle boxes or quart or half-gallon milk cartons). Help them cover, decorate, and label the boxes.

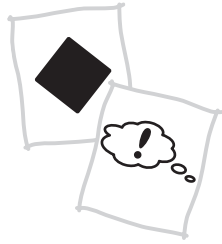
Name _____

Town Bingo



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Using the Jumbo Atlas, page 10



Objectives

Students will be able to:

- Identify several stores.
- Match goods with stores that sell them.
- Distinguish between needs and wants.
- Understand the difference between buying and selling.
- Make simple economic choices.
- Identify jobs needed to run a store.

Vocabulary

store
needs
wants
buying
selling

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet C
- an empty food carton or piece of plastic food, a toy, a shoe, an article of clothing



Getting Started

Introduce this activity with a guessing game. Tell students:

- I'm thinking of a place you'd find in a town.
- It starts with the letter S. Write s _ _ _ on the board.
- You and your family go there to buy things.
- What is it? (a store)

Complete store on the board and have students say it with you. Tell students that today they'll look at several different stores.

Teaching

- 1 Open the *Jumbo Atlas* to page 10. Ask the class:
 - What do you see in this picture?
 - Let's see how many different types of stores you can find. (clothes store, toy store, shoe store, food store)
 - 2 Read the title of the page. Then point to the clothes store and ask:
 - What can you buy in this store? (Answers may include: shirts, pants, skirts, dresses, jackets, pajamas, socks, underwear.)
- Repeat the same question for the other three stores.
- 3 Hold up the milk cling and say:
 - Who can tell me what this is?
 - Think about the kind of store where you would buy a carton of milk.
 - I will name some stores. If your answer is yes, give me a thumbs up. If no, give me a thumbs down.
 - To buy milk, would you go to a toy store? clothes store? shoe store? food store?

Ask a volunteer to come up and place the cling on the correct store. (the food store)

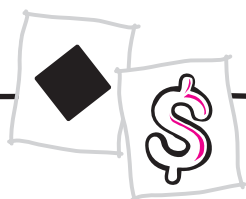
- 4 Go through the other clings in the same way. Hold up the cling, survey the class about which store you would buy the pictured product in, and then have a volunteer place the cling on the correct store.

Summarizing and Assessing

Show students the items you brought in—the food container or plastic food, the toy, the shoe, and the article of clothing. Place each one in a different corner of the classroom. Ask the class:

- Which of these items would you buy at a food store? Point to it.
- Which would you buy at a clothes store?
- Which would you buy at a toy store?
- Which would you buy at a shoe store?

Remove and store the clings.



activity

Comparing Needs and Wants

Materials

- *The Nystrom Jumbo Atlas*
- atlas marker
- Cling Sheet C
- needs collages from Family, Friends, and Me, Lesson 4 (optional)

NEEDS WANTS

- 1 Open the *Jumbo Atlas* to page 10. If your class has made needs collages, have students refer to them during the activity. Point to the atlas page and say to the class:
 - What do all of these places have in common? (they are stores, places to buy things)
 - We can buy things we need at stores. What are some of the things we need to live? Your collages can help you answer this question. (food, clothing, homes)
 - Which of these stores sell things we need? (shoe store, clothing store, food store)

Above each of these stores in the atlas, write **NEEDS**.

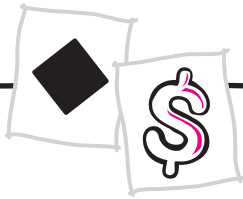
- 2 Explain to students:
 - Not everything we buy is something we need to live. We also buy things we want.
 - Which of these stores sells things that we want but don't need? (toy store)
 - We like to have toys, but we don't need them to live. That's why toys are not needs.
 - What things do you buy that are not needs? (candy, music, movie tickets) All of these are called wants.

Above the toy store, write **WANTS**.

- 3 Write **NEEDS** at the top of the left margin of the atlas and **WANTS** at the top of the right margin. Hold up the teddy bear cling and ask:
 - Is this something we need or something we want? (something we want)

Have a student place the cling under the word **WANTS**.

- 4 Hold up each of the other clings and ask students if each is a need or a want. Then have a student place the cling in the appropriate column.
- 5 Also write **NEEDS** and **WANTS** on the board. Ask students to come up with a list of other needs and wants. Write each on the board.



activity

Buying and Selling at a Store

Begin planning for the activity by deciding how much time you want to allocate to it. It can be structured as a long-term project, extending across several days, or it can be completed in a single morning or afternoon.

A few days before you begin the activity, tell students that they will be creating a store in their classroom. Discuss with students what they want to sell at their store. You can limit the choice to objects already in the classroom or have students plan to bring in used books, baked goods, or other items to sell. You can also choose whether to use real money or have students make their own.

Materials

- classroom items or other goods to sell
- construction paper for play money and posters
- crayons or markers
- scissors
- shopping bags

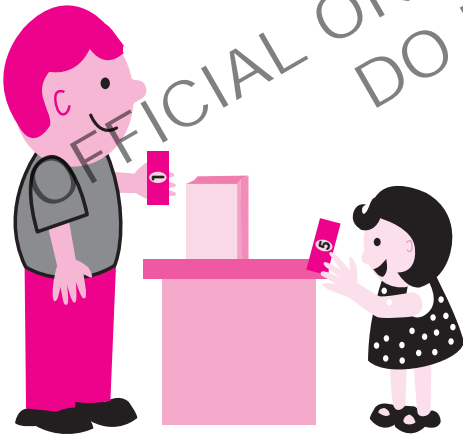
- 1 Begin the activity by saying:
 - Today we are going to set up our own classroom store.
 - What kinds of stores have you been to?

List students' answers on the board. Ask students to describe the stores they have been to, including the people and things they saw in the stores.

- 2 Then explain:
 - In stores, some people sell things and some people buy things. Selling is getting money in exchange for things, and buying is giving money to get things.
- 3 Continue by saying:
 - Let's think about the jobs that help run a store.
 - In the stores you visited, did people help you find what you needed? Did people take money and pack up the things you or your family bought?

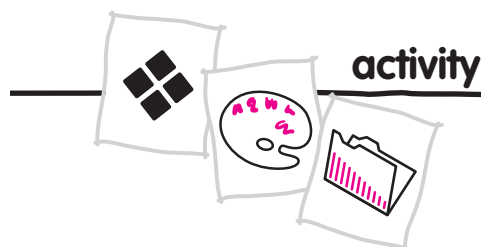
Make a list of the jobs needed to run a store. These jobs could include selling goods, setting up the store, making price tags and sales posters, and cleaning up. Review the jobs list with the class and have students sign up for each task.

- 4 Divide students into groups to work on their chosen tasks or related skills. For example, students who are sellers can practice making change or answering customers' questions politely. Check to make sure all members of each group understand their jobs and answer any



questions they may have. Be sure to set limits on the time allowed for this part of the activity.

- 5 When the store is ready to open, have students take turns shopping for goods. Give each buyer the same amount of money to start with. After each round of shopping, have buyers show what they bought to the class and discuss how they made their choices.
- 6 Optional: After practicing running the store in the classroom, you could invite students from another class to shop at your class store.



activity

Making a Street Full of Stores

Materials

- Activity Sheet 8, *My Store*
- a variety of catalogs, sale fliers, and magazines
- scissors
- glue
- crayons or markers
- construction paper
- tape

- 1 Before students go to their centers, brainstorm a list of different types of stores.
- 2 Hold up Activity Sheet 8, *My Store*. Explain that:
 - In the Social Studies Center, you'll find this picture.
 - Today, your job is to fill the windows of the empty store.
 - First, write your name on the door of the store.
 - Second, decide on the kind of store to make.
 - Third, find pictures of things for your store. Look in catalogs, fliers, and magazines.
 - Fourth, cut out the pictures and glue them in the window of your store.
 - When you're finished, I'll help you name your store.
 - Then you can color the rest of your store.
- 3 Model how to make a store and provide a sample in the Social Studies Center.
- 4 When students finish gluing, ask what kind of store each made. Print the store name in the large space above the awning.
- 5 When the stores are finished, have students cut them out. Then mount them on construction paper and tape several sheets together to make an accordion-style shopping district or mall.



Extending Lesson 2



Literature Links

Your students might enjoy these books and others about stores:

Bus Route to Boston

by Maryann Cocca-Leffler

How Much Is That Doggie in the Window?

by Iza Trapani

Little Nino's Pizzeria

by Karen Barbour

To Market, to Market

by Anne Miranda

You Can't Buy a Dinosaur with a Dime

by Harriet Ziefert



Dramatic Play *Play Store*—Have students set up a community with different kinds of stores in the classroom. For example, ask them to bring in clean, empty food containers to make a grocery store or use classroom books to make a bookstore. Have students take turns being buyers and sellers in each kind of store. Also have students identify the goods they are buying as needs or wants.



Art *Make a Wants Collage*—Have students look through magazines and newspapers to find pictures of wants. Then have them cut out the pictures to create a wants collage.

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Name _____

My Store



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Using the Jumbo Atlas, page 11



Objective

Students will be able to:

- Identify three safety workers and how they keep us safe.
- Locate places where safety workers work.
- Identify ways to keep safe.

Vocabulary

worker
safety
police officer
firefighter
crossing guard

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet D
- large opaque cling to cover the picture map (optional)
- play firefighter helmet
- toy police badge



Getting Started

Open the *Jumbo Atlas* to page 11. Point out the photos of the three workers. Tell students:

- These three workers have jobs that help us in the same way.
- The word that explains what they do starts with an S. On the board write s _ _ _.
- These workers all keep us safe. They protect us from danger.

Complete *safe* on the board and have students say it with you. Tell them that today they will learn about these safety workers and how to keep themselves safe.

Teaching

- 1 Place the fire truck cling at the top of the page and ask:

- Which safety worker uses this? A police officer? A firefighter? A crossing guard? (a firefighter)
- What does a firefighter do? (puts out fires, keeps people safe)
- Are firefighters men or women? (both)

Place the fire truck cling next to the photo of the firefighter. Repeat the same types of questions for the police car, crosswalk, police motorcycle, stop sign, and fire hydrant.

- 2 Now focus attention on the picture map. Ask the class:

- What buildings do you see here? (a school, a playground, a police station, a fire station, houses)
- Who can show me where the police station is?

Move the police car cling to the front of the police station.

- 3 In the same way, ask students to locate and place the fire truck cling in the fire station driveway and the crosswalk cling at one of the intersections near the school.

- 4 Go on to explain that:

- Firefighters don't just work at the fire station. Police officers don't just work at the police station. They travel around town.
- Where do you think a firefighter might go? (to put out a fire, to come to school for a fire safety visit) Place the fire hydrant cling in one of those locations.

- **Where do you think a police officer might go?** (to a house, to school for a Stranger Danger speech, for a drive around the neighborhood) Place the police motorcycle cling in one of those locations.
- **Where else would a crossing guard work?** (at another corner) Place the stop sign cling in that location.

Summarizing and Assessing

Teach students the following hand motions: crossing guard—hold both arms out to the side, firefighter—pretend to hold a powerful hose, police officer—pretend to blow a whistle. Ask students to use these hand motions to answer the following questions.

- **Who wears this helmet?** Hold up the fire helmet. (firefighter)
- **Who wears this badge?** Hold up the badge. (police officer)
- **Who carries a stop sign?** (crossing guard)
- Point to the fire station. **Who works here?** (firefighter)
- Point to the crosswalk. **Who works here?** (crossing guard)
- Point to the police car cling. **Who drives this car?** (police officer)

Remove and store the clings.

activity

Obeying Rules

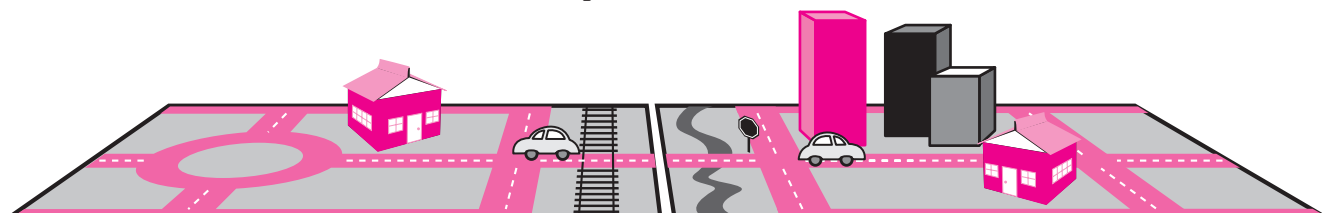
Materials

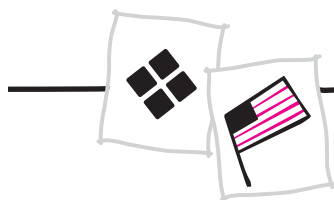
- Floor Maps A and C
- milk carton buildings or blocks
- toy cars, fire trucks, and police cars
- toy people
- toy safety signs and street lights

- 1 In the Social Studies Center, set up the floor maps with both town sides (A and C) face up. Place buildings, vehicles, people, and safety signs on maps.
- 2 Before students go to their centers, have them all gather around the maps as you point out the stop signs, stop light, crosswalks, and safety signs on the floor maps. Explain that:

- **One reason we have rules is to help us stay safe. That's why it's important to follow the rules.**
- **Today, take special care when walking and driving around the town.**
- **Stop at all stop signs and stop lights.**
- **Look left, right, and left before crossing the street.**
- **If a fire truck or police car needs to go by, pull over.**

Optional: Have one student act as a traffic officer.



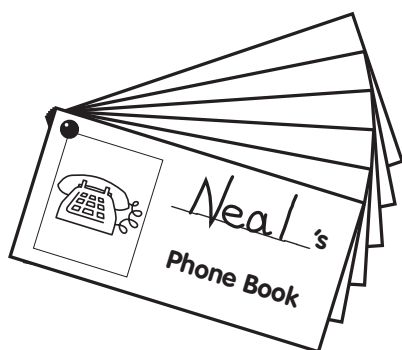


activity

Making Emergency Phone Books

Materials

- Activity Sheets 9 and 10, *Emergency Phone Book* (duplicate on index card stock, if possible)
- local emergency phone numbers
- crayons or markers
- scissors
- hole punch
- fasteners
- sample *Emergency Phone Book*



- 1 Before students go to their centers, ask:
 - What would you do if there was an emergency? Who would you call? How would you know what number to call?
 - Today, you're going to make a phone book to help you in emergencies.
 - Hold up an assembled *Emergency Phone Book*. **This is a dial-a-picture phone book. All you need to do is find the right picture and then dial the number next to it.**
- 2 Distribute Activity Sheets 9 and 10. Model step-by-step how to complete the phone book.

On sheet 9, help students print their names in the top box. Then help them fill in the phone numbers for the fire department, the police, and a local ambulance service. Make sure students also add 911 to these boxes.

On sheet 10, the middle box is for the student's home phone number. The bottom box is for another important number. Tell students to have their parents help them finish these boxes at home.
- 3 Provide a sample book in the Social Studies Center. Have students color the pictures on their sheets and then cut the boxes on the dotted lines.
- 4 Help students assemble their phone books. Also help them punch holes and attach pages with paper fasteners.



Literature Links

Your students might enjoy these books and others about safety workers:

Guess Who?

by Margaret Miller

Make Way for Ducklings

by Robert McCloskey

Officer Buckle and Gloria

by Peggy Rathmann

Policeman Lou and Policewoman Sue

by Lisa Desimini

Smoky Night

by Eve Bunting



Civics *Stop, Drop, and Roll*—Discuss what to do in case clothes catch fire. On the board, write and draw instructions for Stop, Drop, and Roll. Then have a few students at a time practice the Stop, Drop, and Roll as the rest of the class calls out instructions.



Dramatic Play *Call 911*—Have students practice making emergency phone calls on a toy telephone. Teach students how to dial the number, calmly answer questions, give their address, and explain what is wrong.



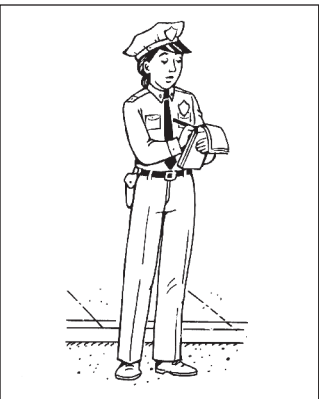


Physical Education *Play Red Light, Green Light*—Have the class stand at one end of the room. At the other end draw a line. Have one child ("It") stand behind the line. When It calls Green Light, students walk toward the line. When It calls Red Light, everyone has to freeze. Anyone caught moving is out. The first student to cross the line becomes the new It.

Name _____

Emergency Phone Book

✂

	_____'s Phone Book
	Fire _____
	Police _____

DIRECTIONS: Add phone numbers and assemble into an emergency phone book.

For use with *In Town*, Lesson 3

Name _____

Emergency Phone Book



○



Ambulance

○



Home

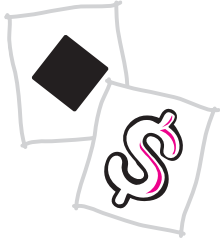
○



DIRECTIONS: Add phone numbers and assemble into an emergency phone book.

For use with In Town, Lesson 3

Using the Jumbo Atlas, page 12



Objectives

Students will be able to:

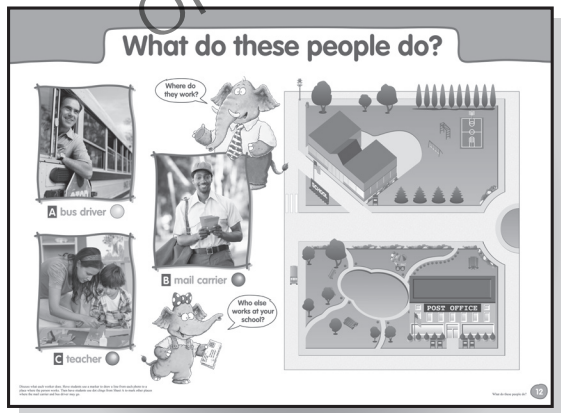
- Identify three workers and how they help us.
- Locate places where workers work.

Vocabulary

teacher
mail carrier
bus driver

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet A
- large opaque cling to cover the picture map (optional)



Getting Started

Open the *Jumbo Atlas* to page 12. Point out the photos of the three workers and say:

- I'm going to tell you a riddle. Raise your hand as soon as you know the answer.
- I'm thinking of someone.
- This person comes to our school every day. But this person doesn't work here.
- This person spends most of the day outdoors.
- This person carries a very heavy bag.
- Who is it? (a mail carrier, postal worker)

Use the marker to draw a box around the photo of the mail carrier. Make up similar riddles about a teacher and a school bus driver and then outline their photos.

Teaching

- 1 Uncover the picture map. Point to the photo of the teacher and ask:
 - Who is this worker? (a teacher)
 - How does a teacher help us? (helps students learn)
 - Where does a teacher work? (at a school)
 - Who would like to draw a line from the teacher to the school?

Ask the same types of questions about the mail carrier and bus driver. Have a different student draw each line.

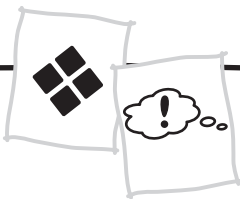
- 2 Go on to explain that:
 - Mail carriers don't just work at the post office. Bus drivers don't just work at school. They both travel around town.
 - Where do you think a mail carrier might go? (to deliver mail, to pick up mail from mailboxes)
 - Where do you think a bus driver might go? (to homes to pick up children or take them back, on field trips, to day care)

Summarizing and Assessing

Ask students to give you a thumbs up for yes or thumbs down for no to answer the following questions.

- Does a mail carrier deliver mail? (yes)
- Point to the post office. Does a bus driver work here? (no)
- Does a teacher work here? (no)
- Point to the school. Does a teacher work here? (yes)
- Does a bus driver walk around town? (no)
- Does a bus driver drive around town? (yes)
- Does a mail carrier walk around town? (yes)

Clean the atlas page and store the clings.



activity

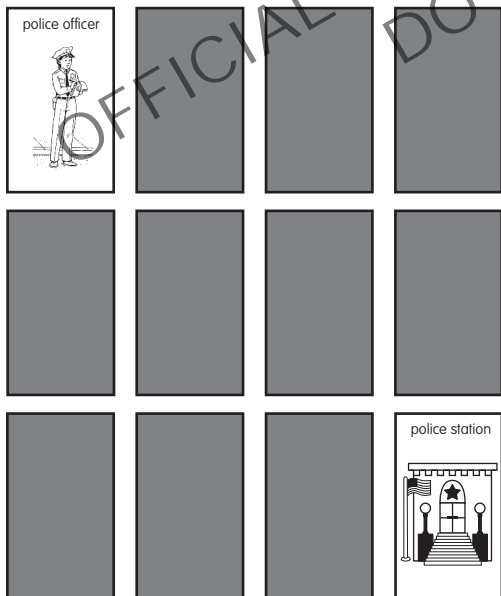
Matching Workers, Worksites

Duplicate and cut apart the cards on Activity Sheets 11 and 12. Mount one set on index cards. Optional: Color and/or laminate the cards.

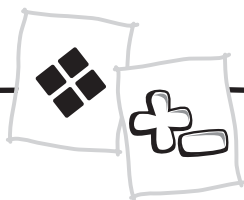
Materials

- Activity Sheet 11, *Worker Cards**
- Activity Sheet 12, *Place Cards**
- index cards
- glue

*Let each student have a set of cards to take home.



- 1 Before students go to their centers, explain and model how to play this memory game:
 - In the Social Studies Center, you'll find a set of cards.
 - Some cards have pictures of workers on them. Others have pictures of places where they work.
 - You're going to play a memory game with them.
 - Mix up the cards and place them face down.
 - Turn up two cards. If one card is a worker and the other is where that person works, you get to keep the cards. For example, if you turn up a firefighter and a fire station, you have a match.
 - If you get a match, you get to play again.
 - If your cards don't match, turn them both over and your partner gets to try to find a match.
- 2 Have students play in pairs. Occasionally check their matches to make sure they understand the game.
- 3 If this memory game is new to your class, make two sets of cards. Have students first match workers, then match workplaces, then workers with workplaces.



activity

Delivering the Mail

Materials

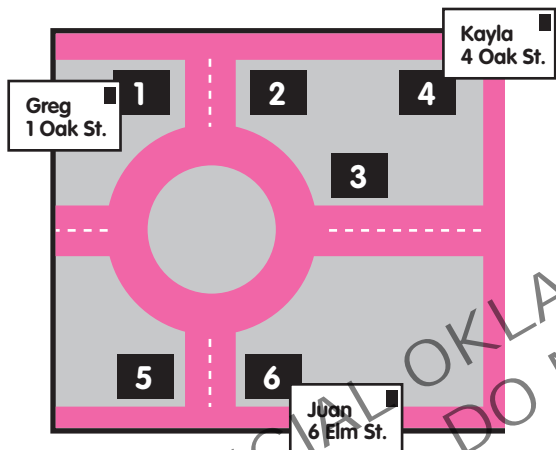
- Floor Maps A and C
- 6 to 10 rectangles of colored paper, to fit floor map
- marker
- 12 to 15 small envelopes in various shapes and colors
- a “mailbag” to hold the envelopes (use a grocery bag, purse, pillowcase, or backpack)

To set up this activity, place floor maps on a table or floor, with both town sides (A and C) face up. Place rectangles of colored paper on the floor maps to represent different buildings. Write a different number (address) on each building. On each envelope, write an address number. You may want to add the name of a person or business to each.

- 1 Before students go to their centers, gather them around the floor maps and explain:
 - Today, in the Social Studies Center, you’ll have a chance to be a mail carrier.
 - Hold up the mailbag. In this bag, there are letters for many people and places.
 - Hold up a letter. Each letter has an address number on it.
 - Who can find the number on this letter?
 - On the floor map, each building also has a number.
 - Your job is to deliver the letters to the right building.

- 2 Pull a letter out of the mailbag. Have a student read the number on the letter. Have another student find the building on the floor map with the same number. Put the letter on or beside the building.

- 3 As students work in the Social Studies Center, occasionally check the deliveries of the mail carriers. Also ask the mail carriers how many letters different people or businesses received.



Extending Lesson 4



Literature Links

Your students might enjoy these books and others about community workers:

Lilly's Purple Plastic Purse
by Kevin Henkes

Miss Nelson Is Missing!
by Harry Allard

Axel Annie
by Robin Pulver

School Bus
by Donald Crews

In the Middle of the Night
by Kathy Henderson

The Night Worker
by Kate Banks



Civics *Drive a Bus Route*—On the floor map, set up several homes, a school, and safety signs. Using a toy school bus, have students pretend to pick up children and take them to school. Remind them to follow safety signs.



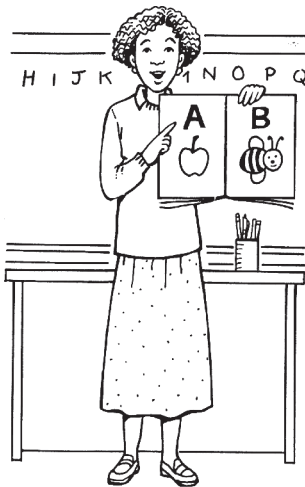
Critical Thinking *Guess the Worker*—Have students use the Worker Cards and Place Cards to create riddles about workers and workplaces shown on the cards for other students to guess.

Name _____

Worker Cards



teacher



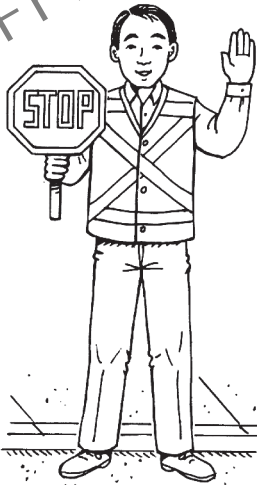
mail carrier



police officer



crossing guard



firefighter



cashier

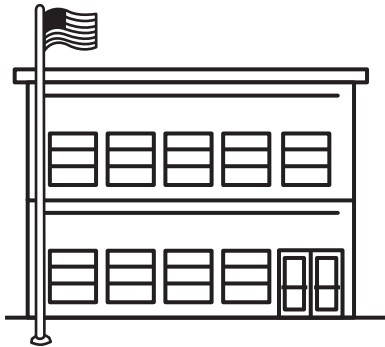


Name _____

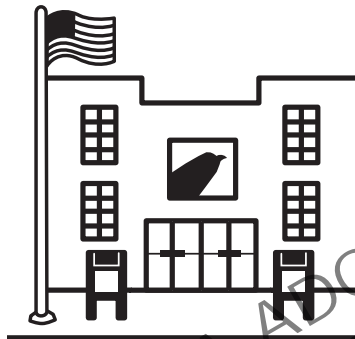
Place Cards



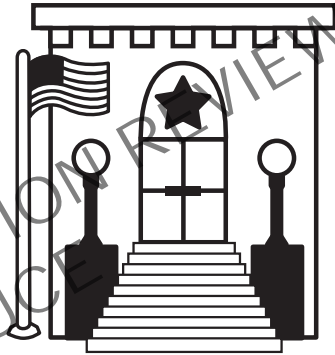
school



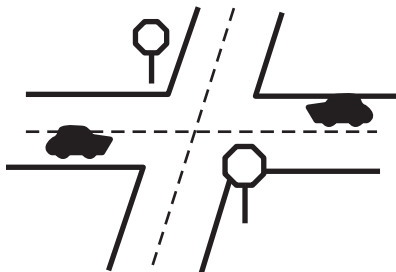
post office



police station



street corner



fire station



store



OBJECTIVE: Match workers with places they work.

For use with *In Town*, Lesson 4

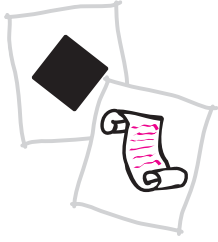
Places Now and Then

Lesson

5

In Town

Using the Jumbo Atlas, page 15



Objectives

Students will be able to:

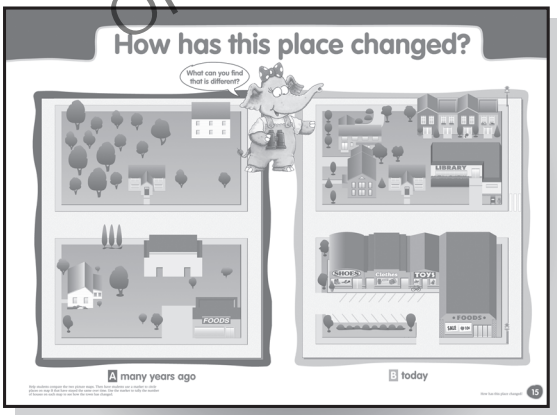
- Understand that places change over time.
- Use time words such as *first*, *then*, and *today*.
- Distinguish past and present.
- Use a time line to sequence events.

Vocabulary

change
time line

Materials

- The Nystrom Jumbo Atlas
- atlas marker



Getting Started

Introduce this activity by asking:

- Have you ever seen a new building being built?
- What was it? Do you remember what was in that place before?
- Adding new buildings is one way a place can change over time.

Let students know that today they'll learn about different ways a place can change.

Teaching

- 1 Open the *Jumbo Atlas* to page 15. Explain that the page shows two maps of the same place at different points in time. Read the captions aloud.
- 2 Help students compare the two maps. As you say the words *many years ago* and *today*, point to those words on the atlas page.
Say:

- If we compare these two maps, we can see some of the ways this town has changed.
- Many years ago there were lots of trees in this town.

Point to the lower portion of map B and say:

- Today, instead of trees, what does this part of town have? (stores)

In the lower portion of map A, have a student cross out several trees.

- 3 Point to the white house near the bottom of map A and say:
 - Many years ago there was a white house in this part of the town.

Point to the same place on map B and say:

- Where is that house today? (It is no longer there.)

On map A, have a student cross out that white house. Tell the class:

- Some places that were in the town many years ago are no longer there today. This is one way towns can change.



4 Point to the food store on map A and say:

- **Many years ago there was a food store here. Raise your hand if you see a food store in this part of the town today.**
- **Is the food store today the same as the one from many years ago?** (no) **How did it change?** (the store today is bigger)

On map A, have a student circle the food store.

5 Point to the white house in the upper right corner of map A and ask:

- **Many years ago, in this part of town, there was another white house. Today, what is in this place?** (townhouses)
- **On this block, how many houses were there many years ago?** (two) **How many houses are there today?** (seven)

Number the houses on each map. Continue by saying:

- **There are more houses today than many years ago and the food store is bigger. As years go by, a town can grow. This is another way towns can change.**

6 Tell the class:

- **Not everything changes in a town. Some places can stay the same.**

Point to map A and say:

- **Many years ago, there was a little orange house.**
- **Is that house still in the town today?** (yes)

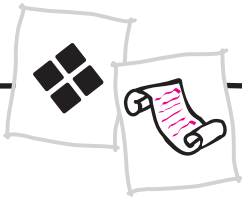
On both maps, have a student draw a square around the orange house.

Summarizing and Assessing

Review what the class has learned about how places change over time. Have students give you a thumbs up for yes or a thumbs down for no for the following statements.

- **A town can change by adding new buildings.** (yes)
- **A town can change by taking away old buildings.** (yes)
- **When a town changes, every place in it must change.** (no)
- **Some buildings in a town can get bigger.** (yes)
- **Some places can stay the same in a town over time.** (yes)

Clean the atlas page.



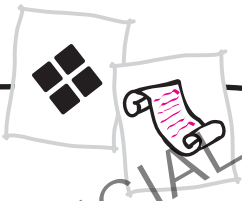
activity

Creating a Town Today

Materials

- Activity Sheet 13, *My Town Today*
- glue
- pencils
- crayons or markers

- 1 Open the *Jumbo Atlas* to page 15. Before students go to their centers, ask:
 - **How is this town today different from the same town long ago?** (more houses and stores; fewer green areas)
 - **Today, in the Social Studies Center, you will show how a town changes over time.**
- 2 Fold an activity sheet so that only the top half shows. Hold it up and say:
 - **This is a map of how this town looked long ago. It already had a park and some houses.**
 - **You will show how the town looks today by adding other kinds of places.**
 - **From the boxes at the bottom of the sheet, cut out pictures of the places that you think are important to have in a town today. Glue them onto the map.**
 - **When you have added places to your town, give the town a name. I will help you write the name on your sheet.**
- 3 As students are working in the center, ask them to describe the places they are adding to their town. Help students write the name of the town at the top of the activity sheet.



activity

Making a Town Time Line

Materials

- *The Nystrom Jumbo Atlas*
- Activity Sheet 14, *My Town Time Line*
- pencils
- crayons or markers
- sample time line

- 1 Before students go to their centers, distribute Activity Sheet 14, *My Town Time Line*.
- 2 Open the *Jumbo Atlas* to page 15. Remind the class that the two maps show the same place, then and now. Review with them some of the differences between maps A and B.
- 3 Then say to the class:
 - **These maps show us how this town has changed over time.**
 - **Today you're going to use what we have learned from the maps to make a time line.**
 - **A time line helps to show what happened first and what happened later. It helps put events, or things that happened, in the correct order.**

If your students have worked with a number line, tell them:

- **A time line is like a number line. Some time lines even look like number lines.**
- 4 On the board, draw three columns. Label the columns **First**, **Many Years Ago**, and **Today**. Say to the class:

- First, let's figure out what we know about the history of the town.
- Then we'll work together to make our time lines.

Point to map A and say:

- This map shows the town many years ago. At this point, the town has already started to grow.
- The town was started even further back in time when a few people decided to live together in one place. They built the first buildings and made a new town.

Under *First*, write **people started a new town**.

- Complete the next two columns by having students describe what they see on the map showing many years ago and the map showing today. For example, you can write, **Town has one store** or **Town has a library**. Be sure to use simple words that students can easily copy.
- Hold up a sample time line and say:
 - In the Social Studies Center today, you'll make your own time line.

Point to the first entry on your time line.

- The first picture shows the first event in the history of the town. Let's read the sentence under the first picture.

As you read the entry, point to the words you wrote on the board. Continue by saying:

- Use what we have written on the board to complete the next two sentences.
- For the second sentence choose one event from the *many years ago* column and copy it onto your paper.
- For the third sentence, choose one event from the *today* column and copy it onto your paper.
- After you write your sentences, draw a picture to show each event.

- As students are completing their time lines, walk around and check their work. Make sure their time line entries are copied from the correct columns on the board. Some students may need help copying letters.

First	Many Years Ago	Today
people started a new town		

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Literature Links

Your students might enjoy these books and others about places now and then:

Homeplace
by Anne Shelby

The Little House
by Virginia Lee Burton

When I Was Built
by Jennifer Thermes



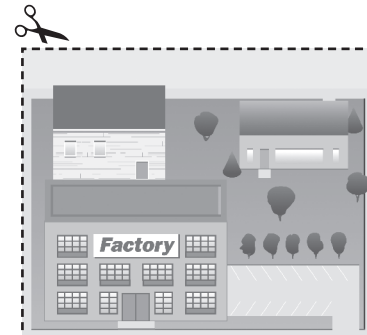
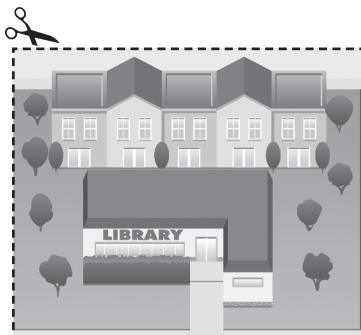
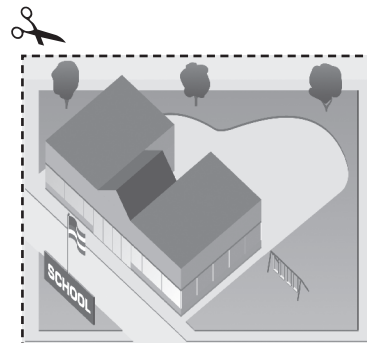
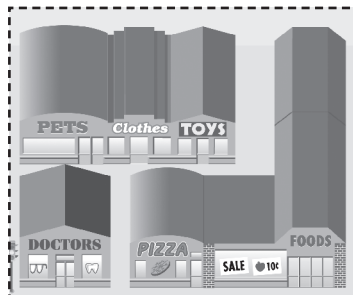
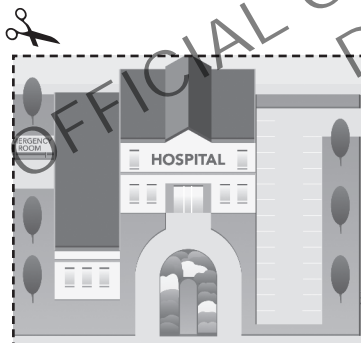
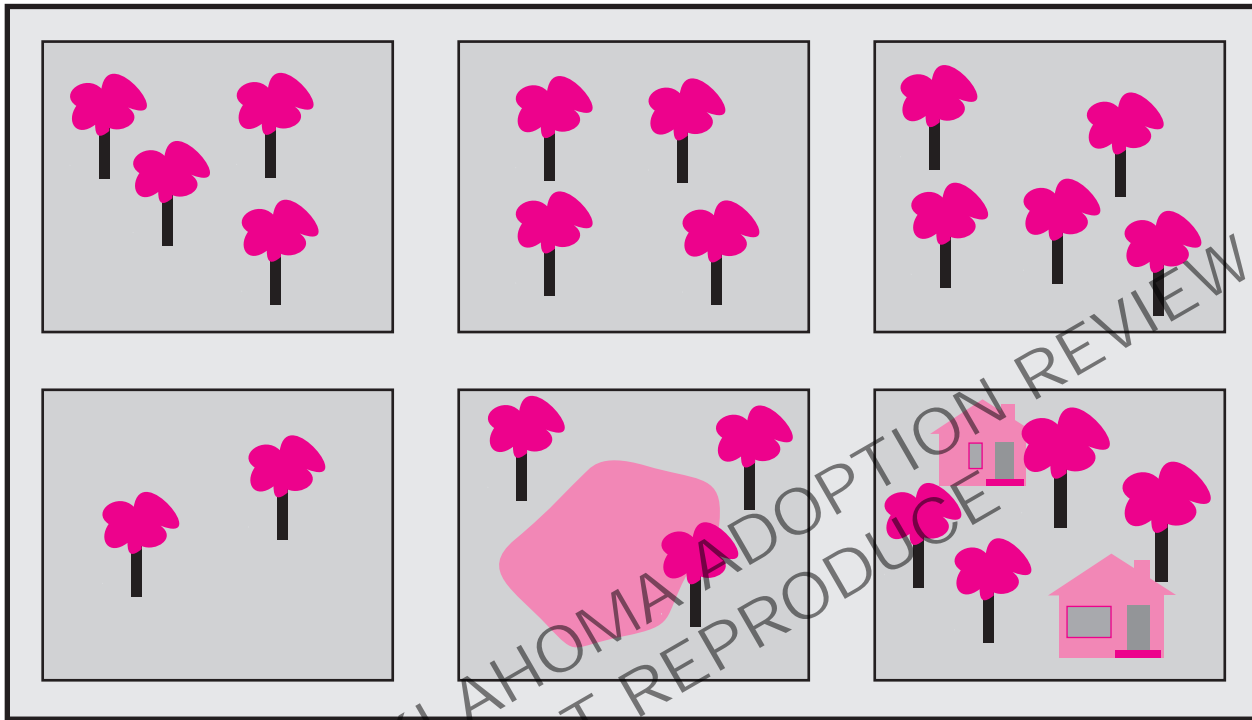
Critical Thinking *Sequence Events*—Have each student tell a story about a town, making sure that he or she includes a sequence of events. Then help students turn their stories into time lines.



History *Uncover Local History*—Show students pictures of your community from many years ago. Ask students what has changed and what remains the same today.

Name _____

My Town Today: _____



OBJECTIVE: Understand change over time.

NYSTROM

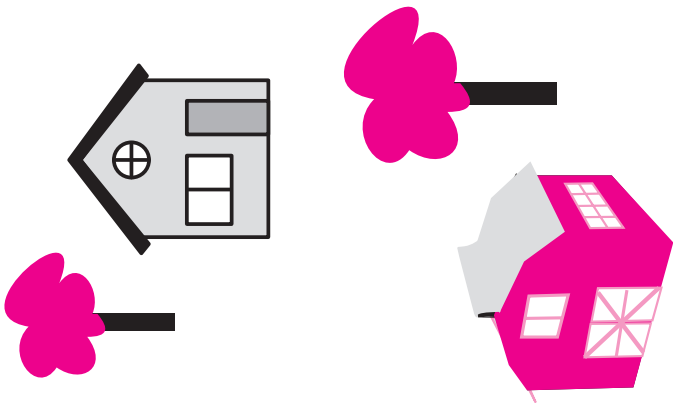
For use with *In Town*, Lesson 5

Exploring Where & Why

Name _____

My Town Time Line

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First	Many Years Ago	Today
		
people started a new town.		

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On the Farm

Students explore some of the animals and places found on farms. They identify farm animals, barns, and crops and locate them on a map. Students also compare towns and farms to discover ways they are alike and different.

Time Frame
2
weeks

Lessons

- 1** Places and Animals **79**
- 2** Farms and Towns **83**

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



Music



Dramatic
Play



Physical
Education





Dear Family,

Our class is beginning a new theme in **Exploring Where and Why**. For the next few weeks, we'll explore farms and the animals and places found on them. Students will identify kinds of animals raised on farms and learn how barns, silos, and fields are used. They'll also compare towns and farms, to find ways they are alike and different.

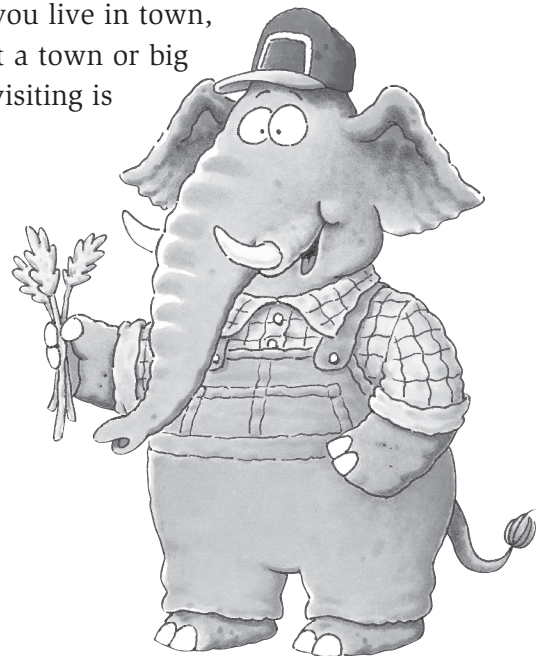
Home and School Connections

Here are some simple ways you can reinforce these topics at home.

- **Visit** a farm stand, farmers market, or the produce section of a grocery store. Find out how many fruits and vegetables your child can name. Describe how a few of them are grown.
- **Ask** your child to compare two different stuffed animals. Have your child name at least two ways these stuffed animals are different. Then have your child name ways they are alike.
- **Take** your child on a car, bus, or train ride. If you live in town, visit the country. If you live in the country, visit a town or big city. Take turns naming ways the place you're visiting is different from the place where you live.
- **Read** your child a book or together watch a movie set on a farm. Your child might enjoy the book *Charlotte's Web* or the movie *Babe*.

Whether you live in town or on a farm, make time to explore it with your child.

Sincerely,



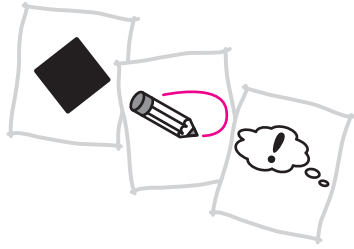
Places and Animals

Lesson

1

On the Farm

Using the Jumbo Atlas, page 13



Objectives

Students will be able to:

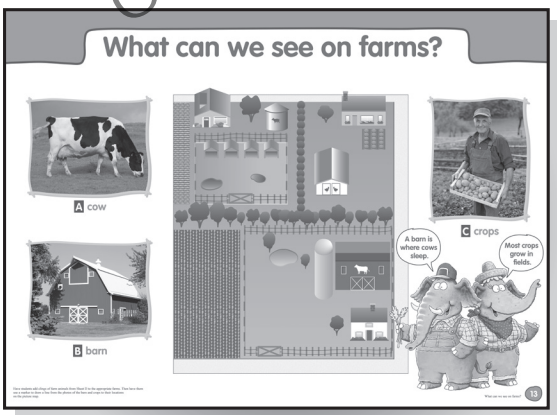
- Name and locate places and animals found on farms.
- Describe how each place on a farm is used.

Vocabulary

farm	crops
cow	field
pigs	farmhouse
chickens	silo
barn	

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet D
- large opaque cling to cover the picture map (optional)



Getting Started

Introduce this lesson by leading the class in singing “Old MacDonald Had a Farm.” Then ask:

- How many of you have been to a farm?

Let students know that today they will begin learning about farms and the things they might see there.

Teaching

- 1 Open the *Jumbo Atlas* to page 13. Tell the class:

- A farm can have different kinds of animals, buildings, and plants.
- Let’s start exploring these farms by looking at the photos.

Point to photo A of the cow.

- Think of the song “Old MacDonald Had a Farm.” What animals did he have? (cows, ducks, pigs, horses, lambs, goats, etc.)
- He had a lot of different animals on his farm. Today, most farmers raise just one kind of animal.
- Many farms have cows, but farms can also have other kinds of animals, like pigs or chickens.

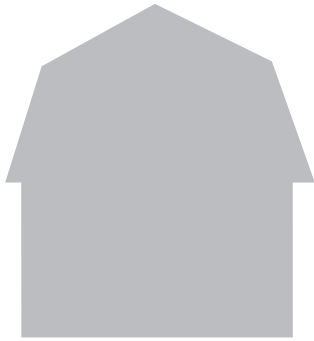
- 2 Point to photo B of a barn.

- Let’s look at this building. It starts with the letter B. Point out and read the caption *barn*.
- What color is this barn? (red)
- Barns are one kind of building on farms.

- 3 Point to photo C of crops.

- This photo shows something that starts with the letter C. Point out and read the caption *crops*.
- Not all farms have animals. Some farms grow only crops, or plants, like corn and wheat. Some farms have both animals and crops.
- This farmer is showing his potato crop.

- 4 Uncover or focus attention on the picture map. Point out the three farms. Draw lines to separate them. Say:
 - Each of these farms raises a different kind of animal. Match the animals to the correct farm.



Point to the cow farm on the picture map. Ask:

- **Which animal lives on this farm?** (cow)
- **How do you know?** (cow design on the barn)

Ask a volunteer to place the cow cling on that farm. In the same way, have students identify the chicken and pig farms and place the appropriate clings on the map.

5 Then ask:

- **Can you find the barn on the picture map?**
- **What can a barn be used for? The Jumbos can help you answer this question.** (for farm animals to sleep and live in, for storing hay and farm machines)

Help students answer by reading the speech balloon about the barn. Have a student use the marker to draw a line from the barn on the map to the matching photo.

6 Point to the field on the picture map. Say:

- **This is a field.** Write the word **field** below it.
- **Do you know what a field is used for? The Jumbos can help you answer this question too.** (to grow crops or plants, to grow food for people or animals)

Read the speech balloon about crops. Have a student use the marker to draw a line from the field to the crop photo.

7 Tell the class:

- **Let's find other kinds of buildings farms can have.**

Point to a house on the picture map. Ask:

- **What does this building look like to you?** (a house)
- **A house on a farm is sometimes called a farmhouse.** Write the word **farmhouse** next to a house.

Point to the silo on the picture map. Print the word **silo** next to it. Then tell students:

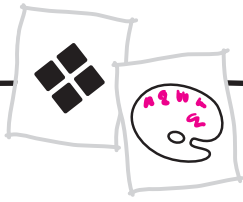
- **A silo is used to store chopped plants for animal food.**

Summarizing and Assessing

Show students how to put their thumbs up for yes and down for no. Point to the barn on the picture map and ask:

- **Is this a farmhouse?** (no)
- **Is this a cow?** (no)
- **Is this a silo?** (no)
- **Is this a field?** (no)
- **Is this a barn?** (yes)

Clean the atlas page.



activity

Creating Farms

Materials

- Floor Maps B and D
- clean, empty milk cartons, stapled shut (one for each student)
- red construction paper (cut to fit the sides of the cartons)
- gray construction paper (cut to fit the tops of the cartons)
- scissors
- crayons or markers
- glue
- sample barn
- Cling Sheet D or toy farm animals (cows, pigs, chicken)
- strips of green and yellow felt

- 1 Before students go to their centers, tell the class:

- **Today in the Social Studies Center we are going to create our own farms.**
- **Let's think of some things we can see on a farm.**

Open the *Jumbo Atlas* to page 13. Review each photo on the page with the class. Remind students that other kinds of animals, such as pigs and chicken, also live on farms. Write **barns**, **animals**, and **crops** on the board.

- 2 Hold up a sample barn. Then model how to make a barn as you explain:

- **Glue a red strip of paper to the sides of the carton.**
- **Next, glue a gray strip of paper to the top.**
- **Then color or glue on doors and windows.**

- 3 Help students assemble their barns in the Social Studies Center.

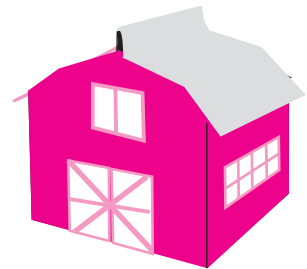
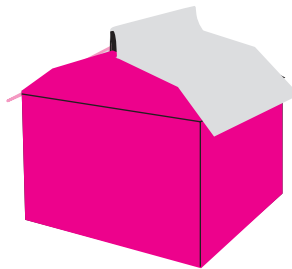
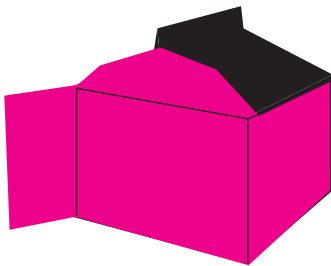
- 4 When students have finished their barns, hold up the clings or toy animals and say:

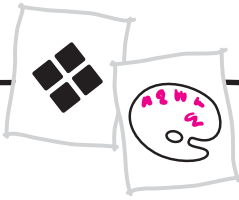
- **These will be our farm animals.**
- **What kinds of animals are they?**

- 5 Hold up the strips of felt and say:

- **These will be our crops.**
- **What colors are our crops?**

- 6 In the Social Studies Center, place the floor maps on the floor. Help students arrange the barns and animals on the floor maps. Also help them arrange the pieces of felt along the rows of crops on the map.



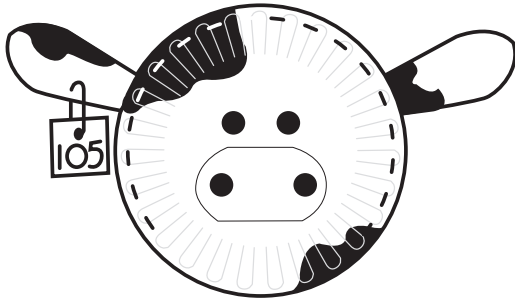


activity

Making Cow Puppets

Materials

- paper plates (2 per student)
- paint
- construction paper
- scissors (or cut out ears and noses for students)
- glue
- crayons or markers
- stapler
- sample puppet



- 1 Before students go to their centers, show the sample puppet and teach students the sound a cow makes. Tell students that today in the Social Studies Center they are going to make their own cow puppets.
- 2 Model how to make a puppet. Remind students to always work on the *bottom* side of the plate.
 - **First, paint a few black spots on your puppet.**
 - **Cut out ears and a nose.**
 - **Glue these pieces to the plate.**
 - **Color in the eyes and nostrils.**
 - **Then I'll help you staple your puppet together.**
- 3 Staple the decorated plate and another plate together, making a puppet. Leave the plates open at the bottom so that students can fit their hands inside.

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about farms:

City Chicken
by Arthur Dorros

Family Farm
by Thomas Locker

Hurry!
by Jessie Haas

Ms. MacDonald Has a Class
by Jan Ormerod



Science *Grow a Crop*—Have your class plant a vegetable garden on the window ledge or outside. Have students raise plants, such as carrots or tomatoes. Look for changes as the plants grow.



Language Arts *Go on a Field Trip*—Take the class on a field trip to a farm. Photograph any buildings you see on the farm. When you get back to school, write a class story about the experience.

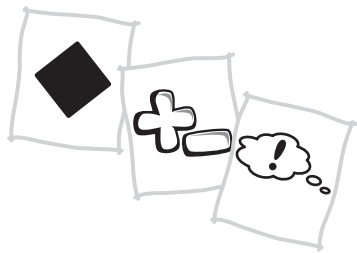
Farms and Towns

Lesson

2

On the Farm

Using the Jumbo Atlas, page 14



Objectives

Students will be able to:

- Identify farms and towns.
- Explain how farms and towns are different.

Vocabulary

farm

town

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet A
- sentence strips

Getting Started

Introduce this activity with a riddle. Say:

- I'm thinking of a place.
- It begins with the letter F.
- It has barns.
- It might have cows or crops.
- What is it? (a farm)

Let students know that today they'll look at how farms and towns are different. Then they'll write a riddle about a town.

Teaching

- 1 Open the *Jumbo Atlas* to page 14. Ask:

- On this picture map, where are the farms?
- Where is the town?

Use the marker to draw a line separating the two sections. Underline the words farms and towns in the title question.

- 2 Say to the class:

- Do people live in town? Do people live on farms?
- I wonder if more people live in town or on farms.
- Let's find all the homes on the map and see. Who can find a home?

Have students place a dot cling on each home. (Town-houses and apartment buildings can have several clings.) Help students count the clings to answer these questions:

- How many homes are there on the farms? (three)
- How many homes are there in town? (at least nine)
- Which has more homes? (the town)
- Look at how far apart the homes are on the farms. Stretch your arms far apart, like the homes on the farms.
- Now scrunch your arms close together, like the homes in town.



- 3 In the same way have students note other differences by comparing other buildings, the number of streets, the presence and absence of sidewalks, and the types of animals and plants on farms and in town.
- 4 Review the riddle about a farm. Then have students suggest clues that they could use in a riddle about a town. Write the riddle on sentence strips. Read the riddle to students.

Summarizing and Assessing

Review how to hold arms far apart for farm and close together for town. Ask students to use their arms to answer the following questions.

- **Where would you find lots of cows?** (on farms)
- **Where would you find more sidewalks?** (in town)
- **Where would you find more homes?** (in town)
- **Where would you find barns?** (on farms)
- **Where would you find more people?** (in town)

Clean the atlas page and store the clings.

activity

Transporting Food

- 1 Before students go to the Social Studies Center, place Floor Maps B and C on the floor or a table. Hold up a barn and ask:

- **What is this?** (a barn)
- **Where should I put it?** (on a farm, on map B)
- **Let's say this farm grows corn. How does the corn get from the farm to your home?**

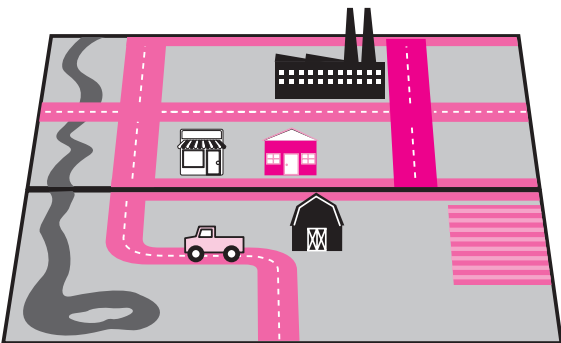
- 2 Place a factory on the map. Explain:

- **Sometimes corn goes from the farm to a factory.**
- **There, the corn is cleaned and then canned or frozen.**
- **From the factory, the corn goes to a food store.** Place a store model on the map.
- **Families like yours buy corn at the store and take it home.** Add a home model to the map.

- 3 During center time, have students use toy trucks and cars to deliver food from the farm to the factory to the food store to a home.

Materials

- Floor Maps B and C
- building models: barn, factory (any large building), store, and home
- toy cars and trucks





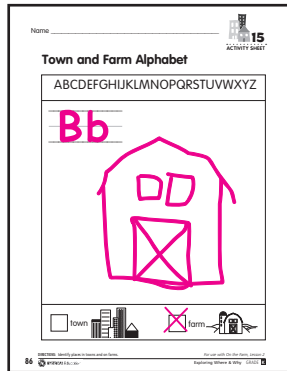
activity

Making an Alphabet Book

Optional: You may want to do one page of this book as you introduce each letter of the alphabet.

Materials

- Activity Sheet 15, *Town and Farm Alphabet*
- crayons or markers
- staples, rings, paper fasteners, or a notebook



1 Before students go to the Social Studies Center, tell them:

- Today we'll begin working on an alphabet book about places in town and on the farm.
- Each of you will make a page for this book.

2 Show the class Activity Sheet 15, *Town and Farm Alphabet*. Model how to complete the page for the letter B. Print the letters **Bb** on the page.

Brainstorm town and farm words that begin with a B. Select one of the words. Then draw a picture of it.

Finally, point out the boxes at the bottom of the activity sheet. Determine if the place is found in a town, on a farm, or both. Then check the appropriate box.

3 Assign each student a letter. Help students identify places for their letters. (See the list below. Be sure to explain any unfamiliar places to students.) When students have completed their pages, arrange the pages alphabetically into a book.

A airport apartment building	G gas station grocery store	N newsstand nursing home	T townhouse train station
B bank barn	H hospital house	O office building orchard	U university
C church coop	I ice cream parlor	P park police station post office	V vet's office video store
D dollar store dry cleaner	J jewelry store	Q quarry	W water tower woods
E extension office eye doctor's office	K karate school kennel	R radio station restaurant	X x-ray office
F field fire station	L laundry library	S school store	Y yard YMCA/YWCA
	M mobile home movie theater	Z zoo	

Extending Lesson 2



Literature Links

Your students might enjoy these books and others about towns and farms:

Everything Is Different at Nonna's House
by Caron Lee Cohen

The Little House
by Virginia Lee Burton

Town Mouse, Country Mouse
by Jan Brett

A Year in the City
by Kathy Henderson



Science Match Foods—Gather a variety of fresh and plastic foods and empty food cartons. Have students try to match foods with their sources—corn flakes with corn on the cob, raisins with grapes, yogurt with milk, and so on.



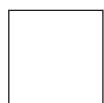
Critical Thinking Classify Photos or Toys—Gather photos and/or toys and building models representing farms and towns. Have students sort these items into three boxes—one with a **Farm** label and picture, another with a **Town** label and picture, and one with **Farm** and **Town** labels and pictures of both.

Name _____

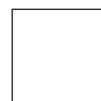
Town and Farm Alphabet

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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town



farm



Land and Water and Maps

Students are introduced to map concepts by comparing models with real things. They then compare a model of a farm with a map of a farm. After discovering that maps use symbols to show land and water, students make their own maps using simple picture symbols. They then examine how maps are read.

Time Frame
5
weeks

Lessons

1	Looking at Models	89
2	Models and Maps	91
3	Map Symbols	96
4	Making a Map	103
5	Reading Maps	108

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



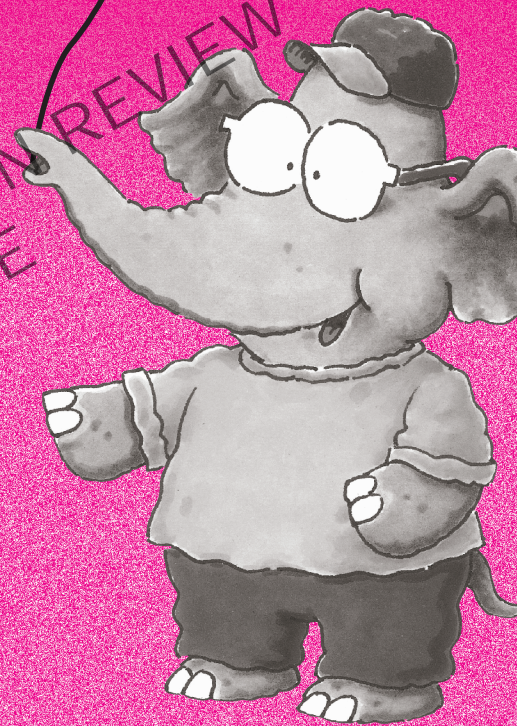
Music



Dramatic
Play



Physical
Education





Dear Family,

Our class is beginning a new theme in **Exploring Where and Why**. For the next few weeks, students will learn about land and water and maps. They'll start by comparing models with real things. Then they'll compare a model of a farm with a map of the same farm. They'll discover that maps use symbols to show land and water and will use symbols to make their own maps. Finally, they'll learn how to read maps.

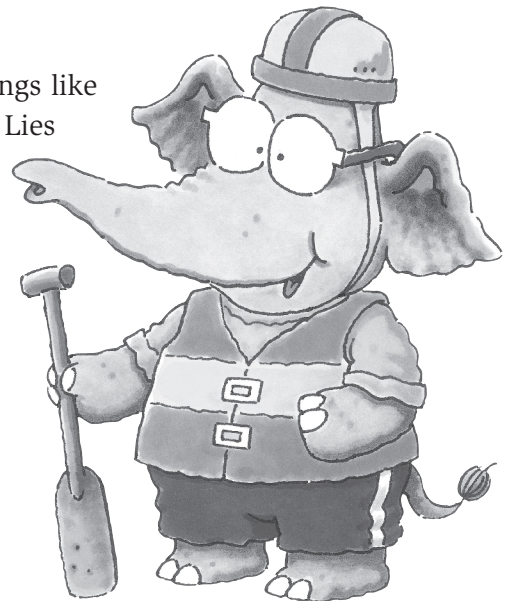
Home and School Connections

Here are some simple ways you can reinforce these topics at home.

- **Visit** a nearby body of water—a pond, a river, a lake, or an ocean. Have your child describe how it looks, feels, sounds, and smells. Then try floating a leaf on the water and watch where it goes.
- **Build** a landscape with your child at a sandbox or beach. Help your child build mountains and dig out an ocean or a lake. Then slowly pour water on the mountains and watch where the water goes.
- **Sing** about land and water. Your child might enjoy songs like “Over the River and Through the Woods,” “My Bonnie Lies Over the Ocean,” or “Row, Row, Row Your Boat.”
- **Watch** for and collect simple maps, such as maps of shopping malls, zoos, amusement parks, museums, or your town. Point out symbols on each of the maps and explain what they stand for. Or help your child make a map of your home (and its yard or street) or of a room in your home.

Help your child learn more about how maps show the world around us.

Sincerely,



Looking at Models

Land and Water and Maps

Lesson

1

Using the Jumbo Atlas, page 16



Objectives

Students will be able to:

- Identify models.
- Define model.
- Compare models with real things.

Vocabulary

model

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- models (toy car, doll house furniture, doll, plastic animal or food item)
- a few real items (piece of fruit, pencil or crayon, jacket, milk carton)

Getting Started

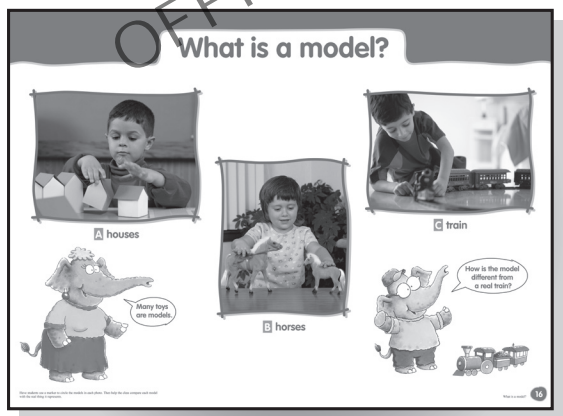
Introduce this activity by holding up a model, such as a toy car. Ask questions similar to the following:

- **What is this?** (toy car)
- **How did you know it was a car?** (It looks like a car.)
- **How is it different from a real car?** (It's smaller, it doesn't have an engine.)
- **This is called a *model*. It is a model of a real car.**
- **What letter does the word *model* begin with?** (m)

Write **model** on the board and have students say it with you. Explain that today they'll learn more about models.

Teaching

- 1 Open the *Jumbo Atlas* to page 16. Point out the horse photo and ask:
 - **What is this a picture of?** (a child with horses)
 - **Are these real horses?** (no)
 - Use the marker to circle the horses. **These are *models*. What are they models of?** (horses)
- 2 In the same way, discuss the other photos. Each time, circle the model in the photo and have students identify what it is a model of.
- 3 Help students compare the models with real things. Ask:
 - **How is the model like the real thing?**
 - **Is the model the same size as the real thing?** (No, usually it's smaller.)
 - **Is the model exactly like the real thing? Can the model do all the same things a real thing does?** (no)
- 4 Practice identifying models by having students nod their heads yes or no for each item you hold up. Hold up items one at a time, mixing models (toy car, doll, doll house furniture, plastic animal or food) with real things (real piece of fruit, pencil or crayon, jacket, milk carton).
- 5 To help students understand why we use models, ask:
 - **Why do we use models instead of the real thing?** (They are toys, you can play with them; the real thing could be too big, too dangerous, too fragile, too messy.)

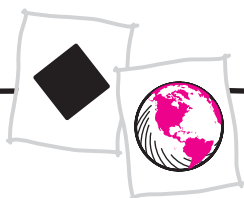


Summarizing and Assessing

Summarize what the class has discovered about models. Have students give you a thumbs up for yes or a thumbs down for no. Read the following:

- **Models look like real things.** (yes)
- **Models are usually smaller than the real things.** (yes)
- **Models can do everything real things do.** (no)
- **Models are exactly like real things.** (no)
- **Models cannot do everything real things do.** (yes)

Clean the atlas page.



activity

Finding Models

- 1 Review the definition of a model:

- **Models look like real things, but they're usually smaller.**
- **Models can't do everything real things can do.**

- 2 Tell the class that you've put models all around the classroom. Explain that each student will have a turn to find one model and bring it back to the circle.

Give students a few minutes to search for and find their models and return to the circle. (You may want to use name tags to group students, having one group at a time find their models.)

- 3 Go around the circle. Have each student show the model he or she found. Each time, have the student say:

- **This is a _____. It is a model of a _____.**

Occasionally ask:

- **Is it as big as a real _____?**
- **Can this model do everything a real _____ can?**
- **Why do we use this model instead of the real thing?**



Literature Links

Your students might enjoy these books and others about models:

The Tale of Two Bad Mice
by Beatrix Potter

The Adventures of Pinocchio
by Carlo Collodi

Old Bear
by Jane Hissey

Word Bird Builds a City
by Jane Belk Moncure



Geography *Name Models*—As students use the floor maps with model buildings, vehicles, trees, and so on, have them identify what each item is a model of.



Art *Make a Model Display*—Help students gather items to make a display of models. You may want to include photos of real things in the display.



Math *Count Models*—Have students count out the correct number of models (plastic farm animals, wild animals, dinosaurs) to match a number card.

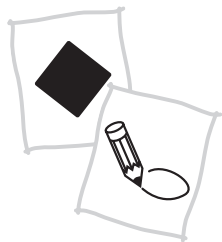
Models and Maps

Lesson

2

Land and Water and Maps

Using the Jumbo Atlas, page 17



Objectives

Students will be able to:

- Identify models in a photo.
- Identify places on a map.
- Compare a model with a map.

Vocabulary

model
map
symbol

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- large opaque cling to cover the map (optional)

Getting Started

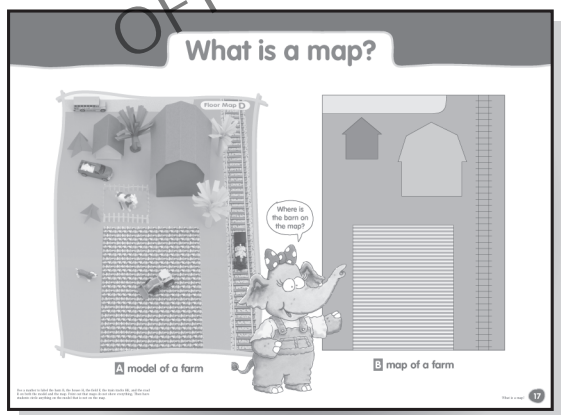
To introduce the activity, write **map** on the board. Have students say it with you. Then spell it and say it again together.

If appropriate for your class, erase the word and have students help you spell it as you write it again. Have them spell it with you by writing the letters in the air with their fingers.

Then explain that today they'll begin learning about maps.

Teaching

- 1 Open the *Jumbo Atlas* to page 17. Focus attention on the photo. Ask:
 - What kind of place does this picture show—a town or a farm? (farm)
 - This picture shows a **model** of a farm. With the marker, underline the word *model* in the caption.
 - How many of you remember what a model is? What is a model? (something that is like a real thing)
 - What models do you see in this picture? (house, barn, trees, train, tractor, truck, dog, horse, fence, bus)
 - 2 Uncover or focus attention on the map of the farm. Say:
 - This is a **map** of the same farm. Underline the word *map* in the caption.
 - Let's see what the map shows.
 - Where is the barn in the model? Let's put a **B** for *barn* on it. Label the barn with a **B**.
 - Where's the barn on the map? How do you know this is the barn? (shape, color, location) Let's put a **B** on this barn too. Label the barn on the map with a **B**.
- In the same way, have the class identify and label the following on both the model and the map:
- **H** for *house*
 - **F** for *field*
 - **RR** for *railroad tracks*
 - **R** for *road*



- 3 Then help students compare the two pictures. Ask:
- **Does this map show everything the model does?** (no)
 - **What's missing from the map?** (horse, dog, tractor, truck, train, trees, bus, fence) Circle each in the model.
 - **What does the map show?** (buildings, road, big things like the field and railroad tracks)
 - **Most maps do not show things that move—animals, cars, trucks, or people.**
 - **Most maps also do not show everything that grows—trees, flowers, crops.**
- 4 Introduce map symbols. Point to the map and say:
- **These shapes are called map symbols.** Have students say *symbol* with you.
 - **Symbols on the map stand for things in the model.**
 - **Look at the two barns.** Draw a box around each.
 - **How are the two barns different?** (The barn in the model looks more real; we can see the roof. The barn on the map is a flat shape; it is all one color; it doesn't look real.)
 - **How are the two barns alike?** (same shape, location)
- Compare the other symbols on the map with the model.
- 5 Conclude by saying:
- **Maps use simple shapes, called symbols, to show where buildings and places are.**
 - **Maps do not show everything.**

Summarizing and Assessing

Say to students:

- **I will ask you some questions. If the answer is the model, point to the photo of the model with your *left* hand.**
- **If the answer is the map, point to the map with your *right* hand.**
- **If the answer is both, point with *both* hands.**

Then ask the following questions:

- **Where do you see a toy house?** (model)
- **Where is a symbol that stands for a house?** (map)
- **Where is a symbol that stands for a barn?** (map)
- **Where do you see a plastic horse?** (model)
- **Where do you see railroad tracks?** (both)

Clean the atlas page.



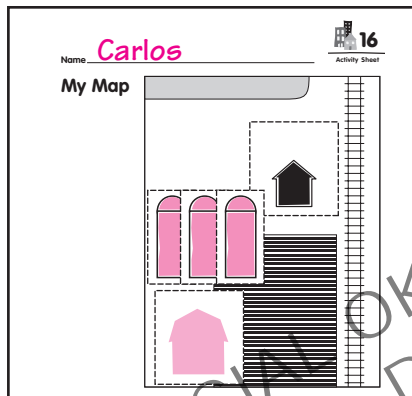
Mapping a Model

Open the *Jumbo Atlas* to page 17. Fold the floor map in half to match the atlas page.

Materials

- The Nystrom Jumbo Atlas
- Floor Map D
- Activity Sheet 16, *My Map**
- barn, house, and silo models
- tree, animal, vehicle models
- crayons or markers
- scissors
- glue

*Optional: Turn the activity sheet into a flannel board activity. Enlarge the map and map symbols on the activity sheet. Cut the map pieces and map symbols out of felt. Paint train tracks using fabric paint.



- 1 Before students go to their centers, point to the map on page 17 of the atlas. Say:
 - Remember this map? What does it show? (a farm)
 - Today, in the Social Studies Center, you're going to make your own map.
 - You're going to make a map of our floor map.
- 2 Fold Activity Sheet 16 so just the map shows. Hold it next to the floor map. Point out the road, train tracks, and field on both. Tell students they will add the buildings.
- 3 Introduce each type of farm building. Say to the class:
 - (Hold up the barn) **Do you remember what a barn is used for?** (to keep farm animals, hay, or equipment)
 - (Hold up the silo) **A silo is a place that stores chopped-up food for farm animals.**
 - (Hold up the house) **The people who live on farms have houses, just like people in towns.**
- 4 With the activity sheet next to the floor map, say:
 - Your map should show where the buildings are on the floor map.
 - Where should I put the barn symbol on my map?

On the floor map, place models of the house, barn, and silo. Add trees, animals, and vehicles. Then show students how to color the symbols at the bottom of the activity sheet to match the roof colors of the models. Then have students cut out the symbols.

- 4 With the activity sheet next to the floor map, say:
 - Your map should show where the buildings are on the floor map.
 - Where should I put the barn symbol on my map?
- 5 Have students show where to put all the symbols.

Rearrange the building models on the floor map. Then give students time to work on their maps.

After you check their maps, let students rearrange the buildings, animals, and vehicles. That way, the next students will make a slightly different map.

Extending Lesson 2



Literature Links

Your students might enjoy these books and others about maps:

As the Crow Flies

by Gail Hartman

Lizard Sees the World

by Susan Tews

My Map Book

by Sara Fanelli



Geography *Look at an Overhead View*—Help students understand that many maps show places from directly overhead. Choose a building model and have students gather around and look straight down at its roof. Point out that all they can see is the roof.

Then draw the shape of the roof as seen from directly above on a piece of construction paper the same color as the model's roof. Cut out the shape, telling students that this shape is the same shape as the roof of the building.

Put the shape on a floor map and the building on top. Now lift off the building, pointing out that the shape stands for the real building. The shape is a map symbol. Have students look at several models from above, noting how different they look from this view.

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Name _____



16

ACTIVITY SHEET

My Map



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OBJECTIVE: Use symbols to make a simple map of a farm.

For use with Land and Water and Maps, Lesson 2

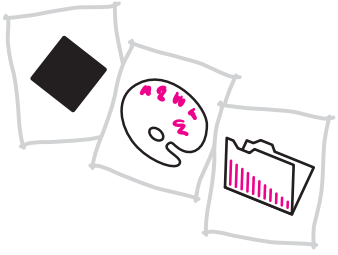
Map Symbols

Land and Water and Maps

Lesson

3

Using the Jumbo Atlas, page 18



Objectives

Students will be able to:

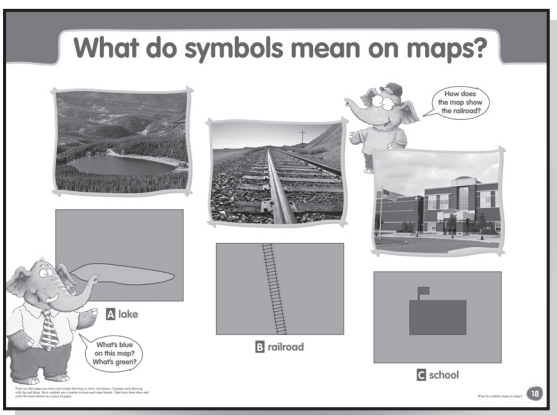
- Describe schools, lakes, and railroads.
- Identify map symbols.
- Draw map symbols.
- Use map symbols to represent classroom objects.

Vocabulary

school
symbol
lake
land
railroad

Materials

- The Nystrom Jumbo Atlas
- Activity Sheet 17, *Map Symbols*
- atlas marker
- opaque clings to cover the three map symbols (optional)
- pencils
- purple, blue, and green crayons



Getting Started

To introduce the activity, say to the class:

- Let's say someone has never seen a school.
- How would you describe our school? What makes it different from a house or a store or a park? (It's a building; it's big with lots of rooms; it has a flag and sign in front; it has a playground.)

Tell students that today they'll find out how maps show real places, like schools.

Teaching

- 1 Open the *Jumbo Atlas* to page 18. Point to the photo of the school and ask:

- What does this photo show? (a school)
- How do you know it's a school? (the flag, the size of the building)
- How is it like our school?

Uncover the map symbol for the school. Ask:

- Who remembers what a map is? (a picture that uses simple shapes to show buildings and places)
- Who remembers what a map symbol is? (a shape on a map that stands for a real object, shows its location)
- Some maps show schools with a symbol like this. What does the symbol look like? (a purple rectangle with a flag on top)
- How is the symbol like a real school? How is it different?

Emphasize that map symbols do not show everything, such as windows or doors. Point out that many map symbols are just one color.

- 2 Distribute Activity Sheet 17, *Map Symbols*. Tell students they are going to make their own set of map symbols. Have them point to the first picture. Ask if anyone knows what the letters spell. Point to *school* in the atlas caption. Have students take out a pencil and trace the letters.

On the atlas page, use the marker to trace the school symbol. With a purple crayon, draw the same shape on an activity sheet. Then have students do the same.

Check students' markings throughout the activity. Ask:

- **What color is your school symbol** (purple)
- **What does your symbol stand for?** (a school)

3 Focus attention on the photo of the lake. Ask:

- **How many of you have ever been to a lake?**
- **What is a lake like?** (It's a hole in the ground that's full of water; you can swim in it or go boating or fishing.)

Uncover the map symbol for the lake. Say:

- **This is a map symbol for a lake. Does it look anything like the real lake?** (Yes, it's the same shape.)
- **What color is the lake on the map?** (blue)
- **What do you think the blue stands for?** (water)

Have students look at the activity sheet and point to the second box. Ask if anyone knows what the letters spell. Point to *lake* in the atlas caption. On their activity sheets, have students trace the letters with a pencil.

On the atlas page, use the marker to trace the lake symbol. With a blue crayon, draw the same shape on the activity sheet. Then have students do the same.

- **What does your symbol stand for?** (a lake)
- **What color is your lake symbol?** (blue)
- **What does blue stand for?** (water)

4 Focus on the area around the lake. Ask:

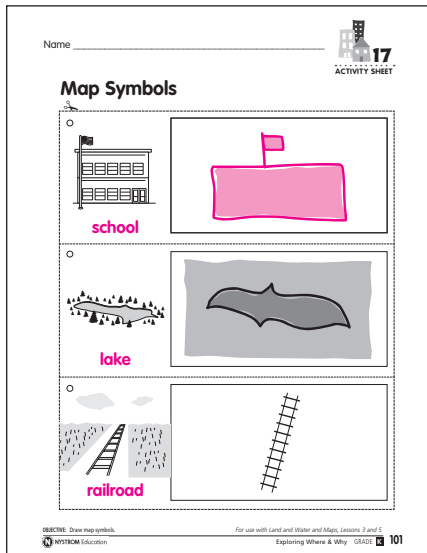
- **A lake is like a giant puddle. It's full of water.**
- **What's all around it?** (land)
- **What color is the land in the picture?** (green) **What color is the land around the lake symbol?** (green)
- **What color should we color the land around our lake symbol?** (green)

5 Focus on the photo of the railroad. Ask:

- **How many of you have ever seen a railroad?**
- **What is a railroad like?** (It's long and narrow; it has two long rails connected by shorter wooden beams.)

Uncover the map symbol for the railroad. Discuss the symbol. On the activity sheet, point to the third box. Ask if anyone knows what the letters spell. Point to *railroad* in the atlas caption. Have students trace the letters on their activity sheets.

On the atlas page, use the marker to trace the railroad symbol. Draw the same symbol on the activity sheet. Then have students do the same.

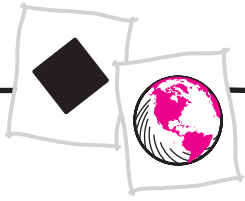


Summarizing and Assessing

Cover the map symbols on page 18 of the *Jumbo Atlas*. Have students use the activity sheet for each of the following.

- Point to your map symbol for a railroad.
- Point to your map symbol for a school.
- Point to your map symbol for a lake.
- On the atlas page, point to the school. Point to your map symbol for this place.
- Point to the land around one of your map symbols.

Clean the atlas page. Collect and check activity sheets and save for Lesson 5.

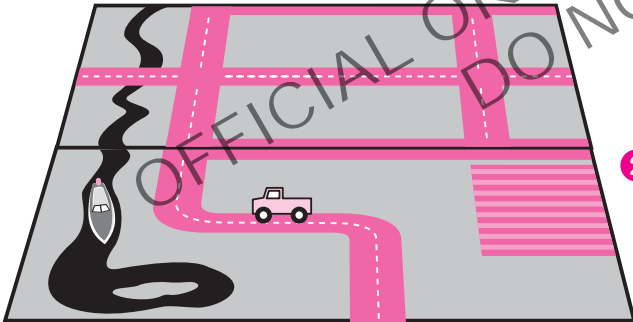


activity

Traveling by Land or Water

Materials

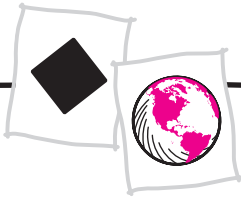
- Floor Maps B and C
- toy cars, trucks, tractors, and boats (one per student)



- 1 Display Floor Maps B and C, side by side. Say:
 - This map shows a lake and a river. Who remembers what a lake is? (a hole in the ground filled with water)
 - What does a lake look like on a map? (a blue puddle)
 - Where is a lake on this map?
 - A river is different from a lake. A river is usually longer than a lake. The water in a river keeps moving and flows into a bigger river, a lake, or an ocean.
 - On a map, a river looks like a wavy line. Who can find a river on the floor map?
 - What color is the lake? (blue) What color is the river? (blue)
 - On this map, what color is water? (blue)
- 2 Discuss land on a map, saying:
 - Maps show water. They also show land.
 - Who can point to land on this map?
 - This map also has roads. Who can point to a road?
 - Is a road on land or water? (land) What about sidewalks? (land)
 - What colors show land on this map? (mainly green, but also gray, white, and yellow)
- 3 Distribute the toy cars, trucks, tractors, and boats to students. Before each student places his or her vehicle on the floor map, ask:
 - What kind of transportation do you have? (car, truck, tractor, boat)

- Does it travel on land or water?
- What kind of land/water will you put it on?

Continue until each student has had a chance to place a vehicle on the map and name its mode of travel.



activity

Using Classroom Symbols

Materials

- Activity Sheet 18, *My Classroom*
- pencils
- crayons

- 1 Distribute Activity Sheet 18, *My Classroom*, to each student. Draw a rectangle or square on the board and tell students:

- **Today we are going to make a maps of our classroom.**
- **The large rectangle on your activity sheets will stand for the walls of the classroom.**
- **This will be where you will create your maps.**

To help students visualize the classroom on their maps, you may want to label the locations of the doors and windows on your drawing on the board.

- 2 Explain:

- **To start, we need symbols for what we want to show on our map.**
- **Remember, symbols use simple shapes to show objects. They do not show all the parts of an object.**
- **We have one symbol on our activity sheets already. What does it stand for? (teacher's desk)**

Have students hold up their activity sheets and point to the symbol for the teacher's desk. Then say:

- **Let's show the location of my desk on our map.**

- 3 Use the drawing on the board to show students where to place their symbol. Describe the location of the desk, saying, for example, "My desk is next to the wall," or, "My desk is across from the windows." Then have students draw the symbol on their maps. Walk around and check students' work as they complete this step.

- 4 Then say:

- **Now we need a symbol to show where you sit.**
- **What should our symbol look like?**

Help students design a symbol to represent their desks or tables. Draw this symbol on the board and have the class draw it in the second symbol box at the bottom of their activity sheets.

- 5 Write **desk** or **table** on the board. Have students copy the word onto the line below the second symbol box.

102 NYSTROM Education

18 ACTIVITY SHEET

Name _____

My Classroom

teacher's desk table bookcase

OBJECTIVE: Use map symbols to show locations of objects in the classroom.

For use with Land and Water and Maps, Lesson 3 Exploring Where & Why

- 6 On the board, show students where to place the second symbol on their maps. Draw a symbol to represent each student's desk or table.
- 7 Have students create the last symbol on their own. Tell them:
 - **Think of something important in our room you would like to show.**
 - **Make a symbol for this object and draw it in the third box at the bottom of your activity sheet.**
 - **When you are ready to add the symbol to your map, raise your hand.**
- 8 Check students' symbols and ask them to show you where they will place their symbol. Correct the location as needed before having them finish their maps. Also help students write a label describing the symbol below the third symbol box. Display the finished maps in the room. You could also have students use their maps to locate different objects in the room.

Extending Lesson 3



Literature Links

Your students might enjoy these books and others about land and water:

In the Small, Small Pond
by Denise Fleming

Loon Lake
by Ron Hirschi

Where the River Begins
by Thomas Locker

Good Morning River
by Lisa Westberg Peters



Science *Make Lakes and Rivers*—Set up your water or sand table so students can create landscapes. Have students work in small groups to make rivers and lakes. Have each group describe to you what they have made, pointing out land and water.



Art *Make a Land and Water Mural*—Title a piece of kraft paper **Land and Water**. Have students look through magazines and newspaper real-estate ads for photos or illustrations of scenes that show land and water and cut them out. If the newspaper ads are in black and white, have students color the land green and the water blue. When students are finished, have them paste or glue the pictures to the paper. They can then play a guessing game saying, for example, “I’m thinking of a red house with a lake and sailboat behind it. Which picture is it?”



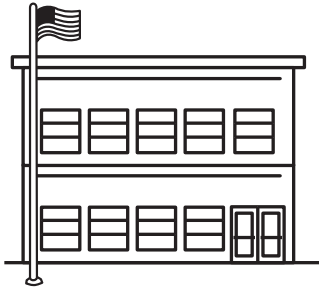
Geography *Design a Map Key*—Have students make a “map dictionary” showing all the symbols used on the classroom maps. Help students label each symbol with the name of the object it represents.

Name _____

Map Symbols



○



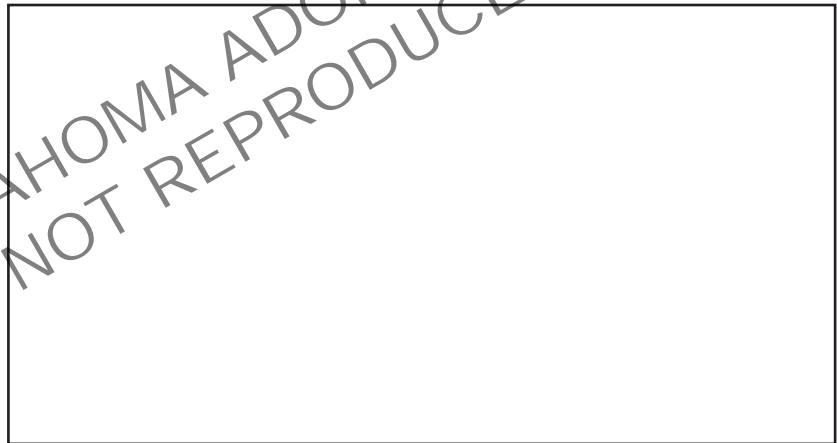
school



○



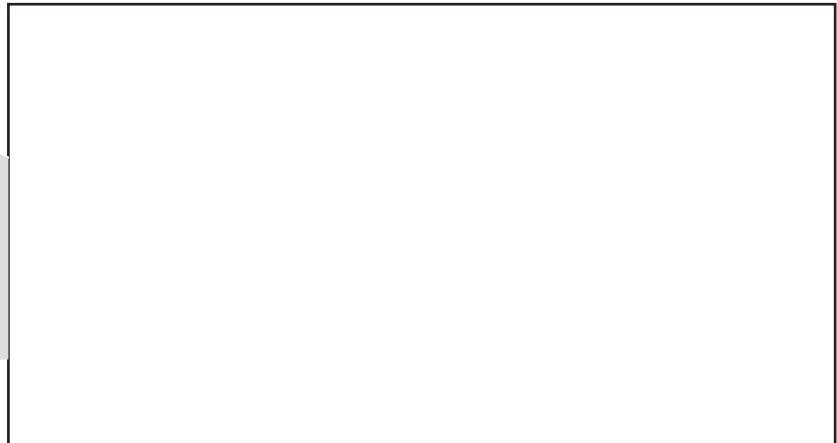
lake



○



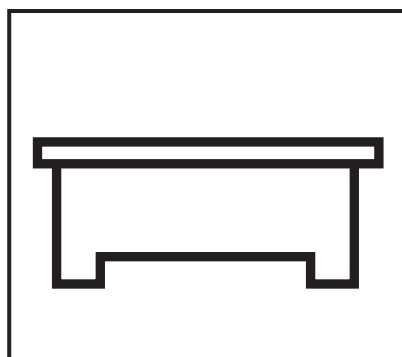
railroad



Name _____

My Classroom

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teacher's desk



OBJECTIVE: Use map symbols
to show locations of objects in the classroom.

For use with Land and Water and Maps, Lesson 3

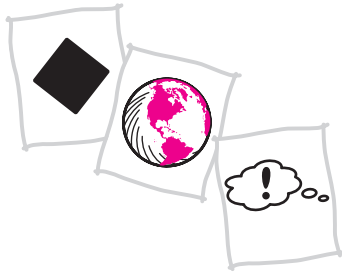
Making a Map

Land and Water and Maps

Lesson

4

Using the Jumbo Atlas, page 19



Objectives

Students will be able to:

- Identify map symbols.
- Use map symbols to make a map.

Vocabulary

house	store
symbol	lake
map key	river
school	road
barn	railroad
field	

Materials

- The Nystrom Jumbo Atlas
- Cling Sheets E and F
- atlas marker
- a key of any kind

Getting Started

Introduce the activity by reviewing map symbols. Hold up a house cling (from Cling Sheet E) and say:

- Give me a thumbs up if you know what this is.
- Thumbs up if you think this is a map symbol for a barn.
- Thumbs up if you think this is a map symbol for a house.

Continue, in the same way, reviewing the store, school, barn, and field clings from Sheet F.

Teaching

- 1 Open the *Jumbo Atlas* to page 19. Explain that:
 - This is a map, but it's not finished.
 - Today, we'll add symbols to the map.
- 2 Hold up a key. Ask students what it is and what it does. Write **map key** on the board. Have students say it with you. Point to the map key on the atlas map and say:
 - This is a *map key*. It unlocks the map.
 - A map key tells what the symbols stand for.

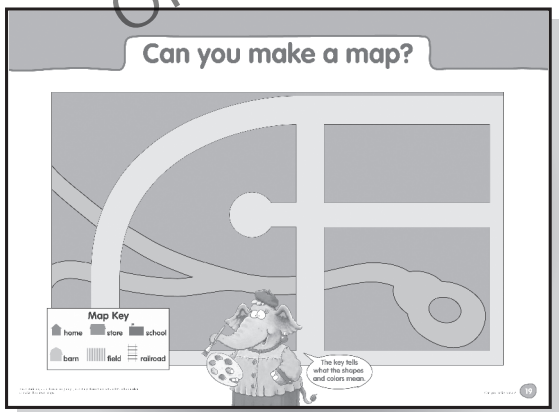
Point to each symbol and have students name it.

- 3 Review the map.
 - Point to the lake on the map. **What's this?**
 - Point to the river. **What's this?**
 - What does blue stand for on the map? (water)
 - What does green stand for on the map? (land)
- 4 Make a map of a town. First ask:
 - Where should we add a train track to the map?

Use the marker to draw tracks on the map.

Then have each student come up, get a cling, and add it to the map. Each time ask questions such as:

- What does this map symbol stand for?
- Who lives in this house?
- What kind of store is this?
- Why did you decide to put it there?



- 5 If time permits, clean the atlas page and then make a map of a farm. Add a railroad track and have students add cling symbols. Ask questions, such as:

- Where will you put the barn?
- What do they grow here? What animals live here?

Summarizing and Assessing

Before cleaning the atlas page, tell students to look at the map and answer your questions by giving you a thumbs up for yes or thumbs down for no. Ask questions such as:

- On our map, is there a house beside the river?
- Does our map have two railroad tracks?
- Does our map have two barns?
- On our map, is the field next to the road?

Have students help you put away the clings by calling on them to take away one barn, one house, and so on.

Clean the atlas page and store the clings.



activity

Making a Cookie Map

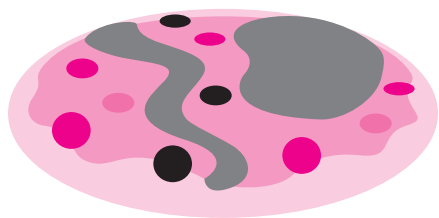
Ask students to wash their hands first.

- 1 Before students go to their centers, model how to make a cookie map. Hold up a cookie and say:

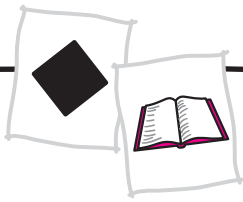
- This is my map.
- Spread green frosting on the cookie. **What do you think this stands for on my map?** (land, grass)
- Squeeze out a thin line with the blue gel. **What do you think this is?** (a river)
- Make a puddle of blue gel. **What do you think this is?** (a lake)
- Add a chocolate chip. **What do you think this stands for?** (a house)
- Add a red candy. **What do you think this is?** (a store)
- Show the class your map. **This is my map. It shows where the river, lake, house, and store are.**
- In the Social Studies Center today, you'll make your own map. You can put land and water and buildings any place you like.

Materials

- sugar cookies
- green frosting
- blue frosting or gel in a tube
- small colored candies and chocolate chips
- plastic knives



- 2 As students work on their maps, occasionally ask them to explain what the frosting, gel, or candies represent.
- 3 Let students enjoy their cookie maps now or save them for snack time or lunch.



activity


Reading a Symbol Story


Project a scan of Activity Sheets 19 and 20. Or transfer the story to sentence strips. Color in the map symbols.

This is a cumulative story, similar to *This Is the House That Jack Built*. If using a projection, cover the verses until you read them. If using sentence strips, put the title, which is also the refrain, at the top of the pocket chart and then add the verses one by one.


Materials


- Activity Sheets 19 and 20, *This is the way to Pat's school*
- overhead projector or pocket chart and sentence strips

This is the way to Pat's .

Out of the  neat and white,

turn the corner and out of sight.

Around the  big and red,

past the , behind the shed.

- 1 Tell students that you are going to read a story. Explain:
 - In some places in this story, there are pictures instead of words.
 - I want all of you to help me read the pictures.
- 2 Point to the title and read it word by word. When you get to the symbol for a school, stop and have students fill in the word.
- 3 Go on to verse 1 of the story. Stop at the picture. Ask students to fill in the missing word. (house) Continue reading to the end of the verse. Then point to the title and read it as the refrain. Again, stop at the picture and have students fill in the missing word. (school)
- 4 Move to the next verse. Read verse 2, then verse 3, and then the title.
- 5 Continue in the same way, each time adding a new verse and stopping to have students add words to the story.

Extending Lesson 4



Literature Links

Your students might enjoy these books and others about maps:

As the Crow Flies
by Gail Hartman

Mapping Penny's World
by Loreen Leedy

My Map Book
by Sara Fanelli



Dramatic Play *Act It Out*—After reading the Symbol Story a few times, have students act it out. Have them make giant pictures of the house, barn, silo, field, train tracks, river, lake, road, and school. As one student plays the part of Pat walking to school, the others hold up their signs each time Pat walks by.




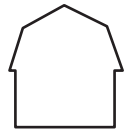



Critical Thinking *Make a Story Map*—Have students make a map of Pat's route to school. Use page 19 of the *Jumbo Atlas* and clings from Sheets E and F or use Floor Maps B and D and building models.



Geography *Make More Maps*—Place the *Jumbo Atlas* and clings from Sheets E and F in your Social Studies Center. Open the atlas to page 19. Have students work alone or in pairs, making their own maps. Have them tell others about their maps.

Name _____

This is the way to Pat's .



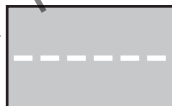
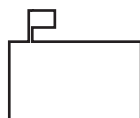
- 1 Out of the  neat and white.
turn the corner and out of sight.
- 2 Around the  big and red,
past the , behind the shed.
- 3 Over the  orange and green,
full of pumpkins for Halloween.
- 4 Left at the  shiney black,
listen closely, click-et-y-clack.

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Name _____

This is the way to Pat's .

- 5 Along the  blue and wet,
find lots of duck and fish, I bet.
- 6 Around the  clear and blue,
stay and play a minute or two.
- 7 Cross Meyer's  gray and wide,
stop and look from side to side.
- 8 Into the  yellow and new,
see Kevin, Jack, and Cindy Lou.

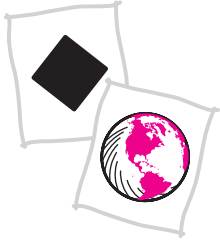
Reading Maps

Land and Water and Maps

Lesson

5

Using the Jumbo Atlas, page 20



Objectives

Students will be able to:

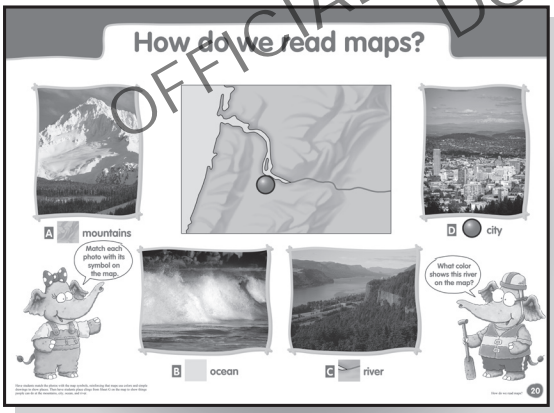
- Describe characteristics of rivers, oceans, mountains, and cities.
- Locate symbols on a map.

Vocabulary

river
ocean
mountain
city

Materials

- The Nystrom Jumbo Atlas
- Floor Map B
- Cling Sheet G



Getting Started

Introduce this activity by holding up a book and asking:

- How do you get information from a book? (by reading the words)

Hold up the floor map and say:

- To get information from maps, we have to know how to read them.
 - Maps use symbols to show things. Who remembers what a symbol is? (a shape on a map that stands for a real object)
 - Map symbols also show places. Each kind of place has its own special symbol. Different maps use different kinds of symbols.
- Point out some of the symbols on the floor map. Then say:
- Today we will learn how maps show mountains, rivers, oceans, and cities.

Teaching

- 1 Open the Jumbo Atlas to page 20. Say:

- This map shows a place much, much bigger than a town or a farm.
- The place on this map has mountains, a river, an ocean, and a city.
- What color is the land on this map? (green)

Explain that land can also be other colors on maps.

- 2 Then ask:

- Who can find the photo of a river?

Point to the caption as you read the word *river*. Then point to the symbol next to the caption.

- This is the symbol that shows a river on the map. Who can find the river on this map?
- Let's use our clings to show something we can do on a river.

Have a student place an appropriate cling (such as a fish or a boat) on the river on the atlas map.

- 3 Point to the caption as you introduce the word *ocean*. Discuss oceans, saying:

- Who can find another photo that shows water?
- This is an ocean. How many of you have been to an ocean? What was it like?
- An ocean is even bigger than a lake. An ocean is so big that it takes days for a boat to cross it.
- What color shows ocean on this map? (blue)
- Let's use another cling to show something we can do on an ocean.

Point to the ocean symbol next to the caption. Have a student find the ocean on the map and place an appropriate cling on the ocean.

- 4 In the same way, discuss the photos of mountains and a city. Have students place an appropriate cling on the mountain symbol (shaded relief) and on the city symbol (red dot) on the map.

Summarizing and Assessing

Tell students to give you a thumbs up for yes or thumbs down for no. Make statements such as the following:

- Point to the mountain photo. **This is a mountain.** (yes)
- Point to the mountain symbol on the map. **This is a symbol for mountains.** (yes)
- Point to the ocean photo. **This is a river.** (no)
- Point to the river on the map. **This stands for a river.** (yes)
- Point to the red dot on the map. **This stands for a city.** (yes)

Remove and store the clings.

activity

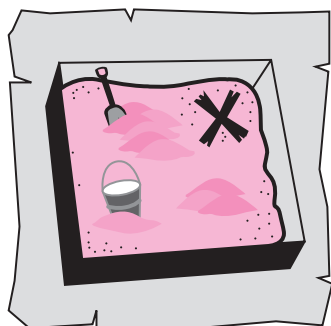
Going on a Treasure Hunt

“Bury” a treasure in a sandbox or somewhere on the playground. Then make a simple map to show where it is hidden. “Antique” the map by crumbling it, dipping it in coffee or tea, or tearing the edges.

- 1 Show the class the map. Suggest that it could be an old treasure map drawn by pirates. Ask:
 - Does anything on this map look familiar?
 - Do you think the treasure could be buried somewhere around here?
- 2 If necessary, help students read the map to discover that it shows the sandbox or the playground and school. Help them identify key landmarks on the map. Also explain that X marks the spot where treasure is buried. Before searching for the treasure, ask them to explain how they will get to the X.

Materials

- treasure (a snack, a book to read at story time, a new game)
- treasure map




Then let students begin their treasure hunt. NOTE: You may want to repeat this activity with new maps over several days so students can search in small groups.

- 3 Once students find the treasure, let them eat the once-buried snack, read the story, or play the game.



activity

Making a Map Symbols Book

- 1 Hold up a completed *Map Symbols* book. Tell students that in the Social Studies Center they are going to make more map symbols and put them together into a book.
- 2 Now hold up Activity Sheets 21 and 22. Point out that the first box is going to be the cover for their book. Show students how to use the *Jumbo Atlas* as a reference for drawing the map symbols in the other boxes. Model how to draw this symbol  for a mountain. (The last box is for students to draw a map symbol of their own.)
- 3 When students finish drawing their map symbols, tell them to cut out the boxes from these sheets and from Activity Sheet 17. Then help them sequence, punch, and fasten together the pages of their book.

Materials

- Activity Sheets 21 and 22, *More Map Symbols*
- students' completed Activity Sheets 17 (from Lesson 3)
- *The Nystrom Jumbo Atlas*
- crayons or markers
- scissors
- hole punch
- paper fasteners
- sample *Map Symbols* book

Extending Lesson 5



Literature Links

Your students might enjoy these books and others about mountains, rivers, oceans, and cities:

Atlantic

by G. Brian Karas

Miss Rumphius

by Barbara Cooney

My New York

by Kathy Jakobsen

The Sun, the Wind and the Rain

by Lisa Westberg Peters

Where the River Begins

by Thomas Locker



Geography *Read Other Maps*—Bring in a selection of different maps for students to read, such as road maps, world maps, and subway or bus maps. Show students the symbols used on each map. Have them compare the symbols on each map to the ones they have learned about.



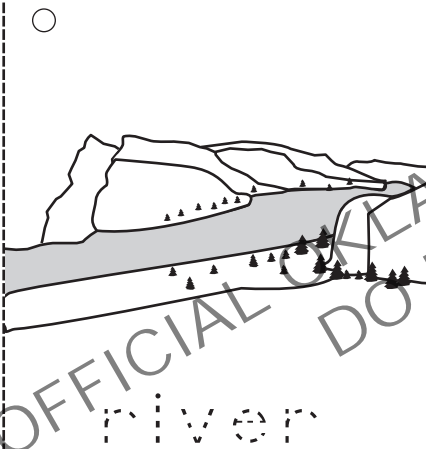
Science *Make an Ocean-in-a-Bottle*—Fill a clear plastic bottle half full of water. Add a few drops of blue food coloring. Fill the bottle with mineral oil. Put on the cap and seal with tape. Put the bottle in the Social Studies Center so students can turn the bottle on its side and move slightly to create ocean waves.

Name _____

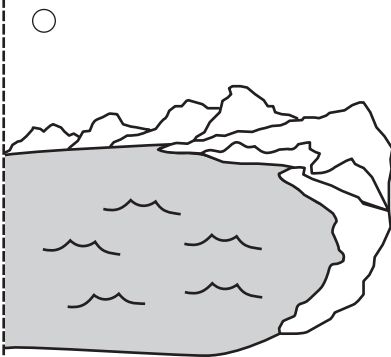
More Map Symbols



Map Symbols Book



river



ocean

Name _____

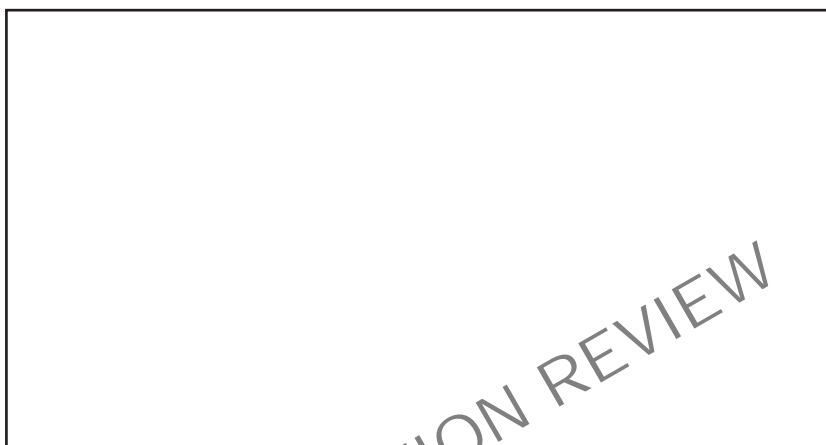
More Map Symbols



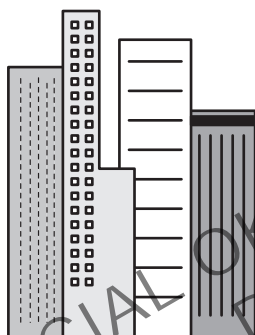
○



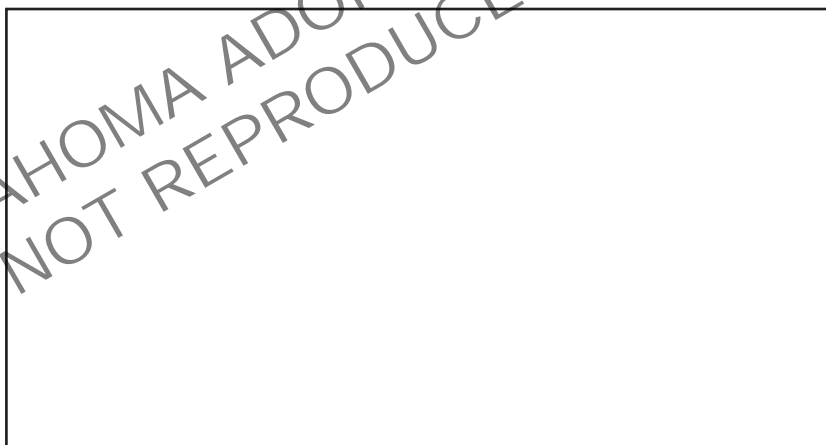
mountain



○



city



○



The United States and the World

Students learn about the United States and its location in the world, using United States and world maps and a globe. They explore four major U.S. symbols and then use maps and globes to locate their state, country, and continent. Students then discover that a globe is a model of the world.

Time Frame
4
weeks

Lessons

- 1 The United States**115
- 2 Symbols of Our Country**119
- 3 The World**122
- 4 Globes and the World**125

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



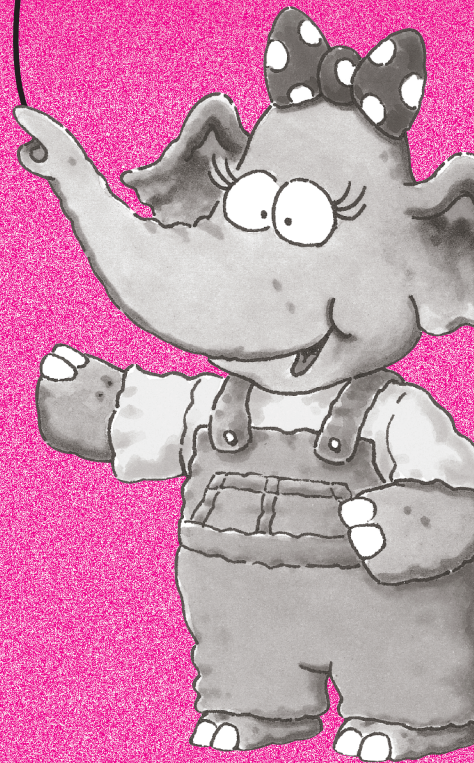
Music



Dramatic
Play



Physical
Education





Dear Family,

Our class is beginning a new theme in **Exploring Where and Why**. For the next few weeks, students will be introduced to the United States and the world. They'll identify land and water on simple maps and globes. They'll learn the stories behind four major U.S. symbols. They'll also find out where we live—in our state, in our country, on our continent, and in the world.

Home and School Connections

Here are some simple ways you can reinforce these topics.

- **Send** a postcard to our class if you go on a trip or your family goes on a vacation. Our address is:

- **Bring** back free or inexpensive "souvenirs" for the class, such as travel brochures, seashells, pine cones, foreign coins, or stamps. If you visit any U.S. monuments or landmarks, souvenirs from these places can help the class appreciate our nation's heritage.

- **Put** together the United States puzzle your child brings home. Use the completed map to point out states where friends and family live. You can also help your child color any states where he or she has been.

- **Talk** about places you've visited around the United States or the world. Share your adventures with your child.

Help your child discover the world!

Sincerely,



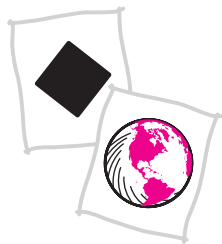
The United States

Lesson

1

The United States and the World

Using the Jumbo Atlas, page 21



Objectives

Students will be able to:

- Locate their state on a United States map.
- Identify land and water features in or near their state.

Vocabulary

country
United States
state

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheets G and H
- Nystrom First Map United States Wall Map (optional)

Getting Started

Open the *Jumbo Atlas* to page 21. Tell students:

- **This is a map of our country.**
- **Do you know the name of our country?** (United States)

Tell students that today they will use the map to find out where in the United States they live.

Teaching

- 1 Use the marker to outline the United States on page 21. If you have the Nystrom First Map Wall Map of the United States, outline the United States on it too. Explain:
 - **The United States is like our school.**
 - **Our school is made up of lots of classrooms.**
 - **In the same way, the United States is made up of lots of states.**
 - **On this map, colors show the different states.** Point to the 48 connected states as well as Alaska and Hawaii.
 - **The United States has 50 states. Lots of people live in each state.** Optional: Help students count from 1 to 50.
- 2 On the atlas page, write the name of your state. Then give students clues to help them find your state. Ask them to raise their hands as soon as they know where your state is.
 - **Our state is near the top/middle/bottom of the map.**
 - **Our state is near the left side/middle/right side of the map.**
 - **Our state is the color _____ on this map.**
 - **Our state begins with the letter ____.**Have a student point to your state. Outline it with the marker.
- 3 Turn to page 20 in the atlas. Review how maps show mountains, oceans, rivers, and cities. Turn back to page 21 or use the wall map. Ask:
 - **Look at our state. Is it near an ocean or a big lake?** If it is, have a student put the boat cling on the ocean or lake.
 - **Does our state have any big rivers?** If it does, have a student put the fish cling on the river.



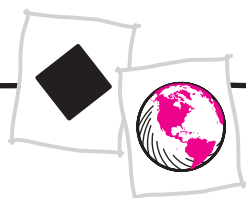
- **Does our state have any mountains?** If it does, have a student put the skier cling on them.
- **Let's mark where we live with a dot.** Add the red dot cling. If you live in the state capital, mark it with a star cling instead and tell students that on many maps, cities that are state capitals are marked by a star. Explain that a capital is a city where state leaders meet.

Summarizing and Assessing

With the clings in place, continue to display the U.S. wall map or page 21 of the *Jumbo Atlas*. Tell students to give you a thumbs up for yes or thumbs down for no to answer questions such as these:

- **Does the name of our state begin with the letter ____?**
- **Is our state near an ocean?**
- **Does our state have any big rivers?**
- **Does our state have any mountains?**
- **Do we live near the middle of our state?**

Clean the atlas page. Store the clings.



activity

Planning an Imaginary Trip

Choose a destination in another state that is familiar to you and that complements your curriculum objectives. Gather materials to help convey visual images to students about where they are going.

Plan activities appropriate to the destination, such as rides (swings or slide on the playground or at a park), games (a bean bag toss or hopscotch), activities (build sand castles at the sand table or learn a song), tours (zoo or dark cave/classroom with a flashlight).

Materials

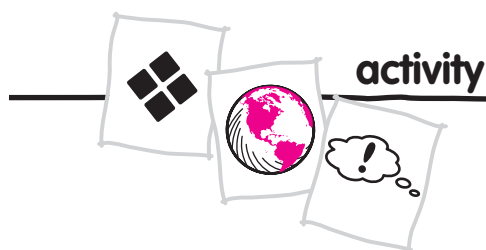
- *The Nystrom Jumbo Atlas*
- Cling Sheet G
- photos, slides, travel posters, brochures, and/or magazine pictures of a vacation spot in the United States
- any equipment needed for games or rides
- white index cards, 5" x 7"
- crayons or markers



- 1 Tell students you are going to take them on an imaginary trip. Introduce the destination by reading a story or showing photos, slides, posters, brochures, magazine pictures, or a video.
- 2 Open the *Jumbo Atlas* to page 21. Ask a student to mark your state with a cling. Then mark your destination with an appropriate cling. Say:
 - **We're going from our state to the state of _____.**
 - **How many states will we cross to get from here to there?** Have students count with you as you point.
 - **How are we going to get to _____? We are going to take an airplane/train/bus/ship!**
- 3 Have students draw a line from your home state to your destination on page 21 of the *Jumbo Atlas*. Have another

student place a cling showing your method of transportation along the line.

- 4 After your arrival, visit the places planned by describing sights, playing games, going on tours, and so on.
- 5 Wrap up the activity by giving each student an index card and having students draw a postcard of something they saw or did on the trip. Help students write a message on the back side of the postcard.



activity

Making a U.S. Map Puzzle

- 1 Open the *Jumbo Atlas* to page 21. Review the location of your state by asking:

- Is our state near the top/middle/bottom of the map?
- Is our state near the left side/middle/right side of the map?
- What letter does the name of our state begin with?
- What color is our state on this map?

Have a student outline your state with the marker or mark it with a cling.

- 2 Review the location of your imaginary trip destination in the same way.

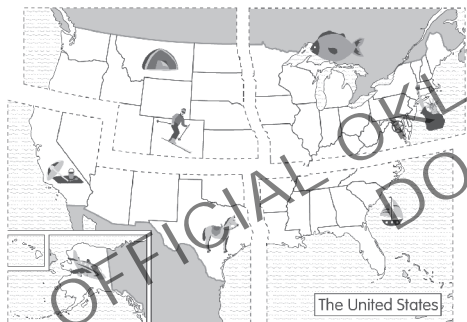
- 3 Before students go to their centers, show them Activity Sheet 23, *The United States*. Model how to complete it.

- First, color our state.
- Then color the state we took a pretend trip to.
- Now cut the puzzle apart along the dashed lines.

- 4 Place a sample activity sheet in the Social Studies Center. Help students color and cut apart their puzzles. Let students put together their puzzles. Then have them take the puzzle pieces home in a plastic bag to share with their families.

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet G or atlas marker
- Activity Sheet 23, *The United States*
- plastic sandwich bags
- sample activity sheet



Extending Lesson 1



Literature Links

Your students might enjoy these books and others about traveling around the United States:

Counting Our Way to Maine
by Maggie Smith

The Journey of Oliver K. Woodman
by Darcy Pattison

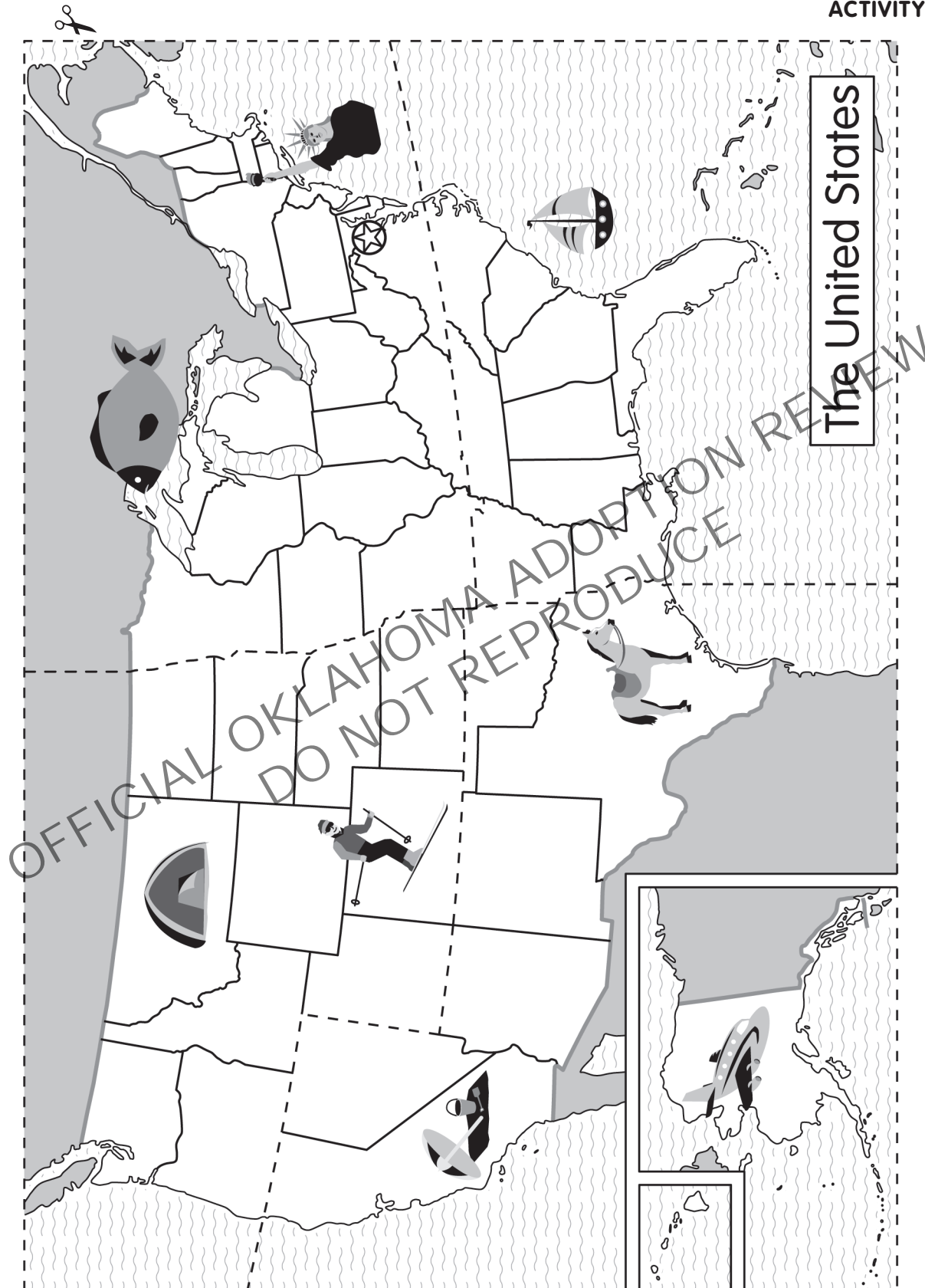
The Scrambled States of America
by Laurie Kellner

Tulip Sees America
by Cynthia Rylant



Geography *Map Your Travels*—Post a map of the United States on a bulletin board. When the class receives a postcard (see the Family Update), add it to the map, with yarn or string connecting it to the correct location. Have students help you name the display.

Name _____



OBJECTIVE: Color your state. Cut out and piece together a puzzle of the United States.

For use with The United States and the World, Lesson 1

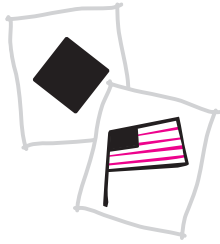
Symbols of Our Country

Lesson

2

The United States and the World

Using the Jumbo Atlas, page 22



Objectives

Students will be able to:

- Identify four major U.S. symbols.
- Explain what four major U.S. symbols stand for.
- Locate three U.S. symbols in special places.

Vocabulary

symbol
liberty

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheets A and G
- a dollar bill

Getting Started

Introduce the activity by saying:

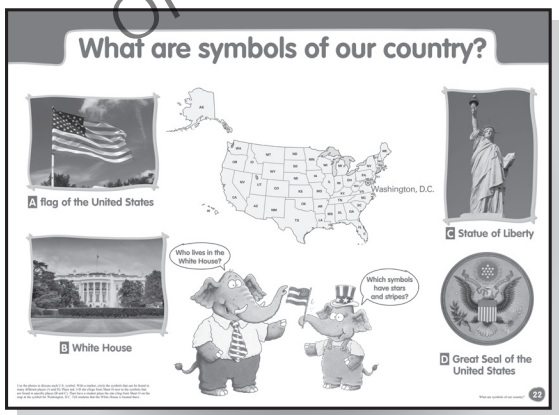
- Symbols stand for places, things, or ideas.
- What do symbols on a map stand for? (where buildings and places are)
- There are also other kinds of symbols.
- Today we are going to look at some symbols of our country.

Teaching

- 1 Open the *Jumbo Atlas* to page 22. Point to each picture and read each caption.
- 2 Say to the class:
 - Each of these is a symbol of our country.
 - Two of these symbols are special places: the Statue of Liberty and the White House.You may want to ask students if they have seen either symbol in person.
- Maps sometimes use dots to show places. Let's put a dot next to each of these symbols.

Have a student place a cling dot next to each of the captions for these symbols.

- 3 Continue by saying:
 - Let's talk about why these symbols are special.
 - Do you know who lives in the White House? (the president, the leader of our country)
 - The White House is a symbol of our country because it is where our country's leader lives and works.Draw a box around the word *Liberty*. Ask:
 - Do you know what the word *liberty* means? (freedom, the right to make choices about how to live your life)
 - Our country was started to protect people's freedom to choose their own religion, to choose their own leaders, and to live together peacefully with their neighbors. The Statue of Liberty is a symbol of this freedom.



4 Point to the atlas and say:

- **We see two of these symbols at different times, in different places. Which ones?** (the flag and the seal)
- **Where do we see the flag?** (at school, at a post office, at a police station)
- **We see the Great Seal often too. It's on the back of the dollar.**

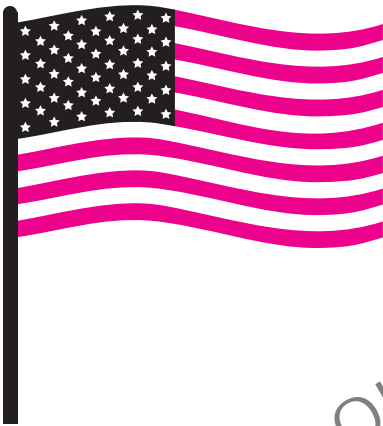
Hold up a dollar bill and point to the seal. You may want to pass the dollar around the room so each student can see the seal more closely.

- **Let's circle these symbols.**

Have a student circle the pictures of the flag and the seal in the atlas.

5 Continue by saying:

- **The flag is also a symbol of freedom.**
- **Both the flag and the Great Seal are symbols made up of other symbols. Everything you see—the stars and stripes on the flag, the eagle on the Great Seal—has a special meaning.**

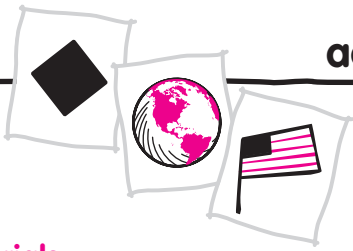


Summarizing and Assessing

Have students indicate if each of the following statements is true by giving a thumbs up or false by giving a thumbs down.

- **Each of the symbols in the atlas is located in only one place.** (false)
- **Point to the symbols labeled with dots. These two symbols are special places.** (true)
- **Point to the symbols that are circled. We see these two symbols at different times, in different places.** (true)
- **Point to the Statue of Liberty. This symbol reminds us of our government's leader.** (false)
- **Point to the White House. This symbol reminds us of our government's leader.** (true)
- **Point to the Statue of Liberty. This symbol reminds us that freedom is important to our country.** (true)

Clean the atlas page.



Materials

- *The Nystrom Jumbo Atlas*
- atlas marker
- Cling Sheets A and G
- a dollar bill



- 1 Open the *Jumbo Atlas* to page 22. Tell the class:
 - You learned that two of these symbols are located in special places. Can you tell me which ones they are? (White House and Statue of Liberty)
 - Let's locate these two places on our U.S. map.
- 2 Turn to the U.S. map on page 21 of the *Jumbo Atlas*. Say to the class:
 - The White House is in the city of Washington, D.C.
 - Let's put a dot on Washington, D.C.

Have a student come up and put a cling dot on Washington, D.C.

- 3 Continue by saying:
 - Washington, D.C., is the capital of our country. There are many important government buildings there in addition to the White House.

Hold up the Capitol Cling (from sheet G) and say:

- This is a picture of the Capitol building. It is another symbol of our country. It is where rules for our country are made.
- Let's put it on our map.

Have another student come up and place the Capitol cling near Washington, D.C.

- 4 Holding up the Statue of Liberty cling, tell the class:
 - The Statue of Liberty is in the state of New York.
 - Let's put it on our map.

Have a student place the Statue of Liberty cling just above the label for New Jersey, near the island portion of New York State.

Extending Lesson 2



Literature Links

Your students might enjoy these books and others about symbols of our country:

Looking at Liberty
by Harvey Stevenson

The Flag We Love
by Pam Muñoz Ryan



History *Discover Symbols*—Read picture books about the history of U.S. symbols to the class. Then have each student draw a poster of a symbol and give a short presentation explaining its meaning.



Math *Make Flag Equations*—Bring in pictures of old flags. Have students count the number of stars and stripes on each flag and compare their results.

Using the Jumbo Atlas, page 24



Objectives

Students will be able to:

- Locate land and water on a map.
- Locate where they live on a world map.

Vocabulary

map
water
ocean
land

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet H
- spinner*
- Nystrom First Map World Wall Map (optional)

*To make a spinner, divide a circle into 8 sections. Color them green, dark orange, yellow, purple, light orange, pink, white, and blue. Use a paper fastener to attach an arrow to the center of the circle.



Getting Started

Open the *Jumbo Atlas* to page 21. Review the page by asking:

- What does this map show? (the United States)
- Who can come up and find water on this map?
- Who can find land on this map?
- Who can find our state on this map?

Tell students that today they will find where they live on a map of the world.

Teaching

- 1 Turn to page 24 in the *Jumbo Atlas*. Say:
 - How many of you have seen a map like this?
 - This is a map of our whole world.
 - Who can find water on this map? How do you know it's water? (It's blue.)
 - All the blue places on this map are water. The biggest blue places are oceans.
- 2 Help students identify land areas on the map by asking:
 - Who can find land on this map?
 - What colors is the land on this map? (green, dark orange, yellow, purple, light orange, pink, white, gray)
 - Point to North America. This large piece of land is called North America. Point to the name and have students say it with you.
 - What color is North America on this map? (green)

Do the same for the other six continents.
- 3 Help students locate where they live by saying:
 - We live in North America. With your finger, outline North America on the map.
 - Does anyone remember the name of our country?
 - The United States is in North America. Place the clings of the 48 states, Alaska, and Hawaii on the map.
 - Now you can see the states of the United States. Can you find our state? Help students locate your state and mark it with the red dot cling. Compare the U.S. map on page 21 with the world map on page 24.

Summarizing and Assessing

Display page 24 of the *Jumbo Atlas* or the Nystrom First Map World Wall Map. Show students the spinner and ask if they know what the colors match. Have students take turns spinning the spinner and pointing to an ocean or the continent matching the color. Reinforce correct responses by naming the continent.

Clean the atlas and store the clings.



activity

Making a World Mobile

Materials

- Activity Sheet 24, *A World Mobile**
- scissors
- crayons or markers
- string, yarn, or ribbon
- glue

*Before duplicating the activity sheet, draw or trace your state onto the state piece. You may want to enlarge the pieces and make one class mobile.



- 1 Review the names of your city or town, your state, your country, and your continent.
- 2 Show students a completed mobile. Tell them they will make their own in the Social Studies Center. Model how to make the mobile from Activity Sheet 24. Say:
 - **First, cut apart the pieces.**
 - **Then put them in order from smallest to largest.**
 - Hold up the city or town piece. **Color this dot red.**
 - Hold up the state piece. **What state do we live in?** Add a red dot to show where you live. Do the same on the remaining pieces.
 - **On each of the three other pieces, you'll add a red dot, like I did, to show where we live.**
 - **Finally, you'll glue the pieces to a piece of string.**
- 3 When mobiles are complete, help students read them from smallest to largest, pointing to each piece and saying:
 - **I live in the town (or city) of _____, in the state of _____, in the United States, in North America, in the world.**

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Extending Lesson 3



Literature Links

Your students might enjoy these books and others about the world:

Me on the Map
by Joan Sweeney

Our Big Home: An Earth Poem
by Linda Glaser

Somewhere in the World Right Now
by Stacy Schuett

Where Do I Live?
by Neil Chesnow



Reading *Put Your Books on the Map*—Each time you read a book to the class that takes place in another part of the world, help students find the location on a world map. Place a reduced copy of the book's cover on the map. Or place a map in the middle of a bulletin board, the book cover on the side, and then use a piece of yarn to mark its location on the map.



Geography *Map Family Trips*—If students or their parents go on trips outside the United States, map the trips on a world map. Use the clings on sheet G to show what they might see or do.

Name _____

A World Mobile



World

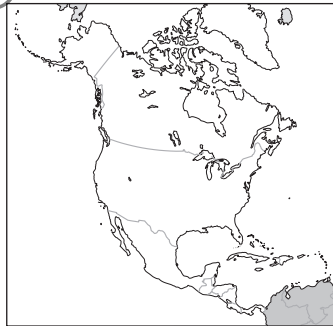


State

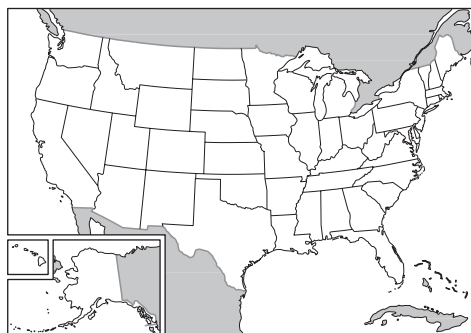
City or Town



North America



United States



OBJECTIVE: Arrange mobile pieces by size and tape onto a string.

For use with The United States and the World, Lesson 3

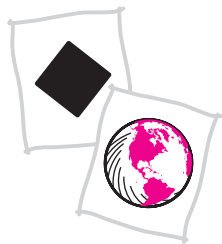
Globes and the World

Lesson

4

The United States and the World

Using the Jumbo Atlas, page 23



Objectives

Students will be able to:

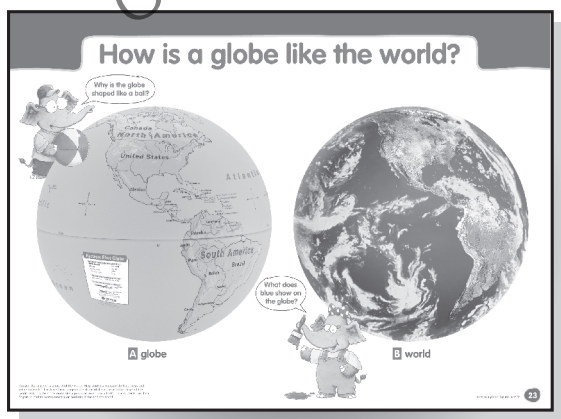
- Locate where they live on a globe.
- Compare a globe with the world.
- Identify the globe as a model of the world.

Vocabulary

map
water
land
globe
world

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- large opaque cling to cover the photo of the world (optional)
- Nystrom First Globe (optional)
- Nystrom First Map/World Wall Map (optional)



Getting Started

Introduce the activity with a riddle:

- I'm thinking of a place. It starts with the letter W.
- We live on it and you've seen a map of it.
- It has both land and water.
- What is it? (our world)

Open the *Jumbo Atlas* to page 24. Remind the class that this is a map of the world.

Teaching

- 1 Turn to page 23. Point out the photo of the globe. Say:

- A globe shows our world too.
- What colors do you see on this picture of a globe? (blue, green, dark orange)
- Turn to page 24. We live in North America. What color is North America on this map? (green)
- Turn back to page 23. What color is North America on this globe? (green)
- Where is North America on the globe?

- 2 Uncover or focus attention on the photo of the world.

- This is a photo of our world. It shows what our world really looks like. It was taken from far away.

Tell the class that the globe is like the world in some ways. Then ask:

- What color is water on the globe? (blue) in the world? (blue) They both have blue water!
- Can someone show us where land is on the picture of the globe? Can someone else show us land in the world? They both have land in the same places!
- Hold up the Nystrom First Globe or your classroom globe. Show me with your hands the shape of the globe. Show me the shape of the world. They're both the same shape!

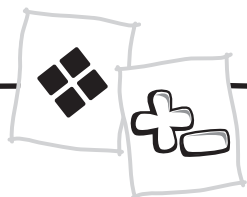
- 3 Explain that a globe is a model of the world. It shows where the land and water is in our world. If you have the Nystrom First Globe, have students compare it with the photos on page 23 and with the map on page 24 or with the Nystrom First Map World Wall Map.

Summarizing and Assessing

Have students answer the following questions by nodding their heads yes or shaking their heads no.

- Does the world have water? (yes)
- Does a globe show where water is? (yes)
- Does the world have land? (yes)
- Does a globe show where land is? (yes)
- Is a globe a model? (yes)

Clean the atlas page.



activity

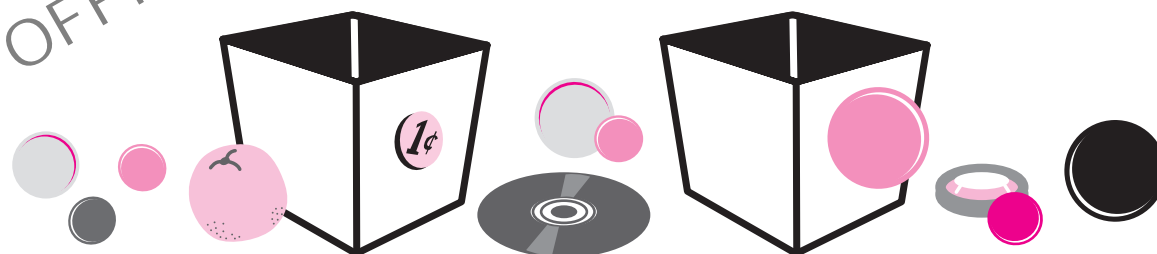
Sorting Shapes

- 1 Before students go to their centers, show them a globe. Say:
 - Show me with your hands the shape of a globe.
 - Is a globe round like a penny? Or is it round like a ball? (a ball)
 - Show students the two boxes. Which of these boxes should I put the globe in? (the box with the ball)
- 2 Show students the variety of objects you have. Explain that in the Social Studies Center they are going to sort these objects by shape—putting flat objects (circles) into the box with the penny on it and completely round objects (spheres) into the box with the ball on it.
- 3 As students work in their centers, check to make sure they are sorting correctly.

Materials

- your classroom globe
- two boxes*
- a variety of objects, some circles (flat disks, checkers, paper circles) and some spheres (balls, an orange, a marble)

*Attach a penny to one of the boxes, a ball to the other.



Extending Lesson 4



Literature Links

Your students might enjoy these books and others about the world:

Earthdance
by Joanne Ryder

Looking Down
by Steve Jenkins



Geography *Identify Land and Water*—Have students play Land or Water? with the classroom globe. One student turns the globe. Another student, without looking, points to a spot on the globe, looks, and then identifies it as land or water.

Around the World

Students look at where animals live around the world. They also explore children, families, homes, and holidays from all around the world. These lessons reinforce basic geography skills and concepts. They also help students discover that, despite our differences, all children, families, homes, and holidays are similar in many ways.

Lessons

1	Animals Everywhere	129
2	Children Everywhere	135
3	Families Everywhere	139
4	Homes Everywhere	143
5	Holidays Everywhere	148

Special Features and Their Icons



Critical Thinking

- Look for activities marked with this icon.

Curriculum Connections

- Look for these icons throughout the lessons in the program:



Geography



Civics



Culture



Economics



History



Holidays



Reading



Language
Arts



Math



Science



Art



Music

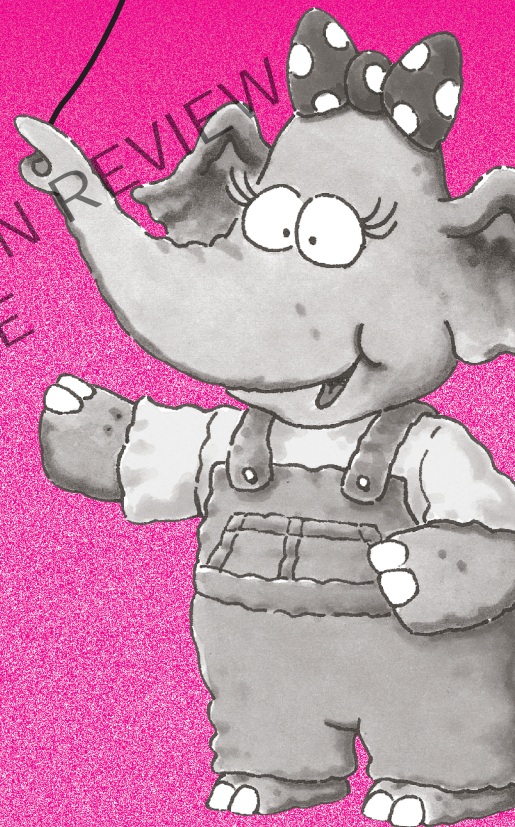


Dramatic
Play



Physical
Education

Time Frame
5
weeks





Dear Family,

Our class is beginning a new theme in our social studies program, **Exploring Where and Why**. For the next few weeks, students will look at animals, children, families, homes, and holidays from around the world. Your child will learn how animals live in hot and cold places. They also will discover that, despite many differences, all children, families, homes, and holidays are alike in many ways.

Home and School Connections

Here are some simple ways you can reinforce these topics at home.

- **Visit** a local zoo or wild animal park. See how many animals you and your child can name. Which come from hot places? Which come from cold places?
- **Send** a photo of your family to school. Include a note about what countries your family (or your ancestors) came from. Our class will use this information to trace our cultural roots on a world map.
- **Help** your child understand differences. If your child points out a person as being different or unusual, let your child know that differences can be interesting. But then turn the situation around. Have your child name several ways that person is like him or herself.
- **Describe** holidays that your family celebrated when you were a child. Talk about the special foods you ate, the games you played, and the songs you sang. Ask your child how your family celebrations are the same today.
- **Read** a book or watch a movie about children from other countries. You and your child might enjoy reading *Mama, Do You Love Me?* by Barbara M. Joosse. Or watch *Madeline* or *The Secret Garden* with your child.



Explore the world with your child!

Sincerely,

Animals Everywhere

Around the World

Lesson

1

Using the Jumbo Atlas, pages 25–26



Objectives

Students will be able to:

- Identify several animals.
- Recognize that temperatures vary in different parts of the world.
- Locate places where some animals live.

Vocabulary

tree frog	arctic fox
koala	polar bear
macaw	penguin
giraffe	Siberian tiger
Equator	

Materials

- The Nystrom Jumbo Atlas
- atlas marker

Getting Started

To introduce this lesson, open the *Jumbo Atlas* to page 25. Point to the photos and read the names of the animals with the class. Then do the same for the page 26.

Let students know that today they'll learn more about these wild animals and where they live.

Teaching

1 Tell students:

- Animals live in all parts of the world.
- Some parts of the world are hot all year long.
- Some parts of the world are cold all year long.
- We will learn about animals from both kinds of places.

2 Open the *Jumbo Atlas* to page 25. Read the speech balloons. Tell the class:

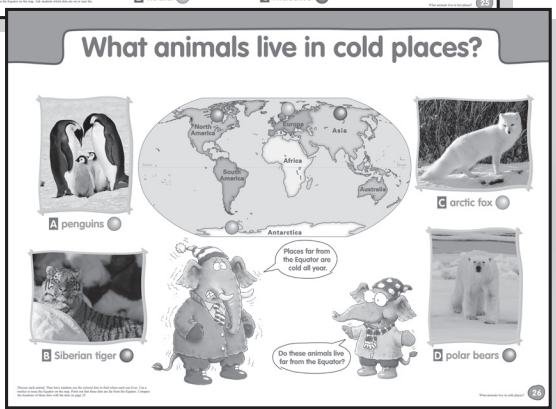
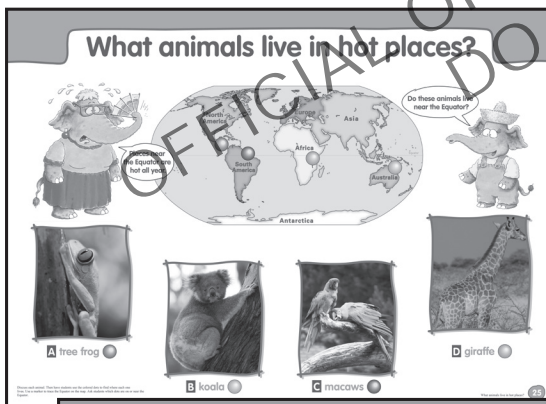
- The Equator is an imaginary line around the center of the Earth.
- Places near the Equator are hot throughout the year.
- Let's mark the Equator on this map.

With the marker, trace the Equator. Write HOT along this line, being careful not to cover any of the dots. Say to students:

- Let's see how many of these animals live near the Equator.
- The colored dot below each photo will help us find where in the world each animal lives.

Have students match the dot below each photo with the matching dot on the map. Have a student use the marker to draw lines to connect the matching dots. Then ask:

- Point to Africa. Which of these animals lives in Africa? (giraffe)
- Point to Australia. Which of these animals lives in Australia? (koala)
- Point to the Equator. Which of these animals lives near the Equator? (all four of them)



3 Open the *Jumbo Atlas* to page 26. Say:

- **Do you think these animals live in hot places or cold places?** (cold places)
- **Places far from the Equator are cold throughout the year.**

Point to the Equator to remind students of its location. Then write **COLD** at the northern and southern edges of the map.

4 Continue by saying:

- **Now let's see where in the world these animals live.**

Have students match the dots below the photos to the dots on the map. Then have a student draw a line between the matching dots. Ask students:

- Point to Antarctica. **Which of these animals lives in Antarctica?** (penguin)
- Point to Asia. **Which of these animals lives in Asia?** (Siberian tiger)
- Point to the Equator. **How many of these animals live near the Equator?** (none) **How many of these animals live far from the Equator?** (all four of them)

5 Point to the arctic fox and the polar bears. Say:

- **Animals need help to survive in cold places.**
- **What do these two animals have in common?** (They are furry, and they are white.)
- **How does it help an animal to be furry in a cold place?** (easier to keep warm) **To be white?** (easier to hide, to blend in with the snow)

6 For each atlas page, help students focus on what each animal looks like by asking animal riddles. Ask students to raise their hands as soon as they know which animal on the page you are describing. For example:

- **I'm thinking of an animal.**
- **It has four legs.**
- **It has spots.**
- **It's tall—much taller than I am.**
- **It has a really long neck. What is it?** (a giraffe)

Continue asking riddles until you have reviewed each animal on the pages.

Summarizing and Assessing

Have students answer the following by giving you a thumbs up for yes or a thumbs down for no. Turn to page 25.

- Point to the koala. **Is this a polar bear?** (no) **Is this a koala?** (yes)
- Point to the macaws. **Are these macaws?** (yes)
- Point to the Equator. **Is it hot here?** (yes)

Turn to page 26.

- Point to the tiger. **Is this a Siberian tiger?** (yes)
- Point to the fox. **Is this an arctic fox?** (yes)
- Point to the bear. **Do polar bears like to live in hot places?** (no)
- Point to Antarctica. **Is it cold here?** (yes)

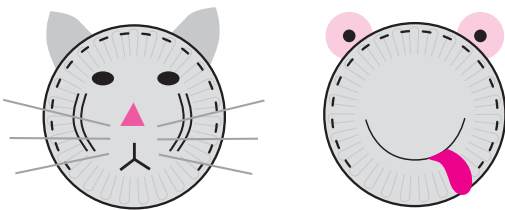
Clean the atlas page.

activity

Making Wild Animal Puppets

Materials

- paper plates (2 per student)
- green and orange paint
- construction paper
- black tissue paper (cut into thin strips)
- scissors or previously cut eyes, tongues, and ears
- white pipe cleaners
- glue
- crayons or markers
- stapler
- sample frog and tiger puppets
- plastic bugs (optional)



- 1 Before students go to their centers, show the class the sample puppets. Explain that today, in the Social Studies Center, each student is going to make one.

Optional: Divide the class into two groups. Assign one group the tree frog, the other the Siberian tiger.

- 2 Model how to make the puppet. Remind students to always work on the bottom side of the plate.

Tree Frog

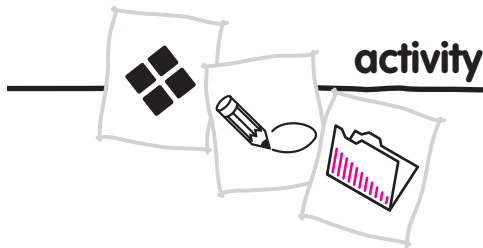
- **If you're making a frog, paint your plate green.**
- **Draw a mouth.**
- **Then cut out big red eyes and a tongue. Draw a dot on each eye. Glue the eyes and tongue onto the plate.** (Optional: Glue a bug onto the tongue.)

Siberian tiger

- **If you're making a tiger, paint your plate orange.**
- **Draw eyes, a nose, and a mouth.**
- **Cut out orange ears. Glue them to the plate.**
- **Then glue on black tissue paper "stripes."**
- **Finally, glue on the pipe cleaners to make whiskers.**

- 3 Help students decorate their plates. Then staple the decorated plate and another plate together. Leave the plates open at the bottom so that students can fit their hands inside.

- 4 Have students put their finished puppets on their hands. Have them hold up their puppets if the answer is yes. Ask:
 - Is your animal green?
 - Does your animal have stripes?
 - Does your animal live in trees?
 - Does your animal live where the weather is cold?



activity

Writing an Animal Story

Materials

- *The Nystrom Jumbo Atlas*
- Activity Sheet 25, *An Animal Story*
- crayons or markers
- rings, paper fasteners, or a notebook
- sample completed Activity Sheet 25
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr (optional)
- pictures or stencils of animals (optional)

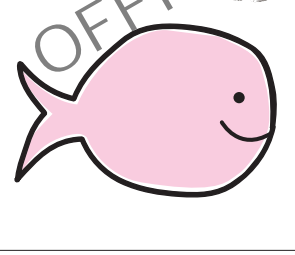
Activity Sheet 25

Name _____

An Animal Story

Danielle I Danielle

What do you see?



I see a purple fish smiling at me!

134 Nystrom Education For use with *Around the World, Lesson 1* Exploring Where & Why GRADE 1

- 1 Optional: Read Bill Martin Jr's *Brown Bear, Brown Bear, What Do You See?* to the class.
 - 2 Before students go to their centers, show them a sample Activity Sheet 25. Explain that, in the Social Studies Center today, they'll each have a chance to make a page for a class story about wild animals.
 - 3 As a class, brainstorm a list of wild animals to use in the story. Refer to the *Jumbo Atlas* for ideas.
 - 4 Then model how to complete the activity sheet. Say:
 - Your name goes on both of these lines at the top of the page.
 - Then choose an animal. What animal should I pick?
 - Draw a picture of that animal (or glue a picture of that animal) in this box.
 - How would you describe that animal? (You may want to limit descriptions to colors.) Choose one of the words to go on the first line at the bottom of the page. The kind of animal it is will go on the second line.
- Read the page to the class.
- 5 Put the pictures or stencils and sample activity sheet in the Social Studies Center. Encourage students to select a variety of animals. Help them fill in their activity sheets.
 - 6 Put the completed activity sheets together to make a class book. Read the book to the class. Optional: Send the book home for students to share with their families.

Extending Lesson 1



Literature Links

Your students might enjoy these books and others about animals around the world.

Antarctica

by Helen Cowcher

Chubbo's Pool

by Betsy Lewin

The Great Kapok Tree

by Lynne Cherry

Handsigns

by Kathleen Fain

The Seasons and Someone

by Virginia Kroll

Verdi

by Janell Cannon

Welcome to the Ice House

by Jane Yolen

What Do You Do with a Tail Like This?

by Steve Jenkins and Robin Page



Critical Thinking *Sort Animal Crackers*—Give students 10–15 animal crackers. Have them sort their crackers by animal—putting all the lions in one pile, all the bears in another, and so on. When students are finished, ask them to name the animals. You might also have students sort the animals by natural habitat or by number of legs or make a pattern for another student to match. Once students are finished sorting, let them eat their animal crackers.



Critical Thinking *Classifying Animals*—Place large green and blue cellophane circles side by side, with some overlap. Give students a variety of plastic animal models and/or animal pictures. Have them place animals that live on land on the green circle, animals that live in the water on the blue circle, and animals that live in both on the area where the two circles overlap.

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Name _____

An Animal Story

_____! _____!

What do you see?



OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

I see a _____
smiling at me!

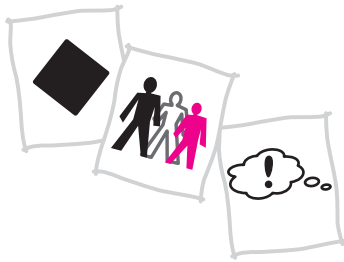
Children Everywhere

Around the World

Lesson

2

Using the Jumbo Atlas, page 27



Objectives

Students will be able to:

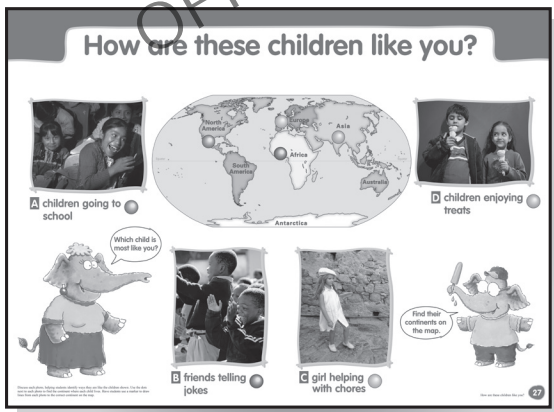
- Find similarities and differences between themselves and other children.
- Locate continents by name.

Vocabulary

alike
different
children
North America
South America
Africa
Europe
Asia
Australia

Materials

- The Nystrom Jumbo Atlas
- atlas marker



Getting Started

To introduce this lesson, ask for two volunteers. Say to the class:

- How are these two students alike?
- How are they different?

Then let students know that today they'll find ways that they are like children from around the world.

Teaching

- 1 Open the *Jumbo Atlas* to page 27. Direct attention to photo C of the girl carrying bread. Say:
 - Look closely at this picture. What is this girl doing? (carrying bread)
 - Have you ever done this?
 - Name one way you and this girl are different.
 - How are you and this girl alike? Let's see how many ways you can name. (Answers may include: we're girls, we have the same color hair, we both like bread, we both like to wear hats, we both go on errands for our families.)
 - It sounds like you two are alike in many ways!
 - Let's find out where this girl lives. The colored dot next to the photo will help us.

Have a student point to the orange dot and find the matching dot on the map. Have another student use the marker to draw a line from the photo to Europe on the map. Then say:

- 2 In the same way, discuss each of the other photos. First, ask students to describe what the child or children in each photo are doing. Also ask students to identify one way they are different from the child(ren) and several ways they are alike.

Then have students use the dots to locate the appropriate continents on the map and draw a line from each photo to its continent.

Summarizing and Assessing

Have students answer the following questions with a thumbs up for yes and thumbs down for no.

- Do children in Europe help with chores? (yes)
- Do children here help with chores? (yes)
- Do all children wear uniforms? (no)
- Do all children like to laugh and tell jokes? (yes)
- Point to Australia. Do you think children in Australia like to laugh? (yes)
- Point to South America. Do you think children in South America like to laugh? (yes)

Clean the atlas page.



activity

Playing an African Game

- 1 Open the *Jumbo Atlas* to page 27. Say:
 - Where do we live? Circle North America.
 - Do you like to play games?
 - Do you think children in other parts of the world like to play games?
 - Circle a continent. Do you think children in _____ like to play games?
 - Circle another continent. Do you think children in _____ like to play games?
 - Children everywhere like to play games!
 - Today we're going to play a game from a country in Africa called Nigeria. Circle the continent of Africa on the map.
 - This game is called Catch Your Tail.
- 2 Divide the class into two teams. Have the team members line up, each holding onto the waist of the person in front of him or her. Have the last person in each line place a scarf in his or her back waistband or back pocket. Explain that:
 - This scarf is your team's tail.
 - The idea is for the first person in your line to try to grab the other team's tail.
- 3 After each round, have the first person in line move to the end of the line and attach the scarf to his or her waistband or pocket.

Clean the atlas page.

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- 2 scarves or handkerchiefs





activity

Tasting Breads from Many Cultures

Materials

- *The Nystrom Jumbo Atlas*
- Cling Sheet H
- 4 different types of bread*
- paper plates or napkins
- ribbon
- *Bread Bread Bread* by Ann Morris or *Everybody Bakes Bread* by Norah Dooley (optional)

*Choose breads that originated on different continents, such as French bread (Europe), rye bread (Europe), tortillas (North America), pita bread (Asia), rice cakes or crackers (Asia), corn bread (North America), arapas (South America), injera (Africa), chappati (Asia), or matzoh (Asia).

*Be sure to check for allergies before having students sample the breads.

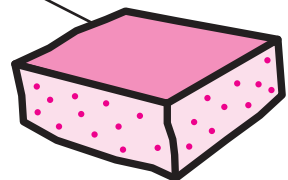
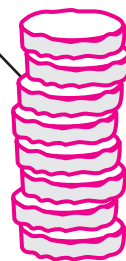
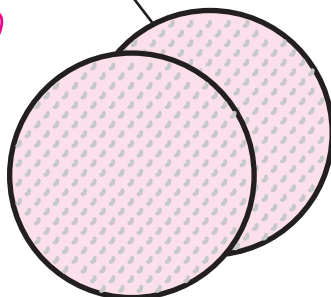
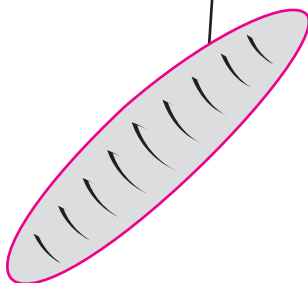
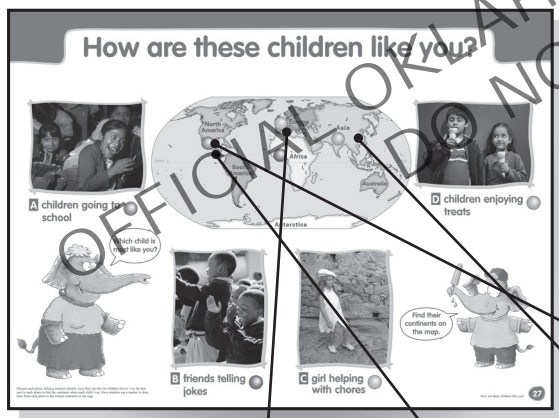
- 1 Open the *Jumbo Atlas* to page 27. Focus attention on the photo of the girl carrying bread. Ask:
 - What is this girl holding? (bread)
 - Have you ever had bread like that?
 - Where she lives, many people eat bread at almost every meal.
 - Today, we're going to taste breads from different parts of the world.
- 2 Optional: Read Ann Morris's *Bread Bread Bread* or Norah Dooley's *Everybody Bakes Bread* to the class.
- 3 Show students the four different types of bread. Name one of the breads and the continent it came from. Have a student locate the continent on the map and put a colored dot from Cling Sheet H on it. Then place one end of a piece of ribbon under the cling and the other end under the bread.

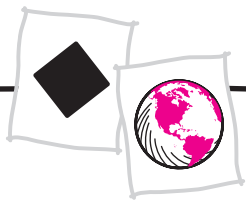
In the same way, have students mark the continents for the other three breads.

- 4 Have students taste a small piece of each of the breads.
- 5 Then ask the class:

- Which of these breads have you eaten before?
- Which of these breads are new to you?
- Which bread do you like the best?

Remove and store the clings.





Learning to Say Thank You

You may want to teach students how to say *thank you* in a different language each week.

Materials

- The Nystrom Jumbo Atlas
- Cling Sheet H

- 1 Open the *Jumbo Atlas* to page 27. Point to one of the photos and ask:
 - Where does this child live? Do you think this child speaks the same language you do?
 - We speak English. But people in other parts of the world don't speak English. They might speak French or Spanish or Chinese or Swahili.
 - Today, we're going to learn how to say *thank you* in another language.
- 2 Point to the appropriate continent on the map and place a colored dot cling there. Teach students how to say *thank you* in one of the many languages spoken on that continent. Have them repeat the word several times.
 - *Merci* (MAIR see) French
 - *Gracias* (GRAH syahs) Spanish
 - *Shieh-shieh* (SH sh) Chinese (Mandarin)
 - *Asante* (a sant EH) Swahili
- 3 As you hand something to each student (an activity sheet or a treat), have that student respond with a *thank you*.
- 4 Have students practice saying *thank you* to each other throughout this theme.

Remove and store the clings.

Extending Lesson 2



Literature Links

Your students might enjoy these books and others about children from other parts of the world:

All the Colors of the Earth
by Sheila Hamanaka

Children Just Like Me
by Barnabas and Anabel Kindersley

This Is the Way We Go to School
by Edith Baer

To Be a Kid
by Maya Ajmera and John D. Ivanko

When Africa Was Home
by Karen Lynn Williams

Whoever You Are
by Mem Fox



Culture *Compare Children*—Turn to page 2 in the *Jumbo Atlas*. Ask students to point out ways the children there are like the children on page 27 of the atlas.



Music *Learn Songs from Around the World*—Teach your class songs from other continents. Your students might enjoy singing songs like “Frere Jacques” from Europe, “Kumbaya” from Africa, or “Waltzing Matilda” from Australia.



Physical Education *Dance to Music from Around the World*—Teach your class a dance from another part of the world. Show them how to dance the macarena from Europe, South America, and North America or the chicken dance from Europe.

Families Everywhere

Around the World

Lesson

3

Using the Jumbo Atlas, page 28



Objectives

Students will be able to:

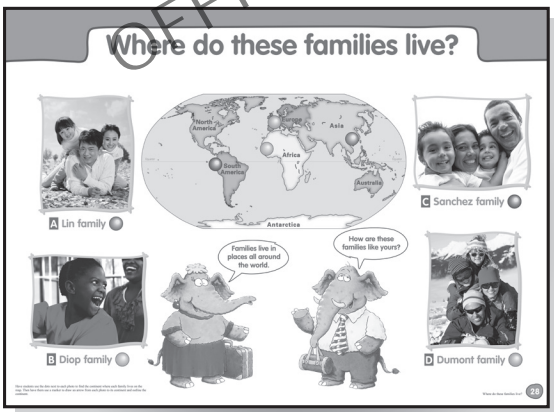
- Compare families from different parts of the world.
- Locate places on a map.

Vocabulary

family	South America
father	Africa
mother	Europe
sister	Asia
brother	Australia
North America	Antarctica

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet H



Getting Started

Introduce this activity with a riddle:

- I'm thinking of something. It begins with the letter F.
- We all have one.
- It can be big or small.
- It can have a mother, father, sister, brother, grandmother, grandfather, aunt, or uncle.
- What is it? (a family)

Let students know that today they'll talk about where families live.

Teaching

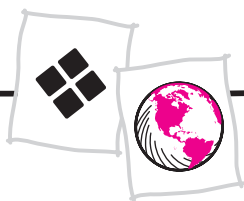
- 1 Open the *Jumbo Atlas* to page 28. Focus attention on the photo of the Lin family and say:
 - This family lives in Asia.
 - How many people are in this family? (3)
 - Raise your hand if you see a father. (yes) a mother? (yes) a sister? (yes) a brother? (no)
 - What color is the dot below the picture? (red)
 - Who can find the red dot on the map? Have a student point to the red dot.
 - Who can draw an arrow from the dot below the photo to the dot in Asia? After the arrow is drawn, have a student outline Asia.
- 2 In the same way, discuss each of the other three photos—the family's size, family members, and where the family lives. Have students connect the dots below the photos to the dots on the map and outline each continent that has a dot.
- 3 Say to the class:
 - How many different places did these families come from? Let's count them together. (4)
 - Where else could families come from? (North America, Australia) Explain that families do not live in Antarctica.
 - Families live in many places around the world.

Summarizing and Assessing

Have students answer the following questions with a thumbs up for yes, thumbs down for no, or with a show of fingers.

- Point to each family. **How many people are in this family?**
- Point to the Diop family. **Is there a mother in this family?** (yes)
- Point to the Dumont family. **Is there a father in this family?** (yes)
- Point to South America. **Does the Sanchez family live in South America?** (yes)
- Point to North America. **Are there families in North America too?** (yes)

Clean the atlas page and store the clings.



activity

Locating Family Roots

Place a world map in the middle of a bulletin board or flannel board. Give the board a title.

Display the family photos around the edge of the map. Attach a ribbon (or ribbons) to each photo. Cut each ribbon so it reaches just one continent when pulled tight—the continent (or one of the continents) that the family came from.

Materials

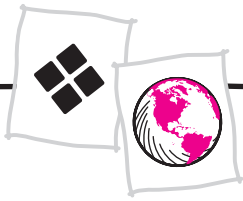
- bulletin board or flannel board
- world map
- photos of students' families
- ribbon



- 1 Before students go to their centers, point out the bulletin board/flannel board in the Social Studies Center. One by one, point to a family photo, identify the student it belongs to, and pull the ribbon to show where that student's family came from.

Explain that some families came to the United States a long time ago, maybe even hundreds of years ago. Other families came to the United States more recently.

- 2 Observe students as they work in the Social Studies Center trying to find the continent each family came from. Ask:
 - **How many different continents did these families come from?**
 - **How many came from the same continent?**
- 3 If you have a large class and/or get too many photos, change the photos every day or so. Students can try to find the correct continents on the board again.



Locating Families Around the World

Materials

- *The Nystrom Jumbo Atlas* or Nystrom First Map World Wall Map
- pictures of families from around the world
- 6 large envelopes (9" x 12" or larger)
- construction paper for postcards
- scissors
- glue or tape
- crayons or markers
- large box to hold postcards
- sample postcard



Prepare for the activity by gathering pictures of families from all continents except Antarctica. Suggestions for image sources include the internet, picture postcards, and photos from magazines. Review the Literature Links in this unit for more image sources.

In large letters, label each of the envelopes with the name of a continent. Place the pictures in the envelope labeled with the continent the subjects are from. Make sure there are pictures to choose from in each envelope.

Cut a piece of construction paper to postcard size, about 4" x 6", for each student.

- 1 Before students go to their centers, hold up one of the envelopes. Say:
 - Do you know any families that live in other parts of the world?
 - Each of these envelopes includes pictures of families living on the continent that is labeled on envelope. Let's read each label out loud.Holding each envelope so the label is facing the class, read the six labels aloud. Then ask:
 - How many continents are there? (seven)
 - How many envelopes are there? (six)
 - There is no envelope for Antarctica because no families live on that continent.
- 2 Hold up a sample postcard and model how to make a postcard, telling the class:
 - Today, in the Social Studies Center, you are going to make postcards of families around the world.
 - Use a piece of construction paper to make your postcard.
 - Choose a photo from one of the envelopes. Glue or tape the picture onto the postcard. Make sure to copy the name of the continent where this family lives onto your postcard.
 - When you have finished making your postcard, raise your hand.

Help students write a short message including something about the family on their postcards. For example, if the picture shows a sunny place in South America, you could help students write, "Greetings from sunny South America."

- 3 As students finish their work, ask them to show you their postcards. On the world wall map or on page 28 of the *Jumbo Atlas*, have them draw a dot on the continent where the family on their postcard is from. Then collect the postcards in a box.
- 4 As a follow-up activity you could have students choose postcards from the box, help them read the name of the continents on the postcards, and locate the continents on a world map.

Extending Lesson 3



Literature Links

Your students might enjoy these books and others about families around the world:

All Kinds of Families
by Norma Simon

Families
by Ann Morris



Culture *Sample Ethnic Foods*—Ask parents to bring in foods from other parts of the world. Have students taste the foods. Locate the continents where the foods came from on page 28 of the *Jumbo Atlas* or on the Nystrom First Map World Wall Map.



Holidays *Show Special Costumes*—Some students' families may have costumes they wear for special holidays or celebrations throughout the year. If so, have parents bring the costumes to class and tell students about them. Locate the continents of origin on a map or globe.

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Homes Everywhere

Around the World

Lesson

4

Using the Jumbo Atlas, page 29



Objectives

Students will be able to:

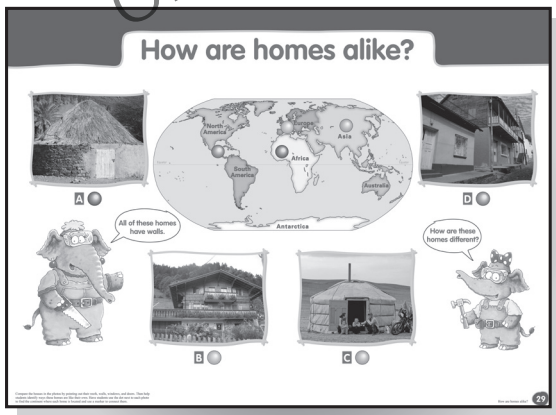
- Find similarities and differences between their own homes and other homes.
- Locate continents by name.

Vocabulary

homes
alike
different
North America
South America
Africa
Europe
Asia
Australia

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- large opaque cling to cover the map (optional)



Getting Started

To introduce this lesson, tell students a riddle:

- I'm thinking of something. It starts with the letter H.
- It comes in all shapes and sizes.
- It can be made of wood or brick.
- It can be a house or a townhouse or an apartment.
- What is it? (a home)
- Do you think homes in other parts of the world look like your home?

Let students know that they'll learn the answer today.

Teaching

- 1 Open the *Jumbo Atlas* to page 29. Point to photo B. Ask:

- Is this a home? (yes) How can you tell?
- Where are the windows? the door? the roof? Have a student point to each.
- How is this home like your home? How is it different?
- Could we see a home like this where we live?

- 2 In the same way, discuss the other three homes.

- 3 Focus attention on the map. Point to photo C and say:

- Let's connect the dots to find out where this home is.

Point to the green dot below the photo, then to the green dot on the map. Have a student use the marker to draw a line from the photo to Asia on the map. Say to the class:

- This home is in Asia.

In the same way, have students locate and draw lines from the other three photos to their matching continents on the map.

- 4 Point to the four photos and explain:

- These photos show just one or a few homes on each continent.
- Other homes look quite different. In fact, some homes there might look a lot like your home!

Summarizing and Assessing

Have students answer the following questions by nodding their heads yes or shaking their heads no.

- Point to photo D. **Do some homes in North America have walls?** (yes)
- Point to photo B. **Do some homes in Europe have doors?** (yes)
- Point to photo C. **Does this home have windows?** (no)
- Point to photo A. **Does this home have a roof?** (yes)
- **Do all homes in Africa look like this?** (no)
- **In some ways, are all these homes alike?** (yes)

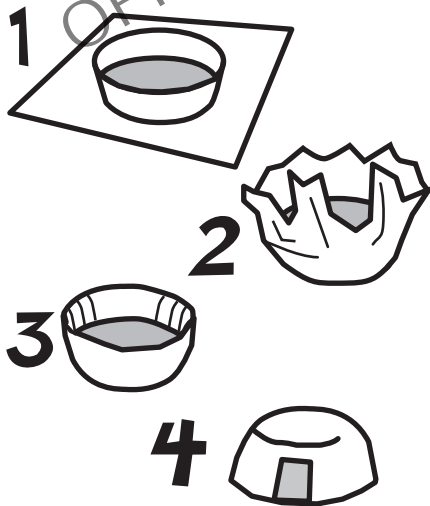


activity

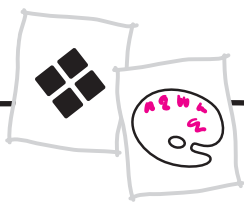
Making a Mini Yurt

Materials

- *The Nystrom Jumbo Atlas*
- Floor Maps B and D
- small clean, empty, round containers (one per student)
- paper towels
- glue
- construction paper
- scissors
- crayons or markers
- sample yurt



- 1 Before students go to their centers, open the *Jumbo Atlas* to page 29. Point out the home in Asia and explain:
 - **This house is called a yurt.** Write **yurt** on the board. It's actually a tent that can be moved from place to place.
 - **Today, in the Social Studies Center, you'll make a model of a yurt.**
 - **What shape is a yurt?** (round)
 - **What color is this yurt?** (mainly white)
 - **Does it have a roof?** (yes) **Does it have any windows?** (no) **Does it have a door?** (yes)
- 2 Hold up the sample yurt. Model how to make it.
 - **Start with a round container and a paper towel.**
 - **Cover the sides of the container with glue.**
 - **Place the bottom of the container in the center of the paper towel. Then bring up the paper towel to cover the sides of the container.**
 - **Inside the container, cover the sides with glue. Then bring the edges of the paper towel inside the container.**
 - **Cut out a paper door, color it, and glue it on your house. You're finished!**
- 3 Help students cover their containers. When the yurts are finished, let students use them on the floor maps.

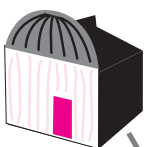
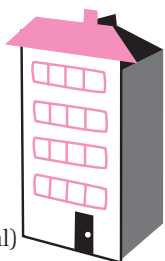


activity

Making Unique Homes

Materials

- *The Nystrom Jumbo Atlas*
- Activity Sheet 26, *My Own Home*
- Floor Maps A and C
- clean, empty milk cartons and other boxes (one for each student)
- crayons or markers
- scissors
- glue
- your art supply scrap box (optional)
- sample milk carton home



1 Before students go to their centers, open the *Jumbo Atlas* to page 29. Ask the class:

- Which of these homes is your favorite?
- What do you like best about the home?

2 Show students Activity Sheet 26, *My Own Home*, and explain:

- Today, in the Social Studies Center, you're going to make your own home.
- Start by choosing one of these two buildings. Also choose one of the roofs.
- Color the home. Add windows. You could make it look like your home or one of the homes in the atlas. Or you could make a completely different kind of home.
- Cut out the building and the roof and glue them onto a carton.

Show students your sample milk carton home.

3 Provide a sample in the Social Studies Center.

4 When the homes are finished, have students use them on the floor maps.



activity

Comparing Homes

1 Before students go to their centers, say to them:

- Think about how you would describe your home.

Ask a few students to describe their homes. To help them, you can prompt them with questions such as "Do you live in a house, an apartment, or a townhouse?" and "What color is your home?"

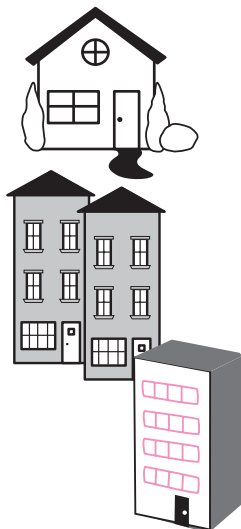
2 Then say:

- Today, in the Social Studies Center, you'll draw pictures of your own homes.
- When you're finished with your pictures, we'll compare them with pictures of other homes you have seen in the atlas.

3 Provide a sample home drawing in the Social Studies Center. As students are working in the center, walk around and have them tell you about their drawings. Be sure to set a limit on the time allowed for this part of the activity.

Materials

- *The Nystrom Jumbo Atlas*
- drawing paper
- crayons or markers
- sample drawing of a home



- 4 When students are finished drawing, open the *Jumbo Atlas* to page 29. Point to the people in photo A and say:
 - Do people live in your home? (yes)
 - Show me with your fingers how many people live in your home. Raise your hands high so I can see them!
- 5 As you say the following, point to an appropriate photo in the atlas.
 - This home has a door. Hold up your picture if your home has a door.
 - This home has windows. Hold up your picture if your home has windows.
 - This home has a roof. Hold up your picture if your home has a roof.
 - This home has walls. Hold up your picture if your home has walls.
 - Are all homes the same? (no)
 - Can different kinds of homes be alike? (yes)

Extending Lesson 4



Literature Links

Your students might enjoy these books and others about homes around the world:

Houses and Homes
by Ann Morris

My House Has Stars
by Megan McDonald

My Painted House, My Friendly Chicken, and Me
by Maya Angelou

This Is My House
by Arthur Dorros

The Village of Round and Square Houses
by Ann Grifalconi



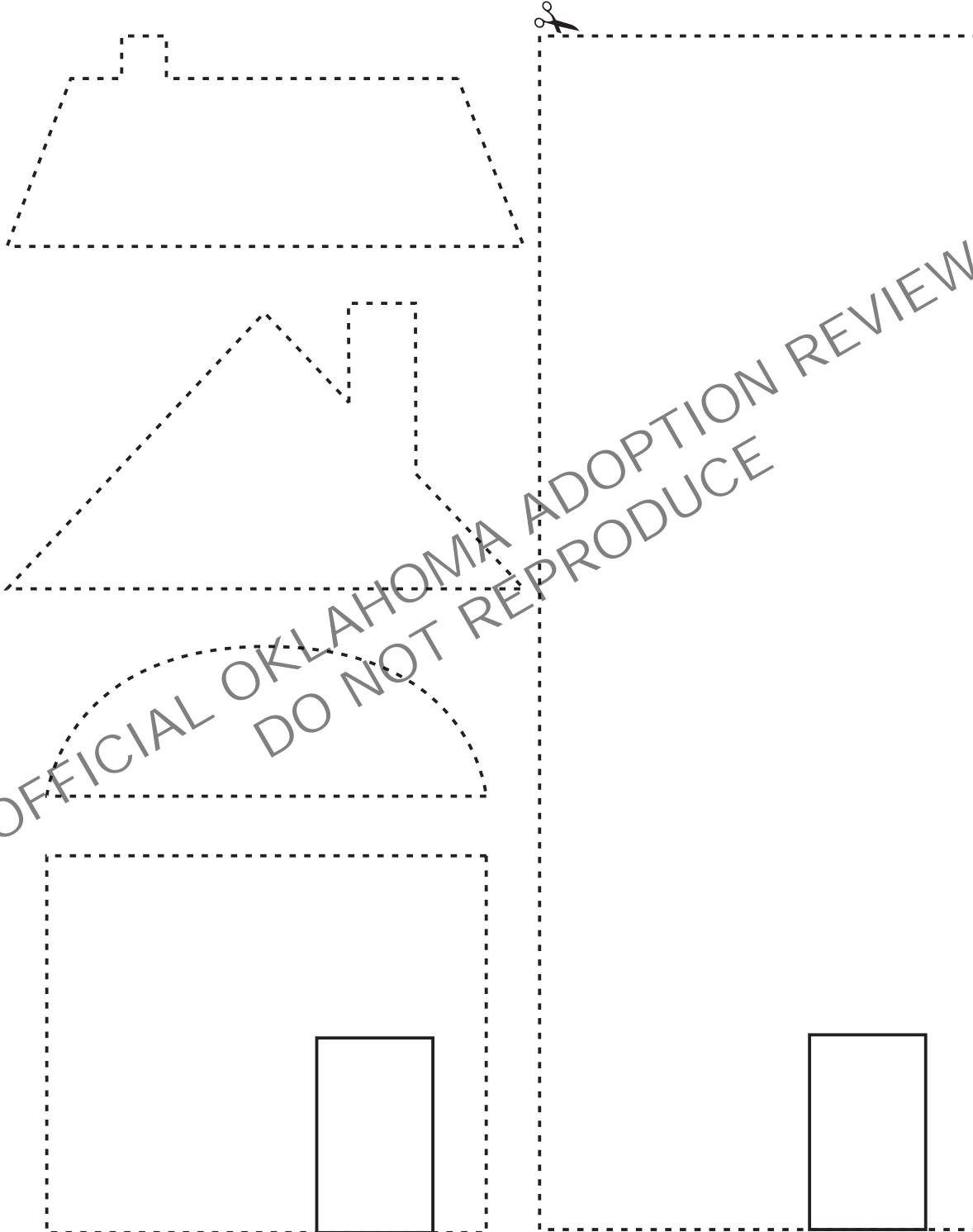
Culture *Compare Homes*—Turn to page 5 in the *Jumbo Atlas*. Ask students to point out ways the homes pictured here are like the homes on page 29 of the atlas.



Math *Find Shapes*—Make a bulletin board display of home photos. Have students find circles, squares, rectangles, and triangles in the home pictures.

Name _____

My Own Home



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Holidays Everywhere

Around the World

Lesson

5

Using the Jumbo Atlas, page 30



Objectives

Students will be able to:

- Find similarities and differences in how people celebrate special occasions.
- Locate places on a map.
- Make a time line of class birthdays.
- Identify ways people celebrate holidays.

Vocabulary

celebrate
birthdays
national holidays
festivals
weddings
time line

Materials

- The Nystrom Jumbo Atlas
- atlas marker
- Cling Sheet H



Getting Started

Introduce this lesson by saying:

- Close your eyes and think about your last birthday.
- Birthdays are special days.

Let students know that today they'll talk about special days and how people celebrate them.

Teaching

- 1 Open the *Jumbo Atlas* to page 30. Focus attention on the photo of the birthday party. Say:

- This is a birthday party. How are these people celebrating it? (with a piñata)
- Have any of you had a piñata at a party? What did you do with it? (tried to break it) What's inside a piñata? (candy, sometimes small presents)

Point out the orange dot below the picture. Have students find the orange dot on the map. Explain that the orange dot on the map shows where this photo was taken. Ask a student to use the marker to connect the two dots.

Then ask:

- Do we celebrate birthdays where we live? (yes)

Help a student place an orange dot cling near your town on the map.

- 2 Direct students to the national holiday photo. Ask:
 - What do you see in this picture? (fireworks)
 - Have you ever seen fireworks?
 - What holiday do we usually celebrate with fireworks? (the Fourth of July)
 - The Fourth of July is a national holiday. It's our country's birthday.
 - The people in this photo are celebrating their own country's national holiday.

Have a student draw a line from the photo to the map to show where this national holiday takes place. Also add a red dot cling near your town to show that you also celebrate national holidays. Then say:

- People all over the world celebrate national holidays.

3 Discuss the photo of a festival.

- **What do you see in this picture?** (a boy in a costume)
- **This boy is getting ready to march in a parade.**
- **How many of you have seen a parade? Have any of you been in a parade? Did you wear a costume?**
- **This parade is part of a festival. Have you gone to any festivals? Which ones?** Name any festivals held in your town.
- **What do people do at festivals?** (Answers may include: watch parades, eat food, ride carnival rides, participate in races or contests.)

Help a student draw a line from the photo to the map to show where this festival is held. If your town has festivals or parades, add a green dot cling near your town on the map. Say:

- **People all over the world have festivals!**

4 Finally, focus on the wedding photo. Ask:

- **How many of you have seen a wedding or pictures of a wedding? Have any of you been in a wedding?**
- **What was it like? What did people wear?**

Have a student draw a line from the photo to the wedding site on the map. Also mark your town with a purple dot cling to show that people get married here too. Then conclude:

- **People all over the world celebrate weddings!**

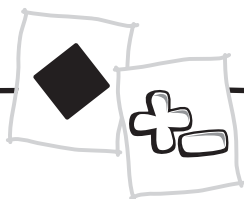
Summarizing and Assessing

As you point to each photo and ask the questions below, have students give you a thumbs up for yes or thumbs down for no.

- **Do people around the world have birthdays?** (yes)
- **Does everyone celebrate their birthday with a piñata?** (no)
- **Do people around the world celebrate with fireworks?** (yes)
- **Do people around the world celebrate national holidays?** (yes)
- **Do people around the world have parades?** (yes)
- **Do people around the world have festivals?** (yes)
- **Do people around the world have weddings?** (yes)
- **Do brides around the world wear the same wedding dresses?** (no)

Clean the atlas page.





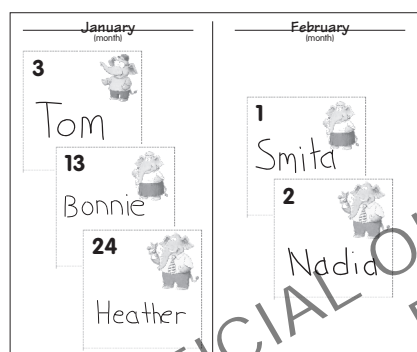
activity

Making a Birthday Time Line

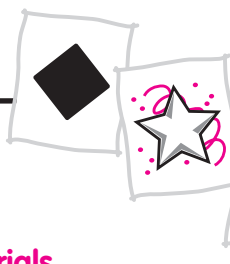
Make six photocopies of Activity Sheet 27, *Birthday Time Line*. Write consecutive months of the year on the blank lines at the top of each sheet. Arrange the sheets in sequential order along a wall of the classroom to create a time line.

Materials

- Activity Sheet 27, *Birthday Time Line*
- Activity Sheet 2, *Jumbo Family Name Tags* (cut apart) from Family, Friends, and Me, lesson 1



- 1 Distribute name tags and help students print their names on them, leaving enough room to add a month and a date. Then say:
 - **Raise your hand if you have a birthday.**
 - **Raise your other hand if you know what day your birthday is.**
 - **Everyone has a birthday. Birthdays can happen any time of year.**
 - **Let's find out when your birthdays are.**
- 2 Write each month of the year on the board. Read the name of each month and have all students who have a birthday in that month raise their hands. Help students write the month of their birthday on their name tag, using the board to help with spelling. Then have them add the day of their birthday.
- 3 Collect all the name tags and put them in a box. Then say:
 - **Today we'll use our name tags to make a time line of the birthdays in our class.**
 - **First, the box with the name tags will be passed around. Pick one tag out of the box.**
 - **When I call your name, add the birthday you chose to the right month on the time line.**
- 4 Call students up one at a time to place their name tags on the time line. Help each student put the tag in the correct place on the time line.



activity

Comparing International Holidays

Materials

- *The Nystrom Jumbo Atlas*
- atlas marker
- Cling Sheet A
- *This Next New Year* by Janet Wong (optional)

- 1 Optional: To introduce Chinese New Year to students, read Janet Wong's *This Next New Year* to the class.
- 2 Remind students of what holidays are. Ask them to name some of the holidays they celebrate with their families.
- 3 Open the *Jumbo Atlas* to page 7. Circle the photo of Chinese New Year. Say to the class:
 - **Some of the holidays that are celebrated in other parts of the world are also celebrated in our country.**
 - **Let's read the name of this holiday.**

4 Continue by saying:

- Raise your hand if you celebrate New Year's Day.
- Our new year begins on January 1. Many people around the world celebrate the beginning of the year on a different day.

Point to the picture of Chinese New Year and say:

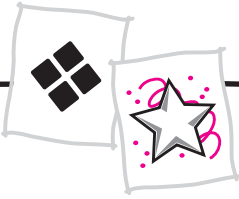


- People in China usually celebrate their New Year sometime in February. It is not on the same day each year.

Have a student draw a line from the photo to the word *February*.

- 5 Turn to the world map on page 30 of the *Jumbo Atlas*. Write **Chinese New Year** on the continent where it is celebrated (in the approximate location of China). Have a student outline the continent you labeled.
- 6 Explain that Chinese New Year is also celebrated in the United States, where we live. Place a red cling dot on the United States. Have a student draw lines from the cling to the name of the holiday.
- 7 Tell the class:
- Let's compare this holiday with ones your family celebrates.
 - Do people in Asia celebrate the New Year? (yes)
 - Is Chinese New Year on the same day as ours? (no)

Clean the atlas and store the clings.



Celebrating with Me

Prepare for the activity by writing on strips of paper the names of holidays you have previously discussed with your class.

Optional: Work with the school librarian to gather a selection of picture books about or related to various holidays. You could read some of these aloud to the class before beginning the activity, or have students use the books to get ideas for their posters.

See [Literature Links](#) for suggestions.

Materials

- strips of paper with holiday names written on them
- blank strips of paper to list celebration activities
- drawing paper
- crayons or markers
- pencils
- two small boxes
- sample poster
- picture books on holidays (optional)

- 1 Before students go to their centers, remind them of what they have learned about celebrations. Open the *Jumbo Atlas* to page 30. Say to the class:

- **There are lots of different ways to celebrate.**

- **Let's think how we celebrate together.**

Point to the picture of the birthday party and say:

- **We often celebrate birthdays by having parties.**

What do we do at birthday parties? (give gifts, play with piñatas, have cake, blow out candles, get together with family and friends)

- 2 Help students think of activities people do at each of the celebrations shown in the atlas photos. Write their suggestions on the blank strips of paper. Place the holiday names and celebration activities in two separate boxes.

- 3 Hold up the strips with the celebration activities and tell the class:

- **We know lots of ways to celebrate.**

- **Today, in the Social Studies Center, you are going to make a poster inviting people to your own celebration.**

Hold up the sample poster and say:

- **You can choose one of the holidays we have talked about, or you can use what you have learned to create your own celebration.**

- **First, write the name of your celebration at the top of the page. You can use the word strips with holiday names to help write the name.**

- **Then choose two activities from the word strips with celebration activities that you'll have at your celebration. Copy them on the bottom of the page.**

- **Draw a picture that shows your celebration.**

- 4 In the Social Studies Center, help students choose the correct word strips to copy onto their posters. When the drawings are finished, display them around the classroom.



Extending Lesson 5



Literature Links

Your students might enjoy these books and others about holidays and celebrations around the world:

Birthdays Around the World

by Mary D. Lankford

Celebrations

by Barnabas and Anabel Kindersley

Dumpling Soup

by Jama Kim Rattigan

Jamela's Dress

by Niki Daly

Light the Candle! Bang the Drum!

by Ann Morris

Mice and Beans

by Pam Muñoz Ryan



Holidays *Compare Holiday Celebrations Around the World*—Refer students to page 8 of the *Jumbo Atlas*. Discuss different ways people celebrate a holiday (Christmas, Hanukkah, Kwanzaa, or another) in our country. Then describe the celebrations in other countries. Have students compare these celebrations with their own.

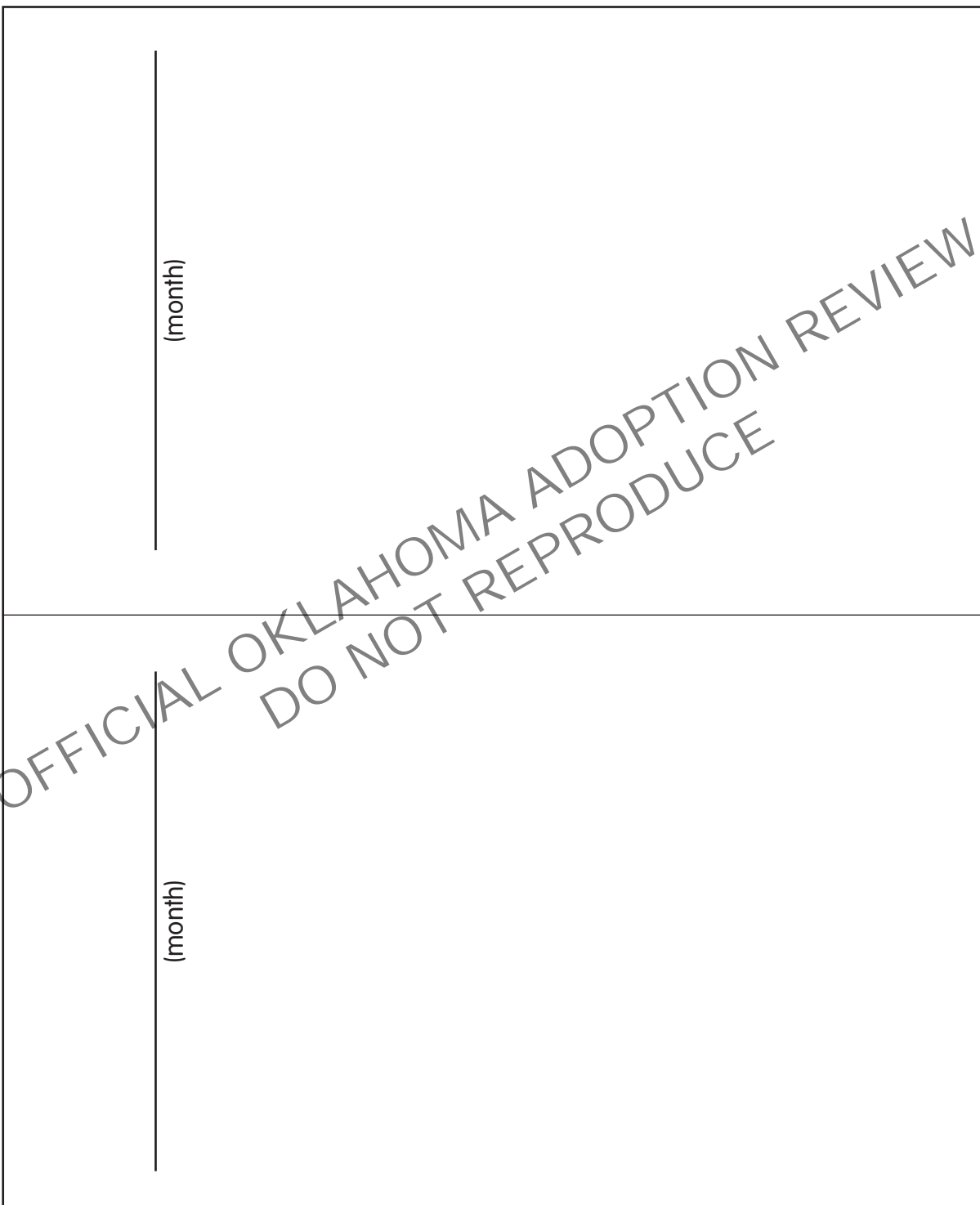


Holidays *Break a Piñata*—Buy a piñata or have the class help you make one. Fill it with candy or small prizes. Then let students take turns trying to break the piñata (without a blindfold). Insist that all other students sit behind a line while someone is swinging a stick at the piñata.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

Name _____

Birthday Time Line



Literacy Lessons

These Literacy Lessons complement the other lessons in this program. They do not take their place. Together they exemplify how *The Nystrom Jumbo Atlas* develops and applies critical thinking and in-depth analytical skills.

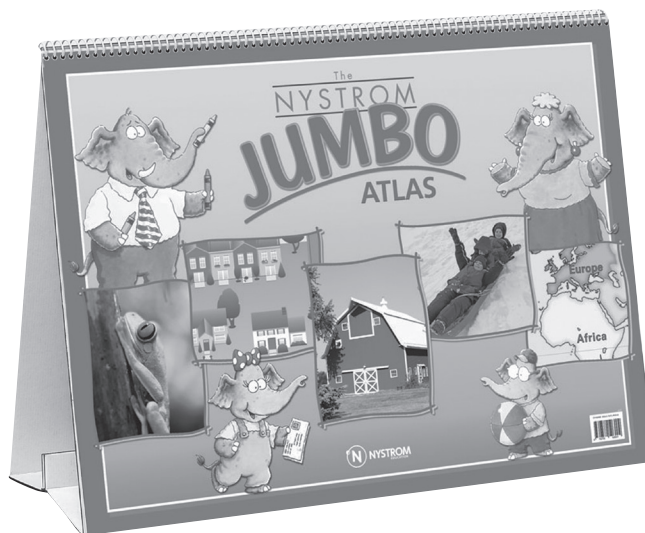
These 15 lessons provide models that can be used with other parts of the atlas, as well as with other social studies materials. Using them throughout the year will give students multiple opportunities to apply these skills in the context of Social Studies.

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Lessons

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How to Use the Literacy Lessons

Most state standards for English Language Arts recommend that 50 percent of the text read by students by the time they reach grade 4 be informational text. The language in *The Nystrom Jumbo Atlas* is informational text. The atlas includes a variety of text and photographs, as well as maps.

These lessons can help you apply English Language Arts skills and concepts in the context of Social Studies.

Teaching Tips

- All lessons use the *Jumbo Atlas*. Many use a map marker. A few lessons also use clings. Any additional materials needed are listed under the lesson title.
- Each lesson can serve as a model to use with other pages in the *Jumbo Atlas*.
- As you become familiar with these lessons, you will see ways to combine and apply your state standards with the atlas, as well as with other programs and materials.



Understand Print Features

Using the Jumbo Atlas, page 2

Explain to students that today they will look at how words are organized on an atlas page.

Word Organization

1 Open the *Jumbo Atlas* to page 2. Say:

- **The first thing you read on an atlas page is the title. Who can point to the title?** Have a student come to the atlas and point to the title.
- **Where is the first word of this title? Where is the last word of the title?**
- **What is the title of this page?** (Who goes to this school?)

Point to each word as you read the title together as a class. Then say:

- **When you read a sentence, you read from left to right.**
- **How many words are in this sentence?** (5) **Notice that there is a space between each of these words.**

2 Point out to the class that:

- **In this atlas, there are letters in purple boxes. Who can find one of those letters? What letter is it?**
- **These letters show you the best way to read the page.**
- **Where is the A? Now point to the B.**
- **Notice that we started reading the title at the top of the page. Then we read down. When you read a page in a book, you read from top to bottom.**

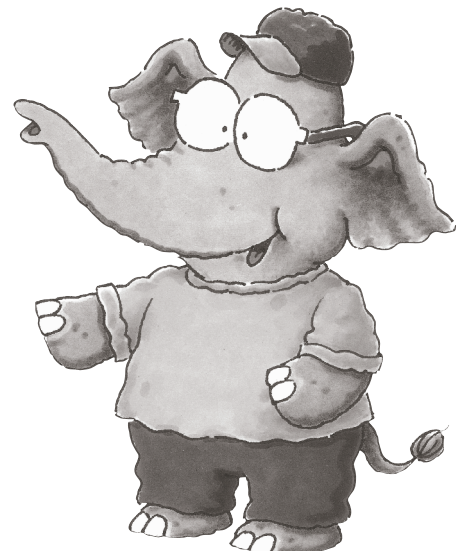
Uppercase and Lowercase Letters

3 Say to the class:

- **This atlas page has a lot of words. Those words are made up of letters.**
- **Look at the title again. What letter does it start with? (W)**
- **Is it an uppercase or capital W or a lowercase w?** (uppercase)
- **Let's see how many other uppercase letters we can find.**

Have students point to the uppercase letters on the atlas page. (Don't forget to look at words on the picture map. Note that these letters are all uppercase.)

4 Now have students look for examples of lowercase letters. Have students take turns pointing to the letters on the atlas page.



Understand Question Words

Using the Jumbo Atlas, pages 2–5

Explain that in this lesson students will focus on question words and what they mean.

Identify Questions

- 1 Open the *Jumbo Atlas* to page 2. As a class, read the title question. Then say:
 - **The title of every page in this atlas is a question. How do you know it is a question?** (It asks you something. It ends with a question mark.)
 - **Questions always end with this mark. It is called a question mark.** Ask a student to come up and circle the question mark.
 - **But most questions also start with a question word. What word does this sentence start with?** (Who) Ask another student to underline *Who*.
 - **Who is a word that let's you know the question is about people.**
 - **How would you answer the title question?** (Kate, Don, James, Maria)
- 2 Turn to page 3. As a class, read the title question. Then say:
 - **What question word does this sentence start with?** (How) Ask a student to underline *How*.
 - **How is a word that let's you know the question wants you to describe the way something is done.**
- 3 Turn to page 4. As a class, read the title question. Then say:
 - **What question word does this sentence start with?** (Where) Ask a student to underline *Where*.
 - **Where is a word that let's you know the question wants you to name a place.**
 - **How would you answer the title question for the Garcia family?** (They live in the house with a red dot, the blue house.)

Ask Questions

- 4 Flip through pages 2–4 again. Ask if students can point out all the question words on each page. Write them on a list on the board.
- 5 Turn to page 5. As a class, read the title question. Then read the two speech balloons. Ask:
 - **How would you answer each of these questions?**
 - **What other questions do you have about this page?** (Questions might include: Who lives in these homes? How many apartments are in building C? How can you tell where one townhouse stops and another begins?)



Using the Jumbo Atlas, page 3

Explain to the class that there are several ways to get the information they need to answer a question.

Gather Information

- 1 Open the *Jumbo Atlas* to page 3. As a class, read the title question.
- 2 Have students look at photo A. Read its caption. Then ask:
 - **What are these children doing?** (One is helping the other buckle his helmet.)
 - **Are these children getting along?** (yes)
 - **How many of you think helping our friends is an example of how we get along?**

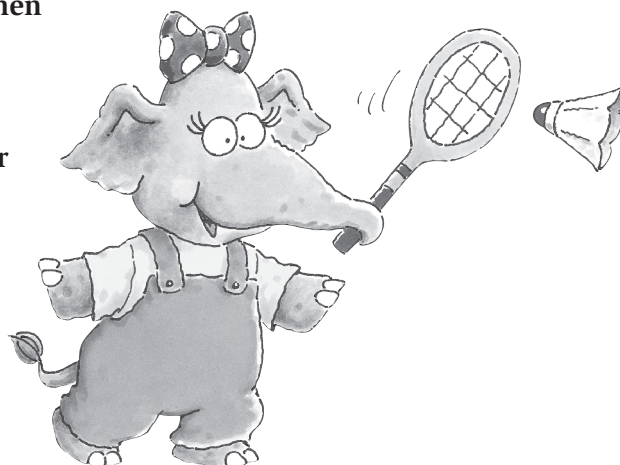
Discuss the other three photos in the same way.

Recall Experiences

- 3 Focus attention on photo C. Then read the boy's speech balloon. Ask:
 - **Think about a time you played with a friend. Who were you with?**
 - **What did you do? Did you pretend you were a princess, like the girls in photo C? Did you go sledding like the boys in photo D? Did you play a game? Did you make something?**
 - **Did you both have a good time? Did you both laugh and tell jokes?**
 - **How well did you get along with your friend?**

Encourage several students to describe one experience they had playing with a friend.

- 4 As a class, make a list of tips for getting along when playing with friends. Suggest that students think of things that work when they play with their friends. List their tips on the board. The list may include:
 - **Share toys and other play equipment.**
 - **Talk about what you'd each like to do or play.**
 - **Take turns doing something you want to do and then something the other person wants to do.**
 - **Take turns if there is just one thing to play with.**
 - **Teach the other person how to play a new game or learn a new craft or activity.**
 - **Help each other.**
 - **Don't argue.**
 - **Say please and thank you.**
 - **Try not to break things.**



Describe People and Places

Using the Jumbo Atlas, page 4

Explain that today students will see how closely they can look at pictures and describe details.

Describe a Family

- 1 Open the *Jumbo Atlas* to page 4. As a class, read the title question.
- 2 Focus attention on photo C, the Clark family. Ask:
 - **How many people are in this family?** (4)
 - **What would you call each of the members of this family?** (a mother, a father, their daughter, their son)
 - **If you didn't know this was a family, how would you describe the people?** (a girl, a boy, a man, and a woman)
 - **What can you tell me about the girl in the picture?** (Students may mention: She is about five or six years old. She is smiling. She has lost some of her baby teeth. She has black hair in ponytails. She is wearing a thick jacket. You can't see her shoes or socks.)
 - **Based on what the family is wearing, how would you describe the weather?** (cold)
 - **Where are they?** (outside)
 - **What else can you tell us about this picture?**

Describe a House

- 3 Point out the dot next to the Clark family name in the caption. Say:
 - **What color is the dot?** (green)
 - **Can you find another green dot on the page? Where is it?** (on a house on the picture map)
 - **What do you think this dot tells us?** (This is where the Clark family lives.)
- 4 Have students look closely at that house. Ask:
 - **What color is the outside of their house?** (yellow) **What color is the roof?** (brown) **What color is the front door?** (blue)
 - **How many floors does the house have?** (two) **How can you tell?** (There are two rows of windows)
 - **Is this a big or little house? How many families live in it?** (The answer will depend on students' own experiences.)
 - **What else can you tell us about the house and its yard?**



Participate in a Class Project

Using the Jumbo Atlas, page 6

Also needed for this lesson: Cling Sheet A (optional)

Explain to students that today they are all going to participate in a project.

Discuss Favorite Seasons

- 1 Open the *Jumbo Atlas* to page 6. As a class, read the title question.
- 2 Focus on picture A, fall. Ask the class:
 - **What is the weather like in this place in fall?** (It is cool, but not really cold.) **What happens to the trees?** (The leaves begin to change color and drop from trees.) If weather in your area is the same year-round, focus on holidays celebrated in that season instead.
 - **What do you like to do in fall?** (Answers may include: rake leaves, jump into leaves, play soccer, carve pumpkins.)
 - **What holidays do we celebrate in fall?** (Halloween, Thanksgiving)

In the same way, discuss each of the other seasons.

- 3 Review some of the points just discussed about each season. Then explain that each student is going to vote for his or her favorite season. Give each student a dot cling to place below a season in the *Jumbo Atlas*. Or have each student add a tick mark below the season using the map marker.

Give students time to cast their votes.

Tabulate Results

- 4 As a class, count the number of clings or tick marks below each season. Write and circle each total. When you are finished, read and point to all four totals. Then ask:
 - **Which season got the most votes?**
 - **This is our class's favorite season. It might not be *your* favorite season, but it is the class's.**
 - **Which season was our second favorite? Third favorite? Least favorite?**
- 5 Work with the class to write a few short, simple sentences about the class's favorite season. One sentence should mention how many votes it received. Another sentence might mention why people liked that particular season.



Identify Similarities and Differences

Using the Jumbo Atlas, page 7

Also needed for this lesson: *Apple Pie 4th of July* by Janet S. Wong

Explain that in this lesson students will look at the way two different books explore the same topic.

Read Two Texts

- 1 Open the *Jumbo Atlas* to page 7. As a class, read the title question.
- 2 Point out photo C. Ask:
 - **What does this caption say?** (Fourth of July)
 - **How are these children celebrating the holiday?** (They are waving flags.)
 - **What are they wearing?** (They are wearing red, white, and blue clothes.) **Why?**
- 3 Read the book *Apple Pie 4th of July* to the class.
- 4 Ask the class:
 - **How did the family in the story spend the Fourth of July?** (They worked in their store, cooking and selling things, including Chinese food. The girl watched a parade. Later, the family watched fireworks from their roof.)
 - **What did the girl have on?** (She wore a red and white striped T-shirt and blue overalls.) **Why?**

Compare Two Texts

- 5 Help students identify similarities in the two texts. Hold the cover of *Apple Pie 4th of July* up next to page 7 of the atlas. Ask the class:
 - **What words are the same in both books?** (of, July.) Point out that Fourth and 4th are two ways of writing the same word.
 - **What else is alike in both pictures?** (People are wearing red, white, and blue.)
 - **How did the two towns celebrate the Fourth of July in the same way?** (They both wore red, white, and blue.)
- 6 Discuss differences in the two texts. Ask students:
 - **Which people do we know more about, the people in the story or the people in the atlas?** (The people in the story.)
 - **Where did the family in the story live?** (Above their store.)
 - **Where did some of the people in the atlas photo probably live?** (Somewhere with a yard.)
 - **What else is different between the two books?**



Categorize Objects

Using the Jumbo Atlas, page 9

Explain to the class that places can be put into groups or categories.

Categorize Places

- 1 Open the *Jumbo Atlas* to page 9. As a class, read the title question.
- 2 Read the first question in the speech balloon. Then ask:
 - **How many places to live can we find on this picture map? Let's mark each one with an L for Live.** Have students take turns coming up and marking homes with an L.
 - **We put these buildings into a group. What can we call this group?** (places to live, homes, shelter)
- 3 Read the second question in the speech balloon. Then ask:
 - **How many places to buy things can we find on this picture map? Let's mark each one with a B for Buy.** Have students take turns coming up and marking stores with a B. **What can you buy here?**
 - **We put these buildings into a group. What can we call this group?** (places to buy things, stores)

Categorize Things

- 4 Explain to the class that all kinds of places and things on this map could be put into groups or categories. Have students find and mark objects that fit into each of the following categories.
 - **Places to play:** Mark with a P. (This can include homes, as well as play equipment.)
 - **Things that make you stop:** Circle them.
 - **Things that grow:** Draw boxes around.
 - **Signs with four letters in them:** Put a 4 in front of them.
 - **Signs that start with an S :** Underline the S.
 - **Things that are purple:** Draw a star ★ on them.
- 5 Have students suggest other groups they could classify places or things on the map into. Mark each in a unique way. Then ask:
 - **Did any buildings or things on the map fall into more than one category?** (Homes may be places to live, places to play, and have things that grow. Stores might also have signs with four letters or signs that start with S.)
 - **Were there any groups that only had one item in it? Does that count as a group? (no) How could we change that group to include more places or things?**



Write Informative Text

Literacy
Lesson

8

Using the Jumbo Atlas, pages 11–12

Explain to the class that the *Jumbo Atlas* is an example of a book that tells you about something.

Read the Title and Captions

- 1 Open the *Jumbo Atlas* to page 11. As a class, read the title question. Then point to each photo and read its caption.
- 2 Explain that:
 - These captions are examples of one kind of writing.
 - They don't tell a story. They don't try to get you to agree. They provide information.
 - Each caption has a topic. What is caption A about? (a police officer)

Write a New Caption

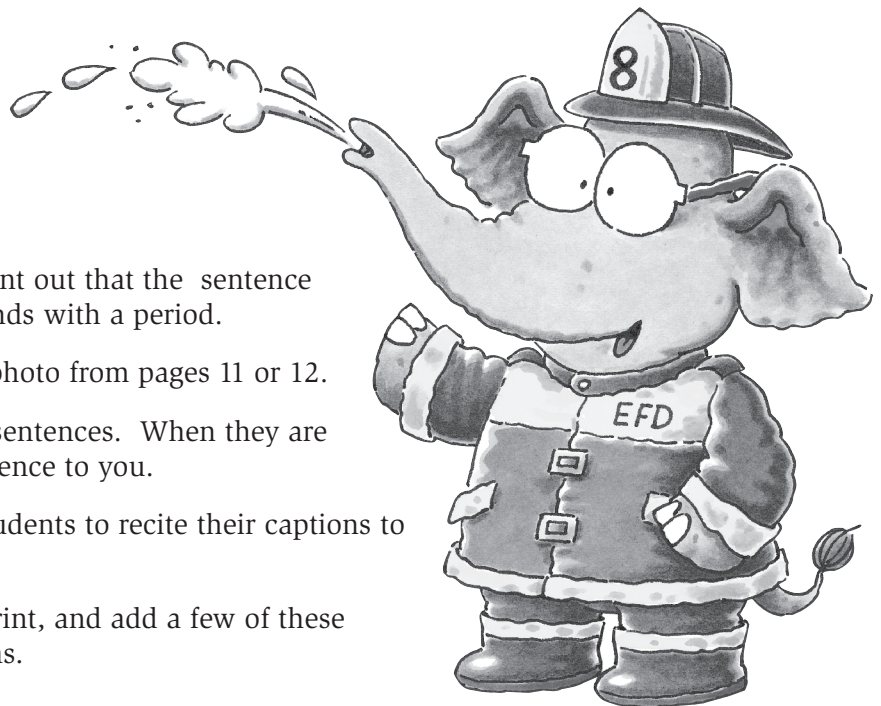
- 3 Read the speech balloon. Then say:
 - You are going to write a new caption for one of the photos on pages 11 or 12.
 - Your caption will tell where that worker works.
- 4 Model how to write a caption. Say:
 - Together we are going to write a new caption for photo A. What does its caption say? (police officer) These words will be part of our new caption.
 - On the picture map, where do police officers work? (police station) Where else do police officers work? (They walk or drive around the neighborhood. Some police officers work in schools. Others direct traffic.)
 - What should our caption say about police officers and where they work? As a class, write a new caption for the photo. Keep it simple, such as "Police officers work at the police station."

Write the sentence on the board. Point out that the sentence starts with an uppercase letter and ends with a period.

- 5 Assign or let each student choose a photo from pages 11 or 12.
- 6 Give students time to work on their sentences. When they are ready, have students dictate the sentence to you.

When they are finished, ask a few students to recite their captions to the class.

- 7 Optional: Use a computer to enter, print, and add a few of these captions under the photos in the atlas.



Using the Jumbo Atlas, page 13

Explain that today the class will learn how words, photos, and maps work together.

Relationships between Words and Photos

- 1 Open the *Jumbo Atlas* to page 13. As a class, read the title question.
- 2 Point to caption A. Read the caption. Then ask:
 - **What does the word say?** (cow)
 - **What is the photo of?** (a black and white cow)
 - **Does the word tell you what is important in the picture?** (yes)
- 3 Move on to caption B. Read its caption. Again ask:
 - **What does the word say?** (barn)
 - **What is the photo of?** (a red barn)
 - **Does the word tell you what is important in this picture?** (yes)
- 4 In the same way, discuss caption C. Then explain that:
 - **The crop in this picture is potatoes. Where are the potatoes?**
 - **Crops include corn, wheat, and carrots. What other crops can you name?**

Relationships between Photos and Maps

- 5 Read the father's speech balloon to the class. Then ask:
 - **Where is the photo of the barn?**
 - **Is there a barn on this picture map? Point to it.** Draw a line from the photo to the red barn on the map.
 - **Where is the photo of a cow?**
 - **What do you see on the barn on the picture map?** (a picture of a cow) **Why?** (Cows sleep there.) **Cows also graze in a pasture.** Draw a line from the photo to the pasture next to the barn on the map.
- 6 Read the mother's speech balloon to the class. Then ask:
 - **Where is the photo of crops?**
 - **Are there any fields of crops on this picture map? Point to them.** Draw lines from the photo to the fields.
 - **What grows in fields?** (crops) Have students name possible crops that could grow in each field.
 - **What kinds of places and things are on a farm?** (a barn, animals, fields of crops)



Using the Jumbo Atlas, page 14

Explain that today the class will look closely at a picture map.

Identify Details in a Neighborhood

- 1 Open the *Jumbo Atlas* to page 14. As a class, read caption B. Explain that today the class will focus on the picture map of a neighborhood in a town.
- 2 Help students look at details in the town map. Ask:
 - **How many buildings do you see?** (8–11) **How many are places where people live?** (6–9)
 - **Does this neighborhood have streets? Point to them. Does it have sidewalks? Point to them.** Don't forget sidewalks up to houses.
 - **Does this neighborhood have any signs? Point to them.** Don't forget the stop sign and the small white sign on the mailbox.
 - **Does this neighborhood have any water? Point to it. What do fire hydrants provide?** (water) **How many do you see?** (two)
 - **If you were outdoors in this neighborhood, where could you sit down?** (bench between the police and fire station, police station steps, front steps of houses, grass)
 - **What kinds of things that grow do you see?** (grass; trees; bushes; hedges; flowers in the ground, in pots, and in window boxes)

Identify Details on a Building

- 3 Focus students' attention on the blue house. Ask them:
 - **Are we looking at the front, back, or side of the house?** (side or back) **How can you tell?** (There is no front door.)
 - **How many windows are on this side of the house?** (six)
 - **Which window do you think is for the kitchen? Which window is for a child's bedroom?**
 - **How many floors does this house have?** (two) **How can you tell?** (There are two rows of windows.)
 - **How many chimneys does this house have?** (two)
 - **What do you think the small blue section near the street is?** (a shed, entry, addition on a room)
 - **What do you think the cement coming from the sidewalk is?** (a driveway, a sidewalk up to the front door, a patio)
 - **How many colors of plants are growing around the house?** (red, orange, purple, blue, green, black, pink)



Determine the Meanings of Words

Using the Jumbo Atlas, pages 18, 22

Explain to the class that today they'll learn the meaning of a new word.

Map Symbols

- 1 Open the *Jumbo Atlas* to page 18. As a class, read the title question. With a marker, underline the word *symbols*. Read it, spell it, and read it again.
- 2 Say to the class:
 - ***Symbols* is a word you probably don't know. This page is about *map symbols*.**

Point to the B in a purple box. Explain that:

- **Item B has three parts. What are they?** (a photo, a map, and a word or caption) **What does the word say?** (railroad)
 - **Who can come up and trace the railroad tracks in the photo?** Have a student trace the tracks.
 - **What does the railroad look like on the map?** (black lines) **How does it look like the photo?**
- 3 Have students compare the other photo and map pairs on the page in the same way. Explain:
 - **The drawings of the lake, railroad, and school on the maps are all symbols.**
 - **These symbols don't look exactly like the photos. But they represent, or stand for, places on a map.**

Symbols of Our Country

- 4 Turn to page 22. As a class, read the title question. With a marker, underline the word *symbols*.
- 5 Have students look at each photo and read its caption. Say:
 - **Look at the photo of the flag of the United States. What do you see?** (red stripes, white stripes, a blue box, white stars)
 - Point to the map of the United States. **This is our country, the United States.**
 - **The flag doesn't look anything like our country. But the flag represents our country.**
 - **So does the White House, Statue of Liberty, and Great Seal.**
 - **When people see them, they think of the United States.**
 - **They are all symbols of our country.**
- 6 Point out that:
 - **Both map symbols and symbols of our country have the word *symbols* in them.**
 - **How are map symbols and symbols of our country alike?** (They both stand for something else.)



Using the Jumbo Atlas, page 19

Also needed for this lesson: Cling Sheets E and F

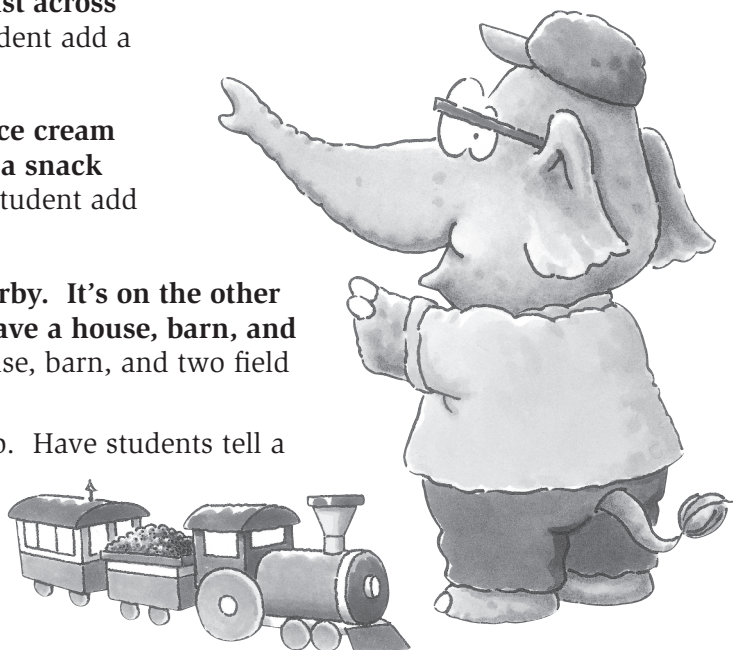
Explain that today the class will add drawings to a map to provide details for a story.

Identify Map Symbols

- 1 Open the *Jumbo Atlas* to page 19. Read the title question. Explain that today the class will make a map.
- 2 Point out the map key. Explain that:
 - This box shows the pictures, or symbols, we can add to the map. We have clings for most of these symbols.
 - Look at the first symbol. What does it stand for? (home) Does it look like a house?In the same way, discuss the other five symbols. (Map symbols were introduced in Lesson 11.)

Add Symbols to a Map

- 3 Let the class know that you are going to tell them a story. Explain that as you tell the story, students are going to use clings to add symbols to the map.
 - Andy lives in a house on a *cul-de-sac*. That's a fancy word for a dead-end street. His street looks like a ball on the end of the road. From the back of his house, Andy can see the river. Have a student find a house cling on the cling sheet and add it to the *cul-de-sac*.
 - Three other families live on the *cul-de-sac*. Have three more students add house clings to the *cul-de-sac*.
 - Late at night, when it gets really quiet, Andy can hear trains on the railroad tracks. The tracks are on the other side of the road that curves. Have students use a marker to draw railroad tracks on the map.
 - Andy has a short walk to school. It's just across a busy road from his block. Have a student add a school cling.
 - Across the street from the school is an ice cream stand. Sometimes Andy stops there for a snack on the way home from school. Have a student add a store cling.
 - Andy's grandparents live on a farm nearby. It's on the other side of the river, next to a lake. They have a house, barn, and two fields. Have four students add a house, barn, and two field clings to the map.
- 4 Remove the clings and marks from the map. Have students tell a new story and add clings to the map.



Identify the Main Topic

Using the Jumbo Atlas, page 23

Explain to the class that words and pictures can help them identify the main topic of a page.

Information from Words

- 1 Open the *Jumbo Atlas* to page 23. Explain that:
 - **Today, we'll try to figure out the main topic—what this page is all about—using information from its words and pictures.**
- 2 As a class, read the title question. Say:
 - **In this atlas, the title question hints at the main topic. What hints does it give you?** (It's about globes and the world. It will look at ways they are alike.)

Information from Pictures

- 3 As a class, read the captions for photos A and B. Then have several students come up and point to the photo of the world and the photo of a globe.
- 4 Read the boy's speech balloon to the class. Ask:
 - **Look at the photo of the globe. What shape is it?** (round, like a ball)
 - **Look at the photo of the world. What shape is it?** (round, like a ball)
 - **Why do you think the globe is round like a ball?** (because it shows the world)
- 5 Read the girl's speech balloon to the class. Say:
 - **I'm pointing to a blue area on the globe. Now I'm pointing to the same blue area on the world.**
 - **What do you think the blue is on the photo of the world?** (water, oceans)
 - **So what do you think the blue shows on the globe?** (water, oceans)
 - **What other things are alike on the world and the globe?** (Green and tan areas on the world are the same shapes as green and orange areas on the globe.)
- 6 Have students think about all the things they just discussed about this atlas page. Ask:
 - **What do you think the main topic of this page is?** (Answers will vary. Students may mention: The globe and world are alike. They are the same shape and show some of the same things.)
 - **If you could give this page a new title, what would it be?** (Titles will vary. Students may say: *A globe is like the world.*)



Using the Jumbo Atlas, pages 25–26

Explain to the class that two ideas are sometimes connected.

Animals in Hot Places

- 1 Open the *Jumbo Atlas* to page 25. As a class, read the title question.
- 2 Point to photo A. Read its caption. Point out the red dot next to the name of the animal. Say:
 - **Where do you think tree frogs live? Find their home on the world map.** (Tree frogs live in North America in the area shown by the red dot.)In the same way, point to the other animals, read their captions, and find their homes on the map.
- 3 Read the mother's speech balloon. On the map, point out the Equator. Trace it across the map. Also read the girl's speech balloon. Then ask:
 - **Which of these animals live along the Equator?** (macaw and giraffe) **Which live very close to the Equator?** (tree frog and koala)
 - **Which of these animals live in places that are hot all year?** (tree frog, koala, macaw, giraffe)
 - **How are these animals connected?** (They all live in hot places. They all live near the Equator. They live in places that have trees. They all have eyes and mouths.)

Animals in Cold Places

- 4 Turn to page 26. As a class, read the title question.
- 5 Also look at each photo, read its caption, and find the animal's home on the map.
- 6 Read the father's speech balloon. On the map, point out the Equator. Trace it across the map. Also read the son's speech balloon. Then ask:
 - **Which of these animals live on or near the Equator?** (none of them)
 - **Which of these animals live far from the Equator?** (penguins, Siberian tiger, arctic fox, polar bears)
 - **Which of these animals live in places that are cold all year?** (penguins, Siberian tiger, arctic fox, polar bears)
 - **How are these four animals connected?** (They all live in cold places. They live far from the Equator. They live in places that have snow. The animals have white on them.)
 - **Is there any connection between these animals and the animals on page 25?** (They are all animals. Distance from the Equator affects how warm they are or how they live.)



Using the Jumbo Atlas, page 27

Explain to the class that photos can provide ideas for a story.

Find a Story Idea

- 1 Open the *Jumbo Atlas* to page 27. As a class, read the title question. Then look at each photo and read its caption.
- 2 Explain that today the class will write a story about one of those photos. Have students vote for the photo on page 27 that they would like to use.
- 3 Say to the class:
 - **Our story doesn't have to be true. But it has to be about the people in the photo.**
 - **What story ideas do you have for this photo?**

Write their ideas on the board. Then have the class choose one of these ideas or combine several ideas.

- 4 Draw the diagram to the right on the board. Then say:
 - **Stories have a beginning, a middle, and an end.**
 - **How could we start our story? Beginnings often introduce the characters in the story and tell something about where they are and what they are doing.** Write the event on the diagram, under *Beginning*.
 - **What could happen next? The middle of a story usually describes a problem.** Write that event under *Middle*.
 - **How will our story end? The ending often tells how the problem is solved.** Write an event under *End*.

Beginning
Middle
End

Write a Class Story

- 5 As a class, use this outline to write the class story. Encourage students to add details to the story to explain what happened.
- 6 Read the story to the class. Ask students:
 - **Are the events in the story in the right order? If not, how could we fix it?**
 - **How else could we make our story better?**

Work with students to edit the story.
- 7 Have students draw pictures illustrating various events in the story.
- 8 Help the class make a final copy of the story with their illustrations. Save a copy of the story in the class library.



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