



K-2 Geography:

Maps!



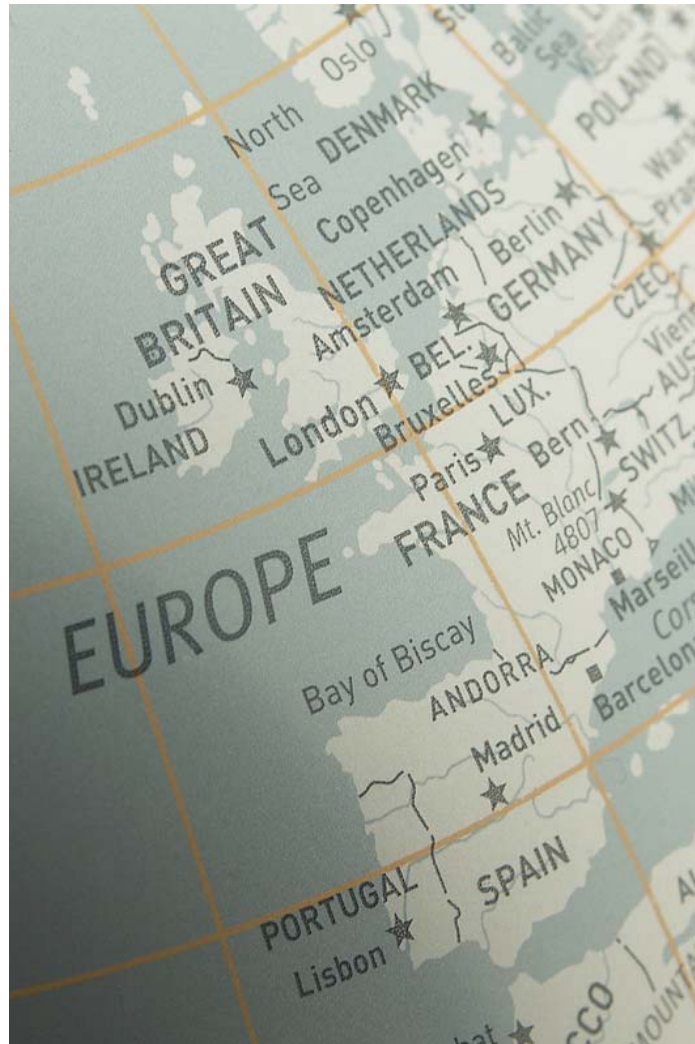
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How to use a unit study from Intellego Unit Studies

1. The PDF file containing this unit study is graphic intensive and full color. In addition, the PDF contains all of the links needed for the Internet activities. Therefore, it is not necessary to print the entire PDF. Instead, view the PDF on your computer, printing the specific pages your children will need to complete the written activities. You may also wish to print the [Table of Contents](#) and use it as a checklist to monitor your child's progress.
2. This unit study contains internal links for ease of navigation within the PDF. Each time you open the PDF, you can scroll to the [Table of Contents](#) and click on the appropriate link to take you to your next activity.
3. Of course, you can always jump in and get started immediately, but we recommend reviewing the [Materials Inventory](#) lists and gathering your supplies before you begin with the first activity in Chapter One.

Although additional books and library materials are not required to complete a unit study from Intellego Unit Studies, we recommend a quick stop at the local library before beginning your unit study. Intellego Unit Studies does not recommend specific book titles (due to availability variables in local libraries across the country), but many parents find that printing the [Table of Contents](#) and taking that to the library helps them gather any additional resources on the topics that their children might desire.

4. We recommend that children create a portfolio notebook for this unit study. This provides a handy place to keep the child's expressive work. Photos of children's art work and hands-on activities should also be included in the portfolio, along with their Vocabulary Journal that they will begin building in Chapter One.

The portfolio notebook can be as simple as a plain file folder with your child's illustrations on the cover or as elaborate as an entire scrapbook, complete with all of the bells and whistles. Either way (or everything in between) is fine....it all depends on the child!

5. Each unit study is organized by chapter. Each chapter begins with a materials list, a vocabulary introduction, and an activities list.

Each chapter unfolds with a wide variety of engaging multi-sensory activities. Most activities contain an introduction followed by a web link. Have your children read the information (or read it to them) and then

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double click on the link (make sure your Internet browser is open). After you have finished with the web link, return to this Intellego Unit Studies PDF file to continue on.

Each chapter also includes Extension Activities, set apart in yellow text boxes for easy identification. The extension activities are not required, but they are essential to the unit study concept because they create the bridge between different curriculum areas or skills. For example, the extension activity may offer a related science experiment or art project that connects to the theme of the unit study.

Each chapter concludes with a reflection and exploration activity. This activity presents your children with the opportunity to evaluate and synthesize what they have learned in each chapter before moving on to the next. There is no set time limit for this activity. Follow their lead and allow them to spend additional time exploring related topics of interest.

6. Our unit studies are meant to serve the K-12 population of students, although subject matter does dictate age appropriateness. If you are using this unit study with children of varying ages, rest assured that this unit study is easily adaptable. Possible adaptations:

- Any required reading within the unit study or through a web link may be completed by the student or with the parent's help.
- Discussion questions can be discussed orally or adapted into writing exercises.
- Writing assignments can be dictated to the parent and then used for copy work by the student to encourage writing fluency.
- Vocabulary lists may be used to build decoding, sight word recognition, or spelling skills.
- Topics may be further explored or researched according to interest and ability.
- All activities can be adapted into expository writing exercises.

You are the best judge of your children's abilities, skills, and educational needs. Therefore, there is no right way or wrong way to adapt the activities within this unit study. This allows you to make adaptations while still providing the structure, research, preparation and web links to make it easy on you, the parent!

7. Each unit study incorporates as many areas of curriculum as possible and as relevant. However, many parents who use Intellego Unit Studies incorporate separate mathematics and language arts programs in their children's study.

Our unit studies provide concrete examples and applications of the skills your children are learning in their separate math and language arts studies. For example, if your children are currently learning about parts of speech, encourage them to apply that knowledge to reading and writing activities within the unit study. You may wish to print a page from one of the web links they found particularly engaging. Ask them to identify parts of speech after they have read for content. In addition, any writing activities that they complete can also be used to show them how they are using the various parts of speech in their own writing. This type of application can be incorporated with any language arts curriculum or concept, from nouns and verbs to multi-page expository writing.

All of our unit studies provide opportunities for children to practice and apply reading skills. For reluctant readers, you may want to encourage their reading by reading along with them as you progress through the various activities and web links. Add challenging words to their vocabulary journal. Check their comprehension by allowing them to read the directions for activities, experiments, and crafts. Regardless of your child's reading level, this unit study provides the opportunity to explore the written word and practice decoding and encoding skills.

In the area of mathematics, encourage your children to identify patterns, look for classifications, or apply their math skills to the activities within the unit study. For example, any experiments or activities that require measuring can easily be used to demonstrate new mathematical concepts or reinforce acquired knowledge with practical applications. Ratios, fractions, decimals, and other concepts can be brought into any activity that requires children to sort information, compile lists, compare and contrast, measure, create, or build.

There is no right or wrong way to incorporate your language arts and math curriculums into this unit study. The key is to look for areas where there is a natural connection between what your child is working on in language arts and math and what your child is doing within a unit study. Experiment, try some new things, and enjoy the integrative process!

8. An answer key is located in the Appendix, which can be found at the end of the file or by clicking on the Chapter Answers link in the bookmarks.

***Important Notes to parents:**

- Intellego Unit Studies tests and verifies all Internet links in our unit studies continually and we make changes accordingly. To provide you with corrected links, Intellego Unit Studies uses a link redirection database. When you click on an external link in the unit study, your internet browser will access the Intellego Unit Studies link database for the actual current link. Any corrections to the page of the unit study may also be displayed. If your browser does not allow for the redirections, you will need to cut and paste the link into your browser's address bar. If you should discover an expired link, please report it [here](#).
- This unit study contains links to Internet sites. Although we make every effort to link only to child-safe websites, Internet content can change rapidly. Please supervise your children at all times when they are online. If you encounter material unsuitable for children, please notify us [here](#).
- Many of the activities in this unit study require parent supervision and assistance. Please use common sense and supervise your children when they are using tools or sharp instruments. Experiments and hands-on activities should be completed **ONLY** under the supervision of a responsible adult.
- Many of the activities in this unit study utilize videos available on www.youtube.com. Intellego Unit Studies cannot control the content available to children on YouTube. We strongly recommend that parents open the YouTube videos for their children and then enlarge the video window to full screen. That way, your children will not be distracted by competing images while watching their video, and they will not be exposed to possible inappropriate material loaded by other users of YouTube.



Quick Troubleshooting Guide:

Problem: Videos/interactive web sites play slowly or with interruptions

Solution: This is due to your connection speed and/or the speed of your computer. Verify your Internet connections and verify that your system meets the minimum requirements for an Intellego Unit Study by clicking [here](#).

Problem: Nothing happens when you click on a link to go to a web site

Solution: This problem is associated with the settings for PDFs on your computer. To resolve this issue, you will need to know what version of Adobe Reader/Acrobat is on your computer. Follow the steps below:

How to find the version of Adobe Acrobat or Reader

1. Open Adobe on your computer
2. Click on the “Help” tab
3. Click on “About Adobe Reader/Acrobat

The window that appears will detail which Adobe product and version is on your computer.

Click on the window to close it.

If you are using Adobe Reader/Acrobat 9:
PDF documents may open with a message bar across the top indicating that you are viewing the document in PDF/A mode. This is an ISO standard for PDFs.

Links will not work in PDF/A mode.

To access the links, perform the following steps:

1. Load the CD and open the unit study.
2. For Windows:
 - a. Click on “Edit” on the top toolbar
 - b. Click on “Preferences” from the drop down menu

For Mac OS:

Click on “Acrobat” > Preferences

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3. Click on the “Documents” option under “Categories”
4. Choose “Never” under “View Documents in PDF/A mode”
5. Click on the OK button to exit this window

If you are using Adobe Reader/ Acrobat 8 or an older version:

1. Load the CD and open the unit study
2. Click on “Edit” on the top menu bar
3. Click on “Preferences” from the drop down menu
4. Click on “Trust Manager”
5. Select “allow all” for Internet access from PDF

Problem: The first time you open a link in one of the unit studies, you receive a Security Warning

Solution:

1. Check the box for “Remember my action for this site”
2. Click on the “Allow” button



Objectives

Welcome to the *K-2 Geography: MAPS!* unit study!

After completing this unit study, your children should be able to:

1. Define and describe different types of maps and their purposes
2. Create maps using scale, legends and a compass rose
3. Use a map to find locations and landmarks
4. Use and understand the cardinal directions.
5. Locate and describe the North Pole and South Pole
6. Locate and describe the equator and the Tropics of Cancer and Capricorn
7. Identify and explain the northern, southern, western and eastern hemispheres
8. Locate and identify the continents
9. Define and describe bodies of water



Materials Needed for this Unit Study

Materials for every chapter:

Vocabulary journal
Atlas or globe
Writing and drawing materials
Paper

Chapter One

Activity 1.2

Local and state maps
Globe

Activity 1.3

Paper
Pen
Used tea bag
Paper towel
Cooking oil

Activity 1.5

Ruler
Paper
Pen

Activity 1.6

Ruler
Paper
Pen

Chapter Two

Activity 2.2

Atlas, globe and maps
Index cards or paper
Pens

Activity 2.3

Air-dry clay
Paint
Plastic knife
Aluminum can or glass
Rolling pin

Activity 2.5

Local map

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Chapter Three

Activity 3.3

Paint or crayons

Activity 3.4

Large, durable board

Pencil

Map of Antarctica

Permanent black marker

Coin

Acrylic paint

Paintbrushes

Index cards

Scissors

Stories of polar exploration

Game tokens

Activity 3.5

Crayons

Activity 3.6

Atlas and globe

Crayons

Colored pencils

Chapter Four

Activity 4.2

Crayons

Activity 4.3

Crayons

Orange

Permanent marker

Plastic knife

Globe

Extension Activity – Create a map story

Crayons or colored pencils

Activity 4.5

Crayons or colored pencils

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Chapter Five

Activity 5.2

Large open space
Printer and paper
Tape

Activity 5.3

Drawing materials
Wire mesh
Dirt
Rock or gravel
Clay
Greenery

Activity 5.4

2 liter plastic bottle
Water
Funnel
Blue food coloring
Mineral oil
Sea shells
Rocks
Sand
Glue gun

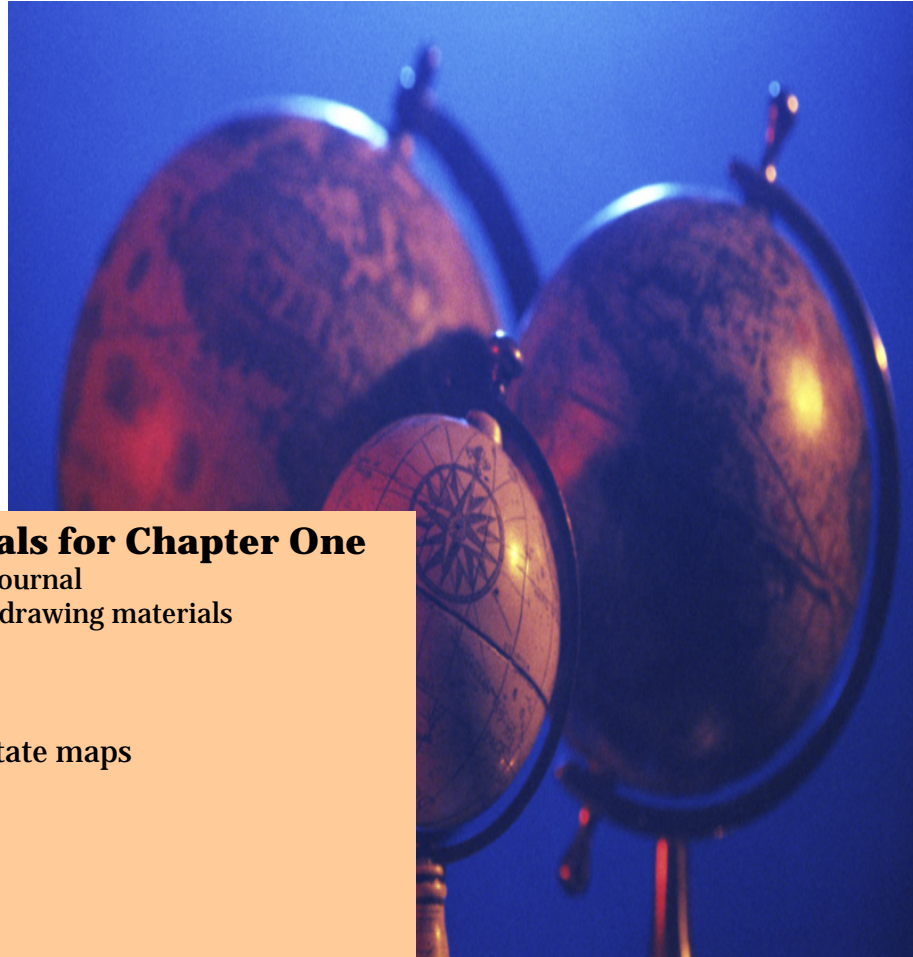
Activity 5.5

Bucket
River or stream

Activity 5.6

Sand shovel and pail
Mesh or cheesecloth
Rubber flip flop shoes

Chapter One Maps and Globes



Materials for Chapter One

Vocabulary journal
Writing and drawing materials
Paper

Activity 1.2

Local and state maps
Globe

Activity 1.3

Paper
Pen
Used tea bag
Paper towel
Cooking oil

Activity 1.5

Ruler
Paper
Pen

Activity 1.6

Ruler
Paper
Pen

Chapter One Vocabulary

Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child's vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children's dictionary. Or help your children develop dictionary skills by using a dictionary in your home.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. "Write" the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it "plays by the rules" phonetically, so that it can be sounded out for spelling, or if it is a "rule breaker" that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.

Activity List for Chapter One

Activity 1.1 – Welcome to the study of maps and globes!

Activity 1.2 – What is a map?

Activity 1.3 – Make a treasure map!

Activity 1.4 – Explore the different types of maps

Activity 1.5 – Create a map of your room

Extension Activity – Explore geocaching as a family

Activity 1.6 – Create a map of your home

Activity 1.7 – Complete your KWL chart

Activity 1.8 – Reflect on and explore the topics in Chapter One



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Activity 1.1 – Welcome to the study of maps and globes!






Welcome to Chapter One! We begin our study of maps and globes with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children to identify and describe a map or a globe. What do maps and globes represent? How are they used? Why are they used?

Have your children complete the first two sections of the following KWL worksheet before they complete the activities in Activity 1.2. They will complete the final section of the KWL chart in Activity 1.7.



<p>What I already know about maps and globes</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I want to know about maps and globes</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I learned about maps and globes</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 1.2 – What is a map?



Let's begin our exploration of maps and globes! Gather a globe and some local maps or road atlases. Have your children spend a few moments looking at them. Point out to your children where your city/town is located, where your home is located, and where friends or relatives live. If your family has traveled recently or will travel in the near future, help your children find their travel destinations on the maps or globe. Spend a few minutes pointing out different places of interest on the maps or globe.

Next, let's explore a brief overview of maps and globes. Click on the link below to view the following brief video overview of maps. Once you've entered the PBS site below, click on "Follow the Map" from Curious George:

<http://pbskids.org/curiousgeorge/video/#3>

Next, visit the site below to learn more about maps and globes. Once you've entered the site, click on the words "maps" and "globes" to explore these items first. Then spend some time exploring the rest of the site, as time and interest allow.

<http://www.fedstats.gov/kids/mapstats/mapconcepts.html>

The following two optional films provide much more detailed information on maps and globes for your future cartographers.

Click on the link below to watch the film that explains maps:

<http://videos.howstuffworks.com/hsw/20437-maps-and-globes-how-maps-are-used-video.htm>

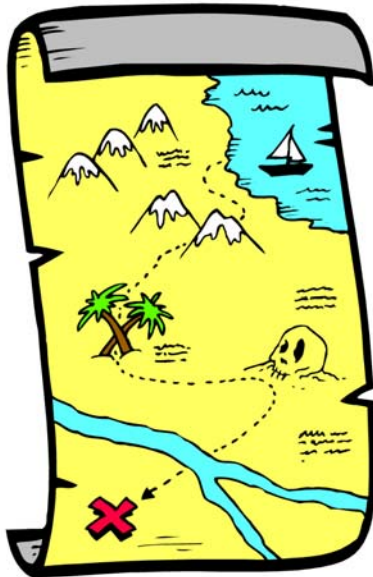
Follow the link below to watch the film that explains globes:

<http://videos.howstuffworks.com/hsw/20452-maps-and-globes-how-globes-are-used-video.htm>

Use the following questions for discussion or as writing prompts:

1. Have you ever used a map or globe? If yes, what did you use it for?
2. What are some uses for maps and globes?
3. How do maps and globes help us better understand the world we live in?

Activity 1.3 – Make a treasure map!



In the previous activity, your children learned about maps and globes and how they are used. In this activity, your children can jump into map making with a hands-on and kinesthetic activity designed to help them understand how maps represent physical landforms and landmasses.

To begin, view this brief video from PBS on treasure maps from Curious George. After entering the site, click on “Treasure Maps” to view the video:
<http://pbskids.org/curiousgeorge/video/#1>

Now it is time to make your very own treasure map! Because the map will need to dry overnight, this is a two-day activity. At the following link, first help your children decide on the treasure hunt (or objective of the treasure map that they will create).

Next, follow the directions at the site to help them create their very own treasure map. You may also choose to make your own treasure map that your children will use to locate a treasure you have hidden in the house or yard!

http://www.creativekidsathome.com/activities/activity_105.shtml

Use the following for discussion or as writing prompts:

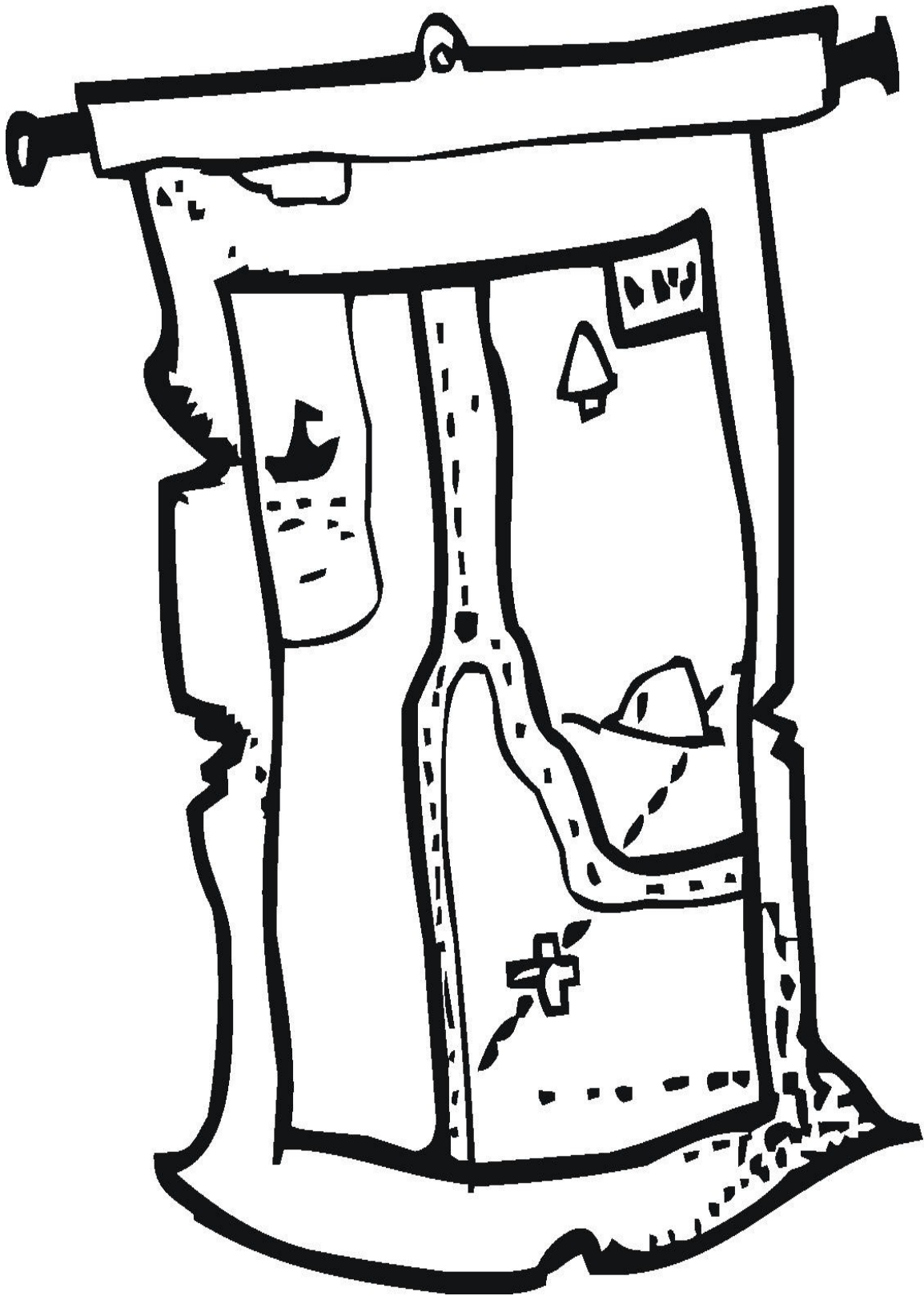
1. What is a treasure map?
2. Who might have used treasure maps in the past?
3. Do you think people still use treasure maps today?
4. Imagine that you have found an old map and it reveals the hiding spot of hidden treasure. Create a story that explains where you found the map, who created the map, and what treasure you will find when you use the map!



The optional coloring activity on the next page can be completed just for fun or it can be used to help illustrate the story from #4 above!

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Activity 1.4 – Explore the different types of maps



In the previous activities, your children learned what maps are and how they are used. They also made and followed their very own treasure map! In this activity, we explore the different types of maps to better understand how maps are used.

Let's begin with the following brainstorming activity. Ask your children to list as many different types of maps as they can. Possibilities include: road map, sea chart, constellation chart, subway map, relief map, population map, political map, distribution map, vegetation map, climate map, and yes, a treasure map!

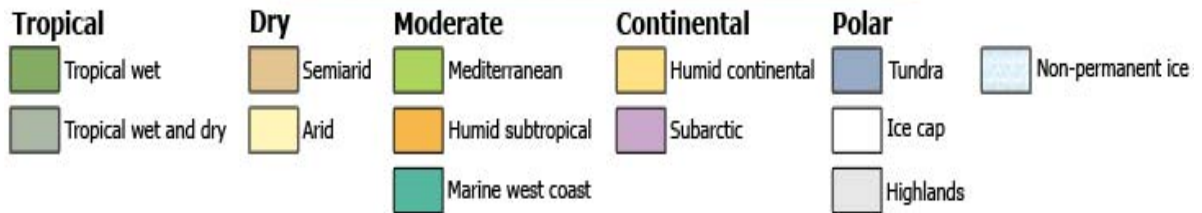
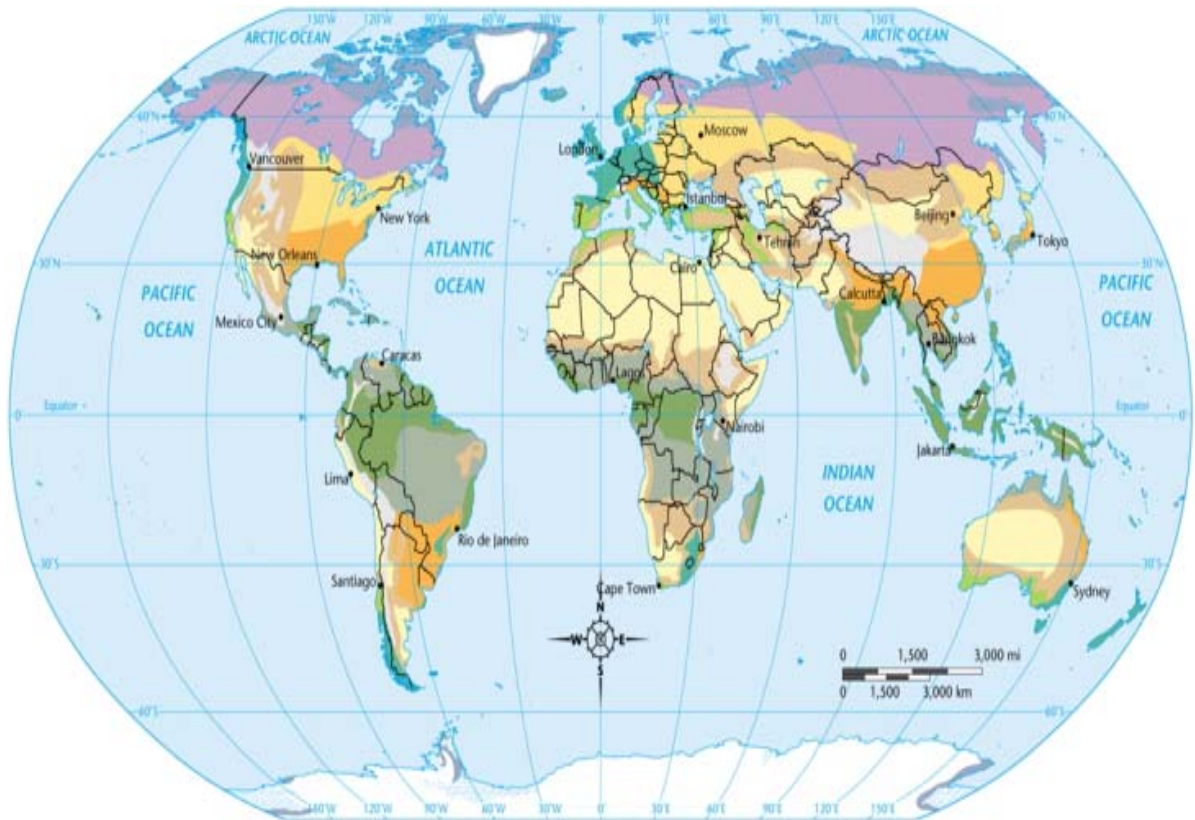
Next, read the following web page about some different types of maps:

<http://www.factmonster.com/world/geography/types-maps.html>

Have your children now compare the different types of maps on the following four pages (you may choose to print them out). After comparing the four maps, help them complete the worksheet that follows the maps.

*Note: It may help to increase the PDF view to 150% or 200 % to see more definition on the maps.

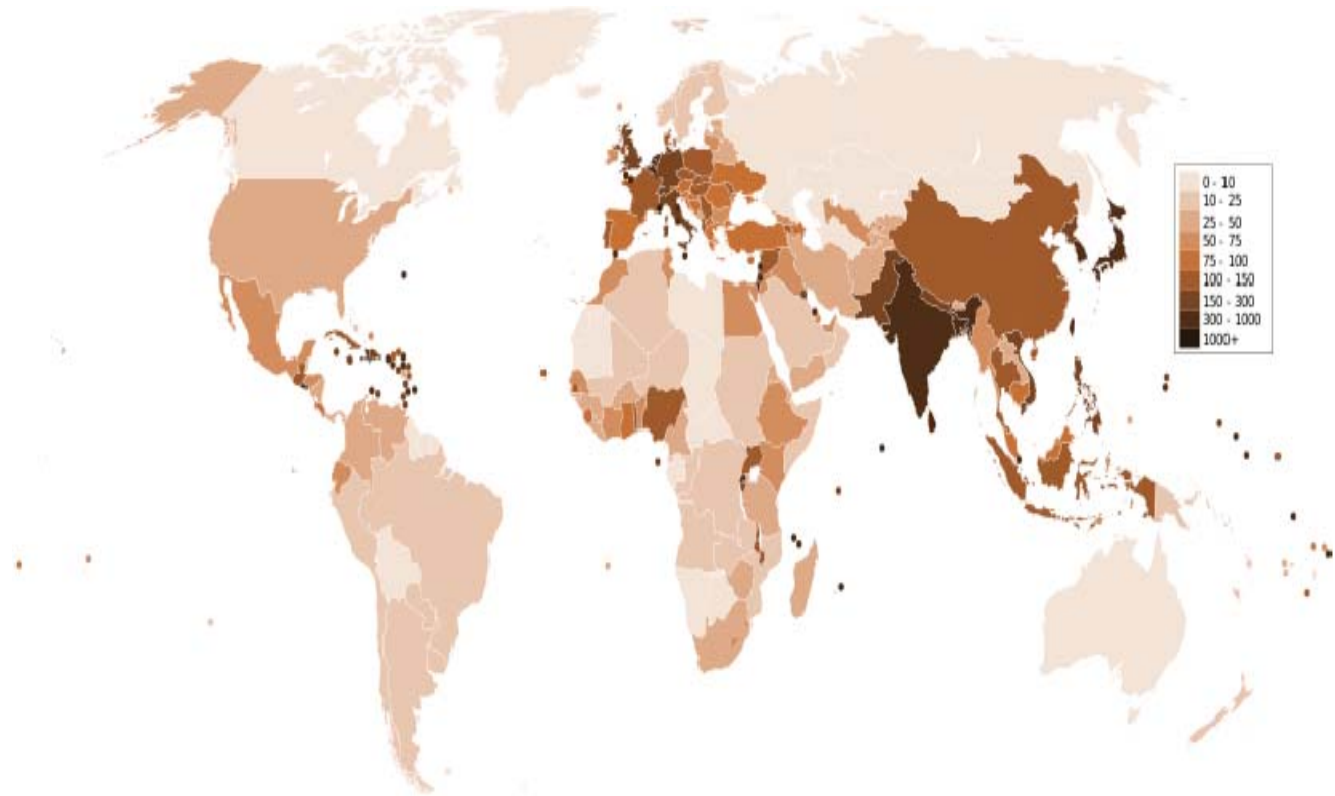
Climate map



Relief map



Population density map

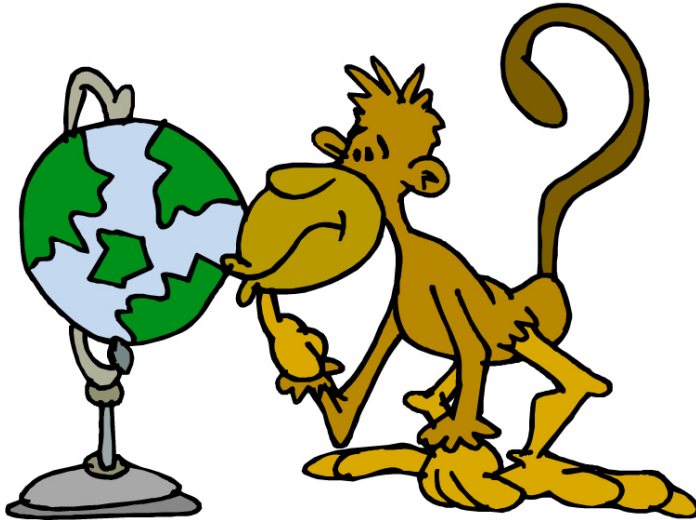


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Type of map	What I noticed about this map	What this map tells me
Climate Map		
Relief Map		
Population Map		
Subway Map		

Activity 1.5 – Create a map of your room



In the previous activities, your children made a treasure map and studied 4 different types of maps. In this activity, your children will begin their work as budding cartographers as they make a map of their bedroom.

To begin, view the following brief video that shows how one woman likes to draw her maps. Note that details such as cardinal directions and the compass rose will be covered

in Chapter Two. Therefore, our focus here is to simply introduce mapping real places that are familiar to your children.

Video: How to draw a map:

http://www.ehow.com/video_4949963_draw-map.html

Have your children view the above quick video again. This time, help them create a checklist, using the worksheet on the following page, to use for their maps. They will use this checklist in each of the maps they make in this unit study.

Now, have your children create a map of their bedroom. Remind them to create the map from the bird's eye view. Help them first establish a scale, such as 1 foot=1 inch. They should include the walls, windows, furniture, and any other details they feel important to include in the bedroom map.





My Map Checklist

Things to include on my map:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Extension **A**ctivity – Explore geocaching as a family

Have you ever heard of geocaching? It's an exciting high-tech treasure hunting experience with hundreds of thousands of participants world wide! It's also a great way to get outside and explore the areas around your home. Some families even stay involved in geocaching when traveling, exploring new areas and caches with extended family and far away friends! Follow the link below to learn more about geocaching. If it sounds like something your family would enjoy, go for it!

<http://www.geocaching.com/>



Activity 1.6 – Create a map of your home



In the previous activity, your children created a map of their room. In this activity, the subject of their map grows a little larger to include their home. Help your children create a map of your home and yard. Remind them to use the Map Checklist they created in the previous activity.

Use the following for discussion or writing prompts:

1. Which was easier to create – the map of your room or the map of your home? Why?
2. What information did you include in your maps? Why?
3. How accurate do you think your maps are? How could they be made more accurate?
4. Why is it important to have accurate maps?
5. What information did you include in the key/legend, and why is it important?



Activity 1.7 – Complete your KWL chart

In Activity 1.1, your children began their KWL chart on maps and globes. Think of all they have learned in this chapter!

Now it is time to complete the final section of the Chapter One KWL chart. Before completing this step, briefly review all that they have done in this chapter:

Activity 1.1 – Welcome to the study of maps and globes!

Activity 1.2 – What is a map?

Activity 1.3 – Make a treasure map!

Activity 1.4 – Explore the different types of maps

Activity 1.5 – Create a map of your room

Extension Activity – Explore geocaching as a family

Activity 1.6 – Create a map of your home

Have your children now complete the final section of the KWL chart.





Activity 1.8 – Reflect on and explore the topics in Chapter One

This activity presents your children with the opportunity to evaluate and synthesize what they have learned in this chapter. Follow their lead and allow them to reflect on this chapter using the following guided questions:

1. What was your favorite activity?
2. What did you learn that surprised you?
3. How do these topics and information relate to your life?
4. How will you use the information you learned?
5. What would you like to know more about?

Children should be encouraged to “answer” these questions using their preferred method of output. Select from the options on the next page based on your child’s age, interests and abilities, or create your own.

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Write the answers in a journal
Make a chart, diagram or outline
Write a poem or story



Give a speech
Record the answers into a tape recorder
Narrate a story



Paint pictures
Draw pictures
Create dot-to-dot drawings for others to complete



Write a song
Use music to tell a story
Select music as an accompaniment to your own story



Write a play
Present a skit or act out a narrative
Role play a situation



Design a board game or PowerPoint presentation
Create a collage or scrapbook
Create a diorama or create clay models



Prepare a photo essay
Select photos or artwork to illustrate a story
Select photos or artwork to tell a story

Remember, the method of output is not as important as the reflection that takes place as they are thinking through and answering the questions! Remember to record your child's work for inclusion in the portfolio at the end of this unit study.

Chapter Two Cardinal Directions



Materials for Chapter Two

Vocabulary journal
Writing and drawing materials
Paper

Activity 2.2

Atlas, globe and maps
Index cards or paper
Pens

Activity 2.3

Air-dry clay
Paint
Plastic knife
Aluminum can or glass
Rolling pin

Activity 2.5

Local map

Chapter Two Vocabulary

Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child's vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children's dictionary. Or help your children develop dictionary skills by using a dictionary in your home.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. "Write" the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it "plays by the rules" phonetically, so that it can be sounded out for spelling, or if it is a "rule breaker" that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.

Activity List for Chapter Two

Activity 2.1 – Welcome to the cardinal directions!

Activity 2.2 – Meet the cardinal directions

Extension Activity – Explore letterboxing with your family

Activity 2.3 – Create a compass rose

Activity 2.4 – Practice the cardinal directions

Activity 2.5 – Map your community

Activity 2.6 – Complete your KWL chart

Activity 2.7 – Reflect on and explore the topics in Chapter Two



Activity 2.1 – Welcome to the cardinal directions!

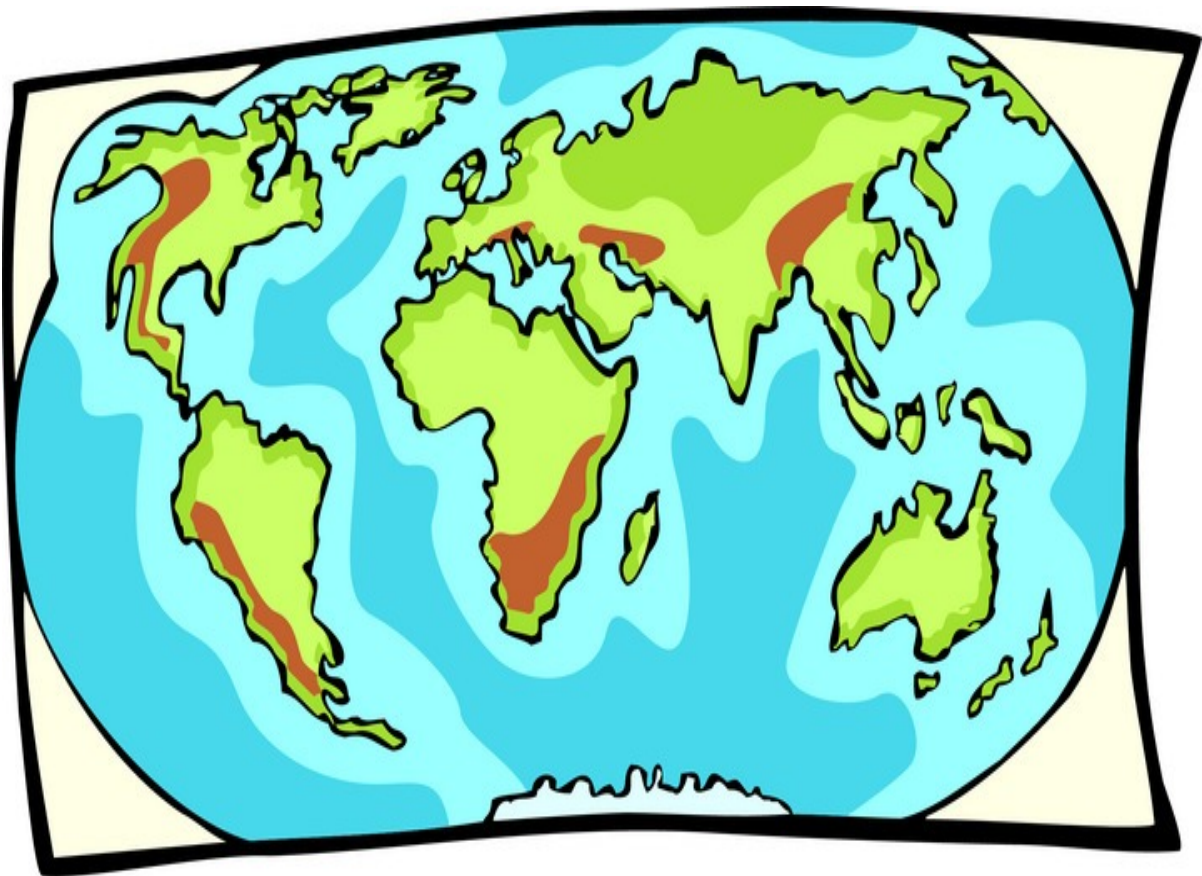





Welcome to Chapter Two! We begin our study of cardinal directions and the compass rose with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children to describe the cardinal directions? What are the cardinal directions? Why do we have cardinal directions?

Have your children complete the first two sections of the following KWL worksheet before they complete the activities in

Activity 2.2. They will complete the final section of the KWL chart in Activity 2.6.



<p>What I already know about cardinal Directions</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I want to know about cardinal directions</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I learned about cardinal directions</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 2.2 – Meet the cardinal directions



The cardinal directions are north, south, east and west. These cardinal directions help us find our way! Let's begin our exploration of the cardinal directions with this brief film:

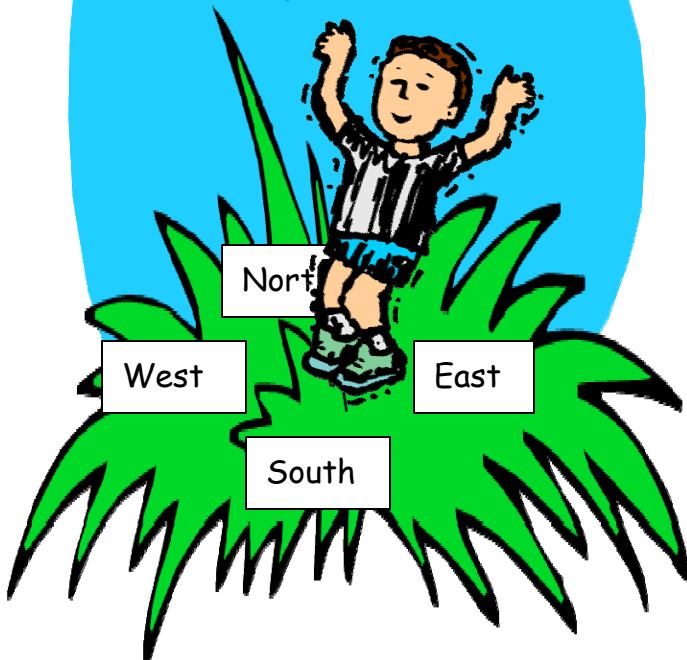
<http://videos.howstuffworks.com/hsw/8602-geography-basics-cardinal-directions-video.htm>

Next, gather your globe or atlas and then visit the following site. This site includes an easy overview of the cardinal directions as well as an online game (Orientometer) to help your children learn the cardinal directions. We also recommend completing the Family X-Files activities at the bottom of the page!

<http://www.nationalgeographic.com/familyxpeditions/02/getoriented.html>

Now it's time to step outside, weather permitting, or into an open space in your home. Complete the following steps:

1. Write the cardinal directions on index cards. Place the four cards a few feet apart in the appropriate direction (see picture below).
2. Have your children stand in the middle of the cards. When you say a cardinal direction, such as "north," they should jump north. When you say, "west," they should jump west, and so on. You can add to the fun by turning this into a "Simon Says" game to work on some concentration and listening skills at the same time!



Next, visit the following site to print out a worksheet on cardinal directions and countries in Europe!
http://www.nationalgeographic.com/geography-action/assets/pdf/europe/support_materials/K-3/2-3CardinalDirWksht.pdf

Extension **A**ctivity – Explore letterboxing with your family

In Chapter One, your family learned about geocaching and the high-tech exploration of unfamiliar areas using hand-held GPS devices. In this extension activity, we learn about another way to explore the outdoors using maps: letterboxing!

Follow the link below to learn more about letterboxing and if it sounds like something your family would like to try!

<http://kids.nationalgeographic.com/Stories/PeoplePlaces/Letterboxing>

The following link has letterboxing stories, games and activities, including inexpensive ways to make your own stamps!

<http://www.letterboxing.org/kids/>



Activity 2.3 – Create a compass rose



In the previous activity, your children learned about the cardinal directions: north, south, east and west. In this activity, we learn a bit more about the compass rose before moving on to more activities and map making.

Begin with the following brief overview of the compass rose:

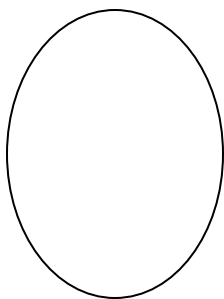
<http://www.graphicmaps.com/aatlas/infopage/comprose.htm>

Next, enjoy the following 3-minute robot music video about the cardinal directions and the compass rose! Enter the site and select “Teacher and Rockbots: How to Read a Map.”

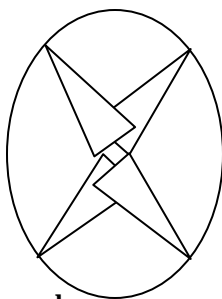
http://video.google.com/videosearch?hl=en&source=hp&q=cardinal+directions+for+kids&um=1&ie=UTF-8&ei=tDPiSpquI42fIAe189GKBw&sa=X&oi=video_result_group&ct=title&resnum=10&ved=0CDIQqwQwCQ#

Next, have your children create a 3-dimensional compass rose from clay. Complete the following steps:

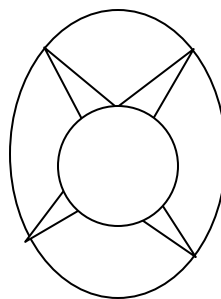
1. Roll out a 3” inch ball of air dry clay to 1/4” thickness.
2. Use the bottom of a can or glass to cut out a circle in the middle of the clay.
3. From the remaining clay, help your children cut out eight 1” triangles, a 1-1/2” diameter circle, and a 1/2” diameter circle.
4. Next, assemble the piece as follows:
 - a. Place the large circle on the table
 - b. Place four triangles on the circle, pointing to northeast, southeast, northwest, southwest
 - c. Place the 1 1/2” diameter circle over the triangle bases.
 - d. Place the 4 remaining triangles on top, pointing to north, south, east and west
 - e. Place the 1/2” diameter circle on top of the triangle bases.
 - f. Let air dry and paint (north should be painted a unique color).



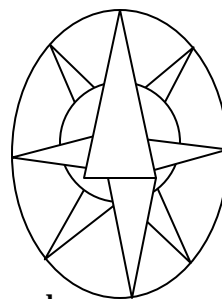
a



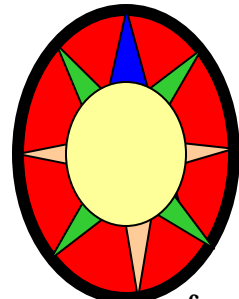
b



c



d



e

f

Activity 2.4 – Practice the cardinal directions



In Chapter One, your children made a map of their room and of their home. If they did not include a compass rose in those maps, have them return to the maps and add the compass rose!

Next, practice cardinal directions in your home with the following treasure hunt activity. We also recommend using the cardinal directions when out on your daily travels, whether it is a walk through the woods or a trip to the grocery store. Help your children practice these new concepts on a daily basis!

<http://fun.familyeducation.com/maps/activity/36805.html?detoured=1>

More fun with cardinal directions and Cyberchase from PBSKids!

<http://pbskids.org/cyberchase/games/inverseoperations/inverseoperations.html>



Activity 2.5 – Map your community



In Chapter one, your children made maps of their room and home. Now it is time to map a large area – their community. Help your children with this task by providing a local city or town map that they can copy or trace. If you do not have a paper copy, you should be able to print one from either the city/town web site or Google maps.

Have them map landmarks, city/town hall, the fire station, the police station, parks, libraries, their home, homes of family/friends, doctor and dentist offices, and any other location with which they are familiar. Depending on the size of your city/town and the weather, you may want to explore areas and neighborhoods on foot before hand for information gathering, and afterwards to check the accuracy.

Remind them to use their map making checklist that they created in Chapter One.

Use the following for discussion or as writing prompts:

1. How is your community map different from the map of your home?
2. What kind of information does your community map contain?
3. How accurate is your community map?

Next, have your children appear on the front page of the hometown newspaper! Follow the link below to an activity that places your children on the front page. Help them write (or dictate) a story about their community and the maps they just created!

<http://www.timeforkids.com/TFK/specials/articles/0,6709,199415,00.html>



Helpful Hint:

Photocopy your child's map and keep a copy in the car for him or her to use whenever you are out and about!



Activity 2.6 – Complete your KWL chart

In Activity 2.1, your children began their KWL chart on cardinal directions and the compass rose. Think of all they have learned in this chapter!

Now it is time to complete the final section of the Chapter Two KWL chart. Before completing this step, briefly review all that they have done in this chapter:

Activity 2.1 – Welcome to the cardinal directions!

Activity 2.2 – Meet the cardinal directions

Extension Activity – Explore letterboxing with your family

Activity 2.3 – Create a compass rose

Activity 2.4 – Practice the cardinal directions

Activity 2.5 – Map your community

Have your children now complete the final section of the KWL chart.





Activity 2.7 – Reflect on and explore the topics in Chapter Two

This activity presents your children with the opportunity to evaluate and synthesize what they have learned in this chapter. Follow their lead and allow them to reflect on this chapter using the following guided questions:

1. What was your favorite activity?
2. What did you learn that surprised you?
3. How do these topics and information relate to your life?
4. How will you use the information you learned?
5. What would you like to know more about?

Children should be encouraged to “answer” these questions using their preferred method of output. Select from the options on the next page based on your child’s age, interests and abilities, or create your own.

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Write the answers in a journal
Make a chart, diagram or outline
Write a poem or story



Give a speech
Record the answers into a tape recorder
Narrate a story



Paint pictures
Draw pictures
Create dot-to-dot drawings for others to complete



Write a song
Use music to tell a story
Select music as an accompaniment to your own story



Write a play
Present a skit or act out a narrative
Role play a situation



Design a board game or PowerPoint presentation
Create a collage or scrapbook
Create a diorama or create clay models

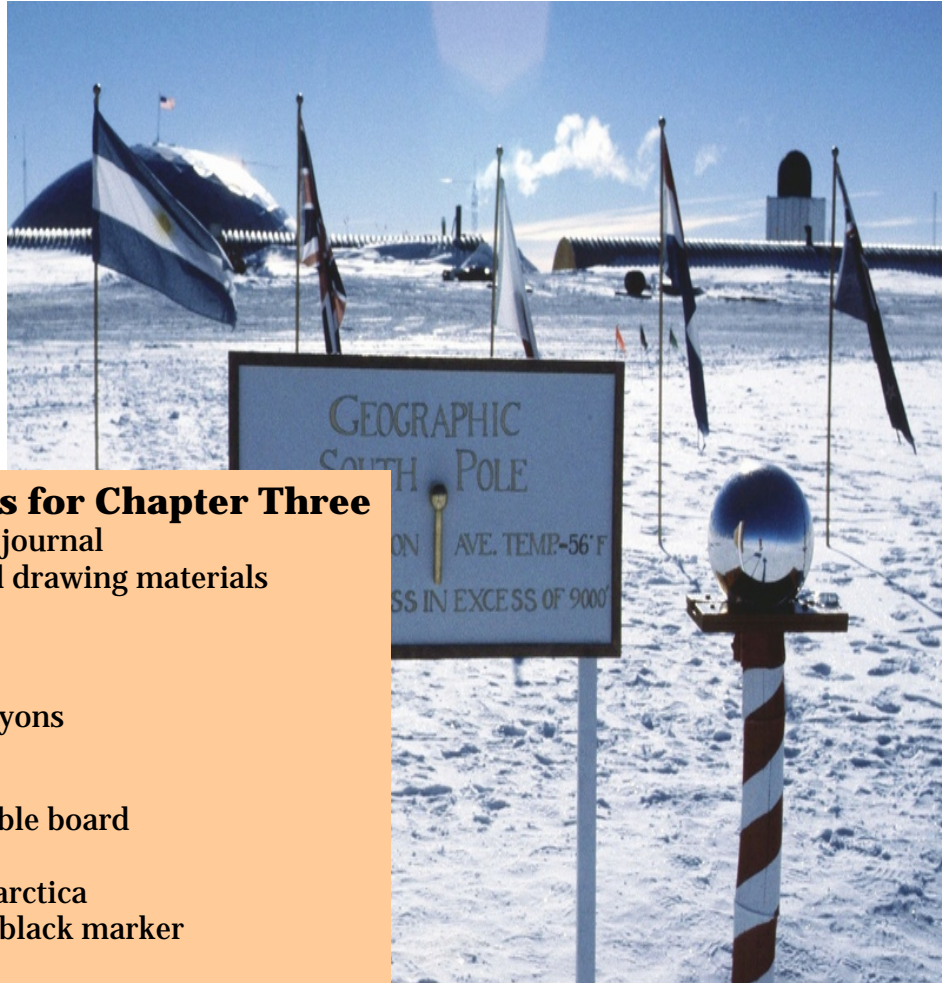


Prepare a photo essay
Select photos or artwork to illustrate a story
Select photos or artwork to tell a story

Remember, the method of output is not as important as the reflection that takes place as they are thinking through and answering the questions! Remember to record your child's work for inclusion in the portfolio at the end of this unit study.

Chapter Three

The North and South Pole



Materials for Chapter Three

Vocabulary journal
Writing and drawing materials
Paper

Activity 3.3

Paint or crayons

Activity 3.4

Large, durable board
Pencil
Map of Antarctica
Permanent black marker
Coin
Acrylic paint
Paintbrushes
Index cards
Scissors
Stories of polar exploration
Game tokens

Activity 3.5

Crayons

Activity 3.6

Atlas and globe
Crayons
Colored pencils

Chapter Three Vocabulary

Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child's vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children's dictionary. Or help your children develop dictionary skills by using a dictionary in your home.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. "Write" the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it "plays by the rules" phonetically, so that it can be sounded out for spelling, or if it is a "rule breaker" that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.

Activity List for Chapter Three

Activity 3.1 – Welcome to the poles!

Activity 3.2 – Explore the North Pole and South Pole

Activity 3.3 – Create a North Pole story-book

Activity 3.4 – Create a South Pole exploration game

Activity 3.5 – Map the poles

Activity 3.6 – Map your state

Activity 3.7 – Complete your KWL chart

Activity 3.8 – Reflect on and explore the topics in Chapter Three



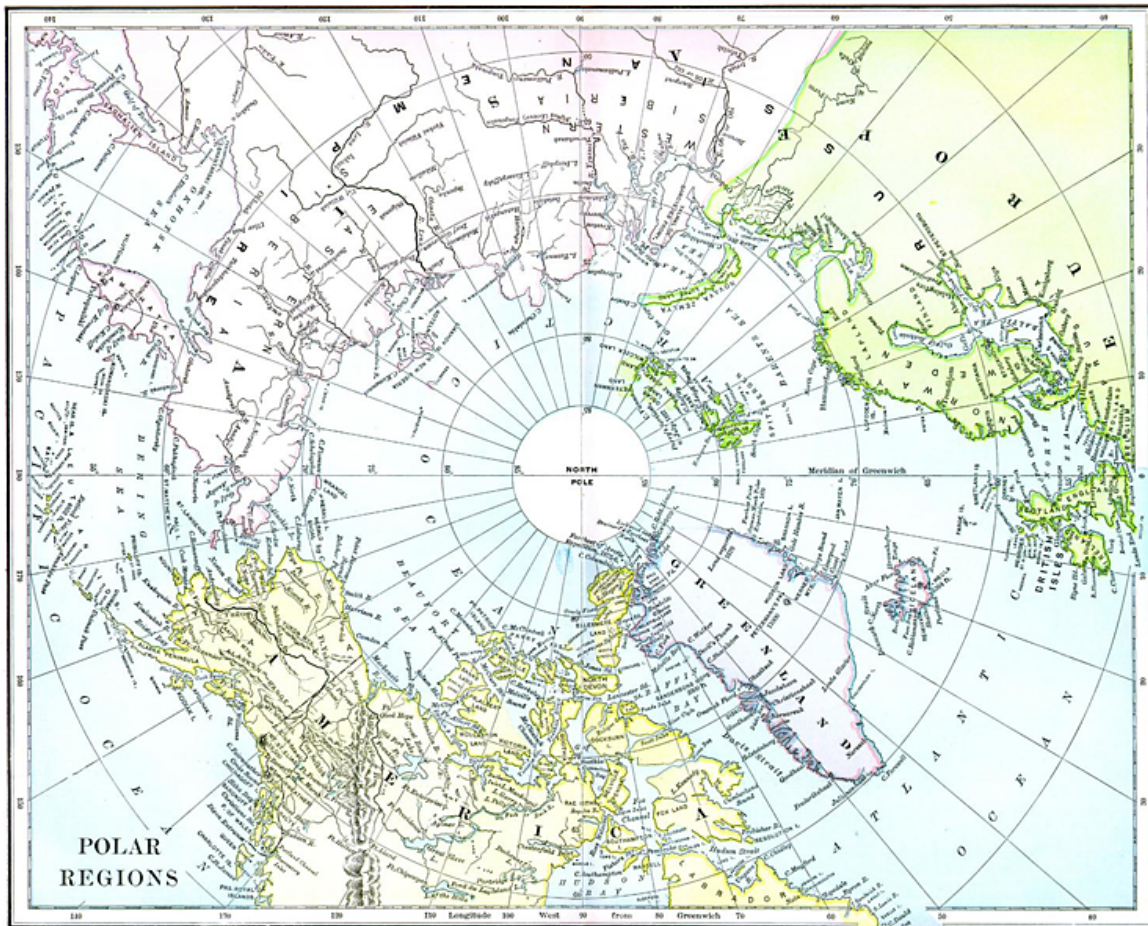
Activity 3.1 – Welcome to the poles!






Welcome to Chapter Three! We begin our study of the North Pole and South Pole with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children to describe the polar regions of our planet. What is the climate like? What do the polar regions look like? Who and what can survive in the polar regions?

Have your children complete the first two sections of the following KWL worksheet before they complete the activities in Activity 3.2. They will complete the final section of the KWL chart in Activity 3.7.



<p>What I already know about the poles</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I want to know about the poles</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I learned about the poles</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 3.2 – Explore the North Pole and South Pole



The North Pole and the South Pole are exciting places and there is so much to explore and learn! Our focus in this unit study is on maps and globes, so we'll try to limit our exploration in this unit somewhat to the features that relate directly to our study of maps and globes. The wildlife of the polar regions, therefore, is covered in-depth in other Intellego unit studies, including the K-2 Biology series.

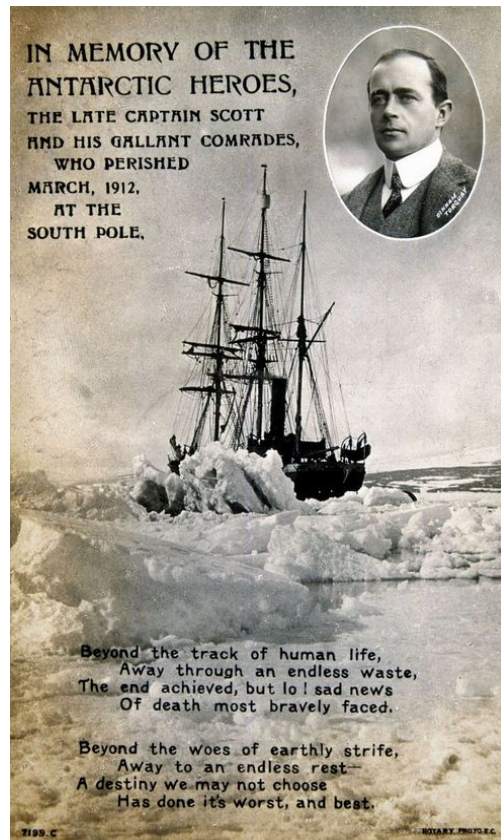
Let's begin our exploration of the polar regions with the following extensive web site. It offers interactive online activities, games, and a wealth of information through a rich blend of geography and science. Spend as much time as you and your children desire as you travel through the polar regions on this web site. Let your children's interests lead the way!

*Note: This web site has settings for beginner, intermediate and advanced students. We recommend the beginner setting, located at the top of the screen, for early elementary children.

<http://www.windows.ucar.edu/tour/link=/earth/polar/polar.html&edu=elem>

Use the following for discussion or as a writing prompt:

What is the difference between the magnetic North Pole and the geographic North Pole?



Activity 3.3 – Create a North Pole story-book



Children are often fascinated with the North Pole. In this activity, we spend some time getting better acquainted with the Arctic region in general before making our own books!

To begin, read through the following Frequently Asked Questions with your children:

http://www.mnh.si.edu/arctic/html/resources_faq.html

After you have read through the FAQs above, have your children write or dictate a story about an expedition to the geographic North Pole. Their story should include:

- Who is on the expedition?
- Why are they making the expedition?
- If they begin at their home, what states and countries will they travel through to reach the North Pole?
- What supplies have they brought with them?
- How will they travel to the North Pole?
- How will they find their way to the North Pole?
- What will they see when they arrive at the North Pole?

Have them use the story-board worksheet on the following page to organize their story. They can use the boxes to write, dictate or draw the chronological order of the story. Then have them print out the “North Pole Expedition” book template on the pages that follow and create their own story book. Print out as many pages of the book as your child needs and cut along the dotted lines. Each page has lines for text and space for illustrations.

For those interested in learning more about life in the Arctic, the following link provides a virtual exhibit on people, places, and things in the Arctic.
<http://www.mnh.si.edu/lookingbothways/>

Story board worksheet

First	Second	Third	Fourth	Fifth
Sixth	Seventh	Eighth	Ninth	Last



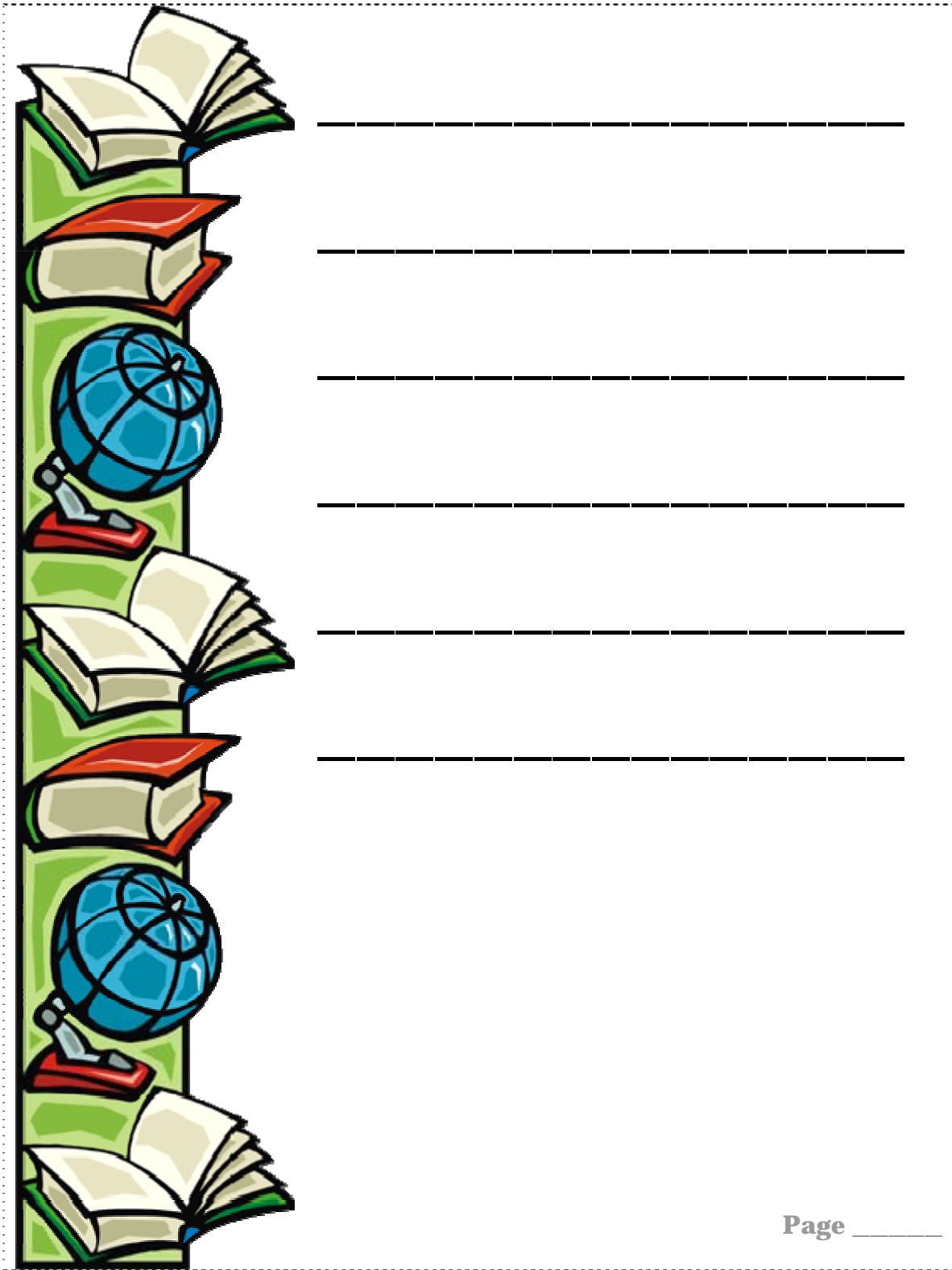
The North Pole Expedition

By: _____

Date: _____

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Page _____

Activity 3.4 – Create a South Pole exploration game

In the previous activity, your children explored the North Pole and created a story about an exploration to the North Pole. In this activity, we turn our attention to the South Pole. To begin, you can take a virtual tour of the South Pole at the following link and meet the scientists who live there year round.

<http://astro.uchicago.edu/cara/vtour/pole/>

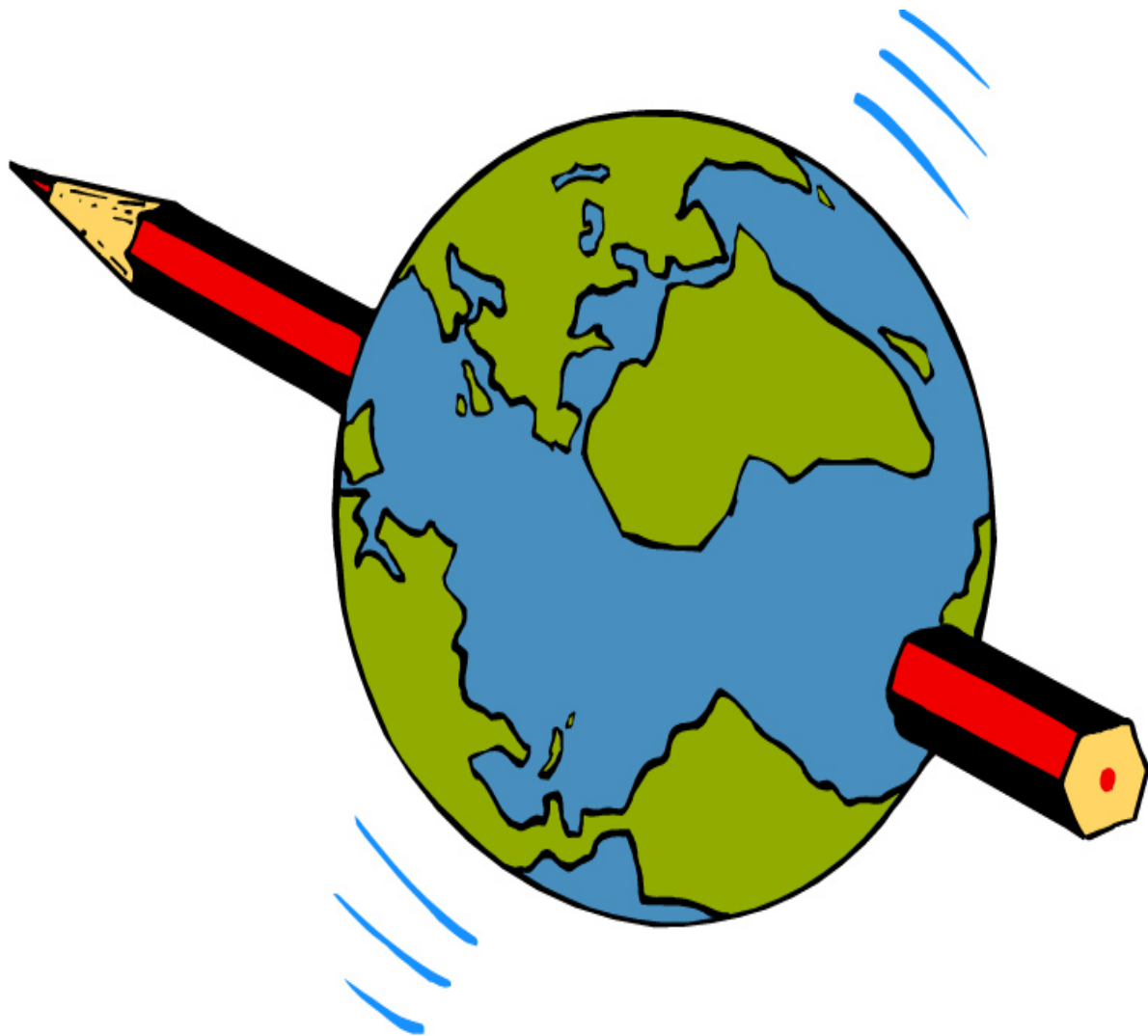
Now that your children have “seen” the South Pole and have become more familiar with its geography, help them make and play this interactive South Pole exploration board game! Feel free to add your own touches to the board and to the game itself, such as using cardinal directions and a compass rose!

http://www.ehow.com/how_2172892_south-pole-exploration-game.html



Activity 3.5 – Map the poles

In this chapter, your children have studied the North Pole and the South Pole, including their relevance to maps and globes. In this activity, we return to map making! Have your children map the North Pole and South Pole on the map on the following page. Have them label these as well as a compass rose. Then have them draw the imaginary “stick” that runs through the poles. Your children will add to this map in Chapter Four.



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Activity 3.6 – Map your state



In the previous activity, your children mapped the North and South Pole. In this activity, we turn our attention back to your home state (we're assuming you do not live at the North or South Poles).

Follow the link below and complete the "Explore your state with maps" lesson plan!

http://www.nationalgeographic.com/xpeditions/lessons/03/gk2/explore_maps.html



Activity 3.7 – Complete your KWL chart

In Activity 3.1, your children began their KWL chart on the poles. Think of all they have learned in this chapter!

Now it is time to complete the final section of the Chapter Three KWL chart. Before completing this step, briefly review all that they have done in this chapter:

Activity 3.1 – Welcome to the poles!

Activity 3.2 – Explore the North Pole and South Pole

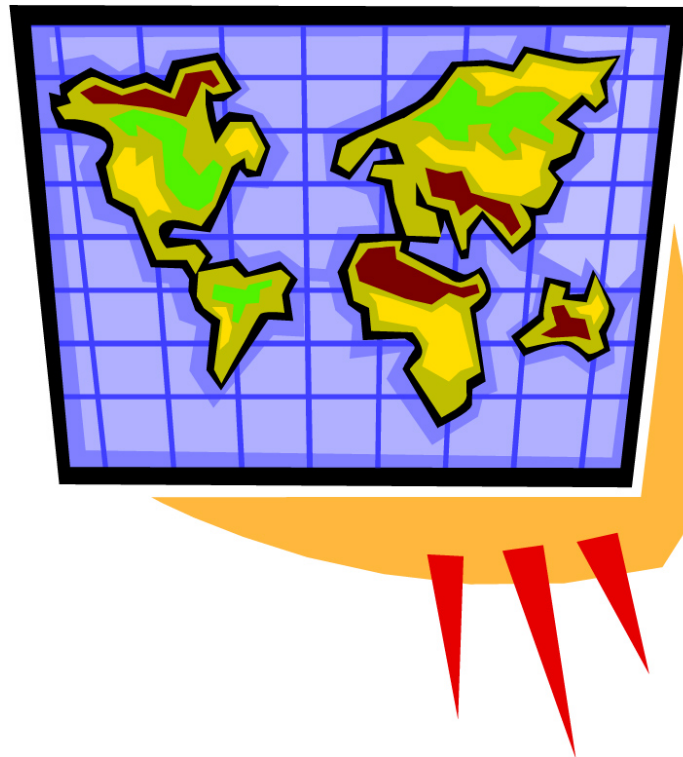
Activity 3.3 – Create a North Pole story-book

Activity 3.4 – Create a South Pole exploration game

Activity 3.5 – Map the poles

Activity 3.6 – Map your state

Have your children now complete the final section of the KWL chart.





Activity 3.8 – Reflect on and explore the topics in Chapter Three

This activity presents your children with the opportunity to evaluate and synthesize what they have learned in this chapter. Follow their lead and allow them to reflect on this chapter using the following guided questions:

1. What was your favorite activity?
2. What did you learn that surprised you?
3. How do these topics and information relate to your life?
4. How will you use the information you learned?
5. What would you like to know more about?

Children should be encouraged to “answer” these questions using their preferred method of output. Select from the options on the next page based on your child’s age, interests and abilities, or create your own.

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Write the answers in a journal
Make a chart, diagram or outline
Write a poem or story



Give a speech
Record the answers into a tape recorder
Narrate a story



Paint pictures
Draw pictures
Create dot-to-dot drawings for others to complete



Write a song
Use music to tell a story
Select music as an accompaniment to your own story



Write a play
Present a skit or act out a narrative
Role play a situation



Design a board game or PowerPoint presentation
Create a collage or scrapbook
Create a diorama or create clay models



Prepare a photo essay
Select photos or artwork to illustrate a story
Select photos or artwork to tell a story

Remember, the method of output is not as important as the reflection that takes place as they are thinking through and answering the questions! Remember to record your child's work for inclusion in the portfolio at the end of this unit study.

Chapter Four The Hemispheres



Materials for Chapter Four

Vocabulary journal
Writing and drawing materials
Paper

Activity 4.2

Crayons

Activity 4.3

Crayons
Orange
Permanent marker
Plastic knife
Globe

Extension Activity – Create a map story

Crayons or colored pencils

Activity 4.5

Crayons or colored pencils

Chapter Four Vocabulary

Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child's vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children's dictionary. Or help your children develop dictionary skills by using a dictionary in your home.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. "Write" the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it "plays by the rules" phonetically, so that it can be sounded out for spelling, or if it is a "rule breaker" that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.

Activity List for Chapter Four

Activity 4.1 – Welcome to the hemispheres!

Activity 4.2 – Analyze the equator

Activity 4.3 – Learn about hemispheres

Activity 4.4 – Travel to Kiribati

Extension Activity – Create a map story

Activity 4.5 – Map your country

Activity 4.6 – Complete your KWL chart

Activity 4.7 – Reflect on and explore the topics in Chapter Four



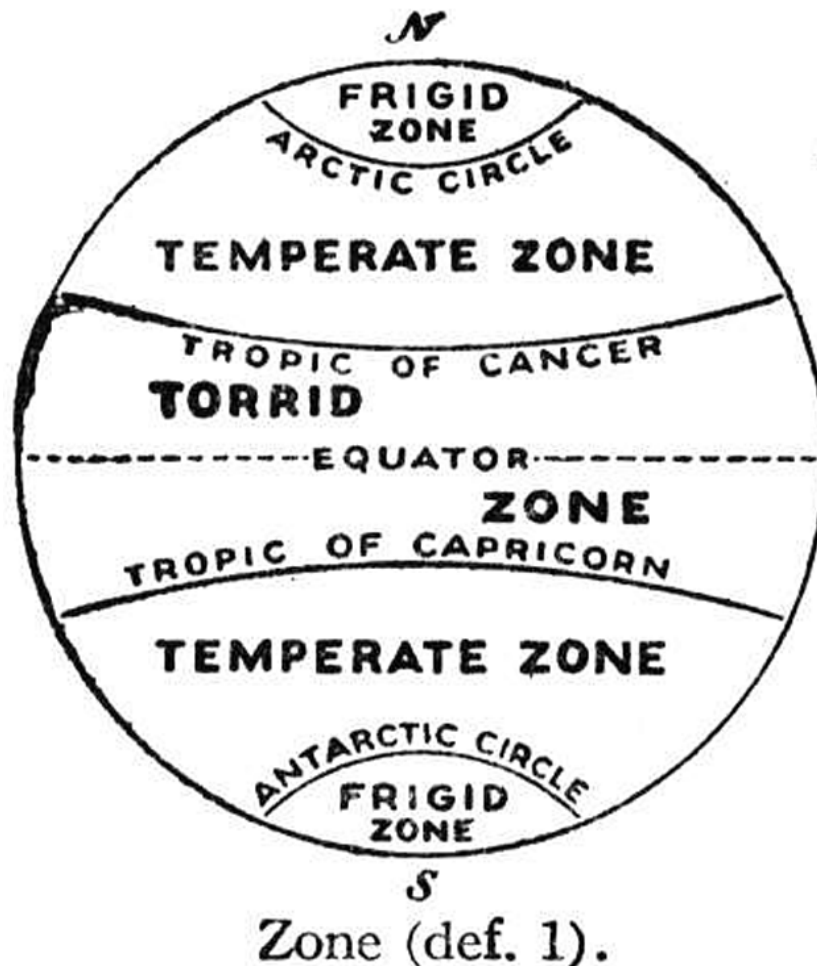
Activity 4.1 – Welcome to the hemispheres!



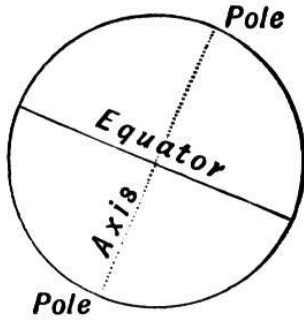
Welcome to Chapter Four! We begin our study of the equator and the hemispheres with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children to describe the equator. Where is it and what is it? Is it a real line around the earth? What does the equator really signify, and what are the hemispheres?

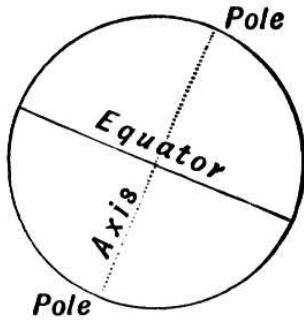
Have your children complete the first two sections of the following KWL worksheet before they complete the activities in Activity 4.2. They will complete the final section of the KWL chart in Activity 4.6.



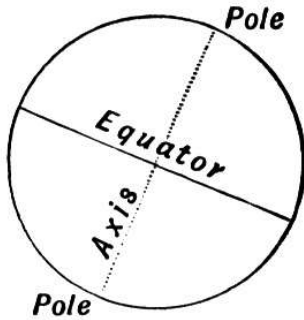
What I already know about the equator



What I want to know about the equator



What I learned about the equator



Activity 4.2 – Analyze the equator



What exactly is the equator? Can you see the equator? Let's find the answers to these questions and more in this activity. We begin with a basic reading overview of what the equator is and what it is not!

<http://www.socialstudiesforkids.com/articles/geography/equatorprimemeridian.htm>

Next, read the following brief article that includes overview information on the Tropic of Cancer and the Tropic of Capricorn.
<http://geography.about.com/library/misc/blequator.htm>

Use the following questions for discussion or as writing prompts:

1. Can you see the equator?
2. What are the Tropic of Cancer and the Tropic of Capricorn?
3. What are the four hemispheres?

Is there ever snow at the equator? Have your children ponder that thought and then follow the link to find the answer:
http://www.faqkids.com/id x/23/193/article/Where_can_you_find_snow_at_the_equator.html

In Chapter Three, your children added the North Pole and South Pole to a globe worksheet. Have them now add the equator, the Tropic of Cancer and the Tropic of Capricorn to the globe they began in Activity 3.5.

Finally, enjoy the following kinesthetic game to help your children learn and remember the major lines of latitude:

<http://geography.about.com/od/teachgeography/a/classlatitude.htm>

Activity 4.3 – Learn about hemispheres



In the previous activity, your children learned about the equator and major lines of latitude. In this activity, we explore the four hemispheres and a few countries that straddle the hemispheres! Follow the link below to first read about the hemispheres and to see the graphics (don't follow any of the website's internal links just yet!).

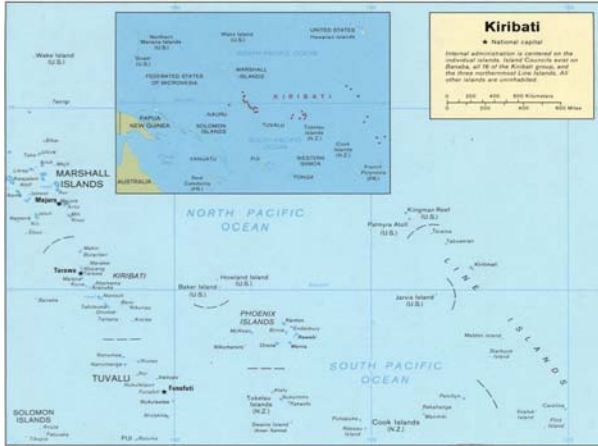
<http://www.worldatlas.com/aatlas/imageh.htm>

Next, have your children identify the Equator and the prime meridian on their globe. Help them make a list of the countries that they think are in both the east and west hemispheres. Then help them make a list of the countries that appear to be in both the northern and southern hemispheres. Now, return to the web site at the above link and click on the internal links in the paragraphs to see the countries that straddle the hemispheres. Compare them to the lists your children made!

Now, complete the following hands-on activity.

1. Give your children an orange, unpeeled. The orange represents the earth.
2. Use a plastic knife to cut in the following shallow lines: the equator, the Tropics of Cancer and Capricorn, the prime meridian and the international date line.
3. Use a permanent marker and help your children label the four hemispheres on the orange.
4. Based on the location of the prime meridian and the lines of latitude, have them estimate where their house is on the orange.
5. Now have them cut the orange into the four hemispheres and eat the "earth."

Activity 4.4 – Travel to Kiribati



Have you and your children ever heard of a nation called Kiribati? It is a string of coral atolls in the Pacific Ocean. Kiribati is the only nation on earth to have land in all four hemispheres! To begin, help your children locate Kiribati on the globe.

What is an atoll?
<http://academickids.com/encyclopedia/a/at/atoll.html>

Then read an overview of Kiribati at the following link:

<http://kids.yahoo.com/reference/world-factbook/country/kr--Kiribati#main>

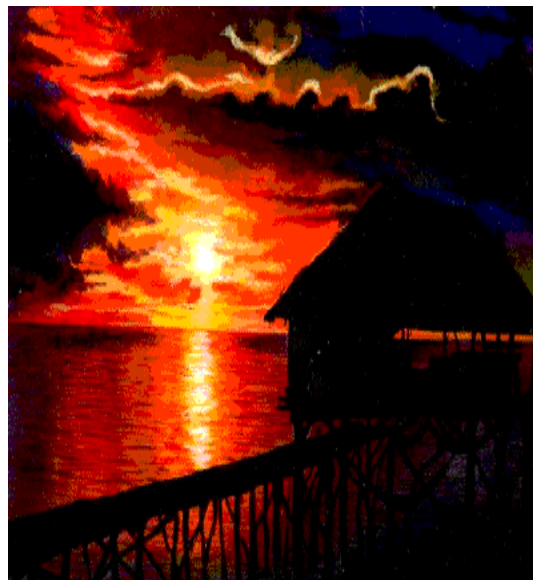
Enjoy the following video to see the diversity of life in Kiribati:

<http://www.youtube.com/watch?v=rFwIwG9vGQM&feature=related>

Future generations may only be able to learn about Kiribati in the history books. It is said that within 50 years, the islands will be gone, below the sea. Scientists and politicians disagree about the cause. Some argue it is evidence of global warming, while others point to the make-up of the coral itself.

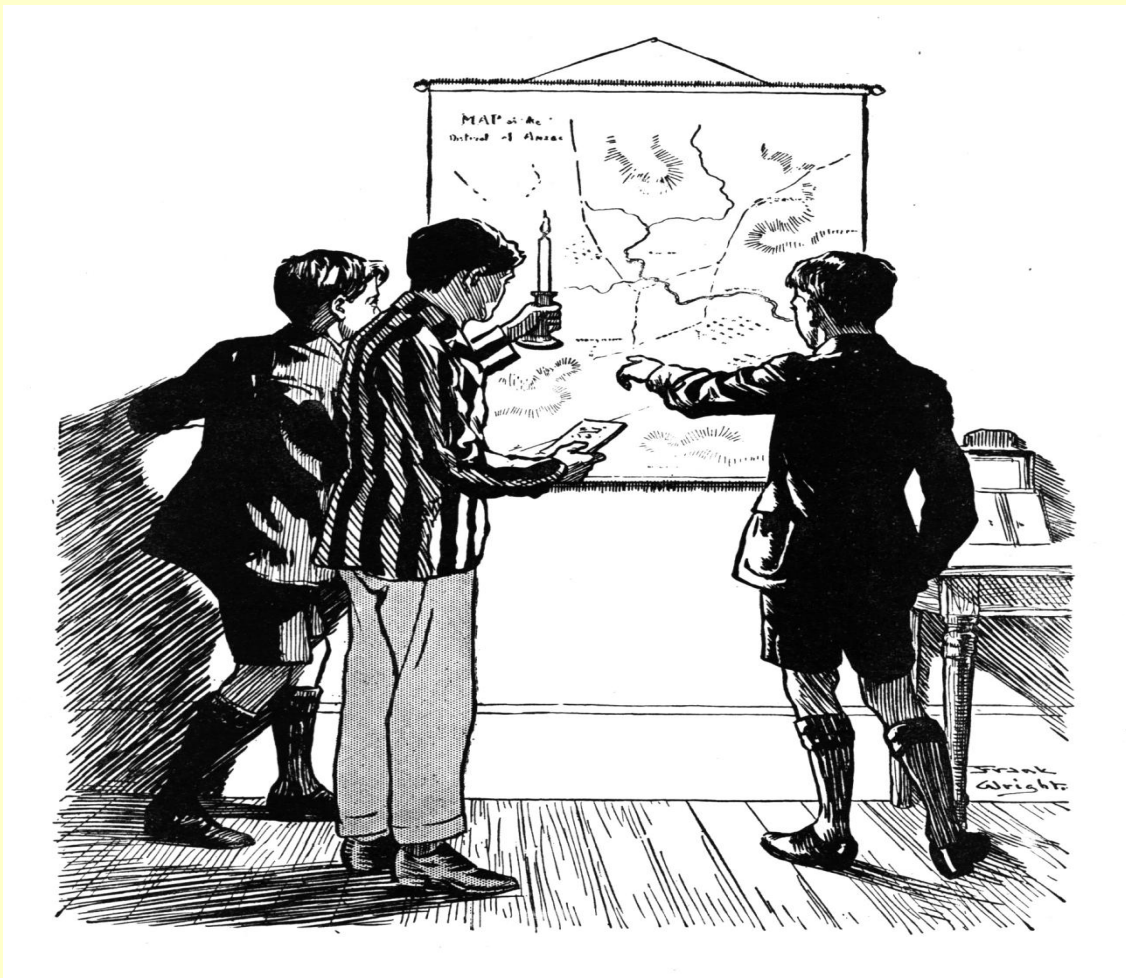
Use the following for discussion or as writing prompts:

1. What will happen to Kiribati in 50 years?
2. Why is Kiribati the only nation on earth that has land in each of the four hemispheres? (Hint: look at a globe and determine the other point at which the four hemispheres meet. What is there?)



Extension Activity – Create a map story

In this extension activity, we turn our attention to creative writing with a writing prompt based on the following image:

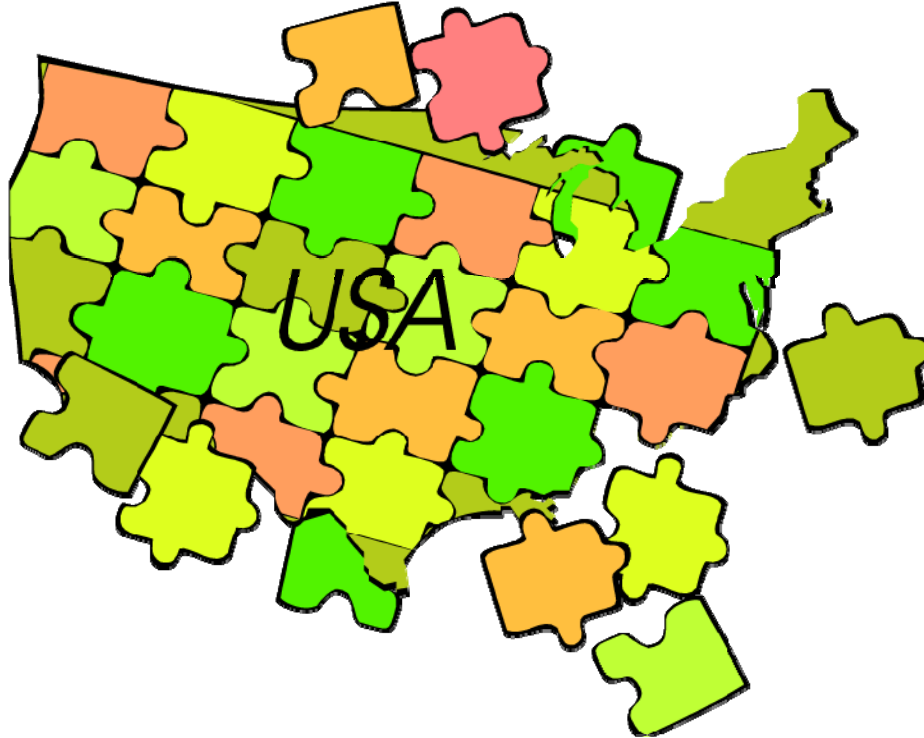


Help your children create a story that answers the following questions:

1. Who are these boys? (characters)
2. Where are they? (setting)
3. What have they found? (plot)
4. What will happen next? (climax)

Help your children write or dictate the story. Then have them illustrate their story with maps!

Activity 4.5 – Map your country



In the previous chapters, your children have mapped their bedroom, home, community and state. As you can see, in each chapter, the map subject gets increasingly larger. In this activity, your children will map the United States.

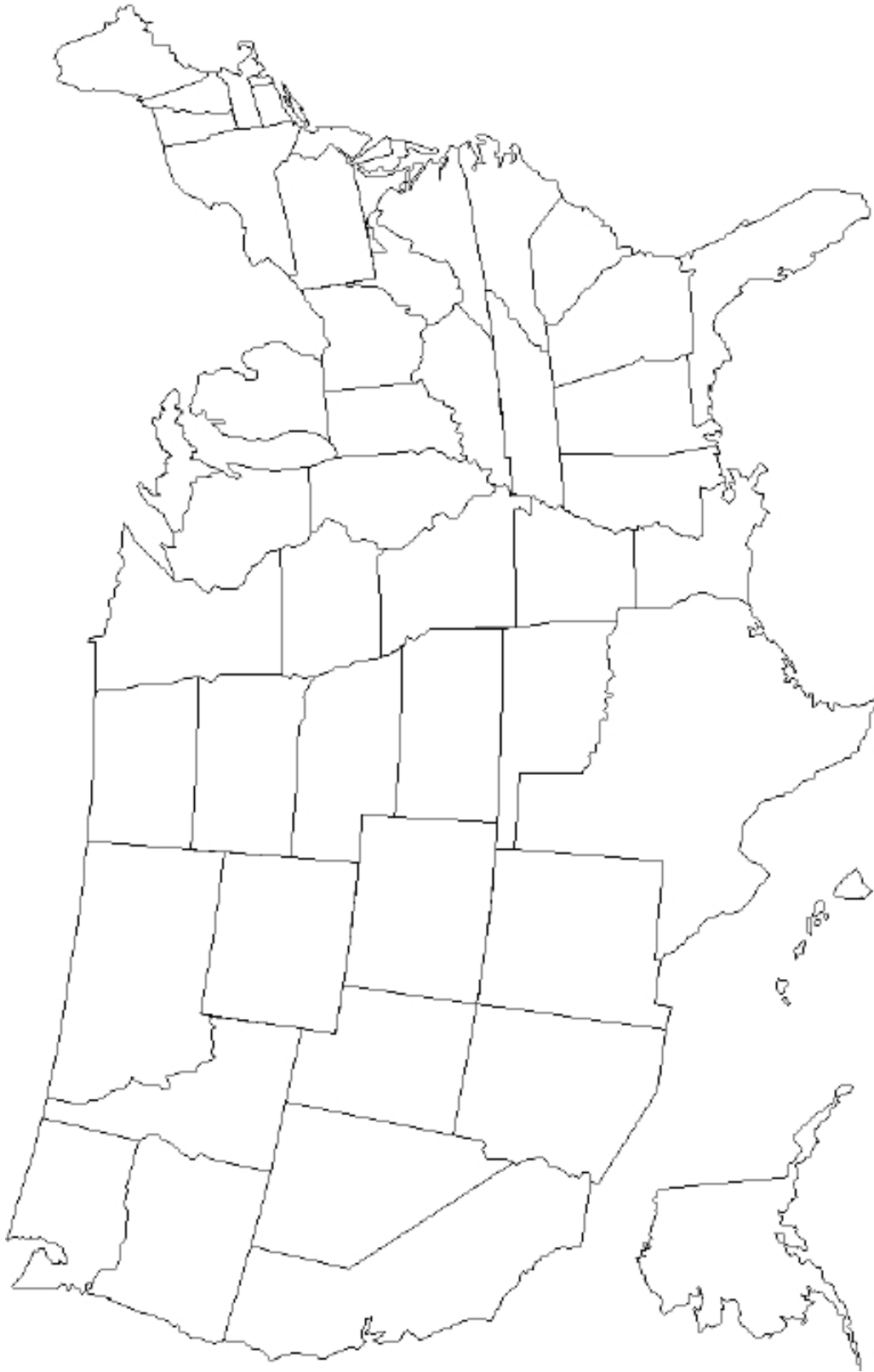
To begin, play the following online interactive game to help your children learn the individual states in the US. We recommend that you bookmark this site and use it in the future to help your children become well acquainted with the location and shapes of the 50 states!

<http://www.yourchildlearns.com/mappuzzle/us-puzzle.html>

Next, help your children create a map of the United States by copying or tracing a flat US map. Help them identify where each state belongs on the map. In the alternative, use the US map on the following page. Have your children identify each state and color the map so that no two states that touch are the same color. Remind them to use their map checklist from Chapter One, including a compass rose! Note which hemispheres the United States is in.

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Activity 4.6 – Complete your KWL chart

In Activity 4.1, your children began their KWL chart on the hemispheres and the equator. Think of all they have learned in this chapter!

Now it is time to complete the final section of the Chapter Four KWL chart. Before completing this step, briefly review all that they have done in this chapter:

Activity 4.1 – Welcome to the hemispheres!

Activity 4.2 – Analyze the equator

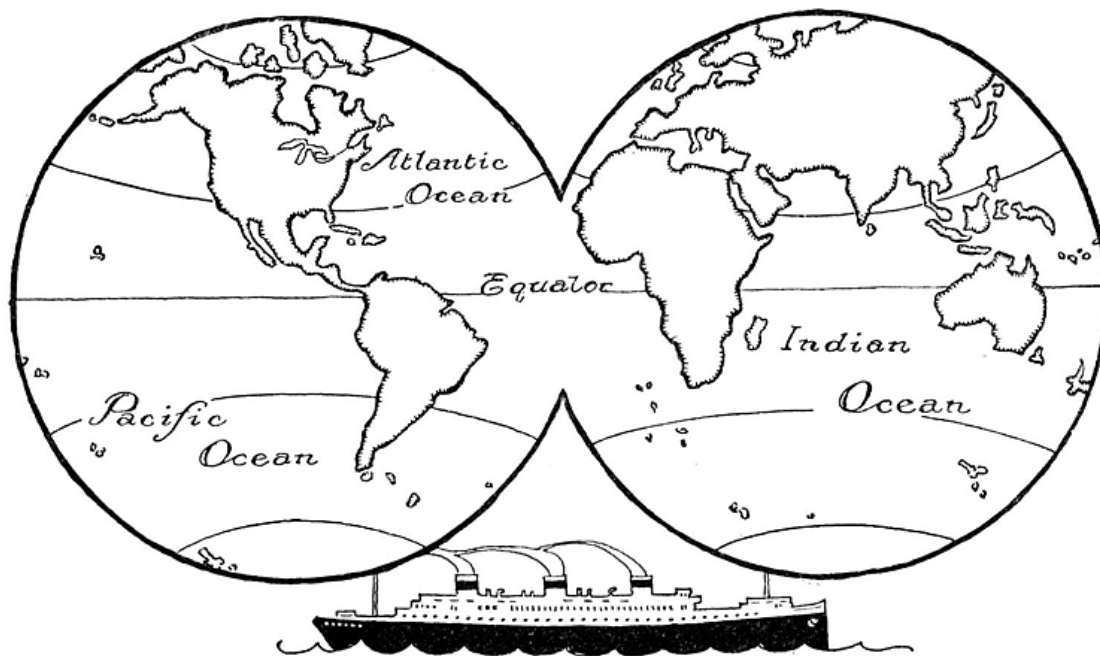
Activity 4.3 – Learn about hemispheres

Activity 4.4 – Travel to Kiribati

Extension Activity – Create a map story

Activity 4.5 – Map your country

Have your children now complete the final section of the KWL chart.





Activity 4.7 – Reflect on and explore the topics in Chapter Four

This activity presents your children with the opportunity to evaluate and synthesize what they have learned in this chapter. Follow their lead and allow them to reflect on this chapter using the following guided questions:

1. What was your favorite activity?
2. What did you learn that surprised you?
3. How do these topics and information relate to your life?
4. How will you use the information you learned?
5. What would you like to know more about?

Children should be encouraged to “answer” these questions using their preferred method of output. Select from the options on the next page based on your child’s age, interests and abilities, or create your own.

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Write the answers in a journal
Make a chart, diagram or outline
Write a poem or story



Give a speech
Record the answers into a tape recorder
Narrate a story



Paint pictures
Draw pictures
Create dot-to-dot drawings for others to complete



Write a song
Use music to tell a story
Select music as an accompaniment to your own story



Write a play
Present a skit or act out a narrative
Role play a situation



Design a board game or PowerPoint presentation
Create a collage or scrapbook
Create a diorama or create clay models



Prepare a photo essay
Select photos or artwork to illustrate a story
Select photos or artwork to tell a story

Remember, the method of output is not as important as the reflection that takes place as they are thinking through and answering the questions! Remember to record your child's work for inclusion in the portfolio at the end of this unit study.

Chapter Five Land and Water

Materials for Chapter Five

Vocabulary journal
Writing and drawing materials
Paper

Activity 5.2

Large open space
Printer and paper
Tape

Activity 5.3

Drawing materials
Wire mesh
Dirt
Rock or gravel
Clay
Greenery

Activity 5.4

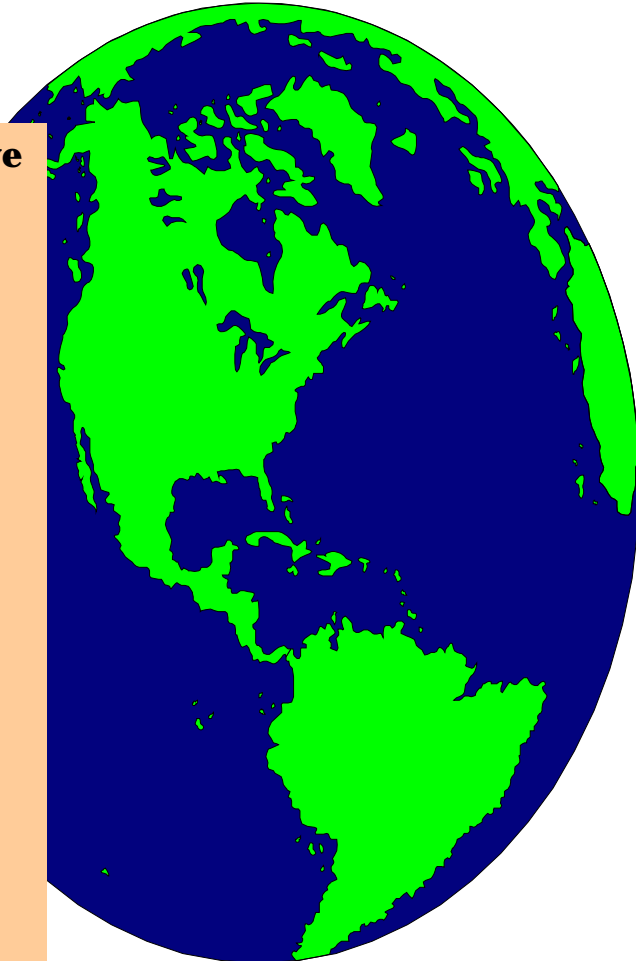
2 liter plastic bottle
Water
Funnel
Blue food coloring
Mineral oil
Sea shells
Rocks
Sand
Glue gun

Activity 5.5

Bucket
River or stream

Activity 5.6

Sand shovel and pail
Mesh or cheesecloth
Rubber flip flop shoes



Chapter Five Vocabulary

Help your children build vocabulary while having fun!

The vocabulary of children is diverse and dynamic. Therefore, we have not included a vocabulary list as each child's vocabulary is at a different stage of development. Instead, Intellego Unit Studies encourages children to build their own vocabulary lists.

We recommend starting a Vocabulary Journal in Chapter One that your children can add to in each lesson. Below are some ideas for helping your children build vocabulary while having fun!

1. Have your children identify all unfamiliar words as they encounter them in this chapter.
2. Use the link below, if you choose, for the online children's dictionary. Or help your children develop dictionary skills by using a dictionary in your home.

<http://kids.yahoo.com/reference/dictionary/english/entry/>

3. Copy the unfamiliar words into their Vocabulary Journal (a notebook will do just fine!) and then illustrate the word.
4. Use the new word in a sentence. Encourage them to come up with rhymes, either real words or nonsense words, and include those as well.
5. Write the new words in the air with their fingers, making huge sweeping motions as they write.
6. "Write" the words on the floor with their toes!
7. Clap out the syllables in each new word.
8. Examine the new word. Identify if it "plays by the rules" phonetically, so that it can be sounded out for spelling, or if it is a "rule breaker" that must be memorized.
9. The objective here is to help them use as many senses as possible so that retention of the new words is increased.

Activity List for Chapter Five

Activity 5.1 – Welcome to the continents and bodies of water!

Activity 5.2 – Meet the continents!

Activity 5.3 – Meet the mountains!

Activity 5.4 – Meet the oceans!

Activity 5.5 – Meet the rivers!

Activity 5.6 – Meet the lakes!

Activity 5.7 – Complete your KWL chart

Activity 5.8 – Reflect on and explore the topics in Chapter Five



Activity 5.1 – Welcome to the continents and bodies of water!






Welcome to Chapter Five! We begin our study of land and water with a brief activity to find out what your children already know as well as what they want to know.

To begin, ask your children if they know the names of the continents? Do they know the names of the oceans? What continent do they live on, and which rivers, lakes, oceans and mountains are near?

Have your children complete the first two sections of the following KWL worksheet before they complete the activities in Activity 5.2. They will complete the final section of the KWL chart in Activity 5.7.



<p>What I already know about continents and bodies of water</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I want to know about continents and bodies of water</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What I learned about continents and bodies of water</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 5.2 – Meet the continents!

In previous chapters, your children have learned about maps and how to make and use them. They have also learned about features on the globe, from the compass rose to the poles, the equator and the prime meridian. In this chapter,



we turn our attention to what we actually see when we look at a map or globe: land forms and bodies of water. This is an overview chapter, designed to acquaint your children with the concepts of continents, mountains, oceans, rivers, and lakes. Each of these is covered in much more detail in the *Continents!* and *Oceans, Rivers and Lakes!* unit studies from Intellego. Therefore, our goal of this unit study is for your children to become familiar with lands forms and bodies of water so that they can study them individually in future unit studies.

We begin our exploration of land forms with the continents. Let's watch this brief film that identifies the continents and the oceans:

<http://www.youtube.com/watch?v=FAHJ64id6n0&feature=related>

In the following kinesthetic activity, your children can stroll around the world and step on each continent! Follow the link below and then:

1. Select "World maps – maps of the world and the continents"
2. Select "World 1" from the map options
3. Select the size map you want to print (the bigger the better!)
4. Print the map and tape the pieces together! Label/color each continent
5. Now play Simon Says as your children jump around the continents. In the alternative, you can use the floor map as a *Twister* board (place your right hand on Asia and your left foot on Australia, and so on....). Enjoy!

<http://www.yourchildlearns.com/megamaps.htm>

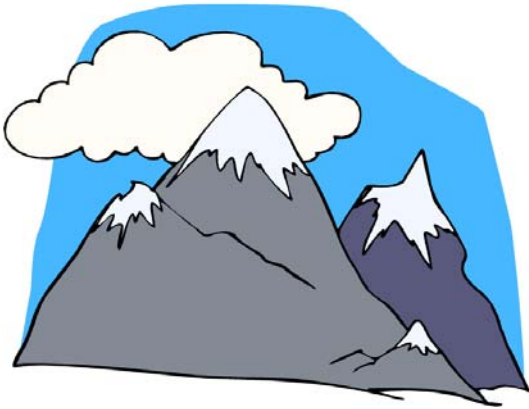
If time and interest allow, follow the link below to the National Geographic web site, which offers a wealth of information on each continent. Let your child's interest guide how in-depth you venture into each continent! At a minimum, they should understand the seven continents and be able to identify them on a map of the world. Again, they will study the continents in more detail in future unit studies. However, if they are showing strong interest, by all means, enjoy all the web site has to offer, including the videos!

<http://travel.nationalgeographic.com/places/continents/index.html>

Play GeoSpy
and learn the
continents!

<http://kids.nationalgeographic.com/Games/GeographyGames/Geospy>

Activity 5.3 – Meet the mountains!



In the previous activity, your children learned about the massive land forms on earth called continents. In this activity, your children will learn about mountains, or landforms that rise high above the continent floor. Let's begin by reading the following overview of mountains.

<http://www.factmonster.com/dk/encyclopedia/mountains.html>

Now have your children create a drawing or painting that shows a hill next to a

mountain. Ask them to explain the differences between the hill and the mountain.

Now that your children have drawn or painted a mountain, let's get their hands really involved by making a mountain! Follow the link below and enjoy the creative process as your children become mountain builders.

http://www.ehow.com/how_2240415_build-mountain.html

In the previous chapters, your children made maps of their bedroom, home, community, state and country. In this final chapter, your children will create a world map. Have them begin by copying or tracing a flat world map. Next, have them add the continents and label them. Then have them map the five North American mountain ranges discussed at the following site:

<http://www.uoregon.edu/~efoitle/mountainranges/mtnpage.htm>

Finally, have them add a few mountains from around the world to their world map:

<http://www.factmonster.com/ipka/A0001771.html>

Remind them to use their map making checklist that they created in Chapter One!

Discuss:

Which mountain ranges are closest to where you live?



Activity 5.4 – Meet the Oceans!



In the previous activity, your children learned about mountains. Now we turn our attention away from landforms and begin looking at major bodies of water. The largest bodies of water on earth are the oceans. Follow the link below to a quick overview of oceans, tides and waves.

<http://www.factmonster.com/world/geography/oceans.html>

Next, enjoy this 7-minute overview of life in the ocean from National Geographic.

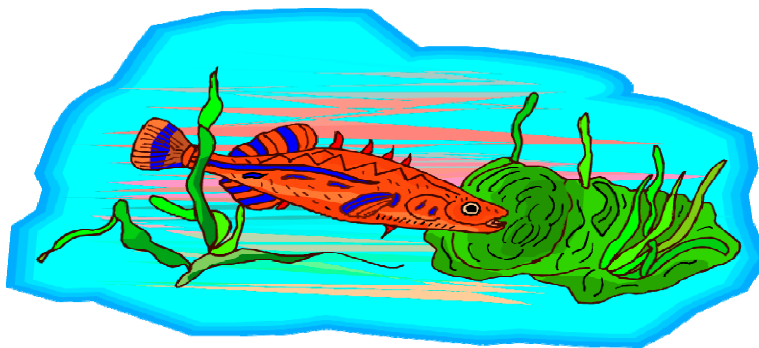
<http://www.youtube.com/watch?v=3GRA7iLM708&feature=related>

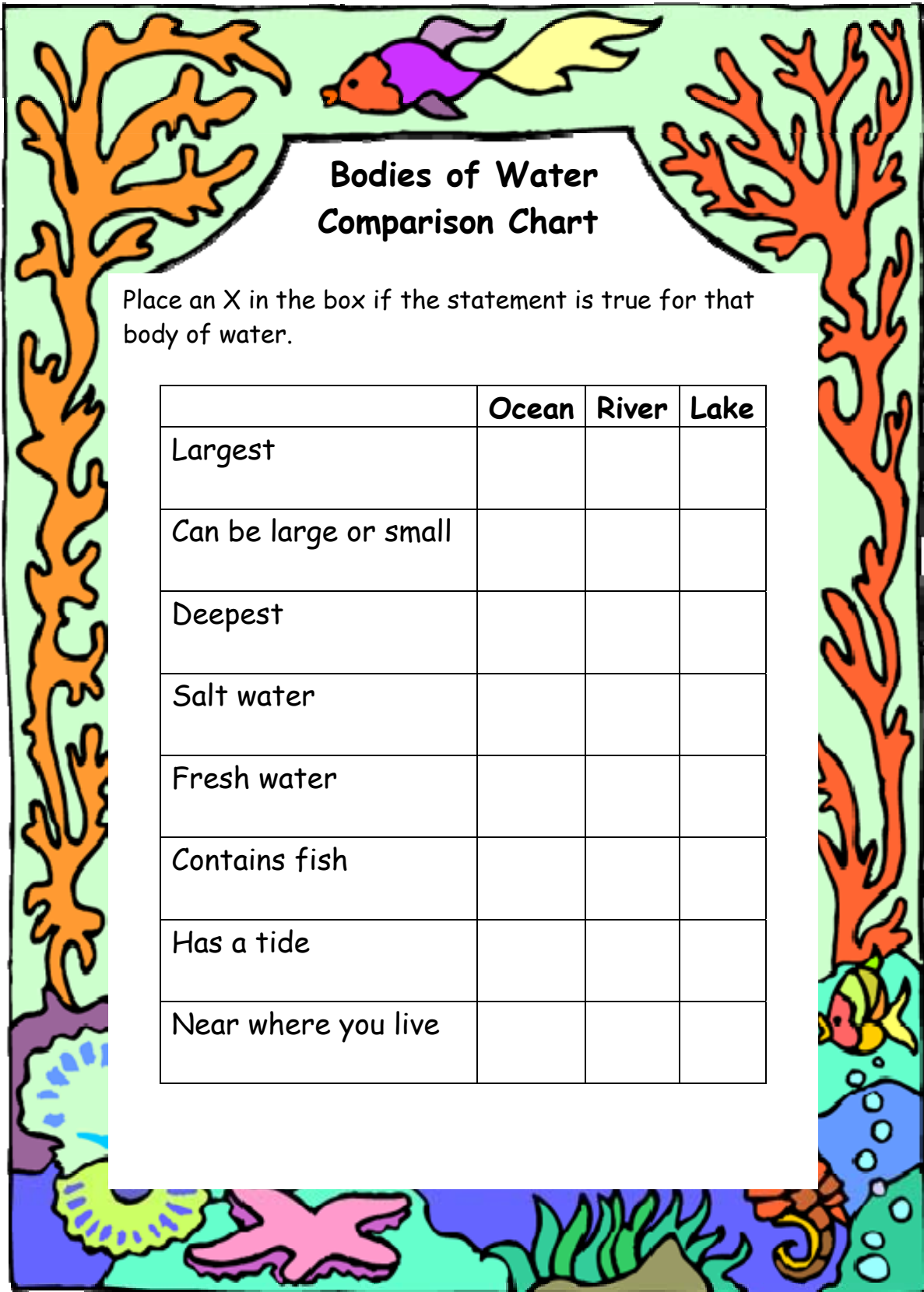
Now, help your children create their very own ocean – in a bottle, of course!

http://www.ehow.com/how_2156675_make-ocean-bottle.html

In the two upcoming activities, your children will explore rivers and lakes. Help your children now complete the ocean section in the Bodies of Water Comparison Chart on the following page.

Finally, it is time to add the oceans to the map of the world your children began in the previous activity. Have them color and label the world's five oceans.





Bodies of Water Comparison Chart

Place an X in the box if the statement is true for that body of water.

	Ocean	River	Lake
Largest			
Can be large or small			
Deepest			
Salt water			
Fresh water			
Contains fish			
Has a tide			
Near where you live			

Activity 5.5 – Meet the rivers!



In the previous activity, your children learned about oceans. In this activity, we turn our attention to rivers. Follow the link below to a brief overview of rivers:

<http://www.factmonster.com/dk/encyclopedia/rivers.html>

Next, enjoy the following kinesthetic activity which will take you on a hike along a river (a stream will suffice if there are no rivers near you). First, have your children use a map to locate the river nearest your home. Then, follow the link below and select “River Rock Mystery” for the directions. When it is time to take to the road to visit the river, allow your children to help navigate!

<http://home.howstuffworks.com/lake-and-river-activities3.htm>

Finally, it is time to add major rivers to the world map your children began in a previous activity. Have your children add the following rivers to their world map:

1. Mississippi
2. Yangtze
3. Volga
4. Nile
5. Amazon

Major rivers of the world:

<http://www.factmonster.com/ipka/A0001779.html>

Finally, have your children complete the river section of the comparison chart they began in Activity 5.3.

Activity 5.6 – Meet the lakes!



In the previous activity, your children learned about rivers. In this activity, we turn our attention to lakes.

Follow the link below to a brief overview of lakes:

<http://www.factmonster.com/dk/science/encyclopedia/lakes.html>

Depending on the weather (and the season), the following are some good ideas for helping your children jump in and learn about lakes! First, have your children locate a lake near your home. Then follow the link below and select the “What’s in there?” activity. When it is time to head to the lake, allow your children to navigate!

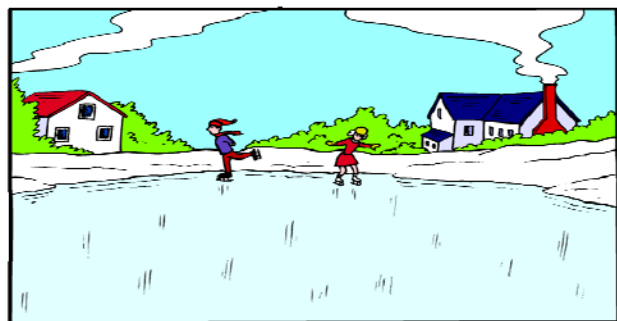
<http://home.howstuffworks.com/lake-and-river-activities.htm/printable>

* Note: If you live in the north and are completing this unit study in the winter, bookmark this activity and save it until the spring or summer! It will be worth the wait.

Now it is time to complete the world map your children began by adding in major lakes of the world. Have them first add any major lakes near your home. Then have them add the Great Lakes of North America. Finally, they can select from major lakes of the world from the list at the following site:

<http://www.factmonster.com/ipka/A0001777.html>

Finally, have your children complete the lake section of the comparison chart they began in Activity 5.3.



Activity 5.7 – Complete your KWL chart

In Activity 5.1, your children began their KWL chart on land and water. Think of all they have learned in this chapter!

Now it is time to complete the final section of the Chapter Five KWL chart. Before completing this step, briefly review all that they have done in this chapter:

Activity 5.1 – Welcome to the continents and bodies of water!

Activity 5.2 – Meet the continents!

Activity 5.3 – Meet the mountains!

Activity 5.4 – Meet the oceans!

Activity 5.5 – Meet the rivers!

Activity 5.6 – Meet the lakes!

Have your children now complete the final section of the KWL chart.





Activity 5.8 – Reflect on and explore the topics in Chapter Five

This activity presents your children with the opportunity to evaluate and synthesize what they have learned in this chapter. Follow their lead and allow them to reflect on this chapter using the following guided questions:

1. What was your favorite activity?
2. What did you learn that surprised you?
3. How do these topics and information relate to your life?
4. How will you use the information you learned?
5. What would you like to know more about?

Children should be encouraged to “answer” these questions using their preferred method of output. Select from the options on the next page based on your child’s age, interests and abilities, or create your own.

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Write the answers in a journal
Make a chart, diagram or outline
Write a poem or story



Give a speech
Record the answers into a tape recorder
Narrate a story



Paint pictures
Draw pictures
Create dot-to-dot drawings for others to complete



Write a song
Use music to tell a story
Select music as an accompaniment to your own story



Write a play
Present a skit or act out a narrative
Role play a situation



Design a board game or PowerPoint presentation
Create a collage or scrapbook
Create a diorama or create clay models



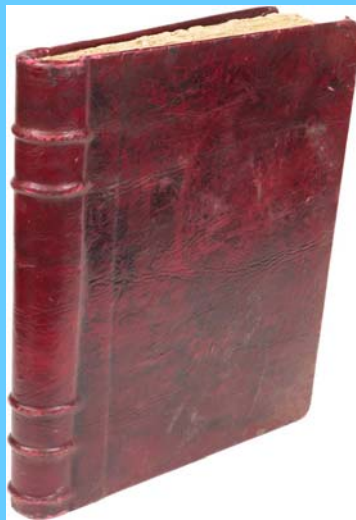
Prepare a photo essay
Select photos or artwork to illustrate a story
Select photos or artwork to tell a story

Remember, the method of output is not as important as the reflection that takes place as they are thinking through and answering the questions! Remember to record your child's work for inclusion in the portfolio at the end of this unit study.

Final **A**ctivity – Put your portfolio together!

Congratulations! You have now completed the *K-2 Geography: Maps!* unit study.

Now it is time to finalize your child's portfolio. This project can take many forms – from a simple collection of your child's work in a file folder for record keeping to an elaborate scrapbook with artwork and more! There is no right or wrong way to compile this portfolio. Let your children lead the way!



Appendix – Answer Key

Chapter One

Activity 1.2 – What is a map?

1. Have you ever used a map or globe? If yes, what did you use it for?

Answers will vary.

2. What are some uses for maps and globes?

Locating new places; finding travel directions; mapping distances

3. How do maps and globes help us better understand the world we live in?

Maps and globes provide us with a small-scale visual representation of our world. We cannot see beyond the horizon on earth, but using a map or globe, we can “see” all the way around the world! Maps and globes also help us see relative distances and relative locations.

Activity 1.3 – Make a treasure map!

1. What is a treasure map?

A treasure map leads to hidden treasure.

2. Who might have used treasure maps in the past?

Pirates or anyone who wanted to hide treasure.

3. Do you think people still use treasure maps today?

Yes!

4. Imagine that you have found an old map and it reveals the hiding spot of hidden treasure. Create a story that explains where you found the map, who created the map, and what treasure you will find when you use the map!

Answers will vary.

Activity 1.4 – Explore the different types of maps

Type of map	What I noticed about this map	What this map tells me
Climate Map	Answers will vary	Shows changes in climate around the globe; can compare two or more areas easily
Relief Map	Answers will vary	Shows changes in elevation and location of mountain ranges and major hills. Can compare elevations of two or more locations.
Population Map	Answers will vary	Shows how many people live in certain areas of the world. Can compare two or more regions.
Subway Map	Answers will vary	Shows the routes the trains follow; helps us find the right train to take to our destination.

Activity 1.6 – Create a map of your home

1. Which was easier to create – the map of your room or the map of your home? Why?

Answers will vary, but the likely answer is the room because it is smaller and only contains 4 walls!

2. What information did you include in your maps? Why?

Answers will vary.

3. How accurate do you think your maps are? How could they be made more accurate?

Answers will vary. Maps can be made more accurate by using appropriate scale or by taking a bird's eye picture of the area and then tracing

4. Why is it important to have accurate maps?

Maps are supposed to represent what is on the earth. An inaccurate map may lead you to the wrong place or may not be a representation of what's on earth

5. What information did you include in the key/legend, and why is it important?

Answers will vary. The information is important because the reader of the map needs to know what the symbols mean in order to understand the map

Chapter Two

Activity 2.5 – Map your community

1. How is your community map different from the map of your home?

Answers will vary. Possible answers address size, ease of creation, scale, detail.

2. What kind of information does your community map contain?

Answers will vary. Should include landmarks and areas of interest to the child.

3. How accurate is your community map?

Answers will vary!

Chapter Four

Activity 4.2 – Analyze the equator

1. Can you see the equator?

No, it is an imaginary line

2. What are the Tropic of Cancer and the Tropic of Capricorn?

Lines of latitude on either side of the equator that also mark the tropics

3. What are the four hemispheres?

Northern, southern, eastern, western

Activity 4.4 – Travel to Kiribati

1. What will happen to Kiribati in 50 years?

It will be covered by sea water

2. Why is Kiribati the only nation on earth that has land in each of the four hemispheres? (Hint: look at a globe and determine the other point at which the four hemispheres meet. What is there?)

The other location is in the Atlantic Ocean, off the coast of Africa, where there is no land or nation

Chapter Five

Activity 5.4 – Meet the Oceans!

Place an X in the box if the statement is true for that body of water.

	Ocean	River	Lake
Largest	X		
Can be large or small		X	X
Deepest	X		
Salt water	X		
Fresh water		X	X
Contains fish	X	X	X
Has a tide	X		
Near where you live	?	?	?