



Let's Explore Our World!



Teacher Guide



Monument Valley, USA



Koalas

Holi in India



Let's Explore Our World!

Teacher Guide



Core Knowledge

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Let's Explore Our World!

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Let's Explore Our World!
Teacher Guide
Core Knowledge History and Geography™ K

Introduction

A SPECIAL NOTE TO KINDERGARTEN TEACHERS BEFORE STARTING THIS UNIT

Why Study Geography in Kindergarten?

For many Kindergarten teachers, the suggestion that geography be a part of the Kindergarten curriculum may seem somewhat unusual. Many would undoubtedly say that they are already feeling the pressure to devote nearly all of their instructional time to teaching early reading and math fundamentals to their young students and have precious little instructional time to spare for anything else.

We believe that the study of geography merits inclusion in the Kindergarten curriculum for multiple reasons. It is consistent with the Core Knowledge approach, as outlined in the *Core Knowledge Sequence* and used successfully by Core Knowledge schools for over thirty years. The *Core Knowledge Sequence* is available on the Core Knowledge website for free download.

Use this link to download the Core Knowledge History and Geography™ (CKHG™) Online Resources for this unit, where the specific link to the *Core Knowledge Sequence* can be found:

www.coreknowledge.org/ckhg-online-resources

Teaching geography affords teachers the opportunity to provide students with the experiences necessary to acquire a sense of spatial orientation, as well as to learn the language used to describe position in space. While these skills are clearly useful in geography for understanding and using maps, these same skills are also critical for early literacy—in differentiating and writing the letters of the alphabet, orienting oneself on paper for early writing, etc.—as well as for early math.

Beyond these connections, teaching geography to young children is an opportunity to introduce young students to people, cultures, and practices that may be very different from those that they have encountered thus far. Most young students' knowledge of the world is derived from their personal experiences, that is, from interactions with their immediate family members and the people in the town or city where they live.

It is our belief that the study of world geography is not only academically enriching and interesting but is also fundamental to building respect and tolerance for people and cultures that may be different from one's own.

To enable young students to gain this deeper understanding and appreciation of the people, places, and times that they will be studying in CKHG, we have intentionally included developmentally appropriate instruction and activities as part of these lessons, to assist students in connecting what they already know and are familiar with in their own everyday experiences to the unfamiliar—but fascinating—new people and places they will encounter in CKHG.

Before Starting *Let's Explore Our World!*

Students come to Kindergarten classrooms across the country with a wide range of prior experiences. Some students have attended preschool, while others have not. Some have had teachers and/or family members who have been reading aloud and sharing the wonderful world of books with them for several years, while others have not. Some have traveled to other cities, states, and countries, while others may know only their own family and neighborhood.

To ensure that all students in your classroom have the background knowledge necessary to understand and appreciate the diverse places, people, and customs that they will encounter in *Let's Explore Our World!*, we strongly recommend that you consider first introducing your students to some of the activities and resources described in the Appendix: All About Me, My Family, and My Community, on page 155, before starting this unit. As is the case with the CKHG instructional materials, the resources included in the Appendix are largely available for free download.

By first giving students the opportunity to explore a sense of self, as well as their role in their own family and community, they will have the foundational knowledge needed to more fully understand and contextualize the content and concepts presented in the *Let's Explore Our World!* unit.

Let's Explore Our World! is one of four world and American history and geography units in the Kindergarten CKHG series that we encourage teachers to use over the course of the school year. Kindergarten teachers who begin the year by first sharing the activities and resources described in the Appendix, followed by *Let's Explore Our World!*, should have more than sufficient time over the course of the year to complete all four of the Kindergarten CKHG units. Additional guidance regarding pacing is provided in each CKHG Teacher Guide.

ABOUT THIS UNIT

The Big Idea

Our world is a place with diverse physical and cultural geography.

We live on the planet Earth. Earth is made up of land and water. The water includes large bodies of salt water called oceans, as well as freshwater lakes and rivers of various sizes. The land is divided into seven large areas called continents. These continents contain many different landforms, including tall mountains with snowy peaks, dry deserts, and deep canyons.

Plants grow all over Earth’s land. They might make up a deep forest of tall trees, a thick steamy rainforest full of trees and vines, or fields and plains of tall waving grass. Some parts of Earth are so dry that sand covers the ground and only a few plants can survive.

Animals and plants depend on the land and water to live. Different animals and plants can be found in different areas of Earth, depending on the kind of land and the weather in those areas. In some places, plants and animals are endangered because of loss of habitat, hunting, or climate change.

Weather is different all over Earth, and it affects the life of plants, animals, and humans. Very far north and very far south on Earth, the weather is always cold and the ocean stays frozen all year long. In the middle sections of Earth, where the sun’s rays are the most direct, the weather rarely gets cold, but it is often wet.

Just as there are many different kinds of plants and animals, there are also many different kinds of people in our world. People have different beliefs and different ways of celebrating important events. They eat different foods and wear different clothes. At the same time, all people share one important characteristic: they are human beings.

One way to explore our world is to travel to different places. When people travel to different places, they often rely on maps for information. Maps can help you understand the geography of different parts of the world, which includes Earth’s most important physical and human features, and can help you get to places both near and far.

What Students Need to Learn

Spatial Sense

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- the location of the Atlantic and Pacific Oceans
- the location of the North and South Poles
- the meaning of some basic terms of spatial orientation necessary for working with maps

An Overview of the Seven Continents

- the names and relative locations of the seven continents
- some familiar associations with each continent, such as wildlife, landmarks, etc.

AT A GLANCE

The most important ideas in Unit 1 are:

Spatial Sense

- A map is a representation, or drawing, of a place.
- Any place can be depicted on a map.
- A globe is a three-dimensional model of Earth.
- There are conventions for how certain features, such as rivers, lakes, and mountains, are shown on maps and globes.
- There is a language of space, a set of terms regarding orientation and relative position. These terms, such as *in-on*, *next to-in the middle of*, *under-over*, etc., are ones that students should understand and use while working with maps and globes.
- It is important for students to practice working with various globes and maps to locate the continent of North America, the Atlantic and Pacific Oceans, the North and South Poles, and their state and community.

Overview of Continents

This information builds students' understanding of the world in spatial terms.

- There are seven continents; they are, largest to smallest: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
- Each continent has certain physical characteristics, wildlife, and/or landmarks associated with it.
- The continents can be located in relation to one another.
- Students should be able to locate North America, the continental United States, Alaska, and Hawaii.
- Students should be able to name the town, city, or community and the state where they live; and locate their state on a map of the United States.

WHAT TEACHERS NEED TO KNOW

Places and regions have certain characteristics that distinguish them from other areas. These characteristics are both physical (landforms, climate, and vegetation) and human (population and culture, which includes government, economy, language, and religion). No two places have exactly the same physical and human characteristics.

Humans have created names for talking about certain natural phenomena on Earth. For example, we have named the oceans and the seven continents. We have also given labels to specific places on Earth, such as the North and South Poles and the equator. The poles and the equator cannot be seen on Earth itself, but these names help people locate and talk about these particular places. Maps help us understand the spatial relationships among these places.

There are seven continents, or large landmasses: Asia, Africa, Europe, North America, South America, Australia, and Antarctica. People, as well as plants and animals, live on all of the continents. Each continent also contains certain distinctive features.

One way to make the continents memorable for Kindergartners is to associate each continent with the people and animals that inhabit it. We have therefore listed some of the animals and cultural celebrations associated with each continent. Bear in mind that continents are large landmasses that contain many different regions. Just because rice grows in some parts of Asia and lions are found in some parts of Africa, it does not follow that all parts of Asia are suitable for growing rice or that all parts of Africa have lions. Similarly, a celebration may occur in one part of a continent or across many continents, as diasporic communities continue the traditions of their native lands.

UNIT RESOURCES

Teacher Components

Let's Explore Our World! Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, and Student Activity Pages and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 104. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to parents designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

- » My Passport is a tangible reminder and souvenir of the various places and events that students using the CKHG series at their grade level will have visited and learned about over the course of the school year. Note that, prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passports. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The *Let's Explore Our World!* Student Book includes nine chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students' understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students' listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

Pacing

The *Let's Explore Our World!* unit is one of four world and American history and geography units in the Grade K CKHG series that we encourage teachers to use over the course of the school year.

As noted earlier in the Introduction, we strongly recommend that you consider first introducing your students to some of the activities and resources described in the Appendix: All About Me, My Family, and My Community, before starting this unit. This will ensure that all students in your classroom have the background knowledge necessary to understand and appreciate the diverse places, people, and customs that they will encounter in *Let's Explore Our World!* As is the case with the CKHG instructional materials, the resources included in the Appendix are largely available for free download.

We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 11–12 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than twenty to thirty days teaching the *Let's Explore Our World!* unit so that you have sufficient time to teach the other three units in the Grade K CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Where Do You Live?	Where do people live?	town, city, farm, countryside, river, neighborhood, state, country, government, laws
Chapter 2: Finding Your Way Around	How are maps helpful, and what kinds of information might you find on a map?	maps, oceans, continents, globe, North Pole, South Pole, Earth
Chapter 3: Let’s Explore North America: The United States	What would you see on your trip across the United States?	Monument Valley, desert, border, landscape
Chapter 4: Let’s Explore North America: Mexico and Canada	What kinds of celebrations take place in Mexico and Canada?	celebrate, Independence Day, parades, forests, ruins, temples, pounce, acrobats, waterfall, frozen, Inuit, woodlands, antlers
Chapter 5: Let’s Explore South America	Whom would you meet and what would you see in South America?	rainforest, carve, llamas, festival, flower arrangements
Chapter 6: Let’s Explore Europe	What would you most like to see in Europe, and why?	island, remembrance, carnival, castles, kings, queens, structure
Chapter 7: Let’s Explore Africa	What are some of the animals that live in Africa?	customs, international, camels, plains, peaks, tusks, grasslands

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 8: Let's Explore Asia	What is the name of the highest mountain in the world, and where is it?	sculpture, "munching on bamboo," snouts
Chapter 9: Let's Explore Australia and Antarctica	How would you compare the landscape in Australia to that of Antarctica?	aboriginal people, ancestors, pouch, eucalyptus leaves, investigate

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 143–153. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 2.1

AP 3.1

AP 4.1

AP 5.1

AP 5.2

AP 6.1

AP 7.1

AP 8.1

AP 9.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Where Do I Live? (AP 1.2)
- Chapters 2, 3—Map of the United States (AP 2.1)
- Chapters 3, 4—Map of North America (AP 3.1)
- Chapters 4–9—Color the Continents (AP 4.1)
- Chapter 5—Map of South America (AP 5.1)
- Chapter 5—Map of North and South America (AP 5.2)
- Chapter 6—Map of Europe (AP 6.1)
- Chapter 7—Map of Africa (AP 7.1)
- Chapter 8—Map of Asia (AP 8.1)
- Chapter 9—Map of Australia (AP 9.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Reading and Writing

- know and use terms of orientation and relative position

Mathematics

Geometry

- know and use terms of orientation and relative position

Visual Arts

Sculpture

- Statue of Liberty (North America)

Books

Arnold, Marsha Diane. Illus. by Angela Dominguez. *Galápagos Girl (Galapagueña)*. New York: Lee & Low Books, 2018.

Brown, Sarah Janisse, and Serena Marie Lapointe. *Seven Amazing Continents—Travel Dreams Geography—The Thinking Tree: World Geography & Social Studies, The Creative Research Handbook for Library & Internet Based Learning (Volume 1)*. United States: CreateSpace Independent Publishing Platform, 2017.

Capua, Sarah De. *We Need Directions! (Rookie Read-About Geography)*. New York: Children's Press, 2008.

Carney, Elizabeth. *National Geographic Little Kids First Big Book of the World*. Washington, DC: National Geographic, 2015.

Cumpiano, Ina. Illus. by José Ramírez. *Quinito, Day and Night (Quinito, Día y Noche)*. New York: Lee & Low Books, 2013.

Cumpiano, Ina. Illus. by José Ramírez. *Quinito's Neighborhood (El Vecindario de Quinito)*. New York: Lee & Low Books, 2018.

Gonzales, Doreen. *Up North and Down South: Using Map Directions*. North Mankato, MN: Capstone Press, 2016.

Gonzalez, Maya Christina. *My Colors, My World (Mis Colores, Mi Mundo)*. New York: Lee & Low Books, 2007.

Hartman, Gail, and Harvey Stevenson. *As the Crow Flies: A First Book of Maps*. United States: Paw Prints, 2008.

Kirk, Connie Ann. Illus. by Christy Hale. *Sky Dancers*. New York: Lee & Low Books, 2004.

Leedy, Loreen. *Mapping Penny's World*. New York: Henry Holt & Company, 2003.

Mora, Pat. Illus. by Rafael López. *Yum! ¡Mmmm! ¡Qué Rico! Americas' Sproutings*. New York: Lee & Low Books, 2007.

Reynolds, Jan. *Celebrate! Connections Among Cultures*. New York: Lee & Low Books, 2006.

Reynolds, Jan. *Vanishing Cultures: Amazon Basin*. New York: Lee & Low Books, 1993.

Reynolds, Jan. *Vanishing Cultures: Frozen Land*. New York: Lee & Low Books, 1993.

Ritchie, Scot. *Follow That Map!: A First Book of Mapping Skills*. Toronto: Kids Can Press, 2009.

Sherman, Jill. *Continents: What You Need to Know*. North Mankato, MN: Capstone Press, 2018.

Singer, Marilyn. Illus. by Julia Cairns. *A Full Moon Is Rising*. New York: Lee & Low Books, 2011.

LET'S EXPLORE OUR WORLD! PACING GUIDE

_____ 's Class

Note to Teacher: *Let's Explore Our World!* is intended to be taught as the first unit of Grade K CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Let's Explore Our World!

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Let's Explore Our World!

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Let's Explore Our World!

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LET'S EXPLORE OUR WORLD! PACING GUIDE

_____ 's Class

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Let's Explore Our World!

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Let's Explore Our World!

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Let's Explore Our World!

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CHAPTER 1

Where Do You Live?

Primary Focus Objectives

- ✓ Identify different places people might live. (SL.K.2, SL.K.3)
- ✓ Identify the city or town, state, and country where students live. (SL.K.4)
- ✓ Explain the differences among a neighborhood, a state, and a country. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *town, city, farm, countryside, river, neighborhood, state, country, government, and laws.* (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 1.1

- individual student copies of *Let's Explore Our World!* Student Book
- teacher and individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

Background

For very young children, acquiring a sense of orientation in real time and space, initially of their own body in relation to other objects in their environment, is fundamental to understanding geographical skills and concepts, as well as how space may be represented on maps.

On a daily basis, adults and young children alike engage in activities that require spatial sense. We navigate around obstacles as we walk through the living room. We estimate the amount of paper we will need to wrap a package. We gauge which puzzle pieces will fit in the available spaces, and we select shoes that will fit our feet. Children's awareness of space is an important component of skills and knowledge related not just to geography and map skills but to early literacy, mathematics, and art, as well as to movement and coordination.

Children's sense of space develops in fairly consistent phases during early childhood (Johnston, J. On location: Thinking and talking about space. *Topics in Language Disorders*, 2 [1981]. 17–32.).

During toddlerhood, fifteen to thirty months of age, children begin to recognize the functions of space. They recognize that some objects can hold things (containers) and some objects can support things (flat surfaces). Children in this age range often repeatedly put things in and take things out of containers or stack objects such as blocks. These discoveries are the beginning notions of *in* and *on*.

The second phase of spatial representation typically occurs between thirty and forty-two months of age, when children begin to realize that one object can be used as a frame of reference for another object. During this age range, children frequently arrange objects in lines, for instance "parking" all the

toy cars in neat rows or lining up the blocks to create a track. These actions demonstrate the beginning notions of *next to*, *beside*, and *between*.

The third phase of spatial representation, which typically develops at forty-two months or older, requires the ability to make judgments about relative position based on lines of sight. For instance, children recognize that one object is *on the other side* of another object, even if it cannot be viewed. Children in this phase of spatial development can imagine configurations based on viewpoints other than their own. As children enter this phase, their representational art skills improve, and their constructions with blocks and other objects become more elaborate.

The Language of Space

Children learn spatial concepts prior to learning the language to describe them. However, the order in which children learn spatial language (prepositions and prepositional phrases) parallels the development of spatial cognition and is sequenced as follows (Johnston, 1981):

- *in, on, under, over, top, and bottom*
- *in back of* (one object hides another), *between, in the middle of*
- *in back of* (one object is visible behind another)
- *in back of, in front of* (reflecting the viewer's position)

It is also important to recognize that as with other vocabulary, children's understanding of these terms develops prior to their ability to say and use these terms independently.

Establishing Reference Points in Actual and Represented Space

As children's conceptual understanding of space develops, they will be able to complete increasingly complex tasks involving reference points in actual and represented space. Children often use themselves as a reference point before using a third party or remote object as a reference point (Elicker, J., Cranto, L., Plumert, J., and Pick, H.L. *Spatial Cognition as Reflected in Referential Communication*. Paper presented at the 16th Annual Symposium of the Jean Piaget Society, May 29, 1986.)

THE CORE LESSON

Introduce *Let's Explore Our World!* and Chapter 1: "Where Do You Live?"

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Students will likely respond by first commenting on the children at the bottom of the page who appear to be covered in colored chalk or paint. They may then go on to mention the photo (of Monument Valley) with the bright sunlight, as well as the animals (koalas) that appear to be seated together on a tree branch.

Ask students if they have any idea what all of these images may have in common. Acknowledge any reasonable responses. In the event that no one mentions it, tell students that all of things pictured on the cover—the children covered in colored chalk or paint, the sunlight at Monument Valley, and the koalas—are all things that can be found or seen in different places around our world. Explain that in this book, which is called *Let's Explore our World*, they are going to learn about many different places around the world and the people, animals, and things that are found there.

Let's Explore Our World!



Monument Valley, USA



Koalas



Holi in India

Rosie McCormick

Tell students that the first chapter you will read aloud to them is called “Where Do You Live?” Repeat this title as a completely open-ended question directly to your students. **Ask different students to tell you where they live.**

Students are likely to respond in many different ways; accept and reinforce any reasonable response. For example, one student may respond that she lives near the school; another student may respond that he lives in a house; and yet another student may respond with the name of the city or town or street where she lives.

Tell students to turn to the title page of the book with the photo of Earth. Explain that this is a picture of how our world, which we also call Earth, looks from outer space.

Tell students that as you read this book aloud to them, you are going to pretend that you are going on a trip to visit many different places around the world. Many of the places that you will visit are far away from where you and the students are now, so you are going to ask them to pretend that you are all going to get on an airplane to visit places that may be far away.

SUPPORT—Ask if any students have ever traveled on a real airplane and, if so, where they went.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Tell students that today they are going to visit some different places where people live. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds, but explain that this is a super fast plane, so they need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed, and ask them to unbuckle their seat belts.

Big Question

Where do people live?

Core Vocabulary

town city farm countryside river neighborhood state country
government laws

Chapter 1: “Where Do You Live?”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Remind them that the title of this chapter is “Where Do You Live?,” and tell them to pay special attention to the different kinds of places where people might live.

CHAPTER
1

Where Do You Live?

People live in many different kinds of homes. What kind of home do you live in?



Do you live in a house in a town?



Do you live in an apartment in the city?



Do you live on a farm in the countryside?



Do you live in a houseboat on a river?

CORE VOCABULARY—Explain that a **town** is a place that has streets and houses where people live. There are usually also different stores where people can shop in a town.

CORE VOCABULARY—Explain that a **city** is a place with many streets and many buildings, where lots of people live. The buildings in a city are usually larger and taller than a house. Cities also have different stores where people can shop—usually more stores than you would find in a town.

SUPPORT—**Ask students to look at the picture of the apartment building compared to the picture of the house.** Explain that many more people can live in one tall apartment building than in one house.

CORE VOCABULARY—Explain that a **farm** is a place with lots of land that is used for growing plants and raising animals that can be eaten as food.

SUPPORT—**Ask students if they have ever been to a farm.** What did they see? What did they hear? What did they smell? Did they touch anything? Then ask students if they think farms are important. Discuss how farms provide different kinds of food for people that help them live and survive. Point out to students that even if they live in the city and don't have any farms nearby, much of the food that they buy in city stores comes from farms.

CORE VOCABULARY—Explain that the **countryside** is a place where there is lots of land and open space, where houses are not close together or next to one another. You can find farms in the countryside.

CORE VOCABULARY—Explain that a **river** is a large stream of flowing, fresh water.

SUPPORT—**Ask students to point to the river in the image on the lower right side of the page.** Be sure they understand that a river is different from the pond shown in the farm image on the lower left side of the page. The water in a river is always moving or flowing from one place to another; the water in a pond stays where it is.

If there is a river near where students live, mention this familiar place as an example of a river.

SUPPORT—**Ask students to describe where they live. Is it a town, city, or farm?**

CHALLENGE—**Ask if anyone has taken a trip to a place that is different from the place where they live.** Were there more or fewer buildings? How else was the place different? Were there any buildings in sight? Have they hiked in a forest or the mountains? Have they been to an ocean beach? Encourage them to compare those places with the place where they live.

Ask students the following questions:

LITERAL—What are some different kinds of places where people can live?

» People can live in houses, apartments, and even on boats.

INFERENTIAL—Why do you think people live in so many different kinds of homes?

» There are so many different kinds of homes to live in because people are different and like different things. The world is not the same everywhere, so the kinds of homes in which people live are often different, based on where in the world they live.

Now ask students to look at the images on page 3 as you read aloud.



You may live in a neighborhood like this. Perhaps you play outside with your friends.

You probably live in a U.S. state. A state is an area or place much larger than your neighborhood. Which state do you live in?





You also live in a country. A country is a place with a government and laws for all the people who live there. Countries have names. Do you know the name of the country you live in?

3

CORE VOCABULARY—Explain that a **neighborhood** is a part of a town or city where people live near one another. Cities have many different neighborhoods.

CORE VOCABULARY—Explain that a **state** is a specific area within a country. Many, many neighborhoods, towns, cities, and large areas of countryside make up a state. The United States has fifty states. Texas—named in the middle image on page 3—is one of them.

CORE VOCABULARY—Explain that a **country** is a place with a government and laws for all the people who live there. The United States is a country.

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

CORE VOCABULARY—Explain that a **government** is a group of people who make rules and decisions for a country, state, or city.

CORE VOCABULARY—Explain that **laws** are rules made by a government. Many laws are meant to keep people safe, such as the law that requires people to wear seat belts in cars.

Note to Teacher: Students this age will have only a limited understanding of the terms *government* and *laws*. The words are introduced here only for an initial exposure.

SUPPORT—To help students understand the relation and differences among these different areas, draw concentric circles with *home* at the center, followed by *neighborhood*, *town or city*, then *state*, and then *country* to convey how all of these places are interrelated. As you describe each circle, starting from home and moving outward, use the names specific to the area where your students live for at least the town or city, state, and country.

Ask students the following question:

LITERAL—What is a neighborhood?

» A neighborhood is an area in a town or city where people live close to one another.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Where do people live?

» People can live in houses or apartments in a town or city. They can live on farms in the countryside. Some people might even live in a houseboat on a river. We can also talk about where people live by describing their state or country.

SUPPORT—Ask students to repeat, as a class, the name of the town or city, state, and country where they live, using the sentence frame, “I live in (name of town or city), in the state of (name of state), in the country of the United States.”

Activity Page **Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Where Do I Live? (SL.K.4)

Activity Page **Materials Needed:** sufficient copies of Where Do I Live? (AP 1.2), pencils, crayons



AP 1.2

Briefly review what students learned in Chapter 1: “Where Do You Live?” by again posing the Big Question, “Where do people live?” Prompt students to repeat the same points noted in the Check for Understanding.

Next, ask the class, “Where do you live?” prompting students to use the sentence frame, “I live in (name of town or city), in the state of (name of state), in the country of the United States.”

Call on several students to respond independently to the same question.


Direct students to think about their home and draw a picture of the building where they live on AP 1.2.

After students complete their drawings, ask several students to show and describe their drawings to the rest of the class. Encourage students to first begin their description by again using the following sentence frame: “I live in (name of town or city), in the state of (name of state), in the country of the United States.”

Post all students’ drawings on a bulletin board. Call on different students each day to show and describe their drawings to the rest of the class, as outlined above.

Is It a Town or a City? (SL.K.2, SL.K.3)

Materials Needed: internet access; multiple images of farms, cities, towns, countryside, neighborhoods

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to these images can be found:

www.coreknowledge.org/ckhg-online-resources

Prior to this activity, download the images at the above link so that you are able to quickly and easily display each image for all students to see. If you do not have internet access in your classroom, download and print the individual images in advance.

Show students the images one by one, in the order listed below, and ask the question listed for that image.

SHOW:	ASK:
Town (1)	Is this a farm or a town?
City (1)	Is this a city or the countryside?
Farm (1)	Is this a farm or a town?
Countryside (1)	Is this the countryside or a neighborhood?
Neighborhood (1)	Is this a neighborhood or a farm?
City (2)	Is this a city or a farm?
Countryside (2)	Is this a city or the countryside?
Town (2)	Is this a town or a farm?
Neighborhood (2)	Is this the countryside or a neighborhood?
Farm (2)	Is this a town or a farm?
Neighborhood (3)	Is this a neighborhood or a farm?
Countryside (3)	Is this a city or the countryside?
Farm (3)	Is this a city or a farm?
City (3)	Is this a city or the countryside?
Town (3)	Is this a town or a farm?

For additional practice, repeat the questions, using different pictures.

CHALLENGE—Show one of the pictures from this activity, and ask students to independently name what it represents, by asking the question, “What is this?” Repeat with the remaining pictures.

CHAPTER 2

Finding Your Way Around

Primary Focus Objectives

- ✓ Understand that Earth is round, shaped like a ball. (SL.K.2, SL.K.3)
- ✓ Name the seven continents—Asia, Africa, North America, South America, Antarctica, Europe, Australia—the Atlantic and Pacific Oceans, and the North and South Poles. (SL.K.2, SL.K.3)
- ✓ Understand that a map is a drawing of a place. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *maps, oceans, continents, globe, North Pole, South Pole, and Earth.* (L.K.4, L.K.5)

Materials Needed

Activity Page



AP 2.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- map showing state where students live
- display copy of Map of the United States (AP 2.1)
- internet access or a way to play "Seven Continents Song" off the internet

Use this link to download the CKHG Online Resources for this unit, where the specific link to the song may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Background

Using maps can strengthen and reinforce students' knowledge of terms of orientation and relative position. Some important Kindergarten terms are listed in the math section of the *Core Knowledge Sequence*. Some of the most relevant terms for Kindergartners are the following: *between, in the middle of, next to, beside, around, far from, near, above, below, to the right of, to the left of, here, and there.*

Note to Teacher: While students in subsequent grades will be taught to appropriately use the four cardinal directions—north, south, east, and west—in talking about and using maps, it is critical that young students first develop a sense of spatial orientation based on an understanding of the above positional words.

You can introduce and practice these words and phrases in activities such as Simon Says: Positional Words and Making and Using a Classroom Map, which are described at the end of this chapter. We recommend that you conduct both of these activities before reading Chapter 2 aloud.

Once students can use positional words in activities such as these, you can then use these words and phrases when you introduce maps, globes, and continents in Chapter 2. For instance, you might ask, “What continent is above South America on the globe?” or “What ocean is between the continents of North America and Europe on the map?”

It is worth noting that the use of positional words to talk about maps would be deemed incorrect if used by older students, i.e., those in Grade 3 and beyond. Students at these grade levels should be taught to use the cardinal directions—north, south, east, and west—when referring to places on a map.

Maps and Globes and What They Represent

Maps

A map is a representation, or drawing, of a place. Different kinds of maps show different features—countries, states, cities, and towns. Maps can also show rivers, lakes, mountains, and oceans. Students will be learning about special-purpose maps, such as political, physical, time zone, climate zone, land use, and natural resources, in later grades.

A map of a town or city will show streets and important places, such as municipal buildings, hospitals, schools, churches, mosques, synagogues, and shopping centers. A town or city map may also show the location of houses and apartment buildings.

Maps help you to know where things are and how to get from one place to another. A road map helps you know how to travel from one place to another by showing the roads and streets you can use. Anyone can make a map to show where something is and how to get from one place to another place.

Globes

A globe is a three-dimensional model of Earth. A globe can show land and water and geographic conventions such as longitude, latitude, and the equator. The size and shape of landmasses, the distance between points, and the directions on a globe are more realistic than they are on maps. This is because the round shape of the globe is a truer representation of the shape of Earth. Maps, by their nature, flatten out the roundness of Earth and distort the size and shape of the landmasses and thus also distort distances and direction. The land near the North and South Poles usually becomes the most distorted. Globes also have another advantage over maps: they can be rotated to show the rotation of Earth and to illustrate the position of the North and South Poles.

THE CORE LESSON

Introduce “Finding Your Way Around”

Review an explanation of what a map is—maps are drawings of a place. Maps can show a very small place, such as the classroom, or larger places, such as the state in which you live. Show students a map of the state in which they live. Tell students that they will learn more about maps in this chapter.

Big Question

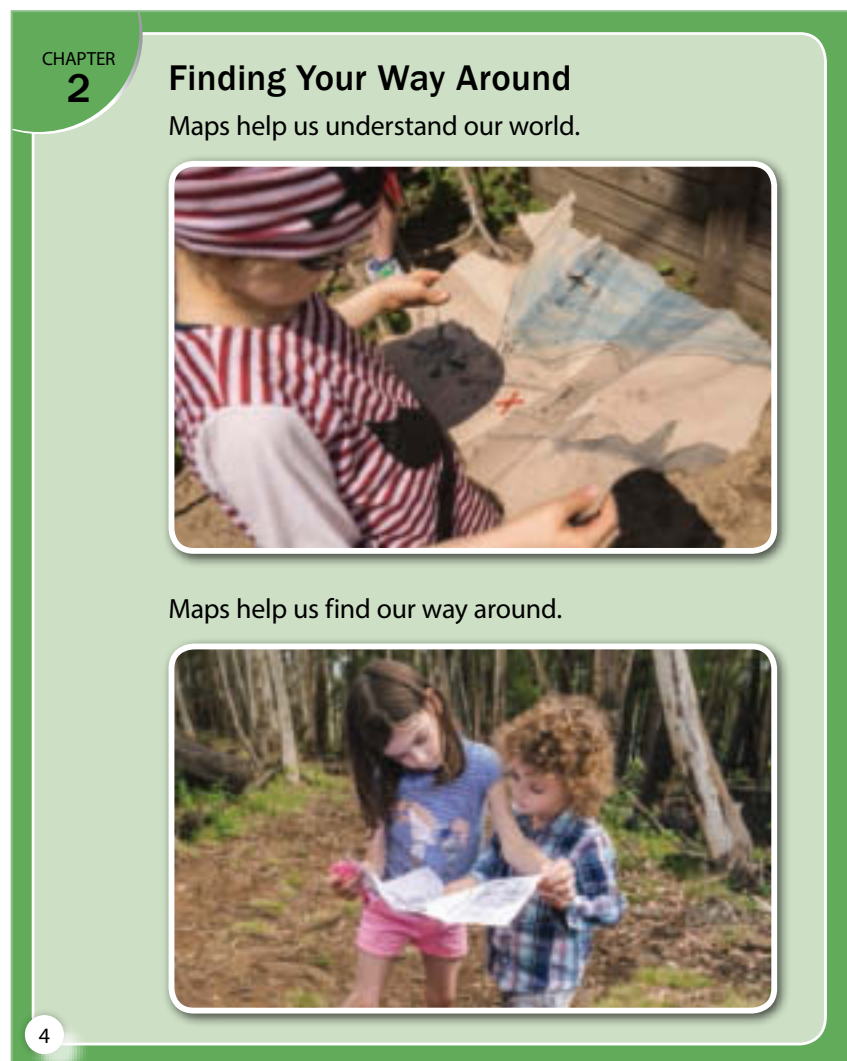
How are maps helpful, and what kinds of information might you find on a map?

Core Vocabulary

maps oceans continents globe North Pole South Pole Earth

Chapter 2: “Finding Your Way Around”

Distribute copies of the Student Book. Ask students to turn to page 4 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Finding Your Way Around.”



SUPPORT—Ask students what “finding your way around” means. Students should understand that it is a saying that doesn’t literally mean finding a way around specific objects or things; rather, it has a general meaning about knowing or discovering where you are and where you are going.

CORE VOCABULARY—Explain that **maps** are drawings of a place. Maps can show anywhere from a very small place, such as a classroom or a city or town, to a very large place, such as a state or a country.

SUPPORT—Point out the maps in the images on page 4.

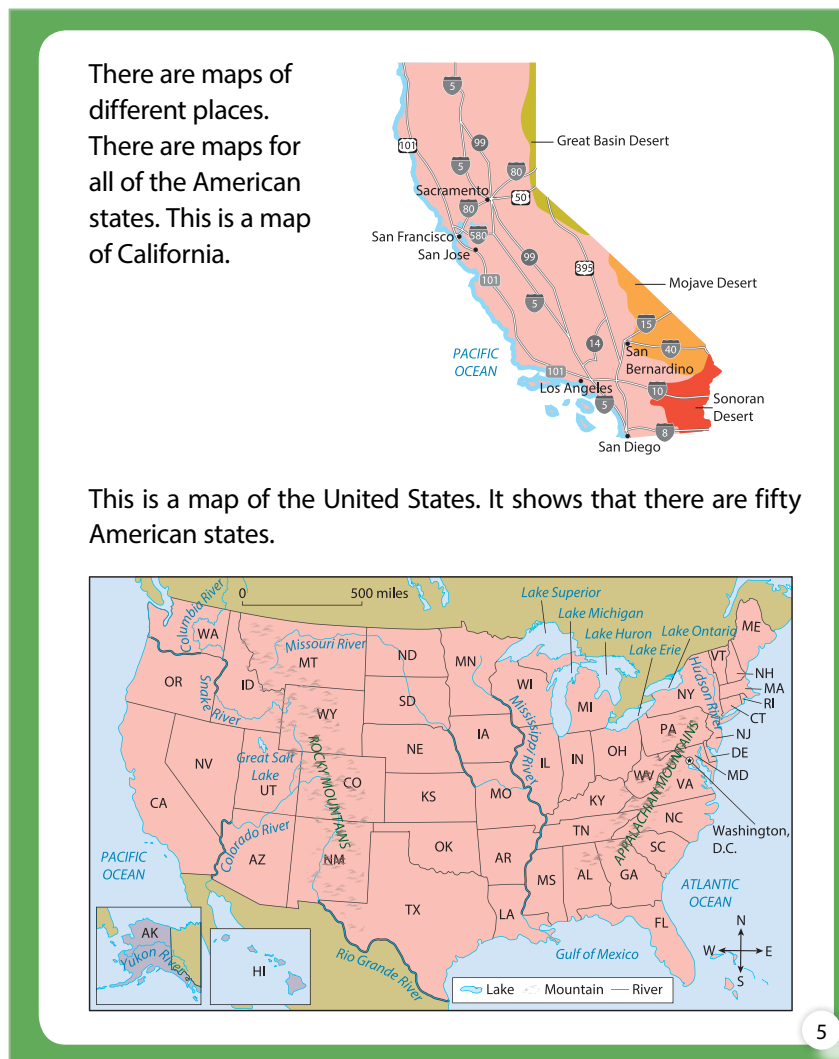
SUPPORT—Ask students if they have seen their parents or other adults using electronic devices, such as a phone or a GPS in a car, to find their way. If you have completed the introductory activity described in Making and Using a Classroom Map, remind students of the Mapquest demonstration they watched. Reiterate that while these tools are nice to have, it is still important to know how to read a map on your own.

Ask students the following question:

LITERAL—How do maps help us?

- » Maps can help us understand our world. They can help us find our way around and how to get from one place to another.

Ask students to look at the images on page 5 as you read aloud.



SUPPORT—Ask students to look at the map of California, which shows major cities and highways in the state. Help students understand that the different colors on the map do not represent different states, only different parts of one state.

SUPPORT—Remind students that they learned what a state is in the first chapter. Point to the image of the map of the United States on the bottom of this page, and then point to California.

Write the abbreviation *CA* on the board. Explain to students that the letters *CA* on the map are called an abbreviation; they stand for the entire word *California*, which would be too long to write on the map.

Ask students if they can see how the shape of the state of California at the top of the page fits into the country of the United States, almost like a puzzle piece. Explain that the lines on the United States map show where one state stops and another state begins.

Ask students if they can name the state in which they live. Write the abbreviation for their state on the board, and then guide them in finding their state on the map of the United States.

Help students to count the number of states shown on the map. Remind them that each pink shape that is outlined on the United States map on page 5 is a state.

Activity Page



AP 2.1

Note to Teacher: Since many Kindergartners may still be learning how to count, it may be easiest to count the states as a class by displaying Map of the United States (AP 2.1) and counting out loud together as you point to each state. Don't forget to include Alaska and Hawaii, which are depicted in the map insets.

Explain that these map insets do not accurately show where Alaska (AK) and Hawaii (HI) are located in relation to all of the other states. Explain that these two states are quite far away from the remaining forty-eight states. To show where these states are located compared to the other states would require a much larger piece of paper and map! When drawing a map of the United States, in order to show all fifty states on the same map, illustrators often draw the states of Alaska and Hawaii in little boxes, as shown on the map on page 5. People who know how to read maps understand that these boxes mean that in the real world, these states are not actually located in the places where they are shown on the map.

Tell students that later in this chapter, they will hear about different ways to show the places in our world using different kinds of map tools. Tell them that you will show them where Alaska and Hawaii are located in relation to the other states on these other map tools.

CHALLENGE—Call students' attention to several states that are next to or near their own state. Tell them the names of these other states, and write their abbreviations on the board. Challenge students to find these other states on the map of the United States.

SUPPORT—Point out the blue areas on the left and right sides of the map of the United States on page 5, and explain that the color blue on maps is generally used to represent places where there is water. Explain that these are very large areas of water called oceans.

CORE VOCABULARY—Explain that **oceans** are very large bodies of water found at different places around the world. The water in oceans is called salt water because if you were to taste it, it would taste like you had put salt in the water.

Tell students that the large body of water on the left side of the map, next to the states of CA, OR, and WA, is called the Pacific Ocean. The large body of water on the right side of the map, which is next to many different states, is called the Atlantic Ocean.

SUPPORT—**Ask students if anyone has ever visited or seen an ocean.** If so, ask students to describe what they saw and did. Explain that many people take vacations to visit and swim in oceans.

Mention to students that the thin blue lines that they see in the book at other places on the map of the United States are rivers; only very large rivers are shown on this map of the United States. **Guide students in again finding their own state on the map, and ask whether there are any large rivers shown on the map of their state.**

Tell them that rivers are much smaller than oceans. Rivers have fresh water, not salt water.

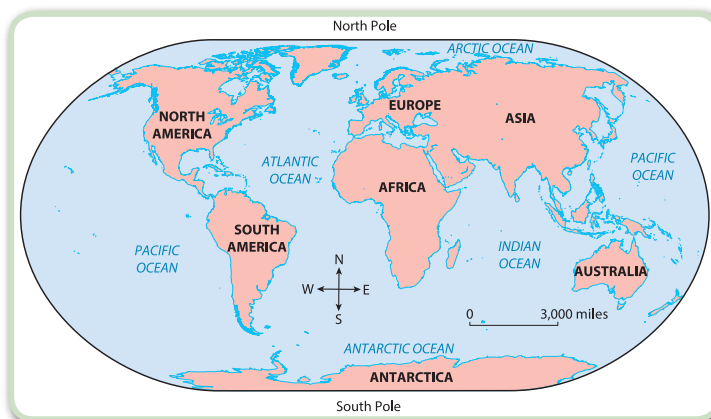
Ask students the following question:

LITERAL—What does the map of the United States show?

- » A map of the United States shows that there are fifty states in the country. It also shows that the United States is between the Pacific Ocean and the Atlantic Ocean, in addition to showing some of the major rivers in the United States.

Now ask students to look at the images on page 6 as you read aloud.

There are many countries in the world. Most countries are found on large areas of land we call continents. Altogether, there are seven continents. You can see the seven continents on this map of the world. The United States of America is on the continent of North America.



The map also shows the oceans of the world in blue. The two largest oceans are the Atlantic Ocean and the Pacific Ocean. Here you can see the Pacific Ocean.



6

CORE VOCABULARY—Explain that a **continent** is one of the largest areas of land on Earth.

SUPPORT—Remind students about the first chapter's content. Encourage students to think of the words *neighborhood*, *state*, *country*, and *continent* in terms of relative size. Make clear that usually there are several countries located on a continent. You may wish to write the words on sentence

strips and then arrange the strips from smallest area to largest, while saying the words aloud to emphasize relative size.

SUPPORT—Ask students what continent they live on. (North America) Help them find the continent of North America on the map on page 6. Have them look back at the overall shape of the map of the United States on page 5 and then turn back to page 6 to try to visualize the shape of the United States on the continent of North America.

SUPPORT—Point out and name each of the seven continents shown on the map, but tell students that they are not expected to remember the name of every continent right now. They will learn more about each continent in the other chapters of this book. By the end of this book, they should be able to remember and name each of the seven continents.

SUPPORT—Point out that the Pacific Ocean appears in two places on the map. Make sure students understand that there are not two Pacific Oceans. The Pacific Ocean is shown in two places because of the way the map is drawn on a flat piece of paper.

Play the “Seven Continents Song” two or three times, encouraging students to sing along with the chorus as they pick up the words.

Now show students a globe.

CORE VOCABULARY—Explain that a **globe** is a small, round model of the world. Tell students that the world is actually round. This globe is a small model of the world with the kind of map shown on page 6 pasted on the round model.

Use the globe to show students the following locations. Turn the globe slowly to show students the relative locations of these different places in the world:

- continental United States
- Pacific Ocean and Atlantic Ocean
- North America
- Alaska and Hawaii
- Point to the approximate location on the globe where you and your students live. Point to the closest ocean to where you live and name it.

Ask students the following questions:

LITERAL—What is a continent?

» A continent is large area of land.

LITERAL—How many continents are there?

» There are seven continents.

LITERAL—How are oceans shown on a map or globe?

» They are shown in blue.

LITERAL—What are the names of the oceans that are located on either side of the United States?

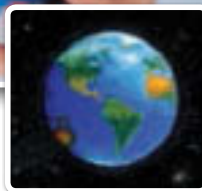
» The Atlantic Ocean and the Pacific Ocean are located on either side of the United States.

Show students a globe as you read aloud the first three sentences on page 7. Then ask students to look at the images on page 7 as you read the rest of the page aloud.

This is a globe. A globe is different from a map. It is a round model of our world, which we call Earth. Earth is round, you see! The farthest northern point on Earth is called the North Pole. The farthest southern point on Earth is called the South Pole.



This is Earth.
Earth is our home in space.



7

CORE VOCABULARY—Explain that the **North Pole** is the most northern point on Earth. It is located near the top of the globe. Explain that the **South Pole** is the most southern point on Earth. It is located near the bottom of the globe.

SUPPORT—Show students the North Pole and the South Pole on both the page 6 Student Book map and on the globe.

CORE VOCABULARY— Explain that **Earth** is another name for our world.

SUPPORT—**Direct students to look at the image of Earth at the bottom of page 7.** Explain that the blue represents water, the green and yellow-orange represent areas of land, and the white represents clouds and ice.

SUPPORT—Refer back to the terms *neighborhood*, *state*, *country*, and *continent*. Tell students that of all the words they have been talking about so far—*neighborhood*, *state*, *country*, *continent*, and *Earth*—the word *Earth* describes the largest place they have learned about.

Ask students the following questions:

LITERAL—What shape is Earth?

- » Earth is round, like a ball.

LITERAL—What is a globe?

- » A globe is a round model of Earth.

EVALUATIVE—How is a globe different from a map?

- » A globe is a round object that you can turn and see from all sides. A map is a flat drawing.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How are maps helpful, and what kinds of information might you find on a map?

- » Answers may vary but may include the following: maps are helpful because they show where we are in the world and how to get from one place to another; different maps can show different places; maps can show cities, states, countries, and continents; they can show rivers and oceans; they can also show the North and South Poles.

Play the “Seven Continents Song” (see page 21 for the link) two or three more times, encouraging students to sing along to the chorus as they pick up the words. We have added an option to sing the song at the end of each chapter so that the names of the continents will stick in students’ minds.

Additional Activities

Simon Says: Positional Words (SL.K.1, SL.K.2)



Background for Teachers: You will need lots of space for this activity, so you may want to move desks and chairs against the walls of the room.

Play a game of Simon Says in which all of the directions make use of the following positional words: *between, in the middle of, next to, beside, around, far from, near, above, below, to the right of, to the left of, here, and there.*

Begin first by explaining the rules for Simon Says: if you give a direction to do something beginning with the phrase “Simon says,” students should perform the direction; if you give a direction that does not begin with “Simon says,” students should not perform the direction. If students fail to do what Simon says, they are out. And, if students move when you do not include “Simon says” in your instructions, they are out. The last student standing wins.


Be creative in coming up with a variety of different directions. You might start out by telling all of the students that Simon says to hold hands and form a circle. Then you might say, “Simon says, the boys should *go the middle, inside the circle.*”

Then continue, for example, by calling out the name of one boy and saying, “(Boy’s name), Simon says, *go stand between* (a female student’s name) *and* (another female student’s name).”

Continue in the same way, making use of the different positional words, students’ names, and the objects and features of your classroom, e.g., “Simon says, *Go stand next to* the classroom door.” Remember to occasionally give a direction that is not preceded by “Simon says” to make sure students are listening carefully.

Making and Using a Classroom Map (SL.K.1, SL.K.2, SL.K.3)

Materials Needed: samples of different paper road maps (if possible, provide examples of some from an individual state—preferably your own state—and other regional maps from multiple states—available from AAA), internet access to Mapquest, computer, digital tablet or phone, board or chart paper, markers, one or two special objects to hide

 **Background for Teachers:** The purpose of this activity is to introduce students to the idea of a map. When you are finished, help students see how the map represents what is included in their room and how they can use the map to locate people, things (such as desks), and places (such as doors or windows).

Use this link to download the CKHG Online Resources for this unit, where the specific link to Mapquest can be found:

www.coreknowledge.org/ckhg-online-resources

Show students examples of different paper maps, and ask if they know what these pieces of paper are called or if they have ever seen anyone using something like this. Explain that these are called maps. Maps are drawings of a place. Maps can show a very small place, such as a town or city, or larger places, such as a state, country, or even the world.

SUPPORT—Use this opportunity to ask students to review and name the town or city, state, and country in which they live.

Mention that students may have seen an adult use a map to figure out how to get from one place to another when walking or driving. Explain that when their grandparents were children, paper maps were the only kinds of maps available for people to use.

Display a screen shot of Mapquest and explain that, thanks to the internet, computers, and cell phones, people can now find and get maps in other ways. For demonstration purposes, enter the address of your school as the starting location and another nearby address as the destination, so that students can watch as the map of the area appears on the screen. Explain how the map represents an area, including streets, buildings, parks, etc.

You may also want to demonstrate to students how Mapquest allows a person to find step-by-step written directions to use with the map in order to get from one place to another, either by walking or traveling by car. Explain that even with modern tools such as Mapquest, it is still very important to learn how to use a map on your own.


Now ask students to watch as you draw a map of your classroom, showing and describing the locations of different objects and places, such as windows, doors, tables, desks, closets, and any other identifiable features of your classroom.

Once the map is complete, have students indicate where they are in the classroom on the map. Write students' initials on the map in the appropriate spots. Help students see how they can use the classroom map to locate other things.

CHALLENGE—Prior to class, hide a special object or two somewhere in your classroom. Give students step-by-step directions, using the classroom map, that guide them to the location of the hidden object.

More Work with Positional Words

Materials Needed: Positional Words Activity Pages

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the Positional Words Activity Pages can be found and downloaded for free:

www.coreknowledge.org/ckhg-online-resources


These full-color Activity Pages have been excerpted from Core Knowledge's *What Your Preschooler Needs to Know—Activity Handbook 2*.

The Activity Pages depict detailed scenes in which teacher directions prompt you to ask specific questions about where certain animals or things are in the scenes. The scenes and questions were intentionally designed so that students will need to respond to the questions using various positional words.

Print copies of the Activity Pages and/or display the page(s) so that they are visible to all students with whom you are working. We recommend that you use these pages with either individual students or with a small group, so that students have frequent opportunities to respond orally.

More Work with Habitats and Geographical Features (SL.K.2, SL.K.3)

Materials Needed: Core Knowledge Language Arts (CKLA) Preschool unit on *Habitats*

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the components of the Preschool CKLA *Habitats* unit can be found and downloaded for free:

www.coreknowledge.org/ckhg-online-resources

Simple Read Alouds with large pictures, activity pages, and separate image cards can be downloaded for free. You may use this entire unit as a supplement to *Let's Explore Our World!*, or you may pick and choose specific images and activity pages that can be used to ensure that students gain a better understanding of what rivers, oceans, deserts, and even farms are, as well as the animals and plants found in each habitat.

Reading a Map (SL.K.1, SL.K.2, SL.K.4)

Activity Page



AP 2.1

Materials Needed: teacher and individual student copies of Map of the United States (AP 2.1); blue, purple, and red crayons, colored pencils, or markers



Background for Teachers: Reading a map is an important skill. This activity will help students read a map and gather important information.

Distribute Map of the United States (AP 2.1) to students. Have students study the map for a few minutes.

Ask if they recognize what is shown on the map. What should the title of the map be? (*Map of the United States*)

Have students use their crayons, colored pencils, or markers to color the map (land and oceans, as well as major rivers). Guide students in first outlining any rivers in blue and then coloring the oceans blue. Review the names of the Pacific and Atlantic Oceans, and have students point to each one on the map.

Note to Teacher: Students are not expected to know how to locate and/or name the rivers of the United States. What is important at this age is for students to understand that there are different rivers located throughout the United States and that they are drawn on maps as squiggly lines. Also, don't worry at this point if students do not outline every river.

Next, help students locate the state where they live, and ask them to color it light purple. Then ask students to color each of the other states, including the insets of Hawaii and Alaska, pale red. Invite a student or two to share their map and explain the map features.

Reinforce the meaning of the positional terms *next to*, *in between*, *above*, and *below*. Guide students in using some positional terms in relation to their own state and the Pacific and Atlantic Oceans.

CHALLENGE—Write and review the abbreviations for states near or next to their own state. Then ask students to use positional terms about the location of their own state in relation to each of the neighboring states.

CHAPTER 3

Let's Explore North America: The United States

Primary Focus Objectives

- ✓ Locate North America on a map. (SL.K.2)
- ✓ Recognize a map of the United States. (SL.K.2)
- ✓ Recognize that other names for the United States are the United States of America and America. (SL.K.2)
- ✓ Recognize that the people who live in America are called Americans. (SL.K.2)
- ✓ Name two types of animals that live in the United States. (SL.K.2, SL.K.3)
- ✓ Identify and describe two of the following and associate them with the United States, in North America: the Statue of Liberty, Monument Valley, the Grand Canyon, and the Golden Gate Bridge. (SL.K.2, SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Monument Valley*, *desert*, *border*, and *landscape*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 2.1
AP 3.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- teacher and individual student copies of Map of the United States (AP 2.1)
- teacher and individual student copies of Map of North America (AP 3.1)
- internet access to show bald eagle live cams

Use this link to download the CKHG Online Resources for this unit, where the specific links to the bald eagle live cams may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

North America is the third-largest continent. Students should connect the location of the United States with this continent. While Mexico and the countries of Central America are often referred to as being part of Latin America, geographically they are part of the North American continent. It is the Spanish-speaking culture of these regions that ties them to Latin America.

Corn, or maize, is a plant native to the North American continent. It was first domesticated in Mexico and brought north along the extensive trading network that existed among Native Americans prior to

the arrival of Europeans. Also associated with North America are American bison (buffalo). Bison were very important to many Native American tribes, who hunted them and used almost every part of the animal. They were hunted almost to extinction by white settlers in the 1800s but have recently been making a comeback.

The Statue of Liberty stands as a major symbol of the United States and is an example of a human-made structure on the continent of North America. The statue, which overlooks New York Harbor, was presented to the United States by France in 1885.

The United States also has some striking natural landscapes. Monument Valley, located on Navajo land on the Utah-Arizona border, is known for its red sandstone buttes. The buttes rise between four hundred and one thousand feet above the valley. The land is protected as a Navajo tribal park. The Grand Canyon in Arizona was carved in the desert sandstone by the Colorado River over millions of years. It is 277 river miles long, one mile deep, and up to eighteen miles wide. The canyon is protected as a U.S. National Park.

THE CORE LESSON

Introduce “Let’s Explore North America: The United States”

Show North America on a globe. Then focus on the United States. Tell students that the United States is one of twenty-three countries in North America. Of those twenty-three countries, the United States, Canada, and Mexico make up nearly all (80 percent) of the total land area. Tell students they are going to learn about some amazing places in North America, starting with the United States.

Big Question

What would you see on your trip across the United States?

Core Vocabulary

Monument Valley **desert** **border** **landscape**

Chapter 3: “Let’s Explore North America: The United States”

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore North America: The United States.”



Activity Page



AP 3.1

SUPPORT—Use a globe and the Map of North America (AP 3.1) to point out the location of Canada, the United States, Mexico, and the countries of Central America. Tell students that a longer name for the United States is “The United States of America.” Sometimes people may simply call the United States “America.” All three of these names refer to the same country.

Ask students the following question:

LITERAL—What major countries are located on the continent of North America?

- » The major countries of North America are the United States, Canada, and Mexico, as well as the countries of Central America.

Ask students to turn to page 9 of the Student Book and look at the images as you read aloud.

The United States of America has big cities, like Boston. It has farmland in many states, such as Iowa, where corn and wheat are grown. It has tall, snowy mountains like the Rocky Mountains. It has wide, rushing rivers like the Colorado River.



9

Activity Page



AP 2.1

SUPPORT—Use Map of the United States (AP 2.1) to point out the locations of Boston in the state of Massachusetts (MA), Iowa (IA), the Rocky Mountains, and the Colorado River.

Ask students the following question:

LITERAL—What are some things you might see if you traveled across the United States?

» If you traveled across the United States, you might see cities, farmland, mountains, and rivers.

Now ask students to look at the images on page 10 as you read aloud.

Monument Valley is a red-sand desert area on the Arizona-Utah border. Monument Valley has giant hills of stone that stand tall on the dusty, desert landscape.



The Navajo people have lived on these desert lands for thousands of years. The desert is their home!



10

CORE VOCABULARY—Explain that **Monument Valley** is an area with tall sandstone hills that rise up with a flat top and steep edges. These hills rise to one thousand feet above the valley floor.

CORE VOCABULARY—Explain that a **desert** is any area of land that is dry and does not get a lot of rain. Deserts are often covered with sand and have hot temperatures.

CORE VOCABULARY—Explain that a **border** is an imaginary line that marks the edge of a place. Here, the word *border* refers to the line that marks the edges of the states of Arizona and Utah. You can find information about where borders are on a map.

CORE VOCABULARY—Explain that **landscape** means the features that can be seen in a place. These features may stand out, or they may be small, but they make an area what it is. There are all kinds of different landscapes.

Activity Page



AP 2.1

SUPPORT—Ask students to refer to **Map of the United States (AP 2.1)**. Write abbreviations for Arizona (AZ) and Utah (UT) on the board, and ask students to locate both states on the map.

SUPPORT—The word *Navajo* is pronounced (/navah*ho/). The Navajo are Native Americans. Explain that the word *Americans* is a name used for people living in the United States.

The term *Native Americans* is used to talk about the very first people who lived in the United States long, long ago.

The Navajo were among the first people to come to live in Arizona and northern New Mexico long, long ago.

Ask students the following questions:

LITERAL—What is Monument Valley? Where is it located?

» Monument Valley is a desert area on the border of Utah and Arizona. It has tall hills made of stone.

LITERAL—Who are the Navajo?

» The Navajo are people who have lived in the desert land around Monument Valley for thousands of years.

Ask students to look at the images on page 11 as you read aloud.

These are just a few of the thousands of different kinds of animals that live in the United States. Here you can see a mother black bear with her cubs, a bald eagle, a rattlesnake, and a river otter.



How would you describe each animal?

11

SUPPORT—Ask students if they have seen any of these animals, whether in a zoo or in the wild. Ask students what they know about these animals. Share the following with students:

- The American black bear is the smallest of three species, or kinds, of bears found in North America. They are most often black but can also be brown, gray, silvery-blue, or cream-colored.
- The bald eagle is the national bird of the United States; it was chosen to represent, or stand for, the United States because it is very strong and lives for many years. It is not actually bald. (Bald means to have no hair or feathers.)
- In the United States, the states with the most rattlesnakes are Arizona and Texas. They are poisonous snakes that can be very dangerous. If a person is bitten by a rattlesnake, that person needs to see a doctor right away.
- The river otter's fur is waterproof, which helps keep it warm when swimming, and it has nostrils that can close underwater.

If time allows, you may wish to show students live cam footage of bald eagles in the wild. You may need to click through a few of the live cam options to find one that shows any eagles.

Ask students the following question:

LITERAL—What are some animals you might see in the United States?

» In the United States, you might see black bears, bald eagles, rattlesnakes, and river otters.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What would you see on your trip across the United States?

» Answers will vary but should include some of the following: big cities such as Boston; farmland; tall mountains such as the Rocky Mountains; wide rivers such as the Colorado River; desert areas; different landscapes, such as Monument Valley; people such as the Navajo; lots of different wildlife, such as black bears, eagles, rattlesnakes, and otters.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “North (and South) America,” have students sing or shout the words. Play it again, and sing or shout, “North and South America.”

Additional Activities

Where in the United States Is . . . ? (SL.K.2, SL.K.4)

Activity Page



AP 2.1

Materials Needed: teacher and individual student copies of Map of the United States (AP 2.1), internet access, capability to display images from internet



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If your classroom does not have the capability to display internet images, print out the images ahead of time to show students.

Distribute or have students take out the Map of the United States (AP 2.1).

One by one, show students each of the following images. Explain a little bit about the place shown, and then guide students to find, on their maps, the state where each landmark is located.

- **The Statue of Liberty** (New York): a symbol of freedom and of the United States
- **The Grand Canyon** (Arizona): an important natural feature and part of the landscape of North America
- **The Golden Gate Bridge** (California): a bridge that required special skills to complete and a symbol of San Francisco, an important city in the United States
- **Mount Rushmore** (South Dakota): a monument that honors four American presidents, or leaders of the United States. Students will learn more about Mount Rushmore in a later unit.

Note to Teacher: Kindergartners are expected to recognize at least two of the above landmarks and associate them with the United States.

More About Our National Bird, the Bald Eagle

Activity Page



AP 2.1

Materials Needed: individual student copies of *Let's Explore Our World!* Student Book, teacher and individual student copies of Map of the United States (AP 2.1), internet access, capability to display images and videos from internet



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the images and videos may be found:

www.coreknowledge.org/ckhg-online-resources

Direct students to look at the image of the bald eagle on page 11 of the Student Book. If you did not show any live cam footage of bald eagles during the Read Aloud, share a minute or so of the footage now. If you did show live cam footage, you may wish to show footage from a different cam at this time.

Show students the logo of the United States Postal Service, and point out the bird in the logo. Have students compare the logo with the picture of the bald eagle in their Student Books. Explain that the post office adopted the bald eagle as its symbol because the eagle is a powerful bird and because it is uniquely American.

In fact, the bald eagle is the U.S. national bird. It was chosen as the symbol of the United States because of its strength and long life.

Help students find Alaska on their Map of the United States (AP 2.1). Explain that almost half of the world's bald eagles live in Alaska. Ask students what they think it would be like to live with bald eagles. Then show students the video *The Alaskan Town FULL of Bald Eagles* (2:52).

Note to Teacher: Students might notice that not all of the eagles in the video have the trademark white head. That is because bald eagles don't develop those white feathers until they are about five years old.

After the video, ask students if they'd like to live in Unalaska, Alaska, with all the eagles. Encourage them to share their reasons.

Tell students that there was a time when the bald eagle almost became extinct. To become extinct means to die out completely. When an animal becomes extinct, it means there aren't any more left on Earth. People realized that the eagle was in danger of dying out and took special actions to save it. Show the video *All About Bald Eagles for Kids* from time stamp 02:55 to 04:30. This segment tells the history of the bald eagle in the United States from its adoption as a national symbol to its endangerment and its preservation.



Let's Visit the Statue of Liberty

Activity Page



AP 2.1

Materials Needed: teacher and individual student copies of Map of the United States (AP 2.1), internet access, capability to display images and videos from internet



Background for Teachers: In this activity, you will guide students on a virtual field trip to the Statue of Liberty. Be sure to preview the video and eTour before presenting them to the class, to familiarize yourself with the information and the eTour navigation.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the image, video, and eTour may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The National Park Service Statue of Liberty eTour requires Adobe Flash to run. If your computer does not allow Adobe Flash, skip that part of this activity.

Show students the image of the Statue of Liberty. Ask students to describe what they see. Explain that the Statue of Liberty stands in New York Harbor in New York City. Help students find New York on their Map of the United States (AP 2.1). Tell students that in this activity, they will be visiting the Statue of Liberty without leaving the classroom.

Show students the video *Field Trip to the Statue of Liberty* (03:48). In this video, students will join a class trip to the statue.

After the video, ask students the following questions:

- What is the Statue of Liberty a symbol of?
 - » freedom
- What does the statue's torch do?
 - » It lights the way to freedom.
- How did the United States get the Statue of Liberty?
 - » It was a gift from the country of France.

Note to Teacher: The video's narrator says that France is across the Pacific Ocean from the United States. This is incorrect. The Atlantic Ocean separates France and the United States. Use a globe or a world map to illustrate this for students.

Now tell students that you are going to walk them through their own visit to the Statue of Liberty. On this visit, they will go all around Liberty Island and then up to the top of the statue. Take students on the eTour, following the prompts and instructions on the screen.

After the eTour, ask students to share their favorite detail about the statue. Remind students of what they learned at the end of the eTour—that the statue is a World Heritage Site and that many park rangers work to take care of it. Ask students why it is important to protect and take care of the statue. (*Possible response: It is a symbol of the United States and of freedom. It is an important part of United States history.*)

CHAPTER 4

Let's Explore North America: Mexico and Canada

Primary Focus Objectives

- ✓ Identify Canada and Mexico on a map, and associate them with the United States, as countries located in North America. (SL.K.4)
- ✓ Recognize that the people who live in Mexico are called Mexicans and the people who live in Canada are called Canadians. (SL.K.2, SL.K.3)
- ✓ Name two types of animals that live in Mexico and Canada. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *celebrate, Independence Day, parades, forests, ruins, temples, pounce, acrobats, waterfall, frozen, Inuit, woodlands, and antlers.* (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 3.1
AP 4.1

- individual student copies of *Let's Explore Our World!* Student Book
- teacher copy of Map of North America (AP 3.1)
- teacher and individual student copies of Color the Continents (AP 4.1)
- purple crayons for each student
- internet access to show video of a moose in Katmai National Park and images of animals living in Mexico

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

The countries of Mexico and Canada share the North American continent with the United States. Mexico is located to the south of the United States. Canada is located north of the continental United States and east of the state of Alaska.

Mexico

Mexico is the third-largest country in North America. To the north, it borders the United States. To the west, it borders the Pacific Ocean. To the east, it borders the Gulf of Mexico. To the south, it borders the Central American countries of Belize and Guatemala.

Most of the U.S.-Mexico border is the Rio Grande, known in Mexico as the Rio Bravo. Mexico also shares the Sonoran Desert and Sierra Madre with the United States. In its southeast, Mexico has a thumb-shaped peninsula called the Yucatán. The Yucatán is known for its rainforests and ruins of Maya civilization.

Mexico's capital city, Mexico City, is one of the most populous cities in North America. The city sits in the region known as the Valley of Mexico, on the site of what was once the Aztec city of Tenochtitlán. In fact, the name *Mexico* derives from the Aztec language.

The Aztec established a powerful empire but were conquered when the Spanish invaded in 1519. The Spanish controlled the region until Mexico gained its independence in 1821.

Today, Spanish is the official language of Mexico, but many people still speak the languages of their Maya, Aztec, and other native ancestors. The rest of Mexican culture is a blend of traditions too. Much of the architecture is Spanish in style, and Catholicism, brought to the region by the Spanish, is an important religious influence in Mexico. Foods such as corn tortillas can be traced back to Mexico's indigenous history.

Canada

Canada is the largest country in area in North America. In addition to its borders with the United States, Canada is bordered by the Pacific Ocean to the west, by the Arctic Ocean to the north, and by the Atlantic Ocean to the east. Part of Canada's more than five-thousand-mile southern boundary with the United States is formed by one of Canada's major rivers, the St. Lawrence. This river, often called the St. Lawrence Seaway, forms a small part of the border with the United States from New York to the Great Lakes. The Rocky Mountains are another geographic feature shared by Canada and the United States. The Rockies begin in northern British Columbia and continue south into the United States, ending in New Mexico.

Canada is organized into ten provinces and three territories, which are similar politically to the states in the United States. The country's capital is Ottawa, located in the eastern province of Ontario.

Canada was first settled by Native Americans, known in Canada as First Nations. In the 1600s and 1700s, the region was colonized by Europeans from Great Britain and France. War in the late 1700s brought all of Canada under British control. Canada became a self-governing territory in 1867 and an independent nation in 1931.

Today, because of its colonial history, Canada has two official languages—English and French—and a European-style dominant culture. However, many First Nations people speak their native languages and continue their native traditions. Canada also attracts immigrants from all over the world, and they bring their own cultural traditions with them. Because of this mixing of cultures, Canada is said to be a mosaic of different cultures.

Introduce “Let’s Explore North America: Mexico and Canada”

Activity Page



AP 3.1

Show students a map of North America, or display a copy of Map of North America (AP 3.1). Review the location of the United States. Remind students that they learned other names for the United States in the last Read Aloud—the United States of America and America. Review that people who live in America are called Americans. Further clarify that we can also talk about things that are found in America as American as well; for example, American food, American clothes, etc.

Now remind students there are two other countries that, along with the United States, take up most of the land or space in North America: Canada and Mexico. Show these locations on the map. Explain that students will learn about these American neighbors in this chapter. Ask students why they think we call Canada and Mexico our neighbors. (*because they are right next to us*)

Tell students that they will first hear about the people who live in Mexico. Explain that people living in Mexico are called Mexicans. Tell students that people living in Canada are called Canadians. Explain that they will also learn about a huge Mexican city, Mexican animals, Mexican and Canadian holidays, languages spoken in Canada, and Canadian animals.

Big Question

What kinds of celebrations take place in Mexico and Canada?

Core Vocabulary

celebrate	Independence Day	parades	forests	ruins	temples	pounce
acrobats	waterfall	frozen	Inuit	woodlands	antlers	

Chapter 4: “Let’s Explore North America: Mexico and Canada”

Distribute copies of the Student Book. Ask students to turn to page 12 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore North America: Mexico and Canada.”

Let's Explore North America: Mexico and Canada

Are you ready to explore other parts of the continent of North America? Let's go!

Each year, on September 16, people in Mexico celebrate Independence Day. They dress up and have parades. Can you think of a day like that in the United States?



12

CORE VOCABULARY—Explain that to **celebrate** means to do something fun on a special day, such as having a party or giving presents. Ask students to raise their hand if they have ever celebrated their birthday; invite several students to share what they did to celebrate their birthday.

CORE VOCABULARY—Explain that independence is freedom from the control of others. The people in Mexico were once controlled by another country, called Spain. That means the people in Spain, a country far away from Mexico, made the rules and laws in Mexico, telling the people who lived in Mexico what they could and could not do. The Mexican people did not like this. Explain that **Independence Day** is a holiday that celebrates Mexico's freedom from Spanish control.

CORE VOCABULARY—Explain that **parades** are large groups of people walking together outside and/or in the streets to celebrate something. **Ask students whether they have ever seen a parade—either in person (some American towns still have parades on Memorial Day or July 4) or on TV (such as the Macy's Thanksgiving Day Parade or the Rose Parade on New Year's Day).**

SUPPORT—Have students share what they see in the image on page 12. Explain that in the image, children are dressed like famous people in Mexican history. Point out the hats that some of the children are wearing, and explain that these hats, called sombreros, are popular in Mexico.

SUPPORT—If students have difficulty responding to the final question on this page, “Can you think of a day like that in the United States?,” talk with them about the holiday Americans celebrate on the Fourth of July. Most students will likely associate this holiday with fireworks and perhaps local parades. Explain that another name for the Fourth of July holiday is Independence Day; it is the day when Americans celebrate their freedom from control by England.

Ask students the following question:

LITERAL—How do Mexicans celebrate their Independence Day?

» Mexicans celebrate their Independence Day by dressing up and having parades.

Now ask students to look at the image on page 13 as you read aloud.

Every year on November 1 and 2, people celebrate the Day of the Dead. Children dress up in scary costumes and eat candy! Does that sound familiar to you?



13

SUPPORT—**Ask students to share what they see in the image.** In the image, children are wearing costumes and makeup to look like skeletons for Day of the Dead.

SUPPORT—If students have difficulty responding to the final question on this page, about whether dressing up in costumes and eating candy sounds familiar, tell them that there is a holiday in the United States when children dress up in costumes and go to their neighbors’ houses “trick or treating” in order to get candy. **Ask students if they remember the name of this holiday. (Halloween)**

Ask students the following question:

LITERAL—How do Mexicans celebrate the Day of the Dead?

» Mexicans celebrate the Day of the Dead by dressing in scary costumes and eating candy.

Ask students to look at the images on page 14 as you read aloud.

Deep in the Mexican forests, you will find the ruins of great cities built by a group of people called the Maya. The Maya built high, stepped temples in their cities. No one lives in these cities now, but the Maya do still live in Mexico.



Today, Mexico City is one of the largest cities in the world. Millions of people live there. People in Mexico speak Spanish.



14

CORE VOCABULARY—Explain that **forests** are places with many trees and bushes.

CORE VOCABULARY—Explain that **ruins** are what is left of something, like a building, after a long, long time. The building is not the same as it was when it was first made; parts of it may have fallen apart or broken.

CORE VOCABULARY—Explain that **temples** are buildings used for worship, like a church. The temple shown in the top image was built a long time ago.

SUPPORT—Ask students to describe what they see in the bottom image of modern-day Mexico City. (*lots of buildings, some tall, like apartment buildings, all built very close together*) Be sure students understand how this image relates to the text that states that Mexico City is one of the largest cities in world in terms of how many people live there.

Ask students the following questions:

LITERAL—Who are the Maya?

- » The Maya are a people who once built great cities and temples in Mexico. Today, the Maya still live in Mexico.

EVALUATIVE—What is Mexico City like today?

- » Mexico is one of the largest cities in the world. Lots of people live there. It has lots of buildings, built close together.

Ask students to look at the image on page 15 as you read aloud.

If you were to walk through a Mexican forest, you just might catch sight of a small, wild cat, called an ocelot, waiting to pounce. Ocelots live and hunt in the forests of Mexico. An ocelot is about twice the size of a house cat.



15

CORE VOCABULARY—Explain that to **pounce** means to suddenly jump on something.

SUPPORT—Have students pretend that they are an ocelot and act out what it means to **pounce**. Be sure they do not pounce on one another.

Ask students the following questions:

LITERAL—What is an ocelot?

- » An ocelot is a wild cat that lives in the forests of Mexico.

INFERENTIAL—Look at the picture of the ocelot’s fur. Can you think of any other animal that has spotted fur like an ocelot?

» The ocelot’s spotted fur looks similar to a leopard’s fur.

Ask students to look at the image on page 16 as you read aloud.

If you looked up into the high treetops, you might also see a spider monkey looking down at you. Spider monkeys have very long arms, legs, and tails that grip. They swing like acrobats through the high treetops.



16

CORE VOCABULARY—Explain that **acrobats** are people who perform difficult and dangerous acts, such as swinging through the air or walking on a tightrope. **Ask if any students have ever seen an acrobat performing these kinds of tricks either on TV or at a circus.**

SUPPORT—Tell students that spider monkeys eat spiders, along with fruits, nuts, seeds, and insects, but that is not why they are called spider monkeys. The people who first named them thought they looked like spiders because of their long, thin arms and legs.

If time permits, use this link to download the CKHG Online Resources for this unit, where links to images of other kinds of animals living in Mexico may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students the following question:

LITERAL—What are spider monkeys like?

- » Spider monkeys have very long arms, legs, and tails that grip. They swing through trees like acrobats.

Now ask students to look at the image on page 17 as you read aloud.

Now we are off to Canada! What will we find there?

Each year, on July 1, people celebrate Canada Day. On this day, Canadians celebrate their country. People have parties, parades, and watch fireworks.



17

SUPPORT—Remind students of the parades in Mexico for Independence Day. Explain that people who live in Canada are called Canadians, and point out that Canadians celebrate with parades as well.

Ask students the following question:

LITERAL—How do Canadians celebrate Canada Day?

- » Canadians celebrate Canada Day with parties, parades, and fireworks.

Ask students to look at the image on page 18 as you read aloud.

A great many people in Canada speak French as well as English. Most French speakers live in an area called Quebec. What do you think the sign on the school bus says?



18

SUPPORT—Explain that French is the language of people from the country of France. Some French people came to live in Quebec long, long ago, which is why some people in Quebec speak French.

SUPPORT—**Ask students to look at the image on the page.** Point out the color and shape of the sign in the school bus image to help students understand that it is a STOP sign.

Ask students the following question:

LITERAL—What languages do Canadians speak?

» Many people in Canada speak French as well as English. Most French speakers live in Quebec.

Ask students to look at the image on page 19 as you read aloud.

Canada has a famous waterfall called Horseshoe Falls. Right next to Horseshoe Falls is Niagara Falls in the United States. If you stand close to the waterfalls, you will hear the loud sound of rushing water.



19

CORE VOCABULARY—Explain that a **waterfall** is a part of a river where water falls from a very high place, like a cliff.

SUPPORT—Ask students why they think there is a white cloud next to the waterfall in the image. Explain that water falling to the ground will create a cloud of mist. Point out that standing close to a waterfall can make you wet, even if you are not under the waterfall!

Ask students to look at the image on page 20 as you read aloud.

If you traveled to the northern parts of Canada, you would find that the land there is frozen for large parts of the year. For many Inuit people, though, this is their home. They hunt, fish, and build their homes on this frozen land. Like the Navajo in the southwestern United States, the Inuit have lived in Canada for thousands of years.



20

CORE VOCABULARY—Explain that something **frozen** is made up entirely of ice, is covered with ice, or is surrounded by ice. Land that is frozen would be very difficult to live on.

CORE VOCABULARY—Explain that the **Inuit** are a group of people who have lived for thousands of years in the very cold parts of Canada.

SUPPORT—**Ask students what the child in the image is doing.** Explain that Inuit people have learned how to live in such a cold place by wearing heavy clothing (some made out of animal fur) and hunting and fishing for food since they can't farm on frozen land. Ask students if they think they would like to live in northern Canada.

Now ask students to look at the images on page 21 as you read aloud.

This Canadian bull moose lives in the woodlands of the Canadian Rocky Mountains. A fully grown bull moose is taller than a horse. Its antlers can be five feet wide.



This arctic rabbit lives in the chilly areas of northern Canada, where there is often lots of snow. It has thick, white fur to keep it warm.



21

CORE VOCABULARY—Explain that **woodlands** are lands that are wooded—or that have many trees. *Woodlands* is a compound word made up of the two smaller words *wood* and *lands*.

SUPPORT—Explain to students that the Rocky Mountains in the United States extend north to Canada and are known there as the Canadian Rocky Mountains. Together, they are the Rocky Mountain range of North America.

CORE VOCABULARY—Explain that **antlers** are the horns, or bony growths, on adult animals such as deer and moose. They are often branched, like the branches on a tree.

Show students the video clip of a moose in Katmai National Park. The video is about one minute long.

SUPPORT—Ask students **what the moose might be doing as he walks through the tall grass and then through the river.** Prompt students as needed to explain that he is probably looking for food. Explain that moose eat only plants. They especially like to eat tall grasses that grow in or near water. Students may be interested to know that a moose eats about fifty to sixty pounds of food a day. By way of context, explain that this amount of food is more than most Kindergartners weigh!

SUPPORT—Tell students that the arctic rabbit is very fast. It can jump at speeds of up to forty miles per hour, which is how fast cars drive on many streets.

Ask students the following question:

LITERAL—What animals live in Canada? What types of land do they live on?

- » The Canadian Bull Moose and arctic rabbit live in Canada. The bull moose lives in woodland areas. The arctic rabbit lives where there is a lot of snow.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What kinds of celebrations take place in Mexico and Canada?

- » People in Mexico celebrate Independence Day and the Day of the Dead. They celebrate these holidays with parades and by dressing up. People in Canada celebrate Canada Day to celebrate their country. They also have parties and parades, and they watch fireworks.

Activity Page



AP 4.1

To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this Activity Page is a map of the seven continents. Ask students to point to the continent of North America on the map.

After checking that all students are pointing to North America, ask them to color the continent purple.

Ask students to name the three countries located on the continent of North America that they have learned about. (*United States, Mexico, and Canada*)

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “North (and South) America,” have students sing or shout the words. Play it again, and sing or shout, “North and South America.”

Additional Activities

Endangered Species: North America (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: wall map of the continents, printouts of images of endangered animals from North America, tape or sticky putty, crayons or markers

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If a wall map is not available, draw one on the board or chart paper or create a chart with one row or column for each continent.

Ask students what animals need to stay alive. (*water, food, protection from dangers like bad weather or other animals that might eat them*) Ask students who have a pet what their pet needs. (*same things: water, food, protection*)

Explain that there are some animals on Earth that are in danger because they do not have the food, water, shelter, or protection that they need. Many of these animals are in danger because they are hunted by people—sometimes for food. Sometimes the animals' homes are destroyed so that people can build things, such as roads and homes and cities. Unless people take special care to protect these animals, the animals may become extinct. To become extinct is to die out completely, to disappear from Earth.

If you conducted the activity about the bald eagle in Chapter 3, remind students about what happened to that bird. It almost went extinct, until people took special action to save it.

Show students examples of endangered species from North America:

- Mexican prairie dog
- monarch butterfly
- sea turtle
- black-footed ferret
- blue whale
- polar bear

Explain that these animals are endangered and need special protection.

Divide the students in your class into six groups. Distribute a small picture of one animal to each group. Have students tape the images to North America on the giant wall map or chart.

Have students choose their favorite animal from the list and draw a picture of it.

CHAPTER 5

Let's Explore South America

Primary Focus Objectives

- ✓ Locate South America on a map. (SL.K.2)
- ✓ Identify and describe two of the following and associate them with South America: a country (Brazil, Peru, Colombia), Amazon Rainforest, Amazon River, Andes Mountains, Macchu Picchu, quetzals, and llamas. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rainforest*, *carve*, *llamas*, *festival*, and *flower arrangements*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 4.1
AP 5.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- teacher and individual student copies of Map of South America (AP 5.1)
- images of large ships on the Amazon River

Use this link to download the CKHG Online Resources for this unit, where the specific link to these images may be found:

www.coreknowledge.org/ckhg-online-resources

- teacher and individual student copies of Color the Continents (AP 4.1)
- red crayons for each student

What Teachers Need to Know

South America is the fourth-largest continent. The Andes Mountains range from north to south on the far western side of South America. Potatoes are a native crop in this part of the continent.

The northern portion of the continent, including much of the nation of Brazil, is covered by tropical rainforest. The rainforest is a thick forest home to over 40 percent of the world's different species of plants and animals, such as jaguars, toucans, howler monkeys, and huge anaconda snakes. The climate of the rainforest is hot and humid. Rainforests also have a significant impact on the global climate system, and their clearing has been a frequent source of international disagreement among environmentalists and those who want to spur the economies of developing nations.

A well-known human-made structure in South America is the mountain city of Machu Picchu, built high in the Andes Mountains by the ancient Inca people, whom students will study in Grade 1.

THE CORE LESSON

Introduce “Let’s Explore South America”

Show North America on a globe. Review with students the countries found on that continent. Then show South America on the globe. Point out to students how Central America connects the two continents. Tell students they are going to learn about some amazing people, places, and animals in South America.

Big Question

Whom would you meet and what would you see in South America?

Core Vocabulary

rainforest carve llamas festival flower arrangements

Chapter 5: “Let’s Explore South America”

Distribute copies of the Student Book. Ask students to turn to page 22 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Let’s Explore South America.”

CHAPTER
5

Let’s Explore South America

Altogether, there are twelve countries on the continent of South America. Let’s explore some of them!

The largest country in South America is Brazil. The name *Brazil* comes from a tree called brazilwood.

The most popular sport in Brazil is soccer, also known as football. Children play it every chance they get!





22

Activity Page



SUPPORT—Use the Map of South America (AP 5.1) to show students the location of the country of Brazil.

AP 5.1

Ask students the following questions:

LITERAL—What is the largest country in South America?

» The largest country in South America is Brazil.

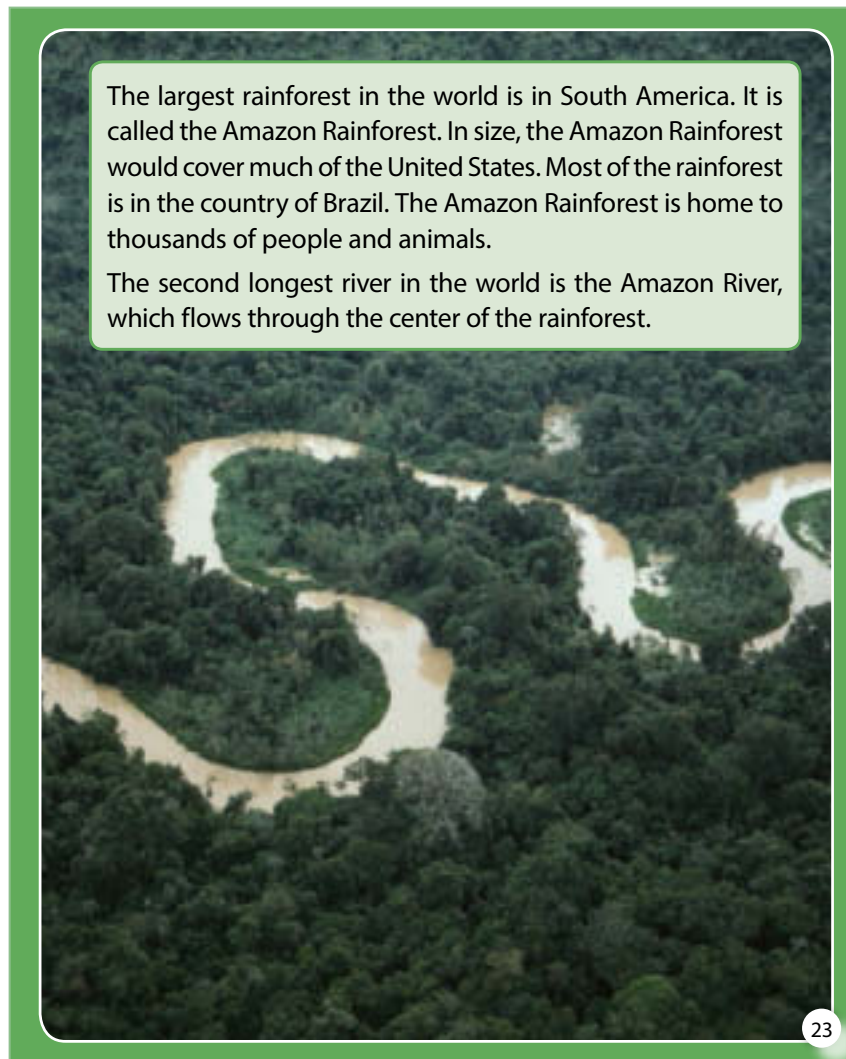
LITERAL—What is the most popular sport in Brazil?

» The most popular sport in Brazil is football, or soccer.

INFERENTIAL—Look at the image on the bottom of the page of children playing soccer in Brazil. Where in Brazil are these children playing soccer?

» The children are playing soccer on a sandy beach near an ocean.

Now ask students to turn to page 23 and look at the image as you read aloud.



The largest rainforest in the world is in South America. It is called the Amazon Rainforest. In size, the Amazon Rainforest would cover much of the United States. Most of the rainforest is in the country of Brazil. The Amazon Rainforest is home to thousands of people and animals.

The second longest river in the world is the Amazon River, which flows through the center of the rainforest.

CORE VOCABULARY—Explain that a **rainforest** is a forest found in warmer places that gets a lot of rain. Rainforests typically have very tall, leafy trees that form a canopy, or roof, overhead.

SUPPORT—Share an interesting fact with students: rainforests cover only a very small part—about 6 percent—of Earth’s land surface, but many, many of the world’s plants and animals—over 40 percent—live in a rainforest. Also, water collects in the leaves of the trees in the rainforest. When the wind blows, even on a bright sunny day, the water is blown off the leaves, and it is like a downpour.

SUPPORT—To provide students with a sense of how large the Amazon River is, show them the image of a very large cruise ship on the Amazon River, the type of ship that normally sails on the ocean. If students are familiar with a river in the area where you live, ask them to think about the size of that river compared to the size of the Amazon.

If students ask what river is the longest river in the world, let them know that the longest river in the world is the Nile River in Africa, which they will learn about in Chapter 7. Both the Nile and the Amazon are actually both very close in length—right around four thousand miles long!

Ask students the following question:

LITERAL—What is special about the Amazon area of South America?

- » The Amazon area of South America has the largest rainforest in the world and the second-longest river in the world.

Ask students to look at the images on page 24 as you read aloud.

The Yanomami live in the Amazon Rainforest, far away from towns and cities. They have lived there for thousands of years. They get many things they need from the forest, including food and medicine. What do you think these children are doing?



The beautiful quetzal also lives in the Amazon Rainforest. Quetzals use their strong beaks to carve out nests in rotting trees. They have beautiful red and green feathers.



24

Note to Teacher: *Yanomami* is pronounced (/yah*noh*mah*mee/). *Quetzal* is pronounced (/keht*sall/).

Ask students to look at the image on the bottom of the page. Ask students if they think the quetzal blends in with the rainforest or stands out.

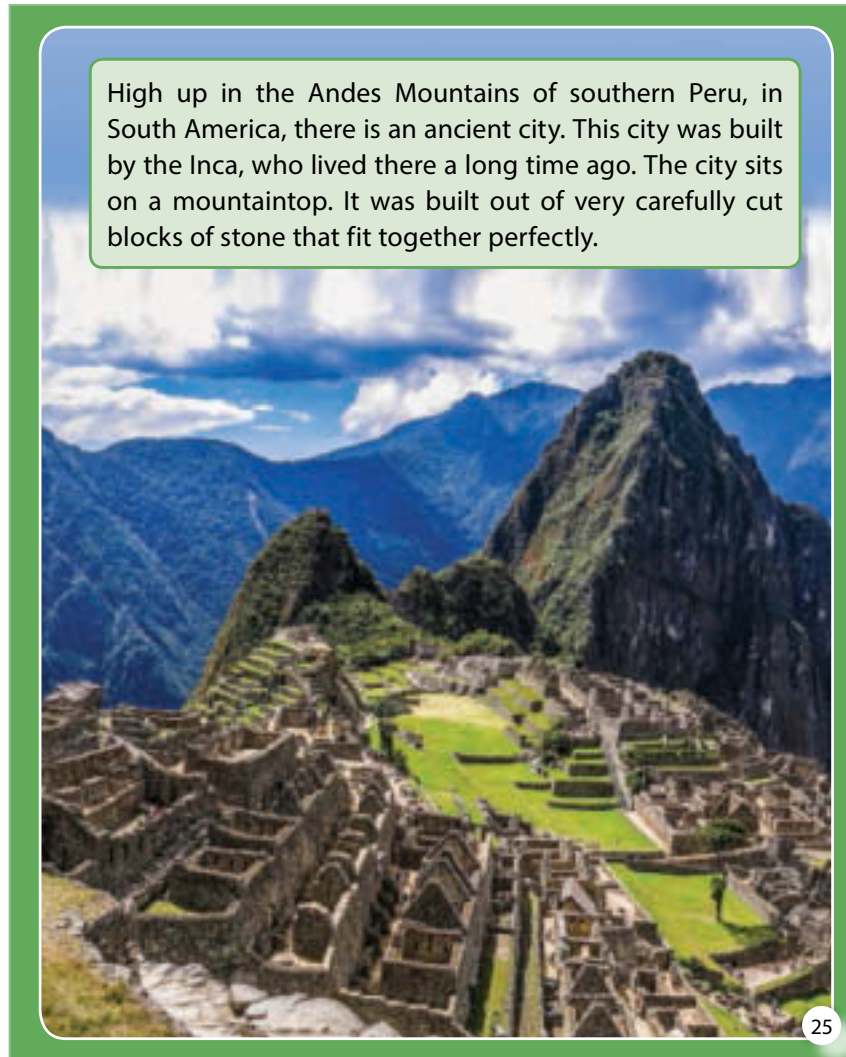
CORE VOCABULARY—Explain that to **carve** means to cut out very carefully. Birds carve with their beaks. People can carve things with a knife.

Ask students the following question:

LITERAL—What is a quetzal?

» A quetzal is a colorful bird that lives in the Amazon rainforest.

Now ask students to look at the image on page 25 as you read aloud.



Activity Page



AP 5.1

SUPPORT—Use the Map of South America (AP 5.1) to show students the locations of Peru and the Andes Mountains.

SUPPORT—Ask students to look at the image, and tell them that the name of the ancient city in Peru is Machu Picchu (/mah*choo/pee*choo/). Have students repeat the name after you.

Ask students the following question:

LITERAL—What mountain range is in South America?

» The Andes Mountains are in South America.

Ask students to look at the image on page 26 as you read aloud.

Llamas are very good at climbing and walking long distances. They are used by the people who live in the Andes Mountains of South America to carry heavy loads. People have to watch out, though! When llamas get mad, they spit!



26

CORE VOCABULARY—Explain that **llamas** (/lah*mahs/) are animals that are similar to camels but are smaller, have longer hair, and don't have a hump. Llamas are used as pack animals, or animals that carry things for people. The wool, or fur, of llamas can also be used to make clothing, such as sweaters. Some llamas can be trained and kept as pets.

SUPPORT—**Ask students to look at how the people in the image are dressed.** Explain that at least some of the clothes are probably made from llama wool, which is made using the hair from llamas.

Ask students the following questions:

LITERAL—What are llamas?

» Llamas are animals that people in South America use to carry heavy loads.

EVALUATIVE—Why are llamas good animals to have in the mountains?

- » Llamas are good animals to have in the mountains because they are very good at climbing and walking long distances.

Ask students to look at the image on page 27 as you read aloud.

In the city of Medellín, in the South American country of Colombia, the Flowers Festival takes place each year in August. The flower growers come to the city and carry their flower arrangements through the streets. Then there is a competition to judge the best flower arrangement.



27

Note to Teacher: *Medellín* is pronounced (/may*day*yeen/).

Activity Page



SUPPORT—Use the Map of South America (AP 5.1) to show students the location of Colombia.

CORE VOCABULARY—Explain that a **festival** is a type of public celebration. Festivals often include parades, parties, food, and music.

AP 5.1

CORE VOCABULARY—Explain that **flower arrangements** are flowers that are grouped, or put together, in a certain way.

Ask students the following question:

LITERAL—What festival happens every year in August in the city of Medellín in the country of Colombia?

- » Every August in Medellín, the Flowers Festival takes place.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Whom would you meet and what would you see in South America?

- » Answers will vary but should include the following: people playing soccer, the Amazon Rainforest, the Amazon River, Yanomami people, quetzals, the Andes Mountains, old cities such as Macchu Picchu, llamas, and the Flowers Festival in Colombia.

Activity Page



To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this is a map of the seven continents. Ask students to point to the continent of South America on the map.

AP 4.1

After checking that all students are pointing to South America, ask them to color the continent red.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “South America,” have students sing or shout the words. Play it again, and sing or shout, “North and South America.”

Additional Activities



Let's Visit the Amazon Rainforest!

Activity Page



Materials Needed: internet access, ability to display an internet video in the classroom, sufficient copies of Map of South America (AP 5.1), sufficient copies of *Let's Explore Our World!* Student Book

AP 5.1



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The full video for this activity is about eight minutes long. If this is too long for your students, preview the video and choose a shorter segment for them to watch.

Tell students that they are going to “visit” the Amazon Rainforest in South America. Have them find the Amazon on the Map of South America (AP 5.1). Then have them turn to the photo of the Amazon on page 23 of the Student Book. Based on the picture, what do they think the Amazon Rainforest will be like? (*Possible responses: It will be very crowded with trees. It will be very green.*)

Show students the video *Virtual Field Trip: A Trip to the Amazon Rainforest*, starting at time stamp 1:02. Ask students to pay attention to the sights and sounds of the rainforest.

After the video, guide discussion by asking the following questions:

- What does the Amazon Rainforest look like?
 - » It has very tall trees with lots of green leaves. The top part gets mist that looks like clouds. It has lots of colorful birds, insects, and animals.

- What does the Amazon Rainforest sound like?
 - » The rainforest is loud, with a lot of bird calls and animal sounds.
- Of all the different animals you saw, which one do you like best? Why?
 - » Students should be able to identify one bird, insect, snake, or mammal from the video and give a reason why they like it.

The Yanomami People of the Amazon

Activity Page



AP 5.1

Materials Needed: internet access, ability to display an internet video in the classroom, sufficient copies of Map of South America (AP 5.1), sufficient copies of *Let's Explore Our World!* Student Book



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to look at the image of the Yanomami on page 24 of the Student Book. Remind students that the Yanomami live in the Amazon Rainforest, and point out the location of the Amazon on the Map of South America (AP 5.1). Looking back at the picture in the Student Book, ask students to describe what is happening in the image. Guide students to understand that the Yanomami are hunting with bows and arrows.

Tell students they are going to go on a hunt with Yanomami, as they look for food in the rainforest. Show students the video *Yanomami Tribes, Amazon 2017, People Video in Amazon Rainforest* (3:00), stopping at or before 3:00.

Note to Teacher: It is important to stop the video at 3:00 because the scenes after that time stamp contain nudity.

Ask students the following questions about the video:

- How do the Yanomami get their food?
 - » They find it in the rainforest.
- What food did you see the Yanomami hunting and catching in the video?
 - » They were hunting and catching turtles.
- Why do the Yanomami like to hunt for turtles?
 - » The turtles are easy to catch.

North and South America (SL.K.2, SL.K.4, RI.K.7)

Activity Page



AP 5.2

Materials Needed: sufficient copies of Map of North and South America (AP 5.2); red, blue, and purple crayons, colored pencils, or markers; a copy of *Let's Explore Our World!* Student Book

Distribute copies of Map of North and South America (AP 5.2) to students.

Read the following instructions to students:

1. Look at the map. What does the map show? (*North and South America*)
2. Color North America purple. Color South America red.
3. Color the Atlantic Ocean blue. Also color the Pacific Ocean blue.

Have students do the following :

1. Point to the continent where the Amazon Rainforest is.
2. Point to the continent where the United States is.
3. Point to the continent where quetzals live.
4. Point to the continent where llamas help people in the Andes Mountains.
5. Point to the continent where there is a country with the bald eagle as the national bird.
6. Point to the continent where moose and arctic rabbits live.

SUPPORT—If students need assistance, display pictures from the *Let's Explore Our World!* Student Book.



Where I'd Like to Visit (SL.K.4, SL.K.5, RI.K.7)

Materials Needed: paper; crayons, colored pencils, or markers

Ask students to think about the interesting things and places they have learned about in North and South America: the Statue of Liberty, the Grand Canyon, the Amazon Rainforest, and the Andes Mountains. Which place would they like to visit? Have students draw pictures of themselves visiting their favorite place.

If time permits, ask students individually to tell you why they would want to visit the places they have chosen, and write students' explanations on the drawings.

Endangered Species: South America (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: wall map of the continents, printouts of images of endangered animals from South America, tape or sticky putty, crayons or markers

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If a wall map is not available, draw one on the board or chart paper or create a chart with one row or column for each continent. If you conducted the Endangered Species activity for North America, use the same map or chart for this activity.

Remind students about what endangered species are. Some animals on Earth are in danger because they do not have the food, water, shelter, or protection that they need. Many of these animals are in danger because they are hunted by people—sometimes for food. Sometimes the animals' homes are destroyed so that people can build things, such as roads and homes and cities. Unless people take

special care to protect these animals, the animals may become extinct. To become extinct is to die out completely, to disappear from Earth.

Show students examples of endangered species from South America:

- spider monkey
- Galapagos penguin
- giant tortoise
- Galapagos sea lion
- marine iguana

Remind students that these animals are in danger of going extinct, so they need special protection.

Divide the students in your class into five groups. Distribute a small picture of one animal to each group. Have students find South America on the map and tape the images there.

Have students choose their favorite animal from the list and draw a picture of it.

CHAPTER 6

Let's Explore Europe

Primary Focus Objectives

- ✓ Locate Europe on a globe and world map. (SL.K.2)
- ✓ Identify that most people who live in Europe are Europeans. (SL.K.2, SL.K.3)
- ✓ Identify and describe two of the following and associate them with Europe: a particular country (United Kingdom or U.K., Italy, Germany, France), Remembrance Day, castles, carnival, the Eiffel Tower, hedgehogs, and pine martens. (SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *island*, *remembrance*, *carnival*, *castles*, *kings*, *queens*, and *structure*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 4.1
AP 6.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- teacher and individual student copies of Map of Europe (AP 6.1)
- teacher and individual student copies of Color the Continents (AP 4.1)
- green crayons for each student

What Teachers Need to Know

Europe is the sixth-largest continent. It shares part of the same landmass with Asia, but the two are considered separate continents. The Ural Mountains form part of the border in the northern section of the continents. The part of Europe that is nearest the North Pole is cool to cold most of the year. As one moves farther south, the climate becomes warm and sunny much of the year.

Reindeer are native to the cold northern area. They actually range widely over northern Europe, Asia, and North America. Olive trees, which are fruit trees, are grown in southern Europe.

An example of a human-made structure on the European continent is the Eiffel Tower. The Eiffel Tower was built for the Paris Exposition of 1889 in Paris, France. Until skyscrapers were built in the 1900s, the Eiffel Tower was the tallest structure in the world. Another example of a human-made structure is the London Bridge. Actually, several bridges have crossed the Thames (/temz/) River at that spot. The current London Bridge was built in 1972. What people think of as the London Bridge is actually the turreted Tower Bridge, near the Tower of London.

Introduce “Let’s Explore Europe”

Ask students what language you are speaking. (*English*) Tell students that long ago, people from a place called England came to North America and started new towns. England is part of a country that is called the United Kingdom, or the U.K., and English is the language spoken there.

The United Kingdom is an island nation next to the continent of Europe—but it is part of Europe! Explain that an **island** is a piece of land that is completely surrounded by water on all sides. Show the United Kingdom and Europe on the globe, and then trace across the Atlantic Ocean to the United States. Tell students that in this chapter they will learn about Europe and some of the different countries that are found on the continent of Europe.

Big Question

What would you most like to see in Europe, and why?

Core Vocabulary

island remembrance carnival castles kings queens structure

Chapter 6: “Let’s Explore Europe”

Distribute copies of the Student Book. Ask students to turn to page 28 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore Europe.”

Let's Explore Europe

There are forty-four countries in Europe, all with their own governments, laws, and languages.

Our first stop in Europe is the United Kingdom. Every year there, on November 11, people remember the soldiers who fought in World War 1 and World War 2. This day is called Remembrance Day. People wear or display red poppies as a sign of remembrance.



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SUPPORT—Discuss with students how Europe is divided into many countries, each with its own government, laws, and language. However, when we talk about all of the people living on the continent of Europe as a group, we call them Europeans. **Using the globe, identify the continent of Europe, and name some of those countries.**

Activity Page **SUPPORT**—Show students the location of the United Kingdom on the Map of Europe (AP 6.1).



AP 6.1

Note to Teacher: To simplify the Map of Europe (AP 6.1), only the countries explicitly mentioned in the Teacher Guide and/or Student Book are labeled on the map.

SUPPORT—**Ask students if they know people who speak languages other than English.** Discuss what it would be like if people in every state of the United States spoke a different language. Explain that in Europe, because the countries are small and close together, many people who live in one country can speak not only their own country's language but also some of the different languages spoken in the other countries.

CORE VOCABULARY—Explain that **remembrance** is the act of remembering someone or something from the past. In Europe, Remembrance Day is a holiday when people remember soldiers who have died in wars.

SUPPORT—Explain that November 11 is also a holiday in the United States. In the United States, it is called Veterans Day, a holiday when Americans also remember and thank soldiers.

SUPPORT—Point out to students that a poppy is a type of flower.

Ask students the following question:

LITERAL—What is Remembrance Day? How do people in the United Kingdom celebrate it?

- » Remembrance Day is a day to remember the soldiers who fought in wars. People wear red poppies.

Now ask students to look at the images on page 29 as you read aloud.

Each year in Venice, Italy, in early spring, people take part in a carnival that lasts for several days. They dress up and wear the most incredible costumes and masks. This celebration is hundreds of years old.



29

Activity Page



AP 6.1

SUPPORT—Show students the location of Italy on the Map of Europe (AP 6.1).

CORE VOCABULARY—Explain that a **carnival** is a big festival. It often includes music and dancing and sometimes includes people dressing up and parades.

Ask students the following question:

LITERAL—What happens in Venice, Italy, in the spring?

» In the spring in Venice, people take part in a carnival. They dress up in costumes and masks.

Ask students to look at the images on page 30 as you read aloud.

In the European country of Germany, there really are castles, just like in fairy tales. This is Hohenzollern Castle. Castles were built for kings and queens to live in. Some kings and queens still do live in castles!



The Eiffel Tower is in Paris, France. It is a tall, metal structure that sits in the center of the city. It is higher than a one-hundred-story building!



30

CORE VOCABULARY—Explain that **castles** are large houses surrounded by thick walls and towers.

Note to Teacher: *Hohenzollern* is pronounced (/ho*ehn*zah*learn/).

CORE VOCABULARY—Explain that **kings** are male rulers of a country. Explain that **queens** are female rulers.

SUPPORT—**Prompt students to name any stories, fairy tales, or movies that they may know in which there are castles and kings or queens.** Students may mention Cinderella, Sleeping Beauty, Snow White and the Seven Dwarves, Beauty and the Beast, Frozen, etc. Make sure students understand that these are pretend stories with castles, kings, and queens, while the castles in Europe are real buildings.

CORE VOCABULARY—Explain that a **structure** is something that is built by putting pieces together, such as a house or a bridge.

SUPPORT—Ask students to look closely at the image of the Eiffel Tower. Can they see how it was built? It was built of thousands of pieces of metal. Ask students how long they think it took to build the Eiffel Tower. Tell students it took a little over two years to build!

SUPPORT—Direct students to look at the inset image at the bottom of the page. Explain that the tall building in the image is a one-hundred-story building, or a building with one hundred levels. Note how much taller that building is compared to the ones around it. Explain that the Eiffel Tower is even taller than that building.

Activity Page



SUPPORT—Show students the locations of Germany and France on the Map of Europe (AP 6.1).

Ask students the following questions:

AP 6.1

LITERAL—What do you call the old stone buildings where kings and queens in Europe lived?

» The buildings are called castles.

LITERAL—What is the name of the famous structure in the middle of Paris, France?

» It is called the Eiffel Tower.

Ask students to look at the images on page 31 as you read aloud.

This little spiky creature, called the European hedgehog, lives in people's yards, in the countryside, and in woodlands. Hedgehogs are found all across Europe. When hedgehogs are scared, they roll up into a tight ball.



The European pine marten has a coat of dark brown fur, with a patch of white around its throat. Pine martens can climb trees. They hunt at night in dark woodland areas.



31

SUPPORT—Point out that both the hedgehog and the pine marten live in woodland areas. Tell students that Europe has a lot of wooded areas.

Ask students the following question:

LITERAL—What two animals might you see in Europe?

» In Europe, you might see the European hedgehog and the pine marten.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What would you most like to see in Europe, and why?

» Answers will vary. Possible answer: I would like to see or visit the castles in Europe because they are big and look like they are from fairy tales. Long ago, real kings and queens lived in castles, and some still do.

Activity Page



AP 4.1

To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this is a map of the seven continents. Ask students to point to the continent of Europe on the map.

After checking that all students are pointing to Europe, ask them to color the continent green.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “Europe,” have students sing or shout the word. Play it again, and sing or shout, “North and South America and Europe.”

Additional Activities



Visit Some More Castles

Materials Needed: internet access, capability of displaying an internet video in the classroom, sufficient copies of *Let's Explore Our World!* Student Book



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to look at the image of a castle on page 30 of the Student Book. Ask students what they remember about castles. (*Kings and queens lived in them.*)

Explain that students are going to watch a video about castles. They will see five castles: four of them in Europe and one in Asia. (Students will learn about Asia in Chapter 8.)

Show the video *Top 5 Biggest Castles in the World* (03:13).

Ask students to share their impressions of the castles they saw. Would they like to live in any of the castles?

Building Castles (SL.K.4, SL.K.5)

Materials Needed: building blocks or other building toys such as Magna-Tiles®, LEGOS®, etc.

Have students use blocks or other building toys to build castles. If time permits, ask volunteers to describe their castle and the people who live in it.



Visit the Eiffel Tower

Activity Page



AP 6.1

Materials Needed: internet access, capability of displaying the internet in the classroom, sufficient copies of Map of Europe (AP 6.1), sufficient copies of *Let's Explore Our World!* Student Book



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to a 360° view of the Eiffel Tower may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to look at the image of the Eiffel Tower on page 30 of the Student Book. Remind students that the structure is in Paris, France, and point out the location of France on the Map of Europe (AP 6.1).

Tell students you are going to take them to Paris to see the Eiffel Tower. Display the 360° view of the Eiffel Tower. Use the navigation tools on the bottom left of the image to explore the city of Paris and the Eiffel Tower itself.

Note how much taller the tower is than the rest of the city. Remind students that the tower is more than one hundred stories tall.

CHAPTER 7

Let's Explore Africa

Primary Focus Objectives

- ✓ Locate Africa on a world map. (SL.K.2)
- ✓ Identify and describe two of the following and associate them with Africa: a particular country (Tunisia, Tanzania, Egypt), Nile River as the world's longest river, Sahara Desert as the world's largest desert, Mount Kilimanjaro, and camels, lions, elephants and other wild animals that come from Africa. (SL.K.2, SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *customs*, *international*, *camels*, *plains*, *peaks*, *tusks*, and *grasslands*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 4.1
AP 7.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- teacher and individual student copies of Map of Africa (AP 7.1)
- teacher and individual student copies of Color the Continents (AP 4.1)
- yellow crayons
- internet access to show elephant and lion live cams and giraffe video (varied internet browsers may be required to open these links)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and live cams may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Africa is the second largest continent. It is somewhat triangular in shape, with a narrow southernmost point. Africa has many different climates, which create a series of strips or bands across the continent. In the north there is the Sahara Desert. Just south of the Sahara is a vast area of grassland, with bands of steppe and savanna. Then comes a band of tropical rainforest. South of the rainforest, the same bands repeat but in the reverse order: more grasslands and then more desert. Lions are just one of the many animals that are native to the African savanna, also known as "Big Game" country. Other animals in the savanna include zebras and giraffes. An important African crop is the peanut.

An example of a human imprint on the continent of Africa is the pyramid. The most famous pyramids were built by the ancient Egyptians in the desert of North Africa from about 2700 BCE to 1750 BCE. Students will learn about the pyramids and ancient Egypt in Grade 1.

Introduce “Let’s Explore Africa”

Ask students to think about the animals they learned about that live in North America, South America, and Europe. Ask students which animal they like best. Ask who has gone to a zoo and which animals were the most fun to see there. Tell students that it is time to learn about Africa, a continent where many interesting animals live. Show the location of Africa on the globe.

Big Question

What are some of the animals that live in Africa?

Core Vocabulary

customs international camels plains peaks tusks grasslands

Chapter 7: “Let’s Explore Africa”

Distribute copies of the Student Book. Ask students to turn to page 32 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore Africa.”



SUPPORT—As you read this page, review two Core Vocabulary words: *continent* and *country*. (A *continent* is one of the largest areas of land on Earth. A *country* is a place with a government and laws for all the people who live there.)

CORE VOCABULARY—Explain that **customs** are actions or ways of behaving that families pass on to their children and grandchildren. For example, blowing out birthday candles is a custom, as is giving birthday gifts.

Ask students the following question:

LITERAL—What do people celebrate on Africa Day?

» On Africa Day, people celebrate the different customs of Africa.

Now ask students to look at the images on page 33 as you read aloud.

In December each year, in the country of Tunisia, the International Festival of the Sahara is held. The Sahara is the largest desert in the world. During the festival, the Saharan way of life is celebrated. People play music, eat food, and race camels and horses across the desert sands.



33

SUPPORT—As you read this page, review two Core Vocabulary words: *festival* and *desert*. (A festival is a type of public celebration. It often includes parades, parties, food, and music. A desert is any area of land that is dry and does not get a lot of rain. Many deserts are covered with sand and have hot temperatures.)

CORE VOCABULARY—Explain that **international** means having to do with more than one country.

CORE VOCABULARY—Explain that **camels** are large animals that live in the deserts of Africa. They have a hump on their back. Camels also live in Asia, which students will learn about in the next chapter. Camels in Asia have two humps.

Activity Page



AP 7.1

SUPPORT—Show students the locations of the country of Tunisia and the Sahara Desert on the Map of Africa (AP 7.1).

Ask students the following question:

LITERAL—What is the largest desert in the world?

» The Sahara is the largest desert in the world.

Ask students to look at the images on page 34 as you read aloud.

Mount Kilimanjaro rises up above the plains of the country of Tanzania. It is the highest mountain in Africa. Its snowy peaks can be seen far and wide.



You have already heard about the second longest river in the world—the Amazon in South America. Well, the Nile River is the longest river in the world. It flows north across Egypt and into the Mediterranean Sea.



34

CORE VOCABULARY—Explain that **plains** are large, flat areas of land. They typically do not have many trees.

CORE VOCABULARY—Explain that **peaks** are the tops of hills or mountains. On really tall mountains, peaks are often covered in snow year-round.

SUPPORT—Point out the giraffes to students, in the picture of Mount Kilimanjaro. **Ask students to identify the unique features of the giraffe (*long neck, stands on four legs, spotted fur*).** Tell students some interesting facts about giraffes: they are the tallest mammals in the world, they only need to drink water every couple of days, and they can actually run pretty fast within short distances.

If time allows, show students a minute or so of the video of giraffes in Mpala Research Centre in Kenya, Africa.

Activity Page



AP 7.1

SUPPORT—Use Map of Africa (AP 7.1) to show students the location of Tanzania and Mount Kilimanjaro. Use the map to show the route of the Nile River from Lake Victoria in Uganda north to the Mediterranean Sea.

Ask students the following questions:

LITERAL—What is the highest mountain in Africa?

» The highest mountain in Africa is Mount Kilimanjaro.

LITERAL—What is special about the Nile River?

» The Nile River is the longest river in the world.

Ask students to look at the image on page 35 as you read aloud.

African elephants live in different parts of Africa. The African elephant is the largest land mammal in the world. African elephants have very large ears and long, curved tusks. African elephants flap their ears when they are either happy or sad.



35

CORE VOCABULARY—Explain that **tusks** are long teeth that come out of both sides of an animal's mouth. Use the image on page 35 to point out the adult elephant's tusks.

Ask students the following question:

LITERAL—What do elephants look like?

» Elephants are very large animals and have large ears and long, curved tusks. They flap their ears when they are happy or sad.

Ask students to look at the image on page 36 as you read aloud.

Lions live on the grasslands and in the open woodlands of Africa. Lions live together in groups called prides. Lions spend most of the day sleeping! It is up to the female lion to hunt for food.



36

CORE VOCABULARY—Explain that **grasslands** are areas that are mostly covered with grass. The compound word is made up of the two smaller words *grass* and *lands*.

SUPPORT—Explain that a female lion is the mother lion who gives birth to baby lions. Students may be accustomed to seeing pictures of male lions with manes. Explain that female lions do not have manes.

If time allows, show students live cam footage of elephants and lions. You may need to click through a couple to find one that is showing the animals. If you show the Mpala Research Centre cam, be prepared to identify other animals that may appear in the cam, such as zebras and hippos. You might want to check on the time difference. The best time to view the Mpala cams is at dusk in Africa, which is usually around 11:00 am or 12:00 pm EST.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some of the animals that live in Africa?

» In Africa, you can find camels, giraffes, elephants, and lions.

Activity Page



To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this is a map of the seven continents. Ask students to point to the continent of Africa on the map.

AP 4.1

After checking that all students are pointing to Africa, ask them to color the continent yellow.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “Africa,” have students sing or shout the word. Play it again, and sing or shout, “North and South America, and Europe, Asia, Africa.” (It’s probably easier to have them say those latter three continents together, to go along with the song.)

Additional Activities



Animal Mural (SL.K.4, SL.K.5)

Materials Needed: a large sheet of paper or printouts of coloring book pages; crayons, colored pencils, or markers



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific website to the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Spread a large sheet of paper on the ground. Have students work together to draw an African animal mural. Alternatively, provide students with coloring book pages of different African animals to color and arrange on a mural.

Start with a grassland background, demonstrating how to draw grass to initiate the activity.

Remind students to refer to their book to help them draw the African animals (camels, giraffes, elephants, and lions).

Encourage students to draw other African animals that they know, such as rhinoceroses, hippopotamuses, zebras, leopards, etc.).

Endangered Species: Africa (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: wall map of the continents, printouts of images of endangered animals from Africa, tape or sticky putty, crayons or markers

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If a wall map is not available, draw one on the board or chart paper or create a chart with one row or column for each continent. If you conducted the Endangered Species activity for North America and/or South America, use the same map or chart for this activity.

Remind students about what it means to be an endangered species. Some animals on Earth are in danger because they do not have the food, water, shelter, or protection that they need. Many of these animals are in danger because they are hunted by people—sometimes for food. Sometimes the animals' homes are destroyed so that people can build things, such as roads and homes and cities. Unless people take special care to protect these animals, the animals may become extinct. To become extinct is to die out completely, to disappear from Earth.

Show students examples of endangered species from Africa:

- African rhinoceros
- African elephant
- gorilla
- chimpanzee
- pangolin

Remind students that these animals are in danger of becoming extinct, so they need special protection.

Divide the students in your class into five groups. Distribute one small picture of an animal to each group. Have students locate Africa on the map and tape the images there.

Have students choose their favorite animal from the list and draw a picture of it.

CHAPTER 8

Let's Explore Asia

Primary Focus Objectives

- ✓ Locate Asia on a map. (SL.K.2)
- ✓ Identify and describe two of the following and associate them with Asia: countries (India, China, Nepal, Tibet), Mount Everest as the world's highest mountain, the Great Wall of China, giant pandas, and Malayan tapirs. (SL.K.2, SL.K.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sculpture* and *snouts*; and of the phrase "munching on bamboo." (L.K.4, L.K.5)

Materials Needed

- Activity Pages
- individual student copies of *Let's Explore Our World!* Student Book
 - globe
 - teacher and individual student copies of Map of Asia (AP 8.1)
 - teacher and individual student copies of Color the Continents (AP 4.1)
 - orange crayons
 - internet access to show panda live cam
- Use this link to download the CKHG Online Resources for this unit, where the specific link to the live cam may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Asia and Europe share the Eurasian landmass. Asia is the largest continent of the seven. Its shape is very irregular.

Rice is an important crop in many parts of Asia. It is grown in flooded fields called rice paddies. The panda is native to China, although today the panda is an endangered species. One structure that is characteristic of the middle-eastern part of Asia is the oil well. A large percentage of the world's oil reserves are located there. Two other noteworthy structures in other parts of Asia are the Great Wall of China and the Taj Mahal in India. Students will learn more about China and India in Grade 2.

THE CORE LESSON

Introduce "Let's Explore Asia"

Have students list the four continents they have learned about so far. (*North America, South America, Europe, and Africa*) Point out how those continents are all unique and different. Tell students that now they are going to learn about the world's biggest continent, Asia. Show Asia on the globe. The continent of Asia includes the world's largest country, the country with the most people living in it, and the highest and the lowest places in the world.

Big Question

What is the name of the highest mountain in the world, and where is it?

Core Vocabulary

sculpture “munching on bamboo” snouts

Chapter 8: “Let’s Explore Asia”

Distribute copies of the Student Book. Ask students to turn to page 37 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore Asia.”

CHAPTER
8

Let’s Explore Asia

Asia is the largest continent in the world. There are forty-eight countries on the continent of Asia. One of these countries is India.

People in India celebrate Holi, the festival of color. Holi marks the arrival of spring. People throw colored powder and water at one another. Children practice their aim so that they can cover their friends in the colors of the rainbow.



37

Activity Page



AP 8.1

SUPPORT—Use the Map of Asia (AP 8.1) to show students the location of India.

Ask students the following question:

LITERAL—What is Holi? Where is it celebrated?

» Holi is a festival of color that marks the arrival of spring. It is celebrated in India.

Now ask students to look at the image on page 38 as you read aloud.



CORE VOCABULARY—Explain that a **sculpture** is a work of art that is often made by shaping clay, stone, or metal.

Activity Page

SUPPORT—Use the Map of Asia (AP 8.1) to show students the location of China.



AP 8.1

Ask students the following question:

LITERAL—What would you see at the Harbin International Ice and Snow Sculpture Festival in China?

» At the Harbin International Ice and Snow Sculpture Festival, you would see snow and ice sculptures.

Ask students to look at the images on page 39 as you read aloud.

The highest mountain in the world, Mount Everest, is on the continent of Asia. Mount Everest is five and a half miles high. It sits on the border between Nepal and Tibet.



The Great Wall of China snakes its way across mountains in the country of China. This wall was built a very long time ago to keep the people of China safe from enemies.



39

Activity Page



AP 8.1

SUPPORT—Explain to students that Mount Everest is part of a mountain range called the Himalayas. Point out the Himalayas on the Map of Asia (AP 8.1).

SUPPORT—Show students the Great Wall on the Map of Asia (AP 8.1). Tell students that the Great Wall of China is longer than the entire United States! Tell students it took about two thousand years and a lot of people working together to build the entire Great Wall in China.

If your students worked on the African animal mural activity after reading the last chapter, ask them to describe how working on it together was harder or easier than working on it by themselves would have been. (*It was easier because no one had to draw all the animals by himself or herself. Working together made less work for each person. It was harder because sometimes too many people wanted the same color crayon, or maybe everyone wanted to draw giraffes and no one wanted to draw lions. Everyone had to get along.*)

Ask students the following questions:

LITERAL—What is the tallest mountain in the world, and where is it located?

» The tallest mountain in the world is Mount Everest. It is located on the continent of Asia.

LITERAL—What is the name of the long wall the Chinese people built?

» The long wall built by the Chinese is called the Great Wall of China.

Ask students to look at the image on page 40 as you read aloud.

The Great Wall of China is not the only incredible thing you would see there. Giant pandas are found only in the forests of China. Giant pandas are actually black and white bears. They spend their days playing and munching on bamboo.



40

CORE VOCABULARY—Explain that “**munching on bamboo**” means eating bamboo loudly. Giant pandas are often seen munching on bamboo, which is a tall, treelike grass found in Asia.

Show students a few minutes of the panda live cam, which broadcasts from a panda sanctuary in Sichuan, China. Be aware that the time difference may impede this activity, if it is nighttime in this part of China, but you can show highlight films of the pandas, also available through the link.

Ask students the following question:

LITERAL—What are giant pandas like?

- » Giant pandas are black and white bears. They spend their days playing and munching on bamboo.

Ask students to look at the image on page 41 as you read aloud.

The Malayan tapir is now only found in some forested areas in Asia. Malayan tapirs have long snouts. They do not see very well, but they have a strong sense of smell. Although Malayan tapirs might look like pigs, they are related to horses and rhinos.



41

CORE VOCABULARY—Explain that **snouts** are long noses found on pigs and other animals, such as the tapir in the picture. Point out the snout of the tapir in the image on the page.

Ask students the following question:

LITERAL—What are Malayan tapirs like?

- » Malayan tapirs look like pigs with long snouts. They do not see well but have a strong sense of smell.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What is the name of the highest mountain in the world, and where is it?

» The highest mountain in the world is Mount Everest. It is located on the continent of Asia.

Activity Page



To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this is a map of the seven continents. Ask students to point to the continent of Asia on the map.

AP 4.1

After checking that all students are pointing to Asia, ask them to color the continent orange.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “Asia,” tell students to sing or shout the word. Play it again, and sing or shout, “North and South America, and Europe, Asia, Africa.”

Additional Activities

Endangered Species (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: wall map of the continents, printouts of images of endangered animals from Asia, tape or sticky putty, crayons or markers

Use this link to download the CKHG Online Resources for this unit, where the specific link to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If a wall map is not available, draw one on the board or chart paper, or create a chart with one row or column for each continent. If you conducted the Endangered Species activity for North America, South America, and/or Africa, use the same map or chart for this activity.

Remind students about what it means to be an endangered species. Some animals on Earth are in danger because they do not have the food, water, shelter, or protection that they need. Many of these animals are in danger because they are hunted by people—sometimes for food. Sometimes the animals’ homes are destroyed so that people can build things, such as roads and homes and cities. Unless people take special care to protect these animals, the animals may become extinct.

To become extinct is to die out completely, to disappear from Earth.

Show students examples of endangered species from Asia:

- Asian rhinoceros
- Asian elephant
- tiger
- orangutan
- giant panda

Remind students that these animals are in danger of becoming extinct, so they need special protection.

Divide the students in your class into five groups. Distribute one small picture to each group. Have students locate Asia on the map and tape the images there.

Have students choose their favorite animal from the list and draw a picture of it.

CHAPTER 9

Let's Explore Australia and Antarctica

Primary Focus Objectives

- ✓ Locate Australia and Antarctica on a map. (SL.K.2)
- ✓ Recognize that the people who live in Australia are called Australians. (SL.K.2, SL.K.3)
- ✓ Identify and describe two of the following and associate them with Australia: Uluru Rock, kangaroos, and koalas. (SL.K.2, SL.K.3)
- ✓ Identify and describe two of the following and associate them with Antarctica: the Antarctic landscape, penguins, and krill. (SL.K.2, SL.K.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *aboriginal people*, *ancestors*, *pouch*, *eucalyptus leaves*, and *investigate*. (L.K.4, L.K.5)

Materials Needed

Activity Pages



AP 4.1

AP 9.1

- individual student copies of *Let's Explore Our World!* Student Book
- globe
- teacher and individual student copies of Map of Australia (AP 9.1)
- teacher and individual student copies of Color the Continents (AP 4.1)
- brown crayons
- internet access to show koala and penguin live cams

Use this link to download the CKHG Online Resources for this unit, where the specific links to the live cams may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Australia

Australia is the smallest of the seven continents. It is located in a region that is sometimes called Oceania, which includes Australia, New Zealand, and Pacific island groups such as Polynesia. Australia and New Zealand are often referred to as “the land down under.” Much of the western portion of Australia, along with the center of the continent, is hot and dry. About 90 percent of the people live near the coasts, mostly in a narrow ribbon along the eastern and southeastern shorelines.

Kangaroos inhabit the continent of Australia, and koala bears are also native to the region. Koalas live on the milder, wetter eastern side of the continent. Their favorite food is leaves of the eucalyptus, or gum tree, also native to Australia. The Opera House in Sydney is a world-famous structure recognized as a symbol of the Australian continent.

Antarctica

Antarctica is the fifth-largest continent. It is ice- and snow-covered year round. People did not live on Antarctica until the latter part of the 1900s, when fifteen nations set up more than forty research camps for scientists exploring the ice cap. These research buildings are human-made structures on the continent.

It would be incorrect to say that no plants live on Antarctica, but the lichens, mosses, and fungi that do survive on the continent will be unfamiliar to students. Students are more apt to recognize the animals native to Antarctica. Seals, penguins, and whales live on the coasts and in the offshore waters of this continent.

THE CORE LESSON

Introduce “Let’s Explore Australia and Antarctica”

Tell students they have been on a long trip around Earth. They have seen high mountains and dry deserts, they have learned about different kinds of celebrations, and they have found amazing animals in wonderful, far-away places. But there are two more continents to explore. Point out Australia and Antarctica on the globe. Show how these continents are on the “other side of the world” from us in North America. Tell students that things are very different in Australia and Antarctica from any other continent.

Big Question

How would you compare the landscape in Australia to that of Antarctica?

Core Vocabulary

aboriginal people ancestors pouch eucalyptus leaves investigate

Chapter 9: “Let’s Explore Australia and Antarctica”


Distribute copies of the Student Book. Ask students to turn to page 42 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Let’s Explore Australia and Antarctica.”

CHAPTER
9

Let’s Explore Australia and Antarctica

If you look on a map, you will see that Australia is a large island. Not only is it a large island, but it is also a country *and* a continent.

Every year on April 25, Anzac Day is held there. This special day is a national day of remembrance. On this day, people remember all soldiers from Australia and the country of New Zealand. It is a day of saying thank you!



42

SUPPORT—Remind students that when they were learning about the United Kingdom and the continent of Europe, they learned that an island is an area of land surrounded on all sides by water. Islands can be small or very large, like Australia.

SUPPORT—Also remind students that people in other continents have a special day to remember soldiers (Remembrance Day in the United Kingdom and Veterans Day in the United States).

Activity Page



AP 9.1

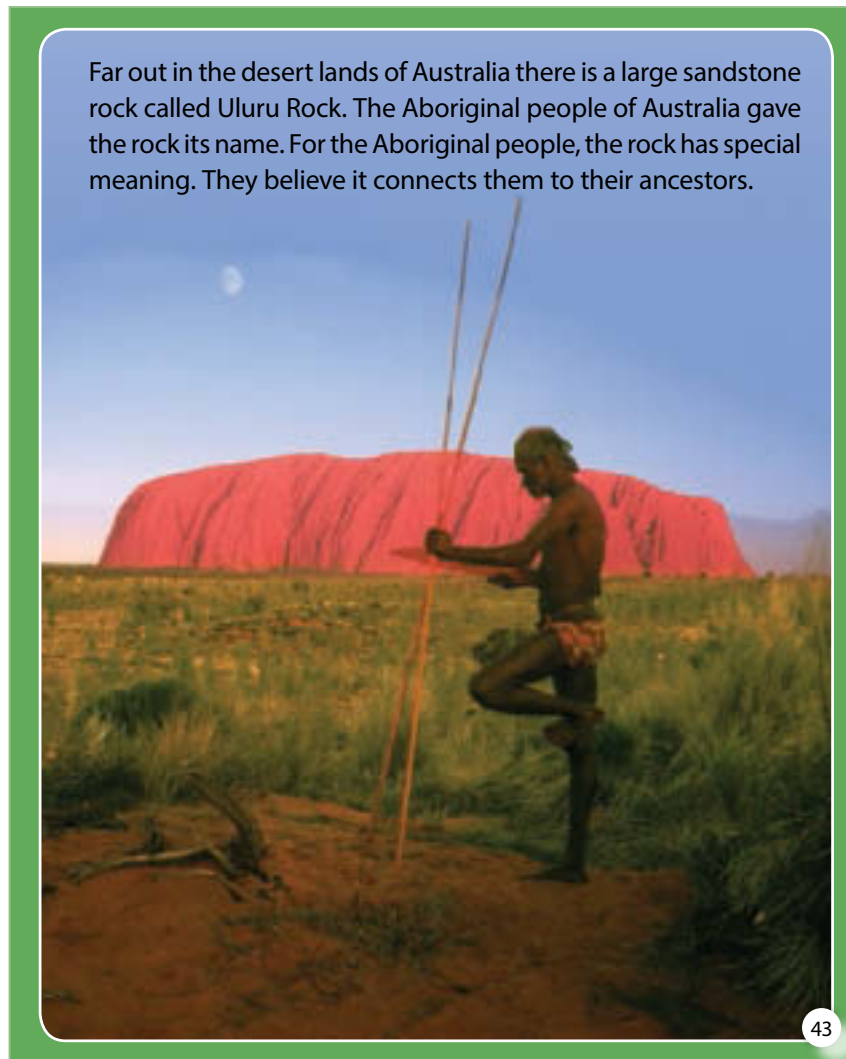
SUPPORT—Show students the locations of Australia and New Zealand on the Map of Australia (AP 9.1).

Ask students the following question:

LITERAL—What is the name of the island that is also a country and a continent?

» Australia

Now ask students to look at the image on page 43 as you read aloud.



Note to Teacher: *Uluru* is pronounced (/oo*loo*roo/).

SUPPORT— Tell students that the people who live in Australia are called Australians. The very first people to live in Australia are called aboriginal people.

CORE VOCABULARY— Explain that **aboriginal people** are the first people to live in an area.

Activity Page



AP 9.1

SUPPORT— Tell students that there is a very large desert area in the middle of Australia known as the Outback. This is where many aboriginal people live and where Uluru is located as well. Show students the location of the Outback on the Map of Australia (AP 9.1).

CORE VOCABULARY— Explain that **ancestors** are family members who lived long, long ago.

Ask students the following question:

LITERAL—What is Uluru Rock? Why is it special?

- » Uluru Rock is a giant red rock in the Australian desert. It is special because the aboriginal people believe it connects them to their ancestors.

Ask students to look at the image on page 44 as you read aloud.

Kangaroos live in Australia. They are expert hoppers. Kangaroos can hop about at great speed. In fact, if they want to walk, they must use their tails for balance. Mother kangaroos carry their young, called joeys, in a special pouch.



44

CORE VOCABULARY—Explain that a **pouch** is a pocket. Kangaroos have a pouch where they can hold their babies.

SUPPORT—Tell students that kangaroos carry their young in pouches until the babies are old enough to take care of themselves.

Ask students to look at the image on page 45 as you read aloud.



CORE VOCABULARY—Explain that **eucalyptus leaves** are tough, round, gray-green leaves that grow on an Australian tree.

Show students a minute or so of the koala live cam, which broadcasts from the San Diego Zoo. Explain that koalas spend most of their time sleeping, which is what students will likely see on the cam.

Ask students the following questions:

LITERAL—What are two animals that you might find in Australia?

- » Two animals that you might find in Australia are kangaroos and koalas.

EVALUATIVE—What special feature do both kangaroos and koalas have?

- » Both kangaroos and koalas have pouches where they keep their babies.

INFERENTIAL—What do you think would happen to koalas if there were no more eucalyptus trees?

- » They might become endangered because they would not be able to get the food they need to live.

Ask students to look at the image on page 46 as you read aloud.

Antarctica is the end of our journey. Antarctica is the coldest and windiest continent of all. Because of that, not many people live there. Scientists and explorers go there to investigate this frozen land. Sometimes tourists go there too.



46

CORE VOCABULARY—Explain that to **investigate** means to explore or learn about something. When people investigate, they look for facts or information.

SUPPORT—Remind students that most of the people who go to Antarctica are scientists. **Ask students what a scientist might do in Antarctica. (study things in nature, such as animals, plants, stars, rocks, weather)** Also ask: Why would a scientist be interested in studying Antarctica? (to learn about special animals that can live in ice and snow or about interesting weather) Then ask students if that's something they would like to do.

SUPPORT—Talk more about Antarctica and about how it would feel to live in a place where it is always freezing cold. Discuss the temperature swings experienced in your own home area.

Ask students the following question:

LITERAL—What is it like on the continent of Antarctica?

» It is cold, windy, and frozen.

Ask students to look at the images on page 47 as you read aloud.

Penguins are birds that live in Antarctica. Penguins do have feathers. Their feathers are shorter than most other bird feathers. Although penguins cannot fly, they are expert swimmers. Both mom and dad penguins care for their young.



Krill are shrimplike creatures that live in the waters of Antarctica. They are a main food for the whales, penguins, seabirds, and sharks that live there too.



47

Show students a minute or so of the penguin live cam, which broadcasts from the Aquarium of the Pacific in California.

Ask students the following question:

LITERAL—What is the name of the bird that lives in Antarctica?

» The bird that lives in Antarctica is called a penguin.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How would you compare the landscape in Australia to that of Antarctica?

» In Australia, there are deserts and areas with trees. There are also areas along the ocean. In Antarctica, the landscape is covered in ice and snow. It is much colder there than in Australia.



To wrap up the lesson, distribute sufficient copies of Color the Continents (AP 4.1), and explain that this is a map of the seven continents. Ask students to point first to the continent of Australia on the map.

After checking that all students are pointing to Australia, ask them to color the continent brown.

Now ask students to point to the continent of Antarctica, and ask if they remember what the landscape looks like in Antarctica. (*snow and ice*) Tell students that for this reason, they will not color the continent of Antarctica and will instead leave it white.

Play the “Seven Continents Song” (see page 21 for the link). When it comes time to say, “Australia and Antarctica,” ask students to sing or shout the words. Play it again, and sing or shout all of the continents. You might want to repeat the song a couple of times.

Where Is My Home?

Materials Needed: individual student copies of *Let’s Explore Our World!* Student Book

Ask students to open their Student Books to pages 48 and 49.

Where Is My Home?

Can you remember which continent I live on?

1.



2.



3.



4.



5.



6.





49

Give students time to study the images, and then ask them to identify the continent where each animal lives. Allow students to refer to their Student Books as needed. Answers are included in the Answer Key at the back of this Teacher Guide, as well as on page 50 of the Student Book.

Additional Activities

Endangered Species: Australia and Antarctica (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: wall map of the continents, printouts of images of endangered animals from Australia and Antarctica, tape or sticky putty, crayons or markers

Use this link to download the CKHG Online Resources for this unit, where the specific link to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: If a wall map is not available, draw one on the board or chart paper, or create a chart with one row or column for each continent. If you conducted the Endangered Species activity for North America, South America, Africa, and/or Asia, use the same map or chart for this activity.

Remind students about what it means to be an endangered species. Some animals on Earth are in danger because they do not have the food, water, shelter, or protection that they need. Many of these animals are in danger because they are hunted by people—sometimes for food. Sometimes the animals’ homes are destroyed so that people can build things, such as roads and homes and cities. Unless people take special care to protect these animals, the animals may become extinct. To become extinct is to die out completely, to disappear from Earth.

Show students examples of endangered species from Australia and Antarctica:

Australia: wombat, spiny skink, spotted tree frog

Antarctica: fin whale, albatross, macaroni penguin

Remind students that these animals are in danger of becoming extinct, so they need special protection.

Divide the students in your class into six groups. Distribute one small picture of an animal to each group. Have students locate Australia and Antarctica on the map and tape the images there.

Have students choose their favorite animal from the list and draw a picture of it.

Space Voyage (SL.K.1, SL.K.2, SL.K.4)

Materials Needed: a globe

Use this activity to review the various continents, the Atlantic and Pacific Oceans, and the North and South Poles. Have students stand next to their desks. Ask them to pretend to be astronauts who are flying into space. Tell them that they will be looking back at planet Earth and identifying or naming certain things. The classroom globe is planet Earth. When you point to a feature on Earth, ask students to say what it is. First, point to an ocean, and ask them what it is. Then point to a continent, and ask them what it is. Then ask them to name the continents and the Atlantic and Pacific Oceans that they are “flying” over. Have students pick one place on Earth that they would like to fly to and see. Finally, have students fly home (and sit back down).



Kangaroo Project (SL.K.4, SL.K.5)

Materials Needed: individual student copies of *Let’s Explore Our World!* Student Book; construction paper; half-moon-shaped construction paper cutouts; crayons, colored pencils, or markers; scissors; glue or paste

Have students open their Student Books to page 44 and find the image of the kangaroo. Have them use the image as a model as they draw a kangaroo on a piece of construction paper.

Provide each child with a kangaroo “pouch”—a half-moon-shaped cutout—to paste onto their kangaroo. Then, on a second piece of construction paper, have students draw a joey (a baby kangaroo).

Help them cut out and slip the joey into the mother’s pouch.

Teacher Resources

Culminating Activity: *Let's Explore Our World!*

- Hop Around the World 105
- My Book About *Let's Explore Our World!* 105

Unit Assessment: *Let's Explore Our World!*

- Unit Assessment Questions: *Let's Explore Our World!* 133
- Unit Assessment Student Answer Sheet: *Let's Explore Our World!* 135

Performance Task: *Let's Explore Our World!*

- Performance Task Activity: *Let's Explore Our World!* 138
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My Passport

- Directions for Making My Passport 140
- Introducing My Passport to Students 141
- My Passport Activity for *Let's Explore Our World!* 142

Activity Pages

- Letter to Family (AP 1.1) 143
- Where Do I Live? (AP 1.2) 144
- Map of the United States (AP 2.1) 145
- Map of North America (AP 3.1) 146
- Color the Continents (AP 4.1) 147
- Map of South America (AP 5.1) 148
- Map of North and South America (AP 5.2) 149
- Map of Europe (AP 6.1) 150
- Map of Africa (AP 7.1) 151
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- Map of Australia (AP 9.1) 153


Answer Key: *Let's Explore Our World!*—Unit Assessment and Activity 154

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *Let's Explore Our World!*

Hop Around the World

Materials Needed: chalk (or world-map rug)

 **Background for Teachers:** Prior to beginning the activity, paint or use chalk to draw a large world map on a cement area of the school playground, or borrow or purchase a world-map rug.

Give students prompts to hop from one continent to another or to the North and South Poles; for example, "Let's go play with kangaroos and koalas. Hop to the continent on which you would find kangaroos and koalas." Remind students that some descriptions may apply to more than one continent. Have them call out the name of the continent they have landed on. Remind them to watch out that they don't fall in the Atlantic or Pacific Oceans.

When it appears that students are secure in their knowledge of the continents, have them take turns calling out where they are going to hop.

My Book About *Let's Explore Our World!*

Materials Needed: sufficient copies of *My Book About Let's Explore Our World!* (see pages 108–132), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of *My Book About Let's Explore Our World!* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about planet Earth that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- a globe
- a map
- a moose
- a castle
- the Nile or Amazon Rivers
- the Great Wall of China
- Mount Everest
- a kangaroo
- a penguin

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into nine groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate what students say about each chapter to make sure the following points are made:

Chapter 1

- People live in many different kinds of homes.
- Many people live in neighborhoods with other houses and families.
- People live in states and countries.

Chapter 2

- Maps help us understand our world and help us find our way around.
- Maps can show small and big areas.
- A map of the United States shows fifty states.
- A map of the world shows seven continents and many oceans.
- A globe is a round model of our planet and shows the North and South Poles.

Chapter 3

- The United States is part of North America.
- People who live in the United States are called Americans.
- The United States has big cities, such as Boston, farmland, tall mountains, and wide rivers.
- An interesting place in the United States is Monument Valley in the desert, where the Navajo people live.
- Many different animals live in the United States, including the black bear, the bald eagle, the rattlesnake, and the river otter.

Chapter 4

- Mexico and Canada are part of North America.
- People who live in Mexico are called Mexicans.
- The people of Mexico celebrate Independence Day and Day of the Dead.
- There are temple ruins deep in the forests of Mexico where the Maya lived (and still live today).
- Many different animals live in Mexico, including the ocelot and the spider monkey.
- People who live in Canada are called Canadians.
- Some Canadians speak French as well as English.
- Canada is home to the Inuit people.
- Many different animals live in Canada, including the Canadian bull moose, arctic rabbits, and the arctic fox.

Chapter 5

- The largest country in South America is Brazil, and soccer is the most popular sport there.
- South America has the largest rainforest (the Amazon Rainforest) and the second longest river (the Amazon River). The Amazon Rainforest is home to the Yanomami people and the quetzal bird.
- In the Andes Mountains of Peru, you will find an ancient Inca city (Machu Picchu) and llamas.
- A large flower festival takes place in Colombia.

Chapter 6

- People who live in Europe are called Europeans.
- There are interesting structures in Europe, including castles in Germany and the Eiffel Tower in France.
- Many different animals live in Europe, including the European hedgehog and the European pine marten.

Chapter 7

- People who live in Africa are called Africans.
- There are many different customs in Africa that are celebrated through events such as Africa Day and the International Festival of the Sahara.
- Africa has magnificent landforms, such as Mount Kilimanjaro, and long rivers, such as the Nile.
- Many different animals live in Africa, including giraffes, elephants, and lions.

Chapter 8

- Asia is the largest continent in the world.
- People who live in Asia are called Asians.
- Asia is known for having the tallest mountain in the world (Mount Everest), the spectacular Great Wall of China, the celebration of Holi in India, and the famous Ice and Snow Sculpture Festival in China.
- Many different animals live in Asia, including giant pandas and Malayan tapirs.

Chapter 9

- Australia is a country, continent, and large island.
- People who live in Australia are called Australians.
- You can find Uluru Rock and the aboriginal people in the desert lands of Australia; kangaroos and koalas live in Australia.
- Antarctica is the coldest and windiest continent and has very few people.
- Scientists and explorers can be found there, along with krill and penguins.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

About

Let's Explore Our World!

by _____

Where Do You Live?

People live in many different kinds of homes. What kind of home do you live in?



Do you live in a house in a town?



Do you live in an apartment in the city?



Do you live on a farm in the countryside?



Do you live in a houseboat on a river?



You may live in a neighborhood like this. Perhaps you play outside with your friends.



You probably live in a U.S. state. A state is an area or place much larger than your neighborhood.

Which state do you live in?



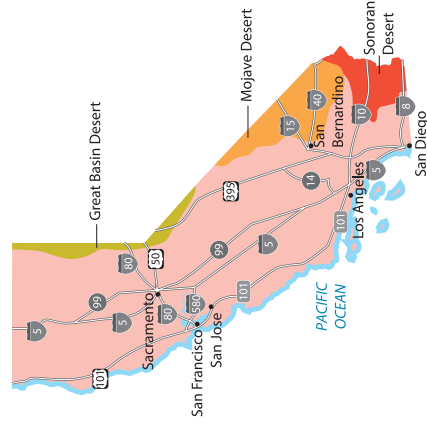
You also live in a country. A country is a place with a government and laws for all the people who live there. Countries have names. Do you know the name of the country you live in?

Finding Your Way Around

Maps help us understand our world.

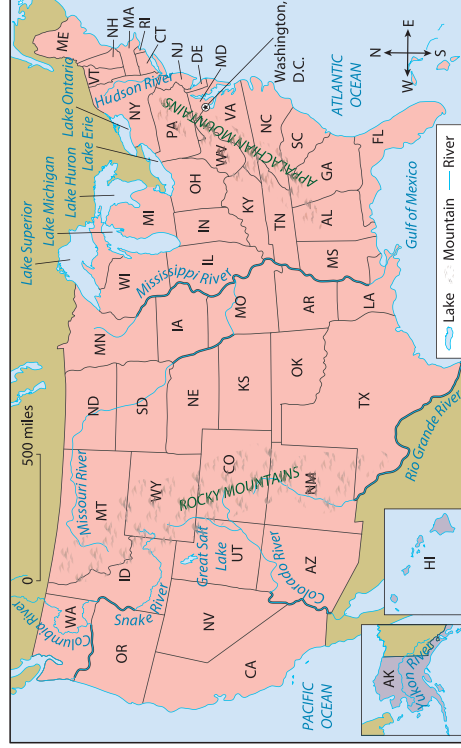


Maps help us find our way around.

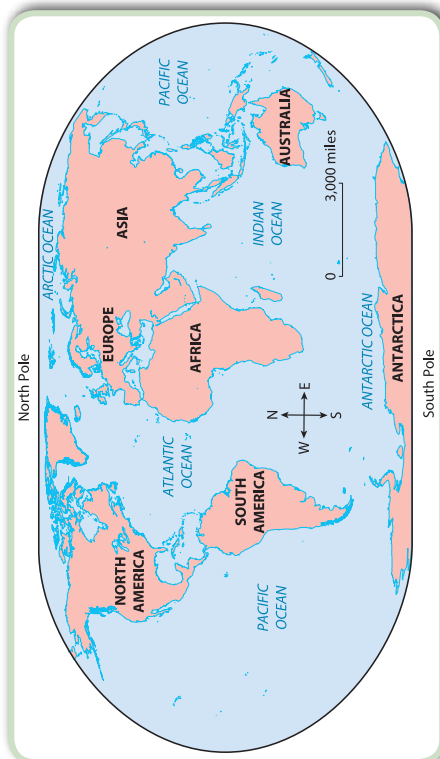


There are maps of different places.
There are maps for all of the American states. This is a map of California.

This is a map of the United States. It shows that there are fifty American states.



There are many countries in the world. Most countries are found on large areas of land we call continents. Altogether, there are seven continents. You can see the seven continents on this map of the world. The United States of America is on the continent of North America.



The map also shows the oceans of the world in blue. The two largest oceans are the Atlantic Ocean and the Pacific Ocean. Here you can see the Pacific Ocean.

6

This is a globe. A globe is different from a map. It is a round model of our world, which we call Earth. Earth is round, you see! The farthest northern point on Earth is called the North Pole. The farthest southern point on Earth is called the South Pole.



This is Earth.
Earth is our home in space.

7

Let's Explore North America: The United States

The United States of America, Canada, Mexico, and Central America are all part of North America. Are you ready to explore the continent of North America? Good! First stop is the United States of America.



8

The United States of America has big cities, like Boston. It has farmland in many states, such as Iowa, where corn and wheat are grown. It has tall, snowy mountains like the Rocky Mountains. It has wide, rushing rivers like the Colorado River.



9

Monument Valley is a red-sand desert area on the Arizona-Utah border. Monument Valley has giant hills of stone that stand tall on the dusty, desert landscape.



The Navajo people have lived on these desert lands for thousands of years. The desert is their home!



10

These are just a few of the thousands of different kinds of animals that live in the United States. Here you can see a mother black bear with her cubs, a bald eagle, a rattlesnake, and a river otter.



How would you describe each animal?

11

Let's Explore North America: Mexico and Canada

Are you ready to explore other parts of the continent of North America? Let's go!

Each year, on September 16, people in Mexico celebrate Independence Day. They dress up and have parades. Can you think of a day like that in the United States?



12

On November 2, every year, people celebrate the Day of the Dead. Children dress up in scary costumes and eat candy! Does that sound familiar to you?

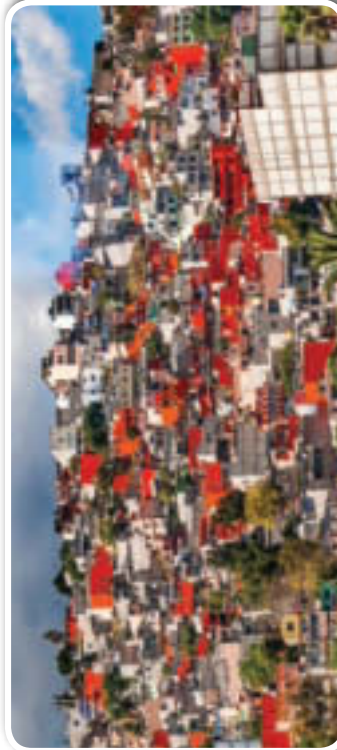


13

Deep in the Mexican forests, you will find the ruins of great cities built by a group of people called the Maya. The Maya built high, stepped temples in their cities. No one lives in these cities now, but the Maya do still live in Mexico.



Today, Mexico City is one of the largest cities in the world. Millions of people live there. People in Mexico speak Spanish.



14

If you were to walk through a Mexican forest, you just might catch sight of a small, wild cat, called an ocelot, waiting to pounce. Ocelots live and hunt in the forests of Mexico. An ocelot is about twice the size of a house cat.



15

If you looked up into the high treetops, you might also see a spider monkey looking down at you. Spider monkeys have very long arms, legs, and tails that grip. They swing like acrobats through the high treetops.



16

Now we are off to Canada! What will we find there? Each year, on July 1, people celebrate Canada Day. On this day, Canadians celebrate their country. People have parties, parades, and watch fireworks.



17

A great many people in Canada speak French as well as English. Most French speakers live in an area called Quebec. What do you think the sign on the school bus says?



18

Canada has a famous waterfall called Horseshoe Falls. Right next to Horseshoe Falls is Niagara Falls in the United States. If you stand close to the waterfalls, you will hear the loud sound of rushing water.



19

If you traveled to the northern parts of Canada, you would find that the land there is frozen for large parts of the year. For many Inuit people, though, this is their home. They hunt, fish, and build their homes on this frozen land. Like the Navajo in the southwestern United States, the Inuit have lived in Canada for thousands of years.



20

This Canadian bull moose lives in the woodlands of the Canadian Rocky Mountains. A fully grown bull moose is taller than a horse. Its antlers can be five feet wide.



This arctic rabbit lives in the chilly areas of northern Canada, where there is often lots of snow. It has thick, white fur to keep it warm.



21

Let's Explore South America

Altogether, there are thirteen countries on the continent of South America. Let's explore some of them!

The largest country in South America is Brazil. The name *Brazil* comes from a tree called brazilwood. The most popular sport in Brazil is soccer, also known as football. Children play it every chance they get!



22

The largest rainforest in the world is in South America. It is called the Amazon Rainforest. In size, the Amazon Rainforest would cover much of the United States. Most of the rainforest is in the country of Brazil. The Amazon Rainforest is home to thousands of people and animals.

The second longest river in the world is the Amazon River, which flows through the center of the rainforest.



23

The Yanomami live in the Amazon Rainforest, far away from towns and cities. They have lived there for thousands of years. They get many things they need from the forest, including food and medicine. What do you think these children are doing?



The beautiful quetzal also lives in the Amazon Rainforest. Quetzals use their strong beaks to carve out nests in rotting trees. They have beautiful red and green feathers.



High up in the Andes Mountains of southern Peru, in South America, there is an ancient city. This city was built by the Inca, who lived there a long time ago. The city sits on a mountaintop. It was built out of very carefully cut blocks of stone that fit together perfectly.



Llamas are very good at climbing and walking long distances. They are used by the people who live in the Andes Mountains of South America to carry heavy loads. People have to watch out, though! When llamas get mad, they spit!



26

In the city of Medellín, in the South American country of Colombia, the Flowers Festival takes place each year in August. The flower growers come to the city and carry their flower arrangements through the streets. Then there is a competition to judge the best flower arrangement.



27

Let's Explore Europe

There are fifty countries in Europe, all with their own governments, laws, and languages.

Our first stop in Europe is the United Kingdom. Every year there, on November 11, people remember the soldiers who fought in World War 1 and World War 2. This day is called Remembrance Day. People wear or display red poppies as a sign of remembrance.



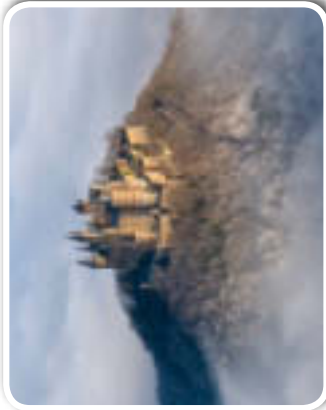
28

Each year in Venice, Italy, in early spring, people take part in a carnival that lasts for several days. They dress up and wear the most incredible costumes and masks. This celebration is hundreds of years old.

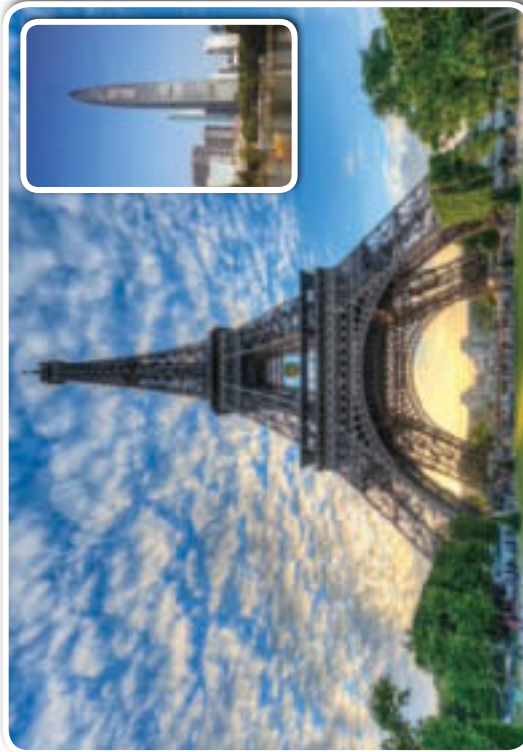


29

In the European country of Germany, there really are castles, just like in fairy tales. This is Hohenzollern Castle. Castles were built for kings and queens to live in. Some kings and queens still do live in castles!



The Eiffel Tower is in Paris, France. It is a tall, metal structure that sits in the center of the city. It is higher than a one-hundred-story building!

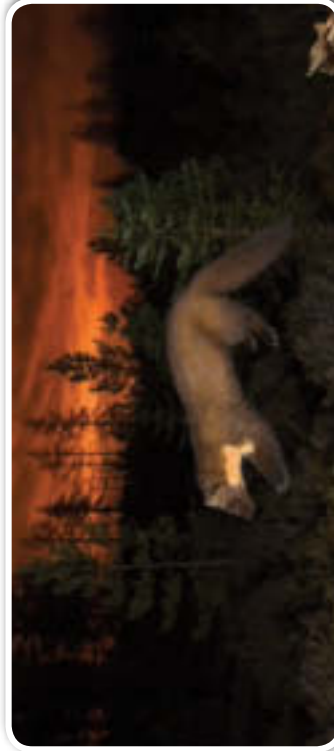


30

This little spiky creature, called the European hedgehog, lives in people's yards, in the countryside, and in woodlands. Hedgehogs are found all across Europe. When hedgehogs are scared, they roll up into a tight ball.



The European pine marten has a coat of dark brown fur, with a patch of white around its throat. Pine martens can climb trees. They hunt at night in dark woodland areas.



31

Let's Explore Africa

Africa is the second largest continent in the world. There are fifty-four countries on this continent. Are you ready to explore some incredible places in Africa? Let's go!

Africa Day is celebrated on May 25 in many countries in Africa. People celebrate the different customs of Africa.



32

In December each year, in the country of Tunisia, the International Festival of the Sahara is held. The Sahara is the largest desert in the world. During the festival, the Saharan way of life is celebrated. People play music, eat food, and race camels and horses across the desert sands.



33

Mount Kilimanjaro rises up above the plains of the country of Tanzania. It is the highest mountain in Africa. Its snowy peaks can be seen far and wide.



You have already heard about the second longest river in the world—the Amazon in South America. Well, the Nile River is the longest river in the world. It flows north across Egypt and into the Mediterranean Sea.



34

African elephants live in different parts of Africa. The African elephant is the largest land mammal in the world. African elephants have very large ears and long, curved tusks. African elephants flap their ears when they are either happy or sad.



35

Lions live on the grasslands and in the open woodlands of Africa. Lions live together in groups called prides. Lions spend most of the day sleeping! It is up to the female lion to hunt for food.



36

CHAPTER 8

Let's Explore Asia

Asia is the largest continent in the world. There are forty-eight countries on the continent of Asia. One of these countries is India.

People in India celebrate Holi, the festival of color. Holi marks the arrival of spring. People throw colored powder and water at one another. Children practice their aim so that they can cover their friends in the colors of the rainbow.



37

You will need to dress warmly for the Harbin International Ice and Snow Sculpture Festival that takes place in China. The festival begins each year on January 5 and lasts for four weeks. People create amazing snow and ice sculptures.



38

The highest mountain in the world, Mount Everest, is on the continent of Asia. Mount Everest is five and a half miles high. It sits on the border between Nepal and Tibet.



The Great Wall of China snakes its way across mountains in the country of China. This wall was built a very long time ago to keep the people of China safe from enemies.



39

The Great Wall of China is not the only incredible thing you would see there. Giant pandas are found only in the forests of China. Giant pandas are actually black and white bears. They spend their days playing and munching on bamboo.



40

The Malayan tapir is now only found in some forested areas in Asia. Malayan tapirs have long snouts. They do not see very well, but they have a strong sense of smell. Although Malayan tapirs might look like pigs, they are related to horses and rhinos.



41

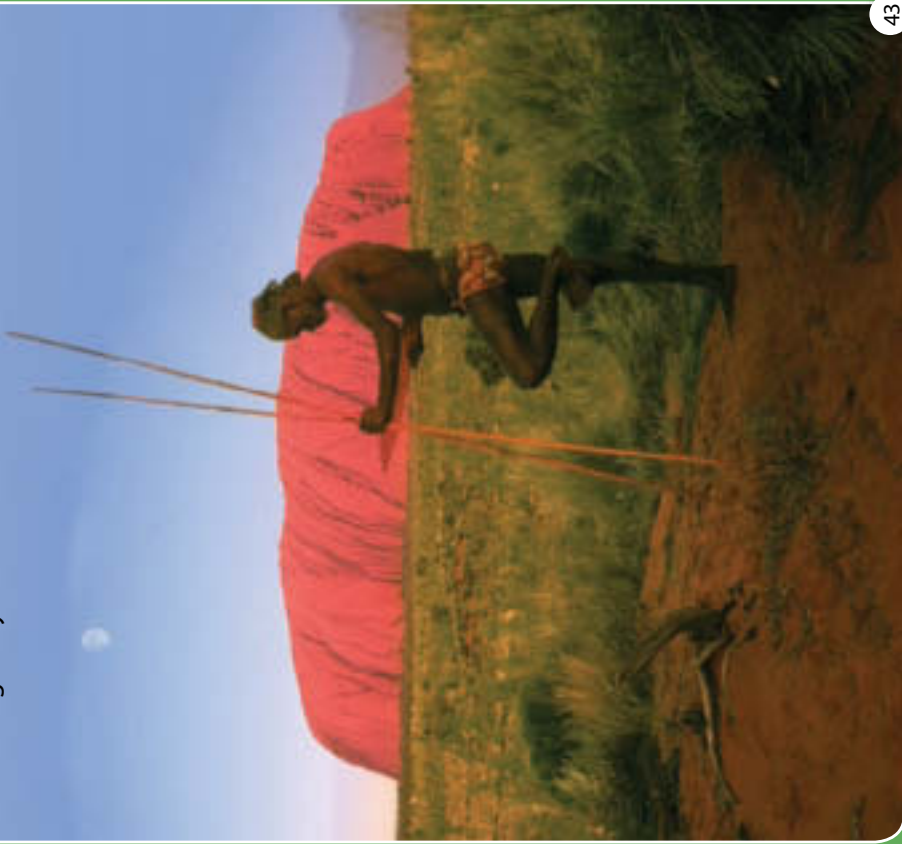
Let's Explore Australia and Antarctica

If you look on a map, you will see that Australia is a large island. Not only is it a large island, but it is also a country *and* a continent.

Every year on April 25, Anzac Day is held there. This special day is a national day of remembrance. On this day, people remember all soldiers from Australia and the country of New Zealand. It is a day of saying thank you!



Far out in the desert lands of Australia there is a large sandstone rock called Uluru Rock. The Aboriginal people of Australia gave the rock its name. For the Aboriginal people, the rock has special meaning. They believe it connects them to their ancestors.



Kangaroos live in Australia. They are expert hoppers. Kangaroos can hop about at great speed. In fact, if they want to walk, they must use their tails for balance. Mother kangaroos carry their young, called joeys, in a special pouch.



44

Koalas live in forests in Australia. They will only eat eucalyptus leaves. They hardly ever drink water. They get everything they need from the eucalyptus leaves. Just like kangaroos, koalas have special pouches for their young.



45

Antarctica is the end of our journey. Antarctica is the coldest and windiest continent of all. Because of that, not many people live there. Scientists and explorers go there to investigate this frozen land. Sometimes tourists go there too.



46

Penguins are birds that live in Antarctica. Penguins do have feathers. Their feathers are shorter than most other bird feathers. Although penguins cannot fly, they are expert swimmers. Both mom and dad penguins care for their young.



Krill are shrimplike creatures that live in the waters of Antarctica. They are a main food for the whales, penguins, seabirds, and sharks that live there too.



47

Where Is My Home?

Can you remember which continent I live on?

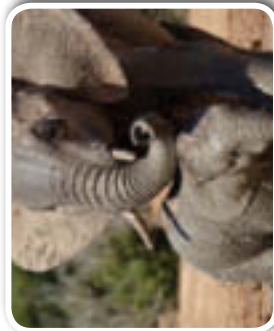
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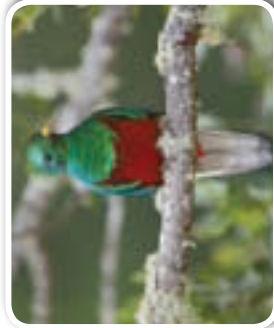
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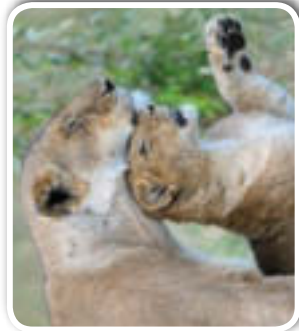


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7.



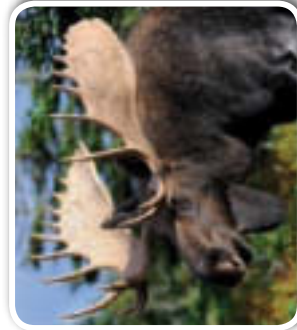
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9.



10.



11.



12.



49

Unit Assessment Questions: *Let's Explore Our World!*

Make sufficient copies of the Student Answer Sheet for each student; see pages 135–137 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What shape is Earth?
 - a) square
 - b) round
 - c) triangular
2. On what continent do you live?
 - a) Africa
 - b) North America
 - c) Australia
3. What is a favorite festival in the South American country of Columbia?
 - a) Holi
 - b) Remembrance Day
 - c) Flowers Festival
4. What is a place with a lot of trees and where it rains a lot called?
 - a) a desert
 - b) a peak
 - c) a rainforest
5. What is the name of the tall metal structure located on the continent of Europe in Paris, France?
 - a) Eiffel Tower
 - b) Hohenzollern Castle
 - c) the Great Wall
6. What animals are raced in the Sahara Desert in Africa?
 - a) hedgehogs
 - b) camels
 - c) Malayan tapirs
7. Asia has the highest
 - a) tower.
 - b) mountain.
 - c) castle.

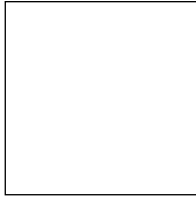
- 8.** This expert Australian hopper has a pocket to carry its babies.
- a)** panda bear
 - b)** pine marten
 - c)** kangaroo
- 9.** What festival in Asia would you dress warmly for?
- a)** Harbin International Ice and Snow Sculpture Festival
 - b)** Holi
 - c)** Day of the Dead
- 10.** What animal in Antarctica is an expert swimmer?
- a)** kangaroo
 - b)** penguin
 - c)** bull moose

Name _____ Date _____

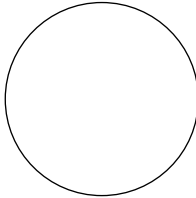
Unit Assessment Student Answer Sheet: Let's Explore Our World!

1.

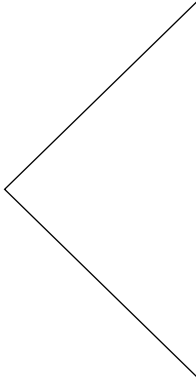
a.



b.

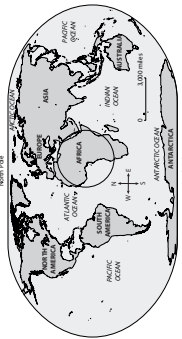


c.

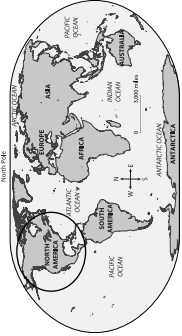


2.

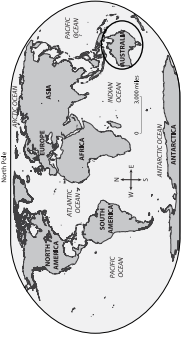
a.



b.



c.



3.

a.



b.



c.



4.

a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *Let's Explore Our World!*

5.

a.



b.



c.



6.

a.



b.



c.



7.

a.



b.



c.



8.

a.



b.



c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: Let's Explore Our World!

9.

a.



b.



c.



10.

a.



b.



c.



Performance Task: *Let's Explore Our World!*

Note to Teacher: As an alternative to the following Performance Task, if time permits, you may choose instead to spend ten to fifteen minutes with each student, using a globe and/or any of the maps reproduced on the Activity Pages of this unit. Guided by the questions listed in the Unit Assessment on pages 133–134, ask each student to point to and name the various continents, the Atlantic and Pacific Oceans, and the North and South Poles.

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Let's Explore Our World!* Student Book

Teacher Directions: In this unit, students learned about our world, planet Earth. They learned that Earth is round and is covered with continents and oceans. Using maps, a globe, and the Student Book, students explored each of the seven continents, learning about major landforms, unique animals, and the many ways that the people on our planet celebrate their culture through diverse customs.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling around the world to visit different places on planet Earth and its unique features. They will share the sights, sounds, and smells encountered during their travels with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about our world, planet Earth. Students should identify in their postcards the most important aspects of our world that they have learned about that make it an exciting place to visit and think about.

Have students draw images of planet Earth on one side of each card and dictate a brief message about our world for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life on Earth." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of our world, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none"> • People live in all kinds of different houses in neighborhoods, cities, states, counties, and continents. • Earth is round and can be represented as a globe and on various maps. • Associations with the United States, such as: Boston, Statue of Liberty, Grand Canyon, Monument Valley, the Rocky Mountains, black bears, bald eagles, and rattlesnakes • Associations with Mexico and Canada, such as: Mexico's Independence Day, Day of the Dead, Maya ruins, Mexico City, ocelots, spider monkeys, Canada Day, French speakers, the Inuit, Canadian bull moose, and arctic rabbits • Associations with South America, such as: Brazil, Colombia, Peru, soccer, the Amazon River, the Amazon Rainforest, Yanomami, quetzals, Machu Pichu, llamas, and the Flowers Festival • Associations with Europe, such as: the United Kingdom's Remembrance Day, spring carnival in Venice, Italy, castles in Germany, the Eiffel Tower in France, hedgehogs, and pine martens • Associations with Africa, such as: Africa Day, the Sahara Desert and the International Festival of the Sahara, camel races, Mount Kilimanjaro, the Nile River, giraffes, elephants, and lions • Associations with Asia, such as: Holi festival in India, Ice and Snow Sculpture Festival in China, Mount Everest, the Great Wall of China, giant pandas, and tapirs • Associations with Australia and Antarctica, such as: Anzac Day, Uluru Rock, aboriginal people, kangaroos, koalas, scientists and explorers investigating frozen land, penguins, and krill
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of our world, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of our world, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

As this is likely the first Kindergarten CKHG unit you have completed with your students, please download and print the Kindergarten My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of the Kindergarten My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download and print the CKHG Online Resources for this unit, where the specific link to My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places around the world and to different times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space.

Note to Kindergarten Teachers: Depending on the students’ writing skills at this point in the year, some students may be able to write their first names. Others may not yet be able to independently write their names. Assist any students who need help with their names. If possible, meet with each student individually for several minutes as you discuss and complete the remaining passport information, including the correct date of birth and the name of their town, state, country, and continent. If it is not possible to meet with each student one-on-one to complete the passport information, complete this information for all students outside of instructional time.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will visit as they use the Kindergarten CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of each place they visited in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport pages for *Let’s Explore Our World!*

My Passport Activity for *Let's Explore Our World!*

Materials Needed: personalized copies of the Kindergarten My Passport for each student, sufficient copies of the *Let's Explore Our World!* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the *Let's Explore Our World!* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Let's Explore Our World!* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the pages in their passport that are about the different continents they visited in *Let's Explore Our World!* Ask students to turn to pages 2–8 of their passport.

Show students the individual *Let's Explore Our World!* Passport Images, and ask students to name or describe each image, as well as the continent on which it is located. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the appropriate page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Let's Explore Our World!* pages and what they represent. Suggest students talk to one another about what they saw and what they liked best about their travel to each continent.

Be sure to collect the passports and keep them in a safe place until students complete the next Kindergarten CKHG unit.

Activity Page 1.1

Use with Chapter 1

Letter to Family

Letter to Family

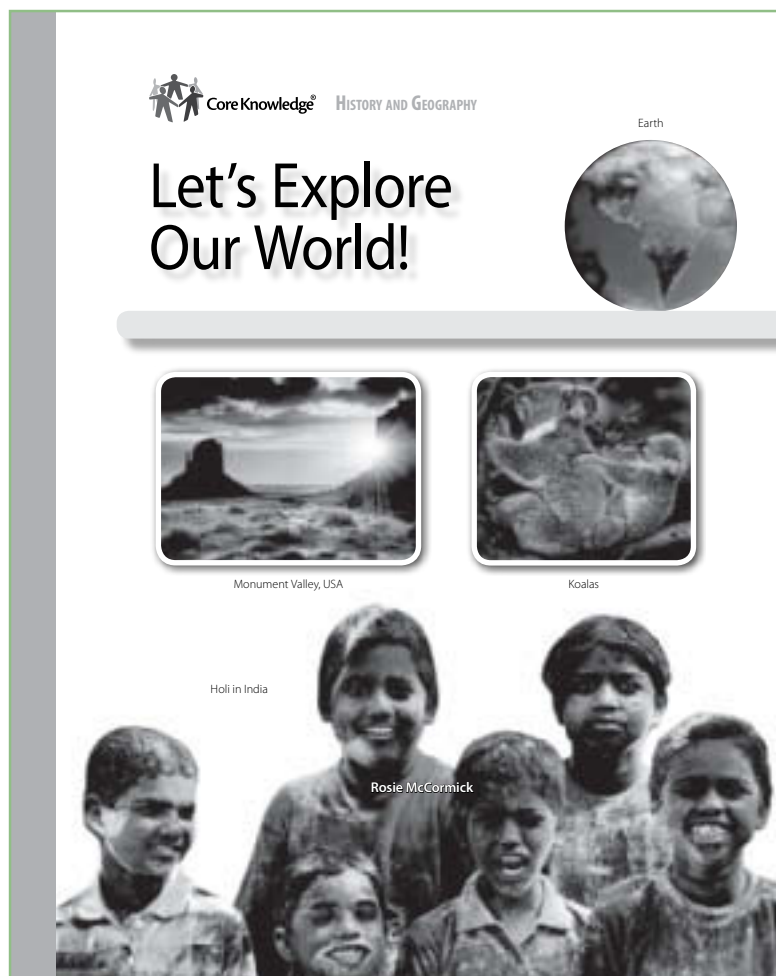
During the next few weeks, as part of our study of the Core Knowledge History and Geography™ (CKHG™) program, your child will be learning about world geography and cultures. They will learn fundamental geographic concepts, such as how to use maps and globes. They will learn about the difference places people live, from houses and apartments to neighborhoods, communities, and countries.

In this unit, students will explore the world, continent by continent. They will learn each continent's location and key geographic features. Students will “meet” some of the animals that live on each continent and learn what it means to be an endangered species.

As part of their exploration, students will also learn a little bit about world cultures, focusing largely on popular holidays or festivals that may be practiced by some people living on each continent. These practices are presented as cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular set of beliefs. The goal is to foster understanding and respect for people and practices that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

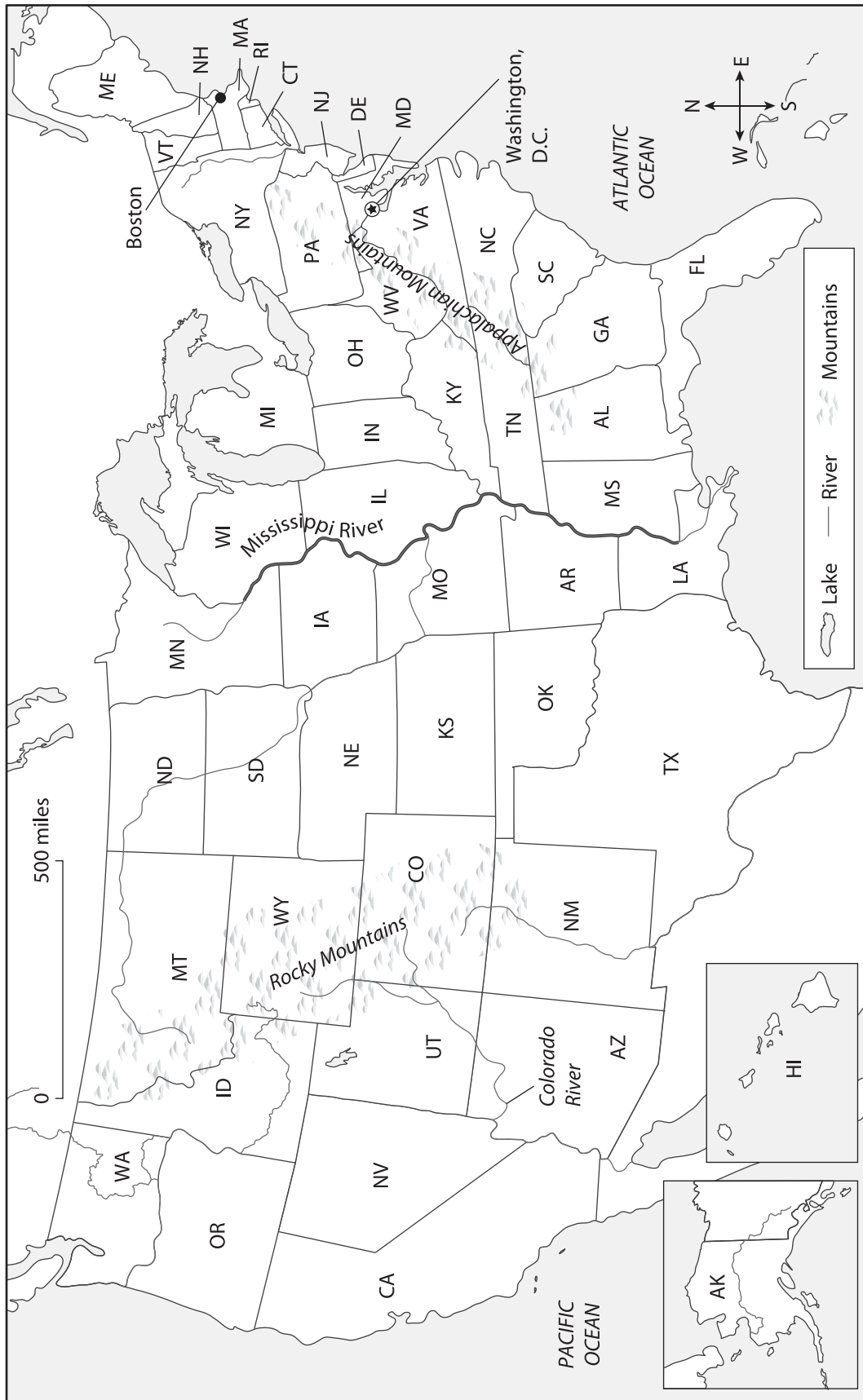
Activity Page 1.2

Use with Chapter 1

Where Do I Live?

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a student to draw or write their response to the question 'Where Do I Live?'. The box is completely blank, with no internal lines or markings.

Name _____ Date _____



Name _____

Date _____

Activity Page 3.1

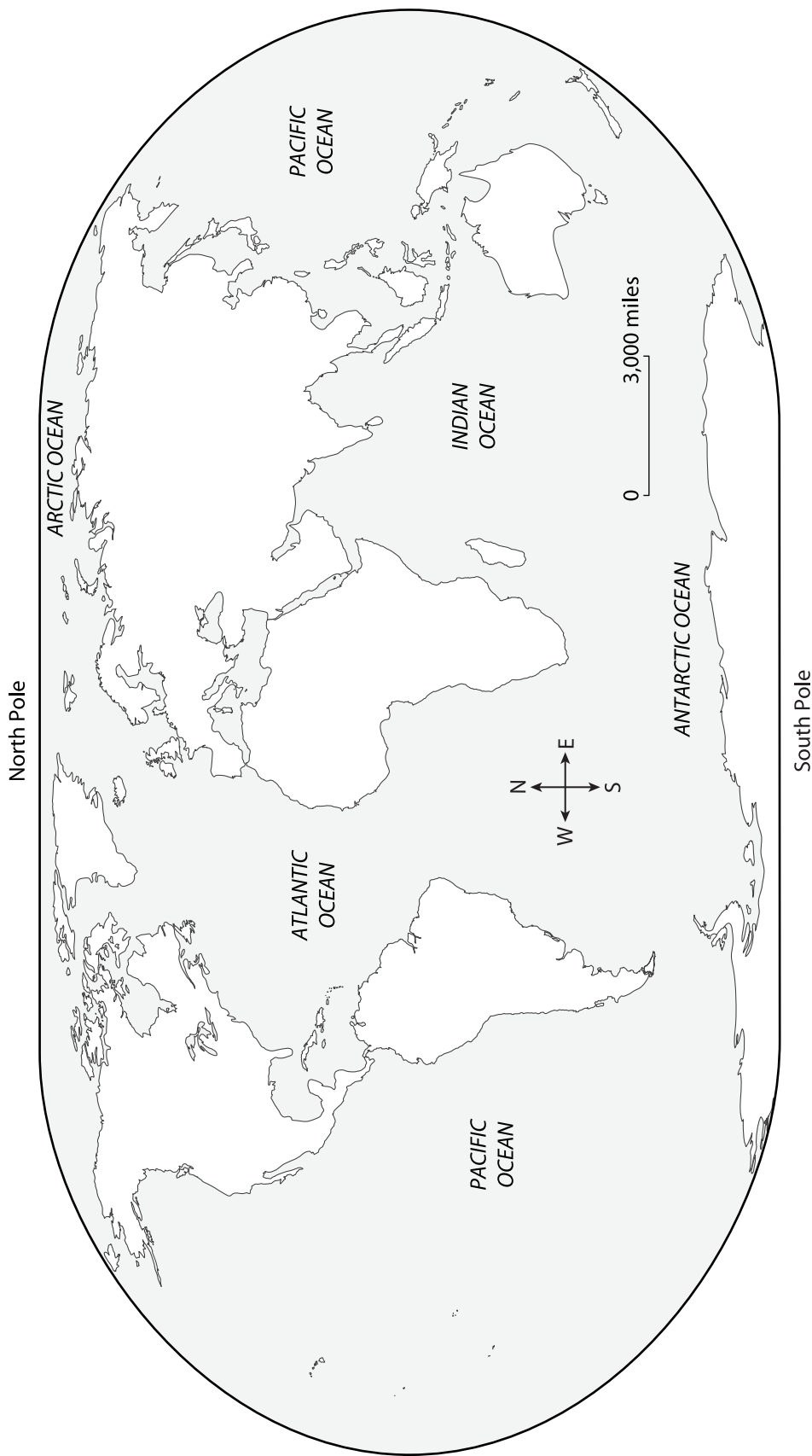
Use with Chapters 3, 4

Map of North America



Name _____ Date _____

Color the Continents



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Map of South America



Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

Map of North and South America



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Map of Europe



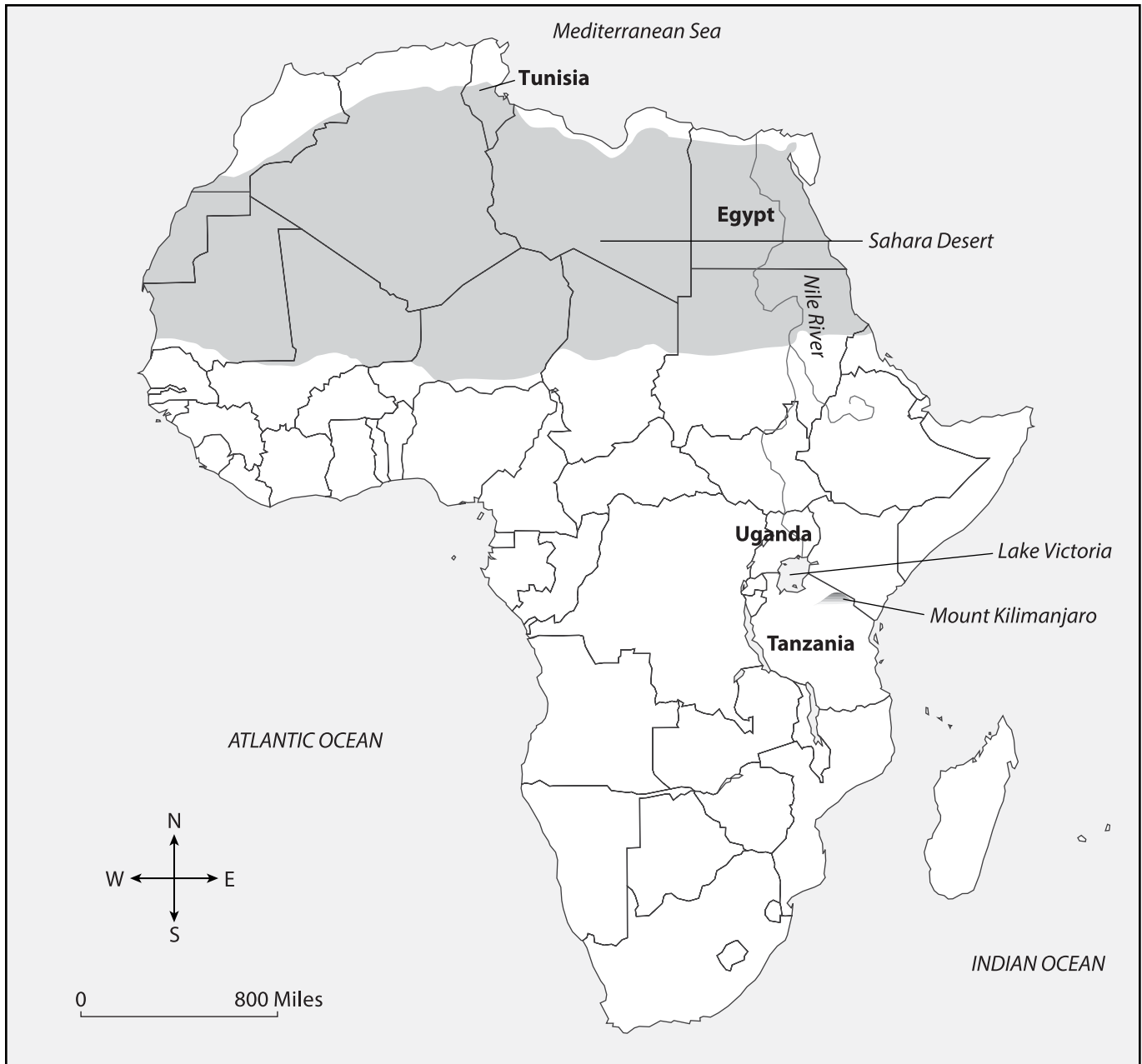
Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

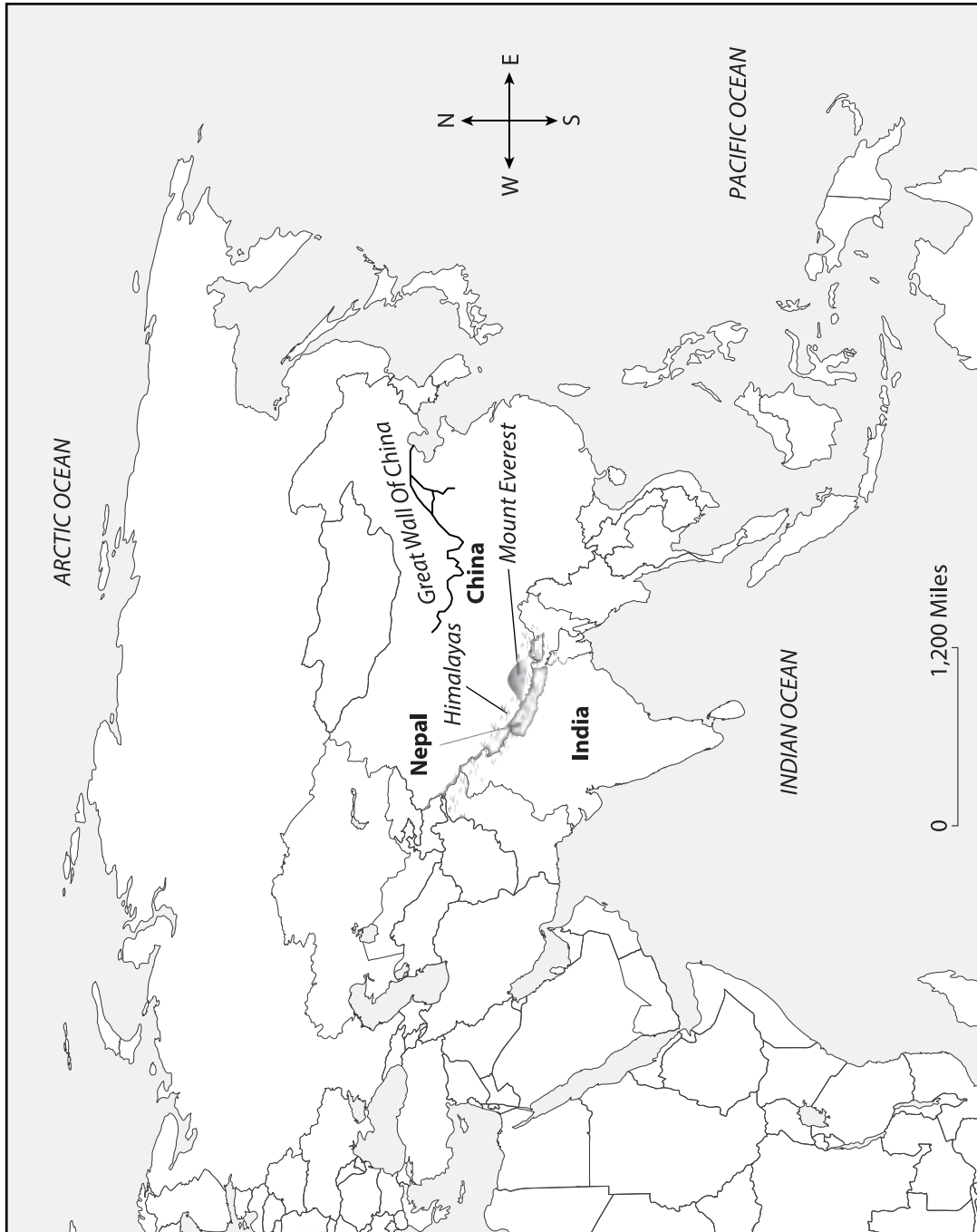
Map of Africa



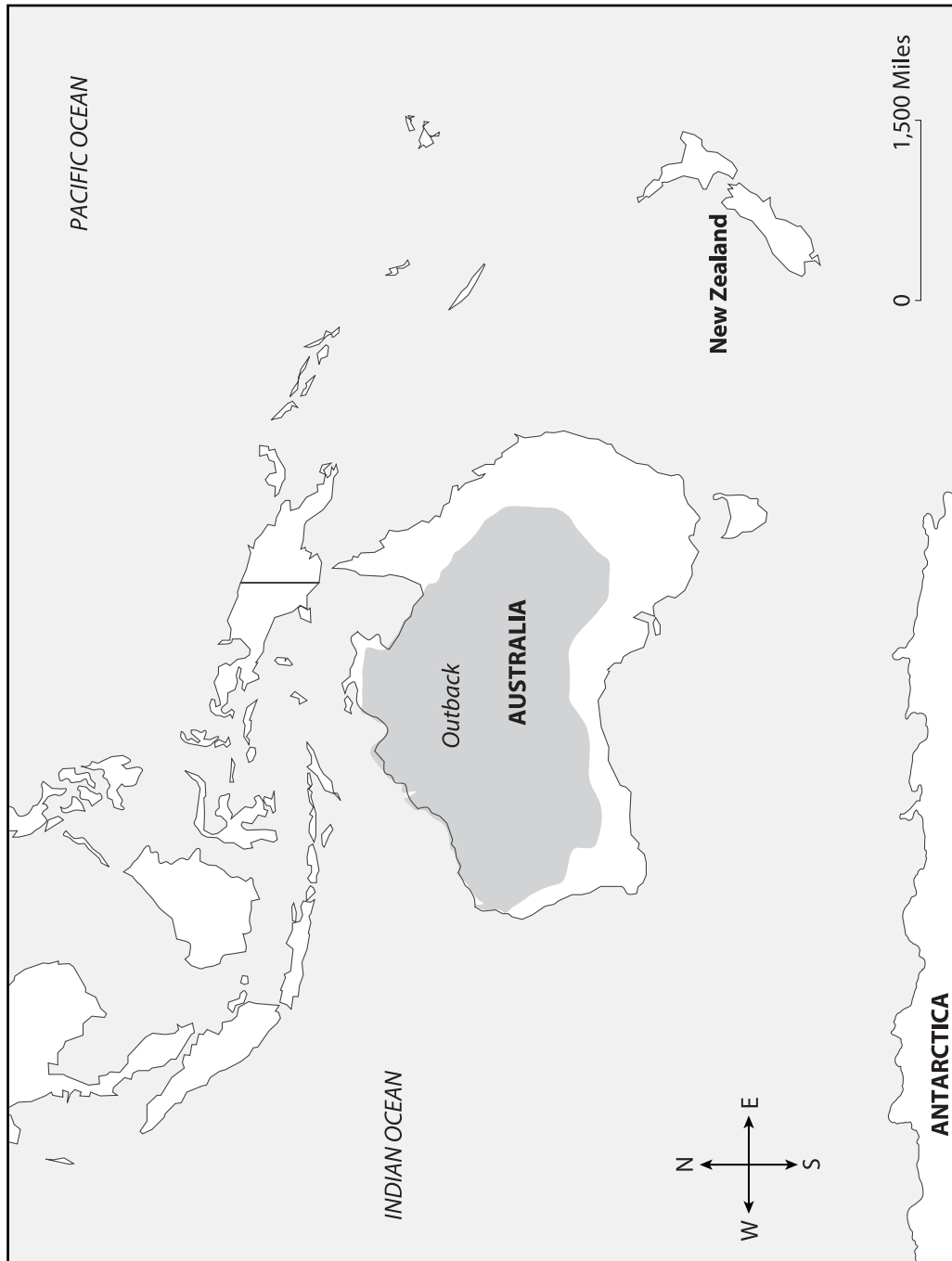
Name _____

Date _____

Map of Asia



Name _____ Date _____

Map of Australia

Answer Key: Let's Explore Our World!

Where Is My Home?

**(pages 48–49, Student Book;
pages 101–102, Teacher Guide)**

1. Australia
2. North America
3. Africa
4. South America
5. Europe
6. Antarctica
7. Africa
8. North America
9. Asia
10. North America
11. Asia
12. Antarctica

Unit Assessment

(pages 133–134)

- 1. b 2. b 3. c 4. c 5. a 6. b 7. b 8. c 9. a 10. b**

APPENDIX: ALL ABOUT ME, MY FAMILY, AND MY COMMUNITY

As suggested in the Introduction, to ensure that all students in your classroom have the background knowledge necessary to better understand and appreciate the diverse places, people, and customs that they will encounter in *Let's Explore Our World!*, we strongly recommend that you consider first introducing your students to some or all of the activities and resources described in this appendix.

Descriptions of several individual activities follow immediately.

Please note that you may also want to explore the following comprehensive preschool units created by the Core Knowledge Foundation. Each of the units consists of a Teacher Guide that includes original Read Alouds that teachers may read while showing students the large, color illustrations included in the corresponding Student Book, suggestions for trade books on the same topic that may be read aloud, directions for many hands-on activities, and Preschool Activity Book Pages.

We recommend that you review the following preschool units for possible use prior to introducing *Let's Explore Our World!*:

- *All About Me*
- *Families and Communities*

The instructional materials that will relate most directly to *Let's Explore Our World!* will be referenced in the Teacher Guide as “Listening and Learning” opportunities.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the free downloadable units may be found:

www.coreknowledge.org/ckhg-online-resources

I'd Like to Introduce Myself

Materials Needed: plenty of classroom space, a bell

Divide your class in half, arranging one half of the students seated in a circle on the floor. Then arrange the remaining students in another circle, seated outside the initial circle. Make sure that students are facing one another.

Tell students to begin by introducing themselves to the student across from them by telling each other their name. (If you have an unequal number of students, it may be necessary for three students to work together.)

Next, prompt students to take turns telling one another about their family, such as whom they live with, whether they have any brothers or sisters, what their names are, etc. Tell students to take turns. Let them know that you will ring a bell when it is time to stop talking.

Then prompt students to tell their partner about what they like and dislike, such as their favorite color, food, book, TV show or movie, game or toy to play with, etc. After each person has a turn describing what they like, allow students to describe things that they do not like. Ring the bell when students have had sufficient time to talk.

Note to Teacher: Set ground rules ahead of time that dislikes may not include the names of anyone.


Now tell students to stand. Explain that when you give the signal, each circle is to walk in the direction you indicate and continue walking around in a circle until you say STOP.

Direct each circle to walk in the opposite direction. Say STOP, and then direct students to turn and face the person now in front of them. Direct students to sit down again, and prompt them to introduce themselves to the person now in front of them. Repeat the prompts above.

Continue the game through several other turns so that students have a chance to talk with several different students.

Drawing Self Portraits and Family Portraits

Materials Needed: drawing paper, pencils, multicultural crayons that include assorted skin tone colors, other crayons of different colors, small hand mirrors (optional)

 **Background for Teachers:** Additional optional resources—Teacher Workshop: Self Portraits and Primary Portrait Project are available through the *Let's Explore Our World!* CKHG Online Resources. Use this link to download the CKHG Online Resources for this unit, where the specific links to the optional resources may be found:

www.coreknowledge.org/ckhg-online-resources

- Ask students to draw a picture of themselves. If mirrors are available, you might encourage them first to study their face in the mirror and to look at the color of their hair, eyes, and skin. Ask them to also look at their hair to see if it is long or short, straight or curly, etc.

Once students have completed their drawings, be sure to write students' names on the back. Then collect all of the drawings.


Show a drawing to the entire class, without telling students who drew the portrait. Ask students to try to guess whom the drawing may be a picture of. If students have not guessed correctly after three guesses, reveal the name of the illustrator. Show several additional portraits as time permits. Continue to show individual portraits on subsequent days until all portraits have been displayed.

- Ask students to draw a picture of the different members of their family. Be sensitive to the different kinds of families that students may be a part of and whom they choose to depict as members of their family. Provide students with an opportunity to show and describe their drawing to the class.

What Do I Want to Do When I Grow Up?

Materials Needed: internet access, books about various occupations, outside speakers from families and the community to discuss various occupations, drawing paper, pencils, and crayons

Share the following video clip with students to introduce the idea of thinking about what they may want to do when they grow up.

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video clip may be found:

www.coreknowledge.org/ckhg-online-resources

Provide students with opportunities to learn about various jobs and occupations by reading aloud related books, inviting adults to speak to the class about their particular occupations, etc.

Then provide students with drawing paper, pencils, and crayons, and ask them to draw a picture of what they think they might want to do when they grow up.

When students have completed their drawings, encourage them to share the drawings with the class.

Consider making your own class video of students showing their drawings and talking about what they want to do when they grow up.

Family Celebrations and Holidays

Materials Needed: drawing paper, pencils, and crayons

Explain that a celebration is something people do on special days or occasions to remember something that has happened. Usually people do things that are fun and that they enjoy during a celebration, such as having a party, singing, playing special games, eating special foods, or giving each other presents.


Use birthdays as an example of special celebrations, and give students time to discuss birthday celebrations in which they have participated.

Ask students to think about another celebration, other than a birthday, that they celebrate with their family. Provide drawing paper, pencils, and crayons, and ask them to draw a picture of a special family celebration.

When students have finished their drawings, encourage them to share their drawing with classmates and describe the celebration it shows. Use this as an opportunity to point out the different events that families celebrate and the different ways that they celebrate.

We All Need One Another!

Materials Needed: drawing paper, pencils, crayons, internet access

 **Background for Teachers:** The following optional resources are available for this activity:

Optional Resources for Students:

- (Video) PBS Community Helpers
- (Video) Community Discussion by Kids
- (Video) What Makes a Community

Optional Resources for Teachers:

- Neighborhoods and Communities Around the World
- A Community Is a Place Where People Live
- Lesson Ideas: Community Helpers
- Community Helpers Craft Idea

Use this link to download the CKHG Online Resources for this unit, where the specific links to the optional resources may be found:

www.coreknowledge.org/ckhg-online-resources

Begin by encouraging students to talk about what they do each day from the time they get up until they go to bed. As they talk about each event, encourage them to also talk about who helps them accomplish each event, staying safe, healthy, and happy.

For example, when students talk about getting up in the morning, prompt them to describe who wakes them up in the morning, gets out their clothes, makes breakfast for them, etc.

When students talk about going to school, prompt them to talk about how they get to school, i.e., do they walk with someone, do they ride the bus, who drives the bus, etc.

Continue the conversation, prompting students to describe each part of their day, as well as to describe the many people who help them throughout the day. Guide students in understanding that they rely on many different people to stay safe and healthy—family members, bus drivers, crossing guards, teachers, cafeteria workers, etc. This is also an opportunity to discuss such traditional community helpers with students as a police officer, firefighter, and mail carrier.

Give students drawing paper, and ask them to draw several of the people who help them each day. When students have finished their drawings, encourage them to share their drawing with classmates. Emphasize that we all need one another—even adults count on many other people to stay safe, healthy, and happy!



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Jim West / Alamy Stock Photo: 36a, 112b
John CancalosiPan / Pantheon / SuperStock: 38c, 113e
John Warburton Lee / SuperStock: 16d, 109d
Judy Bellah / Alamy Stock Photo: 46, 114b, 137c
Juniors / SuperStock: 74a, 101e, 123d, 132e, 136d
Lank, Herbert / SuperStock: 81a, 125a, 135k
Larry Malvin / age fotostock / SuperStock: 16a, 109a
Lucky-photographer / Alamy Stock Photo: 26b, 111b
Luis Gago Sotorrio / Alamy Stock Photo: 62, 120c
Mark Newman / SuperStock: 38b, 102b, 113d, 132h
Martin R. Berry / age fotostock / SuperStock: 95, 129a
Martin Willis / Minden Pictures / SuperStock: 97, 130a, 136l, 137d
mauritus images GmbH / Alamy Stock Photo: 88, 127a, 137a
Michael Quinton / Minden Pictures / SuperStock: 38d, 113f
Michael Wheatley / Alamy Stock Photo: 35, 112a
Minden Pictures / SuperStock: 61b, 101d, 120b, 132d
MITO images GmbH / Alamy Stock Photo: 23a, 110a
nagelestock.com / Alamy Stock Photo: 96, 129b
Nature Picture Library / Alamy Stock Photo: 54a, 102d, 118b, 132j, 137f
NaturePL / SuperStock: 73a, 74b, 123a, 123e, 136b, 136i, 136k
Nigel Dickinson / Alamy Stock Photo: 61a, 120a
Photoshot / SuperStock: 49, 101b, 116a, 132b
Reinhard Eisele / Mauritius / SuperStock: 48, 115c
Richard van der Spuy / Alamy Stock Photo: 79, 124a
robertharding / Alamy Stock Photo: 52, 82, 89a, 101c, 117b, 125c, 127b, 132c, 136h
RubberBall / Alamy Stock Photo: 28a, 111c
Shane Nixon / Alamy Stock Photo: 23b, 110b
Stock Connection / SuperStock: 51, 54b, 117a, 118c
Tim Gainey / Alamy Stock Photo: Cover D, 15d, 87, 126b, 135g, 137b, 143d
Ton Koene / age fotostock / SuperStock: 53, 118a
Travel Pix Collection / Jon Arnold Images / SuperStock: 81b, 125b
Universal Images / SuperStock: 37b, 113b
View Stock / Alamy Stock Photo: 89b, 127c, 136c
Visions of America / SuperStock: 18c, 109g
Wayne Lynch / All Canada Photos / SuperStock: 38a, 113c
Westend61 / SuperStock: 36b, 112c
Wiliam Perry / Alamy Stock Photo: 47b, 115b
Wolfgang Kaehler / SuperStock: 63, 121a
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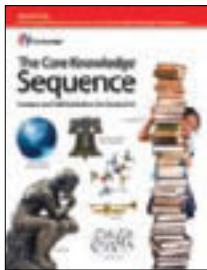
E. D. Hirsch Jr.

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**™

Let's Explore Our World!

Core Knowledge History and Geography K



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade K and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8)

Core Knowledge HISTORY AND GEOGRAPHY™

units at this level include:

Let's Explore Our World!

Native Americans

Exploring and Moving to America

The Mount Rushmore Presidents

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