

# Mapping Our Way to South America: A Study of Spatial Sense

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** 10 Lessons/16 days

## I. ABSTRACT

Students will encounter the incredible land of South America in this unit focusing on the use of map skills and location. It will begin with a broad review of the seven continents using maps and globes, but then will narrow in on the amazing continent of South America. As students travel south to South America, they will gain a deeper understanding of location, as well as, develop an awareness of the wildlife unique to this continent. Students will experience this journey through the use of interactive writing, critical thinking skills, music, art, rich literature, and hands-on activities.

## II. OVERVIEW

### A. Concept Objectives

1. The student develops an awareness of location. (TEKS SS K.4)
2. The student understands the physical characteristics of the environment. (TEKS SS K.5)
3. The student understands wildlife and its interdependence on its environment.

### B. Content from the *Core Knowledge Sequence*

1. An Overview of the Seven Continents (pg. 11)
2. Geography: Spatial Sense (pg. 11)
  - a. Maps and globes
  - b. Rivers and mountains
  - c. Locate the Atlantic and Pacific Oceans
3. Animals and their Needs (pg. 19)
  - a. Animals, like plants, need food, water, and space to live and grow.
  - b. Animals get food from eating plants or other living things.
4. Sayings and Phrases (p. 10)

### C. Skill Objectives

1. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
2. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
3. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
4. TEKS SCI K. 9A – The student will identify basic needs of living organisms.
5. TEKS ELA K.8A – The student will discuss meanings of words and develop vocabulary through meaningful and concrete experiences.
6. TEKS ELA K.10A – The student will listen to stories being read aloud.
7. TEKS ELA K.10C – The student will respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.
8. TEKS ELA K.14D – The student will write messages that move left to right and top to bottom on the page.

9. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
10. TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, Jr. E.D. *What Your Kindergartner Needs to Know*.
  2. Peterson, David. *A True Book: South America*.
  3. World Book Encyclopedia. *Rain Forest Animals*.
- B. For Students
  1. An Overview of the Seven Continents (pg. 11, Core Knowledge Sequence)
  2. Geography: Spatial Sense (pg. 11)
  3. Animals and their Needs (pg. 19)
  4. Sayings and Phrases (pg. 10)

### IV. RESOURCES

- A. Bare, Colleen Stanley. *Love a Llama*.
- B. Bostock, Mike and Karen Wallace. *Imagine You are a Crocodile*.
- C. Feldman, Jean. *Sing to Learn with Dr. Jean*.
- D. Gilliland, Judith Heide. *River*.
- E. Hirsch, Jr. E.D. *Continents and Maps*.
- F. Leedy, Loreen. *Mapping Penny's World*.
- G. Ling, Mary. *Amazing Crocodiles and Reptiles*.
- H. Peterson, David. *A True Book: South America*.
- I. World Book Encyclopedia. *Rain Forest Animals*

### V. LESSONS

#### Lesson One: Overview of Maps, Globes, and the Seven Continents (2 days)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. The student develops an awareness of location. (TEKS SS K.4)
  2. Lesson Content
    - a. An Overview of the Seven Continents (pg. 11)
    - b. Geography: Spatial Sense (pg. 11)
      - Maps and globes
  3. Skill Objective(s)
    - a. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
    - b. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
    - c. TEKS ELA K.10A – The student will listen to stories being read aloud.
- B. *Materials*
  1. large class size world map
  2. globe
  3. teacher pointer
  4. *Sing to Learn with Dr. Jean* CD – “Continents” (Track #12)
  5. 1 copy of “World Map Animal Pictures” for each child. (Appendix A-1)
  6. 1 copy of “Large World Map Animal Pictures” laminated (Appendix A-2)

7. tape
  8. 1 copy of individual “World Map” blown up to 11 x 17 for each student (Appendix A-3)
  9. *Continents and Maps* Big Book (Core Knowledge Series)
  10. pencils
  11. glue
  12. scissors
- C. *Key Vocabulary*
1. Continent – A large piece of land that makes up the Earth: There are seven in our world.
- D. *Procedures/Activities*

**Day One**

1. Read the big book *Continents and Maps*.
2. As a whole group use teacher pointer to touch and say each of the seven continents, as a review. Ask for one volunteer to come up and show the class where we live. Then choose students to come up and be the “teacher” and touch and say each of the continents.
3. Compare and contrast orally the globe and the world map.
4. Play the song “Continents” (Track #12) from the Dr. Jean CD. Have students stand in a circle and pass the globe around as they sing to the song.

**Day Two**

1. As a whole group put up “Large World Map Animal Pictures” (Appendix A-2) on the class world map and have students tell their location using terms such as over, under, near, far, left and right to describe relative location of the pictures.
  2. Then hand out individual “World Map” (Appendix A-3) and “World Map Animal Pictures” (Appendix A-1) to each student. Give oral directions on where to place each animal on their map. For example, “Place the kangaroo over Australia.” Continue until all pictures have been placed.
- E. *Assessment/Evaluation*
1. Check individual “World Map” for understanding of the terms over, under, near, far, left and right.

**Lesson Two: Introducing the Compass Rose (2 days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The student develops an awareness of location. (TEKS SS K.4)
  2. Lesson Content
    - a. Geography: Spatial Sense (pg. 11)
      - Maps and globes
    - b. An Overview of the Seven Continents (pg. 11)
  3. Skill Objective(s)
    - a. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
    - b. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
    - c. TEKS ELA K.8A – The student will discuss meanings of words and develop vocabulary through meaningful and concrete experiences.
    - d. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.

B. *Materials*

1. pencil
2. 1 copy of “Name That Direction” worksheet for each child (Appendix B-1 )
3. transparency of the “Name That Direction” worksheet
4. overhead
5. vis-à-vis marker
6. large class size world map
7. chart paper
8. sentence strips
9. markers
10. correction tape
11. *Mapping Penny’s World*
12. picture of the “Compass Rose” (Appendix B-2)
13. “North, South, East, West labels” (Appendix B-3)
14. compass

C. *Key Vocabulary*

1. compass rose – a tool on a map or globe that shows directions, North, South, East, and West
2. compass – a tool with a magnetized needle that always points to the north

D. *Procedures/Activities*

**Day One**

1. Read the story, *Mapping Penny’s World*. Discuss the directions used in the story, North, South, East, and West. Discuss with the children that North is usually on the top, South is usually on the bottom, East is usually to the right, and West is usually on the left on a map. Give students a catchy phrase to remember directions (i.e. “Never Eat Shredded Wheat” or “Never Eat Soggy Worms”, etc.)
2. Introduce and show them the picture of the “Compass Rose.” (Appendix B-2) Have students locate a compass rose on both a globe and the large class map. Explain that the compass rose is found on all types of maps.
3. On large chart paper, brainstorm when and why we need directions.

**Day Two**

1. Take a short trip outside (this is best to do first thing in the morning.) Gather the students together and have them look in the general direction of where the sun is at this moment. Talk about how the sun has just risen in the east and will later set in the west. Have students lift both arms up to make a “T.” Turn slowly until their right arm is facing the direction where the sun comes up and their left arm is facing where the sun sets. Discuss with the students how their right hand is pointing to the east, their left hand is pointing to the west. Ask them “Which direction is your nose pointing?” Explain that their nose is facing north and behind them is south.
2. Choose one student to act as a compass rose. They must remain still, so that everyone may see them as a reference for directions. Choose four more students to each take a direction label (Appendix B-3). Have the class work together to determine where the four children should go to label their direction.
3. Using the compass, the class will check to see if the directions are correct. Mention to students that even though they may move to a different place, directions never change. Demonstrate this with a child.

4. **Back in the classroom:** Using interactive writing, have the students write the direction words on sentence strips. Then as a class, tape the labels in their appropriate places in the classroom.
  5. Hand out “Name That Direction” (Appendix B-1) worksheets. Students will complete it at their desks, while the teacher models it on the overhead.
  6. When worksheet is completed bring students together to regroup. Have a volunteer find where we live on the world map. The teacher will then direct the student to travel south using their finger. When the student arrives on South America have them stop and the teacher will ask students “What continent is this?” Give a quick preview about the continent we will be exploring in the coming days.
- E. *Assessment/Evaluation*
1. Check “Name That Direction” worksheet for understanding.

### **Lesson Three: A Closer Look at South America**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The student develops an awareness of location. (TEKS SS K.4)
    - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
  2. Lesson Content
    - a. An Overview of the Seven Continents (pg. 11)
    - b. Geography: Spatial Sense (pg. 11)
      - Maps and globes
      - Rivers and mountains
  3. Skill Objective(s)
    - a. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
    - b. TEKS ELA K.10A – The student will listen to stories being read aloud.
    - c. TEKS ELA K.10C – The student will respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.
    - d. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
    - e. TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.
- B. *Materials*
1. large class size world map
  2. globe
  3. star sticker
  4. chart paper
  5. *A True Book of South America*
  6. marker
  7. lined writing paper (Top half for illustrations and bottom for writing)
  8. transparency of lined writing paper
  9. overhead
  10. vis-à-vis marker
- C. *Key Vocabulary*

1. river – a thin flow of water that travels across land until it reaches the sea or other area of water
  2. mountain – a high and usually rocky area of land with steep sides
  3. rain forest – an area of land with many trees and animals where the weather is warm and rainy.
- D. *Procedures/Activities*
1. Review and point out on the map and globe where South America is located. Label South America on the large class map by placing a star sticker on it.
  2. Using chart paper, create a fluency list titled “Everything We Know About South America.”
  3. Read *A True Book of South America*.
  4. Add any new learned facts or ideas to the fluency list.
  5. Pass out writing paper. As a class, discuss which sentences the students would like to write about South America. Compile 2-3 sentences to use. The teacher will write the sentences on the overhead as the students write them at their seats. As sentences are being written discuss the appropriate spelling and grammar rules. When writing is complete have students illustrate their sentences with detail at the top of their paper. Save students’ writing for later use.
- E. *Assessment/Evaluation*
1. Informal assessment – observation of students’ participation during fluency activity.

#### **Lesson Four: Understanding Symbols on a Map (3 days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The student develops an awareness of location. (TEKS SS K.4)
    - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
  2. Lesson Content
    - a. An Overview of the Seven Continents (pg. 11)
    - b. Geography: Spatial Sense (pg. 11)
      - Maps and globes
      - Rivers and mountains
      - Locate the Atlantic and Pacific Oceans
  3. Skill Objective(s)
    - a. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
    - b. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
    - c. TEKS ELA K.8A – The student will discuss meanings of words and develop vocabulary through meaningful and concrete experiences.
    - d. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
- B. *Materials*
1. large class size world map
  2. large blown up South American map (traced on white butcher paper) (Appendix C-1)
  3. blue butcher paper (for background of South American map to represent surrounding oceans)

4. markers (brown, blue, green)
  5. correction tape
  6. sentence strips
  7. tape
  8. *Sing to Learn with Dr. Jean* - "Oceans" – (Track #13)
  9. precut large brown triangles (10-15) – to represent the Andes mountains
  10. precut blue river – to represent the Amazon river
  11. large green oval – to represent Amazon rain forest
  12. 2x2 squares of green tissue paper
  13. student map key (Appendix C-2 )
  14. crayons (brown and blue)
  15. glue
  16. pencil
  17. "Do You Know the Parts of South America?" song (Appendix C-3)
  18. 8 ½ x 11 white piece of paper
  19. 12x18 white piece of construction paper
- C. *Key Vocabulary*
1. key – a list of symbols on a map
  2. symbols – small pictures that represent big things
- D. *Procedures/Activities*

#### **Day One**

1. Look at the large South American map (Appendix C-1). Ask students "What continent is this?" Have a student write **South America** on a sentence strip, correcting with correction tape if necessary. Tape the label up above the large map.
2. On white 8 ½ x11 paper, teacher will draw a large compass rose. Students may label the directions, using N,S,E,W. Tape up the label next to the map.
3. Review and point out the oceans surrounding South America (Atlantic and Pacific Oceans).
4. Play "Oceans" (Track #13) on the Dr. Jean CD. Students will listen and sing along as the teacher points to the oceans.
5. Choose two students to write each ocean name on a sentence strip. Tape the label up in the appropriate place on the map.

#### **Day Two**

1. Show students the mountain, river, and rain forest symbols (brown triangles, blue river, and green oval). Explain that these symbols are a part of our map. Teacher asks "What do you think these symbols represent?"
2. After a decision, look at the large world map to determine the location of each of the three landmarks in South America. Have students tell the teacher, using directions, where on our own South America map we need to place these 3 landmarks. Tape them in their appropriate places.
3. Teach children the song, "Do You Know the Parts of South America?"

#### **Day Three**

1. Explain to students that others who are not in our classroom may not know what our symbols represent. Students may orally brainstorm ideas on how to help others understand our symbols.
2. Direct discussion towards the idea of creating a key. Discuss the vocabulary definition of a key and its importance on a map.

3. Using the 12x18 white construction paper, the teacher will draw and label the three symbols on the key. Tape up the key next to the South American map.
4. Hand out student map key (Appendix C-2) and have the students draw the 3 landforms. For the Andes Mountains, students will draw a brown triangle. For the Amazon River, draw a blue squiggly line. For the Amazon rain forest, wrap a piece of green tissue paper around the eraser of a pencil, dip it in glue and glue down. Then fill in the blanks to label each landform.
5. Collect and save the key for tomorrow's lesson.

E. *Assessment/Evaluation*

1. Check the key for understanding.

**Lesson Five: Practicing Map Skills**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student develops an awareness of location. (TEKS SS K.4)
  - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
2. Lesson Content
  - a. An Overview of the Seven Continents (pg. 11)
  - b. Geography: Spatial Sense (pg. 11)
    - Maps and globes
    - Rivers and mountains
    - Locate the Atlantic and Pacific Oceans
3. Skill Objective(s)
  - a. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
  - b. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
  - c. TEKS ELA K.10A – The student will listen to stories being read aloud.
  - d. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.

B. *Materials*

1. large South American map-from previous lesson ( with map key)
2. teacher pointer
3. individual student maps of South America-run on 11 x 17 light blue construction paper (Appendix C-1 )
4. transparency of South American map
5. overhead
6. vis-à-vis marker
7. student map keys from previous lesson
8. pencil
9. crayons (yellow, brown, and blue)
10. 2 x 2 green tissue paper squares-15 per child
11. glue

C. *Key Vocabulary*

1. Review definitions of mountains, river, and rain forest from lesson three.

D. *Procedures/Activities*

1. To begin the lesson, choose a student to be the “teacher” and review the labels on the large South American map.



2. Hand out individual student maps of South America (Appendix C-1) and map keys from previous lesson.
  3. Label the continent and the oceans on the individual maps. The teacher will label these on the overhead as the students write them at their seats.
  4. Have students glue their keys on the map.
  5. Then students will draw their symbols (Andes Mountain, Amazon River) on the map to match their key. Have students glue a circular area of tissue paper to represent the rain forest.
  6. Students will then color the remainder of the continent yellow.
- E. *Assessment/Evaluation*
1. Check South American maps for understanding of concepts taught.

**Lesson Six: A Closer Look at the Andes Mountains (2 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student develops an awareness of location. (TEKS SS K.4)
  - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
  - c. The student understands wildlife and its interdependence on its environment.
2. Lesson Content
  - a. An Overview of the Seven Continents (pg. 11)
  - b. Geography: Spatial Sense (pg. 11)
    - Maps and globes
    - Rivers and mountains
    - Locate the Atlantic and Pacific Oceans
  - c. Animals and their Needs (pg. 19)
    - Animals, like plants, need food, water, and space to live and grow.
    - Animals get food from eating plants or other living things.
3. Skill Objective(s)
  - a. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
  - b. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
  - c. TEKS SCI K. 9A – The student will identify basic needs of living organisms.
  - d. TEKS ELA K.10A – The student will listen to stories being read aloud.
  - e. TEKS ELA K.14D – The student will write messages that move left to right and top to bottom on the page.
  - f. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
  - g. TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.

B. *Materials*

1. lined writing paper (Top half for illustrations and bottom for writing)
2. transparency of lined writing paper
3. overhead

4. vis-à-vis marker
  5. jot chart (Appendix D-1) Use this example to make a larger chart of your own.
  6. markers
  7. *Love a Llama*
  8. “Llama” picture-this visual will need to be made and cut out before you begin the lesson. Make a transparency of the llama picture, blow up on the overhead and trace it on large white butcher paper (Appendix D-2)
  9. hall decorations: cut 10-15 large triangles out of brown butcher paper to represent the Andes Mountains
  10. tape
- C. *Key Vocabulary*

1. Llama- a furry South American animal with a long neck: it is a relative of the camel.
2. Herbivore-An animal that eats mostly grass and plants.
3. Carnivore-An animal that eats other animals.

D. *Procedures/Activities*

**Day One**

1. Choose a student to be the “teacher” and have them find and describe the location of the Andes Mountain.
2. Read *Love a Llama*.
3. As a class, discuss and fill in the information learned from the book about the llama on the jot chart. (Appendix D-1)
4. Pass out writing paper. As a class, discuss which sentences they would like to write about the Andes Mountains and the llama. Compile 2-3 sentences to use. The teacher will write the sentences on the overhead as the students write them at their seats. As sentences are being written discuss the appropriate spelling and grammar rules. When writing is complete have students illustrate their sentences with detail at the top of their paper. Save students’ writing for later use when making their South American books.

**Day Two**

1. “Llama” picture -this visual will need to be made and cut out before you begin the lesson. Make a transparency of the llama picture, blow up on the overhead and trace it on large white butcher paper. (Appendix D-2)
2. Place large butcher paper “Llama” on the floor with several markers.
3. Students will be labeling the llama with markers. The teacher will label each body part once as a reference for the students: leg, hoof, body, head, neck, ear, mouth, nose, eye, and tail. Allow students to continue writing the labels over and over until the llama is covered in labeling.
4. Take your large brown triangles and place them in the hallway to represent the Andes Mountains. Put up completed llama in the hall next to the triangles.

E. *Assessment/Evaluation*

1. Informal assessment – observation of students’ participation during jot chart activity.

**Lesson Seven: A Closer Look at the Amazon River (2 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student develops an awareness of location. (TEKS SS K.4)
  - b. The student understands the physical characteristics of the environment.

(TEKS SS K.5)

- c. The student understands wildlife and its interdependence on its environment.

2. Lesson Content

- a. An Overview of the Seven Continents (pg. 11)
- b. Geography: Spatial Sense (pg. 11)
  - Maps and globes
  - Rivers and mountains
  - Locate the Atlantic and Pacific Oceans
- c. Animals and their Needs (pg. 19)
  - Animals, like plants, need food, water, and space to live and grow.
  - Animals get food from eating plants or other living things.

3. Skill Objective(s)

- a. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
- b. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
- c. TEKS SCI K. 9A – The student will identify basic needs of living organisms.
- d. TEKS ELA K.10A – The student will listen to stories being read aloud.
- e. TEKS ELA K.14D – The student will write messages that move left to right and top to bottom on the page.
- f. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
- g. TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.

B. *Materials*

- 1. lined writing paper (Top half for illustrations and bottom for writing)
- 2. transparency of lined writing paper
- 3. overhead
- 4. vis-à-vis marker
- 5. jot chart (Appendix D-1) Add to the same jot chart from previous lesson.
- 6. marker
- 7. *River*
- 8. *Imagine You Are a Crocodile*
- 9. “Crocodile Paper” – enlarge and run on 12 x 18 green construction paper (Appendix E-1)
- 10. egg cartons (each student will need a 2 x 3 section of a carton)
- 11. stapler
- 12. scissors
- 13. green paint
- 14. paint brushes
- 15. paint pans
- 16. wiggle eyes
- 17. glue

18. hall decorations: cut a long winding river out of blue butcher paper to represent the Amazon River.
  19. tape
- C. *Key Vocabulary*
1. Crocodile-an animal that likes to swim in the swamps of the rain forest.
  2. Review herbivore and carnivore.
- D. *Procedures/Activities*
- Day One**
1. Choose a student to be the “teacher” and have them find and describe the location of the Amazon River.
  2. Read the book *Imagine You Are a Crocodile*.
  3. As a class, discuss and fill in the information learned from the book about the crocodile on the jot chart.
  4. Hand out the “Crocodile Paper” (Appendix E-1) and half of an egg carton for each student.
  5. Have the students cut out the crocodile and the teacher will then staple the egg carton to its back. Then the students can glue wiggle eyes on the crocodile.
  6. Pass out paintbrushes and green paint in paint pans. Students will paint the crocodile back.
  7. Take your long winding river and place it in the hallway to represent the Amazon River. Put up completed crocodiles in the hall along the river.
- Day Two**
1. Read the book *River*.
  2. Pass out writing paper. As a class, discuss which sentences the students would like to write about the Amazon River and the crocodile. Compile 2-3 sentences to use. The teacher will write the sentences on the overhead as the students write them at their seats. As sentences are being written discuss the appropriate spelling and grammar rules. When writing is complete have students illustrate their sentences with detail at the top of their paper. Save students’ writing for later use when making their South American books.
- E. *Assessment/Evaluation*
1. Informal assessment – observation of students’ participation during jot chart activity.

**Lesson Eight: A Closer Look at the Rain Forest (2 days)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The student develops an awareness of location. (TEKS SS K.4)
    - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
    - c. The student understands wildlife and its interdependence on its environment.
  2. Lesson Content
    - a. An Overview of the Seven Continents (pg. 11)
    - b. Geography: Spatial Sense (pg. 11)
      - Maps and globes
      - Rivers and mountains
    - c. Animals and their Needs (pg. 19)

- Animals, like plants, need food, water, and space to live and grow.
- Animals get food from eating plants or other living things.

3. Skill Objective(s)

- TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
- TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
- TEKS SCI K. 9A – The student will identify basic needs of living organisms.
- TEKS ELA K.10A – The student will listen to stories being read aloud.
- TEKS ELA K.14D – The student will write messages that move left to right and top to bottom on the page.
- TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
- TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.

B. *Materials*

- lined writing paper (Top half for illustrations and bottom for writing)
- transparency of lined writing paper
- overhead
- vis-à-vis marker
- jot chart (Appendix D-1) Add to jot chart from previous lessons.
- marker
- overhead
- Rain Forest Animals*
- VENN diagram: this visual will need to be made before you begin the lesson. Using large chart paper, prepare a VENN diagram comparing the llama and the sloth.

C. *Key Vocabulary*

- Sloth-A slow moving animal that uses its long claws to hang upside down from tree branches.
- Review herbivore and carnivore.

D. *Procedures/Activities*

**Day One**

- Choose a student to be the “teacher” and have them find and describe the location of the rain forest.
- Read *Rain Forest Animals* (pg. 6-7)
- As a class, discuss and fill in the information learned from the book about the sloth on the jot chart (Appendix D-1).
- Pass out writing paper. As a class, discuss which sentences the students would like to write about the rain forest and the sloth. Compile 2-3 sentences to use. The teacher will write the sentences on the overhead as the students write them at their seats. As sentences are being written discuss the appropriate spelling and grammar rules. When writing is complete have students illustrate their sentences with detail at the top of their paper. Save students’ writing for later use when making their South American books.

**Day Two**

1. As a class complete a VENN diagram comparing the sloth and the llama.
  2. When VENN diagram is complete, hang it in the hallway. An optional activity would be to have students create a miniature rain forest.
- E. *Assessment/Evaluation*
1. Informal assessment – observation of students’ participation during jot chart activity and VENN diagram.

**Lesson Nine: An Overview of What we Have Learned**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student develops an awareness of location. (TEKS SS K.4)
  - b. The student understands the physical characteristics of the environment. (TEKS SS K.5)
  - c. The student understands wildlife and its interdependence on its environment.
2. Lesson Content
  - a. An Overview of the Seven Continents (pg. 11)
  - b. Geography: Spatial Sense (pg. 11)
    - Maps and globes
    - Rivers and mountains
    - Locate the Atlantic and Pacific Oceans
  - c. Animals and their Needs (pg. 19)
    - Animals, like plants, need food, water, and space to live and grow.
    - Animals get food from eating plants or other living things.
  - d. Sayings and Phrases
3. Skill Objective(s)
  - a. TEKS SS K.4A – The student will use terms including over, under, near, far, left and right to describe relative location.
  - b. TEKS SS K.5A – The student will identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.
  - c. TEKS SS K.16B– The student will create and interpret visuals including pictures and maps.
  - d. TEKS SCI K. 9A – The student will identify basic needs of living organisms.
  - e. TEKS ELA K.8A – The student will discuss meanings of words and develop vocabulary through meaningful and concrete experiences.
  - f. TEKS ELA K.10C – The student will respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.
  - g. TEKS ELA K.14D – The student will write messages that move left to right and top to bottom on the page.
  - h. TEKS ELA K.15B – The student will write labels, notes, and captions for illustrations, possessions, charts and centers.
  - i. TEKS ELS K.15E – The student will generate ideas before writing on an assigned task.

B. *Materials*

1. South American book cover (Appendix F-1)

2. crayons
  3. stapler
  4. pencils
  5. chart paper
  6. marker
  7. correction tape
  8. tape
  9. assessment rubric (Appendix F-2)
- C. *Key Vocabulary*
1. “A place for everything and everything in its place” – This saying means you should put things where they belong.
- D. *Procedures/Activities*
1. Discuss with the students the saying “A place for everything and everything in its place.” Ask students to explain how the saying applies to the things we have learned about South America and its wildlife.
  2. Pass out South American book cover (Appendix F-1) to each student. As students decorate the cover with crayons, pass out all the writings students have completed throughout the unit. Staple the students’ work together with their cover on front to make their South American book.
  3. Gather students into a whole group. Title the top of a piece of large chart paper, “What We Have Learned.” On the chart paper have them create and write sentences on their own about what they have learned from the unit.
  4. Place the completed chart in the hall along with the other South American decorations.
- E. *Assessment/Evaluation*
1. Use rubric (Appendix F-2) to perform an overall assessment on each student.

## VI. CULMINATING ACTIVITY

- A. Plan an afternoon to invite parents to see work completed throughout the unit. Have students show and tell about work put up in the hallway. Students can then show their parents the South American book they completed. Provide animal crackers and fruit punch as a snack to eat. If you can locate a llama farmer have them bring a llama to the school for the kids to see.

## VII. HANDOUTS/WORKSHEETS

Appendices A-F

## VIII. BIBLIOGRAPHY

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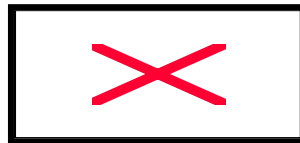
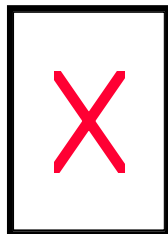
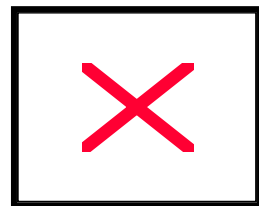
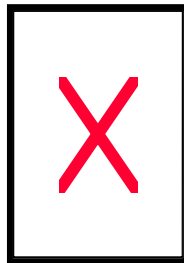
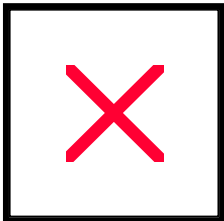
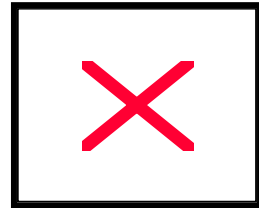
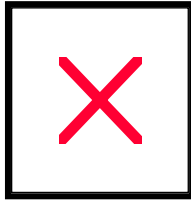
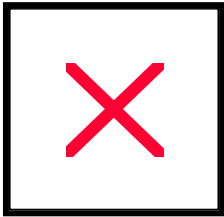
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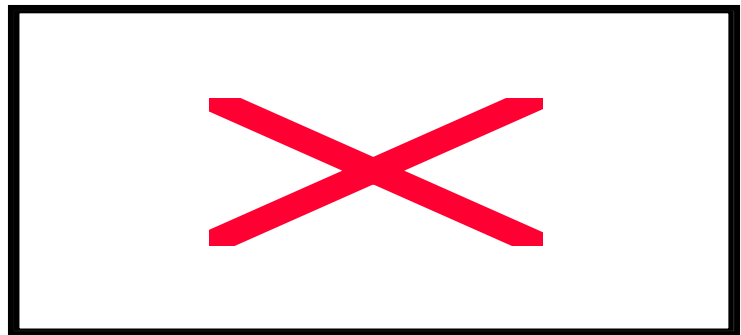
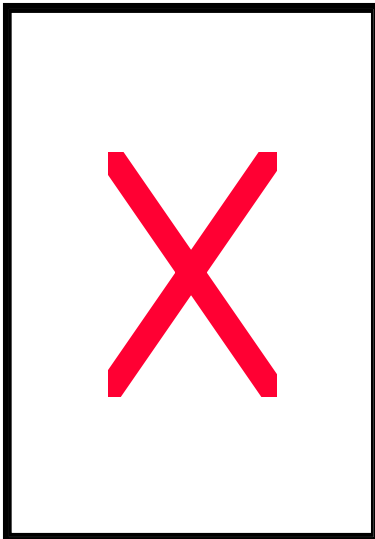
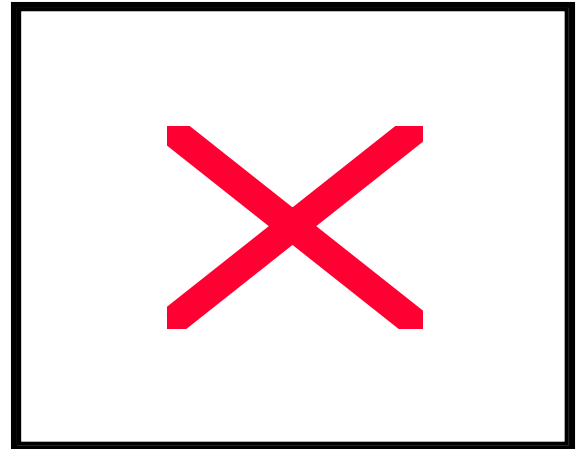
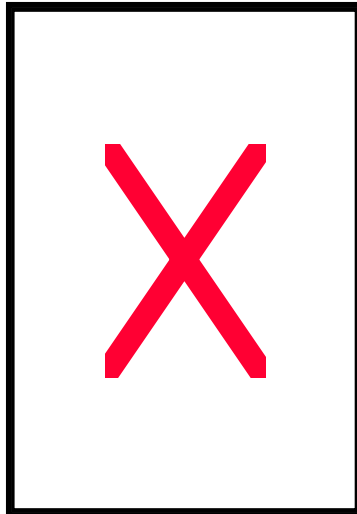
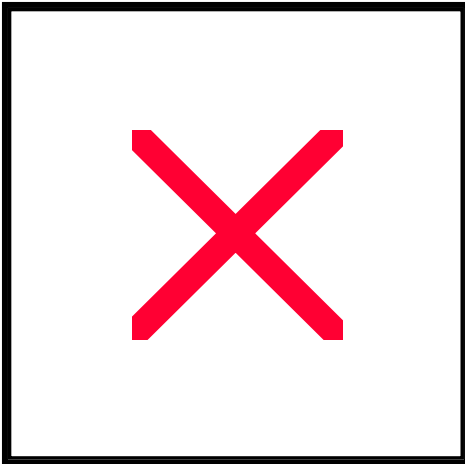
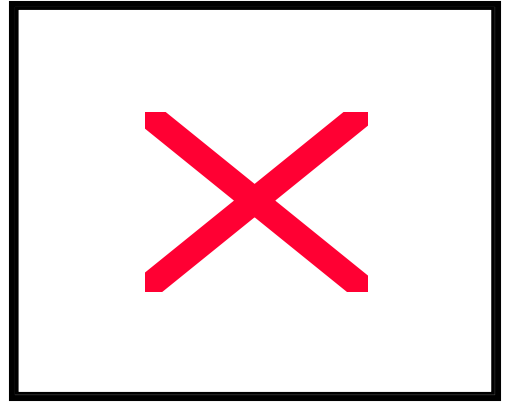
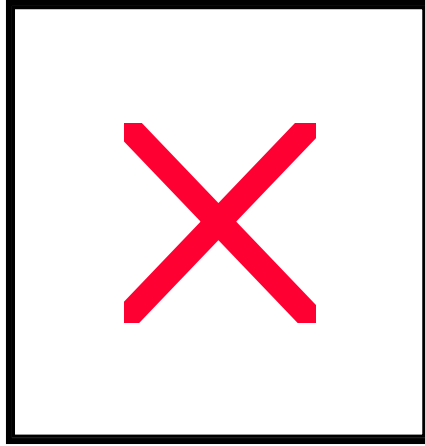
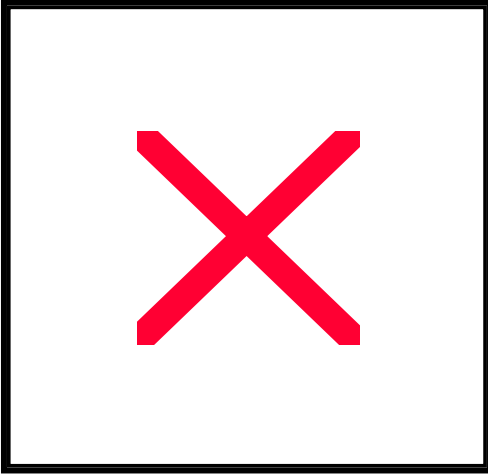
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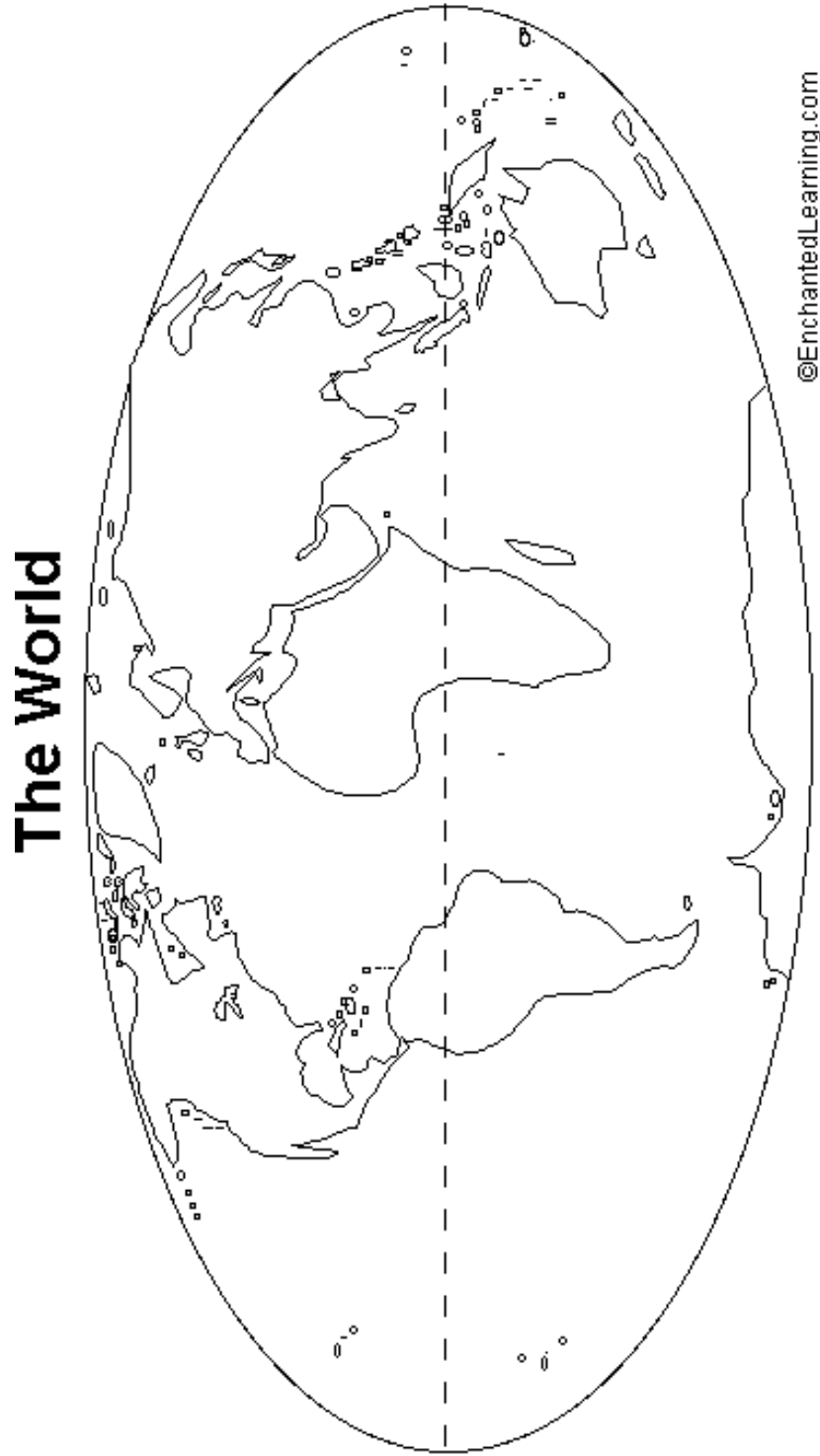
# World Map Animal Pictures



# Large World Map Animal Pictures

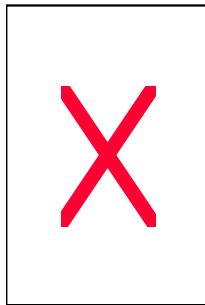
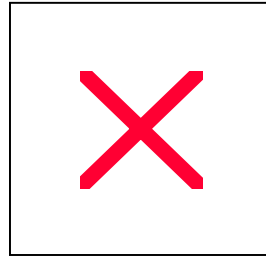
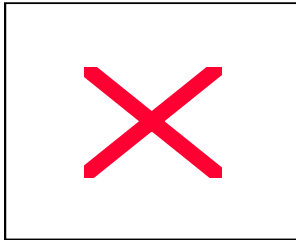
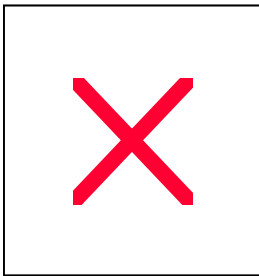
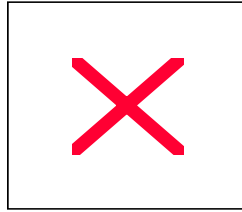


Appendix A-3  
**World Map**



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# Name That Direction

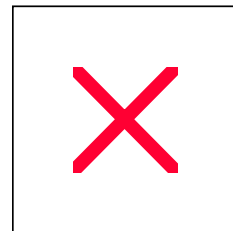


**The giraffe is \_\_\_\_\_ of the cow.**

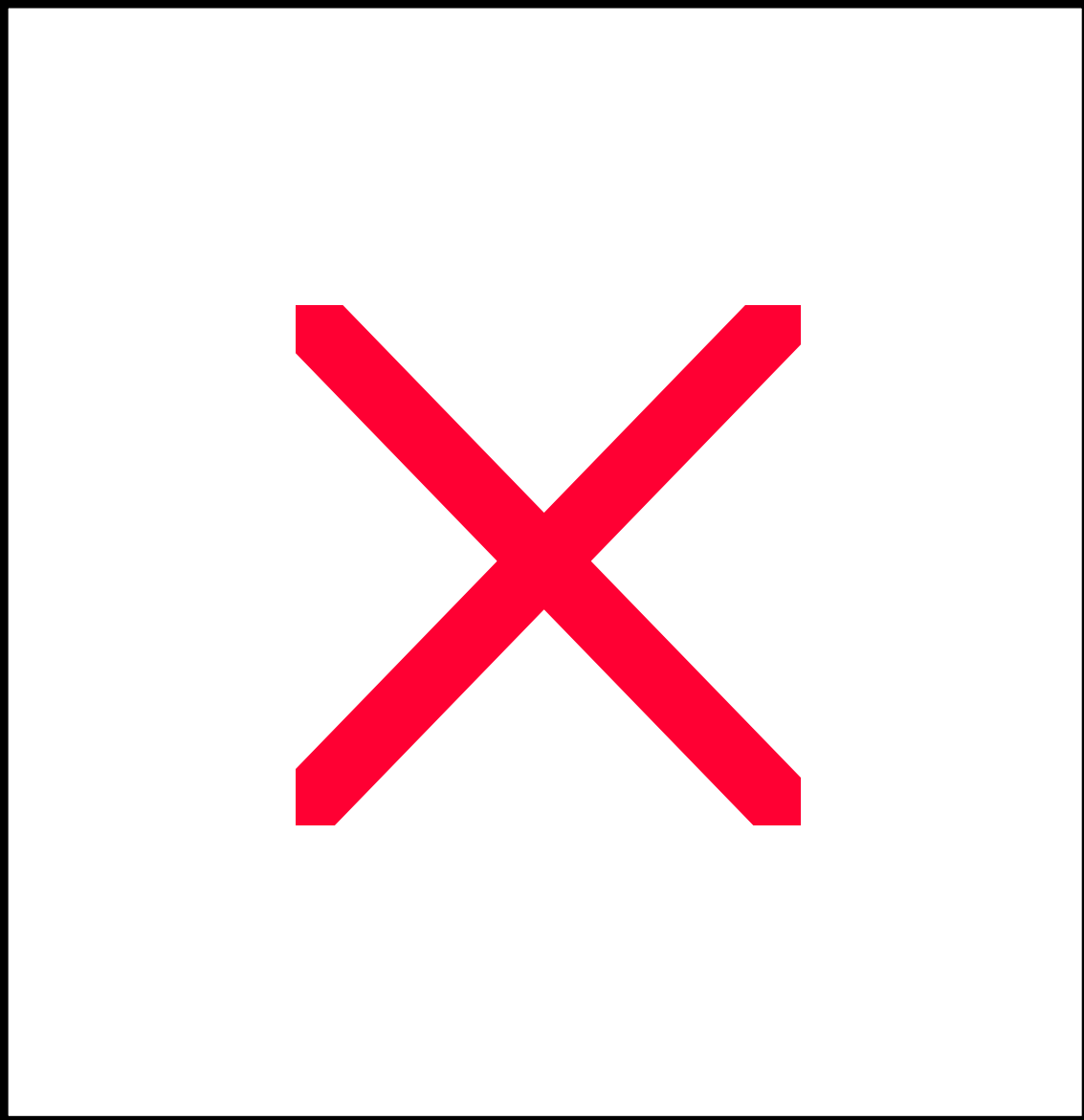
**The monkey is \_\_\_\_\_ of the cow.**

**The panda is \_\_\_\_\_ of the cow.**

**The kangaroo is \_\_\_\_\_ of the cow.**



Appendix B-2  
Compass Rose



North, South, East, West Labels

NORTH

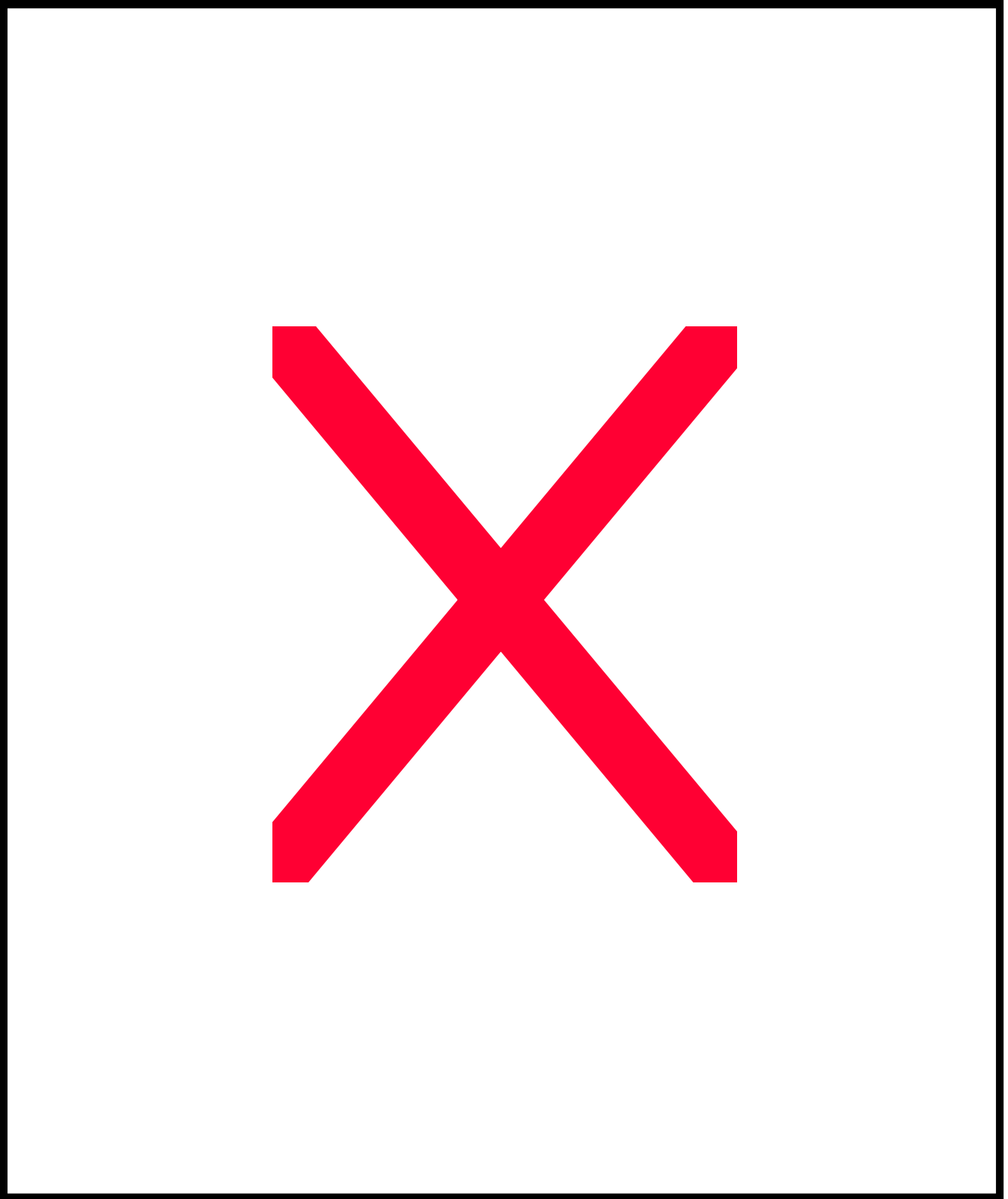
SOUTH

EAST

**WEST**

Appendix C-1

# South American Map





Appendix C-2  
Student Map Key

**Key**

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**Key**

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# “Do You Know the Parts of South America?”

(Tune: If You're Happy and You Know It)

Do you know the parts of South America?  
Do you know the parts of South America?  
Andes Mountains, Amazon, and the Rain Forest.  
Do you know the parts of South America?

The Andes Mountains are the longest in the world.  
The Andes Mountains are the longest in the world.  
Andes Mountains are the longest, Andes Mountains are the longest  
The Andes Mountains are the longest in the world.

The Amazon is very long and very wide.  
The Amazon is very long and very wide.  
The Amazon is very long, the Amazon is very wide.  
The Amazon is very long and very wide.

The Rain Forest has lots of animals and trees.  
The Rain Forest has lots of animals and trees.  
The Rain Forest, the Rain Forest, the Rain Forest, the Rain Forest  
The Rain Forest has lots of animals and trees.

\*\* Hand motions:

Andes Mountains: Bring your hands to a point over your head.

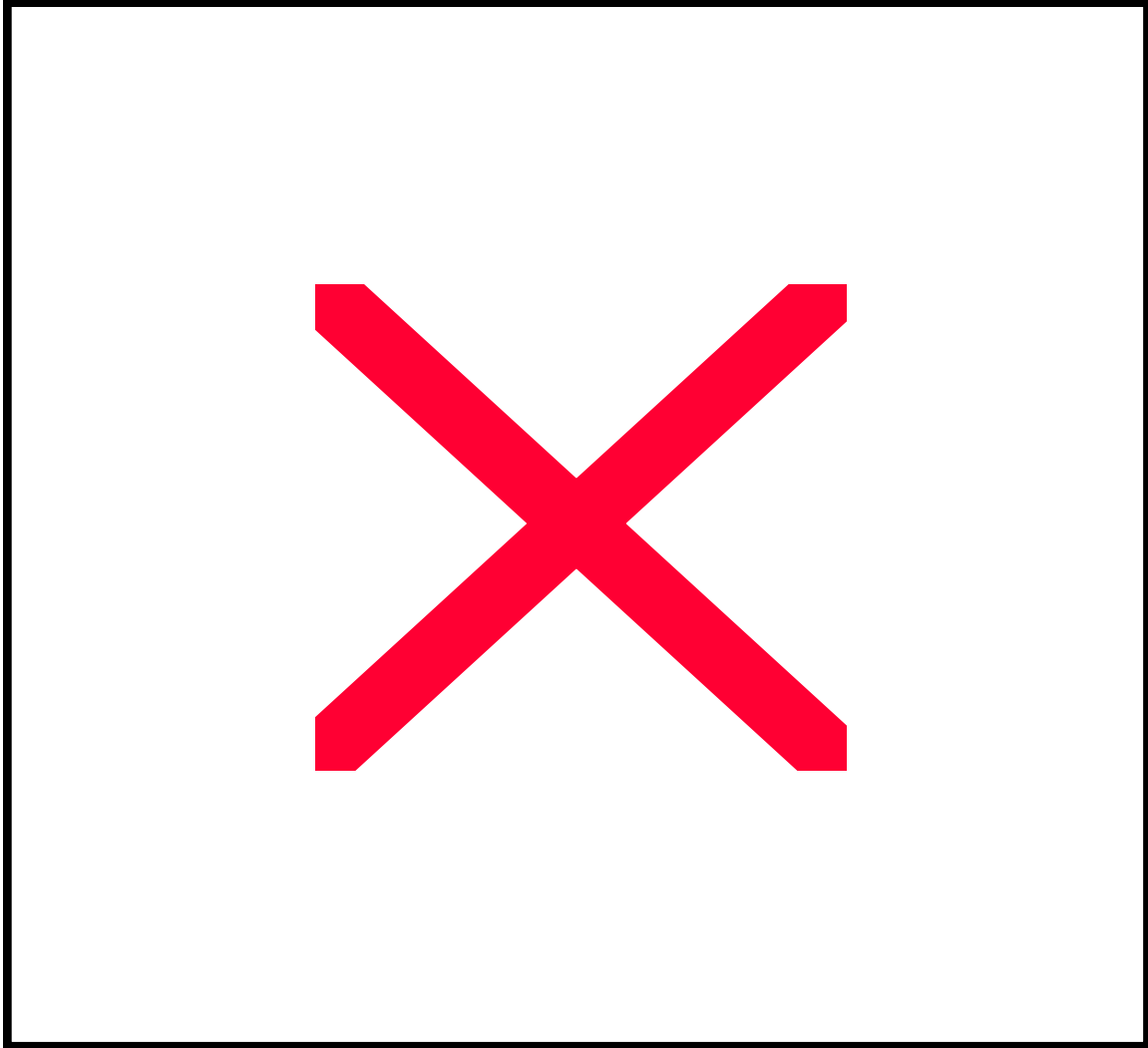
Amazon River: Put your hands together and swerve like a river.

Rain Forest: Spread fingers and wave your hands back and forth like the trees.

Appendix D-1  
Jot Chart

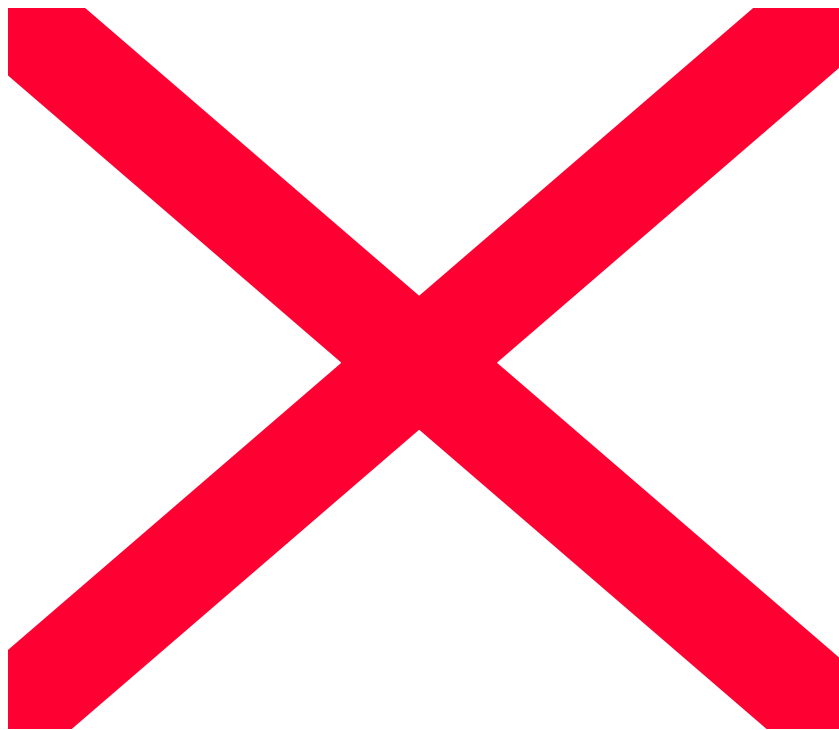
<b><u>Animal</u></b>	Where does this animal live?	What does this animal eat?	Is this animal an herbivore or carnivore?
Llama			
Crocodile			
Sloth			

Appendix D-2  
Llama



Appendix E-1  
**Crocodile Paper**

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MY BOOK  
OF  
SOUTH AMERICA  
BY

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# Assessment Rubric

Name \_\_\_\_\_

Task	Mastered
Locate North America on the map.	
Locate South America on the map.	
Name the four basic directions on the compass rose.	
Name two out of the three South American animals learned.	
Name one characteristic of the llama.	
Name one characteristic of the crocodile.	
Name one characteristic of the sloth.	
Name the three South American landforms.	

Total Tasks \_\_\_\_\_ Number Mastered \_\_\_\_