

**Domain-Based Unit Overview**

**Title of Domain: Let's Explore our World, Grade K**

**Teaching Time: 15 Days**

**Big Idea**

*Our world is a place with diverse physical and cultural geography (CKHG, p.2)*

**What Students Need to Learn (CK Handbook, p.105)**

- Explain what maps and globes represent and how they are used
- Identify what rivers, lakes, and mountains are and how they are represented on maps and globes
- Locate the Atlantic and Pacific Ocean
- Locate the North and South Poles
- Define basic terms of spatial orientation necessary for working with maps

**MN Academic Standards**

*0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.*

*0.3.1.1.2 Describe a map and a globe as a representation of a space.*

*0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.*

**Pre-Assessment**

- Display a KWL chart on the SMARTboard and have students identify what they know about maps and globes. Additionally, students will complete what they want to learn.
- Distribute a blank world map and have students locate the oceans and poles.

<b>Domain Lesson 1</b>	Where Do You Live? (CKHG, p. 13), 2 days
<b>MN Academic Standards</b>	<i>0.3.1.1.2 Describe a map and a globe as a representation of a space.</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Identify different places people might live</li> <li>● Identify the city, town, state and country where students live</li> <li>● Explain the differences among a neighborhood, state and country</li> </ul>
<b>Vocabulary</b>	town, city, farm, countryside, river, neighborhood, state, country, government, laws
<b>Procedure</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>● Distribute copies of the <i>Let's Explore Our World!</i> Student Reader to the class. Ask students to look at the cover and describe what they see.</li> <li>● Ask students if they have any idea what all of these images may have in common.</li> <li>● Tell students that the first chapter you will read aloud to them is called "Where Do You Live?" Repeat this title as a completely</li> </ul>

	<p>open-ended question directly to your students. Ask different students to tell you where they live.</p> <ul style="list-style-type: none"> <li>● Read aloud chapter 1 “Where Do You Live?” in <i>Let’s Explore Our World!</i> Student Reader</li> <li>● Ask students to answer objective question, “Where do people live?” (turn and talk)</li> <li>● Have students complete “Where Do I Live?” AP 1.2. Students will also need pencils and crayons</li> <li>● Have students complete “Is It a Town or a City?”</li> <li>● Distribute copies of Letter to Family AP 1.1 for students to take home</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>● Read a copy of <i>Mapping Penny’s World</i> by Loreen Leedy</li> <li>● As a whole group activity, illustrate a map of the classroom on chart paper or blackboard. Recall that a map shows all or part of an area.</li> <li>● Evaluation/Assessment</li> <li>● As a home connection activity, students will design a simple map of their bedroom. Students will return, display, and share maps on the following school day.</li> </ul>
<b>Poetry</b>	<p>“Ocean” Poem  P is for Pacific Ocean  the largest of the four.  A is for Atlantic Ocean  with its sandy shores.  I is for Indian Ocean  the one down below  A is for Arctic Ocean  with its ice and snow.</p>
<b>Fiction</b>	<i>Mapping Penny’s World</i> by Loreen Leedy
<b>Saying and Phrases</b>	
<b>Writing</b>	

<b>Domain Lesson 2</b>	Finding Your Way Around (CKHG, p.21), 2 days
<b>MN Academic Standards</b>	<p>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</p> <p>0.3.1.1.2 Describe a map and a globe as a representation of a space.</p> <p>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Identify how maps are helpful, and what kinds of information are on a map</li> <li>● Understand that Earth is round, shaped like a ball</li> </ul>

	<ul style="list-style-type: none"> <li>Name the seven continents s—Asia, Africa, North America, South America, Antarctica, Europe, Australia—the Atlantic and Pacific Oceans, and the North and South Poles</li> <li>Understand that a map is a drawing of a place</li> </ul>
<b>Vocabulary</b>	maps, oceans, continents, globe, North Pole, South Pole, Earth
<b>Procedure</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>Review an explanation of what a map is—maps are drawings of a place.</li> <li>Distribute copies of the <i>Let’s Explore Our World!</i> Student Reader to the class</li> <li>Tell students that the title of this chapter is “Finding Your Way Around.” Read aloud chapter 2 “Finding Your Way Around” in <i>Let’s Explore Our World!</i> Student Reader <ul style="list-style-type: none"> <li>Distribute AP 2.1</li> <li>Play the “Seven Continents Song” two or three times, encouraging students to sing along with the chorus as they pick up the words</li> </ul> </li> <li>Ask students to answer objective question, “How are maps helpful, and what kinds of information might you find on a map?” (turn and talk)</li> <li>Play the “Seven Continents Song” two or three more times, encouraging students to sing along with the chorus as they pick up the words</li> <li>Complete “Simon Says: Positional Words” activity</li> <li>Complete “Reading a Map” activity AP 2.1</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>Refer to K-W-L chart. Record any new information or questions. Allow students to give new learning to be recorded.</li> <li>In a whole group, show students an example of a political and physical map. Discuss the similarities and differences of the two types. Define physical map as a map that shows natural features, such as rivers, lakes, mountains, etc. Define political map as a map that shows man-made features such as highways, roads, railroads, state boundaries, etc.</li> <li>Indicate the use of color and line to represent areas on the maps. (Refer to What Your Kindergartner Needs to Know, p.156-162). Allow students to make predictions about what might be represented by the color and line areas.</li> <li>Have students search for maps from different resources such as magazines, newspapers, old phonebooks, etc. Instruct students to cut out their map.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluation/Assessment: Gather students and their maps and review the differences between physical and political maps. Let students decide whether the map is political or physical. Ask students questions to check for understanding such as: “What are some things you see on your map?” and “What kind of map has those features, political or physical?” Ask students if some maps belong to both groups. Explain that these maps are physical and political. Let each student sort their map as physical or political - post maps in classroom in 2 categories.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	Let’s Explore North America: The United States (CKHG, p.33), 2 days
<b>MN Academic Standards</b>	0.3.1.1.2 Describe a map and a globe as a representation of a space.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify what would you see on your trip across the United States</li> <li>Locate North America on a map</li> <li>Recognize a map of the United States</li> <li>Recognize that other names for the United States are the United States of America and America</li> <li>Recognize that the people who live in America are called Americans</li> <li>Name two types of animals that live in the United States</li> <li>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.</li> </ul>
<b>Vocabulary</b>	Monument Valley, desert, border, landscape
<b>Procedure</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Distribute copies of the <i>Let’s Explore Our World!</i> Student Reader to the class</li> <li>Tell students that the title of this chapter is “Let’s Explore North America: The United States.” Read aloud chapter 3 “Let’s Explore North America: The United States” in <i>Let’s Explore Our World!</i> Student Reader</li> </ul>

	<ul style="list-style-type: none"> <li>● Ask students to answer objective question, “What would you see on your trip across the United States?” (turn and talk)</li> <li>● 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.”</li> <li>● Complete “Where in the United States Is...?” activity             <ul style="list-style-type: none"> <li>○ Distribute AP 2.1</li> </ul> </li> <li>● Complete “More About Our National Bird, the Bald Eagle” activity</li> <li>● Complete “Let’s Visit the Statue of Liberty” activity             <ul style="list-style-type: none"> <li>○ Show students the video <i>Field Trip to the Statue of Liberty</i> (03:48)</li> </ul> </li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>● Review maps from previous lesson. Refer to K-W-L chart. Tell students they will be learning about a special kind of map today.</li> <li>● Refer to p. 119 of <i>What Your Kindergartner Needs to Know</i>. In a whole group, show students various examples of models (i.e., toy cars, boats, airplanes, cars, etc.) Define a model as a small object that represents a larger object.</li> <li>● Show students a globe. Discuss the globe as a round model of the earth.</li> <li>● Ask students to examine the globe and give words to describe what they see on the globe. Record the student’s responses on small self-adhesive notes and stick them to the appropriate parts of the globe.</li> <li>● Give each child a piece of clay. Have student shape the clay into a small model of the earth. Using the globe as an example, help the children find the North and South Poles and indicate these with a pencil point. Let each child mark the equator on his/her earth with the pencil. Instruct students to cut each earth in half through the equator with a plastic knife to form the northern and southern hemispheres. Introduce to students that the top half is named the Northern Hemisphere. This is where the North Pole is located. The bottom half is named the Southern Hemisphere. This is where the South Pole is located.</li> <li>● Evaluation/Assessment: Give each child a copy of an empty circle (Appendix D). The student should color and label three parts of a globe: North Pole, South Pole and equator (N for North Pole, S for South Pole, line across the middle for equator).</li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>None</i>

<b>Writing</b>	<i>None</i>
<b>Domain Lesson 4</b>	Let's Explore North America: Mexico and Canada (CKHG, p.42), 1 day
<b>MN Academic Standards</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Identify what kinds of celebrations take place in Mexico and Canada</li> <li>● Identify Canada and Mexico on a map, and associate them with the United States, as countries located in North America</li> <li>● Recognize that the people who live in Mexico are called Mexicans and the people who live in Canada are called Canadians</li> <li>● Name two types of animals that live in Mexico and Canada.</li> </ul>
<b>Vocabulary</b>	celebrate, Independence Day, parades, forests, ruins, temples, pounce, acrobats, waterfall, frozen, Inuit, woodlands, antlers
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Show students a map of North America, and review the location of the United States, the people who live in America are called Americans and clarify that we can also talk about things that are found in America as Americans as well (i.e. American food)</li> <li>● 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)</li> <li>● Distribute copies of the <i>Let's Explore Our World!</i> Student Reader to the class</li> <li>● Tell students that the title of this chapter is "Let's Explore North America: Mexico and Canada." Read aloud chapter 4 "Let's Explore North America: Mexico and Canada" in <i>Let's Explore Our World!</i> Student Reader</li> <li>● Ask students to answer objective question, "What kinds of celebrations take place in Mexico and Canada?" (turn and talk) <ul style="list-style-type: none"> <li>○ Distribute AP 4.1 and complete activity</li> </ul> </li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Let's Explore South America (CKHG, p. 57), 2 days
<b>MN Academic Standards</b>	<p>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</p> <p>0.3.1.1.2 Describe a map and a globe as a representation of a space.</p> <p>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Locate South America on a map</li> <li>• 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</li> </ul>
<b>Vocabulary</b>	rainforest, carve, llamas, festival, flower arrangements
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Distribute copies of the <i>Let's Explore Our World!</i> Student Reader to the class</li> <li>• Tell students that the title of this chapter is "Let's Explore South America." Read aloud chapter 5 "Let's Explore South America" in <i>Let's Explore Our World!</i> Student Reader</li> <li>• Ask students to answer objective question, "Whom would you meet and what would you see in South America?" (turn and talk)</li> <li>• Distribute AP 4.1 and complete activity</li> <li>• 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."</li> <li>• Complete "Let's Visit the Amazon Rainforest!" <ul style="list-style-type: none"> <li>○ Distribute AP 5.1</li> <li>○ 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</li> </ul> </li> <li>• Complete "North and South America" <ul style="list-style-type: none"> <li>○ Distribute AP 5.2</li> </ul> </li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>None</i>
<b>Saying and Phrases</b>	<i>None</i>
<b>Writing</b>	<i>None</i>



<b>Domain Lesson 6</b>	Let's Explore Europe (CKHG, p. 69), 2 days
<b>MN Academic Standards</b>	<p>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</p> <p>0.3.1.1.2 Describe a map and a globe as a representation of a space.</p> <p>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Locate Europe on a globe and world map</li> <li>● Identify that most people who live in Europe are Europeans</li> <li>● 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</li> </ul>
<b>Vocabulary</b>	island, remembrance, carnival, castles, kings, queens, structure
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Distribute copies of the <i>Let's Explore Our World!</i> Student Reader to the class</li> <li>● Tell students that the title of this chapter is "Let's Explore Europe." Read aloud chapter 6 "Let's Explore Europe" in <i>Let's Explore Our World!</i> Student Reader</li> <li>● Ask students to answer objective question, "What would you most like to see in Europe, and why?" (turn and talk) <ul style="list-style-type: none"> <li>○ Distribute AP 4.1</li> </ul> </li> <li>● 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."</li> <li>● Complete "Visit Some More Castles" activity <ul style="list-style-type: none"> <li>○ Show the video Top 5 Biggest Castles in the World (03:13).</li> </ul> </li> <li>● Complete "Visit the Eiffel Tower" activity <ul style="list-style-type: none"> <li>○ Distribute AP 6.1</li> </ul> </li> </ul>
<b>Poetry</b>	None
<b>Fiction</b>	None
<b>Saying and Phrases</b>	None
<b>Writing</b>	None

<b>Domain Lesson 7</b>	Let's Explore Africa (CKHG, p. 77), 1 day
<b>MN Academic Standards</b>	0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.



	<p>0.3.1.1.2 Describe a map and a globe as a representation of a space.</p> <p>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Locate Africa on a world map</li> <li>• 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</li> </ul>
<b>Vocabulary</b>	customs, international, camels, plains, peaks, tusks, grasslands
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Ask students what language you are speaking. (English) Tell 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.</li> <li>• Distribute copies of the <i>Let’s Explore Our World!</i> Student Reader to the class</li> <li>• Tell students that the title of this chapter is “Let’s Explore Africa.” Read aloud chapter 7 “Let’s Explore Africa” in <i>Let’s Explore Our World!</i> Student Reader <ul style="list-style-type: none"> <li>○ Distribute AP 7.1</li> </ul> </li> <li>• Ask students to answer objective question, “What are some of the animals that live in Africa?” (turn and talk) <ul style="list-style-type: none"> <li>○ Distribute AP 4.1</li> </ul> </li> <li>• 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.)</li> <li>• Complete “Endangered Species: Africa” activity</li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>None</i>
<b>Saying and Phrases</b>	<i>None</i>
<b>Writing</b>	<i>None</i>

<b>Domain Lesson 8</b>	Let’s Explore Asia (CKHG, p. 86), 1 day
<b>MN Academic Standards</b>	<p>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</p> <p>0.3.1.1.2 Describe a map and a globe as a representation of a space.</p>

	<i>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Locate Asia on a map</li> <li>● 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</li> <li>● Identify the name of the highest mountain in the world, and where is it</li> </ul>
<b>Vocabulary</b>	sculpture, “munching on bamboo”, snouts
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Distribute copies of the <i>Let’s Explore Our World!</i> Student Reader to the class</li> <li>● Tell students that the title of this chapter is “Let’s Explore Asia.” Read aloud chapter 8 “Let’s Explore Asia” in <i>Let’s Explore Our World!</i> Student Reader <ul style="list-style-type: none"> <li>○ Distribute AP 8.1</li> </ul> </li> <li>● Ask students to answer objective question, “What is the name of the highest mountain in the world, and where is it</li> <li>● ” (turn and talk) <ul style="list-style-type: none"> <li>○ Distribute AP 4.1</li> </ul> </li> <li>● 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.”</li> <li>● Complete “Endangered Species” activity</li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>None</i>
<b>Saying and Phrases</b>	<i>None</i>
<b>Writing</b>	<i>None</i>
<b>Domain Lesson 9</b>	Let’s Explore Australia (CKHG, p. 93), 1 day
<b>MN Academic Standards</b>	<i>0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</i> <i>0.3.1.1.2 Describe a map and a globe as a representation of a space.</i>

	<i>0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places.</i>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Locate Australia and Antarctica on a map</li> <li>● Recognize that the people who live in Australia are called Australians</li> <li>● Identify and describe two of the following and associate them with Australia: Uluru Rock, kangaroos, and koalas</li> <li>● Identify and describe two of the following and associate them with Antarctica: the Antarctic landscape, penguins, and krill</li> <li>● Compare the landscape in Australia to that of Antarctica</li> </ul>
<b>Vocabulary</b>	aboriginal people, ancestors, pouch, eucalyptus leaves, investigate
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Distribute copies of the <i>Let’s Explore Our World!</i> Student Reader to the class.</li> <li>● Tell students that the title of this chapter is “Let’s Explore Australia and Antarctica.” Read aloud chapter “Let’s Explore Australia and Antarctica” in <i>Let’s Explore Our World!</i> Student Reader <ul style="list-style-type: none"> <li>○ Distribute AP 9.1</li> </ul> </li> <li>● Ask students to answer objective question, “How would you compare the landscape in Australia to that of Antarctica?” (turn and talk) <ul style="list-style-type: none"> <li>○ Distribute AP 4.1</li> </ul> </li> <li>● 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.</li> <li>● Complete “Where is my Home” activity</li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>None</i>
<b>Saying and Phrases</b>	<i>None</i>
<b>Writing</b>	<i>None</i>

<b>Domain Lesson 10</b>	Unit Assessment, 1 day
<b>MN Academic Standards</b>	
<b>Objectives</b>	
<b>Vocabulary</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Students will take “Unit Assessment: <i>Let’s Explore our World!</i>”</li> </ul>
<b>Poetry</b>	<i>None</i>
<b>Fiction</b>	<i>None</i>
<b>Saying and Phrases</b>	<i>None</i>
<b>Writing</b>	<i>None</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	While learning about color theories such as warm and cool colors, students will look and learn about artists Pablo Picasso, Pieter Bruegel, Helen Frankenthaler, and Paul Gauguin. During this learning experience, the kindergarten students learn where these artists lived by looking at a map.
<b>Media</b>	<ul style="list-style-type: none"> <li>● Introduce various authors and find their birthplaces on a map. <ul style="list-style-type: none"> <li>○ Roald Dohl (England), Dr. Seuss (America), J.K. Rowling (England)</li> </ul> </li> <li>● Read a selection of short stories that utilize different languages and discuss authors’ home countries.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● Find composers’ hometown and/or song’s area of origin on a world map. <ul style="list-style-type: none"> <li>○ Ex. Edvard Grieg is from Norway. Natural features of Norway include fjords, mountains, the midnight sun, etc.</li> </ul> </li> <li>● Discuss natural features of composers’ home country and/or song’s country of origin.</li> <li>● Discuss mappable features mentioned in songs. <ul style="list-style-type: none"> <li>○ “The Bear Went Over the <b>Mountain</b>”</li> <li>○ “The Farmer in the <b>Dell</b>”</li> <li>○ “London <b>Bridge</b>”</li> <li>○ “Row, Row, Row Your Boat” (<b>rivers</b>)</li> </ul> </li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>● Games - Snowflake Maps, Around the World R,P,S</li> </ul>