

Continents and Oceans

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.SL.CC.1, 3.SL.PKI.4, 3.W.RBPK.8, 3.W.RBPK.9, 3.W.TTP.1, 3.W.TTP.2

Social Studies Standards Covered: 3.06, SSP.01, SSP.06

ELD Standards Covered: 1, 2, 5

Summary of This Week’s Lesson: Students will identify and locate the continents and oceans on a world map and learn about the geography of Earth.

Focus Question: Maps can tell us many different things about a location. What are some of the things maps can tell us about the world, the U.S. and Tennessee?

Literature Links

Maps by Aleksandra Mizielinska

The 50 states: explore the USA with 50 fact-filled maps! by Gabrielle Balkan and Sol Linero

National Geographic kids beginner’s world atlas by National Geographic Society (U.S.)

Mapas y globos terráqueos by Jack Knowlton and Harriett Barton

Vocabulary

continent - one of the seven main land areas on earth

climate - the weather in an area

economics - having to do with the system of money

cartography - map making

geography - the physical features of an area of land

Spanish Cognates

continente - continent

económico - economic

cartografía - cartography

geografía - geography

Day 1 (30 minutes)

Page 1

All Around the World

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.SL.CC.1, 3.SL.PKI.4

Social Studies Standards Covered: SSP.06

ELD Standards Covered: 1, 2, 5

Learning Objective for this Lesson: Students will learn how cultural traditions can vary based on region and will learn about mapping the ocean floor.

Vocabulary: continent, climate

Lesson Tasks

- Introduce each of the vocabulary words that will be used in this publication: continent, climate, economic, cartography, geography.
- Have students use their Studies Weekly journals to write two of the vocabulary words, continent and climate, along with a brief, kid-friendly definition.
- Read the title on the cover with students. Ask them to use the picture and the title to predict what this week's lesson will be about.
- Read the article, "All Around the World" with students.
- Create a chart on the board, including sections for "Natalia" and "Steven." Then add sections for "Where" and "Discoveries."
- Have students use the text to help you fill in the chart. Where did the two characters go? What did they learn while they were there?
- Point out that Steven worked on a NOAA vessel. Use Teacher Question 1 to begin the activity. You can write guesses on the board.
- If available, ask students to take five minutes and research what NOAA stands for online. Have them find the official name of the organization, along with two other facts about it.
- Have students present the results of their research to the class.

Teacher Questions/Discussion Prompts, (Answers) and Cognitive Complexity Level/Relevance Level

1. What does NOAA stand for? What does this organization do? (National Oceanic and Atmospheric Administration. Focuses on the conditions of the oceans and the atmosphere.) MODERATE/4-2
2. The Tamil wedding Natalia learned about is different from most weddings in Tennessee. How was it different? Why do you think it was different? (The bride wore different clothing, three-day event, walk around a sacred fire seven times. Different cultures have different types of weddings based on their values.) HIGH/6-4
3. The NOAA helps to map the oceans. Why do you think mapping oceans is important? (Makes ocean travel and transport safer and more predictable.) MODERATE/4-4

Differentiated Instruction for Universal Access

Below Level/Developing Learner:

- Tamil brides wear bright _____. (colors)
- The Okeanos helps map the _____. (oceans)

Gifted and Talented Learner: Imagine you were at the wedding Natalia saw. Write a story about what you saw and did at the wedding.

Day 2 (30-45 minutes)

Page 2

Meet the Continents

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.SL.CC.1, 3.SL.PKI.4

Social Studies Standards Covered: SSP.01

ELD Standards Covered: 1, 2, 5

Learning Objective: Students will learn about each continent.

Vocabulary: economic, cartography



Tennessee Studies Weekly Teacher Supplement

Lesson Tasks

- Review the vocabulary words covered yesterday in the students' journals.
- Have students add two new vocabulary words to their journals: economic and cartography. Ask them to include a brief, kid-friendly definition for each.
- Have students look at the picture and read the title of the article. Ask students to describe what they see and give a prediction of what they think the article will include based on the picture and the title.
- Read the article, "Meet the Continents" with students.
- Create a chart on the board that has all seven continents. Have students use the text to tell you about each continent and list their ideas, facts and thoughts on the board under each country.
- Divide students up into seven groups, one for each continent. Have each group find two different types of maps of their continent, either online or using available books. Ask students to create a short presentation on their continent for the class. Have them include the maps they found, what the maps are used for, two things they learned from each map and two things they learned about the countries or people in their continents.
- Groups can present to the class based on time restraints.

Teacher Questions/Discussion Prompts, (Answers) and Cognitive Complexity Level/Relevance Level

1. How many continents are there? Can you name each one? (Seven; North America, South America, Africa, Antarctica, Australia (Oceania), Europe and Asia.) LOW/2-2
2. Which type of map do you think you would find the most useful traveling to a new continent? Why? (Answers will vary.) HIGH/6-4
3. You have learned about the people or countries of several of the world's continents. What was the most interesting thing you learned while doing this research? (Answers will vary.) HIGH/6-4

Differentiated Instruction for Universal Access

English Language Learner:

- There are seven _____ in total. (continents)
- North America has the most _____ climate of all the continents. (varied)

Gifted and Talented Learner: Have students create a fact map of one continent they did not already present on. Have them include 2 or 3 major physical features on each continent, wildlife and countries or states.

Day 3 (30-45 minutes)

Page 3

Look Down! Ocean Cartographer Marie Tharp (1920-2006) | Our Five Oceans

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.SL.CC.1, 3.SL.PKI.4

Social Studies Standards Covered: 3.06, SSP.01, SSP.06

ELD Standards Covered: 1, 2, 5

Learning Objective: Students will learn about a highly-regarded cartographer, Marie Tharp. Students will also learn about the five major oceans of the world.

Vocabulary: cartographer

Lesson Tasks

- Review the vocabulary words covered so far this week with students.
- Have students add one more vocabulary word today, cartographer, and include a brief, kid-friendly

definition.

- Help students read the title of the article “Look Down! Ocean Cartographer Marie Tharp (1920-2006).” Have them look at the picture and tell you what they think the article will be about. Remind them that the person in the article is a cartographer, today’s vocabulary word.
- Tell students that you will first read the article to them and that they should pay attention and write down two things they learned from the reading. Read the article.
- Have students share what they learned. Then read the article again with them and have them check if their notes were correct.
- Read the title of the next article “Our Five Oceans” Ask students if they know what the article will be about.
- Read the article with students.
- Let students know that the article lists a lot of different facts about each major ocean. Ask them which ones they thought were most interesting or most important. Have students write their answers down and include at least two details to support their answers. Some of the students can share their answers.

Teacher Questions/Discussion Prompts, (Answers) and Cognitive Complexity Level/Relevance Level

1. For Marie Tharp, being a woman cartographer during her time may not have been easy, but she loved it. Do you think you would like to be a cartographer? Why or why not? Give two reasons for your answer. (Answers will vary.) HIGH/6-4
2. The article lists many continents around the world. Have you visited any of the ones listed? If you have, write a story about your trip. If you have not, pick a country and continent you would like to visit and write a story about what you would do. (Answers will vary) MODERATE/4-4
3. What are the similarities and differences between the Southern Ocean and the Arctic Ocean? (Both oceans are cold; both oceans are located on Polar Regions of the Earth; The Southern Ocean surround a landmass, but the Arctic Ocean does not) LOW/1-2

Differentiated Instruction for Universal Access

English Language Learner: Have students review the vocabulary and their corresponding Spanish cognates from this week.

Day 4 (30 minutes)

Page 4 Activities

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.W.RBPK.8, 3.W.RBPK.9

Social Studies Standards Covered: 3.06, SSP.01, SSP.06

ELD Standards Covered: 1, 2, 5

Lesson Objective: Students will use the activities in their Student Edition to demonstrate their understanding of the material covered this week.

Lesson Tasks

- Use the activities on Page 4 to conduct an informal assessment of students’ knowledge and understanding of the concepts covered this week.
- Read the directions on Page 4 with students. Clarify any questions students may have about the instructions, then have students complete the activities.
- Discuss with students what has been learned this week. Write on the board, “This week I learned...” and list student responses underneath.



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- Have students share with a partner one thing they learned this week.
 - Have students write what they learned this week in their Studies Weekly journals.
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Day 5 (30 minutes)

Assessment/Writing Prompts/Technology

ELA/Literacy Standards Covered: 3.RI.KID.1, 3.RI.KID.3, 3.W.TTP.1, 3.W.RBPK.8, 3.W.RBPK.9, 3.W.RW.10

Social Studies Standards Covered: SSP.01, SSP.06

ELD Standards Covered: 1, 2, 5

Assessment: Assess this week's learning using print copy, or use digital copy with autoscore feature. Assessment follows.

Writing (*Please consult your district's writing goals for verification of student expectations.*)

Opinion Writing: You learned many facts and details about our seven continents and five oceans that make them unique and important. Which of these continents or oceans did you enjoy learning about the most? Why? Give at least three reasons.

Informative/Explanatory Writing: Maps help us in many different ways. List one type of map that you may have learned about this week. Explain what that type of map is used for.

Narrative Writing: Imagine an adventure you would like to go on. Write a story about going on your adventure.

2.0 Technology Suggestion: The teacher may use this as a student product assessment and/or a replacement for the Weekly Assessment. Have students use a paint program to draw a detailed map of one of the continents they learned about this week on the computer.

Literacy Centers

ELA/Literacy Center 1: Write the names of the seven continents on sentence strips. Have students write the continent names in their journals along with definitions.

ELA/Literacy Center 2: Provide students with a world map with the names of the continents and oceans clearly labeled. Have the students write down the names of the continents in alphabetical order.

Integrated Activities

Art: Use various art media to create a world map with the seven continents and/or five oceans.

Music: Using a well-known children's song melody, have the class create a song about the continents and oceans.

Week 7 Answer Keys

Student Edition Page 4 Activities

You Be the Cartographer

Ensure the student has completed the activity with a legend, map key and compass rose.

Think & Review

1. National Oceanic and Atmospheric Administration. They study the ocean and atmosphere.
2. A cartographer uses carefully made observations and measurements to make maps.
3. Marie Tharp discovered tectonic plates and mapped the ocean floor. Her discovery was made during a time when women were not working as cartographers. Her discovery helped us learn more about the ocean.
4. Marie Tharp's discovery helped prove the theory of continental drift.

Teacher Supplement Activities

Worksheet 1 Week 7

Gathering Facts

Answers will vary but topics should be found in the articles "Meet the Continents" "Look Down! Ocean Cartographer Marie Tharp (1920-2006)" and "Our Five Oceans"

Worksheet 2 Week 7

Marie Tharp

1. Marie wasn't allowed to be an ocean explorer due to being a woman, but she didn't give up and finally found a partner named Bruce Heezen that would allow her to go on his expeditions. (Look Down! Ocean Cartographer Marie Tharp, Pg. 3)
2. Her and her partner Bruce made many maps of the ocean floor that showed tectonic plate shifts that proved the theories of continental drift. (Look Down! Ocean Cartographer Marie Tharp, p. 3)

Weekly Assessment

1. When visiting other countries, you can learn about their cultures, customs and traditions. ("All Around the World")
2. C
3. A
4. B
5. D
6. B
7. A
8. C
9. B
10. Eurasia is Europe and Asia. Some scientists and experts believe they are one continent and not two. ("Meet the Continents")