

Strand: Geography

Theme: Locations

Purpose for Reading: To develop understandings of different continents, and compare their size, climate and people.

Comprehension Strategies: Making connections to world, synthesizing, comparing and contrasting.

Vocabulary

Dictionary Words: Africa, Antarctica, Asia, Australia, Europe

Vocabulary Words: China, ice, North America, parts, Shanghai, South America

High-Frequency Words: all, but, from, get, has, have, little, no, not, of, people, some, that, them, there, two, very, with

Before Reading

- Activate prior knowledge by inviting students to talk about where they live. Ask students to compare this place to other places around the world. Prompt with questions such as, *Think of somewhere similar to where you live. What is similar? Think of somewhere different to where you live. What is different?* Ask students to brainstorm all the countries they know and make a list on the board.
- Read the title and ask students whether they have heard the word *continent* before. Look at the map and ask students to name the continents they can see. *How many continents are there?* Discuss the difference between a country and a continent.
- Ask students what they think this book will be about. *What sorts of things might we learn when we read this book?* Record students' predictions.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the maps and labels. Show the continents on a globe as students discuss this page.

Take a Photo Walk

- Pages 4–5: Have students look at the map on page 5 and revisit the locations of the continents. *Which continents are surrounded by water? Which continents are connected by land? Which continent is at the bottom of Earth?*
- Pages 6–7: Invite students to look at these pages and talk about what the diagram on page 7 shows. Discuss the table. *What does the word percentage mean?* Discuss what the pie chart tells us.
- Pages 8–9: Have students look at these pages and remind them that a continent can have many countries. *This picture is called a graph. It tells us how many countries each continent has. Look at the graph and find the names of the continents.* Have students look at the graph and read how many countries Africa has. Repeat for the other continents.
- Pages 10–11: Invite students to read the heading and read the caption. Have students describe what they see. *What does this suggest about Shanghai?*
- Pages 12–13: Have students read the heading and caption. *What do you notice about this part of Australia? What does the climate look like here? Is the whole of Australia like this?*
- Pages 14–15: Invite students to look at the photo and read the caption. *What does the climate in Antarctica look like? How do the penguins stay warm?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the list of predictions about this book. *Which predictions were correct? Which predictions were not in the book? Where could you look for information about those things?*
- Have students compare information about the continents. Have students turn to pages 6–7 and ask students to compare the size of the continents. *Which continent has the smallest land area? What percentage of Earth's land does this continent cover? Look at this continent on a map or globe. Which continent covers the biggest percentage of Earth's land? Look at this continent on a map or globe. What can you tell by looking at the pie at the bottom of page 7? Repeat for pages 8–9.*
- Revisit the prior knowledge list of countries. Using different coloured adhesive flags, locate each country on the globe, write the name of the country onto a flag for that continent and stick it onto the globe. Coloured paper and sticky tac can also be used. Revisit the book and ask students which continent has the most countries. Look at how these countries are shown on the globe.

Vocabulary and Word Recognition

- Have students find the word *which* on page 4. Write this word on the board and ask students to identify parts they know in this word. Discuss the digraphs *wh* and *ch* and the sounds they make. Have students look carefully through this word and then close their eyes and make a picture of it in their head. Have them write the word and check the spelling. Have them write it five times, saying it as they write it.

Oral Language

- Have students work in pairs. Have one student ask the other questions about the continents, and the other student use the book to find the answers.

Writing

- Have students choose a continent from the book and write three interesting facts about it.

Creative Extension Activities

- Create a crayon resist map. Have students copy the map on page 5 onto a piece of paper using lead pencil. Have them use wax crayons to trace over the pencil and colour the land. Use water paint to wash over the map and colour the oceans.
- Tally up the number of students with blue eyes, brown eyes, green eyes and hazel eyes. Have students compare this information on a bar graph like the one on page 9.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Finish the sentences. Use the book to help you.

There are _____ continents on Earth.

Continents are big areas of _____.

_____ is the biggest continent.

The continent of Africa has _____ countries on it.

People living in different countries speak different _____.

The continent of _____ has more people than any other continent.

Most continents have _____ weather in winter and _____ weather in summer.

Name: _____

Unjumble the names of the continents. Write a fact about each continent. Use the book to help you.

acitcratnA: _____

Aais: _____

aliaAtrsu: _____

fAraci: _____

peoruE: _____
