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## Animals from the Seven Continents

Liliana Jimenez

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## Animals from the Seven Continents

### Teacher Information:

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Grade Level: Early Elementary

### Unit Overview

- This unit is a two week long unit for a kindergarten and first grade classroom. The unit will integrate Social Studies, Science, Geography, Language Arts, and Writing.
- This unit will provide students with the opportunity to explore different countries. It will give the students a chance to become familiar with the location of their birth country. Students will explore the continents as they study unique animals from each continent. They will be able to discover each continent and its countries by using the internet as a primary source. The primary purpose of this unit is to have the students develop a greater global understanding. This unit should be taught after a unit based on the student's neighborhood in order to provide some awareness of their surroundings.

### Unit Objectives

#### Students will:

- Identify the seven continents on a global map.
- Distinguish animals from each continent.
- Participate in conversations about the countries and animals
- Discover the countries by using the internet.
- Identify animal characteristics.
- Draw pictures of the animals and their habitats.
- Compare and contrast environments.

### Curriculum Standards

#### STATE GOAL 4:

Listen and speak effectively in a variety of situations.

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4.A.1c Follow oral instructions accurately.

4.A.1d Use visually oriented and auditorily based media.

#### STATE GOAL 5:

Use the language arts to acquire, assess and communicate information.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.1b Use print, nonprint, human and technological resources to acquire and use information.

#### STATE GOAL 12:

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).

12.B.1a Describe and compare characteristics of living things in relationship to their environments.

#### STATE GOAL 17:

Understand world geography and the effects of geography on society, with an emphasis on the United States.

A. Locate, describe and explain places, regions and features on the Earth.

17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

D. Understand the historical significance of geography.

17.D.1 Identify changes in geographic characteristics of a local region (e.g., town, community).

## Introduction of the Seven Continents

### Kindergarten

#### I. Subject:

Social Studies and Science

Introduce the seven continents

Compare and contrast the amount of water and land

#### II. Explore the internet:

Develop initial map and globe skills. Students will explore the internet to fill out an outline of the seven continents.

#### III. Learning Standards

4. A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4. A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4. B.1b Participate in discussions around a common topic.

12. B.1a Describe and compare characteristics of living things in relationship to their environments.

17. A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

#### IV. Objectives:

Students will acquire a sense of location of all the seven continents.

Students will possess a mental map of a globe.

Students will learn to read a globe or a map.

Students will name all seven continents.

Students will locate the seven continents on a map or globe.

#### V. Materials:

Computer, television, internet access, KWL chart and Map of the Earth from the LOC.

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER%2B@band(g3201c%2Bawh00012)))

[bin/query/r?ammem/gmd:@field\(NUMBER%2B@band\(g3201c%2Bawh00012\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER%2B@band(g3201c%2Bawh00012)))

#### VI. Assessment:

All students will be expected to give an explanation of what a continent is and it is made of. Students will fill in a blank outline of a map or globe. They will locate all seven large body masses of land.

## VII. Procedures and Activities

### A. Teacher

1. The teacher will start a discussion about land and water. The discussion will compare and contrast the amount of land and water by using a globe. The teacher may ask the following questions: What is a globe? Why do we use globes? What purpose do globes serve people? How does it look? What shape is it? What do you see? Does it have more land than water?
2. After a brief discussion about what is a globe. The teacher will ask the students what are continents? How many do we have? Which continent is the biggest? Where is the location of each continent? How many continents do we have? What are they made of?
3. After brainstorming, the teacher will explore the internet with the students to learn about the large body masses of land.
4. The teacher will distribute an outline of a globe or map.

### B. Students

1. Students will observe the globe. They will give verbal responses pertaining to the questions made by the teacher.
2. Students will brainstorm and share their thoughts about the questions asked by the teacher.
3. Students will be looking at the television to follow the teacher as they explore the websites.
4. Students will fill in the names of an outline of map or globe.

# Llamas in the South American Continent

By Liliana Jimenez

Kindergarten

## I. Subject:

Social Studies and Science

Introduce [Llamas](#) from South America

Identify the South American continent on a map

## II. Introduce an animal from South America called llamas.

Review location of North America and South America on a map. Count how many countries belong to the [South American](#) continent. We will review identifying in which city, state, country, and continent we inhabit.

## III. Standards

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4.B.1b Participate in discussions around a common topic.

12.B.1a Describe and compare characteristics of living things in relationship to their environments.

## IV. Objectives

Students will be able to:

1. Identify a llama on a picture.
2. Locate on a map where llamas originally come from.
3. Locate on a map South America.
4. Identify which family llamas come from.
5. Identify and describe how people benefit from llamas.

## V. Materials:

A book titled Love a Llama by

KWL chart

Map

Computer to show pictures of llamas on the internet

<http://fungus.org.uk/camelids.htm>

Teacher resource: <http://www.llamapack.com/text/history.html>

<http://www.smartt.com/~brianp/>

## VI. Procedures and Activities

A. Teacher	B. Students
<p>1. Review locating the city, state, country, and continent we inhabit on a map.</p> <p>2. Review how many countries belong to North America.</p> <p>3. Locate South America on a map.</p> <p>4. Introduce a book called “Love a Llama”, Make a KWL chart to record previous knowledge about llamas. Compare and contrast physical characteristics of a llama.</p> <p>5. Identify and locate original habitats of a llama. Locate the countries and count how many countries South America has. I will show them pictures of the Andes on the internet.</p> <p>6. Lead discussion about the book. I will ask questions after the book to assess their listening skills. I will ask the students the following questions: What family does a llama belong to? How many types of llamas exist? How do people benefit and use llamas? What does a llama like to eat? Where does a llama come from? How does a llama look like?</p> <p>7. I will have students write a sentence of what they would do with a llama if they had one as a pet.</p>	<p>1. Students will locate the city of Chicago, state of Illinois, United States and North America on a map with their finger.</p> <p>2. We will count the countries on a map. Students will count and recite the names of each country.</p> <p>3. I will have a student locate with their finger on a map South America.</p> <p>4. Students will listen attentively to the book. They will answer questions as I ask them during and after the book.</p> <p>5. We will count all the countries and count how many countries South America has. Students will verbally identify from which part or countries in South America llamas come from.</p> <p>6. Students will raise their hands quietly and wait to get their turn to speak. Students will answer the questions during the post-discussion. We will finish filling our KWL chart.</p> <p>7. Students will work with their buddy to finish their sentence.</p>

## **VII. Assessment**

Children will answer questions during the post discussion about the book. Students will demonstrate knowledge about the location of both American continents by physically pointing at the location on a map.



# Otters from Europe

Kindergarten

## I. Subject:

Social Studies and Science  
Introduce otters  
Introduce Europe as a continent

## II. Discover what an otter is.

Explore their habitat and physical characteristics. Discover the location of [Europe](#).

## III. Standards

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4.B.1b Participate in discussions around a common topic.

12.B.1a Describe and compare characteristics of living things in relationship to their environments.

## IV. Objectives

Students will be able to:

1. Identify an otter on a picture.
2. Describe their physical characteristics
3. Locate Europe on a map or globe.
4. Describe their habitat.

1. Pictures of otters
2. Pictures of European countries
3. Computer and internet access
4. Books about otters and European animals

## VI. Procedures and Assessment

A. Teacher	B. Students
<p>1. Explore the internet. Find pictures of European landscapes. Introduce Europe as a continent. Demonstrate a map of Europe. Compare and contrast Europe with the other continents.</p> <p>2. Start a brief discussion about the pictures that were found on the internet. Discuss what they liked and disliked most about the pictures.</p> <p>3. Introduce otters to the classroom; find pictures of otters on the internet. Find pictures of their natural habitat.</p> <p>4. Start a discussion about the pictures on the internet.</p> <p>5. Read a book about Otters to the classroom. Ask questions before and after the reading to the students to be aware about their knowledge.</p> <p>6. Make a chart of the physical characteristics of an otter.</p> <p>7. Explain the activity after the lesson. The teacher will explain to the students they will paint a picture of an otter.</p>	<p>1. Students will explore the internet with the teacher.</p> <p>2. Students will participate in the discussion.</p> <p>3. Students will look at pictures of otters on the internet.</p> <p>4. Students will participate in the discussion.</p> <p>5. Students will listen to the book.</p> <p>6. Students will give verbal responses about the physical characteristics of an otter.</p> <p>7. Students will paint a picture of an otter. They will write one sentence that describes characteristics of an otter.</p>

## VII. Assessment

Their sentence and painting will be used as a formal assessment.  
The student's participation will be used as an informal assessment.

# **Pandas from Asia**

## **I. Subject:**

Social Studies, Science, and Language Arts  
Introduce Pandas from Asia  
Introduce Asia as a continent

## **II. Explore websites about Pandas.**

Explore the panda's habitat. Discover the landscapes of Asia. Find the location of [Asia](#) on a map or globe.

## **III. Standards**

4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4.B.1b Participate in discussions around a common topic.

12.B.1a Describe and compare characteristics of living things in relationship to their environments.

## **IV. Objectives:**

Students will be able to:

1. Describe the physical characteristics of a panda
2. Describe the landscape of the panda's habitat
3. Locate Asia on a map or globe
4. Identify which continent panda's belong to.
5. Describe eating habits.

## **V. Materials:**

1. Map or globe
2. Pictures of Pandas
3. Computer and television
4. Internet access

## VI. Procedures and Activities

A. Teacher	B. Students
<p>1. Read the following book to the class as a whole group, Giant Pandas by Patricia A. Martin.</p> <p>2. The teacher will ask the following questions before reading the book: What are some physical characteristics of pandas? Where do they live? What do they eat? In what countries can you find pandas? Has anyone seen pandas in a zoo?</p> <p>3. Write down the students answers on a KWL chart. Ask students what they would like to know or learn about this animal.</p> <p>4. Connect the internet to the television. Explain to the classroom the purpose of using the internet. Give oral instructions as to what they are supposed to pay attention to during the exploration.</p> <p>5. Demonstrate illustrations of pandas and Asian countries.</p> <p>6. Compare and contrast student's answers after exploring the internet.</p> <p>7. After the discussion, students will create a diorama of a panda's habitat.</p>	<p>1. Students will sit at the rug to listen to the teacher read the book.</p> <p>2. Students will answer orally the questions asked by the teacher.</p> <p>3. Students will give different verbal responses.</p> <p>4. Students will follow the teacher by watching the television as she/he explores the internet on the computer. Students will look at the television to see the websites.</p> <p>6. Students will maintain the discussion by sharing their thoughts.</p> <p>7. Students will create their diorama by using a shoe box. They will draw a picture of how they want their diorama to simulate.</p>

## VII. Assessment

The diorama made by the student will be used as an assessment. Student's participation during the discussion will be also used as an assessment.

Kangaroos and Koala  
Bears from Australia  
Kindergarten

I. Subject:

Social Studies and Science  
Introduce strange animals  
of Australia

Locate and identify

Australia on a map

II. Revisit on a map North  
America, South America,  
and Antarctica.

Locate on a map [Australia](#)

and count how many  
countries belong to the  
Australian continent.

Introduce kangaroos and  
koala bears.

III. Standards:

4. A.1a Listen attentively  
by facing the speaker,  
making eye contact and  
paraphrasing what is said.

4. A.1b Ask questions and  
respond to questions  
from the teacher and  
from group members to  
improve comprehension.

4. B.1b Participate in  
discussions around a  
common topic.

12. B.1a Describe and  
compare characteristics  
of living things in  
relationship to their  
environments.

17. A.1a Identify physical

characteristics of places,  
both local and global  
(e.g., locations, roads,  
regions, bodies of water).

17.A.1b Identify the  
characteristics and  
purposes of geographic  
representations including  
maps, globes, graphs,  
photographs, software,  
digital images and be able  
to locate specific places  
using each.

IV. Objectives:

Identify Australia on a  
map

Name how many  
countries belong to the  
Australian continent

Identify koala bears and  
kangaroos on a picture

Describe physical  
characteristics pertaining  
to koala bears and  
kangaroos

Illustrate a picture of a  
koala bear and a  
kangaroo

Illustrate their natural  
habitat

Describe verbally what  
these animals like to eat

V. Assessment:

Students will be assessed  
by level of participation  
during discussion. The  
teacher will give the  
students an oral test to  
the students. The  
drawings will be used as  
an assessment to  
determine their

understanding.

VI. Procedures and activities

A. Teacher	B. Students
<p>1. Create a graphic organizer to help students understand what they know, what they want to learn and what they recently learned. Where do koala bears live or kangaroos? How do they look? What do they eat? Where do they come from? How does their habitat look like?</p> <p>2. Go online and surf the internet in the following websites to find answers about what</p>	<p>1. Students will give verbal responses.</p> <p>2. Teacher will connect the computer to a television. As a whole group we will explore the internet to discover the wonders of Australia.</p> <p>3. Students will give verbal responses about their newly acquired knowledge.</p> <p>4. Students will paint a picture with water colors.</p>

students wish to learn.

3. After exploring the internet the teacher will write down on the KWL chart the findings. Compare and contrast old and new responses. The teacher will write down the responses.

4. The teacher will have them paint a picture of a koala bear or kangaroo in its natural habitat.

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# Polar Bears from Antarctica

## I. Subject:

Social Studies and Science

Introduce [Antarctica](#) as a continent

Introduce [polar bears](#)

Identify Antarctica on a map

## II. Review location on a map North America and South America.

Count how many countries are in each continent. Make a KWL chart to record previous knowledge of arctic animals and their characteristics.

## III. Standards

4. A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.

4. A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.

4. B.1b Participate in discussions around a common topic.

12. B.1a Describe and compare characteristics of living things in relationship to their environments.

17. A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

## IV. Objectives: Students will be able to:

1. Identify Antarctica on a map.
2. Identify arctic animals
3. Identify arctic animal characteristics
4. Identify a polar bear in pictures.
5. Communicate verbally what polar bears like to eat.
6. Communicate and explain verbally how they hunt for their food.
7. Develop a love to take care of animals.

## V. Assessment

Responses made during and after the reading will demonstrate knowledge and understanding of newly learned knowledge. The student's drawings will provide a concrete example of their understanding in regards to the characteristics of the arctic habitat.

## VI. Procedures and activities

A. Teacher	B. Students
<p>1. Review the location of North America and South America on a map.</p> <p>2. Count the countries in North America and South America.</p> <p>3. Draw a KWL chart and record student's previous knowledge about Antarctica and Arctic animals.</p> <p>4. Ask the following questions: Where is Antarctica? Who lives in Antarctica? What kind of climate does Antarctica have? What can you find in Antarctica? What animals do you find in Antarctica, if any?</p> <p>5. Read a book titled "Polar Bears" by Gail Gibbons. As I read the book, I will ask questions to test listening skills and comprehension skills pertaining to the book.</p> <p>6. Finish filling the KWL chart. Record the student's new learned knowledge. Review old responses and compare/contrast new responses about topic.</p> <p>7. Students will make a drawing of a polar bear's natural habitat.</p>	<p>1. Students will raise their hands to participate. One student will stand up, go to the map and point at the continents.</p> <p>2. Students will count the countries as the teacher points to the countries on a map.</p> <p>3. Students will share their responses with the class.</p> <p>4. Students will raise their questions to share their responses.</p> <p>5. Students will sit at the rug and listen attentively to the book. They will raise their hands to ask questions or answer any questions made during the story.</p> <p>6. Students will share new learned knowledge to have it record on the KWL chart.</p> <p>7. Students will paint a picture of Antarctica and a polar bear.</p>

## V. Materials

KWL chart, book titled Polar Bears by Gail Gibbons, map, internet and computers

Websites: <http://www.antdiv.gov.au/>

<http://www.zooish.com/WhereMap.htm>

<http://www.mnh.si.edu/arctic/game/>

<http://nationalgeographic.com/kids/>

<http://www.anta.canterbury.ac.nz/>

<http://quest.arc.nasa.gov/antarctica/teacherguide.html>

<http://www.loc.gov/pictures/item/97519003/>

<http://www.loc.gov/pictures/item/thc1995010281/PP/>

# Creating a Globe

## I. Subject:

Geography and Science

## III. Standards

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

A. Locate, describe and explain places, regions and features on the Earth.

17.A.1a Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

## IV. Objectives

Students will be able to locate and place the continents in the appropriate location on a globe.

Students will be able to identify the seven continents.

## V. Materials

1. balloons
2. newspapers
3. drawings of the seven continents
4. crayons or markers
5. a globe

## VI. Procedures and Activities

1. Students will work in groups of two.
2. They will blow up a balloon.
3. The students will cover the balloon with newspaper all around.
4. After the students cover the balloon with 2-3 layers of newspaper the balloon will have to be exploded.
5. The students will cover the balloon with blue construction paper
6. After covering it with blue construction paper, they will cut and paste pictures of the continents onto the globe.
7. The students will have to write the name on each continent and the name of each animal studied during the unit.

## **VII. Assessment**

The final product of the project will be used as a formal assessment.

# African Savannah

## Grade Level: Early Elementary

Objectives: The students will create and describe a new animal that will be able to live on the savannah following the characteristics of savannah wildlife discussed in the lesson.

[Background Information](#) and [Resources](#)

Materials Needed:s

- [Pictures of the savannah](#)
- Pictures of animals and plants that live on the savannah (See resources ).
- [Map of Africa and where savannahs are located.](#)
- Various art materials: construction paper, scissors, glue, crayons, pipe cleaners, etc.

Procedure:

### 1. Discussion of Africa and savannahs.

T: Close your eyes. We are going on a trip. Imagine that you are in Africa. What do you see? (Write the students responses on the board).

T: How many of you have seen "The Lion King?" That movie takes place on an African savannah. A savannah is an area where there are tall grasses, few trees, and lots of wildlife. (Show pictures of the savannah).

T: Let me show you how much of [Africa is a savannah](#). (Teacher shows the map of the biomes of Africa and points out that the areas that are shaded a certain color are where the savannahs are).

### 2. Discuss animals that live on a savannah.

T: The animals that live on savannahs are different than the kind of animals that we have here. What kind of animals do you think live on a savannah? (Write the students responses on the board. Place pictures of animals up as they are mentioned. Some examples are: the lion, giraffe, elephant, rhinoceros, cheetah, vulture, and zebra.)

T: You don't find these animals anywhere else in the world because they can only live in savannahs. They have adapted to their climate and they all have things in common. (For example, they don't need a lot of water, they use a lot of land and roam all over, and the color of their skin is camouflaged to the landscape. Write the students responses on the board as they think of more).

### 3. Discuss plants that live on a savannah.

T: The plants that live on savannahs are different than the kind of plants that we have here. What kind of plants do you think live on a savannah? (Write the students responses on the board. Place pictures of plants up as they are mentioned. Some examples are: tall grasses, trees, and small grasses).

T: You don't find these plants anywhere else in the world because they can only live in savannahs. They have adapted to their climate and they all have things in common. (For example, they don't need a lot of water, they can withstand the heat, etc. Write the students responses on the board as they think of more).

#### **4. Discuss what people who live on the savannah do for a living.**

T: Do people live on the savannahs? (Yes.)

T: What do you think that they do for a living? (They are farmers and herders).

T: People who live on the savannah are farmers and herders. Like the plants and animals that live there, they have adapted their way of living so that they can live there too. The ground there is difficult to grow on because there are little nutrients in the soil. So, the farmers cut down trees and burn them to fertilize the ground. The herders use animals as their way of life. Herders use fertilizer to get more plants to grow for their animals to eat.

#### **5. Create a new animal.**

T: Now that you know what kind of animal lives on the savannah, I want you to make a new animal. I want this animal to be able to live on the savannah. It should have the characteristics discussed. I want you to name your animal and write a description about what it looks like, where it lives, what it eats, and how it avoids predators/catches prey.

T: I also want you to create a picture of your animal. You can use whatever materials that you would like to show us what it looks like. Be creative! (Place the various art materials out where all of the students can access them).

When the students are finished, hang up the pictures with the description below it.

#### **Evaluation:**

Did the students create and describe an animal that would be able to live on a savannah following the characteristics listed in class?

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#### **Resources:**

[African Wildlife Gallery](#)

[Wildlife Pictures](#)

[Africa Photo Album](#)

[College of the Siskiyous Geography Slide Shows](#)

[Savannah Biome](#)

[Savannah Grassland by Erin and Emily](#)

[A Closer Look at a Savannah](#)

[Savannah](#)

[Africa Animal Information](#)

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