

# Around the World

## Summary

Students will play continent and ocean games to learn more about maps, globes and the world.

## Main Core Tie

Social Studies - 1st Grade

[Standard 3 Objective 1](#)

## Additional Core Ties

Social Studies - 1st Grade

[Standard 3 Objective 2](#)

## Materials

- *This Is the Way We Go to School: A Book About Children Around the World*

World Maps

Globe

Venn Diagram

Blank sentence strips

Map location markers

- [Blank Map](#) (pdf)

Blank dice

- [Continents and Ocean Names](#) (pdf)

Brown paper bag

Around the World

Real passport

Student pictures

Passport

Additional Resources

Books

- *This Is the Way We Go to School: A Book About Children Around the World*, by Edith Baer; ISBN 978-0590293051

## Background for Teachers

There are many cultures and places around our world. In each different place, students are exposed to and participate in activities that are similar and different from our students. In the book *This Is the Way We Go to School: A Book About Children Around the World*, by Edith Baer, students from around the world go to school in a variety of different ways. Throughout the story you read how one student got to school by walking and another by riding in a boat, etc.

## Intended Learning Outcomes

5. Understand and use basic concepts and skills.

## Instructional Procedures

Invitation to Learn

Read *This Is the Way We Go to School: A Book About Children Around the World* by Edith Baer to the class. Make a list of the students and how they got to school.

## Instructional Procedures

Using a map and a globe, label where the students in the book came from, point out the continent, and show which ocean is next to them. Make sure to point out all the continents and discuss how children from the other continents may have gotten to school.

Give each table or small group of students a globe and let them explore it. Then give them a map and have them explore it also.

Bring students together and have them share what they learned about the globe and map. Using a Venn Diagram, have students share how the map and globe are different and alike and place answers, which are written on sentence strips, in their corresponding places on the Venn Diagram.

Move into discussing the continents and oceans they will need to know: North America, Antarctica, Australia, Pacific Ocean, and Atlantic Ocean. As you introduce them, point them out on both the globe and map. Have students share what they know about them and discuss them as a class.

Give students maps that are uncolored, and as a class label these continents and oceans and color them. Then using your globe, point out the continents and oceans.

Play the following continent and ocean games.

In pairs, students roll a die that has the continents and oceans written on it. After they roll, they have to identify the continent or ocean on the map and mark it with a counter. Once a team member has marked all of the continents and oceans, the game is over and they can start again.

This game is played in small groups or partners. Each group has a World Map that has each continent colored a different color. They are also given dice with different colors on each side that correspond with the different colored continents. As they roll the die, they look at the map and say which continent is that color. They then mark on the map the continent they rolled, using a counter. Play continues until they have rolled all the continents.

Pair up students. Give each pair a bag and the *Continents and Oceans Names* worksheet. Have them cut up the continents and oceans names and put them in the bag. One partner reaches in and pulls out a continent or ocean word. They then read the word and place it on the *Blank Map worksheet* according to where the continent or ocean is. Once the team has filled the map, they can play again, or they can glue the names on and color the map.

## Extensions

### Around the World

Show your students a passport, if you have one, or a picture of what one would look like.

Discuss why we need passports and what we use them for.

Using pictures of your students, have children make their own [passport](#) pdf, by putting their picture on and filling out the information.

Tell students they are going to go on a trip around the world through informational/nonfiction books and learn about different things.

Each day visit a different continent or ocean and read a story to them. See #5 below. Afterward, have them write what it was like to visit there in their passport and give them a "stamp" from visiting.

You can read to them any book about the continent or ocean they are studying. Make sure to include: North America, Antarctica, Australia, Pacific Ocean, and Atlantic Ocean; as well as any others you may want to do.

-- Read folk tales from the different continents and have students write a response to the folk tale.

## Family Connections

Have students interview someone who has visited or lived in another continent. When students return to school, have them share some things they learned.

Send home Blank Map worksheet, have students label and color in North America, Antarctica, Australia, Pacific Ocean, and Atlantic Ocean and return it to school.

## Assessment Plan

Give students a blank world map of the continents and oceans. On the side, have the continents and oceans listed, and have students draw a line to the continent or oceans name.

Let students play with the globe and spin it. Have them stop the globe and put their finger on any random spot. Observe to see if they know if it's a continent or ocean, and if they can name which one it is, or one that it is close.

## Bibliography

### Research Basis

Henry, A., Crawford, C. M. (2001). Graphic representations for learning: developing a learner's conceptual framework. *ERIC*. Retrieved November 28, 2006, from [www.eric.ed.gov](http://www.eric.ed.gov)

We learn from this article the benefits of using graphic representations to help students during their learning experience. In the article, they discuss how quickly you can teach graphic representations to the students, and how easily they can be used.

White, C.P. (2004). Student portfolios: an alternative way of encouraging and evaluating student learning. *Academic Research Premier*. Retrieved November 28, 2006.

This article stresses the importance of using portfolios in the classroom. It discusses how students can have an ownership of their portfolio and how teachers can help them with the ownership process. Teachers and students should work together to decide what to include, so the portfolio will have more meaning and value for the student.

## Authors

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