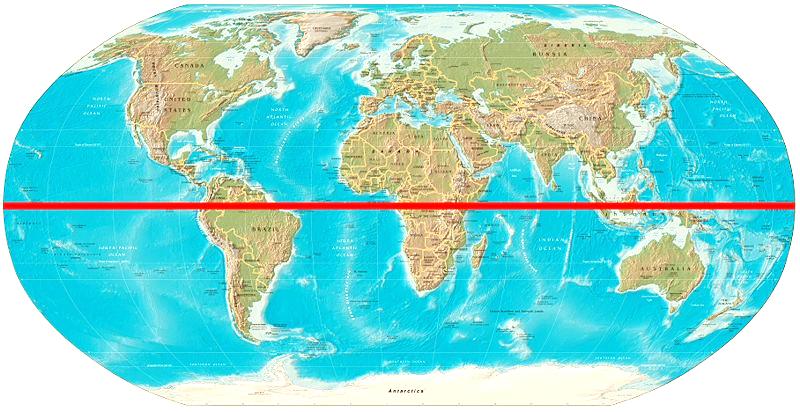
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| **Grade 1** | **Lesson:**  The North Pole, South Pole, and Equator | | Reference to English Interconnections Lesson  Where in the World is my Neighborhood p. 116 | |
| **Science Standard(s): Standard 3, Objective 2** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will identify the North Pole, South Pole, and Equator by pointing to them on a map in a game with a partner.  ***I can point to the North Pole, South Pole, and Equator on a map while playing a game with a partner.*** | | Students will tell their partner if they are pointing to the North Pole, South Pole, or Equator on the map using the sentence frames modeled by the teacher.  ***I can tell my partner if they are pointing to the North Pole, South Pole, or Equator a map.*** | | |
| **Essential Questions:**  How do we explore the natural world at school? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** North Pole, South Pole, Equator, map, globe  **Speak:** North Pole, South Pole, Equator  **Read:** North Pole, South Pole, Equator  **Write:**  **Sentence Frames:**  What is this?  It is the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (North Pole, South Pole, or Equator). | | |
| **Materials:**   * Globe * Map of the world   Copies of the student map for each pair of students (see attached map)   * A set of picture cards for each pair of students (see attached sheet) * Word cards with the words “North Pole,” “South Pole,” “Equator” written on them | | **Additional Lesson Vocabulary:** | | |
| **Lesson:** | | | | **Instructional Time: 30 minutes** |
| **Opening:** **( 3 minutes)**   * Activate Background Knowledge in the following way:   **T: “Raise your hand if you remember seeing one of these before.”**   * Hold up a globe and show it to the students   **T: “Class, do you know what this is? Everyone think…** (Wait 5 seconds). **Raise your hand if you know what this is**. (Call on a student) **\_\_\_\_\_\_\_\_, what is this?”**  *S: That is a globe.*  **T: “Yes, this is a globe. (or No, this is called a globe.) Remember, a globe is a small model of our world. There are many different things on a globe. It shows land, oceans, rivers, countries.”**   * Point to some of the things you see on the globe while saying their names.   **T: “Today we are going to learn** (point to written student friendly objective on the board) **the names of some special things on the globe and map called the North Pole, South Pole, and Equator by playing a game with a partner. Now you are all going to tell me what we’re doing today!** Refer to objective on the board. **“I will read the first part ‘I can’ then when I point to this word, you are going to say ‘point’ and point. Let’s practice.”**  **T: “I can”**  *S: Point* (students point)  **T: “Great. Now we are going to learn the hand motions for the places we are learning to identify today. This first place is the ‘North Pole.’ The motion for that is pointing up like this.”** Point up in the air. **“Now say ‘North Pole’ with me and point in the air.”**  *S: North Pole* (students point up in the air)  **T: “Now let’s learn the motions for these other two words. This says “South Pole” the motion for this is to point down.”** Show the students the motion. **“This says “Equator” the motion for this is to make a big circle with your finger.”** Show the students the motion by making a big horizontal circle with your finger. **“Let’s try saying those two things.”**  *S: South Pole* (make the motion)  *S: Equator* (make the motion)  **T: “For this last part, when I say partner, I want you to point to your partner. Now let’s put it all together.”**   * Point to the objective on the board while students actively state what they will do today.   **T: “I can”** Point to the word point.  *S: Point (Point to the map.)*  **T: “to the”**  *S: North Pole, South Pole, and Equator* (with motions)  **T: “on a map while playing a game with my partner.”**  Students point to their partners.   * **Introduction to New Material (Direct Instruction): (10 minutes)** * Show the students a globe.   **T: “This globe shows us our world. Do you see this blue area? That is water. This brown area is land.”**   * Point to Utah on the globe.   **T: “This is where Utah is. This is where we live.”**   * Point to the North Pole.   **T: “This area right here is called the North Pole. It is on the very top of the world. It is very cold up at the North Pole. Everyone point up with me and say ‘North Pole.’”**  *S: North Pole* (while pointing up)  **T: “That’s right. It is the North Pole.”**   * Point to the South Pole on the globe and make the signal for South Pole by pointing down.   **T: “This is the South Pole. Say this with me and make the motion** (have students say with you) **‘South Pole.”**  **S:** *South Pole*  **T: “Yes, it is the South Pole. It also very cold at the South Pole.”**   * Point to the line where the Equator runs around the Earth.   **T: “Right here there is an imaginary line called the Equator. Say this with me and make the motion** (have students say with you while drawing a big horizontal circle in front of them) **‘Equator.’”**  *S: Equator* (Students should be making the Equator hand motion while saying this.)  **T: “Yes, it is the Equator. The Equator is an imaginary line that goes around the whole earth. Everywhere along the Equator it is very hot. There are jungles and it is summer all year long.”**   * Put up a copy of the map of the world.   **T: “Now let’s practice finding the North Pole, South Pole, and Equator on the map.”**   * Point to the North Pole on the map.   **T: “What is this? Think…(wait 5 seconds). Whisper it to your neighbor in your softest voice.**  *S: “North Pole”*  **T: “It is the North Pole.”** Make the North Pole motion with your hand while saying this**. “Turn and tell your neighbor the whole sentence, ‘It is the North Pole’ while we make the motion together.”**  Point to the sentence frame on the board.  *S: It is the North Pole.* (Students make signal while saying this)   * Repeat with South Pole and Equator while pointing to the sentence frame.   **T: “Now I need someone to come up and help me. They are going to pretend to be the Earth and we are going to find where the North Pole, South Pole and Equator would be.”**   * Call a student up to the front of the class.   **T: “Let’s pretend that (student’s name) is the world.”**   * Point back and forth between the student and the globe a few times so students understand this student is representing the world. Hold up the word card that says “North Pole.”   **T: “This says ‘North Pole.’ If (student’s name) was the earth, where would the North Pole be? Think…(wait 5 seconds). When I say 3, everyone point to where the North Pole would be on this pretend Earth and say ‘North Pole.’ 1, 2, 3”**  S: *North Pole* (while pointing to the top the student’s head).   * Set the word card that says “North Pole” on top of the student’s head.   **T: “This says ‘Equator.’ If (student’s name) was the earth, where would the Equator be? Think…(wait 5 seconds). When I say 3, everyone point to where the Equator would be on this pretend Earth and say ‘Equator.’ 1, 2, 3”**  *S: Equator.* (while pointing to the student’s waist)   * Have the student hold the word card at his/her waist. Repeat activity with the word card for “South Pole”   **Guided Practice: (6 minutes)**  **T: “Now we are going to look at a new map.”** Hold up student map attached below**. “You will be finding the North Pole, South Pole, and Equator on this map with a partner.”**  *Modeling Cycle*  *Teacher Does:*   * Take a card from one of the bags of cards you have made for the students. Hold up the card and show the picture to the class.   **T: “The teacher is going to draw a card. This card shows someone pointing to the (top, bottom, or middle) of the map. I need to find the (top, bottom, or middle) of the map and point to it.”** Point to (top, bottom, or middle) of the map. **“The teacher is going to ask, ‘What is this?’ She will wait while you think. The teacher will count to three. 1, 2, 3. The class will then all say, ‘It is the \_\_\_\_ (North Pole, South Pole, or Equator)’”** Point to the sentence frame on the board while saying this.  *Teacher Does with Student:*   * Call one student up to the front of the class. Draw another card from the bag.   **T: “What is this?”** Point the spot on the map(Wait 5-10 seconds)  Student looks at the map to see what you are pointing to.  **T: “1, 2, 3”**  *S: It is the\_\_\_\_\_ (North Pole, South Pole, or Equator depending on what object was picked).*  *All Students Practice:*   * Draw a card from the bag and hold it up for all students to see.   **T: “What is this?”** (Wait 5-10 seconds) **“1,2,3”** (Vary how you want them to answer. For example whisper, speak in a high voice, a low voice, a granny voice, a lion voice, a mouse voice, etc.)  *S: It is the \_\_\_\_ (North Pole, South Pole, Equator).*   * Repeat the activity with several cards.   **Independent Practice: (8 minutes)**  **T: “With a partner, you are going to take turns drawing cards, pointing to the map, and asking ‘What is this?’ Then your partner will tell you if it is the North Pole, South Pole, or Equator.”**  *Modeling Cycle*  *Teacher Does:*  **T: “Partner A is going to draw a card, point to the spot on the map, and will ask, ‘What is this?’ Partner B is going to look at the map and say, ‘It is the \_\_\_\_\_\_\_(North Pole, South Pole, Equator).’ It is now Partner B’s turn to draw a card, and Partner A’s turn to say what it is on the map.”**  *Teacher Does with Student:*   * Call one student up to the front of the class. Draw another card from the bag.   **T: “What is this?”**  *S: It is the \_\_\_\_\_ (North Pole, South Pole, Equator).*  Student draws a card from the bag and points.  *S: What is this?*  **T: “It is the \_\_\_\_\_(North Pole, South Pole, Equator*)”***  *Two Students Do:*   * Call up two students up to the front of the class.   Student 1 draws a card from the bag and points.  *S1: What is this?*  Student 2 looks at map.  *S2: It is the \_\_\_\_\_ (North Pole, South Pole, Equator).*  Student 2 draws a card from the bag and points.  *S2: What is this?*  *S1:* *It is the \_\_\_\_\_(North Pole, South Pole, Equator)*  *All Students Do:*   * Put students with a partner. Pass out set of cards. If students finish early, encourage them to play again. Walk around and assess that students are doing it correctly and correct errors.   **Closing: (3 minute)**   * Collect all the maps and cards from students and bring the class back together. Point to each area of the map, North Pole, South Pole, and Equator, asking **“What is this?”** and have the students say the names and make the hand motions. * Point to the student friendly objective on the board.   **T: Remember what we said we were going to learn about today. I can point to the North Pole, South Pole, and Equator on a map while playing a game with my partner. Let’s all say it again. Remember, we’re all going to say, ‘point’ while pointing to the map, then when I point to the words “North Pole, South Pole, and Equator” we’ll make the motions with our hands, and when I say partner you’ll point to your partner.**   * Point to the objective on the board while students actively state what they did today.   **T: “I can”** Point to the word point.  *S: Point* (Point to the map.)  **T: “to the”**  *S: North Pole, South Pole, and Equator* (with motions)  **T: “on a map while playing a game with my partner.”**   * Students point to their partners.   **T: “Think… did you learn where the North Pole, South Pole, and Equator on the map? Show me thumbs up if we did** (show them thumbs up), **thumbs down if we didn’t** (show them thumbs down), **and thumbs in the middle if you’re not sure** (show them thumbs in the middle).**”**   * Look at the class and see if the class thinks they met that part of the objective.   **T: “Did we do that by playing a game with our partners? Show me thumbs up if we did** (show them thumbs up), **thumbs down if we didn’t** (show them thumbs down), **and thumbs in the middle if you’re not sure** (show them thumbs in the middle).**”**   * Look at the class and see if the class thinks they met that part of the objective.   **T: “Great! It looks like we all learned how to find these things on a map! Next time you see a map of the world, see if you can remember where to find the North Pole, South Pole, and Equator.”** | | | | |
| **Assessment:** | | | | |
| Walk around while students are speaking with partners to see if they are saying and correctly identifying the North Pole, South Pole, and Equator on the map. | | | | |
| **Extra Ideas:** | | | | |
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Student Map



Picture from http://so.wikipedia.org/wiki/File:World\_map\_with\_equator.jpg

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