

Montessori Geography Curriculum

2 ½ - 6 year olds



by
Karen H. Tyler

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Rationale

Children need to be introduced to Geography in order to help them place themselves on this planet Earth in and on...

The actual spot we occupy

Rooms

Houses

Neighborhoods

Cities

Counties

States

Countries

Continents

Air, Land, Water

Hopefully, this will lead to a love for the land and for its peoples.

Praying for World Peace for All of Us!

Karen Tyler, AMS

karen@amontessorimarketplace.com

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Geography

Introduction – General

Geography is one of the oldest sciences. The word “geography” comes from two Greek words and means writing about the Earth.

The study of Geography is about people and places in our world as well as how the Earth has and is still changing today.

Geography helps us to understand ourselves and our relationship to our Earth. We don't live in this world alone but with others. In today's world we need to learn all about our global neighbors. By raising our awareness of the Earth and its people, we are able to learn how to trust and live in “peace.”

Today, the Earth's people hold the “world” in their hands. This means that what we do with and to the earth does make a difference that effects future generations. The relationship between the earth and its people is the essence of geography today.

Today, geographers are concentrating on explaining the similarities and differences among places and the shaping brought about by human interaction. This valuable information will contribute to our world awareness and help us as we continue to be good stewards of this blessed creation called “Earth.”

Geography

Introduction – Concrete – Objects

Materials:

A tray containing:

- (1) map
- (1) compass
- (1) small container of dirt

- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label that says “**geography**” using masking tape and a permanent pen. Stick this label at the bottom of the tray’s top surface.
2. The **Geography** tray is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Geography** tray.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **Geography** tray directly in front of her.
5. Say, “This is the **Geography** tray.” Point to the label on the tray and read, “**geography**”.
6. Now say to the children, “**Geography** is the study about people and places in our world as well as how the Earth has and is still changing today.
7. Every object on this **Geography** tray is used to study **people and places in our world and how the Earth has and is still changing today**.
8. The teacher should say “**Geography**” as she points to the words on the tray.
9. Pick up the **container of dirt** and say, “This container contains dirt.” Hold it up so that the children can see it. Study the dirt for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, “**Geography** is the study of people and places in our world and how the Earth has and is still changing today.”
10. Point to the label again and read, “**geography**”.
11. Pick up the **map** and say, “This map is an important tool that those that study geography use to see big places up close.” Hold it up so that the children can see it. Study the map for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, “**Geography** is the study of people and places in our world and how the Earth has and is still changing today.”
12. Point to the label again and read, “**geography**”.

13. Pick up the **compass** and say, “This compass helps us to figure out which direction we are going.” Hold it up so that the children can see it. Study the compass for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, “**Geography** is the study of people and places in our world and how the Earth has and is still changing today.”
14. Point to the label again and read, “**geography**”.
15. Return the objects to the tray.
16. Return the **Geography** tray to where it belongs on the shelf.

Variations and Extensions:

1. Use different objects that are used to study **geography**.

Points of Interest:

1. How the arrow of the compass moves when you move.

Control of Error:

1. The teacher has set up the tray correctly

Aims:

To be introduced to **Geography** as the study of people and places in our world and how the Earth has and is still changing today.

Age:

2 ½ and up

Language:

Geography, dirt, maps, compass, etc.

Geography

Introduction - Abstract – Pictures

Materials:

A basket containing:

→ (6-8) pictures (i.e. landscapes, seascapes, cityscapes, animals and people from different continents, etc.)

→ Label (see preparation below)

Preparation:

1. The teacher needs to make a label that reads “**geography**” and place it in the basket.
2. The teacher needs to take pictures of **the earth and its people and animals, etc.**
3. Place the pictures in the basket.
4. The **Geography Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Geography Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **Geography Picture Basket** directly in front of her.
5. “This is the **Geography Picture Basket**.” Take the “**geography**” label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. Point to the label on the rug and read, “**geography**”. Say, “Every picture in this **Geography** basket is of people and places in our world and how the Earth has and is still changing today.
7. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, “**geography**” and then point to the picture and say, “(i.e. this is an island). This island is a place found on our Earth. **Geography** is the study of people and places in our world and how the Earth has and is still changing today.”
8. Take out each remaining pictures, one at a time and repeat step 7 (place pictures left to right).
9. When all the pictures are placed, point to the label and read, “**geography**” and then point to the pictures and say, “These are pictures that show us people and places found in the study of **geography**. **Geography** is the study of people and places in our world and how the Earth has and is still changing today.

10. Pick up the label and place it into the basket.
11. Pick up the pictures, left to right, and place them into the basket.
12. Return the **Geography Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.

Points of Interest:

1. There are many different **landforms** and **people** on our Earth.

Control of Error:

1. The teacher has set up the basket correctly.

Aims:

To be introduced to **Geography** as the study of people and places in our world and how the Earth has and is still changing today in an abstract way.

Age:

2 ½ and up

Language:

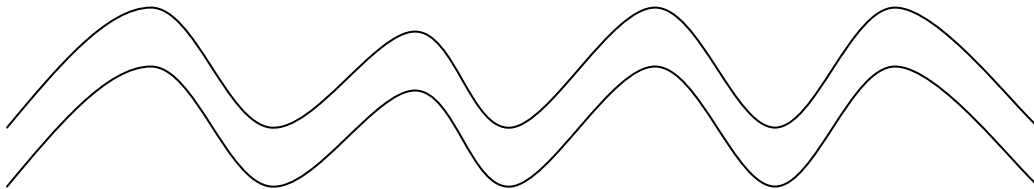
Geography, names of landforms that the pictures represent, names of countries that the people pictures represent, etc.

Geography Mapping Introduction

A Map is a picture that tells a story. Maps can make a large place look small. Maps show what a place looks like from up high. Some maps tell us about the weather while others tell us about where to find places/things and how to go from one place to another.

Maps were first drawn with a stick in the dirt and then on cave walls. Later maps were made of clay, silk, parchment, sticks, paper, etc. Today you can find maps on your computer and a GPS (global positioning system).

1st map symbols were very simple and childlike. Symbols used were to indicate specific things like mountains, population, lakes, etc. Below is a simple symbol that was used for water:



People that make maps are called *cartographers*.

Geography Mapping Activity – Primitive Map Drawing

Materials:

A tray (like a large cookie sheet with borders) containing:

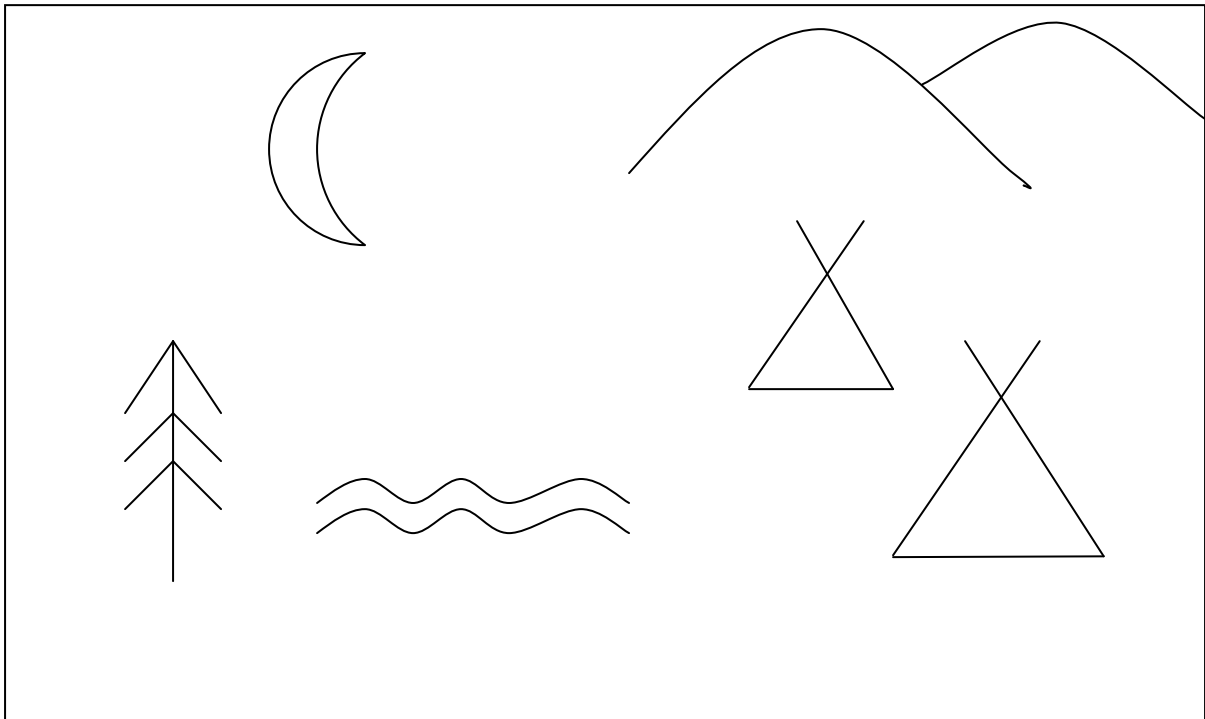
→ Sand (white or colored) or cornmeal

→ Hand towel

→ Control Picture (see below)

Preparation:

First, the teacher will need to trace the bottom of the tray that will be containing the sand onto a piece of poster board. Next she will need to cut out the poster board rectangle and draw the symbols onto the poster board as show below:



Presentation:

1. Invite the child or group of children.
2. The teacher should go to where the towels are and take one to a table.
3. Lay the towel out flat on top of the table.
4. The teacher should take the tray that contains the sand/cornmeal and place it on top of the hand towel a little to the right of the child.
5. Next the teacher should go to where the **Primitive Map** (this is the control for the child) is kept.
6. Take the **Primitive Map** and place it to the left of the tray.
7. Point to the top figure on the left of the **Primitive Map** and say, "This is the symbol for the moon."
8. The teacher should then trace the symbol for the moon on the **Primitive Map** and say, "Moon."
9. The teacher should then make the symbol for the moon on the sand tray with her index finger of her dominant hand and say, "Moon."
10. The teacher should repeat this process (steps 7-9) with the mountains, small t-pee, tree, water and large t-pee (in this order).
11. When the teacher is finished, she should take a moment to stop and admire her work.
12. The teacher should gently shake the tray to erase the symbols she made in the sand.
13. Invite the child to make the **Primitive Map** in the sand tray.
14. Have the child admire their work and then gently shake the tray.
15. Return the **Primitive Map** to its appropriate place.
16. Return the tray to its place on the shelf.
17. Return the towel to its appropriate place.

Variations and Extensions:

1. Use colored sand
2. Make a different map.
3. Have the child draw a map.
4. Make a deck of cards with one symbol on each card.

Points of Interest:

1. How the sand/cornmeal feels
2. How the drawing stays in the sand tray after it has been traced.

Control of Error:

1. The **Primitive Map** is the control.

Aims:

Eye hand coordination, concentration, control, ability to trace symbols, preparation for writing, etc.

Age:

3 ½ and up

Language:

Symbols, drawing, map, etc.

Geography Mapping Activity – Mapping a Shelf

Materials:

- Easel Paper
- Colored Pencil

- Shelf to Map

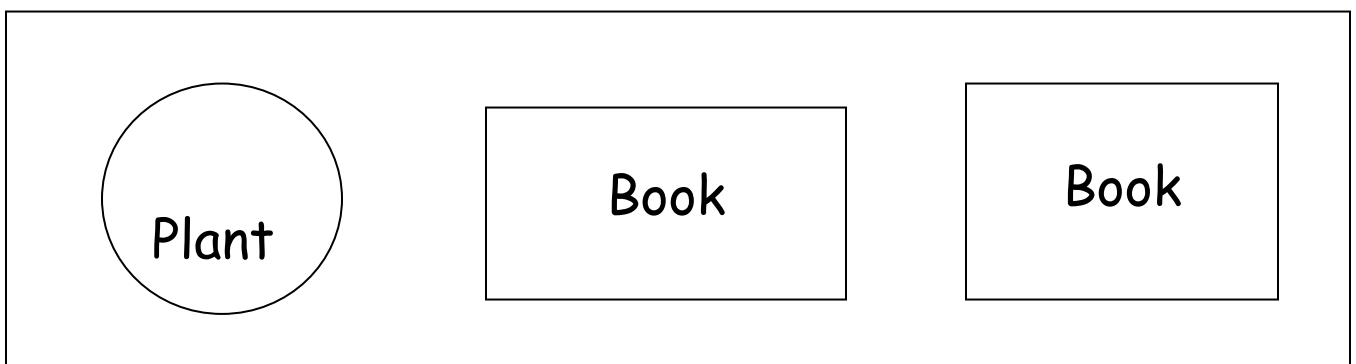
Preparation:

The teacher should set up a shelf in the classroom that hold 3 simple shapes (like a plant and two books).

Next, the teacher should cut the easel paper so that it fits the surface of the shelf.

Example:

Shelf in the classroom set up for this activity.



Presentation:

1. Invite the child or group of children to form a circle and sit down on the rug.
2. The teacher should remind the children about the Primitive Map activity which you demonstrated previously.
3. Say - "Today we are going to make a map of a shelf in our classroom. **Remember that a map is a picture that tells us a story. A map of our shelf will tell us a story about what sits on our shelf.**"
4. Take the children over to the shelf and say, "This is the shelf we will be mapping today."
5. Take the children over to where the easel paper is kept and invite a child to take 1 piece of paper over to where our shelf is that we are going to map.
6. Invite another child to choose a colored pencil and take it over to where the easel paper is waiting to be used to make a map.
7. Remove the objects from the shelf left to right and place them in order, left to right onto the rug, mat, or other designated place.
8. The teacher should lay the easel paper on top of the surface of the shelf.
9. Replace the objects back onto the shelf taking the first
10. Show the children how to trace around the first object
11. (starting from the left and working towards the right). Say to the children, "I am making a map of this shelf. I am tracing around this plant (or name of other object)."
12. 11. Remove the object when finished and place it onto the rug,
13. mat, or other designated place..
13. Repeat the process (steps 11 and 12) with the next object.
14. Repeat the process (steps 11 and 12) with the last object.
15. Hold up the easel paper and say, "**This is a map of our shelf.**"
14. The teacher should lay the map down and say, "This is a map of our shelf. **Remember that a map is a picture that tells us a story. A map of our shelf tells us a story about what sits on our shelf.**"
15. Point to each of the shapes that you traced in the order
16. which you traced them and say, "This is where our plant (or name of other object) sits on our shelf. This is where a book (or name of other object) sits on our shelf. This is where another book (or name of other object) sits on our shelf."
17. The teacher should then say, "**Our shelf map tells us a story. It tells us that we have a plant and 2 books that sit on our shelf.**"
18. Replace the objects on the shelf starting with the object that goes to the far left of the shelf first (left to right).
19. Write your name on the easel paper and say, "I need to write my name on my map so that I can take it home. If you need help to write your name, be sure to ask me to help you."
20. Replace the colored pencil where it belongs.
21. Place the map in your folder to take home.
22. Invite the children to take a turn making a map of the shelf.

Variations and Extensions:

1. Map other shelves
2. Map a table
3. Make a placemat (shape of dish, glass, silverware)

Points of Interest:

1. The same shapes of the objects on the shelf are on the paper.

Control of Error:

1. Same shapes on shelf are on the paper.

Aims:

Eye hand coordination, concentration, control, ability to trace, preparation for writing, etc.

Age:

3 ½ and up

Language:

Map, mapping, trace, etc.

Geography

Mapping

Activity – Mapping a Room (School)

Materials:

- Easel Paper
- Colored Pencil

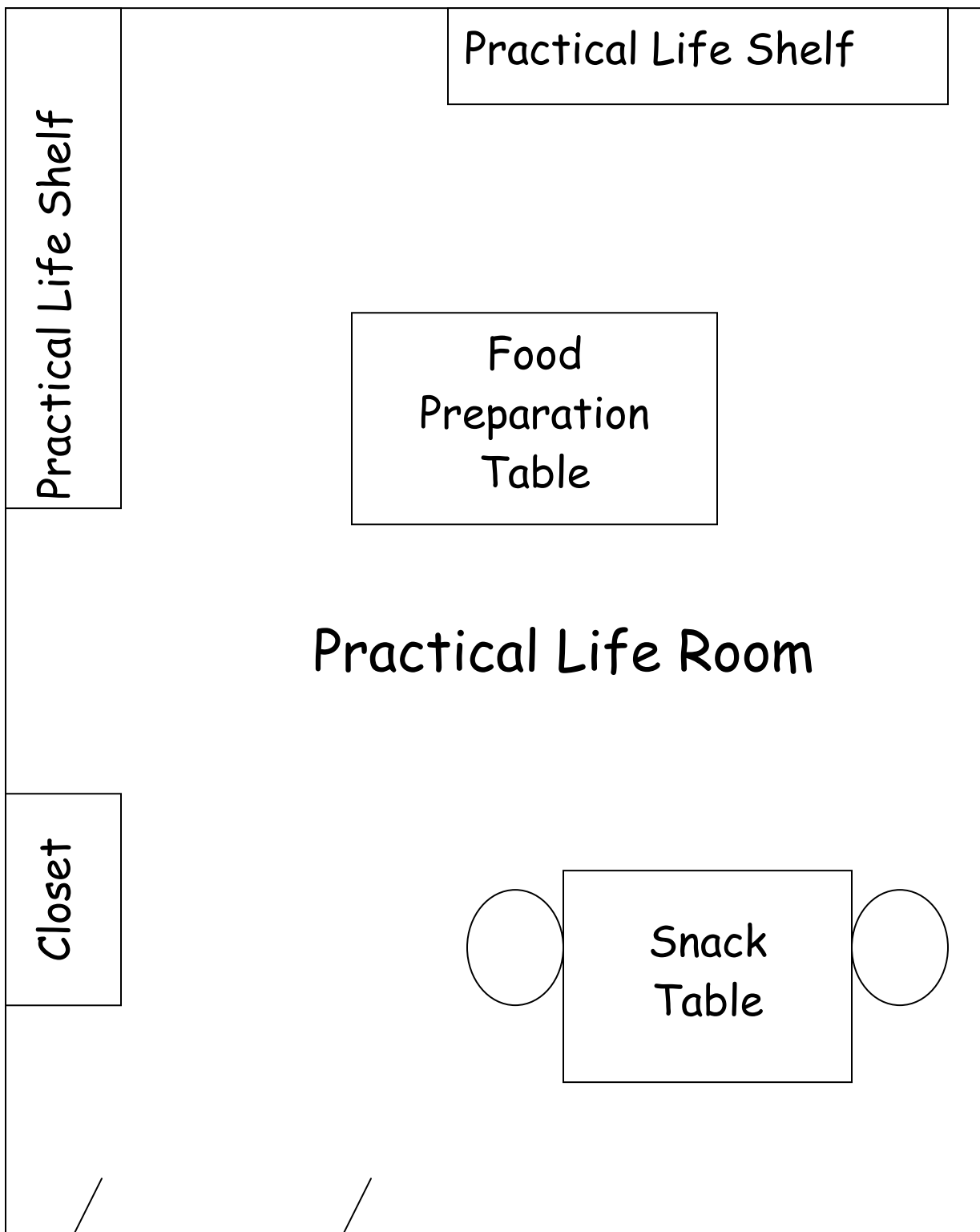
- Room at school to Map

Preparation:

The teacher should designate a room or area at school that is simple to map.

The teacher should make a control card with the room already traced on it.

Example (on next page):



Practical Life Shelf

Practical Life Shelf

Food Preparation Table

Practical Life Room

Closet

Snack Table

Presentation:

1. Invite the child or group of children to form a circle and sit down on the rug.
2. The teacher should remind the children about the Shelf Map activity which you demonstrated previously.
3. Say - "Today we are going to make a map of a room in our classroom. **Remember that a map is a picture that tells us a story. A map of a room in our classroom will tell us a story about what is in our classroom.**"
4. Take the children over to the room that you will trace and say, "This is the room we will be mapping today."
5. Take the children over to where the easel paper is kept and invite a child to take 1 piece of paper over to where our room is that we are going to map.
6. Invite another child to choose a colored pencil and take it over to where the easel paper is waiting to be used to make a map.
7. The teacher should say to the children, "Is this piece of paper as big as the floor of our room?"
8. After the children have had a few minutes to discuss your question say, "You are right. Our paper is smaller than the floor of our room."
9. The teacher should then say, "**Maps can take large places and make them smaller.**"
10. Take the paper, pencil and children over to the top left hand corner of the room and point to the first piece of furniture in that corner. Say to the children, "This is a shelf and it sits against our wall."
11. Lay the piece of easel paper on top of the surface of the floor and say, "I am going to use this paper as if it were the floor of our room. I am going to draw where this shelf (point to the real shelf) would be on our map of our room."
12. Now point to the next piece of furniture that is to the right of the first shelf and say to the children, "This is another shelf in our room (point to the real shelf) and I am going to draw where this shelf (point to the real shelf) would be on our map of our room."
13. Continue to map the room going left to right and top to bottom until you are finished.
14. Hold up the easel paper and say, "**This is a map of our room.**"
15. The teacher should lay the map down and say, "This is a map of our room. **Remember that a map is a picture that tells us a story. A map of our room tells us a story about what sits on the floor of our room.**"
16. Point to each of the shapes (left to right and top to bottom) that you drew on the easel paper and say, "This is where our shelf (or name of other object) sits on the floor of our room. This is where another shelf (or name of other object) sits on the floor of our room. This is where the Food Preparation Table (or name of other object) sits on the floor of our room, etc."
17. The teacher should then say, "**Our room map tells us a story. It tells us what furniture sits on the floor of our room.**"

18. Write your name on the easel paper and say, "I need to write my name on my map so that I can take it home. If you need help to write your name, be sure to ask me to help you."
19. Replace the colored pencil where it belongs.
20. Place the map in your folder to take home.
21. Invite the children to take a turn making a map of the room.

Variations and Extensions:

1. Map other rooms or areas in the classroom
2. Use labels
3. Have children make labels

Points of Interest:

1. How much smaller the furniture looks on the map.

Control of Error:

1. Control Map made in advance.

Aims:

Eye hand coordination, concentration, control, ability to map, preparation for writing, etc.

Age:

3 ½ and up

Language:

Map, mapping, trace, etc.

Geography

Mapping

Activity – Mapping a Room (Home)

Materials:

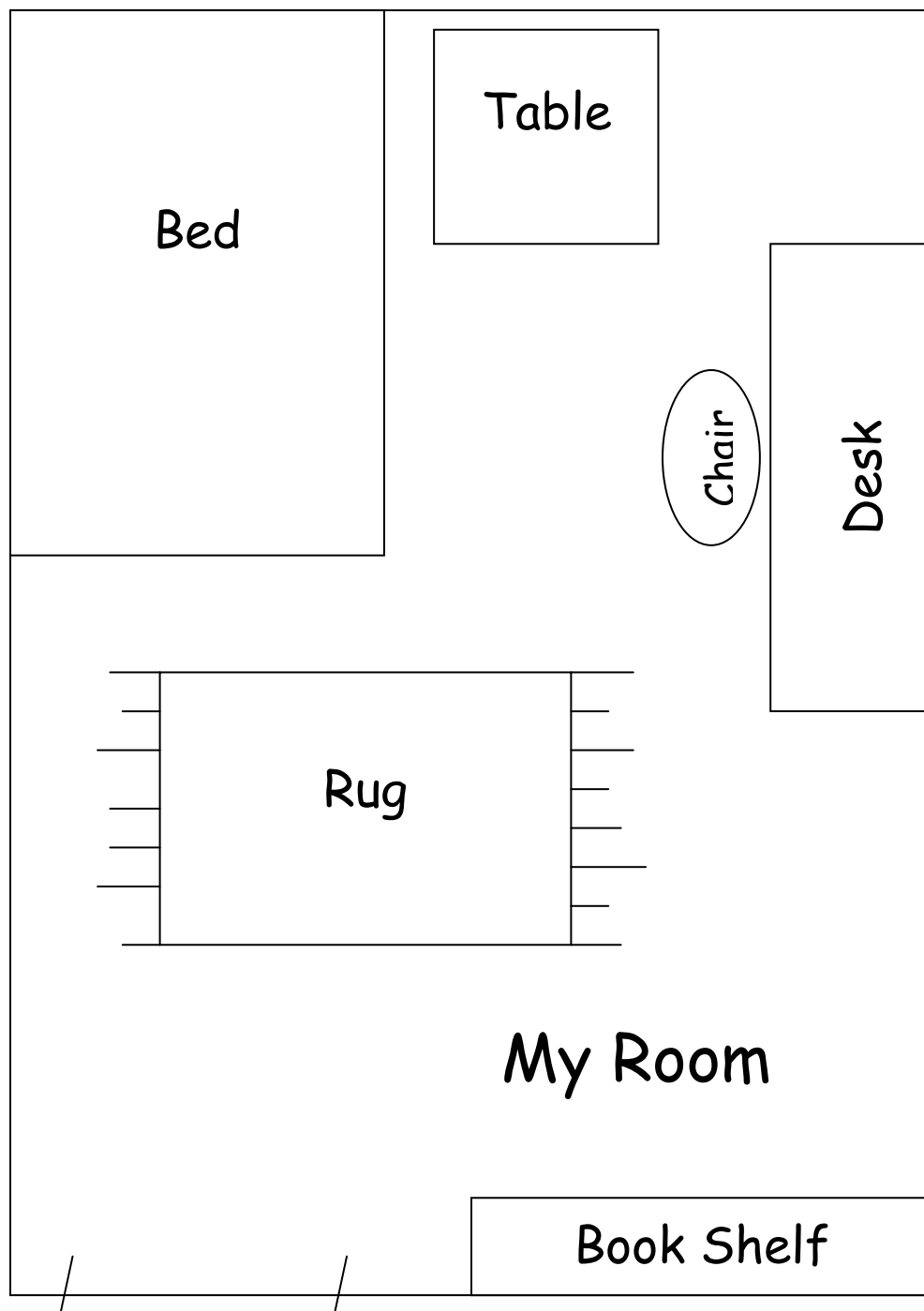
- Easel Paper
- Colored Pencil

- Child's bedroom to Map

Preparation:

The teacher needs to send home a piece of easel paper and a copy of this presentation.

Example (on next page):



Presentation:

1. Invite your child to come and sit with you.
2. Say - "Today we are going to make a map of your bedroom in our home. **Remember that a map is a picture that tells us a story. A map of your bedroom in our home will tell us a story about what is your room.**"
3. Take your child to their bedroom and say, "This is the room we will be mapping today."
4. Take the piece of paper your teacher sent home and a pencil over to where your child's room is.
5. The parent should ask their child "Is this piece of paper as big as the floor of our room?"
6. After you have discussed your question with your child say, "You are right. Our paper is smaller than the floor of your room."
7. You should then say, "**Maps can take large places and make them smaller.**"
8. Take the paper, pencil and children over to the top left hand corner of the room and point to the first piece of furniture in that corner. Say to your child, "This is a _____ (name of piece of furniture) and it sits against this wall."
9. Lay the piece of easel paper on top of the surface of the floor and say, "I am going to use this paper as if it were the floor of your room. I am going to draw where this _____ (point and name the piece of furniture) would be on our map of your room."
10. Now point to the next piece of furniture that is to the right of the first piece and say to your child, "This is another piece of furniture in your room (point and name the piece of furniture) and I am going to draw where this _____ (name the piece of furniture) would be on our map of your room."
11. Continue to map the room going left to right and top to bottom until you are finished.
12. Hold up the easel paper and say, "**This is a map of you room.**"
13. The parent should lay the map down and say, "This is a map of your room. **Remember that a map is a picture that tells us a story. A map of your room tells us a story about what sits on the floor of your room.**"
14. Point to each of the shapes (left to right and top to bottom) that you drew on the easel paper and say, "This is where _____ (name of object) sits on the floor of your room. This is where _____ (name of object) sits on the floor of your room. This is where the _____ (name of object) sits on the floor of your room, etc."
15. The parent should then say, "**Your room map tells us a story. It tells us what furniture sits on the floor of your room.**"
16. Invite your child to take a turn making a map of their room.

Variations and Extensions:

1. Map other rooms or areas in your home
2. Use labels
3. Have children make labels

Geography

Mapping

Activity – Mapping a Street

Materials:

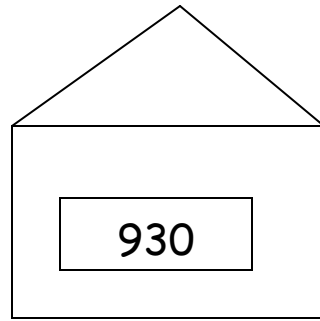
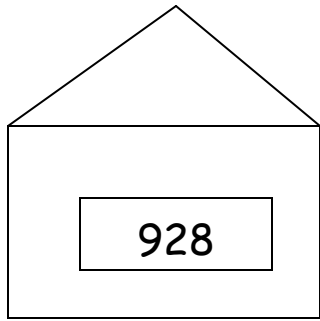
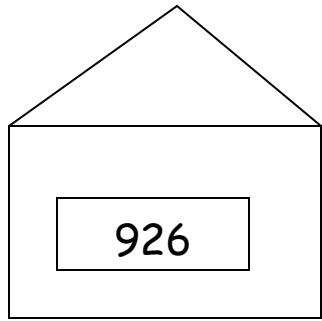
- Easel Paper
- Colored Pencil

Preparation:

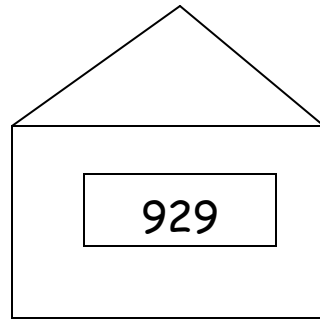
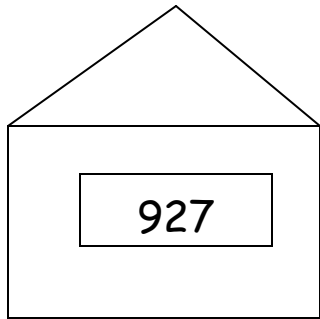
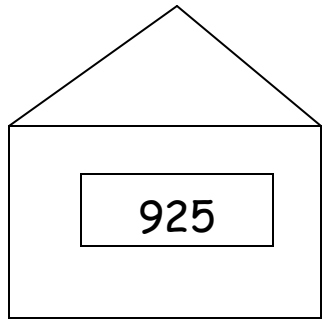
The teacher should designate a place outside the school that is safe to stand in front of the school.

The teacher should make a control card with the street already traced on it.

Example (on next page):



Seasons Drive



Presentation:

1. Invite the child or group of children to form a circle and sit down on the rug.
2. The teacher should remind the children about the Room Map activity which you demonstrated previously.
3. Say - "Today we are going to make a map of the street in front of our school. **Remember that a map is a picture that tells us a story. A map of our street will tell us a story about what buildings/houses are next to our school.**"
4. Take the children over to where the easel paper is kept and invite a child to take 1 piece of paper with them as we go outside.
5. Invite another child to choose a colored pencil to take with us as we go outside.
6. Take the children outside and stand in front of the school and say, "This is our street we will be mapping today. Our street has a name and it is **Seasons Drive.**"
7. The teacher should say to the children, "Is this piece of paper as big as the street in front of our school?"
8. After the children have had a few minutes to discuss your question say, "You are right. Our paper is smaller than the street in front of our school."
9. The teacher should then say, "**Maps can take large places and make them smaller.**"
10. Lay the piece of easel paper on top of the side walk in front of the school and facing the street. The teacher should say to the child, "I am going to use this paper as if it were the street in front of our school. I am going to draw our school (point to the school)." Draw the school.
11. Now point to the house/building next to the school on the left and
12. say, "This is the house/building (point to the house/building) and I
13. am going to draw it next to our school." Draw the house/building.
14. Repeat with the house/building to the right of the school.
15. Repeat with the house/building directly in front of the school,
16. then to the left and to the right of that house/building.
17. The teacher should say, "I am going to write **Our School**
18. (or Name of School) underneath on our drawing right here (point to the symbol of the school on the drawing and then write **Our School** (or Name of School)."
19. The teacher should then say, "We live on a street named **Seasons Drive**. I am going to write the name of our street on our drawing right here (point to the street on the drawing and then write **Seasons Drive**)."
20. When you are finished, hold up the easel paper and say, "**This is a map of our street.**"
21. The teacher should lay the map down and say, "This is a map of our street. **Remember that a map is a picture that tells us a story. A map of our street tells us a story about what homes/buildings are on our street.**"

22. Point to each of the shapes (left to right and top to bottom) that you drew on the easel paper and say, "This is our street."
23. The teacher should then say, "**Our street map tells us a story. It tells us what homes/buildings are on our street.**"
24. Write your name on the easel paper and say, "I need to write my name on my map so that I can take it home. If you need help to write your name, be sure to ask me to help you."
25. Replace the colored pencil where it belongs.
26. Place the map in your folder to take home.
27. Invite the children to take a turn making a map of the street making sure that proper supervision is available to keep the children safe.

Variations and Extensions:

1. Write the numbers of the houses/buildings on the map
2. Map other streets
3. Map the neighborhood
4. Use labels
5. Have children make labels

Points of Interest:

1. How much smaller the school looks on the map.

Control of Error:

1. Control Map made in advance.

Aims:

Eye hand coordination, concentration, control, ability to map preparation for writing, etc.

Age:

3 ½ and up

Language:

Map, mapping, etc.

Geography

Directionality

Introduction

It is very important for a child to learn the language for directionality. Learning their right hand from their left is a great feat when you are under the age of 5! Learning above and below is also important. Learning where north is a wonderful start for a child to begin to understand where they are on our planet Earth. North, South, East and west completes our map language that will give children an awareness of where everything is on their world!

Geography Directionality Activity – Where is North?

Preparation:

- Using white paper make 1 copy of page 41.

Cutting:

- Cut the label out on the black outline.

Pink Poster Board:

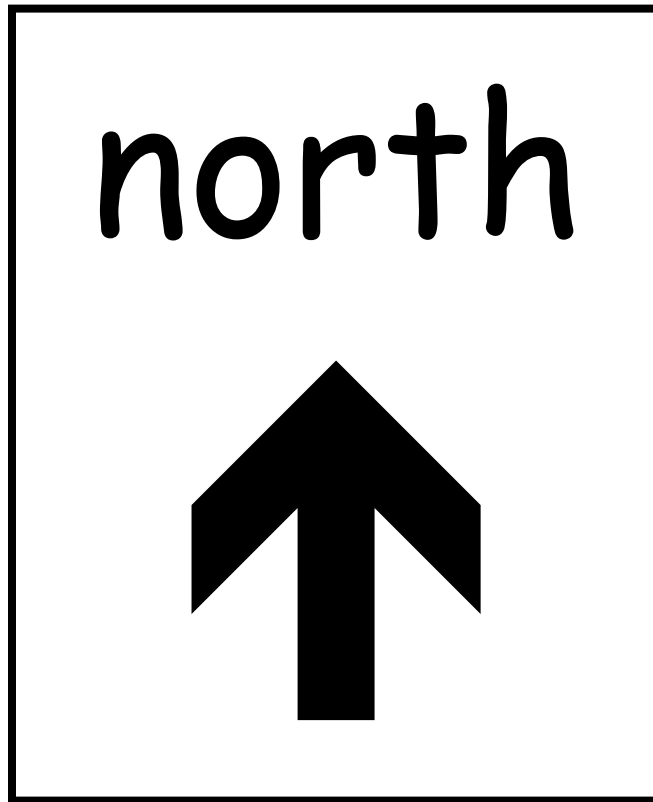
- Cut 1 pink card to measure 4" x 4.75".

Mounting:

- Mount the label onto the pink poster board (you should have about ¼" of board around the label).

Laminate:

- Laminate (optional)



Note:

If you have pre-readers, you might need to give a 3-Period Lesson.

Note:

Stay away from metal when using a compass and be sure to hold it flat (level).

Materials:

A tray containing:

→ Compass

→ Label for North with an Arrow (see preparation above).

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children.
3. The teacher should put the **Where is North Tray** by her left side where she is sitting.
4. Explain to the children that you have something special that you want to share with them today.
5. The teacher should say, “A **compass** is a very helpful tool. Tools help us to do things. A **compass** helps us to find directions. A **compass** has a needle that always points to the **north!**”
6. Now the teacher should take the **Where is North Tray** and put it directly in front of her saying, “I have a tray. On my tray I have a **compass** and a **label.**”
7. Take out the **compass** and say, “This is a **compass.**” The teacher should take the **compass** and place it directly in front of her at about 18” away from her lap and to the left.
8. Now, take out the **north** label card and say, “This is how we write the word **north.**” The teacher should take the label card and place it directly to the right of the **compass.**
9. The teacher should pick up the **compass** and say, “My **compass** has a needle that points to the **north.** I need to hold my compass very flat (level) and still and if I do, it will point to the **north.**”
10. The teacher should hold up the **compass** demonstrating how to hold it and say, “The **needle of my compass** is now pointing to the **north!**”
11. The teacher should then invite the child on her right to hold the **compass** and to find **north.**
12. Invite the children to pass the **compass** and to find **north.**
13. The teacher should replace the **label** back on the left side of the tray.
14. When the teacher receives the **compass** back, she should replace the **compass** to the right of the **label** on the tray.
15. Now the teacher should say, “Let’s go and stand in the middle of our room and see where the **north** wall of our classroom is located (the teacher should bring along the **Where is North Tray**).”
16. The teacher should sit down in the middle of the floor and invite the children to gather close to see the **compass.**
17. The teacher should say, “The **needle of our compass** is pointing to that wall (point to the wall) in our room. That is our **north wall.**”
18. The teacher should invite the children to go over to the **north wall** and to sit down facing the wall.
19. The teacher should take the **compass** and place it directly in front of the line of children.
20. The teacher should say, “The **needle of our compass** is pointing to this wall (point to the wall). This is our **north wall.**”
21. The teacher should take the **label** and place it directly under the **compass** and say, “Our **north label has an arrow.** We will place our label so the **arrow** points to our **north wall.**”

22. The teacher should then say, “The **needle on our compass** has pointed to the **north** in our room. This is our **north wall**. Our **label** card reads **north** and our **arrow points to the north.**”
23. Replace the **label** on the left side of the tray.
24. Replace the **compass** to the right of the **label** on the tray.
25. Return the **Where is North Tray** to where it belongs.
26. Invite the children to take turns working with the **Where is North Tray**.

Variations and Extensions:

1. Make up several (or more) **north label cards** so the child can walk around and find **north** in many places in the room
2. Have the child use the **Where is North Tray** with one of the Montessori maps.
3. Have a **label** and **compass** to send home so a child can use it to **label north** in their bedroom/home.

Points of Interest:

1. It doesn't matter where you stand in the room, when you use a compass you can always find **north**.

Control of Error:

1. The control is in provided with a working compass.
2. If you have a very young child you might want to make an additional label and tape it up on the north wall of your room. The child will be able to “match” the labels.

Aims:

Learning where the direction of **north** is located in the classroom.

Age:

3 years and up

Language:

North, direction, compass, etc.

Geography

Directionality

Activity – Making a Compass

Materials:

A table set up containing items starting with left to right:

- (1) compass, placed in a small dish.
- (1) blunt needle, placed in a small dish.
- (1) small magnet, placed in a small dish.
- (1) small piece of cork, placed in a small dish.
- (1) roll of transparent tape
- (1) glass dish or bowl, (filled so that the cork will float and placed on the left side of the table).

Presentation:

1. During circle time, say to the children, “Today, we are going to **make a compass.**”
2. The teacher should then say “We have a **compass** in our **Where is North Tray**. Today we are going to make a **compass** and use it to **find north in our classroom.**”
3. The teacher should then take the children over to the **science** table that she has set up.
4. The teacher says, “This is a **compass** which I bought at the store. It is like the one that is in our **Where is North Tray** (pick up the **compass** and hold it up).”
5. Put the **compass** back on the table in its container.
6. Now the teacher should pick up the blunt needle and say, “Every **compass** has a needle. We will use this needle to make our **compass.**”
7. Next the teacher says, “Our store bought **compass** has a **magnetized needle** (at this point in the lesson you may decide to review the lesson in the Physical Science Album on magnets). **We need a magnet to magnetize our needle** (pick up the magnet from the container on the table).”
8. The teacher says, “Watch me as I **magnetize our needle** (stroke the magnet repeatedly over the surface of the needle).”
9. The teacher replaces the magnet back into its container.
10. The teacher now says, “I am going to take our magnetized needle and place it on top of this piece of cork.”
11. Now the teacher says, “I am going to tape our magnetized needle so it stays on top of this piece of cork (don’t handle the needle too much).”
12. The teacher should then point to the glass bowl of water and say, “We are going to float this piece of cork on top of our bowl of water.”

13. The teacher should place the cork, cork-side down into the bowl of water and say, “We have made a **compass**. The direction our needle is pointing is towards the **north**.”
14. Now the teacher should pick up the store bought **compass** and say, “Let’s see if the **compass** we made is pointing in the same direction as our store bought **compass**.”
15. The teacher says, “We made a **compass** that can point to the **north**.”
16. The teacher should either return the materials to the way they were at the beginning and invite the children to take turns to make a **compass**, or, she could leave the **compass** in the water so the children can compare the store bought **compass** with the one that they made as a class.
17. The teacher should say, “Today we’ve learned how to make a **compass** that will show us where **north** is.”

Variations and Extensions:

1. Include a label for **north**.
2. Set up the activity on a tray.
3. Have the children fetch water (in this case add a small sponge in a dish to the materials list).
4. Experiment using other materials to make a **compass**.

Points of Interest:

1. The realization that you can make your own **compass**.
2. The realization that you can’t handle the needle too much after magnetizing it.

Control of Error:

1. Teacher sets the table up correctly.
2. The teacher rubs the needle long enough and handles it lightly so that it stays magnetized.

Aims:

Introduction to **buoyancy** and the concept of **floating** and **sinking**.

Age:

2.5 and up

Language:

Compass, **needle**, **magnetize**, **north**, **direction**, etc.

Geography

Directionality

Activity – Finding North, South, East, West

Preparation:

Using white paper make 1 copy of pages 49-50.

Cutting:

- Cut the labels out on the black outlines.

Pink Poster Board:

- Cut 4 pink cards to measure 4" x 4.75".

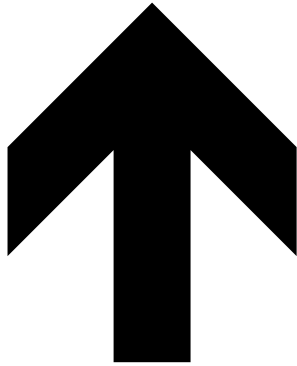
Mounting:

- Mount the labels onto the pink poster board (you should have about ¼" of board around each of the labels).

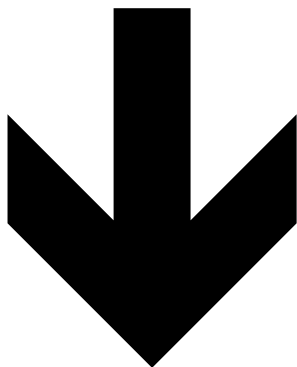
Laminate:

- Laminate (optional)

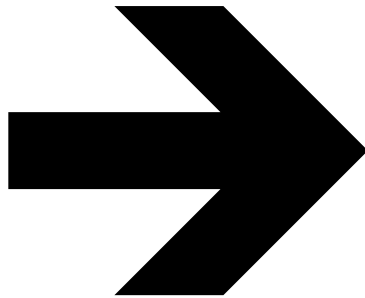
north



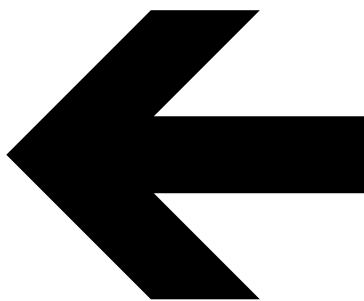
south



east



west



Note:

If you have pre-readers, you might need to give a 3-Period Lesson.

Note:

Stay away from metal when using a compass and be sure to hold it flat (level).

Materials:

A tray containing:

→ Compass

→ Labels for North, South, East and West (see preparation above).

Note:

Leave only the **North** label card on the tray for the first presentation. Add the additional label card as you introduce the direction.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children.
3. The teacher should put the **Compass Tray** by her left side where she is sitting.
4. Explain to the children that you have something special that you want to share with them today.
5. The teacher should say, “We have learned that a **compass** is a very helpful tool. Tools help us to do things. A **compass** helps us to find directions. A **compass** has a needle that always points to the **north**! A compass can also point to the **South, East and West.**”
6. The teacher should say, “Today we are going to use a **compass** to help us find **north**. **Later, I will show you how to find South, East and West.**”
7. Now the teacher should take the **Compass Tray** and put it directly in front of her saying, “I have a tray. On my tray I have a **compass** and one (later it will be two, three and then four) **label(s).**”
8. Take out the **compass** and say, “This is a **compass.**” The teacher should take the **compass** and place it directly in the center of the circle of children.
9. Now, the teacher should look down at the **compass** and say, “The needle of my **compass** is pointing to the **north**. It shows me that **north** is that way (point in the direction of **north** with your right arm stretched out).”
10. The teacher should invite the children to stand behind her and to point with their right arms outstretched directly in front of them.
11. The teacher should say, “Our right arm is like the needle in our **compass** and we are pointing to the **north**.”
12. The teacher should bend down and take out the **north** label card and say, “This is how we write the word **north.**”

13. The teacher should take the label card and place it directly above the **compass** where the arrow is pointing **north** on the **compass**.
14. The teacher should say to the children, "This way is **north**. Can you say **north** with me?"
15. After you and the children have said the word "**north**," invite the children to remain standing but ask them to put their arm down.
16. Now, the teacher should look down at the **compass** and say, "The needle of my **compass** is pointing to the **north**. It shows me that **north** is that way (point in the direction of **north** with your right arm stretched out)."
17. Replace the **label** on the left side of the tray.
18. Replace the **compass** to the right of the **label** on the tray.
19. Return the **Compass Tray** to where it belongs.
20. Invite the children to take turns working with the **Compass Tray**.

Another Day:

Repeat the above presentation steps 1-16 and add the steps below to introduce **south**.

1. The teacher should look down at the compass and say, "After I have found **north** on my compass, I can also find where **south** is located. **South** is directly opposite of **north**."
2. The teacher should invite the children to stand behind her and to point with their right arm outstretched directly behind them.
3. The teacher should say, "We are pointing directly to the **south**. **South** is opposite of **north**."
4. The teacher should bend down and take out the south label card and say, "This is how we write the word **south**."
5. The teacher should take the label card and place it directly below the **compass**.
6. The teacher should point again to the **south** and say to the children, "This way is **south**. Can you say **south** with me?"
7. After you and the children have said the word "**south**," invite the children to remain standing but ask them to put their arm down.

Add steps 17-20 from above presentation.

Another Day:

Repeat the above presentation steps 1-16 in the first presentation, 1-7 to re-introduce south and add the steps below to introduce **west**.

1. The teacher should look down at the compass and say, "After I have found **north** on my compass, I can also find where **west** is located. **West** is directly to the left of **north**."
2. The teacher should invite the children to stand behind her (facing **north**) and to point with their left arm outstretched directly to their left.

3. The teacher should say, “We are pointing directly to the **west**.”
4. The teacher should bend down and take out the **west** label card and say, “This is how we write the word **west**.”
5. The teacher should take the label card and place it directly to the left of the **compass**.
6. The teacher should point again to the **west** and say to the children, “This way is **west**. Can you say **west** with me?”
7. After you and the children have said the word “**west**,” invite the children to remain standing but ask them to put their arm down.

Add steps 17-20 from above presentation.

Another Day:

Repeat the above presentation steps 1-16 in the first presentation, 1-7 to re-introduce **south**, 1-7 to re-introduce **west**, and add the steps below to introduce **east**.

1. The teacher should look down at the compass and say, “After I have found **north** on my compass, I can also find where **east** is located. **East** is directly to the right of **north**.”
2. The teacher should invite the children to stand behind her (facing **north**) and to point with their right arm outstretched directly to their right.
3. The teacher should say, “We are pointing directly to the **east**.”
4. The teacher should bend down and take out the **east** label card and say, “This is how we write the word **east**.”
5. The teacher should take the label card and place it directly to the right of the compass.
6. The teacher should point again to the **east** and say to the children, “This way is **east**. Can you say **east** with me?”
7. After you and the children have said the word “**east**,” invite the children to remain standing but ask them to put their arm down.

Add steps 17-20 from above presentation.

Variations and Extensions:

1. Make up several (or more) individual label cards for each of the directions. Invite the child to walk around and find **specific directions** in the room.
2. Have the child use the **label cards** with one of the Montessori maps.
3. Send a set of **labels** and a **compass** to send home so a child can use it to **label** their bedroom/home.

Points of Interest:

1. It doesn't matter where you stand in the room, when you use a **compass** you can always find **north, south, east and west**.
2. Sun goes up in the **east**.
3. Sun goes down in the **west**.

4. North is the direction towards the **North Pole**.
5. South is the direction towards the **South Pole**.

Control of Error:

1. The control is in provided with a working **compass** and in the teacher directed presentation.
2. If you have a very young child you might want to make additional labels and tape them up on the appropriate walls of your room. The child will be able to “match” the labels.

Aims:

Learning where **north, south, east and west** are located in the classroom.

Age:

3 years and up

Language:

North, South, East, West, direction, compass, etc.

Geography

Directionality

Activity – Making a Treasure Map

Materials:

- Easel Paper
- Colored Pencil

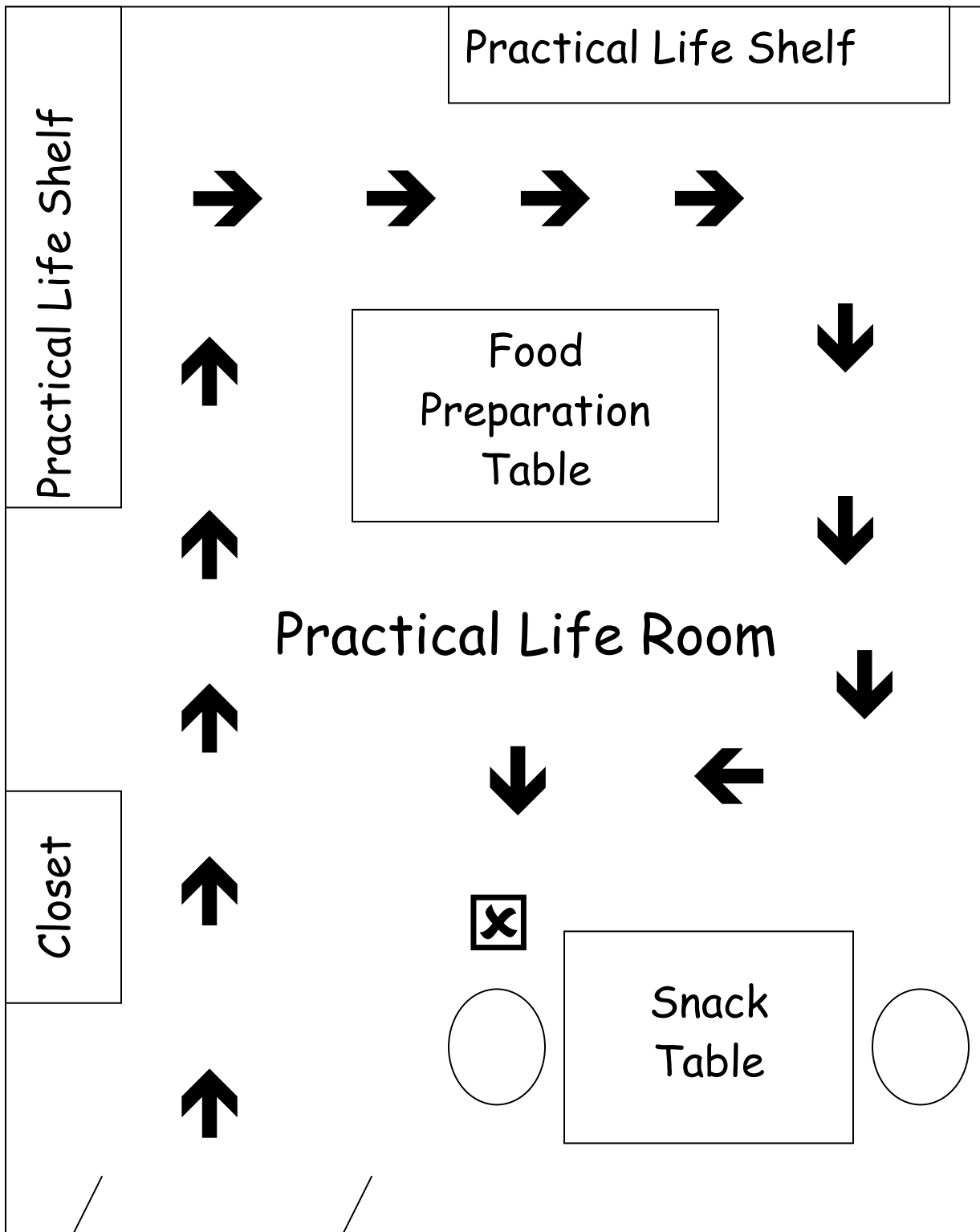
- Room at school to Map

Preparation:

The teacher should designate a room or area at school that is simple to map.

The teacher should make a treasure map following the example below:

Example (on next page):



Materials:

- Treasure Map
- Box/Envelope with an “X” marked on the outside of it
- Small item to be placed as the “treasure” inside the box/envelope

Preparation:

- Prepare treasure map as directed above.
- Prepare box/envelope.
- Prepare small item.
- Place item in envelope.
- Place box/envelope with “treasure” where the “X” marks the spot on your treasure map.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children placing the **Treasure Map** behind her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “Today, we are going on a **treasure hunt!** We are going to follow a **treasure map** to find a treasure!”
5. Now the teacher should take the **Treasure Map** and put it directly in front of her saying, “This is a **treasure map!** (Hold up the **map** and look at it for a minute)
6. The teacher should say, “This is a **map** of the Practical Life Room in our school (name the room you have mapped).”
7. The teacher should take the **map** and pass it to the child on her right so that each child in turn will be able to look at the **map**.
8. When the teacher receives the **map** back, she needs to invite the children to go with her to the Practical Life Room (or the room that you have chosen to **map**).
9. Now, the teacher should say, “Gather around me because we are going to go on a **treasure hunt!**”
10. Hold the **map** up and point to the first arrow and say, “Our **map** is using arrows to show us the way to the treasure.”
11. Point to the first arrow on the **map** and say to the children, “Where should we stand in our room to match the arrow on our **map?**”
12. After the children have had time to discuss say, “Yes, we should stand here (move to where you should be standing in order to match the arrow on your **map**).
13. Point to the second arrow on the **map** and say to the children, “Where should we stand in our room next in order to match the second arrow on our **map?**”
14. Continue introducing the arrows and following them until you get to where you are standing on the last place before the “**X**” is indicated on your **treasure map**.

15. The teacher should point to the “X” on the map and say, “This is the “X” which marks the spot where we should find the treasure. Where should we stand in our room to match the “X” on our map?”
16. Go over to where the treasure is and say, “X” marks the spot where the treasure should be and here it is! I wonder what is inside our treasure box/envelope.”
17. Invite the children to sit down and gather around you. The teacher should point to the “X” on the box/envelope and then point to the “X” on the treasure map.
18. The teacher should open the box/envelope and take out the treasure and say, “This is a wonderful treasure! Look we have found the treasure!”
19. The teacher should hold up the treasure and admire it and then pass it to another child who in turn will pass it on, etc.
20. After every child has admired the treasure, the teacher should replace the treasure into the box/envelope.
21. The teacher should say to the children, “We used a map today to find a treasure. **Maps are very important to help us find our way in the world.**”

Variations and Extensions:

1. Use arrows temporarily placed on ground to lead the way.
2. Use an “X” label on the ground where the “treasure” will be found.
3. Mark North, South, East and West on the Map (and the walls).
4. Use Pictures instead of arrows for very young children.
5. Make more difficult maps.
6. Map maps for different rooms.
7. Change out the treasure often.
8. Link the “treasure” to a letter sound, number, or cultural item being currently studied.
9. Add a compass.

Points of Interest:

1. How to use a map to find your way.
2. How fun it is to use a map.

Control of Error:

1. The control is in provided the teacher setting up the map correctly.

Aims:

Learning how fun it is to follow a map!

Age:

3 years and up

Language:

Treasure, direction, arrows, etc.

Geography

Land – Air – Water

Introduction

- Our planet Earth is made of land, air and water.
- People, animals and other things move around on, in and above our earth.
- Modes of transportation help us travel on land, in the air and on the water.

Geography

Land – Air – Water

Activity – Object Tray

Materials:

A tray divided into 3 parts containing:

- (1) small transparent container with lid of soil
- (1) small transparent container with lid holding air
- (1) small transparent container with lid holding water

Preparation:

1. The teacher needs to take a tray and divide it into thirds using masking tape.
2. Now, the teacher makes a label for each section using masking tape and a permanent pen. Stick one label at the bottom of each section.
3. Next, the teacher labels each of the objects by writing “**land**” on the container of soil, “**air**” on the container of air, and “**water**” on the container of water.
4. Place the containers above their labels.
5. The **Land-Air-Water Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place the **Land-Air-Water Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. Tell the children that our earth is made up of **land, air and water.**
5. Point to the first label on the tray and read, “**land**”. “This container holds a sample of **land**.” Point to the writing on the container and read, “**land**”. At this point hold it up and take a moment to study it. Pass the container of **land** around the circle and then place it back to its appropriate place on the tray. Point to the label again on the tray and read, “**land**”. “This container is holding a sample of **land**.”
6. Point to the second label on the tray and read, “**air**”. “This container holds a sample of **air**.” Point to the writing on the container and read, “**air**”. At this point hold it up and take a moment to study it. Pass the container of **air** around the circle and then place it back to its appropriate place on the tray. Point to the label again on the tray and read, “**air**”. “This container is holding a sample of **air**.”

7. Point to the third and last label on the tray and read, “**water**”. “This container holds a sample of **water**.” Point to the writing on the container and read, “**water**”. At this point hold it up and take a moment to study it. Pass the container of **water** around the circle and then place it back to its appropriate place on the tray. Point to the label again on the tray and read, “**water**”. “This container is holding a sample of **water**.”
8. The teacher should say, “Today we have learned that the earth we live on is made up of **land, air and water**.”
9. Show the children where the **Land-Air-Water Tray** belongs on a shelf.
10. Invite the children to take a turn with the **Land-Air-**
11. **Water Tray**.

Variations and Extensions:

1. Take the children outside to find **land, air and water**.

Points of Interest:

1. How the Earth is made of **land, air and water**!

Control of Error:

1. Labels on objects and tray

Aims:

To be introduced to the **land, air and water**.

Age:

3 and up

Language:

Land, air, water, earth, etc.

Geography

Land – Air – Water

Activity – Picture Basket/Folder

Materials:

A basket containing:

→ (6-8) pictures of land, air and water on the earth.

→ Labels (see preparation below)

Preparation:

1. The teacher needs to make 3 separate labels (one for **land**, one for **air** and one for **water**) and place them in the basket.
2. The teacher needs to take the pictures of the **land**, **air** and **water** on the earth and label the backs of the pictures appropriately so that they can be matched to the labels made in step 1).
3. Place the pictures in the basket.
4. The **Land-Air-Water Picture Basket/Folder** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place the **Land-Air-Water Picture Basket** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “This is the **Land-Air-Water Picture Basket**.”
5. We have learned that the earth is made up of **land**, **air** and **water**.
6. Take the “**land**” label out of the basket and place it on the rug in front of you and to the left.
7. Point to the label on the rug and read, “**land**”. Say, “There are pictures in our basket of **land** that is found on our planet Earth.”
8. Take the “**air**” label out of the basket and place it directly to the right of the “**land**” label.
9. Point to the label on the rug and read, “**air**”. Say, “There are pictures in our basket of **air** that is found on our planet Earth.”
10. Take the “**water**” label out of the basket and place it directly to the right of the “**air**” label.
11. Point to the label on the rug and read, “**water**”. Say, “There are pictures in our basket of **water** that is found on our planet Earth.”
12. Take a picture out of the basket and place it under the first label on the left and yet above the floor. Point to the label and read, “**land**” and then point to the picture and say, “Is this a picture of **land**?”

13. If it is a picture of **land**, then say, “Yes, this is a picture of **land** found on our Earth.” Place the picture directly underneath the label.
14. If it is not a picture of **land**, then say, “This is not a picture of **land**.” Move the picture over to the next label on the right and say, “Is this a picture of **air**?”
15. If it is a picture of **air**, then say, “Yes, this a picture of **air** found on our Earth.” Place the picture directly underneath the label.
16. If it is not a picture of **air**, then say, “This is not a picture of **air**.” Move the picture over to the last label on the right and say, “Is this a picture of **water**?”
17. Since it should be a picture of **water** (it wasn’t land or air) the teacher should then say, “Yes, this is a picture of **water** found on our Earth.” Place the picture directly underneath the label.
18. When all the pictures have been placed underneath the appropriate label, point to the first label and say, “**Land**. These pictures are of the **land** found on our earth.”
19. The teacher should point to the second label and say, “**Air**. These pictures are of the **air** found on our earth.”
20. The teacher should point to the third label and say, “**Water**. These pictures are of the **water** found on our earth.”
21. Pick up the labels, left to right and place them into the basket.
22. Pick up the pictures, left to right, top to bottom and place them into the basket.
23. The teacher should say, “Today we have learned that the earth we live on is made up of **land, air and water**.”
24. Show the children where the **Land-Air-Water Picture Basket** belongs on a shelf.
25. Invite the children to take a turn with the **Land-Air-Water Picture Basket**.

Variations and Extensions:

1. Change the pictures.
2. Make the labels contain a picture if needed to help younger children make the “match.”

Points of Interest:

1. How the Earth is made of **land, air and water**!

Control of Error:

1. The teacher has set up the basket correctly
2. Optional - show the child how to check their work (labels on the back of their cards).

Aims: To be introduced to the **land, air and water** in an abstract way.

Age: 3 and up

Language: **Land, air, water**, earth, etc.

Geography

Land – Air – Water

Activity – Transportation

Movement of people and/or goods from one place to another.

Labels for land/air/water

Objects for land/air/water

Materials:

A tray containing:

- (1) composite picture/drawing of the Earth that includes land, air and water

A small basket on the tray containing:

- (2-3) small replicas of land modes of transportation
- (2-3) small replicas of air modes of transportation
- (2-3) small replicas of water modes of transportation

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place the **Land-Air-Water Transportation Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “This is the **Land-Air-Water Transportation Tray.**”
5. We have learned that the earth is made up of **land, air and water.**
6. **People and other living things can move around our planet Earth using different modes of transportation.**
7. The teacher should take the picture off of the tray and place it directly in front of her and to the right of the tray.
8. This is a picture of a place on our planet Earth. Here is the sky (point to the sky) which is made of **air**. Here is the **land** (point to the land) and here is the **water** (point to the water). **Our planet Earth is made of land, air and water.**”
9. Take the first object out of the small basket on the tray and say, “This is a (name the object).”
10. The teacher should take the object and hold it above the picture where the **air** (sky) is and ask, “Does this (name of object) **provide transportation in the air?**”

11. If the object does provide **transportation in the air** say, “Yes, this (name of object) does provide **transportation in the air.**” Place the object directly on top of the picture in the air (sky).
12. If it is not an object that provides **transportation in the air**, then say, “This is not an object that provides **transportation in the air.**”
13. Move the object and hold it above the picture where there is **land** and ask, “Does this (name of object) provide **transportation on the land?**”
14. If the object does provide **transportation on the land** say, “Yes, this (name of object) does provide **transportation on the land.**” Place the object directly on top of the picture on the land.
15. If it is not an object that provides **transportation on the land** then say, “This is not an object that provides **transportation on the land.**”
16. Move the object and hold it above the picture where there is **water** and ask, “Does this (name of object) provide **transportation on the water?**”
17. Because the object did not provide **transportation in the air or on the land**, it should provide **transportation on the water**. The teacher should then say, “Yes, this (name of object) does provide **transportation on the water.**” Place the object directly on top of the picture on the water.
18. Continue steps 9-17 with each object.
19. When all the objects have been placed on top of the picture, point to the area showing sky and say, “**Air. People and other living things can move around our planet Earth using these different modes of transportation.**”
20. Name the objects one at a time while pointing to them.
21. Point to the area showing land and say, “**Land. People and other living things can move around our planet Earth using these different modes of transportation.**”
22. Name the objects one at a time while pointing to them.
23. Point to the area showing water and say, “**Water. People and other living things can move around our planet Earth using these different modes of transportation.**”
24. Pick up the objects from the picture, left to right and top to bottom, and place them into the basket.
25. The teacher should say, “**Today we have learned that people and other living things can move around our planet Earth using these different modes of transportation.**”
26. Show the children where the **Land-Air-Water Transportation Tray** belongs on a shelf.
27. Invite the children to take a turn with the **Land-Air-Water Transportation Tray**.

Variations and Extensions:

1. Change the picture.
2. Change the objects.

Points of Interest:

1. How some modes of transportation can be used on **land and/or air and/or water!**

Control of Error:

1. The teacher has set up the tray correctly

Aims:

To be introduced to the concept that **people and other living things can move around our planet Earth using these different modes of transportation** in a concrete way.

Age:

3 and up

Language:

Transportation, land, air, land, water, names of objects, earth, etc.

Geography
Land – Air – Water
Activity – Animals

Repeat pages 70-73, except replace the objects with land, air and water animals.

Geography

The Earth

Introduction

- The Earth is where we live.
- The Earth is made up of 71% water and 29% land.
- The diameter of the Earth at the equator is 7,926.41 miles.
- The circumference of the Earth at the equator is 24,901.55 miles.
- The Earth is about 25 miles wider than it is tall (bulges at the equator).
- The land of the Earth is divided into 7 continents including:
 - North America
 - South America
 - Europe
 - Asia
 - Africa
 - Australia (also referred to as Oceania)
 - Antarctica
- The water of the land is divided into four major oceans including:
 - Pacific Ocean
 - Atlantic Ocean
 - Artic Ocean
 - Indian Ocean

Geography

The Earth

Introduction

The Shape of the Earth (Globe)

- The Earth is a big round globe.
- The globe is the truest possible view of the Earth.
- Globes help us to see and study the sizes, shapes and location of the land and water on our planet Earth.
- The globe is much smaller than the Earth. Its size allows us to be able to study it up close so that we can have a better understanding of the changing face of the world in which we live.
- There are two standard sizes of globes; 12” diameter and 16” diameter.
- There are four major types of globes including:
 - ❶ Physical Globes – this is how the Earth looks from space. It shows the physical aspects of the earth like the land forms.
 - ❷ Political Globes – this is a globe that shows human-created features like cities, national borders, etc.
 - ❸ Terrestrial Globes – this is a relief of the Earth showing mountains, water, etc.
 - ❹ Continent Globe – this is a globe where each continent is a separate color.
- The most common globe made is a combination of a physical and political globe.
- The newest globes are interactive computers.

Geography

The Earth

Activity – Terrestrial Globe (land & water)

Materials:

- (1) A **Terrestrial Globe** (where the land is brown and of a rough texture and the water is blue and smooth to the touch)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children.
3. The teacher should put the **Terrestrial Globe** directly in front of where she is sitting.
4. Explain to the children that you have something special that you want to share with them today.
5. The teacher should say, “A **globe** is a very helpful tool. It is much smaller than the earth. Tools help us to do things. A **globe** helps us to better understand what the Earth looks like.”
6. Now the teacher should hold up the **Terrestrial Globe** and say, “This is a **globe**. This **globe** is called a **Terrestrial Globe**. This **Terrestrial Globe** is a special type of **globe** because it shows us the way our **land and water** is located on our Earth.”
7. Now, the teacher needs to ask the students, “Can you say **Terrestrial Globe** with me?”
8. After the children have repeated the words, the teacher should place the **globe** gently down in front of her and say, “Every place you can see with your eyes that is brown and you can feel that it is rough to the touch, is where land is on our planet earth. I am going to see if I can find some land on our **Terrestrial Globe**.”
9. The teacher should take her time to gently turn the **globe** and finally touch (the rough surface) and point to a brown piece of land and say, “Here is some land! It is brown in color and I can feel the surface which is rough to the touch.”
10. The teacher should then invite the child on her right to hold the **Terrestrial Globe** and to find **some land**.
11. Invite the children to pass the **Terrestrial Globe** and to find **land**.
12. After the **Terrestrial Globe** is returned to her, the teacher should replace the **Terrestrial Globe** back on the rug directly in front of her.
13. Now the teacher should say, “Let’s find where the water on our planet Earth.”
14. The teacher should take her time to gently turn the **globe** and finally touch (the smooth surface) and point to a blue area and say, “Here is some water! It is blue in color and I can feel that the surface is smooth to the touch.”

15. The teacher should then invite the child on her right to hold the **Terrestrial Globe** and to find some water.
16. Invite the children to pass the **Terrestrial Globe** and to find water.
17. After the **Terrestrial Globe** is returned to her, the teacher should show the children where the **Terrestrial Globe** is kept and then replace it on the shelf.
18. Invite the children to take turns working with the **Terrestrial Globe**.

Variations and Extensions:

1. 3 Period Lesson (if needed).
2. Introduce where the “air” is above, below and around the Earth.
3. Using brown paper - have the children punch out the continent pieces from the Montessori World Map and mount them on blue paper.
4. Give the child an outline of the world map and have them color the water blue and the land brown.

Points of Interest:

1. How water is smooth and land really feels rough to the touch.

Control of Error:

1. The control is in provided by color, touch and sight.

Aims:

Learning that there are models of the earth called **globes** that allow us to look at the surface of the Earth up close.

Being able to identify water and land.

Age:

3 years and up

Language:

Terrestrial, globe, land, water, etc.

Geography

The Earth

Activity – Terrestrial Cards (land & water)

Materials:

A tray containing:

- (1) set of **Montessori Terrestrial Cards** (land is brown and of a rough texture and water is blue and smooth to the touch)

- (1) A **Terrestrial Globe** (where the land is brown and of a rough texture and the water is blue and smooth to the touch)

Floor rug

Preparation:

The teacher may make a set of **Terrestrial Cards** by cutting the continent shapes out of sandpaper and mounting them to blue cards.

Presentation:

1. Invite the children to join you for a circle presentation.
2. Carry a floor rug, as shown before, over to an empty place on the floor and roll it out.
3. The teacher should bring the tray containing the **Terrestrial Cards** and place it directly behind her.
4. The teacher should bring the **Terrestrial Globe** and place it directly in front of her (after she sits down).
5. The teacher should say, “Today we are going to work with the **Terrestrial Globe** again. The **Terrestrial Globe** is a special type of **globe** it shows us the way our **land and water** is located on our Earth.”
6. The teacher should hold the **globe** gently in front of her and say, “Every place you can see with your eyes that is brown and you can feel that it is rough to the touch, is where land is on our planet earth (slowly turn the **globe** and touch/point to the land masses one at a time).”
7. Now, the teacher should say, “Every place you can see with your eyes that is blue and you can feel that it is smooth to the touch, is where water is on our planet earth (slowly turn the **globe** and touch/point to the water masses one at a time).”
8. The teacher should put the **Terrestrial Globe** down directly in front of her and to the left side of the rug.
9. The teacher now takes the tray containing the **Terrestrial Cards** and places it directly in front of her to the right of the **globe**.

10. Explain to the children that you have something special that you want to share with them today.
11. The teacher should point to the **cards** on the tray and say, “These are called **Terrestrial Cards**.”
12. The teacher should pick up the top **Terrestrial Card** and place it in front of her and to the right of the tray.
13. Now, she points to the brown part of the card and says, “This is land that is the same shape as land that is found on our **Terrestrial Globe**.”
14. The teacher should feel the land again and place the card back to the right of the tray and then pick up the **globe**.
15. She should locate the same land mass (feel it) and then say, “This land is the same shape as the land on my card (return the **globe** to its place on the rug).”
16. Now the teacher should feel the land on the **Terrestrial Card** and then feel the land on the **Terrestrial Globe**.
17. The teacher should repeat the process with the next **Terrestrial Card** on the tray (placing it to the right of the first card).
18. The teacher should repeat the process until each of the **cards** has been matched to the **globe** (place each card to the right of the card before forming a row).
19. Admire your work.
20. Replace the **cards** on their tray starting at the right and going to the left of the row.
21. Return the tray to the shelf where it belongs.
22. Return the **globe** to the shelf where it belongs.
23. The teacher should roll her rug, or ask a child to roll it as shown before and return it to where it belongs.
24. Invite the children to take turns working with the **Terrestrial Cards**.

Variations and Extensions:

1. 3 Period Lesson (if needed).
2. Crayon rubbing of the land.

Points of Interest:

1. How you can represent a land mass on a **globe** onto a flat surface (card).

Control of Error:

1. The control is in provided by color, touch and sight.

Aims:

Awareness that a land mass on a **globe** can be represented on a flat surface.

Age:

3 years and up

Language:

Terrestrial, globe, land, etc.

Geography

The Earth

Activity – Continent Globe

Materials:

- (1) A **Continent Globe** (where each continent is a different color and the water is blue)
- (1) A **Terrestrial Globe** (where the land is brown and of a rough texture and the water is blue and smooth to the touch)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should bring the **Terrestrial Globe** and place it so that it will be directly in front of her after she sits down.
3. The teacher should bring the **Continent Globe** and place it directly in back of where she will be sitting down.
4. The teacher should say, “Today we are going to work with the **Terrestrial Globe** again. The **Terrestrial Globe** is a special type of **globe** it shows us the way our **land and water** is located on our Earth.”
5. The teacher should hold the **globe** gently in front of her and say, “Every place you can see with your eyes that is brown and you can feel that it is rough to the touch, is where land is on our planet earth (slowly turn the **globe** and touch/point to the land masses one at a time).”
6. Now, the teacher should say, “Every place you can see with your eyes that is blue and you can feel that it is smooth to the touch, is where water is on our planet earth (slowly turn the **globe** and touch/point to the water masses one at a time).”
7. The teacher should put the **Terrestrial Globe** down directly in back of her and out of sight of the children.
8. The teacher should put the **Continent Globe** directly in front of where she is sitting.
9. Explain to the children that you have something special that you want to share with them today.
10. Now the teacher should hold up the **Continent Globe** and say, “There are many types of **globes**.”
11. Next, the teacher explains, “This **globe** is called a **Continent Globe**. This **Continent Globe** is a special type of **globe** because it shows us how our planet Earth is divided up into different land parts called **continents**.”
12. Now, the teacher needs to ask the students “Can you say **Continent Globe** with me?”

13. After the children have repeated the words, the teacher should place the **globe** gently down in front of her and say, “On our **Terrestrial Globe**, the land is brown and the water is blue. Every place on our **Continent Globe** that you can see with your eyes that is blue is water. I am going to see if I can find some water on our **Continent Globe**.”
14. The teacher should take her time to gently turn the **globe** and finally touch and point to a blue area and say, “Here is some water! Water is blue in color!”
15. The teacher should then invite the child on her right to hold the **Continent Globe** and to find some water.
16. Invite the children to pass the **Continent Globe** and to find water.
17. After the **Continent Globe** is returned to her, the teacher should replace the **Continent Globe** back on the rug directly in front of her.
18. Now the teacher should say, “The land on our Earth is divided up into different parts called **continents**. Let’s find a **continent**.”
19. The teacher should take her time to gently turn the **globe** and finally touch and point to one of the **continents** and say, “Here is some land! I have found one of the **continents (don’t draw attention to the specific color or the name of the continent at this time)!**”
20. The teacher should repeat the process and locate another **continent**.
21. The teacher should then invite the child on her right to hold the **Continent Globe** and to find **some land called a continent**.
22. Invite the children to pass the **Continent Globe** and to find a **continent**.
23. After the **Continent Globe** is returned to her, the teacher should show the children where the **Continent Globe** is kept and then replace it on the shelf.
24. Return the **Terrestrial Globe** to its place on the shelf.
25. Invite the children to take turns working with the **Continent Globe**

Variations and Extensions:

1. 3 Period Lesson (if needed).
2. Compare **Terrestrial Globe** next to the **Continent Globe**.
3. Compare the **continents** on the **globe** to the Montessori World Map.
4. Give the child an outline of the world map and have them color the water and **continents** to match.

Points of Interest:

1. How each piece of brown land is now a color.
2. There are 7 **continents** (a child might count them on their own).

Control of Error:

1. The control is in provided by the **globe** itself and the presentation.

Aims:

Learning that there are different models of the earth called **globes** that allow us to look at the surface of the Earth up close and see different things.

Being able to identify water and **continents**.

Age:

3 years and up

Language:

Terrestrial, continent, globe, land, water, etc.

Geography

The Earth

Introduction

Montessori Wooden Maps

- Made specifically for Montessori education
- Pieces are dye-cut so they are difficult to re-place.
- The knobs on each piece are placed where the capitol is located.
- Pieces are fragile and need to be carefully handled.
- Always lay each piece flatly on a rug/table.

Practical Life Extension – Map Polishing

- Use an environmentally friendly polish.
- Set tray up with small container of polish, small squares of soft cloth, cotton balls in a clean container and a container to put “used” cotton balls.
- Presentation is to wet the cotton ball with polish, apply to puzzle piece, clean polish off with soft cloth.

Geography

The Earth

Activity – The World Map

NOTE: There are 2 pieces for Asia and Antarctica because they are shown in both hemispheres.

Materials:

- (1) Montessori wooden **World Map** (flat puzzle map showing the world in 2-hemispheres)
- (1) to scale control map (either colored or black and white drawing).

Tray holding:

- (1) sponge ball
- (1) scissors (teacher-sized)

- (1) **Continent Globe**

- (1) set of labels (extension)

- (1) Circular plastic disk (tracing extension)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should bring the **Continent Globe** and place it so that it will be directly in front of her after she sits down.
3. The teacher should bring the **tray holding the sponge ball and scissors** and place it directly in back of where she will be sitting down.
4. The teacher should say, “Today we are going to work with the **Continent Globe** again. This **Continent Globe** is a special type of **globe** because it shows us how our planet Earth is divided up into different land parts called **continents**”
5. The teacher should hold the **globe** gently in front of her and say, “Every place on our **Continent Globe** that you can see with your eyes that is blue is water.”
6. The teacher should hold the **globe** gently in front of her and say, “The land on our Earth is divided up into different parts called **continents**. Every area on our **globe** that is a color that is not blue is a piece of land called a **continent**.”
7. Now the teacher should reach behind her and bring out the tray (holding the ball and scissors) and set it directly in front of her to the right of the **globe**.

8. The teacher should pick up the sponge ball and hold it up over the tray and to the right of the **globe** and say, "This ball is the same shape as our **globe**. I am going to take my scissors and cut this ball in half (place the two halves of the ball, cut edges down on top of the tray side by side)."
9. Replace scissors onto the tray to the right of the 2 halves of the sponge ball.
10. Invite the children to walk over to the map stand.
11. The teacher should show the children how to carry the **World**
12. **Map** (same as a tray) over to the rug and place it to the right of the tray.
13. The teacher should point to the **World Map** and say, "This is the **World Map**. If we cut the **Continent Globe** in half like our sponge ball and laid it down on top of this puzzle board, our Earth would look like this (pick up the two halves of the sponge ball, one in each hand and hold them making a whole above the **Continent Globe**. Separate the two halves and hold each half above half of the **World Map** puzzle). Repeat this demonstration (step 12).
14. Now, the teacher should replace the two halves back on top of the tray and then put the tray behind her.
15. Move the **Continent Globe** over so that it is next to the left side of the **World Map**.
16. The teacher should point to one of the **continents** on the **Continent Globe** and then say, "I am going to find this continent on our **World Map**."
17. Locate the continent on the **World Map**. Point to it and then point again to the same continent on the **Continent Globe** and say, "Look, I have found this **continent** on the **globe** and on the **World Map**!"
18. Pick up the wooden **continent** with your left hand by grasping the knob. Slowly trace around the edge of the **continent** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
19. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
20. Gently lower the wooden piece back into its space on the **World Map**.
21. Locate another **continent** on the **World Map** and repeat the above process.
22. Locate a third **continent** on the **World Map** and repeat the above process.
23. Return the **World Map** back to its place in the map rack.
24. Teacher should take the tray with the ball and scissors and put the supplies away (sponge ball halves could be put into a small container and placed on the science shelf for the children to compare to the **globes** and **World Map**).
25. Invite the children to take turns working with the **World Map**.

Another Day:

Give a 3 Period Lesson on the 3 **Continents** that have been introduced.

Future Days:

Add other **continents** as the children learn the names.
Continue to give 3 Period Lessons.

Variations and Extensions:

1. Use a scarf and play “What’s Missing.”
2. Use the plastic see-through disc and have child trace and color **World Map**.
3. Have the child label the **continents**.
4. Punch out **continents**.

Points of Interest:

1. How each continent on the **Continent Globe** is on the **World Map**.
2. There are 7 **continents** (a child might count them on their own).
3. Identifying their own **continent** in which they live.
4. How 2 halves make a whole.

Control of Error:

1. The control is in provided by the **globe** itself, **World Map** and the presentation.

Aims:

Learning that there are different ways in which to study the Earth up close. **Globes** show the Earth in one piece and a **flat map** shows how the Earth can be viewed in two halves.

Being able to identify **continents**.

Age:

3 years and up

Language:

Continents, globe, world, names of continents, etc.

Geography

The Earth

Activity – Posters of the World

NOTE: For the introductory presentation, choose the continent that you currently live on.

Materials:

- Large pieces of poster board that have been previously cut by the teacher into the shapes of the continents (color of continent should be the same as on the Continent Globe and World Map)
- Ribbon/yarn that color coordinates with the continents.

A Table in the Practical Life Area containing:

- Travel Magazines
- Travel Brochures
- Travel Postcards
- Travel Pictures
- Paste
- Child-Sized Scissors

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should bring the **Continent Globe** and place it so that it will be directly in front of her and a little to the left, after she sits down.
3. The teacher should bring the **World Map** and place it directly in front of her and to the right of the **Continent Globe**.
4. The teacher should say, “Today we are going to work with the **Continent Globe and the World Map**.”
5. The teacher should point to one of the **continents** on the **Continent Globe** and then say, “I am going to find this continent on our **World Map**.”
6. Locate the continent on which you now live on the **World Map**. Point to it and then point again to the same continent on the **Continent Globe** and say, “Look, I have found this **continent** on the **globe** and on the **World Map!**”
7. Now the teacher should say, “This continent is called (give the name of your continent). We live on (give the name of your continent).”
8. Pick up the wooden **continent** with your left hand by grasping the
9. knob. Slowly trace around the edge of the **continent** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
10. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.

11. Gently lower the wooden piece back into its space on the **World Map**.
12. The teacher should pick up the **Continent Globe** and invite the children to join her at a table in the Practical Life area.
13. After everyone is seated, place the **Continent Globe** on the table so the children can see it.
14. The teacher should point to their **continent** on the **globe** and say, “This is the shape of our **continent** and we are going to make a poster of our **continent** (hold up the cut out shape representing the **continent**).”
15. The teacher should place the poster on top of the table and then sit down.
16. The teacher takes one of the magazines and says, “I am going to find a picture that shows us something about what we have or do on our **continent (name of continent)**.”
17. Slowly, the teacher looks through the magazine and points to a picture and says, “This is a picture of (person, place or thing). You can find (person, place or thing) on our **continent**.”
18. The teacher then cuts out the picture of the (person, place or thing).
19. The teacher pastes down the cut out onto the poster board shape.
20. The teacher cleans up her space (as shown before with other pasting activities).
21. The teacher should invite the children to continue the activity.
22. Return the **Continent Globe** and **World Map** back to where they belong.

Future Days:

Repeat the activity with each of the **continents**.

Variations and Extensions:

1. Use labels.
2. Have the children place the **World Map** on a rug in the center of the floor. Stretch ribbons/yarn (color of each **continent**) from each **continent** poster to the matching **continent** piece on the **World Map**.

Points of Interest:

1. Identifying their **continent** and people, places and things that are related to their **continent**.
2. Identifying each of the **continents** and the people, places and things that related to each **continent**.

Control of Error:

1. The control is in provided by the color coordinating of the **continents** with each material.

Aims:

Learning that there are different people, places and things that are identified with each **continent**.

Being able to identify **continents**.

Age:

3 years and up

Language:

Continents, globe, world, names of continents, names of people places and things, etc.

Geography

The Earth

Activity – Continents – 3 Part Cards

NOTE: For the introductory presentation, choose the continent that you currently live on.

Materials:

A tray containing:

- (1) picture of a **continent** (solid figure color coordinated with the **Continent Globe and World Map**) with the label of the name of the **continent** underneath it
- (1) picture of a **continent**
- (1) label card with the name of the **continent**

Floor rug

Presentation:

1. Invite the children to join you for a circle presentation.
2. Carry a floor rug, as shown before, over to an empty place on the floor and roll it out.
3. Tell the children where the **3-Part Cards** for the **continents** are kept in the classroom.
4. The teacher should bring the tray to the rug demonstrating to the children the proper way to carry a tray (thumbs on top and fingers underneath the tray.)
5. The teacher should place the tray at the top left hand corner of the rug.
6. The teacher should pick up the whole card (picture and label) and place it to the right of the tray.
7. Now, she points to the label and reads, “(the name of the **continent**).”
8. Next, the teacher picks up the picture card and places it directly underneath the first card.
9. The teacher picks up the label card and reads, “(the name of the **continent**).”
10. Now the teacher holds the label card directly underneath the label on the first card. Pause to point to the first card’s label and read, “(the name of the **continent**).” Look at the label in your hand and read, “(the name of the **continent**)”, and place it directly underneath the picture card.
11. Admire your work.
12. Replace the cards to their tray starting at the top with the picture with label card and going to the bottom of the row.
13. Return the tray to the shelf where it belongs.

14. The teacher should roll her rug, or ask a child to roll it as shown before and return it to where it belongs.
15. Invite the children to take turns with the **3-Part Card Tray**.

Presentation 2 - A Series of 3-Part Cards:

Repeat the first presentation's steps, except this time, you would have a series of **3-Part Cards** (i.e. a set for each **continent**).

After you have placed the first whole card you would place another whole card to the right of it and point to that label and read it. You would continue until all of the whole cards have been laid out in a row that runs left to right.

Next, you would pick up one of the picture cards and holding it under the first whole card, but not touching the rug, slowly scan the whole cards until you find the one that matches. Place the matched card directly underneath the whole card. You would continue until all of the picture cards have been laid out in a row that runs left to right.

Then, you would pick up one of the label cards and holding it on top, but not touching the cards, scan the first whole card and picture card (slowly top to bottom). If the label card does not match, move onto the next set of cards. When a match has been made, place the label card directly underneath the picture card.

Repeat until each of the label cards have been laid out in a row that runs left to right.

Variations and Extensions:

1. Booklets, wall charts, etc.

Points of Interest:

1. Learning to match words to pictures
2. Increase in language skills

Control of Error:

1. The control card is the whole card.

Aims:

Introduction to **continents** to be studied, visual discrimination, ability to use parts to make a whole, concentration, preparation for writing and reading, etc.

Age:

3 and up

Language:

Names of **continents**, etc.

Geography Landforms Introduction

Materials:

A tray on a shelf/table containing:

- 1 pitcher containing water that may be colored blue
- 1 small sponge (approx. 2" square)
so child won't be upset) on a dish
- Montessori Landform of an island

Note:

Landforms may be made by using a photographer's developing tray (or other container) and non-hardening clay (or dental plastic). See below:



Set-Up:

- Pitcher should be placed on the left side of the tray with the spout pointing towards the center.
- The landform should be in the center of the tray.
- The container holding the sponge should be on the right side of the tray.

Presentation:

1. Invite the child or group of children to go over to where the work is kept and take it to a table.
2. Lift the pitcher of water up and over the landform tray and empty the pitcher slowly (Be sure to be high enough not to touch the spout of the pitcher on the landform).
3. Return the pitcher to its place on the tray.
4. Pause to admire your work.
5. Pick up the sponge and use it to soak up the water in the landform tray and squeeze it back into the pitcher.
6. Show the child how to wipe up any drips.
7. If need be, replace the tray in its proper place.
8. Invite the children to take turns with the landform tray.

Variations and Extensions:

1. Use different landform trays
2. Match the landform up with the 3-Part Cards
3. Float small boats, buoys, water animals, etc.
4. Add labels
5. Have child make their own landform trays

Points of Interest:

1. How landforms look different from each other
2. How land can be formed into different shapes

Control of Error:

1. Drops of water on floor
2. Drops of water left in landform tray

Aims:

Introduction to landforms in a concrete way, eye hand coordination, concentration, control, responsibility, independence, preparation for writing, etc.

Age:

2 ½ and up

Language:

Name of landform, sponge, pitcher, water, etc.

Geography Landforms Activity

Island/Lake

Island: A piece of land that is completely surrounded by water.

Examples would be Madagascar, New Guinea and Cuba

Lake: A large body of water that is surrounded by land.

Examples would be Lake Mead (between Arizona and Nevada) and Lake Titicaca (Peru-Bolivia border).

Isthmus/Strait

Isthmus: A narrow strip of land that separates two large bodies of water and connects 2 much larger areas of land.

An example would be the Isthmus of Panama which connects North and South America and separates the Atlantic and Pacific Oceans.

Strait: A narrow waterway that connects two larger bodies of water.

Examples would be the Strait of Gibraltar that links the Mediterranean Sea and the Atlantic Ocean and the Strait of Messina that connects the Tyrrhenian and Ionian Seas.

Peninsula/Gulf

Peninsula: A large piece of land that juts far out into the water and is almost surrounded by water.

Examples would be the State of Florida (North America) and Yucatan (Mexico).

Gulf: Part of the ocean that penetrates into the land.

Examples would be the Gulf of Carpentaria (Australia) and the Persian Gulf (Arabian Peninsula).

Archipelago/System of Lakes

Archipelago: A group of islands in the sea/ocean.

An example would be Japan which consists of 4 large islands and some 3,000 smaller ones.

System of Lakes: A group of lakes.

An example would be The Great Lakes of North America.

Cape/Bay

Cape: A piece of land which extends into the sea/ocean/lake

Examples would be Cape Cod in Massachusetts, United States and Cape of Good Hope in South Africa.

Bay: A body of water which extends into the land and is mostly surrounded by land.

Examples would be the San Francisco Bay in California, United States and Hawke Bay in New Zealand.

Geography

Landforms

Activity – 3-Part Cards

Pre-requisite:

- Introduction to landform trays
- Introduction to pictures of landforms

Materials:

A tray containing:

- (1) card with a picture of an island with the label “island” underneath it
- (1) picture card of an island
- (1) label card with the word “island”

Floor rug

Preparation:

Use only the whole cards (cards with picture and label together) for the first presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. Carry a floor rug, as shown before, over to an empty place on the floor and roll it out.
3. Tell the children where the **landform** cards are kept in the classroom.
4. The teacher should bring the tray to the rug demonstrating to the children the proper way to carry a tray (thumbs on top and fingers underneath the tray.)
5. The teacher should place the tray at the top left hand corner of the rug.
6. The teacher should pick up the whole **island** card (picture and label).
7. Now, she points to the label and reads, “**Island**. This is an **island**.”
8. Now the teacher reads the definition on the back of the card and places the card back onto the tray.
9. Return the tray to the shelf where it belongs.
10. The teacher should roll her rug, or ask a child to roll it as shown before and return it to where it belongs.
11. Invite the children to take turns looking at the **landform** card.

Note:

Please follow the directions below if **3 whole landform cards** are used for the first presentation; begin by repeating the first presentation through step 7 then follow below:

9. Now the teacher reads the definition on the back of the card and places the card to **the right of the tray**.
10. Next, the teacher picks up another whole card from the tray and points to the label and reads, "This is a (name of landform)."
11. Then she reads the definition on the back of the card and places the card directly to the right of the island card.
12. The teacher repeats the above process with the last (third) card.
13. Admire your work.
14. Replace the cards on their tray starting with the island card and going from left to right.
15. Return the tray to the shelf where it belongs.
16. The teacher should roll her rug, or ask a child to roll it as shown before and return it to where it belongs.
17. Invite the children to take turns with the **landform** cards.

Next Day...

- Use a tray that separates the 3 sizes of cards.
 - The teacher continues to add the other landform cards as children are ready for them.
 - Repeat first presentation through step 7 and then follow below:
8. Then she reads the definition on the back of the card and places the card to **the right of the tray**.
 9. Next, the teacher picks up the picture card and places it directly underneath the first card.
 10. The teacher picks up the label card and reads, "**island.**"
 11. Now the teacher holds the label card directly underneath the label on the first card. Pause to point to the first card's label and read, "**island.**" Look at the label in your hand and read, "**island**", and place it directly underneath the picture card.
 12. Admire your work.
 13. Replace the cards on their tray starting at the top and going to the bottom of the row.
 14. Return the tray to the shelf where it belongs.
 15. The teacher should roll her rug, or ask a child to roll it as shown before and return it to where it belongs.
 16. Invite the children to take turns with the **landform** cards.

Presentation 2 - A Series of 3-Part Cards:

Repeat the first presentation's steps, except this time, you would have a series of landform 3-Part Cards.

After you have placed the first whole card you would place another whole card to the right of it and point to that label and read the definition. You would continue until all of the whole cards have been laid out in a row that runs left to right.

Next, you would pick up one of the picture cards and holding it under the first whole card, but not touching the rug, slowly scan the whole cards until you find the one that matches. Place the matched card directly underneath the whole card. You would continue until all of the picture cards have been laid out in a row that runs left to right.

Then, you would pick up one of the label cards and holding it on top, but not touching the cards, scan the first whole card and picture card (slowly top to bottom). If the label card does not match, move onto the next set of cards. When a match has been made, place the label card directly underneath the picture card. Repeat until each of the label cards have been laid out in a row that runs left to right.

Variations and Extensions:

1. If needed, give individual children 3-Period lessons on **landforms**.
2. Have children make their own **landform** set of cards.

Points of Interest:

1. Learning that land comes in different shapes.
2. Learning to match word to pictures
3. Increase in language skills
4. Awareness of the world

Control of Error:

1. The control card is the whole card.

Aims:

Introduction to landforms in an abstract way, visual discrimination, concentration, preparation for writing and reading, etc.

Age:

2 ½ and up

Language:

Name of landform, name of specific landform, etc.

Landforms

Directions

3 part cards

Following, you will find **3 Part Cards** of the most common landforms. These cards are black and white and there are instructions below each set of pictures for coloring and cutting apart.

Next, you will find a sheet of **Definitions** that you are to cut apart and paste onto the backsides of the appropriate whole cards (one-piece cards containing pictures with words printed at the bottom).

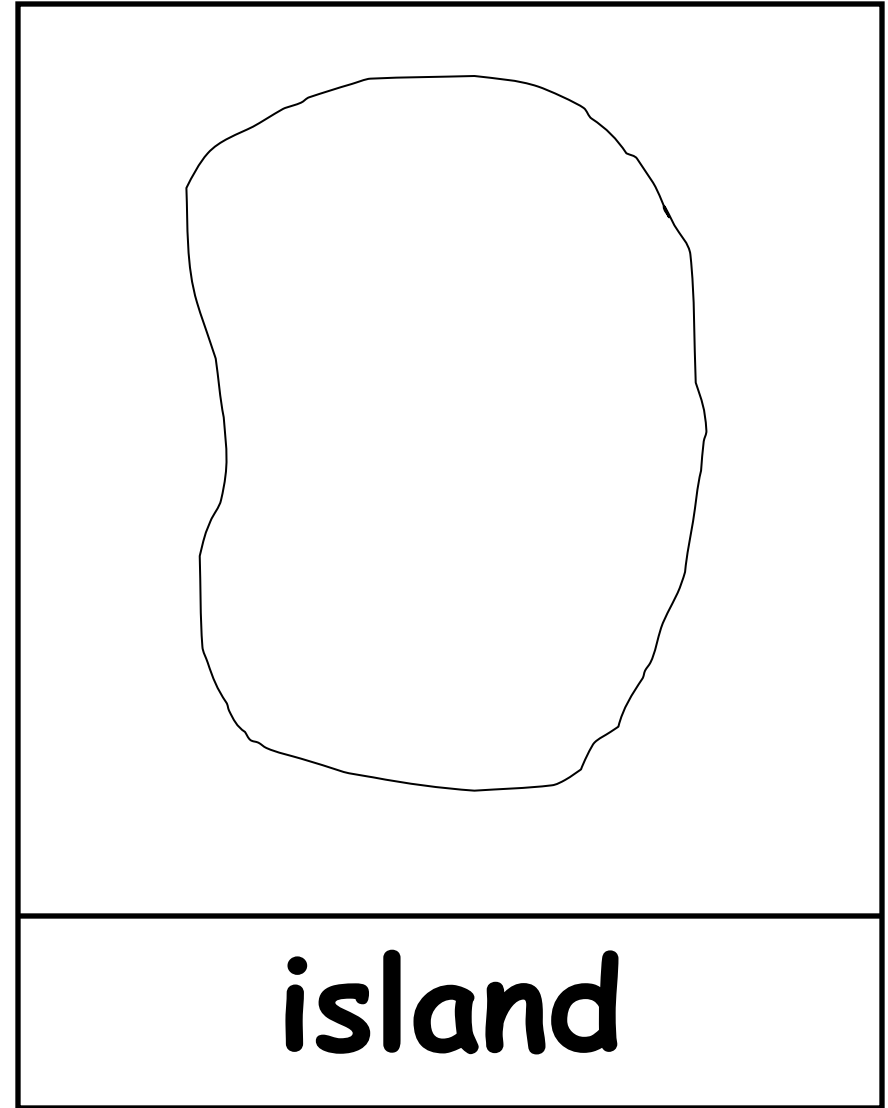
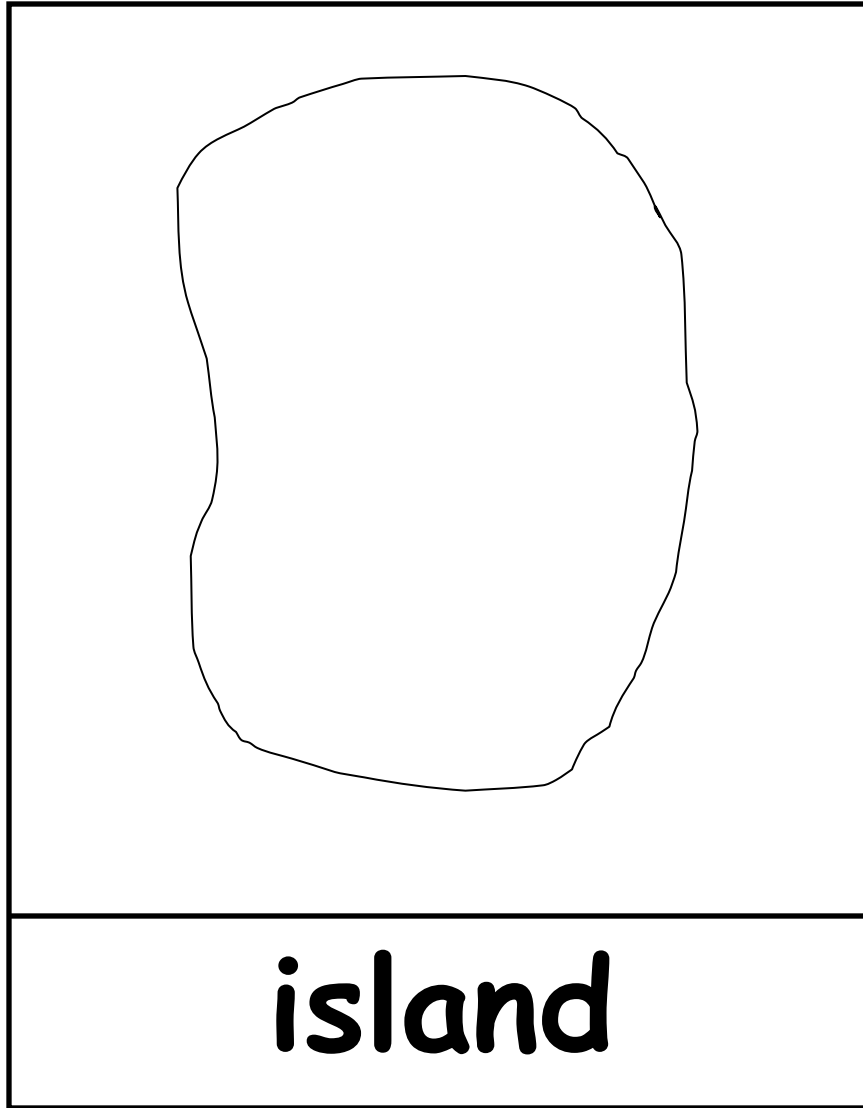
Then you will find a front cover to use in making a **Booklet** or **Wall Chart**.

Now, you will need to make a second copy of the front cover so you can make an **Example Booklet**. This booklet will be the **control of error** for your child to use as a guide when making their own booklet. Behind the front cover you will need to include a copy of each whole card (use the cards that have the names of the landform written between the lines used for penmanship).

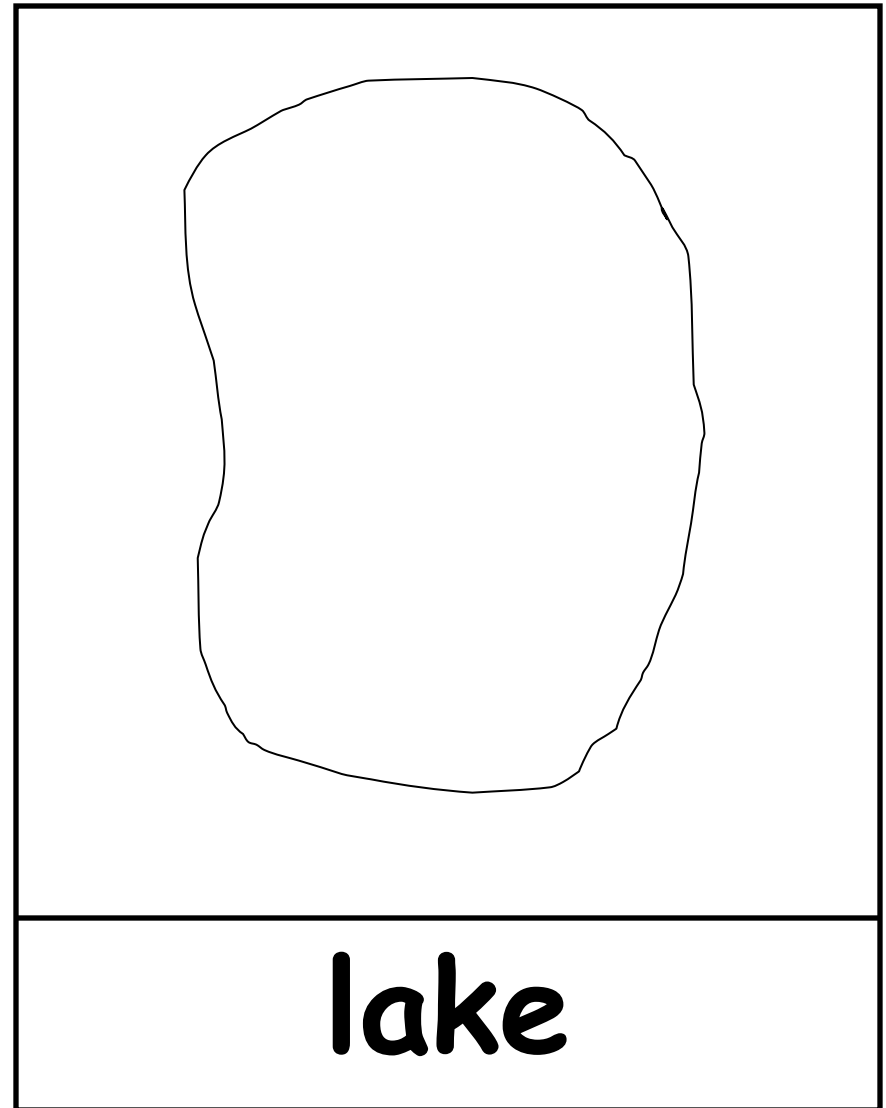
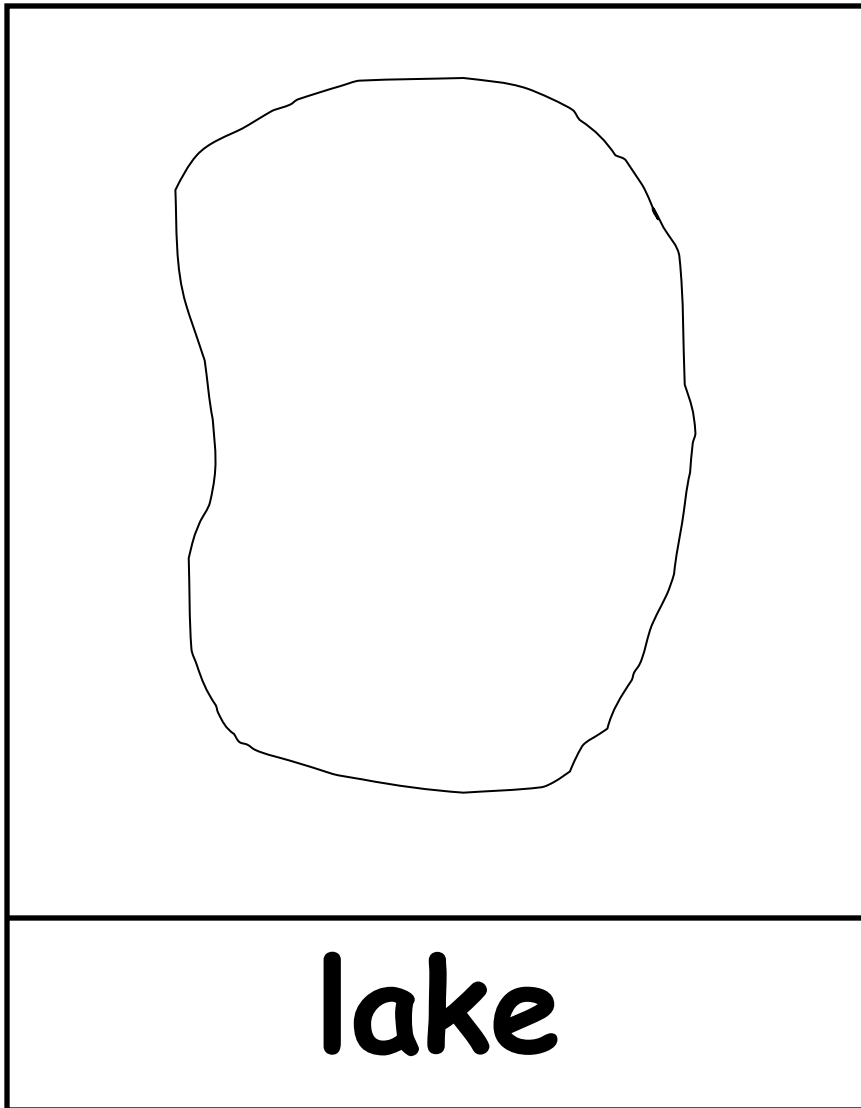
Finally, you have whole cards with pictures and lines for writing the name of each landform. You will need 1 copy for each child that desires to make a **Student Booklet!**

Other Landform Activities:

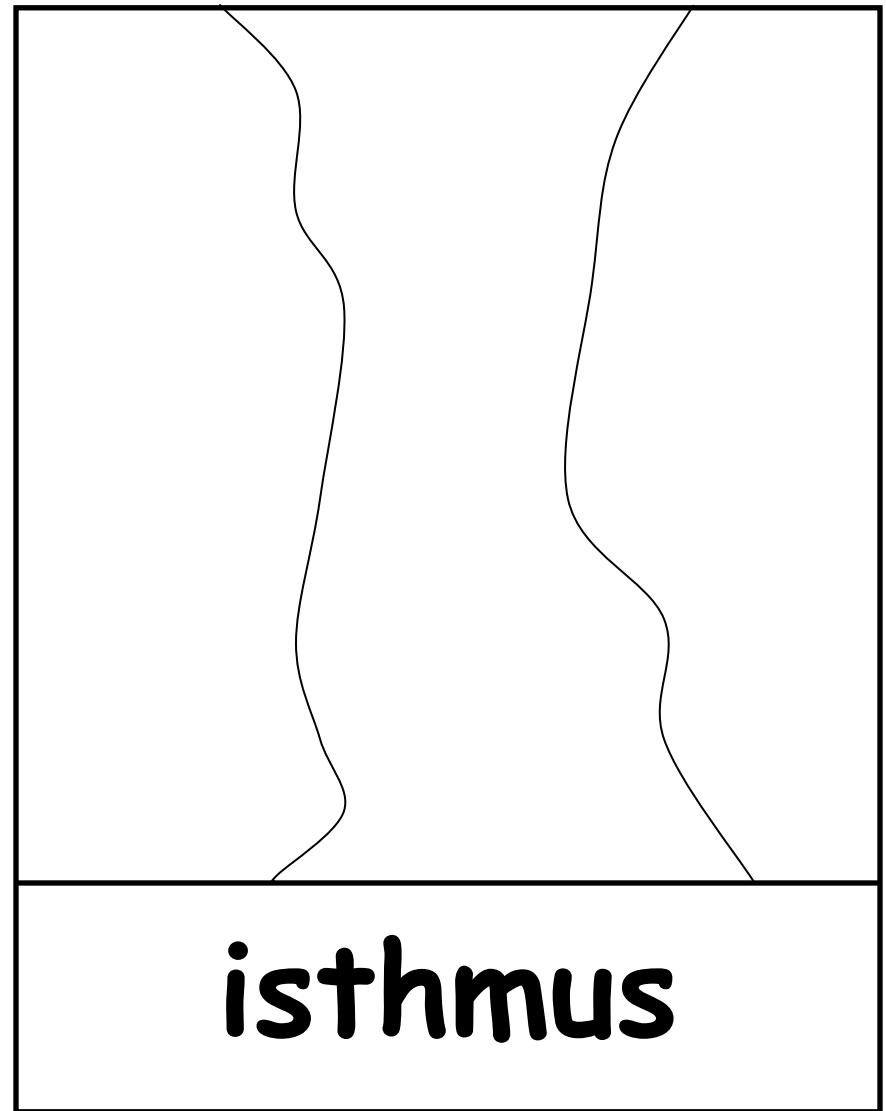
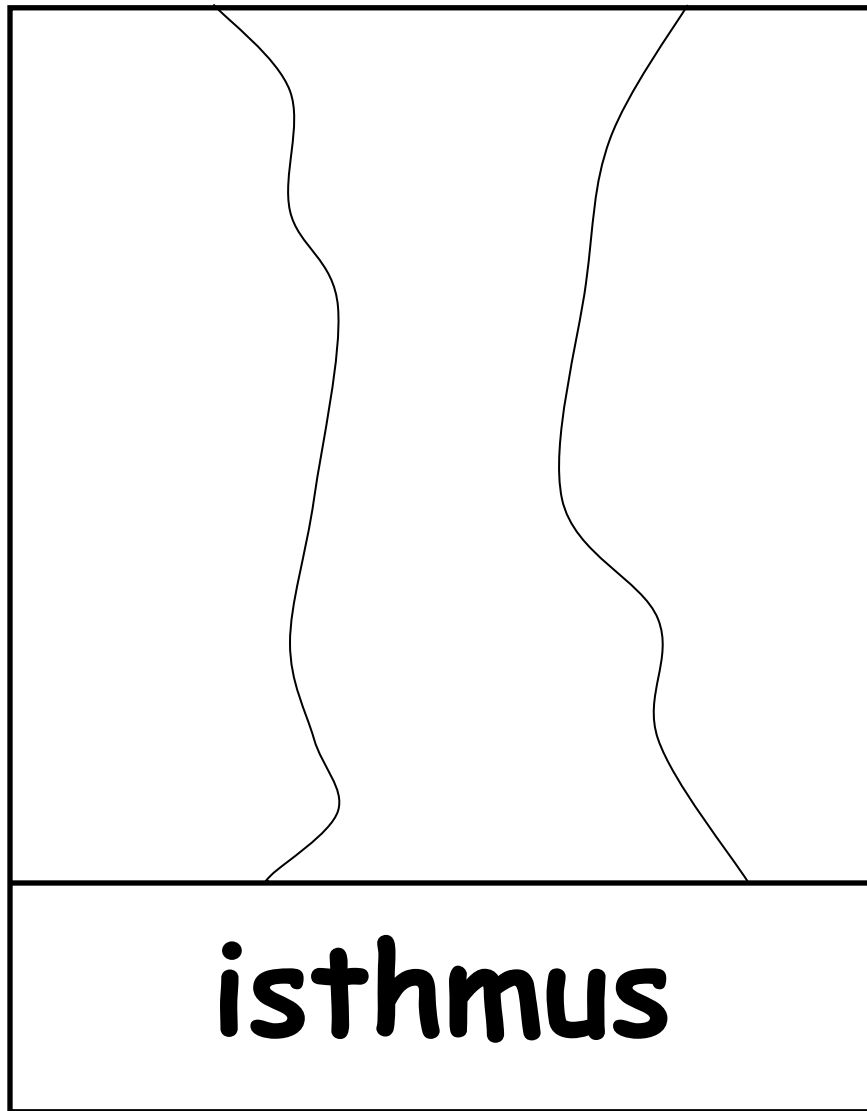
- Add miniature boats and/or animals to float on the water.
- Locate landforms on globe or map.
- Match 3-Part Cards to landforms.
- Have child find landforms in books.
- Have child cut out landforms from old magazines.
- Have child make their own land form cards.
- Have a basket set up with photos of landforms



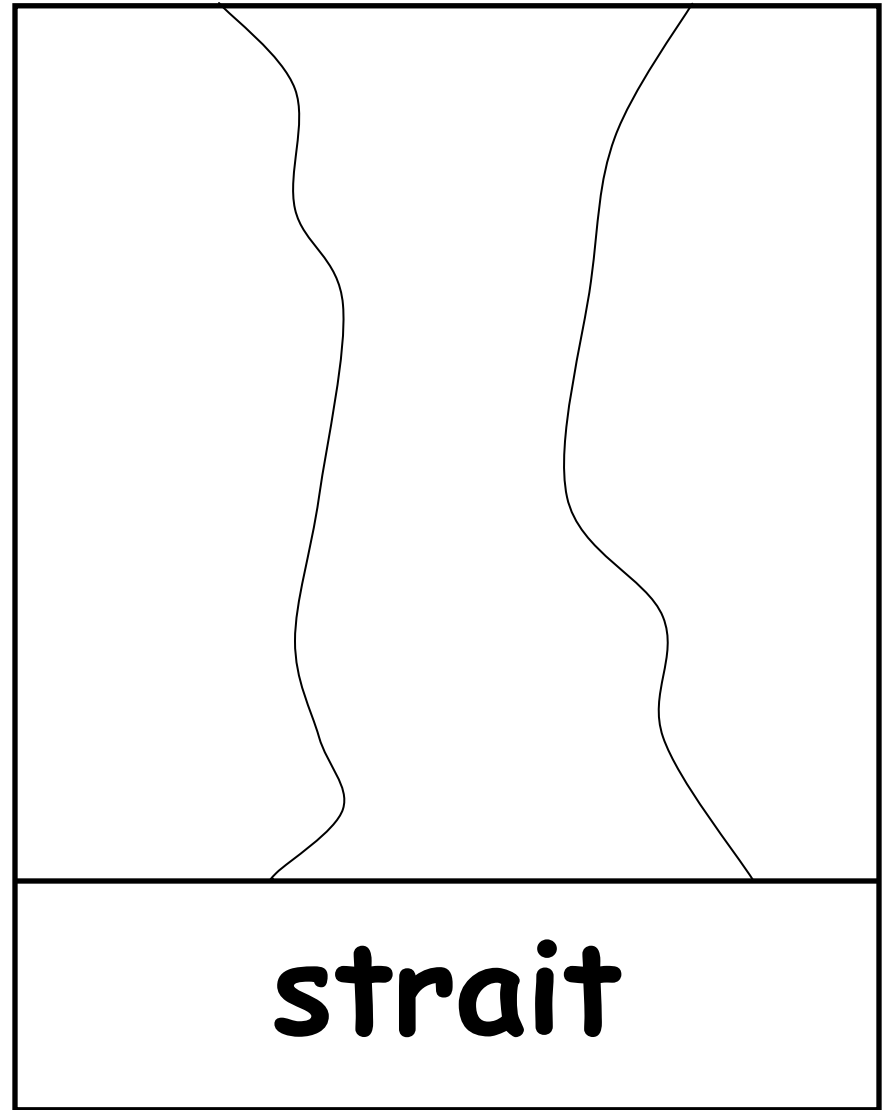
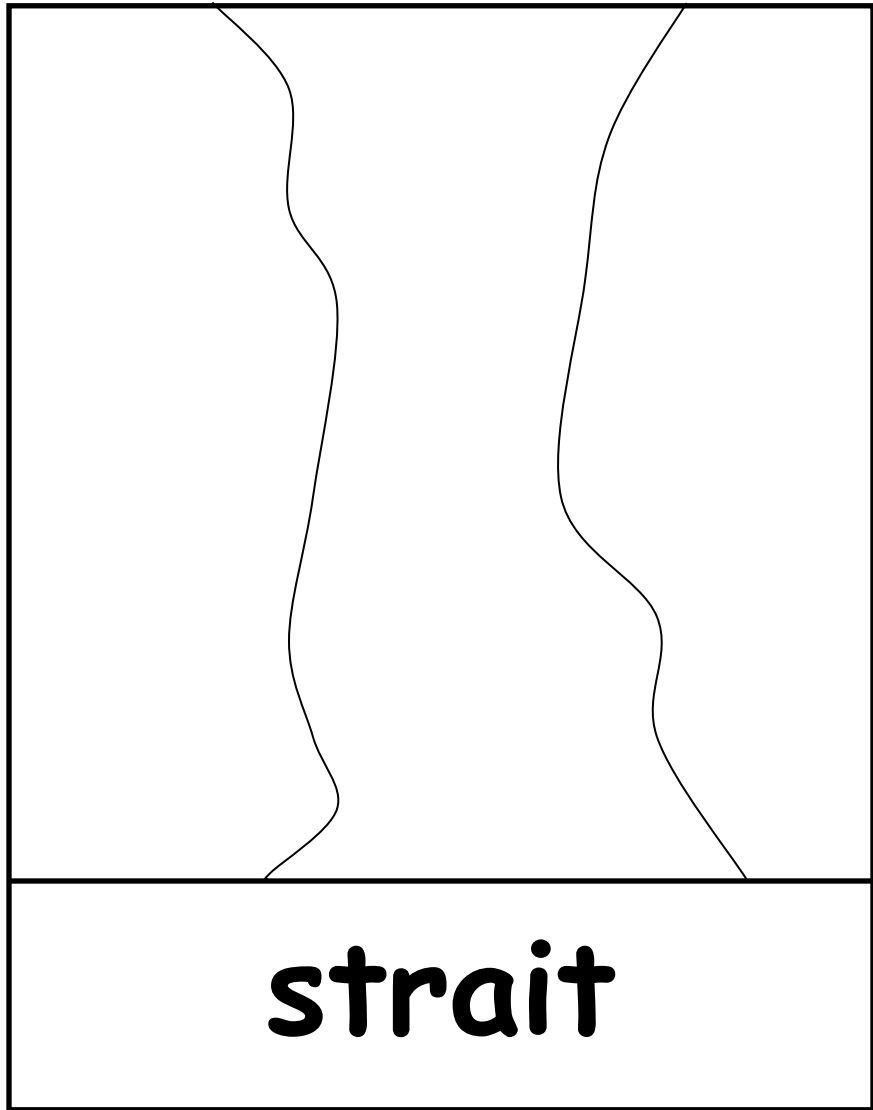
Print these 3-Part Cards onto white paper and color the **island** brown and surround it with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



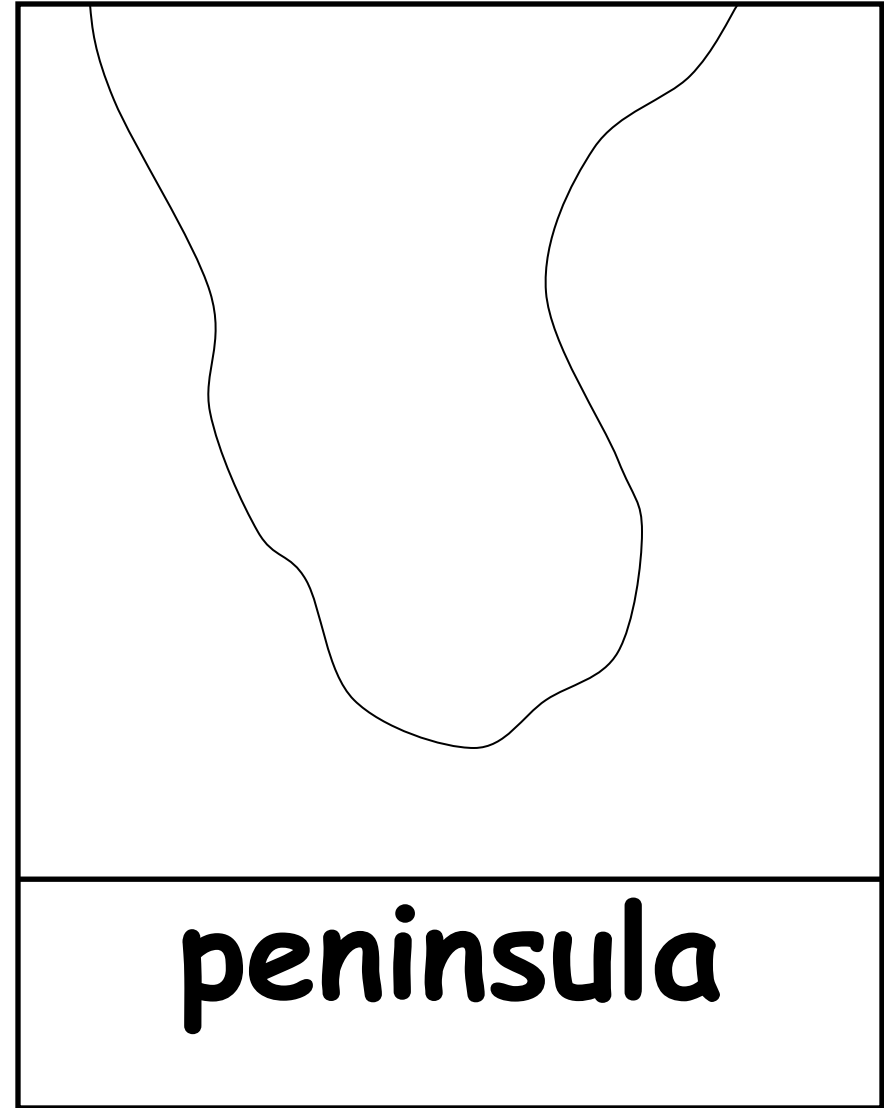
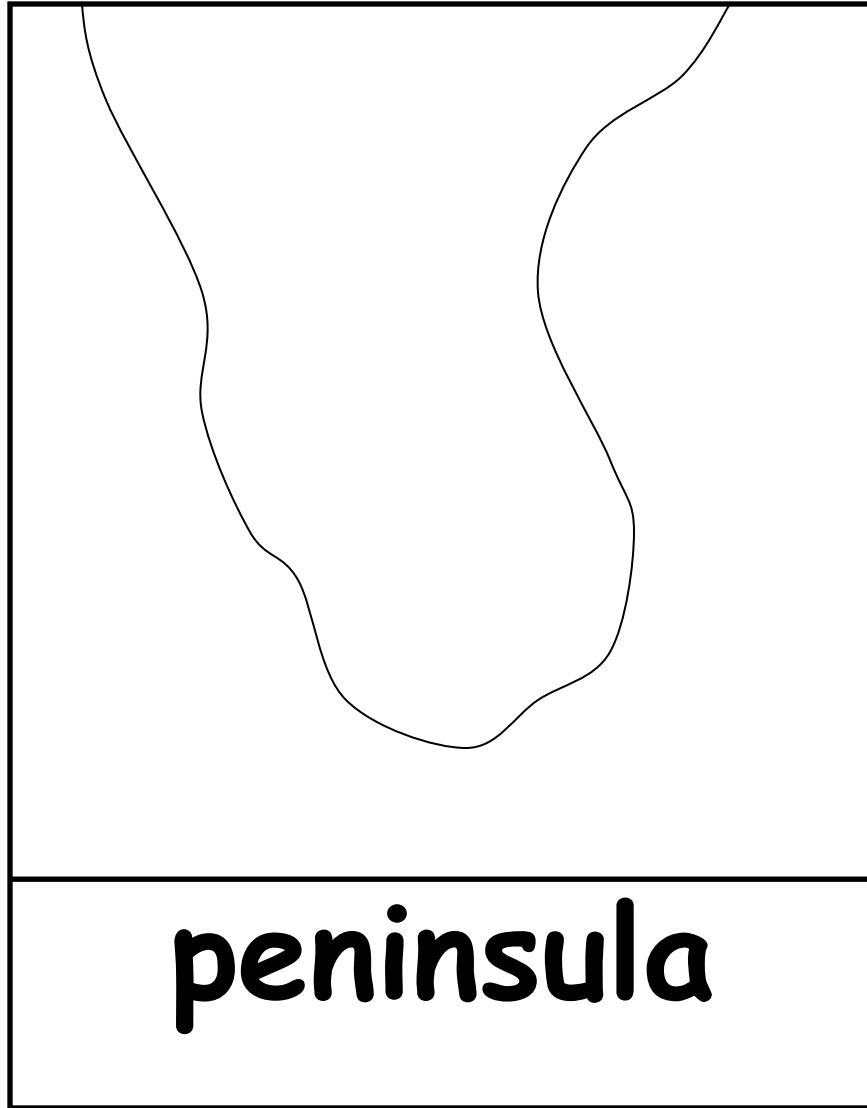
Print these 3-Part Cards onto white paper and color the **lake** blue and surround it with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



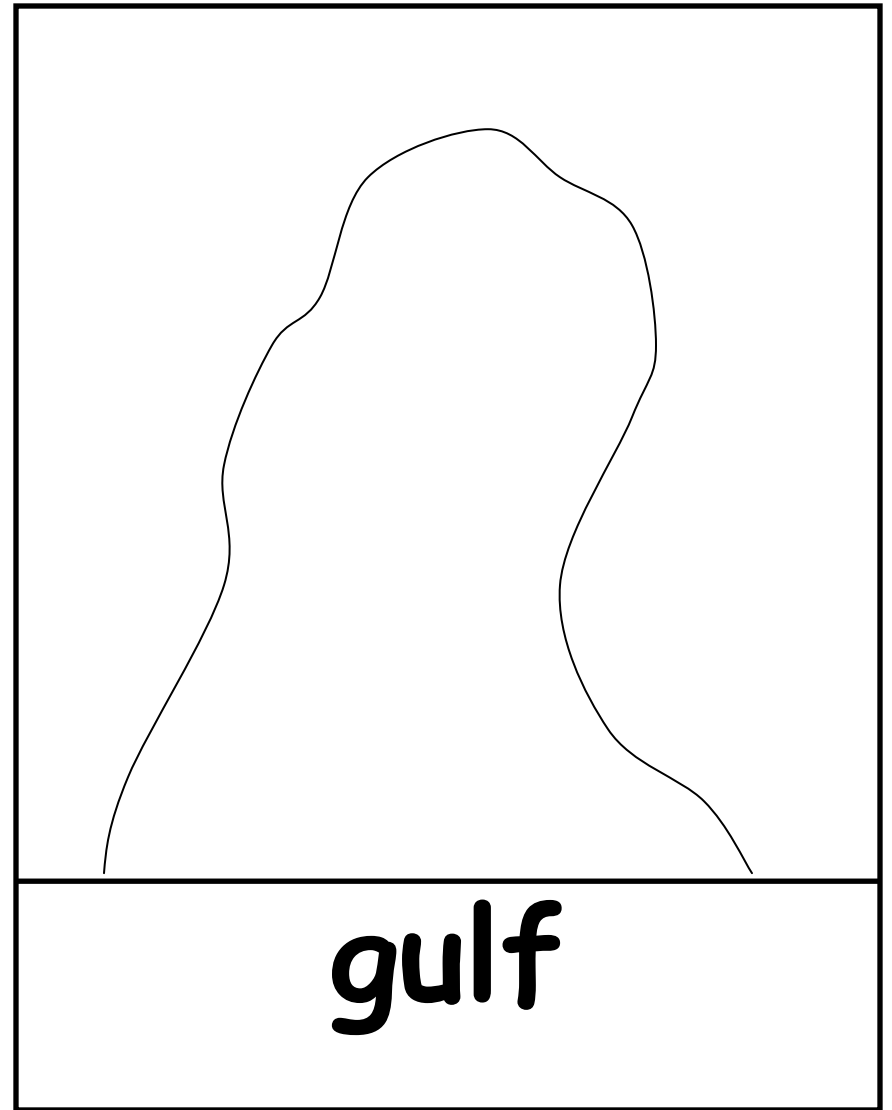
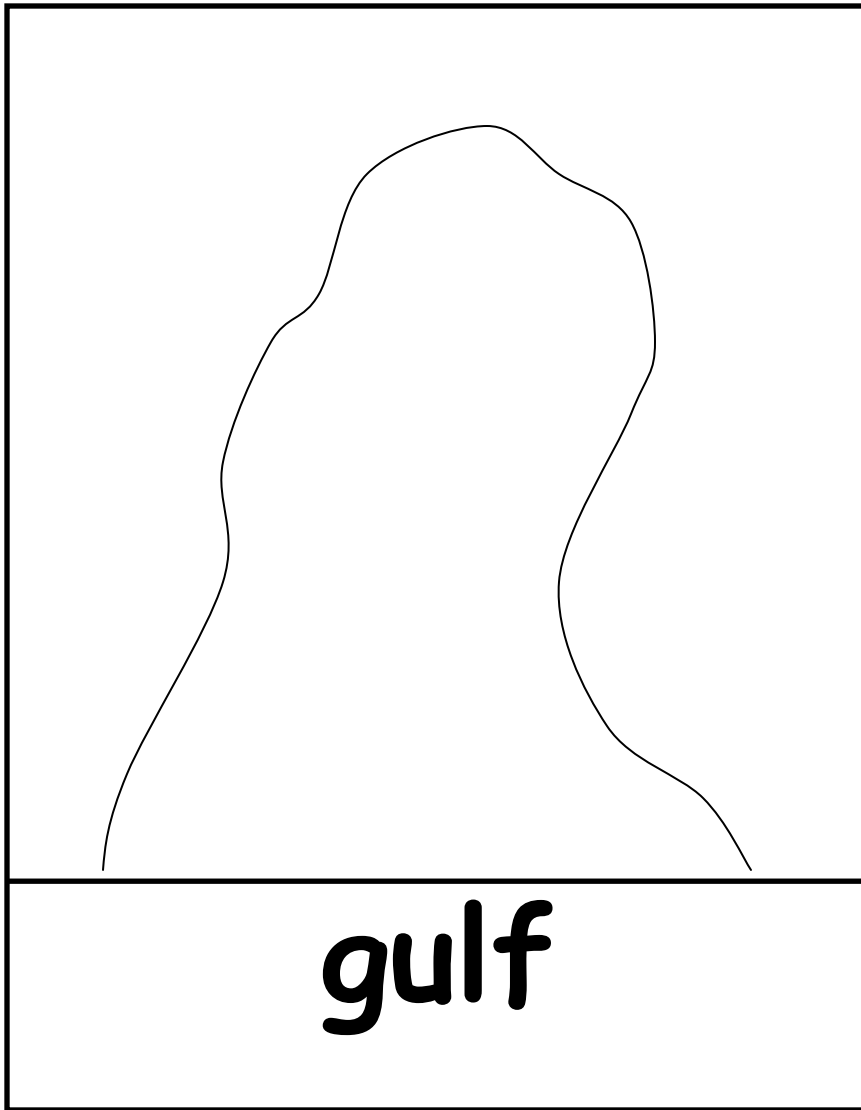
Print these 3-Part Cards onto white paper and color the **isthmus** brown and the water to the left and the right of the isthmus blue. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



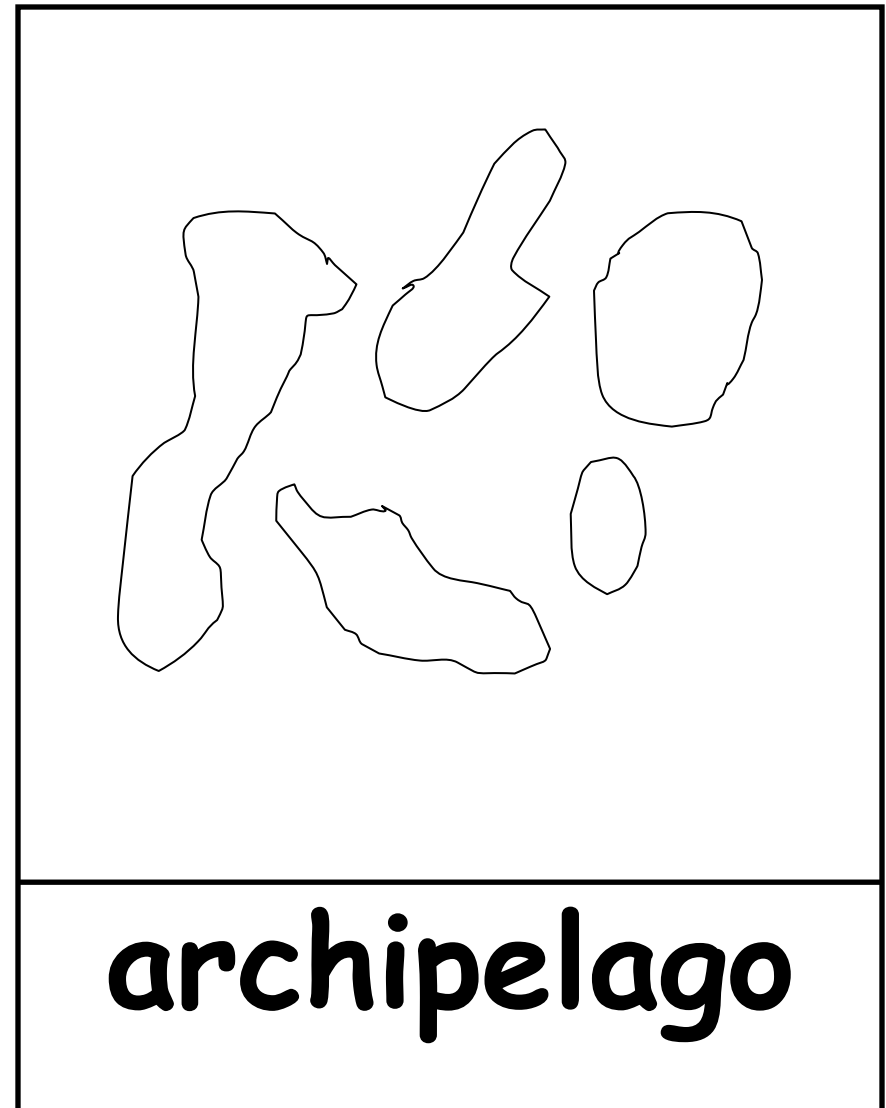
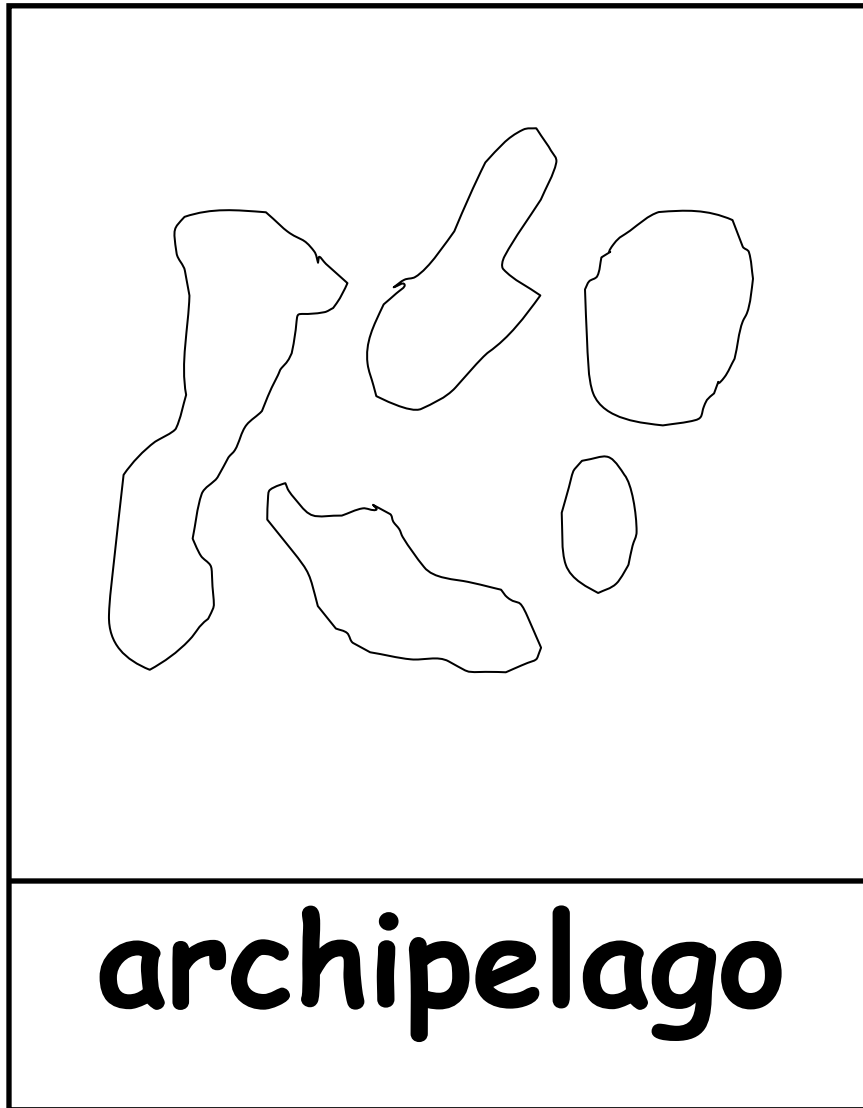
Print these 3-Part Cards onto white paper and color the **strait** blue and the land to the left and the right of the strait brown. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



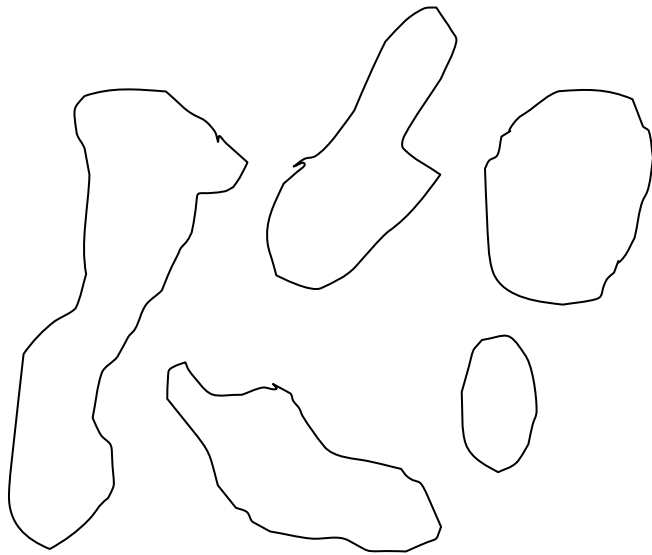
Print these 3-Part Cards onto white paper and color the **peninsula** brown and surround it on three sides with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



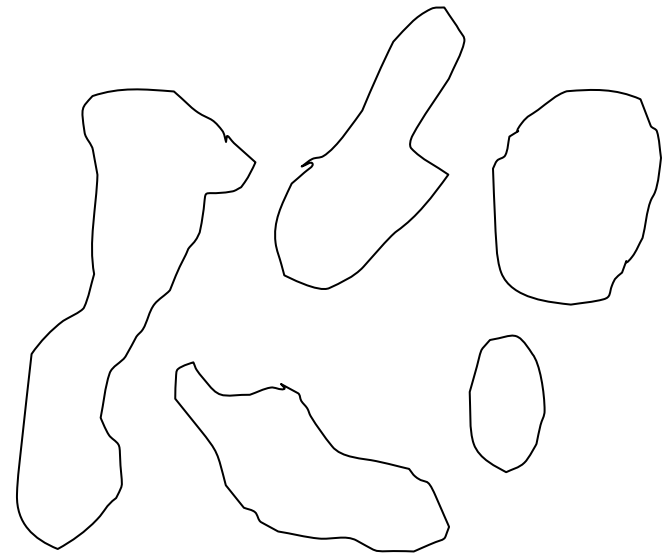
Print these 3-Part Cards onto white paper and color the **gulf** blue and surround it on three sides with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



Print these 3-Part Cards onto white paper and color the **archipelago** brown (group of 5 islands) and surround each landform with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.

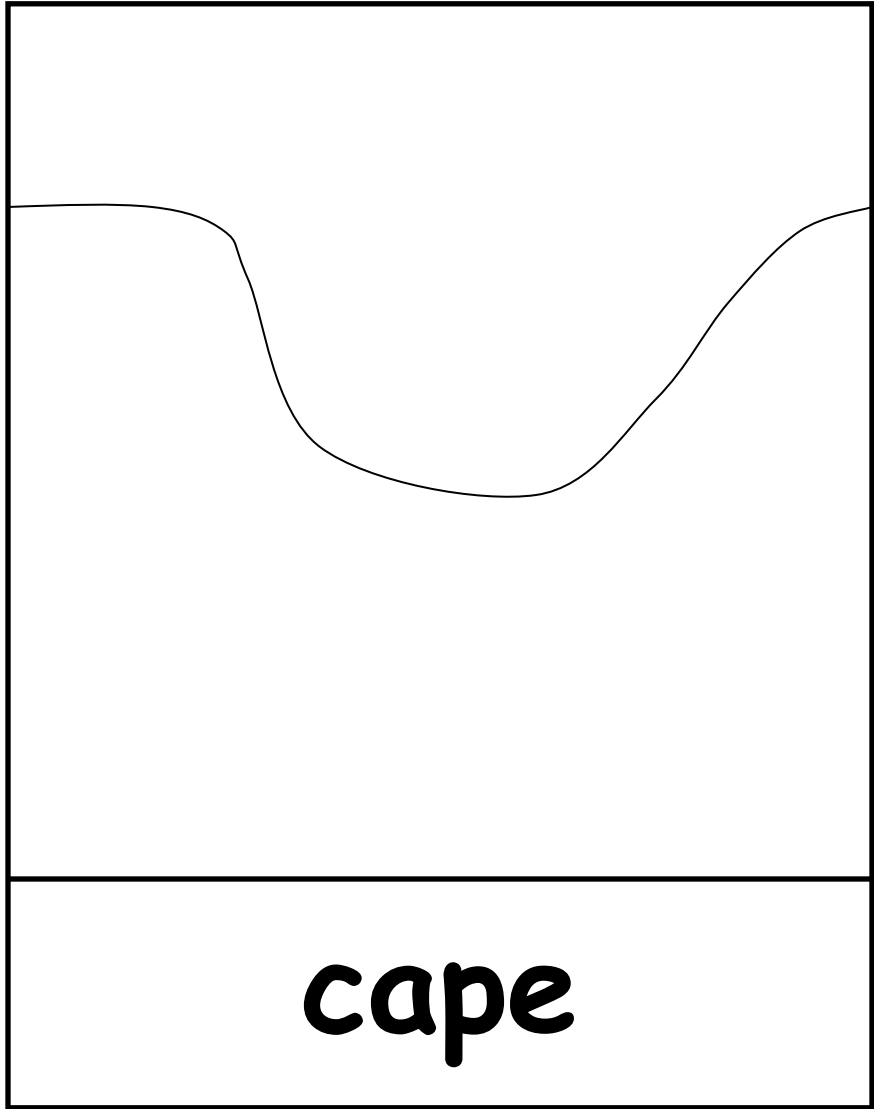
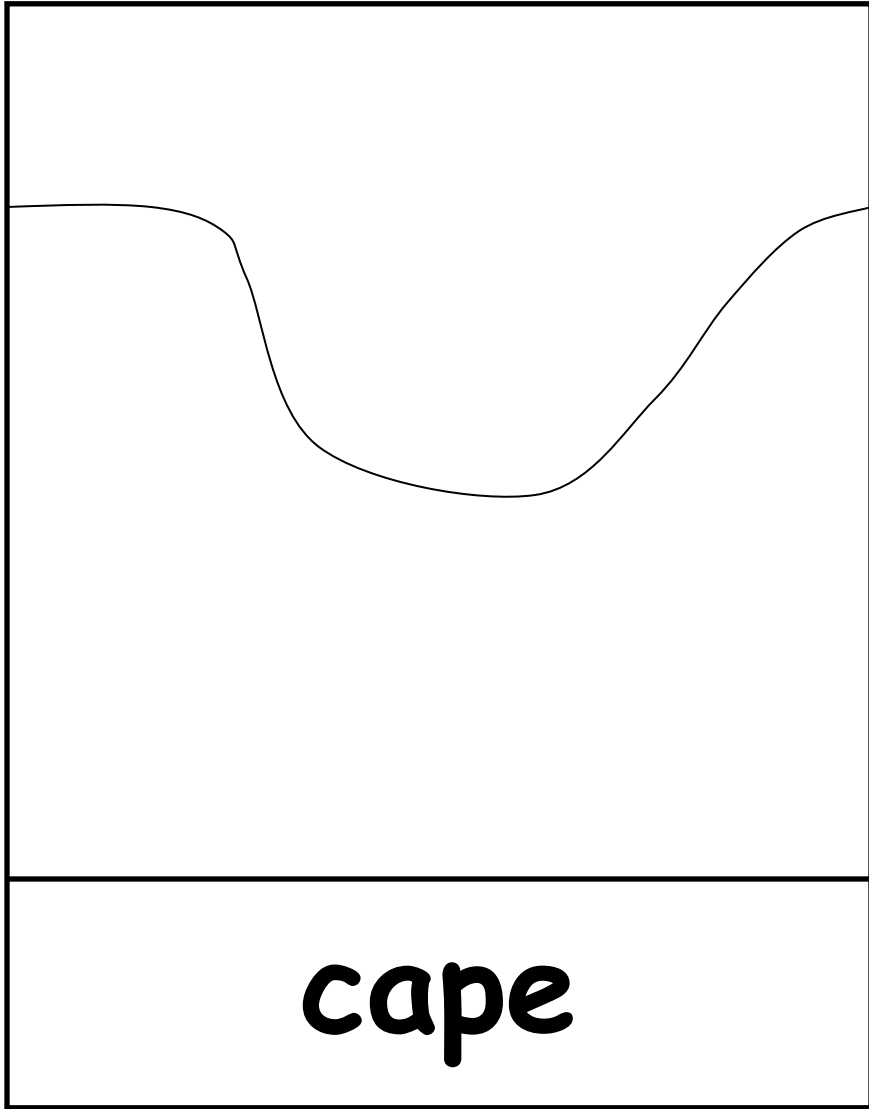


system of lakes

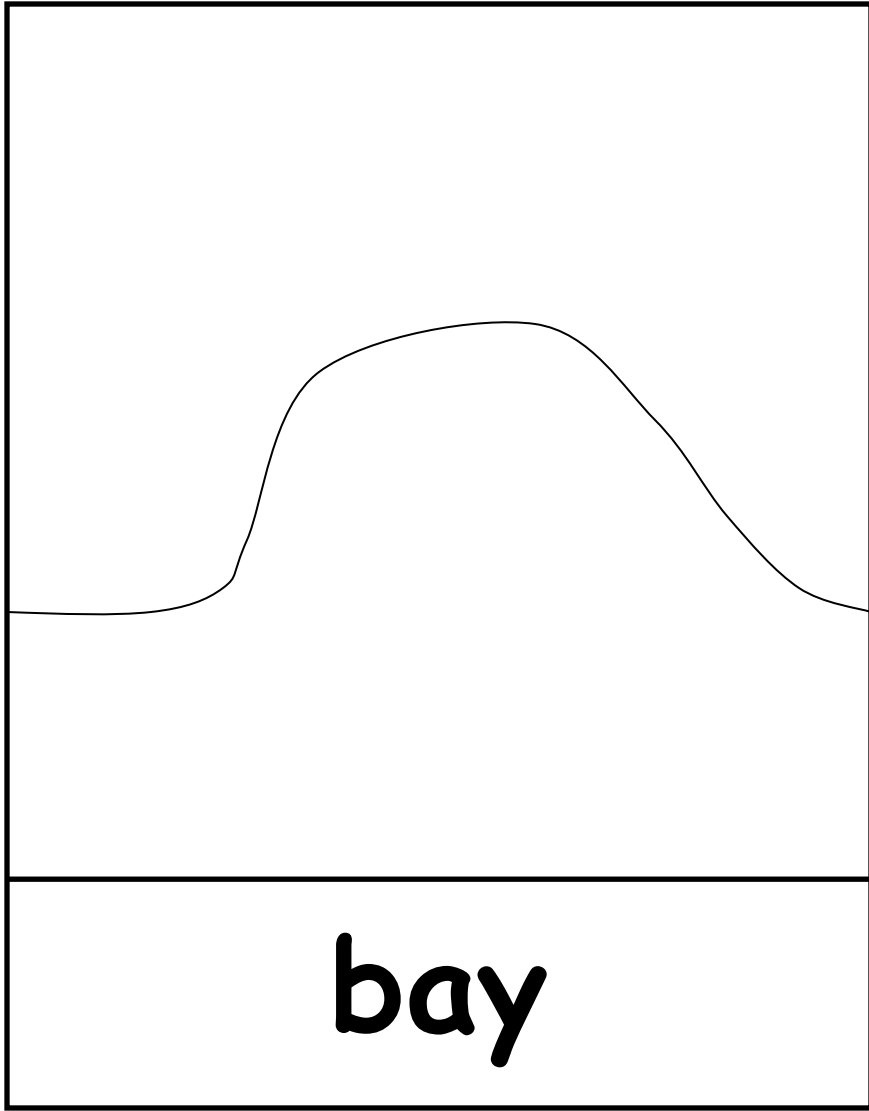
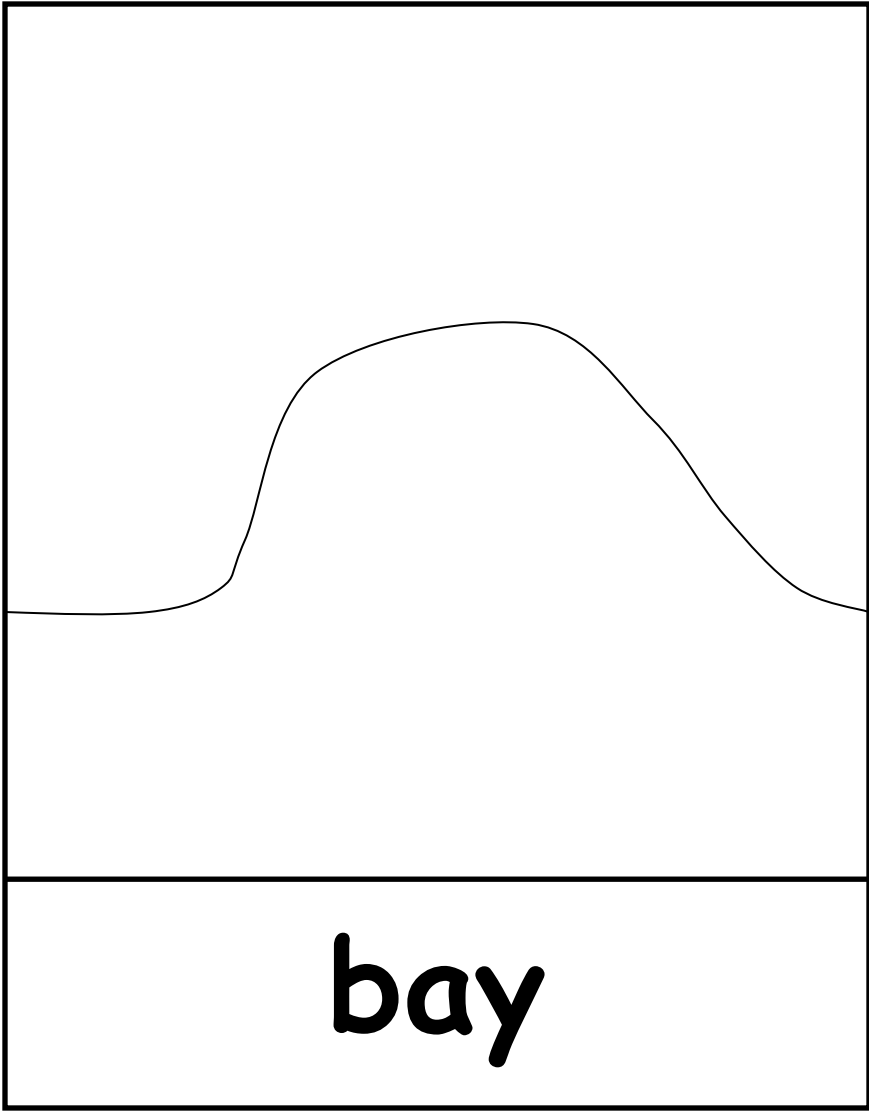


system of lakes

Print these 3-Part Cards onto white paper and color the **system of lakes** blue (group of 5 lakes) and surround each lake with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



Print these 3-Part Cards onto white paper and color the **cape** brown (above the curvy line) and color the water blue (below the curvy line). Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



Print these 3-Part Cards onto white paper and color the **bay** blue (below the curvy line) and color the land brown (above the curvy line). Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.

island

An **island** is a piece of land that is completely surrounded by water.

lake

A **lake** is a large body of water that is surrounded by land.

isthmus

An **isthmus** is a narrow strip of land that separates two large bodies of water and connects 2 much larger areas of land.

strait

A **strait** is a narrow waterway that connects two larger bodies of water.

peninsula

A **peninsula** is a large piece of land that juts far out into the water and is almost surrounded by water.

gulf

A **gulf** is part of the ocean that penetrates into the land.

archipelago

An **archipelago** is a group of islands in the sea/ocean.

system of lakes

A **system of lakes** is a group of lakes.

cape

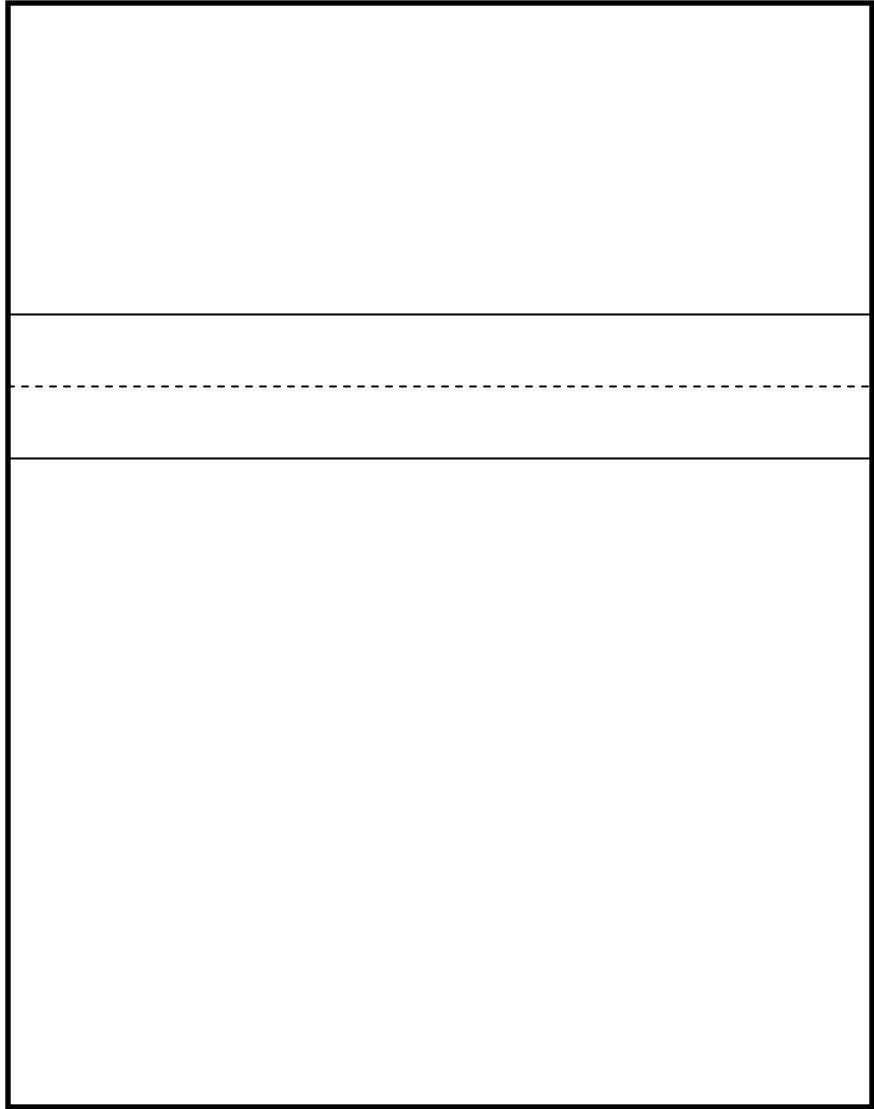
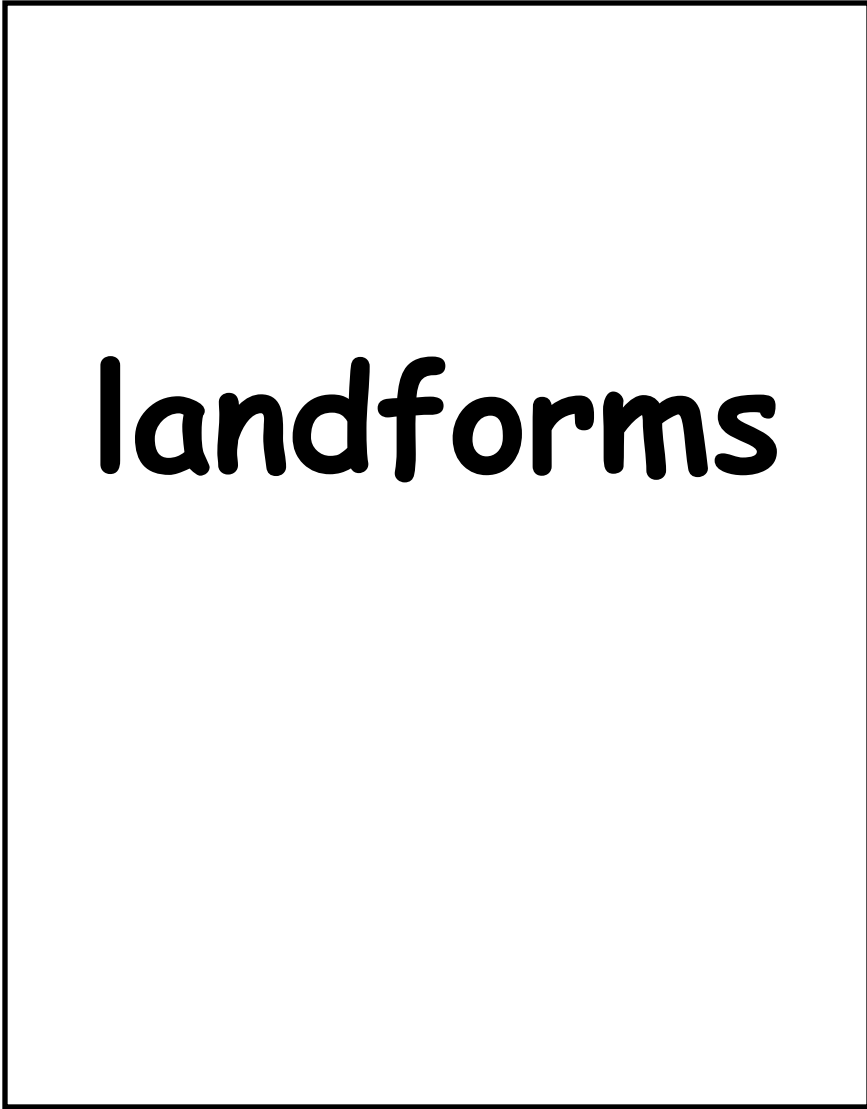
A **cape** is a piece of land which extends into the sea/ocean/lake.

bay

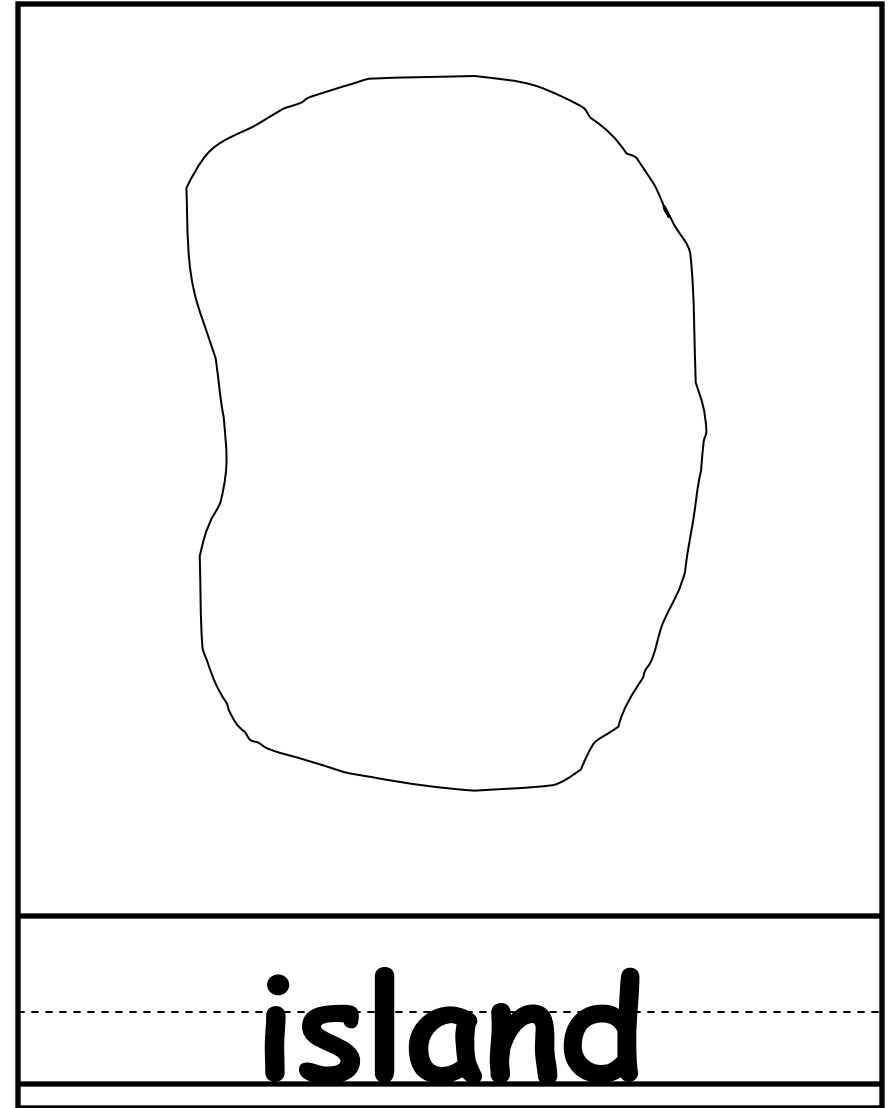
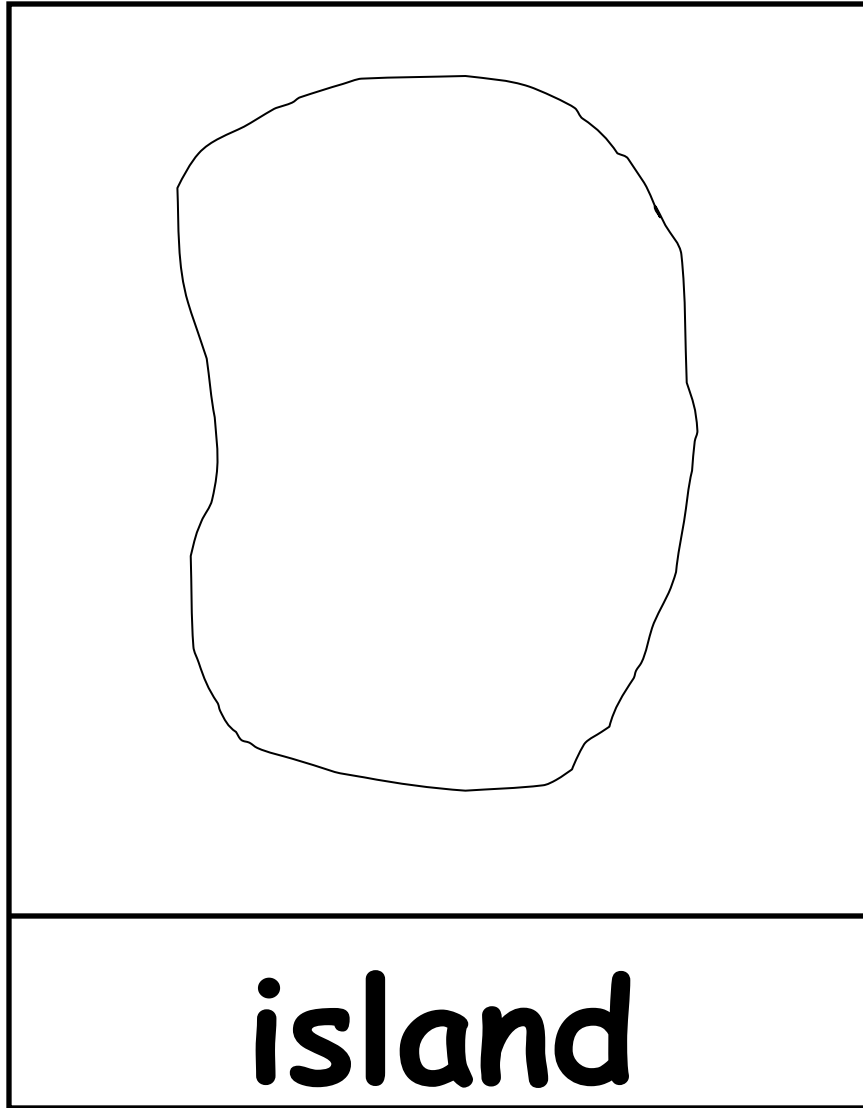
A **bay** is a body of water which extends into the land and is mostly surrounded by land.

Before you laminate:

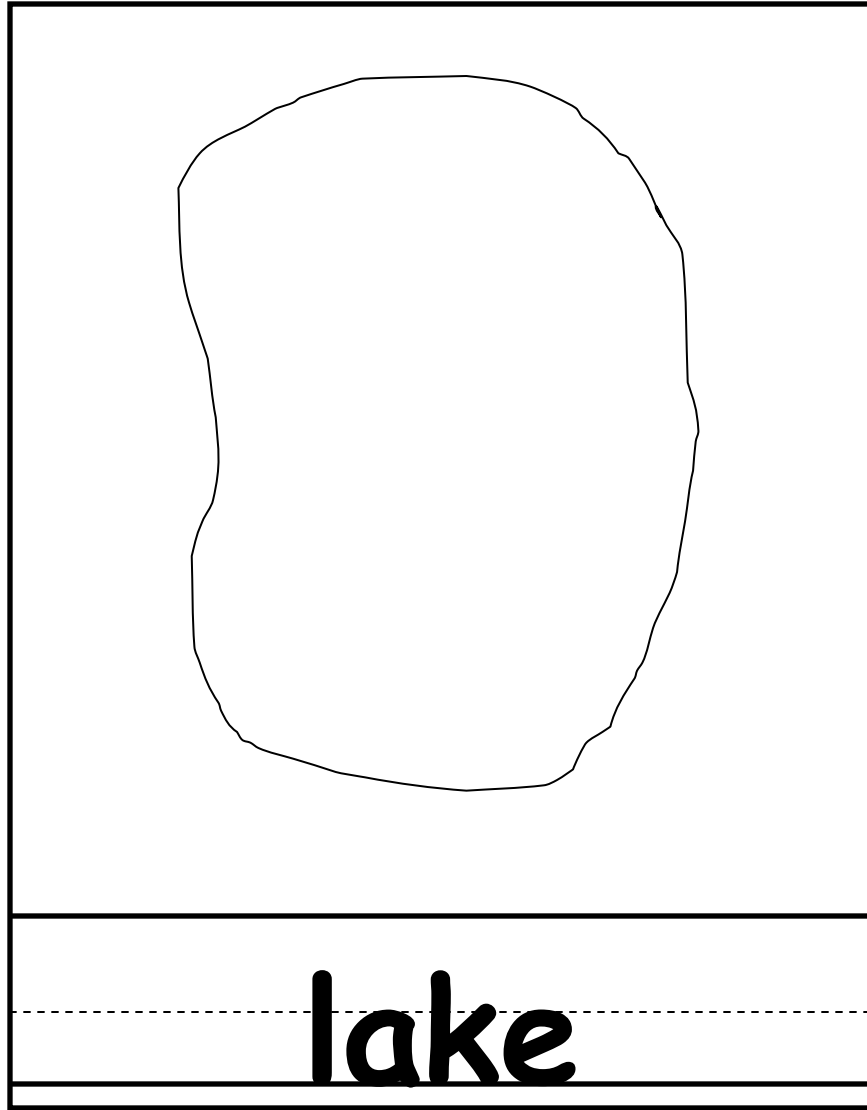
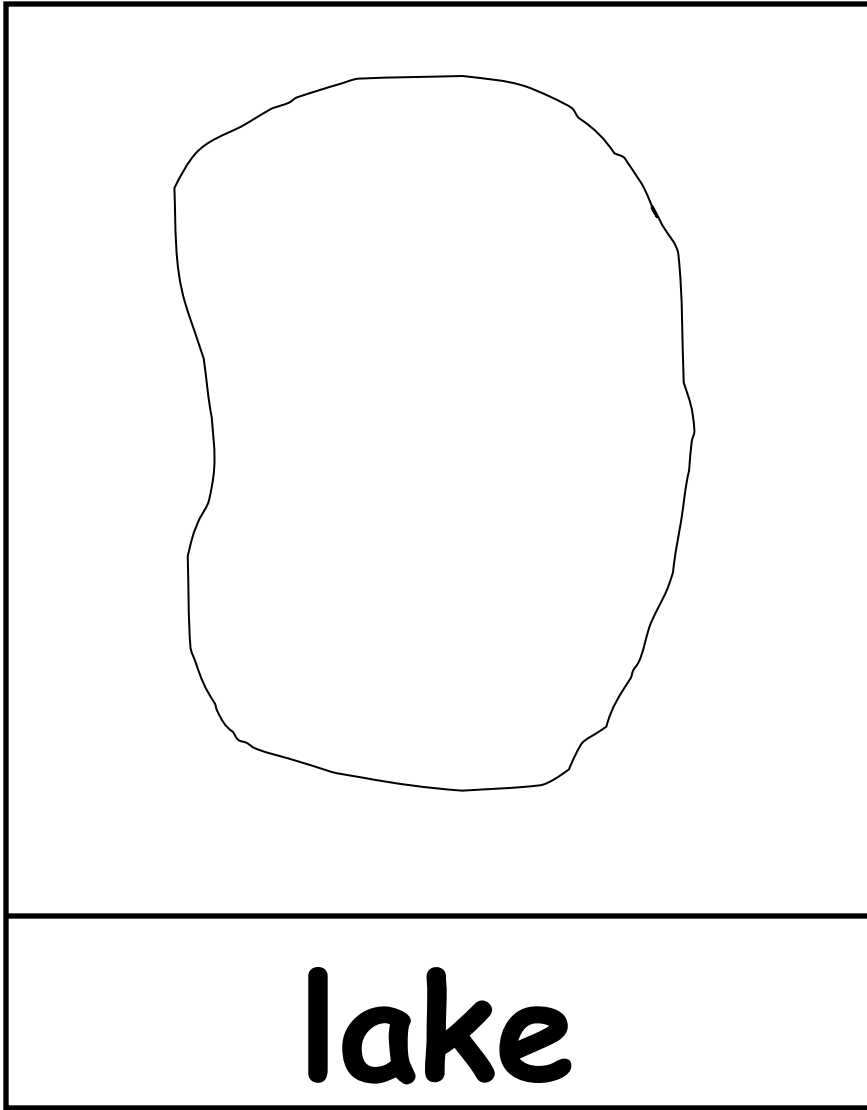
Cut apart and paste onto the backsides of the appropriate whole cards (picture cards with the words printed at the bottom).



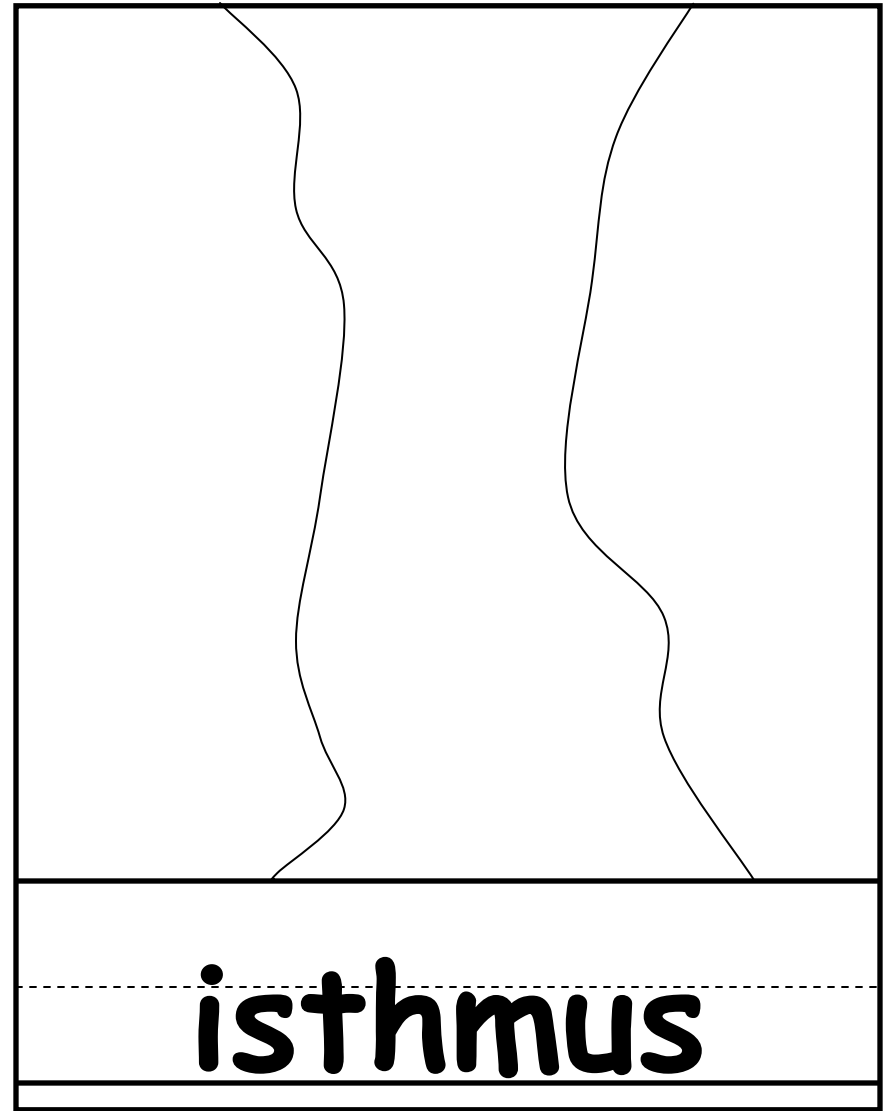
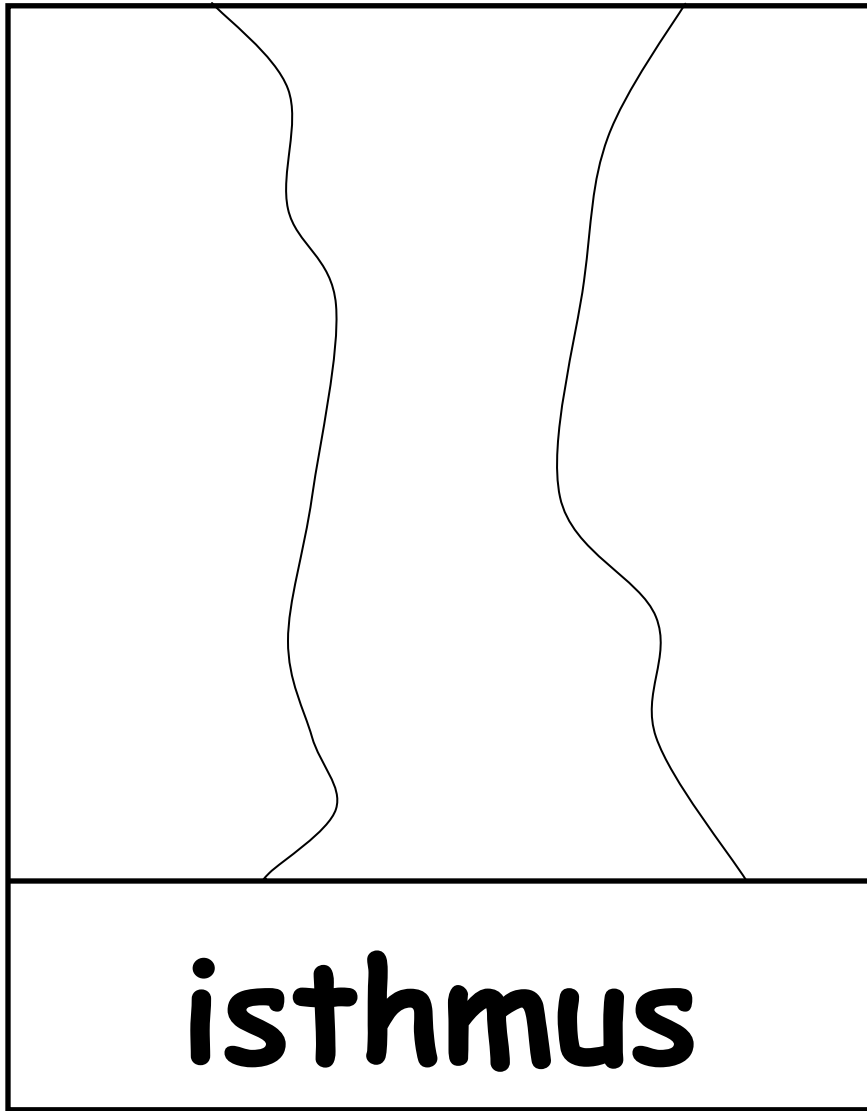
Print one of the cards on the left for the cover of your **Wall Chart** and one for your **Example Booklet**. Print one of these lined cover cards (on the right) per child so they can make a booklet.



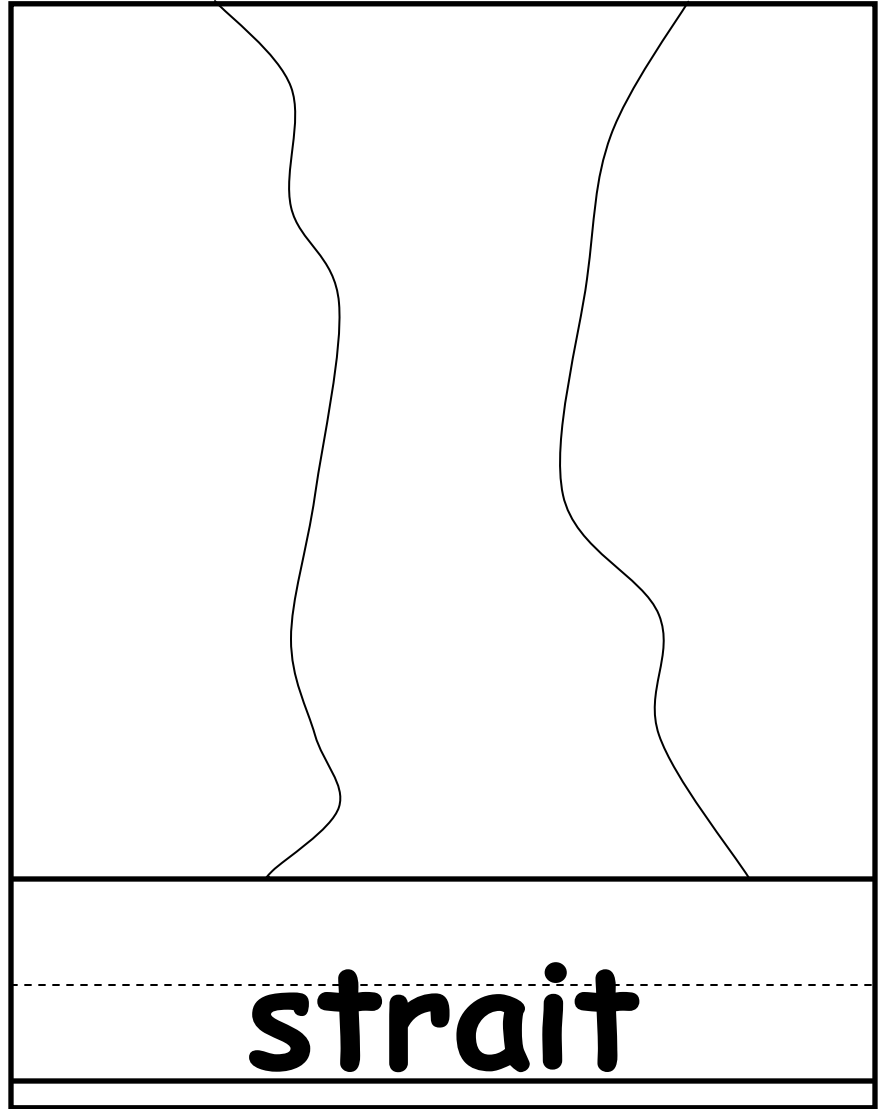
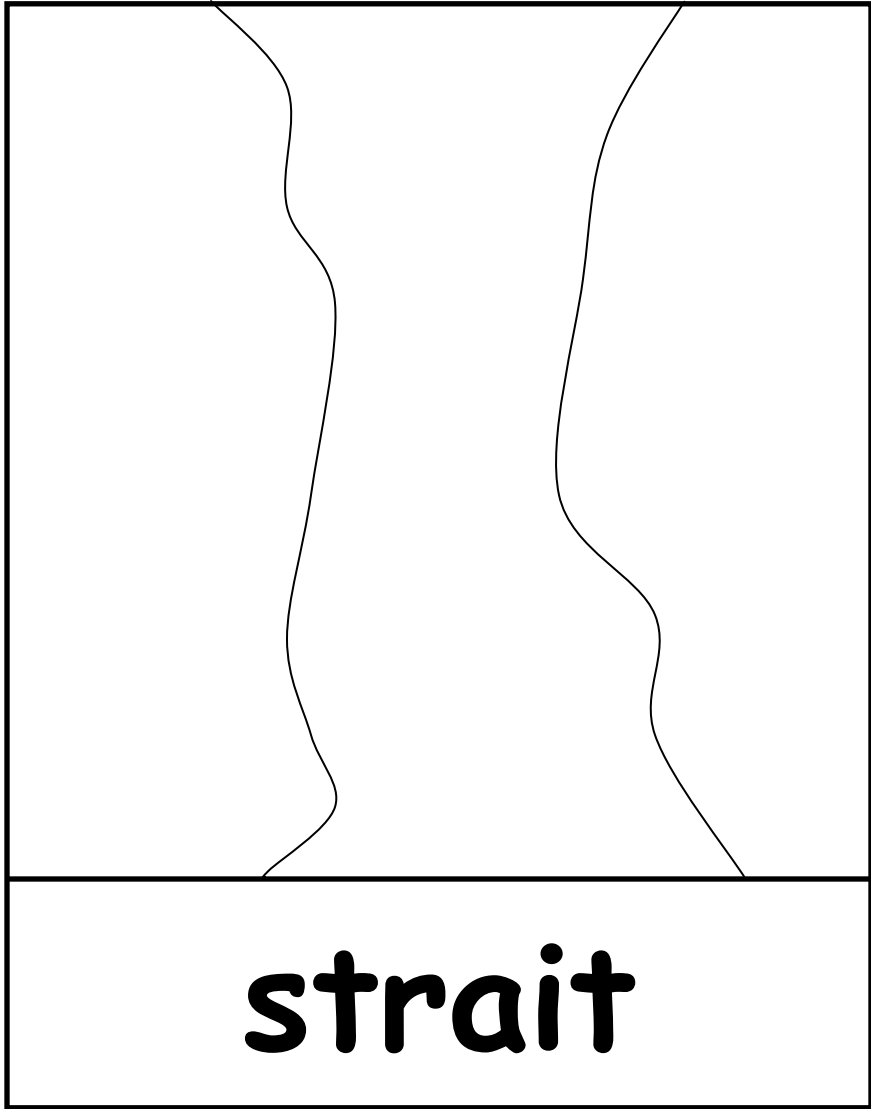
Print these 3-Part Cards onto white paper and color the **island** brown and surround it with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



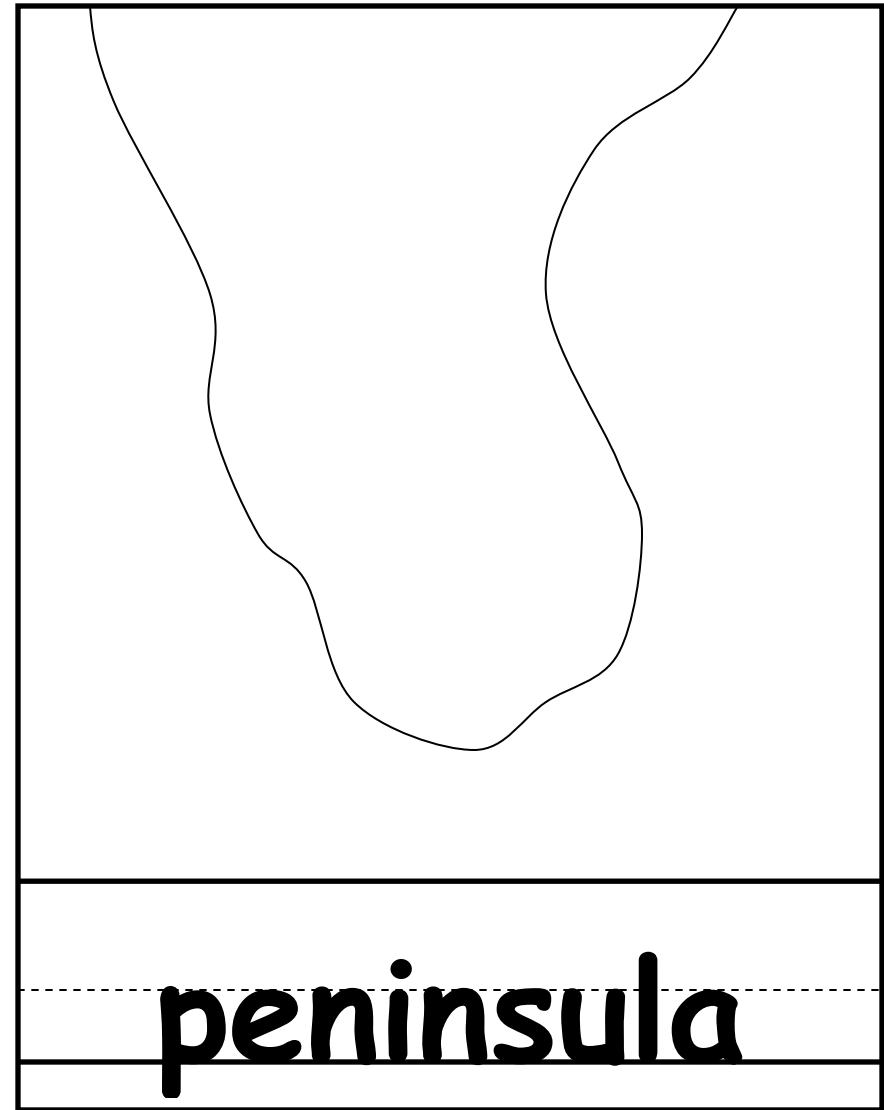
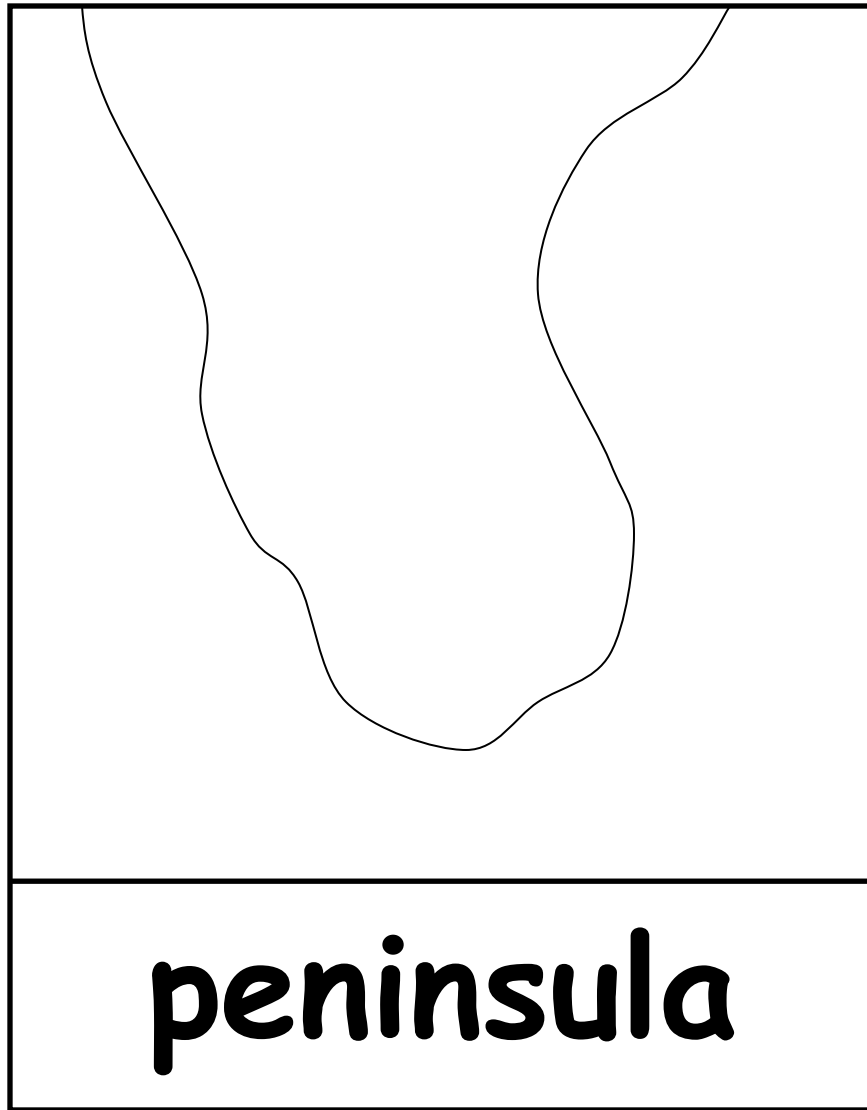
Print these 3-Part Cards onto white paper and color the **lake** blue and surround it with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



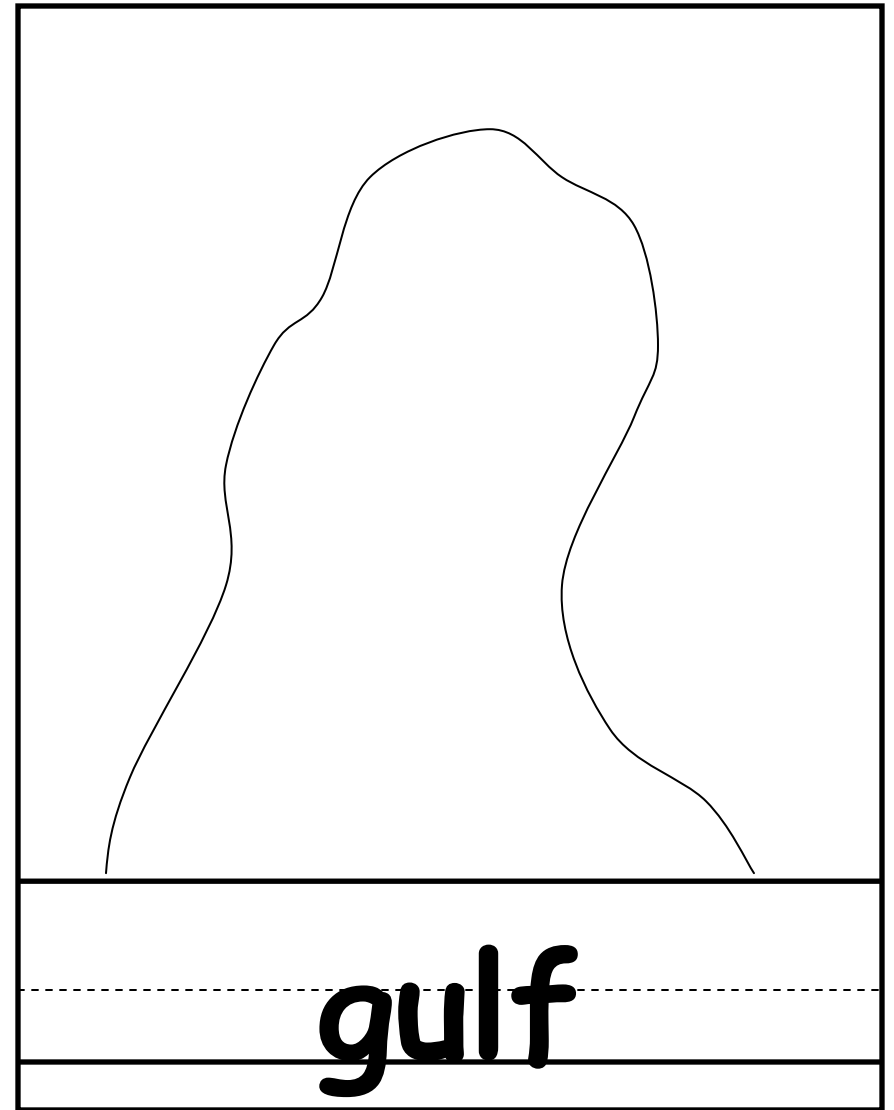
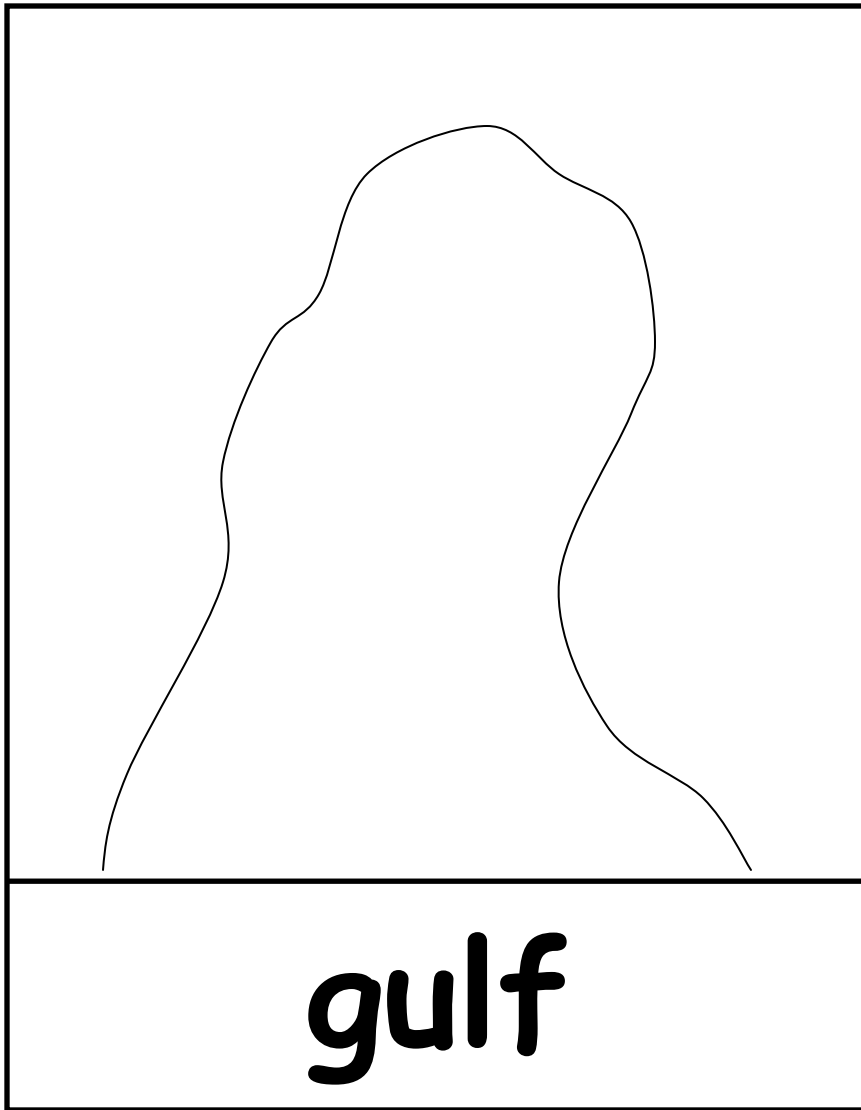
Print these 3-Part Cards onto white paper and color the **isthmus** brown and the water to the left and the right of the isthmus blue. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



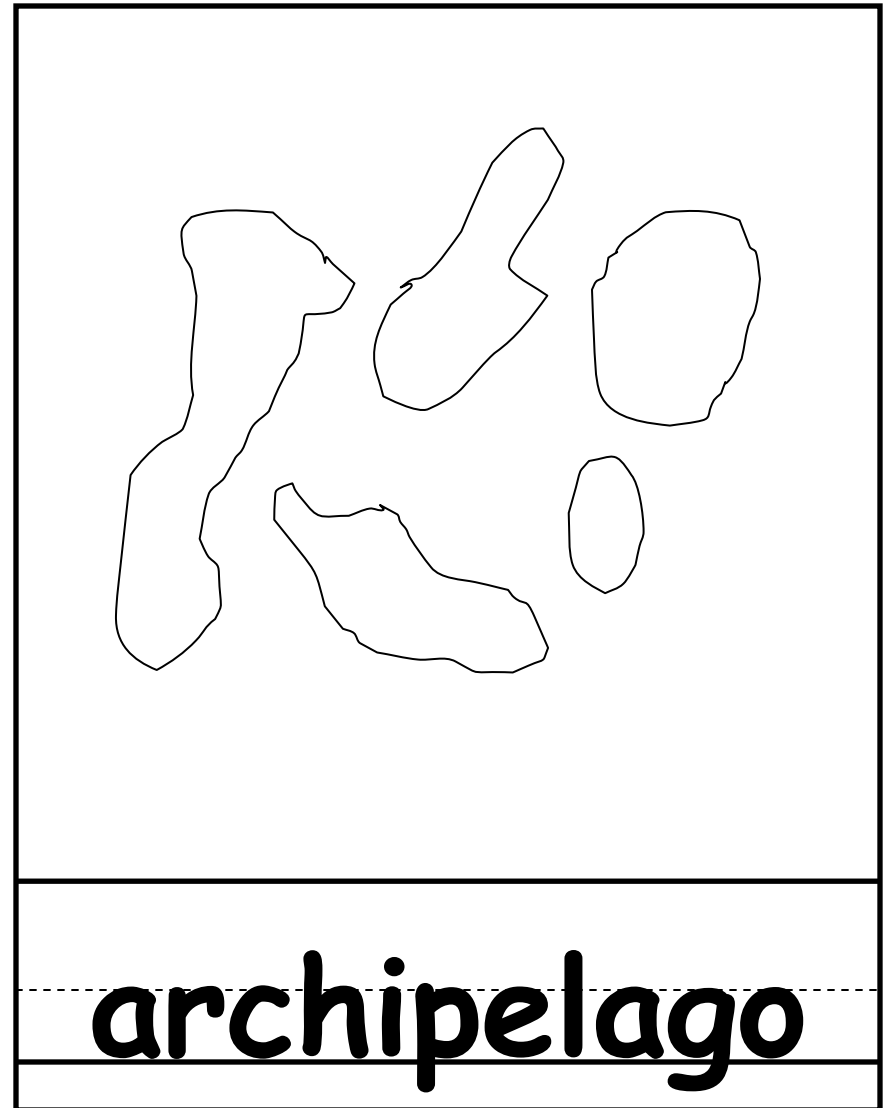
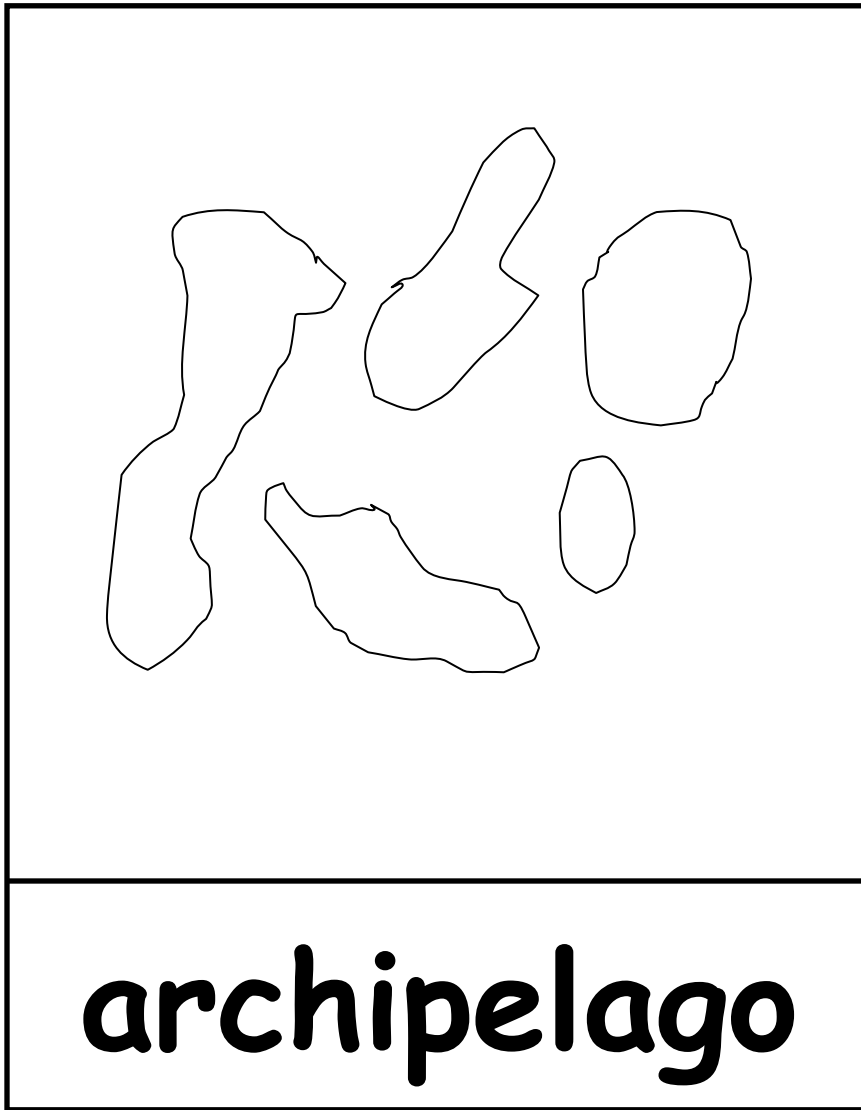
Print these 3-Part Cards onto white paper and color the **strait** blue and the land to the left and the right of the strait brown. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



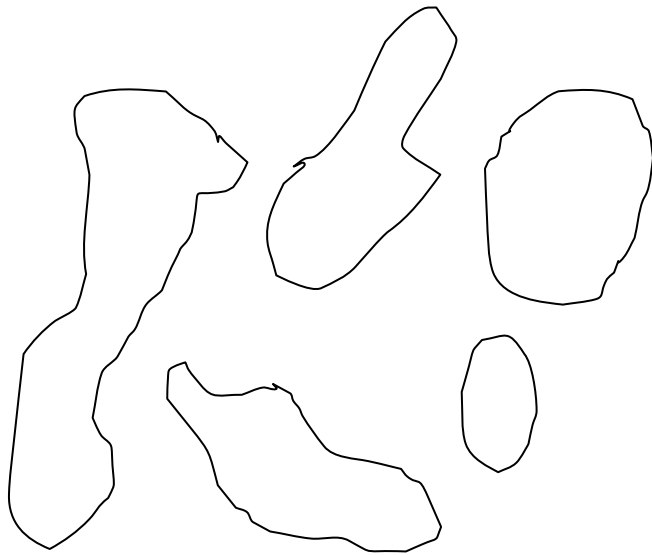
Print these 3-Part Cards onto white paper and color the **peninsula** brown and surround it on three sides with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



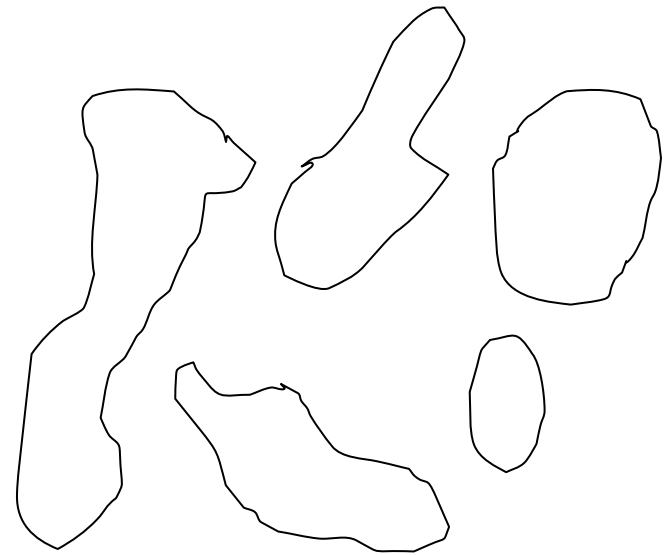
Print these 3-Part Cards onto white paper and color the **gulf** blue and surround it on three sides with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



Print these 3-Part Cards onto white paper and color the **archipelago** brown (group of 5 islands) and surround each landform with blue water. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.

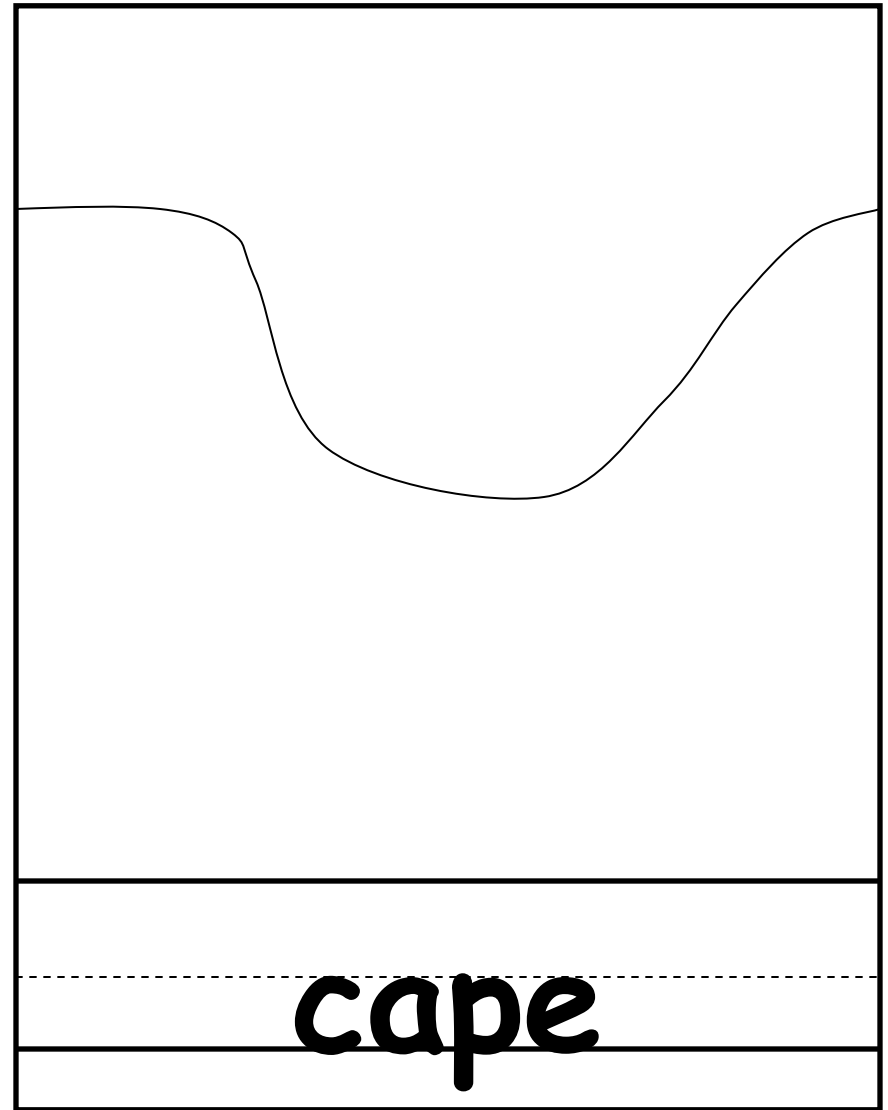
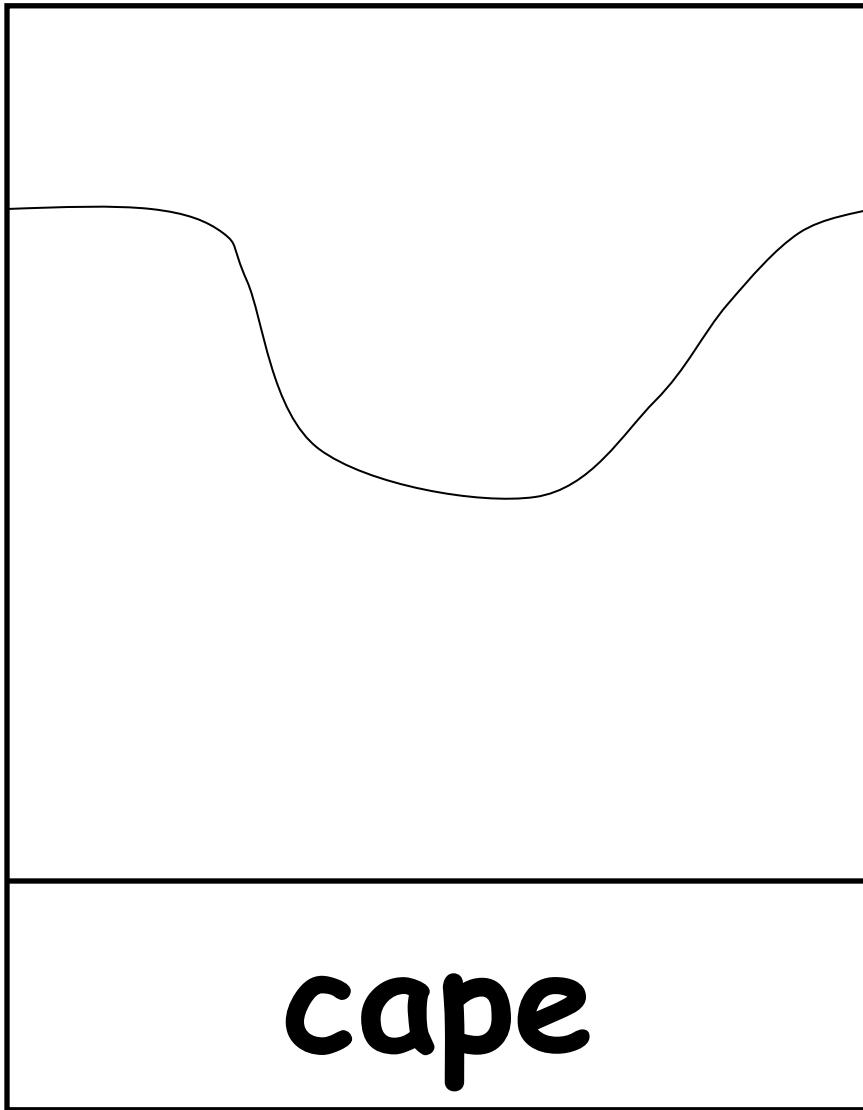


system of lakes

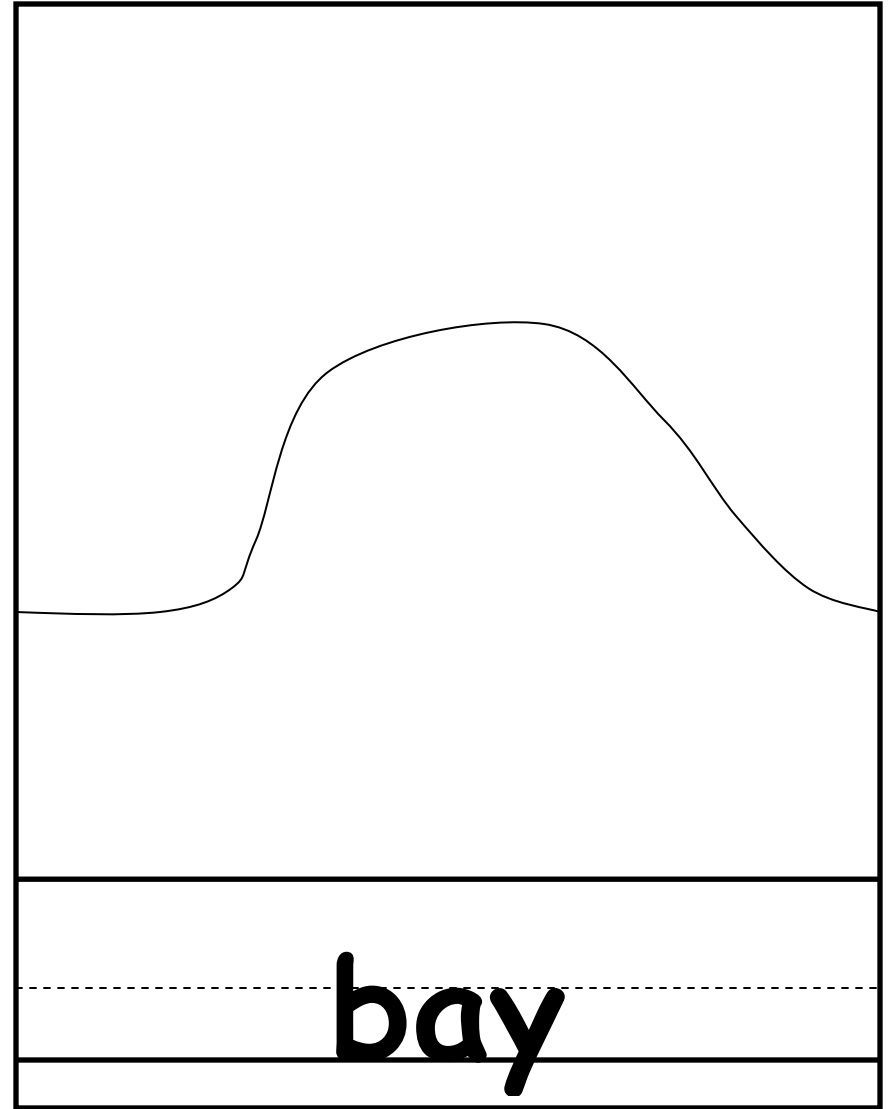
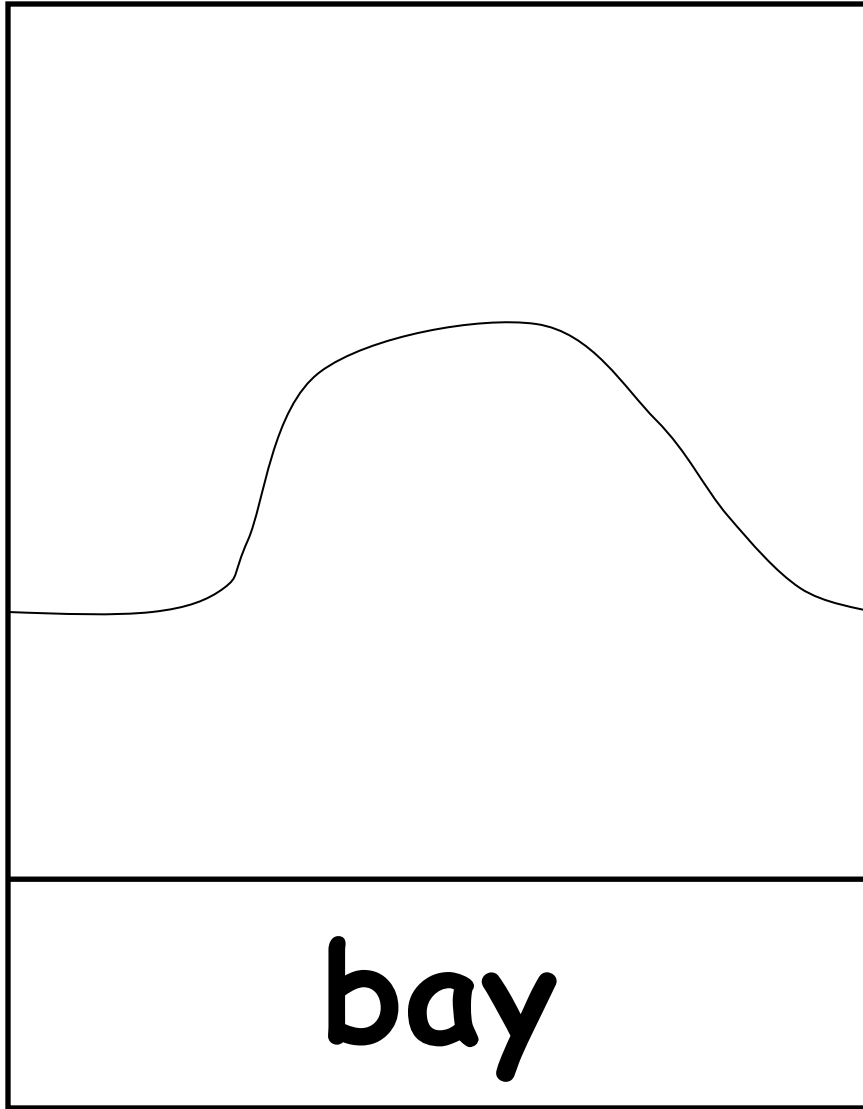


system of lakes

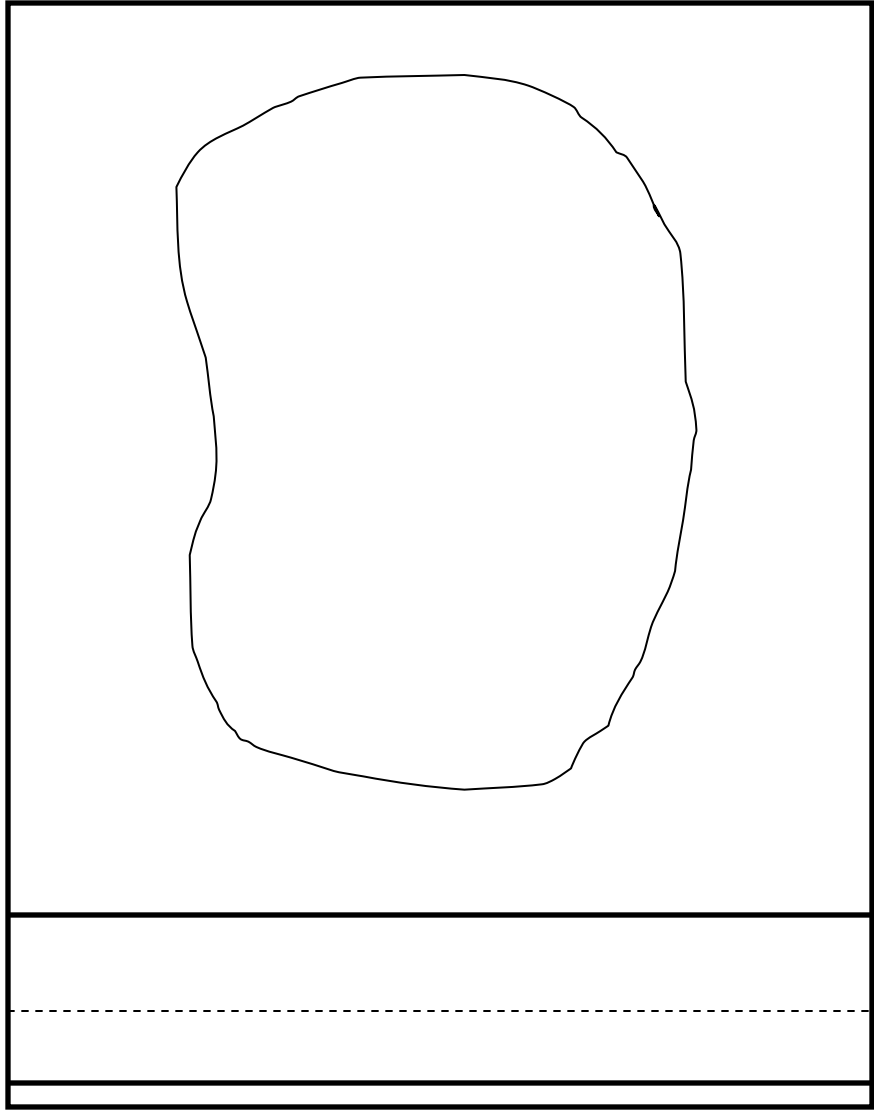
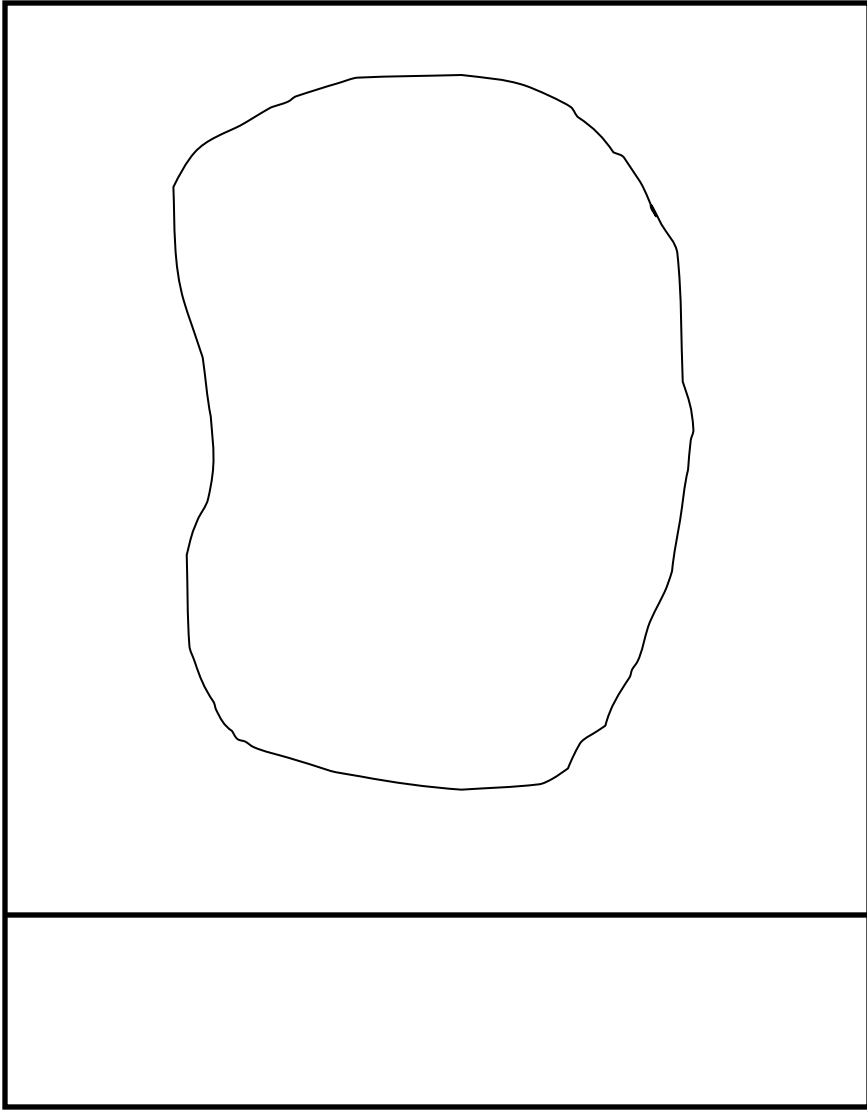
Print these 3-Part Cards onto white paper and color the **system of lakes** blue (group of 5 lakes) and surround each lake with brown land. Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



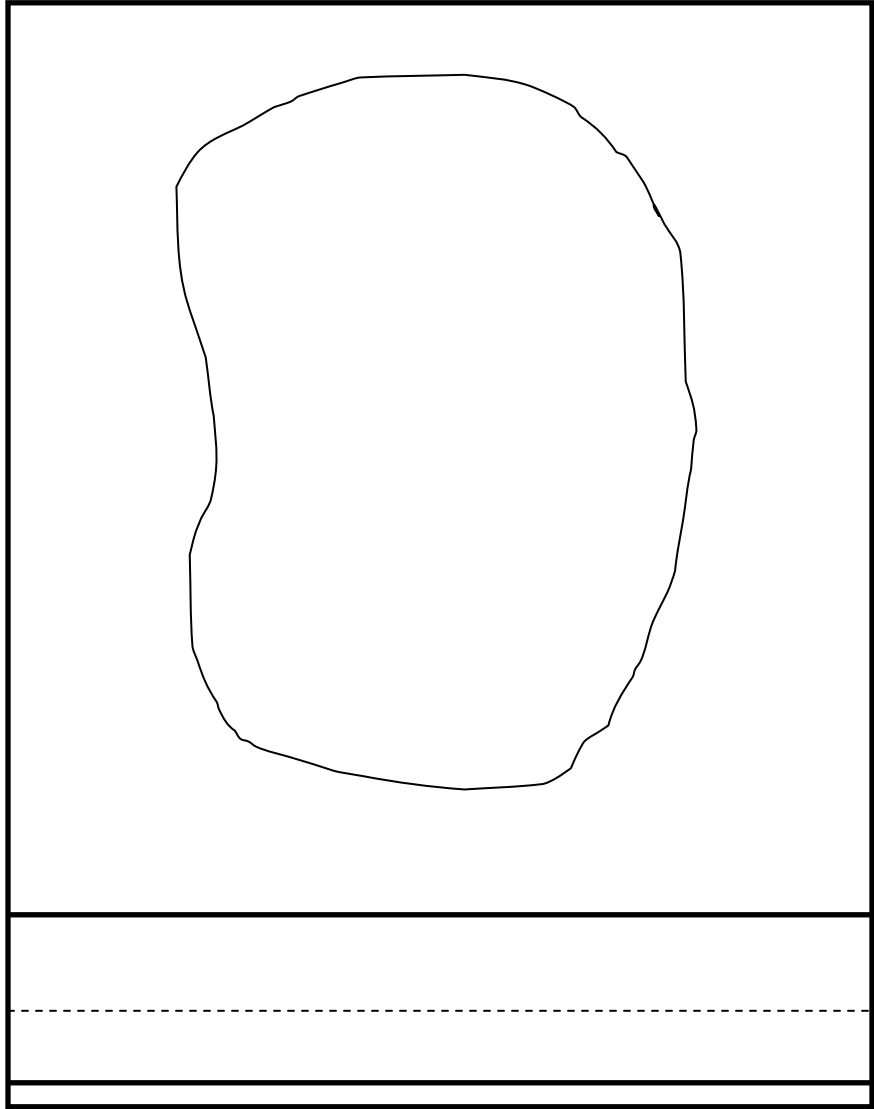
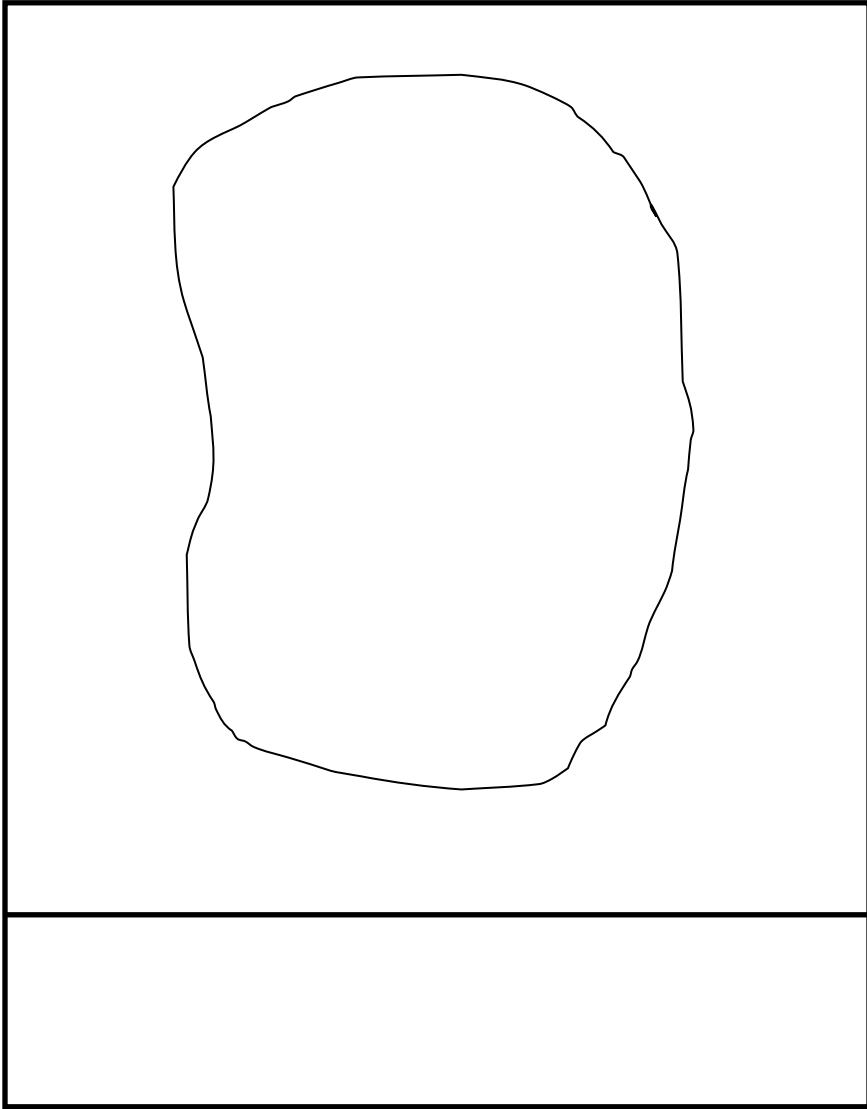
Print these 3-Part Cards onto white paper and color the **cape** brown (above the curvy line) and color the water blue (below the curvy line). Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



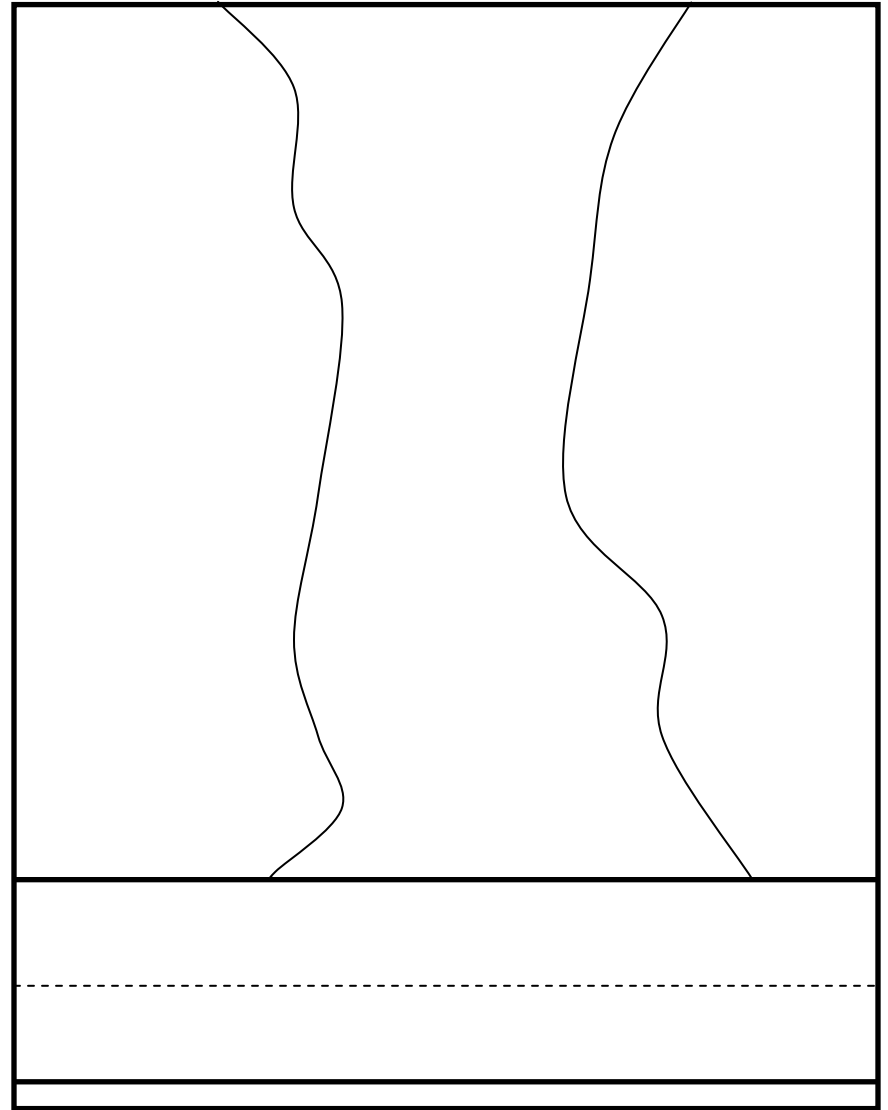
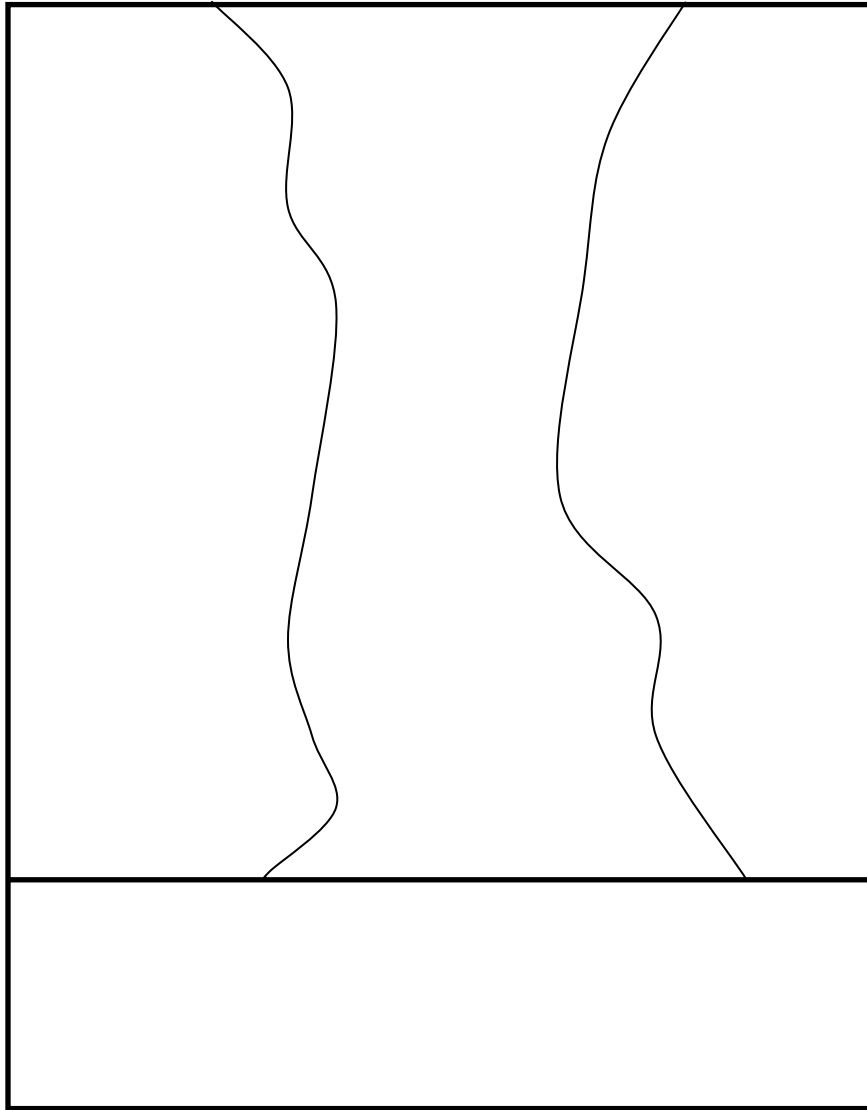
Print these 3-Part Cards onto white paper and color the **bay** blue (below the curvy line) and color the land brown (above the curvy line). Leave the card on the left whole and cut apart the card on the right (you will have 2 pieces; the label and picture). Laminate if desired.



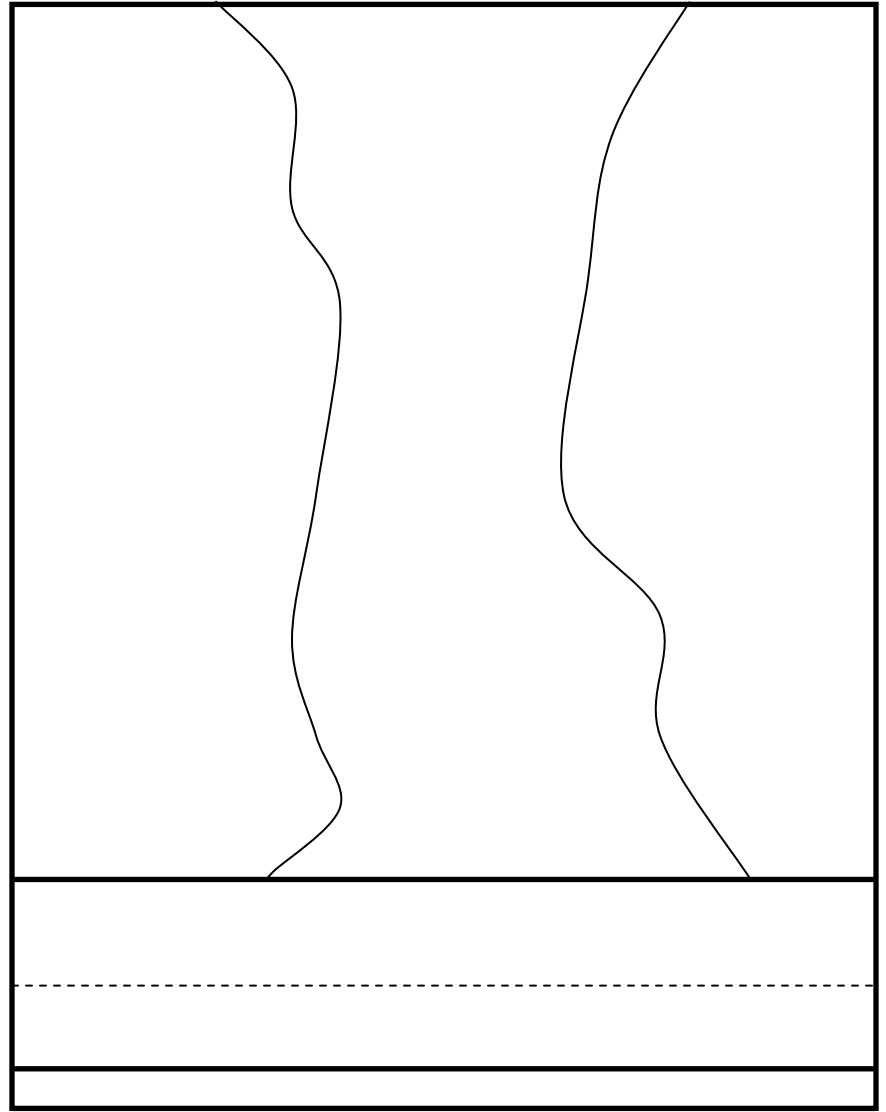
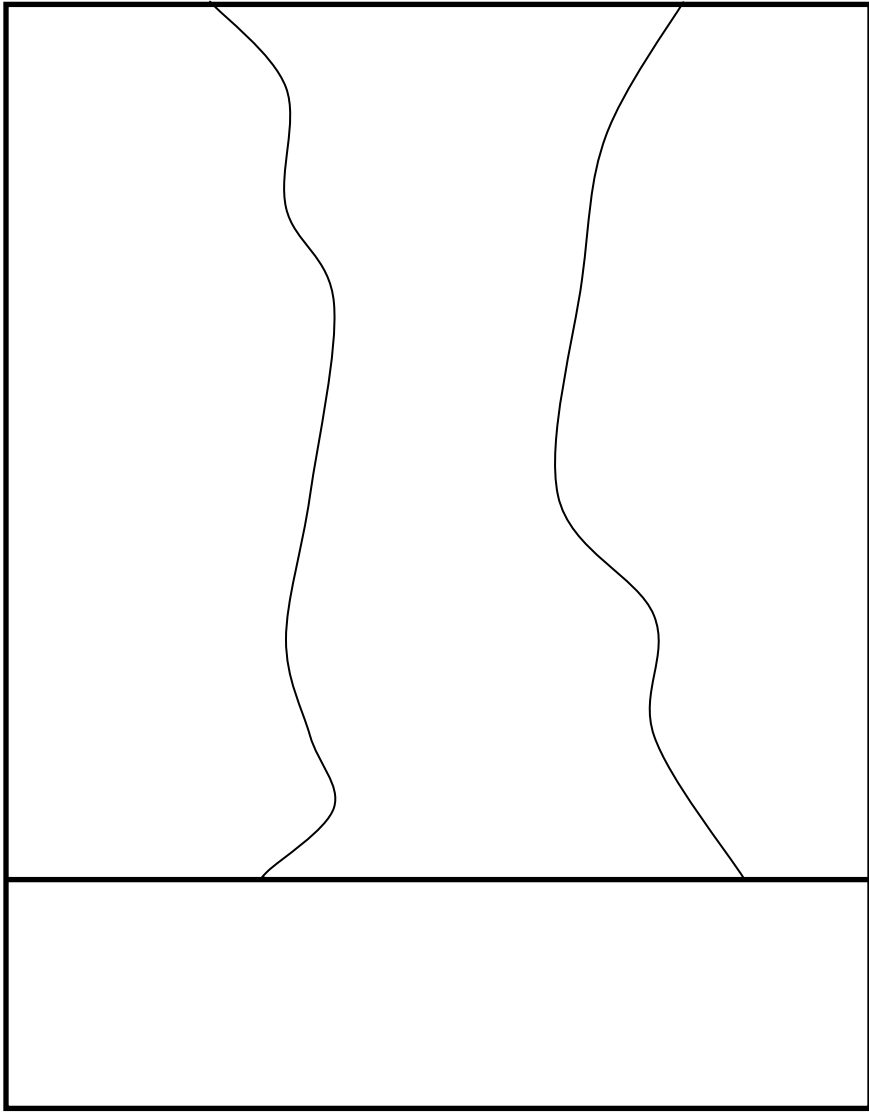
Island



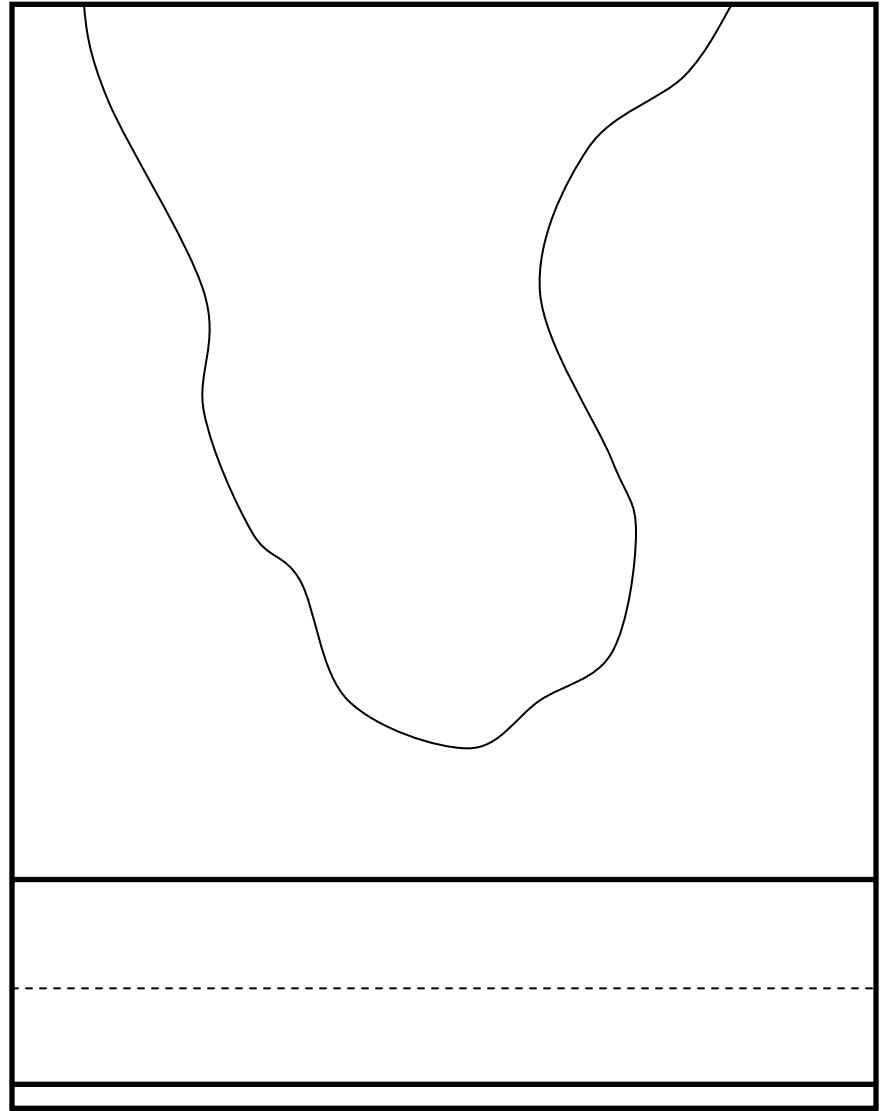
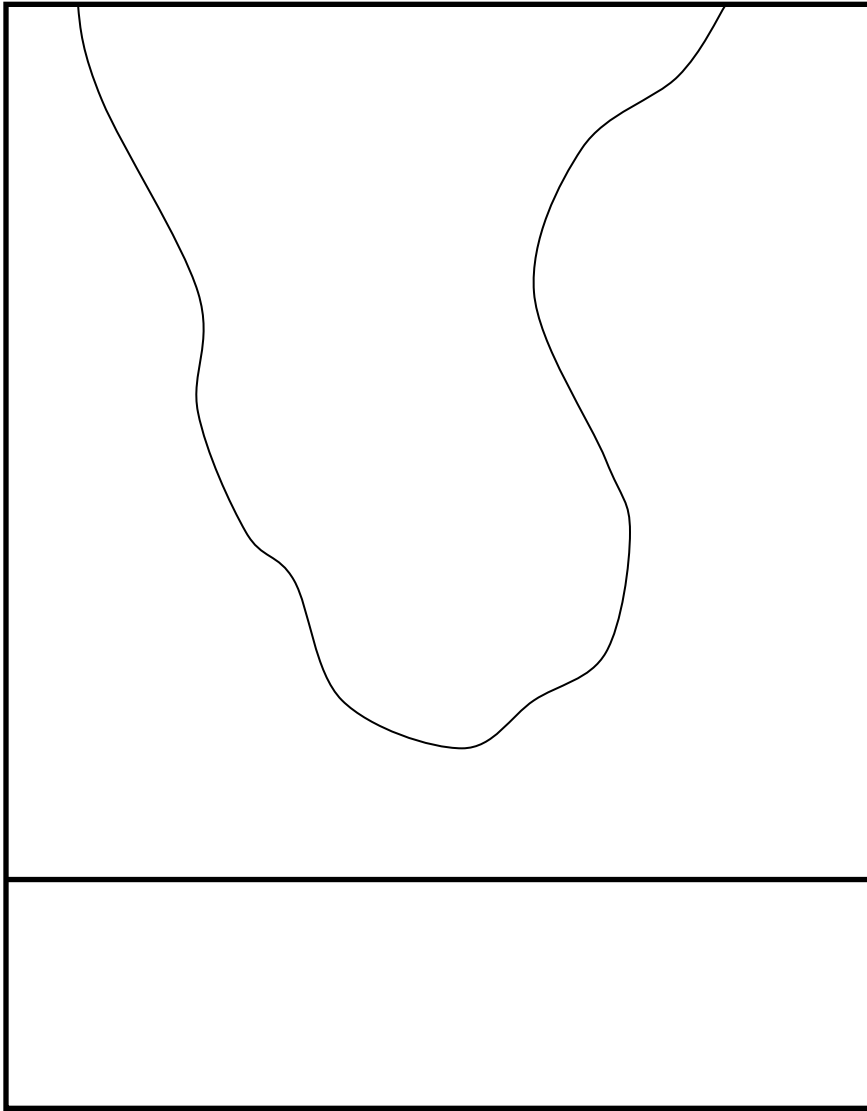
Lake



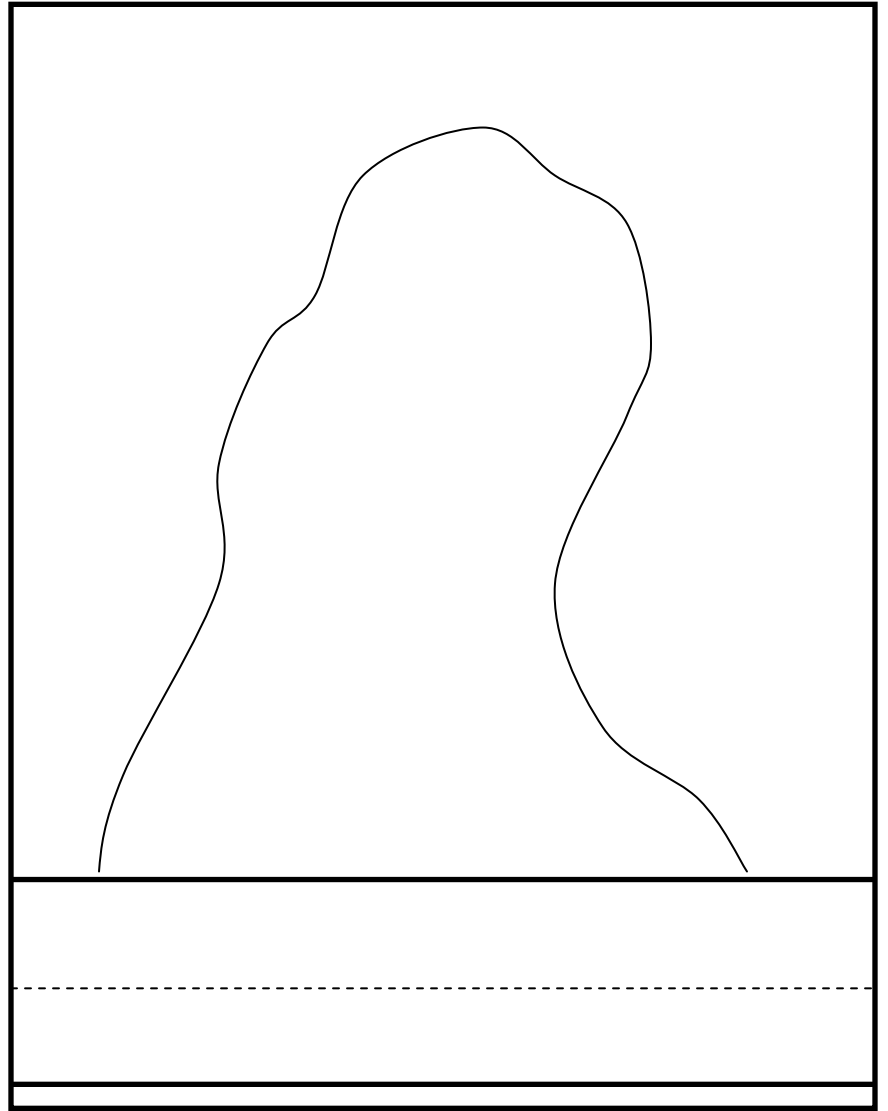
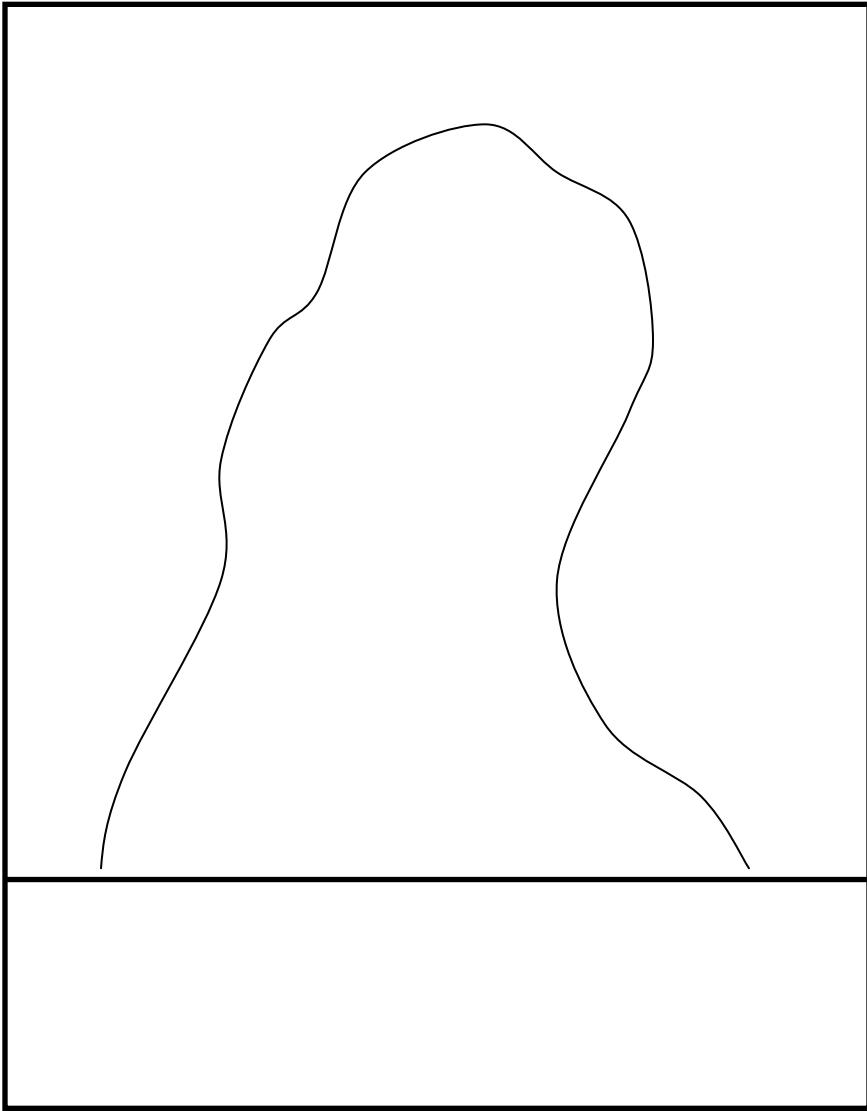
Isthmus



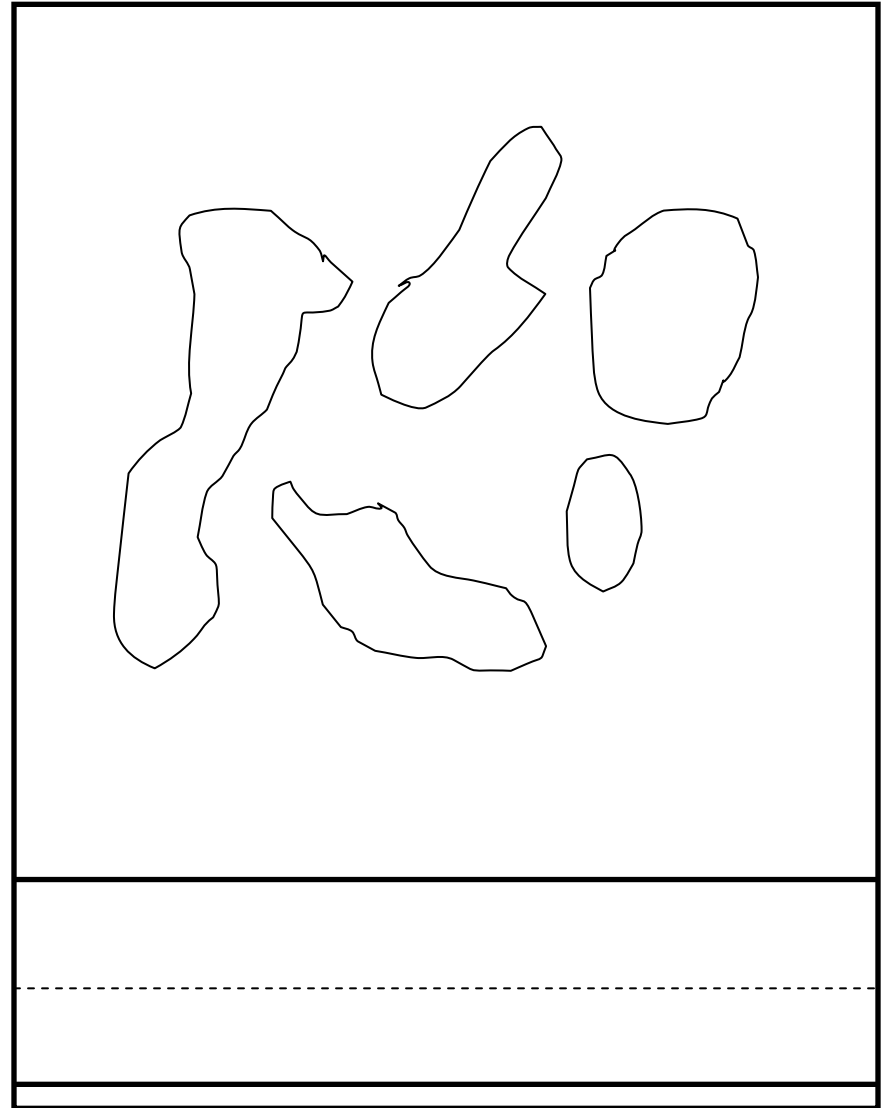
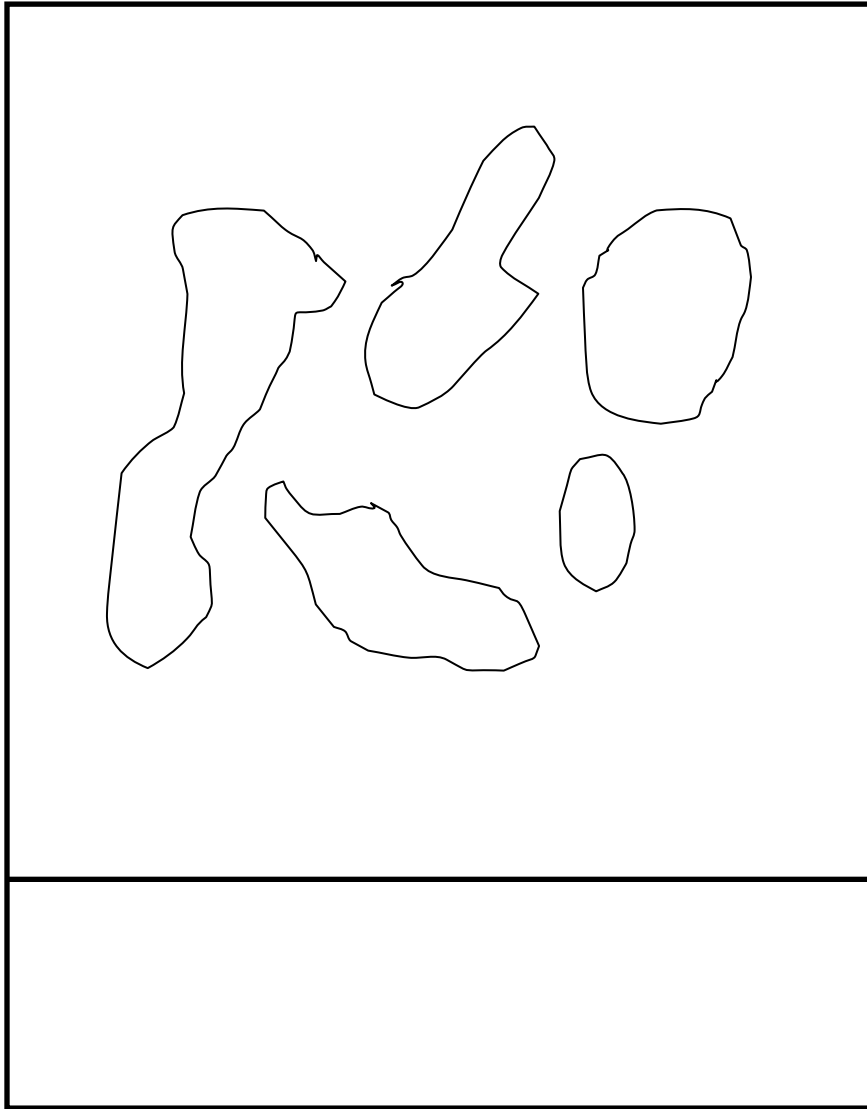
Strait



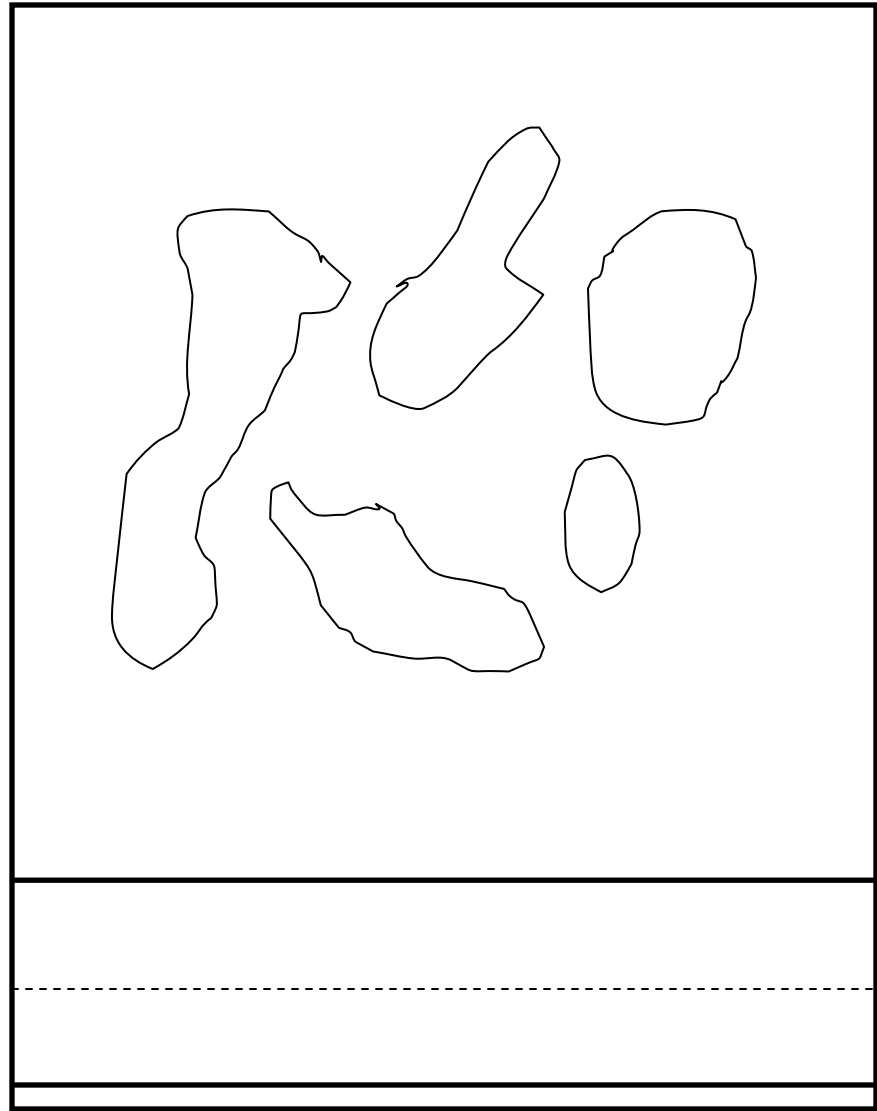
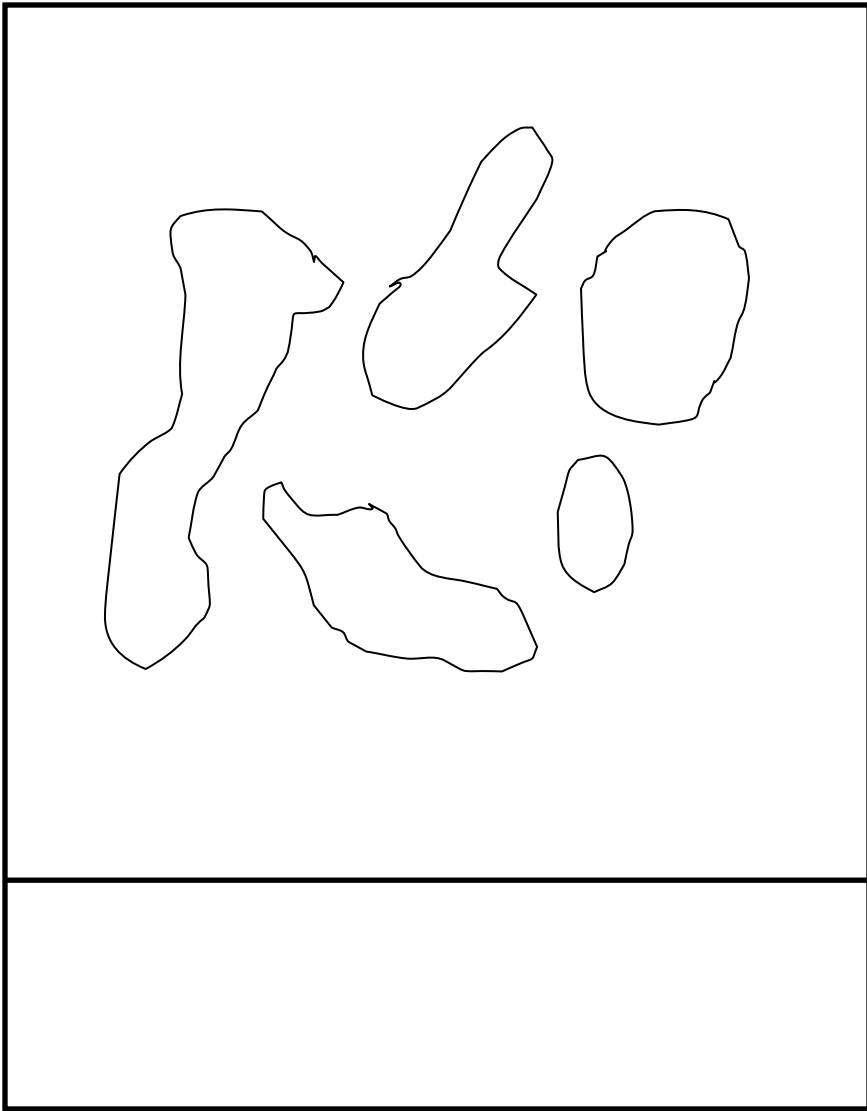
Peninsula



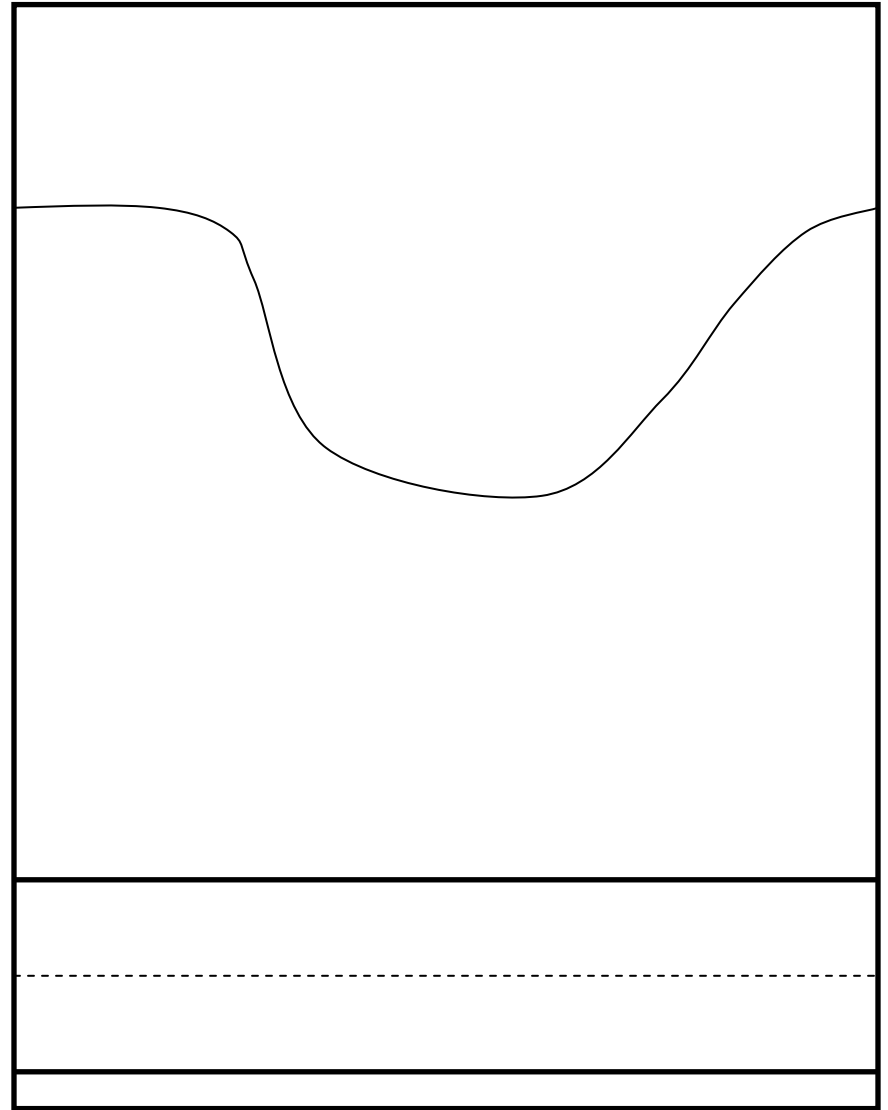
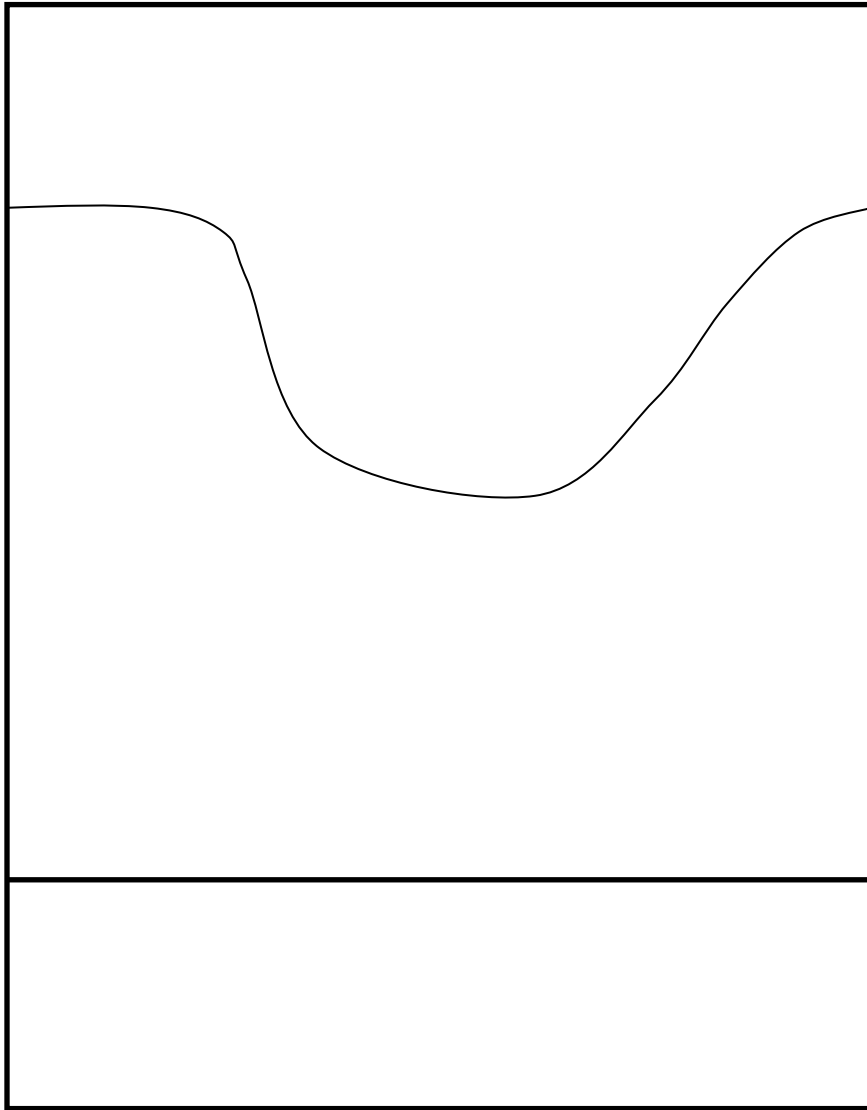
Gulf



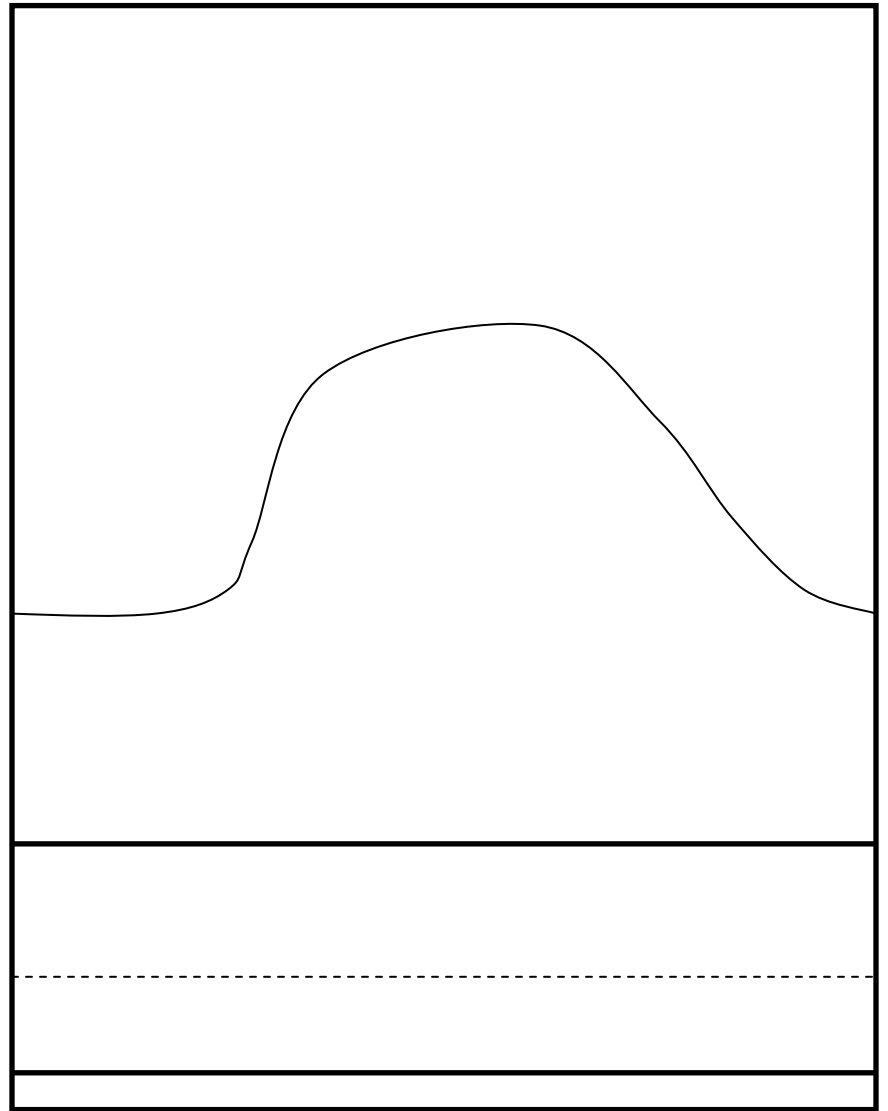
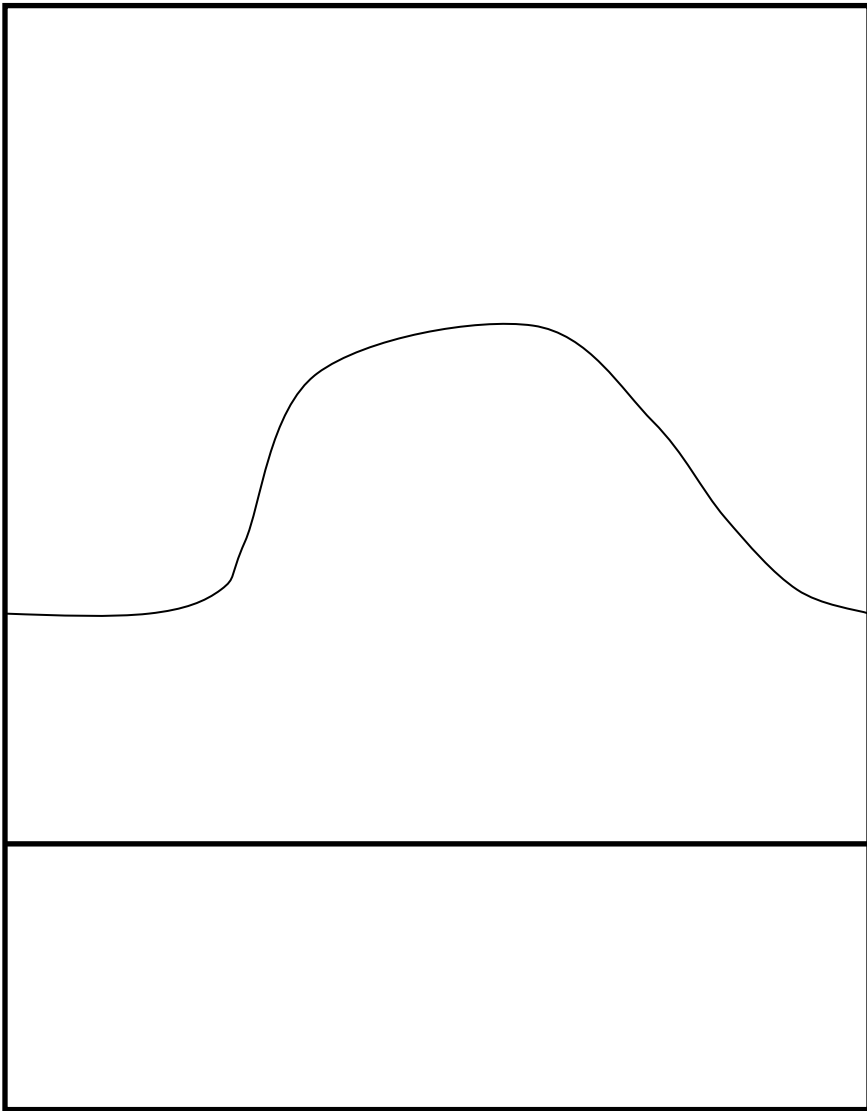
Archipelago



Systems of Lakes



Cape



Bay

Geography Landforms Activity – Booklets

To make a **Landform Booklet** you would need:

- (1) cover
- (1) “island” card
- (1) “lake” card
- (1) “isthmus” card
- (1) “strait” card
- (1) “peninsula” card
- (1) “gulf” card
- (1) “archipelago” card
- (1) “system of lakes” card
- (1) “cape” card
- (1) “bay” card

Mount the cards individually on royal blue poster board.

Hold the 11 pages of the booklet together by punching holes in the left sides of the cards and attaching metal rings.

Variations and Extensions:

1. Invite the children to make their own booklets.

Geography

Landforms

Activity – Wall Chart

To make a **Wall Chart** you would need:

- (2) covers
- (2) “island” cards
- (2) “lake” cards
- (2) “isthmus” cards
- (2) “strait” cards
- (2) “peninsula” cards
- (2) “gulf” cards
- (2) “archipelago” cards
- (2) “system of lakes” cards
- (2) “cape” cards
- (2) “bay” cards

Mount 1 set of cards on a long piece of royal blue poster board.

Mount 1 set of cards on individual pieces of royal blue poster board (lamine if preferred) making a deck of landform cards.

Presentation:

1. Use the “deck” of landform cards to match to the “wall chart”.

Variations and Extensions:

1. Invite the children to make their own booklets.

Geography Geographical Maps Introduction

The Geographical Maps are similar to the Montessori Wooden Maps (see page 87). They are flat puzzle maps and each one shows divisions within the specific country. The maps include countries such as; the United States, Europe, Asia, Oceania/New Zealand/Australia, etc.

Note: The initial presentation is one that is an introductory lesson in handling the Geographical Maps. First choose a map to present. Next, remember **not** to give the names of the specific countries, towns or cities other than the name of the country of the map you are presenting (this would be an extension).

Materials:

- (1) Montessori wooden **Geographical Map** (flat puzzle map showing a country with divisions)

Presentation #1:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Geographical Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should show the children how to carry the chosen **Geographical Map** (same as a tray) over to the rug and place it to the right of the tray.
5. The teacher should point to the **Geographical Map** and say, "This is one of our **Geographical Maps. This map is of (name of the country).**"
6. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
7. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
8. Gently lower the wooden piece back into its space on the **Geographical Map.**
9. Choose another **piece** on the **Geographical Map** and repeat the above process.
10. Choose a third **piece** on the **Geographical Map** and repeat the above process.
11. Return the **Geographical Map** back to its place in the map rack.
12. Invite the children to take turns working with the **Geographical Map.**

Another Day - Presentation #2:

Materials:

→ (1) to scale **Control Map** (either colored or black and white drawing)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Geographical Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should invite a child to carry the map as show previously over to the rug.
5. The teacher should invite a child to carry the **Control Map** over to the rug and place it directly below the map.
6. The teacher should invite the children to sit back down on the rug in their places.
7. The teacher should point to the **Geographical Map** and say, "This is one of our **Geographical Maps. This map is of (name of the country).**"
8. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
9. Using the same two fingers, point to the place on the **Control Map** where the same piece is located.
10. Using the same two fingers, slowly trace around the outline of the piece on the **Control Map.**
11. Gently lower the wooden piece so that it is on top of the **Control Map** exactly where the outline shows where it belongs.
12. Admire your work.
13. Pick up the wooden piece that is on top of the **Control Map** with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
14. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space on the **Geographical Map** that previously held the piece.
15. Gently lower the wooden piece back into its space on the **Geographical Map.**
16. Return the **Geographical Map** back into its place in the map rack.
17. Return the **Control Map** back to its place.
18. Invite the children to take turns working with the **Geographical Map.**

Another Day - Presentation #3:

Repeat Presentation #2, steps 1-11, then continue below:

12. Chose a second piece from the **Geographical Map** and repeat process to place it on the **Control Map**.
13. Choose a third piece from the **Geographical Map** and repeat process to place it on the **Control Map** (you should now have 3 pieces placed on **Control Map**).
14. Admire your work.
15. Now, return each piece in order by repeating steps 13-15 from
16. Presentation #2.
17. Finish by repeating steps 16-18 from Presentation #2.

Another Day - Presentation #4:

Repeat Presentation #3, but instead of working with only 3 pieces, remove all of the pieces (one at a time as explained in above directions) and place them on the **Control Map**. Replace them in the same way as directed.

Another Day - Presentation #4:

Repeat Presentation #4 using a different **Geographical Map**.

Variations and Extensions:

1. Have the children show where the country is on the **Continent Globe** and the **World Map**.
2. Give 3-Period Lessons on the smaller parts (towns, countries, states, etc.) within the map.
3. Use a scarf and play "What's Missing."

Points of Interest:

1. How each **Geographical Map** can be divided into other parts.

Control of Error:

1. The control is in provided by the **Control Map**.

Aims:

Introduction and familiarity with a specific **Geographical Map**, learning that there are different ways in which to study the Earth up close.

Age:

3 years and up

Language:

Continents, names of continents, etc.

Geography Geographical Maps Activity – Trace

- Show the child how to place the see-through disc on top of the **Geographical Map** and trace.
- Show the child how to place a piece of paper on top of the **Control Map** and trace.
- Children may cut out the paper map they traced from the **Control Map**.

Geography
Geographical Maps
Activity – Color

- The child may color the map they traced from the **Control Map**.

Geography Geographical Maps Activity – Label

- Labels may be printed on paper in which the child cuts them out - or - the child may make their own labels by printing on paper and cutting them out.
- Show the child how to place labels on top of the **Geographical Map, Control Map or the map which they traced/colored/cut out.**
- Be sure to supply a Control Map which has been labeled.

Geography Geographical Maps Activity – Punch Out

Set up a tray that contains sheets of paper (white or color to match the puzzle pieces), ¼” felt mat and a large push pin - or - a stylus push pin (Adults need to be watch a young child to keep them safe from using a sharp object). Pictures are below:



- Have the child trace the pieces of a **Geographical Map** onto the same color of paper - or - onto white paper in which they color the same color as the wooden piece.
- Have the child put the tracing onto the felt mat and use the push pin to punch it out. Remove the piece.
- An extension of this activity would be to take the pieces and paste them down to make a paper duplicate of the geographical map onto another piece of larger paper (this is a large work and would take more than a few work periods).
- Another extension would be to make labels and past them down onto the paper map.

Geography

Studying Specific Continents

Introduction

Specific Continent Map

The Continent Maps are similar to the Geographical Maps (see page 144). They are flat puzzle maps and each one shows divisions within the specific continent.

Note: The initial presentation is one that is an introductory lesson in handling the Geographical Maps. First choose a map to present. Next, remember **not** to give the names of the specific counties/towns/cities etc. other than the name of the continent you are presenting (this would be an extension).

Materials:

→ (1) Montessori wooden **Continent Map** (flat puzzle map showing a continent with divisions)

Presentation #1:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, “Today we are going to work with one of our wooden **Continent Maps.**”
3. Invite the children to walk over to the map stand.
4. The teacher should show the children how to carry the chosen **Continent Map** (same as a tray) over to the rug and place it to the right of the tray.
5. The teacher should point to the **Continent Map** and say, “This is one of our **Continent Maps. This map is of (name of the continent).**”
6. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
7. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
8. Gently lower the wooden piece back into its space on the **Continent Map.**
9. Choose another **piece** on the **Continent Map** and repeat the above process.
10. Choose a third **piece** on the **Continent Map** and repeat the above process.
11. Return the **Continent Map** back to its place in the map rack.
12. Invite the children to take turns working with the **Continent Map.**

Another Day - Presentation #2:

Materials:

→ (1) to scale **Control Map** (either colored or black and white drawing)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Continent Maps**."
3. Invite the children to walk over to the map stand.
4. The teacher should invite a child to carry the map as show previously over to the rug.
5. The teacher should invite a child to carry the **Control Map** over to the rug and place it directly below the map.
6. The teacher should invite the children to sit back down on the rug in their places.
7. The teacher should point to the **Continent Map** and say, "This is one of our **Continent Maps**. **This map is of (name of the continent).**"
8. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
9. Using the same two fingers, point to the place on the **Control Map** where the same piece is located.
10. Using the same two fingers, slowly trace around the outline of the piece on the **Control Map**.
11. Gently lower the wooden piece so that it is on top of the **Control Map** exactly where the outline shows where it belongs.
13. Admire your work.
14. Pick up the wooden piece that is on top of the **Control Map** with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
15. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space on the **Continent Map** that previously held the piece.
16. Gently lower the wooden piece back into its space on the **Continent Map**.
17. Return the **Continent Map** back into its place in the map rack.
18. Return the **Control Map** back to its place.
19. Invite the children to take turns working with the **Continent Map**.

Another Day - Presentation #3:

Repeat Presentation #2, steps 1-11, then continue below:

12. Chose a second piece from the **Continent Map** and repeat process to place it on the **Control Map**.
13. Choose a third piece from the **Continent Map** and repeat process to place it on the **Control Map** (you should now have 3 pieces placed on **Control Map**).
14. Admire your work.
15. Now, return each piece in order by repeating steps 13-15 from Presentation #2.
16. Finish by repeating steps 16-18 from Presentation #2.

Another Day - Presentation #4:

Repeat Presentation #3, but instead of working with only 3 pieces, remove all of the pieces (one at a time as explained in above directions) and place them on the **Control Map**. Replace them in the same way as directed.

Another Day - Presentation #4:

Repeat Presentation #4 using a different **Continent Map**.

Variations and Extensions:

1. Have the children show where the continent is on the **Continent Globe** and the **World Map**.
2. Give 3-Period Lessons on the smaller parts (towns, countries, states, etc.) within the map.
3. Use a scarf and play "What's Missing."

Points of Interest:

1. How each **Continent Map** can be divided into other parts.

Control of Error:

1. The control is in provided by the **Control Map**.

Aims:

Introduction and familiarity with a specific **Continent Map**, learning that there are different ways in which to study the Earth up close.

Age:

3 years and up

Language:

Continents, names of continents, etc.

Geography

Studying Specific Continents

Activity – Object Tray

Materials:

A tray containing:

- small objects of items that relate to the specific **continent** (i.e. animals, food, miniature dolls in costume, flowers, etc.)
- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label for the **continent** they are going to study using masking tape and a permanent pen. Stick this label at the bottom of the tray's top surface.
2. The **(Name of Continent) Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of Continent) Tray**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the tray directly in front of her.
5. The teacher should say, "This is the **(Name of Continent) Tray**." Point to the label on the tray and read, "**(Name of Continent)**".
6. Now say to the children, "**(Name of Continent)** is one of the seven continents on our planet Earth.
7. Every object on this tray is found on the **continent** we call **(Name of Continent)**.
8. The teacher should say "**(Name of Continent)**" as she points to the label on the tray.
9. Pick up an **object** and say, "This (name of object) is found in **(Name of Continent)**." Hold it up so that the children can see it. Study the object for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, "This (name of object) can be found in **(Name of Continent)**."
10. After the teacher receives the object back from the children, she returns it to the tray.
11. Point to the label again and read, "**(Name of Continent)**".
12. Pick up another one of the objects on the tray and repeat steps 9, 10 and 11.

13. Continue with each object that is on the tray.
14. Return the **(Name of Continent) Tray** to where it belongs on the shelf.

Variations and Extensions:

1. Use different objects.
2. Discuss the objects in more detail.

Points of Interest:

1. Food, clothing, plants, animals, may look different than those found on our **continent**.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to specific items found on a **specific continent** in a concrete way.

Age:

2 ½ and up

Language:

Name of Continent, names of items found on specific **continents**, etc.

Geography

Studying Specific Continents

Activity – Picture Basket/Folder

Materials:

A basket containing:

- (6-8) pictures that relate to a specific continent
(i.e. animals, food, people in costume, flowers, cities, etc.)

- Label (see preparation below)

Preparation:

1. The teacher needs to make a label for the specific continent they are going to study and place it in the basket.
2. Place the pictures in the basket.
3. The **(Name of Continent) Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of Continent) Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **(Name of Continent) Picture Basket** directly in front of her.
5. “This is the **(Name of Continent) Picture Basket.**” Take the “**(Name of Continent)**” label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. Point to the label on the rug and read, “**(Name of Continent)**”. Say, “Every picture in this basket is of items that are found on **(Name of Continent).**”
7. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, “**(Name of Continent)**” and then point to the picture and say, “This (Name of object in picture) is found on **(Name of Continent)**.”
8. Take out each remaining picture, one at a time and repeat step 7 (place pictures left to right).
9. When all the pictures are placed, point to the label and read, “**(Name of Continent)**” and then point to the pictures and say, “These are pictures of **people, places and things that are found in (Name of Continent).**”
10. Pick up the label and place it into the basket.
11. Pick up the pictures, left to right, and place them into the basket.
12. Return the **(Name of the Continent) Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.
2. Discuss the pictures in more detail.

Points of Interest:

1. People, places and things may look different than those found on our **continent**.

Control of Error:

1. The teacher has set up the basket correctly.

Aims:

To be introduced to specific people, places and things found on a specific **continent** in an abstract way.

Age:

2 ½ and up

Language:

Name of continent, names of people, places and things found on specific **continents**, etc.

Geography

Studying Specific Continents

Activity – Music

During a circle presentation, play music that is representative of the **continent** on which you are studying.

Variations and Extension:

1. 3-Part cards of famous composers/musicians/etc.
2. Learn about famous composers/musicians/etc.

Geography

Studying Specific Continents

Activity – Art

During a circle presentation, show the children prints/photos/etc. of artwork that is representative of the **continent** on which you are studying.

Variations and Extension:

1. 3-Part cards of famous artwork
2. Learn about famous artists
3. Put together an activity in which a child pose and re-enact a famous painting/sculpture/etc.

Geography

Studying Specific Continents

Activity – Animals/Plants of a Specific Continent

Materials:

A tray containing:

- (1) composite picture/drawing of a specific **continent** that includes land, air and water

A small basket on the tray containing:

- (4-6) small replicas of **animals (or plants)** that could be found on the composite picture.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place **Animal (or plant) Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “This is the **Animals (or plants) of (Name of Continent) Tray**.”
5. These **animals (or plants)** that I have on this tray live on **(Name of Continent)**.”
6. The teacher should take the picture off of the tray and place it directly in front of her and to the right of the tray.
7. The teacher should say, “This is a picture of a place that can be found on **(Name of Continent)**. Here is the sky (point to the sky) which is made of **air**. Here is the **land** (point to the land) and here is the **water** (point to the water). Our planet Earth is made of land, air and water. **(Name of Continent)** is a place on our planet Earth.”
8. Take the first **animal (or plant)** out of the small basket on the tray and say, “This is an **animal (or plant)** that can be found on **(Name of Continent)**.”
9. The teacher should take the **animal (or plant)** and hold it above the picture where the **air** (sky) is and ask, “Does this **animal (or plant)** live in the air?”
10. If the **animal (or plant)** does live in the **air** say, “Yes, this **animal (or plant)** does live in the **air**.” Place the object directly on top of the picture in the **air** (sky).
11. If it is not an **animal (or plant)** that lives in the **air**, then say, “This **animal (or plant)** does not live in the **air**.”
12. Move the object and hold it above the picture where there is **land** and ask, “Does this **animal (or plant)** live on the **land**?”

13. If the **animal (or plant)** does live on the land say, “Yes, this **animal (or plant)** does live on the land.” Place the object directly on top of the picture on the **land**.
14. If it is not an **animal (or plant)** that lives on the land then say, “This is not an **animal (or plant)** that lives on the land.”
15. Move the object and hold it above the picture where there is **water** and ask, “Does this **animal (or plant)** live in the **water**?”
16. Because the **animal (or plant)** did not live in the air or on the land, it should live in the **water**. The teacher should then say, “Yes, this **animal (or plant)** does live in the **water**.” Place the object directly on top of the picture on the **water**.
17. Continue steps 8-16 with each object.
18. When all the objects have been placed on top of the picture, say, “This is a picture of a place on the continent we call **(Name of Continent)**.”
19. Name the **animals (or plants)** one at a time while pointing to them (i.e. monkey, giraffe, etc.).
20. When all the **animals (or plants)** have been called by name say, “Each of these **animals (or plants)** can be found living on the **continent** we call **(Name of Continent)**.”
21. Pick up the objects from the picture, left to right and top to bottom, and place them into the basket.
22. The teacher should say, “Today we have learned about the different **animals (or plants)** that live on the **continent** we call **(Name of Continent)**.”
23. Show the children where the **Animals (or plants) of (Name of Continent) Tray** belongs on a shelf.
24. Invite the children to take a turn with the **Animals (or plants) of (Name of Continent) Tray**.

Variations and Extensions:

1. Change the picture.
2. Change the objects.
3. Talk about the animals (or plants) in more detail.

Points of Interest:

1. How some animals that live on **(Name of Continent)** other **continents** too.

Control of Error:

1. The teacher has set up the tray correctly

Aims:

To be introduced to the concept that **specific animals (or plants) live on specific continents in a concrete way**.

Age: 3 and up

Language: Names of animals (or plants), names of continents, etc.

Geography

Studying Specific Countries

Introduction

Specific Country Map

The Country Maps are similar to the Geographical Maps (see page 144). They are flat puzzle maps and each one shows divisions within the specific country.

Note: The initial presentation is one that is an introductory lesson in handling the Geographical Maps. First choose a map to present. Next, remember **not** to give the names of the specific counties/towns/cities etc. other than the name of the country you are presenting (this would be an extension).

Materials:

→ (1) Montessori wooden **Country Map** (flat puzzle map showing a country with divisions)

Presentation #1:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Country Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should show the children how to carry the chosen **Country Map** (same as a tray) over to the rug and place it to the right of the tray.
5. The teacher should point to the **Country Map** and say, "This is one of our **Country Maps. This map is of (name of the country).**"
6. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
7. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
8. Gently lower the wooden piece back into its space on the **Country Map.**
9. Choose another **piece** on the **Country Map** and repeat the above process.
10. Choose a third **piece** on the **Country Map** and repeat the above process.
11. Return the **Country Map** back to its place in the map rack.
12. Invite the children to take turns working with the **Country Map.**

Another Day - Presentation #2:

Materials:

→ (1) to scale **Control Map** (either colored or black and white drawing)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Country Maps**."
3. Invite the children to walk over to the map stand.
4. The teacher should invite a child to carry the map as show previously over to the rug.
5. The teacher should invite a child to carry the **Control Map** over to the rug and place it directly below the map.
6. The teacher should invite the children to sit back down on the rug in their places.
7. The teacher should point to the **Country Map** and say, "This is one of our **Country Maps**. This map is of (name of the country)."
8. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
9. Using the same two fingers, point to the place on the **Control Map** where the same piece is located.
10. Using the same two fingers, slowly trace around the outline of the piece on the **Control Map**.
11. Gently lower the wooden piece so that it is on top of the **Control Map** exactly where the outline shows where it belongs.
12. Admire your work.
13. Pick up the wooden piece that is on top of the **Control Map** with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
14. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space on the **Country Map** that previously held the piece.
15. Gently lower the wooden piece back into its space on the **Country Map**.
16. Return the **Country Map** back into its place in the map rack.
17. Return the **Control Map** back to its place.
18. Invite the children to take turns working with the **Country Map**.

Another Day - Presentation #3:

Repeat Presentation #2, steps 1-11, then continue below:

12. Chose a second piece from the **Country Map** and repeat process to place it on the **Control Map**.
13. Choose a third piece from the **Country Map** and repeat process to place it on the **Control Map** (you should now have 3 pieces placed on **Control Map**).
14. Admire your work.
15. Now, return each piece in order by repeating steps 13-15 from Presentation #2.

17. Finish by repeating steps 16-18 from Presentation #2.

Another Day - Presentation #4:

Repeat Presentation #3, but instead of working with only 3 pieces, remove all of the pieces (one at a time as explained in above directions) and place them on the **Control Map**. Replace them in the same way as directed.

Another Day - Presentation #4:

Repeat Presentation #4 using a different **Country Map**.

Variations and Extensions:

1. Have the children show where the Country is on the **World Map**.
2. Give 3-Period Lessons on the smaller parts (towns, counties, states, etc.) within the map.
3. Use a scarf and play "What's Missing."

Points of Interest:

1. How each **Country Map** can be divided into other parts.

Control of Error:

1. The control is in provided by the **Control Map**.

Aims:

Introduction and familiarity with a specific **Country Map**, learning that there are different ways in which to study the Earth up close.

Age:

3 years and up

Language:

Names of Countries, etc.

Geography

Studying Specific Countries

Activity – Object Tray

Materials:

A tray containing:

- small objects of items that relate to the specific country (i.e. animals, food, miniature dolls in costume, flowers, etc.)
- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label for the country they are going to study by using masking tape and a permanent pen. Stick this label at the bottom of the tray's top surface.
2. The **(Name of Country) Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of Country) Tray**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the tray directly in front of her.
5. Say, "This is the **(Name of Country) Tray**." Point to the label on the tray and read, "**(Name of Country)**".
6. Every object on this tray is found in the country we call **(Name of Country)**.
7. The teacher should say "**(Name of Country)**" as she points to the label on the tray.
8. Pick up an **object** and say, "This (name of object) is found in **(Name of Country)**." Hold it up so that the children can see it. Study the object for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, "This (name of object) can be found in **(Name of Country)**."
9. After the teacher receives the object back from the children, she returns it to the tray.
10. Point to the label again and read, "**(Name of Country)**".
11. Pick up another one of the objects on the tray and repeat steps 8, 9, and 10.
12. Continue with each object that is on the tray.
13. Return the **(Name of Country) Tray** to where it belongs on the shelf.

Variations and Extensions:

1. Use different objects.
2. Discuss the objects in more detail.

Points of Interest:

1. Food, clothing, plants, animals, may look different than those found in our **country**.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to specific items found in a specific **country** in a concrete way.

Age:

2 ½ and up

Language:

Name of Country, names of items found in specific **countries**, etc.

Geography

Studying Specific Countries

Activity – Picture Basket/Folder

Materials:

A basket containing:

→ (6-8) pictures that relate to a specific **country** (i.e. animals, food, people in costume, flowers, cities, etc.)

→ Label (see preparation below)

Preparation:

1. The teacher needs to make a label that reads “**(Name of Country)**” and place it in the basket.
2. Place the pictures in the basket.
3. The **(Name of Country) Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of Country) Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **(Name of Country) Picture Basket** directly in front of her.
5. “This is the **(Name of Country) Picture Basket.**” Take the “**(Name of Country)**” label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. Point to the label on the rug and read, “**(Name of Country)**”. Say, “Every picture in this basket is of items that are found on **(Name of Country).**”
7. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, “**(Name of Country)**” and then point to the picture and say, “This (Name of object in picture) is found on **(Name of Country)**.”
8. Take out each remaining pictures, one at a time and repeat step 7 (place pictures left to right).
9. When all the pictures are placed, point to the label and read, “**(Name of Country)**” and then point to the pictures and say, “These are pictures of **people, places and things that are found in (Name of Country).**”
10. Pick up the label and place it into the basket.
11. Pick up the pictures, left to right, and place them into the basket.
12. Return the **(Name of the Country) Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.
2. Discuss the pictures in more detail.

Points of Interest:

1. People, places and things may look different than those found in other **countries**.

Control of Error:

1. The teacher has set up the basket correctly.

Aims:

To be introduced to specific people, places and things found in a specific **country** in an abstract way.

Age:

2 ½ and up

Language:

Name of country, names of people, places and things found in specific **countries**, etc.

Geography Studying Specific Countries Activity – Music

During a circle presentation, play music that is representative of the **country** in which you are studying.

Variations and Extension:

1. 3-Part cards of famous composers/musicians/etc.
2. Learn about famous composers/musicians/etc.

Geography

Studying Specific Countries

Activity – Art

During a circle presentation, show the children prints/photos/etc. of artwork that is representative of the **country** in which you are studying.

Variations and Extension:

1. 3-Part cards of famous artwork
2. Learn about famous artists
3. Put together an activity in which a child can pose and re-enact a famous painting/sculpture/etc.

Geography

Studying Specific Countries

Activity – Animals/Plants of a Specific Country

Materials:

A tray containing:

- (1) composite picture/drawing of a specific **country** that includes land, air and water

A small basket on the tray containing:

- (4-6) small replicas of **animals (or plants)** that could be found on the composite picture.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place **Animal (or plant) Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “This is the **Animals (or plants) of (Name of Country) Tray**.”
5. These **animals (or plants)** that I have on this tray live in **(Name of Country)**.”
6. The teacher should take the picture off of the tray and place it directly in front of her and to the right of the tray.
7. The teacher should say, “This is a picture of a place that can be found in **(Name of Country)**. Here is the sky (point to the sky) which is made of **air**. Here is the **land** (point to the land) and here is the **water** (point to the water). Our planet Earth is made of land, air and water. **(Name of Country)** is a place on our planet Earth.”
8. Take the first **animal (or plant)** out of the small basket on the tray and say, “This is an **animal (or plant)** that can be found in **(Name of Country)**.”
9. The teacher should take the **animal (or plant)** and hold it above the picture where the **air** (sky) is and ask, “Does this **animal (or plant)** live in the air?”
10. If the **animal (or plant)** does live in the **air** say, “Yes, this **animal (or plant)** does live in the **air**.” Place the object directly on top of the picture in the **air** (sky).
11. If it is not an **animal (or plant)** that lives in the **air**, then say, “This **animal (or plant)** does not live in the **air**.”
12. Move the object and hold it above the picture where there is **land** and ask, “Does this **animal (or plant)** live on the **land**?”

13. If the **animal (or plant)** does live on the land say, “Yes, this **animal (or plant)** does live on the land.” Place the object directly on top of the picture on the land.
14. If it is not an **animal (or plant)** that lives on the land then say, “This is not an **animal (or plant)** that lives on the land.”
15. Move the object and hold it above the picture where there is **water** and ask, “Does this **animal (or plant)** live in the water?”
16. Because the **animal (or plant)** did not live in the air or on the land, it should live in the **water**. The teacher should then say, “Yes, this **animal (or plant)** does live in the water.” Place the object directly on top of the picture on the **water**.
17. Continue steps 8-16 with each object.
18. When all the objects have been placed on top of the picture, say, “This is a picture of a place in the country we call **(Name of Country)**.”
19. Name the **animals (or plants)** one at a time while pointing to them (i.e. monkey, giraffe, etc.).
20. When all the **animals (or plants)** have been called by name say, “Each of these **animals (or plants)** can be found living in the **country** we call **(Name of Country)**.”
21. Pick up the objects from the picture, left to right and top to bottom, and place them into the basket.
22. The teacher should say, “Today we have learned about the different **animals (or plants)** that live in the **country** we call **(Name of Country)**.”
23. Show the children where the **Animals (or plants) of (Name of Country) Tray** belongs on a shelf.
24. Invite the children to take a turn with the **Animals (or plants) of (Name of Country) Tray**.

Variations and Extensions:

1. Change the picture.
2. Change the objects.
3. Talk about the animals (or plants) in more detail.

Points of Interest:

1. How some animals that live in **(Name of Country)** other **countries** too.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to the concept that **specific animals (or plants) live on specific countries in a concrete way**.

Age:

3 and up

Language:

Names of animals (or plants), names of countries, etc.

Geography

Studying the United States

Introduction

United States Map

The United States Map is similar to any Geographical Map (see page 144). It is a flat puzzle map and is divided into individual states.

Note: The initial presentation is one that is an introductory lesson in handling the Geographical Map. Remember **not** to give the names of the specific states (this would be an extension).

Materials:

→ (1) Montessori wooden **United States Map** (flat puzzle map divided into individual states)

Presentation #1:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, “Today we are going to work with the **United States Map.**”
3. Invite the children to walk over to the map stand.
4. The teacher should show the children how to carry the **United States Map** (same as a tray) over to the rug and place it to the right of the tray.
5. The teacher should point to the **United States Map** and say, “This is the **United States Map.**”
6. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
7. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
8. Gently lower the wooden piece back into its space on the **United States Map.**
9. Choose another **piece** on the **United States Map** and repeat the above process.
10. Choose a third **piece** on the **United States Map** and repeat the above process.
11. Return the **United States Map** back to its place in the map rack.
12. Invite the children to take turns working with the **United States Map.**

Another Day - Presentation #2:

Materials:

→ (1) to scale **Control Map** (either colored or black and white drawing)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **Country Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should invite a child to carry the map as show previously over to the rug.
5. The teacher should invite a child to carry the **Control Map** over to the rug and place it directly below the map.
6. The teacher should invite the children to sit back down on the rug in their places.
7. The teacher should point to the **United States Map** and say, "This is the **United States Maps.**"
8. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
9. Using the same two fingers, point to the place on the **Control Map** where the same piece is located.
10. Using the same two fingers, slowly trace around the outline of the piece on the **Control Map.**
11. Gently lower the wooden piece so that it is on top of the **Control Map** exactly where the outline shows where it belongs.
12. Admire your work.
13. Pick up the wooden piece that is on top of the **Control Map** with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
14. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space on the **United States Map** that previously held the piece.
15. Gently lower the wooden piece back into its space on the **United States Map.**
16. Return the **United States Map** back into its place in the map rack.
17. Return the **Control Map** back to its place.
18. Invite the children to take turns working with the **United States Map.**

Another Day - Presentation #3:

Repeat Presentation #2, steps 1-11, then continue below:

12. Chose a second piece from the **Country Map** and repeat process to place it on the **Control Map**.
13. Choose a third piece from the **United States Map** and repeat process to place it on the **Control Map** (you should now have 3 pieces placed on **Control Map**).
14. Admire your work.
15. Now, return each piece in order by repeating steps 13-15 from
16. Presentation #2.
16. Finish by repeating steps 16-18 from Presentation #2.

Another Day - Presentation #4:

Repeat Presentation #3, but instead of working with only 3 pieces, remove all of the pieces (one at a time as explained in above directions) and place them on the **Control Map**. Replace them in the same way as directed.

Another Day - Presentation #4:

Repeat Presentation #4 using a different **United States Map**.

Variations and Extensions:

1. Have the children show where the **United States** is on the **World Map**.
2. Give 3-Period Lessons on the **states** within the map.
3. Use a scarf and play "What's Missing."

Points of Interest:

1. How each **state** is a part of the **United States**.

Control of Error:

1. The control is in provided by the **Control Map**.

Aims:

Introduction and familiarity with the **United States Map**, learning that there are different ways in which to study the Earth up close.

Age:

3 years and up

Language:

Names of individual states, etc.

Geography

Studying the United States

Activity – Object Tray

Materials:

A tray containing:

- small objects of items that relate to the **United States** (i.e. animals, food, miniature dolls in costume, flowers, etc.)
- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label that says “**United States**” using masking tape and a permanent pen. Stick this label at the bottom of the tray’s top surface.
2. The **United States Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **United States Tray**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the tray directly in front of her.
5. The teacher should say, “This is the **United States Tray**.” Point to the label on the tray and read, “**United States**”.
6. Every object on this tray is found in the **United States**.
7. The teacher should say “**United States**” as she points to the label on the tray.
8. Pick up an **object** and say, “This (name of object) is found in the **United States**.” Hold it up so that the children can see it. Study the object for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, “This (name of object) can be found in the **United States**.”
9. After the teacher receives the object back from the children, she returns it to the tray.
10. Point to the label again and read, “**United States**.”
11. Pick up another one of the objects on the tray and repeat steps 8, 9 and 10.
12. Continue with each object that is on the tray.
13. Return the **United States Tray** to where it belongs
14. on the shelf.

Variations and Extensions:

1. Use different objects.
2. Discuss the objects in more detail.

Points of Interest:

1. Food, clothing, plants, animals, may look different than those found in other places.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to specific items found in the **United States** in a concrete way.

Age:

2 ½ and up

Language:

United States, names of items found in the **United States**, etc.

Geography

Studying the United States

Activity – Picture Basket/Folder

Materials:

A basket containing:

- (6-8) pictures that relate to the **United States**
(i.e. animals, food, people in costume, flowers, cities, etc.)

- Label (see preparation below)

Preparation:

1. The teacher needs to make a label that reads “**United States**” and place it in the basket.
2. Place the pictures in the basket.
3. The **United States Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **United States Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **United States Picture Basket** directly in front of her.
5. The teacher should say, “This is the **United States Picture Basket**.” Take the “**United States**” label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. Point to the label on the rug and read, “**United States**”. Say, “Every picture in this basket is of items that are found in the **United States**.”
7. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, “**United States**” and then point to the picture and say, “This (Name of object in picture) is found in the **United States**.”
8. Take out each remaining pictures, one at a time and repeat step 7(place pictures left to right).
9. When all the pictures are placed, point to the label and read, “**United States**” and then point to the pictures and say, “These are pictures of **people, places and things that are found in the United States**.”
10. Pick up the label and place it into the basket.
11. Pick up the pictures, left to right, and place them into the basket.
12. Return the **United States Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.
2. Discuss the pictures in more detail.

Points of Interest:

1. People, places and things may look different than those found in other places.

Control of Error:

2. The teacher has set up the basket correctly.

Aims:

To be introduced to specific people, places and things found in a **specific state** (United States) in an abstract way.

Age:

2 ½ and up

Language:

United States, names of people, places and things found in the **United States**, etc.

Geography

Studying the United States

Activity – Music

During a circle presentation, play music that is representative of the **United States**.

Variations and Extension:

1. 3-Part cards of famous composers/musicians/etc.
2. Learn about famous composers/musicians/etc.

Geography

Studying the United States

Activity – Art

During a circle presentation, show the children prints/photos/etc. of artwork that is representative of the **United States**.

Variations and Extension:

1. 3-Part cards of famous artwork
2. Learn about famous artists
3. Put together an activity in which a child pose and re-enact a famous painting/sculpture/etc.

Geography

Studying the United States

Activity – Animals/Plants of the United States

Materials:

A tray containing:

- (1) composite picture/drawing of the **United States** that includes land, air and water

A small basket on the tray containing:

- (4-6) small replicas of **animals (or plants)** that could be found on the composite picture.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place **Animal (or plant) Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “This is the **Animals (or plants) of the United States Tray**.”
5. These **animals (or plants)** that I have on this tray live in the **United States**.”
6. The teacher should take the picture off of the tray and place it directly in front of her and to the right of the tray.
7. The teacher should say, “This is a picture of a place that can be found in the **United States**. Here is the sky (point to the sky) which is made of **air**. Here is the **land** (point to the land) and here is the **water** (point to the water). Our planet Earth is made of land, air and water. The **United States** is a place on our planet Earth.”
8. Take the first **animal (or plant)** out of the small basket on the tray and say, “This is an **animal (or plant)** that can be found in the **United States**.”
9. The teacher should take the **animal (or plant)** and hold it above the picture where the **air** (sky) is and ask, “Does this **animal (or plant)** live in the air?”
10. If the **animal (or plant)** does live in the **air** say, “Yes, this **animal (or plant)** does live in the **air**.” Place the object directly on top of the picture in the **air** (sky).
11. If it is not an **animal (or plant)** that lives in the **air**, then say, “This **animal (or plant)** does not live in the **air**.”
12. Move the object and hold it above the picture where there is **land** and ask, “Does this **animal (or plant)** live on the **land**?”

13. If the **animal (or plant)** does live on the land say, “Yes, this **animal (or plant)** does live on the land.” Place the object directly on top of the picture on the **land**.
14. If it is not an **animal (or plant)** that lives on the land then say, “This is not an **animal (or plant)** that lives on the land.”
15. Move the object and hold it above the picture where there is **water** and ask, “Does this **animal (or plant)** live in the **water**?”
16. Because the **animal (or plant)** did not live in the air or on the land, it should live in the **water**. The teacher should then say, “Yes, this **animal (or plant)** does live in the **water**.” Place the object directly on top of the picture on the **water**.
17. Continue steps 8-16 with each object.
18. When all the objects have been placed on top of the picture, say, “**This is a picture of a place in the United States.**”
19. Name the **animals (or plants)** one at a time while pointing to them (i.e. monkey, giraffe, etc.).
20. When all the **animals (or plants)** have been called by name say, “Each of these **animals (or plants)** can be found living in the **United States.**”
21. Pick up the objects from the picture, left to right and top to bottom, and place them into the basket.
22. The teacher should say, “Today we have learned about the different **animals (or plants)** that live in the **United States.**”
23. Show the children where the **Animals (or plants) of the United States Tray** belongs on a shelf.
24. Invite the children to take a turn with the **Animals (or plants) of the United States Tray**.

Variations and Extensions:

1. Change the picture.
2. Change the objects.
3. Talk about the animals (or plants) in more detail.

Points of Interest:

1. How some animals that live in the **United States** live in other places too.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to the concept that **specific animals (or plants) live in the United States** in a concrete way.

Age:

3 and up

Language:

United States, names of animals (or plants), etc.

Geography

Studying Specific States (United States)

Introduction

Specific State Map

The State Maps are similar to the Geographical Maps (see page 144). They are flat puzzle maps and each one shows divisions within the specific state.

Note: The initial presentation is one that is an introductory lesson in handling the Geographical Maps. First choose a map to present. Next, remember **not** to give the names of the specific counties/towns/cities etc. other than the name of the state you are presenting (this would be an extension).

Materials:

- (1) Montessori wooden **State Map** (flat puzzle map showing a state divided into counties).

Presentation #1:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **State Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should show the children how to carry the chosen **State Map** (same as a tray) over to the rug and place it to the right of the tray.
5. The teacher should point to the **State Map** and say, "This is one of our **State Maps. This map is of (name of state).**"
6. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
7. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space that previously held the piece.
8. Gently lower the wooden piece back into its space on the **(Name of State) Map.**
9. Choose another **piece** on the **(Name of State) Map** and repeat the above process.
10. Choose a third **piece** on the **(Name of State) Map** and repeat the above process.
11. Return the **(Name of State) Map** back to its place in the map rack.
12. Invite the children to take turns working with the **(Name of State) Map.**

Another Day - Presentation #2:

Materials:

→ (1) to scale **Control Map** (either colored or black and white drawing)

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should say, "Today we are going to work with one of our wooden **State Maps.**"
3. Invite the children to walk over to the map stand.
4. The teacher should invite a child to carry the map as show previously over to the rug.
5. The teacher should invite a child to carry the **Control Map** over to the rug and place it directly below the map.
6. The teacher should invite the children to sit back down on the rug in their places.
7. The teacher should point to the **(Name of State) Map** and say, "This is one of our **State Maps. This map is of (name of the state).**"
8. Pick up one of the wooden pieces within the map with your left hand by grasping the knob. Slowly trace around the edge of the **piece** in a clockwise direction with the tips of your index and middle finger (held together as a unit).
9. Using the same two fingers, point to the place on the **Control Map** where the same piece is located.
10. Using the same two fingers, slowly trace around the outline of the piece on the **Control Map.**
11. Gently lower the wooden piece so that it is on top of the **Control**
12. **Map** exactly where the outline shows where it belongs.
13. Admire your work.
14. Pick up the wooden piece that is on top of the **Control Map** with your left hand by grasping the knob. Slowly trace around the edge of the piece in a clockwise direction with the tips of your index and middle finger (held together as a unit).
15. Using the same two fingers on your right hand, slowly trace around the edge of the inside of the space on the **(Name of State) Map** that previously held the piece.
16. Gently lower the wooden piece back into its space on the **(Name of State) Map.**
17. Return the **(Name of State) Map** back into its place in the map rack.
18. Return the **(Name of State) Map** back to its place.
19. Invite the children to take turns working with the **(Name of State) Map.**

Another Day - Presentation #3:

Repeat Presentation #2, steps 1-11, then continue below:

12. Chose a second piece from the **(Name of State) Map** and repeat process to place it on the **Control Map**.
13. Choose a third piece from the **(Name of State) Map** and repeat process to place it on the **Control Map** (you should now have 3 pieces placed on **Control Map**).
14. Admire your work.
15. Now, return each piece in order by repeating steps 13-15 from Presentation #2.
16. Finish by repeating steps 16-18 from Presentation #2.

Another Day - Presentation #4:

Repeat Presentation #3, but instead of working with only 3 pieces, remove all of the pieces (one at a time as explained in above directions) and place them on the **Control Map**. Replace them in the same way as directed.

Another Day - Presentation #4:

Repeat Presentation #4 using a different **(Name of State) Map**.

Variations and Extensions:

1. Have the children show where the **(Name of State)** is on the **United States Map**.
2. Give 3-Period Lessons on the smaller parts (towns, counties, states, etc.) within the map.
3. Use a scarf and play "What's Missing."

Points of Interest:

1. How each **State Map** can be divided into other parts.

Control of Error:

1. The control is in provided by the **Control Map**.

Aims:

Introduction and familiarity with a specific **State Map**, learning that there are different ways in which to study the Earth up close.

Age:

3 years and up

Language:

Names of States, etc.

Geography

Studying Specific States (United States)

Activity – Object Tray

Materials:

A tray containing:

- small objects of items that relate to a **specific state** (i.e. animals, food, miniature dolls in costume, flowers, etc.)

- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label for the **specific state** they are going to study using masking tape and a permanent pen. Stick this label at the bottom of the tray's top surface.
2. The **(Name of State) Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of State) Tray**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the tray directly in front of her.
5. The teacher should say, "This is the **(Name of State) Tray**." Point to the label on the tray and read, "**(Name of State)**".
6. The teacher should say, "**(Name of State)** is one of the 50 states that are included in the United States."
7. Every object on this tray is found in **(Name of State)**.
8. The teacher should say "**(Name of State)**" as she points to the label on the tray.
9. Pick up one of the objects and say, "This (name of object) is found in **(Name of State)**." Hold it up so that the children can see it. Study the object for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, "This (name of object) can be found in **(Name of State)**."
10. After the teacher receives the object back from the children, she returns it to the tray.
11. Point to the label again and read, "**(Name of State)**."
12. Pick up another one of the objects on the tray and repeat steps 8, 9 and 10.
13. Continue with each object that is on the tray.
14. Return the **(Name of State) Tray** to where it belongs on the shelf.

Variations and Extensions:

1. Use different objects.
2. Discuss the objects in more detail.

Points of Interest:

1. Food, clothing, plants, animals, may look different than those found in other places.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to specific items found in a **specific state** in a concrete way.

Age:

2 ½ and up

Language:

Names of specific states, names of items found in a specific state, etc.

Geography

Studying Specific States (United States)

Activity - Picture Basket/Folder

Materials:

A basket containing:

→ (6-8) pictures that relates to a **specific state** (i.e. animals, food, people in costume, flowers, cities, etc.)

→ Label (see preparation below)

Preparation:

1. The teacher needs to make a label for the **specific state** they are going to study and place it in the basket.
2. Place the pictures in the basket.
3. The **(Name of State) Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **(Name of State) Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **(Name of State) Picture Basket** directly in front of her.
5. The teacher should say, "This is the **(Name of State) Picture Basket.**" Take the "**(Name of State)**" label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. The teacher should say, "**(name of state)** is one of the 50 states that make up the Untied States.
7. Point to the label on the rug and read, "**(Name of State)**". Say, "Every picture in this basket is of an item that can found in **(Name of State).**"
8. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, "**(Name of State)**" and then point to the picture and say, "This (Name of object in picture) is found in **(Name of State).**"
9. Take out each remaining pictures, one at a time and repeat step 7 (place pictures left to right).
10. When all the pictures are placed, point to the label and read, "**(Name of State)**" and then point to the picture and say, "These are pictures of **people, places and things that are found in (Name of State).**"
11. Pick up the label and place it into the basket.
12. Pick up the pictures, left to right, and place them into the basket.
13. Return the **(Name of State) Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.
2. Discuss the pictures in more detail.

Points of Interest:

1. People, places and things may look different than those found in other places.

Control of Error:

1. The teacher has set up the basket correctly.

Aims:

To be introduced to specific people, places and things found in **(Name of State)** in an abstract way.

Age:

2 ½ and up

Language:

Names of specific States, names of people, places and things found in **specific states**, etc.

Geography

Studying Specific States (United States)

Activity – Music

During a circle presentation, play music that is representative of a **specific state** (United States) in which you are studying.

Variations and Extension:

1. 3-Part cards of famous composers/musicians/etc.
2. Learn about famous composers/musicians/etc.

Geography

Studying Specific States (United States)

Activity – Art

During a circle presentation, show the children prints/photos/etc. of artwork that is representative of a **specific state** (United States) in which you are studying.

Variations and Extension:

1. 3-Part cards of famous artwork
2. Learn about famous artists
3. Put together an activity in which a child pose and re-enact a famous painting/sculpture/etc.

Geography

Studying Specific States (United States)

Activity – Animals/Plants of Specific State

Materials:

A tray containing:

- (1) composite picture/drawing of a **specific State** in the **United States** that includes land, air and water

A small basket on the tray containing:

- (4-6) small replicas of **animals (or plants)** that could be found on the composite picture.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children and place **Animal (or plant) Tray** directly in front of her.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should say, “These are **animals (or plants)** that live in **(Name of State)**.”
5. The teacher should take the picture off of the tray and place it directly in front of her and to the right of the tray.
6. The teacher should say, “This is a picture of a place that can be found in the state of **(Name of State)**. Here is the sky (point to the sky) which is made of **air**. Here is the **land** (point to the land) and here is the **water** (point to the water). Our planet Earth is made of land, air and water. **(Name of State)** is a place on our planet Earth.”
7. Take the first **animal (or plant)** out of the small basket on the tray and say, “This is an **animal (or plant)** that can be found in **(Name of State)**.”
8. The teacher should take the **animal (or plant)** and hold it above the picture where the **air** (sky) is and ask, “Does this **animal (or plant)** live in the air?”
9. If the **animal (or plant)** does live in the **air** say, “Yes, this **animal (or plant)** does live in the **air**.” Place the object directly on top of the picture in the **air** (sky).
10. If it is not an **animal (or plant)** that lives in the **air**, then say, “This **animal (or plant)** does not live in the **air**.”
11. Move the object and hold it above the picture where there is **land** and ask, “Does this **animal (or plant)** live on the **land**?” If the **animal (or plant)** does live on the **land** say, “Yes, this **animal (or plant)** does live on the **land**.” Place the object directly on top of the picture on the **land**. If it is not an **animal (or plant)** that lives on the **land** then say, “This is not an **animal (or plant)** that lives on the **land**.”

12. Move the object and hold it above the picture where there is **water** and ask, “Does this **animal (or plant)** live in **the water**?”
13. Because the **animal (or plant)** did not live in **the air or on the land**, it should live in **the water**. The teacher should then say, “Yes, this **animal (or plant)** does live in **the water**.” Place the object directly on top of the picture on the **water**.
14. Continue steps 7-15 with each object.
15. When all the objects have been placed on top of the picture, say, “**This is a picture of (Name of State).**”
16. Name the **animals (or plants)** one at a time while pointing to them (i.e. monkey, giraffe, etc.).
17. When all the **animals (or plants)** have been called by name say, “Each of these **animals (or plants)** can be found living in **(Name of State).**”
18. Pick up the objects from the picture, left to right and top to bottom, and place them into the basket.
19. The teacher should say, “Today we have learned about the different **animals (or plants)** that live in **(Name of State).**”
20. Show the children where the **Animals (or plants) of (Name of State) Tray** belongs on a shelf.
21. Invite the children to take a turn with the **Animals (or plants) of (Name of State) Tray**.

Variations and Extensions:

1. Change the picture.
2. Change the objects.
3. Talk about the animals (or plants) in more detail.

Points of Interest:

1. How some **animals (or plants)** that live in one **State** live in other places too.

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to the concept that **specific animals (or plants) live in specific States** in a concrete way.

Age:

3 and up

Language:

Name of States, names of animals (or plants), etc.

Geography

Studying Landscapes/Seascapes/Cityscapes

Introduction

A Landscape/Seascape/Cityscape is where a part of the earth's surface can be viewed at one time from one place.

Geography

Studying Landscapes/Seascapes/Cityscapes

Activity – Object Tray

Note:

The example below is for an object tray for a “**Cityscape**.” A “Landscape, Seascape, etc.” may be done in the same way using different objects.

A good place to purchase miniatures for an object basket is at a hobby/craft supply store or a place where you can buy items for building a miniature train environment at home.

Materials:

A tray containing:

- small objects of items that relate to a **cityscape** (i.e. cars, train, buildings, stores, apartment houses, road signs, billboards, etc.)
- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label that says “**cityscape**” using masking tape and a permanent pen. Stick this label at the bottom of the tray’s top surface.
2. The **Cityscape Tray** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Cityscape Tray**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the tray directly in front of her.
5. The teacher should say, “This is a tray that has objects that could be found in a city.” Point to the label on the tray and read, “**cityscape**.”
6. **The definition of a ‘cityscape’ is ‘a one view of a city’.** Photographers take pictures of cities, each picture shows “one” part of a city. This “one” part is called a cityscape.”
7. Pick up one of the objects and say, “This (name of object) could be found in a city.” Hold it up so that the children can see it. Study the object for a few minutes and then start to pass it around the circle by giving it to the child on your right saying, “This (name of object) could be found in a city.”
8. After the teacher receives the object back from the children, she returns it to the tray.
9. Point to the label again and read, “**cityscape**”.

10. Pick up another one of the objects on the tray and repeat steps 6 and 7.
11. Continue with each object that is on the tray.
12. Return the objects to the tray.
13. Return the **Cityscape Tray** to where it belongs on the shelf.

Variations and Extensions:

1. Use different objects.
2. Discuss the objects in more detail.

Points of Interest:

1. The objects are smaller than in real life.
2. Some objects are found in other environments (landscapes, seascapes, etc.).

Control of Error:

1. The teacher has set up the tray correctly.

Aims:

To be introduced to specific items that could be found in cities in a concrete way.

Age:

2 ½ and up

Language:

Cityscape, Names of specific objects, etc.

Geography

Studying Landscapes/Seascapes/Cityscapes

Activity – Picture Basket/Folder

Materials:

A basket containing:

→ (6-8) pictures that are related to a **cityscape**
(i.e. New York City, Athens, etc.)

→ Label (see preparation below)

Preparation:

1. The teacher needs to make a label that says, “**cityscape**” and place it in the basket.
2. Place the pictures in the basket.
3. The **Cityscape Basket** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Cityscape Picture Basket**.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **Cityscape Picture Basket** directly in front of her.
5. “This is the **Cityscape Picture Basket**.” Take the “**(Cityscape)**” label out of the basket and place it on the rug in front of you being sure to leave enough room to place a row of pictures.
6. Point to the label on the rug and read, “**Cityscape**”. Say, “Every picture in this basket is of a **cityscape**.”
7. **The definition of a ‘cityscape’ is ‘a one view of a city’.** Photographers take pictures of cities, each picture shows “one” part of a city. This “one” part is called a **cityscape**.”
8. Take a picture out of the basket and place it under the label and to the left. Point to the label and read, “**cityscape**” and then point to the picture and say, “This is a **cityscape** of (name of city).”
9. Take out each remaining pictures, one at a time and repeat step 8 (place pictures left to right).
10. When all the pictures are placed, point to the label and read, “**cityscape**” and then point to the pictures and say, “Each one of these pictures show one view of a city.”
11. Pick up the label and place it into the basket.
12. Pick up the pictures, left to right, and place them into the basket.
13. Return the **(Name of State) Picture Basket** to where it belongs on the shelf.

Variations and Extensions:

1. Change the pictures.
2. Discuss the pictures in more detail.

Points of Interest:

1. People, places and things may look different in different cities.

Control of Error:

1. The teacher has set up the basket correctly.

Aims:

To be introduced to **cityscapes** in an abstract way.

Age:

2 ½ and up

Language:

Cityscape, names of specific cities, names of specific items, etc.

Geography

Studying Landscapes/Seascapes/Cityscapes

Activity – Miniature Habitat Environment

Note:

The example below is of a “**Cityscape Environment.**” A “Landscape, Seascape, etc.” may be done in the same way using different materials.

A good place to purchase miniatures for a tray is a hobby supply store or a place where you can buy items for building a miniature train environment at home.

Materials:

Set up a jelly roll pan (which has been spray painted brown:

A basket on top of the tray containing:

- Tiny cars
- Tiny taxis
- Tiny train
- Small buildings
- Small stores
- Apartment houses
- Road signs
- Billboards
- Other items sized to scale that you would find in a city

- Label (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label that says “**cityscape**” using masking tape and a permanent pen. Stick this label at the bottom of the tray’s top surface.
2. The **Cityscape** is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Cityscape Environment.**
3. Explain to the children that you have something special that you want to share with them today.

4. The teacher should then place the **Cityscape Environment** directly in front of herself.
5. Remove the basket and place it below the tray.
6. The teacher should say, “We are going to make a **Cityscape**.” Point to the label on the tray and read, “**cityscape**”.
7. Now say to the children, “Cities are found all over our world. **The definition of a ‘cityscape’ is ‘a one view of a city’**. Photographers take pictures of cities, each picture shows “one” part of a city. This “one” part is called a **cityscape**.”
8. The teacher should say, “Today we are going to make our own ‘**cityscape environment**’. We will make “one view of a city.”
9. Now the teacher needs to point to the label on the tray and read, “**cityscape**.”
10. The teacher picks up one of the items from the basket and says, “This is a (name of item).”
11. After the teacher has slowly studied the item, she starts to pass the item around the circle by giving it to the child on her right saying, “(name of item) can be found in a city. We are going to build a **cityscape**.”
12. When the teacher receives the (name of item) back she looks down at the tray and studies it for a few seconds and then places the (name of item) on top of the tray.
13. Point to the label again and read, “**cityscape**”.
14. Pick up each item in turn and repeat steps 10-13.
15. After each of the items has been placed on top of the tray, the teacher should say, “**This is a cityscape. It is one view of a city.**”
16. Return the items to the basket one at a time.
17. Return the basket to the tray.
18. Return the **Cityscape Environment** to where it belongs on the shelf.
19. Invite the children to take turns working with the **Cityscape**.

Variations and Extensions:

1. Add other objects that can be found in a **cityscape**.
2. Have the children make labels for each object.
3. Bring in pictures of “art” that show **cityscapes**.
4. Have the children make dioramas.

Points of Interest:

1. There are many different views of a city.
2. The many different ways to arrange objects that will change a **cityscape**.

Control of Error:

1. The teacher has set up the tray correctly

Aims:

To be introduced to what a **cityscape** is in a concrete way.

Age:

2 ½ and up

Language:

Cityscape, names of objects found in a city, etc.



About the Geography Album

This Montessori Album is the work of Karen Tyler an AMS trained pre-primary teacher with over 30 years of experience. Karen is a Montessori Educator that currently teaches Montessori Teacher Training classes through World Wide Montessori Online. Her students come from all over the world and include homeschoolers, day care providers, teachers, AMS/AMI/etc. certified teachers, those attending universities, etc.

This album is part of a set of 12 Montessori Albums which are included in World Wide Montessori's Online 12 and 24 month course.

These are the Montessori Albums which are included in the set:

Astronomy
Botany
Ecology
Geography
Geology
History
Language
Mathematics
Physical Science
Practical Life
Sensorial
Zoology

For additional information on the teacher training course, albums or other materials, please be sure to visit –

www.worldwidemontessorionline.com
www.amontessorimarketplace.com

Karen Tyler can be reached at –

karen@amontessorimarketplace.com