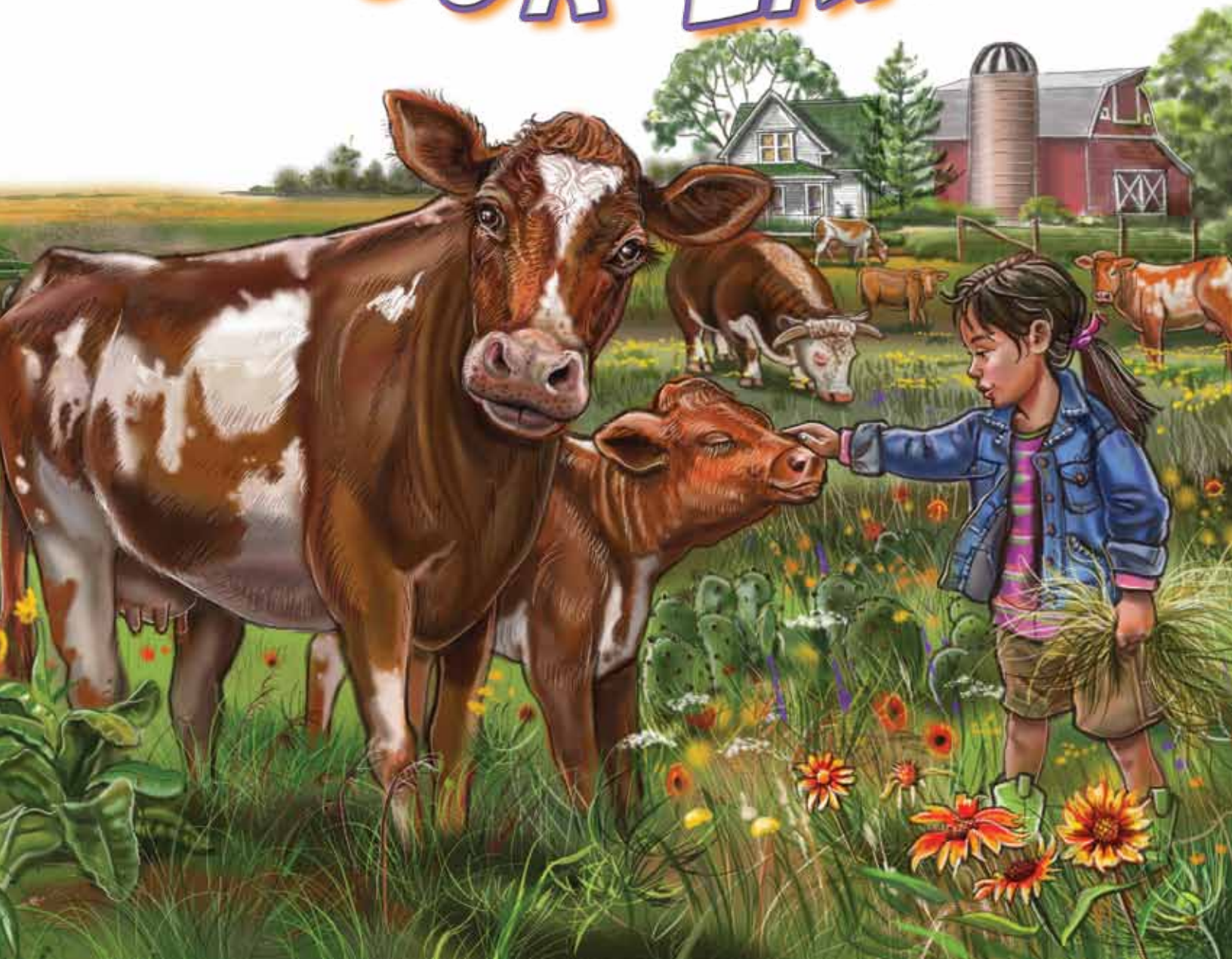


# Teaching Activity Guide for

# *THIS LAND IS YOUR LAND*



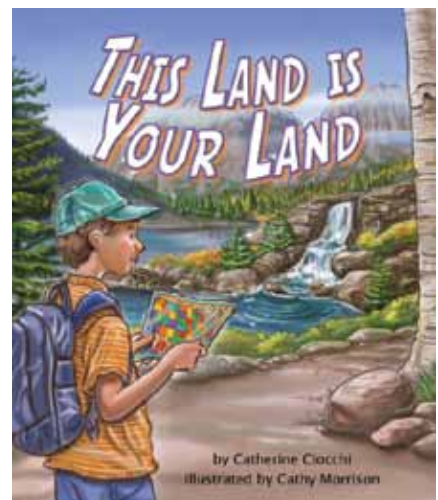
# Table of Contents

---

3	How to Use This Activity Guide (General)
4	What Do Children Already Know?
5	Pre-Reading Questions
6	Cross-Curricular Vocabulary Activities
7	Word Bank
8	Cross-Curricular Silly Sentences
9	Word Families & Rhyming Words
12	Word Search
13	Science Journal (Vocabulary)
19	Math Cards
21	Map Activity
26	Coloring Pages
29	Answers
30	Appendix A—"What Children Know" Cards
31	Appendix B—Venn Diagram
32	Appendix C—U.S. Map
33	Appendix D—North America Map
34	Appendix E—World Map
35	Appendix F—Vocabulary Cards

Copyright 2015 © Arbordale Publishing  
These activities may be copied for  
personal and non-commercial use in  
educational settings.  
[www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)

Arbordale Publishing  
Mt. Pleasant, SC 29464



by Catherine Ciocchi  
illustrated by Cathy Morrison



# How to Use This Activity Guide (General)

---

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

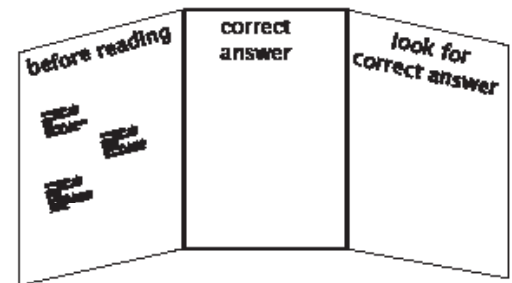
# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

# Pre-Reading Questions

---

1. What is a landform?
2. Name as many landforms as you can think of.
3. What is a coast?
4. What is a mountain?
5. What is a hill?
6. How would you describe the difference between a hill and a mountain?
7. What is a plateau?
8. What is a canyon?
9. What is a valley?
10. How are valleys and mountains related?
11. What is a plain?
12. What is a peninsula?
13. What is a volcano?
14. What is an island?
15. What is the difference between an island and a peninsula?
16. What is an archipelago?
17. How are landforms made?

# Cross-Curricular Vocabulary Activities

---

## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.



# Cross-Curricular Silly Sentences

---

1. Earth has \_\_\_\_\_ everywhere.  
noun
2. Where land \_\_\_\_\_ sea, there is a coast.  
verb
3. A \_\_\_\_\_ stretches steep and high.  
noun
4. The \_\_\_\_\_ top looks like a mound.  
adjective
5. Its \_\_\_\_\_ structure makes it strong.  
adjective
6. A canyon is carved deep in the ground with \_\_\_\_\_  
adjective  
rock cliffs all around.
7. A \_\_\_\_\_ valley \_\_\_\_\_ between two mountains.  
adjective verb
8. The \_\_\_\_\_ soil \_\_\_\_\_ up rain to nourish roots  
adjective verb  
of golden grain.
9. Peninsulas have just \_\_\_\_\_ sides.  
adjective
10. The ash \_\_\_\_\_ out.  
verb
11. The lava \_\_\_\_\_.  
verb
12. Waves of water \_\_\_\_\_ the land, breaking rocks and  
verb  
making \_\_\_\_\_.  
noun
13. Islands in a chain or row \_\_\_\_\_ an archipelago.  
verb
14. It's one great world in which we \_\_\_\_\_.  
verb



# Word Families & Rhyming Words

*Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.*  
Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent "i"), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

**View**

and

**You**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Give**

and

**Live**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Land**

and

**Sand**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Soil**

and

**Boil**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Everywhere**

and

**Share**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Coast**

and

**Most**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**High**

and

**Sky**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Snow**

and

**Below**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**See**

and

**Three**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Long**

and

**Strong**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Ground**

and

**Around**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Between**

and

**Green**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Blows**

and

**Flows**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Cows**

and

**Plows**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Grain**

and

**Plain**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Sides**

and

**Tides**

They are / are not from the same word family.

Other words that rhyme are:

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	B	A	R	D	I	S	L	A	N	D
2	L	E	H	A	G	U	A	Y	M	S
3	E	A	M	A	W	K	N	I	F	E
4	K	R	R	M	A	P	D	U	O	A
5	R	T	V	E	H	E	F	L	W	L
6	E	H	L	S	D	H	O	P	E	T
7	T	I	P	K	A	U	R	O	C	K
8	U	O	W	I	C	H	M	L	A	N
9	J	H	G	E	O	L	O	G	Y	D
10	C	A	N	Y	O	N	K	B	C	L

CANYON  
EARTH  
GEOLOGY  
ISLAND  
LANDFORM  
MAP  
ROCK

## Science Journal (Vocabulary)

---

# Archipelago

my definition

my drawing

# Canyon

my definition

my drawing



# Coast

my definition

my drawing

# Continent

my definition

my drawing

# Hill

my definition

my drawing

# Island

my definition

my drawing

# Mountain

my definition

my drawing

# Peninsula

my definition

my drawing

# Plain

my definition

my drawing

# Plateau

my definition

my drawing

# Valley

my definition

my drawing

# Volcano

my definition

my drawing



# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

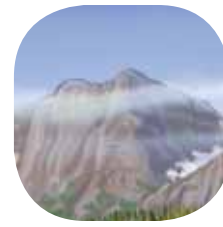
**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



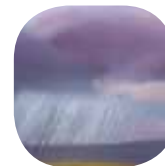
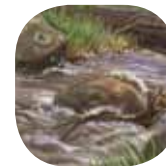
2



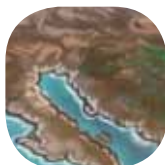
3



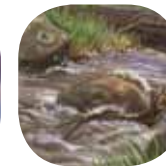
4



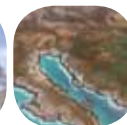
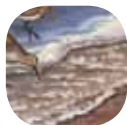
5



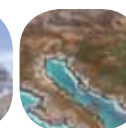
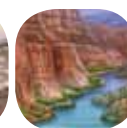
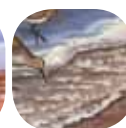
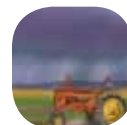
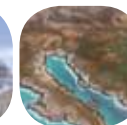
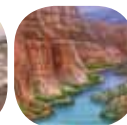
6



7



8



9

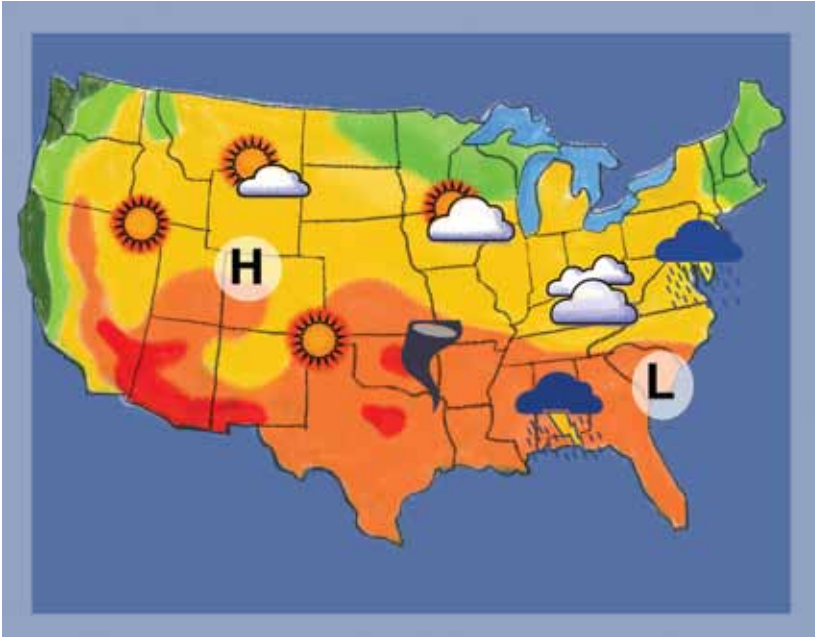


# Map Activity

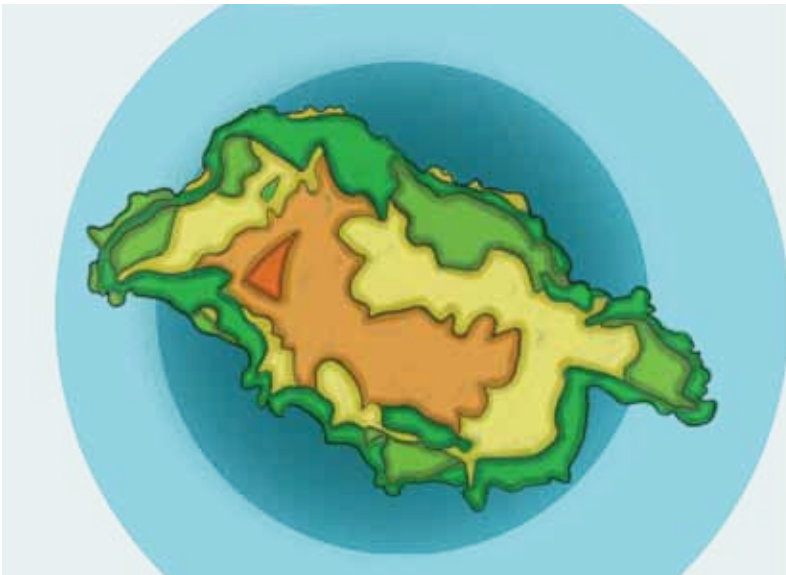
*Objective: reading maps, geography,*

There are many different kinds of maps. Use the map templates in the appendix to color in your own map. What does your map show?

Draw a map of your home, school, or town. What type of map will you draw?



A weather map shows an area's weather. The color usually indicates temperature and different symbols show things like tornados, thunderstorms, or cloudy weather. Weather maps also show high or low pressure zones. These are marked on this map by an H for high pressure and an L for low pressure.



Topographical maps show an area's height above sea level (altitude). Every line traces around a hill or rise at a certain altitude. Where multiple lines appear close together, there is a steep drop-off, like a cliff. Where the lines are more spaced out, there is a more gradual slope, like a hill.

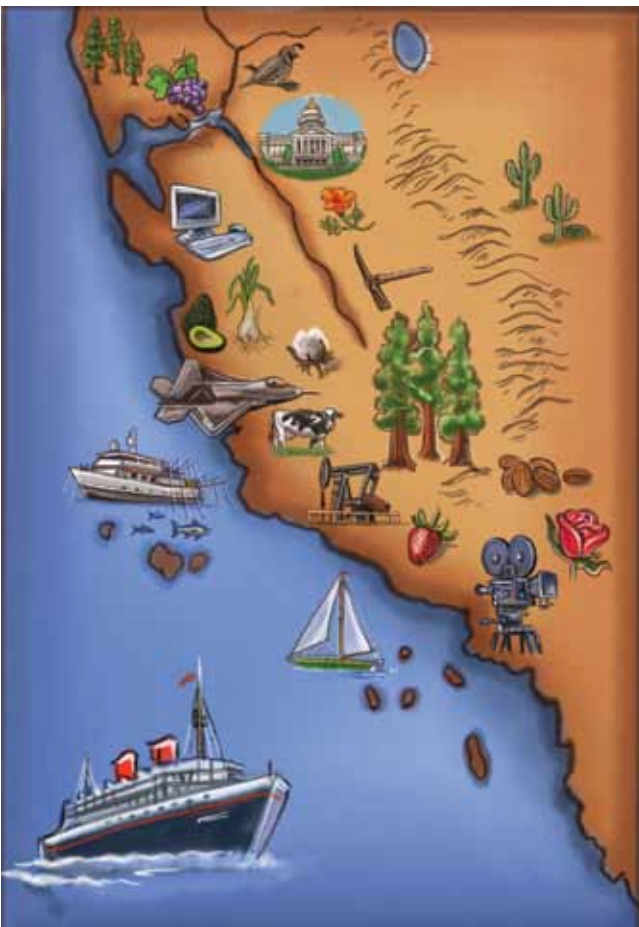


A political map shows the boundaries between different political regions (like counties, states, or countries).



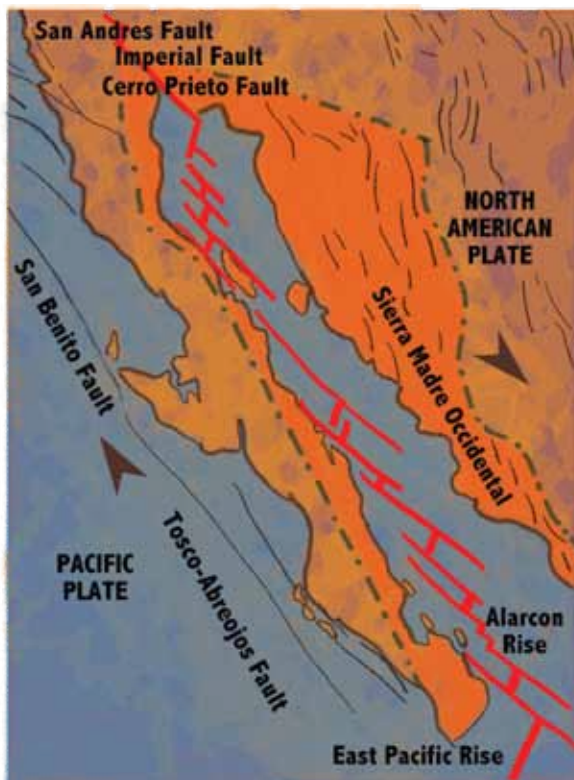
An economic activity map (or economic resource map) shows the major industries in an area. On this map of California, the camera shows Hollywood, where many people work in the film industry. The computer marks Silicon Valley, where many tech/computer companies are based. Other symbols show areas where farming or oil drilling is a major economic force.

Economic activity maps usually have a key or legend explaining what each symbol represents.



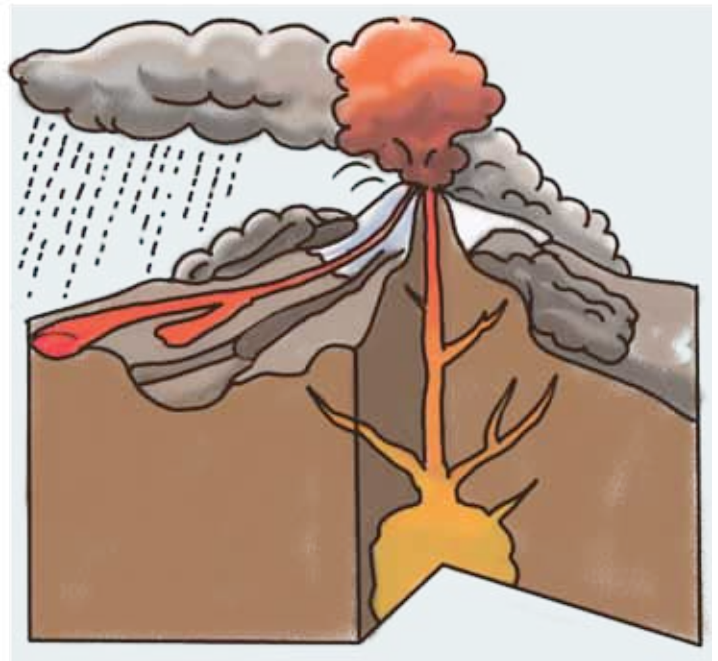
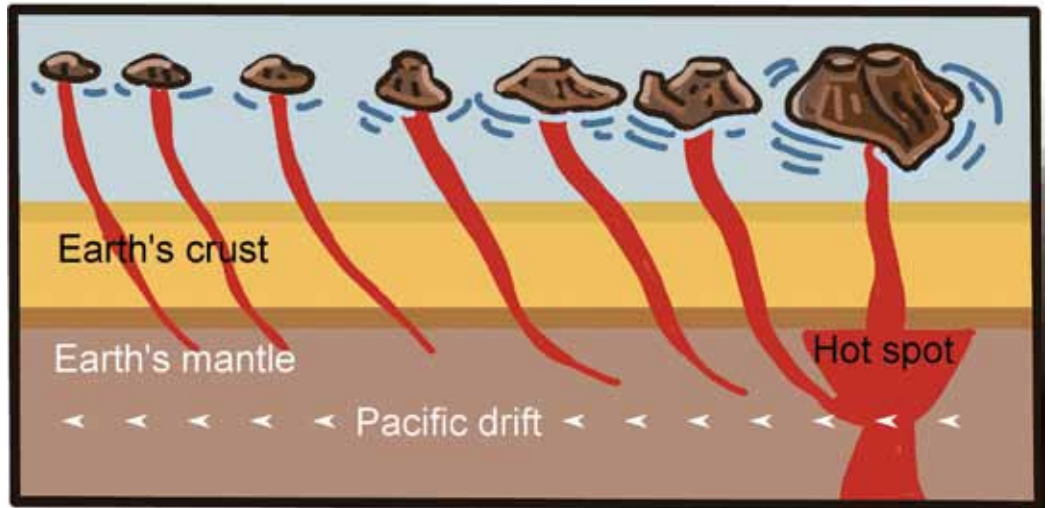


A physical map shows landforms and different ecosystems. Forests and plains might be in green, while deserts and mountains could be brown. Physical maps show texture to indicate mountain ranges and other landforms.



Some maps show specific information, like this map of tectonic plates.





Some maps are cut away to show layers underneath the earth's surface.



# Coloring Pages

---











# Answers

## Silly Sentences Answers

1. Earth has landforms everywhere.
2. Where land meets sea, there is a coast.
3. A mountain stretches steep and high.
4. The rounded top looks like a mound.
5. Its rocky structure makes it strong.
6. A canyon's carved deep in the ground with mighty rock cliffs all around.
7. A tranquil valley sits between two mountains.
8. The fertile soil soaks up rain to nourish roots of golden grain.
9. Peninsulas have just three sides.
10. The ash spurts out.
11. The lava flows.
12. Waves of water splash the land, breaking rocks and making sand.
13. Islands in a chain or row create an archipelago.
14. It's one great world in which we live.

## Word Search Answers

	A	B	C	D	E	F	G	H	I	J
1					I	S	L	A	N	D
2		E					A			
3		A					N			
4		R		M	A	P	D			
5		T					F			
6		H					O			
7							R	O	C	K
8							M			
9			G	E	O	L	O	G	Y	
10	C	A	N	Y	O	N				

CANYON 10, A  
 EARTH 2, B  
 GEOLOGY 9, C  
 ISLAND 1, E  
 LANDFORM 1, G  
 MAP 4, D  
 ROCK 7, G

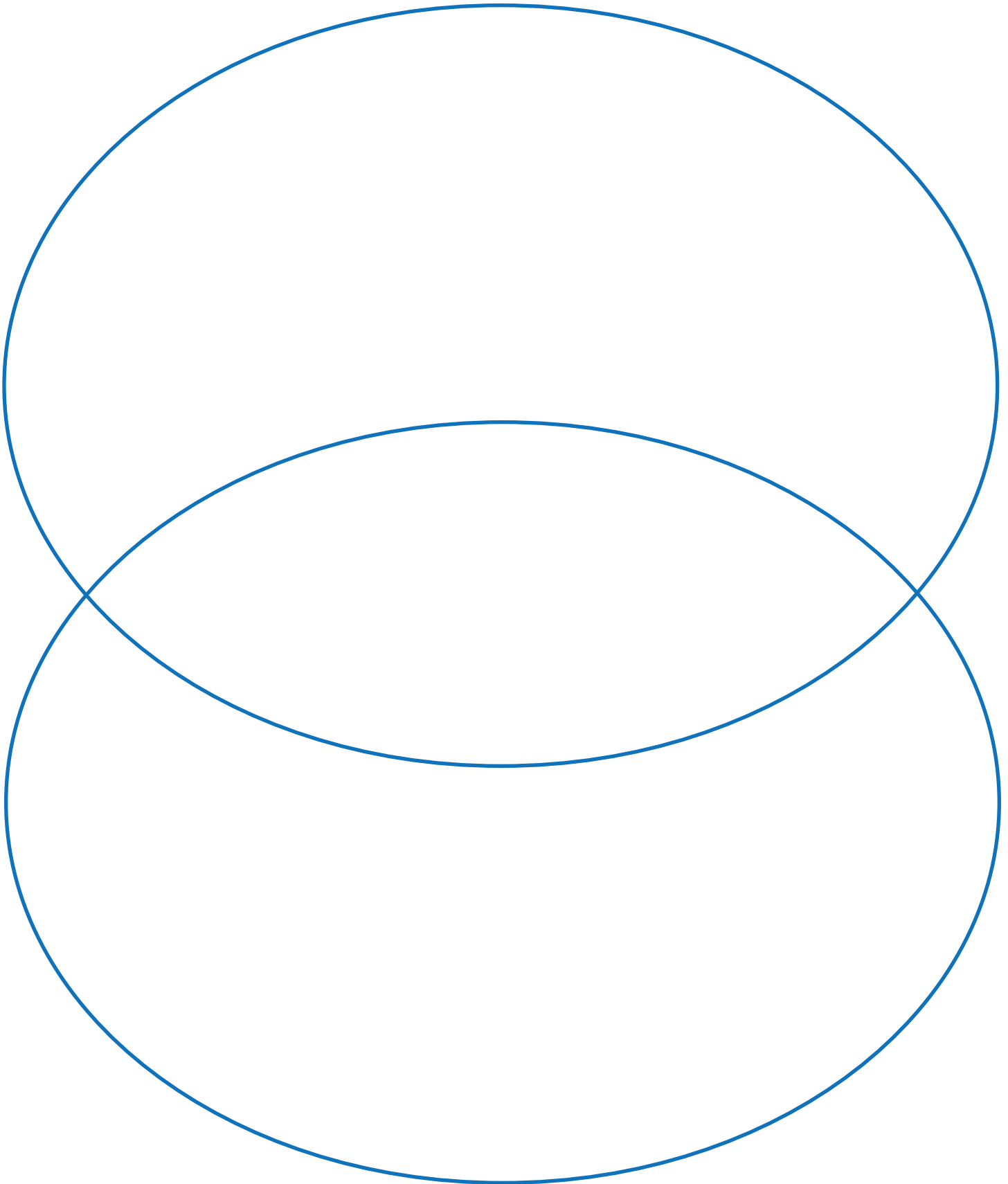
# Appendix A—“What Children Know” Cards

---

<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>

# Appendix B—Venn Diagram

Compare and contrast two types of landforms



# Appendix C—U.S. Map







# Appendix E—World Map



# Appendix F—Vocabulary Cards

---



