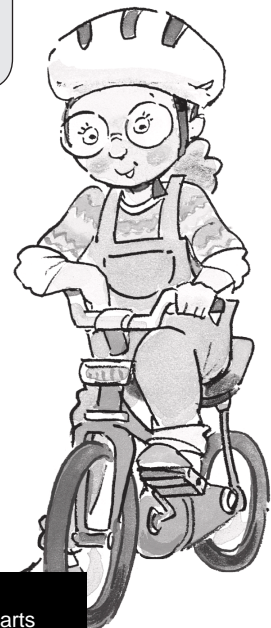


Activity Sheets

	Related Atlas Pages
A Meet the Block Buddies	Cover
B Look and Find	1–48
C Where do we live?	4–5
D Neighborhood Cards	6–7
E What does my neighborhood look like?	6–7
F Do you need this?	8–9
G Where do we work?	10–11
H Rules in the Neighborhood	12–13
I What's new?	14–15
J Which is which?	16–17
K Where is it?	18–19
L Is it round like the earth?	20–21
M Can you see the whole world?	22–23
N My World	24–25
O Earth from Space	26–27
P Where is your state?	28–29
Q Is it a symbol of our country?	30–31
R Winter and Spring	32–33
S Summer and Fall	32–33
T North America	34–35
U South America	36–37
V Africa	38–39
W Europe	40–41
X Asia	42–43
Y Australia	44
Z Antarctica	45



Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

Introduction

This teacher's guide is designed to be used with *The Nystrom Block Buddy Atlas*. The 24 student activities in it will help you systematically guide your students through the atlas.

The Nystrom Block Buddy Atlas and its student activities can be used along with any primary social studies program.

- They can provide the base for a year-long atlas education program.
- They can be used to introduce students to the tools of geography.
- They can be used to review and reinforce concepts introduced in your social studies program.

OBJECTIVES

After completing *The Nystrom Block Buddy Atlas* and its student activities, your students will be able to do the following:

Geographic literacy skills

- Interpret photographs
- Interpret maps
- Compare photographs and maps
- Use information to answer questions
- Draw conclusions from atlas resources
- Learn how maps show information

Primary social studies concepts

- Identify different types of homes
- Describe their own neighborhood
- Classify needs and wants
- Match jobs with places to work
- Recognize the importance of rules
- Identify changes in a neighborhood
- Look at places from different points of view
- Identify symbols on maps
- Describe the shape of the earth
- Compare a globe and a map
- Identify the seven continents
- Locate their state on a United States map
- Identify symbols of our country
- Describe differences in the seasons
- Understand that children all around the world are like them in many ways



The Nystrom Block Buddy Atlas

The 48-page, 8½ × 11-inch *Block Buddy Atlas* is a rich resource designed just for primary students. Your visually-oriented students will enjoy its colorful photos and maps. They will also love the Block Buddies, engaging cartoon characters who guide students through the atlas.

Every two-page spread in the atlas asks a key question. Your students will discover the answer by examining the photographs, illustrations, maps, captions, and Block Buddy speech balloons on those two pages.

The atlas is divided into the following sections:

- A Picture Atlas of Neighborhoods
- What Can You Learn About Maps and Globes?
- Where Do You Live?
- Looking at the Continents

The *Nystrom Block Buddy Atlas* also has these important features:

- World and United States maps in the atlas complement the Nystrom First Map Series of wall maps and globes.
- Colorful photos show children around the world and how they live.
- A simple **Glossary** defines geographic terms used in the atlas.
- A descriptive **Index** lists countries and their continents.
- A handy table lists two-letter state postal **Abbreviations**.



The Teacher's Guide

For each two-page spread in the atlas, there is a corresponding activity in the teacher's guide. Each activity has a discussion guide and a copymaster activity:

USING THE ATLAS

This is the discussion guide for the atlas spread. It will guide you and your students through the photographs, illustrations, maps, captions, and Block Buddy speech balloons on the spread step-by-step. The questioning strategies will help your students:

- recognize and interpret key elements of maps and photos
- compare and contrast photos and maps
- apply information to their own lives

How are children in Africa like you?

USING THE ATLAS

1. Distribute atlases. Have students turn to pages 38–39.

2. Write **Africa** on the board. Point out the small world map. Ask:

- Can you find Africa on the map? Point to it.
- What color is Africa on this map? (yellow)
- What color is it on the large map? (yellow)

Read the Block Buddy speech balloon on page 38.

- “Is Africa a country, or is it a continent?”
- If you aren’t sure, look in the map key for clues. (Africa is a continent.)

3. Read the title question. Ask:

- Do you think children in Africa are like you?

4. Discuss picture E of students in South Africa. Read the caption and then ask:

- What are these children doing? (schoolwork)

Read the Block Buddy speech balloon on page 39.

- “How is YOUR schoolwork like this?”
- Is anything different in this classroom?
- Where do these children live? (South Africa)
- Can you find South Africa on the big map? Point to it.

5. Discuss the other photos in the same way.

6. Read the title question again. Then say:

- Do children in Africa go to school? Do they have families? Do they like to have fun?
- They seem to be a lot like you!

Literature Links

Your students might enjoy these books and others about people in Africa:

- *Jamela’s Dress* by Niki Daly
- *Elizabeth’s Doll* by Stephanie Stuve-Bodeen
- *Gugu’s House* by Catherine Stock
- *My Painted House, My Friendly Chicken, and Me* by Maya Angelou
- *When Africa Was Home* by Karen Lynn Williams

Herff Jones | Nystrom

Block Buddy Atlas Activities

Headings match the atlas.

Related atlas pages are shown here.

Teaching plan guides you step-by-step.

Bulleted questioning strategies are easy to follow.

Literature Links can extend the learning.

Sample Atlas Activity

USING THE ACTIVITY SHEET

The copymaster activity reinforces and enriches the atlas. Step-by-step instructions will help you introduce the activity sheet, model how to complete it, and summarize what has been learned.

You'll find that all the activity sheets involve students in engaging, hands-on ways. Your students will enjoy making make-believe telescopes. They'll also learn while playing games and creating colorful mobiles.

The activity sheet is conveniently located on the facing page—making it easy to find, refer to, and duplicate.


Activity sheets help students apply what they've learned.

Hands-on strategies make learning fun.

Helpful illustrations make instructions clear.

Activity sheets can be collected and evaluated in students' portfolios.


Cross-curricular connections take learning a step further.



USING THE ACTIVITY SHEET

1. Distribute Activity Sheet V, *Africa*.
2. Ask students:
 - What does this map show? (*Africa*)
 - Turn to pages 38–39 in your atlas. Look at the map key. How does this map show continents? (with red letters outlined in black)
 - On your activity sheet, color the letters in *Africa* with a red marker.
3. Then ask students:
 - What color is the continent in the atlas? (yellow)
 - What color should we make Africa on the activity sheet? (yellow)
 - Use a crayon to color Africa yellow.

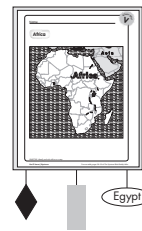
Optional: also have students color the water blue.
4. Have students paste Activity Sheet V onto a sheet of construction paper.
5. Show students a sample continent mobile. Describe the things hanging from the mobile. Then explain:
 - Today you'll make a mobile to help you remember things about Africa.
 - You can hang words or pictures about Africa from your mobile.
 - What could we write or draw about Africa?

Brainstorm names of countries, activities, foods, holidays, and animals. List students' ideas on the board.
6. Demonstrate how to draw a clay pot on a small piece of construction paper. Then hang it from the map using string or ribbon.
7. Give students time to make and assemble their mobiles.
8.  Collect materials. Display the mobiles.

Reading

List the letters of the alphabet down the board. As a class, try to find a country in Africa for as many letters as possible. (Students may not be able to pronounce some country names, but they should be able to tell you the letters in a name.)

Herff Jones | NystromBlock Buddy Atlas Activities



What are our needs and wants?

USING THE ATLAS

ATLAS PAGES
8-9

1. Distribute atlases. Have students turn to pages 8–9.
2. Help students read the title. Write **Needs** and **Wants** on the board. Define these terms for the class:
 - **Needs** are things we must have in order to live.
 - **Wants** are things that we'd like to have, but that we can live without.
3. Have students look at photos B, C, and E. For each photo, read the caption and then ask the class:
 - What is this a picture of?
 - Do you *need* _____ in order to live? (yes)
 - Is this something you *need* or something you *want*? (need)
4. Focus on the picture map of a neighborhood on pages 8–9. Read the caption. Also read the Block Buddy speech balloon on page 8. Then say:
 - People *need* food, clothing, and a place to live.
 - "Find places for meeting needs and wants."
 - On the picture map, point to a place to buy food. Point to a place to buy clothes. Point to a place to live.
 - Point to a place that sells things that you *want*, but don't really need. (toy store, pet store, balloon stand in the park)
5. Read and discuss other Block Buddy speech balloons.
 - "Which things are both needs AND wants?"
Are there any foods or clothes that you would like to have, but can live without?
 - "What are YOUR wants?"



Literature Links

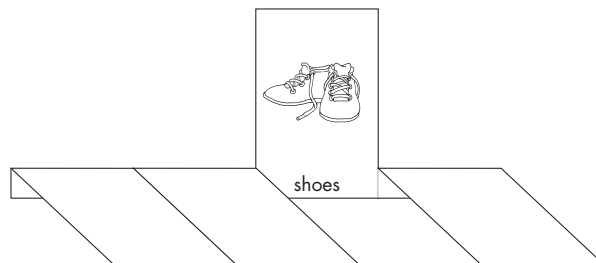
Your students might enjoy these books and others about needs and wants:


- *Fly Away Home* by Eve Bunting
- *The Red Racer* by Audrey Wood
- *Boxes for Katje* by Candace Fleming
- *A Chair for My Mother* by Vera B. Williams



USING THE ACTIVITY SHEET

1. Have students get into groups of 3. Distribute one copy of Activity Sheet F, *Do you need this?* to each group.
2. Model how to cut apart the three picture strips, as the groups do the same. Have each student take a picture strip. Then model how to cut a strip along the dotted lines. Caution students not to cut their strips all the way through. Once the strips are cut, show the class how to fold down select pictures on the strip.






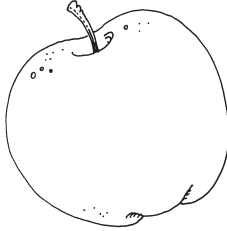

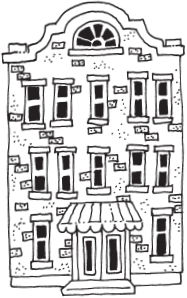

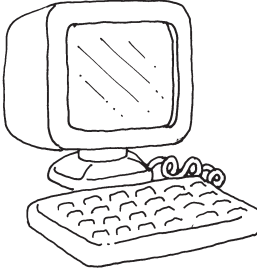
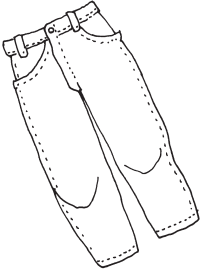
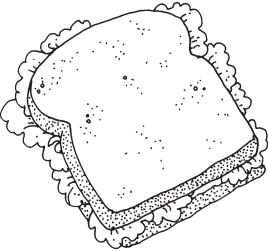
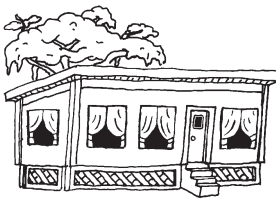

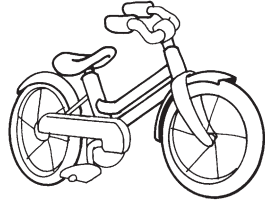
3. One strip at a time, review the items pictured. Then say:
 - **Show your group a picture of food.** What picture did you show? (apple, milk, sandwich)
 - **Show your group a picture of clothing.** What picture did you show? (shirt, pants, shoes)
 - **Show your group a picture of a place to live.** (house, apartment building, mobile home)
 - **Show your group all your pictures of things people need.** (shirt, apple, house; apartment building, milk, pants; sandwich, mobile home, shoes)
 - **Show your group a picture of something people might want, but don't need.** What picture did you show? (dog, computer, bike)
4. Ask students to look at the pictures on all three picture strips. Say:
 - **Hold up a picture of something we all need.**
 - **Hold up a picture of something you want, but don't need.**
5.  Collect materials.

Critical Thinking

Have students cut out pictures from catalogs and sales fliers. Divide a bulletin board in half. Label one side **Needs**, the other **Wants**. Have students display the pictures on the bulletin board, putting them into the correct categories.

Name _____

Do you need this?

 			
shirt	dog	apple	house
			
apartment building	milk	computer	pants
			
sandwich	mobile home	shoes	bike

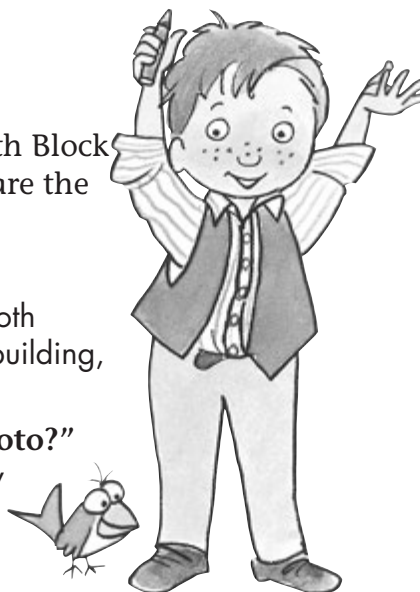
OBJECTIVE: Identify things people need and things people want.

What view does a map show?

USING THE ATLAS



1. Distribute atlases. Have students turn to pages 16–17.
2. Help students read the title. Then focus students' attention on picture A. Read the caption and the Block Buddy speech balloon. Say:
 - **"We found this building in a park."**
 - **What do you see in this picture?** (a white building with a tower, a flag pole, trees, grass)
3. Discuss picture B. Read the caption and the Block Buddy speech balloon. Then say:
 - **"The same park is shown in all the pictures."**
 - **Can you find the white building in picture B?**
 - **Where is it? How do you know it's the same building?** (It has a tower and is the same color.)
 - **Can you see anything in this picture that you didn't see in picture A?** (the water, the path behind the building, the wall along the water)
4. Discuss picture C in the same way.
5. Focus on picture D. Read the caption. Use both Block Buddy speech balloons to help students compare the map with the view from directly above.
 - **Picture D is a map.**
 - **"How is the map LIKE the photo?"** (They both look straight down. They both show the same building, paths, and water.)
 - **"How is the map DIFFERENT from the photo?"** (It's not a photo; it's a drawing. It doesn't show the trees. The building is a different color. There aren't as many details.)
 - **What is a map?** (a special drawing of a view from directly above)




Literature Links

Your students might enjoy these books and others about perspectives and maps:

- *As the Crow Flies* by Gail Hartman
- *Abuela* by Arthur Dorros
- *Looking Down* by Steve Jenkins
- *Zoom* by Istvan Banyai



USING THE ACTIVITY SHEET

1. Distribute Activity Sheet J, *Which is which?* Help students read the title.
2. Discuss the three bird's-eye views.
 - **What buildings do you see?** (a house and an apartment building; a barn; a school)
 - **There is also a map view of each of these buildings.**
 - **Can you tell which map view matches which building?**
3. Model how to color the sheet, as students do the same.
 - **Put your finger on the bird's-eye view of the barn. Color its roof gray.**
 - **Can you find the map view of the barn? Look for clues—like chimneys on the roof, the silo, the fields of crops, and the trees.**
 - **When you find the map view of the barn, put your finger on it.**
 - **On the map view, color the barn roof gray.**
4. Have students color the house and apartment building roofs brown and the school roof purple. Then have students work alone or in pairs, finding the map views of the same buildings and coloring their roofs the same colors.
5.  Collect materials.



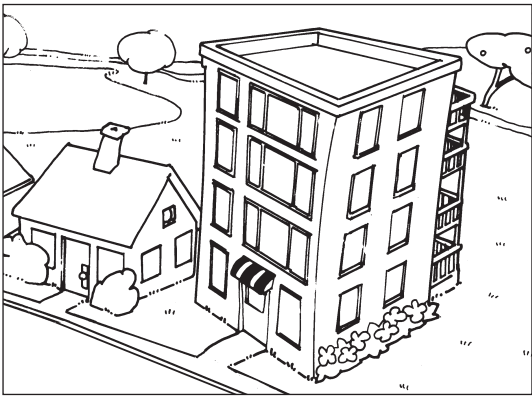
Science

Have students observe and draw a plant or animal from ground level. Then have them draw the same plant or animal looking straight down. Ask them what unique information they gathered from each view.

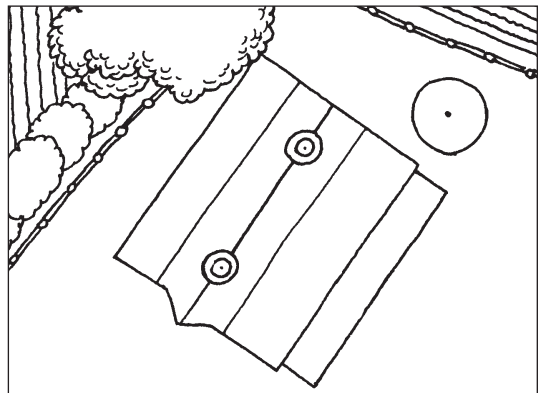
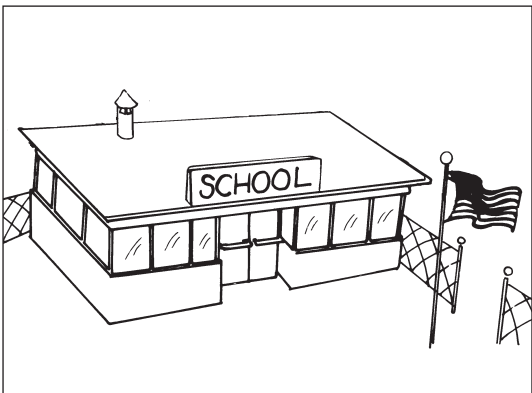
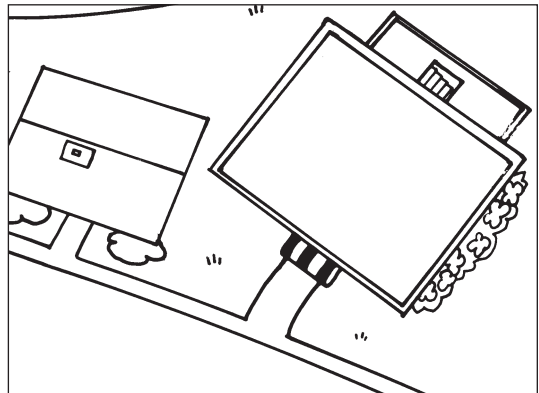
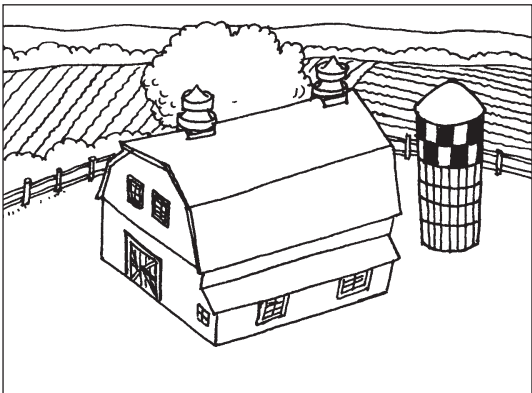
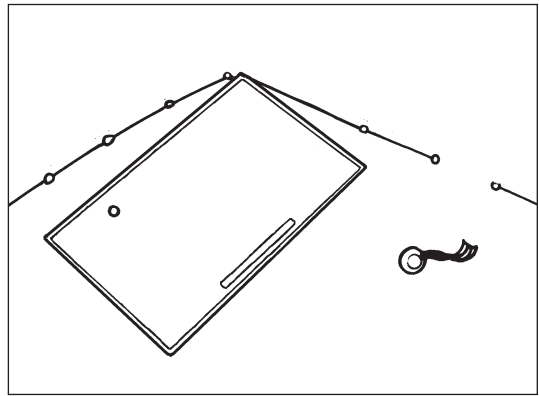
Name _____

Which is which?

Bird's-Eye Views



Map Views



OBJECTIVE: Match bird's-eye and map views.