

Grades 5-9

INTERACTIVE

Middle Grade
Geography

NOTEBOOK

Easy Lit Units
& M  RE!



Includes Common Core Alignment

Easy Lit Units & More

by: Cori Beckett

INTERACTIVE NOTEBOOK
TEACHER'S GUIDE FOR

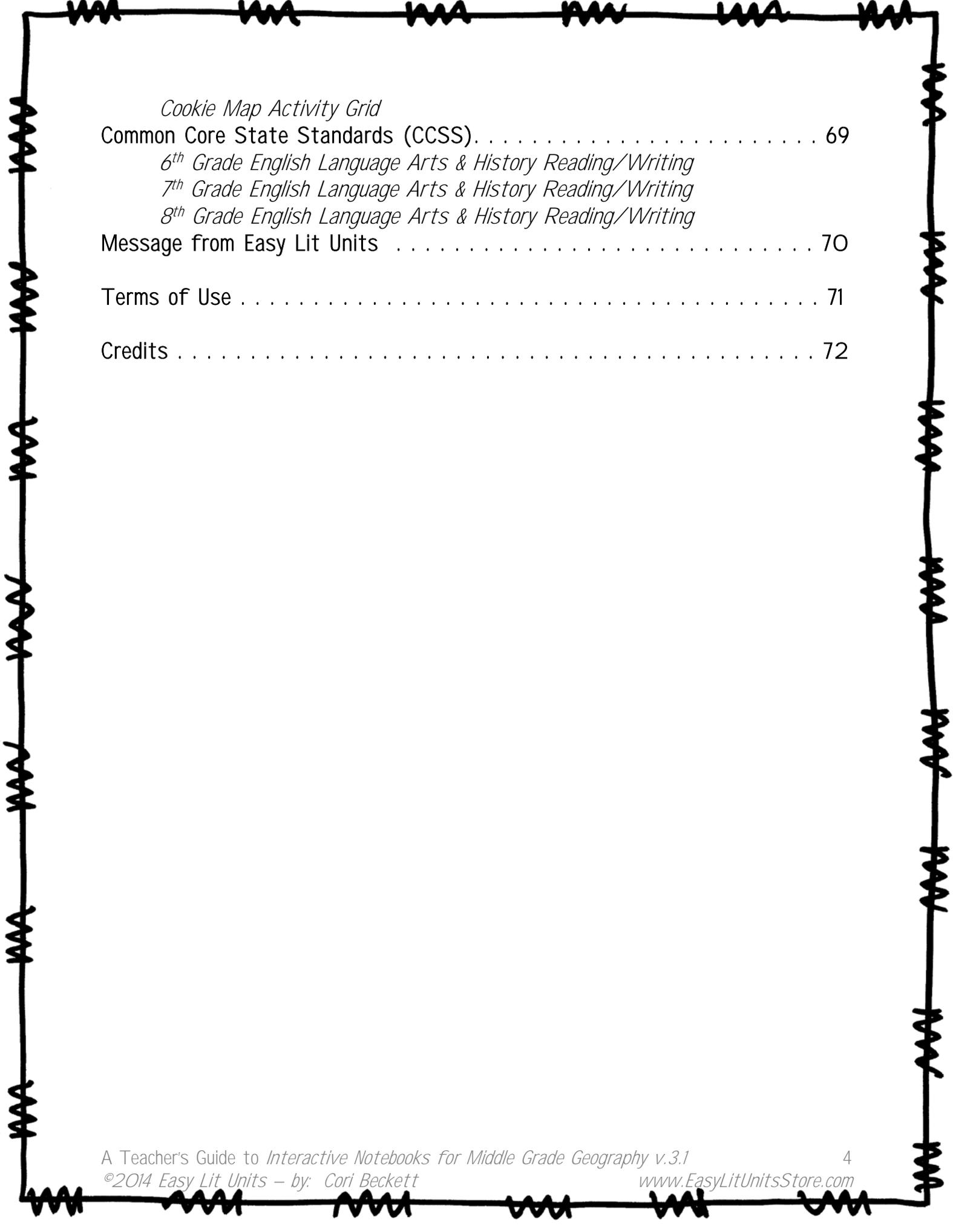
Middle

Grade

Geography

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About This Product

Thank you for taking the time to visit my store and downloading **Interactive Notebooks for Middle Grade Geography**. I have used these suggested ideas in my own classroom throughout my years of teaching with great success. I sincerely hope you find this resource a useful tool for your classroom and that your students enjoy creating the projects as much as mine do each year.

I don't personally distinguish between a Foldable & a Flipable, so I use the term Foldable generically. The foldables contained in this unit have been sized to fit composition sized notebooks, as that is my preferred tool for student use and it makes for a universal use for those who prefer standard page sizes.

Where possible, I have attempted to provide you with printables to use in order to make your life and lessons as easy as possible. However, I do feel it is important that students actually interact with their notebooks, and in some cases, I have given directions for how to create a certain page or foldable rather than simply offering a printable. If you are using Right Side/Left Side activities (AKA Output/Input), I have offered suggestions for Left Side (Student Output) pages and copies of my master book that I show students to spark their thinking. You are welcome to show these pages to your students as well.

Differentiation

I am sure you are familiar with Blooms Taxonomy and Gardner's theory of multiple intelligences, and brain theory about the 3 big learning modalities (auditory, visual, and kinesthetic). As teachers, we need to be aware of our student population and ensure that we are accurately measuring what our students know and moving them from basic knowledge acquisition to synthesis. With common core upon us, it is more important now than ever before that we reach students and move them up the taxonomy ladder as efficiently as possible. It is no longer acceptable to lecture and test, lecture and test, lecture and test. Our kids need and deserve more.

In order to do this, we need to offer a variety of learning experiences that incorporate all learning modalities, allow students to demonstrate their knowledge acquisition within their intelligence strength, while at the same time ensuring that kids are stretching their thinking and applying their knowledge. There is little way I can think of better than adding Interactive Student Notebooks to your curriculum.

Not only do projects serve to tap into Bloom's and Gardner's theories, it allows you to embed different learning modalities into one easy to manage lesson. Thus, teaching students with different talents and learning styles.

In addition to all of that, you can easily modify the project's rigor to differentiate for your GATE and Special Education students. By increasing or decreasing the level of depth and complexity, teacher input and/or student output, you are meeting the needs of all your kids, all at the same time. Plus, your kids will love doing them – and that's the best part!

Where possible, I have included pre-filled foldables for use as a form of differentiation. Personally, I don't use them often as I want my kids interacting, but it seems every year there is always a kiddo or two who benefits from them and it is for just those kiddos that I have them. I have also discovered that many IEP's for Middle School & High School students request student access to teacher notes. Here again, the pre-filled foldables serve that end. No more need to make copies of your work for student use. These pre-filled or highly scaffolded foldables are also great tools for those mid-unit kiddos who arrive to your classroom and need to catch up as quickly as possible. As I said, I wouldn't use them in every lesson with all students, but they are certainly helpful to have in a pinch.

Tips and Hints

All of these projects are easy enough to create. However, before introducing them to your kids, I suggest that you try them yourself first. It will help you understand how best to help your students with success and where there may be little hiccoughs for certain kiddos. Plus, it gives you an opportunity to make a model to show off and inspire your kids to create. Having a model ready to go is a powerful motivator for your kids.

Standards and Curriculum

I strive to ensure that all suggested ideas can stretch across the standards to help you with providing your students interesting, educational, and cost effective projects. After all, every instructional minute and every one of your hard-earned dollars counts. For many of the suggested lessons, I have provided you with one or more suggested student handouts. They are intended to guide you and your students in designing and creating the projects and may be adapted to suit your own needs.

Where possible, I have included standards in these projects in a "quick" reference guide. The depth and complexity to which each standard is addressed varies, and in many cases, standards not mentioned through direct instruction are embedded into the lesson. Likewise, depending on how you structure your ISNs with your students, many writing standards can be addressed using Left Side/student output pages that will not be mentioned directly in the lesson. If you choose to have your students do the Left Pages as I have shown, I have included the RH & WHSS standards that these activities address. For more information about how I structure my ISNs, [follow my blog](#). Followers receive exclusive FREEBIES that explain in detail how I set up my ISNs and Left side activities that students may choose to do that address CCSS standards in depth.

Since the Renaissance is a content area that is not directly mentioned in the CCSS but rather addressed by individual states and school districts, it is impractical for these standards to be offered in this product. However, since I teach in **California**, I have included the **6th & 7th grade History Standards** that this unit covers. If you are not from California, you may be able to use this as a comparison to your own standards & find some parallels that help you identify which standards this unit addresses in your district/state.

I have also given suggested learning goals (LG) to include, should you use them with your students. I generally have my students write them in an "I will" or "We will" format. However, if you do not use them, they can be used as objectives for administration should they be required of you. Personally, I have students write the learning goal on the Left Side of the ISN and only the CCSS reference number on the Right Side of the ISN. But this is a personal preference. It is my hope that if an administrator walks through your door you are able to easily justify why you are teaching this lesson quickly & that students are aware of their expectations on an ongoing basis.

Timing

Rather than having students take notes on a subject then do a separate ISN or activity, I use ISNs as my direct instruction & note taking. I have a 55-minute period with my students, so I have attempted to balance the lessons to about 40-45 minutes to give students ample time to complete both the classwork/lesson portion of the activity and to glue their foldables into their ISNs. This time frame generally gives most students enough time to color and do the artwork on the Right Side/Lesson section and get a jumpstart on the Left-Side/homework

assignments. I find that pacing is key and giving students just enough time to do their work and clean up before the 50-minute bell. A couple of the lessons, such as Vocabulary may seem little "light" or my run shorter than this time frame. This was done with the intention to assign them as homework after I have taught them expectations & formatting. If I am still training students on how to use their ISNs, cut, glue, etc. I will take longer and make it a full lesson. I have built in the extra time for management and training. In this case, I have offered challenge/extension activities that support the lesson and provided you with suggestions and resources for this.

Unit Covers:

As an intro/preview to my history units, before I begin I have them tap into their prior knowledge and create a unit cover inside their ISNs. I allow them a few minutes to do a chapter walkthrough to get ideas and pair share what they know. Once they have done this, I give them time to start on, not necessarily finish their cover. Often I do this after a test when we have a few minutes at the end of the day so they can get ready for the new material. This assignment becomes their homework and is always a Left Side activity. I give them sticky notes or tabs to glue into their notebooks when they show me that the cover is complete. By the end of the year, they have a well tabbed and well-used book. I enjoy having them do the covers because it builds student ownership of their work. Below is a copy of the cover of my book for your reference.

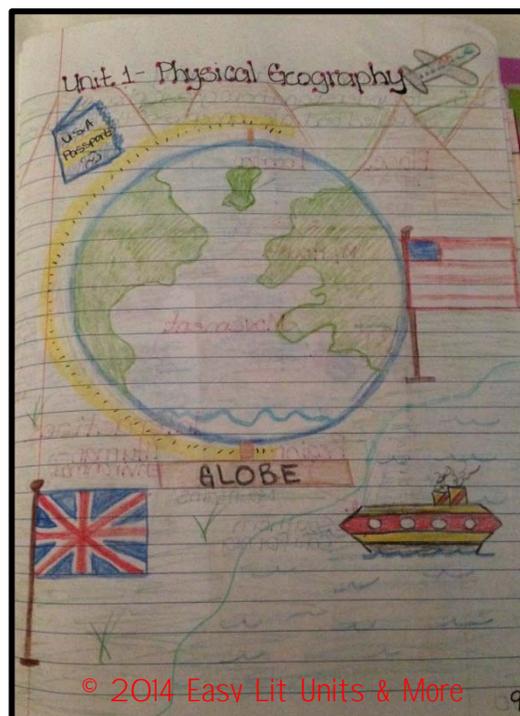


Table of Contents:

I believe that a table of contents (TOC) is an essential part of the students' ISNs. We complete our TOC at the beginning of each lesson. This helps ensure that all pages are in the correct spot and helps students who were absent stay on top of their missing assignments. It is also an essential component of organization and helps students when studying for tests. Below is an example of the TOC we create in class.

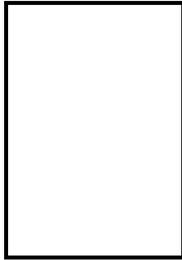
Example Table of Contents

Page	Lesson Description	Points
60	LS – Geography Unit Cover	100
61	RS – Geography Essential Questions	25
62	LS – Vocabulary Pictures (or Sentences)	100
63	RS – Vocabulary Definitions Foldable (or Handout)	50
64	LS – Key Idea Graphics	50
65	RS – 5 Themes of Geography	100
66	LS – Graphic Organizer (Mind Map)	50
67	RS – Continents, Oceans, & Rivers	50
68	LS – Geography Postcard	50
69	RS – Land Forms	50
70	LS – Pro-Cons List	50
71	RS – Parts of a Map	50
72	LS – Illustrated Lesson Summary	50
73	RS – Longitude & Latitude	50
74	LS – Cookie World	50
75	RS – Cartography Foldable	50

Paper Folding 101

I always start by teaching my students the two directions to orient paper: Portrait and Landscape. Taking a few minutes to do this helps students create a common vocabulary and reference point when we turn and fold our paper.

Portrait

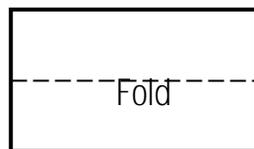


Landscape

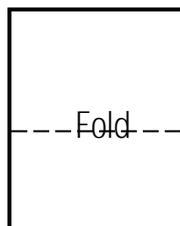


Once students are clear about the difference between the two paper orientations, I teach my three basic folds: Hotdog, Taco, and Napkin. This helps us have a common vocabulary and facilitates the creation process.

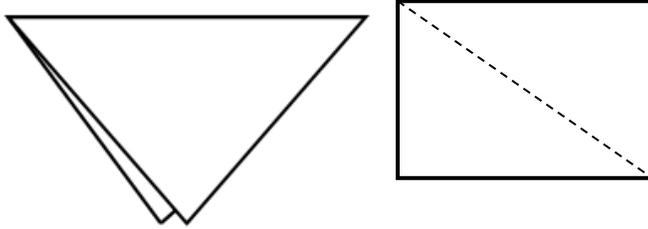
1) Hotdog Fold – Hold the paper in landscape orientation and then fold in half. It will make a skinny paper like a hotdog bun.



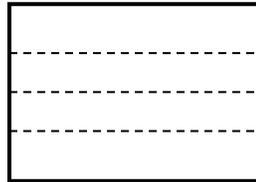
2) Taco Fold – Hold the paper in portrait orientation and then fold in half. This makes a wider folded paper, more useful to hold taco fillings.



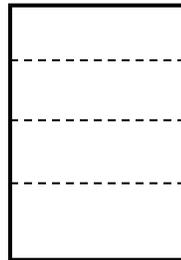
3) Napkin Fold – Hold the paper any orientation and then fold diagonally. This is frequently (not always) done with square papers and makes a triangular “napkin”.



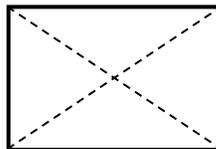
4) Double Hotdog – Fold the basic hotdog, and then repeat. It makes a very skinny hotdog bun. When opened, the paper should look like this:



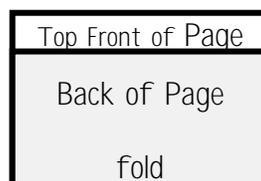
5) Double Taco – Fold the basic taco, and then repeat. When opened, the paper should look like this:



6) Double Napkin – Fold the basic napkin. Open the paper, then fold in the opposite direction. When the paper is opened, it should create an “X” on the page.



7) Flippy-Flappy – This fold I invented just for my notebooks and I use it a LOT to glue in worksheets. Fold the back over to the front and leave about a 1-inch tab. Turn page sideways and dot glue along back free edge. Glue into the spine of the notebook. The page will pull out “landscape” with no worry or mess.



The Lick & Tear Trick

As an extra fun and sort of grossly amusing trick for the students, teach your students the "lick and tear" trick. I often do this trick when I need papers cut cleanly and/or don't have time or patience to deal with scissors. To do the "lick and tear" start with a well creased folded edge of the paper. Use your tongue to moisten the folded edge. Once the edge is moistened, gently tear the paper along the fold. Ta-Da! A cleanly torn straight edge. I have a lot of fun with this the first couple of times I teach it to my students. I make a big show of "getting my lick on" by working up the wet and sticking out my tongue. Then I lick the paper like an old-fashioned postage stamp. The students really have a good time, and now we have a tool for a quick "cut" without the management of using scissors.

Extend-O-Page

On occasion, note taking can extend beyond the allotted page space. If this happens, rather than having notes spill onto the next page which can cause notebooks to become disorganized, I have students build "extend-o-pages".

Extend-o pages are really simple. Have students take a regular loose leaf notebook page & trim off the margins along the red line on the side with the holes and remove the header margin. Dot some glue under the last blue line of the notebook page & then affix the extra paper. This creates a "tail" on the page that can simply be folded over & neatly tucked into the book. When note taking is done, the excess can be trimmed off.

I have my students keep a couple "extenders" ready to go in the pocket at the back of their ISNs, so they don't have to interrupt a lesson with cutting and gluing while I'm teaching or lose their place in a lesson because they need more room. These also come in handy for the student who becomes glue happy and glued a foldable down without leaving space to write. It can be a life saver.

Lesson 01 – 5 Themes of Geography

Learning Goal: I will/We will develop an understanding of how geography is studied.

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions: For this activity students will be learning about the 5 Themes or Big Ideas of Geography/Social Studies. I begin by having them define geography in kid friendly language and we breakdown the word parts.

Geography: the study of the earth and the way people live on it and use it.
Geo = "Earth" Graph(y) = "to describe"

Next I introduce the Acronym "PRILM" (Place, Region, Human Interaction, Location, & Movement)

We then cut out or make our foldables. I do not allow my students to glue them into their ISNs until they have taken their notes.

Once foldables are ready to go, I provide direct instruction and have them take notes on the following and I pause in between to allow students to illustrate their foldables with pictures that support the learning.

Place:

Key Question: What makes this place different from other places?

1. Physical Differences – Nature, landscape, climate, wildlife, rivers, soil, etc.
2. Human Differences – Things that have changed due to people such as homes, buildings, roads, culture, lifestyle, traditions

Region:

Key Question: How can the earth be divided into regions for study?

Definition: Region – areas that can be grouped based on similarities

3 Ways:

1. By governments – countries and states
2. By service or function – school districts, delivery routes
3. By physical characteristics – the South, Southern California Beaches, the Middle East, Mountains

Human Interaction:

Key Question: What are the relationships between people and their places?

3 Key Areas:

1. People change their environment

Definition: Adaptation: Change to fit the situation ("think" wear shorts on a hot day in the desert)

2. People change their environment

Definition: Modification: Changing the situation to fit your needs (think: clearing forests to grow crops)

3. People depend on their environment for survival

Definition: Dependence: Need to live (think: cutting down trees for firewood or to build shelters or using the river for transporting goods)

****special note**** It is not always clear which is which, sometimes how humans interact with their environment may be a combination of these categories.

Location:

Key Question: Where are things located?

1. Absolute Location – street address, coordinates on a map

2. Relative Location – About where something can be found. The general area such as next to McDonald's, a 10 minute walk, on the beach.

Movement:

Key Question: What are the patterns of movement of the people, products, and information?

- This includes the movement of people, objects, goods, information, ideas, communication, etc.

We are on copy rations at my school, so I generally use a ½ sheet of large construction paper folded into fourths rather than the accordion printable. Plus, I'm not generally prepared to deal with scissors *and* glue this early in the year (for me it's generally only the second week of school when I venture into this unit).

However, I like the finished look of the printable better. So, it's really up to you. I have included pictures of both for your reference.

5 Themes of Geography Headers Titles

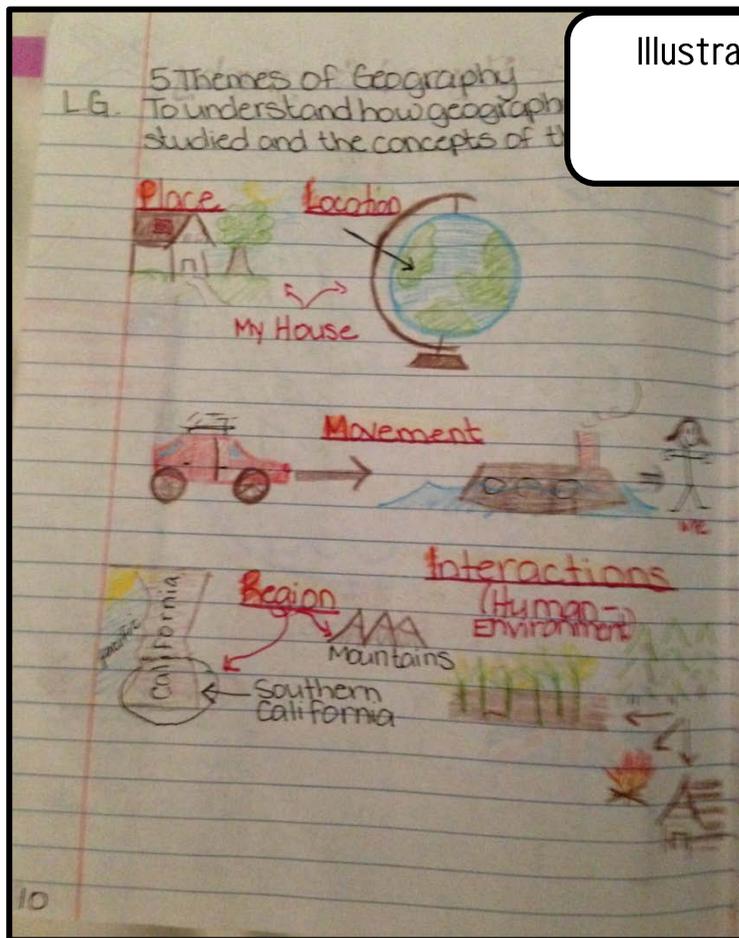
5 Themes of Geography Foldable

5 Themes of Geography Foldable (Scaffolded Notes) – When using the scaffolded notes with students, I generally have them tri fold them and glue them into their ISNs rather than doing the other foldable.

Foldables:

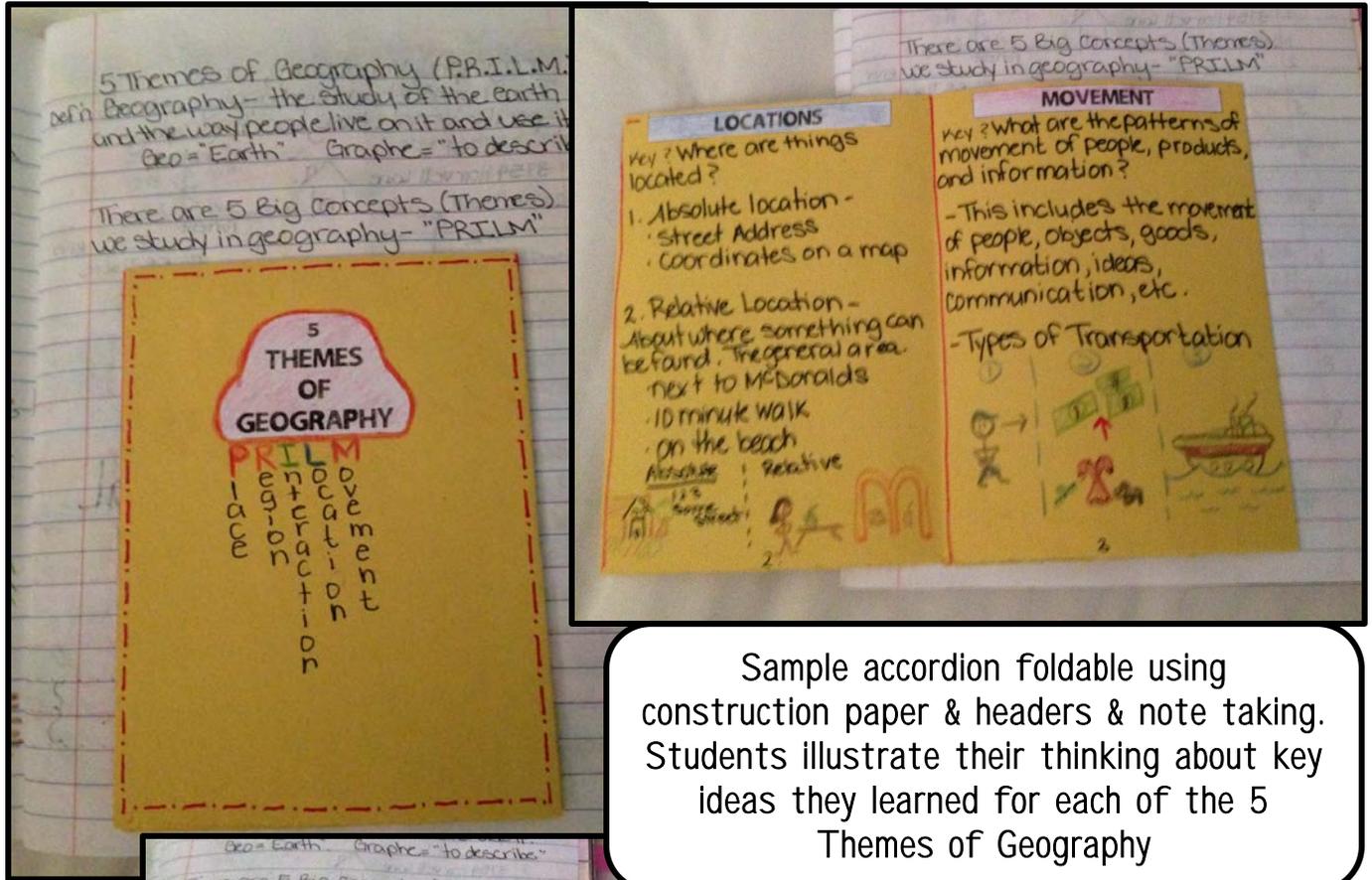
- A) 5 Themes of Geography Headers
I use this when making foldables out of construction paper rather than the printable accordion foldable.
- B) 5 Themes of Geography Extra Support Highly Scaffolded Note Taking Worksheet
When I use this with kids, I have them make it into a trifold to glue into their notebooks.
- C) 5 Themes of Geography Accordion Foldable

Left Side (Student Output Ideas)

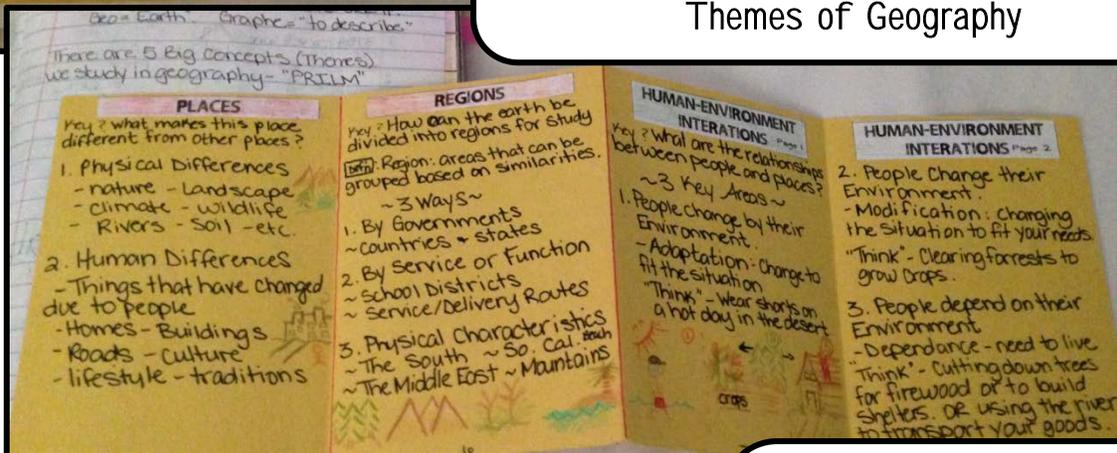


Illustrated "Big" Ideas for each of the 5 Themes of Geography

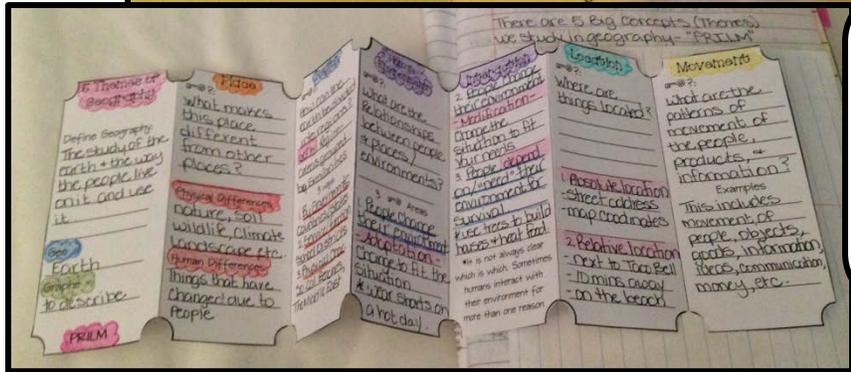
Right Side (Teacher Input Examples)



Sample accordion foldable using construction paper & headers & note taking. Students illustrate their thinking about key ideas they learned for each of the 5 Themes of Geography



Sample of alternative accordion printable version. Contains a note taking outline to assist with scaffolding or lesson management.



5 Themes of Geography Header Titles

5
THEMES
OF
GEOGRAPHY

PLACES

REGIONS

HUMAN-
ENVIRONMENT
INTERACTIONS

HUMAN-
ENVIRONMENT
INTERACTIONS

LOCATIONS

MOVEMENT

5
THEMES
OF
GEOGRAPHY

PLACES

REGIONS

HUMAN-
ENVIRONMENT
INTERACTIONS

HUMAN-
ENVIRONMENT
INTERACTIONS

LOCATIONS

MOVEMENT

5 THEMES OF GEOGRAPHY - EXTRA SUPPORT

Define Geography: _____

Geo = _____

Graph(y) = _____

There are 5 Big concepts called _____ we study in geography. Using the acronym "_____ " helps us to remember them.

Place:

Key Question: What makes this place different from other places?

1. Physical Differences – (Example: _____)

2. Human Differences – (Example: _____)

Region:

Key Question: How can the earth be divided into regions for study?

Definition: Region – areas that can be grouped based on similarities

3 Ways:

1. Formal (Government) – (Example: _____)

2. Function (Service) – (Example: _____)

3. Perception (Physical) – (Example: _____)

Human Interaction:

Key Question: What are the relationships between people and their places?

3 Key Areas:

1. People change their environment

Definition: Adaptation: Change to fit the situation

(Example: _____)

2. People change their environment

Definition: Modification: Changing the situation to fit your needs

(Example: _____)

3. People depend on their environment for survival

Definition: Dependence: Need to live

(Example: _____)

****special note**** It is not always clear which is which, sometimes how humans interact with their environment may be a combination of these categories.

Location:

Key Question: Where are things located?

1. Absolute Location – (Example: _____)

2. Relative Location – About where something can be found.

(Example: _____)

Movement:

Key Question: What are the patterns of movement of the people, products, and information?

- This includes the movement of people, objects, goods, information, ideas, communication, etc.

5 Themes of Geography



Name: _____

Date: _____

WHAT IS GEOGRAPHY?

Def'n Geography: _____

Geo = _____

Graph(y) = _____

There are 5 Big concepts called _____ we study in _____ geography. Using the acronym "_____"

_____ helps us to remember them.

2.

Glue Page 3 Here

REGION:

Key Question:

Def'n: Region - _____

3 Ways of Grouping:

1. Formal (Government) Characteristics -
Example(s):

2. Function (Service) Characteristics -
Example(s):

3. Perception (Physical) Characteristics -
Example(s):

4.

PLACE:

Key Question:

1. Physical difference means -

Example(s)

2. Human difference means -

Example(s)

3.

INTERACTION (HUMAN-ENVIRONMENT):

Key Question:

3 Key Areas:

1. People change to fit their environment

Def'n: Adaptation

Example(s):

2. People change their environment

Def'n: Modification

Example(s):

5.

INTERACTION (HUMAN-ENVIRONMENT):

3. People depend on their environment for survival

Def'n: Dependence:

special note It is not always clear which is which, sometimes how humans interact with their environment may be a combination of these categories.

6.

MOVEMENT:

Key Question:

Movement is used to describe

Example(s):

8.

LOCATION:

Key Question:

1. Specific Location:

Def'n: Absolute Location -

Example(s):

2. General Location:

Def'n: Relative Location -

Example(s):

7.

Lesson 02 – Geography Vocabulary

Learning Goal: I will/We will develop a working academic language vocabulary for the subject of geography

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions:

This is a fairly straight forward vocabulary lesson. This is where differentiation really comes into play.

Right Side Lesson:

On Level & Challenge Students

For my on-level and challenge kiddos I generally have them look up the definitions in their dictionaries or glossaries. I expect they write the words on the reverse of the definition and write sentences underneath the word.

Extra Support & At Risk Students:

For students needing extra support I provide them with the foldables the include the definitions and then ask them to make sentences for the words on the back of the flap or underneath the word. I find more often that the reverse side works best because it doesn't require as much organization & offers a bit more space to write a complete sentence.

Left Side:

Generally, I like to allow my students free choice on their left side pages, but one exception I make is for vocabulary. I generally have them either draw an illustrated dictionary or have them do a thesaurus and write synonyms & antonyms for the words. I either assign one to the whole class or have them pick between the 2 activities. Depending on how far along we are into our year and how well the students are doing in their ISNs, for students needing a challenge, occasionally I will have them write a story using all the words,

Foldables:

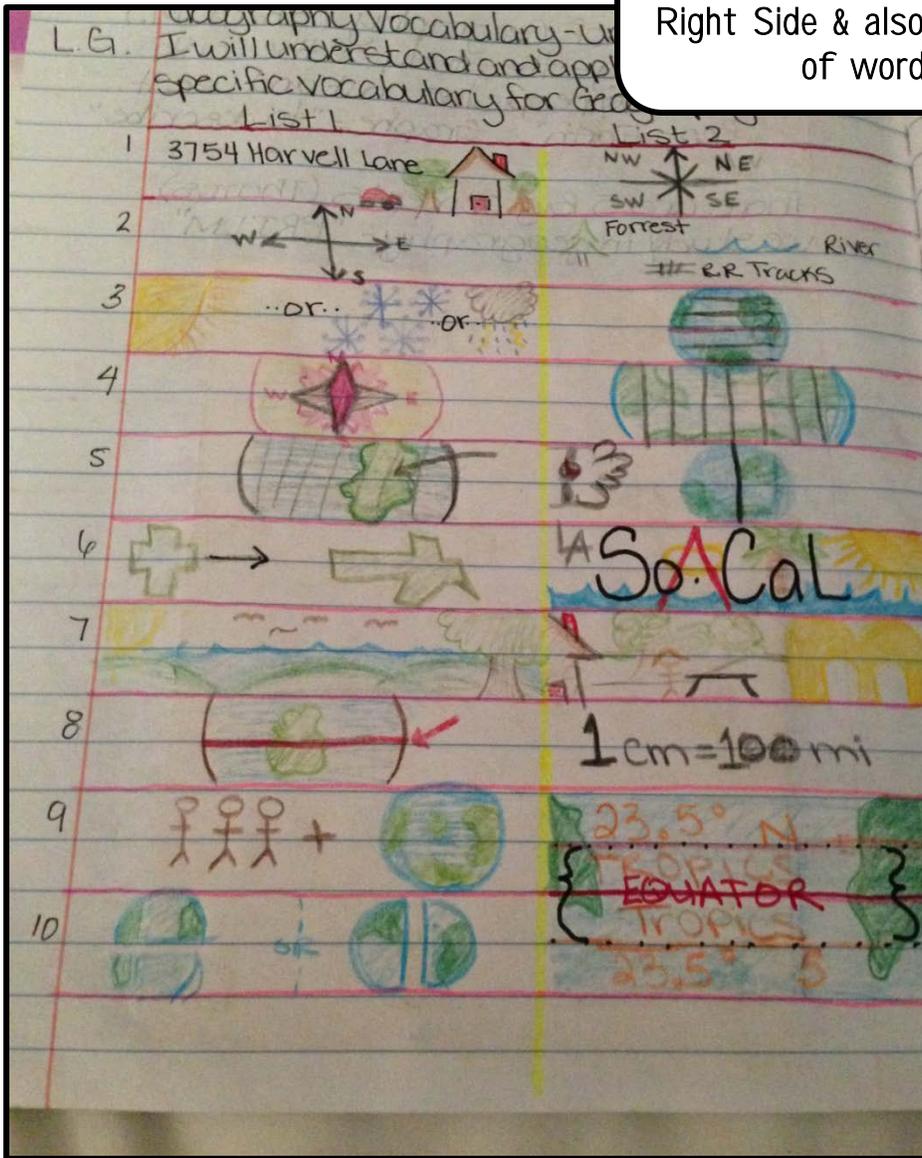
Geography Vocabulary Foldable Form A – Words Only

Geography Vocabulary Foldable Form B – Words & Definitions

Geography Vocabulary Handout

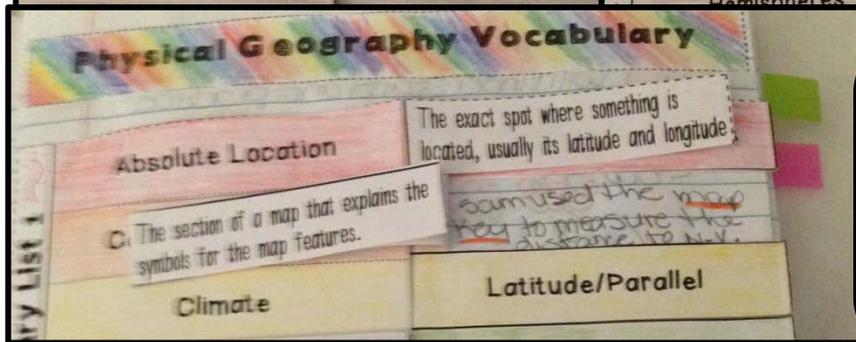
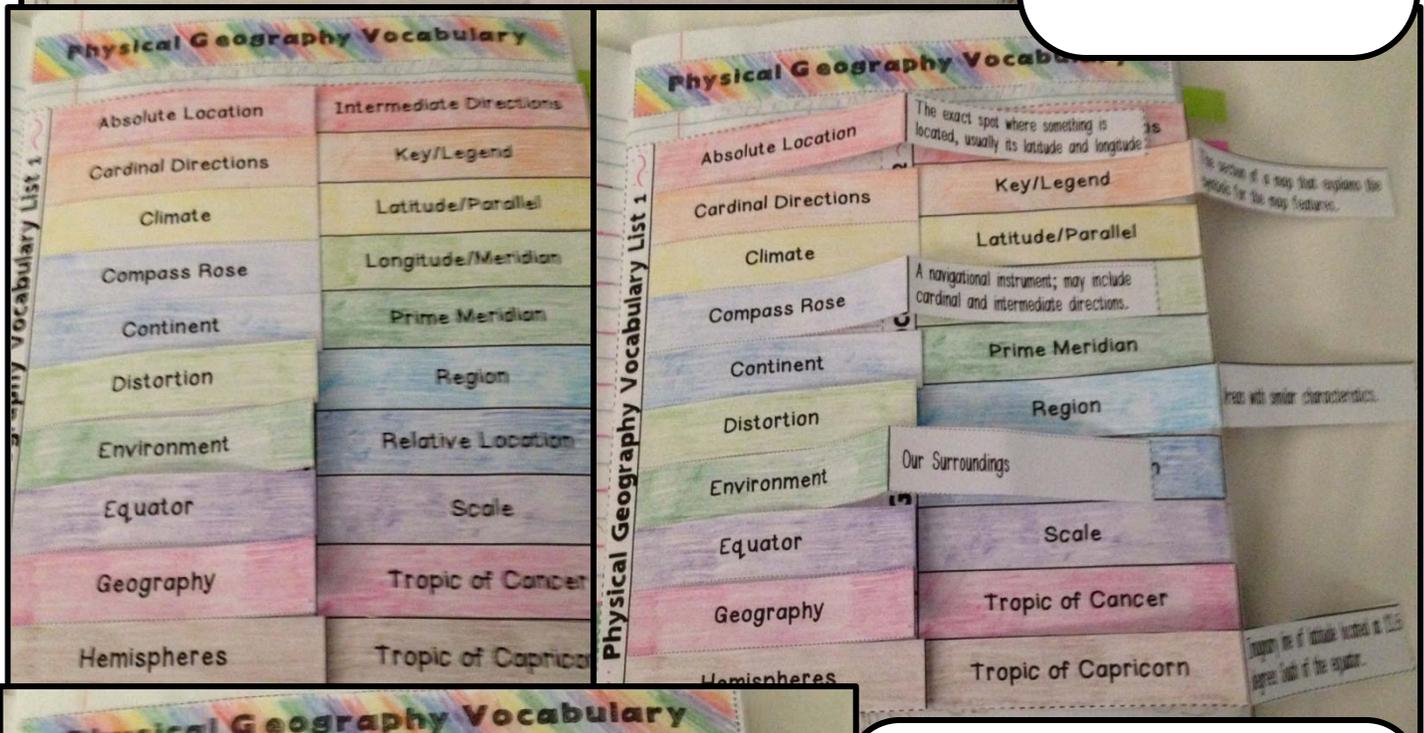
Left Side
(Student Output Ideas)

Illustrated Picture Dictionary for each of the 20 words. The numbers down the rows correspond to the same word on the Right Side & also to each of the 2 columns of words in the foldable.



Right Side (Teacher Input Examples)

Both Left & Right sides work together to make a fully illustrated dictionary with word, definition, sentence, & picture. Show here is the scaffolded version with the definitions pre-printed. If using the non-scaffolded, students write the definitions on the reverse side & sentences below.



I have my students write sentences underneath their flaps. However, synonyms & antonyms or pictures could be done in this space as well.

VOCABULARY

ABSOLUTE LOCATION

INTERMEDIATE DIRECTIONS

CARDINAL DIRECTIONS

KEY / LEGEND

CLIMATE

LATITUDE / PARALLEL

COMPASS ROSE

LONGITUDE / MERIDIAN

CONTINENT

PRIME MERIDIAN

DISTORTION

REGION

ENVIRONMENT

RELATIVE LOCATION

EQUATOR

SCALE

GEOGRAPHY

TROPIC OF CANCER

HEMISPHERES

TROPIC OF CAPRICORN

GLUE HERE

GLUE HERE

GLUE HERE

The exact spot where something is located, usually its latitude and longitude

Northeast, Southeast, Northwest, and Southwest

Located on the compass rose, they are North, South, West, and East

The section of a map that explains the symbols for the map features.

Weather patterns in an area usually experienced over a long period of time.

Imaginary lines that run from the West to East (left-right) around the world.

A navigational instrument; may include cardinal and intermediate directions.

Imaginary lines that run from the North to South Pole (top-bottom) around the world.

One of the seven principle landmasses of the earth.

Imaginary line of longitude that runs from North to South Pole at 0 Degrees

A change in the accuracy of shapes, direction, or distances shown on maps.

Areas with similar characteristics.

Our surroundings.

The approximate spot where something is located, usually compared to other places.

An imaginary latitude line located between the north & south poles at 0 degrees.

The size of an area on a map as compared with the area's actual size.

The study of Earth and the people who live on it and how they use it.

Imaginary line of latitude located at 23.5 degrees North of the equator.

Half of the earth (there are 4).

Imaginary line of latitude located at 23.5 degrees South of the equator.

GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE

Unit Vocabulary Study Sheet

1. Absolute Location -

2. Cardinal Directions -

3. Climate -

4. Compass Rose -

5. Continent -

6. Distortion -

7. Environment -

8. Equator -

9. Geography -

10. Hemispheres -

11. Intermediate Directions -

12. Key/Legend -

13. Latitude/Parallel -

Geography Vocabulary

Directions: Read each word and its definition. Then write the word in a sentence on the line below the definition.

1. **Absolute Location**- The exact spot where something is located, usually its latitude and longitude

2. **Cardinal Directions** - Located on the compass rose, they are North, South, West, and East

3. **Climate** - Weather patterns in an area usually experienced over a long period of time.

4. **Compass Rose** - A navigational instrument; may include cardinal and intermediate directions.

5. **Continent** – One of the seven principle landmasses of the earth

6. **Distortion** – A change in the accuracy of shapes, direction, or distances shown on maps.

7. **Environment** – Our surroundings

8. **Equator** - An imaginary latitude line located between the north & south poles at 0 degrees.

9. **Geography** - The study of Earth and the people who live on it and how they use it.

10. **Hemispheres** – Half of the Earth (there are four)

11. **Intermediate Directions** - Northeast, Southeast, Northwest, and Southwest

12. **Key/Legend** - The section of a map that explains the symbols for the map features.

13. **Latitude/Parallel** - Imaginary east-west circles around the earth that run parallel to the equator

14. **Longitude/Meridian** - Imaginary lines that run from the North to South Pole (top-bottom) around the world.

15. **Prime Meridian** - Imaginary line of longitude that runs from North to South Pole at 0 Degrees

16. **Region** - Areas with similar characteristics

17. **Relative Location** – The approximate spot where something is located, usually compared to other places

18. **Scale** - The size of an area on a map as compared with the area's actual size.

19. **Tropic of Cancer** - Imaginary line of latitude located at 23.5 degrees North of the equator.

20. **Tropic of Capricorn** – Imaginary line of latitude located at 23.5 degrees South of the equator.

Lesson 03 – Continents, Oceans, & Rivers

Learning Goal: I will/We will apply my/our knowledge about how to use and label the features of a map.

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions:

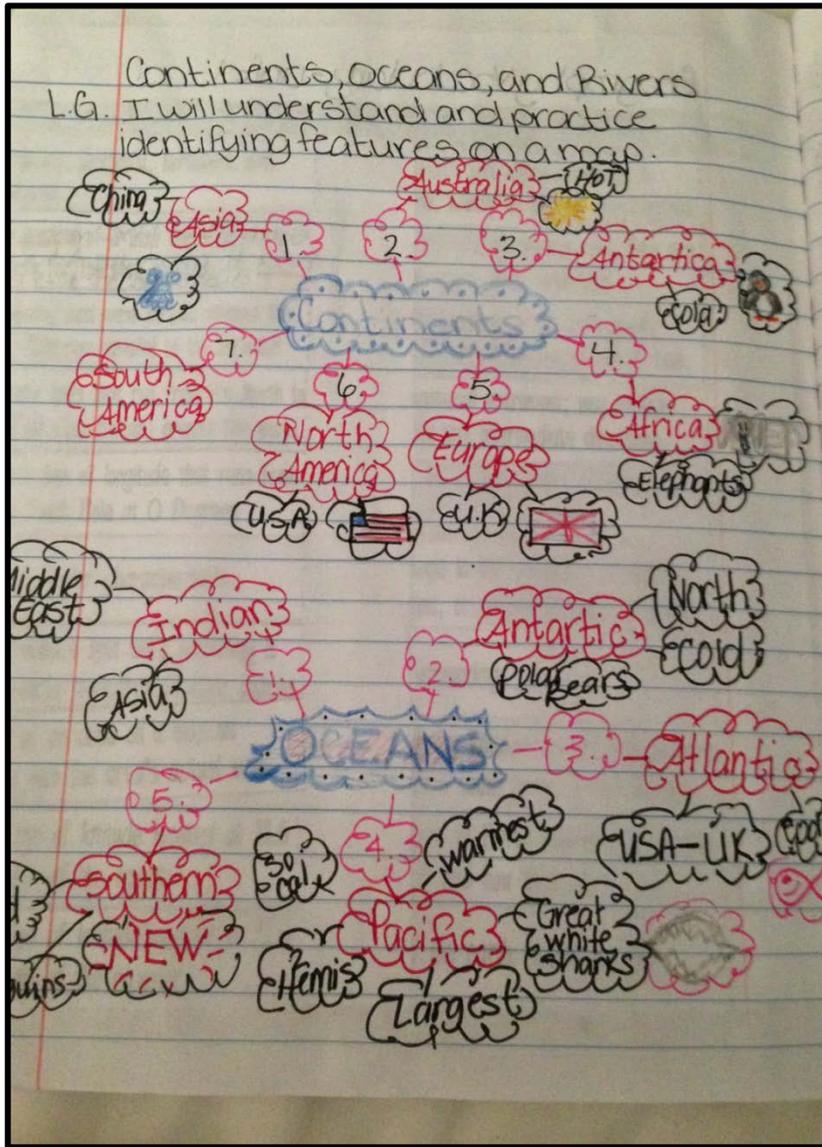
For this lesson, students will use their atlases and other resources to follow the directions and label the map. I show them how to do a shutter fold. Then we read all the directions as a class and check for student understanding of the directions and expectations. I model my example page so they can see coloring and labeling expectation. This is intended to be a fairly independent activity and I use it as my first ISN check.

As it may not be rigorous enough for older students, I have also included a more challenging Rivers of the World extension that can be layered on top of this foldable and included on the ISN page. The Rivers of the world will require students to approximate the location of the rivers on the world map, draw them in, and label with a code and then write the name of the river corresponding to the code on their legends.

Foldables:

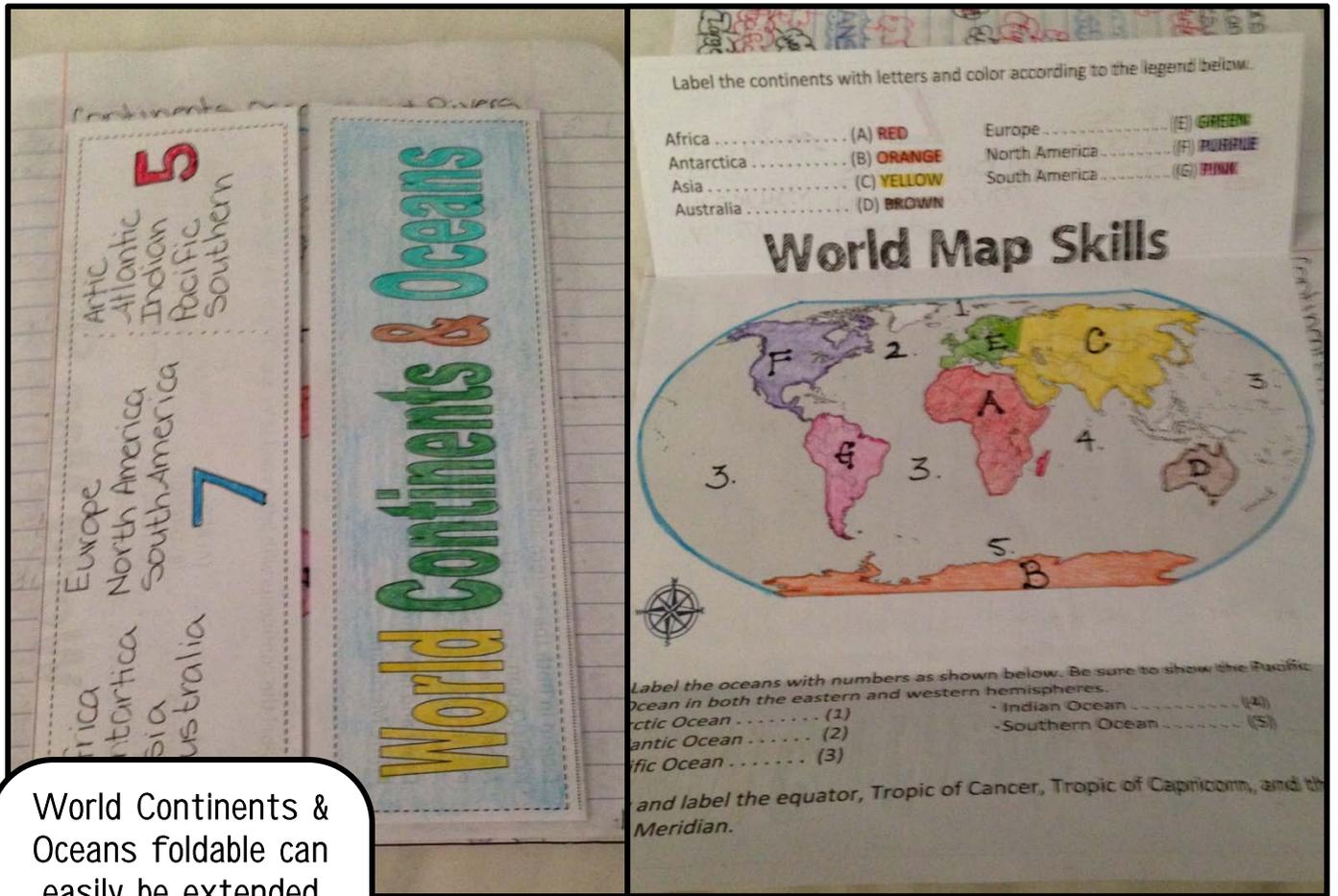
- World Continents & Oceans Foldable (Copy handout front to back)
- Rivers Foldable Flap (Challenge Activity)

Left Side (Student Output Ideas)



Shown here is a word web that shows student connections to the seven continents & five oceans.

Right Side (Teacher Input Examples)



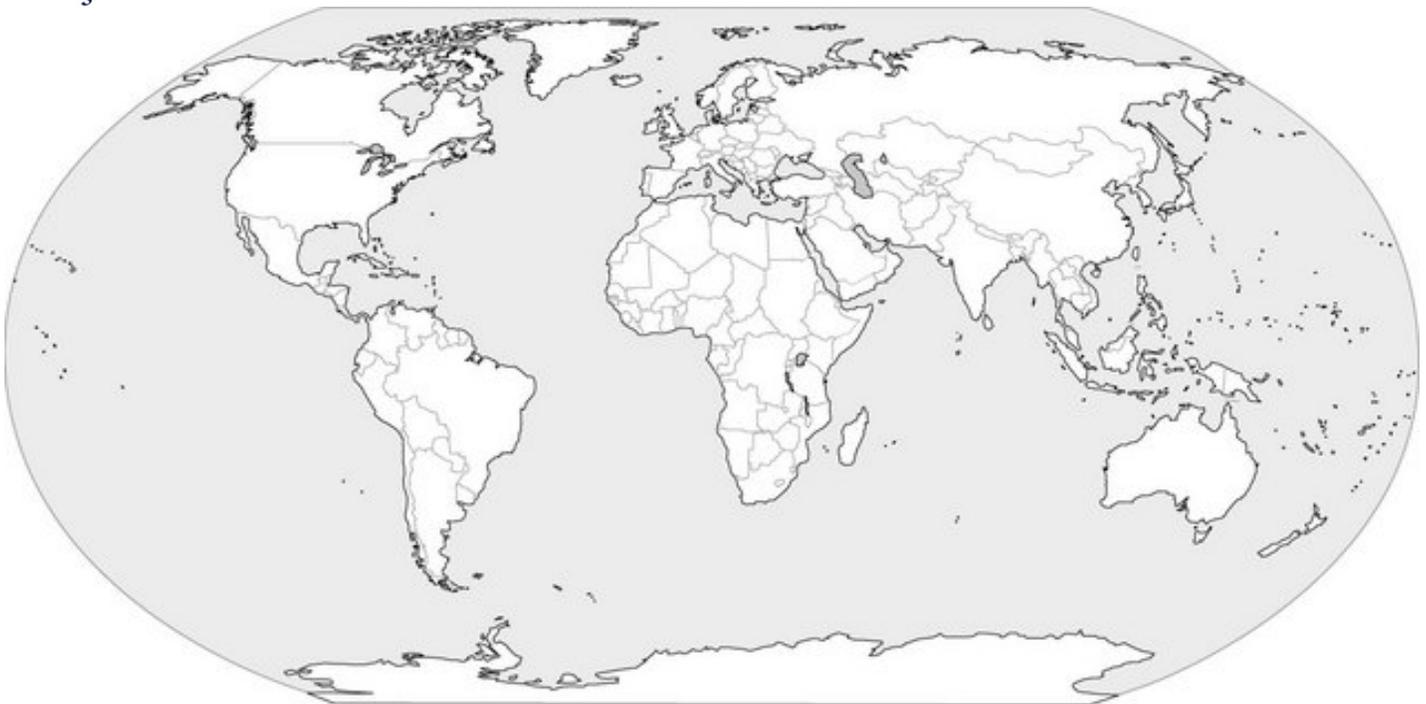
World Continents & Oceans foldable can easily be extended with the Major Rivers of the World by adding some flap overlay & having students locate the oceans & label them.

Label the continents with letters and color according to the legend below.

Africa (A) RED
Antarctica (B) ORANGE
Asia (C) YELLOW
Australia (D) BROWN

Europe (E) GREEN
North America (F) PURPLE
South America (G) PINK

World Map Skills



Label the oceans with numbers as shown below. Be sure to show the Pacific Ocean in both the eastern and western hemispheres.

Arctic Ocean (1) Indian Ocean (4)
Atlantic Ocean (2) Southern Ocean (5)
Pacific Ocean (3)

Draw and label the equator, Tropic of Cancer, Tropic of Capricorn, and the Prime Meridian.

SKIS dew pirom

World Continents & Oceans

Challenge or Extension Activity

Using classroom resources such as an atlas, world maps, your text book or an internet search engine such as Google Maps (if you have permission) locate the following world rivers. Draw the relative location of the river on your world map and label it using the symbol system you may create a separate key that identifies the individual rivers using different symbol system of your own creation. Be sure to attach this key to your notebook page that has your map.

Major Rivers of the Western Hemisphere

Yukon	St. Lawrence	Parana
Missouri	Amazon	Rio de la Plata
Mississippi	Fraser	

Major Rivers of the Eastern Hemisphere

Rhine	Thames	Seine	Danube
Volga	Irtysch	Ob	Yenisei
Lena	Amur	Huang He (Yellow River)	
Mekong	Ganges	Yangtze	Senegal
Niger	Zaire	Murray-Darling	Nile

Major Rivers of the World Map Legend

Western Hemisphere

WR1 _____
WR2 _____
WR 3 _____
WR 4 _____
WR 5 _____
WR 6 _____
WR 7 _____
WR 8 _____

Eastern Hemisphere

ER 1 _____
ER 2 _____
ER 3 _____
ER 4 _____
ER 5 _____
ER 6 _____
ER 7 _____
ER 8 _____
ER 9 _____
ER 10 _____
ER 11 _____
ER 12 _____
ER 13 _____
ER 14 _____
ER 15 _____
ER 16 _____
ER 17 _____
ER 18 _____
ER 19 _____
ER 20 _____

Lesson 04 – Maps & Globes

Learning Goal: I will/We will apply my understanding about how maps and globes work and how each is used for different purposes.

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions:

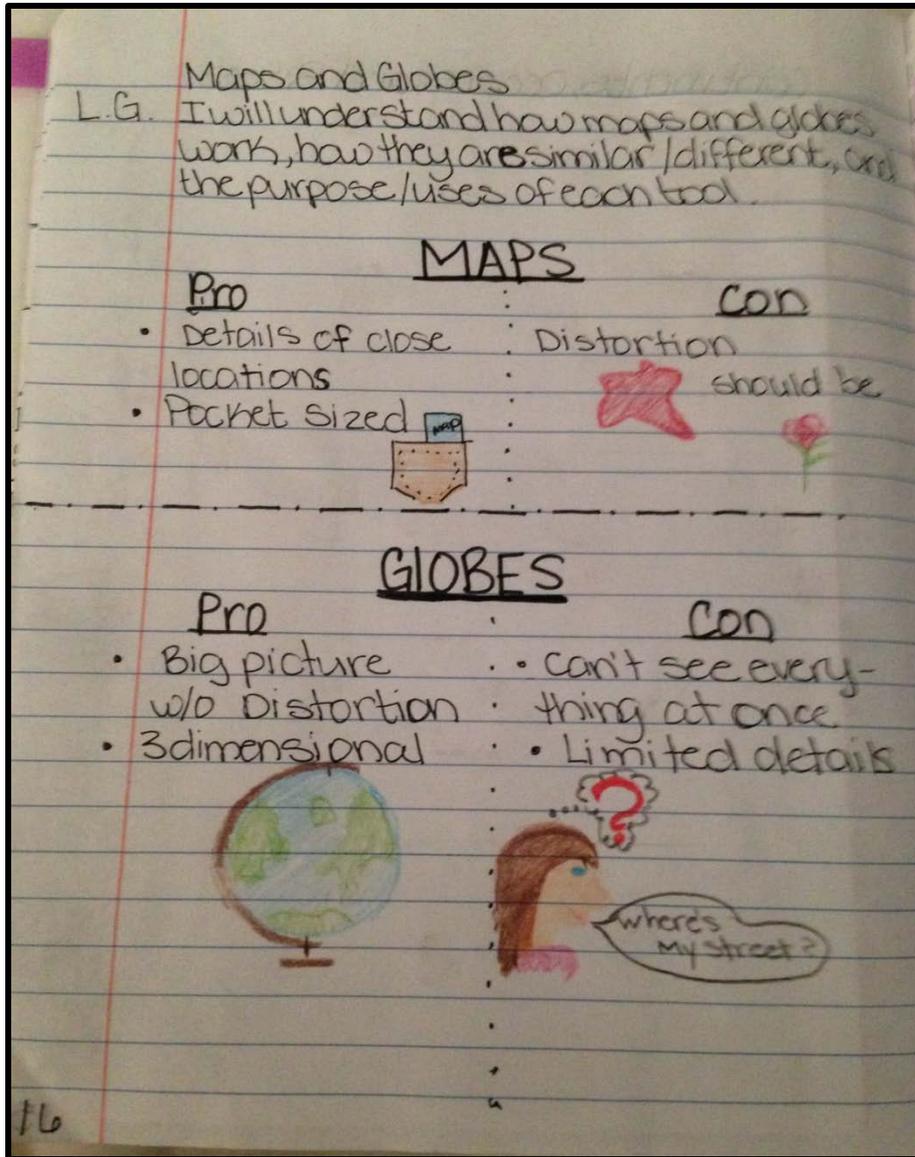
There is a great deal of flexibility in this lesson. Each component can be taught separately with each foldable on a different page, or you can use construction paper to create an accordion foldout. If this doesn't work for your needs, you could even layer each foldable to create a "book". All work well, it really just depends on your students; needs and your comfort level with ISN foldables.

I have provided for you several differentiated types of foldables for the same content to help support you and your students. When working with the words only, have students write the definitions and/or draw an illustration for the word. Pick what works best for you. I have also included 5 types of maps foldable and 6 types of maps foldable, depending on how deep you need to go with your students and what your content dictates. I use the 6 types with my middle school kiddos.

Foldables:

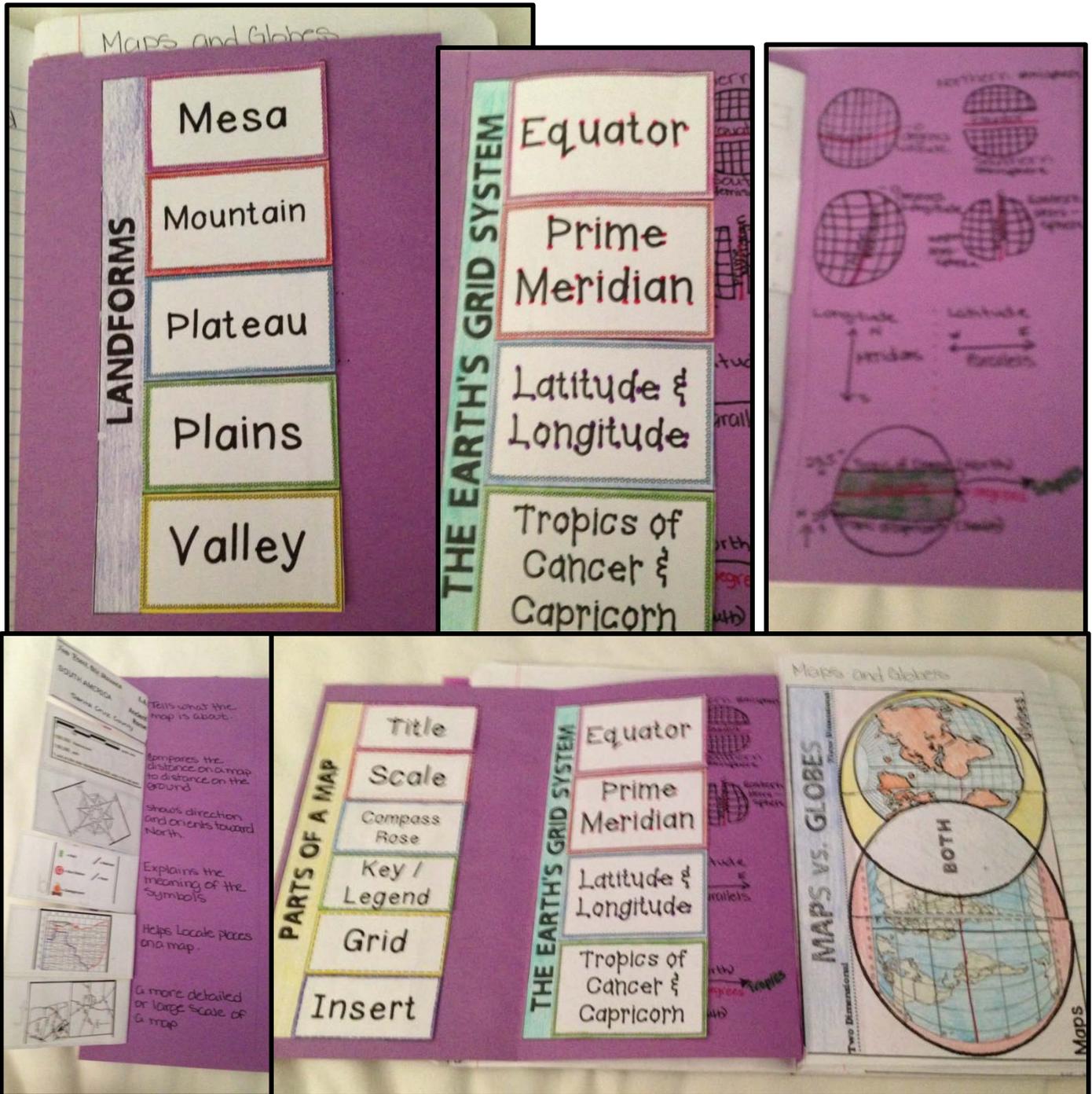
- A1) Landforms Foldable Words Only
- A2) Landforms Foldable with Definitions/Extra support
- B1) 5 Types of Maps Foldable Words Only
- B2) 5 Types of Maps Foldable with Images/Extra Support
- B3) 5 Types of Maps Foldable Definitions/Extra Support
- C1) 6 Types of Maps Foldable Words Only
- C2) 6 Types of Maps Foldable with Images/Extra Support
- C3) 6 Types of Maps Foldable Definitions/Extra Support
- D1) Parts of a Map Foldable
- D2) Parts of a Map Definitions & Pictures/Extra Support
- E1) The Earth's Grid System Foldable
- E2) The Earth's Grid System Definitions/Extra Support
- F) Maps vs. Globe Foldable

Left Side (Student Output Ideas)

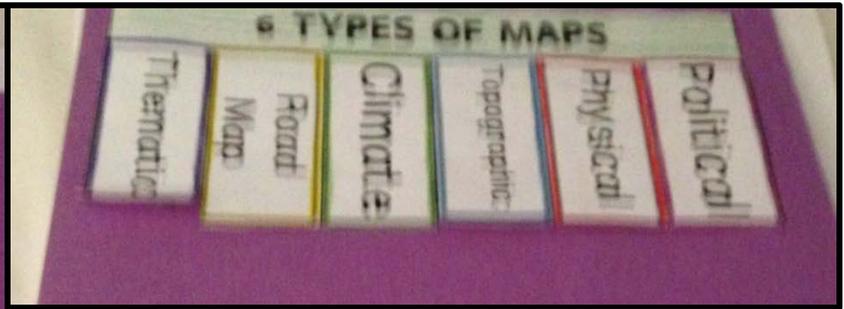


A Pro Con List allows students to connect with their own ideas & show how well they understood the content. I encourage them to illustrate their thinking to show that they truly "got it".

Right Side (Teacher Input Examples)



This is a really flexible lesson depending on how much time you have and how deeply you want to go. You can make all the foldables into a single accordion for a one-page Right Side activity, or break each up individually into smaller bite sized lessons. All definitions have been provided to you as well as examples pictures to use in your foldables,



maps that show governments borders

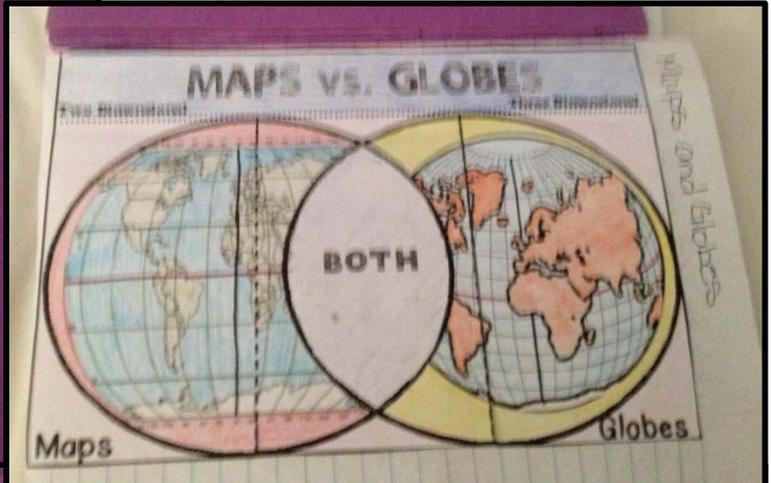
Maps showing Landscape features

shows elevation using circles and lines

shows information about the climate of a region

shows major roads + highways + used for driving

Shows a particular than surface



The Maps vs. Globes flipable is Venn Diagram is a great lesson for the students to practice Comparing & Contrasting elements and uses of each geography tool. Each flap lifts up independently.

MAPS
Two Dimensional

- Show where places are found on Earth
- Longitude
- Latitude
- Compass Rose
- Find places and directions

GLOBES
Three Dimensional

- Lots of different types of maps
- Show distortion
- Easier to see small details
- Legends/keys

- Show where places are found on Earth
- Longitude
- Latitude
- Compass Rose
- Find places and directions

- Show the tilt of the Earth
- Can only see one side at a time
- More difficult to find absolute locations
- physical type
- Limited details

Landforms Foldable
(Words Only)

Landforms

Mesa

Mountain

Plateau

Plains

Valley

Landforms Foldable with Definitions

Landforms

Mesa

flat-topped mountain with one or more steep sides. It gets its name from the Spanish word for table.

Mountain

a landform that stands higher than the surrounding area. It is taller than a hill and usually has at least 2 climate zones

Plateau

a large area of flat land that is higher than the land around it bounded on one or more sides by cliffs or slopes

Plains

a relatively level area of the land with gentle slopes. They go by different names in different regions & countries.

Valley

a depression in the earth's surface bounded by hills or mountains.

5 Types of Maps Foldable Words Only

5 Types of Maps

Political
Physical
Topographic
Road Map
Thematic

5 Types of Maps Foldable with Images

5 TYPES OF MAPS

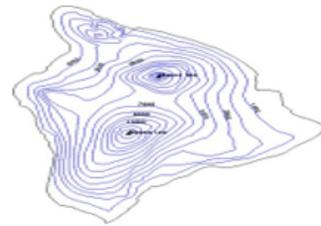
Political



Physical



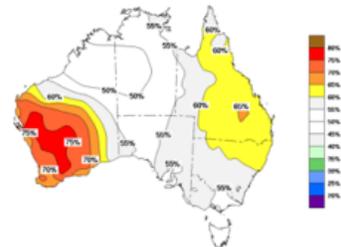
Topographic



Road Map



Thematic



5 Types of Maps Foldable Definitions

5 Types of Maps Extra Support: Definitions

Political Map - indicates state and national boundaries and often show and capital and major cities. A capital city is usually marked with a star within a circle. An example: A map of the United States.

Physical Map - illustrates the landscape features of an area, such as the mountains, rivers and lakes. The water is usually shown in blue. Colors are used to show relief—differences in land elevations.

Topographic Map - uses lines to show the shape and elevation of an area. Lines that are close together indicate steep terrain, and lines that are far apart indicate flat terrain. Also called contour map.

Road Map - shows major and minor highways, roads, airports, railroad tracks, cities and other points of interest in an area. Commonly used to plan trips and for driving directions.

Thematic Map - designed to show a particular theme connected with a specific geographic area. These maps can show a variety of aspects of a region. An example: Population Map of Africa.

5 Types of Maps Definitions

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6 Types of Maps Foldable Words Only

6 Types of Maps	Political
	Physical
	Topographic
	Climate
	Road Map
	Thematic

6 Types of Maps Foldable with Images

6 TYPES OF MAPS

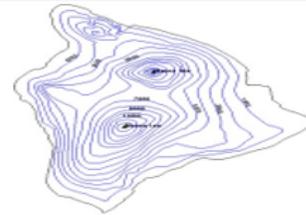
Political



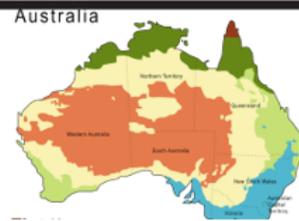
Physical



Topographic



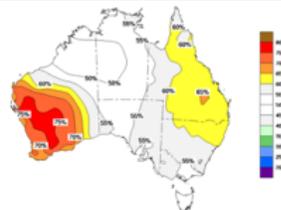
Climate



Road Map



Thematic



6 Types of Maps Foldable Definitions

6 Types of Maps Extra Support Definitions

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Political Map – they indicate state and national boundaries and capital and major cities. A capital city is usually marked with a star within a circle. An example: A map of the United States.

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Parts of a Map Foldable

PARTS OF A MAP

Title

Scale

Compass
Rose

Key /
Legend

Grid

Insert

Directions: Cut out the flap book as shown in class and glue into the RIGHT SIDE of your ISN or where directed by your teacher. Once the flap book is in place, write notes from your class lecture or your text book about each part of the map under the flap. You may draw pictures to help you remember the concepts. Remember to COLOR!!!!

Parts of a Map

Definitions & Pictures

Title – tells you what the map is about

Scale – explains the ratio of distance on the map to distance on the ground. For example, 1 cm on the map might equal 100 km on the ground.

Compass Rose – shows direction. It actually has 32 points, but we commonly see only four (4) or eight (8).

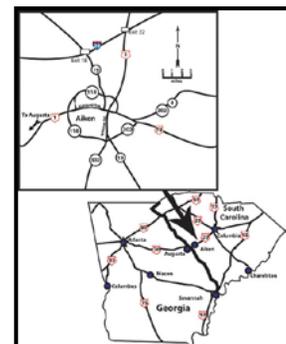
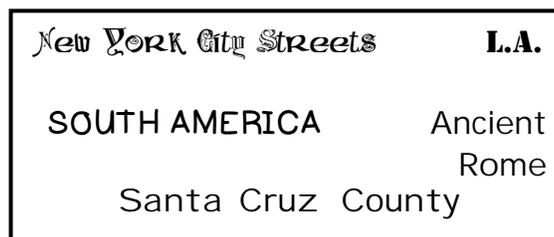
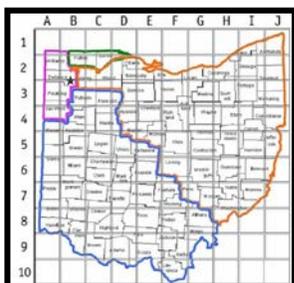
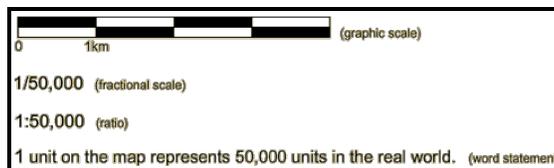
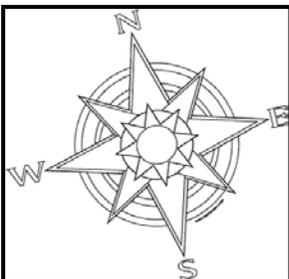
Key/Legend – explains the meaning of each symbol used in the map

Grid – Helps locate places on a map

Insert – A more detailed (or larger scale) representation of a specific area on a map.

Parts of a Map

Extra Support Images



The Earth's Grid System

THE EARTH'S GRID SYSTEM

Equator

Prime
Meridian

Latitude &
Longitude

Tropics of
Cancer &
Capricorn

The Earth's Grid System Definitions

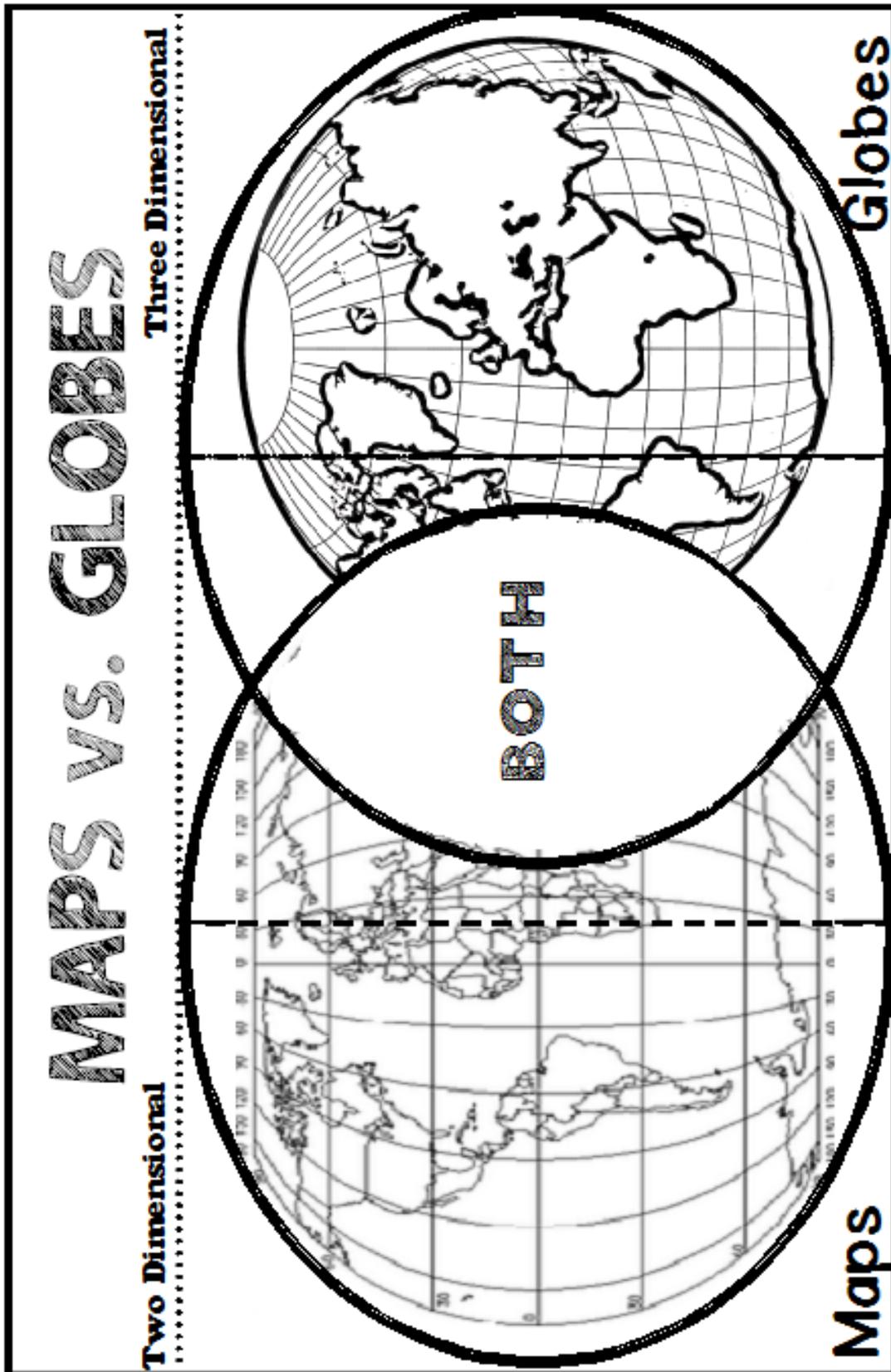
Equator – An imaginary line on the earth's surface running horizontally at 0 degrees latitude. It divides the earth into northern and southern hemispheres.

Prime Meridian – An imaginary line on the earth's surface running vertically at 0 degrees longitude. It divides the earth into the western and eastern hemispheres. It runs through Greenwich England and serves as base of all time zones (Greenwich Mean Time).

Latitude & Longitude – measure angular distance on the earth's surface and expressed in either degrees or by some corresponding difference in time. Latitude is often called "parallel" because it runs parallel to the equator. Longitude measurements are called meridians.

Tropics of Cancer & Capricorn – Imaginary parallels on the earth's surface that run 23.5 degrees north and south of the equator. The area in between these two points is known as the Tropics. This area experiences no dramatic change in season because the sun is consistently high in the sky throughout the year.

Maps Vs. Globes Foldable



Lesson 05 – Latitude & Longitude

Learning Goal: I will/we will practice using latitude & longitude of the earth's grid system to locate coordinates on the map.

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions:

SPECIAL MATERIALS/PREP – 1 paper plate or pre-cut circle per student

I like using precut circles because they fold flatter in the ISNs. It's great if you have a die cut machine at school to cut the circles. If not, paper plates work just as well but they don't lay quite as flat. I have included a circle printable for use if you have time in your instructional minutes to allow students to cut circles themselves. Some school supplies sell pre-cut circles. If going the route, I recommend that your circle is at least 8 inches to give kids enough space to label.

Students LOVE this lesson. It may appear a bit daunting, but it's worth the time and it helps students develop their understanding of parallels and meridians.

I begin by having them take about ½ page of notes in their ISNs. The concepts they need to understand:

- I The globe is divided into 4 hemispheres North/South & East/West
- I The Prime Meridian separates East from West
- I The Equator separates North from South
- I Longitude (meridians) run ↓ & I Latitude (parallels) run ↔
- I Latitude & Longitude create points of measurement to find specific location on the map or globe.
- I Every point measures distance from the Equator & the Prime Meridian. These are origin points.
- I Tropics of Cancer & Capricorn are points of reference as are the Arctic & Antarctic Circles.

Once we get our notes down, then we make our "maps" using either a plain white paper plate or a circle cut out. This lesson can run a bit long if asking students to cut their own circles. Consider having them pre-cut if possible. I like the circles because they fold flatter than the paper plates, but the paper plates require less prep (and copies!). So it's really personal preference.

Now for the fun part – the folding of a circle.

Step 1 – fold the circle in half to create a north/south hemisphere. Use a red pen to trace the line and label this point “Equator.”

Step 2 – fold the circle in half the other way to create an east/west hemisphere. Trace the line in Black and label it “Prime Meridian”.

At this point some kids get the “a-ha” about 4 hemispheres.

Step 3 – Label N, E, S, W all at 0 degrees on the edge of the circle to have points of reference.

Step 4 – You will need to model this carefully- basically for steps 4 & 5 we are folding the circle into eighths & marking the parallels. Start by taking the “southern” edge of the world and fold it up to the center “equator”. Repeat for Northern half. Trace these lines in Red and mark them as 45 degrees north and south of the equator. This creates your fourths.

Step 5 – Now we are going to turn those fourths into eighths by folding back each section along the same folds you made in step 4 and fold these folds in half again to the “equator”. When you unfold you will have 2 new parallels in the northern and 2 new parallels in the southern hemispheres.

Step 6 – Using a red marker or pen, make a dotted line along both folds nearest to the equator. Label the northern fold 23.5 degrees N and name it “Tropic of Cancer”. Repeat for the southern hemisphere and label the fold “Tropic of Capricorn”. Label the lines closest to the equator

Step 7 – Make dotted line for the remaining two fold. Label the northern line 66.33 degrees as “Arctic Circle” and the southern line as “Antarctic Circle”.

Step 8 – Repeat steps 4 & 5 for folding. Trace all lines in black pen, making each line solid. Measuring outwards from the “Prime Meridian” measure lines at 23.5 degrees east/west, 45 degrees east/west, & 66.33 degrees east/west. TA-DA! You did it and have a Map.

Step 8 – Place some spots on the grid (use the lines, it's easier) and have students practice reading the coordinates.

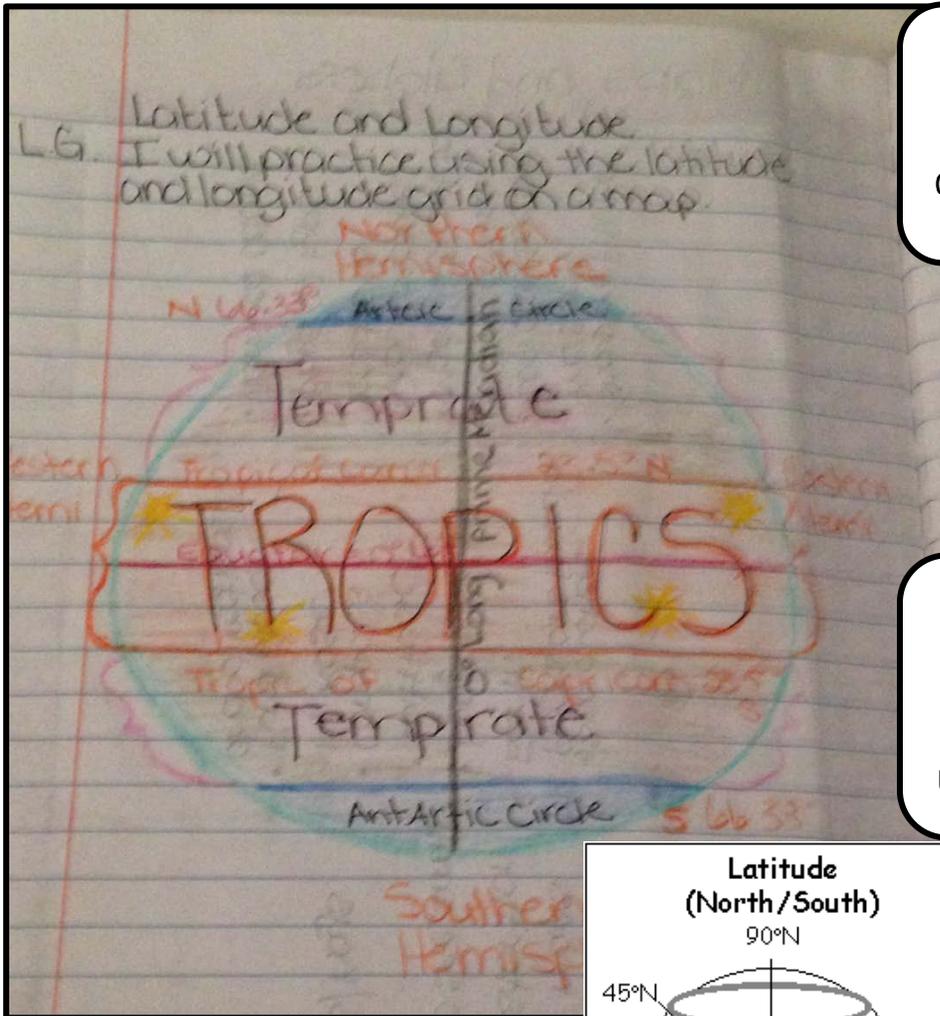
Extension – have students draw a continent on their maps as accurately as possible. This is a great lesson in distortion. ☺ Or have students mark places on their “map” using coordinates to identify historical cities you might be studying such as Rome, Paris or Beijing.

*Note the measurements of 23.5 degrees & 66.33 degrees are not mathematically accurate. It's up to you if you want to be more scientific about the measurements, I find that this works for approximation and gets to the heart of the lesson which is to understand the coordinate grid system.

Foldables:

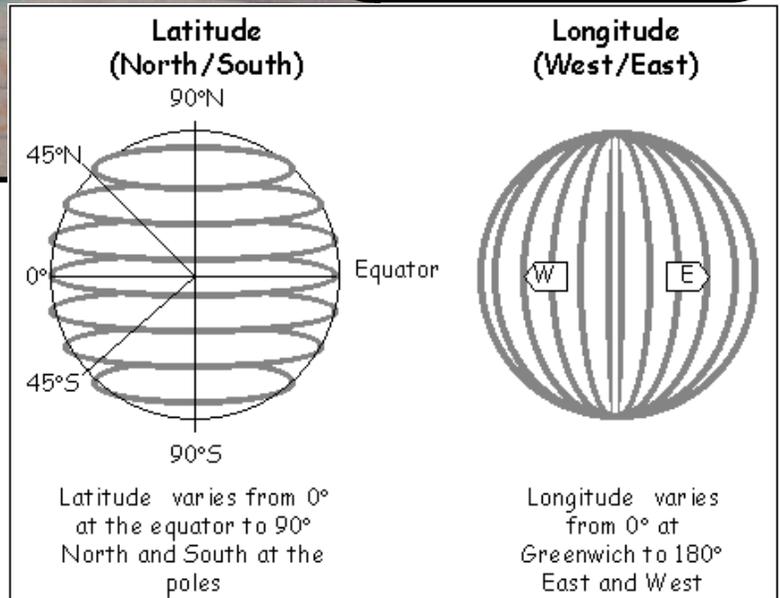
Longitude & Latitude Paper Plate Foldable Directions
Circle Cut Out

Left Side (Student Output Ideas)

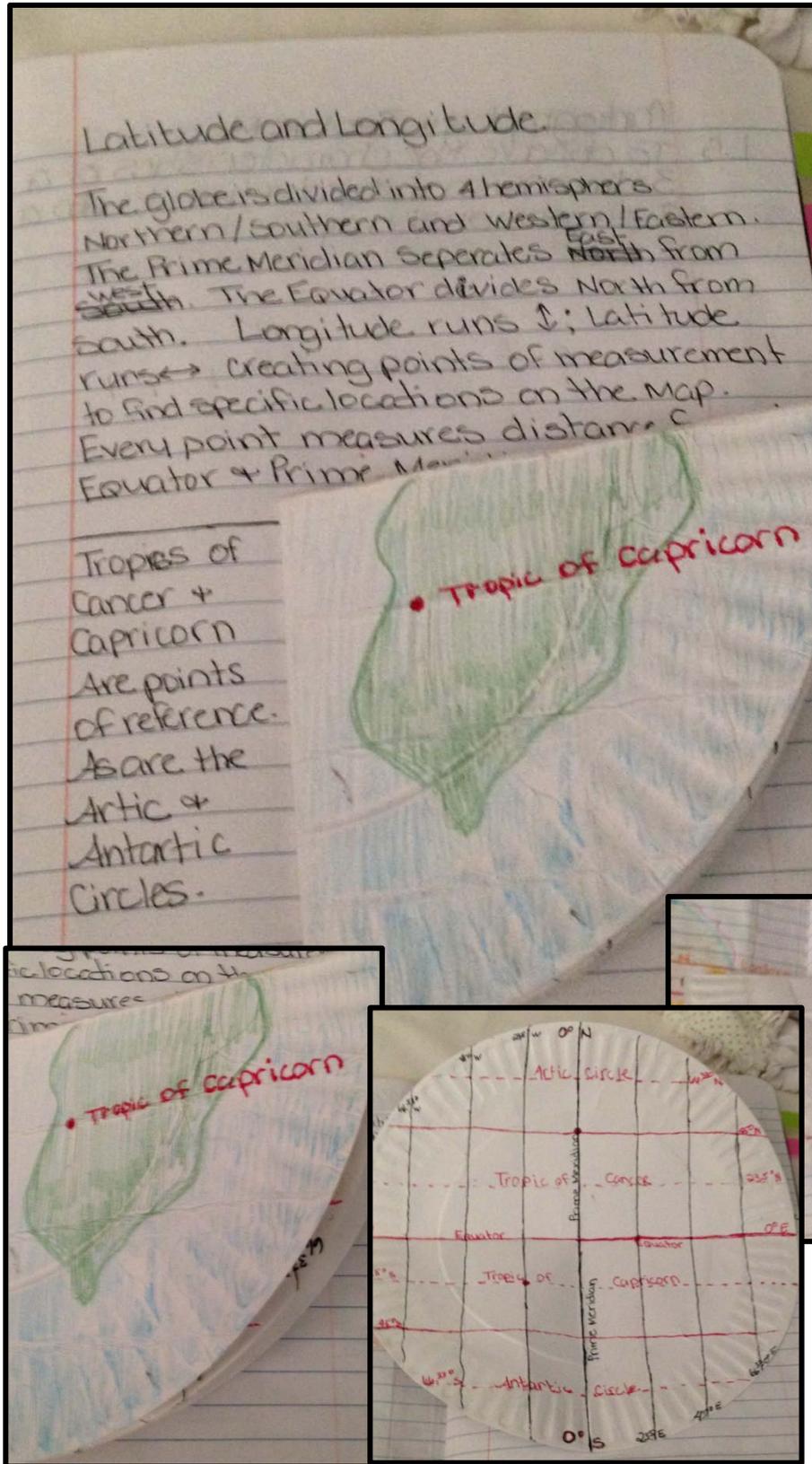


This is a visual/illustrated summary of the lesson on Longitude & Latitude.

I use the picture below when we are working on our foldable plates to help students understand the concept.

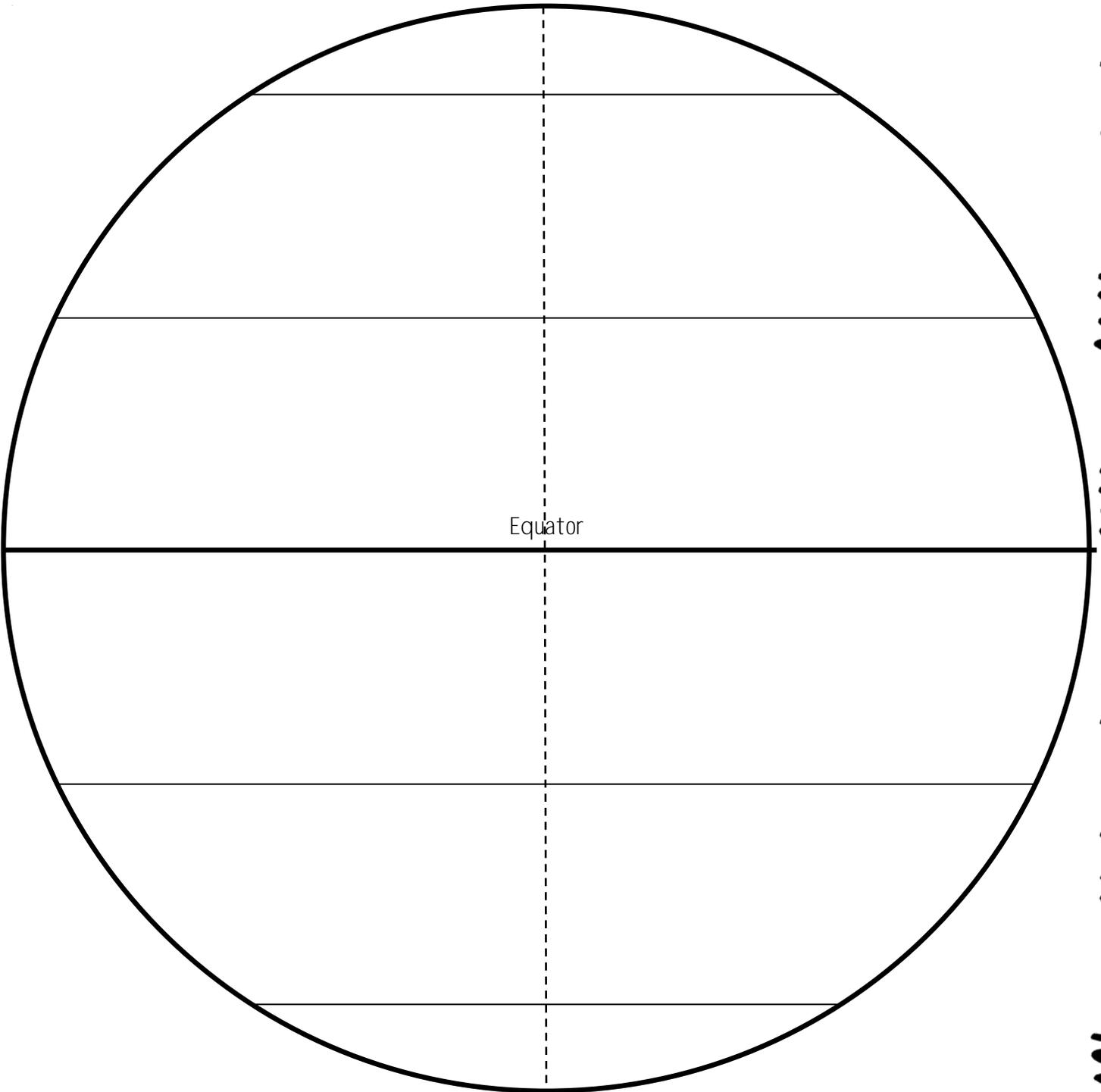


Right Side (Teacher Input Examples)



You may notice mistakes in my pages or cross outs from time to time. I leave them in on purpose to show students how to make corrections in their work. It really helps the perfectionist students understand that they don't need to start over because they made a couple of errors, as long as the correction is neatly done & readable. Some teachers allow students to use white-out, I don't. I find that it gets over or inappropriately used.

Lesson 05 - Latitude & Longitude Foldable



Lesson 06 - Cartography

Learning Goal: I will/We will observe the characteristics of a 3-dimensional object and turn it into a 2-dimensional representation map.

CCSS(s): L 5-8.4, L 5-8.6, RH 6-8.4 & RH 6-8.7

Teacher Directions:

SPECIAL MATERIALS/PREP – 1 chocolate chip or other “lumpy” cookie per student.

This is a really great lesson that is certain to make you a hit with the students by the end. I have divided it into two parts. Depending on your time and management style you may want to break this up into two lessons. When I teach it to my middle school kids, I spend about 20-25 minutes on part 1, then I give 5 minutes on instruction on how to map the cookies and ensure the understanding. Then students are given the remaining 15 or so minutes completing their “maps”. I have them finish their cookie maps for homework to affix onto their left sides & answer the questions on their foldables.

Part 1 –

Take about $\frac{1}{4}$ page worth of notes:

Define Cartography – map making

Define Cartographer – a person who makes maps

Map Projection – the process of transferring a 3-dimensional object to a 2-dimensional “flat” map.

Hand out student foldables & discuss problems with making maps. Then review parts of a map C-DOGSTAILS acronym (refer to foldable for details).

Part 2 -

Read the directions for cookie mapping activity (in foldable).

Hand out cookies, napkin (optional), and cookie mapping grid handout.

Tell students that they may NOT eat their cookies until the end of the lesson & that they may only eat them AFTER they have shown you that their work is done. Otherwise they will need their cookie to finish their homework. (This usually motivates them to work harder in class.) It's up to you if “done” means drawn or drawn & colored.

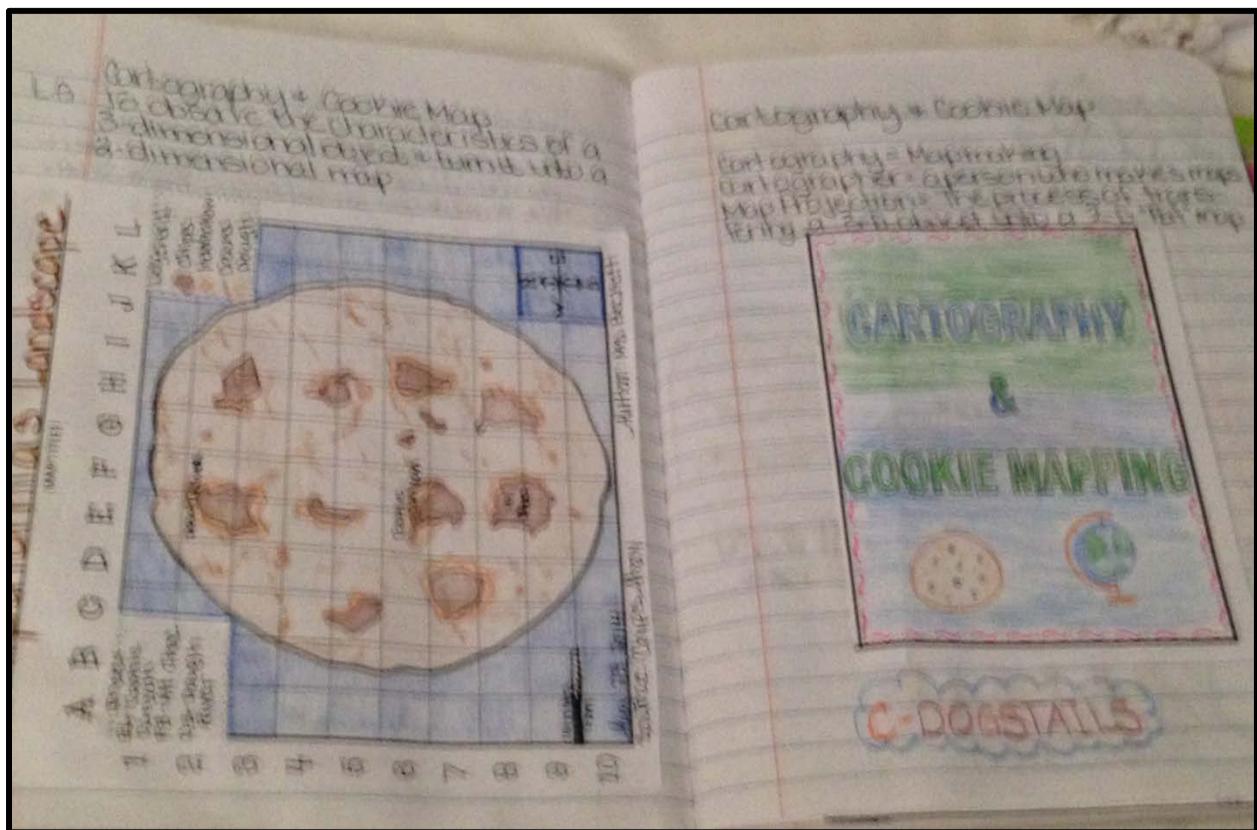
Stress to students that they may NOT trace their cookies and that they are to try to use as much of the grid space as possible – no baby sized cookies in the middle of the page. It's a good idea to have a sample done to show them and compare a real cookie to the map cookie.

Once I am clear that students understand the directions, I allow them to work independently. I close the lesson by checking that maps are drawn & letting students eat their cookie.

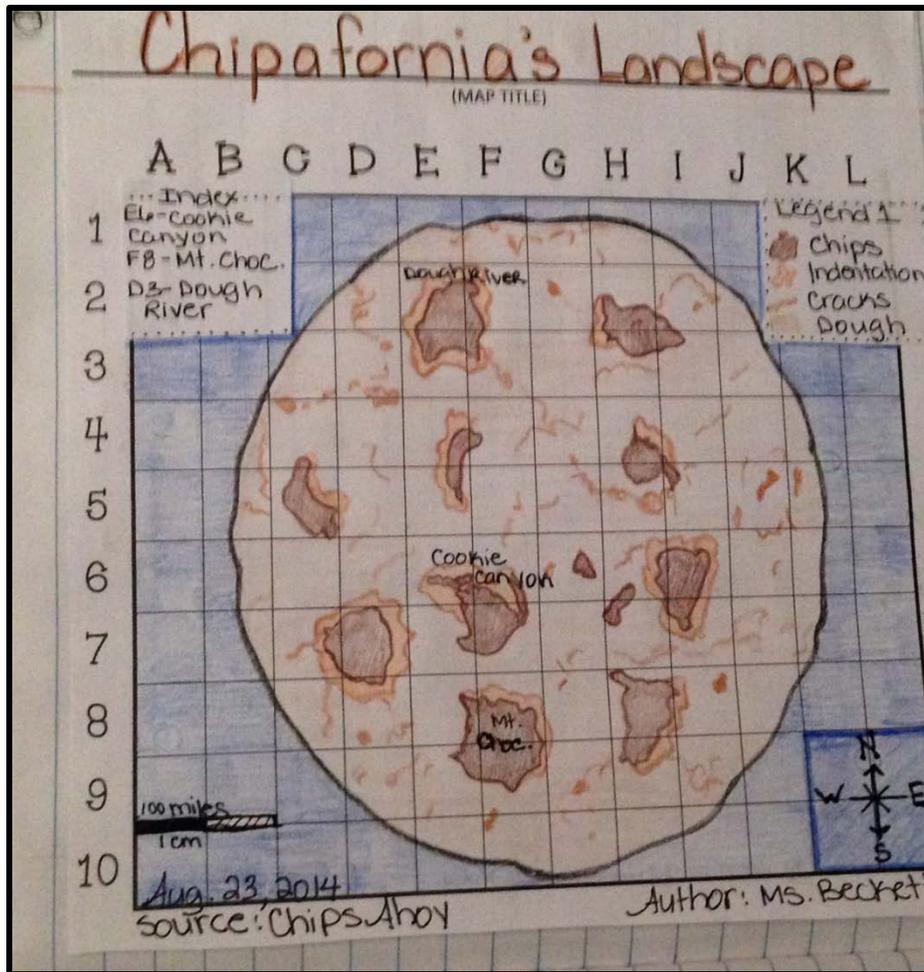
At this point you are the coolest and best teacher they have ever had (at least this week). Yay You!

Foldables

Cartography & Cookie Mapping Foldable (Copy pages 59 & 60 front to back)
Cookie Map Activity Grid



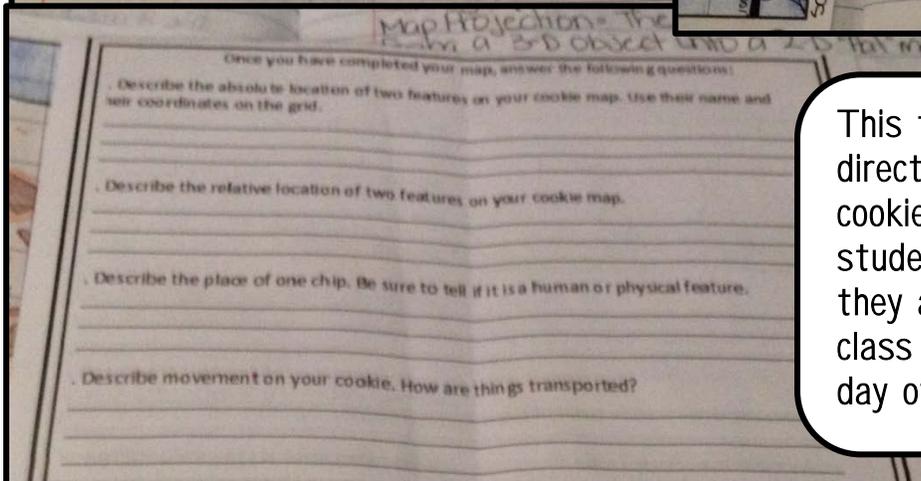
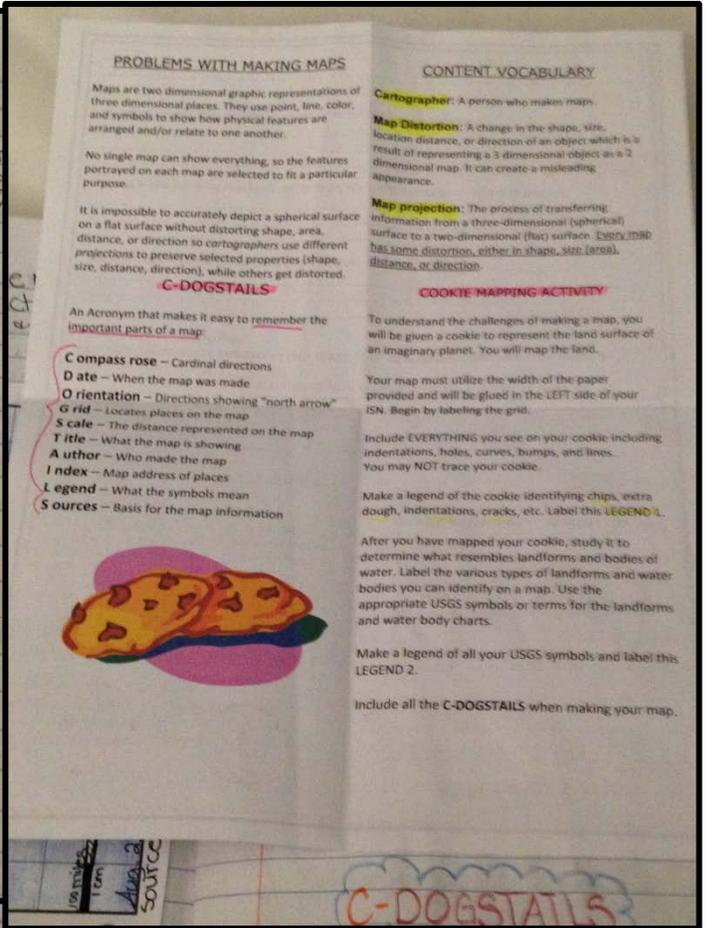
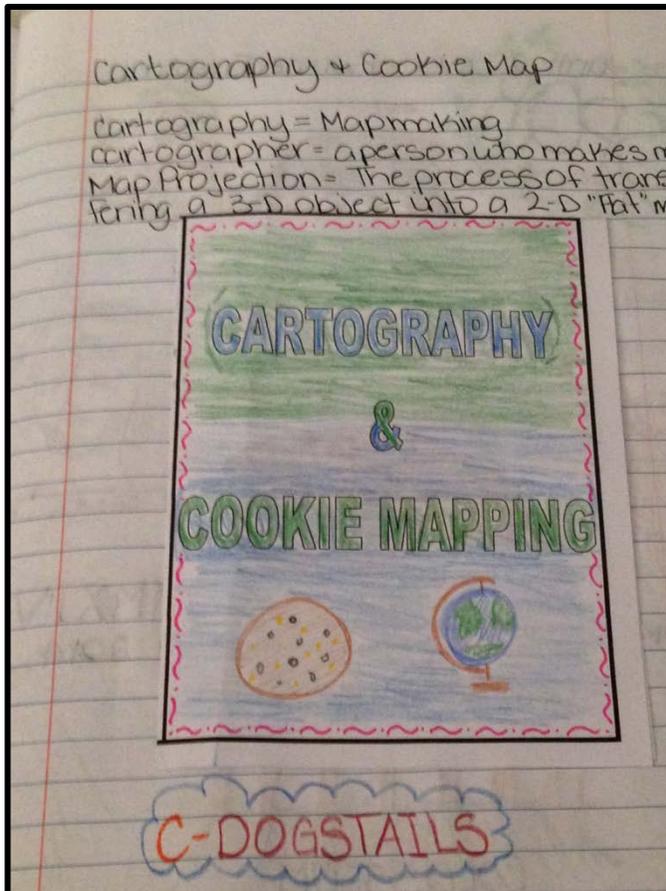
Left Side (Student Output Examples)



This is the example of the cookie mapping activity once it is done. If you have access to graph paper, it can easily be substituted for the printable provided.

Students really enjoy naming their new cookie land. I allow a few to showcase their cookie maps the following day and explain their physical features & how they are shown on their maps. I expect students to show evidence of C-DOGSTAILS in their work.

Right Side (Teacher Input Examples)



This foldable contains all the directions for how to do the cookie mapping activity so students have instructions if they are unable to finish in class or were absent on the day of the assignment.

Students answer the questions inside the foldable as part of their independent practice and/or homework.

(MAP TITLE)

A B C D E F G H I J K L

1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Map Legend:

Index of Locations:

PROBLEMS WITH MAKING MAPS

Maps are two dimensional graphic representations of three dimensional places. They use point, line, color, and symbols to show how physical features are arranged and/or relate to one another.

No single map can show everything, so the features portrayed on each map are selected to fit a particular purpose.

It is impossible to accurately depict a spherical surface on a flat surface without distorting shape, area, distance, or direction so *cartographers* use different *projections* to preserve selected properties (shape, size, distance, direction), while others get distorted.

CONTENT VOCABULARY

Cartographer: A person who makes maps.

Map Distortion: A change in the shape, size, location distance, or direction of an object which is a result of representing a 3-dimensional object as a 2-dimensional map. It can create a misleading appearance.

Map projection: The process of transferring information from a three-dimensional (spherical) surface to a two-dimensional (flat) surface. Every map has some distortion, either in shape, size (area), distance, or direction.

C-DOGSTAILS

An Acronym that makes it easy to remember the important parts of a map:

- C**ompass rose – Cardinal directions
- D**ate – When the map was made
- O**rientation – Directions showing “north arrow”
- G**rid – Locates places on the map
- S**cale – The distance represented on the map
- T**itle – What the map is showing
- A**uthor – Who made the map
- I**ndex – Map address of places
- L**egend – What the symbols mean
- S**ources – Basis for the map information



COOKIE MAPPING ACTIVITY

To understand the challenges of making a map, you will be given a cookie to represent the land surface of an imaginary landscape. You will map the land.

Your map must utilize the width of the paper provided and will be glued in the LEFT side of your ISN.

Include EVERYTHING you see on your cookie including indentations, holes, curves, bumps, and lines. You may NOT trace your cookie.

Make a legend of the cookie identifying chips, extra dough, indentations, cracks, etc. Label this **LEGEND 1**.

After you have mapped your cookie, study it to determine what resembles landforms and bodies of water. Label the at least 5 types of landforms and water bodies you can identify on a map. Make an **INDEX** of the landforms.

Include all the **C-DOGSTAILS** when making your map.

. Describe the absolute location of two features on your cookie map. Use their name and their coordinates on the grid.

. Describe the relative location of two features on your cookie map.

. Describe the place of one chip. Be sure to tell if it is a human or physical feature.

. Describe movement on your cookie. How are things transported?

Once you have completed your map, answer the following questions:

GLUE HERE AND AFFIX
TO YOUR NOTEBOOK

CARTOGRAPHY & COOKIE MAPPING

Quick Reference for CCSS Addressed Grades 5-8

	5 th	6 th	7 th	8 th	6-8 th
L	5.4 a-d Determine meaning of words	6.4 a-d Determine meaning of words	7.4 a-d Determine meaning of words	8.4 a-d Determine meaning of words	
L	5.6 a-d Acquire and use grade level vocabulary	6.6 a-d Acquire and use grade level vocabulary	7.6 a-d Acquire and use grade level vocabulary	8.6 a-d Acquire and use grade level vocabulary	
RH					6-8.4 Use vocabulary specific to domains of history/SS
RH					6-8.7 Integrate visual information

**Note – Standards are addressed to varying degrees and many standards not specifically indicated on the above list are addressed and embedded throughout out the unit and may or may not be directly taught.*

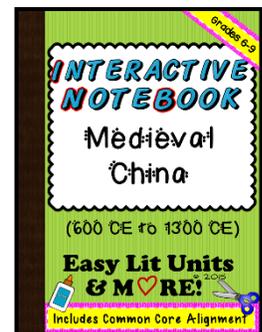
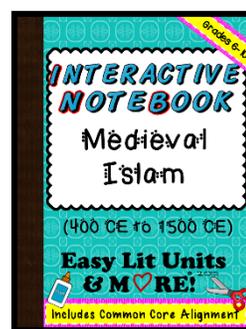
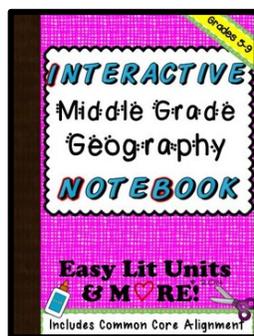
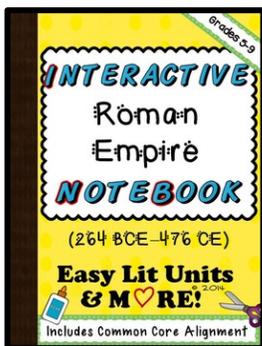
Standards taught can be easily expanded, particularly in writing depending upon what activities you assign or have your students complete.

THANK YOU!

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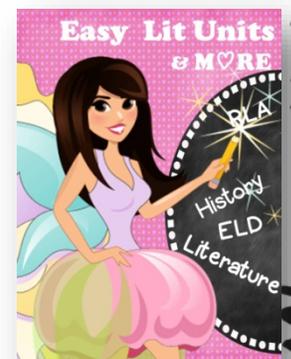
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