



SOCIAL STUDIES

BONUS

World Continents

GRADES 5-8

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NAME: _____



Location - A Matching Game

This activity is designed to help you develop your skills with location and using an atlas.

Step 1

Choose **five to ten major cities** in North America. List them in a chart like the one below, giving their approximate **latitude** and **longitude**. You may use an atlas to help find their **absolute**, or exact, locations. An example has been provided for you. While you are doing this, also think about how you could describe the city's **relative** location, by looking at the features around it.

City Name	Latitude	Longitude
Boston	42° N	71° W

Step 2

After choosing your five to ten cities, and completing the chart, **create three cards for each city** following the example below. Each card provides some information about a particular city.

Boston	Latitude: 42°N Longitude: 71°W	- on the Atlantic Ocean - Northwest of Cape Cod - in Massachusetts - east of Springfield
Name Card	Absolute Location Card	Relative Location Card

Step 3

Once you have completed all the cards, write your own rules for a matching game. Think about these things:

How will you decide who goes first?

What will one turn mean? How long will each turn last?

What points will be awarded for correctly matching three cards?

Step 4

Put all your cards in a pile and mix them about. Then, with three or four friends, play your game. Be sure to have your atlases handy to help you as you play.

When you're finished, mix in a partner's cards to make the game even more challenging!

NAME: _____



Place - Writing a Short Essay

Choose one state from the Northern United States (i.e., Montana), and one from the southern United States (i.e., Florida). **You may choose any two states you wish.**

1. Use the chart like this one to **collect information** about the two states you have chosen:

State Name	Physical Characteristics	Vegetation	Animal Species	Where People Live
Montana				
Florida				

2. Next, **write a five-paragraph essay**, using each of the column titles as the topic of the paragraph. In each paragraph, compare the two states.
3. You may choose to present your information in an **alternate form**, such as a booklet. In that case, each column title would be the topic for each page. If you are choosing a booklet, then be sure to illustrate your work with drawings, cut-outs, clippings, etc., that help reinforce your message.
4. **Share** your work with the class.

NAME: _____



Regions - Creating a Model or a Diorama

1. Choose a region from the list that you have not researched before. If there is one listed that you would rather study, then you may choose that one instead.

Great Plains	Tundra	Rocky Mountains	Canadian Shield
Yucatan Peninsula (rainforest)		Sonora desert	St. Lawrence lowlands
	Florida Everglades		

2. Collect information on your chosen region that shows **why it is unique** from all others. For this activity, focus on **physical features** and **vegetation**.
3. After you have collected your information, **design and create a model or a diorama** of the region you have chosen. **Label** the items on your model, perhaps providing captions on small pieces of paper. **Display** your model or diorama for your class to see. You may even want to present it to your classmates.

When designing your model/diorama, think about these things:

- What will I choose to show?
- How can I create these items?
- Which labels, and possibly captions, could I include to show my understanding of the region I have chosen?
- How will I present my model to my class?

You can use a variety of things to help create your model. Here are some suggestions:

plasticine or clay paper popsicle sticks paint
old, small toys from home (i.e., animal figurines, people, trees, etc.)
markers

Enjoy **sharing your model** with your class!

NAME: _____



Human and Environmental Interactions - Endangered Animals

For this activity you will conduct some research to find which animals in North America are considered threatened or endangered.

List a few of them here:

_____	_____
_____	_____
_____	_____

Next, choose your favorite animal from the list and circle it.

Here are some important questions to think about as you conduct your research on this animal:

- a) Why is this animal endangered?
- b) How many of these creatures remain in the wild?
- c) Have human activities contributed to its threatened state?
- d) How are people working to preserve this species?
- e) Any other important facts you might wish to include

Once you have collected all your information, **present your findings on a display board, or as a booklet.** On your display or in your booklet, include as much detail as you can about questions c) and d) above.

As you create your display or booklet, consider the following:

- What will I choose to show?
- How can I locate illustrations for this display, or will I make my own drawings?
- Which labels, captions, or charts could I include to show my understanding of the endangered animal I have chosen?
- How will I present my project to my class?

As an alternative to these presentation methods, you may wish to create a PowerPoint presentation on the computer, and present it to your class. You will be able to use a variety of clip art illustrations if you choose this format.

NAME: _____



Movement - Products We Use Daily

Choose an object that interests you from the list below and circle it.
If you wish to research an object of your own, then write it on the blank.

- | | | | |
|--------------|---------------|----------|-----------------|
| orange | automobile | computer | MP3-type player |
| baseball bat | basketball | egg | surfboard |
| skateboard | pair of jeans | backpack | notebook paper |

My choice: _____

Conduct some research into the product you have chosen to find answers to the following questions. Write your answers in complete sentences.

1. Where is this product manufactured?

2. How is this product transported from where it is manufactured to my city or town?

3. How long does it take to transport it to my city or town?

Present your findings in both written form, such as a short report, and on a map showing the journey the product takes. You may use a map your teacher provides, or you may create your own.

Display your findings, and share your information with your class.

NAME: _____



Creating My Own State, Province, or Country



If you could live ANYWHERE in North America, think about where you would like to live. Do you prefer warm places or cold? Would you prefer to live in the north, south, east, or west of the continent? Do you like big cities, small towns, or rural areas? What kind of physical features do you like?

Next, follow these steps:

1. Choose a location in North America.
2. Create your own state, province, or country, in this location and give it a name.
3. Draw a map of your state, province or country showing its town and cities, its vegetation, and its physical features. Include a legend to show the various features.
4. Think of other items for your place (i.e., climate, precipitation, tourist attractions, etc.).
5. Show where it can be found in North America.
6. Display your completed map, fully colored and labeled.

Attach to your map a chart like the following example that gives more details about your invented place.

Geographic	Details about Your Invented State, Province, or Country
Theme	
Location	
Place	
Human/ Environmental Interactions	
Movement	
Regions	



Location - Guess the Country!

This game is designed to help you develop your skills with location, and your ability to use relative location. Africa has many countries and each can be described in many ways. Have fun creating a geography game!

You Will Need:

- Twelve large recipe cards
- Political map of South America
- Pencil and paper

Number of Players:

- Two, three or four

Part A

How to Make Your Game

1. Choose the names of **ten** South American countries, and write one name on each card.
2. On the same side as the name, describe that country's relative location, using such things as other countries, large bodies of water, etc.

Part B

How to Play the Game

1. Player A reads aloud a country's relative location without saying its name.
2. Player B listens to the description. Using the map for help, he or she tries to name the country. Player B can have the description read only twice.
3. If Player B guesses the correct country, **score 10 points**.
4. If Player B cannot guess the correct country, **lose 5 points**.
5. Player B now chooses a card and reads it aloud. Follow Steps 1 to 4.
6. Continue until all of the cards have been read.
7. The player with the most points becomes a "Location Expert".

A Challenge!

Try this same game using **ten South American cities** and their absolute locations. Follow the same steps to play.

NAME: _____



Place - Stamps and Money

Stamps and money often tell us much about a country. They show famous people, places, and wildlife from a particular country.

Research the stamps and money used in South American countries. Record your facts on a large sheet of Bristol board, and share it with the class.

You may wish to use the chart below to collect information about the two countries you have chosen.

Country Name	Name of money or stamp	"Dollar" sign (\$)	Featured pictures	Landmarks

Bonus Activity

Repeat the instruction above for **US Currency**, or for money from another country. What special symbols does the money display?

NAME: _____



Regions - Creating a Model or a Diorama

Choose ONE of the following regions in South America:

Amazon rainforest

Pampas

Andes Mountains

Patagonia

Gran Chaco

Brazilian Highlands

COLLECT INFORMATION on your chosen region that shows why it is unique from all the others. For this activity, focus on **physical features** and **vegetation**.

After you have collected your information, **DESIGN** and **CREATE** a model or a diorama of the region you have chosen. Label the items on your model, perhaps providing captions on small pieces of paper. Display your model or diorama for your class to see. You may even want to present it to your classmates.

When designing your model/diorama, think about these things:

- What will I choose to show?
- How can I create these items?
- Which labels, and possibly captions, could I create and use?
- How will I present my model to the class?

You can use a variety of things to help create your model. Here are some suggestions:

plasticine or clay

paper

popsicle sticks

paint

markers

old, small toys (for display only)

Enjoy **sharing your model** with your class!

NAME: _____

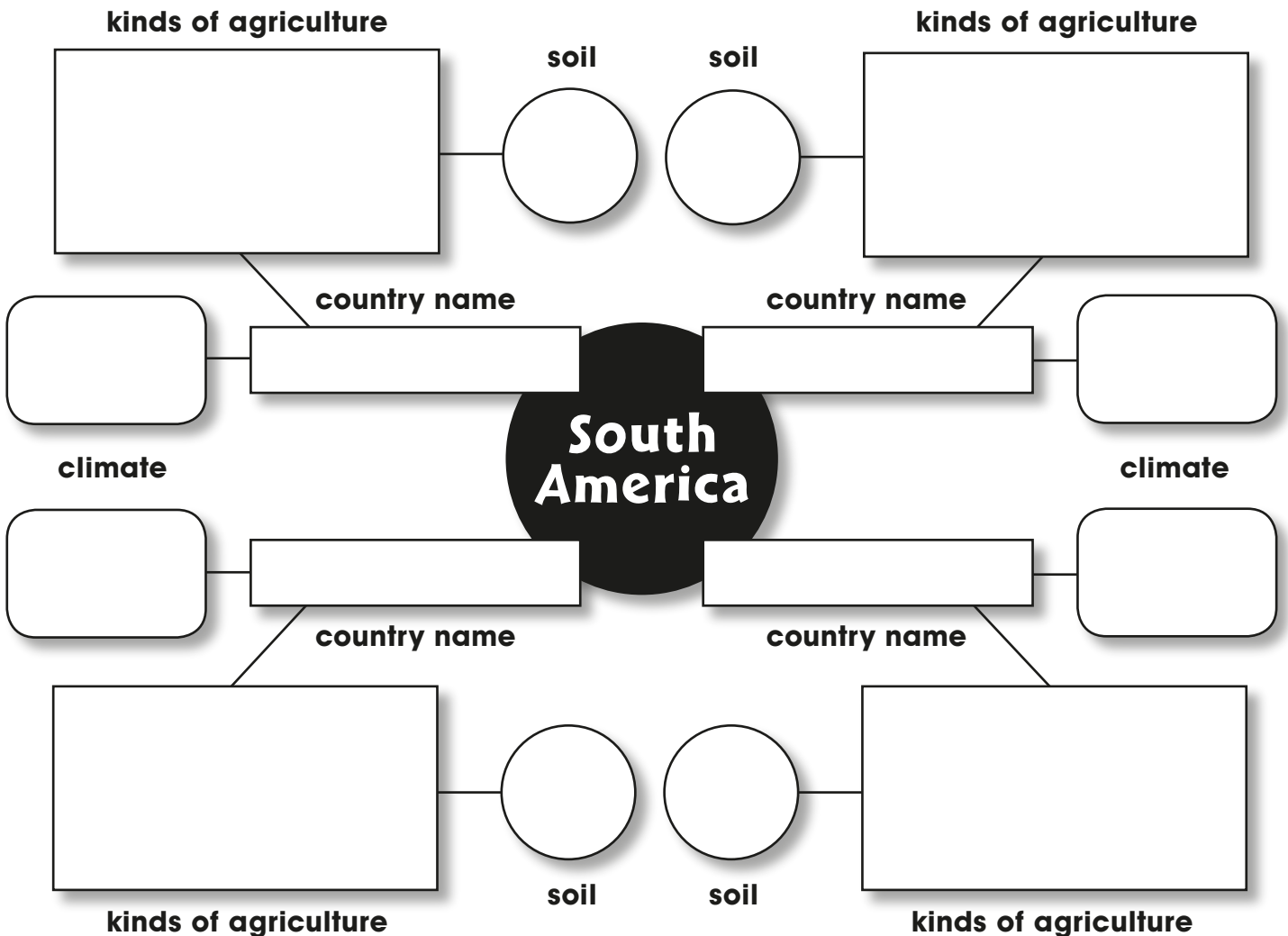


Human/Environment Interactions - Agriculture

Agriculture is a word we use to describe human activities dealing with PLANTING, GROWING, and HARVESTING plants. For example, farming is an agricultural activity, one in which a wide variety of food is grown.

Every country or region is suited to particular kinds of agriculture. For example, oranges grow in tropical climates, while grasses grow on flat plains. Different climates, rainfall, and soil types help determine which plants grow where.

Choose and research four different South American countries and their agriculture. Complete the web showing what you have discovered.



NAME: _____



Movement - Oil!



**Oil is a natural resource used all over the world.
In South America, VENEZUELA is a leading oil producer.**

RESEARCH how the oil under the ground in Venezuela gets to the gas station near you. Think about these things:

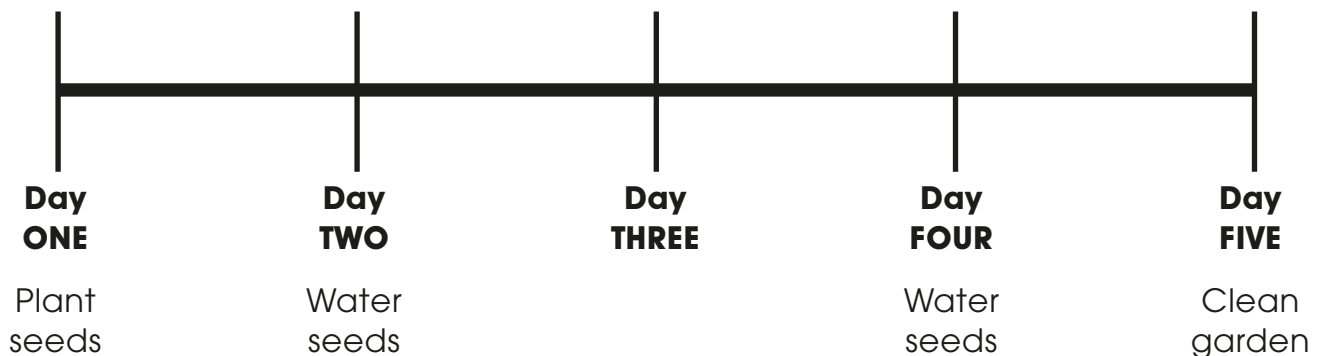
- **How is the oil removed from the ground?**
 - **Where is it taken?**
- **What is a refinery? How does one help make the oil more usable?**
 - **How is the oil transported from country to country?**

Follow the trail of Venezuelan oil as it heads your way!

IDEA!

Why not present the results of your research on a **TIMELINE**? Your timeline can show how long it takes to drill, transport, and refine oil. Illustrate your timeline.

Here is an example:





South American Literature



Visit your school library and ask your librarian to help you find stories from, or about, South America, from countries such as PERU, BOLIVIA, BRAZIL, and GUYANA. Choose THREE to read. When you are finished, complete the activities below.

1. Complete a brief book **summary** for each book you read.

Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea

2. Using these books as a model, **write your own story of South America**. Will you write a folk tale or a longer narrative? Perhaps you'll write a poem that tells a story. Include things that you have learned about South America. Be creative, illustrate your work, and publish it in a book form. Share your story!

NAME: _____



Location - Famous Cities of Europe Card Collection

This activity is designed to help you develop your skills with location, your research skills, and skills using an atlas. You will need three large recipe cards and one recipe card box to complete the work.

Europe has many famous cities, each with its own fascinating history. Here is a list of just a few of the cities in Europe:

London	Liverpool	Edinburgh	Dublin	Cardiff	Lisbon
Madrid	Paris	Marseilles	Brussels	Rotterdam	Zurich
Stuttgart	Berlin	Venice	Rome	Athens	Sofia
Prague	Vienna	Budapest	Warsaw	Stockholm	Oslo
Kiev	Moscow	Helsinki	Geneva	Copenhagen	

Circle **THREE** of the cities in the list, and complete the following activities.

1. Copy this chart on one side of a large recipe card to show each city's absolute location. Use a different recipe card for each city. You may use your atlas to help find the information.

City Name & Country	Latitude	Longitude

2. Complete the following on the other side of the card:

- a) Describe each city's **relative location** by recording important facts under the heading of **Geographical Features**. Be sure to list the geographical features of the land around the city, (such as rivers, oceans, etc.). When you have collected your facts, write a few sentences describing the city's relative location.
- b) Under the heading of **Historical Features and Landmarks**, list the **famous sites** that tourists would see when visiting that city. For example, a person visiting Paris would see the Eiffel Tower. You may wish to include a small drawing, a printed picture, or a cut-out showing a few of the landmarks.

3. Have all of the members of your class place their completed cards in a **Famous Cities of Europe recipe card box**. To learn more about Europe, all you'll have to do is open the box and read all the interesting facts!



Place - Writing a Narrative about a Trip to Europe

Part A

Choose ONE country in Europe. You may choose any country you wish. Use the chart below to collect information about the country you have chosen.

Physical Characteristics	Vegetation and Animal Species	Where People Live and What They Do	Historical Landmarks

Part B

Writing My Narrative

- Using the information in the chart, **write a story** about a **make-believe trip** you took to this country. Use the facts in the chart to describe place. Be as detailed as you can so that a reader will be able to imagine that you really did travel to that country. Include details about how you traveled there, the things you brought with you, and the imaginary souvenirs you brought home. You may also wish to illustrate your story with imaginary photographs from your travels.
- Choose an exciting **title** that best describes your story.
- You may choose to present your information in a variety of forms, such as a booklet or a PowerPoint slide show. If you are choosing a booklet or a power point presentation, be sure to illustrate your work with drawings, cut-outs, clippings, etc., that help make your story seem more believable.
- Share** your work with the class.



Regions - Vesuvius: A Deadly Volcano

The history of Europe has always been greatly affected by the physical characteristics of the landscape. One deadly example of this happened in 79 AD. The prosperous Roman towns of Pompeii and Herculaneum were completely destroyed by Vesuvius, a volcano in the region near the two towns. Thousands of people died horrible deaths. Scientists know that the volcano will one day erupt again, but they are not sure when. Surprisingly, the present day city of Naples is only a few miles from Vesuvius!

Researching Vesuvius

Step 1

Collect information on the REGION AROUND VESUVIUS that shows why it is unique from all others. For this activity, focus on PHYSICAL FEATURES, where people LIVE, and VEGETATION. You might want to include information on the towns of Pompeii and Herculaneum which were found buried under ash and rock.

Step 2

Present your findings on a DISPLAY BOARD, or as a BOOKLET. Include as much detail as you can in your display or booklet. Think about these things as you create your display or booklet:

- What will I choose to show?
- How can I locate illustrations for this display, or will I make my own drawings?
- Which labels, captions, or charts could I include to show my understanding of the endangered animal I have chosen?
- How will I present my project to my class?

As an **alternative** to these presentation methods, you may wish to design and create a MODEL, or a DIORAMA, of the region around Vesuvius. Label the items on your model, perhaps providing captions on small pieces of paper. When designing your model or diorama, think about these things:

- What will I choose to show?
- How can I create these items?
- Which labels, and possibly captions, could I include to show my understanding of the region I have chosen?
- How will I present my model to my class?

If you choose to do this, enjoy sharing your model with your class!

NAME: _____



Human/Environment Interactions - Agriculture

AGRICULTURE is a word we use to describe human activities dealing with **GROWING THINGS**. For example, farming is an agricultural activity, one in which a wide variety of food is grown.

Every country or region is suited to particular kinds of agriculture. For example, oranges and grapefruits grow in Florida. They could not, however be grown in New York because of the different climate and different soil conditions. Corn and wheat grow well on the Great Plains in North America, but would not do well on Florida's humid conditions.

Research the agriculture of the **four European countries listed below**. They have been chosen because they represent countries near the farthest northern, southern, eastern, and western points of the continent. When you have completed researching these countries, research **two others of your choice**.

Complete the chart as you learn about the countries. Share your work with a partner.

Country Name	Kinds of Agriculture	Soil Conditions
Ireland		
Finland		
Greece		
Ukraine		

NAME: _____



Movement - Travel and Communication

People and ideas travel in many different ways in Europe. Choose **ONE** item that interests you from the list below, and mark it with a check mark. If you wish to research your own item, then write it on the blank.

- The “Chunnel”** (the tunnel under the English Channel, connecting England and France)
- The European Space Agency or ESA** (responsible for communication satellites, astronauts for the space station, etc.)
- The Autobahn** (a super highway in Germany)
- The London Underground** (London’s subway)
- My choice:** _____

Conduct research into your chosen item to find answers to the following questions. Write your answers in complete sentences.

1. What is your chosen item? What is its purpose?

2. Describe how it works. What kinds of vehicles are used?

3. What are some other interesting facts?

Present your findings in both written form, such as a SHORT REPORT, and on a MAP showing the location of your chosen item. You may use a map your teacher provides, or you may create your own.

Display your findings, and share your information with your class.

NAME: _____



Historical Places and Monuments



Europe is a continent filled with historical monuments, old buildings, and beautiful museums filled with some of the world's most famous pieces of art. People from around the world flock to Europe to visit the famous sites.

Here are just a few of the famous monuments:

- The Eiffel Tower (Paris)
- Arc de Triomphe (Paris)
- The Paris Opera House (Paris)
- Notre Dame Cathedral (Paris)
- Tivoli Gardens (Copenhagen)
- The Coliseum (Rome)
- The Acropolis (Athens)
- Hadrian's Wall (Scotland)

- Buckingham Palace (London)
- The Tower of London (London)
- Big Ben (London)
- The Globe Theatre (London)
- The Kremlin (Moscow)
- The Vatican (Rome)
- The Leaning Tower of Pisa (Pisa)
- The Brandenburg Gate (Berlin)

Choose ONE of these famous sites, or choose one of your own not listed here. (There are hundreds of others!) Follow these steps to create a TRAVEL BROCHURE for the special site you have chosen:

- a)** Research the site using the **five W's** (Who?, What?, Where?, When?, Why? and How?)
- b)** Locate your site on a **map** to be included in your brochure
- c)** Create a **brochure** advertising your chosen site. Include illustrations and as many interesting facts as you can. Your brochure can be made out of a piece of paper folded in the shape of a W
- d)** Be sure to give your brochure a **title**, and to make it as eye-catching as possible!



Location - Guess the Country Game

This activity is designed to help you develop your skills with location, and your ability to use relative location. Africa has many countries, and each can be described in many ways. Have fun creating a geography game!

You Will Need:

- Ten large recipe cards
- Political map of Africa
- Pencil and paper

Number of Players:

- Two, three or four

Part A

How to Make Your Game

1. Choose the names of **ten** African countries, and write one name on each card.
2. On the same side as the name, describe that country's relative location, using such things as other countries, large bodies of water, etc.

Part B

How to Play the Game

1. Player A reads aloud a country's relative location without saying its name.
2. Player B listens to the description, and using the map for help, tries to name the country. Player B can have the description read to him or her only twice.
3. If Player B guesses the correct country, **score 10 points**.
4. If Player B cannot guess the correct country, **lose 5 points**.
5. Player B now chooses a card and reads it aloud. Follow Steps One to Four.
6. Continue until all of the cards have been read.
7. The player with the most points becomes a "Location Expert".

A Challenge!

Try this same game using **ten African cities** and their absolute locations.
Follow the same steps when playing.

NAME: _____



Place - Comparisons



Africa is a continent of CONTRASTS. There are hot and dry places, there are mountains and valleys, and there are small villages and large cities. Choose TWO countries in Africa. They may be on opposite coasts (i.e., west coast, east coast), or have opposite physical characteristics (i.e., rainforest, desert). You may choose any two countries you wish, as long as they are very DIFFERENT from one another.

Use a chart like this one to collect information about the two countries you have chosen.

Country Name	Physical Characteristics	Vegetation and Animal Species	Where People Live and What They Do	Historical Landmarks

Create a series of ILLUSTRATED COMPARISON CARDS on 18-inch by 24-inch paper or Bristol board. Create one for each of the columns in your chart. Here is a brief example:

Physical Characteristics

Egypt	Congo (Dem. Rep.)
<p>drawings →</p> <p>desert sands → <input style="width: 100px; height: 40px;" type="text"/></p> <p>Nile River → <input style="width: 100px; height: 40px;" type="text"/></p>	<p>rainforest <input style="width: 100px; height: 40px;" type="text"/></p> <p>Congo River <input style="width: 100px; height: 40px;" type="text"/></p>

Add as much detail as you can to each of your four comparison cards. Display them in your classroom. Instead of drawings, you may choose to use cut out pictures as your illustrations.



Regions - The Nile Valley

Think about the Nile River Valley. If you began in southern Egypt, at Abu Simbel, what would you see as you followed the river northward toward the Nile Delta and the Mediterranean Sea?

Create a Tour of the Nile River Valley project.

Collect information on this region that shows why it is **UNIQUE** from all others. For this activity, focus on physical features, where people live, human-made structures like the Aswan High Dam, ancient ruins and buildings, and vegetation and agriculture. You might also want to include information on the towns and cities you would pass as you sailed on the Nile.

Present your findings on a display board, as a booklet, or as a PowerPoint presentation.

Include as much detail as you can in your display or booklet. Think about these things as you create your display, booklet, or PowerPoint presentation:

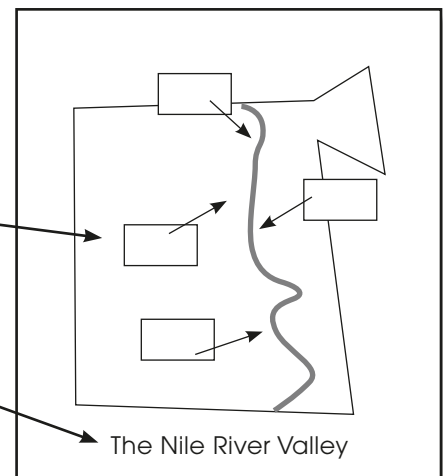
- What will I choose to show?
- How can I locate illustrations for this display, or will I make my own drawings?
- Which labels, captions, or charts could I include to show my understanding of the endangered animal I have chosen?
- How will I present my project to my class?

As display board:

- Include illustrations and captions beside all points of interest
- Give your work a title
- Color your work

As a booklet:

Follow the steps for a display board, except create a single page for each unique feature shown.



As PowerPoint presentation:

Follow the steps for the booklet, with one screen display for each unique feature.



Human/Environment Interactions - Poaching

Poaching is a word we use to describe illegal hunting and killing of animals for money. For example, poachers will kill an elephant just to get its tusks, so they can sell them for a lot of money as ivory. The biggest problem is that many animals have been hunted almost to extinction because of poaching.

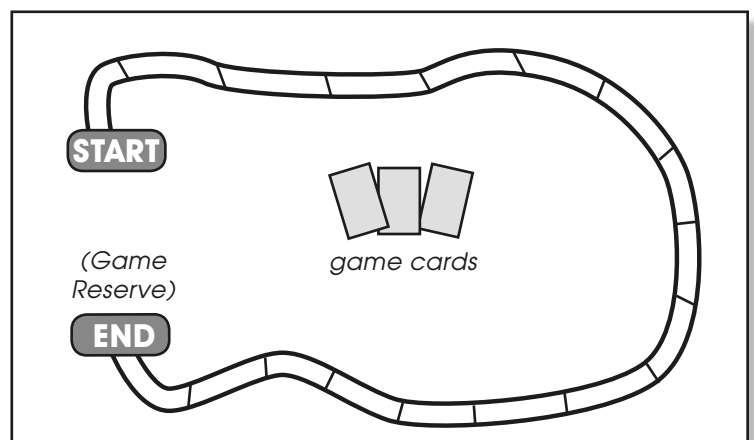
Research poaching in Africa. Think about these things:

- Why is there poaching?
- Who are the poachers?
- Which animals are affected?
- What punishments are there for poachers in different countries?
- How do game reserves help prevent poaching?
- Which international organizations help protect animals?

Using what you have learned about poaching, **create a BOARD GAME about poaching.** One idea might be to have all your game pieces represent different endangered animals, and have them try to reach the game reserve before the poachers catch them. Will they make it safely? Include all that you know about poaching. Have fun playing!

- What will my board look like?
- Which drawings will I include?
- Will I have special cards that need to be drawn when you land on a certain space?
- Will I use dice, or will I make an endangered animal spinner?

If you are having difficulty, use a favorite board game as a model. Here is an example you might also want to follow. *Please design your own board.*



NAME: _____



Movement - The Suez Canal

Using the 5Ws + HOW, collect information about the Suez Canal. Here are some sample questions using the 5Ws. You may also answer your own questions, or collect any other interesting facts you discover.

- What is a canal?
- Where is the Suez Canal?
- When was the Suez Canal built?
- Why was the Suez Canal built?
- Who built the Suez Canal?
- How much did it cost to build?

After you have collected your facts, think about how you will present them to your class. Here are some ideas:

- Present your information as a **PowerPoint presentation**, with each new slide showing your question and the answer you found. You can attach clip art pictures to illustrate your slides.
- Present your information in a **newspaper format**, with headlines and news stories for each of the questions you ask. Include an illustration or two, along with captions, to help communicate your ideas.
- **Write a story** that tells about your adventure to the Suez Canal. As you tell your story, your descriptions of setting and plot can include facts you learned about the canal. Read your story to your class, and leave a published copy for your classmates to read during independent reading time. (Hint: Your story might be very adventurous and exciting if it was set during the Suez Crisis!)

As a follow-up activity, after you present your information, why not give your class a quiz? Prepare a quiz to see if your class has understood your information about the Suez Canal.

NAME: _____



African Literature



Visit your school library and ask your librarian to help you find stories from, or about, Africa. Choose THREE to read. When you are finished, complete the activities below.

1. Complete a brief book **summary** for each book you read.

Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea

2. Using these books as a model, **write your own story of Africa**. Will you write a folk tale or a longer narrative? Perhaps you'll write a poem that tells a story. Include things that you have learned about Africa. Be creative, illustrate your work, and publish it in a book form. Share your story!

NAME: _____



Location - Travel Brochure

This activity is designed to help you develop your skills with location, and your ability to use relative location. Have fun creating a travel brochure for your school!

To create your school's travel brochure, follow these steps:

- 1. Collect** some real travel brochures and read them to see how they are set up.
- 2. Complete** a panel like the following for each of the following rooms in your school:

my classroom
the office

music room
lunchroom

library
gymnasium

Sample panel:

Gymnasium

Absolute location:
Room 112, first floor

Relative location:
Across from the office, between rooms 111 and 113, on the first floor, in the center of the building

Links to other rooms:
Four entry/exit doors, two to the playground, two to the office hallway, as well as doors to the Boys' and Girls' change rooms.

Illustration:

Each panel can become a page in your brochure. Create a title page for your brochure and color all your illustrations. You may also want to include a map of your school on your brochure. Have fun!

NAME: _____



Place - Comparisons

Asia is a continent of **CONTRASTS**. There are hot and dry places, there are mountains and valleys, and there are small villages and large cities. Choose **TWO** countries in Asia. They may be on opposite coasts (i.e., west coast, east coast), or have opposite physical characteristics (i.e., rainforest, desert). You may choose any two countries you wish, as long as they are very **DIFFERENT** from one another.

Use a chart like this one to collect information about the two countries you have chosen.

Country Name	Physical Characteristics	Vegetation and Animal Species	Where People Live and What They Do	Historical Landmarks

Create a series of **ILLUSTRATED COMPARISON CARDS** on 18-inch by 24-inch paper or Bristol board. Create one for each of the columns in your chart. Here is a brief example:

drawings →

Physical Characteristics			
Russia		India	
coniferous forest		rainforest	
Amur tiger		tiger	

Add as much detail as you can to each of your four comparison cards. Display them in your classroom. Instead of drawings, you may choose to use cut out pictures as your illustrations.



Regions - Guess the Region Game

This activity is designed to help you develop your skills with identifying regions, and your ability to use relative location. Asia has many regions, and each can be described in many ways. Have fun creating a geography game!

You Will Need:

- Twelve large recipe cards
- Physical map of Asia
- Pencil and paper

Number of Players:

- Two, three or four

Part A

How to Make Your Game

1. Write the names of these **twelve** Asian regions, one name on each card.

Ural Mountains

Malabar Coast

North China Plain

West Siberian Plain

Arabian Desert

Himalayas mountain range

Mekong Delta

Plateau of Tibet

Gobi Desert

Kashmir

Caucasus

Anatolia

2. On the same side as the name, describe that region's relative location, using such things as other countries, large bodies of water, etc., and the physical features found in that region. You may also want to include the languages spoken there.

Part B

How to Play the Game

1. Player A reads aloud a region's relative location and physical features without saying its name.
2. Player B listens to the descriptions, and using the map for help, tries to name the region. Player B can have the description read to him or her only twice.
3. If Player B guesses the correct region, **score 10 points**.
4. If Player B cannot guess the correct region, **lose 5 points**.
5. Player B now chooses a card and reads it aloud. Follow Steps One to Four.
6. Continue until all of the cards have been read.
7. The player with the most points becomes a "Region Expert".

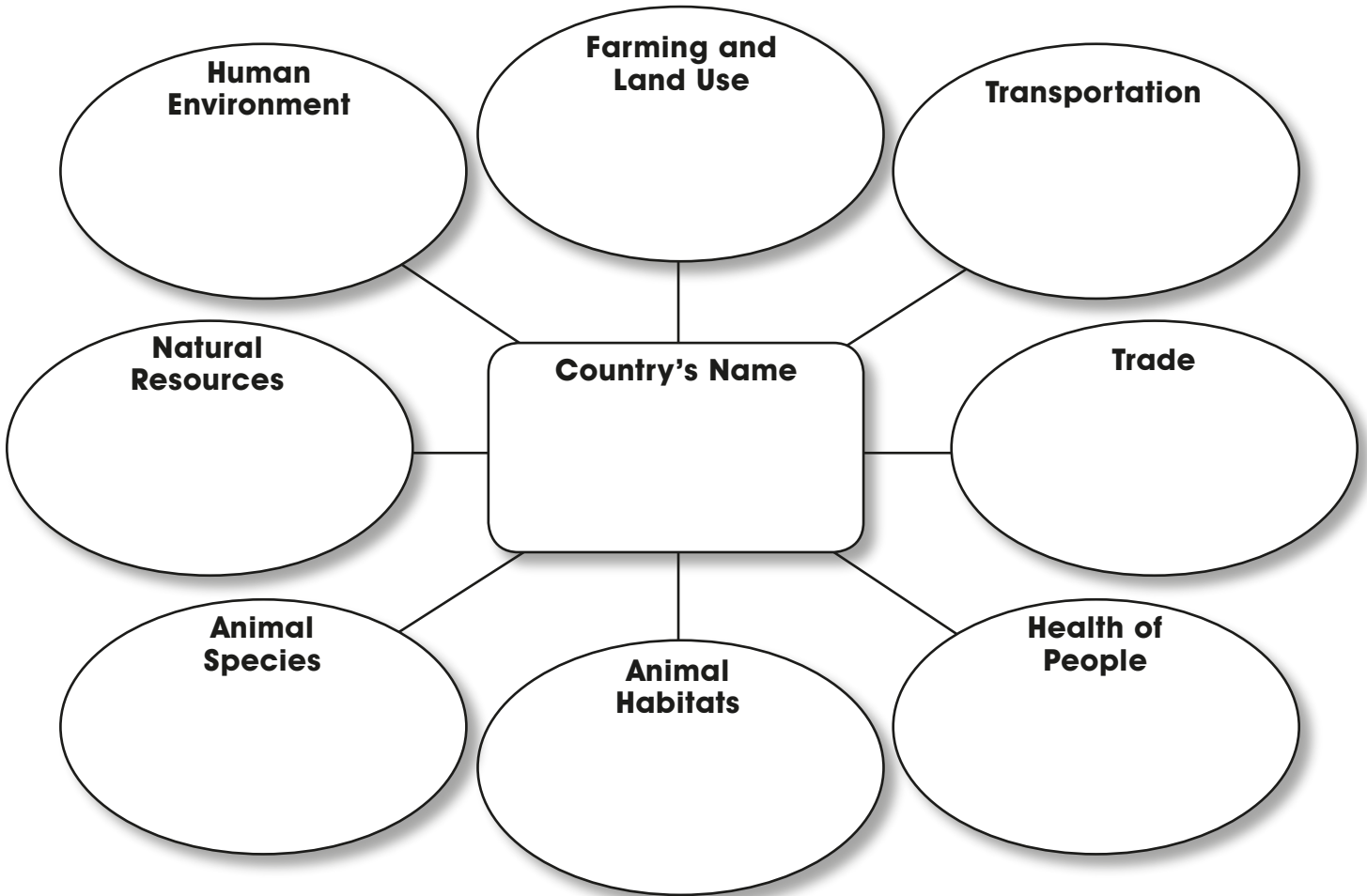
NAME: _____



Human/Environment Interactions - Changing Populations

Throughout Asia, growing populations are having a serious affect on that natural environment. As populated areas expand, many natural habitats are being threatened. As these areas grow, more resources, such as wood for building and water for drinking are needed.

Choose ONE Asian country and complete the web showing how the items on the web are being AFFECTED by that country's growing population. You will have to do some research before beginning your web.



You may add any other items to your web that you wish. Share your web with your class, and compare their chosen country to yours.

NAME: _____



Movement - How A Car Gets From There to Here!

Asian automakers have quite a task when they build cars in countries such as JAPAN and KOREA and have to deliver them to your hometown car dealership. While many of these Asian cars are now assembled in North America, many still come from across the Pacific Ocean.

Choose ONE of these Asian car manufacturers and research how their cars are transported from the FACTORY to your LOCAL DEALERSHIP.

Toyota Honda Nissan Mazda Hyundai Kia

Use the following organizer to help you collect your facts. Share your findings.

Where is the factory?

How does the car get from the factory to the sea?

**How is it transported across the sea?
How long does it take?**

Where does it arrive in North America?

How is it transported to my local car dealership?

NAME: _____



Asian Literature

Visit your school library and ask your librarian to help you find stories from, or about, Asia, from countries such as China, Vietnam, India, and Japan. Choose **THREE** to read. When you are finished, complete the activities below.

1. Complete a brief book **summary** for each book you read.

Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea

2. Using these books as a model, **write your own story of Asia**. Will you write a folk tale or a longer narrative? Perhaps you'll write a poem that tells a story. Include things that you have learned about Asia. Be creative, illustrate your work, and publish it in a book form. Share your story!



Location - Using Latitude and Longitude

Climate is a word we use to describe the usual weather found in a particular location. It describes how much **precipitation** (rain, snow, etc.) a location receives and the average temperatures throughout the year. Climate affects the kinds of plants and crops that grow in a location, as well as the animals that live there, and the ways in which people must adapt to survive.

Australia's largest city, **Sydney** has an absolute location of **33°S** (latitude) **151°E** (longitude).

Think:

Would other cities with a latitude and a longitude similar to Sydney's have similar climates? Let's find out! Research the following cities using an atlas, encyclopedia, or the Internet (with your teacher's and parent's permission).

SIMILAR LATITUDES

City Name	Latitude	Country	Climate
Sydney	33°S	Australia	
Perth	31°S	Australia	
Santiago	33°S	Chile	
Buenos Aires	34°S	Argentina	

SIMILAR LONGITUDES

City Name	Latitude	Country	Climate
Sydney	151°E	Australia	
Port Moresby	147°E	Papua New Guinea	
Rockhampton	150°E	Australia	
Magadan	150°E	Russia	

Think and Answer:

Do other cities with latitudes and longitudes similar to Sydney have similar climates? Describe and explain your findings to your class. You may wish to present your findings as a project or a PowerPoint presentation.

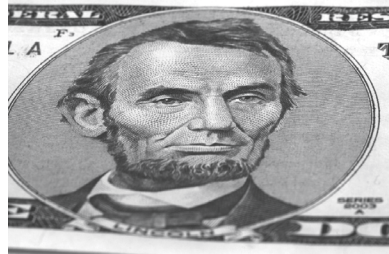
NAME: _____



Place - Stamps and Money

Stamps and money often tell us much about a country. They show famous people, places, and wildlife from a particular country.

5 CENT COIN:
President Thomas Jefferson on the front



5 DOLLAR BILL:
President Abraham Lincoln on the front

Research the stamps and money used in **Australia** and **New Zealand**. Record your facts on a large sheet of Bristol board, and share it with the class.

You may wish to use the chart below to collect information about the two countries you have chosen.

Country Name	Name of money or stamp	"Dollar" sign (\$)	Featured pictures	Landmarks

Bonus Activity

Repeat the above steps for American, Canadian, or Mexican money. What special symbols does the money display?

NAME: _____



Regions - Creating a Model, Diorama, or a Map

Choose ONE of the following regions in Australia from the list below.

- Uluru region
- Great Sandy Desert
- Great Divide
- Tasmania
- Great Barrier Reef
- Australian Alps

COLLECT INFORMATION on your chosen region that shows why it is unique from all the others. For this activity, focus on **physical features** and **vegetation**, and **wildlife**.

After you have collected your information, **design and create** a model, a diorama, or an illustrated map of the region you have chosen.

MODEL OR DIORAMA

When designing your model/diorama, think about these things:

- **What will I choose to show?**
- **How can I create these items?**
- **Which labels, and possibly captions, could I create and use?**
- **How will I present my model to the class?**

You can use a variety of things to help create your model. Here are some suggestions:

- plasticine or clay
- paper
- popsicle sticks
- paint
- markers
- old, small toys (for display only)

Label the items on your model, perhaps providing captions on small pieces of paper. Display your model or diorama for your class to see.

MAP

If you choose to design a map, include a **legend** of your own design, as well as any illustrations that show the wildlife, features, and vegetation of that region. Make your map colorful and appealing.

Enjoy sharing your model or map with your class!

NAME: _____

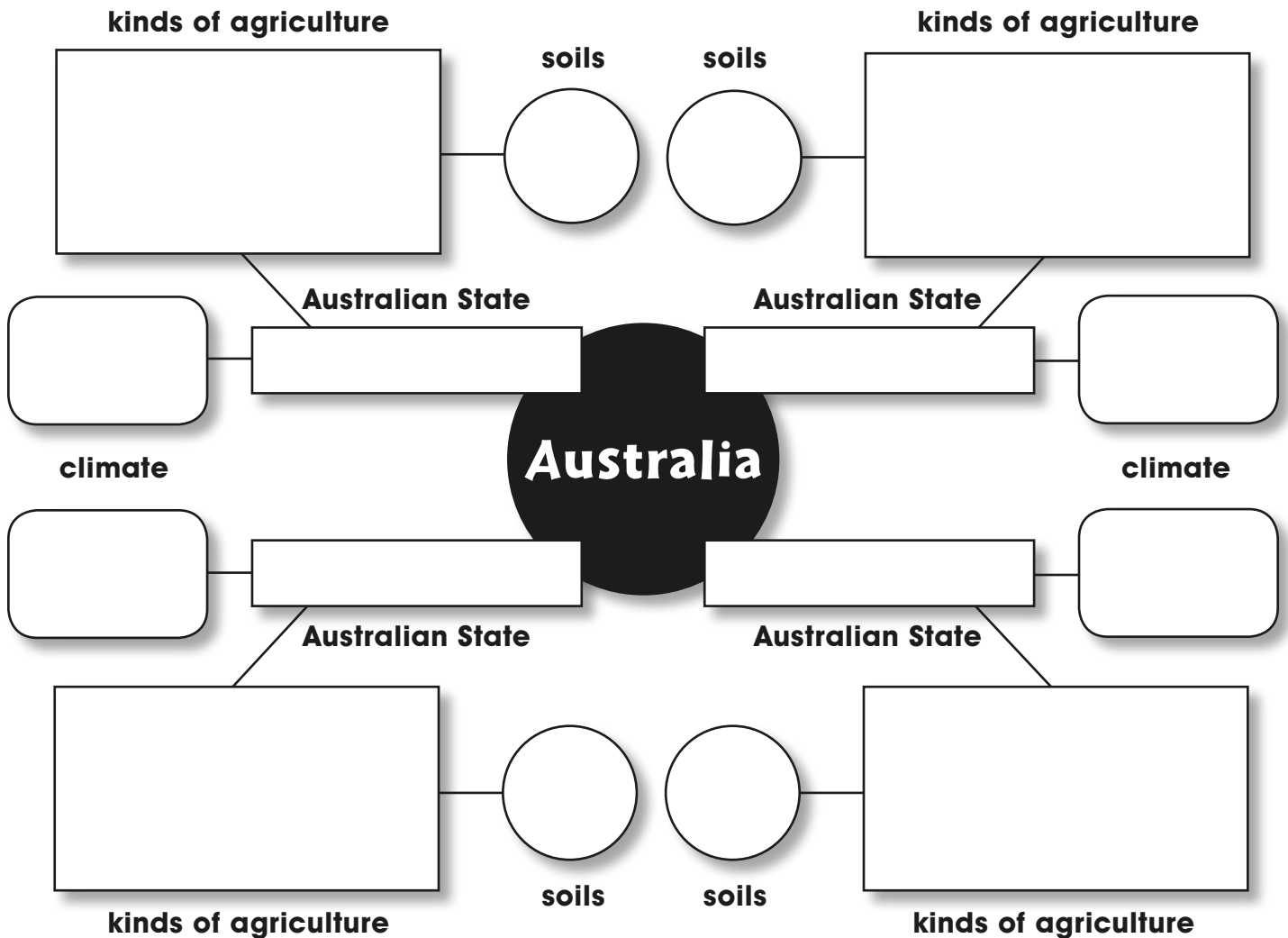


Human/Environment Interactions - Agriculture

Agriculture is a word we use to describe human activities dealing with PLANTING, GROWING, and HARVESTING plants. For example, farming is an agricultural activity, one in which a wide variety of food is grown.

Every country or region is suited to particular kinds of agriculture. For example, oranges grow in tropical climates, while grasses grow on flat plains. Different climates, rainfall, and soil types help determine which plants grow where.

Choose and research four different Australian states and their agriculture (i.e., Western Australia, Northern Territory, Queensland, South Australia, New South Wales, Tasmania). Complete the web showing what you have discovered.



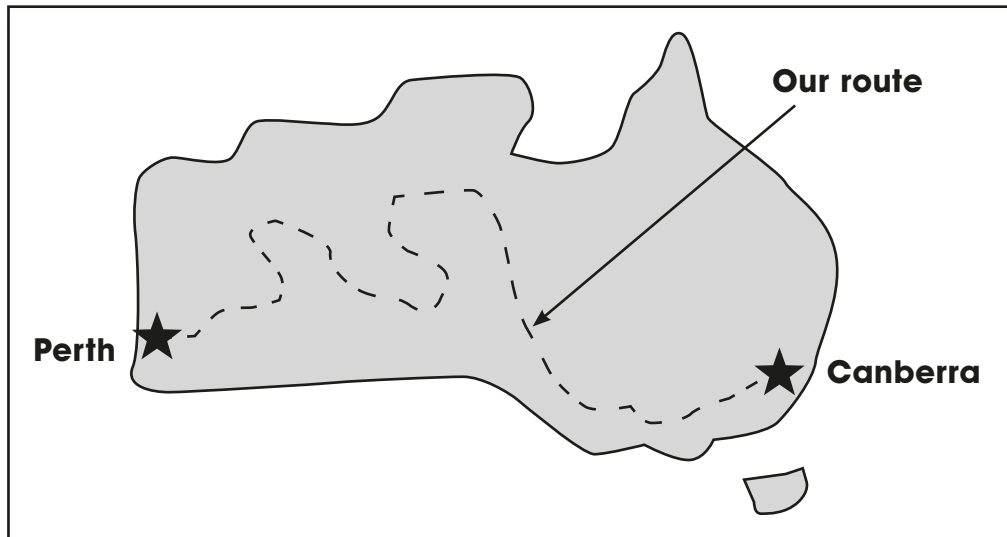
NAME: _____



Movement - Planning a Vacation!

**Pretend you live in Australia's capital city, CANBERRA.
You and your family are going to take a road trip to PERTH, on Australia's west coast.
You have been given the job of choosing the route!**

Using maps and road maps of Australia, decide how you would travel on your journey. On a blank map of Australia, draw in your chosen route. Here is an example of how it might look, although this is not an accurate drawing.



Think and Answer:

- In which direction are you traveling?
- On which highways will you travel?
- Which cities will you pass through?
- Which special sites will you see or visit?
- What kind of physical features will you pass through?

Create a TRAVEL LOG or DIARY for your imaginary journey. Use your answers to these questions as your entries in your log or diary. Illustrate your log or diary. Share it with your class. Happy travels!

NAME: _____



Australian Aboriginal Literature



Visit your school library and ask your librarian to help you find stories, folk tales, and myths of Australia's aboriginal peoples. Choose **THREE** to read. When you are finished, complete the activities below.

1. Complete a brief book **summary** for each book you read.

Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea

2. Using these books as a model, **write your own story of Australia**. Will you write a folk tale or a longer narrative? Perhaps you'll write a poem that tells a story. Include things that you have learned about Australia. Be creative, illustrate your work, and publish it in a book form. Share your story!

NAME: _____



Location - Territories



One country or another has always claimed parts of Antarctica as their own, as explorers from those countries visited the icy, cold continent. However, the international community has never officially recognized any of these territories or claims.

Research the various TERRITORIAL CLAIMS by countries from around the world.

Create Antarctica Territorial Claims cards like the one below:

Antarctica Territorial Claims	
Country: _____	Flag: <input type="text"/>
Area Claimed: _____	
Why it has been claimed: _____ _____	
Research Stations: _____	
Occupied: YES NO	
Other Information: _____ _____	

Make at least five cards. Share and compare your cards with your class. You may wish to create a bulletin board display by placing the cards around a map of Antarctica, and connecting the card to the area claimed.

NAME: _____



Place – North Pole VS South Pole: What's the Difference?

We all know that the Earth has a North Pole and a South Pole. Most people assume that both are very much the same. What do you think?

Part 1

List all that you know or think you know about the Earth's two polar regions.

North Pole

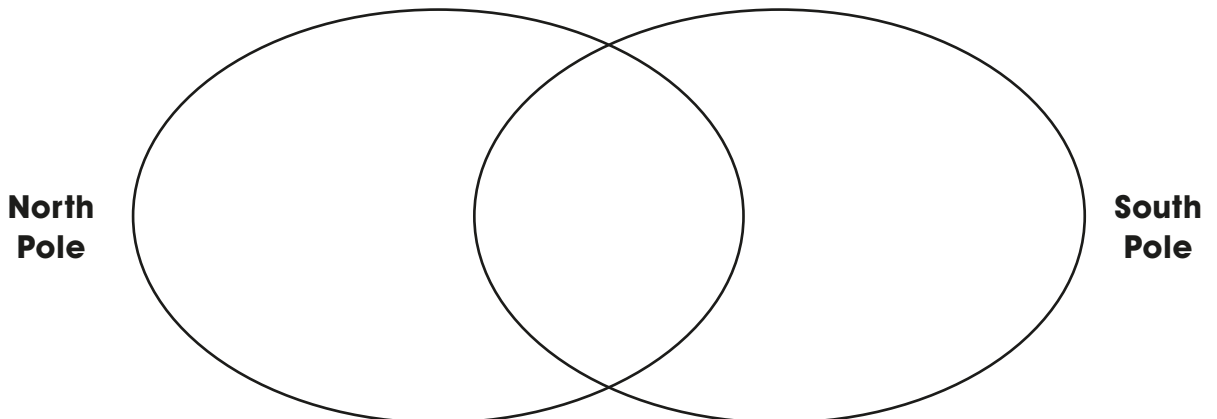
South Pole

Part 2

Research the two poles. Add any new information that you find to your lists. Write the new information you learn in a different color than your original facts. Cross out any information that is inaccurate in your original lists.

Part 3

List all of the information you have collected in a Venn diagram like the one below. Compare the two poles to find similarities and differences.



NAME: _____



Regions – Wildlife Research

Even though it is a cold, uninhabited place, Antarctica has a unique collection of creatures and plants living on the ice, the land, and in the seas surrounding it. Most people are familiar with penguins, whales, and seals, but there are many other fascinating creatures living in Antarctica.

Research FOUR different living creatures and plants of your choice that live on and around Antarctica. Complete an organizer like the one below to help you collect your facts.

Species:
Description:
Food:
Habitat:
Habits:

Species:
Description:
Food:
Habitat:
Habits:

Species:
Description:
Food:
Habitat:
Habits:

Species:
Description:
Food:
Habitat:
Habits:

Present your research in a booklet form, as a display on a piece of Bristol board, as a habitat diorama with models, or as a PowerPoint presentation.

NAME: _____



Human/Environment Interactions - Changes over Time

You have read how human actions affect our environment each day. We know that humans sometimes cause the extinction of a species by hunting it until it is gone, or by destroying its natural habitat. Many scientists believe that our actions are causing environmental issues such as global warming and damage to the ozone layer.

Think about the wildlife of Antarctica. While it is far away from most human cities and activities, it is still being greatly affected by our actions. Choose an ANTARCTIC SPECIES (i.e., blue whale, penguin, fur seal, etc.) and research its development over time. Ask this main question: Are our actions affecting it?

Use the organizer below to collect your important facts. When you are finished collecting your facts, **write a paragraph** for each of the areas you research, comparing the species in the past to where is at present, and discussing any changes you find. Present your facts in a booklet, as a chart, or a PowerPoint presentation.

PAST	Number	PRESENT
Habitat		

Continue this chart looking at **size, health and defects, food supply, and reproduction (number of babies)**. Also look for things that people are doing to help the species.

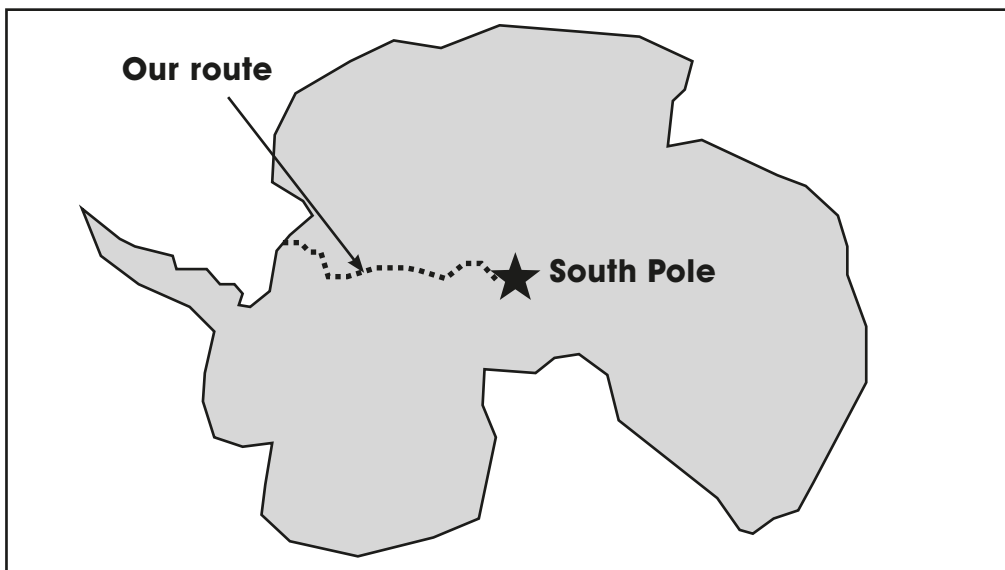
NAME: _____



Movement - Planning an Expedition

Pretend you are an Adventure Expedition Tour Guide who is planning an expedition to Antarctica and the South Pole. It will be a dangerous journey!

On a blank map of Antarctica, draw your chosen route. Here is an example of how it might look, although this is not an accurate drawing.



Think and Answer:

- How will you get there?
- How will you communicate with others?
- Which supplies must you bring?
- What kind of equipment will you need?
- Will your adventurers need any special training before traveling?
- Which special sites will you see or visit?
- What accommodations will you have?
- What kind of physical features will you pass through?

Create a TRAVEL LOG or DIARY for your imaginary journey. Use your answers to these questions as your entries in your log or diary. Illustrate your log or diary. Share it with your class. Happy travels!

NAME: _____



Antarctica – Tales of Exploration



Visit your school library and ask your librarian to help you find **STORIES** about explorers who braved cold, ice, hunger, and disease to find out about the coldest continent on Earth. Their stories are often tragic and sad, but they are always exciting and adventurous!

Complete a brief **BOOK SUMMARY** for each book or article you read by completing an organizer like the one below. Use one organizer for each book or article.

<p>Story Title & Author</p>	<p>Explorer</p>
<p>Details of the Adventures (Tragedy, Success, or Disappointment?)</p>	<p>Date of the Expedition(s)</p>



Publication Listing



SOCIAL STUDIES - Books	
ITEM #	TITLE
DAILY LIFE SKILLS SERIES	
CC5790	Daily Marketplace Skills Gr. 6-12
CC5791	Daily Social & Workplace Skills Gr. 6-12
CC5792	Daily Health & Hygiene Skills Gr. 6-12
CC5793	Daily Life Skills Big Book Gr. 6-12
21ST CENTURY SKILLS SERIES	
CC5794	Learning Problem Solving Gr. 3-8
CC5795	Learning Communication & Teamwork Gr. 3-8
CC5796	Learning Skills for Global Competency Gr. 3-8
CC5797	Learning to Learn Big Book Gr. 3-8
MAPPING SKILLS SERIES	
CC5786	Gr. PK-2 Mapping Skills with Google Earth
CC5787	Gr. 3-5 Mapping Skills with Google Earth
CC5788	Gr. 6-8 Mapping Skills with Google Earth
CC5789	Gr. PK-8 Mapping Skills with Google Earth Big Book
NORTH AMERICAN GOVERNMENTS SERIES	
CC5757	American Government Gr. 5-8
CC5758	Canadian Government Gr. 5-8
CC5759	Mexican Government Gr. 5-8
CC5760	Governments of North America Big Book Gr. 5-8
WORLD GOVERNMENTS SERIES	
CC5761	World Political Leaders Gr. 5-8
CC5762	World Electoral Processes Gr. 5-8
CC5763	Capitalism vs. Communism Gr. 5-8
CC5777	World Politics Big Book Gr. 5-8
WORLD CONFLICT SERIES	
CC5511	American Revolutionary War Gr. 5-8
CC5500	American Civil War Gr. 5-8
CC5512	American Wars Big Book Gr. 5-8
CC5501	World War I Gr. 5-8
CC5502	World War II Gr. 5-8
CC5503	World Wars I & II Big Book Gr. 5-8
CC5505	Korean War Gr. 5-8
CC5506	Vietnam War Gr. 5-8
CC5507	Korean & Vietnam Wars Big Book Gr. 5-8
CC5508	Persian Gulf War (1990-1991) Gr. 5-8
CC5509	Iraq War (2003-2010) Gr. 5-8
CC5510	Gulf Wars Big Book Gr. 5-8
WORLD CONTINENTS SERIES	
CC5750	North America Gr. 5-8
CC5751	South America Gr. 5-8
CC5768	The Americas Big Book Gr. 5-8
CC5752	Europe Gr. 5-8
CC5753	Africa Gr. 5-8
CC5754	Asia Gr. 5-8
CC5755	Australia Gr. 5-8
CC5756	Antarctica Gr. 5-8
WORLD CONNECTIONS SERIES	
CC5782	Culture, Society & Globalization Gr. 5-8
CC5783	Economy & Globalization Gr. 5-8
CC5784	Technology & Globalization Gr. 5-8
CC5785	Globalization Big Book Gr. 5-8

SOCIAL STUDIES - Software	
ITEM #	TITLE
MAPPING SKILLS SERIES	
CC7770	Gr. PK-2 Mapping Skills with Google Earth
CC7771	Gr. 3-5 Mapping Skills with Google Earth
CC7772	Gr. 6-8 Mapping Skills with Google Earth
CC7773	Gr. PK-8 Mapping Skills with Google Earth Big Box

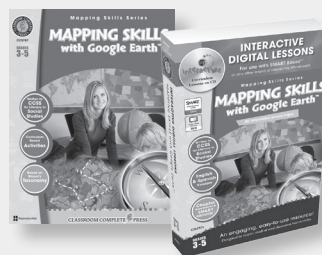
SCIENCE - Software	
SPACE AND BEYOND SERIES	
CC7557	Solar System Gr. 5-8
CC7558	Galaxies & the Universe Gr. 5-8
CC7559	Travel & Technology Gr. 5-8
CC7560	Space Big Box Gr. 5-8
HUMAN BODY SERIES	
CC7549	Cells, Skeletal & Muscular Systems Gr. 5-8
CC7550	Senses, Nervous & Respiratory Systems Gr. 5-8
CC7551	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC7552	Human Body Big Box Gr. 5-8
FORCE, MOTION & SIMPLE MACHINES SERIES	
CC7553	Force Gr. 3-8
CC7554	Motion Gr. 3-8
CC7555	Simple Machines Gr. 3-8
CC7556	Force, Motion & Simple Machines Big Box Gr. 3-8

ENVIRONMENTAL STUDIES - Software	
CLIMATE CHANGE SERIES	
CC7747	Global Warming: Causes Gr. 3-8
CC7748	Global Warming: Effects Gr. 3-8
CC7749	Global Warming: Reduction Gr. 3-8
CC7750	Global Warming Big Box Gr. 3-8

LANGUAGE ARTS - Software	
CC7112	Word Families - Short Vowels Gr. PK-2
CC7113	Word Families - Long Vowels Gr. PK-2
CC7114	Word Families - Vowels Big Box Gr. PK-2
CC7100	High Frequency Sight Words Gr. PK-2
CC7101	High Frequency Picture Words Gr. PK-2
CC7102	Sight & Picture Words Big Box Gr. PK-2
CC7104	How to Write a Paragraph Gr. 3-8
CC7105	How to Write a Book Report Gr. 3-8
CC7106	How to Write an Essay Gr. 3-8
CC7107	Master Writing Big Box Gr. 3-8
CC7108	Reading Comprehension Gr. 5-8
CC7109	Literary Devices Gr. 5-8
CC7110	Critical Thinking Gr. 5-8
CC7111	Master Reading Big Box Gr. 5-8

SCIENCE - Books	
ITEM #	TITLE
HANDS-ON STEAM SCIENCE SERIES	
CC4100	Physical Science Gr. 1-5
CC4101	Life Science Gr. 1-5
CC4102	Earth & Space Science Gr. 1-5
CC4103	Hands-On Science Big Book Gr. 1-5
ECOLOGY & THE ENVIRONMENT SERIES	
CC4500	Ecosystems Gr. 5-8
CC4501	Classification & Adaptation Gr. 5-8
CC4502	Cells Gr. 5-8
CC4503	Ecology & The Environment Big Book Gr. 5-8
MATTER & ENERGY SERIES	
CC4504	Properties of Matter Gr. 5-8
CC4505	Atoms, Molecules & Elements Gr. 5-8
CC4506	Energy Gr. 5-8
CC4507	The Nature of Matter Big Book Gr. 5-8
FORCE & MOTION SERIES	
CC4508	Force Gr. 5-8
CC4509	Motion Gr. 5-8
CC4510	Simple Machines Gr. 5-8
CC4511	Force, Motion & Simple Machines Big Book Gr. 5-8
SPACE & BEYOND SERIES	
CC4512	Solar System Gr. 5-8
CC4513	Galaxies & The Universe Gr. 5-8
CC4514	Travel & Technology Gr. 5-8
CC4515	Space Big Book Gr. 5-8
HUMAN BODY SERIES	
CC4516	Cells, Skeletal & Muscular Systems Gr. 5-8
CC4517	Senses, Nervous & Respiratory Systems Gr. 5-8
CC4518	Circulatory, Digestive & Reproductive Systems Gr. 5-8
CC4519	Human Body Big Book Gr. 5-8

ENVIRONMENTAL STUDIES - Books	
MANAGING OUR WASTE SERIES	
CC5764	Waste: At the Source Gr. 5-8
CC5765	Prevention, Recycling & Conservation Gr. 5-8
CC5766	Waste: The Global View Gr. 5-8
CC5767	Waste Management Big Book Gr. 5-8
CLIMATE CHANGE SERIES	
CC5769	Global Warming: Causes Gr. 5-8
CC5770	Global Warming: Effects Gr. 5-8
CC5771	Global Warming: Reduction Gr. 5-8
CC5772	Global Warming Big Book Gr. 5-8
GLOBAL WATER SERIES	
CC5773	Conservation: Fresh Water Resources Gr. 5-8
CC5774	Conservation: Ocean Water Resources Gr. 5-8
CC5775	Conservation: Waterway Habitat Resources Gr. 5-8
CC5776	Water Conservation Big Book Gr. 5-8
CARBON FOOTPRINT SERIES	
CC5778	Reducing Your Own Carbon Footprint Gr. 5-8
CC5779	Reducing Your School's Carbon Footprint Gr. 5-8
CC5780	Reducing Your Community's Carbon Footprint Gr. 5-8
CC5781	Carbon Footprint Big Book Gr. 5-8



LITERATURE KITS™ - Books

ITEM #	TITLE
GRADES 1-2	
CC2100	Curious George (H. A. Rey)
CC2101	Paper Bag Princess (Robert N. Munsch)
CC2102	Stone Soup (Marcia Brown)
CC2103	The Very Hungry Caterpillar (Eric Carle)
CC2104	Where the Wild Things Are (Maurice Sendak)
GRADES 3-4	
CC2300	Babe: The Gallant Pig (Dick King-Smith)
CC2301	Because of Winn-Dixie (Kate DiCamillo)
CC2302	The Tale of Despereaux (Kate DiCamillo)
CC2303	James and the Giant Peach (Roald Dahl)
CC2304	Ramona Quimby, Age 8 (Beverly Cleary)
CC2305	The Mouse and the Motorcycle (Beverly Cleary)
CC2306	Charlotte's Web (E.B. White)
CC2307	Owls in the Family (Farley Mowat)
CC2308	Sarah, Plain and Tall (Patricia MacLachlan)
CC2309	Matilda (Roald Dahl)
CC2310	Charlie & The Chocolate Factory (Roald Dahl)
CC2311	Frindle (Andrew Clements)
CC2312	M.C. Higgins, the Great (Virginia Hamilton)
CC2313	The Family Under The Bridge (N.S. Carlson)
CC2314	The Hundred Penny Box (Sharon Mathis)
CC2315	Cricket in Times Square (George Selden)
CC2316	Fantastic Mr Fox (Roald Dahl)
CC2317	The Hundred Dresses (Eleanor Estes)
CC2318	The War with Grandpa (Robert Kimmel Smith)
CC2320	The Chocolate Touch (Patrick Skene Catling)
GRADES 5-6	
CC2500	Black Beauty (Anna Sewell)
CC2501	Bridge to Terabithia (Katherine Paterson)
CC2502	Bud, Not Buddy (Christopher Paul Curtis)
CC2503	The Egypt Game (Zilpha Keatley Snyder)
CC2504	The Great Gilly Hopkins (Katherine Paterson)
CC2505	Holes (Louis Sachar)
CC2506	Number the Stars (Lois Lowry)
CC2507	The Sign of the Beaver (E.G. Speare)
CC2508	The Whipping Boy (Sid Fleischman)
CC2509	Island of the Blue Dolphins (Scott O'Dell)
CC2510	Underground to Canada (Barbara Smucker)
CC2511	Losers (Jerry Spinelli)
CC2512	The Higher Power of Lucky (Susan Patron)
CC2513	Kira-Kira (Cynthia Kadohata)
CC2514	Dear Mr. Henshaw (Beverly Cleary)
CC2515	The Summer of the Swans (Betsy Byars)
CC2516	Shiloh (Phyllis Reynolds Naylor)
CC2517	A Single Shard (Linda Sue Park)
CC2518	Hoot (Carl Hiaasen)
CC2519	Hatchet (Gary Paulsen)
CC2520	The Giver (Lois Lowry)
CC2521	The Graveyard Book (Neil Gaiman)
CC2522	The View From Saturday (E.L. Konigsburg)
CC2523	Hattie Big Sky (Kirby Larson)
CC2524	When You Reach Me (Rebecca Stead)
CC2525	Criss Cross (Lynne Rae Perkins)
CC2526	A Year Down Yonder (Richard Peck)
CC2527	Maniac Magee (Jerry Spinelli)

LITERATURE KITS™ - Books

ITEM #	TITLE
CC2528	From the Mixed-Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)
CC2529	Sing Down the Moon (Scott O'Dell)
CC2530	The Phantom Tollbooth (Norton Juster)
CC2531	Gregor the Overlander (Suzanne Collins)
CC2532	Through the Looking-Glass (Lewis Carroll)
CC2533	Wonder (R.J. Palacio)
CC2534	Freak the Mighty (Rodman Philbrick)
CC2535	Tuck Everlasting (Natalie Babbitt)
GRADES 7-8	
CC2700	Cheaper by the Dozen (Frank B. Gilbreth)
CC2701	The Miracle Worker (William Gibson)
CC2702	The Red Pony (John Steinbeck)
CC2703	Treasure Island (Robert Louis Stevenson)
CC2704	Romeo & Juliet (William Shakespeare)
CC2705	Crispin: The Cross of Lead (Avi)
CC2706	Call It Courage (Armstrong Sperry)
CC2707	The Boy in the Striped Pajamas (John Boyne)
CC2708	The Westing Game (Ellen Raskin)
CC2709	The Cay (Theodore Taylor)
CC2710	The Hunger Games (Suzanne Collins)
CC2712	The Pearl (John Steinbeck)
GRADES 9-12	
CC2001	To Kill A Mockingbird (Harper Lee)
CC2002	Angela's Ashes (Frank McCourt)
CC2003	The Grapes of Wrath (John Steinbeck)
CC2004	The Good Earth (Pearl S. Buck)
CC2005	The Road (Cormac McCarthy)
CC2006	The Old Man and the Sea (Ernest Hemingway)
CC2007	Lord of the Flies (William Golding)
CC2008	The Color Purple (Alice Walker)
CC2009	The Outsiders (S.E. Hinton)
CC2010	Hamlet (William Shakespeare)
CC2011	The Great Gatsby (F. Scott Fitzgerald)
CC2012	The Adventures of Huckleberry Finn (Mark Twain)
CC2013	Macbeth (William Shakespeare)
CC2014	Fahrenheit 451 (Ray Bradbury)
CC2015	The Crucible (Arthur Miller)
CC2016	Of Mice and Men (John Steinbeck)
CC2017	Divergent (Veronica Roth)

LANGUAGE ARTS - Books

CC1110	Word Families - Short Vowels Gr. K-1
CC1111	Word Families - Long Vowels Gr. K-1
CC1112	Word Families - Vowels Big Book Gr. K-1
CC1113	High Frequency Sight Words Gr. K-1
CC1114	High Frequency Picture Words Gr. K-1
CC1115	Sight & Picture Words Big Book Gr. K-1
CC1100	How to Write a Paragraph Gr. 5-8
CC1101	How to Write a Book Report Gr. 5-8
CC1102	How to Write an Essay Gr. 5-8
CC1103	Master Writing Big Book Gr. 5-8
CC1116	Reading Comprehension Gr. 5-8
CC1117	Literary Devices Gr. 5-8
CC1118	Critical Thinking Gr. 5-8
CC1119	Master Reading Big Book Gr. 5-8
CC1106	Reading Response Forms: Gr. 1-2
CC1107	Reading Response Forms: Gr. 3-4
CC1108	Reading Response Forms: Gr. 5-6
CC1109	Reading Response Forms Big Book: Gr. 1-6

MATHEMATICS - Software

ITEM #	TITLE
PRINCIPLES & STANDARDS OF MATH SERIES	
CC7315	Gr. PK-2 Five Strands of Math Big Box
CC7316	Gr. 3-5 Five Strands of Math Big Box
CC7317	Gr. 6-8 Five Strands of Math Big Box

MATHEMATICS - Books

TASK SHEETS	
CC3100	Gr. PK-2 Number & Operations Task Sheets
CC3101	Gr. PK-2 Algebra Task Sheets
CC3102	Gr. PK-2 Geometry Task Sheets
CC3103	Gr. PK-2 Measurement Task Sheets
CC3104	Gr. PK-2 Data Analysis & Probability Task Sheets
CC3105	Gr. PK-2 Five Strands of Math Big Book Task Sheets
CC3106	Gr. 3-5 Number & Operations Task Sheets
CC3107	Gr. 3-5 Algebra Task Sheets
CC3108	Gr. 3-5 Geometry Task Sheets
CC3109	Gr. 3-5 Measurement Task Sheets
CC3110	Gr. 3-5 Data Analysis & Probability Task Sheets
CC3111	Gr. 3-5 Five Strands of Math Big Book Task Sheets
CC3112	Gr. 6-8 Number & Operations Task Sheets
CC3113	Gr. 6-8 Algebra Task Sheets
CC3114	Gr. 6-8 Geometry Task Sheets
CC3115	Gr. 6-8 Measurement Task Sheets
CC3116	Gr. 6-8 Data Analysis & Probability Task Sheets
CC3117	Gr. 6-8 Five Strands of Math Big Book Task Sheets

DRILL SHEETS	
CC3200	Gr. PK-2 Number & Operations Drill Sheets
CC3201	Gr. PK-2 Algebra Drill Sheets
CC3202	Gr. PK-2 Geometry Drill Sheets
CC3203	Gr. PK-2 Measurement Drill Sheets
CC3204	Gr. PK-2 Data Analysis & Probability Drill Sheets
CC3205	Gr. PK-2 Five Strands of Math Big Book Drill Sheets
CC3206	Gr. 3-5 Number & Operations Drill Sheets
CC3207	Gr. 3-5 Algebra Drill Sheets
CC3208	Gr. 3-5 Geometry Drill Sheets
CC3209	Gr. 3-5 Measurement Drill Sheets
CC3210	Gr. 3-5 Data Analysis & Probability Drill Sheets
CC3211	Gr. 3-5 Five Strands of Math Big Book Drill Sheets
CC3212	Gr. 6-8 Number & Operations Drill Sheets
CC3213	Gr. 6-8 Algebra Drill Sheets
CC3214	Gr. 6-8 Geometry Drill Sheets
CC3215	Gr. 6-8 Measurement Drill Sheets
CC3216	Gr. 6-8 Data Analysis & Probability Drill Sheets
CC3217	Gr. 6-8 Five Strands of Math Big Book Drill Sheets

TASK & DRILL SHEETS	
CC3300	Gr. PK-2 Number & Operations Task & Drill Sheets
CC3301	Gr. PK-2 Algebra Task & Drill Sheets
CC3302	Gr. PK-2 Geometry Task & Drill Sheets
CC3303	Gr. PK-2 Measurement Task & Drill Sheets
CC3304	Gr. PK-2 Data Analysis & Probability Task & Drills
CC3306	Gr. 3-5 Number & Operations Task & Drill Sheets
CC3307	Gr. 3-5 Algebra Task & Drill Sheets
CC3308	Gr. 3-5 Geometry Task & Drill Sheets
CC3309	Gr. 3-5 Measurement Task & Drill Sheets
CC3310	Gr. 3-5 Data Analysis & Probability Task & Drills
CC3312	Gr. 6-8 Number & Operations Task & Drill Sheets
CC3313	Gr. 6-8 Algebra Task & Drill Sheets
CC3314	Gr. 6-8 Geometry Task & Drill Sheets
CC3315	Gr. 6-8 Measurement Task & Drill Sheets
CC3316	Gr. 6-8 Data Analysis & Probability Task & Drills