



# The Earth

by Trent Johnson

## Overview

*Use this book to introduce children to simple landforms and bodies of water.*

### Literacy Focus *Word Count: 112 words*

**High Frequency Words**  
*called, is, of, some, that, the, this*

**Content Words**  
*Earth, land, water, plain, mountain, island, lake, streams, river*

**Decoding Skills**

- **Short Vowel Sounds:** a, i (land, flat, hilly, rivers)
- **Consonant Blends:** fl, pl (flows, flat, plain)

• **Initial Consonants:** l, h, s (lake, land, high, hilly, surrounded, some)

**Comprehension/Thinking Skills**

- Using illustrations

**Text Features**

- Bold-faced type
- Labels
- Index
- Picture glossary

**Writing/Speaking and Listening**

- Labeling features of the Earth's surface
- Sharing information about the Earth
- Asking questions about land and water on Earth

**Observe/Assess**

See Using Graphic Organizers in the Assessment Handbook.

### Social Studies Focus

**Content and Thinking Skills**

- Understanding that the surface of the Earth is divided into land and water
- Learning that landforms on the Earth include plains, mountains, and islands
- Learning that water on the Earth includes lakes, streams, and rivers

**Background Information**

Landforms are often the result of natural changes on and within the Earth. Some changes occur gradually as wind, water, and changing temperatures wear away rock and soil. Other changes, such as volcanic eruptions and earthquakes, are quite dramatic. Many islands have been formed as the result of volcanic eruptions.

Over two-thirds of the Earth is covered by water, but less than 0.02 percent is fresh water in lakes and streams.

**Correlation to National Standards**

**Social Studies**

- People, Places, and Environments

See Standards Chart on page 206.

## Literacy Focus

### Set the Scene

Ask children to share what they know about the kinds of land and water on the Earth. Have they seen a lake or a mountain? Record their ideas on a chart headed *The Earth—What We Already Know*.

### Read and Discuss

#### Cover and Title Page

Introduce the book. Read the title and the author's name. Look at the cover picture and ask children what they think the book will be about. Ask whether they have any questions about the Earth. Record these for follow-up after reading.

#### Pages 2-14

Before reading each page, focus on the photograph and ask:

*What do you see?*

*What is it called? Find the word that tells us its name.*

Have children read the text, assisting as needed. Point out the labels *water* and *land* on page 3.

#### Page 15

Ask children to read each of the labels. Talk about experiences children may have had with these places.

#### Page 16

Introduce the term *index*. Read through the items in the index, and find some of the entries on the page numbers indicated.

### Respond

- Refer back to the chart *The Earth—What We Already Know* and to the children's questions recorded during the book introduction. Ask:

*What do we know now?*

Add these responses to the chart. Review the questions

and check to see whether any of these were answered during the reading.



#### Decoding

Activity Master, page 152

Have children use their books to complete the Activity Master, page 152. You may want to review how to write words in alphabetical order.



#### Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

## Social Studies Focus

### Social Studies Concept

The surface of the Earth is made up of water and land, including plains, mountains, islands, oceans, lakes, and rivers.

### Activities

#### Landforms

Make a chart with two categories: *Land* and *Water*. Make a list of the landforms children can recall from the text. Have children name bodies of water to add to the chart. You

may want to use geography books as references to help children identify landforms.

#### Unanswered Questions

Refer to any unanswered questions from the reading of the text. Help the children find answers to these by sharing other books or information sources.

#### Spotting Landforms

Look at a globe and maps and encourage children to identify the landforms.

#### Mural

Children could work together to draw a mural showing major landforms. Label each landform.



#### Landform Names

Activity Master, page 153

Have children reread the book before completing the Activity Master, page 153.

Name \_\_\_\_\_

## The Earth

Follow the directions. Use your book to find the words.

1. Find two words that have the same vowel sound as *hat*.

\_\_\_\_\_

2. Find two words that begin with *h*.

\_\_\_\_\_

3. Find two words that begin with *s*.

\_\_\_\_\_

4. Find two words that begin with *fl*.

\_\_\_\_\_

5. Write these words in ABC order.

mountains \_\_\_\_\_

islands \_\_\_\_\_

rivers \_\_\_\_\_

lakes \_\_\_\_\_

plains \_\_\_\_\_

Earth \_\_\_\_\_

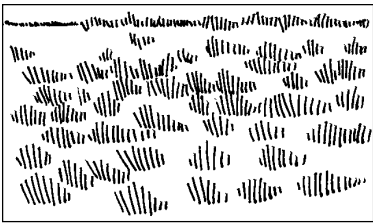
Name \_\_\_\_\_

# The Earth

Use a word from the Word Bank to complete each sentence.

## Word Bank

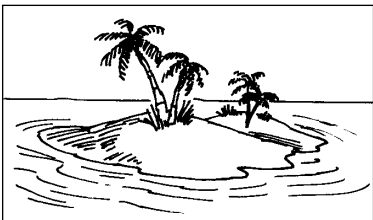
mountain      plain      river      island      lake



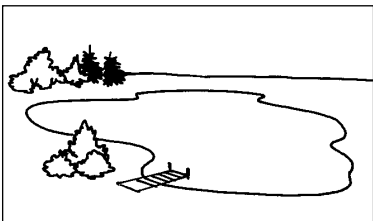
This is called a \_\_\_\_\_ .



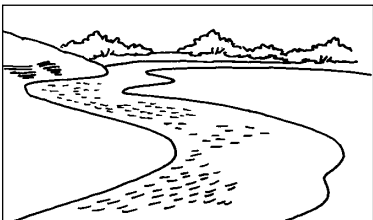
This is called a \_\_\_\_\_ .



This is called an \_\_\_\_\_ .



This is called a \_\_\_\_\_ .



This is called a \_\_\_\_\_ .