

ONEBOOKAZ 2009 for Kids

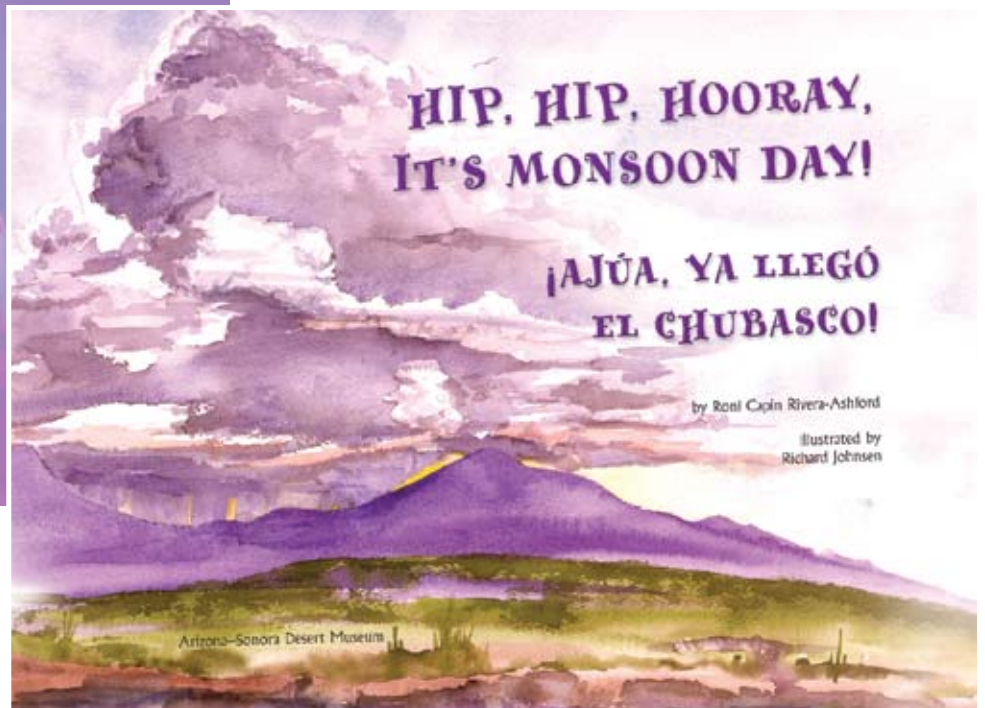
A LESSON PLAN FOR 1st & 2nd GRADE

MAPPING THE MONSOON

*“Read and write everyday....Hip, hip, hooray!
Lee y escribe cada día....¡Ajúa!”*

*– Roni Capin
Rivera-Ashford*

**Hip, Hip Hooray,
It’s Monsoon Day!**
by Roni Capin Rivera-Ashford



ONEBOOKAZ
For Kids

ARIZONA
GEOGRAPHIC ALLIANCE

PROVIDING
*Preserving
Arizona*
ACCESS

Arizona State Library,
Archives and Public Records

MAPPING THE MONSOON

Students will learn about the monsoon using *Hip, Hip Hooray, It's Monsoon Day!*. They then will learn how to interpret different maps and will use introductory geography skills to see where they will find similar Arizona monsoon weather around the world.

Author: Karen Guerrero
Grade Level: 1st-2nd Grade
Duration: 2 class periods

NATIONAL GEOGRAPHY STANDARDS

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

ARIZONA GEOGRAPHY STANDARDS

Concept 1: The World in Spatial Terms

PO 1. Recognize different types of maps (e.g., political, physical) serve various purposes.

Concept 3: Physical Systems Science Strand 6, Concept 3

Understand characteristics of weather patterns and how they affect daily activities

OTHER STANDARDS

READING

Grade 1

Strand 1: Reading Process

Concept 6: Comprehension Strategies

PO 2. Relate information and events in a reading selection to life experiences and life experiences to the text.

Grade 2

Strand 1: Reading Process

Concept 6: Comprehension Strategies

PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.

WRITING

Grade 1

Strand 1: Writing Process

Concept 1: Prewriting

PO 2. Draw a picture or storyboard about ideas generated.

PO 3. Organize ideas using simple webs, maps or lists.

Strand 3: Writing Applications

PO 2. Participate in writing simple poetry, rhymes, songs or chants.

Grade 2

Strand 1: Writing Process

Concept 1: Prewriting

PO 1. Generate ideas through prewriting activities.

Strand 3: Writing Applications

PO 2. Write simple poetry, rhymes, or chants.

OVERVIEW

A seasonal wind change (called “monsoon” in Arizona) occurs around the world. Arizona children see this occur in the months of June, July, August, and September. By using students’ knowledge of an Arizona monsoon, they can begin to understand this weather phenomenon.

PURPOSE

In this lesson students will gain a better understanding of a monsoon and Arizona weather. They will look at world maps to see how seasonal wind changes happen all over the world, layering the transparencies to learn how information can be compared using maps.

MATERIALS

- *Hip, Hip, Hooray, It’s Monsoon Day!* by Roni Capin Rivera-Ashford
- Transparency maps of monsoon weather
- Watercolor paints and paper
- Various kinds of world maps

OBJECTIVES

The student will be able to:

1. Use maps to acquire, process and report information.
2. Analyze maps by layering transparencies, comparing and contrasting information gathered.
3. Understand characteristics of weather patterns and how they affect us.
4. Relate information from literature to one’s own experiences.
5. Draw a storyboard/picture about ideas generated for a monsoon poem.
6. Organize ideas using maps
7. Ask and answer questions while interpreting data from maps.

PROCEDURES

SESSION ONE

1. Ask the students if they know what a monsoon is. Explain that the monsoon is the seasonal wind change that brings storms to Arizona in the summer months. Have students give descriptions of what monsoon weather looks, sounds, and feels like. Write these on the whiteboard under “Monsoon.” If students are from another location that experiences other kinds of weather have them share those experiences in another column on the whiteboard. Have the students copy the “monsoon” prewriting list on their own paper.
2. Read *Hip, Hip, Hooray, It’s Monsoon Day!* Discuss throughout the book monsoon weather and the watercolor illustrations. Discuss how people adapt to the weather conditions. Add descriptive words to the list on the whiteboard. Students should add these words to their own paper.
3. Have the students watercolor a backdrop on a piece of paper. They can mix colors and refer to the pictures from the book, trying to paint what a monsoon looks like in their mind. Leave to dry overnight.

SESSION TWO

1. Discuss the words on the board. Discuss additional information they have gathered about the monsoon from the book and their peers. Bring out the transparency maps. Together, layer the maps, comparing similar locations between Arizona and the world, monsoon weather in the US and the world, and locations where people celebrate San Juan's Day compared to the monsoon maps. Encourage students to ask questions and answer each other's questions.
2. Add additional terms to the board about the monsoon. Students should add these words to their own paper.
3. Write the terms they know about a monsoon on their watercolor artwork in permanent marker. Encourage creative ways to display their prewriting.
4. Take the terms brainstormed during the prewriting and write poems about the monsoon. Use this format:

On A Monsoon Day

By _____

I see _____ .

I hear _____ .

I feel _____ .

I also _____ .

When a monsoon comes, I _____ .

5. Share in groups their work, reviewing their knowledge of monsoons.

ASSESSMENT

Students will be assessed on reading comprehension and prewriting. Students should have at least 10 items on their own paper that were brainstormed during the class discussions.

Students will be assessed on their geography skills by correctly interpreting data and asking/answering questions about the maps. Informal assessment can be used with a check on the attendance sheet for those making a correct comment on the maps.

The poem can be graded for ideas and content. Plausible statements for 4 of the 5 lines will be considered mastery.

EXTENSIONS

- Publish the prewriting activities on a learning-bulletin board about Arizona weather.
- Read another book about tornadoes and create additional transparency world maps to compare and contrast different types of weather experiences.
- Learn about San Juan's Day and hold a celebration.
- Learn about desert animals and construct an Arizona habitat map.

SOURCES

Maps created by AZGA.

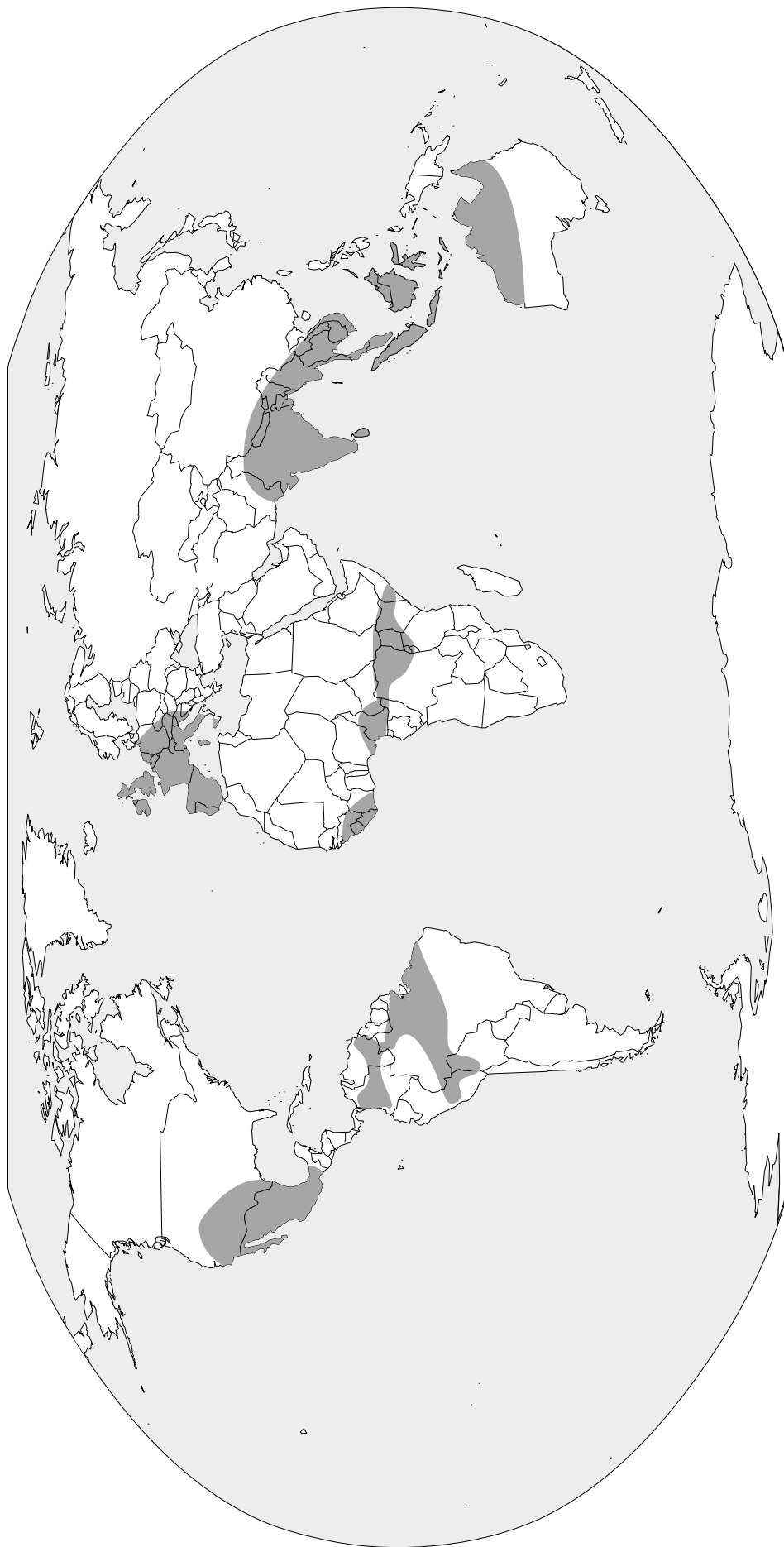
Monsoon and San Juan's Day



Courtesy: Arizona Geographic Alliance <http://alliance.la.asu.edu/azga>
School of Geographical Sciences, Arizona State University
Becky L. Eden
Arizona_Monsoon.PDF09

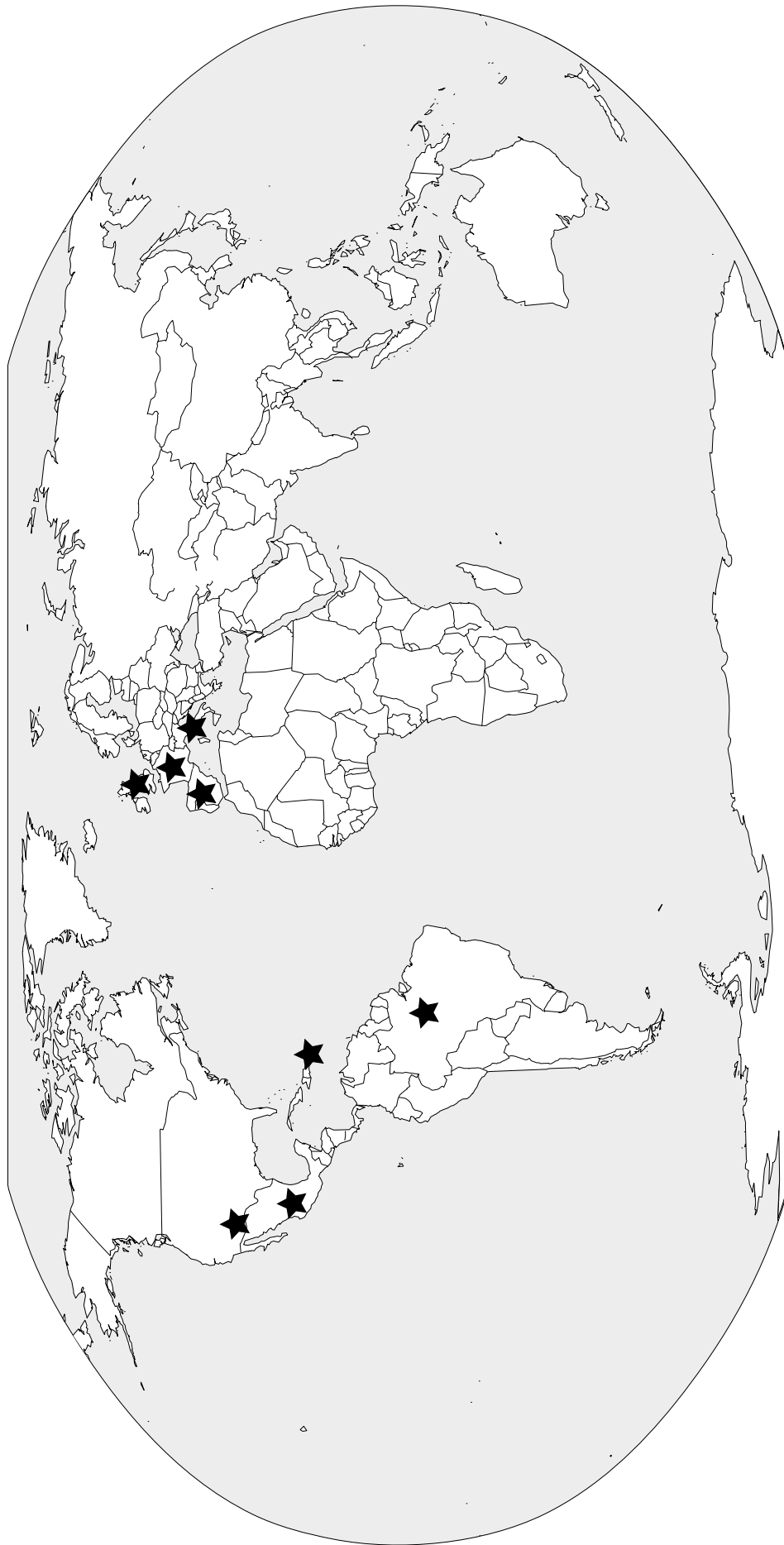


Monsoon and San Juan's Day



Approximate monsoon locations

Monsoon and San Juan's Day



★ San Juan's Day Celebration