Unit 7: On the Move!

**Book Title:** This Land Is Your Land  
**Author:** Woody Guthrie  
**Common Core Correlations:** RI  
**Subtheme Correlation:** Social Studies

**Read 1 Objective:** The student will be able to ask and answer questions about key details in a text by reading and discussing This Land Is Your Land. RI 1

**Suggested Vocabulary:** land, valley, forest, waters, deserts, wheat fields, highway

**Conversation Starter:** “A valley is where the ground is low and has higher ground around it. It’s the part in between two mountains. A forest is where the ground is covered with trees. Waters refers to streams or lakes or the sea. In this book we will read about valleys, forests, waters and many other places. The land means the ground. What do you know about our land?” Teacher can also draw or have pictures of each of these places to show students and keep visible during the reading of the book.

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<th>Open-Ended Question(s):</th>
<th>Possible Teacher-Scaffolding Response</th>
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| Describe what is happening in the book. What is the book about? | **Possible Child Response:** “What somebody sees when he walks around.”  
  - How do you know that? What words in the book help us to figure this out?  
  - Describe the different kinds of things the author sees.  
  **Possible Child Response:** “It has pretty pictures.”  
  - Why do you think the illustrator put pretty pictures in this book?  
  - What do the words in this book tell you? |

**Turn and Talk:** The words “This land is your land, this land is my land. This land was made for you and me.” is said many times in this book. What do you think the author is talking about when he says these words? Turn and talk to your partner about what you think the author means when he says, “This land is your land, this land is my land. This land was made for you and me.”

**Follow-Up Activity:** “This Land Is Your Land Parade”  
**Materials:** Musical Instruments  
**Procedure:** Teach students the song “This Land Is Your Land.” Students play musical instruments as they sing ”This land…” and parade around the classroom (school, school yard).

**Read 2 Objective:** The student will be able to determine word meaning by using the text and illustrations to ask and answer questions about unknown words. RI.4

**Suggested Vocabulary:** land, valley, forest, waters, deserts, wheat fields, highway

**Conversation Starter:** “The first time we read this book, we discussed characteristics of our land, like valleys, forests and waters. We also discussed why the author repeated the words, “This land is your land, this land is my land. This land was made for you and me.” This time we will learn about other characteristics of our land by using the illustrations to help us understand what the words mean. What do you know about deserts? wheat fields? highways?

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| How do the illustrations help us learn about words we don’t know? | **Possible Child Response:** “We can see them next to the words.”  
  - What do you see when you look at the illustrations?  
  - What would you do if there were no illustrations?  
  **Possible Child Response:** “The pictures show us what the words mean.”  
  - How do you know that? Why does the author want the pictures to match the words?  
  - What else do the pictures show us? |

**Turn and Talk:** Look at the illustration of the wheat fields. What do you see? Turn and talk to your partner about what you see in the illustration and how it helps you learn about a wheat field.
**Follow-Up Activity:** This Land Is Your Land  
**Materials:** paper, crayons, vocabulary words  
**Procedure:** Students illustrate their favorite part of the book and write a sentence to match. Encourage use of newly learned vocabulary terms in sentences (such as valley, waters, wheat fields, highways, etc).

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