

# Continent Box



**Contents:**

37-piece continent box:

- wooden box with printed lid
- 7 wooden plates with printed continent
- 7 control plates printed on both sides
- 21 wooden animals
- globe with continents in colour

With the contents of the continent box, children can playfully familiarise themselves with the continents and individual animals typical of the continents. Continents and animals can be identified, labelled and assigned. For each continent, there is a continent plate printed on one side and a corresponding control plate with the animals of the respective continent and the name of the continent in German, English and French. On the lid of the continent box is a world map adapted to the simplified outlines of the respective continents. The enclosed globe provides an overview of the location of the continents. The shapes of the continents on the plates can be felt thanks to a special paint finish. The continent plate with Antarctica is printed on both sides. On one side, it corresponds to the representation on the globe, on the other side to the world map. This makes it possible to explore the two- and three-dimensional representation of the continents. The children can clearly assign the continents using the shapes on the plates and the control plates. Three wooden animals, printed on one side, can be assigned to each continent. This opens up further play possibilities by placing the animals face down on the table so that they can be named and assigned to the respective continent after being turned over.

Note: The representations of the continents have been chosen to correspond to the highly simplified representations of the continents on the enclosed globe. The classification of the animals is mainly based on the frequency of their occurrence (e.g. the moose, which can also be found in Europe, but is more common in North America).

**Core learning objectives:**

- first familiarisation with the continents
- acquisition of geographical knowledge
- exploration of the shapes of the continents and the north-south orientation
- comparison of appearance, sizes and arrangement on the globe and world map
- familiarisation with various animals and their assignment to the continents

**Extended learning objectives:**

- encourage further in-depth exploration of the continents and animals
- relate their own experiences
- assign other animals to the continents
- assign rivers, mountains, cities and places of interest to the continents and create fact sheets
- familiarise themselves with climatic, vegetative and cultural diversity

**Copy templates**

Depending on their level of ability, the children can assign the animal names from the copy templates (p. 6/7) to the continents or animals. These can also be used for memo or quartet games. Add your own pictures and words or let the children draw their own pictures or write their own words. In this way, other animals or other suitable materials can be added. Using the worksheets on pages 10 to 14, the children can create profiles of individual continents and animals and work on further tasks. The children can record their knowledge and consolidate further content. They can use the continent puzzle to consolidate their acquired knowledge and work on further tasks. The solution sheet on page 16 allows for self-monitoring. Decide which further content should be worked on depending on the children's level of development and performance. Use the copy templates on pages 8/9 with the most important facts such as the longest rivers, the highest mountains or the largest cities and have the children assign them to the continents.

**Preparation**

Print the copy templates, cut them out and laminate them if necessary. Use coloured copy paper. You can provide suitable objects and additional material. If necessary, label, cut out and laminate your own signs.

**Possible procedure for introduction**

Decide how to introduce the animals and continents depending on the children's level of development and previous knowledge. As an introduction for younger children, only the animals of one continent are offered at the beginning. The animals are identified and named. Encourage the children to share their experiences and knowledge (which animals do they know, where have they seen them before?). If the children can already read, the correct animal names from the copy templates (p. 6/7) can be assigned to consolidate this. (Possibly work according to the Montessori 3-period lesson model.)

The animals are then categorised geographically and assigned to the corresponding continent and the home continent is searched for on the globe. The children can deepen and consolidate their knowledge through various play and learning activities.

For older children, several animals from different continents can be offered with the aim of being able to match all the animals in the continent box. The children can use the illustrations on the control panels to match all three wooden animals to the corresponding continent panel.

In a further step, the children put the wooden animals together to form a continent from all the animals, sort the correct continent name and check their result with the back of the control plate.

**Suggestions for your lessons**

- Which animals do the children know? Which animals belong to which continents? Research other animals. Create animal profiles. Draw and model animals and write texts.
- Continents – recognising, identifying, naming (vocabulary work). If the child can already read, the names of the continents can be assigned. (Possibly work according to the Montessori 3-period lesson model.)
- Compare the shapes of the different continents. Comparison with the globe, allocation to the world map. Draw or model the shapes of the continents.
- Sort the continents by size.
- Encourage the children to describe the senses and emotions that the continents represent or what associations the children have. For example: What do you think you can smell in Australia? What do you hear in North America? What can you see in South America? What do you think of? What do you know?
- What are the highest mountains, longest rivers, largest cities? Create a fact sheet for each continent.
- Work out other typical continental features with the children, such as climate, seasons, different living cultures, vegetation and agricultural products, mineral resources or the different time zones.

### Who am I?

The wooden animals are clearly visible to everyone in the centre of the table.

One child describes an animal using specific characteristics. The other children have to guess which animal is meant.

Alternatively, one child can pantomime an animal. The others guess the correct animal as quickly as possible and try to grab it.

Variation: You can only keep the animal if you can name the continent of origin of the animal.

### Music stop

The children spread out around the room. Each continent is allocated a place in the room (e.g. cupboard = Asia, table = Africa ...) or you distribute cloths according to the colours on the globe. Each child holds an animal figure in their hand. The children walk around the room to the music and swap the animals. When the music stops, all the children quickly run to the continent of the animal they are currently holding. Then they all walk around the room again and swap animals again.

Variation: At the stop, each child moves towards the corresponding continent like the corresponding animal.

### Thunderstorm

The children sit in a circle. Each child is assigned an animal (wooden animals or suitable picture material). Further animal species are added according to the number of children. One child stands in the centre and names one or more continents. The children whose animal is native to the continent named change places. The child in the centre also tries to get a place. In a "thunderstorm", all the children swap places.

Variation: In order to better memorise the animal names of a single continent, the game is only played with these animals. Several children belong to the same animal group. To swap places, the corresponding animal names are called out. During a "thunderstorm", all children swap places again.

### I'm packing my suitcase

Play some variations of the well-known game with the children:

"I'm packing my suitcase for Australia and I'm taking ..."

"I'm travelling to Africa and I see ..."

"I'm travelling to North America and I smell ..."

### Feel animals

All the animals or a certain selection are placed in a bag. Now the game is played in turn. The first child tries to feel and name an animal based on its shape and size. If it guesses correctly, it gets to keep the animal.

### Guess animals

The 21 wooden animals are placed face down on the table. Each child receives one of the continent tiles. Now the game is played in turn. The first child tries to find one of their animals based on its shape. If they uncover one of their animals, they name the animal and can place it on their continent. If the animal does not belong on their continent, they turn the animal over again and it is the next child's turn. The game continues until every child has their animals.

### Sort

The continent plates are distributed on the table. The animals are randomly distributed on the continents. The first child starts and swaps two animals with each other so that one or both animals are on their correct continents. The game continues until everyone has found their correct place.

### Which animal is missing? Which continent is missing?

The animals are mixed up in the centre of the table. One child leaves the room. An animal is removed. The child is called in and has to name which animal is missing. The game is easier if the animals are arranged on their continents, as it is easier to recognise where an animal is missing. This animal must be named.

Variation: Play the game with the continent tiles. The child must name the stolen continent.

### Travelling around the world

The lid of the box is used as a playing field. Each child has a playing piece and places it on a continent of their choice. Prepare several cards with the continent names. One after the other, the children draw a card from the face-down pile and have to move their figure to the respective continent. They can keep the card. The first player to have travelled to all the continents is the winner.

Variation: Prepare cards with quiz questions that the children have to answer before they can place their figure. The respective answers for the quiz cards contain a continent, e.g.: Where do kangaroos live? Which is the smallest continent? Where does the Nile run? On which continent do the fewest people live? Which continent has the most countries? ...

### Learning stations

A continent is worked on at each station, so that there are 7 stations to work on.

Materials at each station: continent plate, control plate, the 3 corresponding animals

Further material suggestions: plasticine, compass, pens, paper, possibly copy templates, atlas, books, texts

Possible activities:

- Knead the shape of the continent. If necessary, laminate a template of the continent on which the children can compare their modelling shape directly.
- Trace the continent.
- Mark the respective continent in colour on a blank world map.
- Find out more about the continent from books, maps, photos or videos and create a fact sheet. The children find out about geographical features such as the longest river, highest mountain, longest mountain range, largest city, climate zones, predominant flora, fruit and vegetable cultivation, important buildings and sights.

Further ideas:

- Continent puzzle: The children cut out the puzzle pieces and arrange them to form a Europe-centred world map. Alternatively, have the children arrange world maps centred on the continent that is being worked on at the respective station.
- Assign further animals to the respective continent, work out animal profiles, draw animals, knead them or design them with other materials.
- Prepare various quiz questions about the continents. These are answered at each station or at the end of the lesson.

**meerkat**

**tiger**

**hedgehog**

**polar bear**

**lion**

**panda**

**fox**

**bald eagle**

**zebra**

**Indian  
elephant**

**red deer**

**moose**

**Africa**

**Asia**

**Europe**

**North  
America**

**penguin**

**seal**

**humpback  
whale**

**Antarctica**

**platypus**

**kangaroo**

**koala**

**Australia**

**alpaca**

**toucan**

**sloth**

**South  
America**

longest rivers – highest mountains – mountain ranges – largest cities – special features – buildings

|                          |                                 |
|--------------------------|---------------------------------|
|                          | <b>Mackenzie</b>                |
| <b>Mississippi</b>       | <b>Mexiko City</b>              |
| <b>Denali</b>            | <b>New York</b>                 |
| <b>Statue of Liberty</b> | <b>Rocky Mountains</b>          |
| <b>Amazon</b>            | <b>Grand Canyon</b>             |
| <b>Aconcagua</b>         | <b>São Paulo</b>                |
| <b>Galápagos Islands</b> | <b>Andes</b>                    |
| <b>Volga</b>             | <b>Sugarloaf Mountain</b>       |
| <b>Danube</b>            | <b>Moscow</b>                   |
| <b>Alps</b>              | <b>Mont Blanc</b>               |
| <b>Mount Vinson</b>      | <b>Eiffel Tower</b>             |
| <b>Atlas</b>             | <b>Transantarctic Mountains</b> |



longest rivers – highest mountains – mountain ranges – largest cities – special features – buildings

|                             |                            |
|-----------------------------|----------------------------|
| <b>Nile</b>                 | <b>Kinshasa</b>            |
| <b>Cairo</b>                | <b>Kilimanjaro</b>         |
| <b>Kibo</b>                 | <b>Sahara</b>              |
| <b>Victoria Falls</b>       | <b>Melbourne</b>           |
| <b>Darling River</b>        | <b>Mount Kosciuszko</b>    |
| <b>Sydney</b>               | <b>Great Barrier Reef</b>  |
| <b>Great Dividing Range</b> | <b>Uluru / Ayers Rock</b>  |
| <b>Ob</b>                   | <b>Tokyo</b>               |
| <b>Yangtze River</b>        | <b>Delhi</b>               |
| <b>Mount Everest</b>        | <b>Himalayas-Karakoram</b> |
| <b>Great Wall of China</b>  | <b>Taj Mahal</b>           |
|                             |                            |

Continent: \_\_\_\_\_

Size: \_\_\_\_\_ Largest country: \_\_\_\_\_

Number of residents: \_\_\_\_\_ Largest city: \_\_\_\_\_

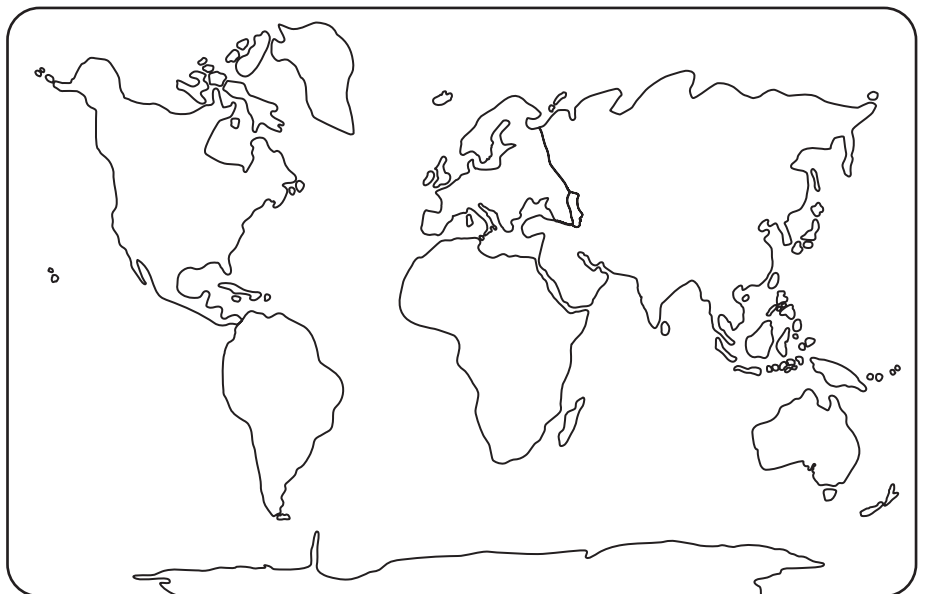
Number of countries: \_\_\_\_\_ Longest river: \_\_\_\_\_

Neighbouring oceans: \_\_\_\_\_ Highest mountain: \_\_\_\_\_

\_\_\_\_\_



Colour in the continent.



What is special about this continent? Draw or write.

# My trip to ...

Name: \_\_\_\_\_

1. What do you need on your journey? Write or draw in the suitcase.



2. What are you most looking forward to on your trip? Describe.

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# Writing postcards

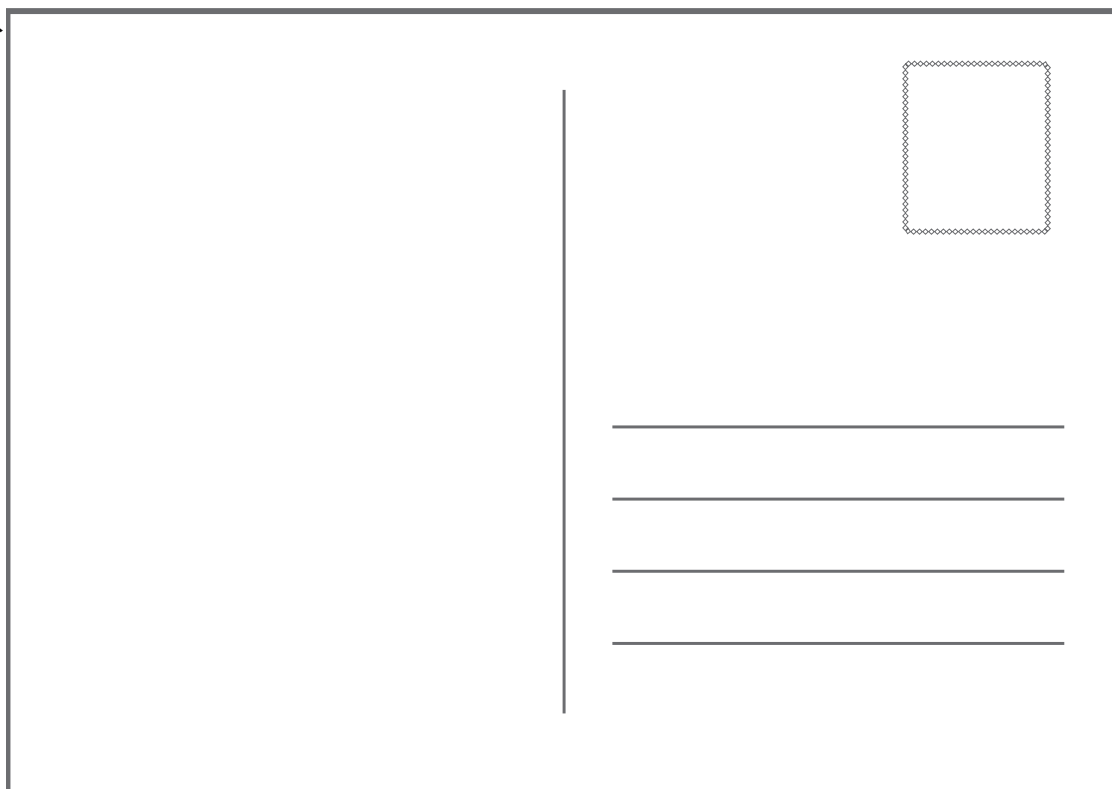


Name: \_\_\_\_\_

Write and draw a postcard from the holiday country/ from the continent of your choice.

Think about what you want to report before you write. Remember that you don't have much space.

Cut the card out and glue both parts together.



A rectangular box representing a postcard. A vertical line divides the box into two sections. The left section is for a drawing. The right section contains a dotted rectangular box for a stamp in the top right corner and four horizontal lines for an address below it.

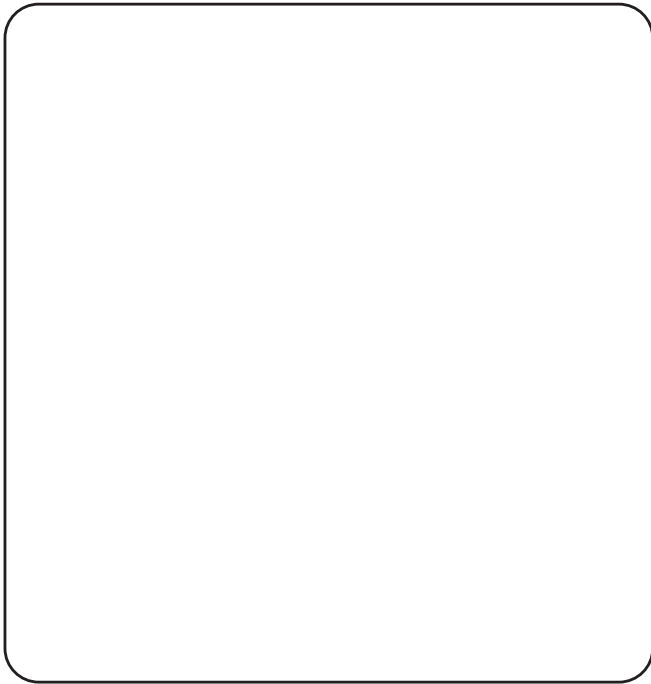


A large rectangular box representing the back of the postcard, intended for a drawing.

# Animal profile

Name: \_\_\_\_\_

Create an animal card index. Draw a picture of the animal in the box. What do you know about the animal? Research all the important facts!



Animal: \_\_\_\_\_

Size: \_\_\_\_\_

Weight: \_\_\_\_\_

Age: \_\_\_\_\_

Occurrence: \_\_\_\_\_

Enemies: \_\_\_\_\_

Food: \_\_\_\_\_

Special features: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

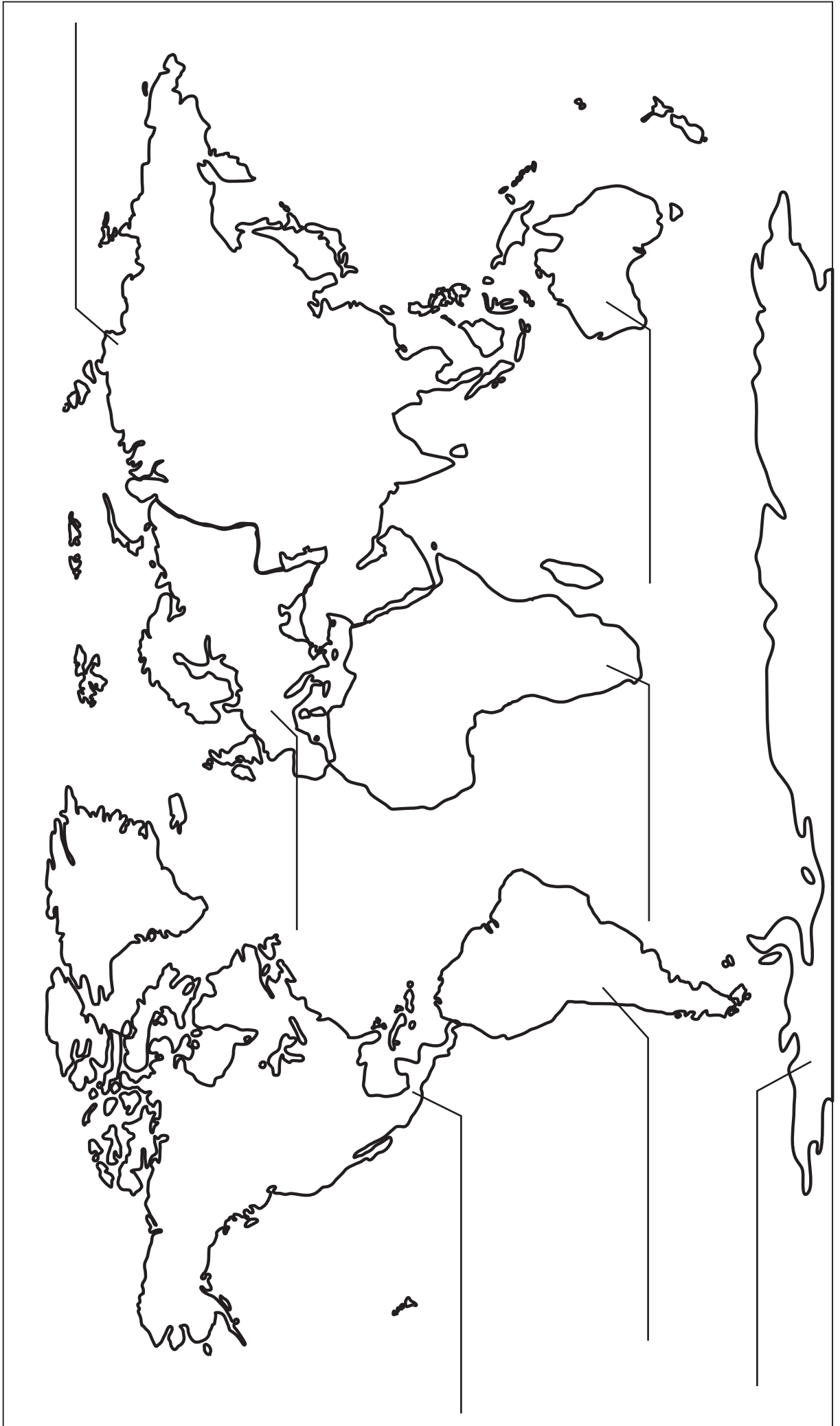
\_\_\_\_\_

\_\_\_\_\_

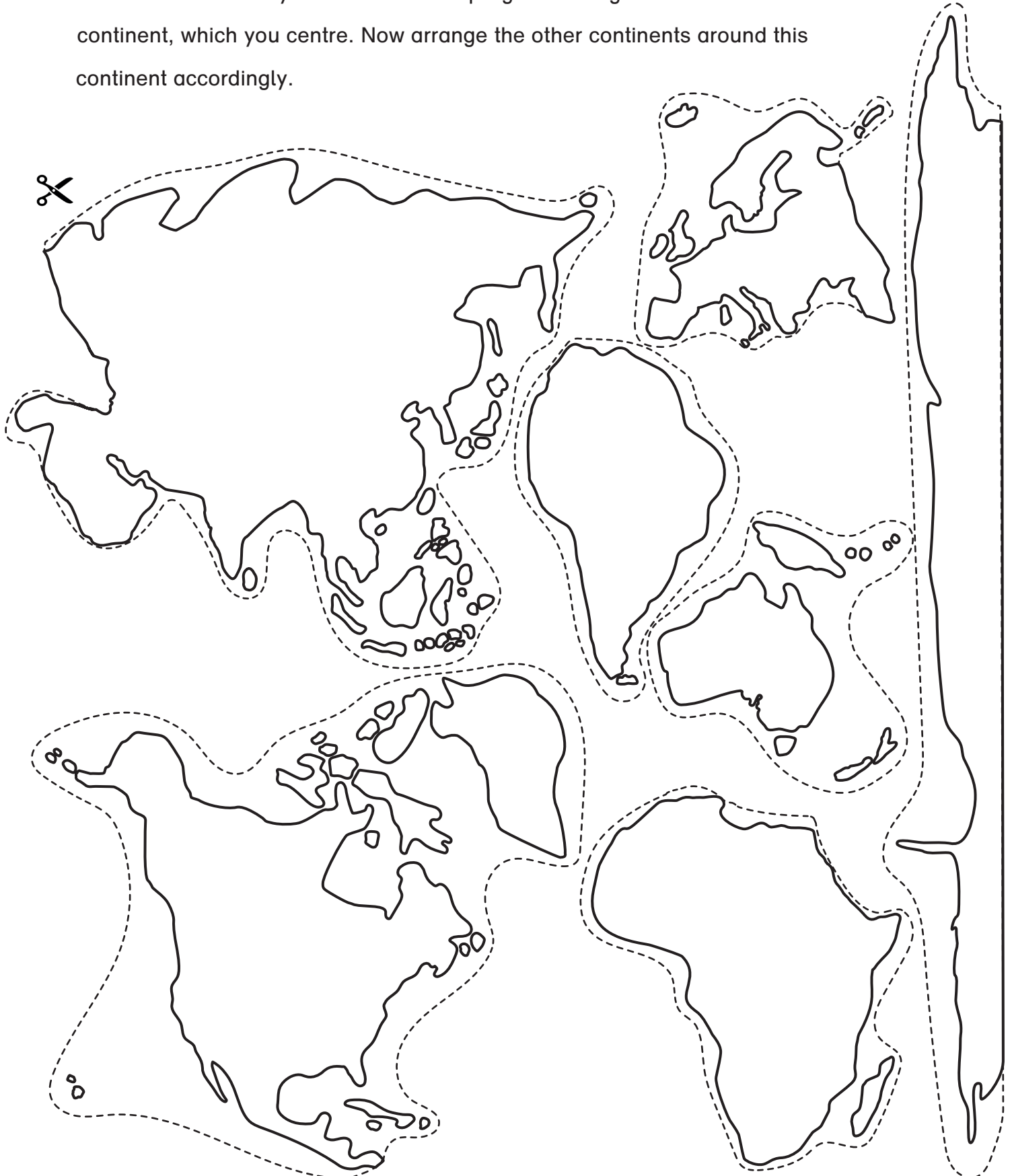
# Our earth

Name: \_\_\_\_\_

Label the continents. Compare with the globe. Colour in the individual continents with different colours! Draw the longest rivers, the highest mountains and the largest cities on the map.

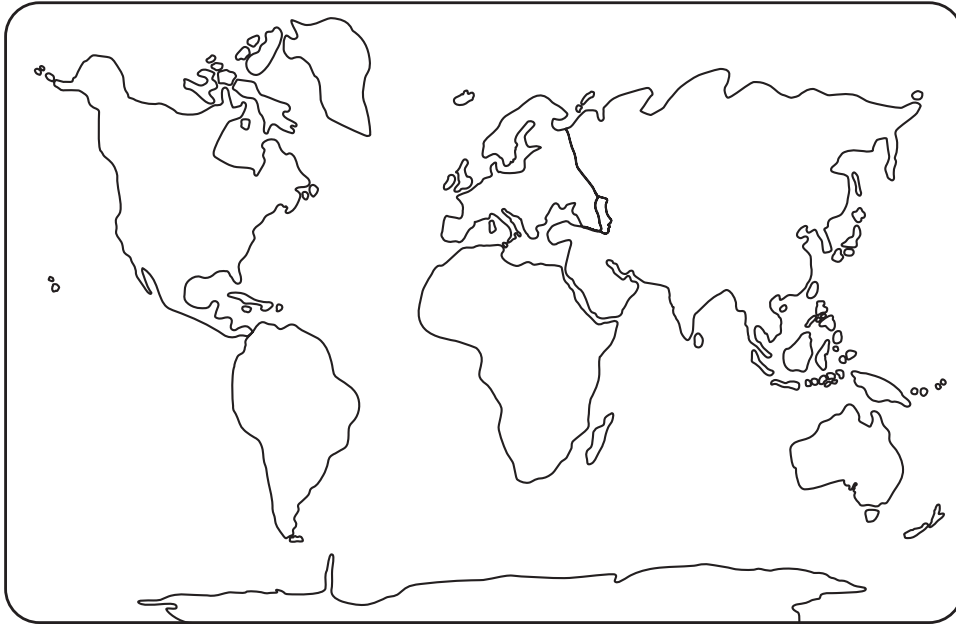


1. Cut out the continents and make the world the way you like it.
2. Organise the continent pieces. Use a world map or the globe to help you.
3. Researcher task: Lay out the world map again and again. Start each time with a different continent, which you centre. Now arrange the other continents around this continent accordingly.



Check your assembled puzzle before you stick it on.

This is what the finished puzzle of the Europe-centred world map looks like.



## Longest rivers, highest mountains and co.

## Solution

Check the assignment:

**North America:** Mackenzie (longest river), Mississippi, Mexico City (largest city), New York, Denali (highest mountain), Rocky Mountains (second longest mountain range in the world), Statue of Liberty, Grand Canyon

**South America:** Amazon (longest river), São Paulo (largest city), Aconcagua (highest mountain), Andes (longest mountain range in the world), Galápagos Islands, Sugar Loaf Mountain

**Europe:** Volga (longest river), Danube, Moscow (largest city), Mont Blanc (highest mountain), Alps (longest mountain range in Europe), Eiffel Tower

**Australia:** Darling River (longest river), Melbourne, Sydney, Mount Kosciuszko (highest mountain), Great Dividing Range (longest mountain range in Australia), Great Barrier Reef, Uluru / Ayers Rock

**Asia:** Yangtze River (longest river), Ob, Tokyo, Delhi, Mount Everest (highest mountain), Himalayas-Karakoram (third longest mountain range in the world), Great Wall of China, Taj Mahal

**Africa:** Nile (longest river), Cairo (largest city), Kibo (highest mountain), Kilimanjaro, Atlas (mountain range), Sahara, Victoria Falls

**Antarctica:** Mount Vinson (highest mountain), Transantarctic Mountains



# Continent Box



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