PRESENTER SCRIPT · GRADE 6 · 6.G.1-6.G.3

Geography of Europe & the Americas: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can use latitude and longitude and explain how physical features and climate affect how people live." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) An imaginary line around the middle of Earth at 0° latitude; it divides the Northern and Southern Hemispheres. 2) Temperature drops as elevation increases. 3) Examples: building dams or reservoirs, draining wetlands for farms, building roads, planting crops.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Indianapolis (40° N) and Madrid, Spain (40° N) are the same distance from the Equator. Will their weather be the same?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Ask: "Indianapolis is at about 40° N, 86° W. Madrid, Spain is also about 40° N. Why might their weather still be different?"

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: LATITUDE AND LONGITUDE — 3 min

Say	Latitude lines run east-west and measure north or south of the Equator (0°). Longitude lines run from pole to pole and measure east or west of the Prime Meridian (0°).
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: LATITUDE measures north or south of the Equator. LONGITUDE measures east or west of the Prime Meridian. (tap "Show the missing words" after students try.)
Explore	Point to the model: Latitude and longitude grid. Ask: "What do you notice?" Students do: Write the coordinates of the point where the Equator meets the Prime Meridian.
Turn and talk	Say: "Why do mapmakers need BOTH latitude and longitude to find one spot?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) The Equator. Latitude starts at the Equator.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: LATITUDE FIRST — 3 min

Say	Always write latitude first, then longitude: Indianapolis is about 40° N, 86° W.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Write LATITUDE first, then LONGITUDE: 40° N, 86° W. (tap "Show the missing words" after students try.)
Explore	Students do: Write London's coordinates from the grid (latitude first).
Turn and talk	Say: "What would go wrong if one person wrote longitude first and another wrote latitude first?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) 40° N, 86° W. Latitude (N/S) comes first.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: WHAT SHAPES CLIMATE — 3 min

Say	Climate depends on latitude, elevation, distance from oceans, and ocean currents. The Gulf Stream keeps western Europe mild.

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Climate depends on latitude, ELEVATION, distance from oceans, and ocean CURRENTS. (tap "Show the missing words" after students try.)
Explore	Point to the model: the picture. Ask: "What do you notice?" Students do: Compare London and Montréal. Which is colder? Why?
Turn and talk	Say: "Two cities are at the same latitude but have very different winters. What could explain it?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) A warm ocean current (Gulf Stream). London is farther north but warmed by the Gulf Stream.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: HUMAN–ENVIRONMENT INTERACTION — 3 min

Say	People adapt to (terraces in the Andes), depend on (fishing in Norway), and modify (dikes in the Netherlands) their environments.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: People ADAPT to, DEPEND on, and MODIFY their environments. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Dikes in the Netherlands = Modify; Fishing in Norway = Depend; Terraces in the Andes = Adapt / modify; Warm coats in Canada = Adapt. Students do: Sort the flip cards into adapt, depend, and modify.
Turn and talk	Say: "Is building a dam adapting, depending, or modifying? Could it be more than one?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Modifying the environment. A dam changes the environment.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Draw a simple grid on the board. Think aloud as you locate "20° S, 60° W": "Start at the Equator, go down to 20 south. Start at the Prime Meridian, go left to 60 west. That's in South America."
Reveal	Problem: find 20° S, 60° W on the grid. | Step 1: Start at the Equator (0°). Move DOWN to 20° S. | Step 2: Start at the Prime Meridian (0°). Move LEFT to 60° W. | Step 3: Where they meet is in South America. | Remember: latitude first, then longitude.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	S latitude means south of the Equator: Southern Hemisphere. | W longitude means west of the Prime Meridian: Western Hemisphere. | Southern and Western Hemispheres together include South America. | This is Buenos Aires, Argentina.
Answer	Southern and Western Hemispheres; South America

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(A) High elevation. Temperature drops as elevation increases.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: LOST COORDINATES ESCAPE — 0:20–0:48

Say	Open Lost Coordinates Escape on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Why do we always write latitude first? | Give an example of people changing their environment. Was it helpful or harmful? | How does the Gulf Stream affect people in Europe?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Examples: building dams or reservoirs, draining wetlands for farms, building roads, planting crops.

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "Latitude and longitude are the same thing." Latitude = north/south position, longitude = east/west position.
- "Places at the same latitude have the same climate." Elevation, oceans, and currents matter too.
- "South America is directly south of North America." Most of South America is east of Florida.