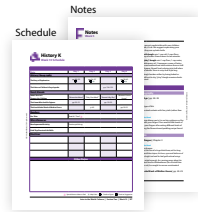


Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Maps

Colorful map answer keys, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

To Discuss After You Read

- When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- ▲ suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage.

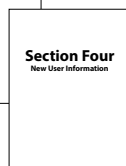
Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2016, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.2 million people.




Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Use the Schedule


More notes with important information about specific books.


The  symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.


4-Day Schedule:

This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities..

Write in the week's date for your records.

The  symbol indicates there is a timeline suggestion in the notes for that day.











The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

History D Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
History/Geography				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
Read-Alouds				
<i>The Witch of Blackbird Pond</i>	chap. 10 	Chap. 11	chap. 12 	chap. 13
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29		
Readers				
Regular: <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
Advanced: <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
Electives				
Other Notes				

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 Special Note to Mom or Dad  Map Point  Timeline Figure  Timeline Suggestion

Intro to American History, Year 1 of 2 | Section Two | Week 9 | 53

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History A

Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Usborne Children's Encyclopedia</i>	pp. 114–115 	pp. 116–117			
<i>Living Long Ago</i>			pp. 2–3	pp. 26–27	
Read-Alouds					
<i>The Boxcar Children</i>	chap. I	chaps. II–III	chap. IV	chap. V	
<i>The Llama Who Had No Pajama</i>	p. 7		p. 8		
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 5–6		p. 7	
Miscellaneous					
Create-a-Calendar	Weekly and Monthly Activities.				
Field Trip/Practical Life Skills					
Electives					
Other Notes					

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Notes

Week 1

Day 1

History/Geography

Reading the History Books Aloud

We encourage you to use the narration method to help your children focus and retain the history material. Narration differs from the classroom method of testing random ideas, and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method, you'll read the history books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children have grasped!

The Usborne Children's Encyclopedia | pp. 114–115

Note to Mom or Dad: How long ago did dinosaurs roam the earth? The book states the prevalent scientific theory of "225 million to 65 million years ago." How do we know how long ago dinosaurs lived? Geologists (scientists studying rocks and minerals) and paleontologists (scientists studying prehistoric life) have determined this time frame by comparing the age of the rock that dinosaur remains have been found in. The surrounding plant and animal fossils, along with the dating of neighboring volcanic rock, give us an estimate as to when each dinosaur lived.

To Discuss After You Read

Q: What did Tyrannosaurus Rex eat? How do we know?

A: *meat; it had long, sharp teeth for tearing meat and claws for grasping food*

Q: Would you like to have lived at the time of dinosaurs? Why or why not?

A: *answers will vary*

Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, "I love books! One day I'm going to read books like this!"

- expand your children's vocabulary.
- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an "ear" for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of "the way things are"—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be "right there" to help debrief your children.

And then there are those books we've classified as Read-Alouds simply because they're too good to let your children enjoy by themselves. We know you'd feel cheated if you weren't in on the adventure.

Vocabulary Development

We incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read.

How to Teach Vocabulary: Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don't know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

Vocabulary

... Night came down quickly over the **equatorial** forest ...
(a rainforest near the equator)

* * *

mangroves: tropical evergreen trees or bushes that usually grow along the coast.

The Boxcar Children | Chapter 1

Vocabulary

orphan: a child whose parents are dead.

children's home: an orphanage.

To Discuss After You Read

Q: Why don't the children trust their grandfather? What do you think of their reasoning?

A: *he didn't like their mother and never came to see them*

**The Llama Who Had No Pajama** | p. 7

Rationale: We seek to introduce children to poetry, making it an enjoyable event. Please read and enjoy.

To Discuss After You Read

- Q: Can you come up with some other ideas of opposites like hello and goodbye? (ie. night/day, hungry/full, etc.)
Can you come up with some ways to make tasks more fun?

Miscellaneous**Create-a-Calendar** | Weekly and Monthly Activities

Note to Mom or Dad: BookShark's Level K program includes a 16-month interactive calendar with coloring pages and stickers for you to teach your children about different aspects of a calendar. With this calendar, your children will learn the days of the week, the months of the year, holidays, and an awareness of children from different cultures around the world.

Weekly Activities:

- Say the days of the week, starting with Sunday and ending on Saturday
- Talk about events happening this week and count the number of days until they happen
- Add stickers to the calendar pages

Monthly Activities:

- Each month, write the days of the month in the calendar boxes
- Review the months of the year
- Discuss the number of days in the current month
- Add the holiday stickers for the current month and talk about the holidays
- Find the country featured in the picture on a map and have your children color while you talk about the country (see notes in the back of the calendar)

For Additional Suggestions: see the inside front cover of your calendar.

Field Trip/Practical Life Skills

Do various practical activities (found in **Section Three**) with your children.

To add to your children's learning, try to do one field trip per month. You could visit a fire station, police station, radio and/or television station, airport, farm, greenhouse, dad's and/or mom's place of work, city hall, a court room, the newspaper, a smaller print shop, a grocery or other wholesale distributor.

Visit various businesses:

The post office	A pottery shop
A garden center	A music store
A bank	An airport
A bakery	

Service Organizations

- The library: story time; learn how to find a book you want; do a guided tour through the library; talk through the various areas and the resources they contain
- Any parks with nature walks or docent programs
- Museums of all varieties
- A planetarium

Join with other groups

- Have a talent show
- Do a reading evening
- Have a spelling bee

Use the Field Trip Planning Sheet provided in **Section Three** to help plan and record your trips.

Day 2**History/Geography****The Usborne Children's Encyclopedia** | pp. 116–117**To Discuss After You Read**

- Q: What foods might some of the first people have eaten that you still eat today?

Note: The book states that people may have believed cave paintings served a "magical" purpose and "would help them with their hunting." This is speculation, but it may be true in some cases. Other reasons for cave paintings may simply include human inclinations to create works of art for aesthetic purposes.



Notes

Week 1

Who were the first people and what were they like? Scientists called anthropologists spend a lot of time trying to answer those questions by looking for clues to the past. Were the first people simple and primitive as some have suggested, or were they more sophisticated? We have a tendency to think that earlier people were not as advanced or intelligent as us, despite the amazing things they accomplished with the resources available.

It's true that we have made a lot of technological improvements and inventions over the years, but does this mean people who lived a long time ago were not as smart or creative? Not at all! In fact, some of the greatest scientific discoveries were by scientists who lived a long time ago. Euclid, for instance, lived from around 330–260 BEC, but he made some key contributions to mathematics, as did Pythagoras (ca. 581–497 BCE), who lived even earlier than Euclid. In Egypt, the Great Pyramid of Giza was completed around 2500 BCE, but it remains an architectural marvel and amazing accomplishment.

Read-Alouds

The Boxcar Children | Chapters II–III

Vocabulary

boxcar: an enclosed train car to transport goods. [chap. III]

To Discuss After You Read

- Q: How did the older children get Benny to cooperate in things like waking up and washing up? [chap. II]
- A: *they had Benny pretend to be something like a bear or a horse, thus making the activity more fun*
- Q: Describe the children's new home and its setting. [chap. III]
- A: *the children's new home was an old boxcar on an abandoned stretch of track a little way into the woods. Grass and bushes were growing all over the track. A tree stump formed a convenient step just below the door. A pretty little brook with a waterfall in it ran in front of the boxcar*

The Arnold Lobel Book of Mother Goose | pp. 5–6

Day 3

History/Geography

Living Long Ago | pp. 2–3

To Discuss After You Read

Note: Both animal skin and textile clothing have been found in prehistoric caves and grave sites, sometimes along with sewing and weaving tools.

- Q: If you had to make your own clothes from natural materials you could find around your house, could you do it? What would you use? What might your clothes look like? [p. 2]
- Q: For fun, try to find some berries or leaves to use to make your own homemade paint or dye. Use an old white t-shirt to test your creation. [p. 3]

Read-Alouds

The Boxcar Children | Chapter IV

To Discuss After You Read

- Q: When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A: *suggestions: white and dark meat [chicken]; green beans/yellow beans; yellow tomatoes; yellow squash; dark chocolate/white chocolate; white sauce/brown sauce; green grapes/purple grapes*

The Llama Who Had No Pajama | p. 8

To Discuss After You Read

- Q: What would be some advantages and disadvantages of having birthdays once a week? Are there more advantages or disadvantages?

Day 4

History/Geography

Living Long Ago | pp. 26–27

Try making your own homemade shelter in the backyard. Use only natural materials you find around your house!

Using the directions in the book, try your hand at cave painting. [p. 26]

Read-Alouds

The Boxcar Children | Chapter V

To Discuss After You Read

- Q: Describe the refrigerator.
- A: *the "refrigerator" was a hole in a rock behind the waterfall in the brook. Jessie had put the two bottles of milk there and the waterfall kept the milk cool*

The Arnold Lobel Book of Mother Goose | p. 7 ■



History A

Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Living Long Ago</i>	pp. 50–51	pp. 74–75			
<i>The Usborne Children's Encyclopedia</i>			pp. 118–119	pp. 120–121 	
Optional: Hands-on History: World Cultures Kit	Ancient Egypt: Obelisk				
Read-Alouds					
<i>The Boxcar Children</i>	chap. VI	chap. VII	chap. VIII	chap. IX	
<i>The Llama Who Had No Pajama</i>	p. 9				
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 8–9	pp. 10–11	pp. 12–13	
Miscellaneous					
Developmental Activity	Sort.				
Field Trip/Practical Life Skills					
Electives					
Other Notes					



Notes

Week 2

Day 1

History/Geography

Living Long Ago | pp. 50–51

To Discuss After You Read

- Q: What creative way of collecting food impressed you most?
- Q: Who would have more access to a variety of foods? Hunter gatherers or farmers? Why?

Optional: Hands-on History: World Cultures Kit

The Optional *Hands-on History: World Cultures Kit* activities are scheduled to correspond with BookShark's content. Please note that the activities can be done over any day/s of the week. It isn't necessary to do the project on the same day that the history content is read. You can purchase the optional hands-on kit at www.bookshark.com/level-k/hands-on-history-world-cultures (Item #AHK).

Complete the Obelisk project this week to enhance your studies of the Ancient Egyptians.

Read-Alouds

The Boxcar Children | Chapter VI

To Discuss After You Read

- Q: Why do you think the doctor is pleased with Henry's work?
- A: *Henry doesn't need a lot of supervision, he does a good job, he is careful*

The Llama Who Had No Pajama | p. 9

To Discuss After You Read

- Q: If you could wish for a birthday gift, what would it be?

Miscellaneous

Developmental Activity | Sort

Sometime this week choose some group of objects to sort (buttons, beads, pictures). Discuss how and why each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)

Field Trip/Practical Life Skills

Do various practical activities (see suggestions in Section Three) with your children and take a field trip each month. You can also include activities like walks, bike rides, sports, etc. Find several copies of the Field Trip Planning Sheets provided in **Section Three**.

Day 2

History/Geography

Living Long Ago | pp. 74–75

To Discuss After You Read

- Q: Which boat would take the least amount of time to make? Which would take the longest?
- Q: Discuss with your Mom or Dad the different kinds of boats you've seen or been on. How do they compare to the ancient boats discussed on the book? Try to make a model coracle using the instructions found in the book.

Read-Alouds

The Boxcar Children | Chapter VII

To Discuss After You Read

- Q: Based on the four hammers Henry found, why is it a good idea to put things away?
- A: *to keep track of them*

The Arnold Lobel Book of Mother Goose | pp. 8–9

Miscellaneous

Developmental Activity | Sort

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Day 3

History/Geography

The Usborne Children’s Encyclopedia | pp. 118–119

To Discuss After You Read

Q: What do farmers in your area grow?

Q: Why did people farm and tame animals?

A: *it allowed them to stay in one place rather than moving around constantly to find food and freed people who didn’t need to gather food to try new skills*

Read-Alouds

The Boxcar Children | Chapter VIII

To Discuss After You Read

Q: Describe how the children made the pool.

A: *the children gathered up stones and logs to build a dam across the brook to make the water deeper. First, they stacked up stones in the water to form a wall, keeping it straight by lining it between two trees. Then, they laid several logs across the top of the stone wall, filling in the gaps with brush and smaller stones*

The Arnold Lobel Book of Mother Goose | pp. 10–11

Miscellaneous

Developmental Activity | Sort

Day 4

History/Geography

The Usborne Children’s Encyclopedia | pp. 120–121

To Discuss After You Read

Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again?

Timeline and Map Activities

Please refer to **Section Four** for Instructions on how to complete the Timeline and Map Activities. In addition, please read “Why you Will Find Contradictions in History” in **Section Three**.

Egypt (D7) (map 1)

Read-Alouds

The Boxcar Children | Chapter IX

To Discuss After You Read

Talk through how much money \$5,000 was. Remember Henry earned \$1 for his good work.

Q: How did the Doctor know the children lived in a boxcar?

The Arnold Lobel Book of Mother Goose | pp. 12–13

Miscellaneous

Developmental Activity | Sort ■

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History A

Week 3 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Living Long Ago</i>	pp. 4–5 	pp. 28–29	pp. 52–53	pp. 76–77	
Read-Alouds					
<i>The Boxcar Children</i>	chap. X	chap. XI	chap. XII	chap. XIII	
<i>The Llama Who Had No Pajama</i>	p. 10		p. 11		
<i>The Arnold Lobel Book of Mother Goose</i>		pp. 14–15		pp. 16–17	
Miscellaneous					
Developmental Activity	Cutting with scissors.				
Field Trip/Practical Life Skills					
Electives					
Other Notes					

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Notes

Week 3

Day 1

History/Geography

Living Long Ago | pp. 4–5

To Discuss After You Read

- Q: Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? [p. 4]
- Q: Why do you think the ancient Egyptians wore make-up and jewelry in the first place? Why do people still wear make-up and jewelry today? [p. 4]

For fun, try making an Egyptian collar using the instructions in the book. [p. 5]

Timeline and Map Activities

Ancient Egyptians (2000–1000 BC)

Read-Alouds

The Boxcar Children | Chapter X

To Discuss After You Read

- Q: What strategy did Henry use to win the race?
- A: *he paced himself—he went easily at first and then passed all the boys who were tired; and he really wanted to win—his family could use the money*

Note: Jessie teaches Benny to read using the whole language rather than phonics. In whole language, some children learn how to read quickly and most schools use this approach. Children learn to recognize words by memorizing the shape of the words. Experts claim that about 1/3 of students do not respond well to this method and it does not help with the ability to spell.

At BookShark, we use phonics. In it we teach the sounds of letters and practice putting sounds together.

The Llama Who Had No Pajama | p. 10

Miscellaneous

Developmental Activity | Cutting with scissors

Sometime this week have your children practice cutting with scissors. See how straight they can cut. Cut as many strips as possible from a sheet of paper.

Note: Children progress at different speeds when it comes to using certain styles of scissors. Only you can decide whether they should be using rounded safety-edge scissors or a sharper adult style for this project. Either way, we recommend supervision.

Day 2

History/Geography

Living Long Ago | pp. 28–29

- Q: How do the Egyptians' beliefs about what happens when we die differ from your beliefs? [p. 29]

Read-Alouds

The Boxcar Children | Chapter XI

To Discuss After You Read

- Q: Do you think the doctor is a good man? Why?

The Arnold Lobel Book of Mother Goose | pp. 14–15

Miscellaneous

Developmental Activity | Cutting with scissors

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Day 3

History/Geography

Living Long Ago | pp. 52–53

To Discuss After You Read

Q: Do you think you would enjoy eating at an Egyptian feast? Why or why not? Which of your favorite foods did the Egyptians also eat?

Read-Alouds

The Boxcar Children | Chapter XII

To Discuss After You Read

Q: Describe how the children discovered their grandfather.
A: *Grandfather was introduced to the children by Dr. Moore as “Mr. Henry.” The children got to know him and liked him. Then Henry realized he was the same man who had awarded him the \$25 prize on Field Day. He asked Dr. Moore what that man’s name was and realized he was actually James Henry Alden, their very own grandfather!*

The Llama Who Had No Pajama | p. 11

Miscellaneous

Developmental Activity | Cutting with scissors

Day 4

History/Geography

Living Long Ago | pp. 76–77

To Discuss After You Read

Early Egyptians didn’t use wheels until the early Bronze age, around 3500 BCE. The mud and sand made the wheel less useful.

Q: Why did the Egyptians use the Nile for travel?

A: *it was easy; the wind pushed one way, and the current the other*

Read-Alouds

The Boxcar Children | Chapter XIII

To Discuss After You Read

Q: Describe how the grandfather prepared his house for his grandchildren.
A: *he had Violet’s bedroom decorated in the color violet with lots of flowers. Benny’s bedroom had animal wallpaper and many fun toys. Jessie’s bedroom had a bed for Watch. And later Grandfather had the boxcar moved to the garden for the children to play in*

The Arnold Lobel Book of Mother Goose | pp. 16–17

Miscellaneous

Developmental Activity | Cutting with scissors ■

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History A—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
1	Dinosaurs; Ancient Civilizations		
2	Ancient Civilizations; Ancient Egypt	<i>Egypt</i>	
3	Ancient Egypt		
4	Early Exploration; Ancient Greece; Ancient Rome	<i>Greece; North America; Egypt</i>	
5	Homes and Houses; Food and Eating; Transportation; Vikings	<i>Egypt; Greece; The Roman Empire</i>	
6	Vikings; Homes and Houses; Food and Eating; Transportation	<i>Norway; Denmark; Sweden</i>	
7	Viking voyages; Medieval Times	<i>Iran; Istanbul</i>	Leif Ericsson
8	Medieval Times; Food and Eating; Transportation; travels of Marco Polo	<i>Italy</i>	
9	Ibn Battuta's world tour; Inca Civilization; China		
10	China; Africa; Christopher Columbus; England; Kings and Queens	<i>South Africa; Japan; South America</i>	Zheng He; Christopher Columbus
11	Europe; Conquistadors	<i>Europe</i>	Hernándo Cortés; Francisco Pizarro
12	Explorers; North American settlers	<i>North America</i>	
13	Food in the New World; Johnny Appleseed	<i>North America</i>	John Chapman
14	Holland; Homes and Houses; Food in Europe; Exploration	<i>North America; South America</i>	Captain James Cook
15	France; Louis XIV; Fashion; Houses; Transportation	<i>North America</i>	
16	Braille Alphabet	<i>North America</i>	
17	Braille Alphabet	<i>China</i>	Louis Braille
18	Exploration; The American West; Homes and Houses; Transportation	<i>Germany; Carribbean; North America</i>	

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History A—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
19	Exploration; Victorian Times; Fashion; Houses	China	Sacagawea
20	Exploration; Inventions; World War II	<i>Europe</i>	
21	Exploration; Arctic Adventures; Travel; Transportation	<i>South Georgia Island; Normandy</i>	
22	First World War	<i>North America; Scotland</i>	Mary Brekinridge
23	Second World War; inventions		
24	Exploration; Travel facts; Culture	<i>Lake Pepin; Sweden</i>	Captain Willem Janszoon
25	Houses and Homes; Cities and towns	<i>Dead Sea; India; China; Russia</i>	
26	How a country is run; Food and Cooking; Clothes and Fashion	<i>North America</i>	
27	Clothes; Jobs and work; Farming	<i>North America; Asia; Africa; Europe; South America;</i>	
28	Education; Sports and games; Communicating; Art and painting		
29	Acting and dancing; Music; Religion	<i>Black Sea; Red Sea; Yellow River; Orange River; Greenland; Isle of Wight</i>	
30	Mountains; Animals	<i>England; Africa</i>	
31	Mountains; Volcanoes	<i>Belgium; Barbary Coast; Great Desert</i>	Edmund Hillary
32	Jungles	<i>Canary Islands; Jamaica; Russia; Brazil</i>	
33	Jungles	<i>Europe</i>	
34	Deserts	<i>North America; Spain</i>	
35	Deserts		
36	Deserts; Maps; Environments; Continents	<i>Madagascar; Voronja Cave</i>	

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