

Teacher Guide for the Lesson on **Himalaya Mountains**

Standard:

WG.4(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions

Content Objective:

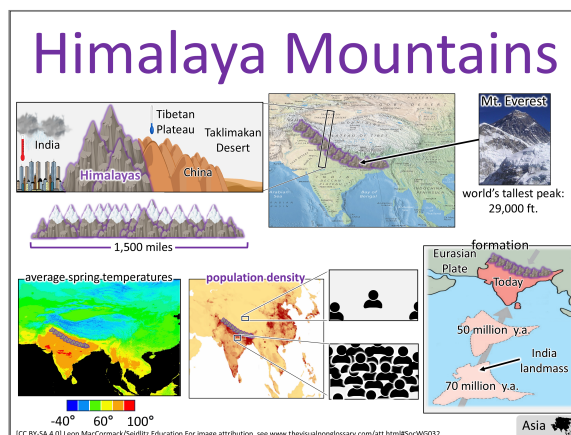
We can explain how the Himalaya Mountains influence climate patterns and population distribution in Asia.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How do you think the **Himalayas** impact **population density** throughout Asia?

*I think the **Himalayas** impact **population density** throughout Asia because...*

Other key vocabularies: [Himalayas](#), [population density](#)



By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> The Himalaya Mountains are located between India and China 	<ul style="list-style-type: none"> Why do fewer people live near the Himalayas?
<ul style="list-style-type: none"> The mountains extend 1,500 miles across Asia 	<ul style="list-style-type: none"> How do the Himalayas affect temperature and precipitation?
<ul style="list-style-type: none"> Mt. Everest is part of the Himalayas and is the world's highest peak 	<ul style="list-style-type: none"> What makes Mt. Everest the highest peak?

<ul style="list-style-type: none"> • The Himalayas formed where the Indian landmass collided with the Eurasian Plate 	<ul style="list-style-type: none"> • Why did tectonic plates collide in this region?
<ul style="list-style-type: none"> • There are different climate patterns on each side of the Himalayas — warmer and wetter to the south, colder and drier to the north 	<ul style="list-style-type: none"> • How do mountain barriers affect weather in Asia?

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>What are the Himalaya Mountains?</p> <p>The Himalaya Mountains are...</p>	<p>How are the Himalaya Mountains related to mountain barriers?</p> <p>The Himalaya Mountains are related to mountain barriers because...</p>	<p>How do you think the Himalayas impact population density throughout Asia?</p> <p>I think the Himalayas impact population density throughout Asia because...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p>The Himalaya Mountains are tall mountains in Asia with snowy peaks and Mt. Everest.</p>	<p>The Himalaya Mountains are a massive mountain range formed by tectonic forces between the Indian and Eurasian plates, influencing both climate and population distribution in Asia.</p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p>The purpose for reading is to examine how the Himalaya Mountains were formed and to understand how they affect climate patterns, population distribution, and political boundaries across Asia.</p>	<ul style="list-style-type: none"> • how the Himalaya Mountains were formed • how the Himalayas affect climate • where population density is higher or lower • how tectonic forces continue to shape the region • how the mountains act as a boundary between regions or countries 	<p>How do the climate differences on each side of the Himalayas affect how people live and settle?</p> <p><i>The climate differences created by the Himalaya mountain barrier affect settlement because...</i></p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.