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PUBLICATIONS

**1st grade** | Teacher's Guide  
Part 1

# HISTORY & GEOGRAPHY

## PAGE 32: SELF TEST 3

### MATERIALS NEEDED

- pencils

#### Concept:

Evaluation.

#### Objective:

I can tell how a special person acts toward others.

#### Teacher Goal:

To evaluate the children's progress.

#### Reading Integration:

Left to right, following directions, vocabulary

#### Teaching Page 32:

Read the directions carefully with the children. Clearly identify all illustrations. The children should be able to complete the page independently. Check the page as soon as the children are finished. The children should make corrections as the page is checked. Corrections can be made with a crayon rather than erasing.

Review activities and pages that deal with any concepts missed.

#### Activities:

1. Make flashcards of some of the most common polite expressions (*thank you, please, excuse me, I'm sorry, pardon me, etc.*). Put the cards on the chalk tray or anywhere where all the children can see them. Say them twice as you set them up. Have the children name each card. When they are familiar with the cards, relate a situation that would require the use of one of the expressions. Ask a child to come to the board and choose the appropriate card. Example: You are walking around a corner and you bump into somebody. What would you say? Show the card with the right words printed on it.
2. Drill the vocabulary words for the workbook. Use flashcards, sentence drills, or any other method.

I AM A SPECIAL PERSON | Unit 1



### SELF TEST 3


Each answer = 1 point

**Match the words and pictures.**

playground	→	→
neighborhood	→	→
home	→	→

**Circle the child who has good manners.**







3  
4

✓ Teacher Check

Initial    Date



My Score

32 | Section 3

## PAGE 33: TAKE-HOME ACTIVITY

### MATERIALS NEEDED

- red and yellow crayons
- color chart
- number chart

#### Teaching Page 33:

Read the puzzle key to the children.

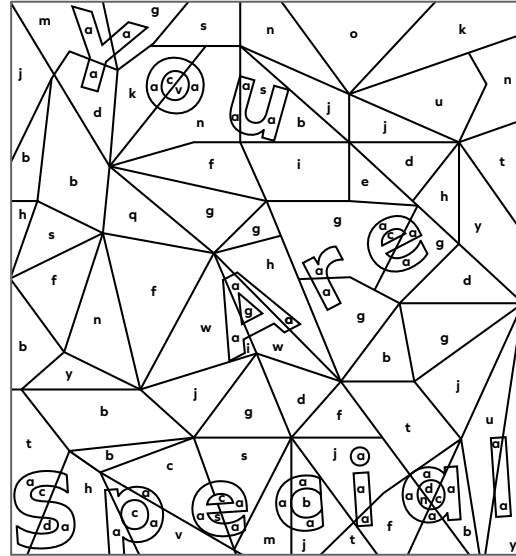
Explain that every area that has an *a* in it should be colored *red*. All other areas (*d, g, c*) should be colored *yellow*.

This puzzle may be done in school and taken home or done entirely at home.

### Take-Home Activity



Color the picture using the color code.



Color: a - red other letters - yellow

## PAGES 8 AND 9: SOUNDS THAT COMMUNICATE

### MATERIALS NEEDED

- pencil
- crayons
- recordings of different local sounds, such as sirens, whistles, foghorn, horn, car horn, tornado siren, school bell, fire-drill horn, doorbell, and so on

### Concept:

Sounds that communicate.

### Objective:

I can tell about different ways to communicate.

### Teacher Goal:

To teach the children to recognize and explain the meaning of various sounds that communicate.

### Reading Integration:

Sentence forms, written directions, classifying main idea, speaking in a group, recall of detail

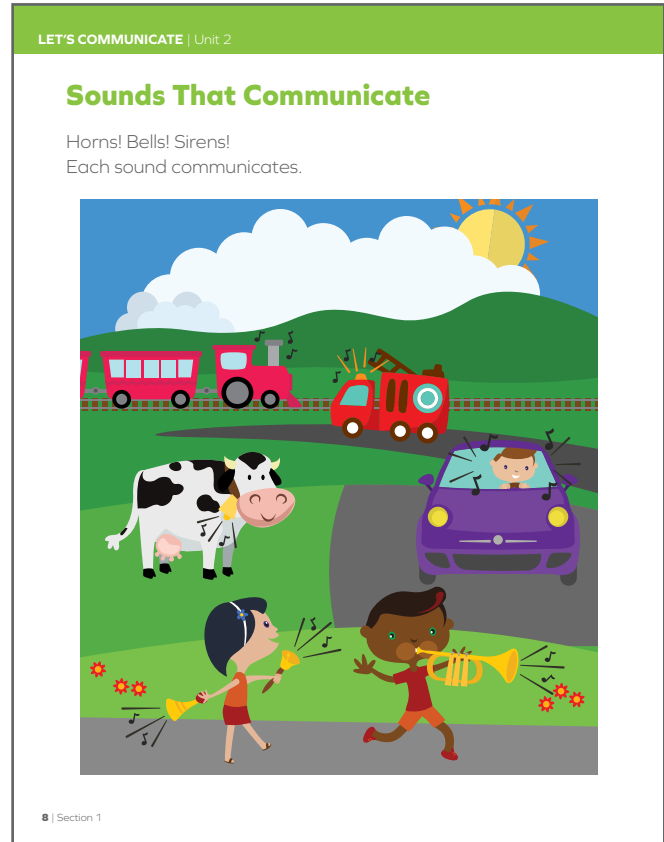
### Vocabulary:

horns, bells, sirens

### Teaching Page 8:

Before using this page, take the children on a listening walk around the neighborhood, including a few minutes of listening time near a busy street. Before leaving on the walk, talk to the children about the different sounds they might hear. Remind them that they are listening for sounds that communicate something. The teacher or helper should carry along paper and pencil. Write down each sound the children hear. Allow time on your walk to stop and listen and then talk about the sounds the children hear. For instance, if the children hear a siren, try to determine the kind of vehicle making the sound. Discuss other vehicles that have sirens. Make sure you keep a list since the children may not remember all the sounds they hear. For each sound you talk about as you walk along, ask the children to relate the meaning or message of the sound. The teacher may be recording some of the sounds to be listened to later.

Talk about page 8 as soon as the children return from their walk. Read the page together. How many sounds can you find in the picture that were heard on the walk? Have the children circle those sounds with a green crayon. How many other sounds can be found in the picture? Circle them with another color. Page 8 should be discussed and marked all together as a class activity.



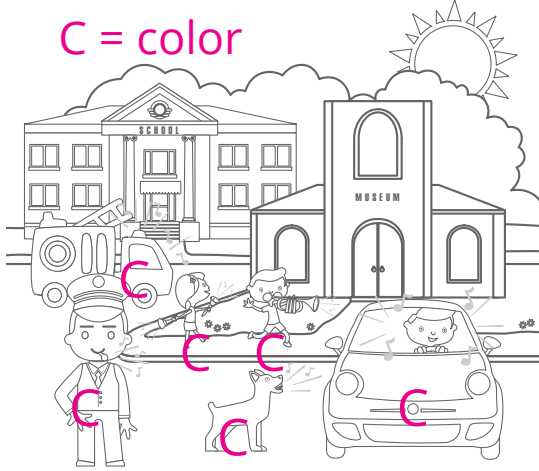
**Teaching Page 9:**

Talk about the picture. How many things in the picture communicate by sound? Circle all the things children heard on the walk. Read the directions together. The children should complete the page independently. When all have finished, check the children's pages.

**Activities:**

1. Draw a picture including at least four things the children saw and heard during the class walk. Encourage children to make a scene and not just draw random objects.
2. Listen to a recording of different sounds. Give children a chance to guess what each one is. Include sounds of home and school as well as street sounds (doorbell, fire-drill bell, school bell, cell phone, smoke alarm, miscellaneous street sounds, etc.).
3. Assign this at-home activity: Tell the children to listen for sounds that they hear at home that communicate a message. Have them keep a list over a weekend with the help of their parents. They can make a booklet, if they like, and bring it to class to share.

Unit 2 | LET'S COMMUNICATE



**C = color**

Color everything that communicates by sound.

Can you think of other sounds that communicate?

Section 1 | 9

## PAGES 8 AND 9: STORY

### Concept:

We are sad when we have not been good.

### Objective:

I can tell what makes me feel sad.

### Teacher Goal:

To teach the children that they sometimes feel sad because they have not done what they should.

### Reading Integration:

Listening, recalling details, main idea

### Vocabulary:

day, hard, jacket, disobeyed, torn, wrong

### Teaching Page 8 and 9:


This story is meant to be read to the children and discussed with them. Read these first two pages of the story to the children without discussion. When you have finished reading, ask the children to talk about what was read.

Ask the children to close their workbooks. Ask them to tell what three things John had done that made him feel sad.

Go on to page 10.

I HAVE FEELINGS | Unit 3


### Some Days It Is Hard to Be Good



John felt sad as he got ready for bed.  
He did not know why.

John got in bed, but he could not sleep.  
He began to think about his day.  
Everything had gone wrong.


First, he disobeyed Mother's orders  
to go straight to school.  
He stopped at the park and  
lost his new jacket there.




8 | Section 1

Unit 3 | I HAVE FEELINGS

Next, John had a fight with Joe.  
Joe had a new book from the library.  
John wanted the book, too.  
He did not want to wait for Joe to finish.



So John started a fight.  
The book was torn.  
The teacher became angry.  
John had to stay after school.



Section 1 | 9

## PAGE 10: RECALL

### MATERIALS NEEDED

- pencils

#### Teaching Page 10:

Read the directions to the children. Have them repeat the directions. Help them with any words that they do not know. Let them complete the page independently.

Check the page together. Caution any children who have missed questions to listen more carefully to the rest of the story.

I HAVE FEELINGS | Unit 3



Circle the right word.

John felt \_\_\_\_\_.  
( happy / **sad** )

John \_\_\_\_\_ his mother.  
( obeyed / **disobeyed** )

John \_\_\_\_\_ his jacket.  
( **lost** / found )

John had a fight with \_\_\_\_\_.  
( Jim / **Joe** )

The book was \_\_\_\_\_.  
( open / **torn** )

John had to stay \_\_\_\_\_ school.  
( **after** / out of )

10 | Section 1

## PAGE 3: ACTIVITY PAGE

### MATERIALS NEEDED

- pencils
- crayons
- scissors
- paste
- Worksheets 3 and 4

### Vocabulary:

don't, (brothers, sisters, yourself)

*Note: Vocabulary words in parentheses were previously introduced and are being reviewed.*

### Teaching Page 3:

Remind the children that the icons and arrows point to work they must do. Read the directions to the class. Have someone retell in their own words what the directions want them to do. Have the children point to the question marks at the end of the sentences. Ask them what a question mark means. Stress that they should use a pencil and not a crayon to answer the questions.

Check the page together.

Use this time to discuss the children's families.



Fill in a circle for each one in your family.

Mother	<input checked="" type="radio"/>	<input type="radio"/>						<b>Example</b>
Father	<input checked="" type="radio"/>	<input type="radio"/>						
Brothers	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sisters	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



Answer the questions.

How many brothers do you have?

2

How many sisters do you have?

1

How many are in your family? Don't forget yourself!

6



**Activities:**


1. Do Worksheets 3 and 4.

Have the children color the quilt squares on Worksheet 3. Tell them to cut the squares apart and mix them up. Give the children Worksheet 4 and tell them to paste the correct numeral square on the number word that matches. Tell them to color the illustration on the top of Worksheet 4.


2. Make a simple graph and have the class record how many children in the room have brothers and how many have sisters. Make separate graphs for brothers and sisters. Have each child put one happy face on each graph in the appropriate column.

History & Geography 104 | Student Worksheet

**Color, cut out, mix up, and match to Worksheet 4.**




History 104  
Worksheet 3  
with page 3



Teacher Check  Initial \_\_\_\_\_ Date \_\_\_\_\_


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Student Worksheet | History & Geography 104



One	Two	Three
Four	Five	Seven
	Six	
Eight	Nine	Ten

History 104  
Worksheet 4  
with page 3



Teacher Check  Initial \_\_\_\_\_ Date \_\_\_\_\_

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## PAGE 10: ACTIVITY PAGE

### MATERIALS NEEDED

- pencils
- crayons
- writing tablets
- Worksheet 6

### Teaching Page 10:

Draw a simple map on the board or overhead projector. Fill in simple key symbols similar to those on Worksheet 4. As you draw them in, ask the children to identify them. Ask the children to open their books to page 10. This page is a map of the park Bobby and Jimmy walk through on their way to school. Tell them that you are going to ask them to find certain places on this map and to mark them in certain ways. Instruct them to listen carefully so they will know what to do.

Read these directions to the children one at a time. Repeat if necessary.


1. Put a line under Bobby and Jimmy.
2. Draw a circle around Police Officer Lopez.
3. Put an X on the playground.
4. Draw a sailboat on the lake.
5. Color the woods green.
6. Put two small fish in the lake.


As the children mark their page, move around the class giving encouragement and help as needed. When the children are finished, have them complete the last activity. Tell the children that their red line should stay on the road as much as possible. Check to make sure that they have not drawn the line through the pond.


YOU BELONG TO FAMILIES | Unit 5

### Finding Things on a Map

The map shows a park area bounded by Main St. at the top, Kelsey St. on the left, and Morgan St. on the right. At the bottom is Park St. A red line starts at Bobby and Jimmy on Main St. and goes down to Police Officer Lopez on Park St. The park contains a pond, trees, a playground, and a police officer.

 Listen and do.

 Draw a **red line** from Bobby and Jimmy to Police Officer Lopez.

 Before you take the Self Test, study what you have read and done. The Self Test will check what you remember.

10 | Section 1


**Activities:**


1. Construct a three-dimensional map of the playground. This map should be a whole class project. Then have the children draw a picture of the map by looking at it from the top.
2. Write a story in your writing tablet about Bobby and Jimmy at the park. Include some of the things they could do. The stories may be individually written or one story could be written by the class together and individually illustrated.
3. Do Worksheet 6.  
 Read the directions. Let the children do the Worksheet individually.  
 Check together and discuss.  
 Use this discussion to review Section 1 concepts in preparation for the self test.
4. Review all the vocabulary introduced to this point.


Student Worksheet | History & Geography 105


**How much do you remember?**


**Circle a good breakfast.**



























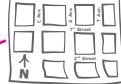
**Match the words and pictures.**


clock

breakfast


map







History 105  
Worksheet 6  
with page 10



✓ Teacher Check \_\_\_\_\_

Initial      Date

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