



CALVERT™
PUBLICATIONS

1st grade | Teacher's Guide
Part 2

HISTORY & GEOGRAPHY

PAGE 5: WORK

MATERIALS NEEDED

- writing tablets
- ingredients for something made with milk and eggs
- eggshells
- coloring book
- drawing paper
- pencils
- crayons
- scissors
- glue
- Worksheet 5
- (optional: Worksheet 6)

Concept:

Work is part of living on the farm.

Objective:

I will know about farm life.

Teacher Goal:

To teach the children about the different types of work a young person will do on a farm.

Reading Integration:

Main idea

Vocabulary:

chores, feeds, gathers, fence

Teaching Page 5:

Put the vocabulary words on the board or on chart paper. Have the children listen as each word is read out loud. Discuss the meaning of each word.

Ask several of the children to read the text out loud.

Ask:

“What can be made with the eggs Stanley gathers?”

“What kind of animal does Stanley have for a pet?”

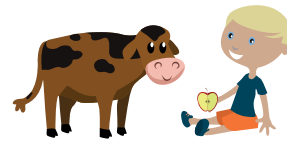
Work

Stanley needs to help with the chores.
Stanley feeds grain to the chickens.
He also gathers the eggs.

Stanley goes into the barn.
He asks his dad if he needs
help milking the cows.

Stanley has a pet cow named
Daisy. He gives Daisy a treat.

Then Stanley helps fix a broken fence.



Activities:

1. *Sing:* "Old MacDonald Had a Farm" or "The Farmer in the Dell."
2. *Cook:* The children could make something good with milk and eggs (pancakes, scrambled eggs, corn bread, etc.).
3. *Make:* Use eggshells to make mosaics. Give each child a page from an easy coloring book to use for their eggshell mosaic.
4. Do Worksheet 5.

Tell the children to study the first picture strip carefully. Tell them they must complete the strip by pasting the correct picture from the bottom of the page.

When they have completed the first strip, tell them to do the same with the second picture strip.

Check together. Have the children tell a story for each picture strip.

Give each child a sheet of drawing paper. Tell them that this time they have only the third picture (the basket of apples). Have them paste the picture on the right side of the paper. Tell them that they must draw two pictures that came before the bowl of fruit.

Since the story pictures will differ, give each child an opportunity to explain his picture strip. Have the children color all three stories.

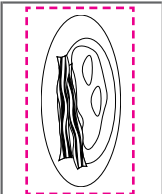
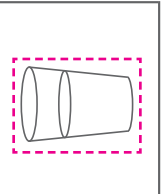
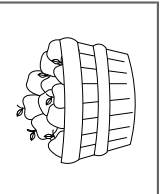

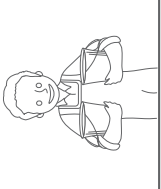
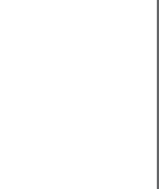


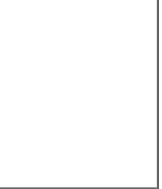
More advanced learners may select one story strip and write about it in their writing tablets.


5. (Optional) Do Worksheet 6.

This worksheet provides reinforcement with plurals. Before the children begin, encourage them to tell you what it is they are to do on the page. Point out "Words to Use" at the bottom of the page.

Check the worksheet together and give extra help to children who have difficulty.

History & Geography 106 | Student Worksheet







		
		
		

History 106 Worksheet 5 with page 5  Teacher Check Initial _____ Date _____

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Student Worksheet | History & Geography 106

One or More?

 _____ cows _____	 _____ hen _____
 _____ eggs _____	 _____ boy _____
 _____ pigs _____	 _____ chick _____

Words to use:

cow	chicks	hens	boy
chick	egg	hen	boys
eggs	pig	pigs	cows

History 106 Worksheet 6 with page 5  Teacher Check Initial _____ Date _____

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PAGES 28 AND 29: LIBRARIANS

MATERIALS NEEDED

- pencils
- drawing paper
- writing tablet
- thread
- construction paper
- clothes hangers or dowels
- Worksheet 7

Concept:

All about the librarian.

Objectives:

- I can tell how these helpers take care of me.
- I can tell what I can do to help these workers.

Teacher Goals:

To teach the children to visit the library and to respect the librarian and treat the books as their own.

Reading Integration:

Main idea, noting and recalling details, sequence, speaking in a group, listening, following written direction, fact vs. fantasy.

Vocabulary:

library, librarian, card, buys, return, (careful)
Note: Vocabulary words in parentheses were previously introduced and are being reviewed.

Teaching Pages 28 and 29:

Write the vocabulary words on the board. Read each one and explain what it means. Have the children turn to page 28 in their workbooks.

Read page 28 together. Discuss what was read. Talk about what the children have observed on their own trips to the library. What did they see the librarian doing?

Meet Your Librarian

Have you been to a library?
 The **librarian** works at the library.
 She helps you get a library card.
 She shows you how to find books.
 The **librarian** buys books for the library.



28 | Section 3

You can help the **librarian**.
 Always have clean hands.
 Be careful with library books.
 Keep your library books in a safe place.
 Return your books on time.



Write 1, 2, and 3 to show what happens first, second, and third.



1

3

2

Read page 29 together. Have the children think of some other ways they can help the librarian.







Read the directions for the activity on page 29. It might be necessary to identify the illustrations before the children begin working. When all the children have completed the activity, check it together. It might be necessary to identify the illustrations before the children begin working.

Activities:


1. Review the concept of fact versus fantasy. Pass out Worksheet 7. Tell the children they are to decide whether each book pictured is fact or fantasy. They are to circle the correct word. Check the page together. Talk about any stories that the children are not sure about.
2. *Art Project:* Have each child pick a favorite story. Draw and cut out all the most important characters in the story. Tie thread through each character and hang them from a hanger or dowel. Suspend the mobiles all around the room.
3. Write original stories. These stories could be compiled and duplicated. This book of original stories could then be sent home with each child.
4. Write or tell about a favorite book. This may be a small group activity. Have the children draw pictures to illustrate their talk.
5. Review the vocabulary words for Section 3.

History & Geography 107 | Student Worksheet

Tell if the book is fact or fantasy.

 fact fantasy	 fact fantasy
 fact fantasy	 fact fantasy
 fact fantasy	 fact fantasy

History 107
Worksheet 7
 with page 29


 ✓

Teacher Check _____
 Initial Date

133

PAGES 16 AND 17: THE FIRST PRESIDENT

MATERIALS NEEDED

- pictures and books about Washington and other well-known men and women of the colonial United States
- pictures of colonial living
- crayons
- Worksheet 3

Concept:

The first President.

Objective:

I can name our first President.

Teacher Goal:

To teach the children to tell about George Washington.

Reading Integration:

Main idea, noting and recalling details, speaking in a group, listening

Vocabulary:

George Washington, leader, wise, (President)

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

Teaching Pages 16 and 17:

Have the children open their books to pages 16 and 17. Ask them who they see in the picture on page 16. Ask them if they can point to the same man in the picture on page 17. Show other pictures of Washington at different ages, if possible.

Discuss the picture on page 17. Explain that the men are signing a paper called the Constitution. Talk about the Constitution, what it is, and why it is important. Mention the Bill of Rights and its importance to all United States citizens, then and today. Ask if the children recognize any other people in the picture. Some may recognize Benjamin Franklin.

The First President

The people of the United States needed a leader. They chose George Washington. He was the first president.

President Washington was a wise leader. He helped make the laws. He helped make the country strong.

Today, George Washington is called "The Father of His Country."



Color this picture.



Talk about what is happening in the picture.

Read page 16 together. Discuss the page. At this point you may want to read a book about George Washington to give the children a little more insight into what kind of person he was.

Give the children time to color page 17.

Activities:

1. Pass out Worksheet 3.

As you discuss what it was like to go to school in George Washington's time, the children's appreciation and thankfulness for their own school should increase greatly.

2. Have the children make a hornbook. Use heavy cardboard for the basic paddle. Cut a piece of unlined paper to fit within the top of the paddle shape. Write the alphabet, math problems, memory work, or other daily work on the paper. Glue the paper to the hornbook. Staple a piece of plastic over the top of the paddle. The word *hornbook* was used because, instead of plastic, a clear sheet of horn was used to cover the paddle.
3. Introduce the children to other famous people of the colonial era through pictures and books. Some figures to include might be Benjamin Franklin, Paul Revere, Betsy Ross, and Thomas Jefferson.
4. Bake some johnnycake. This corn bread was a staple in the diet of Washington's army as well as in the homes of the colonial United States.

1 cup cornmeal

½ cup sugar

pinch of salt

½ teaspoon baking soda

1 teaspoon cream of tartar

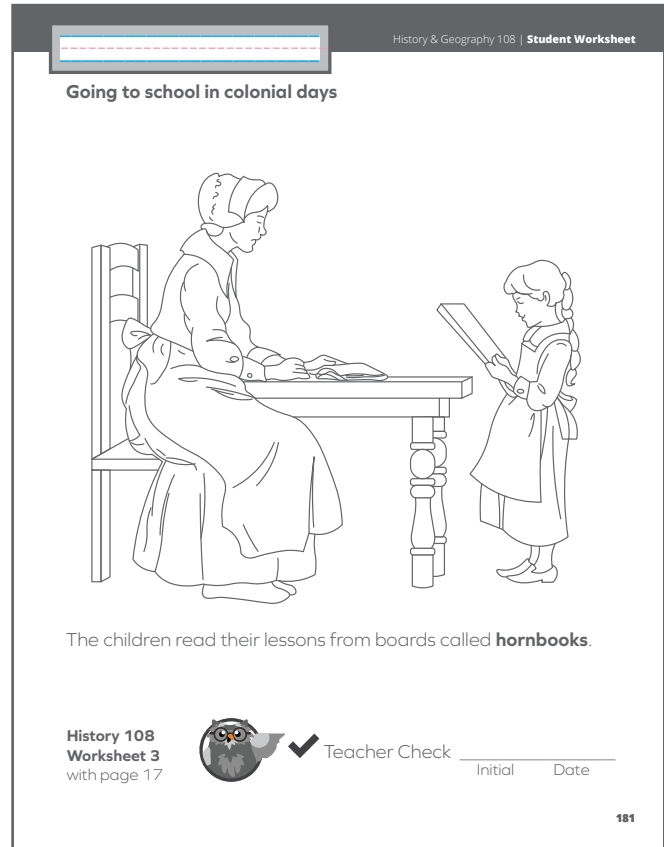
1 tablespoon melted butter

1 cup milk

1 egg, well-beaten

1 tablespoon molasses

Sift dry ingredients together in a bowl. Add the other ingredients and beat well. Pour into a shallow greased baking pan and bake in a hot oven (375°F) for 30 minutes.



PAGES 4 AND 5: THE GLOBE

MATERIALS NEEDED

- globe
- world map
- crayons
- writing tablet
- flashcards of the four directions
- words
- pencils
- Worksheet 1

Concept:

The globe.

Objective:

I can tell about a globe.

Teacher Goals:

To teach the children to use a globe for locating countries of the world and to understand the significance of the colors blue and green on a globe.

Reading Integration:

Main idea, noting and recalling details, writing sentences, listening, speaking in a group, following oral and written directions

Vocabulary:

north, south, (globe)

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

Teaching Pages 4 and 5:

Hold up a globe. Ask the class to tell you what it is. Ask what it represents. Explain that the real world is a very large place. The globe helps us to see what the earth would look like from the moon or another point in space.

Have the children open their workbooks to page 4. Discuss the picture. Read the page together. Discuss it.

The Globe

The children have a globe.
A globe is round.
It shows us what Earth looks like.
It shows where there is land and where there is water.



Circle the right word.

The globe is round (flat).

A globe shows what Earth (space) looks like.

Our world is called Earth (Moon).



Color the land **green**. Color the water **blue**.



Ask:

“Why is a globe round?”

“What does a globe show us?”

“What does the blue on the globe represent?”

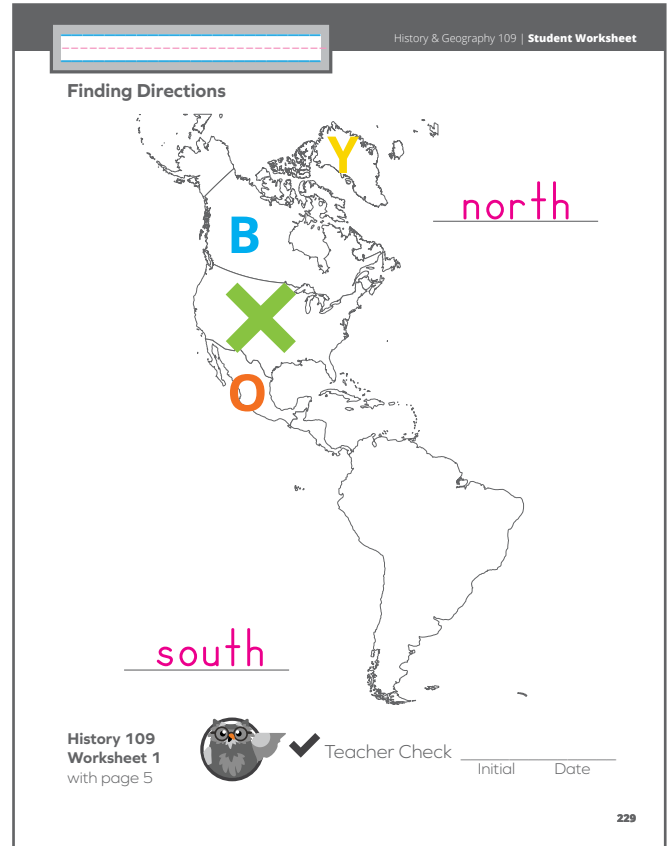
“What does the green on the globe represent?”

“What is the name of the world that is shown by this globe?”

Read the directions on the top of page 5 together. Give the children time to answer the questions. Check the answers when all the children are finished. Read the directions at the bottom of the page and give the children time to complete the activity independently. The teacher should walk around the room as the children are working to give assistance where it is needed. Have a globe in plain sight of the children for reference.

Activities:

1. Introduce the children to the directions north and south on the globe. Use a globe and Worksheet 1 for this activity. Pass out the worksheets. Compare the picture on the worksheet to the globe. Let the children find each country that they see on their map and point to it on the globe. Ask the children where they think the North Pole is located. Identify it on the globe by marking it with chalk or taping a sign to it. Do the same with the South Pole. Point out that when we look at the globe, the North Pole is at the top and the South Pole is at the bottom. Sometimes the North Pole is called the top of the world. The same thing is true on a flat map like the one the children have in front of them. Tell the children to write the word *north* on the line at the top of the worksheet and the word *south* on the line at the bottom. Give the children the following directions for marking on their worksheet.
 - a. Put a big green X on the United States, the country in which we live.
 - b. Color the country that is just north of the United States *blue*.
 - c. Color the country that is closest to the North Pole *yellow*.
 - d. Color the country that is just south of the United States *orange*.



PAGES 20 AND 21: COMMUNITY HELPERS

MATERIALS NEEDED

- writing tablet
- pencils

Concept:

Community helpers.

Objective:

I can tell about people who live around me.

Teacher Goal:

To review with the children the role of community helpers in their lives.

Reading Integration:

Main idea, noting and recalling details, following written directions, classification

Vocabulary:

police officers, (community, dentists, listening, doctors, coach)

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

Teaching Pages 20 and 21:

Have the children open their workbooks to page 20.

Discuss the pictures.

“Who are the people in the picture and what do they do to help the people who live in the community?”

Discuss the meaning of the word community.

“What other community helpers are there besides the ones pictured on the page?”

Read the page together. Give the children a chance to share personal experiences with the various helpers.

Have the children read the directions at the top of page 21. Check the page as soon as the children are finished.

THE WORLD AND YOU | Unit 10

Community Helpers

A community is a town or city.
Your community has many helpers.
Some helpers, like firefighters and police officers, keep you safe.
Doctors and dentists help you stay well.
Your teacher helps you learn.
All of these helpers are there for you.
Help them by listening and doing what they say.

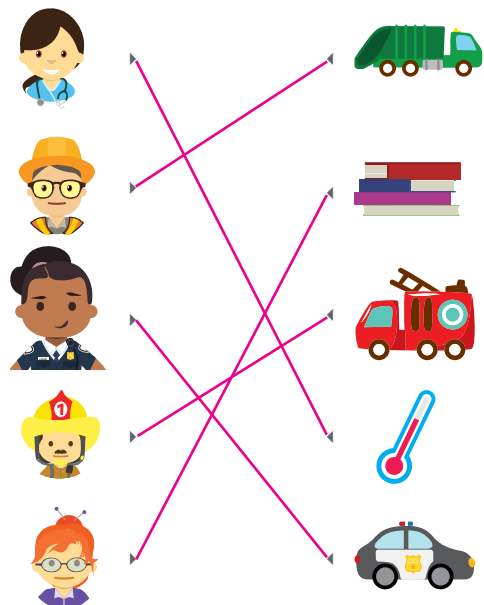


20 | Section 2

Unit 10 | THE WORLD AND YOU



Match the helpers with the things they use.



Section 2 | 21

Activity:

Tell the children to choose one community helper that they might like to be like when they grow up. Have them write a story about what it would be like to be a _____. Have them share their stories.

PAGE 22: ACTIVITY PAGE

MATERIALS NEEDED


- pencils

Teaching Page 22:

Review the jobs of community helpers. Have the children open their workbooks to page 22. Read the directions together. Check the page as soon as the children are finished.

Review all the vocabulary words from Section 2 of the workbook. Use the word chart or vocabulary-word cards and the pocket chart. Make sure the children not only recognize the words, but that they also can read them and know what they mean.

THE WORLD AND YOU | Unit 10



Circle the name of the helper.

Who puts out fires?
(dentist / firefighter)

Who keeps you safe in the park?
(police officer / city worker)

Who teaches you to read?
(coach / teacher)

Who helps you stay well?
(teacher / doctor)

Who keeps your city clean?
(city worker / firefighter)



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

22 | Section 2



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