

▶ **1st Grade**

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# HISTORY & GEOGRAPHY 100

## Teacher's Guide Part 2

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# 1. LIFE ON THE FARM

## PAGES 2 AND 3: LIFE ON THE FARM / HOME

### MATERIALS NEEDED

- writing tablets
- pencils
- crayons
- scissors
- brass tabs
- glue or paste
- drawing or construction paper
- Worksheets 1 and 2
- (optional: Worksheet 3)

### Concept:

Living on a farm.

### Objective:

I will know about farm life.

### Teacher Goal:

To teach the children what life is like on a farm.

### Reading Integration:

Comprehension, main idea, following written and verbal directions, recalling details

### Vocabulary:

barn, tractor, field, plant

### Teaching Pages 2 and 3:

Put the vocabulary words on the board. Have the children listen as you read each word out loud. Discuss each word with the children.

Choose a volunteer to read the text on page 2. Discuss things that are seen in the picture.

Read the text on page 3 or call on volunteers to read.

PLACES PEOPLE LIVE | Unit 6

## 1. LIFE ON THE FARM

People live on farms.

Farms have houses, barns, and animals.



2 | Section 1

Unit 6 | PLACES PEOPLE LIVE

## Home

Stanley lives on a farm with his family.

They live in a house.

There is a barn next to the house and a tractor in the yard.

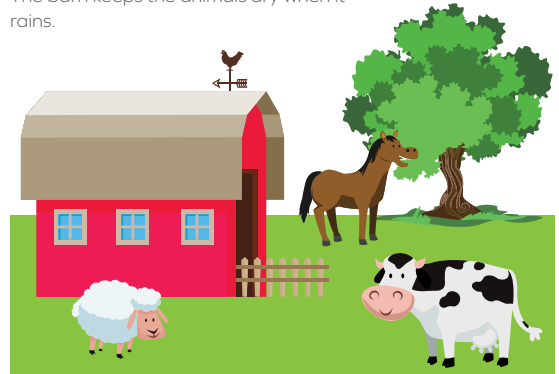
There are large areas of land around Stanley's home.

These areas of land are called fields.

Fields are used to plant corn, beans, and oats.

Animals stay in the barn.

The barn keeps the animals dry when it rains.



Section 1 | 3

Ask:

What is the large area of land around Stanley's home called?

What is a field used for?

Where do animals stay?

Why do animals need a barn?

**Activities:**

1. *Writing Tablet Exercise:* Dictate the vocabulary words to the class. Have the class write the beginning sounds of the words in their writing tablets.
2. Do Worksheet 1.

Ask the children to color the barn and the three animals on the wheel. Tell them to draw a fourth farm animal in the empty quarter of the wheel.

Instruct the children to carefully cut out the circle. Help them to cut along the three sides of the barn door so that the top half of the door will fold open.

Help the children punch a hole through the center of the wheel and through the matching hole below the hayloft. Tell them to line up the two holes and insert the brass tab. Make sure the tab is not so tight that the disc cannot be turned easily.

The children can then turn the disc and open the barn door to see which animal is in the barn.

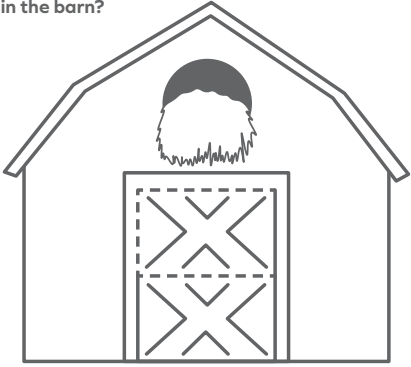
3. Do Worksheet 2.

Tell the children to cut out the four pictures at the bottom of the page and to paste them in the correct home. When they have finished, have them color all of the pictures on the page.

Check the worksheet together and discuss what they know about each home.

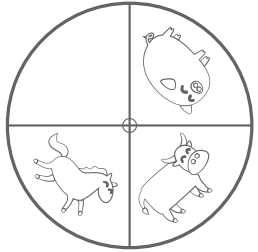
History & Geography 106 | Student Worksheet

**Who is in the barn?**




**Cut the barn door on the dotted line.**

**Cut out the circle.**



History 106 Worksheet 1 with page 3

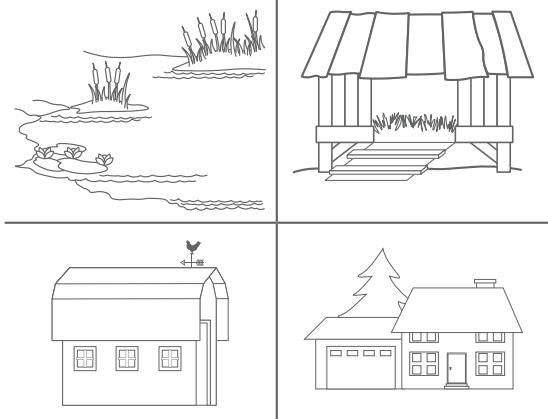


Teacher Check \_\_\_\_\_ Date \_\_\_\_\_


67

Student Worksheet | History & Geography 106


**Farm Homes**



**Color. Cut out. Match.**



History 106 Worksheet 2 with page 3



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

68

## PAGES 4 AND 5: FIREFIGHTER DAN

### MATERIALS NEEDED

- Worksheet 2
- crayons
- toy or nonworking phone
- writing tablet
- drawing paper
- pencils

#### Concept:

Ways firefighters protect people.

#### Objective:

I can tell how these helpers take care of me.

#### Teacher Goals:

To teach the children to tell what firefighters do, to tell what they can do to help firefighters, and to gain a sense of being a contributing member of the community.

#### Reading Integration:

Main idea, noting and recalling details, drawing conclusions, speaking in front of a group, retelling in own words, listening, sequence, following written directions

#### Vocabulary:

checks, buildings, report, address, (number, danger safe, telephone)

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

#### Teaching Page 4:

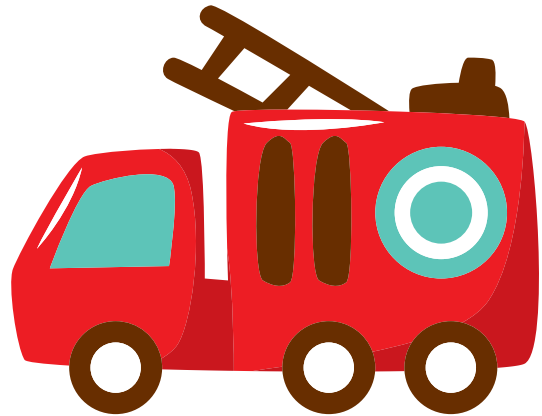
Write the vocabulary words on the board, one at a time. Talk about each word and what it means. Review the list of words once more before having the children open their LIFEPAcs to page 4. Discuss the picture on page 4 of the LIFEPAc. Talk about what Firefighter Dan is doing. Ask the children to tell about other duties that firefighters have besides putting out fires.

Read page 4 together. When the page has been read, talk about the ways we can help

### Meet Firefighter Dan

Firefighter Dan helps put out fires. He helps people who are in danger. Firefighter Dan checks buildings to make sure they are safe.

Firefighter Dan needs your help. Learn how to report a fire. Never play with fire. Learn your own address and telephone number.



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



3



1



2



Circle the pictures that show what a firefighter does.



firefighters to keep people safe. List the ways on the board or on chart paper. Keep this chart for future reference.

Pass out Worksheet 2.

Give the children a few minutes to study the images. Explain what is happening in each picture. Talk about the question in the discussion box.

### Teaching Page 5:

Have the children turn to page 5 in their LIFE PACs. Read the directions to the first activity together. Talk briefly about what is happening in each picture. Tell the children to mark the pictures. Check the answers when everyone is finished. Have the children make any corrections with a crayon.

Read the directions to the second activity. Make sure the children understand the pictures. Check the activity as soon as all the children are finished.


### Activities:

1. Write several questions to ask the firefighters when visiting the fire station.
2. Use a toy or nonworking phone to practice the correct way to phone in a fire report. Before using the phone, discuss and list the steps to be taken: (a) dial 911; (b) tell why you are calling fire or medical emergency; and (c) tell where the emergency is (give an address).
3. Using the list of ways to help firefighters, have each child make a fire poster, including one or more rules of fire safety.
4. Read a book about firefighters or fire safety.
5. Take a trip to a nearby fire station or arrange to have a firefighter visit the class.
6. Write thank-you letters to the fire station.

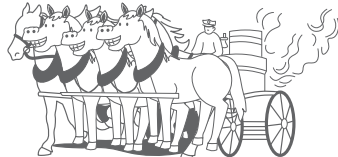
Student Worksheet | History & Geography 107

### Fire Fighting of Long Ago

1776




1900



In what ways is firefighting today different from long ago?

History 107  
Worksheet 2  
with page 4



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

130

## PAGES 8 AND 9: ACTIVITY PAGES

### MATERIALS NEEDED

- vocabulary cards
- pocket chart
- 9-inch paper plates
- pencils
- construction paper
- writing tablets
- three paper fasteners for each child
- scissors
- Worksheet 1

### Vocabulary:

Thanksgiving, thankful


### Teaching Pages 8 and 9:

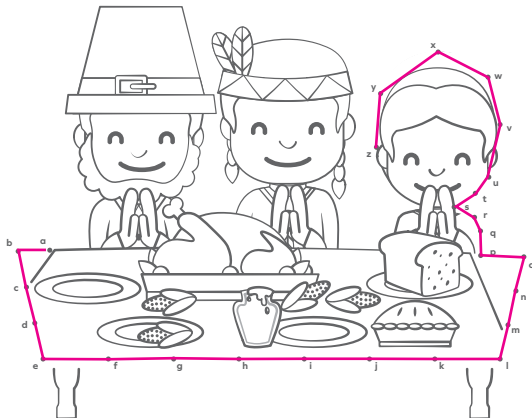
Before coloring page 8 and discussing the question, it might be helpful to read a story to the children about the Pilgrims' first year in their new home. Emphasize especially the hardships they were willing to suffer in order to be free. It is often difficult for children and even adults to begin to realize what it would be like without the many freedoms we often take for granted. Emphasize the friendship between the Pilgrims and the Indians. In spite of very different ways of life, they were able to help each other. The children might enjoy learning more about the way of life of the Indians who lived near the Pilgrims from books in the library or reliable sources online.


As the children color the picture on page 8, discuss the question at the bottom. List their answers on the board. Were the Pilgrims thankful for the same things the children are thankful for?

Read the directions on page 9 together. After the children have completed the page, check and correct it.

I LOVE MY COUNTRY | Unit 8


 Follow the dots. Color the picture.





 What were the Pilgrims thankful for?

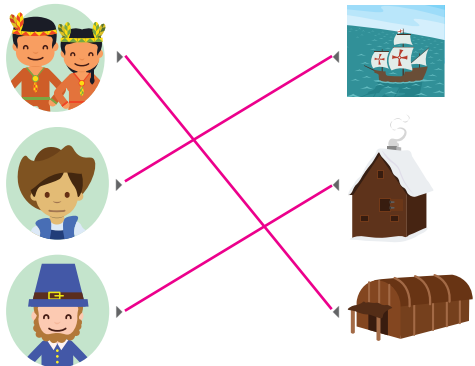
8 | Section 1

Unit 8 | I LOVE MY COUNTRY

 Write 1, 2, and 3 to show who came first, second, and third.



 Match the pictures.

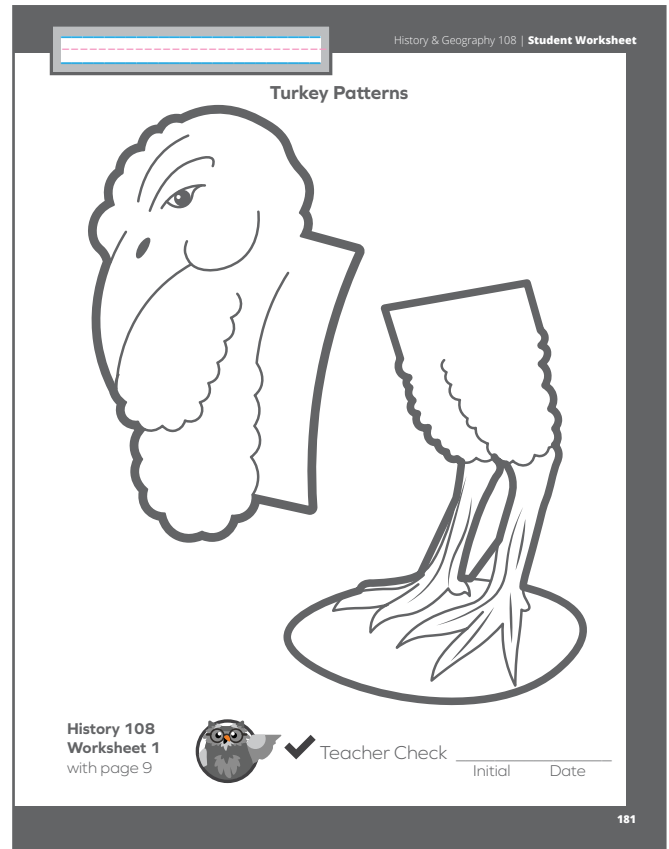


Section 1 | 9



**Activities:**

1. Have the children divide their writing paper into three columns. Write 1, 2, or 3 at the top of each column. Post the vocabulary cards in the pocket chart where everyone can see them. The words should be written in the columns according to the numbers of syllables in each word (*Example: Squanto would be in column 2*).
2. Divide a pocket chart into three columns. Number each column 1, 2, or 3. Review the concept of syllables. Have the children place the vocabulary cards into the right column according to the number of syllables in each word. This activity can be a small group activity or a whole class activity.
3. *Art Project:* Make thankfulness turkeys. The turkey body is 9-inch plate. The body may be colored any color. Each child should then cut a head and feet (Worksheet 1) from red or orange construction paper. A pattern for the head and feet is included with the worksheets or the children can design their own. After cutting out the head and feet, they are attached with paper fasteners or glue. Each child then makes a tail full of feathers. The individual feathers may be cut from a variety of colors of construction paper. On each feather the children should print the names of things for which they are thankful. The feathers are then glued to the turkey body. These colorful turkeys can be a daily reminder of how much each child has to be thankful for.



Find the right word and write it on the line.

flag

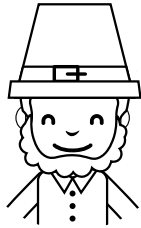
Pilgrim

president

Indian

pledge

United States



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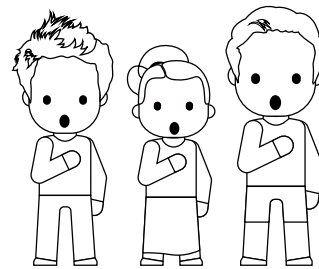
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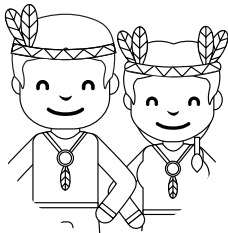
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History 108  
Worksheet 5  
with page 29



Teacher Check \_\_\_\_\_

Initial

Date

# HISTORY & GEOGRAPHY 108

ALTERNATE LIFEPAC TEST

Name \_\_\_\_\_

Date \_\_\_\_\_



My Score

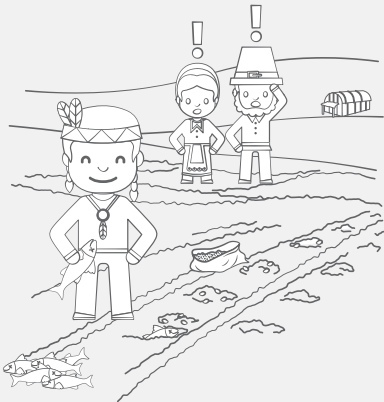


10

13

Each answer = 1 point

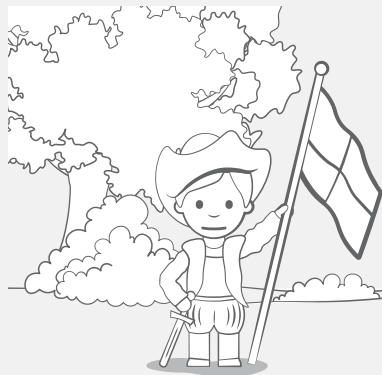
Write **1, 2, and 3** to show what happens *first, second, and third*.



\_\_\_\_\_

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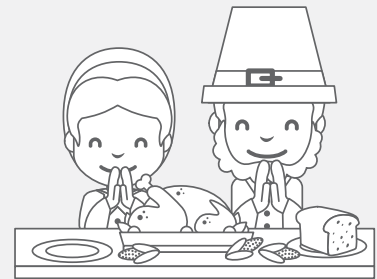
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# 1. THE WORLD AROUND US

## PAGES 2 AND 3

### MATERIALS NEEDED

- Bible
- globe
- picture of solar system
- assorted colors of construction paper
- crayons
- world map
- flannelboard
- magazines
- white paper
- glue
- scissors
- pencils

#### Concept:

The world around us.

#### Objective:

I can tell about a globe.

#### Teacher Goals:

To teach the children to appreciate all God has created for them and to recognize the country in which they live.

#### Bible Reference:

Genesis, Chapter 1

#### Reading Integration:

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

#### Vocabulary:

earth


#### Teaching Pages 2 and 3:

Write the words *earth* and *world* on the board. Show the picture of the solar system. Ask the children to tell what they see in the picture. Explain the planets. Each one has a name. You might mention several of them. One of the planets is called Earth. Point to our planet. As part of the heavens and

I LIVE IN THE WORLD | Unit 9

### 1. THE WORLD AROUND US

Our world is very big.  
It is called Earth.  
It has land and water.  
God made the earth for us.  
Let's find out what the earth looks like!



2 | Section 1

Unit 9 | I LIVE IN THE WORLD

 **Write yes or no.**

God made the world for us. yes

All people are the same. no

People live all over the world. yes

 **Place an X on your state.**

I live here.



Section 1 | 3

## PAGES 8 AND 9: LET'S COMMUNICATE

### MATERIALS NEEDED

- magazines
- glue
- writing tablet
- scissors
- word cards
- pencils
- pocket chart
- Worksheet 1

### Concept:

Let's communicate.

### Objective:

I can tell about people who live around me.

### Teacher Goals:

To review the many ways people and other living creatures communicate with each other and how people who are *hearing* or *sight* impaired learn to communicate with other people.

### Reading Integration:

Main idea, noting and recalling details, following written directions, writing sentences, dictionary work, classifying

### Vocabulary:

(communication, communicate, sound, voices, sirens, praises, silently, maps, smile)

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

### Teaching Pages 8 and 9:

Place all the vocabulary word cards in the pocket chart. Separate them into groups of three or four. Have the children read them as they rearrange them in alphabetical order. Give definitions for some of the words and ask individual children to select the correct word and hand it to you. Ask another child to use the word in a sentence.

Have the children open their LIFE PACs to page 8. Read the page together. Discuss the page as it is read. Ask the children to name as many ways as they can think of to communicate. After they are listed,

THE WORLD AND YOU | Unit 10

### Let's Communicate

Telling someone something is communication. There are many ways to communicate. You can communicate with sound. People's voices and sirens are sounds that communicate. We communicate with God when we sing praises and pray to Him. You can communicate silently. Maps show you where to go. A smile tells someone you are happy.



8 | Section 1

Unit 10 | THE WORLD AND YOU



Circle the things that communicate.

siren  
owl

baby  
rock

chair  
dog

sign  
phone



Put an X on the picture that does not belong.



Section 1 | 9

group them according to sound or silent communication.

Talk about hearing-impaired people. Review the ways in which they communicate with other people. Also review the ways in which blind people communicate, especially the way in which they cope with silent communication signals in the world around them. Reread the sections in History & Geography LIFEPAK 102 that deal with blind and deaf people and how they communicate.

Have the children turn to page 9. Read the directions together. Give the children sufficient time to complete the entire page. Check the page together as soon as all the children are finished.

### Activities:

1. Practice giving and receiving silent communication signals by body language.
2. Have the children find two or three pictures of any form of communication. Glue these down the left side of a piece of writing tablet paper. Next to each picture, have the children write several sentences about the picture. Share these with the class when there is time. They may be posted as a bulletin board display.
3. Worksheet 1 will review the children's recognition and understanding of some of the vocabulary words presented in Section 1. Read the directions with the children and do the first one or two with them. They should be able to finish the page independently.

Student Worksheet | History & Geography 110

**Write the number of the word next to the right sentence.**

1. communicate	4. sound
2. special	5. silent
3. feelings	6. family

  6   You are part of these.

  2   This is the way each person is to God.

  3   When you cry, you show these.


  1   You do this when you call someone on the telephone.

  5   This is the way the world seems to a deaf person.

  4   When you sing, you make this.

History 110  
Worksheet 1  
with page 9

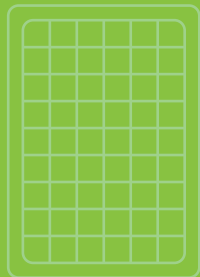


Teacher Check  \_\_\_\_\_  
Initial      Date

280

## CUMULATIVE WORD LIST

Abraham Lincoln	build	crows	fair	grandparents
across	buildings	cry	families	grow
act	buys	curtains	family	guides
address	calf	customs	farm	gym
afraid	campfire	danger	favorite	happen
alarm	canicas	day	fear	happy
alone	card	deaf	feast	hard
along	carefully	decorations	feeds	having
already	cares	deliver	feelings	hayride
always	Carlos	dentist	festivals	healthy
America	cavities	desks	fiesta	heart
Americans	celebrated	devil	fifty	heaven
angry	chapel	different	fight	hello
animals	chart	direct	findeth	helpful
another	check	discovered	Firefighter Dan	helping
apartment	church	dishes	first	helps
arresting	circle	disobeyed	fisherman	hole
baby	cities	doctor	five	holidays
baptizes	city	doing	flash	home
barn	city worker	don't	flat	hopscotch
baseball	clams	doors	floor	horns
basketball	claps	dream	flown	house
beans	class	dressed	foghorn	hug
bear	classmates	each	follow	hungry
because	clean	early	food	hunt
begin	clock	earns	four	hurt
bells	closer	ears	Francis Scott Key	Ikuko
belongs	cloth	earth	free	important
best	clothes	Easter	freedom	Independence
Bill	Columbus	energy	friend	Indians
Billy	commandments	English	front	island
blind	communicate	enjoys	funny	it's
boat	communicated	errand	furniture	jacket
Bobby	community	everyone	garden	Japan
both	compact	everything	gathers	Japanese
brave	congregation	evil	George Washington	Jimmy
breakfast	cooks	exactly	getas	kimono
breathe	copy	excuse	glad	kind
brick	count	exercise	globe	kiss
brush	cries	expects	grade	kitchen
bucket	crossing	eyes	grandma	knocked



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