

180 DAYSTM

Lessons and Activities

Geography for First Grade

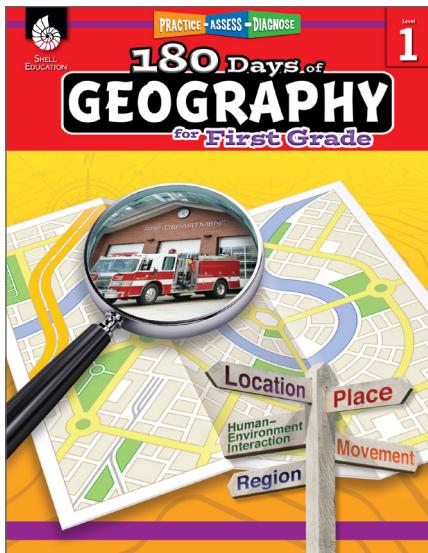
Table of Contents

Cover (1 page)

Table of Contents (1 page)

How to Use This Book (2 pages)

Lesson Pages (5 pages)



HOW TO USE THIS BOOK

Weekly Structure

The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. Each of the remaining 34 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in a community. Days 1 and 2 of each week focus on map skills. Days 3 and 4 focus on the topic they have learned. Days 5 and 6 focus on what they have learned to themselves.

Day 1—Reading Maps: Students will map and answer questions about it.

Day 2—Creating Maps: Students will existing map.

Day 3—Read About It: Students will topic or location for the week and answer questions about it.

Day 4—Think About It: Students will or other graphic related to the topic or answer questions about it.

Day 5—Geography and Me: Students connect what they learned to themselves.

Five Themes of Geography:

Good geography teaching encompasses all five the human-environment interaction, movement, and relative locations of a specific point or place. human-environment interaction: how people affect their surroundings and how the environment affects them. Movement: describes how and why people, goods, and ideas move. The region theme examines how places are grouped based on a variety of factors, including political factors.

WEEK 7 DAY 2

Creating Maps

Directions: Follow the steps.

Creating Maps

Directions: Follow the steps.

1. Circle Juan's house and the park.

2. Draw a line down the streets to go from Juan's house to the park.

3. Draw an arrow that points to the line.

4. Label the line to the park.

28622 — 180 Days of Geography

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

1

180 Days of **GEOGRAPHY** for First Grade



TABLE OF CONTENTS

Introduction	3
How to Use This Book	4
Standards Correlations	10
Daily Practice Pages	15
Answer Key	195
Rubrics	202
Analysis Pages	205
Digital Resources	208

INTRODUCTION

With today's geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn't always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

The Need for Practice

To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' geographical understandings. This allows teachers to adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

Weekly Structure

The first two weeks of the book focus on map skills. By introducing these skills early in the year, students will have a strong foundation on which to build throughout the year. Each of the remaining 34 weeks will follow a regular weekly structure.

Each week, students will study a grade-level geography topic and a location in a community. Locations may be a town, a street, a home, or a school.

Days 1 and 2 of each week focus on map skills. Days 3 and 4 allow students to apply information and data to what they have learned. Day 5 helps students connect what they have learned to themselves.



Day 1—Reading Maps: Students will study a grade-appropriate map and answer questions about it.



Day 2—Creating Maps: Students will create maps or add to an existing map.



Day 3—Read About It: Students will read a text related to the topic or location for the week and answer text-dependent or photo-dependent questions about it.



Day 4—Think About It: Students will analyze a chart, diagram, or other graphic related to the topic or location for the week and answer questions about it.



Day 5—Geography and Me: Students will do an activity to connect what they learned to themselves.

Five Themes of Geography

Good geography teaching encompasses all five themes of geography: location, place, human-environment interaction, movement, and region. Location refers to the absolute and relative locations of a specific point or place. The place theme refers to the physical and human characteristics of a place. Human-environment interaction describes how humans affect their surroundings and how the environment affects the people who live there. Movement describes how and why people, goods, and ideas move between different places. The region theme examines how places are grouped into different regions. Regions can be divided based on a variety of factors, including physical characteristics, cultures, weather, and political factors.

HOW TO USE THIS BOOK (cont.)

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework.

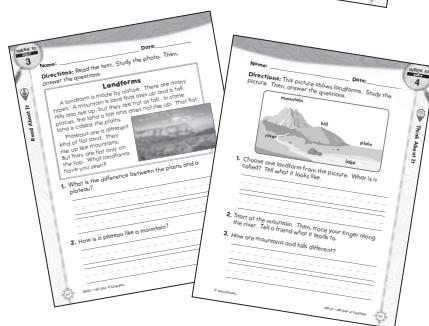
As outlined on page 4, each week examines one location and one geography topic.



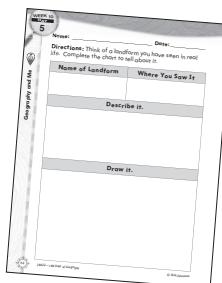
The first two days focus on map skills. On Day 1, students will study a map and answer questions about it. On Day 2, they will add to or create a map.



Days 3 and 4 allow students to apply information and data from texts, charts, graphs, and other sources to the location being studied.

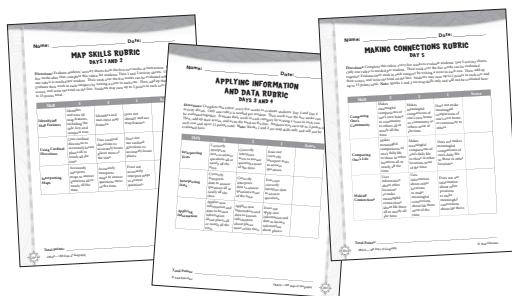


On Day 5, students will apply what they learned to themselves.



Using the Resources

Rubrics for the types of days (map skills, applying information and data, and making connections) can be found on pages 202–204 and in the Digital Resources. Use the rubrics to assess students' work. Be sure to share these rubrics with students often so that they know what is expected of them.



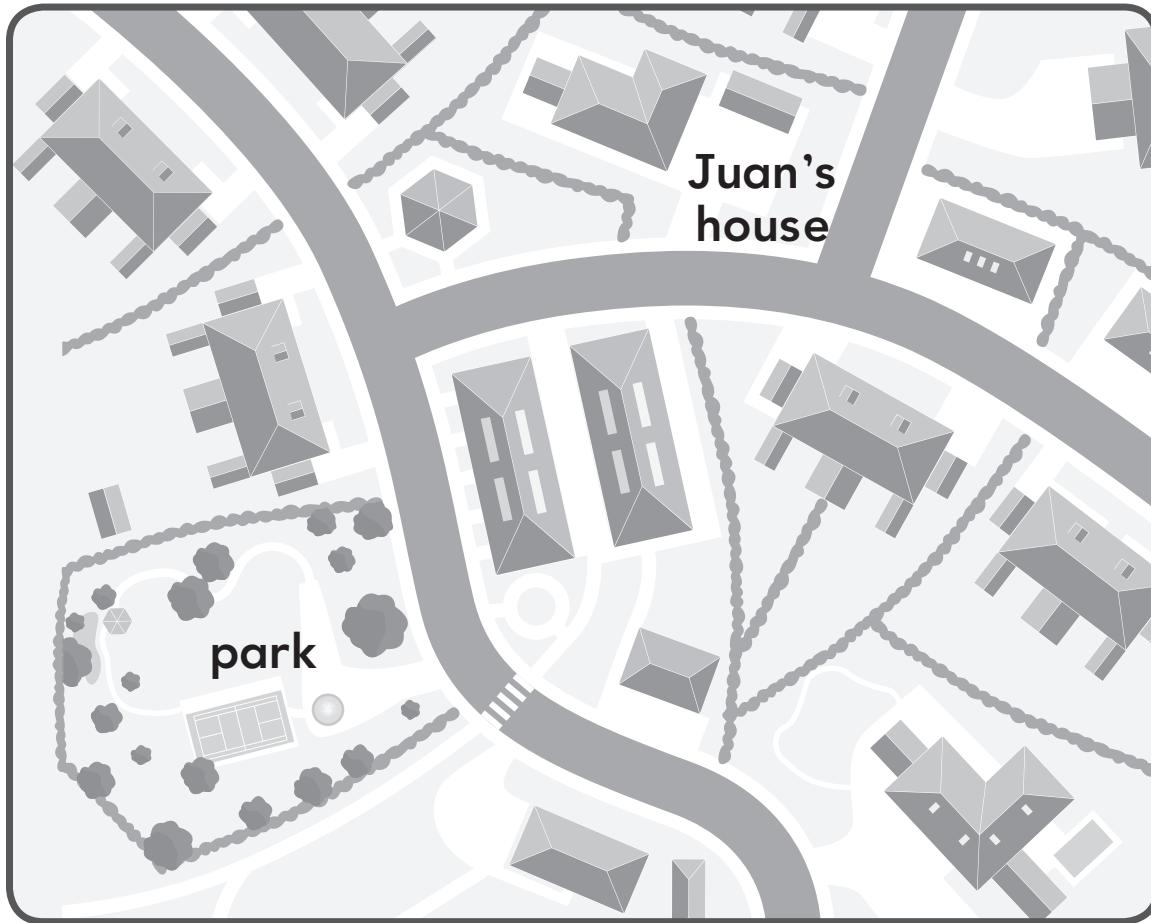
Name: _____ Date: _____

Directions: Study the map. Then, answer the questions.**1.** Name places where kids like to play.

2. Where could someone buy dessert in this community?

3. How many gas stations are in this community?

Name: _____ Date: _____

Directions: Follow the steps.

1. Circle Juan's house and the park.
2. Draw a line down the streets to go from Juan's house to the park.
3. Draw an arrow that points to the line.
4. Label the line *to the park*.

Name: _____ Date: _____

Directions: Read the text. Study the photo. Then, answer the questions.

Timber

Timber is a renewable resource. That means it will not run out. We can always plant more trees for timber. First, the trees are grown. Then, they are chopped down. A truck takes them to a sawmill. Then, the wood products are bundled up. They are sent to factories and stores. They are turned into furniture and tools.



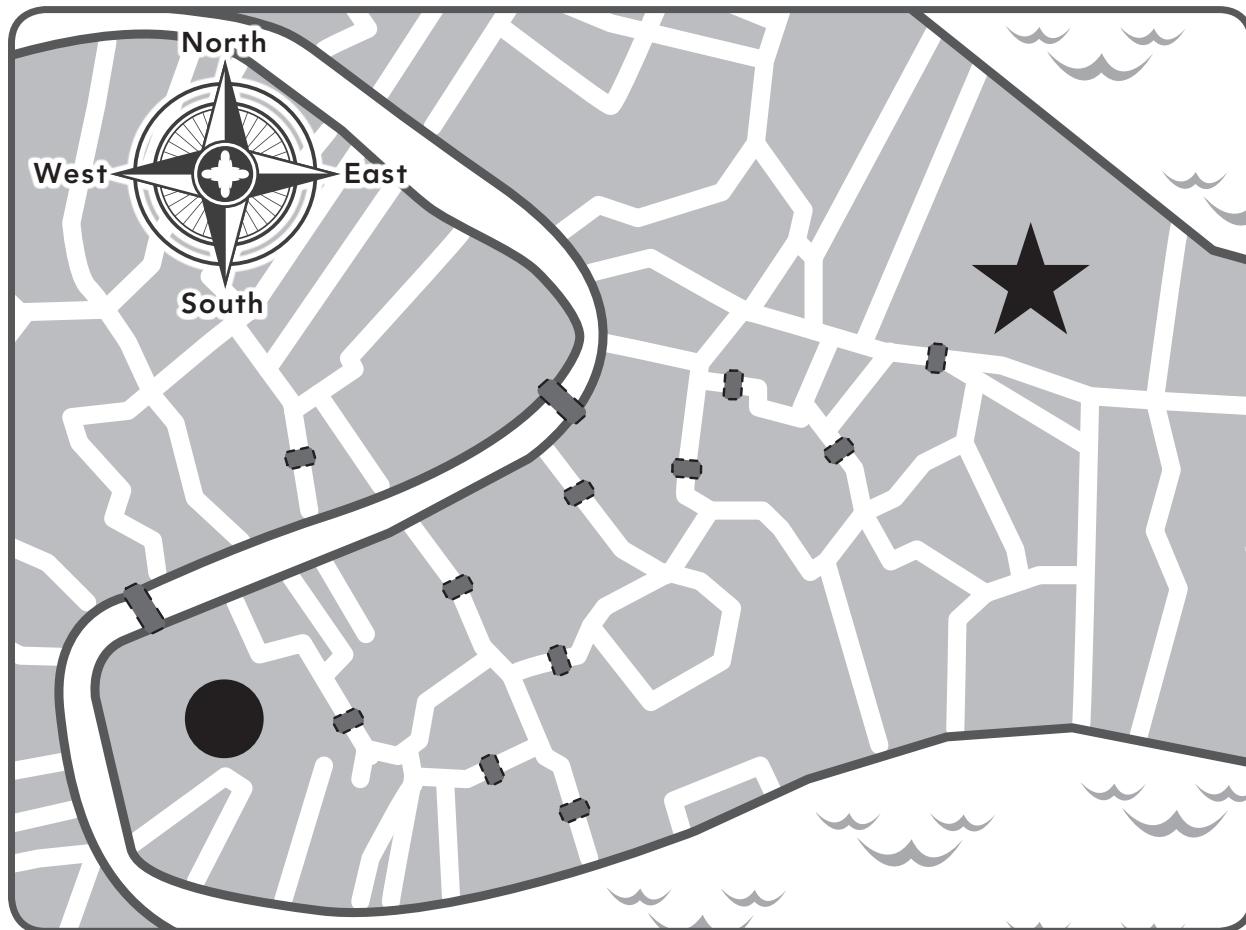
1. What happens right after a tree is chopped down?

2. Explain why timber is a renewable resource.



Name: _____ Date: _____

Directions: Draw a route from the circle to the star. Use the canals and bridges.



1. How many canals are in your route?

2. Use cardinal directions to describe your route.

Name: _____ Date: _____

Directions: Think about a store where you can buy fruits and vegetables. Compare and contrast that place with a farmers' market.

