



HISTORY & GEOGRAPHY

Teacher's Guide Part 1

► **1st Grade**

HISTORY & GEOGRAPHY 100

Teacher's Guide Part 1

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INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY

The first grade teacher's guides of the LIFEPA^C curriculum are designed to provide a step-by-step procedure that will help the teacher prepare for and present each lesson effectively. In the early LIFEPA^Cs, the teacher should read the directions and any other sentences to the children. However, as the school year progresses, the student should be encouraged to begin reading and following his own instructional material in preparation for the independent study approach that begins at the second grade level.

This section of the Teacher's Guide includes the following teacher aids:

- 1) Cumulative Word List
- 2) Teacher Instruction Pages

The Cumulative Word List is made up of words introduced at least once in one of the ten subject LIFEPA^Cs. An asterisk (*) following a word indicates a direction-word that the children will need to know by sight to complete the work independently. Sight words are words that either are needed before their phonetic

presentation or do not follow the standard phonetic rules. These words need to be learned through memorization and children should be drilled on them frequently. The drill may be done by use of a chart posted in a prominent place, by word card drills, or by word recognition or meaning games. Some words on the Cumulative Word List are not expected to be part of the student's reading vocabulary but part of his speaking vocabulary for better understanding of subject content.

The Teacher Instruction Pages list the Concept to be taught as well as Student Objectives and Goals for the Teacher. The Teaching Page contains directions for teaching that page. Some of the activities in the Activities section at the end of each lesson are optional and may be used to reinforce or expand the concepts taught.

Materials needed are usually items such as pencils and crayons which are readily available. Additional items that may be required are writing tablets or any lined paper, alphabet cards, color and number charts, and flashcards for vocabulary words.

Teaching Page 7:

Read the title or ask one of the children to read it. Ask: "How many things can you find in the picture that are gifts from God?" List the children's responses on the board. Read the verse from Psalm 106 to the class. Ask the children to read it with you the second time. Have the class trace and say the words of the verse as you write it on the board. The children may copy this verse into their writing tablets.

The children should color the picture.

Activities:

1. Learn Psalm 106:1. Use this verse as a prayer before meals.

2. Give each child a copy of Worksheet 2.

On the body of the figure, have each child draw or paste pictures of things he is especially thankful for. Some children may want to write what they are thankful for. Single words or phrases would be sufficient. Some children may want to share their pictures. If time allows, those who wish to do so could tell what they are thankful for and why.

3. Have the children write one-sentence thank-you prayers in their writing tablets.
4. On another piece of paper, have the children draw pictures showing God's care for each child. These pictures may be shared in front of the whole class or in small groups.

Unit 1 | I AM A SPECIAL PERSON

God's Gifts

 Color the picture.



 Trace this verse. Say it with your teacher.

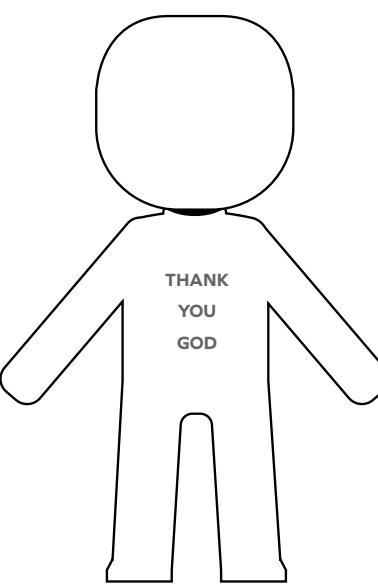
"Oh give thanks unto the Lord: for He is good."

(Psalm 106:1)

Section 1 | 7

Student Worksheet | History & Geography 101

God's Gifts to You.



History 101
Worksheet 2
with pages 6 & 7

 Teacher Check _____ Initial _____ Date _____

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Teaching Page 15:

Give the children the following directions.

"On page 15 you are going to draw a picture of yourself from head to toe. You may use the mirror to help you. At the bottom of the page, write your whole name." Help the children to spell any part of their name that they do not know. Encourage them to use their middle names if they know them.

Activities:

1. Pass out Worksheet 3.

Explain that this worksheet is the next page in their books about themselves. Fasten a tape measure to one wall in the classroom at a height that will accommodate all the children. (To each child's measured height will be added the distance from the floor to the beginning of the tape measure.) As the children are measured, have the children write their height on the first line of their figure. Follow the same procedure with weight. Supervision should be given for both of these activities since most children have little experience reading any units of measure. They may use their color chart to write the color of their hair and eyes. When finished, each child should cut out the figure and put it in a safe place along with the rest of the pages to the book. This place may be in a folder or the worksheet may be collected and stored by the teacher.

2. Start a height-weight chart that can be added to during the year. The children can see how much they have grown as the months go by.

Unit 1 | I AM A SPECIAL PERSON



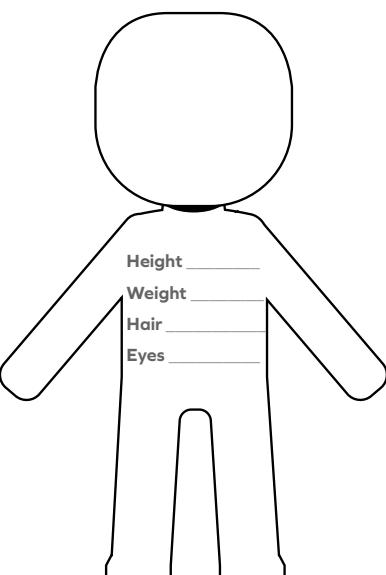
Draw a picture of yourself from head to toe.



Write your name.

Section 2 | 15

History & Geography 101 | Student Worksheet



Height _____
Weight _____
Hair _____
Eyes _____



✓ Teacher Check _____ Initial _____ Date _____

**History 101
Worksheet 3**
with pages 14 & 15

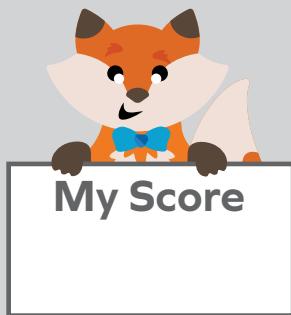
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HISTORY & GEOGRAPHY 101

ALTERNATE LIFEPAK TEST

Name _____

Date _____



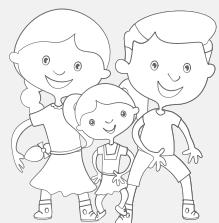
Each answer = 1 point

What would you say?

Draw lines to the right words.



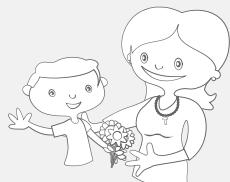
◀ Please



◀ Excuse me



◀ Thank you



◀ I'm sorry

PAGE 3: ACTIVITY PAGE

MATERIALS NEEDED

- pencils
- pictures of an ambulance, a cell phone, and a fire engine

Concept:

Communicating with sound.

Objective:

I can tell what communication means.

Teacher Goal:

To teach the need for communication.

Reading Integration:

Sequence, following written directions

Teaching Page 3:

Show a picture of an ambulance. Tell the children that is an ambulance.

Ask these questions:

"How many of you have ever see an ambulance?"

"What kind of sound does it make?"

"When do you hear an ambulance?" (when someone is sick or hurt)

"Does the sound of the ambulance come before the person is sick or after?"

Hold up the picture of the cell phone and *ask this question:*

"What would happen first, dialing the phone or answering it?"

Show the picture of the fire engine. *Ask the children:*

"When you are in the car with your mother and she hears a fire engine siren, what does she do?"

"What comes first, the fire siren or the car stopping?"

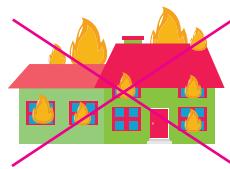
Have the children open their LIFEPAKS to page 3. Read the directions together. Identify the first two pictures and tell the children to mark the one that happens first. Complete the rest of the page the same way. Correct the page together. Errors should be corrected with a crayon.

Activity:

Have the children draw a double picture. Fold the drawing paper in half. On one half the children should draw something they do that causes a sound. On the other half they should draw what might happen because of the sound. *Example:* The first half may show a child hitting a drum, and the second half may show a baby crying, or the first half might show someone ringing a doorbell, and the second half would show someone answering the door.



Put an X on what happens first.



PAGES 4 AND 5: BEING SICK

MATERIALS NEEDED

- Bible
- pencils
- crayons
- construction paper
- drawing paper
- yarn
- hole punch
- old magazines or greeting cards
- paste or glue
- scissors
- Worksheet 2

Concept:

The relationship between sickness and sadness.

Objective:

I can tell what makes me feel sad.

Teacher Goal:

To help the children to understand why they feel sad when someone is sick.

Bible References:

Matthew 25:36; any stories about Jesus helping or healing the sick

Reading Integration:

Main idea, listening, following directions, memory work, speaking in a group

Vocabulary:

copy, Jane, visited, (sick)

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

Teaching Page 4:

Discuss the illustration with the children. Read the page to the children. Ask them how they feel when they are sick and cannot go out. Ask them how they feel when someone they know is sick.

Teaching Page 5:

Read and discuss the Bible verse with the children.

Read them stories from the Bible or from a children's Bible about Jesus and the sick.

I HAVE FEELINGS | Unit 3



4 | Section 1

Unit 3 | I HAVE FEELINGS



Learn this Bible verse.

"I was sick, and ye visited me."

(Matthew 25:36)



Talk about the sick people that Jesus helped.



Draw a happy picture for a sick person. Color it. Copy it and give it to someone who is sick or sad.

Section 1 | 5

Discuss the Bible stories with the children.

Read the directions for the second activity. Explain that the space provided for them is space for them to plan a picture, to try it out, and to check their colors. When they have decided on their picture, they can draw the real picture on drawing paper; finish it; and give it, or send it, to someone who is sick.

Activities:

1. Do Worksheet 2.

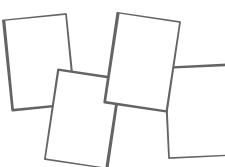
Help the children to make a happy book. Give each child six sheets of plain drawing paper or construction paper. Give them a selection of old greeting cards, magazines, or pictures from which to choose pictures they like. Instruct the children to keep one sheet of paper for a cover. They can decorate the cover in a special way. To fasten the completed books, punch holes and use string or yarn.

Have the children give their books to someone who is sick (possibly the children's ward at the hospital).

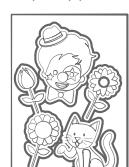
2. Reinforce short /i/ words (taught in Language Arts LIFEPAAC 103). Drill short /i/ words and have the children pick out words from pages 4 and 5 that have the short /i/ sound (*is, sick, in, will, picture, this, visited*).

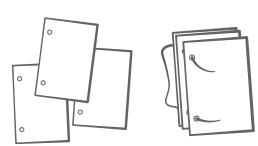
Student Worksheet | History & Geography 103

**Do you have a sick friend?
Make them a happy book.
Pray for them.
Make a picture book for a sick friend.**

1. Take some paper (plain or colored).


2. Find pictures of happy things, pretty things, or funny things.


3. Paste the pictures on your paper in a pretty design or to make a pretty picture.


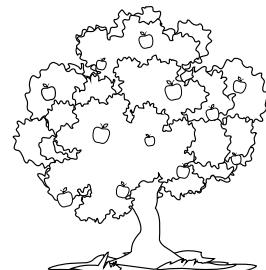
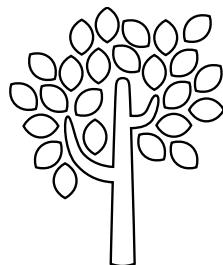
4. When all the pages are finished, punch two holes on each page and tie together with yarn.


History 103
Worksheet 2
with pages 4 & 5

 Teacher Check Initial _____ Date _____

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Write 1, 2, and 3, to show what happened *first, next, and last*.



History 103
Worksheet 5
with page 31



Teacher Check

Initial _____

Date _____

PAGE 4: ACTIVITY PAGE

MATERIALS NEEDED

- crayons
- construction paper
- scissors
- Worksheets 5 and 6

Teaching Page 4:

Read the directions at the top of the page to the children. Ask them to tell you in their own words what the directions ask them to do. Point out the symbol at the bottom of the page. Have one of the children read the sentence. Explain that this symbol means that the class should talk about something. What does the sentence tell them to talk about? After the class has drawn their families, give them a chance to tell about their pictures.

Ask them questions about their picture such as these:

“Who is the youngest in the family?”

“Who is the oldest?”

“Does everyone in the family have the same color of hair?”

Activities:

1. Do Worksheet 5.

Write these words on the board: *work, play, eat, and pray*. Have the students put these words in the blanks on Worksheet 5. Help them to learn the “Family Prayer” so that they can say it at dinnertime or bedtime at home.

Have the children color a border around the prayer or have them cut it out and paste it on construction paper to form a frame.

2. Do Worksheet 6.

Have the children color the church on Worksheet 6. Have them cut the doors of the church on the dotted lines only so that they stand open.

Tell the children to cut the church out and to paste it on a piece of drawing paper. Do not paste the church doors shut. The doors should be able to open and close.

Ask the children to draw their families inside the church door or to bring a photograph of their families that can be pasted inside the church. When the church doors are opened, each child should see his family inside.

Let the children finish the pictures by adding grass, sidewalk, trees, or sky as they wish.



Draw a picture of your family.



Tell about your family.

Make a "Family Hands" poster or booklet. Have the children trace their hand on a large piece of paper. Tell them to have each of their family members trace their hands over the first hand. The designs come out to look very interesting.

The other possibility is to have the class make a small book entitled "Family Hands." A family member can trace his hand on one page of the book and can write his name at the bottom of the page.

Note: Both of these projects are nice open-house activities. The children could make these with their parents when they visit the classroom.

History & Geography 104 | Student Worksheet

A Family Prayer

Dear Lord, Bless my family.

We _____
We _____
We _____
We _____

Thank you, dear Lord, for my loving family.
Amen

History 104
Worksheet 5
with page 4

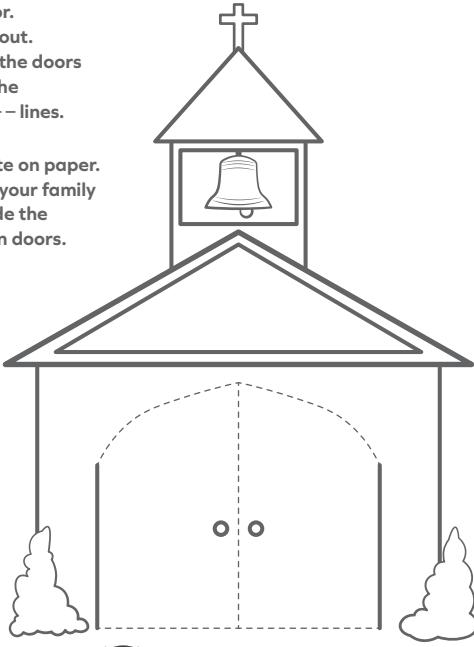
 ✓ Teacher Check _____ Initial _____ Date _____

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Student Worksheet | History & Geography 104

Color.
Cut out.
Cut the doors
on the
--- lines.

Paste on paper.
Put your family
inside the
open doors.



History 104
Worksheet 6
with page 4

 ✓ Teacher Check _____ Initial _____ Date _____

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PAGE 3: ACTIVITY PAGE

MATERIALS NEEDED

- pencils
 - crayons
 - tagboard
 - Worksheet 2

Vocabulary:

clothes, happens

Teaching Page 3:

Review page 2. Talk about Bobby's morning routine. Ask the children to open their LIFEPAKS to page 3. Ask a child to read the lines at the top of the page. Make sure all the children understand the directions and the pictures before they begin to work. When everyone is finished check the activity together.

Read the directions for the second activity. Identify the pictures. Have the children complete the page. Check this activity together. Children should make corrections with a crayon or colored pencil.

Activities:

- ## 1. Do Worksheet 2.

Ask the children to study this summer picture.

Read the directions.

After the children have completed the worksheet, check it together and discuss why each part they have marked is out of place. Talk again about wearing the proper clothing to suit the weather.

2. Keep a weather record for the duration of this LIFEPA^C. Use a large blank calendar page (posterboard size). The class together should fill in the days and dates. For each day, tell if it was sunny, cloudy, rainy, or partly cloudy. Record the temperature and wind conditions.

Unit 5 | YOU BELONG TO FAMILIES

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

3

1

2

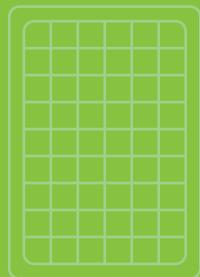
Match the clothes to the weather.

Section 1 | 3

Student Worksheet | History & Geography 105

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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