

HISTORY & GEOGRAPHY

Student Book

▶ **1st Grade**

I AM A SPECIAL PERSON

HISTORY & GEOGRAPHY 101

Introduction | 1

1. Why You Are Special	2
God Made You 4	You Are God’s Child 8
God Cares for You 6	Self Test 1 11
2. All About You	12
Looking in a Mirror 14	Telling about Yourself 18
Your Own Family 16	Self Test 2 22
3. Acting Like a Special Person	23
Manners at Home 24	Manners in Church 28
Manners at School 26	Self Test 3 32

LIFEPAC Test | Pull-out



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

© MCMXCVI by Alpha Omega Publications, Inc.
All rights reserved.
LIFEPAC is a registered trademark of Alpha
Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Author:

Kathleen McHaughton

Editor:

Mary Ellen Quint, M.A.

Consulting Editor:

Rudolph Moore, Ph.D.

Revision Editor:

Alan Christopherson, M.S.

Media Credits:

Page 1: © Nina_Piankova, iStock, Thinkstock; **4:** © graphic-bee, iStock, Thinkstock; **6:** © Creative_Outlet, iStock, Thinkstock; **14:** © cole matt, iStock, Thinkstock; **23:** © Photos.com, iStock, Thinkstock; **26:** © artisticco, iStock, Thinkstock.



Did you know you are a special person?
What makes someone special?
Let's find out!

Objectives

1. I can tell what being special means.
2. I can tell about myself.
3. I can tell how a special person acts toward others.



Circle as many ways to communicate as you can find.





Bob Is Little

Bob is my friend.
Bob is little.
Bob is smaller than any of us.

Because Bob is little,
some children make fun of him.
They call him names.
They make him cry.
They make me sad because
they hurt my friend, Bob.



God wants me to help Bob.

I want to do what God wants.



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



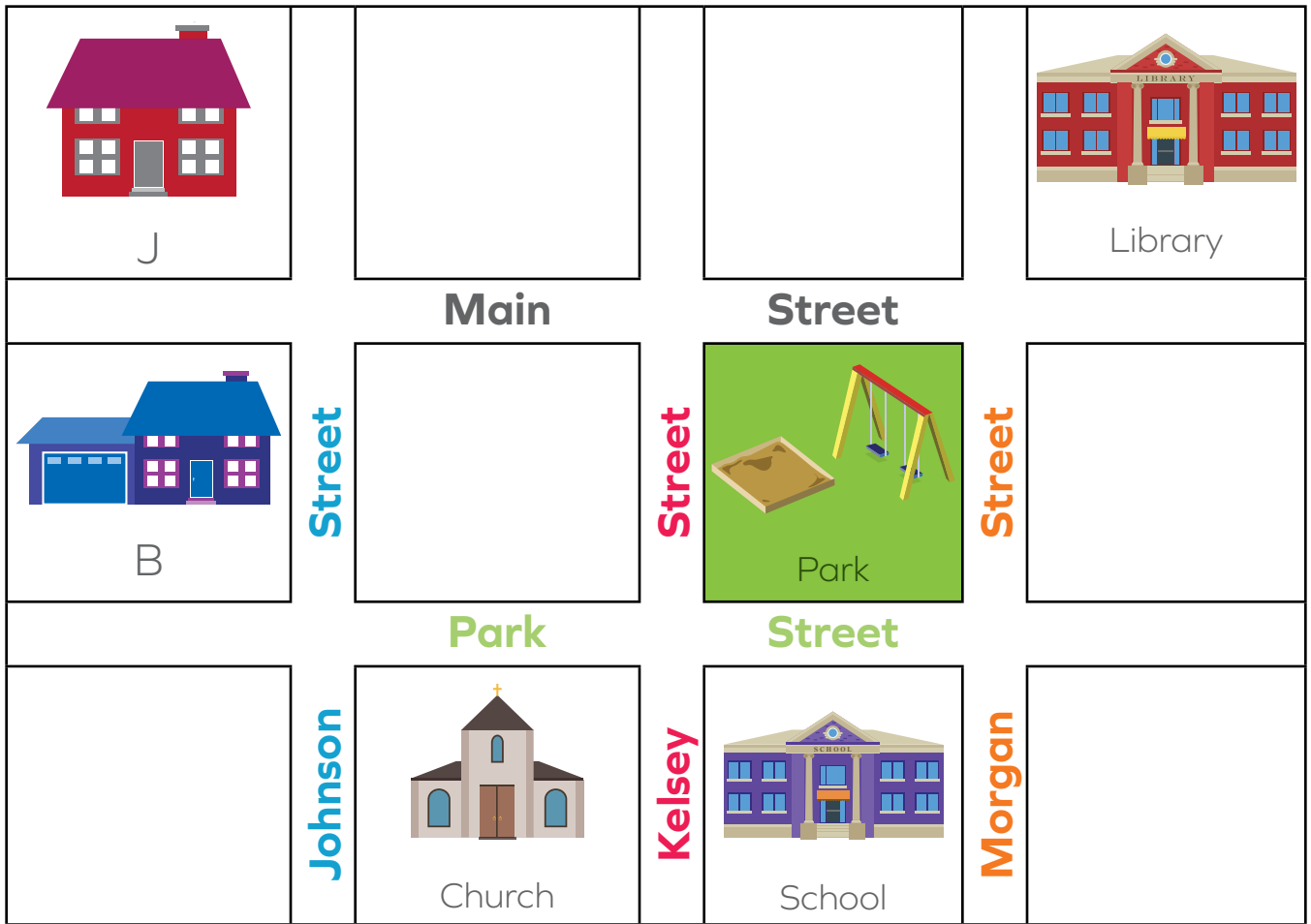




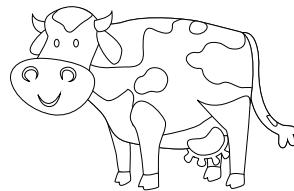
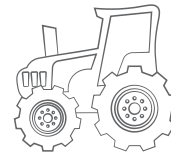
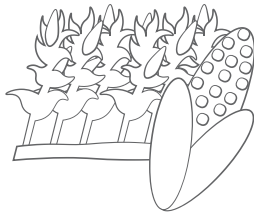
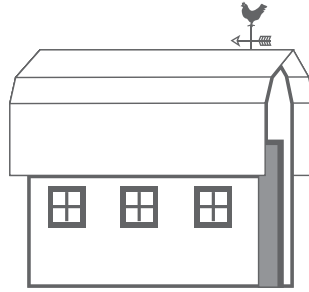
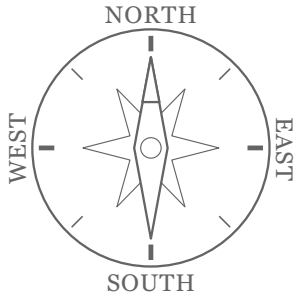
Learning about Maps

Here comes my friend, Jimmy.
Jimmy and I walk to school.

This picture is a map.
It shows where my school is.



Can you find Jimmy's house?
Can you find Bobby's house?
Where is the school?



Fill in the blanks.

north

east

south

west

The barn is _____ of the house.

The field is _____ of the house.

The tractor is _____ of the house.

The cow is _____ of the house.

SELF TEST 1

Each answer = 1 point

Write *yes* or *no*.

Police Officer Lopez puts out fires.

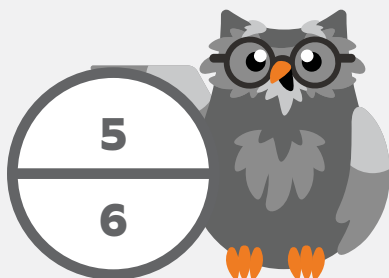
Firefighter Dan is your friend.

A red light tells you to go.

Never take a ride from a stranger.

Police officers and firefighters help people who are hurt.

Circle the picture that shows how you can help a police officer.



Teacher Check

Initial Date



My Score

SELF TEST 1

Each answer = 1 point

Circle the right word.



communicate

children



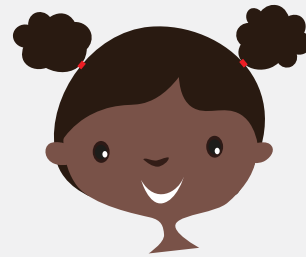
same

different



good night

thank you



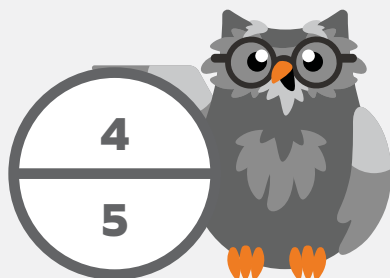
happy

afraid

Circle the right word.

God communicates with you through the

_____ .
(radio / Bible)

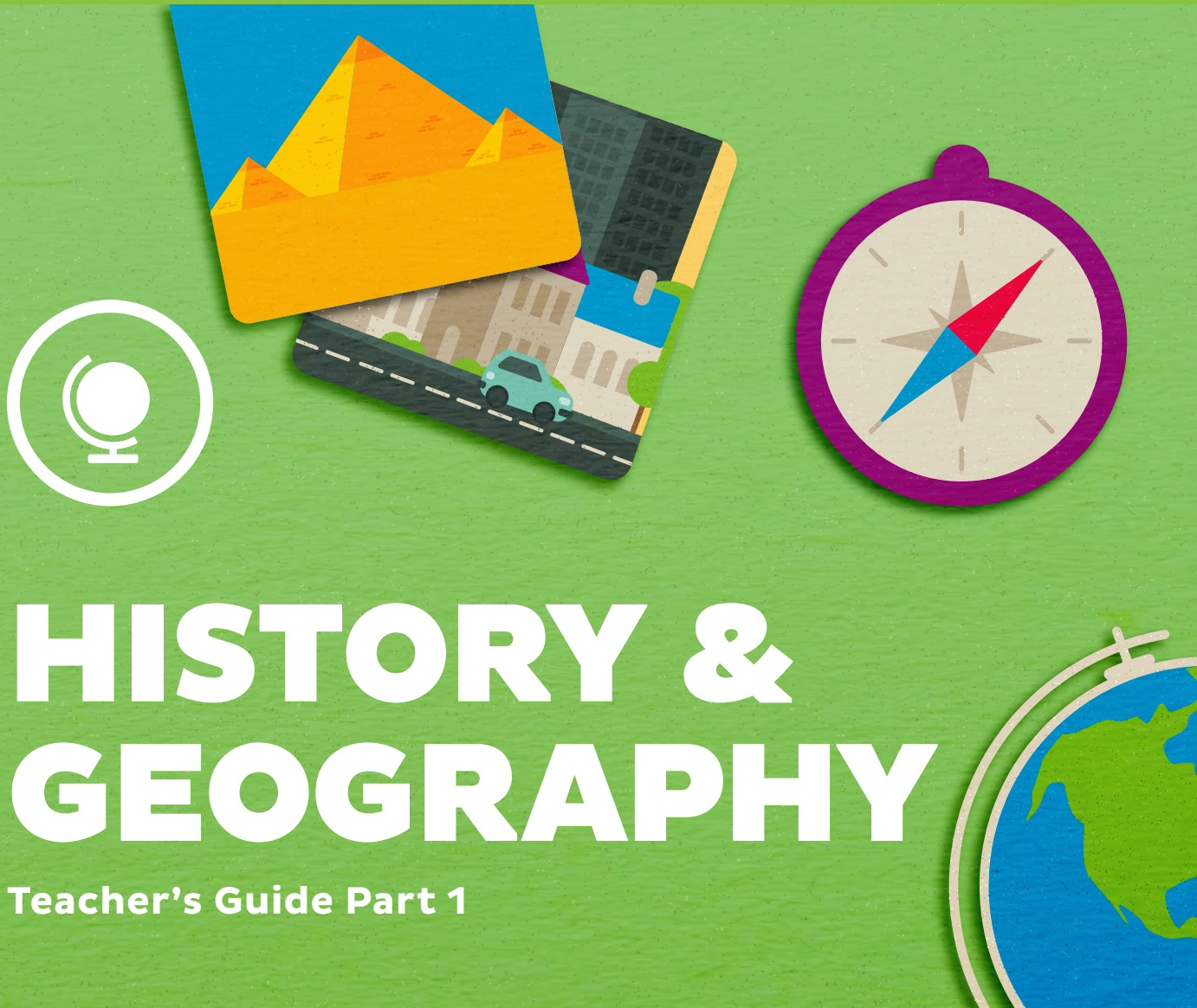


Teacher Check

Initial Date



My Score



▶ **1st Grade**

.....

HISTORY & GEOGRAPHY 100

Teacher's Guide Part 1

LIFEPAC® Overview **3**

HISTORY & GEOGRAPHY SCOPE &
SEQUENCE |4

STRUCTURE OF THE LIFEPAC
CURRICULUM |8

TEACHING SUPPLEMENTS |14

Unit 1: I Am A Special Person **21**

TEACHER NOTES |22

ALTERNATE LIFEPAC TEST |67

STUDENT WORKSHEETS |61

Unit 2: Let's Communicate **71**

TEACHER NOTES |72

ALTERNATE LIFEPAC TEST |121

STUDENT WORKSHEETS |114

Unit 3: I Have Feelings **123**

TEACHER NOTES |124

ALTERNATE LIFEPAC TEST |175

STUDENT WORKSHEETS |169

Unit 4: I Live In a Family **177**

TEACHER NOTES |178

ALTERNATE LIFEPAC TEST |271

STUDENT WORKSHEETS |237

Unit 5: You Belong To Families **275**

TEACHER NOTES |276

ALTERNATE LIFEPAC TEST |325

STUDENT WORKSHEETS |315

Cumulative Word List **327**

INSTRUCTIONS FOR FIRST GRADE HISTORY & GEOGRAPHY

The first grade teacher's guides of the LIFEPAC 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 LIFEPACs, 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 LIFEPACs. 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.

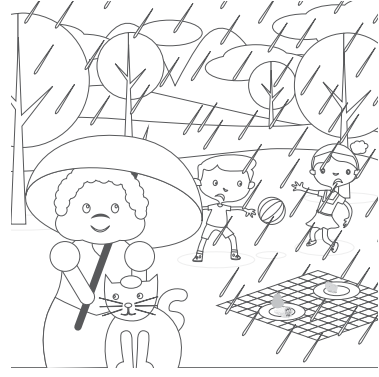
Activities:


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.

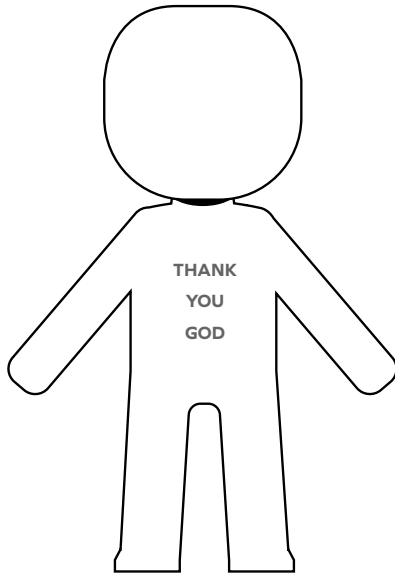
"Oh give thanks unto the
Lord, for He is good."

(Psalm 106:1)

Section 1 | 7


Student Worksheet | History & Geography 101

God's Gifts to You.



THANK
YOU
GOD

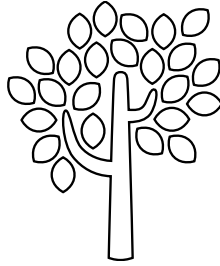
History 101
Worksheet 2
with pages 6 & 7

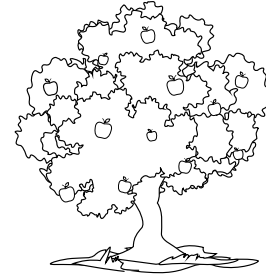
 Teacher Check _____
Initial _____ Date _____

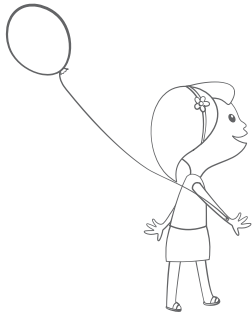
62

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

























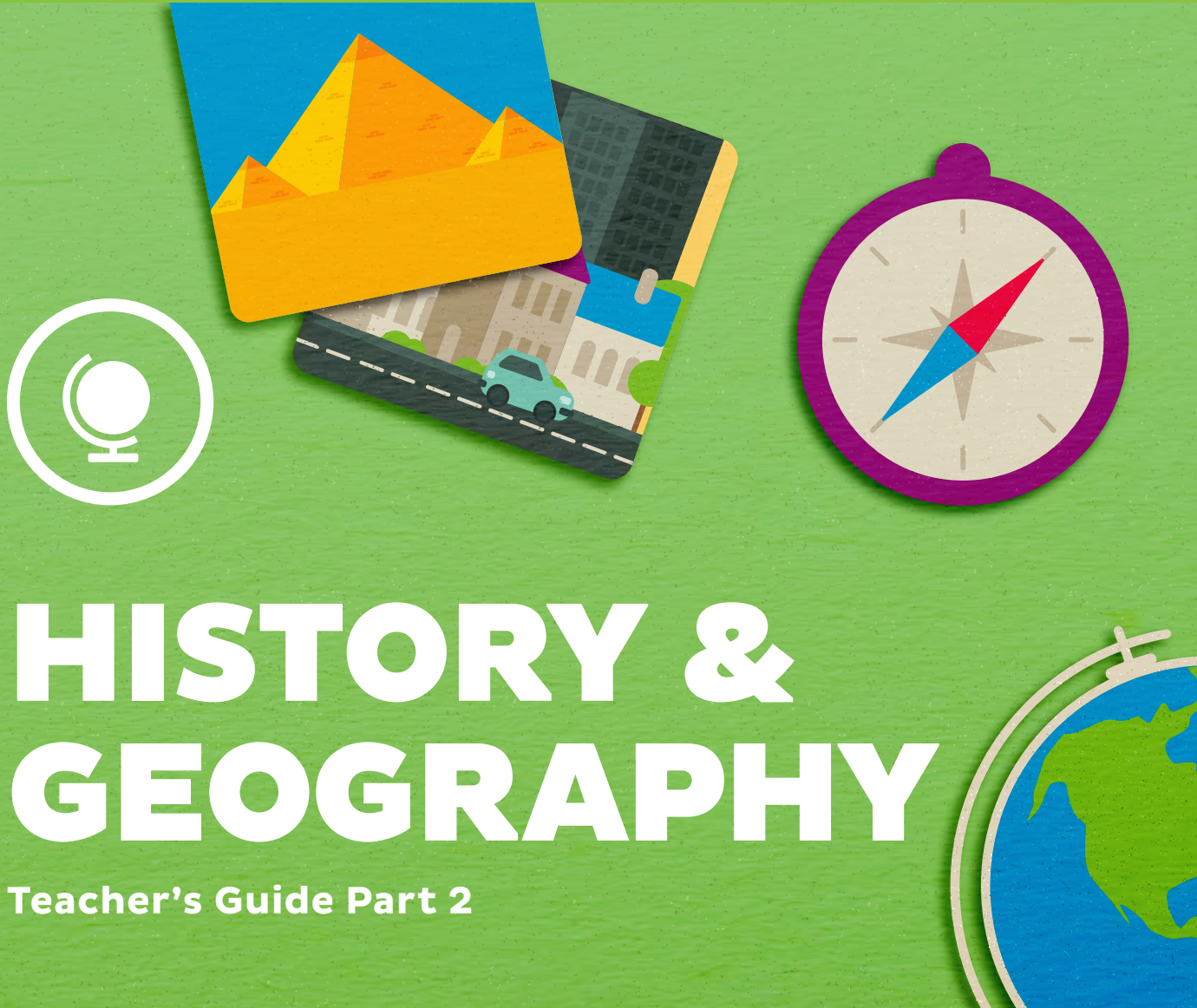
History 103
Worksheet 5
with page 31



Teacher Check

Initial

Date



HISTORY & GEOGRAPHY

Teacher's Guide Part 2

▶ **1st Grade**

.....

HISTORY & GEOGRAPHY 100

Teacher's Guide Part 2

LIFEPAC® Overview **3**

HISTORY & GEOGRAPHY SCOPE &
SEQUENCE |4

STRUCTURE OF THE LIFEPAC
CURRICULUM |8

TEACHING SUPPLEMENTS |14

Unit 6: Places People Live **21**

TEACHER NOTES |22

STUDENT WORKSHEETS |67

ALTERNATE LIFEPAC TEST |87

Unit 7: Community Helpers **91**

TEACHER NOTES |92

STUDENT WORKSHEETS |129

ALTERNATE LIFEPAC TEST |137

Unit 8: I Love My Country **141**

TEACHER NOTES |142

STUDENT WORKSHEETS |181

ALTERNATE LIFEPAC TEST |187

Unit 9: I Live In The World **191**

TEACHER NOTES |192

STUDENT WORKSHEETS |231

ALTERNATE LIFEPAC TEST |239

Unit 10: The World and You **243**

TEACHER NOTES |244

STUDENT WORKSHEETS |280

ALTERNATE LIFEPAC TEST |283

Cumulative Word List **287**

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.

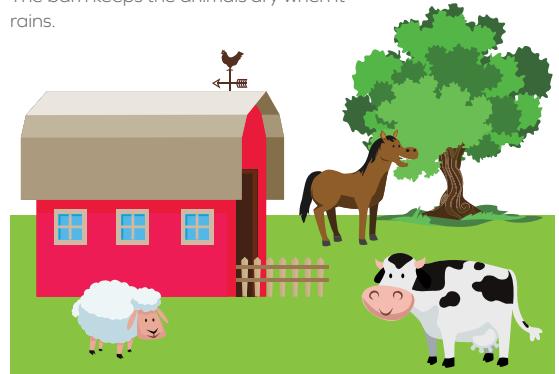
There are large areas of land around Stanley's home.

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

HISTORY & GEOGRAPHY 108

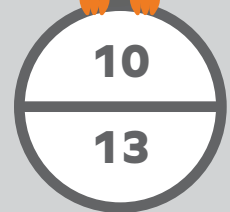
ALTERNATE LIFEPAC TEST

Name _____

Date _____

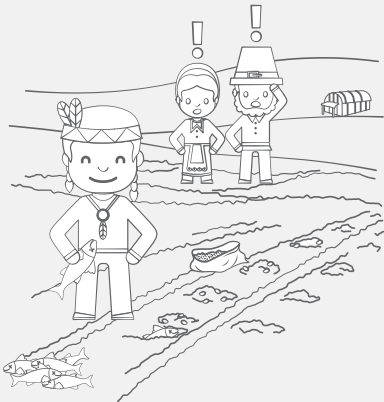


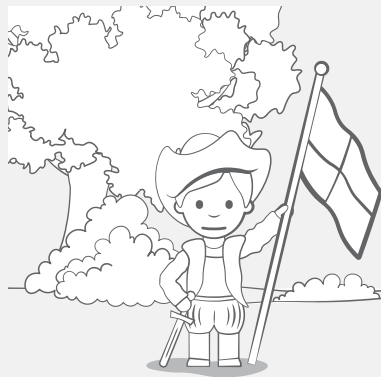
My Score

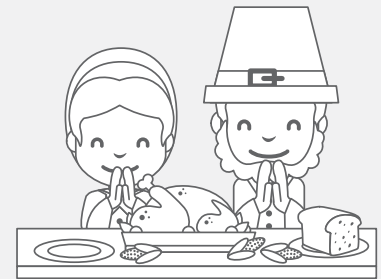


Each answer = 1 point

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







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