CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # W-10

UNIT TITLE: The World Around Me - 1st grade Geography Unit

Created By: Claudia Davis - Fall 2002

GRADE: 1st
A First Grade Geography Unit

Presented by
Claudia Davis, Student Teacher

Presented to
Mrs. Halliman's First Grade Class
Lincoln Elementary School
Fresno Unified School District

October 21 – 25, 2002
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ___________________________ by ____________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
   The teacher will....
   The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
LIST OF IDENTIFIABLE STANDARDS

Grade 1 Social Science

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans (Lessons 1 – 5)
3. Construct a simple map, using cardinal directions and map symbols (Lesson 1).

Grade 1 English Language Arts

1. Word Analysis, Fluency, and Systematic Vocabulary Development
   Concepts about print
1.1 Match oral words to printed words (Lessons 1 – 5)
1.3 Identify letters, words, and sentences (Lessons 1 – 5)

1. Listening and Speaking Strategies
   Comprehension
1.1 Listen attentively (Lessons 1 – 5)
1.2 Ask questions for clarification and understanding (Lessons 1 – 5)
RATIONALE

Children, even as young as six, should be aware of their immediate surroundings as well as the larger areas of their community, state, nation, and world. To give the students perspective of these geographic boundaries, the week long unit will include:

- An introduction to cardinal directions
- Construction of a map of their classroom
- Identification of key buildings on a school map
- Identification of Fresno and Fresno County on a state map
- Identification of California and its surrounding states on a U.S. map
- Identification of the United States and North America on a world map
# VOCABULARY

## TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>a large community within a county</td>
</tr>
<tr>
<td>continent</td>
<td>one of the seven large areas of land on earth</td>
</tr>
<tr>
<td>country</td>
<td>a part of a continent</td>
</tr>
<tr>
<td>county</td>
<td>a part of a state</td>
</tr>
<tr>
<td>east</td>
<td>the direction of the sunrise</td>
</tr>
<tr>
<td>globe</td>
<td>a round copy of the earth with a map drawn on it</td>
</tr>
<tr>
<td>map</td>
<td>flat drawings that show us where to find different places</td>
</tr>
<tr>
<td>north</td>
<td>the direction to the right as you face the setting sun</td>
</tr>
<tr>
<td>south</td>
<td>the direction to the left as you face the setting sun</td>
</tr>
<tr>
<td>state</td>
<td>a part of a country</td>
</tr>
<tr>
<td>west</td>
<td>the direction of the sunset</td>
</tr>
</tbody>
</table>

## MAIN LOCATIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno</td>
<td>the city we live in</td>
</tr>
<tr>
<td>Fresno County</td>
<td>the county we live in</td>
</tr>
<tr>
<td>California</td>
<td>the state we live in</td>
</tr>
<tr>
<td>United States</td>
<td>the country we live in</td>
</tr>
<tr>
<td>North America</td>
<td>the continent we live on</td>
</tr>
</tbody>
</table>

Vocabulary is for instruction and maps for Lessons 1 – 5.
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2 p.m.</td>
<td>12:15 to 12:45 p.m.</td>
<td>1 to 2 p.m.</td>
<td>1 to 2 p.m.</td>
<td>1 to 2 p.m.</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Lesson 2</td>
<td>Lesson 3</td>
<td>Lesson 4</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>Our Classroom</td>
<td>Our School</td>
<td>Our City</td>
<td>Our Country</td>
<td>Our Continent and Beyond</td>
</tr>
<tr>
<td>Where is it?</td>
<td>Where are we?</td>
<td>County</td>
<td>Where is California?</td>
<td>Where is the USA?</td>
</tr>
<tr>
<td>Right, Left</td>
<td>Tour of key</td>
<td>State</td>
<td>Who are our (state) neighbors?</td>
<td>Who are our (country) neighbors</td>
</tr>
<tr>
<td>East, West</td>
<td>buildings</td>
<td></td>
<td>Who is our country's capital?</td>
<td>Who else is in the world?</td>
</tr>
<tr>
<td>North, South</td>
<td>A map of our school</td>
<td></td>
<td>A map of our state</td>
<td>A map of our world</td>
</tr>
<tr>
<td>A map of our class</td>
<td>A map of one room</td>
<td></td>
<td>A map of our state</td>
<td>Read: This Is My House</td>
</tr>
</tbody>
</table>
BLOCK PLAN

NARRATIVE

Monday, October 21

Our Classroom

Teacher will play Where Is It? By giving directions, students will identify items in the classroom such as the sink, the exit door, the overhead projector, and the telephone. Teacher will use common directions such as left, right, next to, and in between. Teacher will have students direct her, making sure they give clear directions.

Once the students are comfortable with these terms, teacher will introduce east, west, north, and south. Teacher will lead students through the class to have them observe their surroundings for an upcoming activity. Teacher will identify the direction taken with each turn around desks.

Discussion of what a map is.

On a map of the classroom, students are to identify where each student sits, the location of Mrs. Halliman’s desk, the reading center table, drinking fountain/sink, and the exit door. Students are encouraged to get out of their seat to complete the activity.

Tuesday, October 22 (early dismissal)

Our School

When meeting students on the blacktop after lunch recess, teacher will take a different route than normal back to class, indicating the direction the group is taking. Teacher will lead students by cafeteria, library, office, monkey bars, and then their classroom (room 20).

Play Where Are We? Students each receive a copy of a map of the school. Students are to color the buildings based upon the following criteria:

<table>
<thead>
<tr>
<th>Room</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 20</td>
<td>orange</td>
</tr>
<tr>
<td>Office</td>
<td>red</td>
</tr>
<tr>
<td>Library</td>
<td>green</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>blue</td>
</tr>
<tr>
<td>Monkey Bars</td>
<td>purple</td>
</tr>
</tbody>
</table>
Wednesday, October 23

Our City, County, State

Discuss terms city, county, and state. Ask the students about their city and what our county is famous for. Students will receive a political map of California. Students will identify, by coloring, Fresno County, and locate Fresno on the map. Other cities will already be identified by circles on the map and identified on the overhead by the teacher. This is to give the students some idea of the distances between Fresno and other cities. Cities identified will include Sacramento, San Francisco, Los Angeles, and San Diego. Students will share their experiences in these or other cities in California.

Thursday, October 24

Our Country

Share postcards from several U.S. states. Discuss the term “country” and how it compares to the term “state.” Show the U.S. map on the overhead and indicate California on the map. Distribute U.S. political maps to the students. Have the students color our neighboring states and California as follows:

- The state “above” us (Oregon) — green
- The state to the center right — east (Nevada) — brown
- The state to the lower right — southeast (Arizona) — red
- California — yellow

Help the students to locate and identify the nation’s capital, Washington, D.C. and its distance from California. Students will share their experiences in other states or where they might like to travel in the U.S.

Friday, October 25

Our Continent and Beyond

Discuss the term “continent” and how it compares to a country. Show a world map on the overhead and indicate the U.S. on the map. Distribute political world maps to the students and have them color the two countries that border the U.S. and the U.S. as follows:

- U.S. — blue
- Canada — red
- Mexico — green
Indicate on the overhead that Central America is part of North America. Mention the other continents listed and the four oceans listed on the map.

Describe what a globe is and demonstrate its use. Have students discuss what the "pros and cons" are for using maps and globes. Identify other countries on the map, such as Laos and Cambodia. Have students volunteer where they or their parents were born or where they have traveled; locate these places on the globe and map.

To take the lesson back to the community, read *This Is My House* to complete unit. Have students draw a picture of their favorite house mentioned in the book or their "dream" house.
CLINICAL TEACHING LESSON PLAN
NEW LESSON
GRADE: 1  SUBJECT: SOCIAL SCIENCE  DATE: 10/21/02
STANDARD: Social Science 1.2, 1.3, 3
Concepts about print 1.1, 1.3
Listening & Speaking Strategies 1.1, 1.2.

LESSON TITLE: Our Classroom (Where is it?)

TEACHER MATERIALS  VOCABULARY  STUDENTS' MATERIAL
Overhead and pens  east  crayons
Transparency of classroom map  map  pencil
Chalkboard  north  classroom map
          south
          west

OBJECTIVE: Student will identify five requested objects in the class and indicate where each of the
students sits in class on a map of the classroom.

SET: This week we will study about many different places. Today we will start with our
classroom.

BACKGROUND/INPUT:
What if this was my first day to the classroom and I asked for help finding certain things.
Could you give me good directions to get to what I needed?

PROCEDURE/APPLICATION:
Teacher teaches:
Let's play Where Is It? You must tell me exactly how to get to the object I need in
this classroom. Tell me to move forward or back, right or left.

Students teach teacher:
Students give the teacher directions to Mrs. Halliman's desk, the reading center table,
the drinking fountain/sink, the overhead projector, and the exit door.

Guided Practice:
Introduce a map of the classroom on the overhead and distribute B/W copies of the map
to the students. Have the students title the map and discuss the purpose of the map.
Introduce the cardinal directions.

Activities:
Students identify on the map: Mrs. Halliman's desk, the reading center table, the
drinking fountain/sink, and the exit door. In addition, students should identify where
each student sits in the classroom on the map. Students are encouraged to move around
the room to accomplish the second portion of the activity.

Independent Practice:
Creating a Floor Plan—draw one room where you live.

ASSESSMENT/CRITERION:
Completion of lesson maps is required by Friday, October 25.

Student Teacher: ___________________________  Master Teacher Approval ______________________
Date ___________________________
CLINICAL TEACHING LESSON PLAN
NEW LESSON
GRADE: 1  SUBJECT: SOCIAL SCIENCE  DATE: 10/22/02
Early Dismissal

STANDARD:
Social Science 1.2, 1.
Concepts about print 1.1, 1.3
Listening & Speaking Strategies 1.1, 1.2.

LESSON TITLE: Our School (Where Are We?)

TEACHER MATERIALS
Overhead and pens
Transparency of school map
Chalk/boards

VOCABULARY
east
map
north
south
west

STUDENTS’ MATERIAL

OBJECTIVE: Student will identify five requested locations on the school map by coloring coding.

SET: Yesterday we studied a little bit about our classroom and how we can use a map to get around. Today we are going to talk about our school.

BACKGROUND/INPUT:
What if this was my first day to Lincoln and I asked for help finding certain rooms or buildings. Could you give me good directions to get to where I needed?

PROCEDURE/APPLICATION:
Teacher teaches:
Teacher takes the students on a mini-tour of the campus after lunch recess, indicating the direction the group is walking. Teacher reminds students to pay close attention because they will be asked questions later about this tour.

Students teach teacher:
Students identify the rooms or buildings they pass and their significance.

Guided Practice:
When back in the class, introduce a map of the school on the overhead and distribute B/W copies of the map to the students. Have the students title the map and discuss the purpose of the map. Review the cardinal directions.

Activities:
Students identify on the map by color coding:
Room 20 orange
Office red
Library green
Cafeteria blue
Monkey Bars purple

Independent Practice:
None

ASSESSMENT/CRITERION:
Completion of lesson maps is required by Friday, October 25.

Student Teacher: ___________________________  Master Teacher Approval ___________________________
Date ___________________________
CLINICAL TEACHING LESSON PLAN
NEW LESSON
GRADE: 1 SUBJECT: SOCIAL SCIENCE DATE: 10/23/02

STANDARD: Social Science 1.2, 1.
Concepts about print 1.1, 1.3
Listening & Speaking Strategies 1.1, 1.2.

LESSON TITLE: Our City, County, State (Where is Fresno?)

TEACHER MATERIALS | VOCABULARY | STUDENTS' MATERIAL
---------------------|------------|------------------
Overhead and pens    | east       | crayons          
Transparency of school map | city       |                  
Chalk/board          | map        | pencil           
Fresno Parks maps    | county     | state map        
                      | north      |                  
                      | south      | Fresno/Fresno County 
                      | west       | California       

OBJECTIVE: Student will identify two requested locations on the state map and county’s attributes.

SET: We have studied about our classroom and our school. Now it’s time to move off campus.

BACKGROUND/INPUT:
What city do we live in? What can you tell me about it?

PROCEDURE/APPLICATION:
Teacher teaches:
Teacher discusses three terms with the students: city, county, and state.

Students teach teacher:
Students identify places and items of importance in Fresno, Fresno County, and California.

Guided Practice:
Teacher introduces a map of California on the overhead and distributes B/W copies of the map to the students. Have the students title the map and discuss the purpose of the map. Review the cardinal directions.

Activities:
Students identify Fresno and Fresno County on the map and list some of the attributes of Fresno County which were previously discussed. Teacher will indicate other cities on the map, including Sacramento, San Francisco, Los Angeles, and San Diego. Students can also share places in California they have traveled.

Independent Practice:
None

ASSESSMENT/CRITERION:
Completion of lesson maps is required by Friday, October 25.

Student Teacher: ______________________ Master Teacher Approval ____________________
                  
Date ____________________
CLINICAL TEACHING LESSON PLAN
NEW LESSON
GRADE: 1  SUBJECT: SOCIAL SCIENCE  DATE: 10/24/02

STANDARD: Social Science 1.2, 1.
Concepts about print 1.1, 1.3
Listening & Speaking Strategies 1.1, 1.2.

LESSON TITLE: Our Country (Where is California?)

TEACHER MATERIALS  VOCABULARY  STUDENTS’ MATERIAL
Overhead and pens  east  state  crayons
Transparency of U.S. map  map  California  pencil
Chalk/board  north  country  U.S. map
South  United States
west

OBJECTIVE: Student will identify four requested locations on the U.S. map by color coding.

SET: Today we’re moving outside California.

BACKGROUND/INPUT:
What country do we live in? How many states are there?

PROCEDURE/APPLICATION:
Teacher teaches:
Teacher compares the terms state and country.

Students teach teacher:
Students identify places they have traveled in the U.S. or things they know about the U.S.

Guided Practice:
Teacher introduces a map of the U.S. on the overhead and distributes B/W copies of the map to the students. Have the students title the map and discuss the purpose of the map. Review the cardinal directions. Also, why Alaska and Hawaii are separated.

Activities:
Students identify California and three neighboring states by the following color code:
- Oregon: green
- Nevada: brown
- Arizona: red
- California: yellow
Teacher will also indicate Washington, D.C.

Independent Practice:
Students should ask parents their country(ies) of heritage for Friday’s assignment.

ASSESSMENT/CRITERION:
Completion of lesson maps is required by Friday, October 25.

Student Teacher: ____________________________ Master Teacher Approval ____________________________
Date ____________________________
CLINICAL TEACHING LESSON PLAN
NEW LESSON
GRADE: 1  SUBJECT: SOCIAL SCIENCE  DATE: 10/25/02

STANDARD: Social Science 1.2, 1.3
Concepts about print 1.1, 1.3
Listening & Speaking Strategies 1.1, 1.2.

LESSON TITLE: Our Continent and Beyond (Where is the United States?)

TEACHER MATERIALS          VOCABULARY          STUDENTS' MATERIAL
Overhead and pens             east              crayons
Transparency of world map    country            pencil
Chalk/Board                  map               world map
This Is My House             United States     south
                                continent         globe
                                west

OBJECTIVE: Student will identify three requested locations on the world map by color coding.

SET: I hope you have been enjoying our lessons on geography. We have one more big area
where you live to discuss.

BACKGROUND/INPUT:
Every day we have been studying a place that you live and each day the space has been
getting bigger and bigger.

PROCEDURE/APPLICATION:
Teacher teaches:
The teacher shares a globe with the students and a map of the world. She compares the
terms country and continent and shows examples on both the map and globe.

Students teach teacher:
Students give their opinions on why we use globes and maps for different things. Have
students name their country of heritage and locate on map and globe.

Guided Practice:
Teacher introduces a map of the world on the overhead and distributes B/W copies of the
map to the students. Have the students title the map.

Activities:
Students identify the U.S. and the two countries that border the U.S. by the following
color code:
   U.S.    blue
   Canada  red
   Mexico  green

Read Aloud: This Is My House

Independent Practice:
none

ASSESSMENT/CRITERION:
Completion of lesson maps is required today.

Student Teacher: ___________________________ Master Teacher Approval _________________
Date _________________
ACTIVITIES

MAP ACTIVITIES

- Classroom
- School
- State
- U.S.
- World

- What is in the classroom?
- Where are we at Lincoln?
- Where is Fresno?
- Where is California?
- Where is the U.S?

READ ALOUDS

This Is My House by Arthur Dorros

DIRECTION GAMES

- Where Is It?
- Look At Your Surroundings

- Identify something in the classroom.
- Tour of key areas at the school.
BIBLIOGRAPHY


ASSESSMENT

Friday, October 25

Completion of the following items is required no later than Friday, October 25:

- Classroom Map: indicate five items requested plus most students
- School Map: indicate five items requested, properly color-coded
- State Map: indicate Fresno County & Fresno City, attributes
- U.S. Map: indicate four items requested, properly color-coded
- World Map: indicate three items requested, properly color-coded

In addition, up to six points will be awarded for penmanship, neatness, and the ability to follow teacher’s instructions.

Scoring Chart

<table>
<thead>
<tr>
<th>Item</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Map</td>
<td>10</td>
</tr>
<tr>
<td>School Map</td>
<td>5</td>
</tr>
<tr>
<td>State Map</td>
<td>6</td>
</tr>
<tr>
<td>U.S. Map</td>
<td>5</td>
</tr>
<tr>
<td>World Map</td>
<td>3</td>
</tr>
<tr>
<td>Penmanship, neatness, and following instructions</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>35 points</strong></td>
</tr>
</tbody>
</table>

Grading Chart

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 through 35 points</td>
<td>G</td>
</tr>
<tr>
<td>20 through 26 points</td>
<td>S</td>
</tr>
<tr>
<td>Below 20 points</td>
<td>N</td>
</tr>
</tbody>
</table>
CRITERION ASSESSMENT OF OVERALL GOAL

Evaluate:

Could the students identify the classroom items correctly?
Did the students color-code items, states, and countries correctly?
Were students engaged by the teacher’s lessons?
Was the pacing of the lessons suitable?
Was there too much content for one week?
Did students receive the instruction in a positive manner?