WHERE IN THE WORLD?

grade 1

pre-visit activity - one hour

SOCIAL STUDIES

OBJECTIVES

- The student will become familiar with the placement and shape of the seven continents on a map.
- The students will learn a mnemonic to help them remember the seven continent names.
- Students will create maps in groups.
- The students will use the maps he/she has created to find their continent, country and state.

MATERIALS

- 12 x 18 piece of cardboard, one for each group
- Play dough in seven colors Worksheet #1

PROCEDURE

1. Discuss with students their upcoming tour at CNN Center. Ask what types of things they think they will see.
2. Explain to students that CNN is a business that began in Georgia, but is now all over the world. To show the location of some of its worldwide bureaus, the company has made a large map of the world on the floor of the atrium. This map is of the seven continents.
3. Pull down your classroom map and point out the locations of the seven continents. Ask position questions such as: Which continent is North America? Which continent is above Australia etc. Keep the map down for students to use the activity.
4. Tell students you are going to tell them a special story that will help them remember the names of the continents. Write the mnemonic story (Worksheet #2) on the board or on a poster. Point to the continents as you say the mnemonic. Say the story more than once, allowing a student or two to come up and point to the continents as the class repeats the story. (see following page for mnemonic story)
WHERE IN THE WORLD?

grade 1
pre-visit activity - one hour
SOCIAL STUDIES

PROCEDURE (CON’T)

North America married South America and they went to live in Europe! Soon they had quadruplets and they gave them all names that started with “A”. Their names were Africa, Asia, Australia, and Antarctica. Poor little Antarctica is always cold. Maybe he needs a blanket!

5. Pass out a copy of the mnemonic story. Ask students to get into groups of two and read the story to each other. When finished, ask students to draw a picture that would go with the story.

6. On a table or desk in your room, provide balls of play dough in seven different colors. If you have 6 groups of students, then you will need six balls of each color. Give each color a designated continent name and put a label in front of that particular pile of play dough balls. For example, Europe is yellow. All yellow balls will be behind the “Europe” label. This will help you know if students have put the continent in the right place, even if it is somewhat misshapen. It will also help students know when they have attempted all continents.

7. Divide your students into groups.

   a. Give each group of students the 12” x 18” piece of cardboard. Tell students that they are going to use the cardboard to make a continent map of the world. Remind them that they can use the pull down map to help them with size and shape.

   b. Point out the play dough on the desk. Tell students that they may only take one continent color at a time. They must remember that if they make one continent too

SOCIAL STUDIES STANDARDS

SS1G2
The student will identify and locate his/her city, county, state, and continent on a simple map or a globe.

SS13G
The student will be able to locate major topographical features of the earth’s surface.

   a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.

ELA1R5
The student acquires and uses grade-level words to communicate effectively. The student:

   a. Reads and listens to a variety of texts and uses new words in oral and written language.
WHERE IN THE WORLD?

grade 1
pre-visit activity - one hour
SOCIAL STUDIES

PROCEDURE (CON’T)

large, the others will not fit. Discuss the fact that two of the continents “touch” each other along a long border and will need to be joined in some way. Discuss which two continents will need to be joined. (Asia and Europe).

c. Allow students to begin making the continents as you walk around helping to monitor for size and position of the continents.

d. Once the maps are completed, call out the name of each continent and ask students to point to each in turn. Say the mnemonic story together as students point to the continents on their continent map.

e. Ask students to point to the continent they live on. Next, ask them to point out and name their country. Lastly, ask students to point to approximately where their state is located and name it.

8. Display the continents and use them for continent review between pairs of students during free time, or in the morning before class begins.

GIFTED CONNECTION

Ask gifted students to think of another mnemonic story about the continents to help their classmates remember the continent names.

CLOSING

Say the mnemonic story together once again as you point to continents on the map. Tell students that when they go to CNN Center you will be asking them to find different continents that are represented in tiles located on the floor of the atrium. Remind students that tiles used to create the image of the continents on the floor are square, so the shape is not perfect, just like their own maps were not perfect. However, by remembering how continents are located next to other continents, they will be able to find what they are looking for.

ASSESSMENT

1. Ask students as a group to point to one continent after another on their map as you call them out. Assess accuracy as you walk around the room observing.

2. Give students a copy of a world map with outlines of the continents.

Worksheet #3

Write the names of the continents in a list on the board. Ask students to write the names of the continents on their map.
PLAY DOUGH RECIPE

One recipe provides enough play dough for one group of 3-4 students

2 cups of flour
1 cup salt
2 cups warm water
2 TB vegetable Oil
1 TB Cream of tartar (optional)
Food coloring

Mix all of the ingredients in a large saucepan.

Stir constantly over low heat until dough comes away from edge of the pan and stirring becomes difficult. Remove from stove. Cool.

Place on wax paper and add a few drops of food coloring (use a different color of food coloring for each batch).

Knead for 1-2 minutes, adding more flour or water as needed to make mixture smooth and to evenly distribute the coloring.

Store in an airtight container.
North America married South America and they went to live in Europe! Soon they had quadruplets and they gave them all names that started with “A”. Their names were Africa, Asia, Australia, and Antarctica. Poor little Antarctica is always cold. Maybe he needs a blanket!
WORLD MAP

grade 1
SOCIAL STUDIES
worksheet 3

FIND THE CONTINENTS
1- Africa 2- Antarctica 3- Asia 4- Australia 5- Europe 6- North 7- America 8- South America
CONTINENTS HAVE NAMES!

grade 1
pre-visit activity - one hour
LANGUAGE ARTS

OBJECTIVES

• Students will learn how to read the names of the seven continents.
• Students will use the continent names and frequently used words to make sentences.

MATERIALS

• Words cards, one set per group of two students.
• Pencils and lined paper.

PROCEDURE

1. Explain to students that when they go to CNN Center they will be seeing a map of the world’s continents on the floor of the atrium. (If you have done the Social Studies pre-visit activity, review continent placement with the class and what was learned in this activity). Today students will learn how to recognize the continent names and how to use them in a sentence.

2. Pass out the vocabulary word cards, one set for each group of two students. Worksheet #4
   Read the words together, showing students where the continents are located as you read the continent names. Go over the continent names two or three times, then have pairs of students read them to each other. Name a continent and ask students to point to that word.

3. Ask students to cut out their vocabulary words.

4. Tell students to work with their partners to make one sentence out of some of their vocabulary words. (Model this on the board with your own set of cards, taping them to the board as they are used in a sentence. Show how students may form an asking sentence, or a telling sentence.)

5. Ask groups of students to read their sentence.

6. Pass out lined paper. Ask each group of students to write their sentence on the paper using correct capitalization and punctuation.

LANGUAGE ARTS STANDARDS

ELA1LSV1
The student uses oral and visual strategies to communicate. The student:

b. Recalls information presented orally.

c. Responds appropriately to orally presented questions.

d. Increases vocabulary to reflect a growing range of interests and knowledge.

ELA1R1
The student demonstrates knowledge of concept of print. The student:

a. Understands that there are correct spellings for words.

ELA1R3
The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student:

f. Reads words containing vowel digraphs and r-controlled vowels.

g. Uses spelling patterns to recognize words.

h. Applies learned phonics skills when reading and writing words, sentences, and stories.
CONTINENTS HAVE NAMES!

grade 1
pre-visit activity - one hour
LANGUAGE ARTS

PROCEDURE (CON’T)

7. Ask students to exchange their sentence with another group for editing. Each group should check for correct capitalization and punctuation.
8. Repeat as time allows.

ACCOMMODATIONS

For English Language Learners, or learning-disabled students, consider forming student pairs before the lesson begins. Strive to make sure a more able student is paired with a student who is having some difficulty. The more able student can help your ESL and learning-disabled student learn the continent names, and work through the task of making a complete sentence.

CLOSING

Remind students that their trip to CNN Center is coming up. If you are able to view the network on your TV at school, you may want to allow students to watch a few minutes of one of the programs. Tell students that CNN has bureaus and reporters on most of the continents. Ask students why it would be important for a news network to have reporters all over the world. Review the continent names and locations with students using the classroom map.

ASSESSMENT

1. Collect the sentences written by students and check for complete sentences, capital letters and punctuation.
2. Assess students’ ability to work with a partner and cooperate with another group during editing.

L.A. STANDARDS (CON’T)

ELA1W1

The student begins to demonstrate competency in the writing process. The student:

- Rereads writing to self and others, revises to add details, and edits to make corrections.
- Prints with appropriate spacing between words and sentences.
- Begins to write different types of sentences (e.g. simple/compound and declarative/interrogative)
- Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g. personal names, months).
<table>
<thead>
<tr>
<th>North America</th>
<th>South America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
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</tr>
<tr>
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<tr>
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<td>like</td>
</tr>
</tbody>
</table>
OBJECTIVES

- Students will learn that CNN is both a producer and a consumer.
- Students will learn how scarcity impacts choices within CNN.
- Students will relate these concepts to their own lives.

MATERIALS

- One copy of the attachment for each child
- Pencils, paper

PROCEDURE

1. Ask students to think back to their visit to CNN Center. CNN is an Atlanta-based business, part of a big company called Turner Broadcasting System, Inc. **Ask students if CNN is a producer, a consumer or both.** (Both)

2. **Ask students to list ways that CNN is a consumer** (write these ideas on the board. Ideas may include buying computers, cameras etc). **Ask students what CNN produces.** (News programs). **Ask students if the news is a good or a service.** (Service)

3. Define “scarcity” for your students. Tell them that choices must often be made when things are scarce, or there isn’t enough of a good or service for everyone who wants it.

4. Give students the following scenario:

   *Imagine that three of CNN’s cameras have broken down and that CNN prefers this kind of camera to all the others available on the market. Let’s say that a company called Brightstar Camera made those cameras at one time but no longer makes that particular camera. Now imagine that Brightstar did still have three other cameras like CNN’s available*
to buy, but another company has just bought them. It looks like the cameras that CNN wants have become very scarce. What are CNN’s choices?

5. List on the board ideas the students may have about the choices CNN has. (These may include paying the other company extra money to buy the cameras from them, buying the cameras they don’t like as well from another company, asking Brightstar to repair the old cameras etc.)

6. Explain to students that companies and people must make decisions when goods and services are scarce. Ask students what good was scarce in the above story (cameras). Ask students if they can buy everything they want, any time they want. Explain that the reason they can’t do this is because money is scarce. People do not have an unlimited supply of money. Choices must be made about how to use it.

7. Pass out Worksheet #5. Tell students they are going to pretend they got $10.00 for their birthday to spend at the toy store. They can buy any of the items on their sheet, but the total cannot be more than $10.00. Ask students to list the things they chose and their price at the bottom of the page. Ask students to use the prices to set up an addition math problem to prove that no more than $10.00 has been spent. Tell students that when they are finished, you will ask them why they chose the items they chose. Be sure and read over the attachment with your class to make sure all students know the words and feel comfortable reading them.

8. When students have made their choices, discuss what they chosen and why. What did they give up that they would also have liked to buy? Discuss how the scarcity of money forced them to make choices about what to buy and what to leave behind.

SOCIAL STUDIES STANDARDS

SS1E1
The student will identify goods that people make, and services that people provide for each other.

SS1E2
The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3
The student will describe how people are both producers and consumers.
THAT’S BUSINESS!

grade 1
post-visit activity - one hour
SOCIAL STUDIES + MATH

GIFTED CONNECTION
Ask your gifted students to pretend they have $100.00 to spend any way they would like. By using the computer and/or catalogs, ask students to make a list of the items they would buy. The total cannot be over $100.00 or less than $95.00.

CLOSING
Ask students to give you a definition of the word “scarce.” Discuss the fact that choices must be made when goods or services are scarce. Review the ways in which CNN is both a producer and a consumer. Discuss ways your students and their families are both producers and consumers.

ASSESSMENT
1. Collect students’ papers and check to make sure the math was done correctly.
2. Assess how well students work alone or together to complete the assignment.

MATH STANDARDS
M1N3
Students will add and subtract numbers less than 100 as well as understand and use inverse relationship between addition and subtraction.
### THE TOY STORE

**grade 1**

**SOCIAL STUDIES + MATH**

**worksheet 5**

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<tr>
<td>Sticker</td>
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<tr>
<td>Gel-Pen</td>
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<td>DVD</td>
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<td>Computer game</td>
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<tr>
<td>Board Game</td>
<td>$5.00</td>
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<tr>
<td>Magic Marker</td>
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<tr>
<td>Book</td>
<td>$3.00</td>
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<tr>
<td>Rubber nose/ears</td>
<td>$3.00</td>
</tr>
<tr>
<td>Glow Stick</td>
<td>$2.00</td>
</tr>
<tr>
<td>Plush Animal</td>
<td>$4.00</td>
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<tr>
<td>YoYo</td>
<td>$5.00</td>
</tr>
<tr>
<td>Paint set</td>
<td>$2.00</td>
</tr>
<tr>
<td>Small Plastic Lizard</td>
<td>$4.00</td>
</tr>
<tr>
<td>Magic Trick Set</td>
<td>$6.00</td>
</tr>
</tbody>
</table>

**My TOTAL $ __________________**
OBJECTIVES

- Students will learn why writing is essential in the real world.
- Students will use the writing process to prepare a TV news program.

MATERIALS

- Video camera (optional)
- Paper/pencils
- Poster board

PROCEDURE

1. Review with students what they saw people do at CNN and what they learned about how anchors use demonstrative technology to report the news on camera. (They read from a teleprompter or from notes; they look into the camera; etc.)

2. If you have access to the CNN network at your school, allow students to watch 10-15 minutes of a program on CNN. Advisory: Pre-screen current news content to determine if it is age-appropriate for your students.

3. Discuss with students that people who report the news don’t make up what they are saying on the spot. They, or someone else who works with them, write sentences down to explain what is happening with a particular story. Remind students of the teleprompter that they saw on their tour.

4. Tell students that they are going to get into groups and write three sentences about something that has happened in the classroom during the past week. When they are done, they will present their sentences to the class in a news program about their class activities.

5. Divide your class into groups of three. Ask each group to think of one thing that happened either in your class, on the playground, or in other places at school that would make an interesting news story.

LANGUAGE ARTS STANDARDS

ELA1LSV1
The student uses oral and visual strategies to communicate. The student

e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

f. Uses complete sentences when speaking.

ELA1W1
The student begins to demonstrate competency in the writing process. The student

a. Writes texts of a length appropriate to address a topic and tell a story.

b. Describes an experience in writing.

ELA1W2
The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

Critical Component: The student produces informational writing that:

a. Begins to capture a reader’s interest.

b. Stays on one topic and begins to maintain a focus. ➤➤
grade 1
post-visit activity - one hour
LANGUAGE ARTS

PROCEDURE (CON’T)

Ask students to write three sentences about that event. Remind students that they will be reading the sentences to the class, so they should write interesting sentences. If a picture or a poster would help other students understand the news story better, tell students that they may use poster board to make the picture.

6. Ask each group to choose one person to introduce their news program. For example, a student might say, “This is Kara, Amanda and Juan with the classroom news!”

7. When each group has finished writing their news story, group three desks in front of the class next to each other to form a news desk. Allow each member of the group to read one sentence of the story.

8. When each group has presented their story, ask students if they think writing for a news network like CNN would be interesting. Sometimes CNN must go to countries where there is war, or a hurricane or an earthquake. Ask students what they think that would be like.

GIFTED CONNECTION

Ask gifted students to interview the Principal about an issue within the school. Remind students that they will need to take short notes about what the Principal says, and have questions ready to ask him/her. Once the interview is finished, ask your gifted students to produce a news program to inform the class about the issue.

CLOSING

Review with students how important reading and writing are to people who are presenting the news. Ask students to discuss what would happen if all TV news reporters had to make up the sentences in their stories as they reported them, or to try and remember everything they wanted to say in their report without the help of the teleprompter or notes. Would the news be very accurate?

ASSESSMENT

1. Assess how well students work in groups.
2. Assess the sentences written by each group as well as their presentation.

L.A. STANDARDS (CON’T)

ELA1W2 ➤ ➤

- c. Add details to expand a topic.
- d. Begins to use organizational structures (steps, chronological order) and strategies (description).
- e. Begins to use graphic features (charts, pictures, heading).
- g. Begins to develop a sense of closure.
- h. May include oral or written prewriting.
- i. May be published.