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PRACTICE - ASSESS - DIAGNOSE

Level

1

180 Days of SOCIAL STUDIES for First Grade



Civics
Economics
Geography
History



PRACTICE - ASSESS - DIAGNOSE

180 Days of SOCIAL STUDIES for First Grade



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SHELL EDUCATION

Table of Contents

Introduction	3
How to Use This Book	5
Standards Correlations	12
Daily Practice Pages	15
Answer Key	195
Rubric	204
Analysis Pages	205
Digital Resources	208

Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four strands of a social studies program enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that the social studies program address more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.



Introduction *(cont.)*

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

Best Practices for This Series

- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Extend your teaching of reading informational texts by using the texts in this book as instructional practice for close reading, responding to text-dependent questions, and providing evidence for answers.

How to Use This Book *(cont.)*

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

WEEK 6
DAY 1

Name: _____ Date: _____

Directions: Look at the picture. Read the text. Answer the questions.

People Made the USA

We live in the USA. Many people have lived in the USA. Long ago, people helped make the USA.



1. Where do we live?
a. We live in Europe.
b. We live in the USA.
c. We live in Africa.

2. What does the author say people did long ago?
a. They made the USA.
b. They went to the store.
c. They painted pictures.

History

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Day 1: Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.


WEEK 6
DAY 2

Name: _____ Date: _____

Directions: Look at the picture. Read the text. Answer the questions.

Squanto

Squanto helped the Pilgrims. He showed them how to hunt. He showed them how to plant.



1. Based on the text, who did Squanto help?
a. lost people
b. his pets
c. the Pilgrims

2. What did Squanto teach the Pilgrims?
a. how to sleep
b. how to plant
c. how to eat

History

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Day 2: Students read a text and answer questions. Typically, this content is more specialized than Day 1.

WEEK 6
DAY 3

Name: _____ Date: _____

Directions: Look at the picture. Answer the questions.

Harriet Tubman Helped People Be Free



1. What did Tubman do?
a. She helped people be free.
b. She left the United States.
c. She took people back home.

2. How did people feel when Tubman helped them? Use words and a picture.

History

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Day 3: Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.


How to Use This Book *(cont.)*

Using the Practice Pages *(cont.)*

WEEK 4
NAME: _____ DATE: _____

Directions: Look at the picture. Read the text. Answer the questions.

Francis Scott Key
Francis Scott Key saw the flag long ago. He was happy. He wrote a poem about the flag.



1. Why did Key write a poem?
a. He liked to write.
b. He saw the flag.
c. He was sad.

2. Look at the two flags. How are they the same? How are they different?

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Day 4: Students analyze an image or text and answer questions. Then, students make connections to their own lives.

WEEK 5
NAME: _____ DATE: _____

Directions: Read the text. Cut apart the names. Glue them in the correct boxes.

People Helped Make the United States

This person wrote a poem. This person loved the flag. Who was this person?	
This person helped people. They wanted to be free. Who was this person?	
This person showed how to plant. This person showed how to hunt. Who was this person?	

Harriet Tubman Francis Scott Key Squanto

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Day 5: Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

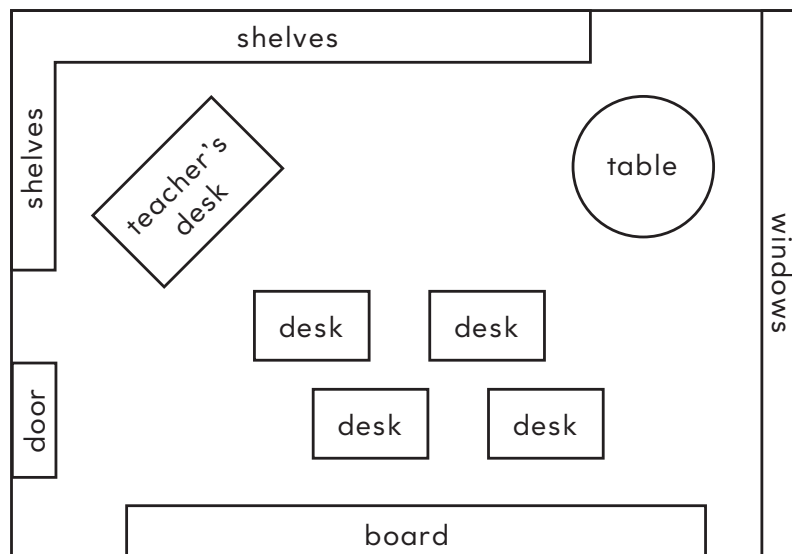
Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 200) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 204). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 206–207). These charts are also provided in the Digital Resources as PDFs, *Microsoft Word*® files, and *Microsoft Excel*® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 208 for more information.

Name: _____ Date: _____

Directions: Look at the map. Read the text. Answer the questions.

This Is My Classroom

Here is a map of my classroom. Some things are missing. We have desks. We have shelves. We have computers. We sit on the floor to hear a story. We have a door and windows.



1. What is missing on the map?
 - a. desks
 - b. computers
 - c. door
2. In this classroom, what is near the windows?
 - a. teacher's desk
 - b. table
 - c. door

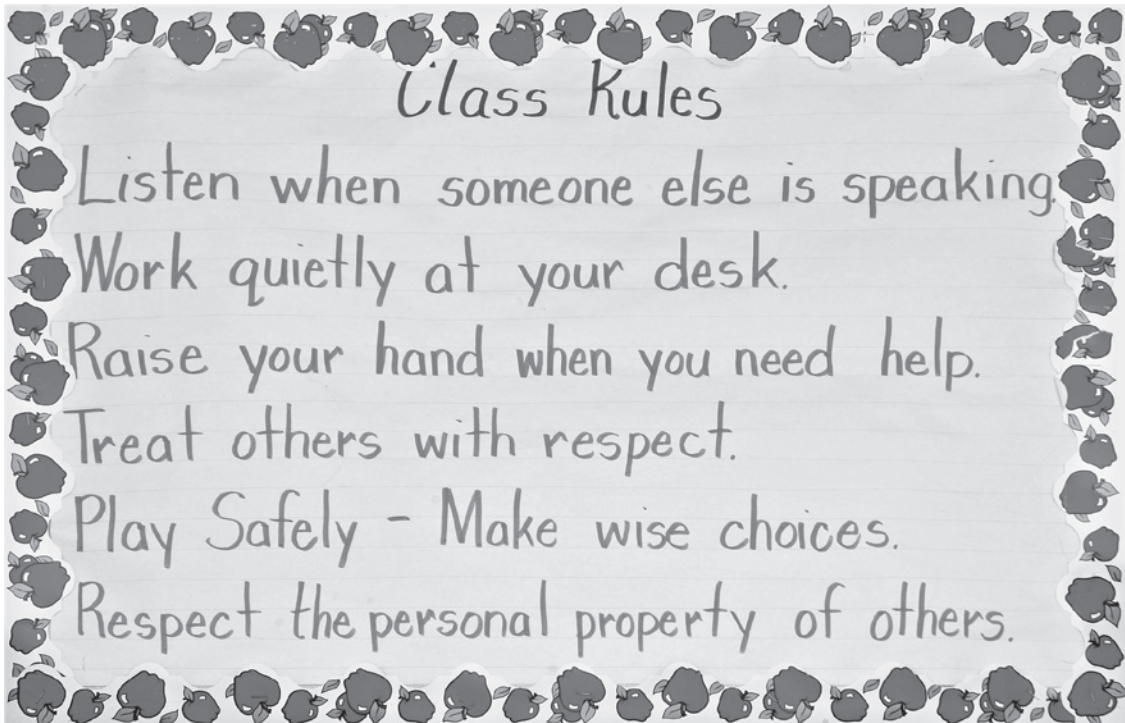


Name: _____ Date: _____

Directions: Look at the picture. Read the text. Answer the questions.

We Made Rules

We made rules in my class. Our teacher helped us.



1. When do I listen?
 - a. when I am talking out loud
 - b. when I play tic-tac-toe
 - c. when someone else is speaking
2. How should students play?
 - a. sadly
 - b. safely
 - c. slowly

Name: _____ Date: _____

Directions: Look at the poster. Circle the goods in red and the services in blue. Answer the questions.

Help Mr. Lopez's Class Raise Money for the Food Bank



<input type="radio"/>	Please help us raise money for the food bank.
<input type="radio"/>	What do you want?
<input type="radio"/>	10 chocolate chip cookies \$2
<input type="radio"/>	student to clean up your book boxes \$1
<input type="radio"/>	apple 50 cents
<input type="radio"/>	people to pick up trash in the playground \$2
<input type="radio"/>	student to wipe off your boards \$1
<input type="radio"/>	student to sharpen pencils \$1

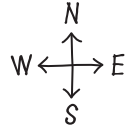
1. What other service could the students give?

2. What other good could the students give?

Name: _____ Date: _____

Directions: Think about your street. Think of symbols. Make a legend. Draw a map of your street.

My Street



Legend



Name: _____ Date: _____

Directions: Look at the pictures. Draw a picture that shows the climate where you live. Write about your picture.

