

**SOCIAL STUDIES:**

**GEOGRAPHY**



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
1. Student will use a floor plan of the classroom.	1. Have the class discuss the location of various items within the classroom (e.g., teacher's desk, windows, sink, etc.) 2. Draw a diagram of the classroom and have the students assist with placing items on the map. 3. Invite students to come in from another class. See if they can locate something by following a classroom map. 4. Make a new floor plan of the room which indicates a change in the arrangement of the furniture (i.e., a table and/or a desk). Have students look at the new floor plan and arrange the room to fit the floor plan. 5. Have a "Treasure Hunt". Hide several objects around the room. Mark the location of the items on the map. Have students find the items by using the floor plan.

RESOURCES/MATERIALS

Objects to be hidden



Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
2. Student will use a floor plan of the school to identify facilities.	<ol style="list-style-type: none"> <li>1. Project a copy of the school's floor plan on a screen and ask a student to identify it. Ask students to locate their room. This should be repeated for several prominent rooms, such as the gym and cafeteria. Continue only until it is clear that the students can interpret the floor plan.</li> <li>2. Distribute an unlabeled copy of the plan to each student. Ask each of them to put a symbol on the location of their classroom. Next, have them independently locate the office and mark it with a different symbol, such as a typewriter. After all common rooms have been marked, the students should add the room numbers for the remaining rooms. (Individual teacher's names should also be recorded, if possible.)</li> <li>3. Tour the school. Each student should carry a copy of the floor plan and check its accuracy.</li> <li>4. Explore the possibility of having the students serve as school guides. Talk to the principal of the school. Stress that this would be a valuable service for visitors, as well as excellent experience for the students. (Guides would be useful during open-house visitations and other school functions, too.)</li> <li>5. Arrange a scavenger hunt. Prior to the lesson, enlist the cooperation for several other staff members. Explain that they will be interrupted by students engaged in a scavenger hunt. The students will knock on the door and request a puzzle piece from the staff member. Provide these participants with one-eighth of a picture. (Posters work well for this. Many record stores or video stores will donate large posters of popular music groups or current movies.) Explain that the class will be going on a hunt to gather pieces of a puzzle.</li> </ol>



Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Divide the class into small groups and give each a list of eight room numbers. Their task is to visit every designated room and request the puzzle part. Be sure to review the need for courtesy. When a group has collected all eight pieces, have them piece the puzzle back together. If they have correctly located each room, the puzzle can be completed.
7. Reinforce this skill throughout the year by allowing the students to run errands to specific rooms.
8. Look at a map which identifies routes. Have students follow the route during fire drills.

RESOURCES/MATERIALS

School floor plan  
Large poster



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
3. Student will indicate the name of his/her country, state and community.	<ol style="list-style-type: none"><li data-bbox="813 443 1385 619">1. Challenge the students to tell where they live. List the responses on the board. The responses should be expanded until the students indicate that they live in a specific country and state, as well as a specific community.</li><li data-bbox="813 625 1385 829">2. Distribute a simple North America map to each student. Have them locate their country and outline it with a red marker. Next, find their state and outline it in green. Finally, help the class find the approximate location of their community and label it with a blue marker.</li><li data-bbox="813 835 1385 955">3. Have a United States map available for discussion on a daily basis. Incorporate knowledge of government into the map discussion.</li></ol>

RESOURCES/MATERIALS

- Map of North America
- Map of the United States



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T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
1. Student will physically locate rooms within the school.	<ol style="list-style-type: none"><li>1. Review travel terminology: right, left, next to, behind, north, south, east, west.</li><li>2. Provide blank floor plans of the school or draw them. Label only the student's classroom.</li><li>3. On pieces of paper, write questions regarding the location of various rooms. (i.e., "The main office is on what floor?" "Which room is to the right of the library?") Put 6-10 questions in each of three containers. Divide the students into three teams and have them answer each question by actually going through the school.</li><li>4. As students return with answers, have them drop their question sheets into a large brown bag. When all sheets are returned, draw each randomly, reading the question and answer. If the answer is correct, a team member may label the floor map accordingly.</li><li>5. As review, provide the students with copies of all the questions used in the relay for the students to answer. The floor plan can be used as reference.</li></ol>

RESOURCES/MATERIALS

Blank floor plan of school



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify pictures of local public buildings.	<ol style="list-style-type: none"><li data-bbox="812 443 1382 646">1. Find and/or take pictures of 10-15 local public buildings. (The local library and real estate agents are good places to check.) Be sure to include favorite fast food restaurants, the local park, post office, and the school, as well as some lesser-known locations.</li><li data-bbox="812 653 1382 772">2. Post the pictures on a bulletin board. Do not include captions. Encourage students to create labels for the buildings they recognize.</li><li data-bbox="812 779 1382 863">3. Allow sufficient time for students to try to identify each picture. Clues may need to be provided for the lesser-known buildings.</li><li data-bbox="812 869 1382 989">4. Discuss the display after it has been completed by the students and ask, "Where do you go to get a hamburger?" "Where could one register a bicycle?"</li></ol>

RESOURCES/MATERIALS

Pictures of local public buildings



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
3. Student will locate places in the community.	<ol style="list-style-type: none"><li>1. Design a class project to have students build a model of the city.</li><li>2. Use a map to lay out the streets, etc. Include some of the following:<ol style="list-style-type: none"><li>a. Physical landmarks.</li><li>b. Community resources (library, post office).</li><li>c. Parks and recreational facilities.</li><li>d. Places of interest.</li><li>e. Shopping.</li><li>f. Restaurants.</li><li>g. Banks.</li><li>h. Schools.</li><li>i. Homes of students.</li></ol></li><li>3. Use the model to plan routes from one place to another.</li><li>4. During Community Based Instruct, ask students which way to go (e.g., at an intersection, ask “Which way to Burger King?”). Have students respond using directional words (e.g., “to the left”, “straight ahead”, etc.).</li><li>5. While riding on the bus, have students observe and identify landmarks to determine where they have been and/or where they are going.</li></ol>

RESOURCES/MATERIALS

Model of the city  
Map of the city



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
4. Student will locate commercial areas and buildings on a community map.	<ol style="list-style-type: none"><li data-bbox="813 443 1377 527">1. Review map terminology. Have students Match terms and symbols with their definitions.</li><li data-bbox="813 533 1377 617">2. Provide a large map of the community. Have students identify different map symbols.</li><li data-bbox="813 623 1377 772">3. Do class map reading exercises by locating three local businesses on the community map. Have students use the legend, street names and coordinates in locating and identifying each business.</li><li data-bbox="813 779 1377 1016">4. Give each group a small community map with 10 buildings or businesses outlined on the map. Label only certain main streets for reference. Maps need to be labeled appropriately and outlined areas identified. Have students put buildings or areas on the map as they visit them during Community Based Instruction.</li></ol>

RESOURCES/MATERIALS

Community map



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
5. Student will state the names of the grocery store, gas station, restaurant, and drug store closest to his/her home.	<ol style="list-style-type: none"><li data-bbox="779 388 1391 735">1. Post several large pictures of food on the chalkboard. Discuss where each item could be purchased. List each suggested grocery store. Ask which one is closest to each individual student's home. There will be several different answers, depending on where students live. To answer the questions, the students must refer to the individual community maps they have been given.</li><li data-bbox="779 735 1391 924">2. Print the address of each store mentioned by the students next to its name on the chalkboard. Help the students find the location of each store on the map and mark it. Individually, each student should indicate which store is closest to his/her home.</li><li data-bbox="779 924 1391 989">3. Repeat the activity for gas stations, restaurants, and drug stores.</li></ol>

RESOURCES/MATERIALS

Community maps



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
6. Student will give simple directions to a familiar location.	<ol style="list-style-type: none"><li>1. Design a miniature town. Label familiar locations. Have students give directions to others to follow in order to reach a designated location.</li><li>2. Arrange treasure hunts within the classroom and have students give oral directions.</li><li>3. Teach each student the directions from the school to his/her home. Have the students give the directions to a classmate.</li><li>4. Have one student pretend to be a visitor in the school. The visitor requests directions to locate the:<ol style="list-style-type: none"><li>a. Principal's office.</li><li>b. Library.</li><li>c. Gymnasium.</li><li>d. Another classroom.</li><li>e. Cafeteria.</li></ol>The student must provide necessary directions for the visitor to find specific locations.</li><li>5. Have students give the bus driver directions to their homes.</li></ol>

RESOURCES/MATERIALS

Map of community



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
7. Student will indicate compass directions on a given map.	<ol style="list-style-type: none"><li>1. Compass directions should include: north, south, east, and west.</li><li>2. Write the terms on the chalkboard. Have a volunteer read the words. Ask what the terms mean. Display several maps. Point to north on the maps. Post a large sign labeled "NORTH" in the appropriate place in the classroom. Do this with the remaining terms.</li><li>3. At noon, on a sunny day, take students outside. Explain that their shadow will point north. Have students label other directions to develop a compass rose.</li><li>4. Using the compass rose to show directions, have students draw the school building.</li><li>5. When on Community Based Instruction, make observations about what directions you are traveling.</li></ol>

RESOURCES/MATERIALS

Maps



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
8. Student will locate street addresses.	<ol style="list-style-type: none"><li data-bbox="779 394 1372 556">1. Take students on a walking tour and have them observe the numbering sequences on houses. Talk about odd and even numbering, etc.</li><li data-bbox="779 556 1372 651">2. After the walking tour, give the students with a map and ask them to draw in and number the houses on a given street.</li><li data-bbox="779 651 1372 745">3. Ask parents to take students on a walking tour of their neighborhood to identify the numbering system on their street.</li></ol>

RESOURCES/MATERIALS

Community map



T.E.K.S. 113.4 (2.5)

The student uses simple geographic tools, such as maps, globes and photographs.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
9. Student will name the states that border his/her own state.	1. Post a large United States map in the room. Ask if anyone has ever visited another state. Attach a colored tag to each state each time it is mentioned. Have the students consider which states have been visited the most. (These will probably be the states surrounding their state.) 2. Give the students a copy of a map depicting their own state and those adjacent to it. Review each name and its proper spelling. Provide scissors so that the students can cut the map apart to make a puzzle. These can be used to help the students become familiar with the special relationships among the home state and its neighbors.

RESOURCES/MATERIALS

- United States map
- State map with immediate surrounding states



T.E.K.S. 113.1 (2.5)

The student uses simple geographic tools, such as maps, globes and photographs.

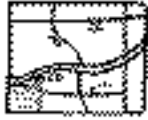
Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
10. Student will utilize a mall directory/floor plan.	<ol style="list-style-type: none"><li>1. Present the following concepts to students and provide numerous opportunities during Community Based Instruction to practice them. Students need to:<ol style="list-style-type: none"><li>a. Know where to locate the mall directory/floor plan.</li><li>b. Identify the types of stores located in the mall.</li><li>c. Locate a desired store in the directory and refer to the floor plan.</li><li>d. Understand levels of the mall and directional words/concepts.</li><li>e. Identify their present location when looking at a floor plan.</li><li>f. Recognize and identify various symbols (which may be color-coded) on the directory.</li><li>g. Utilize a major department store as a reference point.</li></ol></li><li>2. Teach students to differentiate upstairs/downstairs, using a department store/mall directory.</li><li>3. During Community Based Instruction, plan the following activities:<ol style="list-style-type: none"><li>a. Have students locate a specific landmark on the mall directory and physically maneuver the group to that location (i.e., Food Court, fountain, etc.).</li><li>b. Instruct students to locate major department stores on the directory. Have them practice moving from various areas of the mall to a major department store.</li><li>c. Assign students to buy a greeting card or try on a pair of shoes, etc. Instruct them to locate the appropriate store on the directory/floor plan and then go to the desired location.</li></ol></li></ol>
<hr/> <b>RESOURCES/MATERIALS</b> <hr/>	
Mall directory	



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T.E.K.S. 113.3 (1.4)

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Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
1. Student will interpret city and state road maps.	1. Obtain a city map. 2. Have students study the map and locate familiar places. 3. Provide students with a state road map. Have them show different routes to different cities.

RESOURCES/MATERIALS

City street map  
State road map



T.E.K.S. 113.3 (1.4)

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Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
2. Student will give requested directional information accurately.	1. Post a large map of the community in front of the class. Have a volunteer locate the school and ask him/her, "Give us the directions to your house from school." As the student orally describes the route, have another student use his/her finger to follow the directions on the map to check for accuracy. Repeat until each student has had an opportunity to give and follow oral directions.

RESOURCES/MATERIALS

Large community map



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify and locate five communities in his/her county.	1. Define "county". 2. Using a state map which has been divided into counties, have students locate their county and list all adjacent counties. 3. Provide a worksheet with a list of communities that might be found in the county. Using the map directory, have students find each community.

RESOURCES/MATERIALS

State map divided into counties



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify and locate five places in the state.	<ol style="list-style-type: none"><li data-bbox="813 443 1305 527">1. Have each student complete a state questionnaire. Have books and maps available as resources.</li><li data-bbox="813 533 1385 680">2. For each answer in the questionnaire, write a brief description of the answer (i.e., "The state capitol of Texas is located in Austin, Texas. Austin is in Central Texas, south of where we live.").</li><li data-bbox="813 686 1344 745">3. Put a map on a poster board. Use pins to pinpoint locations on the map.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 113.3 (1.4)

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OBJECTIVE	TEACHING ACTIVITIES
5. Student will use a scale and/or a grid to determine distance.	<ol style="list-style-type: none"><li data-bbox="810 443 1372 531">1. Have students make maps of the classroom. Have them use a calculator to figure distance according to scale.</li><li data-bbox="810 533 1372 621">2. Give each student a city map. Teach them to use a grid system to locate a particular street.</li><li data-bbox="810 623 1372 680">3. Instruct students as to how to utilize the distance scale on a state map.</li><li data-bbox="810 682 1372 743">4. Explain that maps of different sizes have different scales.</li></ol>

RESOURCES/MATERIALS

Map of classroom  
City map  
State map



T.E.K.S. 113.3 (1.5)

The student understands the purpose of maps and globes.

Area: Geography

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify symbols used in a map legend.	<ol style="list-style-type: none"><li data-bbox="813 443 1382 562">1. Present each symbol on a separate card. Talk about what the symbols mean and why they are used on a map. Remind students that color is often used as a symbol.</li><li data-bbox="813 569 1382 688">2. Put the symbols and legend in the school map or community model that the class made. (Use symbols for water fountains, doors, restrooms, etc.)</li><li data-bbox="813 695 1382 774">3. During Community Based Instruction, practice this skill by locating information on a mall directory.</li></ol>

RESOURCES/MATERIALS

City street map  
State road map

