



Exploring My Place in the World

TENNESSEE



KINDERGARTEN

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UNIT

1

Geography



Lesson 1

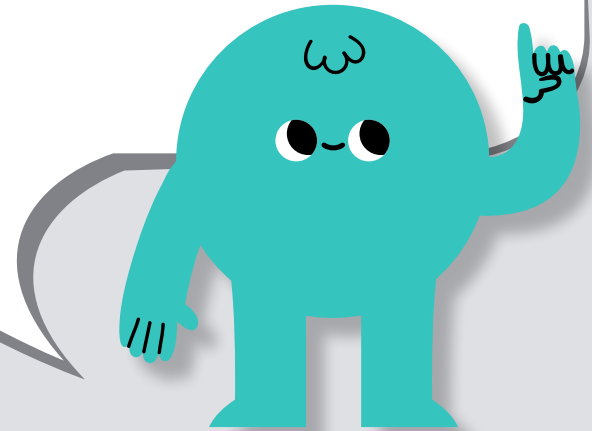
The World Around Us

Lesson 2

Locations, Maps, and
Globes

The Big ? Question!

What is geography?



There are many different parts of the world.

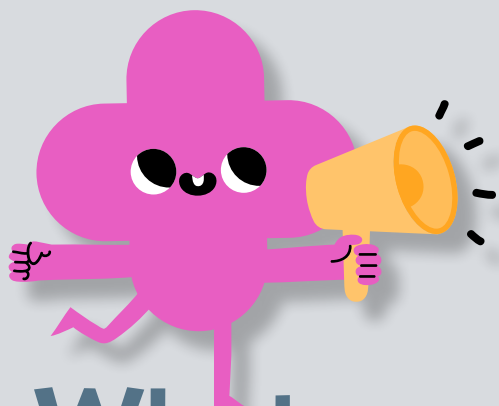
Can you find Tennessee on a map or a globe?

Lesson 3

Connecting Our World

Story Time

Life on Earth



What Will We Learn?

Make Connections

We will learn how to connect with other places around the world.



We can make friends near and far.

Show them how special we are.

Visit friends to laugh and play.

Showing kindness many ways.

We can make friends near and far.

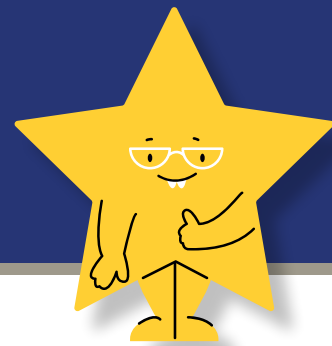
Show them how special we are.

Learning Goals

- I can identify communities and special places in Tennessee.
- I can describe ways to stay connected with other places around the world.

Word Alert!

communicate
community
connect
transportation

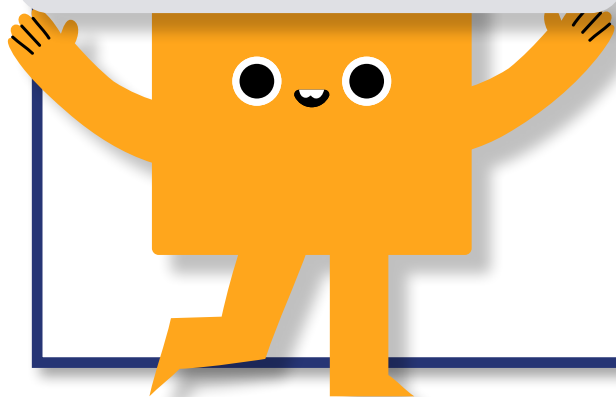


Instructions:

Draw a picture of how you **connect** with your friends.

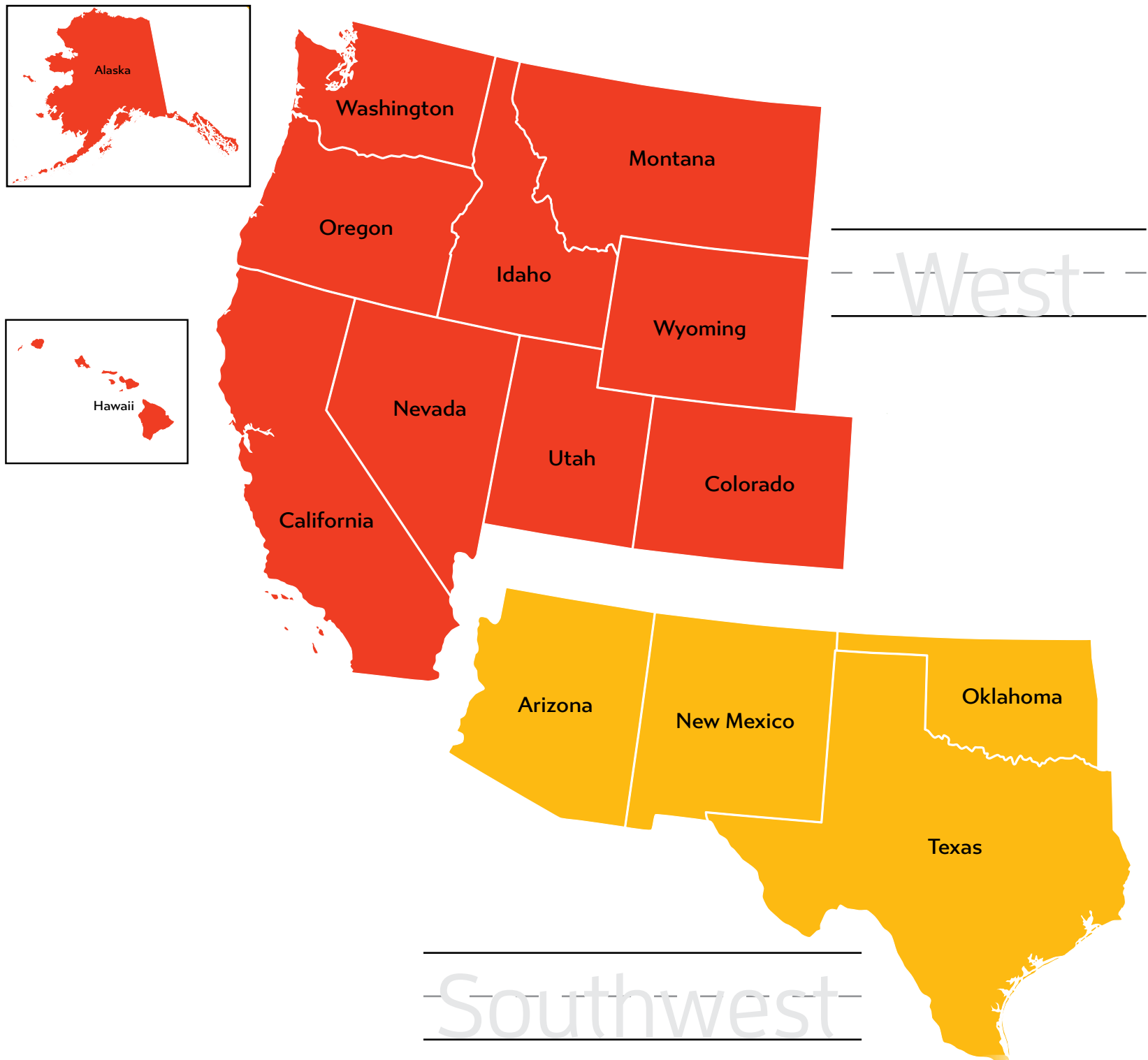
Word Alert!

connect \cŏn|nĕct\
to bring together



Geographic Regions of the United States

The United States is big. It can be divided into smaller sections or regions. Each one of them is different. There are five regions. They are the West, the Southwest, the Midwest, the Northeast, and the Southeast.



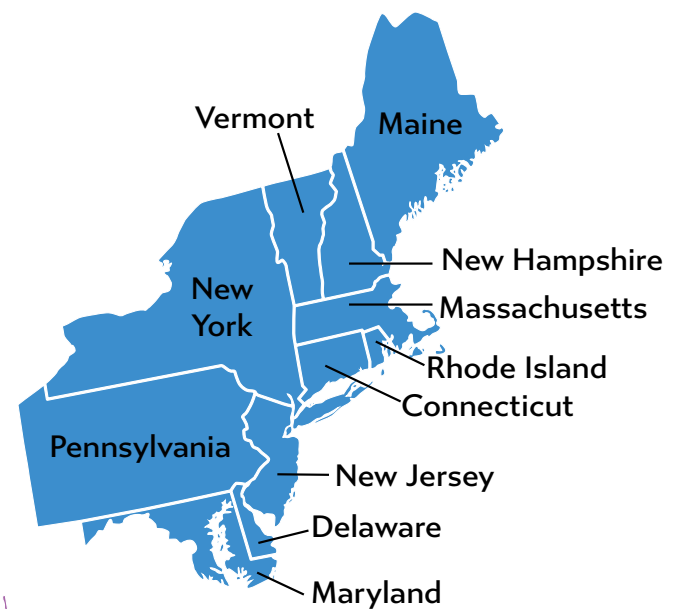
Instructions: Trace the name of each region.

Use **red** to circle Tennessee.

Midwest



Northeast



Southeast

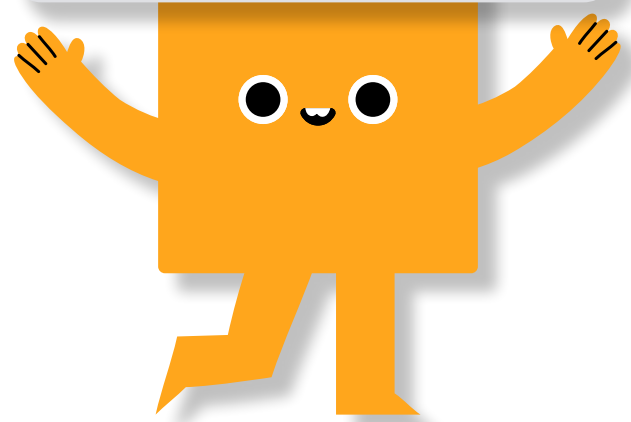
Living in a Community

A **community** can have houses and schools. It can have grocery stores. It can have parks and businesses. Many things make a community special. Tennessee has many communities. What is your community like? What makes your community special?

Word Alert!

community

\cŏm|mū|nī|tē\:
a place where people live, work, and play



This is Fairyland Caverns. It is in Chattanooga.

What Makes My Community Special?

People make a place special. Natural features and human-made features make a place special. Special places in Tennessee bring visitors. Visitors come from all over the world. Can you think of a place near you to visit? What is your favorite part of community?



Great Smoky Mountains National Park is in Tennessee. It is visited by lots of people every year.

Stoplight Station

Color the top circle **RED** if you do not understand.

Color the middle circle **YELLOW** if you understand a little.

Color the bottom circle **GREEN** if you understand.

Instructions:

What places in your community do you like to visit? Your school is part of your community. Parks are a part of your community.

Choose a place in your community to draw a map of. You may choose to draw your school or a park. Where are the restrooms? Can you get food here? Put these places on your map using the symbols. Add one more symbol of your own in the space!

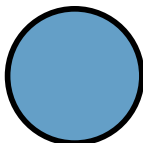
MY

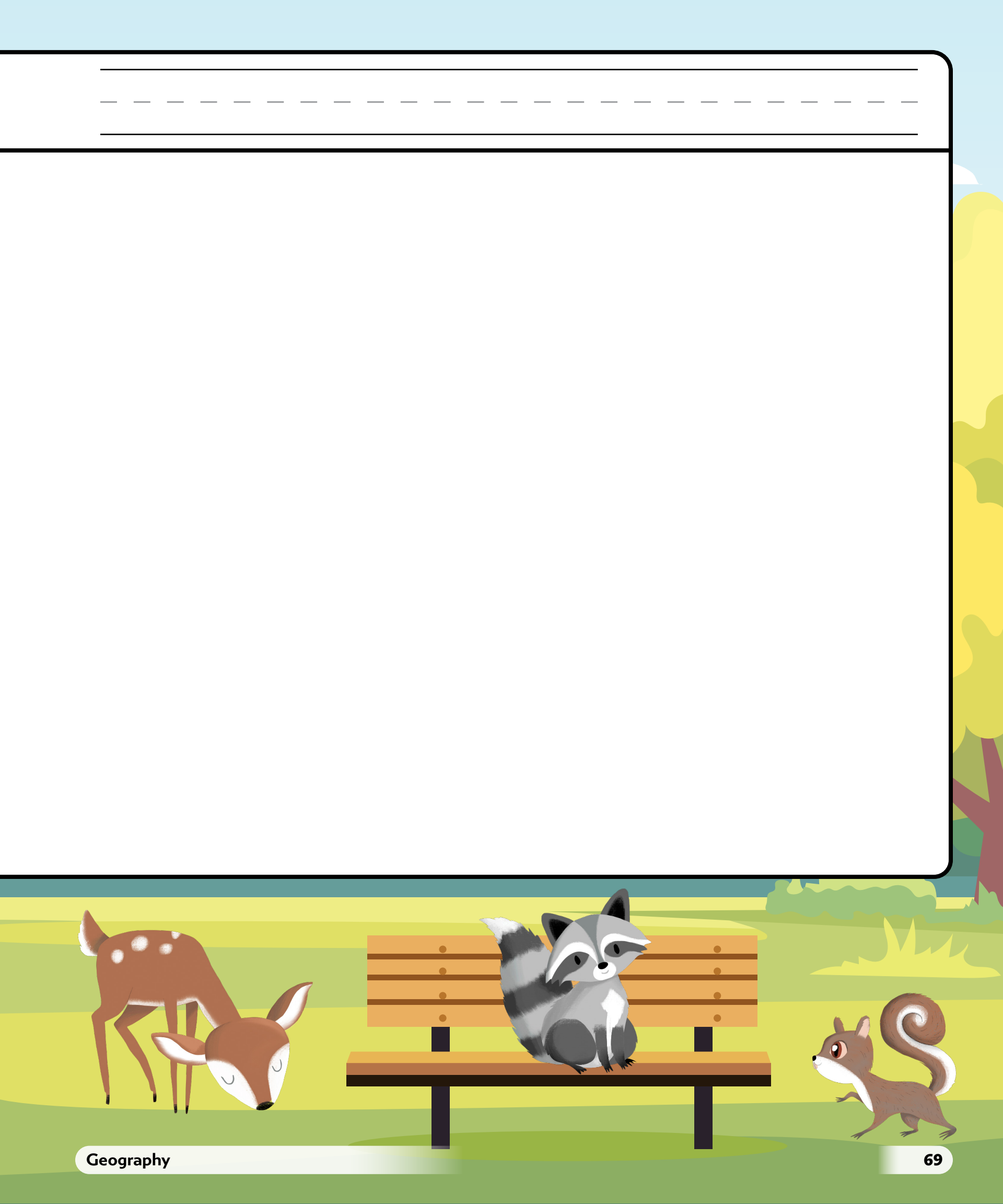


Restrooms



Food





Tennessee's Location in the United States



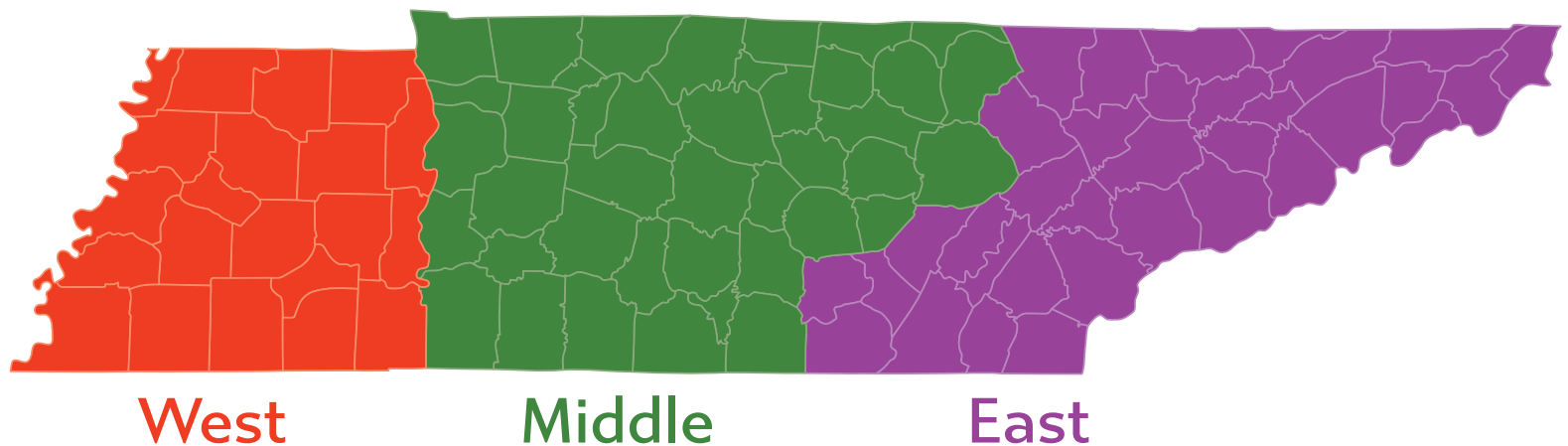
Tennessee is in the middle of eight other states.

The State of Tennessee

Tennessee is in the Southeast. There are eight states around it. Kentucky and Virginia are to the north. North Carolina is to the east. Georgia, Alabama, and Mississippi are to the south. Arkansas and Missouri are to the west.

Tennessee is made up of three different parts. These are called the Three Grand Divisions. The Grand Divisions are West Tennessee, Middle Tennessee, and East Tennessee.

The Three Grand Divisions of Tennessee



Tennessee has Three Grand Divisions.
Which one do you live in?

The Three Grand Divisions

Each of the Grand Divisions has communities and places to visit. Each one has natural features and human-made features. Each part is special in its own way.

West Tennessee, Middle Tennessee, and East Tennessee have their own kinds of music. People in each area have different kinds of jobs. They have ways of life that are special.

Fried catfish is a popular food in
Tennessee.

**Do people in your community
eat fried catfish?**





Memphis is the biggest city in West Tennessee.
Some people there play a kind of music called the blues.

What Makes West Tennessee Special?

West Tennessee is located between the Mississippi River and the Tennessee River. Some people work on the river in West Tennessee. The land is good for farms.

Many people here listen to the blues or rock 'n' roll.



Graceland was the home
of a famous singer named
Elvis Presley.

**What kind of music do
you like to listen to?**



Nashville is the capital of the state. It has a large park.

What Makes Middle Tennessee Special?

Middle Tennessee is the largest region in the state. There are some big cities here. There are also many farms.

Country music is very popular. The Grand Ole Opry is a famous theater in Nashville. People go there to listen to music and see shows.

The Tennessee Walking horse comes from Middle Tennessee.





Dollywood is in Pigeon Forge, Tennessee.
It has shows, rides, and music concerts.

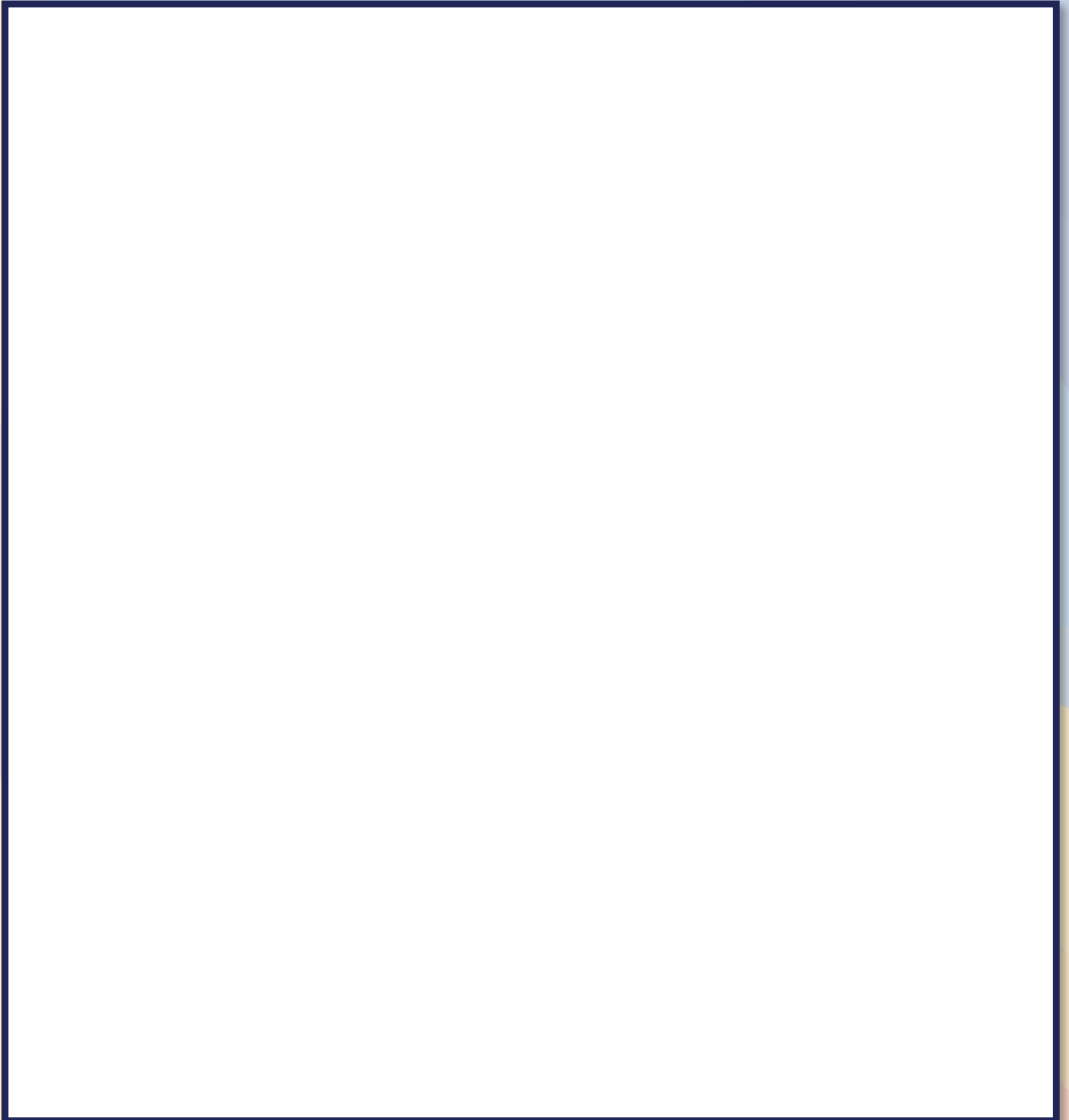
What Makes East Tennessee Special?

East Tennessee has a lot of mountains. Great Smoky Mountains National Park is in this region. People visit the mountains and streams there. They can also see deer, bears, and turkeys.

Many people like country music here, too. East Tennessee is where country music was born.

Instructions:

What place in Tennessee do you want to visit? Draw a picture of what you might see there in the box below.

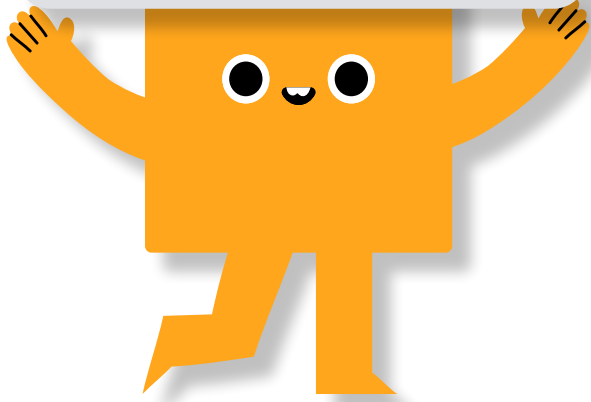
A large, empty rectangular box with a dark blue border, intended for a student to draw a picture of a place in Tennessee they want to visit.

Word Alert!

communicate

\cŏm|mū|nī|cāte\:

to pass information
from one person to
another



How Are We Connected?

When we **communicate**, we connect with others. Communicating lets us learn about others. It lets us share ideas. It lets us help one another.

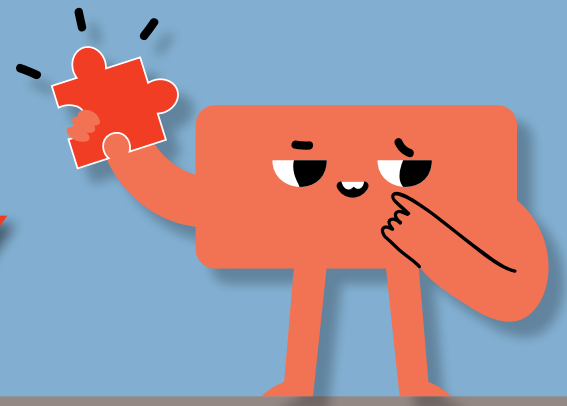
We communicate when we talk with people. We communicate when we listen. We communicate when we write an email. We communicate when we play games together.



These students are signing words to communicate.

How do you communicate with others?

Connect It: COMMUNITY



Instructions:

Draw a picture showing how you communicate with people in your community.

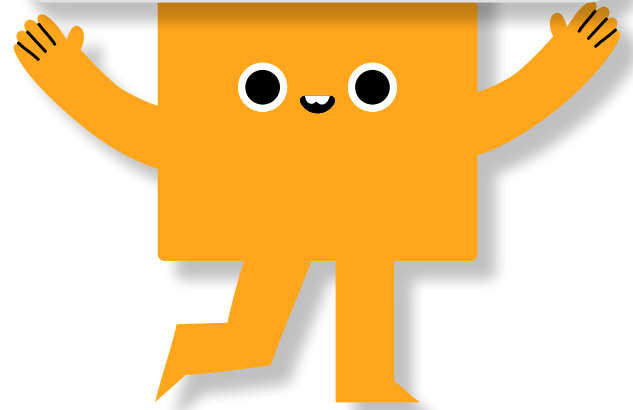
A large, empty rectangular box with a blue border, intended for a drawing. The box is white and occupies most of the lower half of the page.

Using Transportation

We use **transportation** to stay connected with people and places. Transportation can be used on water or on land. It can be used in the air. Buses, planes, and trains can move objects and people. What types of transportation have you used?

Word Alert!

transportation
\trāns|pōr|tā|tion\
a way to get from one place to another



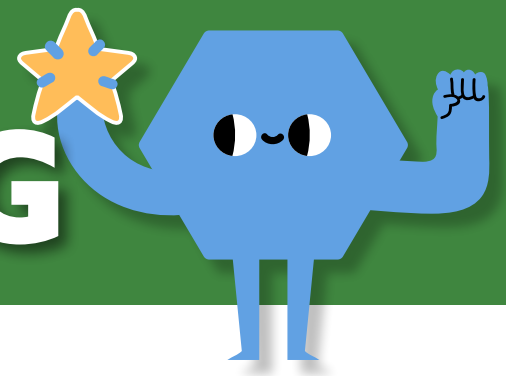
Look at the picture. **What type of transportation do you see?**



Instructions:

Circle the different types of transportation you see in this picture.

Flex It: WRITING



Instructions:

We communicate in many ways. One way to communicate is to write a letter or postcard. Draw a picture of your favorite snack. Write a note about it on your postcard.



Lesson 3

Check It!



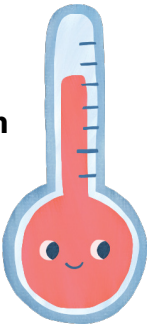
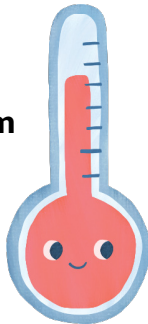
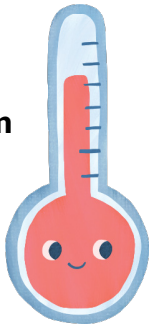
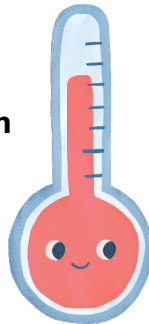
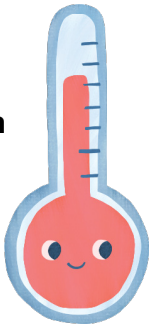
1. Draw something that makes your community special.

2. Draw two ways you can connect with places around the world.

Think Like a GEOGRAPHER

Weather

Some geographers study weather. Weather can be sunny. It can be rainy. We can watch the weather every day. Use the drawings below to observe the weather for one week.

Monday	Tuesday	Wednesday	Thursday	Friday
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
Temperature _____ _____ _____	Temperature _____ _____ _____	Temperature _____ _____ _____	Temperature _____ _____ _____	Temperature _____ _____ _____
Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 

Questions



1. What was the weather like today?
Draw what you think the weather will look like tomorrow.

A large, empty rectangular box with a red border, intended for a drawing of the weather.

2. Why is it important to know what the weather will be?
Finish the sentence below:

It is important to know the
weather because



Exploring My Place in the World

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TEACHER GUIDE

Teacher Guide

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Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

Thorough standards-based alignment throughout each unit and activity

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your class. Each activity includes an approximate time but is adaptable and offers a variety of options that may shorten or lengthen the time you spend. Times listed are an approximation for an average class with diverse learners.

There are seven symbols in the Teacher Guide:

- Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
- Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
- Cross-Curricular:** activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
- ML Adaptation:** activities include specific opportunities to support ML students
- Differentiation:** activities include opportunities to differentiate instruction for advanced and approaching-level students
- Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
- Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Student-facing call-outs in story features provide support for early readers, develop critical thinking skills, enhance retention, and enrich textbook content.

Reading Tip!

Stop and Think!

Unit Features				
Use any or all of the following activities to best meet the needs of your classroom.				
Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP01; SSP04; SSP06; K.FLVA.7c; K.R.IKD.1; K.SLCC.1; K.SLCC.2; K.SLPC.1; K.SLPC.1.6; K.WRBP.8	Introduce the Big Question and explore the opening image.	26		30 Minutes
LOOK! SSP01; SSP02; SSP05; SSP06; 2.FLPC.1; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.IKD.1; K.R.ICS.4; K.R.ICS.5; K.R.IKI.7; K.SLCC.1; K.SLCC.2; K.SLCC.3; K.SLPC.1; K.SLPC.1.6; K.SLPC.1.6.1; K.WTTP.2; K.WRBP.8	Humans Adapt: Use primary and secondary sources to examine how humans adapt to their environment by using snowplows.	44		35 Minutes
In the Spotlight SSP02; SSP04; SSP06; K.O.9; 2.FLPC.1; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.IKD.1; K.R.ICS.4; K.R.ICS.5; K.SLCC.1; K.SLCC.2; K.SLPC.1; K.SLPC.1.6; K.WTTP.1; K.WTTP.2; K.WPDW.4; K.WRBP.8; K.WRW.10	Sacajawea: Examine an important person from the United States and think critically about their life choices.	60		35 Minutes
Think Like a Geographer SSP01; SSP04; SSP05; SSP06; K.O.4; K.I.5; 2.FLPC.1; K.FLWC.4; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.IKD.1; K.R.ICS.4; K.R.ICS.5; K.SLCC.1; K.SLCC.2; K.SLPC.1; K.SLPC.1.6; K.WTTP.2; K.WPDW.4; K.WRBP.8; K.WRW.10	Observe and Analyze the Weather: Use geographic thinking skills to observe and analyze weather patterns.	82		45 Minutes
Story Time SSP01; SSP06; 2.FLPC.1; K.FLPA.2; K.FLPC.3; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.ICS.5; K.R.IKD.1; K.SLCC.2	Life on Earth: Read a story to explore how living things interact with their environments and what we can do to keep Earth healthy.	84		45 Minutes
Word Alert! SSP04; 2.FLPC.1; K.FLPC.3; K.FLWC.4; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.ICS.5; K.R.IKD.1; K.SLCC.2; K.SLPC.1; K.WRW.10	Review Word Alert! terms and use them in a sentence.	94		25 Minutes
Reflection SSP01; SSP04; SSP06; K.O.1; 2.FLPC.1; K.FLPC.3; K.FLWC.4; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.SLCC.2; K.WTTP.2; K.WPDW.4; K.WRBP.8; K.WRW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question .	96		45 Minutes
Prove It! SSP01; SSP04; SSP06; K.O.4; 2.FLPC.1; K.FLPC.3; K.FLWC.4; K.FLSC.6; K.FLVA.7b; K.FLVA.7c; K.R.IKD.1; K.R.ICS.4; K.R.ICS.5; K.R.IRT.10; K.SLCC.2; K.WTTP.2; K.WPDW.4; K.WRBP.8; K.WRW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 8		25 Minutes

Teacher Resources & Unit Features

Teacher Materials

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson. All materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

★ **Note:** The **Student Edition** and **Teacher Materials** are written at a Lexile level higher than Kindergarten reading level to support student development of knowledge in the social studies content area. The narrative, features, instructions, questions, and worksheets included in this program should be read aloud to students as much as necessary to provide support in developing reading skills. Literacy strategies are included to promote student success in decoding vocabulary and reading some words and sentences with automaticity by the end of the school year.

Students will also be prompted to develop foundational writing skills throughout the program. They may need high-level support to complete these activities. As you teach, look for emergent skills that align with your related instruction in order to assess student growth. These indicators may include inventive spelling which demonstrates phonemic awareness, evidence of the alphabetic principle (understanding that a grapheme corresponds to a phoneme), and transfer (when students begin to use the skills in the social studies content area that have been taught explicitly in your reading program). Activities to support understanding of print concepts are included throughout the **Teacher Materials**.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Each unit utilizes backward design, starting with the Big Question, and provides skill and content objectives to measure student mastery as they explore the text.

LOOK!

The LOOK! feature directs students to analyze primary sources ranging from maps and photographs to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying.

In the Spotlight

By exploring various historical and local individuals and the life choices they have made, students will be able to develop an understanding of and cultivate an appreciation for people and events in the past, as well as their lasting impacts today.

Think Like a ...

This feature emphasizes social studies skills used to understand and interpret the world. These skills include geography, history, economics, and civic engagement, and the activities focus on analysis, forming opinions, and more.

Choose Your Own Project

Each unit features a way for students to demonstrate their comprehension and retention in a variety of ways. By allowing students agency in how they demonstrate their learning, teachers can meet each student at their level and focus on developing strengths and skills. Choices range from writing and hands-on projects to technology-based activities.

STORY TIME

Students will read stories about concepts covered in the unit. These stories include strategies and prompts to support comprehension, retention, and growth in literacy skills. This supports interconnected pedagogical strategies and the ability to fluidly combine social studies and literacy instruction in the classroom.

Word Alert!

These student-facing call-outs and unit activities provide support for early readers with definitions of domain-specific vocabulary, prompts for early writing development based in literacy best practices, and pronunciation guides that follow Science of Reading strategies.

Consistency is key for supporting emerging and early readers. To create consistent visual cues for students to develop reading skills, we have introduced three diacritical marks:

- Short vowels, which use the breve (˘) mark, are pronounced like the short vowels in căt, ěgg, dĭg, fŏx, and rŭn.
- Long vowels, which use the macron (̄) mark, are pronounced like the long vowels in lāke, mē, bike, hōme, and rŭle.
- Unstressed vowels, which use the schwa symbol (ə), are pronounced similarly to the short vowels in dĭg or rŭn, depending on the word.

To avoid overwhelming emerging and early readers, the pronunciations featured in the text are created without replacing consonants or removing silent letters in the word for phonetic spelling. As students develop literacy skills, future programs will provide pronunciations featuring both diacritical marks and phonetic spelling to create clear and consistent guidelines.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the unit as a whole and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Learning Goals are provided for each lesson that directly align to standards and relate to the Big Question. When we phrase Learning Goals in “I can...” language, students can take ownership of their learning and achievement.

SING ALONG!

Each lesson features an original song written to a common tune. These songs introduce students to the concepts they will be learning in each lesson, and promote engagement and recall through kinesthetic processes.

Ready for Reading

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies are based in Science of Reading strategies and are spiraled and scaffolded to support acquisition of literacy skills. Many activities ask students to use and reuse strategies they encountered in previous sections of the text.

Sharpen Your Skills!

This feature encourages students to develop social studies skills. These skills are spiraled, scaffolded, and reinforced throughout the textbook. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Learning Lab

The Learning Lab feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to connect to and experience the text.

Flex It!

It is critical for educators to be able to teach not just history, but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each unit includes a unique cross-curricular activity.

Fun Fact

Fun Facts provide interesting and engaging material to help students develop curiosity about the world around them. This feature encourages further inquiry and prepares students for conducting research and evaluating sources while enriching their interaction with the content.

Character Corner

The Character Corner feature highlights a variety of individuals that utilize social studies thinking skills and engage with their communities in positive ways. This feature helps students identify and develop character traits to help them grow and become active and engaged citizens of the world.

Timeline

Timelines are great visual tools to help students comprehend how events connect together in chronological and sequential order. They are also an excellent comprehension support tool for Multilingual Learners. This feature incorporates activities that allow students to make connections across time.

Connect It



It is the job of social studies educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to interconnect lessons within students' lives through their home, school, and community.

What Do YOU Think?



The What Do YOU Think? feature is anchored in student-facing content and encourages students to develop and share their opinions with each other and the class as a whole. These open-ended questions prompt students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Turn & Talk!

Turn and Talk features encourage the development of peer-reliability and communication skills within structured activity settings. You can encourage your students to develop rapport with their classmates and focus on behavioral skills as students build communities and interact with each other.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text to a new level. In the Teacher Guide, you will find URLs of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and the needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take learning a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. These resources are designed to be inclusive and accommodating. Utilize the Multilingual Learner options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire classroom.



Differentiation

Differentiation includes opportunities to increase and decrease difficulty, and options to extend an activity. Guidance is provided to support differentiated instruction with appropriate alternatives and extra support for students who are approaching the targeted expectations, and additional activities designed to engage students with high interest or who have advanced beyond the performance expectations to develop deeper understanding of the content.

GSE Bookshelf+

The digital learning platform from Gibbs Smith Education

GSE Bookshelf+ hosts award-winning educational programs from Gibbs Smith Education. Accessible on the web and mobile devices, GSE Bookshelf+ brings the power of the digital textbook and digital interactivity to you and your students.



GSE Bookshelf+ Subscription Features

Student Features

The student materials bring the interactive content and tools of your program to life. The platform allows students to:

- Annotate, highlight, mark up, and bookmark content and sync that data across their devices
- Download sections and read offline using the mobile apps
- Easily jump to specific units, lessons, pages, key words, bookmarks, notes, and highlights using the GSE Bookshelf+ advanced navigation features
- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Unit 1: Geography

Big Question: What is geography?

STUDENT OUTCOME: Students will be able to describe the Earth and ways to stay connected with people and places around the world.

Curriculum Overview

The Tennessee Academic Standards for Social Studies: Kindergarten

Objective	Student Edition
K.01 Describe familiar people, places, things, and events within a student’s home, school, and community.	L1 L3
K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.	L3 ST
K.08 Use the language of location (e.g., up, down, near, far, left, right, in front of, and behind) to describe a students’ location, items on a map, and items in the classroom.	L2
K.09 Define what a map represents.	L2
K.10 Recall the student’s and/or school’s street address, city/town, and state.	L2
SSP.04 Communicate ideas supported by evidence to: » Demonstrate an understanding of ideas » Compare and contrast viewpoints » Predict outcomes » Illustrate cause and effect	ST
SSP.06 Develop geographic awareness by: » Identifying geographic symbols on maps and globes » Understanding relationships between people, places, and resources	ST

L1 = Lesson 1, L2 = Lesson 2, L3 = Lesson 3, ST = Story Time

Symbol Key

Project-Based

Discussion/Debate

Cross-Curricular

ML Integration

Differentiation

Remote Essentials

Evaluate/Rubric

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.01; SSP.04; SSP.06; K.FL.VA.7c; K.RI.KID.1; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.6; K.W.RBPK.8	Introduce the Big Question and explore the opening image.	26		30 Minutes
LOOK! SSP.01; SSP.02; SSP.05; SSP.06; 2.F.L.PC.1; K.FL.SC.6; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.RI.IKI.7; K.SL.CC.1; K.SL.CC.2; K.SL.CC.3; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.RBPK.8	Humans Adapt: Use primary and secondary sources to examine how humans adapt to their environment by using snowplows.	44		35 Minutes
In the Spotlight SSP.02; SSP.04; SSP.06; K.09; 2.F.L.PC.1; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7c; K.RI.KID.1; K.RI.KID.2; K.RI.KID.3; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.1; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8 ; K.W.RW.10	Sacajawea: Examine an important person from the United States and think critically about their life choices.	60		35 Minutes
Think Like a Geographer SSP.01; SSP.02; SSP.04; SSP.05; SSP.06; K.04; K.15; 2.F.L.PC.1; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8 ; K.W.RW.10	Observe and Analyze the Weather: Use geographic thinking skills to observe and analyze weather patterns.	82		45 Minutes
Story Time SSP.01; SSP.06; 2.F.L.PC.1; K.FL.PA.2; K.FL.PWR.3; K.FL.F.5; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RL.CS.5; K.RL.RRTC.10; K.SL.CC.2	Life on Earth: Read a story to explore how living things interact with their environments and what we can do to keep Earth healthy.	84		45 Minutes
Word Alert! SSP.04; 2.F.L.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RL.CS.4; K.RL.CS.5; K.RL.RRTC.10; K.SL.CC.2; K.SL.PKI.5; K.W.RW.10	Review Word Alert! terms and use them in a sentence.	94		25 Minutes
Reflection SSP.01; SSP.04; SSP.06; K.01; 2.F.L.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7c; K.SL.CC.2; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8 ; K.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question .	96		45 Minutes
Prove It! SSP.01; SSP.04; SSP.06; K.04; 2.F.L.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.2; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8 ; K.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★Note: The Prove It! is found in the Unit Assessments .	UA 8		25 Minutes

Lesson Features Lesson I: The World Around Us

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.06; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.PKI.6	Preview the Environment: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	28	 	25 Minutes
Sing Along! SSP.04; SSP.06; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7c; K.RL.KID.1; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6	Take Care of the Earth: Develop content knowledge of how to keep the planet clean by engaging in a social studies-themed sing-along and read-aloud.	29	 	25 Minutes
Ready for Reading 2.FL.PC.1; K.FL.PA.2; K.FL.PWR.3	Early Consonants Scavenger Hunt: Recognize the consonants m, l, h, g, c, d, and t , label them, and recall the sound for each.	30	 	45 Minutes
Flex It! SSP.01; SSP.04; SSP.06; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.6	Care for Earth: Use a cross-curricular learning lens to engage with geography through creating an art project that uses recycling to take care of Earth.	34	  	45 Minutes
Connect It: School SSP.04; K.O1; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7b; K.FL.VA.7c; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.RBP.8; K.W.RW.10	Outside Observations: Connect geography to school by making and recording an environmental observation in the school yard.	35	  	45 Minutes
Sharpen Your Skills! SSP.02; SSP.06; K.O4; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.RRTC.10; K.SL.CC.1; K.SL.PKI.6; K.W.RBP.8; K.W.RW.10	Natural or Human-Made Features: Distinguish between natural features and human-made features.	38		45 Minutes
What Do YOU Think? SSP.02; SSP.04; SSP.06; K.O1; K.FL.SC.6; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.6	Where Does Water Come From? Discuss water on Earth and human-made water systems to assess where water comes from and why people may choose to live near water.	40	  	25 Minutes
Sharpen Your Skills! SSP.04; SSP.06; K.O1; K.O8; K.O9; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6	Features Near Me: Identify natural and human-made features in the community, recall a visit to one, and discuss that experience with a peer.	42	 	35 Minutes
Check It! SSP.04; SSP.06; K.FL.PWR.3; K.FL.F.5; K.FL.SC.6; K.FL.VA.7c; K.RI.KID.1; K.RI.KID.2; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6	Complete the formative lesson assessment and self-assessment to check for understanding.	43		15 Minutes

Symbol Key							
	Project-Based	Discussion/Debate	Cross-Curricular	ML Integration	Differentiation	Remote Essentials	Evaluate/Rubric

Lesson Features Lesson 2: Locations, Maps, and Globes



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.04; SSP.06; K.09; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.KID.3; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.6	Preview Location: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	46		25 Minutes
Sing Along! SSP.01; SSP.04; SSP.06; K.09; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8; K.W.RW.10	Maps: Develop content knowledge of maps by engaging in a social studies-themed sing-along and read-aloud.	47		25 Minutes
Ready for Reading K.09; 2.FL.PC.1; K.FL.PA.2; K.FL.PWR.3	Short a in the Middle, /ă/: Recognize the vowel a , label it, and recall the short /ă/ sound.	48		35 Minutes
Connect It: Home K.10; 2.FL.PC.1; K.FL.WC.4; K.FL.VA.7b; K.FL.VA.7c; K.RI.CS.5; K.SL.CC.2; K.W.TTP.2; K.W.RW.10	My Home: Connect geography to home by learning to recognize parts of an address.	49		35 Minutes
What Do YOU Think? SSP.04; SSP.06; K.08; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.6	Personal Directions: Discuss and utilize personal direction vocabulary to describe location.	50		35 Minutes
Learning Lab SSP.01; SSP.04; SSP.06; K.08; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7c; K.RI.CS.4; K.RI.CS.5; K.RI.IKI.9; K.RI.RRTC.10; K.SL.CC.2	The Equator and Hemispheres: Make a model of a globe, identify the equator, distinguish between the northern and southern hemispheres, and describe where Tennessee is located.	57		45 Minutes
Fun Fact SSP.01; SSP.04; SSP.06; 2.FL.PC.1; K.SL.CC.2; K.SL.PKI.5; K.W.TTP.2	Continents on a Globe: Review the seven continents and draw a globe.	58		25 Minutes
Check It! SSP.04; SSP.06; K.08; K.09; 2.FL.PC.1; K.FL. PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.KID.2; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8; K.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	59		15 Minutes

Lesson Features Lesson 3: Connecting Our World



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.04; SSP.06; K.08; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.6	Preview Connections: Preview the lesson, introduce Word Alert! terms, and activate curiosity.	62		25 Minutes
Sing Along! SSP.01; SSP.04; SSP.06; 2.FL.PC.1; K.FL.PWR.3; K.FL.F.5; K.FL.SC.6; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6	Connect With Friends: Develop content knowledge of staying connected to people near and far by engaging in a social studies-themed sing-along and read-aloud.	63		25 Minutes
Sharpen Your Skills! SSP.01; SSP.04; SSP.06; K.08; K.09; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.CS.4; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.6; K.W.RW.10	The Regions We Call Home: Identify and label the different regions of the United States.	64		35 Minutes
Ready for Reading 2.FL.PC.1; K.FL.PA.2; K.FL.PWR.3; K.FL.SC.6; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.6	Practice Underlining Vowels: O: Recognize the vowel o , label it, and recall the short / ō / sound.	66		35 Minutes
Sharpen Your Skills! SSP.01; SSP.03; SSP.04; SSP.06; K.08; K.09; 2.FL.PC.1; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7b; K.FL.VA.7c; K.RI.CS.5; K.RI.KI.9; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.RBPK.8; K.W.RW.10	Mapping Your Community: Design a map of a familiar place in the community.	68		35 Minutes
Learning Lab SSP.01; SSP.02; SSP.04; SSP.06; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7c; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.7; K.W.RBPK.8; K.W.RW.10	National Parks: Take a virtual tour of a national park to learn how to protect special places.	74		15 Minutes
Sharpen Your Skills! SSP.01; SSP.06; 2.FL.PC.1; K.FL.SC.6; K.FL.VA.7c; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6	Region Vacation: Reflect on the geography of the regions of Tennessee by planning a vacation.	75		35 Minutes
Connect It: Community SSP.01; SSP.04; SSP.06; K.02; K.08; 2.FL.PC.1; K.FL.PWR.3; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.5; K.SL.PKI.6	Connect From Here to There: Connect geography to community by examining communication and transportation.	77		35 Minutes
Flex It! SSP.01; SSP.04; K.10; 2.FL.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.CS.5; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6; K.W.TTP.1; K.W.PDW.4; K.W.RBPK.8; K.W.RW.10	Mail and the Post Office: Use a cross-curricular learning lens to engage with geography through writing a postcard and learning about the post office.	80		45 Minutes
Check It! SSP.02; SSP.04; SSP.06; K.01; 2.FL.PC.1; K.FL.PWR.3; K.FL.F.5; K.FL.SC.6; K.FL.VA.7c; K.RI.KID.1; K.RI.KID.2; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.1; K.SL.CC.2; K.SL.PKI.4; K.SL.PKI.5; K.SL.PKI.6	Complete the formative lesson assessment and self-assessment to check for understanding.	81		15 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric



Online Resource Addresses

Links and Thinks	Description and Website	Page
★ Seasonal Dress	Dress for the Weather game: https://www.abcya.com/games/dress_for_the_weather	41
★ Treasure Map	Hungry Pirates Game: https://pbskids.org/peg/games/hungry-pirates/	52
★ Bucket List	Moon.com's USA Travel Bucket List: https://www.moon.com/travel/trip-ideas/usa-bucket-list-things-to-do/	65
★ School Bus Routes	School Bus Pickup Game: https://www.abcya.com/games/school_bus_pickup	78

★ = Resources indicated with this symbol feature an additional optional activity.

Features	Description and Website	Page
Sing Along! Take Care of the Earth	The Earth Book read-aloud video: https://www.youtube.com/watch?v=lpEc5nHqO2c Recycling for Kids video: https://www.youtube.com/watch?v=6jQ7y_qQYUA	29
Flex It! Care for Earth	AJ's Recycle Rescue: https://pbskids.org/heroelementary/games/ajs-recycle-rescue	34
What Do YOU Think? Where Does Water Come From?	Where Does Water Come From? video: https://www.youtube.com/watch?v=R0K7VKkksyc	40
Sharpen Your Skills! Features Near Me	Exploring Landforms and Bodies of Water video: https://www.youtube.com/watch?v=BsqKTJtK_vw&t=148s Google Earth: https://earth.google.com	42
LOOK! Humans Adapt	Plowing with Draft Horse: https://www.youtube.com/watch?v=Mn-3pWJ0s4s&t=52s 1951 Tractor Snow Plowing video: https://www.youtube.com/watch?v=y46t7P0gy5A Snow Plow video: https://www.youtube.com/watch?v=5oa8P3HJhYw	44
Sing Along! Maps	There's a Map on My Lap read-aloud video: https://www.youtube.com/watch?v=DyJTDWChjU0	47
In the Spotlight Sacajawea	Clark's Map of 1810: https://www.loc.gov/resource/gdcwdl.wdl_03057/?r=0.283,0.296,0.156,0.108,0	60
Sing Along! Connect With Friends	Join In and Play read-aloud video: https://www.youtube.com/watch?v=wLQDafTuvE4&t=5s	63
Learning Lab National Parks	Great Smoky Mountains National Park: https://www.nps.gov/grsm/index.htm Virtual Tours of National Parks: https://ditchthattextbook.com/virtual-field-trips/#tve-jump-1785a898cbe	74
Connect It: Community Connect From Here to There	What Is Communication? video: https://scetv.pbslearningmedia.org/resource/e2938d53-83ba-47b2-9c8d-673bb4b0bc3e/what-is-communication-young-explorers/ What Is Transportation? video: https://scetv.pbslearningmedia.org/resource/ad87bdb6-f349-4bdc-afa6-2446ab826eb2/what-is-transportation-young-explorers/	77
Flex It! Mail and the Post Office	Post Office Virtual Field Trip video: https://www.youtube.com/watch?v=tGOE-qxRVZw	80
Think Like a Geographer Observe and Analyze the Weather	What Is Weather? video: https://scetv.pbslearningmedia.org/resource/02caff94-055e-4cba-9aae-2451b113c7c6/what-is-weather-young-explorers/	82

Tips	Description and Website	Page
Etymology Dictionary	Etymonline: https://www.etymonline.com	30
National Geographic Kids	Tennessee: https://kids.nationalgeographic.com/geography/states/article/tennessee	36
Kids Discover	Regions of North America: https://online.kidsdiscover.com/unit/regions-of-north-america	54

Spark It!

Ignite Curiosity & Activate Prior Knowledge

Discuss the **Big Question** and opening image to preview the unit.

- Display the **Big Question**: *What is geography?*
 - ▶ **Ask**: What is the land where we live like?
 - ▶ **Ask**: What plants and animals do you see around your home and our school?
- Inform students that their homes and school are a part of a town located in the state of Tennessee. Tennessee is part of the United States, a country on the North American continent.
- Explain to students that they can learn about where they live and the world around them through the study of geography. Geography includes the study of all the parts that make up a place—the land and water, the plants and animals, and the people.
 - ▶ **Ask**: Why do you think studying where we live and the world around us is important?
- Show students a physical map of the United States. Explain that physical maps show what the land is like in certain places. These maps can be used by people to help them find locations and learn more about those areas. Though there are maps that represent all places on Earth, many maps focus on just one part of Earth.
 - ▶ **Ask**: Based on the map, where in the United States would you like to visit? What do you think the land would be like there?

UNIT

1

Geography



Lesson 1

The World Around Us

Lesson 2

Locations, Maps, and Globes

26

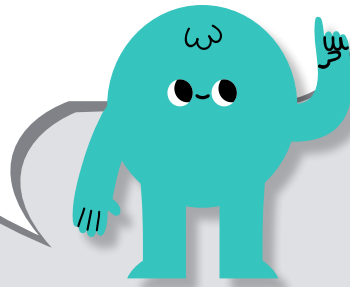
Put Yourself in the Picture

- Inform students that a globe is a very small representation of the entire Earth. All the world's land masses and oceans are represented on a globe. Explain that some globes show more detail, while others just show land and water.
- Display the opening image for the unit. Explain to students that the globe these students are examining shows the equator. Explain that the equator is an imaginary line that divides the top half of Earth from the bottom half.
- Inform students that the equator is about 24,900 miles long. It is so long that an airplane would not be able to travel the entire equator without having to stop to pick up fuel and other supplies. Traveling along the entire equator by plane would take about 45 hours, or about seven school days.
- Have students imagine that they are in an airplane traveling along the equator and looking down on Earth with a bird's-eye view.
 - ▶ **Ask**: What details do you see?
- You may choose to tally school days on the board for the seven days it would take to fly around Earth at the equator. At the end of each school day, remind students that they are still traveling along the equator. Encourage them to stop and reflect on where they might be and what they might see. On the fourth day, about halfway through the day, inform students that they are about halfway through their journey.



The Big Question?

What is geography?



There are many different parts of the world.

Can you find Tennessee on a map or a globe?

Learning Objectives

Skills Objectives

- Students will recognize consonants **m, l, h, g, c, d,** and **t** and the vowels **a** and **o**, label them, and recall the sound for each, including the short /ă/ and /ō/ sounds.
- Students will use primary and secondary sources to examine how humans adapt to their environment by using snowplows.
- Students will use geographic thinking skills to observe and analyze weather patterns.

Content Objectives

- Students will describe why Earth is important and identify ways to care for Earth.
- Students will use personal directions and identify what maps and globes represent.
- Students will identify ways to stay connected with other places around the world and describe and locate special features in regions of Tennessee.

Lesson 3

Connecting Our World

Story Time

Life on Earth

27

Teacher Tip



You can find physical and political maps of the United States, as well as blank maps, in the **Student Edition Atlas** and in the **Teacher Tools**.

Notes

Sneak Peek

Preview Connections

- As a class, flip through the pages of **Lesson 3**, pausing on each spread. Consider displaying the lesson as you preview it.
 - Ask:** What stands out to you in this lesson? What do you see?
- Remind students that each location or place on Earth is special. The people and features found there make that place interesting. Because people learn from one another, it is important for people and places to stay connected all around the world. When places are nearby, they are easier to visit. Sometimes we can even walk to nearby locations. When places are farther away, we must use other forms of transportation, such as boats, trains, and planes, to get there.
- Inform students that when we are not able to travel to see someone or something, we can stay connected in other ways. We can stay connected through the internet, using tools such as email and social media, and through phones, by calling or texting.
- As a class, read the **Learning Goals** for this lesson.
 - Ask:** How do you stay connected to family and friends who live far away?
- At the end of the lesson, have students hold up fingers to indicate their level of understanding for the **Learning Goals**:
 - 1—they do not get it
 - 2—they kind of get it, but still need help
 - 3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

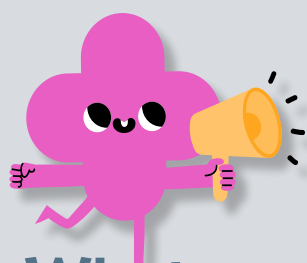
Word Alert!

- For each **Word Alert!** feature in the **Student Edition**, read the definition aloud and have students discuss the meaning.
 - » **communicate** (verb): to pass information from one person to another
 - » **community** (noun): a place where people live, work, and play
 - » **connect** (verb): to bring together
 - » **transportation** (noun): a way to get from one place to another

LESSON

3

Connecting Our World



What Will We Learn?

Make Connections

We will learn how to connect with other places around the world.



(to the tune of "Twinkle, Twinkle, Little Star")

We can make friends near and far.

Show them how special we are.

Visit friends to laugh and play.

Showing kindness many ways.

We can make friends near and far.

Show them how special we are.

Learning Goals

- I can identify communities and special places in Tennessee.
- I can describe ways to stay connected with other places around the world.

Word Alert!

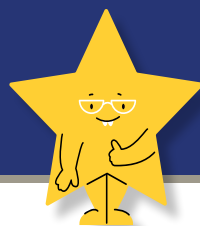
communicate
community
connect
transportation

62

Unit 1

ML Support: Sneak Peek

- When teaching the **Word Alert!** terms, give students the opportunity to ask questions and draw their interpretations of the words. Although ML students are learning English, it is important to give them opportunities to engage with the expected grade-level curriculum. Rather than simplifying the content, provide accommodated instructions and allow students to grapple with questions that require higher-level thinking.
- ★ **Note:** Consider providing paraprofessionals or support specialists the **Student Support Guide** that corresponds with this lesson to assist their interventions and individualized instruction with approaching or multilingual learners in your class.

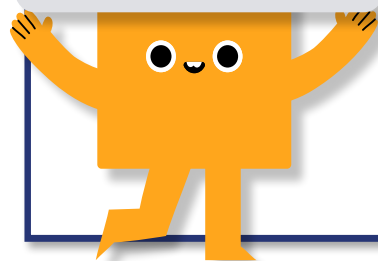


Instructions:

Draw a picture of how you **connect** with your friends.

Word Alert!

connect \cŏn|nĕct\
to bring together



Geography

63

SING ALONG!

Success Criteria: Students will develop content knowledge of staying connected to people near and far by engaging in a social studies-themed sing-along and read-aloud.

Connect With Friends

- Teach students the **Sing Along!** song on page 62 of the **Student Edition**. Have students listen as you sing the song at least twice through so that students become familiar with the tune. Then have students repeat each line after you in a call-and-response style. Practice the song using call-and-response several times before having students attempt to sing the song all the way through. Practice singing each day as a transition to your social studies lesson.

Literacy Connection

Young students need to build content knowledge to become strong readers. Read-alouds and related discussions are an excellent way to build content knowledge, as students will encounter vocabulary and concepts more advanced than they are able to decode at this level.

- Explain to students that it is important for people to stay connected to one another. One way that students can stay connected to other people their age is to make friends. Students may have friends at school and in their neighborhood. They may have siblings and cousins in their family who are their friends. When students learn to be good friends who are kind to one another, they can have fun playing together.
- Have students watch the [Join In and Play](#) read-aloud video.
 - **Ask:** Why do you think it is important to have friends?
 - **Ask:** What are some things that you can do to be a good friend?
- On page 63 of the **Student Edition**, have students draw a picture of how they stay connected with their friends.

Special Education Tip



Schedule extra instructional time for students who have difficulty reaching grade-level standards. Use this time to reteach lessons as needed, to correct misunderstandings, and to work on foundational skills.

Sharpen Your Skills!

Success Criteria: Students will identify and label the regions of the United States.

The Regions We Call Home

- Display and read pages 64–65 of the **Student Edition** together as a class.
 - ▶ **Ask:** Do you know where Tennessee is located on the map?
- Point out the state of Tennessee on the displayed map. Explain to students that Tennessee is located in the Southeast region of the United States. Have students circle Tennessee in their textbook in red. Then point out Tennessee's neighboring states including Kentucky, Virginia, North Carolina, Georgia, Alabama, Mississippi, and Arkansas. Inform students that these states are also in the Southeast region. Prompt students to use the cardinal directions, north, south, east, and west, to describe where each state is in relation to Tennessee.
- Then point to Missouri on the displayed map. Explain to students that Missouri is also a neighboring state to Tennessee, but it is located in the Midwest region of the United States.
- Inform students of the names of the rest of the US regions. You may use the colors of the map to help students gain understanding of which states are in each region. For example, the Southeast region is purple. Instruct students to trace the words to label each region.

ML Adaptation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Model how to trace the letters for each region under the document camera. Consider discussing the difference between the shapes of commonly confused letters like b, d, p, and q. Have students search for the letter "d" on the map and practice tracing the letter together.
- **Integrated Option:** If applicable, allow students to share any other state(s) they have lived in and help them identify the associated US region(s).
- **Cooperative Option:** If applicable, strategically pair ML students with an advanced same-language peer to discuss the regions by identifying the associated colors in their primary language.

Geographic Regions of the United States

The United States is big. It can be divided into smaller sections or regions. Each one of them is different. There are five regions. They are the West, the Southwest, the Midwest, the Northeast, and the Southeast.



64

Unit 1

Instructions: Trace the name of each region.

Use **red** to circle Tennessee.



Geography

65

Links and Thinks

Bucket List

- Explain to students that a bucket list is a list of activities a person wants to complete. Some of these activities can be visiting special places!
- Make a classroom bucket list of special places in each region that your class would like to visit or have visited. [Moon.com's USA Travel Bucket List](#) has a list of places to get your bucket list started.
- Once you have chosen the destinations for your bucket list, compile the places together on a poster board or slideshow. If students visit or have visited the location have them share one fact or activity that they learned or recall from the visit.

Notes

Ready for Reading

Success Criteria: Students will recognize the vowel **o**, label it, and recall the short /**ō**/ sound.

Practice Underlining Vowels: O

In this lesson, words such as “community” and “connected” will be encountered frequently. Because students are not yet ready to decode multisyllabic words, they will practice recognizing and underlining a new vowel, the letter **o**.

- Remind students that they practiced underlining the vowel **a** in **Lesson 2**. Explain that another vowel is the letter **o**. Write the letter **o** on the board. If you have not yet introduced **o** and its short sound /**ō**/, explain that **o** spells /**ō**/. Use the visual cue of circling the mouth with a finger while making the /**ō**/ sound. Have students repeat “**o** spells /**ō**/,” imitating the visual cue three times.
- Display page 66 in the **Student Edition**. Instruct students to help you find the letter **o** on this page. Model scanning from left to right and from top to bottom to find the letter **o** and underline each one as it is found. Prompt students to point to the letter **o** in their own books as you point out the letter **o** on the screen. Have students say “**o** spells /**ō**/” aloud each time they underline the letter **o**.
- After finishing a page or two of text together as a class, have students work in pairs or small groups to continue finding and underlining the letter **o**, saying “**o** spells /**ō**/” aloud as they search for the vowel on each of the remaining pages in the lesson. You may choose to have students complete the final pages in the lesson independently, rather than in their pairs or groups, to assess their ability to recognize and underline the selected letter after practicing with their peers.

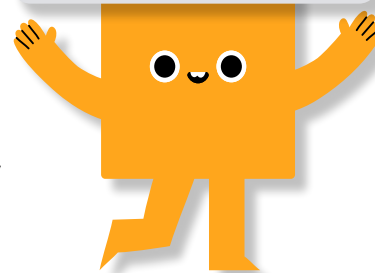
Living in a Community

A **community** can have houses and schools. It can have grocery stores. It can have parks and businesses. Many things make a community special. Tennessee has many communities. What is your community like? What makes your community special?

Word Alert!

community

\cōm|mū|nī|tē\ a place where people live, work, and play



This is Fairyland Caverns. It is in Chattanooga.

66

Unit 1

TALK ABOUT IT

Lead a class discussion about the images on this spread. Ask students to identify which image shows natural features and which image shows human-made features. Why might people want to visit the places in both images?

What Makes My Community Special?

People make a place special. Natural features and human-made features make a place special. Special places in Tennessee bring visitors. Visitors come from all over the world. Can you think of a place near you to visit? What is your favorite part of community?



Great Smoky Mountains National Park is in Tennessee. It is visited by lots of people every year.

Geography

Stoplight Station

Color the top circle **RED** if you do not understand.

Color the middle circle **YELLOW** if you understand a little.

Color the bottom circle **GREEN** if you understand.

67

TALK ABOUT IT

What makes your community special to you and your loved ones? What do you think you can do in your community that you cannot do anywhere else?

Have you ever lived anywhere else? If so, what was different about living there from living in your community now?

ML Tip



An effective way to engage ML students in conversation is to use the **QSSSA** method:

Question: pose a question and allow time to think

Signal: designate a signal like a thumbs-up to indicate readiness to answer

Stem: provide a sentence starter for the question

Share: listen to answers without interrupting or correcting

Assess: offer praise and correction if necessary

Notes

Sharpen Your Skills!

Success Criteria: Students will design a map of a familiar place in their community.

Mapping Your Community

- Read the instructions on page 68 of the **Student Edition** together as a class. Provide students with drawing materials such as crayons, colored pencils, and/or markers.
- If you choose to have students draw a map of their school, take students on a tour of the school. Pause at restrooms and the cafeteria and instruct students to draw these places on their map. If students prefer to draw a map of another place in your community, consider taking students on a field trip to the chosen location if feasible.
- Remind students to choose symbols to represent the places they see. Students should indicate their symbols on the map key and place their symbols on the map. When students have finished their drawings, instruct them to give their map a title.
- When students have finished, have them share their map with a peer.
 - ▶ **Ask:** Are any parts of your maps the same? Why might they be different?



Differentiation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** As an extension, consider having advanced students write or verbally share clues to find a secret hidden location on their map. As a class, try to find the location using the clues they developed.
- **Approaching Learners:** Provide students with a colorable map in place of having them design and create their own map.

Instructions:

What places in your community do you like to visit? Your school is part of your community. Parks are a part of your community.

Choose a place in your community to draw a map of. You may choose to draw your school or a park. Where are the restrooms? Can you get food here? Put these places on your map using the symbols. Add one more symbol of your own in the space!

MY



Restrooms



Food



Notes

Blank writing area with a dashed line for a title.



Notes

Lined area for taking notes.

Tennessee's Location in the United States



Tennessee is in the middle of eight other states.

The State of Tennessee

Tennessee is in the Southeast. There are eight states around it. Kentucky and Virginia are to the north. North Carolina is to the east. Georgia, Alabama, and Mississippi are to the south. Arkansas and Missouri are to the west.

Tennessee is made up of three different parts. These are called the Three Grand Divisions. The Grand Divisions are West Tennessee, Middle Tennessee, and East Tennessee.

Notes



Each of the Grand Divisions has communities and places to visit. Each one has natural features and human-made features. Each part is special in its own way.

Fried catfish is a popular food in Tennessee.

71



Memphis is the biggest city in West Tennessee.
Some people there play a kind of music called the blues.

What Makes West Tennessee Special?

West Tennessee is located between the Mississippi River and the Tennessee River. Some people work on the river in West Tennessee. The land is good for farms.

Many people here listen to the blues or rock 'n' roll.



Graceland was the home of a famous singer named Elvis Presley.

What kind of music do you like to listen to?

72

Unit 1

TALK ABOUT IT

Have students discuss the questions and statements in the captions of the photos from each region. Have students make connections and provide examples from their own lives in the discussion.



Nashville is the capital of the state. It has a large park.

What Makes Middle Tennessee Special?

Middle Tennessee is the largest region in the state. There are some big cities here. There are also many farms.

Country music is very popular. The Grand Ole Opry is a famous theater in Nashville. People go there to listen to music and see shows.

The Tennessee Walking horse comes from Middle Tennessee.



Geography

73

Notes

Learning Lab

National Parks

- Display page 74 in the **Student Edition**. Read the page aloud.
- Hold a class discussion to determine whether students have ever visited a national park, a national forest, a state park, or another protected area. Have students share the places they have been to and what made the place special. Consider exploring the [Great Smoky Mountains National Park](#) to learn more about the park located in East Tennessee and highlighted in the **Student Edition**.
- Display and examine [Virtual Tours of National Parks](#). Choose a park to visit as a class. While conducting your virtual tour, have students draw pictures or take notes of the things that they are interested in or think are special.
- Inform students that some of the special places on Earth, like national parks, need to be protected so that people may visit and enjoy the natural features located there.
 - ▶ **Ask:** How can you help protect special places?
- After the discussion, have students write their own answer to the question in one to two sentences in their journals or on a separate piece of paper. Have volunteers who did not take a turn during the discussion share their sentences with the class.



Dollywood is in Pigeon Forge, Tennessee.
It has shows, rides, and music concerts.

What Makes East Tennessee Special?

East Tennessee has a lot of mountains. Great Smoky Mountains National Park is in this region. People visit the mountains and streams there. They can also see deer, bears, and turkeys.

Many people like country music here, too. East Tennessee is where country music was born.

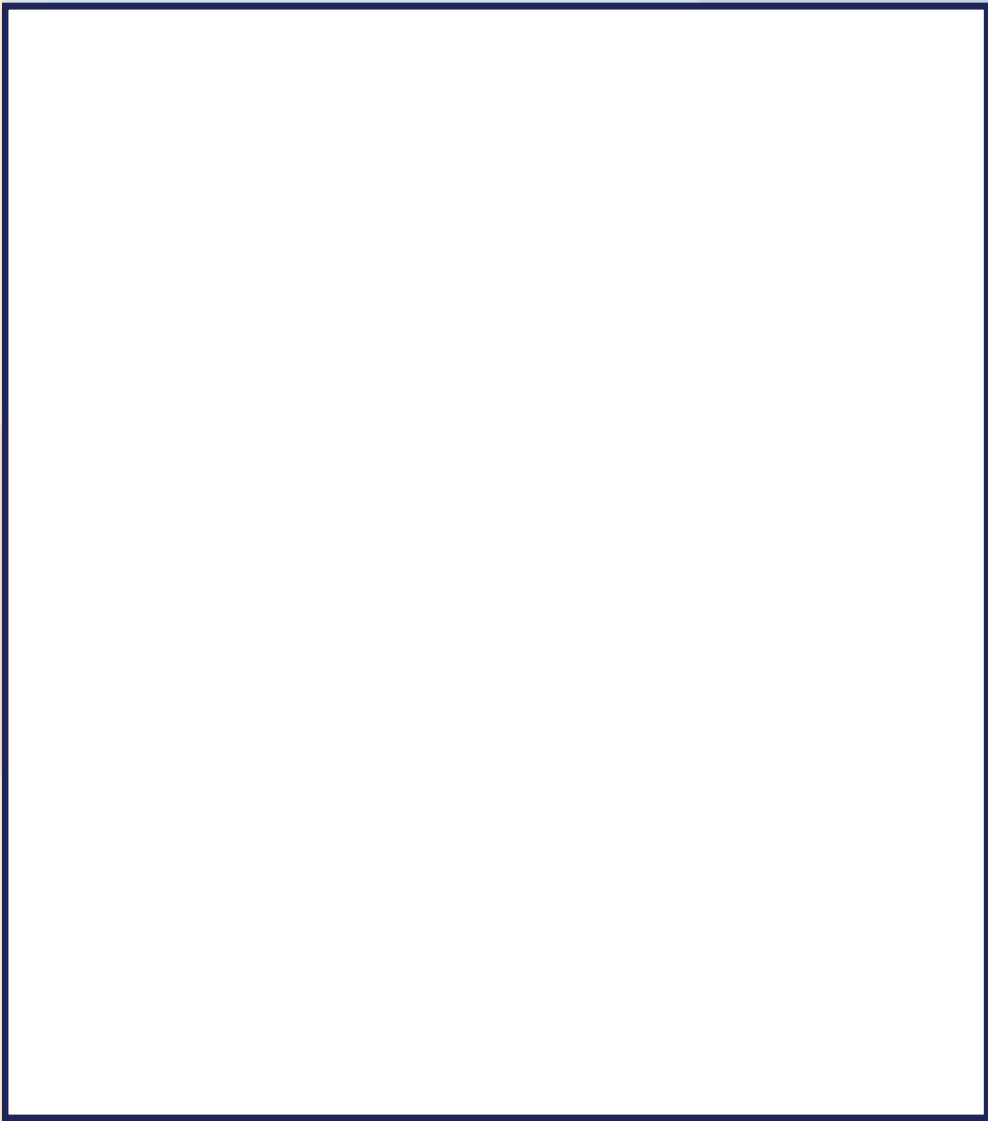
74

Unit 1

Notes

Instructions:

What place in Tennessee do you want to visit? Draw a picture of what you might see there in the box below.



Sharpen Your Skills!

Success Criteria: Students will reflect on the geography of the Tennessee regions.

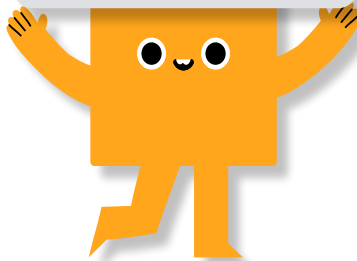
Tennessee Region Vacation

- Display and review pages 71–74 of the **Student Edition** together as a class. Have students recall what they learned about the geography of each region.
- As a class, conduct a safe internet search to research places that make each region unique. As you examine various locations, point out the unique natural and human-made features of each. Have students choose one place either from the book or from your search that they want to visit.
- Have students imagine that they are going to go on a vacation to visit the location that they chose. On page 75 of the **Student Edition** instruct students to draw a picture of what they might see at the place they would like to visit. Instruct students to include at least one natural feature and one human-made feature.
- When students have finished, have them share their drawing with a peer. Encourage students to explain why they chose to include the features they did.

Notes

Word Alert!

communicate
\\cŏm|mū|nī|cāte\\:
to pass information
from one person to
another

**How Are We Connected?**

When we **communicate**, we connect with others. Communicating lets us learn about others. It lets us share ideas. It lets us help one another.

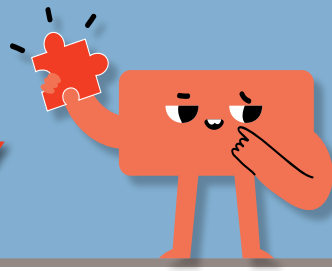
We communicate when we talk with people. We communicate when we listen. We communicate when we write an email. We communicate when we play games together.



These students are signing words to communicate.

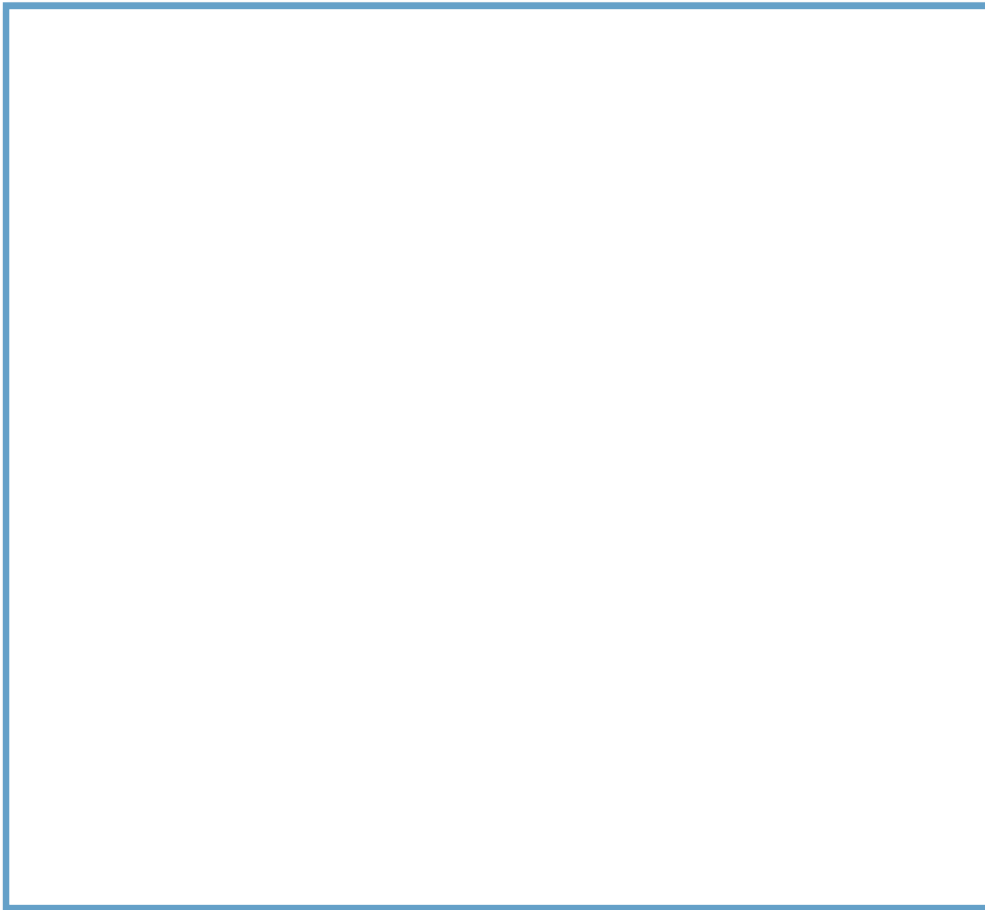
How do you communicate with others?

Connect It: COMMUNITY



Instructions:

Draw a picture showing how you communicate with people in your community.



Geography

77



Differentiation: Connect It

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students write a one-sentence caption for their image to describe ways they communicate with their community.
- **Approaching Learners:** Provide students with a visual word bank of different ways to communicate. Have students select their favorite image and cut and glue those onto the page in the **Student Edition**.

Connect It: COMMUNITY



Success Criteria: Students will use a learning lens to connect geography to their community by examining communication and transportation.

Connect From Here to There

- Remind students that community is the places where we live, work, and play. Explain to students that communication is one way that people stay connected with one another. There are many different ways to communicate, or share ideas. Show students the [What Is Communication?](#) video.
- ★ **Note:** Consider discussing who are safe people to communicate with in the community and the concept of trusted adults with your class.
 - ▶ **Ask:** What are some ways that you communicate with family and friends? How do you choose the best way to communicate with each person that you interact with?
- Explain to students that transportation, or how you get to places you are going, is one way that people can stay connected to different people and locations in their community. Show students the [What Is Transportation?](#) video.
- Have students think about the family and friends that they have nearby.
 - ▶ **Ask:** What kind of transportation would you use to visit people who live nearby in your community? What are other ways besides travel that you could connect with these people?
- Have students think about the family and friends that live far away.
 - ▶ **Ask:** What kind of transportation would you use to visit people who live far away outside of your community? What are other ways besides travel that you could connect with these people?
- On page 77 of the **Student Edition**, instruct students to draw a picture showing how they might stay connected with others inside and outside of their community. You may choose to have students focus on how they play games in their community as an example. Establish student background knowledge on this topic by leading a class discussion.
 - ▶ **Ask:** What games do you enjoy playing with friends nearby? What games could you play with those who live far away?
 - ▶ **Ask:** Why is communication important when playing a game?
- Inform students that they will learn more about transportation later in this unit.

Links and Thinks

School Bus Routes

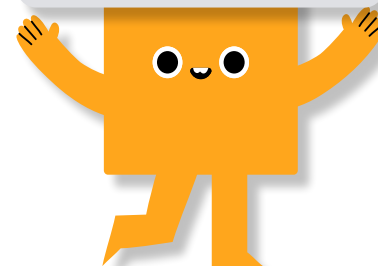
- Read page 78 in the **Student Edition**. Discuss the caption question on the bottom of the page as a class.
- Have students play the [School Bus Pickup game](#). Explain to students that in the game they have the opportunity to choose pathways for school bus routes in the community. The goal of the game is make a pathway or pathways that first pick up students and then drop them off at home along the same route.
- Inform students that the game increases in difficulty from one route with one bus to two routes with two buses during which the buses must use different roadways to make all their stops. Students may click on the vehicle to reset its route if they find that their vehicle cannot proceed because of the other vehicle's route. They may also reset the original route if the second route is stalled after multiple attempts. This game is not timed so students may take the time they need to find an appropriate route for both vehicles.
- You may choose to have students work in pairs to promote collaborative problem-solving skills.

Using Transportation

We use **transportation** to stay connected with people and places. Transportation can be used on water or on land. It can be used in the air. Buses, planes, and trains can move objects and people. What types of transportation have you used?

Word Alert!

transportation
\\trăns|pōr|tā|tion\\: a way to get from one place to another

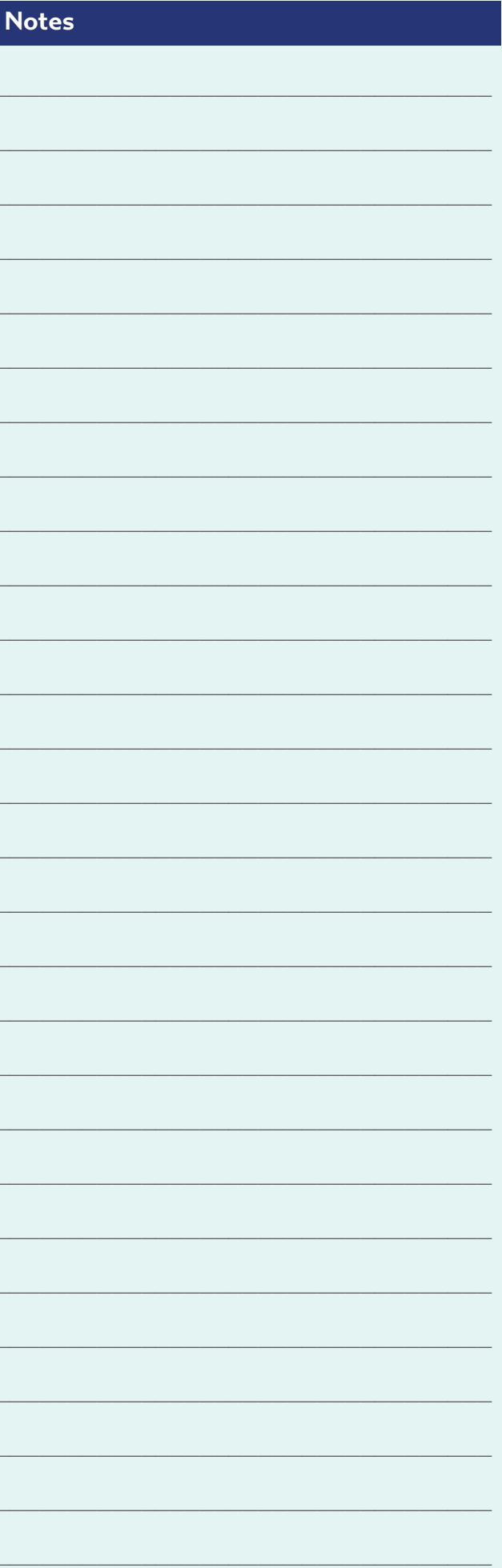


Look at the picture. **What type of transportation do you see?**

78

Unit 1

Notes

[illegible]

Circle the different types of transportation you see in this picture.

79

Have students share the types of transportation they found represented on this page and whether or not they have used the modes of transportation they found.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with geography through writing a postcard.

Mail and the Post Office

- Remind students that when they put a letter or a card in their mailbox, the post office is responsible for sending it to the correct location. Adding the address of where the mail should go makes sure it gets there.
 - ▶ **Ask:** Have you ever visited a post office? What did you do there?
- Show students the [Post Office Virtual Field Trip](#) video. Explain that in addition to mailboxes at home, there are mailboxes at the post office. Mail is sorted and then transported in cars and trucks to the correct locations.
- Inform students that postcards do not need an envelope like letters do. On the front of most postcards is a picture. The back looks similar to an envelope with space for an address, but there is also a space for a short note. Consider displaying images of postcards or bringing hard copies for students to examine.
- Have students choose a person who lives in their home and write a postcard to that person. On page 80 of the **Student Edition**, instruct students to draw an image of their favorite snack on the front of their postcard. On the back, have students write a message about what snack they chose. Have students practice writing their home address in the designated space. Provide stickers to serve as stamps, and have students place the sticker on the designated box.

Extra! Extra!

Create a Classroom Post Office

- Set up a classroom post office and designate a mailbox. Provide writing utensils, large index cards to serve as postcards, lined paper for letters, envelopes, and stickers to serve as stamps.
- Allow students to visit the classroom post office during free time to write to teachers, the principal, the secretary, the custodian, and other adults in the school. Consider displaying the school address for students to reference.
- Have small groups of students check the mailbox daily or weekly and work together to sort and deliver the mail to the staff.
- You may also choose to ask school professionals to write responses to student notes and add those to the classroom mailbox as a surprise for students when sorting the mail.

Flex It: WRITING



Instructions:

We communicate in many ways. One way to communicate is to write a letter or postcard. Draw a picture of your favorite snack. Write a note about it on your postcard.



80

POSTCARD

Unit 1

Lesson 3

Check It!

1. Draw something that makes your community special.



2. Draw two ways you can connect with places around the world.



Geography



81

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- Have students draw or write their answers to the **Check It!** questions on page 81 in their **Student Edition**. Discuss possible answers as a class and have students check their work. Students can also answer the questions, discuss their ideas, and receive feedback using the **GSE Online** digital platform.
- Have students complete the **Lesson 3 Check It!** self-assessment worksheet found on page 6 in the **Unit Assessments**.

Answer Key

1. Possible answers include locations discussed on pages 72–74 of the **Student Edition**, as well as places in the community.
2. Possible answers include traveling by car, ship, plane, etc., as well as using communication technology such as smartphones and computers to call and write to people around the world.

Notes

Think Like a GEOGRAPHER

Success Criteria: Students will use geographic thinking skills to observe and analyze weather patterns.

Observe and Analyze the Weather

- Consider displaying page 82 from the **Student Edition** or using the **Unit 1 PowerPoint**. Read the page aloud.
- Have students watch [What Is Weather?](#). Consider taking students outside to observe the weather and engage in a class discussion.
 - **Ask:** How would you describe the weather today? What is the temperature outside like? Is it hot, warm, cool, cold, or freezing? How much wind is there today? How do you know?
- Display a copy of the weather tracking activity from page 82 of the **Student Edition** and go over the symbols and temperature rating scale for students.
- Each day for a week, instruct students to watch the weather and record their observations in their **Student Edition**. Have students take note of any clothing, such as rain boots, or other accessories, such as umbrellas, they need because of the weather each day. You may choose to have them draw or write their notes in their journal or on a separate piece of paper.
- At the end of the week, have students analyze their data. Explain that data are bits of information that students can think about, or analyze, to determine if there are any patterns.
 - **Ask:** When was the weather similar, or the same, across more than one day? How many days was the weather like that?
 - **Ask:** When was the weather different than the day before? How many days did you observe new weather?
 - **Ask:** What do you think the weather will be over the weekend based on your observations this week?
- Have students draw or write their predictions for weekend weather on a separate piece of paper. On Monday of the next week, have students return to their predictions and record the weather they observed over the weekend.

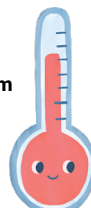
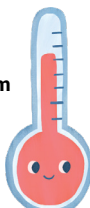
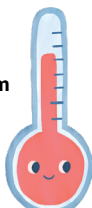
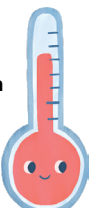
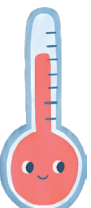
Answer Key

- Answers will vary.
- Answers will vary. Students may suggest that knowing the weather is important for planning activities and what you will wear.

Think Like a GEOGRAPHER

Weather

Some geographers study weather. Weather can be sunny. It can be rainy. We can watch the weather every day. Use the drawings below to observe the weather for one week.

Monday	Tuesday	Wednesday	Thursday	Friday
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
Temperature _____	Temperature _____	Temperature _____	Temperature _____	Temperature _____
Hot Warm Cold	Hot Warm Cold	Hot Warm Cold	Hot Warm Cold	Hot Warm Cold
				

82

Unit 1



Differentiation: Think Like a GEOGRAPHER

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Strategically plan your class' weather observation for the morning each day so that students may complete a second informal observation in the afternoons. Have students discuss in small groups whether the weather has changed since their initial observation that day, and if so, how.
- **Approaching Learners:** If applicable for your class, strategically pair students with Advanced Learners to complete the activity and analyze their data at the end of the week. In addition, consider creating a class poster of weather patterns with titles and displaying it for students to reference as they record their data.

Questions



1. What was the weather like today?
Draw what you think the weather will look like tomorrow.

2. Why is it important to know what the weather will be?
Finish the sentence below:

It is important to know the
weather because

Notes



Exploring My Place in the World

TENNESSEE



KINDERGARTEN

STUDENT SUPPORT GUIDE

Learning Goals



- I can identify communities and special places in my region.
- I can describe ways to stay connected with other places around the world.

Skills Objectives



- I can practice classification skills by sorting types of transportation and ways to communicate.

Key Terms

- **communicate**
- **community**
- **connect**
- **transportation**

Main Ideas



- A **community** can have houses and schools. It can have churches. It can have parks and businesses. Many things make a community special. Tennessee has communities.
- People make a place special. Natural features and human-made features make a place special. Special places in Tennessee bring visitors. Visitors come from all over the world.
- Tennessee is in the Southeast. There are eight states around it. Tennessee is made up of the Three Grand Divisions. These are West Tennessee, Middle Tennessee, and East Tennessee.
- West Tennessee is located between the Mississippi River and the Tennessee River. People work on the river. The land is good for farms. People here listen to the blues or rock 'n' roll.
- Middle Tennessee is the largest region in the state. There are some big cities here. There are also many farms. Country music is very popular. The Grand Ole Opry is a famous theater in Nashville. People go there to listen to music and see shows.
- East Tennessee has a lot of mountains. Great Smoky Mountains National Park is in this region. People visit the mountains and streams there. They can also see deer, bears, and turkeys. Many people like country music here, too. East Tennessee is where country music was born.
- When we **communicate**, we **connect** with others. Communicating lets us learn about others. It lets us share ideas. It lets us help one another.
- We communicate when we talk with people over the phone. We communicate when we write an email. We communicate when we play games together.
- We use **transportation** to stay connected with people and places. Transportation can be used on water or on land. It can be used in the air. Buses, planes, and trains can move objects and people.



This is Dollywood in Pigeon Forge, Tennessee. It has shows, rides, and music concerts.

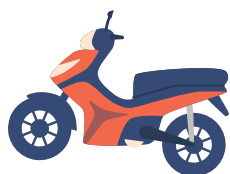
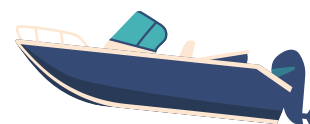
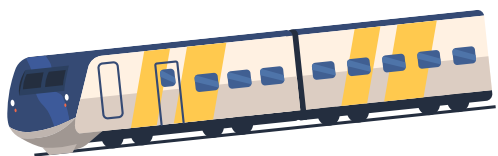
Can you think of something special in your community?

Skills Practice



Instructions:

Look at the pictures. Draw a square around all the types of transportation. Circle all the ways to communicate.



Check It!**Instructions:**

Draw a picture of something special in your community.

A large, empty rectangular box with a dark blue border, intended for a student to draw a picture of something special in their community.**Check It!****Instructions:**

Draw two ways you can connect with people and places around the world.

A rectangular box with a dark blue border, intended for a student to draw one of two ways to connect with people and places around the world.A rectangular box with a dark blue border, intended for a student to draw the second of two ways to connect with people and places around the world.

The Big Question



Instructions:

Draw a picture of one thing you learned about geography in this lesson.

A large, empty rectangular box with a dark blue border, intended for a student to draw a picture of a geography concept learned in the lesson.

communicate



- \cŏm|mū|nĭ|cāte\
- **part of speech:** verb
- **definition:** to pass information from one person to another

community



- \cŏm|mū|nĭ|tĭy\
- **part of speech:** noun
- **definition:** a place where people live, work, and play

connect



- \cŏn|nĕct\
- **part of speech:** verb
- **definition:** to bring together

transportation



- \trāns|por|tā|tĭon\
- **part of speech:** noun
- **definition:** a way to move from one place to another



Exploring My Place in the World

TENNESSEE



KINDERGARTEN

UNIT ASSESSMENTS

Name:

Date:

Reflection | Lesson 3 | UNIT 1

Instructions: At the end of each lesson, circle the number of stars that shows how well you met the goal.



Did not meet goal



Met goal a little



Met goal

- I can identify communities and special places in Tennessee. ★ ★ ★

Draw a picture showing one special place in Tennessee, and label where it is located.

- I can describe ways to stay connected with other places around the world. ★ ★ ★

Draw a picture showing one way you can stay connected with other places.

Name: _____

Date: _____

Self-Assessment | UNIT 1

Instructions: Circle the face for how well you can answer the Big Question: What is geography?



I know



I know a little



I do not know

Draw a picture of something you still want or need to learn about the Big Question: What is geography?



Draw a picture of your favorite part of this unit. (It could be a person, event, activity, or idea that you studied.)



Emoticons: Lena Pronne/Shutterstock.com

Name:

Date:

Prove It! | Part I: Word Alert! | UNIT 1

Instructions: Draw lines to match the Word Alert! term to the image that best represents it.

adapt

geographer

community



GagliardiPhotography, AlessandroBiacchioli,
Joe/Shutterstock.com

address

location

personal directions

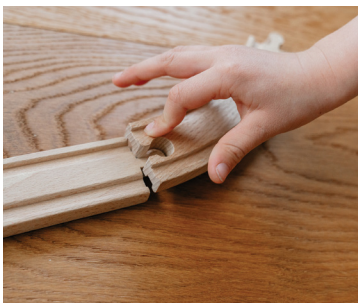


Nitchakul Sangpetcharakun, Stephen Reeves,
Wiktor Matynia/Shutterstock.com

communicate

connect

transportation



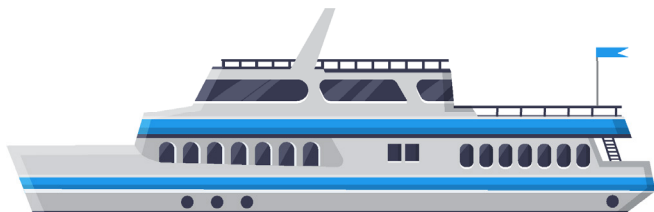
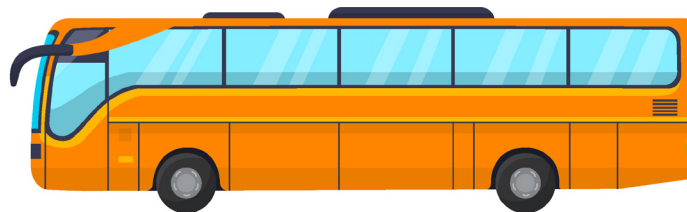
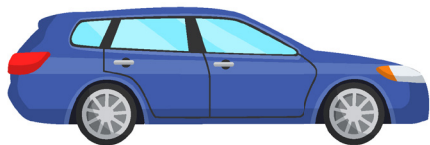
JElena Ebinger, Michael O'Keene,
Dean Drobot/Shutterstock.com

Name: _____

Date: _____

Prove It! | Part 2: Choose It! | UNIT 1

Instructions: Circle the forms of transportation. Draw a square around the forms of communication.



Name: _____

Date: _____

Prove It! | Part 3: Name It! | UNIT 1

Instructions: On the globe below, color the land **green**. Color the water **blue**. Draw a line where the equator is located.



Prove It! | Part 4: Source-Based Questions | UNIT 1

Instructions: The image below shows both natural and human-made features. Use the image to answer the questions.



Library of Congress Prints and Photographs Division,
LC-USZC4-3925

1. What natural features do you see?

2. What human-made features do you see?

3. Why do you think people adapted to nature by adding the human-made features?

Prove It! | Answer Key | UNIT 1

Prove It! Standards Alignment: SSP.01; SSP.04; SSP.06; K.04; 2.F.L.PC.1; K.FL.PWR.3; K.FL.WC.4; K.FL.F.5; K.FL.SC.6; K.FL.VA.7a; K.FL.VA.7b; K.FL.VA.7c; K.RI.KID.1; K.RI.CS.4; K.RI.CS.5; K.RI.RRTC.10; K.SL.CC.2; K.W.TTP.2; K.W.PDW.4; K.W.RBPK.8 ; K.W.RW.10

Part 1: Word Alert!

adapt: third image

address: third image

communicate: third image

geographer: first image

location: second image

connect: first image

community: second image

personal directions: first image

transportation: second image

Part 2: Choose It!

The following transportation images should be circled:

car, bus, ship, train, ambulance

The following communication images should be squared:

telephone, envelope, computer, cell phone

Part 3: Name It!

The land should be colored green.

The water should be colored blue.

The equator line drawn should cut the globe approximately in half horizontally.

Part 4: Source-Based Questions

1. Natural features in the photograph include a creek, trees, dirt, and grass.

2. Human-made features in the photograph include a bridge, tents, and building.

3. Answers will vary, but students should provide an example of why people might have adapted to nature in the image with the human-made features shown there. For example, students may recognize that the bridge was built so that people could cross the creek.



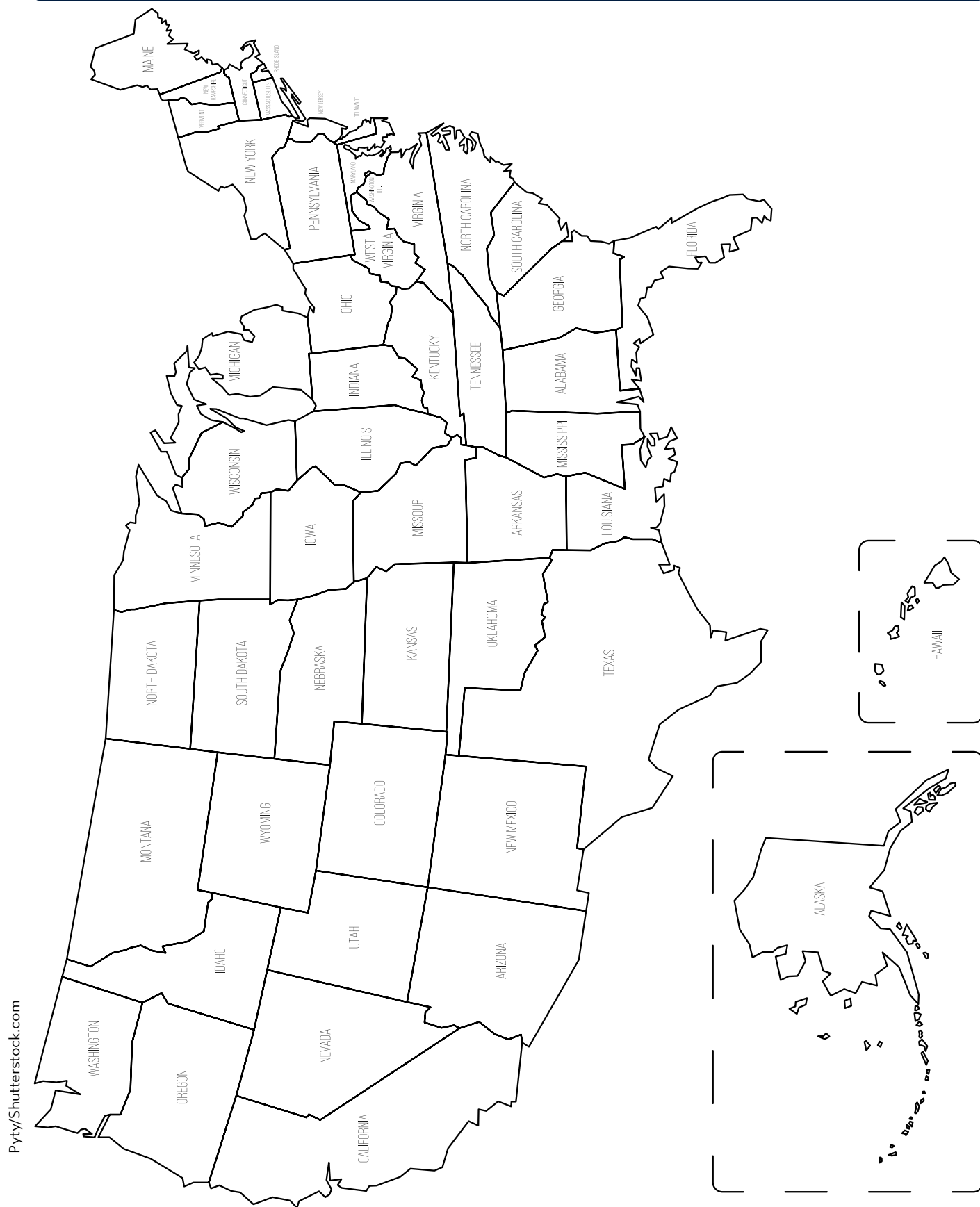
Exploring My Place in the World

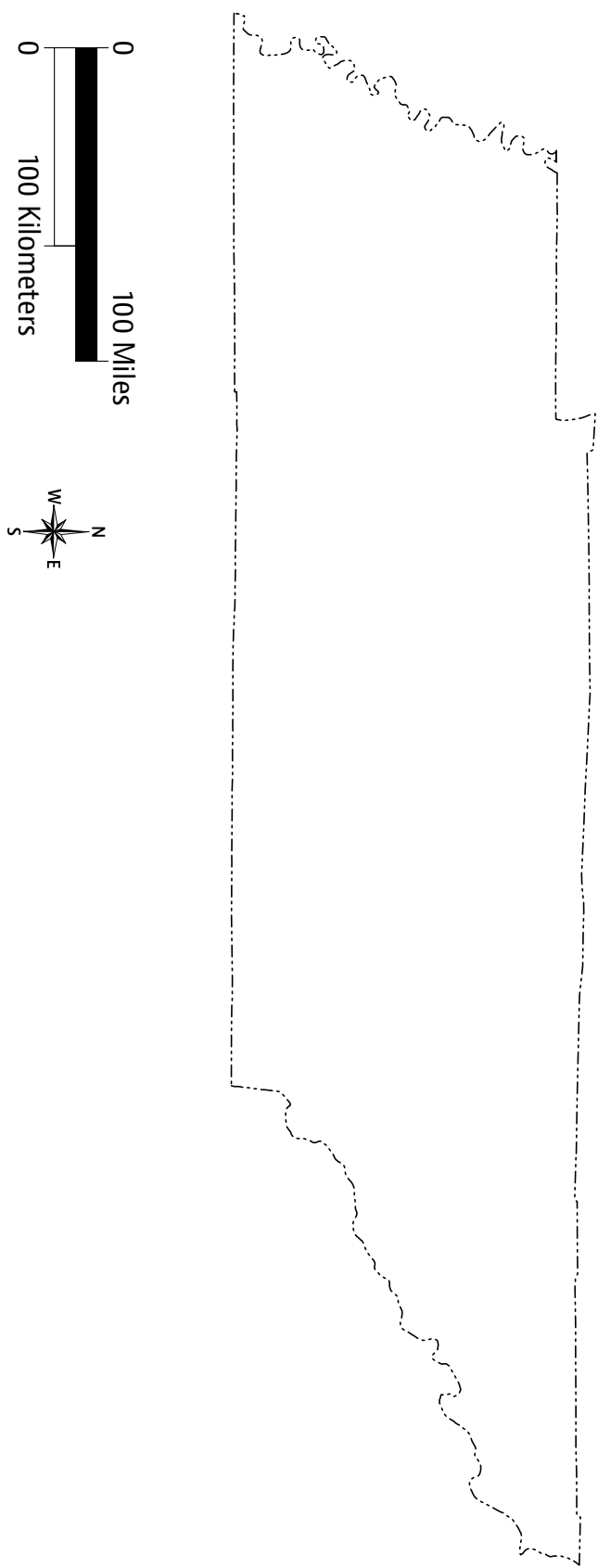
TENNESSEE



KINDERGARTEN

TEACHER TOOLS





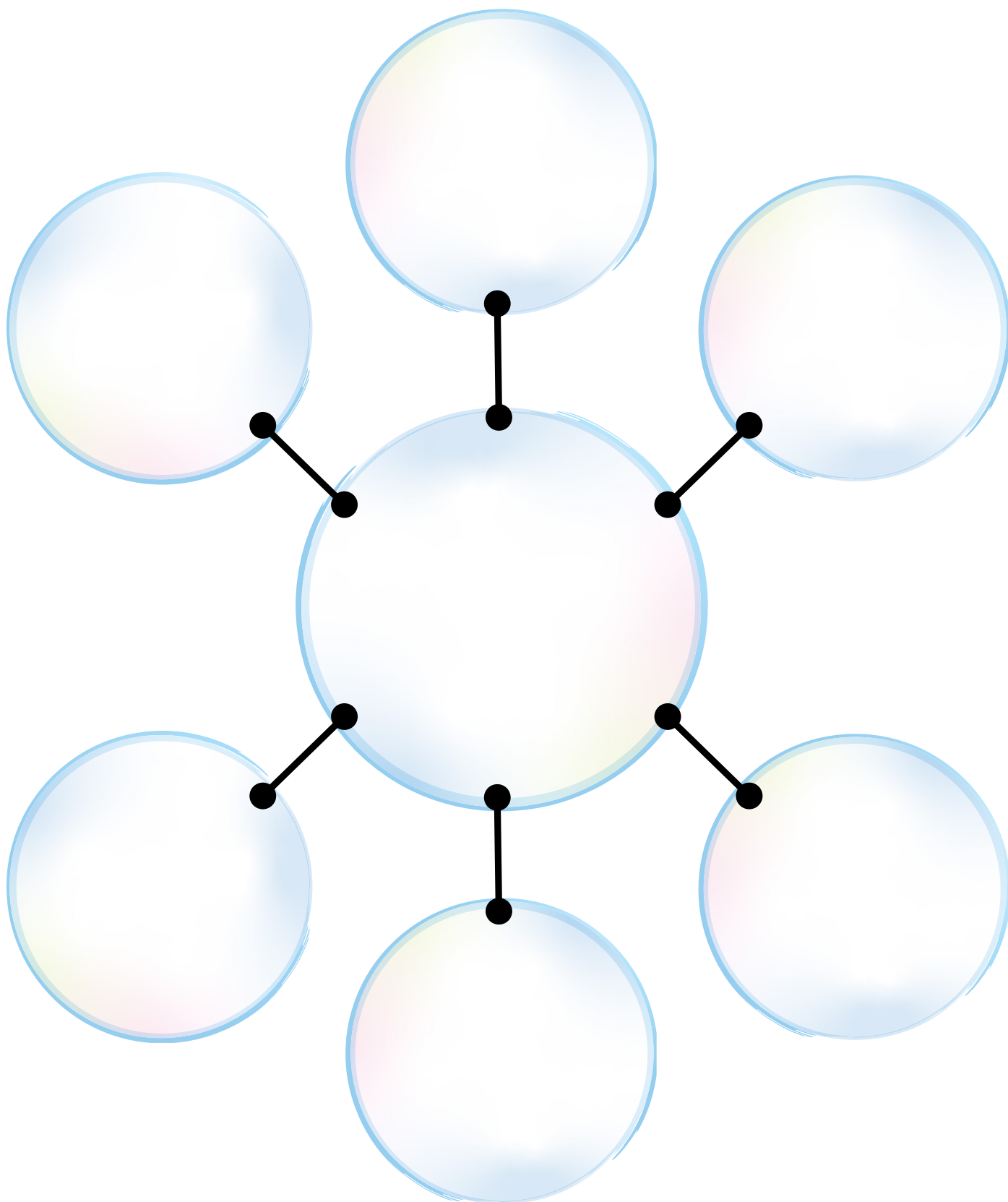
KWL Chart

K What I Know	W What I Wonder	L What I Learned

Notice and Wonder

Notice	Wonder
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

Word Web



T-Chart

--	--

3-Column T-Chart

--	--	--

Exploring My Place in the World

T E N N E S S E E



Rahayu footage/Shutterstock.com, anthony heflin/Shutterstock.com

Exploring
My Place in
the World
TENNESSEE



 Gibbs Smith Education

Lesson 3

Connecting Our World

**I can identify communities and special places in Tennessee.
I can describe ways to stay connected with other places around the world.**

The Big Question
What is geography?



Wavebreakmedia/Shutterstock.com

Think Like a Geographer

Weather

Some geographers study weather. Weather can be sunny. It can be rainy. We can watch the weather every day. Use the drawings to observe the weather for one week.

Monday	Tuesday	Wednesday	Thursday	Friday
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐
Temperature _____ _____	Temperature _____ _____	Temperature _____ _____	Temperature _____ _____	Temperature _____ _____
Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 	Hot Warm Cold 

Milya Shaykh/Shutterstock.com
Gibbs Smith Education Archives

Think Like a Geographer

1. What was the weather like today? Draw what you think the weather will look like tomorrow.
2. Why is it important to know what the weather will be?

The Big Question

What is geography?