Places Around Us

Identify community features and make a tiny map.

1.P.2.3 "Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. Answer geographic questions using geographic information about the student's own community..."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a

road	store	hill

b

bridge	field	tree

2 TINY MAP

HERE	
NEAR	

ANSWER KEY

Places Around Us

GRADE 1 · 1.P.2.3

HOW TO RUN THIS PAGE

Read the directions and choices aloud. In Part 2, ask each student about a real place near the school, listen to the student's explanation, and record any support you give separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Think about places in our community. I will read the words in each row. Circle one word for each question."

ROW	SAY	STUDENTS CIRCLE
a	The words are road, store, and hill. Which one names land made by nature?	**hill**
b	The words are bridge, field, and tree. Which one did people make to help them cross water?	**bridge**

PART 2 · TINY MAP

SAY "These boxes are a tiny map. What word names the place where we learn? Write it in the HERE box. What natural place do you know near our school? Write one word for it in the NEAR box. Point to both boxes and tell me where that place is and how its land or water changes what people do."

- Box 1 (beside HERE): **school**
- Box 2 (beside NEAR): **A word naming a real natural place near the school.**

WHAT TO ACCEPT

Circle hill, then bridge. For the map, accept a real nearby natural place and an oral explanation that locates it relative to the school and connects its land or water to an activity.