

Grade 1

Knowledge 5

Take-Home Pages

© 2026 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and are
the property of their respective owners. References herein
should not be regarded as affecting the validity of said
trademarks and trade names.

Knowledge 5

Charting the World: Geography

NAME: _____

DATE: _____

1.1

Take-Home

Dear Caregiver,

During the next few weeks your student will learn about geography. They will build on their knowledge from the Kindergarten domain *All Around the World: Geography* by more closely working with maps, globes, and atlases, and learning about the distinct features of each. By understanding and learning how to use legends and keys and the cardinal directions, students will be able to find directions and better understand the geographical information that is being represented. In this unit, students will name and locate places they have already learned and will extend their geographic knowledge by identifying and learning about the equator and the North and South Poles, along with varying bodies of water and landforms. Building on prior knowledge, students will look more closely at characteristics of urban, suburban, and rural communities around the world to help them compare and contrast where they live with other locations, thereby cultivating an appreciation of their community and inspiring them to explore beyond their own neighborhood. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about geography.

1. Where Are We?

Use a map to help your student locate the continents, the equator, the North and South Poles, and the Northern and Southern Hemispheres. Share any knowledge you have of these areas. Point out on a map or globe the city or town where you live and ask students to identify other locations that are north, south, east, or west from where you live. Help your student identify landforms in your area such as mountains, hills, valleys, lakes, or rivers.

2. Draw and Write

Have your student draw and/or write about a place they have studied. Ask questions to help your student use the vocabulary learned at school:

- Which continent is this place located on?
- Which direction is this place from where we live?
- What kinds of landforms does this place have?
- What kind of community (urban, suburban, rural) is this?
- When is it nighttime where we live? Is it nighttime or daytime in this place?

3. Words to Use

Below is a list of words that your student will be learning about and using. Try to use these words in everyday speech with your student.

- *atlas*—My dad told me to look in the atlas to find out how many people live in the United States.
- *cardinal directions*—We can use the cardinal *directions* to map out our hike.
- *time zone*—The time on these alarm clocks automatically sets depending on the time zone.
- *legend*—We used the map legend to find out where the river is located.
- *provinces*—On our road trip through Canada, my family drove through all ten of the country's provinces.
- *urban*—Many animals, such as racoons and coyotes, have adapted well to living in urban areas.

4. Read Aloud Each Day

Reading to your student each day is very beneficial to their literacy development and overall learning. You may wish to explore your local library's books on geography. Celebrate times when your student shares what they have learned at school.

NAME: _____

DATE: _____

6.1

Take-Home

Dear Caregiver,

Your student's study of geography continues as they learn about urban, rural, and suburban areas around the world. At the end of this domain, your student will use their mapmaking skills to become a cartographer. They will create a map of a favorite place in their neighborhood and write an opinion statement explaining why it is their favorite. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about geography.

1. What is it like where I live?

Help your student locate major cities in the United States and around the world. Share any knowledge you have of these areas. Talk to your student about where you live. Is it rural, urban, or suburban? Ask your student to explain why.

2. Draw and Write

Have your student draw and/or write about a place they learned about. Ask questions to help your student use the vocabulary learned at school.

- On which continent is this place located?
- Which direction is this place from where we live?
- What kinds of landforms does this place have?
- Is this place urban, rural, or suburban?

3. Words to Use

Below is a list of words that your student will be learning about and using. Try to use these words in everyday speech with your student.

- *rural*—Prince Edward Island is the most rural province in Canada.
- *suburban*—My cousins live in a suburb of Washington, D.C.
- *opportunities*—The field trip to the park gave the students many opportunities to observe nature.
- *village*—The road to the village is very bumpy.
- *provinces*—On our road trip through Canada, my family drove through all ten of the country's provinces.
- *landmark*—The Eiffel Tower is a landmark in the city of Paris, France.

4. Read Aloud Each Day

Reading to your student each day is very beneficial to their literacy development and overall learning. The local library has many books on geography. Celebrate times when your student shares what they have learned at school.

Acknowledgements

We are grateful to the many contributors to CKLA over the years, including:

Amplify CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Cover: Amplify Staff, vlad83/shutterstock, KWJPHOTOART/shutterstock, vlntrn/shutterstock, longexposure/shutterstock, Seeme/shutterstock, MakovskyiArtem/shutterstock, bizoon/shutterstock, garsya/shutterstock, K.BOM/shutterstock, shellystill/shutterstock, PhonlamaiPhoto/shutterstock; Acknowledgements: Amplify Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."