

# Social Studies 1

Family

STUDENT WORKBOOK

The *Social Studies 1* Workbook, from the **Bridge to Social Studies** series, is a collective effort conceived, designed and created by Ediciones Santillana, Inc.

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NAME: .....

SCHOOL: .....

CLASSROOM: .....

TEACHER: .....

EJEMPLAR DE MUESTRA  
PROHIBIDA SU VENTA



# Dear Student:






The **Social Studies 1** Workbook, part of the **Bridge to Social Studies** series, has been designed with the aim of helping you to develop your social capabilities and your individuality. The workbook is made of fifteen chapters with activities designed according to the topics studied in the textbook. Practice exercises are fun and stimulating, in this way you strengthen your skills and your creativity as you learn.

Along with the textbook, workbook activities contribute to learning the basic Social Studies skills through communication, personal development, decision making, group interaction, social action, entrepreneurship, civic education, and time and space concepts.

We wish you a successful school year!



# Know Your Workbook

1 This Is Who I Am	Chapter 1: This Is Who I Am
<p>1. <b>Observe</b> the illustrations and <b>order</b> from 1 to 5 the stages in the life of Adriana.</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p>2. <b>Mark</b> with an X all the descriptions that represent how you have changed since you were a baby.</p> <ul style="list-style-type: none"> <li>a. <input type="radio"/> I have grown up.</li> <li>b. <input type="radio"/> I have remained the same.</li> <li>c. <input type="radio"/> My hair is longer.</li> <li>d. <input type="radio"/> My hands are bigger.</li> <li>e. <input type="radio"/> I know how to talk.</li> <li>f. <input type="radio"/> I cry in order to communicate.</li> <li>g. <input type="radio"/> I am learning to read.</li> <li>h. <input type="radio"/> I am in first grade.</li> </ul> <p>8 eight</p>	<p>3. <b>Write</b> T if the sentence is correct and F if it is false. Then <b>rewrite</b> the false sentences to turn them into a true statement.</p> <ul style="list-style-type: none"> <li>a. <input type="radio"/> People, plants, and objects are living beings. _____</li> <li>b. <input type="radio"/> All human beings are babies when they are born. _____</li> <li>c. <input type="radio"/> My body changes with the passing of time. _____</li> <li>d. <input type="radio"/> I look the same as I did when I was a baby. _____</li> <li>e. <input type="radio"/> Some children are tall while others are short. _____</li> <li>f. <input type="radio"/> We are all exactly the same in the classroom. _____</li> <li>g. <input type="radio"/> I am a unique person. _____</li> </ul> <p>© SANTILLANA</p> <p>nine 9</p>

## Content pages

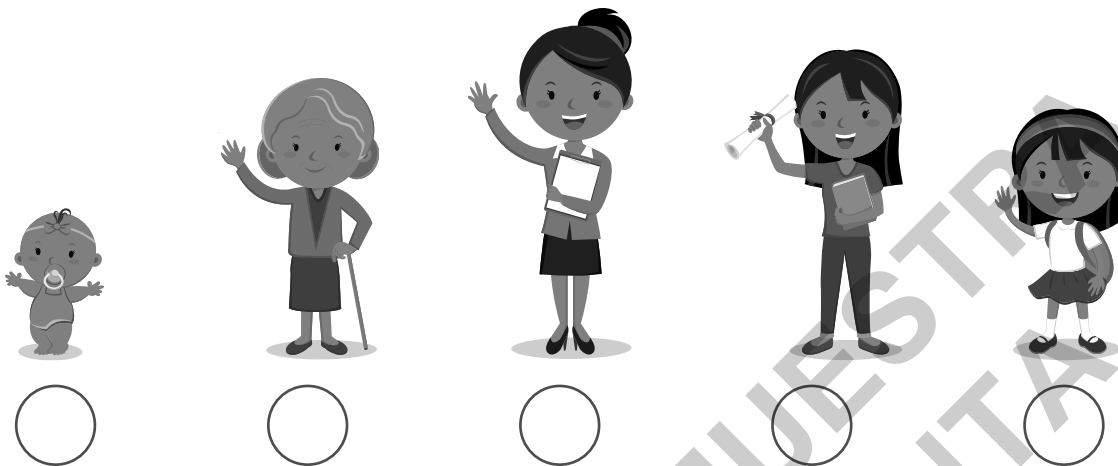
The activities included in the workbook encourage reading comprehension, reflection, analysis and research. These activities reinforce the content and skills addressed in the text.

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# This Is Who I Am

1. **Observe** the illustrations and **order** from 1 to 5 the stages in the life of Adriana.



2. **Mark** with an X all the descriptions that represent how you have changed since you were a baby.

- a. ☐ I have grown up.
- b. ☐ I have remained the same.
- c. ☐ My hair is longer.
- d. ☐ My hands are bigger.
- e. ☐ I know how to talk.
- f. ☐ I cry in order to communicate.
- g. ☐ I am learning to read.
- h. ☐ I am in first grade.

3. **Write** *T* if the sentence is true and *F* if it is false. Then **rewrite** the false sentences to turn them into a true statement.

a. ☐ People, plants, and objects are living beings.

---

b. ☐ All human beings are babies when they are born.

---

c. ☐ My body changes with the passing of time.

---

d. ☐ I look the same as I did when I was a baby.

---

e. ☐ Some children are tall while others are short.

---

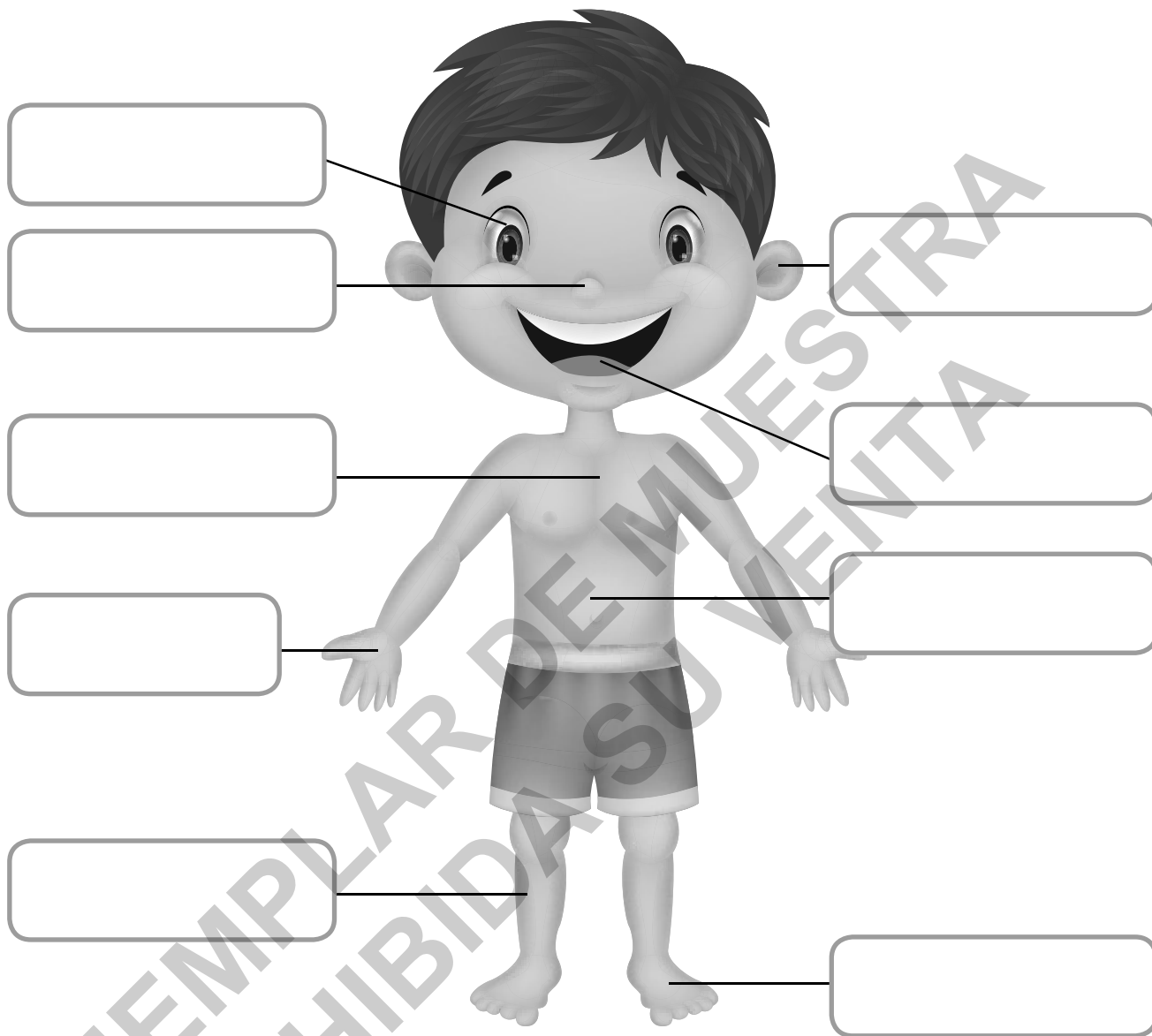
f. ☐ We are all exactly the same in the classroom.

---

g. ☐ I am a unique person.

---

4. **Identify** the body parts.



5. **Write** the names of the four main body parts.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

6. **Color** all the activities that you like to do.

playing

sharing

studying

talking

drawing

doing sports

dancing

running in skates

singing

watching tv

swimming

playing instruments

reading

listening to music

learning

playing cards

sleeping

playing videogames

painting

playing board games

camping

using my imagination

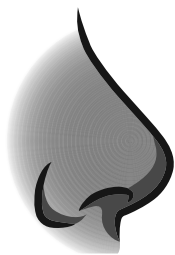
coloring

telling stories

adding

telling jokes

7. **Write** the name of the sense that represents each body part.



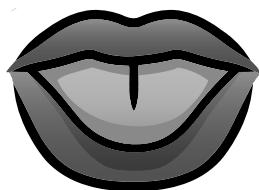
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



8. **Mark** with an X the sense that improves with each resource.

a.



☐ hearing

☐ seeing

☐ taste

b.



☐ hearing

☐ seeing

☐ taste



9. **Write** the emotion that is felt by the boy in each case.



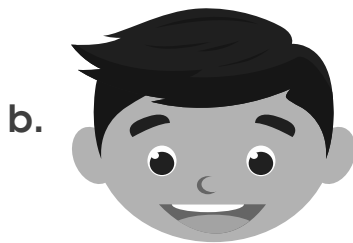
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

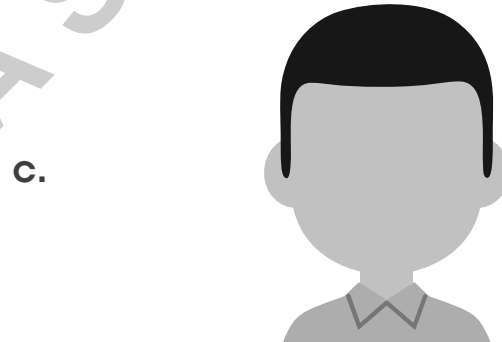


\_\_\_\_\_

10. **Draw** the expression represented by each emotion.



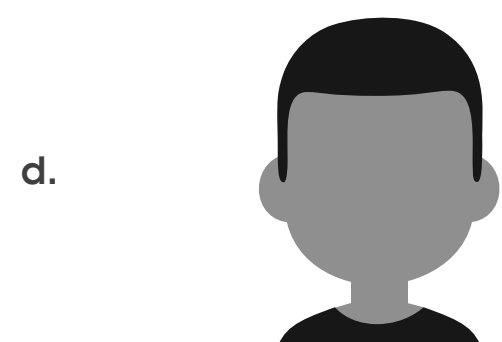
happiness



sadness



anger



fear

11. **Complete** the sentences with the following words.

disciplined

unique

practice

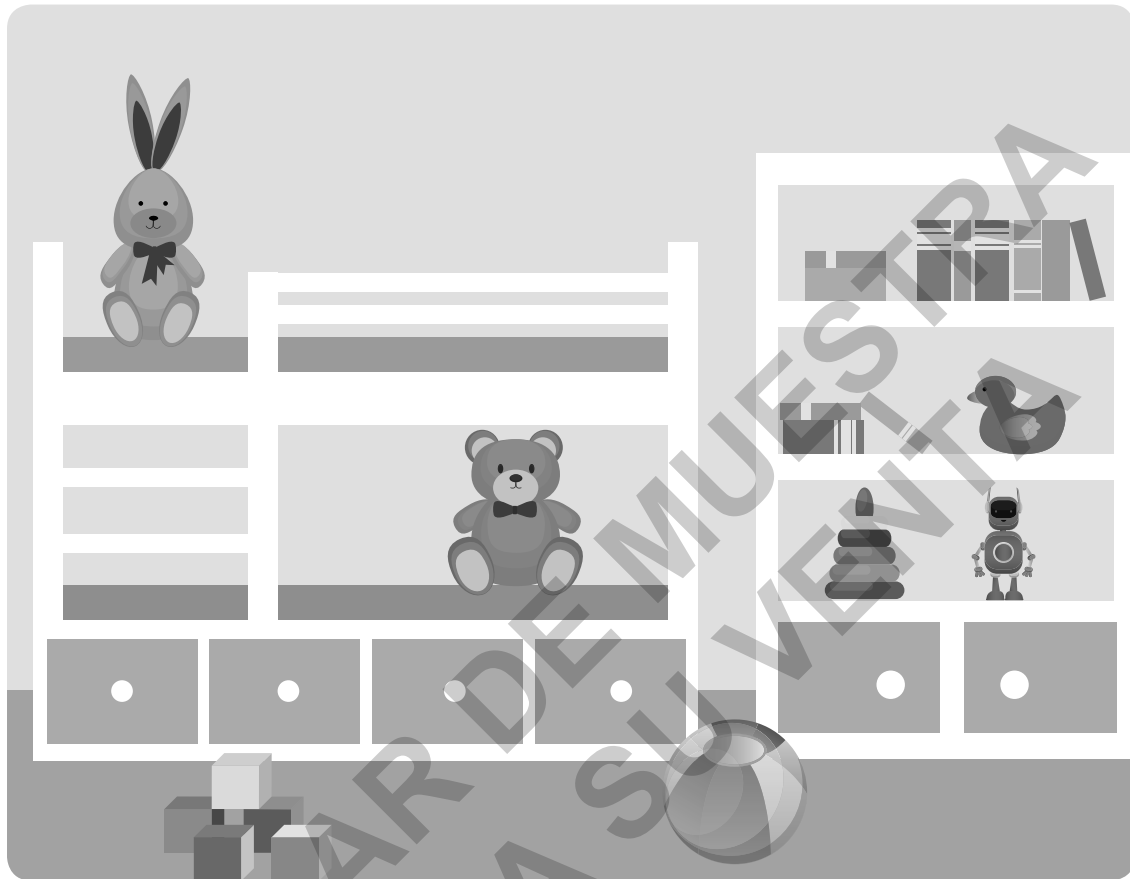
talent

- a. The ability to do an activity well is a \_\_\_\_\_.
- b. To reinforce a talent we must \_\_\_\_\_ frequently.
- c. If we are \_\_\_\_\_, we can develop our talents.
- d. We all have a talent that makes us \_\_\_\_\_.

12. **Draw** the talent that makes you unique.

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13. **Look at** the illustration and **complete** the sentences. **Write** *left* or *right* depending on the circumstance.



- a. The blocks are to the \_\_\_\_\_ of the ball.
- b. The duck is to the \_\_\_\_\_ of the books.
- c. The bunny on the bed is on the \_\_\_\_\_ side.
- d. The teddy bear on the bed is on the \_\_\_\_\_ side.

14. **Read** the text and **color** it.

This is me.