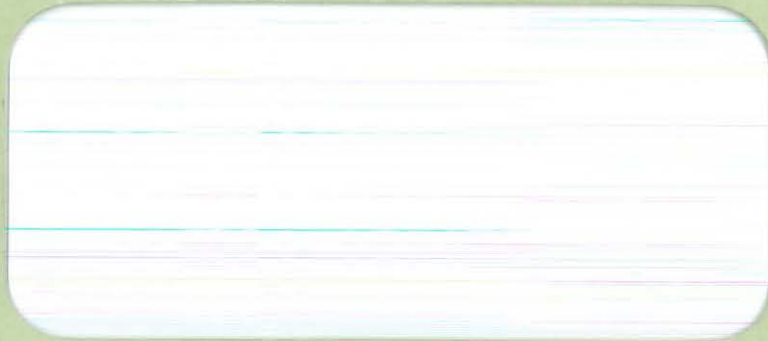


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1968

*Special Education
Curriculum Development
Center* —an in-service training approach

10-20
III. Teachers of mentally
handicapped children
Training of Library Copy #2



3-275

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

LIFE EXPERIENCE UNITS

Spring Semester, 1968

All Levels

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OUR COMMUNITY

Preliminary Steps

Doolen

Step I Rationale:

This unit was selected because of the importance of the subject matter. Knowing about one's surroundings is important for all, but especially so for these retarded children who will need every possible break to even survive as independent individuals. Starting here at the primary level will enable these kids to form an understanding basis from which they can continue to add throughout their lives. In presenting a unit of study about the community at such an elementary level provides the youngsters a chance to become aware of what is available for them and to formulate some goals for future reference. The unit will provide all student with information directly related to each one's personal needs while at the same time being put into broad general terms acceptable to all.

Step II Objectives:

- A. To become aware of the structure of the home in reference to the family and to the community.
 - 1. Care of the home
 - 2. Comparison of different types of homes
 - 3. Approach to home life
- B. To recognize the family as a complete structure working within the larger structure, Community living.
 - 1. Different roles of family members
 - 2. The members of the family group
 - 3. Getting along with others
- C. To formulate the understanding that the community is built on and the strength of the family home life of the people living within the population.
 - 1. Responsibility
 - 2. Directing ourselves toward a purpose
- D. To become acquainted with the types of available employment.
 - 1. Reasons for working.
 - 2. Recognizing the uniforms of various jobs
 - 3. Understanding how jobs are divided into areas of interest and skill
- E. To become aware of and familiar with the facilities of the community.
 - 1. Hospital 3. Church 5. Zoos and Museums
 - 2. School 4. Library 6. Modes of transportation
- F. To provide learning and successful experiences in life situations.
 - 1. Getting along with others
 - 2. Importance of having sense of pride and setting goals.
 - 3. Behavior and manners
- G. Learn about the differences within the community.
 - 1. People 2. Homes and families 3. Occupations

Step III Sub Units:

- | | |
|---------------------------------|----------------------------|
| 1. Home | 7. Safety |
| 2. Family | 8. Courtesy and manners |
| 3. Occupations | 9. Transportation |
| 4. Public facilities | 10. People |
| 5. Entertainment - leisure time | 11. Growth and development |
| 6. Business | 12. Seasons |
| | 13. Weather |

Step IV Core Activities:

A. Arithmetic

1. Count the number of homes that are in one's own neighborhood.
2. Learning time -- time of day we do certain things.
3. Seasons -- days in a month, make calendars.
4. Make comparison of different size families at home or in pictures.
5. Worksheets on counting.
6. The cost of certain items.
7. Make a store out of boxes and have items for sale so one is able to measure cost and figure change.
8. Make comparisons from pictures of occupations.

B. Communication

1. Write thank-you notes and invitations.
2. Write stories about family.
3. Make scrapbook of ways to spend leisure time.
4. Plan bulletin board displaying public facilities.
5. Write letters, asking for information, to the chamber of commerce.
6. Have children discuss different places within the community.
7. Take turns writing down daily weather information.
8. Label members of family, products, people in uniform.
9. Discuss different kinds of people in the community, also holidays..
10. View films, read books, about community life.
11. Have children tell about the pictures of transportation that they drew (i.e., where is vehicle going, carrying, etc.)

C. Social

1. Plan to visit to a store to see what is for sale and the costs.
2. Take a field trip to the zoo and/or museum to see what fun and interesting things are all around.
3. Discuss the impressions that different people give and determine what makes them good or bad.
4. Set up in the classroom or some other available space a gracious home atmosphere.
5. Demonstrate ways to handle delicate items.
6. Have a speaker come to tell kids about their jobs (i.e., firemen, policemen, etc.)
7. During milk or juice time have children take turns being the most or hostess.
8. Plan a party and invite parents or another class.
9. Help kids learn cooperation through classroom tasks.
10. Plan an outing to a restaurant in town.
11. Practice using courtesy words in the classroom..

D. Health

1. List leisure activities that include exercise.
2. Demonstrate dress for different kinds of weather.
3. Make bulletin board display of right and wrong ways to take care of ourselves.
4. Discuss the reasons for going to the doctor and dentist
5. Proper diet/display chart.
6. Personal cleanliness should be dramatized and discussed.

Step IV (Cont.)

E. Safety

1. Make a poster of safety rules
2. Discuss safety in the home
3. Discuss safety in the community
4. Identify the people who protect us
5. Discuss how we can protect ourselves

F. Vocational

1. Allow time for free play
2. Make role playing situations
3. Game of Charade
4. Learn different uniforms
5. Draw pictures of what you would like to be.

Step V Resource Material

Resource speaker

Bulletin Boards

Movie: "A Day with Bobby and Jane," "Let's Go to the Grocery Store"

Books: The Wonderful House, Daddies - What They Do All Day, People Who Came to our House

Experience charts

Field trips

Goods from different stores

Pictures

Set of play dishes

Felt Board and cut-outs

Dress-up clothes

Play money

Model community

Old catalogs and

Model store

magazines

Equipment used in various

Art supplies

jobs

Post cards

Thermometer in window

Step VI Vocabulary

home	checker	hot	park	railroad	gas station	siren
kitchen	produce	swimming	zoo	tracks	newsstand	parking lot
living room	pharmacist	sprinkler	animals	street	library	highway
dining room	salesman	Fourth of July	litter	walk	books	bad
Bedroom	cash	Fall	creek	"J walk"	dairy	good
Closets	charge account	leaves	lake	hike	bank	nice
bathroom	brand names	cool	Church	picnic	laundry	unkind
tables	banker	Thanksgiving	Sunday School	camping	thank you	pretty
shelze	lawyer	Winter	prayer	baseball	please	ugly
Mother	doctor	cold	stop sign	rain/pred- pation	May I	handsome
Father	dentist	snow	red light	cloudy	bus	population
brother	spring	Christmas	green light	playground	truck	
Alexis	wind	sale	yellow light	grocery store	airplane	
baby	flowers	school	policeman	drug store	postman	
jobs	warm	hospital	railroad tracks	dime store	fireman	
occupations	Easter	ambulance		restaurant	drive in jail	
clinic	clinic			bakery	sheriff	

Objectives and Concepts

Activities

Resource Materials

Experience Chart

A. To introduce the home in relation its place in the community.

1. Gather the children in a circle and introduce them to the book, The Wonderful House.
2. Read the story making sure all the pictures can be seen and stopping frequently to discuss shape and size.
3. Bring in a chart showing homes from all over the world and make comparisons to homes viewed in the ~~picture~~ book.
4. Seatwork - Drawing exercise, a picture of their homes.
5. Write experience chart - "This Is My House"
6. Vocabulary: house, home, address, hut, thatched roof, Adobe hut, Igloo, log cabin, mud, wood, brick

The Wonderful House by Margaret Wise Brown
Simon & Schuster Inc.,
Little Golden Library, 1950

The Wonderful House

Display of illustrated homes from all over the world.

Crayon and drawing paper.
Memory

Blackboard

"This Is My House
This is my house.
I live here with family.
There are many kinds of houses."

Objectives and Concepts

Activities

Resource Materials

Experience Chart

B. To understand the structure of the family and the possible variations.

1. Review experience chart - "This Is My House" and give children the opportunity to see their drawings on display.
2. Using a felt board introduce the members of a family. ~~label~~ Label each member as the children identify them.
3. Count the members of the felt board family
4. Discuss size and sexes of the family members.
5. Decide number of entertaining activities there are for the whole family to do in the community.
6. Make four columns and list activities for each season.
7. Write an experience chart - "The Family"
8. Vocabulary: Mother, Father, Sister, brother, baby, family, entertainment, community, winter, summer, spring, fall.

Board space with artistic display of the class

felt board, felt cut-outs, strips of white heavy paper and a felt pen.

felt board - cut-outs and labels.

felt board

Blackboard, chalk

"The Family"

A family has a Mother and a father. Sisters and brothers and sometimes a baby girl or boy. Families have fun together.

Objectives and Concepts

Activities

Resource Materials

Experience Chart

C. To tie in the relationship between the home and family and the community.

1. To review the lesson on the family by reading the experience chart and then having the class read along.

2. Gather into a circle for game "Who does it belong to?"

3. Hold up an object or a picture and ask for a volunteer to identify the object and the person it belongs to.

4. Rewards given for correct responses.

5. Bring discussion around to how different family members spend their days.

6. Chart - "We All Have Work To Do"

7. Vocabulary: broom, dust cloth, lunch pail, work shirt, cover-alls, vacuum, clean, tidy, homework, playtime, Neat.

Experience chart written out in large letters on heavy white paper felt board

Pictures and objective large enough to be seen.

M & M candies

Pictures and objects used in the guessing game.

"We All Have Work To Do"

We all have work to do.

Mother takes care of the house and children.

Daddy goes to work at his job.

Children go to school and do homework.

Objectives and Concepts

Activities

Resource Materials

Experience Chart

D. To become acquainted with various jobs and occupations and to recognize the uniforms worn by employees.

1. Review yesterday lesson by going over the various jobs of each family member.

2. Discussion on why it is necessary to have jobs and make money.

3. Introduce the book, Daddies Do All Day, and talk a little more about the different kinds of occupations.

4. Read the story, stop for questions and discussion.

5. Discuss how uniforms tell us about different jobs and why they are worn. Bring in safety, neat appearance, etc.

6. Seatwork - matching belongings to people who use them.

7. Show pictures of people in uniforms of their jobs. Hold them one at a time asking for volunteers for answers.

8. Chart - "There are Many Kinds of Jobs"

9. Vocabulary: policeman, fireman, farmer, Doctor, Minister, Bus Driver, businessman, salary, occupation, uniforms, Santa Clause

felt board
Game, "Who Does it Belong to?"
Experience Chart

Daddies - What They Do All Day by Helen W. Pomer.

"

Memory recall

yesterdays experience
chart
felt board

Daddies - What they Do All Day

pictures cut from magazines.

Blackboard

"The Are Many Kinds of Jobs"
There are jobs as Policeman
There are jobs as fireman
There are jobs as farmers
There are jobs as Doctors
There are jobs as Bus Drivers
There are many more jobs.

Objectives and Concepts

Activities

Resource Materials

Experience One

1. To introduce the community as an environment in which families live, work, and play.

1. Introduce a large city map with photographs of specific sights placed in the approximate locations.
Caption - "This Is My Community"

2. Review yesterday's lesson by talking about the places where different people work.

3. Experience - "This Is My Community"

4. Seatwork - Copying the experience chart and reading it allowed.

5. Vocabulary: Live, work, protection, keep house, fun library, jail, court house, park, school, hospital

City Plan
Specific buildings

City Plan - photographs
magazine pictures
Experience chart

Blackboard

Paper and pencil

"This Is My Community"
This is where my family lives
This is where my father works
This is where my mother keeps
This is where I go to school.

Objectives and Concepts

Activities

Resource Materials

Experience Chart

F. To become aware of the jobs available in the community.

1. Begin by having class draw pictures of what they want to be.

2. Gather into a semi circle and describe each work of art.

3. Talk about all the kinds of jobs and locate where the jobs are carried out.

4. Talk about people on the job their dress, responsibilities, place of work.

5. Discuss having a Policeman come and talk about his job.

6. Discuss and Review behavior and manners when entering a quest.

7. Decide on types of questions to ask.

8. Chart - "A Visitor Is Coming"

9. Vocabulary: police station, gun squad car, uniform, badge, safety protection, jail, arrest ticket

Paper and crayons

finished drawings

city map - photographs
Bulletin board display
of people in uniform

Book
Bulletin board
city plan.

Memory

Bulletin Board

"A Visitor Is Coming"

Our Visitor is a
Policeman

He will tell us
about his job.

He will tell us about
his gun

He will tell us
about his uniform

We can hardly wait

Objectives and Concepts

Activities

Resource Materials

Experience Chart

3. To present a social and education experience in a classroom situation in preparation for experiences in public.

1. Introduce the Policeman giving his name and something about his family.

2. Let Policeman speak for 15 minutes.

3. Choose a boy and girl who were very attentive during the previous activity, and have them show the visitor around the room.

4. Special treat for future motivation - juice and cookies

5. Chart - "The Policeman Came Today"

Bulletin board
Experience Charts
Art work
City map
felt board

Blackboard

"The Policeman Came Today"

The Policeman Came Today.

He told us about his home and family

He told us about his job.

He told us about safety.

Objectives and Concepts

Activities

Resource Materials

Experience Chart

<p>H. To View the community by actually going out into it.</p> <p>A. Preliminaries for the field trip</p>	<ol style="list-style-type: none"> 1. Discuss the Policeman's visit, his uniform, what he said, and how he makes the community safe. 2. Review where he works along with some other people in uniforms 3. Motivate class with talk of a field trip for next day. 4. Show a movie 5. Discuss how the film is like our community - how they are different. 6. Seatwork - worksheet matching person and name with objects that are part of his uniform. 7. Chart - "What To Look For On Our Trip?" 	<p>Memory Experience chart</p> <p>City map - photographs</p> <p>"A Day With Bobby and Ellen" Popular Science Series</p> <p>City map - photographs</p> <p>Bulletin board display Memory Book Movie</p> <p>Blackboard</p>	<p>"What To Look For On Our Trip?"</p> <p>On our trip we will look for people in uniforms</p> <p>We will look for familiar buildings</p> <p>We will look for new buildings and people.</p>
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Objectives and Concepts	Activities	Resource Materials	Experience Chart
<p>3. To view the community by actually going into it.</p> <p>B. The Actual Trip</p>	<ol style="list-style-type: none"> 1. On the bus, review manners and behavior, noises, how to work, thank you and please. 2. Ask for questions 3. Drive will take the kids by some buildings they should be able to identify. 4. Trip will include a trip visit to the fire station and a special surprise visit to the zoo if the weather is nice or else a look at the museum. 5. On trip home have discussion about the different things that were seen. 	<p>Memory</p> <p>City map - photographs</p> <p>City map Movie Book Bulletin board Experience chart</p> <p>Memory</p>	

Objectives and Concepts

Activities

Resource Materials

Experience Chart

I. To develop a clearer picture of all the structures that make up a community.

1. Have children draw pictures of what they saw on the field trip.

2. Discuss pictures and favorite experiences

3. Chart "On Our Trip We Saw..."

4. Review past learning by playing a game "What Do We Find in Our Community?" Children raise their hands to name an object, item, or person

5. Vocabulary: Library, Zoo, elephant, Zebra, Camel, Monkey, down town, Siren, fire bell, rubber boots, ladder, hose.

paper and crayon
Memory
City Map - photographs.
Movie
Books
Bulletin board
creative attempts.

Blackboard

Blackboard
Drawings
felt board
Experience charts
Movie
Books
Map - photographs
Bulletin board

"On Our Trip We Saw..."

On our trip we saw the fire trucks and the firemen.

On our trip we saw buildings we knew

On our trip we saw funny animals at the zoo

On our trip we saw our community.

Continuation of Unit "Our Community"

After the tenth day the class should have a pretty good understanding about all aspects of the community. We would now begin work on constructing a model community on a large, low play table. Building this model will give the children a chance to interact with each other in a structured yet fairly free situation. They will also have a chance to display the knowledge that I would hope they had learned and also a chance to be creative. Houses will be made from individual milk containers and they will have construction paper, cardboard, clay, sticks and other odds-and ends to work with.

By the time their model community is completed they should be able to understand and visualize all that is included in the area known as the "community". In seeing a project they designed themselves they will find much satisfaction and enjoyment.

Another activity that might well be carried out during the remainder of the unit would be pantomime production with students acting out the parts of different members of the community. My main objective for this remaining time would be just to make them more familiar with every aspect of community life and their present and future roles.

PETS--PRIMARY

Roberta Ringold

I. RATIONALE

Today, most young children are attracted by pets. However, children may often be unkind in their treatment of them and are prone to overlook their responsibility for their care and protection. This is usually because they lack the knowledge of the proper care and handling of pets. Since many of the requirements for proper pet care are similar to those for the proper care of children, this unit is appropriate for primary mentally retarded children. Through the activities included, the children may gain an understanding of the importance of consideration and kindness toward pets and toward people. It is recommended that this unit be taught in the fall or spring since more pets can be more easily transported at these times.

II. OBJECTIVES

- A. To teach the needs and habits of ordinary household pets.
 - 1. Identify animals usually considered as good pets.
 - 2. Know games and toys that some pets play with.
 - 3. Develop the realization that we show pets and people that we like them in various ways.
 - a. Affection
 - b. Proper care
 - c. Daily responsibilities
 - 4. Recognize the basic needs of pets and children.
 - a. Food and water
 - b. Exercise
 - c. Sleep
 - d. Affection
 - e. Air (oxygen)
 - f. Shelter
- B. To develop an understanding of why some people might not want a pet.
 - 1. Housing regulations
 - 2. Allergies of family members
 - 3. Gone for long periods of time
 - 4. Too much bother

- C. To develop positive attitudes toward pets rather than fear, ignorance and superstition.
 1. Realize that some animals live longer than others.
 2. Treat pets as living things, not toys.
- D. To begin an understanding of the behavior of pets and of people.
- E. To learn that some pets help us.
 1. seeing-eye dog
 2. patrol dog
 3. work horses
 4. sheep dogs
 5. hunting dogs
 6. companions
- F. To select a suitable pet for the classroom.
- G. To develop a daily responsibility toward a pet through its care.
- H. To develop an understanding of how we prevent pets from getting lost.

III. SUB UNITS

- | | |
|-------------------------|----------------------|
| A. Family | H. Money |
| B. Safety | I. Newspaper |
| C. Personal Cleanliness | J. Play activities |
| D. Animals | K. Grooming |
| E. Mental Health | L. Community Helpers |
| F. Food | M. Aquarium |
| G. Health Habits | N. Leisure time |

IV. CORE ACTIVITIES

ARITHMETIC

1. Compare the costs of various pets.
2. Measure the proper amount of food for a classroom pet.
3. Determine cost of dog licenses and shots.
4. Make a cage large enough for a guinea pig or rabbit.

5. Determine best time to feed pets.
6. Measure which pets eat more, birds or guinea pigs.
7. Count children who own a pet.
8. Compare to see which is the most common pet.
9. Make comparisons of big, little, short, tall, few, many, and etc.
10. Pay bus driver for fare to animal shelter.
11. Recognize various shapes in the different pet's houses.
12. Buy food for the class pet.
13. Designate on the calendar when the trips will be taken. Count how many days until the trip.
14. Count the number of legs various pets have.

SOCIAL

1. Discuss and demonstrate proper way to show a person we like them.
2. Dramatize games we play with cats and dogs.
3. Develop an awareness that pets depend upon people just as children depend upon adults.
4. Discuss reasons some people cannot have dogs or cats.
 - a. Allergies
 - b. Small houses
 - c. Apartment rules
5. Discuss why it would be unkind to keep a pet we could not care for.
6. Develop an understanding that some rules have to be followed when we play with pets.
7. Discover how a pet shows us it is happy.
8. Make a new pet feel comfortable in his new home.
9. Develop an awareness that pets and people get lonely.
10. Discuss proper behavior on a trip.

COMMUNICATION

1. Discuss why people might want a pet.
2. Discuss how a pet might feel if not cared for, or loved.
3. Read regulations on pets in a city.
4. Copy and read "No dogs allowed" signs.
5. Read want ad section for new pets or lost pets.
6. Read picture books and simple beginning to read books about families with pets.
7. Learn vocabulary about pets.
8. Name a classroom pet.
9. Form sentences for experience charts.
10. Make signs telling where dogs are not allowed.
11. Compose thank-you letters.
12. Compose and send for a dog identification tag.
13. Listen to stories about pets and people together.
14. Compare how two pets are alike, and how they are different.
15. Plan a pet parade.
16. Read rhymes about pets.
17. Match words to experience chart words.

HEALTH

1. Dramatize how different pets are cleaned or clean themselves.
2. Read to see what a pet eats and drinks.
3. Wash a dog.
4. Listen to a veterinarian to find out the healthy characteristics of some select pets.
5. Compare the care of a dog to care of ourselves.

6. Compare the way we eat to the way a cat or dog eats.
7. Know that pets can also become sick.
8. Demonstrate the method used in picking up and holding pets.

SAFETY

1. Dramatize how to approach a strange dog.
2. Watch to see how dog and cat nails are clipped.
3. Inspect pet's homes to see if they are free of glass or poisonous things.
4. Discuss how some dogs help in rescues.
5. Discuss why some pets are not safe to be around small children.

VOCATIONAL

1. Develop daily responsibility toward a pet (care and clean-up).
2. Develop a friendship with a pet.
3. Follow directions and cooperate in a group in making an ant farm cage.
4. Express the opinion of others as to which pets they prefer.
5. Consider the rights of neighbors and family members when choosing a pet.
6. Wait for turns to take care of pets.

V. RESOURCE MATERIAL

Trips--Animal hospital-discuss shots and their purposes.
 Animal shelter-a source of pets.
 Fountain falls aquarium shop.

Resource people-veterinarian, dog catcher.

Experience charts, magic markers.

Bulletin boards-yarn, pictures, pet houses.

Map to Fountain Falls.

Games-dog and bone, Where's the pussy

Art materials

Books-particularly picture books

Pictures of pets' needs, fun and jobs.

Film

VI. Vocabulary

Specific names of pets

Specific names of animal body parts

pet	help	hunter	swollen
animal	stroke	friend	newspaper ad
farm	talk	sled	veterinarian
city	gently	mountains	shots
space	take	scientists	calendar
smaller	every	behavior	death
play	day	cheerful	dog catcher
companion	kennel	sing	bone
work	sign	cost	clean
fun	allowed	buy	yard
watch	cost	visit	basement
learn	allergy	healthy	shelter
exercise	room	look	sleep
rest	money	thank you	park
safe	more	primary	clipper
hazards	less	hospital	sharp
around	sick	active	rule
the	lonely	alert	strange
world	blind	bright	new
tell	seeing-eye	full	old
like	guard	smooth	rescue
us	policemen	silky	poison
lick	homes	skin	kindness
purr	cattle	sores	love
cuddle	sheet	blotches	affection
many	messages	legs	found

short

tall

small

large

big

little

afraid

happy

tag

collar

leash

friendship

neighborhood

store

family

clerk

soft

sad

water

air

welcome

cage

wood

wire

tools

responsibility

care

nap

OBJECTIVES

Introduce the unit and create an interest in the unit topic.

Given a bulletin board of animal pictures, being able to identify those animals considered as good pets.

1. Identify those pets suitable for the city, through the use of pictures.

ACTIVITIES

1. Count the children who already have a pet. Have each child tape his picture of his pet next to his name on an experience chart. Compare to see which is the most common pet among our class members. Ask those children who do not have a pet which pet they would prefer and place that picture next to their names.

2. Discuss the bulletin board. Ask which animals would make a good pet for each child. Discuss each picture and determine if it would be a good pet. If so, place strip of yarn from the picture to the cage.

3. Write a caption for the bulletin board.

4. Discuss which pets on the bulletin board would be suitable for the city and which would be better on a farm.

5. See the movie, "City Pets, Fun and Responsibility."

6. Write an Experience Chart on city pets. Read orally.

7. Play a guessing game. Have the children make up riddles about pets. The teacher would begin with the example, and a child would follow.

RESOURCE MATERIAL

3 X 5 cards with pictures of various pets drawn.

Chart paper with each child's name printed.

Pictures of an elephant, giraffe, lion, dog, cat, fish, rabbit, horse, hamster, cow, lamb, guinea pig and a parakeet. Diagram of a cage in the middle. Yarn strips.

Oaktag name cards listing the name of each animal under each picture.

Possible caption: "Which animals make good pets?"

Movie, "City Pets, Fun and Responsibility." SUE, # 3728.

Experience chart

Riddle--

I am thinking of a pet. It likes to run and play. It chews bones. It is a -----.

EXPERIENCE CHARTS

City Pets

City pets are usually smaller than farm pets.

City pets do not need as much space as farm pets.

Some city pets are: dog, fish, cat, guinea pig, parakeet, and hamster.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHARTS
<p>Given a bulletin board of animal pictures, being able to identify those considered as good pets.</p> <p>1. Identify those pets suitable for the city through the use of pictures. (Cont.)</p>	<p>8. Discuss the safety of pets around younger brothers and sisters.</p> <p>9. Seatwork: On the first sheet are sketches of various animals some of them being city pets. On a second sheet two columns are labeled. The first column has a picture of a barn at the top, and the second has a picture of a house. The children are to cut out the pictures from the first sheet and paste them under the appropriate column-the barn or house.</p> <p>10. Vocabulary: pet, animal, dog, cat, fish, lion, elephant, giraffe, cow, lamb, rabbit, parakeet, horse, lamb, hamster, guinea pig, farm, city, space, smaller.</p>	<p>mimeo sheets</p> <p>scissors</p> <p>past</p> <p>Stories about various pets should be placed around the room prior to the unit's introduction. Some suggestions are:</p> <p><u>A Puppy for Keeps</u>, Hawkins Quail, New York: Holiday House, 1946.</p> <p><u>The Pet Show</u>, Beebe, Catherine, New York, Oxford University Press, 1946.</p> <p><u>Burlap</u>, Denis, Morgan, Eau Claire, Wisconsin, E. M. Hale and Co., 1945.</p> <p><u>Widget</u>, Newberry, Clara T., New York; Harper, and Harper Publishers, 1958.</p>	
<p>To draw a picture showing what you would do with a pet for fun and exercise.</p>	<p>1. Watch a cat play.</p> <p>2. Dramatize how we play with dogs and cats. Dramatize how and where to throw a stick when playing with a dog.</p> <p>3. Read and discuss "No Dogs Allowed" signs.</p>	<p>five lit</p> <p>empty spool</p> <p>string</p> <p>ball</p> <p>bone</p> <p>stick</p> <p>Sign- No Dogs Allowed</p>	

3. To draw a picture showing what you would do with a pet for fun and exercise.
(Cont.)

1. List three reasons why some people might want a pet.

4. Carry out a safety campaign by making a picture chart of common hazards to pets. Post the chart behind and above a table. On the table, exhibit things that are hazards to pets, and to children. These might include: broken glass, open tin can, open can of paint, frayed electric cord, tacks, insect poisons, soft rubber toys (small), straight pins, open safety pins.

5. Watch a hamster on an exercise wheel. Discuss how pets rest as children do between play periods.

6. Construct an experience chart listing the reasons why people might want a pet.

7. Seatwork: The children will draw a picture of themselves playing with a pet in a safe way.

8. Vocabulary: play, companions, work, fun, watch, learn, exercise, rest, safe, hazards.

Chart paper

Pictures showing hazards to pets and to children.

The children will be asked to bring to school things for the table exhibit.

Live hamster
exercise wheel

experience chart

drawing paper

crayons

Why we might want a pet.

1. Pets are companions
2. Some pets help us, some pets do work for us.
3. It is fun to watch pets, it is fun to learn about pets

3. To recognize how some pets show they like us by observing their behavior.

1. Listen to a cat when it is being petted.

2. Watch a dog's tail when it plays with a child.

3. Read the book, Pets Around the World.

Live cat

live dog

Pets Around the World.
Jackson, Kathryn, Morristown
New Jersey, Silver Burdett,
1957. (Shows pets and
children playing together.)

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHARTS
<p>D. To recognize how some pets show they like us by observing their behavior. (Cont.)</p>	<p>4. Write an experience chart telling how pets tell us they like us. Read orally.</p> <p>5. Referring to the experience chart, decide how people show pets that they like them. Write a parallel for each of the items listed on the first chart.</p> <p>6. Seatwork: Duplicate chart story, leaving blanks for the following words: <u>many</u>, <u>like</u>, <u>lick</u>, <u>close</u>, <u>help</u>. The children are to write in the missing words, referring to the experience chart if necessary. Draw pictures to illustrate the story.</p> <p>7. Vocabulary: Around, the, world, tell, like, us, lick, purr, cuddle, many, help, stroke, talk, gently, take, every day.</p>	<p>experience chart chart paper</p> <p>developed experience chart.</p> <p>Add this parallel:</p> <p>Give master copy of the experience chart with the blanks in the sentences.</p> <p>Crayons</p> <p>Pencils</p>	<p><u>How Pets Tell Us They Like Us.</u></p> <p>Pets show us they like us in many ways. Some lick us. Some pets purr. Some pets cuddle close. Some pets help us.</p> <p>People stroke pets. People talk to pets. People cuddle some pets gently. People take care of pet every day.</p>
<p>E. Given a set of pictures, episodes and verbal descriptions to differentiate between families who might want a pet and those who might not.</p>	<p>1. Select those pictured situations in which families might want a pet and place them on a bulletin board. (Some verbal clarification may be necessary since even a crowded apartment could house an aquarium.)</p> <p>2. Make comparisons of big, little, tall, many and few pets.</p> <p>3. Discuss the rights of neighbors and family members when choosing a pet. (Background given in the movie, <u>City Pets</u>---).</p>	<p>Pictures showing crowded housing conditions, elderly people with cats, young children, one child playing alone with a sign "No Pets Allowed" outside a building, a family member ill, a large yard around a house, a family going on a vacation, and a small boy with no money looking in a pet shop window.</p>	

Given a set of pictured episodes and verbal descriptions, to differentiate between families who might want a pet and those who might not.

4. Compute the cost between a dog and a cat; between a horse and a hamster, a rabbit and 5 guppy fish (Conclude that some pets don't cost as much as others.)
5. Discuss what we do with pets when we are gone for a long time.
6. Determine the cost of leaving a dog at a kennel for one week; one month.
7. Write an experience chart telling why some people cannot have pets. Read orally.
8. Decide what kind of a pet we could properly care for in our classroom.
9. Seatwork: Draw a picture showing where "No Dogs Allowed" signs might be placed. Copy the sign in the picture.
10. Vocabulary: Kennel, sign, allowed, cost, allergy, room, money, more, less, sick, lonely.

Chart paper

drawing paper

chalk

pencil

No Dogs Allowed signs

Why some people do not want pets.

Some people do not have enough room to keep pet.

Some pets cost a lot of money.

Some people get sick from pet fur.

Some people are gone for long periods of time.

It is not fair to let a pet be lonely all of the time.

to list at least 5 ways that dogs help some people.

1. Read a newspaper clipping telling how a dog rescued a family from a fire.
2. Play a tape recording of the material in the True Book of Dogs, and the First Book of Dogs.

Newspaper clipping

True Book of Dogs, Chicago Children's Press, 1961.

How dogs help around the world P. 18-21
Seeing eye dogs p. 22
War Dogs p. 24
Eskimo dogs p. 26
Circus dogs p. 28

2. To list at least 5 ways that dogs help some people.

3. Watch the movie, Roy: Sheep Dog of the Scottish Highlands.

4. Listen to a story. Discuss how a pet is a friend.

5. Read during story time, Franka (A story about a seeing-eye dog.)

6. Write an experience story about how pets help us. Read orally.

7. Find the capital letters on the experience chart and name them.

First Book of Dogs, Taber, Gladys, New York, Franklin Watts, Inc. 1949.

Eskimo dogs (detailed)
Other snow dogs
Seeing eye dogs
War dogs
Tracking dogs with policemen
Farm and ranch dogs
Fire dogs
Hunting dogs

Movie: SUI # 4929

A Friend is Someone Who Like You, Angliss, Joan Walsh, New York, Harcourt Brace, 1953.

OR

Millions of Cats, Gog, Wanda, New York: Coward McCann, 1933.

Franka, Johnson, Walter, Chicago: Albert Whitman & Co., 1941.

Chart paper

Experience story

P. 5-9
P. 10-11
P. 12
P. 13
P. 15
P. 16
P. 17
P. 18-19

Pets keep us company.

Dogs help us in many ways:

1. They guard our homes.
2. They help herd cattle and sheep.
3. They show the way to the blind.
4. War dogs locate hurt men and carry messages.
5. They help hunters.

7. To list at least 5 ways that dogs help some people.
(Cont.)

8. Seatwork: Assign specific children to draw a picture of a way that pets help us. The Teacher will help label each picture.

9. Vocabulary: pet, dog, lonely, blind, seeing-eye, guard, policeman, horses, cattle, sheet, messages, hunters, friend, sled, mountains, scientists, behavior, cheerful, sing.

Drawing paper
crayons
marking pen

(Cont.)

6. They help find lost people in the mountains and in other places.
7. They help policemen find criminals.
8. Dogs pull dog sleds in Alaska.

Caged birds sing and make houses more cheerful.

Some pets are used by scientists to help them study behavior.

1. Referring to the experience charts and previous lessons, choose a suitable pet for the classroom.

1. Match name cards of various city pets to the names and pictures on the bulletin board. This will serve as a review of the pets that would be suitable for a classroom.

2. Compute the cost of each of these pets.

3. Determine, by comparing, the cost and the size of the pets and the room available, which pet the class would like to have. (Good choices might be a cat, guinea pig, hamster or rabbit.)

4. Seatwork: Vote on which pet the children prefer by drawing a picture of that pet. Children will copy its name from the tag.

cuttag strips with the words: rabbit, dog, cat, fish, parakeet, hamster and guinea pig.

Experience charts developed in past lessons.

Obtain approximate costs of a hamster, parakeet, guinea pig, rabbit, cat and dog.

4. Referring to the experience charts and previous lessons, choose a suitable pet for the classroom.
(Cont.)

strips.

5. Vocabulary: hare, less, coat rabbit, dog, cat, fish, hamster, parakeet, guinea pig.

4. To list the six characteristics of a healthy pet.

1. Write an invitation to a veterinarian to explain what a healthy pet should look like. (This probably would have to be done at the end of the last lesson.)

2. The children will copy the letter and one will be sent to the veterinarian.

3. Practice addressing envelopes.

4. Introduce the veterinarian to class telling something about his work. (Background and the introduction may be done by a more able member of the class who can read.) The Pet Hospital is a good source of information.

5. Summarize and write on a chart what things to look for in a healthy rabbit.

Chart paper
marker

Paper and pencils

paper cut to the size of an envelope.

The book,
The Pet Hospital,
Hoffmeyer, Jane, and
Hoffman, Elaine, Belmont
Publishers, Inc. Chicago,
1964.

Experience chart

Dear Dr.----

We are learn-
ing about pe-
We will buy
a --- to keep
in our room.
Would you vi-
it us to tel-
us how a
healthy ----
should look
and behave.

Thank you,
Primary
Class

Characteristics
of a healthy
rabbit.

Active and
alert looking

Eyes are clear
and bright.

Coat is full
smooth and
silky.

Skin is free

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

DATE: _____

ITS _____

2. To list the six characteristics of a healthy pet.
(Cont.)

1. List the places where a pet may be obtained.

6. Explain what shots and licenses are required for our pet and why.

7. Determine the cost of the shots and licenses.

8. Locate on a calendar when the shots should be given.

9. Discuss what happens when a pet does get sick. Include the possibility of death.

10. Make a chart showing how long various pets live. Include people on this chart.

11. Discuss with the veterinarian where pets can be obtained. List the places to look for pets.

12. Write a thank-you note to the veterinarian.

13. Seatwork: Copy the Thank-you note for the veterinarian. Send one or two of them.

14. Vocabulary: buy, visit, healthy, look, behave, thank you, primary, hospital, active, alert, eyes, bright, full, smooth, silky, skin, sores, blotches, legs, farm, swollen, canary, parrot, newspaper, veterinarian, shots, calendar, death.

A year's calendar

Chart paper
marker

chart paper.

chart paper.

paper

pencil

of sores and blotches.

Legs are firm and are not swollen.

How long some pets live.

dogs 17 y

cats 18 y

rabbits 5 y

canary 18 y

parrot 65 y

people 70 y

Where we get pets.

1. Newspaper ads.

2. Veterinarian

3. Kennel

4. Dog pound

5. Humane Society

6. Pet shop

Thank-you note

Dear Dr. ---
Thank you for telling us

Continued

- I. Welcome the new pet into the classroom by being prepared for its care.
- Notes: Concentrate on the pet chosen by the class.
1. Discuss how we can get acquainted with our pet gradually.
 2. Dramatize how we approach a new pet.
 3. Discuss the needs of a pet. Compare to what people need.
 4. List the rights of our pet.
 5. Write an experience story about how to make a new pet welcome.
 6. Divide into committees and make a cage.
 7. Sentwork: Draw a picture of an animal with rights and one without rights. Label the picture with a caption.

Chart paper

Chart paper

wood, chicken wire,
soft wood shavings,
water, food, dishes,
tags, cloth & cover,

paper

crayons

about our
rabbit. We
will take
care of it.
Primary
Class

Our Pet's Rights.

The right to
have a bed.

To be fed on
time.

To have exer-
cise.

To have affec-
tion.

To have fresh
air.

Ways to Make
Our Pet Wel-
come

Make a bed.

Have his food
and water
ready.

Be quiet and
gentle, espe-
cially at first.

Let him get
used to us
before we play
with him.

7. Write questions to ask the owner of Fountain Falls (Or any pet shop concerning the care of our classroom pet.

1. List the questions on an experience chart. Stimulate each question through the use of a picture showing various aspects of pet care. Duplicate the questions for each child and for the owner of the pet shop. Read orally.

2. Discuss safety and behavior on the bus and at the shop.

3. Make a map showing the way to the pet shop.

4. Draw what you especially want to see at the pet shop. Label the picture.

5. Vocabulary: groom, bathe, sick, nap, home.

Pictures showing pets eating, drinking, playing, bathing, sleeping in a cage, being groomed, and a sick or hurt pet.

Duplicated copy of the questions. Leave a space for a picture below each question.

paper

marker (Various colors)

paper

crayons

Questions

1. What does our pet eat

2. How much food does it eat?

3. How often will it eat

4. How do we groom our pet

5. How do we bathe our pet

6. How will know if our pet is sick

7. What kind of a home does our pet need

8. On a trip to the pet shop, purchase the pet.

1. Determine how much money will be needed, and how much change will be left from a larger amount.

2. Discuss where pets can be obtained. Pictures on a bulletin board will lead this discussion.

3. Visit a pet shop to buy the pet.

a. Compare how some pets are different from other pets. Feel the different kinds of animal coverings. Count the legs on a rabbit, hamster, guinea pig, cat, dog, pigeon, peacock, and parakeet.

Various pieces of money to total more than the amount needed for the purchase of the pet.

Bulletin Board

Where can You Get Pets?

Pictures of a farm, pet shop, animal shelter, a present (pet with a bow), and a child finding a pet.

Previous arrangements with the owner of the pet shop.

Various animals at the pet shop.

OBJECTIVES	ACTIVITIES	RESOURCES MATERIAL	Care of Our Pets
<p>K. On a trip to the pet shop, purchase the pet (Cont.)</p>	<p>b. Following a demonstration, pick up a rabbit, cat, dog and hamster. Compare with the handling of a toy.</p> <p>4. Sentwork: Using the ditto sheet of questions from the previous day, the children will draw an answer for each question below the question. These may be labeled by the teacher.</p>	<p>Shop owner demonstrate the proper handling of these pets.</p> <p>Ditto question sheet</p> <p>Crayons</p>	<p>Chart</p> <p>Marker</p> <p>Outtag strips for each child's name.</p>
<p>L. Through daily care, develop responsibility toward the care of a classroom pet.</p>	<p>5. Vocabulary: When appropriate, hold a chart to determine the daily responsibilities necessary for the care of our pet. Determine picture symbols to help remember the words. Place a different child's name on the chart each day.</p> <p>2. Discuss waiting our time to care for the pet and the importance of not missing a day.</p> <p>3. Read about the possible results of lack of care for a pet.</p> <p>4. Sentwork: Copy the words on the chart, Care of our pet. Draw a picture of each. One of these drawings will be chosen to label the large chart.</p> <p>5. Vocabulary: food, water, cage, clean, daily, responsibility.</p>	<p>Macmillan Science Series Book 2, New York, 1963, pp. 127-28.</p>	<p>Food</p> <p>Water</p> <p>Clean cage</p> <p>Grooming</p>

Continuance and direction of the remainder of the unit.

If many of the children have a dog or cat at home as determined by the most common pet count, more time probably will be spent on the food, training and care of these two animals. If not, the emphasis will be as written on one chosen pet.

Time would be spent on lost, strayed and found pets.

Continuing emphasis would be on the responsibility of daily care of the pet. This is best done through the actual experience of having a pet in the room for a long period of time.

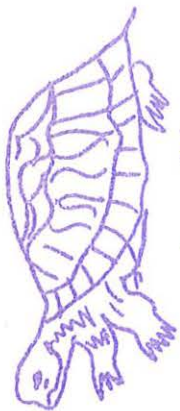
Discussions concerning the care of pets in very hot or very cold weather would follow. Safety measures to protect a pet, to protect pet owners and to protect other people would be included.

A visit to the local humane society or dog pound would give the children first-hand contacts with the animal problems of the community.

A visit to a well-kept breeding, or boarding kennel might give the class an opportunity to see how the kennel workers solve large-scale problems of feeding, cleaning, groom, and nursing care.

If many of the children have pets they may bring them for a culminating pet parade. However, it is thought that this might be a lot of stimulation at one time. However, each child should be allowed to bring a pet he has, or a picture of a pet which he would like to have, and tell the others about its care.

The experience charts could be used as a reminder toward individual responsibility if necessary as the year progresses.



turtle



fish



horse



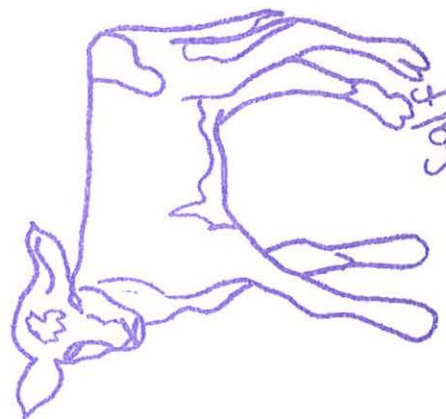
goose



pig



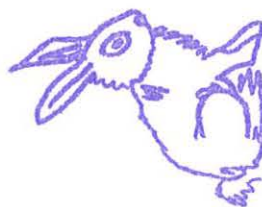
sheep



calf



cat



rabbit



dog

barn



home



UNIT TOPIC Measurement

AGE LEVEL 6 - 10

NAME Mary Murphy

I. RATIONAL OF UNIT

Children begin using measurement at a very early age. In and out of the classroom such questions as the following can be heard: How hot is it today? How much flour do we need for a cake? Is he taller than I am? How fast is that jet going? Is it farther to the grocery store than to the park? How much does a balloon cost? Is that rock heavy? Measurement is one of our most important scientific tools. We use it daily at home, at school, on the farm, in industry. Therefore, this topic is relevant to the curriculum for educable mentally retarded. This is a practical unit which centers on the skills and concepts the retarded, as well as the normal, will use in everyday life.

II. SUB-UNITS

- | | |
|------------------------------|----------------|
| A. Importance of Measurement | E. Temperature |
| B. Distance | F. Time |
| C. Volume | G. Money |
| D. Weight | |

III. OBJECTIVES

- A. To understand the importance of measurement and to become interested in working with it.
- B. To develop an understanding of distance and the ability to work with it.
 1. Understand that all things take up space.
 2. Measurement shows this occupation of space.

3. See the need for set units of measurement.
 4. Compare inch, foot and yard, and understand the relationship between each.
 5. Develop the ability to use a ruler, yardstick and tape measure.
- C. To understand and be able to work with volume.
1. Understand that volume means that space is filled.
 2. The ability to use one container as the unit of measure.
 3. Understand that there is both a difference and a similarity between such terms as gallon and cup, and ounce and pound.
 4. Understand that four of one measure can be the same as one of another.
 5. The ability to read and enact a recipe.
- D. To understand and be able to work with the measurement of weight.
1. That everything has weight.
 2. That standards of weights are necessary.
 3. That size does not necessarily determine weight.
 4. That the marks between the numbers on spring scales indicate pounds.
 5. That weight and its measurement affect us all.
- E. To measure temperature by use of a thermometer and to know the implications of this measurement.
1. Contrast hot and cold.
 2. Understand how a thermometer works.

3. Understand that a thermometer can keep us well.
4. The ability to use a thermometer to tell us how to dress.
5. Knowledge of the thermometer can save crops and animals.
6. There is a difference between a fever thermometer and an air or liquid measuring thermometer.

F. To understand and work with the concept of time.

1. The ability to tell time.
2. The twelve numbers on a clock mean the hours of the day and what the marks between the numbers mean in relation to an hour.
3. Understand time in terms of earlier than and later than.
4. Differentiate AM and PM.
5. Identify a day, week, month, and year and explain how they are related.
6. The ability to use a calendar.

G. To know the denominations of money and to work with them.

1. Learn the values of coins and of the dollar bill.
2. Understand the relationships between various denominations.
3. Realize that money is earned by working.
4. Practice making and receiving change using real money.
5. Discuss the process of buying and selling.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Study the ruler and the yardstick, observing the relationship of an inch to a foot and of a foot to a yard.
2. Children measure each other with a yardstick and tape measure.
3. Fill a square box with small cubes; count how many cubes fill the box. .
What is the volume of the box?
4. Using milk or water, determine how many glasses there are in a pint, how many pints there are in a quart and how many quarts there are in a gallon.
5. Experiment: Does air have weight? Materials: spring scale, empty football, air pump.
6. Group project using balance scale to compare weights of different objects; how many paper clips weigh as much as one marble?
7. Discuss why set units of weight are necessary; demonstrate that we cannot use a marble or rock as a unit of measure because there are light and heavy marbles and light and heavy rocks.
8. Observe that the lines on a thermometer are equal distances apart.
9. Discuss what the lines indicate, boiling and freezing temperatures of water, normal body temperature and room temperature.
10. Practice reading a thermometer.

11. Each child make a cardboard clock with movable hands; set the clock so many hours earlier or later than a given time.
12. Make a calendar for each month, putting the date in the proper box each day.
13. Compare the date of a week ago with that of today: how much bigger is the number of today's date?
14. Combine coins of different denominations into groups having equal value.

B. Communication Skills Activities

1. Discussion: Why do we use units of measure?
2. Each person measure the width of the room using his own foot; the differences can be used to show why we must use set units of measurement and accept someone else's standard if we are to be understood.
3. Demonstration: very long letters make the envelope heavier than do short letters of only a page or two
4. Discussion: heavy letters and packages cost more to mail than do light letters and packages.
5. Discussion of how the thermometer tells us how to dress.
6. Discussion of why Dad might turn up the heat after looking at the thermometer.
7. Write letters using the correct date and time in the return address.
8. Make an appointment by telephone and record the time and date.
9. Use a pay telephone.
10. Discussion: newspapers cost money; to advertise costs money

C. Social Competency Activities

1. Different groups use rulers and yardsticks to measure the same set of objects and compare accuracy.
2. Two groups follow the same recipe. One group measure carefully, the other group just scoop and mix. Discussion of which group had the best results.
3. Have a punch party. Glasses are not to be used. The children are each to bring a container which will be filled from a central bowl, using one container to do the filling. Much talk will begin about who has the most.
4. Visit a grocery store to purchase previously set amounts of fruit, meat and bread; notice that these foods are priced according to their weight.
5. Use the purchased food as part of that needed for a picnic.
6. Style show with children modeling clothes that are both appropriate and inappropriate for different temperatures.
7. Cover all clocks in the room, so the children will have to devise another way of telling time; this activity will show the importance of clocks and the ability to use them.
8. Observe what time each day a new school activity is begun.
9. Each child keep a week-long record of what time he did a specific list of activities and show these to the class on his clock.
10. Discuss impressions and attitudes toward people who are not on time.

11. In a play store, practice buying and selling, and making and receiving change.

D. Health Activities

1. Children measure each other's height to see how close they are to the average height for their age.
2. Measure heights throughout the year to record the growth pattern of each student and compute the average growth for the class.
3. Discuss the harmful effects of wearing shoes that are too small.
4. Discuss with a nurse the normal weight for boys and girls their age; discuss that the more we eat the more we will weigh; discuss that it is not good to weigh either too much or too little.
5. Discuss with nurse the harmful effects of lifting things that are very heavy.
6. Discussion of the use of fever thermometers.
7. Discussion: a thermometer tells us whether to dress warmly or lightly.
8. Bake a cake for first less than the time specified in the recipe, and then for more than that time; based on the appearance of the results, discuss the health factors involved in closely following the time directions.
9. Each student record how many hours of sleep he gets each night and share it with the class; discuss with a doctor or nurse how the amount of sleep one gets affects his performance in school and after school.
10. make a list of non-school activities that provide good exercise.

11. Discuss how money helps keep us healthy: by purchasing food, clothing and medication.

E. Safety Activities

1. Discuss the dangers of getting too close to such things as fires and moving cars.
2. Observe how objects look different at a distance than they do close up.
3. Discussion of the fact that various containers have a certain volume, and that trying to put more in them than they will hold can be dangerous: a bulging suitcase may pop open; a balloon will stretch, but trying to put more air in it than it will hold will cause it to burst.
4. Demonstrate the proper way of lifting heavy objects.
5. Bring to class clippings telling of overweight trucks being fined; discuss why they were fined.
6. Experiment with freezing point of various liquids and relate this to what Dad has to do to the car when cold weather comes; in experiment use breakable containers so they can see what happens to the car if the radiator freezes.
7. Discussion with farmer about what he does with his crops and animals when it is extremely hot or cold.
8. Discuss the hazards of bicycle riding without a light at night.
9. Record a student interview with a doctor about taking too many pills, or taking them too close together.

F. Vocational Competency Activities

1. At a picnic, observe that the closer you get your hot dog or marshmallow to the fire, the quicker it gets roasted, and if it gets too close, it will burn; would the same results occur in an oven?
2. Children are given the opportunity to build some small projects; this will entail prior planning, purchasing of materials, measurement of materials, and construction and evaluation of the final projects.
3. Discuss various occupations that use measurement of volume: dairies, feed companies
4. Discuss how weight is used in various occupations: mail clerk, grocer.
5. Discuss how boxers and wrestlers are matched according to their weights.
6. Discuss how temperature affects various occupations: farming
7. Visit a chicken hatchery and learn how important it is to constantly watch the incubator thermometer.
8. Discuss that money is used in every occupation.

V. RESOURCE MATERIAL

Experience chart - tablet, magic markers, pictures, easel

Bulletin boards

Pictures to illustrate concepts

Old magazines and catalogs

Story books, poems and songs

Art materials

Tape recorder

Resource people

Field trips

Large and small boxes

Various measuring materials

VI, VOCABULARY

Measurement	important	big	little
temperature	thermometer	hot	cold
warm	cool	tape measure	yardstick
ruler	inch	foot	yard
space	shorter	longer	taller
wider	smallest	biggest	average
build	top	bottom	long
wide	tall	danger	close
far	vision	marshmallow	roast
fire	oven	distance	time
clock	watch	minute	hour
earlier	later	day	night
sunrise	sunset	late	recipe

directions	week	month	date
appointment	interview	job	calender
yesterday	today	tomorrow	degree
heat	boiling	freezing	mercury
zero	antifreeze	weather	ounce
pound	ton	light	heavy
small	large	empty	full
few	many	scale	weight
volume	pint	quart	gallon
bushel	cup	tablespoon	teaspoon
container	carton	bottle	measuring cup
measuring spoons	money	penny	nickel
dime	quarter	half-dollar	dollar
purchase	buy	sell	change

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To understand the importance of measurement and to become interested in working with it.	1. Read book: <u>Inch by Inch</u>	Book: <u>Inch by Inch</u> , Leo Lionni; Ivan Obolensky, Inc. N.Y.; 1960 assortment of very large and very small winter and summer clothing chart paper felt markers pictures	(Descriptive pictures showing effects of wearing clothes that do not fit, and wearing the wrong clothes for the weather.)
	2. Discuss how the inchworm in the story used measurement and why it was important to him. Question: "Do we use measurement? Is it important to us?"		
	3. Have a style show with children wearing clothes that are either too big or too small for them. Discuss how measurements helps us have clothes that fit.		<u>Measurement is Important</u>
	4. For the style show, use both summer and winter clothing. Ask whether a winter coat would be worn in the summer. Discuss how the measurement of temperature can help us decide what clothes to wear.		We had a style show. Some clothes were too big for us. Other clothes were too small for us.
	5. Write experience chart. Read orally.		Some clothes were too warm for summer.
	6. Vocabulary: measurement, big, little, temperature, thermometer, hot, cold, warm, cool, important.		Other clothes were not warm enough for winter. Measurement will help us know what to wear.
B. To understand and be able to work with distance.	1. Teach the children the song: "From the top of my head To the tip of my toes Is much further than To the end of my nose."	Bulletin board: <u>Who is Taller?</u>	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
1. Understand that all things take up space.	2. Discuss the song, emphasizing that it centers on the measurement of distance.	balloon	<u>Distance</u> All things take up space. Even air takes up space. (Picture of balloon.)
2. Measurement shows this occupation of space.	3. Demonstrate that even air takes up space by blowing up a balloon.		Distance shows how much space something takes. Distance is measured in inches, feet and yards. (Picture and explanation of a ruler - see appendix.)
3. See the need for set units of measurement.	4. Each person measure the width of the classroom by using his foot as the unit of measure. The difference can be used to show why we must use set units of measurement and accept someone else's standard if we are to make ourselves understood.	the	
4. Compare an inch, foot and yard and understand the relationship between each.	5. Study the ruler and the yardstick, observing the relationship between inch and foot, and foot and yard.	rulers yardsticks	
5. Develop the ability to use a ruler, yardstick and tape measure.	6. Different groups measure the same objects with rulers and yardsticks. Each group agree on one measurement for each object; compare the measurements for accuracy.	rulers yardsticks	
	7. Seatwork: worksheet on distance (see appendix)		
	8. Write experience chart. Read orally.	chart paper felt markers pictures	
	9. Vocabulary: distance, ruler, yardstick, tape measure, inch, foot, yard, space, shorter, longer, taller, wider.		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Distance (cont'd) 5. Use a ruler, yardstick and tape measure. (cont'd)	<p>1. Children measure each other using yardsticks and tape measures, and decide who takes up the most space in the room.</p> <p>2. Children measure each other's height to see how close they are to the average height for their age; discuss what contributes to a child's growth in height.</p> <p>3. Children are given the opportunity to build some small projects; this will entail prior planning, purchasing of materials, construction and evaluation of the final projects.</p> <p>4. Write experience chart. Read orally.</p> <p>5. Vocabulary: smallest, biggest, average, build, top, bottom, long, wide, tall</p>	<p>yardsticks tape measures</p> <p>average height chart yardsticks</p> <p>rulers scissors cardboard boxes poster board glue tape</p> <p>chart paper felt markers pictures</p>	<p><u>Working with Distance</u></p> <p>We measured each other to see who takes up the most space. Our teacher is the biggest person in the room. She takes up the most space.</p> <p>We used our rulers to build things. Measuring with our rulers helps us build. Here are pictures of some of the things we made.</p>
B. Distance (cont'd) 6. To apply the principle of distance to life experiences.	<p>1. Discuss the dangers of getting too close to such things as fires and moving cars.</p> <p>2. Observe how objects look different at a distance than they do close up. This would be a good opportunity to test their vision.</p> <p>3. At a picnic, observe that the closer you hold your hot dog or marshmallow to the fire the quicker it gets roasted, and if it gets too</p>	<p>vision chart</p>	<p><u>Using Distance to Help Us</u></p> <p>We had our eyes checked today. The nearer we got to the chart the bigger it got.</p> <p>We also went on a picnic. When we put our hot dogs too close to the fire they burned.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	<p>close it will burn; would the same thing happen in an oven if the food were too close to the heat?</p> <p>4. Write experience chart. Read orally.</p> <p>5. Vocabulary: danger, close, far, vision, marshmallow, fire, roast, oven.</p>	<p>picnic material</p> <p>chart paper felt markers</p>	<p>When we held them too far away they did not roast.</p>
<p>D. To understand and be able to work with weight.</p> <p>1. Everything has weight.</p> <p>2. Standards of weights are necessary.</p> <p>3. That size does not necessarily affect weight.</p>	<p>1. Experiment: Does air have weight? Materials: spring scale, football, air pump</p> <p>2. Group project using balance scale comparing weights of different objects; how many paper clips weigh as much as one marble?</p> <p>3. Discuss that set units of weight are necessary; demonstrate that we cannot use a marble or a rock as a unit of weight because there are light and heavy marbles and light and heavy rocks.</p> <p>4. Compare the weights of a large empty cardboard box and a much smaller lead paper weight.</p> <p>5. Write experience chart. Read orally.</p> <p>6. Vocabulary: ounce, pound, light, heavy, empty, full, scale, weight.</p>	<p>given</p> <p>balance scale paper clips marbles other objects</p> <p>balance scale marbles rocks</p> <p>spring scale large box paper weight</p>	<p><u>Weight</u></p> <p>All things, even air, have weight.</p> <p>We must use set units of weight.</p> <p>Just because something is big does not mean it weighs more than something smaller.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>F. To understand and work with the concept of time.</p> <p>1. The ability to tell time.</p> <p>2. That the numbers on a clock mean the hours of the day and what the marks mean in relation to the hour.</p> <p>3. Understand time in terms of earlier and later than.</p>	<p>1. Cover all clocks in the room, so the children will have to devise another way of measuring time; this activity will show the importance of clocks.</p> <p>2. Explain what the numbers on a clock mean; work with half-hour as well as hour.</p> <p>3. Each child make a cardboard clock with movable hands; set the clock so many hours earlier or later than a given time.</p> <p>4. Seatwork: worksheets on time (see appendix)</p> <p>5. Observe at what time a new activity is begun each day.</p> <p>6. Each child keep a week long record of what time he did a specific list of activities and show these to the class on his clock.</p> <p>7. Write experience chart, Read orally.</p> <p>8. Vocabulary: time, clock, watch, minute, hour, earlier, later.</p>	<p>black material tape</p> <p>cardboard scissors brads felt markers</p> <p>ditto sheets</p> <p>chart paper felt markers</p>	<p><u>Time</u></p> <p>Clocks are important. We have a hard time telling the time without them.</p> <p>(explanation of how to tell time- see appendix)</p>
<p>E. Time (cont'd)</p> <p>3. (cont'd)</p>	<p>1. Discuss impressions and attitudes toward people who are not on time.</p> <p>2. Bake a cake for first less than the time specified in the recipe, and then for more than that time; based on the appearance of the results, discuss the health factors involved.</p>	<p>cake mix utensils oven</p>	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
4. Differentiate AM and PM.	<p>3. Discuss the different day time and night time activities.</p> <p>4. Discuss the hazards of bicycle riding without a light at night.</p> <p>5. List leisure time activities that provide good exercise.</p> <p>6. Each student record how many hours of sleep he gets each night and share it with the class; discuss with a doctor or nurse how the amount of sleep one gets affects his health as well as his performance in and out of school.</p> <p>7. Write experience chart, Read orally.</p> <p>8. Vocabulary: day, night, sunrise, sunset, late, recipe.</p>	<p>doctor or nurse</p> <p>chart paper felt markers</p>	<p><u>Time is Important</u></p> <p>We should come to class on time. We should watch the time when cooking.</p> <p>There are different things to do at different times of the day. The doctor told us that the amount of time we sleep is important.</p>
5. The ability to use a calendar. a. days of the week b. how many days in the month	<p>1. Make a monthly calendar, putting the date in the proper box each day.</p> <p>2. Compare the date of a week ago with that of today; how much bigger is the number of today's date? Will today's date always be a bigger number than yesterday's date?</p> <p>3. Write a thank-you letter to the doctor who spoke; use the correct date on the inside return address.</p>	<p>flannel board</p> <p>paper stamp envelope</p>	<p><u>The Calendar</u></p> <p>The calendar helps us tell time.</p> <p>There are 7 days in a week.</p> <p>It is important to remember the days of the week.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	<p>4. Each student decides which days of the week and at what times of the day he would be able to hold a job; put these dates and times on a schedule card.</p> <p>5. Make an appointment by telephone; write down the date and time.</p> <p>6. Dramatize the importance of being on time for a job interview.</p> <p>7. Dramatize the rewards of knowing the time and date you are to work for someone, and the consequences of not showing up at that time or date to work.</p> <p>8. Write experience chart; read orally.</p> <p>9. Vocabulary: week, month, date, appointment, interview, job, calendar.</p>	<p>schedule card</p> <p>telephone</p> <p>chart paper felt marker</p>	
<p>G. To know the denominations of money and to work with them.</p> <p>1. Learn the values of coins.</p> <p>2. Understand the relationship between various denominations</p>	<p>1. Explain the values of the coins and the relationships between each</p> <p>2. Combine Coins of different denominations into groups having equal value.</p> <p>3. In a play store, practice buying and selling, making and receiving change.</p>	<p>coins</p> <p>coins small objects to buy and sell</p>	<p><u>Working with Money</u></p> <p>We learned about making change.</p> <p>We know that:</p> <p>5 pennies make 1 nickel</p> <p>10 pennies make 1 dime</p> <p>2 nickels make 1 dime</p> <p>2 dimes and 1 nickel make 1 quarter.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
4. Practice making and receiving change	<p>4. Discuss that money is used in every occupation.</p> <p>5. Discuss the use children make of money.</p> <p>6. Seatwork: worksheets on money (see appendix)</p> <p>7. Write experience chart. Read orally.</p> <p>8. Vocabulary: money, penny, nickel, dime, quarter, half-dollar, dollar, purchase, buy, sell, change</p>	<p>dittosheets</p> <p>chart paper</p> <p>felt pens</p>	<p>It is important that we know about money. We use money every day.</p> <p>(See appendix for illustration.)</p>

APPENDIX

- I. The very fact that all of the sub-units deal with measurement ties them together within and makes them relevant to a unit on measurement. They could be presented in almost any order and still get across to the students the basic skills and concepts of measurement. However, I think the ~~sequence~~ best facilitates smooth transition from sub-unit to sub-unit is as follows: first present distance, because when one thinks of ~~measurement~~, ~~usually~~ thinks in terms of inches and feet; then move from the measurement of distance on the one-dimensional plane to the measurement of three-dimensional distance, that is, volume; since the young child often associates weight with size and volume, the logical third sub-unit is weight; in which it can be demonstrated that there is not always a direct correspondence between size and weight; since we wear light-weight clothing in the summer and heavy clothing in the winter, there would be a smooth transition from weight to the sub-unit on temperature; temperature is among the differing characteristics of the four seasons, and ~~seasonal~~ seasonal changes are one way of measuring time, the logical fifth sub-unit covers time; time and money are closely inter-related, since wage-earners essentially trade their time for their employer's money; therefore, the sixth, and final ~~sub-unit~~ deals with the measurement of money.

- II. The lesson plans shown in this unit are neither complete nor in sequential order, but they are representative of the direction of the unit, which is toward using the student's natural interest in science, turning his interest into questions, and seeking out answers to those questions. The students should realize that the teacher does not know all the answers, and they will have to search and learn together. Students will be encouraged to be independent, as well as dependent, in their study. In this way they will become better able to make wise decisions and find solutions to daily problems.
- III. I strongly suggest the use of the book Space and Time (Bendick, Jeanne; Franklin Watts, Inc.; New York; March 1, 1968) as supplementary reading to this unit. In this book are demonstrated the dynamics of space, form, distance and time through the use of objects and situations out of a child's familiar experience. Its underlying approach is to ask, "What do you think?" The level of the book is grades 2 and up, so some of the material would be advanced for a primary class. However, the introduction of basic concepts of space and time are excellent, and applicable to primary EMR classes.

IV. The materials that follow are suggestions for experience charts, bulletin boards and worksheets relevant to this unit on measurement. They are arranged in the order they would occur in this unit, starting with distance.

Unit Topic: How We Keep Our Bodies
Strong and Healthy

Level: Kindergarten

Eve Blech

April, 1968

Preliminary Steps

Step I Rationale

There is scarcely a topic of more intimate and vital concern to all children, of whatever age and intellectual capacity, than the human body. From earliest infancy we train children to exercise control over their bodies. There are 2 factors which work against the retarded child's learning all that is necessary for optimal health and body care: 1) the retardation; the child will not necessarily pick up the information, routines, habits and attitudes through informal practice in daily life 2) the cultural background and home environment; his parents and others may be ignorant of, or unable to do, the very things we attempt to teach and there may be neither example nor reinforcement in the home.

For these reasons, a unit on this topic should be taught as early as ~~possible~~ possible, and may be reintroduced at all levels, with expanding skills and information, as bodily needs and functions change.

Step II Objectives

1. To learn the names and basic functions of the parts of the body.
2. To develop and practice certain daily routines and habits necessary for keeping healthy.
3. To understand the importance of food for the body.
4. To practice habits related to food and eating.
5. To learn about and become familiar with people who help keep our bodies well.
6. To become aware that people are different from one another - size, shape, color of skin, hair & eyes, likes and dislikes.
7. To become aware that children grow and change as they get older; the things they can and can't do also change.
8. To learn how the human body gets information about the world around it.

Step II Objectives

1. To learn the names and basic functions of the parts of the body - parts of the face and head, arms, hands, fingers, legs & feet.
2. To develop and practice certain daily routines and habits necessary for keeping healthy.
3. To understand the importance of food for the body.
4. To practice health habits related to food and eating.
5. To learn about and become familiar with people who help keep our bodies well.
6. To become aware that people are different from one another - size, shape, color of skin, hair & eyes, likes and dislikes.
7. To become aware that children grow and change as they get older; the things they can and can't do also change.
8. To learn how the human body gets information about the world around it:
 - We see with our eyes
 - We smell with our noses.
 - We touch with our fingers.
 - We taste with our tongues.
 - We hear with our ears.
9. To realize that being healthy entails feeling good physically & mentally.
10. To learn to recognize symptoms of illness.
11. To become aware of the range of human emotions.

Step III Sub Units:

1. The Human Body
2. Health Routines ✓
3. Food ✓
4. The Farm ✓
5. Stores and Supermarkets ✓
6. Home and Family ✓
7. Clothing ✓
8. Our Neighborhood ✓
9. When We Are Sick ?
10. Courtesy ✓
11. Getting Along With Others ✓
12. Safety at School ✓
13. Recreation ✓
14. Pets

Step IV Core Activities

In writing actual lessons, these activities are to be coordinated with the appropriate stories, films, songs, and pictures.

Arithmetic

1. Prepare various foods for snacks - measure amounts of ingredients.
2. Set table for snack - 1st correspondence of table items with people. Use relational terms, such as next to, on top of, behind.
3. Mark off heights of children and teacher on a long sheet of paper on wall. Compare - tallest, shortest. Compare to height of an infant.
4. Make handprints of children and teacher - big? little?
5. Set up a store with empty food cartons and plastic foods. Children will use play money to make purchases.
6. Prepare a chart with pictures of various parts of the body. Count how many of each part (each child can do this on his own body) and indicate on the chart next to the picture.
7. Discuss importance of proper amount of sleep and rest for young children. Develop rudimentary concepts of time by having children turn the hands on the Judy clock around 11 times to indicate how much sleep they need at night. Mark real clock with masking tape to indicate when the children are to get off their mats at the end of rest. Have children watch for hand to move to this time and tell you when it happens.
8. Using toy telephones, play a game where children "call" one another and invite other person over to play, telling him their name, address and phone number. Discuss reason for knowing this information. Dramatize being lost and asking a policeman for help.

Communication

1. Use toy telephones to invite other children and teachers to a party when snacks have been prepared.
2. Write to school nurse (experience chart approach, to be recycled by teacher) asking her if the class can visit her office. Can repeat this with other field trips and resource people.
3. Prepare a scrapbook on foods by having children cut out and paste on construction paper magazine pictures of food.
4. Listen to, observe demonstrations, and follow directions of resource people, both in classroom and on field trips. Discuss possible questions to ask (in preparation). Ask these questions.
5. Review visits and field trips by having children draw a picture of what they remember most of liked best about the visit or trip.
6. Display a chart with a picture of people eating each of the three meals and a snack. Show the children magazine pictures of various foods and have them categorize according to proper meal. Paste pictures on chart in the appropriate section.

Social

1. Invite other school personnel (principal, nurse, secretary) to a party for food the class has prepared. Have class decide on the appropriate way to treat a guest in the classroom. Put this into effect at the party.
2. Develop simple rules of behavior after field trips. Include in discussions of trips a review of this behavior - how did we act; did we do anything we weren't supposed to do; what can we do to remember the rules for next time.

5. this during snack and also with doll dishes and silverware.
4. Play a circle game where 1 child has an item. The next child must say, "Please may I have the _____," and "Thank you." when he gets it. Pass item around circle in this manner.
5. Using flannel board figures, have children help you make up little stories about children who know how to share and those who don't, waiting for your turn to come and taking turns when there aren't enough of a particular item, etc. Reinforce these ideas in all class activity.
6. Pair the children off and have them help each other in getting dressed - shoes (laces, buckles), clothing (zippers, buttons, snaps).

Health

1. Practice daily routines in class, verbalizing about what the class is doing (ie. "It's lunch time; time to wash our hands.")
2. Arrange for an infant to visit the class. Have children note what the baby can do (see, cry, move and wiggle) and can't do (walk, talk).
3. Talk about and have children demonstrate the various ways we can move our bodies - stretch, jump, roll, wiggle, slide, etc.
4. Reinforce learning the names of the parts of the body by singing songs in which the children must move a portion of their bodies : One Finger, One Thumb, Keep Moving; Head, Shoulders, Knees and Toes; Where is Thumpkin; Put Your Finger on Your Nose, and others.
5. Play a circle game where one child is blindfolded or covers his eyes. Another child is chosen to clap and the child in the center must indicate the direction from which the sound is coming. Vary this by picking one child to move about the room in some way (walk, run, jump) and having the others cover their eyes and guess how he is moving.
6. Demonstrate the sense of touch by placing objects with distinctive textures and shapes (fur, feather, wood, fork, stone, etc.) under a piece of cloth. The children take turns reaching under and, without looking, trying to identify the object.
7. Have children taste several common fruits. Repeat on another day with vegetables.
8. Have a smelling contest. Blindfold the children and let them try to guess what they are smelling. Use samples of foods with distinctive smells - oranges, chocolate, tomato, bread - and only after the children have seen, felt, looked at and smelled these items as part of a multisensory discussion of what they are like.
9. Discuss why we wear certain clothing in certain weather (in connection with the film, Choosing Clothes for Health). Make a bulletin board with sections representing the four seasons and have children classify the Peabody clothing pictures according to the appropriate spot.
10. Dramatize various emotions. Discuss how they feel and how to handle.
11. Visit the school nurse and other health workers such as a dentist, optometrist.
12. Note individual differences among children in the class. Make a chart which displays some obvious characteristics (hair and eye color, for instance) and under each category (ie. brown hair; green eyes; etc.) list the names of the people in the class who display that particular characteristic.
13. Discuss and dramatize how your body feels when you are sick and what we do about it - go to bed, take our temperatures, take medicine.
14. Prepare get-well cards for a child who is absent from class.

Step IV Continued

Safety

~~Instructional~~

1. View films on safety in classroom and playground.
2. Prepare flannelboard figures from Leaf's Safety Can Be Fun. Read the story and then have children tell you what is happening ~~with~~ the flannelboard figures (manipulating them if necessary, to indicate falling, etc.)
3. Play a sentence completion game. Teacher provides the beginning (If I ran into the street without looking ---. If I used a sharp knife ---. If I put my hand on a hot stove ---. etc.) and children supply a logical ending. (A car might hit me. I could cut myself. etc.).
4. Take a walk in the vicinity of the school, crossing streets, etc. While on the walk, have children verbalize about the safety rules you are practicing.
5. Set up "streets" in the classroom with chalk or masking tape on the floor. Two children can hold up red and green signs, a third can direct the rest across the streets.
6. Prior to food preparation, show children a pictorial ~~experiment~~ chart relating to safety in this area. Discuss the various procedures, re: using sharp instruments, walking carefully while carrying breakables, hot stoves, wiping up spills immediately, and so on. Implement these procedures in the actual food preparation.

~~Step V. Resource Material~~
~~xxxxxxxxxxxxxxxxxxxx~~

Vocational

1. Prepare a helpers chart; each child is given responsibility for a simple room task. These jobs are rotated.
2. Care for pets in the classroom. Compare the things we must do for the pets to what we do for ourselves... feed them, keep their homes clean, etc.
3. Provide many opportunities for the children to listen, follow directions and complete a sequence of activities both in games (ie: tell each child to do something like walk over to the windows, shut the lights, go to the green bulletin board, etc. Call them back and assign new tasks.) and in the course of daily activity.

A. Books:

Klein, Just Like You; Harvey House, Inc. 1968
 Thompson, Doctor John; Melmont Publishers 1959
 " Miss Sam, the Nurse; " 1961
 Jublier, Jill's Check Up; " 1957
 Shapp, Let's Find Out About Safety; Franklin Watts 1964
 Leaf, Safety Can Be Fun; J.B. Lippincott Co. 1938
 Haynes, The True Book of Health; Childrens Press 1954
 Alike, My Hands; T.Y. Crowell Co. 1962
 Krauss, The Growing Story; Harper & Row 1947
 Green, Is It Hard? Is It Easy?; WM. R Scott Inc. 1958
 Langstaff, A Tiny Baby for You; Harcourt, Brace & Co. 1955
 Exler, Growing and Changing; Lothrop, Lee & Shepard 1957

B. Picture sets and posters:

Teaching Pictures; David C. Cook Publishing Co. 1966
 Social Development
 A Trip to the Farm
 Health and Cleanliness; Food and Nutrition
SVE Picture-Story Study Print Set; Society for Visual Education, Inc. 1966
 Neighborhood Friends and Helpers
 Hospital Helpers
Songs for the Flannel Board; David C. Cook Pubs. 1966
 Helping and Sharing
Our Community Helpers; Wheelwright Press, 1962
 Medical Helpers (series 3)
Hayes Posters (set 1); Hayes School Publishing Inc. 1957
 Health
 Good Manners
 Safety
Trend Bulletin Board Teaching Sets; Trend Enterprises
 Health Day-By-Day

C. Miscellaneous

plastic fruits and vegetables
 food cartons and cans; play money; cash register
 doctor kit
 Teaching Clock; Judy Co.
 resource people and places to visit - doctor, nurse, dentist, supermarket,
 school cafeteria, optometrist, infant
 magazine pictures
 Peabody Language Development Kit - Level 1
 Cards for Activity, Clothing, Fruits & Vegetables, Food, People.
 Instructo Activity Kit - The Classification Game
 familiar objects of varying shapes, textures, etc.
 real fruits and vegetables
 cooking equipment and supplies (pudding, applesauce)
 soap, towels, toothbrushes and paste, cups.
 art supplies
 classroom pets
 flannel board materials and figures
 1 Films (from Catalog of Educational Films, 1966-69; Audiovisual Center; Uof I.)

Beginning Responsibility: Doing Things for Ourselves in School; U-6096
Growing Up Day by Day; U-3055
Patty Learns to Step, Look, and Listen; U-3462
Choosing Clothes for Health; U-3622
Cleanliness and Health; U-2655
Primary Safety: In the School Building; U-3588
 # ON " " Playground; U-4387
Tommy's Healthy Teeth; U-4224
Your Friend, the Doctor; U-3154
How Billy Keeps Clean; U-3355
Eat Well, Grow Well; U-6115
I Never Catch Cold; U-2196

Step VI Vocabulary

body	family	doctor	change
legs	together	nurse	baby
arms	feed	offline	grownup
nose	fruits	hospital	medicine
mouth	vegetables	stethoscope	druggist
ears	meat	shot injection	drugstore
head	store supermarket	dentist	pets
skin	farmer	teeth toothbrush	animals
fingers	cook	eye doctor	hones
tees	breakfast	eyes	warm
move	lunch	check-up	cold
run	supper	sick	hot
jump	snack	thermometer	wet
bend	healthy	angry	rain
stretch	manners	sad ha	snow
exercise	polite	happy	sunny
wash	please	laughing	small
bath	thank you	shurt	smaller
shower	taste	wait your turn	poison
flush	big	see	ice
soap	little	hear	fog
water	middle-sized	smell	milk
dirt	safe	touch	hamburger
warm	hurt	taste	handkerchief
sleep	danger	tongue	
hours	stop	different	
minutes	careful	color	
hair	hurry	grow	
nails			
clothes			
home			

Introduce unit topic, rest the child in it and give an idea of its verbalize what made a bad day.

1. Tell, via flannel board figures, the story of "A Very Bad Day." Introduce Tom, a young boy with a sad face. Ask class if he looks happy or sad. Establish that he is sad and have them speculate about what would make him feel sad. Move him through various scenes as teacher depicts, in story form, the events of his day:
 - a. went to bed late and woke up tired.
 - b. wouldn't eat breakfast and was hungry all day.
 - c. dawdled with dressing and missed the school bus.
 - d. wore a thin sweater on a cold, rainy day & came to school wet and chilled.
 - e. didn't like school lunch and ate dessert only, was hungry still.
 - f. wouldn't let sister or friends share his toys and was left to play by himself.
 - g. In taking a walk, he ignored red light and didn't look before crossing; a car nearly hit him.
 - h. wouldn't come to dinner when his mother called and refused to wash hands when he did come; was spanked for these behaviors.
 - i. was so tired by the end of the day that he had to go to bed right after dinner.









2. Have children review the story, retelling the various events in their own words. Discuss what happened to Tom to make it such a bad day for him.

3. Have children relate their own experiences with such events. Prompt, if necessary, by general references to such occurrences in the classroom and expand from there.

4. Ask children how Tom could have avoided that bad day. Develop idea that by learning how to take care of ourselves we are able to have good days and are happier and healthier.

flannel board figures and scenes - Tom, bed, table, Mother, school bus, children at lunch, children and toys, sweater, rain & clouds, car and traffic light, Father.

oaktag, marker, magazine pictures, paste

5. Develop experience chart by showing magazine pictures of good and bad days and events. Have child-describe what is happening and decide which is the appropriate column of the chart for each picture. Paste it on chart.

Vocabulary: unhappy, hungry, share, accident, healthy

Seatwork: Children draw pictures depicting their own bad days.

develop a
of class-
jobs. ~~watch~~
with a pur-
is mind and
in informat
and new ideas
this film.
recognize
own names
into form
make a
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to they would
to have in
t.

1. Discuss the jobs that have to be done in the school room - feeding pets, helping with snack, watering plants, etc.

2. Show film. Suggest that class look for jobs that they forgot to mention.

3. Decide on a number of tasks equal to the number of children. As each task is named, hold up a sketch to represent that task and have the children discuss what each job entails.

4. Develop an experience chart. Prompt class to decide that they can keep track of who is to do which task by making a chart. Read and discuss the title, explaining that all will have one job to do for a week and that jobs will rotate. Review tasks from (3) by fastening the pictures to the chart while a child names the task. Write a word next to each picture and read the word to the children.

5. Hold up name cards. As each child recognizes his name, he places his card in the slit next to the job he would like. Review job each child will have.





6. Put these jobs into effect in class immediately.


Vocabulary: job, helper, chart

Seatwork: Each child gets a worksheet and is to cross out the activities that are not on the Helpers Chart, which is plainly visible. (see sheet in appendix)

Film -
Beginning
Responsibility
Doing Things
For Ourselves
in Schools
U-5096; Audio-
Visual Center,
Division of
Extension and
University
Services,
University of
Iowa.

sketches
magazine
pictures,
sketchtag,
magic marker,
name cards,
worksheets,
paste, pencils,

	cups	_____
	lights	_____
	plants	_____
	Fish	_____ etc.

Objectives	Activities	Resource Material	Experience Chart
<p>III</p> <p>1. To identify and name parts of the body.</p> <p>2. To follow verbal directions given by the teacher.</p> <p>3. To demonstrate movements of these body parts.</p> <p>4. To be able to name a body part from a description of it.</p> <p>5. To develop one-to-one correspondence between the counting numbers 1, 2, & 10 and body parts.</p>	<p>1. Using a large poster of a child, ask individual children to come up and point to various parts of the body - head, hands, legs, feet, hair, eyes, mouth, nose, ears, & fingers. As each part is shown, other children find this part on their own bodies. In unison, say the name of the part.</p> <p>2. Teacher names a part of the body and calls on one child to demonstrate how he can move that part of the body. If possible, get child to verbalize what he's doing (ie. I'm blinking my eyes).</p> <p>3. Play a riddle game where children supply answers to teacher's incomplete statements: I see with my _____. I put food into my _____. I walk on my _____. The barber cuts my _____. The dentist fixes my _____. etc.</p> <p>4. Sing, with motions, "One Finger, One Thumb, Keep Moving" and "Head, Shoulders, Knees, and Toes."</p> <p>5. Develop experience chart. Using magazine pictures of body parts, have children determine how many of each we have. Record this on chart next to the pictures.</p> <p>Seatwork: Children receive mimeographed pictures of body parts. As teacher names a part, they find it and paste it in the appropriate place on a dotted line sketch of a figure.</p> <p>Vocabulary: body, hands, head, legs, feet, fingers, thumb, eyes, hair, mouth, nose, ears, shoulders, knees, toes.</p> <p>6. Later, during story hour, read <u>My Hands</u>.</p>	<p>poster of a child</p> <p>Magazine pictures of body parts</p> <p>worksheets</p> <p>paste</p> <p><u>Aliki, My Hands;</u> <u>T K Crowell,</u> <u>1962.</u></p>	 <p>2 Feet</p> <p>2 eyes</p> <p>1 mouth</p> <p>10 fingers</p> <p>1 head</p>

IV

1. To learn about and be able to name several factors that contribute to growth.

2. To find out by measuring, if all children in the class are the same height.

3. To be able to demonstrate understanding of the concepts of tallest, shortest, middle-sized, by choosing appropriate sizes.

Objects.

Prepare for film

1. Show film, "Growing Up Day by Day."

2. Discuss factors that help children to grow - rest, exercise, diet. Stimulate this discussion by referring to the film and by showing appropriate Hayes Posters.

3. Point out that children in the class are alike as far as some of these factors - same age, eat same lunch, exercise and play at school. Ask them if all children in class are the same size. Is one person the tallest, shortest? Develop idea of measuring as a way to find out.

4. Mark off heights of all children and teacher along a long sheet of paper on the wall. The children can measure each other and the teacher labels each mark. Decide who is the tallest of the children and who the shortest. (keep this sheet for comparison later in the year)

5. Develop experience chart. Show and discuss magazine pictures which depict things mentioned in the film, and some which do not. Decide which show things we learned were important for growth. Have children help paste these on a chart and label them.

Seatwork: Each child receives a worksheet which shows 9 figures of various heights in 3 rows. As the teacher directs, children circle a particular picture in each row - tallest, shortest, middle-sized. Teacher discusses each picture, emphasizing the size concepts. (see appendix)

Vocabulary: growing, strong, healthy, size, tall, short, middle-sized.

6. At story time, read The Growing Story

Film -
Growing Up Day by Day;
U-5055;
Audiovisual Center,
University of Iowa.

Hayes Health Posters; set one; Hayes School Publishing, Inc. 1957.

sheet of paper
tape
marker
magazine pictures
cardtag
paste
worksheets
pencils

The Growing Story, Krauss;
Harper & Row,
1947.

Growing Up


















sleep



food



play

Objectives	Activities	Resource Material	Experience Chart										
<p>V</p> <p>1. To be able to identify and name ten common foods.</p> <p>2. To practice speaking in simple but complete sentences.</p> <p>3. To learn the difference between edible and non-edible items and be able to recognize food vs. non-food.</p>	<p>1. Show 10 pictures of common foods. As each picture card is held up, ask, "What is the name of this food?", call on one child to identify it and then have the class repeat the name in unison, using the sentence format of "This is a(n) ____." Put each picture up on the cork board after it is identified.</p> <p>2. When all pictures are put up, randomly name food items and have children find the pictures, again using a complete sentence to identify.</p> <p>3. Have each child come up and indicate the food he likes best, saying, "I like ____."</p> <p>4. Point to each picture and ask, "Is ____ food?" Wait for response. Then ask, "Do we eat ____?" Wait for response. Reinforce by saying, "Yes, we eat ____." After doing this for all pictures, ask, "What do we do with all these kinds of food?" Develop idea that food is something we eat.</p> <p>5. Develop experience chart by having each child choose a magazine picture of food, displayed on board, to be placed on the chart. Label each picture simply.</p> <p>Seatwork: Each child receives a worksheet with pictures of food and non-food items. Review meaning of food and have children identify each picture, crossing out the ones that are not food. (see appendix)</p> <p>Vocabulary: food, eat, eggs, bread, milk, hamburger, tomato, lettuce, carrot, cake, apple, pear.</p>	<p>Peabody Language Development Kit - Level 1; 10 food cards.</p> <p>magazine pictures of foods</p> <p>oaktag marker pen worksheets pencils paste</p>	<p><u>We Eat Food</u></p> <table border="1"> <tr> <td></td> <td>milk</td> </tr> <tr> <td></td> <td>apple</td> </tr> <tr> <td></td> <td>meat</td> </tr> <tr> <td></td> <td>bread</td> </tr> <tr> <td></td> <td>eggs</td> </tr> </table>		milk		apple		meat		bread		eggs
	milk												
	apple												
	meat												
	bread												
	eggs												

Objectives	Activities	Material	
<p>1. To become involved in group decision making and rudimentary planning procedures.</p> <p>2. To have experience with one procedure for inviting guests - sending a letter.</p> <p>3. To plan a table setting according to the event and the type of food served.</p>	<p style="text-align: right;">Note</p> <p>1. Class plans together to have a party. ^{Decide upon} whom to invite (principal, nurse, or someone else familiar to all children) and what to serve. Teacher must guide choice of food to something easy to prepare, nutritious, and amenable to preparation by many hands (ie. pudding, applesauce, sandwiches).</p> <p>2. Develop experience chart - a letter inviting the guest to the party. Begin by discussing with class the various ways to ask someone to a party - telephone, send an invitation, speak to the person. Decide upon sending a letter and discuss what must be included in such a letter. Teacher is to recopy and send out.</p> <p>3. Display and discuss magazine pictures which show parties. Call attention to the table settings - placemats, decorations, napkins, silverware, etc. As children name table items needed for their party, make a picture list on the board. Decide what must be made (decorations, placemats), and what we have in class (dishes, spoons, napkins).</p> <p>Seatwork: In preparation for the party, each child will make a placemat by painting with watercolor on manilla paper. Faster workers can make mats for the teacher and guest.</p> <p>Vocabulary: party, guest, invite, invitation, setting the table, placemat, decorations, napkin, silverware</p>	<p>lined oaktag marker</p> <p>magazine pictures of parties</p> <p>chalk</p> <p>manilla paper</p> <p>watercolors</p> <p>paint smocks</p>	<p>Dear _____,</p> <p>We are having a party in our class. We would like you to be our guest.</p> <p>It will be on Wednesday at 2:00p.m.</p> <p>Sincerely, Pr. Mary The Kindergarten Class</p>

To prepare a snack for an upcoming party.

1. In preparation for the actual making of pudding for the party, read the directions on the box to the class. Explain that directions tell us how to make the pudding and we must follow them carefully so that the food comes out good. Place sketches illustrating the various steps randomly along the chalk ledge. Reread the directions, $\frac{1}{2}$ step at a time, and call on children to come up and find the appropriate sketch. As each one is found, put it in sequence. Include sketches of washing hands, putting on aprons, and cleaning up. Cite these along with directions. When all are in order, have class review the steps by "reading" the cards.

2. Get children to verbalize about the importance of washing hands before cooking and of wearing aprons. Then have entire class do these two things before beginning to cook.

3. Prepare the instant pudding. Have children determine what to do by referring back to the sketches left visible. Make sure every child has a chance to help with the tasks. Spoon the pudding into dishes and refrigerate for the next day.

4. Using the sketches from 1., develop an experience chart. Have the children recount the steps in cooking and find and fasten the picture for each step to the chart. Label the pictures ~~simply~~ with simple words.

Seatwork: Look through magazines for pictures of food. Cut these out and paste on a sheet of paper.

Vocabulary: directions, add, mix, egg beater, apron.

sketches of directions,

instant pudding

milk

bowls, spoons, beaters, measuring cups, dishes, aprons,

egg tag, paste, marker pen,

magazines, paper, scissors

We Cook



wash hands



aprons



pudding



milk



mix



put in dishes



clean up

VIII

1. To decide on the appropriate way to treat a guest.

2. To plan ahead the jobs necessary for the party.

3. To practice the behavior decided upon in 1.

1. Begin discussion of how to treat a guest by reminding children that the visitor doesn't know how we do things in our room. How can we help her? Discuss such things as greeting her & letting her see the room, showing her a place at the table, serving her, displaying good manners at the table, etc.

2/ Discuss the jobs which must be done for the party - setting the table, preparing decorations, greeting the guest (who has been forewarned to knock rather than walk in), serving the pudding, clearing the table, washing, drying and putting dishes away. Assign these tasks to various children.

3. As a class, prepare table decorations. In fall or spring, leaves or flowers can be gathered and put in vases. Other times, paper chains can be made and taped to the table.

4. Have party. Before beginning, remind children about their various jobs. Do this again, if necessary, as the party proceeds. Clean up and wash dishes.

~~Seating~~ **Seating:** Each child will draw a picture of the class preparing for, having, or cleaning up after the party. Ask each child what his picture shows and indicate this on it.

5. These pictures will be used for the experience chart. When all are in place on the chart, review by having each child tell what his is about.

Vocabulary: visitor, serve, clear away

pudding,
napkins, spoons
placemats,
flowers, vase

paper, crayons,
oaktag, paste,
marker pen.

Our Port



XX

1. To gain first-hand experience with a dentist, his office and equipment in the non-threatening context of a class visit.

2. To practice brushing teeth correctly.

1. Show the dentist picture from the Health and Cleanliness set. Have children discuss in terms of who the man is and what he does.

insert

2. Visit the school dentist (or a children's dentist near the school). Arrange for the dentist to show and demonstrate some of his equipment, allow the children to sit in the chair, show x-rays and models of teeth, and explain the importance of brushing the teeth and demonstrate the correct way of doing so. Emphasize the idea of the dentist as a friend who helps us.

3. When back in class, review the correct way of brushing teeth. Using actual toothbrushes and toothpaste, practice doing this.

Seatwork: Each child draws a picture of what he liked best at the dentist's office. Teacher labels these according to what children say they represent.

4. Experience Chart - Using the pictures the children drew, review what the class say at the dentist's office. Paste these pictures on oaktag.

Vocabulary: dentist, office, teeth, toothbrush, toothpaste.

Teaching Pictures, "Health and Cleanliness" David C. Cook Publishing Co., 1966.

dentist

toothbrushes
toothpaste
cups

paper, crayons

oaktag, felt
marker pen
paste

The Dentist



I

1. To be able to verbalize common safety principles, such as:

- don't play in the street
- look up when running
- don't play with fire.
- don't play with sharp things etc.

2. To learn the rules for crossing a street safely and to put these rules into effect on a walk.

1. Prior to lesson, prepare a safety bulletin

board using the Hayes posters. Review previous lessons on safety by discussing what is happening in each picture and stating the safety rule that follows.

2. Show film, Patty Learns to Stop, Look, and Listen. In preparation for 3, review what was mentioned in the film about safety in crossing the streets. Use a hand puppet to come and talk to the children about this. Have the puppet draw out and reinforce certain rules:

- Always cross at the corner.
- Never run into the street.
- Always cross with a green light.
- Always look both ways before crossing.
- If a ball or other toy rolls into the street, always ask an adult to get it for you.

3. Take a "safety" walk in the vicinity of the school. Cross streets that have traffic lights and those that don't, always emphasizing the proper way to cross. Have various children assume responsibility for telling the class when it is okay to cross.

4. Develop experience chart using stick figures sketches from Safety Can Be Fun, which has been read to the class as part of a previous lesson. Each child picks one sketch to tell class about and then puts it on the chart.

Seatwork: Each child receives a worksheet which depicts several scenes of a child trying to cross the street - with a green light, with a red light, with no light and no cars, with no light & a car coming, etc. They are to draw a line from the figure to the other side of the street on the scenes where it's safe to cross. For each scene, verbalize about which decision was reached and why.

Vocabulary: traffic, red light, green light, crossing the street, corner.

Hayes Posters, set 1, "Health" Hayes School Publishing, Inc. 1957

Patty Learns to Stop, Look, and Listen - U-3462; Audiovisual Center, University of Iowa.

hand puppet

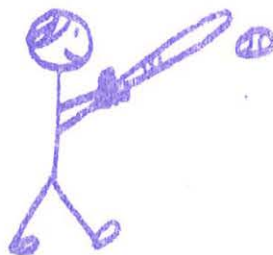
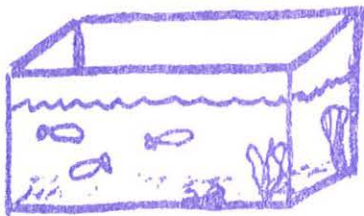
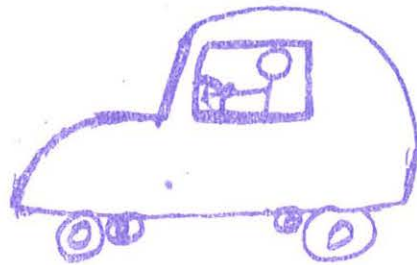
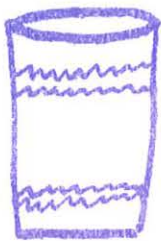
sketches from Safety Can Be Fun, Leaf; J. B. Lippincott Co. 1938.

oaktag, paste

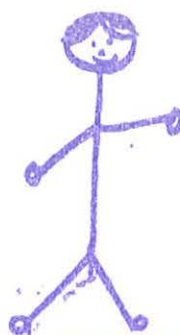
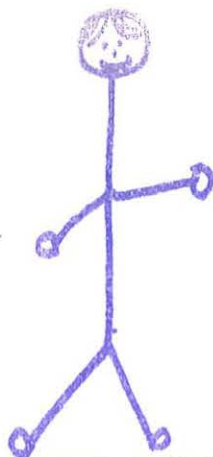
worksheets, pencils

Safety Can Be Fun!

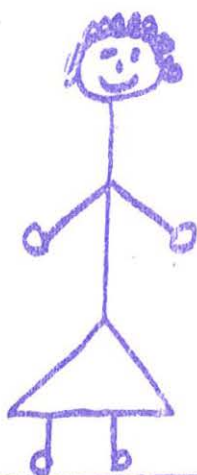




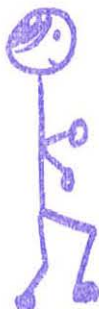
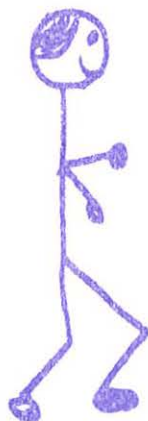
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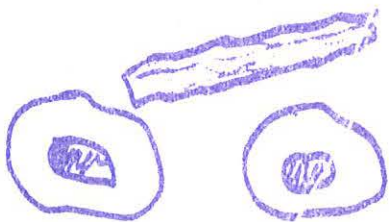
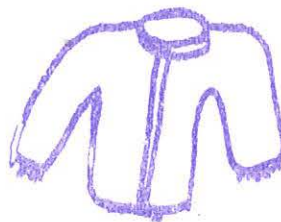
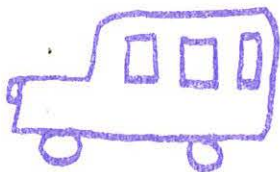
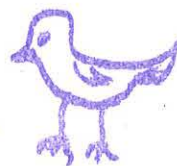


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THE FARM

Rationale

Knowledge of farms is beneficial for an Educable Mentally Retarded class because it enables them to understand where their food comes from. This unit would be particularly appropriate where their previous unit would be food. This unit can also function to expand the experience of many disadvantaged students in the urban areas and enable them to more fully understand the foods they eat.

Objectives;

1. To learn what a farm looks like.
flannel board of a farm
small model farm
2. To learn about farm plants.
3. To develop an understanding of how crops are grown.
4. To learn about farm animals.
5. To learn about baby animals on the farm.
6. To develop the realization that much of the food we eat comes from the farm.
meat
milk and eggs
7. To learn about farm buildings.
8. To understand the process our food travels through from the field to our tables.
9. To understand the inter-relationship of crops, animals and food.

Sub-Units

1. Food
2. Plants
3. Animals
4. Food Production
5. Seasons
6. weather
7. Nutrition
8. Safety
9. Money
10. Transportation

Core Areas:

Arithmetic

1. conceptualize how big an acre is by the size of the playground.
2. Count the number of cows in a pasture.
3. Determine how many quarts of milk we drink a day.
4. Make a chart showing months involved in crop growth.
5. Discuss how cold it can get before a plant would freeze/
6. Compare prices of different meats.
7. Using a rain gauge see how much an inch of rain is.

Communication

1. Look through farm magazines and cut out pictures of farm animals.
2. Write letter to a dairy owner asking if you may visit.
3. Look at samples of crops grown in Iowa.
4. Listen to the farm report on the radio.
5. Listen to a tape recording of noises different animals make.
6. Make a felt board of different animals matching the animals with their names.
7. Act out a farm story about farming.

Social

1. Have a discussion comparing experiences of farm and city.
2. Discuss attitudes toward farmers.
3. Have a Boy-LH member speak to the class about the advantages of living on a farm.
4. Make a chart listing reasons why we need farmers.
5. Compare pictures of rural homes and city homes and show how they are alike and different.
6. Dramatize how rural children feel when they are made fun of.

Safety

1. Looking at a large picture of cow and horse, stress the danger areas to be careful of. (horns, hoofs etc)
2. Have a farm machinery dealer come and speak to the children about common safety around machinery.
3. Bring in a common pet and look at firs, teeth and claws that may be disease carriers.
4. Bring in samples of spoiled food and raw meat and stress the importance of proper cooking.
5. Have a veterinarian speak to the class about common animal diseases. (particularly rabbits)

Resource Material:

1. speakers, farm machinery dealer, boys LH member veterinarian, member of the highway com.
2. Pots, seeds and soil
3. samples of farm crops from local elevator
4. old issues of farm magazines
5. free material from Falco Feed co. Veterinary supply co. And machinery dealers.
6. Chart of the four groups of basic foods.
7. Meat and milk labels
8. rain gauge
9. radio
10. food samples from the grocery store
11. farm stories and animal stories
12. tape recorder
13. filmstrips
14. food cartons

Health

1. Cut out pictures of raw meat and discuss proper cooking.
2. Make a bulletin board showing how healthy people plants and animals are alike.
3. Make an chart showing way that rural and city children receive nutrition.
4. Bring to class examples of top grade products and discuss what to look for.
5. Make a vitamin chart showing different vitamins and what food we find them in.

Vocational

1. Have a member of the highway commission speak about weed control and the importance
2. Buy a small pet and make the children the responsibility of caring for an animal.
3. Raise some plants to stress the idea of patience and care they need.
4. Construct a model farm and play the role of farmer.

Vocabulary

cow	moisture	oats	seed	feed	corn picker
farmer	temperature	lamb	harvest	well	bushel
crop	equipment	equipment	dairy	elevator	hog house
corn	chicken	corn crib	poultry	soil	mineral
corn	chicken	insect	vitamin	vegetable	fruit
beans	pigs	fence	garden	horse	lamb
tractor	grainery	machinery	hen house	thermometer	beef
plow	feed	fence	pork	hamburger	bacon
hay	oats	creek	mutton	grainery	farm
germ	trailer	tool	rural	market	dealer
	truck	weed	healthy	inch	combine
		plant	colt	cattle shed	calves

A. To learn what a farm looks like.

1. Introduce the unit with discussion of a model of a farm on a flannel board. Tell the children that today we're going to build a farm. Ask them what things belong on a farm. As they mention things put them up on the board.
2. Discuss the experiences that each student has had on the farm. Motivate them to learn more about it.
3. Begin a model farm to be used throughout the unit. Tell the students that we'll be making a farm of our own. Looking at the flannel board what things will we need?
4. Seatwork- A work sheet where the students will look at a group of objects and pick out the ones which belong on the farm.
5. Experience Chart. Our Farm
6. Vocabulary
farm, machinery, farmer, field, tractor

Flannel board and
Figures from The
Farm #87 Instructo
Prouducts Inc.

A planter 3 inches
deep and at least 24-24
kFilled with black
dirt.

Handouts of seat-
work

Large color picture of
the farm for our farm
notebook. A large
tablet of paper for
the class to keep
our farm experience
charts in.

Our Farm

We are going to build
a farm.

Our farm will have:

A Farmhouse
A Barn
Fields
Farm Animals

B. To learn about
farm plants.

1. Looking at our flannel board from the previous lesson, what crops do we see?
2. Give children farm magazines and have them cut out pictures of various crops (corn, hay, beans). Discuss the pictures.
3. Conduct a discussion of what we use these crops for.

Farm magazines

Magazine picture of
a cow eating hay.

Things We Grow on the
Farm

The farmer grows
many things on the
farm.
He grows corn, hay,
beans, and oats,
and feeds them to
the animals.

Examples of Imitative Motion

How to do the motions of the body

The Game

Sing- Thus the farmer sows his seed,

Action- (Motion to show sowing with a sweep of the arm)

Sing- Thus he stands and takes his ease

Action- Stand quietly

Sing- Then stamps his foot

Action- Stamping


Sing- And claps his hands

Action- Clapping hands

Sing- And turns around and views the land.

Action- With hand over brow, turn around.

Objective	Activities	Resource Material	Experience Chart
B. To learn about about farm plants. (cont.)	<p>4. Show the class samples of corn, oats, and hay. Discuss the color and what the growing plant looks like.</p> <p>5. Sing a farm song and play a hand game. Teach the song <u>Oats, Peas, Beans, and Barley Grow</u>, then introduce action game.</p> <p>6. Seatwork-copy the experience chart.</p> <p>7. Experience chart-<u>Things We Grow On The Farm</u>, use one of the pictures found in the magazine for the top.</p> <p>8. Vocabulary: corn, beans, oats, crops, feed, seed</p>	<p>Samples of seed from Felco Feed Co.</p> <p>Large copy of the song in the front of the room.</p> <p>paper and pencil</p> <p>use the farm tablet</p> <p>paper and pencil</p>	<p>Our Crops</p> <p>On our farm we will grow:</p> <p>corn oats beans</p> <p>Our crops need rain, sunshine, and mild temperature to grow.</p>
C. To develop an understanding of how crops are grown.	<p>1. Using the dirt box for the model farm, section it off into yard and fields. Using the seed samples make a corn field, bean field, and oat field.</p> <p>2. Looking at a rain gauge discuss how much rain our crops will need to grow. Compare $\frac{1}{2}$ inch, $\frac{1}{4}$ inch and a full inch.</p> <p>3. Looking at a calendar count how many days it will take a crop to from early June to September. Keep track on the calendar how many days it takes our seeds to sprout.</p> <p>4. Taking the three kinds of crops we planted, look through farm magazines and find machinery used with each.</p> <p>5. Using a large model of a thermometer mark how cold and how hot it can get before it damages the crops.</p>	<p>Seedcorn, oats, beans, watering can</p> <p>rain gauge</p> <p>large calendar</p> <p>farm magazines</p> <p>Large model of a thermometer</p>	

Objectives	Activities	Resource Material	Experience Chart
<p>C. To develop an understanding of how crops are grown.</p> <p>continued</p>	<p>6. Seatwork-write a story and draw a picture of how a plant grows from a seed.</p> <p>7. Experience Chart-Our Crops taken from the stories that the children write.</p> <p>8. Vocabulary-cornpicker, combine, tractor, temperature, rain gauge, thermometer</p>	<p>paper and pencil</p> <p>paper and pencil</p>	<p>Animals on Our Farm</p> <p>On our farm we have pigs, chickens, cows, and sheep.</p> <p>Cows say moo</p> <p>Chickens say cluck</p> <p>Sheep say ba a a a</p> <p>Pigs say oink</p>
<p>D. To learn about farm animals.</p>	<p>1. Show the film, <u>Farm Animals</u></p> <p>2. Using clay make models of cows, pigs, chickens, and sheep to put in our model farm.</p> <p>3. Encourage the children to imitate the sounds made by the various animals. Use a taperecorder to tape the sounds they make.</p> <p>4. Play the singing game, <u>The Farmer In The Dell</u></p> <p>5. Seatwork-Pick out the farm animals from the other animals.</p> <p>6. Experience chart-<u>Animals on Our Farm</u></p> <p>7. Vocabulary-cow, pig, chicken, barn shed</p>	<p>Encyclopaedia Britannica films</p> <p>clay</p> <p>The Kindergarten Book, by Lilla B. Pitts, p43</p> <p>worksheets</p> <p>Large tablet used for this unit.</p> <p>paper and pencil</p>	
<p>E. To learn about baby animals on the farm.</p>	<p>1. Read the picture book <u>Baby Farm Animals</u> to the class.</p> <p>2. Using our flannel board discuss the places on the farm where the babies live.</p>	<p><u>Baby Farm Animals</u> by Garth Williams.</p> <p>flannel board model</p>	<p><u>Baby Animals on Our Farm</u></p> <p>We have many babies on our farm.</p>

Objectives	Activities	Resource Material	Experience Chart
E. To learn about baby animals on the farm. Cont.	<p>3. Make a chart of Animals We Know, have the children cut out pictures of animals they know and their babies and put them on the chart next to the name.</p> <p>4. Seatwork-match the animal with the baby</p> <p>5. Experience chart- <u>Babies on our Farm</u></p> <p>6. Vocabulary-chicks, colts, lambs, chicken house, cattle shed, calves</p>	<p>farm magazines</p> <p>worksheets</p> <p>paper and pencil</p>	<p>We have chicks, calves and lambs. The farmer takes care of the mother and the baby.</p>
<p>F. To develop the realization that much of the food we eat comes from the farm.</p> <p>1. Meat</p>	<p>1. Ask the class where do we get our meat? Show pictures of pork, beef, and chicken.</p> <p>2. Looking at a sample of meat compare prices of different kinds of meat.</p> <p>3. Make a chart showing the corn we grow being fed to the cattle, then the meat from the cattle on our plates.</p> <p>4. Looking at the label on the sample of meat find Grade A or Government Inspected label on it and discuss what this means.</p> <p>5. Put up the chart, <u>Guide to Good Eating</u> pick out how many of our essential foods come from the farm.</p> <p>6. Seatwork- draw lines between animal and product.</p> <p>7. Vocabulary-mutton, beef, pork, bacon,</p>	<p>magazine pictures of meat</p> <p>meat samples</p> <p>large piece of cardboard, crayons, pictures of corn, cattle and meat.</p> <p>meat labels</p> <p>chart <u>Guide to Good Eating</u></p> <p>worksheets</p>	<p><u>We get meat from our farm animals.</u></p> <p>Our farm animals are useful.</p> <p>We eat the meat that we get from them everyday.</p> <p>We eat chicken, pork, beef and mutton.</p>

F. To develop the realization that much of the food we eat comes from the farm.

2. milk and eggs

1. What other things do we eat that farm animals give us?
2. Show picture of eggs and milk.
3. How do we get our milk and eggs?
Look at worksheet picture of the farmer milking the cow and collecting eggs.
4. Discuss the importance of looking for Grade A on the labels of eggs and milk. Look at egg and milk cartoons.
5. Discuss the importance of keeping these foods cold so that bacteria cannot spoil them.
6. Seatwork-- Write a story and draw a picture of how the farmer gathers eggs.
7. Experience chart--We Get Our Milk and Eggs from Farm Animals
8. Vocabulary -
Poultry, dozen, carton, bacteria, label milk,

magazine pictures

worksheet picture

egg and milk cartoon

paper and pencil

paper and pencil

We Get Milk and Eggs
From Farm Animals

Chickens lay eggs.

Cows give milk

We gather eggs
and milk the cow.

G. To learn about farm buildings.

1. Build a farmhouse, chicken house barn, machine shed and corncrib out of blocks for our model farm.
2. Looking at each animal on our farm discuss where each lives.
3. Discuss where the crops are stored.

building blocks

Our Farm Buildings
There are many buildings on a farm.

We store corn in the corn crib.

We feed the animals and

Objectives	Activities	Resource Material	Experience Chart
G. To learn about farm buildings. cont.	<p>4. Seatwork-Pick out the farm buildings from the city buildings.</p> <p>5. Experience chart-Our Farm Buildings</p> <p>6. Vocabulary-corncrib, farmhouse, hen house, hog house, field pasture</p>	worksheet	<p>milk the cow in the barn.</p> <p>The pigs live in a hoghouse and the hens in a henhouse</p>
<p>H. To Understand the process our food travels through from the field to our tables.</p> <p>1. Planning a field trip to the dairy.</p>	<p>1. Plan a field trip to the dairy.</p> <p>2. Write a letter to the dairy owner asking him if we can come.</p> <p>3. Discuss what pasteurization means. Why do we have to be careful to keep bacteria out of the milk? Leave a container of milk stand out for a day and discuss what happens to it.</p> <p>4. Discuss what other things are made from milk, ice cream, cream.</p> <p>5. Seatwork- writing our letters</p> <p>6. Experience chart, We're going to the dairy"</p> <p>7. Vocabulary- ice cream, cream. dairy, germ, heat</p>	<p>paper and pencil.</p> <p>container of milk</p> <p>paper and pencil</p> <p>our farm notebook</p>	<p>' We're going to the Dairy"</p> <p>We are going to take a trip to the dairy.</p> <p>We will see how the milk is purified.</p> <p>We will also see what other things are made from milk.</p>
I. To review our Unit by finishing our model farm.	<p>1. Name the buildings on our farm and reviewing the use for each.</p> <p>2. Play the game who am I . Have each student describe a farm animal and see if the rest can guess who it is.</p>	Have pictures of the animals.	

Objective	Activities	Resource Material	Experience chart
<p>I. To finish our model farm.cont.</p>	<p>3. Examine theseedsto seeif they've sprouted.R eviue what is needed to make themgrow.</p> <p>4. get outwithour model farm the story "<u>T he Little Farmer</u>"</p> <p>5. Seatwork-draw a picture of our model farm.</p> <p>6. Experience chart-Our Model Farm</p> <p>7. Vocabulary-crop,plow,machinery, truck elevator</p>	<p>book <u>The Little Farmer</u> by Margaret Wise Brown</p> <p>paper and pencil</p> <p>our farm notebook</p>	<p>Our Model Farm</p> <p>We have made a model of a farm.</p> <p>We like the farm.</p> <p>We know the animals that live on the farm.</p> <p>We get most of our food fromthe farm.</p>

Follow-up For This Starter Unit

This particular unit is very useful, I feel, because it can be used as an integrative unit to bring together many other areas. I don't feel at this age level it would be useful to go into anymore detail about farm operation because this won't hold enough current utility for the students. This starter unit could take one of two directions from here. It could either continue my stress on food, or it could go into a more extensive study of animals. Other units which could easily follow this one would be food, pets, animals, plants or health.

Unit Topic: Clothing (Primary)

Preliminary Steps

Joeth Mannebach

Step I Rationale

Most of our EMR's have had little experience with good grooming or care of property because of substandard environmental conditions. Clothing is a topic familiar to every child and the concepts and skills involved have immediate utility value and application. Motivation will be less of a problem also. The topic lends itself to developing a sense of responsibility and other social competencies.

The child's future acceptance will depend a great deal on his personal appearance.

Step II Objectives

1. To understand and be able to identify kinds of clothing.
2. To be aware of appropriate clothing for different experiences and activities.
3. To be aware of appropriate clothing for weather and seasonal conditions.
4. To learn how to care for clothes.
5. To become aware of and practice health and safety factors.
6. To know where to acquire clothing.
7. To understand the importance of good grooming for social acceptance.
8. To develop positive attitudes and habits towards good grooming.

Step III Sub Units

- | | | |
|--------------------|----------------------|------------------|
| 1. Home and Family | 4. Health | 7. Seasons |
| 2. School | 5. Safety | 8. Weather |
| 3. Community | 6. Personal grooming | 9. Mental Health |

Step IV Core Activities

Arithmetic

1. Compare difference between regular shoes and tennis shoes.
2. Discuss concept of pairs of shoes, mittens, etc.
3. Compare sizes of shoes and other clothing.
4. Compare front, back, inside, outside, short, tall, etc.
5. Count fingers on glove, buttons on shirt, etc.
6. Dramatize buying clothes.
7. Keep daily record of weather
8. Compare prices of clothing from newspaper ads.
9. How many seasons, days of week?
0. Use tape measure to determine various measurements of children.

Social

1. Plan and have fashion show of each child's favorite outfit.
2. Collect pictures and make booklet of appropriate clothes for different occasions. Dramatize.
3. Compose and write thank-you notes to show repair man from field trip.
4. Discuss effects of clothing on behavior and dramatize.
5. Make booklet of accessories for girls and boys.
6. List things that contribute to an attractive appearance.
7. Discuss and dramatize proper behavior when shopping, laundromat, etc.
8. Dramatize manners in sitting, walking, depending on apparel.

Communication

1. Collect and label materials.
2. Build and illustrate a clothing alphabet.
3. Make word cards and label articles of clothing.
4. Discuss and learn names of favorite colors and color combinations.
5. Listen to stories about clothing, good grooming, etc.
6. Write thank-you notes.
7. Group clothing: weather, appropriateness, etc.
8. Read and write experience charts for lessons of field trips to store, laundromat and shoe repair shop.
9. Read directions for care of clothes.

Health

1. Picture chart of do's and don'ts in care of clothing. Correct ways to tie, zip, hook, lace.
2. Dramatize how to fold clothes, etc.
3. Discuss necessity for changing clothes. Why we change clothes for gym.
4. Discuss and demonstrate how to clean different articles of clothing.
5. Discuss why dirty clothes don't look nice and how they are hazardous to health.
6. Discuss importance of over-all good grooming.
7. Keep a good grooming chart.
8. Learn to clean and shine shoes.
9. Scrapbook of clothes for different weather conditions.
10. Visit laundromat and wash our aprons.

Safety

1. Discuss importance of having shoes tied, clothes fastened properly in relation to safety.
2. Collect pictures showing clothing safety rules to follow with respect to care of clothes.
3. Demonstrate safety hazards of clothes that are too big, hems out, shoes untied.
4. Discuss and practice safe conduct around washing machines, sewing equipment, irons, etc.

Vocational

1. Practice putting on, taking off and putting away clothes independently.
2. Dramatize mother's role in caring for clothes.
3. Discuss and dramatize child's role in assuming responsibility for care of his clothing.
4. Cut out material and sew on button for school apron.
5. Collect pictures of work clothes and uniforms for various jobs.
6. Stress following directions and responsibility for classroom jobs and clean up.

Step V Resource Material

1. Storybooks
2. Pamphlets
3. Magazines and Newspapers
4. Materials for experience chart.
5. Pictures
6. Bulletin boards
7. Samples of cloth
8. Articles of clothing
9. Records
10. Songs
11. Films
12. Filmstrips
13. Sewing equipment, scissors, needle, thread, buttons, tape measure.
14. Material for aprons
15. Laundry detergent & other cleaning equipment
16. Art materials
17. Field trips, clothing store, laundromat, shoe repair shop.

Step VI Vocabulary

Clothes
Clothing
dress
skirt
blouse
sweater
coat
raincoat
slacks
jeans
shirt
shoes
socks
boots
undershirt
underpants
sweatshirt
hat
cap
gloves
belt
tie
suit
purse
umbrella
shorts
swimming suit
tennis shoes
jacket
pajamas
robe

slippers
dressy
dirty
clean
wash
polish
sew
mend
needle
thread
button
zipper
scissors
material
size
front
back
inside
outside
right
left
wool
cotton
nylon
denim
corduroy
sewing machine
washing machine
laundromat
dryer
detergent

bleach
hand-me-down
shoe repair shop
pattern
ready-made clothing
buy
fold
hang
hanger
dry clean
wash & wear
plastic bag
uniform
apron
brush
summer
fall
winter
spring
seasons
weather
cold
hot
warm
cool
rainy
wear

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>A. To introduce unit</p> <p>1. To understand why it is important to learn about clothing.</p> <p>2. To understand the scope of the unit.</p> <p>a) Kinds of clothing</p> <p>b) Appropriate clothing for different occasions.</p> <p>c) Care of clothing.</p> <p>d) Acquisition.</p> <p>3. To observe and be able to name articles of clothing.</p>	<p>1. Introduce unit by reading <u>Zoo</u> by Bruno Munari.</p> <p>2. Discuss that different animals have different skins for different reasons. There are many different kinds of animals with different fur or feathers, etc. Some animal's fur helps to keep him warm - some to keep them cool - for protection, etc. What do we use? Elicit from the children that it is important to learn about clothing: kinds of clothing, appropriateness, and care of clothing, etc., for comfort, protection, and a good personal appearance.</p> <p>3. Experience chart - read orally.</p> <p>4. Game: child describes article of clothing on another child. Children take turns guessing. Write each name as it is guessed on the board.</p> <p>5. Seatwork: Children use scraps of material to dress pictures that they've drawn of themselves.</p> <p>6. Vocabulary: clothes, clothing wear</p>	<p><u>Zoo</u>, Bruno Munari; World Publishing Co.</p> <p>Chart paper - 1 lined</p> <p>Chalkboard</p> <p>Drawing paper (heavy)</p> <p>Crayons, scissors, paste, material</p>	<p><u>Clothes</u></p> <p>There are many kinds of clothing.</p> <p>We need to learn what clothes to wear to school.</p> <p>We need to learn what clothes to wear to play.</p> <p>We will learn how to take care of our clothes.</p> <p>We will learn where to get clothing.</p>

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL EXPERIENCE CHART

B. To develop a sense of appropriate clothing for school.

1. Be able to name articles of clothing.
2. Name appropriate clothing for girls and boys.
3. Demonstrate understanding of appropriate clothes for school with use of actual clothing.
4. Demonstrate understanding of appropriate school clothing for boys and girls on paper.

1. Review concept that there are different kinds of clothes for different occasions.
2. Review word list on oaktag under heading "Clothes We Wear To School"
 - a) Group words according to boys clothes and girl's clothes.
3. Introduce life size oaktag cut-outs of a boy and girl. Let children vote on names for them.
 - a) describe situation - children guess school
 - b) Each child puts on the cutouts a different article of clothing appropriate for school.
 - c) Discuss proper fastening, etc. Which clothes go on first? Which is front? - back? - right? - left? Discuss sizes, etc.
4. Experience Chart - read orally (Use the children in writing the chart)
5. Seatwork: Worksheet - draw line from clothing appropriate for school to boy or girl.
6. Vocabulary: skirt, blouse, shirt, slacks, dress, tennis shoes, shorts.

Oaktag chart

Life size cut-out dolls.

Large box of clothing for different occasions

Chart paper

Ditto worksheets

School Clothes

We wear certain clothes to school.

Mary is wearing a skirt and blouse.

Bob is wearing a shirt and slacks.

Sue wears her school dress.

John wears his tennis shoes and shorts in gym.

All of us have certain clothes for school.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>C. Reinforce concept of appropriate clothing for different occasions.</p> <p>1. Is able to read and understands the meaning of vocabulary words.</p> <p>2. Is able to differentiate types of clothing and determine appropriate clothing for school.</p>	<p>1. Review vocabulary: Re-read experience chart from yesterday orally. Steop at vocabulary word. Child holding picture of blouse, etc., raise hand.</p> <p>a. Do the same with word list only put picture in pocket next to word identified. Describe article of clothing the word represents when necessary.</p> <p>b. Whenever introducing new words or reviewing, use, depending on each child's capabilities, phonics, configuration, context, etc.</p> <p>2. Seatwork: Cut out pictures from magazines and catalogs and paste in scrapbook under heading - "School Clothes." Label each picture with words copied from word list.</p>	<p>Experience Chart Word list chart Pictures Magazines and catalogs, scissors, paste, crayons, construction paper</p>	<p>Use chart from previous lesso</p>
<p>D. To develop a sense of appropriate clothing for dress and for play.</p> <p>1. Be able to name kinds of clothing for dress & play</p> <p>2. Be able to relate types of situations calling for dress or play clothes</p> <p>3. Demonstrate knowledge of appropriate clothing for different</p>	<p>1. Discuss clothes worn for dressy occasions and clothes worn for play. Use picture of a birthday party scene and a play scene.</p> <p>a) Discuss accessories</p> <p>b) List on the board those life situations calling for dressy clothes and play clothes. (Elecit from children)</p> <p>2. Make up situations for school, play, and dressy clothes and have children dress the doll cut-outs accordingly.</p> <p>a) Have children verbalize what they're doing as they dress dolls.</p> <p>b) Stress how to fasten, zip, tie, etc.</p> <p>c) Stress right, left, top, bottom, front, back, etc.</p> <p>3. Write experience chart - read orally</p> <p>4. Seatwork: Add pictures to scrapbook under "Dressy Clothes" and "Play Clothes" and label.</p> <p>5. Vocabulary: suit, tie, gloves, purse, jeans.</p>	<p>Pictures Doll cut-outs Box of clothing Chart paper Magazines Catalogs Scissors Paste Construction paper Crayons</p>	<p><u>Dressy Clothes and Play Cloth</u></p> <p>John wears his and tie to chu</p> <p>Mary wears her good pink dres Grandma's house. She wears glove and carries a purse.</p> <p>We don't wear school clothes</p> <p>Bob plays in h jeans and Sell plays in her o green dress.</p> <p>*words to be u derstood only</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>D. 3. (Cont.)</p> <p>occasions with actual clothing.</p> <p>a) Shows improvement in ability to fasten, tie, etc.</p> <p>b) Shows increasing understanding of front, back, etc.</p>			
<p>E. To develop a sense of appropriate clothing for weather and seasonal conditions.</p> <p>1. Be able to identify and name clothing for a variety of weather conditions</p>	<p>1. Review vocabulary words. Children fill in missing letters from words on board and then read the word.</p> <p>2. Discuss appropriate clothing for various weather conditions as they pertain to the seasons of the year. Write words on board.</p> <p>a) Use flannel board:</p> <div data-bbox="1150 789 1352 878"> </div> <p>b) Children take turns putting flannel cut-outs of clothing in the proper square as it is discussed.</p> <p>c) Describe article of clothing and call on children to find it and remove it from flannel board.</p> <p>d) Dress dolls in clothes for today's weather.</p> <p>3. Write experience chart - read orally.</p> <p>4. Seatwork: Circle the articles of clothing that match the weather condition. Label from words on board and put in scrapbook under "Clothes for all kinds of weather."</p> <p>5. Vocabulary: sweater, jacket, coat, raincoat, boots, umbrella, hat, shorts, swimming suit, scarf</p>	<p>Chalkboard</p> <p>Flannel board</p> <p>Flannel clothing Cut-outs</p> <p>Doll cut-outs</p> <p>Box of clothes</p> <p>Ditto, Worksheets</p> <p>Scrapbooks</p>	<p><u>Clothes for All Kinds of Weather</u></p> <p>It is cold and windy today.</p> <p>Some of us wore hats and coats to school. Susan has a new pair of red mittens. We wear raincoats and boots in the rain. We wear jackets and scarves when it is windy. We wear different clothes in different weather.</p> <p>Voc. cont: weather, cold, hot, rainy, windy</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>F. Reinforce concepts of appropriate clothing for weather conditions.</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of types of weather with the appropriate clothing. 2. Demonstrate understanding of math. concepts verbally. 3. Be able to read vocabulary words. 	<ol style="list-style-type: none"> 1. Review vocabulary and concepts from previous lesson: <ol style="list-style-type: none"> a) Describe various weather conditons and have children select from assortment of pictures of appropriate clothing. b) Determine if dolls are dressed appropriately for today's weather. If not, dress them. c) Read yesterday's experience chart orally. Have sentences on oaktag strips in scrambled order next to chart. Children take turns reading and matching the sentences with the same sentence on the chart. <ol style="list-style-type: none"> 1. Stress first, second, third, etc. 2. Number each strip. How many altogether? 3. Take one away - now how many? etc. 2. Seatwork: Bingo game as teacher calls out vocabulary word, child finds it on paper and covers it. Same as regular Bingo. Vocabulary words from beginning of unit. Squares cut out of construction paper for covers. 	<p>pictures</p> <p>cut-out dolls</p> <p>box of clothes</p> <p>Experience chart</p> <p>Oaktag strips containing sentences.</p> <p>Ditto worksheets for Bingo.</p> <p>Construction paper</p> <p>Scissors</p>	<p>Use experience chart from previous lesson.</p>
<p>G. To understand term uniform as a special type of dress and be able to identify it with the person and his job.</p> <ol style="list-style-type: none"> 1. Is able to name people who wear uniforms. 2. Is able to associate the uniform with its job. 	<ol style="list-style-type: none"> 1. Discuss that certain jobs require special clothing-uniform (on board). <ol style="list-style-type: none"> a) Children discuss father's jobs that require special uniforms. b) Children dictate names of people wearing uniforms in their jobs. (Policeman, nurse, fireman, etc.) on board. c) Show picture of each and children describe clothing. d) Story: <u>Community Helpers</u> e) Children take turns dramatizing type of work from story and others hold up picture of person who does that work. 2. Write experience chart, read orally 	<p>Chalkboard</p> <p>Pictures</p> <p>Book: <u>Community Helpers</u>; Elaine Hoffman</p> <p>Chart paper</p>	<p><u>Special Clothes</u></p> <p>Some people wear uniforms to work in. Mary's father is a policeman. If we get lost, we will look for his blue uniform. A fireman wears a red uniform. We can tell what they do their uniforms.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>G. (Uniforms, Cont.)</p> <p>3. Is able to differentiate types of uniforms through certain physical characteristics</p>	<p>3. Seatwork: worksheet, color uniforms of different jobs. Draw in missing part using pictures as frame of reference.</p> <p>4. Vocabulary: uniform</p>	<p>Ditto worksheets</p>	
<p>H. To develop an understanding that good grooming is a necessary part of appropriate dress.</p> <p>1. Is able to relate verbally why good grooming is important and what contributes to an attractive appearance</p>	<p>1. Introduce dirty, sad-faced doll cut-out with hem coming out of dress, etc. Contrast with neat, clean doll cut-out.</p> <p>a) Discuss how two dolls are different. Stress that knowing what to wear at the right time isn't enough. Why is it important to be clean and neat and to keep our clothes in good order?</p> <p>b) List things that contribute to an attractive appearance on board as dictated by children and let them fix the doll as this is discussed.</p> <p>2. Introduce good grooming chart to be checked off daily. Set up a reward system that suits your class.</p> <p>3. Write experience chart - read orally.</p> <p>4. Seatwork: Worksheet. Circle the item in each row that contributes to an attractive appearance.</p> <p>5. Vocabulary words: * Grooming, *healthy, dirty, clean, neat, wash, mend.</p>	<p>Cut-out dolls</p> <p>Good grooming chart</p> <p>Chart paper</p> <p>Ditto worksheets</p>	<p><u>Good Grooming</u></p> <p>Clean skin and clothes keep us healthy.</p> <p>We look nice,</p> <p>Our clothes will last a long time when we keep them clean and mended.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>1. To develop an understanding that the clothes we wear can affect the way we feel and behave and have an affect on the way others treat us.</p> <p>1. Able to relate verbally effects of clothing on behavior.</p> <p>2. Demonstrates knowledge of appropriate clothing and behavior</p>	<p>1. Review: tape yesterday's experience chart and play back.</p> <p>2. Discuss how we feel and behave when we are sloppy and dirty and when we are neat and clean.</p> <p>a) How do we feel and behave when we are dressup up? - when we are at play? What are appropriate manners? (Write on board)</p> <p>b) How do others react to our appearance?</p> <p>3. List situations on board that call for particular clothing and behavior</p> <p>a) Dramatize</p> <p>4. Have the children inspect themselves and record on good grooming chart.</p> <p>5. Write experience chart - read orally.</p> <p>6. Seatwork: Each child draws a picture of themselves doing something to contribute to an attractive appearance. Tell about picture and label for bulletin board.</p> <p>7. Vocabulary: pretty.</p>	<p>Tape recorder</p> <p>Chalkboard</p> <p>Mirror</p> <p>Good grooming chart</p> <p>Chart paper</p> <p>Drawing paper</p> <p>Crayons</p> <p>Bulletin board</p>	<p><u>How We Feel</u></p> <p>Jane feels pretty when she's dressed up.</p> <p>She sits in a chair with her feet on the floor.</p> <p>Mike likes to run and yell in his play clothes. But he gets mad when he's all dirty.</p> <p>We feel happy when we look nice.</p>
<p>To learn about safety features in relation to clothing.</p> <p>1. Be able to relate verbally hazardous conditions & safety precautions in relation to clothing.</p> <p>2. Is able to point out hazardous & safety conditions in relation to his own clothing.</p>	<p>1. Have children recall how the dirty cut-out dolls' clothes looked. Hem out, pin instead of button, etc. How could you hurt yourself with a torn hem, etc.</p> <p>a) Discuss importance of having shoes tied, clothes mended and fastened properly in relation to safety.</p> <p>2. Have children inspect themselves in relation to safety. Make corrections when necessary.</p> <p>3. Check off appearance on good grooming chart.</p> <p>4. Write experience chart - read orally.</p> <p>5. Seatwork: Bingo game - eliminate words they have mastered. Include new words.</p> <p>6. Vocabulary: hem, polish, sew, needle, thread, scissors</p>	<p>Mirror</p> <p>Scissors</p> <p>Needle, thread, buttons</p> <p>Good grooming chart</p> <p>Chart paper</p> <p>Ditto game sheets</p>	<p><u>Clothes Safety</u></p> <p>We should keep our clothes fixed up.</p> <p>We can fall on a torn hem.</p> <p>We might trip if our shoes are untied.</p> <p>Pins in our clothing might stick us.</p>

Unit Topic EATING OUT

Preliminary Steps

Step I Rationale

The ability to conduct oneself properly when eating out in a public restaurant is a necessary skill for anyone, but especially for the educable mentally retarded child who, from lack of knowledge and training in this field, would often draw a great deal of attention to himself and reconfirm public disapproval. The knowledge of acceptable skills when eating out would then be a definite asset to the child's social acceptance. Secondly, this knowledge would make the child much more self-reliant or confident in this type of social situation, where he finds a great deal of insecurity. Thirdly, since my class is a primary class, composed in age from 6-10, coming from mainly under-privileged homes, this type of unity when taught this young may in time be carried over into his future home. As a teacher, I must be very careful not to embarrass the child because his home may lack the very skills we are discussing.

Step II Objectives

- A. To develop an understanding of the need for table skills when eating out.
- B. To learn the table skills that will be necessary when eating out.
 - 1. manipulation of utensils
 - 2. the use of what utensil with what foods
 - 3. passing the food
 - 4. who is served first
 - 5. waiting to eat until all are served
 - 6. the use of a napkin
- C. To understand that good grooming is necessary when eating out.
 - 1. what type of clothes are worn to what kinds of restaurants
 - 2. to make sure that the clothes worn are properly cared for.
 - 3. how to handle such articles of clothing such as - hats, coats, gloves, purses, - especially the removal
- D. To acquire the social skills that are necessary when eating out
 - 1. table conversation
 - 2. posture at the table
 - 3. ordering politely from a menu and politely conversing with the waiter
 - 4. not talking with a full mouth
 - 5. how to pay for a meal
- E. To understand or have a knowledge of the type of foods to order.
 - 1. ordering appropriate food for each particular type of restaurant
 - 2. what kinds of foods are best for us to eat
 - 3. how to order off a menu
 - 4. what kind of foods are best for breakfast, lunch, dinner

- 1947
- 5. the prices of particular foods, and how they vary from restaurant to restaurant.
 - F. To realize that the procedure we follow when eating out can be used in our homes.
 - G. To be aware of the health procedures that a restaurant must follow to serve its customers sanitary food.

Step III Sub Units

1. Foods
2. Money
3. Grooming
4. clothing
5. Restaurants
6. Manners
7. Breakfast
8. Lunch
- 9 Dinner
- 10 Conversation
- 11 Transportation
- 12 Employees in Restaurants
- 13 Menus and Ordering
- 14 Health procedures.

Step IV Core Activities

Arithmetic

1. Read menus to determine prices of foods.
2. Read menus to determine quantity of foods listed
3. Compare the costs of foods at different restaurants.
4. Determine the amount of time it requires to prepare certain foods.
5. Tally the costs of foods to determine what the check will be.
6. Practice preparing change and tallying change
7. Cost of different transportation means to go to a restaurant, bus, taxi.

Communication

1. Appropriate table conversation, discuss this with children.
2. Practice ordering from a menu.
3. Write letters asking for menus and any advertisement from restaurants, so we can evaluate types of restaurants.
4. Call for reservations on the phone.
5. Invite resource people to come and speak to the class. This can be done by letter or by calling.

Social

1. Practice getting in and out of a chair in front of a table.
2. Practice removing a coat, gloves, etc.
3. Prepare a place setting and practice using utensils and passing foods.
4. Exhibit and model appropriate clothing for eating out at different restaurants.
5. Show how clothes should be clean and pressed.
6. Discuss the proper words and saying used when speaking with a waiter and when passing and asking for foods. Practice.
7. Practice thanking someone, if they have bought you your dinner.
8. Discuss situations why you might have to leave the table and practice excusing yourself.

Health

1. Visit restaurants and discuss the appearance and how this reflects the cleanliness of the establishment.
2. Discuss with the use of diagrams and pictures the digestion system very briefly.
3. Make a list of foods that are good for us to eat.
4. Make a list of foods that are nourishing for breakfast, lunch, dinner.
5. Have resource person discuss the need for those people handling food to wear clean uniforms and hairnets, etc.
6. Show samples of spoiled foods.

Step IV Continued

Safety

1. Practice using utensils safely.
2. Show how to check for objects in food that would be unsafe for us to eat.
3. Show breaks in cups, glasses and plates, that would be dangerous for us to eat off or with.
4. Practice ways of handling our plates and glasses, etc, so that they will not spill.
5. Practice ways of handling plates cups, glasses, etc, so that they will not break.

Vocational

1. Discuss that different jobs available to us in restaurants.
2. Take a tour of a restaurant so that the children can see the kitchen and dinning area, and the employees actually working.
3. Allow children to practice waiting on tables.
4. Practice preparing simple foods, that might be served in a restaurant.
5. Practice running a play cash register and preparing checks.
6. Demonstrate the safe way to wash dishes and allow children to help.
7. Set up a pretend restaurant, with some children as waiters, cooks, receptionists.

Step V Resource Material

1. Field trips
2. Resource people
3. Books
4. Films
5. Menus
6. Sample utensils and plates and napkins
7. Magazines
8. Advertisement from restaurants
9. Bulletin Boards
10. Murals
11. Models
12. Scrapbooks
13. Charts
14. Clothing samples
15. Accessories- hat, gloves, purse
16. Records
17. Art supplies
18. Over-head projector
19. Play foods
20. Real foods
21. Sink and soap and dishrag and towel
22. Aprons
23. Ordering pads.
24. Cardboard boxes
25. Poster board
26. Magic marker
27. Construction paper
28. Crayons.
29. Table and Chairs

Step VI Vocabulary

dinner
breakfast
lunch
menu
restaurant
waiter
price
salad
dessert
price
salad
main course
beverage
soup
juice
meat
potato
gravy
sandwich
vegetable
fruit
salad dressing
knife
fork
spoon
salad fork
butter knife
napkin
place mat
table cloth
plate
cup
saucer
bowl
glass

salt
pepper
catsup
medium
well-done
rare
a-la-carte
table
chair
check
tip
sugar
creme
please
thank-you
clothes
hat
coat
purse
gloves
car
bus
conversation
manners
grooming
fish
poultry
pork
beef
lamb
veal

soda fountain
booth
sundae
cashier
letter
stationery
envelope
stamp
address
kitchen
dishwasher
soap
sanitary
hairnet
freezer
cook
sterilize
stove
pots and pans
apron
guests
invitation
committee
lemonade
jello

FINAL STEP

LESSON PLAN 1

Objective and Concepts	Activities	Resource Material	Experience Chart
<p>A. To motivate an interest in "eating out."</p> <p>B. To develop the realization that certain skills are necessary before one can enjoy eating out.</p> <p>C. To find out how much the children knew about eating out and to explore their experiences at eating out</p> <p>D. To encourage verbal discussion.</p>	<p>1. To introduce the unit, I would have made a bulletin board and had it up for 2 to 3 days before we began the unit, so the class could look at it. It would have pictures of children in attractive scenes eating out. Discussion during this time would be incidental.</p> <p>2. The class would be brought to the discussion circle. Boxes with restaurant scenes would be placed on a table.</p> <p>3. Discussion will be initiated by talking about the pictures on the bulletin board</p> <p>4. We will then take our doll friends on a trip to some restaurants. The dolls will walk from restaurant to restaurant. They would be</p>	<p>1. Bulletin board caption would be, "It is fun to eat out." Colorful pictures on the bulletin board.</p> <p>2. Cardboard boxes, colorfully painted, with pictures pasted in them as scenery, and doll house furniture and doll house figures of children.</p> <p>3. Boxes and dolls</p>	<p>Today we helped our doll friends to eat out at a restaurant. They needed to know:</p> <ol style="list-style-type: none"> 1. where to go 2. what to wear 3. what to take 4. how to order 5. what to order 6. how to be polite in a restaurant. 7. how we eat. 8. how to pay for our food. <p>We also need to know these things.</p>

FINAL STEP

LESSON PLAN

Objective and Concepts	Activities	Resource Material	Experience Chart
	<p>questions such as "what restaurant should we eat at?, what should we have to eat?."</p> <p>5. The discussion of the restaurants would then be turned over to the children by the dolls asking them questions.</p> <p>6. After the discussion with the dolls, the children would then decide what they would need to know if they were to eat out.</p> <p>7. They would write an experience chart, as a class, of what they need to know. It would be placed on the bulletin board.</p> <p>8. Seatwork: copy the experience chart in a scrapbook on "eating out".</p> <p>7. Children would then play with the different scenes.</p>	<p>4. Dolls</p> <p>5. Poster board and magic marker.</p> <p>6. Scrap books made out of colored paper, pencils.</p> <p>7. Boxes and dolls</p>	

OBJECTIVE & CONCEPTS	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>1. To develop an understanding of the correct procedure in a restaurant and to give the class a chance to practice necessary table skills and restaurant techniques.</p>	<p>1. The classroom has two small tables in it. Set up with plates, glasses, utensils, etc.</p> <p>2. The children are gathered around in a circle.</p> <p>3. Yesterday we took our doll friends to several restaurants, today we are going to go to a restaurant also, in our own classroom.</p> <p>4. In small groups of 4, the children come to the tables and one of the children serves as a waiter. There are 4 small menus, with 3 different selections, which would be available in a classroom. The children then proceed as if they were in a restaurant. As they look at the menu and order, etc, the class will be watching and discussing the correct procedures. I will be working individually with them in the small groups as they come to the tables. The waiter will be responsible for bringing the necessary equipment for what they order. The class will also discuss this.</p> <p>5. After all the children have had an opportunity to order and eat, we will add</p>	<p>1. Two small card tables, plates, glasses, utensils, napkins, menus made from paper, cookies, peaches, pudding.</p> <p>4. apron for waiter, and pencil and pad.</p>	<p>1. Today we went to a restaurant in our own classroom. We practice ordering from a menu, using utensils, passing food, waiting at tables, and sitting correctly at the table.</p>

OBJECTIVES & CONCEPTS

1. To become aware of further social skills which help to make one more competent when eating out.
2. To encourage verbal discussion and to give the class to individual express themselves in the way they chose.

ACTIVITIES

1. The class is drawn into the discussion circle in front of the long table with the cardboard boxes with restaurant scenes on it. Once again we take our doll friends on a trip to a restaurant.
2. The dolls ~~draw~~ ^{draw} a scene in a restaurant. During the course of their meal at the restaurant they do several things which are socially wrong, for example, 1. use an incorrect utensil, 2. forget to say excuse me, etc. When ever anything is done wrong the scene is stopped and the children discuss it. Then two of the children demonstrate the correct way to do it.
3. After the scenes are completed, we add our social rules to our experience chart.
4. Seatwork: worksheet on what is missing in the picture.
5. Vocabulary:
excuse me
thank you
please
tablecloth

RESOURCE MATERIALS

1. The same cardboard boxes that were used in the first lesson. They are painted with bright colors and contain pictures of restaurants. Again we use our doll-house furniture and dolls.

EXPERIENCE CHART

1. Today our dolls went on another trip to a restaurant. Again we had to help them. We showed them how to:
a. sit correctly
b. pass a plate
c. how to say excuse me.
d. when to use a spoon, fork and knife.
e. how to say thank you.

OBJECTIVES & CONCEPTS

1. To review our rules about eating in a restaurant and to prepare the class to go to a restaurant and use these rules and skills.

ACTIVITIES

1. Introduce today's lesson with a story about a group of children that go to a restaurant.
2. Announce to children that tomorrow we are going to go on a field trip to a restaurant. It will be a local soda fountain.
3. We will need to discuss what we will need to take along, what we will wear, what to order. Menus from the restaurant will be distributed and we will decide as a class what we will order, then we will write the word on the board so the class can find it on the menus. We will check the cost of the item and decide how much money each child will need. The money will be provided by the school. We will then review how we act in a restaurant by reading our experience chart.
4. Seatwork: prepare a page in our scrapbook for our trip tomorrow.
5. Vocabulary.
soda fountain
check
cashier
booth
sunbide

Book: Let's take a Trip to a Restaurant.

Menus from restaurant

Construction paper.

EXPERIENCE CHART

1. Today we planned our trip to a restaurant. We decided what we will have to remember for tomorrow.
 1. What to bring - money
 2. What to wear - school clothes
 3. What to order - sundae
 4. How much will it cost
5. We talked about being ladies and gentlemen when we are out.

OBJECTIVES & CONCEPTS

1. To give the class to use the rules and skills they have learn and to give them the opportunity to experience eating in restaurants.

ACTIVITIES

1. Take actual field trip today. School buses pick the class up at school and takes us to the soda fountain.

2. We sit at the table and look at the menu, we order our sundaes and thank the waiter. We talk quietly and when our sundae comes we again thank the waiter. We eat the sundae with a spoon and have our napkin on our lap. After we are done we each pay for our own bill and thank the cashier. The bus returns us to school.

RESOURCE MATERIALS

1. Being at the restaurant provides us with all necessary materials.

EXPERIENCE QUESTIONS

1. Today we went to the soda fountain. We order sundaes and ate them at the restaurant. We ordered from a menu and gave our order to the waiter. When we were done we paid for our sundaes at the cashier.

OBJECTIVES & CONCEPTS

ACTIVITIES

RESOURCES AVAILABLE

EXPERIENCE CHART

1. To make the class aware of what they actually saw and did on their field trip.
2. To alert them to the need to thank people who are nice to us.

1. At their seats, the class will discuss yesterday's field trip.
2. We will write what we saw at the restaurant on our experience chart.
3. We will then write a letter to the restaurant to thank them for letting us come. The class will compose the letter as a group and one of the children will write it.
4. Seatwork: Draw pictures of things we saw at the restaurant in our scrapbooks. We will then write a short story about our trip individually and put it also in the scrapbook.
5. Vocabulary: thank you, letter, stationery, envelope, stamp, address.

Blackboard,
stationery,
envelope, and
stamp.

construction
paper.

1. Today we talked about our trip to the soda fountain.
We talked about what we saw at the soda fountain.
We saw
waiters
cashier
menus
tables
chairs
booths
plates, cups, glasses,
utensils.
food
2. We wrote a letter to the restaurant and thanked them for letting us come.
3. We drew pictures of what we saw in our scrapbooks.



OBJECTIVES & CONCEPTS	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>1. To make the class aware of the need for a restaurant to be sanitary if it is to give good service to its customers.</p> <p>2. To prepare them for the field trip, so they will see the actual workings of a restaurant from the other side.</p>	<p>1. Introduce the lesson with a film on "Health in Your Restaurants"</p> <p>2. Draw the class into the discussion circle and discuss the film. It told how restaurants handle food and equipment to ensure its sanitation.</p> <p>3. Then announce to the class that tomorrow they are going on another field trip to see the kitchen of a restaurant.</p> <p>4. Discuss with class what they will need to bring, what to wear, what to be looking for tomorrow, and that again we should act like ladies and gentlemen.</p> <p>5. Seatwork: do worksheet on "health in restaurants".</p> <p>6. Vocabulary: kitchen dishwasher soap sanitary hairnet freezer cook sterilize. stove</p>	<p>1. Film on "Health in your Restaurants"</p> <p>5. Worksheet</p>	<p>1. Today we saw a film about restaurants and sanitation.</p> <p>2. We learned that restaurants Wash dishes in a dishwasher. Cook meat. Freeze uncooked foods Employees wear clean uniforms and hairnets Wash and sweep the floor Wash the tables. Have inspections.</p> <p>3. We planned our field trip for tomorrow. We need to: Wear school clothes. Look for the stove, dishwasher. Freezer Uniforms and hairnets Be polite.</p>

OBJECTIVES & CONCEPTS

ACTIVITIES

RESOURCE MATERIAL

EXPERIENCE CHART.

1. To see a restaurant actual in operation and to become aware of the care and preparation of food in a sanitary way.

1. Take actual field trip. School buses pick the class up at school and take the class to the restaurant.
2. We tour the kitchen of the restaurant and the manager explains how they prepare the food, care for it while it is in storage, wash and sterilize the china, silver, pots and pans and equipment. We see the cooks and waiters in uniform and watch them work.
3. The bus returns us to the school.

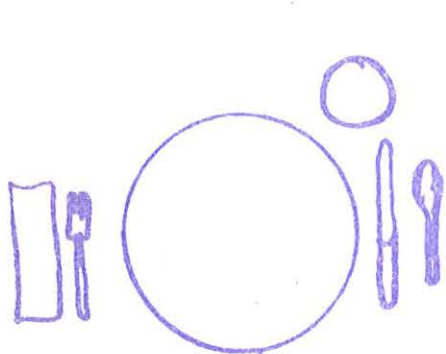
1. The restaurant will serve as my resource material.

1. Today we went to a restaurant and saw how they prepare food
Serve food
Store food
Sterilize equipment
Wear uniforms
Operate a kitchen

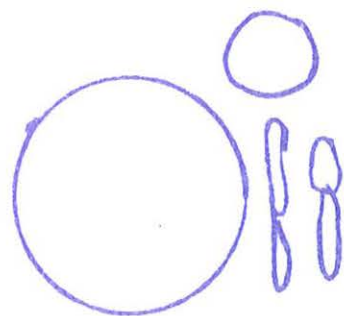
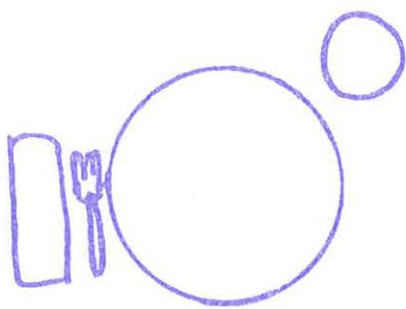
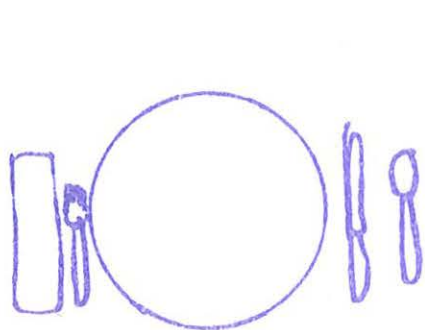
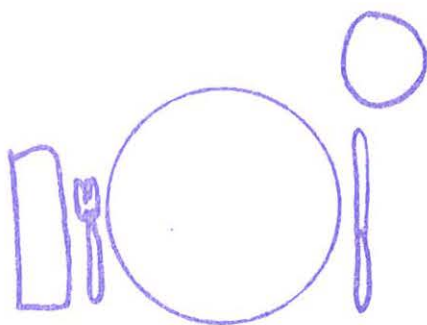
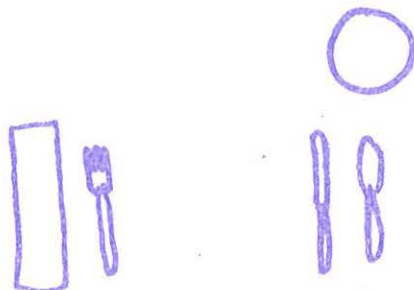
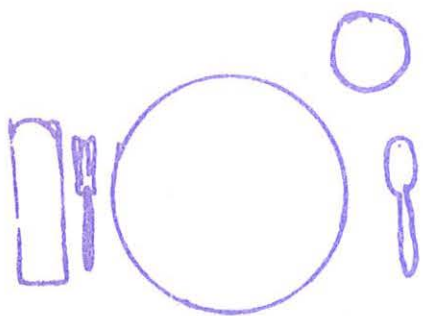
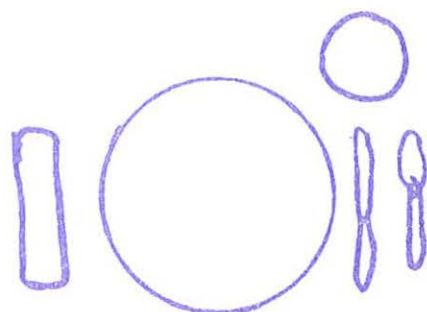
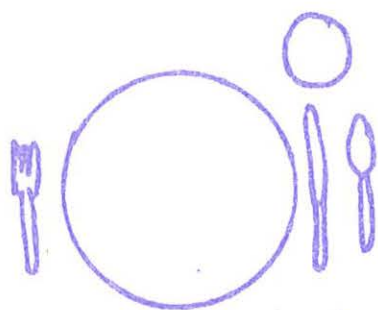
OBJECTIVES & CONCEPTS	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>1. To make the class aware of what they saw on their field trip.</p> <p>2. To review, through the worksheet, what things belong where in a restaurant.</p>	<p>1. At their seats, the class will discuss what they saw on their field trip yesterday.</p> <p>2. Write a letter as a class thanking the restaurant for us come. Again the class will compose the letter together but one person will write the letter.</p> <p>3. Draw a picture in our scrapbooks of a kitchen in a restaurant. Again write a short paragraph about our trip for our scrapbooks.</p> <p>4 Seatwork: Worksheet on "where does this belong in a restaurant."</p> <p>5. Vocabulary: ment trau steom salad dessert</p>	<p>2. Stationery, envelope stamp address</p> <p>3 Construction paper Crayons</p> <p>4 Worksheet</p>	<p>1. Today we talked about what we saw at the restaurant yesterday.</p> <p>We saw: The freezer The Stoves The Food being prepared The Dishwasher The employees working</p> <p>2. We wrote a letter thank the restaurant for letting us come.</p> <p>3. We drew pictures of a restaurant kitchen.</p>

OBJECTIVES & CONCEPTS	ACTIVITIES	RESOURCE NAT.	EXPERIENCE CHART
1. To allow the class to put together their acquired knowledge so far, and use it in an actual situation where they are command.	<p>1. Suggest to the class that they make their own restaurant and invite the principal, office workers, and school nurse to come and eat at their restaurant.</p> <p>2. Assign students to go various jobs to prepare restaurant.</p> <p>arrange tables and chairs</p> <p>make menus</p> <p>prepare food</p> <p>prepare plates, cups, etc.</p> <p>make a cashier stand</p> <p>make waiter customs.</p> <p>write an invitation to those who will come.</p> <p>3. Decide as a class what will be serve in the restaurant.</p> <p>4. Deliver invitations.</p> <p>5. Seatwork: put scrapbooks together and staple them. Put them on display for tomorrow, so guest can see what the class has done so far</p> <p>6. Vocabulary</p> <p>guests</p> <p>invitation</p> <p>committee</p> <p>lemonade aid</p> <p>jello</p>	<p>2. tables</p> <p>chairs</p> <p>construction</p> <p>paper.</p> <p>stationery</p> <p>jello</p> <p>lemonade aid</p> <p>aprons</p> <p>plates</p> <p>cups</p> <p>napkins</p> <p>spoons</p> <p>pencils</p> <p>pads</p> <p>cashier box</p>	<p>1. Today we made our restaurant and invited our school friends to come to it tomorrow.</p> <p>We made:</p> <p>tables and chairs</p> <p>menus</p> <p>cashiers stand</p> <p>jello</p> <p>lemonade</p> <p>aprons</p> <p>invitations</p> <p>2. We also put our scrapbooks together to show our guests.</p>

What IS MISSING



Nothing



Words to Use:

Plate, Cup, Napkin, fork, Knife
Spoon

FILL IN THE WORD

1. We _____ Meat
2. We _____ Dishes
3. We _____ our Food
4. We wear _____

5. We wipe with a _____

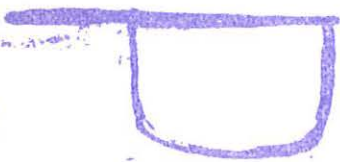
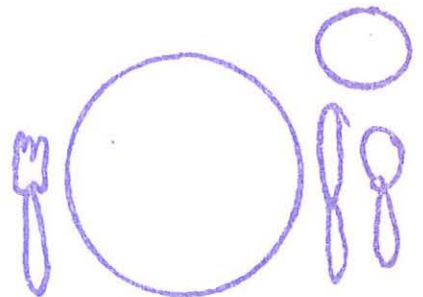
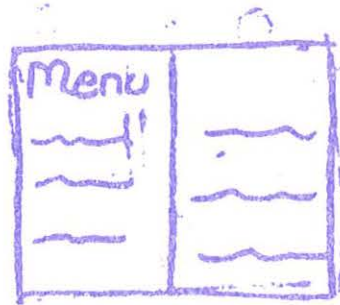
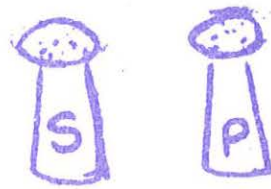
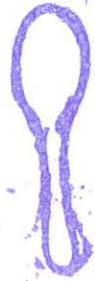
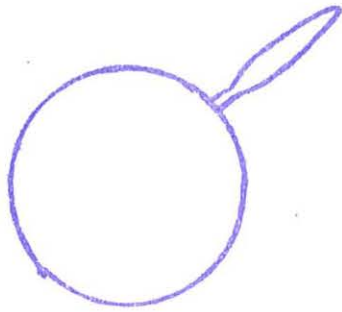
6. A Kitchen is _____

Pick the word

Wash, chew, cook
aprons, clean, napkin

DOES IT BELONG?

- a. In the Kitchen
- b. On the table



Future Direction of Unit

As my unit progresses, I will be planning more and more field trips for the class. I hope to acquaint them with as many different kinds of restaurants as possible. I will also be giving a great deal of time to exactly what the different kinds of restaurants there are and what kind of dress is appropriate to the different ones.

I also plan to emphasize what kinds of foods do we eat at what meals and what foods are best for us.

I hope to keep working on the childrens social skills and aiding them in becoming more proficient in this area.

I will be trying to relate all of what they learn about table skills and manners to their own home use and use in the school lunch room.

Home and Family of the Inner City

Primary Level Retarded

by

Elisa McInroy

NOTE:

Re: Section D - Family

Do not put any emphasis on middle-class family structure of Mother, Father and children. On bulletin board at beginning of unit, have class bring pictures of families, photographs or magazines. Bring some yourself without male members and including Grandmother. Accept all situations. Sibling role is important. Discuss activities together.

Re: Further Sub-Unit - Occupation

Special problem - unemployed males, prostitute mothers may lead to bitter, negative attitude. In listing duties of family, help child realize how much was done for them when they were helpless babies, thereby improving impression of members of family and lessening feeling of rejection.

Mother works to support family: can't spend much time with family.

Unit Topic The Home

Preliminary Steps

Step I Rationale

This unit is specifically written for children living in the slums of an urban ghetto. (It may be more specialized for Negro and Puerto Rican pupils as needed.) Because attitudes toward this environment are often negative, the curriculum needs to provide positive experiences and concepts for the children to identify with. The disadvantaged child rarely travels outside of his neighborhood, so he should have the opportunity to become familiar with other parts of the city.

Using materials and experiences that are relevant to his background and environment should help the child begin to form a positive self-concept. This is not to "put him down", but to keep him from becoming bitter, so he will learn to care now and not give up hope for the future.

Step II ~~Objectives~~ Sub-units

- | | |
|----------------------------------|----------------|
| A. The physical home environment | X. Maps |
| B. Family | X. Recreation |
| ✓ C. Transportation | C. Food |
| D. Zoo | P. Occupations |
| E. Manners | |
| F. Duties in the classroom | |
| G. Duties at home | |
| H. Rats | |
| I. Cleanliness | |
| J. Pet Care | |
| K. Safety | |
| L. Money | |

Step III Sub/Units/ Objectives

General objective: to give the child a wider, more desirable view of his home in the city and to help him acquire a positive concept of himself, his family and home.

- A. To develop an understanding of his physical environment.
 - 1. Home
 - 2. Neighborhood
 - 3. City
- B. To help child recognize and appreciate his family.
 - 1. Number, size and physical differences.
 - 2. Parental and sibling roles.
 - 3. Duty of each member.
- C. To allow child to discover occupational possibilities.
 - 1. Jobs of males in the community or outside ghetto.
 - 2. Jobs of women, in and outside the home.
- D. To guide child in listing his duties and responsibilities at home.
 - 1. Cleaning duties.
 - 2. Responsibilities toward other members.
 - 3. Personal tasks and chores.
- E. To discuss health and safety problems relevant to the immediate home environment of the slums/
 - 1. Problem of rats.
 - 2. Faulty wiring, etc.
 - 3. Importance of proper diet and clothing.
 - 4. Rules concerning fire.
- F. To acquaint the child with use of public transportation.
 - 1. El, bus and subway.
 - 2. Manners and proper behavior.
 - 3. Asking and following directions.
 - 4. Easy map reading.
 - 5. Concepts of distance.

Step IV Core Activities

Arithmetic

1. Count number of rooms in home.
2. Compare several distances by city blocks; realize how far from home.
3. Approximate distances on a map.
4. Tell time for bus schedules, etc.
5. Simple money exchanges when running errands.
6. Compare heights and ages of brothers and sisters.

Communication

1. Make lists and charts of home and classroom chores, scrapbook of pet care, and bulletin board.
2. Tell and listen to stories of application of number one.
3. Make poster for care of the garbage can.
4. Relate experiences with rats; to reduce fear and promote interaction.
5. Make list of ways to improve home and room.
6. Practice conversation with official and helpers during a field trip.
7. As a class, write an experience chart, and copy.
8. Listen to guest resource speakers.

Social

1. Take turns helping and making model bed in classroom.
2. Demonstrate how to hang clothes on hangers and hooks in a closet.
3. Make a bulletin board and chart showing duties at home and act them out with proper props.
4. Dramatize situations of asking directions, using individual maps.
5. Discuss and employ proper behavior on public transportation when on field trip.
6. Take turns with responsibilities of classroom chores.
7. Act out caring for a younger child.

Health

1. Practice at home cleaning and keeping a lid on the garbage can.
2. Using rats in a cage as a visual aid, discuss the dangers at home of germs, bites and rabies. Study use of traps and poisons, not scaring, but making aware. Discuss how they get in, etc.
3. Make lists (posters, etc.) of "good and bad" foods.
4. Assign cleaning duties in the classroom.
5. Using scraps of material, paste on to pictures of children to show clothing necessary in their environment.
6. Make a scrapbook for pet care.

Step IV Continued

Safety

1. Make posters of skull and bones representing DANGER*POISON for rat poison. Emphasized dangers.
2. Discuss safety rules for fires, ways to put out fires.
3. Make safety posters for keeping stairs clear; traffic rules/ coming in after dark, electrical wires; rats, etc.
4. Practice traffic rules before and during field trip - buddy system, street light signals, etc.

Vocational

1. Using doll play, dramatize gentle and correct care for younger brothers and sisters, eg. feeding and handling.
2. Dramatize occupations; discuss what they want to be when they grow up/
3. The various lists of chores and duties help child to realize responsibilities and to follow directions.
4. Helping to make up the rules gives him a sense of importance.
5. Prepare a scrapbook on the care and feeding of a pet cat or dog. (Common in slums because of rats.)

Step V Resource Material

Pictures of families (Ebony, Life)

poster and art materials

materials for experience chart

model bed with sheets and blanket

bulletin boards

dittoed maps

bus schedules, transfers

scrapbook paper, glue, etc.

caged rat

field trip

experience chart

overhead projector or large paper for making lists

policeman

fireman

speaker from Animal Rescue League

pet cat or dog (if possible)

Step VI Vocabulary

bus	address	fireman
el	garbage can	policeman
subway	rat	map
money	rabies	rural
change	germs	city
map	bite	country
bedroom	poison	zoo animals
kitchen	rules	camera parts
brothers	chores	transfer
sisters	food	taxi cab
bed	breakfast	conductor
sheets	home	puppet
blanket	mother	family
pillow	father	chores
hanger	job	

A-6

Step III - Sub Units

Each lesson is representative of a sub-unit. A short paragraph between the lessons suggests transitional material.

The lessons must be adapted to the group of children, but the plan is aimed at Negro children of an urban ghetto. Such problems as the not unusual absence of a father in the family in that sub-unit, will have to be sensitively dealt with. Perhaps the answer will be found in the response of the class itself.

Occupation is another of concern; many fathers are unemployed (and the mother may be a prostitute!) Again, this must be approached with maximum concern for everyone's feelings, because the general objective is to promote an acceptable response toward the home and family.

I will explain the transitions between subunits below and represent them by capital letters.

- A. After locating places of interest on maps, use the one that appeals to the children most as an example. In this case we suggest "zoo". Describe how to get there, drawing relevant interest toward transportation. (Don't mention a field trip until you are pretty sure it is possible and that anticipation of one won't detract from preliminary studies.
- B. Include a secondary unit on manners in transportation. Along with relevant rules and information, decide and plan on trip to zoo.
- C. Additional lessons in the zoo unit would be names of animals, where they come from and what they eat. (Most slum children never travel outside their neighborhood and this trip will be a new experience for them.) Point out the animal families and compare them to human families.

- 7
- D. Being part of a family or class involves responsibilities. This sub-unit on duties in the classroom and home can be extended for all chores. One of the duties may be caring for the pet dog or cat that almost every family has for rat control.
- E. Cats and dogs are good animals, but some animals do not make good pets. The unit on rats is very specialized to this group of individuals, but I feel the child will learn better if the curriculum is relevant to the immediate environment.
- F. After mentioning poisons as one method of disposing of rats, discuss safety and the dangers associated with poison. Then generalized to other problems.

Continue through other sub-units.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
A. To introduce the unit and relate the topic of the home to the children and create interest.	1. Introduce unit with discussion of bulletin board, "Home and Family". The board will show rural and urban homes and black and white families. List as a class, a sentence for each section of the bulletin board for the experience chart.	Bulletin board	<u>Home and the Family</u> (List kinds of homes-rural and city. Describe activities of family in each picture.)
	2. Play home-made tape of city sounds (traffic, etc.) and country sounds (farm animals); identify them and match them with the pictures. Emphasized the city and suggest other sounds you might have recorded.	Tape and tape recorder	(List the city and rural sounds on the chart.)
B. To recite name and address from memory when asked.	3. Each child draw a picture of where he lives, inside and/or outside. On separate cards, with help from teacher, print full name and address, to memorize. (This will have to be reviewed for several lessons.) Going around the room, recite address and hold up picture. They may later be displayed around the room.	paper, crayons, notecards and marker pens	We are learning our addresses.
	4. Vocabulary: home, address, rural, city, country.		
2. Given a city map, to locate the home and school.	1. On enlarged map of surrounding area of city, (showing blocks), locate individual residences and indicate with colored tacks and name labels. Test by having child find his home on laminated dittoed map.	Large detailed map and small laminated maps dittoed.	We found our homes on a big map and on our small maps.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. City map (cont.)			
3. To locate home and school and count number of blocks between.	<p>2. Find homes again. Compare distances on map from homes to school and from school to ball park, local playground, recreation center, movie theater, Loop, or other areas of interest.</p> <p>3. Discuss methods of transportation in the city and how you would use them to get to the above places. Show pictures of subways, els, buses, cars...Lead into sub-unit on transportation.</p>	Magazine pictures of public transportation.	<p>(List places located on map in order of distance from school)</p> <p>(List means of transportation)</p>
B. On a field trip, class will use the public transportation facilities.	<p>1. Compare the prices of buses, els, taxis, and explain the use of transfers and bus schedules. List the duties of conductor, bus driver, taxi cab driver and how they can help you.</p> <p>2. Make some rules of good behavior when using public facilities, including manners, following directions, getting tickets, paying, not vandalizing, etc</p> <p>3. Act out a class trip by putting chairs in rows like an el train. One child could be conductor. Use the "buddy system" and employ rules listed above, plus transfers, money, etc.</p>	<p>Price lists, transfers, schedules</p> <p>Movable chairs Conductor hat Money</p>	<p>Taxi cabs cost the most. Els and buses have transfers so you can go further with the same money.</p> <p>(List the rules in sections.)</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Transportation (cont.)	4. Vocabulary: map, transfer, taxi cab, bus, el, conductor.		
C. After field trip to (zoo) children will show interest by making a scrapbook and copying from experience chart.	1. Use pictures of zoo animals from <u>National Geographic Magazine</u> on chart and match with their names. Individual worksheets follow with same chart. 2. Depending on skill, either draw pictures for scrapbook or color dittoed sheets with labels.	Magazine Chart Animal picture Art materials	(Use chart of animals and names.)
General objective: to familiarize children with facilities of the city and take advantage of opportunities.	3. Employing previously learned knowledge of manners, about details of traveling, following directions, and safety, plus for enjoyment...take a class trip to zoo. 4. Some schools and organizations supply Polaroid cameras for students. If possible, the children could take pictures at the zoo for their scrapbook, otherwise the teacher will take color slides of the children with the animals.	Field trip	
	5. Vocabulary: names of zoo animals, and basic parts of the camera.	Camera and equipment	We are making scrapbooks of our trip to the zoo. The teacher took slides of us and animals.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>D. General objective: To help child gain positive attitude toward his family, and to appreciate them as part of his physical world.</p> <p>1. Show child understands roles of family members by dramatizing.</p> <p>2. To be able to rank members of family by age and sex by separating them in a drawing.</p> <p>General obj.) E. To accept general duties and responsibilities in the classroom & home.</p>	<p>1. Make hand-puppets for each member of the family living at home, using Elmer's glue instead of sewing, and pasting on clothes and coloring on faces.</p> <p>2. Have class dramatize real-life situations which they make up themselves with the puppets. Eg. cleaning the house, going to work, taking care of the babies, etc.</p> <p>3. Draw a picture of members of the family and arrange according to age, labeling them by family role (mother, brother, etc.)</p> <p>4. Vocabulary: brothers, sisters, mother, father, etc., puppet, family.</p>	<p>Brown material for puppets, scrap material, Elmer's glue, marker pens.</p> <p>Puppets and handy props.</p> <p>Art materials (watercolors)</p>	<p>We are making hand puppets for members of our family. We are sticking clothes on them.</p> <p>Our puppets were in a play. (List things they did.)</p> <p>There are _____ people in my family. They are called _____ (name roles.)</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>E. Duties (cont)</p> <p>To perform assigned task in classroom regularly at specified time.</p>	<p>1. Make a chart with removable name tags, naming various classroom chores. Rotate weekly with each child taking turns with responsibilities: eg, a. cleaning blackboards b. dusting erasers c. watering plants d. straighten book shelves e. room monitor</p> <p>Keep a record to see that child does his job and work with individual problems.</p>	<p>Poster board, marker pen.</p>	<p>Our Duty Chart tells us what we must do this week. (List the jobs.)</p>
<p>1. Given a model bed, child put on sheets and blanket and tuck them in.</p>	<p>2. Demonstrate how to make a bed with sheets and blanket, tucking them in neatly. Let everyone take turns doing it and helping each other.</p>	<p>Model bed, sheets, blanket, pillow?</p>	<p>Today we made a bed so we can help at home. First we put on the sheets, then the blanket, then we tuck them in.</p>
<p>2. To hang up clothes on hook and hangers.</p>	<p>3. Demonstrate how to hang up shirt and dress on a hanger and on a hook.</p>	<p>Hanger, hook, dress, shirt.</p>	<p>We learned how to hang up our jackets to keep the classroom neater and to hang up clothes to keep homes neater.</p>
<p>3. To learn gentle, proper care of young brothers and sisters; show learning by role playing.</p>	<p>4. Using baby doll and available props, act out with children (guide them) in handling, feeding, burping baby.</p>	<p>Baby doll, props.</p>	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
4. To buy simple things from the store and receive correct change when told about how much to expect.	5. Using real money, act out buying a loaf of bread and accepting the right change within ten cents. (Tell how much to expect.)	Money	We are learning to run errands at the store.
F. General objective: To care for pet dog by feeding it, cleaning it, housebreaking and rabies shots.	1. Cats and dogs are commonly kept in slum homes to help control the rat problem. Go around the room describing their pets and telling the names.	Free books from Gaines and Purina and veterinarian on pet care and training.	In our room, we have _____ cats and _____ dogs and.....
1. To feed a dog well to keep him healthy.	2. Have a veterinarian or a worker with the Animal Rescue League come in and bring an animal for a demonstration of how to feed and wash it, etc. and explain the dangers of catching rabies from rats and giving them to children.	Speaker from Animal Rescue League. dog?	Mr. Smith visited us today from the Animal Home. He gave us these rules:
G. General objective: to become aware of health and safety problems of environment.	1. To capture interest, bring a caged rat to classroom (innoculated). Purpose: to observe pupils' reactions. Also, break the ice and then relate incidents of encounters with rats in home. (Start out with own if necessary.)	caged rat Tape their reaction. Tape recorder	(Expressions of students.)
1. To learn about habits of rats thru observation.			

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
G. RATS (cont.)	2. Show own slides on rats (feeding habits, habitat, germ carriers, etc. white rats as laboratory experiments.)	Slides, projector and text	The slides showed us some things about rats we did not know before. (List)
2. To help disclose hidden fears by relating stories of own encounters.	See G-1 of activities.		
3. To learn how to get rid of them by observation.	<p>3. Do an experiment before the class to demonstrate their attraction to food, especially certain kinds. (sugars) Compare to how they prefer places with food crumbs to clean places.</p> <p>a. With reference to experince chart telling about experiences with rats, decide how the rats got into the home. (Eg. through holes in walls.)</p> <p>b. List possible solutions to their entering. (Masking tape over holes, plaster.)</p>	Rat, Cage with two sections.	The rat is attracted to food, not to clean places.
			We thought of some ways to keep rats out. We studied methods of covering holes. We will find out how much it costs to use plaster & tape.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
G.Rats (cont.)			
3c. To make a poster showing understanding of relevance of clean garbage can to rat control.	c. Make a poster for keeping the lid on tightly or washing out after empty, stressing attraction of rats as the reason. Each child explain his poster to show clear understanding.	Art materials	
3d. To express awareness of methods of getting rid of rats by making a list.	d. List ways of getting rid of rats used in the children's homes and include traps, poison and pet dogs and cats.		(List methods of rat control)
H. To conscientiously apply rules of safety and make up own.	1. Cut out magazine pictures on posters of such safety concerns as: <ul style="list-style-type: none"> -faulty electrical wiring. -fires (various causes) -crowded stairways (falls) -especially skull and crossbones to recognize as DANGER-POISON. (rat poison) Use the pictures and ink and paint and make collages.	Magazines Art supplies	(List rules.)
1. To become aware of available services for protection.	2. Each child prepare a list on poster board of important phone numbers: police, fire department. local doctor	Free lists of first aid antidotes from doctors to display in home. paper, ink	

Preliminary Steps

Step I Rationale

This unit was written for the primary level with the intent to observe, handle, and care for pets at home and in the classroom. Since the retarded child needs increased awareness of his environment, guidance in the selection of and caring for pets makes it possible to show responsibility in the child's life. The unit also demonstrates the importance of human relationships through a study of animal relationships.

Step II Objectives

- To develop the ability to recognize that a pet is an animal that is not wild.
- To develop the ability to identify animals in both early and late stages of growth.
- To develop the ability to make an appropriate home for a pet.
- To recognize the procedures which protect pets.
- To recognize the needs of pets (love, proper care, exercise, sleep)
- To develop the ability to purchase feed for a pet.
- To develop the ability to bathe a pet which does not clean itself.
- To develop a sense of consideration and cooperation when working with others.
- To develop proper behavior and manners in public and when acting as host and hostess.
- To recognize acts of kindness which are appropriate with pets.

Step III Sub Units

- A. Farm
- B. Home
- C. Family
- D. Clothing
- E. Safety
- F. Courtesy and Manners
- G. Friends
- H. Money
- I. Food
- J. Self Care

Step IV Core Activities

Arithmetic

Comparing of pets (large, small)
Counting the number of pets
Worksheets on counting pets, cages
Figuring cost of pet, feed, cage
Measuring the amount of feed
Time when pets are fed
Seasons when pets are born (spring)

Social

Demonstrate care of pet
Learn to handle pet correctly
not being afraid
Cooperate by taking turns feeding
and handling pet
Plan a trip to pet shop to see
where they can be bought
Invite another class in to
hear guest speak
Use correct manners when guest
comes to classroom

Communication

Write experience charts
Write story about own pet
Discuss likenesses and differences
of pets and families
Tell about own pets
Make a helpers chart for pet care
Viewing films and filmstrips on
pets and their care
Writing thankyou notes to places
visited and to visitors
Reading and acting out stories
poems and animal sounds
Writing sentences from charts
Draw pictures of own pets
Learn vocabulary words, both oral
and sight recognition

Health

Plan for correct feeding of pets
Observe that they need fresh water
Observe pets sleeping and playing
Brush animals loose hair
Give a dog a bath in class
Have a veterinarian talk about
the diseases pets can get

Step IV Continued

Safety

Demonstrate handling of pets
Dramatize meeting strange pets
Take a trip to courthouse to get
a dog license

Vocational

Caring for pets in classroom
Buying their own pet feed
Applying for dog license

Step V Resource Material

Pictures of pets
pets for classroom
Trip to the pet shop
Trip to the kennel
Trip to the hatchery
Visit by a veterinarian
Bulletin Board displays
Flannel Board and objects
Experience Chart and paper
Examples of pet coverings

Pictures, and the feed pets eat
A real home for a pet (cage)
Film ; Filmstrips
Animal stories and animal books
Activity Materials
Helpers Chart for pet care
Poems and game activities
Records and a recordplayer
Tapes and a taperecorder
Slides and a slide projector

Step VI Vocabulary

wild	tame	sleep
chicks	chicken	born
hatch	rooster	cow
cow	calf	pen
veterinarian	exercise	parakeet
feathers	kennel	license
hair	canary	dog
puppies	cat	kittens
feed	zoo	turtle
father	mother	family
rabies	pet hospital	cage
bath	grocery store	leash
fur	hamster	guinea pig
aquarium	peny	horse
courthouse	spring	pets
animals	visitor	trips
cellar	rabbit	bunny
fresh water	egg shell	melting
hibernate	incubator	temperature

FINAL STEP

LESSON PLAN

Objective and Concepts	Activities	Resource Material	Experience Chart
2. To identify animals in both early and late stages of growth	Review previous experience chart. Then play game If I Were a Pet Owner- show them pictures of all kinds of animals, and let them choose to put them in a pet store.	Yesterday's chart Pictures of different animals: pets, wild, and from the zoo. (Why or why not do they make good pets?) Picture of Mother animal and baby animal	<u>Pets have Families</u> Pets have a mother, father, young. Pets look like mother and father. Pets take care of their young.
3. To identify members of some different animal families	Show picture of mother cat with kitten- show sizes, look alike, name of each. Discuss how they grew. Exper. Chart Film: Baby Animals Play game- the teacher names adult animal and child names the young; cat and kitten.	chart paper and pen Film: Baby Animals U-2956 11 min. Audio-visual Center, Univ. of Iowa, Iowa City.	<u>Write on board</u> Pets grow 1. sleep 2. feed 3. play

Objectives

4. To make an appropriate home for a pet.

Activities

Bring out an empty cage and ask children what could we use this for. Discuss. What else is needed in order to make a home for a pet. (hamster or a guinea pig)

Children should decide which kind of pet they want in room.

See film: "Care of Pets"

Discuss film and then write experience chart.

Have children prepare cage for new pet for their room. Measure and cut paper for bottom. Turn paper or weed chips for the bottom. Fresh water and the pellets for feed.

Work sheet : matching the pet with the correct home.

Resource Materials

empty cage

Film: "Care of Pets"
U-1839 Audiovisual
Center, Univ. of
Iowa, Iowa City.

Chart paper and pen

paper and ruler
Scissors
paper strips or
weed chips
feed

work sheet

Exper. Charts

Pets Need Home

A pet needs a home where he can sleep, eat and get exerci

Objectives	Activities	Resource Materials	Exper. Charts
5. To gain understanding that a pet's must be clean	<p>Review chart on Pets need a home.</p> <p>Bring in a cage which has already been used. Ask children if this is a good home for a pet. What can be done to keep it clean? How often?</p> <p>Demonstrate how to clean the cage. Also show how the aquarium is cleaned. Explain why the fish are not to be touched.</p> <p>Add responsibility to the cleaning of the cages, and the caring for the pets by bringing a duty chart.</p> <p>Chart evaluating the day's work.</p> <p>Vocabulary:</p> <p>cage, aquarium, hamster, guinea pig</p>	<p>Previous chart - Pets Need a Home</p> <p>Used cage</p> <p>Duty chart</p> <p>chart paper and pen</p>	<p><u>A Clean Home</u></p> <p>Today we learned how to keep our pet's home clean</p> <p>We must clean it once or more a week. And put the pet in a safe place while cleaning. We will need fresh paper</p>

Objectives	Activities	Resource Materials	Exper. Charts
6. To develop the ability to purchase feed for a pet.	<p>Examine cans and boxes of food that pets eat. Where can we get it? How do we know if the feed is for a dog or cat? Can we always tell? Who can we ask? What feeds do our pets need to eat?</p> <p>Use flannel board in a match game-animal with feed picture (might use names of animals also)</p> <p>Plan a trip to store to see feed that we have. What will we look for?</p> <p>Each child make own check list. Write also on blackboard.</p> <p>Count days until trip.</p> <p>Have children perform puppet show on going to store for pet feed - either grocery or pet.</p> <p>Vocabulary:</p> <p>feed, grocery store, pet store</p>	<p>Cans and boxes of pet feed</p> <p>flannel board</p> <p>flannel backed pictures of different pets and pet feeds.</p> <p>blackboard and chalk</p> <p>puppets</p>	

Objectives	Activities	Resource Materials	Exper. Chart
7. To develop ability to bathe pets which do not clean themselves	Review chart: Pets Have Clothes, Too Begin discussion with How do we keep ourselves clean? How often do we take a bath? Do we ever give our pets baths?	Previous chart Pictures of cat and bird cleaning themselves Calendar	<u>Giving A Dog A Bath</u> 1. Put warm water and dog soap in a large tub
8. To develop a sense of consideration when working with others.	Discuss different pets and if we give them a bath or if they give themselves baths. Have a picture of a cat licking herself, or a bird in a bird-bath. How often do we give a dog a bath? When is the best time to give a dog a bath? Have a calendar available to show that the best time is at the end of summer and at the end of winter. Good time to review seasons. List what is needed to give dog bath. Discuss procedure. Experience chart	Chart paper and pen (Give bath in class the next day)	2. Have plenty of papers and towels on hand to wipe up the water. 3. Hold the dog so he won't get away. Take turns scrubbing him carefully. 5. Don't get any water or soap in the dog's ears or nose. 6. Rinse soap off with warm water. 7. Dry him off

Objectives

Learn the
procedures
to protect
pets.

Activities

Bring out pictures of
dog leash, collar, a
license and bell- if
possible the real things
are better. Discuss
how these things pro-
tect pets.

See film: "City Pets,
Fun and Responsibility"

How can we protect our
pets from getting sick?
What do we do if our
pet gets sick? What do
we call an animal doc-
tor? (Veterinarian)

Plan for a visit to
the class by a vet.

Write an invitation
to the doctor together.
(You should contact
doctor ahead of time,
and set a date.)

Have each child copy
the letter, and one
will be chosen to be
sent.

Read the story "At the
Pet Hospital"

Vocabulary: leash,
collar, license,
veterinarian

Resource Material

Pictures or actual
objects: leash, collar
license and bell.

Film: "City Pets"...
U-3728 11 min. from
Audiovisual Center
Univ. of Iowa, Iowa
City.

chart paper and pen

paper and pencil for
each child

Story: "At the Pet
Hospital"

Exper. Charts

Invitation

Dear Dr. _____?

We would like
you to visit our
class on Monday,
April 1, 1968.
Please bring a p
pet if you can.

Your friend

Objectives	Activities	Resource Materials	Exper. Chart
10. To recognize acts of kindness that are appropriate with pets.	Encourage children to discuss how they treat their pet when they haven't seen their pet for awhile. How does he act when you come home from school? When you've teased him or won't play with him?	Filmstrip: "My Bunny" Filmstrip projector Chart paper and pen	<u>Be Kind To Pets</u> Pets are fun if we treat them kindly. We must not tease them or hurt them. We should love them and play with them.
11. To recognize the needs of pets. (love)	<p>Stress that pet needs love as well as food, sleep and exercise.</p> <p>View filmstrip: "My Bunny" n 26h Eye Gate House, Inc.</p> <p>Dramatize situation where child must show what to do in case of meeting strange pet. What should you do?</p> <p>Learn poem: "Little Pussy"</p> <p>Experience chart</p>	<p>Poem written out on chart paper ahead of class; read aloud together</p>	

Objectives

To develop proper behavior and manners in public and when acting as host and hostess.

Activities

Begin by suggesting that they might invite another class to the Pet Show. How should we invite them? What would be the proper way?

Write an invitation together. Draw names to see who will write it properly. (Most fair)

Review how we should treat our guests. Use the words host and hostess. Practice the proper behavior, by having children play both host and guest.

Choose committees and list responsibilities

Practice pet show and pet parade. Children without pets should be given important jobs in other areas.

Follow up this activity by having children make placemats for the refreshments.

Vocabulary: guest, host, hostess, invitation

Resource Materials

Chart paper and dark pen: for both the written invitation and the list of the committees.

construction paper

scissors

crayons

animal patterns to be traced on the placemats.

Exper. Chart

Our Helpers

1. Greeters
2. Parade Leaders
- 3.. Refreshment Committee
4. Serving Committee

Objectives	Activities	Resource Materials	Exper. Chart
13. To discern the children's learnings in this unit.	<p>Review a few experience charts.</p> <p>Review some of the finger plays, poems and games.</p>	Previous charts	
14. To briefly introduce the new unit "Farm Family".	<p>Review and discuss the pictures and sounds from the beginning of the unit.</p> <p>Play a game like the Pet Store Owner using the pictures of many different animals, but change it to If I Were a Farmer. Which animals would you have on your farm?</p> <p>See film: "Farm Animals"</p> <p>Give the children a chance to illustrate their favorite farm animal.</p>	<p>Animal Pictures Tape of sounds if desired (tape recorder)</p> <p>Film: "Farm Animals" 11 min. U-496 Audio-visual Center, Univ. of Iowa, Iowa City</p> <p>Construction paper</p> <p>Crayons</p>	

WEATHER

(ages 6-10)

Sandra Albertson
April 29, 1968
Curriculum Development

RATIONALE

Weather is an everyday occurrence. It is fascinating and extremely interesting to children. They need to become aware of the effects of weather on our daily lives, to understand why we have the types of weather we do and their purposes. They need to become more observant of their surroundings and what is going on around them.

OBJECTIVES

- A. To become more observant and aware of nature and everyday occurrences.
- B. To develop the realization of what a season is
 - 1. why do we have the types of weather we do?
 - 2. what are the different seasons?
 - 3. how long is a season?
 - 4. what types of weather are common to the different seasons?
 - 5. what are some of the seasonal leisure activities?
 - 6. in what season do our more common holidays occur?
- C. To learn what a climate is
 - 1. what are the different types of climates?
 - 2. how does climate affect seasonal changes?
- D. To learn how the wind helps us
 - 1. how do we measure wind speed?
 - 2. how do we measure wind direction?
- E. To learn how rain helps us
 - 1. how do we measure rain?
 - 2. what other forms does rain take?

F. To learn to measure temperature

1. does temperature indicate the type of weather?
2. how does temperature indicate when we're sick?

G. To learn to tell what the weather will be

1. how do clouds help predict the weather?
2. how can we use observation to predict weather?
3. what weather instruments are used to predict weather?

H. To learn to recognize the types of storms common to our area

1. what are the signs of an impending storm?
2. what safety precautions do we take in a storm?
3. what are some of the storms common in other parts of the world.

I. To learn to tell what the weather will be from a forecast

1. newspaper
2. television
3. radio

J. To learn some of the common weather superstitions

K. To learn how animals are affected by the weather and the changing seasons.

L. To learn the safety precautions in everyday weather situations

M. To learn how plants are affected by the changing seasons

SUBUNITS

A. Seasons

B. Storms

C. Measurement

D. Climate

E. Wind

F. Clouds

G. Rain

H. Snow

I. Prediction

J. Clothing

K. Safety

L. Health

M. Foods

N. Animals

O. Leisure Activities

CORE ACTIVITIES

Arithmetic

1. measure temperature
2. measure rainfall
3. measure wind speed and direction
4. discuss the length of a season, compare with months, year
5. make a calendar
6. make a thermometer
7. make a weather vane
8. make an anemometer
9. discuss simple money combinations, making change

Social Competencies

1. discuss superstitions some people have
2. demonstrate the proper way to care for clothing, or other things after being in the rain.
3. discuss being afraid during storms or bad weather
4. discuss how the weather affects how we feel,
5. make posters to show how to act on field trips, how to greet a guest, how to treat each other--- similar to Mr. Do Bee posters.
- 6.

Communication

1. relate reports, observations, personal experiences to the class
2. make and keep a record of temperature and rainfall
3. make a scrapbook of the four seasons
4. listen to and discuss talks by resource people
5. make a bulletin board to show how to predict weather by observation
6. find information on weather in newspapers, magazines, or resource books
7. write letters requesting information, thank you notes to speakers, or for visits to the farm, etc.
8. make a check list of things to do when there is a storm
9. practice using the telephone in an emergency---by dialing the operator.

Safety

1. demonstrate the safety procedures to follow in a storm, make posters
2. discuss safety in everyday situations
3. make a chart of simple first aid procedures
4. make a first aid kit
5. demonstrate safety in everyday weather, ie. protection against sunburn, heatstroke, frostbite.

Health

1. List seasonal activities that provide good exercise
2. demonstrate the appropriate clothing for the weather
3. make a chart showing the types of clothing for rain, snow, etc.

4. take temperatures, discuss
5. discuss with the school nurse catching cold from being wet, the flu, etc.
6. discuss seasonal foods and eating habits, make a scrapbook of foods.

Vocational

1. dramatize the seasonal type of jobs available, raking leaves, sweeping walks, weeding gardens, etc.
2. discuss the importance of attitude in doing tasks around the house

RESOURCE MATERIALS

resource speakers- nurse, weather man, civil defense representative, Red Cross worker

bulletin boards

experience charts

pictures

old catalogs, magazines, newspapers

art materials

materials for first aid kits

field trips, walks, farm, weather station

films, film strips

reference books

story books

poems

materials for the experiments

materials to make simple weather instruments

telephone

flannel board

VOCABULARY

seasons	December	rainbow
fall	January	cloud
autumn	February	fluffy
winter	March	thunderhead
spring	April	dark
summer	May	North
rain		South
rainfall	June	East
snow	July	West
freezing	August	gentle
cold		strong
icicle	September	fast
storm	October	slow
thunderstorm	November	hibernation
blizzard	thunder	migration
twister	lightening	planting
tornado	electrical storm	harvesting
cold front	hurricane	growing
warm front	fog	funnel
wind	sleet	mud
breeze	hail	puddle
fair	thermometer	dark
month	temperature	warm
degree	weathervane	hot
miles per hour	climate	cool
inch	flood	cold
zero	frigid	condense
below zero	tropical	evaporate

This unit was designed to be taught in the fall when school first opens, and parts picked up throughout the year as the different seasons approach. It should also be structured to take the most advantage of the weather situations, discussing storms the morning after a storm when the class is still excited about it.

The lessons I have written are merely representative and need not be taught in this particular order. I have in some instances written two lessons which should be taught in sequence, such as the two on evaporation and condensation.

I. non-fiction student reference

Antoine, Tex, Wonders of the weather

Fenton, Carroll Lane, Our Changing Weather

Gibson, Gertrude, About our Weather

Parker, Bertha Ask the Weatherman

Podendorf, Illa, True Book of weather experiments

Rosenfield, Sam, Ask me a Question about Weather

Ruzic, Neil, There's Adventure in Meteorology

Schneider, Herman, Everyday weather and how it Works

Let's find out

Smith, William J., It rains, It shines

Tannehill, Ivan Ray, All about the weather

Thompson, Philip, Weather

Wyler, Rose, The first book of weather

Feravalo, Mocco, Junior science book of weather experiments

Friskey, Margaret, The true book of Air around us

Lehr, Paul E., Burnett, R. Will, Zim, Herbert S., Weather

Keats, Ezra Jack, The Snowy Day

White Snow, Bright Snow

Ness, Evaline , Sam, Bangs, and Moonshine

Burton, Virginia Lee, Katy and the Big Snow

Lionni, Leo, Fredrick

Yashimo, Taro, Umbrella

Hader, Berta H. and Elmer, The Big Snow

Tresselt, Alvin R., Hide and Seek Fog

Blough, Glenn Orlando Wait for the Sunshine

Darby, Gene, What is a Season

Fisher, Aileen, Like Nothing at All

Hawkins, Lucy, Days I Like

Parker, Bertha Morris Fall is Here

----- Spring is Here

----- Summer is Here

----- Winter is Here

----- The Wonder of Seasons

rodendorf, Illa, True book of Seasons

Hurd, Edith Thacher, The Day the Sun Danced

brewton, Sara Westbrook, Sing a Song of Seasons poetry

Cole, William, Poems for Seasons and Celebrations

Tresselt, Alvin R., Rain Drop Splash

Louden, Claire Rain in the Winds india, monsoon

Evans , Eva Knox Snow Book

Bell Thelma Harrington Snow

Spring Snow Duvoisin, Roger

Haywood, Carolyn, Snowbound with Betsy

urd, Edith It's Snowing

Law, Elizabeth, Snug in the Snow

Schlein, Miriam, Snowtime

endik, Jeanne, The Wind

Tresselt, Alvin R., The Wind and Meter

Ets, Marie Hall, Gilberto, and the Wind

isimura, Kazur, I See the Wind

Lenski, Lois, On a Summer Day

Davis, Lavinia, Summer is Sun

Anglund, Joan Walsh Spring is a new beginning

Craig, M. Joan, Spring is like Morning

Schlein, Miriam, Little Red Nose

Shapp, Martha, Let's Find Out about Spring

Little, Joan Spring Begins in March

Johnson, Crocgett, Will Spring Be Early or Will Spring Be Late

FILMS

Choosing clothes for health	11 min.,	Coronet
How weather helps us	11 min.,	Coronet
One Rainy Day	11 min.,	Coronet
Weather for beginners	" "	" "
What Causes the Seasons	" "	Young America Films
Wind and what it does	" "	Encyclopedia Britannica
Animals in Autumn	" "	" "
Animals in Spring	" "	" "
Animals in Summer	" "	" "
Autumn is everywhere		
Autumn on the farm		
Causes of the seasons		
Children in summer		
Children in fall		
Children in winter		
Children in spring		
How animals live in winter		
One day on the farm		
Spring is an adventure		
Spring on the farm		
Summer is an adventure		
Summer on the farm		
Winter comes to the forest		
Winter is an adventure		
Winter on the farm		
Mr. and Mrs. Robin's family		
Navajo children		
Seasonal changes in plants		
Tale of the groundhog's shadow		

Objectives	Activities	Resources	Experience Chart
<p>1. To introduce the unit, to create an interest and motivate them to learn</p> <p>2. To increase their awareness and make them more observant of the world around them.</p> <p>a) Fall</p>	<p>1. A film "Our Weather"</p> <p>2. A discussion, "Can you tell me what weather means?" etc.</p> <p>1. Is it warm or cold today? Is the sun shining or is it cloudy?, etc.</p> <p>2. A walk to observe the changes since summer.</p> <p>3. Color pictures</p> <p>4. Write an experience chart.</p> <p>5. Vocabulary - warm, cold, sunny, cool, windy.</p> <p>6. Discuss fall as a time of year. A season when we prepare for winter.</p>	<p>Film - "Our Weather"</p> <p>pencils, paper, crayons</p>	<p>Today is warm and sunny. The wind is blowing, etc.</p> <p>It is fall. Fall is also called autumn. It is colder. The days are shorter, etc.</p>
<p>1. To learn how animals prepare for the winter</p>	<p>1. Film - <u>Animals in Autumn</u></p> <p>2. Visit a zoo or farm to observe the animals.</p> <p>3. Experience charts</p> <p>4. Activity sheets</p> <p>5. Vocabulary</p>	<p><u>Animals in Autumn</u>, adapted from Steck Science Series- <u>You Find Out</u> p. 56-58.</p>	<p>The animals are getting ready for winter, etc.</p>
<p>1. To develop the concept of temperature.</p>	<p>1. Make a thermometer</p> <p>2. Keep a record of temperatures</p> <p>3. Measure various temperatures - inside, outside, ice water, hot water, etc.</p>	<p>cardboard, ribbon, crayons, water, pans,</p>	<p>Record daily temperatures</p> <p>Record temperatures in the experiment</p> <p>A thermometer tells how warm and cold the air is. When it is warm the red line goes up, etc.</p>

Objectives	Activities	Resources	Experience Charts
1. Body temperatures	<ol style="list-style-type: none"> 1. Measure body temperatures 2. Have school nurse talk about temperatures and being sick 3. Film: <u>I Never Catch a Cold</u> 4. Discuss what George did wrong 5. Write suggestions on the board to be included on the experience chart 6. Bulletin board 	<p>Fever thermometer</p> <p>School nurse</p> <p>Film <u>I Never Catch a Cold</u></p>	Make a list of health tips to follow
<ol style="list-style-type: none"> 1. To develop the realization of the proper clothing to wear a) On a rainy day b) in other types of weather 	<ol style="list-style-type: none"> 1. Dramatization of a story on a flannelboard. <u>Umbrella</u> - Laro Yashima 2. Experiment to show water is absorbed more readily by some materials than others. 3. Activity sheets 4. Experience charts 	<p>Flannel board</p> <p><u>Umbrella</u>, Laro Yashima</p> <p>Materials, cans, water, rubber bands</p> <p>note: Activity sheets taken from <u>Do You Know</u>, Steck Science Series, p. 27-32</p> <p><u>Dress for Health</u></p> <p>Magazines, old catalogues</p> <p>Colored paper</p> <p>Pictures</p>	<p>The results of the experiment include samples of the cloth</p> <p>Pictures of appropriate clothing</p>
<ol style="list-style-type: none"> 1. To learn what wind is 2. Air moves 3. Learn the directions and where they are 	<ol style="list-style-type: none"> 1. Discuss what wind is 2. Blow up balloons, then release the air 3. Experiment. Stand quietly, do not move. Can you feel 4. Make a pinwheel 5. Make an anemometer, wind speed. Make a wind vane. Put the directions (N.S.E.W.) on the respective walls of the classroom. 6. Vocabulary - wind, breeze, fast, slow, north, south, east, west, weather vane. 7. Experience chart 	<p>Balloons</p> <p>Paper, pins, sticks</p> <p>paper plate,</p> <p>4 cups, staples</p> <p>a brad, stick.</p>	<p>Wind is moving air. Sometimes air moves slowly. We call it a breeze. Air moves fast sometimes.</p> <p>In winter winds come from the North. In summer, most winds come from the south.</p>

Objectives	Activities	Resource	Experience Chart
1. How does the wind help us?	1. Go for a walk 2. Pick up a dandelion puff ball. Blow on it and watch the seeds scatter. 3. Discuss other ways they observed the wind helping us. 4. Fly kites, sail boats, etc.	dandelion puff ball kites, materials for making sail boats	The wind helps us. It scatters seeds. It dries our clothes, etc.
a. How does the wind harm us?	1. News stories about tornadoes, wind storms, dust storms 2. Make a bulletin board of pictures of a tornado 3. Ask a Red Cross or Civil Defense worker to talk about what to do in a tornado or bad storm. 4. Make posters to show correct things to do. 5. Practice using a telephone to call an operator in an emergency. 6. Have a "mock" tornado to practice what to do.	Red Cross worker or Civil Defense worker Colored paper, paste, crayons	Make a chart of safety practices in a storm.
1. To develop the concept that air takes up water	1. Look at pictures - what happens to a water puddle? to clothes on the line? etc. 2. Experiment: Place water in a dish, mark the level, let it stand and observe what happens to the water. This will probably need to be repeated. 3. Review the concept that wind is moving air. 4. Wet two areas on the blackboard, blow on or fan one area. Let the other dry naturally. Which one dried first? 5. Experience chart	Pictures of puddles, clothes drying, lakes drying up, etc. Wet sponge blackboard	List the reasons the class gives. Record the results of the experiment.
a. Which dries faster?			

Objective	Activities	Resource	Experience chart
1. To develop the concept that water comes out of air.	<ol style="list-style-type: none"> 1. Discuss where rain, snow, etc., come from. 2. Put ice cubes in a pitcher of water and observe what happens to the outside of the pitcher, what is it, where did it come from? 3. Experience chart 4. Place a pan of ice over the steam coming from a tea kettle - observe what happens, where does the water come from? These experiments will probably need to be repeated more than once. 	<p>pitcher, ice, water</p> <p>Tea kettle, boiling water, ice, pan.</p>	<p>Record the results of the experiment</p> <p>When warm air meets cold air, the air cools and water is formed.</p>

UNIT TOPIC The Farm 10-14 years

Preliminary steps.

Rationale

People have a hard time getting along and this is due to a lack of understanding which stems from ignorance. City children often down grade the farmer and think of him as sort of a hilly billy character "who ain't never had no learnin". In this unit the children will come in contact with a farm, its animals and people. Through this unit it is hoped that the children will have some sort of a basis from which to form their opinions of farmers. Hopefully, they will form good impressions.

Objectives

a farmer is a person who happens to work at a job foreign to the children.

To realize that people can have different jobs and that this does not make them wierd or anything like that.

To see farm life and relate it to their life.

To learn what makes up a farm:

- animals
- buildings
- people
- machinery
- food

To have a chance to see a farm.

to have a chance to talk to a farmer.

To see that people are basically very similiar to the children:

- schools they go to
- extra curricular activities
- sports movies

To see how people are interdependent upon each other.

city people for food from farmers

farmer for things produced in the city.

To see animals on a farm.

To learn about animals on a farm:

homes

food they eat

things they give us

how animals talk

animal families

types of animals

To learn that there are animals for work, food, clothing, and for
pets.

Sub Units

1. Animals
 - for food
 - for work
 - for pets
 - for clothing
 - wild-tame
2. Buildings on the farm
 - barn
 - chicken house
 - house
 - And their uses
3. Food
 - supermarket
 - crops
 - Relation between
4. Farm family
5. Seasonal jobs of farmer
 - in summer
 - in winter
 - in spring
 - in fall
6. Types of farming
 - Dairy
 - Crop

7. Recreation
of farm family as compared to city family.

Core Activities

Arithmetic-----

compare costs of different modes of transportation to the farm.
buying and selling crops, animals, machinery, etc.
how many children can fit in a car, bus, train.
count farm animals.
measure to construct farm animals.
zip code and zip code of pen pal.
Day light savings time(will surely be discussed rather spitefully by farmer)

Social-----

note whether animals get along.
responsibility of each member of the farm family.
write to a guest and ask him to come and then write him a thank you after..
work with others on a model farm.
be a good guest when visiting farm.
relationship of farmer to community.
thank you to farmer we visited.
respect for others rights.
family members.

Communication-----

new vocabulary words
map reading
read book on farm.

write on visit to farm and what was seen.
ask farmer questions.
listen to farmer.
write to farmer, pen pal
narrate film series.
tell about farm experiences, through pictures and orally.
Be quiet! when watching film.

Health-----

Good diet.
animals eat what's good for them.
vegetables and fruit.
are animals clean?
dangers around farm-injuries and what to do, tetanus shots.
dairy foods.
meat group of food.
farmer eats a full- good breakfast.
"to bed with the chickens"
don't scare the animals.
don't walk behind the horse.
accidents on the farm and how to avoid them.
watch where you step.

Vocational-----

farmer feeds people.
getting along with co-workers while building model farm.
how to obey and give orders.
follow directions.
chores.
a job worth doing is worth doing well.

Resource material-

farmer

farm

Books: Little Farm, Lenski, Lois,
Come to the farm, Senson, Ruth

pictures

posters

drawings

film projector and films

slide projector

overhead projector

Films:

The Farmer U 3997

Autumn on the Farm U 2567

Spring on the Farm U 2356

Summer on the Farm U 2575

Winter on the Farm U 2577

Farm Animals U 496

Animals to know

Vocabulary:

silo

barn

chicken house

fence

pasture

field

manger

roost

stall

bedding

trough

irrigation

cattle

herd

flock

pig

horse

chickens
 hens
 rooster
ducks
 drake
 hen
horse
 mare
 stallion
 colt
 filly
cow
 steer
 heifer
 calf
plow
cultivate
disc
grain
corn
wheat
straw
hay
oats
alfalfa
clover
seeds
harvest
crops
fruits
vegetables
machinery
 tractor
 plow
 disc
 cultivator

OBJECTIVES

ACTIVITIES

RESOURCE MAT.

EXPERIENCE CHART

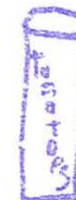
To introduce the unit on the farm and to create interest in the unit.

1. Review supermarket and foods.
2. Show cans of food and discuss where food comes from.
3. Show film. the film shows a day in the life of a farmer and points out the duties of each family member.
4. Seat Work: Write on the question: What is a farm?
(this is so I can get an idea of just what the children have in mind when I speak of a farm and also to find out if they have any preconceived notions about the subject.

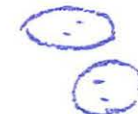
cans of food
pictures of food

The Farmer
U-3977
University of
Iowa, Audio-
Visual Dept.

WHERE FOOD COMES FROM:



Potatoes



To learn what the
farmer does in the
summer, spring,
fall, and winter.
(TWO PERIODS)

Show films:

Autumn on the farm

U 2567

Spring on the farm

U 2356

Summer on the farm

U 2575

Winter on the farm

U 2577

Seat work: Draw a picture of a
farmer doing a job in the summer,
winter, fall, or spring.

What the farmer does:

SPRING:
plows and cultivates
ground
plants and seeds
cares for baby animals

SUMMER:
destroys weeds
takes care of animals
repairs buildings and
fences
cultivates ground
cuts, dries, and
stores hay
gathers berries, fruits,
and vegetables

FALL:
Harvests corn and wheat
picks late fruit
stores fruits, vegetables
and grains for winter
repairs and stores
machinery

WINTER:
daily chores
clears snow
repairs buildings and
machinery

To learn about animals
1. names
2. food
3. animal families
4. homes
5. types of animals
(TWO DAYS)

Show pictures of animals and tell about the animal. these pictures can be straight from the magazines and some will be altered to show on the overhead projector.

Show films:
Farm Animals
Animals to Know

seat work:

NAME THE ANIMALS:

FOOD

CLOTHES

WORK

PETS

pictures from magazines and other sources. overhead projector.

U 496

ANIMALS FOR FOOD

chickens
cow
pig
sheep

ANIMALS FOR CLOTHES:

sheep
cow
pig

WORK ANIMALS:

HORSE

ANIMAL PETS

dog
cat
pony
hamster
guinea pig
snake?

To plan a trip to the farm. construct a letter to a farmer asking if we may visit his farm. the children a copy of the letter

consider costs of the different types of transportation to the farm: train and bus timetables the time tables with the ones the children could take circled.
 bus
 car
 train

Figure out how far it is to the farm. a map It's _____ miles to the farm.

Seat work: draw a map showing how to get to "our" farm.

have a visitor and
observe, listen,
and learn about a
farm.

listen to farmer and ask questions
about;

buildings
animals
crops
feed
machinery
farm life

farmer

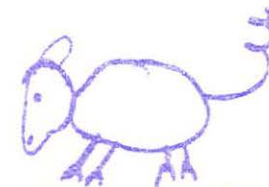
FARMER _____ SAYS:



barn is for;



chicken is for



pig, is for
etc.

write to a pen
pal who lives on a

write to a person who lives on a farm
asking questions and telling about
yourself. post cards may be
exchanged, etc.

a list of farm
children obtained
from other
teachers in
other states

letters, postcards
the children
receive from their
pen pal.

visit a farm and
learn about it first

visit farm

farm



Tractor



Mr. Jones



Mr. Jones



Tom



John



sheep



corn field



ducks swimming in pond



horse

To take a picture

The children will each take a picture
of the part they like best about the
farm or the thing that interests them
the most about the trip.

camera and
film.

To construct a letter
thanking the farmer
and his family for
allowing the visit
to the farm.

Write the letter.

the children

a copy of the letter

To review what the children know about the farm.

The children will narrate a slide series. The slides are the pictures that they took on the visit to the farm. Each child will narrate his own picture.

Seat work:

Put a name under your picture. the picture will then be placed on the Experience chart.

slide projector The children's slides and a picture with their own caption under it.

a slide and a picture will be developed from the picture the children took of their favorite place on the farm.

To construct a model
farm.

committees to build
barn
fence
animals

build farm.

cardboard
wood
ruler
pencils
nails
hammer
paper
glue
tape
paint

the model farm will be
on display.

Unit Topic: HOME AND FAMILY

Preliminary Steps

Ages 11 - 14 - 16

Pat Burke

Step I Rationale

Since the problems of a student in a special class often stems from, or are complicated by, their family situation, this unit serves to introduce the students to the knowledge, concepts, and attitudes necessary for good family living. The purpose of the unit is not only to help the student in his present environment, but to help him become a successful partner in marriage, homemaker and/or provider, and parent in the future.

E. To learn about the role of the family in the community.

1. Work and recreation
2. Neighbors
3. Social Services (in school, church, clinics, service agencies)

Step II Objectives

A. To develop realization of good family relations.

1. Family values
2. Cooperation
3. Contributions
4. Responsibility

B. To learn about simple homemaking skills

1. Cooking
2. Cleaning
3. Shopping

C. To learn about the costs of family living

1. Buying a home and car
2. Insurance and taxes
3. Food and other monthly expenses
4. Banking, loans, and unexpected costs

D. To learn about marriage and raising a family

1. Dating
2. Marriage
3. Reproduction
4. Parent and child care

E. Above

Step III Sub Units

- | | |
|-------------------------------------|----------------------------------------------------------------------------------------------|
| A. Vocational Choices | H. Cooperation and consideration |
| B. Grooming and Personal Appearance | I. Responsibility |
| C. Leisure Time | J. Homemaking Skills |
| D. Health | K. Budget and Finance |
| E. Courtesy | L. Banking and Business |
| F. Hobbies and Interests | M. Personality |
| G. The Role of each family member | N. Family Services (Social Welfare, Hospital, school, employment agency, etc.) and Community |

Step IV Core Activities

Arithmetic

1. Compare prices of houses and different makes of cars.
2. Write a check and balance an account.
3. Figure cost of items ordered from catalogue - including cost of shipping and tax.
4. Figure the cost of a grocery list.
5. Keep personal budget of spending and earning for a week.
6. Compare costs of recreation and activities appropriate for dates.
7. Calculate initial cost of having a baby (doctor bills, clothing, food).
8. Compare salaries of different vocations in general. (city street repair man, car salesman).

Social

1. List courteous activities one can do each day.
2. Discuss and list contributions of family members to the family community.
3. Discuss responsibility of family to community, and vice versa.
4. Visit a family service center in the area.
5. Have a banker discuss accounts, loans and interest.
6. Discuss the proper way to ask a girl for a date and how the girl should accept or refuse.
7. Make introductions of older to younger people of the same age.
8. List opportunities for recreation in the community.
9. Find opportunities for part-time jobs.
10. Know about religious groups in the community.

Communication

1. Write to an appropriate agency for information on insurance and social security.
2. Order items from a catalogue using an order blank.
3. Use the telephone and book.
4. Look in the library for information on the "population explosion" and "inflation".
5. See movie on reproduction.
6. Show how to send a telegram, and money order, and use traveler's checks.

Health

1. Plan a menu for a week with three well-balanced meals daily.
2. Keep a record of food eaten for a week.
3. Make a chart with pictures of the seven basic foods.
4. Know basic cooking equipment, its use, care and storage.
5. Discuss importance of proper diet during pregnancy.
6. Discuss importance of tetanus shots and of vaccinations.
7. Listen to insurance salesman.
8. Listen to policeman discuss traffic problems and regulations.

Step IV (Cont.)

Safety

1. Discuss caring for a sick person in the home.
2. Demonstrate proper handling of a baby.
3. Discuss safety precautions for children (medicine, irons).
4. Demonstrate basic first aid for cuts, burns, poisons, broken bones, nosebleeds, and shock.
5. Make a telephone card for emergency calls.
6. Visit a public health nursing service and find out about its services.
7. Listen to nurse discuss precautions during pregnancy.

Vocational

1. Inquire about job opportunities for high school graduate (or less).
2. Fill in application blank for a job.
3. Learn to make a receipt.
4. Learn to write a simple letter of application.
5. Show how to file things neatly.
6. Show how to use a combination and lock.
7. Listen to speaker from local employment agency.

Step V Resource Material

Resource speakers - banker, nurse, insurance man, employment agent, policeman

Magazine (food chart)

Experience chart

Phamplets

Catalogues

Films and equipment

Combinations and locks

Cooking utensils

Telephone and directory

Library facilities

Doll

First aid materials

Step VI Vocabulary

Customs

traditions

ancestors

cooperation

contribution

responsibility

budget

insurance

social security

utensil

down payment

installment

debt

liability

loan

interest

debt

ovary

sperm

uterus

placenta

umbilical cord

pregnancy

checking account

savings account

employment agency

precaution

personality

traffic

regulation

catalogue

vocation

introduce

retirement

treasury

benefits

survivors

disability

average

barter

savings

account

checking account

check

interest

loan

custodian

lender

pension

finance

federal

credit

emergency

debts

installments

charge account

license

contract

personal data

references

employer

employee

"population explosion"

"inflation"

menu

equipment

telegram

traveler's check

money order

tetanus

vaccination

application

advertising

consumer

bargains

brand article

receipt

oral commitment

budget

balance

necessities

luxuries

income

taxes

insurance

expense

premium

policy

contract

rates

liability

renewable

agent

OBJECTIVES

ACTIVITIES

RESOURCE
MATERIALEXPERIENCE
CHART

Precaded by lesson on how to recognize quality merchandise, (food, clothing, furniture)

B.³ Shopping

To
learn
about
simple
home-
making
skills

1. When a person goes shopping he is usually looking for the best quality product at the lowest possible price. In order to know where to look for such a product - whether food, clothes or a new car - he relies on ads or advertisements. These are pictures and/or articles which "call to public attention, esp. in order to arouse a desire to purchase. (Webster)
2. Information about products is brought to us in many ways. List these ways.
3. Clip ads from newspapers and magazines advertising food and other products. Make comparisons of these in price and value.
4. Use the "wanted" and "for sale" ads in the paper.
5. Discuss how ads often play on a person's emotions, i.e., "the in-Crowd" "sex appeal". Make a list of all such slogans and products that can be found.
6. See film.
7. Use a telephone book to find local furniture stores. Call these places during the class period (having various pupils do this while others observe) to find out if they have a particular item and the cost.
8. Use a catalogue to find various items. Then use mimeographed order blank to order the right size, color and type, figuring out the total price with shipping and tax.
9. Divide the class into committees to prepare a scrapbook, each committee dealing with one particular item (hammock), finding prices and/or pictures in catalogues, or prices found over the phone or on a shopping expedition. At the end of the scrapbook each committee should summarize the best item they found for the most reasonable price.
10. List points to watch for when buying

Newspapers
and
magazines

The Most For
Your Money
U-4087 A-V
Center, U.
of I. H-C
14 min.

Telephone
book

Catalogues

Worksheets
Paper
Paper-punch
glue
scissors
string

It is often good to "shop around" for an item we want before we buy anything. We can do this by listening to radio and T.V., reading papers and magazines, and using catalogues and the telephone.

Advertising informs us of items which we may want or need, telling where they can be found and sometimes describing them. It is for our benefit. However, we must be careful of "playing on the emotions" or of false advertising.

If you feel you have been defrauded, report the facts at once to the local police station or to the Bureau of Consumer Frauds and Protection in the Attorney General's office nearest you.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B.3 To learn about simple homemaking skills	a. Don't be misled by the dealer who lures you to his establishment with an attractive advertisement of a standard brand item and then tries to talk you into a higher priced off-brand article.	Resource: <u>Your ABC's of Careful Buying</u> by the New York State Department of Law	
3. Shopping (Cont.)	b. Don't be blinded by "bargains."		
	c. Don't be rushed into buying anything by talk of a "golden opportunity."		
	d. Don't allow a door-to-door salesman to leave merchandise with you on an "approval receipt" until he returns.		
	e. Don't permit a household appliance or TV or radio set to be taken from your home for repairs without first receiving in writing an estimate of the probable repair cost.		
	f. Don't use the article delivered to you if you find that it is not the same as you ordered, but immediately notify the seller. (If a finance company is involved, and your complaint is not satisfied, inform the finance company in writing of your complaint within ten days after you receive the notice the finance company is required by law to give it to you.)		
	g. Don't accept an oral agreement.		
	h. Don't sign a contract without reading it carefully.		
	i. Don't make financial commitments which you can't possibly meet.		
	j. Don't hesitate to investigate before buying.		
11. See film		<u>Advertising</u> S-710 A-V Center	
12. Experience chart			
13. Vocabulary: advertising, consumer, bargains, brand article, receipt, oral, commitments			

Address for films unless otherwise specified
A-V Center
Division of Extension and Univ. Services
University of Iowa, Iowa City, Ia. 52240

FINAL STEP

LESSON PLAN

Objectives and Concepts

Resource Material

Experience Chart


C. To learn about the costs of family living

1. Introduce unit with an explanation of "budget" - that it is balancing the amount of money that will be earned in a period of time with that amount of money that will be spent. Stress point that necessities come before luxuries.

2. Have students list items of money that money received, money spent on necessary things, and money spent on luxuries in the last week and balance.

3. Have the class list necessary items for which family money is spent. Then give each item a percentage according to its expense - eventually ending up with a circular chart:

savings 10%  food 20%.

4. Give worksheets with problems such as: "If Mr. Brown earns \$350 a month and his family budget is 

then how much money will Mr. Brown use for each expense.

Savings \$ _____
Food \$ _____
Clothing \$ _____
Rent \$ _____
Utilities \$ _____
Payments \$ _____

5. Show students how to figure a budget plan for themselves including:
 - luxuries (records, cokes)
 - clothes
 - necessities (i.e. school supplies, gasoline, etc., bus fare, saving
 - Saving

5B. See film

3B. See films below.

3C. Sheet #1 and discuss.
Sheet #2 and discuss

Wise Buying
U-3124 A-V Center
Univ. of Iowa

Taxes \$ _____
Furnishings and
Equipment \$ _____
Personal \$ _____
Medical \$ _____
Transportation
\$ _____

Education \$ _____
Recreation \$ _____
Insurance \$ _____

Your Family Budget
J-2874, A-V Center
U. of I.

Your Thrift Habits
V-6278 A-V C. U.I.

How to use a "budget"?

A budget is balancing the amount of money a person will earn with the amount of money he expects to spend and save. A budget plan is necessary so a person will not spend more money than he earns or spend too much money on luxuries so that he does not have enough for necessities.

By using fractions or percentages, a person can figure out how much money he can afford to spend on items he needs to buy or luxuries that he wants.

OBJECTIVE	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>C. To learn about the costs of family living (Cont.)</p>	<p>6. Help each student figure a budget for himself.</p> <p>7. Write experience chart.</p> <p>8. Vocabulary: budget, balance, necessities, luxuries, income, taxes, insurance, expense.</p> <p>9. Present and explain a "Record of Family Living - Savings and Expenses" sheet. Give mimeographed copies and list of figures using wheel chart to complete the chart. Discuss again, as a review, what is included in each area (food, taxes, medical) and that insurance, and payments will be discussed further.</p>		
<p>Lessons are not in sequence. Skipped C-1</p> <p>G-2 - Insurance</p>	<p>1. Explain insurance is protection against loss and risks of everyday life expenses. There are many kinds of risks and insurance for them - fire, auto, health and life insurance, and special ones like boiler and plate glass insurance and rain insurance that protects the owner of a baseball stadium if the game is rained out. Explain the two main types of insurance further 1.) Property and liability insurance and 2.) personal life insurance.</p> <p>1. Insurance often pays for goods that are burned or stolen.</p> <p>2. Car insurance will pay for damage which you caused to your own or another's car. However, if the law is broken by you and causes the accident, the company will not pay. Premium cost depends on:</p> <ul style="list-style-type: none"> a. Previous accidents b. Age of driver, sex of driver c. Value of car d. Use of purpose of car e. Number of miles driven per year <p>B. Liability Insurance</p> <ul style="list-style-type: none"> 1. Pays for accidents which may occur on or because of your property. 2. State law requires liability insurance on a car. 		<p>Insurance is a way in which people share economic risk. Fire and auto collision insurance are examples of property insurance. It helps protect a person from financial loss if his property is damaged. Liability insurance, sometimes called casualty insurance, helps protect against the claims of other people if the insured should injure them or damage their property.</p> <p>Life and health insurance are personal insurance. They help protect the insured person against expenses of illness and accident, and against loss of income because of illness, accident, old age, or death.</p> <p>A premium is a person's share of the total cost of insurance.</p>
<p>A. Property and liability insurance</p> <p>1. Insurance</p> <p>2. personal insurance</p> <p>B. Liability insurance</p>			

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL EXPERIENCE CHART

C. To learn about the costs of family living

2. Insurance

a. Social

Security

1. Social Security is also a kind of insurance. During working years an amount of money is taken out of the paycheck and put in a special fund. When earning is stopped or reduced because of retirement, death, disability or illness, money is taken from the fund - called Social Security - to replace part of the earnings that the person or family has lost.

Present sheet #1 to students and discuss what it depicts.

2. Film shown "The Long Haul", also "Before the Day"

3. Explain the use of a Social Security card and:

- 1) Importance of one (and only one) for all jobs.
- 2) How to get one.
- 3) How to get duplicate if one is lost.
- 4) Changes in name should be reported and the correction will be made - but the number stays the same.

4. Fill applications for card.

5. See film "The Social Security Story"

6. Discuss sheet #2

7. Discuss briefly that Social Security is valuable protection for a young family in case of disablement or death of the family breadwinner. The amount of money or "monthly benefits" a disabled worker's survivors or retired person gets depends on the worker's average yearly earnings under social security. The benefit must be applied for.

8. Experience chart

9. Vocabulary: retirement, treasury, benefits, survivors, disability, average.

C. To learn about the costs of family living.

3A. Banking of money

1. Discuss the barter system and early forms of money such as (beans, candy, grain, cheese, salt, nails, cigarettes, tobacco and tea) and finally evolution of our present relative coin money values.

Social Security Information for Young Families
U.S. Dept. of Health, Education, and Welfare, OASI-35b

Sheet #1

"The Long Haul"
U.S. Dept. of Health, Education, and Welfare, Social Security Administration OASI-413

"Before the Day"
same as above

Social Security Card

Applications

"The Social Security Story"
same as above

Sheets of #2

It is important to have your social security card with you when applying for a job because the employer will want to know the social security number. An amount of money is taken out of the earnings by the government and is placed in the Social Security fund. From this fund social security cash benefits are paid to a worker and his family when he retires or if he should become disabled and to his survivors if he should die.

The Story of Our Money System
U-4952 A-VC, Univ. of Iowa or What is Money? U-2373, A-VC, Univ. of Iowa

Soon man found it troublesome to carry barrels of flour or cows with him when he wanted to trade, so a certain amount of a certain material was used to buy an item. A man would sell his flour and get, for example, a certain amount of special

OBJECTIVES

ACTIVITIES

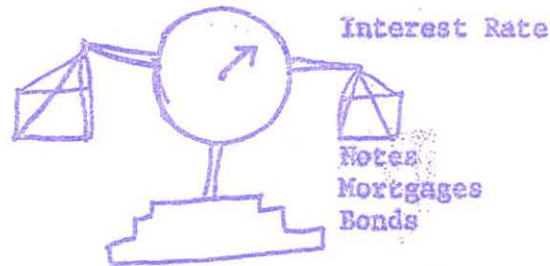
RESOURCE MATERIAL EXPERIENCE CHART

Banking
(Cont.)

3. People who wished to save much money took it to a bank and the bank charged them for keeping their money. Soon it was discovered that money being saved in the bank could be lent out on a promise of payment. The change-over from the role of custodian to that of lender marked the beginning of the commercial banking process we know as of today. Now when a person has a savings account he is paid interest, and when he borrows money he pays interest on the loan.

4. Discuss interest and work problems concerning interest, i.e. 1000 with 3% in.

5. Bulletin board and discuss the meaning of the picture

Lenders

1. Individual
2. Pension Funds
3. Insurance Companies
4. Finance Companies
5. Savings and Loan Association
6. Banks

Borrowers

1. Individuals
2. Business
3. Government
 - a. Federal, State, Local

6. List the differences between a savings account and a checking account
7. Go through the process of opening a checking account using mimeographed signature cards
8. Discuss the process of opening a savings account.
9. Fill out mimeographed checks and stubs
10. Discuss endorsement and seriousness of overdrawing a checking account
11. Use prepared problem sheet for balancing an account, discuss and show a statement.

Mimeo. sheets

Work Sheets

Statement

rocks, which he in turn could trade to another man for an ox or whatever he wanted. In this manner our money system eventually came to be what it is.

People needed some place to keep money when they had a lot and thus banks were established. Today people may keep money in a bank for a long time and get paid interest on it - this is a savings account. A checking account can be used to keep money until it is used for something. In this way it can not be stolen or lost - when the person needs it he can write a check.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
Lesson #5 (Cont.)	<p>12. Discuss the process of stopping payment on a check and closing an account.</p> <p>13. See films</p> <p>14. Visit a local bank</p> <p>15. Experience Chart: If someone has a coin collection or one can be obtained, this can be brought in and discussed.</p> <p>16. Vocabulary: barter, savings account, checking account, check, interest, loan, custodian, lender, pension, finance, federal.</p> <p>17. Discuss the Federal Reserve System and the FR. Bank as being the bank for banks.</p> <p>18. Show one film.</p>	<p><u>Fred Meets A Bank</u> U-2378 AV Center Univ. of Iowa</p> <p><u>Using the Bank</u> U-2362 A-V Center Univ. of Iowa</p> <p><u>Money on the Move</u> 27 min. color</p> <p><u>Your Money's Worth</u> 38 min. Both obtained from The Federal Reserve Bank of Minneapolis or</p> <p><u>You and Your Money</u> 12½ min., includes inflation and deflation Federal Reserve Bank of Richmond</p>	
<p>C. To Learn About the costs of family living</p> <p>5. Banking and money</p> <p>B. Credit loans and unexpected costs.</p>	<p>1. We have discussed banks and interest and briefly mentioned loans. A loan is when one borrows money and agrees to pay it back over a certain period of time with a particular interest. In order to get a loan one must have credit. Credit is cash, goods or services provided on a promise to pay at a future date. Why people use credit and other facts about credit will be discussed further.</p> <p>2. List reasons why people use credit.</p> <p>a. Because it is so convenient it makes it unnecessary to carry large amounts of cash around.</p> <p>b. It can be used to meet financial emergencies and costs such as major sickness or household repairs not covered by cash or insurance</p> <p>c. A person can buy big things on a small income and use them while paying for them.</p> <p>d. It can help pay old debts.</p>	<p><u>Resource: Consumer Credit and You--The Consumer Finance Story</u> Channing L. Bete Co., Inc. Greenfield, Mass. 01301 (Simple and well illustrated pamphlet)</p>	<p>Banks are used for loaning money as well as saving money. Insurance companies and finance agencies also loan money. To get a loan a person must have good credit, or in other words, he must have kept his promise and paid money back when he has borrowed it previously, or other loan agencies will not want to lend money to him for fear they, too, will not be paid back.</p>

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS, EXPERIENCE CHART

B. Credit
loans &
costs.
(Cont.)

3. Discuss different types of credit
 1. Charge accounts
 2. Installment sales
 3. Cash loan
 4. Coupon credit plan
 5. Service credit (electric, gas, doctor bill)
4. Review list of "lenders" on bulletin board.
5. Look in the yellow pages of the phone book for agencies from which loan could be obtained.
6. Find magazine and newspaper ads for loan services. Place on bulletin board on lender side.
7. Discuss what creditor will want to know about the borrower and why.
 - a. Name, wife's name, size of family
 - b. Where you live, for how long, do you rent or own.
 - c. Where you work, for how long, and kind of job.
 - d. References--stores where you charge or buy on installments, banks where you have an account.
 - e. How your bills are paid
 - f. How much you earn
8. Fill out mimeographed application form
9. Things you should know about the agency
 - a. Licensed
 - b. Total amount will have to pay
 - c. What happens if payments missedRead and discuss a contract.
10. Work sheets on figuring the cost of a loan.i.e. \$47.50 payments
10.

12 payments

\$570.00 Total

\$500.00 Cost of services on item

\$70.00 cost of borrowing or interest

from National
Consumer Finance
Association, 1000
16th. St., N.W.
Washington, D.C.
20036

Just as an agency must be careful who they lend money to, a person must be careful of who they have credit with. It is important to know the agency is in good standing and the terms of the contract.

Phone books.

Newspapers
Magazines

Work Sheet

Finance Contract
Work Sheets

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
Lesson #7 (Cont.)	<p>11. List of important things to remember and discuss.</p> <ul style="list-style-type: none"> a. Don't overbuy b. Don't be afraid to borrow if the benefits are worth the total cost. c. Choose credit agency carefully. d. Don't be afraid to ask questions. e. <u>Read and understand</u> the contract. f. Pay promptly g. Always keep a copy or statement of the details of the loan. Check 1). Amount 2). Dates 3). Terms <p>12. See film</p> <p>13. Experience Chart</p> <p>14. Vocabulary: credit, loan, emergencies, debts, installment, charge account, coupon credit, service credit, license, contract.</p>	<p><u>Installment</u> <u>Buying U-2584</u> A.V. Center, Univ. of Iowa</p>	

For the Month of March

Total actual expense
Total plan expense

Totals

Date	Item	Cost	(Kind, Amt. and Price)	Income	Balance	Food	Clothing	Insurance	etc.
Mar. 3			Green	\$50.00	\$40.00		\$10.00		

SOCIAL SECURITY

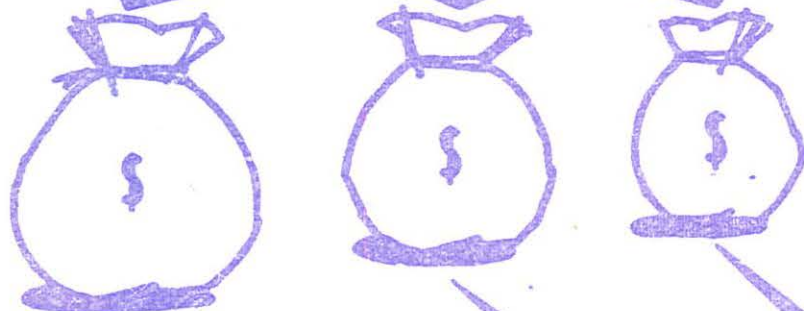
WHERE THE MONEY COMES FROM;
WHERE THE MONEY GOES.

RETIREMENT, SURVIVORS, DISABILITY, AND HOSPITAL INSURANCE

CONTRIBUTIONS PAID DURING WORKING YEARS BY

- EMPLOYERS
- EMPLOYEES
- SELF-EMPLOYED PEOPLE

3 SEPARATE TRUST FUNDS



TRUST FUND MONEY USED FOR BENEFITS



VOLUNTARY MEDICAL INSURANCE

PREMIUMS BY PEOPLE 65 OR OVER
WHO SIGN UP—
EQUAL CONTRIBUTION
BY GOVERNMENT

A SEPARATE TRUST FUND



Administrative costs for each program come out of the corresponding trust fund.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
SOCIAL SECURITY ADMINISTRATION

1966 OASH-2

FROM SOCIAL SECURITY NUMBER TO SOCIAL SECURITY BENEFITS

BEFORE YOU START WORKING

You Get a Social Security Number

WHILE YOU WORK

Your Employers Withhold Social Security Contributions—REPORT YOUR EARNINGS

Self-employed People Pay Their Own Contributions
and Report Their Own Earnings

AT RETIREMENT, IN CASE OF DISABILITY

You File a Claim for Benefits

YOU, YOUR DEPENDENTS
RECEIVE MONTHLY BENEFITS

AT 65

You Become Eligible for Health Insurance

AT YOUR DEATH

Your Survivors Claim Benefits

Your Survivors Receive Benefits

SOCIAL SECURITY ADMINISTRATION

ESTABLISHES AN EARNINGS
RECORD FOR YOU

RECORDS YOUR EARNINGS

COMPUTES THE AMOUNT
OF YOUR BENEFIT;
AUTHORIZES TREASURY TO
MAKE PAYMENT

TREASURY SENDS CHECKS

ARRANGES FOR PAYMENT OF
HOSPITAL AND MEDICAL BILLS

AUTHORIZES TREASURY TO
MAKE PAYMENT
TREASURY SENDS CHECKS

NUTRITION

15 and over

Reth, Viola
Methods I
Dr. Meyan
April, 1963

Nutrition

Rationale

The understanding and practice of good nutrition is essential to the health of the individual and to his general well-being. A well nourished individual functions better at work, play, school and at social activities. Besides having more energy and feeling better, one's personal appearance is much improved when the body is well nourished. A healthy body is more resistant to diseases, which means fewer absences from the various activities of daily life.

Objectives

That the student will

- A. Become aware of how good nutrition affects him personally.
- B. Become acquainted with the Daily Food Guide, the major foods which constitute each group and the number of servings required a day from each group.
- C. Be able to relate how food helps the individual.
- D. Be able to figure the correct measurements by using other measuring utensils.
- E. Be able to use the Daily Food Guide in evaluating diets.
- F. Be able to use the Daily Food Guide and the principles of meal planning in planning menus for the family.
- G. Be able to purchase quality foods economically.
- H. Be able to determine when it is wise to purchase in quantities.
- I. Be able to store foods properly to maintain the nutrients.
- J. Be able to relate which foods are susceptible to food poisoning so preventive measures can be taken.

- N. Acquire an understanding of the term "calorie" and its relation to food in respect to energy needs of the body.
- L. See value in maintaining an appropriate weight..
- M. Become acquainted with various food substitutes and their value in the daily diet..
- N. Be able to select appropriate foods for between meal snacks.
- O. Become acquainted with the various weight-reduction diets and pills and the propaganda associated with these.
- P. Learn what procedures to take when in need of losing weight.
- Q. Be able to write an invitation for a lunch or dinner..
- R. Be able to set the table for a dinner.
- S. Practice good manners when eating.
- T. Be able to write a letter requesting material or information

Sub-Units

- | | |
|--------------------|--------------------|
| A. Food | G.. Mental Health |
| B. Measurement | H. Community |
| C. Money | I. Home and Family |
| D. Health Habits | J. Safety |
| E. Self Evaluation | K. Courtesy |
| F. Advertising | L. Writing Letters |

Core Activities

A. Arithmetic Activities

1. Measure to find how many quarts in a half gallon, how many quarts in a gallon, how many pints in a quart and how many cups in a pint and quart..
2. Measure to find how many $\frac{1}{2}$'s, $\frac{1}{3}$'s and $\frac{1}{6}$'s make a cup.
3. Measure to find out how many tablespoons in a $\frac{1}{2}$, $\frac{1}{4}$ and 1 cup measurement.
4. Measure to find out how many teaspoons make a tablespoon.
5. Measure to find out how many $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{6}$ teaspoons make a teaspoon.
6. Weigh to find how many ounces in a $\frac{1}{4}$, $\frac{1}{2}$, and 1 pound..
7. Measure to find how many inches in a foot.
8. Measure self in feet and inches and record correctly.
9. Read a scale.
10. Weigh self and record.
11. Compare height and weight with available charts on which are recorded the appropriate weight per age and height and built.
12. Determine the cost of foods bought in quantities and in single amounts.
13. Visit a store which sells groceries with stamps and a large super market to compare prices.
14. Figure the cost of preparing your own meal with that of buying it in a restaurant..
15. Visit a drug store to note the prices of vitamin pills and diet products and pills.
16. Figure the difference in price of purchasing prepared foods with that of preparing the food yourself.
17. Collect Ads from the newspaper and compare prices.

B. Communication Skills Activities

1. Read directions on food containers..
2. Keep a record of the foods advertised on TV and radio and why they are suppose to be good.
3. Collect pictures of advertisements of food products in the magazines.
4. Role-play an advertisement of a product with emphasis on getting the public to buy the product.
5. Read labels on food containers to find out the ingredients of the food.
6. Write to companies for recipes..
7. Write to an insurance company for tables of weight and height.
8. Collect advertisements of drugs which claim to give you pep and energy.
9. Collect articles and advertisements of reducing aids, diets and pills.
10. Listen to and summarize talks given by resource persons..
11. Write an invitation for a lunch or dinner.
12. View films..

C. Social Competency Activities

1. Find pictures of a healthy appearing individual and one who appears ill, poorly nourished or overweight.
2. Dramatize how to order food in a restaurant..
3. Role-play how to make introductions..
4. Demonstrate the proper setting of a table for a dinner or luncheon.
5. Serve lunch to the class members and a faculty member..
6. Make a chart of the essentials of being a good hostess..
7. Role-play the proper way to refuse foods which you are not to eat.

3. Make a chart listing the appropriate manners to use when eating.
9. View the following films:
"Courtesy for Beginners"
"Are Your Manners Important"
"Your Table Manners"

D. Safety Activities

1. Visit the Super Market to see how the various foods are stored to keep them safe.
2. Store foods in a refrigerator in different ways to note the change in appearance and signs of spoilage.
3. Visit a locker plant to see how meats are kept safe.
4. Detect spoilage of food by smelling, appearance, and consistency.
5. Demonstrate the various types of food wrappings to determine the beneficial effects of each.
6. Make a chart of safe food practices.
7. Plan a picnic considering the foods which would be inappropriate to take due to no refrigeration.
8. Visit a restaurant for a small snack and note the precautions taken or not taken to keep the food uncontaminated.
9. Make a bulletin board of the food poisonings and the foods under each category..
10. View the film, "Why and How of Keeping Foods."

E. Health Activities

1. Observe experimental rats to note the effects of a poor, inadequate and adequate diet.
2. Prepare own charts of a Daily Food Guide.
3. Find pictures of foods which would constitute a good breakfast, lunch and dinner and arrange according to the meal on paper.
4. Make own chart of meal patterns.
5. Make own chart of principles of meal planning.

6. Evaluate diet for a week
7. Demonstrate how to store various foods to retain as many nutrients as possible.
8. Show foods preserved in various ways..
9. A talk by a Home Economist regarding diet and health..
10. Prepare a healthful lunch.
11. Demonstrate good exercises which everyone can do to help keep the body healthy..
12. Make a chart of the various activities, such as swimming, hiking, walking, tennis, climbing stairs, and designate the number of calories each activity requires.
13. A talk by a nurse on the correct procedure to take when wanting to reduce, and the effects of diet products and diets.
14. View the following films:
 "More Life in Living"
 "Food That Builds Good Health"

F. Vocational Competency Skills

1. Stress the importance of "carrying through" on assigned responsibilities, e.g., committee work.
2. Role-play an overweight, poor-appearing person applying for a job and contrast a role-play of a healthy, well-appearing person applying for a job.
3. Set specific dates for assignments to be due.
4. Dramatize the correct and incorrect type of conversation at a meal.
5. Have a female and male employer talk to the group regarding what they consider important in a prospective employee.
6. Make a chart of the qualities on what an employer considers important in an employee..
7. Make a chart of foods which one should not eat when working with other people.

8. Keep a record of the time taken to eat lunch to insure sufficient time for eating yet not being late for an activity or work.
9. Commend individuals for following directions correctly..

Resource Materials

Resource speakers--nurse, Home Economist, female and male employer

Resource places--three grocery stores, one drug store and one locker plant

Experience charts

Bulletin boards

Charts

Catalogs, magazines, and seed catalogs

Advertisements from the food sections of the newspaper

Pictures for bulletin board and charts

Pint, quart, gallon, and half gallon containers

Measuring cups and spoons

Kitchen scale

Scale for weighing the rats

Scale to weigh students

Potatoes, flour and hamburger for demonstration

Pudding and cereal containers

Samples of various sizes of peaches, bananas, oatmeal

Food products preserved in different ways

Food for the rats

Available refrigerator for food storage

Samples of food wrappings

Kitchen facilities for food preparation and serving

Three white rats and cages and feeding equipment

Overhead projector and materials for making the plastic sheets

Films, projector and available room for showing the films

Newsprint and wax pencil

Stationery and envelopes

Pens

Scissors and paste

Art materials for notebooks and booklets

Free and inexpensive pamphlets

Health books and trade books

Vocabulary

nutrition

water

serving

energy

fats

medium

hair

oil

cornmeal

skin

sugar

macaroni

muscles

elimination

spaghetti

vegetable

starch

noodles

fruit

teaspoon

rice

cereal

tablespoon

pudding

bread

quart

soup

protect

pint

dry beans

disease

gallon

peanut butter

bones

half

ice cream

teeth

scale

diet

healthy

pound

pattern

meat

ounce

main dish

guide

measurement

adult

meal	fresh
beverage	wrap
dessert	grocery
salad	restaurant
breakfast	purchase
dinner	advertising
lunch	vitamin
supper	reduce
variety	serve
interesting	manners
soft	courteous
crisp	polite
hot	introduce
cold	names of foods
flavor	discussed
satisfy	
color	
different	
menu	
expensive	
ingredients	
substitute	
spilling	
recipe	
refrigerator	
freezing	
canned	

Future Plans for the Unit

I would proceed in approximately the following manner with this unit:

Talk by Home Economist

Making a grocery list from menus and recipes

Reading food ads

Finding out about quantity buying

Reading labels on containers

Visiting grocery stores

Purchasing

Storing food properly

Protecting food

Visit a locker plant

Snacks

Food substitutes and vitamin pills

Weight reduction

Talk by nurse

Visit drug stores

Talk by employers

Planning a luncheon

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

A. To introduce the unit so that the students will become interested in good nutrition by seeing how the proper diet affects them personally.

1. Ask and discuss the following questions:
 - a. How many of you like to eat?
 - b. What foods do you like best?
 - c. Do you think you could just eat your favorite foods and still grow strong muscles, be full of pep and energy, and have nice looking skin and hair? Why or why not?
2. Explain that in this unit they will be learning about food and how it can help you. The word used for this is nutrition.
3. Introduce and show the film, "More Life in Living". (This film shows the effects of good and poor diets on general health, personality and weight.)
4. Write experience chart and read orally.
5. Pass out the "Eating Records" and explain their use. (These will be used in Lesson #6.) Be sure to have the students complete these daily. See Appendix A.
6. Seatwork: Have the students entitle the first page of the notebook, "Your Food is Showing". Then have them find a picture of a boy or girl revealing the effects of eating right.
7. Have the students select a name for the notebook, such as "All About Food".

Film: More Life in Living, Dept. of Program Services, National Dairy Council, 111 N. Canal St., Chicago, Illinois

Movie projector
Screen

Notebooks for students

Magazines

Scissors
Paste
Felt pens

Newsprint
Wax pencil

Sheets on which to record what is eaten for one week.

Things I Want to Learn About

1. Why do I eat?
2. How do I choose the right foods?
3. How do I know if I am eating the right amount of the right food?
4. How do I plan good meals?
5. Are there any secrets in buying the right foods?
6. Can people help if they are fat?

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

8. Vocabulary: nutrition, energy, muscles, hair, skin

8. To become acquainted with the Daily Food Guide and Other Foods and their function in the body through

1. discussion

2. use of posters

3. making a Daily Food Guide

4. writing an experience chart

1. Refer to the chart, "Things I want to Learn About", and have the first two questions read. Today we will talk about these two questions.

2. Discuss who chooses the food they eat-- they or their mothers. Explain that they really choose their food by eating or not eating what food is before them. Explain that to make sure you are eating right, you may use a food guide. One important guide used by doctors and others is called the "Daily Food Guide". There are four groups of food and in each group are foods which you need every day.

3. Show the Milk Group which consists of pictures of milk and milk products on a large cow. Discuss the foods. Explain that milk and things made from milk are important for strong bones and teeth.

4. Show the Meat Group which consist of meats on a large baby beef. Discuss the foods in this group. Explain that they need foods from here to help build bones and teeth, to help heal any cut or broken bones and to help the body to grow.

Duplicated experience charts from Lesson I.

Posters for the Daily Food Guide.

Magazines
Seed catalogs

Scissors
Paste
Felt pens

Newsprint
Wax pencil

What Foods Can Do For Me

The right foods will give me plenty of energy to do things I want and need to do.

Eating right will make my skin pink color and help keep pimples away.

The right foods will help build strong bones and teeth.

Eating right will help any cut, sore or broken bone heal quickly.

The right foods will make me feel cheerful.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

5. Show the Vegetable and Fruit Group which have been pasted on an enlarged fruit or vegetable. Explain that you need different foods from the group because some help the body in one way and some in another. Discuss the foods. Foods from this group help you feel better, help keep you from getting grouchy, help make strong bones and teeth, help you see better in dim light, and helps your skin look healthy.

Eating right will help me grow.

The right foods will protect my body from disease.

Water! Water!

6. Show the Bread and Cereals Group with pictures mounted on a large loaf of bread. Discuss the different foods in this group. Explain that these foods give you quick energy. The foods in this group have starch in them.

I should drink 6-8 glasses of water every day. My body needs water to do its work.

Do the starch experiment. See Appendix B.

7. Explain that some foods were not included in the Daily Food Guide like fats, oils, and sugar. The people who made out the Guide thought you would get enough of these with the other foods you ate. There is fat in meats, bread and other baked goods. Oils are sometimes used for cooking and/or baking. Sometimes they are put in salads. Sugar is used in cooking and baking and there is sugar in fruit.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS EXPERIENCE CHART

Fats, oils and sugar help give you energy. They should not be eaten in place of the foods mentioned in the Daily Food Guide.

Do the Fat Experiment. See Appendix C.

3. Explain that water is not a food but you need 6-8 glasses of water a day to help your body do its work. Explain how the body loses water, e.g., sweating, breathing, elimination, etc.
9. Write experience chart and read orally.
10. Seatwork: Entitle four pages of each student's notebook in accordance with the Daily Food Guide groups. Have each student find pictures appropriate for each group of foods.

On a separate sheet each student will draw a picture of the daily requirement of water and place a caption on the top of the page.

The duplicated sheet of Lesson I should be placed in the notebooks.
11. Vocabulary: vegetable, fruit, cereal, bread, protect, disease, bones, teeth, healthy, meat, guide, water, fats, oil, sugar, elimination, starch.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

3. To develop an understanding of the various measurements or

1. carrying out the experiments and

2. correctly completing the worksheet.

1. Explain that before we can find out how much of each group of food we need every day, we need to learn about some measurements.

2. Show each piece of equipment that will be used in the experiments to the class and discuss its use, e.g., many people buy milk in quarts, half gallons, and gallons.

3. Explain and demonstrate how to read a kitchen scale.

4. Divide the students into groups for the experiments.

5. Have the students experiment with water to find out

- How many $\frac{1}{4}$'s, $\frac{1}{3}$'s and $\frac{1}{2}$'s of a cup are in 1 cup.
- How many cups in a pint and a quart.
- How many pints in a quart.
- How many quarts in a half gallon and in 1 gallon.

6. Have the students use flour to find out

- How many $\frac{1}{4}$'s, $\frac{1}{3}$'s, and $\frac{1}{2}$'s of a teaspoon in 1 teaspoon.
- How many teaspoons in 1 tablespoon.
- How many tablespoons in a $\frac{1}{4}$, $\frac{1}{2}$ and 1 cup.

Duplicated experience chart of Lesson II for notebook.

Duplicated experience chart of today's lesson for notebook.

Measuring cups
Measuring spoons
Pints, quarts, and half gallon and gallon containers.

Flour and weighed potatoes.

Kitchen scales

Measurements I Need to Know

1. How many make 1 cup?

4-- $\frac{1}{4}$ cups
3-- $\frac{1}{3}$ cups
2-- $\frac{1}{2}$ cups

2. How many make $\frac{1}{2}$ cup?

2-- $\frac{1}{4}$ cups
8 tablespoons

3. How many make $\frac{1}{3}$ cup?

4 tablespoons

4. How many make 1 tablespoon?

3 teaspoons

5. How many make 1 teaspoon?

4-- $\frac{1}{4}$ teaspoons
3-- $\frac{1}{3}$ teaspoons
2-- $\frac{1}{2}$ teaspoons

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS : EXPERIENCE CHART

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 8. As each group completes the experiment have them fill out the part of the worksheet which pertains to that particular experiment. | 6. How many make 1 pint?
2 cups |
| 9. See Appendix D for worksheet.. | ¹ 7. How many make 1 quart?
4 cups
2 pints |
| 10. Write experience chart. | 8. How many make 1 half gallon?
2 quarts |
| 11. Seatwork: Complete the worksheet as the experiments are done. | 9. How many make 1 gallon?
4 quarts |
| 12. Vocabulary: measurement, tablespoon, teaspoon, pint, quart, gallon, half, pound, ounces, scale | 10. How many make 1 pound?
16 ounces |
| | 11. How many make 1 pound?
16 ounces |

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS EXPERIENCE CHART

12. How many make
pound?

16 ounces

Abbreviations I
Should Know

T--tablespoon
tsp.--teaspoon
lb.--pound
oz.--ounce
pt.--pint
qt.--quart
gal.--gallon

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS EXPERIENCE CHART

D. That the student will demonstrate his understanding of a "serving" by

1. answering 75% of the worksheet correctly.

2. being able to draw cartoons representing the correct amounts.

1. Refer back to the experience chart in the first lesson entitled, "Things I Want to Learn About". Have the third question read. Explain that for each food group the specialists have told us how much to eat to make sure we eat right.

2. Attach the sign "4 or more cups of milk" to the Milk Group. Explain that this amount may be glasses of milk or milk used in other ways. Show a picture how this number of servings can be represented, e.g., 2 glasses of milk, a dish of ice cream, cereal with milk, a bowl of soup, and a dish of pudding.

3. Attach the sign "4 or more servings" to the Fruit and Vegetable Group. Explain that a serving may be $\frac{1}{2}$ cup vegetables, $\frac{1}{2}$ cup fruit juice, or 1 medium-sized fruit. Show a picture of fruits and vegetables to represent a day's requirement.

4. Attach the sign "2 or more servings" to the Meat Group. Explain that a serving is 5 oz. of raw meat, 2 eggs, 4 T. peanut butter or 1 cup dry beans. Weigh some ground meat to show how much 5 oz. represents. You could also put it in an appropriate measuring cup. Show a picture of foods representing a day's requirement.

Printed signs representing the servings for each group.

Pictures showing a day's requirement for each group.

Measuring cups
Kitchen scale
Hamburger

Film: Food That Builds Good

Health, Coronet Instructional Films, 65 E. South Water St., Chicago, Illinois, 60601.

Duplicated experience chart for the notebook.

How Much Should Eat?

I need 4 or more cups of milk a day

I should have 4 more servings of foods from the Fruit and Vegetable Group. A serving could be $\frac{1}{2}$ cup vegetables, fruit juice or 1 medium fruit.

I need 2 or more servings from the Meat Group. A serving from this group may be 5 oz. of raw meat, 2 eggs, 4 T. peanut butter or 1 cup dry beans.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

5. Attach a sign "4 or more servings" to the Bread and Cereal Group. A serving may be 1 slice of bread, $\frac{1}{2}$ cup cooked cereal, macaroni, spaghetti, cornmeal, rice or noodles, or 1 cup ready-to-eat cereal. Show a picture of foods representing a day's requirement.
6. Introduce the film and state two leading questions.
7. Show and discuss the film.
8. Write the experience chart. Draw cartoons representing the number of servings, e.g., a boy with four straws in four glasses of milk and drinking them at once. Have the students write the number of servings as indicated on the attached signs on the appropriate food group.
9. Seatwork: Complete the worksheet on the identification of a serving represented by different foods. See Appendix E.
10. Vocabulary: servings, medium, macaroni, spaghetti, cornmeal, rice, noodles, pudding, soup, ice cream, dry beans, peanut butter

Felt pens
Newsprint
Wax pencil

I should have 4 or more servings from the Bread and Cereal Group. A serving from this group may be 1 slice of bread, $\frac{1}{2}$ cup cooked cereal, macaroni, spaghetti, cornmeal or noodles, or 1 cup of ready-to-eat cereal.

OBJECTIVES

1. To be able to determine if a diet is adequate by

1. checking if foods were selected from each group in the Daily Food Guide
2. checking if the right number of servings have been selected from each group.

ACTIVITIES

1. Review the Daily Food Guide and the experience chart entitled, "How Much Should I Eat?"
2. Distribute the evaluation forms and explain their use.

3. Show one of the diets on the overhead projector. Discuss how this diet met the daily requirements and how it failed to meet the daily requirements. Record this information on the forms provided. Do this with each sheet of diets.

4. Using the forms discuss in which category(ies) the lack is found most often.

5. Review how the mission foods help the body. Explain that sometimes we do not feel or see right away the things that happen when not eating like we should. That is why it is important to eat right all the time. If white rats were fed just the foods you ate, we could see what happens very quickly. The reason is that rats grow very fast.

6. Write the experience chart from the generalizations formed when evaluating the diets.

7. Seatwork: Complete the worksheet in Appendix C.

RESOURCE MATERIALS

Daily Food Guide

Experience chart
"How much Should I Eat?"

Plastic sheets

on which are typed the diets of one day of each of the students.

Overhead projector
Evaluation forms,
Appendix E

Newsprint
Wax pencil

EXPERIENCE CHART

What's Missing?

People in our class at many foods from the Bread and Cereal Group..

We ate some foods from the Meat Group but most of us did not eat as many as we should.

Many of us ate only one or two foods from the Fruit and Vegetable Group.

Many of us had just two glasses of milk a day.

We must begin to eat the right way if we want to be and look healthy.

OBJECTIVES

ACTIVITIES

NECESSARY MATERIALS

FEEDING SCHEDULE

1. Necessary diet, bedding

2. To be able to relate the effects of a deficiency in the fruit and vegetable and milk groups by observing the changes which take place in the experimental rats.

1. Explain that today they will be starting an experiment to see what happens when rats are and are not fed the right foods in the right amounts. The reason for using white rats is that their daily diet is similar to that of people. The white rats show very quickly what happens when they are or are not fed right.
2. Discuss the record keeping for this experiment.
3. Decide on the various committees needed and the duties of each committee. Have the committees on poster paper and have them write their names under the committee they prefer.
4. Demonstrate and discuss how to handle rats.
5. Discuss the types of diets to feed the rats, e.g., one completely lacking in milk and eggs, and inadequate in fruits and vegetables (Diet 1), Diet 2 (Diet 3) and adequate diet (Diet 4).

3. Comes for the rats

4. White rats

5. Water containers

6. Food containers

7. Newspaper

8. Cleaning equipment

9. Gloves for handling the rats

10. Newspaper

11. Wax pencil

12. Labels for cages

Our Experiment

Committees

1. Weighing
2. Feeding
3. Cleaning

Responsibilities of each committee.

Weighting

Weight each rat every Friday and write its weight on the record sheet.

Check the scale before weighing.

Refer to the procedure which is to be followed. Put the rat in the weighing container. Weigh the rat in the weighing container. Write the weight of the rat on the record sheet. The weight of the rat should be written on the

SELECTIVES

ACTIVITIES

PROPOSED MATERIAL

REFERENCE MATERIAL

6. Discuss how the food will be prepared and fed. Include care for week ends.

7. List questions which the students can use as guides in making their observations.

- a. Which rat has the nicest fur?
- b. Which rat has the brightest eyes?
- c. Which rat is the friendliest?
- d. Which rat has the best posture?
- e. Which rat has the nicest tail?
- f. Which rat has the pinkest nose, feet, and tail?

8. Explain to the class that each rat is the same age and should weigh the same. Weigh the rats. Show how to check the scale to make sure it is weighing right. Record the rat's age, weight, sex and diet planned for it. Print this information on a label on each cage.

9. Name the rats.

10. Once a week discuss the students' observations and the records that were kept.

11. Write the experience of rat and read orally.

12. Assignment: Complete the worksheet in Appendix B. Copy the guide questions in the notebook.

the weight of the rat.
weigh only one rat
at a time so they don't
get all mixed-up.

Cleaning

Each day change the newspaper in the bottom of the cage. Check that the food container are clean.

Once a week wash the cages. Wash only one cage at a time.

First put the rat in a coffee can and cover it with a screen.

Clean cage, base and cover with soap and water with mild disinfectant. Scrub with brush. Be sure food and water containers are clean. Always dry cage out well.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

3. To become acquainted with the three meal patterns through discussion and charts.

1. Refer to the first experience chart, "Things I Want to Learn About", and have the fourth question read. Explain that since we know what foods and how much of each group of foods to eat, we can think about how to plan meals. Explain that during the next few classes we will be talking about this question.
2. Most people eat 3 meals a day. It is important that we eat these three meals at about the same time each day.
3. Explain that to make planning meals very easy we can use a pattern for each meal. This pattern helps us get the foods from the Daily Food Guide into the right places.
4. Breakfast is the first and an important meal of the day. At breakfast time it has been 12 hours since you had a meal. Your body needs food to give it energy for what you do in the morning.
5. Many people do not eat a good breakfast. This is how they feel. Post each sign and have it read. How many of you eat breakfast? How do you feel in the morning?
6. For breakfast this pattern is suggested:

Fruit or fruit juice
Main dish and/or egg or meat
Bread

Signs about breakfast, e.g.,
"If I don't eat a good breakfast, I don't feel like coming to school."

"If I don't eat a good breakfast, I get hungry before bedtime."

"If I don't eat a good breakfast, I get sleepy when I try to work."

"If I don't eat a good breakfast, I get a headache."

Experience chart from Lesson I

Posters with pictures of foods for each meal discussed.

Magazines
Scissors
Paste

Meal PatternsBreakfast

Fruit or fruit juice
Main dish and/or egg or meat
Bread
Beverage or milk
Butter or margarine

Lunch or Supper

Main dish
Bread
Fruit or dessert
Beverage or milk
Butter or margarine

Dinner

Meat or something from the meat group
Potato or other vegetable
Salad
Bread
Fruit or dessert
Beverage or milk
Butter or margarine

OBJECTIVES

ACTIVITIES

Discuss what foods could be used for each part of the pattern. Point out that the main dish for growing people and active adults may include both cereal and eggs or meat, otherwise it is either one.

7. Lunch is the second meal of the day. The following pattern is suggested :

Main dish
Bread
Fruit or dessert
Beverage or milk
Butter or margarine

Discuss what can be used for each part of the pattern. Explain that the use of fruit or bread in the main dish would care for the bread and dessert part of the pattern.

3. The last meal of the day is dinner. Some people may have their lunch as the last meal and the dinner as the second meal of the day. When lunch is the last meal of the day, many people call it supper. The pattern for a dinner would be as follows:

Meat or something from the Meat Group
Potato or other vegetable
Vegetable
Salad
Bread
Fruit or dessert
Beverage or milk
Butter or margarine

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

Discuss what foods may be used for each part of the pattern.

9. Write experience chart. The students will copy the meal patterns on three separate pages in their notebooks.
10. Seatwork: Find pictures for each part of each meal pattern.
11. Vocabulary: pattern, dessert, beverage, salad, breakfast, dinner, lunch, supper, main dish, adults, meal.

12. Be able to plan satisfying meals by using the principles of good meal planning.

1. Now that you know about the meal patterns, you are ready to find out what else you must do to have a good meal. All good cooks want the people eating their food to enjoy it.
2. Show the first two pictures. Discuss which dinner would make one want to eat and why. The two ideas to emphasize are:
 - a. Have some soft and some crisp foods.
 - b. Have different colors of food.
3. Show the second set of pictures and discuss which is more appealing and why. Bring out the next idea:
 - a. Have different flavors of food.

Pictures of a dinner with foods of approximate color and texture and another with a variety in color and texture.

Second Set

Pictures of a dinner or lunch with many strong flavors or spices (pickles and harvard beets). One with bland foods (squash.

What a Good Meal

A good cook wants her meal to look good, to taste good, to satisfy her family and to be healthful. To help her do these things, she must do different things.

First, she must select foods from Daily Food Guide

Then she needs a plan for some soft and some crisp foods.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

EXPERIENCE CHART

4. Show the third set of pictures and discuss. Emphasize the following ideas:

- a. That meals can be interesting by serving foods in different ways.
- b. Select different foods from the group for variety.

Show pictures of the foods served in different ways or different foods which can be used.

5. Show the fourth set of pictures and discuss. Bring out the following points:

- a. Some hot and some cold foods make the meal more satisfying.

6. Discuss that in the summer some foods do not seem as good to us as in the winter, e.g., pancakes for breakfast may seem good for the cold months but not on a hot morning in July. Have the students think of other examples.

7. Emphasize the importance of selecting foods from the Daily Food Guide.

8. Seatwork: Complete the worksheet, see Appendix I.

9. Write experience chart.

boiled potatoes, pudding), and one with a variety of flavors.

Third Set

Have 5 pictures of a breakfast with the same foods (orange juice, oatmeal, boiled egg, grape jam). Then have 3 pictures showing the food served in different ways or the use of different foods.

Fourth Set

Have 1 picture with all hot foods, one with all cold foods and another with some hot and some cold foods.

She will also select foods with different colors and flavors.

She will remember to have some hot and some cold foods for variety.

It will be important to her to fix foods in different ways so family does not get tired of them.

ARCHIVES

ACTIVITIES

RESOURCE MATERIALS EXPERIENCE CHART

10. Vocabulary: variety, interesting, soft, crisp, hot, cold, flavor, satisfy, color, different

To be able to write menus using

1. the experience chart, "Meal Patterns".
2. the experience chart, "What a Good Meal!"
3. the Daily Food Guide.

1. Review the experience charts on "Meal Patterns" and "What a Good Meal!".
2. Explain how menus are planned.
3. Distribute the sheets on which are listed main dishes, vegetable dishes, meat dishes, sandwiches, soups, salads, and desserts.
4. Select a family from the class and plan menus for this family for one week.
5. Distribute the menus collected from eating places. Discuss them and mark the good ones.
6. Write experience chart.
7. Seatwork: Have students make a menu book in which they will record today's menus and will add good ones as they are found.
8. Vocabulary: menu, expensive

Have copies for each student of:

main dishes
vegetable dishes
meat dishes
sandwiches
soups
salads
desserts

Posters of the Daily Food Guide.

Experience charts of "What a Good Meal!", and "Meal Patterns".

Copies of collected menus.

Materials for notebooks for students.

Are You a Wise Planner?

Before planning menus write out the meal patterns. Also read over the Daily Food Guide and the chart on "What a Good Meal!". Doing these things first will make menu planning much easier and will save time.

Then write out the menus for one week. Be sure to consider all members of the family and the cost. Remember, that many foods which cost less are just as good as the ones which are expensive. This is secret of a wise planner!

RECIPIES

ACTIVITIES

RESOURCE MATERIALS

QUESTIONS

Duplicated copies of experience chart.

Newsprint
max pencil

1. To be able to select good recipes for the given criteria in the experience chart.
 1. Explain that it is important to have a collection of good recipes. This helps in planning many different dishes and saves time. Do be careful not to collect too many recipes in one area and then have too few in the other areas. Many people have more recipes for desserts than for any other dish.
 2. Discuss some points to consider in selecting recipes. Give examples of each point.
 3. Show recipes on the overhead projector. Have the students read them along with the directions. Discuss the directions. Do this with recipes from each area or category.
 4. Have boxes of pudding and cereals. Have the students practice reading the directions. Explain the other written information on the containers so they learn how to determine which is the recipe.

Recipes on plastic for use in the overhead projector
Overhead projector
Empty cereal and pudding boxes.

Recipe books for use in discussing recipes.

Materials for the making of recipe books by the students.

Duplicated experience charts.

Newsprint
max pencil

What is a Good Recipe?

Does the recipe say for foods that eat too much?

Does the recipe say for healthy foods?

Will I be able to use any ingredients that are left over from the recipe?

Can the recipe be made in a small or large size?

Can I add to it or leave out a food without spoiling the recipe?

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS EXPERIENCE CHART

5. Look at different recipe books and discuss selected recipes.
6. Write experience chart and read orally.
7. Seatwork: Have students make a recipe book. Divide it into the following sections: Salads, Sandwiches, Desserts, Main Dishes, Vegetable Dishes, Meat Dishes and Soups. Copy the recipes which were decided as "good" in the right section of the book.
3. Vocabulary: ingredient, substitute, spoiling

If I fix the recipe as it reads, will there be too much to eat or too little to eat?

If there is any food left over, will I be able to use it later?

Appendix A

These Are the Foods I Ate and Drank on Sunday
(Name foods and give amounts, such as one egg.)

At Breakfast

- | | | | |
|-----|---|----|---|
| 1. | - | 5. | - |
| 2.. | - | 6. | - |
| 3. | - | 7. | - |
| 4. | - | 8. | - |

At Dinner

- | | | | |
|-----|---|-----|---|
| 1. | - | 6. | - |
| 2.. | - | 7. | - |
| 3. | - | 8. | - |
| 4. | - | 9. | - |
| 5. | - | 10. | - |

At Lunch or Supper

- | | | | |
|-----|---|-----|---|
| 1. | - | 6. | - |
| 2.. | - | 7. | - |
| 3. | - | 8. | - |
| 4. | - | 9. | - |
| 5. | - | 10. | - |

One would be made for each day of the week.

Appendix B

The Starch Experiment

Drop a small amount of iodine on the food you are testing. Iodine turns starches blue. If the food fails to turn blue, it does not have starch in it.

slice of raw potato

yolk of cooked egg

slice of cucumber

white of cooked egg

piece of bread

raw bacon

lima beans

Note: Iodine is a poison. Do not taste any of the food you coat with iodine.

Appendix C

The Fat Experiment

Take a brown grocery bag and lay it on a table. Crush or press the food on the paper. Remove the food. Look for a clear grease spot on the paper. Such spots show that the food has fat in it. If there is no grease spot, the food does not contain fat.

raw bacon

peanut butter

bread

peanut without shell or skin

butter

yolk of cooked egg

olive oil

white of cooked egg

Appendix D

After completing the experiment put the right number on the lines.

CUPS

1. There are _____ $\frac{1}{4}$ cups in 1 cup.
2. There are _____ $\frac{1}{2}$ cups in 1 cup.
3. There are _____ $\frac{1}{3}$ cups in 1 cup.

TEASPOONS AND TABLESPOONS

1. There are _____ $\frac{1}{4}$ teaspoons in 1 teaspoon.
2. There are _____ $\frac{1}{2}$ teaspoons in 1 teaspoon.
3. There are _____ $\frac{1}{3}$ teaspoons in 1 teaspoon.
4. There are _____ teaspoons in 1 tablespoon.

TABLESPOONS AND CUPS

1. There are _____ tablespoons in $\frac{1}{4}$ cup.
2. There are _____ tablespoons in $\frac{1}{2}$ cup.
3. There are _____ tablespoons in 1 cup.

CUPS, PINTS AND QUARTS

1. There are _____ cups in 1 pint.
2. There are _____ cups in 1 quart.
3. There are _____ pints in 1 quart.

QUARTS AND GALLONS

1. There are _____ quarts in 1 gallon.
2. There are _____ quarts in $\frac{1}{2}$ gallon.

OUNCES AND POUNDS

1. There are _____ ounces in $\frac{1}{2}$ pound.
2. There are _____ ounces in $\frac{1}{4}$ pound.
3. There are _____ ounces in 1 pound.

Appendix E

Put a beside each food listed below which would make one serving.

- | | |
|-----------------------------------------------|----------------------------------------------------|
| <u> </u> 1. 1 cup of peas | <u> </u> 10. $\frac{1}{2}$ cup carrots |
| <u> </u> 2. 2 eggs | <u> </u> 11. $\frac{1}{2}$ cup beets |
| <u> </u> 3. 1 glass of milk | <u> </u> 12. 1 medium potato |
| <u> </u> 4. 1 grapefruit | <u> </u> 13. 2 cups cornflakes |
| <u> </u> 5. 2 medium oranges | <u> </u> 14. $\frac{1}{2}$ cup cooked oatmeal |
| <u> </u> 6. $\frac{1}{2}$ cup lima beans | <u> </u> 15. 1 slice of toast |
| <u> </u> 7. 1 pork chop | <u> </u> 16. 1 cup peas |
| <u> </u> 8. 1 large apple | <u> </u> 17. $\frac{1}{2}$ grapefruit |
| <u> </u> 9. 1 large banana | <u> </u> 18. 10 oz. meat |

Write yes or no.

- You need 2 or more servings from the Bread and Cereal Group every day.
- You need 4 or more glasses of milk a day.
- You need 4 or more servings from the Fruit and Vegetable Group every day.
- You need 2 or more servings from the Meat Group every day.

RESOURCES MATERIALS EXPERIENCE CHART

ACTIVITIES

RESOURCES

Duplicated copies of experience chart.

Newsprint
Wax pencil

What is a Good Recipe?
Does the recipe as for foods that cost too much?
Does the recipe as for healthful foods?
Will I be able to use any ingredients that are left over from the recipe?
Does the recipe as for foods my family does not like?
Can I substitute some other food or leave out a food without spoiling the recipe?

Recipes on plastic for use on the overhead projector
Overhead projector
Empty cereal and pudding boxes.
Recipe books for use in discussing recipes.
Materials for the making of recipe books by the students.
Duplicated experience charts.
Newsprint
Wax pencil

1. Explain that it is important to have a collection of good recipes. This helps in planning many different dishes and saves time. Do be careful not to collect too many recipes in one area and then have too few in the other areas. Many people have more recipes for desserts than for any other dish.

2. Discuss some points to consider in selecting recipes. Give examples of each point.

3. Show recipes on the overhead projector. Have the students read them along with the directions. Discuss the directions. Do this with recipes from each area or category.

4. Have boxes of pudding and cereals. Have the students practice reading the directions. Explain the other written information on the containers so they learn how to determine which is the recipe.

to be able to select good recipes by using the given criteria in the experience chart.

Score Sheet

Food Groups

Number of Servings

MILK
GROUP

Perfect
Score

This
Score

VEGETABLE
AND
FRUIT
GROUP

Perfect
Score

This
Score

BREAD
AND
CEREAL
GROUP

Perfect
Score

This
Score

MEAT
GROUP

Perfect
Score

This
Score

Directions for Appendix F

Each square represents one individual. Diets of eighteen individual can be recorded on this sheet. For each serving put a check mark in the corner of the box.

To find the "Perfect Score", multiply the number of people by the number of daily servings required for that group. If there were 15 students in the class, a perfect score for the Milk Group would be 60. To find "This Score", count the number of marks in the boxes for that particular food group.

Appendix G

Listed below is what Susan had to eat for breakfast, lunch, and dinner one day. Write beside each food the group to which it belongs.

Breakfast

A glass of orange juice _____

A scrambled egg _____

Bacon _____

Buttered toast and jelly _____

A glass of milk _____

Lunch

A bowl of vegetable soup _____

A meat loaf sandwich _____

A piece of cake _____

A glass of milk _____

Dinner

Roast beef _____

Baked potato _____

Peas and carrots _____

Fruit Salad _____

A glass of milk _____

A baked apple _____

Did Susan eat one of each of the four groups of foods? _____

Appendix H

Write yes before each sentence that is right. Write no before each sentence that is wrong.

- ____ 1. Peas are vegetables.
- ____ 2. Apples are meat.
- ____ 3. Oatmeal is a cereal.
- ____ 4. Hamburger is a meat.
- ____ 5. Cream of Wheat is a cereal.
- ____ 6. Muffins are a bread.
- ____ 7. Chicken is a meat.
- ____ 8. Oranges are a fruit.
- ____ 9. Turkey is a meat.
- ____ 10. Cherries are a fruit.

Circle the names of vegetables.

peas

cabbage

tomato

potato

plums

strawberries

pears

rolls

carrot

asparagus

cauliflower

fish

beets

cheese

squash

lettuce

brussels sprouts

pickles

Appendix I

Joyce is a 16-year old girl who is going to school. She lives just across the street from school so she can go home every noon for lunch. Which daily menu is better for Joyce?

A _____

B _____

Breakfast

Cream of Wheat
Nut Muffins
Applesauce
Cocoa

Breakfast

Orange juice
Oatmeal
Whole wheat toast
Milk

Lunch

Mashed potatoes
Green string beans
Whole wheat bread
Chocolate cake
Milk

Lunch

Vegetable soup
Crackers
Baked apple
Cookie
Milk

Dinner

Macaroni and cheese
White bread
Buttered cabbage
Potato salad
Cream pie
Cocoa

Dinner

Creamed eggs
Baked potatoes
Head lettuce salad
Whole wheat bread
Canned peaches
Milk

Check the reasons for choosing the daily menu you did.

- _____ 1. Daily menu A contains more potatoes which help us grow better than other vegetables.
- _____ 2. Daily menu B has a citrus fruit which Joyce should eat every day.
- _____ 3. Daily menu B has more healthful desserts.
- _____ 4. Daily menu A has foods with chocolate in which is good for building strong bones.
- _____ 5. Daily menu A has more soft foods which give you more pep and energy.
- _____ 6. Daily menu B has a leafy vegetable which Joyce should have every day.

Addresses

Free and inexpensive materials may be obtained from the following places:

American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois

Cereal Institute
135 South La Salle St.
Chicago, Illinois

General Mills
Educational Section
Department of Public Services
Minneapolis, Minnesota

Metropolitan Life Insurance
School Health Bureau
1 Madison Avenue
New York, New York

National Dairy Council
111 N. Canal St.
Chicago, Illinois 60606

National Livestock and Meat Board
36 South Wabash Avenue
Chicago, Illinois

U.S. Bureau of Human Nutrition and Home Economics
Department of Agriculture
Washington, D. C.

U. S. Public Health Service
Department of Health
Education, and Welfare
Washington, D. C.

Addresses for the Listed Films

Safety Activities

"The Why and How of Keeping Foods"

Eye Gate House Inc.
Archer Avenue
Jamaica, New York 11435

Social Competency Activities

"Courtesy for Beginners"

"Are Your Manners Important"

Coronet Instructional Films
65 E. South Water Street
Chicago, Illinois 60601

"Your Table Manners"

McGraw Hill Book Company
Text-Film Division
330 West 42nd. Street
New York, New York

A
Unit

on
the

Telephone
Directory

for
CA
15 +

by
Dale
Nagel

Preliminary Steps

Step I Rationale

The telephone directory plays a close role with many occupations and the daily lives of many people. Very few people do not have a use at some time for this "book". This "book" is one of the very few found in many homes. Direct teaching of the use of the telephone directory is needed for many average students for full understanding. Thus it is felt direct teaching is needed here.

This unit will be taught after a unit on telephone use and manners. First consideration of that topic should be at the intermediate level.

The students should learn the general parts and use of the telephone directory by the end of this unit.

Step II Objectives

1. To know how to use the table of contents.
2. To understand why it is important to have emergency numbers on the inside of the front cover.
3. To be able to find a telephone number for a name in the Iowa City section.
4. To be able to find a telephone number for a name, given the city.
5. To understand that each telephone number listing contains the name, address, and telephone number.
6. To be able to find someone's address, given their name and the city in which they live.
7. To know what the Action Index and yellow pages are and how they are related.

8. To know that no two telephones never have the same area code telephone numbers.
9. To be able to find the list of area codes and understand their use.
10. To be able to find the area code for a city, given the city and state.
11. To have limited understanding of other general information of the telephone directory.

Step III Sub Units

- A. Social competency
- E. Self-protection
- C. Safety
- D. Advertising
- E. Vocation
- F. Courtesy
- G. Leisure time
- H. Money
- I. Home and family

Step IV Core Activities

Arithmetic

1. Read sample of cities and towns and decide which towns are in the same area code area.
2. Figure rate of taxation on telephone bills.
3. Figure cost per call, given cost and number of calls.
4. Figure number of calls at 10¢, then 25¢ each, given total cost.

Social

1. Discuss how to identify a telephone book.
2. Play a game identifying the telephone book.
3. Discuss how to handle unfriendly calls.
4. A student calls a relative in another state.
5. A student calls different stores checking prices.
6. Discuss what it would be like without telephone directories or books.

Communication

1. Find telephone number of person, given name and city.
2. Find address of person, given name and city.
3. Given a bent car fender and other similar problems, ask where the object can be taken. The student finds the answer by using the Action Index and the yellow pages.
4. Given city and state, find area code.
5. Decide whether it is easier to telephone or write, by using both in role play.

Health

1. Find several MD's names and addresses in the telephone book.
2. Find heating repair shops or service locations in the telephone book.
3. Find location of swimming pools and other recreation areas in the telephone book.

Safety

1. Find the emergency numbers on the inside front cover.
2. Dramatize an emergency call to the police in the form of game with the class trying to make fast calls to the police.
3. Dramatize what to do when one can't find the telephone book in an emergency.

Vocational

1. Discuss why firms have large ads put in the yellow pages.
2. Role play a salesman finding where a customer lives by using the telephone book.
3. Discuss what type of factories there are in the city, by using the yellow pages.

Step V Resource Material

A telephone directory for each student plus a few extras

Telephone

Stop watch

Experience chart

Worksheets

Telephone operator

People with firms who are called to check prices

Step VI Vocabulary

spelling and comprehension

telephone

information

obscene calls

directory

connection

local

area code

operator

yellow pages

sheriff

"the states" (50)

address

ambulance

Objectives

Activities

Resource Material

Experience Chart

To be able to recognize and verbally pick out a telephone book from among several other paper back books, which include: Life, True, Sears catalogue, and a book of zip codes. This must be done within 2 seconds.

1. Pass out a telephone book to each student.
2. Discuss with the class how one can identify a telephone book.
3. Divide the class into teams and ask each member to pick out a telephone book from the books listed under objectives within 2 seconds. Mix the books after each try. The team with the greatest number of successes wins.
4. Ask the class if they have ever seen anyone use a telephone book. If someone has, ask him why the person used the telephone book.
5. Present telephone books from other areas to the class. Discuss with the class why they vary in size.

Paper back books listed under objectives

Front cover of telephone book

Experience chart

A telephone cover tells

Telephone books from other areas

A. the city

B. the dates to be used

Stop watch

Telephone book for each student, which he will keep.

6. Develop the experience chart.

To be able to find the emergency numbers on the inside front cover of the telephone book and dial the number for the police within 1 minute, when asked to do so.

1. Ask each student to look on the inside front cover of his telephone book.
2. Discuss what each emergency number is for and when to use it.
3. Each student takes a turn at using his telephone book to help finding the emergency number for the police and dialing the number as fast as he can. The fastest student will be rewarded.
4. Develop the experience chart with the class.

Telephone

Inside front cover

Stop watch

Experience chart

The emergency numbers in case of fire and for police are easily found there

A doctor's telephone number should be written on the page.

Objectives

Activities

Resource Material

Experience Chart

II. To be able to find 1 company for each of the 5 problems on worksheet #4 within 10 minutes, given the key words for each problem. Each student is to work alone and write his answer on his worksheet. He will use his own worksheet from lesson VI with corrections made, and the yellow pages from his telephone book.

1. Review the use and meaning of key words.
2. Ask the students to look through the yellow pages.
3. Review what is in the yellow pages.
4. Ask the students how they think the Action Index is related to the yellow pages.
5. Discuss the process of going from the Action Index to the yellow pages.
6. Ask the students to find one company for each of these key words:

Burglar Alarm Systems

Amusement Devices

Plumbing-Drain & Sewer Cleaning

If the class seems interested in one of these topics, have a student telephone two or three companies to check prices.

7. Hand out the corrected worksheet #4 to each student, so that each student has his own back. Collect the worksheets after the students have had them for ten minutes.
8. Develop the experience chart with the class.

Stop watch

Telephone

Unknown people for telephone call

Worksheet #4 for each student (corrected)

Experience chart

The Action Index works in combination with the yellow pages.

The key words found in the Action Index and how the yellow pages are arranged.

To be able to find the "key words" to use for the yellow pages by using the Action Index for 4 of the 5 problems on worksheet #4 within 10 minutes. The answers are to be written on the worksheet. Each student is to work alone.

1. Review how to find the Action Index.
2. Review the purpose of the Action Index.
3. Ask the following problem:
 Joe ~~doesn't have a car~~. He doesn't have a car. This means he can't travel all over the town to check prices. Every time he buys something he feels that he has been taken. He wants to buy an old sofa for his wife. What should he do?
 After the students have had time to consider the problem, discuss with them what he should do. If no one comes up with the idea, tell them to look under furniture-used. Then have the class to actually look under that heading in the yellow pages.
4. If one or two students seem to have more trouble than the rest of the class, if ~~not~~ just two students, ask these students to relate to the rest of the class what the last thing that their family bought that really seemed usual to them. After finding out what it was, ask the class to find the key words for these objects in the Action Index. Then find in the Yellow Pages where these objects could be bought.
5. Hand out worksheet #4 to each student. Collect the worksheets after the students have had them for ten minutes.
6. Develop the experience chart with the class.

Stop watch

Experience chart

Worksheet #4 for each student

The Action Index is a good way to check key words or words with which to use the Yellow Pages.

Objectives

To be able to find 4 of the 5 addresses asked for on worksheet #3. The answers will be recorded by the student on the worksheet. The students will have ten minutes to complete the worksheet.

Activities

1. Review what a telephone listing contains.
2. Review how the telephone listings are ordered.
3. Discuss the fact that addresses are given in the telephone listings.
4. Stress the advantage that all one needs is the person's name and a telephone book to find his address in most cases. Discuss briefly when this wouldn't be true, that is when two people have exactly the same name. Discuss what one could do when this true.
5. Have a student role play a salesman looking for a customer. (This may not need to be used if 4. goes well.) Discuss afterwards how else this fact could be used. The customer's name was known.
6. Hand out worksheet #3. Collect the worksheets after the students have had them for ten minutes.
7. Develop the experience chart with the class.

Resource Material

Stop watch

Experience chart

Worksheet #3
for each student

Experience Chart

The telephone book is useful for finding addresses, as long as we know the person's full name and city in which he lives.

Objectives

Activities

Resource Material

Experience Chart

To be able to find 4 of 5 telephone numbers for 5 people, given their names, a telephone book, and the city in which they live, within 10 minutes. All of the telephone numbers are in the telephone book. Each person lives in a different city. The answers will be recorded on the worksheet by the student.

1. Review how to find the telephone listing for Iowa City.
2. Discuss and find a telephone listing for another city.
3. Discuss the location of some of the cities listed in the telephone book.
4. Ask the class to find a telephone number for a name and city that you ask. The students who find the number in 2 minutes are out of the game and then help others who aren't. This continues until each student passes out or six names have been used.

Gary Drefke	Conroy	662-2394
Oral Moore	Wellman	646-2118
Jesse Bopp	Sharon Center	683-2683
Louis Acord	Oxford	628-4460
John Arp	Williamsburg	668-1405
Don Alba	Marengo	2-4764

5. Hand out worksheet #2. Collect the worksheets after the students have had them for ten minutes.
6. Develop the experience chart.

Stop watch

Experience chart

Worksheet #2 for each student

The telephone listings are organized by city.

The Iowa City listing is first. The other cities are in alphabetical order.

To be able to find the telephone numbers of 4 of 5 people whose names are listed in the same city, when given the city, a telephone book, and their names, within 5 minutes. The answers will be recorded by the student on the worksheet.

1. Discuss with the students how to find the Iowa City telephone listings.
2. Discuss with the class what the names, addresses, and numbers mean.
3. Discuss with the class how the names and numbers are put together. Stress the fact that each listing is for just for one city.
4. Discuss with the class how to find a person's telephone, given their name and address.
5. Ask each student to find a name and telephone number in the Iowa City section. Divide the class into teams. One member of a team then asks for the telephone number for his name, then a member of the other team tries to find the number. Turns are taken so that each person gives his name and tries to find a telephone number for a name.
6. Develop the experience chart with the class.
7. Hand out the work sheet #1. Collect the worksheet after 5 minutes time.

Experience chart

Stop watch

Worksheet #1 for each student

Each individual listing tells:

A. His name

B. His address

C. His telephone number

III. To be able to find what company for 4 of the 5 problems on worksheet #5. The answers are to be written on the worksheet and found within 10 minutes. Each student is to work alone.

1. Review the Action Index, ~~yellow~~ yellow pages and their relationship to each other.
2. Ask the students, to solve the following problems:

Sue wants to know how many car dealers, both new and used, there are in Iowa City. How can she find this out?

Sam wants to buy a dog. Where can he go?

If Ben had an air conditioner in his car, where could he take it to get it fixed?

Review the experience chart.

3. Hand out worksheet #5. Collect the worksheets after the students have had them for ten minutes.
4. Find several MD's names and addresses in the yellow pages.

Stop watch

Experience chart

Worksheet #5
for each
student

be able to find the area codes for 4 of 8 cities on worksheet #6, given the telephone book and worksheet #6. The answers are to be recorded on the worksheet. Each student is to work alone. The worksheet is to be completed within 10 minutes.

1. Review how to place long distance calls.
2. Stress the purpose of area codes in long distance calls
3. Have the students turn to the area code section in the telephone book. Have the students try themselves first, then help them.
4. Discuss with the students how the area code section is arranged, with examples.
5. Ask the students if they have any relatives in another state whom they would like to call. If there is, have the class find the area code and the student to call his relative. The call is to be dialed.
6. Hand out worksheet #6 to each student. Collect the worksheets after the students have worked on them for ten minutes.
7. Develop the experience chart with the class.
8. Give the students a list of Iowa towns and ask them which cities have the same area code.

Webster City	Stanhope
West Point	Oxford
Webster	Pella
Des Moines	Iowa City

Stop watch

Experience chart

Worksheet #6 for each student

Telephone

Area codes are digits used to call outside your area code area.

Area codes are arranged first by state, then by city.

If the city you want is not listed, ask the operator if it can be dialed.

Objectives	Activities	Resource Material
X. To be able to solve 09 of the 10 problems on worksheet #7. The answers are to be written on the worksheet. Each student is to work alone. The worksheet is to be completed within 30 minutes.	<ol style="list-style-type: none"> 1. Review all previous lessons on this unit. 2. Review the experience chart. 3. Answer all student questions. 4. Hand out worksheet #7 to each student. Collect the worksheets after the students have worked on them for 30 minutes. 5. Ask the students if there is anything in this unit they would like to study more. 6. Discuss what it would be like without telephone books. 7. Hand out a telephone bill to each student and have him figure the tax rate. 	<p>Experience Chart (Review only)</p> <p>Stop watch</p> <p>Experience chart</p> <p>Worksheet #7 for each student</p>
	<p>These lessons were not meant to be taught one after the other. For the most part they included the major areas. What has not been included are lessons which stress health, safety, and arithmetic to a stronger degree. These factors can be made stronger by the teacher, if the class seems to enjoy it in the lessons that are included. The way this can be done is by comments that are not really activities. It was my intention to use student created topics rather than teacher controlled uninteresting topics. Lesson ten is meant to be the last planned lesson, as lesson one the first.</p>	

Worksheet #1

Find the telephone number for each of these people.
All of these people live in Iowa City. You will
have 5 minutes to complete this worksheet.

A. John Aasmundstad

B. Seymour M Blaug

C. Donald Rith

D. C S Shen

E. Eda A Zwinggi

Worksheet #2

Find the telephone numbers for the following people.
You will have ten minutes.

<u>Name</u>	<u>City or Town</u>	<u>Telephone number</u>
Ronald Rutzky	Iowa City	_____
Joel Linkhart	Oxford	_____
Mrs Nevada Orris	North Liberty	_____
George Groff	Wellman	_____
Lute Grout	Sharon Center	_____

Using your telephone book, find where the following people live. To help I will give you the city. You will have ten minutes to complete this worksheet.

<u>Name</u>	<u>City</u>	<u>Address</u>
Audrey Zogg	Iowa City	_____
Maynard Parker	North Liberty	_____
Glen Quigley	Keota	_____
Jacqueline Flake	Kalona	_____
K O Disterhoft	Marengo	_____

Worksheet #7

Answer these questions using only your telephone book.
Record your answers on this worksheet. You will have ten
minutes to complete this worksheet.

1. What is the area code for Wall Lake, Iowa? _____
2. Where does David J Hem of Iowa City live, or what is his
street address? _____
3. What is the telephone number of Dennis Kennedy of Oxford?

4. Where could I buy a new Honda? _____
5. Where can I get my Volkswagen fixed? _____
6. What is the area code for Atwood, Kansas? _____
7. What is the telephone number of Vicky Clapp of Iowa City?

8. Do Iowa City and Zearing, Iowa have the same area code?

9. If someone's telephone number in Zearing, Iowa was 234-5687, who
would you dial from Iowa City to reach him? _____
10. Is there a Big Lake in Minnesota? _____

(read to
class)

