

IN-SERVICE TRAINING MATERIALS FOR TEACHERS
OF THE EDUCABLE MENTALLY RETARDED

Session II

Policy Statement: A review of commercially prepared material by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

Experience Unit

Family and Home

Primary Level

Staff: Edward L. Meyen, Acting Director
Munro Shintani, Ph.D., Coordinator

Staff Assistants:

Phyllis Carter
Pat Adams
James Stehbens

The project is supported in part by a grant from the U. S. Office of Education, awarded under PI-88-164, Co-Investigators are Donald L. Carr, Ph.D. and Edward L. Meyen

FAMILY AND HOME

Primary Level

Preliminary Steps

I. Selection of Unit: FAMILY AND HOME

Why are you including this unit in your curriculum?

Solving the many and varied problems inherent in homemaking is a problem to be faced in some degree by all people. The development of basic homemaking habits and skills are often learned incidently by normal children. The retarded child, however, must overcome certain deterrents if he is to adequately cope with and solve the problems of homemaking and family living.

Because of their limited mental capacity, slow learners need specific training and instruction in order to learn those concepts other children may pick up incidently. Many retarded children come from homes where low standards of homemaking and family living exist. These homes fail to provide the necessary training the retarded individual needs.

Therefore, equipping the mentally retarded with skills to function acceptably as a family member, head of a household, or a parent becomes a major task of the school. The foundations for these skills are introduced at the primary age level and are developed and expanded throughout the successive age levels.

II. List Sub-Units (related theme)

- | | |
|------------------------|-----------------------|
| 1. parents occupations | 7. keeping clean |
| 2. our jobs at home | 8. safety in the home |
| 3. sex education | 9. the telephone |
| 4. good manners | 10. play time |
| 5. health habits | 11. holidays |
| 6. food | 12. our neighborhood |

III. General Objectives:

1. To develop an understanding of the individual members of the family and their roles.
 - a. Names of family members
 - b. Duties of family members
2. To begin sex education through the study of pets.
3. To become familiar with different rooms in a house; to learn about the purpose and furnishings of each.
 - a. Kitchen
 - b. Livingroom
 - c. Diningroom
 - d. Bathroom
 - e. Bedroom
4. To develop an appreciation of good home life.
 - a. The home as the center of family life
 - b. Expression of love within the family
 - c. Cooperation, courtesy and respect among family members
5. To develop good safety and health habits
 - a. Adequate rest
 - b. Eating proper food
 - c. Basic cleanliness rules
 - d. Knowledge of common childhood illnesses and simple health precautions
 - e. Accident prevention in the home and yard
6. To develop an understanding of the ways families have fun together
 - a. Activities in the home and community
 - b. Celebration of holidays and special occasions
7. To develop an understanding of the relationship between the home and the community

IV. Core Areas

A. Arithmetic Concepts

1. Count the number of people in family
2. Learn telephone numbers
3. Count number of rooms in house
4. List the cost of various forms of recreation
5. Use clock to show the time for going to bed, eating meals, etc.
6. Measure materials to be used in making model house.
7. Use calendar to show date of birthdays, holidays and other events
8. Use teaspoon measure for making soda-salt mixture to use when brushing teeth
9. Making comparisons -- older, younger, big, small, long, short

B. Social Competency

1. Dramatize roles of family members
2. Prepare booklet about children's families and homes
3. Use check list of things to be done at home by children
4. Demonstrate and dramatize proper behavior patterns
5. Plan a visit to a child's home
6. Invite guests to a party
7. Tape record introductions
8. Make puppets to represent members of family

C. Communicative Skills

1. Learn vocabulary list -- names of family members, names of rooms in house, names of holidays, etc.
2. Write experience charts
3. Class discussions of family activities, etc.
4. Write stories, make booklets, label pictures about family and home
5. Read signs, labels, ads
6. Use telephone directory
7. Listen to stories related to home and family
8. Learn home addresses

D. Safety

1. Put away toys
2. Draw pictures of danger areas in the home
3. Dramatize safety rules to follow when outdoors
4. Practice using band-aids, antiseptic, stopping nose bleeds, etc.
5. Use telephone to call doctor
6. Look at various household poisons; learn to recognize danger of

E. Health

1. Make charts showing proper food
2. Demonstrate proper way to wash hands, face, etc.
3. Make check list of things children can do to help keep house clean
4. Ask a nurse to explain common childhood diseases
5. Dramatize proper care for someone who is ill
6. Write stories about getting adequate sleep
7. Care for pets in the classroom
8. Prepare bulletin board display showing good health rules

F. Vocational Competencies

1. Dramatize parents working to earn a living
2. Provide opportunities for children to assume responsibility for routine duties in classroom
3. Stress following directions, obeying rules

V. Resource Material:

Hand puppets

Movies and filmstrips

Experience Charts

Bulletin boards

Story books

Field trip

Pictures

Old magazines

Telephone directory

Resource people

Art materials

Free materials

Games and toys

First-Aid supplies

VI. Vocabulary:

specific names of children's
family members

father	pets	cooperate
mother	trash	help
brother	dishes	manners
sister	male	share
family	female	take turns
home	babies	interrupt
older	room	visit
younger	kitchen	introduce
children	living room	polite
house	dining room	please
care	bedroom	thank you
food	bathroom	excuse me
clothes	furniture	guest
wash	stove	sleep
iron	refrigerator	hour
job	sink	breakfast
work	cupboard	lunch
earn	table	dinner
money	chair	supper
fix	couch	snacks
rules	television set	energy
yard	bed	soap
parent	toilet	hands
toys	bathtub	face

fingernails	hanger	community
healthy	fold	movies
teeth	sick	roller skate
toothbrush	medicine	swimming
toothpaste	doctor	fishing
salt	dentist	picnics
soda	check-up	clubs
underwear	shots	restaurants
socks	cuts	shopping
blouse	scratches	library
dress	nose bleeds	celebrate
jeans	burns	birthday
shirt	telephone	presents
shoes	directory	holiday
skirt	dangerous	Christmas
pajamas	careful	Valentine's Day
slip	matches	Easter
dust	fire	Halloween
sheets	electric outlets	Thanksgiving
blankets	poison	relatives
pillows	safety	neighbors
dishcloth	games	school
rinse	garden	neighborhood
dishtowel	party	stores
drainer	collect	church

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>1. To develop an understanding of the individual members of the family and their roles.</p> <p>a. Names of family members</p> <ol style="list-style-type: none"> 1) mother 2) father 3) brother 4) sister 	<p>Introduce the Happy Family--Mr. and Mrs. Happy, Jack and Penny Happy.</p> <p>Discuss children's families; how many people are in their family, the names of family members, siblings that are younger and older, etc.</p> <p>Write experience chart. Read chart orally.</p> <p>Read "The Family", pp. 28-31 and "Family Pictures," pp. 32-35 in <u>At Home</u>.</p> <p>Learn song "Home", p. 10 in <u>Meeting Music</u>.</p> <p>Seatwork: Have children make stick puppets to represent their own families. Draw picture of each family member on oaktag, cut out and fasten to sticks.</p> <p>Vocabulary: father, mother, brother, sister, family, home, older, younger. Specific names of children's family members.</p>	<p>Four hand puppets--father mother and two children</p> <p>Chart paper.</p> <p><u>At Home</u>; Paul R. Hanna and Genevieve Hoyt; Scott Foresman and Co.; 1965.</p> <p><u>Meeting Music</u>; Richard Berg, et. al; American Book Co.; New York; 1966.</p> <p>Oaktag</p> <p>Ice cream sticks</p> <p>Elmer's glue</p> <p>Crayons, scissors</p>	<p>(On experience chart display a sketch, mounted on construction paper of the hand puppets)</p> <p><u>Families</u></p> <p>Today we met the Happy family. Mr. Happy is the father. Mrs. Happy is the mother. Jack Happy is the brother. Penny Happy is the sister.</p> <p>We all have a family, too.</p>
<p>b. Duties of family members</p> <ol style="list-style-type: none"> 1) Things Mother does for the family <ol style="list-style-type: none"> a) Keeping house b) Caring for children c) Working outside the home 	<p>Visit with the Happy family again.</p> <p>Discuss what Mrs. Happy does for her family; what children's mothers do.</p> <p>Have children manipulate their puppets and act out a family scene showing mother's role.</p> <p>Read book, <u>I Want to Be a Homemaker</u>.</p> <p>Read poem, "Only One Mother," p. 194 in <u>Poems and Rhymes</u>.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Duplicate experience chart story. Give each child a copy. Have children find pictures in magazines to illustrate the story; paste onto paper. Keep to put into a booklet.</p> <p>Vocabulary: Mother, children, house, care, food, clothes, wash, iron, job.</p>	<p>Hand puppets</p> <p>Stick puppets</p> <p><u>I Want to be a Homemaker</u>; Carla Greene; Childrens Press; Chicago, Ill.; 1961</p> <p><u>Poems and Rhymes</u>, Childcraft Vol. I; Field Enterprises Educational Corporation; Chicago, Ill.; 1966.</p> <p>Chart paper</p> <p>Ditto master copy</p> <p>Old magazines</p> <p>Paste</p> <p>Scissors</p>	<p>(On chart display picture cut from a magazine showing a woman doing housework)</p> <p><u>Mother Helps Us</u></p> <p>Mother keeps the house nice. She cooks our food. Mother washes and irons our clothes.</p> <p>Some mothers have jobs.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>1. To develop an understanding of the individual members of the family and their roles - continued</p> <p>b. Duties of family members</p> <p>2) Things Father does for the family.</p> <p>a) Works at a job to earn money</p> <p>b) Helps with home care and maintenance</p> <p>c) Helps with care of children; helps establish behavior rules, etc.</p>	<p>Re-read experience charts, <u>Families & Mother Helps Us</u>.</p> <p>Discuss what Mr. Happy does for his family. Stress that he has responsibilities at home as well as on his job. Discuss occupations of children's fathers; also how they help at home.</p> <p>Have children act out family situation with stick puppets showing father's role.</p> <p>Read book, <u>Papa Small</u>.</p> <p>Write experience chart. Read chart.</p> <p>Seatwork: Duplicate experience chart story. Find pictures in magazine to illustrate story. Make cover for booklet. Title it "Our Families."</p> <p>Vocabulary: Father, work, earn, money, rules, fix, yard.</p>	<p>Experience charts</p> <p>Hand puppets</p> <p>Stick puppets</p> <p><u>Papa Small</u>; Lois Lenski; Oxford University Press; New York; 1957.</p> <p>Chart paper</p> <p>Ditto master copy</p> <p>Old magazines</p> <p>Paste</p> <p>Construction paper</p> <p>Crayons, Scissors</p>	<p>(On chart display picture from a magazine of a man at work)</p> <p><u>Father Works</u></p> <p>Our fathers have jobs. They pay for things our family needs.</p> <p>Fathers help at home, too.</p>
<p>3) Ways children can help in the home.</p> <p>a) Taking care of own things</p> <p>b) Helping with small jobs around the home</p> <p>c) Taking care of pets</p> <p>d) Obeying family rules</p>	<p>Review how parents help the family. Discuss how Jack and Penny Happy can help their family; what children do at home to help. Stress that everyone in the family must help.</p> <p>Use stick puppets to show children's role in the family.</p> <p>Write experience chart. Read orally.</p> <p>Read stories on pp. 50-70 in <u>At Home</u>.</p> <p>Read "Living in the Home;" pp. 38-40 in <u>Working Together</u>.</p> <p>Seatwork: Duplicate chart story. Find pictures in magazines to illustrate paste. Put page in booklet.</p> <p>Vocabulary: parent, toys, pets, rules; trash, dishes.</p>	<p>Hand puppets</p> <p>Stick puppets</p> <p><u>At Home</u>, Hanna & Hoyt.</p> <p><u>Working Together</u>; Alta McIntire, Wilhelmina Hill; Follett Publishing Co.; Chicago, Ill.; 1962.</p> <p>Chart paper</p> <p>Ditto master copy</p> <p>Old Magazine</p> <p>Paste</p> <p>Scissors</p>	<p>(On chart show picture of children helping at home)</p> <p><u>We Help at Home</u></p> <p>We pick up our toys and clothes.</p> <p>We can help by setting the table and taking out the trash. We pick up sticks and paper in the yard.</p> <p>It may be our job to take care of our pets.</p> <p>We help wash & dry the dishes.</p> <p>We do what our mother and father want us to do.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>2. To begin sex education through the study of pets.</p> <ol style="list-style-type: none"> Animals have a mother and a father Animal babies develop inside the mother's body 	<p>Discuss briefly children's pets they have at home. Talk about how they take care of them.</p> <p>Arrange a field trip to a rabbit farm.</p> <p>Point out the rabbits that are males, or fathers, and the females, or mothers.</p> <p>Select a bred doe for a pet to take back to the classroom.</p> <p>Alternative to field trip: Have operator of a rabbit farm bring a male & female rabbit to the classroom. Have him tell children about caring for rabbits - feeding them, handling them, etc. Keep the female for a pet in the classroom.</p> <p>Explain that the female rabbit is going to have babies; that the babies are growing inside her body.</p> <p>Discuss proper care for the rabbit. Stress children's responsibility for the pet.</p> <p>Let children vote on a name for the rabbit.</p> <p>Write experience chart. Read orally.</p> <p>Read <u>The True Book of Animal Babies</u> and <u>All Kinds of Babies</u>.</p> <p>Vocabulary: male, female, babies</p>	<p>Field trip to rabbit farm</p> <p>Doe rabbit</p> <p>Cage</p> <p>Rabbit food</p> <p>Chart paper</p> <p><u>The True Book of Animal Babies;</u> Illa Podendorf; Children's Press; Chicago, Ill.; 1955</p> <p><u>All Kinds of Babies and How They Grow;</u> Millicent Selsam; Wm. R. Scott, Inc., New York; 1953.</p>	<p>(Picture of a rabbit)</p> <p><u>Our Rabbit</u></p> <p>We took a trip to a rabbit farm. We saw father and mother rabbits.</p> <p>We chose a mother rabbit for a pet. She is going to have babies.</p> <p>We named her _____.</p> <p>We have to take good care of her.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>3. To become familiar with different rooms in a house; to learn the purpose of each room.</p> <p>a. Kitchen b. Living room c. Dining room d. Bedroom e. Bathroom</p>	<p>Read experience chart about the Happy Family again.</p> <p>Point out that the Happy Family has no house in which to live. Suggest the class make one for them.</p> <p>Ask what rooms are in a house; put pictures on bulletin board and label each.</p> <p>Discuss purpose of each.</p> <p>Count the number of rooms the Happy Family needs in their house.</p> <p>Write experience chart. Read orally.</p> <p>Display boxes and materials - Show how to cut doors and windows. Stress being careful with scissors.</p> <p>Divide class into small committees. Assign rooms and work duties.</p> <p>Work period: Cut doors and windows. Put paper on walls, make curtains and rugs from fabric, measuring each to insure proper size. Assemble boxes to make a house. Cut cardboard roof. Paint exterior of house.</p> <p>Clean up.</p> <p>Vocabulary: room, kitchen, living room, dining room, bedroom, bathroom.</p>	<p>Experience chart, <u>Families</u></p> <p>Hand puppets</p> <p>Bulletin board --</p> <p>Caption: Rooms in a House --</p> <p>Pictures showing: kitchen living room dining room bedroom bathroom</p> <p>Chart paper</p> <p>Cardboard boxes</p> <p>Wallpaper samples</p> <p>Scraps of fabric and rug materials</p> <p>Crayons</p> <p>Scissors</p> <p>Glue</p> <p>Paint and brushes</p> <p>Rulers</p>	<p>(Sketch of cardboard house for the Happy Family)</p> <p><u>The Happy Family</u></p> <p>The Happy family needs a house. We are going to make one for them.</p> <p>They will need a kitchen living room, dining room, bathroom and two bedrooms.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>3a. To become familiar with the furnishings found in various rooms of a house.</p> <p>a. stove b. refrigerator c. sink d. cupboard e. table f. chair g. couch h. television set i. bed j. toilet k. bathtub</p>	<p>Introduce lesson through bulletin board display. As each piece of furniture is identified, put up label. Discuss what room in the house the item would be found and what its function is.</p> <p>Announce that there is a surprise for the Happy family. Show the package and bring out doll furniture.</p> <p>Decide what furniture goes in each room of the Happy house; have each committee arrange it.</p> <p>Have the Happy puppets move into their new house.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Worksheet #1 -- color pictures of furniture with names to be copied from bulletin board.</p> <p>Vocabulary: furniture, stove, refrigerator, sink, cupboard, table, chair, couch, television set, bed, toilet, bathtub.</p>	<p>Bulletin Board -- Caption: Furniture in a House. Pictures of furniture (from magazines) and labels for each. Package containing doll furniture Hand puppets</p> <p>Chart paper Duplicated worksheets (#1)</p>	<p>(Picture of furniture)</p> <p><u>The Happys Move In</u> We have some furniture for the Happys' house. Mr. and Mrs. Happy, Jack and Penny moved into their new house. It looks very nice.</p>
<p>4. To develop an appreciation of good home life.</p> <p>a. The home as the center of family life b. Expression of love within the family 1) Parents care for us because they love us 2) Being loved and showing love makes the family happy</p>	<p>Center attention on the Happy family in their home.</p> <p>Discuss that the Happys live together in their home and that they love one another because they are members of a family. Point out that parents take care of children because they love them; that they still love them even when they're naughty.</p> <p>Stress that love among family members is what makes home important; it makes the Happys feel happy.</p> <p>Discuss expression of love in children's homes. Dramatize family situations with puppets.</p> <p>Write experience chart. Read orally.</p> <p>Read "All the Henrys", pp. 56-61 in <u>Merry-Go-Round</u>.</p> <p>Seatwork: Duplicate chart story, leaving a blank for the following words:</p>	<p>Hand puppets Stick puppets</p> <p><u>Merry-Go-Round</u>; Leland Jacobs & Jo Turner; Charles E. Merrill Books, Inc.; Columbus, Ohio; 1966.</p> <p>Chart paper Ditto master copy Crayons</p>	<p>(Picture showing a family group)</p> <p><u>Our Family</u> People in our family love each other. Our parents take good care of us because they love us. We try to be good. Our family makes us feel happy.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	<u>family, parents, care, love, happy.</u> Children are to put in missing word, referring to chart. Draw pictures to illustrate. Put in "Our Families" booklet.		
4. An appreciation of good home life - cont. c. Cooperation, courtesy and respect among family members	Review concepts in previous lesson; read experience chart, <u>Our Family</u> . Make a list of all the ways children can cooperate with, or help, people in their family. Discuss what happens when family members don't cooperate. Read <u>The Quarreling Book</u> and <u>No Fighting, No Biting</u> . Seatwork: Duplicate list putting the sentences in improper sequence. Have children cut out sentences and paste onto another sheet of paper in correct order. Put in "Our Families" booklet. Vocabulary: cooperate, help	Experience chart Chart paper Ditto master copy Scissors Paste <u>The Quarreling Book</u> ; Charolette Zolotow; Harper & Row; New York, 1963 <u>No Fighting, No Biting</u> Else Minarik; Harper & Brothers; New York; 1958.	(Picture of a child helping at home) <u>We Can Help at Home</u> 1. We should go to bed and get up when Mother says. 2. We should do our jobs at home every day. 3. We should do what our parents tell us to do. 4. We shouldn't fight with our brothers and sisters.
4. Appreciation of good home life - continued c. Courtesy among family members 1) sharing 2) taking turns 3) not interrupting	Before class time put new puppet in the puppet's house. At classtime, introduce the children to Good Manners Mary, who is Jack and Penny's cousin. Play recorded story while puppets act out story. "Good Manners Mary came to visit her cousins yesterday afternoon. Jack and Penny were so happy to have Mary come to see them. They decided to play with their toys. But before long Jack and Penny were quarreling over a toy train, It was Jack's train but Penny wanted to play with it. Good Manners Mary said, 'You should share your toys. If you do have good manners.' So Jack shared his toy with his sister and they had fun playing. (Continued next page)	Hand puppets New girl hand puppet Tape recorder Taped story	(Picture of children playing with toys) <u>We Use Good Manners At Home</u> We share our toys. We take turns. We don't interrupt people when they're talking. We have good manners when we watch TV.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>4. Appreciation of good home life - Continued</p> <p>c. Courtesy among family members</p> <ol style="list-style-type: none"> 1) Sharing 2) Taking turns 3) Not interrupting - continued 	<p>"Soon Mother called them for supper. At the table Father started to tell Mother about something that happened at work. Jack interrupted him to tell Mother about what they had done at school. Penny tried to tell about the neighbor's dog. Everyone was talking at once! Good Manners Mary said, 'You shouldn't interrupt people when they're talking. You should take turns.' So the children waited until Father was finished. Then everyone could hear because they were taking turns.</p> <p>"After supper Jack wanted to watch Batman on TV but Father wanted to see a western. They decided to watch Jack's program first and then one Father wanted to see. Good Manners Mary said, 'The Happy Family has very good manners.'</p> <p>"The children enjoyed it when Good Manners Mary visited them. She made it so easy to remember to use good manners at home."</p> <p>Discuss how children use good manners in their own home with their family.</p> <p>Write experience chart. Read orally.</p> <p>Read books <u>Manners Can Be Fun</u>, <u>What Do You Say, Dear?</u>, <u>What Do You Do, Dear?</u></p> <p>Seatwork: Copy one sentence from chart.</p> <p>Draw picture showing children using good manners in their own home. Put in "Our Families" booklet. Let children take booklet home.</p> <p>Vocabulary: manners, share, take turns, interrupt.</p>	<p><u>Manners Can Be Fun</u>, Munro Leaf; J.B. Lippincott Co.; Philadelphia, 1936.</p> <p><u>What Do You Say, Dear?</u> Sesyle Joslin; Wm. R. Scott Co.; New York, 1958.</p> <p><u>What Do You Do, Dear?</u> Sesyle Joslin; Wm. R. Scott Co., New York, 1961</p> <p>Chart paper</p> <p>Newsprint</p> <p>Crayons</p>	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>4. Appreciation of good home life - Continued</p> <p>c. Cooperation, courtesy & respect among family members - continued</p>	<p>Review concepts by reading experience charts, <u>Our Family, We Can Help at Home, The Use Good Manners at Home.</u></p> <p>Make preparations to present two TV programs. Entitle one "The Grumpy Family" and the other "The Happy Hour." Plan to show a family situation where people do not cooperate and are very rude; in the other show a good family situation where all members are helpful and courteous.</p> <p>Assign two or three children to be the camera crew -- make TV camera from box; mount on improvised tripod. Decide on name and number for channel.</p> <p>Assign children to roles in the two programs; select a director for each to make furniture placements, direct the camera crew, etc.</p> <p>After presentations evaluate situations; discuss which kind of home the children would want to live in, and why.</p> <p>Write experience chart. Read orally.</p> <p>Read "Father Comes Home," pp. 43-46 in <u>All Day, Every Day.</u></p> <p>Do finger play activities, "Home & Family," pp. 77-86 in <u>Rhymes for Fingers & Flannelboards.</u></p>	<p>Experience Charts</p> <p>Large cardboard box</p> <p>Paint</p> <p>Boards and nails</p> <p>Chart paper</p> <p><u>All Day, Every Day;</u></p> <p>C.L. Brownell,</p> <p>Ruth Evans, L.B. Hobson; American Book Co.; New York; 1959.</p> <p><u>Rhymes for Fingers & Flannelboards;</u></p> <p>Louise B. Scott.</p> <p>J.J. Thompson;</p> <p>Webster Publishing Co., St. Louis, Mo.; 1960.</p>	<p><u>Our TV Programs</u></p> <p>Today we put on two TV shows. The people in the Grumpy family weren't very nice.</p> <p>In "The Happy House" the family had good manners. We would like to live with that family.</p> <p>(Have one child draw a picture to illustrate experience chart story.)</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>4. Appreciation of good home life; manners, etc. - continued a. Making introductions</p>	<p>Review using good manners, where we use good manners, when they are important.</p> <p>Begin to make plans to visit the home of one of the pupils in the room who has a new pet (or something else of interest). Make arrangements with the mother to have simple refreshments.</p> <p>Alternative to field trip: Visit another classroom at school to see something of interest. Arrange to have milk & crackers.</p> <p>Mark on the calendar the day when the trip will be made. Count the number of days until then.</p> <p>Discuss introducing the children in the room to the mother and other family members and why this is important. Practice making correct introductions; record on the tape recorder. Listen and evaluate.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Worksheet #2. Have children make a calendar showing the current month by filling in the name of the month and the numbers of the days. Mark the day when the trip to the child's house will be made. Have them complete the sentence by writing in the correct date.</p> <p>Vocabulary: visit, introduce, polite.</p>	<p>Field trip</p> <p>Calendar</p> <p>Tape recorder</p> <p>Chart paper Duplicated worksheets (# 2)</p>	<p>(Picture of appropriate pet)</p> <p style="text-align: center;"><u>Our Trip</u></p> <p>We're going to visit _____'s house. He has a new puppy. We will go on Tuesday. _____ will introduce us to his mother and little sister. We will be polite.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>4. Appreciation of good home life; manners, etc. - continued</p> <p>b. Visiting in someone's home</p> <p>c. Having guests visit in your home</p>	<p>Discuss how you act when you're a guest in someone's home. Also discuss conduct when guests come to visit in your house. Talk about showing guests things in your home, making guests feel comfortable and welcome, being considerate of the hostess, serving food and using good manners when eating, thanking host or hostess for a good time, etc.</p> <p>Dramatize visiting in each other's homes. Write experience chart. Read orally.</p> <p>Seatwork: Worksheet # 3. Have children write one phrase under each picture.</p> <p>Vocabulary: please, thank you, excuse me, guest.</p>	<p>Chart paper</p> <p>Duplicated worksheets (# 3)</p>	<p>(Picture showing person greeting a guest at the door)</p> <p><u>We Have Good Manners</u></p> <p>When we go to someone's house we have good manners. We say "please" and "thank you" and "excuse me."</p> <p>If a guest comes to our house, we try to make him feel good.</p> <p>When we leave we always say thank you for a good time.</p>
<p>4. Appreciation of good home life - continued</p>	<p>Make a check list of things to remember on the trip. Make rules concerning traveling to and from the child's home. Stress importance of each point.</p> <p>Take trip. When back in the classroom discuss points on list and check off if children performed each satisfactorily.</p>	<p>Chart paper</p>	<p><u>Things to Remember on our Trip</u></p> <p>___ 1. Stay with your partner.</p> <p>___ 2. Sit down on the bus.</p> <p>___ 3. Make good introductions.</p> <p>___ 4. Be careful with the puppy.</p> <p>___ 5. Have good manners when we eat.</p> <p>___ 6. Say "thank you" when we leave.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>4. Appreciation of good home life - continued</p>	<p>Discuss trip; things children enjoyed seeing, conduct on trip, etc. Write experience chart about trip. Seatwork: Have children draw a picture of some aspect of the visit that they especially enjoyed. Have them write a sentence (giving help as needed) about the picture. Send these to the parent who was the hostess.</p>	<p>Chart paper Newsprint Crayons Pencils</p>	<p>(Have child draw picture to illustrate story) <u>Our Visit to _____'s House</u> We went to _____'s house. We all had good manners. _____ showed us his room. We liked his new puppy. _____ was glad to have us visit his house. It was fun.</p>
<p>5. To develop good health and safety habits. a. Adequate rest. 1) Our bodies need rest to grow 2) Children need more sleep than adults 3) Children need 10-11 hours of sleep each night.</p>	<p>Show the Happy family getting ready to go to bed. Have Jack stay up late to watch a movie on TV; Penny goes to bed when she should. Show how they feel in the morning when its time to go to school. Stress the importance of adequate sleep; why children need more rest than adults, etc. Use model clock to show what time children should go to bed; when to get up. Figure out how many hours this is. Write experience chart. Read orally. Read <u>Sleepy Book</u>. Read poems, "Tired Tim," p. 6 and "Hippity Hop to Bed," p. 86 in <u>Time for Poetry</u>. Seatwork: Worksheet # 4. Children are to write numerals on clocks; then match with correct event. Vocabulary: sleep, hour.</p>	<p>Hand puppets</p> <p>Clock model <u>Sleepy Book</u>; Charollette Zolotow; Lothrop, Lee, & Shepard Co.; New York, 1958. <u>Time for Poetry</u>; May Hill Arbuthnot; Scott, Foresman & Co.; Chicago, Ill.; 1952. Chart paper Duplicated worksheets (# 4)</p>	<p>(Picture of a child in bed)</p> <p><u>Getting Enough Sleep</u> Our bodies need sleep so they can grow. We need more sleep than grown-ups do. We should sleep 10 or 11 hours every night. If we don't get enough sleep we feel grouchy.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
<p>5. To develop good health habits - continued</p> <p>b. Eating proper food</p> <ol style="list-style-type: none"> 1) Breakfast 2) Lunch 3) Dinner or Supper 4) Snacks 	<p>Introduce lesson by directing attention to the bulletin board. Ask children which foods are eaten at breakfast, lunch, dinner or supper. Rearrange pictures into these categories. Put pictures of gum, candy, pop, popcorn, etc. in a separate category -- Snacks.</p> <p>Have Mrs. Happy explain to Jack and Penny, when they want to eat candy for breakfast, that children need proper food so their bodies will grow and so they will have lots of energy to run and play.</p> <p>Use clock model to show the times when each meal is eaten.</p> <p>Write experience chart. Read orally.</p> <p>Read "A Funny Little Boy," pp. 80-83 in <u>Health for All</u>, Book One.</p> <p>Read poem, "The Vulture," p. 223 in <u>Poems & Rhymes</u>.</p> <p>Seatwork: Have children begin to make a Food Lotto game. Look through magazines for pictures of food. At the top of 9" x 12" oaktag sheets write <u>Breakfast</u>, <u>Lunch</u>, <u>Supper</u>, <u>Snacks</u>. Divide sheets into 5" x 4½" boxes with magic marker. Paste pictures of the same foods onto 5" x 4½" pieces of oaktag.</p> <p>Vocabulary: food, breakfast, lunch, dinner, supper, snacks, energy.</p>	<p>Bulletin board -- caption: Look at the Food! -- Pictures of many different kinds of food. Hand puppets</p> <p>Clock model</p> <p>Chart paper <u>Health for All</u>, Book One; W.W. Bauer, E.R. Montgomery, Elenore T. Pounds; Scott, Foresman & Co.; Chicago, Ill.; 1965. <u>Poems & Rhymes</u>, Child-Craft, Vol.I. Old magazines Scissors 9" x 12" oaktag sheets Paste Magic Markers</p>	<p>(Picture of family eating a meal)</p> <p><u>We Eat Good Food</u> We need to eat good food to make our bodies grow strong. Food gives us energy, too. We should eat good food and not just snacks. We don't feel good when we don't eat right.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
5. To develop good health habits - continued	<p>Discuss Healthy Harry -- that he follows good health rules and always feels so good. The first rule is to get enough sleep: put sentence strip, <u>Healthy Harry gets enough sleep</u>, on the bulletin board under small pillow and blanket. The second rule is to eat good food; put sentence strip, <u>Healthy Harry eats good food</u>, under play food fastened to bulletin board.</p> <p>Re-read experience charts, <u>Getting Enough Sleep</u> and <u>The Eat Good Food</u>.</p> <p>Read booklet, <u>About Us & Our Friends</u>.</p>	<p>Bulletin board Cloth doll fastened to bulletin board Caption: Healthy Harry Knows Good Health Rules Doll pillow and blanket Pieces of plastic play food Lined oaktag sentence strips. Experience charts <u>About Us & Our Friends</u>; available from Metropolitan Life Insurance Co.; Health & Welfare Division, Madison Ave., New York, N.Y. 10010</p>	
<p>5. To develop good health habits - continued</p> <p>c. Basic cleanliness rules</p> <p>1) Keeping ourselves clean</p> <p>a) washing hands and face</p>	<p>Discuss next health rule, keeping ourselves clean. Demonstrate proper ways to wash hands and face, with and without a washcloth, brushing fingernails with old toothbrush to clean. Let children practice.</p> <p>Write experience chart. Read orally.</p> <p>Read poem, "Washing," p. 132, and story, "Fifteen Bathtubs," pp. 126-131, in <u>Happiness Hill</u>.</p> <p>Seatwork: Worksheet # 5. Children write correct word in blanks.</p> <p>Vocabulary: soap, hands, face, fingernails, healthy.</p>	<p>Sink or pans of water Soap Washclothes Towels Old toothbrushes Chart paper <u>Happiness Hill</u>; Leland Jacobs & Jo Turner; Charles E. Merrill Books, Inc. Columbus, Ohio; 1966. Duplicated worksheet (# 5)</p>	<p>(Picture of child washing)</p> <p><u>We Can Wash Our Hands and Face</u></p> <p>We use lots of soap and rub our face and hands hard.</p> <p>We can wash without a washcloth if we don't have one.</p> <p>An old toothbrush can help get our fingernails clean.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
5. To develop good health habits - continued	Put the third health rule on bulletin board and discuss sentence strip -- <u>Healthy Harry washes his hands and face.</u> Read booklet, <u>Your Health, How Can You Help?</u>	Bulletin board Soap wrapper Washcloth Lined oaktag sentence strip. <u>Your Health, How Can You Help?</u> Available from Iowa Dairy Industries Commission, 333 Insurance Exchange Building, Des Moines, Iowa	
5. To develop good health habits - continued b) brushing teeth (1) Brush three times a day (2) Brush teeth using an up & down motion	Discuss the importance of the next health rule, brushing teeth regularly. Demonstrate proper procedure. Discuss using baking soda and salt if toothpaste is not available. Measure out 4 teaspoons of soda; $\frac{1}{2}$ teaspoon of salt; mix. Let each child brush teeth with soda-salt mixture. Stress that this is cheaper than using toothpaste. Read booklet, <u>Little Red Sky</u> . Allow time each day after lunch for the children to brush their teeth at school. Write experience chart. Read orally. Seatwork: Duplicate chart story, leaving a blank for the following words: <u>brush</u> , <u>every day</u> , <u>teeth</u> , <u>up</u> , <u>down</u> , <u>toothpaste</u> , <u>soda</u> , <u>salt</u> . Children are to put in missing words, referring to chart. Draw pictures to illustrate. Vocabulary: teeth, toothbrush, toothpaste, salt, soda.	Toothbrush for each child 1 teaspoon and $\frac{1}{2}$ teaspoon measuring spoons <u>Little Red Sky</u> ; Available from Church & Dwight Co. Inc.; 70 Pine Street, New York, N.Y. Chart paper Ditto master copy Crayons	(Picture of person brushing teeth) <u>We Brush Our Teeth</u> We brush our teeth every day. We make our toothbrush go up and down. If we don't have toothpaste, we can use soda and salt.

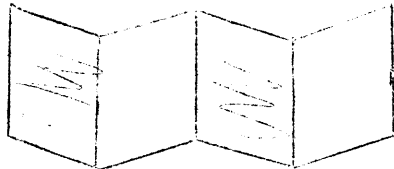
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
5. Good health habits - continued	Put the next health rule on bulletin board and discuss sentence strip -- <u>Healthy Harry brushes his teeth every day.</u> Review each health concept; re-read experience charts	Bulletin board Toothbrush Toothpaste box Lined oaktag sentence strip Experience charts	
5. Good health habits - continued c) Changing clothes regularly	Discuss the importance of wearing clean clothes; why this contributes to good health. Stress changing underwear every day; dresses, pants; shirts, etc. when they become soiled. Write experience chart. Read orally. Read booklet, <u>Growing Up</u> . Seatwork: Cut out pictures of boy and girl to make paper dolls. Children make clothes for dolls from wallpaper scraps, construction paper, etc. Vocabulary: underwear, socks, blouse, dress, jeans, shirt, shoes, skirt, pajamas, slip.	Chart paper <u>Growing Up</u> ; available from Iowa Diary Industry Commission; 333 Insurance Exchange Building, Des Moines, Iowa Duplicated pictures (# 6) boy and girl (on oaktag) Wallpaper scraps Construction paper	(Picture of a child dressing) <u>We Wear Clean Clothes</u> We change our socks and underpants every day. When our dress or shirt or pants get dirty we put on clean ones. Clean clothes help us stay healthy.
5. Good health habits - continued	Review importance of having clean clothes. Play with paper dolls, changing underwear "every day," changing dresses, etc. when dirty; trying to keep clothes clean, wearing clothes appropriate for occasion. Put health rule on bulletin board and discuss sentence strip -- <u>Healthy Harry wears clean clothes.</u> Review health rules on bulletin board. Read book, <u>Bubble Baths & Hair Bows</u> . Seatwork: Children find pictures of various items of clothing in old magazines. Make a Clothes Dictionary, matching pictures to word list. Copy words onto paper; paste picture beside it.	Paper dolls and clothes Bulletin board Some doll clothes <u>Bubble Baths & Hair Bows</u> ; Mallen De Santis; Doubleday & Co., Inc.; Garden City, N.Y., 1963. Lined oaktag sentence strip Old magazines Newsprint Paste	<u>Word List</u> blouse dress jeans pajamas shirt shoes skirt slip socks underpants

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. To develop good health habits - continued</p> <p>2) Helping to keep house clean</p> <p>a) dusting furniture</p>	<p>Stress importance of keeping house clean; how this contributes to good health.</p> <p>Discuss ways children can help at home.</p> <p>Demonstrate how to dust furniture. Use a soft, clean rag, explain value and cost of a product like Endust, wipe entire surface of furniture, put things back on tables, etc. Let children practice on all furniture in classroom.</p> <p>Write experience chart. Read orally.</p> <p>Read "Workers at Home," pp. 80-81 in <u>Blue Skies</u>.</p> <p>Seatwork: Make a picture record of how to dust a table. Draw four pictures, cut out sentence strips from worksheet # 7 and paste at bottom of correct picture. Paste title on a cover sheet; staple record book together.</p> <p>Vocabulary: dust</p>	<p>Soft rag</p> <p>Can of <u>Endust</u></p> <p>Classroom furniture</p> <p>Chart paper</p> <p><u>Blue Skies</u>; C.R. Brownell, Ruth Evans, L.B. Hobson; American Book Co.; New York; 1959.</p> <p>Duplicated worksheet (# 7)</p> <p>Newsprint</p> <p>Crayons</p> <p>Scissors</p> <p>Paste</p> <p>Stapler</p>	<p>(Picture of person dusting furniture)</p> <p><u>Dusting Furniture</u></p> <p>Today we learned how to dust furniture.</p> <p>We use a clean rag and rub all over the furniture. Endust helps do a good job but we can dust without it, too.</p> <p>Keeping the house clean helps us stay healthy.</p>
<p>5. Good health habits - continued</p> <p>2) Helping to keep house clean</p> <p>b) Making beds</p>	<p>Review previous lesson; read chart.</p> <p>Go to school nurse's room; have her demonstrate how to make a bed. Let children practice, helping one another and also doing it by themselves.</p> <p>Write experience chart. Read orally.</p> <p>Learn Song, "Helping Mother," p. 11 in <u>Sing a Song</u>.</p> <p>Seatwork: Duplicate experience chart story, leaving out the following words: <u>making</u>, <u>sheets</u>, <u>blankets</u>, <u>top</u>, <u>pillows</u>, <u>help</u>, <u>house</u>, <u>clean</u>, <u>beds</u>, <u>day</u>. Children are to put in missing words, referring to chart. Draw pictures to illustrate.</p> <p>Vocabulary: sheets, blankets, pillows.</p>	<p>Experience chart</p> <p>Bed in school nurse's room</p> <p>Chart paper</p> <p><u>Sing a Song</u>; Roberta McLaughlin & Lucille Wood; Prentice-Hall, Inc.; Englewood Cliffs, New Jersey; 1960.</p> <p>Ditto master copy</p> <p>Crayons</p>	<p>(Picture of person making a bed)</p> <p><u>Making Beds</u></p> <p>Pull up the sheets and blankets until they're all smooth.</p> <p>Fold the sheet down at the top a little bit. Put the pillows on the bed.</p> <p>We can help keep our house clean by making our beds every day.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. Good health habits - continued</p> <p>2) Helping to keep house clean</p> <p>c) Washing dishes</p>	<p>Review previous ways of helping to keep house clean.</p> <p>Go to hot lunch kitchen to demonstrate correct way to wash and dry dishes. Let each child practice. Stress importance of getting dishes clean, of rinsing with hot water.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Write sentences using the following words: <u>wash</u>, <u>dishcloth</u>, <u>rinse</u>, <u>dry</u>, <u>clean</u>, <u>healthy</u>. Refer to chart if necessary.</p> <p>Vocabulary: dishcloth, rinse, dishtowel, drainer.</p>	<p>Hot lunch kitchen</p> <p>Chart paper</p>	<p>(Picture of person washing dishes)</p> <p><u>Washing Dishes</u></p> <p>Wash dishes in hot soapy water. Rub them with a dishcloth.</p> <p>Rinse them off with hot water. Then dry them with a dishtowel or dry in a drainer.</p> <p>Clean dishes help us stay healthy.</p>
<p>5. Good health habits - continued</p> <p>2) Helping to keep house clean</p> <p>d) Hanging up clothes</p>	<p>Discuss that another way children can help keep their homes clean is by hanging up and putting away their clothes. Demonstrate proper ways to hang clothes on a hanger; folding underclothes, etc.</p> <p>Show how to make a hanger from a magazine or newspaper rolled tightly and tied in the middle with strong cord.</p> <p>Stress hanging up coats correctly each day at school.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Draw pictures showing proper way to take care of clothes. Have children label pictures.</p> <p>Vocabulary: hanger, fold.</p>	<p>Clothes hanger</p> <p>Magazine</p> <p>Cord</p> <p>Clothes</p> <p>Chart paper</p> <p>Newsprint</p> <p>Crayons</p>	<p>(Picture of child hanging up coat)</p> <p><u>Taking Care of Our Clothes</u></p> <p>We can help keep our house clean by taking care of our own clothes.</p> <p>We should hang things upon hangers. Some clothes we fold up and put in a drawer.</p> <p>Clothes that are dirty we put in a clothes basket.</p> <p>We learned how to make our own hangers.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. Good health habits - continued</p> <p>2) Helping to keep house clean</p> <p>e) Putting away toys</p>	<p>Discuss that one of the most important ways children can help keep their homes clean is by picking up and putting away their toys and belongings. Stress putting toys on shelves or in cupboards. Discuss getting cardboard boxes from the grocery store and using these for storage if facilities are not adequate in the child's home.</p> <p>Assign Room Helpers in the classroom to dust furniture, check to see that coats are hung up properly, and to see that all the toys and games are put away correctly.</p> <p>Write experience chart. Read orally.</p> <p>Read poem, "The Bigzag Boy & Girl," p. 11 in <u>Health for All</u>, Book One.</p> <p>Re-read all experience charts dealing with helping to keep house clean. Review concepts.</p> <p>Seatwork: Have children copy sentences from board onto worksheet:</p> <p style="padding-left: 40px;">Dust furniture</p> <p style="padding-left: 40px;">Make beds</p> <p style="padding-left: 40px;">Wash dishes</p> <p style="padding-left: 40px;">Hang up clothes</p> <p style="padding-left: 40px;">Put away toys</p> <p>Have children take this checklist home and mark it for a week, indicating the things they do at home to help keep their houses clean.</p>	<p>Chart paper</p> <p><u>Health for All</u>, Book One, Bauer, Montgomery, Pounds.</p> <p>Experience charts</p> <p>Duplicated worksheet (# 8)</p> <p>Sentences written on chalkboard</p>	<p>(Picture of toys on a shelf)</p> <p style="text-align: center;"><u>We Can Put Away Our Toys</u></p> <p>We should pick up all our toys and things and put them away.</p> <p>Sometimes we don't have a good place to keep toys. Then we can get big boxes and use them.</p> <p>Picking up our things can help keep our house nice and clean.</p>

OBJECTIVES	ACTIVITIES	RESEARCH MATERIALS	EXPERIENCE CHART
<p>5. To develop good health habits - continued</p> <p>d. Knowledge of common childhood illnesses and simple health precautions</p> <p>1) Care of children when they're sick</p> <p>a) Rest in bed</p> <p>b) Not exposing other people</p> <p>c) Going to doctor if very ill</p> <p>d) Taking medicine the doctor prescribes</p>	<p>Ask the school nurse to talk to the group about common childhood illnesses such as measles, chicken pox, mumps, colds, ear-aches, headaches, etc. Have her explain the symptoms of these diseases, how they are contracted, what children should do if they are sick.</p> <p>Have children dramatize a family situation -- one child is coming down with a cold, another child breaks out with chicken pox. Show how Mother takes care of the children. Stress staying home from school so other people won't be exposed to the illness, staying in bed and getting plenty of rest, going to the doctor if very ill, taking medicine the doctor prescribes.</p> <p>Write experience chart. Read orally.</p> <p>Read poems, "Joys," p. 146 and "Mumps," p. 147, and "My Nose," p. 151 in <u>Poems & Rhymes</u>.</p> <p>Learn song, "Ch!" p. 20 in <u>Meeting Music</u>.</p> <p>Seatwork: Have children draw a picture of a mother caring for a child who is sick in bed. Copy sentence from chalk board onto bottom of picture: <u>Mother takes care of us when we are sick.</u> Paste picture onto sheets of oaktag. Make a jigsaw puzzle from picture -- on back of oaktag draw curved lines, cut out. Then have children put puzzle together. Keep puzzles in individual envelopes.</p> <p>Vocabulary: sick, medicine.</p>	<p>School Nurse</p> <p>Chart paper</p> <p><u>Poems & Rhymes</u>, Childcraft, Vol. I. <u>Meeting Music</u>, Berg et. al.</p> <p>Newsprint</p> <p>Crayons</p> <p>Sheets of oaktag</p> <p>Scissors</p> <p>Envelopes</p>	<p>(Picture of a child in bed)</p> <p><u>If We Get Sick</u></p> <p>Sometimes we get sick with a cold or with chicken pox.</p> <p>Then we should stay in bed and get lots of rest. We shouldn't go to school and make other people sick.</p> <p>If we're very sick sometimes we have to go to the doctor.</p> <p>Mother takes good care of us when we're sick.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. To develop good health habits - continued</p> <p>2) Going to the doctor and dentist</p> <p>a) when sick or hurt</p> <p>b) for shots and check-ups</p>	<p>Review previous experience chart, <u>If We Get Sick</u>. Point out that when we're very sick we go to the doctor; he gives us medicine or shots to help us get well. Have children tell about the times they have gone to the doctor and also the dentist. Bring out that we go when sick or hurt or with a toothache, but also to get shots or a check-up to prevent illnesses.</p> <p>Read books, <u>Jill's Check-Up</u> and <u>Jack's Dental Check-Up</u>.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Make stand-up books. Give each child four sheets of heavy paper. Copy one sentence on the bottom of each page.</p> <ol style="list-style-type: none"> 1. I go to the doctor when I am sick or hurt. 2. I go to the dentist when I have a toothache. 3. I go to the doctor to get a shot so I won't get sick. 4. I go to the dentist to have my teeth checked. <p>Make figures from pipe cleaners, glue onto paper. Make clothes from scraps of material, buttons, pieces of lace and rickrack, etc. Glue into place. Finish pictures with crayons. Lay pages side-by-side; fasten with strips of masking tape.</p>  <p>Vocabulary: doctor, dentist, check-up, shots.</p>	<p>Experience chart</p> <p><u>Jill's Check-Up</u>; Ruth Jubelier; Melmont Publishers, Inc.; Chicago, Ill.; 1959.</p> <p><u>Jack's Dental Check-Up</u>; Ruth Jubelier; Melmont Publishers, Inc.; Chicago, Ill.; 1959.</p> <p>Chart paper Sheets of oaktag or heavy construction paper Chalkboard Pipe cleaners Scraps of fabric, old buttons, remnants of lace, rickrack, etc. Crayons Glue Scissors Masking tape</p>	<p>(Picture of a child at the doctor's office)</p> <p><u>We Go to the Doctor and Dentist</u></p> <p>We go to the doctor when we're sick or hurt. If we have a toothache we go to the dentist. Sometimes we go to the doctor when we're not sick. He gives us shots so we'll stay well. The dentist can check our teeth so we won't get toothaches.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. Good health habits - continued</p> <p>3) Simple first aid for minor injuries</p> <ol style="list-style-type: none"> a) cuts, scratches b) nose bleeds c) minor burns 	<p>Discuss that we can take care of small scratches, nose bleeds, minor burns, etc. and that we don't need to go to the doctor for these things. Demonstrate proper procedure for caring for minor injuries:</p> <ol style="list-style-type: none"> 1. Cuts and scratches - wash with soap and water. Apply an antiseptic such as Johnson's First Aid Cream, Bactine, Ungentine, etc. Cover with a bandaid. 2. Nose bleeds - sit quietly with head tilted back, hold tissue firmly against nose. If bleeding continues, wrap ice cubes in a cloth and place on the back of the neck. 3. Minor burns - do not wash. Apply an antiseptic immediately; do not cover with a bandaid. <p>Make list on chalkboard of all the things used. Let children pretend they are hurt and practice caring for the injuries. When children do sustain a real injury at school, have them care for it themselves.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Make three headings on paper -- Cuts and Scratches, Nose Bleeds, Burns. Under each heading write the items to be used when caring for these injuries. Refer to list on chalkboard.</p> <p>Vocabulary: cuts, scratches, nose bleeds, burns.</p>	<p>Soap and water Johnson's First Aid Cream Bactine Ungentine Band-aids Tissues Ice Cubes</p> <p>Chalkboard</p> <p>Chart paper Paper Pencils</p>	<p>(Picture of a child applying a band-aid)</p> <p><u>When We Get Hurt</u></p> <p>Sometimes we can take care of things ourselves. We know what to do if we get a scratch, a nose bleed, or a little burn. We don't have to go to the doctor when we're not hurt very badly.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>5. Good health habits - continued</p> <p>4) Notifying an adult in case of serious injury or illness</p> <p>a) parents</p> <p>b) teachers</p> <p>c) doctor</p>	<p>Read previous experience chart, <u>When We Get Hurt</u>. Point out that children can take care of minor injuries themselves, but discuss what they should do if someone gets hurt very badly or becomes very ill. Stress that they should tell an adult immediately -- if at home they should tell their mother or father, at school they should notify a teacher. If they can't find an adult right away, they should call the doctor themselves.</p> <p>Have each child ask his parents for the name of their family doctor. At school look in the telephone directory for the phone number of each doctor. Practice calling the doctor on toy telephones and giving him the necessary information -- the child's name, address, and what has happened.</p> <p>Write doctor's phone number on gummed labels. Send home with each child to put on or near his telephone.</p> <p>If children don't have a telephone, discuss where they can go to use one.</p> <p>Write experience chart.</p> <p>Read "The Brown Dog Helps," pp. 37-42 in <u>All Day, Every Day</u>.</p> <p>Seatwork: Duplicate experience chart story, leaving out the following phrases: <u>gets hurt badly</u>, <u>call the doctor ourselves</u>, <u>who we are</u>, <u>where we live</u>, <u>what has happened</u>. Children are to fill in missing phrases, referring to chart. Draw a picture to illustrate story.</p> <p>Vocabulary: telephone directory.</p>	<p>Experience chart</p> <p>Telephone directory</p> <p>Toy telephone</p> <p>Gummed labels</p> <p>Chart paper</p> <p>Ditto master copy</p> <p><u>All Day, Every Day</u>; C.L. Brownell, Ruth Evans, L.B. Hobson; American Book Co.; New York; 1959.</p>	<p>(Picture of an accident scene)</p> <p><u>When Someone Gets Hurt Badly</u></p> <p>If someone gets hurt very badly we should find a grown-up person right away.</p> <p>If we can't find someone, we should call the doctor ourselves.</p> <p>We will have to tell the doctor who we are, where we live, and what has happened.</p>

[illegible]

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
5. To develop good safety habits - continued f. Accident prevention outdoors	<p>Re-read previous experience chart, Being Careful. Point out that we were talking about being careful when we're in the house. Discuss possible danger areas outdoors.</p> <p>Read books about safety.</p> <p>Discuss bike safety pamphlet, <u>Good Biker Today</u>, <u>Good Driver Tomorrow</u>.</p> <p>Write experience chart story to be recorded. Have a more capable child record the story.</p> <p>Play the recorded story while children act it out. Have one child be the safety chief, other children play in the yard, ride bikes, play in a parked car. The safety chief shows them how to:</p> <ol style="list-style-type: none"> 1. Look both ways before crossing the street 2. Ride bikes along the side of the street; use both hands to guide; do not weave around 3. Do not play in a parked car; leave knobs, levers, keys alone. <p>Seatwork: Write sentences using the following words: <u>yard</u>, <u>cross</u>, <u>street</u>, <u>bike</u>, <u>ride</u>, <u>parked</u>, <u>car</u>, <u>safe</u>. Refer to chart if necessary.</p> <p>Vocabulary: safety.</p>	<p>Experience chart <u>Let's Find Out About Safety</u>; Martha & Charles Snapp; Franklin Watts, Inc. New York; 1964. <u>Safety Can Be Fun</u>; Munro Leaf; J.B. Lippincott Co.; Philadelphia; 1938. <u>Good Biker Today</u>, <u>Good Driver Tomorrow</u>; available from Employers Mutuals of Wausau, 115 W. Wausau Ave, Wausau, Wis., 54402.</p> <p>Chart paper Tape recorder</p> <p>Paper Pencils</p>	<p><u>The Story About the Safety Chief</u></p> <p>The Safety Chief is riding in his car today. He sees some children playing in the yard. They decide to go across the street to play. The Safety Chief tells them how to cross the street carefully.</p> <p>The Safety Chief sees some children riding bikes. One boy is not careful. The safety chief stops and tells him how to ride his bike carefully.</p> <p>The Safety Chief sees some children playing in a parked car. He tells them to play somewhere else where they will be safer.</p>
5. Good health and safety habits - continued	<p>Re-read all experience charts about Health and Safety habits. Review concepts; discuss activities.</p>		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>6. To develop an understanding of the ways families have fun together.</p> <p>a. Activities in the home</p> <ol style="list-style-type: none"> 1) watching television 2) playing with toys 3) playing games with siblings and friends 4) visiting friends or relatives 5) going for car rides 6) listening to music and stories 7) taking care of pets 8) planting a garden 9) family parties and activities 10) collecting things 11) going for walks 	<p>Point out that the family can do things together that are lots of fun. Show series of pictures showing ways to have fun at home. Put on bulletin board; under each picture put a sentence strip telling about the picture; read. Encourage children to relate their own experiences with their families.</p> <p>Read books, <u>The True Book of Pets</u>, <u>Who Goes There in My Garden?</u></p> <p>Read poem, "Leisure", p. 171 in <u>Poems and Rhymes</u>.</p> <p>Seatwork: Children are to complete worksheet by writing under each picture what the children are doing.</p> <p>Vocabulary: games, garden, party, collect.</p>	<p>Bulletin board</p> <p>Pictures from magazines mounted on construction paper</p> <p>Oaktag sentence strips</p> <p><u>The True Book of Pets</u>: Illa Podendorf; Childrens Press; Chicago, Ill.; 1954.</p> <p><u>Who Goes There in My Garden?</u> Ethel Collier; Young Scott Books; New York; 1963.</p> <p><u>Poems & Rhymes</u>, Childcraft Vol. I. Duplicated worksheet (# 9)</p>	<p>Bulletin board caption: <u>Ways We Have Fun At Home</u></p> <p>Sentence strips:</p> <ol style="list-style-type: none"> 1. We have fun watching TV. 2. It is fun to play with toys. 3. We can play games with our brothers and sisters and with our friends. 4. It is fun to go visit people. 5. We have fun going for rides. 6. We like to listen to records and books. 7. It is fun to play with pets. 8. It is fun to grow plants. 9. Family parties are fun. 10. It is fun to collect things. 11. We like to go for walks.
<p>6. Ways families have fun together - cont.</p> <p>a. Activities in the home (continued)</p>	<p>Set up a "Fun Corner" in the classroom. Display toys and games that children would enjoy playing with at home. Discuss advantages of buying durable toys as opposed to cheaper plastic toys. Compare prices and point out that Fisher-Price toys, etc. may cost more, however.</p> <p>Learn to play commercial games such as Candyland, lotto games, dominoes, pick-up sticks, Old Maid, etc. Discuss cost of these games. (Continued next page)</p>	<p>Fisher-Price or Playskool toys</p> <p><u>Candyland</u></p> <p>Lotto games</p> <p>Dominoes</p> <p>Pick-up sticks</p> <p>Old Maid Cards</p>	<p>(Picture of children playing with toys)</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	<p>List the names of stores in the community where these toys and games may be purchased.</p> <p>Write experience chart. Read orally.</p> <p>Allow time during the day for the children to play with the items in the Fun Corner. Stress playing carefully with the toys, taking turns and sharing, putting toys away when finished, etc.</p> <p>Seatwork: Have each child draw a picture of one toy or game, then write as much information as he can about it. Include name of toy or game, the cost, where to buy it, how to play with it, etc. Refer to the toys and games, information on chalkboard, etc.</p>	<p>Chalkboard</p> <p>Chart paper</p> <p>Newsprint</p> <p>Crayons</p> <p>Pencil</p>	<p>(Picture of children playing with toys)</p> <p><u>Playing with Toys and Games</u></p> <p>We have some toys and games in our Fun Corner. These would be fun to play with at home.</p> <p>Some toys will last longer than others. They may cost more to buy, but they don't break so easily.</p> <p>We have to take turns when we play games.</p>
<p>6. Ways families have fun together - cont.</p> <p>a. Activities in the home (cont.)</p>	<p>Encourage children to bring their pets to school for a day to display in the Fun Corner. (Discuss how to carry the pet to school, proper cage, etc. to keep it in while at school, adequate food, etc.)</p> <p>Emphasize how much fun a pet can be at home, but that they require good care. Stress the children's responsibility in taking care of the pets.</p> <p>Read stories on pp. 38-49 in <u>At Home</u>.</p> <p>Also ask children to bring their collections of rocks, pretty leaves, baseball cards, etc., favorite books or other items of interest from home to display in the Fun Corner.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Worksheet # 10. Children are to read and answer riddles.</p>	<p><u>At Home</u>; Hanna and Hoyt</p> <p>Chart paper</p> <p>Duplicated worksheet (# 10)</p>	<p>(Picture of a child with a pet)</p> <p><u>Our Fun Corner</u></p> <p>We can bring things from home to show in our Fun Corner.</p> <p>Some of us will bring our pets. We can bring our collections, some toys and books, too.</p> <p>There are many ways we can have fun at home.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>6. Ways families have fun together</p> <p>b. Activities in the community</p> <ol style="list-style-type: none"> 1) going to movies 2) going roller skating 3) going swimming 4) going fishing 5) going on picnics 6) going to football, basketball and softball games 7) participating in church activities (Not all children will attend church activities. Some families will be active in a church however) 8) participating in youth organizations such as Cub Scouts, Blue Birds, etc. (Some children may not be able to participate in a club, but others in the group may belong.) 9) eating in restaurants and drive-ins 10) shopping 11) going to the library 	<p>Review bulletin board showing ways families have fun at home. Re-read sentence strips. Discuss things that families can do together in the community to have fun; list on experience chart.</p> <p>Read poem, "Little Joe Tunney," p. 250 in <u>Poems & Rhymes</u>.</p> <p>Learn songs, "Fun with Daddy," p. 14 and "The Park," p. 20 in <u>Sing a Song</u>.</p> <p>Seatwork: Begin to make a "movie" -- use a large cardboard box, a long roll of kraft paper, two long sticks. Cut screen in front of box. Measure each "frame" for the movie -- make each 1 yard wide.</p> <p>Assign work committees to paint a picture in each frame. Write sentence in each frame with magic marker -- copy from experience chart.</p> <p>Fasten ends of paper to sticks; put into box. Turn sticks slowly, allowing the "movie" to show through the screen.</p> <p>Invite another class to come to the room to view the "movie." Assign children to greet the visitors, help them get seated, introduce the movie topic, operate the movie, read the sentences.</p> <p>Vocabulary: community, movies, roller skate, swimming, fishing, picnics, clubs, restaurant, shopping, library.</p>	<p>Bulletin board -- <u>Ways to Have Fun at Home</u></p> <p>Chart paper <u>Poems & Rhymes</u>, Childhood, Vol. I <u>Sing a Song</u>, McLaughlin & Wood</p> <p>Large cardboard box Long roll of kraft paper Two long sticks Yardstick Tempera paint Paint brushes Magic marker</p>	<p><u>Ways We Have Fun in Our Community</u></p> <ol style="list-style-type: none"> 1. We can go to the movies. 2. We can go roller skating. 3. It is fun to go swimming 4. We like to go fishing. 5. Picnics are fun. 6. It is fun to go to ball games. 7. We like to go to Sunday School. 8. It is fun to belong to a club. 9. It is fun to eat out in a restaurant. 10. We like to go shopping. 11. It is fun to go to the library.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>6. Ways families have fun together</p> <p>c. Celebration of holidays and special occasions</p> <p>1) birthdays</p>	<p>When a child in the room has a birthday approaching, discuss how families celebrate birthdays at home. Stress that sometimes families cannot afford birthday presents.</p> <p>Write experience chart. Read orally.</p> <p>Read book, <u>The Little Boy & the Birthdays</u>.</p> <p>Seatwork: Have children copy experience chart and draw a picture to illustrate it. Keep to put into a booklet. If some children cannot copy the whole chart, have them write the title, then draw pictures to illustrate the major points.</p> <p>Vocabulary: celebrate, birthday, presents.</p>	<p>Chart paper</p> <p><u>The Little Boy & the Birthdays</u>; Helen E. Buckley; Lothrop, Lee & Shepard Co., Inc.; New York, 1965.</p> <p>Paper</p> <p>Pencils</p> <p>Crayons</p>	<p>(Picture of a birthday cake)</p> <p><u>Ways to Celebrate Birthdays</u></p> <p>We may have a party and get presents. We may have a birthday cake.</p> <p>People can give us a spanking and sing "Happy Birthday."</p>
<p>6. Ways families have fun together - cont.</p> <p>c. Celebration of holidays</p> <p>2) Christmas</p>	<p>Review previous lessons and chart.</p> <p>Read book, <u>Over and Over</u>.</p> <p>Discuss ways families celebrate Christmas. Emphasize that we give presents to people in our family because we love them; we must buy things we can afford.</p> <p>Find date of Christmas on calendar.</p> <p>Write experience chart.</p> <p>Seatwork: Copy experience chart and draw picture to illustrate. Make a booklet cover in which to keep stories. Write title, <u>Ways Our Families Celebrate Holidays</u>, and decorate with potato printing.</p> <p>Vocabulary: holiday, Christmas</p>	<p><u>Over and Over</u>; Charlotte Zolotow; Harper and Brothers; New York; 1957.</p> <p>Calendar</p> <p>Chart paper</p> <p>Paper</p> <p>Pencils</p> <p>Crayons</p> <p>Large sheets of construction paper</p> <p>Potatoes</p> <p>Paint</p>	<p>(Picture of a family around a Christmas tree)</p> <p><u>We Celebrate Christmas</u></p> <p>We have a Christmas tree and presents.</p> <p>Our relatives may come to our house for dinner.</p> <p>We have to buy presents that don't cost too much.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
6. Ways families have fun together c. Celebration of holidays 3) Valentines Day	Display experience charts about birthdays and holidays on bulletin board. Re-read both charts. Discuss things to do at home for Valentines Day -- making and addressing Valentine cards for friends and family, baking Valentine cookies, etc. Mark date of holiday on calendar. Read poem, "My Valentine," p. 178 in <u>Time for Poetry</u> . Write experience chart. Read orally. Seatwork: Copy experience chart and draw picture to illustrate. Put into booklet. Vocabulary: Valentines Day.	Bulletin board Experience chart Calendar <u>Time for Poetry;</u> Arbutnnot Chart paper Paper Pencils Crayons	(Picture of a child making Valentines) <u>We Celebrate Valentines Day</u> Valentines Day is in February. We can make Valentines to give to our friends and our family. Sometimes we bake Valentine cookies.
6. Ways families have fun together c. Celebration of holidays 4) Easter	Put experience chart about Valentines Day on bulletin board. Read and discuss. Talk about Easter -- coloring Easter eggs, going to Easter egg hunts held in the community, etc. Explain that Easter is not always on the same day each year; look at calendar for current date of the holiday. Write experience chart. Read orally. Seatwork: Copy experience chart and draw picture to illustrate. Put into booklet. Vocabulary: Easter	Experience chart Calendar Chart paper Paper Pencils Crayons	(Picture of children coloring Easter eggs) <u>We Celebrate Easter</u> On Easter we dye Easter eggs and make them pretty. Sometimes we go to an Easter egg hunt. Easter is in the springtime.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
6. Ways families have fun together c. Celebration of holidays 5) Halloween	Review previous experience charts; put Easter chart on bulletin board. Discuss Halloween -- helping Mother make a costume and mask, making jack-o-lanterns, going Tricks-or-Treats. Stress proper behavior and safety factors. Find date of holiday on calendar. Write experience chart. Read orally. Seatwork: Copy experience chart and draw picture to illustrate. Put into booklet. Vocabulary: Halloween.	Experience chart Calendar Chart paper Paper Pencils Crayons	(Picture of jack-o-lantern) <u>We Celebrate Halloween</u> Our family can have fun on Halloween. Mother helps us make a costume. We make funny jack-o-lanterns. We may go for Tricks-or-Treats.
6. Ways families have fun together c. Celebration of holidays 6) Thanksgiving	Talk about Thanksgiving -- having relatives come for dinner or going to their house, etc. Indicate date on calendar. Write experience chart. Put on bulletin board. Seatwork: Copy experience chart and draw picture to illustrate. Put into booklet. Fasten booklet together with staples; let children take home. Review ways families celebrate holidays and birthdays; read all experience charts. Vocabulary: Thanksgiving, relatives	Calendar Chart paper Paper Pencils Crayons Stapler Experience charts	(Picture of a family dinner) <u>We Celebrate Thanksgiving</u> Thanksgiving comes in November. We get together with our relatives for dinner. We can draw Thanksgiving pictures at home.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>7. To develop an understanding of the relationship between the home and the community.</p> <p>a. Neighbors</p>	<p>Introduce Sally and her family by showing pictures; put on flannelboard. Put up picture of Sally's house. Explain that Alice lives next door, show her family and house. Explain that Alice is Sally's neighbor. (Define neighbor -- someone who lives near you.)</p> <p>Have children tell who their neighbors are. Hold a "buzz session" -- children are to think of as many things as possible for (1) how neighbors help us, and (2) how we can help our neighbors. (Emphasize ways both parents and children can help.</p> <p>Read book, <u>About Good Citizens, Good Neighbors</u></p> <p>Read poem, "Neighborly," p. 2 in <u>Time for Poetry</u>.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Begin construction of a model of each child's home and surrounding neighborhood. For a base, use the bottom of a large cardboard box, cutting sides away leaving a 1½' rim. Use small boxes for houses -- one for child's own house and one for neighbor's house. Cut doors, window, glue on paper roofs, fasten to base with tape. Paint. Make small tags and label own house, write name of neighbor to put on their house.</p> <p>Vocabulary: neighbors.</p>	<p>Flannelboard</p> <p>Pictures backed with sandpaper:</p> <p>Sally and her family, Sally's house, Alice and her family, Alice's house</p> <p><u>About Good Citizens, Good Neighbors</u>;</p> <p>Ruth H. Dudley;</p> <p>Melmont Publishers, Inc.; Chicago, Ill.; 1957</p> <p><u>Time for Poetry</u>;</p> <p>Arbuthnot</p> <p>Chart paper</p> <p>Large cardboard box for each child</p> <p>Scissors</p> <p>Rulers</p> <p>Small boxes</p> <p>Paint and brushes</p> <p>Masking tape</p> <p>Glue</p> <p>Oaktag</p>	<p>(Picture of houses in a neighborhood)</p> <p><u>Our Neighbors</u></p> <p>Neighbors are the people who live near us.</p> <p>They can help us do lots of things. Sometimes they will babysit for our mother.</p> <p>We can help our neighbors, too. Our father may help move something heavy out of the basement.</p> <p>We don't fight with our neighbors. We want to be happy and have fun with them.</p>

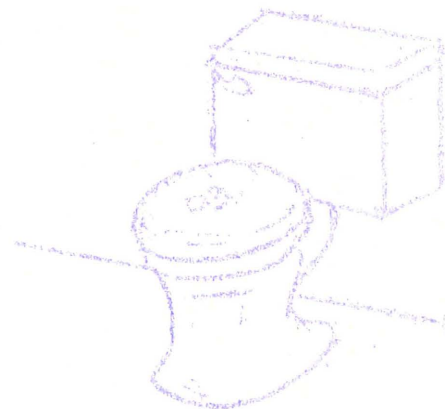
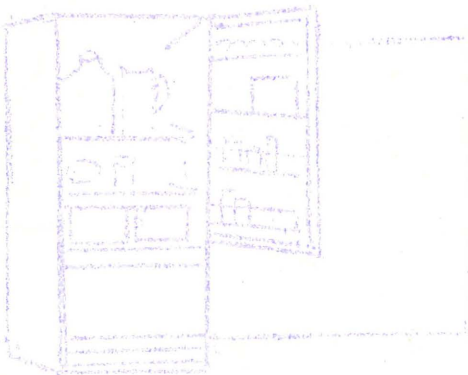
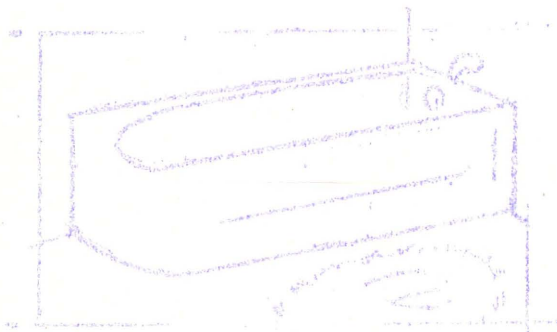
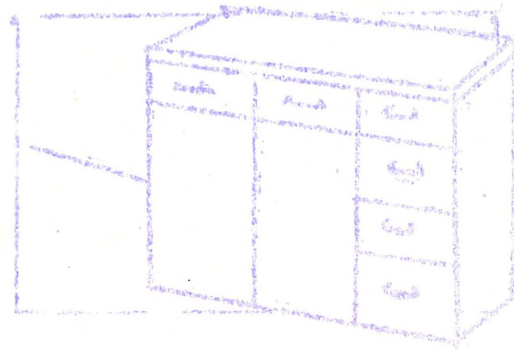
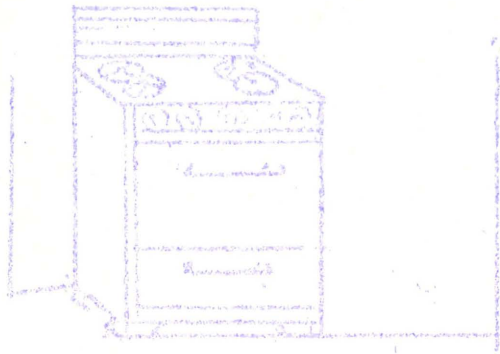
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>7. To develop an understanding of the relationship between the home and the community.</p> <p>a. Neighbors</p>	<p>Introduce Sally and her family by showing pictures; put on flannelboard. Put up picture of Sally's house. Explain that Alice lives next door, show her family and house. Explain that Alice is Sally's neighbor. (Define neighbor -- someone who lives near you.)</p> <p>Have children tell who their neighbors are.</p> <p>Hold a "buzz session" -- children are to think of as many things as possible for (1) how neighbors help us, and (2) how we can help our neighbors. (Emphasize ways both parents and children can help.</p> <p>Read book, <u>About Good Citizens, Good Neighbors</u>.</p> <p>Read poem, "Neighborly," p. 2 in <u>Time for Poetry</u>.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Begin construction of a model of each child's home and surrounding neighborhood. For a base, use the bottom of a large cardboard box, cutting sides away leaving a 1½" rim. Use small boxes for houses -- one for child's own house and one for neighbor's house.</p> <p>Cut doors, window, glue on paper roofs, fasten to base with tape. Paint. Make small tags and label own house, write name of neighbor to put on their house.</p> <p>Vocabulary: neighbors.</p>	<p>Flannelboard</p> <p>Pictures backed with sandpaper:</p> <p>Sally and her family, Sally's house, Alice and her family, Alice's house</p> <p><u>About Good Citizens, Good Neighbors;</u></p> <p>Ruth H. Dudley; Melmont Publishers, Inc.; Chicago, Ill.; 1957</p> <p><u>Time for Poetry;</u></p> <p>Arbuthnot</p> <p>Chart paper</p> <p>Large cardboard box for each child</p> <p>Scissors</p> <p>Rulers</p> <p>Small boxes</p> <p>Paint and brushes</p> <p>Masking tape</p> <p>Glue</p> <p>Oaktag</p>	<p>(Picture of houses in a neighborhood)</p> <p><u>Our Neighbors</u></p> <p>Neighbors are the people who live near us.</p> <p>They can help us do lots of things. Sometimes they will babysit for our mother.</p> <p>We can help our neighbors, too. Our father may help move something heavy out of the basement.</p> <p>We don't fight with our neighbors. We want to be happy and have fun with them.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>7. Relationship between the home and community - continued</p> <p>b. Schools</p>	<p>Review the neighborhood concept in previous lesson; read experience chart. Indicate that today we'll talk about something else that is in the neighborhood. Put picture of Sally's school on the flannelboard. Discuss how the school helps Sally -- stress that special education classes are set up especially to help the children because they can't learn as fast as other children. Bring out the ways parents can help the school and teachers.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Make a schoolhouse for the model neighborhood. Use small boxes, cut doors and windows. Discuss placement of school in relation to the child's house, fasten to base and paint. Make labels and attach to school.</p> <p>Vocabulary: school, neighborhood</p>	<p>Experience chart Flannelboard Picture of a school-house (backed with sandpaper) Previous pictures</p> <p>Chart paper Cardboard boxes Small boxes Scissors Masking tape Paint and brushes Oaktag</p>	<p>(Picture of a school)</p> <p><u>The School in Our Neighborhood</u></p> <p>Schools help us by teaching us things we need to know.</p> <p>Special classes help us because we can't learn as fast. They teach us how to get along with people and other things we need to know.</p> <p>Parents can help the school by talking to the teachers and helping the children do what they're supposed to.</p>
<p>7. Relationship between the home and the community - continued</p> <p>c. Businesses</p>	<p>Review previous lessons, discuss charts. Ask what else is in the children's neighborhoods; put pictures of stores on flannelboard. Discuss how the stores help Sally and the members of her family and how they can help the stores: bring out the following points: stores help us by providing the items we need to buy; they provide services we need; they provide employment for some of our fathers; we can help by paying bills promptly, not stealing, being kind and courteous, etc.</p> <p>Write experience chart. Read orally.</p> <p>Seatwork: Make a store for the model neighborhood. Use small boxes, cut doors, and windows. Discuss placement of store in relation to the other buildings, fasten to base and paint. Make labels for store.</p> <p>Vocabulary: stores</p>	<p>Chart paper Cardboard base Small boxes Scissors Masking tape Paint and brushes Oaktag</p>	<p>(Picture of a store)</p> <p><u>Stores in Our Neighborhood</u></p> <p>Stores help us by selling food and clothes and other things we need.</p> <p>Stores like appliance stores will fix things when they're broken.</p> <p>Some of our fathers may work in stores.</p> <p>We can help stores by not stealing and by paying for things right away. We should have good manners when we go in a store.</p>

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
<p>7. Relationship between the home and community - continued</p> <p>d. Churches</p>	<p>Read previous charts for review.</p> <p>Show next picture of a church on flannelboard.</p> <p>Discuss how churches help us: they teach us about God; they offer fellowships; they can help when the family is faced with trouble. (When teaching this lesson keep in mind that some of the children's families may not attend any church.)</p> <p>Write experience chart.</p> <p>Learn song, "Church Bells," p. 19 in <u>Sing a Song</u>.</p> <p>Seatwork: Make a church for the model neighborhood. Use small boxes and oaktag. Place in relation to other buildings and paint. Label. To make the ground use a sawdust and paste mixture. Mix about 5 cups sawdust to 1 cup of prepared wheat paste. Apply to cardboard base, molding around buildings leaving spaces for streets. Make trees and bushes from sponge and sticks, press into sawdust mixture. When dry, paint with tempera paint.</p> <p>Vocabulary: church.</p>	<p>Experience chart</p> <p>Flannelboard</p> <p>Picture of a church (with sandpaper on back)</p> <p>Previous pictures</p> <p>Chart paper</p> <p><u>Sing a Song</u>, McLaughlin & Wood</p> <p>Cardboard base</p> <p>Small boxes</p> <p>Scissors</p> <p>Masking tape</p> <p>Paint and brushes</p> <p>Oaktag</p> <p>Sawdust</p> <p>Wheat paste (available at wallpaper stores)</p> <p>Measuring cup</p> <p>Sponge</p> <p>Sticks</p>	<p>(Picture of a church)</p> <p><u>Our Church in Our Neighborhood</u></p> <p>Churches help us learn about God.</p> <p>Some of us go to church dinners. We have made friends at church.</p> <p>If our family is in trouble, the church might be able to help.</p>
<p>Culmination of unit.</p>	<p>Assemble all experience charts into a large booklet. Make covers from kraft paper.</p> <p>Name a committee of children to paint a picture and write title, <u>Our Family</u>.</p> <p>Re-read and discuss each chart.</p>	<p>Experience charts</p> <p>Kraft paper</p> <p>Paint and brushes</p>	

Worksheet #1 - Continued

(large manuscript paper)

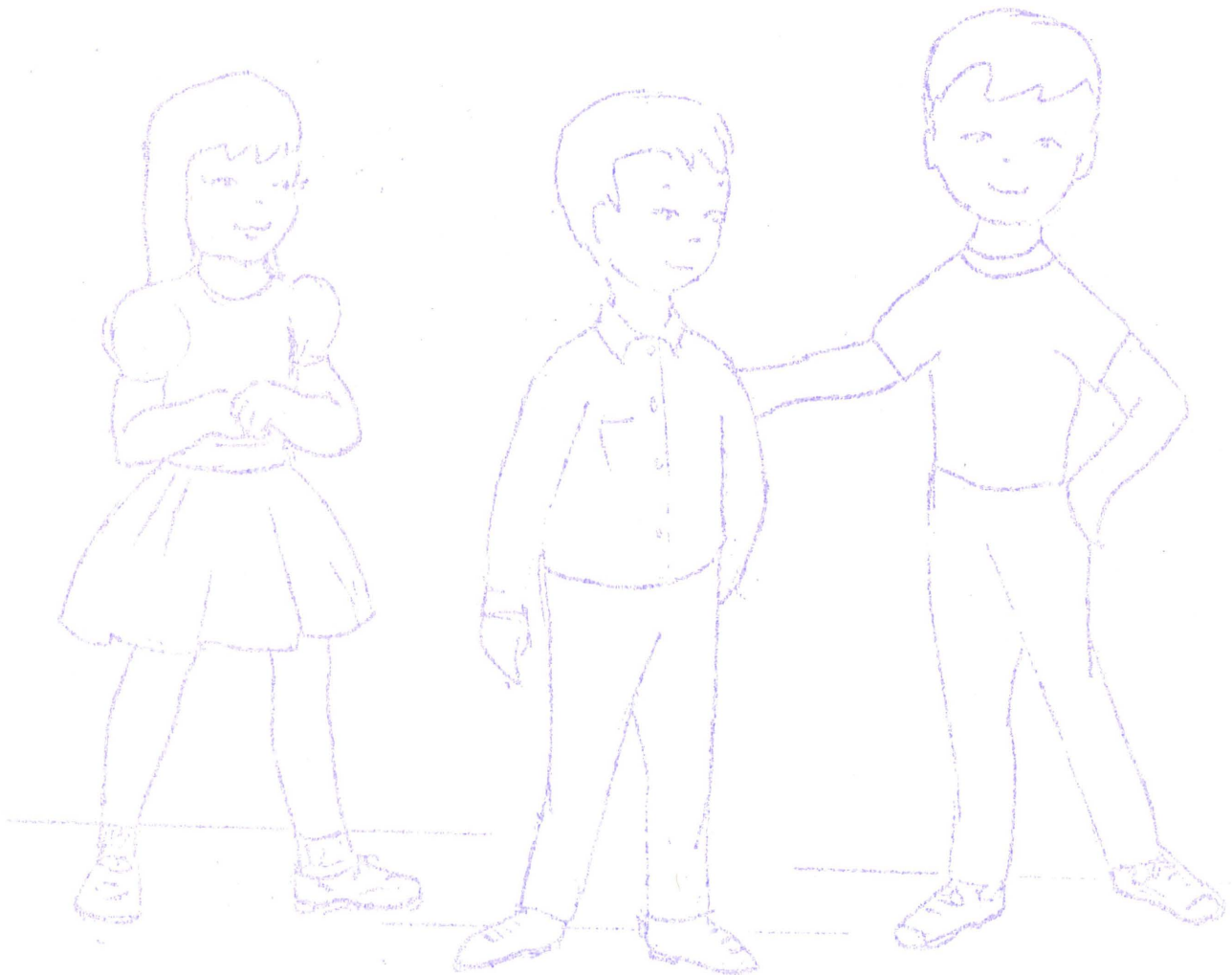


Here are Good Manners Words

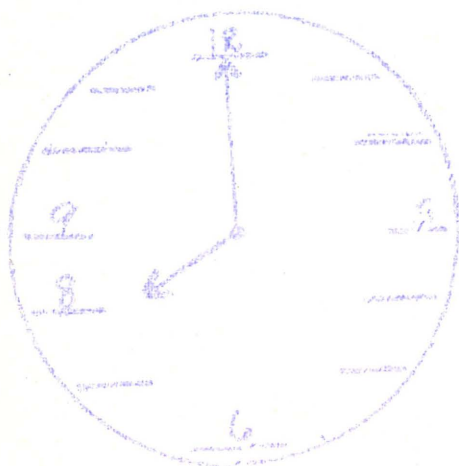
please

thank you

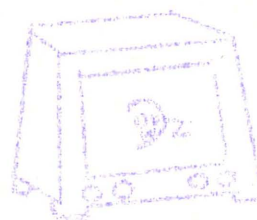
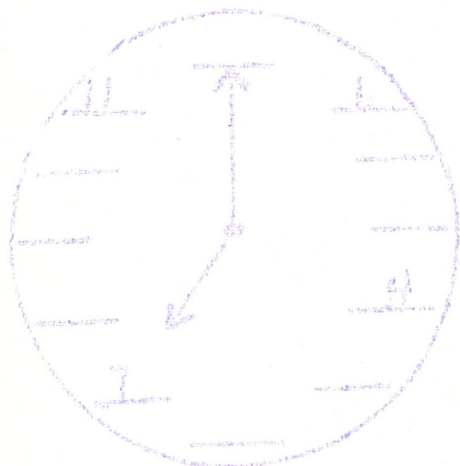
excuse me



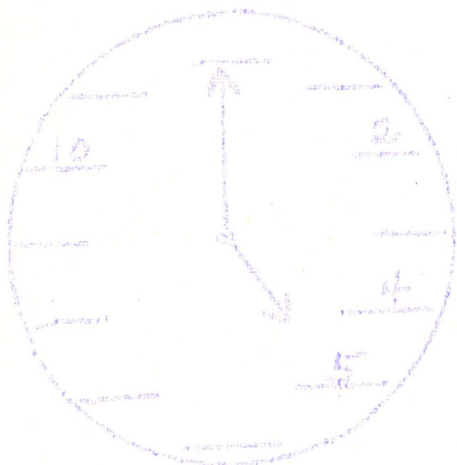
What time is it?



Go to bed.



Look at T.V.



Get up.

Let's Wash Our Hands and Face

1. Use some S .
2. You need some W .
3. You may use a W .
4. A t b may help.
5. Use a t last.

tooth brush

water

soap

towel

washcloth

Worksheet #7

HOW TO DUST A TABLE

1. Get a clean rag.

2. Use some Endust.

3. Rub all over the table.

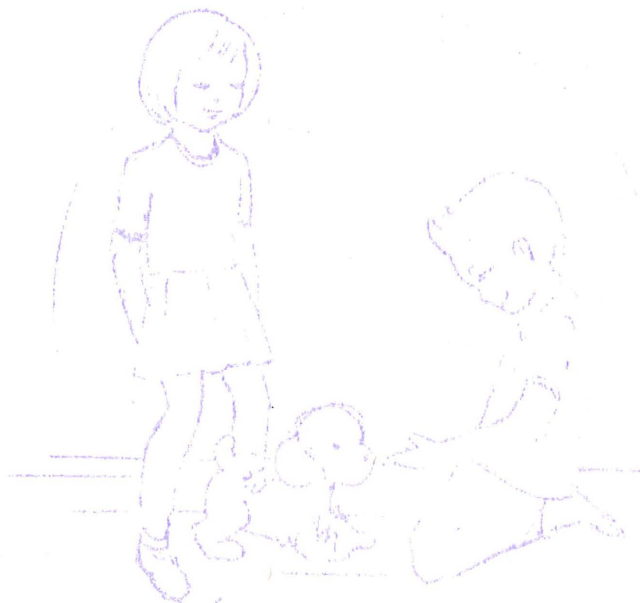
4. Put things back on the table.

Help Keep My House Clean

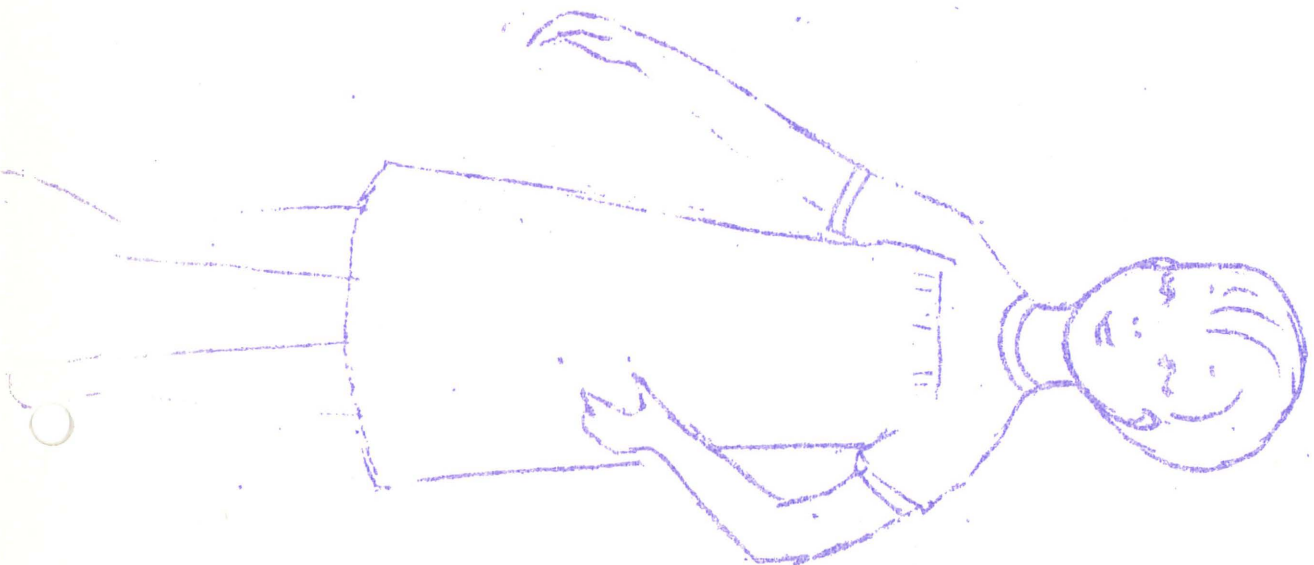
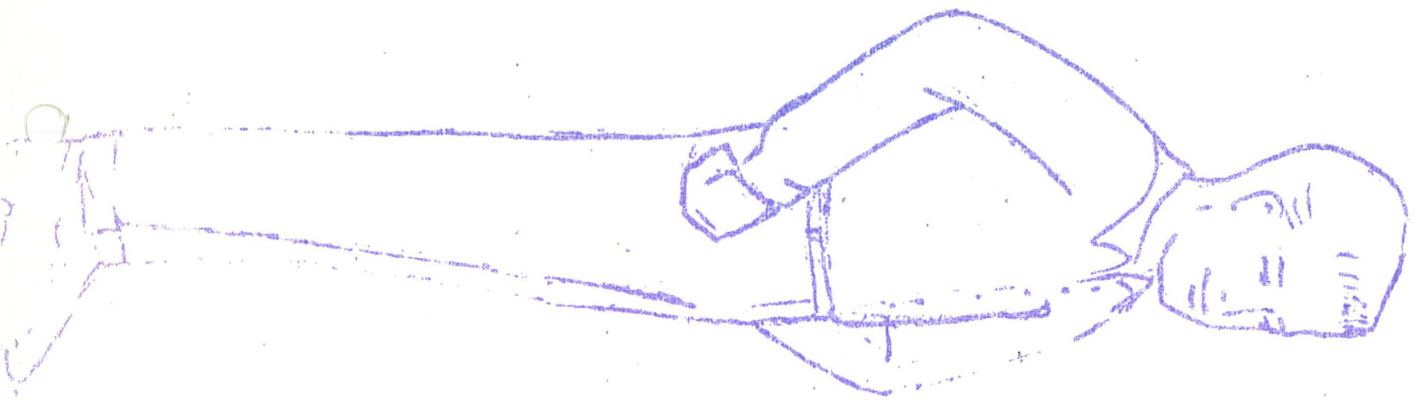
Date _____

Monday Tuesday Wednesday Thursday Friday

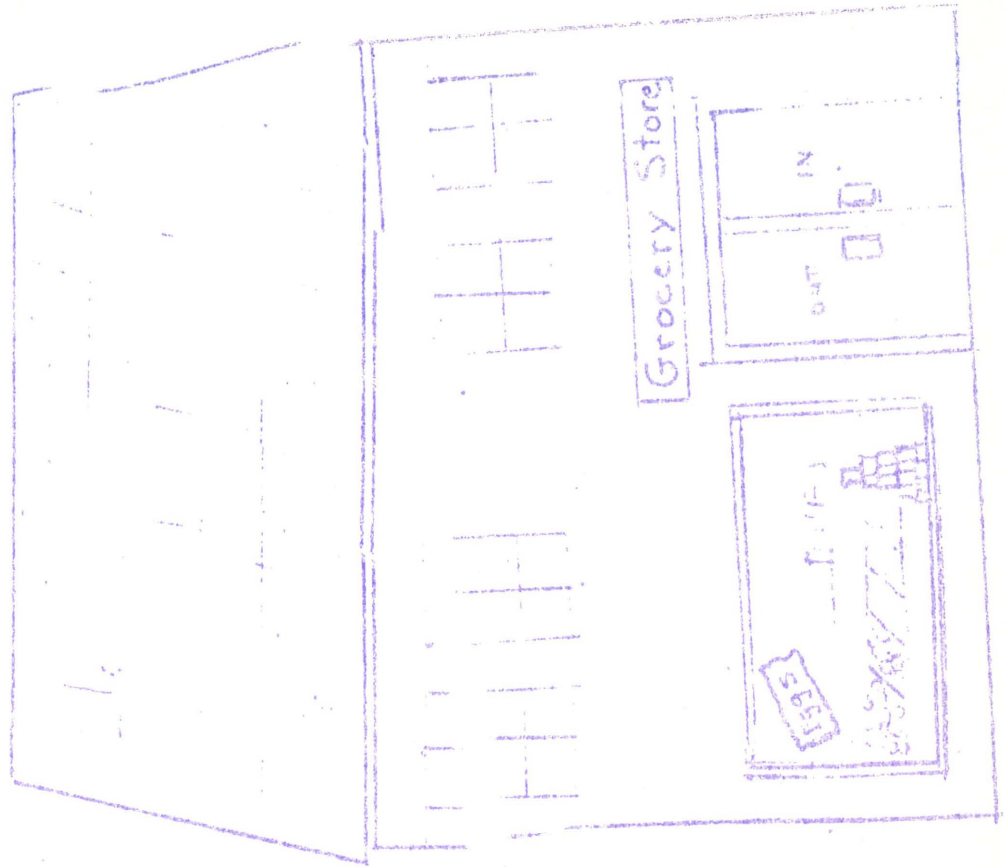
[illegible]



Pictures for Flannelboard



Pictures for
Flannel board





pictures for
Flannel board

