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An Experimental Curriculum Guide for Teachers of the Trainable Mentally Retarded.

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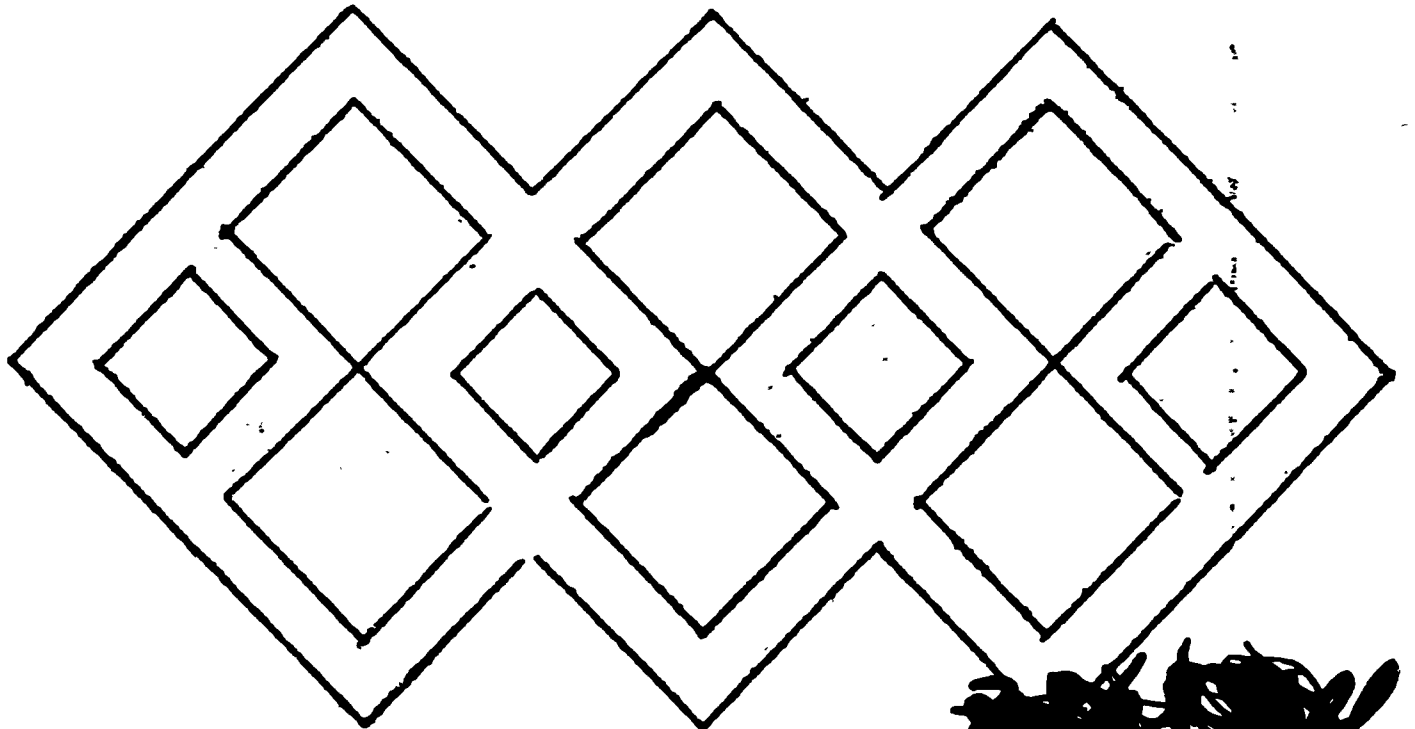
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An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property, and eating habits. Also included are units on health and personal and group safety; and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

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An Experimental Guide



a curriculum guide for
Teachers of
the trainable mentally retarded

Southeast Region Special Education Service Center
A PACE PROJECT

AN EXPERIMENTAL CURRICULUM GUIDE

for Teachers of the Trainable Mentally Retarded

Produced by:

Southeast Region Special Education Service Center

for

**ABC Unified School District
Bellflower Unified School District
Compton City School District
Compton Union High School District
Downey Unified School District
Enterprise City School District
Lynwood Unified School District
Montebello Unified School District
Norwalk - La Mirada Unified School District
Paramount Unified School District
Willowbrook School District**

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**A TEACHER'S GUIDE TO CURRICULUM
FOR THE TRAINABLE MENTALLY RETARDED**

Purpose of the Guide. This experimental guide, developed within the guidelines afforded by the State of California and by the California Area VI Inter-County Committee, is designed to serve as a teacher's guide for teachers of trainable retarded children.

The program proposed herein is designed to provide training for the TMR student which will maximize his/her ability to function in the home and in a sheltered environment within the community.

Organization. This guide incorporates a developmental approach to curriculum development with an attempt made to sequence activities in order of difficulty. Students of all ages are to receive instruction in each general content area. The content areas are as follows:

- | | |
|------|----------------------------------|
| I | SELF UNDERSTANDING AND SELF CARE |
| II | COMMUNICATION |
| III | SOCIAL COMPETENCE |
| IV | SAFETY AND HEALTH |
| V | SENSORY & MOTOR SKILLS |
| VI | QUANTITATIVE CONCEPTS |
| VII | PRACTICAL SKILLS |
| VIII | RECREATION SKILLS |

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SELF UNDERSTANDING AND
SELF CARE

SECTION I

Objectives	Techniques and Activities	Materials & References
<p>I. <u>SELF UNDERSTANDING AND SELF CARE</u></p> <p>A. PHYSICAL SELF</p> <p>1. To be able to identify body parts.</p> <p>a. <u>Gross Discrimination</u></p> <p>(1) Legs (2) Arms (3) Head (4) Body</p> <p>b. <u>Integral Parts</u></p> <p>(1) Toes, fingers, thumbs (2) Foot and Hand (3) Ankles & wrists (4) Knees & elbows (5) Shoulders & hips (6) Neck (7) Backside, rear, rump (8) Palms (9) Chest & stomach (10) Back (11) Face (all parts)</p>	<p>Show man on flannel board--take it apart and put it together again.</p> <p>Use outline of body on butcher paper</p> <p>Make a book or bulletin board of snapshots of class members</p> <p>Make drawings and painting of self</p> <p>Make clay images of self</p> <p>Make booklet about "myself"</p> <p>Make a picture collage of people</p> <p>Seeing relationships between animal & self</p> <p>Use charts or other pictorial aids to show parts of body, be sure to include elbows, shoulders, wrists, ankles, etc.</p> <p>Use large, full length, 3-way mirror for posing, moving, acting out.</p> <p>Play musical games and finger plays about body parts</p> <p>Play "Simon Says", "Looby Loo", and "Follow the Leader".</p> <p>Put together puzzles of people</p> <p>Doll play, dressing and Undressing</p>	<p>Flannel Board Man</p> <p>Butcher paper, Magic marker, Camera & Film</p> <p>Paper, paint, crayons</p> <p>Clay</p> <p>Paper & paste</p> <p>Animal pictures, human skeleton</p> <p>Charts of body parts</p> <p>Mirror</p> <p>Records & player</p> <p>Puzzles of people</p> <p>Dolls & doll clothes</p>

Objectives	Techniques and Activities	Materials & References
<p>2. To be aware of gross differences and similarities between self and others.</p> <p>a. Size</p> <p>b. sex</p>	<p>Put on clothing</p> <p>Learn relationships between things and self with regard to size</p> <p>Weigh people in class</p> <p>Let children see growth by measuring</p> <p>Keep charts of heights and weights, also take body measurements and discuss relative sizes and lengths.</p> <p>Give instructions that vary from boys to girls.</p> <p>Tell them to line up alternating, boys with girls.</p> <p>Dramatize nursery rhymes or stories where parts require males and females.</p> <p>Play a game, beginning with "Do what I do." As the teacher gives the action, he also performs the act. As some are learned, enforce by saying, "Do what I say." Give direction only.</p> <p>Examples:</p> <p>"Touch your eyes--ears--nose--mouth--etc.</p> <p>"Touch the front of your body--the top of your head--your side--your foot--etc.</p> <p>"Touch the wall with your back--lie on your side--put the ball in front of you--turn your back to your chair--</p> <p>"Bend forward toward the front--back--bend to the side, the other side--backward....</p> <p>"Move forward--backward--sideways...."</p> <p>"Jump up--back--toward the front..."</p>	<p>Scale</p> <p>Measuring tape or sticks</p> <p>Size chart</p> <p><u>Filmstrips:</u></p> <p>How our Eyes See</p> <p>How We See & Hear</p> <p><u>Records:</u></p> <p>"Hokey Pokey"</p> <p>"Clap your Hands"</p> <p>"Tap your Toes"</p> <p>"Looby Loo"</p>
<p>3. To develop awareness of the body in relation to space.</p> <p>a. Right-left directionality.</p> <p>b. Up, down, over, under directions</p> <p>c. Dynamic balance</p>		

Developmental Area

Materials
References

Techniques and Activities

Objectives

- "Put your arms up--down--straight in front--turn your arms (rotate)--out to the sides..."
- "Touch your right arm--your left arm--your right leg-- your left leg..."
- "Hold your right arm up--your left arm..."
- "Take a step with your right foot--your left foot..."
- "Put your left leg on the box--your right leg--touch the box with right hand--left hand..."
- "Is the chair to your right or left?"
- "Is the ball nearest your right side--left side?"
- Place a weighted or colored arm band or bracelet on the right arm.
- Learn to shake hands with the right hand.
- Label shoes and put them on the correct feet.
- Play "Hokey Pokey"
- Learn to set table fork on left, knife on right, etc.
- Follow direction to put self near or far from objects in the room
- Go up and down stairs
- Put hands up--down, on top of desk, under table
- Do exercises and games: marching, jumping, hopping, skipping, jump rope.
- Using bodily motion with toys, equipment, etc.
- Set up obstacle courses: "walk under", "step over", etc.

Arm band

Knife & Fork

Stairway

Objectives	Techniques and Activities	Materials & References
<p>B. PERSONAL CARE</p> <ol style="list-style-type: none"> 1. To learn and carry out habits of good grooming and personal hygiene. <ol style="list-style-type: none"> a. Washing & bathing b. Teeth care c. Handkerchief use d. Hair care e. Nail care f. Clothing g. Posture h. Cosmetics i. Shaving skills 	<p>Use walking board and balance beam</p> <p>Illustrate the body's senses and introduce subject of how care for body.</p> <p>Chart showing; fingers--feel, eyes--see, ears--hear, tongue--taste, nose--smell</p> <p>Have Daily Inspection for good grooming, keep individual records.</p> <p>Display pictures of the different washing facilities eg. wash basin, tub, shower.</p> <p>Learn how to use each-only with adult if young or give practice in selecting correct water temperature. (adding hot water to cold) if able.</p> <p>Use different soap fragrances to add pleasure to washing</p> <p>Observe the difference in skin odor before and after washing.</p> <p>Practice using a wash cloth and towel: look in mirror and wash face.</p> <p>Learn when to wash and why: before eating, after toileting, to remove dirt any time.</p> <p>Dramatize the consequences of not washing to emphasize its importance.</p> <p>Make scrapbooks of washing procedures</p> <p>Practice cleaning up basin after using it.</p> <p>Use deodorant</p> <p>Learn care of teeth, eyes, ears, nose:</p>	<p>Walking board Balance beam</p> <p>Pictures of body's sense</p> <p>Good grooming records</p> <p>Pictures of washing facilities</p> <p>Fragrant soaps</p> <p>Wash cloth, towel, mirror</p> <p>Magazine pictures & Construction paper</p> <p>Deodorant</p> <p>Toothbrush, toothpaste Tissues</p>

Objectives

Techniques and Activities

How to brush teeth - including proper use of tooth brush.
 When to brush teeth
 How to blow nose - disposal of tissues

Hold toothbrush correctly, apply toothpaste, correct motion (front teeth, side teeth, back teeth), rinse brush & hang up.

Wipe nose, blow nose, sneeze, dispose of and get Kleenex, carry handkerchief.

Cover nose and mouth when sneezing or coughing.

Pantomime the above techniques.

Let each child have his own supplies (toothbrush, paste, cup) to be used after eating.

Request visit from school dental hygienist for demonstration of teeth care.

Set up a large box of tissues and wastebasket in an accessible place and in close proximity to each other.

Use a mirror or large paper mache' nose for gaining competence in nose wiping.

Learn how to wipe corners of eyes.

Learn to keep ears clean by using wash cloth, warm water & soap. (do along with face washing)

Practice using a brush and comb. Each child should have his own set.

Experiment with applying "hair grease" for boys to make it more controlled.

Have a box of hair clips and headbands for girls to try out in order to keep hair in place.

Materials & References

School "kit" free from dentists, mfg', or via the school nurse.

Model nose

Hair bursh & comb

Men's hair creme

Hair clips and headbands

Objectives

Techniques and Activities

Practice washing and setting hair.
-girls can practice on each other
-try different shampoos
-know own hair type, eg. oily, dry, etc.

Know how to clean comb and brush.

Learn about hairstyles and how to select appropriate ones.

Have school nurse demonstrate pedicure and manicure methods for boys and girls. Provide proper equipment, if the group is mature enough to use it correctly.
eg. clippers, emery board, orange stick, nail buff

Talk about nail polish-how & when to use. Provide clear polish or natural pink for use in class so that the girls will have access to an acceptable type.

Set up separate boys' and girls' grooming centers with supplies and mirrors. Home ec. rooms are usually available for girls

Learn terms used in dressing:
Button & unbutton, zip & unzip, hook & unhook, inside vs outside, remove & put on, by self, hanger, hang on, hook, hang on.

Learn how to operate all types of fasteners.
make a practice "book" or "button boards" for initial experience.

Practice putting on and removing all kinds of garments, beginning with the easiest to avoid frustration. Reward attempts.

Put on shoes correctly.

Learn to untie and tie shoes

Practice proper care of personal belongings:

Materials & References

Shampoo

Style magazines for girls
"Glamour, Seventeen, et

Manicure Set

Nail polish

Toilet articles

Fastener hooks, button boards

Material : & References

Shoe polishing kit
Sewing supplies

Washer, dryer, iron & board

Camera

Magazine pictures, mail
order catalog
Filmstrip:
"Time to Attire"

Cosmetics

Electric shaver
Wet razor

Book:
"Clean as a Whistle" (personal cleanliness for boys)
Palo Alto, Calif. 1963

Teacher Guides:

"Programs for the T.M.R. in California Public Schools."
by California State Department-

Techniques and Activities

- Hand clothes on hangers and hooks, place rubbers, caps, and other items of clothing in proper place, when not in use.
- Wipe, brush, & polish shoes
- Sew on buttons, iron clothing, mend & wash clothing

Use homemaking facilities to wash, dry, iron & fold clothes.

Learn to change and to air clothes frequently

Have a bulletin board display of snapshots of well-groomed class members.

Set up display of clothing styles which are appropriate for various occasions, sizes, and ages.

Have a "dress up" day at school.

Plan teenage dances to encourage further development of sex roles in dress, manners, social activities.

Spend time learning about skin care and use of cosmetics.

- display basic cosmetics and practice their correct application.
- dramatize "right" and "wrong" way to wear make up.

Learn how to use both an electric and wet razor.

Have active program of developing good posture and bodily movements.

Balance objects on head for good posture.

Practice walking properly

Weigh & measure for weight control.

Look in mirror to see self (arrangement of clothing, shirt tails in, zippers zipped, buttons buttoned, good posture)

Objectives

Developmental Area

Materials & References

ment of Education 1966--
p.62 to 66

"T.M.R. Performance Pro-
file for the Severly and
Moderately Retarded"

by A.S. DeNola
B.P. Kaminsky
A.E. Sternfeld

Pub:Reporting Service for
Ex. Child - 1963, p.16 &
18 & 33

"Trainable Children" by
Julia S. Molloy pub
The John Day Co., New York
1963, p. 46-60

"Cain-Levine Social Com-
petency Scale" by
L.F. Cain, S. Levine,
F. F. Elzey pub Con-
sulting Psychologists Pre

Filmstrip:
"Cleanliness"

Techniques and Activities

Objectives

2. To be able to use
toilet facilities
easily
- Learn the appropriate means for expressing toilet needs other
than infantile expressions
- Recognize the signs that distinguish "boys" and "girls" toilets.
Begin by using pictures.
- Learn routine procedures in toileting:
- when and where to go
 - adjustment of clothing
 - use of tissues & disposal
 - flushing
 - hand washing (use of soap & paper towels)

Objectives

Techniques and Activities

- Tour the building to locate bathrooms.
- Practice using "hot" and "cold" faucets to avoid burns.
- Be competent with high and low urinals.
- Do not drop trousers, unless no fly in them.
- Be able to sit on the toilet correctly, using a rear approach.

- Understand what menstruation is.
- Understand that menstruation is a PRIVATE MATTER.
- Know how to maintain a personal calendar to indicate dates.
- Recognize when period occurs (beginning)
- Know how to care for self (clean clothes and body) during menstruation.
- Know how to recognize sanitary napkin dispenser.
- Know how to apply a sanitary napkin.
- Know when to change a sanitary napkin.
- Know how to dispose of a sanitary napkin
- Know how to care for soiled clothes after accident.

3. Personal hygiene during menstruation.

COMMUNICATION

SECTION II

Materials : References

Techniques and Activities

Objectives

II. COMMUNICATION

A. OBSERVATIONAL SKILLS

- 1. To develop habits of observing and to increase perceptual skills

Noting daily attendance: Let the children take turns identifying those who are absent.

Weather report: Have a single chart which depicts weather changes. The flannel board is very adaptable for this. Ask the children to select the correct weather symbols each day.

Informal TALKING TIME: Have a table or shelf specifically for displaying new toys or interesting objects. Question the children to see who discovers when new things are added, or remove the object at some time during the day and show pictures to see who can recognize the object in a more abstract form. Discuss attributes of objects in the room.

"What things on the shelf make music?"

"What wasn't there yesterday?"

"What do we push? Pull?"

Games: Children close eyes. Teacher sends one to hide. Asks "Who is not here now?"

Several objects are assembled. Children close eyes. Teacher removes one (or more). Asks: "What is missing?" Gradually increase numbers, become more abstract.

After routines in class well established, insert in appropriate activity or wear unusual clothes combination. Reward those that comment on the changes, etc.

Take walking trips: Observe, relate, illustrate, read captions, chart stories. Show pictures of things found outside and let children select ones they saw on their trip. In a painting session, let them depict the trip.

Eye Contact: Encourage children to look at the speaker or listener. Teacher should change the volume of her voice to help gain this attention.

Weather Chart or flannel board and weather symbol cut-outs

Table of shelf with only one or two objects on it.

Book:

Scott, Louise and Thompson, J.J.
Talking Times

Pictures of common objects

Colored pictures of outdoor environment
Paint equipment

Objectives	Techniques and Activities	Materials & References
<p>2. To develop accurate visual discrimination</p>	<p><u>Recognize</u></p> <p>Parts of Body</p> <p>Ditto sheets</p> <ol style="list-style-type: none"> 1. Have pupil circle part of body when teachersays name 2. Complete incomplete diagrams <p>Game: "Simon Says" "Looby Loo" "I Am A Little Teapot" "Hokey Pokey"</p> <p>Common objects including animals</p> <p>Various foods</p> <p>Own name and names of classmates: label articles of clothing, places at tables, toilet articles, etc. with at least first names. Young children enjoy taking their names from one place and putting them into an attendance box as they enter in the morning.</p> <p><u>Match:</u></p> <p>Colors, colored Shapes, square, circle Forms, square, cube, oblong cube Correct lid with box Toys Numbers Left and right socks, shoes, gloves Shapes and colors of rug samples Animal pictures Simple rummy game Domino number groups Simple designs Block letters Groups of letters Words</p>	<p>Record Player</p> <p>Ditto sheets</p> <p>Pencils or crayons</p> <p>Record: "Dem Dry Bones" Peter Pan Record</p> <p>Varied sizes & colors of: Yarns Blocks Lids Clothing Rug samples Boxes</p> <p>Domino game</p> <p>Animal pictures</p>

Objectives:

Techniques and Activities

Materials & References

to identify and name the shapes and colors of objects.

Stack cans in graduating sizes
Match plastic lid to coffee can with same color

Varied sizes of cans
and matching lids

to identify and name the shapes and colors of objects.

Game: Make a simple lotto game with colors and shapes or
common objects to be paired on the master card to the
player's cards.

Heavy paper

to identify and name the shapes and colors of objects.

Bead-stringing: String according to solid color or simple color
patterns to be repeated. The teacher should prepare a model
for the child to copy at first.

Colored beads

to identify and name the shapes and colors of objects.

Simple jig-saw puzzles: Begin with those having few large
pieces. Let children observe the whole picture before
pieces are removed.

Jig-saw Puzzles

to identify and name the shapes and colors of objects.

Missed parts of pictures: Depending on the age and mental ability
select pictures of familiar objects and remove some part from
view, asking "what's missing"

Pictures of familiar
objects

to identify and name the shapes and colors of objects.

Likeness and differences: With concrete objects or with pictures
ask them to pick the mate from a group of series that is the
same as the one set apart from the group

Common objects


to identify and name the shapes and colors of objects.

e.g. 

Ditto sheets

to identify and name the shapes and colors of objects.

Ask them to select the item in a group or series that is
different from the others.

e.g. 

Objectives

Techniques and Activities

Sorting: Sort colored objects into sections of plate.

Sort objects by size or kind. For example, arrange cans into categories, such as soups, fruit, etc.

Recognize common safety signs: Match pictures and symbols.

Dramatize situations where these skills are needed, particularly the traffic light setting. Pecess time outdoors with tricycles and wagons are well-suited to practicing safety rules with young children.

Distinguishing Boys and Girls restrooms: Begin by using the actual figure of a male and female. Gradually identify the object with the word. Then, remove the more concrete symbol, leaving only the word.

Learn names of regularly worn clothing and possessions

As a game, encourage observation of apparel of peers.

Examples: Who is wearing a yellow dress? Has new shoes?

Blue socks?

Ditto sheets - Pictures of clothing and belongings.

Note accomplishments of others. What is in Mary's picture?

What did Bob do to make our room look better?

Use pictures of people, animals, objects in settings, as show s store, market. Ask: "Who? What? Where? What is happening? What will happen next?"

Identify and/or name things, people, objects.

Identify community helpers, such as policemen, firemen, doctors, dentists, etc.

Identify buildings. Describe uses or purposes: as Airport, Railroad Station, Market, etc.

Identify rooms. Describe furnishings, uses---as dining room, kitchen.

Materials & References

T.V. dinner trays or sectioned paper plates

Replica of safety signs

Pictures of a Boy and Girl, or man and woman word cards

Book:

Beskow, Elas

Pelle's New Suit

Pictures of buildings, rooms, means of transportation, community helpers, etc.

Magazines

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>B. LISTENING SKILLS</p> <p>1. To develop auditory discrimination</p>	<p>Cut out pictures of certain objects and paste on sheet - kitchen, living room, bedroom, etc. Make scrapbooks.</p> <p>Finger play games</p> <p>Picture books: Allow children to tell story by the pictures.</p> <p>Learning</p> <ul style="list-style-type: none">To respond to one's nameTo associate classmate with correct nameTo associate teacher with correct nameTo associate other adults with correct nameTo associate personal items with correct name <p>Identify: gross sounds, animal sounds, sounds of birds, sounds of machines, out-of-door sounds, transportation sounds, direction of sounds, classmates voices, telephone, running water, door closing</p>	<p>Books:</p> <ul style="list-style-type: none">Jacobs, Frances <u>Finger Plays and A Rhymes</u>Summer, Florence <u>Let's Play with Fingers</u> <p>Children's Books - s</p> <p>Record player</p> <p>Tape Recorder</p> <p>Books:</p> <ul style="list-style-type: none">Brown, Margaret W. <u>The Noisy Book</u>Kessler, Ethel, <u>The Big Red Bus</u>Ginn P. Co. "Lets Listen"Scott-Foresman "Sounds Around Us"

Objectives	Techniques and Activities	Materials & References
	<p>Identiry filled cans by shaking</p> <p>Listening for the direction of sounds: blindfolded child tells directions of sound..</p> <p>Play: "Bell & the Cat" - All are blindfolded except Cat with Bell</p> <p>Listen to music:</p> <p>Develon sense of rhythm Rhythmic exercises Drum & march to music</p> <p>Listening to similarities & differences Play the autoharp or bells, distinguishing sounds by pitch or loudness. Raise hands for high sounds; lower them for low sounds. Cover ears for loud sounds; uncover them for soft sounds</p> <p>Play "Find the Button" by giving clapping hints when finder is "hot or cold"</p> <p>Have children tell about sounds they like or dislike and why?</p> <p>Play "Simon Says", "Dog and Bone". Detect gross difference in words. Have children match rhyming words. Recognize initial consonants.</p>	<p>Records: "A Walk in the City" "Building A City" "Trains and Planes"</p> <p>Cans</p> <p>Books: Ginn & Co. "Lets Listen" Scott-Foresman "Sounds Around Us"</p> <p>Evans "Childhood Rhythm" Series Emerson "Rainbow Rhythm" Columbia "Let's have a Rhythm Band" Rhythm - Time Record Santa Barbara, Calif.</p> <p>Autoharp</p> <p>Bell set</p>

Objectives	Techniques and Activities	Materials & References
<p>2. To increase auditory Comprehension</p>	<p>Listen to poems and stories: Listen to simple stories. Retell the story in correct order with pictures. Dramatize stories with hand puppets. Pantomime stories in correct sequence</p> <p>Listen to records. "Do what the record says." "Do what the music says."</p> <p>Follow simple to complex verbal directions: Give simple direction only as many times as necessary. Work toward having directions followed without repeating. Begin with one directive, as "Bring me the fire truck." Find staple supplies. Find an object. Increase to two, three or as complex as the child can learn to follow.</p> <p>Put objects away according to instructions.</p> <p>Play games with a child leader. Children follow his directions. Example: Bounce a ball. Call the name of the child who is to catch it. Hide an object. Ask a child to find it. Leader gives "hints"</p> <p>Deliver message to the correct place or person in written, then in verbal form.</p> <p>Recognize simple concepts of space: over, under, up-down, on-off, open-shut, top-bottom, high-low, etc.</p> <p>Use preposition game: Put object - <u>in</u>, <u>on</u>, <u>under</u>, <u>beside</u>, <u>behind</u>, or <u>above</u> the box, etc.</p> <p>Play "Jack <u>In</u> the Fox or <u>Out</u> of the Box"</p> <p>Recognize simple concepts of size: bigger, heavier, smaller, tall, short, etc.</p>	<p>Short stories with simple plots hand puppets</p> <p>Activity records</p>

Objectives

Techniques and Activities

Materials & References

Recognize simple concepts of quantity: all-some, full-empty, more-less, many-few, much-little, etc.

Recognize terms relating to time: early-late, before lunch, after lunch, daytime, noon, morning, etc.

Identify shapes of objects: round, square, triangular, oval, etc.

Discriminate between right and left.

Use verb game as - run, walk, skip, etc.

Use adverb game as - slowly, quickly

Communicate through gesture and through non-verbal sounds.
Point to objects, people, pictures, etc. Use body movements to dramatize action songs and singing games.

Finger plays: demonstrate words, such as "walk", "run", "skip", etc.

Use puppets to convey greetings.

C. LANGUAGE DEVELOPMENT

1. To Develop Clear, Functional Speech

Book:

Salisbury, H.W.

Finger Fun

Poulson, Emily

Finger Plays for Nurse

and Kindergarten

Chalkboard Drawings

Objectives	Techniques and Activities	Materials & References
	<p>Imitation of sounds in the environment: vehicles of transportation, animals, wind, etc.</p> <p>Imitate others (language)</p> <p>Practice initial, medial, and final consonants, beginning with easy (p,b,m) and more difficult (l,r).</p> <p>Practice consonant blends</p> <p>Repeat one syllable words</p> <p>Proceed to 2 and 3 syllable words</p> <p>Match tone with teacher or music.</p> <p>Imitate teacher's nonsense syllables, words, jingles.</p> <p>Learn to recognize and to say full name. Learn to say street address, city, state and county.</p> <p>Naming: Use names for things in environment.</p> <p>Identification - name common objects, foods, clothing, animals, furniture.</p> <p>Make picture scrapbooks</p> <p>Use language concerning animal farm (naming and describing foods for animals) Visit a farm.</p> <p>Reach into sack and name object pulled out.</p>	<p>Listening posts Record Player Sound Box</p> <p>Records: "Muffin in the City" "Muffin in the County" "A Walk in the City" "Building A City"</p> <p>Tape recorder Speech therapy crads Consonant sounds</p> <p>Listening post.</p> <p>Pictures Book on farms Book: Oftedahll <u>My First Dictionary</u></p> <p>Large sack of sturdy materials</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>2. To Develop Meaningful Connected Language</p>	<p>Identify classmates and teacher by name</p> <p>Identify family members and relationships. Use stories about the family with the flannel board; set up model home depicting family roles.</p> <p>Name Colors:</p> <p>Learn days of week, months, holidays, rooms and parts of home.</p> <p>Count by rote; identify the symbols in order.</p> <p>Learn special vocabulary for workshop and homemaking rooms</p> <p>Name equipment, utensils, and describe their use.</p> <p>Use complete sentences: Talk about self, family, pets, trips and neighbors. Record own voices and play it back. Have a "show and tell" time.</p> <p>Listening and learning poems: Expand</p> <p>Expand vocabulary by adding new words</p> <p>Use activities from the manual in the Peabody Development Kit</p> <p>Do group singing and choral speaking</p> <p>Learn to use simple greetings: "Good morning", "Hello", "please" "Your welcome".</p> <p>Have question and answer games</p>	<p>Flannel board</p> <p>Tape recorder</p> <p>Peabody Development Kit</p>

Objectives	Techniques and Activities	Materials & References
3. To Develop Functional Reading	<p>Develop the ability to make needs known courteously.</p> <p>Picture story interpretations: Look at pictures; put them in correct sequence; tell the story; respond to questions about the story; dramatize the story with puppets or people.</p> <p>Tell flannel board stories</p> <p>Use language in social activities</p> <p>Recognize symbols and be able to respond: safety signs, traffic signals, danger warnings, etc.</p> <p>Labels on medicine.</p> <p>Labels on food containers.</p> <p>Own full name.</p>	<p>Puppets</p> <p>Flannel board</p> <p>Flash cards</p> <p>Traffic Signals</p>

S O C I A L C O M P E T E N C E

S E C T I O N I I I

Developmental Area

Objectives

Techniques and Activities

Materials & Referen

III. SOCIAL COMPETENCE

A. SELF-DISCIPLINE

1. To Learn to Control Emotions

Give much praise at each evidence of self-control. Depict acceptable classroom behavior on a chart with caricature figures. Have a concrete reward system for young children to encourage compliance early.

Learn to control temper: Refrain from hitting others. Isolate from the class or withhold desired activities. Bring problems to an adult for discussion or discuss with the class for solutions.

Dramatize negative and positive emotional reactions to situations.

Read stories emphasizing that inappropriate control is not rewarded.

Learn different kinds of laughter and practice using the proper kind in each situation: soft - small groups; hearty - auditorium, theater, classroom; loud - playground.

Encourage open discussion between children regarding feelings that develop as they interact.

Teach cheerful acceptance of outcomes in games, sports activities, reward "good sport's".

2. To learn Physical Control

Give much praise at each evidence of self control.

Removal from the group or activity is sometimes effective when a child cannot conform. If this, or other measures are needed, follow up by saying often, "If you can take care of it, I won't need to do it for you." If possible, anticipate the problem, and remind the child before it has a chance to happen that if he can do it, the teacher won't.

Chart of Standards

Film:

Good Sportsmanship

Developmental Area

Objectives

Techniques and Activities

Materials & References

Keep quiet periods short, scattered and realistic

Rewards for quiet behavior

Songs & games to encourage sitting still

Film:

How Quiet Helps at School

Use of unstructured playtime for children to make choices and interact.

Story telling by teacher or pupil. Rest of class listens politely.

Invite bus driver to visit class and talk about being a good passenger-role playing.

Use playhouse for dramatic play.

Films:

Our School Playhouse

Encourage children to work or play together. For those who find it hard, begin with two persons. Supervise carefully at first, showing and telling the advantages of having a playmate, making something, etc. Enlarge the group as competence grows. Children work on projects together, showing consideration for others as it is pointed out and demonstrated to them, how to do it and the satisfactions gained from the experience.

Courtesy for Beginners

Book:

Working Together

Establish rules for playground activities; reward those who comply.

Provide for a few places for children to sit which are not near any others in the group. For those who have difficulty learning to work near others, make it clear that this is the desirable procedure. Until this habit is formed, ask each day, "Can you sit by _____ today?" If the child replies in the affirmative, allow him to be seated there. If he does not abide by this, remove to isolated place. Give him opportunities to decide, each day if necessary, until he can be integrated.

Play games in which partners are changed. Sharing - work materials Sharing - duties. Take turns in playing games and at other times,

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>3. To Learn to Act According to Valued Social Standards</p> <p>B. SOCIAL AMENITIES</p> <p>1. To Learn to Use Verbal and Physical Courtesy</p>	<p>Playground activities provide need for rules. Invite policeman and fireman to visit class to emphasize the need for obeying authority and following rules.</p> <p>Have children complete realistic task prior to new activity.</p> <p>Provide opportunity for self-directed activities.</p> <p>Classroom housekeeping tasks.</p> <p>Playground housekeeping caring for garden, picking up leaves, papers, etc.</p> <p>Job oriented tasks - car wash, cleaning windows, etc.</p> <p>Assign children leadership responsibilities.</p> <p>Assist in tasks about school, e.g. yard helper, messenger, cafeteria helper.</p> <p>Provide opportunities to assist younger children.</p> <p>Dramatize the importance of cooperation and see a filmstrip.</p> <p>Set the example: the teacher must follow all rules for good manners in order to get response from the class.</p> <p>Stress "Thank you", "Please", "Good Morning", "Good-Bye"</p> <p>Encourage beginning good manners from the first day of school. Return a greeting, get a chair for a guest, welcome newcomers to the class, ladies first.</p> <p>Use flannel board stories, books and puppets to introduce good manners.</p>	<p>Films: Beginning Responsibility Caring for Your</p> <p>Filmstrip and proje Filmstrip: New Pupil School Community</p> <p>Books: Your Manners are Showing Films & Filmstrips: Making Friends Cindy Goes to a P Taking Care of My We Play & Share</p>

Objectives	Techniques and Activities	Materials & References
	<p>Practice greeting visitors, introducing self and others through role playing. Have one child "play" he is a visitor. He goes out and comes into the room. Children proceed as they would if a real visitor came. One may have been designated to introduce all. Then ask, "What did you like about what happened?" Discuss as much as possible. Have another visitor. Ask, "Did you like the way our group acted?" Use as often as needed. Follow up in between by reminding, "We know what to do when people come into our room."</p> <p>Add opening the door. Proceed in much the same manner as above, but extend to opening the door, speaking graciously to the person there, bringing into room, introducing, asking them to be seated. Use the playhouse for answering the door properly. Have one person chosen each day to be responsible for welcoming visitors and extending other courtesies if the need arises.</p> <p>Learn how to shake hands and when to do it during an introduction.</p> <p>Practice correct table manners by using proper utensils, eating slowly, using a napkin, and saying appropriately "please", "thank you", and "excuse me".</p> <p>Dramatize how to ask for assistance. Set up situations in the classroom where the children will need to get assistance. For example, send one child for an item to large for him to get by himself. Observe how he solves the problem. Let the class comment on the action.</p> <p>Use tape recorder and film to record role playing.</p> <p>Have acceptable conduct on school buses. Select older child to act as monitors. Reward good manners.</p> <p>Have acceptable conduct in all public places, shopping, etc.</p>	<p>Films & Filmstrips: Manners in Public Fun on the Playground Johnny Learns his Manners Courtesy for Beginners Everyday Courtesy Mind Your Manners Manners Make a Difference</p> <p>Flannel board Puppets Manners stories</p> <p>Books: Manners Can be Fun Everybody Likes Butch Manners Please As Others Like You</p> <p>Playhouse</p> <p>Common mealtime utensils</p> <p>Tape recorder</p> <p>8mm camera & projector</p>

Objectives	Techniques and Activities	Materials & References
2. To Learn to Use the Telephone	<p>Discuss and practice applause and laughter for different situations.</p> <p>Use of telephone: Know how to answer telephone, know how to terminate conversation correctly, know how to dial, know how to get operator for assistance. Using a real telephone for role playing, e.g. calling friends and parents, playing store, etc. Show films on use of the telephone.</p>	Real telephone set up from Telephone Co.
3. To Learn to Use Social Amenities Appropriate for Recreational Activities	<p>Practice sharing in classroom - parties</p> <p>Celebrate birthdays and other occasions such as a Mother's Day. Select hostesses to greet guests. Use the home ec. facilities.</p> <p>Visit other classrooms.</p> <p>Take trips in the community, e.g. zoo, fire station, grocery store.</p> <p>Set up standards for Church behavior.</p>	
C. RESPECT FOR OTHER PEOPLE AND PROPERTY	<p>Remember to be the model. Show respect for feeling and things and point out that this is expected from everyone. Remind children over and over and over that "we do not touch things that belong to others. We do not bother or destroy any thing that belongs to someone else." Make some places "off limits", as the teacher's desk and certain cabinets, etc. Have other areas which are for their use - shared materials and places where their own belongings may be put without fear of being moved. Supervise carefully until this philosophy is thoroughly understood and practiced.</p> <p>Counsel with parents. Help them to understand that this child can show respect for the members of his family and for the possessions of these members.</p>	<p>Films:</p> <ul style="list-style-type: none">Act Your AgeCourtesy for BeginnersEveryday CourtesyFun of Making FriendsMind Your MannersRespect for PropertyGood Eating HabitsSharing Work at Home <p>Filmstrips:</p> <ul style="list-style-type: none">Character Makes a DifferenceManners Make a Difference

Objectives

Techniques and Activities

"Taking turns" may be only a phrase that has been heard often but has no real meaning. Teach by practicing turn taking. Each day one child may be the "leader" - (with whatever responsibilities they can take) and the privilege of doing everything first. Rotate so that children accept and understand that everyone will have a "turn". Extend to room responsibilities, care of equipment, etc.

Teach children how to wait. Start with short periods. Send two to wash hands. Say, "You can wait until Jack has finished. Give him time. He will wash quickly so that you do not have to wait long." Take every possible opportunity to instill the habit of looking out for others. As, "Jim is hanging his sweater now. You will wait until he has moved away so that you don't bump into him. He will do it as soon as he can so that you may have a turn." As soon as possible, increase the size of the group and the periods of waiting until the habits are well established.

Use actual experiences to help children become aware of others feelings "role playing"

Understand and operate under the concept of "Golden Rule" Cooperation, Address others correctly, Do not interrupt.

Provide opportunities for children to help one another, e.g. setting lunch pails for one another, hanging sweaters, sharing personal belongings from home, group play in sand box, and on the playground.

Form the habit of replacing chairs, toys, puzzles, and other equipment after use.

Perform cleanup at school and in workshop. Assign clean-up and maintenance responsibilities in shop and home econ. classes. Clean up after lunch and before dismissal.

Keep own desk neat and clean. Store personal belongings.

Materials & References

Assignment Charts

Books:

- Billy Goes to School
- Working Together
- Your Manners are Showing
- Everybody Likes Butch
- Manners Please
- Teenagers Prepare for Work
- Our School Playhouse
- Ways to Good Habits
- School Helpers
- As Others Like You

- Sandbox
- Playhouse

Objectives	Techniques and Activities	Materials & References
<p>D. EATING HABITS</p> <p>1. To Gain Competence with Eating Utensils</p> <p>2. To Learn to Use Proper Table Manners</p>	<p>Label clothes and other possessions</p> <p>Have baby animals to take care of and outline with pictures the specific duties involved so that children can refer to it as a check on themselves.</p> <p>Teach respect, not fear, for authority. Follow directions. Conform to rules.</p> <p>Identify community helpers. Know duties of community helpers.</p> <p>Know how to salute the flag and to say the "Pledge of Allegiance" correctly.</p> <p>Know some songs about our flag and country.</p> <p>Gain basic mealtime habits and skills: Wash hands before eating at all times Eat only edible things Use a spoon and fork without assistance Use a knife for cutting and spreading Wait until all are served before starting Take small bites Eat with a minimum of spilling and at a reasonable speed Chew with mouth closed Use a napkin correctly Say "excuse me" after burping and when requesting to leave the table Clean up own place Throwing away trash, washing and drying tables</p> <p>Increase social skills: Encouraging the sampling of "new" or "undesirable" food. Engaging in appropriate conversation at mealtime - no talking when mouth is full of food.</p>	<p>Baby chick, hamster, little mouse or bird</p> <p>Pictures & stories about community helpers</p> <p>American Flag</p> <p>Records & record players Song books</p> <p>Books: <u>Manners Can be Fun</u> (also record) Restaurants and Cafeterias Your Manners are Show Our School Playhouse Family Helpers</p>

Objectives

Techniques and Activities

Role - playing (ordering and eating in public)

Allow child to volunteer to be hostess (or mother). Ask for one or two guests (or children). Say, "How will the guests know where to sit?" "How will you serve?" "When do you begin eating?" "What do you say when the meal is finished?", etc. Repeat-with or without play dishes and silver often. Follow up, if possible, when improvement is sufficient at lunch time with small groups. When children are old enough and proficient enough, prepare and serve food.

Practice in lunchroom, home econ. room, parties, special teenage social activities.

Set table following placemat pattern. Learn to serve and set table for family dinners, parties, picnics... While in Home Econ. room develop activities where child will learn good manners.

Practice good table setting:

Lay utensils straight

Use proper sequence of spoon and forks (used first-farthest from plate)

Turn tines of fork up and knife edge toward plate

Set water glass above knife

Learn about balanced meals:

Plan and have a good breakfast, lunch and simple dinner at school.

3. To Learn Responsibilities

4. To Learn How to Set a Table

Music:

Richard Music Series
"Mother's Knives and Forks" p. 10

Filmstrip:

Skimpy and a Good Breakfast

S A F E T Y A N D H E A L T H

S E C T I O N I V

Developmental Area

Materials & References

Techniques and Activities

Objectives

IV: SAFETY AND HEALTH

A. PERSONAL SAFETY

1. To Develop Habits to Protect Oneself & Others from Common Damage

a. School

Classroom: Have children pick up and put away toys and personal objects. Pick up any objects on the floor.

Discuss and demonstrate use of sharp instruments.

Practice handling hazardous objects with supervision.

Carry scissors with points downward.

Sit on chairs correctly. Weight should be evenly distributed on all four legs. Never pull a chair out from under another person.

Walk, don't run. (Rubber soled shoes recommended for young children)

Recognize fire drill signal. Know what to do in fire drills. Hold fire drill practices frequently until habit of action displayed.

Learn to close drawers and doors.

Help children hold rail when climbing or descending steps, e.g., on bus, taking walks, etc. Go down and up one stair at a time.

Use as many devices as you can think of to help children become more and more observant when in motion. For instance, in walking be insistent that they look forward as they walk forward. Train in terms of the proper places for walking,

Objectives

Techniques and Activities

running, jumping, etc.

Do not kick or hit others.

Do not trip or bite others.

Do not push or shove others.

Do not throw objects.

Halls: Obey school patrols. Look where you are going. Take turns at drinking fountain, no pushing and shoving.

Restrooms: Do not leave water running. Wipe up spilled water. Always flush toilet after using. Put only toilet tissue in stool.

Cafeteria: Walk - look where you are going. Carry tray with both hands. Pick up any dropped food or papers.

Playground: Play in assigned area. Obey school patrols. Watch when running to avoid accidents. Do not crowd jungle gym. Play away from swings. Train children -- and continue to train -- in use of playground equipment. Observe and insist that all is used correctly, as, swinging only back and forth, sliding in sitting position, climbing only the things meant for climbing, etc.

Ride the right direction on playground. Remind children not to bump into one another on tricycle.

Game areas marked on the blacktop by white lines, on grass by grass-kill lines: circle, square, rectangle, etc.

Swings - square

Slide - rectangle

Tetherball - circle

Other shapes as necessary.

Limit the type and amount of equipment for young children until safe behavior is established.

Objectives	Techniques and Activities	Materials & References
<p>b. Home</p>	<p>Do not throw stones or other dangerous objects. Do not interfere with games Do not climb fire escapes</p> <p><u>Home:</u> Learn to be aware of and to prevent dangers within the environment.</p> <p>Keep objects out of mouth Refrain from tasting unknown pills Refrain from drinking unknown fluids Use medicine correctly - adult aid best Recognize difference between own pets and strange pets Obey safety rules for cooking, ironing, carrying hot things Know how to store and use matches Wipe up spilled liquids and fats immediately</p> <p>Use simple tools: hammer, screw-driver, etc. Put tools in right place Know how to use garden tools safely</p> <p>Do not lift or carry objects that are too heavy</p> <p>Do not use improvised ladders, such as a chair on top of a table</p> <p>Obey safety rules for use of power appliances</p> <p>Recognize danger of electrical wires under rugs and rockers</p> <p>Know dangers of putting fingers into light sockets</p> <p>Know dangers of putting foreign objects into wall plugs</p> <p>Recognize dangers of electrical appliances near water</p> <p>Dry hands before touching electrical equipment</p> <p>Know to unplug electrical appliances before washing or repairing</p> <p>Know how to store oil, rags, and newspapers, spray cans,</p>	<p><u>Films:</u> Safety Begins at Home Let's Be Safe at Home Safety with Electricity Safety with Animals Mrs. Hazard's House</p> <p><u>Book:</u> Leaf, Munro... <u>Safety Can Be Fun</u></p> <p><u>Filmstrip:</u> Home Safety</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>c. Community</p>	<p>paint thinner and other dangerous substances</p> <p>Know how to clean clothes using cleaning solutions</p> <p>Proper care and use of medicines and poisons including cleaning supplies</p> <p>Recognize dangers of pesticides and poisonous elements</p> <p>Watch out for newly waxed floors. Watch out for loose carpets, slippery tubs or floors</p> <p>Avoid using any electrical appliances in the bathroom.</p> <p>Know how to select proper water temperature for bath</p> <p>Understand the danger of fire. Know what to do if fire is discovered in the home</p> <p>Know what to do if trapped inside a burning building</p> <p>Know what to do in case of emergency - (particularly older pupils): Phone number of police, fire, ambulance, doctor, where parents can be reached</p> <p>Know what to do about prowlers</p> <p><u>Community: Street Safety:</u> Obey school patrols, policemen, and school guards. Look all ways before stepping off curb.</p> <p>Walk across street - never run</p> <p>Obey traffic lights, watch cars and look in both directions before crossing. Don't cross street from between parked cars</p> <p>Do not play in street. Do not fly kites in street.</p> <p>Never get into a stranger's car. Do not take food from strangers.</p>	<p>Books: <u>Fireman Fred</u> <u>The Little Fire Engine</u></p> <p>Films: <u>Fire! Patty Learns What To Do</u></p> <p>Films: <u>Dangerous Stranger</u></p>

Objectives	Techniques and Activities	Materials & References
	<p>Ride cars and busses properly</p> <p>Role play crossing streets. Set up imaginary cross walk. As child prepares to cross, others are to watch. "Did he look both ways?" "Did he watch and listen for cars?"</p> <p>Keep bicycle in good condition; know traffic rules, no riding on handlebars of bicycle, no hitching on cars, need reflectors and lights if riding at night.</p> <p>Be aware of dangers of fire outside and the consequences of:</p> <ol style="list-style-type: none"> 1. Playing with matches or lighters 2. Burning trash <p>Learn swimming safety (no running). Practice the buddy system</p> <p><u>Activities:</u> Practice all safety rules continually</p> <p>Make a scrapbook of (a) good safety, (b) bad practices; things to watch out for.</p> <p>Dramatize the "right or wrong" of each type of behavior, and the consequences involved.</p> <p>Display pictures illustrating safety rules</p> <p>Have demonstrations and talks by safety personnel</p> <p>Visits by the Deputy Sheriff and Fireman</p> <p>Visit a fire station.</p> <p>Have a nurse visit classroom. Show and explain first aid kit.</p> <p>Use Home Econ. Room and workshops for practicing safety rules.</p>	<p><u>Films:</u> I'm No Fool With a Bicycle</p> <p>Bicycle Safety</p> <p>On Two Wheels</p> <p><u>Record:</u> Safety First (Walt Disney)</p> <p>Construction paper</p> <p>Drawing paper</p> <p>AAA Posters on Safety</p> <p>Accident Prevention Material (Safety Engr. Dept. Mutual Employees Wausau, Wis.)</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>3. To establish Sound Habits of Nutrition</p>	<p>Make vegetable soup, using foods especially good for teeth</p> <p>Construct a Peek box to show all phases of dental health</p> <p>Make a roller movie box to tell story of dental health</p> <p>Keep record of dental completions to show dental health improvements</p> <p>Using pictures - show "cosmetic" purpose of good dental health.</p> <p>Eating at school - observe child - show if unable</p> <p>a. wash before eating, b. Paper towel for placemats, c. Unpacking lunchbox, d. Opening milk carton, e. Proper order of consumption - sandwich, desert and fruit last, f. Bites and chewing, g. Drinking - straws or not, h. restricted diets - lactosemia - no salt, no sweets, special drinks, PKU, i. Clean-up table after eating, j. Clean up self after eating.</p> <p>Discuss eating "3 meals" a day.</p> <p>Collect magazine pictures of basic foods. Name and classify common foods. Know which foods to eat for breakfast, lunch, dinner and snacks. Make models of fruit and vegetables from clay or paper-mache'. Collect and display food containers. Make a scrapbook of 'good foods'.</p> <p>Plan sample menus by cutting out pictures from magazines and mounting on paper or bulletin board under proper headings.</p> <p>Display posters of foods arranged in combinations for meals.</p> <p>Utilize "Play Stove", have child select proper foods for a good breakfast, lunch or dinner</p> <p>Have a "clean plate" club.</p> <p>Keep individual record of daily diet for a week. Have nurse talk on balanced diet. Prepare well balanced breakfast, lunch and dinner.</p>	<p>Cooking facilities</p> <p>Dental records</p> <p>Books: <u>Milk For You & Me</u> <u>Meal Planning Guide</u> <u>Susan & the Milkman</u></p> <p>Films: Food as Children See It From Farm to Table Let's Make a Meal Good Eating Habits Food that Builds Good Health</p> <p>Filmstrip: Food for Health</p> <p>Magazines Food Posters Newsprint & paper-mache' Construction paper Play stove or cardboard box</p>

Objectives	Techniques and Activities	Materials & References
<p>B. GROUP SAFETY</p>	<p>5. Cleaning up - using knife covers, check appliances to see if turned off.</p> <p>Practice safety skills in shop activities: to make -</p> <ol style="list-style-type: none"> 1. Letter holder: sanding, nailing, cutting, painting. 2. Peg board 3. Games - drilling, t square, sanding, painting, cutting. 4. Copper tooling 5. Mosaics <p>May want to do some as above in enumerating the safety involved</p> <p>Walking in a group - keep in a line, be quiet, keep spaces between yourself and the next person, watch where you are going, walk away from doors, stop at corners and look around them before proceeding.</p> <p>Riding in a bus - stay in your seat at all times, keep voices soft, keep wearing safety belt snugly, do not reach arm out window.</p> <p>In all activities, stress necessity to look out for the welfare of others: "This is the way we carry a chair so that we do not hurt someone with it." "We stand well apart from everyone in this exercise so that we do not hit one of our friends."</p> <p>"We walk when we are inside the building so that we will be sure not to run into someone" "We stand far enough behind our friends when they are getting a drink at the fountain so that we will not bump into them and hurt them."</p> <p>"When we are playing a game, we obey the rules in order that no one will be hurt." "We are careful when walking in a line that we do not touch anyone and cause them to fall."</p>	

Objectives	Techniques and Activities	Materials & References
<p data-bbox="252 2304 292 2531">Objectives</p> <p data-bbox="1048 2276 1088 2474">C. HEALTH</p> <ol data-bbox="1118 1965 1330 2417" style="list-style-type: none"> 1. To learn habits of Cleanliness and to Understand the Importance of good skincare 	<p data-bbox="362 636 453 1908">"We use all the toys and equipment correctly in order to make sure that no one gets injured."</p> <p data-bbox="483 678 574 1908">On walking trips, children may be encouraged to go in pairs with each partner helping the other avoid any mishap.</p> <p data-bbox="604 707 735 1908">Stress individually and in groups the need for individual responsible action, since the consequences usually involve others.</p> <p data-bbox="766 707 816 1908">Dramatize the "do's" and "don'ts" by showing what happens.</p> <p data-bbox="846 721 927 1908">Have many safety posters and pictures, showing "do's" and "don'ts"</p> <p data-bbox="967 763 1018 1908">Make a safety booklet of pictures showing safety rules.</p> <p data-bbox="1128 1216 1179 1908">Stress "5 fingers to good health"</p> <p data-bbox="1330 636 1380 1908">Learn how to take and the importance of daily bath or shower.</p> <p data-bbox="1451 1244 1501 1908">Demonstrate ability to wash hair</p> <p data-bbox="1532 678 1582 1908">Understand the reason for deodorants and use them correctly</p> <p data-bbox="1612 1230 1663 1908">Use soap and washcloth correctly.</p> <p data-bbox="1703 707 1743 1908">Recognition of common skin disorders and possible causes -</p> <ol data-bbox="1743 820 1915 1894" style="list-style-type: none"> 1. Freckles, warts, moles; 2. Blisters, corns; 3. Pimples, blackheads; 4. Impetigo- notify parents 5. Fever sores; 6. Ringworm; 7. Sunburn; 8. Dandruff 	<p data-bbox="1128 127 1179 494">Magazine pictures</p> <p data-bbox="1209 367 1260 494">Guide:</p> <p data-bbox="1260 0 1421 466">Los Angeles City School Instructional Guides: <u>Health in the Elementary Schools-</u></p> <p data-bbox="1461 339 1501 494">Shampoo</p> <p data-bbox="1542 296 1582 494">Deodorant</p> <p data-bbox="1622 367 1663 494">Films:</p> <p data-bbox="1663 42 1884 452">Your Health at Home Keeping Ourselves Healthy Scrub Game Passport to Health</p>

Objectives	Techniques and Activities	Materials & References
<p>2. To Learn How To Care for Teeth</p>	<p>Display health posters</p> <p>Dramatize skits of wrong way and right way to start out the day.</p> <p>Brushing Teeth:</p> <ol style="list-style-type: none"> a. how - up and down b. when - after breakfast, lunch (if possible), dinner and at bedtime. c. why - cavities = toothache = hurt <p>Demonstrate brushing on cardboard model. Practice brushing teeth every day. Keep chart of when teeth were brushed.</p> <p>Show pictures of children visiting dentist. Try to have class visit a dentists' office, or have dentist come and talk to class. Build a dental office (with blocks) and play dentist.</p> <p>Discuss proper care of toothbrush.</p> <p>Select good toothpaste, e.g. Crest with fluoride.</p> <p>Discuss reasons and use of mouthwash.</p> <p>Food for dental health: a. less candy, sweets and soda pops. b. more juicy fruits, e.g. apples, pears, oranges</p> <p>Make a book of simple recipes for strong teeth.</p> <p>Plan a menu for sound teeth</p> <p>Discuss different ways milk may be taken without drinking it.</p>	<p>Health posters</p> <p>Books: <u>Health Can Be Fun Family Helpers</u></p> <p>Filmstrips: Keeping Ourselves Healthy Fit as a Fiddle Clean as a Whistle Getting Ready for School</p> <p>"Clean Teeth" A.D.A.</p> <p>Cardboard teeth Chart Pictures Books: <u>Tommy's First Visit to the Dentist</u> <u>I Know a Secret Teach Dental Health</u></p> <p>Individual dental supplies</p> <p>Films: Teeth are to Keep Danny's Dental Date It Doesn't Hurt Judy's Smile Told by a Tooth</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>3. To establish Sound Habits of Nutrition</p>	<p>Make vegetable soup, using foods especially good for teeth</p> <p>Construct a Peek box to show all phases of dental health</p> <p>Make a roller movie box to tell story of dental health</p> <p>Keep record of dental completions to show dental health improvements</p> <p>Using pictures - show "cosmetic" purpose of good dental health.</p> <p>Eating at school - observe child - show if unable</p> <p>a. wash before eating, b. Paper towel for placemats, c. Unpacking lunchbox, d. Opening milk carton, e. Proper order of consumption - sandwich, desert and fruit last, f. Bites and chewing, g. Drinking - straws or not, h. restricted diets - lactosemia - no salt, no sweets, special drinks, PKU, i. Clean-up table after eating, j. Clean up self after eating.</p> <p>Discuss eating "3 meals" a day.</p> <p>Collect magazine pictures of basic foods. Name and classify common foods. Know which foods to eat for breakfast, lunch, dinner and snacks. Make models of fruit and vegetables from clay or paper-mache'. Collect and display food containers. Make a scrapbook of 'good foods'.</p> <p>Plan sample menus by cutting out pictures from magazines and mounting on paper or bulletin board under proper headings.</p> <p>Display posters of foods arranged in combinations for meals.</p> <p>Utilize "Play Stove", have child select proper foods for a good breakfast, lunch or dinner</p> <p>Have a "clean plate" club.</p> <p>Keep individual record of daily diet for a week. Have nurse talk on balanced diet. Prepare well balanced breakfast, lunch and dinner.</p>	<p>Cooking facilities</p> <p>Dental records</p> <p>Books: <u>Milk For You & Me</u> <u>Meal Planning Guide</u> <u>Susan & the Milkman</u></p> <p>Films: Food as Children See It From Farm to Table Let's Make a Meal Good Eating Habits Food that Builds Good Health</p> <p>Filmstrip: Food for Health</p> <p>Magazines Food Posters Newsprint & paper-mache'</p> <p>Construction paper</p> <p>Play stove or cardboard box</p>

Objectives	Techniques and Activities	Materials & References
<p>4. To Form Habits of Getting Sufficient Exercise and Rest</p>	<p>Prepare Jello and cocoa.</p> <p>Collect pictures for recipe and cook book. Make own recipe book</p> <p>Visit school cafeteria to see menu and preparation of food.</p> <p>Plant vegetable garden</p> <p>Participate in daily activities of physical exercise, both free play and organized games.</p> <p>Free play: wagons, trikes, scooters, fire engine, swings, slide, tether ball, jungle gym.</p> <p>Organized games: bowling, bean bag toss, pitch back, ball toss, duck-duck-oose, etc.</p> <p>Demonstrate good posture for sitting, standing and walking. Carry out corrective exercises.</p> <p>Set up specific activities to improve general motor functioning:</p> <ol style="list-style-type: none"> a. balance beam, b. crawling through tunnels, c. jumping, d. rolling, tossing, catching and bouncing a ball, e. tumbling on mats, f. following an obstacle course. <p>Talk about rest and sleep in relation to time, place, reason and need.</p> <p>Learn lullabies. Dramatize</p> <p>Dramatize putting dolls to sleep.</p> <p>Introduce rest period with quiet music</p> <p>Have brief relaxation periods throughout the day:</p> <ol style="list-style-type: none"> a. seated, at the tables, arms folded, head on arms b. seated on floor, head on knees c. laying on floor or grass, up or down d. standing "limp" 	<p>Seeds</p> <p>balance beam balls mats</p> <p>Filmstrip: Getting Ready for Bed</p> <p>Transcriptions: Time to Relax Soft As Cotton Fluff the Kitten Peruvian Lullaby</p> <p>Record player</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>5. To Learn About: First Aid Techniques and how to Handle Emergencies</p> <p>6. To Learn about: Disease Prevention</p>	<p>Discuss the importance, amount, regularity and conditions for sleep.</p> <p>Collect and display posters showing good sleeping conditions.</p> <p>Relate incidents illustrating effect of loss of sleep on people.</p> <p>Keep notebook on care of bed and bedding. Label storage cubicle with name or picture label. Prepare and label mats, cots or blankets.</p> <p>Keep notebook on care of bed and bedding. Keep record of retiring and rising hours for a whole month.</p> <p>Have nurse give demonstration of what "First Aid Box" is used for</p> <p>Let children "play" at washing wounds, sterilizing them and applying bandages. Play Doctor and Nurse.</p> <p>Show films on First Aid for minor wounds.</p> <p>Stress important fact of seeking adult help in case of emergency.</p> <p>Repeat 10 times a day, every day: TELL TEACHER anytime you are hurt or a friend is hurt or not feeling well (head, stomach, ear, leg, etc.)</p> <p>Using telephone company equipment, teach how to dial operator in case of emergencies</p> <p>Have daily health inspection.</p> <p>Discuss clothing - proper and appropriate for season and weather.</p> <p>Decorate individual Kleenex boxes. Practice correct use and disposal of handkerchiefs or tissues.</p>	<p>First Aid Box</p> <p>Films on First Aid</p> <p>telephone from local phone company</p> <p>Book: <u>Have a Happy Measle</u></p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
	<p>Recognize how to avoid "sharing" colds.</p> <ul style="list-style-type: none"> a. Stay home, b. Cover mouth and nose when sneezing c. Wash hands often, d. Only handle personal property, e. Do not share eating utensils or food. <p>Display pictures and posters, illustrating precautions against common diseases.</p> <p>Make large thermometer (using ribbon for mercury) for children to manipulate.</p> <p>Learn why shots are good, using materials available from district or county sources. Participate in immunization clinics.</p> <p>Compile simple record on information on care of common diseases of children.</p> <p>Make charts showing symptoms of illness and how to care for them.</p> <p>Carry out project on care of sick at home.</p>	<p>Film: How to Catch Cold</p> <p>Keep 'Em Out</p> <p>Health posters</p>

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SEN S O R Y & M O T O R S . K I L L S

SECTION V

Objectives	Techniques and Activities	Materials & References
<p>V. <u>SENSORY AND MOTOR SKILLS</u></p> <p>A. GROSS MOTOR SKILLS</p> <ol style="list-style-type: none"> To Become Aware of the Body as a Total Unit (Body Schema) To Discover the Separation of the Body into Two Sides (body image) 	<p>Show pictures of body. Draw pictures of body. Look in mirror to see body in motion.</p> <p>Compare sizes of children in class - make a chart of heights.</p> <p>Do rolling, somersaulting and headstands on tumbling mats.</p> <p>Identify body parts: "Touch your shoulders, hips, elbows, head, ankles, ears, feet, eyes, mouth, etc.</p> <p>Imitate movements: should develop from "mirror" copying to correct left-right side imitating. Use arms, legs, head and shoulders.</p> <p>Perform "angels-in-the snow", first by touching arm, leg or both to be moved -- then by only pointing.</p> <p>Crawl through tunnels, cartons, barrels.</p> <p>Participate in "Stepping Stones" activity.</p> <p>Set up an obstacle course: step over, duck under, squeeze through opening, creep, crawl, etc.</p> <p>Try a "duck walk", "rabbit hop", "crab walk", "measuring worm", and "elephant walk".</p> <p>Dance to music to emphasize body movements. Do rhythm jumping: alternating feet in different patterns. March to music, emphasizing the beat with your feet.</p> <p>Balance while lying on one side, then on the other, on hands and knees, heel to toe, etc.</p>	<p>3-way mirror Art supplies Magazines Size Chart Science book Mats</p> <p>Film: "They Grow Up So Fast" Book: Kephart "Purdue Perceptual-Motor Survey" "The Slow Learner in The Classroom"</p> <p>Filmstrip: "Hands Right"</p> <p>Objects to make tunnels Pieces of rope</p> <p>Records Record player</p>

Objectives	Techniques and Activities	Materials & References
<p>3. To Develop Ability to Posture Correctly (Balance)</p> <p>4. To Develop Laterality</p>	<p>Perform on the walking board beginning with 4" width and changing to 2" as proficiency increases</p> <ul style="list-style-type: none"> -- forward -- backward -- sideways -- turning and bouncing <p>Learn jumping skills:</p> <ul style="list-style-type: none"> - Both feet - left foot - right foot - skipping - hopping <p>Use the balance board, a square board (1 1/2 ft) with block in center for pivot, and demonstrate balance skills</p> <ul style="list-style-type: none"> - vary post size - shift weight right - left - shift weight fore - aft - bounce ball while on board - throw objects at a target - catch an object - perform simple calisthenics <p>Stand on one foot while counting to ten; fold arms this time. Can you stand as long this way?</p> <p>Walk between rungs of a ladder that is flat on the floor. Raise it to 6-8" and step through rungs. (Teacher may step to music.)</p> <p>Use balance beam - wide or narrow plank on slightly elevated base. Child walks on base helped by teacher - then independently.</p> <p>Use a stepping stair made to regulation size with two handrails. Walk up and down using handrails and teacher support. Walk with</p>	<p>2x4" board and end support</p> <p>Book: Frankel, Hopp & Smith "Functional Teaching of the Mentally Retarded"</p> <p>Kephart "Slow Learner in the Classroom"</p> <p>Balance board</p> <p>Ladder</p> <p>Balance beam</p> <p>Stairs with two hand rails</p>

Objectives	Techniques and Activities	Materials & References
<p>5. To Develop Directionality</p>	<p>ONE HAND on rail and teacher holding other arm. Finally, climb only using one handrail.</p> <p>Jump on a trampoline or bed springs and mattresses as a substitute:</p> <ul style="list-style-type: none"> bouncing seat drop knee drop back drop front drop <p>Scribble with crayons</p> <p>Draw large circles on the board without moving feet.</p> <p>Play touching game where right hand or left hand have to cross the body's' midline. i.e. right hand to left shoulder</p> <p>Finger paint</p> <p>Swing on swings, practicing floating, kicking, area motion, breath control</p> <p>Learn to swim</p> <p>Use the chalkboard for connecting dots while feet remain in one place. Be able to move both arms across body midline when doing the task.</p> <p>Draw parallel lines simultaneously.</p> <p>Draw two large circles simultaneously. Hands and arms should eventually rotate in the same direction.</p> <p>Draw and copy with crayon or pencil.</p> <ul style="list-style-type: none"> circles cross triangle rectangle diamond letters 	<p>Trampoline</p> <p>Crayons</p> <p>Chalk</p> <p>Paint and glossy paper</p> <p>Playground swings</p> <p>Pool</p> <p>Chalk</p>

Objectives	Techniques and Activities	Materials & References
<p>6. To Become Skillful in Motor Movements</p> <p>a. To Utilize a Physical-corrective Program</p>	<p>Play any games requiring moving a ball:</p> <ul style="list-style-type: none"> - kick ball - dodge ball - basketball - volleyball - catch 	<p>Balls</p> <p>Los Angeles City Schools Instructional Guides: Physical Education Teaching Guide (K, 1 and 2)</p>
<p>7. To Develop Motor Skills which Carry Over into Social & Recreational Activities</p> <p>a. Help Relieve or Provide an Outlet for Emotional Tension</p>	<p>Use a large rubber ball for games such as:</p> <p><u>"Hot Potato"</u> Have children seated fairly close together in a circle. Say, "We will pretend that this is a potato that has just come out of the oven. It is very hot. If you hold it, it will burn. When it comes to you, hit it so that it rolls toward somebody else. They will hit it--we will keep hitting it so that it cannot burn us." Start the ball and keep it going from one child to another -- as it nears one, he must hit it away from him.</p> <p>"Catch it on the bounce when your name is called." Bounce the ball toward a child, speaking his name as you do so. If he catches it, he bounces it to somebody else, calling out the name of the person who is to catch it.</p> <p>When the children are proficient in these and similar games, use a smaller ball.</p> <p>Suspend a ball so that it is free swinging. Have a child stand just far enough away so that it cannot hit him, but swings</p>	

Objectives	Techniques and Activities	Materials & References
	<p>toward him at above shoulder height. Swing the ball and ask the child to catch it. When he can do this, ask him to catch it with his right hand--his left hand. When proficiency has been achieved, provide a bar (Cardboard roll is good) and ask him to hold it with both hands and strike the ball with the center part of the rod. Then with the right end - the left end. With the same ball, ask the child to hit a target -- a mark on the blackboard or an object within reach of the swinging ball.</p>	Playground equipment
	<p>Ride on a swing using legs to get movement.</p>	
	<p>By using game or interpretive technique (perhaps Simon Says) teach correct positions for standing, tiptoeing, hopping, skipping and arm positions for portraying animals, soldiers, dancers, seesaws and swings.</p>	Rope
	<p>Use taut rope - child first learns to step over rope, then jumps over rope. Gradually the rope is raised from the floor, repeatedly stepping, then jumping over it, until he reaches maximum performance.</p>	Rope
	<p>Manipulate colored wands or crepe paper streamers to music.</p>	Crepe paper & sticks
	<p>Play musical chairs</p>	Records
	<p>Interpret stories or recordings, synchronizing motion to music, by playing train, stomping like an elephant, lumbering like a bear, tiptoeing quietly.</p>	
	<p>Use a bean bag in various throwing and tossing games</p>	Bean bag
	<p>Play follow the leader where there is lots of room for free movement of arms and legs.</p>	
	<p>Pedal a tricycle, then a bicycle.</p>	Tricycles and Bicycles
	<p>Brush teeth with arm - up and down motion</p>	Toothbrush
	<p>Open and close windows and doors, including car doors.</p>	

Objectives	Techniques and Activities	Materials & References
<p>B. FINE MOTOR SKILLS</p> <p>1. To Develop Fine Motor Skills</p> <p>a. Foster greater Independence Through Opportunities to Manipulate Things in the Environment</p>	<p>Wash blackboards, windows, sinks and cars</p> <p>Dust furniture at school and at home.</p> <p>Participate in yard work and gardening: hoeing, raking, cultivating, weeding; care of grounds, lawn and shrubbery</p> <p>Learn how to perform various sport activities: swimming, roller skating, bowling, baseball, football, etc.</p> <p>Learn to perform skills related to vocational activities: Use a hammer, shine shoes, clean floors: sweep, mop, wax and polish.</p> <p>Hold races:</p> <ul style="list-style-type: none"> - run to fence and back one at a time - race two at a time - do relay races in teams <p>Do calisthenics:</p> <ul style="list-style-type: none"> - toe touching - sit ups beginning with just the head - chinning - push ups - jumping jacks <p>Provide sturdy puzzles. Begin with simple and continue to as complex as ability permits.</p> <p>Do block work - buildings, trains, etc., using regular blocks and interlocking blocks</p>	<p>Cleaning supplies</p> <p>Yard equipment</p> <p>Hammer</p> <p>Marianne Frostig's Visual Perceptual Material</p> <p>Blocks</p> <p>Dubonoff Visual Perceptual materials</p>

Materials & References	Techniques and Activities	Objectives
<p>Beads and string</p> <p>Pegboards</p>	<p>String heads at will without regard to color, shape or size.</p> <p>Put pegs into boards at first using any color and any space. Later use particular color and location to form borders, rows and designs.</p> <p>Button and unbutton clothing.</p> <p>Fasten and unfasten seat belts.</p> <p>Lock and unlock doors.</p> <p>Learn to use scissors, paste, crayons, paints and paper.</p> <ol style="list-style-type: none"> 1. For cutting skills, bring discarded magazines. Tell the children they may cut out the pictures they like. Later, they may look for specific pictures to cut, as food, cars, people, etc. When they are sufficiently skillful, they may cut pictures and paste into scrapbooks. 2. Start crayon work with mere application to paper, then tracing and filling in shapes. Finally free expression in development of original ideas, make cards, decorations, holiday themes. 3. Encourage neat pasting by using a stick or one finger. Provide a damp cloth for cleaning off paste from rest of hand. (A sponge is good too.) Reward good work habits. Paste only large surfaces at first. 4. Do blackboard painting, using just water and a paintbrush. Shift to water colors, and tempera at an easel as skill improves. 5. Make simple craft objects using a variety of materials: <ul style="list-style-type: none"> - mosaics - paper mache' - clay work - collages - weaving 	

Objectives	Techniques and Activities	Materials & References
<p>b. Improve Eye-Hand Coordination</p>	<p>Improve eye-hand coordination through the following steps:</p> <ol style="list-style-type: none"> 1. Set up road ways with sticks or masking tape. Drive toy cars along the roads without bumping the sides or crossing them. 2. Make paths out of chalk on the blackboard. Trace with the forefinger between the lines: If done correctly there won't be any chalk on the finger at the end. 3. Draw "paths" on paper with a magic marker. Using crayons, the child traces within the lines again, avoiding touching the boundaries or crossing over them. As proficiency increases the lines can be made more curved and closer together. Let the children try it with pencils. 4. Copy figures by using stencils. 5. Trace large, clear figures with tracing paper and pencils after tracing the figure with the finger. Train top to bottom, left to right progression. 6. Use crayons or pencils to follow (connect) dots. Display a model figure, and using dot outlines, have the child copy the model. 7. Copy figures from a model without "helping" dots. A child's name to be copies has an extra motivating factor. 	<p>Blocks, sticks, Masking tape, toy cars</p> <p>Stencils</p> <p>Tracing paper</p> <p>Crayons, paper</p> <p>Paper, pencil</p> <p>Puppets</p>
<p>c. Develop Pre-vocational Motor Skills</p>	<p>Participate in activities that will promote vocational abilities:</p> <ol style="list-style-type: none"> 1. Cut various forms from felt. Reproduce in exact size (and even color, if possible) on paper. Ask children to place felt forms in exact alignment with the one on paper. 2. Have like objects of more than one size, as buttons. Begin with two sizes and add as skills improve. Have the child place one size in one container, the other size in another, etc. 	<p>Felt, models of forms on paper</p>

Objectives	Techniques and Activities	Materials & References
	<p>3. Sewing both by hand and machine</p> <ol style="list-style-type: none"> mend clothes sew on buttons make simple projects <p>4. Take apart and re-assemble nuts, washers, bolts</p> <p>5. Use a screw driver and wrench together and separately.</p> <p>6. Wrap gifts; tie and untie knots</p> <p>7. Operate door and cupboard catches, electric switches, small knobs of a radio, record player, and vending machines.</p> <p>8. Put together the boxes, such as ones used by Department Stores.</p>	<p>Nuts, washers, bolts</p> <p>Screwdriver, wrench</p> <p>Package wrappings, string and different sized boxes</p> <p>Flat boxes</p> <p>Wooden shapes of various colors</p> <p>Colored blocks</p> <p>Crayons</p> <p>Beads & string</p> <p>Objects for sorting</p>
<p>C. SENSORY SKILLS</p> <p>1. To Learn Visual Perception and Discrimination</p>	<p>Arrange a set of wooden shapes in one color on a table. Give the child a matching set, one piece at a time to place on top of its mate. Next arrange a set of forms of many colors on the table and have the child match forms again, color being a random factor. Reward all correct responses.</p> <p>Arrange colored blocks on the table and demonstrate how to sort by color. Let the child try, and reward correct responses.</p> <p>Select a crayon from box. Have child find one of the same color.</p> <p>String beads of only one color or size, gradually advance to patterning by alternates or groups by color and shape.</p> <p>Sort pegs, buttons, beads, etc. into tin or paper pie plate according to size, color, shape or combinations. Begin by using models. Glue an example of the article to be placed in.</p>	

Objectives	Techniques and Activities	Materials & References
	<p>a particular bin above or inside the bin. If counting is a factor being used and the child cannot count, provide a counting board by marking off squares on a heavy sheet of paper. The child simply fills the squares with the correct shape or color and dumps them in the proper bin.</p>	
	<p>Sort money</p>	<p>Real money</p>
	<p>Place assortment of numbers on a table. Give child a number, have him pick out all the similar numbers. Use same system to pick out (and recognize) letters of the alphabet.</p>	<p>Cardboard or plastic numbers</p>
	<p>Sing song "Do You Like My?" Insert in song the name of a piece of wearing apparel. All children wearing such apparel can join in that chorus.</p>	
	<p>Play game "Shoe Me". Have child indicate all the boys, girls, windows, doors, tables, chairs, etc. allow each child a chance to select a different grouping.</p>	
	<p>Place a small selection of familiar objects, such as a key, plane, doll, and car on a table. Have child identify each. Then remove one object and have child tell you which one is missing.</p>	<p>Common objects</p>
	<p>Have child collect from assorted pictures on blackboard ledge or table all pictures pertaining to one subject, such as; babies, cars, foods, puppies, etc.</p>	<p>Colored pictures</p>
	<p>Make observation chart of what children see through the window, in another room, at recess, coming to school, etc.</p>	
	<p>Have children bring in pictures of: babies, puppies, cars, etc. Have children pick the object in a series that is different from the others. Begin with gross differences with concrete objects. Change to a paper-pencil activity. Have children pick out the object in a group that matches a model. (Use the above technique)</p>	

Objectives	Techniques and Activities	Materials & References
<p>2. To Learn Auditory Perception and Discrimination</p> <p>3. To Learn Tactile or Touch Discrimination</p>	<p>Familiarize child with common sounds, such as the closing of a door, the clapping of hands, stamping of feet, running water, bouncing ball, blowing a whistle, laughing, crying, animal sounds, by direct demonstration.</p> <p>Play game, starting with just two simple and very different sounds and have child tell or show what made the noise. Gradually increase the number of sounds and their similarity.</p> <p>Show animal pictures - teach corresponding animal sounds. Have child pick a picture and make correct sound.</p> <p>Use pictures of bells, train, clock, etc., same as above.</p> <p>Teach sounds of the instruments in the rhythm-band. Play one at a time, and have child select correct instrument.</p> <p>Use recordings to teach the child to recognize common environmental sounds.</p> <p>Place a few familiar paper record envelopes on the blackboard ledge. Play a short sampling of one of the records, have child point to correct envelope.</p> <p>Play games "Someone is Knocking at My Door" Child covers eyes and identifies knocker by voice.</p> <p>Sit in a semicircle around a person in a chair facing away from the others. Have him guess who tapped his foot or made a noise.</p> <p>Hide an object. Give the searcher clues by clapping louder as he gets near the object and softer as he goes away from it.</p> <p>Make "Feeling Bag" in which are several familiar objects, such as a ball, toy egg beater, stick, horn, airplane, truck, etc. Have child reach in, grasp one article, and identify by feeling before being allowed to remove it.</p> <p>Play game in which one child is blindfolded. Another child stands</p>	<p>Records</p> <p>Animal pictures</p> <p>Magazines</p> <p>Record, musical instrument</p> <p>Records</p> <p>"feeling" bag</p>

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>4. To Learn Gustatory or Taste Discrimination</p>	<p>before him, by exploring the face, hair and clothing with the hands, the blindfolded child attempts to identify the other.</p> <p>Sort soft and hard articles into piles. Use such items as a stone, eraser, crayon, block, cloth, etc.</p> <p>Sort light and heavy objects, such as feather, brick, rubber ball, iron, etc.</p> <p>Use form boards, jig saw puzzles, interlocking blocks, other educational games requiring forms to be fitted into proper frames and slots.</p> <p>Demonstrate hot and cold - using light bulbs (on and off), warm and cold water, objects from oven and refrigerator.</p> <p>Trace names, letters, numbers in embroidery, clay, sticks and yarn.</p> <p>Make kinesthetic materials suitable to the child's needs by applying Wilhold glue and covering it with sand or glitter. Examples: letters, numbers, forms, names. Have the children trace these with their fingers.</p> <p>Close eyes and differentiate between or among various fruits, vegetables, etc.</p> <p>Make a book of fabric swatches that have different textures.</p> <p>Practice buttoning with eyes closed.</p> <p>Distribute wooden tongue depressors to each child. From small jars containing foodstuffs, let each child taste. Compare sweet and sour tastes. (Raisins, sugar, honey, molasses, cereal, lemon, grapefruit, vinegar, sour cream)</p> <p>Sample familiar foods for the children to identify (peanut butter, jelly, chocolate, orange juice)</p>	<p>Soft & hard objects</p> <p>Objects of different weights</p> <p>Educational games requiring manipulation of objects</p> <p>Tracing materials</p> <p>Glue, sand, glitter</p> <p>Tongue depressors, small jars, food stuffs</p>

Objectives	Techniques and Activities	Materials & References
<p>5. To Learn Olfactory or smell Discrimination</p>	<p>Place a small bit of fruit or vegetable in child's mouth. Successful identification may be rewarded by giving child a larger portion.</p> <p>Using straws, have child sip a liquid, such as chocolate or strawberry milk, lemonade, orange juice, etc., child earns small cup of same by correct naming.</p> <p>Make soup, Jello, cocoa, sandwiches, punch, frosting, etc. in which child participates.</p> <p>Use jars similar to those used in the area of taste. Fill with common substances such as cocoa, tea, coffee, soap powder, have child close eyes and identify by smell.</p> <p>Play game in which child is blindfolded. Another child states: "I am a _____" and passes a lemon, apple, onion, banana, or other aromatic food under nose of blindfolded child who tries to guess what the other child is representing.</p> <p>Use flavoring extracts and spices to be smelled.</p> <p>Take a field trip to a flower garden, woods, greenhouse or arboretum. Have the children differentiate flowers and plants by smell.</p>	<p>Fruits & vegetables</p> <p>Straws</p> <p>Cooking facilities</p> <p>Small jars of foodstuffs</p> <p>Blindfold and foodstuffs</p> <p>Extracts & spices</p>

Q U A N T I T A T I V E C O N C E P T S

S E C T I O N VI

Objectives

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VI QUANTITATIVE CONCEPTS

A. NUMBER CONCEPTS

1. To Develop a Vocabulary of Quantitative Terms

Understand and use during every day experiences the following terms:

Size: big,-little (er) (est), tall-short, long-short, wide-narrow, large-small.

Form: round, square, triangle, circle, straight, curved

Position: Up-down, in-out, high-low, left-right, front-back, near-far, first-last, below-above, under-over, before-after, next, top-bottom

Weights: heavy-light, fat-thin, scales, balance

Speed: fast-slow (er) (est), quickly-slowly, (Have a snail race)

Quantity: more-less, full-empty, pair, many-few, all-none.

Count windows, doors, chairs, desks and other classroom items.

Count ruler taps, count bell tolls, count raps, etc.

Count things needed for particular activities (books, pencils, etc.)

Count the taps made by the teacher, relating the total number, when she steps.

Count boys-girls, absentees, etc.

Use Rhymes:

"One, Two, Buckle My Shoe"

"Five Little Squares"

"One for the Money"

"I Caught A Hare Alive"

Books:

Johnson, M.

Smallest Puppy

Schneider, H. & M

How Big is Big?

Ward, Lynd

Biggest Bear

Cutout shapes

Lotto game

Form boards

Scales

Turtles, snails

Record:

Ten Little Indians

Developmental Area

Materials & References

Techniques and Activities

Objectives

Use stories:

- "3 Bears"
- "3 Little Pigs"
- "3 Billy Goats Gruff"

Use songs:

- "10 Little Indians"
- "6 Little Snails"
- "Muffin Man"
- "Chickadees 5"

Dramatize number stories or songs.

Use manipulative concrete objects in number lessons.

2. To Become Competent in Rational Counting

Help children to understand that numbers are meaningful in their lives. "How many people live at your house?" is a good application. At first, as they may be able to name them, count with them. Ask them to draw the members of the family and then count to find out "how many".

Have a child place chairs in a circle for the number of children who will occupy them. With young children, call up two or three at a time and have the child get the correct number of chairs for them, then call a few more, etc., until all have been seated. As they become more skillful, more children may be called at once until the entire class number is understood.

Ask frequently, "How many boys do we have in our room? How many girls? How many children? How many teachers? How many eyes do you have? Nose? Ears? Legs? How many legs does a dog have? A cat?, etc."

Young children can learn to set the table for three people or five people or any number within their understanding, using play dishes.

Older children will be able to set the table in their homemaking activities for the number of people who are to be eating.

Play dishes

Home Econ facilities

Objectives	Techniques and Activities	Materials & References
<p>3. To be Able to Read and Write Number Symbols</p>	<p>Play games in which scores may be kept, as bean bag toss, shooting baskets, etc. Child will relate the number of his score with his success in the game.</p> <p>As the understanding progresses, children may place certain numbers of things in boxes or envelopes. They may be given a card with a number, as "10" on it and be asked to place that many buttons in each box or envelope provided.</p> <p>Have a child stack blocks in piles of five-or seven-or....</p> <ol style="list-style-type: none"> 1. Identify objects as "one" or more than "one" 2. Vocabulary to identify items: many, few, some, each; apiece, pair, couple, only, more, less, another, too much, too many, too few <p>Spend much time in helping children understand the one-to-one relationship. You may use the children and almost anything in the classroom to vary the "game" but include it in as many ways as you can throughout the day. For example, when working with "2" (or any number), after finding the number and the word on the chart, say "Now, let's see how many boys it takes to make 2. Jack, please stand up here." Then, to the class, "Are there two boys here?" If necessary have them count. "Now, Joe, you come and stand with Jack. Are there two boys here?"</p> <p>Use requests: Bring me 3 books, place 4 blocks on the table.</p> <p>Endless varieties of a "game" may be utilized by using toys, "Put three dolls on the table." Or use dishes, "Give Mary four forks." "Make a pile of five blocks, etc."</p> <p>Associate number cards with its represented group of objects.</p> <p>Trace emery kinesthetic cards with fingers</p> <p>Reproduce the number in small box of sand.</p>	<p>Blocks</p> <p>Common objects</p> <p>Number cards</p> <p>Film: Numbers for Beginners Emery cards</p> <p>Sand</p>

Objectives	Techniques and Activities	Materials & References
<p>4. To Learn to Respond to Ordinal Numbers</p> <p>5. To Recognize Groups of Objects by Numbers (#2-5)</p>	<p>Trace numbers using stencils and crayons or pencils</p> <p>Copy numbers from a model.</p> <p>Prepare a chart to be used daily. Begin with 1 and add as youngsters are ready. Place the number and the word on the chart. Read daily. As numbers are added, have children identify "the number 2", the word two, etc." Rote count daily. Relate to chart.</p> <p>Use number card or word card when requesting a certain number of articles.</p> <p>Develop the concept with concrete objects and situations.</p> <ol style="list-style-type: none"> 1. Bring the 3rd book. 2. Sit in the 2nd chair. <p>Play a game of hide the candy under a box in a row of boxes. If child responds to the ordinal number correctly, he will get the prize.</p> <p>Mark squares on floor by the exit. Say "You may be first in line today, John, etc.</p> <p>Use flannel board story of "3 Little Pigs" emphasizing 1st, 2nd, 3rd.</p> <p>Have races, noting who was first, second and third.</p> <p>Flash fingers in groups, asking "how many".</p> <p>Begin with only small groups with much reinforcement before adding another larger group of fingers.</p> <p>Search the classroom for groups. Note groups of two on the body. (Use a doll to clarify)</p> <p>Use blocks and pegboards</p> <p>Associate the groups with number and word symbols</p>	<p>Number stencils</p> <p>Candy or food</p> <p>Masking tape</p> <p>Flannel board</p> <p>"3 Little Pig" story</p> <p>Blocks, pegboard</p> <p>Number cards & word cards</p>

Objectives	Techniques and Activities	Materials & References
<p>6. To Learn About Fractional Parts</p> <p>B. PRACTICAL APPLICATION</p> <p>1. To Develop Understanding and Skills to Time</p> <p>a. Sequence of Time</p>	<p>Understand the concept 1/2. Provide experiences using concrete objects: apples, cookies, gum, paper, candy, etc.</p> <p>Discuss "morning" - what do we do at school? What did you do at home. Pantomime the mornings activities in sequence of occurrence.</p> <p>Explain the greeting, "Good Morning" Do the same things to distinguish afternoon and night.</p> <p>Prepare a set of pictures and have children tell whether they are morning, afternoon or night pictures.</p> <p>Talk about what class will do "today" each morning. Have children guess what the plans are. Let class choose an activity for <u>today</u> and carry it out.</p> <p>Have pictures of significant classroom activities. Let the children point to things done <u>yesterday</u>.</p> <p>Let children select an activity from the pictures to do tomorrow.</p> <p>Put activity pictures in order of time (yesterday, today, tomorrow).</p> <p>Use references to time frequently.</p> <p>Respond to and identify gross measures of time. Time for breakfast, lunch, dinner in sequence. Time for bus Time to get up Bedtime Daytime - nighttime</p> <p>Learn to arrive on time</p>	<p>apples, cookies, gum, paper, candy, etc.</p> <p>Pictures of classroom activities</p>

Objectives	Techniques and Activities	Materials & References
<p>b. Days of the Week</p>	<p>Ask each morning, "What day is today?" Follow by saying, together, all the days of the week. When possible, ask one child at a time to say them.</p> <p>Make up a rhyme to go with each day that can be recited.</p> <p>Have the days on large cards in a horizontal row at the top of a bulletin board. Mark the day with a star above.</p> <p>Ask, "On which days do we come to school? On which days do we stay home?"</p> <p>When some understanding is reached, say "Today is Tuesday. What day will tomorrow be? Yesterday?" What day comes after Saturday, etc."</p> <p>A pocket chart to hold the card naming the day can be placed in the front of the room. Each day a child selects the proper card for the day and places it in the pocket. As the week progresses, say, "What day was yesterday? What day will tomorrow be? What days will be stay at home? Find the cards for"</p> <p>Older children can use day-of-the week cards to place beside duties for the week, as, "Monday-laundry; Tuesday-ironing; etc." Another way in which they can be used, is to place them beside the leader of the day, monitors and so on.</p>	<p>White cards & large star</p>
<p>c. Calendar</p>	<p>Make a large bulletin board calendar in the classroom. Point out daily the month, the day and the date. As youngsters become able, have them do this. At the same time, have a "growing" calendar-- purchased or made - so that a corresponding date may be added to "our own". Show-and later, have children show, that the calendar which we are "building" is becoming just like the one already prepared. It is important that they realize the relationship in that eventually they will be expected to understand the commercial calendar.</p> <p>Say and read the name of the current month each day. Review all the months of the year frequently. Tie in the use of days-of-the-week to the total calendar concept.</p>	<p>Classroom calendar</p> <p>Names of months</p>

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Point out the holidays. Show how they are indicated on the calendar and have a way of showing them on the growing calendar. Help children understand the meaning of the holidays and the time which elapses before and after the holiday. If a child has a birthday in the current month, point it out and help all understand "how long" before the event occurs. Count the number of days and-or weeks. Ask them how many week-ends there will be before the holiday or birthday or special occasion.

Look at and count the days in a week. Look at and count the days in a month. Which is more? How much more? How many weeks in a month? How many months in a year?

Find the day we started to school. How long ago was that? What month? How many months do we go to school? How many months do we have summer vacation?

As each month is studied, go back to the ones which have passed. In what month did we have Halloween?, Christmas?, New Year's Day? Etc.

Duplicate a month for each child. Ask them to cut it so that they have one day in each square. Then talk about how many days it takes to make a month--try to put it all in one pile. See how many times we go to bed and get up before a month is over. Make out enough squares to make a day....week. Use in as many ways as you can to illustrate the differences in length of time.

When some understanding of the calendar has been attained, explain that there is another way we can think about the months -- seasons. Children will first understand summer, when we are not in school. From the cards with the names of the months, separate those months which are summer. Count them. Count the ones remaining. Repeat the names of the summer months - point them out - talk about them - until they are well in mind.

Winter months may then be called out. Children may well connect these with Christmas and New Year's and have a start on recalling when these events occur. Show that there are the same number of months in winter as in summer. Name them. Practice with

d. Seasons

Individual Calendars

Pictures of Seasonal Changes and Seasonal Activities

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cards: "Name the summer months. Put them in the cardholder. Name the winter months. Put them in the cardholder. What is summer like? What is winter like? What do we do in winter that we do not do in summer? What do we do in summer that we can't do in winter?"

When these are fairly well established, say, "What comes between summer and winter?" Use terms "fall" and "Autumn". Find the months on the calendar. Find them on the cards. Learn the names. What happens in the fall that does not happen in summer or winter? How is it different? Name the fall or autumn months. Put them in the cardholder.

Review often. Summer-fall-winter.....

Say, "Now, there is one season left. What is it? When the word "spring" is introduced, say, "What are the spring months?" Go through the same procedure as with "fall".

Spend much time on total. Review...Review...

Start helping young children become familiar with the face of the wall clock, as they become aware of numbers, and understand their meaning. Show them that chart numbers match clock numbers. Have them point to matching numbers.

Be sure they understand the "clock" vocabulary: hands, face, hours, minutes, time...

Begin the concept of the clock "telling" time with one period of the day, such as recess. "The clock tells us when it is time to go out to play. When the hands are like this, we go out to play. When the hands are like this, we go out to the playground." Point this out until one, and then more, can be responsible to let the group know when it is time. Continue with other periods as, "When the hands are like this, it tells us to get ready for lunch. to go home., etc."

Give each child a cardboard clock with movable hands. These can be made so that they are fairly sturdy. The teacher says,

e. Clock

- Wall Clock
- Large Cardboard Clock
- Number Chart
- Filmstrip:
- How to Tell Time

Materials & References

Objectives

Techniques and Activities

Materials & References

"I am going to make my clock tell me that it is one o'clock. I put the long hand on the twelve and the short hand on the one. Now, you make your clock say one o'clock." See that each child has accomplished this. Do another on the hour. Return to one o'clock. Use only the two until the children have mastered these. Continue with others until the 'hour' is understood. In the meantime, show them when the wall clock reaches the hour that it is telling them the time - ask them to let you know what time it is.

Repeat as often as necessary until children can read the wall clock on the hour. Talk about how long an hour is. What can we do in an hour? How many hours are we at school? Help them understand as well as they can the concept of an hour's time.

Work with the half hour next. Use individual and wall clock to show how to tell when half the hour has passed. Talk about "minutes". Point out passage of time in minutes.

Use individual clocks to show "what time we go to bed", "what time we get up", "what time does your favorite television program come on?" "how long is it on?" "how many minutes is that?"

Tell children they may do some activity for a certain number of minutes. Find on individual clocks the way the wall clock will look when that much time has elapsed. Have them check the reel clock to know when the time is up. Do this with as many periods as needed to understand.

Show how long a minute is. Say, for instance, "We will all stand still for a minute." Explain how they may watch the second hand to find when to sit. Think of many ways to demonstrate the length of a minute.

Extend the concept to five minutes. Count the number of times the second hand goes around the face of a clock and its relation to the minute hand until they understand five minutes.

Learn to count by fives.

Objectives	Techniques and Activities	Materials & References
<p>2. To Learn the Purpose of Money and be Able to Use it with Understanding</p>	<p>Learn the functions of the big and little hand - hour and minute. Ditto clocks on work sheets to practice putting on hands for correct time.</p> <p>Discuss the reason for using clocks. Make a list of uses. Emphasize the importance of being "on time".</p> <p>Have a set or two of real coins. Teach the names of each coin until the children can name them -- penny, nickel, etc. As they learn the names, have them look and handle the coins. Use in sequence in order of value so that they become accustomed to upward worth.</p> <p>Have children compare sound of different size coins when dropped. (Close eyes)</p> <p>Have children arrange coins in order of size with eyes closed.</p> <p>Learn which is "more" -- "which will buy more"</p> <p>Set up a display of coins to be used for reference. Make the class aware of different designs on coins, of same size for same value, and of the value marking on the coin.</p> <p>Identity of coins and dollar bills.</p> <p>a. penny, nickel, dime, quarter, half cent, two-bits, "fin", "saw-buck"</p> <p>vs</p> <p>b. real play money: show difference and how to identify.</p> <p>Show that a nickel is worth 5 pennies or that you can buy as much with it as with 5 pennies.</p> <p>Move on to other equal value exchanges slowly. Give much practice at each step.</p> <p>10 pennies = 2 nickels = 1 dime 25 pennies = 5 nickels = 1 quarter</p>	<p>Real coins</p> <p>Record: "Who Has My Penny"</p> <p>Coin Chart</p>

Objectives	Techniques and Activities	Materials & References
<p>3. To Understand and Use Measurements</p> <p>a. Liquid and Dry Measure</p> <p>b. Linear Measure</p>	<p>Do exercises to develop understanding such as putting price tags on several articles and permitting purchases.</p> <p>Play store.</p> <p>Count milk or lunch money. Purchase own lunch.</p> <p>Teach the ¢ sign.</p> <p>Hold up an article, write its price on the board, saying it at the same time. Ask the children to show you the proper coins.</p> <p>Practice making change using only nickels and pennies at first. Gradually add higher value coins. These concepts are very difficult.</p> <p>Take a shopping trip to a nearby store.</p> <p>Discuss values of personal property: good buy, good quality, poor quality, expensive, cheap, thrifty, wasteful, extravagant.</p> <p>Develop vocabulary and understanding of terms: pound, ounce, pint, quart, cup, half gallon, gallon, teaspoon, tablespoon, heavy, light, etc. Associate the terms with familiar household items and things in the room. Give demonstrations of number of cups in a quart, etc.</p> <p>Develop the concepts: a short way, a long way, a block away, near, far.</p> <p>Compare distances in the classroom, playground. Take a walk in the school neighborhood. Compare distances between room and other locations in the school, such as the cafeteria, auditorium.</p>	<p>Large Price Tags</p> <p>Measuring Cups, spoons Milk bottle Scale Feather, rock, granite pumice, balsa - oak</p> <p>Film: "Let's Measure: Pints, Quarts, and Gallons"</p>

Developmental Area

Objectives

Techniques and Activities

Materials & References

Measure height's of children with yardstick and make comparisons by marking height on wall or door with masking tape.

Yardstick
Masking Tape
Marking Pen

PRACTICAL SKILLS

SECTION VII

Objectives	Techniques and Activities	Materials & References
<p><u>VII PRACTICAL SKILLS</u></p> <p>A. <u>HOMEMAKING SKILLS</u></p> <p>1. To Develop the Ability to Perform Fundamental Homemaking Tasks</p>	<p>See that everything that is used by the children is put away in the proper place <u>every time</u>. Be consistent so that this habit is firmly established.</p> <p>Be sure that each child keeps his/her place neat; picks up scrap paper from floor, top of desk or table, etc. Instill in pupils the idea that the classroom and its appearance is the joint responsibility of all. Help them to be interested in keeping it clean, in decorating, in the environment and their contribution to it.</p> <p>Counsel with parents to help them follow the same principles in the home. Emphasize the necessity for consistent training in habits and skills.</p> <p>Arrange work assignments so that each child has a periodic responsibility to do certain house-keeping duties. Use the facilities available in the classroom. In each room, such things as dusting, cleaning the sink, tabletops, etc. is possible. With the older children where real situations are provided for cooking, dishwashing, washing clothes, ironing, etc., a program should be arranged so that all learn these skills.</p> <p>Younger children may play many games simulating homemaking situations. Toy dishes may be used in order to learn to set tables, clear the tables, wash dishes, stack in order, etc. Redmaking may begin here with doll beds. Folding doll clothes is a step in developing the ability to fold clothes.</p> <p>Demonstrate how to use cleaning equipment, let the children assist and then practice on their own: broom, mop, bucket, dish sponge, duster, table sponge, scraper, vacuum, waxer, etc.</p>	<p><u>Program Skills Books</u></p> <p><u>I Want to Be - Books</u></p> <p><u>How We Live - Your Family and Your Job</u></p> <p><u>Teenagers Prepare for Work</u></p> <p><u>Sharing Work at Home</u></p> <p>Filmstrip: "Janet Helps Mother"</p> <p>Magazines: <u>Better Homes and Gardens</u> <u>House Beautiful</u> <u>Sunset</u> <u>The American Home</u></p> <p>Film: Sharing Work at Home Better Use of Leisure Time Double Take Introducing Alice Amieos Heritage of Hospitality Cleaning Equipment</p>

Objectives

Techniques and Activities

Materials & References

Recognize basic cooking tools: measuring cups and spoons utensils such as a skillet, saucepan, casserole, double boiler, mixing bowl, etc.

Learn how to use kitchen equipment correctly, safely: can opener, electric or hand mixer, food chopper, stove, electric skillet, toaster, refrigerator, disposal, electric coffee maker

Understand the concept of measuring in terms of quarts, pints, cups, teaspoons, tablespoons, etc. Give plenty of practice, make a game or race using sand and water for ingredients to be measured.

Have children learn to identify contents of cans, boxes and other packages by pictures on labels.

Demonstrate table setting. Discuss appearance as it relates to appetite. Set up a display of do's and don'ts. Practice table setting for different types of meals and number of people to be served.

Discuss a balanced diet for each meal. Select pictures to illustrate. Relate poor diet to health consequences.

Begin food preparation with simple tasks requiring minimal steps of instruction and supervision: cinnamon toast, orange juice (frozen), jello instant pudding, jello, instant cocoa, french toast, eggs, sandwiches - peanut butter and jelly, grilled cheese, etc.

Move next to using simple mixes. Explain and demonstrate measuring, mixing, stirring, etc. Let each person perform one step in a series to get the completed product.

Gradually increase the number of directions each person can handle.

Teach how to follow simple pictorial recipes. After competence is demonstrated in class, micrograph copies for home practice.

Cooking Utensils

Cooking Equipment

Placemats, table cloths,
Table decorations
Dishes and utensils

Magazine pictures

Home Econ. facilities

Objectives	Techniques and Activities	Materials & References
	<p>Teach skills in non-heat food preparation: making salads, storage of vegetables, crisping of greens, peeling and coring fruits, storing fruit.</p> <p>Be able to carry out hot water cookery: puddings, soups, beverages, potatoes, rice and macaroni, dried fruits.</p> <p>Do one and two-step baking: potatoes, apples, corn bread, biscuits, cakes.</p> <p>Know how to use the broiler for particular foods.</p> <p>Plan menus for simple meals. Carry them out by estimating quantities, cost and preparation time. Shop for groceries.</p> <p>Demonstrate sorting groceries.</p> <p>Learn the necessary steps in washing and drying dishes. Practice polishing silver.</p> <p>Demonstrate laundering techniques: folding clothes, hanging up clothes properly, using an automatic washer and dryer, dampening clothes for ironing. Learn to iron, beginning with flat iron and board, articles such as handkerchiefs and scarfs.</p> <p>Learn how to take care of trash properly.</p> <p>Learn to make a bed. Begin by observation, then assist in removing bed clothes and laundering sheets. Practice making a bed and re-making a bed after bed clothes only partially undone. Use both fitted and unfitted sheets.</p> <p>Be able to maintain a pet: feeding, exercise, place to sleep, litter box or other arrangement.</p> <p>Assist in caring for others: younger children - dressing and feeding, sick sibling, care of aged.</p>	<p>Film: Hand Dishwashing and General Scullery</p> <p>Laundry Equipment Books: <u>At the Laundry</u> <u>At the Dry Cleaners</u></p> <p>Trash Can and liners</p> <p>Red and Red-clothes</p> <p>Parakeet Guinea pig Gold fish</p>

Objectives	Techniques and Activities	Materials & References
<p>B. SHOP SKILLS</p> <p>1. To Develop the Ability to Perform Fundamental Shop Skills</p>	<p>Take responsibility for mailing letters, carrying notes, running errands, bringing home supplies, answering the telephone and door, and caring for house plants.</p> <p>Practice using a needle and thread in joining 2 pieces of fabric, then in mending and darning. Be able to knot the thread. Use a thimble, scissors and straight pins. Measure, trim and hem a garment.</p> <p>Use a sewing machine, being able to thread it and to wind the bobbin and to put it away</p> <p>Sew plain seams by hand and machine.</p> <p>Place a simple pattern on material such as one for an apron or a gathered skirt.</p> <p>Practice sewing on fasteners: hooks and eyes, buttons, snaps</p> <p>Learn basic embroidery stitches and complete a design on a dish towel, pillow case, etc.</p> <p>Practice using knitting needles and the "knit-pearl" stitches. Knit a simple garment.</p> <p>Know how to get correct lighting to use good posture.</p> <p>Establish and carry out safety standards in all work.</p> <p>Follow directions: complete all tasks before beginning another.</p> <p>Use simple hand tools: hammer, nailset, paint brush, saw, screw driver, wrench, pliers, square.</p>	<p>Sewing Supplies: ruler 6" pencil, tape measure, pins, needles, pin cushion tailors chalk, sewing box</p> <p>Sewing Machine</p> <p>Pattern Catalogs: McCalls Vogue Simplicity Fasteners</p> <p>Embroidery thread and needles</p> <p>Knitting needles Yarn</p> <p>Filmstrip: Occupational Education</p> <p>Film Serving Tools</p> <p>Hand Tools</p>

Objectives	Techniques and Activities	Materials & References
<p>a. To Acquire Wood Working Skills</p> <p>b. To Demonstrate Overall Work Competence</p>	<p>Sort nuts and bolts:</p> <p>Know how to sand; recognize different grades of sandpaper and smoothing agents.</p> <p>Know how to mix paint and to care for brushes, and to use paint remover.</p> <p>Complete simple woodworking projects: boat, toy, hook ends, picture frame, bird house.</p> <p>Refinish furniture: use of power tools, stress safety in using power tools.</p> <p>Wrap boxes of various sizes in brown paper and tie with string.</p> <p>Staple paper together: make gingerbread boy, scrapbook, birthday cards, paper chains, etc.</p> <p>Participate in assembly line work such as packaging craft kit, colored paper, bolts-screws-nuts, etc.</p> <p>Pulverize paper for shipping.</p>	<p>Nuts, bolts, muffin tins,</p> <p>Sandpaper</p> <p>Wood</p> <p>Film: Pick Your Tomorrow The Lumber Yard "Let's Build a House"</p> <p>Wood construction for Beginners</p> <p>Guide: Industrial Arts Guide, 1955</p> <p>Old Furniture Power Tools</p> <p>Film: Machines Do Work</p> <p>Boxes, brown paper, string.</p> <p>Stapler, staple gun, staples</p>

Objectives	Techniques and Activities	Materials & References
<p>C. CUSTODIAL SKILLS</p> <p>1. To Gain Competence in Custodial Skills</p>	<p>Wiping off tables after meals; put trash and garbage in trash cans; pick up scraps/debris off of floor when finished with a project.</p> <p>Use cleaning equipment: mop, bucket, sponge, waxer and polisher, push broom</p> <p>Demonstrate and practice the following skills:</p> <ol style="list-style-type: none"> 1. sweeping floors 2. Washing and waxing floors 3. Polishing floors 4. Cleaning windows 5. Dusting furniture 6. Cleaning washrooms <p>Use simple hand tools: hammer, nailset paint brush, saw, screwdriver, wrench, pliers, square</p> <p>Use yard equipment and care for them correctly: lawnmower, rake, hedge clipper, edger, spade, hoe, roller, etc.</p> <p>Demonstrate and practice following yard skills: weeding, cutting lawn, sweeping walks, trimming lawns and hedges.</p> <p>Replace missing nails or hooks. Replace light bulbs</p> <p>Learn to use a stepladder properly.</p> <p>Clean, wash, dry and wax cars.</p>	<p>Trash cans and liners</p> <p>Cleaning supplies</p> <p>Hand tools</p> <p>Yard equipment</p>
<p>D. OUTDOOR SKILLS</p> <p>1. To Gain Competence in Outdoor Skills</p>	<p>Take care of the yard: mow lawn, water lawn, weed lawn, trim bushes and trees, fertilize and use insecticides properly, care of tools used in above jobs.</p>	<p>Yard equipment Film: Is Farming for Me?</p>

Objectives	Techniques and Activities	Materials & References
	<p>Take care of the garden:</p> <p>a. Seed: selecting, buying, preparing or planning, seed for transplanting inside, Seed planted directly in the soil: when, where, how to plant (depth, etc.) what seeds need soaking.</p> <p>b. Soil: Selection - away from trees, level ground, accessible to water supply. Preparation - turning, making rows or beds, adjusting moisture and richness, check temperature</p> <p>c. Plants: Transplants - care of inside plants, care in transplanting, spacing, right amount of sunlight, water Plant directly in ground:- how to thin, how to water, how to cultivate</p> <p>Recognize weeds from flowers and plants</p> <p>Spray for bugs and insects</p> <p>d. Harvesting: When to harvest, how to harvest different crops, such as vegetables, how to store different vegetables, very dark storage for potatoes and onions, deep freeze (peas, tomatoes, beans, etc.) Cold canning (pickles), hot water bath canning</p> <p>Do the above in cooperation with the cooking class)</p>	<p>Gardening tools Seeds</p> <p>Plants</p> <p>Freezer Canning equipment</p>

R E C R E A T I O N S K I L L S

S E C T I O N V I I I

Objectives

VIII RECREATION SKILLS

A. TO DEVELOP SELF-MOTIVATION IN INITIATING PLEASURABLE EXPERIENCES AND TO ENCOURAGE PARTICIPATION ACCORDING TO PHYSICAL AND MENTAL ABILITIES.

Techniques and Activities

Participate in active locomotion skills:

1. Walking
 - crow race
 - line walking
 - swat 'em
 - squirrel in tree
 - follow the leader
 - elephant walk
 - hiking

2. Running

- lark tag
- last couple out
- club snatch
- fire engine sprints
- distance runs

3. Jumping

- jump rope
- jack be nimble
- jump and touch
- skip rope relay
- standing high jump
- running high jump
- standing broad jump
- running broad jump
- hurdles

Materials & References

Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded N.A.R.C.
386 Park Ave. So.
N.Y., N.Y. 10016

L. A. Physical Educ. Guide

Clothes line

High Jump Equipment

Hurdles

Tumbling Mats

Objectives

Techniques and Activities

Materials & References

4. Hopping

Run and hop
Hopscotch

I spy

Lame Fox and chickens

Farmer and Crow

Relay

Standing Hop

Step, hop and jump

Chalk

5. Leaping

Leap frog

Obstacle rances

Cartwheels

Stoop tag

Cossack dance

Leaping gaps or ditches

Obstacles
Tumbling Mats

6. Skipping

Double circle

Stunts

Skipping relays

Skipping in dancing

Baseball field
Roller skates
Ice skates

7. Sliding

Folk dancing

Statues

Seal walk

Base running and sliding

Roller skating

Ice skating

8. Galloping

Galloping and skipping

Double circle

Galloping broncoes

Follow the leader

Objectives	Techniques and Activities	Materials & References
	<p>Participate in skills which increase muscle strength:</p> <ol style="list-style-type: none"> 1. Lifting <ul style="list-style-type: none"> pick-up races relay races practice proper way to lift & carry 2. Carrying <ul style="list-style-type: none"> stealing sticks- pick-up races carrying the proper way potato race 3. Climbing <ul style="list-style-type: none"> stairs inclines jungle gym ladder poles ropes 4. Hanging <ul style="list-style-type: none"> horizontal bars hang tags chinning rings trapeze 5. Pushing & Pulling <ul style="list-style-type: none"> forward roll push-up from knees tug-of-war king of mountain 	<p>Objects to carry</p> <p>Sticks, potatoes</p> <p>Stairs, jungle gym, ladder poles, rope</p> <p>Horizontal bars, rings, & trapeze</p> <p>Tumbling mat, rope, shuffel board set.</p>

Objectives	Techniques and Activities	Materials & References
	<p>shuffleboard push-ups set-ups indian wrestling</p> <p>Participate in physical activities which improve coordination:</p> <ol style="list-style-type: none">1. Stopping butterflies & flowers magic carpets geant steps statue stop the music kick ball (stop at base) touch football2. Dodging cat & mouse bird catcher hound & rabbit dodge ball keep away basketball football circle race circle zigzag3. Tossing leader & class toss ball ring toss suction darts bean bag toss bowling	<p>12" rubber ball Soccerball, football</p> <p>12" rubber ball, Basketball, football</p> <p>Bean bags, rings, darts, Various sized balls</p>

Objectives

Techniques and Activities

Materials & References

4. Throwing

throw for distance
end ball
baseball
goal shooting
run and throw

Baseball

5. Catching

center ball
ring call ball
toss and catch
indian ball
trades
circling passing relays
baseball
throwing shuttles
forward pass and catch

Rubber ball, baseball &
glove

6. Kicking

kick it and run
kick bag race
kickball
two basekick
hitpin baseball
kick baseball

Soccerball

7. Hitting

pegboard pounding
softball
volleyball
tennis
punching bag
table tennis
soccer
field hockey
wrestling

Volleyball, tennis equip-
ment, ping-pong equipment
Punching bag, field
hockey sticks & puck, mats

Developmental Area

Objectives	Techniques and Activities	Materials & References
<p>B. TO DEVELOP RECREATIONAL SKILLS LEADING TO PERSONAL ENJOYMENT OF LEISURE TIME</p>	<p>8. Miscellaneous</p> <ul style="list-style-type: none"> swimming diving boxing bike riding <p>Participate in rhythmic activities:</p> <ol style="list-style-type: none"> 1. Singing games <ul style="list-style-type: none"> Round and Round the Village Did You Ever See a Lassie How Do You Do My Partner Skip to My Lou Pop Goes the Weasel Mulberry Bush Musical chairs 2. Creative rhythms 3. Folk dancing and square dancing 4. Ballroom dancing <p>Participate in quiet recreational activities:</p> <ol style="list-style-type: none"> 1. Looking at picture books, comics, & magazines 2. Playing quiet games: <ul style="list-style-type: none"> dominoes lotto puzzles checkers circle games 3. Listening to records, T.V., radio 	<p><u>Swimming for the Mentally Retarded</u>, N.A.R.C.</p> <p>Records and Record player</p> <p>Magazines, books, comics</p> <p>Domino, Lotto, Checker games, Puzzles</p> <p>Records, T.V., Radio</p>

Objectives	Techniques and Activities	Materials & References
	<p>4. Working on collections of shells, stamps, rocks</p> <p>5. Learning to be a spectator of sports events</p> <p>6. Care for plants and pets</p> <p>7. Gardening</p>	<p>Collection objects</p>
	<p>Participate in a variety of arts and crafts activities:</p>	<p><u>Art (B-6) An Instructional Guide</u></p>
	<p>1. Clay manipulation make beads, artificial fruit, jewelry, bowls, tiles build forms of birds, animals, & humans finish with paint, crayon, shoe polish, glaze</p>	<p>Clay & finishing materials Kiln</p>
	<p>2. Doughs use different ingredients --- flour, salt, sawdust, oils, alum manipulate and make objects</p>	<p>Flour, Salt, Alum, Oils</p>
	<p>3. Collages use almost any small article from environment such as string, cotton, macaroni, wood, buttons, tissue- paper, cloth, leaves, flowers, magazine pictures, etc. glue or paste to heavy backing</p>	<p>Objects in environment</p>
	<p>4. Mosaics paper nature's supplies beans. yarn</p>	<p>Paper, beans, yarn, Nature's supplies</p>
	<p>5. Paper make baskets</p>	<p>Paper of various grades and colors</p>

lanterns
flat pictures with circles, squares, rectangles, etc.
use paper-mache'

6. Crayons

manipulate to give different design effects
make impression prints of objects beneath paper
do crayon-paint resists
draw pictures of surroundings or depicting events

7. Printing

stamp patterns with tools such as sponges, cork,
potatoes, carrots, string, sticks
use stencils and silk screening techniques

8. Painting

use fingerpaints, water colors, tempera
vary brush sizes
use easel, tables, desks
do murals

9. Weaving & Braiding

make belts, potholders
cover coat hangers

Participate in organized group social activities:

1. Trips and excursions
2. School picnics and cook-outs
3. Camping
4. Scouting experiences
5. Bowling league
6. Parties and dances

Crayons, paper, paint

Stamping tools
Silk screening equipment
Stencils

Water colors, tempera,
Oil paints
Easels, brushes
Floor covering
Aprons

Day Camping For the
Mentally Retarded, N.A.R.C.