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ABSTRACT

This social studies curriculum guide, part of a K-12 sequential program designed around the concept of Man, is for teachers of grade one. Man in the Family is the theme at this level of instruction and the course centers on family living and the family as a basic social unit, in comparison with, and contrast to the way families in other regions of the world live. Specific objectives for grade one are outlined in the guide and three main units of study are presented: 1) The Role Individuals Assume Within the Family; 2) Interdependence of Family Members; and, 3) Cooperation of Family Members. Cultures of Mexico and Africa are those selected for comparative study, as well as optional study of American Indian culture. Each of the three major units is introduced by an explanation of concepts to be developed, a list of objectives, and an outline of curriculum content. Teaching strategies for each concept are suggested, such as discussion questions, student activities, interdisciplinary projects, and games. References to instructional materials are given for specific basic textbooks, supplementary textbooks, related teaching guides, library books, films, filmstrips. Additional teaching techniques are presented in the section "Variants in Strategies and Content." Evaluation questions and activities accompany each concept to be taught. Related documents are: SO 001 186 through SO 001 189. (Author/JSB)

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A CURRICULUM GUIDE
IN
ELEMENTARY SOCIAL STUDIES
GRADE ONE
THEME: MAN IN THE FAMILY

50 001 185-

HOWARD COUNTY PUBLIC SCHOOLS

CLARKSVILLE, MARYLAND

M. THOMAS GOEDEKE, SUPERINTENDENT

1970

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Consultant

Dr. E. G. Campbell, Professor of Education, University of Maryland

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Donna Brown	-	Lisbon	Leah Mather	-	Northfield
Paul L. Bush	-	Guilford	Sharon Oaks	-	Waterloo
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Denalyn L. Dorn	-	Rockland	Edith B. Rowe	-	Scaggsville
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Florine D. James	-	Ellicott City	Lorretto J. Taggart	-	St. John's Lane

The following elementary teachers formed the writing teams for the development of the units during the 1970 workshop.

GRADE ONE

Miss Marie C. Proctor - St. John's Lane
Miss Lorretto J. Taggart - St. John's Lane

GRADE THREE

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GRADE TWO

Mrs. Ruth G. Anderson - Lisbon
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GRADE FOUR

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GRADE FIVE

Mrs. Rachael Donahue - Clarksville
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Consultant: Dr. E. G. Campbell, Professor of Education, University of Maryland
Guest Consultant: Dr. Joel A. Carrington, Principal, Baltimore City Public Schools

FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Kindergarten

Theme: Man and His Immediate Environment

- I. The School
- II. Community Helpers
- III. Health and Safety

Additional or Optional Units

- IV. Animals
 - A. Animals of the Farm
 - B. Animals of the Zoo
- V. Holidays

Grade I

Theme: Man In the Family

- I. Role Individuals Assume Within the Family
- II. Interdependence of Family Members
- III. Cooperation of Family Members

Grade II

Theme: Man In the Community

- I. People Create Communities
- II. The Community and Its Natural Resources
- III. Comparison of Communities Around the World

Grade III

Theme: Man and His Institutions

- I. Government as an Institution
- II. Transportation and Communication
- III. Urbanization and Industrialization

Additional or Optional Unit

- IV. Education as an Institution

SOCIAL STUDIES PROGRAM

GRADES K - V

Grade II

Man In the Community

People Create Communities
The Community and Its
Natural Resources
Comparison of Communities
around the World

Grade IV

Theme: Man In His Regional
Environment

- I. The Cultural Heritage
of Maryland
- II. Maryland as a Geographic
Region
- III. Maryland's Economy In a
National and World Setting
- IV. Map and Globe Skills

Grade III

Man and His Institutions

Government as an Institution
Transportation and Communication
Urbanization and Industrialization

Additional or Optional Unit

Education as an Institution

Grade V

Theme: Man In a Changing Society

- I. A Nation Evolves from
Immigration
- II. A Nation Emerges Through
Conflicts to a World Power
- III. Man and His Government

Additional or Optional Unit

- IV. Scarcity In a Land of
Abundance

RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, affective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of complexities of contemporary society.

GRADE ONE
THEME: MAN IN THE FAMILY
CONTENTS

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Objectives for Unit II	
Outline of Content for Unit II	
Unit III - Cooperation of Family Members	Page 31
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Objectives for Unit III	
Outline of Content for Unit III	

THEME: MAN IN THE FAMILY

EXPLANATION

Over the course of the year, we will study the particular character of family living and the family as a basic social unit - in comparison with, and contrast to, the way families in other regions of the world live. We want to show how all families are more alike than different. Therefore, each Unit will place emphasis on our families and also on families in other regions of the world.

Grade 1 Unit I - Roles Individuals Assume Within a Family

ROLES INDIVIDUALS ASSUME WITHIN THE FAMILY

EXPLANATION

To have a satisfactory home, the members of a family must learn to fulfill their roles in relation to all other members of the home. Although homes differ, the responsibilities are similar. A particular role may have to be assumed by others in the family, under changing conditions. This unit also relates the family and family role considerations to selected families in other areas of the world.

Grade 1 Unit I - Roles Individuals Assume Within the Family

OBJECTIVES

1. The student will accept the merits of different ways of earning a living. Example: Mothers work, but take good care of their children.
2. The student will recognize and construct simple generalizations. Example: Every job is someone's responsibility.
3. The student will demonstrate sensitivity to feelings and thoughts of others. Example: Relations with a new baby.
4. The student will recognize some of his own values and relate to the values of others. Example: Assumes responsibility for a task at school or at home.
5. The student will recognize that people must adapt to changing circumstances. Example: Changes in the family.

Grade 1 - Unit I - Roles Individuals Assume Within the Family

OUTLINE FOR UNIT I

ROLES INDIVIDUALS ASSUME WITHIN THE FAMILY

- A. Role of Family Members
- B. Role of the Father
 - 1. as "head of the family"
 - 2. as a provider
 - 3. as a companion
- C. Role of the Mother
 - 1. at home
 - 2. outside the home
 - 3. changing role of the mother
- D. Role of Children
 - 1. child as family member
 - 2. as role changes
- E. Role of Other Family Members
 - 1. new babies
 - 2. grandparents and others
 - a. join the family
 - b. leave the family
- F. Role of Family Members in Other Cultures:
African Family, Alaskan Eskimo Family,
Italian Farm Family

Emphasis upon African, Alaskan and Italian cultures are included on a comparative basis throughout the unit

Grade 1 Unit I - Roles Individuals Assume Within The Family

CONCEPT-ORIENTED SUB-TITLE

TEACHING

Unit I - Roles Individuals Assume Within the Family

Suggested approach to open "variants in Strategies" f

A. Role of Family Members

Ask these questions:

1. What is a family?
Read Family Studies
2. Who are the members of
(a) two parent home, or
children with family
foster home.
3. How does the size of y
with that of others?
4. What other people could
(a) Grandparents
(b) Foster homes
(c) Boarders

Teach Family Studies, pp. 8

Draw pictures of your family

Make a chart story of your

Read the book - "A House fo

TEACHING STRATEGIES

Within the

Suggested approach to open the unit. (See column "variants in Strategies" for other ideas.)

Ask these questions:

1. What is a family?
Read Family Studies p. 7
2. Who are the members of your family?
(a) two parent home, one parent home, children with family, children in foster home.
3. How does the size of your family compare with that of others?
4. What other people could be living in your home?
(a) Grandparents
(b) Foster homes
(c) Boarders

Teach Family Studies, pp. 8,9

Draw pictures of your family.

Make a chart story of your family.

Read the book - "A House for Everyone"

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Miles -- A House for Everyone
Buckley -- Grandfather and I
Buckley -- Grandmother and I
SRA -- Our Working World-Families at Work
(Consists of records, teachers book
Children's text and activity books)

NOTE: The SRA Series may be used
throughout this unit, whenever
indicated in the column "Teaching
Strategies."

Benfic -- How Families Live Together
Members P27-45
Differences P47, 30, 35, 36

Film: Italian Farm Family
Available County Office
#F1734

Filmstrip - Hawaii
Available County Office
#FS 57

Filmstrip - Hawaii
Available County Office
#FS 37

Schools, Families, Neighborhoods
Multimedia Readiness Program
Grossman, and Michaelis Field
Educational Publications, Inc. 1969
*See "Note" on last page of Unit.

Learning About the World
Allyn and Bacon Teachers Guide
Teachers Kit
*See "Note" on last page of Unit.

Filmstrip: The Family at Home
Jam Handy

Show a film strip of "family"

Make a continuing booklet of the family
for the total unit.

Make faces of family members on paper
plates.

Teach SRA Our Working World,
Lesson I, "Families at Work"

Do SRA Activity Book Lesson I
"Families at Work"
*See Note last page of unit.

Make a puppet family to use in
creative play.

Show film
Italian Farm Family
11 min. color

(Scope:) (Day in Life of typical
farm families. Excellent
in roles of members).

Show filmstrip Hawaii
(People and their way of life)

Teach Schools, Families, Neighborhoods
Print 28 Lesson 21 Families Include
Many Members.

Show pictures of family groups Kit
Figures 43 - 45

Make cut outs of all size and ages of
family members for flannel board.
Children arrange to represent their
own family.

Show the filmstrip
The Family at Home

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Show a film strip of "family"	Did they participate in discussion of family members?
Make a continuing booklet of the family for the total unit.	
Make faces of family members on paper plates.	
Teach SRA <u>Our Working World</u> , Lesson I, "Families at Work"	
Do SRA Activity Book Lesson I "Families at Work" *See Note last page of unit.	Did the "creative play" show understanding of family.
Make a puppet family to use in creative play.	
Show film <u>Italian Farm Family</u> 11 min. color (Scope:) (Day in Life of typical farm families. Excellent in roles of members).	Did their pictures show all family members?
Show filmstrip <u>Hawaii</u> (People and their way of life)	
Teach <u>Schools, Families, Neighborhoods</u> Print 28 Lesson 21 Families Include Many Members.	Can the children relate their experiences to the ones in the picture?
Show pictures of family groups Kit Figures 43 - 45	Can children tell differences in size and composition of families?
Make cut outs of all size and ages of family members for flannel board. Children arrange to represent their own family.	
Show the filmstrip <u>The Family at Home</u>	Draw a picture to show how a member of the family made the family happy.

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Rolè of the Father

1. as "head of the family."

Ask the question.

Why do families need someone?
Discuss the role of the person in
these areas:

- Makes decisions
- Makes and approves plans
- Acts in emergencies
- Role of provider
- Role of companion

Discuss the custom of the father.

Display pictures of father performing
classify each picture under the

Discuss how people in other regions
together.

Show filmstrips The Caribou Eskimo
The Modern Eskimo

2. as a provider

Opener

Sing to the tune of "Did you Ever

Did you ever see my father,
A carpenter is he. (etc.)

Child in the center of circle
and pantomimes his father's work
imitate.

Ask this question:

1. Why do fathers (or heads)

TEACHING STRATEGIES

Ask the question.

Why do families need someone as "head of the family"?

Discuss the role of the person in authority, stressing these areas:

- Makes decisions
- Makes and approves plans
- Acts in emergencies
- Role of provider
- Role of companion

Discuss the custom of the father as "head of the family".

Display pictures of father performing some activity and classify each picture under the appropriate role.

Discuss how people in other regions of the world live together.

Show filmstrips The Caribou Eskimo (primitive)
The Modern Eskimo

Opener

Sing to the tune of "Did you Ever See a Lizzie"

Did you ever see my father, my father, my father?
A carpenter is he. (etc.)

Child in the center of circle names the occupation and pantomimes his father's work for the group to imitate.

Ask this question:

1. Why do fathers (or heads) of families work?

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Silver Burdett - Families and Their Needs

Chap. I - Pictures of our families and far-away families
SRA - Families at Work

Wann & Sheehy - Learning About Our Families

Chap. III - P. 35-45
French Family
Chap. V - P. 65-82
Indian Family

Filmstrips The Caribou Eskimo
FS 109 - Available in
County Office
The Modern Eskimo
FS 110
Eskimos, Their Land and People
FS 61

Song: Did you Ever See a Lassie:

Set of flash cards of parents' occupations.

Provide opportunity for discussion of families that have a different arrangement.

Develop with the children a summarizing chart of different family patterns.

Teach SRA Lessons

III Families are Different

XI Long, Long Ago

Show filmstrip:
(Eskimos: Their Land and People)
(people and their ways of life)

Substitute brother, uncle,
or father as desired

For the set of flash cards of occupations, each child could find and paste on a magazine picture of the father's work.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Provide opportunity for discussion of families that have a different arrangement.

Develop with the children a summarizing chart of different family patterns.

Teach SRA Lessons

III Families are Different

XI Long, Long Ago

Show filmstrip:

(Eskimos: Their Land and People)
(people and their ways of life)

Substitute brother, uncle,
or father as desired

For the set of flash cards of occupations, each child could find and paste on a magazine picture of the father's work.

Can the child identify the role of the father from short descriptive situations given by the teacher?

i.e. David came home from school and found that Daddy had a half-day from work. "Oh, good," said David, "Now we can play ball."
(Role of Companion)

Can the children complete the lessons in the Activity Book.

Did the children indicate the correct roles as demonstrated in the picture display?

Did they participate in composing the summarizing chart of family patterns?

Can the child pantomime the occupations of other children's fathers?

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

B. Role of the Father

2. as a provider (continued)

Through discussion the
out these points:

to provide basic n
to provide for rec
to provide for edu

2. What work do fathe

Make a list of occ

Ask the class this que

1. How do we get the t

Through sharing ide
principle of scarc

On paper make pictu
other side the thir

TEACHING STRATEGIES

Through discussion the students will probably bring out these points:

to provide basic needs: food, clothing, shelter
to provide for recreation
to provide for education

2. What work do fathers do?

Make a list of occupations.

Ask the class this question:

1. How do we get the things we need and the things we want?

Through sharing ideas the children will realize principle of scarcity.

On paper make pictures of things you need and on other side the things you want.

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS I
AND C

Noble and Noble -
Everyday Economics, Kit One

Magazines for cutting pictures.

Art paper for children to draw on.

Poems: Choosing

Teach Noble and Noble
"Everyday Economics" I
Do the worksheets 1.1
Compare with occupatic
of other regions: i.e.

Make a class book with
having a page to show
work. (magazine pictur

Make a tabulation char
various kinds of work
(To be an ongoing acti

Benefic - How People Earn and Use
Money

Two Pesos for Catalina

Father
Carpenter
I
Doctor.
III

How does your father's
other people as produc
consumer?

SRA Our Working World
Families at Work

Teach SRA "Our Working
Lessons II & IV

Noble and Noble
Everyday Economics, Kit One

Teach Noble and Noble
"Everyday Economics"
Lessons III & IV

Learning About the World
Allyn and Bacon

Do work sheets 1.3 and
Unit Four - "Learning
Family Buys Goods and
is excellent.

VARIANTS IN STRATEGIES
AND CONTENT

MATERIALS

EVALUATION

Teach Noble and Noble
"Everyday Economics" Lesson I and II
Do the worksheets 1.1 and 1.2
Compare with occupations of fathers
of other regions: i.e. Eskimos.
Make a class book with each child
having a page to show his father's
work. (magazine pictures)
Make a tabulation chart showing
various kinds of work father does.
(To be an ongoing activity.)

Did the children do the work
sheets correctly?

Could the children contri-
bute the list of occupa-
tions?

Did the children find their
own pictures for the class
book?

Father	Mother
Carpenter	
I	
Doctor	
III	

Carpenter
I
Doctor
III

How does your father's work help
other people as producer or
consumer?

Teach SRA "Our Working World"
Lessons II & IV

Were the children able
to complete the pages
of the SRA Activity
Book?

Teach Noble and Noble -
"Everyday Economics"
Lessons III & IV
Do work sheets 1.3 and 1.4
Unit Four - "Learning How My
Family Buys Goods and Services",
is excellent.

(Use this evaluation when-
ever this series is used.)

Did the children correctly
indicate needs and wants
on the work sheet?

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

TEACHING

- B. Role of the Father
2. as a provider (continued)

3. as a companion

Ask this question:

"How does father help?"

Through discussion,
bring out these points:

plays with us
takes us on trips
takes us to school
gives us money

Draw pictures of what you

ssume Within the Family

TEACHING STRATEGIES

Ask this question:

"How does father help us have fun?"

Through discussion the students will probably bring out these points:

- plays with us
- takes us on trips or camping
- takes us to ball games
- gives us money

Draw pictures of ways we have fun with father.

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Make a set of flash cards with pictures and name of occupation on each. Let pupils select a card and answer questions orally:

What do you do?

What is your work called?

How does your work help people?

Berefor - How Families Live Together
P. 14-24 Fun

Look at Filmstrips

Ask the class this question:
"What do we do when father comes home from work?"

(Little Owl) Daddy is Home
Series Holt, Rinehart & Winston

From the discussion, the following ideas will probably evolve:

be quiet while he reads
help him with work
discuss plans
play with him

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make a set of flash cards with pictures and name of occupation on each. Let pupils select a card and answer questions orally:

What do you do?

What is your work called?

How does your work help people?

Look at Filmstrips

Ask the class this question:

"What do we do when father comes home from work?"

From the discussion, the following ideas will probably evolve:

be quiet while he reads
help him with work
discuss plans
play with him

Were the children able to discuss an occupation in the flash card game?

Oral game: Have the class look at pictures of things children might need or want. Then orally complete these sentences:

"First we buy _____.
If there is any more money we _____".

Make pictures of ways in which father has fun with the family.

Role Playing: Father comes home very tired. Tom would like to wrestle with him, but _____.

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

TEACHER

C. Role of the Mother

Opener

1. at home

Ask the class to draw pictures of things mothers do.

Children will show their pictures and describe their work is.

Cut out magazine pictures of things mothers do. Label the pictures.

Make class bulletin board using pictures.

Bring out the role of the mother.

- a. Housekeeper (cleaning)
- b. Nurse when we are sick
- c. Shopper when we need

2. Outside the home

Ask this question: "How do mothers work outside the home?"

List the types of work mothers do.

Opener

Ask the class to draw pictures of kinds of work their mothers do.

Children will show their picture and describe what the work is.

Cut out magazine pictures of various kinds of work mothers do. Label the pictures.

Make class bulletin board using the labeled pictures.

Bring out the role of the mother as:

- a. Housekeeper (cleaning, washing, ironing, etc.)
- b. Nurse when we are sick.
- c. Shopper when we need food, etc.

Ask this question: "How do mothers who leave the house to work help us?"

List the types of work mothers do outside the home.

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Clark, Ann N. - In My Mother's House

Make a page of their family booklet showing work mother does.

Carton, Lonnie - Mommies

Tell a story about what happened at home the day mother was sick. Describe how the home was different. (Alternations: when mother was away, when mother goes out to work.)

Zolotow, Charlotte - The Quiet Mother and the Noisy Little Boy

Film: Families and Learning
Available County Office
#F 178+

Show Film: Families and Learning
10 min. color
(sharing; give and take of family life)

Fleck "Ask Mr. Bear"

Read: Ask Mr. Bear

Merriam, Eve - Mommies at Work

Redlauer, Ruth - About Women Who Work

Add to tabulation chart of occupations the various kinds of work mother does.

Make up riddles about work of the family:

I clean the house.
I sew for the family.
Who am I?
(mother)

I hammer nails.
I work on roofs.
Who am I?
(father or carpenter)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

<u>House</u>	Make a page of their family booklet showing work mother does.	Were the children able to give a reasonable explanation of their pictures of mother's work.
<u>Mother and</u>	Tell a story about what happened at home the day mother was sick. Describe how the home was different. (Alternations: when mother was away, when mother goes out to work.)	Did the children find a picture of mother's work? In labeling, did each child contribute to the discussion?
	Show Film: <u>Families and Learning</u> 10 min. color (sharing; give and take of family life)	Have each child make a picture showing work mother does for the family. (for individual family book.)
	Read: <u>Ask Mr. Bear</u>	Make or find pictures for a new section of the bulletin board. Title: <u>Other Work Our Mothers Do</u>
<u>no Work</u>	Add to tabulation chart of occupations the various kinds of work mother does. Make up riddles about work of the family: I clean the house. I sew for the family. Who am I? (mother) I hammer nails. I work on roofs. Who am I? (father or carpenter)	

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

TEMA

- C. Role of the Mother (continued)
3. changing role of the mother

Do mothers everywhere do
Did mothers always work?
Look at pictures listed up

- D. Role of Children
1. child as family member

Opener

Ask the children to draw
"What happened this morn
Have the children tell ab
The purpose is to assess
experiences children ha
and getting ready to co

Organize their remarks by

1. "What different wa
Mother called me
The baby woke me
I got up myself
2. "What different wa
Father got break
Got it myself.
Sister and I fi
Mother fixed it

Assume Within the Family

TEACHING STRATEGIES

Do mothers everywhere do the same kind of work?

Did mothers always work?

Look at pictures listed under "Content"

Opener

Ask the children to draw a picture about:

"What happened this morning at home?"

Have the children tell about their drawing.

The purpose is to assess the variety of experiences children have in getting up and getting ready to come to school.

Organize their remarks by questioning as:

1. "What different ways did we waken?"

Mother called me.

The baby woke me.

I got up myself.

2. "What different ways did we get breakfast?"

Father got breakfast.

Got it myself.

Sister and I fixed it.

Mother fixed it.

CONTENT & MATERIALS

Silver Burdett - Families and Their Needs P. 36-46
Primitive Mothers,
P. 81-85
Pioneer Mothers

Film #178 People are Alike and Different
Available from County Office

Show film "People are Alike and Different"

NOTE: Generalizing

Children can make the generalization that responsibilities differ from family to family. Every job is important for the child to develop the skill of generalizing and to apply it to the new events and to be able to predict outcomes of situations.

Here is an example of how to develop generalizations through questions:

"Do we all help with the cleaning at home?"

"Do we all have the same jobs?"

"Is this true of our Mothers and Fathers, too?"

Benefic - You are Here

Read: You are Here pp. 17-19
(children as helpers)

SRA Our Working World - Families at Work

Teach SRA Our Working World, Part II, Lesson 3, "Families are Different"

Do SRA Activity Book, Part II, Lesson 3, "Families are Different"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Can the children contribute to a class discussion of work mothers have always done?

1. provide food
2. make clothing
3. help plant garden

Show film "People are Alike and Different"

Have children make booklet "Three Needs of People" by making simple pictures of home, food, clothing.

American house
Eskimo igloo or tent
African or Mexican adobe

NOTE: Generalizing

Children can make the generalization that responsibilities differ from family to family. Every job is important for the child to develop the skill of generalizing and to apply it to the new events and to be able to predict outcomes of situations.

Here is an example of how to develop generalizations through questions:

"Do we all help with the cleaning at home?"

"Do we all have the same jobs?"

"Is this true of our Mothers and Fathers, too?"

With puppets play a job.

Have children guess what it is.

Have children cut pictures of food they can fix themselves at breakfast, lunch or snack time. Try to have children realize whether or not these are good meals.

Read: You are Here pp. 17-19
(children as helpers)

Teach SRA Our Working World,
Part II, Lesson 3, "Families are Different"

Do SRA Activity Book, Part II,
Lesson 3, "Families are Different"

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

- D. Role of Children (continued)
 - 1. child as family member (continued)

List with the child
to be done and w

Use the tabulation
work.

(See Variants in
previous page)

Play record "My F

Assume Within the Family

TEACHING STRATEGIES

inued)

List with the children jobs around the house that need to be done and with which they could help.

Use the tabulation chart on father's and mother's work.

(See Variants in Strategies, Generalizing on previous page.)

Play record "My Family and I"

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Beim, J. - Jay's Big Job

Beim, J. - Tim and the Tool Chest

Krasilovsky, P. - The Very Little Girl

Krasilovsky, P. - The Man Who Didn't Wash
His Dishes

Zolotow, C. - The Night When Mother Was
Away

Singer SVE "Innovation Records"
My Family and I Record IR 102

"Now see if you can tell me how
to end this sentence:

"Most of the time when there is
a job to be done at home, _____

(a) (One of us has the respon-
sibility to do it.)

(b) (But someone else may do

Read Jay's Big Job, Beim, Jerry
Plans to help can sometimes
wrong.

Read The Man Who Didn't Wash His
Dishes

Children can see how sometimes
people can't do all their jobs.

Have the children make a picture
for their booklet "How I Help
at Home"

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

"Now see if you can tell me how to end this sentence:

Have children cut pictures of work at home with which they can help. Give an oral statement about it.

"Most of the time when there is a job to be done at home,

(a) (One of us has the responsibility to do it.)

(b) (But someone else may do it.)

Read Jay's Big Job, Beim, Jerrold. Plans to help can sometimes go wrong.

After listening to the book:

Read The Man Who Didn't Wash His Dishes

Time and the Tool Chest

The Very Little Girl

Children can see how sometimes people can't do all their jobs.

were the children able to give orally some of the responsibilities of the children?

Have the children make a picture for their booklet "How I Help at Home"

Did the children participate in the activities of the record?

Grade 1 Unit I - Roles Individuals Assume within the Family

CONCEPT-ORIENTED SUB-TITLE

D. Role of Children (continued)

2. as role changes

Ask this question:

"When your parents happens?"

As children relate to rules of safety, responsibility, etc.

Develop a chart "This should be what they about home and respect

Examples: Everyone

Ask the questions:

"Is there a spot a How do you share

Have the children to see the relationship of the house.

"Do all big families

Show film Noisy Nance
(Scope: Respect

Listen to poem "Grow
"An Indian Legend About
Discuss questions in
on what is right and

Individuals Assume within the Family

TITLE TEACHING STRATEGIES

Ask this question:

"When your parents leave you alone at home what happens?"

As children relate their experiences, stress family rules of safety, courtesy, obedience, sharing, responsibility, etc.

Develop a chart "Things to Remember". The items should be what they think is important to remember about home and responsibilities in the home.

Examples: Everybody helps with jobs.

Ask the questions:

"Is there a spot at home you share with others?
How do you share it?"

Have the children tell how they share and note if they see the relationship between size of family and size of the house.

"Do all big families have big houses?"

Show film Noisy Nancy Norris, 11 min. color
(Scope: Respect rights of others.)

Listen to poem "Growing Up" p. 177 and
"An Indian Legend About Truth"
Discuss questions in the book, pp. 178-179
on what is right and what is wrong.

Grade 1 Unit I

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Draw: "How I Got Into Trouble."
Children tell about their pictures.
Note area most mentioned, e.g.,
violations of safety, quarrels, care-
lessness, disputes over T.V.

Refer to above pictures: Lead
children to generalize about how
the trouble could have been pre-
vented, and how it can be settled.

Give children opportunity for
role playing, around the idea
of sharing. Use unfinished story
situations, e.g.

Film: Noisy Nancy Norris

#F 180+ (available in
County Office)

Mary and her friend, Nancy, had
been playing teaparty. They were
hungry, so mother said, "See if
there are cookies in the cookie
jar. Mary, Nancy, and Mary's little
sister, Susan, went into the kitchen.
Mary looked in the jar. There were
two cookies left so _____

Minarik, E. No Fighting, No Biting

Read: No Fighting, No Biting

Learning About the World

Allyn and Bacon 1970

Teacher's Guide pp 176-182

Role Playing. A child telling the
truth to an adult in a problem
situation.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Draw: "How I Got Into Trouble."
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Note area most mentioned, e.g.,
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hungry, so mother said, "See if
there are cookies in the cookie
jar. Mary, Nancy, and Mary's little
sister, Susan, went into the kitchen.
Mary looked in the jar. There were
two cookies left so _____."

Read: No Fighting, No Biting

Role Playing. A child telling the
truth to an adult in a problem
situation.

Dramatize the episodes in
their pictures.

Note children's attitude
toward punishment;

reasonable or unjust
(generalizations)

Match pictures of jobs in
the home with pictures or
words indicating who per-
forms the work.

(Oral or written)

Are the children able to
use the **appropriate words** for
telling the truth?

Grade 1 Unit 1 - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED STUDY UNIT

FACT

E. Role of Other Family Members

Opener

1. New babies

Each child brings a picture

Post and label each picture
"We Were Babies"

Ask these questions:

"Have any of you had a baby
recently or know a new baby?"

"What did members of your family
do for the new baby?"

Make a ditto with the sentence
"He will need these things."

Have the children illustrate

Ask these questions:

"How have you changed since
you were a baby?"
"Now that you are older how
do you care for a new baby?"

Tabulate the answers under

What Baby Needs

17

Have the children make generalizations
about baby needs.

Opener

Each child brings a picture of himself as a baby.

Post and label each picture under a heading "When We Were Babies"

Ask these questions:

"Have any of you had a new baby in your home recently or know a new baby?"

"What did members of your family do to get ready for the new baby?"

Make a ditto with the sentence -- "The baby comes home. He will need these things."

Have the children illustrate it.

Ask these questions:

"How have you changed since you were a baby?"

"Now that you are older how can you help with the new baby?"

Tabulate the answers under the headings:

What Baby Needs	It is Fun	It is work
-----------------	-----------	------------

Have the children make generalizations about care of babies.

Grade 1 Unit 1

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Zolotow - Do you Know What I'll Do?

Filmstrip - "The New Baby"
Jam Handy

Schlein, Miriam -
Laurie's New Brother

Guy, Anne - A Baby for Betsy

Wasson, Valentine - The Chosen Baby

Show filmstrip The New Baby f
opener or use it following th
opener of Baby Pictures in Te
Strategies.

Read the book Laurie's New Br

Ask a series of questions:
What happened when the baby
home?
What did you do? (Ask many
"What" questions).
How did Laurie feel?
How did Mother know about
Laurie's feelings?
How did Laurie change her
feelings?
Did you ever feel like that?

Read a book about adopted bab

Have children put baby pictur
a page for the booklet. Let
child ask his mother to write
the page:

Birthday _____
Weight _____
Length _____
Place _____

Put the page into the Family

Read: The New Pet (a new bab
resultant changes in role and
feelings.)

VARIANTS IN STRATEGIES
AND COMMENT

EVALUATION

MATERIAL

What I'll Do?

Show filmstrip The New Baby for an opener or use it following the opener of Baby Pictures in Teaching Strategies.

Did children participate by bringing their picture, labeling and posting it?

Baby"

Read the book Laurie's New Brother

Ask a series of questions:

What happened when the baby came home?

What did you do? (Ask many "What" questions).

How did Laurie feel?

How did Mother know about Laurie's feelings?

How did Laurie change her feelings?

Did you ever feel like that?

Did children's illustrations indicate understanding of baby's needs?

Children pantomime the things they like best to do for the baby.

Betsy

Chosen Baby

Read a book about adopted babies.

Have children put baby picture on a page for the booklet. Let each child ask his mother to write on the page:

Birthday _____
Weight _____
Length _____
Place _____

Put the page into the Family Booklet

Read: The New Pet (a new baby-resultant changes in role and feelings.)

Grade 1 Unit 1 - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLES

TEACHING STRATEGIES

Role of Other Family Members (continued)

Show Study Print 29
Teach Lesson 22

1. New babies (continued)

2. Grandparents and others
a. join the family

Opener

Read Little Bear's Visit.
Note the things that Little Bear's
grandparents do.

Ask this question:

"Who else besides babies sometimes comes
to live with us and changes our family?"

List grandparents.

List people other than grandparents who come
to live as a part of the family.

Discuss with the children how these people
have changed the role of the family members,
e.g.,

sharing the bedroom
seating at the table
more or less spending money
less of mother's time.

Grade 1 Unit 1

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Schools, Families, Neighborhoods
Multi Media Readiness Program

Have a mother bring in her baby
and talk about caring for it.

Minarik, Else

Little Bear's Visit

A Kiss For Little Bear

Show a picture of a Grandfather
or Grandmother helping the
family. Talk about whether he is
visiting or living with the family.

How does it change the family?

Why is it good for the family?

Use the same procedures if people
other than grandparents live with
the family.

Film: Families and History
Available County Office
#F 179+

Show film: Families and History
9 min. color-Excellent (Families
last name and how they came to
be.)

VARIANTS IN STRATEGIES
AND CONTENT

EVANESCENT

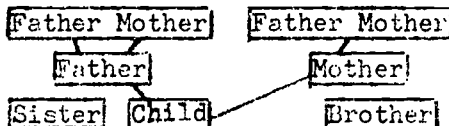
Have a mother bring in her baby and talk about caring for it.

Have children make an oral statement telling how they feel about helping with a baby.

Show a picture of a Grandfather or Grandmother helping the family. Talk about whether he is visiting or living with the family.

Have each child make a family tree, using photographs. (magazine pictures could be used)

How does it change the family?



Why is it good for the family?

Use the same procedures if people other than grandparents live with the family.

Show film: Families and History

Draw pictures to show:

9 min. color-Excellent (Families last name and how they came to be.)

What I like,
or
What I do not like
about sharing the home with
others.

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE

TEACHING

E. Role of Other Family Members (continued)

- 2. Grandparents and others
 - b. leave the family

Opener

Ask this question:

"Has anyone in your family
stay for a long time?"

Have the children talk freely
why, e.g.,
to go to
in armed
marriage,

NOTE: At this point lead
sometimes the number
gets fewer.

Ask this question:

"Did this make any change?
Let the children tell some
have to do extra jobs
have more space to play"

Children make up three scenarios
changes in their family.

- a. sister got married
- b. Grandfather has come

Roles Individuals Assume Within the Family

SUB-TITLE

TEACHING STRATEGIES

ers (continued)

Opener

Ask this question:

"Has anyone in your family every gone away to stay for a long time?"

Have the children talk freely about who left and why, e.g.,

to go to college
in armed service
marriage, etc.

NOTE: At this point lead the children to see that sometimes the number of people at home gets fewer.

Ask this question:

"Did this make any change at home for you?"

Let the children tell some changes, e.g.,

have to do extra jobs
have more space to play in

Children make up three sentence stories about changes in their family.

- a. sister got married
- b. Grandfather has come to live with us.

If teacher feels it diplomatic to do so, read How Families Live Together P. 50, 55-56 about a family with no mother.

Children bring in and post pictures post cards, envelopes, or souvenirs from the person who went away.

Children fill in blanks on (Jane's) Family ditto sheets for concluding pages in the Family booklet.

Show Booklet in another classroom.
Children make covers for
Family Book

NOTE: During the year for a culminating activity, as we go through the units, have pictures of families. This can be an ongoing center for the year. It will include be used to evaluate all children's contributions. The pictures can be regrouped un are appropriate. Example: Roles of individual members; customs expand it into fam of eating in different cultural groups. Other groupings may be made under such cat holidays, recreation and education. Use the collections as you want and to review.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

MATERIALS

atic to do
e Together
ly with no

Children bring in and post pictures
post cards, envelopes, or souvenirs
from the person who went away.

Each child will dictate
a story about the kind of
family he would like best,
regardless of his present
family, e.g.,

why he would like grand-
father to live with him

Put this page in his
booklet.

Children fill in blanks on (Jane's)
Family ditto sheets for concluding
pages in the Family booklet.

Children read through their
Family Booklet. Make an
oral statement: e.g., I
like my book because _____

Show Booklet in another classroom.
Children make covers for
Family Book

Did children make satis-
factory covers?

or a culminating activity, as we go through the units, have the children collect
his can be an ongoing center for the year. It will include all children and can
children's contributions. The pictures can be regrouped under each unit as they
e: Roles of individual members; customs expand it into family activities as ways
ultural groups. Other groupings may be made under such categories as anniversaries,
education. Use the collections as you want and to review.

James family
Here are Mr. and Mrs.
They are my Mother
Father.

Here is my picture
I am a girl. I am six years
old. I have two brothers
I have one sister.

Jones family
are Mr. and Mrs. (Jones).
are my Mother and
Father.

is my picture.
I am (six) years
old (two) brothers.
(one) sister.

Here are Mr and
They are my grand
and grand
They are (Mothers
My family (plays)
We have fun.

THESE STORIES MAY BE ADAPTED TO THE TEACHERS PLAN, USING SEVER

OR CHILDRENS ILLUSTRATIONS)

are Mr and Mrs. (White)
are my grandfather
and grandmother.
are (Mothers) parents.

family (plays) together.
we have fun.

ADAPTED TO THE TEACHERS PLAN, USING SEVERAL PAGES WITH PHOTOS

(WITH ILLUSTRATIONS)

Grade 1 Unit I - Roles Individuals Assume Within the Family

NOTE:

We suggest that teachers use the following Teacher's Guides for more film strips, films and records.

The Social Sciences, Level One

Harcourt, Brace and World 1970

Schools, Families, Neighborhoods

A Multimedia Readiness Program

Field Educational Publications, Inc. 1969

SRA Our Working World

Families at Work Resource Unit 1964

Learning About the World

Allyn and Bacon, Inc. 1970

Children in Other Lands

Educational Research Council of America

Allyn and Bacon, Inc. 1970

Our Country

Educational Research Council of America

Allyn and Bacon, Inc. 1970

Family Studies

Scott Foresman 1970

als Assume Within the Family

the following Teacher's Guides for more expanded list of children's books,

One
1970

hoods
rogram
ations, Inc. 1969

Unit 1964

70

ncil of America
1970

ncil of America
1970

INTERDEPENDENCE OF FAMILY MEMBERS

EXPLANATION

In the course of this unit the concept of interdependence will be developed according to the form of family living. A fundamental consideration is that people live together in families; the head of the family usually provides the basic living needs of food, clothing and shelter so he needs assistance in caring for the home. The children are completely dependent on adults for all their needs. Not only are children dependent, but they are expected to assume responsible roles in the family. All over the world families have essentially the same role identifications and basic needs, which emphasize interdependence of their members.

Grade 1 - Unit II - Interdependence of Family Members

OUTLINE FOR UNIT II

INTERDEPENDENCE OF FAMILY MEMBERS

- A. Interdependence of Family Members
 - 1. in obtaining food
 - 2. in obtaining clothing
 - 3. in obtaining shelter

- B. Interdependence of Family Members - Other Cultures
 - 1. African
 - 2. Mexican
 - 3. Indian

INTERDEPENDENCE OF FAMILY MEMBERS

OBJECTIVES

1. The student will be able to recognize the interdependence of family members through the identification of various role responsibilities of the members.
2. The student will be able to describe the cause and effect relationship derived from a specific example. Example: Child getting his own breakfast.
3. The student will, when given certain circumstances, come to a conclusion as to why a certain action was taken. (hypotheses) Example: Scarcity or preferences within the family.
4. The student will recognize simple generalizations. Example: People build houses from material most readily available.
5. The student will be able to provide accurate and detailed descriptions from pictures or information given. Example: Children in Africa or Mexico.

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Interdependence of Family Members

Suggested ap

Ask this que

1. Why does the child have shoes, a

Have each picture the picture group the Money Fo

Ask this things of needed? such as: toys, va

Interdependence of Family Members

UNITED SUB-TITLE

TEACHING STRATEGIES

Interdependence of Family

Suggested approach to open the unit.

Ask this question:

1. Why does a family need money? List responses the children make, e.g., bread, milk, T.V., shoes, and bikes.

Have each child find and cut out a magazine picture of one thing from the list. Discuss the pictures and plan with the children to group them under the heading Families Need Money For-

Ask this question. Can we arrange these things on the basis of how much they are needed? Class will offer specific categories such as: food, clothing and shelter, fun, toys, vacations.

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

	Use the pictures from the opener: discuss and have children decide which classification shows the most important things <u>for the family to have.</u>	Did class head shel
	Make class stories about people in the family who work.	Did in ti
	Have class draw pictures to show how the family members earn money.	Do p ways
	Display under heading <u>Ways We Earn Money.</u>	Did their siste
<u>Billy's Friends</u> McIntire, Alta Follett, 1957	Read from book and discuss <u>Billy's Friends</u> , pp. 80-81.	
<u>How Families Live Together</u> Provus-Text	"Money for the Family" Can children help earn money for the family? Read <u>How Families Live Together</u> , pp. 21-22.	Could anyone money
<u>You Are Here (Text)</u> Sumford, McCall, Gae Benefic, 1967	<u>You Are Here</u> , pp. 21-22.	
SRA Series <u>Our Working World</u> <u>Families at Work</u>	Use SRA record Lesson 3 - <u>Families Are Different</u> , Text, p. 19-26. Activity Book, p. 12-14. Resource Unit, p. 32.37.	Could pictur famil

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Use the pictures from the opener: discuss and have children decide which classification shows the most important things for the family to have.

Did the children successfully classify the pictures under the headings food, clothing and shelter?

Make class stories about people in the family who work.

Did the stories reveal the work in their families?

Have class draw pictures to show how the family members earn money.

Do pictures show a variety of ways to earn money?

Display under heading Ways We Earn Money.

Did children comment on how their older brothers and sisters help earn money?

Read from book and discuss Billy's Friends, pp. 80-81.

"Money for the Family"
Can children help earn money for the family? Read How Families Live Together, pp. 21-22.

Could some children tell about anyone in their family saving money?

You Are Here, pp. 21-22.

Use SRA record Lesson 3 - Families Are Different, Text, p. 19-26.

Could the children, using pictures, retell how these families live differently?

Activity Book, p. 12-14.

Resource Unit, p. 32.37.

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

A. Interdependence of
Family Members (Continued)

1. In obtaining food

Suggested opener:

Show picture p. 34, Families and Their Needs on
opaque projector.

Development:

Ask these questions:

1. Why does this family appear to be happy?

Possible responses

(All members are here.

The table looks pretty.

They like the food.)

2. Are breakfast times a happy time for you?

Ask these questions:

1. Who made this nice breakfast possible?

Point to the person:

who do you think bought the food?

who prepared the food?

who set the table?

who will wash the dishes?

2. What food is on the table?
3. How do you think the adults got this food?

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Families and Their Needs. Text.

Opaque projector.

Have the children draw a picture to show, "My Breakfast Today."
Discuss the pictures and organize their remarks, such as:

The different ways we got
breakfast:
got it myself
didn't eat any
Mother got it
my sister fixed it
Daddy got breakfast

Ask this question:
Do you help to get someone's
breakfast at home?

Have discussion telling how
they help and who they help.

Noble and Noble -
Everyday Economics, Kit One

Set of flashcards of luxury and
necessity items: such as, bread,
shoes, ice cream, puppy

Teach Noble and Noble, Lesson 5.
Do Worksheet 1.5.
Game: Choosing between two cards:
Which would you rather have?
Why? Which is worth more?

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Have the children draw a picture to show, "My Breakfast Today."
Discuss the pictures and organize their remarks, such as:

The different ways we got
breakfast:
 got it myself
 didn't eat any
 Mother got it
 my sister fixed it
 Daddy got breakfast

Ask this question:
Do you help to get someone's
breakfast at home?

Have discussion telling how
they help and who they help.

Teach Noble and Noble, Lesson 5.
Do Worksheet 1.5.

Game: Choosing between two cards:
Which would you rather have?
Why? Which is worth more?

Did the children show by their responses that they understand why the family in the picture appear to be happy?
Did the children tell how their family is interdependent in getting breakfast?

Did all the children draw their breakfast?
Could each child tell of someone who helped with the work for his breakfast?
Could some children tell how they helped with someone else's breakfast?

Could children give satisfactory reasons for their choice.

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACHING

A. Interdependence of
Family Members (Continued)

1. In obtaining food
(Continued)

Children bring in imported food
from foreign lands. Display and
discuss where they came from.
Read Children of the World Sa

SARDINES
NORWAY

Teach Schools, Families, Neig

Print 36, Families' Nees

Family Members

TEACHING STRATEGIES

Children bring in imported foods, books, toys, etc., from foreign lands. Display and label them and discuss where they came from.

Read Children of the World Say Good Morning

SARDINES
NORWAY

SWISS
CHOCOLATE

Teach Schools, Families, Neighborhoods

Teacher's Guide

Print 36, Families' Need, p. 126

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Children of the World Say Good Morning
Holt, Rinehart and Winston
Little Owl Books

Schools, Families, Neighborhoods
Multimedia Readiness Program
Grossman & Michaelis
Field Educational Public, Inc., 1969

SRA Series Our Working World
Families at Work

Teach SRA Families at Work,
Lesson 4, "How Do Families
Produce"
Listen to record
Use Text p. 27-31
Play Game - Resource Unit
p. 38-41, No. 5

Duncan, Lois, Silly Mother
Dial, New York, 1962

Read these books:
Silly Mother

Harris, Isobel, Little Boy Brown

Little Boy Brown

Film Children at Work and Play
United World Films

Show film Children at Work and Play
(Shows farm children around the
world at work and play.)

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

orning

Did the children show interest by asking questions about the imported goods display?

Make a shopping list of foods their families need. Each child read his list aloud.

, 1969

Teach SRA Families at Work, Lesson 4, "How Do Families Produce"

Listen to record

Use Text p. 27-31

Play Game - Resource Unit

p. 38-41, No. 5

Were the children able to put the activity of the game into a story?

Read these books:

Silly Mother

Little Boy Brown

Show film Children at Work and Play (Shows farm children around the world at work and play.)

Could the children pantomime kinds of work or play shown in the film?

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEA

A. Interdependence of
Family Members (Continued)

2. In obtaining clothing

Suggested opener:

Show a picture of a man
in a suit, in overall

Development:

Ask these questions:

1. Does your father lo
to work? Why? Why
2. Have you seen a ser
working on a car?
3. What do his clothes
good for his kind o

Have children name othe
how they dress for their
a house dress and apron

Teach SRA Our Working Wo
Resource Unit
Text p. 66-71
Activity Book

Show Filmstrip "Robert &

Show Filmstrip "Clothes"
Frames 29-33.

dependence of Family Members

ED SUB-TITLE

TEACHING STRATEGIES

of
(Continued)
g clothing

Suggested opener.

Show a picture of a man dressed for work: e.g.,
in a suit, in overalls.

Development:

Ask these questions:

1. Does your father look like this when he goes to work? Why? Why not?
2. Have you seen a service station attendant working on a car?
3. What do his clothes look like? Are his clothes good for his kind of work?

Have children name other kinds of workers and tell how they dress for their job: e.g., Mother wears a house dress and apron that can be washed.

Teach SRA Our Working World, Lesson 10
Resource Unit, p. 68-73
Text p. 66-71
Activity Book, p. 27-29

Show Filmstrip "Robert Goes Shopping"

Show Filmstrip "Clothes and Why We Wear Them"
Frames 29-33.

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Pictures of men in various kinds of work clothes. Cut from magazines.

Families and Their Needs
Silver Burdett

Families and Their Needs
Teach pp. 62-71; 94-95.

Family Studies
Scott Foresman, 1970

Family Studies - p. 78-93
Unit 5 - Wants
Class discuss how a family gets what the members need. Look at pictures, read content.

SRA - Our Working World
Families at Work

Wants In Other Countries, pp. 94-95. Use Teacher's Guide, p. 63 (Africa). Each child make his own booklet "My Family Wants" with a page for each member of the family.

SVE - Filmstrip and Record -
"Robert Goes Shopping,"
Multimedia Kit M40K -
Homes & Family Living

Field Multimedia Kit
Filmstrip and Record
Study Print 52

Teach Schools, Families, Neighborhoods, Lesson 41,
Families Need Clothing, p. 136
Study Print 52.

EBE - "Clothes and Why We Wear Them"

Teach Allyn & Bacon, Learning About the World, Teacher's Guide, p. 192-193.

Noble and Noble
Everyday Economics Kit I

Teach Lesson 6, Noble and Noble. Cut out shopping ads. Groups of children place ads in order, according to prices.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

TRIALS

various kinds
cut from

Were the children able to correctly match the type of clothing with the type of work? Use pictures of printed names of kinds of work.

Needs

Families and Their Needs
Teach pp. 62-71; 94-95.

1970

Family Studies - p. 78-93
Unit 5 - Wants
Class discuss how a family gets what the members need. Look at pictures, read content.

Can the children give acceptable answers to these questions, showing reflective thinking?

1. Why don't some families have two cars?
2. Why did Mother buy a cloth coat when she said she loved the fur coat in the store window?
3. Father needed a coat, a hat and boots. Why did he get just a coat?

World

Wants In Other Countries, pp. 94-95. Use Teacher's Guide, p. 63 (Africa). Each child make his own booklet "My Family Wants" with a page for each member of the family.

Were the children able to complete the pages of the SRA Activity Book?

Work

Record -
"Shopping,"
40K -
Living

Draw pictures of the people who helped Robert get new shoes. Did they draw Mother, Father, Brother, Salesman? Give a one-sentence explanation of how the people in their picture helped.

t
Record

Teach Schools, Families, Neighborhoods, Lesson 41, Families Need Clothing, p.136. Study Print 52. Teach Allyn & Bacon, Learning About the World, Teacher's Guide, p. 192-193.

Have children make riddles about articles of clothing and their function, i.e. What has five fingers and is warm? Did the children complete the riddles?

Why We

Teach Lesson 6, Noble and Noble. Cut out shopping ads. Groups of children place ads in order, according to prices.

Did the children place the ads in correct order?

cs Kit I

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Interdependence of Family
Members (Continued)

3. In obtaining shelter

Opener:
Show filmstrip Homes

Follow with discussion
houses, and why they
for small families
for large families
apartments
Show pictures of other

Discuss how families
change in family
change in father
change in economy

Children who have more

Teach: The Places We
pp. 15-21, The Se
pp. 31-32

Display pictures of
Have the children study

Ask these questions:
Would you like to
What would make
Pages 31-32 Children
differences in the p

dependence of Family Members

SUB-TITLE

TEACHING STRATEGIES

Family

Opener:
Show filmstrip Homes in the City

elter

Follow with discussion of different kinds of houses, and why they are so different, as:
for small families
for large families
apartments
Show pictures of other types of homes.

Discuss how families may come to need a new home.
change in family size
change in father's place of work
change in economic status.

Children who have moved, tell why their family moved.

Teach: The Places We Live In
pp. 15-21, The Social Sciences
pp. 31-32

Display pictures of inhospitable environments.
Have the children study them.

Ask these questions:
Would you like to live there?
What would make it difficult to live there?
Pages 31-32 Children identify likenesses and differences in the pictured environment.

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrips - Homes In the City
McGraw-Hill

Construct different kinds of homes.
Use shoe boxes, screens, packing
boxes
You Are Here - p. 17

Did
in

Make Bulletin Board display of
different types of homes.
Classify the homes by the type.

Were
oral
unde
in

Families and Their Needs
Text - Silver Burdett,
pp. 8-21

Make a folded paper house as on
p. 9 in Families and Their Needs.

Did
illu

People at Home: Text
King, Braden, Sloan,
Laidlaw, 1968, pp. 13-16.

Bring to class materials used to
build houses. Identify these.
Ask the questions:
Who made these materials?
Who pays for them? How?

Did
mate
mate

Families and Their Needs
Silver Burdett

Use pictures in Families and Their
Needs, p. 16-19 in text or on
opaque projector.
Discuss ways in which these homes
are unlike others we have studied.
(Nomadic)

Mult
Chil
to a
Ex:

The Social Sciences, Level One
Harcourt, Brace & World,
p. 24, Text 15-21; 31-32.

Using flat trays, have class make
geographical environments as in
Teacher's Guide, p. 48.
Example: sand, salt for snow, clay
mountains. (Keep for further
use, as in Unit, p. 6A.)

Were
how
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live
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ques

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Construct different kinds of homes.
Use shoe boxes, screens, packing
boxes

You Are Here - p. 17

Make Bulletin Board display of
different types of homes.
Classify the homes by the type.

Make a folded paper house as on
p. 9 in Families and Their Needs.

Bring to class materials used to
build houses. Identify these.

Ask the questions:

Who made these materials?

Who pays for them? How?

Use pictures in Families and Their
Needs, p. 16-19 in text or on
opaque projector.

Discuss ways in which these homes
are unlike others we have studied.
(Nomadic)

Using flat trays, have class make
geographical environments as in
Teacher's Guide, p. 48.
Example: sand, salt for snow, clay
mountains. (Keep for further
use, as in Unit, p. 6A.)

Did the children participate
in building of the houses?

Were children able to make an
oral statement which showed
understanding of differences
in types of homes?

Did the child's art work
illustrate his type of home?

Did the class bring a variety of
materials? Can they associate
material with cost?

Multiple response questions:
Children hold up Yes-No cards
to answer:

- Ex: 1. People in families need
shelter. (yes)
2. Some shelters can be
moved easily. (yes)
3. Families live in a brick
house so they can move it
easily. (no)
4. Trailers, tents and boats
are used only for vacation
trips. (no)

Were the children able to describe
how different environments made
it favorable or unfavorable to
live there?

Did the children answer the
questions on Teacher's Guide, p. 49

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACH

A. Interdependence of Family Members (Continued)

Show pictures of homes in
Show picture Families Around the World
suggested in Teacher's Manual

3. In obtaining shelter (Continued)

Families and Their Needs,

Eskimos, pp. 24-30.

Teach Lessons 38 and 39, Neighborhoods.

Recall the various types of homes.
Discuss why you think some homes
be so nice to live in.
Why might you like to live in a
cave?

Read the book: Let's Find Out About Homes
Show and discuss the pictures.

Construct models of homes in
environments and place each in a
graphical flat made as suggested in
unit.
Use pictures suggested in unit.

dependence of Family Members

B-TITLE

TEACHING STRATEGIES

Family

Show pictures of homes in other parts of the world.
Show picture Families Around the World. Discuss as
suggested in Teacher's Manual, p. 14.

alter

Families and Their Needs, pp. 10, 11, 14, 15, 18, 19.

Eskimos, pp. 24-30.

Teach Lessons 38 and 39, Schools, Families,
Neighborhoods.

Recall the various types of homes.
Discuss why you think some of them would not
be so nice to live in.
Why might you like to live in others?

Read the book: Let's Find Out About Houses.
Show and discuss the pictures.

Construct models of homes for different geographical
environments and place each on the correct geo-
graphical flat made as suggested on p. 5 of this
unit.

Use pictures suggested under Content & Materials.

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Families Around the World
(set of pictures) Silver Burdett

Families and Their Needs

Make a list of words on paper or chalkboard. Have children tell what they think of when they see or say the word:

shelter
tent
house trailer
apartments
movable shelters

Schools, Families, Neighborhoods
Field Multimedia Kit - Filmstrip,
Record and Study prints, 49a & b; 50

Homes are Different

Family Studies, Scott Foresman

Teach Unit 3, "Homes" in
Family Studies (optional)

Let's Find Out About Houses
Shapp, M & C, Franklin
Watts, Inc., N.Y.

Use SRA Families at Work

The Social Sciences, Level One
Harcourt, Brace & World
Text p. 15

Use Record and Teach Lesson 7,
"Families Sometimes Work in
Their Free Time"
Children's Text pp. 45-51
Activity Book pp. 22-23

Families and Their Needs
Text pp. 24, 28, 33

Earth Home of People
Silver Burdett Picture Set
Pictures, 4, 29 and 23

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Make a list of words on paper or chalkboard. Have children tell what they think of when they see or say the word:

shelter
tent
house trailer
apartments
movable shelters

Were children able to associate the words with the correct type or location of home?

Teach Unit 3, "Homes" in Family Studies (optional)

Can the children identify and tell how American ideas are changing foreign homes? Can children describe foreign furniture or customs in their own homes.

Use SRA Families at Work

Were children able to relate to their own family experiences that family members work in their spare time to earn more money?

Use Record and Teach Lesson 7, "Families Sometimes Work in Their Free Time"
Children's Text pp. 45-51
Activity Book pp. 22-23

Did the children help in construction of model homes? Were they able to tell why each was placed in a certain geographical region?

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. Interdependence of Family Members -
Other Cultures

Opener

1. African

Show pictures of J.T. h

Teach text pp. 102-103,
Teacher's Guide pp. 168-

Families and Their Needs

Teach p. 11.

Show pictures Families a
94. Teach accompanying

SVE Communities Around t
How People Live in Kenya

Show the filmstrip and p
Follow with discussion o
of different races. (Us

Family Members

TEACHING STRATEGIES

Members -

Opener

Show pictures of J.T. his father and grandfather.

Teach text pp. 102-103, Social Sciences, Level One.
Teacher's Guide pp. 168-169; 150-154

Families and Their Needs, p. 60 and p. 11.
Teach p. 11.

Show pictures Families and Their Needs, pp. 72-73; 78-79;
94. Teach accompanying lessons.

SVE Communities Around the World, Group 1, A284SR.
How People Live in Kenya and Nigeria
Show the filmstrip and play the record.
Follow with discussion of buildings and people
of different races. (Useful under clothing.)

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Social Sciences, Level One

Harcourt, Brace & World

Picture Books on Modern Africa

The Land and People of Nigeria

Forman & Forman, Lippincott, 1964

Equatorial Africa: The New World of

Tomorrow, Kittler, Glenn - N.Y.

Thomas Nelson & Sons, 1959

The Peoples of Kenya - Adamson, Jay

Harcourt, Brace & World, 1967

Children look at these picture books. Have children find out where their ancestors lived before they came to the U.S. Learn an ethnic custom from a relative.

Families and Their Needs - Silver
Burdett

SVE Pictures Set SP-131, Children of Africa. This set useful under all subtopics, food, clothing and shelter.

Exhibit a picture and teach the accompanying lesson which is printed on the back of each picture.

Families and Their Needs - Silver
Burdett

How People Live in Africa - Benefic
Press. This is Teacher's
reference only.

Field Multimedia Readiness Kit.
Schools, Families, Neighborhoods

Listen to record, "Families Around the World" and watch accompanying filmstrip, Frames 1-6; 20-22; 60

SVE Communities Around the World
A284SR

How People Live in Kenya and Nigeria
Filmstrip and record

Families and Their Needs - Silver
Burdett

Families and Their Needs, p. 11. Show picture. Discuss details. Make comparisons of homes. p. 32-33, match African children with their home and give detailed explanation for their choice. Children construct African type home.

Picture Set Earth, Home of People
Silver Burdett

Have children study picture of dried clay home. Teach lesson in Teacher's Manual.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

ca ia tt, 1964 World of N.Y. 9 on, Jay 1967	Children look at these picture books. Have children find out where their ancestors lived before they came to the U.S. Learn an ethnic custom from a relative.	Children can locate Africa on globe. Children have TV program telling where their ancestors came from.
ilver ldren of er all d shelter.	Exhibit a picture and teach the accompanying lesson which is printed on the back of each picture.	Did children show awareness of the difference in eating outdoors for necessity or for pleasure? Have children draw pictures showing different foods in Africa.
ilver Benefic		
it. oods orld Nigeria	Listen to record, "Families Around the World" and watch accompanying filmstrip, Frames 1-6; 20-22; 60	Were children able to tell orally how children of Ghana are like the children of the U.S. Did children seem to realize that buildings of African cities are similar to city buildings in U.S.?
ilver	<u>Families and Their Needs</u> , p. 11. Show picture. Discuss details. Make comparisons of homes. p. 32-33, match African children with their home and give detailed explanation for their choice. Children construct African type home.	Could the child give oral sentences telling why they made this type of home? Why some Africans have dried clay home?
ople	Have children study picture of dried clay home. Teach lesson in Teacher's Manual.	

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACHING

B. Interdependence of Family Members -
Other Cultures

2. Mexican

Opener:

On a large map, show our next door
South - Mexico.

Discuss how we usually act toward
people from other cultures:
get acquainted
learn about them
help them if we can

Ask these questions:

Do people in Mexico live in families?
Do Mexican families need the same things?
What kind of work do Mexican families do?

Read the book Investigating Many Cultures
Family Studies, pp. 154-163

Do you think Mexico was different from
other countries? Do you think there are
different people there?

Read Family Studies, pp. 154-163

Teach: Schools, Families, Neighbors

Print 37 Families Need Homes
38 Different Homes Around the World
39 Homes Around the World
Alike, p. 132
40 People Make a House a Home

Members -

Opener:

On a large map, show our next door neighbor to the South - Mexico.

Discuss how we usually act toward neighbors.

get acquainted
learn about them
help them if we can

Ask these questions:

Do people in Mexico live in families?

Do Mexican families need the same things your family needs?

What kind of work do Mexican families usually do?

Read the book Investigating Man's World
Family Studies, pp. 140-153

Do you think Mexico was different long ago? Were different people there?

Read Family Studies, pp. 154-157.

Teach: Schools, Families, Neighborhoods

Print 37 Families Need Homes, p. 128
38 Different Homes Are Different Inside, p. 13
39 Homes Around the World Are Different, Yet Alike, p. 132
40 People Make a House a Home, p. 134

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrip:

Children of Many Lands
Mexican Children
Encyclopedia Britannica

Show Filmstrip
Children of Many Lands
Mexican Children

Ask these questions before viewing.
Does the Mexican home look like
our home?

Do Mexican children enjoy doing
the same things you do?

Is the Mexican School like ours?

Investigating Man's World
Family Studies, Hanna, Kohn, etc.
Scott Foresman, 1970, pp. 140-157

After viewing:
Discuss daily work of a Mexican
Father and Mother.
Discuss how the children help.
Dramatize Mexican child helping
his parents: to cook, to plow,
to mind the baby, water flowers,
feed the animals.
Draw the things you could buy
at the Mexican Market.
Have a Mexican lunch of tortillas.
Make a serape and wear to the
luncheon.
Get a Physical Education teacher
to teach Mexican Hat Dance.

Family Studies

Globe

Label places on the globe to show
where different groups of people
live: Our families
Eskimos
Mexicans
Indians

Pos
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Show Filmstrip
Children of Many Lands
Mexican Children

Ask these questions before viewing.
Does the Mexican home look like
our home?

Do Mexican children enjoy doing
the same things you do?

Is the Mexican School like ours?

After viewing:

Discuss daily work of a Mexican
Father and Mother.

Discuss how the children help.
Dramatize Mexican child helping
his parents: to cook, to plow,
to mind the baby, water flowers,
feed the animals.

Draw the things you could buy
at the Mexican Market.

Have a Mexican lunch of tortillas.

Make a serape and wear to the
luncheon.

Get a Physical Education teacher
to teach Mexican Hat Dance.

Label places on the globe to show
where different groups of people
live: Our families

Eskimos
Mexicans
Indians

Post a list of words about the
film. Were children able to
give a sentence relating to that
word? to their knowledge of
Mexican children?

fiesta	tortilla
donkey	school
father's work	cooking
corn	home

Did the children demonstrate
correctly the Mexican child's
way of helping?

Make a picture of the class
having a lunch of tortillas
and wearing a serape; and write
two sentences about it.

Can children point to where
different groups of people
live?

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. Interdependence of Family Members -
Other Cultures (Continued)

2. Mexican (Continued)

Show filmstrips:

Farmers of Mexico

Town and City in Mexico

Following the viewing of
a class discussion:

Ask these questions:

Did you see some things t

in schools?

in shops?

in farm too

in travelin

in homes?

Do you think the Mexican
because these things are

y Members -
d)

Show filmstrips:

Farmers of Mexico

Town and City in Mexico

Following the viewing of these two filmstrips, have
a class discussion:

Ask these questions:

Did you see some things that are changing in Mexico?

in schools?
in shops?
in farm tools?
in traveling?
in homes?

Do you think the Mexican family will live better
because these things are changing?

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Filmstrip: Farmers of Mexico
Encyclopedia Britannica
Town and City in Mexico
Encyclopedia Britannica

Note: Any teacher whose class is interested and who so desires should feel free to go into further detail on The Mexican Family in relation to the concept of Interdependence of Family Members

1. in obtaining food
2. in obtaining clothing
3. in obtaining shelter

Read these books:

Bad Boy, Good Boy, Ets, Marie,
etal
Tacho, Boy of Mexico,
Darbois, Dominique
The Painted Pig, Morrow,
Elizabeth
The Story of Pablo, Amescua,
Caral C. (Encyclopedia
Britannica Press)

Suggested further materials

Filmstrips:

A Ranch in Northern Mexico
Encyclopedia Britannica
Mexico City
Curriculum Films

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Note: Any teacher whose class is interested and who so desires should feel free to go into further detail on The Mexican Family in relation to the concept of Interdependence of Family Members

1. in obtaining food
2. in obtaining clothing
3. in obtaining shelter

Play a matching game. Match the words Old and New to sets of words about Mexico:

canals	wells
Indian school	cotton
refrigerators	donkeys
tractors	Spanish
trucks	fiesta
school building	oxen
wooden plow	irrigation
washing	corn meal
school buses	highways
big crops	horses
	health centers

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACH

B. Interdependence of Family Members -
Other Cultures

3. Indians (Optional)

This unit may be fully de
so, it may be substituted
B.2 Mexican. Two out of
required to be taught.

Use flannel board.
Find pictures of people of
climates, and pictures of
Children match pictures of
clothing to the correspon

e of Family Members

LE

TEACHING STRATEGIES

Members -

This unit may be fully developed if desired. If so, it may be substituted for B.1 African or B.2 Mexican. Two out of these three sub-units are required to be taught.

Use flannel board.

Find pictures of people dressed for various climates, and pictures of these regions. Children match pictures of people with proper clothing to the corresponding region.

Grade 1 - Unit II

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Text: Learning About Our Families, Wann Sheehy
pp. 65-82 - Learning About an Indian Family

Indians in Southwestern United States. (Pueblos)

Families Near and Far - Text
D. C. Heath - Excellent
pp. 92-101
Families and Their Needs

Houses, Werner, Elsa Jane

Use the book Houses. Is simple text for good first grade reader. Describe homes in different parts of the world. Read In My Mother's House. Is about Pueblo Indian Life. Read Homes Around the World. Simple text, excellent photographs.

In My Mother's House by Clark Nolan, Viking Press, N.Y., 1941
Homes Around the World by Jackson Kathryn, Silver Burdett, 1957

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

RIALS

ut Our
heehy
ning
Family

Indians in Southwestern
United States. (Pueblos)

As various phases of Indian
Family life are discussed,
children make illustrations.
At end of this lesson, make
a two-part chart or booklet
showing Indian Families

ar - Text
cellent

are like my family
are different from my family

Needs

a Jane

Use the book Houses. Is simple text
for good first grade reader. Describes
homes in different parts of the world.
Read In My Mother's House. Is about
Pueblo Indian Life.

se by Clark
ess, N.Y., 1941
orld by Jackson
Burdett, 1957

Read Homes Around the World. Simple
text, excellent photographs.

Did the children correctly
match the regional pictures?

Grade 1 - Unit III - Cooperation of Family Members

COOPERATION OF FAMILY MEMBERS

EXPLANATION

Throughout this unit the concept of cooperation will be the predominant theme. Cooperation is required if the family is to live together in harmony. Cooperation of each member in fulfilling his responsibility in the work of the family will make everyone's work easier. Cooperation in recreation results in satisfaction and pleasure in family activities and establishes family customs. It develops closeness and loyalty between family members with resulting feelings of security. Carrying on family customs and traditions necessitates cooperation of everyone in the family and serves to further the education of all the members.

Grade 1 Unit III - Cooperation of Family Members.

COOPERATION OF FAMILY MEMBERS

OBJECTIVES

The student will be able to recognize that people learn the same thing in different ways and in the same learning situation people can feel differently.

Ex: Helping little brother learn to tie his shoes.

The student will be able to make statements that describe his own values.

Ex: Larry let Timmy use his glove yesterday, so I think Timmy ought to let Larry use his bike today.

The student will be able to make statements and ask questions about people and their customs more than about furniture and the appearance of buildings.

Ex: In studying a picture of a family picnic, "Is this family having a good time?" Why?

The student will be able to group pictures from the class picture collection, label the groups, also regroup and relabel the pictures.

Ex: People who make me feel good.

Grade 1 - Unit III - Cooperation of Family Members

COOPERATION OF FAMILY MEMBERS

OUTLINE FOR UNIT III

A. Cooperation of Family Members

1. in developing security and love
2. in developing customs
 - a. family birthdays, anniversaries
 - b. holidays
3. in developing education and recreation

B. Cooperation of Family Members in Other Cultures (Optional)

1. African family
2. Mexican family
3. American Samoan family
4. Japanese family

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of Family Members

1. in developing security and love.

Opener:

Show study p
Families Sha

Teach accomp

Show picture
projector.

Read the que
of the quest
of pp. 29-30

Make plans t
family membe
sure to incl
Work in grou

Example:

grandpare
boy bring
mother se

Use Text Soc
observe and
the differen
bility, kind

Children rel
how they fee
the baby.

operation of Family Members

ED SUB-TITLE

TEACHING STRATEGIES

Family Members

ing security and love.

Opener:

Show study print No. 30
Families Share Love

Teach accompanying lesson on pp. 96-97

Show pictures pp. 28-30, Family Studies on opaque projector.

Read the questions on p. 28. Have class discussion of the questions. Follow with reading and discussion of pp. 29-30.

Make plans for a mural showing the ways in which family members show affection for one another. (Be sure to include some forms of work parents do.)
Work in groups.

Example:

grandparents giving children toys
boy bringing tools to father who is working on car
mother sewing girl's dress

Use Text Social Sciences, Level One. Have children observe and discuss study prints #66, 67. Emphasize the different types of love shown: caring, responsibility, kindness, tenderness and compassion.

Children relate these situations to themselves. Tell how they feel when they: play with their dog, help the baby.

Grade 1 - Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIALS

Study print No. 30, p. 36
Families Share Love

From Schools, Families,
Neighborhoods, Field Educational
Publications, Inc., 1969, Unit II

Family Studies
Scott Foresman, 1970

Make a Picture Chart. Have pupils use pictures from magazines to make a large picture chart depicting ways family members can share affection.

Social Sciences, Level One
Harcourt, Brace & World, Inc.

Children describe what happens when they get home from school and tell one or two ways in which their actions show care for other people.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Ask pupils to finish this sentence:

"Love is _____." "Father pushing me in the swing."
"Hugging my puppy."

Did the mural depict affection of family members for one another? Could the children tell orally how each part of the scene showed affection?

Make a Picture Chart. Have pupils use pictures from magazines to make a large picture chart depicting ways family members can share affection.

Did the children contribute to the chart, by finding a picture or telling orally how the picture shows affection?

Children describe what happens when they get home from school, and tell one or two ways in which their actions show care for other people.

Have children write a creative story relating an experience of their own within their family or with a friend. Have them include the words: love, care, affection, need.

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES

- A. Cooperation of Family Members
(Continued)
 - 1. in developing security and
love (Continued)

Grade 1 - Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Voices of Families, LaRue and
LaRue, Century Communications,
Inc., San Francisco, 1969

Use texts Voices of Families or
show pages on opaque projector,
to convey the ideas: pp. 24-25
family planning gives feelings of
security; pp. 40-41 families need
to share sad times; pp. 48-49
families are proud of their
members.

Love is a Special Way of Feeling
Anglund, Joan W., Harcourt, Brace
& World, 1960

Read Love Is a Special Way of
Feeling.

Friend Is Someone Who Likes You
Harcourt, Brace & World, 1950
Anglund

FS - EBE, Our Family to the Rescue

Watch film, Our Family to the
Rescue. Steve's family helps
him over his troubles.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

and
ous,

feeling
Brace

s You
50

Use texts Voices of Families or show pages on opaque projector, to convey the ideas: pp. 24-25 family planning gives feelings of security; pp. 40-41 families need to share sad times; pp. 48-49 families are proud of their members.

Have children draw a picture of an occasion on which their family expressed their feelings for one of its members. Let the children match their picture to one of the pictures shown in Voices of Families and tell what feelings it expresses.

Read Love Is a Special Way of Feeling.

Rescue

Watch film, Our Family to the Rescue. Steve's family helps him over his troubles.

Tell how this family showed their affection for Steve.

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of Family Members
(continued)

2. in developing customs

a. family birthdays,
anniversaries

Opener:

Use picture on p.

Ask these questions

What special events

What family celebrations?
Why?

How does your family
make it important to you?

Has a graduation

When might you graduate
at an event?

Has your family had
any important occasions?

Teach S.R.A. Family
Lesson 12 Who Gets
Do S.R.A. Activities
Have each child
dream about some
custom. Tell the

eration of Family Members

SLB-TITLE

TEACHING STRATEGIES.

Family Members

Opener:

ing customs

Use picture on p.34 Family Studies

birthdays,
series

Ask these questions:

What special events are these families celebrating?

What family celebrations have occurred in your family?
Why?

How does your family celebrate a birthday? Why is
it important to your family?

Has a graduation occurred in your family?

When might you graduate? Why will it be an important
event?

Has your family had a wedding recently? Why is it an
important occasion?

Teach S.R.A. Families at Work.

Lesson 12 Who Cares?

Do S.R.A. Activity Book Lesson 12.

Have each child close his eyes and pretend he has a
dream about someone who did or did not follow a
custom. Tell their dream.

Family Studies
Scott Foresman 1970

Children recall what happens at birthday parties, graduations and weddings. Lead them to realize that each occasion is celebrated with ceremonies.

Ask these questions:
On what other occasions do families celebrate with ceremonies?
(special holidays)

In what ways do celebrations help families?

S.V.E. Innovation Record
IR-102 The Child and His World
Album IR 10 My Family and I.

Play record My Family and I
Side 2 Band 3 Marriage
Bring in pictures of brides and weddings.
Bring symbols of marriage:
ring, veil and cake.

Emphasize in discussion, marriage provides a good environment for raising children.

S.R.A. Our Working World
Families at Work lesson 12
Resource Unit page 80-89

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Children recall what happens at birthday parties, graduations and weddings. Lead them to realize that each occasion is celebrated with ceremonies.

Ask these questions:
On what other occasions do families celebrate with ceremonies?
(special holidays)

In what ways do celebrations help families?

Play record My Family and I
Side 2 Band 3 Marriage
Bring in pictures of brides and weddings.
Bring symbols of marriage:
ring, veil and cake.

Emphasize in discussion, marriage provides a good environment for raising children.

Make a bulletin board display of photos from home showing their family celebrating a special event.

Plan a birthday party for a storybook character. Do role playing for these procedures:
receiving guests
opening gifts
entertaining
eating, singing
saying good-bye

Role playing of a wedding-
Bride, groom, minister and a family. Let each one explain his role.

Could the children portray their role?

Did the children's dreams show the results of following or disregarding customs?

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of family members (continued)

2. in developing customs

a. family birthdays,
anniversaries (continued)

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Ask

How
Will
Ask
will

Teac

Ask

Wher
Wher
Why

III - Cooperation of Family Members

ORIENTED SUB-TITLE

TEACHING STRATEGIES.

Cooperation of family members: (continued)

In developing customs

1. family birthdays,
anniversaries (continued)

Harcourt Brace & World
Teach Study Print 123

Ask these questions:

How many birthdays have you had?

Will you have more?

Ask children to list other events that they know
will occur every year,

Christmas

Easter

Swimming

Sledding

Teach Study Print 125

Ask these questions:

When did you start school?

When will you graduate?

Why do you go to school?

Grade 1 - Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

film- The Calendar Days, Weeks, Months
11 min. band w or color Coronet.

Show films:

The Calendar

What Time Is It?

A girl plans for a birthday party

Have a class calendar and help children place their name on their own birthday date.

Harcourt Brace & World
The Social Sciences Level One
Unit 8 Lesson eight.
Also Teachers Guide p.186-187

Look at picture p.115 in
Social Sciences- Level One
Discuss questions T-P.186-187.

Film: Schools and Rules
McGraw-Hill, New York.

Show film

Schools and Rules

Children watch to find out how many people were worried because one child forgot a rule.

FSEBE Family Fun

Show filmstrip Family Fun
Plan surprise for mother's birthday. Frames 14-42

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Show films:

The Calendar

What Time Is It?

A girl plans for a birthday party

Have a class calendar and help children place their name on their own birthday date.

Were children able to locate the date of their own birthday on the class calendar?

Look at picture p.115 in Social Sciences- Level One Discuss questions T-P.186-187.

Have the children paint a picture of an event that occurs in their family each year. Write three sentences about it.

Show film

Schools and Rules

Children watch to find out how many people were worried because one child forgot a rule.

How did the boy feel? How did the other children and his teacher feel? What do you think about breaking a rule?

Show filmstrip Family Fun
Plan surprise for mother's birthday. Frames 14-42

Have the children tell what they do for mother's birthday.

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE

- A. Cooperation of family members (continued) Opener
2. in developing customs Ask the children questions.
- b. holidays (continued)
- Do you see any Americans?
- What do we call them?
- Name some of the holidays that we are celebrating in Washington Flag Day Fourth of July
- Ask these questions:
- What names are on the U.S. flag, such as White and Blue?
- How do we use the flag? Flag Day, July 4th
- Follow with a story.
- Read Family pp. 110, 111 pp. 108, 109
- pp. 106-107

Family Members.

TEACHING STRATEGIES.

ers (continued) Opener

Ask the children to look around the room. Ask these questions.

Do you see things that remind you that you are Americans?

What do we do each day because we are Americans?

Name some occasions on which we celebrate the fact that we are Americans.

Washington's Birthday
Flag Day
Fourth of July

Ask these questions:

What names are there for our flag?

U.S. flag, Stars and Stripes, Old Glory, The Red, White and Blue.

How do we use the flag? Why?

Flag Day, June 14th ; Fourth of July

Follow with the discussion of where they see the flag.

Read Families and Their Needs

pp. 110, 111 The flag as a symbol of the United States
pp. 108, 109 The President as the leader of the United States

pp. 106-107 The Capitol and Congress.

Grade 1 - Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT.

Voices of Families
LaRue and LaRue
Century Communications

Show pictures Voices of Families
50-51 celebrating holidays
66-67 families go to church

Silver Burdett
Families and Their Needs 106-111

Learn to say the Pledge of
Allegiance correctly.

F.S. EFI-C
Learning about Our Flag
American Book Co.

Look at filmstrip

Allyn & Bacon Inc 1970
Our Country Grade I Volume I
Text, Teachers' Guide and Kit

Teach Our Country pp.26-32
Teachers Guide pp.143-170
Begin to make a booklet of the
symbols of the U.S. (Use Kit)
U.S.Flag of 50 stars.
The Great Seal of the United States
#34

Harriet and the Promised Land
Lawrence, Jacob
Simon & Schuster, 1968

Statue of Liberty #33
Uncle Sam #35
Liberty Bell #32
Read children's references listed
under Content and Materials.

The Fourth of July Story
Dalgliesh, Alice
Chas. Scribner Sons NY 1956

The Stars and Stripes
Freeman & Blacker, M.
Randall House N.Y. 1964

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Show pictures Voices of Families
50-51 celebrating holidays
66-67 families go to church

In what way is our cele-
bration the same or differ-
ent from these?

eds 106-111

Learn to say the Pledge of
Allegiance correctly.

Can the children say the
Pledge of Allegiance
correctly?

EG

Look at filmstrip

Can the children
make an American Flag?

Volume I
and Kit

Teach Our Country pp. 27-32
Teachers Guide pp. 143-170
Begin to make a booklet of the
symbols of the U.S. (Use Kit)
U.S. Flag of 50 stars.
The Great Seal of the United States

Can the children recog-
nize the United States
flag from among a group
of other flags?

Used Land

#34
Statue of Liberty #33
Uncle Sam #35
Liberty Bell #32
Read children's references listed
under Content and Materials.

68

ory

NY 1956

Grade 1 Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of family members.(continued)

2. in developing customs

b. holidays (continued)

Display a number
ing Washington,
on the bulletin

Have children
ating the first

Ask these quest

Which president

Have you ever b

Teach Our Country

Read the text at
children.

List important v

White House
Washington, D
Capitol
President Nixon

Say to the child

There are a number
belong to all Am
find some more o

Read and discuss

Operation of Family Members

SUB-TITLE

TEACHING STRATEGIES.

of family members. (continued)

Display a number of pictures of presidents including Washington, Lincoln, John F. Kennedy and Nixon on the bulletin board.

oping customs

ys (continued)

Have children locate the ones named above, indicating the first president and our president now.

Ask these questions:

Which president has a big city named after him?

Have you ever been to Washington, D. C.?

Teach Our Country pp 42-45

Read the text and discuss the pictures with the children.

List important words:

White House
Washington, D.C.
Capitol
President Nixon

Say to the children:

There are a number of things in Washington that belong to all Americans. Will you name some? Let's find some more of them in our book.

Read and discuss Our Country pp.50-60

Picture Set Martin Luther King No.17
Black America Yesterday
and Today
David C. Cook Co.1969

Display the picture of Martin Luther King: Tell his story as in "Black America" Teacher's Guide pp. 2

Book: A Weed is a Flower, the Life of
George Washington Carver
Alida
Prentice Hall, 1965
Englewood Cliffs, New Jersey

Read A Weed is a Flower. Have the children tell the events in the story then put them in sequence.

Schools, Families, Neighborhoods
Fields Multimedia Kit

Teach Schools, Families, Neighborhoods. Study print. 75 and lesson Teacher's Guide p. 184-185

Allyn & Bacon Inc.
Our Country p.42-45 50-60
Use Teachers Guide and Kit.

Make a class booklet of Washington Landmarks.

Make a picture chart of:
Memorials to George Washington

Washington Monument 5¢ stamp
Mount Vernon Washington
dollar bill Washington
quarter

Memorials to Abraham Lincoln

Lincoln Memorial parks, stamps
five dollar bill

Put copies of these charts in the booklet.

Discuss celebration of 4th of July. Act out how you and your family are ready to go to the parade.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

King No.17
Yesterday

Display the picture of Martin Luther King: Tell his story as in "Black America" Teacher's Guide pp.25, 26.

Co. 1969

the Life of
Arver

Read A Weed is a Flower.
Have the children tell the events in the story then put them in sequence.

Have children make puppets (on popsicle sticks or finger puppets) of the story characters and play the story.

New Jersey

Neighborhoods
Kit

Teach Schools, Families, Neighborhoods
Study print 75 and lesson Teachers Guide p. 184-185

Make place mats with patriotic decorations for use February 22.

Make a class booklet of Washington Landmarks.

Did the children make a representative book about Washington Landmarks?

50-60
and Kit.

Make a picture chart of:
Memorials to George Washington

Washington Monument 5¢ stamp
Mount Vernon Washington State
dollar bill Washington Expressway
quarter

Memorials to Abraham Lincoln

Lincoln Memorial parks, streets
five dollar bill

Put copies of these charts into the booklet.

Discuss celebration of 4th of July.
Act out how you and your family got ready to go to the parade.

Make riddles about Washington, D.C. landmarks and memorials.

Can the children give the right answers to the riddles.

Ex. I see a man, sitting down - He is very big
He was a kind president..
Who is he?

Did the children show, in their acting, the cooperation of family members:

Closing the windows
Carrying the chairs
Turns to stay home
Money to spend.

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of Family Members.(continued)

Show film

2. in developing customs

Celebration

b. holidays (continued)

Children of
homes, May

Show film
Pilgrims i

Teach Stud

Ask the qu
Teachers M

Opener:

Make Christ

Decorate t
Make gifts
Make Christ
Listen to

eration of Family Members

B-TITLE

TEACHING STRATEGIES.

Family Members.(continued)

Show film strip or film

customs

Celebrating Thanksgiving

(continued)

Children draw pictures of the Pilgrims, Pilgrim homes, Mayflower and label the pictures.

Show film-

Pilgrims in America

Teach Study Print 77

Ask the questions and teach the lesson in
Teachers Manual p.188

Opener:

Make Christmas plans with the children.

Decorate the room

Make gifts

Make Christmas cards

Listen to stories and poems about Christmas.

Grade 1 - Unit III -

CONTENT & MATERIALS.

VARIANTS IN STRATEGIES
AND CONTENT.

Celebrating Thanksgiving
Curriculum Film Strip
County Media Center

Make a class story about the Pilgrims and combine it with the pictures to make a booklet.

Celebrating Thanksgiving

F-72 Pilgrims
22 min. b. & w.
County Media Center

F-105 Pilgrim in America
14 min. color

Ealing Film Loops (cartridged)

Building a House
Growing Corn
Preparing a Dinner
Pioneer Kitchen

Show Film Loop Building a House
At Plymouth, team of settlers building walls and making thatches roof.

Children tell how they spent Thanksgiving Day.

Schools, Families, Neighborhoods
Field, Multimedia Kit, Study
Print #77
Teachers Guide p. 188-189

Celebrating Christmas
Curriculum Films.

Show FS- Celebrating Christmas
and F81 Christmas Customs Near
and Far.
(includes Mexico and It

Christmas Customs Near and Far
F-81 (County Media Center)

Children write creative stories about getting ready on Christmas Eve.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Make a class story about the Pilgrims and combine it with the pictures to make a booklet.

Children pantomime Pilgrim scenes.

Indian showing Pilgrim how to plant corn.

Pilgrims going to church.

edged)
Show Film Loop Building a House
At Plymouth, team of settlers building walls and making thatches roof.

Children tell how they spent Thanksgiving Day.

Tell in what ways your family members cooperated in celebrating Thanksgiving.

Children write individual creative story of what they are thankful for.

borhoods
, Study
-189
nd Far
ter)
Show FS- Celebrating Christmas
and F81 Christmas Customs Near and Far.
(includes Mexico and Italy)

Children write creative stories about getting ready on Christmas Eve.

Did the class carry out the Christmas plans?

Children read these stories and then tell how the family members cooperated.

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE

TEACHING

A. Cooperation of Family Members (continued)

Opener

3. in developing education and recreation.

Ask this question: W
W
W

After discussion have
Family Studies pp.10

Make finger puppets.
argument on pp.102, 1

Ask these questions:

Do you ever use family
Staying off the gr
Using a litter bag
Practicing good ma

Why would breaking the
not cooperating with

Show pictures pp.12, 1

Ask these questions:

What skills are these
Do you think children
skills? (play a game,

Use The Social Sciences
Read the title on page
Children tell things
Make a list on the bo

Ask these questions:

Did you need help to
What people helped you

of Family Members.

TEACHING STRATEGIES

Members (continued)

Opener

tion and

Ask this question: Why do families have rules?
Who makes the rules?
Who has to learn?

After discussion have the children read:
Family Studies pp.102-108

Make finger puppets. Play the story of the
argument on pp.102, 103.

Ask these questions:

Do you ever use family rules away from home?
Staying off the grass in specified areas.
Using a litter bag in the car.
Practicing good manners in restaurants.

Why would breaking these rules be considered as
not cooperating with the family?

Show pictures pp.12, 13 Families and Their Needs

Ask these questions:

What skills are these children learning?
Do you think children everywhere learn these same
skills? (play a game, ride a bike)

Use The Social Sciences Level One pp.33-38
Read the title on page 33. Discuss the picture.
Children tell things they already know how to do.
Make a list on the board.

Ask these questions:

Did you need help to learn so many things?
What people helped you?

Grade 1 - Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT

Family Studies
Scott Foresman

Dramatize children breaking a family rule as: not being quiet at the proper time or not changing their school clothes.

Discuss how this is being uncooperative with other family members.

Families and Their Needs
Silver Burdett

Find magazine pictures of skills children learn in different environments (on streets, in the home) Post these pictures. Group them by environment.

Make a booklet, using magazine pictures of people who teach you skills. Write one sentence under each picture telling what skill this person taught them.

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

Dramatize children breaking a family rule as: not being quiet at the proper time or not changing their school clothes.

Discuss how this is being uncooperative with other family members.

Did the children work out the problem by making a rule?

Did the children's discussion lead to the understanding that breaking rules in public can cause the family?

to feel embarrassment
to lose money
(wasted food)
to pay fines.

eds
Find magazine pictures of skills children learn in different environments (on streets, in the home) Post these pictures. Group them by environment.

Were the children able to classify the pictures of similar environment?

Make a booklet, using magazine pictures of people who teach you skills. Write one sentence under each picture telling what skill this person taught them.

Are the children able to describe three skills they have been taught and identify the teacher?

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE	TEACHING
A. Cooperation of family members(continued)	Read the questions and d pp 34-37. Have children the teacher and the lear
3. in developing education and recreation (continued)	Study page 38. Ask these questions: Why is each child learni skill? Could the child in each the other two are learni Can you name some skills at school? Use a microphone Use audio-visual-a Pay for lunch. Draw yourself performing

ation of Family Members

TITLE **TEACHING STRATEGIES.**

ily members(continued)

Read the questions and discuss the pictures on pp 34-37. Have children differentiate between the teacher and the learner.

ducation and
tinued)

Study page 38.

Ask these questions:

Why is each child learning an entirely different skill?

Could the child in each picture learn the skill the other two are learning? Where?

Can you name some skills you learn because you are at school?

- Use a microphone
- Use audio-visual-aids.
- Pay for lunch.

Draw yourself performing one of these skills.

Grade 1 - Unit III

CONTENT & MATERIAL

VARIANTS IN STRATEGIES
AND CONTENT.

The Social Sciences Level One
Harcourt Brace

Identify the problems presented in the pictures. Read and answer the questions on 39-41.

Teach p.42 Use the Teacher Guide p. 69 Unit three, lesson

Have children discuss what they know about learning skills.

Have the children work in pairs. Each one plan and teach the class a skill.

Voices of Families
Century Communications.

Look at pictures and identify them with the teacher and the learner.
p. 34-35 62-63

Children tell the class about an art object in their home.

Schools, Families, Neighborhoods
Field Publishing Co.

Ask these questions:

What are some things you have learned from your brothers and sisters?

What are some skills you have learned from your brothers and sisters?

Plan to teach the class a skill you have learned.

Ex. Play a game
Make a model.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Level One

Identify the problems presented in the pictures. Read and answer the questions on 39-41.

Teach p.42 Use the Teachers' Guide p. 69 Unit three, lesson 7.

Have children discuss what they know about learning skills.

Have the children work in pairs. Each one plan and teach the other a skill.

Have each child make a list of all the people who have helped him learn. Read it to the class and put it in the family book.

Was each child able to demonstrate a skill so that it was learned by his partner?

Look at pictures and identify the teacher and the learner.
p. 34-35 62-63

Children tell the class about an art object in their home.

Ask these questions:

What are some things you have learned from your brothers and sisters?

What are some skills you have taught your brothers and sisters?

Plan to teach the class a skill you have learned.

Ex. Play a game
Make a model.

Bring in a small art object from home. Tell what makes it beautiful.

Put the children's pictures about skills on a chart "Skills We Learn At School". As new skills are learned, continue to add to the chart.

Can the children name who taught them each skill?

Could the children teach a skill to the class?

ions.

Neighborhoods

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of family members (continued)

3. in developing education and
recreation (continued)

Opener:

Follow
Familie

Ask the

Do fami

How doe

How doe

Teach L

Use Stud

Tell the
some qu

Have the

Follow v

Does thi
Would an
alone?

Can you
What do
gether

Do you k
than you

Go t
Play
Visi

operation of Family Members.

SUB-TITLE

TEACHING STRATEGIES.

Family members (continued)

Opener:

ing education and
r (continued)

Follow the lesson plan in the Teachers' Guide
Families and Their Needs, pp.122, 123.

Ask these questions:

Do families work all the time? Why? Why not?

How does your family enjoy free time?

How does your family plan for recreation?

Teach Lesson 8 S.R.A. Families at Work.

Use Study Print 34 Schools Families Neighborhoods

Tell the children to study the picture and think of
some questions to ask the class.

Have the volunteers answer the questions.

Follow with these questions:

Does this family look happy?

Would any member of the family rather be on a picnic
alone?

Can you have fun alone? How?

What do you think the members of the family did to-
gether before they left home? Why?

Do you know of any families that do different things
than your family does, to have fun? What do they do?

Go to concerts

Play golf

Visit museums.

Grade 1 Unit III

CONTENT & MATERIALS

VARIANTS IN STRATEGIES
AND CONTENT.

Families and Their Needs
Silver Burdett

Families at Work
SRA Our Working World

Do pages in Activity Book
for Lesson 8

Have some of the children
dramatize a family preparing
for some recreational activity
together.

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

19

Make a chart listing places
a family can go for Outdoor
Fun.

church picnics ball games
carnivals zoo
fair grounds parks
sight seeing
Skyline Drive
visit relatives.

ld

Do pages in Activity Book
for Lesson 8

Were the children able to
correctly complete the
pages in the Activity Book?

Have some of the children
dramatize a family preparing
for some recreational activity
together.

Did the children include
in their dramatization, a
discussion of where they
are going, what they will
need, and how they will
act safely?

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Grade 1 Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of Family Members (continued)

Use Short Strip
Teachers' Guide

3. in developing education and
recreation (continued)

Show pictures in
Teachers' Guide

Ask these questions

Do families in other
things together?
(Recall frames 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100)

Show picture p. 25

Ask these questions

Is this a family group?

What are they playing?

Could anyone of the

ation of Family Members

-TITLE

TEACHING STRATEGIES.

ily Members (continued)

Use Short Strip 4 Schools, Families, Neighborhoods
Teachers' Guide p. 107

ducation and
tinued)

Show pictures in turn using discussion questions
Teachers' Guide p. 107

Ask these questions:

Do families in other parts of the world also do
things together?
(Recall frames 1,4,5, and 8)

Show picture p. 25 in Families and Their Needs

Ask these questions:

Is this a family group? Why not?

What are they playing?

Could anyone of them play it alone? Why?

Grade 1 Unit III

CONTENT & MATERIALS

Schools, Families, Neighborhoods
Field Educational Publications Inc.

and Teachers' Guide.

VARIANTS IN STRATEGIES
AND CONTENT.

Play London Bridge.
Let some children jump rope.

Ask these questions:

Which of these could you do alone?

Why would it not be fun to play
London Bridge alone?

Families and Their Needs
Silver Burdett.

Point on the globe to the
places where these people live.
(Other cultures: Indian
Eskimo
Japanese
Mexican.)

VARIANTS IN STRATEGIES
AND CONTENT.

EVALUATION

Neighborhoods
Associations Inc.

Play London Bridge.
Let some children jump rope.

Can the children name
two activities they
can do alone?

Ask these questions:

weaving mats
building with blocks.

Which of these could you do alone?

Why would it not be fun to play
London Bridge alone?

Can they name two
activities that require
more than one person to
participate ?

playing checkers
playing hide and seek.

Point on the globe to the
places where these people live.
(Other cultures: Indian
Eskimo
Japanese
Mexican.)

Did the children locate
on the globe, places in
the world where families
play together ?

Grade 1 Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

TEACHING STRATEGIES.

B. Cooperation of Family Members in other cultures (optional)

1. African Family
2. Mexican Family
3. American Samoan Family
4. Japanese Family

Note: Look at these references on African, Mexican, American Samoa, and Japanese.

From this material develop your own units similar to the guide.

Be on the alert for other references.

Grade 1 Unit III

VARIANTS IN STRATEGIES
AND CONTENT

CONTENT & MATERIAL

Children in Other Lands

Allyn & Bacon - Texts, Teachers' Guide and Teachers' Kit

Children in Mexico-Guide p.98-161

Children in American Samoa p.221-251

Children in Japan p. 25-97

Children in England p.162-220

SVE Communities Around the World

Group I A 284 SR

How People Live in Kenya

People in W. Africa - Laidlaw

People at Home p. 66-83

Fun Around the World

Silver Burdett

Work Around the World

Silver Burdett

Earth, Home of People

Silver Burdett- Set of Pictures.

Content:

Children's Books

Boy of the Masai

Donna N. Dodd, Mead

The Jungle

H. Borten Harcourt

SVE: Multi Media

Africa record, film

VARIANTS IN STRATEGIES
AND CONTENT

EVALUATION

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Content:
Children's Books

Boy of the Masai
Donna N. Dodd, Mead 1964

The Jungle
H. Borten Harcourt, Brace & World

tures.

SVE: Multi Media Kit M-39
Africa record, filmstrip and pictures.