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## ABSTRACT

Presented in this resource guide for teachers of mentally retarded children in grades 1 - 12 are objectives, suggested activities, and materials to be used in subject areas of arithmetic, language arts, social living, transportation, physical and mental health, safety, and use of leisure time. The objectives, suggested activities, and materials are usually organized sequentially according to the following levels: preacademic, primary, intermediate, prevocational, and vocational. The following are arithmetic skills specified for levels: facts and processes, money, time, and measurement at preacademic through intermediate levels; reading/writing numbers and measuring/counting skills at the prevocational level; and activities such as computing costs of utilities from utility bills at the vocational level. Skills focused on in language arts are speaking, listening, writing, visual discrimination, vocabulary, comprehension, and reading at preacademic through prevocational levels; and listening, spelling, and oral and written communication at the vocational level. The following are among activities offered in the other five subject areas: setting up a classroom bank with play deposit slips for learning how to save (preacademic and intermediate levels) in the area of social living and management of materials; developing a skit on bus manners (vocational level) in the area of transportation; playing a circle game (primary level) to learn physical and mental health; playing games with a miniature traffic light (preacademic level) to demonstrate safety; and assisting in a neighborhood service center (vocational level). (MC)

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# **SPECIAL EDUCATION**

## **SCOPE and SEQUENCE**

### **GRADES 1-12**

### **IBERVILLE PARISH SCHOOLS**

An Individualized Instructional Program Organized  
With A Concept Philosophy by Levels for the  
Iberville Parish School System

Iberville Parish School Board  
P. O. Box 151  
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## INTRODUCTION

This resource guide is being developed for the use of teachers of mentally retarded children. It is being compiled by a group of teachers during summer workshops and cooperatively reviewed by all special education teachers during the school year. Consultants, supervisors, and other central office staff are supporting the efforts of this curricular project.

Many new ideas and practices are being advanced in the education of slow learners. It is our intent that administrators and teachers will use this guide and make suggestions so that new trends and methods will be added.

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## ARITHMETIC

## PRE-ACADEMIC

## FACTS &amp; PROCESSES

Objectives	Suggested Activities	Materials
<p>1. The pupils will develop an understanding of numerals from 1-5.</p>	<p>Singing Songs:</p> <ol style="list-style-type: none"> <li>Nick-Nack, Paddy Wack</li> <li>Where is Thumbkin</li> <li>The Old Gray Cat</li> <li>Three Drummer Boys</li> <li>Rub a Dub, Three Men in a Tub</li> <li>Three Blind Mice</li> </ol> <p>Use stories such as:</p> <ol style="list-style-type: none"> <li>The Five Chinese Brothers</li> <li>Three Little Pigs</li> <li>Old Woman In a Shoe</li> </ol> <p>Listen and act out poems:</p> <ol style="list-style-type: none"> <li>Ring around the Rosy</li> <li>Three Little Cats of Kilkenny</li> <li>The Little Red-Hen</li> <li>Baa Baa Black Sheep</li> <li>Sing a Song of Sixpence</li> </ol> <p>Playing the following games:</p> <ol style="list-style-type: none"> <li>Beehive</li> <li>This Old Man</li> <li>One, Two, Buckle My Shoe</li> <li>Three Little Pumpkins</li> <li>Stand up when your number is called.</li> </ol> <p>Trace numerals 1-5.</p> <p>Color numerals 1-5.</p> <p>Color the number of objects in each row.</p>	<p>Record player Records Story books Child Craft The Book of Knowledge Construction paper Worksheets Pencils Crayons</p>

ARITHMETIC PRE-ACADEMIC FACTS & PROCESSES

Objectives	Suggested Activities	Materials
<p>2. The pupils will be able to show that they can arrange sizes and shapes of sequential order.</p>	<ol style="list-style-type: none"> <li>1. Use plastic measuring bottles. Pupils will arrange in order of size--small, medium, and large.</li> <li>2. Have children color numerals 1-5, cut them out and place them in correct sequential order as they say each numeral.</li> </ol>	<p>Plastic measuring bottles Ditto sheets of numerals Scissors Crayons</p>

## ARITHMETIC

## PRE-ACADEMIC

## MONEY

Objectives	Suggested Activities	Materials
<ol style="list-style-type: none"><li data-bbox="262 1624 546 1952">1. The pupils will develop the ability to recognize the value of the following coins: penny, nickel, and dime.</li><li data-bbox="960 1624 1113 1952">2. The pupils will realize the fact that money buys things.</li></ol>	<ol style="list-style-type: none"><li data-bbox="262 909 298 1553">1. Discuss the value of each coin.</li><li data-bbox="327 930 364 1553">2. Show the pupils the real coin.</li><li data-bbox="393 541 487 1553">3. Use work sheets with the size of each coin. Have the pupils place the real coins on top of abstract figure.</li><li data-bbox="516 643 582 1553">4. Break down the coins from largest to smallest values.</li><li data-bbox="611 838 647 1553">5. List machines where dimes are used.</li><li data-bbox="677 602 742 1553">6. Identify articles which can be purchased with a penny, a nickel, a dime.</li><li data-bbox="771 684 808 1553">7. List places where these coins can be spent.</li><li data-bbox="837 613 873 1553">8. Discuss the color of a nickel, dime, and penny.</li><li data-bbox="902 1103 939 1553">9. Describe these coins.</li><li data-bbox="968 562 1026 1553">1. Take the pupils to a supermarket and let them see people paying for items selected.</li><li data-bbox="1055 643 1092 1553">2. Let the pupils purchase items from the store.</li><li data-bbox="1121 643 1157 1553">3. Make a booklet of things these coins can buy.</li><li data-bbox="1186 582 1244 1553">4. The pupils can demonstrate their ability to give change for these coins.</li></ol>	Real coins Work sheets



Objectives	Suggested Activities	Materials
<p>1. The pupils will be able to identify a clock.</p> <p>2. The pupils will be able to know the names of the days of the week and the order in which they come.</p>	<p>Hold up pictures of clocks, and just round circles. Let child put out the clock. Ask them what do we see on every clock? Are there numbers on the clock?</p> <p>Let pupils construct clocks from paper plates.</p> <p>Collect pictures, flannel board cutouts, objects, film, or filmstrips to introduce each day of the week.</p> <p>Show the pupils a complete calendar of the days of the week.</p> <p>Read the names of the days of the week with each pupil.</p> <p>Discuss the day of the week on which the month began.</p> <p>Make a chart similar to the illustration below.</p> <div style="text-align: center;"> <p>Sunday</p> <p>Today is _____ Monday</p> <p>Yesterday was _____ Tuesday</p> <p>Tomorrow is _____ Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> </div> <p>Encourage the pupils to draw pictures, sing songs,</p>	<p>Paper plates Thumb tacks</p>

Encourage the pupils to draw pictures, sing songs,

ARITHMETIC

PRE-ACADEMIC

TIME

Objectives

Suggested Activities

Materials

and listen to stories and poems about days of the week.

## MEASUREMENT

## PRE-ACADEMIC

## ARITHMETIC

ARITHMETIC	PRE-ACADEMIC	MEASUREMENT
Objectives	Suggested Activities	Materials
<p>1. Pupils will be able to understand the meaning of words such as long, short, big, little, close, and far.</p>	<p>Find pictures of big things in a magazine and use them for flannel board display.</p> <p>Find things in the classroom that are little.</p> <p>Paste pictures of big and little objects on colorful construction paper and have pupils respond with the word "big" or "little".</p>	<p>Magazines Flannel board Paste Construction paper Balls Straws String Beads</p>

## ARITHMETIC

## PRIMARY

## FACTS &amp; PROCESSES

Objectives	Suggested Activities	Materials
1. The pupils will develop in counting by rote up to one hundred.	1. Counting blocks. 2. Count children in groups; in classroom and other situations. 3. Count the correct number of pencils and paper needed for the entire class.	Blocks-various sizes and shapes and colors.
2. The pupils will be able to recognize and understand number symbols from one to twenty.	4. View and listen to <u>Green Bottles</u> on the phonoviewer. 5. View and listen to the elephant song on the phone-viewer. 6. Learn counting songs and rhymes. 1. Find certain pages in a book. 2. Write number from 1-20. 3. Learn to dial numbers on the telephone. 4. Use the abacus. 5. String beads.	Counting frame  Phonoviewer Records
1. The pupils will be able to write number symbols to twenty.	6. Associate objects with numbers through use of the flannel board. Have pupils transfer number patterns from flannel board. Have pupils state orally of write the number that comes before or after a given number.	Books Toy telephone Paper & pencils Abacus Beads Flannel board with numbers and objects

## FACTS &amp; PROCESSES

## PRIMARY

## ARITHMETIC

## Materials

## Suggested Activities

## Objectives

Have pupils identify by counting or writing the position of students in line; pictures in sequence; concrete objects in a row; sibling order in a family.

play games such as "Switch Them"---pupils position in line are switched from one place to another.

2. The pupils will be able to identify the position of numbers in sequence.
3. The pupils will be able to state ordinals from 1st to tenth.

ARITHMETIC	PRIMARY	MONEY
Objectives	Suggested Activities	Materials
1. The pupils will develop the ability to recognize values of pennies, nickels, dimes, quarters, half dollars, and dollars.	<ol style="list-style-type: none"><li>1. Show children real coins.</li><li>2. Discuss value of penny, nickel, dimes, quarters, and the half dollars.</li><li>3. Show and discuss the relationship of one coin to another.</li><li>4. Write objects one can buy with these coins discussed.</li><li>5. Have children bring articles to set up a store for the classroom.</li><li>6. Use toy money for change.</li><li>7. Permit children to purchase various articles in the store.</li><li>8. Take turns being the storekeeper.</li><li>9. Make a list of articles that they might buy for a penny, 1 nickel, 1 dime, 1 quarter, and half dollar.</li><li>10. Cut out pictures of objects that could be bought with these coins.</li></ol>	Real coins Toy money Store with materials and objects to buy pictures of things to buy.

ARITHMETIC	PRIMARY	TIME
Objectives	Suggested Activities	Materials
<p>1. The pupils will develop the concept of time as it relates to the hour and half-hour.</p>	<p>Have pupils identify the big hand or large hand or hour hand or pointer.</p> <p>Have pupils identify the little hand or small hand or minute hand or pointer.</p> <p>Have the pupils practice reading time.</p> <p>Let a pupil set the practice clock, then have the class decide upon the time shown.</p> <p>Practice reading numbers in clockwise sequence.</p> <p>Teach the meaning of <u>after</u>, <u>before</u>, and <u>between</u> as they relate to time.</p> <p>Have pupils play a clock game. Such as this one:          Arrange the pupils in a circle like a clockface.          Give each pupil the number that represents his position on the clockface.</p>	<p>A teaching clock          A clockface with movable hands          for each pupil.  <u>Time, Level 2,</u>  <u>Useful Arithmetic Series</u></p>

## MEASUREMENT

## PRIMARY

## Materials

Ruler  
Yardstick  
Egg cartons,  
Jars, blocks,  
scales

## Suggested Activities

1. Weigh pupils on a health scale.
2. Provide several egg cartons in dozen and half dozen sizes. Have pupils name all things they can purchase by the dozen, and half dozen.
3. Illustrate on the chalkboard how to measure a line with a ruler, then have pupils measure given lines on board. Have pupils measure objects or portions of an object in the classroom.

Have pint, quart, and gallon containers available for demonstration. If possible, have produce sold in these containers also available.

Write the following or similar exercises on the board or worksheets using pictures in place of the objects.

## ARITHMETIC

## Objectives

1. Pupils will be able to identify a scale.
2. Using a ruler and yardstick, the pupils will be able to point out the following: an inch, a foot, and a yard.
3. Using the measuring containers, the pupils will be able to identify a pint, quart, gallon, cup, and half cup, dozen and half dozen.



## ARITHMETIC

## PRIMARY

## MEASUREMENT

## Objectives

## Suggested Activities

## Materials

Mary has a \_\_\_\_\_ of doughnuts.

Sally has a \_\_\_\_\_ of ribbon.

Billy has four \_\_\_\_\_ of wine.

Baby has a \_\_\_\_\_ of milk.

Daddy ate a \_\_\_\_\_ of ice cream.

We get two \_\_\_\_\_ of milk each day.

We get two \_\_\_\_\_ of milk each day.

1. Pint    3. Quarts    5. Feet

2. Yard    4. Dozen    6. Cup

FACTS & PROCESSES

INTERMEDIATE

ARITHMETIC

Objectives	Suggested Activities	Materials
<p>1. Pupils will be able to write and count by ones, twos, fives, and tens at end of a given unit.</p> <p>2. Pupils will be able to label objects using the ordinals of first to tenth.</p> <p>3. Pupils will be able to read number words (up to twenty-five).</p> <p>4. Pupils will be able to define arithmetic terms such as total, sum, more than, before, after, larger, smaller, and other related terms.</p>	<p>Arithmetic Facts:</p> <ol style="list-style-type: none"> <li>1. Provide practice activities for writing the numbers.</li> <li>2. Play a game in which pupils are timed to determine those who know the numeral well enough to respond rapidly to the task of supplying the missing number.</li> <li>3. Draw a row of houses on the chalkboard, write the ordinals under the houses. Ask pupils to give names for the people who live in each house when you ask, "Who lives in the first house, etc."</li> <li>4. Make a set of drill cards for number words from 1-25.</li> <li>5. Use a number line to show the numerals which came before and after specified numerals, explaining that the number that comes before will always be smaller than the one that comes after.</li> <li>6. Provide additional practice through worksheets. (independently)</li> <li>7. Make a circle of felt using the felt board. Have 1 whole circle, 1/2 circle, 1/3 and 1/4 of a circle. Other real things, a pie, apple, or orange can be used.</li> </ol>	<p>Arithmetic</p> <p><u>Step by Step</u></p> <p>Select appropriate worksheets for lessons given in all areas.</p> <p>Flash cards</p> <p>Numberline strips</p> <p>Felt board Felt sheets Continental press <u>Step by Step Series</u> GOMP Work books</p>

ARITHMETIC

INTERMEDIATE

FACTS & PROCESSES

Objectives	Suggested Activities	Materials
<p>5. Pupils will be able to tell <math>1/2</math>, <math>1/3</math>, and <math>1/4</math> of an object or quantity.</p> <p>6. Pupils will be able to use the fundamental processes of addition, subtraction, multiplication, and division in solving problems.</p>		

ARITHMETIC

INTERMEDIATE

TIME

Objectives	Suggested Activities	Materials
<p>The pupils will be able to show time on the hour, half-hour, and minutes.</p>	<p>Draw hands on a clock, from a given time on the hour, half-hour, and minutes.</p> <p>Tell time from clocks flashed showing various times.</p> <p>Move the hands on a large demonstration clock to show times given.</p> <p>Pupils will play the "Clock Game" or "Time Game" using pupils for numerals and hands.</p>	<p>Worksheets pencil</p> <p>Clock with movable hands</p>
<p>The pupils will be able to read and write time in two ways.</p>	<p>Draw hands on clocks on worksheet with times written two ways. (Ex: 8:00 and 8 o'clock) (8:30 and half past 8)</p> <p>Read times flashed, written using both ways.</p>	<p>Worksheets</p> <p>Time flash cards</p>
<p>Pupils will be able to read and interpret various dates on a calendar, by the end of the lesson.</p>	<p>From a list of dates on a worksheet, pupils will record information about the dates. (Ex: Which day of the week will it be?)</p> <p>Write a list of important dates such as pupil's birthdate, Christmas, etc.</p>	<p>Worksheet</p> <p>Calendar</p> <p>Paper &amp; pencil</p>
<p>Pupils will be able to read and write dates, by the end of a given lesson.</p> <p>Pupils will be able to demonstrate their understanding of</p>	<p>Write dates using only numerals, then write the date spelling the name of the month. (Ex: 8/11/72=August 11, 1972).</p> <p>Give a task, require it to be completed in a given amount of time.</p> <p>Dramatize situations in which punctuality is impor-</p>	<p>Worksheet</p>

ARITHMETIC	INTERMEDIATE	TIME
Objectives	Suggested Activities	Materials
punctuality, by the end of unit <u>on Time.</u>	<p>tant. (Ex: School, jobs, dates, appointments, etc.)</p> <p>Discuss the importance of being on time. (Ex: Church, school, completing a task, etc.)</p> <p>Allow pupils to assist teacher in making class schedules. Make home schedules.</p> <p>Discuss advantages and disadvantages of a schedule.</p>	Chalkboard Paper. Pencil

## ARITHMETIC

## INTERMEDIATE

## MONEY

Objectives	Suggested Activities	Materials
<ol style="list-style-type: none"> <li>1. Pupils will be able to name and distinguish coins and bells up to and through \$10.00.</li> <li>2. Pupils will be able to solve problems involving money correctly and the money symbols such as (\$) dollar signs and (¢) cent signs.</li> <li>3. Pupils can make change up to and including a \$1.00.</li> <li>4. Pupils will tell what is meant by allowances and savings through participation in discussion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Play the "Grab Bag" Game. Place money such as pennies, nickels, dimes, quarters; currency such as ones, fives, and tens. Have pupils close eyes, pull up something then name what is held.</li> <li>2. Use worksheets with coins on them for identification.</li> <li>3. Use written exercise involving adding, subtracting with money.</li> <li>4. Set up toy store for pupils to make purchases and give change.</li> <li>5. Engage pupils in games such as "Let's Make Change" where the first one to complete a row of squares by adding his money to make a dollar wins the game.</li> <li>6. Visit a bank, open savings account (individually or as a group).</li> <li>7. Invite a bank employee to come and talk to the class about services one can get from a bank.</li> </ol>	<p>Real money when possible  Paper money  Toy coins  Paper bag  Ditto paper  Money Games, such as: Lets Make Change  Materials for setting up store  Cans  Money  Boxes</p>

ARITHMETIC

INTERMEDIATE

MONEY

Objectives

Suggested Activities

Materials

- 5. Pupils will be able to discuss the functions of a bank after visiting a bank.

## MEASUREMENT

## INTERMEDIATE

## ARITHMETIC

Objectives	Suggested Activities	Materials
<p>Pupils will be able to measure various items with the use of a ruler, yardstick, and tape measure, by the end of the unit.</p>	<p>Measure lines or objects on a worksheet or in the classroom.</p> <p>Measure the height of a student in the classroom.</p>	<p>Ruler Yardstick Tape measure</p>
<p>Using standard measurements, pupils will be able to measure a variety of quantities by the end of the lesson.</p>	<p>Measure cup of flour; use a teaspoon, tablespoon, and various sizes as quart, pint, and gallon.</p> <p>Have pupils measure ingredients of a recipe to be prepared in class.</p>	<p>Measuring cup Measuring spoons  Cake mix or other recipe required to be prepared in class.</p>
<p>Pupils will be able to read weights by the end of the lesson.</p>	<p>With the use of scales, students will weigh and accurately give his weight.</p> <p>Weigh different foods or portions of foods using diet scales or regular kitchen scales.</p> <p>Weigh various objects such as a pound of meat, beans, or other items.</p>	<p>Bathroom scales  Diet scales</p>
<p>Pupils will be able to give an estimation of distance, by the end of the semester.</p>	<p>Tell approximately the distance from their homes to school in terms of blocks or miles.</p> <p>Have pupils walk a given distance in the classroom or on the playground and then estimate the distance covered in feet or yards.</p>	



MEASUREMENTS

INTERMEDIATE

ARITHMETIC

Materials	Suggested Activities	Objectives
<p>Wall thermo- meter</p> <p>Medical thermo- meter</p>	<p>Using the thermometer, pupils will tell the number of degrees represented by room temperatures or outdoor temperatures.</p> <p>Dramatize use of a thermometer with pupils to show how one's temperature is taken.</p>	<p>Pupils will be able to read and interpret temperatures using thermometers by the end of a given period.</p>

READING & WRITING  
NUMBER SKILLS

## PRE-VOCATIONAL

ARITHMETIC	Suggested Activities	Materials
<p>Objectives</p> <p>Students will be able to read and write accurately useful and functional numbers.</p>	<p>Use a telephone book; give students names of classmates to find telephone and house numbers.</p> <p>Have students bring in a list of house numbers on their street.</p> <p>Tour the school's parking lot and have students copy and read the auto licenses.</p> <p>From some purchased articles, students are to collect the price tags and sales slips. Bring to class, read and discuss their different meanings.</p> <p>Individually students will find the months with 30 days, 31 days, and 28 or 29 days on the calendar. Students will give dates such as 3rd week in March or the dates found in a given week or months. (Ex: 4th Monday in January is on what day and date.)</p> <p>Using a clock, the students will state the time in hours, minutes, and seconds. (Ex: 4 hours 10 minutes and 42 seconds).</p>	<p>Telephone book paper; pencil</p> <p>Auto licenses paper; pencil</p> <p>Price tags Sales slips</p> <p>Calendars</p> <p>Clock with the minute and second hand.</p>

At the end of the lesson, students will be able to tell the time in minutes, seconds, and hours.

MEASURING AND  
COUNTING SKILLS

## PRE-VOCATIONAL

## ARITHMETIC

Objectives	Suggested Activities	Materials
<p>Students will be able to read and measure accurately using various devices.</p>	<p>Use a ruler, tape measure, and a yardstick. Have students measure in terms of yard, inches, foot, feet, 1/2 yard, 3/4 inches, and so on.</p> <p>Measure and show differences of a pint, quart, gallon, cup, teaspoon, and tablespoon.</p>	<p>Yardstick, ruler, tape measure, pen, pencil</p>
<p>Students will be able to explain different ways money is handled and utilized.</p>	<p>Read a scale in terms of ounces and pounds.</p> <p>Recognize the division of money.</p> <p>Count money.</p> <p>Make change.</p> <p>Demonstrate the use and meaning of the signs \$ and ¢.</p>	<p>measuring cups, teaspoon, table- spoon, milk, water scale.</p> <p>Variety of coins</p>
<p>Students will purchase items from a priced list using a given sum of money.</p>	<p>Students will purchase items from a priced list using a given sum of money.</p>	<p>Paper money List of food prices Grocery clip- pings from the newspaper.</p>

VOCATIONAL

ARITHMETIC

Objectives	Suggested Activities	Materials
<p>Students will be able to compute savings made by purchasing at sales and discount prices.</p>	<p>Use a price list containing the regular price of various items of clothing, and the sales sections of the daily newspapers. Have students compute savings made by purchasing at sales and discount prices.</p>	<p>Price list Newspapers Paper Pencil</p>
<p>Students will be able to compute the cost for utilities and rent for six months from sample utility bills and rent statements.</p>	<p>Have students use sample telephone bills, utility bills, and rent statements to compute the cost of each for a six month period for families of various sizes.</p>	<p>Telephone bills Utility bills Rent statements Paper-Pencils</p>
<p>Students will be able to figure the cost of buying on credit and paying cash.</p>	<p>Use sample sales contracts. Have students compute the cost of various appliances, and list the difference in cost for those bought on credit.</p>	<p>Sales contracts Paper Pencils</p>
<p>Students will be able to compute tax on yearly income.</p>	<p>Using income tax forms and students W-2 forms have working students compute the tax on their income for the year.</p>	<p>Income tax forms W-2 forms Paper-Pencils</p>
<p>Students will be able to compute pay on hourly, daily, weekly, and monthly basis at the end of the lesson.</p>	<p>Use sample check stubs. Have students compute salaries on a hourly, daily, and monthly basis.</p>	<p>Check stubs Paper Pencils</p>

ARITHMETIC VOCATIONAL

Objectives	Suggested Activities	Materials
<p>Students will be able to figure mileage to work and the time to get there.</p>	<p>Use a city map have working students figure mileage to and from work, and the time it takes to get there by car and on foot.</p>	<p>Maps Papers Pencil</p>

Objectives	Suggested Activities	Materials
<p>To stimulate oral expression.</p>	<p>Teach the child by use of incomplete sentences. Repeat the same beginning sound and allow the child to complete the sentence by saying the whole sentence. Example: This is a cat. This is a ____.</p>	
<p>To develop the correct usage of the common pronouns, such as it, she, he, me in free speech.</p>	<p>Continue to pick up objects or pictures for children to complete sentences.</p> <p>Child repeats a sentence verbatim. Sentence may have to be repeated several times word for word. Later the child may be given only clues to help him complete a thought.</p>	<p>Chalk; chalkboard</p>
<p>Express basic speech patterns clearly and at a pleasing pitch.</p>	<p>Use substitution games to teach pronouns. Teacher reads aloud the pronouns used. (IT). She writes the pronoun on the board, pupils read aloud. Teacher explains that the pronoun can be used in the place of another word in the sentence. She writes the first sentence on the chalkboard, and reads the sentence aloud, She writes the second sentence under the first sentence, reads the second sentence, and ask pupils which words in the first sentence are replaced by (IT) in the sentence. She points to the second sentence. Example: The book is big. It is big. (The book)</p> <p>Make child speak nursery rhymes following measured tap of ruler on desk--especially fairly slow rhymes.</p> <p>Let children divide themselves into groups and spread over the room. Talk about last night's TV show. Explain to the children that they are to speak loud enough and clear enough for the person in his group to hear him, but not loud enough so that the other groups can hear him.</p>	<p>Ruler.</p>

Objectives	Suggested Activities	Materials
<p>Pupils will develop the ability to follow directions.</p>	<p>Play the game "red light-green light."</p> <p>Indicate recognition of a variety of rhythms by clapping your hands, skipping, hopping, etc, to the beat of the rhythm.</p> <p>The puppet gives only oral directions such as: close your eyes; stand on one foot; open your eyes; hold up one hand; stand up; touch your head; sit down; touch your nose; touch your toes.</p> <p>Pantomiming games.</p> <p>Tell them to tap five times.</p>	<p>Records; Record Player; Peabo the Puppet from the Peabody-Language Development Kit.</p>
<p>Pupils will be able to match like letters or words on the basis of shape.</p>	<p>Have Pupils-circle the letters that are alike, and cross out letters that are different. (Use small letters the same way.)</p>	<p>Ditto Sheets</p>

AA	MN	GG
CO	HH	SZ
PP	FF	DF
BB	CC	TJ
LL	VW	UU
DB	DD	OO
TT	RK	EE

## PRE-ACADEMIC

## WRITING SKILLS

Objectives	Suggested Activities	Materials
<p>Pupils will be able to show that they can make visually distinct patterns.</p>	<p>Game--Copy the shapes. Pupils will be asked to copy and color the shapes at the top of the worksheet.</p> <p>Game--Guessing Shapes placed on flannel boards.</p> <p>Play Bingo with Shapes.</p> <p>Pupils will cut out simple shapes and place on outline forms of the same shapes.</p> <p>Given an outline (dots) letters, follow the outline with fingers, crayons, or pencils.</p> <p>Alphabet Dots--Pupils will be asked to follow the alphabet to see what pictures they can find when finished.</p> <p>Number Dots (1-10). Follow the dots to identify pictures. Color.</p>	<p>Worksheet; pencils crayons.</p> <p>Flannel board materials. Color and Shape Bingo. Construction Paper; Scissors; Paste.</p> <p>Crayons; Pencils; Worksheets.</p> <p>Pencils; crayons; worksheets (taken from various workbooks and color books); Readiness for learning Work-book.</p> <p>Pencils; crayons.</p>



Objectives	Suggested Activities	Materials
<p>To develop visual discrimination in finding shapes, colors, sizes, designs and letters of the alphabet.</p>	<p>Construct a large circle with arrow in the center and different colors of construction paper on it. Along side the clock, place the same colors in a column. Child flicks the hand with his fingers, sees the color at which it stops, finds the same color in the column.</p> <p>Four or six large pictures which tell a story are displayed. The same pictures are placed on small cards. The children can take the small pictures and assemble them to tell the same story as that on the large sheet. Stick figures or other types of drawings may be used.</p>	<p>Construction paper; poster paper; braids; scissors; mark-a-lot.</p>
		<p>Ditto paper; picture cards; paste; tooth pick.</p>
	<p>Have children circle the letters that are alike in the first row, and then circle the letters that are alike in the second row, etc.</p>	<p>Pencil; capital and small alphabets.</p>

AA	CD	BB	ZZ
TT	UN	ZM	MN

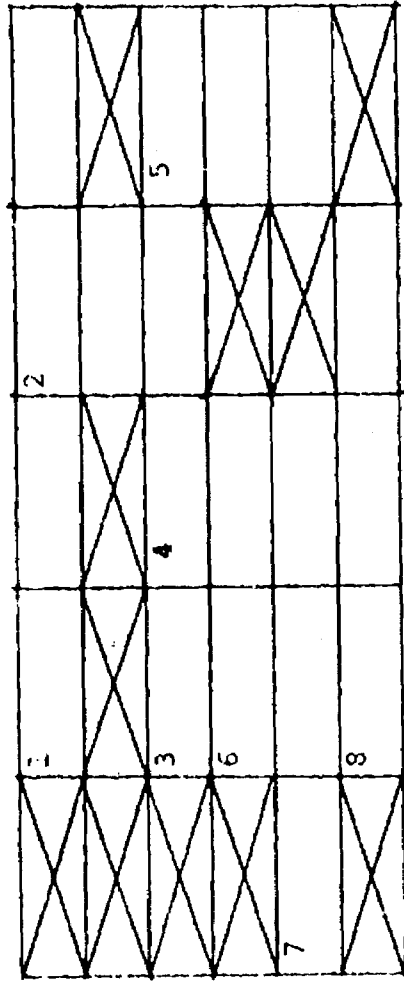
Objectives	Suggested Activities	Materials
To stimulate oral expression.	<p>Children sit in a circle. The teacher starts off by saying, "Once there was a little boy." Individual children are called on to make up a sentence until the story is completed.</p> <p>Teacher draws a story on chalkboard. A visit to the store, etc. and tells it to the children. Paper which has been folded into four parts is distributed. Children draw story, and then tell it to the class.</p>	Chalkboard; chalk; pencil; paper.
To recognize and recall a sequence of events.	<p>Have children color pictures of rhymes, cut them out and place them in correct sequential order as they say the nursery rhyme.</p> <p>Use picture cards of short stories. Read the story to the class. Let them retell the story, and arrange the pictures in the correct sequential order.</p>	Ditto sheets of nursery rhymes; scissors; crayons.
To demonstrate effective use of the telephone (proper pitch and clearly.)	<p>Let children look at pictures of cow, milk, butter. Then arrange them in correct order.</p> <p>Have children repeat sentences to be used in telephone conversations exactly as the teacher says it, putting in all musical variations which the teacher uses.</p>	Picture cards.  Picture cards.  Telephone.

Materials

Ditto Sheets.

Suggested Activities

Work the following crossword puzzle of sound-alike words.



- Across:
1. A word that sounds like beet.
  3. A word that sounds like new.
  6. A word that sounds like know.
  7. A signal of distress.
  8. A word that sounds like tin.

- Down:
2. A word that sounds like eight.
  3. A word that sounds like not.
  4. A word that sounds like knows.
  5. A word that sounds like one.

On the board, write a list of numerals and beside it a list of rhyming words. Have pupils match words in the left column with the words in the right at the board.

Objectives

Pupils will be able to recognize homophones.

Pupils will be able to recognize rhyming words.

Objectives	Suggested Activities	Materials
<p>Pupils will show that they can make writing patterns.</p>	<p>Given an incomplete outline of a simple picture, complete the outline using finger, crayon, or pencil.</p> <p>Write your first name without using a model.</p> <p>Copy a complete sentence. Copy headings, dates, and time.</p> <p>Copy uppercase and lowercase forms of the letters of the alphabet.</p> <p>Recognize proper punctuation of sentences. Begin sentences with capital letters.</p>	<p>Crayons; pencils; work-sheets (using coloring books).</p> <p>Pencils; worksheets.</p> <p>Chalkboard; chalk; pencils; worksheets.</p> <p>Transparencies; overhead pro-jectors; paper; pencils.</p> <p>Chalkboard; chalk; trans-parencies; over-head projectors; pencils; paper; experience chart stories; ORAL LANGUAGE-WRIT-ING Experience, Writing Names, Writing Sentences.</p>

## VOCABULARY

## PRIMARY

## LANGUAGE ARTS

Objectives	Suggested activities	Materials
<p>Pupils will develop basic sight vocabulary.</p>	<p>Use picture word cards.</p> <p>Place names of object or objects.</p> <p>Learn the names of days of the week.</p> <p>Using the cards on which are printed definite and indefinite articles and descriptive words.</p> <p>Read labels and signs.</p> <p>Identify upper and lower case letters by names.</p> <p>Given the alphabet, name both upper and lower case forms of any given five letters.</p> <p>Identify simple word families, such as: an, ow.</p>	<p>Signs; books; flash cards.</p>
<p>pupils will identify upper case and lower case letters by names.</p>	<p>Construct a large circle with an arrow in the center, and numbers on it. Along side the clock-face the same number of letters of the alphabet are printed. (Either on the board or poster paper.) Child flicks the hand with his fingers, sees the number at which it stops, reads the corresponding letters of the alphabet. (Using upper and lower case letters.)</p>	<p>Poster paper; braid; scissors; mark-a-lot.</p>

## SPEAKING SKILLS

## INTERMEDIATE

## LANGUAGE ARTS

Objectives	Suggested Activities	Materials
<p>The pupil will be able to present ideas effectively to an audience.</p>	<p>Dramatize a story.</p> <p>Recite poems or rhymes.</p> <p>Locate Pictures (magazines, books, or newspapers) and create stories.</p> <p>Record short stories in an expressive way.</p>	<p>Magazines, books, newspapers.</p> <p>Tape Recorder.</p>
<p>The pupils will effectively use descriptive words to give detail directions.</p>	<p>A pupil will describe an object without telling the name of the object. The other students will try to guess the object described.</p> <p>Guessing game--A pupil gives the direction to a familiar place, the other pupils will be able to identify the place described.</p>	<p>Books on manners; films; filmstrips; projectors.</p>
<p>The pupils will develop skills in proper social usage with ease, such as: making introductions, announcements, and conversations.</p>	<p>Read books and discuss proper ways to make introductions. (View films and filmstrips.)</p> <p>Dramatize introduction</p> <p>Peer to peer</p> <p>Adult to younger person</p> <p>Parent to teacher</p> <p>Dramatize proper way to answer a telephone at home, school, or other places.</p> <p>Discuss proper way to converse with peers, adults, and unfamiliar people or new acquaintances in a courteous way.</p> <p>Pupils will make announcements to the class, or deliver a message.</p>	<p>Telephone equipment.</p>

LANGUAGE ARTS

INTERMEDIATE

LISTENING SKILLS

Objectives	Suggested Activities	Materials
<p>The pupils will identify the proper sequence of a series of events in stories.</p>	<p>Have pupils identify the proper sequence of a series of four or five pictures related to the story.</p> <p>Have pupils identify the events that happened in the beginning, middle, and end of the story from a written list of events.</p>	<p>Pictures related to the story.</p>
<p>Following an oral presentation, the pupils will be able to discuss specific details of the story.</p>	<p>Dramatize events which happened in the story in the proper sequence.</p> <p>Record the events which happened at the beginning, middle, and end of a story.</p>	<p>Teacher-made list of events.</p>
<p>The pupils will be able to answer questions after listening to a passage.</p>	<p>From a series of three, have the pupils select the correct answer.</p>	<p>Tape Recorder.</p>
<p>The pupils will recognize the mood of an oral passage.</p>	<p>Given a question, the pupil will be able to locate the page and paragraph where the answer is found.</p> <p>Given the answers and the questions, the pupils will be able to match the answer to the questions.</p> <p>Given a question, the pupil will be able to locate the page and paragraph where the answer is found.</p>	<p>Teacher-made material.</p>
<p>The pupils will be able to answer questions after listening to a passage.</p>	<p>Teacher-made game--From a group of word cards, have the pupils select a card, say the word, and the other pupils will attempt to identify the mood which was expressed.</p>	<p>Teacher-made material.</p>
<p>The pupils will be able to answer questions after listening to a passage.</p>	<p>Discuss various moods, verbal tone, and facial expressions, and when they are usually used. Example: sad--when unhappy.</p>	<p>Word Cards (familiar common words).</p>

INTERMEDIATE

LANGUAGE ARTS

Objectives	Suggested Activities	Materials
	<p>From a newspaper, magazine, or book, pupils will read a passage, and the class will identify the mood of the character.</p>	



Objectives	Suggested Activities	Materials
<p>The pupils will demonstrate his ability to communicate thoughts in complete sentences.</p>	<p>The pupils will describe in writing an idea using descriptive words.</p> <p>Write a creative story, or write about an experience.</p> <p>Write simple complete sentences, friendly letters, notes, poems, and messages.</p>	<p>Paper; pencils.</p>
<p>The pupils will form letters correctly in cursive and manuscript writing.</p>	<p>Have pupils copy manuscript writing and transform it into cursive writing.</p> <p>Copy cursive and transform to manuscript from transparencies.</p> <p>Practice writing legibly on lines with a margin.</p>	<p>Writing books; paper; pencils; transparencies; overhead projector.</p>
<p>The pupils will demonstrate the use of writing mechanics.</p>	<p>Rewrite words which should be capitalized, such as: proper names, months of the year, and days of the week.</p> <p>Write on a classroom chart, when to use capital letters.</p>	<p>Copy from chalkboard or transparencies.</p> <p>Marker; chart tablet.</p>
<p>The pupils will demonstrate his ability to recognize the simple elements in a sentence.</p>	<p>Have pupils copy from the chalkboard simple sentences, and write the proper punctuation mark for asking and telling sentences.</p> <p>Seatwork activities--identify asking and telling sentences.</p> <p>Ditto sheets will be given with a list of sentences. The pupils will draw a line around the subject of the sentences, and draw a double line under the predicate of a sentence.</p> <p>The pupil will write and analyze simple sentences locating the subject and predicate on the chalkboard.</p>	<p>Chalkboard; paper; pencils.</p> <p>Ditto material.</p> <p>Ditto material; pencil.</p> <p>Chalk; chalkboard.</p>

Objectives	Suggested Activities	Materials
<p>The pupils will show their ability to correctly fill out forms, writing their name, phone number, address, age, birthdate, and parents or guardian name.</p>	<p>Have the pupils fill out forms such as:            Subscription blanks            Bank deposits or withdrawal forms            Job applications            Teacher-made information blanks</p> <p>Dramatize:            Going to apply for a job            Depositing money in the bank            Subscribing to magazine or record company.</p> <p>Discuss when to print name and/or write signature on forms.</p>	<p>Various information blanks.</p>

LANGUAGE ARTS

INTERMEDIATE

VOCABULARY

Objectives	Suggested Activities	Materials
<p>Pupils will be able to apply a sound to its written symbol; to read words by recognizing and using the consonants.</p>	<p>SHOPPING AT THE SUPERMARKET: Prepare word cards using names or pictures of items that can be obtained at the supermarket. (Use several consonants.) Choose a leader to pass out word cards. The leader asks who has bought something that begins with the same sound as the card he is holding. Those who do read the cards aloud, and give them to the leader who holds the grocery bag which the children put their purchases.</p>	<p>Magazines; scissors; paper bags; art paper.</p>
<p>Pupils will be able to pass 80 percent of the tests on consonants.</p>	<p>Administer P-1--P-9 of Cooper-icquire Diagnostic Word Analysis Test.</p>	<p>Form A Tests-- P-1--P-9; pencils.</p>
<p>Pupils will be able to apply consonant sounds and blends to initial, final, and medial position of words.</p>	<p>PICTURE STORIES: May be used for practice in initial final, and medial position of words. Write several sentences on the board. Omit some of the initial consonants, and put a picture clue above these words. Hide the letters.</p>	<p>Writing paper; pencils.</p>
<p>Pupils will be able to be a pointer by naming all of the blends of the ladder.</p>	<p>Draw any scene on the board, transparency, or have pupils draw a scene they would enjoy making. Have pupils look at each object in the scene. Say its name to yourself. Listen to the way it sounds. Decide what the first letter of the word is. Write the first letter on top of the object you have drawn. Do the same with all objects. (May be used with a single consonant.)</p>	<p>Drawing paper; pencils; crayons; overhead projector; transparency.</p>
	<p>CLIMB THE LADDER: Draw a ladder on a poster board. On each step, have different blends. Have pupils name them; thus becoming the pointer. Teacher starts activity.</p>	<p>Blackboard; crayons; pupils- any number.</p>

## VOCABULARY

## INTERMEDIATE

## LANGUAGE ARTS

Objectives	Suggested Activities	Materials
<p>Pupils will be able to divide compound words when given a list of words.</p> <p>Pupils will be able to write the two words a contraction stands for by adding one letter.</p> <p>Pupils will use the contractions by placing them in sentences.</p> <p>Pupils will be able to identify the simple endings that denote tense, number, person, and possession.</p> <p>Pupils will be able to recognize and write the vowel he hears in a dictated word.</p>	<p><b>COMPOUND WORDS:</b> Using a worksheet, write component parts of several compound words in two columns. Ask children to draw a line from <b>each</b> word in the first column to the one in the second column that goes with it.</p> <p><b>ADDING ENDINGS OR SUFFIXES:</b> As the rules for adding endings are taught, there should be practice in their application in contextual situations. Provide contextual situations that are familiar. Have them read it, then add endings or suffixes. In connection with this type of drill exercise, have pupils identify rules for endings and suffixes.</p>	<p>Worksheets; pencils.</p>
<p>Pupils will use the contractions by placing them in sentences.</p> <p>Pupils will be able to identify the simple endings that denote tense, number, person, and possession.</p> <p>Pupils will be able to recognize and write the vowel he hears in a dictated word.</p>	<p><b>LONG AND SHORT VOWEL SOUNDS:</b> From the poster, cut a large book. On the left of the book, place the three large pockets made of construction paper. Staple the pockets to the book. Write on each pocket, the desired skill. Write words with vowels on cards. Pupils are to place the words in the correct pocket. Child who places all the words correctly in the appropriate pockets gets a chance to make a long and short vowel booklet using the same words.</p> <p><b>CONSTRUCTION:</b> From the construction paper, cut 3 1/2 X 2 inch pockets. Pass these pockets on the cards to the right of the word pattern. Words containing these patterns are kept in an envelope on the back of the card when not in use.</p> <p><b>DIRECTIONS FOR USE:</b> The pupil takes the words from the envelope on the back side of the cards and inserts them in the proper pockets.</p>	<p>Poster; word cards; construction paper; envelopes; staples; pockets.</p>

VOCABULARY

INTERMEDIATE

LANGUAGE ARTS

Objectives	Suggested Activities	Materials
<p>pupils will be able to differentiate between the long and short vowel sounds.</p> <p>pupils will be able to differentiate patterns in words by pronouncing the words correctly.</p>		

LANGUAGE ARTS

INTERMEDIATE

COMPREHENSION

Objectives

Suggested Activities

Materials

Pupils will be able to apply various reading techniques for understanding and interpreting words and phrases by relating them to contextual uses.

Pupils will demonstrate various techniques to oral reading.

Give answers to questions to show comprehension of main ideas.

Recognize clue to feelings and behavior of story characters.

Recall specific details to answer questions of complete statements.

Select details according to purpose set for reading.

Use expression while reading orally.

Reads clearly and distinctly.

Reads fluently.

Textbook; paper; pencils.

## LANGUAGE ARTS

## PRE-VOCATIONAL

## SPEAKING SKILLS

Objectives	Suggested Activities	Materials
<p>Students will be able to identify the format used for a friendly letter, business letter, and for envelope that goes with each letter.</p>	<p>Use the overhead projector with overlay transparencies to identify and discuss parts of the friendly letter, business letter, and the envelope that goes with each letter.</p>	<p>charge account forms; checking and savings account forms; loan applications; telephones; Vocational English, Book 1; transparencies; projector.</p>
<p>Students will be able to demonstrate the use of personal information for opening bank accounts, loan applications, and charge accounts.</p>	<p>Using classroom centers, have students supply information for opening bank accounts, charge accounts, and for obtaining a loan.</p>	
<p>Students will identify the basic elements of courtesy that are desirable in person-to-person conversations, group conversations, and telephone conversations.</p>	<p>Dramatize a telephone conversation that depicts rudeness and one that depicts courtesy.</p>	

LANGUAGE ARTS	PRE-VOCATIONAL	LISTENING SKILLS
Objectives	Suggested Activities	Materials
<p>Students will be able to make a judgement on techniques used by the speaker in an oral presentation.</p>	<p>Make assignments to the class to listen very carefully to a TV program or a particular speaker, such as a candidate for President of the United States.</p> <p>Have students discuss some of the highlights of the program or speaker.</p>	



WRITING SKILLS

PRE-VOCATIONAL

LANGUAGE ARTS

Objectives	Suggested Activities	Materials
<p>Using a model, students will be able to write a friendly letter, or a thank-you note, and address envelopes.</p>	<p>Using a model letter, have students write a friendly letter including the greeting, heading, the body, and the closing; have them address the envelope that goes with each letter.</p>	<p>Model letter; envelopes.</p>
<p>Students will be able to complete common business forms and Social Security forms.</p>	<p>Have students bring job application from local business places. Students will complete these forms in class.</p>	<p>Job application forms; Social Security forms.</p>
<p>Students will be able to record telephone messages.</p>	<p>Using telephones, have students practice recording job information, such as, kind of job, location, salary, etc.</p>	<p>Telephones; paper; pencil.</p>

LANGUAGE ARTS

PRE-VOCATIONAL

READING SKILLS

Objectives	Suggested Activities	Materials
<p>Students will be able to identify homonyms and antonyms in a given selection.</p> <p>Students will be able to recognize the technical vocabulary in a common selection (Want Ads, job description).</p> <p>Students will be able to use structural analysis to recognize and use the correct forms of words.</p>	<p>Using the Want Ad section of the daily newspaper, have students read and interpret Want Ads that interest them.</p> <p>Given a list of words with affixes, have students circle the root of each word.</p>	<p>Daily Newspaper.</p>

LANGUAGE ARTS

VOCATIONAL

LISTENING SKILLS

Objectives	Suggested Activities	Materials
<p>Students will be able to follow tape recorder directions on job locations in the community at the end of the lesson with 90 percent accuracy.</p>	<p>Each student will state his assigned job to the class after listening to directions from the tape recorder.</p>	<p>Tape recorder.</p>

SPELLING

VOCATIONAL

LANGUAGE ARTS

Materials	Suggested Activities	Objectives
<p>Dictionary; paper; pencil; worksheet from the teacher.</p>	<p>Students will be given a list of 10 incorrect spelled words. He will locate these words in the dictionary, correct the spelling, and write the page number on which the word is found.</p>	<p>At the end of the lesson, students will be able to use the dictionary to find the correct spelling of needed words with 100 percent accuracy.</p>

LANGUAGE ARTS VOCATIONAL ORAL COMMUNICATION

Objectives Suggested Activities Materials

At the end of the lesson, students will be able to list orally at least five steps to follow when ordering by mail or by telephone.

Each student will demonstrate the placing of an order by mail and by telephone.

Telephone directory; telephone; order blanks; envelopes.

LANGUAGE ARTS	VOCATIONAL	WRITTEN COMMUNICATION
<p>Objectives</p> <p>Students will be able to write shopping lists, checks, letters, etc., at the end of the lesson with 100 percent accuracy.</p>	<p>Suggested Activities</p> <p>Students will practice writing shopping lists, checks, letters, etc.</p> <p>Students will make up a vocabulary list of terms appropriate for letter usage and in writing checks.</p>	<p>Materials</p> <p>Check forms; ink pen; writing paper; envelopes.</p>

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Objectives	Suggested Activities	Materials
<p>Pupils will be able to recognize the importance of saving money in a bank.</p>	<p>Set up classroom bank where pupil will save so they can deposit their money in the community bank.</p> <p>Open individual accounts for each pupil at the community bank.</p> <p>Have a special bank day when the pupils will go to the bank to make their deposits.</p> <p>Discuss the need for both saving and checking accounts.</p> <p>Discuss the importance of banks.</p> <p>Take a guided tour of a bank.</p>	<p>Play bank deposit slips</p>
<p>Pupils will be able to recognize the different denominations of coins (penny, nickel, dime, quarter, and half-dollar).</p>	<p>Bring pictures of items that can be purchased with a nickel, dime, quarter, and half-dollar.</p> <p>Set up classroom supermarket for children to buy and sell items.</p> <p>Have classroom movie where pupil will pay admission and buy refreshments.</p> <p>Experience counting money and making change. The cash register and coin changers may be used.</p>	<p>Items for supermarket</p> <p>Cash register Toy money</p> <p>Coin changers Old magazines Real money</p>
<p>Pupils will identify some ways in which parents earn money.</p>	<p>Bring pictures of people working.</p> <p>Make booklets of ways parents can earn money.</p> <p>Discuss ways parents can earn money, <del>such as</del> housework, farming, construction worker, etc.</p>	<p>Old magazines Construction paper Paste Scissors</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to use coins in machines.</p>	<p>Take a class trip to a laundramat.            Discuss the type of coins used to wash with.            Discuss the type of coins used in a candy machine.            Discuss the type of coins used in a softdrink machine.            Discuss the type of coins used in a gum machine.</p>	<p>Toy gum machine            Gum to place in the machine.</p>
<p>Pupils will be able to utilize counting to develop money concepts. (Two nickels, one dime, ten pennies, coins to \$1.00, bills to \$10.00).</p>	<p>Have a daily lunch count and milk.            Use credit cards, social security, etc.            Bring old bills to demonstrate paying bills.</p>	<p>Cards            Old bills</p>
<p>Pupils will be able to budget own money and recognize the value of budgeting in the family.</p>	<p>Discuss ways to budget their allowances and income from summer and part-time jobs.            Discuss wise uses of money and wasteful uses of money.</p>	
<p>Pupils will be able to compare and compute the value and cost of school and home supplies.</p>	<p>Collect and display pictures of personal belongings of value to the individual.            Collect and display pictures and advertisements of home appliances to show differences in value according to model and type.</p>	<p>Scissors            Paste            Construction paper            Old Magazines</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to plan and select their own wardrobe.</p>	<p>Estimate relative cost of different familiar articles in the home and school.</p> <p>Discuss sources of familiar articles in the home and school and their relative value.</p> <p>Make scrapbook of items owned by or desired by students and show cost.</p> <p>Compare prices of clothing.</p> <p>Construct a booklet or posters showing various types of clothes and the prices of each.</p>	<p>Old magazines Scissors paste Construction paper Posters Newspaper</p>
<p>Pupils will be able to participate in discussions related to loan procedures.</p>	<p>Discuss the forms that a borrower may be required to sign or have signed in addition to the note itself.</p> <p>Discuss a chattel mortgage or other pledge of security, a wage assignment form, a co-maker's statement.</p> <p>Discuss interest rates for different types of loans, secured and unsecured.</p> <p>Assign students to collect loan forms from at least one local bank and one local finance company.</p> <p>Invite a loan officer of a local bank or an officer of a finance company to address the class to discuss what he looks for in interviewing loan applicants.</p>	
<p>Pupils will be able to recognize the different means of saving.</p>	<p>Discuss the purpose and the mechanics of checking and saving accounts.</p> <p>Have pupils fill out deposit slips.</p>	<p>Deposit slips</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to utilize sound economic judgments and cost comparisons when faced with the opportunity to purchase an item on credit.</p>	<p>Discuss bank deposits and saving petty cash at home.</p> <p>Discuss safe deposit boxes.</p> <p>visit a bank.</p> <p>Assign teams of two to four students to find out about the types of accounts available in at least three local stores. Reports should be made orally, followed by a group discussion.</p> <p>Discuss ways of reducing credit charges.</p> <p>Compare credit costs among several sellers.</p> <p>Discuss the following terms.</p> <ol style="list-style-type: none"> <li>a. Cash price</li> <li>b. Finance charge</li> <li>c. Finance rate</li> <li>d. Truth-in-Lending Act</li> <li>e. Credit price</li> <li>f. Down payment</li> <li>g. Balance</li> </ol> <p>Fill out credit applications.</p>	<p>Credit Application</p>
<p>Pupils will be able to plan a balanced budget, demonstrating effective money management.</p>	<p>List items that are considered as needs and a list of items that are wants.</p> <p>List expenses involved in managing a house. (example: utilities, rent or house note, telephone bill, etc.)</p>	<p>Paper and pencil</p> <p>Paper and pencil</p> <p>Chalkboard</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to distinguish the difference between various kinds of taxes and their purposes.</p>	<p>Construct posters showing various things supported by taxes. Compute taxes on various prices or/and amounts. View films on taxes.</p>	<p>Teacher-made worksheet and pencil Films and Projector</p>

Objectives	Suggested Activities	Materials
<p>Pupils will identify means of traveling.</p>	<p>Describe orally a trip by sea.                      Given a map of the world, identify the one used getting to school.</p>	<p>Magazines                      Scissors                      Construction paper</p>
<p>pupils will be able to demonstrate safety procedures when traveling.</p>	<p>Identify pictures of buses, cars, boats, and trucks.                      Practice operating and driving the school bus on a trip.                      Tell how the bus driver stopped at the big red sign.                      Orally describe what happen children get lost from their parents.</p>	<p>Safety Manual</p>
<p>Pupils will be able to categorize the different means of transportation.</p>	<p>Sing "The Fantasy Song"                      Identify pictures of traveling on land.                      Identify pictures of traveling on water.                      Identify pictures of traveling by air.</p>	<p>Magazines                      Models of cars, boats, planes</p>
<p>pupils will be able to identify when various types of transportation will be utilized.</p>	<p>Describe orally how children get to school.                      Identify the fastest ways of travel                      Identify the slowest ways of travels.</p>	<p>Models                      Magazines                      Film projector                      Film</p>
<p>Pupils will be able to recognize safety signs and symbols</p>	<p>View film--Transportation In The Modern World.                      Use a traffic signal to tell what each color means.                      Identify the sign that means "Stop".                      Identify the rail road signs.</p>	<p>Replica of traffic signs                      Teacher-made traffic signs</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to classify the three major modes of transportation.</p>	<p>Students will identify the three major modes of transportation on a map.</p> <p>Students will identify the three major modes of transportation on a map.</p>	<p>Ditto paper, magazines, scissors, opaque projector, projection screen</p>
<p>Pupils will be able to demonstrate safety practices while traveling.</p>	<p>Students will identify the three major modes of transportation on a map.</p> <p>Students will identify the three major modes of transportation on a map.</p>	<p>Construction paper, card board, ruler, paint, felt pens, posters.</p>
<p>Pupils will be able to recognize the importance of travel by land, air, and water.</p>	<p>Students will identify the three major modes of transportation on a map.</p> <p>Students will identify the three major modes of transportation on a map.</p>	<p>Film, Transportation by air, Transportation by water, Transportation by land</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to identify the names of various kinds of drivers of various kinds of vehicles.</p>	<p>Decide which means of transportation would best be used for selected activities.</p> <ol style="list-style-type: none"> <li>1. Use pictures of various drivers, and have pupils identify pictures.</li> <li>2. Match pictures with correct name.</li> <li>3. Write an experience story about drivers.</li> <li>4. Learn songs about drivers or make poems.</li> </ol>	<p>Magazines mimeographed pictures commercial pictures transparencies acetate</p>
<p>Given a list to study, the students will be able to identify the various ways to travel.</p>	<p>Classify means of travel as being land, air, or water.</p>	<p>overhead projector grease pencils Pictures</p>
<p>After hearing about the number of accidents during inclement weather, the students will be able to state the dangers of traveling in inclement weather.</p>	<p>Discuss ways in which these accidents may have been prevented.</p> <p>Discuss weather predictions based on all of the information gathered.</p> <p>Discuss how weather conditions limit our travel in the community.</p>	<p>newspaper clippings</p>
<p>Following classroom demonstrations, the students will be able to correct safety hazards at home, school, or on the job.</p>		



Objectives	Suggested Activities	Materials
<p>All students will be able to use his seat belts properly, following the demonstration in a car.</p> <p>After having studied a map of Plaquemine, all students will be able to locate the places for shopping work, and services within his community.</p>	<p>Demonstrate the use of seat belts.</p> <p>Have students travel about in the city.</p> <p>Discuss location of centers for work, shopping, and services in the community.</p> <p>Discuss travel effectively with pupils using public transportation.</p> <p>Develop a skit in which proper manners on buses and trains are demonstrated.</p>	<p>Car with seat belts</p> <p>Map</p> <p>School bus</p>

Objectives	Suggested Activities	Materials
<p>The students will be able to perform stunts and experiment with various kinds of movements.</p>	<p>Have ball activities.</p> <p>Have rhythmical activities.</p> <p>Have circle games.</p> <p>Perform fundamental skills of running, jumping climbing, balancing, hopping and skipping.</p>	<p>Variety of balls jump ropes gym set toy drum with sticks</p>
<p>Students will demonstrate the care of the body.</p>	<p>Display tools used in cleanliness and grooming.</p> <p>Identify the parts of the body.</p> <p>Have daily periods for personal care routines.</p>	<p>Comb, brush, towel, soap, water, toothbrush, chart on the body, scissors, magazines</p>
<p>Students will be able to select the proper foods needed daily to maintain a healthy body and good teeth.</p>	<p>Select and cut out pictures to illustrate good grooming.</p> <p>Have class project in raising vegetables.</p> <p>Identify foods associated with breakfast, lunch, and dinner (construct booklets or posters).</p> <p>Practice good manners at the table.</p>	<p>Vegetable seeds pictures of Food Group, scissors, magazines</p>
<p>Students will be encouraged constantly to share and take turns by the teacher and peers.</p>		

Objectives	Suggested Activities	Materials
<p>Students will be able to list the variations in growth among boys and girls and discuss figures and appearances.</p>	<p>Participate in co-educational activities through discussions, dancing, active games and sports.</p> <p>Show films depicting normal growth, including the menstrual cycle.</p> <p>Have body conditioning activities.</p>	<p>Record player, records, music for dancing, softball equipment, volleyball net, volleyball equipment, films, projector</p>
<p>The students will be able to participate and demonstrate leadership abilities.</p>	<p>Assign or elect duties such as class timer, class officers, intramural officials and hall marshalls.</p>	<p>Clock, ballots, whistle, badges</p>
<p>Students will be able to control body weight, through choice of food and exercises.</p>	<p>Have classroom instruction in the role of exercise, diet and maintenance of proper body weight as compared to age and height.</p> <p>Prepare menu for a day determining the number of calories required.</p>	<p>Scale, chart on height and weight per age, given list of foods, beverages and their caloric content, film, paper, pencil, projector</p>
<p>The pupil will recognize and respond to moral and ethical issues and to assume personal and social responsibility.</p>	<p>Present problems for class discussions.</p> <p>Develop class council to judge behavior.</p> <p>Discuss the effects of alcoholic beverages on one's health and morals.</p> <p>Discuss the dangers of peer group pressure and undue social conformity as illustrated in mob action, smoking, drug taking, etc.</p>	<p>pictures, pamphlets</p>

Objectives	Suggested Activities	Materials
<p>Students will be able to demonstrate the use of home appliances, also insert and remove the plug from an electrical outlet.</p>	<p>Replace worn or frayed cords on toasters, irons, radios, can openers.</p> <p>Insert and remove an iron cord from a socket.</p> <p>Collect pictures of household appliances.</p> <p>Make a list of the appliances found in your home.</p>	<p>Variety of appliances, pliers, screw drivers, wrench, cord, wire cutter, knife, iron, magazines, paper, pen</p>
<p>Students will be able to demonstrate the dress appropriately for any occasion or season after having studied seasonal attire.</p>	<p>Collect samples of materials and classify them according to the season most worn.</p> <p>Show pictures of children in seasonal dress.</p> <p>Have style show on clothes worn for various activities and occasions.</p>	<p>Material strips pictures</p>
<p>Students will be able to classify the different health services and know what illness they treat.</p>	<p>Use telephone book to find fire and medical assistance.</p> <p>Call a doctor for a check-up.</p> <p>Have lecture from parish health educator.</p> <p>Read orally and discuss <u>Your Parish Health Unit In Action.</u></p>	<p>Telephone book telephone, paper, pen</p> <p>Book: <u>Your Parish Health Unit In Action</u></p>
<p>Students will be able to select and prepare appropriate foods for a well balanced meal.</p>	<p>Make a basic food chart.</p> <p>Locate the number of necessary calories needed daily.</p> <p>Set the table for four persons.</p> <p>Make place cards for seating arrangements.</p>	<p>Calorie chart, dishes, pots, silverware, table, napkins, grocery list, play money, variety of foods and meats</p>

Objectives	Suggested Activities	Materials
<p>Students will be able to categorize food store goods into dry or groups.</p>	<p>Purchase food to last your family for a week.</p> <p>Prepare food for breakfast, lunch and dinner.</p> <p>Plan a menu for a week, including a birthday party.</p> <p>Construct a classroom chart classifying the grocery goods into the following groups: staples, fresh fruits, fresh produce, frozen foods, bakery products, dry items, canned goods, beverages, meats, dairy products, household supplies, paper goods and miscellaneous items.</p>	<p>Grocery check list, posters and markers</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to identify dangers in playing with matches knives, pins, etc.</p>	<p>Draw pictures on a frieze depicting possible things that can occur from playing with dangerous objects.</p>	<p>Roll of paper pencils and crayons and paints.</p>
<p>Pupils will be able to point out hazards of going into medicine cabinets or other storage places.</p>	<p>Locate pictures in magazines and construct posters related to the subject.</p> <p>Tell what can happen if a person takes an overdose of medicine or cleansers.</p> <p>Listen to stories read by the teacher or others relating to the subject.</p> <p>Dramatize conditions which might have been caused by taking too much or overdoses.</p>	<p>Posters, scissors, paste and pictures.</p> <p>Books and pictures.</p>
<p>Pupils will be able to avoid hazardous situations and objects at the school.</p>	<p>Discuss the purpose of fire drills and demonstrate a fire drill once monthly.</p> <p>Write dictated rules that should be followed at school when boarding a bus, on the playground, in the classroom, cafeteria and in the restrooms.</p> <p>Create a story using transparencies for pictures in the story.</p>	<p>Chart tablet markers.</p> <p>Transparencies, markers and overhead projector.</p>
<p>Pupils will be able to recognize the necessity for traffic rules and regulations.</p>	<p>Locate pictures of traffic patrol workers.</p> <ol style="list-style-type: none"> <li>1. Policemen</li> <li>2. Patrol ladies and men</li> <li>3. School patrol persons (boys &amp; girls)</li> </ol> <p>Play safety games, listen to stories and view films on traffic safety. (Use signs &amp; signals)</p>	<p>Magazines, books, newspapers etc.</p> <p>Traffic signs and signals films &amp; projector.</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to recognize the dangers of playing around large bodies of water.</p> <p>Pupils will be able to identify dangers to avoid in the Community.</p>	<p>Using a miniature Traffic Light, Demonstrate how to cross a street. Play games with traffic light.</p> <p>Visit an intersection where there is a patrolman, traffic light or without a traffic signal or person. Demonstrate what should happen.</p> <p>Orally list possible dangers of playing around water.</p> <p>View films and read stories related to advantages and disadvantages of playing around large bodies of water.</p> <p>Discuss the dangers in:</p> <ol style="list-style-type: none"> <li>1. Accepting rides from strangers.</li> <li>2. Eating candy or foods from strangers or/and found.</li> <li>3. Petting stray animals.</li> </ol>	<p>Miniature traffic light.</p> <p>Films, projector, books and magazines-</p>

**SAFETY**

**PRIMARY**

Objectives	Suggested Activities	Materials
<p>The pupils will be able to identify the problems that carelessness children present to automobile drivers.</p>	<p>Have pupils relate experiences that resulted from some act of carelessness.</p> <p>Create jingles related to avoiding playing in the street.</p>	<p>Paper and pencil.</p>
<p>The pupils will be able to identify the dangers of improper consuming of medicine.</p>	<p>Have stories read emphasizing dangers involved in improper use of medication.</p> <p>Have pupils construct booklets related to proper uses of medicines.</p>	<p>Construction paper, pencils, magazines, scissors, paste, etc.</p>
<p>Pupils will be able to recognize hazards in the home that can be dangerous.</p>	<p>Encourage pupils to dictate rules that should be obeyed concerning medications.</p> <p>Discuss hazards that could be dangerous such as:</p> <ol style="list-style-type: none"> <li>1. Playing around heaters.</li> <li>2. Leaving toys in improper places.</li> <li>3. Playing around stoves or hot pots.</li> </ol> <p>Dictate stories of safety on the playground, in the classroom, in the cafeteria.</p>	<p>Chart tablet Pencils (Marker)</p>
<p>Pupils will be able to identify appropriate behavior at school.</p>	<p>View films on safety</p> <p>Construct safety signs and/or warning signs.</p>	



Objectives	Suggested Activities	Materials
<p>Pupils will be able to demonstrate safety precautions in the home.</p>	<ol style="list-style-type: none"> <li>1. List precautions that should be taken to decrease home accidents.</li> <li>2. Dramatize reporting of a fire to the proper authority.</li> <li>3. Have a contest; give a prize to persons who construct the best poster on fire prevention.</li> <li>4. Demonstrate the proper way to extinguish a fire. (Outdoors and indoors)</li> <li>5. Discuss the dangers involved when handling power tools and demonstrate proper handling of such tools.</li> </ol>	<p>Chalk board, or Pencil and Paper.</p> <p>Telephone, fire alarm, phone book.</p> <p>Poster, magazine, paste, scissors and markers.</p> <p>Blankets, sand, water, fire extinguisher, dirt, etc.</p> <p>Power tools and pictures.</p>
<p>Pupils will identify safety principles that should be followed at school.</p>	<p>Draw a frieze depicting safe and appropriate playground behavior.</p> <p>Visit and/or invite a representative from the fire department and discuss fire precaution and prevention.</p> <p>Construct safety signs and discuss signals such as Civil Defense.</p> <p>List on a chart the advantages of a safety patrolman.</p>	<p>Roll white paper, pencils, markers and crayons.</p> <p>Pamphlets, books.</p> <p>Construction paper, markers, paste and scissors.</p> <p>Chart tablet and markers.</p>

## INTERMEDIATE

## SAFETY

Objectives	Suggested Activities	Materials
<p>Pupils will be able to recognize dangers to guard against in the community.</p>	<p>Read stories of proper bicycle riding.</p> <p>Draw pictures illustrating bicycle riding.</p> <p>Dramatize appropriate action to take if lost.</p> <p>Demonstrate precautions to be taken boarding and getting off vehicles.</p> <p>Discuss pedestrian and vehicle laws, signs and signals.</p>	<p>Pamphlets.</p> <p>Posters, markers, and crayons.</p> <p>Pictures.</p> <p>Pictures.</p> <p>Pamphlets, signs, and signals.</p>

Objectives	Suggested Activities	Materials
<p>Pupils will recognize that a dangerous fire often starts from a small flame which might have been extinguished.</p> <p>Pupils will identify common dangers of electricity.</p>	<p>Make a check list to be used to check homes and classrooms to pin point fire or dangerous hazards.</p> <p>Write fire prevention slogans.</p> <p>Dramatize fire prevention methods.</p> <p>Make a poster showing some dangers of electricity.</p> <p>Organize a safety club.</p> <p>Have an electrician or custodian discussing overloading circuits.</p>	<p>Ditto, teacher make check list.</p>

Objectives	Suggested Activities	Materials
<p>After studying a unit on Safety at home, work, or play, the students will be able to demonstrate safety in several ways.</p>	<p>Recognize hazards prevented on the job and discuss preventive measures.</p> <p>Administer artificial respiration</p> <p>Practice and demonstrate some safety precautions in selected job areas.</p> <p>Practice dealing with an emergency and knowing whom to call.</p> <p>Insert and remove electrical sockets properly.</p> <p>Identify warning signs by shape, size, and color.</p> <p>Practice the use of household machinery properly.</p> <p>Practice riding bicycles in proper manner.</p>	<p>First aid materials. materials.</p> <p>Telephone, telephone book.</p> <p>Wire with plug; socket</p> <p>Signs.</p> <p>Appliances.</p> <p>Bicycle.</p>

Objectives	Suggested Activities	Materials
<p>1. Pupils will be able to utilize activities and facilities for leisure time in the home.</p>	<ol style="list-style-type: none"> <li>1. Make invitations inviting friends to participate in a family activity.</li> <li>2. Show film of children at in-door play.</li> <li>3. Show film of family engaged in leisure time activities.</li> <li>4. Find costs of games played in home and develop comparison of cost.</li> <li>5. Discuss care of pets at home.</li> <li>6. Discuss kinds of pets to have.</li> <li>7. Discuss pets that can be kept at home.</li> <li>8. Discuss favorite games played at home.</li> <li>9. Discuss favorite TV programs.</li> <li>10. Discuss sharing TV programs.</li> </ol>	<p>Construction paper</p> <p>Paste</p> <p>Scissors</p> <p>Film</p> <p>Film Projection</p> <p>List of cost of games</p>
<p>2. Pupils will be able to differentiate between leisure time and duties and tasks.</p>	<ol style="list-style-type: none"> <li>1. Discuss concept of punctuality as related to completing task so as to provide time for leisure time activities.</li> <li>2. Develop a time schedule for leisure time activities.</li> <li>3. Discuss tasks that can be performed at home and the time they can be done.</li> <li>4. Discuss tasks that can be performed at school and the time they can be done.</li> </ol>	<p>Time schedule</p>

Objectives	Suggested Activities	Materials
<p>3. Pupils will be able to utilize the proper community facilities and activities.</p> <p>4. Pupils will be able to select individualized games and activities during leisure.</p>	<p>5. Assign each student a special task to be performed daily.</p> <p>1. Plan outings with children, such as, picnic, birthday party, excursion to museum or zoo.</p> <p>2. Show film of children at play on neighborhood playground or park.</p> <p>3. Discuss how pupils may spend leisure time after school, in the neighborhood.</p> <p>4. Discuss rules and procedures in planning and participating in outdoor group activities.</p> <p>5. Discuss choice of companions.</p> <p>6. Discuss community activities children have attended.</p> <p>7. Discuss choosing activities to attend.</p>	
<p>4. Pupils will be able to select individualized games and activities during leisure.</p> <p>3. Have a large clock in the classroom shaded in the time for work. Assist pupils in interpreting work time from leisure time.</p>	<p>1. Have pupils bring pictures of activities that individuals can engage in alone (Example: viewing television and films, listening to records and radios, drawing, coloring, puzzles, etc.)</p> <p>2. Allow a period of each for individuals to play alone.</p>	<p>Magazines; construction paper, paste, and scissors.</p> <p>Poster, markers Class schedule</p>

LEISURE TIME

INTERMEDIATE

Objectives	Suggested Activities	Materials
<p>Pupils will be able to select leisure time activities that are appropriate for participation at home, school, indoors, and outdoors.</p>	<p>Construct posters and booklets exhibiting appropriate leisure time activities for home, school, indoor, and outdoor activities.</p> <p>Discuss hobbies (Encourage each pupil to develop a leisure time hobby).</p> <p>Categorize activities that are appropriate for individuals and groups.</p> <p>Compute the cost involved in leisure time activities.</p> <p>Discuss safety elements involved in participating in activities in proper places (Example: Ball games-- usually outdoors because objects may be broken and cause serious injuries.)</p>	<p>Posters, Construction paper, markers, scissors, and magazines.</p> <p>Ditto materials, Paper and pencil</p> <p>Paper, pencil, counters, and receipts.</p>
<p>Pupils will be able to engage in activities that will serve as future occupations or sources of income.</p>	<p>Construct posters showing hobbies that can be future occupations for pupils (Example: Gardening, sewing, photography, ceramics, dancing, etc.)</p> <p>Make projects for display of hobbies and/or to be sold.</p>	<p>Posters, markers, pictures, scissors, and paste</p> <p>Projects for display table.</p>
<p>Pupils will be able to differentiate between leisure time and work time duties and allotment of time.</p>	<p>Construct booklets exhibiting activities that are engaged in during leisure time as compared and contrasted to work time activities.</p> <p>Make a time schedule showing work time and leisure time periods for home and school.</p>	<p>Construction paper, paste, scissors, and magazines.</p> <p>Ruler, calendar, paper, pencil, and class schedule.</p>

Objectives	Suggested Activities	Materials
<p>Pupils will be able to distinguish leisure time activities according to seasonal and climate conditions.</p>	<p>Draw a frieze showing activities for various seasons and climatic changes and activities that can be engaged in regardless of season or climatic conditions.</p> <p>Construct life size paper dolls, dress them to represent various attire appropriate for leisure time activities.</p> <p>Have a fashion show exhibiting appropriate attire for participants and spectators of various leisure activities (Live or use an overhead or opaque projector)</p>	<p>Roll of paper, Pencil</p> <p>Cardboard, posters, paste, and construction paper. Overhead projector, Transparencies and markers, or opaque projector, paper, magazine pictures or drawings.</p>
<p>Pupils will be able to demonstrate the proper care of equipment and recreational materials.</p>	<p>Have pupils replace games, drawing materials, equipment and other materials in their appropriate places after using them.</p> <p>Discuss household equipment and furnishing and the proper care of them (Show pictures of various objects as they are discussed).</p>	<p>Games, books, scissors, construction paper, projectors, filmstrips, and records.</p> <p>Pictures of household equipment.</p>
<p>Pupils will be able to select leisure time activities that are appropriate for participation at</p>	<p>Construct posters and booklets exhibiting appropriate leisure time activities for home, school, indoor, outdoor activities.</p> <p>Discuss hobbies. (Encourage each pupil to develop a leisure time hobby)</p>	<p>Posters, construction paper, markers, and scissors.</p>



## LEISURE TIME

## INTERMEDIATE

Objectives	Suggested Activities	Materials
<p>home, school, indoors, and outdoors.</p>	<p>Categorize activities that are appropriate for individuals and groups.</p> <p>Compute the cost involved in leisure time activities.</p> <p>Discuss safety elements involved in participating in activities in the proper places. (Example: ball games and activities are usually outdoors objects may be broken if placed inside of buildings, etc.)</p>	<p>Ditto materials Paper Pencil Paper Pencil and receipts.</p>

## VOCATIONAL

## LEISURE TIME

Objectives	Suggested Activities	Materials
<p>At the end of the lesson, students will be able to utilize leisure time wisely as related to home and community life.</p>	<p>Develop a hobby that the entire family can participate in such as croquet, singing, or badminton.</p> <p>Read aloud to the family for enjoyment.</p> <p>Assist in community services such as neighborhood service centers, hospitals, churches.</p> <p>Locate community facilities available for active leisure time participation.</p> <p>Practice a mental hobby such as checkers, card playing.</p> <p>Participate in activities which can be shared with others.</p>	<p>Any reading material.</p> <p>Checkerboard Checkers Cards</p>

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