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 IDENTIFIERS \*Radford Career Education Program

ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the third grade level, the units are: aerospace, dentistry, the hospital emergency room, the town, postal services, the radio station, the recreation department, school management, weather, and the zoo. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT  
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: THE RADIO STATION  
"1460 ON YOUR DIAL"  
APPROXIMATE GRADE LEVEL: GRADE 3  
PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM  
THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

INTRODUCTION:

Most all children have at one time or another heard a radio program of some form. Their interest is keen enough and they are witty enough to develop their own classroom radio program. It is hoped that through this unit the class will learn about the operation and functions of a radio station as well as the job opportunities which are available to them.

BROAD OBJECTIVES:

1. To help the child see himself in relation to the radio station.
2. To help the child learn about the various qualifications and special requirements that are needed to hold a position in this industry.
3. To help the child discover the various occupations available through the radio station.
4. To help the child realize the financial set up of the radio station.
5. To help children learn how they would apply for or seek employment in this area.
6. To help children gain an appreciation and wholesome attitude toward the radio station.



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>MOTIVATING ACTIVITY</p> <ol style="list-style-type: none"> <li>1. What is a radio station?</li> <li>2. Why do we have radio stations?</li> <li>3. Does Radford have a radio station? Where is it?</li> </ol>	<p>Listen to a radio program or broadcast in the classroom. Discuss what have just heard- where it came from.</p> <p>Make a bulletin board using title of unit and sound waves moving toward an ear.</p> <p>Put up a poster board or piece of tag board titled "New Words". Add any new words met in this unit - use them as spelling words or learn them as sight vocabulary.</p> <p>Class discussion.</p> <p>Class discussion.</p> <p>Make a list or chart of the different persons we use radio stations.</p> <p>Field trip.</p> <p>Write stories or reports about visit.</p>	<p>Radford Radio Station.</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>4. How do we actually hear the radio programs? What is involved? (bring in sound &amp; sound waves)</p>	<p>Use transparencies. Teacher prepare showing sound waves. Read story from reading book. Filmstrip.</p> <p>Filmstrip.</p> <p>Books.</p>	<p><u>Ring Around the World.</u></p> <p><u>F-S47 An Introduction to Sound.</u></p> <p>Geralton, James. <u>The Story of Sound.</u></p> <p>Irving, Robert. <u>Sound &amp; Ultrasonics.</u></p> <p>O'Neill, Mary L. <u>What Is That Sound.</u></p> <p>Sootin, Harry. <u>Science Experiments with Sound.</u></p> <p>Wolff, Janet, and Owett, Janet. <u>Let's Imagine Sounds.</u></p> <p>National Teachers Association <u>Energy in Waves.</u></p> <p>"Sound" <u>The Golden Book Encyclopedia.</u> Childcraft.</p> <p>Sights and Sounds of America with record</p> <p>F-A33 F-A38 F-A43 F-A48</p> <p>F-A34 F-A39 F-A44 F-A49</p> <p>F-A35 F-A40 F-A45 F-A50</p> <p>F-A36 F-A41 F-A46</p> <p>F-A37 F-A42 F-A47</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What jobs are found at the radio station?	Experiments involving sound waves.	<u>Energy in Waves.</u> National Teachers Association. <u>Science Experiments with Sounds.</u> Sootin, Harry.
6. Are all the people responsible for a broadcast at the station? Where are they?	Class discussion. Use comic books.  Use cassettes.	C281 <u>Foye and Communication and Media Careers.</u> CE-CF-A53 <u>Broadcast Technician.</u> CE-CF-A53 <u>Radio - TV Announcer.</u>
7. What are the duties of the various people involved? What requirements are needed to hold each position? Is any special training or talents required?	Review cassettes. Resource person. Filmstrip. Class discussion.  Make tape recordings of the class members reading various types of material to show the importance of a clear distinct voice when preparing a selection for a broadcast.	CF-11 <u>Speaking &amp; Writing.</u>  Tape recorder - cassette tape

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>8. What happens if a radio broadcaster gets sick?</p> <p>9. How are radio stations financed?</p>	<p>Class discussion. Resource person can discuss. Interview - a group of children can do this as a project and present it to the class.</p> <p>Role play this situation.</p> <p>Class discussion.</p> <p>Pretend to try to sell ads to finance a special radio program - just how would you go about it?</p> <p>Make a microphone - set up a radio station - prepare a broadcast complete with commercials, news reports, music, etc. Can present news to the class in this fashion.</p>	
CULMINATING ACTIVITY		



BIBLIOGRAPHYBooks: (children)

Geraltan, James. The Story of Sound.

Irving, Robert. Sound and Ultrasonics.

O'Neill, Mary L. What is That Sound.

Sootin, Harry. Science Experiments with Sounds.

Wolff, Janet and Owett, Janet. Let's Imagine Sounds.

Ring Around the World.

Books: (teacher)

National Teachers Association. Energy in Waves.

"Sound" The Golden Book Encyclopedia. Childcraft.

Comic book:

Popeye and Communication and Media Careers.

Filmstrips:

F-S47 An Introduction to Sound

Sights and Sounds of America - with record:

F-S33	F-S39	F-S45
F-S34	F-S40	F-S46
F-S35	F-S41	F-S47
F-S36	F-S42	F-S48
F-S37	F-S43	F-S49
F-S38	F-S44	F-S50

CF-L1 Speaking & Writing

Cassettes:

CE-CT-A53 Broadcast Technician

CE-CT-A53 Radio - TV Announcer

C A R E E R E D U C A T I O N P R O G R A M  
R A D F O R D C I T Y S C H O O L S

UNIT TITLE: AEROSPACE - BLAST OFF!

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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PHONE: 1-703-639-6673

INTRODUCTION TO: AEROSPACE - BLAST OFF:

Many third graders are interested in space and space travel. Although the jobs in this area are decreasing, it seems that a unit of study in this area is acceptable since the children express a desire to learn the subject matter. It seems that the children should know about any field where jobs are diminishing as well as flourishing in order to have a realistic picture of the "World of Work".

OBJECTIVES:

1. To help each child realize his position or relationship to space.
2. To help each child learn about the jobs and opportunities available in the area of aerospace.
3. To help each child gain knowledge about the requirements and qualifications in this area.
4. To help child learn about the cost of the space program and why the figures seem large.
5. To give the child guidance so that he understands that if he chooses a career in this area that he will be competing with many others and that at present job opportunities are small.
6. To help the children learn how they go about applying for the jobs in this area.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>MOTIVATING ACTIVITY</p>	<p>Make a bulletin board about space. Put circles of different sizes on the bulletin board, then put question marks on each circle. The circles represent the different planets. Title the bulletin board "What Are These"?</p> <p>Make a display of books about space and space travel. Plan these as free reading materials.</p>	<p><u>You Will Go To The Moon.</u>  <u>Mae Freeman.</u>    <u>Jeanne Bendick.</u>  <u>Space Travel.</u>    <u>Arthur Clarke.</u>  <u>Man &amp; Space.</u>    <u>By Space Ship To The Moon.</u>  <u>Mae Freeman.</u>  <u>Space Flight &amp; How It Works.</u>  <u>William Gottlieb.</u>  <u>Men Behind the Astronauts.</u>  <u>Wayne Hyde.</u>  <u>A Book of Astronauts For You.</u>  <u>Leonard Kessler.</u>  <u>You and Space Travel.</u>  <u>John B. Lewellyn.</u>  <u>Space Travel.</u>    <u>Ley Willy.</u>  <u>True Book of Space.</u>  <u>Illa Podendorf.</u></p>
<p>Put up pictures about space program - pictures available from Kodak</p>		<p>Sandy has in her room.</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. What is space? What does the word mean to you? (relay the meaning at hand to the outer limits, beyond our grasp)</p> <p>2. What do we find in outer space?</p> <p>3. What is a constellation?</p>	<p>Class discussion.</p> <p>Use this opportunity for space exploration in P. E. Let each child find his own space and experiment with different movements - see how tall, small, wide, etc. you can be in your space.</p> <p>Let children make a list of things that can be found in outer space. Make a chart which can be added to.</p> <p>Transparencies &amp; duplicating masters.</p> <p>Read pp. in Science book.</p> <p>Read story in reading book.</p> <p>Filmstrips.</p> <p>Filmstrip.</p> <p>Book.</p>	<p>Tr 4c-906 <u>The Solar System</u> Tr 4c-907 <u>Outer Space</u></p> <p><u>Concepts in Science</u></p> <p><u>Widening Circles</u></p> <p>F-S55 <u>Stars and Galaxies</u> F-S56 <u>Comets and Meteors</u> F-S57 <u>Earth's Satellite, the Moon</u></p> <p>F-S54 <u>Constellations</u></p> <p><u>Stars.</u> H. Zim.</p>

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>4. What are the different planets? Which one is the smallest? the largest? Which one is closest to the sun? farthest away?</p>	<p>Use overhead projector and construction paper and make the different constellations - use pins to make the holes so that when the paper is placed over the screen the light can shine through the holes - tell about the different constellations.</p> <p>Cut out stars from white or yellow construction paper and paste on a dark piece of paper to make the constellations at night in the sky - use for a bulletin board.</p> <p>Refer to Science book.</p> <p>Label the different circles on the bulletin board (from the beginning of the unit) to show the planets in relation to the sun.</p> <p>Make up a song about the planets.</p> <p>Write stories about which planet you would like to visit and why.</p> <p>Start a vocabulary chart listing all new words encountered so far.</p>	<u>Concepts in Science.</u>

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What do we know about each planet?	<p>Class discussion after reading in science book.</p> <p>Oral reports - individual or group.</p> <p>Set up a learning center about the planets. Have stories or short sketches about each of the planets and worksheets or questions to accompany the stories. Let the child read about the planet and then answer questions. There should also be answer sheets so that the child can check his answers.</p> <p>Have a short skit with different children assuming the role of the different planets. In the skit they can reveal information about their planet.</p> <p>Make paper mache replicas of the planets and the sun. Hang them around the room.</p> <p>Filmstrips.</p> <p>Review transparencies used earlier.</p>	<p><u>Concepts in Science.</u></p> <p>Balloons, paper mache mix, string, tempera paint, brushes</p> <p>F-S58 <u>The Sun and Its Planets.</u> F-S59 <u>The Earth in Space.</u></p>

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>6. How do we travel in space?</p> <p>7. What are some of the jobs involved in space travel?</p>	<p>Worksheets involving the planets.</p> <p>Discussion.</p> <p>Make a rocket ship to be taken on an imaginary trip to the moon or one of the planets.</p> <p>Build a model rocket to be blasted off and parachuted back. (Sandy has the model.)</p> <p>Transparencies.</p> <p>Read poem from reading book about travel. Illustrate the poem.</p> <p>Use cassette.</p> <p>Using the paper spools which the local dress factory uses to hold the thread, each child can make his own rocket.</p> <p>Class discussion.</p> <p>Make a list on the board of all the ones discussed.</p> <p>Use book from NASA as a guide - (free).</p>	<p>Chicken wire, wheat paste, newspaper</p> <p>Tr 4C-909 <u>Space Travel</u></p> <p><u>Going Places, Seeing People.</u></p> <p>CE-CT-A129 <u>Jets and Rockets.</u></p> <p>For teacher.</p>



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What are the specific duties involved in each of these jobs? What are the qualifications or requirements for each job?	Study prints.  Teacher prepare short stories about the jobs and use them as reading lessons.  Can use study prints here also.  Use book.  Role play the different jobs.  Class discussion.  Let the class look for pictures from magazines.  Make collage.	SVE BSP-155 <u>The Astronaut - Train- and Equipment</u> BSP-156 <u>Countdown to Splash-down</u> BSP-158 <u>Building Toward the Moon</u>
9. How do the astronauts eat in space? What kind of foods do they eat?		<u>Men Behind the Astronaut.</u> <u>Wayne Hyde</u>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
CULMINATING ACTIVITY	<p>Set up a NASA station with each person having a specific job in the flight effort. Train the astronauts. Launch the rocket and send the astronauts to the moon or a planet.</p>	

## BIBLIOGRAPHY

### Books:

- Bendick, Jeanne. Space Travel.
- Clarke, Arthur. Man & Space.
- Freeman, Mae. By Spaceship to the Moon.
- Freeman, Mae. You Will Go To The Moon.
- Gottlieb, William. Space Flight & How It Works.
- Hyde, Wayne. Men Behind the Astronauts.
- Kessler, Leonard. A Book of Astronauts for You.
- Lewellyn, John B. You & Space Travel.
- Potendorf, Ila. True Book of Space.
- Willy, Ley. Space Travel.
- Teachers - Concepts in Science.  
Widening Circles.  
Stars, by Zim.  
Going Places, Seeing People.

### Study Prints:

- SSP-155 The Astronaut - Training and Equipment
- SSP-156 Countdown to Splashdown
- SSP-158 Building Toward the Moon

### Filmstrips:

- F-553 The Sun and Its Planets
- F-559 The Earth in Space
- F-555 Stars and Galaxies
- F-556 Comets and Meteors
- F-557 Earth's Satellite, the Moon
- F-554 Constellations

### Cassettes:

- CS-CT-A129 Jets and Rockets

Transparencies:

Tr 4c - 909 Space Travel

Tr 4c - 906 The Solar System

Tr 4c - 907 Outer Space

CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: THE ZOO - "WHO'S WHO AT THE ZOO?"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

INTRODUCTION: Children are inherently interested in living things in their environment. Zoo animals, being unusual, hold a fascination for this age child and this subject affords many opportunities for the study and appreciation of the management of large and small zoos. The children will become aware of the varied occupations involved in this area.

BROAD OBJECTIVES:

1. To give the children an awareness of when, how, and why zoos began.
2. To give the children an understanding of the main classifications of animals.
3. To develop an understanding of the people needed to maintain a zoo.
4. The child will become aware of the importance of presenting information both orally and in written form.
5. The student will recognize the necessity for mastery of the basic skills needed for all jobs covered in this study.
6. The children will begin to understand the economics involved in maintaining our zoos.
7. To guide the children in the understanding of the difference between fact and fiction.
8. The children will begin to use resource information.
9. The children will begin to understand the importance of cooperation and sense of responsibility among the many workers necessary to maintain a zoo.
10. To help the children understand the scientific and educational importance of zoos.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How many have visited a zoo?	Class discussions. List the names of zoos children have visited, pointing out different types.	
2. Why do we have so many different types of zoos?	Oral reports by children who have visited zoos recently.	
3. Where and when was the first zoo?	Historical facts will be given by the teacher in the form of handout material and maps, supplemented by group discussion.	The "World Book Encyclopedia, 1970 Edition, pages 502-504
4. What are the occupations and job requirements of the people who operate a zoo?	Collect material for a booklet which will be added to throughout this unit and completed, if desired, as a culminating activity.	
5. How can we obtain correct information about zoos?	Write letters to various zoos requesting information and materials (using correct form). Looking up information in reference books, and making written reports. Viewing cassettes, filmstrips (and films listed in film catalog).	Cassettes: CE-CT-A20 - "Robert and His Father Visit The Zoo" CE-CT-A107 - "I Want To Be A Zoo-Keeper"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>5. How much does an individual animal cost?</p> <p>7. How much does it cost to take care of animals?</p>	<p>Special reports by children.</p> <p>Bring books from home and set up a lending library in the room, using student helpers. Separate books into fact and fiction.</p> <p>Writing and solving problems dealing with actual costs of animals.</p>	<p>Filmstrip: <u>CF-457 - "Robert and His Father Visit the Zoo"</u></p> <p>Books: <u>Hornblow, Leonora. Animals Do The Strangest Things.</u> <u>Bridges, William. Zoo Careers</u> <u>Henried, Lorraine. I Know A Zoo Keeper.</u> <u>Shay, Arthur. What Happens At The Zoo.</u> <u>Munari, Bruno. Zoo</u> <u>Moore, Nancy. The Unhappy Hippopotamus.</u> <u>Miklowitz, Gloria. The Zoo.</u> <u>Meeks, Esther K. Mammals.</u></p>



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What are the characteristics of the main class of animals?	<p>Reading from text book - class discussion.</p> <p>Field trip to Biology Lab at Radford College.</p> <p>Preparing a bulletin board using pictures of zoo animals and study prints.</p> <p>Children will choose an animal in which they are interested on which to do special research. These will later be taped and presented as a program.</p> <p>Constructing paper mache' animals found in the zoo, and make a miniature zoo using cut-outs for people involved.</p> <p>Making a display of zoo animals, using paintings, drawings, clay models, shadow boxes, etc. Children will choose their favorite media.</p>	<p>Text Book: <u>Concepts In Science III</u> Harcourt, Brace Co.</p> <p>Biology Lab at Radford College.</p> <p><u>Study Prints:</u> SVE (with record 12.00 without record 5.00) BTSP - 112R Zoo Animals</p> <p>Reference books in library. Science text books.</p> <p><u>Free Materials:</u> 1. Poster - "Principles of Laboratory Animal Care." Address: National Society For Medical Research 1130 Massachusetts Ave. N.W. Suite 103 Washington, D.C. 20005 2. "A Visit To The Children's Zoo" (Animal descriptions in rhyme, grade 1-4 teachers only, 12 pp.) Address: Eli Lilly and Company</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>CELEBRATING ACTIVITY</p>	<p>Writing poems and stories.</p> <p>Making a collection of poems and songs about zoo animals.</p> <p>Preparing and presenting a program about careers involved in maintaining a zoo. This could be presented as a radio or television program for parents or other classes. All of the activities used during this unit would go into the making of this final activity.</p>	<p>Address (cont.) Public Relations Services 307 East McCarty St. Indianapolis, Ind. 46206</p> <p>3. "Visit To The Children's Zoo, A" (Booklet of humorous rhymes about eleven different animals) Classroom quantities. Same address as 2.</p>

CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: RECREATION DEPARTMENT - "THINGS GO  
BETTER WHEN WE WORK TOGETHER"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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THE RECREATION DEPARTMENT - "THINGS GO BETTER WHEN WE WORK TOGETHER".

Since most third grade students show an interest in all areas of recreation and enjoy competition with their peers, it seems appropriate to implement a unit on the Recreation Department. Because many are already involved in the recreation programs, it will be familiar to them and for those who are not involved it will stimulate them. We feel that the children need to become aware of the interest that the community contributes to the Recreation Department. The unit will attempt to cover the various occupations and activities associated with the Radford Recreation Department.

BROAD OBJECTIVES:

1. The children will become aware of themselves as participants in the activities offered by the recreation department.
2. The children will need to become aware of all the jobs and the requirements involved in the management of a successful recreation program.
3. To help children realize that these facilities are mainly financed by taxes paid by their parents.
4. To give children guidance in decision making.
5. To emphasize the basic skills required and the importance of this as related to the recreation department.
6. To help each child realize how he must apply for a job in this area.
7. To help children realize that many people donate their time to these programs.
8. To help children recognize the need for good sportsmanship.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. How many of you have played any kind of ball or went to the playground this past summer?</p>	<p>Class discussion.            Draw a picture. Write a poem or story about summer activities to be used on bulletin board.</p>	<p>See if First Virginia Bank has small individual maps.</p>
<p>2. Where are the playground areas?</p>	<p>Field trip to different playground areas. Filmstrip on importance of good manners. Draw map of town locating different areas.</p>	<p>CF-A59 Library Workers - Cassette CF-CT-A2            CF-A152 The Librarian and the Librarian            CF-A238 A Visit to the Library</p>
<p>3. Where is the recreation department located? Why is it placed there? (in center of Fadsford)</p>	<p>Class discussion.</p>	<p>Go to recreation department.</p>
<p>4. What are the different things or services offered by the department?</p>	<p>Discussion - bringing in the library filmstrip.             Field trip allow children to obtain a library card and check out books.             Cassettes</p>	<p>CE-CT-A118 Getting to Know the Librarian            CF-CT-A133 I Want to Be a Librarian (book bar)</p>



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. Who are the people involved in making our recreation department successful?	<p>Make some type of reading chart or bulletin board to motivate children to read books.</p> <p>Make a miniature library within classroom.</p> <p>Make a display in library of any books that relate to this subject.</p> <p>Make chart listing various jobs, names and duties - language capitalization and last names.</p> <p>Resource persons from recreation program and library.</p> <p>Filmstrip</p> <p>Interviews for different duties.</p> <p>Role-playing - pretend you are one of these people and act out his or her job.</p>	CF-A155 Recreation, Park, & Playground Workers

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>6. How would you apply for one of these positions? What are the job requirements?</p>	<p>Discussion dress, manners, applying for job. Filmstrips</p>	<p>CF-L13 <u>The Job Interview</u> CF-A37 <u>The ABC's of Getting and Keeping A Job ..</u> Cassette CF-CT-A7 CF-A38 <u>Preparing For the Job You Want</u></p>
<p>7. How is the recreation program supported financially?</p>	<p>Cassette</p> <p>Interview parents or someone in recreation department. Class discussion.</p>	<p>CE-CT-A43 <u>Dress For Interview</u></p>
<p>8. Who are the paid workers? What about those who aren't paid?</p>	<p>Bring in a volunteer parent or recreation department. Perhaps parent or older brother or sister could come and referee a ball game.</p>	
<p>9. What is good sportsmanship?</p>	<p>Filmstrip Make a chart listing things they feel makes a good sport. Bobcat visit class and talk about good sportsmanship. Role-play good sport and poor sport.</p>	

COMPETITIVE QUESTIONS	CULMINATING ACTIVITY	RESOURCES AND MATERIAL
	<p>Plan a class ballgame - make a microphone - select someone to assume duties of recreation director and broadcast the game, play by play.</p> <p>Teach song "Take Me Out to the Ballgame .</p> <p>Have a sports day - boys could wear any uniforms and girls could wear any that they have. Make displays of trophies or awards. Bring in baseball and football cards and make a display.</p> <p>Make banners and decorate the room.</p>	Mrs. Conrad has words.



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CF-A59 Library Workers

CF-A152 The Library and the Librarian

CF-A238 A Visit to the Library

CF-A155 Recreation, Park, and Playground Workers

CF-L3 The Job Interview

CF-A37 The ABC's Getting and Keeping A Job

CF-A38 Preparing For The Job You Want

Cassettes:

CF-CT-A21 Library Workers

CF-CT-A118 Getting to Know the Library

CF-CT-A103 I Want To Be A Librarian (book bag)

CF-CT-A7 The ABC's of Getting and Keeping A Job

CF-CT-A43 Dress for Interview

C A R E E R E D U C A T I O N P R O G R A M  
R A D F O R D C I T Y S C H O O L S

UNIT TITLE: LET'S GO TO TOWN

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM  
THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

INTRODUCTION TO: Let's Go To Town

1

This unit covers the different occupations that may be encountered on a simple trip to town. This unit was developed with the hope of making the class members more aware of Radford City and the many occupations that they may meet everyday. This unit provides for various forms of creative expression and it is hoped that from this unit the personality of the child can be shown.

MOTIVATING ACTIVITIES

Make a car out of box - will be used for role-playing.

Using opaque projector blow up pictures of mother and two children (make poster board size people and cut them out) introduce them and tell children that they are going to follow the mother and children to town. On the way cover the different occupations - could put them on bulletin board.

Could also make puppets to represent the three.

Give the family members names.  
Poem - read and discuss.

Book - read and discuss.

RESOURCES AND MATERIALS

Refrigerator box  
Paint

Poster board

Wheat paste

Poem:  
"Saturday Shopping" -  
Childcraft Vol. 1

Book:  
Little Auto - Lois Lenski

- BROAD OBJECTIVE: (1) To help class members become more aware of Radford City and the many occupations that are encountered everyday.
- (2) To develop an awareness of the duties involved in each job.

2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Where are we going today?	<p>Make a list of different places you want to take the family. As you go to each place list the occupations that were found there. Guide the children so that such occupations as these will be covered:</p> <ol style="list-style-type: none"> <li>1. filling station attendant</li> <li>2. store clerk</li> <li>3. policeman</li> <li>4. garage mechanic</li> <li>5. jeweler</li> <li>6. bank teller</li> <li>7. food store employees               <ol style="list-style-type: none"> <li>a. meat clerk</li> <li>b. check-out clerk</li> <li>c. stock-clerk</li> </ol> </li> </ol>	<p>Material needed: Chart paper Magic marker</p>
Filmstrip - view and discuss.		<p>Filmstrip: Series #8990 p.10 Going Downtown Encyclopaedia Britannica</p>
<p>Let the children list the different people and jobs that they meet in the course of a day--each child make his individual list. Do it at the beginning of the unit and again at the end. Make a bulletin board using study prints.</p>		<p>Study prints: SVE Urban Life Picture-Story Se; SP-127 <u>Neighborhood Friends and Helpers.</u></p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. Who works at a filling station?	Put this on list-let a different child do it each time you meet a new occupation.  Book - read and discuss.	Book: <u>Let's Go To A Garage-</u> <u>J. M. Goodspeed</u>
3. What does he do?	Filmstrips--view and discuss.  Using car, role-play a situation which calls for use of a filling station attendant.  Song: Introduce and sing.  List the department store helpers on a chart.	Filmstrips: 107H <u>The Automobile Service Station</u> Eye Gate- <u>Some Neighborhood Helpers</u> F-R20 <u>The Gas Station Attendant-in library</u> ECF111 <u>Service Station-educraft</u>  Song: "The Service Station" - Discovering Music 2
4. When you go into a department store and want to buy something, who helps you?	Filmstrip and record-view, listen and discuss.  Role play a situation where the family goes into a department store and purchases some article.	Filmstrip and record: Eye Gate - <u>W400B Retail Clerk</u>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What person can you see downtown who doesn't work in a store or a shop, but who helps us?	<p>Book - read and discuss.</p> <p>Lead children in discussion letting them present their ideas.</p> <p>Have a "grab bag" with articles in it which would be identified with the policeman. Take different articles out (one at a time) and discuss possible occupations where the article might be used. Put all the articles together and the occupation will lead to the policeman. Arrange articles on bulletin board.</p> <p>Books-read and discuss.</p> <p>Use study prints on bulletin board.</p> <p>Filmstrips-view and discuss.</p>	<p>Book: <u>I Want To Be A Sales Clerk-</u> Eugene Baker</p> <p>Material needed: Whistle Gun Badge Hat Patch (like one worn on shirt)</p> <p>Book: <u>Policeman Small</u> - Lois Lenski</p> <p>Study prints: SVE Community Helpers Set SP-119 Police Department Helpers.</p> <p>Filmstrips: Eye Gate - Workers for Public Welfare. 140A <u>Police and Police Protection</u> F-A2 <u>Policemen at Work</u> (in library)</p>



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. Where do you take your car when something is wrong with it? Why? Who fixes the car?	Have one of the policemen or even a student from NRCC come and talk to the children.  Books-read and discuss.	Resource person.  Books: <u>The True Book of Policemen and Firemen-Irene Miner.</u> <u>Your Police-George J. Zaffo.</u> <u>Let's Go To A Police Station-Laura Sootin.</u> <u>Squad Car 55 - Cynthia Chapin</u>
8. What tools does he use?	Songs-introduce and sing.  Add this to list of occupations the children are making. Film-view and discuss.  Book-read and discuss.  Have someone come in and talk about his job, discussing the tools he uses, what time he goes to work, and what his work is like.	Songs: This Is Music-Book 2 "Cops and Robbers" "The Traffic Cop" Discovering Music-2 "Helpers"  Film: 72005 <u>Transportation Maintenance</u> 11 min. co/bw 1969 P.E.L. State  Book: <u>Let's Go To A Garage-J. M. Goodspeed</u>  Resource person.



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>9. Susan broke the fastener on her bracelet and her mother said they would take it to have it repaired. Where will they take it? Who will fix it?</p>	<p>Field trip-perhaps children could visit garage and see these men in job situation and interview them-could see who else works there. Perhaps some of the boys will enjoy role-playing and repairing something about the class car.</p> <p>Another occupation to add to the children's lists.</p> <p>Have a display of jeweler's tools, if possible.</p>	<p>Resource person.</p> <p>Bead kit:            B-113 Pixie Beads \$3.50 per 1000            B-118 Fine Elastic Car \$6.00 per 144 yd.            Magnus Craft Materials, Inc.            109 Lafayette Street            New York, N. Y. 10013</p>
<p>10. Would you have to have good eyesight in order to repair jewelry? Why or why not? What things does he use to help him in his job?</p>	<p>Have someone come in and talk about his job.</p> <p>Set up a jewelry store.            Using a bead kit make different pieces of jewelry and repair broken pieces.</p>	<p>Resource person.</p> <p>Bead kit:            B-113 Pixie Beads \$3.50 per 1000            B-118 Fine Elastic Car \$6.00 per 144 yd.            Magnus Craft Materials, Inc.            109 Lafayette Street            New York, N. Y. 10013</p>
<p>11. Mrs. Jones had to go to the bank. Can anyone tell me what the lady who waited</p>	<p>Add this to the list of occupations the children are making; read &amp; discuss book.</p>	<p>Book: <u>Let's Go To A Bank-</u>  <u>Laura Sootin</u></p>



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>12. Have you ever been to a bank? What does a bank teller do?</p> <p>13. Why would you go to a grocery store or a supermarket? Do you like to go? Why? What can you get there?</p>	<p>Plan a visit to a nearby bank, interviewing the bank tellers and watching them at their job. Write stories about a bank teller and the job using the field trip as a reference.</p> <p>Make deposit slips, etc. to be used in role-playing. Set up a bank and act out different situations such as depositing money.</p> <p>Books--read and discuss.</p> <p>Class discussion. Add this to list of occupations. Poem--read and discuss. Make a list of things you can get at the store. Have children bring in things which can be obtained at grocery store(ex.: empty can that contained peas, empty cereal box). This will be used in role-playing.</p>	<p>Field trip perhaps to the bank on Ingles Street.</p> <p>Material needed: Play money</p> <p>Books: <u>What Can Money Do?--Jene Barr</u> <u>The True Book of Money--</u> <u>Benjamin Flkin.</u></p> <p>Poem: "General Store" Childcraft Vol. 1</p> <p>Material needed: chart paper</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>14. Who are the different people who work at the store? What are their jobs or duties?</p>	<p>Study prints--use them to make a bulletin board and lead class discussion.</p> <p>Filmstrips--view and discuss.</p> <p>Book-read and discuss.</p> <p>Field trip--visit a supermarket close by to observe these people in their jobs.</p> <p>Set up a grocery store and buy and sell groceries using the things that the children have contributed.</p> <p>Song--introduce and sing.</p>	<p>Study prints: SVE Community Helpers Set SP-123 Supermarket Helpers</p> <p>Filmstrips: F-All <u>The Grocer-in library</u> ECF-110 <u>Supermarket-edu-craft</u></p> <p>Book: <u>Let's Go To A Supermarket-</u> <u>J. M. Goodspeed</u></p> <p>Field trip-supermarket</p> <p>Material needed: Cash register</p> <p>Song: "To Market, To Market"- This Is Music--Book 2</p>

CULMINATING ACTIVITY:

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
<p>Select a family and take it on an entire trip to town using same places imaginary family went.</p> <p>Children can make up riddles describing different occupations and people. Read them to class letting class members guess who is being described. Illustrations may accompany the riddle. Bulletin board may then be made.</p> <p>Children could also draw a picture representing their favorite occupation covered in the unit and write a small paragraph telling about the occupation and why it is their favorite occupation.</p> <p>One of the last things that can be done to review the unit is a teacher-prepared tape. On the tape the teacher describes the different occupations, one at a time. The student is to listen to the tape and then write down the answer. After the entire exercise has been presented he can then check his paper by listening to the answers which are given on the same tape. This can be done individually or in small groups. It is possible to use some of the riddles that the children have written.</p> <p>Learn to spell the different occupational names that are covered in the unit.</p>	<p>Material needed: Drawing paper</p> <p>Material needed: Tape Tape recorder Head phones</p>

CULMINATING ACTIVITIES


For physical education divide the class into small groups with each group representing a different occupation. Have one person be it. Form a straight line with rest of class members. "It" calls out a occupation and all the people representing that occupation run to a boundary line marked off somewhere behind "it". Could also form 2 lines, one on each side of "it" and have class run to the opposite side when their occupation is called(have some with the same occupation on different side).

Children could pantomime different occupations and have the class members guess the occupations. The class might be divided into teams and keep score seeing which team can guess the most occupations. Filmstrip might give them some ideas.

Draw a mural depicting all the places that the children went to and all the occupations that were covered. Filmstrip-view and discuss. Film-relate the number of occupations discussed which may also render home services.


RESOURCES AND MATERIAL

Game: X = line of class members  
X = "It" Boundary line  
"It"  
X  
X  
X  
X  
X  
X  
X



or

X  
X  
X  
X  
X  
X  
X



Encyclopaedia Britannica Series No. 8990  
p. 10 Playing Community Helper.

Material needed: Paints and long pieces of drawing paper(roll).

Filmstrip:

SVE p. 3 Robert and His Family

Film:

12205 Helpers Who Come To Our House  
11 min. co/bw 1956 Radford

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3. Filmstrips:

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ECF-110 Supermarket  
ECF-111 Service Station
- Encyclopaedia Britannica Series No. 8990  
Going Downtown  
Playing Community Helpers
- Eye Gate  
Some Neighborhood Helpers  
107H The Automobile Service Station  
Workers for Public Welfare  
140A Police and Police Protection  
1400B Retail Clerk
- SVE Robert and His Family  
The Grocer

4. Films:

12205 Helpers Who Come To Our House  
11 mins. co/bw 1956 P. Radford  
72005 Transportation Maintenance  
11 mins. co/bw 1969 P.El. State

5. Study Prints:

SVE

Community Helpers  
Set SP-119 Police Department Helpers  
Set SP-123 Supermarket Helpers  
Urban Life  
Set SP-127 Neighborhood Friends and Helpers

CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: POSTAL SERVICES  
"FROM ME TO YOU"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Postal Services  
"From Me To You"

1

Letter writing is included in the third grade curriculum and what better way to introduce it than through our postal services. By role playing the child can see the importance of legible handwriting and why the address must be complete. This brings the area of postal services closer to them. It is hoped that through this unit the child will become more aware of the various job opportunities found within the postal services.

MOTIVATING ACTIVITIES

RESOURCES AND MATERIAL

Teacher write a letter to class, mail it, and have it delivered to classroom. In the letter explain the new unit of study. Also, put the letter on a sheet of chart paper or poster board to make a bulletin board. Can make an envelope and attach it to bulletin board. Can use opaque projector to show and read the small letter to the class.

Label bulletin board "From Me To You".

Teacher will write a letter to the class on a large sheet of paper. Put it on the bulletin board and label the different parts.



BROAD OBJECTIVE: To help children see the relationship of the postal services to their lives.

2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Do you ever receive any mail?  2. How do we get our mail?	Book-read to the class. Discussion  Class discussion-let children present their ideas and thoughts.  Film-view and discuss.  Draw pictures to represent their ideas of how we receive our mail.	Book: <u>Any Mail For Me?</u>  Film: <u>Helpers Who Come To Our House</u> <u>11 mins. co/bw 1956 P. Raq.</u>  Material needed: Drawing paper

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. When you write a letter, what things must you include?	Class discussion-bring in the different things that are included in all letters(heading, greeting; etc.). Make a chart by putting a letter on paper and labelling different parts. Can use letter written to class. Make a transparency-write a letter and as a class label the letter parts.	Material needed: Chart paper  Material needed: Acetate sheet for transparency. Felt tip pen for writing on transparency.
2. Are all letters the same? Would you write the same type of letter to a friend as you would to a businessman?	Discuss types of letters-friendly letters, business letters-reading examples of each. Write letters-class activity. Display letters-on bulletin board.	Resource persons - to tell about the form of a business letter and why students might need to use one(job application, etc.) and how different jobs require business letterswritten. Could use business majors if a college is nearby.
3. After you write a letter, what do you put it in (envelope)? Why do you use it? What do you put on the outside of the envelope?	Class discussion. As a class activity make a large envelope and address it correctly. Let children address envelopes to go with the letters they have written.	Lan... book

BROAD OBJECTIVE: To acquaint children with the various types of letters (ex.: air mail, special delivery) and the costs involved in mailing different types of letters.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. Is all mail classified the same?</p> <p>2. Why do we use stamps?</p> <p>3. Do all stamps cost the same amount?</p> <p>4. What is a zip code? Why do we use zip codes?</p>	<p>Discuss different classes of mail. If possible, display different types. (Certified, special delivery, registered)</p> <p>Read story.</p> <p>View stamp collection-perhaps a child can bring one in.</p> <p>Design a stamp.</p> <p>Class discussion-let different ones bring in stamps to see if all stamps cost the same and are alike. Refer back to stamp collection.</p> <p>Filmstrip-view and discuss.</p> <p>Make Mr. Zip Code-large enough for bulletin board... can be group project. Discuss. Book-read and discuss.</p>	<p>Story: "About Stamps"-Going Places, Seeing People</p> <p>Material: Stamp collection</p> <p>Filmstrip: Home Services - ECP-107 Mail Delivery</p> <p>Book: <u>Mr. Zip and the U. S. Mail</u></p>

BROAD OBJECTIVE:

To acquaint the children with the various personnel in the postal services and their specific tasks in mail delivery.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. Who are the different people involved in mail delivery?</p> <p>2. Where do they work?</p>	<p>Bulletin board using study prints.</p> <p>Filmstrips-view and discuss</p> <p>Rhythmic act: The Postman I came from the post office, (walk from the post office) My mail sack on my back; (pretend to carry mail on back) I go to all the houses (pretend to go to a house) Leaving letters from my pack. (pretend to drop letter into mail box)</p> <p>One, two, three, four (hold up fingers as you count) Who are these letters for? (pretend to hold letters and scratch read).</p> <p>Film-view and discuss.</p> <p>Song-"The Postman" Make individual mail boxes.</p> <p>Filmstrip-view and discuss.</p> <p>Film-view and discuss.</p> <p>Books-read and discuss.</p>	<p>Study prints: Set SP121-Postal Helpers</p> <p>Filmstrips: F-A7 Post Office Workers F-A12 The Mailman Workers for the Public Welfare-140C The Post Office and Postal Workers</p> <p>Films: Mailman 10 mins. co/bw 1947 E.I. Rad. Exploring Music</p> <p>Filmstrip: Our Post Office-SVE p.29 221-5 Film: Our Post Office-10804 11 mins. co/bw 1966 E.I. Rad. Books: At the Post Office Let's Go To A Post Office The True Book of the Post Office and Its Helpers</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What are their different jobs? How is a post office divided?	Book-read and discuss.  Make a chart listing various jobs. Could also use groups to explain jobs of each. Field trip	Book: Behind the Scenes at the Post Office Material needed: Chart paper Visit post office
4. What are their jobs like? What are the dangers of the job?	Write letters asking permission to visit post office. Then write thank-you notes after visit.  Resource person-talk about his job.  Role play different positions (Ex.: mailman in the snow, rain-sorter at Christmas time.) Also children can write a story about this situation and illustrate it.	Resource person
5. Does anyone work in a post office at night?	Role-play facts about the pony express. Film-view and discuss.	-
6. What is involved in our mail delivery?	Write stories on mail delivery. Flannel board cut-outs on mail services.	The Pony Express Film: 86004 Helicopter Carries Mail 11 mins. co/bw 1965 P. Rad.

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
<p>Construct a post office and a street mail box.</p> <p>Assign different roles to different class members; (ex., postmaster) and since the children have already constructed individual mail boxes, they can write letters and put them in their mail box or in the street mail box to be picked up by the mailman. The mail will then be taken to post office, sorted and eventually delivered. Reading session can then be held. The children are to use the forms for letter-writing and correct addressing of envelopes that they previously learned. They may use stamps on their letters which they previously designed.</p> <p>Have mail delivery everyday with a different person as the mailman once a week. Rows become streets and the mailman sorts and delivers the mail.</p> <p>Include discussion of the following quotations:</p> <p style="padding-left: 40px;">Neither snow nor rain nor heat nor gloom of night, stays these couriers from the swift completion of their appointed rounds.</p>	<p>Materials needed: Refrigerator box Smaller box</p>

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- SVE Our Post Office
- F-A7 Post Office Workers
- Eye Gate 53E The Mail Goes Through
- F-A12 The Mailman
- Eye Gate 140C The Post Office and Postal Workers
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- 86004 Helicopter Carries Mail  
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- 12205 Helpers Who Come To Our House  
11 min. co/bw 1956 P. Radford
- 19104 Mailman  
10 min. co/bw 1947 El. Radford
- 20904 Night Community Helpers  
11 min. co/bw 1968 El. State
- 10804 Our Post Office  
11 min. co/bw 1966 El. Radford

5. Single Cassettes:

- "Mail Carriers/Postal Clerks"(American Occupations series)  
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"Getting to Know the Post Office" Troll Associates, 1971.

6. Study Prints:

- SVE Community Helpers  
Set SP-121 Postal Helpers

Flannel board cut-outs of postal services



CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: SCHOOL MANAGEMENT  
"SCHOOL DAYS"

APPROXIMATE GRADE LEVEL: GRADE 3

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INTRODUCTION TO: SCHOOL MANAGEMENT "SCHOOL DAYS"

Because young children today seemingly take so many things for granted, it would be enlightening to them to gain an understanding of the numerous jobs necessary for a school to operate efficiently.

BROAD OBJECTIVES:

1. To acquaint the children with the various jobs necessary for the efficient operation of the school.
2. To help the child become aware of his part in the total school program.
3. To familiarize the child with the skills needed for each job.
4. To give the child a basic understanding of how schools are financed.
5. To guide the child in the realization that he does by his own actions, help or hinder the effectiveness of the school.
6. To help the child understand the process by which one would obtain employment.
7. To give the child an appreciation of the importance of the cooperative efforts of each person involved in the total school program.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who are the people who make our school run smoothly?	Class Discussion	Study Prints-SVE CSP-20 School Friends and Helpers
2. What are the duties of each of these people?	List people who have been brought out in the discussion and then take a tour of the building pointing out different jobs. Add any jobs which were omitted in the original list.	CASSETTES: CE-CT-410 - Building Custodians
3. What training is necessary for each of these jobs?	Have the children prepare a bulletin board using cut-outs, original drawings or collages.  Compose riddles or pantomime the various jobs.	CE-CT-A42 - Become A Secretary CE-CT-A120 - Getting to Know the School  CE-CT-A135 - I Want to be a Secretary CE-CT-A136 - I Want to be a Teacher - I Want to be a Librarian

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. How do I fit in to the total school program:	Make a collection of poetry relating to jobs - also stories. These may be taken from books or be original. Bring in resource people from within the school to discuss their jobs. Filmstrips and films. Have a dictionary lesson using the key words used thus far.  Initiate and develop a clean-up campaign.  Invite the guidance counselor to discuss with the class each child's responsibility in the school program.	<u>Filmstrips:</u> CF-A121 - Custodian Bus Driver CF-A152 - Library CF-A160 - Cafeteria Workers CF-110 - Helpers at School CF-A33 - School Helpers CF-A58 - School Workers Casette - CE-CT-A21 CF A32 - Teacher - record C rec -- A2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>5. Where does the money come from to operate the schools?</p>	<p>Have a resource person from school board or central office to discuss this topic. Perhaps a parent could do this.</p> <p>Teach telling time in connection with the school schedule.</p> <p>Measurement can be taught in connection with cafeteria workers. Also, this would be an appropriate unit in which to study the different food groups.</p> <p>Develop an awareness of managing money through their own experiences with lunch money.</p> <p>Set up learning centers using units of measurement and play money.</p>	<p>CF-L5 - Manners at School - record - C rec - A3?</p>
<p>6. How does my behavior affect the other people in the school?</p>	<p>Filmstrips</p> <p>Books</p> <p>Role-playing .. using puppets and/or skits prepared by the children.</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	<p>Suggested culminating activities:</p> <ol style="list-style-type: none"> <li>1. Construct a cafeteria lunch counter. Make play food being prepared, served, and purchased.</li> <li>2. Set up a principal's office giving special attention to the personnel and their duties as well as to the various types of equipment contained in the office.</li> <li>3. Construct a television set and show a film prepared by the children depicting the jobs included in this unit.</li> </ol>	

CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: THE HOSPITAL EMERGENCY ROOM

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. PUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM  
THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

INTRODUCTION TO: The Hospital Emergency Room

The unit on "The Hospital Emergency Room" was designed for a third grade class with the objective of developing an awareness of the jobs available in this area and of the duties of the people who perform these jobs. It is hoped that from this unit the children will realize how the emergency room and rescue squad relates to them.

MOTIVATING ACTIVITIES

Bulletin board - begin and develop as unit develops--let children contribute pictures as unit progresses.

A display of books or stories which relate to the unit.

RESOURCES AND MATERIALS

Can include on bulletin board pictures taken from disaster day-taken by News Journal.

Books:

A Drop of Blood

At the Pet Hospital

About Miss Sue, The Nurse

About Doctor John

The First Book of Hospitals

Let's Find Out About the Clinic

Doctor's Tools

Penny The Medicine Maker

The First Book of Nurses

The Emergency Book

Mom! I Broke My Arm

My Daddy is an Ambulance Driver

My Mother is a Practical Nurse

Greene, Doctors and Nurses, What Do They Do?, Harper, 1963.

Have children relay what they feel in an emergency.

This can be done by drawing a picture depicting an emergency followed by a discussion developing a definition of an emergency.



BROAD OBJECTIVE: To help children realize the importance of the emergency room in relation to them and the rest of the hospital.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. What is an emergency room?</p> <p>2. Why would we need one? Have you ever been to one?</p>	<p>Class discussion.</p> <p>Class discussion. Make list on chart paper. Class members can make a booklet keeping these lists in their booklet. Form a committee, too.</p> <p>Story--read and discuss.</p>	<p>Chart paper. Notebook paper. Construction paper for covers (or manila paper), staples, stapler.</p>
<p>3. Why does a hospital need an emergency room?</p>	<p>Class discussion. Add these things to the list formed under question #2.</p>	<p>Story: <u>Mom! I Broke My Arm</u></p>

BROAD OBJECTIVE: To acquaint children with various persons working in the emergency room and the area associated with the emergency room. 3

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. If you go to an emergency room, who would you find there?</p>	<p>Study prints-add to bulletin board. Discuss various ones-teacher leading children in discussion-find doctors, nurses, aides, orderlys.</p> <p>Read teacher written stories about these various people-do as a whole class.</p> <p>Draw pictures of what you think these people would look like on job.</p>	<p>Picture-story study prints.</p> <p>Can be done and memographed, giving out individual copies, put on a sheet and shown on opaque, or put on large sheet of chart paper.</p>
<p>2. Who else is related or concerned with the emergency room?</p>	<p>Film-view and discuss.</p> <p>Teacher-directed discussion-receptionist, x-ray technician, lab technicians.</p>	<p>Film: 75504-Nurse 10 min. CO/BV El. Rad.</p>

BROAD OBJECTIVE: To acquaint the children with the various jobs or duties of those involved in the emergency room.

To acquaint children with the types of tools or materials used by these people.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. What are the specific jobs of each person involved in the hospital emergency room?</p> <p>2. What types of tools or instruments do they use in their various jobs or duties?</p>	<p>Stories-read and discuss-work in committees-read books, then report to class about book telling about the jobs involved.</p> <p>Individual work-stories written which describe various jobs (done in form of booklet). Write down name of job-answers for each description are put on an answer sheet-SRA reading type of thing-stories are written by teacher-put on index cards.</p> <p>Filmstrips-view and discuss.</p> <p>Discussion</p> <p>Storyies-read and discuss.</p> <p>Make a chart showing or listing various jobs and the tools used.</p> <p>Make a chart of vocabulary terms.</p>	<p>About Miss Sue, <u>The Nurse</u>            About Doctor Jehn  <u>The First Book of Nurses</u>  <u>My Mother is a Practical Nurse</u>  <u>Doctors and Nurses, What Do They Do?</u></p> <p>Eye Gate 107A-<u>The Neighborhood Doctor</u>  <u>My Mother Has a Job</u>  <u>W400C The Nurse</u></p> <p>Stories:  <u>Doctors' Tools</u>  <u>The First Book of Hospitals</u>  <u>My Mother is a Practical Nurse</u></p> <p>Chart paper</p>

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	<p>Plan a field trip to the emergency room, interviewing the people and taking pictures.</p> <p>Plan a discussion after the trip.</p> <p>Write creative stories about a visit to hospital. Stories can be illustrated.</p> <p>Display stories and illustrations on bulletin board.</p> <p>Paint a mural showing hospital emergency room and people at work.</p>	<p>Contact Kitty Campbell for field trip.</p> <p>Camera and film.</p> <p>Roll paper, paints.</p>

BROAD OBJECTIVE: To acquaint children with persons other than the hospital staff who also provide emergency treatment (in particular-rescue squad, ambulance service) and how they relate to us.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What other persons, in their job, give emergency type treatment?	Discussion-rescue squad, ambulance service.	
2. Are their services available to us?	Class discussion-lead into fact that often the rescue squad men give first aid before reaching emergency room at hospital.	
3. How did these people get their job?		Resource person.
4. How are they related to Radford Community Hospital's emergency room?	Resource person come in and discuss his job, duties, requirements, qualifications.  View some of the things used by these men and how they operate.  Story-read and discuss.	Refrigerator boxes. Materials needed for emergency room: gauze bandages stethoscope tongue depressor pretend, candy pills individual oxygen masks thermometer & splints x-rays & hypo. needle

My Daddy is an Ambulance Driver

Construct a hospital emergency room assigning the various roles to different members of the class.  
Also construct an ambulance and also assign these parts to class members.  
Make a stretcher.

## CULMINATING ACTIVITY:

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CULMINATING ACTIVITY	RESOURCES AND MATERIAL
<p>Role play an emergency situation that calls for both ambulance service and use of emergency room-call emergency number.</p> <p>By use of teacher prepared tapes, the children can learn first aid procedures such as simple bandages. These can be done for individual or small group use. May also demonstrate before class.</p> <p>Resource person tell about first aid.</p>	<p>Cassette cartridge. Tape recorder. Listening unit-head phones. Several triangular bandages.</p>
<p>Students should be able to list 3 things a nurse, doctor, aide attendant does and tools they use.</p> <p>List 1 thing x-ray technician and lab technician do and why they are important.</p> <p>Use words you are concerned with as spelling list for the week.</p>	<p>Red Cross-College 1st aid.</p>

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2. Filmstrips:

Doctor's Office Workers. (Community Workers and Helpers series, Group 1) SVE, 1971.  
 Helping the Healing Hands. (The Wonderful World of Work series, 4-6) Denoyer-Geppert, 1969.  
 My Mother Has a Job - The Nurse  
 The Neighborhood Doctor  
 The Nurse's Aid. (Occupational Education series) Eye Gate, 1965.  
 What a Doctor Sees When He Looks at You. Educational Reading Service, 1968.

3. Films:

77504 Nurse  
 10 minutes CO/BW El. Radford

4. Pictures:

Copies of story and pictures taken by Radford News Journal concerning the Mock Disaster Day (held in spring, 1972).

5. Study Prints:

SVE Community Helpers  
 Set SP-124 Hospital Helpers

6. Single Cassette:

Getting to Know the Hospital. Troll Associates, 1971.

7. Puzzles:

Nurse. Playskool  
 Doctor. Playskool



CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: THE WEATHER  
"RAIN OR SHINE"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM  
THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

The primary grades provide an excellent opportunity to introduce the topic of weather and the jobs available in this area. The children are interested in weather and now is the time to build on this curiosity. It is hoped that from this unit the children will become aware of weather conditions, weather changes, weather instruments, and how they are used. It is also hoped that the children will gain an insight into how weather conditions affect their way of life.

#### MOTIVATING ACTIVITIES

Bulletin board title: What's It Like Today?

On bulletin board have a section for a calendar.

In order to mark the date let children put up a symbol each day to represent the various weather conditions. As the unit progresses add things to bulletin board which relate to weather.

What is it like outside today? Bring in a weather report from a newspaper or if it is possible to find out the time that the weather forecast will be presented on radio listen to weather report.

Film-view and discuss

Riddle-What is it molds the life of man?

What makes some black and other tan?

What makes the Zulu live in trees?

And Congo natives dress in leaves?

While others go in furs and freeze?

Poem-Whether it's cold, or whether it hot,

We will have weather, whether or not.

Filmstrip-view and discuss

#### RESOURCES AND MATERIAL

Material Needed:

Poster board for calendar

Materials:

Newspaper

Radio

Whatever the Weather

Educational Horizons, 1959

10 min. sound, color, an introduction to wind, rain, snow.

Radford Colliere-No. 24205

Filmstrip: (F-S13)

Our Weather-in the library

BROAD OBJECTIVE: To increase within the children an awareness of weather conditions and weather changes as well as weather terminology.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. What is weather? What causes it? What causes it to change?</p>	<p>Discussion after film or filmstrip. Let children present their various ideas, then let someone look it up in dictionary. Start a weather booklet. Include the definition in it. New terms to use in spelling can be added to this.</p> <p>Filmstrip-view and discuss.</p>	<p>Dictionary Childcraft - Vol. 9, p. 98</p>
<p>2. What are some weather conditions?</p> <p>a. rain b. fog c. dew d. hail e. sleet f. wind</p>	<p>List these weather conditions in weather booklet. Discuss each condition. Experiments for: evaporation    steam rain            dew frost            rainbow fog-use dry ice &amp; put it in water. wind-run outside to feel the effects of wind there. Blow up balloons and let the air out against hand or face. Compare the difference between the wind outside and the wind from the balloon.</p>	<p>Childcraft - Vol. 9</p> <p>Hot plate Tea kettle Dry ice Balloons Prism</p> <p>Also can find in: 1. Investigating Science with Children Vol. 2 The Farth Teachers Publishers Corp., Darten, Connecticut</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	<p>Make paper snowflakes-fold sheet of paper and cut to make different shapes-put on bulletin board.</p> <p>Poems-read and discuss</p> <p>"Rain"-Robert Louis Stevenson</p> <p>"Ice"-Dorothy Aldis</p> <p>"Wind Cappers"-Nancy Byrd Turner</p> <p>"Down the Rain Falls"-Elizabeth Coatsworth</p> <p>"Rain,Rain,Go Away".. Old rhyme</p> <p>"The Wind"...Robert Louis Stevenson</p> <p>"Look at the Snow!"-Mary Carolyn Davies</p> <p>"The Umbrella Brigade"-Laura F. Richards</p> <p>"Kite Weather"-Ralph Berenferer</p> <p>"The Wind and the Moon"-George MacDonald</p> <p>"The Snow Man"-Mildred Plew Melgs</p> <p>"White Fields"-James Stephens</p> <p>"Look at the Snow!"-Mary Carolyn Davies</p> <p>"The First Snowfall"-James Russell Lowell</p> <p>"Fox"-Carl Sandburg</p> <p>"The Romp"-Nancy Byrd Turner</p>	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	<p>"Phaw"-Eunice Tietjens            "Wintertime"-Robert Louis Stevenson</p> <p>Poems can be included in weather booklet, memorized, used in choral reading, and illustrated.</p> <p>Learn songs about weather-            "Seasons"            "Snow in the Night"            "Spring Song"            "Miss Breeze"            "The Wind Song"            "The Spring of the Year"            "The Wind"</p> <p>Read stories-both teacher and children.</p>	<p>Source:            Childcraft</p> <p>Exploring Music</p> <p>Childcraft            This Is Music</p> <p>Stories:            About Clouds            The True Book of Air Around Us            About All Kinds of Days            About Our Weather            Nimbo, the Little White Cloud            That Turned Black            The Wind and Peter            Not Only for Ducks            Where Does the Butterfly go            When it Rains?            Rain Drop Splash</p>
<p>Films-view and discuss</p>		<p>NETP Rain</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>3. What are clouds made of?</p>	<p>Filmstrips-Air, Wind, and <u>Weather</u>  <u>Why Do We Have Rain?</u>  <u>Weather Changes (in library)</u>  <u>Winds Around the World</u>  <u>Humidity</u>  <u>Moisture and Precipitation in the Air</u></p> <p>View and discuss filmstrips</p> <p>Transparencies-discuss  The Water Cycle</p> <p>Read weather reports in newspapers for duration of unit or listen to them on radio or TV</p> <p>Film-Water, Water, Everywhere</p> <p>Filmstrip-view and discuss <u>Finding Out About the Clouds</u>  27 frames, captions, color, kinds of clouds, and also dew and frost.  <u>Where Do Clouds Come From?</u>  (a girl does experiments to learn what makes clouds form)</p> <p>Class discussion.</p>	<p>Eye Gate, 1958 p. 66</p> <p>Filmstrip House, 1956</p> <p>F-S4 (in library)</p> <p>F-S5 (in library)</p> <p>F-S7 (in library)</p> <p>Tr 821 (in library)</p> <p>Coronet 1954</p> <p>SVE, 1959</p> <p>First Experiments About Weather Series-Tam Handy, 1955 p.50.</p>

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. Are there different types of clouds? What are they?	<p>Poems-"Clouds"-Christina Rossetti "The Cloud"-Percy Bysshe Shelley</p> <p>Experiment-make clouds-p.80</p> <p>Show pictures with different types of clouds.</p> <p>Draw different cloud types for booklet, labeling each type and describing briefly. Filmstrip-If don't use under question 3 can use here. Finding Out About Clouds Pretend that they are a type of cloud and personify it, moving as it would move and giving the sounds that it would make. Make different cloud types for bulletin board.</p>	<p>Childcraft Favorite Poems-Helen Ferris, Doubleday &amp; Co., Inc., Garden City, N.Y.</p> <p>Investigating Science with Children, Vol. 2</p> <p>Cloud chart-11"x17" \$.35 35 color illustrations. Cloud chart-18"x22" \$.55 35 color photos Cloud Chart P. O. Box 8615 Richmond, Va. 23226</p> <p>Get additional charts from: United States Dept. of Documents Washington, D. C.</p>
		Cotton

BROAD OBJECTIVE: To introduce the children to various weather instruments, and how they are used.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What instruments are used in making a weather report?	Use book. Make a list for booklet-make reports on different instruments to be included in booklet. Make different instruments. Children can bring in materials to be used. Make a chart collecting information from these instruments. Use weather information and 16 color cloud pictures. Filmstrips-view and discuss Weather Maps and Weather Forecasting <u>How to Forecast the Weather</u> Field trip-visit college and view their weather instruments.	Weather Instruments-How They Work Childcraft, Vol. 9 <u>Investigating Science with Children, Vol. 2</u> Xerox sheets <u>How to Forecast the Weather Cloud Chart</u> P. O. Box 8615 Richmond, Va. 23226 Filmstrip: Eye date - p.66 F-S6(In library) Radford College Field trip



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	<p>Display different instruments.</p> <p>Use weather kit.</p> <p>Films-view and discuss.</p>	<p>Instruments:            Rain gauge            U.S. weather map(in library)            Barometer(in library)            Hygrometer(in library)</p> <p>Weather station kits(in library)</p> <p>Films:            00805-How Weather Is Forecast            10 min. co/ow 1953 Radford            48704-Measuring Temperature            10 min. co/bw 1952 Radford</p>

BROAD OBJECTIVE: To help children realize how the weather can affect them and their ways of life.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What difference can the weather type make?	<p>Resource person--have someone come in from airport and tell how the weather can affect them.</p> <p>Role playing--pretend that they are someone living in Alaska, Hawaii, or Switzerland. How would they live be different? Could they still do all the same kinds of things that they do in Radford? Why or why not? Discuss how weather affects travel, activities, and transportation of goods.</p> <p>Make a wall chart of affects of weather--this chart can be put into weather booklet.</p> <p>Film-view and discuss.</p> <p>Dress the boy or girl on flannel board according to weather conditions of the day.</p>	<p>Resource person</p> <p>Film: 15705-Hor Weather Helps Us 11 min. co/bw 1958 Radford</p> <p>Material: <u>The Dress for the Weather-</u> <u>Instructo-in kindergarten</u></p>

BROAD OBJECTIVE: To create an interest and awareness in jobs available in the area of weather.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>1. What are the different jobs that are found in weather?</p>	<p>Invite someone in from radio station or college professor come in and talk about the different people who are involved.</p> <p>If possible, locate a weather station nearby. An excursion could be arranged so that children can see these people at work.</p> <p>Filmstrips-view and discuss. <u>A Visit to a Weather Station</u> <u>Weatherman at Work</u></p> <p>Films-view and discuss.</p>	<p>Resource person</p> <p>Field trip NRCC-has weather room</p> <p>Source: Eye Gate p.66 Eye Gate 101H p.63</p> <p>Films: 67008 <u>Weather Scientists</u> 14 min. <u>co/bw</u> 1961 Radford 33204 <u>Weather Station</u> 10 min. <u>co/bw</u> 1956 Radford</p> <p>Let children bring in materials for this</p>

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### 3. Filmstrips:

A Visit to a Weather Station	Eye Gate	
Air, Wind, and Weather	Eye Gate	
Finding Out About the Clouds	SVE	
How to Forecast the Weather	F-S6	
Humidity	F-S5	
Moisture and Precipitation in the Air		F-S7
Our Weather	F-S13	
Weather Changes	F-S8	
Weatherman at Work	Eye Gate	
Weather Maps and Weather Forecasting		Eye Gate
Where Do Clouds Come From?	Jam Handy	
Why Do We Have Rain?	Filmstrip House	
Winds Around the World	F-S4	

### 4. Films:

15705	<u>How Weather Helps Us</u>	11 mins. co/bw 1958	P.El.	Radford
00805	<u>How Weather is Forecast</u>	10 mins. co/bw 1953	El.JH	Radford
43704	<u>Measuring Temperature</u>	10 mins. co/bw 1952	El.	Radford
	<u>Rain</u>	NET		
	<u>Water, Water Everywhere</u>	Coronet, 1954.		
67008	<u>Weather Scientists</u>	14 mins. co/bw 1961	El.JH	Radford
33204	<u>Weather Station</u>	10 mins. co/bw 1956	P.El.JH	Radford
24205	<u>Whatever the Weather</u>	10 mins. sound color		Radford

Cloud Charts

Weather Station Kit

Transparency - The Water Cycle

Weather Instruments- rain gauge

U.S. weather map

barometer

hygrometer

We Dress for the Weather Kit - Instructo

CAREER EDUCATION PROGRAM  
RADFORD CITY SCHOOLS

UNIT TITLE: "BRIGHTEN YOUR EYES FIGHT TOOTH DECAY"

APPROXIMATE GRADE LEVEL: GRADE 3

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM  
THE RADFORD CITY SCHOOLS  
1612 WADSWORTH STREET  
RADFORD, VIRGINIA 24141  
PHONE: 1-703-639-6673

INTRODUCTION:

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Most children in this age group have some understanding of the work done by dentists. A study of this unit will further familiarize the child with the duties of the dentists and other careers related to dentistry. Hopefully the children will, to some extent overcome their fear of the dentist. How teeth develop and how to care for them will also be included in this unit.

BROAD OBJECTIVES:

1. To give the child an understanding of how the dentist helps him as an individual and to help him overcome his fears of the dentist.
2. To help the child become aware of the careers involved in dentistry and the educational requirements.
3. To give the child some understanding of the demand for dental services.
4. To help the child develop good health habits.
5. To give the child a basic understanding of tooth development.
6. To help the child realize that the responsibility for having good teeth is largely his.

2

CONTENT OF EPISODES	TECHNIQUES AND APPROPRIES	RESOURCES AND MATERIAL
1. How many have been to a dentist's office?	Listening to story and class discussion.	Book: <u>Let Me Go To A Dentist.</u> Folbreau, 1959 Buchheimmer, Naomi.
2. What people do you see in his office?	Show filmstrips and new cassettes.	Filmstrip: GF-A126 <u>My Mother Is a Dental Assistant.</u> Cassettes: CE-GT-H6 <u>Dental Hygienists.</u> CE-GT-H7 <u>Dentists.</u>
3. What tools does the dentist use?	Read book and show actual tools if possible and discuss +help uses. Sketch dental tools and use for bulletin board.	Lapp, Carolyn Ferner. <u>Dentists Tools</u> , Ferner, 1961.
4. How many teeth have you lost?	Invite a parent who works in a dentist's office to talk to the group. Class discussion about their own teeth.	Parent.
5. When do babies get their first teeth?		Books: Schloat, G. <u>Your Wonderful Teeth.</u> Scribner, 1954. Showers, Paul. <u>How Many Teeth.</u> Crowell, 1962.
6. Why is it important to take care of your temporary teeth?		Byrd, Neilson, Moore. <u>Health</u> , Book 3, pp. 58-60



CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
<p>7. When and how do you brush your teeth?</p> <p>8. What else can I do to help me have good teeth?</p> <p>9. Why is it important to see your dentist twice a year?</p>	<p>Class discussion and demonstration.</p> <p>Plan menus and make food charts showing a balanced diet. Prepare a bulletin board showing the four basic food groups. Collages or posters may be used.</p> <p>Read and discuss page 60 - <u>Healthy</u></p> <p>3.</p> <p>Throughout this unit have each child keep a toothbrushing chart.</p> <p>Write a paragraph of story about a visit to your dentist. (true or make-believe)</p>	<p>Model of tooth (Redford College Curriculum Lab.)</p> <p>Use charts prepared from Bureau of Dental Health 211 East Chicago Avenue Chicago, Ill. 60611 (The form was prepared by a dental student from Chicago.)</p> <p>Young's 1st and 2nd Story Book 3-4</p> <p>Break the Chain P. 5. 5th Dec 1947 - 1952 3-14</p> <p>Smith and Swartz 5-7</p> <p>Read the story of the toothbrushing, the properly brush, and the friendly dentist. Elementary Book of Health 198-199</p> <p>Your Child's Teeth 57B</p>

CULMINATING ACTIVITY

Divide the class into small groups and set up a make-believe dentist office. Children will role play receptionist, dentist, dental assistant, dental hygienist, dental laboratory technician and patients.