

DOCUMENT RESUME

ED 112 185

CE 005 203

TITLE Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 1 for Grades K-2.  
INSTITUTION Royal Oak City School District, Mich.  
REPORT NO VT-101-980  
PUB DATE Jun 73  
NOTE 434p.; For other grade levels, see CE 005 204-205  
EDRS PRICE MF-\$0.76 HC-\$22.21 Plus Postage  
DESCRIPTORS \*Career Awareness; Career Education; \*Curriculum Guides; Elementary School Curriculum; \*Grade 1; \*Grade 2; Instructional Materials; \*Kindergarten; Learning Activities; Primary Education; Resource Materials; Technology  
IDENTIFIERS Project Learning Experiences in Technology; Project LET

ABSTRACT

The guide, part of Project LET (Learning Experiences in Technology), is intended to be used as a working copy and consists of 28 integrated teaching units for grade K-2 students. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child. Each unit evolves from existing elementary curriculum and includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. Inherent in each component is an awareness of careers and the way man does things. (Author/VA)

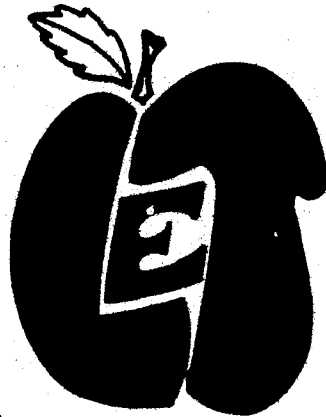
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Learning Experiences in Technology

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INTEGRATED TEACHING UNIT HANDBOOK

(VT 101980)



LEARNING EXPERIENCES  
IN TECHNOLOGY

BOOK I

for

Grades K-2

{ 2

School District of the City of Royal Oak

4000 Crooks Road, Royal Oak, Michigan 48073

June 1973

EDU112183

CE 005203

## PREFACE

This guide is intended to be used as a working copy for professional staff. It is not a completed document but a working draft which will be revised at the end of the 1973-74 school year. This document cannot stand alone but is designed to be used with in-service education and our "Project LET, Guide for Implementation."

The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. They are continually being implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following components:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Inherent in each component is an awareness of careers and the way man does things. The additional content provided for children in the "LET" classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.

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SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: ANIMALS

GRADE LEVEL K-2

GENERAL OVERVIEW: The purpose of this unit is to increase a child's awareness of types of animals, their environments, and their basic needs, as well as the occupations involved. Children can make books about the care of wildlife and the careers which are involved. Children see the purpose of a barn by visiting a farm and can then construct their own barn. The occupations involving animals are many and very intriguing to children, most of whom love animals.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Dairy Farm Panorama kit  
National Dairy Council  
Plant and animal pictures  
Primary Science Concept  
Charts on animals (I.M.C.)

Books: Animal Babies, Illa Podendorf  
Egg to Chick  
Little Frog  
Ten Little Caterpillars  
Katie's Children, Watson  
Chicken Little, Stella Nathan  
What Do The Animals Say? - Grace Skaar  
A Day on the Farm, Nancy Hulick  
True Book of Farm Animals, John Luvellen  
Make Way for Ducklings, Robert McCloskey  
Everybody Eats

Films: Guffy the Turtle  
Animals are Different and Alike  
Spotty, Story of a Fawn  
Animals Protect Themselves  
Brown Bear Goes Fishing  
Zoo Animals in Rhymes  
Mother Hen's Family  
Animals in Autumn  
Animals in Spring  
Beavers at Work  
Bear Country  
Beaver Valley

Natures Half Acre.  
Care of Pets  
Seal Island  
Gray Squirrel  
Animals in Winter  
Billy Beaver  
Jimmy Raccoon  
Melvin Otter

Records: Sounds of Animals  
Funny Animal Songs  
Zoo Songs

2. Field Trips:

Detroit Zoo  
Upland Hills Farm  
Rattee Farm  
Pet Shop  
Museum of Natural History

3. Human Resources:

Parents  
Conservation and wildlife manager  
Farmer  
School Custodian  
Parents - driving to farm

4. Activities:

Frog Book  
Dioramas (shoe box)  
Building a barn and fence  
Making pet book

Activities Without Directions:

Pet Day  
Clay Animals  
Paper Mache Puppets  
Animal paper bag puppets  
Animal ABC books  
Egg carton caterpillars and butterflies

UNIT TITLE: ANIMALS

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u></p> <p>Animals' Needs: (food, protection, water, air)</p>	<p>As a result of this unit, each child will be able to:</p> <p>Categorize a group of pictures - living and non-living: plants and animals</p> <p>Tell the living conditions of five animals</p> <p>Tell what animals eat</p> <p>Trace the food back to the green plant</p> <p>Match pictures of five animal parents and their babies</p> <p>Draw pictures of four (4) animals depicting protective means</p>
<p><u>Language Arts</u></p> <p>Writing Reading Listening Speaking</p>	<p>Dictate or write sentences about each picture in their frog book and protective covering book</p> <p>Orally partake in discussion, i.e., "If I could be an animal, I would be ....."</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Compare small animal with house plant</p> <p>List likenesses and differences on chart</p> <p>Have children bring in small pets for comparison of structures, eating habits, breathing, methods and locomotion</p> <p>Dioramas: showing various environments (desert, water, forest, jungle, etc.)</p> <p>Add plants to the diorama</p> <p>Field trip to farm in spring</p> <p>Incubation of eggs, hatching of chicks</p> <p>Visit from veterinarian or pet shop owner to discuss care of animals</p> <p>View film showing natural protection</p> <p>Field trip to Museum of Natural History</p> <p>Individual books</p> <p>Pet Day</p>	<p>Plant &amp; Animal Pictures</p> <p>Primary Science Concept</p> <p>Charts on animals (I.M.C.)</p> <p>Books: <u>Everybody Eats</u>  <u>Animal Babies</u>  <u>Egg to Chick</u>  <u>Big Frog</u>  <u>Little Frog</u>  <u>Ten Little Caterpillars</u></p> <p>Films: Mother Hen's Family  Guffy the Turtle  Animals Protect Themselves</p> <p>Speaker: Veterinarian or pet shop owner</p>
<p>Make books</p> <p>Discussion of plants and animals</p> <p>Puppets</p>	



UNIT TITLE: ANIMALS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Graphing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Copy a group-produced graph depicting types of pets they have</p>
<p><u>Art</u></p> <p>Combining Separating Forming</p>	<p>Make a diorama (clay animals)</p> <p>Make a paper bag or paper mache puppet</p> <p>Make an egg carton caterpillar</p> <p>Make a waxed paper crayon butterfly</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Pet graph

Same as objectives

UNIT TITLE: ANIMALS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

People and their job roles:

Service provided

Good produced

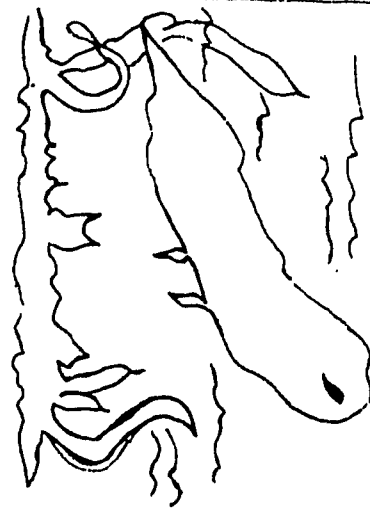
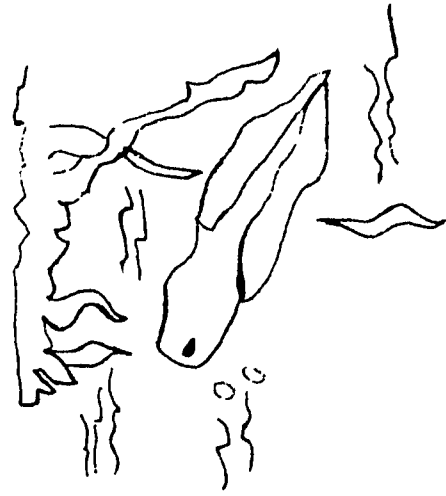
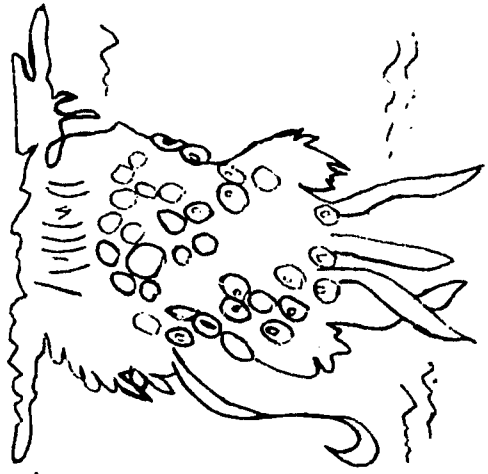
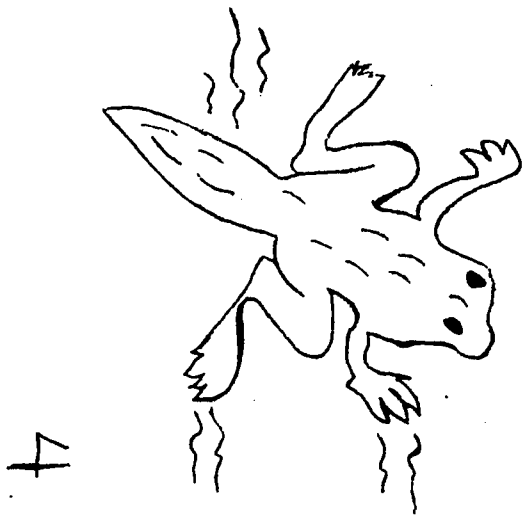
Tools workers use

As a result of this unit, each child will be able to:

List orally animal-related jobs, such as zoo keeper, vet, pet shop owner, farmer, curator

List a tool appropriate to a job workers use with animals, example:  
Veterinarian - Stethoscope  
Zoo keeper - pail, shovel

Color, cut apart and make a booklet



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

On going integration of unit

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DIORAMAS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes	pipe cleaners
clay	realia: stones
construction paper	shells
tempera paints	twigs
paste sticks	etc.

B. Procedures for this activity (with helpful hints)

1. Discuss and read about various animal habitats.
  2. Have children sign up for various habitats where an animal might be found (desert, jungle, zoo, pet shop, farm, water, etc.).
  3. Paint insides of boxes with appropriate scenes.
  4. Construct clay and pipe cleaner animals, workers.
- NOTE: This involved at least 3 sessions.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Dioramas were labeled (Ex.: John's Zoo) and displayed.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PET BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

pencils  
crayons  
drawing paper  
printing paper

B. Procedures for this activity (with helpful hints)

1. Make cover
2. Make pictures concerning care of pets
3. Add sentences about the picture
4. Put together for own books

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A BARN AND FENCE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers	wood - thin plywood
coping saws	nails
pencils	oil cloth
yardstick	carpet tacks

B. Procedures for this activity (with helpful hints)

1. Plan size of barn to be made
2. Build side frame and roof frame
3. Assemble sides and roof
4. Cover frames with red oil cloth or paper for sides
5. Cover roof frame with black oil cloth or black paper



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: APPLE ORCHARD

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to create an understanding of what it takes to grow apples, what happens to them when they are picked, how some are sold for fruit and others are processed into other products.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Johnny Appleseed  
Finger Play Book  
Two Little Apples

Records: Walt Disney

Films: Johnny Appleseed

2. Field Trips:

Zimmerman Apple Orchard

3. Human Resources:

Parents to help with cooking

4. Activities:

Caramel Apples  
Applesauce

Activities Without Directions:

Baked Apples

UNIT TITLE: APPLE ORCHARD

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing

Story telling

Sequence illustrating oral  
and written stories

Role playing

As a result of this unit, each child  
will be able to:

Dictate a story

Tell a story using complete sentences

Recall in sequence

Science

Care of animals

Simple tools

Tell ways to care for animals

Identify simple tools

Math

Measuring

Fractions

Measure sugar and water properly

Cut apples in halves and quarters

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Field trip

Act out various occupations involved  
with an apple orchard

Illustrate stories about trip

Zimmerman Apple Orchard

Make caramel apples

Baked apples

Make applesauce

Film: Johnny Appleseed

Books: Johnny Appleseed  
Two Little Apples  
Finger Play Book

UNIT TITLE: APPLE ORCHARD (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Functions of Work:

Production

Servicing

Interdependence of other workers

As a result of this unit, each child will be able to:

Identify those apple activities which produced products or provided services

Explain why people need to work together

Music

Music appreciation

Finger plays

Recognize songs taught about apples

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

knife  
large pot  
sugar  
spice (your choice)

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Wash apples carefully, peel, core and cut in quarters.  
Put apples in pan and add enough water to cover half  
the apples. Cook until they are soft. Add 1 cup  
brown sugar to each 1-1/2 cups apples. Add desired  
spices (cinnamon or ginger).

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLES

II. ACTIVITY FORMAT:

A. Tools and Materials

caramels  
milk  
popsicle sticks  
waxed paper  
double boiler

B. Human Aides and Resources

Teacher and one mother helper

C. Procedures for this activity (with helpful hints)

1. Melt caramels in double boiler
2. Stir occasionally
3. Be sure to have lid on, they will melt faster
4. After they have melted, add enough milk for desired consistency for dipping apples
5. Put sticks in center of apples
6. Remove double boiler from hot plate
7. Dip apples into caramel mixture and let drip
8. Let apples set before eating

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: CANDY

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to learn about the many facets of candy making through the manufacture and packaging of candy. First and second graders will work together on this unit. Children will be involved in making and packaging of candy.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Your Wonderful Teeth - Schloat  
Candy Man Language - Arts booklet

2. Field Trips:

3. Human Resources:

Parents and college students to assist with candy making  
Candy maker

4. Activities:

Make Marshmallow Sparkles  
Make Mint Wafers  
Make Snowballs  
Make Butter Mints



UNIT TITLE: CANDY

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Sight vocabulary

As a result of this unit, each child will be able to:

Recognize new sight words

Creative Writing

Write a brief story about the candy making process or packaging

Develop a candy advertisement

Social Studies

Origin of candies

Tell where three candies studied originated

Candy likes and dislikes

State preferences for available candies

State dislikes for available candies

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Work with candy making vocabulary

Use candy making booklet stressing phonics and spelling

Write creative stories about Charley and the Chocolate Factory (book by Raoul Dahl)

Writing brief stories about candy making and packaging

Plan a candy advertisement

General discussion of candies and their origins

Discussion of candies in general and why they appeal to one person and not to another

Make a booklet showing candies in these categories: chocolates - mints - hard - jellies

UNIT TITLE: CANDY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Liquid measurement

Measurement of solids

As a result of this unit, each child will be able to:

Measure accurately liquids and solids

Recognize and read fractions in a recipe

Science

Tooth care

Change of matter  
Heat affects matter

Describe dangers involved in exposing teeth to excess of sugars

Tell the necessity for brushing teeth after eating sweets

Discover the change in matter from liquid to solid to gas

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Work with liquid and solid measuring devices

Read and follow candy recipes

Make a variety of candies

Compare a healthy tooth with one that has decayed

Make a drawing showing how excess sugars destroy healthy teeth

Read book - Your Wonderful Teeth by Schloat

Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas

UNIT TITLE: CANDY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Forming  
Combining  
Separating  
Planning a poster  
Attractive packaging

As a result of this unit, each child will be able to:

Develop a candy advertisement

Make a simple poster

Careers

Production of products in a candy industry

Discuss critically the jobs and processes involved with candy making and distribution

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Plan and develop an advertisement for an imaginary candy</p> <p>Make a class mural using any desired art medium to fantasize an imaginary candy-land</p> <p>Make a simple poster</p>	
<p>Candy maker discussing his experiences as a candy man</p> <p>Visiting a candy making industry</p> <p>Class discussion of the jobs and processes involved with candy making and distribution</p> <p>Actual candy making</p>	

## MARSHMALLOW SPARKLES

Dip marshmallows in water - drain excess water on paper towel

Roll in dry jello - let dry

(food coloring added to jello)

Food coloring

Jello

Marshmallows

Waxed paper

Have center set up ahead to make small signs saying "a treat for you"

Have four groups - two groups for each recipe

Have two mothers to supervise

- Assembly line -
1. Cut saran wrap - pull off and cut in half
  2. Wrap candy
  3. Punch holes in signs
  4. Cut string
  5. Put string through hole and tie onto saran wrap

## BUTTER MINTS

3 T. soft butter

1/4 cup whipping cream

1/4 t. salt

1 t. vanilla

2 t. peppermint flavoring

1 pound powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. Dry at least 2 days. Cover with waxed paper to keep clean.

### MINT WAFERS

1 egg white  
2-1/2 cups confectioners sugar  
2 t. butter  
1/2 t. peppermint flavoring

Combine ingredients in bowl. Mix till creamy. Tint in shades of yellow, pink and green. Knead with hands. Shape into 1-inch balls. Place on waxed paper and flatten with tines of a fork.

4 bowls  
Spoons  
Food coloring  
Forks  
Trays  
Saran Wrap

### SNOWBALLS

1 - 6 oz. pkg. semisweet chocolate pieces  
1/3 cup evaporated milk  
1 cup confectioners sugar  
1/2 cup chopped walnuts  
1 - 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler. Heat over hot water till chocolate melts, stirring to blend. Remove from heat - stir in confectioners sugar and nuts. Cool slightly, then form into 1-inch balls. Roll in coconut.

Double boiler  
Spoons  
Hot plate



RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM

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### CANDIES

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Butterscotch Clusters

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Chocolate Nut Pillows  
Chocolate Clusters  
Coconut Orange Balls  
Cornstacks  
Crafty Foods

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Easy Fudge  
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Marshmallows  
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Mint Wafers

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Peanut Brittle  
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Toffee - English

Vanilla Wafer Turtles

### COOKIES

Chocolate No-Bake  
Toasted Coconut-Date  
Caramel Unbaked  
Orange No Bake  
Peanut Butter No-Bake  
Raisin Griddle  
Shoestring Potato  
Strawberry Bakeless

Frypan Cookies

Mother Goose Cookies

Green Holly Cookies

Ginger Bread Men

### SPECIALS

Sugar Plums

Cereal Christmas Trees

No-Bake Chocolate Rolls

Turkey Triangles

Doughnuts

Orange Cranberry Mold

## CRAFTY FOODS

### RICE MOSAICS

Color uncooked rice with food coloring. Let dry. Using Elmer's Glue, outline picture or design in colored yarn, and fill in with colored rice.

### CEREAL MOSAICS

Follow directions for rice mosaics, substituting dry cereals for rice, we found the variety packs of cereal fun to use.

### FINGER PAINTING

Use instant pudding, follow package directions to make it. It's fun even to clean up. Let dry overnight.

Use condensed milk tinted with food coloring too.

### PAINTING

How about using mustard, catsup, grape juice, beet juice, worchestershire sauce, etc., etc.

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

-----  
How about tasting parties for likeness and differences in color, texture, size and feel and taste.

A jam and jelly party

A cheese party

A sweet and sour party

An uncooked and cooked party (foods before and after they are cooked)

How about making lollipops to introduce or reinforce the sound and symbol "L". How about making marshmallow turtles, caramel turtles, or chocolate turtles to introduce or reinforce the sound and symbol "m".

Have fun, be creative with foods and cooking.

### CARAMEL CORN

S. ir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

### SKILLET FUDGE

2 squares unsweetened chocolate, chopped  
1-1/2 c. sugar  
2 tbsp. margarine  
2 tbsp. butter  
7 tbsp. milk  
2 tbsp. white corn syrup  
1 tsp. vanilla

Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

### MINT WAFERS

1 egg white  
2-1/2 c. confectioners' sugar  
2 tsp. butter  
1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1 inch balls; place on waxed paper and flatten with tines of a fork.

### CEREAL - PEANUT BARS

1/2 c. light corn syrup  
1/4 c. brown sugar  
Dash salt  
1 c. peanut butter  
1 tsp. vanilla  
2 c. rice crisp cereal  
1 c. corn flakes slightly crushed  
1 6 oz. pkg. semisweet chocolate pieces

Combine syrup, sugar, and salt in saucepan; bring to a full boil. Stir in vanilla, cereals, and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

### FRYPAN COOKIES

1 c. sugar  
2 eggs, well beaten  
Dash salt  
1-1/2 c. chopped dates  
1 tsp. vanilla  
3/4 c. chopped walnuts  
2 c. Rice Krispies  
Coconut

Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.

### SNOWBALLS

1 6 oz. pkg. semisweet chocolate pieces  
1/3 c. evaporated milk  
1 c. confectioners' sugar  
1/2 c. chopped walnuts  
1 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners' sugar and nuts. Cool slightly, then form in 1 inch balls; roll in coconut. Makes 24.

### MOTHER GOOSE COOKIES

2 cups of the first thing that little girls are made of (Sugar)

1/2 teaspoon of the second thing that little girls are made of (Spice, Ginger or Cinnamon)

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

1 cup of the third thing that little girls are made of (Nuts, raisins or chocolate chips)

1 cup of the thing that little Red Hen went to the mill to fetch (Flour)

1 cup of the thing that Jack Spratt could not eat (Fat)

Bake at 350 degrees

Yield: This makes enough for 60 children - or about two cookies each

### DATE BALLS

1 c. Rice Krispies  
1/2 c. chopped nuts  
1 T. butter  
3/4 c. sugar  
2 eggs - unbeaten  
1-1/2 c. chopped dates

Mix Rice Krispies and nuts together. Melt butter, add sugar, dates and eggs. Heat and cook stirring constantly for 8 to 10 min., mashing dates as they cook. Pour hot mixture over Krispies. Shape into balls and roll in flaked coconut.

### NO-BAKE PEANUT BUTTER COOKIES

1/2 c. Karo syrup  
1/2 c. sugar  
1 c. peanut butter  
2 c. Special K cereal or other dry similar cereals

Bring syrup and sugar to boil. Remove from heat and stir in peanut butter. Add cereal and drop by spoonfuls onto waxed paper.

### ORANGE NO-BAKE COOKIES

3/4 box powdered sugar  
1 1-lb. pkg. vanilla wafers, crumbled  
1 stick oleo or butter, melted  
1 c. chopped nuts  
1 6 oz. can frozen orange juice  
1 can coconut

Mix all ingredients except coconut in a large bowl with hands. Shape cookies and roll in coconut. Yield: 3 doz.

### SHOESTRING POTATO COOKIES

2 6 oz. pkgs. butterscotch chips  
3 T. peanut butter  
1 4 oz. can shoestring potatoes  
1 c. chopped nuts

### Shoestring (con't)

Melt butterscotch chips and peanut butter. Pour over potatoes and nuts. Mix gently. Drop onto waxed paper cookie sheet by teaspoonfuls. Place in freezer to set. Remove from freezer as soon as firm.

### CHOCOLATE HAYSTACKS

1 cup granulated sugar  
1/3 c. cocoa (regular type-dry)  
1/2 c. milk  
3-1/2 c. quick-cooking rolled oats  
1 c. flaked coconut  
1/2 c. chopped walnuts  
1/2 t. vanilla  
dash salt

In saucepan bring first 4 ingredients to a full boil. Remove from heat and stir in remaining ingredients. Drop quickly from teaspoon onto waxed paper. Cool. Yield: 4 doz.

### TOASTED COCONUT-DATE COOKIES

1/2 c. butter  
1 8 oz. pkg. dates - chopped  
1 c. sugar  
2 eggs - slightly beaten  
1/2 c. chopped maraschino cherries  
1 c. chopped nuts  
3 c. Rice Krispies  
1/2 t. salt  
1 t. vanilla  
1 pkg. toasted coconut

Melt butter in heavy pan and add dates, sugar and eggs. Mix. Cook until thick, stirring till cool. Add cherries, nuts, Rice Krispies, salt and vanilla; shape in small balls. Roll in coconut. Store in cool place. Yield: 36 cookies.

### CORNSTACKS

1 pkg. vanilla & chocolate caramels  
1/4 c. Crisco  
3/4 c. chopped peanuts  
6 c. corn flakes  
2 or 3 doz. pieces of candy corn

In large pan combine caramels and Crisco. Stir over low heat until candy melts and mixture is blended. Remove from heat. Stir in peanuts. Add cereal and mix thoroughly. Shape into clusters while warm. Place on waxed paper. Insert a candy corn in center of each. Cool.

### MARSHMALLOW SPARKLES

Red food coloring  
Strawberry or Raspberry jello (1/2 pkg.)  
Marshmallows - large

Add food coloring a few drops at a time, to jello, mixing well to obtain desired color. Dip a few marshmallows by hand into water. Drain excess moisture by shaking into paper toweling. Roll marshmallow in colored jello and allow to dry thoroughly.

### HAYSTACKS

2 pkg. butterscotch morsels  
1 3 oz. can chow mein noodles  
1 c. chopped peanuts

Melt butterscotch morsels in top of double boiler over low heat. Mix with noodles and peanuts. Drop onto waxed paper. Let stand until firm.

Abbreviations: pkg. equals package  
oz. equals ounces  
c. equals cup  
tbsp. equals table-  
spoon  
lb. equals pound

### ORANGE COCONUT BALLS

1 6 oz. can frozen orange juice, thawed  
1/4 lb. butter or margarine  
1 12 oz. box vanilla wafers (crushed fine)  
1 box confectioners sugar  
Shredded or flaked coconut

Blend all ingredients together thoroughly; roll into 1/2 inch balls. Roll balls in coconut.

### LOLLIPOP CLOWNS

3 c. granulated sugar  
3/4 c. light corn syrup  
3 tbsp. vinegar  
1/3 c. boiling water  
1/4 c. butter or margarine  
dash salt  
Wooden skewers  
Fruit-flavored hard candy circles

Combine sugar, corn syrup, vinegar, and water; stir until sugar dissolves. Cook to hard crack stage (300 degrees.) Remove from heat; add butter and salt. Cool until mixture thickens slightly. Quickly drop from tablespoon over skewers placed 5 inches apart on greased cookie sheet. Make faces with candy circles.

### LEMON CLUSTERS

Make Puddin' Candy except use lemon pudding - omit vanilla and 1 c. flaked coconut in place of peanuts.

### CHOCOLATE NUT PILLOWS

1 6 oz. pkg. semisweet chocolate pieces  
1 tbsp. shortening  
1/2 c. peanut butter  
2 tbsp. confectioners sugar  
3 c. spoon-size shredded wheat biscuits  
1/2 c. finely chopped peanuts

Melt chocolate pieces and shortening over boiling water. Stir in peanut butter and sugar. Coat biscuits in chocolate; shake off excess. Roll in nuts. Cool on rack, makes about 3 cups.

### MARSHMALLOWS

- 2 envelopes Knox gelatin
- 1 c. granulated sugar
- 1 c. light corn syrup
- 1 egg white

Soften gelatin in 1/2 c. cold water. In saucepan, combine sugar, syrup and 1/3 c. water. Cook to soft ball stage (240 degrees) stirring only until sugar dissolves. Remove from heat. Stir in gelatin to dissolve. Let cook 10 minutes. Beat egg white to stiff peaks. Slowly add the syrup beating on high speed of mixer till candy stands in soft peaks. Cover bottom of pan with brown paper. Sprinkle on the paper about 3 T. of cornstarch mixed with 3 T. powdered sugar. Pour candy onto cornstarch-sugar mixture. Let stand overnight. Sprinkle top with mixture of cornstarch mixed with powdered sugar (3 T.). Cut with moistened knife. Roll edges in cornstarch-sugar mixture.

### CARAMELS

- 1 c. butter or margarine
- 1 lb. brown sugar
- dash salt
- 1 c. light corn syrup
- 1 can Eagle Brand milk (15 oz.)
- 1 t. vanilla

Melt butter in large saucepan. Add sugar and salt and stir well. Add corn syrup and mix well. Gradually add the milk, stirring constantly. Cook and stir over medium heat to firm ball stage (245 degrees)-takes about 15 min. Remove from heat, stir in vanilla and pour into buttered pan. Cool. Cut into squares.

### EASY FUDGE

- 4 c. granulated sugar
- 1 can evaporated milk (14-1/2 oz.)
- 1 c. oleo or butter
- 1 pkg. chocolate chips (12 oz.)
- 1 pt. marshmallow creme
- 1 t. vanilla
- 1 c. broken walnuts

In a heavy pan, combine sugar, milk and butter. Cook over medium heat to soft ball stage, stirring often. Remove from heat. Add chocolate chips, marshmallow creme, vanilla and walnuts. Beat until chocolate is melted and blended. Pour into buttered pan - cool - cut into squares.

### PEANUT BUTTER FUDGE

- 2 c. granulated sugar
- 2/3 c. milk
- 1 c. marshmallow creme
- 1 c. chunky peanut butter
- 1 pkg. chocolate chips (6 oz.)
- 1 t. vanilla

In a heavy pan, combine the sugar and milk. Stir until the sugar melts. Cook to soft ball stage. Remove from heat. Stir in the marshmallow creme, peanut butter, chocolate chips and vanilla. Blend well. Pour into buttered pan. Cook. Cut into squares.

### ENGLISH TOFFEE

- 3 t. water
- 1 c. sugar
- 2 sticks oleo
- 1 t. vanilla
- 5 regular size chocolate bars

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookiesheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.



### CHOCOLATE NO-BAKE COOKIES

2 c. sugar            1/2 t. salt  
1/4 c. cocoa        1/2 stick oleo or  
1/2 c. milk            butter  
2 c. minute oats    1/2 c. peanut butter  
1 t. vanilla        1/2 c. coconut or 1/2  
                              c. broken nutmeats

Mix sugar, salt and cocoa in saucepan. Add milk and butter and bring to boil. Boil for 1 min. and 30 sec. Add remaining ingredients and mix well. Drop by spoonfuls onto waxed paper and chill. Yield: 2-1/2 doz.

### STRAWBERRY DIVINITY

2 egg whites  
1 pkg. strawberry jello  
3 c. sugar  
3/4 c. light corn syrup  
3/4 c. water  
1/2 c. grated coconut  
1 c. chopped nuts

Beat egg whites until fluffy; add jello. Beat until mixture holds a definite peak. In saucepan, mix sugar, syrup and water. Cook to boiling, stirring constantly. Reduce heat and continue cooking, stirring occasionally until mixture reaches 250 degrees on candy thermometer. Pour into egg whites in a very thin stream, beating constantly. Continue to beat until candy holds shape and loses its gloss. Stir in coconut and nuts. Quickly drop from teaspoon onto greased cookiesheet. Any flavor jello may be used. Yield: 5 doz.

### PEANUT CEREAL CANDY

3 c. crisp rice cereal  
1 c. salted peanuts  
1/2 c. granulated sugar  
1/2 c. light corn syrup  
1/2 c. peanut butter  
1/2 t. vanilla

### Peanut Cereal Candy (con't)

Mix cereal and peanuts; set aside. Combine sugar and syrup. Cook, stirring constantly, till mixture comes to a full boil. Remove from heat. Stir in peanut butter and vanilla. Immediately pour syrup over cereal mixture, stirring gently to coat. Pat cereal evenly into buttered 8 x 8 x 2 inch pan. Cool; cut in 1 by 2 inch bars. Makes 32 bars.

### MASHED POTATO CANDY

1/2 c. mashed potatoes  
1 lb. confectioners sugar  
1/2 c. peanut butter

Mix warm mashed potatoes with sifted sugar. Roll in oblong shape and spread with peanut butter. Roll up like a jelly roll and cut in slices.

### SUGAR PLUMS

1/2 c. butter  
5 c. confectioners sugar (unsifted)  
1/4 c. whipping cream  
1 t. vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Shape and decorate as desired.

Roll them in coconut, chopped nuts, colored sugars, etc. Color them with liquid food coloring. Shape them as balls, ovals, letters, numbers, squares, triangles, candy canes, etc.

Center them - with fruits, nuts, raisins, mints, chocolate chips, candies.

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.

### NO-BAKE CHOCOLATE ROLLS

1 egg  
1-1/4 c. confectioners sugar  
1/2 t. vanilla  
4 squares semisweet chocolate  
1 c. chopped walnuts  
1/2 pkg. miniature marshmallows  
Coconut, flaked

Beat egg, add confectioners sugar, butter and vanilla. Melt chocolate over hot water and add to mixture. Add nuts and marshmallows, stir. Make into 3 rolls on coconut sprinkled waxed paper, coating each roll. Refrigerate and slice when cold. Keep cold - do not freeze.

### PEANUT BRITTLE

2 c. granulated sugar  
1 c. light corn syrup  
1/2 c. water  
1 c. butter or margarine  
2 c. peanuts  
1 t. soda

Combine sugar, syrup and water in 3 qt. saucepan and stir till sugar dissolves. When syrup boils, blend in butter. Stir frequently after mixture reaches the syrup stage (230°). Add nuts when the temperature reaches soft-crack stage (280°) and stir constantly till temperature reaches the hard-crack stage (305°). Remove from heat. Quickly stir in soda, mix thoroughly. Pour onto two cookie sheets. As candy cools, stretch it out thin by lifting and pulling from edges, using two forks. Loosen from pans as soon as possible; turn candy over. Break into pieces.

### PUDDIN' CANDY CLUSTERS

1 pkg. (3 oz.) vanilla mix  
1 c. sugar  
1/2 c. evaporated milk  
1 T. butter or margarine  
1 c. salted peanuts  
1/4 t. vanilla

Blend dry pudding mix and sugar in 2 qt. saucepan. Stir in evaporated milk. Add butter. Cook and stir over medium heat and boil gently 3 min., stirring constantly. Remove from heat; stir in peanuts and vanilla. Beat immediately - it will become somewhat dull. Drop by the tablespoonfuls on waxed paper. Yield: 24 clusters.

### CHOCOLATE CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

### BUTTERSCOTCH CLUSTERS

Make Puddin' Candy except use 1 pkg. of butterscotch pudding and whole pecans in place of vanilla pudding and peanuts.

### CARAMEL TURTLES

144 small pecan halves (about 1 cup)  
36 light caramels  
1/2 c. semisweet chocolate pieces, melt.

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow oven (325 degrees) till caramels soften, about 4 to 8 min. Remove from oven; with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

### VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A toothpick doubles for a tail and anchor for head of gumdrop. Frost between two cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 t. milk until smooth.

### CARAMEL CHEWS

Place 36 vanilla caramels and 3 T. light cream in top of a double boiler over simmering water; heat until caramels melt; stir occasionally. Toss together 1 c. corn flakes, 2 c. crisp rice cereal, 1 c. flaked coconut, 1/2 c. chopped walnuts, and 1/2 c. raisins. Pour caramel mixture over. Mix thoroughly. With buttered fingers, press rounded tablespoons of mixture lightly into balls. Place on waxed paper. Makes about 4 doz. cookies.

### UNBAKED CARAMEL COOKIES

In a large saucepan, combine 2 cups granulated sugar, 3/4 cup butter, and 1 6 oz. can evaporated milk. Bring mixture to a running boil, stirring frequently. Remove from heat and add one 4 oz. pkg. instant butterscotch pudding mix and 3-1/2 cups quick cooking rolled oats; mix together thoroughly. Cool 15 minutes; drop dough from teaspoon onto waxed paper. Makes 5 doz. cookies.

### CHOCOLATE HAYSTACKS

2 c. granulated sugar  
1/3 c. cocoa  
1/2 c. milk  
1/2 c. butter  
3-1/2 c. quick cooking rolled oats  
1 c. flaked coconut  
1/2 c. chopped walnuts  
1/2 t. vanilla  
dash salt

### Chocolate Haystacks (con't)

In saucepan bring first 4 ingredients to a full boil. Remove from heat. Stir in remaining ingredients. Drop quickly from teaspoon on waxed paper; cool. Makes about 48 cookies.

### FUDGE NOUGAT

2 c. sugar  
1/2 c. butter  
1 c. evaporated milk  
3/4 c. flour  
1 c. graham cracker crumbs  
1 6 oz. pkg. chocolate morsels  
1/3 t. vanilla  
3/4 c. chopped nuts

In a saucepan combine sugar, butter and milk. Bring to a boil, stirring constantly. Boil for 10 minutes or until soft ball stage. Remove from heat; immediately add flour, graham cracker crumbs and chocolate morsels. Stir until chocolate is melted. Add vanilla and nuts. Spread into 8 x 13 inch pan. Sprinkle chopped nuts over top or cool and top with powdered sugar. Cut into squares.

### INSTANT LOLLIPOPS

2 pkg. 3 oz. flavored jello  
2 T. water  
wooden coffee stirrers

Butter two cookiesheets, place six sticks evenly spaced on each sheet. In small heavy saucepan, combine jello and water. Heat over very low heat, stirring until mixture is melted. Simmer 5 minutes. Remove from heat and working quickly, drop mixture by tablespoons on top of each stick on cookie sheet. If double batch is made with different flavors of jello, remaining jello can be used to decorate other colored lollipops.

### GREEN HOLLY COOKIES

30 large marshmallows  
1/4 lb. margarine  
1-1/2 t. green food coloring  
4 c. cornflakes  
red cinnamon candies

Melt marshmallows and margarine in top of double boiler. When dissolved, add green food coloring. Pour over cornflakes in a large bowl being careful to cover each flake thoroughly but not crushing the flakes. Drop by small clusters on waxed paper, making wreaths. Add red candies to look like holly trims.

### CEREAL CHRISTMAS TREES

3 T. butter  
32 large marshmallows  
1/2 t. vanilla  
1/2 t. green food coloring  
4 c. Cheerios cereal  
small gumdrops

In large saucepan heat butter and marshmallows over low heat stirring constantly until marshmallows are melted. Remove from heat; stir in vanilla and food color. Fold in cereal until evenly coated.

On waxed paper quickly shape warm mixture with buttered hands into Christmas tree shapes, using about 1/4 c. mixture for each cookie-size tree. For ornaments cut gumdrops into slices and press onto trees.

### BAKELESS STRAWBERRY COOKIES

1 can Eagle Brand milk  
2 boxes strawberry jello powder  
1 lb. coconut

Mix all together and let set in refrigerator 2 hours. Shape into roll and wrap in waxed paper. Cut in small pieces and roll in one box raspberry jello powder. Make in round or strawberry shapes. Make green paper leaves.

### CARAMEL FUDGE BALLS

1/2 c. oleo  
1/4 t. vanilla and a little salt  
4-1/2 c. confectioners sugar  
1/2 c. caramel topping  
nuts - chopped

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

### ELECTRIC SKILLET PEANUT BRITTLE

3 c. sugar  
1 c. salted peanuts  
1/2 t. soda

Place sugar in electric skillet heated to 400 degrees. Stir until melted and light brown. Turn off heat; stir in peanuts until blended. Stir in soda; pour quickly into buttered cookie sheet. Cool. Break into pieces.

### CARAMEL FUDGE BALLS

1/2 c. oleo  
bit of salt  
1/2 c. caramel topping  
1/4 t. vanilla  
4-1/2 c. confectioners sugar  
nuts, crushed

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

### DOUGHNUTS

Open a package of Puffin Buttermilk Biscuits and separate the biscuits. Let them rise a little. Heat cooking oil over medium heat. Push a hole into center of biscuits. Place in cooking oil. Dough should brown quickly and expand about twice its size. Turn. Remove from oil. Place in bag with granulated sugar, sugar and cinnamon or powdered sugar.

### RAISIN GRIDDLE COOKIES

3-1/2 c. sifted flour  
1 c. sugar  
1-1/2 t. baking powder  
1 t. salt  
1/2 t. baking soda  
1 t. nutmeg  
1 c. shortening  
1 egg  
1/2 c. milk  
1-1/4 c. raisins

Sift dry ingredients together into bowl.  
Cut in shortening until mixture is mealy.

Beat egg, add milk and blend. Add egg mixture and raisins to flour mixture. Stir until all the ingredients are moistened and dough holds together.

Roll on lightly floured board to 1/4" thickness. Cut with 2" cookie cutter.

Heat griddle until a few drops of water dance on it. (Do not overheat griddle.) Oil griddle lightly and place cookies on it. As the bottoms brown, the tops become puffy. Then turn and brown on other side. Serve warm.

Variation: To make Lemmon Griddle Cookies, omit raisins and add 1 t. grated lemon rind.

### TURKEY TRIANGLES

Open an 8 oz. tube of refrigerated Crescent Dinner Rolls and separate them into 8 marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dab of butter and roll each triangle up, starting at the wide end. Place on ungreased cookie sheet and bake 10-15 minutes at 375 degrees.

### ORANGE CRANBERRY MOLD

Dissolve a 3 oz. pkg. of orange jello in 1 cup of hot water. Add 1/2 cup orange juice and 1 lb. can of whole cranberry sauce. Chill until firm. We make individual molds in 5 oz. paper juice cups.

### NO BAKE PEANUT OATMEAL DROPS

Mix 1 cup of sugar, 1/4 cup of butter, 1/3 cup of evaporated milk in saucepan. Bring to rolling boil, boil 3 minutes, stirring frequently. Remove from heat. Stir in 1 cup of peanut butter, 1/2 t. vanilla, 1 cup rolled oats and 1/2 c. Spanish peanuts. Drop by tablespoons onto waxed paper. Let stand until set.

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CAUTION: Beware of cooking candy in damp or humid weather. Candy becomes quite thick.

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## GINGERBREAD MEN \*

Helen Barker, Inverness, Florida

My kindergarten's tastiest project is the gingerbread men they make and bake themselves. We start by reading the familiar *Gingerbread Man*, then draw and paint our own. After a few days of dramatization and records, we decide it's time to make a "real" gingerbread man. Each child models his own from clay. No two will look alike but all are perfect gingerbread men!

On baking day, I mix the dough at home but you can do it with your students. The recipe is simple. The dough is easy to work with so the children can take their time modeling their men. We use raisins and M & M's (which melt in your mouth and not in the oven) for eyes, noses and buttons. Place each gingerbread man on the dull side of aluminum foil and print the child's name on the foil since baking may render a cake unrecognizable.

Put the gingerbread men on cookie sheets and bake. If you do not have an oven available at school, perhaps a mother living near the school would bake them for you. The following recipe is enough for 25 gingerbread men.

3/4 cup shortening  
3/4 cup sugar  
3/4 cup light molasses  
3/4 tablespoon vinegar  
1 beaten egg  
4-1/2 cups flour  
3/4 teaspoon salt  
3/4 teaspoon soda  
3/4 teaspoon cinnamon  
3/4 teaspoon ginger (optional)

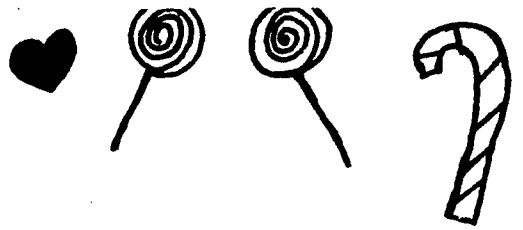
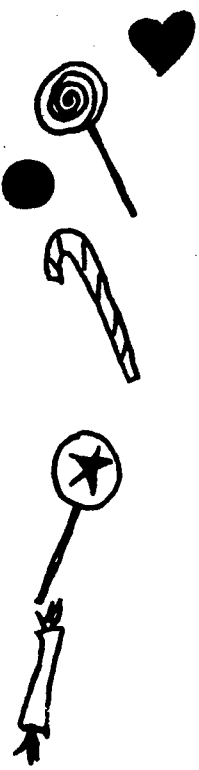
Mix moist ingredients well. Add dry ingredients. With your hands shape into men. Bake at 375 degrees for 12 to 15 minutes.

\* Taken from: Teacher, December 1972, p. 90.

BUTTER MINTS

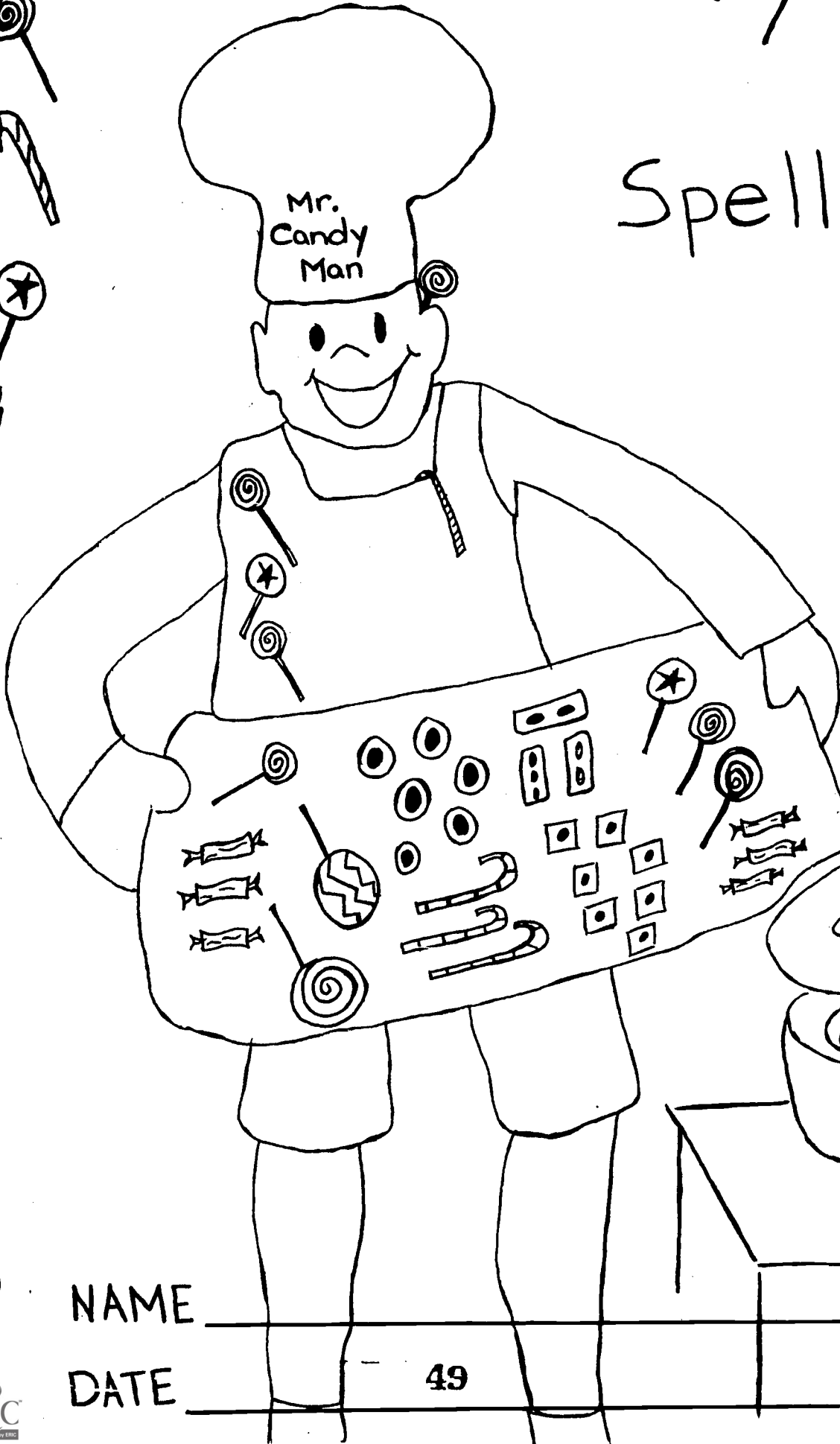
3 T. soft butter  
1/4 c. whipping cream  
1/4 t. salt  
1 t. vanilla  
2 t. peppermint flavoring  
1 lb. powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. DRY AT LEAST 2 DAYS. Cover with waxed paper to keep clean.



Mr.  
Candy  
Man

# Spelling



NAME \_\_\_\_\_

DATE \_\_\_\_\_



I am very popular.

I am good to eat.

I give you quick energy.

I am made up mostly of sugar and water.

I can be changed by adding other ingredients.

I have over 20,000 brothers and sisters, but there are only ten main types of us.

The most popular type in my family is chocolate.

Can you guess who I am ???

! ! ! X Q N V D

Practice your new words.

1. popular
2. other
3. sugar
4. made
5. ten
6. eat
7. over
8. family
9. guess
10. candy

Draw a picture of your family making candy.

Unscramble these words.

gusrq \_\_\_\_\_

vore \_\_\_\_\_

nte \_\_\_\_\_

usesg \_\_\_\_\_

uappolr \_\_\_\_\_

tea \_\_\_\_\_

alfmi \_\_\_\_\_

teohc \_\_\_\_\_

dcayn \_\_\_\_\_

deam \_\_\_\_\_

Put your words in ABC order

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

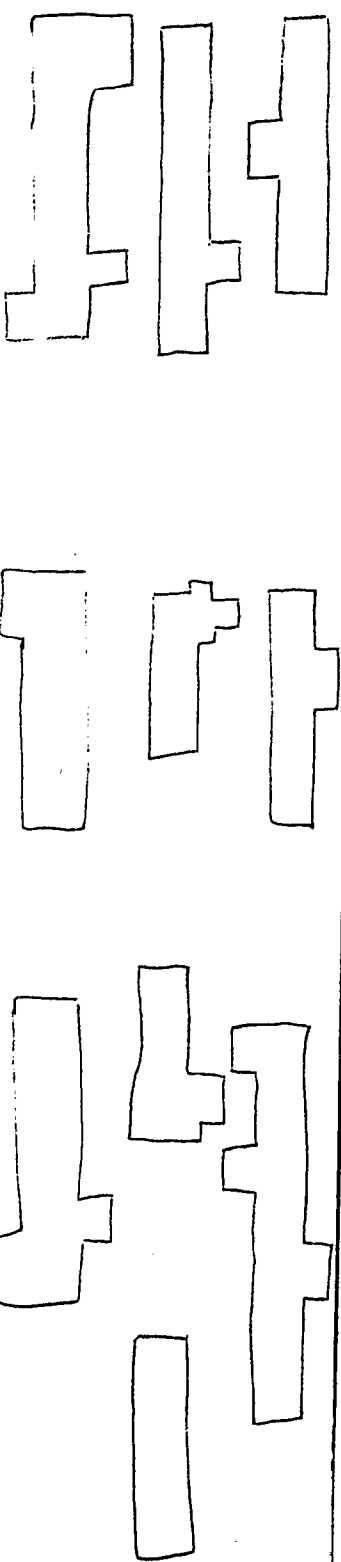
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Find these words:

- boil
- butterscotch
- candy
- chocolate
- eat
- energy
- family
- fudge
- good
- guess
- heat
- made
- mint
- other
- over
- popular
- sucker
- sugar
- ten
- water

B O I L W X E A T Z S O  
B U M Q D W D A N E H U H  
F O T H E R A J N E C H  
A G S T N I M C R A K E D  
M H C R E T A W L N R D  
I O R K H R S K D L Q Y  
L C S C G D U F C P Q Y  
Y O E G D U F C P Q Y  
L L Y P G D G E D P W Z  
V A M A T Y O S P T R J  
F T R Y S O B S X C Z  
T E Q X G E N E R G Y H

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: CHRISTMAS

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to:

Create an awareness in children that job activities alter in direct relationship to seasonal requirement.

Give children a non-commercial view of how various countries celebrate winter holidays; to compare celebrations and relate their own to others.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Let's Visit The Bakery  
How We Get Our Mail  
Let's Visit The Post Office

1972 Sears Holiday Coloring Book  
Jefferson International Holiday Fair

2. Field Trips:

Bakery  
Post Office  
Christmas Tree Lot  
Room to Room Visit

3. Human Resources:

Exchange student  
Baker

4. Activities:

Make Candy  
Print Christmas cards and notes  
Make Candles  
Make Hot Plates  
Felt puppets  
Christmas toys

Activities with no directions:

Make Cookies  
Make Christmas book

UNIT TITLE: CHRISTMAS

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Linear measurement

Liquid measurement

As a result of this unit, each child will be able to:

Count materials in groups of ten

Measure material to length with ruler

Measure material to volume with cup

Social Studies

Human relations

Job market expansion

Religious and ethnic customs

State difference between Jewish and Christian customs

Tell what customs change in direct relationship to ethnic background

List what jobs are created by seasonal activity

Identify that orderly procedure is necessary in producing a product

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Measuring for necessary activities

Field trip: Bakery, post office, Christmas tree lot

Make own Christmas and Hannukah cards.  
Identify customs, clothing and foods according to country

UNIT TITLE: CHRISTMAS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing

Poetry

Choral verse

Verbal discussion, reading

Vocabulary expansion

As a result of this unit, each child will be able to:

Relate and apply dramatics to what they read or hear

Compose letters to gain information

Write story: Christmas is.....  
Snow is.....

Help contribute to a Christmas Alphabet book

Science

Physical property changes

Ecological growth of Christmas tree

Seasonal change (weather conditions)

Explain that when heat is applied to an object, it changes form

Tell the development of Christmas trees

Recognize that weather conditions are different during the same season

Explain transportation governed by geographical peculiarities

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing

Santa's workshop elves

One student read recipes while others mix ingredients

Note chemical changes in some recipe ingredients (yeast)



UNIT TITLE: CHRISTMAS (Continued)\_

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Job functions

Service or product

Increase of personnel and products during holiday seasons

As a result of this unit, each child will be able to:

Observe and follow etiquette of group discussion

Examine how geographic location and seasonal celebrations affect employment

Art

Cutting

Pasting

Customs

Decorations

Cut material

Trace design

Paste

Design a Christmas card and note paper

Illustrate poem

Illustrate growth of Christmas tree

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing:

Cooks helping Mrs. Santa  
Act out clerking  
Act out jobs involved in growth of  
Christmas tree

Make bulletin board for Christmas and  
Hannukah

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TREE HOT PLATES (used to put hot pans on)

II. ACTIVITY FORMAT:

A. Tools and Materials

felt  
bottle caps (kind used with bottle opener)  
calico material  
glue  
scissors

B. Human Aides and Resources

Teacher  
Mothers

C. Procedures for this activity (with helpful hints)

1. Cut felt in shape of Christmas tree (6" x 8")
2. Cut round pieces of material - enough to cover bottle caps
3. Tuck ends of material inside bottle cap and glue
4. When dry, glue on tree as ornaments



Hints:

1. Felt trees were pre-cut by mother helpers
2. Circle pattern used when cutting out calico material
3. Make sure caps are covered with material
4. Make sure caps are securely glued on felt

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING (use small groups)

II. ACTIVITY FORMAT:

A. Tools and Materials

sugar	hot pads
clear Karo syrup	measuring cups and spoons
flavoring oil	wooden spoons
food coloring	tea kettle
hot plates	candy thermometer
sauce pans	tin foil
opt. powdered sugar	

B. Human Aides and Resources

mother helpers

C. Procedures for this activity (with helpful hints)

Recipe

2 cups sugar	1/2 cup Karo syrup
1/2 cup water	1/4 t. flavoring
1 t. food coloring	

Stir until sugar is dissolved. Don't stir again until mixture reaches desired temperature of 350 degrees on candy thermometer. Remove from heat - rapidly stir in 1/4 t. desired flavoring and 1 t. coloring. Pour on sheet of foil and let harden. Break into small pieces and add sugar. Boiling water used for cleaning of pan.

Hints: Each child should be very familiar with procedure and each group had copy of recipe. Let adult break candy.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS TOY (Pill-in-the-box)

II. ACTIVITY FORMAT:

A. Tools and Materials

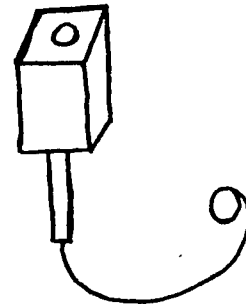
shand drills	dowels
saws	string
hammer	beads
wood (pine) 2x2x3 or 4 (precut)	tacks

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Drill one large hole in one end
2. Drill one small hole in the other end
3. Saw dowel (4 in.)
4. Glue dowel in small hole
5. Decorate and varnish
6. Attach string with tacks and bead



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FELT PUPPETS

II. ACTIVITY FORMAT:

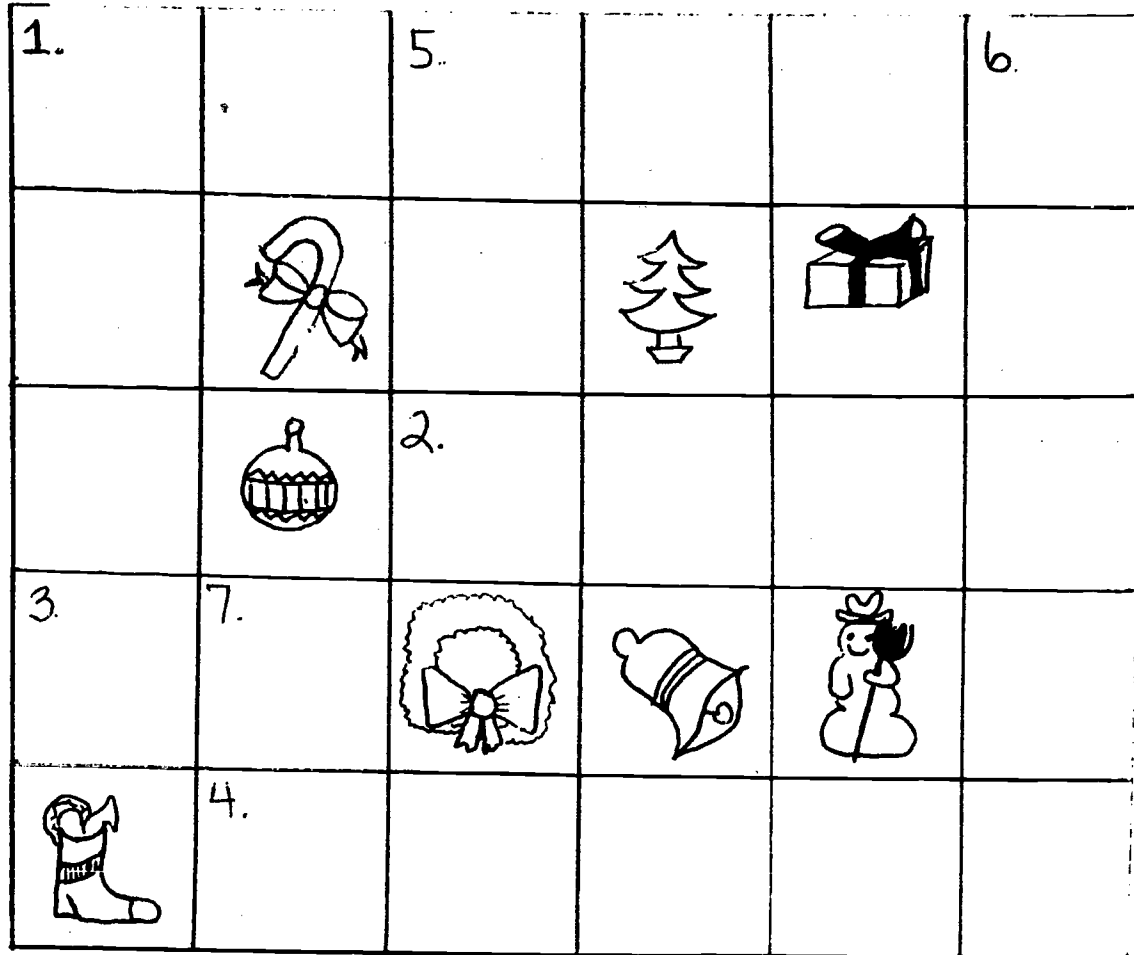
A. Tools and Materials

felt - precut to shapes  
needle  
yarn

B. Procedures for this activity (with helpful hints)

1. Sew two green tree-shaped pieces of felt together with red yarn leaving an opening for the hand
2. Glue on facial features and star, trunk and pot

Name \_\_\_\_\_



Across

Down

1. A holly \_\_\_\_\_
2. \_\_\_\_\_ the stocking
3. Santa's laugh, ho, \_\_\_\_\_
4. \_\_\_\_\_ New Year

1. Make a \_\_\_\_\_
5. Santa's helper
6. Boughs of \_\_\_\_\_
7. \_\_\_\_\_ goody!

fill  
wish

holly  
oh

ho  
wreath  
happy

Name \_\_\_\_\_



Six of Santa's elves are hidden on the tree. Can you find them? Color the elves red. Color the tree green. Color the decorations other colors.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS CARDS AND NOTES

II. ACTIVITY FORMAT:

A. Tools and Materials

wood	dremel saw
plastic wrap	paper
T-square	tubes (bike or auto)
envelopes	twine
pencils	glue
rulers	weights

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

1. Teach how to measure with linear ruler and "Square" (more correctly "right") angle
2. Child measures 4" off a 1' board - place a dot - apply T-square to draw line for block - with supervision, cut off piece of wood
3. Child draws a design on manila paper, sized same as block
4. Child cuts design out of rubber and glues to block - cover with plastic wrap - place weight on top of design and leave overnight
5. Apply ink with brayer and stamp six notepapers
6. Supply or make envelopes for notepaper
7. Take home

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

CANDLE MAKING

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

hot plate	plastic bags
double boiler	wax
coloring (can use crayons)	string
scents	paste sticks
small milk cartons or paper cups	newspaper

#### B. Procedures for this activity (with helpful hints)

1. Melt wax in double boiler
2. Add coloring and scents
3. Cover work area with newspapers
4. Measure string so that end touches bottom of milk carton
5. Tie string to paste stick
6. Lay stick on top of carton
7. Pour wax into carton until it is 1/3 full
8. Let harden until real hard - approx. 1 day
9. Repeat #8 until carton is full using different colors
10. Cut string and paste stick off
11. Peel off carton
12. Put candle in plastic bag and staple sheet

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: THE CIRCUS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is designed to give children some background in the history of circuses. It will add to their appreciation for the vast jobs, skills that are involved in a production of the circus.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

.. Flat pictures of Circus Animals - Ringling Bros. Circus

Filmstrips: Circus Animals  
Circus Gets Ready  
Circus People  
Here Comes the Circus

Records: Big Top Circus Calliope  
Circus Comes to Town  
Circus Spectacular  
Fun at the Circus  
When the Sun Shines

2. Field Trips:

Circus  
Zoo  
Veterinarian

3. Human Resources:

Vet or animal trainer - "Care and Training of Pets"  
Demonstration of acrobatics  
Demonstration of circus make-up  
Clown

4. Activities:

Role play: circus performer or animal act

Hands-on activities:

Make an acrobat  
Making stilts  
Designing a clown's face

Activities with no directions:

Make a circus tent and decorate with circus animals and performers

UNIT TITLE: THE CIRCUS

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Vocabulary

Creative writing

Empathy

As a result of this unit, each child will be able to:

Use a basic circus vocabulary

Write and tell about a specific circus performer or circus act

Role play the part of a circus performer or circus act

Organize circus words into a specific category

Write a creative story or poem about feelings when a circus is in town

Math

Addition

Subtraction

Do three basic addition problems using circus words in a story setting

Do one or more basic subtraction problems using circus vocabulary in a story setting

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Work with a list of circus vocabulary words

Circus spelling booklet

Background discussion of circus world

Discussion and research of job of circus performer and animal acts

Work with story problems using circus vocabulary

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Animal care

As a result of this unit, each child will be able to:

Discuss and identify the necessity for care and patience in the training of circus animals

Identify the foods necessary in the feeding of circus animals

Social Studies

Transportation

Species

Origin

Locate on a map the origin of two or more circus animals

Tell how animals and people are transported from one circus location to another

Tell or write about the type of housing required for circus performers and circus animals

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Charts and pictures showing care and training of circus animals

Small and large group discussions of food habits of animals

Make a circus booklet showing care and training and foods that are necessary for the continued good health of circus animals

Map work showing origin of animals

Pictures showing animals in their natural habitat

Background information and discussion of transportation of circus animals

Films, filmstrips and flat pictures showing transportation of the circus from town to town



UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Art

Forming materials

Separating materials

Combining materials

As a result of this unit, each child will be able to:

Make a circus tent using available materials

Make a circus clown showing basic human emotions, i.e., sadness, happiness, startled, etc.

Make a crayon or watercolor drawing of an actual three ring circus as a result of visiting

Take part in a group project and help plan and execute a circus mural.

Music

Choral singing

Music appreciation

Musical identification

Identify circus music from a group of three disc recordings

Take part in a group sing using circus music

Recite one or more circus finger plays

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make a circus tent using construction paper

Cut paper clown

Watercolor drawing of three ring circus (crayons are optional)

Mural using various art mediums in large and small group settings

Charts and flat pictures showing circus world

Discuss circus with an actual clown

Listen to various recordings of circus music - make comparisons

Small and large group sessions learning circus songs according to interests of particular class

Class sing

UNIT TITLE: THE CIRCUS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Function of a career:

Production  
Servicing

Location people work

As a result of this unit, each child will be able to:

Identify and describe two or more occupations connected with the circus world

Illustrate a circus performer performing a service

Compare available occupations in the circus to available occupations in the zoo

Identify three occupations in the circus that perform a service

Identify three occupations in the circus that are goods producing

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Circus performers tell about their jobs

Films and filmstrips showing circus people at work

Role play circus performers at work

Plan and take part in a play circus

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE ACROBAT

II. ACTIVITY FORMAT:

A. Tools and Materials

wood	hammer
Oak tag	drill
string	scissors
crayons	
nails	

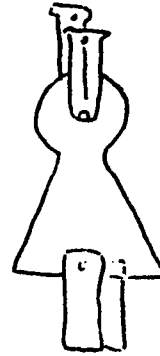
B. Procedures for this activity (with helpful hints)

1. Clowns:

- a. Trace acrobat patterns
- b. Cut out and decorate acrobat
- c. Tie together (assemble)

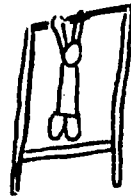
2. Wood:

- a. Measure and saw wood to proper lengths (two 9 inch strips and one 4 inch strip)
- b. Drill two holes
- c. Nail wooden parts
- d. Assemble clown and wood



III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The clowns had to be assembled by the teacher.  
The nailing on thin wood was very difficult.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

STILTS

II. ACTIVITY FORMAT:

A. Tools and Materials

wood screws	clamp
sandpaper	ruler
tacks	stairway - rubber runner for bottom traction
screwdriver	wood (2x1" - circa 4 feet)
drill	glue

B. Procedures for this activity (with helpful hints)

1. Sand pieces of wood
2. Measure placement of steps
3. Drill holes for screws
4. Insert screws
5. Glue on rubber runner (also tack it down)
6. Paint
7. Try them out

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PICTURES - DESIGN A CLOWN'S FACE

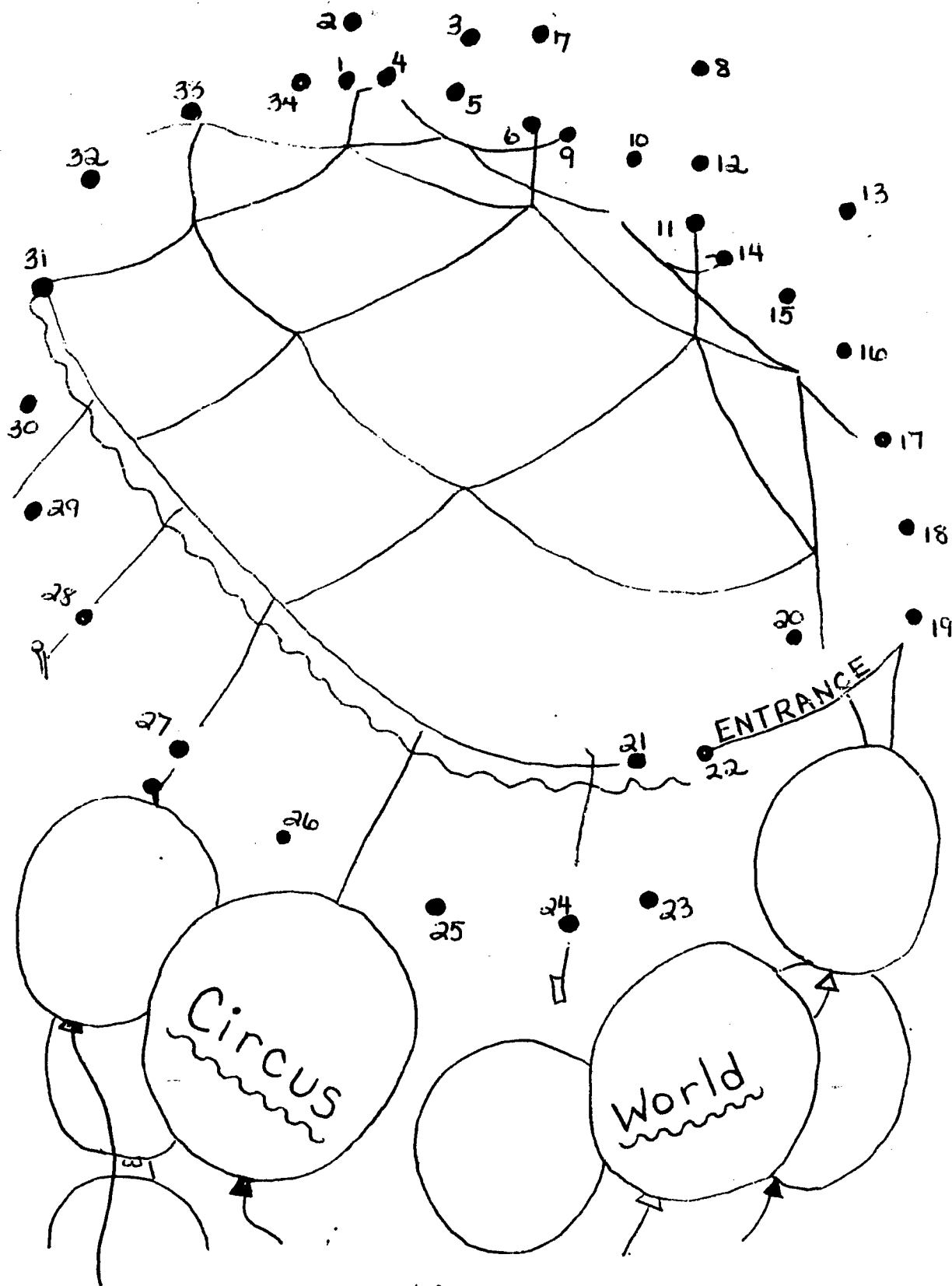
II. ACTIVITY FORMAT:

A. Tools and Materials

paper plates	yarn
paints	glue
scrap construction paper	crayons

B. Procedures for this activity (with helpful hints)

1. Design clown face on paper plate
2. Use crayons or paints to design face
3. For hair, use yarn
4. If you want to, you can make construction paper costume for clown



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Name \_\_\_\_\_

Date \_\_\_\_\_



## The Circus

Our family likes to go to the circus. We hear the band play circus music. We watch the man on the trapeze. The lion tamer is the lion's friend. Our family likes the clown act best of all. The circus tent is a fun place.

Here are our new spelling words.

Say them - Write the new words.

1. clown \_\_\_\_\_ clown \_\_\_\_\_
  2. act \_\_\_\_\_ act \_\_\_\_\_
  3. lion \_\_\_\_\_ lion \_\_\_\_\_
  4. tent \_\_\_\_\_ tent \_\_\_\_\_
  5. band \_\_\_\_\_ band \_\_\_\_\_
  6. tamer \_\_\_\_\_ tamer \_\_\_\_\_
  7. trapeze \_\_\_\_\_ trapeze \_\_\_\_\_
- circus \_\_\_\_\_ circus \_\_\_\_\_

Here are your spelling words. Put them  
in ABC order. Mark the vowels.

clown act

lion

tent

band tamer

trapeze

circus

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

Draw a circus family at work ---

On a separate sheet of paper - Write  
a sentence for each circus word.

# Phonics -

write the little word in the big word

1. clown \_\_\_\_\_

2. lion \_\_\_\_\_

3. band \_\_\_\_\_

4. tamer \_\_\_\_\_

5. trapeze \_\_\_\_\_

2. Write two spelling words that name a place: 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. Write two spelling words that name people  
1. \_\_\_\_\_ 2. \_\_\_\_\_

4. Write the name of an animal. \_\_\_\_\_

5. Write the word that both people and animals can do. \_\_\_\_\_

6. Write the word that means a group of people are playing music \_\_\_\_\_

7. Write three circus words which have a short a (ă) sound

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

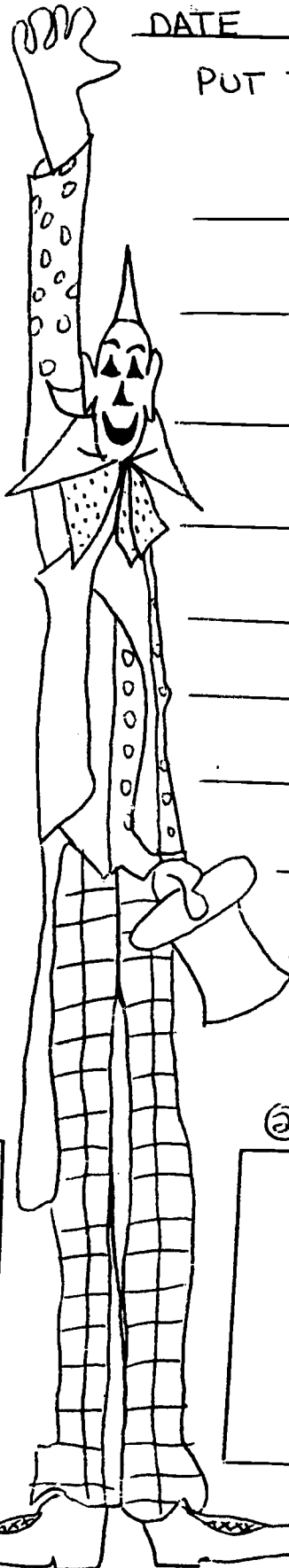
8. Write the circus word that has a long a (ā) sound in it. \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

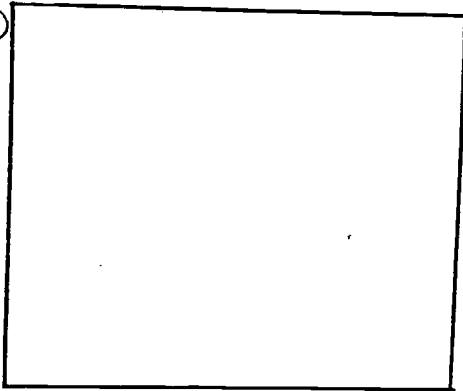
WRITE THE  
WORDS:

PUT THE WORDS IN A-B-C  
ORDER:

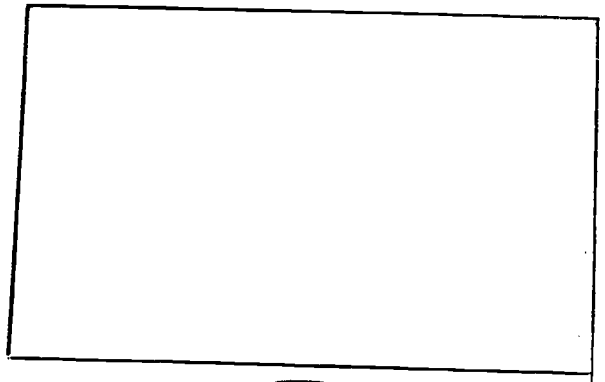


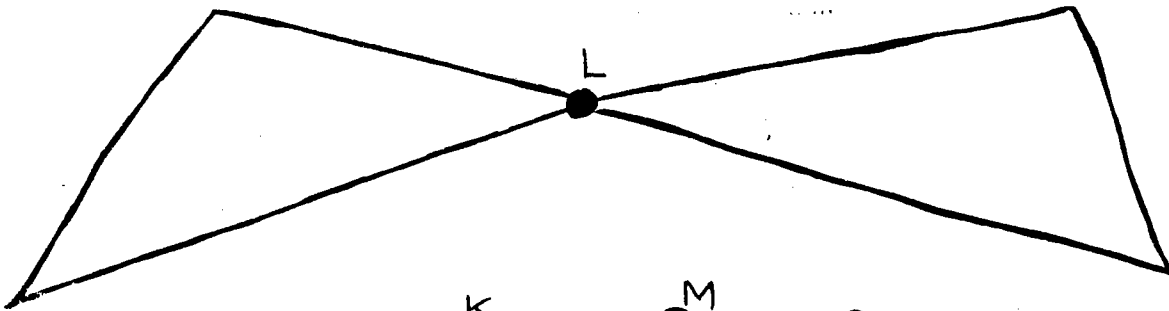
Draw pictures of  
2 of the words

①



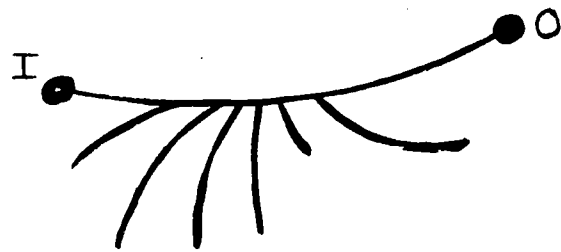
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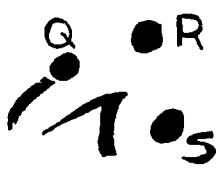
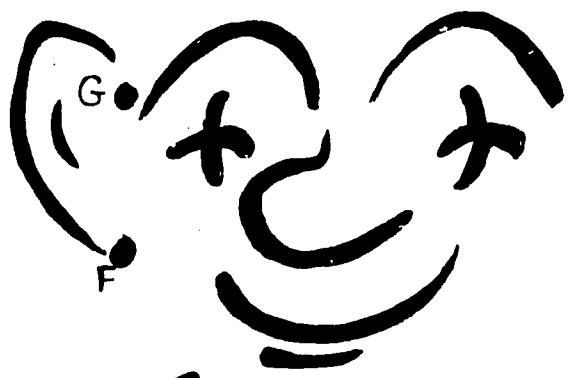
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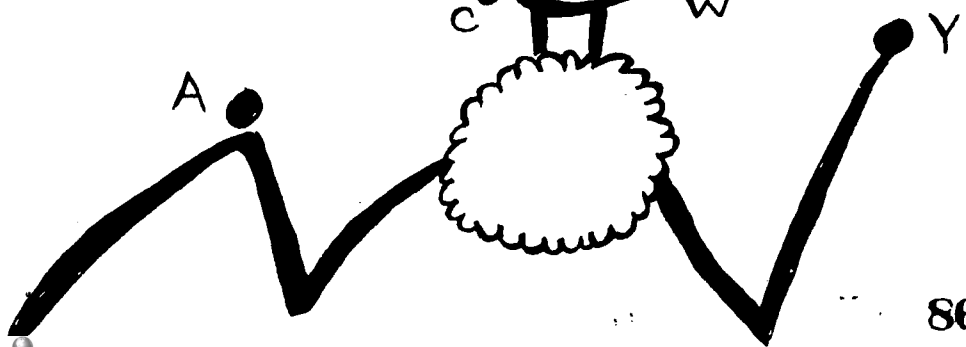
X

E

U

D — V

C — W



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Z

$$\begin{array}{r} 3 \\ + \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ + \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \\ + \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + \square \\ \hline 8 \end{array}$$

$$3+4 = 6 + \square = \square$$

$$7+5 = 10 + \square = \square$$

$$8+3 = 10 + \square = \square$$

$$9+3 = 10 + \square = \square$$

$$6+3 = 7 + \square = \square$$

$$6+7 = 10 + \square = \square$$

$$7+7 = 10 + \square = \square$$

$$8+5 = 10 + \square = \square$$

$$9+9 = 10 + \square = \square$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ + 9 \\ \hline 10 \end{array}$$

$$7+2 \bigcirc 5+3$$

$$6-2 \bigcirc 3+2$$

$$5-3 \bigcirc 9-7$$

$$10-3 \bigcirc 9-4$$

$$9-6 \bigcirc 10-2$$

$$7+1 \bigcirc 8+1$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 10 \\ + 1 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

AA

c

o

Words for  
Colors

Words that  
tell where

How someone  
could feel

How a thing  
could look

words that  
tell when

Words for  
what we do

Words for  
what we do

words for  
animals

words for  
things to eat

Words for  
things

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: COMMUNITY HELPERS - THE POLICEMAN, THE FIREMAN,  
AMBULANCE DRIVERS AND THE POST OFFICE

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children are naturally curious about the story behind a letter they receive and the mailman that arrives at their home each day. They are also curious about emergency vehicles and sirens. In this unit the children will be able to recognize the policeman, fireman, mailman and the ambulance driver. They will also be able to recognize the vehicles these helpers use.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Filmstrips: Our Fire Department  
Our Police Department  
Sights and Sounds of the Neighborhood

Records: Let's be Firemen  
Let's be Policemen  
Little Firemen

Flat Pictures: Community Helpers  
Fire Department Helpers  
Police Department Helpers

Books: Mailman Mike  
Let's Visit the Post Office  
Wally the Worker - Mail Delivery

Movies: The Policeman  
Helpful Little Fireman

2. Field Trips:

Royal Oak Post Office  
Royal Oak Police Station  
Royal Oak Fire Station  
Suburban Ambulance

3. Human Resources:

Postman  
Fireman  
Policeman  
Suburban ambulance driver



4. Activities:

Role Playing:

Post Office operating in room  
Placing a phone call to report a fire or an accident  
Practice the fire drill  
Bike riding safety  
Sorting mail  
Delivering mail

Activities:

Constructing room post office  
Speech badges  
Designing miniature community  
Making fire hats  
Small box maps  
Traffic lights  
Traffic light cookies  
Making clothespin men  
Post Office construction booklet

UNIT TITLE: COMMUNITY HELPERS

CONCEPTS

BEHAVIORAL OBJECTIVES

Music

Choral singing

As a result of this unit, each child will be able to:

Participate in singing a song about community helpers

Math

Number identification

Money and measurement

Match traffic sign shapes with their meanings

Measure pieces of wood for a post office

Count money and correct change for stamps

Measure signs

Art

Stencil work

Painting

Cutting

Pasting

Help construct a post office

Produce a letter and envelope

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Various songs about community helpers

Read numbers on speed signs

UNIT TITLE: COMMUNITY HELPERS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
----------	-----------------------

Language Arts

- Reading and writing letters
- Writing stories
- Read traffic signs

As a result of this unit, each child will be able to:

- Address an envelope properly
- Write group stories about community helpers
- Write thank-you notes to guest speakers
- Write experience stories
- Read stories about community helpers
- Spell community helper spelling words

Science

- Effects of weather
- Fire prevention
- Forest products and uses

List or draw five ways weather affects traffic, fires, accidents and the mailman

List or draw three ways fires are started

List three ways fires can be prevented

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Discussion from pictures on job helpers

Express themselves through role playing

Role playing of emergencies and phone calls to report fires, accidents, lost persons, etc.

Community helpers spelling book

UNIT TITLE: COMMUNITY HELPERS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>How we depend on community helpers</p> <p>How we can help these workers</p>	<p>As a result of this unit, each child will be able to:</p> <p>Place a call reporting a fire or accident</p>
<p><u>Careers</u></p> <p>Reasons people work</p> <p>Location of work</p> <p>Tools they use</p> <p>Characteristics and training</p> <p>Advantages</p> <p>Disadvantages</p> <p>Importance</p>	<p>List or draw three characteristics each person's job entails</p> <p>Illustrate two tools connected with each community helper</p> <p>Name two job locations connected with the community helpers</p> <p>Name three jobs connected with the community helpers</p> <p>Tell why a community helper works</p> <p>Tell the advantages and disadvantages of each community helper</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY:

DESIGNING A MINIATURE COMMUNITY

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

clothes pins	assorted colored yarn
construction paper (various colors)	string
pipe cleaners	scissors
magic markers (or pens)	twigs
bits and pieces of material	small stones
glue	dirt and box (optional)
rick-rack	buttons

#### B. Procedures for this activity (with helpful hints)

1. Do research into what a typical community looks like
2. Make clothes pin person:
  - a. Have hole drilled for pipe cleaner arms
  - b. Pull pipe cleaner through hole for arms
  - c. Color top of clothes pin for hair
  - d. Cut yarn for hair and glue to clothes pin
  - e. Cut out person's clothes - glue on clothes pin
  - f. Put a face, shoes and any other finishing touches you wish on your person with magic marker
3. Make home or building:
  - a. Color designs on construction paper
  - b. Roll paper into a shape and glue
  - c. Cut a rectangle shape for a door
4. Have children use their own imagination to make up the rest of their community. Your suggestions might include: a fire hydrant made of red pipe cleaner; hospital; city hall; fire and police stations
5. The community can be put into the box with the dirt in it. If this is not available, use a sheet of construction paper as a base

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This activity works best when the class is divided up into groups of about four apiece.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FIRE HATS

II. ACTIVITY FORMAT:

A. Tools and Materials

newspaper  
paint  
brushes  
tape  
stapler

B. Procedures for this activity (with helpful hints).

1. Give each child a piece of newspaper
2. Fold paper in half horizontally
3. Take the corners of the folded edge and turn them down making a point at the top
4. Fold both edges up
5. Turn the tip of the hat (one side only) slightly under
6. Turn down the point of the hat slightly and tape or staple
7. Paint and let dry
8. Decorate with fire badge, name and fireman number

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SMALL BOX MAP TO POLICE STATION AND SUBURBAN AMBULANCE

II. ACTIVITY FORMAT:

A. Tools and Materials

small cardboard boxes  
scissors  
glue  
tape  
rulers  
construction paper  
Tag board  
crayons  
toothpicks

B. Procedures for this activity (with helpful hints)

1. Draw on board map of trip from school to police station and suburban ambulance
2. In box draw roads: 11 Mile, Campbell, Main Street. Mark places for Police Station and Ambulance
3. Trace pattern of buildings - see attached sheets
4. Assemble two buildings - color and decorate
5. Make small street signs out of tag board using toothpicks as posts
6. Color bottom of box to represent grass, other buildings, roads, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe boxes or milk cartons  
paint  
construction paper  
glue  
scissors  
flash lights  
cellophane paper

B. Procedures for this activity (with helpful hints)

1. Cut three holes (approx. 3" in diameter) on side of box
2. Cut bottom off box
3. Paint boxes - if shoe box or cover milk carton with construction paper
4. Cover holes with red, green or yellow cellophane paper from inside and glue or tape on
5. Put flash light in to represent changing light

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLOTHES PIN FIREMEN OR POLICEMEN

II. ACTIVITY FORMAT:

A. Tools and Materials

drill  
clothes pins  
pipe cleaner  
material  
magic markers  
glue  
yarn  
large box

B. Procedures for this activity (with helpful hints)

1. Drill holes in clothes pins
2. Put pipe cleaner in hole for arms
3. Draw face on clothes pins
4. Decorate clothes pins to represent firemen, policemen or ambulance drivers
5. Assemble men in box using clay to hold men up
6. Decorate box to make it more realistic

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## SPEECH BADGES

### Materials:

construction paper

safety pins

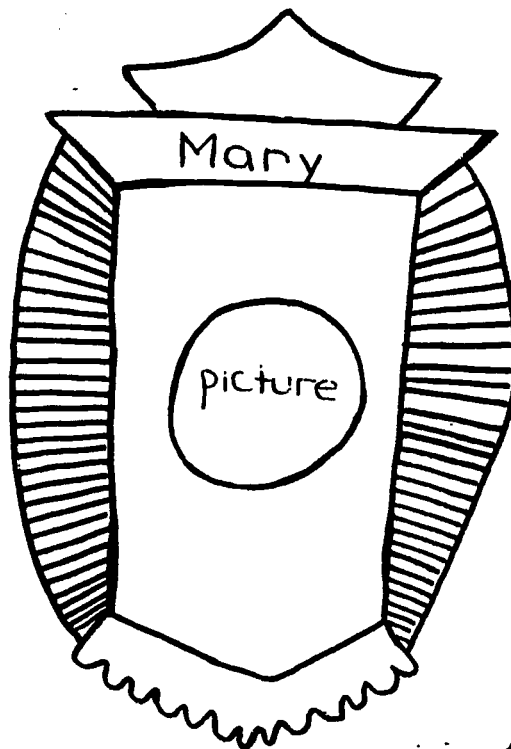
magic marker

paste or glue

little pictures (in reading readiness books)

### Procedures:

Using the following pattern, cut out a badge for each child. Paste a picture in the circle of an object that begins with a sound the child is learning. The child should wear his "badge" and answer using the name of the object in the picture.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHT COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

Cookie recipe and materials needed to make cookies

B. Human Aides and Resources

Parents needed to help with the making and baking of the cookies

C. Procedures for this activity (with helpful hints)

Using your favorite cookie recipe, have the children make cookies. Form the cookies into squares and place three dents in the cookies before baking. After the cookies have been baked, fill the three dents with red, yellow and green icing. When finished they will resemble traffic lights.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Free and inexpensive materials may be obtained from:

"The ABC's of Child Safety"  
Chinning L. Bete Company  
Greenfield, Ma. 01301

Center for Safety Education  
New York U.  
6 Washington Square N.  
New York, New York 10003

Automobile Club of America  
17th at Pennsylvania Ave.  
Washington, D. C. 20016

American Academy of Safety Education  
1200 Cornwall St.  
Los Angeles, California 90023

National Child Safety Council  
125 W. Pearl St.  
Jackson, Mich. 49204

National Commission on Films for Safety  
425 N. Michigan Ave., 5th Floor  
Chicago, Illinois 60611

National Safety Council  
425 N. Michigan Ave.  
Chicago, Illinois 60611

Allstate Insurance Companies  
Allstate Plaza  
Northbrook, Illinois 60062

Educational Films for Schools  
7934 Santa Monica Boulevard  
Hollywood, California 90046

Modern Talking Picture Services, Inc.  
3 East 54th Street  
New York, New York 10022

American Red Cross  
17th and D Streets, N.W.  
Washington, D.C. 20006

Prudential Life Insurance Co.  
of America  
Education Dept., Terminal Box 2314  
Los Angeles, California 90054

Pharmaceutical Manufacturers Assoc.  
1155 Fifteenth Street, N.W.  
Washington, D.C. 20005

American Insurance Assoc.  
85 John Street  
New York, New York 10038

Automobile Club of Michigan  
Bagley Avenue  
Detroit, Michigan

Aetna Life and Casualty  
151 Farmington Ave.  
Hartford, Conn. 06115

Automobile Manufacturers Assoc.  
320 New Center Bldg.  
Detroit, Michigan 48202

American Automobile Association  
1712 G Street N.W.  
Washington, D.C. 20006

Encyclopedia Britannica Films  
1150 Wilmette Street  
Wilmette, Illinois 60091

Walt Disney Productions  
2400 West Alameda Avenue  
Burbank, California 91506

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING POST OFFICE

II. ACTIVITY FORMAT:

A. Tools and Materials

B. Procedures for this activity (with helpful hints)

1. Measure 12 pieces of wood 2x1", 5' in length
2. Cut wood
3. Nail together pieces to form square
4. Cover frame with cardboard
5. Paint cardboard to represent post office
6. Make small mail boxes from milk cartons to put inside

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



# Our Post Office

106

We built a Post Office <sub>1.</sub>

A man delivered some wood.

2

A college student helped us.

3.1-

107

We used a saw.  
We cut the wood.

4.

We used a hammer.  
We pounded nails.

5.

108

We had to work and work.

6

It kept getting bigger and bigger.

7.

We painted it,  
We put it together.

8

Now we have a Post Office.

9.

We each have our own mailbox.

10.

It was fun building a Post Office

11.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to study colonial times, particularly concerning the preparation of food and the Pilgrim-Indian relationship and develop an appreciation of work, then and now.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Movies: Plymouth Colony  
Colonial Children  
The Light Here Kindled

Text: Social Studies  
Learning Long Ago pg. 38-40  
Families Long Ago pg. 74-76  
Communities Long Ago pg. 114-116

Books: Pilgrim Stories  
Why We Celebrate Our Holidays  
Little Bear's Thanksgiving  
Rhymes for Finders and Flannel Boards pg. 63  
Story of the Navajos  
The Pilgrims Knew  
The Thanksgiving Story  
Pelli's New Suit

Filmstrip: Squanto and the First Thanksgiving  
Farm Kitchen, Playtime, Why We Have Thanksgiving  
"Cooking in Colonial Days" (on Indians) from Lincoln I.M.C.  
Weaving Without a Loom  
If You Lived in Colonial Times

Songs: Over The River  
For Health and Strength  
We Gather Together  
Five Fat Turkeys  
Prayer  
He's A Big Fat Turkey

Records: Indian Dances (Eagle Dance)

Realia: From colonial days: (from I.M.C.)  
Toaster  
Butter Churn  
Candle Molds  
Flat Iron

2. Field Trips:

Visit dairy, or bakery, or flour mill  
Henry Ford Museum  
Greenfield Village  
Farmers Market

3. Human Resources:

Parents and aide helped with cooking and serving dinner  
Role playing experiences  
Indians doing dance  
Thanksgiving dinner

4. Activities:

Thanksgiving dinner and Indian dance  
Making applesauce  
Making cranberry jello salad  
Making butter  
Corn bread  
Cranberry relish  
Making pumpkin pie  
Making pumpkin prizes cookies  
Candle dipping  
Creative writing and drawing of mural  
Making colonial caps  
Making costumes  
Paint Paddle Indians  
Colonial People  
Trip to Farmers Market



UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measuring and counting</p> <p>Adding, dividing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure recipes</p> <p>Count steps in dance</p> <p>Read recipe and follow its directions</p> <p>Use measuring cups and spoons</p> <p>Cut apples into quarters</p> <p>Determine correct number of servings needed and prepare proper amount</p>
<p><u>Language Arts</u></p> <p>Dictation</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p> <p>Following directions</p> <p>Letter writing</p>	<p>Spell Thanksgiving words</p> <p>Contribute to Thanksgiving story</p> <p>Tell what ingredients go into making applesauce</p> <p>Participate in Thanksgiving play</p> <p>Listen to Thanksgiving stories</p> <p>Write thank-you letters to parents for helping in cooking</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Discuss measuring as pertains to recipes  
Count steps in dance

Write experience story about Thanksgiving dinner

Learn lines for Thanksgiving play

Present Thanksgiving play

Thanksgiving spelling book

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Colonial life Indian life Human relations Manners Historical facts related to settle- ment Customs</p>	<p>As a result of this unit, each child will be able to:</p> <p>Give historical facts relating to the settlement of America</p> <p>Discuss the skills needed during colonial times</p> <p>Tell why the Pilgrims came to America</p> <p>List the names of the ships and draw an accompanying picture</p> <p>Tell how Indians and Pilgrims learned from each other</p> <p>Draw a picture contrasting modern and colonial life</p>
<p><u>Science</u></p> <p>States of matter</p> <p>Machines</p>	<p>Help prepare a Thanksgiving dinner</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Dip candles

Draw or tell about some aspects of Indian and colonial life

Work effectively with a group planning and carrying out an activity

Discuss the machines used in a given activity - its source of power, etc.

Report how matter is changing to another form while cooking

Make applesauce

Make corn bread

Make pumpkin pies

Make butter

Make cookies

UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Forming</p> <p>Separating</p> <p>Combining</p>	<p>As a result of this unit, each child will be able to:</p> <p>Weave paper place mat</p> <p>Make an appropriate costume</p> <p>Make a candle</p>
<p><u>Careers</u></p> <p>Tools</p> <p>Occupations in Colonial America</p> <p>Occupations of American Indians</p>	<p>List and draw five tools used by the Pilgrims</p> <p>List five jobs of the colonial home-maker</p> <p>List five jobs of the Indian woman</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Draw Indian and Thanksgiving mural  
Use patterns to make a colonial cap  
Dip candles  
Weave with paper strips  
Make costumes for Thanksgiving play

Work together on a project  
Tell jobs important to the Pilgrims  
Describe what the Pilgrims and Indians  
learned from one another  
Compare orally tools used then and now  
for similar jobs

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

THANKSGIVING DINNER AND INDIAN DANCE  
(for 40 children - 2 classes)

II. ACTIVITY FORMAT:

A. Tools and Materials

paper plates  
napkins  
plastic forks and spoons  
cups

placemats woven  
from paper by  
children

Menu:

2 turkey rolls  
corn (frozen)  
applesauce  
corn muffins and butter

cider  
pumpkin pie

B. Human Aides and Resources

Five mothers

C. Procedures for this activity (with helpful hints)

The two classes of children had signed up for set-up or clean-up and helped the mothers in crews of five while we remained in our room with the other children putting on our costumes, etc. The dinner took place in the gym. We did an Indian dance we had learned and said a short blessing before taking our places at the table. Children from the two classes sat across from one another to allow for conversation concerning their respective recipes, compliments regarding such, etc.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

bowls	knives
cinnamon	stove
spoons	butter
apples	sugar
water	

B. Human Aides and Resources

mothers  
teacher aides

C. Procedures for this activity (with helpful hints)

1. Recipe placed on tag board
2. Recipe read and discussed
3. Groups divided for carving
4. Core and carve apples, cut into quarters - discard peelings
5. Place in large pot on stove
6. Add small amount of water, sugar and cinnamon to taste, and small amount of butter
7. Let apples get soft
8. Serve after cooled
9. Clean-up committee

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

2 pts. whipping cream	spoon
baby food jars	salt
large bowl	yellow food coloring

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

I filled jars about 1/3 full and we shook and shook about 15-20 minutes. We collected all the butter in a large bowl, poured off the remaining milk. Individual children tasted it on the tongue depressor until enough salt was stirred in. We sat in a circle and passed the bowl and stirred and shook salt and stirred. Then we added food coloring and stirred.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CRANBERRY RELISH

II. ACTIVITY FORMAT:

A. Tools and Materials

cranberries (frozen doesn't spatter as much)	sugar
oranges	grinders
apples	bowls
	spoons

B. Procedures for this activity (with helpful hints)

1. Set up centers for grinding
2. Grind berries, oranges, apples
3. Sugar to taste

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

MAKING COOKIES

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

measuring cups  
measuring spoons  
mixing bowls  
oven

#### B. Human Aides and Resources

Five parents

#### C. Procedures for this activity (with helpful hints)

1. Acquaint students with various measurement utensils
2. Read recipe
3. Break up into groups - have parents work with each group
4. Mix batter for cookies
5. Form cookies on cookie sheets (drop cookies - teaspoonful)
6. Have each group assist in the baking of cookies
7. Store cookies in plastic container
8. Have parents read story while other groups are baking cookies
9. Take slides of each step in preparation of making cookies

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We shared our cookies with two other classes at our mini-Thanksgiving feast.

### PUMPKIN PRIZES

1 cup shortening  
1 cup granulated sugar  
1 cup brown sugar  
2 eggs  
1 cup pumpkin  
3-1/2 cups flour, sifted  
2 tsp. soda  
1 tsp. pumpkin pie spice  
1/2 tsp. salt

Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

PUMPKIN PIE

#### SPRY'S "NO-PATCH" PASTRY (Double Crust)

2-1/4 cups sifted flour  
1 t. salt  
3/4 cup plus 2 T. Spry  
1/3 cup cold water

Mix flour and salt in a bowl. Cut in 2/3 of Spry until fine as meal. Cut in remaining Spry to size of large peas. Sprinkle water, 1 table-spoon at a time, over mixture. Toss lightly with a fork. Lightly form dough into a smooth ball. Divide in half; form into 2 balls. Place dough on lightly floured board. Flatten slightly. Roll out from center to form circle 1/8 inch thick. Ease dough into pie pan; trim even with outer edge of pan. Roll out remaining dough; cut slits to allow steam to escape. Lay over filled pie shell. Trim; fold under bottom crust. Seal by fluting edge.

#### Recipe for Pumpkin Pie Filling

(2 10" pies enough for 1 class - we doubled this to serve 2 classes)

1 can pumpkin (large)	2 t. cinnamon
6 eggs, slightly beaten	1/2 t. cloves
2 cups light brown sugar	1/2 t. nutmeg
1 t. salt	1/2 t. ginger
	2 cups evaporated milk

---

Combine eggs, sugar, salt, and spices and beat well. Blend in pumpkin. Add milk and beat well. Turn into two pastry-lined pie pans. Bake at 450 degrees for 10 minutes, then at 350 degrees for 40 - 45 minutes. Pies are done when knife, inserted in center, comes out clean.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE DIPPING

II. ACTIVITY FORMAT:

A. Tools and Materials

2 candle dipping vats  
1-1/2 blocks of paraffin  
crayon bits (2 colors) for tinting  
wick

B. Human Aides and Resources

One mother

C. Procedures for this activity (with helpful hints)

We discussed the procedure beforehand, pantomimed the dipping and wrote the steps on an experience chart.

1. Chop up the wax
2. Melt the wax in the two vats
3. Spread newspapers on and around two large tables
4. Dip the candles
5. Hang the candles to dry

One vat was placed on each of the two tables. Ten children surrounded each table, were given wicks, reviewed the procedure, designated the dipping point, and proceeded walking around table drying - dipping. A mother stationed at one table, me at the other. Time of actual dipping approximately 1/2 hour.

HINT: I took the class out to recess while a few children remained to help the mother clean up because: the wax drippings get ground into the floor quickly if not swept up.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We later made plaster of paris candle holders using spray can tops and glitter and wrapped them for Christmas gifts.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CREATIVE WRITING AND DRAWING MURAL

II. ACTIVITY FORMAT:

A. Tools and Materials

paper  
pencils  
crayons

B. Human Aides and Resources

Teacher

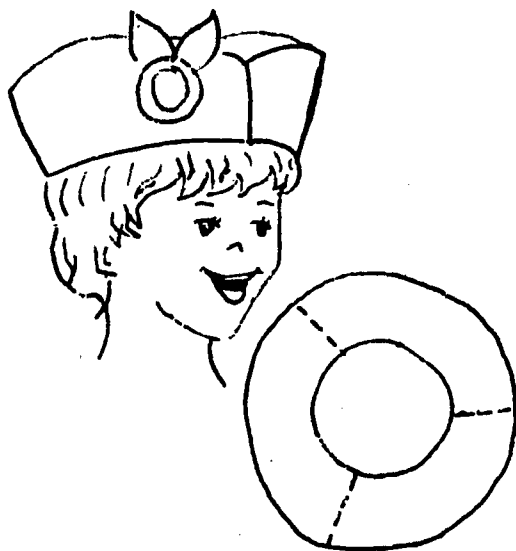
C. Procedures for this activity (with helpful hints)

Using the words from our recipe, develop a class story.  
Then, draw a large mural. Each child draws a portion  
of the mural. They draw for one particular sentence.  
Then, role play what they did.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

### COLONIAL CAPS

Kindergarten misses change into little "Martha Washingtons" when they put on their crepe-paper caps. Eighteen-inch circles are precut and girls stitch around marked lines with one yard of pink yarn, then pull to puff crown and tie ends in a pretty bow.



### TRICORNER HATS

Twenty "Georges" are a sight to behold! Crease an eighteen-inch doughnut of black construction paper into thirds. Staple creases at inner edge. Location of staples can help "fit" hat to head. Cut cockades from scraps of red, white, and blue paper.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper	macaroni
patterns	yarn
scissors	beads
paste	

B. Procedures for this activity (with helpful hints)

Children used teacher made patterns to construct pilgrim costumes one afternoon and Indian costumes another day. Before the dinner they signed up to wear one or the other so we had some of each at the dinner. Pilgrim costumes consisted simply of hats, collars, and cuffs. Indians wore head dresses and hand painted macaroni and bead necklaces. Macaroni breaks easily but is so much fun it's worth it!

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

PAINT PADDLE INDIANS (may use tongue depressors)

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

paint paddles  
tongue depressors  
pipe cleaners  
assorted trims, felt

construction paper  
poster paint  
sandpaper

#### B. Procedures for this activity (with helpful hints)

1. Sand paddles or depressors so that paint will adhere
2. Paint faces on paddles, add hair
3. Arms may be made from pipe cleaners
4. May dress figure in costume

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Give finger plays about Indian or Pilgrim life. Child may choose famous figure, or an event on shipboard, or settlement life and give short monologue.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

COLONIAL PEOPLE

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

coat hangers	glue
nylon stockings	buttons
construction paper	yarn
stapler	

#### B. Procedures for this activity (with helpful hints)

1. Stretch thin metal coat hanger into face-like oval shape
2. Pull nylon stocking over coat hanger
3. Knot nylon at top
4. Place nylon hanger down on desired color of construction paper
5. Cut out caps and collars from imagination or via a teacher made pattern. Make two of each collar and hat (front and back)
6. Place construction paper for hair (or could use yarn) under nylon hanger and fold top of paper over the hanger top
7. Cut strips to be hair. Leave straight or roll around the pencil. Male hair would be shorter.
8. Place two pieces of hat together covering stapled hair and nylon knot
9. Staple collar over chin. Staple edges together of hat and collar
10. Glue on construction paper eyes, or buttons, nose, cheeks, eye brows, eyelashes and mouth
11. Vary same procedure to make Indians

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRIP TO ROYAL OAK FARMERS MARKET

II. ACTIVITY FORMAT:

A. Tools and Materials

Passenger cars

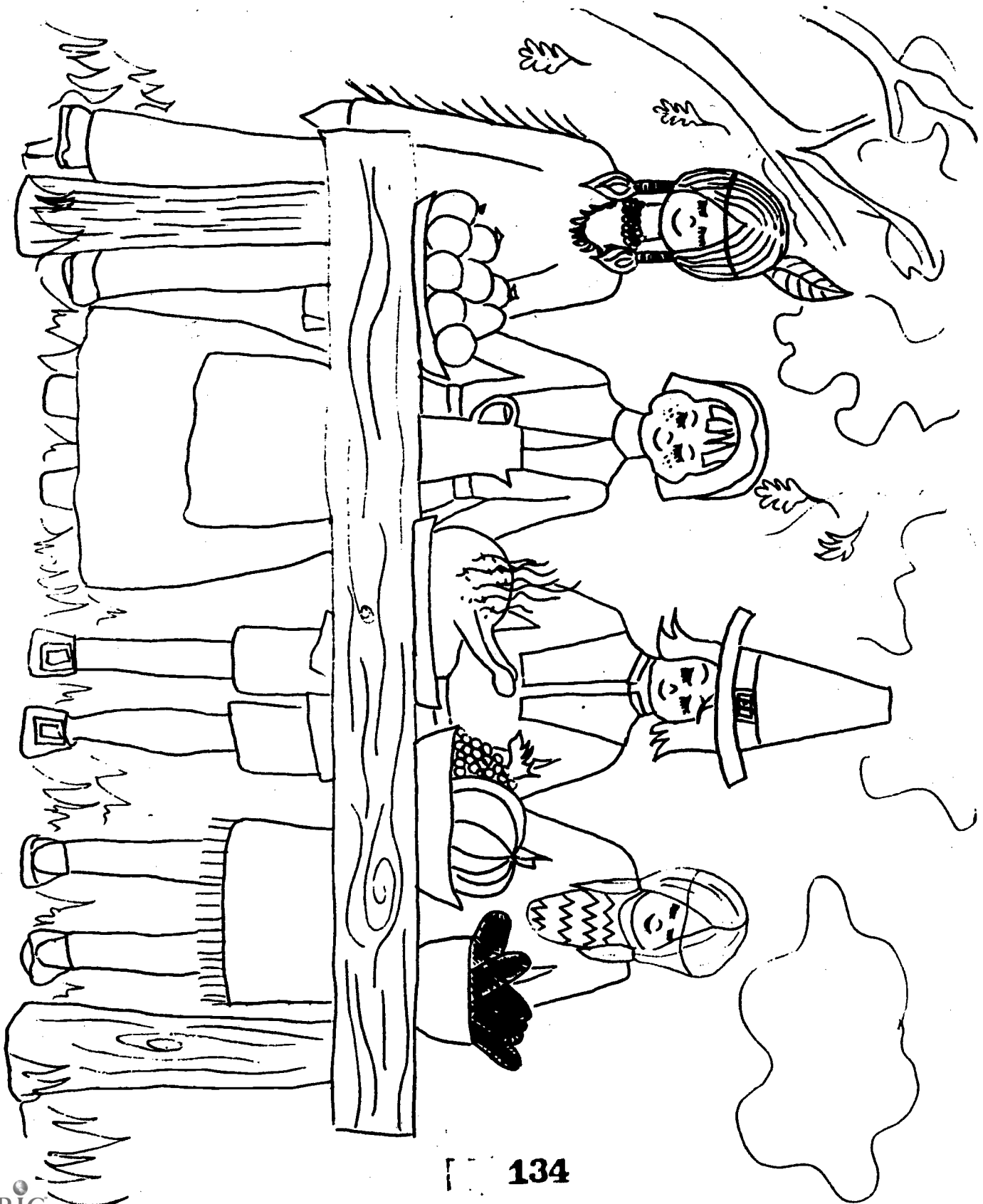
B. Human Aides and Resources

Five adults for driving students to and from market

C. Procedures for this activity (with helpful hints)

1. Check hours market is open
2. Discuss with children materials available in market
3. Discuss field trip objectives
4. Field trip permission forms - send home explaining purpose of trip
5. Prepare name tags - cards listing students' names traveling with parent in private cars for driver's use
6. Tour market - discuss crops and items sold with farmers and vendors
7. Compare the ways Pilgrims obtained food in contrast to obtaining of food today
8. Evaluate trip - experience story - illustration

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



DRAW YOURSELF AS YOU LOOKED AT OUR MINI THANKSGIVING DINNER

THE FIRST THANKSGIVING

### APPLESAUCE

Peel and core apples. Cut in quarters. Place in pot with small amount of water. Simmer until apples turn to sauce. Add sugar and cinnamon to taste.

### CRANBERRY JELLO SALAD

2 pkg. lemon jello (one cup less water) - let get firm  
Grind 1 lb. cranberries = 2 cups  
Add 2 cups granulated sugar  
1 cup chopped celery  
1 cup chopped nuts  
1 16 oz. can crushed pineapple, drained

Let berries and sugar set a minute. Add nuts, pineapple and celery. Add jello and set overnight.



### CORN BREAD

2 cups White Corn Meal mix  
1 T. sugar  
2 T. shortening  
1-1/2 cups milk  
1 egg, beaten

Combine corn meal and sugar in bowl. Melt shortening. Add milk and eggs to dry ingredients, stirring to combine. Add melted drippings or shortening to batter; mix. Pour batter into very hot pan. Bake in 450 degree oven 20 to 25 minutes.

### BUTTER

Shake heavy cream or whipping cream until butter forms. Remove butter milk. Add salt to taste.

### PUMPKIN PRIZES

1 cup shortening  
1 cup granulated sugar  
1 cup brown sugar  
2 eggs  
1 cup pumpkin  
3-1/2 cups flour, sifted  
2 t. soda  
1 t. pumpkin pie spice  
1/2 t. salt

Cream 1 cup shortening with 1 cup granulated sugar and 1 cup brown sugar; add 2 eggs and beat until fluffy. Stir in 1 cup cooked or canned pumpkin. Sift together 3-1/2 cups sifted all-purpose flour, 2 teaspoons soda, 1 teaspoon pumpkin pie spice and 1/2 teaspoon salt; blend into creamed mixture. Drop by teaspoonfuls onto greased cookie sheets. Bake in preheated 350-degree oven 10 to 12 minutes. Makes 6 dozen cookies.

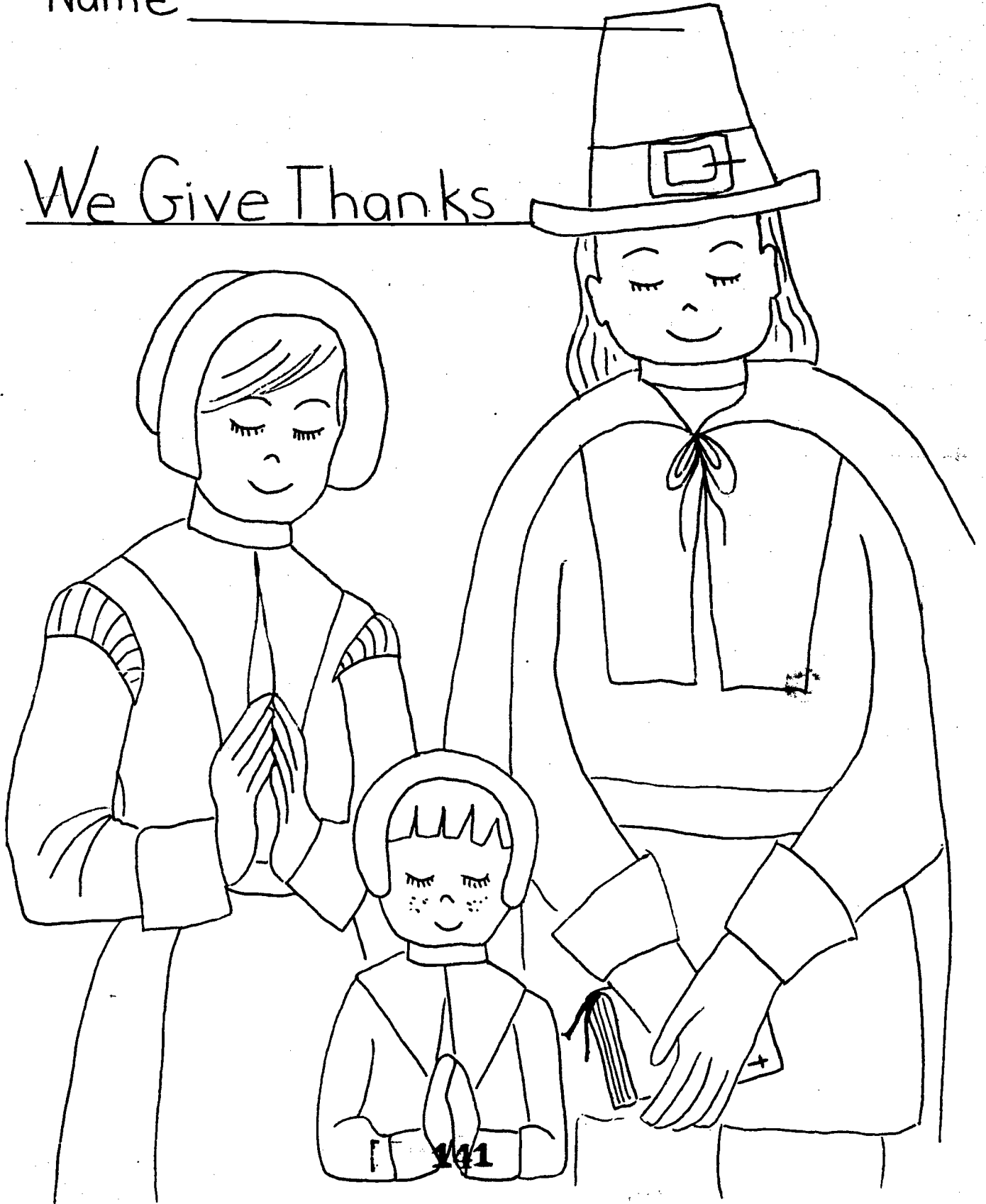
WHAT I LIKED ABOUT OUR MINI THANKSGIVING DINNER

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WHAT I DID NOT LIKE ABOUT OUR MINI THANKSGIVING DINNER

Name \_\_\_\_\_

We Give Thanks

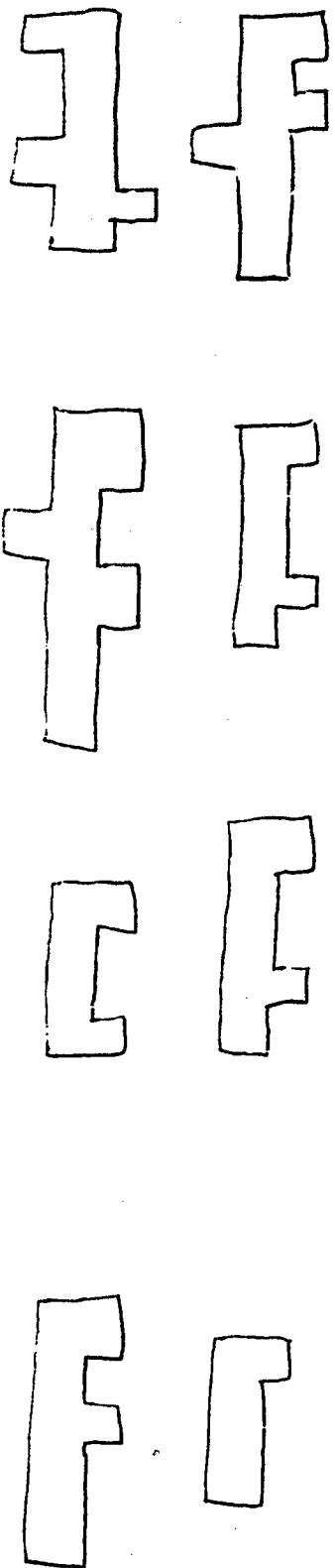


LONG AGO A GROUP OF PEOPLE, CALLED PILGRIMS, CAME TO AMERICA. THEY WANTED TO BE FREE TO WORSHIP GOD AND TO BE HAPPIER IN A NEW LAND.

IN 1620 THEY SAILED ON A SMALL SHIP, THE MAYFLOWER. THE TRIP TOOK SIXTY-SIX DAYS. THE PEOPLE WERE HAPPY TO REACH PLYMOUTH, MASSACHUSETTS.

THE PILGRIMS HAD KIND FRIENDS IN THEIR NEW LAND. THE INDIANS BROUGHT THEM FOOD TO EAT, AND HELPED THEM TO PLANT CORN AND SQUASH. THEY HELPED THE PILGRIMS IN MANY WAYS.

THE NEXT FALL THE PILGRIMS GAVE THANKS TO GOD FOR THE GOOD HARVEST, THEIR HOMES, AND THEIR KIND INDIAN FRIENDS. THIS WAS THE FIRST THANKSGIVING DAY.



Practice your Spelling words

Put the words in ABC order

thanks

people

free

Mayflower

Pilgrims

food

Indians

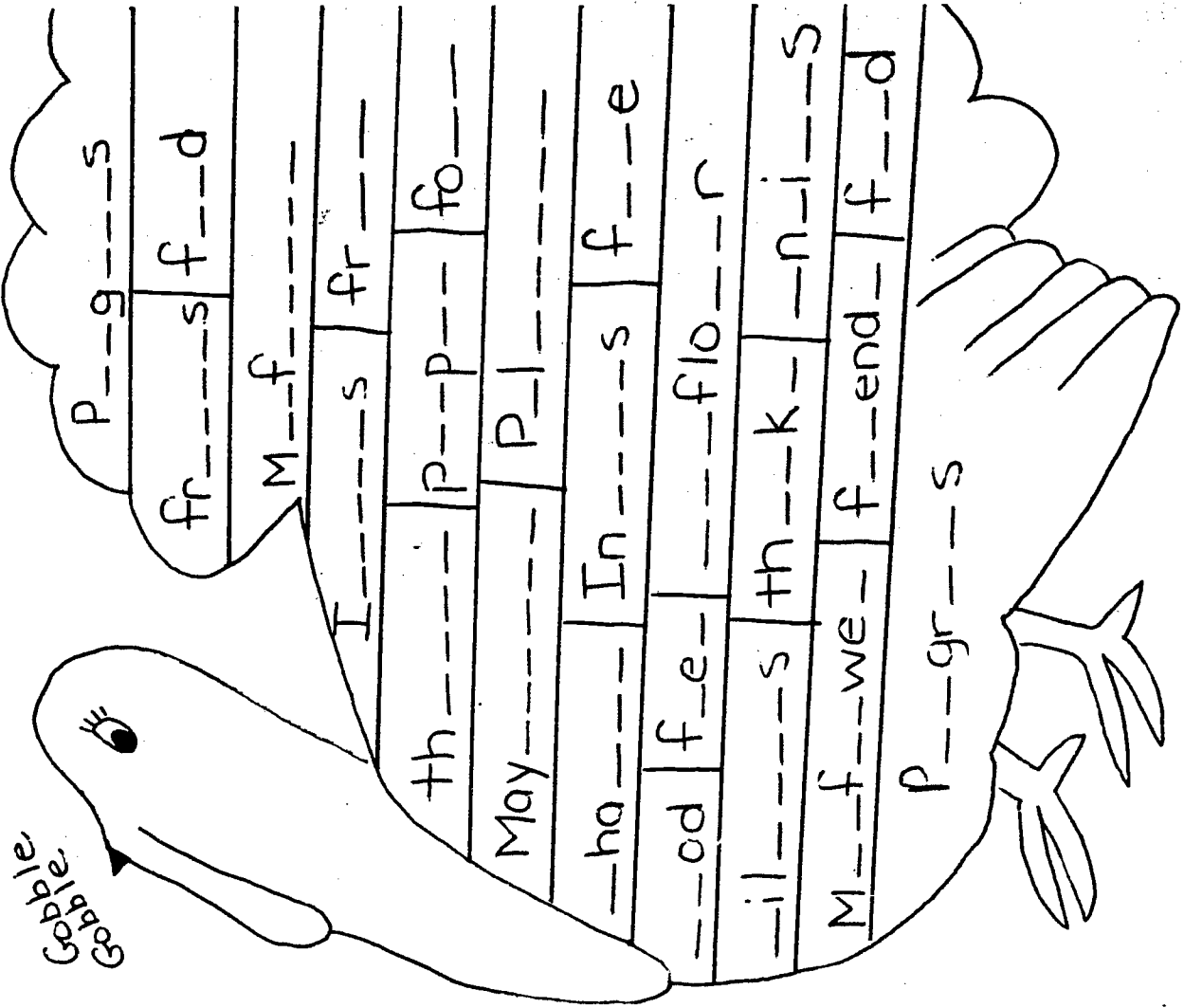
friends

The \_\_\_\_\_ came to America in 1620.

They sailed on a ship called the \_\_\_\_\_

The \_\_\_\_\_ were their first friends in  
America.

Draw a Pilgrim boy or girl and a Indian friend.



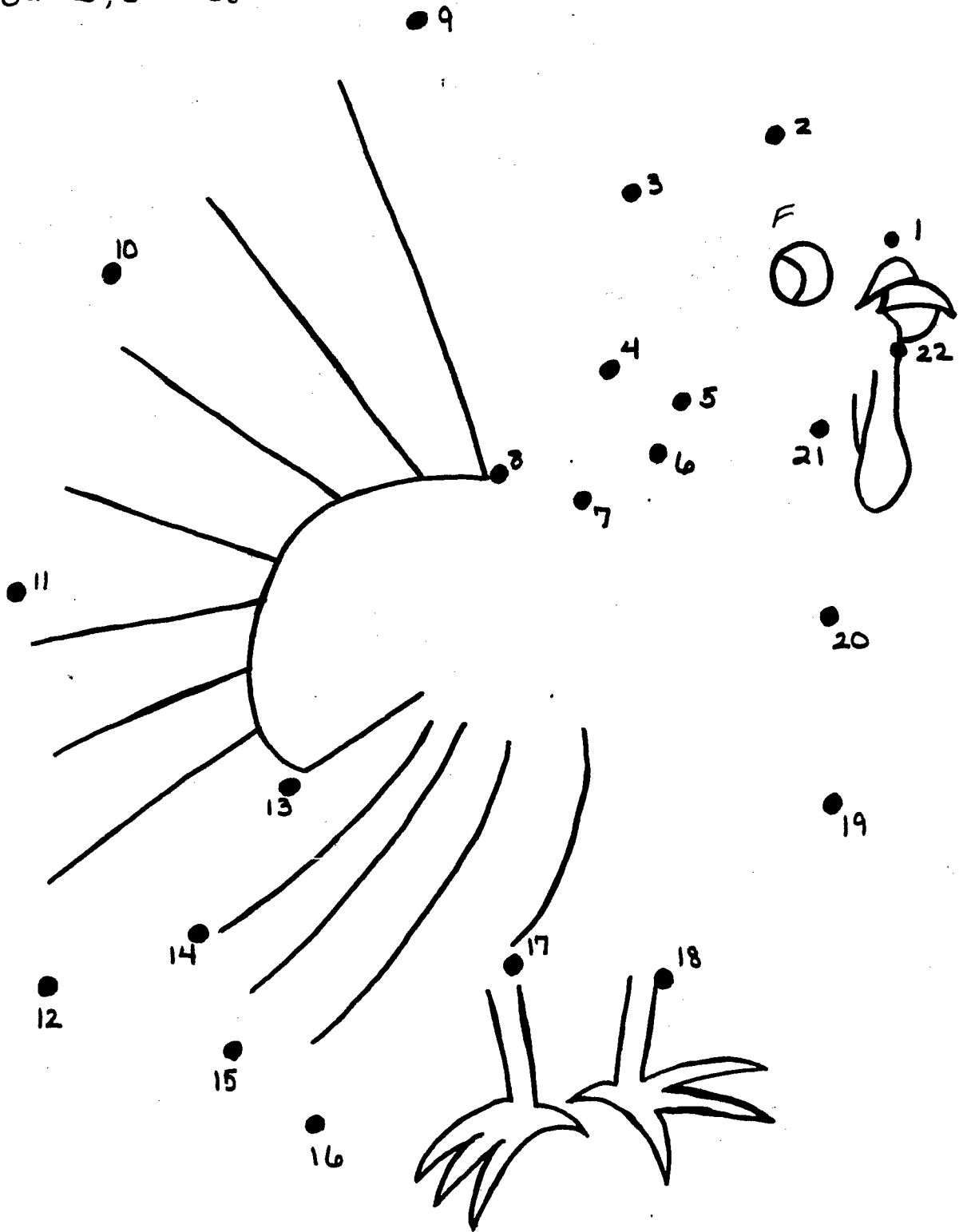
what are you thankful for?

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"GOBBLE, GOBBLE!"





SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: DENTAL HEALTH

GRADE LEVEL: K-2

GENERAL OVERVIEW: As a result of this unit, children will be able to distinguish between the correct way and the incorrect way to brush their teeth. The children will be able to choose good food for their teeth from a group of foods.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Movies: Save Those Teeth

Filmstrips: Tommy Tooth

Dental Health Kits - Courtesy of Colgate Toothpaste

2. Field Trips:

Visit to a dentist's office

3. Human Resources:

Dental Dept. Oakland Community College- gave puppet show - demonstrated proper procedure for brushing teeth  
Dentist  
Dental Hygienist  
Dental Assistant  
Parents helping in activity  
Oakland County Health Dept.

4. Activities:

Making Teeth  
Making Toothpaste

UNIT TITLE: DENTAL HEALTH

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Dental Health Vocabulary</u></p>	<p>As a result of this unit, each child will be able to:</p> <p>Recognize special words used in discussing dental health</p> <p>Spell some of the words studied in this unit</p>
<p><u>Health</u></p> <p>    Tooth care</p>	<p>Recognize and identify: molars, canines and incisors</p> <p>Brush his teeth properly, identify proper foods necessary for good dental care, identify workers performing a service</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Discussion of dental health vocabulary - defining of terms</p> <p>Phonics clues used to help student spell new words</p>	<p>Specially prepared spelling book</p>
<p>Make drawings of molars, canines, incisors</p> <p>Observe and practice proper brushing of teeth</p> <p>Plan menus that promote healthy teeth</p> <p>Observe and study charts</p> <p>Making teeth and toothpaste</p> <p>Meeting a dentist, dental hygienist, dental assistant</p>	<p>Charts and posters from National Dairy Council - Royal Oak Instructional Materials Center</p> <p>See Activity sheets</p>

UNIT TITLE: DENTAL HEALTH (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Commercial Advertisement</p>	<p>As a result of this unit, each child will be able to:</p> <p>Make an illustration promoting proper dental health</p>
<p><u>Language Arts</u></p> <p>Creative writing Reading comprehension</p>	<p>Express himself orally and on a written level using his knowledge of dental health</p> <p>Read most materials on a primary level concerning dental health</p>
<p><u>Careers</u></p> <p>Tools and materials Production of a product (toothpaste)</p>	<p>Describe at least two tools and materials a dentist and dental hygienist use in their jobs</p> <p>Explain ingredients needed in the making of toothpaste</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make poster using any art medium

Creative writing using various dental health themes

Colgate, Dental Health Kit reading materials

Books on dental health

Role playing: toothache  
visit to the dentist

Dentist and dental hygienist explain their jobs

Reading and following a recipe for toothpaste

Making toothpaste

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials

2 loaves white bread  
Elmer's Glue  
oilcloth on table

B. Human Aides and Resources

Teacher Aide  
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. Take one slice of bread per child and tear off crust - don't use crust
2. Tear bread into small pieces
3. Add 1 tablespoon Elmer's Glue
4. Mix well with fingers pulling and kneading
5. A small amount of white paint was added and mixed well
6. Form into teeth they were assigned: molar, canine, or incisor

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TOOTHPASTE

II. ACTIVITY FORMAT:

A. Tools and Materials

salt  
baking soda  
mouth wash  
paper plate

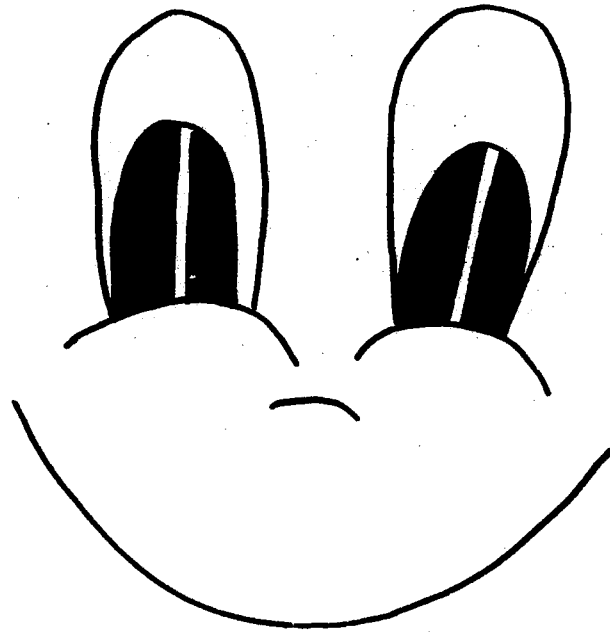
B. Human Aides and Resources

Teacher Aide  
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

1. One tablespoon salt
2. One tablespoon baking soda
3. Add enough mouth wash to make mixture like a paste
4. Mix above ingredients well on paper plate
5. Put in pill container or a piece of tin foil so children can take it home

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



A • B • C • D • E • F • G • H • I • J • K • L • M • N • O • P • Q • R • S • T

Mr. Happy Tooth  
Dental Health Week





## Smiling Tommy

Tommy went to see his dentist on Saturday morning. Dr. Brown showed him how to brush his teeth. He said you should go up and down with your tooth brush. Tommy takes good care of his teeth so he will have a nice smile.

Here are our new spelling words.  
Write them:

1. teeth

2. tooth

3. care

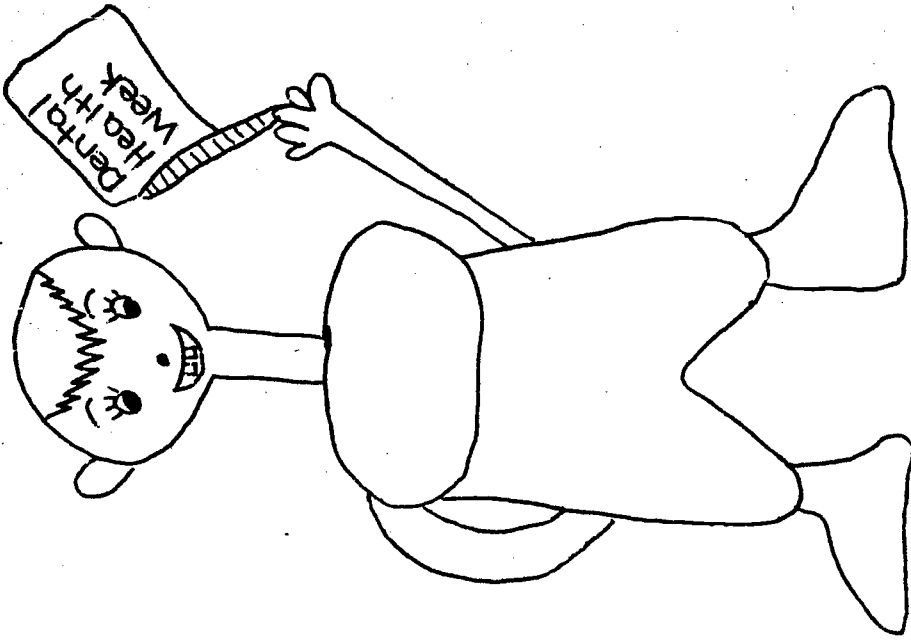
4. dentist

5. brush

6. smile

7. up

8. down



## Trial Spelling Test

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Write your first and last name in manuscript writing.

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Fill in the missing spelling words in each sentence.

1. I have clean \_\_\_\_\_.
2. My \_\_\_\_\_ is white.
3. I take \_\_\_\_\_ of my teeth.
4. Jane will \_\_\_\_\_ her teeth.
5. Jack has a nice \_\_\_\_\_.
6. Dr. Brown is our \_\_\_\_\_.
7. I move my brush \_\_\_\_\_.
8. I move my brush \_\_\_\_\_.

Draw a picture showing what you need to brush your teeth.

February \_\_\_\_\_ to \_\_\_\_\_ is

DENTAL HEALTH WEEK!!!

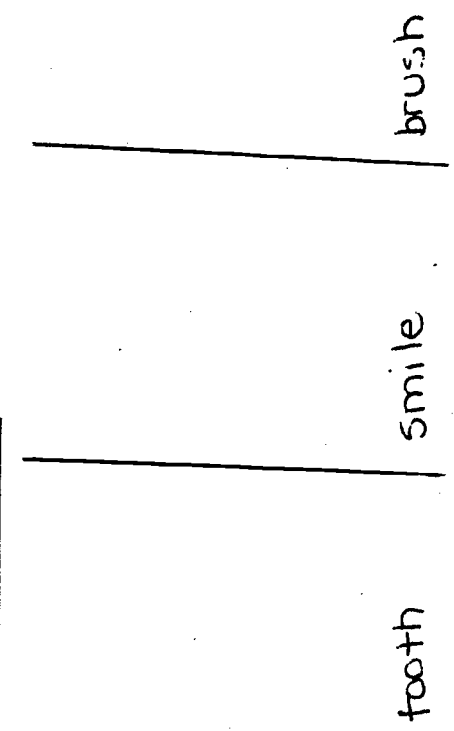
Put your spelling words in ABC

order

down      care      brush  
up      dentist      tooth  
teeth      smile

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw these:



Unscramble your spelling words.

1. eetht \_\_\_\_\_
2. thoto \_\_\_\_\_
3. eacr \_\_\_\_\_
4. tesndit \_\_\_\_\_
5. suhrb \_\_\_\_\_
6. mlsei \_\_\_\_\_
7. pu \_\_\_\_\_
8. wdno \_\_\_\_\_

Write a rhyming word for each word.

1. brush \_\_\_\_\_
2. tooth \_\_\_\_\_
3. smile \_\_\_\_\_
4. down \_\_\_\_\_



Did you brush your teeth today?

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: EASTER CUSTOMS AND SEASONAL JOBS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit provides an opportunity for children to learn how various Easter customs have come about. It will help children become more aware of many careers that are created and expanded upon by Easter holidays.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Easter - Eileen Fisher  
Passover - Naoma Simon

2. Field Trips:

3. Human Resources:

Candy Maker  
Parent to demonstrate sugar egg making

4. Activities:

Construction of Easter carts  
Candy Making

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Reading

Writing

As a result of this unit, each child will be able to:

Write a story about an Easter custom

Social Studies

Customs

Different cultures as related to Easter

Compare related holidays

Integrate Easter with other customs

Careers

People and their Easter jobs:

Purpose

Locations

Functions

Advantages and disadvantages

Contribute to a brainstorming session on jobs created and expanded during Easter holidays

Organize an industry with classmates to produce an Easter related product

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Write and illustrate story about any  
Easter custom

Read books

Each child participate in discussion  
related to Christmas, Jewish and Pagan  
customs during Easter season

Participate in a discussion on jobs

Role playing

Write a report on selected job illustrated  
in magazine

Make chart of jobs, example: artist,  
church workers, post office, florist, res-  
taurant, travel agent

UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Calculate Measuring Counting Linear measurement</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measuring with ruler and yardstick</p> <p>Collection and discussion of number of parts and amount of material</p>
<p><u>Art</u></p> <p>Separating Combining</p>	<p>Prepare booklets on Easter designs</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Work math operations on board  
Make candy in groups of eight

Draw pictures (see activities)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EASTER CART (25)

II. ACTIVITY FORMAT:

A. Tools and Materials

1/4" plywood	white shredded paper
nails	glue
1/4" doweling	saws, hammers
lattice 1/4 x 1-3/4"	sandpaper
1/2 x 1/2" wood	

B. Human Aides and Resources

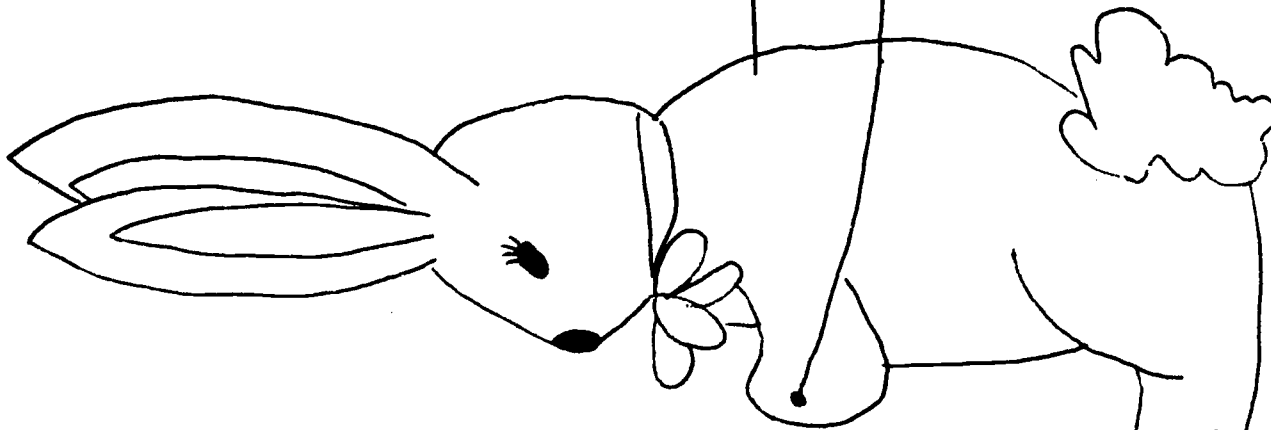
Student teacher

C. Procedures for this activity (with helpful hints)

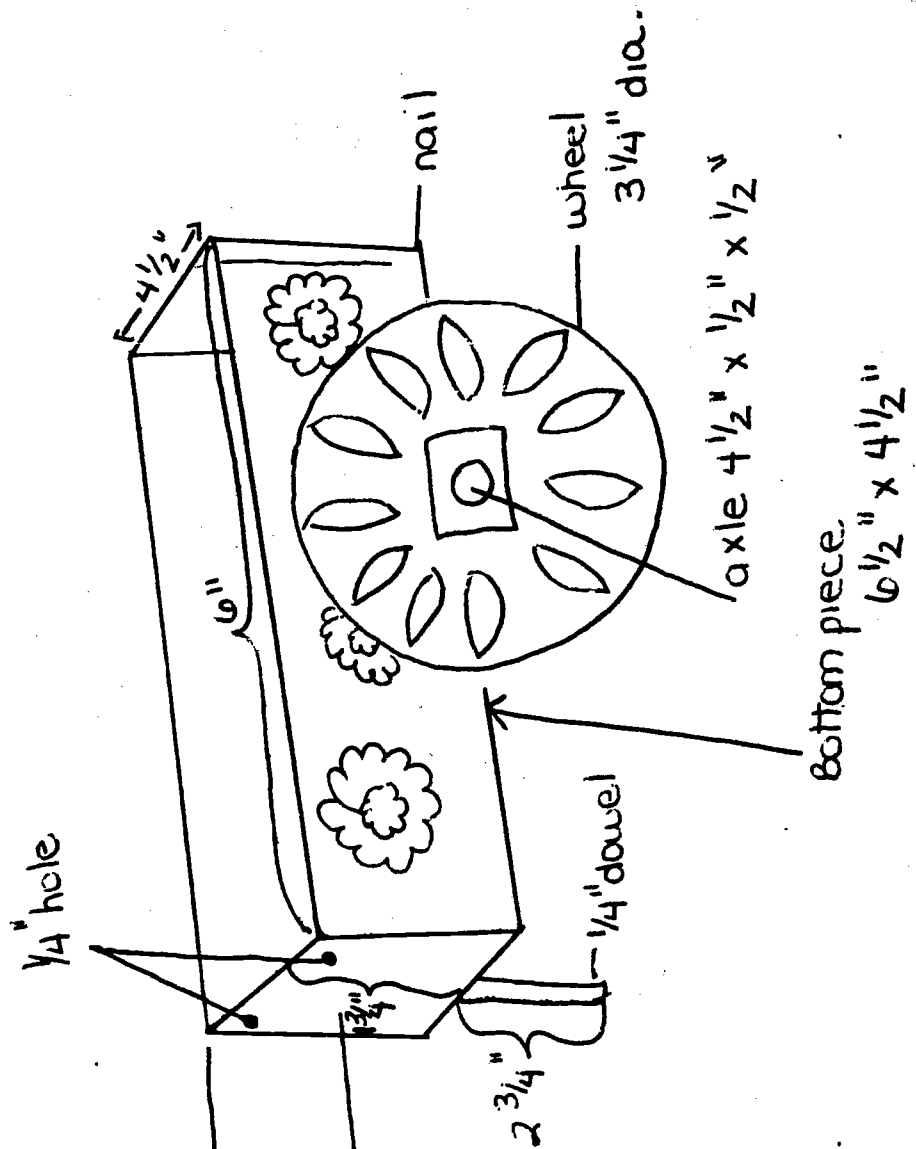
1. Children worked in groups; measure and cut sides and bottoms
2. Trace and cut wheels
3. Drill hole in wheels
4. Measure and glue axles to bottom
5. Assemble side and glue to bottom
6. Drill hole for front prop
7. Cut dowel and glue in place
8. Paint wheels and carts separately
9. Attach wheels and decorate

(See sketch for measurements)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



two pieces card tag ( $1\frac{1}{2}$ " x  $6$ "  
 stapled to rabbit to form base.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLYWOOD RABBIT FOR CART

II. ACTIVITY FORMAT:

A. Tools and Materials

- 1/4" plywood
- cotton balls
- heavy yarn
- white latex paint
- blue
- pink oil paint and brushes
- broom straws

B.

Human Aides and Resources

Student teacher

C.

Procedures for this activity (with helpful hints)

1. Trace rabbit pattern and cut and sand
2. Paint white
3. Paint ears and nose pink
4. Whiskers - drill 1/8" hole and glue 3-4 broom straws in place
5. Base - use 2 pieces oak tag 1/2" x 6" to form base - staple to bottom of rabbit
6. Yarn - tie one piece around neck
7. Drill 1/4" hole in paws and front of cart for harness

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

RABBIT  
PATTERN

1/4" plywood

top of ears

paint pink

1/8" hole for whiskers

yarn bow

lines drawn  
with  
magic  
marker

3/8" hole for  
yarn harness

white latex wall  
paint

cotton  
ball

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

brown paper candy cups  
see recipes

B. Human Aides and Resources

Student teacher

C. Procedures for this activity (with helpful hints)

Children worked in groups of 3

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

### MINT WAFERS

1 egg white  
2-1/2 cups confectioners sugar  
2 t. butter  
1/2 t. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into one-inch balls; place on waxed paper and flatten with tines of a fork.

### CARAMEL TURTLES

144 small pecan halves (about 1 cup)  
36 light caramels  
1/2 cup semisweet chocolate pieces; melt

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow oven (325) till caramels soften, about 4 to 8 minutes. Remove from oven: with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

### CHOCOLATE FOR DIPPING:

Large pkg. chocolate bits  
2 small bars Cocoa Butter

Melt together. Use toothpicks to dip marshmallows and cherries.



## At Easter Time

The starling told the lily  
And the lily told the  
brook,

The brook, that little tattle-  
tale, just babbles: "LISTEN!  
Look!"

The Easter Bunny's coming!

He's playing tag with showers,  
And hiding lovely Easter eggs  
Among the garden flowers!

The flowers make a rainbow

Of color in the sun, And  
happiness is waiting. Today,  
for everyone!

Frances Risser

## PRACTICE YOUR NEW WORDS

LISTEN

EASTER

coming

playing

eggs

garden

rainbow

color

today

everyone



TRIAL TEST

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Draw the Easter Bunny with colored eggs!

Draw a color rainbow!

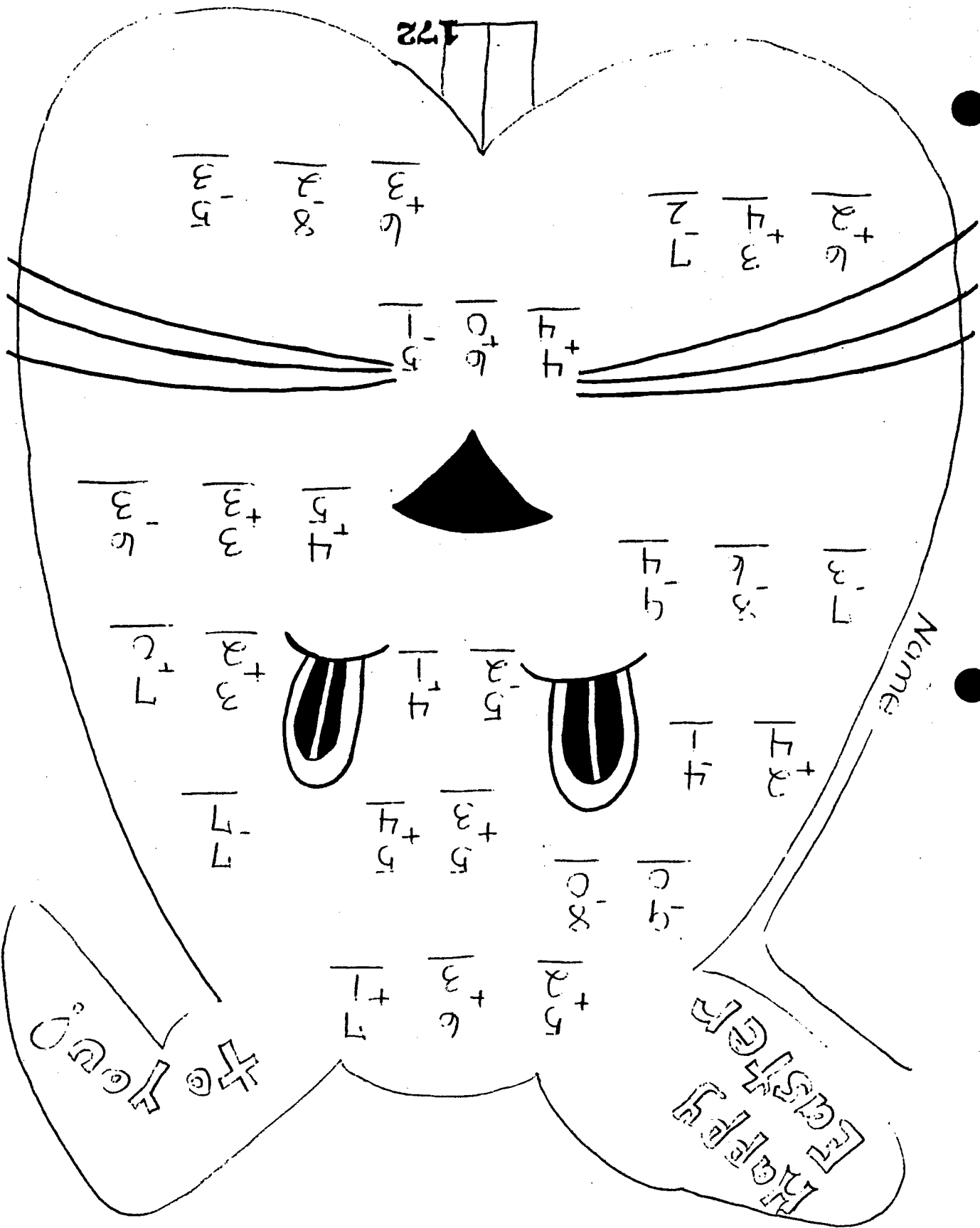
Find the small words inside  
the spelling words!

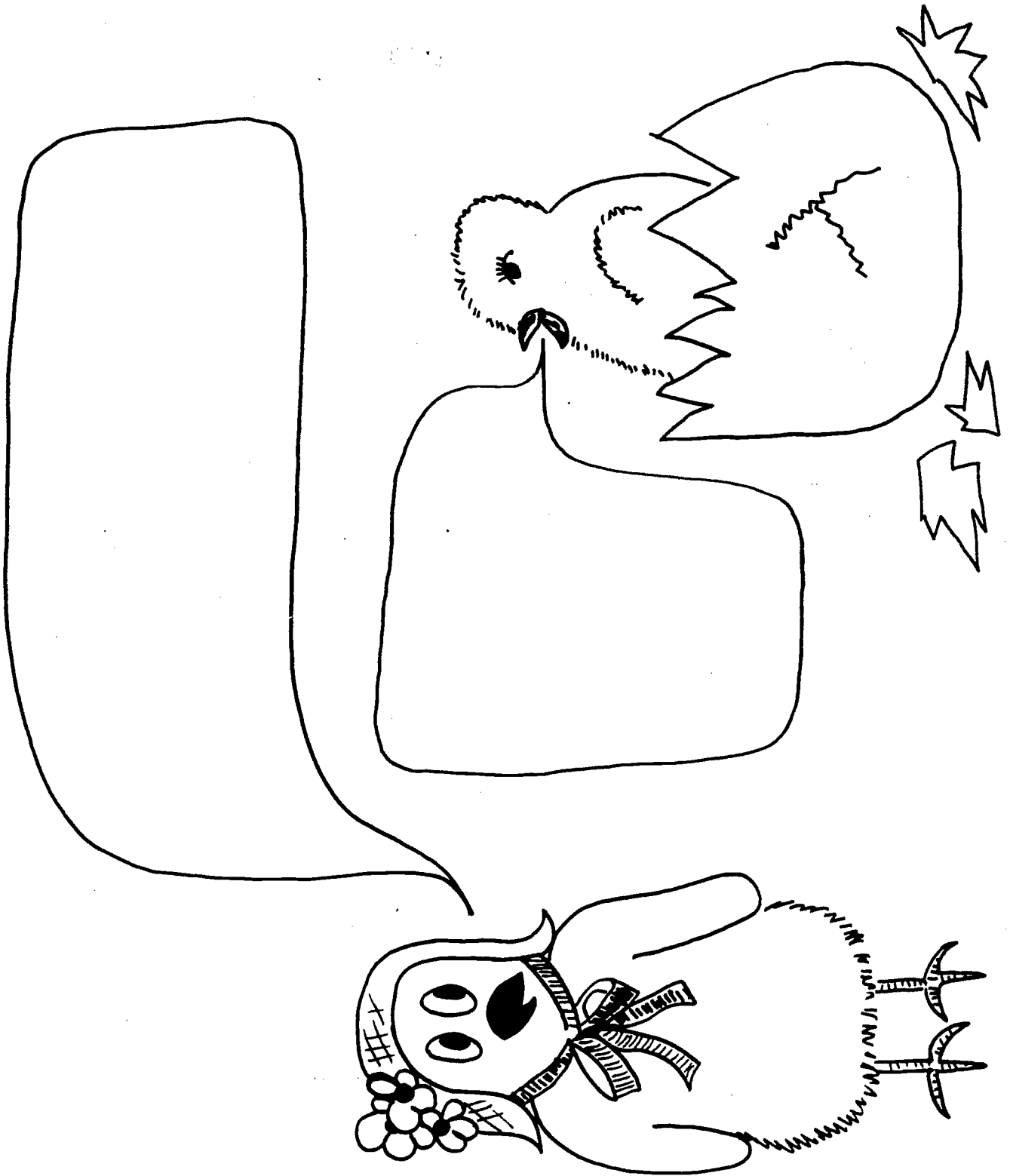
listen is \_\_\_\_\_  
Easter \_\_\_\_\_  
coming \_\_\_\_\_  
playing \_\_\_\_\_  
eggs \_\_\_\_\_  
garden \_\_\_\_\_  
rainbow \_\_\_\_\_  
color \_\_\_\_\_  
today \_\_\_\_\_  
everyone \_\_\_\_\_

Write each spelling word  
Mark the vowels long or  
short.

listen \_\_\_\_\_  
Easter \_\_\_\_\_  
coming \_\_\_\_\_  
playing \_\_\_\_\_  
eggs \_\_\_\_\_  
garden \_\_\_\_\_  
rainbow \_\_\_\_\_  
color \_\_\_\_\_  
today \_\_\_\_\_  
everyone \_\_\_\_\_

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PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

FAMILIES EARN AND SPEND

GRADE LEVEL: K-2

GENERAL OVERVIEW:

This unit introduces the child to man's methods of producing goods and services and to each person's dependence upon the labor of hundreds of other people. He also learns that his family uses its income to buy the goods and services it needs. He will begin to recognize that people can spend their income in many different ways. He will recognize that no person can buy all the goods and services he would like; therefore, he must make choices among different ways of satisfying his needs and wants. The children will learn that people produce goods and services for others to earn income, but they also give goods and services to others to be helpful. That people perform different kinds of work due to different preference and skills.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Come to Work With Us In a Department Store

Come to Work With Us In a Hospital

Come to Work With Us In House Construction

Come to Work With Us In a Newspaper

How to Earn and Use Money

Let's Go to the Supermarket

Let's Build a House

Let's Visit a Hospital

Let's Visit a Bakery

Film-

strips:

Wally, the Worker Watcher

Supermarket

Getting Goods to Users

Andy Lends Money to the Bank

Money We Earn

Things We Buy

Introducing Economics

Rules We Follow

Film

Loops:

Bricklayers

Cooks and Chefs

Movies: Bakery Beat  
Story of the Wholesale Market

Records: World of Man - His Work

2. Field Trips:

Walk to store - observe roles of working people

3. Human Resources:

Parents who are clerks  
Manager of a store  
Parent explains how she plans her shopping  
High school boy who is a stock boy  
Assembly line worker  
Salesman  
Parents - mother volunteer aides  
2 role models: teachers' sons describe car wash job

4. Activities:

Assembly Line Chair Wash  
Making Store  
Making Pennies  
Cupcakes  
Caramel Apple Sale  
Popcorn Factory  
Christmas Ornaments (mouse)  
School Bus (assembly line concept)  
Candle Sale

UNIT TITLE: FAMILIES EARN AND SPEND

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Money Measurement Addition and subtraction facts</p>	<p>As a result of this unit, each child will be able to:</p> <p>Count money, make change, make comparison of profits</p> <p>Recognize the purposes of money as a medium of exchange</p> <p>Collect data on ways people acquire income</p> <p>Keep a daily log of their spending</p>
<p><u>Language Arts</u></p> <p>Writing Reading books and filmstrips Group discussions Booklets</p>	<p>Make a list of human skills, prepare a chart listing some human needs and wants</p> <p>Increase safety vocabulary</p> <p>Write a simple thank-you letter</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Field trips:</p> <p>To a food market to buy apples and popcorn for the sale</p> <p>Visit a bakery to see a production line in operation</p> <p>Go to a local hospital or center to give our earnings to a group for Christmas</p> <p>Children will count the chairs and children in the room</p>	
<p>Read and discuss the <u>ABC's of Safety</u> poem book</p> <p>Compose thank-you letters to guest speakers</p> <p>Recognize and spell safety words</p> <p>Recognize and recall the meaning of traffic signs and signals</p> <p>Experience stories written by teacher as child describes car wash</p> <p>Children describe family visits to car wash</p>	



UNIT TITLE: FAMILIES EARN AND SPEND (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>World of Work</p> <p>Interdependence of goods and services</p>	<p>As a result of this unit, each child will be able to:</p> <p>Analyze and compare the work people perform</p> <p>Infer that people in their work help produce goods and services</p> <p>Collect and analyze data on work specialization</p>
<p><u>Science</u></p> <p>Weather conditions</p> <p>Five senses</p> <p>Transportation</p>	<p>Tell why some things are grown in certain parts of the U.S. or world, and what happens if the weather is dry, wet or cold</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing

Hands-on activity - Classroom Chair Wash

Children described family visits to car washes

Class discussion:

What goods and services do families use?

- a. Restaurant workers
- b. Storekeeper-clerk
- c. Barber
- d. Grocery store worker
- e. Construction worker

Why do people have different skills?

- a. to provide us with the different things we need

4 season pictures - sort by season

Hair dryer demonstration - simulates blower in car wash

Conveyor belt demonstration

UNIT TITLE: FAMILIES EARN AND SPEND (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Attractive packaging</p> <p>Advertising</p>	<p>As a result of this unit, each child will be able to:</p> <p>Make signs to advertise sales</p> <p>Arrangement of people doing different jobs (pictures)</p>
<p><u>Careers</u></p> <p>Reasons people work</p> <p>Functions of work:</p> <p>    goods production</p> <p>    service production</p>	<p>Tell why people have different kinds of jobs</p> <p>    a. people have many and varying needs</p> <p>Operate on an assembly line basis</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Design book covers

Draw picture of each step of producing  
a mouse-decoration for a Christmas tree

Draw picture and write story about each -  
the laborer, inspector and manager

Role playing experiences:

Being a store clerk or manager of store  
A mother taking her child to market to  
buy food for the family

Role playing incorporated:

Act out buying and selling  
Act out role of manager  
Selling of candles to one another -  
giving and receiving money

Role playing:

Popcorn assembly line  
Selling popcorn

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLE SALE

II. ACTIVITY FORMAT:

A. Tools and Materials

21 - 14 oz. caramel candies	mixing bowl
1-1/2 cup water	wooden spoons
1 bushel Jonathan apples	double boiler
approx. 150 sticks	waxed paper and baggies
hot plate	

B. Human Aides and Resources

Parent  
Teacher  
Teacher Aide

C. Procedures for this activity (with helpful hints)

Melt caramel with water in double boiler or sauce pan over low heat. Stir occasionally until sauce is smooth. Wash and dry apples. Insert a stick into end of apple. Dip into hot caramel sauce, turn until coated. Scrape off sauce from bottom of apples. Place on greased waxed paper. Chill until firm. Keep in cool place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CUPCAKES

II. ACTIVITY FORMAT:

A. Tools and Materials

3 boxes of cake mix	mixer
6 eggs	wooden spoon
3-3/4 cups water	muffin pans
mixing bowl	waxed paper

B. Human Aides and Resources

Teacher  
Teacher Aide

C. Procedures for this activity (with helpful hints)

Blend in large mixing bowl, at low speed until moistened  
cake mix, water and eggs  
Beat 2 minutes at medium speed  
Bake at 350 degrees for 15 to 25 minutes  
Remove cakes from pan, cool 15 minutes on cooling rack  
Makes 90 cupcakes

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

SCHOOL BUS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

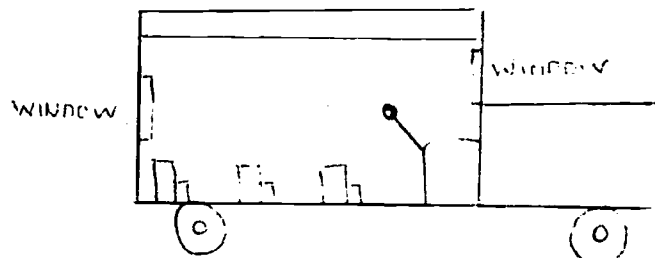
1" maple dowel rod	plywood
1/8" dowel rod	3/4 x 1/2 strips of soft wood
buttons	Elmer's Glue
paint	tacks
sandpaper	nails

#### B. Human Aides and Resources

Parents  
Teacher Aide

#### C. Procedures for this activity (with helpful hints)

Wheels 1" or 7/8" maple dowel rod; steering column 1/8" dowel rod;  
Steering wheel - button; headlight - button; frame - 8" x 3-1/2"  
axle - 3/4 x 1/2" strips of soft wood; top 7-1/2" x 3"; back -  
3 x 3-1/2"; front 3 x 3-1/2" plywood



Cut appropriate number of axles. Measure them to fit between chassis. With nails and glue, attach. With brace and bit, drill a 1/4" hole diagonally between the chassis and engine. Cut a 1/4" dowel 2-1/2" long. Glue it into hole. Place button mold in a vise so that the vise will hold grain of wood together. Attach seats, put cab, finally attach wheels.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE CHAIR WASH

II. ACTIVITY FORMAT:

A. Tools and Materials

chairs	brushes
soap and water	sponges
cleanser	rags

B. Human Aides and Resources

2 mother volunteer helpers

C. Procedures for this activity (with helpful hints)

1. Ten chairs for first "line" were lined up by sink
2. First child wiped chairs with a wet sponge
3. Second child sprinkled on scouring cleanser
4. Third child scrubbed chairs with a scrub brush
5. Fourth child rinsed chairs with a sponge
6. Fifth child dried chairs with a rag
7. Mother inspected chairs to see if they were clean
8. Sixth child took chairs back to tables when clean
9. First and second child helped mop floor after first jobs were finished
10. Second mother served as "boss" on the job

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS ORNAMENT (MOUSE)

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors	felt - pink, yellow, gray, red
punch to make holes	thread - whiskers
paste	yarn - tail

B. Procedures for this activity (with helpful hints)

1. Trace pattern for body of mouse
2. Cut body
3. Cut ears
4. Paste ears
5. Cut eyes
6. Paste eyes
7. Cut whiskers
8. Paste whiskers
9. Cut nose
10. Paste on top of whiskers
11. Cut tail
12. Paste tail
13. Add hanger

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING, PACKAGING AND SALE OF CANDLES

II. ACTIVITY FORMAT:

A. Tools and Materials

coloring (can use crayons)	double boiler
scents	wax
small milk cartons or paper cups	string
plastic bags	paste sticks
hot plate	newspaper

B. Procedures for this activity (with helpful hints)

1. Melt wax in double boiler
2. Add coloring and scents
3. Cover work area with newspapers
4. Measure string so that end touches bottom of milk carton
5. Tie string to paste stick
6. Lay stick on top of carton
7. Pour wax into carton until it is 1/3 full
8. Let harden until real hard - approx. 1 day
9. Repeat #8 until carton is full using different colors
10. Cut string and paste stick off
11. Peel off carton
12. Put candle in plastic bag and staple sheet
13. Attach tag with product name group and made by
14. Line candles up on table in main hall
15. Several children and teachers helping sell candles to student body
16. Call children down by grade level

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

LEARNING ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

NAME OF ACTIVITY

POPCORN FACTORY

MARKING, PACKAGING AND SALE OF CORN

II. ACTIVITY FORMAT:

ACTIVITY FORMAT:

A. Tools and Materials

Tools and Materials

popcorn	measuring cups	coloring (optional)
large garbage bags	small plastic bags	scents
oil	markers	small milk cartons or paper cups
popcorn	boxes	plastic bags
salt		hot plate
bowls		

B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

Pop the corn - two days

Bag the corn on an assembly line - 1 day

Assembly line:



bag corn    tie bag    label bag

Sell corn - 2 days

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING STORE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammer	tempera
saw	refrigerator box
paint brushes	wood
nails	

B. Procedures for this activity (with helpful hints)

1. Cut box open - both sides
2. Cut window in front
3. Size and cut counter shelf
4. Cut and attach supports
5. Attach 3 and 4 to box
6. Cut wood for frame
7. Attach to box - nail 1-1/2" - no longer
8. Paint

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: FAMILIES USE RESOURCES

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth provides food, clothing and shelter for its inhabitants. That all human food comes from plants or animals, although diets vary from place to place. Without minerals, modern life would not exist. That seventy percent of the earth's surface consists of water. And our resources must be conserved.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-  
strips: Iron-Ore Mining in Michigan  
Mineral Wealth  
Fishing Industry  
Seacoasts, Shipping and Fishing  
Cattle and Corn Belt  
Story of Wool  
A Dairy Farm  
Lumber Mill  
Story of Cotton

Books: Your World  
Let's Visit a Farm  
Let's Visit a Ship  
Let's Visit a Clothing Factory

Poem: The World - Robert L. Stevenson

Realia: Cotton bale  
Miner's hat

Movies: The Cotton Farmer  
Dairy Farm Today  
Foods from Grains

Flat  
Pictures: Harvesting Wheat  
Miniature Loom  
Corn Belt Farming  
Picking Cotton  
How An Automobile Is Assembled  
The Corn Farmer  
How Weather Helps Us

Kits: Wool Education Center  
200 Clayton Street  
Denver, Colorado 80206

The Story of Cotton  
National Cotton Council of America  
P.O. Box 38112  
Memphis, Tennessee 38112

2. Field Trips:

Weber's Nursery  
Cranbrook Nature Center  
The Weavery on Washington Street, Royal Oak

3. Human Resources:

Fabric store retailer  
Parents from community with special talent (e.g., knitting)

4. Activities:

Weaving a simple rug  
Growing cotton  
Building a weaving loom  
Tie dying  
Yarn holders

UNIT TITLE: FAMILIES USE RESOURCES

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Regional plant growth  
Transportation  
History  
Marketing  
Maps and charts

As a result of this unit, each child will be able to:

Analyze a map to gather needed information

Compare methods of transporting goods

Science

Use of land and water  
Physical environment  
Water and air pollution  
How to use the microscope  
Identification of parts of the microscope  
Investigate and record the structure of cotton  
Principles of dyeing and mordanting

List occupations created by the cotton industry

Describes what takes place at a textile mill

Name products and byproducts of cotton and their uses

Describe harvesting procedure of cotton

Describe what happens to cotton in the cotton gin

Collect and organize data on the uses of natural resources

Analyze man's use of land and water resources

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Children will discuss the origins of clothing

Field trip to weaving shop

Children will identify fabric from

- a. animal
- b. plant
- c. other

They will state which part of animal or plant is utilized



UNIT TITLE: FAMILIES USE RESOURCES (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Role playing  
Read and follow directions  
Writing letters  
New vocabulary  
Reports  
Research

As a result of this unit, each child will be able to:

Distinguish between goods and chart the usefulness

Identify things we could not do without

Discuss critically why the allocation of resources depends on the goals of our society

Art

Cutting  
Pasting  
Color wheel and color families  
Aesthetic value of fabrics and yarns

Prepare resource chart

Paint or draw pictures of ways in which the ocean is a resource

Identify and draw one or more hand tools used today

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Children will write hypothetical stories about various foods and goods

Use assorted fabrics for bulletin board

Paste assorted texture of fabrics on paper identification (rough, smooth)

UNIT TITLE: FAMILIES USE RESOURCES (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Linear measurements  
Number concepts  
Cost of product (including time and materials)

As a result of this unit, each child will be able to:

Plot and graph different agricultural regions and different physical environments

Careers

Workers produce goods  
Workers producing services  
Transportation of people and things

Define ways human and natural resources are conserved

Organize data on ways certain goods are transported

Identify people who provide us services

Identify people who provide us goods

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Measure yardage and patterns

Tell equivalents - between units of linear measurement

Spin and dye

Make a chart listing compiled data

Class discussion on identification of services and goods

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

TIE DYEING

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

two pkg. of Rit dye	hot plate
sink or basin	wooden spoon
rubber gloves	T-shirts or
rubber bands	blouses (white)

#### B. Human Aides and Resources

Teacher  
Parents  
Teacher Aide

#### C. Procedures for this activity (with helpful hints)

1. Tie fabric and secure tightly - choose white or light colored washable, dyable fabric. Wash to remove any sizing. Crumple, twist, pleat, fold, or gather an area of fabric together. Secure tightly with string or rubber bands.
2. Arrange ties in a random or planned pattern.
3. Immerse wet fabric or dip tied areas into a simmering Rit dye bath - prepare bath using 1/2 package dye for about every quart of hot water in a container large enough to avoid crowding. Dissolve completely. Stir tied fabric in simmering dye bath for 10-15 minutes or longer for thick, bulky fabric or ties. When desired color is reached, remove from dye bath and squeeze out excess dye.
4. Rinse thoroughly - rinse, remove ties and rinse again thoroughly in cool running water until runs clear. Hang to dry and iron while slightly damp.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Items must be clean before dyeing. Students should not handle hot shirts. This must be done by an adult.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

YARN HOLDERS - SHAPED LIKE AN APPLE

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

yarn - red and green  
knitting needles  
scissors  
32 bone rings  
8 packs yarn  
felt - green

#### B. Human Aides and Resources

Teacher  
Teacher Aide  
Parents

#### C. Procedures for this activity (with helpful hints)

1. 17 rows straight stitch, 17 rows purl stitch. This is the stockinette stitch.
2. Cast on 20 stitches. Knit every stitch on the first row.
3. On the second row, insert the right needle into the front of the first stitch on the left needle from the right side and slip the first stitch from the left needle onto the right needle.
4. Bring yarn to the front of your work. Now you are ready to purl.
5. Insert the right needle in the front of the next stitch on the left needle from the right side.
6. Bring the yarn over the point of the right needle.
7. Draw the yarn through the stitch.
8. Slip the old stitch off the left needle, thus completing the first purl stitch.
9. Keep yarn to the front of your work and continue to purl the entire length of the row, repeating step 5 and 8.
10. Knit the third row, purl the fourth row.
11. Repeat these 2 rows alternately until you have seventeen rows, or until you have a strip 4-1/2 inches long and 11 inches round.
12. Run draw string on each end.
13. Crochet one bone ring for each apple for holder, 3/4" in diameter.
14. Cut leaves from strips of felt. Sew on ring.
15. Stuff with roll of twine.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

BUILDING A WEAVING LOOM

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

3/4" scrap wood (at least 10" long)	hammer
small screw eyes (size 214-1/2)	ruler
coat hangers or wire	pencil
1-1/4" brads	wire cutter and pliers
saw	

#### B. Procedures for this activity (with helpful hints)

1. Saw wood so that you will have two 8-1/2" x 1/4" pieces and two 4-3/8" x 3/4" pieces.
2. Lay the two short end pieces on top of the two long side pieces so that the ends are even and the four sides form right angles at the corners.
3. Nail the pieces together, using 2 nails for each corner. Drive the nails through the side piece first (long piece).
4. Mark the short ends at every 3/8 inch. You should have 10 marks.
5. Screw the screw eye in first, then the finishing nails, and ending with the screw eye.
6. Cut the wire into 10 inch lengths.
7. Bend one side of wire into a hook.
8. Insert the wire lengthwise through the screw eyes.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEAVING A SAMPLE RUG

II. ACTIVITY FORMAT:

A. Tools and Materials

cotton yarn or string in various colors  
weaving needles  
scissors  
tong depressors  
yardstick

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Making the warp by fastening the string with a double knot around the first nail after winding off about 1-3/4 yards.
2. Bring string down to first nail on opposite side.
3. Wrap around two nails (firmly).
4. Bring a ring around opposite side.
5. Wrap around next 2 nails and continue process.
6. Fasten on last nail with double knot.

The warp is now ready and we will start

Filling in the weft

1. Wind off yarn into small ball.
2. Thread weaving needle.
3. Make double loop around wire; extend yarn as far as possible.
4. Bring needle over and under the warp threads.
5. When on the opposite side, bring yarn around wire; this will help to regulate the tension.
6. Repeat process taking care to reverse the weaving process ("over and under"). Use tongue depressor to move work up.
7. When weft is filled in, tie the yarn around wire and cut the yarn.
8. Remove the wires and lift the sampler off the brads.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GROWING COTTON

II. ACTIVITY FORMAT:

A. Tools and Materials

large planter half full of soil  
fertilizer  
cotton seeds  
water  
sunlight

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)

1. Planter is placed in sunlight.
2. Students plant cotton seeds in soil.
3. Sprinkle fertilizer over soil.
4. Water seeds at time of planting and when soil is dry.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: FROM HOME AND SCHOOL - LIVING AND GROWING TOGETHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: Children need to feel comfortable in their school environment. Familiarity with staff members, their purposes, location and building facilities will help children orientate themselves.

For many of the children, these first days in school will be the first organized group experience. Each child needs to feel happy about being a part of the school community. He learns that he has responsibilities. His responsibility is as a learner. The school's personnel and equipment aid in facilitating the learning process.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films: Helpers at School  
How Families Live Together - Benefic Press  
How Schools Help Us - Chicago  
Helpers at our School  
Beginning Responsibility: Doing Things for Ourselves in School  
Beginning Responsibility: Rules at School

Flat  
Pictures: Pictures 1-19 about school helpers from the Social Studies materials listed above (Field Publications)  
Schools Around the World (from the Social Studies materials, Schools, Families and Neighborhoods, Field Educational Publications)

Film-  
strips &  
Records: Wally the Worker Watcher  
The Newspaper Boy  
The Junior Home Maker  
What Else Do Fathers Do  
Just What Do Mothers Do  
Safety In Using Tools - Longfellow I.M.C.  
Our School  
Our Job In School  
School Courtesy  
School Friends and Activities  
School Helpers

Books:     How Schools Help Us - Hage and Ryan, Benefic Press  
          The Smallest Boy in the Class - Beim  
          My Time of Year - Dow  
          The Little School at Cottonwood Corners  
          Days I Like - Hawkinson  
          Bingity Bangity School Eus  
          The Giraffe Who Went to School

2.   Field Trips:

Tour of school building  
Tour of neighborhood around school  
A visit from another kindergarten class and a visit to their school  
Visit the different school workers within the school

3.   Human Resources:

Learning Resource Teacher  
Clerk  
Guidance  
Custodian  
Former graduates  
Crossing Guard  
Speech Teacher

Our school staff:

- a. Principal - Greets children in her office and in room
- b. Secretary - Demonstrated use of typewriter and ditto machine
- c. Teacher - Demonstrated use of movie projector, filmstrip projector, tape recorder and listening post.  
Teachers correct use of equipment, used by children
- d. Nurse - Talked to children
- e. Custodian - Talked to children. They see him at work.

Parent volunteers, working in the classroom

Instruction given parent volunteers:

Daily schedule  
Units planned for the year  
Behavioral objectives for the year  
Ways parents can help  
Share your job or hobby with the class  
Supervise free play  
Prepare art materials  
Assist with art projects  
Assist with special projects: cooking, sewing, crafts, carpentry  
Library - take small groups to the library to select books  
Story reading or story telling  
Dramatics  
Music - singing or playing an instrument  
Field trips - driving or walking with the group  
Bring your pet to visit  
Make flash cards, games, and audio-visual materials  
Take pictures of the class  
Run the tape recorder  
Make tapes for the listening post

4. Activities:

Construction of costumes and role playing  
Life size replicas of school helpers  
Making helping hands  
Experimenting with our senses  
Hearing - experimenting with sounds

Role playing experiences:

Taking parts of various staff members  
Charades  
Make simple role playing costumes  
Practice each job in room  
Role playing is done during "free play" in the doll house, also using large blocks for various kinds of buildings and forms of transportation, in the sand box, on the climbing bars, also chairs, and areas under tables. Dress up clothes are used including sailor hats and nurse's uniforms.  
More formal role playing is done in a game situation  
The child pantomimes career

UNIT TITLE: FROM HOME AND SCHOOL

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Discussion  
Brainstorming  
Experience story telling  
Creative writing  
Role playing

Verbal Communication

Role playing

As a result of this unit, each child will be able to:

Participate in role playing

Interview school helpers

Name the workers in the school and tell what they do

Math

Counting, adding, subtracting of days of the week  
Time  
One to one correlation  
Sets

Identify number of staff members  
a) total  
b) subsets in geographical areas

Compare sets of men and women

Compare days of week of specials

Plan time needed for jobs, time to perform jobs

Count the children in the room

Count the days in the month using the calendar

Name the days of the week

Pass out materials correctly, one item to each child

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Dictate stories. "The first day of school, I felt....." "In school we ..... " "The school secretary does ..... " "I like my mother to help at school because....."

Speak in complete sentences

Participate in a group discussion

Dictate sentences and finish beginning sentences

Role playing various jobs interviewing staff

Writing letters in form of poetry - "If I were the....."

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

History of building  
Human relations  
Interdependence of workers

As a result of this unit, each child will be able to:

State age of building

State parts of building which are older than others

Write about a specific staff member

Talk about staff members which they may never see

Draw each school helper doing his or her job

Call others by name, the teacher, other children, mother helpers, teacher aide and service girls

Know the way to school and to the classroom

Know the way to the office, Materials Center, gym, playground, and boiler room

Walk quietly in line

Know where equipment is stored in the classroom and put own materials away

Share toys with other children

Listen to directions and follow them

Recognize his own name when written in manuscript writing

Help plan room work and work with other children

Select tools (paper, crayons, pencils, scissors) and replace them after use

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role play the activity of various staff members

Record yes and no answers to questions they will ask of staff

List five different occupations within the school

Match each person with his or her job



UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Physical</u></p> <p>Motor skills Developing hand-eye coordination</p>	<p>As a result of this unit, each child will be able to:</p> <p>Place hands on paper in correct place, plan stencils, trace and cut out paper, use paint and brayer</p> <p>Use eyes and hands together</p>
<p><u>Art</u></p> <p>Separating materials Combining</p>	<p>Cut out a circle, a leaf, etc. on the line drawn</p> <p>Learn to apply paste to paper</p> <p>Follow directions in cutting, pasting and assembling items</p> <p>Use paints, finger paints, crayons, clay, etc. properly and creatively</p> <p>Learn to use a variety of art materials</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

UNIT TITLE: FROM HOME AND SCHOOL (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Seasonal changes  
How we learn: Using the five senses  
Directional poles and geographical location of building

As a result of this unit, each child will be able to:

Name the four seasons

Name the five senses

Identify geographical location of areas in building

Careers

Purpose of all jobs  
a) how they directly affect children  
b) how employees are interdependent upon each other  
Reasons for choice of school work  
Planning required to perform job  
Location of work within building  
Job characteristics (advantages and disadvantages)

Participate in class discussion stressing why people work and why we work in the room  
a) the importance of each room job  
b) need to plan work time  
c) need to work together

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Give each child a piece of 18" x 24" newsprint and have them divide it into four sections drawing one picture for each season

Make a large mural showing school helper doing his job

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors  
crayons  
glue  
tape  
construction paper

B. Procedures for this activity (with helpful hints)

1. Suggest some small simple items which might call to mind a specific person on staff. (Tie, broom and dustpan, glasses, various tools)
2. Tape items on - can be used both for role playing and charade activity

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

LIFE-SIZED REPLICAS OF SCHOOL HELPERS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

paper large enough for child to lie on full length  
poster paint  
brushes  
magic markers  
buttons or other sewing notions for trimming

#### B. Human Aides and Resources

School helper models  
Parent aids if desired

#### C. Procedures for this activity (with helpful hints)

1. Interview workers for special equipment related to job.  
Suggested personnel: principal, secretary, teacher, nurse, custodian, speech teacher, crossing guard, guidance counselor, clerk, Learning Resource Teacher, music teacher, gym teacher, art teacher.
2. Divide children according to number of figures being made.
3. Trace outline of child on paper. Dress figure in appropriate costume. Use carton balloons for captions.
4. Use figures for hall decorations.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

May be given to each school worker.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HELPING HANDS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors  
construction paper  
pencil

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Children trace hands on construction paper
2. Cut out each hand
3. Teacher puts child's name on hands
4. Child keeps one hand
5. Put other hand up on bulletin board to indicate job child is to do that week. Choose a new boy and girl for each job each week (on Monday).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

EXPERIMENTING WITH OUR SENSES

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

assorted vegetables and fruits  
household objects  
binoculars  
magnifying glass  
color paddles red, yellow, blue

#### B. Human Aides and Resources

Parent helpers

#### C. Procedures for this activity (with helpful hints)

Learning with our five senses:

Tasting: Golden delicious apples, prunes, raisins (black and golden), carrot strips, celery, apple butter on graham crackers

Cooking and Tasting: Popcorn, white and yellow (white was shelled off from the cobs), squash, pumpkin pies

Feeling: Done in groups of 6 or 7; feeling an object in a box and telling what it is, what it is used for, and what it is made of. Each child has 5 or 6 turns. (Example: pine cone, sea shell, egg beater, hammer, etc.)

Smelling: In baby food jars, soap, perfume, onion, orange, peanut butter, cinnamon, clove, etc.

Seeing: Looking at objects through: binoculars, magnifying glass, a jar of water, which magnifies, a spy glass, color paddles of red, yellow and blue.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

HEARING - EXPERIMENTING WITH SOUNDS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

yardstick	pop bottles	pail
alarm clock	rattle boxes	drum
rubber bands	cooking fork	rice
vacuum cleaner base	sea shell	2 pr. sticks
spatula		

#### B. Human Aides and Resources

Parent helpers

#### C. Procedures for this activity (with helpful hints)

Hearing: Working in groups of 6 or 7, experimenting with sounds. Following is my outline for this activity.

Experimenting with sounds:

Sounds are produced when something is vibrating (moving back and forth).

They can be produced by:

1. Plucking (a rubber band)
2. Strumming (a guitar)
3. Scratching
4. Rubbing (violin bow)
5. Blowing (horn)
6. Shaking (maracas)
7. Hitting (baseball)
8. Striking (drum or chimes)

Some of the sounds we have listened to in kindergarten are:

1. Say "Hello" and feel the vibrations of your own throat.
2. Yardstick: drag along floor with one end placed in front of ear to hear how sound travels through wood. Also place an alarm clock to hear ticking through wood.
3. Cooking fork, tap on table, place in front of ear, hear musical note.
4. Rubber band - hold in teeth and pluck.
5. Hose from vacuum cleaner (or garden hose with funnel at each end) talk to self or others.
6. Spatula - place handle on table, vibrate (metal off edge of table) listen with ear on table.
7. Sea shell - hold to ear.
8. Spoon on string - sound travels through string. Wind string around finger and place in front of ear opening.

9. Talk into pail, hear voice echo back.
10. Comb - vibrate teeth on edge of table or with a pencil. Also, wrap with tissue paper and hum. Feel vibration.
11. Drum with rice, to show vibration.
12. Bottle scale - bottles filled with different amounts of water.
13. Two pairs of sticks, different sizes. Hit together to hear differences in sound.
14. Rattle boxes with different things in them; beans, rice crispies, bird seed, etc.

Personal comments: Although this unit began with the first day of school and continued for over two months, the "getting acquainted with school" continues throughout the kindergarten year. Additional contacts with school personnel reinforce the child's concept of the job he does.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: GROCERY STORE

GRADE LEVEL: K-2

GENERAL OVERVIEW: The class will construct a grocery store. Transportation, food distribution, food processing, label printing, history of food storage, will be explored.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-  
strips: Supermarket Workers  
Wally the Worker Watcher

Films: Why Eat Our Vegetables.  
Let's Keep Food Safe to Eat  
Eat Well, Grow Well

Chart: At the Store

2. Field Trips:

Trip to the Grocery Store

3. Human Resources:

Parents - one parent keeps bees and demonstrated equipment, etc.  
Doctor - followed up a food sub-unit  
College student

4. Activities:

Build a grocery store  
Bake bread  
Make butter

UNIT TITLE: GROCERY STORE

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing

As a result of this unit, each child will be able to:

Take part in the writing of a group story

Describe two activities that have taken place

Construct sentences telling about pictures related to unit

Math

Counting  
Linear measurement

Count objects in grocery store

Count the play money in cash register

Add the cost of two items for sale in the play grocery store

Make change

Assist in the measuring of lumber

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Background information about goods as they travel from point of origin until they arrive in the grocery store

Discuss and study available pictures and charts

Field trip to a grocery store

Role playing:

Playing store (storekeeper, cashier, customers)

UNIT TITLE: GROCERY STORE (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Nutrition

As a result of this unit, each child will be able to:

Categorize items to be placed on shelves

Write about the nutritional value of foods

Careers

Job Functions

Production  
Servicing

Transportation of goods

Describe what workers in a grocery store do

Write or draw about the transportation and processing of goods when they leave the factory, farm or point of origin until they reach the grocery store

**METHOD OF IMPLEMENTATION**

**RESOURCE PEOPLE & MATERIALS**

National Dairy Council charts, pictures and related materials

Cutting and pasting pictures of foods and place them in the seven basic food groups

View film loops and filmstrips showing actual processing and transporting of goods

Discuss various methods of transportation of goods

Actual making of bread and butter

Packaging and pricing of bread and butter

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

BUILD A GROCERY STORE

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

1/4" plywood 2 sheets  
hammer  
hand saws  
saber saw  
nails  
yardstick

#### B. Human Aides and Resources

Parent aides for other activity groups

#### C. Procedures for this activity (with helpful hints)

1. Order lumber
2. Arrange for student aide to come
3. Set up activities for the part of the class which will not be working with tools
4. Use 2 sessions (about 1-1/2 hours) to cut wood, three sessions for nailing store together
5. Use saber saw for cutting large pieces (allow child to hold handle, while teacher guides it through). Hand saws should be used for smaller pieces
6. Five children at a time worked with student aide - other children worked in groups making food posters, play money, drew and cut out pictures of foods for bulletin board.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKE BREAD AND MAKE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

2 bowls	paper cups
2 sets measuring spoons	jars for butter
ingredients	2 electric frying pans
napkins	2 blenders

B. Human Aides and Resources

4 parents to supervise groups

C. Procedures for this activity (with helpful hints)

1. Buy ingredients
2. Divide children into 4 groups:  
    2 groups for bread baking  
    2 groups for butter making
3. Each parent supervises one group
4. Drink buttermilk

Recipe for Bread

1 cup flour  
1 egg  
1/2 teaspoon baking powder  
Bake in fry pan at 425 degrees

Recipe for Butter

1 quart cream  
dash of salt  
put 1 cup cream into a pint jar (or smaller jar)  
Let each child shake the jar a certain number of times until it turns to butter

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: HOME AND FAMILY LIVING

GRADE LEVEL: K-2'

GENERAL OVERVIEW: Human behavior is shaped by the social environment. Members of a group learn to behave as part of a group. As the child studies family life in other parts of the world, he begins to realize that despite cultural diversity, all people shape their beliefs and behavior in an effort to satisfy fundamental needs.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Flat

Pictures: Children of Europe

Realia: Doll - Brussels  
Doll - Lombardy  
Wooden shoes  
Doll - Russia

Record &  
Film-

strips: What Else Do Fathers Do?  
What Else Do Mothers Do?

Field: Kindergarten Picture Set - Unit on Family

Book: To Be A Pioneer - Burns and Hines

Film: Colonial America - Fowler - The Fideler Co.

Film-  
strips: If You Were a Boy Born in Afghanistan  
How Johnny Shaw Lives in Iran

Movies: Niko - Boy of Greece  
Boy of Japan  
Story of Pablo - Mexican Boy

2. Field Trips:

Trip to grocery store  
Trip to bakery  
Royal Oak Police station  
S.E.O.V.E.C. - children saw many people at work and viewed the machines being used. They made shape books for each class visited and

taped an "interview - radio show" upon our return.  
Benedictine Apple Orchard  
Ford Museum - Greenfield Village

3. Human Resources:

Parents at work  
Problem solving situations: getting along at home and work  
Mothers  
Aide  
Parents  
Drivers for field trips

4. Activities:

Spaghetti Sauce  
Pan rolls  
Canning apple butter  
Homemade egg noodles  
Roller Movie - Our Trip to the Police Station  
Inventing Machines

UNIT TITLE: HOME AND FAMILY LIVING

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Numbers  
Sets  
Comparison  
Size  
Counting

As a result of this unit, each child will be able to:

Identify members in family

Total number in family

Make comparisons - boys and girls in family

Read a bar graph

Social Studies

Map reading  
Family roles  
Awareness of others  
Weather  
Comparison  
Machines

Discriminate directions on map

Discuss and compare children in

- a) Armenia
- b) Mexico
- c) Greece
- d) Italy

Describe a family helping each other

List reasons for family change

Tell about family disagreement

Identify physical location

Compare weather in each country with ours

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**METHOD OF IMPLEMENTATION**

**RESOURCE PEOPLE & MATERIALS**

The child will observe the construction of a bar graph by the teacher showing the family members of each class member

One to one representation of mother, father, brother, sister, grandparents (in the home) and pets

Count and compare numbers of various members, i.e., (we had two times the number of brothers as sisters)

Discuss increasing quantities of a recipe for Apple Butter and determining amounts needed. Children will participate in a discussion of methods preserving foods, including canning process

Locate his own home on a city sectional map

Locate Emerson, Kimball, the ice rink and at least one park area on the sectional map

Verbally list at least three uses of land as a result of a neighborhood walk to his home

Trip to Benedictine Orchards, the child will be able to draw a picture showing land use different than that seen in his neighborhood (i.e., farm, orchard, Christmas tree nursery, cemetery, college, expressways, etc.)

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Social Studies (Continued)

After discussion of the single-parent family, step family, adoptive family, grandparent in the home, etc., the child will be able to describe verbally one family structure different than his own

Solve ditto on definition of work answering questions "yes" or "no"

Participate in one of four experiments showing how machines make work easier

Cut from magazines and categorize machines as to their source of energy: fuel, electricity, muscles

UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Family occupations  
Necessary training  
Home location and job

As a result of this unit, each child will be able to:

List the duties of the chef and baker

"Act out" role of a chef and baker

"Act out" through role playing learning situations at home in which adults teach infants

Participate in a field trip to at least one parent's place of work (Royal Oak Police Department)

Contribute some article of realia (tool or product) from parent's job for our bulletin board and discuss or write about its use

Language Arts

Letter writing  
Experience  
Stories  
Vocabulary  
Development  
Book making

Role play members of their family

Write stories (example: If they lived in one of the countries we have studied)

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Illustrate members of his home family

Discuss with class the kinds of jobs the members of his family have outside the home

When available, the child will share some material or tool that is used in the occupation of a member of the family

Write or dictate a story about his parent's job

Discuss jobs utilizing new vocabulary

Write thank-you notes to police station

Write and illustrate, over a two week period, a book about mother's role

Write story about machines they made



UNIT TITLE: HOME AND FAMILY LIVING (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Music</u></p> <p>Dances Singing games Songs</p>	<p>As a result of this unit, each child will be able to:</p> <p>Take part in games that originated in a foreign country</p> <p>Take part in a group sing featuring songs from other countries</p> <p>Learn a dance that originated in another country</p>
<p><u>Art</u></p> <p>Cutting Pasting Drawing Watercolor</p>	<p>Draw pictures of parents at work for bulletin board</p> <p>Water color a picture for a roller movie</p> <p>Invent and construct a machine</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Group sing

Circle of individual dances

Play any foreign game of your choice

Illustrate the kind of occupation (usually father) of family member and dictate description

Class discussion, view films and reading

Contribute pictures from magazines to a class mural showing characteristics of the fall season

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

ROLLER MOVIE - OUR TRIP TO THE POLICE STATION

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

cardboard box  
ditto paper  
dowel rods  
masking tape

#### B. Human Aides and Resources

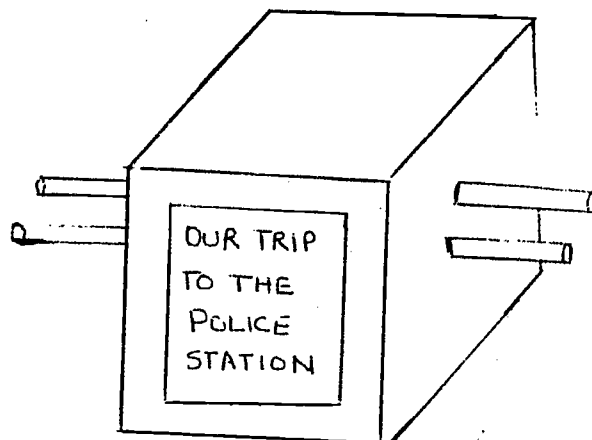
Teacher Aide

#### C. Procedures for this activity (with helpful hints)

1. Discuss trips and order of events.
2. List order of events on board.
3. Sign up children to illustrate each one.
4. Each child illustrates with black crayon and water colors on a ditto sheet (correct size and texture for rolling) one of the events listed on board.
5. Teacher and/or aide writes sentences for each child on picture as he dictates it.
6. Aide tapes all pictures together in order and attaches to roller.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We taped the story, each child recording his own part, so we could listen to it and share it with others.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INVENTING MACHINES

II. ACTIVITY FORMAT:

A. Tools and Materials

tool panel  
odds and ends from home:  
wood                      styrofoam  
caps                        buttons  
pipe cleaners              sticks  
yarn

B. Procedures for this activity (with helpful hints) 4 Sessions

1. Plan together orally machines we would like to invent.
2. Children draw machines they would like to make ("Idea" paper). (They must keep in mind the materials available - these should be here already.)
3. Construct machines.
4. Paint machines.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SPAGHETTI SAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot	wooden spoon
measuring spoons	mixing bowls
hot plate	5-1/2 lbs. noodles

B. Human Aides and Resources

Parents  
Aide

C. Procedures for this activity (with helpful hints)

LONGFELLOW-SECOND GRADERS' SPAGHETTI SAUCE

20 lbs. ground beef (or make meat balls)  
3 large onions, chopped fine  
3 bay leaves  
4 T. oregano  
4 T. sweet basil  
3 T. salt  
1 T. black pepper  
1 T. ground garlic (salt) or 2 garlic bulbs  
1 #10 can tomato paste  
2 #10 can chili sauce or spaghetti sauce  
1 T. sugar  
2 cups parmesan cheese (ground)  
If making balls, add 4 eggs

Brown meat in large pot  
Add 3 qts. water  
Add onions, bay leaves, basil, salt, pepper, garlic,  
tomato paste, and chili sauce  
Simmer 30 min., then add cheese  
Simmer 1-1/2 hours

Serves 75

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING AND LABELING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

clean baby food jars and lids	rubber stamp
red paper	scissors
crayons	paste
patterns	spoons

B. Procedures for this activity (with helpful hints)

Assembly line

1. Washing and drying jars and lids
2. Filling jars
3. Wiping clean
4. Putting on lids
5. Carrying jars to label area
6. Tracing apple label
7. Coloring apple stem and leaves
8. Cutting out label
9. Stamping "BUTTER" (commercial stamp)
10. Inspecting labels
11. Pasting labels on jars
12. Delivering apple butter to special people

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANNING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

apples and other ingredients  
large kettles  
food mills  
paring knives  
clean baby food jars

B. Procedures for this activity (with helpful hints)

Recipe for Apple Butter

1 bushel apples  
6 lbs. brown sugar  
2 t. cinnamon  
2 t. all spice  
Water to cover

Cook quartered apple till soft - strain through food mill and/or collandar. Add other ingredients and cook over low heat (be careful of sticking) all day!

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAN ROLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

measuring cup  
mixing spoon  
cookie sheet  
large bowl  
board

B. Human Aides and Resources

Parent  
Teacher Aide

C. Procedures for this activity (with helpful hints)

1 cup milk	1/2 cup warm water
1/4 cup sugar	2 pkg. or cakes yeast
1 teaspoon salt	2 eggs, beaten
1/4 cup (1/2 stick) margarine	5-1/4 cups sifted flour (about)

Scale milk; stir in sugar, salt and margarine. Cool to lukewarm. Measure warm water into large bowl. Sprinkle or crumble in yeast. Stir until dissolved. Add lukewarm milk mixture, eggs, and 2 cups of flour. Beat until smooth. Stir in enough remaining flour to make soft dough. Turn out onto lightly floured board; knead until smooth and elastic, about 8 - 10 minutes. Place in greased bowl, turning to grease top. Cover; let rise in warm place, free from draft, until double in bulk, about 30 minutes. Punch down. Turn out on lightly floured board. Proceed according to directions for any shape desired.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOMEMADE EGG NOODLES

II. ACTIVITY FORMAT

A. Tools and Materials

measuring spoons  
mixing bowl  
large cutting board  
noodle machine

B. Human Aides and Resources

Parent  
Aide

C. Procedures for this activity (with helpful hints)

Sift into large bowl a mixture of:  
4 cups sifted flour  
1/2 teaspoon salt

Make a well in center of flour. Add one at a time (mixing slightly after each addition) 4 eggs. Add gradually about 6 tablespoons cold water. Mix well to make stiff dough. Turn dough into lightly floured surface and knead. Knead dough by folding opposite side over toward you. Using heels of hands, gently push dough away. Give it a greater turn. Repeat process rhythmically until the dough is smooth and elastic. Always turn the dough in the same direction. Let dough set about 20 minutes, then proceed to cut. Yields approximately 1-1/4 lb. dry noodles. Double above to suit number served.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: HUMAN BIOLOGY

GRADE LEVEL: K-2

GENERAL OVERVIEW: My students were very interested in finding out about their bodies and how to keep them healthy. The class went to Beaumont Hospital and became very interested in food service.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Model of human body and the various, from the I.M.C.  
Your World Books

2. Field Trips:

Beaumont Hospital

3. Human Resources:

School Nurse  
S.E.O.V.E.C. dental students

4. Activities:

Tracing Body Outlines - Filling in Organs  
Doing Family Growth Charts

Activities with no directions:

Make diagrams of body parts and label

UNIT TITLE: HUMAN BIOLOGY

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Man as an animal  
Body function  
Pattern of growth  
Human needs  
Health care and safety

As a result of this unit, each child will be able to:

Compare human beings to other animals

Compare their hand size with teacher, or each other

Prepare a list of needed foods to have a healthy body

Math

Graph and charting  
Recording  
Linear measurement  
Weight

Construct a chart and keep a record of throughout the year

Prepare diagrams of parts of body

Social Studies

Health care habits of different countries  
Health needs  
Personal identification  
History of medicine

Compare foods used in our country with those of other countries

List reasons why they are different

Compare earlier ways of keeping body healthy

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Each child will draw and label a life-size drawing of himself</p> <ul style="list-style-type: none"> <li>a) exterior parts</li> <li>b) skeleton (ball and socket, etc.)</li> <li>c) circulatory system (flow)</li> </ul>	
<p>See Activities</p>	

UNIT TITLE: HUMAN BIOLOGY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
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Language Arts

Interviewing  
Reading for information  
Written reports

As a result of this unit, each child will be able to:

Gather data and interview resource person

Write stories about their health habits

Discuss critically each part of their body

Explain the functions of three or more limbs of their body

Take part in a choral reading poem on the human body

Careers

Tools  
Locations  
Career characteristics

List reasons for different types of jobs

Describe duties of medical helpers

Identify 4 tools used by 2 people who work with human biology

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role play motor skills at different stages in life

Field trip to William Beaumont Hospital  
13 Mile Road

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UNIT TITLE: HUMAN BIOLOGY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u>  Combining</p>	<p>As a result of this unit, each child will be able to:</p> <p>Make a collection of magazine pictures on various helpful food</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Look in magazine for pictures on food containing the important vitamins

Paste and make Growth Chart



## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

MAKING FABRIC GROWTH CHARTS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

scissors	liquid embroidery (fabric paint)
needle and thread	dowels (cut to fit width of fabric)
burlap	saw

#### B. Procedures for this activity (with helpful hints)

1. Cut or help children cut five-yard length of burlap (allow 1/2 to 3/4" excess on ends for turning back. The width of these strips should be approximately 8").
2. Turn ends under, allowing room to slide dowels through - slide dowels through (cut so that they are wider than fabric).
3. Using yardstick, mark on fabric inches and half-inches with special indications of feet - mark these with liquid embroidery.
4. Place an "X" with the liquid embroidery at mark where their height rests the first day we measure. Mark date with liquid embroidery. Do throughout year - just before Mother's or Father's Day. Use projector to make profile outline on top of chart. (Can either make profile from other fabric and sew on or make profile on material and use liquid embroidery to make outline)
5. Write greeting and date with liquid embroidery.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRACING BODY OUTLINE - FILLING IN ORGANS

II. ACTIVITY FORMAT:

A. Tools and Materials

large piece of paper  
crayons

B. Procedures for this activity (with helpful hints)

1. Have child lie down on piece of paper and partner trace his outline.
2. Reverse process.
3. Then children fill in organs studied and label on outline.
4. Pin shapes up around room.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: INSECTS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is to introduce the children to insects, how to identify, find and collect them. It will also introduce them to how insects can help as well as harm us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film: Insects: How to Recognize Them

2. Field Trips:

Stoney Creek - Nature Center  
Quickstad Park

3. Human Resources:

Parks and Recreation of Royal Oak

4. Activities:

Construct Insect Net

UNIT TITLE: INSECTS

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Classifying  
Describing  
Collecting  
Gathering data

As a result of this unit, each child will be able to:

Explain the stages and processes of metamorphosis

Describe at least two insects and how they are alike and different

Make an insect collection

Gather data on local insects

Language Arts

Role playing  
Reading, writing

Make a booklet about several insects and general information relating to insects

Art

Making insect models or homes

Make a model or working insect home

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Field Trip - Nature Center

Stoney Creek Park

Role playing queen bee and ant

Write thank-you letter to resource person

Cutting and pasting. Let children choose insect they would like to draw

UNIT TITLE: INSECTS (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Math</u>  Counting Measuring	As a result of this unit, each child will be able to:  Measure and compare lengths of insects  Count number of insect legs
<u>Music</u>  Singing songs	Recall at least one song about insects
<u>Careers</u>  Services Tools	Imitate at least two insects and at least two careers associated with insects

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Measure the length of bee and ant or fly.  
Compare. Count number of legs

Sing: "Eensey, Weensey Spider"  
"Blue Tailed Fly"

Discuss careers that relate to or  
destroy insects

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INSECT NET

II. ACTIVITY FORMAT:

A. Tools and Materials

hangers (enough for one apiece)  
netting material (fine cheesecloth) (approximately 3/4 yd.  
for each net pattern)  
tape or needle  
yarn  
scissors

B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

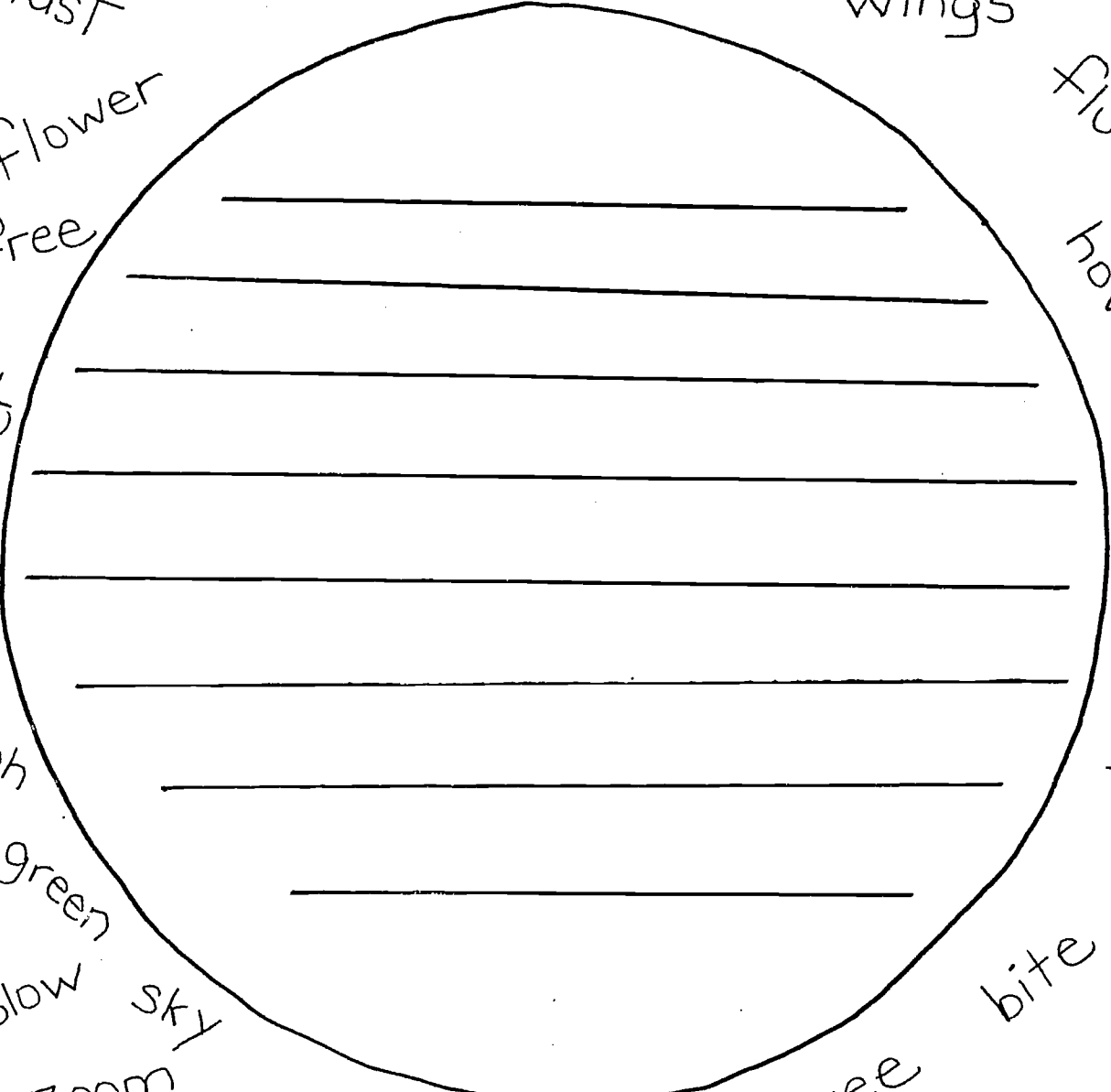
1. It is much easier to have netting pre-cut. Have children either in large or small groups bend their hangers to a rounded shape.
2. Secure netting around hanger by using tape and sewing. Then sew up side seam.
3. A lot of extra help is needed to avoid complete frustration, so it is best to have other adults available to help.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



# Bug Poem

Wiggle  
fast  
flower  
free  
flicker  
oh  
green  
slow  
sky  
zoom  
hump  
high  
funny  
fly  
like  
wings  
tiny  
flutter  
hover  
sting  
bite  
little  
leaf  
jiggle  
crawl  
tree  
yellow  
long



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: LIQUID MEASUREMENT

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to help children learn correlation of different liquid measurements and gain an appreciation of some of the times we use liquid measurement.

TEACHING/LEARNING RESOURCES:

1. Field Trips:

Hagelstein's Bakery

2. Human Resources:

Short order chef

3. Activities:

Liquid measurement table  
Making carbon dioxide  
Making brownies or peanut butter bars "from scratch"

Role playing:

Pharmacist preparing prescription  
Mother preparing recipe  
Nurse administering medication

UNIT TITLE: LIQUID MEASUREMENT

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing  
Verbal expression  
Reading liquid measurements  
Listening

As a result of this unit, each child will be able to:

Explain what the terms "from scratch" and "cream" mean in a recipe

Write a story about his/her experience of making brownies or peanut butter bars in class

Listen attentively to stories read to them

Math

Liquid measurement  
Introduction of metric

Relate how many cups are in a quart and half gallon and how many quarts are in a half gallon

Relate that most of the world uses a "different" measuring system (Metric)

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Let's Measure Book

Making carbon dioxide

Making brownies or peanut butter bars

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Displacement  
Chemical formulas  
Physical changes  
Chemical changes

As a result of this unit, each child will be able to:

Describe the physical change of an ice cube to liquid to water vapor

Describe the chemical change created by mixing baking soda and vinegar with the resulting  $\text{CO}_2$

Recall what happens to the level of water in a pail when an inflated balloon is submerged in the water

Explain that a chemical formula is balanced analogous to a number sentence

Art

Communication in pictures  
Drawing  
Cutting  
Pasting

Prepare a booklet showing correlation of liquid measurement

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

UNIT TITLE: LIQUID MEASUREMENT (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Science</u></p> <p>Food and Drug Administration Product labeling</p>	<p>As a result of this unit, each child will be able to:</p> <p>Describe five careers where liquid measurement is important</p> <p>Collect five commercial labels which show liquid measures (recognition)</p> <p>Relate how the Food &amp; Drug Administration has changed</p> <p>The labeling restrictions during the last few years</p>
<p><u>Careers</u></p> <p>People and their jobs Training Tools</p>	<p>Describe what a wrong measurement and thus ruined product means to a company</p> <p>Describe five careers where liquid measurement is important</p> <p>Tell about the training program for one career listed above</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS



## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

MAKING CARBON DIOXIDE (CHEMICAL CHANGE)

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

baking soda  
bottle of vinegar  
12 clean dry pop bottles  
paper cups  
clean-up facilities

#### C. Procedures for this activity (with helpful hints)

1. Group children in pairs and give each pair a clean dry pop bottle, a teaspoon of baking soda and 1/4 cup vinegar.
2. Have children describe characteristics of materials provided.
3. Have children place baking soda in the bottle and hold thumbs over mouths of bottle and describe what they feel.
4. Have children pour vinegar into the bottle and observe the reaction which takes place.
5. Again, have children hold thumbs over the mouth of bottles and describe what they feel.
6. Instruct children to describe the new material that is formed. Identify the gas as  $\text{CO}_2$  for children.
7. Help children realize that heat (or energy) is required for chemical change to occur.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKING BROWNIES OR PEANUT BUTTER BARS

II. ACTIVITY FORMAT:

A. Tools and Materials

recipes	paper plates
baking equipment	plastic wrap
oven	masking tape
baking supplies	cooling racks

B. Human Aides and Resources

2 mother helpers (one mother to each group would be more advantageous)

C. Procedures for this activity (with helpful hints)

1. Hand out ballots day before and allow children to select which recipe they want to make (avoids confrontation with allergenic sensitivities to chocolate).
2. Group children.
3. Buy appropriate provisions.
4. Set up groups in kitchen with supervision.
5. Proceed with recipes - meantime, preheat oven.
6. Once batter is in oven, proceed with regular classroom procedure.
7. After bars are cool, divide bars according to family census - send home on plates.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

### FUDGE BROWNIES

1/2 cup butter or margarine  
1 cup granulated sugar  
1 teaspoon vanilla  
2 eggs  
2 1 oz. squares unsweetened chocolate, melted  
1/2 cup sifted all-purpose flour  
1/2 cup chopped California walnuts

Cream first 3 ingredients. Add eggs; beat well. Blend in chocolate, then stir in flour and nuts. Bake in greased 8 x 8 x 2-inch pan at 325 degrees for 30 to 35 minutes. Cool. Cut in squares or diamonds.

### PEANUT BUTTER BARS

1/2 cup peanut butter  
1/4 cup butter or margarine  
1 teaspoon vanilla  
1 cup brown sugar  
2 eggs  
2/3 cups sifted all-purpose flour  
3/4 cup chopped walnuts

Cream first 4 ingredients. Add eggs, one at a time; beat well. Stir in flour and walnuts. Spread mixture evenly in a greased 8 x 8 x 2-inch pan. Bake at 350 degrees for 25 to 30 minutes. Cool slightly before cutting. Cut in bars. Remove from pan; cool. Makes about 2-1/2 dozen bars.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIQUID MEASUREMENT TABLE

II. ACTIVITY FORMAT:

A. Tools and Materials

oil cloth table cover	sponges
pail of water	mops
measuring cups	chart of inquiries (i.e., how many cups in a quart?)
different sized volume containers	paper towels

B. Human Aides and Resources

Understanding custodian

C. Procedures for this activity (with helpful hints)

1. Cover classroom wooden table with oil cloth and secure in place.
2. Each child is given a copy of attached booklet - which is a presentation of volume inquiries posted above table.
3. Two children at a time are allowed to use the table to discover answer to one question - then must relinquish the table to another child.
4. Child hands in booklet when he/she has it completed.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Keep mops, sponges, paper towels and wastebasket handy.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
5780 SOUTH CAMPUS DRIVE  
CHICAGO, ILLINOIS 60637

APPROVED  
DATE

Letia

Measure

If you were to offer a treasure,

of liquid gold,

I would want to know to measure

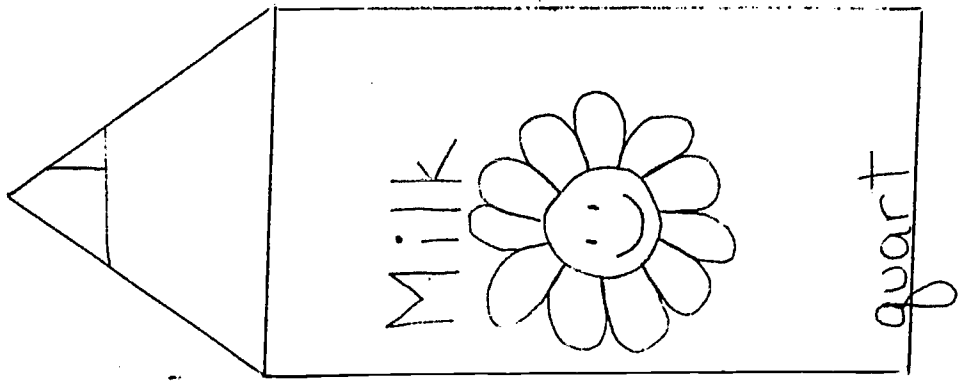
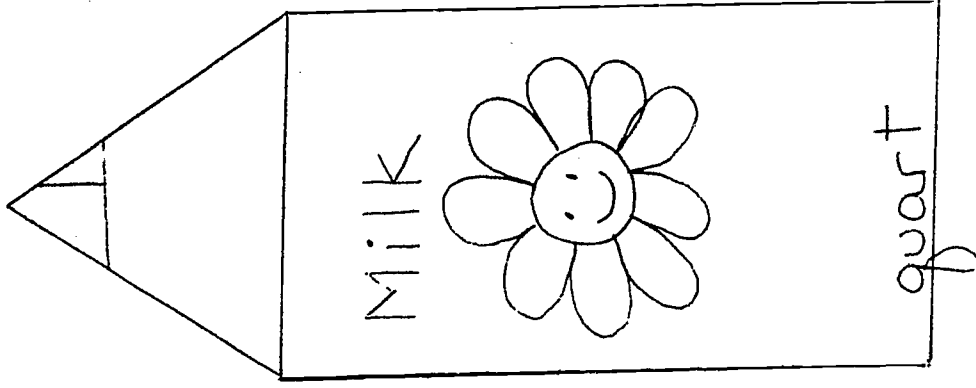
Before I'm very old.

You said I could have a pint,

And I did pour a quart.

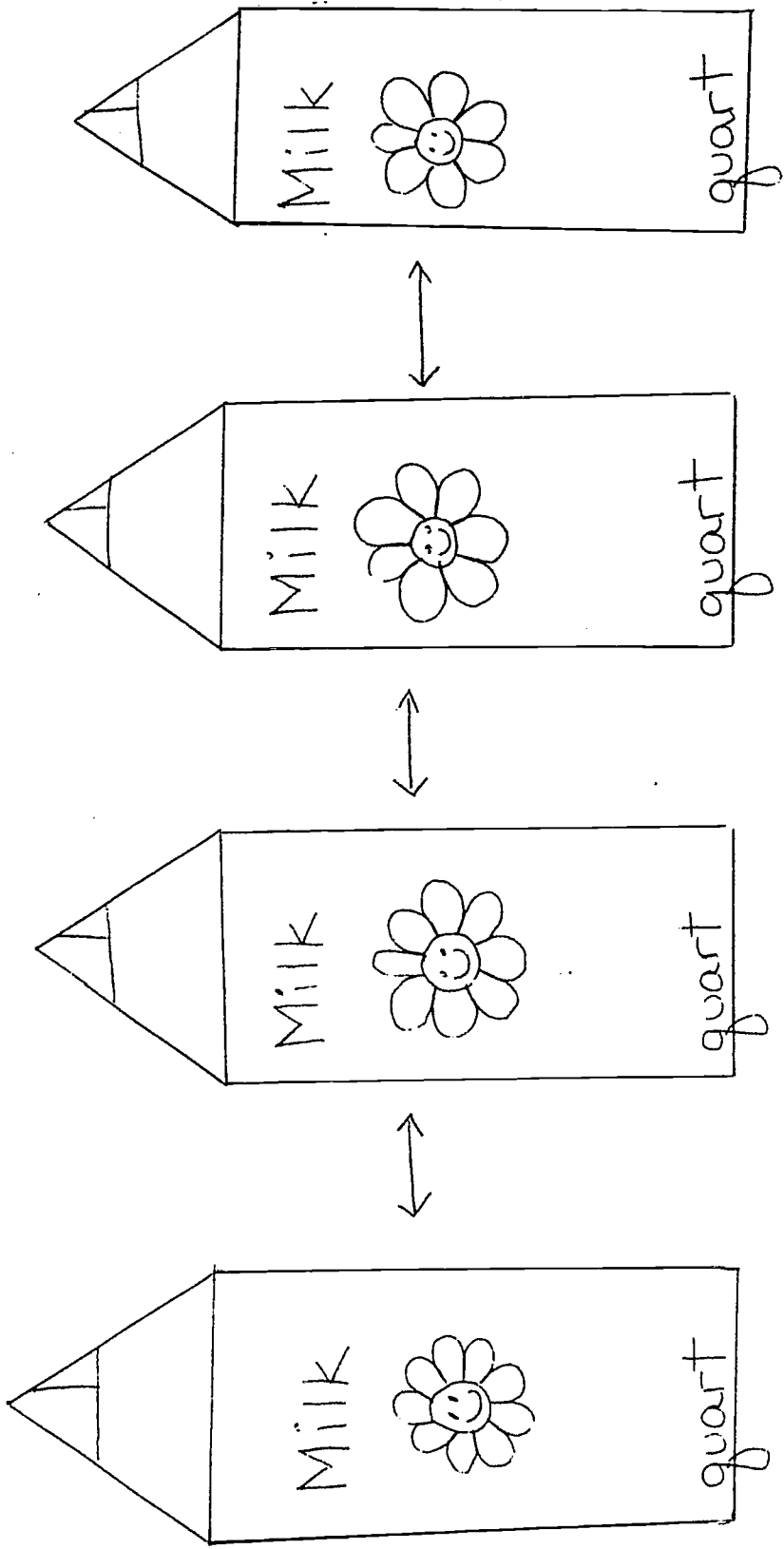
I would be much richer,

And you would end up short ?



How many quarts in one-half gallon?

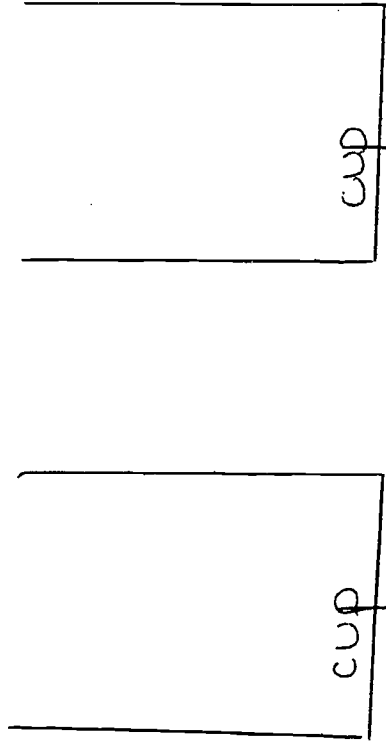
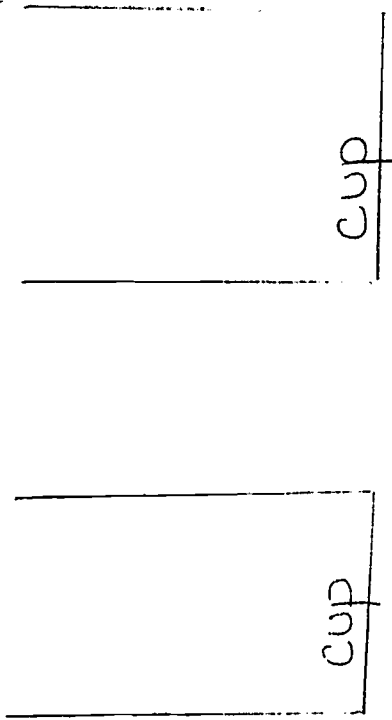
2 Two quarts



How many quarts in one gallon ?

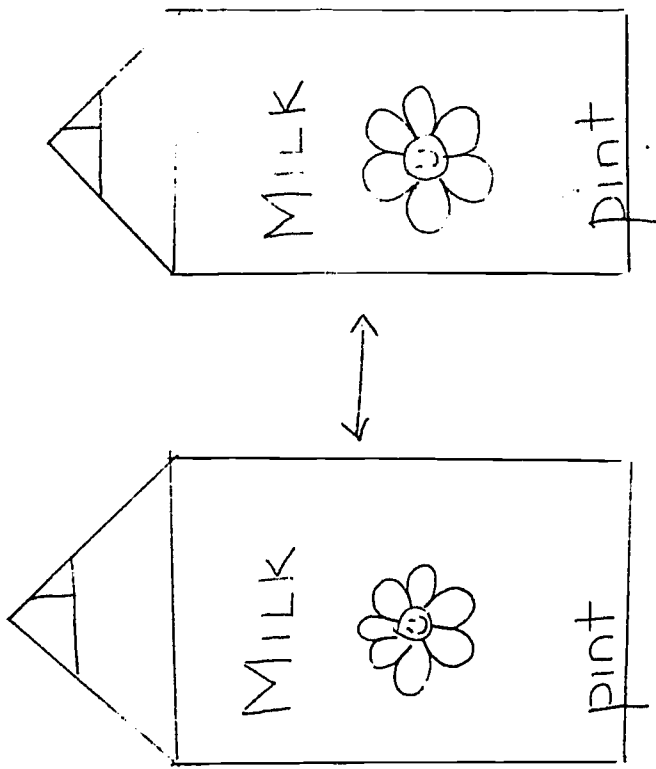
4 four quarts





How many cups in one quart?

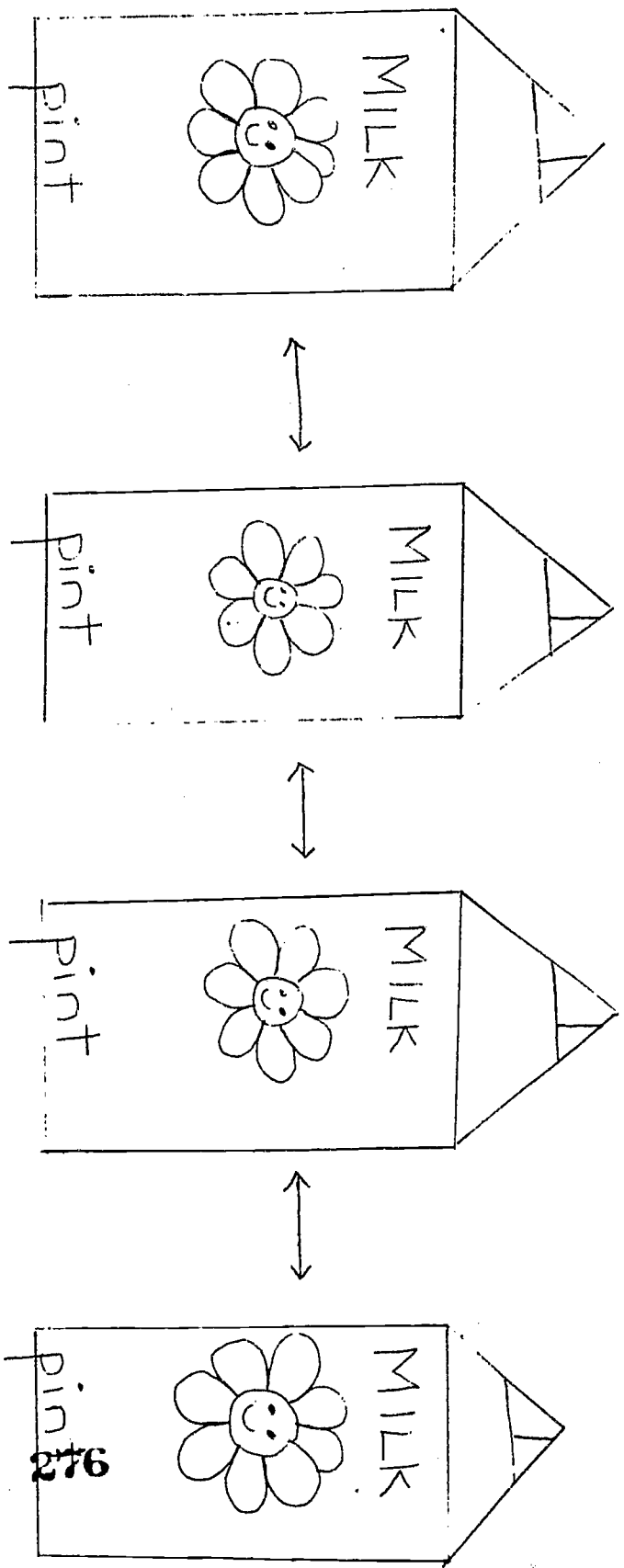
4 four cups



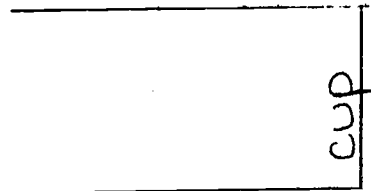
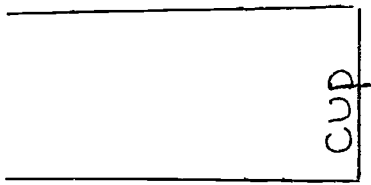
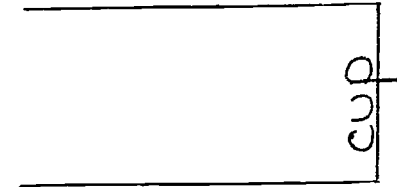
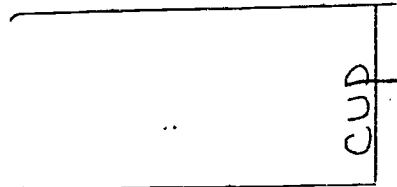
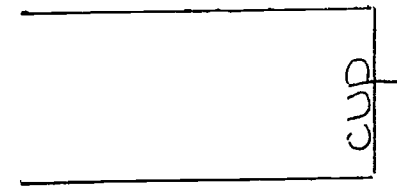
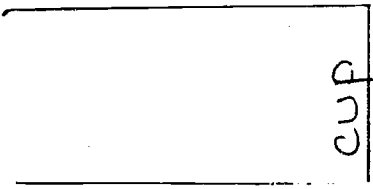
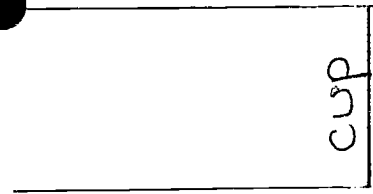
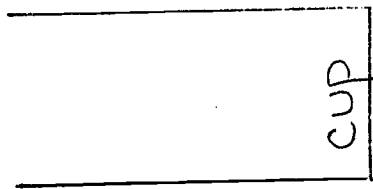
How many pints in one quart?

2 two pints

How many pints in one half gallon?

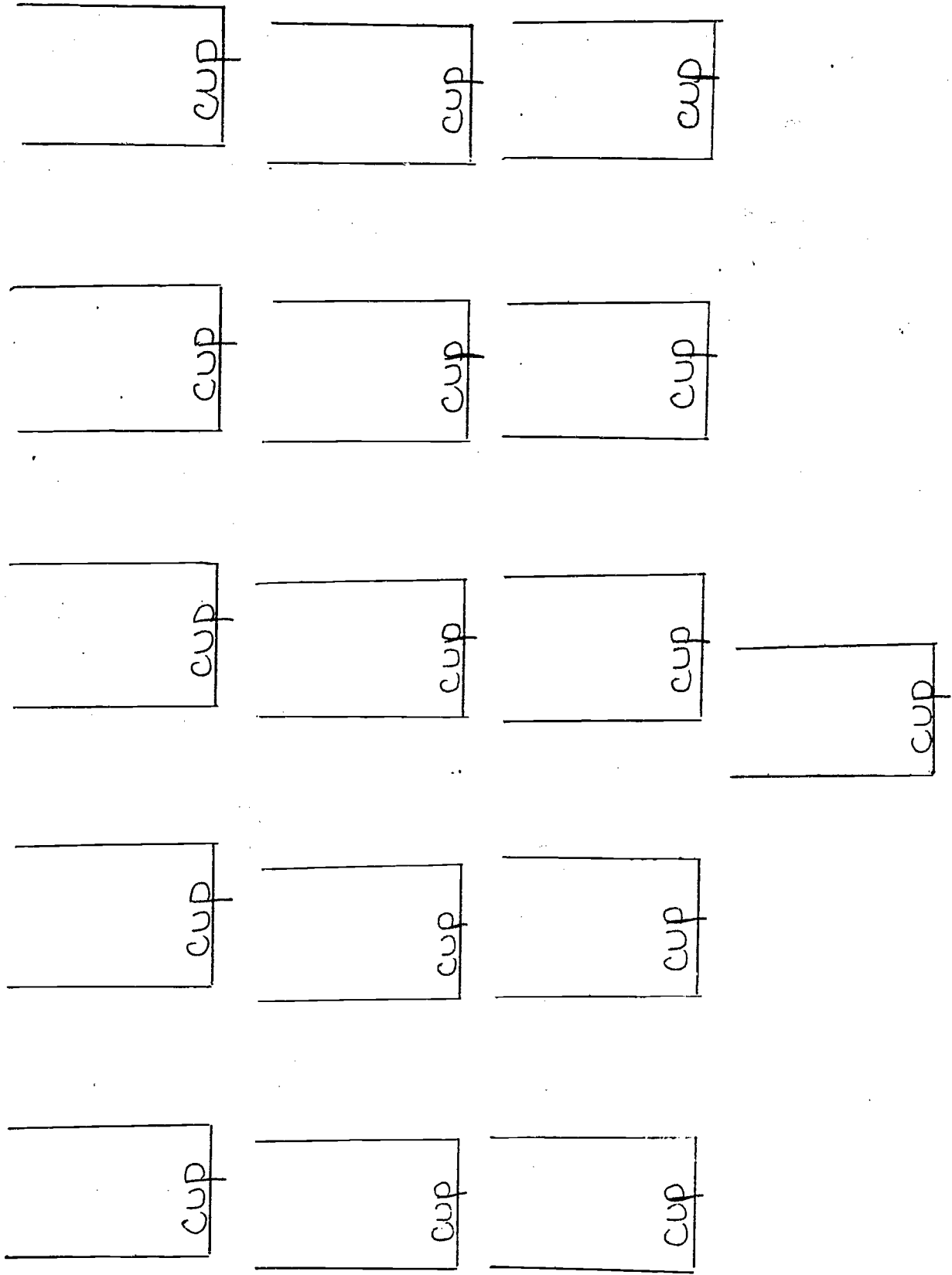


4 four pints

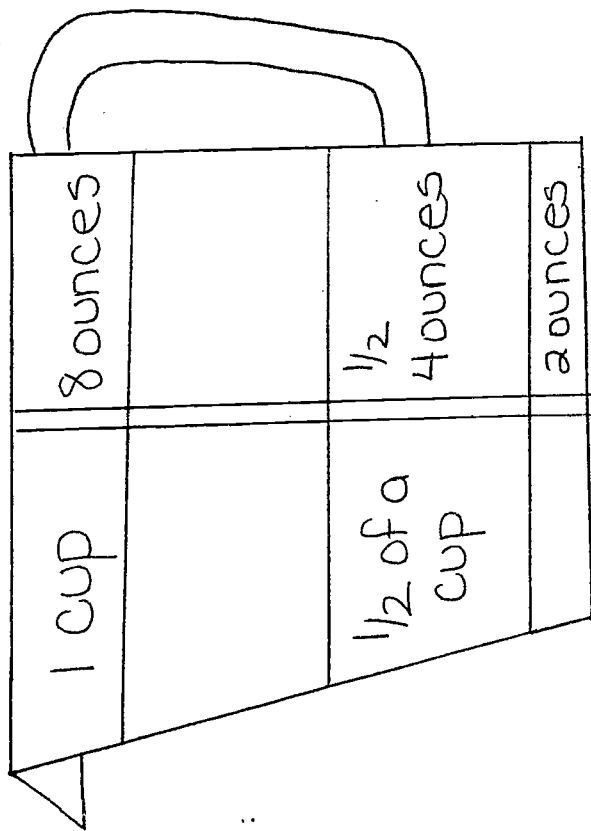


How many cups in one-half gallon?

8 eight cups



How many cups in one gallon?



How many ounces in one cup?

8 eight ounces

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET.

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE:           MAGNETISM AND ELECTRICITY

GRADE LEVEL:    K-2

GENERAL OVERVIEW:    Primary introduction to magnetism and electricity as outlined in Science Guide.

TEACHING/LEARNING RESOURCES:

1.   Reference materials:

        Film and  
        Book:       Mickey's Magnet

2.   Field Trips:

        Detroit Institute of Arts - Play:.. "Young Tom Edison"

3.   Activities:

        Eight science experiments

UNIT TITLE: MAGNETISM AND ELECTRICITY

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Magnetism  
Simple circuits

As a result of this unit, each child will be able to:

Name the magnetic poles

Name the parts of the magnet that are strongest

Tell what magnets attract and repel

Tell what objects magnetic force will pass through

Tell what closed and open circuits are

Tell two things about static electricity

Language Arts

Creative writing  
Biographies

Write a thank-you letter

Develop vocabulary using specialized terms

Write creative stories

Write a Thomas Edison biography



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Participate in eight experiments showing science concepts

Participate in small group and large group discussion

Make a group booklet

Make a group mural

Write thank-you letter

View filmstrips

Write creative story: "If I were the largest magnet in the world, I would ....."

UNIT TITLE: MAGNETISM AND ELECTRICITY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Science

Electrical  
Inventions

As a result of this unit, each child will be able to:

Tell how magnets have developed throughout the years

Give highlights of Thomas Edison's inventions

Careers

Job Functions

Production  
Servicing

Tools

Use

Discuss 6 kinds of jobs and tools using magnetism and electricity

Tell about products using magnetism and electricity

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Group discussion and background information about development of magnets and Thomas Edison's inventions</p>	
<p>Discuss jobs, tools and locations related to magnetism and electricity</p> <p>Group projects making murals and books related to jobs involving magnetism and electricity</p> <p>Viewing filmstrips and film loops</p>	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EIGHT SCIENCE EXPERIMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

magnets	light bulb
iron filings	wire
needles	battery
various materials to show attraction, etc.	

B. Procedures for this activity (with helpful hints)

See pages ME-1 to ME-8 in Royal Oak Science Guide  
for complete details.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: MICHIGAN

GRADE LEVEL: K-2

GENERAL OVERVIEW: Develop awareness that we live in a state that is a unit of the United States. Involves all the disciplines and shows the industries, products, and recreational facilities in Michigan. Introduces ways people earn a living in Michigan.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: How Farms Help Us - Benefic Press  
Let's Visit a Farm - Taylor Publishing Company  
Hiawatha

Road maps of Michigan

2. Field Trips:

Upland Hills Farm

3. Human Resources:

Mothers  
Teacher Aide

4. Activities:

Making booklet about Michigan  
Puppet making - puppet play

Activities with no directions:

Make cherry tarts

UNIT TITLE: MICHIGAN

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

State peninsulas

Natural resources

Michigan symbols

Michigan's history

As a result of this unit, each child will be able to:

Locate cities of Michigan on a Michigan map

Name one product, industry, animal, plant and recreational facility in Michigan

Name the symbols of Michigan

Tell about Indians in early Michigan and repeat first four lines of Hiawatha

Tell or write about an event in Royal Oak history

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METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Locate Michigan on a United States map

Bulletin board map of Michigan - discussion

Spread Michigan maps on floor - children locate points of interest

Michigan Study Sheet

Bulletin board map with small cut paper or wood objects on it, i.e., car, trucks, cherry trees, fish, deer, bear, furniture, capitol building, wooden shoes, tulips, cereal boxes

Each child makes booklet containing writing and pictures:

- a) Map of Michigan
- b) Pictures of robin, apple blossom,
- c) Picture of wooden shoe with tulips growing out of it
- d) Picture of cherry pie
- e) Picture of car
- f) Make Indian picture (Hiawatha), tepees, canoes, choral reading and beating out rhythm of Hiawatha

UNIT TITLE: MICHIGAN (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Careers</u></p> <p>Functions Characteristics</p>	<p>As a result of this unit, each child will be able to:</p> <p>Name three jobs people do in Michigan</p>
<p><u>Science</u></p> <p>Apple and cherry orchards Michigan animal farm</p>	<p>Work cooperatively to use a product</p> <p>Observe farm animals. Tell how wool is shorn</p> <p>Name five animals found in Michigan</p>
<p><u>Language Arts</u></p> <p>Vocabulary Enrichment Puppet Show Poetry</p>	<p>Learn new vocabulary words, take part in puppet show portraying an animal character</p> <p>289</p>



METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Discussion, role playing, collecting pictures</p>	
<p>Class discussion - cherry orchards, farms in Traverse City</p> <p>Make cherry tarts</p> <p>Visit Upland Hills Farm</p>	<p>Upland Hills Farm</p> <p>School Bus</p>
<p>Make puppet book. Learn poems. Give puppet show</p>	

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

sandwich bags  
patterns - duck, bird, mouse, dog, cat  
poem - "Good Morning"  
colored construction paper

#### B. Procedures for this activity (with helpful hints)

1. Make duck first as all others follow same procedure.  
Duck - yellow and orange  
Mouse - brown and pink  
Bird - red and yellow  
Dog - Cat - white, brown, black or grey
2. Cut pattern pieces.
3. Paste body up to fold of bag.
4. Decorate head.
5. Paste head to bottom of bag, lining up flat edge of head to edge of bag.
6. Fold bill in half. Paste to body and inside fold of bag bottom.
7. Paste on feet.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

GOOD MORNING

One day I saw a Downy Duck  
With feathers on his back.  
I said, "Good Morning, Downy Duck,"  
And he said, "Quack, Quack, Quack."

One day I saw a Timid Mouse.  
He was so shy and meek.  
I said, "Good Morning, Timid Mouse,"  
And he said, "Squeak, Squeak, Squeak."

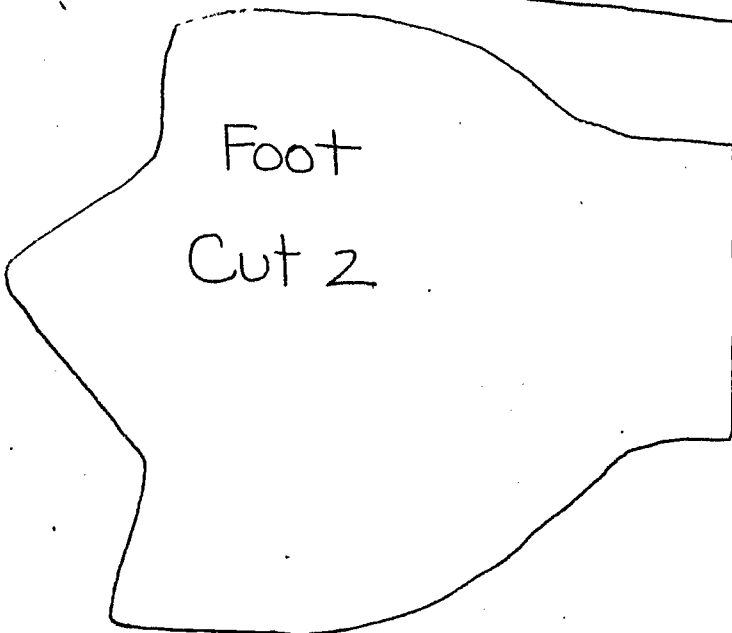
One day I saw a Scarlet Bird.  
He woke me from my sleep.  
I said, "Good Morning, Scarlet Bird,"  
And he said, "Tweet, Tweet, Tweet."

One day I met a Curly Dog.  
I met him with a bow.  
I said, "Good Morning, Curly Dog,"  
And he said, "Bow Wow Wow."

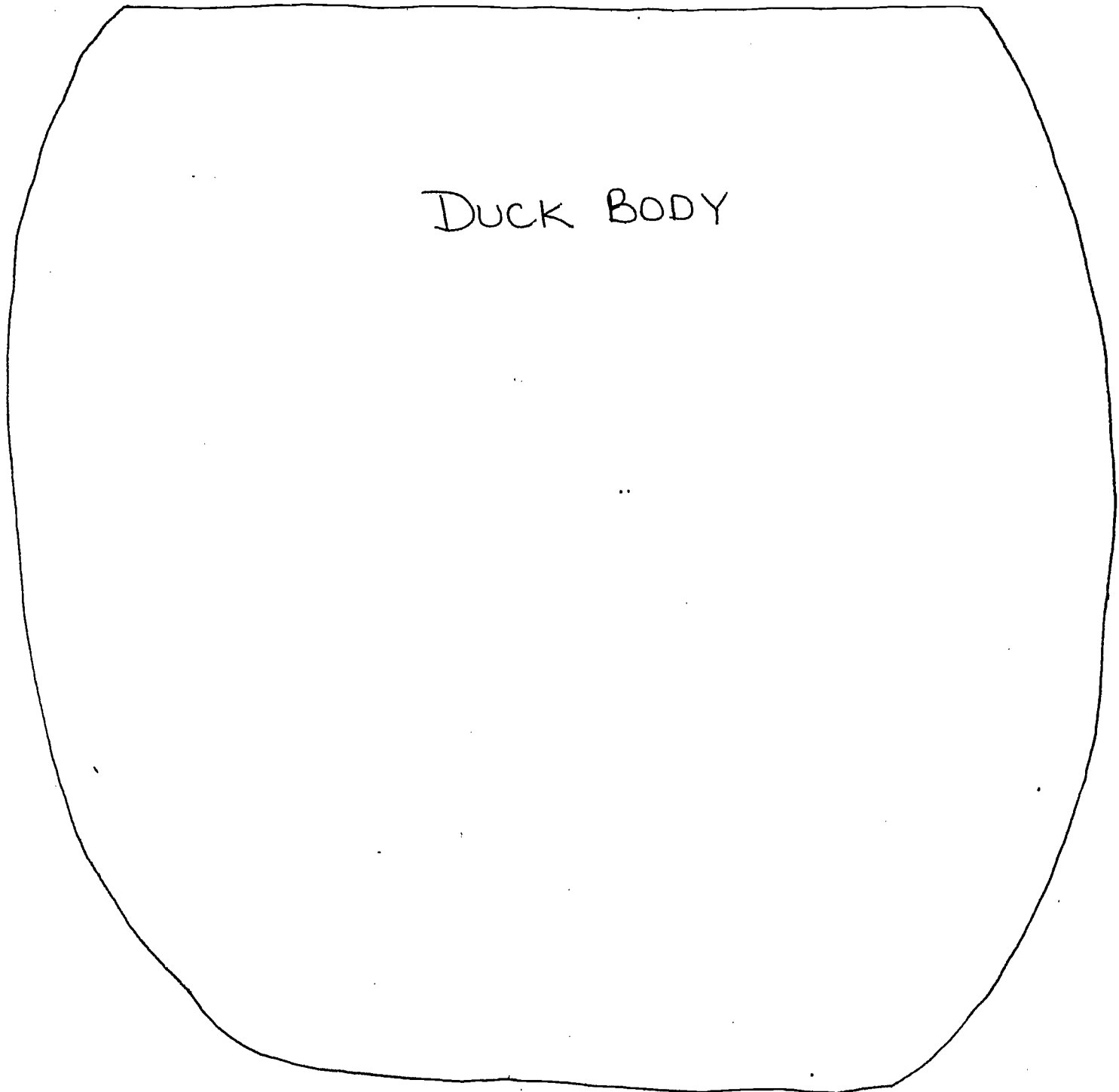
One day I met a Pussy Cat.  
She was so soft and new.  
I said, "Good Morning, Pussy Cat,"  
And she said, "Mew, Mew, Mew."

DUCK PUPPET

DUCK HEAD



DUCK PUPPET



DUCK BODY

DUCK PUPPET

Duck Bill

295

# MOUSE PUPPET

you may use cut circles  
for eyes and nose or color  
with crayons.

Cut on fold

MOUSE MOUTH

MOUSE HEAD

MOUSE PUPPET

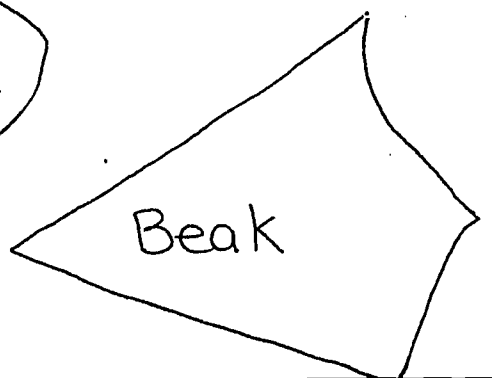
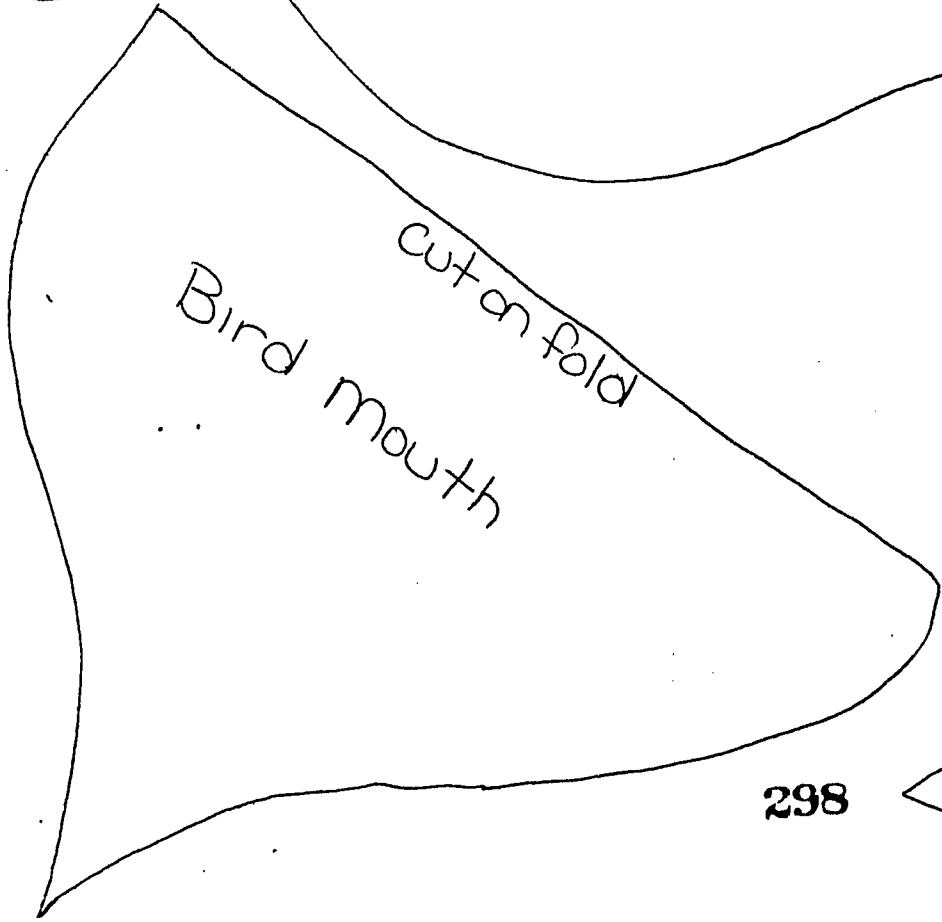
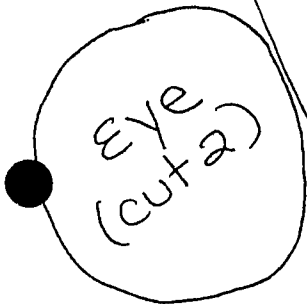
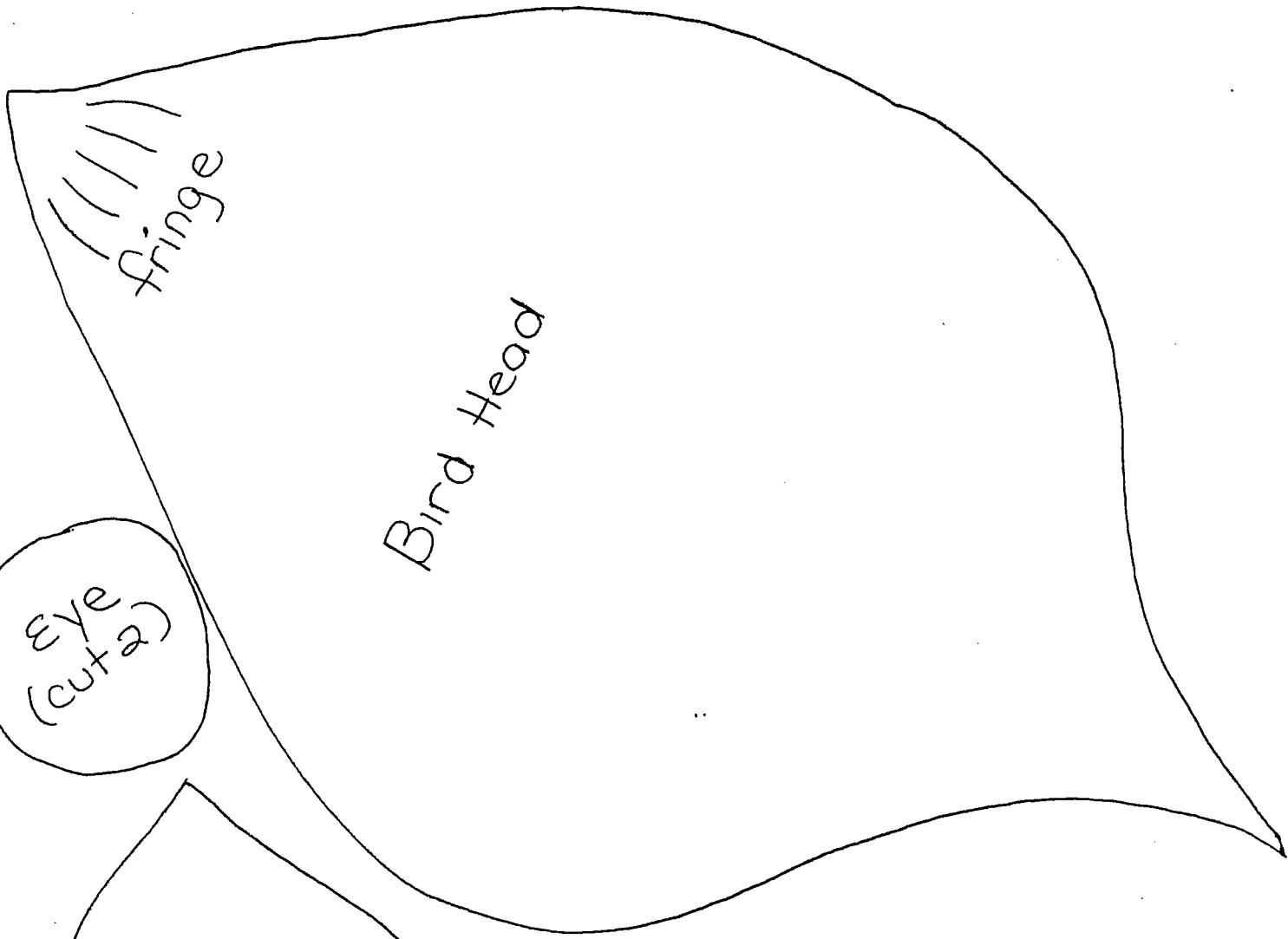


MOUSE PUPPET BODY

297



# Scarlet Bird



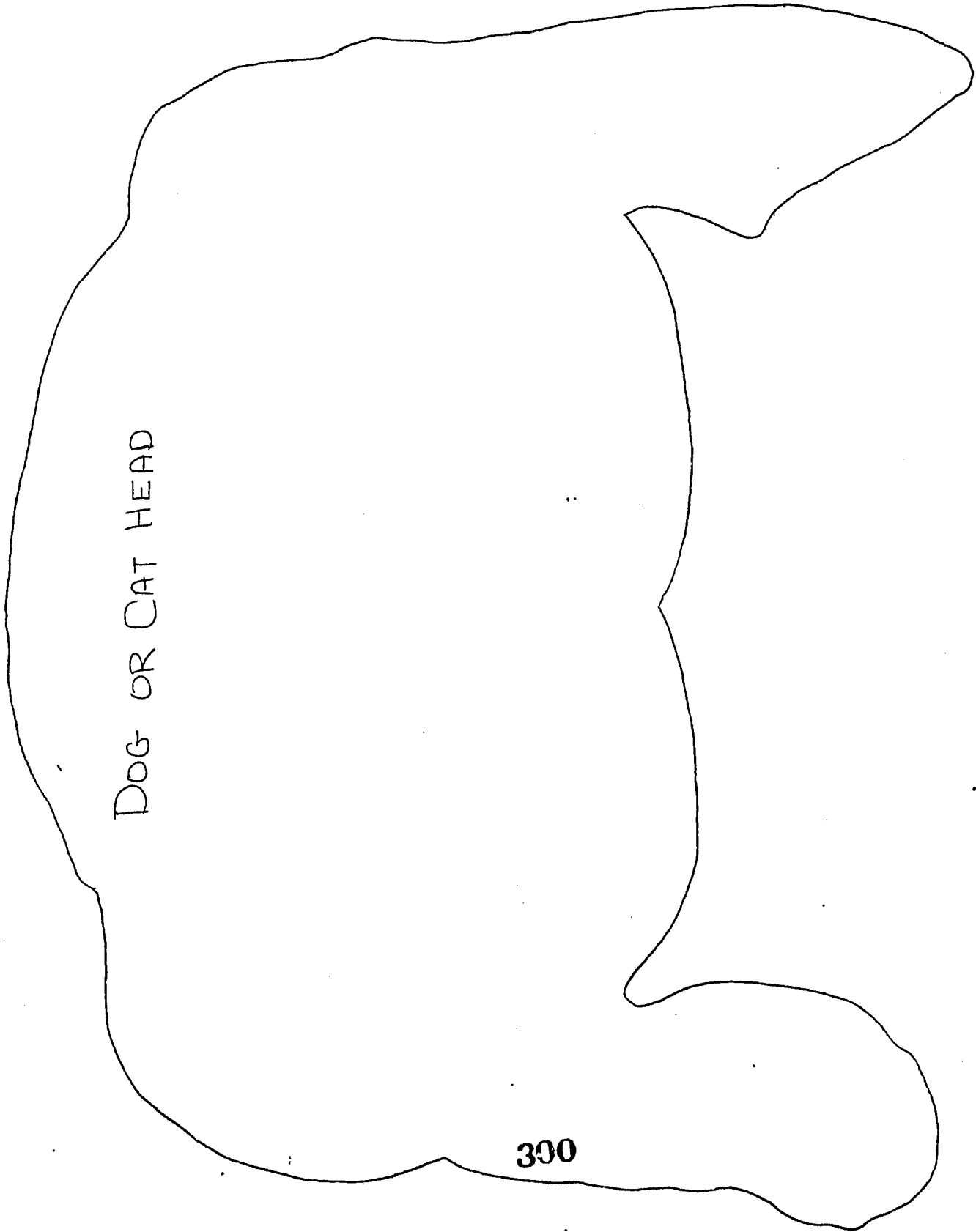
Scarlet Bird

Bird Body

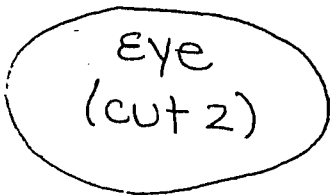
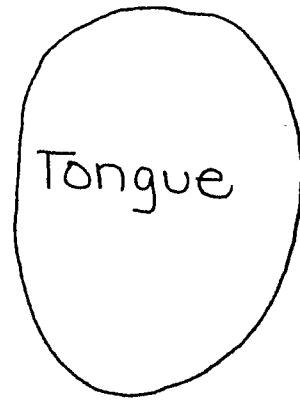
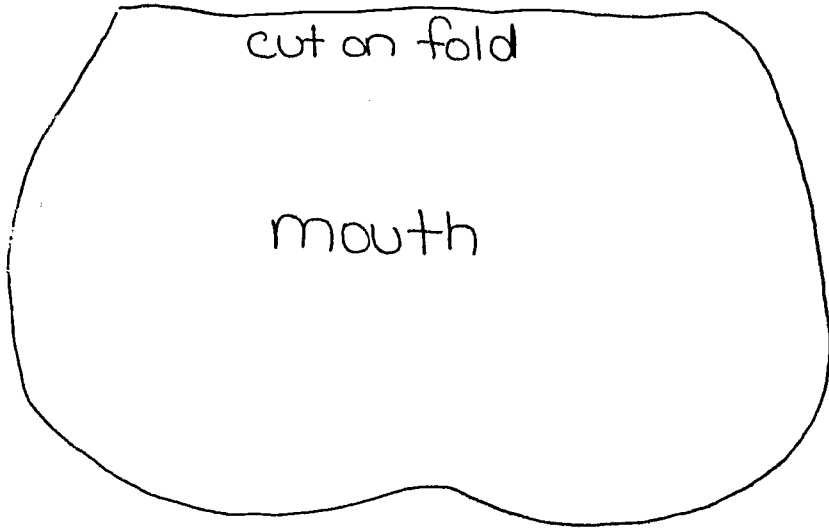
Foot  
(cut + two)

299

Dog or Cat Head - EARS UP FOR CAT  
EARS DOWN FOR DOG

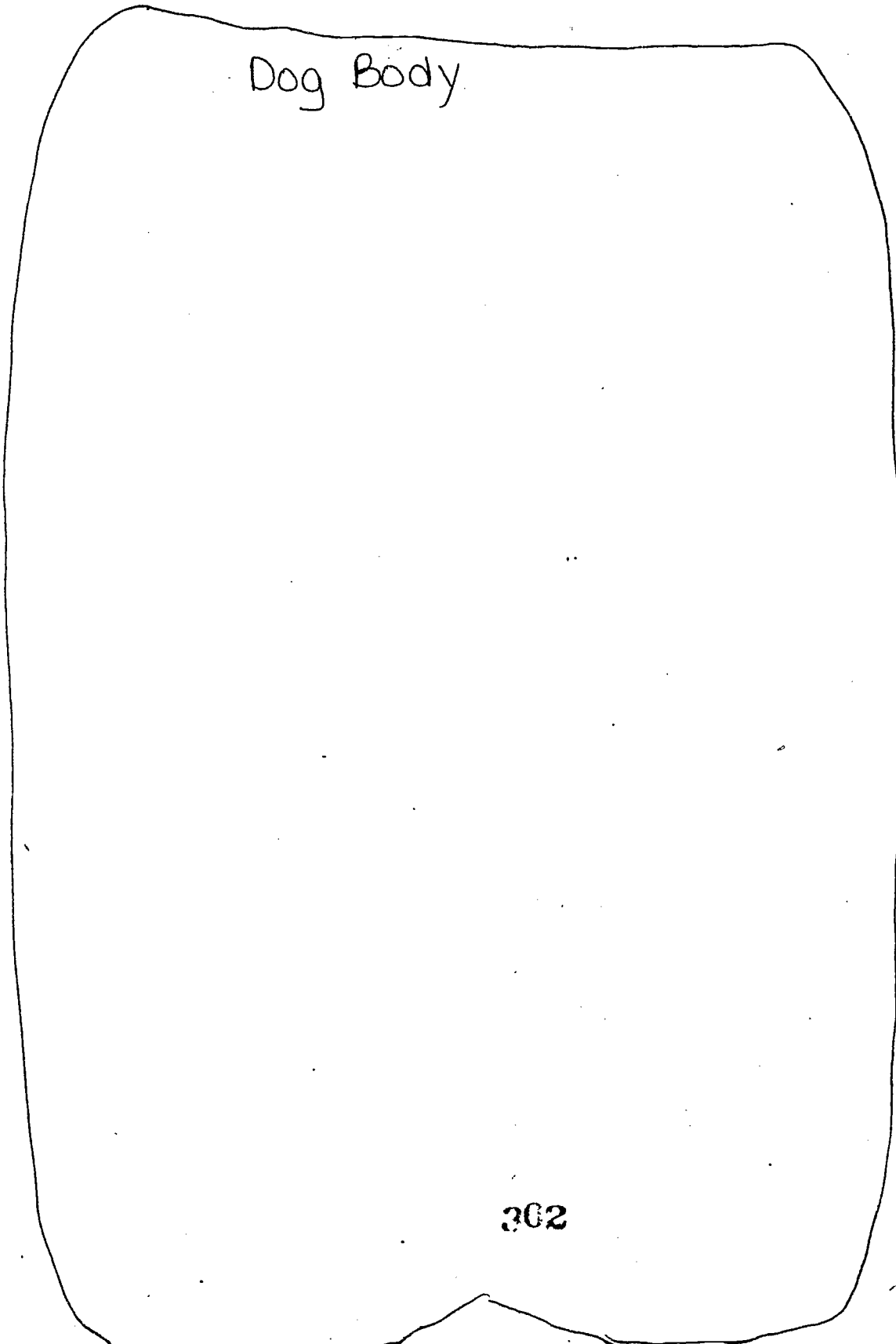


# Dog or Cat mouth & Tongue



# Dog or Cat Puppet

Dog Body



302

300

Name \_\_\_\_\_ Date \_\_\_\_\_

FACTS ABOUT MICHIGAN

Write in the missing word or words.

1. I live in \_\_\_\_\_ Michigan.
2. \_\_\_\_\_ is the largest city in Michigan.
3. Detroit produces one seventh of all the \_\_\_\_\_ in the world.
4. The \_\_\_\_\_ connects the upper and lower peninsulas.
5. Grand Rapids is famous for its \_\_\_\_\_.
6. Battle Creek is famous for its \_\_\_\_\_.
7. Detroit is built upon a \_\_\_\_\_ mine.
8. Five products of Michigan are:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
9. The five Great Lakes are:  
H \_\_\_\_\_  
O \_\_\_\_\_  
M \_\_\_\_\_  
E \_\_\_\_\_  
S \_\_\_\_\_
10. The capital of Michigan is \_\_\_\_\_.
11. Michigan is often called \_\_\_\_\_.
12. An important tourist attraction in Michigan is \_\_\_\_\_.
13. \_\_\_\_\_ and \_\_\_\_\_ are mined in the upper peninsula.
14. Michigan is well known for its \_\_\_\_\_ roads.

Please check your work carefully. --- 03

Put Royal Oak on the map.



M  
I  
C  
H  
I  
G  
A  
N

May — — —, 197 —

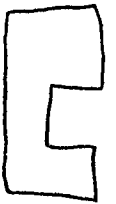
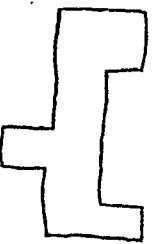
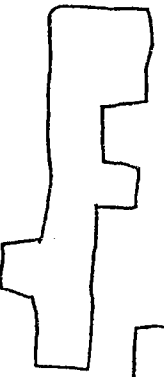
Name \_\_\_\_\_

304

Date \_\_\_\_\_

# MICHIGAN

We live in the state of Michigan. It has two peninsulas with four great lakes around it. People buy chairs from Grand Rapids. One seventh of all the cars in the world are made in Detroit. Detroit is build on a salt mine. Our state bird is the robin. Our state tree is the white pine. Our state flower is the apple blossom. It's great to live in Royal Oak, Michigan.





Write your new words:

1. michigan \_\_\_\_\_
2. Royal \_\_\_\_\_
3. Oak \_\_\_\_\_
4. low \_\_\_\_\_
5. Lakes \_\_\_\_\_
6. great \_\_\_\_\_
7. chairs \_\_\_\_\_
8. car \_\_\_\_\_
9. state \_\_\_\_\_
10. salt \_\_\_\_\_

DRAW THESE

ch - - r      r - b - n

Put your words in ABC order -  
Underline the vowels.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Draw these

c - r      wh - te p - n -

Unscramble these words -

ghimcain \_\_\_\_\_  
yaorl \_\_\_\_\_  
kao \_\_\_\_\_  
ufro \_\_\_\_\_  
eslka \_\_\_\_\_  
etgar \_\_\_\_\_  
asirhc \_\_\_\_\_  
rca \_\_\_\_\_  
ttase \_\_\_\_\_  
isat \_\_\_\_\_

DRAW THESE - -

\_\_\_\_\_ lake  
\_\_\_\_\_ apple blossom

\_\_\_\_\_ map of Michigan  
\_\_\_\_\_ your school

Put these sentences in order - - number & rewrite

\_\_\_\_\_ I am eight years old.  
\_\_\_\_\_ I go to \_\_\_\_\_ school.  
\_\_\_\_\_ My name is \_\_\_\_\_.  
\_\_\_\_\_ I live in Royal Oak, Michigan.  
\_\_\_\_\_ I am in second grade.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: NUTRITION

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is an extension of human biology and health. Realization of importance of proper diet, sources of food and food preparation will be stressed in this unit.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: Let's Visit a Bakery  
Good Nutrition for Everybody - L. Jean Bogart  
You and Your Food - Herbert Zim  
Nothing to Eat But Food - Frank Jupio  
Bread - Walter Buehr ..  
The First Book of Food - Ida Scheib

Movies: Bakery Beat  
Why Eat Vegetables  
Foods from Grain  
Visit a Spaghetti Factory

2. Field Trips:

Southeast Oakland County Vocational Center - Food Preparation

3. Human Resources:

Parents  
Teachers

4. Activities:

Planning, cooking and eating a well-balanced meal  
Making bagels  
Indian Pudding

UNIT TITLE: NUTRITION

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measurement of fractional relations and equivalents</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure ingredients for cooking</p> <p>Tell equivalents between standard measuring units</p>
<p><u>Social Studies</u></p> <p>History of food Origins and customs</p>	<p>Discuss origins of goods:</p> <ul style="list-style-type: none"><li>A. geographical</li><li>B. historical<ul style="list-style-type: none"><li>1. indians</li><li>2. cavemen<ul style="list-style-type: none"><li>(a) procurement</li><li>(b) preparation - cooking</li></ul></li></ul></li></ul>
<p><u>Language Arts</u></p> <p>Writing stories</p>	<p>Write hypothetical stories about origins of various foods</p>

UNIT TITLE: NUTRITION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Science</u> - (Continued)</p>	<p>As a result of this unit, each child will be able to:</p> <ol style="list-style-type: none"><li>2. Carbohydrates and Fats Largest source of energy</li><li>3. Iron - builds red blood cells which carry oxygen<ol style="list-style-type: none"><li>a) liver</li><li>b) lean meat</li><li>c) egg yolk</li><li>d) green leafy vegetables</li><li>e) cereals</li><li>f) dried fruits</li><li>g) molasses</li></ol></li><li>4. Calcium - dairy foods<ol style="list-style-type: none"><li>a) healthy bones and teeth</li><li>b) healthy nerves and muscles</li><li>c) good blood clotting</li></ol></li><li>5. Protein - body builders - protector from infections<ol style="list-style-type: none"><li>a) milk</li><li>b) cheese</li><li>c) ice cream</li><li>d) meat</li><li>e) poultry</li><li>f) fish</li><li>g) eggs</li><li>h) peas</li><li>i) peanuts</li><li>j) butter</li><li>k) cereals</li><li>l) bread</li></ol></li></ol>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Children measure ingredients for bagel making

Field Trip - Southeast Oakland Vocational Education Center

Parents for drivers

Each child read their story to class  
A discussion of foods liked by group

UNIT TITLE: NUTRITION (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Product

Food preparation - quantities and volume

Tools

home use  
restaurant use

Characteristics

As a result of this unit, each child will be able to:

Tell, write or draw one thing a dietitian or a chef does during his or her work day

Identify three or more tools used by food handlers

Help prepare a nutritional menu

Take part in the cooking of a nutritional meal

Tell one or more ways that food preparation differs in the home and restaurant

Tell what they like or dislike about the job

Science

Natural sources of foods  
Nutritional values of foods

Identify foods as animal or plant and tell which part an item is of the aforementioned

State nutritional value of foods:

1. Vitamins

- a) Vitamin A - healthy skin, good sight
- b) Vitamin B - good digestion, keeps you feeling "tip-top"
- c) Vitamin C - keeps your body working and all parts healthy
- d) Vitamin D - "the sunshine vitamin"

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing:

Each child will have the opportunity to stir, cut and measure for activities planned

Plan meal consisting of meats and vegetables

Discussing various vitamins

Examine and taste foods from Vitamin A, B and C

Plan nutritional meal to be served to other grade levels (see restaurant activity)



## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

NUTRITIONAL DINNER

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

pots and pans  
hot plates  
a large variety of ingredients  
oven  
measuring cups and spoons

#### B. Human Aides and Resources

Fourteen volunteer mothers

#### C. Procedures for this activity (with helpful hints)

Class planned a balanced meal consisting of turkey, dressing, Indian Pudding, cranberry sauce, Swiss Rye bread, homemade butter (churned in a jar) mashed potatoes.

Preparation began the afternoon before the day of the dinner. We had six groups with a mother in charge of each:

1. Cleaning turkey
2. Making Indian pudding
3. Making cranberry sauce
4. Baking Swiss rye bread
5. Shaking butter
6. Preparing stuffing

The next morning, a group stuffed the turkey with a mother and another peeled the potatoes. That afternoon, six mothers arrived to set up and clean up for the meal. The children ate. (Recipes attached)

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAGELS

II. ACTIVITY FORMAT:

A. Tools and Materials

large pot of boiling water	hot plate
oven	flour
mixing bowls	yeast
bread board	sugar
measuring cups and spoons	salt
water	

B. Human Aides and Resources

One parent helper

C. Procedures for this activity (with helpful hints)

Twenty-nine (29) children were divided into groups of two. One adult helped children mix dough. Children all took turns kneading. Children dropped their own bagel into boiling water. Parent helped take them from water, placed them on sheet, and watched the baking.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

BAGELS

400 degrees, 30-35 minutes

3/4 cup water, room temperature  
1-1/2 T. sugar  
1-1/2 t. dry yeast  
3 cups flour  
1-1/2 t. salt

Place water in bowl and add yeast, salt and sugar, stirring until dissolved. Add flour and mix well. Knead until smooth on lightly floured board, about 10 minutes. Place in greased bowl, cover, and let rise 15 minutes. Punch flat and square, 1 inch thick. Cut 6 strips 1 inch wide and roll with heel of palm to form strips 1/2 inch in diameter. Wrap each loosely around three fingers of hand. Pinch off ends of dough, overlap ends 1/2 inch, and press together to form a ring. Roll until secure and even. Cover with towels and let rise 20 minutes. Drop bagels one at a time, into 1 gallon of boiling water to which 1 tablespoon of sugar has been added. Lower heat and simmer 7 minutes or until they float. Remove and cool on towel. Sprinkle with coarse salt and bake on ungreased baking sheet, turning once. (Makes one half dozen)

### INDIAN PUDDING

Cook together for twenty minutes:

1/3 cup corn meal  
1 t. salt  
1 quart milk

Then add 1/2 cup molasses and 3/4 teaspoon ginger.  
Pour into a greased baking dish and bake in slow over (300 degrees) for 2 hours.

### TEN MINUTE CRANBERRY SAUCE

2 cups sugar  
2 cups water  
1 lb. cranberries (4 cups)

Combine sugar and water. Heat to a boil. Boil 5 minutes. Add cranberries. Cook until skins pop, about 5 minutes. Pour into a dish. Cool. Makes 1 quart.

### BREAD STUFFING

3/4 cup minced onion	2 t. salt
1-1/2 cups chopped celery (stalks and leaves)	1-1/2 t. crushed sage leaves
1 cup butter or margarine	1 t. thyme leaves
9 cups soft bread crumbs and cubes	1/2 t. pepper

In large skillet, cook and stir onion and celery in butter until onion is tender. Stir in about 1/3 of the bread cubes. Turn into deep bowl. Add remaining ingredients and toss. Stuff turkey just before roasting. Makes 9 cups (enough for a 12-pound turkey).

SWISS RYE BREAD (2 loaves)

- 7 cups white flour
- 2 cups brown (rye) flour (Robin Hood)
- 4 t. salt
- 2 cakes yeast (2 pkg.)
- 4-1/2 cups water (lukewarm)

Soften (or dissolve) yeast in 1/2 cup water (part of above). Measure salt, flour, add yeast, water. Keep adding flour until dry.

Rise until double. (approximately one hour). Put in loaf pan or on floured sheet. Bake one (1) hour at 415 degrees - put in oven immediately after starting oven.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: PLANTS

GRADE LEVEL: K-2

GENERAL OVERVIEW: From this unit, the children will learn basic plant structure, patterns of plant growth and plant ecology. They will learn how to care for plants. They will learn what a water cycle is and how to make one. They will learn the basic necessities for plant survival.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films: Let's Watch Plants Grow  
Cry of the March  
We Explore the Field and Meadow  
We Explore the Streams  
White Throat

Film-  
strips: What is a Plant  
Seeds and Seed Travels  
Parts of a Plant  
Classroom Projects With Plants  
Germination and Plant Growth  
Green Plants Are Important To Us  
Our Parks and Playgrounds

Audubon Nature Chart Common Seed Travelers  
Chart - Life Cycle of the Robin  
Flat Pictures - Keeping the City Clean and Beautiful

Books: What Does It Do and How Does It Work - Hoban, Russell  
Let's Go To Stop Air Pollution - Chester, Michael  
Let's Go To a Sanitation Department - Cochrane, J.  
Earthmovers - Colby, C.  
Machines for You - Sanders, F.  
Machines - Adler, I.  
Simple Machines and How We Use Them - Pine, T.  
Riddle of Seeds - Hammond, W.  
Seeds by Wind and Water - Jordan, H.  
Play With Seeds - Selsam  
Let's Go Outdoors - Huntington, H.  
Green Is For Growing - Lubell, W.  
Seeds and More Seeds - Selsam  
Maple Tree - Selsam  
What Is A Tree - Darby, G.

Catch a Cricket - Stevens, C.  
Insects That Live Together - Dempsey, M.

2. Field Trips:

Greenhouse at S.E.O.V.E.C.  
Weber's Greenhouse  
Local florist

3. Human Resources:

A florist

4. Activities:

Shoe box terrarium  
Tuna can man  
Making clay flower pots  
Planting flowers

UNIT TITLE: PLANTS

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Science</u>  Observation and inquiry Ecology	<p>As a result of this unit, each child will be able to:</p> <p>Identify major parts of a plant</p> <p>Describe orally how germination takes place</p> <p>Describe elements necessary for plant growth</p> <p>Use observation and inquiry method in science</p> <p>Describe the water cycle</p> <p>Identify five characteristics for each season of the year</p> <p>Draw and identify two types of roots</p> <p>Discuss the interdependence of man and nature</p>
<u>Math</u>  Measuring money Counting Graphing	<p>Make a bar graph</p> <p>Fill container <math>\frac{3}{4}</math> full of earth</p>



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make a collage of things made from plants

Draw parts of a flower

Flowers from florist

Dissection and identification

Build rudimentary terrarium for planting  
grasses with controlled moisture factor

Draw two types of roots

Seasons - growing times (calendar)

Chart bean seeds to determine germination  
time

Chart growth of sweet potato to determine  
first appearance of secondary growth

UNIT TITLE: PLANTS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Reading  
Writing

As a result of this unit, each child will be able to:

Read in choral verse setting

Write thank-you notes for guest speaker

Art

Combing  
Separating  
Forming

Make clay flower pots large enough to hold plants

Decorate pots

Careers

Jobs people do (functions)  
Tools they use

Identify six occupations which relate to plant life

Identify five tools which plant workers use

List four related jobs involving plants

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Read and follow directions on package of seeds

List steps for planting flowers.

Do booklet on the life cycle of the plant

Wild flower pictures of true life coloring

Make tissue paper flowers for bulletin board

HANDS ON ACTIVITY (STUDENT PERFORMED)

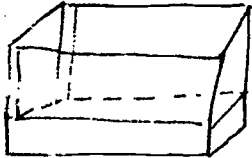
I. NAME OF ACTIVITY

SHOE BOX TERRARIUM

II. ACTIVITY FORMAT:

A. Tools and Materials

shoe box or plastic box  
Saran wrap  
tongue depressors  
seeds, rye, grass  
wheat, oats, radishes, beans  
potting soil  
water



B. Procedures for this activity (with helpful hints)

Put soil in shoe box - put tongue depressors in four corners - plant assorted grasses and bean seeds, etc. - water lightly - cover with saran wrap making tented effect.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Germination time varies and children can see condensation taking place - and recycling of water.

HANDS ON ACTIVITY (STUDENT PERFORMED)

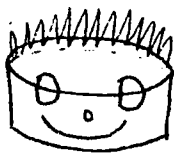
I. NAME OF ACTIVITY

TUNA CAN MAN

II. ACTIVITY FORMAT:

A. Tools and Materials

tuna fish can or cat food can  
grass seed  
potting soil  
tag board circle



B. Procedures for this activity (with helpful hints)

Put soil in can, plant seeds, put cardboard face on front.  
As grass seed grows, it will make hair for the cardboard  
head. Children can trim into appropriate hairdo.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLAY FLOWER POTS

II. ACTIVITY FORMAT:

A. Tools and Materials

self hardening clay  
water  
newspaper

B. Human Aides and Resources

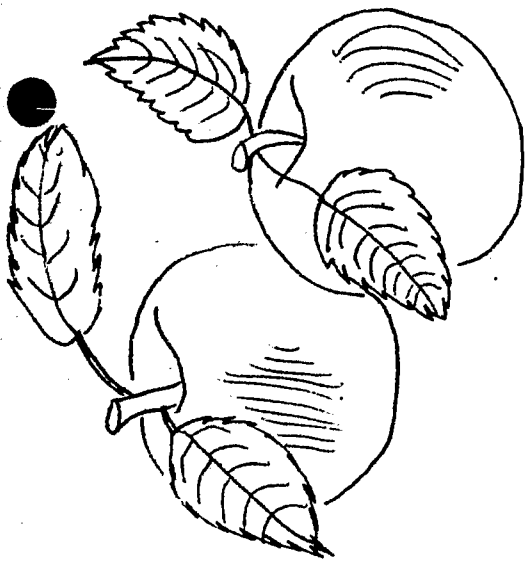
Two adults

C. Procedures for this activity (with helpful hints)

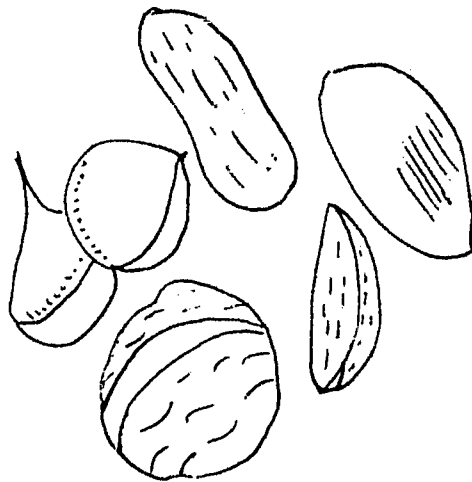
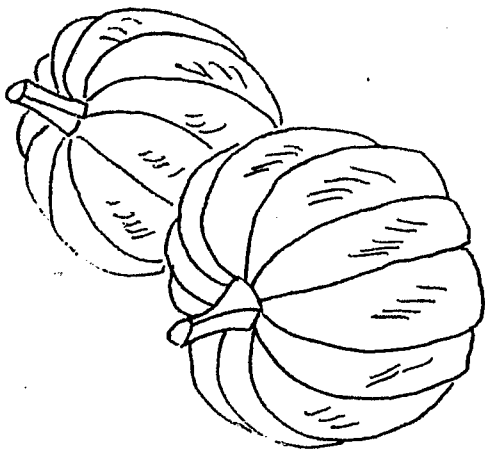
1. Cover desks with paper.
2. Show children three ways to make pots; coil, pinch and slab construction. ..
3. Give each child a fist size ball of clay.
4. Let each child make the pot the way he feels most comfortable with.
5. Let pots dry for at least one week.
6. Fire pots.
7. Glaze pots and re-fire.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

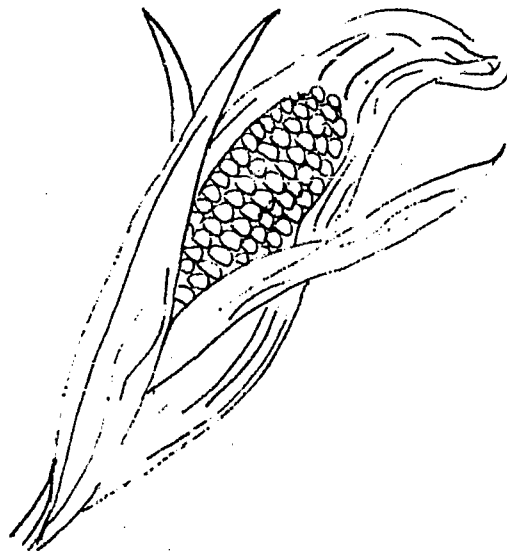
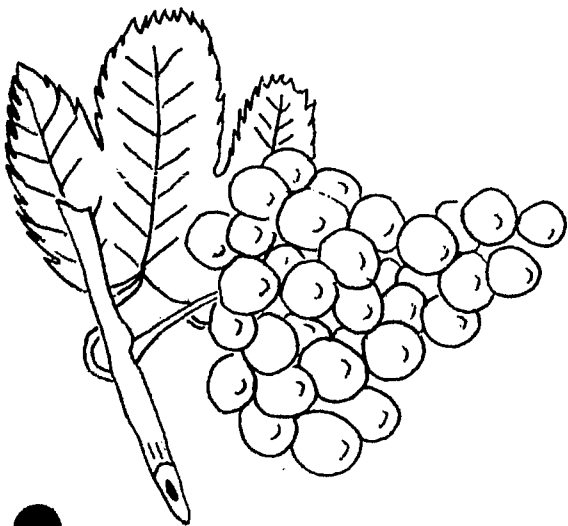
If pots are not glazed before you re-plant flower, the pot will crumble and fall apart.



You draw here



We are thankful for fall's gifts.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTING FLOWERS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons (half-pint size)  
earth  
flower seed  
water  
small plastic lunch bags

B. Human Aides and Resources

Teacher and one 6th grade boy

C. Procedures for this activity (with helpful hints)

1. Wash out milk cartons.
2. Mix earth and water so earth is damp. Be sure that it is good earth or else it will become sour and kill the plant.
3. Fill milk carton 3/4 full.
4. Plant seed according to directions on package.
5. Water seed.
6. Cover carton with plastic bag to make a "greenhouse".

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: PRINTING

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to have children realize the effect of printing upon their lives and gain some appreciation of the printing process.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Library books on printing, career and history oriented  
Old fashioned printing press in school

2. Field Trips:

Walk to Business Letter Service Company on South Washington

3. Human Resources:

Mother helpers  
Ex-art teacher to guide silk screening

4. Activities:

Make own block print design and note paper  
Recipe booklets  
Itemize a profit and loss history of recipe booklets  
Silk screen covers

UNIT TITLE: PRINTING

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Measure in inches  
Adding cost and sales  
Subtracting costs from profits

As a result of this unit, each child will be able to:

Measure in inches, halves and quarters thereof

Recognize different angles

Add and subtract money figures, profit and loss

Social Studies

Observe old fashioned sheet printed with hand roller printing press

Changes in development of printing press

Biographies of Benjamin Franklin and other printers

Describe three ways in which printing affects his life

Identify the development of the printing press

Explain why present presses are more advantageous

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Child measures board using linear ruler

Meaning of geometrical designs

Record costs and sales

Reading graph results

Count and package booklets for P.T.A.

Role playing experiences:

Messengers deliver note or directions  
and see if child can follow symbolic  
communication

Field trip to Business Letter  
Service Company on South Washington

UNIT TITLE: PRINTING (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Creative writing  
Verbal discussion  
Books  
Value of symbolic language

As a result of this unit, each child will be able to:

Be able to express own thoughts in simple sentences

Discriminate group discussion etiquette

Enjoy stories read to them

Tell value of symbolic language

Science

Adhesion qualities  
Chemical changes  
Reaction of wax with ink and paint

Relate that adhesion qualities change with addition of chemicals

Analyze the reaction of wax with ink and paint

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Write down individual list of cost

Write down individual list of sale

Print covers and recipes

UNIT TITLE: PRINTING (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Where printers work  
How printers work  
What training is required  
Reasons for going into printing  
Reasons for starting own family business

As a result of this unit, each child will be able to:

Describe the set-up of one print shop

Define how a multilith machine operates

Repeat number of papers a multilith machine can print per hour

Tell why one family started own printing business

Art

Development of gross and fine motor skills  
Planning a design  
Three forms of printing

Measure and cut and fold paper into notepapers

Prepare and center a design

Do two of the three major methods of printing

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Field trip - what each person did in  
print shop

Breakdown of responsibilities of worker

Drawing and cutting design

Print covers

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

SILK SCREENING OF BOOKLET COVERS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

silk screens	paper to be printed
ink	turpentine (lots)
wooden squeegees	rags
newsprint	newsprint

#### B. Human Aides and Resources

Art teachers or some other professional

#### C. Procedure for this activity (with helpful hints)

1. Cut stencil of appropriate design (don't use contact paper)
2. Measure and cut paper to be printed
3. Set up printing stations.
4. Provide other activities for children not currently printing.
5. Have teams of three print at each station.
6. Foreman, quality control persons inspect finished prints.
7. Clean screens and children.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

1. Don't use contact paper for stencil.
2. Parents were asked to send in a favorite recipe. These were compiled and then typed on stencils. They were then collated, covers and back sheets were added and they were fastened with small rings or paper fasteners.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE INDIVIDUAL BLOCK DESIGN AND NOTE PAPER

II. ACTIVITY FORMAT:

A. Tools and Materials

wood	dremel saw
plastic wrap	paper
T-square	tubes (bike or auto)
envelopes	twine
pencils	glue
rulers	weights

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

1. Teach how to measure with linear ruler and "Square" (more correctly "right") angle.
2. Child measures 4" off a 1' board - place a dot - apply T-square to draw line for block - with supervision, cut off piece of wood.
3. Child draws a design on manila paper, sized same as block.
4. Child cuts design out of rubber and glues to block - cover with plastic wrap - place weight on top of design and leave overnight.
5. Apply ink with brayer and stamp six notepapers.
6. Supply or make envelopes for notepaper.
7. Take home.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LAY OUT A PROFIT AND LOSS RECORD

II. ACTIVITY FORMAT:

A. Tools and Materials

record of costs  
record of sales  
graph paper  
colored markers

B. Human Aides and Resources

P.T.A. records

C. Procedures for this activity (with helpful hints)

1. Write down individual list of costs
2. Write down individual list of sales
3. Figure amount of differences or profits
4. Make a graph with each recorded.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLE RECIPE BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

printed covers  
booklet backs  
printed recipes (already drilled)  
fasteners  
tables lined up

B. Human Aides and Resources

Boring of holes done by print shop  
P.T.A. representative

C. Procedures for this activity (with helpful hints)

1. Set up assembly line with stations.
2. Assemble 40 recipes in order.
3. Put back and front cover in place.
4. Put back fastener through holes.
5. Place top fastener over studs.
6. Fold and secure fasteners.
7. Count and package booklets for P.T.A.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: SAFETY

GRADE LEVEL: K-2

GENERAL OVERVIEW: Wherever a group of people live, whether in a family, a community or a nation, at least a minimal body of rules or laws is required. These rules protect the rights of individuals within the group; to ensure the goals of the group being achieved in an orderly manner.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-  
strips: How Our Town Began  
Living In Our Town  
Playing Fair  
Our Health Department  
School Courtesy  
Our Police Department

Flat  
Pictures: Police Department

Movies: Safety After School  
Eat Well, Grow Well  
Let's Be Clean and Neat  
Helpers at School  
Let's Play Fair  
The Policeman  
Save Those Teeth

Books: How People Live In The Big City  
Your World - Let's Go To School

2. Field Trips:

Tour City Courthouse  
Tour Police Station

3. Human Resources:

Patrol boy  
Janitor  
Service Squad girl  
Mother - talk about giving blood and how this relates to safety  
Medical helpers  
Law enforcers - policeman, lawyer

Parents - to help with activity  
Parent - nurse  
Fireman  
School crossing guard

4. Activities:

Making traffic sign  
Making traffic lights  
Hall and bicycle sign

Role playing experiences:

Pretending they are mother or father disciplining their  
child who has done something good - bad  
Playing the role of judge  
Pantomime - answering telephone, introducing friends  
Correct and incorrect way to cross street, play on playground

UNIT TITLE: SAFETY

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Studies

Establishment of laws  
Human relations, religious and  
ethnic customs

As a result of this unit, each child  
will be able to:

Recognize and define the role of five  
community safety helpers

Recognize and spell safety words  
derived from the classroom dis-  
cussion

Recognize and recall the meaning of  
traffic signs and their shapes and the  
meaning of traffic signals

Distinguish the safe and unsafe ways  
to cross the street, to play on play-  
ground

Identify a uniformed policeman when  
they see one

Language Arts

Role playing  
Preparing charts  
Creative writing

Read and discuss the ABC's of Safety  
Poem Book

Compose thank-you letters to guest  
speakers

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Use pictures of safety helpers. Have children describe and identify jobs

Incorporate safety words into current spelling lists

The children will be able to identify and match orally and physically signs and words

Draw a picture showing a safe way to cross the street and the converse

List the courteous acts that members of their families carry out to make life at home more pleasant

The children will be able to design and write blurbs for safety posters

UNIT TITLE: SAFETY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Fine Arts

Creative expression

As a result of this unit, each child will be able to:

Discuss critically various common social customs

Prepare mural showing morning activity-rules to go with each activity

Illustrate one of the customs he has learned

Illustrate street scenes in which laws are being followed and laws are not being followed

Health

Safety rules

State three safety rules for the home, school and playground

Careers

Reasons for work  
Functions  
Tools  
Characteristics and training

Identify duties of safety helpers

Identify tools and uniform of safety helpers



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Children draw pictures of people involved for safety - to put on a large family tree of safety

Speaker talks to class and answers questions, showing and explaining uniform

Showing of police car with equipment:  
first aid kit  
siren  
radio

UNIT TITLE: SAFETY (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

As a result of this unit, each child will be able to:

Recall reasons for regular physical and dental checkups

Duplicate pictures of food that help to maintain healthy bodies

Math

Measurement  
Geometric shapes

Measure length and width of street signs

Distinguish between square and triangle

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Using magazine pictures, assemble  
components of a well-balanced meal

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HALL AND BICYCLE SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

plywood	saw
wood burner	tacks
poster board	magic markers
scissors	varnish

B. Human Aides and Resources

teacher  
teacher aide  
student teacher  
parents

C. Procedures for this activity (with helpful hints)

1. Two 18 x 13 pieces of plywood. Sand rough edges. Burn in letters, Varnish. Put up near bicycle rack.
2. Six 11 x 14 poster board. Print letters and ink in with magic marker.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons  
construction paper  
glue  
scissors

B. Procedures for this activity (with helpful hints)

1. Each child will make own light.
2. Cut folding top off milk carton
3. Cover entire carton with construction paper.
4. Cut out green, yellow and red circle. Glue in place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TRAFFIC SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

paint brushes  
coping saw  
styrofoam  
tempera paint (no spray paint!)  
glue  
templates of oak tag

B. Procedures for this activity (with helpful hints)

1. Trace pattern onto styrofoam.
2. Saw.
3. Glue to a base.
4. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Do not use spray paint on styrofoam.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is intended to introduce children to simple tools, their uses, safety precautions and to build a puppet stage for classroom use. A puppet stage, various puppets, role-playing reading and writing plays will be covered.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Film-  
strip &  
Record: A Powerful Friend - free from Consumers Power Company,  
212 Michigan Avenue, Jackson, Michigan  
49201

Film-  
strips: Toys at Work - I.M.C.  
Machines and Tools to Help Us Work - I.M.C.  
Machines for Daily Use - I.M.C.  
Mike Mulligan - I.M.C.  
Hercules - I.M.C.  
Curious George Rides a Bike - I.M.C.

Books: Come to Work With Us in a Toy Factory - Sextant Systems -  
Author - Wilkinson

2. Field Trips:

Greenfield Village plays  
Youth Theatre - Detroit Institute of Arts

3. Human Resources:

You will need adult helpers for this activity

4. Activities:

Paper Bag Puppets  
Tools on peg board labeled  
Build puppet stage  
Make puppets and dress them  
Make curtains for puppet stage

Activities with no directions:

Give Puppet Plays

Write simple plays

Bulletin Board with pictures of tools, machines and occupations



UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Reading Oral language development Role playing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Read the words, hammer, saw, screw driver, nail, screw, drill, T-square, level</p> <p>Play a role with a puppet</p> <p>Read simple plays</p> <p>Work in group to write a simple play</p>
<p><u>Social Studies</u></p> <p>Working together Planning together Safety precautions</p>	<p>Begin to work and plan orally with peers</p> <p>Practice safety precautions</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make puppets

Make puppet theater

UNIT TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Measuring Counting Geometric planning</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure to 12 inches with a foot ruler</p> <p>Count nails and screws up to 10</p> <p>Fit pieces of lumber together</p>
<p><u>Science</u></p> <p>Naming and using simple tools and some machines</p>	<p>Name, describe, use and choose for correct use - hammer, saw, screw driver, nail, screw drill, T-square, ruler, level and wheel</p>
<p><u>Careers</u></p> <p>Production Simple tools</p>	<p>Name two occupations that use simple tools</p> <p>Name three products produced by tools</p> <p>In groups, make 4 different kinds of puppets</p> <p>Help in building a puppet stage</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Paper bag puppets  
Clay puppets  
Wire puppets  
Dough puppets  
Clothes pin puppets

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A PUPPET

II. ACTIVITY FORMAT:

A. Tools and Materials

paper mache  
wallpaper paste  
paint  
balloons  
cardboard tubes  
felt

B. Human Aides and Resources

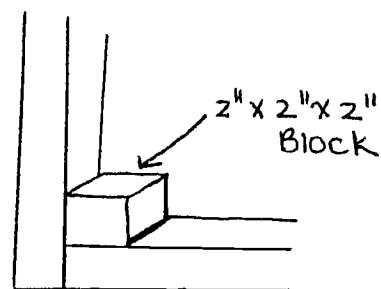
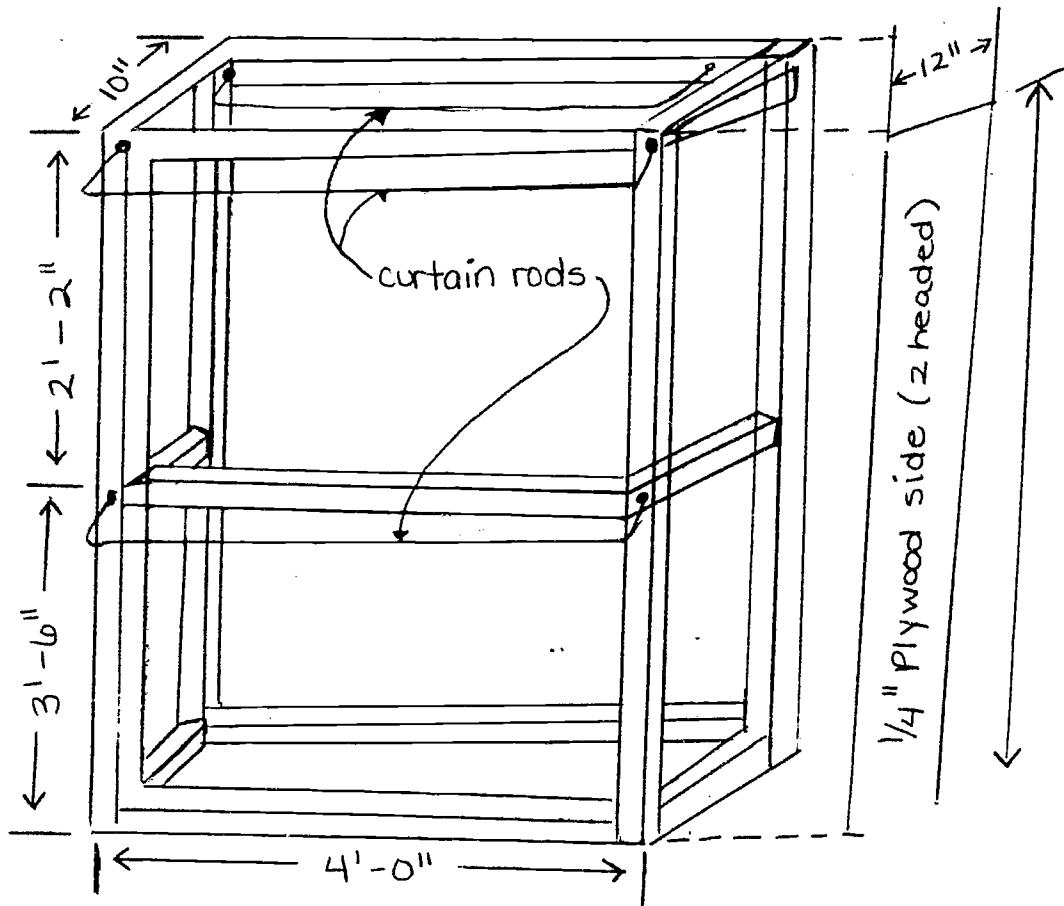
teacher aide  
mother helper

C. Procedures for this activity (with helpful hints)

1. Tear newspaper into 1 inch wide strips.
2. Blow up balloons.
3. Fasten to tubes with yarn, drawing yarn through bottom.
4. Put mache on after lightly dipping in paste.
5. Cover whole with approximately 1/4 sheet of newspaper.
6. Dry.
7. Paint heads.
8. Use felt for features.
9. Dress for characters to be used.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Paper mache is difficult for first graders to handle.



Corner  
reinforcement

2" x 2" soft pine framing members:

- 4 pieces each 6" - 0" long
- 5 pieces each 4" - 0" long
- 2 pieces each 5" - 0" long
- 2 pieces 1/4" fir plywood each 12" x 5'8"
- 1 box, high tensil aluminum alloy nails, 10 penny size
- 1 - 3 oz. bottle Weldwood Contact Cement
- 3 curtain rods - metal

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CURTAINS FOR PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

plain light green cotton  
white muslin  
brayer - glass - Brayer paint  
magic markers

B. Human Aides and Resources

teacher  
teacher aide  
mother helper

C. Procedures for this activity (with helpful hints)

Hem four curtains and seam on sides.  
Each child will imprint hand on curtain with Brayer paint  
and initial hand with magic marker.

Use white muslin for backdrops with scenery - draw on with  
crayons.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers	saws
gimlets	drills
T-square	rulers
level	screw drivers
lumber	paint
three curtain rods and fixture to attach	

B. Human Aides and Resources

teacher aide

C. Procedures for this activity (with helpful hints)

1. Saw 2" stock to proper lengths and to provide reinforcing blocks for corner connections using miter box and C-clamps.
2. Drill vertical members for nailing to cross members.
3. Assemble side frames by nailing using clamps for positioning.
4. Complete frame by nailing. Due to size involved, clamping and holding for nailing may involve three to five children besides those nailing.
5. Due to flammability and fumes from contact cement, an adult should do corner block reinforcement.
6. Nail plywood to sides with nails penetrating two members of frame. Note: Due to variations in strength and coordination of six year olds, every effort should be used to control activity to prevent injury.
7. Paint with water soluble paint.
8. Attach three curtain rods - one at top, one at bottom, and one at back for background scenery.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

II. ACTIVITY FORMAT:

A. Tools and Materials

sandwich bags  
patterns - duck, bird, mouse, dog, cat  
poem "Good Morning"  
colored construction paper

B. Procedures for this activity (with helpful hints)

1. Make duck first as all others follow same procedure.  
Duck - yellow and orange  
Mouse - brown and pink  
Bird - red and yellow  
Dog - Cat - white, brown, black or grey
2. Cut pattern pieces.
3. Paste body up to fold of bag.
4. Decorate head.
5. Paste head to bottom of bag, lining up flat edge of head to edge of bag.
6. Fold bill in half. Paste to body and inside fold of bag bottom.
7. Paste on feet.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

- CLAY.....There are two kinds of clay generally used by artists and students. Water-base clay (moist or powdered) is used in making pottery and ceramic sculpture. It is fired in special ovens called kilns. Oil-base clay, commonly used by artists and students, is not fired in a kiln. Artists and students can use it freely to create sculptural forms without fear of drying-out or breakage. It can be painted with thick poster paint to which soap has been added.
- SAWDUST.....Sawdust and wheat-paste can be mixed together with water on a one to one basis. While it doesn't have the pliability of clay, it serves very well as a modeling medium...especially in forming small shapes, including puppet hands. It can be used as a textured surface, also, for "table tops." It can be painted with poster paint.
- ASBESTOS.....Powdered asbestos can be used in place of sawdust, as described above.
- PAPER-MASH.....Shredded newspaper, toweling or tissue mixed with moist wheat-paste can be used as a substitute for clay if necessary. However, it is not as pliable to work with. To keep a mixture "moist" a drop or two of oil-of-wintergreen should be added. Rough texture can be sandpapered when object is dry if smooth surface is desired. Objects can be painted with poster paint.
- WIRE.....Any soft, pliable wire can be modeled into "open forms." When bulk is desired, paper-mache, cloth or yarn dipped in starch, wheat-paste or diluted Elmer's Glue, can be applied to wire.
- DOUGH.....To make a mixture of play-dough, use 1/2 cup of flour, 1 T. salt, 1/5 cup of water or enough to create "dough." Less plastic mixture: 1 cup of flour, 1/4 cup salt, 1/4 cup water, OR, 1/2 cup cornstarch, 1 cup salt, 3/4 cup cold water. Mix dry - add water. Put in double boiler, stir until mixture thickens. Food coloring can be added for interest. Still another: 3 slices white bread (without crust), 3 T. Elmer's Glue, 3 drops lemon juice, 1 drop glycerin. Tear bread, add glue and other ingredients. Knead like dough and add poster paint for color if desired. Note: Use hand cream so that mixture will not stick quite so much to fingers.

## PUPPET CONSTRUCTION AND USE

Puppet construction ranges in difficulty from simple paper doll cut-outs to rather intricate 9-string marionettes so this activity may be carried on at any grade level. The materials used are varied but are in most instances readily available.

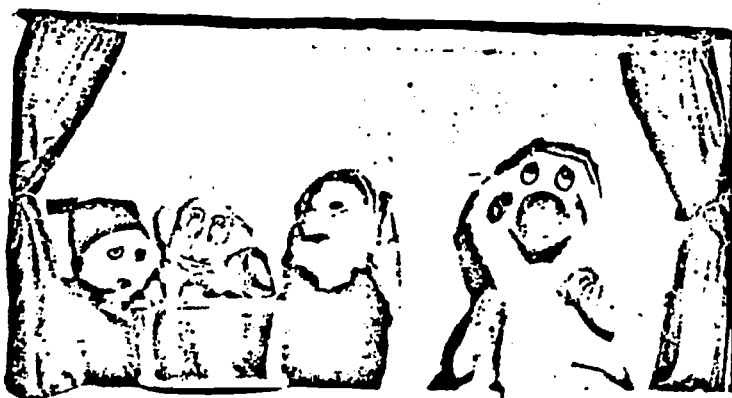
Stick puppets are made by cutting out paper dolls and gluing them vertically to the end of a short stick or at right angles to the end of a yard stick.

Paper bag puppets may be made in two ways. (1) Paint features on a bag and place hand in opening to operate. (2) Stuff a paper bag with crumpled paper and tie top of the bag tightly around a short stick which serves as a handle. Face features by cutting and pasting colored paper or by painting. Additional simple puppets are illustrated on page 50.

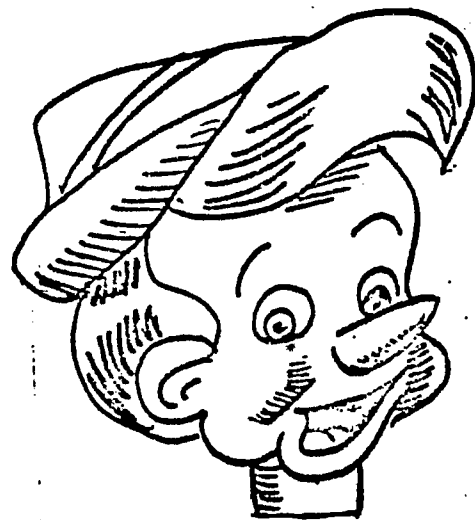
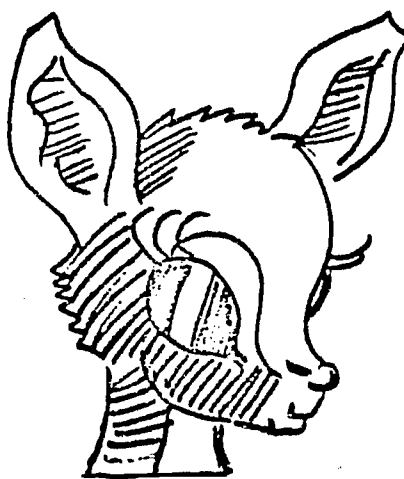
Marionettes and glove (hand) puppets, shown on pages 48 and 49, are suited to construction in the later elementary grades. Heads on these puppets, whether of wood or papier mache, may be painted with tempera or oil based colors. A flat finish is best. Hair, commonly made of yarn, embroidery cotton, cotton batting, steel wool, or scrap pieces of fur, is shaped and glued to the painted head. Make paper patterns and cut costumes from light weight fabrics. Crepe paper may be used as clothing on some types. Sew or glue costume to the neck of glove puppets. Hats may be made from cardboard or from light weight felt, silk, or cotton sewed over small wire frames.

Puppet stages with folding wings are desirable for storage reasons. The stages shown on page 51 are designed for use on the top of a table. It is possible to do without a front curtain, but a backdrop is necessary to conceal the operators. Small, temporary stages for hand puppets may be made from large paper cartons. String marionettes require a different type of stage than do hand puppets as the operator must stand well above the marionette.

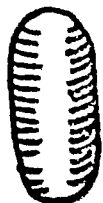
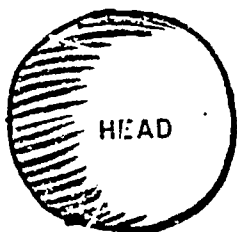
Puppet shows are a natural outcome of puppet construction and provide an excellent educational experience for children. Simple playlets centering around safety, health, conservation, and child literature may be written and dramatized by children using puppets constructed at their own level of ability. Such shows may be tape recorded with a musical background and special sound effects as an added learning experience.



# PAPER STRIP PUPPET HEADS

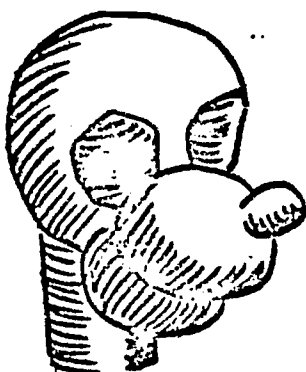


SUGGESTED HEADS



NECK

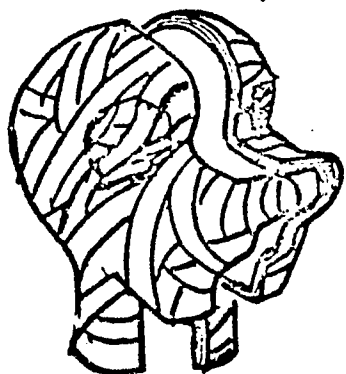
1. ROUGH SHAPE CLAY



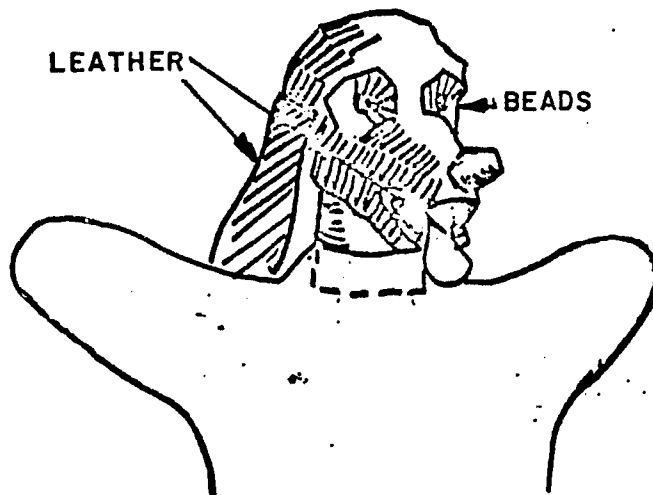
2. FINISH SHAPE CLAY



3. WRAP WITH SIX LAYERS OF PAPER STRIPS

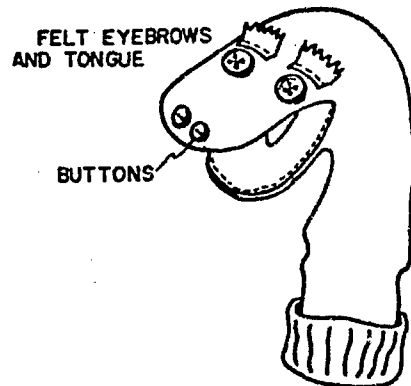
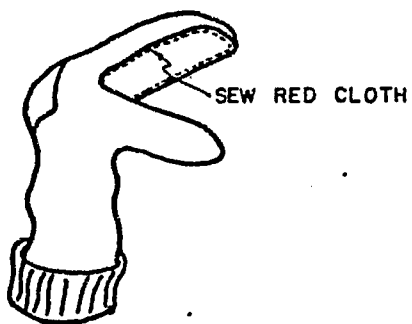
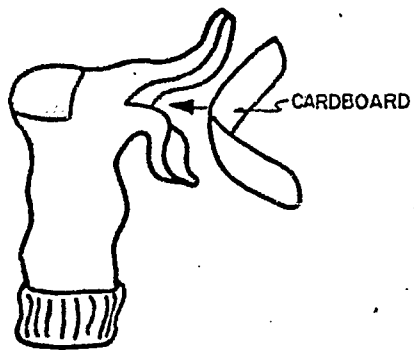


4. CUT PAPER HEAD AND REMOVE CLAY

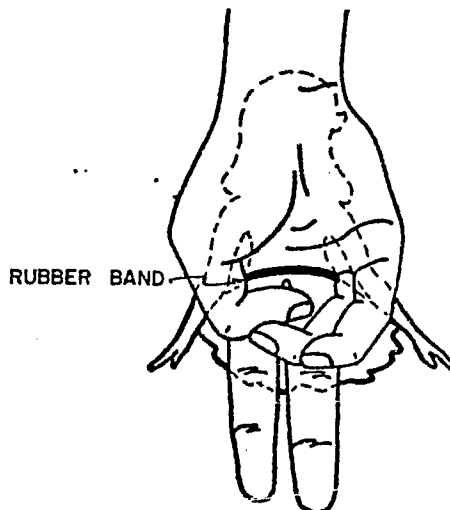
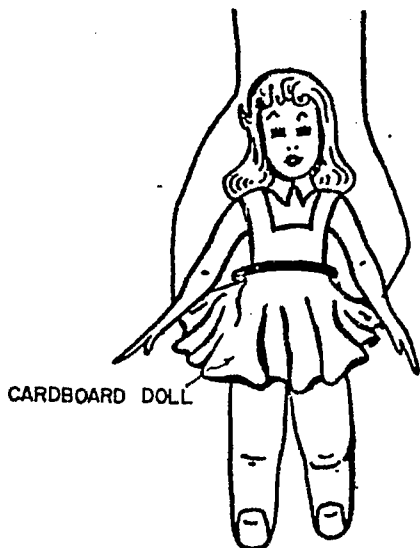


5. JOIN TWO SECTIONS WITH PASTED STRIPS PAINT

### SOCK PUPPET

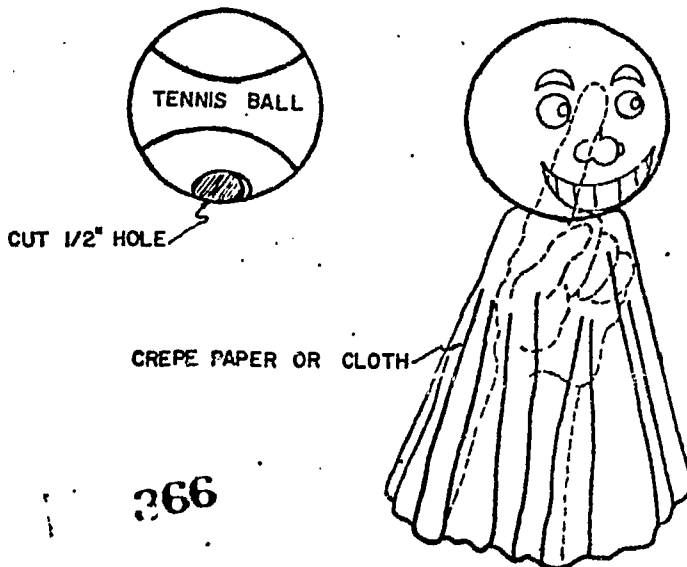
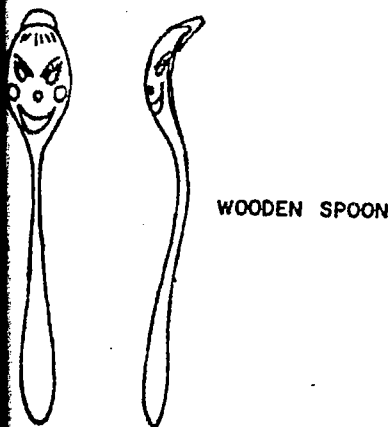


### FINGER PUPPET

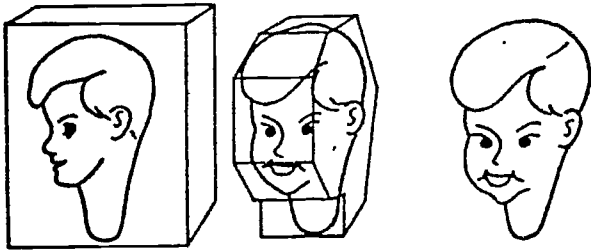


### BALL PUPPET

### SPOON PUPPET

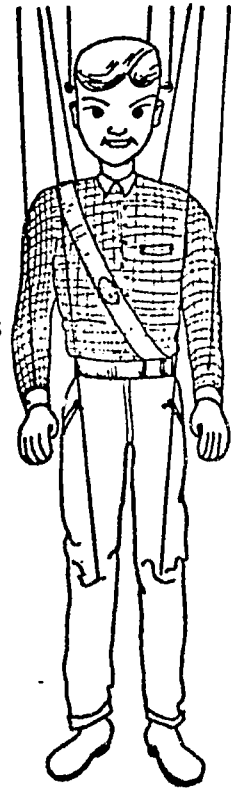


# MARIONETTE

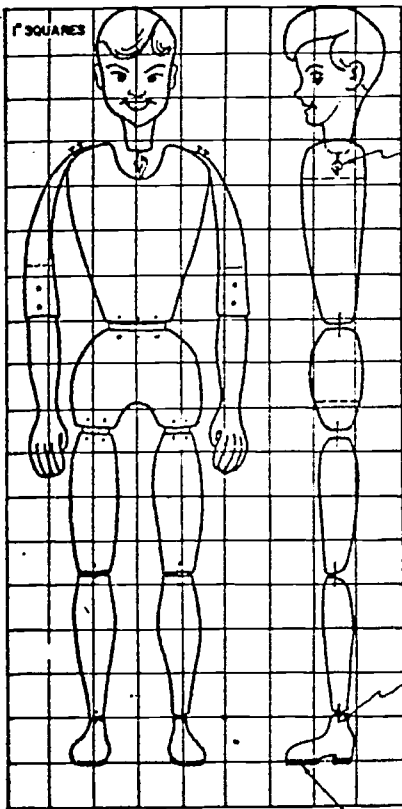


HEAD MAY BE CARVED FROM WHITE PINE OR Balsa WOOD OR MAY BE SHAPED WITH PAPIER MACHE

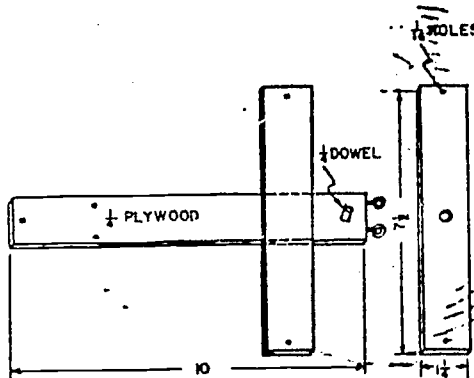
MAKE GARMENTS FIT LOOSLY.



LAYOUT AND CUT BODY PARTS FROM SOFT PINE WITH BAND OR JIG SAW SMOOTH WITH FILE AND SANDPAPER.

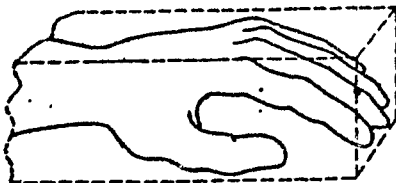


ATTACH HEAD WITH SCREW EYES

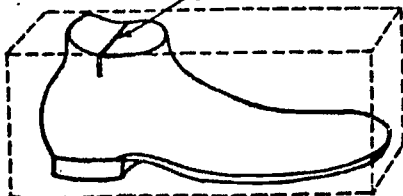


INSERT LEATHER HINGES INTO SAWED SLOTS AND FASTEN WITH BRADS.

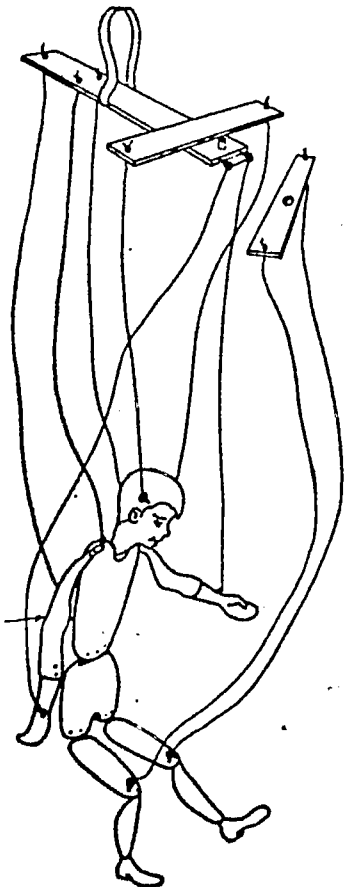
FASTEN 1/8 THICK SHEET LEAD WITH SCREWS FOR ADDED WEIGHT.



CUT WITH BACK SAW



WRAP CLOTH AROUND LOWER ARMS AND TACK TO ARMS AND SHOULDERS.

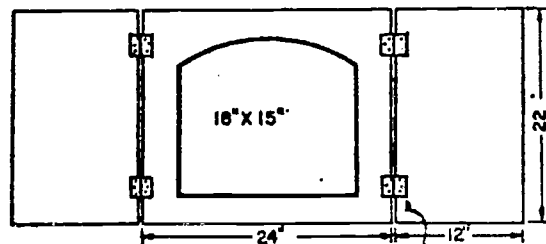
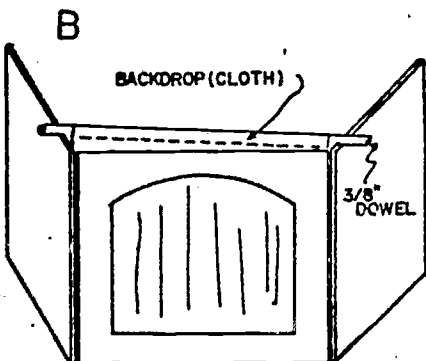
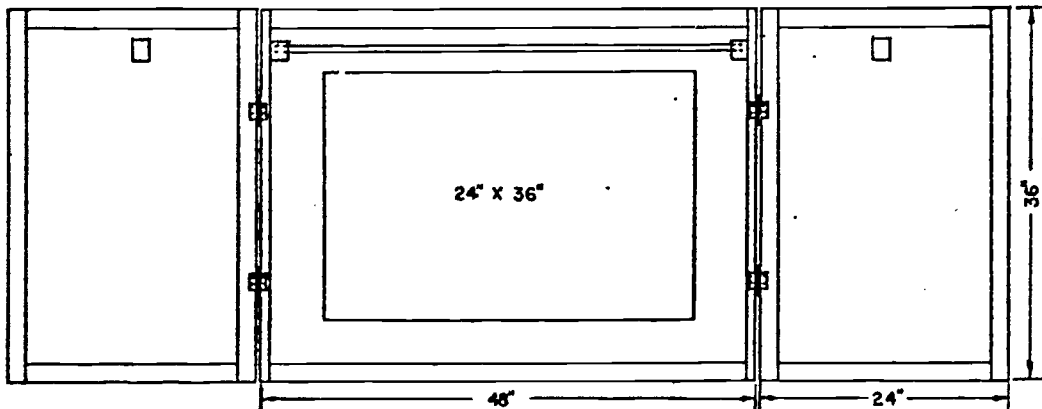
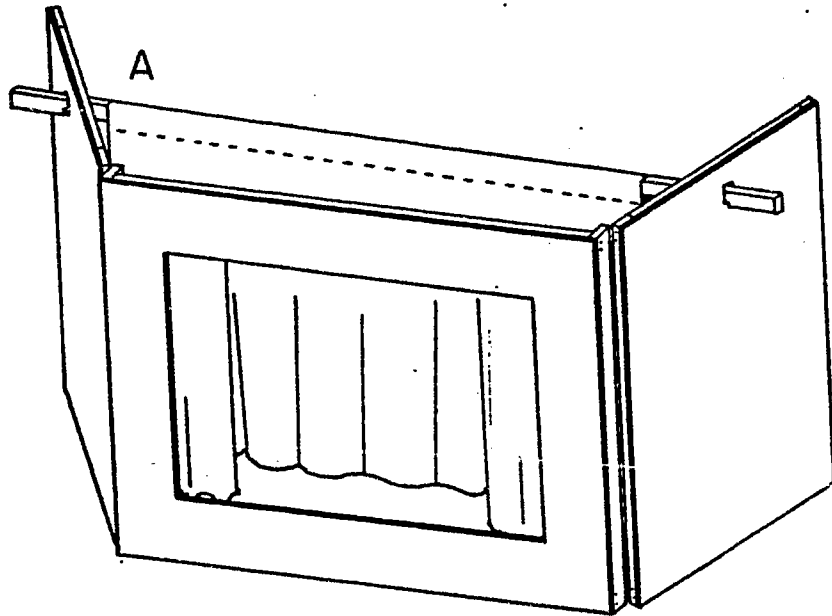


STRING WITH BLACK NYLON, OR LINEN THREAD.

# PUPPET STAGE

## BASIC MATERIALS

- 1 PC. MASONITE 1/8" X 4' X 8'
- 34 FT. WHITE PINE 1" X 2"
- 1 PC. WHITE PINE 3/4" X 3/4" X 4'
- 2 PR. BUTT HINGES 3/4" X 1/2"
- CURTAIN MATERIAL



MATERIAL: 1/4" PLYWOOD

1/2" X 1" BUTT HINGE  
MACHINE BOLT

1: 368

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PEGBOARD TOOL HOLDER

II. ACTIVITY FORMAT:

A. Tools and Materials

pegboard 36' x 24'

hooks

paint

B. Procedures for this activity (with helpful hints)

Shadow paint shapes of tools on pegboard - hang tools on  
pegboard.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to introduce children to some of the elements that make up our earth. The study of rocks is stressed.

TEACHING/LEARNING RESOURCES:

1. Reference material:

Film: Rocks - Where They Come From

2. Field Trips:

Miner's Den (Rock shop)  
Detroit Children's Museum (free) only Saturday  
Observing apartment building next to our playground  
Cranbrook Institute of Art

3. Human Resources:

College student  
Mothers  
Two fathers from school who are rock hounds  
A father who works with stained glass as a hobby  
Ex-cartographer loaned us relief maps he had made

4. Activities:

Topographical model of earth  
Polishing rocks for jewelry making  
Rock chart  
Making crystalline rocks

Role playing experiences:

Coal miners (via miner's hat, lunch pail)  
Builders (building their own puppet stage)

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Language Arts</u></p> <p>Vocabulary Writing Reading Discussing</p>	<p>As a result of this unit, each child will be able to:</p> <p>Use and recognize words involving land formations (deserts, mountains, volcanoes, etc.)</p> <p>Write thank-you notes, descriptions of different areas</p> <p>Write about the workers studied (miners, builders)</p> <p>Read about area differences, mineral, etc.</p> <p>List five adjectives in describing a rock</p>
<p><u>Math</u></p> <p>Measuring (linear, cup, spoon) Fractions</p>	<p>Use yardstick, ruler to make linear measurements for puppet stage</p> <p>Recognize and follow through with simple formulas:</p> <ul style="list-style-type: none"> <li>a) making crystalline rock from charcoal</li> <li>b) mixing plaster of paris for fossils</li> <li>c) making concrete for model city</li> <li>d) making flour clay for relief maps</li> </ul> <p>Use fractions within formulas</p>



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make charts by using pictures from magazines - label bodies of water, hills or mountains, plains, and desert

Brainstorming with students

Rock chart

Have children categorize rocks by color, texture and hardness

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>Working together</p>	<p>As a result of this unit, each child will be able to:</p> <p>Work in a group that requires sharing</p> <p>Help make group decisions</p>
<p><u>Science</u></p> <p>Topography, geography, life styles affected by land conditions</p> <p>Power sources</p> <p>Ecology</p> <p>Conservation</p> <p>Using formulas</p> <p>Crystalline and other rock formation</p> <p>fossils</p> <p>Comparing rocks</p> <p>Classifying minerals</p>	<p>Recognize and discuss differences in topography, geography</p> <p>Discuss "life styles" affected by land areas and conditions</p> <p>Recognize source of powers and importance of conserving them</p> <p>Categorize rocks according to color, texture and hardness</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Topographical model of earth

The children will pick out rocks from a specified group after hearing other students' descriptions

Making crystalline rocks

UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Forming Separating Combining</p>	<p>As a result of this unit, each child will be able to:</p> <p>Separate rocks by size and combine them into aesthetic shapes</p>
<p><u>Careers</u></p> <p>People and their jobs Functions Locations Tools Education</p>	<p>List 4 occupations relating to rocks</p> <p>Discuss workers who supervise conservation of natural resources</p> <p>Discuss various education necessary for people who work with "the solid earth"</p> <p>Discuss the various locations of work related to natural resources</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Using natural materials

Drawing, making relief maps

Jewelry

Polishing rocks for jewelry making

Identify various tools used by workers  
who extract and utilize natural resources

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CRYSTALLINE ROCKS

II. ACTIVITY FORMAT:

A. Tools and Materials

See below

B. Procedures for this activity (with helpful hints)

FIVE FORMULAS FOR CRYSTALLINE ROCKS

	NO. 1	NO. 2	NO. 3	NO. 4	NO. 5
WATER	6	6	6	1/2 cup	1
CLEAR HOUSE-HOLD AMMONIA WATER	1	2	1-1/2	3	1
TABLE SALT	6	6	6	2	1
LAUNDRY BLUEING			12 drops	1/2 oz.	
RED INK				1/2 sm. bottle	

ALSO: Pieces of Charcoal

Swirl mixture around in a closed jar for several minutes. (get a saturated salt mixture)



In a small fish bowl, glass jar or dish or a pie plate, place plum-sized charcoal, coal (or stones, cement, red bricks, concrete, wood, dead twigs, coke, unglazed porcelain, cheap sponge).

Pour solution and undissolved salt over the pieces.

Use spoon to keep wetting them until they do not seem dry when you stop.

The pieces should be about an inch above the water level.

Use medicine droppers to put drops of food coloring, red and green ink, fabric dyes, or mercurochrome in different places on the pieces.

Rub vaseline around rim of dish to keep flowers from growing over the sides.

Set dish in warm, dry spot where it will not be disturbed.

You can make more of the solution, keeping it in a closed jar.

After two or three days, you can add a little solution and more drops of color.

(Crystals of quartz and other minerals are formed like these salt flowers. Some of them have taken millions of years to form)

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children could see crystals form and relate to crystalline forms in minerals. They were very interested in following the formulas, watching for results, and being careful not to change results (by bumping, etc.)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROCK CHART

II. ACTIVITY FORMAT:

A. Tools and Materials

cardboard  
magic markers  
collected rocks  
glue  
ruler

B. Human Aides and Resources

Miners Den - Mike

C. Procedures for this activity (with helpful hints)

1. Collect rock in school yard.
2. Discuss grouping - color, size, weight, hardness and shape.
3. Children make own decisions as to how to group.
4. Measure cardboard and divide into sections.
5. Glue rocks to cardboard and label.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POLISHING ROCKS FOR JEWELRY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

rock tumbler and grit  
rocks  
water

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Fill rock tumbler jar with small stones about half full.  
Add full amount of coarse grit, add water to cover, secure  
cap and place in tumbler. Run for 7 days and nights.  
Repeat the step second time using medium grit, then use  
fine grit, then use polished rocks for jewelry making.  
Total time lapsed - 4-5 weeks.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Tumber makes noise in classroom. Children do remain interested. Show  
them the stones at the completion of each step which takes seven days  
and nights for each. We are still working on ours.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOPOGRAPHICAL MODEL OF EARTH

II. ACTIVITY FORMAT:

A. Tools and Materials

colored clay  
brown paper  
newspaper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Choose a large area where it won't have to be moved and spread paper. Draw a large circle. Children then plan various earth surfaces on paper. Then using green, blue and brown colored clay, the children mold the earth's surface.

green - grass  
blue - water  
brown - mountains

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Mountains were difficult. Wad newspaper into balls. Then using a flat sheet, tape it over the various shaped balls to help form mountains. Put clay over paper. Don't make them too big because little children had trouble getting it to stay properly.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: TRANSPORTATION - PREDOMINANTLY TRAINS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit will introduce varied means of transportation and how they affect us and help us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

- Books:
- At The Airport - Colonius
  - Cleared for Takeoff - Coombs, Charles Ira
  - Behind the Scenes at an Airport
  - Loopy - Gramatky, Hardie
  - I Want to be a Pilot - Greene, Carla
  - Little Airplane - Lenski
  - Tommy Learns to Fly - Lewellen
  - A Beginners Guide to Building and Flying Model Airplanes - Lopshire, Robert
  - Working Together - McIntire
  - Pogo's Sky Jack - Morlings
  - Discovering Aerospace - Pacilio, James V.
  - Joe's Story of the Airport - Smith
  - Let's Go to an Airport - Sootin
  - The Little Red Caboose That Ran Away - Curren, Polly  
Treasure Books, Inc. 1952
  - Chuggy and the Blue Caboose - Froeman, Lydia and Don  
The Viking Press 1951
  - The Little Red Caboose - Potter, Marion  
Simon and Schuster, Inc. 1953
  - Circus Train - Shelby-Loundes, Joan  
Alelard-Schuman 1957
  - The Big Book of Train Stories - Weisgard, Leonard  
Grossett and Dunlop, Inc. 1955
  - A History of Travel in America - Dunbar, Seymour  
Bobbs-Merrill Co., Inc. 1937
  - Trains - Henry, Robert Selph  
Bobbs-Merrill Co., Inc. 1954
  - The Railroad Station - Meeks, Carroll  
Yale University Press 1956
  - The Railroad Passenger Car - Mencken, August  
Johns Hopkins Press 1957
  - The Illustrated True Book of American Railroads - Webb, Robert N.  
Grossett and Dunlop, Inc. 1957

Movies:           Airplane Trip  
                  An Airplane Trip by Jet  
                  Airport in the Jet Age  
                  Boats and Ships  
                  Jet Pilot  
                  The Passenger Train  
                  Wheels, Wheels, Wheels

Filmstrips, Flat Pictures, Records:  
See page 121 of R. O. I.M.C. Catalog 1972-73

2. Field Trips:

Royal Oak Bus Station  
Royal Oak Train Station  
Metropolitan Airport  
Greenfield Village Museum

3. Human Resources:

Aviatrix, aviator  
Bus driver  
Truck driver  
Train conductor  
Taxi driver  
Car designer  
Tour guide  
Visit by a commercial pilot  
Visit by an air traffic controller  
Visit by a stewardess  
Visit by a private pilot

4. Activities:

Transportation dress for teacher  
Mural of train or train station  
Make posters on railroad safety  
Ice Cream Stick livery stock cars  
Milk carton cars  
Construction paper car  
Construct a helicopter  
Symbols for airlines

Role playing:

Dramatize a train trip  
Take an imaginary cruise  
Use play money to buy and sell tickets  
Simulate airplane trip  
Make symbols of air lines on plastic drinking glasses  
Compass game  
Construct a helicopter  
Draw route of imaginary trip on map

UNIT TITLE: TRANSPORTATION

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Social Studies</u></p> <p>History of transportation Types of transportation Maps - travel maps and standard maps. Legends</p>	<p>As a result of this unit, each child will be able to:</p> <p>Distinguish different continents, oceans and major cities</p> <p>Discuss the beginnings of aviation</p> <p>Discuss the uses of our air transport system today</p> <p>Discuss the future uses for space travel</p> <p>Recognize the different kinds of trains</p> <p>Briefly tell the history of trains</p> <p>Identify the different types of engines</p> <p>Relate John Steven built the first steam engine in the U.S. and it was used first in New Jersey</p>
<p><u>Science</u></p> <p>Fuels needed by different vehicles (ecological aspects) Weather conditions Structure of an engine-visible engine</p>	<p>Point out major parts of an engine</p> <p>Know the properties of electricity</p> <p>Know the major coal and oil areas in the U.S. and how one uses these products in relation to trains</p> <p>Use of compressed air in stopping a train</p> <p>Know that steam is used to push engines</p> <p>Differentiate weather instruments and their uses</p> <p>Discuss the role of air during the plane's flight</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Maps of continents, countries, oceans  
and major cities

Brief and condensed history of aviation

Different kinds of aircraft and space  
travel

Draw route of imaginary plane trip on map

Make posters on railroad safety

Transportation dress for teacher

Weather conditions

Weather instruments

Movement of a plane through the air



UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Money concepts  
Time and distance measurement, MPH  
Working with a compass  
Flight plan  
Linear measurements

As a result of this unit, each child will be able to:

Use a ruler in measuring

Tell time accurately

Tell how many miles a train will go in so many hours

Count number of cars in a passing train

Do story problems related to trains

Purchase a ticket and know how much it will cost in money value

Compute costs of train trips taken

Language Arts

Creative writing skills  
Reading skills  
Letter writing  
Vocabulary  
Role playing  
Abbreviations and symbols

Use library books for research materials

Help in writing to a train company requesting information

Write a thank-you letter to visitor from train station

Read a train schedule

Relate a story about a train

Dramatize or role play workers at a train station

Write a creative story about trains using new vocabulary words

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Differentiate directions on a compass

Tell the time a plane departs from one city and arrives in another

Count money to buy a plane ticket

New words: spelling and definitions

Abbreviations and symbols

Improvisational role playing

Letter writing

Creative writing

Recognize and define related words  
(stewardess, pilot, passenger, luggage,  
etc.)

Symbols for airlines

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Music</u></p> <p>Songs related to trains Meaning of their whistles Foreign songs</p>	<p>As a result of this unit, each child will be able to:</p> <p>Sing the song "I've Been Working on the Railroad"</p> <p>Sing and act out "Get On Board Little Children"</p> <p>Recognize different train whistles and know what they mean</p>
<p><u>Art</u></p> <p>Color identification Separating and combining materials Creative design</p>	<p>Mix paints accurately and recognize colors</p> <p>Recognize different railroad signs and the colors involved in making them</p> <p>Use paints, crayons and magic markers</p> <p>Use scissors and glue</p> <p>Understand color combinations</p> <p>Express ideas through pictures and models designed</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Same as Behavioral Objectives

Mural of train or train station  
Ice cream stick livery stock cars  
Milk carton cars  
Construction paper car  
Construct a helicopter

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role playing:

Have a child play parts of different railroad workers (conductor, porter, brakeman, engineer, etc.)

Have children dramatize a train trip

What do they like about their jobs?

- a) meeting people
- b) travel by some
- c) excitement of a busy airport - thrill of flying
- d) the salary and hours of work

What kinds of tools do they use?

- a) uniforms characteristic of their jobs, machinery, conveyor belts, TV, radio planes, cars, trucks, carts

Why do people work:

- a) to earn money
- b) to be near other people
- c) to provide a service
- d) the excitement of travel for some

How does their job help others?

- a) lets people vacation or travel long distances from home in short period of time, carries mail, packages and cargo

Metro Airport Trip to Detroit City Airport

UNIT TITLE: TRANSPORTATION (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Careers</u></p> <p>Service jobs of a railroad Interdependence of careers Attitudes of railroad workers     likes     dislikes Locations of work</p>	<p>As a result of this unit, each child will be able to:</p> <p>Match the duties of railroad workers with pictures of railroad workers</p> <p>Describe the duties of the railroad workers</p> <p>Tell three ways that trains help different businesses</p> <p>List two likes and dislikes of various workers in railroad transportation</p> <p>Identify those railroad occupations which are performed inside (sheltered) and those which are performed outside</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRANSPORTATION DRESS FOR TEACHER

II. ACTIVITY FORMAT:

A. Tools and Materials

white or light colored material  
tag board frames - 3 x 3"  
permanent magic markers

B. Procedures for this activity (with helpful hints)

1. Cut out dress pattern before you bring it to school. Do not sew dress together until you have finished designing it.
2. Have children design several ways of transportation on 3" x 3" piece of newsprint.
3. Teacher should pick the child's best picture and should choose the pictures so you do not have all pictures pertaining to one type of transportation.
4. Have the children one at a time transfer their pictures using magic marker from the paper to the material using the frame to keep their picture in a certain area.
5. After the pictures are all on the dress, let it set for at least 24 hours.
6. Soak the dress in cold water, salt and vinegar for 2 hours to set design.
7. Sew dress together and you are ready to wear it.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Make sure all your magic markers are permanent or the dress will run.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MURAL OF TRAIN OR TRAIN STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

huge piece of white paper  
tempera paint  
brushes  
newspaper

B. Procedures for this activity (with helpful hints)

1. Put the piece of paper on the floor, on top of the newspaper.
2. Certain children will draw different parts of the mural. When they are finished others will add other parts.
3. Once the mural is done it will hang on the wall.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take several days to do because the children must plan what type of mural they want and who will paint what on the mural.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE POSTERS ON RAILROAD SAFETY

II. ACTIVITY FORMAT:

A. Tools and Materials

poster board  
tempera paint  
brushes

B. Procedures for this activity (with helpful hints)

1. Draw their drawing on the poster board (12" x 12").
2. Paint in the desired colors.
3. Let it dry overnight.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 30 to 45 minutes to paint.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ICE CREAM STICK LIVERY STOCK CARS

II. ACTIVITY FORMAT:

A. Tools and Materials

ice cream sticks  
glue  
wood or cardboard  
toy animals  
ruler  
saw or scissors  
sandpaper

B. Human Aides and Resources

About two or three parents are needed during the part where they saw the sticks

C. Procedures for this activity (with helpful hints)

1. Cut the wood or cardboard into the desired size (same length as ice cream stick).
2. Saw ice cream sticks in half.
3. Paste the sticks all around the outside of the piece of wood so that one end of the stick is pasted to the board.
  
4. Do this all the way around and when it's dry, add pieces of ice cream stick facing the other way.
  
5. Lastly place the toy animals inside the car.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 45 minutes to construct.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MILK CARTON CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

milk cartons  
paints  
brushes  
water  
scissors  
tape

B. Human Aides and Resources

Parents to save milk cartons

C. Procedures for this activity (with helpful hints)

1. Open up milk carton and cut out 2 opposite sides.
2. Next fold other two sides and tape them down.
3. Next paint desired color on all sides except bottom rectangle.
4. Then draw desired car on two sides.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It takes about a half hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION PAPER CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper  
rulers  
tape  
scissors  
paste or glue  
crayons, magic markers or paint

B. Procedures for this activity (with helpful hints)

1. Fold paper into four equal rectangles.
2. Cut in on all folds two inches. These will later be folded to make sides of car.
3. Color in first and third rectangle with desired type of car (example: windows for passenger train, freight cars or caboose car).
4. Color second square with desired color (example: red for caboose or grey for passenger).
5. Last or fourth square will be bottom of car so it does not have to be colored.
6. Color in desired color on first and third folded sections and add windows if desired later on.
7. Fold rectangles into shape (it will look like this).
8. Tape the long edges together.
9. Fold in second and fourth sides, glue these, then fold the other two sides and glue them also.
10. Use cotton balls for wheels, magic marker them with black magic marker.
11. Next place them on bottom of car with paste.
12. If car is a caboose, add a piece of construction paper on top (folded in shape of a square).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take about one hour.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT A HELICOPTER

II. ACTIVITY FORMAT:

A. Tools and Materials

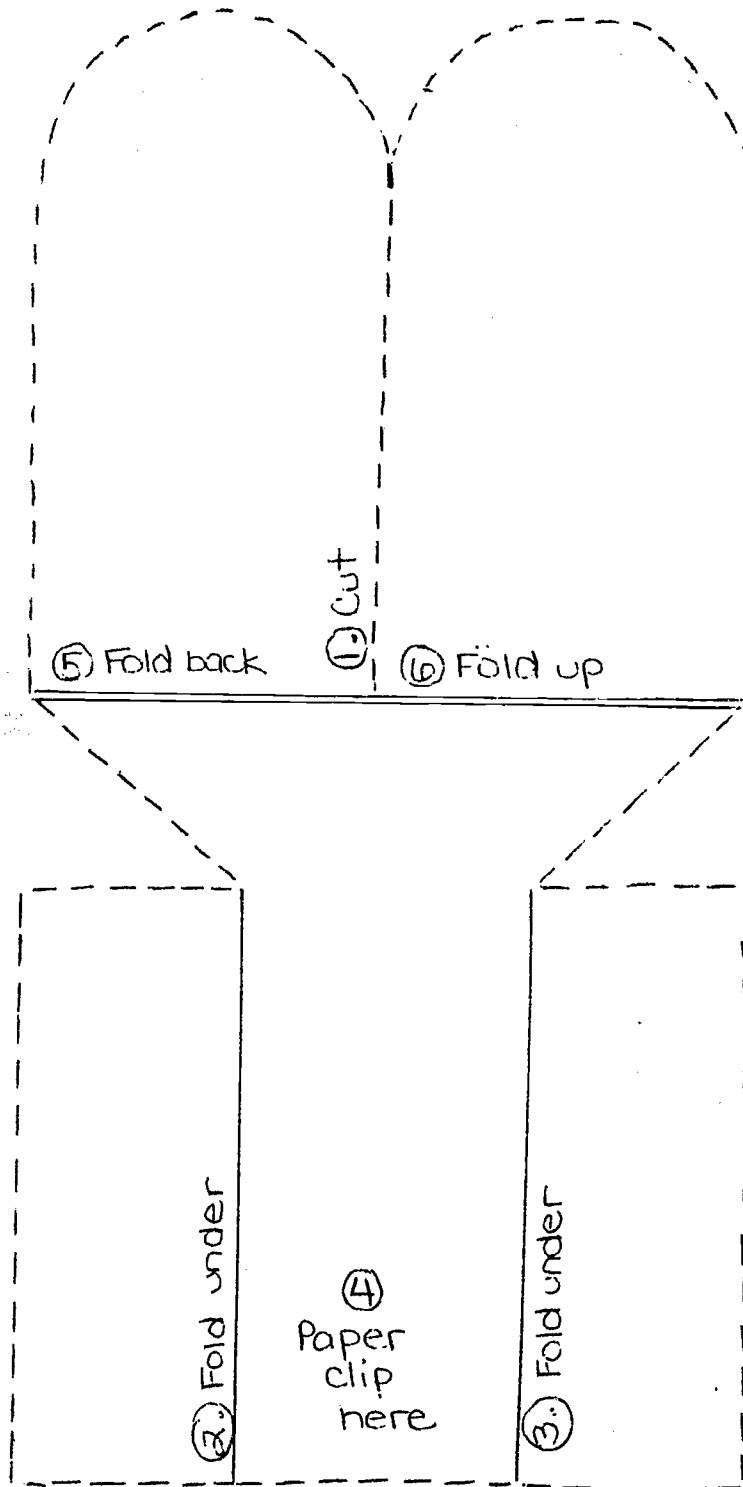
paper  
scissors  
paper clips

B. Procedures for this activity

1. Cut out helicopter
2. Fold in designated areas
3. Put paper clip on
4. Drop helicopter from chair or desk

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

# HELICOPTER



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SYMBOLS OF AIRLINES

II. ACTIVITY FORMAT:

A. Tools and Materials

clear plastic drinking glasses  
colored marking pens  
construction paper  
yarn  
glue  
scissors

B. Procedures for this activity (with helpful hints)

1. Collect symbols of various airlines
2. Design symbol on paper first
3. Put symbol on the plastic glass using any media provided

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TRANSPORTATION TEST

1. TRANSPORTATION CAN BE DIVIDED INTO 3 GROUPS. THEY ARE:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. AIRPLANES NEED A \_\_\_\_\_ TO LAND AND TO TAKE OFF.
3. A \_\_\_\_\_ HAS TO TRAVEL ON A TRACK.
4. A \_\_\_\_\_ HELPS PULL BIG BOATS.
5. A CAR NEEDS \_\_\_\_\_ TO HELP IT RUN.
6. HE TAKES CARE OF A BUS. \_\_\_\_\_
  - a. TICKET AGENT
  - b. SERVICE MAN
  - c. DRIVER
7. PEOPLE WHO RIDE ON A TRAIN ARE CALLED \_\_\_\_\_.
  - a. PASSENGERS
  - b. PORTER
  - c. ENGINEER
8. WHICH IS THE FASTEST TYPE OF TRANSPORTATION? \_\_\_\_\_
  - a. CAR
  - b. TRAIN
  - c. JET
9. THE KITCHEN ON A BOAT IS CALLED A
  - a. DECK
  - b. DOCK
  - c. GALLEY
10. THE CONTROL TOWER HELPS THE PILOT LAND AND TAKE OFF. T F
11. AN AIRLINE HOSTESS FLIES THE AIRPLANE. T F
12. A PILOT HAS TO HAVE SPECIAL TRAINING TO KNOW HOW TO FLY THE PLANE. T F
13. A CAR IS BIGGER THAN A BUS. T F
14. A PLACE TO SLEEP ON A SHIP IS CALLED A CABIN. T F

\_\_\_\_\_

ON THE BACK SIDE DRAW ONE TYPE OF TRANSPORTATION FOR LAND, WATER AND AIR



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: USING OUR HANDS

GRADE LEVEL: K-2

GENERAL OVERVIEW: We are developing an awareness of the importance of our hands to our way of life, as contrasted with other animals. We are focusing our attention on ways our mothers and fathers use their hands at home and away from home for work and play. We are using our hands for a wide variety of activities for skill development.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Films: Play Day  
Cuckoo Clock That Wouldn't Cuckoo  
Toot, Whistle, Plunk and Boom  
The Mailman

Books: A Hole Is To Dig - Krauss  
The House My Grandpa Built  
Sandy Signs His Name - Brown  
Talking Without Words - Ets  
Who's There? Open the Door - Munari  
The Man Who Wouldn't Wash His Dishes  
Nothing To Do - Hoban  
Pelle's New Suit - Beskow

2. Field Trips:

3. Human Resources:

Parent volunteers are used every day (two at a time)  
Sixth grade students helped  
College students

4. Activities:

Making cement bricks and patio stones  
Paddle wheel boat  
Candle making

UNIT TITLE: USING OUR HANDS

CONCEPTS

BEHAVIORAL OBJECTIVES

Language Arts

Vocabulary

As a result of this unit, each child will be able to:

Use ten new vocabulary words which relate to the study of use of hands

Social Studies

Interdependence of workers

Tell how workers help each other

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Brainstorming - Things we do with our hands

Work our parents do with their hands:

- a) at home
- b) away from home

Work others do using their hands

Experience stories dictated to teacher about family work or world of work

Discussion of magazine pictures, collected by teacher

Discussion: People help each other

People gain satisfaction from making and doing things with their hands

People use hands to convey messages to others; policeman, train signalman, baseball coach

People use hands for games and sports

Children learn from parents how to use hands to care for own physical needs

Babies discover their hands

Children learn new skills using hands in school

Flat pictures: Schools, Families and Neighborhoods - Field Educational Publication

Filmstrip: It's In Your Hands - ECF203

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Relationship of animals to man

As a result of this unit, each child will be able to:

Describe the shape of the hand

Math

Number identification  
Pattern copying

Identify numerals to 10

Copy geometric shapes with pegs

Copy pattern with beads

405

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Discussion: Looking at pictures

Animals: Animals work for their food and shelter

Animals use various parts of their bodies for work; beaver, raccoon, bees, ants, birds

Examining the structure of our hands: opposing thumb, why it is important; bones, muscles, skin

Writing numerals to 10, also writing them on chalk board and in wet sand

Simple games using fingers for numeral recognition and addition

Numerals made of clay

Peg boards - pattern copying in geometric shapes

Bead stringing - pattern copying

Ruled paper, 1" squares - pattern copying

Clock puzzle

Numeral puzzles with pegs

Made number book pages 1-10 using coloring, pasting animal pictures and printing using stamp pad

Peg boards and pegs and rubber bands

Beads and strings

Ruled paper and crayons

UNIT TITLE: USING OUR HANDS (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Drama

Pantomiming - workers move their hands

As a result of this unit, each child will be able to:

Pantomime 10 workers who use their hands

Music

Rhythm - we move in rhythm

Move in rhythm to music

407

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Pantomiming workers for others to guess

Music and rhythm activities:

Using hands in rhythm to music

- a) finger plays
- b) songs with motions
- c) clapping
- d) snapping

Using hands to create music rhythm instruments

- a) drums
- b) sticks
- c) bells
- d) castanets
- e) maracas

Observing and listening to others produce music

Our school band and string players  
Keller Junior High Band  
Teacher playing piano

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Practical skills (Continued)

Learning to write name in manuscript printing

Learning to dial own telephone number

409



UNIT TITLE: USING OUR HANDS (Continued)\_

CONCEPTS

BEHAVIORAL OBJECTIVES

Motor Skills

Eye-hand coordination - skill comes with practice

As a result of this unit, each child will be able to:

Throw a ball, catch a ball, climb a rope and follow the leader

Careers

People and their jobs:

Some people work with their hands

Tools people use:

Some people use tools in their work. Hands are tools

Likes

Dislikes

Name five workers who use their hands

Name five workers who use tools

Name the advantages and disadvantages of these jobs:

- a) mailman
- b) policeman
- c) fireman
- d) construction worker
- e) carpenter
- f) brick layer

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Physical Education:

Balls: throwing, catching, bouncing

Climbing ropes

Perceptual exercises following leader

Practical skills:

Drawing around hands and cut out

Learning to identify his own left and right hand

Using hands to make a useful product and to develop skill (see hands-on Activity Sheets)

- a) candles
- b) paddle wheel boat
- c) sewing card picture - ecology, re-using discards, styrofoam meat trays
- d) bricks and patio stones

Putting on outdoor clothing; practicing buttoning and zipping

Shoe tying using lacing boot and cardboard lacing frame - to take home

Lacing frames are made from tag board

Yarn is used to lace

Tips on yarn are masking tape

Learning to handle books correctly, how to turn the page by the corner

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

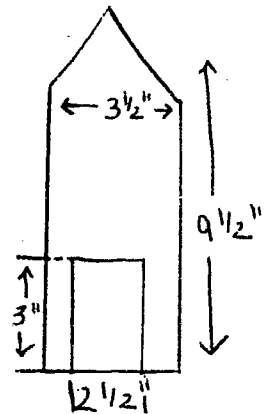
PADDLE WHEEL BOATS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

hammer  
dremel saw  
drill  
glue  
wood  
cardboard pattern  
pegs, spools, beads

staples and stapler  
paint - enamel  
paint brushes  
scissors  
nails  
dowels



#### B. Human Aides and Resources

College student

#### C. Procedures for this activity (with helpful hints)

1. Child traces around cardboard pattern of boat.
2. Saw on line using dremel saw.
3. Cut tongue depressor with scissors for paddle wheel.
4. Attach paddle wheel to rubber band with stapler.
5. Add scrap wood for cabin, with hammers and nails.
6. Add pegs, spools, beads or dowels, as desired (drill holes for pegs and dowels and glue in).
7. Paint.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CEMENT BRICKS AND PATIO STONES

II. ACTIVITY FORMAT:

A. Tools and Materials

molds for bricks 8" x 3-1/2"  
molds for patio stones 8" x 12"  
motor oil and brush for applying  
ready-mix cement and pail for mixing  
trowel and putty knife  
stick for stirring

B. Human Aides and Resources

Two 6th grade boys helped

C. Procedures for this activity (with helpful hints)

1. Apply oil thoroughly to inside of mold.
2. Stir cement with water, approximately 2 parts water to 1 part sand and cement mixture (Sakret).
3. Fill mold with cement and edge with putty knife. Smooth the top.
4. Allow to harden - 1 to 2 hours.
5. Put board on top and invert, tap to remove brick or patio stone.
6. Clean all tools thoroughly.
7. Don't use sink for washing hands or tools.
8. Keep cement away from face.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

wax	hot plate
dye	wicks (wire core)
old coffee pot	pencils or dowels
large pan	half-pint milk cartons

B. Human Aides and Resources

Mother helpers

C. Procedures for this activity (with helpful hints)

1. Place wax pieces in old coffee pot.
2. Set pot in hot water in large pan on hot plate.
3. After wax is melted, add dye and stir.
4. Children wrap wick around a pencil and place pencil in slits in top of milk carton.
5. Wired wick should be placed in center.
6. Pour wax. Let wax harden at room temperature.
7. Tear carton off. Wrap for a gift.

One mother watches wax carefully so that it doesn't over-heat or get spilled. We worked in groups of 6 or 7 each day.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: WEATHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth is surrounded by air. It is changes in the air or atmosphere which produce our weather. The weather affects our work and many people work in occupations that tell us what the weather will be.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

- Books: Snow  
How Weather Helps Us  
What Makes Rain?  
Weather for Beginners ..  
Rainshower  
Season of the Year  
One Rainy Day  
Picture Book of Weather  
What Is Weather?  
Let's Find Out About Weather  
Weather All Around  
Who's Afraid of Thunder  
Weather  
Look and Learn  
True Book of Air Around Us
- Poem: My Blue Balloon
- Film-  
strips: How the Weatherman Records and Forecasts Weather
- Records: Weather Songs  
Songs For A Rainy Day  
What Makes Rain?

2. Field Trips:

Playground - study clouds, winds  
City Airport - Weather Station

3. Human Resources:

Jerry Hodak, WXYZ-TV 557-9000

4. Activities:

Make weathervane

415

Daily and weekly weather chart  
Pinwheels  
Make hydrometer  
Snowball targets  
Bulletin board

Activity with no directions:

Make thermometer

UNIT TITLE: WEATHER

CONCEPTS

BEHAVIORAL OBJECTIVES

Science

Atmospheric conditions

As a result of this unit, each child will be able to:

Keep a daily chart of weather changes

Four Seasons

Illustrate the four seasons in the following manner:

- a) dress
- b) trees
- c) activities



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS.

Discussion

Reading Books

Films

Demonstrate evaporation by wetting chalk-board

Make a cloud with kettle and boiling water

Produce "water cycle" in a heavy plastic bag

Do thermometer water experiment

Make pop bottle thermometer

Construct a wind vane

Make cloud booklets (attached ditto)

Collect pictures of the four seasons

Make bulletin board showing same scene in different seasons

UNIT TITLE: WEATHER (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Computing temperature

As a result of this unit, each child will be able to:

Read a thermometer to the nearest 10 degrees

Social Studies

Weather affects jobs

Name three seasonal jobs

Name three jobs whose activities are dependent on weather forecasts

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Record temperatures on individual thermometers (dittos or fake thermometers)

Use glasses of hot water

Add ice

Students work in small groups and record on individual ditto with red crayon

Ice

Glasses

Thermometers

Red crayons

Dittos (attached copy)

Role playing an occupation in different seasons:

- a) carpenter
- b) tree trimmer
- c) crossing guard
- d) life guard
- e) grave digger
- f) farmer

Book - Weather All Around by Pine and Levine

Discussion

Example: Pilot  
Baseball player  
Farmer

Make a book - How Weather Affects Jobs

UNIT TITLE: WEATHER (Continued)

CONCEPTS

BEHAVIORAL OBJECTIVES

Careers

Weather forecasting or reporting  
Service functions of weather  
Careers

As a result of this unit, each child  
will be able to:

Describe the difference between a  
forecaster and a reporter and list  
functions

Language Arts

Writing

Contribute a word or idea to class  
weather picture dictionary

Art

Painting

Use water colors to paint a picture

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Discussion - tools, functions, attitudes</p> <p>Resource person - Jerry Hodak to visit - ask about tools used, functions of his job, what he likes about his job</p> <p>Role play: A weather reporter - (each child take a turn reporting after hearing daily weather report) (phone or newspaper)</p>	<p>Jerry Hodak</p>
<p>Make a class weather picture dictionary</p>	
<p>Watercolor a rain picture following the viewing of film</p>	<p>Movie - Rainshower</p>

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PINWHEELS

II. ACTIVITY FORMAT:

A. Tools and Materials

scissors  
crayons  
colored ditto paper (cut 6" x 6")  
straws, pins, masking tape

B. Procedures for this activity (with helpful hints)

1. Fold paper twice - corner to corner.
2. Cut on each line, half way to center.
3. Bend one section of each corner to center.
4. Push pin through the paper corners and the center of the paper - then through the straw.
5. Tape the end of the pin.
6. Color small red dot on one section.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HYGROMETERS

II. ACTIVITY FORMAT:

A. Tools and Materials

dremel saw  
brace and bit  
patterns  
1/4" plywood or masonite (8 x 8" squares)  
tempera paint  
blotter paper soaked in cobalt chloride

B. Human Aides and Resources

Parents to cut the masonite into 8" x 8" squares for us  
Parents to help on dremel saws

C. Procedures for this activity. (with helpful hints)

1. Trace patterns on masonite squares.
2. Cut on dremel saws.
3. Drill hole.
4. Paint and dry.
5. Glue blotter paper
6. Attach hanger.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The paper as viewed through the hole will turn pink when the humidity is high, blue when it is dry.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

WEATHER VANE

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

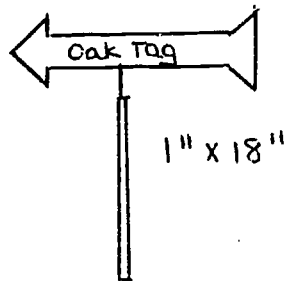
gimlet	1 pick-up stick per child
hammer	templates of cardboard
nail	tag board to make arrows
vise	signs indicating four compass
1" x 18" wood dowel per child	points

#### B. Human Aides and Resources

Supervisor to direct activity

#### C. Procedures for this activity (with helpful hints)

Build a weather vane to indicate wind direction.



2 arrows with pick-up sticks glued between hole drilled in dowel

After building children drill hole in ground and insert weather vane

1. Do in groups of four.
2. Each child makes two arrows - glue pick-up stick between. Let dry overnight.
3. Put dowel in vise. Start hole with nail and hammer. Remove nail and drill hole with gimlet.
4. Put arrows with sticks in hole.
5. Take out doors - put in ground. (Have signs up indicating N, S, E, W)
6. Determine wind direction.

### III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECORD WEATHER ON WEATHER BOARD AND CARDBOARD THERMOMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

tagboard with pockets for days of week and weather words  
(made by teacher)

B. Procedures for this activity (with helpful hints)

Record weather on weather board each day (teacher made)

Today is \_\_\_\_\_

The weather is \_\_\_\_\_

Pocket with days of week.

Pocket with weather words, "snowy", "rainy", "foggy", "dreary", "sunny"

Children go to weather board each morning. Choose day of week and put in place. Discuss weather. Teacher prints words children suggest - cold - hot - warm - rainy - snowy - foggy, etc. Children choose appropriate words each day. New words are added during year as weather changes. Children indicate temperature on thermometer.

Children bring in weather report cut from newspaper.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SNOWBALL TARGETS

II. ACTIVITY FORMAT:

A. Tools and Materials

a white vinyl shower curtain  
string  
magic markers in assorted colors

B. Human Aides and Resources

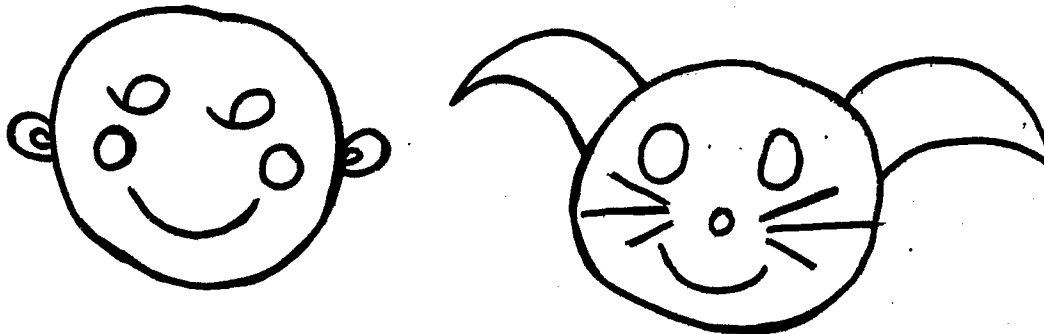
Teacher

C. Procedures for this activity (with helpful hints)

1. Children discuss and develop rules for snowball throwing, and penalties if rules not followed.
2. Children suggest and vote on designs to be used.
3. Put curtain on floor.
4. Teacher pencils in 2 designs, one on each half of curtain.
5. Children take turns coloring with markers.
6. Put string on four corners.
7. Take outside and tie on fence.
8. Throw balls at target.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Example



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BULLETIN BOARD - INTRODUCING UNIT

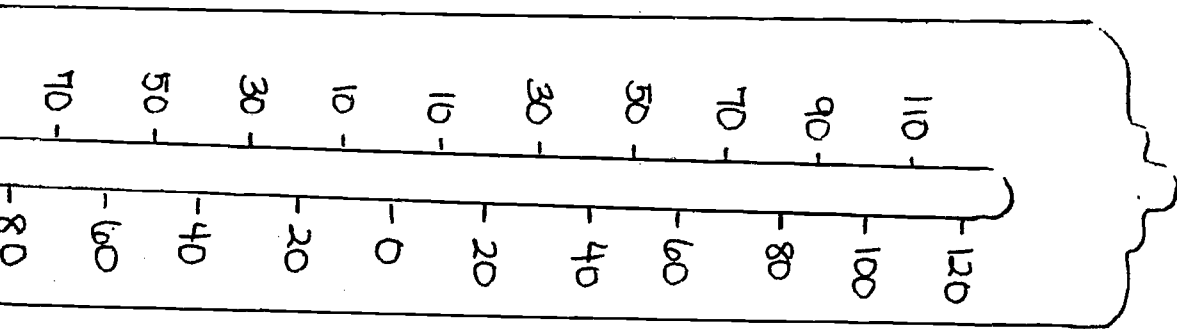
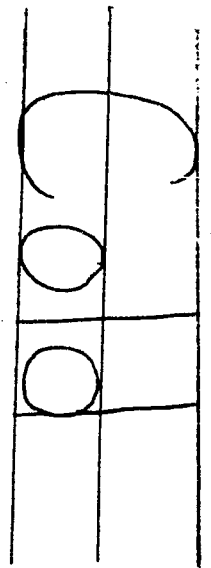
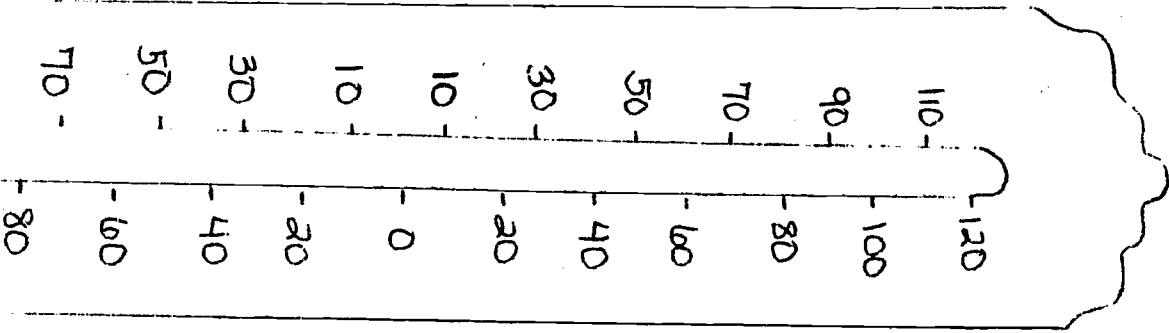
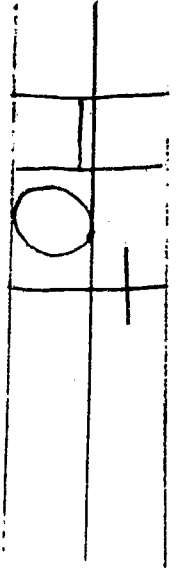
II. ACTIVITY FORMAT:

A. Procedures for this activity (with helpful hints)




1. Cut-out of sun
2. Plastic bag of air
3. Picture of rain
4. Lettering at top - Air, Sun, Water - make our weather
5. Children bring in pictures to add to board

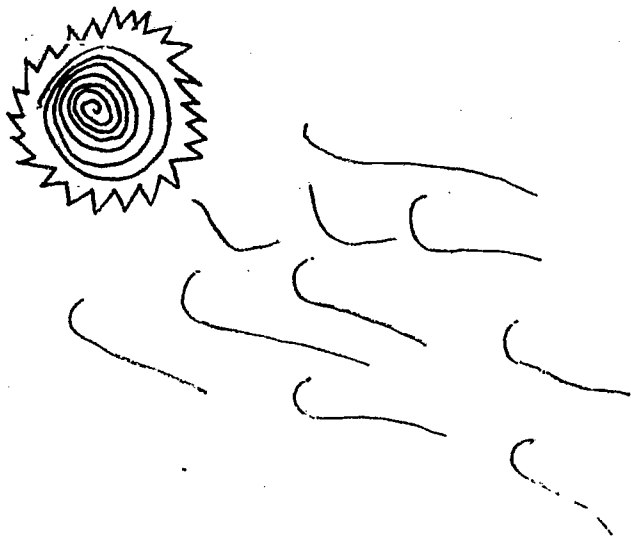
III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Name of Scientist \_\_\_\_\_



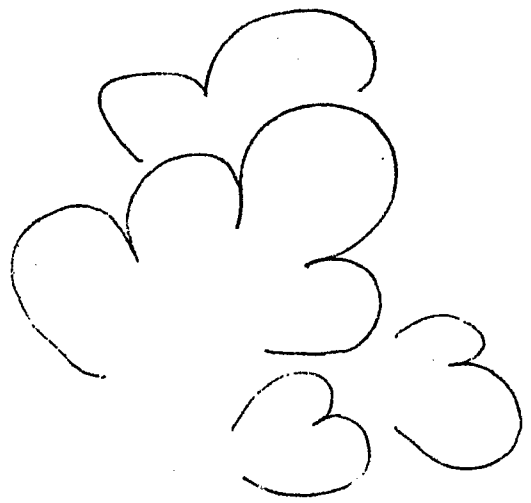
# 's Weather Chart

	Temperature 	Wind 	Clouds 
MONDAY			
TUESDAY			
43 WEDNESDAY			
THURSDAY			
FRIDAY			



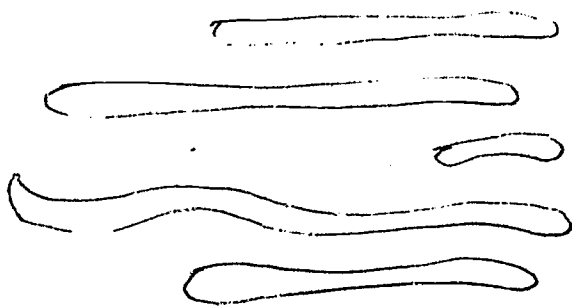
Cirrus Clouds

tell us  
the clear weather  
will probably change.



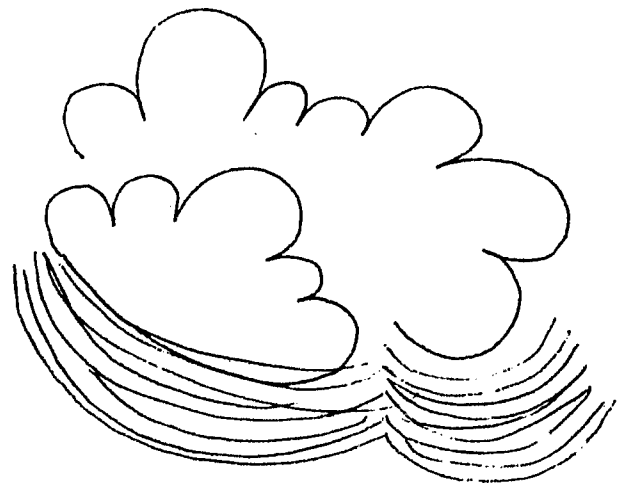
Cumulus Clouds

tell us  
we will probably  
have clear weather.



Stratus Clouds

tell us  
we will have rain.

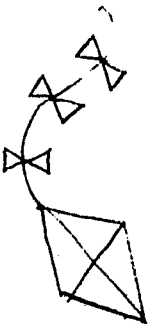


Cumulo-nimbus Clouds

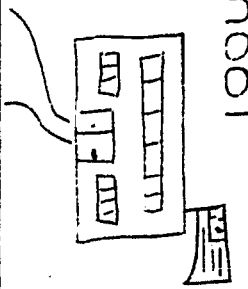
tell us  
we will probably have  
a heavy storm.



pool



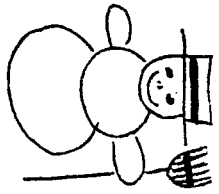
kite



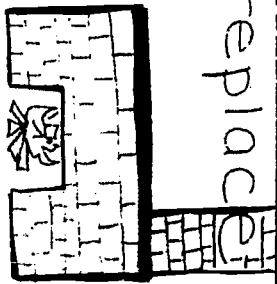
school



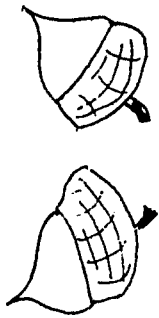
snow



snowman



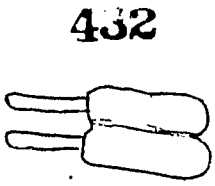
fireplace



nuts



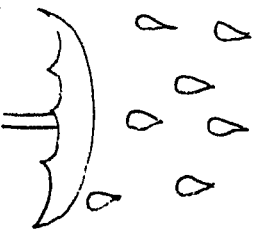
tree



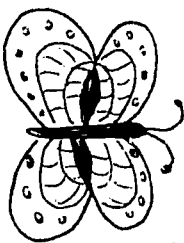
popsicle



apples



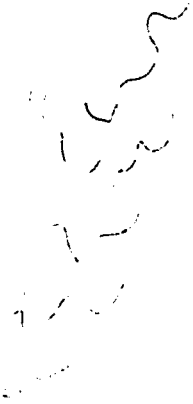
rain



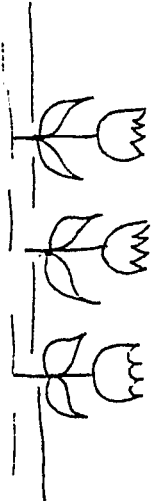
butterfly



robin



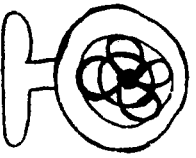
winds



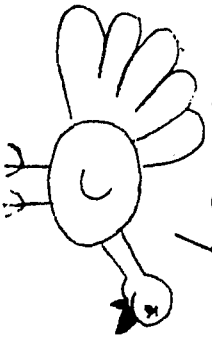
flowers



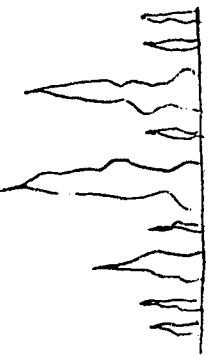
leaves



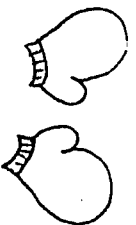
fan



turkey



icicle



mitten

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