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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 2 level with suggestions for introducing career education into the curriculum. The guide is divided into 33 units: social studies (5 units); mathematics (4 units); language arts (3 units); science (12 units); and health (9 units). Each unit contains objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

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CAREER MOTIVATION

GRADE 2

AKRON PUBLIC SCHOOLS
Akron, Ohio

CONRAD C. OTT
Superintendent

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CAREER MOTIVATION PROGRAM

Grade 2

**AKRON PUBLIC SCHOOLS
1972**

**Prepared By
The Office Of Career Education**

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Career Education Programs**

FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

| | |
|-------------------------|-----------------------|
| Mrs. Evelyn Kirk | Kindergarten |
| Mrs. Irene Rowe | First Grade |
| Mrs. Violet Barden | Second Grade |
| Mrs. Irene Rowe | Second Grade |
| Mrs. Jean Halfhill | Second Grade |
| Mrs. Jean Halfhill | Third Grade |
| Mrs. Judy Dotts | Fourth Grade |
| Mrs. Mary Becker | Fifth Grade |
| Mrs. Barbara Vassalotti | Sixth Grade |
| Miss Diane Sollberger | Sixth Grade |
| Mr. William Mannion | Curriculum Specialist |

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

To motivate students to want to become a part of the World of Work.

To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity, that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt with in the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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GRADE 2 — SOCIAL STUDIES

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CAREER MOTIVATION

GRADE 2

SOCIAL STUDIES—

COMMUNITY HELPERS

OBJECTIVES:

1. To help children develop an awareness of job opportunities in public health and safety.

CONCEPTS:

1. Some people need special knowledge and training to perform their jobs, such as nurses, doctors, dentists, firemen and policemen.

COMMUNITY HELPERS

TEACHER; APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

1. Have children ask parents to help them make a list of workers who come into their homes to work.
2. Make a chart of the workers.
3. The children form small groups or committees. Each group chooses certain workers. The group will report on the special clothes and tools the workers need.
4. Make a mural of the committee reports.
5. Take advantage of any workers that come to the school to make repairs, etc. Have the children interview the workers. Suggest a standard question form for the children to use when interviewing, such as:
 - a. What made you decide to take this job?
 - b. Do you like your job?
 - c. What are some of the things you like about your job?
 - d. How long do you have to work each day?
 - e. What tools do you use the most?

Writing paper, pencils

Chart paper

Mural paper, colored chalk or paint or crayons

School repairmen

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COMMUNITY HELPERS

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REFERENCES AND MATERIALS

Writing paper, pencils

Chart paper

Mural paper, colored chalk or
paint or crayons

School repairmen

GOAL STATEMENTS

1. Child will be able to share his list with the class.
2. Children will be able to combine their lists on the chart.
3. Students will be able to list the special clothes and tools the workers need.
4. Students will be able to combine their knowledge.
5. Children should be able to interview an available repairman.

COMMUNITY HELPERS

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>6. The children make a list of all the different workers they see at their school.</p> | | <p>6. Student compile seen at</p> |
| <p>7. Children may choose a job or worker and make a shoe box diorama.</p> | <p>Shoe boxes, paper, crayons, scissors</p> | <p>7. Childre the wor and us</p> |
| <p>8. Make a bulletin board of the school workers the children have interviewed.</p> | <p>Bulletin Board</p> | <p>8. Student the wor</p> |
| <p>9. Have children interview their fathers to find out whether they deal in goods or services. The children then report back to the class. The teacher then produces a list of workers and children try to decide in which category their parents belong.</p> | <p>Sample list: 1. Dentist 2. Doctor 3. Plumber 4. Tire builder 5. Carpenter 6. Road builder</p> | <p>9. Childre guish workers and the</p> |
| <p>10. Teacher makes a bulletin board of magazine pictures of goods and workers.</p> | <p>Pictures</p> | <p>10. Student whether produc perform</p> |
| <p>11. Make a class book or individual books of the worker and his tools, using magazine pictures or pictures the children draw.</p> | <p>Construction paper, magazine pictures, paper, crayons, scissors, paste</p> | <p>11. Childre associ tools.</p> |
| <p>12. Make a vocabulary chart of new words and terms the children have learned while studying the school workers.</p> | <p>Chart paper</p> | <p>12. Student the wor</p> |

COMMUNITY HELPERS

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REFERENCES AND MATERIALS

GOAL STATEMENTS

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they see
- job or
box
- of the
children
- how their
whether
services.
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teacher then
workers and
in which
belong.
- in board
of goods
- individual
and his
pictures
when draw.
- of new
children
dying
- Shoe boxes, paper, crayons,
scissors
- Bulletin Board
- Sample list:
1. Dentist
2. Doctor
3. Plumber
4. Tire builder
5. Carpenter
6. Road builder
- Pictures
- Construction paper,
magazine pictures, paper,
crayons, scissors, paste
- Chart paper
6. Students will be able to
compile a list of workers
seen at school.
7. Children will be able to show
the workers in their uniforms
and using their special tools.
8. Students will be able to identify
the workers.
9. Children will be able to distin-
guish the difference between
workers who perform services
and those who produce goods.
10. Students should be able to state
whether the picture shows a
product producer or a service
performer.
11. Children will be able to
associate the worker with his
tools.
12. Students will be able to use
the words and terms correctly.

COMMUNITY HELPERS

TEACHERS APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

13. List the different types of buildings in a neighborhood and match a worker to his place of work.

Chalk or chart paper

13. Student
assoc
the b
works

14. Make a bulletin board of different hats, shoes, or uniforms. Make a paper worker. The children match the worker to the hat, or simply have a child choose a hat or uniform. Then tell as much as he can about that worker.

Bulletin board, pictures

14. Student
match
with
the s

15. Discuss the fact that the school is part of the community and its needs change. Exp.: Building or remodeling the school for a learning center or team teaching. Installing new windows, new heating systems, removal of walls.

School building renovations

15. Student
expla
is be
the c
curric

16. Invite custodian or principal to explain how the needs of the school changed.

16. Student
list
school

17. Make posters to hang in halls about the changes and the workers involved in making the changes.

Big paper, -crayons

17. Student
draw
change
their

COMMUNITY HELPERS

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REFERENCES AND MATERIALS

Chalk or chart paper

Bulletin board, pictures

School building renovations

Big paper, crayons

GOAL STATEMENTS

13. Students will be able to associate the worker with the building in which he works.
14. Students will be able to match special clothing with the worker who wears the special clothing.
15. Students will be able to explain how their school is being remodeled to meet the changing needs of the curriculum and community.
16. Students will be able to list new needs of their school.
17. Students will be able to draw posters showing the changes being made in their school building.

COMMUNITY HELPERS

TEACHERS APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>8. Have the children draw pictures of how the school looked before and how they think it will look when the work is done.</p> | <p>Paper, crayons</p> | <p>18. Child imagi</p> |
| <p>19. Walk to the closest high school to view the new vocational wing that has been added or is being added. Later, draw pictures of workers they saw or workers they know about that probably worked on the building.</p> | <p>Field trip permission slips Paper, crayons</p> | <p>19. Stud pictu</p> |
| <p>20. Policeman. a. Invite a policeman to speak. b. Interview an officer and report to the class. c. Discuss advantages and disadvantages of this job.</p> | <p>Use book: Slobodkin - <u>Read About the Policeman</u> Use Filmstrip - Fs 1179 - Policeman</p> | <p>20. Stud work</p> |
| <p>21. Fireman. a. Invite a fireman to speak. b. Interview a fireman. c. Visit a fire station. d. Visit the training station.</p> | <p>Utilize books such as - <u>Read about the Fireman</u> Use films and filmstrips on fireman and firefighting</p> | <p>21. Stud work</p> |
| <p>22. Postman. a. Interview or invite a postman to speak to the class. b. Visit a post office. c. Make a mural showing of the different workers who handle mail from the time it is deposited in the mailbox until the addressee receives it.</p> | <p>Use books such as - <u>Read About the Postman</u> Use filmstrips such as FS1181 - The Mailman</p> | <p>22. Stud work</p> |

COMMUNITY HELPERS.

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REFERENCES AND MATERIALS.

Paper, crayons

Field trip permission slips

Paper, crayons

Use book: Slobodkin - Read
About the Policeman

Use Filmstrip - Fs 1179 -
Policeman

Utilize books such as - Read
about the Fireman

Use films and filmstrips on
fireman and firefighting

Use books such as - Read
About the Postman

Use filmstrips such as FS1181 -
The Mailman

GOAL STATEMENTS

18. Children will be able to imagine the finished changes.
19. Students will be able to draw pictures of workers.
20. Students will be able to list work tasks of a policeman.
21. Students will be able to list work tasks of a fireman.
22. Students will be able to draw work tasks of postal employees.

TEACHERS APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

23. Doctor.
a. Invite a doctor to speak to the class.
b. Visit a hospital.
24. Nurse.
a. Invite a nurse to speak to the class.
b. Visit a hospital.
c. Discuss the many kinds of nurses.
25. Ambulance Driver.
a. Invite an attendant to talk to the class.
26. Small Shop Owner
a. Visit a small shop.
b. Invite the owner of a small shop to tell about his business.
27. Owner or manager of a large store, supermarket, or department store.
a. Visit one or more of these establishments.
b. Invite workers to tell about their jobs.
28. Urban Renewal.
a. Invite a speaker to tell about urban renewal.
b. Visit an urban renewal site.
c. Make a pioneer village and a modern community.
d. Make a mural contrasting the jobs available in an old and a new community.

20

Books such as - First Book of Nursing, and First Book of Hospitals

23. Stud some

24. Stud the

25. Stud play ambu

26. Stud play shop

27. Stud work empl

28. Stud befo the

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COMMUNITY HELPERS...

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REFERENCES AND MATERIALS

GOAL STATEMENTS

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Books such as - First Book
of Nursing, and First Book
of Hospitals

23. Students will be able to list
some work tasks of a doctor.

24. Students will be able to list
the kinds of nurses.

25. Students will be able to role
play the work tasks of an
ambulance attendant.

26. Students will be able to role
play the work tasks of a small
shop owner.

27. Students will be able to draw
work tasks of supermarket
employees.

28. Students will be able to draw
before and after pictures of
the urban renewal sites.

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COMMUNITY WORKERS IN RECREATION

TEACHERS APPROACH AND
PUPIL ACTIVITIES

1. Children tell about their vacations. They list all the workers they can recall who helped them enjoy their vacation.
2. Let the children role play some of the workers they saw while on vacation. Perhaps three children can be the family coming to the motel. Another two children can be the motel owner or operator, etc.

Do similar role playing about visits to a restaurant, a swimming pool, a fun park, etc.

REFERENCES AND MATERIALS .

1. Class
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2. Child
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COMMUNITY WORKERS IN RECREATION

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REFERENCES AND MATERIALS

GOAL STATEMENTS

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un park, etc.

1. Class will be able to list workers who help make vacations enjoyable.
2. Children will be able to role play the work tasks of workers whose primary job is to service travelers or vacationers.

TRANSPORTATION

TEACHERS APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

1. Use the SVE Picture Kit. It contains a record of the sights and sounds of various forms of transportation and the workers involved.
Example: Tug Boat and Barge, Truck Terminal, Train switchyard, etc.
2. With teacher's help, children could write experience stories about each type of transportation and worker. Then draw pictures to compose a small booklet, either class or individual.
3. Make a bulletin board of changes in transportation over the last 100 years and how this has affected jobs and workers, such as livery stables compared to taxis.
Stage coach to trains, busses and planes.
Sailing ships to planes and diesel ships.
4. Let the children role play an out-of-date worker in transportation, and a modern transportation worker.
5. Give each child a picture of a product to be sent to another city. Each child draws the type of transportation needed for his particular item, such as pictures of a can of milk (farm), basket of apples, cars, mail, etc.

SVE Picture Kit
Transportation

Bulletin board, paper,
crayons

Pictures from magazines,
paper, crayons

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TRANSPORTATION

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REFERENCES AND MATERIALS

SVE Picture Kit
Transportation

Bulletin board, paper,
crayons

Pictures from magazines,
paper, crayons

GOAL STATEMENTS

1. Children will be able to list at least five workers who are involved in some type of transportation.
2. Students should be able to imagine the journeys and experiences of the workers or of the tug boat, etc.
3. Students will be able to see the changes in transportation.
4. Students will be able to role play work tasks of transportation workers years ago and now.
5. Students will be able to pair a particular product with its mode of transportation.

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TRANSPORTATION

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p>6. Bus Driver.</p> <ul style="list-style-type: none"> a. Take a ride on a bus. b. Visit the bus terminal. c. Interview a driver. | <p>Filmstrip such as, FS 1182 Bus Driver</p> | <p>6. Stu wor</p> |
| <p>7. Truck Driver.</p> <ul style="list-style-type: none"> a. Visit a truck terminal b. Invite a long distance driver to speak. c. Interview a local driver and give an oral report to the class. | <p>Suggested Filmstrips, FS1199 Trucks - FS 375 Trucks at Work</p> | <p>7. Stu wor</p> |
| <p>8. Delivery Man.</p> <ul style="list-style-type: none"> a. Invite a delivery man to speak. b. Discuss the types of stores which might employ delivery men. | | <p>8. Stu sto men</p> |
| <p>9. Railroad Workers</p> <ul style="list-style-type: none"> a. Arrange an interview with a worker. b. Visit a roundhouse to observe maintenance workers (since passenger service has been discontinued, try A.C. & Y.R.R.) | <p>Suggested filmstrips: FS 556 Working on the Railroads FS 372 Passenger Trains at Work FS 1197 The Freight Train</p> | <p>9. Stu wor</p> |
| <p>10. Auto Repairman</p> <ul style="list-style-type: none"> a. Invite a tow-truck operator bodyman or painter to speak to the class. b. Visit a repair shop. | | <p>10. Stu wor rep</p> |

TRANSPORTATION

COACH AND ACTIVITIES

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REFERENCES AND MATERIALS

Filmstrip such as, FS 1182
Bus Driver

Suggested Filmstrips, FS1199
Trucks - FS 375 Trucks at Work

Suggested filmstrips:
FS 556 Working on the Railroads
FS 372 Passenger Trains at Work
FS 1197 The Freight Train

GOAL STATEMENTS

6. Students will be able to list work tasks of a bus driver.
7. Students will be able to list work tasks of a truck driver.
8. Students will be able to list stores which employ delivery men.
9. Students will be able to draw work tasks of railroad workers.
10. Students will be able to list work tasks of various auto repairmen.

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TRANSPORTATION

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOALS

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p>11. Highway Department Worker. a. Invite a highway engineer to talk to the class. b. Invite a maintenance crew member to talk. c. Interview a member of a road-building crew.</p> | <p>Available filmstrip: FS 378 Road Builders at Work</p> | <p>11. St li hi</p> |
| <p>12. Aircraft Designer. a. Interview a designer or engineer. b. Design a bulletin board showing jobs in the aerospace industry.</p> | | <p>12. St li in</p> |
| <p>13. Aircraft Worker. a. Invite a worker to tell about the construction of an airplane or blimp.</p> | <p>Suggested filmstrip: FS 377 Airplanes at Work</p> | <p>13. St dr st</p> |
| <p>14. Pilot a. Invite a pilot to talk to the class. b. Visit the weather station to show how associated jobs aid pilots. c. Visit a pilot training school.</p> | <p>Filmstrip as above</p> | <p>14. St li</p> |
| <p>15. Astronaut a. Use photos and news clippings to introduce this job. b. Make a bulletin board showing present and former astronauts and the differences in which they have made their trips.</p> | <p>Magazines and newspapers Graded newspapers as Weekly Reader or News Ranger. Commercially prepared slides.</p> | <p>15. St di as</p> |

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TRANSPORTATION

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REFERENCES AND MATERIALS

Available filmstrip: FS 378
Road Builders at Work

Suggested filmstrip:
FS 377 Airplanes at Work

Filmstrip as above

Magazines and newspapers
Graded newspapers as Weekly
Reader or News Ranger.
Commercially prepared slides.

GOAL STATEMENTS

11. Students will be able to list or draw the many highway department workers.
12. Students will be able to list jobs in the aerospace industry.
13. Students will be able to draw pictures of the construction of aircraft.
14. Students will be able to list work tasks of a pilot.
15. Students will be able to discuss work tasks of an astronaut.

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TRANSPORTATION

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------|-----|
| 16. | Stewardess | 16. |
| a. | Invite a stewardess to talk to the class. | |
| b. | Arrange chairs as in a plane and use role-playing to show the many duties of a hostess. | |
| 17. | Airport Employees | 17. |
| a. | Visit the airport. | |
| b. | Make a mural showing the various ground personnel needed for adequate passenger and freight service. | |
| 18. | Dock Worker | 18. |
| a. | Visit a harbor to see different ships being loaded or unloaded. | |
| 19. | Sailor | 19. |
| a. | Invite a member of the merchant marine or Navy to tell about the many kinds of jobs aboard different kinds of vessels. | |

TRANSPORTATION

ACH AND
ITIES .

REFERENCES AND MATERIALS

GOAL STATEMENTS

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16. Students will be able to role play work tasks of a stewardess.
17. Students will be able to draw work tasks of airport employees.
18. Students will be able to draw work tasks of dock workers.
19. Students will be able to list work tasks of a sailor.

COMMUNICATION

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

1. Discuss and make a list of all forms of communication which students can think of; such as, telephone, television, radio, newspaper, etc. Then narrow the list to those forms that come into the home.
2. Have the children watch a favorite television show. Then tell how many jobs they think were involved in bringing the show to them.
3. Use the Bell Telephone Kit. The children list all the workers they can think of that use the telephone.
4. Role play a telephone conversation between a doctor and a patient. Or a policeman and some one needing help. Or a school secretary and a mother. While role playing help the children learn good telephone manners.
5. Take a field trip to the school office. Listen and watch the secretary answer the phone. Discuss the proper telephone technique she used.

Bell Telephone Kit

School office and secretary.

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COMMUNICATION

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REFERENCES AND MATERIALS

GOAL STATEMENTS

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Bell Telephone Kit

School office and secretary.

1. Students will be able to list various forms of communication.
2. Students will be able to list many jobs involved in producing and televising a show.
3. ~~Students will~~ be able to list many workers who use the telephone.
4. Students will be able to role play good telephone manners.
5. Students will be able to explain proper telephone technique for using a business phone.

COMMUNICATION

TEACHER APPROACH AND PUPIL ACTIVITIES

6. After showing the films in the Bell Telephone Kit, discuss the communications methods used years ago, how communication has changed, and how jobs and workers have changed.
7. Make a book of pictures the children draw of pony express, Indian and smoke signals, Roman runner, etc.
8. Have children bring in a picture from magazines or newspapers of a communication worker. Paste on cardboard or tagboard. Then cut into a puzzle the children can put together.
9. Make a T.V. story of the history of communication. Children draw and color the pictures on a long roll of paper. Pull the paper through a cardboard carton to depict a T.V. set. Children can tell the story as the roll moves.
10. Telephone Company Workers
 - a. Invite different workers to tell about their jobs: linemen, installers, repairmen, operators.
 - b. Visit Ohio Bell Telephone Co.
 - c. Visit a Summit Telephone Co. installation.

REFERENCES AND MATERIALS

- Movie projector
- Paper, pencils, crayons, construction paper
- Magazine pictures, tagboard, paste
- Cardboard carton, long mural paper, crayons
- Use films: We Learn About the Telephone.
The Telephone

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COMMUNICATION

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Telephone Co.
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REFERENCES AND MATERIALS

Movie projector

Paper, pencils, crayons,
construction paper

Magazine pictures, tagboard,
paste

Cardboard carton, long mural
paper, crayons

Use films: We Learn About the
Telephone.
The Telephone

GOAL STATEMENTS

6. Students will be able to list changes in methods of communications and workers needed.
7. Students will be able to draw pictures of various types of communication.
8. Children will be able to recognize communication workers.
9. Children will be able to draw pictures illustrating the history of communication.
10. Students will be able to list many workers needed by a telephone company.

COMMUNICATION

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

11. Radio or Television Announcer
 - a. Visit WAKR to observe an announcer and the other workers involved in putting a program on the air.
 - b. Use role-playing to put on a TV program.

12. Newspaper Worker
 - a. Invite a writer or editor to speak to the class.
 - b. Visit the Beacon Journal to observe.
 - c. Invite a newsboy to talk.
 - d. Make a mural showing various steps from news event to doorstep delivery
 - e. Make a classroom newspaper

Read: Let's Go To a TV Station

Read: Let's Go To a Newspaper

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COMMUNICATION

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REFERENCES AND MATERIALS

GOAL STATEMENTS

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Read: Let's Go To a TV
Station

11. Students will be able to
role play a television
production.

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event to doorstep
m newspaper

Read: Let's Go To a Newspaper

12. Students will be able to
draw pictures of the news
gathering and printing
process.

TEACHER APPROACH AND
PUPIL ACTIVITIES ...

REFERENCES AND MATERIALS...

1. During Fire Prevention Week, discuss the fireman's job and how he must follow certain rules and regulations on his job.
Discuss various aspects of his job -
 - a. Care of truck and equipment.
 - b. Putting out fires .
 - c. Education for preventing fires.
 - d. Inspection of public buildings and homes.
 Discuss how firemen come to school to inspect and educate. Also, why we have to have certain rules and regulations for having a good fire drill.

2. Practice fire drill once the wrong way and then the right way. Discuss why one worked better than the other.
Discuss who makes the rules and who enforces them.
Teacher makes the rules and it's part of firemen's job to see that they are followed.

3. When firemen come for the inspection, make arrangements to take children out to see the truck and equipment, and to talk to the firemen about their jobs.

Firemen and trucks

WORKERS AND RULES.

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REFERENCES AND MATERIALS.

Firemen and trucks

GOAL STATEMENTS

1. Children will be able to list work tasks of a fireman.
2. Children should be able to explain why fire drill rules must be obeyed.
3. Children will be able to draw firemen and their equipment.

WORKERS AND RULES

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS.

GOALS

- | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----|----------------------------------|
| <p>4. Make a list of the tools a fireman uses.</p> | | 4. | <p>Stude list tools</p> |
| <p>5. Invite the patrol boys to explain the rules and regulations he must follow in performing his job. Relate this information to the job of being a traffic officer.</p> | <p>Patrol boys</p> | 5. | <p>Stude work patro</p> |
| <p>6. Walk to the nearest intersection and practice crossing the street the correct way. When you return to the classroom, discuss the reasons why the rules were made this way.</p> | <p>Permission slips needed</p> | 6. | <p>Stude expla the s</p> |
| <p>7. Draw two pictures. a. One, a schoolroom that has no rules and regulations. b. Two, a schoolroom displaying rules and regulations.</p> | | 7. | <p>Stude the d rooms</p> |
| <p>8. Have a short period of time in which the children are expected to follow no rules and regulations, within reason. Follow-up with a discussion of what they have learned and what would happen if our community had no policemen to enforce rules</p> | | 8. | <p>Child what rules</p> |

WORKERS AND RULES

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REFERENCES AND MATERIALS.

GOAL STATEMENTS

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Patrol boys

Permission slips needed

4. Students will be able to list or draw the fireman's tools.
5. Students will be able to list work tasks of the school patrol boys.
6. Students will be able to explain rules for crossing the street.
7. Students should be able to see the difference between the two rooms.
8. Children will be able to state what happens when there are no rules or regulations.

SUGGESTED FIELD TRIPS

Main Post Office
 Fireman's Training Station
 Fire Station
 Police Station
 Airport
 Railways of America
 Trucking Company
 Courthouse
 Health Department
 Children's Hospital
 Doctor's Office
 Dentist's Office
 Nursing Home
 Optician
 WAKR-TV
 Public Library
 Beacon Journal
 Farm
 Dairy
 Bakery
 Restaurant
 Acme Warehouse
 APS Central Kitchen
 Supermarket
 Cider Mill
 Candy Company
 Potato Chip Company
 Bank
 Florist
 Department Store
 Toy Store
 Drug Store
 Service Station
 Cleaner
 Weather Station

Hale Homestead
 APS Administrati
 School Office
 Tour School Buil
 Goodwill Industr

Suggested Televisio

Let's Build a Ci
 Other Families,
 Explorers Unlimi

SUGGESTED FIELD TRIPS

Office
 Training Station
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Hale Homestead
 APS Administration Building
 School Office
 Tour School Building
 Goodwill Industries

Suggested Television Programs

Let's Build a City
 Other Families, Other Friends
 Explorers Unlimited

SUGGESTED SPEAKERS

| | |
|-------------------------------------|-------------------------------------|
| Grocer | Factory Workers |
| Baker | Bank Teller |
| Postman | Cashier |
| Fireman | Accountant-Bookkeeper |
| Policeman | Billing Clerk |
| Pilot | Dressmaker |
| Bus Driver | Servicemen or women |
| Truck Driver | (Active or Reserve) |
| Attorney | Delivery Man |
| Railroad Engineer | Garbage - Trash Collector |
| Stewardess | Principal |
| Doctor | School Secretary |
| Nurse | Custodian |
| X-Ray Technician | Food Service Worker |
| Practical Nurse | School Nurse |
| Nurse's Aide | Teacher |
| Dietitian | Teacher Aide |
| Insurance Man | Counsellor |
| State Senator or Representative | Librarian |
| Electric Company Linemen | Resource Teacher |
| Telephone Company Repairmen | Surveyor |
| Electrician | Road Builder and Maintenance Worker |
| Plumber | PTA Volunteer Worker |
| Carpenter | Goodwill Industry Worker |
| Mason | Red Cross Volunteer |
| Contractor | Commercial Artist |
| Veterinarian | Clergyman |
| Scuba Diver | Shoe Repairman |
| Urban Renewal - Model City Director | Barber |
| Salesman | Beautician |
| Author | Waiter |
| Newspaper Writer | Waitress |
| Radio or TV Announcer | Cook |
| Office Worker | Engineers |
| Sales Clerk | Architects |
| Mechanic | Chemist |
| Gas Station Attendant | Lab Technician |
| Tire Builder | Radio-TV Repairman |
| Zoo Worker | Veterinarian |

SUGGESTED SPEAKERS

| | |
|--------------------------------------------|----------------------|
| Factory Workers | Museum Curator |
| Bank Teller | Pharmacist |
| Cashier | Dentist |
| Accountant-Bookkeeper | Dental Hygienist |
| Billing Clerk | Machinist |
| Dressmaker | Tailor |
| Servicemen or women (Active or Reserve) | Mover |
| Delivery Man | Musician |
| Garbage - Trash Collector | Caterer |
| Principal | Homemaker |
| School Secretary | Mother |
| Custodian | Fisherman |
| Food Service Worker | Farmer |
| School Nurse | Product Designer |
| Teacher | Model Maker |
| Teacher Aide | Professional Athlete |
| Counsellor | |
| Librarian | |
| Resource Teacher | |
| Surveyor | |
| Road Builder and Maintenance Worker | |
| PTA Volunteer Worker | |
| Goodwill Industry Worker | |
| Red Cross Volunteer | |
| Commercial Artist | |
| Clergyman | |
| Shoe Repairman | |
| Barber | |
| Beautician | |
| Waiter | |
| Waitress | |
| Cook | |
| Engineers | |
| Architects | |
| Chemist | |
| Lab Technician | |
| Radio-TV Repairman | |
| Veterinarian | |

WORLD OF WORK

BOOKS

| | | |
|------------------------------------------------------|-------|---------|
| Come to Work With Us In a Television Station | ----- | Sextant |
| Come to Work With Us On a House Construction Project | ----- | Sextant |
| Come to Work With Us in a Hospital | ----- | Sextant |
| Come to Work With Us in an Airport | ----- | Sextant |
| Come to Work With Us in an Aerospace Complex | ----- | Sextant |

At the Airport)
 At the Bakery)
 At the Bank)
 At the Dairy)
 At the Library)
 At the Pet Hospital)
 At the Post Office)
 At the Railroad Station)
 At the Zoo)

Melmont Publications

About Helpers Who Work at Night)
 About Men at Work)
 About People Who Run Your City)
 About the Pilot of a Plane)
 About Policemen Around the World)
 About Truck Farming)

| | | |
|---------------------------------------------------|-------|-----------|
| Auto Mechanic | ----- | Follett |
| Practical Nurse | ----- | Follett |
| The Milters and Willie B. Butcher, Baker, Chef | ----- | Follett |
| Department Store Worker | ----- | Follett |
| Office Worker | ----- | Follett |
| Retail Sales Clerk | ----- | Follett |
| Service Station Attendant | ----- | Follett |
| Everyone Has Important Jobs to Do | ----- | Elk Grove |
| Where Things We Use Come From | ----- | Elk Grove |
| How People Learned to Move About | ----- | Elk Grove |
| How Things We Use Are Made | ----- | Elk Grove |
| Auto Mechanic | ----- | IPD |
| Food Field | ----- | IPD |

WORLD OF WORK

BOOKS

| | | |
|------------------------------------------------|-------|--------------------------|
| Health Work | ----- | IPD |
| Machine Shop Work | ----- | IPD |
| Retail Sales Work | ----- | IPD |
| Welding | ----- | IPD |
| What Happens When You Mail a Letter | ----- | Reilly and Lee |
| What Happens When You Travel by Plane | ----- | Reilly and Lee |
| What Happens When You Make a Telephone Call | ----- | Reilly and Lee |
| What Happens When You Build a House | ----- | Reilly and Lee |
| What Happens When You Spend Money | ----- | Reilly and Lee |
| What Happens In a Car Factory | ----- | Reilly and Lee |
| Let's Go to a Bakery | | |
| Let's Go to a Firehouse | | |
| Let's Go to a Newspaper | | |
| Let's go to a Police Station | | |
| Let's Go to a Rocket Base | | |
| Let's Go to a Sanitation Department | | |
| Let's Go to a Supermarket | | |
| Let's Go to a Television Station | | |
| Let's Go to The Library | | |
| Let's Go to The Telephone Company | | |
| Let's Go to Watch a Building Go Up | | |
| Let's Go to a Garage | | |
| Burt, The Policeman |) | |
| Betty and Her Typewriter |) | |
| Charley, the TV Repairman |) | |
| Cool IT, Man |) | |
| Frank, The Vending Machine Repairman |) | McGraw-Hill Publications |
| Joe, The Retail Salesman |) | |
| John, The Second Best Cook in Town |) | |
| Judy, The Waitress |) | |
| Keep It Clean |) | |
| Ned, The Taxicab Driver |) | |

McGraw-Hill Publications

47

WORLD OF WORK

BOOKS

Nick, The Waiter)
 Pete, The Service Station Attendant) McGraw-Hill Publications
 Sandy, The Lineman)
 Tom, The Merchant Seaman)

Airplanes - How They Work ----- G. P. Putnam's Sons
 Television - How They Work
 Automobiles - How They Work
 Weather Instruments - How They Work
 Helicopters in Action
 Smoke Eaters
 I Know an Airplane Pilot
 I Know an Animal Doctor
 I Know a Baker
 I Know a Garageman.
 I Know a Grocer
 I Know a Truck Driver

What Daddies Do ----- Hallmark
 What Boys Can Be
 What Girls Can Be

The First Book of Machines ----- Franklin Watts
 The First Book of Mining
 The First Book of Hospitals
 The First Book of Oil
 The First Book of Roads
 The First Book of Nurses
 The First Book of Supermarkets
 The First Book of Lumbering
 The First Book of How To Fix It
 The First Book of Firemen
 Let's Find Out About Policemen
 Let's Find Out About Firemen
 Let's Find Out About Tools
 Let's Find Out About Farms
 Farms

WORLD OF WORK

BOOKS

City Workers

A Trip Through a School

Read About the Librarian

Read About the Teacher

The Operating Room

Forecasting the Weather

The Emergency Room

First Book of Printing.

What Do People Do All Day?

Animal Doctors: What They Do

Building a Skyscraper

Busy Office, Busy People

Fire Snorkel No. 7

Good Morning, Teacher

Miss Terry at the Library

Mr. Zip and the U.S. Mail

Dairyman Don

News Travels

Squad Car 55

What Will the Weather Be?

Wings and Wheels

Pat the Playground Leader

Families at Work

Neighbors at Work

Cities at Work

----- Random House

WORLD OF WORK

FILMS

(Available from Akron Board of Education)

| | | | |
|------|-----------------------------------------|------|---------------------------------------|
| 464 | A Community Keeps Healthy | 79 | Going to School is Your Job |
| 336 | An Airplane Trip By Jet | 1253 | Let's Visit A Shopping Center |
| 724 | The City | 136 | The Mailman |
| 592 | Clothing | 1034 | Making Work Easier |
| 1621 | Communities Keep Clean | 1194 | Money In The Bank - and Out |
| 508 | The Community Airport | 1555 | My City |
| 1198 | Community Helpers: The Sanitation Dept. | 57 | New House: Where It Comes From |
| 491 | Community Service | 141 | The Policeman |
| 1240 | Dairy Farm To Door | 1409 | Ships Need a Harbor |
| 1122 | Electricity and How It Is Made | 274 | Truck Transportation on the Long Haul |
| 216 | Farm Animals | 189 | Wendy's Christmas Card |
| 774 | Farm Yard Babies | 48 | What Our Town Does For Us? |
| 202 | The Fireman | 54 | Where Does Our Food Come From? |
| 1410 | Food For The City: Produce | 746 | Wholesale Produce Market - Part I |
| 305 | Food For The City: Wheat and Flour | 747 | Wholesale Produce Market - Part II |
| 524 | The Food Store | 1518 | People Are Different and Alike |
| 665 | Frisky, The Calf | 464 | A Community Keeps Healthy |
| 115 | Frozen Food | | |

WORLD OF WORK

FILMSTRIPS

(Available from ~~Akron Board~~ Board of Education)

| | | | |
|---------|--------------------------------|---------|-------------------------------------|
| FS 437 | We Communicate With Each Other | FS 1196 | The Passenger Train |
| FS 1702 | Playing Community Helpers | FS 1345 | The Story of a Boxcar |
| FS 1195 | Airplanes | FS 571 | The Story of Bread |
| FS 1200 | Boats and Ships | FS 326 | The Story of Children's Shoes |
| FS 2 | Bob Osborn, Farm Boy | FS 3 | The Story of Corn |
| FS 31 | Building a House | FS 588 | The Story of Cotton |
| FS 1198 | Buses | FS 572 | The Story of Fruits and Vegetables |
| FS 129 | Buying a Pet | FS 647 | The Story of How Apples Grow |
| FS 223 | Family Helpers | FS 586 | The Story of Leather |
| FS 187 | A Family Shopping Trip | FS 573 | The Story of Meat |
| FS 1413 | The Food Store | FS 570 | The Story of Milk |
| FS 1197 | The Freight Train | FS 585 | The Story of Rubber |
| FS 1411 | Getting Food Ready For Market | FS 661 | The Story of Wool |
| FS 1697 | Going Downtown | FS 1303 | Supplying Food for Our Cities |
| FS 1342 | Going Places Safely by Rail | FS 1199 | Trucks |
| FS 1698 | Going Places (Transportation) | FS 265 | The Tugboat Has a Job |
| FS 29 | How the City is Fed | FS 1341 | Working on the Railroads |
| FS 61 | Janet Visits a Dairy Farm | SFS 270 | Robert's Family and Their Neighbors |
| FS 477 | The Librarian | SFS 268 | Robert Goes Shopping |
| FS 490 | The Milkman | SFS 267 | Robert and His Father Visit the Zoo |

Akron Public Library

Workers for the Public Welfare (9 filmstrips)

Teachers, Fire Fighters, Librarians, Policemen, Postal Workers, Playground Workers,
Sanitation Workers, Social Workers, Transportation Workers

Knowing Our School
Community Services
Living on Man's Earth
The Story of Milk
The Story of Bread
The Story of Fruits and Vegetables
The Story of Meat
Fathers Work
Mothers Work
Taking a Trip With A Book
What Is a Mayor

Just a Secretary
Just a Teller
School Helpers
Community Helpers
How Automobiles Are Made
How Books Are Made
How Money Is Made
How Paper Is Made
Oldest In The Class,
My Teacher
What is a Congressman

Americans at Work
Harvest From the Sea
A Visit to The Library
Hook and Ladder
Men in Blue - Policemen
Special Delivery - Our Post
Office
How to Read a Newspaper
What Doctor Sees When He Looks
At You
What is a President

GRADE 2

SOCIAL STUDIES

WORLD OF WORK

FILMSTRIPS WITH RECORDS

Community Series
Helpers and Services
Community Helpers
Home Servicers
 Mail Delivery
 Dairy Products Delivery
Retail Store Workers
 Drug Store
 Supermarket
 Service Station
Utility Workers
 Electrical Servicers
 Gas and Oil Servicers
 Telephone Servicers
Making It

52

GRADE 2

SOCIAL STUDIES

STUDY PRINTS

| | |
|--------------------------------------|---------------------|
| Postal Helpers | SVE |
| Dairy Helpers | |
| Supermarket Helpers | |
| Hospital Helpers | |
| My Community | David Cook Pub. Co. |
| Home and Community Helpers | |
| Children and the Law | |
| School and School Helpers | |
| Police Department Helpers | SVE |
| Fire Department Helpers | |
| School Friends and Helpers | |
| Neighborhood Friends and Helpers | |
| Keeping The City Clean and Beautiful | |

PUZZLES

| | |
|----------------|------------------|
| Farmer | Waitress |
| School Teacher | Bus Trip |
| Baker | Building A House |
| Fireman | Grocery Shopping |
| Doctor | Story of Milk |
| Policeman | Trip to Zoo |
| Milkman | Lion Tamer |
| Nurse | Tuba Player |
| Grocer | Truck Driver |
| Postman | Garage |
| Patrolwoman | Ice Cream Man |

GRADE 2

SOCIAL STUDIES

POSTERS

Workers We Know
Around The School
Community Helpers Activities (Sets I and II)
Modern Workers (Sets I and II)

PICTURES

Truck Drivers, What They Do
My Community

PUPPETS

Community Helpers
Farmer
Postman
Father
Policeman
Mother
Nurse
Doctor
Fireman

54

GRADE 2

SOCIAL STUDIES

TRANSPARENCIES

People Who Help Our Community

FLANNEL BOARD SET

Community Workers
Community Helpers

RECORD

What Do You Want To Be When You Grow Up?

55

GRADE 2 – MATHEMATICS

56

OBJECTIVES:

1. To emphasize the importance of problem solving, decision making and the thinking process.
2. To increase awareness of the many occupations using math principles and processes.

CONCEPTS:

1. Math is used to tell time and assure punctuality.
2. Handling money requires a knowledge of addition and subtraction.
3. Accurate measurements are necessary in many occupations and in the home.

UNIT - TIME

TEACHER APPROACH AND
PUPIL ACTIVITIES

1. Use a ditto page of several blank clocks. Children note down times of important daily events, such as time to get up, time to be at school, lunch time, scout time, etc. Role play these events. Stress how important being punctual is and how this is vital in the World of Work.
2. Role play what happens when people arrive on time. Then for contrast and comparison role play what happens when people (adults and children) are not on time. Discuss some of the things that could happen when people are late - house could burn down, etc.

REFERENCES AND MATERIALS

Prepared ditto sheets

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UNIT - TIME

REFERENCES AND MATERIALS

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 the World of Work.

happens when people
 men for contrast
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 and children) are
 miss some of the
 happen when people
 could burn down, etc.

Prepared ditto sheets

GOAL STATEMENTS

1. Student will demonstrate understanding by noting the time for three events.
2. Students will be able to state why being punctual is important.

UNIT - MONEY

TEACHER APPROACH AND
PUPIL ACTIVITIES

1. Discuss money and its uses.
Discuss favorite stores.
Choose a favorite store of one child and let other pupils draw pictures to "stock" it. Put pictures on bulletin boards and let the children take turns being the manager, clerk and customers.
Use play money.
2. Play cafeteria. Use food models from the Dairy Council or have children bring in pictures of food from magazines. The children make a menu on a board listing prices of food items. The children purchase a meal. Different children go to the board and add up the bill. Keep amounts small so they do not use renaming process.
3. Children bring in pictures of people working on a job. Then children try to tell how each worker might have to use money in performing his job
4. Ask mother and father how each uses money on the job. Be ready to tell the class.

REFERENCES AND MATERIALS

1. Paper, crayon, play money
2. Daily Council Models or magazine pictures.
3. Pictures

GOAL STATEMENTS

1. Student will be able to use one penny.
2. Child will be able to draw a picture to use in a menu and
3. The child will be able to draw a picture of a worker and state how he would use money.
4. The child will be able to draw a picture of a worker and state how he would use money.

UNIT - MONEY

REFERENCES AND MATERIALSGOAL STATEMENTS

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1. Paper, crayon, play money

1. Students will contribute one picture to the store.

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. The children
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children purchase
children go to the
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ey do not use

2. Daily Council Models or magazine pictures.

2. Children will be able to demonstrate that we use math as a purchaser and as a cashier.

ictures of people
Then children try
rker might have to
ing his job.

3. Pictures

3. The learner will bring in or draw an appropriate picture and state orally two ways the worker would use money.

er how each uses
Be ready to tell

4. The student will be able to state three ways mother and father each use money.

CAREER MOTIVATION

MATH

TEACHER APPROACH AND
PUPIL ACTIVITIES

5. Visit a bank to observe the employees at their jobs.
6. Invite an accountant or bookkeeper to tell about his work
7. Visit a coin shop or dealer
8. Make a bulletin board showing the designing and minting of money
9. Display money from the United States and other countries

UNIT - MONEY
(continued)

REFERENCES AND MATERIALS

What Can Money Do
At The Bank
What Happens When You Spend Money

Filmstrips:

FSL377 Money Experiences
FSL702 Playing Community Helpers
Just a Teller
Film 1194, Money In The Bank-And Out

Filmstrip: How Money Is Made

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UNIT - MONEY
(continued)

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REFERENCES AND MATERIALS

GOAL STATEMENTS

serve the employees

What Can Money Do
At The Bank
What Happens When You Spend Money

5. Students should be able to list the jobs observed.

at or bookkeeper
work

Filmstrips:
FS1377 Money Experiences
FS1702 Playing Community Helpers
Just a Teller
Film 1194, Money In The Bank-And Out

6. Students should be able to list two work tasks of an accountant or bookkeeper.

or dealer

7. Student will be able to list three work tasks of a coin dealer

ard showing the
ng of money

Filmstrip: How Money Is Made

8. Students should be able to discuss the steps required to make money

the United States

9. Students should be able to recognize United States currency.

UNIT - MEASURING

TEACHER APPROACH AND
PUPIL ACTIVITIES

1. Have a box containing slips of paper on which is written the name of an occupation or worker. Children take turns pulling out the slips and telling the class how this worker might use measurements: chef, carpenter, dressmaker, plumber, electrician, landscaper, painter, etc.
2. Have several children bring in one of mother's recipe, or teacher bring in a recipe. Useing water and sand, children could show how they would measure ingredients for a recipe. Lead class to a discussion of other jobs that use measuring: chemist, pharmacist, etc.
3. Have the children make Kool-aide or cookies to practice measure.
4. Invite an architect to speak and show drawings.
5. Measure and make a sketch (on graph paper) of classroom and furniture. Display.
6. Invite a carpenter, carpet or tile installer to demonstrate measuring and cutting his materials.

REFERENCES AND MATERIALS

1. Box, slips of paper
2. Measuring spoons, cups quart, gallons, sand, water and bowls
3. Ingredients, measuring utensils, mixing bowl.

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UNIT - MEASURING

AND
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ng slips of paper
the name of an
r. Children take
he slips and tell-
his worker might
hef, carpenter,
, electrician,
, etc.

en bring in one of
teacher bring in
ater and sand,
how they would
for a recipe.
ussion of other
ring: chemist,

ake Kool-aide or
measure.

to speak and

sketch (on graph
and furniture.

carpet or tile
rate measuring
rials.

REFERENCES AND MATERIALS

1. Box, slips of paper
2. Measuring spoons, cups
quart, gallons, sand, water
and bowls
3. Ingredients, measuring utensils,
mixing bowl.

GOAL STATEMENTS

1. Given a list of occupations,
children can relate how each
uses math.
2. Children will be able to
perform simple measuring
tasks.
3. Children will be able to
perform simple measuring
tasks.
4. Students will be able to
list three work tasks of
an architect
5. Students will be able to
state how the sketch was made.
6. Students should be able to
name the materials and tools
used in the demonstration.

UNIT - MEASURING
(continued)TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALS

7. Visit a bakery or restaurant
8. Visit meat department of supermarket to observe use of scale by the butcher.
9. Visit Post Office and observe how postal employees use a scale
10. Invite a clock or watch repairman to demonstrate his work.
11. Invite a radio or TV employee to explain program and advertisement scheduling.

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9. \$
10. \$
11. \$

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67

UNIT - MEASURING
(continued)

AND

REFERENCES AND MATERIALS

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tcher.

and observe
es use a

watch repairman
work.

TV employee to
advertisement

GOAL STATEMENTS

7. Students will be able to list work tasks of employees.
8. Students will be able to list three work tasks of a butcher.
9. Students will be able to state how postal employees know how much postage to charge for a letter or package.
10. Students will be able to name tools and work tasks of a clock or watch repairman.
11. Students will be able to list work tasks of the employee.

67

UNIT - COUNTING AND NUMBER SENTENCES

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALS

- | <u>TEACHER APPROACH AND
PUPIL ACTIVITIES</u> | <u>REFERENCES AND MATERIALS</u> | <u>G</u> |
|-----------------------------------------------------------------------------------|---------------------------------|----------|
| 1. Visit a store to observe a sales clerk | | 1. |
| 2. Display actual or facsimile sales slips | | 2. |
| 3. Visit a store, theater, or restaurant to observe the cashier. | | 3. |
| 4. Ask the school secretary to demonstrate how math is used in the school office. | | 4. |

UNIT - COUNTING AND NUMBER SENTENCES

REFERENCES AND MATERIALS

GOAL STATEMENTS

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osimile

er, or
e the

tary to
is used

1. Students will be able to list three work tasks of a sales clerk
2. Students will be able to recognize sales slips
3. Students will be able to list three work tasks of a cashier.
4. Students should be able to draw pictures of the secretary at work.

SUGGESTED FIELD TRIPS

Local Stores
Bank
Radio-TV Station
Construction Site
Post Office

SUGGESTED SPEAKERS

Architect
Carpenter
Contractor
Cook
Baker
Butcher
Radio-TV Employee
Postal Worker
Sales Clerk
Cashier
School Secretary
Teller
Bookkeeper
Coin Dealer
Business Man
Math Teacher
Computer Programmer
Plumber

GRADE 2 — LANGUAGE ARTS

71

WORLD OF WORK

OBJECTIVES:

1. To develop an awareness that skills in the language arts will be important in adult life.
2. To increase awareness of the many occupations which require competence in the field of Language Arts.
3. To help the child develop an awareness of the language arts skills he needs in his work at school and in his leisure time activities.

CONCEPTS:

1. In many jobs, people must know how to write.
2. Being able to speak correctly is necessary in many careers.
3. Reading helps people In Their Work.

HANDWRITING

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------|
| 1. Invite a parent, friend or custodian to speak to the children and tell them the importance of being able to write in their work. | Speaker | 1. Children know how the parent writes in his work. |
| 2. Discuss, then help children dramatize, (or use paper bag puppets) problem situations. Ex. - Betty got a puppy. She wants to tell her grandmother about it. Granny has no phone, and Lois can't write. How will she tell her grandmother? | Filmstrip 437 "How We Communicate With Each Other" | 2. Children can write possible letters. |
| 3. Children draw or cut out of magazines, pictures of tools that help people in their jobs of writing. | Paper, magazines, paste, crayons | 3. Students can write three letters. |
| 4. Children tell and teacher lists the ways writing helps their parents on their jobs. | | 4. Children can compile a list. |
| 5. Draw or cut out pictures of people who need to write as a part of their job. Put on bulletin board with captions. | Paper, crayons, magazines | 5. Children can write three of the words. |
| 6. After a field trip or speaker, the class can compose a thank you letter | | 6. Children can experience writing their letters. |
| 7. Have job chart. Print or write the signs in a sloppy way. Display and let the children discover them. Discuss the importance of writing legibly. | Paper, crayons, magazines | 7. Children can conclude reading and writing. |

83 - 73

HANDWRITING

AND
ESREFERENCES AND MATERIALSGOAL STATEMENTS

friend or custodian Speaker
 children and tell
 ce of being able
 work.

1. Children will be able to repeat how the speaker uses handwriting in his work.

p children dramatize, Filmstrip 437
 puppets) problem "How We Communicate With Each Other"
 - Betty got a puppy.
 her grandmother about
 o phone, and Lois
 will she tell her

2. Children will be able to provide possible solutions to the problem.

cut out of magazines, Paper, magazines, paste, crayons
 that help people in
 ting.

3. Students will be able to list three items used in writing.

teacher lists the
 s their parents on

4. Children will be able to help compile list.

pictures of people Paper, crayons, magazines
 e as a part of their
 etin board with

5. Children will be able to list three occupations which require the worker to write.

p or speaker, the
 a thank you letter

6. Children will gain actual experience when writing their letters.

Print or write the
 way. Display and
 discover them.
 stance of writing

7. Children should be able to conclude that writing and reading signs helps in school and the job.

83 - 73

HANDWRITING (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIES

8. When doing pp. 32, 33, 45, 46, 51, etc. or similar pages in the text for grade 2, discuss the workers pictured. Write little sentences about each worker or job pictured. Discuss and write ways being able to write would help the pictured worker perform his job. When a tool is pictured, have children write a short sentence about the worker who uses the tool or the job on which the tool is used.

REFERENCES AND MATERIALS

Adventures in Handwriting

GOALS

8. To help of the about. some of jobs th

HANDWRITING (continued)

AND
ESREFERENCES AND MATERIALSGOAL STATEMENTS

2, 33, 45, 46, 51,
pages in the text
discuss the workers
in little sentences
or job pictured.
The ways being able
to help the pictured
do his job. When a
teacher, have children
write a sentence about the
job, the tool or the
way the tool is used.

Adventures in Handwriting

8. To help children become aware
of the many jobs they do know
about. To help children record
some of the jobs and facts about
jobs they know about.

75

76

SPEAKING - LISTENING

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------|
| <p>1. Have mini-post office at Valentine's time or at any time of the year. The children write letters and address paper made envelopes. Give to a child who is the postmaster of the day. He stamps the letters to cancel them and delivers them. Be sure the children learn some jobs that are done by workers in the post office.</p> | <p>Shoe Boxes for mail boxes, paper for letter and envelopes.</p> | <p>1. Children play some postal</p> |
| <p>2. Practice with a play telephone in answering calls as you would if you were a receptionist in an office.</p> | <p>Play telephone</p> | <p>2. Children the ph</p> |
| <p>3. Use role playing to demonstrate the correct and incorrect ways to greet people. Discuss occupations where this would be important (teacher, receptionist, tour guides, librarian, etc.</p> | | <p>3. Student three o manners</p> |
| <p>4. Children discuss the job of the librarian. Choose different children to be room librarian and check books in and out. Stress the importance of keeping good, readable records.</p> | <p>Filmstrip 477, "The Librarian</p> | <p>4. Student simple</p> |
| <p>5. Use an assembly line to create a Christmas card. Have others work individually. Ex. - a. Two children cut construction paper. b. two children fold paper c. three children trace design d. four children write a verse inside</p> | <p>77</p> | <p>5. Children perform work ta</p> |

SPEAKING - LISTENING

REFERENCES AND MATERIALS

at Valentine's
of the year.
letters and
envelopes. Give
the postmaster of
the letters to
delivers them. Be
earn some jobs
workers in the post

Shoe Boxes for mail boxes, paper
for letter and envelopes.

telephone in
you would if you
in an office.

Play telephone

demonstrate the
different ways to greet
occupations where
important (teacher,
guides, librarian,

the job of the
different children
and check books
the importance of
able records.

Filmstrip 477,
"The Librarian

to create a
how others work

construction

old paper
trace design
reverse

77

78

GOAL STATEMENTS

1. Children will be able to role play some of the work tasks of postal employees.
2. Children will be able to answer the phone correctly.
3. Students should be able to list three occupations requiring good manners and business etiquette.
4. Students will be able to perform simple work tasks of a librarian.
5. Children should be able to perform and/or explain the work tasks of an assembly line.

, SPEAKING - LISTENING (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL S

5. e. four children color the design
 f. two children pick up scraps.
 Stress necessity of cooperation
 and good communications in any
 job assembly.

6. Have a hobby week. Children can
 bring in their hobby collections.
 Along with an oral presentation
 the pupils might include an added
 feature of how their particular
 hobby might lead to an interest
 in some field of economic endeavor.

6. Student
 list s
 grown f
 example
 lead to
 inarian

SPEAKING - LISTENING (continued)

ND

REFERENCES AND MATERIALSGOAL STATEMENTS

color the design
pick up scraps.
ty of cooperation
nications in any

Children can
by collections
presentation
include an added
ir particular
o an interest
conomic endeavor.

6. Students should be able to list some jobs that have grown from hobbies, for example, having pets can lead to becoming a veterinarian.

79

80

READING

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. The story "Theodore Turtle" lends itself to stressing the importance of always being organized and developing responsibility for caring for things. Possible subject for writing: Do you think Theodore would make a good employee? | "Theodore Turtle," Secrets, pp. 146-167 | 1. Students evaluate habits which h ability |
| 2. Discuss the job of a pet store owner. What kind of person would be have to be? What knowledge would be have to have? Would you like to have a job like this? Why or why not? | "The Animal Store," Secrets, pp. 170-171 | 2. Students list rec store ov of his v |
| 3. Discuss the many jobs that can be had in the field of music and how people usually begin studying at a young age. Draw a picture of Jaspar, the great guitarist, as he might look when he grows up. | "Jaspar Makes Music," Secrets, pp. 175-192 | 3. Students three co require early a |
| 4. As the children read these stories have them draw a picture of any worker they meet in the story and make a sentence underneath their picture telling what this worker was doing. Discuss each worker the children have drawn. These can be assembled into an individual booklet. | "The Doctor Finds Out," Secrets, pp. 226-229 "Curious George Goes To the Hospital," Secrets, pp. 230-256 | 4. Children recogniz by their tasks. |
- If you can obtain a stethoscope, it would be fun for the children to use. Discuss other tools a doctor uses and why.

A field trip to Children's Hospital would be great. Story could be correlated with the Health lesson on Health workers.

READING

REFERENCES AND MATERIALSGOAL STATEMENTS

"Turtle" lends
the importance
organized and
ability for caring
the subject for
link Theodore
employee?

"Theodore Turtle," Secrets,
pp. 146-167

1. Students should be able to evaluate Theodore's work habits and the manner in which he assumes responsibility

a pet store
if person would
knowledge would
could you like to
s? Why or why not?

"The Animal Store," Secrets,
pp. 170-171

2. Students should be able to list requirements for a pet store owner and to list three of his work tasks.

jobs that can be had
and how people
working at a young age.
Jaspar, the great
light look when he

"Jaspar Makes Music," Secrets,
pp. 175-192

3. Students will be able to list three occupations that usually require training begin at an early age.

and these stories
picture of any
the story
underneath
and what this
Discuss each
have drawn.
led into an

"The Doctor Finds Out," Secrets,
pp. 226-229
"Curious George Goes To the Hospital,"
Secrets, pp. 230-256

4. Children will be able to recognize hospital workers by their uniforms and work tasks.

stethoscope,
the children
her tools a

42

Children's Hospital
or would be
ERIC lesson

81

82

READING (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIES

5. A good story for examples of jobs and workers.

Page 35 - When Uncle Charlie took Peggy to the moon. Lead children to discussion of what the moon really was (planetarium). Discuss the workers and scientists involved in astronomy.

The children could make pretend telescopes. Use paper towel rolls, decorate and have fun by pretending. They should also discuss the work of astronomers.

Page 40 - When Peggy meets her friend the policeman. Discuss different work a policeman does.

Page 41 - Candy store man. After discussion children could draw a picture of their favorite candy to display on bulletin board.

As Peggy and Miss Finney get to the park, the students could discuss parks they have visited, park workers they have seen, and the kinds of work being performed.

Page 45 - The picture on this page could lead the children to a discussion of the Good Humor man's job.

REFERENCES AND MATERIALS

"Saturday Surprise," Rewards,
pp. 34-51

GOAL S

5. Student
and dis
a Satur

READING (continued)

AND
SREFERENCES AND MATERIALSGOAL STATEMENTS

Examples of

"Saturday Surprise," Rewards,
pp. 34-51

5. Students will be able to list and discuss workers who make a Saturday outing possible.

ple Charlie took
Lead children
what the moon
(arium). Discuss
scientists involved

make pretend
paper towel rolls,
fun by pretending.
discuss the work

gy meets her friend
discuss different
oes.
ore man. After
n could draw a
favorite candy to
n board.

Finney get to the
could discuss parks
park workers they
kinds of work being

ure on this page
ldren to a dis-
d Humor man's job.

READING (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL S

5. (continued)

Page 44 - Picture of the coachman is good for discussion of a job that provides pleasure and enjoyment for others.

Page 48 - The balloon man is another example of a worker providing pleasure for others.

Page 50 - The pictures of animals can lead to discussion of how people care for animals in zoos and parks.

6. A collection of the pictures the children drew of workers in "Saturday Surprise" could be assembled into individual books.

6. Student
assembled
made of

7. A field trip to a zoo or park to see actual park workers.

7. Student
discuss
the park
observed

8. The story of Evans Carner can be handled in much the same way as pp. 34-51, "Saturday Surprise" with discussions of the workers, both pictured and discussed. Also, the children may draw pictures of all the workers to make individual books. Evans Carner also presents many possibilities of working in values.

"Evans Carner," Rewards,
pp. 87-118

8. Student
name the
they have
tasks for

CAREER MOTIVATION

LANGUAGE ARTS

READING (continued)

REFERENCES AND MATERIALS

GOAL STATEMENTS

of the coachman
sion of a job
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r providing pleasure

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s and parks.

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zoo or park to
orkers.

Carner can be
e same way as
ay Surprise"
f the workers,
discussed.

may draw
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oks.
presents many
orking in values.

"Evans Carner," Rewards,
pp. 87-118

85

6. Students will be able to assemble, the record they made of workers.
7. Students will be able to discuss the work tasks of the park workers whom they observed.
8. Students will be able to name the workers whose pictures they have drawn and state work tasks for each worker.

86

READING (continued)

| <u>TEACHER APPROACH AND PUPIL ACTIVITIES</u> | <u>REFERENCES AND MATERIALS</u> | <u>GOAL S</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------|
| 9. Discussion of who Abe Lincoln was. Allow children to describe the president's job. Discuss other workers mentioned and pictured. | "Just Like Abe Lincoln," Rewards, pp. 121-138. | 9. Student work ta the Uni |
| 10. Discuss the work farmers do. Discuss how some farm products are used - corn grown on a farm ends up as pop corn. Ask where do you find popcorn sold? Movies, zoos, circus, flea markets etc. The other workers mentioned and pictured could also be discussed and illustrated for class or individual books. | "Mr. Picklipaw's Popcorn," Rewards, pp. 147-166. | 10. Student product farm pr |
| 11. This poem can lead to discussion of the job of an entomologist. Discuss the people who do this type of work - why - how it helps other people, etc. This discussion can lead into related fields - such as naturalists, ornithologists, etc. | "Spiders are Spinners," Rewards, pp. 175-186. | 11. Children describe and the |
| Have the children draw a large picture of a spider, color, cut out and mount on colored paper. Then with chalk - they could sketch in the web. | | Childre the per in comp complet school |
| A dramatization of parts of this poem could further illustrate some of the workers mentioned: such as mother getting her broom. | | Childre how wor all ar |

READING (continued)

REFERENCES AND MATERIALSGOAL STATEMENTS

Abraham Lincoln was.
Describe the
Discuss other
and pictured.

"Just Like Abe Lincoln," Rewards,
pp. 121-138.

9. Students should be able to list work tasks of the President of the United States.

farmers do.
Farm products are
in a farm ends
Ask where do you
Movies, zoos,
s etc. The
shown and pictured
dressed and illus-
individual books.

"Mr. Picklipaw's Popcorn," Rewards,
pp. 147-166.

10. Students can list workers whose product or service depends upon farm products.

to discussion
entomologist.
who do this
how it helps
This discussion
ed fields - such
ithologists, etc.

"Spiders are Spinners," Rewards,
pp. 175-186.

11. Children should be able to describe work being with insects and the natural environment.

Draw a large
color, cut out
paper. Then
ould sketch in

Children will be able to relate the persistence of the spider in completing its job to the completion of work tasks at school.

parts of this
illustrate some
shown: such as
room.

Children will be able to see how workers and jobs are found all around them.

GRADE 2 — SCIENCE

89

WORLD OF WORK

OBJECTIVES

1. To develop an understanding of basic methods used by scientists.
2. To develop an awareness of the wide range of jobs in scientific fields.

CONCEPTS:

1. Discoveries and research of scientists affect and change job opportunities.

SEASONS

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOALS

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------|
| 1. Have a discussion of the weather man's job. List the different things he does: record reports. List the tools that help him do his job: (barometer, thermometer, etc.) List ways his work helps other people. | | 1. Student the way people be able tools. |
| 2. Watch a television weather show. Be ready to report on the next day's weather. | | 2. Student the we |
| 3. Class pretends they are weather men and keep a record of the weather. | | 3. Student a simpl man. |
| 4. Draw pictures of the many workers whose jobs are influenced by the weather: a. farmer b. construction c. fisherman etc. | | 4. Student the pic |
| 5. These pictures could be incorporated into a mural for the hall. | | 5. Student mural. |
| 6. Talk about the people whose work helps keep the community functioning in bad weather: a. linemen b. snow removal c. salt truck etc. | | 6. Student work to weather |

SEASONS

REFERENCES AND MATERIALSGOAL STATEMENTS

of the weather
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 record reports.
 help him do
 r, thermometer,
 his work helps

weather show.
 on the next

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 luenced by the

ld be incorporated
 he hall.

ple whose work
 munity functioning

tc.

1. Students will be able to list the ways a weather man helps people. Also, students should be able to draw the weatherman's tools.
2. Students will be able to repeat the weather forecast.
3. Students will be able to repeat a simple work task of a weather man.
4. Students will be able to draw the pictures.
5. Students will be able to draw mural.
6. Students will be able to list work tasks created by inclement weather.

SEASONS (continued)

| <u>TEACHER APPROACH AND PUPIL ACTIVITIES</u> | <u>REFERENCES AND MATERIALS</u> | <u>GOAL</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------|
| 7. Discuss workers involved in summer and winter recreation. Make list of items produced by workers. a. Pools b. snowmobiles c. skates, sleds, etc. | | 7. Student worker program produced in the |
| 8. Discuss the different work tasks that must be done at home because of season changes. a. Storm windows b. Screens and awning c. Snow shoveling d. grass mowing e. raking leaves Discuss who does this work. | | 8. Student season owner. |
| 9. Draw pictures of family members doing these jobs. | | 9. Student picture doing |
| 10. Students list equipment and clothing needed because of seasonal weather changes. Discuss manufacturers, salesmen, etc. | | 10. Student clothing for winter |
| 11. Invite a meteorologist to explain his work. | | 11. Student three |
| 12. Visit the United States Weather Bureau. | | 12. Student work |
| 13. Invite a gas company employee to tell how weather affects gas consumption. | 93 | 13. Student weather natural |
| 14. Invite an electric company employee to tell how weather affects the use of electricity. | 48 | 14. Student weather the use |

SEASONS (continued)

AND
SREFERENCES AND MATERIALSGOAL STATEMENTS

involved in summer
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ds, etc.

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at home because

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family members

ipment and clothing
seasonal weather
manufacturers, sales-

ogist to explain

States Weather

ny employee to
ffects gas

93

48

94

company employee
r - the use

7. Students should be able to list workers employed in recreation programs and the manufactured products needed for participation in these programs.
8. Students should be able to list seasonal work tasks of the home owner.
9. Students will be able to draw pictures of family members doing seasonal work tasks.
10. Students should be able to list clothing and equipment needed for winter and summer work tasks.
11. Students will be able to list three work tasks of a meteorologist.
12. Students should be able to discuss work tasks which they observed.
13. Students will be able to state how weather and temperature affects natural gas consumption.
14. Students will be able to state how weather and temperature affects the use of electricity.

CAREER MOTIVATION

SCIENCE

SEASONS (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL

- | | |
|---------------------------------------------------------------------|--------------------------------|
| 15. Interview a farmer. | 15. Student work t |
| 16. Make posters showing what a farmer might do during each season. | 16. Student work t during |
| 17. Make a mural showing workers whose jobs are seasonal. | 17. Student those tasks during |

CAREER MOTIVATION

SCIENCE

SEASONS (continued)

REFERENCES AND MATERIALS

GOAL STATEMENTS

15. Students should be able to draw work tasks of a farmer.
16. Students should be able to list work tasks a farmer must do during each season.
17. Students will be able to list those occupations whose work tasks can be performed only during certain seasons.

ND

ng what a farmer
ch season.

ng workers whose

CAREER MOTIVATION

SCIENCE

PLANTS AND HOW THEY GROW

TEACHER APPROACH AND PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL

- | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|------------------------------------------|
| <p>1. Discussion of jobs and workers related to growing things. Farmers, Florists, Greenhouse keepers Horticulturists</p> | | | <p>1. Children the w are av</p> |
| <p>2. Obtain a flat and soil from a green house. Let children plant package of tomatoe seeds. When 3" tall transplant into peat pots. Discuss and relate this activity to work performed by farmers and/or green house workers. Plants can be used as a gift for Mother on her Day.</p> | <p>Seeds, flat, soil, peat pots</p> | | <p>2. Children form r</p> |
| <p>3. Keep a record similar to a scientist on how the plants increase in size.</p> | | | <p>3. Children and re growth</p> |
| <p>4. Discuss the work a farmer does. Discuss the services a farmer performs in his job.</p> | | | <p>4. Student work t</p> |
| <p>5. Bring in pictures of some of the different jobs and services a farmer performs. Make a bulletin board display of the jobs.</p> | | | <p>5. Student work t</p> |
| <p>6. Farmers grown foods for people to eat. Discuss and draw pictures of how food travels from the farm to a store and of the many workers involved.</p> | <p>SVE Kit on Transpontation</p> | | <p>6. Student pictur from t</p> |

CAREER MOTIVATION

SCIENCE

PLANTS AND HOW THEY GROW

REFERENCES AND MATERIALS

and workers
things.

oil from a
children plant
seeds. When
into peat pots.
this activity
y farmers and/or
. Plants can be
Mother on her Day.

ar to a scientist
increase in size.

farmer does.
s a farmer

f some of the
services a
ake a bulletin
e jobs.

for people to
raw pictures of
om the farm to
many workers

Seeds, flat, soil, peat pots

SVE Kit on Transportation

GOAL STATEMENTS

1. Children will be able to list the wide number of jobs that are available in raising plants.
2. Children will be able to perform required work tasks.
3. Children will be able to observe and record accurately the plants growth.
4. Students will be able to list work tasks of a farmer.
5. Students will be able to list work tasks of a farmer.
6. Students will be able to draw pictures of the way food gets from the farm to the store.

PLANTS AND HOW THEY GROW (continued)

| <u>TEACHER APPROACH AND PUPIL ACTIVITIES</u> | <u>REFERENCES AND MATERIALS</u> | <u>GOAL S</u> |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------|
| 7. Walk to a neighborhood store to see workers who work with food the farmer grew. | | 7. Student work ta |
| 8. When class returns to classroom, play store with children taking the parts of the workers in the store they visited. | | 8. Childre play th |
| 9. Write a thank you letter to the store visited. | | 9. Childre politer |
| 10. Visit a greenhouse or orchard | | 10. Childre the wor |
| 11. Visit a farm. | | 11. Student many w |

PLANTS AND HOW THEY GROW (continued)

REFERENCES AND MATERIALS

ood store to see
th food the

to classroom,
ldren taking
rkers in the

etter to the

or orchard

GOAL STATEMENTS

7. Students will be able to discuss work tasks of the store employees.
8. Children will be able to role play the work tasks they observed.
9. Children will be able to show politeness for favor rendered.
10. Children will be able to discuss the work tasks which they observed.
11. Students should be able to list many work tasks of a farmer.

ANIMALS AND HOW THEY GROW

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 1. Have a pet show. Have each child tell the care his pet needs. Lead into a discussion of workers who work with animals, such as, zoo keeper, veterinarianians, forest rangers, farmer, and naturalists. | Pets and a cage for all. | 1. Children's occupational care for |
| 2. Make a list of the work tasks of each of the above workers. | | 2. Student picture care of |
| 3. Make a list of tools each of these workers would need in their jobs. | | 3. Student tools and tasks. |
| 4. Get a friend or a person from a pet store to talk to the children about the different jobs he needs to do. Have him demonstrate how to groom a poodle or a terrier. | Speaker and pet | 4. Children's the dem |
| 5. Keep a class pet - hamster, mouse, or guinea pig. Perform a class room task caring for the pet. Child reports to class what the job entails and what he needs to know to do a good job. | Class pet | 5. The child of caring keeper |
| 6. Make a box with the names of workers that deal with animals. Child pulls out card which reads "veterinarian". He then reads the card to the class and tells five things that worker does in his job. | Box and cards | 6. Children's five workers |

CAREER MOTIVATION

SCIENCE

ANIMALS AND HOW THEY GROW

AND
S

REFERENCES AND MATERIALS

GOAL STATEMENTS

Have each child
pet needs.
ession of workers
imals, such as,
anarians, forest
and naturalists.

Pets and a cage for all.

1. Children will be able to list
occupations in which people
care for the health of animals.

e work tasks of
workers.

2. Students will be able to draw
pictures of these workers taking
care of the animals.

ols each of these
d in their jobs.

3. Students will be able to list
tools required for various work
tasks.

person from a
to the children
nt jobs he needs
demonstrate how
or a terrier.

Speaker and pet

4. Children will be able to describe
the demonstration they observed.

- hamster, mouse,
perform a class
for the pet.
class what the
hat he needs to
job.

Class pet

5. The child has an actual experience
of caring for an animal as a zoo
keeper might do.

ne names of workers
imals. Child pulls
ads "veterinarian".
card to the class
ings that worker

Box and cards

6. Children will be able to tell
five work tasks of the various
workers.

ANIMALS AND HOW THEY GROW (continued)

| <u>TEACHER APPROACH AND PUPIL ACTIVITIES</u> | <u>REFERENCES AND MATERIALS</u> | <u>GOAL</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|
| 7. Role play a day in the life of a zoo keeper, veterinarian or other animal worker. Each child decides ahead of time which animal he would like to be and draws a mask face of that animal. Encourage children to be many different animals as possible. Each child is responsible for finding out what food he will want to eat as that animal. Children wear their masks and take turns telling what the zoo keeper would have to feed him. | | 7. Each child to know what s animal |
| 8. Invite a veterinarian to explain his job. | | 8. Childr work t |
| 9. Interview a zoo keeper. | | 9. Childr work t |
| 10. Make a bulletin board showing workers involved with animals - (bee-keeper, chicken or turkey farmer, stock farmer, kennel owner, etc.) | | 10. Studen worker |

ANIMALS AND HOW THEY GROW (continued)

AND
ESREFERENCES AND MATERIALSGOAL STATEMENTS

In the life of a zoo
 arian or other animal
 lld decides ahead of
 he would like to be
 face of that animal.
 en to be many different
 ple. Each child is
 finding out what food
 eat as that animal.
 eir masks and take
 at the zoo keeper
 ed him.

arian to explain

keeper.

board showing workers
 imals - (bee-keeper,
 y farmer, stock farmer,
 c.)

7. Each child will be able to tell what special care and food one animal requires.
8. Children will be able to list work tasks of veterinarian.
9. Children will be able to list work tasks of a zoo worker.
10. Students will be able to list workers involved with animals.

HEAT

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL

1. Think of all the ways mother uses heat in her job. Draw pictures of some of mother's jobs requiring heat.
2. Do the same with father's job.
3. Think of all tools and equipment in the school room that use heat.
4. When class is learning about heat, discuss jobs which require the use of heat. Using the overhead; list all the jobs the children can think of, such as steel worker, welder, cook, baker, scientist, rubber worker, doctors, (sterilizer), ceramic makers, etc.
5. Make a mural showing workers who use heat in their jobs (garages, factories, power plants, labs, food processing, food dehydration, baking, etc.

1. Student picture which
2. Student picture at home requiring
3. Student three use of
4. Student jobs heat.
5. Child draw tasks

HEAT

REFERENCES AND MATERIALS

ays mother uses
draw pictures of
jobs requiring heat.

ather's job.

and equipment in
at use heat.

ing about heat,
require the use
overhead; list
children can think
worker, welder,
tist, rubber worker,
er), ceramic makers,

ng workers who use
(garages, factories,
food processing,
baking, etc.

GOAL STATEMENTS

1. Students will be able to draw pictures of mother's work tasks which require heat.
2. Students will be able to draw pictures of father's work tasks at home or on his job which require heat.
3. Students will be able to list three pieces of equipment which use or emit heat.
4. Students will be able to list jobs which require the use of heat.
5. Children should be able to draw pictures of the work tasks requiring heat.

SOUND

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1. When studying sound, have the children think of a particular sound that goes with a certain job. The child imitates the sound and the other children guess what machine, tool or job makes that sound. | 1. Childr a sour create |
| 2. Help children make a list of noisy jobs and quiet jobs. Discuss how sounds affects people. Perform an experiment with two teams. One team is to be working on a lesson, reading or copying something. The other team can make noise in any way they like. Then allow the teams to change places. Discuss how each child felt while working in a noisy situation. Help the children see how some people are affected more than others by noise. | 2. Childr determ most silenc |
| 3. Invite players of various instruments to visit the classroom and tell how the various sounds are made. | 3. Childr recogn variot |
| 4. Make a bulletin board showing workers who might be affected by pleasant or unpleasant sounds. | 4. Childr list to unj |

SOUND

REFERENCES AND MATERIALS

1. have the children
 ar sound that goes
 . The child imitates
 other children guess
 or job makes that

a list of noisy jobs
 Discuss how sounds
 perform an experiment
 he team is to be
 n, reading or copying
 her team can make
 hey like.
 ms to change places.
 hild felt while
 situation.
 see how some people
 than others by noise.

various instruments
 room and tell how
 are made.

ard showing workers
 ted by pleasant or

GOAL STATEMENTS

1. Children will be able to pair a sound with the work that creates the sound.
2. Children should be able to determine whether they are most affected by noise or silence.
3. Children should be able to recognize sounds made by various instruments.
4. Children should be able to list those workers exposed to unpleasant sounds.

SIMPLE MACHINES

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL

1. Bring in simple carpenter tools and kitchen tools.

Example: hammer, screwdriver, egg beater, screw, etc.

Make a display.

Discuss who might use these tools on their jobs.

Simple tools.

1. Student work with tools.

2. Have children cut out and bring in pictures of workers using simple tools.

Magazine pictures

2. Student recognize simple use of

3. Make a list of the workers who might use a ramp on their job. Example: Mowers, construction workers, dock workers, etc.

3. Student worker by the

4. Have children perform experiment in the room. Put books in a box and lift to a chair. Then push books up a board to a chair. Discuss how the ramp makes the job easier.

4. Student the si the re

CAREER MOTIVATION

SCIENCE

SIMPLE MACHINES

AND
ES
REFERENCES AND MATERIALS

carpenter tools and
screwdriver, egg
tc.

use these tools

out and bring in
ers using simple

ne workers who might
eir job. Example:
tion workers, dock

perform experiment
books in a box
ir. Then push
to a chair.
ramp makes the job

Simple tools.

Magazine pictures

GOAL STATEMENTS

1. Students will be able to list work tasks using the simple tools.
2. Students will be able to recognize workers using simple tools and explain the use of the tool.
3. Students should be able to list workers whose job is made easier by the use of a ramp.
4. Students should be able to perform the simple experiment and explain the results.

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CAREER MOTIVATION

SCIENCE

SCIENTISTS

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOALS

- | | |
|----------------------------------------------------------------------------|------------------|
| 1. Invite a scientist from industry or a hospital to explain his work. | 1. Student work |
| 2. Visit a laboratory. | 2. Student the w |
| 3. Make a bulletin board about famous scientists and what they discovered. | 3. Student scien |
| 4. Invite a naturalist from the park system to explain his work. | 4. Student work |
| 5. Take a nature walk. | 5. Student their |
| 6. Visit the zoo, a Natural history museum or a nature center. | 6. Student the w |

CAREER MOTIVATION

SCIENCE

SCIENTISTS

AND
S

REFERENCES AND MATERIALS

GOAL STATEMENTS

t from industry
explain his work.

y.

board about famous
at they discovered.

st from the park
his work.

k.

Natural history
e center.

1. Students should be able to list work tasks of the speaker.
2. Students should be able to discuss the work tasks which they observed.
3. Students will be able to list the scientists and their discoveries.
4. Students should be able to list work tasks of the speaker.
5. Students should be able to discuss their observations.
6. Students should be able to discuss the work tasks which they observed.

HEADS UP!

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL

- | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1. Invite a doctor to speak to the class about specializing in the care of the eyes, ears, nose and throat. | 1. Student work t izing throat |
| 2. Invite an optician to tell about the manufacture and fitting of eye glasses. | 2. Student work t |
| 3. Invite a hearing aid salesman to tell of the manufacture and fitting of hearing aids. | 3. Student work t salesm |
| 4. Invite a dentist or orthodontist to tell of his role in the detection and correction of dental defects. | 4. Student work t orthod |
| 5. Visit a dental laboratory to see workers making dental appliances. | 5. Student discuss they o |

HEADS UP!

AND

REFERENCES AND MATERIALS

to speak to the class
in the care of the
throat.

to tell about the
fitting of eye glasses.

to tell a salesman to tell
about and fitting of

to tell an orthodontist to
explain the detection
of dental defects.

to tell a laboratory to see
about dental appliances.

GOAL STATEMENTS

1. Students will be able to list work tasks of a doctor specializing in eyes, ears, nose, and throat.
2. Students should be able to list work tasks of an optician.
3. Students should be able to list work tasks of a hearing aid salesman.
4. Students should be able to list work tasks of a dentist or an orthodontist.
5. Students should be able to discuss the work tasks which they observed.

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CAREER MOTIVATION

SCIENCE

OUR MOVING EARTH

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL

1. Make a map of the school area using the compass.

1. Children with the worker import

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CAREER MOTIVATION

SCIENCE

OUR MOVING EARTH

REFERENCES AND MATERIALS

school area using

GOAL STATEMENTS

1. Children will become familiar with the compass and those workers to whom direction is important.

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CAREER MOTIVATION

SCIENCE

BALLOONS FOR SCIENTISTS

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1. Invite the weatherman to explain and show weather balloons. | 1. Student the us |
| 2. Children send aloft balloons with notes. If replies are received, a chart could be made showing the distance the balloons traveled and the time they arrived. | 2. Student the wi |
| 3. Invite a worker from Goodyear Aerospace to tell about the different dirigibles and their manufacture. | 3. Student discus |
| 4. Make a bulletin board with pictures of various types of balloons. | 4. Student recogn ballooc |

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CAREER MOTIVATION

SCIENCE

BALLOONS FOR SCIENTISTS

REFERENCES AND MATERIALS

man to explain
balloons.

t balloons with notes.
ceived, a chart could
e distance the balloons
time they arrived.

om Goodyear Aerospace
different dirigibles
ure.

ard with pictures of
balloons.

GOAL STATEMENTS

1. Students will be able to tell the use of weather balloons.
2. Students should be able to chart the wind directions.
3. Students should be able to discuss the history of dirigibles.
4. Students should be able to recognize various types of balloons.

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CAREER MOTIVATION

SCIENCE

THE SOIL

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOALS

- | | |
|---------------------------------------------------------------------------------------------|------------------------------------|
| 1. Invite a horticulturist to tell how he provides the correct type of soil for his plants. | 1. Student list w cultu |
| 2. Children make a chart showing what soil is. | 2. Student list so |
| 3. Invite a soil conservationist to tell how to prevent excessive erosion. | 3. Student work to tionist |
| 4. Children make a bulletin board to show ways to conserve the soil. | 4. Student work to prevent picture |
| 5. Interview a farmer and report on the ways he conserves and builds up the soil. | 5. Student draw pi practic |

THE SOIL

REFERENCES AND MATERIALS

list to tell how
 correct type of soil

chart showing what

conservationist to
 excessive erosion.

bulletin board to
 save the soil.

and report on the
 and builds up the

GOAL STATEMENTS

1. Students should be able to list work tasks of a horticulturist.
2. Students should be able to list soil components.
3. Students should be able to list work tasks of a soil conservationist.
4. Students should be able to list work tasks we can perform to prevent soil erosion or draw pictures of the tasks.
5. Students should be able to draw pictures of the farmer practicing soil conservation.

CAREER MOTIVATION

SCIENCE

DOING WORK

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOALS

1. Invite the school custodian to tell how machines help in his job and have him show some of his tools.
2. Children can make and display a collection of screws and threaded items.

1. Children picture his tools.
2. Students demonstrate items.

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DOING WORK

REFERENCES AND MATERIALS

custodian to tell
in his job and have
his tools.

and display a
saws and threaded

GOAL STATEMENTS

1. Children should be able to draw pictures of the custodian using his tools.
2. Students will be able to demonstrate the use of threaded items.

CAREER MOTIVATION

SCIENCE

SUGGESTED SPEAKERS

Air Pollution Expert
Astronomer
Skin Diver
Meteorologist
Naturalist
Veterinarian
Chemist
Research Scientist
Space Scientist from NASA
Florist
Kennel Owner
Bee keeper
Poultry Farmer
Stock Farmer
Zoo Worker
Optician
Hearing Aid Fitter
Dentist
Dental Lab Technician
Aerospace Worker
Soil Conservationist
Musician
Furnace Man

SUGGESTED FIELD TRIPS

Metropolitan Parks
Nature Center
Zoo
Weather Station
Wooster Agricultural Research Station
Farm
Greenhouse
Hospital
Dental Lab

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CAREER MOTIVATION

SCIENCE

BOOKS

| | |
|------------------------------------|--------------------|
| Come To Work With Us in a Hospital | Sextant Publishing |
| At The Pet Hospital | Melmont Publishing |
| Weather Instruments-How They Work | Putnam |
| I Know An Animal Doctor | Putnam |
| Forecasting The Weather | Watts |
| Animal Doctors: What They Do | Scholastic Bks. |
| What Will the Weather Be? | Albert Whitman |

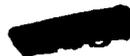
FILMS

| | |
|--------------------------|-------------------------------------|
| Akron Board of Education | |
| 464 | A Community Keeps Healthy |
| 660 | Care of Pets |
| 964 | What's So Important About the Wheel |
| 773 | Conservation For Beginners |

FILMSTRIPS

| | |
|-----------------------------------------|--------------|
| What a Doctor Sees When He Looks at You | Troll Assoc. |
|-----------------------------------------|--------------|

GRADE 2 – HEALTH



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WORLD OF WORK

OBJECTIVES:

1. To increase awareness of the need for good relationships among fellow workers.
2. To help children understand that doing a job well makes the workers feel good and useful.
3. To help children understand the importance of workers in the health and related fields.

CONCEPTS:

1. Many workers help keep us happy, healthy and safe.
2. Children can help their families by doing jobs at home.
3. Workers have rules to follow in the performance of their jobs.
4. A nurse, doctor, and dentist do specialized work.

CAREER MOTIVATION

HEALTH

A NEW HOME

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL

1. Invite the school counselor or a teacher to tell how they and the class can help new students. Have the class make a list of things they can do, when and if a new student joins the class. This idea might also be expanded to include things they can do if a substitute teacher is needed.

Student
how th
or a n

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CAREER MOTIVATION

HEALTH

A NEW HOME

AND
S

REFERENCES AND MATERIALS

counselor or a
ow they and the
w students. Have
list of things
and if a new
class. This idea
anded to include
o if a substitute

GOAL STATEMENTS

Students will be able to list
how they can make a substitute
or a new student feel at home.

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COOPERATION

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

1. When teaching Chapter 1 of You and Others discuss the workers involved in helping the family move, such as moving men, truck driver, real estate salesman, delivery men, utility connectors, etc.
Discuss with the children the importance of cooperation with all these people. Lead the children to discussion of what might happen if one worker or member of family did not cooperate.
2. Role play a family moving day or use puppets to dramatize the moving day.

1. Students understand the picture as directed. Students sequence the family.
2. Student puppet role play.

CAREER MOTIVATION

HEALTH

COOPERATION

REFERENCES AND MATERIALS

er 1 of You and
workers involved
ly move, such as
river, real estate
men, utility

ildren the
ration with all
the children
at might happen
mber of family

moving day or use
e the moving day.

GOAL STATEMENTS

1. Students will demonstrate understanding by drawing a picture illustrating cooperation as directed by the teacher. Students will list or draw in sequence three steps in moving a family.
2. Student will construct a puppet and participate in the role play.

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THE FOOD WE EAT

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------|
| 1. Invite a dietician, nutrition expert or home economics teacher to tell about their jobs in the food field. | | 1. Students perform tasks of |
| 2. Choose a food from each food group. Children show all the workers involved in getting it from the original source (s) to the consumer. | | 2. Students determine number of workers involved to the |
| 3. Visit a food store or warehouse. | | 3. Students identify the workers whom they |
| 4. Children make posters of the many people who work to help us keep good, healthful food on the table. These posters could be displayed around the room or school. | Posters, pictures, crayons | 4. Students identify the workers who provide food for |
| 5. The children draw a picture (label items if necessary) of the breakfast they ate one day. Color these and then display on the bulletin board. Discuss the food groups that provide a balanced breakfast. Then have the children draw and label an ideal or balanced meal. Each child can then compare the picture of the breakfast he ate with one that is nutritionally balanced. | | 5. Each student determines whether the breakfast is balanced |

CAREER MOTIVATION

HEALTH

THE FOOD WE EAT

REFERENCES AND MATERIALS

nutrition expert
teacher to tell
the food field.

each food group.
the workers
it from the
to the consumer.

or warehouse.

rs of the many
help us keep
d on the table.
be displayed
school.

picture (label
of the break-
ay. Color these
the bulletin

roups that
breakfast. Then
draw and label an
meal. Each child
e picture of the
th one that is
ced.

Posters, pictures, crayons

GOAL STATEMENTS

1. Students will be able to list work tasks of the speaker.
2. Students will be able to state the number of different workers involved in the delivery of food to the consumer.
3. Students will be able to discuss the work tasks of the employees whom they observed.
4. Student will draw a poster. Students will be able to state the workers involved in providing food for us to eat.
5. Each student will be able to state whether his breakfast was a balanced meal.

THE FOOD WE EAT (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIES

6. Children make paper bag puppets of different food items. Perform a little puppet show. Each child will tell the life story of his puppet and the workers who helped him to the grocer's shelf.

REFERENCES AND MATERIALS

Paper bag puppets.

GOAL S

6. Student
the wor
produci

133

CAREER MOTIVATION

HEALTH

THE FOOD WE EAT (continued)

REFERENCES AND MATERIALS

Paper bag puppets.

GOAL STATEMENTS

6. Students will be able to state the workers involved in producing various food items.

bag puppets of
s. Perform a
Each child will
of his puppet
helped him to

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CAREER MOTIVATION

HEALTH

HELPING OTHERS

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1. Invite a parent or two to tell how they try to help their family members in the home. | 1. Students three w |
| 2. Children write about the things they help with at home. They might also list new ways in which they might be able to help. | 2. Students three w |
| 3. Children discuss the people who help them at school. | 3. Students three a at scho |
| 4. Children discuss ways in which they can help others at school. | 4. Students three w to othe |
| 5. Invite the school psychologist and school counselor to tell how they try to help children who often feel angry or unhappy. | 5. Student how the school unhappy |

CAREER MOTIVATION

HEALTH

HELPING OTHERS

REFERENCES AND MATERIALS

two to tell how
their family

at the things they
They might also
which they might

the people who

ays in which they
school.

psychologist and
to tell how they
en who often feel

GOAL STATEMENTS

1. Students will be able to list three ways parents help children.
2. Students will be able to list three ways children help parents.
3. Students will be able to list three adults who help children at school.
4. Students will be able to list three ways they can be of help to others at school.
5. Students will be able to list how the school psychologist or school counselor help angry or unhappy children.

HEALTH HELPERS

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1. If a child gets a scratched knee or bump, see that he receives first aid. Then discuss with the children who would be the best person to have tended the wound. (Doctor or nurse) Discuss role of person giving the first aid and lead to further discussion of health workers; doctor, nurse, dentist, oculist, etc. | 1. Student and their sequence |
| 2. Ask an ambulance driver to explain his job to the children. Make arrangements for him to demonstrate his ambulance to the children. | 2. Children three w driver. |
| 3. When the tuberculin is given, discuss work a nurse does, preventive medicine and nursing care. | 3. Student work ta |
| 4. When the dentist visits, discuss preventive dentistry and the dental examination. | 4. Student a pictur examin |
| 5. Ask the lunch lady to explain her work. | 5. Children three w lady. |
| 6. Visit a neighborhood drug store where the druggist can demonstrate his work. | 6. Student a pictur |
| 7. Observe the work of the garbage or trash collector. | 7. Student two worl collect |

HEALTH HELPERS

REFERENCES AND MATERIALS

scratched knee or
receives first aid.
the children who
person to have
(Doctor or nurse)
person giving the
to further
n workers;
ist, oculist, etc.

ive to explain his
Make arrangements
ate his ambulance to

is given, discuss
preventive medicine

sits, discuss
y and the dental

to explain her

drug store where
monstrate his work.

the garbage or

GOAL STATEMENTS

1. Student will draw four pictures and then arrange in correct sequence the steps of the accident.
2. Children will be able to list three work tasks of an ambulance driver.
3. Students will be able to list work tasks of a nurse.
4. Students will be able to draw a picture of the school dentist examination.
5. Children will be able to list three work tasks of the lunch lady.
6. Students will be able to draw a picture of the dentist at work.
7. Students will be able to state two work tasks of the garbage collector.

HEALTH HELPERS (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIESREFERENCES AND MATERIALSGOAL STATEMENTS

8. Make a paper bag puppet of each of the various workers and help the children in role playing.

8. Children recognize activities

9. PROJECT PIDDLE PUDDLE

9a. When the permission slips for this test are first given to the children explain the purpose of the test. Many tests are given to people to help keep them health - (tuberculin test). This test can pinpoint hidden diseases and finding such troubles early can often be of great help in curing them.

9a. Student by prom slip.

9b. Discuss the various workers that will be involved with the children. The workers on the Stream Team are:

9b. Student picture

NURSES

There are four nurses who will help the children. One doctor or intern also is on duty to help supervise.

A MALE RESOURCE TEACHER from the Administration to help with the boys.

A MALE BUILDING TEACHER also to help the little boys.

Similar female help is provided for the girls.

The regular jobs of all these people should be discussed and, also, the job the teachers are doing that is really out of their regular line of duty.

Equipment used should also be explained and demonstrated to the children.

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150

Resource teacher as speaker to explain and demonstrate the equipment.

HEALTH HELPERS (continued)

REFERENCES AND MATERIALSGOAL STATEMENTS

ND
 puppet of each of
 s and help the
 playing.

8. Children will be able to recognize each worker by the activities which he performs.

9. PROJECT PIDDLE PUDDLE

n slips for this
 en to the children
 e of the test.
 en to people to
 lth - (tuberculin
 can pinpoint hidden
 ng such troubles
 of great help in

- 9a. Student demonstrates learning by prompt return of permission slip.

s workers that
 ith the children.
 Stream Team are:

- 9b. Students will be able to draw pictures of the Stream Team.

ses who will help
 doctor or intern
 help supervise.
ACHER from the
 help with the boys.
ACHER also to help

p is provided for

f all these people
 d and, also, the
 re doing that is
 r regular line of

uld also be, explained
 o the children.

150 Resource teacher as speaker to explain and demonstrate the equipment..

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CAREER MOTIVATION

HEALTH

HEALTH HELPERS (continued)

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOALS

- 9c. Explain to the children the many tests that will be done on the specimen obtained. These tests will be done by a laboratory. The work of laboratory workers should be explained here also.
- 9d. When the results are sent to the parents - the role of workers who handle this should be explained.
10. Make puppets of the Stream Team workers so that the children can participate in a short skit.
11. Children role play the different activities of the workers on the Stream Team.

- 9c. Student
two wo
worker
- 9d. Student
pictur
receiv
10. Student
work t
11. Student
demon
Stream

HEALTH HELPERS (continued)

REFERENCES AND MATERIALS

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These tests
laboratory.
ry workers
here also.

sent to the
f workers who
e explained.

Stream Team
children can
rt skit.

ne different
rkers on the

GOAL STATEMENTS

- 9c. Students should be able to state two work tasks of a laboratory worker.
- 9d. Students will be able to draw a picture of their parents receiving the test results.
10. Students should be able to enact work tasks of the Stream Team.
11. Students will be able to demonstrate work tasks of the Stream Team.

CAREER MOTIVATION

HEALTH

PROPER CARE OF OUR BODIES

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

- | | |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. Visit a hospital | 1. Children the work |
| 2. Invite a doctor to talk about preventing illness. | 2. Student things illness |
| 3. Invite a dentist to talk about preventive dental care. | 3. Student how to problem |
| 4. Children write good health rules, illustrate them and incorporate the materials into a bulletin board. | 4. Student tasks r good he perform |
| 5. Children make individual notebooks with health rules and illustrations. | 5. Student illustr |

CAREER MOTIVATION

HEALTH

PROPER CARE OF OUR BODIES

REFERENCES AND MATERIALS

talk about

talk about
are.

health rules,
incorporate
a bulletin board.

individual notebooks
and illustrations.

GOAL STATEMENTS

1. Children will be able to discuss the work tasks which they observed.
2. Students will be able to list things they can do to prevent illness.
3. Students will be able to list how to prevent serious dental problems.
4. Students will be able to list tasks relative to maintaining good health which they can perform.
5. Students will be able to illustrate good health rules.

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CAREER MOTIVATION

HEALTH

VACATION TIME

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Invite a lifeguard to talk about his training and job.
2. Invite a school crossing guard or policeman.
3. Children tell some vacation activities in which they will be involved. Write and illustrate safety rules.

1. Students will understand the training and work of a lifeguard.
2. Students will understand the work of a crossing guard or policeman.
3. Children will be able to illustrate safety rules.

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CAREER MOTIVATION

HEALTH

VACATION TIME

REFERENCES AND MATERIALS

D
to talk about his

crossing guard or

vacation activities
be involved. Write
safety rules.

GOAL STATEMENTS

1. Students will be able to list the training requirements and work tasks of a lifeguard.
2. Students will be able to state two work tasks of school crossing guard.
3. Children will be able to illustrate safety rules.

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CAREER MOTIVATION

HEALTH

CARE OF EYES AND EARS

TEACHER APPROACH AND
PUPIL ACTIVITIES

1. Invite the school hearing specialist to tell about his job.
2. Visit an eye doctor's office.
3. Children write reports on how they can take care of their eyes and ears.

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Students understand the tasks of an eye doctor.
2. Children understand the work of an eye doctor.
3. Students understand how to care for their eyes and ears.

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CAREER MOTIVATION

CARE OF EYES AND EARS

REFERENCES AND MATERIALS

ND
hearing specialist
job.

r's office.

ports on how they
their eyes and ears.

HEALTH

GOAL STATEMENTS

1. Students can list three work tasks of the hearing specialist.
2. Children will be able to discuss the work tasks which they observed.
3. Students will be able to list ways to care for eyes and ears.

1-18

CAREER MOTIVATION

HEALTH

FAIR PLAY AND CHEATING

TEACHER APPROACH AND
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Class discusses the need for rules.
2. Interview a coach or physical education instructor.

1. Students understand the reasons for rules.
2. Children will be able to work together.

4-19

CAREER MOTIVATION

HEALTH

FAIR PLAY AND CHEATING

REFERENCES AND MATERIALS

need for rules.

physical education

GOAL STATEMENTS

1. Students will be able to list reasons for rules and laws.
2. Children will be able to list work tasks of a coach.

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SUGGESTED SPEAKERS

Air Pollution Expert
Dentist
Dental Hygienist
School Crossing Guard
Optician
Water Safety and First Aid Instructor
Doctor
State Highway Patrolman
Public Health Nurse
Psychologist
School Counselor
Dietician

SUGGESTED TELEVISION PROGRAMS

All About You
What About You?

SUGGESTED FIELD TRIPS

Dairy
Hospital
Restaurant
Bakery
Optical Company
Food Store and Warehouse
Health Department

FILMS

Akron Board of Education

186 Courtesy for Beginners
 901 Beginning Responsibility: Being on Time
 8 Beginning Responsibility: Other People's Things
 1115 Beginning Responsibility: Rules at School
 79 Going to School is Your Job
 1518 People Are Different and Alike
 547 Say No to Strangers
 464 A Community Keeps Healthy

FILMSTRIPS

Akron Board of Education

FS 1185 Manners at Home
 FS 1186 Manners in Public
 FS 1187 Manners at School
 FS 1188 Manners When Visiting
 FS 427 We All Take Turns
 FS 1414 Food for Good Health
 FS 801 Rest and Sleep
 SFS 38 People We Know

W.O.W. What a Doctor Sees When He Looks at You Troll Assoc.

BOOKS

| | |
|------------------------------------|--------------|
| Come to Work With Us in a Hospital | Sextant Pub. |
| Practical Nurse | Follett |
| The Friends You Make | Follett |
| The Family You Belong To | Follett |

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