The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the first grade level, the units are: armed services, the community, the ocean, the family, the farm, a safari (wild animals and the zoo), the school, self-awareness, and a toy shop. (MDW)
INTRODUCTION TO ELEMENTARY CAREER EDUCATION: UNITS

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

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

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

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

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.
UNIT TITLE: ARMED FORCES - "WHEN JOHNNY COMES MARCHING HOME"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: "WHEN JOHNNY COMES MARCHING HOME" - ARMED FORCES

The primary purpose of this unit is to help the children become aware of the various branches of the armed forces.

BROAD OBJECTIVES:

1. To become aware of the branches of the armed forces.
2. To develop an understanding of the need for the armed forces.
3. To give the child an opportunity to begin his decision of the branch he prefers.

It will stimulate an appreciation for the services and a knowledge of the numerous jobs available and the duties of each branch of the armed services.

The primary purpose of this unit is to help the children become aware of the various branches of the armed forces.

INTRODUCTION TO: "WHEN JOHNNY COMES MARCHING HOME" - ARMED FORCES
<table>
<thead>
<tr>
<th>RESOURCES AND MATERIAL</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>CONCEPT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Which branch will you take?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher asks: When Johnny Comes Marching Home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation to: &quot;When Johnny Comes Marching Home.&quot;</td>
</tr>
<tr>
<td></td>
<td>Class discussion.</td>
<td>Why do we have armed services?</td>
</tr>
<tr>
<td></td>
<td>Class discussion.</td>
<td>Which branch will you take?</td>
</tr>
<tr>
<td></td>
<td>Armed services.</td>
<td>Who do we have armed services?</td>
</tr>
<tr>
<td></td>
<td>The different branches of the armed services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Separate branches depict uniforms and equipment on a tree with buttons.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tree (it could be made 3 dim. by using real tree)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pictures.</td>
<td>Class discussion.</td>
</tr>
<tr>
<td></td>
<td>Books.</td>
<td>Why do we have armed services?</td>
</tr>
</tbody>
</table>

Motivation to: "When Johnny Comes Marching Home."

Class discussion.

Teacher asks: Which branch will you take?

Why do we have armed services?

Which branch will you take?

Who do we have armed services?

The different branches of the armed services.

Separate branches depict uniforms and equipment on a tree with buttons.

Tree (it could be made 3 dim. by using real tree)

Pictures.

Books.

These goals:

- To send well-trained, disciplined forces to accomplish the United States must be ready in other respects. During war and peace, and protect the lives of citizens, property, and interests on land and sea, and defend the United States must be able to defend itself. Every nation such as the United States needs to be able to do these things. For example, the United States must be able to send well-trained, disciplined forces to accomplish these goals.

Resources and materials:

- Bulletin board of a tree with uniforms and equipment on separate branches depicting the different branches of the armed services.
- Class discussion.
- Pictures.
- Books.
<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What armed services do we have?</td>
<td><strong>Children will discuss their experiences and knowledge of the different armed services.</strong></td>
<td></td>
</tr>
<tr>
<td>3. What is a soldier's job?</td>
<td>Teacher will guide the class to include: Army, Navy, Marines, Air Force, and National Guard.</td>
<td><strong>Make a chart listing these branches.</strong> <strong>Children may decide which they like best and draw a picture.</strong> <strong>Display pictures in appropriate place on branches of tree.</strong></td>
</tr>
<tr>
<td>Show filmstrip or film. Emphasize that the army's job is to protect the land.</td>
<td>Song. <strong>&quot;When Johnny Comes Marching Home.&quot;</strong></td>
<td><strong>Poster board.</strong> <strong>Construction paper, crayons.</strong> <strong>Book.</strong> <strong>Print tools and display.</strong> <strong>Read a story.</strong> <strong>Discussion.</strong> <strong>Bring tools and display.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Poster board.</strong> <strong>Construction paper, crayons.</strong> <strong>Book.</strong> <strong>Print tools and display.</strong> <strong>Read a story.</strong> <strong>Discussion.</strong> <strong>Bring tools and display.</strong></td>
</tr>
<tr>
<td>Resource Person</td>
<td>Techniques and Activities</td>
<td>Content Questions</td>
</tr>
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<td>-----------------</td>
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</tr>
<tr>
<td>Book</td>
<td>Physical Education exercises will correlate well.</td>
<td></td>
</tr>
<tr>
<td>Filmstrip or Film</td>
<td>Resource person - Recruiter</td>
<td></td>
</tr>
<tr>
<td>Physical Education exercises</td>
<td>Poem: &quot;MARCHING&quot; will correlate well.</td>
<td></td>
</tr>
<tr>
<td>Read a story</td>
<td>Read a story.</td>
<td></td>
</tr>
<tr>
<td>Suggestion: Choose a flag bearer and a drummer and let the children march to their heart's delight!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>Journals.</td>
<td></td>
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<tr>
<td>Drill Books</td>
<td>Drill Books.</td>
<td></td>
</tr>
<tr>
<td>Filmstrip or Film</td>
<td>Filmstrip or Film</td>
<td></td>
</tr>
<tr>
<td>Drill Tools</td>
<td>Drill Tools.</td>
<td></td>
</tr>
</tbody>
</table>

4. What is a sailor's job? emphasize that the sailor's job is to protect the seas by protecting the countries.

Drums are booming:

Boo, boom, booming!

Flags are waving:

High!

Feet are marching:

March, march, marching!

Feet are marching:

March, march, marching!

High:

Plays are waiting:

Drums are booming:

"MARCHING" POEM:

Drums are booming
5. That is the marine's job. Emphasize that the marine's job is concerned with landing operations. Bring tools and display. Read a story.


6. That is the pilot's job. Emphasize that the pilot's job is the protection of the air. Bring tools and display. Read a story.


CONTENTS AND ACTIVITIES

RESOURCES AND MATERIAL

CONTINUED
<table>
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<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>7. What is the national guardsmen's job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Which branch would you choose now?</td>
<td></td>
<td></td>
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<tr>
<td>7. What is the national</td>
<td></td>
<td></td>
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<tr>
<td>guardsmen's job?</td>
<td></td>
<td></td>
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<tr>
<td>8. Which branch would</td>
<td></td>
<td></td>
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<tr>
<td>you choose now?</td>
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</table>

<table>
<thead>
<tr>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>Discuss those who switched best.</td>
<td></td>
</tr>
<tr>
<td>Draw again which they like best.</td>
<td></td>
</tr>
<tr>
<td>Have children re-think and draw again which they like best.</td>
<td></td>
</tr>
<tr>
<td>Emphasize that the national guard is on call for all national emergencies.</td>
<td></td>
</tr>
<tr>
<td>Physical Education exercises will correlate well.</td>
<td></td>
</tr>
<tr>
<td>Physical Education exercises will correlate well.</td>
<td></td>
</tr>
<tr>
<td>Show film strip or film.</td>
<td></td>
</tr>
<tr>
<td>Resource person.</td>
<td></td>
</tr>
<tr>
<td>Resources and Material</td>
<td>Techniques and Activities</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Children will divide themselves into the five branches we have studied. Into the five branches we have divided these themes and role play. Each branch will construct one piece of equipment, such as: Army - tank, Navy - boat, Air Force - plane, Marine - guns &amp; equipment, Nat. Guard - jeep. The children will use these boxes, paint, cutting implements.</td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Filmstrips: - Belle Heth & McHarg
5 filmstrips on Armed Services from Educational Projection.

Books:


Songs of Our Patriots - Childcraft.
UNIT TITLE: THE FARM

"IN THE BARNYARD"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTFROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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

Children in the city need to become aware of farm life and farm animals. They need to gain an understanding of the interdependence of people who live and work on the farm and those who live in the city.

First grade skills and subject area can be readily developed in this unit.

RESOURCES AND MATERIALS

- Model farm
- Art prints such as those of Andrew Wyeth
- Book: Good Morning Farm by Betty Wright
- Record and sing: Old MacDonald's Farm
- Read story: In the Barnyard, Old MacDonald's Farm
- Record: Sounds on the Farm
- Display and discuss model farm from the Barnyard

MOTIVATING ACTIVITIES

- Display and discuss model farm from The Barnyard
- Record and sing: Old MacDonald's Farm
- Read story: In the Barnyard, Old MacDonald's Farm
- Record: Sounds on the Farm
- Display and discuss model farm from the Barnyard

First grade skills and subject area can be readily developed in this unit.

To choose who live and work in the city, to gain an understanding of the interdependence of people who live and work on the farm, children in the city need to become aware of farm life and farm animals.
BROAD OBJECTIVE:
To help children become familiar with farm life and farm animals, and help them to gain an appreciation of life on a farm.

CONTENT QUESTIONS

1. What do you think living on a farm would be like?
2. What animals do you know that live on a farm?

TECHNIQUES AND ACTIVITIES

Children will discuss and draw a picture of what they think life on a farm is like. Road stories. Show pictures and study print of farm life. Filmstrip. Begin farm booklet. Make folders. Continue booklet with pictures of farm animals. Children can cut out and color worksheets on baby animals. Read story. Worksheets on baby animals. What animals are on a farm?

RESOURCES AND MATERIAL

Books:
- What I will Be From A to Z (National Dairy Council)
- The Little Farm (Lois Lenski)
- The Cow in the Silo (Patricia Goodell)
- My Friend The Cow (National Dairy Council)
- The Farm in the Silo (John Leaski)
- The Little Farm (National Dairy Council)

State:
- Film on the Farm-10 min.
- Filmstrip.
- Construction paper.
- Study print.
- What animals are on a farm?

FARM BOOKLET

1. How do farmers' families differ from your city family?
2. What do you think living on a farm would be like?
3. What animals do you know that live on a farm?

FARM BABIES AND THEIR MOTHERS

Show pictures and study print of farm life. Filmstrip. Begin farm booklet. Make folders. Continue booklet with pictures of farm animals. Children can cut out and color worksheets on baby animals. Read story. Worksheets on baby animals. What animals are on a farm?

RESOURCES AND MATERIAL

Books:
- Farm Life (Kathrine Keeler)
- Farm Life (Miriam Mason)

STATE:
- Film Strip, Farm Animals-10 min. P. Radford College
- Farm Babies and Their Mothers-11 min. P. Radford College
- Farm Babies and Their Mothers-11 min. P. Radford College
- Feeding Farm Babies-16 min. State
- Poultry on the Farm-10 min.
- The Cow in the Silo (National Dairy Council)
- My Friend The Cow (National Dairy Council)
- The Little Farm (National Dairy Council)
- What animals are on a farm?
### Resources and Material

- **TECHNIQUES AND ACTIVITIES**

  1. Where does the farmer Keep his animals? Discuss how the farmer takes care of his animals and barns, etc. Include farmers' personal cleanliness, government inspection, etc.

  2. Visit a dairy farm.

  3. Role play a day on the farm or in the barnyard.

  4. View filmstrips and read books.

  5. Play guessing game on mother and baby animals.

  6. Put two eggs in a "chick-u-bator" and count time for hatching.

  7. Filmstrips and record:

     - Sounds on the Farm (Eye Gate)
     - Dinky, The Calf
     - Fluffy, The Chick
     - Frisky, The Colt
     - Fleecy, The Lamb
     - Porky, The Pig
     - Our Poultry Farm

  8. Books:

     - Animal Families (Ann Weil)
     - The Horse Who Lived Upstairs (Phyllis McGinley)
     - Katie's Chickens (Nancy Watson)
     - Farm Stories (Kathryn Jackson)
     - Seven Diving Ducks (Margaret Frisky)
     - Gertie, The Duck (Nicholas Georgiady)
     - Kristie and The Colt (Anita McGee)
     - Our Poultry Farm (Ann Weil)

### CONTENT QUESTIONS (Continued)

3. Where does the farmer keep his animals? Discuss how the farmer takes care of his animals and barns, etc.
### CONTENT QUESTIONS

**TECHNIQUES AND ACTIVITIES**

4. What kind of tools or machinery does the farmer use?

**RESOURCES AND MATERIAL**

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIAL</th>
<th>TECHNIQUES AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzles</td>
<td>Have children work individually on puzzles.</td>
</tr>
<tr>
<td>Clay</td>
<td>Children can make farm and animal figures out of clay.</td>
</tr>
<tr>
<td>Boxes</td>
<td>Use pictures of farm machinery and discuss their use, etc.</td>
</tr>
<tr>
<td>Bulletin board</td>
<td>The farmer uses...</td>
</tr>
<tr>
<td>Roll of manila paper</td>
<td>The farmer can make farm and animal figures out of clay.</td>
</tr>
<tr>
<td>Pictures</td>
<td>Children can make farm and animal figures out of clay.</td>
</tr>
<tr>
<td>Film</td>
<td>Old MacDonald-16 min.-State Pictures.</td>
</tr>
<tr>
<td>Modal of dairy farm</td>
<td>Farm animals, etc., label all parts studied.</td>
</tr>
<tr>
<td>Sentence strips</td>
<td>Roll of manila paper</td>
</tr>
<tr>
<td>World Book Encyclopedi</td>
<td>Bulletin board</td>
</tr>
</tbody>
</table>

**INTRODUCTION AND start songs**

- Farmers, etc., label all parts studied.
- Children can make farm and animal figures out of clay.
- Use pictures of farm machinery and discuss their use, etc.
- Children can make farm and animal figures out of clay.
- Children can make farm and animal figures out of clay.
- Old MacDonald-16 min.-State Pictures.
- Show film.
| CONTENT QUESTIONS |
| TECH. QUESTS AND ACTIVITIES |
| RESOURCES AND MATERIAL |

- **Market Day**
  - **Books:**
    - The Farmer
    - Farm Boy (Philip Stong)
  - **Filmstrip:**
    - Animals on the Farm
    - Life on a Dairy Farm

- **The Farmer and the Witch** (Ida Delage)
  - **Books:**
    - All Kinds of Cows
    - Let's Go To Dairy
    - Over in the Meadow

- **Over in the Meadow** (John Lanstaff)
  - **Filmstrip:**
    - Over in the Meadow
  - **Books:**
    - The Farmer and the Witch
    - Farmer Boy (Philip Stong)

- **Read stories.**
- **Show filmstrip on the farm.**
- **Books-read and discuss.**
**BROAD OBJECTIVE:**
To help the child become aware of the interdependence of the farmer to us — how we depend on the farmer for food and how he depends on us for his livelihood.

**CONTENT QUESTIONS**

| 1. | What crops do the farmers raise? Who can name some special kinds of farms? |
| 2. | How are farm animals important to us? |
| 3. | Where does the farmer sell his products? How does this help the farmer? |
| 4. | Who buys the foods at the market? How does this help the farmer? |

**TECHNIQUES AND ACTIVITIES**

- Filmstrip: View and discuss.
- Postcard board: Children do a memory game on farm animals and their sounds.
- Sequence strips: I can hear (recorded) sounds I can hear on the farm. Study patterns — trip to the farm.
- Farm animals, No. 86: Plan card board kit.
- Filmstrip: Set of 6
- Learning About Plants
- Life on a Dairy Farm
- Learning About Plants
- Filmstrip: Set of 6
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.

**RESOURCES AND MATERIALS**

- Filmstrip: View and discuss.
- Postcard board: Children do a memory game on farm animals and their sounds.
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**RESOURCES AND MATERIALS**

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- Learning About Plants
- Life on a Dairy Farm
- Learning About Plants
- Filmstrip: Set of 6
- Filmstrip: View and discuss.
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**RESOURCES AND MATERIALS**

- Filmstrip: Set of 6
- Learning About Plants
- Life on a Dairy Farm
- Learning About Plants
- Filmstrip: Set of 6
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.
- Filmstrip: View and discuss.
BROAD OBJECTIVE:
To extend the child's knowledge of the duties of a farmer in daily life.

CONTENT QUESTIONS
1. What does a farmer do all day? Who helps him with his work?
2. What does the farmer do in different seasons?

TECHNIQUES AND ACTIVITIES
- Show and discuss large farm picture (Childcraft) of what a farmer is and will do on the farm.
- Make a bulletin board of the farmer's jobs, have children put some show pictures and discuss.
- Role play-farmer at work.
- Construct a farm and label the buildings, machinery.
- Have children bring some pictures.
- Let the children create or tell a story about farm life.

RESOURCES AND MATERIAL
- Film: The Farmer—14 min. Elem.—Radford College
- Pictures of farmer's seasonal jobs.

RESOURCES
- Bulletin board
- Childcraft farm picture
- Boxes
- Pencils
- Scene cards

TECHNIQUES AND ACTIVITIES
- Show and indicate into factors.
- In each season, measure board of the farmer's jobs. Have children put some show pictures and discuss.
- Role play-farmer at work.
- Construct a farm and label the buildings, machinery.
- Have children bring some pictures.
- Let the children create or tell a story about farm life.
### CULMINATING ACTIVITY:

- Pop popcorn in the classroom.
- Role play - The farmer and his helpers
- A day on the farm
- Complete booklets and take home.
- Perin a list of careers we have talked about in this unit - add list as we study more occupations.
- Begin a list of careers we have worked on in this farm unit - add list.
- Complete booklets and take home.
- Pop popcorn in the classroom.

<table>
<thead>
<tr>
<th>Popcorn</th>
<th>Popper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Farmer</td>
<td></td>
</tr>
<tr>
<td>2. Salesman</td>
<td></td>
</tr>
<tr>
<td>3. Grocer</td>
<td></td>
</tr>
<tr>
<td>4. Machine operator</td>
<td></td>
</tr>
<tr>
<td>5. Dairyman</td>
<td></td>
</tr>
<tr>
<td>6. Food processor</td>
<td></td>
</tr>
<tr>
<td>7. Manufacture of farm tools</td>
<td></td>
</tr>
</tbody>
</table>

**CULMINATING ACTIVITY:**

- Pop popcorn in the classroom.
BIBLIOGRAPHY

1. Books: (Children's)

   Brock, Emma Lillian. Kristie and The Colt.
   Dodd, Madeline M. All Kinds of Cows.
   Friskey, Margaret. Seven Diving Ducks.
   Galdone, Paul. The Old Woman and Her Pig.
   Georgiady, Nicholas P. Gertie, The Duck.
   Goodell, Patricia. The Cow in The Silo.
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   Harper, Wilhelmina. The Lonely Little Pig and Other Animal Tales.
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   Jackson, Kathryn. Katie the Kitten.
   Keller, Katherine. Summer Comes to Meadow Brook Farm.
   Lenski, Lois. The Little Farm.
   Mason, Miriam E. Smiling Hill Farm.
   Moncure, Jane B. Flip, The True Story of a Dairy Farm Goat.
   Stony, Philip Duffield. Farm 30Y.
   Watson, Nancy. Katie's Chickens.

2. Books: (Teachers')

   Childcraft
   World Book
3. Flannel Board Kits:

- Animals and Their Young
- Farm Animals
- Trip To The Farm
- Sounds I Can Hear (Record included)

4. Filmstrips:

- Dinky, The Calf. Eye Gate House, Inc.
- Fleecy, The Lamb. Eye Gate House, Inc.
- Frisky, The Colt. Eye Gate House, Inc.
- Learning About Plants. Encyclopedia Britannica Educational Corp.
- Life On A Farm. Encyclopedia Britannica Educational Corp.
- Our Poultry Farm. Eye Gate House, Inc.
- Porky, The Pig. Eye Gate House, Inc.
- Sounds Around The City (F-L24). School Library.
- Sounds Around Town (F-L29). School Library.
- Sounds On The Farm (F-L30). School Library.
- The Foods We Eat series. SVE, 1971.

5. Films:

- Agricultural Lifelines (14 min. elem. State).
- Agriculture's Showcase Abroad (14 min. elem. State).
- Agriculture Story (17 min. elem. Radford College).
- Agriculture in Virginia (36 min. elem. Radford College).
- Cardboard Cow, The (1'4 1/2 min. elem. State).
- Farm Animals (10 min. pri. Radford College).
- Farm Babies and Their Mothers (10 min. pri. Radford College).
- Farmyard Babies (11 min. pri. Radford College).
- Feeding Farm Animals (16 min. elem. State).
- Food For The City (12 min. elem. State).
- Letter Writing For Beginners (11 min. pri. Radford College).
- Old MacDonald (16 min. elem. State).
- Pageant of American Farms (15 min. elem. State).
- Poultry on the Farm (10 min. elem. State).
- Soil Conservation-Erosion (10 min. elem. State).
- Soil Conservation-Soil (10 min. elem. State).
- Your Meat Inspection Service (36 min. Radford College).

6. Puzzles:

- Farmer (Educational Playthings). Playskool.
- Milkman (Educational Playthings). Playskool.
- Barn. Beckley-Cardy 3.)
7. **Single Cassette:**


8. **Study Prints:**

- *At the Farm.* Instructo.
UNIT TITLE: "THE TOY SHOP"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1512 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: "THE TOY SHOP"

In this unit the child gains an insight into numerous occupations especially those related to the toy shop, such as construction of store, toys, and the buying and selling of these.

During this unit the teacher will concentrate on the value of coins. First grade skills and subject areas will coorelate well throughout this unit.

BROAD OBJECTIVES:

1. To help children understand the value of coins.

2. To help children develop an understanding and appreciation of the workers involved in making toys and toy shop.

3. To develop an understanding of the value of money.

4. To help children become aware of job opportunities that stem from operating a toy store.
**BROAD OBJECTIVE:** To help children become aware of job opportunities that stem from operating a toy store.

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<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
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</thead>
</table>
| Motivation        | Bulletin board depicting shelves of toys.  
|                   | "Which would you buy?"  
|                   | Play record, Parade of Toys.  
| 1. "Where did the store get your toy?" | Teacher guided class discussion.  
|                   | Resource person who makes toys.  
| 2. Would you like a toy store? | Discussion on procedure of establishing a toy store.  
|                   | Children will be divided into 2 groups: one to make the toy shop and another to make the toys.  
|                   | Begin construction of toys and shop.  
|                   | Pictures of various toys.  
|                   | Record, Parade of Toys.  
|                   | Resource person: Mr. Sylvester Stanley  
|                   | Suggested materials for toys:  
|                   | Sock dolls or animals  
|                   | Popcycle stick toys  
|                   | Puppets  
|                   | Paper construction  
|                   | Clay construction  
|                   | Box construction  
|                   | Assembly line could be used in the making of toys.  

**BROAD OBJECTIVES:**
To help children understand the value of coins.
To help children develop an understanding and appreciation of the workers involved in making toys and toy shops.
To develop an understanding of the value of money.

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</thead>
<tbody>
<tr>
<td>3. Who makes the toys? Who builds the store?</td>
<td>Read a story or show a filmstrip to build an awareness of the jobs involved.</td>
<td>Books and filmstrips.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer to pages 86, 87, 175, 176 in math book. Flannel board set on money. Play money and real money.</td>
</tr>
</tbody>
</table>
**BROAD OBJECTIVES:** To help children understand the value of coins. To help children become aware of job opportunities that stem from operating a toy store.

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<tr>
<td>5. How will you get the toy out of the shop?</td>
<td>Children will make their own price tags after discussion of coin value. Children will place their toy in the store.</td>
<td>String, construction paper, crayons</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>Field trip to see toy display.</td>
<td>Store, toys, play money</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Books:

Films:
The Variety Store. 117F Eyegate.
We Run A Store. Educational Projection.

Study Prints:
Learning About Money. Lawrence, Lee - Soloman, Evelyn - Burt, Mildred - Colina, Tessa.

Flannel Board. Enalrged U. S. Coins #246.
UNIT TITLE: THE FAMILY
"ALL IN A FAMILY"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
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PHONE: 1-703-639-6673
This Family unit proceeds the unit on school.

First grade subject matter and skills will flow throughout this unit easily.

community.

The child, in this unit, becomes aware of a variety of jobs within his own home,

each family member, as well as his role as a cooperative member.

His thinking is now directed from self to include his family members and the jobs of

This unit follows the self unit and broadens the child's horizons of his world.

INTRODUCTION TO: The Family
**Broad Objective:**

1. To help the child become aware of his concept of home and his job role as a cooperative family member.
2. To help the child understand and appreciate his parents' job in their occupations and at home.

**Content Questions**

<table>
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<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>1. Are you in a family?</td>
</tr>
<tr>
<td>2. Do you have a pet in your family?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story or poem or filmstrip motivating bulletin board</td>
</tr>
<tr>
<td>Woodcut pictures of pets from story \filmstrip, then let children make their pets from clay.</td>
</tr>
<tr>
<td>Construction paper, Family worksheets, Record: Five People In My Family, and Book: Happy Little Family by Rebecca Caudill, Family Helpers by Elaine Hoffman, and Jane Heffelfinger.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Techniques and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members from worksheets. They could color and cut out the number of family members. Tell children can draw pictures of all their family members. Then let them make their pets from clay. Could make whole family.</td>
</tr>
<tr>
<td>Books: Happy Little Family by Rebecca Caudill, Debbie and Her Family by Lois Lensky, Family Helpers by Elaine Hoffman, and Jane Heffelfinger, and Jane Heffelfinger.</td>
</tr>
<tr>
<td>Construction paper, Family worksheets, Record: Five People In My Family, and Book: Happy Little Family by Rebecca Caudill.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Record: Five People In My Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children can discuss their families. Talk about small and large families. They could color and cut out the number of family members. Tell children can draw pictures of all their family members. Then let them make their pets from clay. Could make whole family.</td>
</tr>
<tr>
<td>Books: Happy Little Family by Rebecca Caudill, Family Helpers by Elaine Hoffman, and Jane Heffelfinger, and Jane Heffelfinger.</td>
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<tr>
<td>Construction paper, Family worksheets, Record: Five People In My Family, and Book: Happy Little Family by Rebecca Caudill.</td>
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**Record: Five People In My Family**

- Children can discuss their families. Talk about small and large families. They could color and cut out the number of family members. Tell children can draw pictures of all their family members. Then let them make their pets from clay. Could make whole family.
- Books: Happy Little Family by Rebecca Caudill, Family Helpers by Elaine Hoffman, and Jane Heffelfinger, and Jane Heffelfinger.
- Construction paper, Family worksheets, Record: Five People In My Family, and Book: Happy Little Family by Rebecca Caudill.
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<tbody>
<tr>
<td>3. What do we do together as a family?</td>
<td>Show filmstrip. Discuss family outings, picnics, vacations, etc.</td>
<td>- How children will do all the measuring, dividing into rooms, decorating.</td>
</tr>
<tr>
<td></td>
<td>Show pictures of various houses. - Poem: &quot;House House&quot; by Elza Jane Werner.</td>
<td>- Pictures from magazines.</td>
</tr>
<tr>
<td></td>
<td>Show pictures of various houses. - Poem: &quot;The Big Girl and The Little House&quot; by Ruth Krauss.</td>
<td>- Milk cartons.</td>
</tr>
<tr>
<td></td>
<td>Best little house by Allen Parker.</td>
<td>- Buildings.</td>
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<tr>
<td></td>
<td></td>
<td>- Building blocks.</td>
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<tr>
<td></td>
<td></td>
<td>- Refrigerator box or milk cartons.</td>
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<tr>
<td></td>
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<td>- Pictures and popcicle sticks.</td>
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<td></td>
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<td>- Make puppets from bags, socks, or refrigerator box.</td>
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<tr>
<td></td>
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<td>- Make puppet stage.</td>
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<td>- Work puzzle.</td>
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<td></td>
<td></td>
<td>- Make puppets with their family.</td>
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<td></td>
<td></td>
<td>- On what they like to do best.</td>
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<td></td>
<td></td>
<td>- Work puzzle, too.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make puppets at school.</td>
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<tr>
<td></td>
<td></td>
<td>- Talk about family at work.</td>
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<td>- Show and discuss study prints.</td>
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<tr>
<td></td>
<td></td>
<td>- Discuss family outings, puppet, etc.</td>
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<tr>
<td></td>
<td></td>
<td>- Have children bring in pictures of houses and make a collage.</td>
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<td></td>
<td>- Make houses out of milk cartons or use paper mache.</td>
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<tr>
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<td>- Make a big house out of refrigerator box or other boxes.</td>
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<td>- Children will do all the measuring, dividing it into rooms, decorating it into box.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Or use paper mache.</td>
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<tr>
<td></td>
<td></td>
<td>- Make houses out of milk cartons and make a collage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pictures of houses and make a study print.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Show pictures of various houses.</td>
</tr>
<tr>
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<td></td>
<td>- Poem: &quot;House House&quot; by Elza Jane Werner.</td>
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<td></td>
<td>- Milk cartons.</td>
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<td></td>
<td></td>
<td>- Building blocks.</td>
</tr>
<tr>
<td>Questions</td>
<td>Techniques and Activities</td>
<td>Resources and Materials</td>
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</tr>
<tr>
<td>7. What is mother's work at home?</td>
<td>Show study prints on mother at work. Discuss mother's various jobs; washing, ironing, dishes, cooking, cleaning, etc.</td>
<td>Show and tell about mother's various work. Discuss mother's various jobs; washing, ironing, dishes, cooking, cleaning, etc.</td>
</tr>
</tbody>
</table>

**Resources and Materials:**
- Family At Work
- Play
- A Family At Work and Play
- Mommies Are For Loving by Ruth Penn
- The Hating Book by Charlotte Zolotow
- Are You My Mother? by P.D. Eastman
- Tom, Sue, and The Clock by Conrad Aiden
- A Home For My Kittens by Albertine Beletaille
- The Mulberry Bush by Emily Dickinson
- The Mulberry Bush—emphasizing things they do for their pet.
<table>
<thead>
<tr>
<th>Questions and Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8. What tools does daddy use at home?</td>
<td>Display of various tools mother uses to help her do different tasks.</td>
</tr>
<tr>
<td>9. Does mother go to work outside the home?</td>
<td>Where are the mothers? by Dorothy Marlin.</td>
</tr>
</tbody>
</table>

**TECHNIQUES AND ACTIVITIES**

Role playing.

- Game: Did You Ever See A Mommy?(Tune-Did You Ever See A Lassie?)

- Song: Mulberry Bush


- Record: I Love You Mommy by Maxine Troupe.

- Ask Mr. Bear by Charlotte Zolotow.

**RESOURCES AND MATERIALS**

- Paper bags.
- Display of various tools mother uses at home.
- Paper plates, bags, milk cartons to make hats.
- Jennifer's hat by Ezra Keats.
11. What tools does daddy use at home?

12. What is daddy's work outside the home? What does he use in his work?

13. How do we all help each other in our family?

Resource and Material

 Technologies and Activities

- Study prints and discuss dad's jobs around the house and what you do to help.
- Make a chart with dad's jobs listed as cutting grass, fixing, gardening, painting, etc.
- Display table.
- Show study prints and discuss.
- Study prints.

- Each other in our family.
- Use in his work.
- Home. What does he work outside the home?
- What is the job?
- Daddy use at home?
- Daddy use at home?
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CULMINATING ACTIVITY:

How are families different?

Discuss.

- Show filmstrip (Indians)
- Make comparisons
- Draw pictures
- Role play
- Color Eskimo sheets
- Make comparisons
- Draw pictures

RESOURCES AND MATERIAL

- Filmstrip: How A Navajo Indian Family Lives
- Char by Ezra Keats
- Many Names for Ellen by Peggy Sullivan
- Eskimo worksheets
- Boxes
- Other books for this unit: Lucy Maceolet by Phyliss Magee
- Peter's Chair by Ezra Keats
- Where Are You Today? by Sharon Koester
- Tiny Stories: How a Navajo Indian Family Lives
- How Are Families Different? - Discuss.
BIBLIOGRAPHY

1. Books:


2. Poem:

"Werner, Elsa Jones. *Houses.*
3. **Records:**
   - Columbia Book and Record Co.; Sesame Street. *Five People in My Family.*
   - Decca Records: Children Sing Around The Year. *I Love You 'Tommy.*

4. **Study Prints:**
   - SVE. *A Family At 'ork and Play.*

5. **Filmstrips:**
   - SVE (Society for Visual Education)
     1. *Families Having Fun*
     2. *Families Members Work*
     3. *Three Little Pigs*
     4. *How A Navajo Indian Family Lives*
UNIT TITLE: SELF
"WHO'S THAT IN THE MIRROR?"
APPROXIMATE GRADE LEVEL: GRADE 1
PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: Self
"Who's That In The Mirror?"

This unit is an introduction or base to many units; it is to focus the child's attention first on the things he knows about or is aware of in his own world, and then to branch out to the world around him.

The objective or purpose is to help this child of "tender" years to become aware of self and of self in relation to others; proceed to the family (the next closest unit to him); then continue with school; and finally, to discuss the community.

Hopefully, the child will then possess an adequate understanding and appreciation of his own world and the world around him.

First grade skills and subject areas will correlate well throughout this unit.
BROAD OBJECTIVE:  

(1) To help children understand the concept of "Who Am I?" and to identify ways in which the child is a different or unique individual.

(2) To help the child become aware of things that are important to him in his own world.

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<tr>
<td>2. Who are you?</td>
<td>Class discussion. Children tell whether they are a boy or a girl, introduce themselves. They may tell something about self if they wish. Read story. Surprise box-w/full length mirror...here I am written over mirror. Observation and measurement. Talk about likenesses and differences-have children look in mirror and tell all they see. Compare with others back to back. Use scales and tape measure. Children can draw own picture(can be life size and fill in face and clothes).</td>
<td>Game: &quot;Twenty Questions&quot; (Teacher starts, children join in-guessing who) Books: Many Names For Eleen by Peggy Sullivan. Who's That In The Mirror by Polly Berends. Filmstrips: Getting To Know Me 1. People Are Like Rainbows 2. A Boat Named George 3. Listen! Jimmy! 4. Strike Three-You're In</td>
</tr>
<tr>
<td>How do you look to others? To yourself? Are we all alike?</td>
<td></td>
<td>Full length mirror/refrig. box Scales</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
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<td>RESOURCES AND MATERIAL</td>
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<tr>
<td></td>
<td>They could draw someone else and what he looks like to them.</td>
<td>Tape measure</td>
</tr>
<tr>
<td></td>
<td>Discuss and show study prints on awareness.</td>
<td>Large rolls of drawing paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scissors</td>
</tr>
<tr>
<td>3. How old are you?</td>
<td>See if children can tell you, let them count it, and find it on number cards. Can write it on board.</td>
<td>Study Prints: Awareness SRA-Focus on Self-Development Kit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filmstrip: &quot;Cindy and the Elf&quot; (On own appearance and others)</td>
</tr>
<tr>
<td>4. When is your birthday?</td>
<td>Big cake and candles. When child learns his birthday he gets to put his name, date on the candle, and then place candle on the big cake. Children can make.</td>
<td>Number cards. Book: <em>The Very Little Girl</em> by Phylis Krusilousky</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Birthday cake out of poster board and candles.</td>
</tr>
<tr>
<td>5. Where do you live?</td>
<td>Use study prints to introduce this. Discuss why they need to know this.</td>
<td>Study prints: Awareness SRA-Focus on Self-Development Kit.</td>
</tr>
<tr>
<td>What is your phone number?</td>
<td></td>
<td>Work sheets Crayons</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
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</tbody>
</table>
| 6. What can you do by yourself? | Role play what would happen if they did not know it, etc. (give them a situation). The class could write the story together. | Stories:  
The Things I Like by Francoise Seignobose.  
Lazy Tommy Pumpkinhead by William P. DuBois. |
| | Read the stories "The Things I Like" and "Lazy Tommy Pumpkinhead". | Table of manipulative objects such as a shoe to tie, zipper, buttons, toothbrush, hair brush, soap, etc. |
| | Teacher guides discussion and exploration to see if child can zip, button, tie, brush teeth, bathe, dress self, brush hair, etc. for self. | |
| | Give child worksheets on these. He will keep for his booklet. Read story. | Worksheets on these:  
"I Can Do It Myself by Corner.  
"The Early Bird" by Richard Scarry. |
**BROAD OBJECTIVE:**
1. To help children develop positive attitudes and behavior that will enable them to work and play cooperatively.
2. To help the children become aware of the rights and feelings of others; and extend their awareness of the necessity of being a cooperative group member.

**CONTENT QUESTIONS**
1. Can I always have my way?
2. Can you always have your way?
3. How do we play together?
4. What are some things you do with others?

**TECHNIQUES AND ACTIVITIES**

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<tbody>
<tr>
<td>1. Can I always have my way?</td>
<td><strong>Stories:</strong> The Hating Book by Charlotte Zolotow; Let's Be Enemies by Maurice Sendak. <strong>Read the stories The Hating Book and Let's Be Enemies.</strong></td>
</tr>
<tr>
<td>2. Can you always have your way?</td>
<td><strong>Stories:</strong> The Hating Book and Let's Be Enemies. <strong>Show study prints-Awareness.</strong></td>
</tr>
<tr>
<td>4. What are some things you do with others?</td>
<td><strong>Book:</strong> Kind Little Joe by Vera Cezotti. <strong>Make puppets from paper bags or socks.</strong></td>
</tr>
</tbody>
</table>

**RESOURCES AND MATERIAL**

- **Books:**
  - The Hating Book by Charlotte Zolotow
  - Let's Be Enemies by Maurice Sendak
  - Kind Little Joe by Vera Cezotti
  - Littlest Rabbit by Robert Kraus

- **Filmstrips:**
  - Lonesome Ben
  - Magic Glasses
  - The Parade
  - Judy's Ups and Downs
  - Circle of Feelings

- **Materials:**
  - Construction paper
  - Crayons
<table>
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<tr>
<td></td>
<td>Filmstrips: Already listed previously.</td>
<td>Thank-You – You're Welcome by Louis Slobodkin.</td>
</tr>
</tbody>
</table>
CULMINATING ACTIVITY:

Teacher says, "We are going to do a booklet, 'all about you' - just about all these things we have been talking about."

All about me poster - one now and one at a later date or near end of school and compare.

RESOURCES AND MATERIAL

Child's picture -
He can draw or bring snapshot.
Fill in all information we talked about.
Include worksheets
Jobs as helpers
Booklet should include drawings and work such as:

1. Name and picture of self.
2. Work sheet on age, weight, height, address, phone number.
3. Worksheets on things I can do for myself - tie, zip, button, etc.
4. How I feel most of the time.
5. What makes me angry?
6. What makes me happy?
7. What makes me sad?
8. Picture with family.
9. Picture at school.
10. Picture of what I like to do best, etc.
BIBLIOGRAPHY

1. Books:


2. **Teacher's Books:**


3. **Filmstrips:**

Science Research Associates, Inc. *Awareness Series.* - Focus on Self-Development Kit

UNIT TITLE: "LET'S GO ON A SAFARI!"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUG, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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1612 WADSWORTH STREET
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PHONE: 1-703-639-6673
INTRODUCTION

"Let's Go On A Safari"

In this unit the child gains an insight into the Preparation for and the carrying out of safely capturing wild animals for the zoo. He begins to realize how each job enhances the zoo to provide animals for all people.

The subject areas and skills of first grade can readily be developed throughout this unit.

The following skills in physical coordination, self-expression, communication and cooperativeness, and awareness of the various occupations involved in this unit of study, will develop an awareness of the cost of different modes of transportation.

1. To provide the children with opportunities to make decisions based on their interests.
2. To broaden his interests and introduce new experiences that will increase his appreciation of safety capturing wild animals.
3. To help the children become familiar with wild animals and to help them gain an awareness of the various occupations involved in this unit of study, with emphasis on the animal trapper.
4. To develop skills in physical coordination, self-expression, communication, and cooperativeness.
5. To develop self-consciousness and self-control.
6. To develop an awareness of the importance of workers involved in supplying zoos with animals.

He begins to realize how each job enhances the zoo to provide animals for all people.

In this unit the child gains an insight into the preparation for and the carrying out of safely capturing wild animals for the zoo.

INSTRUCTION: Let's go on a safari...
### Let's Go On A Safari

1. Why are we going to Africa?
2. Where is Africa?
3. Which part of Africa?

**Preparation and Materials**
- Book or filmstrip
- Treasure chest
- Map study
- Globe study
- Model construction
- Study prints of African wildlife
- Talk starter
- Poster board
- Treasure hunt

**Activities**
- Show a filmstrip or read a story on a safari or about African wildlife.
- Teacher guided class discussion to discover that a safari is a journey or hunting expedition, especially in eastern Africa.
- Show study prints of African wildlife.
- Teacher moderated class discussion to discover that a safari is a journey or hunting expedition, especially in eastern Africa.
- Study prints.
- Show study prints of African wildlife.
- Teacher guided class discussion to discover that a safari is a journey or hunting expedition, especially in eastern Africa.
- Study prints.
- Show study prints of African wildlife.

**Sources and Materials**
- Book or filmstrip
- Globe, cardboard, Plaster of Paris, Paints (tinted with tempera), trees made from poplar sticks.
- Study prints.
- Treasure chest
4. "What do we need to know and do before we can be an animal trainer?"

5. "What kind of clothes will we wear?"

6. "What kind of clothes will we wear?"

7. "What tools or equipment will we need?"

Discuss tools needed, such as guns, tanks, nets, tents, and dress for the role of an animal trainer. Children will make puppets for class discussion, or bracelet or book. Puppets will be added to models. Children will dress as the role of an animal trainer. Read a book. Teacher will add class discussion.

Teacher will add class discussion.

Read a book.

We will be animal trainers.

What are we called when we go to look for animals?"
How will we get to Africa?

We will travel by airplane or by ship. The teacher will ask the children to discuss the different modes of travel and to decide which one they prefer. The teacher will then explain the cost of each mode of travel and the time it will take. After the children have made a decision, the teacher will introduce the idea of safety in handling guns. The resource person will bring a model of a gun and talk about different kinds of guns and their safety features.

A display of pictures of modes of travel and people who work on these will be shown. A parent, if possible, will accompany the children on a trip to see how people work on these areas.

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>CONTINUOUS OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map - Globe</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>
**Resources and Materials**

- Posters:
  - It's time to leave.
  - Zoo trip.
  - Let's take a walk.
  - Teacher, it's here.

- Picture:
  - Students want to see pictures of various types of airplanes and ships and the people that work on these.

- Construction paper

- Crayons

- Drawing paper

- Filmstrip

- Record

- Poster board

**Comprehension and Activities**

8. Who's jeep is it to take us?

- Children will make a chart of the animals they want to see

9. On the trip, what animal do we want?

- Children will look at the pictures and decide which animals they want to see.

- Children will make a chart of the animals.

**Discussion**

- Depending on children's decision, discuss the various jobs connected with mode of transportation.

- Let children choose which job in this occupation they would like to do.

- Let children choose which job.

- Jobs connected with mode of transportation discussed the various types of airplanes and ships and the people that work on these.

- Discussion on children's decision and tips on various types of airplanes and ships.
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Use the chosen vehicle.</td>
</tr>
<tr>
<td>13.</td>
<td>Choose one of the animals and discuss how we will travel.</td>
</tr>
<tr>
<td>14.</td>
<td>Children will make a model of the vehicle.</td>
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<tr>
<td></td>
<td>Discuss the animal.</td>
</tr>
<tr>
<td></td>
<td>Children will draw pictures of themselves capturing the animal.</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Clay
- Boxes, brushes, paints
- Theme animals of their choice (e.g., tigers, lions)
<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>COMMENTS AND OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Create animal publications for the animals.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Take paper or clay models to transport the animals.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Make animal pictures for the booklet.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Discuss information on the animals, such as size, habitat, care, food.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Children will discuss information about their animal.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Children will learn about various wild animals.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
<tr>
<td></td>
<td>Children may write stories and draw pictures for the booklet.</td>
<td>Books, filmstrips, songs, poems.</td>
</tr>
</tbody>
</table>

14. What do you do with the animals after they are captured?

15. Can you tell us about your animal?
16. In what number of jobs have you worked in this unit?

<table>
<thead>
<tr>
<th>RESEARCH AND MATERIALS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>CONCEPTS OR ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion.</td>
<td>Make charts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster board.</td>
<td></td>
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</tbody>
</table>
BIBLIOGRAPHY

Books:


Records:

Sounds at the Zoo. Record FL25, 1967 - 331/3.

Books:


A Book Bag:

I *Want to Be a Zoo Keeper*. Book and Cass.
UNIT TITLE: DEEP IN THE OCEAN

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673
INTRODUCTION TO: "Deep In the Ocean"

This unit on oceans is designed to cover the most important meaningful aspects of the ocean and its relationship to man and the world he lives in. It will provide the children with a general knowledge of the occupations involved in fishing, shelling, and maintenance of the beach.

First grade skills and subject areas can readily be developed in this unit.

OBJECTIVES:

1. To teach children to know the fun, work and usefulness of the ocean.
2. To develop an appreciation for the ocean.
3. To develop an appreciation for a clean beach.
4. To develop an appreciation for food from the ocean.
5. To help children become aware of the various jobs involved in fishing, shelling and maintenance of the beach.
6. To help children understand why the ocean is so important to us.
<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation: &quot;Deep In the Ocean&quot;</td>
<td>Have a mystery box including ocean items such as: play fish, sponge, seashells, starfish, sand dollars, boats, octopus, sea weed, coral and sand. Allow children to investigate the contents of the box by senses other than sight. As children discover the contents of the mystery box, allow them to place on ocean bulletin board which already contains net and ocean scene.</td>
<td>Mystery box and its contents.</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. What is an ocean? Where is the ocean?</td>
<td>Display of pictures and class discussions using maps and globes. Worksheets of globe. Read a story or poems. Science lesson.</td>
<td>Pictures, maps, globes, book. Experiments to show why ocean is different colors, why ocean is salty.</td>
</tr>
<tr>
<td>2. What do we get from the ocean?</td>
<td>Teacher-guided discussion leading into transportation, fishing and recreation. Have children make a collage with pictures. Begin display table from items children bring in.</td>
<td>Pictures</td>
</tr>
<tr>
<td>3. How many have been fishing?</td>
<td>Guide children in seeing the difference in fishing as recreation and fishing as a way of making a living. Read a story. Show filmstrip</td>
<td>Books and filmstrip.</td>
</tr>
<tr>
<td>4. Can you name some fishing jobs?</td>
<td>Discuss the various jobs and list them on a chart. Include such jobs as: equipment salesman, fisherman, captain of the</td>
<td></td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>5. What kinds of boats can be used for fishing?</td>
<td>Children will draw a picture of the job they like best. Resource person to discuss fishing experiences. Children will bring in toy boats to add to display table. Discussion of types and sizes of boats. Have children make shadow box or picture with cellophane over it, depicting water scene. Children may construct a fishing boat from large box. Children can make clay boats. Children may rule play Read a story or poem.</td>
<td>Parents or local resident (Jim Rutherford) Mr. N. M. Christian or members of his fishing party. Box, construction paper, crayons or paints, cellophane. Large box, paints. Clay Books</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>6. What can you do for recreation at the ocean?</td>
<td>Teacher-guided discussion explaining to children that recreation includes all the different things we do for fun. Children will write and illustrate their experiences at the seashore. This will be put into a large class booklet. Play record and learn songs.</td>
<td>Poster board, crayons, construction paper.</td>
</tr>
<tr>
<td>7. Who looks after the seashore?</td>
<td>Discuss jobs and duties of the lifeguards and caretakers of the beach. Children may share experiences they have had at the beach. Read a story.</td>
<td>Do-Re-Mi record. Books</td>
</tr>
<tr>
<td>8. Who has a home at the bottom of the ocean? What is this home called?</td>
<td>Show study prints of different kinds of shells. Discuss animals and their shell homes.</td>
<td>Study prints.</td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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</tbody>
</table>
|                  | Have a "Bring and Brag" session allowing children to bring shells and other items from the beach. These may be added to display table. | Books  
Big and Little  
by-Dorothy M. Wisooker |
|                  | Read a story  
Poem | I found a great big shell one day  
Upon the ocean floor.  
(hold hands cupped as if holding large shell) |
|                  |                  | I held it close to my ear. I heard the ocean roar!  
(raise hands to ear) |
|                  |                  | I found a tiny little shell one day  
Upon the ocean sand.  
(one hand cupped as if holding little shell) |
<p>|                  |                  | The waves had worn it nice and smooth. It felt nice in my hand. |</p>
<table>
<thead>
<tr>
<th>CONTENT QUESTIONS</th>
<th>TECHNIQUES AND ACTIVITIES</th>
<th>RESOURCE AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. What are some ways to collect shells?</td>
<td>Discuss various ways of collecting shells such as: finding shells on the beach, buying shells in a shop.</td>
<td>(pretend to be rolling shell between palms of both hands)</td>
</tr>
<tr>
<td></td>
<td>Shell collage.</td>
<td></td>
</tr>
<tr>
<td>10. Is collecting shells a job?</td>
<td>Explain that someone is responsible for collecting shells from the bottom of the ocean.</td>
<td>Worksheets.</td>
</tr>
<tr>
<td></td>
<td>Worksheets on shells.</td>
<td></td>
</tr>
<tr>
<td>11. How do shells get to the store?</td>
<td>Teacher-guided discussion on buying and selling shells.</td>
<td></td>
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<td></td>
<td>Role-play getting shells out of the ocean.</td>
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<td></td>
<td>Have children write poetry and recite to the class.</td>
<td></td>
</tr>
<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACT. IES</td>
<td>RESOURCES AND MATERIAL</td>
</tr>
<tr>
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</tr>
<tr>
<td>Culminating Activity</td>
<td>Children will make a large mural portraying beach and underwater scenes. Underwater scenes may be covered with clear wrap. Field trip to Tech or Radford College.</td>
<td></td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

1. STUDY PRINTS:

Life in the Sea - Part I and Part II
Ocean Meteorology (Fronts)

2. FILMSTRIPS:

Oceanography - Understanding Our Deep Frontier
Unit I and II
9 filmstrips
5 records

Fisheries
Harvest from the Sea
The Story of Fishing

3. BOOKS:

Lane, Ferdinand C. All About The Sea. Random House, New York, 1953.
Selsam, Millicent E. See Through the Sea. 1955.
Shapp, Martha. Let's Find Out About Fishes., 1965.
UNIT TITLE: COMMUNITY
"MR. ZIP"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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PHONE: 1-703-639-6673
Le Mr. Zip

Through study of

how to use and appreciate the contributions of

During this unit, the teacher will take charge of the jobs of the parents at home.

For subjects areas and titles of each unit, be ready to be developed throughout the unit.

12
BBOAD OBJECTIVE:
To help the student understand the functions and operations of the community; and his role in relation to the community.

CONTENT QUESTIONS
1. Who am I?
2. What does the postman/mailman do? Where does he work?
3. Who helps him? What are the tools they use?

RESOURCES AND MATERIAL
Teacher carries Mr. Zip's mail bag and wears postman's hat (surprise in bag).
Children tell the teacher which community worker she is.
Use puzzle and flannel board items.
Discuss postman's duties, how he carries them out, who helps him, etc.
Read story.
Do rhythmic activity:
The Postman
I came from the post office, (walk from the post office)
My mail sack on my back,
I go to all the houses, (pretend to go to a house)
(pretend to carry mail on back)
I came from the post office, (pretend to drop letter into mailbox)
One, two, three, four, (hold up fingers as you count)
Who are these letters for? (pretend to hold letters and scratch head)

TECHNIQUES AND ACTIVITIES
Post Office by Colonius and Schoedcr
Puzzle - Postman
Flannel board
Community Helpers.
Story: Our Post Office and Its Helpers by Irene Miner.
Study prints:
Post Office, Postman
Post Office by Colmncs.
To help the children become aware of and respect the people who work in the community.

To help the children understand and appreciate the contribution of each community helper and his duties or responsibilities.

To help the children become aware of the various modes of transportation in the community, such as: truck, train, airplane, bus; and the people who are responsible for these vehicles of transport.

**CONTENT QUESTIONS**

**TECHNIQUES AND ACTIVITIES**

- Wooden figures of community helpers.
- Teacher explains that there will be a postman (Mr. Zip) from the class who will visit us each day with a surprise in his mail bag.
- The surprise (letter, book, hat, bag, puppet, etc.) will help us to learn about a new helper in our community.
- Introduce and learn the poem:

**The Postman**

The postman is like Santa Claus.
He has a great big sack.
The sack is filled with letters.
It is carried on his back.
The sack is filled with letters.
He has a long blue sack.

**RESOURCES AND MATERIALS**

- Show filmstrip:

  (Others presented to hand letters to one for Mary and one for John, etc.)

- Poem:

  The Postman
What do we need before we can have the postman visit us?

- If Santa comes at Christmas to bring his Christmas cheer,
- But the postman (mailman) visits us each day,
- And not just once a year.
- We must build a post office.
- We can write real and make believe letters to be mailed, delivered to be mailed, and then read to children at school.
- Children will also bring can.
- Resource person: Clerk or mailman from post office.

Field trip: Post office.

- Have children bring shoe boxes.
- Children will construct post office, build, measure, paint, etc., plus all the work stations.
- Office, build, measure, paint, and then read to children at post office.
- Shoe boxes will be used to use in post office.
- All this after a visit to the post office.

- Let's go to the post office.
- If we can have the postman visits us each day, you can bring shoe boxes.
- Post office, please.
- What do we need before we can have the postman visits us each day?

TECHNIQUES AND ACTIVITIES

RESOURCES AND MATERIAL

CONTINUED
<table>
<thead>
<tr>
<th>Resources and Materials</th>
<th>Techniques and Activities</th>
<th>Content Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk cartons, boxes, filmstrip of community workers</td>
<td>Build a model of a community with cardboard boxes</td>
<td>Who wears this badge?</td>
</tr>
<tr>
<td>What's in a community?</td>
<td>Filmstrip-view and discuss.</td>
<td>How does he help us?</td>
</tr>
<tr>
<td>Police, Patrolwoman</td>
<td>Children can dress up as Mr. Zip and bring the surprise which will lead us into activities and discussion of the other community workers.</td>
<td>Who helps the police?</td>
</tr>
</tbody>
</table>

**Who wears this badge?**

Who helps the police?

How does he help us?

What's in a community?

Police, Patrolwoman

Police, Patrolwoman

Our Prind

Policeman by Dr. Cunniff

What's in a community?

Police, Patrolwoman

Model of Kinder Community

Filmstrip with milk cartons and boxes

Filmstrip: What's in a Community?
6. Who do you know that wears a hat like this? Is he your friend?

- Have school patrol visit class-discussion.
- Have policeman visit class.
- Class visits police station.
- Children will make traffic signs, stop lights and roll, play.
- Play game in physical education.
- Class will begin a display area of tools, hats, etc. of the community workers as we study each one. They will include the books we use.
- Each item will be labeled.
- Bulletin boards will coincide with study.
- Children will begin list of occupations studied thus far.
- Mr. Zip delivers fireman's hat.
- Children discuss who wears the hat.
- Child can role play what he thinks the fireman does.
- Read story.

**TECHNIQUES AND ACTIVITIES**

- Resource Person: 
  1. School patrol
  2. Policeman

**RESOURCES AND MATERIAL**

- Resource person: Your Police By George Zaffo.
- Policeman Small by Lois Lenski.
- Play game in physical education.
- Police patrol by George Zaffo.
- Sentence strips for labeling.
- Fireman's hat.
- The First Book of Firemen by Benjamin Brewster.
- The True Book of Policemen by Irene Hiner.
- Play Light-Green Light.
- Bulletin boards: Police station display.
7. What are his duties?

8. How does he help you?

9. How can you help him?

Do you know anyone else that helps him?

Show and discuss study prints on the fire department helpers and the fireman.

Have children do fireman puzzle.

Discuss the role of fireman in the community and how he helps us and how we can help him.

Read and discuss book:

Play record:

Read the story and discuss it.

Invite a fireman to come visit the class and talk about his work and who helps him.

Children can make paper bags and construction paper fireman hats.

Use flannel board of community workers to continue discussion.

Read a story and discuss the fire station:

Let’s Go To The Firehouse

Camerson

Puzzle by Elizabeth

The Big Book of Real Fire

By Jake Lentz

The Little Fire Engine

ByTicket Carroll

The Great Big Fire Engine

Contents

TECHNIQUES AND ACTIVITIES

RESOURCES AND MATERIAL

CONTINUOUS
10. Who is this book about?

11. Who do you know that wears this hat and helps the doctor?

12. How do these people help us?

13. Where do some doctors and nurses work?

Mr. Zip delivers a doctor puppet with a book and a nurse's hat. Add to display and list, etc.

Field trip: Fire station

Then take a trip to the fire station.

Field trip: Hospital

Visitor to talk to class.

Plan a visit to the hospital or build an ambulance. The class could set up doctors' stations or nurse's stations. After storytelling, the class can discuss how doctors and nurses help people, especially little boys and girls.

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Add to display and list, etc.

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Add to display and list, etc.

Field trip: Fire station

Then take a trip to the fire station.
CONTINUED

CONTENT QUESTIONS

14. What doctor do you know that helps you care for your teeth? Does he use this tool?

15. How does he help you? How can you help him?

16. Can you show me how to brush your teeth? Do you know what foods are good for your teeth?

TECHNIQUES AND ACTIVITIES

Mr. Zip, the postman, delivers a dentist's tool and study prints on a dentist. Discussion of study prints.

Use flannel board kit on dentist and nurse. How to use flannel board kit on dentist tool. Discussion of study prints. Use flannel board kit on a dentist's tool and study nurse. Mr. Zip, the postman, delivers a study kit to the dentist.

RESOURCES AND MATERIAL

Children can use wooden dentist and who help him.

 Invite a nurse or dental assistant to discuss dentists and who helps him.

Write story: "I want to be a dentist."

Mr. Zip could deliver invitations.

Children could choose who they wanted to be.

Ressources person:

Mr. Zip, the postman, delivers a dentist's tool and study prints on a dentist.

Discussion of study prints.

Use flannel board kit on dentist and nurse.

How they help our teeth.

Chart: Basic food groups and their value for dental health.

Flannel board: basic food groups.

Books:

A Visit To The Dentist by Bernard J. Cern

Dentist's Tools by Carolyn Lapp

Charts: Basic food groups.

Filmstrip: Tommy Toothbrush. Show filmstrip and demonstrate how to use filmstrip.

Let's Go To A Dentist by Naomi Buchheimer.

I Want To Be A Dentist by Carla Greet

Resource person:

Nurse

Dental assistant

HT Book by Leonard Shortall

Our Neighborhood Friends by Olivia. Flouring
### TECHNIQUES AND ACTIVITIES

10. Where does mother buy food?

11. Who do you know that works there?

12. What are the duties of these jobs?

13. How will child add to display and to list of occupations?

14. Child will bring empty food containers.

15. Use flannel board figure for role play of various parts. Store and invite grocer back.

16. Child will build a grocery store. Have a resource person. Child can bring empty food containers from home.


18. Puzzles: Super-Market

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### RESOURCES AND MATERIAL

- Refrigerator box
- Paint
- Cash register
- Flannel board-grocer
- Empty food cans
- Filmstrip: The Grocer
- Invitations
- Puppet stage-made during family unit
- Helper's apron-Super-Market
- Study prints: Supermarket
- Puppet food cans
- With apron, family unit-
- Puppet stage-made during
- Invitations
- Puppet food cans
- With apron, family unit-
- Puppet stage-made during
19. Are all communities alike?

How are they different?

Techniques and Activities

- Children will make a mobile of all community workers studied.
- Display materials and discuss.
- Complete IST.
- Use geometric figures/shapes to make the model worker aid a tool he uses.
- Filmstrip: Communities Are Different

Resources and Materials

- Filmstrip:
- Display materials and complete list.
- Materials needed:
**CULMINATING ACTIVITY:**

The teacher will arrange for a specified delivery package to be delivered to the class by a real postman. The package will contain a surprise for each child. The surprise could be a different stamp for each child, along with a letter explaining the fun involved in stamp collecting. Then the teacher will have a resource person who is a stamp collector come to the class and bring his stamps, to explain about stamp collecting, how to start, who helps, etc. A letter explaining the fun involved in stamp collecting will be given to each child with a different stamp for each child.

**RESOURCES AND MATERIALS:**

- Delivery package
- Resource person (stamp collector, Waynv Nester)
BIBLIOGRAPHY

1. Books:
Shopp, Martha and Charles. *Let's Find Out About Firemen.*

2. **Filmstrips:**

SVF. Communities Are Different.
Let's Take A Walk In The Community.
What's In A Community?
Tommy The Fireman.
Life In A Small Town.
Life In A Large Town.
The Town Mouse and The Country Mouse.
The Policeman.

3. **Study Prints:**

"Talkstarters" - *At The Store*
Supermarket Helpers
Dentist, Nurse, Doctor
Fire Department
Police
Workers In Our Neighborhood

4. **Records:** *Ginn-Language Arts Kit*

Fire Truck
Smokey The Bear
Let's Be Firemen

Flannel Board - Instructo - Community Helpers
UNIT TITLE: "IT'S IN THE BAG"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT
PROJECT COORDINATOR: RANDY WRIGHT
INTRODUCTION TO: School 
"It's In The Bag"

This unit extends the child's knowledge of his world still further. It presents him with information concerning the school staff and their jobs. Also, the child becomes aware of his role and his job in school and in relation to others. He learns to appreciate his role and that of the school helpers.

First grade activities and subject matter will correlate throughout the unit.

<table>
<thead>
<tr>
<th>MOTIVATING ACTIVITIES</th>
<th>RESOURCES AND MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show filmstrips and discuss.</td>
<td>Filmstrips and Cassettes:</td>
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<tr>
<td></td>
<td>Knowing Our School:</td>
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<tr>
<td></td>
<td>1. Going To School</td>
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<td></td>
<td>2. Our Room In School</td>
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</tbody>
</table>
**Broad Objective:**

1. To help the children learn appropriate occupational information about the occupations of the school staff and to instill an appreciation and understanding for each job.

2. To help the children become aware and appreciate his role and job in school and in relation to others.

<table>
<thead>
<tr>
<th>Content Questions</th>
<th>Techniques and Activities</th>
<th>Resources and Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Grade Mrs. Nester's Room</td>
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<tr>
<td></td>
<td>Leader Paper Office</td>
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<td></td>
<td>Pledge Waste Door</td>
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<td></td>
<td>Basket Opener</td>
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<tr>
<td></td>
<td>Show filmstrip. Make hats of all the jobs in the room and label with proper title. Role play. Play record of Sounds in Our School and show photo cards that go with it. Discuss.</td>
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<tr>
<td></td>
<td>Use flannel board.</td>
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<tr>
<td>CONTENT QUESTIONS</td>
<td>TECHNIQUES AND ACTIVITIES</td>
<td>RESOURCES AND MATERIAL</td>
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<tr>
<td>2. Who do you know that works in school?</td>
<td>Let children name and make a list on a chart of all the helpers they know in school. Then show filmstrips and discuss add those workers to chart that were omitted when list was first made. Draw a picture of what child wants to do or job he likes best.</td>
<td>Filmstrips: 1. Helpers at School 2. School Rules 3. Going to School is Fun 4. School Helpers</td>
</tr>
<tr>
<td>3. What are their duties? Let's find out!</td>
<td>Have a big grab bag with tools of each school worker in it. Let a child pull out a tool, identify it - and then the class will go on a field trip around the school to find out who uses the tool and how. We will follow the same procedure for each of the workers and jobs of the school: 1. Cafeteria and staff 2. Custodians 3. Secretary 4. Principal 5. Librarian 6. School patrol a. safety b. flag</td>
<td>Various tools to depict each school worker. Label tools with strips. Field trip around school. Study prints on School Patrol by Ginn. Rosa-Too-Little by Sue Felt Little Bear Learns To Read The Cookbook by Mariana Schoolroom Runny by Janet Knoble</td>
</tr>
</tbody>
</table>
The class will then make an interview booth-out of a box they will make and label. Kurn Barnett School where they will hold their interviews.

9. School bus driver
Children will make hats for each helper with name of job on it.

They will form an interview committee, including who will escort helper in room and to booth and who will ask questions, etc.

The school helpers will be invited to the classroom for the interview and discussion of their jobs and duties involved.

There will be a display table of tools, hats, etc. Use puzzles.
### CULMINATING ACTIVITY:

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<tr>
<td>Make puppets and have a puppet show.</td>
<td>Material:</td>
</tr>
<tr>
<td>Children can pantomine one of the workers and let the class guess &quot;Who am I?&quot;</td>
<td></td>
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<tr>
<td>Role play</td>
<td></td>
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<tr>
<td>Filmstrip as an introduction to next unit.</td>
<td>Filmstrip:</td>
</tr>
<tr>
<td></td>
<td>Our School In The Community</td>
</tr>
</tbody>
</table>
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   **All Ready For School.**  
   Barr, Jene.  
   **Good Morning, Teacher.**  
   Beim, Jerrold.  
   **Andy and the School Bus.**  
   Beim, Jerrold.  
   **Country School.**
   Beim, Jerrold.  
   **The Smallest Boy in the Class.**  
   Buchheimer, Naomi.  
   **Let's Go To School.**  
   Felt, Sue.  
   **Rosa-Toc-Little.**  
   Jackson, Kathryn and Byron.  
   **Jerry At School.**  
   Katzoff, Betty and Sy.  
   **Cathy's First School.**
   Kerr, Sue Felt.  
   **Wiezie Goes to School.**
   Knokle, Janet.  
   **Schoolroom Bunny.**  
   Mannheim, Grete.  
   **The Two Friends.**  
   Knopf, 1968.
   Mariana.  
   **Little Bear Learns To Read The Cookbook.**  
   Lothrop, 1969.
   Nolte, Nancy.  
   **The Gingerbread Man.**  
   Ryan, Robert.  
   **How School Helps Us.**  
   Shapp; Martha and Charles.  
   **Let's Find Out About School.**  
   Williams, Jay.  
   **School For Sillies.**

2. Filmstrips and Cassettes:
   Encyclopaedia Britannica.  
   **Knowing Our School Series.**

3. Filmstrips:
   Eye Gate.  
   **Going To School Is Fun.**  
   **School Helpers.**
   SVE.  
   **The Gingerbread Man.**
4. **Study Prints:**

   Ginn. **School Patrol.**
   David C. Cook Publishing Co. **Teaching Pictures.**

5. **Records:**

   Scott Foresman. **Sounds in Our School.**

6. **Flannel Board:**

   **Instructo. The School. School Helpers.**

7. **SVE. Study Prints by Singer.**

   **School Friends and Helpers.**