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

INTEGRATED TEACHING UNIT HANDBOOK

(UT 181980)

LEARNING EXPERIENCES IN TECHNOLOGY

BOOK I

for

Grades K-2

School District of the City of Royal Oak

4000 Crooks Road, Royal Oak, Michigan 48073

June 1973
PREFACE

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

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

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

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

Inherent in each component is an awareness of careers and the way man does things. The additional content provided for children in the "LET" classroom is the opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit, parent and community resource people, and exposure to numerous careers.
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<th>UNIT NO.</th>
<th>TOPIC</th>
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<td>1</td>
<td>Animals</td>
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<td>2</td>
<td>Apple Orchard</td>
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<td>3</td>
<td>Candy</td>
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<td>4</td>
<td>Christmas</td>
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<td>5</td>
<td>The Circus</td>
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<td>Community Helpers</td>
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<td>Customs and Manners of Colonial America</td>
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<td>8</td>
<td>Dental Health</td>
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<td>9</td>
<td>Easter Customs and Seasonal Jobs</td>
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<td>10</td>
<td>Families Earn and Spend</td>
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<td>11</td>
<td>Families Use Resources</td>
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<td>From Home and School - Living and Growing Together</td>
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<td>13</td>
<td>Grocery Store</td>
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<td>14</td>
<td>Home and Family Living</td>
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<td>Human Biology</td>
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<td>Insects</td>
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<td>Liquid Measurement</td>
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<td>18</td>
<td>Magnetism and Electricity</td>
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<td>19</td>
<td>Michigan</td>
</tr>
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<td>20</td>
<td>Nutrition</td>
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<td>21</td>
<td>Plants</td>
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<td>22</td>
<td>Printing</td>
</tr>
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<td>23</td>
<td>Safety</td>
</tr>
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<td>24</td>
<td>Simple Machines Used in Creating Puppets</td>
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<td>25</td>
<td>Solid Earth and the Utilization Of Its Resources</td>
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<td>26</td>
<td>Transportation</td>
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<td>27</td>
<td>Using Our Hands</td>
</tr>
<tr>
<td>28</td>
<td>Weather</td>
</tr>
</tbody>
</table>
The purpose of this unit is to increase a child's awareness of types of animals, their environments, and their basic needs, as well as the occupations involved. Children can make books about the care of wildlife and the careers which are involved. Children see the purpose of a barn by visiting a farm and can then construct their own barn. The occupations involving animals are many and very intriguing to children, most of whom love animals.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

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

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

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

3. **Human Resources:**

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

4. **Activities:**

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

**Activities Without Directions:**

- Pet Day
- Clay Animals
- Paper Mache Puppets
- Animal paper bag puppets
- Animal ABC books
- Egg carton caterpillars and butterflies
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Animals' Needs: (food, protection, water, air)</td>
<td>Categorize a group of pictures - living and non-living: plants and animals</td>
</tr>
<tr>
<td></td>
<td>Tell the living conditions of five animals</td>
</tr>
<tr>
<td></td>
<td>Tell what animals eat</td>
</tr>
<tr>
<td></td>
<td>Trace the food back to the green plant</td>
</tr>
<tr>
<td></td>
<td>Match pictures of five animal parents and their babies</td>
</tr>
<tr>
<td></td>
<td>Draw pictures of four (4) animals depicting protective means</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Dictate or write sentences about each picture in their frog book and protective covering book</td>
</tr>
<tr>
<td>Writing</td>
<td>Orally partake in discussion, i.e., &quot;If I could be an animal, I would be ............&quot;</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Compare small animal with house plant</td>
<td></td>
</tr>
<tr>
<td>List likenesses and differences on chart</td>
<td></td>
</tr>
<tr>
<td>Have children bring in small pets for comparison of structures, eating habits, breathing, methods and locomotion</td>
<td></td>
</tr>
<tr>
<td>Dioramas: showing various environments (desert, water, forest, jungle, etc.)</td>
<td></td>
</tr>
<tr>
<td>Add plants to the diorama</td>
<td></td>
</tr>
<tr>
<td>Field trip to farm in spring</td>
<td></td>
</tr>
<tr>
<td>Incubation of eggs, hatching of chicks</td>
<td></td>
</tr>
<tr>
<td>Visit from veterinarian or pet shop owner to discuss care of animals</td>
<td></td>
</tr>
<tr>
<td>View film showing natural protection</td>
<td></td>
</tr>
<tr>
<td>Field trip to Museum of Natural History</td>
<td></td>
</tr>
<tr>
<td>Individual books</td>
<td></td>
</tr>
<tr>
<td>Pet Day</td>
<td></td>
</tr>
</tbody>
</table>

Make books
Discussion of plants and animals
Puppets

Plant & Animal Pictures
Primary Science Concept
Charts on animals (I.M.C.)
Books: *Everybody Eats*
  *Animal Babies*
  *Egg to Chick*
  *Big Frog*
  *Little Frog*
  *Ten Little Caterpillars*
Films: *Mother Hen's Family*
  *Guffy the Turtle*
  *Animals Protect Themselves*
Speaker: Veterinarian or pet shop owner
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td><strong>As a result of this unit, each child will be able to:</strong></td>
</tr>
<tr>
<td>Graphing</td>
<td>Copy a group-produced graph depicting types of pets they have</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td><strong>Make a diorama (clay animals)</strong></td>
</tr>
<tr>
<td>Combining</td>
<td>Make a paper bag or paper mache puppet</td>
</tr>
<tr>
<td>Separating</td>
<td>Make an egg carton caterpillar</td>
</tr>
<tr>
<td>Forming</td>
<td>Make a waxed paper crayon butterfly</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Pet graph</td>
<td></td>
</tr>
<tr>
<td>Same as objectives</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT TITLE: ANIMALS (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>People and their job roles:</td>
<td>List orally animal-related jobs, such as zoo keeper, vet, pet shop owner, farmer, curator</td>
</tr>
<tr>
<td>Service provided</td>
<td>List a tool appropriate to a job workers use with animals, example:</td>
</tr>
<tr>
<td>Good produced</td>
<td>Veterinarian - Stethoscope</td>
</tr>
<tr>
<td>Tools workers use</td>
<td>Zoo keeper - pail, shovel</td>
</tr>
</tbody>
</table>

12
Color, cut apart and make a booklet.

1. [Picture of a frog and a nest with eggs]
2. [Picture of a frog and a fish]
3. [Picture of a frog and a fish]
4. [Picture of a frog and a nest with eggs]
5. [Picture of a frog and a fish]
6. [Picture of a frog and a fish]
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>On going integration of unit</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
Dioramas

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe boxes</td>
<td>pipe cleaners</td>
<td>clay</td>
</tr>
<tr>
<td>construction paper</td>
<td>realia: stones</td>
<td>shells</td>
</tr>
<tr>
<td>tempera paints</td>
<td></td>
<td>twigs</td>
</tr>
<tr>
<td>paste sticks</td>
<td></td>
<td>etc.</td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Dioramas were labeled (Ex.: John's Zoo) and displayed.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING PET BOOKS

II. ACTIVITY FORMAT:

A. Tools and Materials

   pencils
   crayons
   drawing paper
   printing paper

B. Procedures for this activity (with helpful hints)

   1. Make cover
   2. Make pictures concerning care of pets
   3. Add sentences about the picture
   4. Put together for own books
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILDING A BARN AND FENCE

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   - Books: Johnny Appleseed, Finger Play Book, Two Little Apples
   - Records: Walt Disney
   - Films: Johnny Appleseed

2. Field Trips:
   - Zimmerman Apple Orchard

3. Human Resources:
   - Parents to help with cooking

4. Activities:
   - Caramel Apples
   - Applesauce

Activities Without Directions:
   - Baked Apples
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Dictate a story</td>
</tr>
<tr>
<td>Story telling</td>
<td>Tell a story using complete sentences</td>
</tr>
<tr>
<td>Sequence</td>
<td>Recall in sequence</td>
</tr>
<tr>
<td>illustrating</td>
<td></td>
</tr>
<tr>
<td>oral and written</td>
<td></td>
</tr>
<tr>
<td>stories</td>
<td></td>
</tr>
<tr>
<td>Role playing</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Care of animals</td>
<td>Tell ways to care for animals</td>
</tr>
<tr>
<td>Simple tools</td>
<td>Identify simple tools</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Measuring</td>
<td>Measure sugar and water properly</td>
</tr>
<tr>
<td>Fractions</td>
<td>Cut apples in halves and quarters</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trip</td>
<td>Zimmerman Apple Orchard</td>
</tr>
<tr>
<td>Act out various occupations involved with an apple orchard</td>
<td></td>
</tr>
<tr>
<td>Illustrate stories about trip</td>
<td></td>
</tr>
<tr>
<td>Make caramel apples</td>
<td>Film: Johnny Appleseed</td>
</tr>
<tr>
<td>Baked apples</td>
<td>Books: Johnny Appleseed</td>
</tr>
<tr>
<td>Make applesauce</td>
<td>Two Little Apples</td>
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<tr>
<td></td>
<td>Finger Play Book</td>
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</table>
UNIT TITLE: APPLE ORCHARD (Continued)

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<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Functions of Work:</td>
<td>Identify those apple activities which produced products or provided services</td>
</tr>
<tr>
<td>Production</td>
<td>Explain why people need to work together</td>
</tr>
<tr>
<td>Servicing</td>
<td></td>
</tr>
<tr>
<td>Interdependence of other workers</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Recognize songs taught about apples</td>
</tr>
<tr>
<td>Music appreciation</td>
<td></td>
</tr>
<tr>
<td>Finger plays</td>
<td></td>
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</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
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</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

APPLESAUCE

II. ACTIVITY FORMAT:

A. Tools and Materials

   knife
   large pot
   sugar
   spice (your choice)

B. Human Aides and Resources

   Teacher

C. Procedures for this activity (with helpful hints)

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

I. NAME OF ACTIVITY

CARAMEL APPLES

II. ACTIVITY FORMAT:

A. Tools and Materials

- caramels
- milk
- popsicle sticks
- waxed paper
- double boiler

B. Human Aides and Resources

- Teacher and one mother helper

C. Procedures for this activity (with helpful hints)

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

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   Books: Your Wonderful Teeth - Schloat
          Candy Man Language - Arts booklet

2. Field Trips:

3. Human Resources:
   Parents and college students to assist with candy making
   Candy maker

4. Activities:
   Make Marshmallow Sparkles
   Make Mint Wafers
   Make Snowballs
   Make Butter Mints
UNIT TITLE: CANDY

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Sight vocabulary</td>
<td>Recognize new sight words</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Write a brief story about the candy making process or packaging</td>
</tr>
<tr>
<td>Develop a candy advertisement</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Tell where three candies studied originated</td>
</tr>
<tr>
<td>Origin of candies</td>
<td>State preferences for available candies</td>
</tr>
<tr>
<td>Candy likes and dislikes</td>
<td>State dislikes for available candies</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Work with candy making vocabulary</td>
<td></td>
</tr>
<tr>
<td>Use candy making booklet stressing phonics and spelling</td>
<td></td>
</tr>
<tr>
<td>Write creative stories about Charley and the Chocolate Factory (book by Raoul Dahl)</td>
<td></td>
</tr>
<tr>
<td>Writing brief stories about candy making and packaging</td>
<td></td>
</tr>
<tr>
<td>Plan a candy advertisement</td>
<td></td>
</tr>
<tr>
<td>General discussion of candies and their origins</td>
<td></td>
</tr>
<tr>
<td>Discussion of candies in general and why they appeal to one person and not to another</td>
<td></td>
</tr>
<tr>
<td>Make a booklet showing candies in these categories: chocolates - mints - hard - jellies</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>liquid measurement</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Measurement of solids</td>
<td>Measure accurately liquids and solids</td>
</tr>
<tr>
<td></td>
<td>Recognize and read fractions in a recipe</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Tooth care</td>
<td>Describe dangers involved in exposing teeth to excess of sugars</td>
</tr>
<tr>
<td>Change of matter</td>
<td>Tell the necessity for brushing teeth after eating sweets</td>
</tr>
<tr>
<td>Heat affects matter</td>
<td>Discover the change in matter from liquid to solid to gas</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Work with liquid and solid measuring devices</td>
<td></td>
</tr>
<tr>
<td>Read and follow candy recipes</td>
<td></td>
</tr>
<tr>
<td>Make a variety of candies</td>
<td></td>
</tr>
<tr>
<td>Compare a healthy tooth with one that has decayed</td>
<td></td>
</tr>
<tr>
<td>Make a drawing showing how excess sugars destroy healthy teeth</td>
<td></td>
</tr>
<tr>
<td>Read book - <em>Your Wonderful Teeth</em> by Schloat</td>
<td></td>
</tr>
<tr>
<td>Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Forming</td>
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MARSHMALLOW SPARKLES

Dip marshmallows in water - drain excess water on paper towel
Roll in dry jello - let dry
(food coloring added to jello)
   Food coloring
   Jello
   Marshmallows
   Wax paper

Have center set up ahead to make small signs saying "a treat for you"
Have four groups - two groups for each recipe
Have two mothers to supervise

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

BUTTER MINTS

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

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

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


4 bowls
Spoons
Food coloring
Forks
Trays
Saran Wrap

SNOWBALLS

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

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

Double boiler
Spoons
Hot plate
RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM
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- No-Bake Chocolate Rolls
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CRAFTY FOODS

RICE MOSAICS

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

CEREAL MOSAICS

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

FINGER PAINTING

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

Use condensed milk tinted with food coloring too.

PAINTING

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

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

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

A jam and jelly party
A cheese party
A sweet and sour party
An uncooked and cooked party (foods before and after they are cooked)

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

Have fun, be creative with foods and cooking.
CARAMEL CORN
S.ir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

SKILLET FUDGE
2 squares unsweetened chocolate, chopped
1-1/2 c. sugar
2 tbsp. margarine
7 tbsp. milk
2 tbsp. white corn syrup
1 tsp. vanilla
Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

MINT WAFERS
1 egg white
2-1/2 c. confectioners' sugar
2 tsp. butter
1/2 tsp. peppermint flavoring
Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1 inch balls; place on waxed paper and flatten with tines of a fork.

CEREAL - PEANUT BARS
1/2 c. light corn syrup
1/4 c. brown sugar
Dash salt
1 c. peanut butter
1 tsp. vanilla
2 c. rice crisp cereal
1 c. corn flakes slightly crushed
1 6 oz. pkg. semisweet chocolate pieces
Combine syrup, sugar, and salt in saucepan; bring to a full boil. Stir in vanilla, cereals, and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

FRYPAN COOKIES
1 c. sugar
2 eggs, well beaten
Dash salt
1-1/2 c. chopped dates
1 tsp. vanilla
3/4 c. chopped walnuts
2 c. Rice Krispies
Coconut
Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.

SNOWBALLS
1 6 oz. pkg. semisweet chocolate pieces
1/3 c. evaporated milk
1 c. confectioners' sugar
1/2 c. chopped walnuts
1 3-1/2 oz. can flaked coconut
Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners' sugar and nuts. Cool slightly, then form in 1 inch balls; roll in coconut. Makes 24.
MOTHER GOOSE COOKIES

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

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

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

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

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

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

Bake at 350 degrees

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

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

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

NO-BAKE PEANUT BUTTER COOKIES

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

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

ORANGE NO-BAKE COOKIES

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

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

SHOESTRING POTATO COOKIES

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

Shoestring (con't)

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

CHOCOLATE HAYSTACKS

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

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

TOASTED COCONUT-DATE COOKIES

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

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

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

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

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

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

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

Abbreviations: pkg. equals package
oz. equals ounces
c. equals cup
tbsp. equals tablespoon
1 lb. equals pound

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

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

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

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

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

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

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

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

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

EASY FUDGE

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

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

PEANUT BUTTER FUDGE

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

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

ENGLISH TOFFEE

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

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookiesheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.
CHOCOLATE NO-BAKE COOKIES

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

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

STRAWBERRY DIVINITY

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

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

PEANUT CEREAL CANDY

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

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

MASHED POTATO CANDY

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

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

SUGAR PLUMS

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

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

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

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

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.
NO-BAKE CHOCOLATE ROLLS

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

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

PEANUT BRITTLE

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

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

PUDDIN' CANDY CLUSTERS

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


CHOCOLATE CLUSTERS

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

BUTTERSCOTCH CLUSTERS

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

CARAMEL TURTLES

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

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

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

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

**CARAMEL CHEWS**

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

**UNBAKED CARAMEL COOKIES**

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

**CHOCOLATE HAYSTACKS**

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

**Chocolate Haystacks (con't)**

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

**FUDGE NOUGAT**

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

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

**INSTANT LOLLIPOPS**

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

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

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

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

CEREAL CHRISTMAS TREES

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

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

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

BAKELESS STRAWBERRY COOKIES

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

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

CARAMEL FUDGE BALLS

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

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

ELECTRIC SKILLET PEANUT BRITTLE

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

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

Doughnuts

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

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

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

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

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

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

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

ORANGE CRANBERRY MOLD

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

NO BAKE PEANUT OATMEAL DROPS

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

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

TURKEY TRIANGLES

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

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

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

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

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

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

* Taken from: Teacher, December 1972, p. 90.
BUTTER MINTS

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

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

CANDY!!

Can you guess who I am??
Family is chocolate.
The most popular type in my
only ten main types of us.
and sisters, but there are
I have over 8000 brothers
other ingredients.
I can be changed by adding
and water
I am made up mostly of sugar
give you quick energy
I am good to eat.
I am very popular.

Practice your new words.
Unscramble these words:

deaam, decay, tech, clyfmi, tea, vappors, usesg, nte, vore, gusrg

Put your words in ABC order:
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: CHRISTMAS
GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to:

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

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

1972 Sears Holiday Coloring Book
Jefferson International Holiday Fair

2. Field Trips:

Bakery
Post Office
Christmas Tree Lot
Room to Room Visit

3. Human Resources:

Exchange student
Baker

4. Activities:

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

Activities with no directions:

Make Cookies
Make Christmas book
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Linear measurement</td>
<td>Count materials in groups of ten</td>
</tr>
<tr>
<td>Liquid measurement</td>
<td>Measure material to length with ruler</td>
</tr>
<tr>
<td></td>
<td>Measure material to volume with cup</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>State difference between Jewish and Christian customs</td>
</tr>
<tr>
<td>Human relations</td>
<td>Tell what customs change in direct relationship to ethnic background</td>
</tr>
<tr>
<td>Job market expansion</td>
<td>List what jobs are created by seasonal activity</td>
</tr>
<tr>
<td>Religious and ethnic customs</td>
<td>Identify that orderly procedure is necessary in producing a product</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Measuring for necessary activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field trip:</strong> Bakery, post office, Christmas tree lot</td>
<td></td>
</tr>
<tr>
<td>Make own Christmas and Hannukah cards. Identify customs, clothing and foods according to country</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Relate and apply dramatics to what they read or hear</td>
</tr>
<tr>
<td>Poetry</td>
<td>Compose letters to gain information</td>
</tr>
<tr>
<td>Choral verse</td>
<td>Write story: Christmas is...........</td>
</tr>
<tr>
<td>Verbal discussion, reading</td>
<td>Snow is.............</td>
</tr>
<tr>
<td>Vocabulary expansion</td>
<td>Help contribute to a Christmas Alphabet book</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Explain that when heat is applied to an object, it changes form</td>
</tr>
<tr>
<td>Physical property changes</td>
<td>Tell the development of Christmas trees</td>
</tr>
<tr>
<td>Ecological growth of Christmas tree</td>
<td>Recognize that weather conditions are different during the same season</td>
</tr>
<tr>
<td>Seasonal change (weather conditions)</td>
<td>Explain transportation governed by geographical peculiarities</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Role playing</td>
<td></td>
</tr>
<tr>
<td>Santa's workshop elves</td>
<td></td>
</tr>
<tr>
<td>One student read recipes while others mix ingredients</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Note chemical changes in some recipe ingredients (yeast)</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: **CHRISTMAS** (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Job functions</td>
<td>Observe and follow etiquette of group discussion</td>
</tr>
<tr>
<td>Service or product</td>
<td>Examine how geographic location and seasonal celebrations affect employment</td>
</tr>
<tr>
<td>Increase of personnel and products during holiday seasons</td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Cut material</td>
</tr>
<tr>
<td>Cutting</td>
<td></td>
</tr>
<tr>
<td>Pasting</td>
<td>Trace design</td>
</tr>
<tr>
<td>Customs</td>
<td>Paste</td>
</tr>
<tr>
<td>Decorations</td>
<td>Design a Christmas card and note paper</td>
</tr>
<tr>
<td></td>
<td>Illustrate poem</td>
</tr>
<tr>
<td></td>
<td>Illustrate growth of Christmas tree</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Role playing:</td>
<td></td>
</tr>
<tr>
<td>Cooks helping Mrs. Santa</td>
<td></td>
</tr>
<tr>
<td>Act out clerking</td>
<td></td>
</tr>
<tr>
<td>Act out jobs involved in growth of Christmas tree</td>
<td></td>
</tr>
<tr>
<td>Make bulletin board for Christmas and Hannukah</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

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

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Teacher
Mothers

C. Procedures for this activity (with helpful hints)

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

Hints:
1. Felt trees were pre-cut by mother helpers
2. Circle pattern used when cutting out calico material
3. Make sure caps are covered with material
4. Make sure caps are securely glued on felt
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
   CANDY MAKING (use small groups)

II. ACTIVITY FORMAT:
    A. Tools and Materials
       sugar
       clear Karo syrup
       flavoring oil
       food coloring
       hot plates
       sauce pans
       opt. powdered sugar
       hot pads
       measuring cups and spoons
       wooden spoons
       tea kettle
       candy thermometer
       tin foil
    B. Human Aides and Resources
       mother helpers
    C. Procedures for this activity (with helpful hints)

Recipe

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

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

Hints: Each child should be very familiar with procedure and each group had copy of recipe. Let adult break candy.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CHRISTMAS TOY (Pill-in-the-box)

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

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

I. NAME OF ACTIVITY

FELT PUPPETS

II. ACTIVITY FORMAT:

A. Tools and Materials

- felt - precut to shapes
- needle
- yarn

B. Procedures for this activity (with helpful hints)

1. Sew two green tree-shaped pieces of felt together with red yarn leaving an opening for the hand.
2. Glue on facial features and star, trunk and pot.
<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A holly ______</td>
<td>1. Make a ______</td>
</tr>
<tr>
<td>2. ______ the stocking</td>
<td>5. Santa's helper</td>
</tr>
<tr>
<td>4. ______ New Year</td>
<td>7. ___ goody!</td>
</tr>
</tbody>
</table>

**Fill in the blanks:**
- wish
- fill
- elf
- holly
- oh
- happy
- wreath
- 64
Six of Santa’s elves are hidden on the tree. Can you find them? Color the elves red. Color the tree green. Color the decorations other colors.
I. NAME OF ACTIVITY
CHRISTMAS CARDS AND NOTES

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
<td>dremel saw</td>
</tr>
<tr>
<td>plastic wrap</td>
<td>paper</td>
</tr>
<tr>
<td>T-square</td>
<td>tubes (bike or auto)</td>
</tr>
<tr>
<td>envelopes</td>
<td>twine</td>
</tr>
<tr>
<td>pencils</td>
<td>glue</td>
</tr>
<tr>
<td>rulers</td>
<td>weights</td>
</tr>
</tbody>
</table>

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

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

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

- hot plate
- double boiler
- coloring (can use crayons)
- scents
- small milk cartons or paper cups

- plastic bags
- wax
- string
- paste sticks
- newspaper

B. Procedures for this activity (with helpful hints)

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

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: THE CIRCUS

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   - Flat pictures of Circus Animals - Ringling Bros. Circus
   - Filmstrips: Circus Animals
     - Circus Gets Ready
     - Circus People
     - Here Comes the Circus
   - Records: Big Top Circus Calliope
     - Circus Comes to Town
     - Circus Spectacular
     - Fun at the Circus
     - When the Sun Shines

2. Field Trips:
   - Circus
   - Zoo
   - Veterinarian

3. Human Resources:
   - Vet or animal trainer - "Care and Training of Pets"
   - Demonstration of acrobatics
   - Demonstration of circus make-up
   - Clown

4. Activities:
   - Role play: circus performer or animal act

   Hands-on activities:
   - Make an acrobat
   - Making stilts
   - Designing a clown's face
Activities with no directions:

Make a circus tent and decorate with circus animals and performers
UNIT TITLE: THE CIRCUS

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Use a basic circus vocabulary</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Write and tell about a specific circus performer or circus act</td>
</tr>
<tr>
<td>Empathy</td>
<td>Role play the part of a circus performer or circus act</td>
</tr>
<tr>
<td></td>
<td>Organize circus words into a specific category</td>
</tr>
<tr>
<td></td>
<td>Write a creative story or poem about feelings when a circus is in town</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Do three basic addition problems using circus words in a story setting</td>
</tr>
<tr>
<td>Addition</td>
<td>Do one or more basic subtraction problems using circus vocabulary in a story setting</td>
</tr>
<tr>
<td>Subtraction</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Work with a list of circus vocabulary words</td>
<td></td>
</tr>
<tr>
<td>Circus spelling booklet</td>
<td></td>
</tr>
<tr>
<td>Background discussion of circus world</td>
<td></td>
</tr>
<tr>
<td>Discussion and research of job of circus performer and animal acts</td>
<td></td>
</tr>
<tr>
<td>Work with story problems using circus vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT TITLE: THE CIRCUS (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Animal care</td>
<td>Discuss and identify the necessity for care and patience in the training of circus animals</td>
</tr>
<tr>
<td></td>
<td>Identify the foods necessary in the feeding of circus animals</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Locate on a map the origin of two or more circus animals</td>
</tr>
<tr>
<td>Transportation</td>
<td>Tell how animals and people are transported from one circus location to another</td>
</tr>
<tr>
<td>Species</td>
<td>Tell or write about the type of housing required for circus performers and circus animals</td>
</tr>
<tr>
<td>Origin</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Charts and pictures showing care and training of circus animals</td>
<td></td>
</tr>
<tr>
<td>Small and large group discussions of food habits of animals</td>
<td></td>
</tr>
<tr>
<td>Make a circus booklet showing care and training and foods that are necessary for the continued good health of circus animals</td>
<td></td>
</tr>
<tr>
<td>Map work showing origin of animals</td>
<td></td>
</tr>
<tr>
<td>Pictures showing animals in their natural habitat</td>
<td></td>
</tr>
<tr>
<td>Background information and discussion of transportation of circus animals</td>
<td></td>
</tr>
<tr>
<td>Films, filmstrips and flat pictures showing transportation of the circus from town to town</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: THE CIRCUS (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Forming materials</td>
<td>Make a circus tent using available materials</td>
</tr>
<tr>
<td>Separating materials</td>
<td>Make a circus clown showing basic human emotions, i.e., sadness, happiness, startled, etc.</td>
</tr>
<tr>
<td>Combining materials</td>
<td>Make a crayon or watercolor drawing of an actual three ring circus as a result of visiting</td>
</tr>
<tr>
<td></td>
<td>Take part in a group project and help plan and execute a circus mural</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Identify circus music from a group of three disc recordings</td>
</tr>
<tr>
<td>Choral singing</td>
<td>Take part in a group sing using circus music</td>
</tr>
<tr>
<td>Music appreciation</td>
<td>Recite one or more circus finger plays</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Make a circus tent using construction paper</td>
<td></td>
</tr>
<tr>
<td>Cut paper clown</td>
<td></td>
</tr>
<tr>
<td>Watercolor drawing of three ring circus (crayons are optional)</td>
<td></td>
</tr>
<tr>
<td>Mural using various art mediums in large and small group settings</td>
<td></td>
</tr>
<tr>
<td>Charts and flat pictures showing circus world</td>
<td></td>
</tr>
<tr>
<td>Discuss circus with an actual clown</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Listen to various recordings of circus music - make comparisons |                             |
| Small and large group sessions learning circus songs according to interests of particular class |                             |
| Class sing                                                     |                             |</p>
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Function of a career:</td>
<td>Identify and describe two or more occupations connected with the circus world</td>
</tr>
<tr>
<td>Production</td>
<td>Illustrate a circus performer performing a service</td>
</tr>
<tr>
<td>Servicing</td>
<td>Compare available occupations in the circus to available occupations in the zoo</td>
</tr>
<tr>
<td>Location people work</td>
<td>Identify three occupations in the circus that perform a service</td>
</tr>
<tr>
<td></td>
<td>Identify three occupations in the circus that are goods producing</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Circus performers tell about their jobs</td>
<td></td>
</tr>
<tr>
<td>Films and filmstrips showing circus people at work</td>
<td></td>
</tr>
<tr>
<td>Role play circus performers at work</td>
<td></td>
</tr>
<tr>
<td>Plan and take part in a play circus</td>
<td></td>
</tr>
</tbody>
</table>

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HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKE ACROBAT

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
<td></td>
</tr>
<tr>
<td>hammer</td>
<td></td>
</tr>
<tr>
<td>Oak tag</td>
<td></td>
</tr>
<tr>
<td>drill</td>
<td></td>
</tr>
<tr>
<td>string</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>crayons</td>
<td></td>
</tr>
<tr>
<td>nails</td>
<td></td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The clowns had to be assembled by the teacher.
The nailing on thin wood was very difficult.
I. NAME OF ACTIVITY
STILTS

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

I. NAME OF ACTIVITY
PICTURES - DESIGN A CLOWN'S FACE

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper plates</td>
<td></td>
</tr>
<tr>
<td>paints</td>
<td></td>
</tr>
<tr>
<td>scrap construction paper</td>
<td></td>
</tr>
<tr>
<td>yarn</td>
<td></td>
</tr>
<tr>
<td>glue</td>
<td></td>
</tr>
<tr>
<td>crayons</td>
<td></td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

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

Here are our new spelling words.

Say them—Write the new words.

1. clown ______ clown ______
2. act ______ act ______
3. lion ______ lion ______
4. tent ______ tent ______
5. band ______ band ______
6. tamer ______ tamer ______
7. trapeze ______ trapeze ______
8. circus ______ circus ______
Here are your spelling words. Put them in ABC order. Mark the vowels.

circus
clown act lion tent
band tamer trapeze circus

1. __________ 5. __________
2. __________ 6. __________
3. __________ 7. __________
4. __________ 8. __________

Draw a circus family at work.

On a separate sheet of paper, write a sentence for each circus word.
Phonics -

write the little word in the big word

1. clown __________
2. lion ______________
3. band ______________
4. tamer ______________
5. trapeze ______________

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

3. Write two spelling words that name people 1. __________ 2. __________

4. Write the name of an animal. __________

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

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

7. Write three circus words which have a short a (ə) sound 1. __________ 2. __________ 3. __________

8. Write the circus word that has a long a (ă) sound in it. __________
NAME

WRITE THE WORDS:

DATE

PUT THE WORDS IN A-B-C ORDER:

Draw pictures of 2 of the words

1

2
<table>
<thead>
<tr>
<th>Words for Colors</th>
<th>Words that tell where</th>
<th>How someone could feel</th>
<th>How a thing could look</th>
<th>Words that tell when</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Words for what we do</td>
<td>Words for what we do</td>
<td>words for animals</td>
<td>words for things to eat</td>
<td>Words for things</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
PROJECT LET
INTEGRATED TEACHING UNIT
PLANSHEET

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

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

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

   Flat Pictures: Community Helpers
                  Fire Department Helpers
                  Police Department Helpers

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

   Movies: The Policeman
           Helpful Little Fireman

2. Field Trips:

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

3. Human Resources:

   Postman
   Fireman
   Policeman
   Suburban ambulance driver
4. **Activities:**

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

**Activities:**
- Constructing room post office
- Speech badges
- Designing miniature community
- Making fire hats
- Small box maps
- Traffic lights
- Traffic light cookies
- Making clothespin men
- Post Office construction booklet
## UNIT TITLE: COMMUNITY HELPERS

### CONCEPTS

<table>
<thead>
<tr>
<th>Music</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choral singing</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Number identification</td>
<td>Participate in singing a song about community helpers</td>
</tr>
<tr>
<td>Money and measurement</td>
<td>Match traffic sign shapes with their meanings</td>
</tr>
<tr>
<td></td>
<td>Measure pieces of wood for a post office</td>
</tr>
<tr>
<td></td>
<td>Count money and correct change for stamps</td>
</tr>
<tr>
<td></td>
<td>Measure signs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stencil work</td>
<td>Help construct a post office</td>
</tr>
<tr>
<td>Painting</td>
<td>Produce a letter and envelope</td>
</tr>
<tr>
<td>Cutting</td>
<td></td>
</tr>
<tr>
<td>Pasting</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Various songs about community helpers</td>
<td></td>
</tr>
<tr>
<td>Read numbers on speed signs</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: COMMUNITY HELPERS (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Reading and writing letters</td>
<td>Address an envelope properly</td>
</tr>
<tr>
<td>Writing stories</td>
<td>Write group stories about community helpers</td>
</tr>
<tr>
<td>Read traffic signs</td>
<td>Write thank-you notes to guest speakers</td>
</tr>
<tr>
<td></td>
<td>Write experience stories</td>
</tr>
<tr>
<td></td>
<td>Read stories about community helpers</td>
</tr>
<tr>
<td></td>
<td>Spell community helper spelling words</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>List or draw five ways weather affects traffic, fires, accidents and the mailman</td>
</tr>
<tr>
<td>Effects of weather</td>
<td>List or draw three ways fires are started</td>
</tr>
<tr>
<td>Fire prevention</td>
<td>List three ways fires can be prevented</td>
</tr>
<tr>
<td>Forest products and uses</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Discussion from pictures on job helpers</td>
<td></td>
</tr>
<tr>
<td>Express themselves through role playing</td>
<td></td>
</tr>
<tr>
<td>Role playing of emergencies and phone calls to report fires, accidents, lost persons, etc.</td>
<td></td>
</tr>
<tr>
<td>Community helpers spelling book</td>
<td></td>
</tr>
</tbody>
</table>
**UNIT TITLE:** COMMUNITY HELPERS (Continued)

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

DESIGNING A MINIATURE COMMUNITY

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothes pins</td>
</tr>
<tr>
<td>construction paper (various colors)</td>
</tr>
<tr>
<td>pipe cleaners</td>
</tr>
<tr>
<td>magic markers (or pens)</td>
</tr>
<tr>
<td>bits and pieces of material</td>
</tr>
<tr>
<td>glue</td>
</tr>
<tr>
<td>rick-rack</td>
</tr>
<tr>
<td>assorted colored yarn</td>
</tr>
<tr>
<td>string</td>
</tr>
<tr>
<td>scissors</td>
</tr>
<tr>
<td>twigs</td>
</tr>
<tr>
<td>small stones</td>
</tr>
<tr>
<td>dirt and box (optional)</td>
</tr>
<tr>
<td>buttons</td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

This activity works best when the class is divided up into groups of about four apiece.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FIRE HATS

II. ACTIVITY FORMAT:

A. Tools and Materials

newspaper
paint
brushes
tape
stapler

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SMALL BOX MAP TO POLICE STATION AND SUBURBAN AMBULANCE

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLOTHES PIN FIREMEN OR POLICEMEN

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
SPEECH BADGES

Materials:

- construction paper
- safety pins
- magic marker
- paste or glue
- little pictures (in reading readiness books)

Procedures:

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

I. NAME OF ACTIVITY

TRAFFIC LIGHT COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials

Cookie recipe and materials needed to make cookies

B. Human Aides and Resources

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

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Free and inexpensive materials may be obtained from:

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

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

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

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

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

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

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

Allstate Insurance Companies
Allstate Plaza
Northbrook, Illinois 60062

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

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

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

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

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

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

Automobile Club of Michigan
Bagley Avenue
Detroit, Michigan

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

Automobile Manufacturers Assoc.
320 New Center Bldg.
Detroit, Michigan 43202

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

Encyclopedia Britannica Films
1150 Wilmette Street
Wilmette, Illinois 60091

Walt Disney Productions
2400 West Alameda Avenue
Burbank, California 91506
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
BUILDING POST OFFICE

II. ACTIVITY FORMAT:
A. Tools and Materials

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Our Post Office

We built a Post Office.
A man delivered some wood.

A college student helped us.
We used a saw.
We cut the wood.

We used a hammer.
We pounded nails.
We had to work and work.

It kept getting bigger and bigger.
We painted it,
We put it together.

Now we have a Post Office.
We each have our own mailbox.

It was fun building a Post Office.
TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Movies: Plymouth Colony
           Colonial Children
           The Light Here Kindled

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

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

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

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

   Records: Indian Dances (Eagle Dance)

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

   pg. 112
2. **Field Trips:**
- Visit dairy, or bakery, or flour mill
- Henry Ford Museum
- Greenfield Village
- Farmers Market

3. **Human Resources:**
- Parents and aide helped with cooking and serving dinner
- Role playing experiences
- Indians doing dance
- Thanksgiving dinner

4. **Activities:**
- Thanksgiving dinner and Indian dance
- Making applesauce
- Making cranberry jello salad
- Making butter
- Corn bread
- Cranberry relish
- Making pumpkin pie
- Making pumpkin prizes cookies
- Candle dipping
- Creative writing and drawing of mural
- Making colonial caps
- Making costumes
- Paint Paddle Indians
- Colonial People
- Trip to Farmers Market
UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Measuring and counting</td>
<td>Measure recipes</td>
</tr>
<tr>
<td>Adding, dividing</td>
<td>Count steps in dance</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Read recipe and follow its directions</td>
</tr>
<tr>
<td>Dictation</td>
<td>Use measuring cups and spoons</td>
</tr>
<tr>
<td>Reading</td>
<td>Cut apples into quarters</td>
</tr>
<tr>
<td>Writing</td>
<td>Determine correct number of servings needed and prepare proper amount</td>
</tr>
<tr>
<td>Listening</td>
<td>Spell Thanksgiving words</td>
</tr>
<tr>
<td>Speaking</td>
<td>Contribute to Thanksgiving story</td>
</tr>
<tr>
<td>Following directions</td>
<td>Tell what ingredients go into making applesauce</td>
</tr>
<tr>
<td>Letter writing</td>
<td>Participate in Thanksgiving play</td>
</tr>
<tr>
<td></td>
<td>Listen to Thanksgiving stories</td>
</tr>
<tr>
<td></td>
<td>Write thank-you letters to parents for helping in cooking</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Discuss measuring as pertains to recipes</td>
<td></td>
</tr>
<tr>
<td>Count steps in dance</td>
<td></td>
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<tr>
<td>Write experience story about Thanksgiving dinner</td>
<td></td>
</tr>
<tr>
<td>Learn lines for Thanksgiving play</td>
<td></td>
</tr>
<tr>
<td>Present Thanksgiving play</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving spelling book</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT TITLE: CUSTOMS AND MANNERS OF COLONIAL AMERICA (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Colonial life</td>
<td>Give historical facts relating to the settlement of America</td>
</tr>
<tr>
<td>Indian life</td>
<td>Discuss the skills needed during colonial times</td>
</tr>
<tr>
<td>Human relations</td>
<td>Tell why the Pilgrims came to America</td>
</tr>
<tr>
<td>Manners</td>
<td>List the names of the ships and draw an accompanying picture</td>
</tr>
<tr>
<td>Historical facts related to settlement</td>
<td>Tell how Indians and Pilgrims learned from each other</td>
</tr>
<tr>
<td>Customs</td>
<td>Draw a picture contrasting modern and colonial life</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Help prepare a Thanksgiving dinner</td>
</tr>
<tr>
<td>States of matter</td>
<td></td>
</tr>
<tr>
<td>Machines</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Dip candles</td>
<td></td>
</tr>
<tr>
<td>Draw or tell about some aspects of Indian and colonial life</td>
<td></td>
</tr>
<tr>
<td>Work effectively with a group planning and carrying out an activity</td>
<td></td>
</tr>
<tr>
<td>Discuss the machines used in a given activity - its source of power, etc.</td>
<td></td>
</tr>
<tr>
<td>Report how matter is changing to another form while cooking</td>
<td></td>
</tr>
<tr>
<td>Make applesauce</td>
<td></td>
</tr>
<tr>
<td>Make corn bread</td>
<td></td>
</tr>
<tr>
<td>Make pumpkin pies</td>
<td></td>
</tr>
<tr>
<td>Make butter</td>
<td></td>
</tr>
<tr>
<td>Make cookies</td>
<td>117</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td></td>
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<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Forming</td>
<td></td>
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<tr>
<td>Separating</td>
<td></td>
</tr>
<tr>
<td>Combining</td>
<td></td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Occupations in Colonial America</td>
<td></td>
</tr>
<tr>
<td>Occupations of American Indians</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this unit, each child will be able to:</td>
<td></td>
</tr>
<tr>
<td>Weave paper place mat</td>
<td></td>
</tr>
<tr>
<td>Make an appropriate costume</td>
<td></td>
</tr>
<tr>
<td>Make a candle</td>
<td></td>
</tr>
<tr>
<td>List and draw five tools used by the Pilgrims</td>
<td></td>
</tr>
<tr>
<td>List five jobs of the colonial homemaker</td>
<td></td>
</tr>
<tr>
<td>List five jobs of the Indian woman</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Draw Indian and Thanksgiving mural</td>
<td></td>
</tr>
<tr>
<td>Use patterns to make a colonial cap</td>
<td></td>
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<tr>
<td>Dip 'candles</td>
<td></td>
</tr>
<tr>
<td>Weave with paper strips</td>
<td></td>
</tr>
<tr>
<td>Make costumes for Thanksgiving play</td>
<td></td>
</tr>
<tr>
<td>Work together on a project</td>
<td></td>
</tr>
<tr>
<td>Tell jobs important to the Pilgrims</td>
<td></td>
</tr>
<tr>
<td>Describe what the Pilgrims and Indians learned from one another</td>
<td></td>
</tr>
<tr>
<td>Compare orally tools used then and now for similar jobs</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

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

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper plates</td>
<td>placemats woven</td>
</tr>
<tr>
<td>napkins</td>
<td>from paper by</td>
</tr>
<tr>
<td>plastic forks and spoons</td>
<td>children</td>
</tr>
<tr>
<td>cups</td>
<td></td>
</tr>
</tbody>
</table>

Menu:

- 2 turkey rolls
- corn (frozen)
- applesauce
- corn muffins and butter
- cider
- pumpkin pie

B. Human Aides and Resources

- Five mothers

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKING APPLESAUCE

II. ACTIVITY FORMAT:
A. Tools and Materials
   - bowls
   - cinnamon
   - spoons
   - apples
   - water
   - knives
   - stove
   - butter
   - sugar
B. Human Aides and Resources
   - mothers
   - teacher aides
C. Procedures for this activity (with helpful hints)
   1. Recipe placed on tag board
   2. Recipe read and discussed
   3. Groups divided for carving
   4. Core and carve apples, cut into quarters - discard peelings
   5. Place in large pot on stove
   6. Add small amount of water, sugar and cinnamon to taste, and small amount of butter
   7. Let apples get soft
   8. Serve after cooled
   9. Clean-up committee

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials
   2 pts. whipping cream  spoon
   baby food jars  salt
   large bowl  yellow food coloring

B. Human Aides and Resources

   One mother

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CRANBERRY RELISH

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKING COOKIES

II. ACTIVITY FORMAT:

A. Tools and Materials
   measuring cups
   measuring spoons
   mixing bowls
   oven

B. Human Aides and Resources
   Five parents

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

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

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

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

I. NAME OF ACTIVITY

PUMPKIN PIE

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

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

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

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

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>1 can pumpkin (large)</td>
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<tr>
<td>6 eggs, slightly beaten</td>
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</tr>
<tr>
<td>2 cups light brown sugar</td>
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<tr>
<td>1 t. salt</td>
<td></td>
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<tr>
<td>2 t. cinnamon</td>
<td></td>
</tr>
<tr>
<td>1/2 t. cloves</td>
<td></td>
</tr>
<tr>
<td>1/2 t. nutmeg</td>
<td></td>
</tr>
<tr>
<td>1/2 t. ginger</td>
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<tr>
<td>2 cups evaporated milk</td>
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</tbody>
</table>

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

I. NAME OF ACTIVITY
   CANDLE DIPPING

II. ACTIVITY FORMAT:
   A. Tools and Materials
      2 candle dipping vats
      1-1/2 blocks of paraffin
      crayon bits (2 colors) for tinting wick
   B. Human Aides and Resources
      One mother
   C. Procedures for this activity (with helpful hints)
      We discussed the procedure beforehand, pantomimed the dipping and wrote the steps on an experience chart.
      1. Chop up the wax
      2. Melt the wax in the two vats
      3. Spread newspapers on and around two large tables
      4. Dip the candles
      5. Hang the candles to dry

      One vat was placed on each of the two tables. Ten children surrounded each table, were given wicks, reviewed the procedure, designated the dipping point, and proceeded walking around table drying - dipping. A mother stationed at one table, me at the other. Time of actual dipping approximately 1/2 hour. HINT: I took the class out to recess while a few children remained to help the mother clean up because the wax drippings get ground into the floor quickly if not swept up.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

We later made plaster of paris candle holders using spray can tops and glitter and wrapped them for Christmas gifts.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CREATIVE WRITING AND DRAWING MURAL

II. ACTIVITY FORMAT:
A. Tools and Materials
   paper
   pencils
   crayons
B. Human Aides and Resources
   Teacher
C. Procedures for this activity (with helpful hints)
   Using the words from our recipe, develop a class story.
   Then, draw a large mural. Each child draws a portion
   of the mural. They draw for one particular sentence.
   Then, role play what they did.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
COLONIAL CAPS

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

TRICORNER HATS

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

I. NAME OF ACTIVITY

MAKING COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials
   
   construction paper, macaroni
   patterns, yarn
   scissors, beads
   paste

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAINT PADDLE INDIANS (may use tongue depressors)

II. ACTIVITY FORMAT:

A. Tools and Materials

paint paddles
construction paper
tongue depressors
poster paint
pipe cleaners
sandpaper
assorted trims, felt

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Give finger plays about Indian or Pilgrim life. Child may choose famous figure, or an event on shipboard, or settlement life and give short monologue.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLONIAL PEOPLE

II. ACTIVITY FORMAT:

A. Tools and Materials

- coat hangers
- glue
- nylon stockings
- buttons
- construction paper
- yarn
- stapler

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRIP TO ROYAL OAK FARMERS MARKET

II. ACTIVITY FORMAT:

A. Tools and Materials
   Passenger cars

B. Human Aides and Resources
   Five adults for driving students to and from market

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
DRAW YOURSELF AS YOU LOOKED AT OUR MINI THANKSGIVING DINNER
THE FIRST THANKSGIVING
APPLESAUCE

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

CRANBERRY JELLO SALAD

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

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

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

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

BUTTER

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

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

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

WHAT I DID NOT LIKE ABOUT OUR MINI THANKSGIVING DINNER
LONG AGO A GROUP OF PEOPLE, CALLED PILGRIMS, CAME TO AMERICA. THEY WANTED TO BE FREE TO WORSHIP GOD AND TO BE HAPPIER IN A NEW LAND.

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

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

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

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

- thanks
- people
- free
- Mayflower
- Pilgrims
- food
- Indians
- friends

Put the words in ABC order

The ___________ came to America in 1620.
They sailed on a ship called the ___________

The ___________ were their first friends in America.
Draw a Pilgrim boy or girl and an Indian friend.

What are you thankful for?

- P__g__s
- fr__s f__d
- M__f____
- I__s fr__
- th___ p__p__ fo__
- May____ P_l____
- ha___ In__s f__e
- _od f__e___ flo__r
- _il___ s th__k__ n__s
- M__f__w__ f__e n d
- P__gr__s
"Gobble, Gobble!"
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: DENTAL HEALTH
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   Movies: Save Those Teeth
   Filmstrips: Tommy Tooth
   Dental Health Kits - Courtesy of Colgate Toothpaste

2. Field Trips:
   Visit to a dentist's office

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

4. Activities:
   Making Teeth
   Making Toothpaste
**UNIT TITLE:** DENTAL HEALTH

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Health Vocabulary</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Tooth care</td>
<td>Recognize and identify: molars, canines and incisors</td>
</tr>
</tbody>
</table>

- Recognize special words used in discussing dental health
- Spell some of the words studied in this unit
- Brush his teeth properly, identify proper foods necessary for good dental care, identify workers performing a service
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>Discussion of dental health vocabulary - defining of terms</td>
<td>Specially prepared spelling book</td>
</tr>
<tr>
<td>Phonics clues used to help student spell new words</td>
<td></td>
</tr>
<tr>
<td>Make drawings of molars, canines, incisors</td>
<td>Charts and posters from National Dairy Council - Royal Oak Instructional Materials Center</td>
</tr>
<tr>
<td>Observe and practice proper brushing of teeth</td>
<td></td>
</tr>
<tr>
<td>Plan menus that promote healthy teeth</td>
<td>See Activity sheets</td>
</tr>
<tr>
<td>Observe and study charts</td>
<td></td>
</tr>
<tr>
<td>Making teeth and toothpaste</td>
<td></td>
</tr>
<tr>
<td>Meeting a dentist, dental hygienist, dental assistant</td>
<td></td>
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</tbody>
</table>
## UNIT TITLE: DENTAL HEALTH (Continued)

### CONCEPTS

<table>
<thead>
<tr>
<th>Art</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Make an illustration promoting proper dental health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative writing</td>
<td>Express himself orally and on a written level using his knowledge of dental health</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Read most materials on a primary level concerning dental health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Careers</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and materials</td>
<td>Describe at least two tools and materials a dentist and dental hygienist use in their jobs</td>
</tr>
<tr>
<td>Production of a product (toothpaste)</td>
<td>Explain ingredients needed in the making of toothpaste</td>
</tr>
<tr>
<td>Method of Implementation</td>
<td>Resource People &amp; Materials</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Make poster using any art medium</td>
<td></td>
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<tr>
<td>Creative writing using various dental health themes</td>
<td></td>
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<tr>
<td>Colgate, Dental Health Kit reading materials</td>
<td></td>
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<tr>
<td>Books on dental health</td>
<td></td>
</tr>
<tr>
<td>Role playing: toothache visit to the dentist</td>
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<tr>
<td>Dentist and dental hygienist explain their jobs</td>
<td></td>
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<tr>
<td>Reading and following a recipe for toothpaste</td>
<td></td>
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<tr>
<td>Making toothpaste</td>
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</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TEETH

II. ACTIVITY FORMAT:

A. Tools and Materials
   - 2 loaves white bread
   - Elmer's Glue
   - Oilcloth on table

B. Human Aides and Resources
   - Teacher Aide
   - One parent for each group of five students

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TOOTHPASTE

II. ACTIVITY FORMAT:

A. Tools and Materials

salt
baking soda
mouth wash
paper plate

B. Human Aides and Resources

Teacher Aide
One parent for each group of five students

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Smiling Tommy

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

Here are our new spelling words.
Write them:

1. teeth
2. tooth
3. care
4. dentist
5. brush
6. smile
7. up
8. down
Trial Spelling Test

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

Write your first and last name in manuscript writing.

Fill in the missing spelling words in each sentence:

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

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

February —__ to —__ is
DENTAL HEALTH WEEK!!
Put your spelling words.

Unscramble your spelling words:

1. eeth
2. thoto
3. earc
4. senadit
5. suhrb
6. misei
7. pu
8. wdnho

Write a rhyming word for each word:

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

Did you brush your teeth today?

Put your spelling words in ABC order:

brush
care
tooth
dentist
tooth

Draw these:

brush
smile

tooth
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: EASTER CUSTOMS AND SEASONAL JOBS

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   - Books: Easter - Eileen Fisher
             Passover - Naoma Simon

2. Field Trips:

3. Human Resources:
   - Candy Maker
     Parent to demonstrate sugar egg making

4. Activities:
   - Construction of Easter carts
   - Candy Making
## UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Write a story about an Easter custom</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Customs</td>
<td>Compare related holidays</td>
</tr>
<tr>
<td>Different cultures as related to Easter</td>
<td>Integrate Easter with other customs</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>People and their Easter jobs:</td>
<td>Contribute to a brainstorming session on jobs created and expanded during Easter holidays</td>
</tr>
<tr>
<td>Purpose</td>
<td>Organize an industry with classmates to produce an Easter related product</td>
</tr>
<tr>
<td>Locations</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Advantages and disadvantages</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write and illustrate story about any Easter custom</td>
<td></td>
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<tr>
<td>Read books</td>
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<tr>
<td>Each child participate in discussion related to Christmas, Jewish and Pagan customs during Easter season</td>
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<tr>
<td>Participate in a discussion on jobs</td>
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<tr>
<td>Role playing</td>
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<tr>
<td>Write a report on selected job illustrated in magazine</td>
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<tr>
<td>Make chart of jobs, example: artist, church workers, post office, florist, restaurant, travel agent</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: EASTER CUSTOMS AND SEASONAL JOBS

### CONCEPTS

<table>
<thead>
<tr>
<th>Math</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Measuring</td>
<td>Measuring with ruler and yardstick</td>
</tr>
<tr>
<td>Counting</td>
<td>Collection and discussion of number of parts and amount of material</td>
</tr>
<tr>
<td>Linear measurement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Art</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separating</td>
<td>Prepare booklets on Easter designs</td>
</tr>
<tr>
<td>Combining</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work math operations on board</td>
<td></td>
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<tr>
<td>Make candy in groups of eight</td>
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<tr>
<td>Draw pictures (see activities)</td>
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</tr>
</tbody>
</table>

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HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
EASTER CART (25)

II. ACTIVITY FORMAT:
   A. Tools and Materials
      1/4" plywood           white shredded paper
      nails                   glue
      1/4" doweling           saws, hammers
      lattice 1/4 x 1-3/4"    sandpaper
      1/2 x 1/2" wood
   B. Human Aides and Resources
      Student teacher
   C. Procedures for this activity (with helpful hints)
      1. Children worked in groups; measure and cut sides and bottoms
      2. Trace and cut wheels
      3. Drill hole in wheels
      4. Measure and glue axles to bottom
      5. Assemble side and glue to bottom
      6. Drill hole for front prop
      7. Cut dowel and glue in place
      8. Paint wheels and carts separately
      9. Attach wheels and decorate
         (See sketch for measurements)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
two pieces oak tag (1/2' x 60') stapled to rabbit to form base.

1/4" hole

2 3/4"

1/4" dowel

bottom piece
6 1/2" x 4 1/2"

wheel
3 1/4" dia.

axle 4 1/2" x 1/2" x 1/2"

nail

4 1/2"
HANDS-ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLYWOOD RABBIT FOR CART

II. ACTIVITY FORMAT:

A. TOOLS AND MATERIALS

PLYWOOD RABBIT FOR CART

B. HUMAN AIDS AND RESOURCES

Student teacher

C. PROCEDURES FOR THIS ACTIVITY (WITH HELPFUL HINTS)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

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

ERIC
RABBIT PATTERN
1/4" plywood

- Paint pink
- 1/8" hole for whiskers
- Yarn bow
- 3/8" hole for yarn harness
- White latex will paint
- Cotton ball

Top of ears
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CANDY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials
- brown paper candy cups
- see recipes

B. Human Aides and Resources
Student teacher

C. Procedures for this activity (with helpful hints)
Children worked in groups of 3

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
MINT WAFERS

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

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

CARMEL TURTLES

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

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of pecans. Heat in slow oven (325) till caramels soften, about 4 to 5 minutes. Remove from oven: with buttered spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

CHOCOLATE FOR DIPPING:

Large pkg. chocolate bits
2 small bars Cocoa Butter

Melt together. Use toothpicks to dip marshmallows and cherries.
At Easter Time

The shalring told the lily
And the lily told the brook,
The brook, that little tattle-tale, Just babbles: "LISTEN!
Look!" The Easter Bunny's coming!
He's playing tag with showers, And hiding lovely Easter eggs.
Among the garden flowers, The flowers make a rainbow, And happiness is waiting, Today, for everyone!
Draw the Easter Bunny with colored eggs!

Draw a color rainbow!

TRIAL TEST

1 2 3 4 5 6 7 8 9 10

170
Find the small words inside the spelling words!

listen is
Easter
coming
playing
eggs
garden
rainbow
color
today
everyone

Write each spelling word. Mark the vowels long or short.

listen
Easter
coming
playing
eggs
garden
rainbow
color
today
everyone
FAMILIES EARN AND SPEND

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit introduces the child to man's methods of producing goods and services and to each person's dependence upon the labor of hundreds of other people. He also learns that his family uses its income to buy good in many different ways. He will recognize that people can spend their income in many different ways of satisfying his needs and wants. The children will also learn that people produce goods and services for others to earn income, but they also give goods and services to others who work to be helpful. That people perform different kinds of work due to different preference and skills.

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   - Books:
     - Come to Work With Us In a Department Store
     - Let's Visit a Bakery
     - Let's Visit a Hospital
     - Let's Build a House
     - How to Earn and Use Money
     - Come to Work With Us In a Newspaper
     - Get Goods to Users
     - Andy Lends Money to the Bank
   - Filmstrips:
     - Rules We Follow
     - Introducing Economics
     - Things We Buy
     - Money We Earn
     - Wally, the Worker Watcher

This unit introduces the child to man's methods of producing goods and services and to each person's dependence upon the labor of hundreds of other people.
Movies: Bakery Beat
       Story of the Wholesale Market

Records: World of Man - His Work

2. Field Trips:

   Walk to store - observe roles of working people

3. Human Resources:

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

4. Activities:

   Assembly Line Chair Wash
   Making Store
   Making Pennies
   Cupcakes
   Caramel Apple Sale
   Popcorn Factory
   Christmas Ornaments (mouse)
   School Bus (assembly line concept)
   Candle Sale
UNIT TITLE: FAMILIES EARN AND SPEND

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Money</td>
<td>Count money, make change, make comparison of profits</td>
</tr>
<tr>
<td>Measurement</td>
<td>Recognize the purposes of money as a medium of exchange</td>
</tr>
<tr>
<td>Addition and subtraction facts</td>
<td>Collect data on ways people acquire income</td>
</tr>
<tr>
<td></td>
<td>Keep a daily log of their spending</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Make a list of human skills, prepare a chart listing some human needs and wants</td>
</tr>
<tr>
<td>Writing</td>
<td>Increase safety vocabulary</td>
</tr>
<tr>
<td>Reading books and filmstrips</td>
<td>Write a simple thank-you letter</td>
</tr>
<tr>
<td>Group discussions</td>
<td></td>
</tr>
<tr>
<td>Booklets</td>
<td></td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td><strong>Field trips:</strong></td>
<td></td>
</tr>
<tr>
<td>To a food market to buy apples and popcorn for the sale</td>
<td></td>
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<tr>
<td>Visit a bakery to see a production line in operation</td>
<td></td>
</tr>
<tr>
<td>Go to a local hospital or center to give our earnings to a group for Christmas</td>
<td></td>
</tr>
<tr>
<td>Children will count the chairs and children in the room</td>
<td></td>
</tr>
<tr>
<td>Read and discuss the <em>ABC's of Safety</em> poem book</td>
<td></td>
</tr>
<tr>
<td>Compose thank-you letters to guest speakers</td>
<td></td>
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<tr>
<td>Recognize and spell safety words</td>
<td></td>
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<tr>
<td>Recognize and recall the meaning of traffic signs and signals</td>
<td></td>
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<tr>
<td>Experience stories written by teacher as child describes car wash</td>
<td></td>
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<tr>
<td>Children describe family visits to car wash</td>
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</tbody>
</table>
**UNIT TITLE: FAMILIES EARN AND SPEND** (Continued)

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

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role playing</td>
<td></td>
</tr>
<tr>
<td>Hands-on activity - Classroom Chair Wash</td>
<td></td>
</tr>
<tr>
<td>Children described family visits to car washes</td>
<td></td>
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<tr>
<td>Class discussion:</td>
<td></td>
</tr>
<tr>
<td>What goods and services do families use?</td>
<td></td>
</tr>
<tr>
<td>a. Restaurant workers</td>
<td></td>
</tr>
<tr>
<td>b. Storekeeper-clerk</td>
<td></td>
</tr>
<tr>
<td>c. Barber</td>
<td></td>
</tr>
<tr>
<td>d. Grocery store worker</td>
<td></td>
</tr>
<tr>
<td>e. Construction worker</td>
<td></td>
</tr>
<tr>
<td>Why do people have different skills?</td>
<td></td>
</tr>
<tr>
<td>a. to provide us with the different things we need</td>
<td></td>
</tr>
</tbody>
</table>

| 4 season pictures - sort by season |                             |
| Hair dryer demonstration - simulates blower in car wash |                             |
| Conveyor belt demonstration |                             |
# UNIT TITLE: FAMILIES EARN AND SPEND (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Attractive packaging</td>
<td>Make signs to advertise sales</td>
</tr>
<tr>
<td>Advertising</td>
<td>Arrangement of people doing different jobs (pictures)</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Tell why people have different kinds of jobs</td>
</tr>
<tr>
<td>Reasons people work</td>
<td>a. people have many and varying needs</td>
</tr>
<tr>
<td>Functions of work:</td>
<td></td>
</tr>
<tr>
<td>goods production</td>
<td></td>
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<tr>
<td>service production</td>
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<tr>
<td></td>
<td>Operate on an assembly line basis</td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Design book covers</td>
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<tr>
<td>Draw picture of each step of producing a mouse-decoration for a Christmas tree</td>
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</tr>
<tr>
<td>Draw picture and write story about each - the laborer, inspector and manager</td>
<td></td>
</tr>
<tr>
<td>Role playing experiences: Being a store clerk or manager of store</td>
<td></td>
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<tr>
<td>A mother taking her child to market to buy food for the family</td>
<td></td>
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<tr>
<td>Role playing incorporated: Act out buying and selling</td>
<td></td>
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<tr>
<td>Act out role of manager</td>
<td></td>
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<tr>
<td>Selling of candles to one another - giving and receiving money</td>
<td></td>
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<tr>
<td>Role playing: Popcorn assembly line</td>
<td></td>
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<tr>
<td>Selling popcorn</td>
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</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CARAMEL APPLE SALE

II. ACTIVITY FORMAT:

A. Tools and Materials

21 - 14 oz. caramel candies
1-1/2 cup water
1 bushel Jonathan apples
approx. 150 sticks
hot plate

mixing bowl
wooden spoons
double boiler
waxed paper and baggies

B. Human Aides and Resources

Parent
Teacher
Teacher Aide

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CUPCAKES

II. ACTIVITY FORMAT:
A. Tools and Materials
   3 boxes of cake mix
   6 eggs
   3-3/4 cups water
   mixing bowl
   mixer
   wooden spoon
   muffin pans
   waxed paper

B. Human Aides and Resources
   Teacher
   Teacher Aide

C. Procedures for this activity (with helpful hints)
   Blend in large mixing bowl at low speed until moistened
cake mix, water and eggs
   Beat 2 minutes at medium speed
   Bake at 350 degrees for 15 to 25 minutes
   Remove cakes from pan, cool 15 minutes on cooling rack
   Makes 90 cupcakes

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
SCHOOL BUS

II. ACTIVITY FORMAT:
A. Tools and Materials
   1" maple dowel rod  plywood
   1/8" dowel rod  3/4 x 1/2 strips of soft wood
   buttons  Elmer's Glue
   paint  tacks
   sandpaper  nails
B. Human Aides and Resources
   Parents
   Teacher Aide
C. Procedures for this activity (with helpful hints)
   Wheels 1" or 7/8" maple dowel rod; steering column 1/8" dowel rod;
   Steering wheel - button; headlight - button; frame - 8" x 3-1/2"
   axle - 3/4 x 1/2" strips of soft wood; top 7-1/2" x 3"; back -
   3 x 3-1/2"; front 3 x 3-1/2" plywood

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE CHAIR WASH

II. ACTIVITY FORMAT:

A. Tools and Materials

   chairs         brushes
   soap and water sponges
   cleanser       rags

B. Human Aides and Resources

   2 mother volunteer helpers

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CHRISTMAS ORNAMENT (MOUSE)

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>scissors</td>
<td>felt - pink, yellow, gray, red</td>
</tr>
<tr>
<td>punch to make holes</td>
<td>thread - whiskers</td>
</tr>
<tr>
<td>paste</td>
<td>yarn - tail</td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING, PACKAGING AND SALE OF CANDLES

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POPCORN FACTORY

II. ACTIVITY FORMAT:

A. Tools and Materials

- poppers
- measuring cups
- large garbage bags
- small plastic bags
- oil
- popcorn
- salt
- boxes
- bowls

B. Human Aides and Resources

- Mothers
- .
- .
- C. Procedures for this activity (with helpful hints)

- Pop the corn - two days
- Bag the corn on an assembly line - 1 day
- Assembly line:
  - bag corn
  - tie bag
  - label bag
  - sell corn - 2 days

II. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKING STORE

II. ACTIVITY FORMAT:
A. Tools and Materials
   hammer  tempera
   saw  refrigerator box
   paint brushes  wood
   nails

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
FAMILIES USE RESOURCES

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   - Filmstrips: Iron Ore Mining in Michigan, Mineral Wealth, Fishing Industry, Seacoasts, Shipping and Fishing, Cattle and Corn Belt, Story of Wool, A Dairy Farm, Lumber Mill, Story of Cotton
   - Books: Your World, Let's Visit a Farm, Let's Visit a Ship, Let's Visit a Clothing Factory
   - Poem: The World - Robert L. Stevenson
   - Realia: Cotton bale, Miner's hat
   - Movies: The Cotton Farmer, Dairy Farm Today, Foods from Grains
Kits: Wool Education Center  
200 Clayton Street  
Denver, Colorado  80206  

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

2. Field Trips:  
Weber's Nursery  
Cranbrook Nature Center  
The Weavery on Washington Street, Royal Oak  

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

4. Activities:  
Weaving a simple rug  
Growing cotton  
Building a weaving loom  
Tie dying  
Yarn holders
**UNIT TITLE: FAMILIES USE RESOURCES**

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Regional plant growth</td>
<td>Analyze a map to gather needed information</td>
</tr>
<tr>
<td>Transportation</td>
<td>Compare methods of transporting goods</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Maps and charts</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>List occupations created by the cotton industry</td>
</tr>
<tr>
<td>Use of land and water</td>
<td>Describes what takes place at a textile mill</td>
</tr>
<tr>
<td>Physical environment</td>
<td>Name products and byproducts of cotton and their uses</td>
</tr>
<tr>
<td>Water and air pollution</td>
<td>Describe harvesting procedure of cotton</td>
</tr>
<tr>
<td>How to use the microscope</td>
<td>Describe what happens to cotton in the cotton gin</td>
</tr>
<tr>
<td>Identification of parts of the microscope</td>
<td>Collect and organize data on the uses of natural resources</td>
</tr>
<tr>
<td>Investigate and record the structure of cotton</td>
<td>Analyze man's use of land and water resources</td>
</tr>
<tr>
<td>Principles of dyeing and mordanting</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td></td>
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<tr>
<td>---------------------------</td>
<td></td>
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<tr>
<td>Children will discuss the origins of clothing</td>
<td></td>
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<tr>
<td>Field trip to weaving shop</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will identify fabric from</td>
</tr>
<tr>
<td>a. animal</td>
</tr>
<tr>
<td>b. plant</td>
</tr>
<tr>
<td>c. other</td>
</tr>
<tr>
<td>They will state which part of animal or plant is utilized</td>
</tr>
</tbody>
</table>
## UNIT TITLE: FAMILIES USE RESOURCES (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Role playing</td>
<td></td>
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<tr>
<td>Read and follow directions</td>
<td></td>
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<tr>
<td>Writing letters</td>
<td></td>
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<tr>
<td>New vocabulary</td>
<td></td>
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<tr>
<td>Reports</td>
<td></td>
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<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>As a result of this unit, each child will be able to:</td>
<td></td>
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<tr>
<td>Distinguish between goods and chart the usefulness</td>
<td></td>
</tr>
<tr>
<td>Identify things we could not do without</td>
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<tr>
<td>Discuss critically why the allocation of resources depends on the goals of our society</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Art</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting</td>
</tr>
<tr>
<td>Pasting</td>
</tr>
<tr>
<td>Color wheel and color families</td>
</tr>
<tr>
<td>Aesthetic value of fabrics and yarns</td>
</tr>
<tr>
<td>Prepare resource chart</td>
</tr>
<tr>
<td>Paint or draw pictures of ways in which the ocean is a resource</td>
</tr>
<tr>
<td>Identify and draw one or more hand tools used today</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Children will write hypothetical stories</td>
</tr>
<tr>
<td>about various foods and goods</td>
</tr>
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<td></td>
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<tr>
<td>Use assorted fabrics for bulletin board</td>
</tr>
<tr>
<td>Paste assorted texture of fabrics on paper</td>
</tr>
<tr>
<td>identification (rough, smooth)</td>
</tr>
<tr>
<td>CONCEPTS</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Linear measurements</td>
</tr>
<tr>
<td>Number concepts</td>
</tr>
<tr>
<td>Cost of product (including time and materials)</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
</tr>
<tr>
<td>Workers produce goods</td>
</tr>
<tr>
<td>Workers producing services</td>
</tr>
<tr>
<td>Transportation of people and things</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure yardage and patterns</td>
<td></td>
</tr>
<tr>
<td>Tell equivalents - between units of linear measurement</td>
<td></td>
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<tr>
<td>Spin and dye</td>
<td></td>
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<tr>
<td>Make a chart listing compiled data</td>
<td></td>
</tr>
<tr>
<td>Class discussion on identification of services and goods</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
TIE DYEING

II. ACTIVITY FORMAT:

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

B. Human Aides and Resources
- Teacher
- Parents
- Teacher Aide

C. Procedures for this activity (with helpful hints)
2. Arrange ties in a random or planned pattern.
3. Immerse wet fabric or dip tied areas into a simmering Rit dye bath - prepare bath using 1/2 package dye for about every quart of hot water in a container large enough to avoid crowding. Dissolve completely. Stir tied fabric in simmering dye bath for 10-15 minutes or longer for thick, bulky fabric or ties. When desired color is reached, remove from dye bath and squeeze out excess dye.
4. Rinse thoroughly - rinse, remove ties and rinse again thoroughly in cool running water until runs clear. Hang to dry and iron while slightly damp.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Items must be clean before dyeing. Students should not handle hot shirts. This must be done by an adult.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
YARN HOLDERS - SHAPED LIKE AN APPLE

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Teacher
Teacher Aide
Parents

C. Procedures for this activity (with helpful hints)

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

I. NAME OF ACTIVITY

BUILDING A WEAVING LOOM

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WEAVING A SAMPLE RUG

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

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

The warp is now ready and we will start

Filling in the weft

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

GROWING COTTON

II. ACTIVITY FORMAT:

A. Tools and Materials
   - large planter half full of soil
   - fertilizer
   - cotton seeds
   - water
   - sunlight

B. Human Aides and Resources

C. Procedures for this activity (with helpful hints)
   1. Planter is placed in sunlight.
   2. Students plant cotton seeds in soil.
   3. Sprinkle fertilizer over soil.
   4. Water seeds at time of planting and when soil is dry.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: FROM HOME AND SCHOOL - LIVING AND GROWING TOGETHER

GRADE LEVEL: K-2

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

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

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

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

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

3. **Human Resources:**

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

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

Parent volunteers, working in the classroom  

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

---

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

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

**Role playing experiences:**

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

### CONCEPTS

**Language Arts**
- Discussion
- Brainstorming
- Experience story telling
- Creative writing
- Role playing

**Verbal Communication**
- Role playing

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

### BEHAVIORAL OBJECTIVES

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

- Participate in role playing
- Interview school helpers
- Name the workers in the school and tell what they do

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

Compare sets of men and women

Compare days of week of specials

Plan time needed for jobs, time to perform jobs

Count the children in the room

Count the days in the month using the calendar

Name the days of the week

Pass out materials correctly, one item to each child
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictate stories. &quot;The first day of school, I felt...........&quot; &quot;In school we ..........&quot; &quot;The school secretary does ..........&quot; &quot;I like my mother to help at school because..........&quot;</td>
<td></td>
</tr>
<tr>
<td>Speak in complete sentences</td>
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<tr>
<td>Participate in a group discussion</td>
<td></td>
</tr>
<tr>
<td>Dictate sentences and finish beginning sentences</td>
<td></td>
</tr>
<tr>
<td>Role playing various jobs interviewing staff</td>
<td></td>
</tr>
<tr>
<td>Writing letters in form of poetry - &quot;If I were the..........&quot;</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>As a result of this unit, each child will be able to:</strong></td>
</tr>
<tr>
<td>History of building</td>
<td>State age of building</td>
</tr>
<tr>
<td>Human relations</td>
<td>State parts of building which are older than others</td>
</tr>
<tr>
<td>Interdependence of workers</td>
<td>Write about a specific staff member</td>
</tr>
<tr>
<td></td>
<td>Talk about staff members which they may never see</td>
</tr>
<tr>
<td></td>
<td>Draw each school helper doing his or her job</td>
</tr>
<tr>
<td></td>
<td>Call others by name, the teacher, other children, mother helpers, teacher aide and service girls</td>
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<tr>
<td></td>
<td>Know the way to school and to the classroom</td>
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<td></td>
<td>Know the way to the office, Materials Center, gym, playground, and boiler room</td>
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<td></td>
<td>Walk quietly in line</td>
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<td></td>
<td>Know where equipment is stored in the classroom and put own materials away</td>
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<td></td>
<td>Share toys with other children</td>
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<td></td>
<td>Listen to directions and follow them</td>
</tr>
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<td></td>
<td>Recognize his own name when written in manuscript writing</td>
</tr>
<tr>
<td></td>
<td>Help plan room work and work with other children</td>
</tr>
<tr>
<td></td>
<td>Select tools (paper, crayons, pencils, scissors) and replace them after use</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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</tr>
<tr>
<td>Role play the activity of various staff members</td>
<td></td>
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<tr>
<td>Record yes and no answers to questions they will ask of staff</td>
<td></td>
</tr>
<tr>
<td>List five different occupations within the school</td>
<td></td>
</tr>
<tr>
<td>Match each person with his or her job</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td><strong>Physical</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Place hands on paper in correct place, plan stencils, trace and cut out paper, use paint and brayer</td>
</tr>
<tr>
<td>Developing hand-eye coordination</td>
<td>Use eyes and hands together</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Separating materials</td>
<td>Cut out a circle, a leaf, etc. on the line drawn</td>
</tr>
<tr>
<td>Combining</td>
<td></td>
</tr>
<tr>
<td>Learn to apply paste to paper</td>
<td></td>
</tr>
<tr>
<td>Follow directions in cutting, pasting and assembling items</td>
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</tr>
<tr>
<td>Use paints, finger paints, crayons, clay, etc. properly and creatively</td>
<td></td>
</tr>
<tr>
<td>Learn to use a variety of art materials</td>
<td></td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Seasonal changes</td>
<td>Name the four seasons</td>
</tr>
<tr>
<td>How we learn: Using the five senses</td>
<td>Name the five senses</td>
</tr>
<tr>
<td>Directional poles and geographical location of building</td>
<td>Identify geographical location of areas in building</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Participate in class discussion stressing why people work and why we work in the room</td>
</tr>
<tr>
<td>Purpose of all jobs</td>
<td>a) the importance of each room job</td>
</tr>
<tr>
<td>a) how they directly affect children</td>
<td>b) need to plan work time</td>
</tr>
<tr>
<td>b) how employees are interdependent upon each other</td>
<td>c) need to work together</td>
</tr>
<tr>
<td>Reasons for choice of school work</td>
<td></td>
</tr>
<tr>
<td>Planning required to perform job</td>
<td></td>
</tr>
<tr>
<td>Location of work within building</td>
<td></td>
</tr>
<tr>
<td>Job characteristics (advantages and disadvantages)</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Give each child a piece of 13&quot; x 24&quot; newsprint and have them divide it into four sections drawing one picture for each season</td>
<td></td>
</tr>
<tr>
<td>Make a large mural showing school helper doing his job</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTION OF COSTUMES

II. ACTIVITY FORMAT:

A. Tools and Materials

- scissors
- crayons
- glue
- tape
- construction paper

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LIFE-SIZED REPLICA OF SCHOOL HELPERS

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

- School helper models
- Parent aids if desired

C. Procedures for this activity (with helpful hints)

2. Divide children according to number of figures being made.
3. Trace outline of child on paper. Dress figure in appropriate costume. Use carton balloons for captions.
4. Use figures for hall decorations.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

May be given to each school worker.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKING HELPING HANDS

II. ACTIVITY FORMAT:

A. Tools and Materials
   scissors
   construction paper
   pencil

B. Human Aides and Resources
   Teacher

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EXPERIMENTING WITH OUR SENSES

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Parent helpers

C. Procedures for this activity (with helpful hints)

Learning with our five senses:

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

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

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

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HEARING - EXPERIMENTING WITH SOUNDS

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

- Parent helpers

C. Procedures for this activity (with helpful hints)

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

Experimenting with sounds:

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

They can be produced by:

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

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

1. Say "Hello" and feel the vibrations of your own throat.
2. Yardstick: drag along floor with one end placed in front of ear to hear how sound travels through wood. Also place an alarm clock to hear ticking through wood.
3. Cooking fork, tap on table, place in front of ear, hear musical note.
4. Rubber band - hold in teeth and pluck.
5. Hose from vacuum cleaner (or garden hose with funnel at each end) talk to self or others.
6. Spatula - place handle on table, vibrate (metal off edge of table) listen with ear on table.
7. Sea shell - hold to ear.
8. Spoon on string - sound travels through string. Wind string around finger and place in front of ear opening.
9. Talk into pail, hear voice echo back.
10. Comb - vibrate teeth on edge of table or with a pencil. Also, wrap with tissue paper and hum. Feel vibration.
11. Drum with rice, to show vibration.
12. Bottle scale - bottles filled with different amounts of water.
13. Two pairs of sticks, different sizes. Hit together to hear differences in sound.
14. Rattle boxes with different things in them; beans, rice crispies, bird seed, etc.

Personal comments: Although this unit began with the first day of school and continued for over two months, the "getting acquainted with school" continues throughout the kindergarten year. Additional contacts with school personnel reinforce the child's concept of the job he does.
TITLE: GROCERY STORE
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   - Filmstrips: Supermarket Workers
     Wally the Worker Watcher
   - Films: Why Eat Our Vegetables
     Let's Keep Food Safe to Eat
     Eat Well, Grow Well
   - Chart: At the Store

2. Field Trips:
   - Trip to the Grocery Store

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

4. Activities:
   - Build a grocery store
   - Bake bread
   - Make butter
UNIT TITLE: GROCERY STORE

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Take part in the writing of a group story</td>
</tr>
<tr>
<td></td>
<td>Describe two activities that have taken place</td>
</tr>
<tr>
<td></td>
<td>Construct sentences telling about pictures related to unit</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Counting</td>
<td>Count objects in grocery store</td>
</tr>
<tr>
<td>Linear measurement</td>
<td>Count the play money in cash register</td>
</tr>
<tr>
<td></td>
<td>Add the cost of two items for sale in the play grocery store</td>
</tr>
<tr>
<td></td>
<td>Make change</td>
</tr>
<tr>
<td></td>
<td>Assist in the measuring of lumber</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Background information about goods as they travel from point of origin until they arrive in the grocery store.</td>
<td></td>
</tr>
<tr>
<td>Discuss and study available pictures and charts.</td>
<td></td>
</tr>
<tr>
<td>Field trip to a grocery store.</td>
<td></td>
</tr>
<tr>
<td>Role playing:</td>
<td></td>
</tr>
<tr>
<td>Playing store (storekeeper, cashier, customers).</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: GROCERY STORE (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Categorize items to be placed on shelves</td>
</tr>
<tr>
<td></td>
<td>Write about the nutritional value of foods</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Job Functions</td>
<td>Describe what workers in a grocery store do</td>
</tr>
<tr>
<td>Production</td>
<td>Write or draw about the transportation and processing of goods when they leave the factory, farm or point of origin until they reach the grocery store</td>
</tr>
<tr>
<td>Servicing</td>
<td></td>
</tr>
<tr>
<td>Transportation of goods</td>
<td></td>
</tr>
<tr>
<td><strong>METHOD OF IMPLEMENTATION</strong></td>
<td><strong>RESOURCE PEOPLE &amp; MATERIALS</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>National Dairy Council charts, pictures and related materials</td>
<td></td>
</tr>
<tr>
<td>Cutting and pasting pictures of foods and place them in the seven basic food groups</td>
<td></td>
</tr>
<tr>
<td>View film loops and filmstrips showing actual processing and transporting of goods</td>
<td></td>
</tr>
<tr>
<td>Discuss various methods of transportation of goods</td>
<td></td>
</tr>
<tr>
<td>Actual making of bread and butter</td>
<td></td>
</tr>
<tr>
<td>Packaging and pricing of bread and butter</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BUILD A GROCERY STORE

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Parent aides for other activity groups

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
BAKE BREAD AND MAKE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials
   2 bowls         paper cups
   2 sets measuring spoons   jars for butter
   ingredients       2 electric frying pans
   napkins           2 blenders

B. Human Aides and Resources
   4 parents to supervise groups

C. Procedures for this activity (with helpful hints)
   1. Buy ingredients
   2. Divide children into 4 groups:
      2 groups for bread baking
      2 groups for butter making
   3. Each parent supervises one group
   4. Drink buttermilk

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
TITLE: HOME AND FAMILY LIVING
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Flat Pictures: Children of Europe
   Realia: Doll - Brussels
           Doll - Lombardy
           Wooden shoes
           Doll - Russia
   Record & Film-strips: What Else Do Fathers Do?
                         What Else Do Mothers Do?
   Field: Kindergarten Picture Set - Unit on Family
   Book: To Be A Pioneer - Burns and Hines
   Film: Colonial America - Fowler - The Fideler Co.
   Film-strips: If You Were a Boy Born in Afghanistan
                How Johnny Shaw Lives in Iran
   Movies: Niko - Boy of Greece
           Boy of Japan
           Story of Pablo - Mexican Boy

2. Field Trips:

   Trip to grocery store
   Trip to bakery
   Royal Oak Police station
   S.E.O.V.E.C. - children saw many people at work and viewed the machines being used. They made shape books for each class visited and
taped an "interview - radio show" upon our return.
Benedictine Apple Orchard
Ford Museum - Greenfield Village

3. **Human Resources:**

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

4. **Activities:**

Spaghetti Sauce
Pan rolls
Canning apple butter
Homemade egg noodles
Roller Movie - Our Trip to the Police Station
Inventing Machines
## UNIT TITLE: HOME AND FAMILY LIVING

### CONCEPTS

**Math**
- Numbers
- Sets
- Comparison
- Size
- Counting

**Social Studies**
- Map reading
- Family roles
- Awareness of others
- Weather
- Comparison
- Machines

### BEHAVIORAL OBJECTIVES

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

**Identify members in family**

**Total number in family**

**Make comparisons - boys and girls in family**

**Read a bar graph**

**Discriminate directions on map**

**Discuss and compare children in**
- a) Armenia
- b) Mexico
- c) Greece
- d) Italy

**Describe a family helping each other**

**List reasons for family change**

**Tell about family disagreement**

**Identify physical location**

**Compare weather in each country with ours**
METHOD OF IMPLEMENTATION

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

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

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

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

Locate his own home on a city sectional map.

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

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

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

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

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

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

Cut from magazines and categorize machines as to their source of energy: fuel, electricity, muscles.
## UNIT TITLE: HOME AND FAMILY LIVING

### CONCEPTS

<table>
<thead>
<tr>
<th>Careers</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family occupations</td>
<td>Letter writing</td>
</tr>
<tr>
<td>Necessary training</td>
<td>Experience</td>
</tr>
<tr>
<td>Home location and job</td>
<td>Stories</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Development</td>
</tr>
<tr>
<td></td>
<td>Book making</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>Illustrate members of his home family</td>
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<tr>
<td>Discuss with class the kinds of jobs the members of his family have outside the home</td>
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<tr>
<td>When available, the child will share some material or tool that is used in the occupation of a member of the family</td>
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<tr>
<td>Write or dictate a story about his parent's job</td>
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<tr>
<td>Discuss jobs utilizing new vocabulary</td>
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<tr>
<td>Write thank-you notes to police station</td>
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<tr>
<td>Write and illustrate, over a two week period, a book about mother's role</td>
<td></td>
</tr>
<tr>
<td>Write story about machines they made</td>
<td></td>
</tr>
</tbody>
</table>
## Concepts

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Take part in games that originated in a foreign country</td>
</tr>
<tr>
<td>Take part in a group sing featuring songs from other countries</td>
</tr>
<tr>
<td>Learn a dance that originated in another country</td>
</tr>
</tbody>
</table>

### Music

- Dances
- Singing games
- Songs

### Art

- Cutting
- Pasting
- Drawing
- Watercolor

- Draw pictures of parents at work for bulletin board
- Watercolor a picture for a roller movie
- Invent and construct a machine
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group sing</td>
<td></td>
</tr>
<tr>
<td>Circle of individual dances</td>
<td></td>
</tr>
<tr>
<td>Play any foreign game of your choice</td>
<td></td>
</tr>
<tr>
<td>Illustrate the kind of occupation (usually father) of family member and dictate description</td>
<td></td>
</tr>
<tr>
<td>Class discussion, view films and reading</td>
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<tr>
<td>Contribute pictures from magazines to a class mural showing characteristics of the fall season</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
ROLLER MOVIE - OUR TRIP TO THE POLICE STATION

II. ACTIVITY FORMAT:

A. Tools and Materials
   cardboard box
ditto paper
dowel rods
masking tape

B. Human Aides and Resources
   Teacher Aide

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
We taped the story, each child recording his own part, so we could listen to it and share it with others.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
INVENTING MACHINES

II. ACTIVITY FORMAT:
A. Tools and Materials

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
SPAGHETTI SAUCE

II. ACTIVITY FORMAT:
A. Tools and Materials
   large pot       wooden spoon
   measuring spoons mixing bowls
   hot plate       5-1/2 lbs. noodles
B. Human Aides and Resources
   Parents
   Aide
C. Procedures for this activity (with helpful hints)
   
   LONGFELLOW-SECOND GRADERS' SPAGHETTI SAUCE

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

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

   Serves 75
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CANNING AND LABELING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

Assembly line

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
CANNING APPLE BUTTER

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

Recipe for Apple Butter

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

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

I. NAME OF ACTIVITY

PAN ROLLS

II. ACTIVITY FORMAT:

A. Tools and Materials

   measuring cup
   mixing spoon
   cookie sheet
   large bowl
   board

B. Human Aides and Resources

   Parent
   Teacher Aide

C. Procedures for this activity (with helpful hints)

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

HOMEMADE EGG NOODLES

II. ACTIVITY FORMAT

A. Tools and Materials

- measuring spoons
- mixing bowl
- large cutting board
- noodle machine

B. Human Aides and Resources

- Parent
- Aide

C. Procedures for this activity (with helpful hints)

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

Make a well in center of flour. Add one at a time (mixing slightly after each addition) 4 eggs. Add gradually about 6 tablespoons cold water. Mix well to make stiff dough. Turn dough into lightly floured surface and knead. Knead dough by folding opposite side over toward you. Using heels of hands, gently push dough away. Give it a greater turn. Repeat process rhythmically until the dough is smooth and elastic. Always turn the dough in the same direction. Let dough set about 20 minutes, then proceed to cut. Yields approximately 1-1/4 lb. dry noodles. Double above to suit number served.
TITLE: HUMAN BIOLOGY
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

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

2. Field Trips:
   Beaumont Hospital

3. Human Resources:
   School Nurse
   S.E.O.V.E.C. dental students

4. Activities:
   Tracing Body Outlines - Filling in Organs
   Doing Family Growth Charts

Activities with no directions:

Make diagrams of body parts and label
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Man as an animal</td>
<td>Compare human beings to other animals</td>
</tr>
<tr>
<td>Body function</td>
<td></td>
</tr>
<tr>
<td>Pattern of growth</td>
<td>Compare their hand size with teacher, or each other</td>
</tr>
<tr>
<td>Human needs</td>
<td>Prepare a list of needed foods to have a healthy body</td>
</tr>
<tr>
<td>Health care and safety</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Construct a chart and keep a record of throughout the year</td>
</tr>
<tr>
<td>Graph and charting</td>
<td>Prepare diagrams of parts of body</td>
</tr>
<tr>
<td>Recording</td>
<td></td>
</tr>
<tr>
<td>Linear measurement</td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Compare foods used in our country with those of other countries</td>
</tr>
<tr>
<td>Health care habits of different countries</td>
<td>List reasons why they are different</td>
</tr>
<tr>
<td>Health needs</td>
<td>Compare earlier ways of keeping body healthy</td>
</tr>
<tr>
<td>Personal identification</td>
<td></td>
</tr>
<tr>
<td>History of medicine</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Each child will draw and label a life-size drawing of himself</td>
<td></td>
</tr>
<tr>
<td>a) exterior parts</td>
<td></td>
</tr>
<tr>
<td>b) skeleton (ball and socket, etc.)</td>
<td></td>
</tr>
<tr>
<td>c) circulatory system (flow)</td>
<td></td>
</tr>
<tr>
<td>See Activities</td>
<td></td>
</tr>
</tbody>
</table>

245
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Interviewing</td>
<td>Gather data and interview resource person</td>
</tr>
<tr>
<td>Reading for information</td>
<td>Write stories about their health habits</td>
</tr>
<tr>
<td>Written reports</td>
<td>Discuss critically each part of their body</td>
</tr>
<tr>
<td></td>
<td>Explain the functions of three or more limbs of their body</td>
</tr>
<tr>
<td></td>
<td>Take part in a choral reading poem on the human body</td>
</tr>
<tr>
<td></td>
<td>List reasons for different types of jobs</td>
</tr>
<tr>
<td>Careers</td>
<td>Describe duties of medical helpers</td>
</tr>
<tr>
<td>Tools</td>
<td>Identify 4 tools used by 2 people who work with human biology</td>
</tr>
<tr>
<td>Locations</td>
<td></td>
</tr>
<tr>
<td>Career characteristics</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Role play motor skills at different stages in life</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Field trip to William Beaumont Hospital</td>
<td></td>
</tr>
<tr>
<td>13 Mile Road</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: HUMAN BIOLOGY (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td><strong>Combining</strong></td>
<td>Make a collection of magazine pictures on various helpful food</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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METHOD OF IMPLEMENTATION | RESOURCE PEOPLE & MATERIALS

| Look in magazine for pictures on food containing the important vitamins |
| Paste and make Growth Chart |
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FABRIC GROWTH CHARTS

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>scissors</td>
<td>liquid embroidery (fabric paint)</td>
</tr>
<tr>
<td>needle and thread</td>
<td>dowels (cut to fit width of fabric)</td>
</tr>
<tr>
<td>burlap</td>
<td>saw</td>
</tr>
</tbody>
</table>

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
TRACING BODY OUTLINE - FILLING IN ORGANS

II. ACTIVITY FORMAT:

A. Tools and Materials
   large piece of paper
   crayons

B. Procedures for this activity (with helpful hints)
   1. Have child lie down on piece of paper and partner trace his outline.
   2. Reverse process.
   3. Then children fill in organs studied and label on outline.
   4. Pin shapes up around room.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: INSECTS

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:
   Film: Insects: How to Recognize Them

2. Field Trips:
   Stoney Creek - Nature Center
   Quickstad Park

3. Human Resources:
   Parks and Recreation of Royal Oak

4. Activities:
   Construct Insect Net
## UNIT TITLE: INSECTS

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Classifying</td>
<td>Explain the stages and processes of metamorphosis</td>
</tr>
<tr>
<td>Describing</td>
<td>Describe at least two insects and how they are alike and different</td>
</tr>
<tr>
<td>Collecting</td>
<td>Make an insect collection</td>
</tr>
<tr>
<td>Gathering data</td>
<td>Gather data on local insects</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Make a booklet about several insects and general information relating to insects</td>
</tr>
<tr>
<td>Art</td>
<td>Make a model or working insect home</td>
</tr>
</tbody>
</table>

- **Science**
  - Classifying
  - Describing
  - Collecting
  - Gathering data

- **Language Arts**
  - Role playing
  - Reading, writing

- **Art**
  - Making insect models or homes
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Trip - Nature Center</td>
<td>Stoney Creek Park</td>
</tr>
<tr>
<td>Role playing queen bee and ant</td>
<td></td>
</tr>
<tr>
<td>Write thank-you letter to resource person</td>
<td></td>
</tr>
<tr>
<td>Cutting and pasting. Let children choose insect they would like to draw</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Measure and compare lengths of insects</td>
</tr>
<tr>
<td></td>
<td>Count number of insect legs</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Recall at least one song about insects</td>
</tr>
<tr>
<td></td>
<td>Singing songs</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Imitate at least two insects and at least two careers associated with insects</td>
</tr>
<tr>
<td></td>
<td>Services</td>
</tr>
<tr>
<td></td>
<td>Tools</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Measure the length of bee and ant or fly. Compare. Count number of legs</td>
<td></td>
</tr>
<tr>
<td>Sing: &quot;Eensey, Weensey Spider&quot; &quot;Blue Tailed Fly&quot;</td>
<td></td>
</tr>
<tr>
<td>Discuss careers that relate to or destroy insects</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

INSECT NET

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Mothers

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Bug Poem

Wiggle
Fast
Flower
Free
Flicker
Squish
Green
Slow
Sky
Zoom
Hump
Little
Jiggle
High
Leaf
Crawl
Tree
Yellow
Long
Funny
Fly
Like
Wings
Tiny
Flutter
Hover
Sting
Bite

258
TITLE: LIQUID MEASUREMENT
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:
1. Field Trips:
   Hagelstein's Bakery

2. Human Resources:
   Short order chef

3. Activities:
   Liquid measurement table
   Making carbon dioxide
   Making brownies or peanut butter bars "from scratch"

   Role playing:
   Pharmacist preparing prescription
   Mother preparing recipe
   Nurse administering medication
UNIT TITLE: LIQUID MEASUREMENT

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Creative writing</td>
<td>Explain what the terms &quot;from scratch&quot; and &quot;cream&quot; mean in a recipe</td>
</tr>
<tr>
<td>Verbal expression</td>
<td></td>
</tr>
<tr>
<td>Reading liquid measurements</td>
<td>Write a story about his/her experience of making brownies or peanut butter bars in class</td>
</tr>
<tr>
<td>Listening</td>
<td>Listen attentively to stories read to them</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Liquid measurement</td>
<td>Relate how many cups are in a quart and half gallon and how many quarts are in a half gallon</td>
</tr>
<tr>
<td>Introduction of metric</td>
<td>Relate that most of the world uses a &quot;different&quot; measuring system (Metric)</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Let's Measure Book</td>
<td></td>
</tr>
<tr>
<td>Making carbon dioxide</td>
<td></td>
</tr>
<tr>
<td>Making brownies or peanut butter bars</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Displacement</td>
<td>Describe the physical change of an ice cube to liquid to water vapor</td>
</tr>
<tr>
<td>Chemical formulas</td>
<td>Describe the chemical change created by mixing baking soda and vinegar with the resulting CO₂</td>
</tr>
<tr>
<td>Physical changes</td>
<td>Recall what happens to the level of water in a pail when an inflated balloon is submerged in the water</td>
</tr>
<tr>
<td>Chemical changes</td>
<td>Explain that a chemical formula is balanced analogous to a number sentence</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Prepare a booklet showing correlation of liquid measurement</td>
</tr>
<tr>
<td>Communication in pictures</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>Cutting</td>
<td></td>
</tr>
<tr>
<td>Pasting</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Science</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Food and Drug Administration</td>
<td>Describe five careers where liquid measurement is important</td>
</tr>
<tr>
<td>Product labeling</td>
<td>Collect five commercial labels which show liquid measures (recognition)</td>
</tr>
<tr>
<td></td>
<td>Relate how the Food &amp; Drug Administration has changed</td>
</tr>
<tr>
<td></td>
<td>The labeling restrictions during the last few years</td>
</tr>
<tr>
<td>Careers</td>
<td>Describe what a wrong measurement and thus ruined product means to a company</td>
</tr>
<tr>
<td>People and their jobs</td>
<td>Describe five careers where liquid measurement is important</td>
</tr>
<tr>
<td>Training</td>
<td>Tell about the training program for one career listed above</td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

265
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CARBON DIOXIDE (CHEMICAL CHANGE)

II. ACTIVITY FORMAT:

A. Tools and Materials

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

C. Procedures for this activity (with helpful hints)

1. Group children in pairs and give each pair a clean dry pop bottle, a teaspoon of baking soda and 1/4 cup vinegar.
2. Have children describe characteristics of materials provided.
3. Have children place baking soda in the bottle and hold thumbs over mouths of bottle and describe what they feel.
4. Have children pour vinegar into the bottle and observe the reaction which takes place.
5. Again, have children hold thumbs over the mouth of bottles and describe what they feel.
6. Instruct children to describe the new material that is formed. Identify the gas as CO₂ for children.
7. Help children realize that heat (or energy) is required for chemical change to occur.

III. RESULTS OF THIS ACTIVITY (AFTERIMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKING BROWNIES OR PEANUT BUTTER BARS

II. ACTIVITY FORMAT:

A. Tools and Materials

recipes
baking equipment
oven
baking supplies

paper plates
plastic wrap
masking tape
cooling racks

B. Human Aides and Resources

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

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
FUDGE BROWNIES

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

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

PEANUT BUTTER BARS

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

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

I. NAME OF ACTIVITY
LIQUID MEASUREMENT TABLE

II. ACTIVITY FORMAT:
A. Tools and Materials
   - oil cloth table cover
   - pail of water
   - measuring cups
   - different sized volume containers
   - sponges
   - mops
   - chart of inquiries (i.e., how many cups in a quart?)
   - paper towels
B. Human Aides and Resources
   - Understanding custodian
C. Procedures for this activity (with helpful hints)
   1. Cover classroom wooden table with oil cloth and secure in place.
   2. Each child is given a copy of attached booklet - which is a presentation of volume inquiries posted above table.
   3. Two children at a time are allowed to use the table to discover answer to one question - then must relinquish the table to another child.
   4. Child hands in booklet when he/she has it completed.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Keep mops, sponges, paper towels and wastebasket handy.
If you were to offer a treasure of liquid gold, I would want to know to measure Before I'm very old. You said I could have a pint, And I did pour a quart. I would be much richer, And you would end up short?
How many quarts in one-half gallon?

Two quarts.
How many quarts in one gallon? 4 four quarts
How many cups in one quart?

4 four cups
How many pints in one quart?

Two pints
How many pints in one half gallon?
How many cups in one-half gallon?

8 eight cups
How many cups in one gallon?
How many ounces in one cup?

<table>
<thead>
<tr>
<th>1 cup</th>
<th>1/2 of a cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 ounces</td>
<td>4 ounces</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
PROJECT LET,
INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: MAGNETISM AND ELECTRICITY
GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:
1. Reference materials:
   Film and Book: Mickey's Magnet
2. Field Trips:
   Detroit Institute of Arts - Play: "Young Tom Edison"
3. Activities:
   Eight science experiments
## UNIT TITLE: MAGNETISM AND ELECTRICITY

### CONCEPTS

**Science**
- Magnetism
- Simple circuits

**Language Arts**
- Creative writing
- Biographies

### BEHAVIORAL OBJECTIVES

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

**Science**
- Name the magnetic poles
- Name the parts of the magnet that are strongest
- Tell what magnets attract and repel
- Tell what objects magnetic force will pass through
- Tell what closed and open circuits are
- Tell two things about static electricity

**Language Arts**
- Write a thank-you letter
- Develop vocabulary using specialized terms
- Write creative stories
- Write a Thomas Edison biography
<table>
<thead>
<tr>
<th>Method of Implementation</th>
<th>Resource People &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in eight experiments showing science concepts</td>
<td></td>
</tr>
<tr>
<td>Participate in small group and large group discussion</td>
<td></td>
</tr>
<tr>
<td>Make a group booklet</td>
<td></td>
</tr>
<tr>
<td>Make a group mural</td>
<td></td>
</tr>
<tr>
<td>Write thank-you letter</td>
<td></td>
</tr>
<tr>
<td>View filmstrips</td>
<td></td>
</tr>
<tr>
<td>Write creative story: &quot;If I were the largest magnet in the world, I would .............&quot;</td>
<td></td>
</tr>
</tbody>
</table>
## MAGNETISM AND ELECTRICITY (Continued)

### CONCEPTS

#### Social Science
- Electrical Inventions

#### Careers
- Job Functions
  - Production
  - Servicing
- Tools
  - Use

### BEHAVIORAL OBJECTIVES

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

1. Tell how magnets have developed throughout the years
2. Give highlights of Thomas Edison's inventions
3. Discuss 6 kinds of jobs and tools using magnetism and electricity
4. Tell about products using magnetism and electricity
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion and background information about development of magnets and Thomas</td>
</tr>
<tr>
<td>Edison's inventions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Discuss jobs, tools and locations related to magnetism and electricity</td>
</tr>
<tr>
<td>Group projects making murals and books related to jobs involving magnetism and electricity</td>
</tr>
<tr>
<td>Viewing filmstrips and film loops</td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

EIGHT SCIENCE EXPERIMENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

See pages ME-1 to ME-8 in Royal Oak Science Guide for complete details.
Develop awareness that we live in a state that is a unit of the United States. Involves all the disciplines and shows the industries, products, and recreational facilities in Michigan. Introduces ways people earn a living in Michigan.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

      Let's Visit a Farm - Taylor Publishing Company
      Hiawatha
      Road maps of Michigan

2. Field Trips:

Upland Hills Farm

3. Human Resources:

Mothers
Teacher Aide

4. Activities:

Making booklet about Michigan
Puppet making - puppet play

Activities with no directions:

Make cherry tarts
### UNIT TITLE: MICHIGAN

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>State peninsulas</td>
<td>Locate cities of Michigan on a Michigan map</td>
</tr>
<tr>
<td>Natural resources</td>
<td>Name one product, industry, animal, plant and recreational facility in Michigan</td>
</tr>
<tr>
<td>Michigan symbols</td>
<td>Name the symbols of Michigan</td>
</tr>
<tr>
<td>Michigan's history</td>
<td>Tell about Indians in early Michigan and repeat first four lines of Hiawatha</td>
</tr>
<tr>
<td></td>
<td>Tell or write about an event in Royal Oak history</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Locate Michigan on a United States map</td>
<td></td>
</tr>
<tr>
<td>Bulletin board map of Michigan - discussion</td>
<td></td>
</tr>
<tr>
<td>Spread Michigan maps on floor - children locate points of interest</td>
<td></td>
</tr>
<tr>
<td>Michigan Study Sheet</td>
<td></td>
</tr>
<tr>
<td>Bulletin board map with small cut paper or wood objects on it, i.e., car, trucks, cherry trees, fish, deer, bear, furniture, capitol building, wooden shoes, tulips, cereal boxes</td>
<td></td>
</tr>
<tr>
<td>Each child makes booklet containing writing and pictures:</td>
<td></td>
</tr>
<tr>
<td>a) Map of Michigan</td>
<td></td>
</tr>
<tr>
<td>b) Pictures of robin, apple blossom,</td>
<td></td>
</tr>
<tr>
<td>c) Picture of wooden shoe with tulips growing out of it</td>
<td></td>
</tr>
<tr>
<td>d) Picture of cherry pie</td>
<td></td>
</tr>
<tr>
<td>e) Picture of car</td>
<td></td>
</tr>
<tr>
<td>f) Make Indian picture (Hiawatha), tepees, canoes, choral reading and beating out rhythm of Hiawatha</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Name three jobs people do in Michigan</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Work cooperatively to use a product</td>
</tr>
<tr>
<td></td>
<td>Observe farm animals. Tell how wool is shorn</td>
</tr>
<tr>
<td></td>
<td>Name five animals found in Michigan</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Learn new vocabulary words, take part in puppet show portraying an animal character</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Discussion, role playing, collecting pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Class discussion - cherry orchards, farms in Traverse City</td>
<td></td>
</tr>
<tr>
<td>Make cherry tarts</td>
<td></td>
</tr>
<tr>
<td>Visit Upland Hills Farm</td>
<td>Upland Hills Farm</td>
</tr>
<tr>
<td></td>
<td>School Bus</td>
</tr>
<tr>
<td>Make puppet book. Learn poems. Give puppet show</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
GOOD MORNING

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

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

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

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

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

Duck Head

Foot
Cut 2
Duck Puppet

Duck Body
Duck Puppet

Duck Bill
MOUSE PUPPET

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

Cut on fold

MOUSE MOUTH
Mouse Puppet

Mouse Puppet Body
Scarlet Bird

- fringe
- Bird Head
- eye (cut)
- cut on fold
- Bird mouth
- Beak
Scarlet Bird

Bird Body

Foot (cut-out)
Dog or Cat Head - Ears Up for Cat
Ears Down for Dog
Dog or Cat Mouth & Tongue

cut on fold

mouth

Tongue

eye (cut 2)
Dog or Cat Puppet

Dog Body
FACTS ABOUT MICHIGAN

Write in the missing word or words.

1. I live in __________________________ Michigan.

2. __________________________ is the largest city in Michigan.

3. Detroit produces one seventh of all the ___________ in the world.

4. The __________________________ ____________________ connects the upper and lower peninsulas.

5. Grand Rapids is famous for its __________________________.

6. Battle Creek is famous for its __________________________.

7. Detroit is built upon a __________________________ mine.

8. Five products of Michigan are:
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________

9. The five Great Lakes are:
   H __________________________
   O __________________________
   M __________________________
   E __________________________
   S __________________________

10. The capital of Michigan is __________________________.

11. Michigan is often called __________________________.

12. An important tourist attraction in Michigan is __________________________ ____________________.

13. ____________ and ____________ are mined in the upper peninsula.

14. Michigan is well known for its __________________________ roads.

Please check your work carefully.
Put Royal Oak on the map.

May — —, 197 —

Name __________________________ 304 Date __________________________
In Royal Oak, Michigan.

Flower is the apple blossom. It is great to live.

Our state tree is the white pine. Our state bird is the robin.

Detroit is built on a salt mine. Detroit is built.

Grand Rapids. One seventh of all the cars in the world are made in Detroit. Detroit is built.

The state of Michigan. It has two peninsulas with four great lakes.

We live in the state of Michigan.
<table>
<thead>
<tr>
<th>Write your new words:</th>
<th>Put your words in ABC order—Underline the vowels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. michigan</td>
<td>1.</td>
</tr>
<tr>
<td>2. Royal</td>
<td>2.</td>
</tr>
<tr>
<td>3. Oak</td>
<td>3.</td>
</tr>
<tr>
<td>4. four</td>
<td>4.</td>
</tr>
<tr>
<td>5. lakes</td>
<td>5.</td>
</tr>
<tr>
<td>6. great</td>
<td>6.</td>
</tr>
<tr>
<td>7. chairs</td>
<td>7.</td>
</tr>
<tr>
<td>8. car</td>
<td>8.</td>
</tr>
<tr>
<td>9. state</td>
<td>9.</td>
</tr>
<tr>
<td>10. salt</td>
<td>10.</td>
</tr>
</tbody>
</table>

**DRAW THESE**

<table>
<thead>
<tr>
<th>ch___r</th>
<th>r_b_r</th>
<th>c___r</th>
<th>white p-n</th>
</tr>
</thead>
</table>

**Draw these**
<table>
<thead>
<tr>
<th>Unscramble these words -</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghiMcain</td>
</tr>
<tr>
<td>yaorl</td>
</tr>
<tr>
<td>kao</td>
</tr>
<tr>
<td>ufro</td>
</tr>
<tr>
<td>eslka</td>
</tr>
<tr>
<td>etgar</td>
</tr>
<tr>
<td>asirhc</td>
</tr>
<tr>
<td>rca</td>
</tr>
<tr>
<td>ttase</td>
</tr>
<tr>
<td>isat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Put these sentences in order-- number &amp; rewrite</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am eight years old.</td>
</tr>
<tr>
<td>I go to _____ school.</td>
</tr>
<tr>
<td>My name is ___.</td>
</tr>
<tr>
<td>I live in Royal Oak, Michigan.</td>
</tr>
<tr>
<td>I am in second grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw these --</th>
</tr>
</thead>
<tbody>
<tr>
<td>lake</td>
</tr>
<tr>
<td>apple blossom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>map of Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td>your school</td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: NUTRITION

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

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

2. Field Trips:

   Southeast Oakland County Vocational Center - Food Preparation

3. Human Resources:

   Parents
   Teachers

4. Activities:

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

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UNIT TITLE: NUTRITION

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Measurement of fractional relations and equivalents</td>
<td>Measure ingredients for cooking</td>
</tr>
<tr>
<td></td>
<td>Tell equivalents between standard measuring units</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Discuss origins of goods:</td>
</tr>
<tr>
<td>History of food</td>
<td>A. geographical</td>
</tr>
<tr>
<td>Origins and customs</td>
<td>B. historical</td>
</tr>
<tr>
<td></td>
<td>1. indians</td>
</tr>
<tr>
<td></td>
<td>2. cavemen</td>
</tr>
<tr>
<td></td>
<td>(a) procurement</td>
</tr>
<tr>
<td></td>
<td>(b) preparation - cooking</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Write hypothetical stories about origins of various foods</td>
</tr>
</tbody>
</table>
## NUTRITION

### Concepts

<table>
<thead>
<tr>
<th>Science - (Continued)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
</tr>
</thead>
</table>

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

2. Carbohydrates and Fats
   - Largest source of energy

3. Iron - builds red blood cells which carry oxygen
   - liver
   - lean meat
   - egg yolk
   - green leafy vegetables
   - cereals
   - dried fruits
   - molasses

4. Calcium - dairy foods
   - healthy bones and teeth
   - healthy nerves and muscles
   - good blood clotting

5. Protein - body builders - protector from infections
   - milk
   - cheese
   - ice cream
   - meat
   - poultry
   - fish
   - eggs
   - peas
   - peanuts
   - butter
   - cereals
   - bread
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children measure ingredients for bagel making</td>
<td></td>
</tr>
<tr>
<td>Field Trip - Southeast Oakland Vocational Education Center</td>
<td>Parents for drivers</td>
</tr>
<tr>
<td>Each child read their story to class</td>
<td></td>
</tr>
<tr>
<td>A discussion of foods liked by group</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: **NUTRITION** (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td></td>
</tr>
<tr>
<td>Food preparation - quantities and volume</td>
<td>Tell, write or draw one thing a dietition or a chef does during his or her work day</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td></td>
</tr>
<tr>
<td>home use</td>
<td>Identify three or more tools used by food handlers</td>
</tr>
<tr>
<td>restaurant use</td>
<td>Help prepare a nutritional menu</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell one or more ways that food preparation differs in the home and restaurant</td>
</tr>
<tr>
<td></td>
<td>Tell what they like or dislike about the job</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Natural sources of foods</td>
<td>Identify foods as animal or plant and tell which part an item is of the aforementioned</td>
</tr>
<tr>
<td>Nutritional values of foods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State nutritional value of foods:</td>
</tr>
<tr>
<td></td>
<td>1. Vitamins</td>
</tr>
<tr>
<td></td>
<td>a) Vitamin A - healthy skin, good sight</td>
</tr>
<tr>
<td></td>
<td>b) Vitamin B - good digestion, keeps you feeling &quot;tip-top&quot;</td>
</tr>
<tr>
<td></td>
<td>c) Vitamin C - keeps your body working and all parts healthy</td>
</tr>
<tr>
<td></td>
<td>d) Vitamin D - &quot;the sunshine vitamin&quot;</td>
</tr>
</tbody>
</table>
Role playing:

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

Plan meal consisting of meats and vegetables

Discussing various vitamins

Examine and taste foods from Vitamin A, B and C

Plan nutritional meal to be served to other grade levels (see restaurant activity)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

NUTRITIONAL DINNER

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Fourteen volunteer mothers

C. Procedures for this activity (with helpful hints)

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

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

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

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAGELS

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>large pot of boiling water</td>
<td></td>
</tr>
<tr>
<td>oven</td>
<td></td>
</tr>
<tr>
<td>mixing bowls</td>
<td></td>
</tr>
<tr>
<td>bread board</td>
<td></td>
</tr>
<tr>
<td>measuring cups and spoons</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>hot plate</td>
<td></td>
</tr>
<tr>
<td>flour</td>
<td></td>
</tr>
<tr>
<td>yeast</td>
<td></td>
</tr>
<tr>
<td>sugar</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td></td>
</tr>
</tbody>
</table>

B. Human Aides and Resources

One parent helper

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
BAGELS

400 degrees, 30-35 minutes

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

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

Cook together for twenty minutes:

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

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

TEN MINUTE CRANBERRY SAUCE

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


BREAD STUFFING

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

In large skillet, cook and stir onion and celery in butter until onion is tender. Stir in about 1/3 of the bread cubes. Turn into deep bowl. Add remaining ingredients and toss. Stuff turkey just before roasting. Makes 9 cups (enough for a 12-pound turkey).
SWISS RYE BREAD (2 loaves)

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

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

Rise until double, (approximately one hour). Put in load pan or on floured sheet. Bake one (1) hour at 415 degrees - put in oven immediately after starting oven.
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: PLANTS

GRADE LEVEL: K-2

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

TEACHING/LEARNING RESOURCES:

1. Reference materials:

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

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

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

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

3. **Human Resources:**
   - A florist

4. **Activities:**
   - Shoe box terrarium
   - Tuna can man
   - Making clay flower pots
   - Planting flowers
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Observation and inquiry</td>
<td>Identify major parts of a plant</td>
</tr>
<tr>
<td>Ecology</td>
<td>Describe orally how germination takes place</td>
</tr>
<tr>
<td>Ecology</td>
<td>Describe elements necessary for plant growth</td>
</tr>
<tr>
<td>Ecology</td>
<td>Use observation and inquiry method in science</td>
</tr>
<tr>
<td>Ecology</td>
<td>Describe the water cycle</td>
</tr>
<tr>
<td>Ecology</td>
<td>Identify five characteristics for each season of the year</td>
</tr>
<tr>
<td>Ecology</td>
<td>Draw and identify two types of roots</td>
</tr>
<tr>
<td>Ecology</td>
<td>Discuss the interdependence of man and nature</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Make a bar graph</td>
</tr>
<tr>
<td>Measuring money</td>
<td>Fill container 3/4 full of earth</td>
</tr>
<tr>
<td>Counting</td>
<td></td>
</tr>
<tr>
<td>Graphing</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Make a collage of things made from plants</td>
<td></td>
</tr>
<tr>
<td>Draw parts of a flower</td>
<td></td>
</tr>
<tr>
<td>Flowers from florist</td>
<td></td>
</tr>
<tr>
<td>Dissection and identification</td>
<td></td>
</tr>
<tr>
<td>Build rudimentary terrarium for planting grasses with controlled moisture factor</td>
<td></td>
</tr>
<tr>
<td>Draw two types of roots</td>
<td></td>
</tr>
<tr>
<td>Seasons - growing times (calendar)</td>
<td></td>
</tr>
<tr>
<td>Chart bean seeds to determine germination time</td>
<td></td>
</tr>
<tr>
<td>Chart growth of sweet potato to determine first appearance of secondary growth</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: PLANTS (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Read in choral verse setting</td>
</tr>
<tr>
<td>Writing</td>
<td>Write thank-you notes for guest speaker</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Combing</td>
<td>Make clay flower pots large enough to hold plants</td>
</tr>
<tr>
<td>Separating</td>
<td></td>
</tr>
<tr>
<td>Forming</td>
<td>Decorate pots</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Jobs people do (functions)</td>
<td>Identify six occupations which relate to plant life</td>
</tr>
<tr>
<td>Tools they use</td>
<td>Identify five tools which plant workers use</td>
</tr>
<tr>
<td></td>
<td>List four related jobs involving plants</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Read and follow directions on package of seeds</td>
<td></td>
</tr>
<tr>
<td>List steps for planting flowers</td>
<td></td>
</tr>
<tr>
<td>Do booklet on the life cycle of the plant</td>
<td></td>
</tr>
<tr>
<td>Wild flower pictures of true life coloring</td>
<td></td>
</tr>
<tr>
<td>Make tissue paper flowers for bulletin board</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
SHOE BOX TERRARIUM

II. ACTIVITY FORMAT:
A. Tools and Materials
   - shoe box or plastic box
   - Saran wrap
   - tongue depressors
   - seeds, rye, grass
   - wheat, oats, radishes, beans
   - potting soil
   - water

B. Procedures for this activity (with helpful hints)
   - Put soil in shoe box - put tongue depressors in four corners - plant assorted grasses and bean seeds, etc. - water lightly - cover with saran wrap making tented effect.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
    Germination time varies and children can see condensation taking place - and recycling of water.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TUNA CAN MAN

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CLAY FLOWER POTS

II. ACTIVITY FORMAT:

A. Tools and Materials
   self hardening clay
   water
   newspaper

B. Human Aides and Resources
   Two adults

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

If pots are not glazed before you re-plant flower, the pot will crumble and fall apart.
We are thankful for fall's gifts.

You draw here
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PLANTING FLOWERS

II. ACTIVITY FORMAT:

A. Tools and Materials
   milk cartons (half-pint size)
   earth
   flower seed
   water
   small plastic lunch bags

B. Human Aides and Resources
   Teacher and one 6th grade boy

C. Procedures for this activity (with helpful hints)
   1. Wash out milk cartons.
   2. Mix earth and water so earth is damp. Be sure that it is good earth or else it will become sour and kill the plant.
   4. Plant seed according to directions on package.
   5. Water seed.
   6. Cover carton with plastic bag to make a "greenhouse".

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Title: Printing

Grade Level: K-2

General Overview: The purpose of this unit is to have children realize the effect of printing upon their lives and gain some appreciation of the printing process.

Teaching/Learning Resources:

1. Reference materials:
   - Library books on printing, career and history oriented
   - Old fashioned printing press in school

2. Field Trips:
   - Walk to Business Letter Service Company on South Washington

3. Human Resources:
   - Mother helpers
   - Ex-art teacher to guide silk screening

4. Activities:
   - Make own block print design and note paper
   - Recipe booklets
   - Itemize a profit and loss history of recipe booklets
   - Silk screen covers
### UNIT TITLE: PRINTING

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Measure in inches</td>
<td>Measure in inches, halves and quarters thereof</td>
</tr>
<tr>
<td>Adding cost and sales</td>
<td>Recognize different angles</td>
</tr>
<tr>
<td>Subtracting costs from profits</td>
<td>Add and subtract money figures, profit and loss</td>
</tr>
</tbody>
</table>

<p>| <strong>Social Studies</strong>              |                                                                                      |
| Observe old fashioned sheet     | Describe three ways in which printing affects his life                                |
| printed with hand roller        |                                                                                      |
| printing press                  |                                                                                      |
| Changes in development of       | Identify the development of the printing press                                        |
| printing press                  |                                                                                      |
| Biographies of Benjamin Franklin| Explain why present presses are more advantageous                                     |
| and other printers              |                                                                                      |</p>
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child measures board using linear ruler</td>
<td></td>
</tr>
<tr>
<td>Meaning of geometrical designs</td>
<td></td>
</tr>
<tr>
<td>Record costs and sales</td>
<td></td>
</tr>
<tr>
<td>Reading graph results</td>
<td></td>
</tr>
<tr>
<td>Count and package booklets for P.T.A.</td>
<td></td>
</tr>
<tr>
<td>Role playing experiences:</td>
<td></td>
</tr>
<tr>
<td>Messengers deliver note or directions and see if child can follow symbolic communication</td>
<td></td>
</tr>
<tr>
<td>Field trip to Business Letter Service Company on South Washington</td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td>Behavioral Objectives</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Creative writing</td>
<td>Be able to express own thoughts in simple sentences</td>
</tr>
<tr>
<td>Verbal discussion</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>Discriminate group discussion etiquette</td>
</tr>
<tr>
<td>Value of symbolic language</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Adhesion qualities</td>
<td>Relate that adhesion qualities change with addition of chemicals</td>
</tr>
<tr>
<td>Chemical changes</td>
<td></td>
</tr>
<tr>
<td>Reaction of wax with ink and paint</td>
<td>Analyze the reaction of wax with ink and paint</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>Write down individual list of cost</td>
</tr>
<tr>
<td></td>
<td>Write down individual list of sale</td>
</tr>
<tr>
<td></td>
<td>Print covers and recipes</td>
</tr>
</tbody>
</table>
## UNIT TITLE: PRINTING (Continued)

### CONCEPTS

#### Careers
- Where printers work
- How printers work
- What training is required
- Reasons for going into printing
- Reasons for starting own family business

#### Art
- Development of gross and fine motor skills
- Planning a design
- Three forms of printing

### BEHAVIORAL OBJECTIVES

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

- Describe the set-up of one print shop
- Define how a multilith machine operates
- Repeat number of papers a multilith machine can print per hour
- Tell why one family started own printing business

- Measure and cut and fold paper into notepapers
- Prepare and center a design
- Do two of the three major methods of printing
<table>
<thead>
<tr>
<th>METHOD OF IMPLEMENTATION</th>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trip - what each person did in print shop</td>
<td></td>
</tr>
<tr>
<td>Breakdown of responsibilities of worker</td>
<td></td>
</tr>
<tr>
<td>Drawing and cutting design</td>
<td></td>
</tr>
<tr>
<td>Print covers</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SILK SCREENING OF BOOKLET COVERS

II. ACTIVITY FORMAT:

A. Tools and Materials

- silk screens
- ink
- wooden squeegees
- newspapers
- paper to be printed
- turpentine (lots)
- rags
- newsprint

B. Human Aides and Resources

Art teachers or some other professional

C. Procedure for this activity (with helpful hints)

1. Cut stencil of appropriate design (don't use contact paper)
2. Measure and cut paper to be printed
3. Set up printing stations.
4. Provide other activities for children not currently printing.
5. Have teams of three print at each station.
6. Foreman, quality control persons inspect finished prints.
7. Clean screens and children.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

1. Don't use contact paper for stencil.
2. Parents were asked to send in a favorite recipe. These were compiled and then typed on stencils. They were then collated, covers and back sheets were added and they were fastened with small rings or paper fasteners.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE INDIVIDUAL BLOCK DESIGN AND NOTE PAPER

II. ACTIVITY FORMAT:

A. Tools and Materials

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

B. Human Aides and Resources

Mother helper

C. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

LAY OUT A PROFIT AND LOSS RECORD

II. ACTIVITY FORMAT:

A. Tools and Materials
   - record of costs
   - record of sales
   - graph paper
   - colored markers

B. Human Aides and Resources
   - P.T.A. records

C. Procedures for this activity (with helpful hints)
   1. Write down individual list of costs
   2. Write down individual list of sales
   3. Figure amount of differences or profits
   4. Make a graph with each recorded.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLE RECIPE BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

printed covers
booklet backs
printed recipes (already drilled)
fasteners
tables lined up

B. Human Aides and Resources

Boring of holes done by print shop
P.T.A. representative

C. Procedures for this activity (with helpful hints)

1. Set up assembly line with stations.
2. Assemble 40 recipes in order.
3. Put back and front cover in place.
4. Put back fastener through holes.
5. Place top fastener over studs.
6. Fold and secure fasteners.
7. Count and package booklets for P.T.A.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
Wherever a group of people live, whether in a family, a community or a nation, at least a minimal body of rules or laws is required. These rules protect the rights of individuals within the group; to ensure the goals of the group being achieved in an orderly manner.

**TEACHING/LEARNING RESOURCES:**

1. **Reference materials:**

   - Filmstrips: How Our Town Began, Living In Our Town, Playing Fair, Our Health Department, School Courtesy, Our Police Department

   - Flat Pictures: Police Department

   - Movies: Safety After School, Eat Well, Grow Well, Let's Be Clean and Neat, Helpers at School, Let's Play Fair, The Policeman, Save Those Teeth

   - Books: How People Live In The Big City, Your World - Let's Go To School

2. **Field Trips:**

   - Tour City Courthouse
   - Tour Police Station

3. **Human Resources:**

   - Patrol boy
   - Janitor
   - Service Squad girl
   - Mother - talk about giving blood and how this relates to safety
   - Medical helpers
   - Law enforcers - policeman, lawyer
Parents - to help with activity
Parent - nurse
Fireman
School crossing guard

4. Activities:

Making traffic sign
Making traffic lights
Hall and bicycle sign

Role playing experiences:

Pretending they are mother or father disciplining their child who has done something good - bad
Playing the role of judge
Pantomime - answering telephone, introducing friends
Correct and incorrect way to cross street, play on playground
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Establishment of laws</td>
<td>Recognize and define the role of five community safety helpers</td>
</tr>
<tr>
<td>Human relations, religious and ethnic customs</td>
<td>Recognize and spell safety words derived from the classroom discussion</td>
</tr>
<tr>
<td></td>
<td>Recognize and recall the meaning of traffic signs and their shapes and the meaning of traffic signals</td>
</tr>
<tr>
<td></td>
<td>Distinguish the safe and unsafe ways to cross the street, to play on playground</td>
</tr>
<tr>
<td></td>
<td>Identify a uniformed policeman when they see one</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td>Read and discuss the ABC's of Safety Poem Book</td>
</tr>
<tr>
<td>Role playing</td>
<td>Compose thank-you letters to guest speakers</td>
</tr>
<tr>
<td>Preparing charts</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Use pictures of safety helpers. Have children describe and identify jobs</td>
<td></td>
</tr>
<tr>
<td>Incorporate safety words into current spelling lists</td>
<td></td>
</tr>
<tr>
<td>The children will be able to identify and match orally and physically signs and words</td>
<td></td>
</tr>
<tr>
<td>Draw a picture showing a safe way to cross the street and the converse</td>
<td></td>
</tr>
<tr>
<td>List the courteous acts that members of their families carry out to make life at home more pleasant</td>
<td></td>
</tr>
<tr>
<td>The children will be able to design and write blurbs for safety posters</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Creative expression</td>
<td>Discuss critically various common social customs</td>
</tr>
<tr>
<td></td>
<td>Prepare mural showing morning activity-rules to go with each activity</td>
</tr>
<tr>
<td></td>
<td>Illustrate one of the customs he has learned</td>
</tr>
<tr>
<td></td>
<td>Illustrate street scenes in which laws are being followed and laws are not being followed</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>State three safety rules for the home, school and playground</td>
</tr>
<tr>
<td>Safety rules</td>
<td></td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Identify duties of safety helpers</td>
</tr>
<tr>
<td>Reasons for work</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
<tr>
<td>Characteristics and training</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Children draw pictures of people involved for safety - to put on a large family tree of safety</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker talks to class and answers questions, showing and explaining uniform</td>
</tr>
<tr>
<td>Showing of police car with equipment:</td>
</tr>
<tr>
<td>first aid kit</td>
</tr>
<tr>
<td>siren</td>
</tr>
<tr>
<td>radio</td>
</tr>
</tbody>
</table>

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UNIT TITLE: SAFETY (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Recall reasons for regular physical and dental checkups</td>
</tr>
<tr>
<td></td>
<td>Duplicate pictures of food that help to maintain healthy bodies</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Measure length and width of street signs</td>
</tr>
<tr>
<td>Measurement</td>
<td>Distinguish between square and triangle</td>
</tr>
<tr>
<td>Geometric shapes</td>
<td></td>
</tr>
</tbody>
</table>
**METHOD OF IMPLEMENTATION**  

Using magazine pictures, assemble components of a well-balanced meal  

**RESOURCE PEOPLE & MATERIALS**
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
HALL AND BICYCLE SIGNS

II. ACTIVITY FORMAT:

A. Tools and Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>plywood</td>
<td>saw</td>
</tr>
<tr>
<td>wood burner</td>
<td>tacks</td>
</tr>
<tr>
<td>poster board</td>
<td>magic markers</td>
</tr>
<tr>
<td>scissors</td>
<td>varnish</td>
</tr>
</tbody>
</table>

B. Human Aides and Resources

- teacher
- teacher aide
- student teacher
- parents

C. Procedures for this activity (with helpful hints)

2. Six 11 x 14 poster board. Print letters and ink in with magic marker.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRAFFIC LIGHTS

II. ACTIVITY FORMAT:

A. Tools and Materials

   milk cartons
   construction paper
   glue
   scissors

B. Procedures for this activity (with helpful hints)

   1. Each child will make own light.
   2. Cut folding top off milk carton
   3. Cover entire carton with construction paper.
   4. Cut out green, yellow and red circle. Glue in place.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING TRAFFIC SIGNS

II. ACTIVITY FORMAT:

   A. Tools and Materials

      paint brushes
      coping saw
      styrofoam
      tempera paint (no spray paint!)
      glue
      templates of oak tag

   B. Procedures for this activity (with helpful hints)

      1. Trace pattern onto styrofoam.
      2. Saw.
      3. Glue to a base.
      4. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

     Do not use spray paint on styrofoam.
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: SIMPLE MACHINES USED IN CREATING PUPPETS AND A PUPPET THEATER

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit is intended to introduce children to simple tools, their uses, safety precautions and to build a puppet stage for classroom use. A puppet stage, various puppets, role-playing reading and writing plays will be covered.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   - Filmstrip & Record: A Powerful Friend - free from Consumers Power Company, 212 Michigan Avenue, Jackson, Michigan 49201
   - Books: Come to Work With Us in a Toy Factory - Sextant Systems - Author - Wilkinson

2. Field Trips:

   - Greenfield Village plays
   - Youth Theatre - Detroit Institute of Arts

3. Human Resources:

   - You will need adult helpers for this activity

4. Activities:

   - Paper Bag Puppets
   - Tools on peg board labeled
   - Build puppet stage
   - Make puppets and dress them
   - Make curtains for puppet stage
Activities with no directions:

- Give Puppet Plays
- Write simple plays
- Bulletin Board with pictures of tools, machines and occupations
<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Reading</td>
<td>Read the words, hammer, saw, screw driver, nail, screw, drill, T-square, level</td>
</tr>
<tr>
<td>Oral language development</td>
<td>Play a role with a puppet</td>
</tr>
<tr>
<td>Role playing</td>
<td>Read simple plays</td>
</tr>
<tr>
<td></td>
<td>Work in group to write a simple play</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Begin to work and plan orally with peers</td>
</tr>
<tr>
<td>Working together</td>
<td>Practice safety precautions</td>
</tr>
<tr>
<td>Planning together</td>
<td></td>
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<tr>
<td>Safety precautions</td>
<td></td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Make puppets</td>
<td></td>
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<tr>
<td>Make puppet theater</td>
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<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
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<td>------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Measuring</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Counting</td>
<td>Measure to 12 inches with a foot ruler</td>
</tr>
<tr>
<td>Geometric planning</td>
<td>Count nails and screws up to 10</td>
</tr>
<tr>
<td>Fit pieces of lumber together</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Naming and using simple tools and some machines</td>
<td>Name, describe, use and choose for correct use - hammer, saw, screw driver, nail, screw drill, T-square, ruler, level and wheel</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td>Name two occupations that use simple tools</td>
</tr>
<tr>
<td>Simple tools</td>
<td>Name three products produced by tools</td>
</tr>
<tr>
<td>In groups, make 4 different kinds of puppets</td>
<td>Help in building a puppet stage</td>
</tr>
<tr>
<td></td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<td>--------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>Paper bag puppets</td>
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<tr>
<td>Clay puppets</td>
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<tr>
<td>Wire puppets</td>
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<tr>
<td>Dough puppets</td>
<td></td>
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<tr>
<td>Clothes pin puppets</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A PUPPET

II. ACTIVITY FORMAT:

A. Tools and Materials

- paper mache
- wallpaper paste
- paint
- balloons
- cardboard tubes
- felt

B. Human Aides and Resources

- teacher aide
- mother helper

C. Procedures for this activity (with helpful hints)

1. Tear newspaper into 1 inch wide strips.
2. Blow up balloons.
3. Fasten to tubes with yarn, drawing yarn through bottom.
4. Put mache on after lightly dipping in paste.
5. Cover whole with approximately 1/4 sheet of newspaper.
6. Dry.
7. Paint heads.
8. Use felt for features.
9. Dress for characters to be used.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Paper mache is difficult for first graders to handle.
2" x 2" soft pine framing members:

4 pieces each 6" - 0" long
5 pieces each 4" - 0" long
2 pieces each 5" - 0" long
2 pieces 1/4" fir plywood each 12" x 5'8"
1 box, high tensil aluminum alloy nails, 10 penny size
1 - 3 oz. bottle Weldwood Contact Cement
3 curtain rods - metal
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CURTAINS FOR PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials
   plain light green cotton
   white muslin
   brayer - glass - Brayer paint
   magic markers

B. Human Aides and Resources
   teacher
   teacher aide
   mother helper

C. Procedures for this activity (with helpful hints)
   Hem four curtains and seam on sides.
   Each child will imprint hand on curtain with Brayer paint
   and initial hand with magic marker.
   Use white muslin for backdrops with scenery - draw on with
   crayons.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
BUILDING A PUPPET STAGE

II. ACTIVITY FORMAT:

A. Tools and Materials

- hammers
- saws
- gimlets
- drills
- T-square
- rulers
- level
- screw drivers
- lumber
- paint
- three curtain rods and fixture to attach

B. Human Aides and Resources

- teacher aide

C. Procedures for this activity (with helpful hints)

1. Saw 2" stock to proper lengths and to provide reinforcing blocks for corner connections using miter box and C-clamps.
2. Drill vertical members for nailing to cross members.
3. Assemble side frames by nailing using clamps for positioning.
4. Complete frame by nailing. Due to size involved, clamping and holding for nailing may involve three to five children besides those nailing.
5. Due to flammability and fumes from contact cement, an adult should do corner block reinforcement.
6. Nail plywood to sides with nails penetrating two members of frame. Note: Due to variations in strength and coordination of six year olds, every effort should be used to control activity to prevent injury.
7. Paint with water soluble paint.
8. Attach three curtain rods - one at top, one at bottom, and one at back for background scenery.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAPER BAG PUPPETS - "GOOD MORNING"

II. ACTIVITY FORMAT:

   A. Tools and Materials

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

   B. Procedures for this activity (with helpful hints)

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

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
CLAY....................There are two kinds of clay generally used by artists and students. Water-base clay (moist or powdered) is used in making pottery and ceramic sculpture. It is fired in special ovens called kilns. Oil-base clay, commonly used by artists and students, is not fired in a kiln. Artists and students can use it freely to create sculptural forms without fear of drying out or breakage. It can be painted with thick poster paint to which soap has been added.

SAWDUST................Sawdust and wheat-paste can be mixed together with water on a one to one basis. While it doesn't have the pliability of clay, it serves very well as a modeling medium...especially in forming small shapes, including puppet hands. It can be used as a textured surface, also, for "table tops." It can be painted with poster paint.

ASBESTOS...............Powdered asbestos can be used in place of sawdust, as described above.

PAPER-MASH.............Shredded newspaper, toweling or tissue mixed with moist wheat-paste can be used as a substitute for clay if necessary. However, it is not as pliable to work with. To keep a mixture "moist" a drop or two of oil-of-wintergreen should be added. Rough texture can be sandpapered when object is dry if smooth surface is desired. Objects can be painted with poster paint.

WIRE....................Any soft, pliable wire can be modeled into "open forms." When bulk is desired, paper-mache, cloth or yarn dipped in starch, wheat-paste or diluted Elmer's Glue, can be applied to wire.

DOUGH....................To make a mixture of play-dough, use 1/2 cup of flour, 1 T. salt, 1/5 cup of water or enough to create "dough." Less plastic mixture: 1 cup of flour, 1/4 cup salt, 1/4 cup water, OR, 1/2 cup cornstarch, 1 cup salt, 3/4 cup cold water. Mix dry - add water. Put in double boiler, stir until mixture thickens. Food coloring can be added for interest. Still another: 3 slices white bread (without crust), 3 T. Elmer's Glue, 3 drops lemon juice, 1 drop glycerin. Tear bread, add glue and other ingredients. Knead like dough and add poster paint for color if desired. Note: Use hand cream so that mixture will not stick quite so much to fingers.
PUPPET CONSTRUCTION AND USE

Puppet construction ranges in difficulty from simple paper doll cut-outs to rather intricate 9-string marionettes so this activity may be carried on at any grade level. The materials used are varied but are in most instances readily available.

Stick puppets are made by cutting out paper dolls and gluing them vertically to the end of a short stick or at right angles to the end of a yard stick.

Paper bag puppets may be made in two ways. (1) Paint features on a bag and place hand in opening to operate. (2) Stuff a paper bag with crumpled paper and tie top of the bag tightly around a short stick which serves as a handle. Place features by cutting and pasting colored paper or by painting. Additional simple puppets are illustrated on page 50.

Marionettes and glove (hand) puppets, shown on pages 48 and 49, are suited to construction in the later elementary grades. Heads on these puppets, whether of wood or papier mache, may be painted with tempera or oil based colors. A flat finish is best. Hair, commonly made of yarn, embroidery cotton, cotton batting, steel wool, or scrap pieces of fur, is shaped and glued to the painted head. Make paper patterns and cut costumes from light weight fabrics. Crepe paper may be used as clothing on some types. Sew or glue costume to the neck of glove puppets. Hats may be made from cardboard or from light weight felt, silk, or cotton sewed over small wire frames.

Puppet stages with folding wings are desirable for storage reasons. The stages shown on page 51 are designed for use on the top of a table. It is possible to do without a front curtain, but a backdrop is necessary to conceal the operators. Small, temporary stages for hand puppets may be made from large paper cartons. String marionettes require a different type of stage than do hand puppets as the operator must stand well above the marionette.

Puppet shows are a natural outcome of puppet construction and provide an excellent educational experience for children. Simple playlets centering around safety, health, conservation, and child literature may be written and dramatized by children using puppets constructed at their own level of ability. Such shows may be tape recorded with a musical background and special sound effects as an added learning experience.
PAPER STRIP PUPPET HEADS

1. ROUGH SHAPE CLAY

2. FINISH SHAPE CLAY

3. WRAP WITH SIX LAYERS OF PAPER STRIPS

4. CUT PAPER HEAD AND REMOVE CLAY

5. JOIN TWO SECTIONS WITH PASTED STRIPS PAINT
MARIONETTE

HEAD MAY BE CARVED FROM WHITE PINE OR BALSA WOOD OR MAY BE SHAPED WITH PAPIER MACHE

LAYOUT AND CUT BODY PARTS FROM SOFT PINE WITH BAND OR JIG SAW SMOOTH WITH FILE AND SANDPAPER.

ATTACH HEAD WITH SCREW EYES

INSERT LEATHER HINGES INTO SAWED SLOTS AND FASTEN WITH BRADS.

FASTEN 1/8 THICK SHEET LEAD WITH SCREWS FOR ADDED WEIGHT.

WRAP CLOTH AROUND LOWER ARMS AND TACK TO ARMS AND SHOULDERS.

STRING WITH BLACK NYLON, OR LINEN THREAD.

MAKE GARMENTS FIT LOOSLY.
PUPPET STAGE

BASIC MATERIALS

1 pc. Masonite 1/8" x 4' x 8' 34 ft.
3/4" x 1/2" Butt hinges 3/4" x 1 1/2" Curtain material

2 pc. White Pine 3/4" x 3/4" x 4'
2 pr. White Pine 1" x 2" 24" x 36"

MATERIAL: 1/4" Plywood 45" x 45"
1/2" x 1" Butt hinge Machine bolt

BACKDROP (CLOTH) 3/8" Dowel
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
   PEGBOARD TOOL HOOKS

II. ACTIVITY FORMAT:
   A. Tools and Materials
      pegboard 36' x 24'
      hooks
      paint
   B. Procedures for this activity (with helpful hints)
      Shadow paint shapes of tools on pegboard - hang tools on pegboard.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
PROJECT LET
INTEGRATED TEACHING UNIT
PLANSHEET

TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE
GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to introduce children to some of the elements that make up our earth. The study of rocks is stressed.

TEACHING/LEARNING RESOURCES:

1. Reference material:
   Film: Rocks - Where They Come From

2. Field Trips:
   Miner's Den (Rock shop)
   Detroit Children's Museum (free) only Saturday
   Observing apartment building next to our playground
   Cranbrook Institute of Art

3. Human Resources:
   College student
   Mothers
   Two fathers from school who are rock hounds
   A father who works with stained glass as a hobby
   Ex-cartographer loaned us relief maps he had made

4. Activities:
   Topographical model of earth
   Polishing rocks for jewelry making
   Rock chart
   Making crystalline rocks

Role playing experiences:
   Coal miners (via miner's hat, lunch pail)
   Builders (building their own puppet stage)
### Unit Title: Solid Earth and the Utilization of Its Resource

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Use and recognize words involving land formations (deserts, mountains, volcanoes, etc.)</td>
</tr>
<tr>
<td>Writing</td>
<td>Write thank-you notes, descriptions of different areas</td>
</tr>
<tr>
<td>Reading</td>
<td>Write about the workers studied (miners, builders)</td>
</tr>
<tr>
<td>Discussing</td>
<td>Read about area differences, mineral, etc.</td>
</tr>
<tr>
<td>Math</td>
<td>List five adjectives in describing a rock</td>
</tr>
<tr>
<td>Measuring (linear, cup, spoon)</td>
<td>Use yardstick, ruler to make linear measurements for puppet stage</td>
</tr>
<tr>
<td>Fractions</td>
<td>Recognize and follow through with simple formulas:</td>
</tr>
<tr>
<td></td>
<td>a) making crystalline rock from charcoal</td>
</tr>
<tr>
<td></td>
<td>b) mixing plaster of paris for fossils</td>
</tr>
<tr>
<td></td>
<td>c) making concrete for model city</td>
</tr>
<tr>
<td></td>
<td>d) making flour clay for relief maps</td>
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<tr>
<td></td>
<td>Use fractions within formulas</td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
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<tr>
<td>Make charts by using pictures from magazines - label bodies of water, hills or mountains, plains, and desert</td>
<td></td>
</tr>
<tr>
<td>Brainstorming with students</td>
<td></td>
</tr>
<tr>
<td>Rock chart</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have children categorize rocks by color, texture and hardness</td>
</tr>
</tbody>
</table>
**UNIT TITLE:** SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE  
(Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Working together</td>
<td>Work in a group that requires sharing</td>
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<tr>
<td></td>
<td>Help make group decisions</td>
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<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Topography, geography, life styles affected by land conditions</td>
<td>Recognize and discuss differences in topography, geography</td>
</tr>
<tr>
<td>Power sources</td>
<td>Discuss &quot;life styles&quot; affected by land areas and conditions</td>
</tr>
<tr>
<td>Ecology</td>
<td>Recognize source of powers and importance of conserving them</td>
</tr>
<tr>
<td>Conservation</td>
<td>Categorize rocks according to color, texture and hardness</td>
</tr>
<tr>
<td>Using formulas</td>
<td></td>
</tr>
<tr>
<td>Crystalline and other rock formation</td>
<td></td>
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<tr>
<td>fossils</td>
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<tr>
<td>Comparing rocks</td>
<td></td>
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<tr>
<td>Classifying minerals</td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Topographical model of earth</td>
<td></td>
</tr>
<tr>
<td>The children will pick out rocks from a specified group after hearing other students' descriptions</td>
<td></td>
</tr>
<tr>
<td>Making crystalline rocks</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: SOLID EARTH AND THE UTILIZATION OF ITS RESOURCE (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Forming</td>
<td>Separate rocks by size and combine them into aesthetic shapes</td>
</tr>
<tr>
<td>Separating</td>
<td></td>
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<tr>
<td>Combining</td>
<td></td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>List 4 occupations relating to rocks</td>
</tr>
<tr>
<td>People and their jobs</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td>Discuss workers who supervise conservation of natural resources</td>
</tr>
<tr>
<td>Locations</td>
<td>Discuss various education necessary for people who work with &quot;the solid earth&quot;</td>
</tr>
<tr>
<td>Tools</td>
<td>Discuss the various locations of work related to natural resources</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
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<tr>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Using natural materials</td>
<td></td>
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<tr>
<td>Drawing, making relief maps</td>
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<tr>
<td>Jewelry</td>
<td></td>
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<tr>
<td>Polishing rocks for jewelry making</td>
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<tr>
<td>Identify various tools used by workers</td>
<td></td>
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<tr>
<td>who extract and utilize natural resources</td>
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</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
   MAKING CRYSTALLINE ROCKS

II. ACTIVITY FORMAT:
   A. Tools and Materials
      See below
   B. Procedures for this activity (with helpful hints)

FIVE FORMULAS FOR CRYSTALLINE ROCKS

<table>
<thead>
<tr>
<th>No.</th>
<th>No. 2</th>
<th>No. 3</th>
<th>No. 4</th>
<th>No. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td>6'</td>
<td>6</td>
<td>6</td>
<td>1/2 cup</td>
</tr>
<tr>
<td>CLEAR HOUSE-HOLD AMMONIA WATER</td>
<td>1</td>
<td>2</td>
<td>1-1/2</td>
<td>3</td>
</tr>
<tr>
<td>TABLE SALT</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>LAUNDRY BLUEING</td>
<td></td>
<td></td>
<td>12 drops</td>
<td>1/2 oz.</td>
</tr>
<tr>
<td>RED INK</td>
<td></td>
<td></td>
<td>1/2 sm. bottle</td>
<td></td>
</tr>
</tbody>
</table>

ALSO: Pieces of Charcoal

Swirl mixture around in a closed jar for several minutes. (get a saturated salt mixture)
In a small fish bowl, glass jar or dish or a pie plate, place plum-sized charcoal, coal (or stones, cement, red bricks, concrete, wood, dead twigs, coke, unglazed porcelain, cheap sponge).

Pour solution and undissolved salt over the pieces.

Use spoon to keep wetting them until they do not seem dry when you stop.

The pieces should be about an inch above the water level.

Use medicine droppers to put drops of food coloring, red and green ink, fabric dyes, or mercurochrome in different places on the pieces.

Rub vaseline around rim of dish to keep flowers from growing over the sides.

Set dish in warm, dry spot where it will not be disturbed.

You can make more of the solution, keeping it in a closed jar.

After two or three days, you can add a little solution and more drops of color.

(Crystals of quartz and other minerals are formed like these salt flowers. Some of them have taken millions of years to form)

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Children could see crystals form and relate to crystalline forms in minerals. They were very interested in following the formulas, watching for results, and being careful not to change results (by bumping, etc.)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ROCK CHART

II. ACTIVITY FORMAT:

A. Tools and Materials

- cardboard
- magic markers
- collected rocks
- glue
- ruler

B. Human Aides and Resources

Miners Den - Mike

C. Procedures for this activity (with helpful hints)

1. Collect rock in school yard.
2. Discuss grouping - color, size, weight, hardness and shape.
3. Children make own decisions as to how to group.
4. Measure cardboard and divide into sections.
5. Glue rocks to cardboard and label.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

POLISHING ROCKS FOR JEWELRY MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

rock tumbler and grit
rocks
water

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

Fill rock tumbler jar with small stones about half full. Add full amount of coarse grit, add water to cover, secure cap and place in tumbler. Run for 7 days and nights. Repeat the step second time using medium grit, then use fine grit, then use polished rocks for jewelry making. Total time lapsed - 4-5 weeks.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Tumbler makes noise in classroom. Children do remain interested. Show them the stones at the completion of each step which takes seven days and nights for each. We are still working on ours.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TOPOGRAPHICAL MODEL OF EARTH

II. ACTIVITY FORMAT:

A. Tools and Materials
   - colored clay
   - brown paper
   - newspaper

B. Human Aides and Resources
   - Teacher

C. Procedures for this activity (with helpful hints)

Choose a large area where it won't have to be moved and spread paper. Draw a large circle. Children then plan various earth surfaces on paper. Then using green, blue and brown colored clay, the children mold the earth's surface.

- green - grass
- blue - water
- brown - mountains

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Mountains were difficult. Wad newspaper into balls. Then using a flat sheet, tape it over the various shaped balls to help form mountains. Put clay over paper. Don't make them too big because little children had trouble getting it to stay properly.
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: TRANSPORTATION - PREDOMINANTLY TRAINS

GRADE LEVEL: K-2

GENERAL OVERVIEW: This unit will introduce varied means of transportation and how they affect us and help us.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
- At The Airport - Colonius
- Cleared for Takeoff - Coombs, Charles Ira
- Behind the Scenes at an Airport
- Loopy - Gramatky, Hardie
- I Want to be a Pilot - Greene, Carla
- Little Airplane - Lenski
- Tommy Learns to Fly - Lewellen
- A Beginners Guide to Building and Flying Model Airplanes - Lopshire, Robert
- Working Together - McIntire
- Pogo's Sky Jack - Morlings
- Discovering Aerospace - Pacilio, James V.
- Joe's Story of the Airport - Smith
- Let's Go to an Airport - Sootin
- The Little Red Caboose That Ran Away - Curren, Polly
- Treasure Books, Inc. 1952
- Chuggy and the Blue Caboose - Froeman, Lydia and Don
- The Viking Press 1951
- The Little Red Caboose - Potter, Marion
- Simon and Schuster, Inc. 1953
- Circus Train - Shelly-Lounds, Joan
- Alelard-Schuman 1957
- The Big Book of Train Stories - Weisgard, Leonard
- Grossett and Dunlop, Inc. 1955
- A History of Travel in America - Dunbar, Seymour
- Bobbs-Merrill Co., Inc. 1937
- Trains - Henry, Robert Selph
- Bobbs-Merrill Co., Inc. 1954
- The Railroad Station - Meeks, Carroll
- Yale University Press 1956
- The Railroad Passenger Car - Mencken, August
- Johns Hopkins Press 1957
- The Illustrated True Book of American Railroads - Webb, Robert N.
- Grossett and Dunlop, Inc. 1957
Movies:
- Airplane Trip
- An Airplane Trip by Jet
- Airport in the Jet Age
- Boats and Ships
- Jet Pilot
- The Passenger Train
- Wheels, Wheels, Wheels

Filmstrips, Flat Pictures, Records:
See page 121 of R. O. I.M.C. Catalog 1972-73

2. Field Trips:
- Royal Oak Bus Station
- Royal Oak Train Station
- Metropolitan Airport
- Greenfield Village Museum

3. Human Resources:
- Aviatrix, aviator
- Bus driver
- Truck driver
- Train conductor
- Taxi driver
- Car designer
- Tour guide
- Visit by a commercial pilot
- Visit by an air traffic controller
- Visit by a stewardess
- Visit by a private pilot

4. Activities:
- Transportation dress for teacher
- Mural of train or train station
- Make posters on railroad safety
- Ice Cream Stick livery stock cars
- Milk carton cars
- Construction paper car
- Construct a helicopter
- Symbols for airlines

Role playing:
- Dramatize a train trip
- Take an imaginary cruise
- Use play money to buy and sell tickets
- Simulate airplane trip
- Make symbols of air lines on plastic drinking glasses
- Compass game
- Construct a helicopter
- Draw route of imaginary trip on map
## Concept Table

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of transportation</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Types of transportation</td>
<td>Distinguish different continents, oceans and major cities</td>
</tr>
<tr>
<td>Maps - travel maps and standard maps</td>
<td>Discuss the beginnings of aviation</td>
</tr>
<tr>
<td>Legends</td>
<td>Discuss the uses of our air transport system today</td>
</tr>
<tr>
<td></td>
<td>Discuss the future uses for space travel</td>
</tr>
<tr>
<td></td>
<td>Recognize the different kinds of trains</td>
</tr>
<tr>
<td></td>
<td>Briefly tell the history of trains</td>
</tr>
<tr>
<td></td>
<td>Identify the different types of engines</td>
</tr>
<tr>
<td></td>
<td>Relate John Steven built the first steam engine in the U.S. and it was used first in New Jersey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuels needed by different vehicles (ecological aspects)</td>
<td>Point out major parts of an engine</td>
</tr>
<tr>
<td>Weather conditions</td>
<td>Know the properties of electricity</td>
</tr>
<tr>
<td>Structure of an engine-visible engine</td>
<td>Know the major goal and oil areas in the U.S. and how one uses these products in relation to trains</td>
</tr>
<tr>
<td></td>
<td>Use of compressed air in stopping a train</td>
</tr>
<tr>
<td></td>
<td>Know that steam is used to push engines</td>
</tr>
<tr>
<td></td>
<td>Differentiate weather instruments and their uses</td>
</tr>
<tr>
<td></td>
<td>Discuss the role of air during the plane's flight</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Maps of continents, countries, oceans and major cities</td>
<td></td>
</tr>
<tr>
<td>Brief and condensed history of aviation</td>
<td></td>
</tr>
<tr>
<td>Different kinds of aircraft and space travel</td>
<td></td>
</tr>
<tr>
<td>Draw route of imaginary plane trip on map</td>
<td></td>
</tr>
<tr>
<td>Make posters on railroad safety</td>
<td></td>
</tr>
<tr>
<td>Transportation dress for teacher</td>
<td></td>
</tr>
<tr>
<td>Weather conditions</td>
<td></td>
</tr>
<tr>
<td>Weather instruments</td>
<td></td>
</tr>
<tr>
<td>Movement of a plane through the air</td>
<td></td>
</tr>
</tbody>
</table>
## UNIT TITLE: TRANSPORTATION (Continued)

### CONCEPTS

<table>
<thead>
<tr>
<th>Math</th>
<th>Behavioral Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money concepts</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Time and distance measurement, MPH</td>
<td>Use a ruler in measuring</td>
</tr>
<tr>
<td>Working with a compass</td>
<td>Tell time accurately</td>
</tr>
<tr>
<td>Flight plan</td>
<td>Tell how many miles a train will go in so many hours</td>
</tr>
<tr>
<td>Linear measurements</td>
<td>Count number of cars in a passing train</td>
</tr>
<tr>
<td></td>
<td>Do story problems related to trains</td>
</tr>
<tr>
<td></td>
<td>Purchase a ticket and know how much it will cost in money value</td>
</tr>
<tr>
<td></td>
<td>Compute costs of train trips taken</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Use library books for research materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative writing skills</td>
<td>Help in writing to a train company requesting information</td>
</tr>
<tr>
<td>Reading skills</td>
<td>Write a thank-you letter to visitor from train station</td>
</tr>
<tr>
<td>Letter writing</td>
<td>Read a train schedule</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Relate a story about a train</td>
</tr>
<tr>
<td>Role playing</td>
<td>Dramatize or role play workers at a train station</td>
</tr>
<tr>
<td>Abbreviations and symbols</td>
<td>Write a creative story about trains using new vocabulary words</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>

| Differentiate directions on a compass |
| Tell the time a plane departs from one city and arrives in another |
| County money to buy a plane ticket |

| New words: spelling and definitions |
| Abbreviations and symbols |
| Improvisational role playing |
| Letter writing |
| Creative writing |
| Recognize and define related words (stewardess, pilot, passenger, luggage, etc.) |
| Symbols for airlines |
UNIT TITLE: TRANSPORTATION (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Songs related to trains</td>
<td>Sing the song &quot;I've Been Working on the Railroad&quot;</td>
</tr>
<tr>
<td>Meaning of their whistles</td>
<td>Sing and act out &quot;Get On Board Little Children&quot;</td>
</tr>
<tr>
<td>Foreign songs</td>
<td>Recognize different train whistles and know what they mean</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Mix paints accurately and recognize colors</td>
</tr>
<tr>
<td>Color identification</td>
<td>Recognize different railroad signs and the colors involved in making them</td>
</tr>
<tr>
<td>Separating and combining materials</td>
<td>Use paints, crayons and magic markers</td>
</tr>
<tr>
<td>Creative design</td>
<td>Use scissors and glue</td>
</tr>
<tr>
<td></td>
<td>Understand color combinations</td>
</tr>
<tr>
<td></td>
<td>Express ideas through pictures and models designed</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Same as Behavioral Objectives</td>
<td></td>
</tr>
<tr>
<td>Mural of train or train station</td>
<td></td>
</tr>
<tr>
<td>Ice cream stick livery stock cars</td>
<td></td>
</tr>
<tr>
<td>Milk carton cars</td>
<td></td>
</tr>
<tr>
<td>Construction paper car</td>
<td></td>
</tr>
<tr>
<td>Construct a helicopter</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Role playing:</td>
<td>Metro Airport Trip to Detroit City Airport</td>
</tr>
<tr>
<td>Have a child play parts of different railroad workers (conductor, porter, brakeman, engineer, etc.)</td>
<td></td>
</tr>
<tr>
<td>Have children dramatize a train trip</td>
<td></td>
</tr>
<tr>
<td>What do they like about their jobs?</td>
<td></td>
</tr>
<tr>
<td>a) meeting people</td>
<td></td>
</tr>
<tr>
<td>b) travel by some</td>
<td></td>
</tr>
<tr>
<td>c) excitement of a busy airport - thrill of flying</td>
<td></td>
</tr>
<tr>
<td>d) the salary and hours of work</td>
<td></td>
</tr>
<tr>
<td>What kinds of tools do they use?</td>
<td></td>
</tr>
<tr>
<td>a) uniforms characteristic of their jobs, machinery, conveyor belts, TV, radio planes, cars, trucks, carts</td>
<td></td>
</tr>
<tr>
<td>Why do people work:</td>
<td></td>
</tr>
<tr>
<td>a) to earn money</td>
<td></td>
</tr>
<tr>
<td>b) to be near other people</td>
<td></td>
</tr>
<tr>
<td>c) to provide a service</td>
<td></td>
</tr>
<tr>
<td>d) the excitement of travel for some</td>
<td></td>
</tr>
<tr>
<td>How does their job help others?</td>
<td></td>
</tr>
<tr>
<td>a) lets people vacation or travel long distances from home in short period of time, carries mail, packages and cargo</td>
<td></td>
</tr>
</tbody>
</table>
UNIT TITLE: TRANSPORTATION (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers</td>
<td></td>
</tr>
<tr>
<td>Service jobs of a railroad</td>
<td>Match the duties of railroad workers with pictures of railroad workers</td>
</tr>
<tr>
<td>Interdependence of careers</td>
<td>Describe the duties of the railroad workers</td>
</tr>
<tr>
<td>Attitudes of railroad workers</td>
<td>Tell three ways that trains help different businesses</td>
</tr>
<tr>
<td>likes</td>
<td>List two likes and dislikes of various workers in railroad transportation</td>
</tr>
<tr>
<td>dislikes</td>
<td>Identify those railroad occupations which are performed inside (sheltered) and those which are performed outside</td>
</tr>
<tr>
<td>Locations of work</td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRANSPORTATION DRESS FOR TEACHER

II. ACTIVITY FORMAT:

A. Tools and Materials

- white or light colored material
- tag board frames - 3 x 3"
- permanent magic markers

B. Procedures for this activity (with helpful hints)

1. Cut out dress pattern before you bring it to school. Do not sew dress together until you have finished designing it.
2. Have children design several ways of transportation on 3" x 3" piece of newsprint.
3. Teacher should pick the child's best picture and should choose the pictures so you do not have all pictures pertaining to one type of transportation.
4. Have the children one at a time transfer their pictures using magic marker from the paper to the material using the frame to keep their picture in a certain area.
5. After the pictures are all on the dress, let it set for at least 24 hours.
6. Soak the dress in cold water, salt and vinegar for 2 hours to set design.
7. Sew dress together and you are ready to wear it.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Make sure all your magic markers are permanent or the dress will run.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MURAL OF TRAIN OR TRAIN STATION

II. ACTIVITY FORMAT:

A. Tools and Materials

   huge piece of white paper
   tempera paint
   brushes
   newspaper

B. Procedures for this activity (with helpful hints)

1. Put the piece of paper on the floor, on top of the newspaper.
2. Certain children will draw different parts of the mural. When they are finished others will add other parts.
3. Once the mural is done it will hang on the wall.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take several days to do because the children must plan what type of mural they want and who will paint what on the mural.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE POSTERS ON RAILROAD SAFETY

II. ACTIVITY FORMAT:

A. Tools and Materials

   poster board
   tempera paint
   brushes

B. Procedures for this activity (with helpful hints)

   1. Draw their drawing on the poster board (12" x 12").
   2. Paint in the desired colors.
   3. Let it dry overnight.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 30 to 45 minutes to paint.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
ICE CREAM STICK LIVERY STOCK CARS

II. ACTIVITY FORMAT:

A. Tools and Materials

ice cream sticks
glue
wood or cardboard
toy animals
ruler
saw or scissors
sandpaper

B. Human Aides and Resources

About two or three parents are needed during the part where they saw the sticks

C. Procedures for this activity (with helpful hints)

1. Cut the wood or cardboard into the desired size (same length as ice cream stick).
2. Saw ice cream sticks in half.
3. Paste the sticks all around the outside of the piece of wood so that one end of the stick is pasted to the board.
4. Do this all the way around and when it's dry, add pieces of ice cream stick facing the other way.
5. Lastly place the toy animals inside the car.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

Takes about 45 minutes to construct.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MILK CARTON CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

- milk cartons
- paints
- brushes
- water
- scissors
- tape

B. Human Aides and Resources

Parents to save milk cartons

C. Procedures for this activity (with helpful hints)

1. Open up milk carton and cut out 2 opposite sides.
2. Next fold other two sides and tape them down.
3. Next paint desired color on all sides except bottom rectangle.
4. Then draw desired car on two sides.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It takes about a half hour.
I. NAME OF ACTIVITY

CONSTRUCTION PAPER CAR

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
rulers
tape
scissors
paste or glue
crayons, magic markers or paint

B. Procedures for this activity (with helpful hints)

1. Fold paper into four equal rectangles.
2. Cut in on all folds two inches. These will later be folded to make sides of car.
3. Color in first and third rectangle with desired type of car (example: windows for passenger train, freight cars or caboose car).
4. Color second square with desired color (example: red for caboose or grey for passenger).
5. Last or fourth square will be bottom of car so it does not have to be colored.
6. Color in desired color on first and third folded sections and add windows if desired later on.
7. Fold rectangles into shape (it will look like this).
8. Tape the long edges together.
9. Fold in second and fourth sides, glue these, then fold the other two sides and glue them also.
10. Use cotton balls for wheels, magic marker them with black magic marker.
11. Next place them on bottom of car with paste.
12. If car is a caboose, add a piece of construction paper on top (folded in shape of a square).

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

It will take about one hour.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCT A HELICOPTER

II. ACTIVITY FORMAT:

A. Tools and Materials

   paper
   scissors
   paper clips

B. Procedures for this activity

   1. Cut out helicopter
   2. Fold in designated areas
   3. Put paper clip on
   4. Drop helicopter from chair or desk

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HELIICOPTER

1. Fold under

2. Fold under

3. Fold under

4. Paper clip here

5. Fold back

6. Fold up
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
SYMBOLS OF AIRLINES

II. ACTIVITY FORMAT:

A. Tools and Materials
   clear plastic drinking glasses
   colored marking pens
   construction paper
   yarn
   glue
   scissors

B. Procedures for this activity (with helpful hints)
   1. Collect symbols of various airlines
   2. Design symbol on paper first
   3. Put symbol on the plastic glass using any media provided

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
TRANSPORTATION TEST

1. TRANSPORTATION CAN BE DIVIDED INTO 3 GROUPS. THEY ARE:
   a. ___________________________
   b. ___________________________
   c. ___________________________

2. AIRPLANES NEED A ______________ TO LAND AND TO TAKE OFF.

3. A ____________________________ HAS TO TRAVEL ON A TRACK.

4. A ____________________________ HELPS PULL BIG BOATS.

5. A CAR NEEDS _________________ TO HELP IT RUN.

6. HE TAKES CARE OF A BUS. _________________
   a. TICKET AGENT   b. SERVICE MAN   c. DRIVER

7. PEOPLE WHO RIDE ON A TRAIN ARE CALLED ____________________________.
   a. PASSENGERS   b. PORTER   c. ENGINEER

8. WHICH IS THE FASTEST TYPE OF TRANSPORTATION? ____________________________
   a. CAR   b. TRAIN   c. JET

9. THE KITCHEN ON A BOAT IS CALLED A
   a. DECK   b. DOCK   c. GALLEY

10. THE CONTROL TOWER HELPS THE PILOT LAND AND TAKE OFF. T F

11. AN AIRLINE HOSTESS FLIES THE AIRPLANE. T F

12. A PILOT HAS TO HAVE SPECIAL TRAINING TO KNOW HOW TO FLY THE PLANE. T F

13. A CAR IS BIGGER THAN A BUS. T F

14. A PLACE TO SLEEP ON A SHIP IS CALLED A CABIN. T F

ON THE BACK SIDE DRAW ONE TYPE OF TRANSPORTATION FOR LAND, WATER AND AIR

401
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: USING OUR HANDS

GRADE LEVEL: K-2

GENERAL OVERVIEW: We are developing an awareness of the importance of our hands to our way of life, as contrasted with other animals. We are focusing our attention on ways our mothers and fathers use their hands at home and away from home for work and play. We are using our hands for a wide variety of activities for skill development.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Films: Play Day
           Cuckoo Clock That Wouldn't Cuckoo
           Toot, Whistle, Plunk and Boom
           The Mailman

   Books: A Hole Is To Dig - Krauss
           The House My Grandpa Built
           Sandy Signs His Name - Brown
           Talking Without Words - Ets
           Who's There? Open the Door - Munari
           The Man Who Wouldn't Wash His Dishes
           Nothing To Do - Hoban
           Pelle's New Suit - Beskow

2. Field Trips:

3. Human Resources:

   Parent volunteers are used every day (two at a time)
   Sixth grade students helped
   College students

4. Activities:

   Making cement bricks and patio stones
   Paddle wheel boat
   Candle making
## UNIT TITLE: USING OUR HANDS

### CONCEPTS

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Use ten new vocabulary words which relate to the study of use of hands</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdependence of workers</td>
<td>Tell how workers help each other</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Brainstorming - Things we do with our hands</strong></td>
<td></td>
</tr>
<tr>
<td>Work our parents do with their hands:</td>
<td></td>
</tr>
<tr>
<td>a) at home</td>
<td></td>
</tr>
<tr>
<td>b) away from home</td>
<td></td>
</tr>
<tr>
<td>Work others do using their hands</td>
<td></td>
</tr>
<tr>
<td>Experience stories dictated to teacher about family work or world of work</td>
<td></td>
</tr>
<tr>
<td>Discussion of magazine pictures, collected by teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> People help each other</td>
<td></td>
</tr>
<tr>
<td>People gain satisfaction from making and doing things with their hands</td>
<td></td>
</tr>
<tr>
<td>People use hands to convey messages to others; policeman, train signalman, baseball coach</td>
<td></td>
</tr>
<tr>
<td>People use hands for games and sports</td>
<td></td>
</tr>
<tr>
<td>Children learn from parents how to use hands to care for own physical needs</td>
<td></td>
</tr>
<tr>
<td>Babies discover their hands</td>
<td></td>
</tr>
<tr>
<td>Children learn new skills using hands in school</td>
<td></td>
</tr>
<tr>
<td>Flat pictures: Schools, Families and Neighborhoods - Field Educational Publication</td>
<td></td>
</tr>
<tr>
<td>Filmstrip: It's In Your Hands - ECF203</td>
<td></td>
</tr>
</tbody>
</table>
**UNIT TITLE:** USING OUR HANDS  (Continued)

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<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Relationship of animals to man</td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Describe the shape of the hand</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Number identification</td>
<td>Identify numerals to 10</td>
</tr>
<tr>
<td>Pattern copying</td>
<td>Copy geometric shapes with pegs</td>
</tr>
<tr>
<td></td>
<td>Copy pattern with beads</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Discussion: Looking at pictures</td>
<td>Peg boards and pegs and rubber bands</td>
</tr>
<tr>
<td>Animals: Animals work for their food and shelter</td>
<td>Beads and strings</td>
</tr>
<tr>
<td>Animals use various parts of their bodies for work; beaver, raccoon, bees, ants, birds</td>
<td>Ruled paper and crayons</td>
</tr>
<tr>
<td>Examining the structure of our hands: opposing thumb, why it is important; bones, muscles, skin</td>
<td></td>
</tr>
<tr>
<td>Writing numerals to 10, also writing them on chalk board and in wet sand</td>
<td></td>
</tr>
<tr>
<td>Simple games using fingers for numeral recognition and addition</td>
<td></td>
</tr>
<tr>
<td>Numerals made of clay</td>
<td></td>
</tr>
<tr>
<td>Peg boards - pattern copying in geometric shapes</td>
<td></td>
</tr>
<tr>
<td>Bead stringing - pattern copying</td>
<td></td>
</tr>
<tr>
<td>Ruled paper, 1&quot; squares - pattern copying</td>
<td></td>
</tr>
<tr>
<td>Clock puzzle</td>
<td></td>
</tr>
<tr>
<td>Numeral puzzles with pegs</td>
<td></td>
</tr>
<tr>
<td>Made number book pages 1-10 using coloring, pasting animal pictures and printing using stamp pad</td>
<td>406</td>
</tr>
<tr>
<td>CONCEPTS</td>
<td>BEHAVIORAL OBJECTIVES</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td></td>
<td>Pantomime 10 workers who use their hands</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Move in rhythm to music</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhythm - we move in rhythm</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Pantomiming workers for others to guess</td>
<td></td>
</tr>
<tr>
<td><strong>Music and rhythm activities:</strong></td>
<td><strong>Our school band and string players</strong></td>
</tr>
<tr>
<td>Using hands in rhythm to music</td>
<td>Keller Junior High Band</td>
</tr>
<tr>
<td>a) finger plays</td>
<td>Teacher playing piano</td>
</tr>
<tr>
<td>b) songs with motions</td>
<td></td>
</tr>
<tr>
<td>c) clapping</td>
<td></td>
</tr>
<tr>
<td>d) snapping</td>
<td></td>
</tr>
<tr>
<td>Using hands to create music rhythm instruments</td>
<td></td>
</tr>
<tr>
<td>a) drums</td>
<td></td>
</tr>
<tr>
<td>b) sticks</td>
<td></td>
</tr>
<tr>
<td>c) bells</td>
<td></td>
</tr>
<tr>
<td>d) castanets</td>
<td></td>
</tr>
<tr>
<td>e) maracas</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

Practical skills (Continued)

- Learning to write name in manuscript printing
- Learning to dial own telephone number
## Concepts

### Motor Skills

Eye-hand coordination - skill comes with practice

### Careers

People and their jobs:

Some people work with their hands

Tools people use:

Some people use tools in their work. Hands are tools

Likes

Dislikes

## Behavioral Objectives

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

- Throw a ball, catch a ball, climb a rope and follow the leader

Name five workers who use their hands

Name five workers who use tools

Name the advantages and disadvantages of these jobs:

- a) mailman
- b) policeman
- c) fireman
- d) construction worker
- e) carpenter
- f) brick layer
### METHOD OF IMPLEMENTATION

<table>
<thead>
<tr>
<th>Physical Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balls: throwing, catching, bouncing</td>
</tr>
<tr>
<td>Climbing ropes</td>
</tr>
<tr>
<td>Perceptual exercises following leader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing around hands and cut out</td>
</tr>
<tr>
<td>Learning to identify his own left and right hand</td>
</tr>
<tr>
<td>Using hands to make a useful product and to develop skill (see hands-on Activity Sheets)</td>
</tr>
<tr>
<td>a) candles</td>
</tr>
<tr>
<td>b) paddle wheel boat</td>
</tr>
<tr>
<td>c) sewing card picture - ecology, re-using discards, styrofoam meat trays</td>
</tr>
<tr>
<td>d) bricks and patio stones</td>
</tr>
<tr>
<td>Putting on outdoor clothing; practicing buttoning and zipping</td>
</tr>
<tr>
<td>Shoe tying using lacing boot and cardboard lacing frame - to take home</td>
</tr>
<tr>
<td>Lacing frames are made from tag board</td>
</tr>
<tr>
<td>Yarn is used to lace</td>
</tr>
<tr>
<td>Tips on yarn are masking tape</td>
</tr>
<tr>
<td>Learning to handle books correctly, how to turn the page by the corner</td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
   PADDLE WHEEL BOATS

II. ACTIVITY FORMAT:
   A. Tools and Materials
      hammer  staples and stapler
      dremel saw  paint - enamel
      drill  paint brushes
      glue  scissors
      wood  nails
      cardboard pattern  dowels
      pegs, spools, beads
   B. Human Aides and Resources
      College student
   C. Procedures for this activity (with helpful hints)
      2. Saw on line using dremel saw.
      3. Cut tongue depressor with scissors for paddle wheel.
      4. Attach paddle wheel to rubber band with stapler.
      5. Add scrap wood for cabin, with hammers and nails.
      6. Add pegs, spools, beads or dowels, as desired (drill holes for pegs and dowels and glue in).
      7. Paint.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING CEMENT BRICKS AND PATIO STONES

II. ACTIVITY FORMAT:

A. Tools and Materials

molds for bricks 8" x 3-1/2"
molds for patio stones 8" x 12"
motor oil and brush for applyingready-mix cement and pail for mixingtrowel and putty knife
stick for stirring

B. Human Aides and Resources

Two 6th grade boys helped

C. Procedures for this activity (with helpful hints)

1. Apply oil thoroughly to inside of mold.
2. Stir cement with water, approximately 2 parts water to 1 part sand and cement mixture (Sakret).
3. Fill mold with cement and edge with putty knife. Smooth the top.
4. Allow to harden - 1 to 2 hours.
5. Put board on top and invert, tap to remove brick or patio stone.
6. Clean all tools thoroughly.
7. Don't use sink for washing hands or tools.
8. Keep cement away from face.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CANDLE MAKING

II. ACTIVITY FORMAT:

A. Tools and Materials

- wax
- dye
- old coffee pot
- large pan
- hot plate
- wicks (wire core)
- pencils or dowels
- half-pint milk cartons

B. Human Aides and Resources

Mother helpers

C. Procedures for this activity (with helpful hints)

1. Place wax pieces in old coffee pot.
2. Set pot in hot water in large pan on hot plate.
3. After wax is melted, add dye and stir.
4. Children wrap wick around a pencil and place pencil in slits in top of milk carton.
5. Wired wick should be placed in center.
6. Pour wax. Let wax harden at room temperature.
7. Tear carton off. Wrap for a gift.

One mother watches wax carefully so that it doesn't overheat or get spilled. We worked in groups of 6 or 7 each day.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT

PLANSHEET

TITLE: WEATHER

GRADE LEVEL: K-2

GENERAL OVERVIEW: The earth is surrounded by air. It is changes in the air or atmosphere which produce our weather. The weather affects our work and many people work in occupations that tell us what the weather will be.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
- Snow
- How Weather Helps Us
- What Makes Rain?
- Weather for Beginners
- Rainshower
- Season of the Year
- One Rainy Day
- Picture Book of Weather
- What Is Weather?
- Let's Find Out About Weather
- Weather All Around
- Who's Afraid of Thunder
- Weather
- Look and Learn
- True Book of Air Around Us

Poem: My Blue Balloon

Filmstrips: How the Weatherman Records and Forecasts Weather

Records: Weather Songs
- Songs For A Rainy Day
- What Makes Rain?

2. Field Trips:

Playground - study clouds, winds
City Airport - Weather Station

3. Human Resources:

Jerry Hodak, WXYZ-TV 557-9000

4. Activities:

Make weathervane
Daily and weekly weather chart
Pinwheels
Make hydrometer
Snowball targets
Bulletin board

Activity with no directions:

Make thermometer
## UNIT TITLE: WEATHER

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Atmospheric conditions</td>
<td>Keep a daily chart of weather changes</td>
</tr>
<tr>
<td><strong>Four Seasons</strong></td>
<td>Illustrate the four seasons in the following manner:</td>
</tr>
<tr>
<td></td>
<td>a) dress</td>
</tr>
<tr>
<td></td>
<td>b) trees</td>
</tr>
<tr>
<td></td>
<td>c) activities</td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Reading Books</td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
</tr>
<tr>
<td>Demonstrate evaporation by wetting chalkboard</td>
<td></td>
</tr>
<tr>
<td>Make a cloud with kettle and boiling water</td>
<td></td>
</tr>
<tr>
<td>Produce &quot;water cycle&quot; in a heavy plastic bag</td>
<td></td>
</tr>
<tr>
<td>Do thermometer water experiment</td>
<td></td>
</tr>
<tr>
<td>Make pop bottle thermometer</td>
<td></td>
</tr>
<tr>
<td>Construct a wind vane</td>
<td></td>
</tr>
<tr>
<td>Make cloud booklets (attached ditto)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE PEOPLE &amp; MATERIALS</th>
</tr>
</thead>
</table>

Collect pictures of the four seasons
Make bulletin board showing same scene in different seasons
### UNIT TITLE: WEATHER (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Computing temperature</td>
<td>Read a thermometer to the nearest 10 degrees</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Name three seasonal jobs</td>
</tr>
<tr>
<td>Weather affects jobs</td>
<td>Name three jobs whose activities are dependent on weather forecasts</td>
</tr>
</tbody>
</table>
### Method of Implementation

| Record temperatures on individual thermometers (dittos or fake thermometers) | Ice
| Use glasses of hot water | Glasses
| Add ice | Thermometers
| Students work in small groups and record on individual ditto with red crayon | Red crayons
| Dittos (attached copy) |

### Resource People & Materials

| Role playing an occupation in different seasons: |
| a) carpenter |
| b) tree trimmer |
| c) crossing guard |
| d) life guard |
| e) grave digger |
| f) farmer |

| Book - *Weather All Around* by Pine and Levine |
| Discussion |
| Example: Pilot |
| Baseball player |
| Farmer |

| Make a book - How Weather Affects Jobs |
## UNIT TITLE: WEATHER (Continued)

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>BEHAVIORAL OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers</strong></td>
<td>As a result of this unit, each child will be able to:</td>
</tr>
<tr>
<td>Weather forecasting or reporting</td>
<td>Describe the difference between a forecaster and a reporter and list functions</td>
</tr>
<tr>
<td>Service functions of weather</td>
<td></td>
</tr>
<tr>
<td>Careers</td>
<td></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Contribute a word or idea to class weather picture dictionary</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Use water colors to paint a picture</td>
</tr>
<tr>
<td>Painting</td>
<td></td>
</tr>
<tr>
<td>METHOD OF IMPLEMENTATION</td>
<td>RESOURCE PEOPLE &amp; MATERIALS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Discussion - tools, functions, attitudes</td>
<td>Jerry Hodak</td>
</tr>
<tr>
<td>Resource person - Jerry Hodak to visit - ask about tools used, functions of his job, what he likes about his job</td>
<td></td>
</tr>
<tr>
<td>Role play: A weather reporter - (each child take a turn reporting after hearing daily weather report) (phone or newspaper)</td>
<td></td>
</tr>
<tr>
<td>Make a class weather picture dictionary</td>
<td></td>
</tr>
<tr>
<td>Watercolor a rain picture following the viewing of film</td>
<td>Movie - Rainshower</td>
</tr>
</tbody>
</table>
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
MAKING PINWHEELS

II. ACTIVITY FORMAT:

A. Tools and Materials
scissors
crayons
colored ditto paper (cut 6" x 6")
straws, pins, masking tape

B. Procedures for this activity (with helpful hints)
1. Fold paper twice - corner to corner.
2. Cut on each line, half way to center.
3. Bend one section of each corner to center.
4. Push pin through the paper corners and the center of the paper - then through the straw.
5. Tape the end of the pin.
6. Color small red dot on one section.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANQS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING HYGROMETERS

II. ACTIVITY FORMAT:

A. Tools and Materials

- dremel saw
- brace and bit
- patterns
- 1/4" plywood or masonite (8 x 8" squares)
- tempera paint
- blotter paper soaked in cobalt chloride

B. Human Aides and Resources

- Parents to cut the masonite into 8" x 8" squares for us
- Parents to help on dremel saws

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

1. Trace patterns on masonite squares.
2. Cut on dremel saws.
3. Drill hole.
4. Paint and dry.
5. Glue blotter paper
6. Attach hanger.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)

The paper as viewed through the hole will turn pink when the humidity is high, blue when it is dry.
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
WEATHER VANE

II. ACTIVITY FORMAT:

A. Tools and Materials
- gimlet
- hammer
- nail
- vise
- 1" x 18" wood dowel per child
- 1 pick-up stick per child
- templates of cardboard
tag board to make arrows
- signs indicating four compass points

B. Human Aides and Resources
Supervisor to direct activity

C. Procedures for this activity (with helpful hints)

Build a weather vane to indicate wind direction.

2 arrows with pick-up sticks glued between
hole drilled in dowel

After building children drill hole in
ground and insert weather vane

1. Do in groups of four.
2. Each child makes two arrows - glue pick-up stick between.
   Let dry overnight.
   Remove nail and drill hole with gimlet.
4. Put arrows with sticks in hole.
5. Take out doors - put in ground. (Have signs up indicating
   N, S, E, W)
6. Determine wind direction.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

RECORD WEATHER ON WEATHER BOARD AND CARDBOARD THERMOMETER

II. ACTIVITY FORMAT:

A. Tools and Materials

tagboard with pockets for days of week and weather words
(made by teacher)

B. Procedures for this activity (with helpful hints)

Record weather on weather board each day (teacher made)

Children go to weather board each morning. Choose day of
week and put in place. Discuss weather. Teacher prints
words children suggest - cold - hot - warm - rainy - snowy -
foggy, etc. Children choose appropriate words each day.
New words are added during year as weather changes. Children
indicate temperature on thermometer.

Children bring in weather report cut from newspaper.

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. **NAME OF ACTIVITY**

SNOWBALL TARGETS

II. **ACTIVITY FORMAT:**

A. **Tools and Materials**

- a white vinyl shower curtain
- string
- magic markers in assorted colors

B. **Human Aides and Resources**

Teacher

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

1. Children discuss and develop rules for snowball throwing, and penalties if rules not followed.
2. Children suggest and vote on designs to be used.
3. Put curtain on floor.
4. Teacher pencils in 2 designs, one on each half of curtain.
5. Children take turns coloring with markers.
6. Put string on four corners.
7. Take outside and tie on fence.
8. Throw balls at target.

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

Example

![Example Image]
HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY
   BULLETIN BOARD - INTRODUCING UNIT

II. ACTIVITY FORMAT:
   A. Procedures for this activity (with helpful hints)
      1. Cut-out of sun
      2. Plastic bag of air
      3. Picture of rain
      4. Lettering at top - Air, Sun, Water - make our weather
      5. Children bring in pictures to add to board

III. RESULTS OF THIS ACTIVITY (AFTER IMPLEMENTATION)
<table>
<thead>
<tr>
<th>Days</th>
<th>Temperature</th>
<th>Wind</th>
<th>Clouds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cirrus Clouds tell us the clear weather will probably change.

Cumulus Clouds tell us we will probably have clear weather.

Stratus Clouds tell us we will have rain.

Cumulonimbus Clouds tell us we will probably have a heavy storm.

Make into a booklet
<table>
<thead>
<tr>
<th>Fan</th>
<th>Popsicle</th>
<th>Snowman</th>
<th>Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>Winds</td>
<td>Fireplace</td>
<td>Kite</td>
</tr>
<tr>
<td>Icicle</td>
<td>Flowers</td>
<td>Rain</td>
<td>Nuts</td>
</tr>
<tr>
<td>Mittens</td>
<td>Leaves</td>
<td>Butterfly</td>
<td>Tree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## INDEX OF ACTIVITIES

<table>
<thead>
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<th>Activity</th>
<th>Unit No.</th>
</tr>
</thead>
<tbody>
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<td>Apple butter, canning</td>
<td>14</td>
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<tr>
<td>Applesauce, preparing</td>
<td>2, 7</td>
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<tr>
<td>Apples, caramel - making and sale of</td>
<td>2, 10</td>
</tr>
<tr>
<td>Acrobat, making of</td>
<td>5</td>
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<tr>
<td>Bagels, making of</td>
<td>20</td>
</tr>
<tr>
<td>Baking bread</td>
<td>13</td>
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<tr>
<td>Barn and fence building</td>
<td>1</td>
</tr>
<tr>
<td>Booklet about Michigan</td>
<td>19</td>
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<tr>
<td>Block designs</td>
<td>22</td>
</tr>
<tr>
<td>Box map to Police Station and Suburban Ambulance</td>
<td>6</td>
</tr>
<tr>
<td>Butter, making of</td>
<td>7, 13</td>
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<tr>
<td>Butter mints</td>
<td>3</td>
</tr>
<tr>
<td>Candle</td>
<td>7, 10, 27</td>
</tr>
<tr>
<td>Candy, making of</td>
<td>3, 4, 9</td>
</tr>
<tr>
<td>Carbon dioxide, making of</td>
<td>17</td>
</tr>
<tr>
<td>Chair wash, assembly line</td>
<td>10</td>
</tr>
<tr>
<td>Christmas cards</td>
<td>4</td>
</tr>
<tr>
<td>Christmas hot plates</td>
<td>4</td>
</tr>
<tr>
<td>Christmas ornaments</td>
<td>4, 10</td>
</tr>
<tr>
<td>Christmas toy</td>
<td>4, 10</td>
</tr>
<tr>
<td>Christmas tree</td>
<td>4, 10</td>
</tr>
<tr>
<td>Circus tent decorated with animals and performers</td>
<td>5</td>
</tr>
<tr>
<td>Clay flower pots</td>
<td>21</td>
</tr>
<tr>
<td>Clowns and clown faces, designing of</td>
<td>5</td>
</tr>
<tr>
<td>Clothes pin firemen and policemen</td>
<td>6</td>
</tr>
<tr>
<td>Colonial hats, making of</td>
<td>7</td>
</tr>
<tr>
<td>Colonial people</td>
<td>7</td>
</tr>
<tr>
<td>Construction of a bus</td>
<td>10</td>
</tr>
<tr>
<td>Construction paper cars</td>
<td>26</td>
</tr>
<tr>
<td>Corn bread</td>
<td>7</td>
</tr>
<tr>
<td>Costumes, making of</td>
<td>7</td>
</tr>
<tr>
<td>Cranberry jello salad</td>
<td>7</td>
</tr>
<tr>
<td>Cranberry relish</td>
<td>7</td>
</tr>
<tr>
<td>Crystalline rock making</td>
<td>25</td>
</tr>
<tr>
<td>Cupcakes, baking and sale</td>
<td>10</td>
</tr>
<tr>
<td>Dioramas</td>
<td>1</td>
</tr>
<tr>
<td>Earth, model of</td>
<td>25</td>
</tr>
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