



Sample Activities	Page	CDOS and Possible Connecting Standards
Celebration of Writing	49	CDOS; ELA; MST; SS; Arts
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Wide World of Sports	53	CDOS; ELA; MST; SS; Arts

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): English Language Arts, The Arts, Mathematics, Social Studies

Title of Activity: Celebration of Writing

GRADE				
K	1	2	3	4

Estimated Time: monthlong/yearlong unit

<p>OBJECTIVE(S) Students will experience the roles of being a published author and illustrator.</p>																																											
<p>DESCRIPTION OF ACTIVITY Students will know the thrill of becoming an actual published author and illustrator.</p> <ul style="list-style-type: none"> ¥ Teacher discusses the different genres of books. ¥ Students analyze different types of books and identify the various components of a book (e.g., story, illustrations, cover). Teacher and students create a rubric for a children's book. ¥ Local bookstore owner, artist, author, graphic designer, and printer are invited to class to discuss their roles in making children's books. ¥ Teacher introduces/models the writing process (i.e., brainstorm, write rough draft, edit, write final copy, publish, and share). ¥ Students brainstorm ideas for books and follow the writing process to write their stories. Students use a peer-editing process. ¥ Students use computers and word processing programs to write their stories. ¥ Students analyze the covers of different books to identify major components (i.e., title, author, and illustration). ¥ Art teacher discusses the different elements that should be included in the illustrations on the cover and throughout the story. ¥ Students create the covers for their books and produce other illustrations. ¥ Teacher assists students in publishing their books. ¥ A special "Meet the Author" day is scheduled, and friends, families, and guest speakers are invited to hear the students read their books. ¥ Teacher and students work to create a program for the event. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td colspan="2">Career Development (1)</td> </tr> <tr> <td>1. Career Plan</td> <td></td> </tr> <tr> <td>2. Awareness of Interests, Aptitudes, and Abilities</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Value of Work</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Changing Nature of Workplace</td> <td></td> </tr> <tr> <td>5. Exploring Preferences</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>6. Relationship of Decision Making</td> <td></td> </tr> <tr> <td>7. Changing Roles</td> <td></td> </tr> <tr> <td colspan="2">Integrated Learning (2)</td> </tr> <tr> <td>1. Identify academic knowledge and skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Demonstrate differences</td> <td></td> </tr> <tr> <td>3. Solve problems</td> <td style="text-align: center;">¥</td> </tr> <tr> <td colspan="2">Universal Foundation Skills (3a)</td> </tr> <tr> <td>1. Basic Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Thinking Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Personal Qualities</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Interpersonal Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>5. Technology</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>6. Managing Information</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>7. Managing Resources</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>8. Systems</td> <td style="text-align: center;">¥</td> </tr> </tbody> </table>	Career Development (1)		1. Career Plan		2. Awareness of Interests, Aptitudes, and Abilities	¥	3. Value of Work	¥	4. Changing Nature of Workplace		5. Exploring Preferences	¥	6. Relationship of Decision Making		7. Changing Roles		Integrated Learning (2)		1. Identify academic knowledge and skills	¥	2. Demonstrate differences		3. Solve problems	¥	Universal Foundation Skills (3a)		1. Basic Skills	¥	2. Thinking Skills	¥	3. Personal Qualities	¥	4. Interpersonal Skills	¥	5. Technology	¥	6. Managing Information	¥	7. Managing Resources	¥	8. Systems	¥
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<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> ¥ Computers ¥ Bookbinding machines ¥ Word processing software ¥ Guest speakers 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th colspan="2" style="text-align: center;">POSSIBLE STANDARDS CONNECTIONS Submitted</th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>Health, Physical Education, and Family and Consumer Sciences</td> <td></td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>The Arts</td> <td style="text-align: center;">¥</td> </tr> </tbody> </table>	POSSIBLE STANDARDS CONNECTIONS Submitted		English Language Arts	¥	Languages Other than English		Mathematics, Science, and Technology	¥	Health, Physical Education, and Family and Consumer Sciences		Social Studies	¥	The Arts	¥																												
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<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> ¥ Read a variety of books that deal with publishing a book or being an author (i.e., <i>If I Were an Author</i> by Amelia Writes). ¥ Students can read their books to senior citizens at a local retirement home. ¥ Books can be displayed in school or community library. 																																											
<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> ¥ Books are evaluated on the basis of established rubric. ¥ Teacher evaluates student participation. 																																											
<p>SOURCE/CREDIT Submitted by Antoinette M. Howard, Forest Park Elementary School, South Colonie Central School District.</p>																																											

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): Social Studies, Mathematics, Science

Title of Activity: Advertising Analysts

K	1	2	3

Estimated Time: two months

<p>OBJECTIVE(S) Students will identify and analyze the persuasive techniques used in advertising. Students will differentiate between fact and fiction and evaluate advertiser's claims. Students will identify the components of product/package design.</p>																																											
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> ¥ Students analyze and discuss the various techniques of persuasion used by advertisers to attract consumers. ¥ Students establish criteria for evaluating media advertisement. ¥ Students evaluate a variety of television, magazine, and newspaper advertisements for paper towels and adhesive bandages, using the established criteria. ¥ Teacher discusses the scientific method and explains how students should conduct experiments to compare products. ¥ Teacher establishes several "experiment stations" within the classroom. ¥ Students field-test three brands of paper towel, using the following criteria: speed of absorption, quantity, and durability. Data are recorded, shared, and compared among the three workstations. ¥ Students conduct a second experiment evaluating the "lasting ability" of bandage adhesive. Data are then recorded, shared, and compared among the three workstations. ¥ Students compare their findings with the claims made in the advertisements. ¥ Students identify the components of an advertisement and create a rubric for a print advertisement. ¥ Students select a product and will work individually, or in groups, to create print advertisements for their products. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Career Development (1)</td> </tr> <tr> <td>1. Career Plan</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Awareness of Interests, Aptitudes, and Abilities</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Value of Work</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Changing Nature of Workplace</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>5. Explore Preferences</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>6. Relationship of Decision Making</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>7. Changing Roles</td> <td style="text-align: center;">¥</td> </tr> <tr> <td colspan="2">Integrated Learning (2)</td> </tr> <tr> <td>1. Identify academic knowledge and skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Demonstrate differences</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Solve problems</td> <td style="text-align: center;">¥</td> </tr> <tr> <td colspan="2">Universal Foundation Skills (3a)</td> </tr> <tr> <td>1. Basic Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>2. Thinking Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>3. Personal Qualities</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>4. Interpersonal Skills</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>5. Technology</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>6. Managing Information</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>7. Managing Resources</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>8. Systems</td> <td style="text-align: center;">¥</td> </tr> </table>	Career Development (1)		1. Career Plan	¥	2. Awareness of Interests, Aptitudes, and Abilities	¥	3. Value of Work	¥	4. Changing Nature of Workplace	¥	5. Explore Preferences	¥	6. Relationship of Decision Making	¥	7. Changing Roles	¥	Integrated Learning (2)		1. Identify academic knowledge and skills	¥	2. Demonstrate differences	¥	3. Solve problems	¥	Universal Foundation Skills (3a)		1. Basic Skills	¥	2. Thinking Skills	¥	3. Personal Qualities	¥	4. Interpersonal Skills	¥	5. Technology	¥	6. Managing Information	¥	7. Managing Resources	¥	8. Systems	¥
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<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> ¥ Magazine, newspaper, and television advertisements ¥ Measurement tools (e.g., cups, spoons, rulers) ¥ Various surfaces for testing adhesion ¥ Paper towels, adhesive bandages ¥ Timers ¥ Data charts for record keeping ¥ Pitchers of water ¥ Assorted art supplies ¥ Aluminum baking pans 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>English Language Arts</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>Languages Other than English</td> <td></td> </tr> <tr> <td>Mathematics, Science, and Technology</td> <td style="text-align: center;">¥</td> </tr> <tr> <td>Health, Physical Education, and</td> <td></td> </tr> </table>	English Language Arts	¥	Languages Other than English		Mathematics, Science, and Technology	¥	Health, Physical Education, and																																			
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<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> ¥ Activity can be expanded to analysis and design of product packaging. 																																											

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): Science

Title of Activity: Great Gardeners

GRADE				
K	1	2	3	4

Estimated Time: 1Ð2 weeks

OBJECTIVE(S)	ELEMENTARY STANDARDS	
<p>Students will identify conditions necessary for a seed to grow. Students will design/arrange garden/window boxes. Students will gain understanding of careers related to plants.</p>		
DESCRIPTION OF ACTIVITY		
<ul style="list-style-type: none"> ¥ Teacher explains to the class that they are going to be designing a garden or garden boxes for the school. ¥ Students visit a local garden center. Manager or other personnel talk with students about the work of a garden center and the various jobs there. ¥ Garden center personnel tell the students about soil selection, plant varieties, and care of plants. Students also learn about seeds and the growth cycle of plants. Students have hands-on experiences with plants and products at the garden center. ¥ Garden center personnel visit the classroom to talk about plant selection, garden designs, and growing conditions (i.e., water, soil, drainage, light, temperature, and nutrients). ¥ Students/teacher create rubrics for gardens/garden boxes. ¥ Students create school gardens or garden boxes, using what they have learned about plants and personal preferences for color to design their gardens. ¥ Students will predict what their boxes will look like in six to eight weeks, chart growth, and compare results. ¥ Window boxes will be displayed at the school. 	<ul style="list-style-type: none"> Career Development (1) 1. Career Plan 2. Awareness of Interests, Aptitudes, and Abilities ¥ 3. Value of Work ¥ 4. Changing Nature of Workplace 5. Exploring Preferences 6. Relationship of Decision Making 7. Changing Roles Integrated Learning (2) 1. Identify academic knowledge and skills 2. Demonstrate differences 3. Solve problems Universal Foundation Skills (3a) 1. Basic Skills ¥ 2. Thinking Skills ¥ 3. Personal Qualities ¥ 4. Interpersonal Skills ¥ 5. Technology 6. Managing Information 7. Managing Resources 8. Systems ¥ 	
MATERIALS/RESOURCES		
<ul style="list-style-type: none"> ¥ Field trip resources ¥ Soil, plants, fertilizer ¥ Garden boxes ¥ Gardening tools 		
COMMENTS/MODIFICATIONS	POSSIBLE STANDARDS CONNECTIONS	
<ul style="list-style-type: none"> ¥ If gardens are planted with seeds, the initial study of seeds and plants will need to start earlier in order for the plants to grow to a transplanting size. ¥ Window boxes make a great community project; give them to senior citizens, shut-ins, or disabled people. ¥ Students of all learning levels can work together, responding to their own skill level. ¥ Flower boxes can be bought or made by students. 	<ul style="list-style-type: none"> English Language Arts ¥ Languages Other than English Mathematics, Science, and Technology Health, Physical Education, and Family and Consumer Sciences Social Studies ¥ The Arts 	
ASSESSMENT/EVALUATION		
<ul style="list-style-type: none"> ¥ Evaluation of window boxes is based on established rubric. ¥ Classroom participation is evaluated. 		
SOURCE/CREDIT		
Submitted by Sue Bleeker, St. Peter's School, Plattsburgh, NY; Adirondack School-to-Work Partnership.		

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): Mathematics, English Language Arts, The Arts

Title of Activity: Terrific Tangram Technology

GRADE				
K	1	2	3	4

Estimated Time: 1Ð6 classes

OBJECTIVE(S)

Students will develop problem-solving and mathematical reasoning skills.
 Students will explore components of design, understanding parts of the whole and spatial sense and relationships.
 Students will use technology to author a multimedia slide show.

DESCRIPTION OF ACTIVITY

This hands-on experience allows students to recreate illustrations using tangrams. As a follow-up, students will create a slide show bringing their text to life.

- ¥ Teacher gives each student a set of seven paper tangrams, explains what they are, and allows time for the students to explore the tangrams.
- ¥ Teacher reads Grandfather Tang's Story by Ann Tompert to the class. As the story is read, students manipulate their tangrams to duplicate the progression of pictures shown in the story.
- ¥ Students create a square using all seven tangrams and make as many different figures as possible.
- ¥ Class works as a whole to write a short story that will be the text of a slide show. Students work individually or in pairs to use tangrams to represent the various characters or settings in the story. Students paste their tangrams to make the appropriate shapes.
- ¥ Teacher introduces ClarisWorks slide show and walks the children through the sequence of steps necessary to complete a basic slide show.
- ¥ Teacher demonstrates the various capabilities of the ClarisWorks slide show and assists the children in personal artistic expression through text and graphics manipulation, in addition to color variations and pattern choices.
- ¥ Students make their story into a slide show.
- ¥ Photographs of the student can be taken with a digital or regular camera. If a regular camera is used, a scanner can be used to insert pictures of the students into the slide show.

MATERIALS/RESOURCES

- ¥ Grandfather Tang's Story by Ann Tompert
- ¥ Digital or regular camera systems
- ¥ Class set of paper tangrams ¥ Computer
- ¥ Construction paper, scissors, glue ¥ ClarisWorks
- ¥ Color scanner

COMMENTS/MODIFICATIONS

- ¥ If the class does not have access to a computer and ClarisWorks, the class can create their story and glue the appropriate tangram shapes to paper with each page telling a different part of the story.

ASSESSMENT/EVALUATION

- ¥ Rubric is used to evaluate slide show.
- ¥ Students are evaluated on basis of classroom participation.

SOURCE/CREDIT

Kathleen Magerko, Patricia Molloy, and Fran Epstein; Archer Street Microsociety and Multimedia School, Freeport School District .

ELEMENTARY STANDARDS

Career Development (1)	
1. Career Plan	
2. Awareness of Interests, Aptitudes, and Abilities	
3. Value of Work	
4. Changing Nature of Workplace	
5. Exploring Preferences	
6. Relationship of Decision Making	
7. Changing Roles	
Integrated Learning (2)	
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3. Solve problems	
Universal Foundation Skills (3a)	
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English Language Arts	¥
Languages Other than English	
Mathematics, Science, and Technology	¥
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	¥

[REDACTED]

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): Mathematics, Social Studies

Title of Activity: Coast to Coast: Where Do We Get Our Pencils?

GRADE				
K	1	2	3	4

Estimated Time: 10 weeks to yearlong

OBJECTIVE(S)

- Students will participate in the operation of a school store.
- Students will research where school products are made.
- Students will develop a career collection associated with school store products.

DESCRIPTION OF ACTIVITY

This is a coordinated learning experience that fosters a coast-to-coast search by students to discover the where? how? and who? of the production of school items. School-based activities include school store work, library research, and classroom writing and connecting activities. Site-based learning includes visits to UPS to discover how goods are transported, mailing items via the post office, and visiting the airport to see cargo transportation. Careers are explored throughout the learning experience.

- ✖ Students are trained to participate in operating the school store, including the areas of inventory, buying, selling, handling money, and customer relations.
- ✖ Students work in each of the areas for a designated time so that they have experience with all areas.
- ✖ Class identifies the school store items, and cooperative groups are assigned specific items to research.
- ✖ Each group researches where their item is made (by state) and how it is made.
- ✖ The library media specialist helps the students to record the location of production by placing the item symbol on a large map.
- ✖ Teacher leads the class in discussion to discover how items might get to the school. Transportation of the products is discussed and charted.
- ✖ Local transportation representatives (from trucking firms, UPS/Federal Express, post office, airport) speak to the class about their role in transporting goods.
- ✖ Students visit various transportation sites (e.g., UPS) and watch the process of transporting goods. Company representatives identify various jobs, and necessary skills, and explain how the jobs are done.
- ✖ Students/Groups create books and posters about their researched items.

MATERIALS/RESOURCES

- ✖ Research resources library and computer
- ✖ School store
- ✖ School store items
- ✖ Transportation costs
- ✖ Poster board and paper for books
- ✖ Art supplies

COMMENTS/MODIFICATIONS

- ✖ Students can be assigned jobs at the school store on the basis of skill levels.

ASSESSMENT/EVALUATION

- ✖ Teacher evaluates group participation on basis of classroom observation.
- ✖ Teacher uses rubric to evaluate research and books/posters.
- ✖ Teacher uses checklist to evaluate student participation in class project.

SOURCE/CREDIT

Submitted by Tricia Dosiek, Carol Howard, and Bette Crowningshield, Peru Primary School, Peru Central School District.
Submitted by Carol Varsalona. Young Managers of Tomorrow. Nassau County School to Career Partnership.

ELEMENTARY STANDARDS

Career Development (1)

- 1. Career Plan ✖
- 2. Awareness of Interests, Aptitudes, and Abilities
- 3. Value of Work ✖
- 4. Changing Nature of Workplace
- 5. Exploring Preferences
- 6. Relationship of Decision Making
- 7. Changing Roles

Integrated Learning (2)

- 1. Identify academic knowledge and skills
- 2. Demonstrate differences
- 3. Solve problems ✖

Universal Foundation Skills (3a)

- 1. Basic Skills ✖
- 2. Thinking Skills ✖
- 3. Personal Qualities
- 4. Interpersonal Skills ✖
- 5. Technology ✖
- 6. Managing Information ✖
- 7. Managing Resources ✖
- 8. Systems

- English Language Arts ✖
- Languages Other than English
- Mathematics, Science, and Technology

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): English Language Arts, The Arts

Title of Activity: Homemade Apple Pies

GRADE				
K	1	2	3	4

Estimated Time: 20-25 minutes

OBJECTIVE(S)

Students will learn about the life of an apple, from seed to tree to consumer.
Students will make apple pies.
Students will learn about jobs at the apple orchard and bakery.

DESCRIPTION OF ACTIVITY

Pie making is a school-based activity that culminates a unit on apples. Students gain an awareness of careers in the apple orchard and bakery business. Books and poems about apples, visits to an orchard and bakery, and integrated learning activities engage the students throughout the unit.

- ✖ Students listen to/read books and poems about apples (e.g., Apple Picking Time by Michele Benoit Slawson, The Seasons of Arnold's Apple Tree by Gail Gibbons).
- ✖ Students make apple art (e.g., apple prints, paintings of dried apple slices that are later shellacked by the teacher, apple books).
- ✖ Teacher talks to students about the life cycle of an apple (seed, tree, apple, consumer), and the students draw pictures of the life cycle.
- ✖ Class visits an apple orchard and watches the process of picking, sorting, washing, storing, and preparing the apples for market. Students are taught the correct way to pick apples, and they pick apples with assistance. Throughout the experience, jobs are highlighted and demonstrated.
- ✖ Students visit a local bakery and watch the pie-making process—measuring, crust making, apple preparation, and baking. Jobs at the bakery are highlighted and demonstrated.
- ✖ A bakery representative, local chef, or cafeteria staff visits the class to facilitate apple pie making with the students in the school's cafeteria.
- ✖ Students hold an apple pie tea at which they will share their pies with their families.
- ✖ Developing sequencing charts, language charts, thank-you notes, and a class big book intertwine English language arts skills with the learning experiences.

MATERIALS/RESOURCES

- ✖ Chart paper, big book materials, camera, and film
- ✖ Transportation for visits to the orchard and bakery
- ✖ Ingredients for the pies ✖ Cooking equipment
- ✖ Books about apples

COMMENTS/MODIFICATIONS

- ✖ The hands-on activities allow for multiple language experiences for this age group.
- ✖ Students with visual, auditory, and kinesthetic learning styles are given learning experiences to meet their needs.

ASSESSMENT/EVALUATION

- ✖ Teacher uses checklist to evaluate student participation in class project.
- ✖ Students are evaluated on basis of drawings and big books.

SOURCE/CREDIT

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): Social Studies

Title of Activity: Take Your Child to Work Day

K	1	2		

Estimated Time: 3 days

<p>OBJECTIVE(S) Students will participate in the national "Take Your Child to Work Day."</p>		
<p>DESCRIPTION OF ACTIVITY "Take Your Child to Work Day" (TYCWD) describes a structure for learning before, during, and after the job-shadowing day held on the fourth Thursday in April.</p> <ul style="list-style-type: none"> ¥ Teacher identifies the students taking part in TYCWD approximately one to two weeks before the date. ¥ Teacher invites these students to a pre-TYCWD meeting. At this meeting, students complete a life skills inventory sheet. ¥ Teacher shows a video about workplace skills and behavior. Students list skills used in video excerpts and/or role-play, showing workplace scenarios. ¥ On the day of the shadowing, students observe skills being used on the job and list them on the graphic organizer form. Students schedule and conduct an interview at the work site and take notes. ¥ Teacher holds a post-TYCWD meeting. In small groups or in pairs, students discuss their job-shadowing experience before whole group sharing. ¥ Students write thank-you notes, using the thank-you note graphic organizer. 	<p>Career Development (1)</p> <p>1. Career Plan</p> <p>2. Awareness of Interests, Aptitudes, and Abilities</p> <p>3. Value of Work</p> <p>4. Changing Nature of Workplace</p> <p>5. Exploring Preferences</p> <p>6. Relationship of Decision Making</p> <p>7. Changing Roles</p> <p>Integrated Learning (2)</p> <p>1. Identify academic knowledge and skills</p> <p>2. Demonstrate differences</p> <p>3. Solve problems</p> <p>Universal Foundation Skills (3a)</p> <p>1. Basic Skills</p> <p>2. Thinking Skills</p> <p>3. Personal Qualities</p> <p>4. Interpersonal Skills</p> <p>5. Technology</p> <p>6. Managing Information</p> <p>7. Managing Resources</p> <p>8. Systems</p>	
	<p>MATERIALS/RESOURCES ¥ Assessment/evaluation forms</p>	<p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p> <p>¥</p>
	<p>COMMENTS/MODIFICATIONS</p>	<p>POSSIBLE STANDARDS CONNECTIONS</p> <p>English Language Arts</p> <p>Languages Other than English</p> <p>Mathematics, Science, and Technology</p> <p>Health, Physical Education, and Family and Consumer Sciences</p>
	<p>ASSESSMENT/EVALUATION ¥ Teacher uses ELA rubric to evaluate thank-you notes. ¥ Teacher evaluates class presentations and discussions.</p>	<p>Social Studies</p> <p>The Arts</p>
	<p>SOURCE/CREDIT Submitted by Connie Czerwinski, Forest Park Elementary School, South Colonie Central School District.</p>	

ELEMENTARY SAMPLE ACTIVITY

Content Area(s): English Language Arts, Social Studies

Title of Activity: Flat Stanley Goes to Work

GRADE				
K	1	2	3	4

Estimated Time: 30 minutes

OBJECTIVE(S) Students will increase their awareness of the types of jobs available to them in the future and the skills necessary to perform them.	ELEMENTARY STANDARDS	
DESCRIPTION OF ACTIVITY Take Flat Stanley to work and watch your students anxiously await his arrival. Read his journal to learn what Stanley made, whom he met, and what tasks he completed. ¥ Teacher reads Flat Stanley by Jeff Brown to the class, and they discuss what it would be like to be flat. ¥ Teacher introduces the activity in which Flat Stanley or Flat Sally will be sent to work with different students' parents throughout the year. ¥ Teacher sends home a letter asking parents to take Flat Stanley to work with them and keep a journal of their entire workday (skills used, meetings, schedules, and appointments). Parents are also asked to complete an information worksheet regarding their current jobs (title, education, skills, preparatory jobs, special skills, childhood hobbies). ¥ Students draw work clothes on Flat Stanley that are like parents' work clothes. ¥ Students take Flat Stanley home for their parents to take to work along with the information worksheet. ¥ As Flat Stanley returns to school, the students or teacher reads the journal and comments on the worksheet. ¥ Class creates a bulletin board that illustrates where Flat Stanley has been, the types of jobs he observed, and the skills he saw being used. ¥ Students create graphs of similar and different skills needed for various jobs. ¥ Teacher sends Flat Stanley off to another work site.	Career Development (1)	
	1. Career Plan	
	2. Awareness of Interests, Aptitudes, and Abilities	
	3. Value of Work	
	4. Changing Nature of Workplace	
	5. Exploring Preferences	
	6. Relationship of Decision Making	
	7. Changing Roles	¥
	Integrated Learning (2)	
	1. Identify academic knowledge and skills	
	2. Demonstrate differences	
	3. Solve problems	
	Universal Foundation Skills (3a)	
	1. Basic Skills	
	2. Thinking Skills	¥
3. Personal Qualities	¥	
4. Interpersonal Skills		
5. Technology		
6. Managing Information		
7. Managing Resources	¥	
8. Systems	¥	
MATERIALS/RESOURCES ¥ Paper copies of Flat Stanley and Flat Sally ¥ Crayons, markers ¥ Information worksheets for parents	POSSIBLE STANDARDS CONNECTIONS	
COMMENTS/MODIFICATIONS ¥ This activity can be scheduled to take place within one week (when all students take Flat Stanley/Sally home at the same time) instead of throughout the year. ¥ Project works well with support from school librarian or media specialist.	English Language Arts	¥
	Languages Other than English	
	Mathematics, Science, and Technology	
	Health, Physical Education, and Family and Consumer Sciences	
	Social Studies	
ASSESSMENT/EVALUATION ¥ Students are evaluated on basis of of classroom participation and graphs.	The Arts	
SOURCE/CREDIT Submitted by Connie Czerwinski and Claudia Germain, Forest Park Elementary School, South Colonie Central School District and Carol Varsalona, Archer Microsociety.		

