

# TEACHERS ACTIVITIES




## Theme:

Working together as a team is important because a group can accomplish more than an individual. Also, things that are worth doing take time to achieve.

## Topics For Discussion:


Pose the question that LeVar asked children in the program to the class: "What can you do as part of a team that you can't do alone?" List the responses on the board and discuss how teamwork is important to each activity.

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Discuss the importance of teamwork and cooperation within a family. Invite students to tell about the different jobs that members of their family have and how working together makes their home life run more smoothly.

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Ask students what sorts of things families save for. In the discussion, contrast the length of time needed to save for certain items (such as a house or car) with the time needed to save for other, less expensive items (such as a bicycle or couch) or very small items (such as a video or small toy).

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Invite students to share ways that they and their families save money (clip coupons, put coins in a piggy bank, recycle and reuse items, shop for sales, etc.).

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Discuss sports in which members of a team help each other. How does teamwork make a team more successful?

## Curriculum Extension Activities:

Have students “shop” for a chair by using newspaper advertisements and catalogs from furniture stores. First, have them cut out pictures of different types of chairs and classify them into groups, such as “comfortable chairs,” “chairs for work,” “rocking chairs,” “chairs for sitting in while eating,” “good chairs for napping,” “recliners,” or other categories the students might think of. Have them note the prices of the chairs next to the pictures and discuss the value of different types of chairs. Older students might want to comparison shop using the ads.



Purchase an old, inexpensive (but sturdy) wooden chair from a secondhand store (or someone might have an old chair to donate to the classroom). Have the students paint the chair in bright colors. Make it the class’s special chair and use it for sharing the students’ original stories, for reading books to the class, for sharing news, or any activity that calls for a special place to sit.



As a class, make a photo essay of events and activities that show members of the class working together. Keep a camera handy and snap pictures of students cooperating in order to complete a task. Mount the photos on sheets of paper and have students write captions explaining what is happening in the pictures. Encourage them to use words that indicate cooperation and teamwork in their descriptions. Bind the pages into a class book and give it an appropriate title.



Have students make fire safety posters illustrating tips for fire prevention or what action to take in the event of a fire. Display the posters around the school building.



As a class, decide on something the class would like to purchase, such as a new game or book for the classroom or a tree for the school yard, or a donation they would like to make, e.g., to a local Food Bank, a group home for women and children, etc. Obtain a large (gallon-size) plastic jar and start a penny collection. At the end of each week, estimate the number of pennies in the jar. Establish a small group of “accountants” to take the responsibility for counting the pennies and recording the amount each week. (They might wish to put each week’s pennies in a plastic bag and add new totals to the preceding weeks’ numbers.)

Start a "Teamwork Counts" bulletin board in the classroom. Have students be on the lookout for articles and pictures from newspapers that feature teamwork in their community. Encourage them to look for items in addition to sports. Discuss how teamwork helped the situations described in the clippings as they are added to the board.



If possible, arrange a field trip to a fire station or invite some fire fighters to school (with their truck, of course) to talk with the students about fire safety and to demonstrate the features of the fire engine.



Obtain a copy of the book, *A Chair for My Mother*. Vera B. Williams created patterns in the borders of the book pages. Discuss the borders with the students, asking them to describe the patterns and to consider why the illustrator chose those particular designs for the pages. The book has two sequels featuring Rosa, her mother, and her grandmother—*Something Special for Me* and *Music, Music for Everyone* (this book also has cooperation as one of its themes). Share those two books with the class so students can find out more about the lives of the characters. Discuss Williams' style of illustration across the three books. What similarities do they notice?

### **SUPPLEMENTARY BOOKLIST:**

POINSETTIA AND THE FIREFIGHTERS

by Felicia Bond (HarperCollins)

SAM JOHNSON AND THE BLUE RIBBON QUILT

by Lisa Campbell Ernst (Lothrop, Lee & Shepard)

FIRE! FIRE!

by Gail Gibbons (HarperCollins)

FIREHOUSE DOG

by Amy & Richard Hutchings, photos by Richard Hutchings (Scholastic)

I'M GOING TO BE A FIRE FIGHTER

by Edith Kunhardt (Scholastic)

FIRE FIGHTERS  
by Robert Maass (Scholastic)

CHICKEN SUNDAY  
by Patricia Polacco (Philomel)

MAMA BEAR  
by Chyng Feng Sun, illus. by Lolly Robinson (Houghton Mifflin)

FIREMAN SMALL  
by Wong Herbert Yee (Houghton Mifflin)

HOW THE SECOND GRADE GOT \$8,205.50 TO VISIT THE STATUE OF  
LIBERTY  
by Nathan Zimelman, illus. by Bill Slavin (Albert Whitman)

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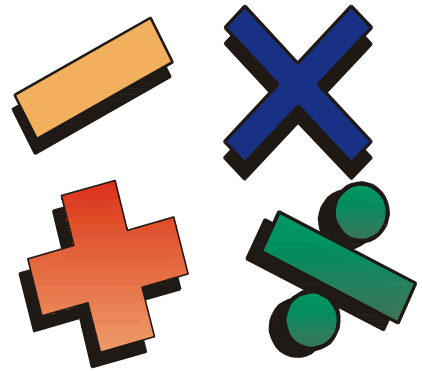


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- **Comparing money values.** Collect newspaper ads for furniture and catalogs from furniture stores or other businesses that sell chairs — for students to use in “shopping” for a chair. They will need to decide on the type of chair they wish to buy and comparison-shop the ads, looking for the best values. They might organize their information on a large chart on which they have glued cutouts of different kinds of chairs and placed them in categories (rocking chairs, recliners, etc.), and labeled the prices.

- **Working with one-half.** When the little girl in the story helps out at the Blue Tile Diner, she puts half of her pay in the money jar. Using a jar and small manipulatives, such as beans, unifix cubes, tiles, etc., have students problem-solve a strategy for putting half of their objects in the jar. After they have figured out some possible strategies with manipulatives, have them use pennies and then coins of larger value.



Have enough coins available so that if they are paid a dime and two pennies, for example, they have more than one possible way of determining half the amount.

- **Estimating, counting, and regrouping.** In a whole group activity, use a gallon glass jar and manipulatives of different sizes and shapes (e.g., unifix cubes, dice, checkers, crayons, marshmallows, etc.) for estimation. After students have estimated how many of their chosen objects will fill the jar, determine the actual number according to concepts on which you are focusing, such as counting by 1’s, 2’s, 5’s, 10’s. Allow students to suggest different ways of counting. This activity may be extended further to include regrouping and calculating to determine if their estimate was greater than, less than, or the same as the actual amount. Later, students may continue this activity in small groups with an assortment of baby food jars filled with objects such as beans, pasta, marbles, beads, etc.

- **Estimating and counting money.** Start a penny collecting jar for the classroom. A mayonnaise or peanut butter jar might be a good way to begin. Anyone who wishes may add to the jar. With students, focus on pennies they earn or find. Designate a day of the week for estimating and accounting. Post a chart of names on which each child can record her/his

estimate each week. A team of accountants (2-3 children) takes the responsibility for making a weekly report of the penny jar finances. Have students brainstorm how they would like to spend the money (e.g., books for the classroom or school library, classroom materials, donation to a charity, etc.) when the jar is full. The pennies may periodically be used to determine the penny equivalents of other coins.

## Do-At-Home Activity

• *Thinking about saving money.* Encourage families to discuss the concept of saving money from the perspective of the family. Topics they might think about include:

- What sorts of things do families save money for?
- Which of these things usually require saving for a long period of time (e.g., college education, house, car, etc.)? What kinds of items require less time in order to purchase (e.g., bicycle, clothing, furniture, etc.)? What kinds of things require a fairly short amount of money-saving time (e.g., small toy, a CD, a video, etc.)? Why do these differences in time exist?
- What are some different ways in which people save money? (e.g., piggy bank, savings account, bonds, tucked away in a sock, etc.)
- What are some things that families do in order to save money (e.g., coupons, buy items on sale, reuse items, etc.)

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