



HELPFUL HINTS

Third Grade - "Our City"

All Grades:

- Review the tip sheet that came with your program kit.
- For each school visit, consultants must enter through the main door and **SIGN IN AT THE SCHOOL OFFICE.**
- **BE PREPARED** before you go into the classroom! Read activity plans, organize kit materials, etc.
- Use your *Guide for Volunteers and Teachers*
- Make the activities **FUN** for the students!
- There are different learning abilities among students. Discuss with your teacher how to adapt lessons to meet learning needs.
- Secure student roster from the teacher **BEFORE** your first visit. Use it to make table tents (for first visit) and certificates (for last visit). Ask the teacher to note any students that are addressed by a nickname. If the teacher prefers not to release student names due to privacy concerns, ask him or her to fill out the table tents and certificates.
- **ALWAYS ASK** the teacher to divide the class into groups for the activities. Teachers know which students work well together. Noting the "need to group students" prior to the beginning of the lesson is helpful to the teacher.
- Ask the teacher for a copy of the seating chart.
- Plan a graduation party at the last session. While gifts are optional, students appreciate food treats, pencils, or anything you bring. Be sure to bring the same treat for every student; choices become a headache. Ask the teacher if there are special circumstances (allergies, diabetic, etc.) Texas state law addresses appropriate snacks in the classroom. Ask your teacher for guidance.
- Emphasize at each visit how you use math, spelling, reading, and language arts at work everyday.
- Ask your teacher if they feel it is a good idea to schedule your visits after recess or a break. This would give you a chance to hang the banner and posters while the students are out of the room.
- Encourage all students to give answers loudly and clearly enough for everyone to hear. Rephrasing their answers, not repeating them, is helpful. Thus, the student "owns" his/her answer.
- Encourage everyone to participate. Use phrases such as "Now we are going to..." rather than "Would everyone like to..." as you begin new activities.
- Give the Junior Journals to the teacher to use as reinforcement between activities.
- During your time in the classroom, please take the opportunity to demonstrate the basics of business etiquette. (Some examples include introducing others, making eye-contact, respectfully addressing others, punctuality, presentation skills, the importance of volunteering, etc.)



Activity 1:

- Before selecting students to answer the first few questions of the activity, ask the teacher if they have a certain process of doing this, so you stay with the management routine of the class.
- You may secure city maps from the Chamber of Commerce and have the students locate their school and identify zones on the map. Let them keep the maps.
- Provide an example of a floor plan filled in of their classroom, so they better understand what they need to do.
- Depending on the class, you may want to make extra copies of the “Zones Worksheet” so they can work individually instead of in a group.
- Start a discussion about whether the students would want a restaurant right next to their home; discuss what would be the advantages and disadvantages.
- Leave the buildings with the teacher, so students can color them before your next visit.

Activity 2:

- This session can be very full—watch the time.
- To save on time, you could give the teacher the buildings ahead of time (after first lesson) so the students can color their buildings before class.
- Blueprints may be a little dry for 3rd graders, but they have responded to real blueprints with pictures of the finished project.
- It is suggested to do Option A otherwise the buildings will become a distraction during the blueprint activity.
- You may want to actually mark the ruler and blueprint with a marker to indicate to the students what side to use.
- The multiplication for this lesson is difficult for some students, so please be of assistance and request for the teacher to help as well.

Activity 3:

- It may be helpful to pre-print the vocabulary words and definitions on paper to hang on the board.
- Write an ad and read it to the students as an example before they begin their own.
- Bring in restaurant ads that the students can relate to.
- You may need to take the students step by step through the worksheet.
- Depending on the group, have the students pick a spokesperson to share their decisions from the Reci-Pos for Success worksheet or have each child answer a group question to get more students involved.

Activity 4:

- It can be challenging to get enough time for the students to come up with an idea and write a story about it. Consultants may want to assign topics to the students so they have enough time to write the story. Choose topics from what the students have been studying about in previous activities.
- You may want to find and cut out short newspaper articles, and give one to each group of students, having them find the answers to the “5 Ws” in their article. One person from each group can read aloud the article and then share the “5 Ws” answers. Place the article and their 4X6 article form on the assigned section of the newspaper layout.
- You may want to call the local paper ahead of time to see if they would be willing to deliver copies of the newspapers to your class so the students can use them as a reference, or bring some extras from home.
- Give the students examples of how you write a story for a newspaper (example: facts at the top).
- Show a variety of different types of newspapers (including the *Weekly Reader* as students are usually familiar with this newspaper).
- Depending on the class, this may be an activity that works better if the students are in groups. Consult the teacher in regard to what would be most effective.



Activity 5:

- During this activity, you may be crunched for time. If possible, you may want to schedule extra time with the teacher for this lesson.
- This activity requires you to provide six signs to put on the students' desks - BANK, RESTAURANT, NEWSPAPER (2 each). Please note these are not provided in the kit.
- You may want to make a sign for each station as a visual for the students.
- To avoid mass confusion, you may want to assign each student to a particular role and not have him or her switch roles. It was also suggested that the groups would not go at the same time, but while one group is going through the motions, have the other one fill out the check registry together.
- Have an example of a check registry filled out on the board or overhead, as a guide for the students.
- Also, there may be a miss-print on the checks and check register. Some of the materials have the paycheck as #321, and some have it as #123. Please be aware of this and redirect students if necessary.
- Balancing the checkbook is sometimes difficult. Make sure you allow enough time for the math, and prepare the teacher for the activity so they may offer assistance.
- Talk about what happens when you deposit money into the bank (example: What does the bank do with it? How does the bank lend money?). Introduce the subject of interest rates.
- Be sure to spend the last ten minutes of the activity handing out graduation certificates, thanking the teacher and students, and highlighting your time in the classroom.

You're done! Go to www.jadallas.org and click "I completed my class" to let us know!