



HELPFUL HINTS

Kindergarten - "Ourselves"

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 Consultants"
- Make the activities FUN for the students!
- There are different learning abilities between 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 privacy issues are a concern for the teacher, ask 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.
- 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. Ask the teacher about appropriate food – Texas state law addresses this. 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.)
- It is a good idea to schedule your visits after recess or a break. It gives you a chance to put up the posters and banner while the students are out of the room.
- Emphasize at each visit how you use math, spelling, reading, and language arts at work everyday.
- 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 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.
- Most classrooms have a designated reading area for the students. It is a good idea to read the stories to the students in this area and then have them return to their seats for the activity.
- Some may find it difficult to read with the book out to their side. As an option, explain to the students that you will read each page and then turn the book around to show them the pictures.
- Bring photographs or magazines pictures of farms to illustrate the economic resources outlined in the story.
- Bring a sample of the items used for trading in the story. Reenact the chain of trade that was described.
- Draw a picture or print your favorite animal to share with the students either before or during the activity.

Activity 2:

- Distribute pennies or other coins to the students. This is much easier for the students to scratch off the coins on their bookmark.
- Please be aware that coin recognition may be difficult for some students to grasp, as they may not have covered this concept yet.
- Please note the “scratch off” bookmarks are messy and leave a residue on the children’s fingers. We suggest using a wet wipe or Kleenex to clean their hands after the activity.

Activity 3:

- Be sure all students understand that there are five *different* types of vegetables on their sticker sheets. There are enough rows on their worksheets for each type of vegetable to be planted in the same row. You may want to post a worksheet on the board and demonstrate this process.
- Removing stickers requires fine motor skills which some students master more quickly than others. Be prepared to help a number of the students and ask for the teacher’s assistance.
- If time allows, discuss the economic market for vegetables, from growing them to canning, selling and buying them.

Activity 4:

- You may find having the students hold their worksheets in the air until everyone has completed each segment of this activity before moving on will help with keeping the students on track.
- Leave the pop-up banks in their envelopes and ask the teacher to distribute them at an appropriate time. Once the students open their banks, they are difficult to collapse again and store in their backpacks.

Activity 5:

- Some students have not learned how to put things in sequential order as they happened in the story. This can be a hard concept for them to understand. You may want to cut the worksheets into strips and then have them lay it out on their desks in the story order.
- Discuss with the students the importance and fun of giving. Ask them to share their experiences in giving, sharing, or helping someone else.
- 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 finished My Class” to let us know!

Core purpose: to inspire and prepare young people to succeed in a global economy