

Teaching Tips

Our City – Third Grade Program

- ✓ Refer to the colored side bars on the pages throughout the guide book for helpful suggestions and teaching tips.
- ✓ Remember to speak with the teacher prior to the activity to be sure you will have tape, tacks or magnets to display the JA posters.

Activity 1

- As you start to talk about zones with the students, help them to see the importance of why and how cities are organized. Ask, “What would happen if a factory was next to your school?” or “If a chicken farm was next to an office building?”
- Before distributing the journals, you may want to list the different types of city zones on the board along with the student’s responses to the types of buildings found in each zone.

Activity 2

- As a suggestion, follow Option A for this activity. (FYI -There is an interesting bit of trivia on the colored side bar on page 13 about blueprints that the students enjoy hearing.)
- Your kit includes materials for 30 buildings. You will want most, if not all, of the buildings put together and included in the city. If your class is large and has almost 30 students, you might want to pull out some of the houses. Those can be kept for students who were absent the first day, so that every student will have a building in the city.
- During these activities, it is best if the zones map can be placed on the floor with the buildings placed on it. *If* you must hang the poster, please keep in mind that it will get heavy once you start taping the buildings on it, and it will have a tendency to fall down.
- If your class is smaller than 15 students, have each student construct two buildings; you can give the teacher the extra buildings.
- Have students decorate and write their names on their buildings before putting them together. Please note that markers do not work well on the building’s glossy paper, as it tends to smear.
- Have the students come up, one at a time, to place their buildings on the map, as they explain why they think their building should go in the appropriate zone.

Activity 3

- It is very important to discuss the Reci-P’s for Success poster (marketing survey). Students should refer to this when making restaurant decisions such as price, employees, etc.

Activity 4

- Talk about a catchy headline and how it draws the reader into the article. Give an example such as a headline that reads... “Worms Found in Cafeteria Food!” Ask the students if they would be interested in this article. What if it simply read “Cafeteria Food?” They might not read on to see that for desert that day in the cafeteria they were serving a treat with gummy worm candy in it.
- Help the students get started by giving them individual suggestions, or have them draw from their personal experiences by using examples and topics for them to refer to.
- You may want to bring in newspaper articles as examples to show the students.