

Part One

Basic Survival Skills

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Relating Basic Information

PARENT LETTER #1

Relating Basic Information

Dear Parents,

In the next few weeks, we will be discussing and practicing telling basic information about ourselves, such as name, address, phone number, date of birth, family members, and emergency needs. This is not intended to be an intrusion into your private lives, but it is important for your child to be able to identify these items about himself or herself. It would help me a lot to have the correct answers so that I can make sure your child is learning the right information! Please help by completing the form on the next page and return by _____.

You can also help by practicing this information with your child at home.

Thanks for your help!

Sincerely,

Teacher



Child's name:

Name(s) of Parent(s) or Guardian(s):

Who lives in the home:

Address:

Phone number:

Where Parent(s) or Guardian(s) works:

Phone number at work:

Emergency or medical needs:

1.1 Who Are You?

Objective

Upon request or in appropriate situations, the student will state his or her full name.

Discussion

Teacher: Were any of you named after your parents or a particular person? Is there a name that is special for some reason in your family? Names are very important. Can you help me list reasons why someone might need to know your name? (For example, if you're lost, filling out a form, and so on.)

Worksheet 1.1: On this Worksheet, you will see four examples of when you should tell someone your name. I want you to listen while I read the directions, and then finish drawing the student to resemble yourself. In the cartoon "balloon," write how you would tell someone your name.

Answers

(These are examples.)

1. Yes, the card should say (name).
2. My name is (name).
3. My whole name is (name).
4. I'm (name).

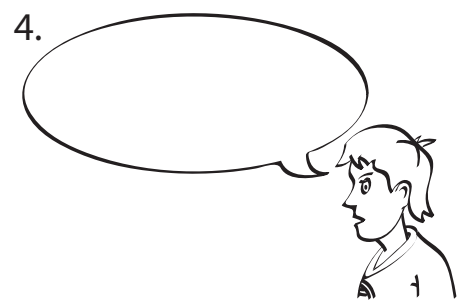
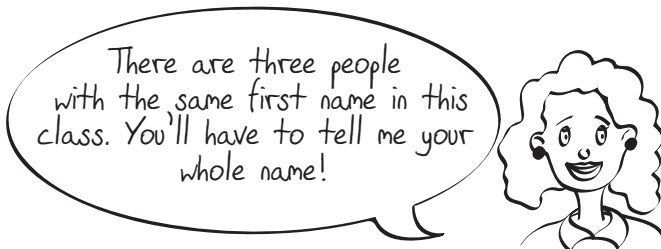
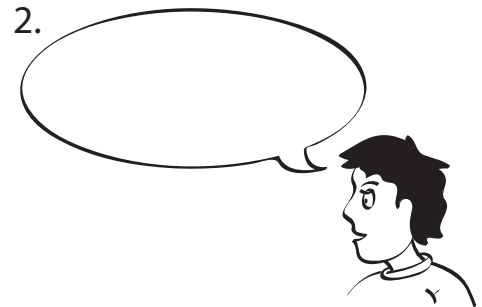
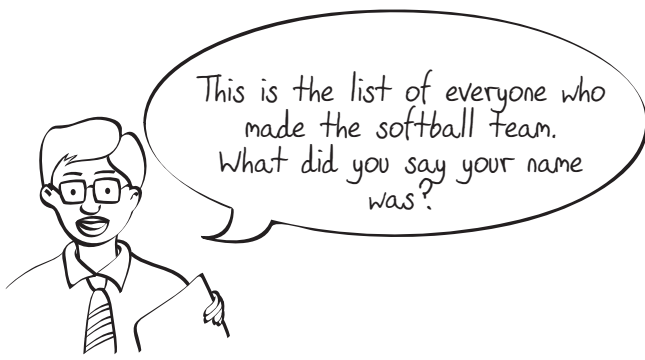
Extension Activities

1. *Name Meanings.* Locate a baby name book and have students look up what their first name means. If students know, have them tell the origin of their given name as well as their last name.
2. *Name Posters.* Have students draw and color posters using the letters of their names. Students may shape the letters to form a picture of something that interests them (for example, a skateboard, airplane).

1.1

Who Are You?

Pretend that you are the student in each of these pictures. Fill in the cartoon to tell how you would answer each person in each situation.



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1.2 Where I Live

Objective

Upon request or in appropriate situations, the student will state or write his or her address.

Discussion

Teacher: What kind of mail comes to your house? How does the mail carrier know where to deliver everything? If you were going to send away for something, what information would you need to give the people who were going to send it to you? Your *address* is the directions for where you live. Usually your address includes house number, street, city, state, and ZIP Code. You will need to know all of these parts of your address.

Worksheet 1.2: It is important for everyone to know his or her complete address. On this Worksheet, help the students find the missing parts and use the Help Box at the bottom to complete their address. Then we will work on the directions for your address, including all of the same information.

Answers

1. State—Indiana
2. City—Milwaukee
3. House number—307
4. Street—Lemon Grove Parkway
5. ZIP Code—22901

Extension Activities

1. *Roll Your Address.* Using one die, have students roll and state the part of their address indicated by the following key: one—house number, two—street, three—city, four—state, five—ZIP Code, six—roll again.
2. *My House.* Have students draw or color and cut out a paper house (or apartment, trailer, or other dwelling) with the appropriate information on it. Have students send a letter through the mail to another student, using the address from the paper house. When the letter is received, have the student bring it to school and display it next to his or her paper house.

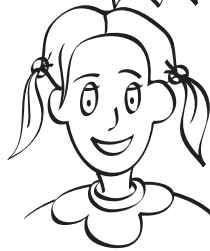
1.2 Where I Live

Something is missing from each of the following addresses. Write the answer on the line.

1. 507 East Main Street
Bloomington 47401



2. 300 N. 7th Street
Wisconsin 53213



3. Washington Street
La Porte, Indiana 46350



4. 1074 Englewood Cliffs,
New Jersey 07632



5. Box 330, Route 7
Charlottesville, Virginia



HELP BOX

307	Lemon Grove Parkway	22901
Indiana	Milwaukee	

1.3 Hello, Anybody Home?

Objective

Upon request or in appropriate situations, the student will state his or her phone number.*

Discussion

Teacher: Just last night I talked to a friend of mine who lives a hundred miles away. How did I do that? (Via phone.) What do you need to know to make a phone call? Why might it be important to know your phone number?

Worksheet 1.3: Think about why people would need to know your phone number. On this sheet, you will decide whether or not someone needs to reach you by phone, and you will write down your phone number when it is needed.

Answers

1. Yes
2. Yes (although it could be mailed)
3. No
4. Yes (discuss area codes)
5. No
6. Yes

Extension Activities

1. *Class Phone Book.* If there are no objections from parents or school administrators, compile a class phone/address book. You may want to include other information as well, such as birth dates, pets, favorite activities, and so on.
2. *Call Me.* With prior parent notification, have students assigned to partners within the class. Inform students that they need to state/write their phone number correctly so that their partners can call them on a designated evening. Have students ask specific questions of each other over the phone and discuss the responses at school the following day.

* If students do not have a phone in their home, do not embarrass them or pry into reasons why they do not have a phone. Also, some students may have an unlisted number that they cannot divulge. You may adapt this activity by having them learn a parent's number (see Lesson 1.6) or other emergency number. Be sure that releasing this information is OK with all parties involved.

1.3

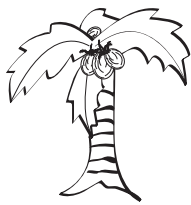
Hello, Anybody Home?

Which of these people would need to know your phone number to tell you something? Write *yes* or *no* in the space next to each situation. If it is *yes*, write your phone number too.

1. Mr. Pierce wants you to know that football practice has been canceled because of the rain.



2. You just won a free trip to Hawaii! The lady from the travel agency has the details.



3. Your best friend mailed you a birthday card.



4. Your aunt in France wants to wish you happy birthday.



5. Your next-door neighbor dropped off flowers for you while you were sick.



6. A friend wants to let you know what time everyone is going to go bowling.



1.4 Happy Birthday to Me!

Objective

Upon request or in appropriate situations, the student will state his or her birth date.

Discussion

Teacher: Do you know this song? (Hum “Happy Birthday” tune.) What does it mean? What is a birthday? When someone asks for your birth date, they want to know the month, day, and year that you were born. Why would someone need to know how old you are? (Movie tickets, reduced meal rates, class at school, and so on.)

Worksheet 1.4: Here are some examples of people wanting to know some dates. Not all of them need to know your birth date, however. I want you to figure out which ones need to know the date you were born.

Answers

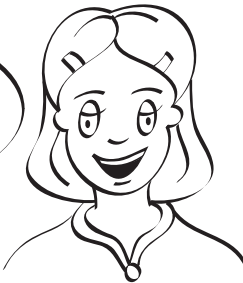
1. Yes
2. No
3. Yes
4. No
5. Yes

Extension Activities


1. *Everybody with This Month Game.* For practice in recognizing their birth dates, have students stand up/touch their toes/turn around, and so on if they have a birth date in a specific month. Go through the months in random order and at a fast pace!
2. *Birth date Helpers.* When you need a classroom helper, instead of drawing the student’s name from a hat, use their birth dates. (“I need someone with the birth date of October 16, 1980 to run an errand for me.”)


1.4 Happy Birthday to Me!


The people shown on this Worksheet want to know some dates from you. Draw a birthday cake if they want to know your birth date, and write the date on the line. If it is another date that they want, leave the line blank.

1.  I want to get you a wonderful birthday present! When were you born?

2.  When did you have your last dentist appointment?

3.  Are you old enough to ride the bumper cars? How old are you?

4.  Your Mother looks so young! What is her birthdate?

5.  I think we were born in the same month and the same year. Tell me your birthdate.

1.5 My Family

Objective

Upon request or in appropriate situations, the student will name the members of his or her family.

Discussion

Teacher: How many of you have a brother or sister? Who else is in your family? Is a pet dog a family member? There are many ways to describe what a family is. It could be the people you live with, people who take care of each other, or people who are related to each other. We are going to say that a family is a group of people who are together in some way. If we talk about your home family, that will mean the people who live at your house. There may be people who are related to you who do not usually live at your house. Those people are part of your family, too, but not your home family.

Worksheet 1.5: Today you are going to match some students with their home families. Read the clues and see if you can figure out which family the student is from. Match the family group with the student, and write the letter on the line.

Answers

1. Mary—D
2. Marcos—B
3. Frank—E
4. Kelly—A
5. David—C

Extension Activities

1. *Family Portrait.* Have students draw or bring in pictures of family members. They may wish to portray their natural family if this differs from the people who live in their home. They should feel free to include a divorced parent and siblings who do not live in their home. Use a loose definition of “family” for this activity. Have students introduce their families to each other.
2. *Family Awards.* Have a designated Family Day and give awards for the student with the most siblings, youngest sibling, tallest mother, newest in town, and so on. Students may wish to award their own families for some unique attribute they know about.

1.5

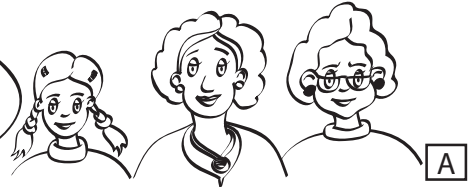
My Family

Here are some students who are describing their families. Match each student with the group that is his or her family. Write the letter assigned to that group on the line by the student.

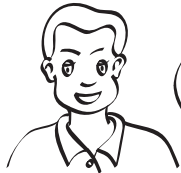


Mary

I have a big brother, John, and two little sisters, Sandy and Jane. I live with my mother and my grandmother. That's my family!

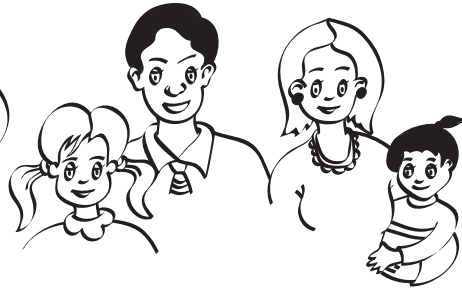


A



Marcos

I have a little baby sister and an older sister. We live with my father and my stepmother.

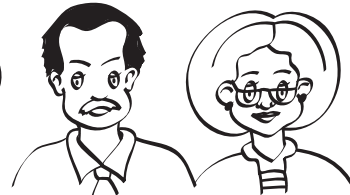


B



Frank

My parents are divorced. I spend the week with my mother and stepfather. My stepfather has one son. I don't have any other brothers or sisters.



C



Kelly

I live with my mother and my aunt. I have one sister. There are a lot of women at my house.



D



David

My parents are away so while they are gone my family is my Aunt Carol and Uncle John. They don't have any other kids.



E

1.6 My Parents and Where They Are

Objective

Upon request or in appropriate situations, the student will state where his or her parents can be reached.

Discussion

Teacher: Have you ever known of anyone who got hurt or sick at school? What happened? (For example, they called a parent.) What would happen to you if you had an accident at school? How could your parents be reached?

Worksheet 1.6: All your students need to reach their parents or another person who can help them. Some of them know enough information to get through, and some of them don't. Write yes or no if the student could or could not locate his or her parent or guardian with the information given. Then discuss what they could do here if they needed to get in touch with someone at their house if there was an emergency or important situation.

Answers


1. No (needs to know which hospital)
2. Yes
3. Yes
4. No (needs to know work schedule)
5. No (needs work phone number)


Extension Activities


1. *Backup Plan.* Have students individually relate what procedure should be followed if the parents needed to be contacted in an emergency. Although this information should be on an emergency card in the school office, students should be able to state the names of a neighbor, friend, or relative who could be called on if necessary.
2. *School Nurse.* Have students role-play situations in which one has an ailment (they can be creative as to the various maladies) and the other is the "school nurse." Have students practice giving appropriate information clearly and completely.


1.6 My Parents and Where They Are


These students need to get in touch with their parents. Some of them do not know the information to contact them. If students have enough information, write yes on the line. If they need more information, write no on the line.

1.  My leg really hurts. Could you call my dad? He works at the hospital, but I don't remember which one.

2.  I forgot my math book! It has all of my homework in it! My mother is at home and our phone number is 367-2440.

3.  It's raining - I wonder if my stepfather can pick me up after school. Let's see.. he works at Smith's Service Station and the number is 274-3093.

4.  I need to tell my grandmother about the meeting at school tonight. I know she's at her job, but I don't know if she works today or not.

5.  I'm supposed to call Dad when I'm ready to come home. My home number is 324-5827 but Dad's at work right now.

1.7 Meet My Teacher

Objective

Upon request or in appropriate situations, the student will state the name of his or her teacher, grade or class in school, and/or the name of the school he or she attends.

Discussion

Teacher: Pretend you have a friend from far away who is coming to visit you for a day at school. What information would you need to give him or her so that you could be located? Why do you think it is important to know the name of your teacher? (So someone would know what class you're in.)

Worksheet 1.7: Here are some students who need to know the name of their teacher and what grade they are in. Use the clues to figure out whose class they are in. Write your answers on the lines.

Answers

1. Mrs. Martin
2. Miss Alexander
3. Mr. King
4. Mrs. Martin
5. Mrs. Martin
6. Mr. King
7. Miss Alexander
8. Miss Alexander
9. Mr. King (some assumptions were made here)
10. Miss Alexander

Extension Activities

1. *Teacher Hall of Fame.* Locate pictures of all the teachers in your school. Assign students to find out the names, grades, or classes taught by the teachers. Put that and other interesting information on posters and arrange them for display.
2. *Guest Visitor.* Have teachers drop in for a five-minute interview by your class. Assign students to prepare some questions for the teacher. Teachers may wish to display or tell something interesting about themselves to share with your class as well.

1.7 Meet My Teacher

Below are students from the classes of Mr. King, who teaches fourth grade; Mrs. Martin, who teaches fifth grade; and Miss Alexander, who teaches sixth grade. Help the students get to the right class. Write the name of the teacher next to the student who is in his or her class.



Mr. King



Mrs. Martin



Miss. Alexander

1. Jason is in fifth grade this year. _____
2. Mark was in fifth grade last year. _____
3. Jenny likes having a man for a teacher. _____
4. Kim had Mr. King last year. _____
5. Fred does not have Miss Alexander or a man for a teacher. _____
6. Ramon has to repeat fourth grade this year. _____
7. Angel has the same teacher that Mark has. _____
8. Zac is a year ahead of Jason in school. _____
9. Kara's teacher is not married. Kara is not in sixth grade. _____
10. Karin was in fourth grade two years ago. _____

1.8 Medical Needs

Objective

Upon request or in appropriate situations, the student will state what medication or medical needs he or she requires.

Discussion

Teacher: Sometimes people need special medication to help themselves stay healthy. Can any of you give some examples of why special medicine may be required? (Seizure control, blood pressure, and so on.) *Medication* is a big word that refers to the medicine that a doctor has told you to take. It is not the same thing as taking drugs in a bad way. This is something that assists a person who needs extra help. Why is it important for someone to be able to tell what medication he or she needs? (To get help in a hurry.) Suppose someone needs immediate medical attention. Can you think of any examples? (Nosebleeds, seizures.) How do glasses help someone?

Worksheet 1.8: Here are a few examples of students who have specific medical needs. Read about their situations and decide what the best thing to do is in each case. Circle the letter of the best answer. Then we'll discuss your choices.

Answers

1. d 2. a 3. c

Extension Activities

1. *School Nurse Visit.* Invite the school nurse to stop in and explain some basic medical situations and how they are handled, such as the need to wear glasses, epilepsy, or specific handicaps. Emphasize that medication or medical advice is to be followed specifically.
2. *Book Reports.* Check out books from your school or local library dealing with children who have specific medical conditions, such as diabetes or leukemia. Read them to your class or have capable students do book reports on them and discuss as a class.

1.8

Medical Needs

Each of the following students has a medical need. Show what that student should do by circling the best answer in each story.

1. Kim often gets nosebleeds at school. Her mother told her to pinch her nose tightly when it bleeds. The next time it happens, what should Kim do?

- a. Call her mother and go home from school.
- b. Let her teacher know.
- c. Rush to the bathroom with several friends.
- d. Pinch her nose.



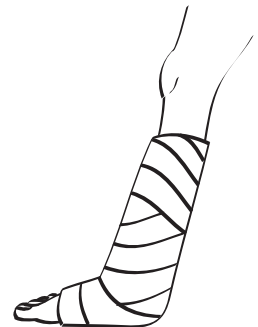
2. Randy needs to take a pill every day after lunch to control his seizures. One day he realized that he didn't have any pills left in the office. What should he do?

- a. Let the school nurse know to call home.
- b. Hope that he doesn't have a seizure.
- c. Take someone else's pill.
- d. Go home.



3. Jeff had an operation on his leg and is supposed to keep his leg raised for a few hours each afternoon. One afternoon he wanted to play outside with his friends. What should he do?

- a. Call his doctor and ask if he can go out this time.
- b. Tell his teacher that it is OK to go out.
- c. Keep his leg raised.
- d. Have his friends play football inside the classroom.



1.9 Emergency!

Objective

The student will recognize an emergency situation and follow appropriate procedures.

Discussion

Teacher: What is an ambulance for? (To help in emergency situations, accidents.) Who are the people on board the ambulance? What kind of training do you think they have to have? An emergency is a situation that needs attention right away. Can you give me some examples of emergencies? (Accident, fire, and so on.) Unless you know exactly what to do, it is best to call someone who can help with the situation. Who are some people you can call? (Adults, police, firefighter, doctor, and so on.)

Worksheet 1.9: Here are some examples of emergency situations and some students who have ideas as to what to do. Decide in each case which students are doing the best thing. We will discuss your answers.

Answers

1. A
2. C
3. B

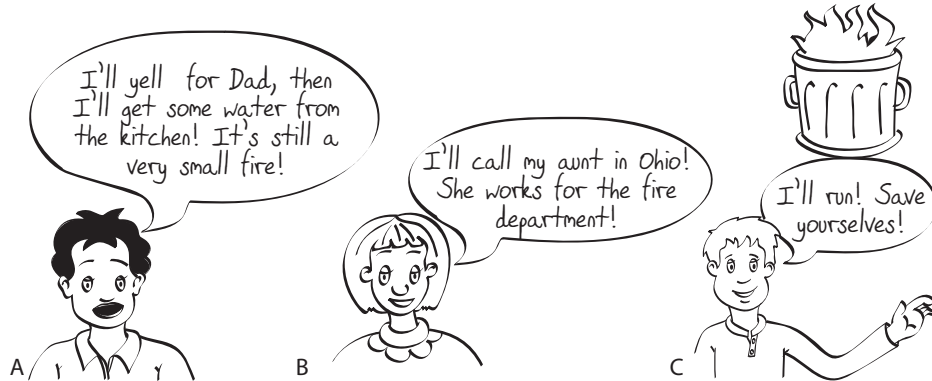
Extension Activities

1. *Red Cross.* The Red Cross publishes numerous easy-to-understand pamphlets dealing with basic first aid and emergency situations. As a class project, list common emergency situations and come up with viable solutions. You may wish to show a filmstrip or video on basic first aid. Be sure students are aware of their limitations. (CPR, for example, should be performed only by trained persons.)
2. *Larry the Loser.* Have students write a silly story about a careless person who gets into dangerous situations (walking down the middle of a street, throwing matches around, and the like) and causes numerous emergencies. Invent a superhero (“Carlos the Careful”?) who teaches Larry some safety skills. Identify the emergencies created and appropriate action to be taken in each.

1.9 Emergency!

Here are some situations that need attention right away. Circle the letter assigned to the student who you think is doing the best thing.

1. Situation: There is smoke coming from the trash can in your garage.



2. Situation: A strange dog bit a little girl on the arm.



3. Situation: Your friend fell while playing and his head is bleeding.



1.10 My Vital Statistics

Objective

Upon request or in appropriate situations, the student will state his or her current height and weight.

Discussion

Teacher: How tall do you think I am? How much do you think I weigh? Well, I'm not going to tell you how much I weigh, but I bet you can tell me how to find out. What tools could you use to find out these things? (Scale, height chart.) Why is it important to know how tall you are? (Buying clothes, getting into rides at the fair.) Why is it important to know how much you weigh? (Monitoring health, staying in shape.) Your height is how tall you are in feet and inches. Your weight is how many pounds you weigh on a scale.

Worksheet 1.10: This Worksheet shows four students and their heights and weights. Sometimes rides and exhibits at fairs have restrictions or limits for your height and weight. Write the names of the students who could go on the rides or exhibits shown on the Worksheet.

Answers

1. Fred, Jason
2. Sandy, Maria
3. None
4. Sandy, Maria
5. Sandy, Fred, Maria

Extension Activities


1. *My Height and Weight.* Take your students to the nurse's office and have each measured and weighed. Have them write the numbers on a picture or drawing of themselves. If you do this at the beginning of the year, repeat the activity after a few months to note changes.
2. *My Day at the Fair.* After students know their height and weight, have them figure out which rides or exhibits they could participate in using the Worksheet.

1.10

My Vital Statistics


Here are the numbers for the height and weight of some students. Write the names of the students who could do the activities shown on the lines below the pictures.

Sandy




Height : 4ft. 3 in.
Weight : 75 lbs.

Fred




5ft. 1 in
100 lbs.

Jason



5ft. 11 in.
130 lbs.

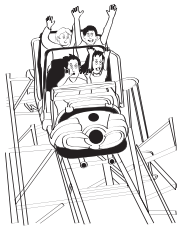
Maria



4ft. 1½ in.
67 lbs.

1. Roller Coaster

You must be at least 5feet tall to ride this ride!



2. Swinging Bridge

Don't go on this if you weigh more than 90 pounds!



3. Fun House

Only people shorter than 4 feet can go in the Fun House!



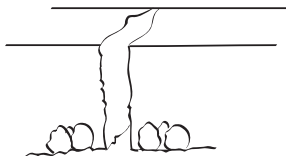
4. Teeter-Totter

This is for people under 80 pounds!



5. Narrow Pass

You'll get stuck if you weigh more than 120 pounds!



1.11 After School

Objective

Upon request or in appropriate situations, the student will give information regarding pick-up, care, or transportation plans for after school.

Discussion

Teacher: When school is out, I bet a lot of you go home to your parents. But a lot of students don't go home after school. What are some things that might happen after school? (Go to a friend's house, daycare at babysitter's house, child care at school, practice for a sport, Brownies.) Some kids are not picked up by their parents because the parents work or may not be able to drive to school. Who are some other people who might pick up students after school? (Relatives, a designated adult, older sibling.)

Worksheet 1.11: Which of these students is giving clear information about what will happen to them after school? Put a check mark next to each good example.

Answers

1. Check mark
2. No
3. No
4. Check mark
5. No
6. Check mark

Extension Activities

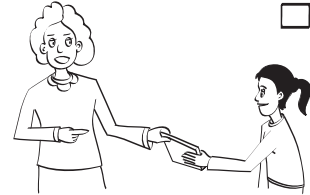
1. *Prepare Your Partner.* Have students gather in pairs. Take turns having the students ask each other specific after-school questions, such as: How are you getting home tonight? What days do you stay after for practice/meetings? What bus do you ride?
2. *Change of Plans.* Your school may have a specific procedure for handling the cancellation of programs or late-arriving parents. Make sure that students are familiar with their backup plan if a parent is late, there is bad weather, a bus has changed routes, and so on. Some students get very upset if there is a change in routine; preparing them for this possibility will pay off in the future.

1.11

After School

Which of these students is giving clear information about what will happen to them after school? Put a check mark next to each good example.

- 1. My dad has to work late tonight, so my Uncle Bob is picking me up. Here's the note.



- 2. I'm supposed to ride a different bus home, but I don't know which one.



- 3. Do I have a meeting for Cub Scouts tonight? I can't remember if I'm supposed to stay or not.



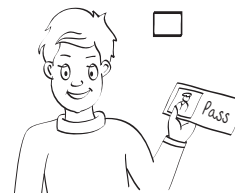
- 4. I'm supposed to ride bus #37 home tonight. My mom called the office already.



- 5. I want to go to Makayla's house tonight. Can I just ride with her on the bus?



- 6. My babysitter is picking me up after the basketball game, so I am not riding the bus home tonight. I have a pass from the office.



1.12 Lost and Found

Objective

The student will provide a plan for returning or locating a lost item.

Discussion

Teacher: Everybody loses things sometimes. What are some things that you have lost? (Homework, clothes, book, camera.) Did you get the items back? How? (Ran an ad in the paper, talked to people, retraced steps.) Have you ever found something that belonged to someone else that was probably pretty important? (Medicine, homework, iPod.) What happened? We are going to talk about what to do if you have lost something, and also what you can do if you find something that is important to someone else.

Worksheet 1.12: These students have lost or found something. Write what each student could say or do to get help.

Answers

1. Talk to a teacher or coach.
2. Ask the bus driver if anyone found a book.
3. Take the phone to the office.
4. Ask friends if they have seen his sweatshirt.
5. Talk to the lunch people about finding it.
6. Give the bag to the bus driver.

Extension Activities

1. “*Missing*” Ads. Have students select an item that they would miss if it became lost. Write an ad describing the article so that someone could easily identify it. Students may wish to attach a picture. Alert them to pay attention to unique details that will help identify the article.
2. “*The Day I Found...*” Have students write a short story in which they find an unusual item. (A talking dog, a flying carpet, a robot.) Write about what they would do with it for the day and how they eventually would try to return it to its owner or destination.

1.12 Lost and Found

These students have lost or found something. Write what each student could say or do to get help.

1. William found a wallet with \$30 in it under the bleachers at a basketball game in the gym.



2. Sydney can't find her reading book. She thinks she might have left it on the bus.

3. Lauren found a cell phone on the playground.

4. Dylan took off his Chicago Bears sweatshirt while he was playing with friends after school. When he was getting ready to leave, it was gone.

5. Victoria left her retainer on a napkin while eating her lunch. She realized it was gone about an hour later.

6. Noah felt something by his feet on the bus. It was a little plastic bag with a prescription bottle in it for medicine.
