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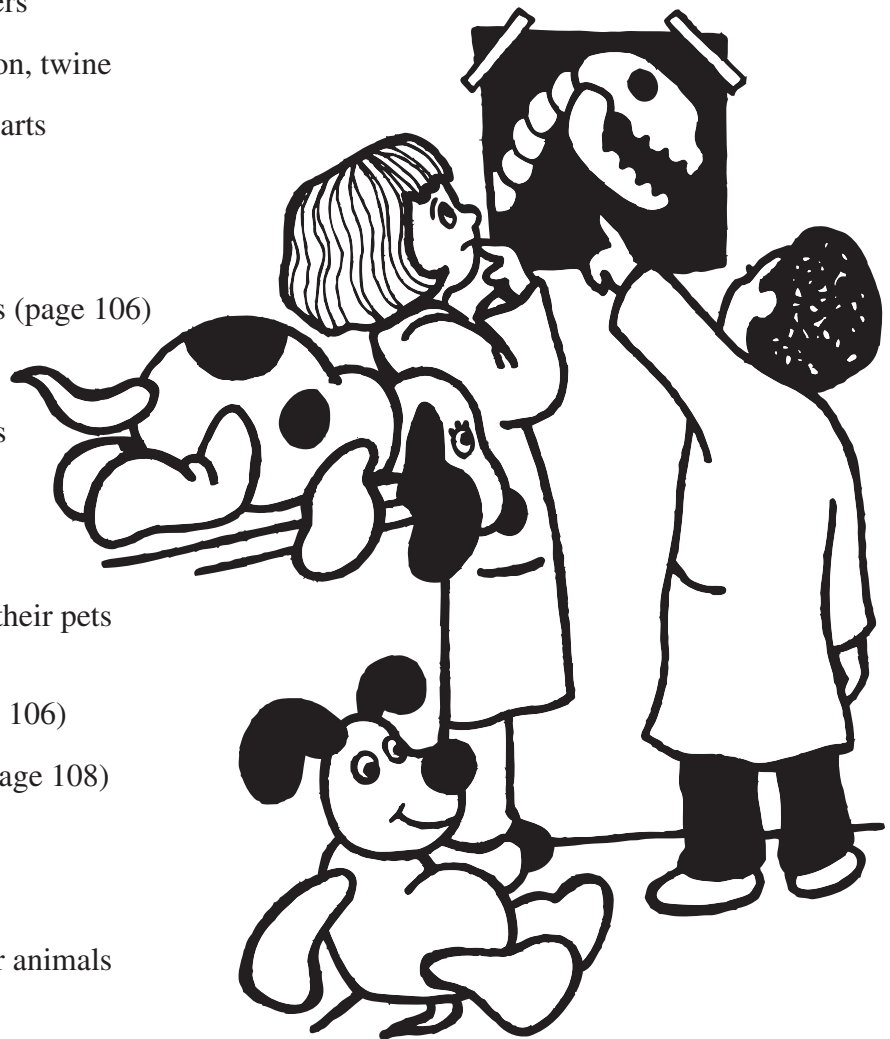
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Veterinary Clinic Starters

Suggested Props and Materials

- animal magazines and catalogs
- animal X-rays
- bandages
- boxes for pet crates
- clipboards
- doctor's tools (pretend)—
stethoscopes, needles (shots), thermometers
- empty medicine containers
- fabric, fabric strips, ribbon, twine
- file folders for patient charts
- gauze
- medical smocks
- Pet Name Tags templates (page 106)
- old blankets and towels
- paper for tags and collars
- pet cages and carriers
- pictures of animals
- pictures of students and their pets
(or with stuffed animals)
- Pet Chart template (page 106)
- Pet Checkup template (page 108)
- rulers, measuring tapes
- scales
- stuffed, plastic, or rubber animals
- tongue depressors

Others



* Many veterinary clinics are happy to donate or loan materials to classrooms.

The Veterinary Clinic



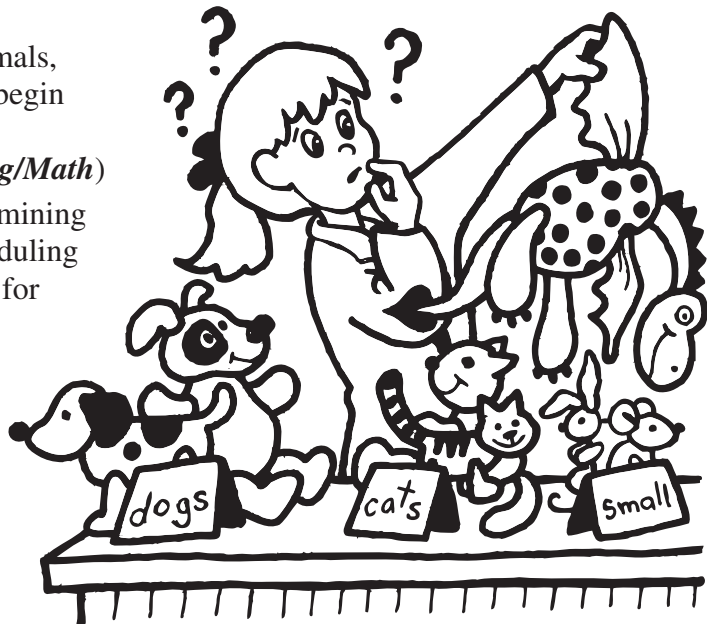
Phase 1: Set up the Veterinary Clinic

1. Let's open a veterinary clinic! What do we know about them? Have you ever brought your pet to a veterinarian for care?
2. What kinds of things do we need in order to create a clinic for animals? What do we have, and what do we need to find and/or borrow? Create lists of ideas and organizational charts.
3. Start a list of terms pertinent to the veterinary clinic. Add to the list as the clinic takes shape. Post the words so students can copy them as needed.
4. Vote on a name for the veterinary clinic.

Have You Gone to a Vet?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Student STEM Activities

1. Research, classify, and draw different types of animals. Determine which types of animals will be treated in the clinic—domestic, wild, or both. Print or draw pictures. Share data and create signage. (*Science/Technology/Math*)
2. Draw maps to plan area. Gather boxes, animals, doctor's tools, and classroom furniture and begin setting up the clinic based on brainstorming sessions. (*Science/Technology/Engineering/Math*)
3. Construct and arrange specific areas for examining animals, a surgery bed, office areas for scheduling and payment, and appropriate waiting areas for animals and pet owners. (*Science/Technology/Engineering/Math*)
4. Survey the animals collected for use in the clinic. Make a chart to show how many of each there are. Use this information to create appropriate crates and kennels. (*Science/Technology/Engineering/Math*)



Teacher Support

1. Fill the classroom with related books, word cards, and magazine pictures of animals (both domesticated and wild); collect pictures of students and their pets and posters. Include student contributions as they are created.
2. Create word cards for a pocket chart or a word wall. (See page 102.) Continue to add relevant vocabulary words when appropriate.
3. Focus students' attention on individual instruments such as stethoscopes, thermometers, and needles (shots). Discuss how and why they are used.
4. Call local veterinarians for donations or loans (X-rays, pictures, appointment cards, business cards, expired pet magazines). Find out if they will accommodate field trips.
5. Ask parents to donate or gather materials, or to help with assembly or construction to get the veterinary clinic started. Invite a veterinarian or assistant to come in and share their experiences.



The Veterinary Clinic *(cont.)*

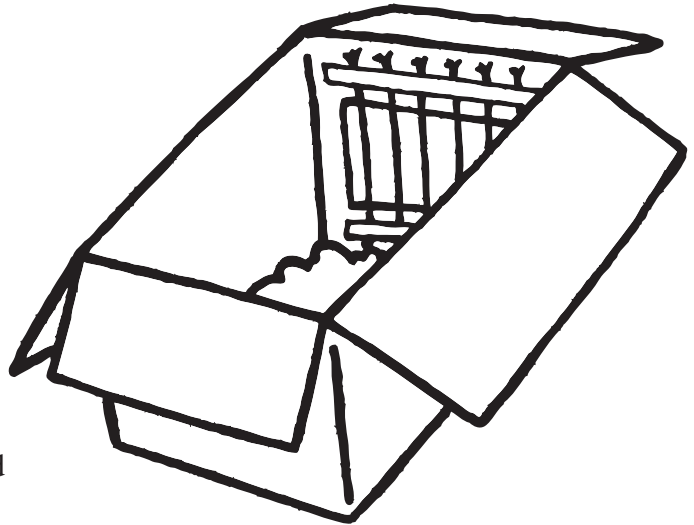


Phase 2: Create Crates, Beds, Collars, Leashes, and ID Tags

1. Share information about family pets. Do you have a pet? How many pets do you have? What kind of pet? Is it a male or female?
2. Discuss how to take care of different animals. When should you take it to a veterinary clinic?
3. Talk about ways to get animals to a clinic and crates to keep them safe from other animals while at the veterinary clinic.

Student STEM Activities

1. Take a class poll of the pets classmates have. Classify them, and then graph or chart them. *(Science/Technology/Math)*
2. Use boxes and other materials to create crates, beds, and carriers for the pets that will visit the class veterinary clinic. Figure out ways to stack the crates for animals staying overnight. Fill them with materials to make the beds soft. *(Engineering/Math)*
3. Measure the necks of pets needing collars and leashes. Craft the collars and leashes using lengths of fabric, twine, or other materials. Later, compare the different lengths and determine which animals had the smallest, largest, etc. *(Science/Technology/Engineering/Math)*
4. Make name tags (or use the ones on page 106) to be used on collars and crates. Put the name of the pet, the type of animal, and other important information. *(Science/Technology/Engineering/Math)*



Teacher Support

1. Participate in student discussions about pets and pet care.
2. Provide guidance, if needed, with classifying types of pets or other animals. Assist with graphing and charts.
3. Assist with finding materials and with measuring to make different pet items.
4. Offer encouragement and provide reasonable amounts of time for research, planning, measuring, and creating.

The Veterinary Clinic *(cont.)*



Phase 3: Define Roles

1. Discuss a veterinarian's job and other workers at a veterinary clinic. Will you have pet walkers or pet groomers? What skills would each worker need to be successful? Is science important?
2. What tools might a vet use? What are X-rays for? What tools will other workers need?
3. Look at a real or stuffed dog. During a healthy dog or cat check up, a veterinarian will check the dog from nose-to-tail. What does this mean? Review body parts—*nose, ears, eyes, mouth, stomach, paws, tail*.

Student STEM Activities

1. Research veterinarians and animal care. Share data. Collect and display pictures. *(Science/Technology/Engineering/Math)*
2. Determine wardrobe items or props for each job. Create labels or name tags for each position in the veterinary clinic. Find them in the classroom, borrow them, or make them. *(Technology/Engineering)*
3. Make time sheets for workers. Figure out shifts. *(Technology/Engineering/Math)*
4. Dramatize different roles. Practice looking at X-rays, holding and caring for pets, and doing office work. Think about ways to calm worried pet owners. *(Science/Technology/Engineering/Math)*
5. Create pet name tags and charts (or use the ones on page 106) to have available for pet owners to fill out before they see the veterinarian. Print copies. *(Science/Technology/Engineering/Math)*



Teacher Support

1. Explain the concept of a healthy pet checkup and the meaning of a nose-to-tail check. Share the Pet Check Up template (page 108) if it is to be used.
2. Introduce the X-rays. If you are unable to obtain a light table, they can be held up to a window. Figure out what kind of an animal is shown on each one.
3. Model the role of the pet owner. Discuss care for different types of animals.
4. Model the roles of veterinarians and assistants. Emphasize the importance of care and kindness to the animals and their owners. Stress that good service is always important.

Pet Checkup

Pet Name: _____

Owner: _____

Type of Animal: _____

Length: _____

Nose-to-Tail Check



nose



eyes



ears



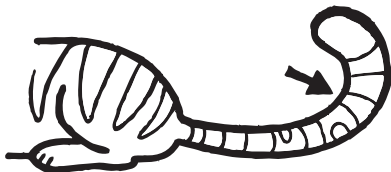
mouth



stomach



paws



tail

