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ABSTRACT

This two-volume curriculum guide, designed to meet the functional reading needs of Maryland's 182,000 public school students in grades one through twelve, contains objectives, activities, and materials for classroom use. The guide, part of a reading program started in 1972 and described in "Effective Reading Programs...", is used by teachers in the Maryland reading program, the prime objective of which is to ensure that all students can meet the functional reading demands of society. Some of the practical reading activities covered include reading the listings in "TV Guide," filing federal income tax form, reading a city map and locating places and streets, acquiring social information from the newspaper, filling out an application for a United States Savings Bond, balancing a checking account, and subscribing to a magazine. The major goals of the reading program as they are presented in this curriculum guide are to develop skill in following directions, locating references, gaining information from various sources, and understanding forms. Emphasis is also placed on attaining personal development through reading. (RB)

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FUNCTIONAL READING



VOLUME 1

1975
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION

FUNCTIONAL READING RESOURCE MANUAL

FOR

TEACHERS

VOLUME I

Following Directions

Locating References

Attaining Personal Development

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TABLE OF CONTENTS

VOLUME I

	<u>Page</u>
INTRODUCTION	1
Functional Reading Component of a Total Reading Program.	4
A. Characteristics	
B. Identifying Essential Achievements	
C. Essential Behavioral Components	
1. Functional Goals for 12-Year-Olds	
2. Functional Goals for the 15-Year-Old and 18-Year-Old	
D. Assessing Essential Achievements	
Manual Usage	18
GOAL I: FOLLOWING DIRECTIONS	
SPECIFIC OBJECTIVES	I-1
GOAL II: LOCATING REFERENCES	
SPECIFIC OBJECTIVES	II-1
GOAL III: ATTAINING PERSONAL DEVELOPMENT	
SPECIFIC OBJECTIVES	III-1

INTRODUCTION

A "Revolution in Reading" does not look to gimmicks, to sophisticated machines, or to tricking a student into knowledge. It is a revolution that aims at stimulating the range of a student's natural curiosity--making available a variety of materials, not simply textbooks but "real" print and non-print media--and thereby preparing him to meet the reading demands for functioning and surviving in society.

The Maryland State Department of Education developed a functional reading program which ensures all students will acquire the skills necessary for survival in our society. This program should be an integral part of the ongoing reading program in each school.

The success of this program will depend upon a continuous program that begins in the kindergarten and elementary grades and continues through high school. Such a program contains practice in five goal areas:

- * Following directions on various levels.
- * Locating references in various fields.
- * Developing personal interest through reading.
- * Applying information for school, vocation, society, and home.
- * Understanding forms for reporting personal information.

This resource manual (Volumes I, II) contains a sampling of activities, games, and ideas to help the teachers of the State better understand the competencies in the area of functional reading. These activities are designed not as a means to an end but as a beginning. They are not identified by grade or reading level but should be adapted to the needs of the students. An individual teacher's interest, creativity, and understanding of the reading level of students will enable him to expand the activities presented to students.

The activities, games, and ideas presented in this resource book were compiled from three sources: the reports sent in from school in the 1973-74 pilot program, demonstrations at the 1974 summer workshop, and materials written by the curriculum writers:

1. Pilot Schools That Contributed Materials

Region I

Allegany County: West Side Elementary School
Washington Junior High
Flintstone Senior High

Carroll County: Manchester Elementary School
Taneytown Middle School
Francis Scott Key Senior High

Frederick County: Urbana Elementary School
Brunswick Junior High
Catoclin High

Garrett County: Accident Elementary School
Northern Garrett County Senior High

Howard County: Ellicott City Elementary School
Glenwood Middle School
Glenelg Senior High

Montgomery County: Burtonsville Elementary School
Farquhar Middle School
Paint Branch Senior

Washington County: Greenbrier Elementary School
Williamsport Middle School
Williamsport Senior High

Region II

Calvert County: Huntingtown Elementary School

Charles County: Gale-Baisley Elementary School
Matthew Henson Junior High
Lackey Senior High

Prince George's County: Bladensburg Elementary School
Bladensburg Junior High
Bladensburg Senior High

St. Mary's County: Dynard Elementary School
Park Hall Elementary
Margaret Brent Middle School
Chopticon Senior High

Region III

Anne Arundel County: Read All About Functional Reading

Baltimore County: Fullerton Elementary School
Deep Creek Junior High
Eastern-Vocational-Technical Senior High

Harford County: Havre de Grace Elementary School
Havre de Grace Junior High
Havre de Grace Senior High

Region IV

Cecil County: Chesapeake City Elementary School
Bohemia Manor Junior-Senior High

Kent County: Millington Elementary School
Galena Junior High

Somerset County: Greenwood Elementary School
Woodson Junior High
Crisfield Senior High

Talbot County: White Marsh Elementary School

Wicomico County: Bennett Junior High
James M. Bennett Senior High

Worcester County: Buckingham Elementary School
Pocomoke Middle School
Stephen Decatur Senior High

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FUNCTIONAL READING COMPONENT OF A TOTAL READING PROGRAM

A. Characteristics

A functional reading program has the following characteristics:

1. It identifies the essential survival reading behaviors to be achieved, such as the ability to read road signs, to follow directions on a payphone, to fill out a form for a motel room, or to read ads in the mail.
2. It identifies levels at which the essential survival reading behaviors are learned, reinforced, and observed, such as the mastery of reading streets signs by age 12, their introduction at age 6, and a reinforcement of this skill between ages 6 and 12.
3. It accounts for the individual differences by the timing, pacing, and differentiating of tasks, such as the ability of all 12-year-olds to follow an emergency direction in case of fire and the further ability of many other 12-year-olds to go beyond this in reading "build-it yourself" model directions.
4. It directs all students toward reading mastery at the basic level, proceeding as quickly as possible toward independent lifetime usage.
5. It involves all students, staff members, parents, and community in the mastery of functional reading in order to survive in society.

B. Identifying Essential Achievements

Five goal areas with examples in each were identified and agreed upon by the citizens of Maryland:

1. Following Directions
Can he understand directions given in sequential order, caution on labels, and other warnings? Can he find a location?
2. Locating References
Can he locate references within a single resource, a multi-volume resource, a multi-resource center?
3. Attaining Personal Development
Is his personal development geared to gain personal satisfaction, to acquire additional knowledge for himself, or the entertainment of self and others?

4. Gaining Information
Can he use information needed
in his school, vocation,
society, and home?
5. Understanding Forms
Can he interpret forms for
reporting personal information
and financial agreements?

C. Essential Behavior Components

The Maryland State Department of Education identified the "what" and "when" components for each of the five reading goal areas with concomitant mastery age expectancies. Each local educational agency is expected to implement these goals into its reading program. Each agency is responsible for teaching prior to the mastery age expectancy these survival performances. But local agencies are allowed to decide the introduction age and reinforcement time.

Mastery for the 12-Year-Old

It is recommended that the following goal performances be introduced at the earliest, most beneficial level for the student, then maintained and strengthened at subsequent levels until mastery is achieved at the ages indicated. It is imperative that students with special needs continue toward mastery of the basic functional performances.

All of the performances may be introduced as part of the total school program and in a natural reading setting. Thus, each school system has the right to implement this component according to its school population, organization, and needs.

Age indicates mastery expected. No age level is listed for attaining the Personal Development goals because this area is a continuous one and is never completely mastered.

Functional Goals for 12-Year-Old

Goals	Sub-goals	Examples	Age	Suggested Sources
Following Directions	Following a Basic Direction	1. General directions 2. Road Signs 3. Building Signs 4. Textbooks	12 12 12 12	Lists, such as Wilson, EDL Core Vocabulary (Grades 1-6)
	Following Sequential	1. Emergencies (fire) 2. Teacher directions and company directions for assignments	12 12	Chalkboard, learning stations, Monopoly

Goals	Sub-goals	Examples	Age	Suggested Sources
		3. Games	12	
		4. Do-it-yourself kits	12	
		5. Child care	12	
		6. First aid	12	Scout Manuals
		7. Telephone usage	12	Pay telephone
	Following directions on caution signs, labels, and other warnings	1. Survival signs (poison, high voltage)	12	Grocery Products
		2. Medicine	12	Medicines
		3. Food labels	12	
	Following directions about a location	1. Local community (own street)	12	Street signs (subway, air)
		2. Work schedule for daily routine	12	Bus and work
		3. Maps (local, state, and nation)	12	
Locating References	Locating a single resource	1. Use of the Table of Contents	12	
		2. Headings	12	
		3. Subheadings on titles	12	
		4. Index	12	
		5. Glossary	12	
		6. Footnotes	12	
		7. Bibliographies	12	
		8. Appendices	12	
		9. Copyright	12	
		10. Preface	12	
		11. Almanac	12	
		12. Catalog	12	
		13. Textbook	12	
		14. Travel book	12	
		15. T.V. guide	12	
	Locating a multi-volume resource	1. Telephone book	12	
		2. Encyclopedia	12	
	Locating a multi-resource center	1. Library card catalog	12	
		2. Reference materials	12	

Goals	Sub-goals	Examples	Age	Suggested Sources
Attaining Personal Development	Attaining personal development through satisfaction	1. Choice of alternatives 2. Knowledge of selected material 3. Time spent 4. Share activities 5. Self concept re: reading		All teachers
	Entertainment	1. Reading to others 2. Reading to oneself		
	The use of other areas of personal growth	1. Hobbies 2. Self goals		
Gaining Information	Gaining information for school	1. Basic prescribed list	12	Appropriate textbooks
		2. Assignments	12	
	Gaining information for society	1. Public announcements	12	Bulletins on TV
		2. Emergency 3. Newspaper materials	12 12	
	Gaining information for home	1. Newspaper materials	12	
Understanding Forms	Understanding forms for personal information	1. School (name, address, phone number)	12	
		2. Others (place of birth, father's name, mother's maiden name, parents occupation, number of brothers and sisters)	12	
	Understanding forms for financial agreements	1. Sales slip (amount) 2. Cash register slip	12 12	

Mastery for the 15-Year-Old and 18-Year-Old

The following performances may be achieved through the reading program, the subject matter, an interdisciplinary approach, or any other feasible means of implementation.

Two administrative approaches are suggested. First, units including these survival needs should be a part of the social studies curriculum. A team of teachers should help with the mastery of this performance. Second, content teachers should be assigned the performances related to their field. The suggested disciplines are listed.

Age indicates the mastery expected. No age level is listed for the Attaining Personal Development category because this area is continuous and never mastered.

Functional Goals for 15-Year-Old and 18-Year-Old

Goals	Sub-goals	Examples	Age	Suggested Disciplines
Following Directions	Following directions	1. Core list	15	English
		2. Road Signs	15	Driver Education
	Following directions in sequential order	1. Basic cooking	15	Home Ec., Ind. Arts, and Social Studies
		2. Basic sewing	15	
		3. Basic utility household appliances	15	
		4. Voting machines	15	
		5. Child Care	15	
		6. Test directions	15	
		7. Voting directions	15	
		8. First Aid	15	
	Cautions	1. Labels (ex. house cleaning care for clothing, for car)	15	Home Ec., Ind. Arts
		2. Medicine	15	
	Locations	1. Local community maps	15	Social Studies
		2. Local mass transportation	15	
Using References	Single Resource	1. Textbooks	15	All chosen disciplines
		2. Tradebooks	15	
		3. Job Manual		Library, Social Studies
		4. Consumer's Guide	15	

Goals	Sub-goals	Examples	Age		Suggested Disciplines
	Multi-volume Resource	1. Encyclopedia 2. Reader's Guide 3. Index volumes 4. Atlases	15	18	Library, English Library Library, English Library, Social Studies
	Multi-resource Center	1. Library Catalog 2. Reference books and materials 3. Collect titles for a chosen subject	15	18	Library
	Attaining Personal Development	1. Choice of alternatives 2. Knowledge of final material 3. Time spent 4. Share activities 5. Self concept re: reading			All areas
	entertainment	1. Read to others 2. Read to self			
	the use of other areas of personal growth	1. Hobbies 2. Projected goals			
	Gaining Information	1. Basic vocabulary list 2. Assignments	15		Each area
	For vocation	1. Training manuals 2. Safety and job requirements 3. Memorandum 4. Want ads 5. Work schedules 6. Company policy statements 7. Union contract	15 15 15 15 15 15		Appropriate Career Areas
	For society	1. Public announcement 2. Legal documents 3. Emergency announcements 4. Newspaper materials 5. Political materials	15 18 15 15 18		Social Studies
	For home	1. Newspaper 2. Bills 3. Sales Policies	15 15 15		Social Studies Math Math

Goals	Sub-goals	Examples	Age	Suggested Disciplines
		4. Consumer Information	18	Appropriate
		5. Government pamphlets	18	Career Education Areas
		6. Contracts	18	Math, Social Studies
		7. Lease agreements	18	Math, Social Studies
		8. Day Care Information	15	Home Economics
Understanding Forms	Understanding forms for reporting personal information	1. School	15	18 Guidance
		2. Income		18 Math
		3. Taxes		18 Math
		4. Social Security	15	Guidance
		5. Medical		18
		6. Vocation	15	Guidance
		7. Applications	15	Guidance
		8. Armed Forces		18 Guidance
		9. Driver's license or learner's permit		18 Driver Education
		10. Work Permit	15	Guidance, Career
		11. W-2 Form	15	Guidance, Career
		12. Welfare Forms	15	Guidance, Career
	Understanding forms for financial agreements	1. Sales slip	15	Math
		2. Mail order purchase forms	15	Career Education
		3. Credit Card policies	15	
		4. Bank statements		18
		5. Notes and loans		18
		6. Sales and rent agreements		18
		7. Subscriptions	15	
		8. Long term agreements		18
		9. Hotel reservations	15	

D. Assessing Essential Achievements

Each student should be able to demonstrate the mastery of his skills by two means: performance of observable behaviors and success on a criterion-referenced measurement. The performance of observable behavior should be based on first-hand learning experiences, such as reading the following:

1. Labels of cans and bottles,
2. Pages from the telephone book,
3. Tapes from various cash registers,
4. Directions on medicine bottles.

The criterion-referenced measurements should be constructed by teachers and students. Each item should have these features:

1. Stated objective
2. Simply stated directions
3. Survival reading material based on the stated objective
4. Questions about the objectives

Statewide evaluations will be held periodically to assess mastery at ages 12, 15, and 18. The assessment tool is the Maryland Basic Skills Reading Mastery Test. From this evaluation, an item-by-item evaluation of strengths and weaknesses in the students' survival reading can be measured. Based upon the test findings, programs can be refined through improved instructional emphasis. The completed list of test objectives follows:

Reading Objectives: Goal I-Following Directions

- | | |
|------|--|
| 1101 | Students will read to interpret basic directional-type vocabulary from road signs. |
| 1102 | Students will read to interpret basic directional-type vocabulary from buildings signs. |
| 1103 | Students will read to interpret basic directional-type vocabulary from textbook instructions. |
| 1201 | Students will read to follow directions written in sequential order to know what to do in case of an emergency. |
| 1202 | Students will read to follow directions written in sequential order to complete a school or job assignment. |
| 1203 | Students will read to follow directions written in sequential order to play a game. |
| 1204 | Students will read to follow directions written in sequential order to assemble an item from a "do it yourself kit." |
| 1205 | Students will read to follow directions written in sequential order to prepare food from a recipe. |
| 1206 | Students will read to follow directions written in sequential order to make a garment from a pattern. |
| 1207 | Students will read to follow directions written in sequential order to operate a household appliance. |
| 1208 | Students will read to follow directions written in sequential order to use a voting machine. |

- 1209 Students will read to follow directions written in sequential order to provide care for children.
- 1210 Students will read to follow directions written in sequential order to administer first aid.
- 1211 Students will read to follow directions written in sequential order to complete a gas and electric meter form.
- 1301 Students will read to interpret cautions, and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.
- 1302 Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.
- 1401 Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.
- 1402 Students will read to find a location for a job by using a work schedule or map.
- 1403 Students will read maps to find a location in the county.
- 1404 Students will read to find a location in the vicinity by using mass transportation maps.

Reading Objectives: Goal II-Locating References

- 2101 Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2102 Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2103 Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

- 2104 Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2105 Students will read to locate references within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2106 Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2107 Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2108 Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2109 Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2110 Students will read to follow directions written in sequential order to administer first aid.
- 2111 Students will read to locate references within a TV Guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
- 2201 Students will read to locate references within a multi-volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.
- 2202 Students will read to locate references within the Reader's Guide for use in school, on a job, or at home by utilizing headings, indices, and cross references.
- 2203 Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.
- 2204 Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.

- 2301 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.
- 2302 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing reference books and materials.
- 2303 Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.

Reading Objectives: Goal III*-Attaining Personal Development

- 3101 Students will affect the degree to which reading contributes to their personal development by comparing and selecting among various activities (such as watching TV, other curriculum areas), including reading.
- 3102 Students will affect the degree to which reading contributes to their personal development by indicating which reading materials are available in school and public libraries.
- 3103 Students will affect the degree to which reading contributes to their personal development by indicating the amount of time spent engaged in non-required reading.
- 3104 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend sharing ideas discovered through non-required reading with parents and peers.
- 3105 Students will affect the degree to which reading contributes to their personal development by indicating how they feel about themselves as readers and how they feel about reading as an activity.
- 3201 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend reading to others.
- 3202 Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.
- 3301 Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.

- 3302 Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.

*These non-cognitive objectives are designed to measure attitudes and behaviors not directly related to reading ability.

Reading Objectives: Goal IV-Gaining Information

- 4101 Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.
- 4102 Students will read to elicit necessary information for school from textbook assignments.
- 4201 Students will read to elicit necessary information for a vocation from training manuals.
- 4202 Students will read to elicit necessary information for a vocation from safety and job requirements. (Time cards, punch-in notices, quota charts, production records)
- 4203 Students will read to elicit necessary information for a vocation from a memorandum.
- 4204 Students will read to elicit necessary information for a vocation from want ads.
- 4205 Students will read to elicit necessary information for a vocation from work schedules.
- 4206 Students will read to elicit necessary information for a vocation from company policy statements.
- 4207 Students will read to elicit necessary information for a vocation from union contracts.
- 4301 Students will read to elicit necessary information for societal purposes from public announcements.
- 4302 Students will read to elicit necessary information for societal purposes from legal documents.
- 4303 Students will read to elicit necessary information for societal purposes from newspaper materials.

- 4304 Students will read to elicit necessary information for societal purposes from political materials.
- 4305 Students will read to elicit necessary information for societal purposes from a calendar.
- 4401 Students will read to elicit necessary information for the home from newspaper ads.
- 4402 Students will read to elicit necessary information for the home from bills.
- 4403 Students will read to elicit necessary information for the home from sales policies.
- 4404 Students will read to elicit necessary information for the home from consumer information.
- 4405 Students will read to elicit necessary information for the home from government pamphlets.
- 4406 Students will read to elicit necessary information for the home from contracts.
- 4407 Students will read to elicit necessary information for the home from lease agreements.

Reading Objectives: Goal V-Understanding Forms

- 5101 Students will read to report personal information on school forms.
- 5102 Students will read to report personal information on tax forms.
- 5103 Students will read to report personal information on insurance forms.
- 5104 Students will read to report personal information on social security forms.
- 5105 Students will read to report personal information on medical forms.
- 5106 Students will read to report personal information on vocational application forms.
- 5107 Students will read to report personal information on application forms.

- 5108 Students will read to report personal information on armed services forms.
- 5201 Students will read to translate financial agreements, such as sales slips.
- 5202 Students will read to translate financial agreements on mail order purchase forms.
- 5203 Students will read to translate financial agreements on credit card policies.
- 5204 Students will read to translate financial agreements on bank statements.
- 5205 Students will read to translate financial agreements on notes and loans.
- 5206 Students will read to translate financial agreements on sales and rent agreements.
- 5207 Students will read to translate financial agreements on subscriptions.
- 5208 Students will read to translate financial agreements on long-term financial agreements.
- 5209 Students will read to translate financial agreements on hotel reservations.

MANUAL USAGE

The activities and games are given only as samples. Classroom teachers may use these or make similar ones to help students master survival reading.

Each test objective, which is measured by The Statewide Testing Program as a part of Maryland Accountability, has sample activities.

This program will allow students to achieve and to be measured on two of Maryland's five adopted reading goals:

- Goal 4: To meet the reading demands of functioning in society
- Goal 5: To select reading as a personal activity.

GOAL I

READING OBJECTIVES:

FOLLOWING DIRECTIONS

GOAL 1: FOLLOWING DIRECTIONS

Objective 1101: Student will read to interpret basic directional-type vocabulary from road signs.

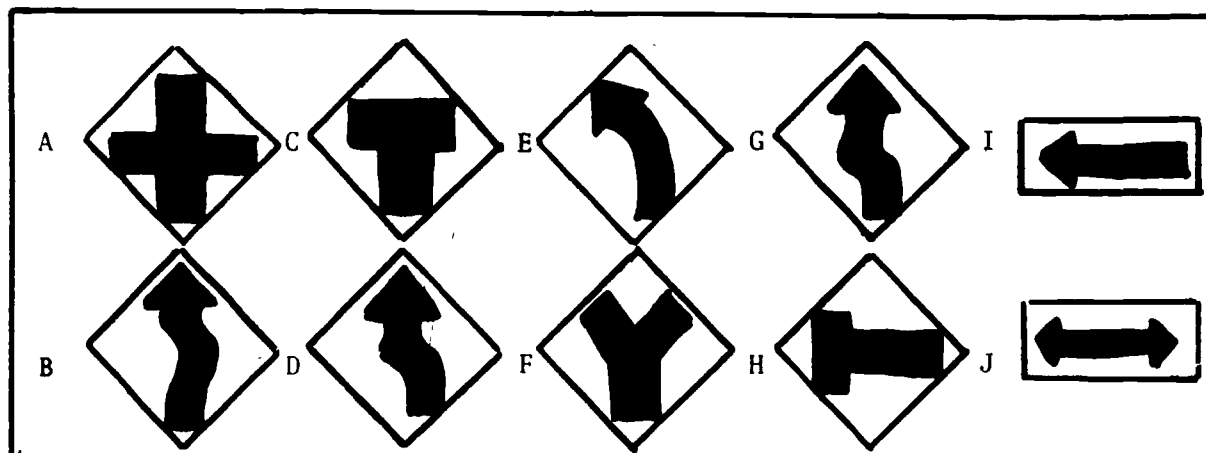
Suggested Activities

- A. Given a group of pictorial road signs and labels, the student will be able to identify the meaning of each by matching.

Signs -					
Labels -	One Way	Stop	School	RR Crossing	Danger

- B. Make two identical sets of road signs. The student matches them and tells orally where they may be found. On a ditto sheet, draw a road sign to match the written explanation.
- C. Make a large chart on which are pasted various samples of pictorial signs. The student will be able to answer the set of questions by recognizing the sign and comparing it with its meaning. The questions for the cards may vary from multiple choice to matching signs with their meaning to completing the answer by writing.

Sample Chart



Directions: Look at all the signs. Which sign says:

1. A street dividing two ways (called an intersection)?
2. A left turn?
3. A side road from a main road?
4. Go left?
5. Roads are crossing?
6. A winding road?
7. A left curve?

D. Game Idea:

After presenting the different road signs, use riddles to review the material.

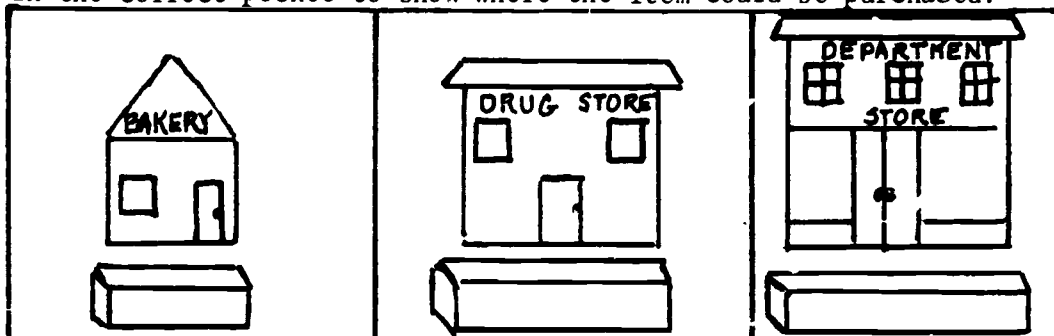
- Examples:
1. I have three sides. I mean you have to wait. What am I?
 2. I am a road sign. I begin with y and end with d. What am I?

GOAL 1: FOLLOWING DIRECTIONS

Objective 1102: Students will read to interpret basic directional-type vocabulary from building signs.

Suggested Activities

- A. Given pictures of different kinds of stores with pockets under them and cards with the names of items on them, the student will place the cards in the correct pocket to show where the item could be purchased.



Cards: medicine
coats
yard goods

bread
sandwiches
pie

shoe
shampoo
bandage

- B. Given a group of containers each labeled from a Grocery Store-Aisle Directory and cards with the names of items purchased in the super market, the student will classify the cards by placing them in the correct container.

(Suggestion - for use at a low level pictures of items could be used on the cards instead of words.)

Store Directory	
Aisle	Item
A	cookies, candy, crackers
B	canned vegetables, fruits
C	paper goods

- C. Given a group of signs found within a building, the student will be able to explain orally the meaning of each.

Signs: Health Room	In	Out
No Students	Boys	Girls
Office		

- D. Given a chart of a store Elevator Directory and a set of statements about purchases, the student will match the statement to the Directory by writing in the correct floor number.

<u>A</u>	<u>Floor</u>
Appliances.....	Basement
Aprons.....	3
<u>B</u>	
Books.....	5
Boys Wear.....	2

- _____ 1. Mrs. Hill wants a new iron.
- _____ 2. John's coat is torn and his father wants him to try on coats to choose one to buy.

GOAL 1: FOLLOWING DIRECTIONS

Objective 1103: Student will read to interpret basic directional-type vocabulary from textbook instructions.

Suggested Activities

- A. Given a list of directional-type words or phrases from textbook instructions, the students will match them to completed samples by drawing lines to connect the two.

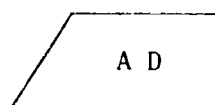
Circle the correct answer:	1. The stop light is <u>red</u> .
	blue red green
Underline the opposite word:	2. Oranges, apples, pears are
	<u>fruit</u> vegetable liquid
Finish the sentence:	3. Laugh
	giggle <u>cry</u> frown

- B. Given a card game, the student will match the card with directional-type words from a textbook to the cards of sample exercise and discard in sets.

Directions for game: Shuffle cards. Deal five to each player. Stack the leftover cards, turning one up in front of the pile. Players take a turn drawing one card. If they have a match, they read it and discard in sets. First one to discard hand in sets is winner.

Cards I	Cards II
1. Mark	1. boy man girl
2. Put in the correct sequence.	2. He heard the bell. He went to the door. He opened the door.
3. Classify	3. Wild Animal Farm Animal lion cow bear horse
4. Put in ABC order	4. get, good, grab, guess

- C. Given a set of word and/or phrase cards that have been cut into irregular halves, the student will put the words and phrases together as a puzzle. As each puzzle is put together, the student is to read the words or phrase.



Directions: Prepare a set of directional words and phrases as shown above. Mix the cards all together.

Sample words and phrases

Underline	Describe
Put an <u>X</u> on	Locate
Define <u> </u>	Fill in the blank
Cross out	Draw a box around
Circle the correct word	Print your last name clearly

GOAL 1: FOLLOWING DIRECTIONS

Objective 1201: Students will read to follow directions written in sequential order to do in case of an emergency.

Suggested Activities

- A. Given the directions from a fire alarm box, the student will pantomime the directions in the correct order.
- B. Given the school's directions for a fire drill, the student will be able to number them in sequential order.
- C. Given the directions from a school fire extinguisher, the student will complete a worksheet that has several steps left out.

(Use directions from your individual school)

GOAL: FOLLOWING DIRECTIONS

Objective 1202: Students will read to follow directions written in sequential order to complete a school or job assignment.

Suggested Activities

- A. Given the following directions on a ditto sheet, the student will complete the assignment.

Primary Level

1. Read this page. Then do the work.
2. Write your name on the top of this paper.
3. Draw a man.
4. Count to 10.
5. Say a color.
6. Do only what it says in numbers 1 and 2.

Intermediate Level

1. Read the entire page before starting to work.
2. Write your name in the top left-hand corner.
3. Draw a line under your first name.
4. Count out loud by 2's to 20.
5. Make four squares on the bottom of your paper.
6. Make a circle in the second square.
7. Clap your hands three times.
8. Now that you have read everything, do only numbers 1 and 2.

- B. Given directions written in sequential order on seeing and understanding the many skills given for words in the dictionary, the student will complete the center.

Dictionary Skills - Component

On a piece of cardboard or heavy tagboard approximately 2'x2', write the following directions:

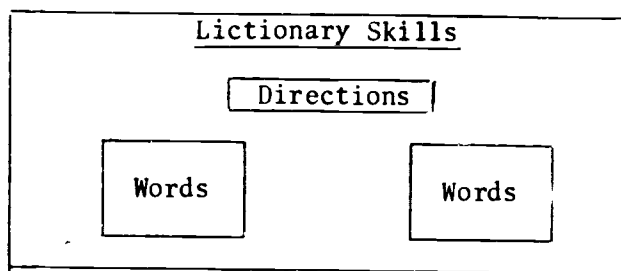
Directions:

1. Write the words in alphabetical order.
2. List the words in which the first syllable is accented. Make another list in which the second syllable is accented and a third list in which the third syllable is accented.
3. Make a list of the words which have long vowel sounds.
4. Make a list of the words which have short vowel sounds.
5. If you do not know the meaning of any of the words, look them up in a dictionary and write a sentence using the word.

Next, choose about 50 words from a dictionary and write them on a sheet of paper in the following order: write the word first; then write the sound spelling, put in accent marks, long and short vowels, and syllables.

Example: documentary - (dak yoo men' ta ri)
 arrow - (ar' ō)

Staple or paste this sheet of paper on your cardboard or tagboard below the directions.



Place the answers on the back of the activity.

- C. Given sequential directions to complete a worksheet on comparing parts, the student will complete the worksheet.

The ditto sheet contains a small chart showing a whole, halves, fourths, and eighths. Directions are given on the sheet. For example: $\frac{3}{4}$ - $\frac{6}{8}$ and _____.

The chart lines are lettered A, B, C, D. The lettered lines that help to make the comparison are placed in the blanks.

								A
								B
								C
								D

- D. At a center on making Ceramic Jewelry, the student will read a chart with directions written in sequential order and follow the directions to make a piece of ceramic jewelry.

Ceramic Jewelry

1. Pound your clay out to the thickness you want. About $\frac{1}{4}$ of an inch or this thick.
2. To make pins or pendants, take a sharp instrument and cut the design out of the clay. Example:

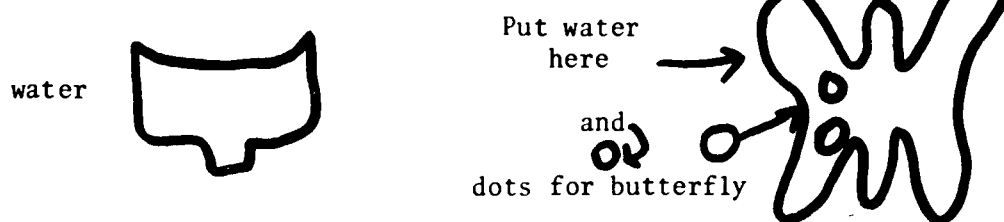


3. When you have completely cut through the clay and finished your design, peel away the extra clay. Example:



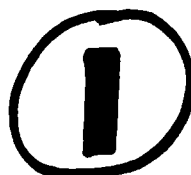
E. Designs may be made in two ways.

1. Use a sharp instrument to carve designs lightly or
2. Roll up small pieces of clay and attach them by rubbing both the design and main part of your jewelry with water and sticking them together.



- F. To make rings, round your clay out to the thickness you want. About 1/4 of an inch or [REDACTED] this thick.
- G. Use a sharp tool and cut out a long rectangular piece of clay about 1/4 of an inch wide. Example:

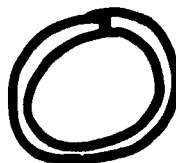
Clay



H. Remove the extra clay.

- I. Wrap the piece of clay around the finger on which you are going to wear the ring. Make the ring a little bigger than your finger. (It shrinks when it dries.)

J. Pinch the ends together.



- K. Add designs by carving designs into the ring with a sharp instrument or by adding something.

Added piece



Carved



GOAL 1: FOLLOWING DIRECTIONS

Objective 1203: Students will read to follow directions written in sequential order to play a game.

Suggested Activities

- A. Given the directions for playing the game, "Old Maids," students will play the game successfully and then complete the worksheet.

LET'S PLAY OLD MAIDS

Objective: Students will read to follow directions.

Directions: Read the directions for playing the game of OLD MAIDS.
Use the directions to answer the questions.

OLD MAIDS

1. Two to eight players may play.
2. Give out (deal) all cards, giving the same number to each player.
3. There is a matching card for each card in the deck except for the OLD MAID. The two cards that match are called a pair. After you get your cards, take out any pairs that you have and put them in a pile.
4. Beginning with the person who gave out (dealt) the cards, draw one card from the person on your right. When you get another pair, take it out of your hand and put it in the pile.
5. Continue drawing until only one card is left. That card will be the OLD MAID.



1. How many people may play OLD MAIDS?
 2. What are two matching cards called?
 3. What do you do with any pairs you get?
 4. How many cards do you draw at a time?
 5. From whom should you draw? (left or right)
 6. How many cards are left at the end?
 7. Do you want to hold the last card? Why or why not?
- B. Given a set of index cards containing rules and directions for playing rainy day classroom games, the students will choose one game to teach to the class.

GOAL 1: FOLLOWING DIRECTIONS

Objective 1204: Students will read to follow directions written in sequential order to assemble an item from a "do it yourself kit."

Suggested Activity

- A. After reading the following directions for putting the TV table together, the student will be able to answer the questions below.

Example: Read the directions for putting this TV table together and then answer the questions that follow.

1. Place the TV Table top (a) upside down.
2. Insert the leg (b) into slot (1). Insert the screw but do not tighten.
3. Insert the leg (c) into slot (2), leg (d) into slot (3), and leg (e) into slot (4).
4. Place the table upright. Make sure that the table top is level.
5. Tighten the leg screws.

Answer the following questions:

1. What is done first to the table top?
2. Which leg is inserted first?
3. List the order in which the legs are inserted.
4. During steps 1-4, in what position is the table top?
5. In what are the legs inserted?
6. What is the last direction?
7. Why do you think the screws should not be tightened until step 5?

GOAL 1: FOLLOWING DIRECTIONS

Objective 1205: Students will read to follow directions written in sequential order to prepare food from a recipe.

Suggested Activities

- A. Given a box of Jell-O, the student will read the recipe on the back and follow the directions in sequential order to make Jell-O that can be eaten.
- B. Make a chart with directions for making instant pudding. The student can make the pudding and/or answer the questions on the worksheet.

Pudding Recipe
1 pkg. 3 1/2 oz. instant pudding 2 cups cold milk
Directions: Empty contents of box into mixing bowl. Add milk. Mix well with a spoon. Beat for two minutes with a beater. Pour into four small dishes. Chill till firm. This will make four half-cup servings.

Ditto Worksheet (sample)

Directions: Circle the best answer to the questions.

1. What do you add to the pudding mix?
(a) sugar (b) milk (c) water (d) juice
2. How much pudding will this recipe make?
(a) 4 cups (b) 4 bowls (c) 4 half-cups (d) 4 glasses

- C. Using a copy of the directions from Uncle Ben's Long Grain and Wild Rice, the student will show his understanding of the directions by answering one or more sets of questions on the worksheet.

Uncle Ben's Long Grain
and Wild Rice

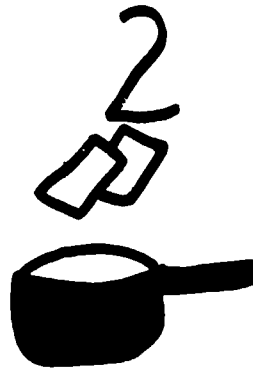
Makes seven 1/2-cup servings

The original
accompaniment for
poultry, game, beef,
pork, veal, lamb or
seafood.



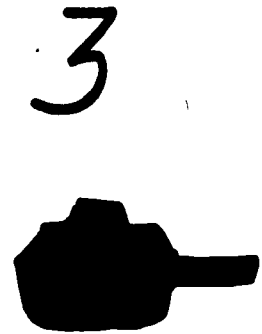
Measure 2 1/2 cups water
and 1 tablespoon butter
or margarine in saucepan.

For firmer rice use
LESS water.



Stir in contents of
both packets. Bring
to boil.

For softer rice use
MORE water.



Cover tightly and
cook over low heat
until all water is
absorbed. (about
25 minutes)

For drier rice remove
cover after cooking
and leave on very low
heat for 4 or 5 minutes.

Leftover rice may be stored in refrigerator and reheated in oven or
saucepan (add water, if desired).

Reviewing Directions

Questions

Set 1

1. How much water do you use?
2. How much rice does this recipe make?
3. What kind of rice is this?
4. How many packets do you use?
5. What is the first step in making this rice?
6. How long do you cook the rice after covering it?
7. Over what kind of heat do you cook this?
8. What do you do if you want drier rice?
9. What do you do if you want firmer rice?
10. What do you do with leftover rice?

Set 2

1. What does boil mean?
2. What is meant by the water being absorbed?
3. If you wanted drier rice, when would you remove the cover?
4. How long before you wanted to serve dinner would you have to start preparing the rice?

Set 3

1. What do you think would happen if you didn't use both packets?
2. Why do you think they tell you to cover the pan?
3. Do you think the rice would get finished faster if you turned the heat up?

- D. The student will read the directions for making raspberry Jell-O from the original box or a facsimile. Then answer a set of questions on the worksheet to show his understanding of the directions.

JELL-O raspberry

imitation flavor



DIRECTIONS: Add 2 cups boiling water to gelatin. Stir until dissolved. Add 2 cups cold water (for a deep mold, use 1 1/2 cups.) Chill until set. Makes 8 servings, 1/2 cup each.*

Speed set: Add 1 tray of ice cubes (14 to 20 cubes) in place of cold water. Stir until slightly thick; remove any unmelted ice. Chill. Soft-set; ready to eat in 30 minutes.

To add other ingredients, fold 2 to 4 cups into thickened gelatin. (Do not add fresh or frozen pineapple.) Chill.

* Each 1/2 cup serving supplies 81 calories.

JOYS OF JELL-O RECIPE BOOK OFFER

Over 250 Jell-O Gelatin dessert and salad favorites in a colorful 96-page book. Send 25¢ (in coin) and 6 fruit illustrations from front panels of Jell-O Gelatin packages with your name, address, and ZIP code to:

JOYS OF JELL-O, BOX 1400, KANKAKEE, ILLINOIS 60901

Set 1

Directions: Read the directions for making raspberry Jello. Then answer the following questions.

1. How many ounces does this box of Jello weigh? _____
2. Does this box of Jello weigh a pound? _____
3. How many people can you serve with this box of Jello? _____
4. What size serving can you give each person? _____
5. If you served only four people, what size serving could you give each person? _____
6. Does this box of Jello contain real raspberry flavor? _____
Name the word which tells you it is not made from real raspberries.
7. How many cups of water do you add to the gelatin? _____
8. How much Jello would this box make? one quart 4 pints 2 quarts

Set 2

Directions: Read the directions for making raspberry Jello. Then answer the following questions.

1. If you wanted to speed set the gelatin, what could you use in place of cold water? _____
2. If you wish to add fruit to the gelatin, when should you add it? _____
3. How many calories would one cup of gelatin supply? _____
4. Name five things you would need to send to Joys of Jello to get a Jello recipe book.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
5. How much did this box of Jello cost? _____
6. How much would your recipe book really cost you? _____

GOAL 1: FOLLOWING DIRECTIONS

Objective 1206: Students will read to follow directions written in sequential order to make a garment from a pattern.

Suggested Activities

- A. Given a six-step direction for making an embroidery sampler, the student will complete the sampler.

Directions

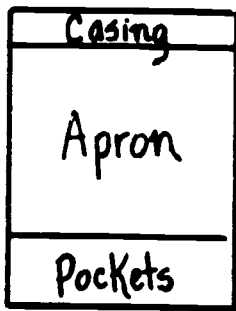
1. Choose one of the six pictures.
 2. Cut a piece of fabric one inch larger on all four sides than the size of the picture.
 3. Press one inch of the fabric under on all four sides.
 4. Using tracing paper, trace the picture on the fabric.
 5. Embroider the picture with stitches of your choice.
 6. Press the picture when completed and show it to the teacher for credit.
- B. Given directions for making a heart pillow, the student will complete the pillow.
1. Get a piece of paper, any size.
 2. Fold paper in half.
 3. Draw 1/2 a heart
 4. Cut it out.
 5. Unfold it and pin the pattern to your fabric. Fabric should be doubled, right sides together.
 6. Cut out the fabric.
 7. Sew the two fabric pieces together 5/8 inch from the edge leaving a two-inch space at the top.
 8. Turn the fabric to the right side.
 9. Stuff with nylon stockings.
 10. Sew opening together with a slip stitch.
- C. Given the directions for making an apron, the student will complete the worksheet.

(SEE NEXT PAGE)

Worksheet - Answer the following questions briefly.

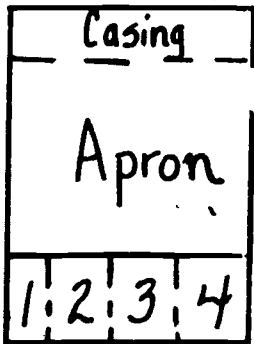
1. What must be done to the material first?
2. Copy the following statements in the correct order.
 - Mark length of pocket
 - Mark off two inches for casing
 - Mark the length you want the apron
3. How will you decide the width of the apron?

APRON



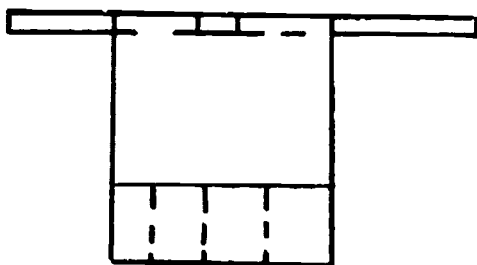
①

1. Mark sure material is even.
2. Mark off about two inches for casing.
3. Mark the length you want for the apron.
4. Mark the length you want for the pocket. Leave some on the pockets to turn down.
5. Put the apron around your waist. adding a little to gather. Cut the width apron should be.
6. Cut two bands. (Same length and same width.)

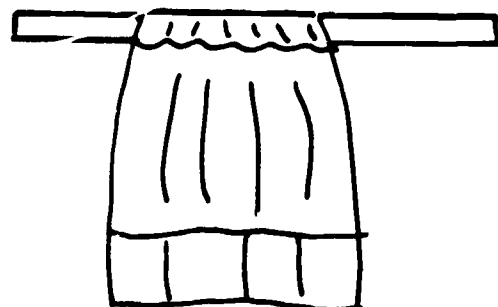


②

7. Sew the edges of the sides of apron under. When you get the line marked for pocket, cut in on the line about 1/2 inch. Sew this part under in the opposite direction or opposite side.
8. Turn down the casing on the line drawn. Sew it down.
9. Fold up the pockets on the line drawn.
10. Mark off the four equal pockets.
11. Sew the sides and then sew the lines to form pockets.
12. Sew the bands together leaving one end open. Turn band inside out. Iron the band. Pull the band through the casing.
13. Sew a square in the middle of the casing.
14. Gather the remaining part. Sew the edges of the apron to the band.



③



④

4. What is your sixth step?
5. What does step seven tell you about sewing the side edge of the pockets?
6. What word in step eight tells you what to sew down?
7. On what step will you fold up the pockets?
8. How will the pockets be measured?
9. What step will give the directions for sewing the pockets?
10. Which part of the apron does step 14 tell you to gather?

GOAL 1: FOLLOWING DIRECTIONS

Objective 1207: Students will read to follow directions written in sequential order to operate a household appliance.

Suggested Activities

- A. Given a set of directions for operating an oven, the student will be able to arrange card labels in sequential order to demonstrate his understanding of the instructions.

Directions:

Copy the following directions on sentence strips. Mix them up and have the student arrange them in proper sequence in a pocket holder.

1. Look at the oven thermostat dial.
 2. Look for the indicator light to go off when a desired temperature is reached.
 3. Turn the dial to a desired temperature.
 4. Put in food to be cooked when the light goes off.
 5. Set the timer after you have the food in the oven.
- B. Given a blender or a cardboard facsimile, the student will demonstrate that he can follow the directions which are on a chart.

SAMPLE CHART

- | |
|---|
| <ol style="list-style-type: none">1. Press <u>OFF</u> button.2. Plug the blender cord into a convenient outlet.3. Place the glass container firmly on the drive mechanism on the center of the base.4. Put the ingredients into the container and cover.5. Press the speed suggested by the recipe. |
|---|

GOAL 1: FOLLOWING DIRECTIONS

Objective 1208: Students will read to follow directions written in sequential order to use a voting machine.

Suggested Activities

- A. At a center for using the voting machine the student will read to follow the directions and operate the model machine.

(Contact your Board of Elections as they may have available small working models of the voting machines or other information.)

DIRECTIONS for VOTING

1st. Move the Red Handle to the Right and leave it there.

2nd. Pull the lever of your party to the right.



To vote a split ticket: After you have pulled the party lever, turn up the pointer over the candidate's name you wish to cut out, and turn a pointer over the name of any other candidate for the same office.

3rd. Turn a pointer over the "Yes" or "No" of each question.

4th. Leave the pointers down.



5th. Move the Red Handle to the Left.

6 A 596 RP

- B. Given a diagram of a voting machine, the student will number on the diagram the steps to follow to operate the machine.

GOAL 1: FOLLOWING DIRECTIONS

Objective 1209: Students will read to follow directions written in sequential order to provide care for children.

Suggested Activities

- A. Using the directions on the chart "How to Pamper a Baby," the student will put a Pampers on a doll to show that he can follow the sequential directions.

How to Pamper a Baby

1. Unfold the Pampers and fanout the ends.
2. DO NOT pull out the center pleats.
3. Slide the Pampers underneath the baby, making sure the tapes are on the back half of the Pampers.
4. Take the back corners of the Pampers and lap them over until the Pampers fit snugly.
5. Be sure the extended plastic end flaps are turned inside--front and back around the baby's waist.
6. Peel the loose edge of the tapes from the backing paper and smooth the tapes into place.
7. DO NOT remove the backing paper from the Pampers.

- B. Given a set of 3 x 5 cards on which directions for the care of a three-year-old from 4 p.m. to 12 p.m. have been written, the student will arrange the cards in order to show the sequence to follow for proper child care.

Hint: The cards can be numbered on the back for self-correction.

Sample Card Ideas

Play outside for about an hour.	Wash hands after supper.
Wash hands and face before supper.	Play quietly before bed.
Cook supper.	Read a story.

Bathe with bubble bath.

GOAL 1: FOLLOWING DIRECTIONS

Objective 1210: Students will read to follow directions written in sequential order to administer first aid.

Suggested Activities

- A. Given a chart explaining the state of shock, the student will be able to read the information and number the sentences in the correct order to show what to do for a person in shock.

Sample Chart

What causes shock?

Any serious injury may cause shock.

What are the signs of shock?

The skin of a person in shock feels cool and is whiter than usual. Sometimes perspiration appears, especially on the forehead or chin or above the mouth. Sometimes the victim feels like vomiting or actually does vomit.

What do you do for a person who is in shock?

1. Make the victim lie down at once so that his head is level or lower than the rest of his body.
2. Cover him properly.
3. Give him warm water to drink if more than an hour will pass before he sees the doctor.
4. Don't disturb the injured person more than necessary.

Make a ditto worksheet

Directions:

Below are four things to do for a person who is in the state of shock, but they are not in the right order. Number them in the correct order.

_____ Give the person a drink of warm water (unless he is hurt in the stomach).

_____ Lay the person down.

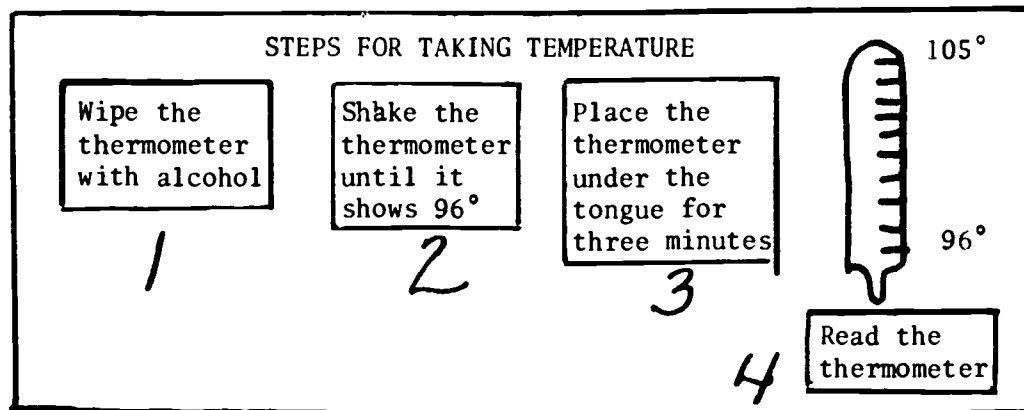
_____ Keep the person quiet and still.

_____ Cover the person.

- B. Given a band-aid on which directions are written in sequential order, the student will apply the band-aid properly.
- D. Given a sequential list of directions for using a first aid spray, the student will be able to tell orally the proper procedure for applying the spray.

(Suggestion: Bring in actual containers, copy the directions from the containers on a chart, have the children role play the directions.)

- D. Prepare a chart or bulletin board display illustrating the steps in taking a temperature



Hint: Use pictures to illustrate.

The center of the thermometer can be cut out and an insert placed on the back so it can be moved to show different levels of degrees.

- a. Students may role play with wooden sticks.
- b. Make a copy of the pictures on the chart that the students may arrange in sequence.

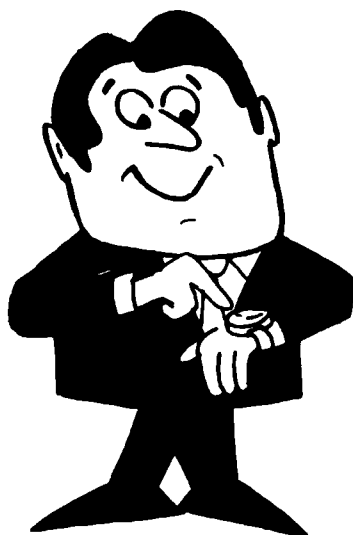
GOAL 1: FOLLOWING DIRECTIONS

Objective 1211: Students will read to follow directions in sequential order to complete a gas and electric meter card.

Suggested Activity

- A. At a center displaying a large model of a gas meter and a large model of an electric meter, the student will take a meter reading card from a pocket and complete the card.

Note: Change the dials on the models several times for added practice.



How to read your meters

it's as easy as telling time . . .




MARK SHADED DIALS ONLY IF

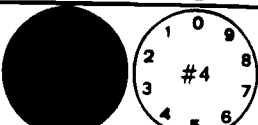
GAS METER HAS 4 OR 5 ELEC. DIALS METER HAS 5 DIALS
--

Starting with dial #1 on the right hand side of the card fill in only the same number of dials as on your meter(s). Mark meter hands as they are shown on your meter. Don't circle the number or write the number down. If the hand is between two numbers draw it that way.

GAS METER
#



ELEC. METER
#



NAME _____ ADDRESS _____

DON'T WRITE BELOW THIS LINE FOR COMPANY USE THANK YOU

BS	DC	STREET	BLK	FOLIO	S	CD	GAS								
							ELEC.								
								ND	OS	BC	TC	CC			

(87-A)

GOAL 1: FOLLOWING DIRECTIONS

Objective 1301: Students will read to interpret cautions and warnings in the environment to know how to protect themselves from injury or inconvenience and to care for children and possessions.

Suggested Activities

- A. Given the warning sign from a fire alarm box, the student will complete a written worksheet to show his ability to interpret the sign.

FALSE FIRE ALARMS

It is a criminal offense under Maryland law for any person knowingly to give or cause to be given any false alarm of fire. This offense is punishable by fine and/or imprisonment.

Step I

1. It is a _____ under Maryland law to turn in a false fire alarm.
2. You can be given a _____ or _____ for turning in a false alarm.
3. A _____ is when someone reports a fire and there is none.

Step II

1. You are on a party line and you overhear a neighbor report a fire where there is none. What would you do?
2. Describe what a false fire alarm is.
3. If you deliberately report a fire that is not there, what will happen to you when you are caught?

Step III

1. What steps would you take to report a person who is turning in false fire alarms?
 2. What steps are taken by the Control Center to make sure a fire report is true?
 3. Why do you think it is a crime to turn in a false fire alarm?
- B. Given a local telephone book, the student will locate and read the pages dealing with anonymous and annoying callers to complete the worksheet interpreting the warning.

Skills II

Warning

Anonymous and Annoying Caller--

It is a criminal offense under Maryland and federal laws for any person to make use of telephone facilities and equipment for:

Anonymous Calls---

(If in a manner reasonably expected to annoy, abuse, torment, harass, or embarrass one or more persons.)

Repeated Calls---

(If with intent to annoy, abuse, torment, harass, or embarrass one or more persons.)

Any Comment---

(Request, suggestion, or proposal which is obscene, lewd, lascivious, filthy, or indiscrete.)

Step I

1. It is a _____ offense to make anonymous and annoying telephone calls.
2. The _____ will assist its customers when they are bothered by annoying telephone calls.
3. Anyone who makes telephone calls that bother other people breaks both _____ and _____ laws.

Step II

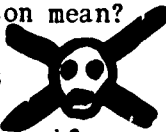
1. If you do not identify yourself to someone on the telephone what could happen to you?
2. Whom do you call if you are being bothered by telephone calls that are annoying, repeated, and abusive?
3. Where is the local company business office of the telephone company in our area?

Step III

1. You constantly receive telephone calls at 2:00 a.m. every morning. What would you do to put a stop to this, assuming that the caller is unknown to you?
2. Someone calls you and you answer the telephone; he hangs up. Five minutes later he calls again and repeats this process several times. What steps would you take to stop this type of bother?

3. How do you think the telephone company would make sure that you are not bothered by annoying telephone calls?
- C. Given a can of shellac or the label from a can of shellac, the student will read to interpret the label and complete the worksheet about protecting himself from injury or inconvenience.

What Is Shellac and How Do You Use It?

1. What does poison mean?
2. What does this  mean?
3. What will happen if you swallow shellac?
4. What does ~~flammable~~ mean?
5. What is a vapor?
6. Where should you keep this can?
7. What is the first thing you should do if you swallow the shellac in this can?
8. How many coats of shellac should you put on your project?
9. Should the lid be open or closed when you are not using the shellac?
10. What does ventilated mean?
11. What should you do with old shellac before you put it on your project?

GOAL 1: FOLLOWING DIRECTIONS

Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

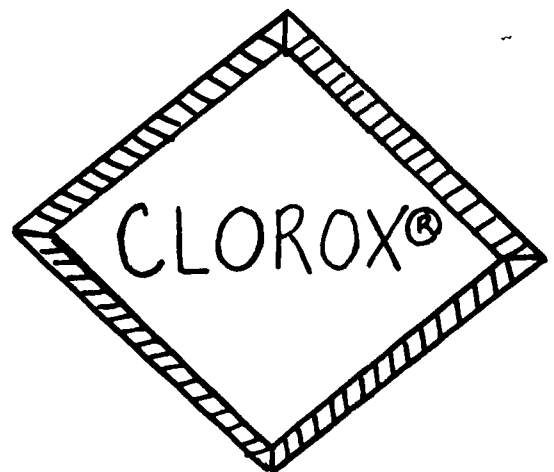
Suggested Activities

- A. Given the label from a bottle of Clorox the student will complete a worksheet to show his understanding of the label.

CLOROX

Terms:

caution: be very careful
colorfast: the color will not come out
deodorize: to take the bad smell out
dilute: to add water to make weaker
discoloration: the color changes
disinfect: to take the germs out



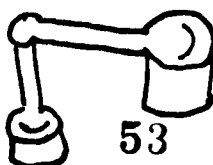
- I. BY READING THE LABEL, A BUYER CAN TELL THAT THE PRODUCT CLOROX IS A BLEACH THAT WHITENS, CLEANS, REMOVES STAINS, AND DISINFECTS.

- A. NAME THREE PLACES, BESIDES THE WASH, WHERE CLOROX CAN BE USED SAFELY.

1. _____
2. _____
3. _____

- B. LIST THREE FABRICS ON WHICH CLOROX CAN BE USED SAFELY.

1. _____
2. _____
3. _____



C. LIST THREE FABRICS ON WHICH CLOROX CANNOT BE USED SAFELY.

1. _____
2. _____
3. _____

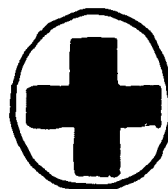
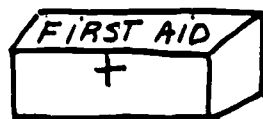
II. FILL IN THE BLANKS.

THE BOTTLE SAYS THAT AN EASY WAY TO TEST A FABRIC TO SEE IF CLOROX CAN BE USED IS TO MIX _____ TABLESPOON(S) OF CLOROX WITH 1/4 _____ OF WATER. APPLY ONE _____ OF THIS SOLUTION AND LET STAND 1 MINUTE. THEN BLOT DRY WITH A PAPER TOWEL. AN ARTICLE CAN BE SAFELY BLEACHED IF _____

III. TRUE OR FALSE (INFORMATION ON THE LABEL)

- _____ 1. TO USE CLOROX IN A WASHING MACHINE, ALWAYS ADD 1 CUP.
- _____ 2. DO NOT USE AMMONIA OR TOILET BOWL CLEANERS WITH CLOROX BECAUSE HARMFUL GASES MAY BE PRODUCED.
- _____ 3. CLOROX IS NOT GOOD FOR DIAPERS BECAUSE IT DESTROYS DISEASE-CAUSING GERMS.
- _____ 4. CLOROX SHOULD BE KEPT IN A COOL PLACE WITH THE TOP ON TIGHTLY.
- _____ 5. IF YOU WANTED TO OPEN A RESTAURANT, YOU COULD WRITE TO THE CLOROX COMPANY FOR SOME HANDY TIPS.

IV. CAUTION: Clorox should be kept out of the reach of children.



BY READING THE LABEL, TELL WHAT TO DO IF CLOROX IS:



1. SPLASHED IN THE EYES



2. SWALLOWED

a.

b.



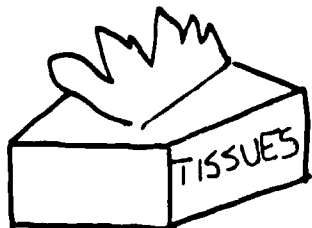
3. SPLASHED ON THE SKIN

- B. Given the labels from two medical prescriptions the student will complete the questionnaire.

MEDICAL DRUGS - Route 40 Shopping Center 465-0236	
No. 65490 Albert Brown	Dr. Smith, Jr.
Apply locally every 3 hours as needed for itching.	
Store in a cool place.	
Refill: 0 1 2 3 4	Caution: May not be taken internally
MEDICAL DRUGS - Route 40 Shopping Center 465-0236	
No. 65491 Albert Brown	Dr. Smith, Jr.
Two pills 4 times a day. Caution: These pills may make you sleepy. Do not drive while taking.	
This prescription can only be refilled on authority of your physician.	
Caution: Keep this and all medicine out of the reach of children.	

1st label

2nd label



NOT SICK ENOUGH TO STAY IN BED

(YET NOT REALLY WELL)

POOR AL! HE'S GOT DOUBLE TROUBLE! HE CAUGHT A BAD COLD AND HE HAS AN AWFUL ITCH.

HE WENT TO DR. MOORE WHO GAVE HIM 2 PRESCRIPTIONS. 1 FOR HIS COLD AND 1 FOR HIS ITCH. DR. MOORE FORGOT TO TELL AL ANYTHING ABOUT THE MEDICINE AND AL FELT SO BAD THAT HE FORGOT TO ASK. READ THE LABELS TO ANSWER AL'S QUESTIONS.

1. WHICH MEDICINE IS FOR THE ITCH AND WHICH IS FOR THE COLD?

A. PILL VIAL _____

B. BOTTLE _____

2. WHICH MEDICINE IS SWALLOWED AND WHICH IS NOT?

A. PILL VIAL _____

B. BOTTLE _____

3. WHAT WORDS TELL AL THAT THE MEDICINE SHOULD BE:

A. SWALLOWED _____

B. NOT SWALLOWED _____

4. WHERE SHOULD AL STORE HIS MEDICINE?

A. PILL VIAL _____

B. BOTTLE _____

5. HOW LONG DOES AL HAVE TO TAKE THE MEDICINE?

A. PILL VIAL _____

B. BOTTLE _____

6. WHAT SHOULD AL DO WHEN HE USES ALL HIS MEDICINE?

A. PILL VIAL _____

B. BOTTLE _____

7. WHEN SHOULD AL USE OR TAKE THE MEDICINE?
- A. PILL VIAL _____
- B. BOTTLE _____
8. WHAT SIDE EFFECT DOES THE LABEL SAY THE MEDICINE IN THE PILL VIAL MAY PRODUCE? _____
9. WHAT WILL YOU NEED TO TAKE THE PILLS? _____
10. HOW COULD YOU APPLY THE LOTION? _____



- C. Given the label from a People's aspirin bottle the student will complete the following worksheet.

MATERIAL: People's aspirin bottle

NOT ALL ASPIRIN'S ALIKE . . .

VOCABULARY:	excessive	-- too much
	medication	-- drugs
	accidental	-- not on purpose
	overdose (OD)	-- taken too much medicine

Jerry has a bad cold. He has a fever, his muscles ache and his head hurts. He feels just awful. The flu has been going around school. What should he do?

1. Where did Jerry buy his aspirin? _____
2. How many tablets are in the bottle? _____
3. What is the aspirin supposed to do? _____

4. How much aspirin should Jerry take if he were:
5 years old _____, 8 years old _____, 16 years old _____?
5. Jerry's younger brother who is 2 years old is also ill.
What should Jerry's mother do about giving him aspirin?

6. Where should you keep this bottle? _____
7. What should you do if you take an accidental overdose of aspirin? _____
8. If each aspirin is 5 grams and you should not take more than 60 grams per day, how many aspirin tablets would be 60 grams? _____
9. How many aspirins are too many? _____

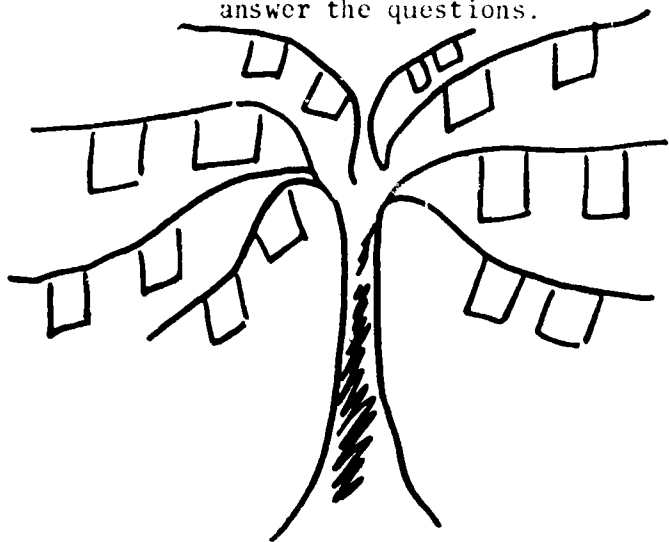
- D. At a center displaying boxes, cans and bottles and a dittoed chart worksheet the student will read to interpret the labels and fill out the dittoed chart.

NAME _____ DATE _____

Brand Name	Type of Product	Manufacturer's name & address	Weight	Size	List of Ingredients

Amount of use	How to use it	Caution

- E. At a center displaying a "Care Label Tree" and questions on a chart the student will read to interpret the care labels and answer the questions.



THE CARE LABEL TREE

Hang labels on cut-out tree or real tree branch.

The Care Label Tree

Answer each question on your own paper:

1. Why is this called a care label tree?
2. How many labels are on this tree?
3. Where would these labels normally be found?
4. Read each label. How many are exactly the same?
5. Choose one label. Try to describe what the article would be made of if it contained this label.
6. Choose a different label. Name an article you own that might have this label sewed inside.
7. Why is a care label important?

GOAL 1: FOLLOWING DIRECTIONS

Objective 1401: Students will read to find a location in a building, on a street, or in the local community by using maps and transportation schedules.

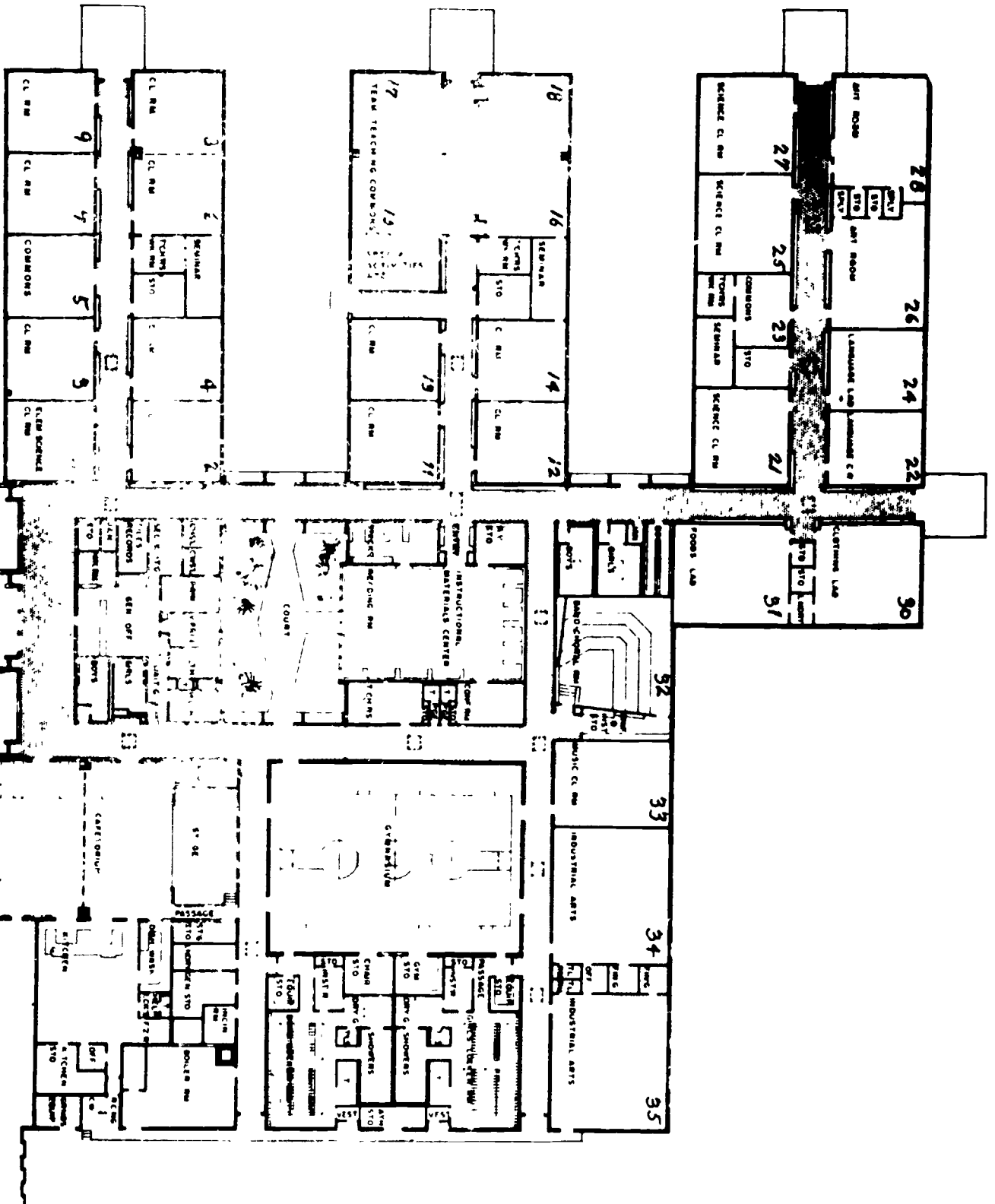
Suggested Activities

- A. Given a floor plan of a building, the student will be able to complete the following directions:

Music	Cafeteria	Gym
Classroom	Library	Health
Art		Office

1. Put an X in the room where you go to sing.
 2. Underline the name of the room where you find the principal.
 3. Circle the name of the room where you go to paint a picture.
 4. Put a square around the name of the room where you go when you are sick.
 5. Put a triangle around the name of the room where you eat lunch.
 6. Put two lines under the name of the room where you can find a book to read for fun.
- B. Given a floor plan of a school building, the student will be able to answer questions about the floor plan.

GLENWOOD MIDDLE SCHOOL



Answer these questions about the map of Glenwood Middle School:

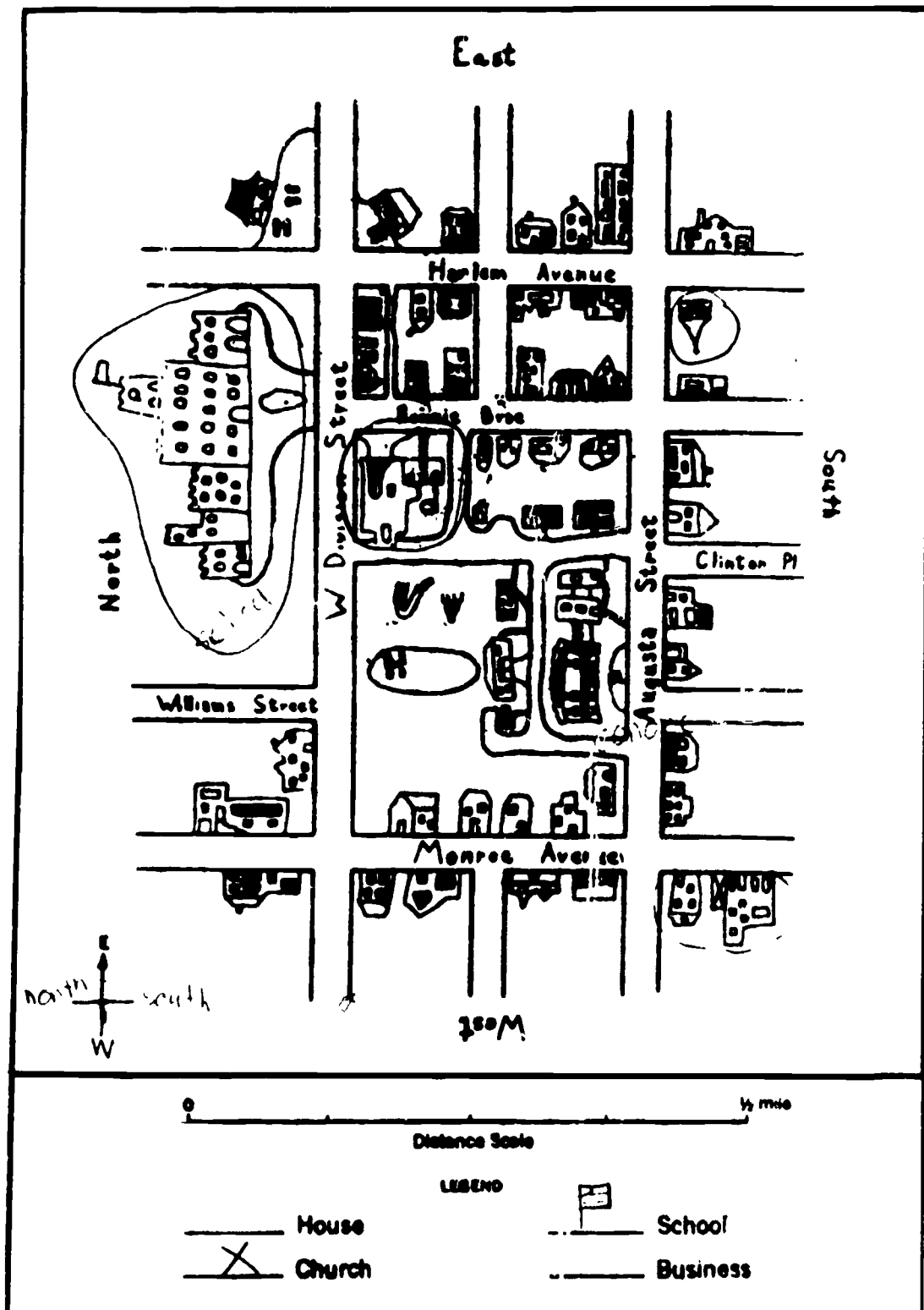
1. How many industrial arts rooms are there?
2. If you have just entered through the front door, is the cafeteria on your right or on your left?
3. If you were coming from room 30, would you turn right or left to get to the Red Room?
4. If you were coming from the Cafetorium, would you turn right or left to get to the gym?
5. Using the scale at the bottom of the map, how far is it from room 27 to room 25?
6. How far is it from room 11 to room 12?
7. How far is it from room 9 to room 1?
8. How far is it from room 35 to room 32?
9. How far is it from room 14 to room 11?
10. How long is the gymnasium?
11. How wide is the gymnasium?
12. How long is the courtyard?
13. How long is the stage?
14. How wide and how long is the principal's office?
15. How wide and how long is room 11?
16. What is another name for room 23?
17. What are the four rooms which are connected to the Gym?
18. Describe how you would tell someone to get from the front door of the school to room 24.

- C. Given a map of the local school community, the student will locate places on the map and complete a worksheet.

Directions:


Read each question and use the map to fill in the blanks.

1. The sketch map shows these directions _____, _____, _____, and _____. Complete the direction compass on the map by adding the letters NS and W. When the students made this map of their community, they were facing the direction _____. The direction at the top of this map is _____ and not north.
2. Turn this map so that the directions on it are the same as those in your environment. This sketch map shows that the streets east-west are named _____ and _____.
3. Find Augusta Street. Along the south side of this street are four blocks. On this sketch map, measuring along Augusta Street, the distance from Harlem Street to Monroe Street is 1/2 mile. Use the scale of distance to measure how far it is between Augusta and West Division Streets. It is about _____ miles.
4. Find symbols for buildings, houses, schools, churches, and businesses. A flag marks the locations of the two schools. Circle the two schools on the sketch maps. After the word "School" in the legend, make a symbol for a school. A cross on the top of a building marks a church. Circle this building. In the legend add the symbol for "Church" after the word "Church". The church is located on the _____ corner of _____ street and _____ Avenue.
5. Find and count the symbols for houses on the south side of Augusta Street between Bonnie Brae and Monroe Avenue. There are _____ houses. Add the symbol for "House" to the legend.
6. Two gas stations are located on the east side of the corner of West Division Street and Harlem Avenue. Locate them on the sketch map. Add a symbol for "Business" to the legend.
7. Stop at either one of the gas stations and ask for directions to Concordia on Augusta Street. Complete the directions you might receive. You are standing at the corner of _____ Street and _____ Avenue. Go south on _____ Avenue for _____ blocks. Concordia will be in the third block on the _____ side of _____ Street.
8. Suppose you wanted to walk from Harlem Avenue along Augusta Street to Monroe Avenue. This distance would be what part of a mile? _____ mile. Turn north on Monroe Avenue and walk to West Division Street. You have now walked _____ mile. If you turn east on West Division and walk to the gas station, how far have you walked? _____ miles.



Sample Answer Sheet for Finding Directions on Maps:

Answers:

1. North, South, East, and West (in any order) East. East.
2. West Division Street and Augusta Street.
3. One fourth miles.
4. South west, Augusta Street and Harlem Avenue.
5. Six
6. 
7. West Division Street and Harlem Avenue. Go south on Harlem Avenue for two blocks. North side of Augusta Street.
8. One-half mile. Three-quarters of a mile. One and one-quarter miles.

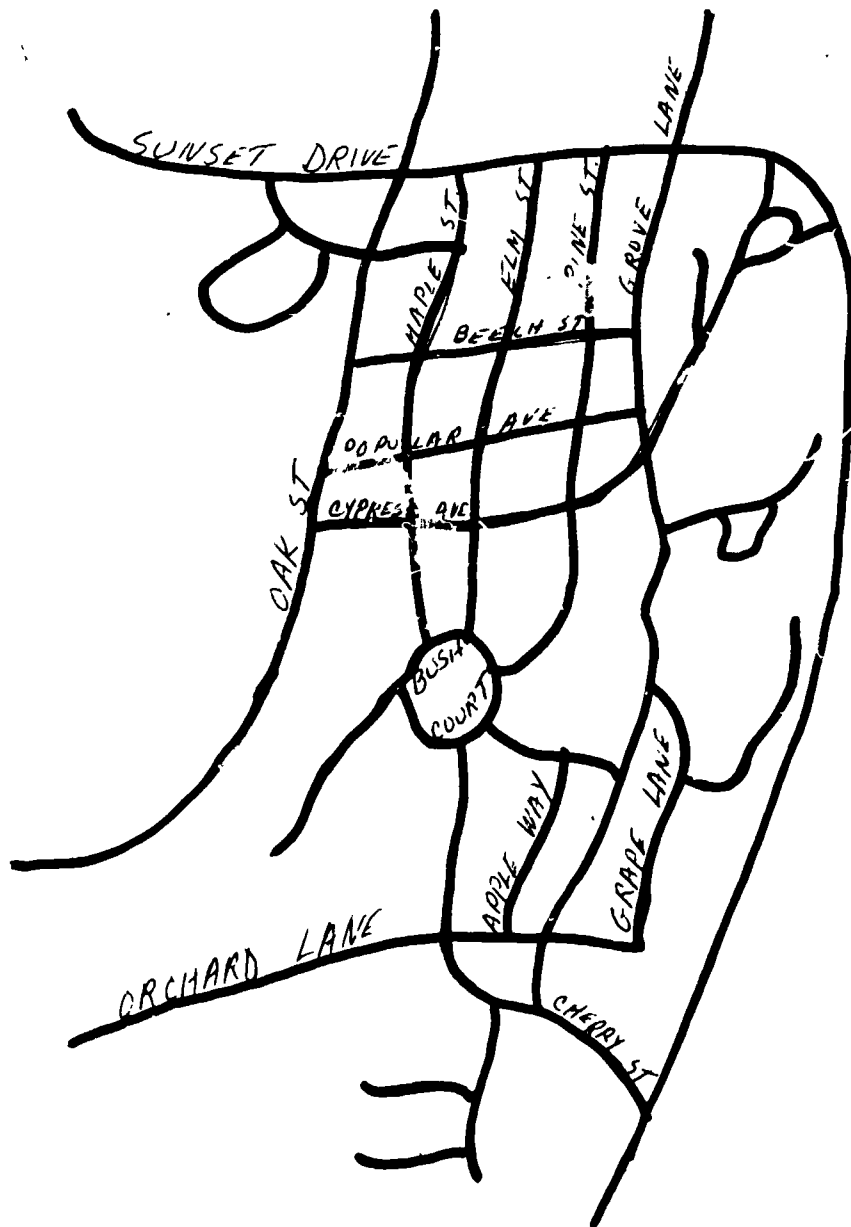
- D. At a center displaying a school bus transportation map from a local community, the student will use colored head pins to locate the bus stops.

Directions:

As an elementary student, use red pins to show where the bus stops are at the locations listed below. If you have an older brother or sister, use a blue pin to show where he would board the bus for the middle or high school.

Bus Stops	
<u>Elementary</u>	<u>Middle and High Schools</u>
1. Sunset Drive and Oak Street	1. Cypress Avenue and Grove Lane
2. Beech Street and Elm Street	2. Orchard Lane and Cherry Street
3. Orchard Lane and Apple Way	3. Oak Street and Sunset Drive
4. Bush Court and Elm Street	
5. Popular Avenue and Grove Lane	

Local Community Map



GOAL 1: FOLLOWING DIRECTIONS

Objective 14.1: Students will read to find a location for a job by using a work schedule or map.

Suggested Activities:

- A. Given a map of the University of Maryland, College Park Campus, and a chart of the building name and location, the student will use the two to answer dittoed questions.

Ditto sheet - Use the map and code sheet to answer the following questions.

1. Which buildings are located at the following coded places?
 - a. 30
 - b. 26
 - c. 110
 - d. 61
 - e. 120
 - f. 125
2. Which building can you identify by its shape without referring to the code chart?
3. Which classes would you attend at codes 74, 135, 89, 67, 47?
4. Write the code for the following buildings:
 - a. Chemistry
 - b. Journalism
 - c. Elkton Hall
 - d. Shriver Hall
 - e. Theater
 - f. Undergraduate Library
5. What type of activity would you be engaged in if you were in the following coded buildings?
 - a. 24
 - b. 39
 - c. 46
 - d. 82
 - e. 47
 - f. 76
 - g. 28
 - h. 61
 - i. 2

- B. Given a work schedule for a job, the student will read the work schedule to answer questions on the location of his job on specific days.

John was a day laborer. He was hired by a local building company that required him to check into its office daily in order to read a posted job schedule notifying the employees where to report to work. Below is his completed weekly schedule. Read the schedule and answer the questions.

Name: John Frost

Job Description

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:30 to 12:30	Unloading lumber at job #4 Bollen & Center Sts		Digging lines for sewer pipes. Job #12. Post & South St.	Same as Wednesday	Unloading building supplies at job #24 Croft Development, Green and Star Sts.	
12:30 to 4:30		Cleaning up site at 142 S. Main St.		Cleaning up site at Post & North Sts.		

1. How many days a week did John work? Which day did he work one-half day? Which day did he have no work?
 2. Were his places of work on Wednesday and Thursday near each other? Give reason for your answer.
 3. Where was the company's Job #4 located?
 4. At what two locations did John have a clean-up job?
 5. Where did John go to work on Friday?
- C. Given a college catalogue, the student will read and locate the information necessary to fill out a weekly class schedule.

Directions:

Read the catalogue and make a schedule for a first semester freshman. Choose a three- or four-hour course from each of the five divisions of the university. Remember, they must be freshman courses. List your course name, instructor, place, time, and days.

Be careful! These are some things you must remember: (1) you work part-time on Thursday at 1:00 p.m. and all day Saturday; (2) you are in a car pool and get to college at 8:30 a.m. Fill in a form with the information you obtained above.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

- D. Given a list of activities and a weekly schedule form, the student will read the activities and record them on the form.

Sample:

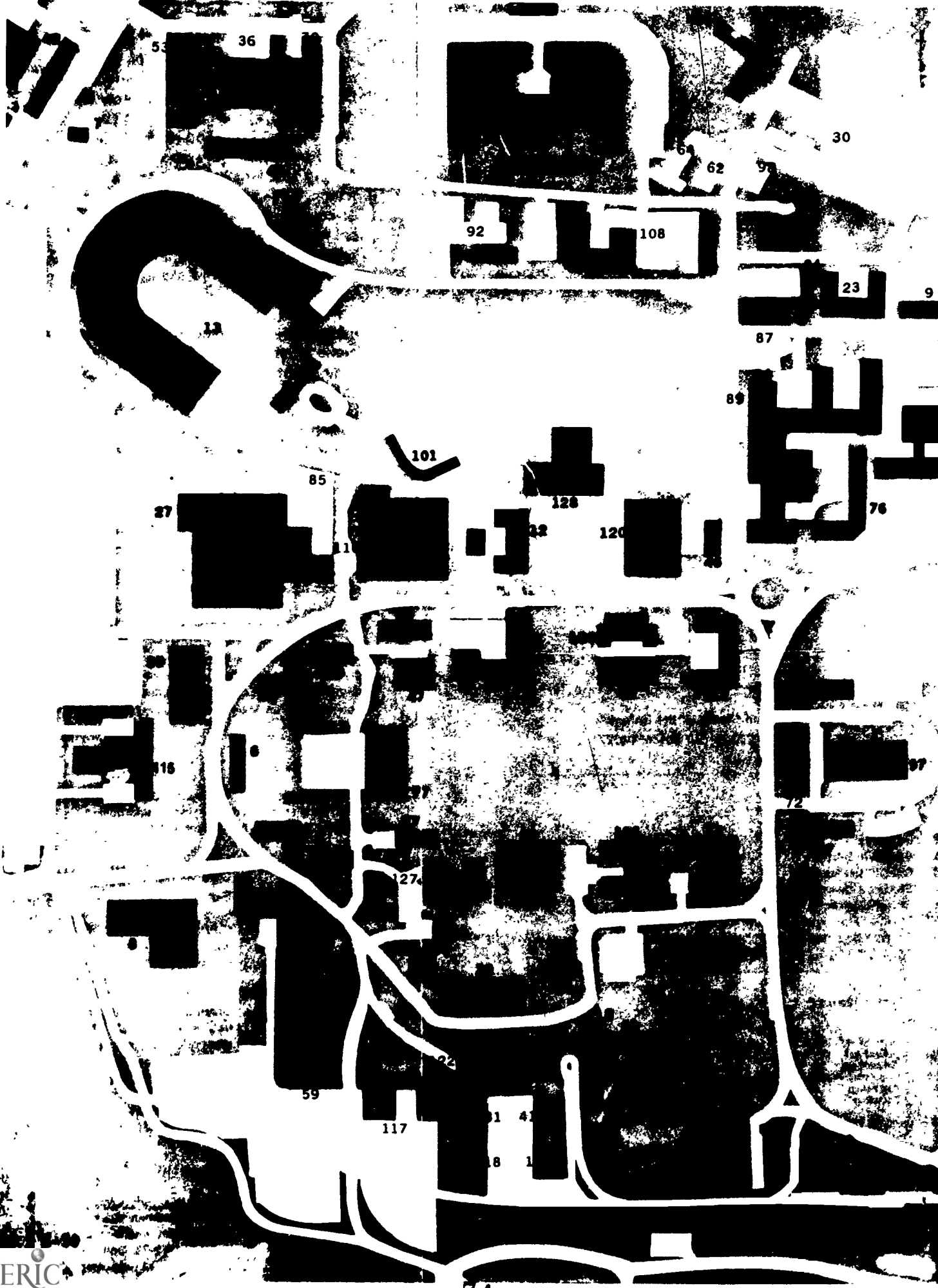
Read the list of activities and fill in the form below.

- | | |
|---------------------------|---|
| 1. Piano lesson | 3:30 - 4:00 p.m. Wednesday |
| 2. Scouts | 7:30 p.m. - 9:00 p.m. Monday |
| 3. Little League practice | 4:00 - 6:00 p.m. Tuesday, Wednesday, Thursday |
| 4. Little League games | 2:00 Saturday - 7:00 a.m. Friday |
| 5. Class trip | 7:30 a.m. Tuesday |
| 6. Movie date with gang | 2:00 p.m. Sunday |
| 7. Swim Team practice | 7:30 p.m. Tuesday, Thursday |

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT

The College Park Campus of The University of Maryland

No	Building Name	Location	No	Building Name	Location
1	(AA) Temporary Classroom	H 10		Information See Main Admin. and Police Dept	J-7
2	Adult Education Center (BB)	A 6	66	International House	H-10
3	Allegany Hall	I-10	67	Journalism (G)	G 7
4	Animal Science Center (WW)	J-2	68	Juli Hall (II)	H 3
5	Annapolis Hall	J-9	69	Kent Hall	I 8
6	Anna Arundel Hall	F-6	70	La Plata Hall	F 1
7	Apiary (API)	E-2	71	Leonardtown Modular Housing	N 9
8	Architecture (ARC)	E 8	72	Main Administration (1B)	J-7
9	Asphalt Institute	K 3	73	Mane Mount Hall (H)	I 7
10	Baltimore Hall	H-9	74	Martin Engineering Classrooms (J)	K-4
11	Bel Air Hall	H-1	75	Martin Engineering Labs (S)	K-4
12	Bureau of Mines U. S.	H-5	76	Mathematics (Y)	J 5
13	Byrd Stadium (STA)	F-3	77	McKeldin Library (L)	G-7
14	Calvert Hall	H 9	78	Memorial Chapel	I-8
15	Cambridge Hall (CAM)	H-2	79	Molecular Physics	I-3
16	Carolina Hall	F-6	80	Montgomery Hall	J-10
17	Carroll Hall	F 8	81	Morrill Hall (M)	G-8
18	(CC) Nyumburu	G-9	82	Motor Transportation Facilities	N-7
19	Cecil Hall	I 9	83	North Administration (KK)	J-6
20	Central Receiving - General Supplies Depot	N-8	84	Nuclear Reactor	J-3
21	Centreville Hall	H-2	85	Parking Garage #1 (H)	F-4
22	Charles Hall	I-10	86	Patterson Hall H J (E)	G 6
23	Chemical Engineering (U)	J-3	87	Patterson Hall J M (P)	J-4
24	Chemistry	J-4	88	Physical Education	H 1
25	Chestertown Hall	H 1	89	Physics (Z)	J-4
26	Civil Defense Training	N-8	90	Police Department	L-7
27	Cole Fieldhouse (GG)	F 5	91	Post Office	L 7
28	Computer Science Center (MM)	H 2	92	Poultry	G-2
29	Cumberland Hall	G 1	93	Preinkert Fieldhouse (W)	F 7
30	Dairy Barn (QQ) (Animal Sciences Annex)	J-2	94	President's Residence	B-4
31	(DD) Temporary Classroom	G 9	95	Prince George's Hall	I-9
32	Denton Hall	D-1	96	Queen Anne's Hall	F-7
33	Dining Hall 1	H 9	97	Reckord Armory (AR)	J-7
34	Dining Hall 2	H 1	98	Ring Accelerator	J 2
35	Dining Hall 4	D-1	99	Ritchie Coliseum (COL)	L-7
36	Dining Hall 5	F-1	100	Rosborough Inn	K-7
37	Dorchester Hall	F-6	101	Shipley Field	G-4
38	Easton Hall	D 1	102	Shoemaker Hall (N)	H-8
39	Education (OO)	F 6	103	Shriver Hall (I)	I-6
40	Education Annex	G 9	104	Silvester Hall (K)	I-7
41	(EE) Temporary Classroom	H 9	105	Skinner (T)	I 7
42	Elkton Hall	D 1	106	Somerset Hall	F 7
43	Ellicott Hall (ELL)	F 2	107	South Administration (VV) (Grad. School Bldg.)	J-7
44	(FF) Temporary Classroom	F 9	108	Space Science Center (SS)	H 3
45	Fire Service (FS)	K 9	109	St. Mary's Hall	F 6
46	Fish and Wildlife Service U. S.	I 5	110	Student Union (SU)	G-5
47	Foreign Languages (LL)	G 6	111	Surplus Property	L-3
48	Francis Scott Key Hall (RR)	H 7	112	Symons Hall (O)	I 6
49	Frederick Hall	I 9	113	Talbot Hall	H-8
50	Garrett Hall	I 9	114	Taliaferro Hall (A)	H-7
51	Golf Course	2	115	Tawes Fine Arts Center (NN)	E-6
52	Grounds Custodial Dept	L 3	116	Terrapin Hall (TH)	G-8
53	Hagerstown Hall	F 1	117	(TT) Temporary Classroom	G-9
54	Harford Hall	I 9	118	Turner Lab-Dairy (D)	K-7
55	Harrison Lab Greenhouse	L 6	119	Tydings Hall-B P A (Q)	G-7
56	Health Center-Infirmery	G 5	120	Undergraduate Library	I-5
57	Heating Plant	L 7	121	University Press-Print Shop	L 7
58	Heavy Research Lab	L 2	122	(UU) Temporary Classroom	I 9
59	(HH) Temporary Classroom	F 9	123	Washington Hall	I 10
60	Holzapfel Hall (F)	I 6	124	Wicomico Hall	F 8
61	Home Management Center (HMC)	I 13	125	Wind Tunnel	L 4
62 63 64	Horses Cattle Sheep	I 1	126	Woods Hall (K)	I 7
65	Howard Hall	J 10	127	Worcester Hall	G-8
			128	Zoology Psychology (ZP)	H-4



GOAL 1: FOLLOWING DIRECTIONS

Objective 1403: Students will read maps to find a location in the county.

Suggested Activities

- A. At a center on finding locations in the county on a map, the student will read a posted map and answer questions given on index cards.

Center Idea

Map Study

On a large piece of cardboard or tagboard approximately 4' x 4' or larger, paste or staple a highway map of your county or state or some other area. Leave space on one side for pockets in which cards can be inserted with questions on them.

Example:

Pockets containing
filing cards on which
questions are written



Make up questions regarding the places on the map: roads, water bodies, cities, towns, railroads, mountains, lowlands, etc.

Answers to the questions can be written on the back of the cards.

- B. At a center on finding locations in the county on a map, the student will look at pictures of historical places, locate the places on the map, and connect the picture and location with colored yarn.

GOAL 1: FOLLOWING DIRECTIONS

Objective 1404: Students will read to find a location in the community by using mass transportation maps.

Suggested Activities

- A. Given the Metrocenter Baltimore M.T.A. Bus Route map, the student will read the map, mark the map, and answer questions given on location.

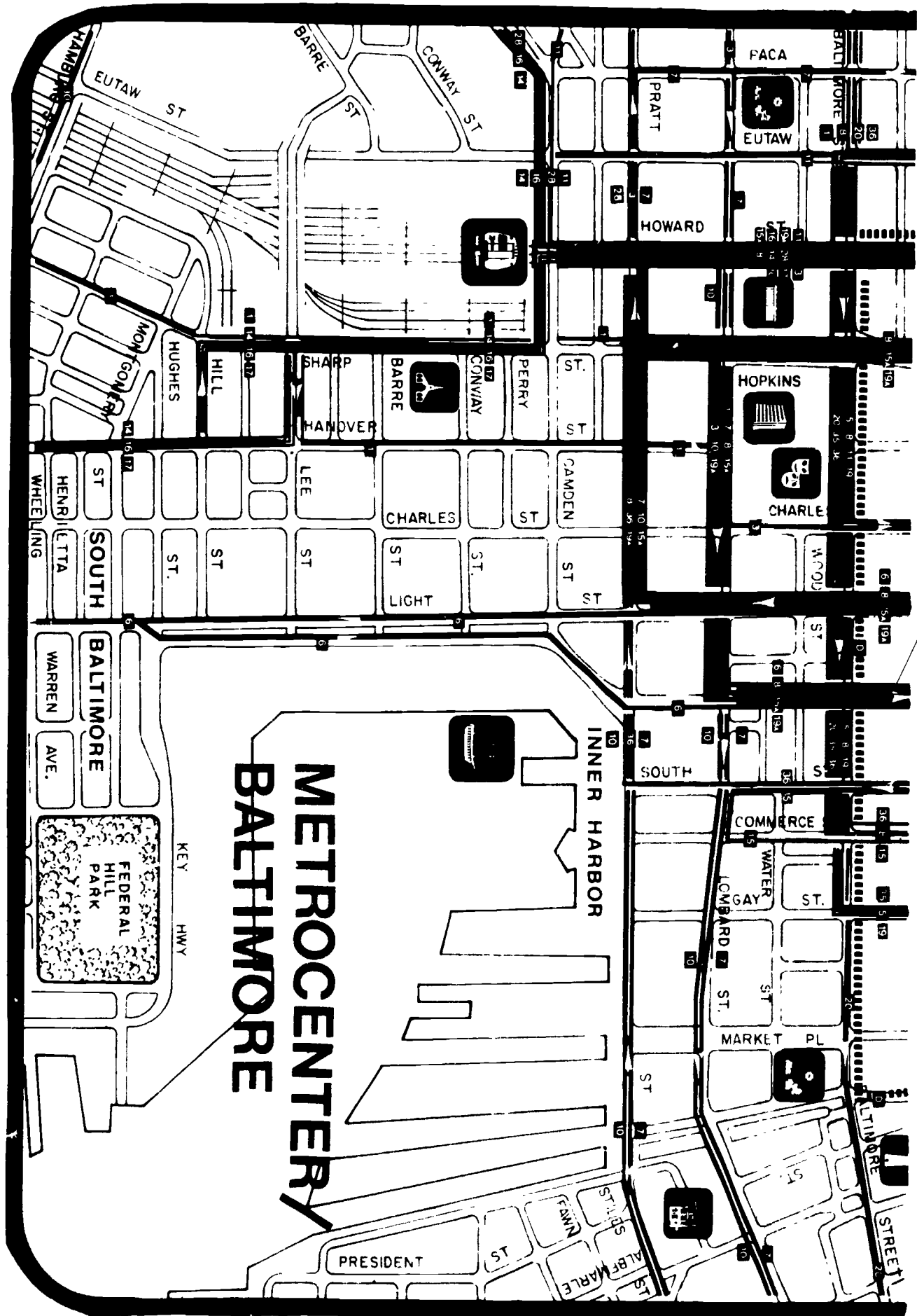
Directions:

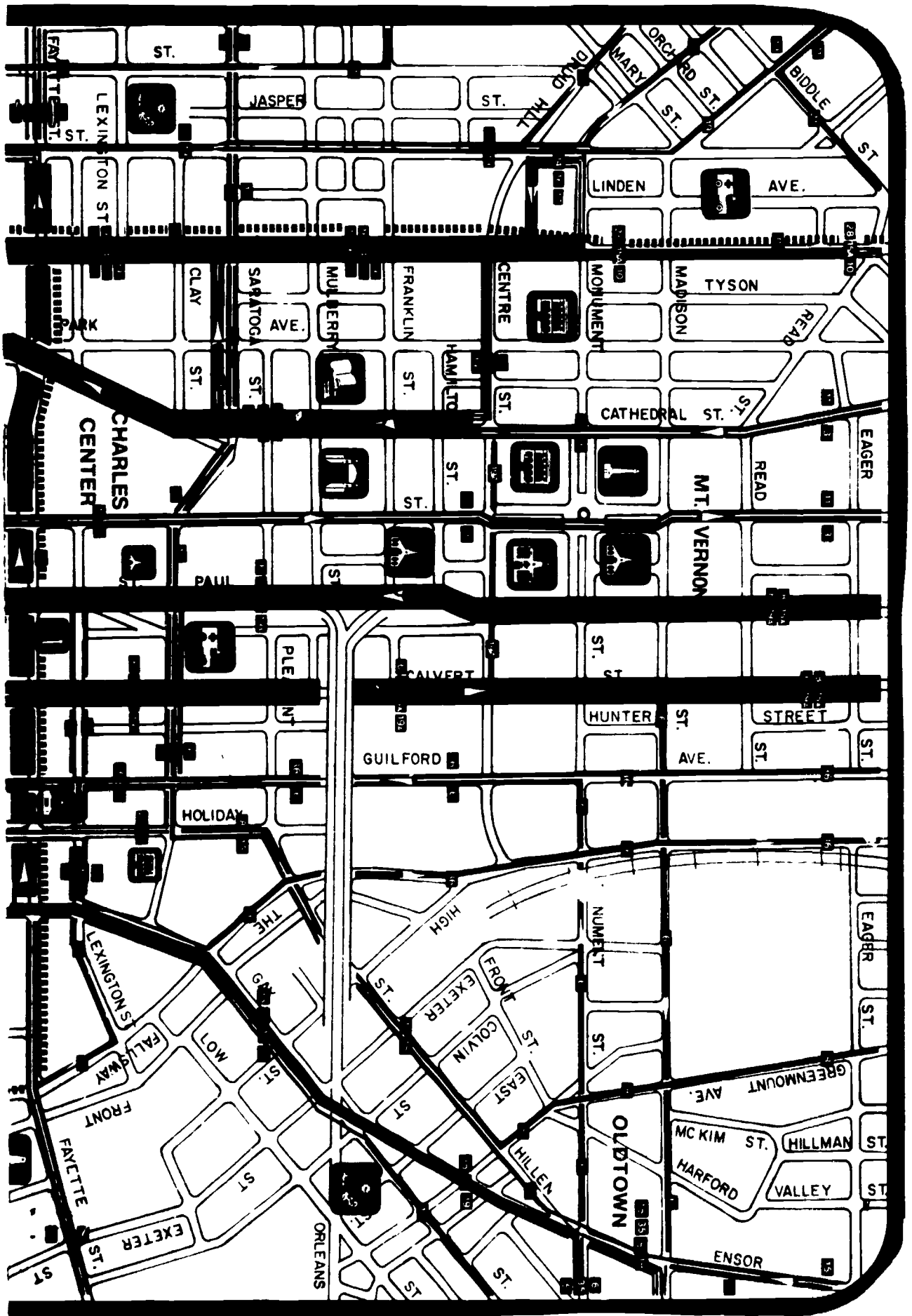
1. Read the Metrocenter Baltimore Bus Map (next page)
2. Mark the map as indicated in the exercise.
3. Answer the questions in the exercise.

Exercise:

1. Use a red marker and trace the route of the #8 bus.
2. Use a blue marker and trace the route of the #19 bus.
3. Which bus line is closest to Federal Hill Park?
4. Which buses stop at Cathedral and Monument?
5. Which buses travel on Calvert Street?
6. If you were standing on Calvert and Redwood Streets, which bus would you take to Greenmount and Hillen?
7. If you lived on Druid Hill, which bus would take you into town?
8. Which bus would you take to travel from Jasper Street to Lexington and Fallsview?

o





B. Given a copy of the Boston to Washington Amtrak Schedule, the student will read to answer the questions by interpreting the schedule.

1. What is Amtrak?
2. Which train leaves North Philadelphia at 3:13 p.m.?
3. Which train has a streamlined, air-conditioned Rail Diesel car?
4. What is the fare between New York and Baltimore on the Metrocoach?
5. Which train arrives in Washington, D.C. at 5:00 p.m.?
6. What is the fare between Philadelphia and Baltimore on a Metroclub car?
7. What time does the latest train leave Trenton?
8. At what time does the Metroliner leave Boston?
9. What is the regular coach fare between Providence and Washington, D.C.?
10. Which trains stop at New London?
11. When does the New Englander arrive at New Haven?
12. Which train stops at Kingston?



SYMBOLS

- Metroliner - Streamlined, high-speed luxury electric train.

- Silverliner - Streamlined electric train.

- Streamlined, air-conditioned Rail Diesel Car.

BOSTON - PROVIDENCE - WORCESTER - SPRINGFIELD - HARTFORD - NEW HAVEN - NEW YORK - NEWARK - TRENTON - PHILADELPHIA - WILMINGTON - BALTIMORE - WASHINGTON

(Eastern Daylight Time)

Continued on next page >

Train Number	181	211	118	401	100	181	118	31	218	100	171
Train Name	The New Englander				The Minute Man	The Flying Yankee		The National Limited		Bay State	The Southern Crescent
Frequency of Operation	Mo thru Su	Su Only	Daily	Mo thru Fr	Daily	Su thru Fr	Daily	Daily	Daily	Daily	Daily
Type of Service	Miles Tram Bus.	Parlor			Parlor						Parlor
BOSTON, MA (South Sta.).....Dp	0	7 10 a			8 00 a	9 00 a				8 45 a	10 00 a
BOSTON (Back Bay Sta.).....	1	7 15 a			8 05 a	9 05 a				8 50 a	10 05 a
Route 128, MA.....	12	7 28 a			8 18 a	9 18 a					10 18 a
PROVIDENCE, RI.....	44	8 04 a			8 54 a	9 44 a					10 54 a
Kingston.....	71				9 20 a						
Westerly, RI.....	88				9 37 a						
Mystic, CT (Mystic Seaport) ⊕●	97				9 48 a						
New London.....	106	9 03 a			10 02 a	10 34 a					11 53 a
Old Saybrook, CT.....	124					10 53 a					
Worcester MA ⊕●.....	15									9 00 a	
Framingham ⊕●.....	21									9 21 a	
WORCESTER.....	44							Thru train to Kansas City		9 40 a	
SPRINGFIELD, MA.....	98				9 05 a					11 00 a	
Thompsonville, CT (Enfield) ⊕●	106				9 17 a					11 12 a	
Windsor Locks ⊕●.....	111				9 25 a					11 20 a	
Windsor ⊕●.....	117				9 34 a						
HARTFORD.....	123				9 50 a					11 40 a	
Berlin (New Britain).....	133				10 04 a					11 54 a	
Meriden.....	141				10 15 a					12 06 p	
Wallingford.....	147				10 25 a					12 15 p	
NEW HAVEN.....Ar	157	9 58 a			10 45 a	11 28 a				12 36 p	12 46 p
NEW HAVEN.....Dp	157	10 08 a			11 05 a	11 28 a					12 56 p
Bridgeport.....	174				① 11 25a						① 1 36 p
Stamford, CT.....	196	② 10 49a									② 1 48 p
Rye, NY.....	205				② 12 01p						② 2 30 p
NEW YORK, NY (Penn. Sta.)...Ar	232	11 40 a			12 45 p	1 00 p					
NEW YORK, NY (Penn. Sta.)...Dp	232	12 00 a	12 00 a	12 30 p	1 00 p	1 30 p	1 45 p	2 00 p	2 30 p		3 00 p
NEWARK, NJ (Penn. Sta.).....	242	12 15 p	12 15 p		1 15 p	1 42 p	2 00 p	2 15 p	2 42 p		3 15 p
Elizabeth.....	247										
Rahway.....	253										
Metropark (Iselin).....	257	12 31 p	12 31 p	12 58 p				2 31 p			
Metuchen.....	259										
New Brunswick.....	265	12 42 p	12 42 p								
Princeton Jct (Princeton 4).....	280	12 58 p	12 58 p								
TRENTON, NJ.....	290	1 09 p	1 09 p		2 00 p		2 45 p	3 04 p			4 00 p
Bristol, PA.....	300										
North Philadelphia.....	318	1 37 p	1 37 p				3 13 p	4 34 p			4 44 p
PHILADELPHIA, PA (30th St. Sta.)	322	1 50 p	1 50 p	1 46 p	2 45 p	2 42 p		3 46 p			4 44 p
WILMINGTON, DE.....	349			2 00 p	3 14 p	3 08 p			4 00 p		5 11 p
BALTIMORE, MD (Penn. Sta.).....	417			2 00 p	4 15 p	3 08 p			4 00 p		5 15 p
Capital Beltway, MD.....	447			3 18 p		4 30 p			5 20 p		
WASHINGTON, DC.....Ar	457			3 34 p	5 00 p	4 30 p			6 20 p		6 50 p

- C. Given a copy of the TWA flight schedule from the Baltimore-Washington area, the students will read the schedule to answer a set of questions about each schedule.
1. Which airports are listed in the Baltimore-Washington area?
 2. What time does a non-stop flight to Dayton leave? From which airport does it leave?
 3. Via which city does the flight to Hong Kong travel?
 4. What time does the last plane leave for Denver?
 5. What time is the earliest Sunday flight to Indianapolis?
 6. How many stops would the flight to Athens make?
 7. Which flight would you take to attend a 9:00 p.m. meeting in Columbus?
 8. Which airport offers flight service to Lisbon?
 9. Which flight to Chicago is not scheduled for Saturdays?
 10. Which airport does not offer flights to Kansas City?

Departs	Arrives	Stops or Connecting City	Frequency	TWA from the Baltimore- Washington Area			
ALBUQUERQUE				Departs	Arrives	Stops or Connecting City	Frequency
N 8:00 AM	11:26 AM	Via Chicago	ExSun.	GUAM			
I 8:30 AM	11:26 AM	Via Chicago	ExSun.	D 5:00 PM	5:05 AM	Via Los Angeles	Daily
N 10:20 AM	1:28 PM	One-stop	Daily	HONG KONG			
N 1:55 PM	6:12 PM	Two-stop	Daily	D 5:00 PM	12:50 PM	Via Los Angeles	Daily
N 5:25 PM	9:17 PM	One-stop	ExSat.	INDIANAPOLIS			
ATHENS				N 8:20 AM	10:18 AM	Two-stop	ExSun.
D 7:10 PM	2:25 PM	Two-stop	Daily	N 11:15 AM	11:40 AM	Non-stop	Daily
BANGKOK				N 4:40 PM	5:57 PM	One-stop	Daily
D 7:10 PM	9:15 AM	Via Rome	Daily	N 8:55 PM	10:57 PM	Two-stop	ExSat.
CHICAGO				KANSAS CITY			
N 8:00 AM	8:49 AM	Non-stop	ExSun.	N 8:00 AM	10:35 AM	One-stop	ExSun.
I 8:30 AM	9:14 AM	Non-stop	ExSun.	N 10:20 AM	12:47 PM	Via Chicago	Daily
N 10:20 AM	11:09 AM	Non-stop	Daily	N 11:15 AM	1:21 PM	One-stop	Daily
N 12:10 PM	12:59 PM	Non-stop	Daily	I 12:15 PM	3:42 PM	Via Chicago	Daily
I 12:15 PM	12:59 PM	Non-stop	Daily	N 3:55 PM	6:47 PM	One-stop	Daily
N 1:55 PM	2:44 PM	Non-stop	Daily	N 6:55 PM	9:33 PM	Via St. Louis	Daily
N 3:55 PM	4:51 PM	Non-stop	Daily	N 9:00 PM	11:30 PM	One-stop	Daily
I 4:30 PM	5:25 PM	Non-stop	Daily	LAS VEGAS			
N 5:55 PM	6:27 PM	Non-stop	ExSat.	N 7:30 AM	10:00 AM	One-stop	ExSun.
N 9:00 PM	9:48 PM	Non-stop	Daily	I 8:30 AM	11:28 AM	Via Chicago	ExSun.
COLUMBUS				N 11:20 AM	1:54 PM	One-stop	Daily
N 8:20 AM	9:25 AM	Non-stop	ExSun.	I 12:15 PM	2:54 PM	Via Chicago	Daily
N 4:40 PM	5:49 PM	Non-stop	Daily	D 4:05 PM	7:05 PM	One-stop	Daily
N 8:55 PM	10:15 PM	Non-stop	ExSat.	I 4:30 PM	7:48 PM	Via Chicago	Daily
DAYTON				LISBON			
N 8:20 AM	10:21 AM	One-stop	ExSun.	D 5:10 PM	8:40 AM	Via New York	Daily
N 3:05 PM	4:20 PM	Non-stop	Daily	LONDON			
N 8:55 PM	10:58 PM	One-stop	ExSat.	D 5:10 PM	7:40 AM	Via New York	Daily
DENVER				LOS ANGELES			
N 7:30 AM	10:06 AM	Via St. Louis	ExSun.	I 8:30 AM	12:03 PM	One-stop	ExSun.
I 8:30 AM	10:57 AM	Via Chicago	ExSun.	D 11:45 AM	2:00 PM	Non-stop	Daily
D 10:15 AM	11:50 AM	Non-stop	Daily	I 4:30 PM	8:05 PM	Via Chicago	Daily
N 11:20 AM	1:48 PM	Via St. Louis	Daily	D 5:00 PM	7:21 PM	Non-stop	Daily
N 2:30 PM	4:58 PM	One-stop	Daily	N 9:00 PM	1:23 AM	Two-stop	Daily
I 4:30 PM	7:08 PM	Via Chicago	Daily	MADRID			
N 6:55 PM	9:34 PM	Via St. Louis	Daily	D 5:10 PM	8:00 AM	Via New York	Daily
DUBLIN				ST. LOUIS			
D 5:10 PM	9:20 AM	Via New York	Daily	N 7:30 AM	8:23 AM	Non-stop	ExSun.
FRANKFURT				N 9:45 AM	10:41 AM	Non-stop	Daily
D 7:10 PM	8:10 AM	Non-stop	Daily	N 11:20 AM	12:16 PM	Non-stop	Daily
Schedules effective September 15. Airport Codes: N—National D—Dulles I—Baltimore-Washington International				N 2:30 PM	3:23 PM	Non-stop	Daily
				N 6:55 PM	7:53 PM	Non-stop	Daily
				SAN FRANCISCO			
				D 9:00 AM	11:33 AM	Non-stop	Daily
				I 11:45 AM	2:10 PM	Non-stop	Daily
				D 5:40 PM	8:16 PM	Non-stop	Daily
				N 9:00 PM	3:08 AM	Via Los Angeles	ExSat.

GOAL II

READING OBJECTIVES:

LOCATING REFERENCES

GOAL II: LOCATING REFERENCES

Objective 5101: Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. . Given a worksheet with part of an index from a textbook and questions relating to the index, the student will read the index to locate references within the index and answer the multiple choice questions.

Wood, Robert Williams (American physicist) W:326

Wood alcohol (chemical) W:326

Alcohol (other alcohols) A:319

Chemistry (organic compounds) C:322

Forest and Forest Products (table) F:341

Hydrogen (hydrogen compounds) H:413

Wood anemone (plant) W:327

Wood-block Print (art)

See also Woodcut in this index

Block Printing B:322

Wood barer

Beetle (kinds of beetles) B:170-173 with picture

Wood Buffalo National Park
(Alberta-Northwest Territories)

Canada (National Parks) C:94

Wood duck (bird) W:283

Wood engraving (art)

Engraving (wood engraving) E:258

Japanese Print J:46

Wood frog

Animal picture on A:454

Frogs (kinds of frogs) F:466

12. A wood frog is listed. What other kind of animal is listed?

- A. Wood bird
- B. Wood reptile
- C. Wood rat

B. Given a section from a glossary and a worksheet on locating references within a glossary, the student will read the glossary to answer the multiple choice questions.

SAMPLE GLOSSARY

Jade (jad) 1. to wear out; 2. a semi precious stone often green

Jerk (jerk) 1. to dry out in the sun; 2. to preserve

Jet sam (jet sam) goods thrown overboard from ships

Jet ty (jet ti) a place to land a boat

Keel (kel) 1. to faint; 2. to fall suddenly; 3. the main bottom timber that extends the length of a boat

kin (kin) relatives

koek je (kuk y) a Dutch word meaning little cake

lad ing (lad ing) a load

La Mo li na (la mo le n) a resort in Spain in the Pyrenees Mountains

Lan cas ter (lang kas ter) a city in Pennsylvania

Lat in (lat en) the language used by ancient Romans.

lee (le) the protected side

loath (loth) unwilling

SAMPLE QUESTIONS

What is the meaning of the word keel?

- A. To fall suddenly
- B. Relatives
- C. To wear out

After which word below is the word jetty entered?

- A. Jerk
- B. Jade
- C. Jetsam

Some words have more than one meaning. How many meanings for the word jade does this glossary list?

- A. 1
- B. 2
- C. 3

- C. Given an index from a book, the student will be able to answer the questions on a worksheet about the index.

Directions: Type a worksheet containing an index and questions like the sample below.

Index	
Corn, 50-7	
bread, 56-7	
corncobs, 98	
hominy, 54	
meal, 55-6	
parched, 56	
planting, 54	
pudding, 54	
soups, 55	
succotash, 53	

1. What page might tell about the care of growing corn?
 - a. Page 98
 - b. Page 50
 - c. Page 52
 - d. page 54
2. What page tells about corn pudding?
 - a. Page 98
 - b. Page 50
 - c. Page 57
 - d. Page 54
3. What page would tell how to make succotash?
 - a. Page 56
 - b. Page 51
 - c. Page 53
 - d. Page 52
4. What would you read about on page 56?
 - a. Bread
 - b. Hominy
 - c. Pudding
 - d. Soups
5. What page would tell about grinding corn?
 - a. Page 55
 - b. Page 53
 - c. Page 51
 - d. Page 50

- D. Using the table of contents from a textbook, the student will be able to answer the questions on a worksheet containing the sample table of contents and questions as shown below.

Unit II. Moving West

Daniel Boone, Frontiersman	85
The Wagon Train	96

Building a New Home	104
Meeting the Indians	114
Unit III. On To The Pacific	
Crossing the Plains	128
Dry and Thirsty	131
Through the Rockies	149
Our Goal at Last	158
Diggings at Dry Gulch	167

1. Which story would you read to find the way early settlers traveled?
 2. Which story may tell about life in a teepee?
 3. Which story would you be reading on page 94?
 4. Which story could be about a desert?
 5. Which word in the title "Diggings at Dry Gulch" tells you it could be about mining for gold?
 6. Which story will tell you about a man famous in history?
 7. Where might you find information about hunting for mountain lions?
 8. On which page will "Our Goal at Last" end?
- E. Given a glossary from a textbook, the student will be able to locate the answers to the incomplete statements and complete the worksheet.

Directions:

1. In the exercise below, read the glossary.
2. Read the incomplete statements.
3. Find the answers in the glossary.
4. Fill in the blanks.

Sample Exercise

Planet - a body of matter of significant size revolving around the sun

Satellite - a body of matter traveling in orbit around other which controls its movement. The earth is a satellite of the Sun, just as the moon is a satellite of the Earth.

Solar System - a system of planetary bodies traveling in orbit around a star or a system of stars.

1. A _____ travels in orbit around a body of matter which controls its movement.
2. A body of matter of significant size is a _____.
3. A group of planets traveling around a star is a _____.

GOAL 11: LOCATING REFERENCES

Objective 1102: Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activity

- A. Given a glossary from a tradebook, the student will find the meaning of words in order to play a game.

Make a game board similar to that of Candy Land. On most of the squares will be written words from one of the tradebooks. A few of the squares will be bonus squares giving free moves or extra squares. Pupil throws the dice, moves to designated square, and must find the meaning of the word. He must complete the meaning within the time limit. (egg timer) If he doesn't complete the task within the time, he loses a turn.

GOAL II: LOCATING REFERENCES

Objective 2103: Students will read to locate references within a list manual for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given a handbook for retail store employees, the student will read the introduction to answer true-false questions.

Introduction

Every successful and profitable business must adopt certain standard policies and procedures which must be followed by its employees for the mutual benefit of the employees and the company as well. Whether you are a salesman, office clerk, collector, serviceman, or stockman, you are entrusted with the proper care and handling of money and/or merchandise belonging the Western Auto Supply Company. Western Auto has established certain requirements considered necessary for the protection and benefit of every employee and the Company. Each employee is expected to comply with these requirements at all times by conducting himself in such a manner so as to reflect credit upon himself and the Company of which he is a part.

These requirements have been established to protect the Company against losses and to protect the integrity of all employees. Your continued employment and advancement with Western Auto depend upon your understanding of the established requirements and your efforts in complying with these requirements at all times.

Sample Exercise

Read the statements and circle T if the statement is true or F if the statement is false.

1. If an employee follows the company's policies and procedures, both he and the company will benefit. T F
2. When the company hires anyone, it shows it entrust him with its merchandise or money. T F
3. Misbehavior by an employee reflects only on himself. T F
4. An employee will advance in the company if he follows its policies and procedures and does a good job. T F

- B. Given a handbook for retail store employees, the student will utilize the headings and subheadings to locate information to complete statements given on a worksheet.

Directions: Read the headings and subheadings of the handbook to locate the information necessary to complete the following statements easily and quickly. Write in the information needed to complete the statements.

1. Cash handling requirements have _____ sections to study.
 2. Cash receipts in any form _____ be under the care of the employee receiving them until they are _____.
 3. A safeguard for checking the accuracy of the cash money or change you handle is that the funds are _____.
 4. Cash shortages or cash coverages show _____.
 5. A professional shopper's job is to _____.
 6. Employees must park their cars _____.
- C. Using a copy of a page from an automotive workshop manual, the student will read the section on general checks, locate the references mentioned in this section, and write the references on his worksheet.

A certain amount of experience with automatic transmissions and knowledge of the working principles is an advantage when assessing the functioning of the VW 1600 automatic transmission and trying to locate defects. Otherwise it is advisable to use another vehicle on which the automatic transmission is known to be working properly as a means of comparison.

For the operation of the transmission, it is essential that the engine is running properly (idling, transfer, ignition setting). Inadequate engine output due to incorrect adjustments or defective parts can, in certain circumstances, give the impression that something is wrong with the automatic transmission. For this reason, always check the engine and rectify any incorrect adjustments before starting to look for defects in the transmission.

Important

All work on the vehicle which entails running the engine must only be carried out with the selector lever at 0 and the handbrake properly applied. The only exceptions are in the case of pressure testing and when checking the stall test speed.

The following equipment is required to test the automatic transmission:

- 1 - Pressure gauge with connecting hose and a range of **0—350 psi** for measuring the main pressure.
- 2 - Pressure gauge with connecting hose and a range of **0—140 psi** for measuring the primary throttle pressure.
- 3 - Electronic rev counter for the engine speed.

a - General checks

The following operations should be carried out before every transmission check and if defects are found they must be rectified before proceeding any further

- 1 - Check engine settings.
- 2 - Check transmission oil level. See Section H/22, page 1-1.
- 3 - Check adjustment of selector lever cable. See Section H/23, page 1-4.

- 4 - Check operation and adjustment of kick-down switch. See Section H/22, page 1-1.

When checking the oil level, **the appearance of the oil and the smell should also be checked.** Burnt friction linings will make the oil smell burnt. Dirty oil can cause trouble in the hydraulic control system. Too much or too little oil can also affect the operation of the transmission. The oil level should, therefore, be checked very carefully in order to avoid unnecessary repair work.

GOAL 11: LOCATING REFERENCES

Objective 2105: Students will read to locate references within a newspaper for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. At a center on using the newspaper index to obtain information, the student will complete the work of the center day, recording his answers on paper.

Index	
Amusements C 7	Metro B 1
Classified Cc15	Movies C 16
Comics B 16	Obituaries B 9
Crossword B 4	Outdoors D 9
Editorials A 30	Religion D 17
Federal Diary B 17	Sports D 1
Financial D 10	Style C 1
Garden B 11	TV - Radio C 14

Directions:

1. Look over the index.
2. Put your name, the number of the activity, and the title of the station on the top of your paper.
3. Answer the following questions.
4. When you are finished, come and get the answers to check your paper.

Questions:

1. In what section would you find something about a new book?
2. Where would you find puzzles?
3. Where would you find something about recreation?
4. In what section would you find news about the stock market?
5. In what section would you find about something that happened in the past?

6. Where would you find what is playing at the movies?
 7. In what section would you find out about your favorite basketball, football, or baseball team?
 8. What would you find in section A-30?
- B. Given an index clipped from a local newspaper, the student will be able to answer multiple choice questions about the index.

Directions: Provide a copy of an index from a local newspaper and prepare a set of multiple choice questions similar to the sample below.

Sample Index

INDEX	68 pages	4 sections
Amusements B6		Financial D10
Classified C7		Metro C 1
Comics B8		Obituaries C 6
Crossword B4		Sports D 1
Editorials A20		Style B 1
Fed. Diary B9		TV-Radio B 5

1. Where are radio programs listed?
 - (1) Page B 5
 - (2) Page B 1
 - (3) Page D 1
 - (4) Page D10
 - (5) Not listed. Tune in tomorrow.
2. People who are hiring workers advertise in:
 - (1) Amusements
 - (2) Classified
 - (3) Editorials
 - (4) Financial
 - (5) Obituaries
3. Sports news is:
 - (1) In A section
 - (2) In B section
 - (3) In C section.
 - (4) In D section
 - (5) Not in this paper
4. Articles about local people who have died recently would be found:
 - (1) In A section
 - (2) In B section
 - (3) In C section
 - (4) In D section
 - (5) Nowhere. Newspaper don't talk about the dead.
5. Theater listings (for local movies or plays) would be found:
 - (1) In A section
 - (2) By calling telephone operator
 - (3) In B section
 - (4) In C section
 - (5) In D section

1

GOAL II: LOCATING REFERENCES

Objective 2106: Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given a Table of Contents from a magazine, the student will read to locate references within the magazine and then record the page number of the articles on a worksheet.

Directions: The table of contents below gives the name of each article and page number on which you will find each one. Finish the sentences below by writing the correct number in each blank.

CONTENTS

May 6, 1974 Volume 40, No. 18

- | | |
|---|--|
| 20 The Pro Football Revolution
<i>Nine radical rule changes designed to rouse the game from its lethargy will anger some people and delight others</i> | 48 Right Place at the "Wrong" Time
<i>A case in photographs for the pleasure to be found when summer places are visited before summer comes</i> |
| 24 Double-Barreled Derby Threat
<i>Trainer Woody Stephens' two-horse entry of Judger and Cannonade is favored to win the 100th Kentucky Derby</i> | 76 All Red, So Help Them Henna
<i>The girls dye their hair and play basketball 200 nights a year, humiliating teams of out-of-shape men</i> |
| 26 A Bogey! Play It Again, Sam
<i>Among the giants at the Tournament of Champions was Sam Adams, who won the 1973 Quad Cities</i> | |
| 28 They Should Call It Sockeye
<i>The Flyers-Rangers cup semifinals had more violence than skill as New York bounced back from a mauling</i> | |
| 34 King of the Road on Two Wheels
<i>National motorcycle champion Kenny Roberts may be just a mite small but he makes a mighty roar</i> | |
| 40 He's Got the Formula Right Here
<i>Bowler Carmen Salvino thinks of his arm as a pendulum. Once everyone thought he was some kind of yo-yo</i> | |

Sample Questions

1. The article about women basketball players who must dye their hair red is on page _____.
2. On which page will you find an article on the pro football revolution? _____.
3. The National Motorcycle Champion, Kenny Roberts, is called the "King of the Road." On which page will you find an article about him? _____.

- B. Given a Table of Contents from a magazine, the student will read to locate the references within the magazine and then answer multiple choice answers on a worksheet.

Field & Stream

AUGUST 1973 VOL. LXXVIII No. 4

Founded in 1895

Feature articles

Solunar Tables [®] for August	38
The Silent Predator, by Gilbert Drake, Jr.	46
The Hunter's Edge, by J. Joe Beardsley	48
The Cool Trout of August, by Fred McKinley	50
Bulls at 30 Below Zero, by Bill McRae	52
Sweet Music for Summer Panfish! by Michele Caraher	54

Humor

The Twenty Pound Brown Trout, by Patrick McManus	64
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Where to go

Cure for Ram Fever, by Gabby Barrus	56
-------------------------------------	----

How to do it

Cookin' the Blues, by Shirley Denning	16
Building a Rod with a Fiberglass Ferrule, by Jim Patterson	18
Cooking Lazy, by Mel Marshall	45
Fast & Loose Fly Casting, by Joan Salvato Wu	58
Painless Trail Riding, by William K. Peck	60
Get Started on Antelope, by Hartt Wixom	62
The Sportsman's Notebook, by H. G. Tapply	68

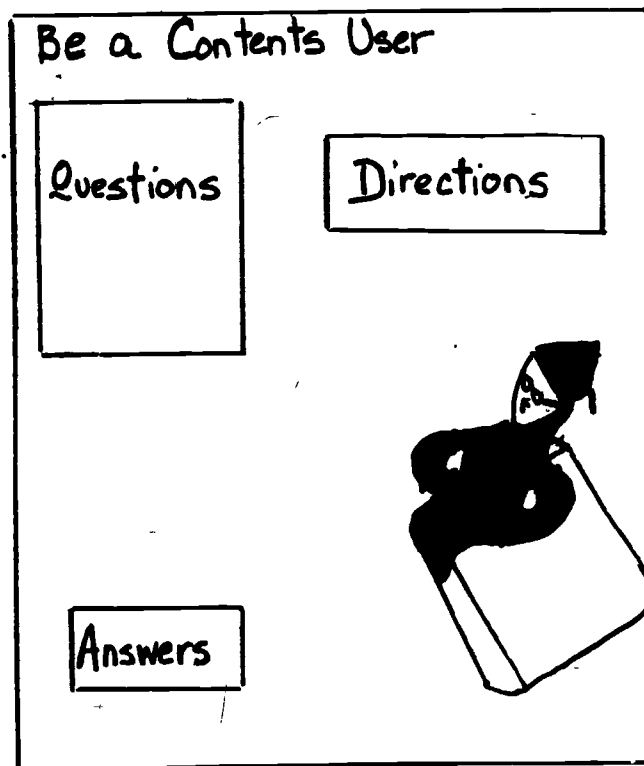
Regular departments

Editorial	4	Fishing, by John Weiss	118
Cheers & Jeers	6	Vehicles, by Bob Behme	124
Richard Starnes	10	Especially for Women, by Margaret G. Nichols	128
Ted Trueblood	21	Camping, by Steve Netherby	134
Conservation, by Michael Frome	28	The Sportsman's Shopper	140
Shooting, by Bob Briester	102	Exit, Laughing, by Ed Zern	170
Boating, by F. M. Paulson	106		

Directions: Use the table of contents to answer the following questions. Circle the letter of the best answer.

1. Bill McRae has written a feature article on page 52 about
 - a. "The Twenty Pound Brown Trout"
 - b. "The Silent Predator"
 - c. "Bulls at 30 Below Zero"
 - d. "Cheers and Jeers"
2. Which of the following pages is not an article on "How to do it"?
 - a. Page 68
 - b. Page 16
 - c. Page 58
 - d. Page 48
3. On page 134 there is an article entitled "Camping." Who wrote the article?
 - a. John Weiss
 - b. Steve Netherby
 - c. H. G. Tapply
 - d. Gabby Barrus

- C. At a center, the student will show he is able to use the table of contents of a magazine as an aide in locating information by completing the activities in the center.



Directions:

1. Use the magazine below.
2. Write the page numbers on which you would most likely find the information.
3. Look at the page in the magazine.
4. Write the answer to the question.
5. Check your answer.

Questions:

1. Why is San Diego an important trading center?
2. What is the Moscow Metro?
3. How do natural resources help people decide what kinds of houses to build?

These questions are samples of the type that can be developed from any table of contents.

Materials:

poster board, contact paper, construction paper for question and direction cards, textbook

GOAL 11: LOCATING REFERENCES

Objective 2107: Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given an index from an almanac and a worksheet on locating references within an almanac, the student will read the index and answer the multiple choice questions.

Magellan (1520)	227,756	Maine, Battleship (1898)	237
Guam, discovers	679	Majorca, Island	553
Magna Carta (1215)	226	Makarios, Pres., see Cyprus	
Magnetic poles of the earth	193	Malacca Malaya	539
Mail-order house (sales)	143	Malagasg Republic	538,576
Mailing information	947-952	Malaita Island, Solomons	568
Maine	660	Malawi	539,576
Admission, area, cap.	660,687	Malay Sea (area, depth)	770
Agriculture	103-107, 109, 110	Malaysia	539,576
Birth, Death statistics	72, 80	Malta	540,576,765
Counties (seats, areas)	229	Manufacturers	137-145
Lake, largest	771	Employees, firms (number)	137
Name, origin of	680	Exports, imports	121

Sample Questions

- Betty wants to know how Maine got its name. Where should she look?
 - Page 680
 - Page 660
 - Page 687
- What information about Malay Sea can Bill find on page 770?
 - Information about its imports
 - Information about its name
 - Information about how deep it is

- B. Given an almanac index, the student will be able to locate and record answers to the questions.

Directions: Provide copies of an index and questions for the student to answer.

Use the almanac index in the box to answer the questions.

Netherlands, New (1624)	616,772	Gibson, Kenneth	926
Netherlands	544	New Hampshire	676
Area, capital, population	544	Admission, area cap.	676,700
Cities (population)	583	Agriculture	129-135,140
Gold reserve	89	Counties (seats, areas)	454
Indonesia independence	529	Lake, largest	383
Painters, noted	259	Museums, attractions	676
Rulers	251	Taxes	98-107
Netherlands Antilles	545		
Netherlands Guiana (Surinam)	545	New Haven, Conn.	615
		Museums, attractions	615
Nevada	675	Panther trials	913,923,934
Admission, area cap.	675,700		
Counties (seats, areas)	452-454	New Hebrides	385,521,571
Lake, largest	383	New Ireland Island n	385,501
Las Vegas	675		
Name, origin of	692	New Jersey	676-677
Taxes	98-107	Agriculture	129-135,140
Territory	675	Bridges	394-396
		Counties (seats, areas)	454
Navis Island (W. Indies)	569	Lake, largest	383
Newark, N. J.		Museums, attractions	676
Addonizio, Hugh	932		

Sample Questions

1. Jane wants to know the rulers of the Netherlands. Where should she look?
2. What information about New Hampshire can Jack find on Page 454?
3. On what page can information about farming in New Jersey be found?

- C. Given an almanac, the student will read the information and do a dittoed exercise.

Sample Exercise

1. Find an entry that would probably remain the same in the almanac of the following year.
 2. Find one that would probably have only a few changes or additions.
 3. Find an entry that might have to be completely revised.
 4. List five charts of information found in your almanac (Titles of charts or tables).
- D. Given an almanac, the students will work in pairs to locate an unusual fact, and record the fact and the index information. (This could be a fun activity to share with the whole class.)
- E. Divide the class into small teams. Give each team an almanac and some trivia questions. The team that locates the answers and records the page numbers of the answers first, is the winner.

GOAL 11: LOCATING REFERENCES

Objective 2108: Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given a telephone book the student will use the information on the inside cover to complete a worksheet on Emergency Numbers.

EMERGENCY NUMBERS

DO NOT WRITE ON THIS PAPER

Use the inside cover of a telephone book to find the answers to the following questions.

1. What number do you call in _____ County to report a fire?
2. If you needed an ambulance in _____ County, what number would you call?
3. What number would you call to get the Coast Guard?
4. If you wanted to report a forest fire, what number would you call?
5. Where is the FBI located for people living in Maryland?
6. If you needed the state police in _____ County, what number would you call?
7. If you wanted to call the US Secret Service in Baltimore, what number would you call?
8. If you needed the _____ County sheriff, what number would you call?
9. In any emergency, if you do not know the correct number, who can you always call?
10. Why is the number for the fire and ambulance in _____ County the same number?
11. Why is there no telephone number listed under Doctor?

- B. Given the Yellow Pages and a worksheet in alphabetical order the student will complete the worksheet using information he has gained from the phone book.

ALPHABETICAL ORDER

1. Put the following listing in alphabetical order:

Carpet	Real Estate	Service Stations
Doctors	Insurance	Loans
Siding	Veterinarians	Beauty Salons
Windows	Tractors	Churches
Auto Parts	Wells	Clothing

2. List the following businesses as you would find them in the white alphabetical listings:

Dean Lumber and Supply (Lumber yards)

Center Gardens Apartment (Apartments)

Dennis Point Marina (Marinas)

Gibraltar Industries (Builders)

3. Now list them as you would find them in the yellow pages.

4. All places that sell prepared food are listed in the yellow pages under the heading "Restaurants." List the following restaurants as you would find them in the yellow pages:

Lenny's	Halfway House
Fisherman's Inn	Clayton Marina
Abell's Steak House	Evan's Seafood
Duke's	Chicken House

Triple R Carry-out

5. Take the restaurants listed in question 4 and write their correct telephone number and location as you find them listed in the yellow pages.

1.

2.

3.

4.

5.

6.

7.

8.

9.

- C. Given a telephone book and a worksheet on locating references within a phone book, the student will complete the worksheet.

HOW IS YOUR NAME WRITTEN?

1. Find these names in the directory and write the guide words found on that page.

Addison, Margaret

Allman, Myron K.

Ampt, Eric

2. If you wanted to find the phone number for St. Mary's County Memorial Library, would you look under B for books, L for library, or S for St. Mary's? Locate the phone number for the library and write it and the page number on which you found it.
3. Would you look for St. Mary's numbers with the SA's or St's? Check the directory and tell where they are found.
4. Find and write the number for the post office in Morganza. Would you look under P? Explain.

WHAT'S YOUR BUSINESS?

Places of business very often list several numbers. Here is an example of a listing you may find in your telephone directory:

Charles County Concrete Co., Inc.

Waldorf 645-5633

Waldorf 654-5635

Lexington Park 863-7085

1. What did you learn from this listing?
2. What kind of business is it?
3. When would you call the second telephone number?
4. Find some other listings like these in your telephone directory. List five of them from page 23 in your directory.

- D. At a center on locating references within a phone book, the student will utilize a phone book to answer the questions given and fill in a dittoed chart.

USING THE TELEPHONE DIRECTORY

The best way to use the telephone directory efficiently is to practice using it. Look up the name, address, and telephone number for the places below and then fill in the ditto.

1. Baltimore Gas and Electric - Emergency Number
2. Sun Cab Co.
3. Baltimore Civic Center
4. New Theater
5. Greyhound Bus Terminal
6. Morris Mechanic
7. Hutzler's
8. Hess Shoes - Bargain Box
9. University Hospital
10. Amtrack

Ditto Chart

Name of Place	Address	Phone Number

- E. Given a Personal Telephone Book (may be obtained free from local telephone company) and a worksheet, the student will use the telephone directory to record the telephone numbers in his Personal Telephone Book.

Sample Items

1. Your home number.
2. Your doctor's number.
 - a. Office number
 - b. Home number

3. Your dentist's number.
4. The drugstore number nearest your home.
5. The number of your father's place of employment.
6. The number of your mother's place of employment.
7. Your school's number.
8. Your public library's number.
9. The ~~number~~ of your favorite boy friend and girl friend.

F. Given the local telephone directory, the student will be able to use the table of contents to answer the questions on a chart and record his answers on an answer sheet.

Directions: Provide copies of the local telephone directory.
Write the questions on a chart. Provide an answer sheet.

Sample Questions

1. What page would you turn to if you wanted to:
 - a. Call another party on your line.
 - b. Find out the correct time.
 - c. Learn the weather forecast.
 - d. Report an out-of-service number.
 - e. Ask a question about your bill.
 - f. Report annoying calls.
2. How many local areas are within your calling area.
3. If you wanted to call City A would it be a toll call?
4. What local area would you live in if the first three numbers of your phone were 730, 461, ?
5. How would you call another party on your line?
6. How would you report a need for repair service?
7. Looking at the area code map, answer the following:
 - a. What state would you live in if you area code was 208, 913, or 703?
 - b. What time zone would you live in if your area code was 301, 808, 303, 913, 506, or 304?
8. How much would it cost you to make a three minute call from Los Angeles to Baltimore.
 - a. Monday - Friday, 8:00 a.m. - 5:00 p.m.?
 - b. Any night, 11:00 p.m. - 8:00 a.m.?

- G. Given a phone book the student will locate given guide words and complete the worksheet.

GUIDE WORDS

Find the guide words Roberts-Rowe. Which of the following names would you expect to find on this page?

Rogers, Robinson, Ross, Robey,
Russell, Ryce,

Correctly place the ones you would find on this page between the guide words.

Which of these names would you find listed first in the directory?

Moore, B. Gerry or Moore, B. Gary

- H. Given a copy of the yellow pages of the phone book, the student will be able to use the heading to locate the answers to a set of questions.

Directions: Provide a copy of the Yellow Pages of the local phone book. Provide a list of topics for the students to locate using the headings of the yellow pages.

SAMPLE

Under which main heading might you find:

- a. A Health Salon
- b. Specialists in swimming pool lighting
- c. A door-to-door milkman
- d. Chinese carry-out food service
- e. Baby diaper service
- f. A cab to take you to the bus station
- g. Where to get a woman's haircut

To obtain materials:

1. Check the Elementary Resource File for third grade.
2. Check the Business Education Resource File.
3. Contact your local Telephone Business Office.

GOAL 11: LOCATING REFERENCES

Objective 2109: Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings and subheadings.

Suggested Activities

- A. At a center the student will choose one item from a group of similar items that they wish to purchase and will locate information from a catalog to answer the questions given.

Directions: Choose the item you particularly like. Then answer these questions.

1. On what page is the item located?
2. Why did you choose this item over the other one?
3. What is the difference in cost?
4. What is the price of the one you chose?
5. How much would two of these items cost?
6. What is the catalog number?
7. What color would you like?
8. How much does it weigh?

- B. At a center where the student is given a sales catalog and a \$100.00 play check, he will locate merchandise in the catalog which he pretends to purchase and then complete a sample order form.

- C. Given a worksheet to check the student's understanding of a catalog, the student will list the items in alphabetical order as they would be found in an index.

Sample Worksheet

If you were looking up these items in a catalog, under which letters would they be listed? Put them in separate lists under each letter.

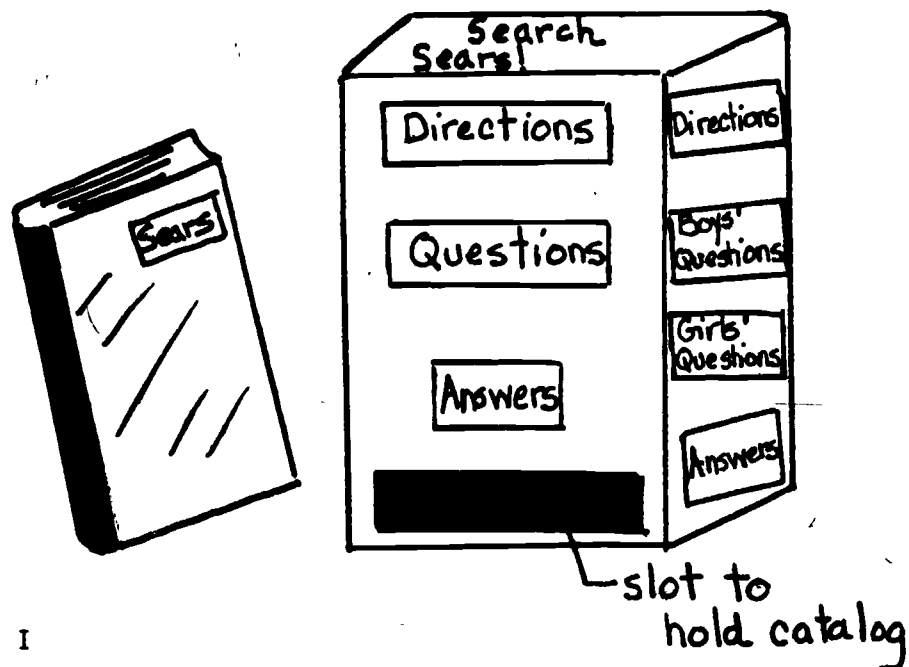
silverware	ropes	welders	rifles
paints	watches	robes	wire
mini-bikes	mirrors	wigs	pumps
radios	motors	sleepwear	rings
wheels	sportswear	power tools	
speakers	sofas	autoparts	

- D. Given an index page from a sales catalog and a worksheet on locating items in the index, the student will use the index page to record the page number on the worksheet.

Item	Page
1. BOYS' TENNIS SHIRTS	_____
2. TALL MEN'S WORK SHIRTS	_____
3. BOYS' SHOES	_____
4. CHUBBY GIRLS' SHORTS	_____
5. SHOCK ABSORBERS	_____
6. TENNIS SHOES	_____
7. SHORT WAVE RADIOS	_____
8. STOUT MEN'S UNDERWEAR	_____
9. MEN'S WESTERN SHIRTS	_____
10. BOWLING SHOES	_____
11. BABY UNDERWEAR SHIRTS	_____
12. MEN'S GOLD SHOES	_____
13. MISSES' SHORTS	_____
14. SHOOTING EQUIPMENT	_____
15. YOUNG TEEN'S SHORTS	_____

- E. By completing the activities at the catalog center, the student will show he is able to locate information, use the index, record descriptions, and exercise judgement.

SAMPLE CENTER IDEAS



Part I

Directions: Use your own paper. Write your name and the date at the top. Answer the following questions and then check your answers:

1. Look at the front cover of the catalog. Where does the index begin?
2. Turn to the index. Look at the list of general information. On what page will you find shipping information?
3. On page 599, find the phone number of the Arlington, Virginia store?
4. Look through the information section (pages 549-608). On what page will you find out how to measure for draperies?
5. Find the size chart for little boys and girls, page 592. If a little boy is 42 inches tall and weights 45 pounds what size should you order?

Part II

Directions: Girls! Answer the girls' list of questions.
Boys! Answer the list marked boys.
Write your answers on your paper.

Part III

- Directions:
1. Use this catalog to make up and answer two questions of your own.
 2. Write these two questions and answers on your paper.
 3. Put your completed paper in the pocket below.

Boys

1. Which canoe would you buy from Sears?
Tell the name, price, page, and why you selected it.
2. How much is Sears finest 10-speed racer?
3. Dress shirts: What is the catalog number for Sears Best Striped Knit -- short sleeve (tapered), brown, \$7.99?
4. What is the cheapest fielder's glove you can buy from Sears?
5. You have \$16.50. You have to buy two basketballs alike. Write the catalog number of the best red and white basketball you can afford.
6. Mr. Jones has a Sears Diehard Battery. He bought it two months ago. It will not hold charge. Can it be replaced free? What page is it on?

Girls

1. Can you buy a blender from \$13.50?
2. Page 141: How much would this versatile poplin coat cost: size 14T with a zip-liner?
3. You have \$15.00. Spend as much of it as you can. Choose a dress from page 79. Write its catalog number, weight, price.
4. What size is this camera film?
5. Of what kind of material is Sears Best Bath Carpet Cloud Supreme made? What page is it on?
6. Pages 1313 - perma-prest muslin sheets
- bold geometric prints
What is the name given to the striped sheets on page 1313?

Materials: a box large enough to hold a catalog, contact paper for covering the box, index cards for questions, and answer and direction cards.

GOAL 11: LOCATING REFERENCES

Objective 2110: Students will read to locate references within a Consumer's Guide for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. At a center on locating references within a Consumer's Guide, the student will choose a Consumer's Guide relating to his own individual interests and tape his answers to the questions on the guide he chose.

Consumer Guide Fishing

Directions: Read the incomplete statement silently, decide on how to complete it, and then record the complete statement on tape.

1. Fishing techniques include spincasting, spinning, bait casting, fly fishing, _____.
2. If you read the information on pages 19 to 21, you will learn about what to purchase and what to _____ when _____.
3. The number one game fish is a _____ and you can read about fishing for them on pages _____.
4. Lures help you catch fish, but you must _____.
Read pages _____.
5. If I wish to fish in the state of _____, I will find information about these things _____ on pages _____.

- B. Given a list of magazines, the student will read the Reader's Guide to find the abbreviations for the magazine and record them on the list.

Sample List

- | | |
|----------------------|------------------------|
| a. American History | f. Good Housekeeping |
| b. American Magazine | g. Saturday Review |
| c. Business Week | h. School and Society |
| d. Changing Times | i. Scientific Monthly |
| e. Current History | j. Science News Letter |

GOAL II: LOCATING REFERENCES

Objective 2111: Students will read to locate references within a T.V. Guide for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. At a center on obtaining information from a page of the TV schedule, the student will complete the center by recording the answers on his paper.

Directions: Read the TV schedule and solve these problems. Write the answers on your own paper. Check your work by using the key on the back of this page.

1. Which TV stations are in Baltimore?
2. Which TV stations are in Salisbury?
3. When does Jackpot come on TV and on which channels can you view it?
4. Which motion picture is showing on Money Movie 7?
5. On which channel would you see the Electric Company?
6. Which channels offer news programs at 5:30?
7. How many independent stations are listed and what are they?
8. Which channel offers a morning movie?
9. What is the time and TV station for Hodgepodge Lodge?
10. Where would you find early morning news programs?

Friday

MORNING

- 6.00 ① Inspiration.
② Spectrum.
6.06 ④ Faith and Life.
6.10 ② News.
6.13 ④ News.
6.15 ① Devotions.
6.20 ① American Peoples.
④ Down to Earth.
6.25 ① Today in Your Life.
6.28 ④ Knowledge.
6.30 ②③④ Summer Semester.
① Learning to Read.
① Education.
① Country Music Time.
② Religious Program.
6.50 ① Consumer Checkout.
6.58 ④ Events 4 Washington.
7.00 ②③ CBS News.
Channel 2 news at 7:30
①④①② Today.
Local news at 7:25 and 8:25
② News: Sports.
① The New Zoo Revue.
⑦ Public Service Program.
② Spiderman.
7:30 ① Cartoon Carnival.
① Porky Pig and Friends.
⑦ Public Affairs Show.
② Bugs Bunny Cartoon Club.
8.00 ②③ Captain Kangaroo.
① Deputy Dawg.
⑦ The Magic Door.
② Tennessee Tuxedo.
8:30 ② Leave It To Beaver.
① Banana Splits and Friends.
② Magilla Gorilla.
9.00 ②③ Romper Room.
① Trimmastics.
① Larry Angel Show.
① News: Previews.
④ Not for Women Only.
① The Flintstones.
① Mike Douglas.
⑦ Tattletales.
② Harambee.
② Lost in Space.
② Sesame Street.
③ Captain Kangaroo.
9.15 ① U. of Md. School of Social Work.
9:30 ② Dialing for Dollars.
② Garden Living.
① Little Rascals.
④ Take It From Here.
① Mister Ed.
⑦ Doctor in the House.
① Concentration.
② Password.
9.55 ② News.

- 10.00 ②③④ The Joker's Wild.
①④① Name That Tune.
① Mike Douglas Show
③ Morning Movie.
Blue-White and Perfect (1942) Drama about an attempt to stop the diamond smuggling trade. Mary Beth Hughes, Lloyd Nolan, George Reeves
① The Mothers-in-Law.
⑦ Password.
② The 700 Club.
② The Electric Company.
10.30 ②③④ Gambit.
①④① Winning Streak.
① McHale's Navy.
⑦ Mayberry R.F.D.
② The Flower Show.
11.00 ②③④ Now You See It.
①④① High Rollers.
① Green Acres.
② Everywoman.
② a Bit with Knit.
11.30 ②③④ Love of Life.
①④① Hollywood Squares.
①⑦ The Brady Bunch.
③ Gomer Pyle, U.S.M.C..
① To Tell the Truth.
② Lilias Yoga.
11.55 ② News.
②③④ CBS News.

AFTERNOON

- 12.00 ②③④ The Young and the Restless.
①④① Jackpot!
① Password.
③ The Big Valley.
① Panorama.
⑦ News: Sports.
② Big Prize Movie.
② Mister Rogers' Neighborhood.
12.30 ②③④ Search for Tomorrow.
① The Beverly Hillsbillies.
①⑦ Split Second.
④ Celebrity Sweepstakes.
① News: Sports.
② Hodgepodge Lodge.
12.55 ④ NBC News.
1.00 ② Woman's Angle.
③ Dick Van Dyke.
③ News: Features.
③ One O'Clock Movie
②③ The Electric Company.
④ What's My Line?
⑦ All My Children.
① What's My Line?
① News: Sports.
② The Electric Company.
③ Encounter.

- 1.30 ②③④ As the World Turns.
①④① Jeopardy.
①⑦ Let's Make a Deal.
⑦② Profile.
③ You.
2.00 ②③④ The Guiding Light.
①④① Days of Our Lives.
①⑦ The Newlywed Game.
⑦② What's in a Word?
③ 2 O'Clock Movie.
"Best Foot Forward" (1943) In order to gain publicity, a movie star accepts an invitation to a prep school graduation dance, not knowing that she will become involved in a national scandal. Lucille Ball, William Caxton, June Allyson, Gloria DeHaven
② The Flying Nun.
② Man Builds, Man Destroys.
2.30 ②③④ The Edge of Night.
①④① The Doctors.
①⑦ The Girl in My Life.
③ Captain Chesapeake.
⑦② The Just Generation.
② Bozo.
② Eye to Eye.
3.00 ②③④ The Price Is Right.
①④① Another World.
③⑦ General Hospital.
⑦② Designing Woman.
② Marine Boy.
② Consultation.
3.30 ②③④ The New Match Game.
①④① How to Survive a Marriage.
①⑦ One Life to Live.
③ Timmy and Lassie.
Timmy and Cully discover that a new highway is to be constructed, destroying wildlife in the area, and they set out to halt the project. REBROADCAST
⑦② Mister Rogers' Neighborhood.
① The Flintstones.
② Bugs Bunny.
② Who Is Man?

- 4.00 ② The Flintstones.
① Bewitched.
③ Perry Mason.
③ The Three Stooges.
⑦②③ Sesame Street.
④①④ Somerset.
① Dennis the Menace.
⑦ Money Movie 7.
"The Mistits" (1961) A young divorcee is horrified at the apparent cruelty involved in the roundup of wild horses. Clark Gable, Marilyn Monroe, Montgomery Clift, Eli
② The \$10,000 Pyramid.
③ Little Rascals.
③ Tattletales.
4.30 ② Bonanza.
A man's refusal to accept the innocence of a murder suspect triggers the threat of a lynching. REBROADCAST
① Merv Griffin Show.
④ Lost in Space.
④ Mike Douglas.
① I Love Lucy.
① Merv Griffin Show.
② The Mod Squad.
③ The \$10,000 Pyramid.
③ The Three Stooges.
③ The Lucy Show.
5.00 ③ Dealer's Choice.
⑦② Hodgepodge Lodge.
① Father Knows Best.
③ The Virginian.
③ The Munsters.
③ Mister Rogers' Neighborhood.
③ The Beverly Hillsbillies.
5.30 ② I Dream of Jeannie.
While suffering from amnesia, Tony falls in love with Jeannie and proposes to her. REBROADCAST
② News: Sports.
③ The Munsters.
While at the ocean on a picnic trip, Herman decides to try out his new diving equipment and ends up trapped in the net of Russian fishermen who think he is a spy. REBROADCAST
②③④ The Electric Company.
① Hazel.
② News: Sports.
② Gilligan's Island.
③ News: Sports.

TV Channels

VHF	UHF
③ WMAR (CBS) Baltimore	③ WBFF (Ind.) Baltimore
③ WBAL (NBC) Baltimore	③ WMPB (Pub.) Baltimore
③ WJZ (ABC) Baltimore	③ WBOC (CBS) Salisbury
④ WRC (NBC) Washington	③ WDCB (Ind.) Washington
① WTTG (Ind.) Washington	③ WETA (Pub.) Washington
⑦ WMAL (ABC) Washington	③ WCPB (Pub.) Salisbury
③ WGAL (NBC) Lancaster, Pa.	③ WSBA (CBS) York, Pa.
① WTOP (CBS) Washington	

- B. Given a weekly TV guide, questions and a chart to be filled in, the student will complete the chart by locating the answers to the questions.

NAME OF PROGRAM	DAY	TIME	CHANNEL

Directions: Fill in the chart by answering the following questions.

1. What is your favorite T V show?
2. What cartoon program do you watch?
3. Is there a special nature program on this week?

- C. Given a TV guide, the student will read to locate references within the guide and answer questions given on a study worksheet.



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Local Programs

Week of July 13-19.....Following 18

Teletypes

New York.....2
Hollywood.....34

Articles

The Real Joe Mannix,
by William Saroyan.....4
A TV Battle over the World's Tallest
Building, by Lawrence DeVine.....12
The New World Football League,
by Melvin Durslag.....15
In Quest of the Elusive Johnny Carson,
by Richard Warren Lewis.....20
Election-Night Television,
by Al Morgan.....30

Picture Feature

Fire at the Goldwyn Studio.....8

Reviews, Columns

Doan Report (U.S.)
As We See It
News Watch (U.S.)
Letters
Judith Crist
Canadian Report

.....Program Section

Cover: Johnny Carson, by Bernard Fuchs

CHANNELS LISTED IN WASHINGTON-BALTIMORE EDITION

WASHINGTON, D.C.

- ④ WRC-TV (NBC)
- ⑤ WTTG (Ind.)
- ⑦ WMAL-TV (ABC)
- ⑧ WTOP-TV (CBS)
- ⑨ WDCA-TV (Ind.)
- ⑩ WETA (PBS)

ANNANDALE, VA.

- ③ WWVT (PBS)

FREDERICKSBURG

- ② WHPV (NBC)

BALTIMORE, MARYLAND

- ③ WMAR-TV (CBS)
- ④ WBAL-TV (NBC)
- ⑤ WJZ-TV (ABC)
- ⑥ WBFF-TV (Ind.)
- ⑦ WMPB (PBS)
- ⑧ (Same programs as 67)

All programs are in color ex-
cept those designated by ②

HAGERSTOWN

- ② WHAG-TV (NBC)

SALISBURY

- ② WBOC-TV (ABC, CBS,
NBC)
- ③ WCPB (PBS)
- (Same programs as 67)

LANCASTER, PA.

- ② WGAL-TV (NBC)

Reminder to Cable-TV subscribers: please consult channel directory issued by cable company to make sure you are tuning to the correct channel number of the desired local station.

Directions: Read the above information from the TV Guide, and answer the following questions:

1. Which edition of the TV Guide is this?
 2. On which page does the local programming begin?
 3. Which sports article is featured in this week's guide?
 4. Which channels are listed for Washington?
 5. How many channels are listed in this guide?
 6. What is included in the program section?
 7. Who is the art director for the magazine?
 8. Which channels air identical programs?
 9. How much does a copy of this guide cost?
 10. How can you identify which programs are in color and which are in black and white?
 11. Which TV personalities are featured in special articles?
 12. What suggestion is given to cable TV subscribers?
- D. Given a page from the TV guide and a multiple choice question worksheet, the student will read to locate references within the guide and complete the worksheet.

LISTINGS

8:00	11	Learning to Read
	2 9 16	Bugs Bunny
	13 7	H.R. Hugnstuff
	4 8	Underdog
	5	Top Cat
8:30	11	At Home in Maryland
	2 16	Sabrina, The Teenage Witch
	13 7	Jackson Five
	4 8	The Jetsons
	5	Mister Magoo
	9	Arthur and Co.
9:00	11	Garden Living
	2	Professor Kool
	13 7	The Osmonds
	4 8	Pink Panther
	9	Amazing Chan
	5	Banana Splits and Friends
9:30	11	Opportunity Line
	13 7	Saturday Super Star Movie
	2 9	New Scooby Doo Comedy Movies

Directions: Using the information from the TV listings, answer the following questions by putting a circle around the letter of the correct answer.

1. What show is on channel 2 at 9:00?
 - a. Professor Kool
 - b. Sabrina, The Teenage Witch
 - c. Bugs Bunny
 - d. Pink Panther
2. At what time and on which channel is there a show that might tell you how to plant a rose bush?
 - a. Channel 13, 8:00
 - b. Channel 4, 8:30
 - c. Channel 11, 9:00
 - d. Channel 5, 8:30
3. Which channel does not have a cartoon show during the four time periods listed?
 - a. Channel 2
 - b. Channel 4
 - c. Channel 11
 - d. Channel 13

GOAL II: LOCATING REFERENCES

Objective 2201: Students will read to locate references within a multi-volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.

Suggested Activities

- A. Having chosen a topic of interest at a learning center, the student will locate the correct volume of the encyclopedia and read to locate information to complete a worksheet.

Sample

1. Write the heading and subheading of the article.
2. Write a sentence summarizing the subheading or make a question from the information under each subheading.

- B. Given a volume of the encyclopedia, and a specified entry to locate, the students will play a game to find headings and subheadings.

Sample

1. Have the pupils divide into groups of four or five.
2. Give each group an encyclopedia with a specified entry to locate (e.g. the States in America).
3. Ask them to find the headings and subheadings and write them on the board.
4. The group that writes all the requested information first is the winner.

- C. Given a worksheet on the "unit-letter" arrangement of encyclopedias, the student will complete the worksheet on locating topics within the set.

Sample

Directions: This set of encyclopedias will help you list the number of the volume in which you can find information about the following topics. Put the correct volume number in the blank.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U-V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					

_____ 1. Transportation
 _____ 2. Canada
 _____ 3. Water
 _____ 4. Thomas Edison
 _____ 5. Insects
 _____ 6. Astronaut
 _____ 7. Robert L. Borden
 _____ 8. United Nations
 _____ 9. Martin Luther King, Jr.
 _____ 10. Space travel

- D. Given a worksheet with multiple choice answers on locating references within an encyclopedia, the student will complete the worksheet.

Sample

Directions: Circle the letter or letters of each topic that best answer the questions.

1. In volume "H" of the encyclopedia which of the following topics would you find?

- First aid
- Helicopter
- Horses
- Hazel Smith

2. Volume "Q-R" would contain which of the following topics?

- Robert Frost
- Rainfall
- Mexico
- Soil

3. In volume "J & K" you would find all of the following topics except one. Which one would not be found in volumes "J & K"?

- a. Martin Luther King, Jr.
- b. Jamaica
- c. Jet engines
- d. Kate Smith

GOAL II: LOCATING REFERENCES

Objective 2202: Students will read to locate references within the Reader's Guide for use in school, on a job, or at home by utilizing headings, indices, and cross references.

Suggested Activity

- A. Given a copy of the Reader's Guide and a worksheet, the student will read to locate references within the guide and complete the worksheet.

Reader's Guide Worksheet

1. Identify each of the following abbreviations:
 - a. Sat R
 - b. D
 - c. abr
 - d. U S News
 - e. Good H
 - f. dept
 - g. ed
 - h. w
 - i. Sci Digest
2. On the sample page of Reader's Guide how many entries are there on labor and labor related topics?
3. If you wished to learn more about riots in Korea could you find a magazine article here?
4. In what magazine would you find an article about Martin Luther King entitled: "Rebuke to Dr. King.....?"
5. If you are interested in knowing about landscape gardening where would you have to look in this Reader's Guide?

GOAL II: LOCATING REFERENCES

Objective 2203: Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.

Suggested Activity

- A. Given a Reading and Study Guide from the World Book Encyclopedia and a worksheet, the student will read the guide to locate references within the index volume and complete the worksheet.

Sample

Directions: Answer the following questions briefly:

1. How are the references listed in the study guides? Give two ways.
2. Explain the following entry: Veterinary Medicine, V-8485 (Vocational Opportunities).
3. If you were looking up embroidery, why would this other information be given with the topic you seek? Embroidery, E-2311-2; Needlepoint, N-5484; Petit Point, P-6240.
4. In the Table of Contents, why are some listings in dark type and some in light type?

GOAL II: LOCATING REFERENCES

Objective 2204: Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.

Suggested Activities

- A. At a center displaying several atlases and a chart with questions, the student will choose an atlas, read to locate references within the atlas, and answer the questions on the chart.

Chart Questions:

1. Give your own definition of what an atlas is.
2. What information is given in the gazetteer index of the world in an atlas other than the name of the country?
3. Where is the geographically related information pertaining to a country found? Why?
4. Of what use is a political map?
5. Where is the projection system used given for each map? What is it?
6. In the index that accompanies each political map, what information is given other than an alphabetical listing of the names found on the map?
7. What information is given in parentheses under the names of some foreign cities?
8. What type of maps are found in an atlas other than political maps?
9. What part of the atlas would you turn to to find what the following abbreviations mean? Write the meaning of the abbreviations.

a. Belg.	e. Ec, Ecua.	i. Ind. Res.
b. Chan.	f. est.	j. passg.
c. Cy.	g. for.	k. Rep.
d. des.	h. geys.	l. twp.
10. What information does the section called Geographical Terms give you? Find the following terms and define them:

a. Côte	d. Montaña	g. Step
b. Fluss	e. Mys	h. Tal
c. Kiang	f. Pampa	i. Vesi

8. Locate the maps of Maryland and answer the following questions telling which map you used to answer the questions:

1. The Eastern part of Maryland is how high above sea level?
2. How many counties are in Maryland?
3. What are the Limited Access Highways in Maryland?
4. What is the major industrial area of Maryland? What is most of its land used for?
5. Give the grid location for the following places in Maryland on your map:
 - a. Deep Creek Lake
 - b. New Windsor
 - c. Catonsville
 - d. Fort McHenry National Monument
 - e. Crisfield
 - f. Prettyboy Reservoir
 - g. Triadelphia Lake
 - h. St. Mary's R.

GOAL II: LOCATING REFERENCES

Objective 2301: Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.

Suggested Activities

- A. Given a sample card from the card catalog, the student will be able to write the answers to three sets of questions about the card.

ENGLAND**SOCIAL LIFE AND CUSTOMS

914.2 Davis, William Stearns

Life in Elizabethan Days: a picture of a typical English community at the end of the sixteenth century.
Harper 1930

379 p illus

"The author takes an imaginary person, Sir Walter Hollydean of Boroughport, and around this central figure and his intimates weaves a picture of the typical modes, manners and customs of an English community in the time of Queen Elizabeth."

Directions: Using the card catalog above, answer the following questions:

Set I

1. What is the subject of the book?
2. How many pages are there in the book?
3. What is the call number?
4. What is the author's name?
5. When was the book published?
6. What is the title of the book?
7. Who was the queen of English at the time of the story?
8. Who is the imaginary person the author uses to weave his picture?

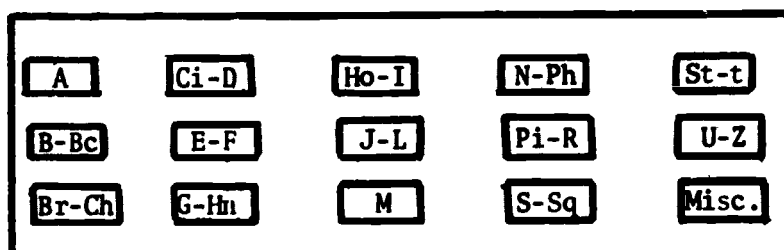
Set II

1. What kind of card is this?
2. Are there any pictures in the book?
3. Is the book fiction or non-fiction? How do you know?
4. Would this book tell you about customs in the United States?
5. Was the book written recently?

Set III

1. What do you think you would learn about from reading this book?
2. What kinds of pictures do you think you would find in this book?
3. Why do you think you might need to use the entire number 914.2 to find the book?

- B. Given a diagram of the card catalog, the student will write the letter or letters of the drawer in which specific subject cards can be located on an answer sheet.



Directions: Write the letter or letters of the drawer in which you will find cards having to do with the topics below:

- | | |
|--------------|-------------|
| a. Apples | d. Starfish |
| b. Mountains | e. Dogs |
| c. Weather | f. Horses |

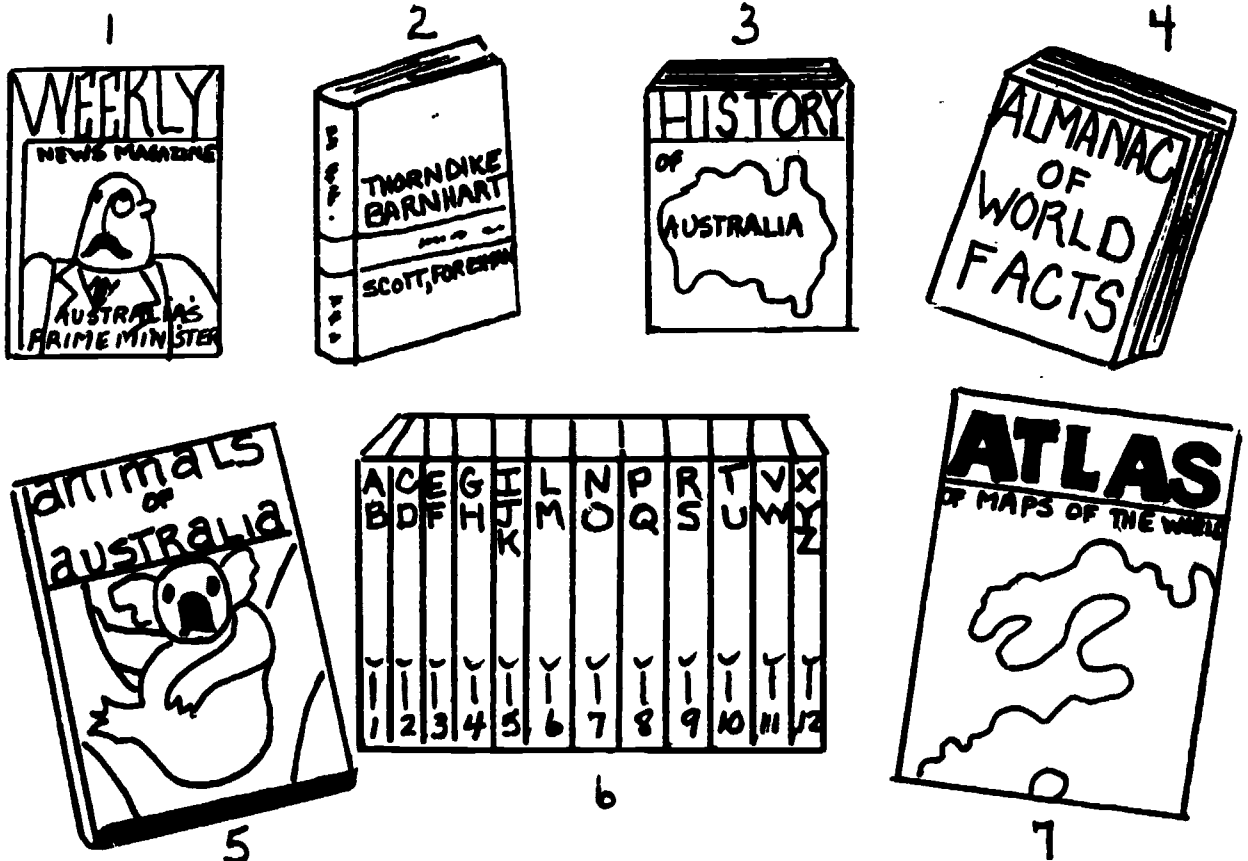
GOAL 11: LOCATING REFERENCES

Objective 2302: Students will read to locate references within a multi-resource center for use in school, on a job, or at home utilizing reference books and materials.

Suggested Activities

- A. At a center displaying a cart on varied reference books, the student will pretend he can use the reference books to read to locate information and answer questions with multiple choice answers on a worksheet.

Directions: Pretend you could use these books and magazines. Read the questions on your worksheet and circle the number under each question that would match the number of the book or magazine where answers to the questions could be found.



1. Where would you look to find the definition and pronunciation of the word aborigine?
 - a. 1
 - b. 2
 - c. 4
 - d. 7
 2. Where would you find the most information about the animals of Australia?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
 3. Where would you look to find several different maps of Australia?
 - a. 3
 - b. 4
 - c. 6
 - d. 7
- B. Given a work study sheet, the student will go to the media center or library to locate information to complete the form.

Sample Exercise

Directions: Read this worksheet first to organize your search for answers in the media center. Go to the media center and utilize the materials there to complete the worksheet. Hand it in to the teacher when completed.

1. How is an encyclopedia and dictionary alike?
Different?
2. To enable you to locate books in the library, you should use the _____ and _____.
3. _____ are books where the author tells his own life story.
4. When books are not based on fact or only partly on fact, they are called _____.
5. A number system used in the media center as an aid for quick location is called the _____.
6. The fiction section of the library has books arranged _____.

7. As an aid in gathering current information for a report, you would look first in _____.
8. The card catalog lists books by _____.
9. Filmstrips are coded in the card catalog by _____.
10. Records are arranged in the media center by _____.

GOAL II: LOCATING REFERENCES

Objective 2303: Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.

Suggested Activities

- A. Given a list of section titles and a list of the corresponding numbers, the student will match the title to the correct number by connecting them with a line.
- B. At a center on section titles of the library, the student will read a book title printed on a tagboard slip and post it under the correct section number and title.
- C. Given an incomplete chart with only section numbers given, the student will go to the Media Center/Library and locate the section numbers, read the section title, and fill in the chart with the section titles, locate a reference for each section, and record its title in the correct space in the chart.

GOAL 11: LOCATING REFERENCES

Objective 2104: Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Suggested Activities

- A. Given a page from a dictionary, the student will be able to use the heading to locate answers to given questions and complete multiple choice worksheets.

Directions: Provide a dictionary or a copy of a page. Prepare a set of questions as shown in the sample below.

Pantaloon	876	Paperback
Pan ta loon. n. 1. (pl) a man's closely fitting garment; trousers 2. a foolish, vicious old man. 3. a lean and foolish old Venetian.		pa pa. n. father
Pan the on. n. 1. a domed circular temple at Rome. 2. a public building containing tombs or memorials of the dead. 3. a temple dedicated to all the gods. 4. the gods of particular mythology considered collectively.		pa pa cy. n. 1. the office, dignity, or jurisdiction of the Pope. 2. the system of ecclesiastical government. 3. the time during which a Pope is in office. 4. the succession or line of the Popes.
pan ther. n. 1. the cougar or puma. 2. the leopard.		pa pal. adj. of or pertaining to the Pope, the papacy.
panto-. a word element or prefix synonymous with pan-. (t. Gk., comb. form of pas. neut, pan all).		pa paw. n. 1. the small fleshy fruit of a temperate North American bush. 2. the tree itself.
pants. n. pl. 1. trousers. 2. drawer		pa per. n. 1. a substance made from rags, straw, wood, or other fibrous material. 2. something resembling this substance. 3. a piece, sheet, or printed document. 4. negotiable notes. 5. a document establishing identity. 6. (pl.) the documents required to be carried by a ship.
pan tun. n. a Malay verse form.		pa per back. n. a book bound in a paper cover

What is the meaning of the word PANTHEON?

- A doctrine about God
- A domed temple
- A cougar or puma
- A roofing tile

After which word below is the word PANTS entered?

- a. Pantaloon
- b. Panther
- c. Panto
- d. Pantun

Some words have more than one meaning. How many meanings for the word PAPACY does this dictionary list?

- a. One
- b. Two
- c. Three
- d. Four

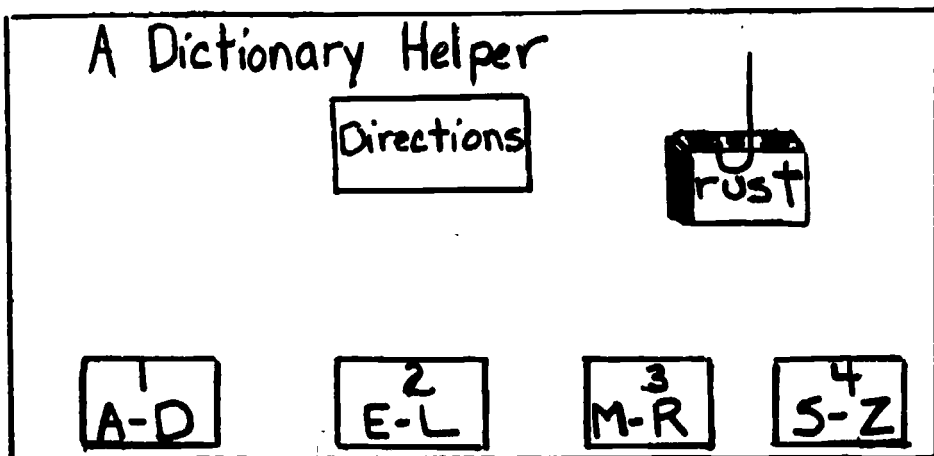
- B. The student will be able to find words in the dictionary according to the alphabetical sections and place the word on the right hook.

- Directions:
1. Take each word off the hook.
 2. Say it and decide in which part of the dictionary the word is found.
 3. Put it on the right hook.
 4. Check your answers with a friend.

Word Cards

rust	absorb	radio
paper	stale	roof
study	quiet	under
loop	fussy	decide
blame	grand	vessel
offer	iodine	flip
comma	devil	absent
string	eye	add
assort	bad	destroy
grizzly	noisy	runner
fight	ink	discuss
tame		

Materials: cardboard covered with contact paper
direction card
5 pipecleaners for hooks, 4 section labels



- C. At a center, the student will show he can use the guide words in a dictionary by placing the word cards on the proper page.

Guide Me To Your Pages											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">maunder</td> <td style="padding: 2px;">maunderer</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	maunder	maunderer			<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Word Cards</div> <div style="border: 1px solid black; padding: 5px;">Answers</div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">marvel</td> <td style="padding: 2px;">mat</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	marvel	mat			
maunder	maunderer										
marvel	mat										

- Directions:
1. Take the word cards from the pocket.
 2. Place each word on the proper page.
 3. When all words have been placed put them in alphabetical order on each page.

The words used on the cards are:

matinee	matriarch	matrix
matron	matted	matter
matting	mattock	mattress
maturate	mature	maul
maunder	mauve	maverick
mass	mawkish	maxim
maximum	may	maybe
mayhem	mayor	mead
meadow	marvel	marvelous
Marxism	Mary	mascara
mascot	maser	mask
mason	Masonic	masonry
masque	masquerade	mass
massacre	massage	masseur
massive	mast	master
masterful	masterly	masticate
mastiff	mastoid	mat

Materials: construction paper, manila envelopes, word cards, large sheet of tagboard

- D. The student will show he is able to locate many facts and definitions in various dictionaries by completing the center activities.

Center Idea

- Directions:
1. Take out a sheet of paper.
 2. Number your paper according to your worksheet.
 3. Follow directions on each page.
 4. Go to the shoe box for the answer sheet to correct your paper. Your worksheet will have the same number as your answer sheet.

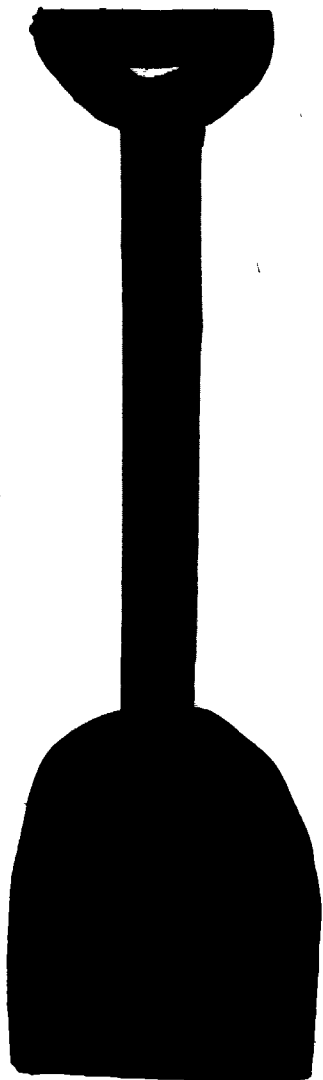
Questions will vary according to the dictionaries available at a particular school. Below are some sample questions:

1. What is a flagon?
2. What does timothy mean?
3. Draw a picture of timothy.
4. Can a blue jay fly?
5. Can a principle be in charge of a school?
6. What three English sounds never occur at the beginning of words? (See the table of common English Spellings of English Sounds on page XXIX)
7. Which of these words can be split at the end of a line and which cannot: fractional, goalkeeper, shrewd, showy, stubble, acceptable, acceptability?
8. When was James Madison Born?
9. Would John Adams have known him?
10. When was John F. Kennedy born?

Each list of questions was of a particular type. They were divided into questions on Answering Questions, Prove You're Right, Initial Sounds, Syllable Division, The Presidents, and Definitions.

Materials: shovel for attention, question cards, manila folders, box for answer cards

Dig into the
Dictionary!



- E. Given a worksheet and a choice of dictionaries, the student will read to locate answers and complete the worksheet.

Dictionary Skills

1. What would "Obs" tell you about a word?
2. Why would the symbol * appear before the entry "bon jour" in the dictionary?
3. What does the term etymology mean?
4. Where (what position) would you find the correct pronunciation for a word?
5. Where (what position) should you look to find the part of speech of a word?
6. How is the 1st syllable of the word "pneumatics" pronounced?
7. There are 20 definitions of the word "run" in your dictionary. What definition (number) would suit the word "run" as it is used in the following sentence: Dave was nothing special; he was just a run of the mill boy.
8. What would the initials "v.i." following the pronunciation of a word mean?
9. What is a gazetteer?
10. What is a biographical dictionary?
11. What is a bilingual dictionary?
12. What is an unabridged dictionary?
13. What is a thesaurus?
14. What is a synonym? (Give an example)
15. What is an antonym? (Give an example)
16. What is a homonym? (Give an example)
17. What is an idiom? (Give an example)

Spelling

Which is the more common spelling for the following:



1. neighbor, neighbour
2. flunkey, flunky
3. lodestar, loadstar
4. draught, draft
5. catalogue, catalog

Capital Letters

If any of the following words may be used both with or without a capital letter, write sentences illustrating both uses.

- | | |
|--------------|----------------|
| 1. arag | 6. mumbo jumbo |
| 2. bible | 7. president |
| 3. escalator | 8. republican |
| 4. god | 9. scot |
| 5. mercury | 10. state |

Pot Pourri

1. What language does the word chaise come from?
2. How would you get "delirium tremens"?
3. What is the chemical symbol for iron?
4. How many years did Henry VIII reign in England?
5. Where is Sun Valley?
6. Where does the name "Lynn" come from?
7. Where does the name "Kenneth" come from?
What does it mean?
8. What does your name mean? Where does it
come from?
9. Where was El Greco born?
10. What is the parquet cle?
11. If a person held you up with a pistil, would you
be afraid?
12. Would it be wise to call you teacher sagacious?
13. Which of these two expressions shows choler?
(A) (B)
 
14. Do you think Ringo Starr is an aspen?
15. What is the title of page X?
16. What does this label mean - colloq.?
17. How many quarts equal one peck?
18. What city is the capital of Kentucky?
19. Write the two pronunciations for "contrast"
and the correct meaning for each.

GOAL III

READING OBJECTIVES:

ATTAINING PERSONAL DEVELOPMENT

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3101: Students will affect the degree to which reading contributes to their personal development by comparing and selecting among various activities (such as watching TV, other curriculum areas), including reading.

Suggested Activity

Given a daily journal, the student will chart the amount of time spent on reading, writing, sports, TV, and other extra curricular activities to determine the degree to which reading contributes to personal development.

Sample

Daily Journal

Record the approximate number of minutes spent each day on each activity.

	Monday	Tues.	Wed.	Thurs.	Fri.
T.V.					
GAMES					
READING					
WRITING					
SPORTS					
MISC.					

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3102: Students will affect the degree to which reading contributes to their personal development by indicating which reading materials are available in school and public libraries.

Suggested Activity

Given a list of materials in the school media center, the student will determine the number of books and non-print materials related to his hobby.

Sample list

Books

Apples by Nonny Hogrogian (MacMillan)
Behind the Wheel by Edward Koren (Holt)
The Erie Canal by Peter Spier (Doubleday)
More Cricket Songs by Harry Behn (Harcourt)
The Pancake King by Phyllis La Farge (Delacorte)
The Paper Airplane Book by Seymour Simon (Viking)
The Sun Dance People by Richard Erdoes (Knopf)
Wild Flowers by Roslyn Fiedel (Houghton)
Dragonflies by Hilda Simon (Viking)
The Busy Honeybee by Bernice Kohn (Four Winds)
The Jazz Man by Mary H. Weik (Atheneum)
Casey at the Bat by E. L. Thayer (Watts)

Filmstrips

"Growing Upon the Farm Today"
"Cave Ecology"
"Simple Techniques in Shaping Glass"
"Foresters"
"Motorcycle Safety and Courtesy in Traffic"

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3103: Students will affect the degree to which reading contributes to their personal development by indicating the amount of time spent engaged in non-required reading.

Suggested Activity

Given a weekly recreational reading log, the student will record time spent on recreational reading outside of school.

RECREATIONAL READING LOG

Date	Time	Place	*Materials	Weekly Total

* Student can record various types of reading materials, such as books, magazines, and newspapers.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3104: Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend sharing ideas discovered through non-required reading with parents and peers.

Sample Activity

When asked during a student-teacher conference, the student will tell approximately how much time he spends sharing ideas obtained from reading with parents and peers.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3105: Students will affect the degree to which reading contributes to their personal development by indicating how they feel about themselves as readers, and how they feel about reading as an activity.

Suggested Activities

- A. Given an Inventory of Reading Attitude, the student will answer all of the yes, no questions and use the rating scale to indicate to himself how he feels about reading as an activity.

Sample Inventory

Name _____ Grade _____
 Last First
Boy _____ Girl _____ Age _____
School _____ Teacher _____
Date _____
 mo. day year

Directions: The questions on this paper will help you find out how you feel about reading. All questions can be answered "yes" or "no." Read them silently while I read them aloud, then circle your answer.

Sample Questions:

Draw a circle around the word "yes" or "no," to indicate your answer.

- A. Yes No Is reading fun?

If you think reading is fun, you should have drawn a circle around the word YES in Sample A: if you think reading is not fun, you should have drawn a circle around the word NO.

- B. Yes No Do you read as fast as you would like to?

If you read as fast as you would like to, you should have drawn a circle around the word YES: if you do not read as fast as you would like, you should have drawn a circle around the word NO.

HOWARD COUNTY INVENTORY OF READING ATTITUDE

- | | | | |
|-----|----|-----|--|
| YES | NO | 1. | Do you like to read in the evening? |
| YES | NO | 2. | Do you think you are a good reader? |
| YES | NO | 3. | Do you like to hear about what other people have read? |
| YES | NO | 4. | Do you like to read when adults around you are reading? |
| YES | NO | 5. | If you have free time, do you choose to read? |
| YES | NO | 6. | Do you like to read magazines? |
| YES | NO | 7. | Do you like to read aloud to other children? |
| YES | NO | 8. | Do you like to make-up your own stories? |
| YES | NO | 9. | Do you like to read different kinds of books? |
| YES | NO | 10. | Is it fun to make rhyming words? |
| YES | NO | 11. | Do you enjoy reading? |
| YES | NO | 12. | Is it easy for you to write about what you have read? |
| YES | NO | 13. | Do you like to read books that are hard for you to read? |
| YES | NO | 14. | Do you like to pretend that you are a character in a book? |
| YES | NO | 15. | Do you like reading better than your other school subjects? |
| YES | NO | 16. | Do you find reading easy? |
| YES | NO | 17. | Are other activities more fun than reading? |
| YES | NO | 18. | Do you enjoy reading recipes? |
| YES | NO | 19. | Do you enjoy reading the newspaper? |
| YES | NO | 20. | On a rainy day, would you choose reading as an activity? |
| YES | NO | 21. | Do you enjoy answering questions about things you have read? |
| YES | NO | 22. | Do you enjoy telling about things you have read? |
| YES | NO | 23. | Is reading your favorite time of the school day? |
| YES | NO | 24. | Do you have enough books to read? |
| YES | NO | 25. | Can you picture in your mind what you are reading about? |

- | | | | |
|-----|----|-----|--|
| YES | NO | 26. | Does it bother you to read when the room is noisy? |
| YES | NO | 27. | Do you like to have someone read to you? |
| YES | NO | 28. | Is it easy for you to find something to read? |
| YES | NO | 29. | Do you like to trade books with a friend? |

How do you feel about reading? RATE YOURSELF!

30-25	WOW!	Count the number of times
24-19	Super	you circled <u>YES</u> . Find this
18-13	Great	number in the chart to find
12-7	O.K.	your rating.
6-0	Ugh!	

- B. . Given multiple choice questions about attitudes toward reading, the student will choose the answer that best describes his own feelings.

Primary Level

Directions: Read each question carefully. Mark the answer that you think tells the most about you.

1. Which one of the following do you like to read the most?
 - a. Stories
 - b. Magazines
 - c. Comic books
 - d. Picture books
2. How do you feel about reading for fun?
 - a. I like it.
 - b. I would rather watch TV.
 - c. I don't like it.
3. How well do you think you read?
 - a. Good
 - b. Fair
 - c. Poor
4. Do you understand what you have to read for school?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Never
5. Do you talk to someone else about the things you read?
 - a. Often
 - b. Sometimes
 - c. Never

Middle School-Junior High

Directions: Read each of the following questions carefully and mark the answer that describes you best.

1. If given a choice of reading materials, which one would you select?
 - a. Magazines
 - b. Comic Books
 - c. Short Stories
 - d. Novels
2. If given a choice of subject-matter in reading materials, which one would you select?
 - a. History
 - b. Science
 - c. Music
 - d. Math
3. How do you feel about reading for fun during vacation?
 - a. I enjoy it.
 - b. I can take it or leave it.
 - c. I'd rather do something else.
 - d. I don't like it at all.
4. How often do you read for fun during your spare time?
 - a. None
 - b. One to three hours a week
 - c. Three to six hours a week
 - d. More than six hours a week
5. How would you rate yourself as a reader?
 - a. Above average
 - b. Average
 - c. Below average
6. How often do you picture yourself doing the kind of work the people you read about do?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never

7. How often do you read about the kind of job you might like to have someday (such as nurse, dentist, secretary)?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never
8. How often do you read about your hobbies (stamp collecting, sewing, sports, coin collecting, etc.)?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never
9. Do you understand the materials you are expected to read for school?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Seldom
10. How often do you talk to your parents or friends about interesting things you have read?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3201: Students will affect the degree to which reading contributes to their personal development by indicating how much time is spent reading to others.

Suggested Activity

Following the directions and suggestions on the chart, the student will read to others and record the amount of time spent in this activity.

Sample Chart

Reading To Others

1. The first thing you should do is tell the children who you are; why you have come. You may want to tell them something about yourself, such as where you live, how old you are, what grade you are in, etc.
2. Try to make the children feel relaxed. Ask them their names and something about themselves.
3. Before you start the story, make some comment about the story. You might say, "The story I am going to read you is about a special horse, a secret hiding place, or an unusual person." In other words, give the children some idea of what the story is going to be about.
4. While you are reading the story, you may want to stop once or twice and ask the children a question. This will help to make sure they are paying close attention.
5. When you have finished reading the story you can ask them some questions, such as:

What was the name of the boy in the story?

Did this story remind you of something that happened to you one time?

Why did such and such happen in the story?

How did so and so feel about what so and so did?

Did you like the story?

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3202: Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.

Suggested Activity

Given a checklist, the student will keep a record of the various types of reading materials and the time spent reading for entertainment.

CHECKLIST		
Materials	Check	Time

As a class, the students can compile a cumulative list of favorite reading materials which can be recorded on a master sheet on which the students can check and record the time.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3301: Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.

Suggested Activity

Make an annotated bibliography of any reading material you have purchased or borrowed that has helped you to enjoy your hobby or play games with more skill.

Note: This can be done as a class project and the students can share their personal bibliography with their classmates.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3302: Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.

Suggested Activity

Have the student keep a 3" x 5" card in his wallet as a record of how often and how much time he spends reading any material to acquire information about his future career. This card will indicate how reading has contributed to his personal development.

- YES NO 26. Does it bother you to read when the room is noisy?
- YES NO 27. Do you like to have someone read to you?
- YES NO 28. Is it easy for you to find something to read?
- YES NO 29. Do you like to trade books with a friend?

How do you feel about reading? RATE YOURSELF!

- | | | |
|-------|-------|------------------------------------|
| 30-25 | WOW! | Count the number of times |
| 24-19 | Super | you circled <u>YES</u> . Find this |
| 18-13 | Great | number in the chart to find |
| 12-7 | O.K. | your rating. |
| 6-0 | Ugh! | |

- B. Given multiple choice questions about attitudes toward reading, the student will choose the answer that best describes his own feelings.

Primary Level

Directions: Read each question carefully. Mark the answer that you think tells the most about you.

1. Which one of the following do you like to read the most?
 - a. Stories
 - b. Magazines
 - c. Comic books
 - d. Picture books
2. How do you feel about reading for fun?
 - a. I like it.
 - b. I would rather watch TV.
 - c. I don't like it.
3. How well do you think you read?
 - a. Good
 - b. Fair
 - c. Poor
4. Do you understand what you have to read for school?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Never
5. Do you talk to someone else about the things you read?
 - a. Often
 - b. Sometimes
 - c. Never

Middle School-Junior High

Directions: Read each of the following questions carefully and mark the answer that describes you best.

1. If given a choice of reading materials, which one would you select?
 - a. Magazines
 - b. Comic Books
 - c. Short Stories
 - d. Novels
2. If given a choice of subject-matter in reading materials, which one would you select?
 - a. History
 - b. Science
 - c. Music
 - d. Math
3. How do you feel about reading for fun during vacation?
 - a. I enjoy it.
 - b. I can take it or leave it.
 - c. I'd rather do something else.
 - d. I don't like it at all.
4. How often do you read for fun during your spare time?
 - a. None
 - b. One to three hours a week
 - c. Three to six hours a week
 - d. More than six hours a week
5. How would you rate yourself as a reader?
 - a. Above average
 - b. Average
 - c. Below average
6. How often do you picture yourself doing the kind of work the people you read about do?
 - a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never

7. How often do you read about the kind of job you might like to have someday (such as nurse, dentist, secretary)?
- a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never
8. How often do you read about your hobbies (stamp collecting, sewing, sports, coin collecting, etc.)?
- a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never
9. Do you understand the materials you are expected to read for school?
- a. Always
 - b. Usually
 - c. Sometimes
 - d. Seldom
10. How often do you talk to your parents or friends about interesting things you have read?
- a. Often
 - b. Sometimes
 - c. Seldom
 - d. Never

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3201: Students will affect the degree to which reading contributes to their personal development by indicating how much time is spent reading to others.

Suggested Activity

Following the directions and suggestions on the chart, the student will read to others and record the amount of time spent in this activity.

Sample Chart

Reading To Others

1. The first thing you should do is tell the children who you are; why you have come. You may want to tell them something about yourself, such as where you live, how old you are, what grade you are in, etc.
2. Try to make the children feel relaxed. Ask them their names and something about themselves.
3. Before you start the story, make some comment about the story. You might say, "The story I am going to read you is about a special horse, a secret hiding place, or an unusual person." In other words, give the children some idea of what the story is going to be about.
4. While you are reading the story, you may want to stop once or twice and ask the children a question. This will help to make sure they are paying close attention.
5. When you have finished reading the story you can ask them some questions, such as:

What was the name of the boy in the story?

Did this story remind you of something that happened to you one time?

Why did such and such happen in the story?

How did so and so feel about what so and so did?

Did you like the story?

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3202: Students will affect the degree to which reading contributes to their personal development by indicating how much time they spend by reading for entertainment.

Suggested Activity

Given a checklist, the student will keep a record of the various types of reading materials and the time spent reading for entertainment.

CHECKLIST		
Materials	Check	Time

As a class, the students can compile a cumulative list of favorite reading materials which can be recorded on a master sheet on which the students can check and record the time.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3301: Students will affect the degree to which reading contributes to their personal development by indicating if reading has enhanced their ability to enjoy hobbies or games.

Suggested Activity

Make an annotated bibliography of any reading material you have purchased or borrowed that has helped you to enjoy your hobby or play games with more skill.

Note: This can be done as a class project and the students can share their personal bibliography with their classmates.

GOAL III: ATTAINING PERSONAL DEVELOPMENT

Objective 3302: Students will affect the degree to which reading contributes to their personal development by indicating how often or how much time they spend reading to acquire information about life goals or possible career opportunities.

Suggested Activity

Have the student keep a 3" x 5" card in his wallet as a record of how often and how much time he spends reading any material to acquire information about his future career. This card will indicate how reading has contributed to his personal development.

FUNCTIONAL READING



VOLUME 2

1975
MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION

FUNCTIONAL READING RESOURCE MANUAL

FOR
TEACHERS

VOLUME II

Gaining Information

Understanding Forms

Appendices

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TABLE OF CONTENTS

VOLUME II

INTRODUCTION	iii
GOAL IV: GAINING INFORMATION SPECIFIC OBJECTIVES	IV-1
GOAL V: UNDERSTANDING FORMS SPECIFIC OBJECTIVES	V-1
APPENDICES	
A. SAMPLE LESSON PLANS	A-3
B. IDEA HODGE-PODGE	A-17
C. CLASSIFIED VOCABULARY AND TERMS FROM PILOT SCHOOLS	A-22
D. CORLETT WILSON'S 225 ESSENTIAL VOCABULARY	A-37

INTRODUCTION

A "Revolution in Reading" does not look to gimmicks, to sophisticated machines, or to tricking a child into knowledge. It is a revolution that aims at stimulating the range of a child's natural curiosity--making available a variety of materials, not simply textbooks, but "real" print and non-print media--and thereby preparing him to meet the reading demands for functioning and surviving in society.

The Maryland State Department of Education developed a functional reading program which ensures that all students will acquire the skills necessary for survival in our society. This program should be an integral part of the ongoing reading program in each school.

The success of this program will depend upon a continuous program that begins in the kindergarten and elementary grades and continues through high school. Such a program contains practice in five goal areas:

- * Following directions on various levels.
- * Locating references in various fields.
- * Developing personal interest through reading.
- * Applying information for school, vocation, society, and home.
- * Understanding forms for reporting personal information.

This resource manual (Volumes I, II) contains a sampling of activities, games, and ideas to help the teachers of the State better understand the competencies in the area of functional reading. These activities are designed not as a means to an end but as a beginning. They are not identified by grade or reading level, but should be adapted to the needs of the students. An individual teacher's interest, creativity, and understanding of the reading level of children will enable him to expand the activities presented to children.

GOAL IV

READING OBJECTIVES:

GAINING INFORMATION

GOAL IV: GAINING INFORMATION

Objective 4101: Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.

Suggested Activities

- A. Given a list of vocabulary words necessary for understanding the purchasing of merchandise, the student will read the vocabulary and complete the matching worksheet.

Vocabulary

CARBON COPIES - Another copy made by the use of carbon paper.

CATALOG - A list of items arranged a certain way; by numbers or by letters.

RETAIL STORE - A store in which you choose what you want, pay for it, and take it home with you.

CATALOG STORE - The merchandise is not in this type of store; you look in a catalog and place your order with a salesperson. You can't take the merchandise with you.

SHIPPING COSTS - The amount paid to ship an item somewhere.

COSTS - The amount paid for an item.

QUICK INDEX - You may find this on the cover or spine of the book. It lists items in a general list, such as furniture and auto parts.

FULL INDEX - A type of table that lists everything in alphabetical order. It lists small items as well as large items.

FREIGHT - Something that is loaded for transportation; cargo.

C.O.D. - A way to pay for merchandise when you receive it. It means cash on delivery.

SECTION - A part of an item.

CATEGORY - A group of similar items.

SPECIFIC - Falling into a named category.

GENERAL - Not in detail.

TOTAL COST - The entire cost of an item.

MERCHANDISE - Items sold at a store.

Vocabulary Exercise I

Directions: After each vocabulary word in the first column, place the letter of the definition that matches the word.

- | | |
|-----------------------|--|
| 1. Carbon copies () | A. Another copy made by the use of carbon paper |
| 2. Catalog () | B. The merchandise is not in this type of store. You look in a catalog and place your order with a salesperson. You can't take the merchandise with you. |
| 3. Retail Store () | |
| 4. Catalog Store () | C. You may find this on the cover or spine of the book. It lists items in a general list, such as furniture and auto parts. |
| 5. Shipping Costs () | D. The amount paid for an item. |
| 6. Costs () | E. A list of items arranged a certain way; either by numbers or by letters. |
| 7. Quick Index () | F. A type of table that lists everything in alphabetical order. It lists small items as well as large items. |
| 8. Full Index () | G. The amount paid to ship an item somewhere. |
| | H. A store in which you choose what you want, pay for it, and take it home with you. |

Vocabulary Exercise II

Directions: After each vocabulary word in the first column, place the letter of the definition that matches the word.

- | | |
|--------------------|---|
| 1. Freight () | A. A way to pay for merchandise when you receive it. It means cash on delivery. |
| 2. C.O.D. () | |
| 3. Section () | B. The entire cost of an item. |
| 4. Category () | C. Not in detail. |
| 5. Specific () | D. Something that is loaded for transportation cargo. |
| 6. General () | E. Items sold at a store |
| 7. Total Cost() | F. A part of an item |
| 8. Merchandise () | G. Falling into a named category |
| | H. A group of similar items |

- B. Given a list of vocabulary words necessary for understanding the purchasing of merchandise, the student will complete a "Fill in the Blanks" exercise.

Sample Exercise

Directions: Fill the blanks using the vocabulary words:

Catalog	Cost
Carbon	Alphabetical
Quick Index	Shipping Costs
Total Costs	Full.

1. A book that contains an alphabetical listing of merchandise sold in a story is a _____.
2. To find out if a catalog store sells a certain kind of tire, you should use the _____ index.
3. The _____ of an item is how much you pay for it.
4. To find out if a catalog store sells dishwashers, you should use the _____ index.
5. The _____ costs pay for the freight charges.
6. The _____ cost of an item includes the cost of an item, tax, and shipping.
7. The same orders were _____ copies.
8. Sears is both a retail and a _____ store.

GOAL IV: GAINING INFORMATION

Objective 4102: Students will read to elicit necessary information for school from textbook assignments.

Suggested Activities

- A. Given a set of problems from a mathematics textbook, the student will read the problems, determine which procedure should be followed to solve the problem, and write a word after the number on his answer sheet that tells which procedure he chose.

Sample Math Problems

1. How much change will you receive from \$10.00 after buying three pairs of socks at 79¢ a pair? _____
2. Bob weighs 96 pounds. Tom weighs 78 pounds. How much do they weigh together? _____
3. Mary was traveling 1,480 miles to visit her sister. The estimated flying time was four hours. What was the expected average rate of travel? _____
4. If John works 7 1/2 hours per day, how many hours does he work during a six day week? _____

Answer Sheet

1. Multiply and subtract
2. Addition
3. Divide
4. Multiply

- B. Given a mathematics textbook, the student will use the glossary to read the meaning of the terms listed below and write a definition in his own words.

Sample of Mathematical Terms

Associative property of addition
Common multiple
Diameter
Exponent
Integers
Inverse Operation
Perpendicular
Reciprocals
Union

GOAL IV: GAINING INFORMATION

Objective 4201: Students will read to elicit necessary information for a vocation from training manuals.

Suggested Activities

- A. Given a page from a manual describing various jobs, the student will read to elicit information to answer "yes or no" questions on a worksheet. (See next page for sample page)

Sample Questions

1. Does the chart indicate that the position of Airline Stewardess has good employment possibilities?
 - a. Yes
 - b. No
2. How much money can a TV actor or actress earn according to the chart?
 - a. \$165 a week
 - b. \$120 a day
 - c. \$180 per half hour
 - d. \$180 per hour
3. How many openings are there annually for carpenters?
 - a. 800
 - b. 74,000
 - c. 5,000
 - d. About 45,000

JOBS: 4 YEARS COLLEGE NOT REQUIRED

g—good opportunities
r—reasonably good opportunities
m—might get a job
gp—good prospects
o—good luck—you'll need it

Occupation and Special Notes	Rating	Average Starting Salary † \$5†\$5†	Average Number Openings Per Year	Education, Training & Certification (In addition to High School Diploma)
Actor or Actress: Glamor is only for the chosen few; most are often unemployed or never become famous. Competition fierce.	g	165/wk Broadway 120/day movies 180/½ hr. TV	900	Get as much acting experience as possible. Acting school helps.
Aircraft Mechanic: Keeps the planes flying; need to be agile, highly skilled and careful. Lives depend on this job.	r	9,500-13,500	6,000	Must have FAA license; to get it need 18 months experience or diploma from FAA-approved mechanics school.
Airline Stewardess: Glamorous but hard work; foreign language skill helps. Benefits include free travel, meeting people.	m	6,000-8,000		Must be 18-27 yrs. old; 5'2"-5'8" and unmarried when first hired. Airlines conduct 5-wk. training program.
Artist, Commercial: Illustrates or pastes up copy for advertising, publishing, industry. Most jobs in big cities.	m	3,400-5,400	2,500	2-3 yrs. art school or (4-yr.) BFA degree. Also need a good portfolio or samples of your work.
Appliance Repairman: Requires manual skill and ability to work independently. Jobs available everywhere.	r	2-3/hr	11,000	On-the-job training most common; some technical schools and manufacturing firms have training programs.
Assembler: Works on factory assembly lines. Jobs depend a lot on changes in business conditions.	m	2-4/hr	44,000	On-the-job training.
Automobile Mechanic: Fixes and tunes the engine. Requires good manual skills, ability to work independently.	m	1.80-3.50/hr	23,300	On-the-job training for beginners; 3-4 yr. apprenticeship to become all-round mechanic.
Automobile Salesman: Ability to relate to people important. Most job openings result from turnover, not industry growth.	gp	9,700-10,000 on commission	4,300	Experience selling other products helpful. On-the-job training.
Bank Teller: Handles transactions of money so must be bonded. Also a friendly manner important. Good part-time work.	r	5,000-5,500	14,700	On-the-job training.
Barber: Trend to longer hair keeps employment from growing as fast as male population.	gp	4,400-5,500	7,700	Attend approved barber school, pass apprentice exam and 2 yrs. later pass state exam to get license; must also have health certificate.
Beautician: Jobs increase as more women have time and money to use beauty salons. Requires good grooming, knack for "style."	r	3,300-4,700 plus tips	43,000	Must complete state-approved cosmetology course and pass state exam to be licensed. Health certificate needed.
Bookkeeper: Helps keep financial records. Use of electronic data processing equipment limits number of new jobs opening.	gp	5,000-5,400	74,000	High school courses in arithmetic and book-keeping; on-the-job training available, but junior college grads get better jobs.
Bricklayer: Construction growth and popularity of brickwork creates new jobs. However, bad weather means occasional unemployment.	r	2.50-4/hr	8,500	3-yr. apprenticeship program. Requires physical stamina.
Carpenter: Good opportunities as construction expands. Outdoor work requires stamina, manual skills and sense of balance.	r	2.20-4/hr	46,000	4-yr. apprenticeship program.
Cook and Chef: The more skill the better. Highly skilled chefs are in short supply, but short order cooks are a dime a dozen.	r	2-4.75/hr for chefs	4,900	On-the-job training; begin as kitchen helpers. Some vocational schools offer cooking course. Health certificates required by many states.
Dancer: Glamor field with limited openings; requires years of training. Best outlook for those trained to teach.	g	165/wk	1,500	Training begins by age 12 at latest; audition by age 17 or 18. Experience as performer best preparation for teaching.
Dental Assistant: Helps dentist at chairside or takes care of patients' records.	r	3,900-7,800 \$212-5,853**	9,200	On-the-job training, but opportunities better for junior college graduates.

†annual salary unless stated otherwise

**in federal job

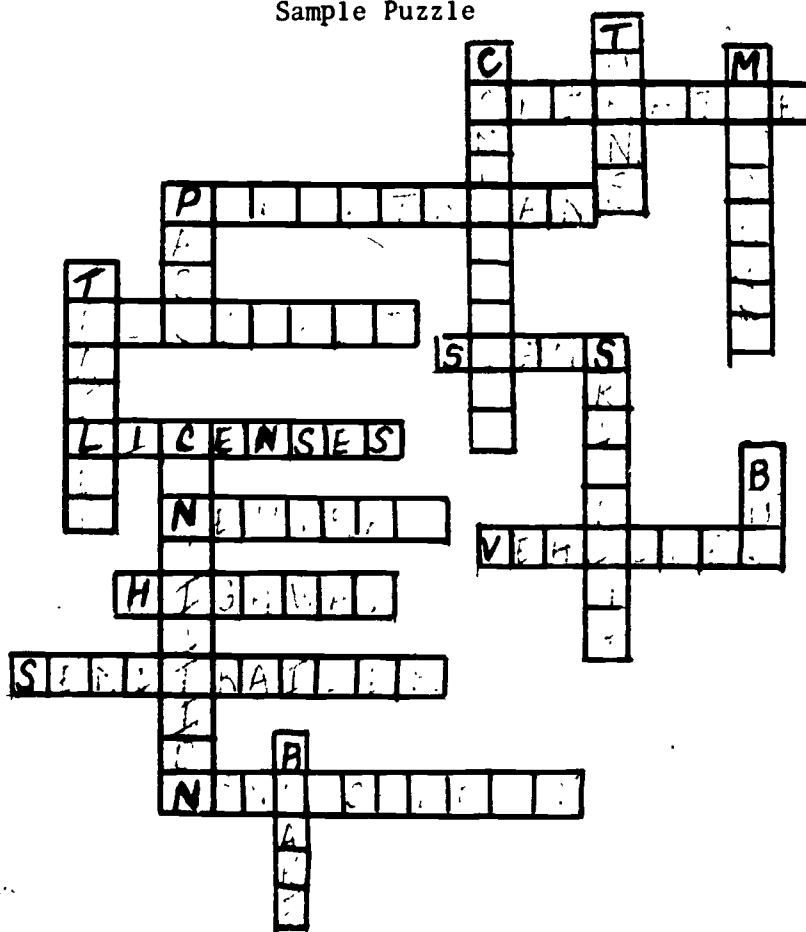
- B. At a center on gaining information from a driver's manual, the student will read to elicit information from the driver's manual (a) to do a word puzzle and, (b) to identify arm signals on a chart to complete a multiple choice exercise.

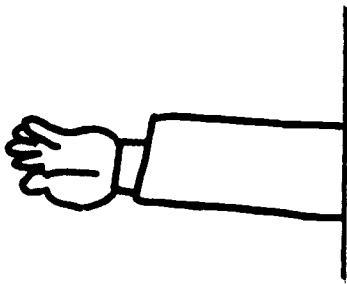
Directions: Start with licenses and follow through by filling in the blanks with the correct number of letters to fit each space. Use the words and number clues at the top to aid you.

Clues

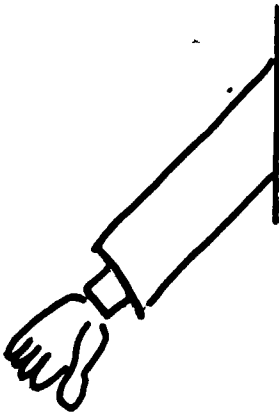
- | | |
|----------------|----------------|
| 8 skidding | 7 highway |
| 5 turns | 10 conviction |
| 3 bus | 11 combination |
| 6 driver | 11 semitrailer |
| 8 resident | 7 trailer |
| 10 pedestrian | 8 vehicles |
| 8 operator | |
| 11 nonresident | |

Sample Puzzle

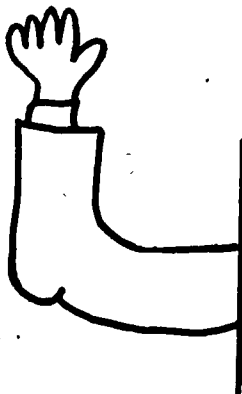




- _____
- A. Stopping
 - B. Left turn
 - C. Right turn



- _____
- A. Left turn
 - B. Right turn
 - C. Stopping



- _____
- A. Right turn
 - B. Stopping
 - C. Left turn

- C. Given a set of instructions from a training manual, the student will read to be able to fill in the blanks on a worksheet.

Sample from a Training Manual

Worm and Sector Steering Gear

Adjustment instruction

1. To adjust the radial play, the steering worm is turned so that the drop arm is at right angles to the steering worm.
2. Tighten the adjusting screw as far as it will go and then back it off approximately one sixth of a turn and then secure it with a lock nut.

After having installed a new steering set, the adjustment should be rechecked after an operating period of about 500 km. Readjust if necessary.

Directions: Fill in the blanks

1. The adjustment should be rechecked after _____.
2. Tighten the adjusting screw and back it off _____ of a turn.
3. The drop arm should be at _____ to the steering worm.
4. The adjusting screw should be secured with a _____.

GOAL IV: GAINING INFORMATION

Objective 4202: Students will read to elicit necessary information for a vocation from safety and job requirements. (Time cards, punch-in notices, quota charts, production records.)

Suggested Activities

- A. Given a chart on operating Power Machines, the student will read to elicit information about using the power machines safely and complete a worksheet.

Rules for Operating Power Machine

1. NO power machines may be operated without suitable eye protection.
2. NO power machines may be operated by more than one person.
3. NO power machines may be operated for the first time without the assistance of the instructor.
4. NO power machines may be operated if the instructor is not in the room.
5. Always maintain a safe distance of three feet when observing a machine operation.
6. Machine operators may not wear loose clothing or jewelry.
7. Machine operators must have long hair pulled back.
8. All machines must be unplugged when changing speeds.

Directions: Use the shop rules to answer each question below.
Mark the letter on the answer sheet that indicates the best answer to the question.

1. What do the shop rules say about operating the power machine?
 - a. Get a note from your teacher giving his permission.
 - b. You must wear eye protection.
 - c. You must sign up the day before you use the machine.
2. What do the rules say is not allowed in the shop?
 - a. You must have the teacher in the room when you operate a machine.
 - b. You may work with a partner on the machines.
 - c. You may not unplug machines.
3. How far must you be from a machine if you are watching the operation?
 - a. 1 foot
 - b. 2 feet
 - c. 3 feet

- B. Given a set of cards on which safety rules from a training manual have been typed, the student will separate the rules into Do and Do Not groups.

Sample Safety Rules

Directions: Here are some safety rules. Some tell things you should do; some tell things you should NOT do. Separate the rules into two groups: Do and Don't.

1. When descending stairs, use the handrails provided.
2. Lean far back in any chair.
3. Carry materials high in front of you to block your view.
4. Carry tools and equipment up and down a ladder.
5. Lift with the knees bent and your back straight.
6. Walk on sidewalks and marked walkways.
7. Walk in the building.
8. Lift with your back muscles.
9. Take shortcuts through work and storage areas.
10. Read while walking.
11. Look before you open a door into a hallway.
12. Use a box, chair, barrel or other makeshift object in place of a ladder.
13. Wear safety goggles when your eyes are endangered.
14. Stand on boxes and chairs when reaching for objects.
15. Use ladders with broken steps.
16. Face the ladder while going up or down.
17. When working on a straight ladder, hold on with one hand and hook one leg through a rung.
18. Handle knives and scissors carelessly.
19. Throw paper clips and shoot rubber bands.
20. Use a hand line to carry tools up and down a ladder.

21. Become familiar with the operation and use of a fire extinguisher.
22. Learn how to turn in a fire alarm.

GOAL IV: GAINING INFORMATION

Objective 4204: Students will read to elicit necessary information for a vocation from want ads.

Suggested Activities

- A. At a center on gaining information for a vocation from want ads, the student will read the ads and categorize them according to male and female jobs.
- B. At the same center, the student will choose a want ad for a job that he would be interested in and answer the questions given on a chart.

Sample Questions

- 1. What job are you applying for?
 - 2. What firm is advertising this position?
 - 3. What are the qualifications for the job?
 - 4. Do you need any references?
 - 5. Is a salary mentioned?
 - 6. How or where do you apply for this job?
- C. At a center, the student will read the want ads to make a list of all local firms desiring help.

GOAL IV: GAINING INFORMATION

Objective 4203: Students will read to elicit necessary information for a vocation from a memorandum.

Suggested Activities

- A. The student will read the memorandum from a principal's office and check the true statements on the worksheet.

Directions: On a chart make a copy of a memorandum from the principal's office.

Sample Memorandum

Behavior Rules

1. No talking during study periods.
2. Girls can't wear pants.
3. Boys can't wear long hair.
4. No leaving the building at lunch time.

Sample Worksheet

- _____ Students in this school have quiet study periods.
- _____ The principal is a pleasant man.
- _____ This school has rules on student dress.
- _____ The students must eat lunch at school.
- _____ This school is a Junior High School.

- B. Given a copy of a company memorandum from the personnel office to all employees, the student will be able to check the statements on his answer sheet that are true.

COMPANY XYZ

Office Memorandum

TO: All Employees
FROM: Personnel Office
CONTENT: Proper Time-Keeping Procedures

No employee shall be on the premises regularly more than ten minutes before starting time, nor remain on the premises regularly more than ten minutes after quitting time, without obtaining permission from store management to do so. Entries in the Weekly Time Record must be made by each employee at all times when going on and off duty (including lunch periods), and under no circumstances will an employee make entries in the Time Records of another employee.

Sample Questions

Directions: Read the company memorandum on the chart. Check the statements below that are true.

1. ☐ You must make your own entries in the Weekly Time Record.
2. ☐ You may come one half hour early to work to talk to your friends.
3. ☐ You must leave the premises ten minutes after quitting time.
4. ☐ Your friend can enter the time you leave for lunch on your Weekly Time Record.

GOAL IV: GAINING INFORMATION

Objective 4205: Students will read to elicit necessary information for a vocation from work schedules.

Suggested Activities

- A. Given a copy of a child's daily schedule, the student will be able to locate and write the answers to the questions on time.

NAME _____		DATE _____	
KATHY'S DAY			
<u>HOUR</u>	<u>ACTIVITY</u>	<u>HOUR</u>	<u>ACTIVITY</u>
7:00 A.M.	Wake up! Wash! Dress	12:30 P.M.	Play in schoolyard
7:15 A.M.	Breakfast	12:55 P.M.	Bell to come inside
7:45 A.M.	Make bed. Straighten room	1:00 P.M.	Geography
8:00 A.M.	Depart for school	1:45 P.M.	Language
8:15 A.M.	Meet Terry. Walk to school	2:30 P.M.	Art
8:30 A.M.	School begins!	3:15 P.M.	School ends!
8:45 A.M.	Pledge of Allegiance	3:30 P.M.	Arrive home! Change clothes
9:00 A.M.	Reading	3:45 P.M.	Play! Play!
9:45 A.M.	Arithmetic	5:15 P.M.	Practice Piano
10:30 A.M.	Recess! Play!	5:45 P.M.	Cleanup! Set table
10:45 A.M.	Spelling	6:00 P.M.	Dinner
11:45 P.M.	Gym	7:00 P.M.	Homework
12:00 P.M.	Lunch	8:15 P.M.	Bathe
12:25 P.M.	Bell for outside play	8:30 P.M.	Lights out!

Directions: Study Kathy's schedule. Answer the questions by writing the correct times.

1. What time does Kathy leave for school? _____
2. What time does Kathy have reading? _____
3. What time does Kathy eat lunch? _____
4. What time does Kathy practice piano? _____
5. What time does Kathy take a nap? _____
6. What time does Kathy work with numbers? _____
7. What time does Kathy paint? _____
8. What time does Kathy play at school? _____
9. What time does Kathy play at home? _____
10. What time does Kathy leave school? _____
11. What time does Kathy go to bed? _____
12. What time does Kathy help her mother? _____
13. What time does Kathy do homework? _____
14. What time does Kathy begin her day? _____
15. What time does Kathy study the globe? _____
16. What time does school end? _____
17. What time does Kathy write stories? _____
18. What time does Kathy meet Terry? _____
19. What time does school begin? _____
20. What time does Kathy work with clay? _____
21. What time does Kathy have reading? _____
22. What time does Kathy have breakfast? _____

- B. Given the following schedule the student will answer multiple choice questions about the schedule.

Period 1.	8:30 - 9:20	English
2.	9:20 -10:10	Social Studies
3.	10:10 -11:00	Math
4.	11:00 -11:50	Science
5.	11:50 - 1:20	Physical Education
6.	1:20 - 2:10	Art
7.	2:10 - 3:00	Music
Lunch Schedule		
11:50 - 12:20	Grade 6	
12:20 - 12:50	Grade 7	
12:50 - 1:20	Grade 8	

Sample Questions

1. At 10 o'clock what will you be doing?
 - a. Social Studies
 - b. Science
 - c. Art
2. What time will Math be over?
 - a. 1:20
 - b. 10:10
 - c. 11:00
3. If you are in Grade 7, at what time do you go to lunch?
 - a. 11:00
 - b. 12:30
 - c. 12:15
4. At what time should you start cleaning up in art class?
 - a. 2:00
 - b. 1:30
 - c. 2:10

GOAL IV: GAINING INFORMATION

Objective 4206: Students will read to elicit necessary information for a vocation from company policy statements.

Suggested Activity

At a center, the student will match the titles to the descriptions of the proper handling of merchandise purchases by customers as found in a retail store company policy statement for a retail sales clerk.

Sample

<u>Titles</u>	<u>Descriptions</u>
1. Sales Receipt Required for Each Purchase	Each customer must be given a complete and legible cost sales receipt validated by the cash register.
2. Bag or Wrap all Customer Purchases	All merchandise sold not to be installed will be placed in bags or wrapped.
3. Protection of Lock-up Merchandise	Merchandise located in locked counters which is removed for examination by customers must never be left unattended.

GOAL IV: GAINING INFORMATION

Objective 4207: Students will read to elicit necessary information for a vocation from union contracts. (Individuals do not sign or receive copies of union contracts. They receive agreement booklets. They may be obtained from a local union.)

Suggested Activities

- A. Given a booklet called "Agreement, April 1973-March 31, 1975, Mechanical Contractors Association of Maryland, Inc., and Local Union No. 48, United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada," the student will read the book to elicit necessary information to fill in the blanks on a worksheet.

Sample

Directions: Read the incomplete sentences below.
Locate the page number given in parenthesis behind each sentence and read the page to find the information to fill in the sentence blanks.

1. Article 14 is _____ and found on page 23. (Index Page)
2. The agreement is no longer valid after _____. (page 1)
3. When you read M.C.A. in the agreement it stands for _____. (page 2)
4. In order to be hired under Article 3, you must have completed the M.C.A. Local Union No. 48 _____, or if you have taken a State approved apprenticeship program or had actual experience in the industry for the same number of years on the M.C.A. Local Union No. 48 Joint Apprenticeship Program you must pass _____. (page 3)
5. The only organization having control of the pipe fitting trade and industry in the United States is the _____. (page 12)
6. In this trade you work a _____ week and your daily hours are between _____ and _____. (page 30)
7. A journeyman will get _____ an hour until October 30, 1973, and after this date he will get _____ less because that amount will go to his _____. (page 32)
8. If you are 55 years old you will be hired on a job that has _____ plumbers and needs a _____. (page 38)

- B. Given a copy of the agreement between Local Union No. 24, International Brotherhood of Electrical Workers, and Baltimore Division, Maryland Chapter NECA, the student will read Article III, pages 10-29, and answer the questions about wages and working conditions on his worksheet.

Sample Worksheet Questions

1. What amount of time constitutes a workday? Weeks?
2. For what work will you be paid double-time?
3. What is the rate of pay for jobbing or maintenance work?
4. If you work the second shift, will you be paid more money? If so, how much?
5. How can you get permission to work on Labor Day?
6. Why does the employer withhold \$.40 per hour for each hour worked from your net wages?
7. What arrangements are made for you to pay your union dues?

Circle yes or no

- | | | | |
|-----|----|----|--|
| yes | no | 1. | No travel time is paid for a job within jurisdiction of the Union. |
| yes | no | 2. | You are not paid for driving your personal vehicle to do business. |
| yes | no | 3. | You will be paid two hours compensation if you report for work and the weather is inclement. |
| yes | no | 4. | If you lose an employer's tool, you are not responsible for it. |
| yes | no | 5. | You must put your tools away after work hours. |

GOAL IV: GAINING INFORMATION

Objective 4301: Students will read to elicit necessary information for societal purposes from a public announcement.

Suggested Activities

- A. At a center on gaining information from the toll schedule for the Chesapeake Bay Bridge-Tunnel, the student will answer the questions on paper.

Directions: Read the toll schedule for the Chesapeake Bay Bridge-Tunnel to gain information about crossing. Answer these questions on your own paper. Put your completed paper on the teacher's desk.

1. How much does it cost for you family to cross in your dad's pick-up truck?
2. Uncle Bill is behind you on his motorcycle. How much will it cost him?
3. How much will it cost your friend's dad to cross pulling his two-axle camper behind his pick-up?
4. How much more did they pay than you did?
5. Can your friend's dad cross with a LP-Gas tank in his camper?

- B. At a learning center, the student will make a poster to show his understanding of reading to elicit information from public announcements.

Example

1. Choose one of these pieces of tagboard.
2. Use crayons, poster paint, or magic markers.
3. Make a poster to advertise our Book Fair.
4. Remember these things
 - a. A public notice tells: What is happening
Where it is
When it is
Who is sponsoring it
 - b. A public notice must be pleasing to the eye and uncluttered.

- C. Given a flyer or public announcement and a worksheet with questions, the pupil will read to elicit information from the flyer to answer the questions.

Sample Questions

Directions: Read the following flyer (next page) and answer these questions.

1. What event is advertised?
2. What is the date and time of the event?
3. Where is the event?
4. How much are the tickets?
5. Is there any confusion about the ticket prices?
6. How many bands will be at the dance?
7. Who is sponsoring the event?
8. What other announcement is listed other than the dance?
9. When does the second event begin?
10. Where will it be?
11. Who is sponsoring the second event?
12. Is this a good public notice? Give reasons for your answer.

YOU are publicly invited to

Colonial MARDI GRAS BALL

SPONSORED BY ...

**Citizens' Scholarship Foundation of St. Mary's County
COME !!!**

come and have fun
the music is great
let down your hair
come share if you dare
have your big fling
'tis that time of year
for Lent will soon be here

King Comus rules the Mardi Gras
to crown Rex & Regina who will reign
let carnival be part of you
and you be part of carnival

come as daring as you dare
any crazy get-up will do
knight, cinderella, minuteman, navy,
viking, roman, army, pharoah,
buccaneer, jester, farmer,
or fisherman, too

who will be king?
who will be queen?
come see for yourself
that's what's happening

LEONARD HALL DRILL HALL

LEONARDTOWN, MD.

Sat. Feb. 16th, - 9:00 p.m. till?

**B.Y.O.B.
BEER AVAILABLE**

**2 DANCE BANDS
TICKETS - \$3.00**

George Washington Weekend Celebration

RECREATION & PARKS

Fun & Games start at 10:00 a.m.

- D. Given a chart on park rules to read, the student will be able to answer multiple choice questions.

PARK RULES

1. Sign up for play equipment.
2. Use of equipment is on a first come, first serve basis.
3. Report broken equipment to the director.
4. There is no charge for equipment broken by accident.
5. No betting on games.
6. Weekend time limit for equipment:

Pool tables - sixty minutes

Ping Pong - thirty minutes

Tennis - one hour and a half

Badminton - forty-five minutes

Directions: Use the PARK RULES to answer each question below. Mark the correct letter on the answer sheet that indicates the best answer to the question:

1. What do the park rules say you have to do with play equipment?
 - a. Sign your name when you return the equipment.
 - b. Sign up during the week for equipment you want during the weekend.
 - c. Sign up when you take play equipment out.
 - d. Sign your name when you break equipment.
2. What do the rules say is not allowed in the park?
 - a. Playing tennis without tennis shoes is not allowed.
 - b. Betting on games is not allowed.
 - c. Playing ping pong for a half hour is not allowed.
 - d. Running around the pool tables is not allowed.
3. For how long can you play pool on a Saturday or Sunday?
 - a. 45 minutes
 - b. 1 1/2 hours
 - c. 30 minutes
 - d. 1 hour

GOAL IV: GAINING INFORMATION

Objective 4302: Students will read to elicit necessary information for societal purposes from legal documents.

Suggested Activities

- A. Given a copy of a summons, the student will read to elicit the information necessary to answer the questions.

Sample Summons

Index No.

Civil Court of the City of Hagerstown
County of Washington

Adams Furniture, Inc.	Plaintiff
against	
Joe T. Springtoff	Defendant

S U M M O N S

Indorsed Complaint

A statement of the nature and substance of the plaintiff's cause of action is as follows:

Action for money damages, for \$360.00 dues and owing plaintiff from said date June 16, 1974.

Sample Questions

Directions: Read the summons above and answer the following questions.

1. In the summons, who is the person being sued?
2. Who is suing?
3. What is the reason for the suit?
4. How much money is he suing for?
5. Is this a civil or criminal case?

- B. Given a copy of the contents of a summons, the student will follow and complete the directions listed below.

Sample Summons Content

YOU ARE HEREBY SUMMONED to appear in the Civil Court of the City of Hagerstown, County of Washington, at the office of the Clerk of the said Court of 141.

Lee Street in the County of Washington, City of Hagerstown, and State of Maryland, within ten days after service of this summons upon you, exclusive of the day of service, you are to make answer to the complaint: upon your failure to answer, judgement will be taken against you for the sum of \$360.00.

Directions: Complete the activities below on your copy of the court summons.

1. Draw a line under the location of the court heading.
2. Circle the amount you will have to pay if you do not go to the court.
3. Put a box around how many days you have to answer the complaint.

- C. Given a task folder containing a parking ticket, the student will read all information on the ticket and answer the questions written on 3 x 5 cards contained on the folder.

Sample Parking Ticket

METROPOLITAN POLICE DEPT. WASHINGTON, D. C.				TRAFFIC VIOLATION NOTICE	
THE UNDERSIGNED HEREBY NOTICES THE OCCIDENT AND REPORTS TO THE CORPORATION COUNCIL THAT ON THE <u>19</u> DAY OF <u>Nov</u> 197 <u>7</u> AT <u>1221 AM</u>				<u>8544666</u>	
(Please Print) First Name Middle Name Last Name				You are hereby notified that a Complaint will be filed in the Court charging you with the violation of the Traffic Laws and Regulations as set forth herein	
Street Address <u>MD</u> City, Town and State (if not D. C. Resident) Zip				Signature of Complaining Officer <u>J B Pass</u>	
OR THE REGISTERED OWNER OF THE VEHICLE <u>KP-3417</u> Reg Year <u>74</u> Make of Vehicle <u>DODGE</u> Body Type <u>2DR</u>				Badge Number <u>C-108</u> Unit Name or Number <u>TH</u>	
DID VIOLATE THE TRAFFIC LAWS AND REGULATIONS OF THE DISTRICT OF COLUMBIA ON A PUBLIC HIGHWAY OR OTHER SPACE IN SAID DISTRICT TO WIT: <u>1000 BIR Thos Jef St.</u>				Personally Appeared	
<input checked="" type="checkbox"/> PARKED ON RED METER <u>10-2</u> Limit <u>120</u> <input type="checkbox"/> PARKED OVERTIME <input type="checkbox"/> PARKED IN "NO PARKING ANYTIME" ZONE <input type="checkbox"/> PARKED IN A BUS STOP ZONE				who made oath before me that the facts set forth herein he believes to be true	
<input type="checkbox"/> PARKED LESS THAN 40 FEET OF AN INTERSECTION <input type="checkbox"/> PARKED WITHIN 25 FEET OF A STOP SIGN <input type="checkbox"/> PARKED IN LOADING ZONE <input type="checkbox"/> PARKED IN AN ALLEY <input type="checkbox"/> PARKED IN NO STOP/STAND ZONE DURING PEAK HOURS				this _____ day of _____ 197____	
OTHER VIOLATIONS (Describe)				ASSISTANT CORPORATION COUNSEL	
WITHIN 15 DAYS YOU ARE DIRECTED TO PAY YOU MAY PAY IN PERSON OR BY MAIL TO THE CLERK OF THE COURT CENTRAL VIOLATIONS BUREAU				SEE REVERSE OF THIS FORM FOR ADDITIONAL INSTRUCTIONS	

Sample Questions & Answers

Directions: Read the parking ticket above and answer the following questions. When you are finished, check your own work, using the answers on the back of the card.

1. On what date did a parking violation occur?
Answer: November 19, 1973
2. Why was this traffic violation notice given?
Answer: Parked on red meter.
3. How much time is allowed for this ticket to be paid?
Answer: 15 days.
4. How much must be paid for this traffic violation?
Answer: \$5.00

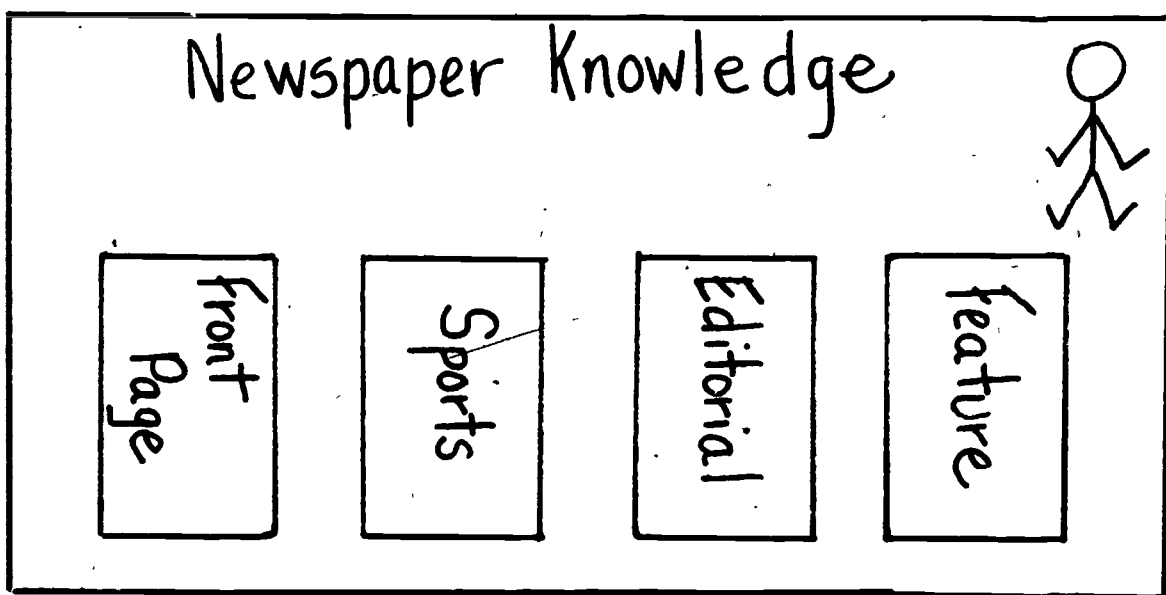
GOAL IV: GAINING INFORMATION

Objective 4303: Students will read to elicit necessary information for societal purposes from newspaper materials.

Suggested Activities

- A. The student will show he is able to locate and interpret information found in a newspaper by answering the questions on the newspaper knowledge center.

Sample Center Idea



- Directions:
1. List questions for the sections of the newspaper which are posted on the bulletin board. Some sample questions are:
 - (a) What two news agencies wrote articles on the front page?
 - (b) Who was the political cartoonist?
 - (c) What sport is Billie Jean King known for?
 2. Vary these questions according to the needs of your group of children.
 3. Expose the children to the bulletin board for a week or so pointing out datelines, by-lines, and other newspaper terminology. This idea works well in conjunction with a unit on critical reading.

Materials:

- Newspaper sections
- Man made out of folded newspaper
- Contact paper, cardboard (questions and directions mounted on this)
- Two envelopes for answers and returned papers

- B. At a center on newspaper headlines, the student will choose the headline to answer the questions and place it on the proper clip.

Center Idea

Using Headlines	
Movie	News
1. Which article...	-0-----0-
2.	-0-----0-

- Directions:
1. Mount Headlines on tap strings.
 2. Attach strips to center, lock with paper clips.
 3. Develop questions to fit the headlines. Try to avoid using words in the questions that are also in the headlines.
 4. Attach clips in the answer space to hold the mounted headline.

Sample Questions

1. Which article would you read to find out the score of the baseball game?
2. Which article would you read to find out what a movie is about?
3. Which article would you read to find out the predictions for the day which corresponds with your birth date?

Variation: Matching a headline to a question could be done as every pupil response with a small group. One person reads the question. All others hold up the headline to answer the question. Plan to have 3-4 headlines for each person in the group.

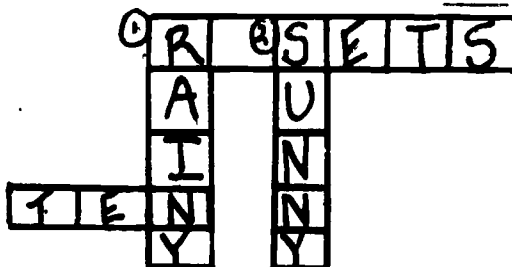
- C. Given a task folder on reading the weather map and almanac in a newspaper, the student will read the map and the information given to complete a simple crossword puzzle.

Down

1. People in Florida did not go swimming because it was _____ today.
2. Baltimore weather was _____ today.

Across

1. There is a _____ percent chance of rain tomorrow.
2. The sun _____ at 8:30 p.m. today.



- D. Given a copy of the local paper and a "Scavenger Hunt" ditto, the students will read the paper to elicit the necessary information to complete the ditto to win the game.

Directions: Read a copy of the Howard County Times and find the answers to the following questions.

Name _____

"Scavenger Hunt in the Howard County Times"

1. Title of sports editor's column.
2. Who writes the report about the state delegate's activities?
3. What is the topic of the letters to the editor?
4. What time was a break-in attempted at the Laurel Race Course on July 4?
5. What is the name of the senior citizen's film being shown Friday in Columbia?
6. Where will the free Mother-Baby Care Course be taught?
7. In which section of the classified ads would you look to find a summer job?
8. Where would you look in the classified section for an ad about carpentry work?
9. On what page would you find a recipe for tomato dressing?
10. What honor did John David Myers receive?
11. In the Howard County YMCA Men's Softball Standings, which team leads the West Division?
12. Where can you find a recipe for barbecued turtle steaks?
13. What time are services on Sunday at St. Paul's Lutheran Church?
14. What kind of fishing is particularly good in the Potomac River?
15. Who is running the soccer clinic in Columbia?

GOAL IV: GAINING INFORMATION

Objective 4304: Students will read to elicit necessary information for societal purposes from political materials.

Suggested Activities

- A. Given a political flyer, the student will read to answer questions concerning the candidate's views on various topics.

Directions: Read the flyer to locate the answers to these questions. Write the answer in your own words.

1. What does the candidate think the county needs to do to prepare the budget?
2. What resource that would add money to the budget does he think the county has the right to?
3. How would he propose to protect the individuals purchasing power in the county?
4. What issue that he support will cause the parents of school age children to vote for him?
5. What is the issue he stands for that should appeal to the widest range of people?

Sample Flyer

JOHN WHITE SUPPORTS:

- *More careful economic analysis of County spending projects.
- *The opening of all County Council work sessions and hearings to the general public.
- *The return to the county of all interest earned by the State of Maryland on County tax deposits.
- *Consumer protection for Howard County
- *Meaningful disclosure by all elected officials and appointed department heads.
- *Adherence to the comprehensive County zoning and development plan of 1971.
- *Continued improvement of our police force.
- *Continued improvement of our schools.
- *Improved juvenile services, including an intensive training group home.
- *Comprehensive public transportation system linking Howard County with Baltimore and Washington.
- *Equal opportunity for all persons regardless of sex, color, creed, or national origin.

JOHN WHITE
cares about Howard
County. Help Give Us Quality
Government. Elect John White
to the Howard County Council

DEMOCRAT DEMOCRAT DEMOCRAT

- B. Using a newspaper article the student will cast a mock ballot for their party using the information given in the article.

Directions: From the list of candidates, fill in your choices in the ballot.

List Of Candidates
For Various Offices

COUNTY COUNCIL (Five to be elected)		STATE'S ATTORNEY	
R.L. Anderson		William R. Hymes	
R.A. Cook, Sr.		C.E. Wehland	
Thomas F. Cook	DEMOCRATS	W.H. Morstein	
Albert R. Hardy		James S. Ansell	
Ruth U. Keeton		STATE SENATE Fourteenth District	
Patricia M. Thorpe		James Clark, Jr.	DEMOCRAT
Charles E. Miller	REPUBLICANS	John E. Messner, Jr.	REPUBLICAN
Mary E. Arber		HOUSE OF DELEGATES 14A Sub-District (One Nomination)	
Leola Dorsey		Robert Hacken	DEMOCRATS
James M. Holway		Joel Chasnoff	
JUDGE, ORPHAN'S COURT (Three Nominations)		Harry Simms	REPUBLICAN
Irvin P. Dasher		14B Sub-District (Remainder of Howard) (Two Nominations)	
Edward E. Kennedy		Hugh Burgess	DEMOCRATS
Ann D. Ring	DEMOCRATS	J. Hugh Nichols	
John R. Inglehart		Joseph S. Gaver	
William R. Laupert		Wm. F. Carroll, Jr.	REPUBLICANS
John R. Moore	REPUBLICAN	Howard County COUNTY EXECUTIVE	
CLERK, CIRCUIT COURT		E.L. Cochran	DEMOCRAT
M. Pumphrey	DEMOCRAT	H.G. Crist, Jr.	
C.W. Senseney	REPUBLICANS	Herschell C. Doss	REPUBLICANS
F.F. Froehlich			
REGISTER OF WILLS			
George W. Slack	DEMOCRAT		
G.H. Senseney	REPUBLICAN		
SHERIFF			
Oscar T. Laupert			
Robert W. Moore			
Shelton E. Sewell			

Name _____ Party _____

Write in the candidates name that you would cast your vote for:

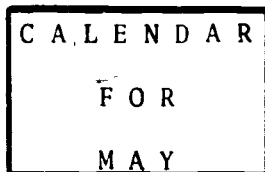
1. County Council _____
2. Judge, Orphan's Court _____
3. Clerk, Circuit Court _____
4. Register of Wills _____
5. Sheriff _____
6. State's Attorney _____
7. State Senate _____
8. House of Delegates _____
9. County Executive _____

GOAL IV: GAINING INFORMATION

Objective 4305: Students will read to elicit necessary information for societal purposes from calendars.

Suggested Activities

- A. At a center displaying a large calendar, the student will read the calendar to locate information to answer a multiple choice answer sheet.



Directions: Circle the correct answers on a ditto sheet from the envelope.

1. On what day does the month start?
a. Monday b. Wednesday
b. Saturday d. Sunday
2. On what day does the month end?
a. Friday c. Tuesday
b. Thursday d. Saturday
3. The 23rd comes on what day?
a. Thursday c. Friday
b. Sunday d. Wednesday
4. Two weeks from the 12th is what date?
a. 12th c. 19th
b. 25th d. 26th
5. What is the date of the 4th Sunday?
a. 27th c. 26th
b. 19th d. 31st
6. How many Sundays are in the month of May?
a. 2 c. 4
b. 19 d. 6
7. What is the date of Mother's Day?
a. 2 c. 12
b. 19 d. 18

- B. Given a copy of a monthly calendar, the student will read the calendar to locate and mark the dates required to answer given questions.

Directions: Read a calendar and complete the following activities.

1. Mark all Mondays with a red X.
2. Underline the dates in the second complete week.
3. Draw a circle around all holidays in the month.
4. Make a box around the dates of a "three-day weekend."

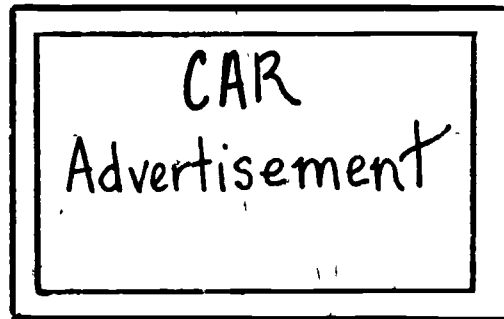
GOAL IV: GAINING INFORMATION

Objective 4401: Students will read to elicit necessary information for the home from newspaper ads.

Suggested Activities

- A. At a center on gaining information from a car advertisement, the student will read the ad and give written answers to the questions.

- Directions:
1. Look over the advertisement.
 2. Put your name, the number of the activity, and the title station on the top of paper.
 3. Answer the following questions.
 4. When you are finished, come and get the answer card to check your paper. The Answer Box is on my desk.



1. Which car costs the most money? How much?
2. Do two cars cost the same? How much?
3. Which car has been driven 25,000 miles?
4. Which car is the newest one?
5. Which cars are the oldest?
6. Which car has a blue vinyl top?
7. What is the name of the car dealer?
8. What are the hours the dealer is opened?
9. Where is the dealer?
10. Which car has steel belted radial tires?

- B. At a center on gaining information from a sales leaflet or handbill, the student will read the front page of the leaflet or handbill to give information and record his answers on paper.

LEAFLET - HANDBILL

Directions: Read the Leaflet-Handbill above. Using your own pencil and paper, answer the questions below. Check your own papers by getting Answer Key #1 from the teacher.

1. How long does the sale last?
2. When does the sale end?
3. Name the stores where this sale is to take place?
4. Where are the stores located?
5. What are the hours that the stores are open?
6. Which store is open on Sunday?
7. How do you get a free \$1.00 gift certificate?
8. Write the line that tells that the store will not be responsible for errors in typing?
9. What charge cards will be accepted?
10. What articles are on sale according to this page?

- C. Given the section on classified ads from a newspaper, the student will read to find information about obtaining a job and fill in the answer sheet with the correct telephone number or address.

Directions: Read the classified ads to find answers to the following questions.

What telephone number might you call or where might you apply if you were interested in one of the following jobs:

1. Dental Assistant _____
2. Cleaning Woman _____
3. Telephone Operator _____
4. Plumber _____
5. Cashier _____

6. Typist-Clerk _____
7. Auto Mechanic _____
8. Security Guard _____
9. Teacher's Aide _____
10. Sales Person _____
11. Baker _____
12. Counter Girl _____
13. Police Chief _____
14. Supply Clerk _____
15. Truck Driver _____
16. Insurance agent _____
17. Sewing Machine Operator _____

- D. Given the newspaper clipping of local store advertisements, the student will be able to use the food headings to answer the multiple choice questions.

Directions: Display a page from the local newspaper.
Prepare a multiple choice worksheet.

FRESH FLORIDA		
CELERY.....	BUNCH ..	25¢
NEW WHITE	5-lb	
POTATOES.....	BAG ..	89¢
D'ANJOU		
PEARS.....	lb.	29¢
RED WINESAP		
APPLES, ...	3 lb BAG ...	69¢
JUICY SWEET FLA.		
ORANGES.....	125's DOZ. ..	59¢
NEW FRESH		
MUSHROOMS..	lb. ...	79¢

Multiple Choice Worksheet

This newspaper clipping says that:

1. Celery is selling for:
 - a. 25¢ a stalk
 - b. 25¢ a bunch
 - c. 25¢ a pound
 - d. 89¢ for a 3 pound bag
 - e. 69¢ for a 3 pound bag
2. Mushrooms are:
 - a. 79¢ each
 - b. 79¢ a can
 - c. poisonous
 - d. 79¢ a pound
 - e. not for sale
3. Potatoes are:
 - a. 89¢ for 5 pounds
 - b. 89¢ for 1 pound
 - c. poisonous
 - d. 69¢ for 3 pounds
 - e. Can't tell...not enough facts
4. The apples for sale are:
 - a. "Red Winesap"
 - b. "Red Delicious"
 - c. "Fresh from Florida"
 - d. left over from last year
 - e. poisonous
5. The oranges are:
 - a. not for sale
 - b. from California
 - c. 59¢ for each orange
 - d. from New York State
 - e. from Florida

- E. At a center displaying several pages of food store ads from the newspaper, the student will read the ads to (1) make up a shopping list and (2) choose the foods to include in his favorite meal.

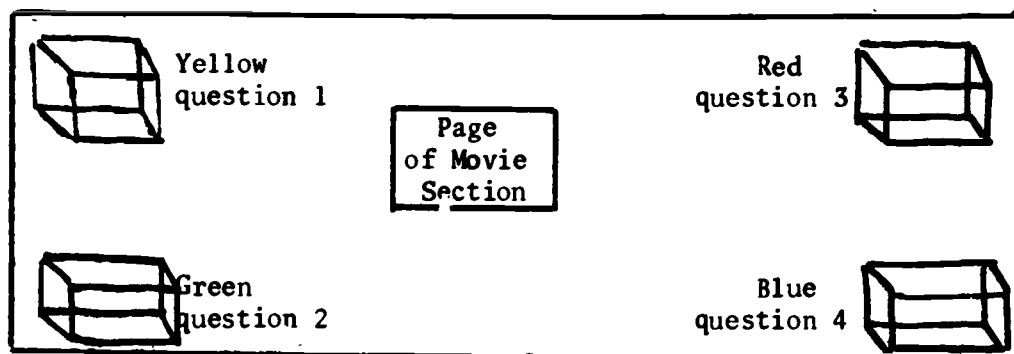
Directions: 1. Read all the ads. Choose at least six items and make a shopping list. Be a wise shopper and buy at the store with the best prices. Fill in the following shopping list form.

2. Think of your favorite meal. List the foods you would like to eat for that meal. Write the price next to the item. Total the items and you are finished.

Item	Quantity	Price Per Unit	Total Price	Store
------	----------	----------------	-------------	-------

- F. At a center where the movie section of a newspaper is displayed, the student will read the movie calendar and ads to locate information to answer questions given.

- Directions:
1. Read the question on each colored pocket.
 2. Take a colored paper from the pocket and write the answers for the colored pocket on that color of paper.
 3. Return it to the back of the pocket.
 4. Be sure to write your name on it.



Sample Questions


1. If your eight-year-old sister wants to go to the movies, list three movies she should see.
2. If your mother and dad are going to a movie which two movies would they go to without taking you?
3. Which movie theaters are showing the same movies?
4. Which movies would be likely to scare you?

GOAL IV: GAINING INFORMATION

Objective 4402: Students will read to elicit necessary information for the home from bills.

Suggested Activities

- A. Given a gas and electric bill, the student will be able to obtain information to answer a set of questions.



**ANNUAL PERCENTAGE RATE
ON ITEMS FINANCED**

KEEP THIS PART OF BILL FOR YOUR RECORDS

PERIOD COVERED BY GAS OR STEAM BILLING	NEXT SCHEDULED READING DATE
AUG 14 to SEP 13	OCT 15 /74
PERIOD COVERED BY ELECTRIC BILLING	LAST DAY TO PAY NET TOTAL
AUG 14 to SEP 13	OCT 7/74

READING	UNITS USED	NET AMOUNT
GAS 7630	51	10.62
ELEC 1067	780	32.67
CHARGES FOR USE SHOWN ABOVE		
EMP		57.00

BILL CODE*

E-Estimated Bill M-Minimum Charge
CR-Credit

DISTRICT OFFICES

ANNAPOLIS PADDLE PLAZA SHOPPING CENTER
268-9900 • 257-7000

BEL AIR 21 COURTLAND ST
838-5000

LAUREL 908 FOURTH ST
770-7900

WESTMINSTER 75 E MAIN ST
840-8000 • 876-2722

Gas Unit • 100 Cubic Foot	Elec Unit • 1 Kilowatt Hour	Steam Unit • 100 Pounds
------------------------------	--------------------------------	----------------------------

BILLED TO DATE	USED TO DATE	DIFFERENCE
57.00	43.29	13.71CR

ELECTRIC ENVIRONMENTAL SURCHARGE	STATE	LOCAL TAX	GROSS TOTAL	NET TOTAL
.13	1.67	59.33	57.00	

BILLS DUE ON PRESENTATION

Sample Questions

1. What is the period covered in this billing?
2. What is the cost of electricity for this period?
3. When is the next scheduled reading date?
4. How many units of gas were used in this period?
5. What is EMP?
6. What amount of money is in the credit account?
7. How much of the bill was paid for taxes?
8. When is the next scheduled reading date?

- C. Given copies of several repair bills for an automobile, the student will be able to categorize the bills as samples of good or poor types of bills.

Center Idea

<p>I need my car repaired</p> <p>I would go to I would not go to</p> <hr style="width: 50%; margin: 20px auto;"/> <p>(pockets to hold the names of the companies)</p> <p>Directions: Write the names of the companies on tag strips.</p> <p style="text-align: center;">Sample Bills</p>							
<p>"JOES" FIX-IT Car Repair</p> <p>Fix Brakes</p> <table style="width: 100%;"><tr><td>parts</td><td style="text-align: right;">\$30.00</td></tr><tr><td>labor</td><td style="text-align: right;">80.00</td></tr><tr><td>Total</td><td style="text-align: right;">\$120.00</td></tr></table>	parts	\$30.00	labor	80.00	Total	\$120.00	<p style="text-align: center;">FINE MOTORS</p> <p>Repair Estimate May 8</p> <p>Install new brake shoes on all 4 wheels \$64.00</p> <p>Adjust brakes 12.00</p> <p>Brake fluid 4.50</p> <p>Labor 32.00</p> <p style="text-align: right;">Total \$112.50</p>
parts	\$30.00						
labor	80.00						
Total	\$120.00						

- D. Given a copy of a bill for a repair order, the student will read to elicit the necessary information and answer the questions to show his understanding of the bill.

Sample Bill

Radio-TV-Appliance Repair Order				157263			
Estimate	ABC Electronics Inc.			Date	_____		
Pick-up	123 Border Parkway Manlot, Maryland			Home Call			
Del.				Shop Job			
Customer	_____			Phone	_____		
Address	_____			City	_____		
Bill to:	_____ above			Type of unit	_____		
Make	_____	Model	_____	Contract or Warranty	_____		
charge		C.O.D.		Performance Defect	_____		
Quan	Tubes	Each	Ext	Quan	Parts and Material Used	Price	
1	12Jq6	4.05					
1	5Hgb	5.15					
Total		9.20		Total parts and materials		9.20	
Major labor performed				Major labor			
* replaced 2 tubes				Pick-up service			
* cleaned tuner				Tax			
				Total			

Sample Questions

1. How much were the total labor charges?
2. Was the set delivered to the shop or picked up by the repairman?
3. How many parts were installed?
4. What is a 12JQ6?
5. How much does the 5Hgb cost?
6. How much did it cost to have the T.V. set repaired?

GOAL IV: GAINING INFORMATION

Objective 4403: Students will read to elicit necessary information for the home from sales policies.

Suggested Activities

- A. Given a copy of a store service contract, the student will read to elicit the information necessary to answer the questions about the contract.

Directions: Pick one set and try it.

Questions on Examining a Sales Agreement

Set I

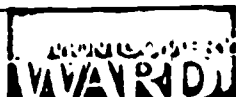
1. Whose responsibility is it to see that products are installed according to proper building codes and regulations?
2. Will this service contract guarantee you free service for all types of repairs?

Set II

1. Are you guaranteed immediate service on your product?
2. If you move, will this contract still be valid?

Set III

1. According to the information on this contract - would it be more sensible for you to have a Shop Service or an At Home Service contract if you bought a freezer?
2. If you do not require service on your product within one year, what happens to your money?
3. What possible disadvantage might there be in requesting a service contract?



NO. 2

THANK YOU FOR ALLOWING US TO SERVE YOU
CALL _____ for local service

Customer Phone Number _____

Issued to

Street

City or Town _____ ZIP _____

PRODUCT	MODEL NO.	MOSE PURCHASE DATE	DATE EXPIRES
<input type="checkbox"/> SHOP SERVICE ONLY (You bring item into Wards) <input type="checkbox"/> AT HOME S (Item serviced on site)			
<input type="checkbox"/> CASH <input type="checkbox"/> CHARG-ALL ACCOUNT			
<input type="checkbox"/> CHARG-ALL PLUS ACCOUNT			
AT _____			
BY _____			

WARDS SILVER SERVICE CONTRACT

GENERAL CONDITIONS APPLYING TO ALL CONTRACTS

In consideration of payment by the purchaser of the price indicated, Wards agrees to provide the purchaser, upon request, with such service and functional parts as may be necessary to maintain proper operation, under normal use and service, of the product specified herein, for the period shown. To the extent that such service or parts are covered by a merchandise guarantee for any part of the period of this contract, the price herein specified has been reduced to compensate for such coverage.

Services provided on shop contracts are performed only at a Wards store, and the purchaser shall deliver and pick up the merchandise for such service. Service calls are made to the purchaser's home on all home contracts. This contract is void if the merchandise is used commercially or on a rental basis.

Services shall normally be available and rendered during regular working hours of Wards customary work week, unless otherwise specified on back of this contract.

Wards endeavors to render prompt service at all times, but is not responsible for delays due to the inability of manufacturers to supply replacement parts, or due to strikes, or for any reasons beyond Wards control.

This contract does not cover services made necessary as a result of fire, theft, acts of God, accidental damage, abuse, neglect, unauthorized alterations, or any other cause originating outside the product

covered by this contract, including repairs required in any external antenna system or any part of the water, gas, or electric supply, including the replacement of blown fuses or the correction of defects in the house wiring system. Service or maintenance of light bulbs, porcelain enamel cabinets and interior or exterior finish is also excluded.

It is the responsibility of the owner to install all products in compliance with all existing building codes and regulations.

On gas appliances this contract does not include service required to relight the pilot due to the interruption of local gas service, nor does it include service resulting from fluctuations in gas pressure or changes in the type of gas after installation.

Services required to reinstall the product in a new location at the same or different address, will be furnished by Wards, upon request, at regular rates, and Wards will continue the maintenance of the product through the unexpired portion of the contract.

If, however, the purchaser changes his residence to an area where service is not supplied by Wards, this agreement shall be automatically cancelled, and the purchaser shall be refunded, upon request, the unused portion of this contract, the same to be determined on a pro rata basis.

ONLY PRODUCTS SOLD BY WARDS CAN BE COVERED BY A SILVER SERVICE CONTRACT

- B. Given an extended Warranty Agreement, the student will read it to elicit necessary information to fill in missing key words on a dittoed sheet that are necessary for comprehension of the warranty.

- Directions:
1. Read the warranty carefully.
 2. Fill in the key words missing from the statements below.
 3. Write your own definition of the words to show why they were considered important.

Questions

1. This warranty is good only if the _____ purchaser presents it.
2. The warranty is good for service on the product only if it has had _____ use.
3. The company will give prompt service unless there is a reason _____.
4. If the buyer moves out of a service he is entitled to a refund based on _____ basis of _____ time.

WESTERN AUTO EXTENDED WARRANTY AGREEMENT N° 32225

This ☐ Initial Extended Warranty Agreement, or ☐ Renewal Agreement is entered into between Western Auto Supply Company and the original purchaser whose name appears below, for the period of _____ ENTER NUMBER OF MONTHS OR YEARS _____ From _____ PURCHASE OR ANNIVERSARY DATE _____ to _____ EXPIRATION DATE _____ Inclusive.

In consideration of payment by the customer of the amount shown below, Western Auto Supply Company agrees to provide service, as indicated in the spaces checked below, to the described item according to the conditions outlined.

Customers Name _____ Item _____ Stock No. _____ Serial No. _____
 Street _____ City _____ State _____
 WORK TO BE DONE: ☐ In the home ☐ In the Store or Shop.

CONDITIONS: I. SERVICE

- A. The customer is entitled under this agreement to such service as is necessary for the proper operation of the item covered, with normal use, for the period indicated. Such service includes parts and labor necessary to restore to normal operating condition.
- B. Western Auto and its Authorized Service Companies endeavor to render prompt service, but are not responsible for delays due to inability of manufacturers to supply replacement parts, or due to strikes, or for any other reason beyond their control.
- C. If the customer changes his residence to an area where service is not supplied by Western Auto this agreement is cancelled, and the customer shall receive a refund, upon request, for the unused portion of the amount included for the extended warranty, same to be determined on a pro-rata basis of unexpired time.

Price of this extended warranty. \$ _____
 Date sold _____

MAKE TWO COPIES: Original to customer. Retain Duplicate.

FORM PT-100 (REV. 5-1-70)

- II. The following service is not provided for under this agreement, and will be rendered at the customer's expense.
 - A. Service does not include antenna maintenance, plumbing or electrical wiring necessary for use of this item.
 - B. Service calls, repairs, or replacements resulting from acts of God, fire, theft, accidental damage, abuse, neglect or unauthorized alterations to the item covered.
 - C. Service calls on appliances used commercially.
 - D. Reinstallation of the item resulting from moving to a different location, or from structural alterations, redecorating, etc. However, such reinstallation shall not affect the unexpired portion of the agreement. If moving to another city, advise Western Auto immediately for continuation of service in the new location.

ACCEPTED BY _____ CUSTOMER'S SIGNATURE
 WESTERN AUTO SUPPLY COMPANY
 At _____
 By _____

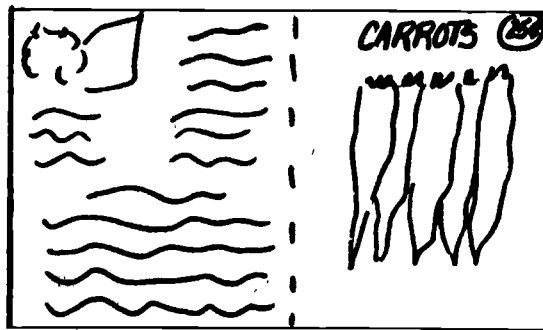
GOAL IV: GAINING INFORMATION

Objective 4404: Students will read to elicit necessary information for the home from consumer information.

Suggested Activities

- A. At a center on gaining information from a seed package, the student will read to gain information to give written answers to questions.

Directions: Read the information given on the seed package below. Then answer the questions on your paper. Put your finished paper on the teacher's desk.



Questions

1. Write the word that means:
 - a. To dig up
 - b. A large piece of dirt
 - c. A line dug in the ground
 - d. To throw seeds
 - e. Smooth with the top
 - f. To take out extra plants
 - g. To dig up the ground around plants
2. Draw a garden with five rows of carrots in the middle.
3. Put five rows of other vegetables on the sides of the carrots.

- B. Given a chart listing the color efficiency/ ratings of television, the student will be able to interpret the chart and answer multiple choice questions.

Directions: Read the chart oelow and answer the questions by putting a circle around the letter of the correct item.

TELEVISION BRAND	% OF COLOR EFFICIENCY
Admiral	89
Magnavox	94
Philco	88
R.C.A.	92
Sears	91
Sony	90
Wards	89
Zenith	94

- Which of these brands has the least efficient color?
 - Magnavox
 - Philco
 - R.C.A.
 - Sears
 - None of these is least efficient, but one is tied with some other brand for lowest rating.
- Which of these brands has the most efficient color?
 - Magnavox
 - Philco
 - R.C.A.
 - Sears
 - None of these is most efficient, but one is tied with some other brand for highest rating.
- Which of these T.V. sets cost the most?
 - Admiral
 - Magnavox
 - Zenith
 - They all cost the most.
 - Can't tell...not enough facts

- C. After reading a warranty statement on a product, the student will be able to show his understanding of the warranty by answering multiple choice questions.

Directions: Read the warranty and answer the questions by encircling the correct item.

Sample Warranty and Questions

GENERAL ELECTRIC
AUTOMATIC CLOTHES WASHER
WARRANTY

If your new General Electric Automatic Washer fails because of a manufacturing defect within one year from the date of original purchase, General Electric will repair the product at no charge to you. Both parts and service labor are included.

1. This warranty is good for:
 - a. 1 year
 - b. 2 years
 - c. 3 years
 - d. 4 years
 - e. Can't tell...not enough facts
2. The warranty is for:
 - a. a dishwasher
 - b. a car washer
 - c. a clothes washer
 - d. a floor washer
 - e. a dish-washer

- D. Given a label of a fabric, the student will be able to write the answers to the questions.

Directions: Read the label and answer the questions below.

Sample

PRODUCT DESCRIPTION

ANOTHER FUN FABRIC FROM PEERLESS MILLS

CONTENTS: 100% Perlan Acrylic fiber

ADVANTAGES: The fiber in this garment offers smooth comfort and is ideal either for outerwear or next to the skin. Little shrinking or stretching. Delightfully warm, yet lightweight. Easy to care for; excellent washability; little or no ironing needed. Moth and mildew-proof, nonallergenic.

WASHING INSTRUCTIONS: Remove oily stains before washing. Wash by machine at low temperature. or hang up to dry. If ironing is desired, use cool iron only.

Peerless Mills, Raleigh, North
Carolina

QUESTIONS:

1. What are the contents of this fabric?
2. What company produces the fabric?
3. What are the advantages of this fabric?
4. How do you wash this material?
5. What instructions are given for ironing?

GOAL IV: GAINING INFORMATION

Objective 4405: Students will read to elicit necessary information for the home from government pamphlets.

Suggested Activities

- A. Given a leaflet about the Army Reserve from the Department of the Army and a questionnaire about the leaflet, the student will read to elicit information from the leaflet and answer the questions.

Directions: Read the leaflet and answer the questions below.

Army Reserve Opportunities
P.O. Box 6834
Philadelphia, Pa. 19112

Office of the Chief,
Army Reserve
Department of the Army
Washington, D.C. 20310
Official Business
Penalty for private use, \$300

Postage and Fees Paid
Department of the Army
DOD-314

It pays to go to meetings for many reasons.

You get about \$48 for a week-end of training. Plus frequent raises!

That adds up to around \$690 your first year, counting what you get for summer camp.

You get full PX privileges every time you go to a meeting.

You get retirement points for each meeting plus other fringe benefits like life insurance while you're traveling back and forth to meetings.

And much, much more.



THE ARMY RESERVE.
IT PAYS TO GO TO MEETINGS.

Questions

1. How many* jobs are taught in the Army Reserve?
2. For each weekend of training you will receive about how much pay?
3. When are you eligible to use the PX?
4. If you are involved in an accident on your way to your Army Reserve meeting, what would your fringe benefit be?
5. Where would you write for more information about the Army Reserve?

- B. Given a leaflet on "Today's Army" from the Department of the Army and a questionnaire about the leaflet, the student will complete the questionnaire.

Directions: Read the leaflet and answer the questions below.

Today's Army has a lot more to offer.

To many young men and women, today's Army is an attractive, meaningful alternative to a job or career in civilian life. Here are some of the things we offer:

- \$326.00 a month to start (before deductions)
- A raise to \$363.30 after four months
- Regular raises and promotions
- Free medical and dental care
- Food and housing provided
- 30 days paid vacation each year
- Over 300 good, steady jobs
- Excellent job training courses
- A chance to travel
- Challenge and adventure
- In-service educational benefits
- The GI Bill
- Early retirement

If you'd like more information about the opportunities for you in today's Army, fill out and mail this card today for our free booklet. There's no obligation. No postage necessary.

Please send me your free booklet

Miss _____ Date of Birth _____
Mr. _____
Address _____
City _____ County _____
State _____ Zip _____
Sex: Sex: No _____
Education _____
(Please print in ink on one side only)

Questions

1. Which words indicate that your take home pay will be less than \$326.00 a month?
2. List the three things which the Army offers that would most make you want to join.
3. How long a leave or vacation would you get yearly?
4. Is this information for both sexes? What tells you so?
5. What do they request you do if you fill out the request for a booklet with more information?
6. Why would the Army be considered a good Educational opportunity?

GOAL IV: GAINING INFORMATION

Objective 4406: Students will read to elicit necessary information for the home from contracts.

Suggested Activities

- A. Given a receipt, the student will read the receipt to elicit information to give answers to questions asked on a ditto sheet.

Directions: Read the receipt. Answer the questions.

WORCESTER COUNTY Bike-A-Thon					
Sponsor Receipt				Date <u>April 15, 1974</u>	
I plan to ride a bike for the retarded citizens on Saturday, April 20, 1974.					
My ride will be: (Please check below the ride contracted to complete)					
	5 mile	10 mile	30 mile	50 mile	100 mile
Pocomoke		✓			
Snow Hill					
Berlin					
Ocean Pines				XXXXXXXX	XXXXXXXXXX
This receipt is given to <u>John Lang</u> acknowledging the amount of \$ <u>1.00</u> contributed to the Bike-A-Thon.					
<u>Mary Davis</u> (Signed-Rider)					

Questions

1. Who received the receipt?
2. Who gave the receipt?
3. On what date was the receipt given?
4. How much did John contribute?
5. How far did Mary plan to ride?

- B. Given a proposal contract from a company for roofing and siding, the student will read the proposal contract to complete a multiple choice worksheet. (Use attached form)

Directions: Read the following contract (next page) and complete the statements by underlining the correct answer.

1. The contractor will
 - a. Use your materials
 - b. Furnish some of the materials
 - c. Provide all the materials
2. If a worker is hurt on the job he will
 - a. Claim Workmen's Compensation
 - b. Sue you
 - c. Be covered by Workmen's Compensation and Public Liability Insurance
3. You must pay for this job by paying
 - a. The amount when the contract is signed
 - b. 10% down when contract is signed and the balance within 30 days after the job is completed
 - c. 10% down and balance in 30 days from time contract is signed

Proposal

FROM

CHARLES C. CONNELL CO.
ROOFING AND SIDING CONT.

113 NORTHERN AVE., ELSMERE
WILMINGTON, DELAWARE
688-8081

Page No. 1

Proposal No. 1

Sheet No. 1

Date 4-2-74

Proposal Submitted To

Work To Be Performed At

Name _____	Street <u>same</u> _____
Street _____	City _____ State _____
City _____	Date of Plans <u>ASAP</u> _____
State _____	Architect _____
Telep _____	Color of siding: _____ Brand: _____

We will furnish all the required materials, which we guarantee will be as specified, and we will perform all the labor required for the completion of

1. Install insulated siding to existing lapboard siding except area enclosed by side porch.
2. Install V-Groove soffit to all overhangs, except porch.
3. Custom trim 16 window frames, two door frames with white aluminum. Also install 16 white storm windows and two storm doors.
4. Custom trim all facias, install a complete Alcoa #20 white aluminum and spouting system except on porch.
5. Install five prs shutters on front of residence.
6. 20 years guarantees to be submitted upon billing.

The above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a workmanlike manner for the sum of

Forty Three Hundred Ninety Five and No/Cents - - - - - Dollars \$ 4,395.00 1.
with payments to be made as follows:

10% deposit upon acceptance balance 30 days after completion.

This offer of contract will remain effective until 5-2-74.

Changes in the above specifications may be made only upon written agreement, and extra charges will be made. All agreements are contingent upon strikes, accidents or delays beyond our control. You are to carry fire, tornado and other necessary insurance upon above work. Our workers are fully covered by Workmen's Compensation and Public Liability Insurance. This proposal may be withdrawn by us at any time before acceptance.

Respectfully submitted, CHARLES C. CONNELL CO.

Per Harry J. Connell

EXTRA: INSTALL Alcoa gutters to SIDE PORCH: \$80.00 EXTRA

Acceptance

The above prices, specifications and conditions are accepted. Payments will be made as set forth above.

Upon acceptance please sign, date, fill in selections and return white copy

GOAL IV: GAINING INFORMATION /

Objective 4407: Students will read to elicit necessary information for the home from lease agreements.

Suggested Activities

- A. Given a copy of a lease agreement, the student will read the terms of the lease carefully and write answers to the questions which accompany it.

Directions: Read the following lease (next page)
and answer the questions below.

Questions

1. Under what circumstances would the lease (tenant) not be responsible for paying rent?
2. Is the landlord required to send a bill for the rent each time it is due? (Give the sentences which answer this).
3. What is your interpretation of "not commit or suffer waste"?
4. What does "A.D." stand for?
5. What should the condition of the premises be when the lessee is ready to surrender the premises at the time of the expiration of the lease?
6. What is the amount of the rent per month?
7. When does this lease expire?

This Lease Witnesseth:

THAT

HEREBY LEASE TO

the premises situate in the

of

in the County of

and State of

described as follows:

with the appurtenances thereto, for the term of 1 year

commencing

June 1

1974 at a rental of \$75.00

dollars per month, payable the first day of each month beginning June 1, 1974.

SAID LESSEE AGREES to pay said rent, unless said premises shall be destroyed or rendered untenable by fire or other unavoidable accident; to not commit or suffer waste; to not use said premises for any unlawful purpose; to not assign this lease, or underlet said premises, or any part thereof, or permit the sale or interest herein by legal process, without the written consent of said lessor; to not use said premises or any part thereof in violation of any law relating to intoxicating liquors; and at the expiration of this lease, to surrender said premises in as good condition as they now are, or may be put by said lessor, reasonable wear and unavoidable casualties, condemnation or appropriation excepted. Upon nonpayment of any said rent for days, after it shall become due, and without demand made therefor; or if said lessee or any assignee of this lease shall make an assignment for the benefit of creditors; or if proceedings in bankruptcy shall be instituted by or against lessee or any assignee; or if a receiver or trustee be appointed for the property of the lessee or any assignee; or if this lease by operation of law pass to any person or persons; or if said lessee or any assignee shall fail to keep any of the other covenants of this lease, it shall be lawful for said lessor, heirs or assigns, into said premises to re-enter, and the same to have again, repossess and enjoy, as in first and former estate; and thereupon this lease and everything herein contained on the said lessor behalf to be done and performed, shall cease, determine, and be utterly void.

SAID LESSOR AGREES (said lessee having performed obligations under this lease) that said lessee shall quietly hold and occupy said premises during said term without any hindrance or molestation by said lessor, heir or any person lawfully claiming under them.

Signed this

day of

A. D. 19

(Over)

- B. Given a copy of a lease agreement, the student will read to elicit the information necessary to answer the following questions.

Directions: Read a copy of a lease and answer the following questions.

Questions

1. When does the lease start and end?
2. What is the amount of rent per month?
3. When and to whom must the rent be paid?
4. What, if anything, does the lease say about the number of people who may live in the apartment?
5. What does the lease say about electrical appliances?
6. What does it say about subletting?
7. What does the lease say about automatic renewal?
8. Are all the promises the landlord made to you in writing in the lease?
9. What are the services provided, such as trash pickup?
10. Are all the blank spaces of the lease filled in before you sign?

GOAL V

READING OBJECTIVES:

UNDERSTANDING FORMS

GOAL V: UNDERSTANDING FORMS

Objective 5101: Students will read to report personal information on school forms.

Suggested Activities

- A. Given a simplified form, the student will complete the form correctly.

Sample

MAKE MR. BEAR HAPPY

Write the answers to his questions..

1. What is your name?

My name is _____.

2. Where do you live?

3. What is your telephone number?

My telephone number is _____.



If you could answer my questions you have made me happy! Draw a smile on my face.

- B. Given a School Enrollment Card, the student will read the card to answer questions about the personal information on the card.

Directions: Read the card and answer the questions below.

1. Pupil's Name (Last, first, middle) (please print) <i>Dorsey Jesse Lee</i>		2. Grade <i>7</i>	3. Section <i>6</i>	4. Homeroom Teacher <i>Mr. Moore</i>
5. P.D. Number <i>793-924-11</i>	6. Date of Birth <i>7/11/60</i>	7. Sex <input checked="" type="checkbox"/> M <input type="checkbox"/> F	8. Last School Attended <i>Sherwood Elementary</i>	
9. Home Address <i>16915 Batchellors Forest Road</i>			Zip Code <i>20832</i>	10. Home Phone <i>924-2243</i>
11. Physician's Name and Phone <i>Dr. Wolf 924-2200</i>		12. Dentist's Name and Phone <i>Dr. O'Neil 924-6780</i>		

Questions

1. Is this person a boy or girl?
 2. Would the card be filed before or after Alice Ann Dorsey?
 3. In an emergency what doctor would be called?
 4. How old is Jesse?
- C. At a center on reading to report personal information on the answer sheet for the Iowa Test of Basic Skills, the student will read the completed sample on a chart and complete his own form.

- E. Given an application form for a Senatorial Scholarship, the student will read the form, complete a worksheet, and fill in the form.

Directions: Read the scholarship form, answer the questions below, and then complete the form.

Questions

1. If you are a resident of Harford County what must you do to submit your application?
2. What does the word pertinent mean in the following statement? "I have furnished pertinent information as checked and listed below."
3. For what year is the application for the scholarship submitted?
4. If you have not been accepted in college at the time you submit the application what must you do? Why?
5. What stipulation is made if you plan to board?
6. What is meant by special family circumstances?
7. Who must sign the application other than yourself?
8. To be considered a full-time student you must enroll for how many hours work?

APPLICATION FOR A SENATORIAL SCHOLARSHIP

Must be submitted to your *State Senator* (NOT U.S. Senator) by December 15, 1974.

Do not submit before November 6, 1974.

FROM: _____ M ☐ F ☐ Phone _____
Name and Sex of Applicant

Home address

City or Town

Zip Code

Social security number

Dear Senator:

I would like to be considered for a Senatorial Scholarship to _____
Name of college and branch

College or University for the 1975-76 academic year. I have furnished pertinent information as checked and listed below.

- ☐ 1. I took, or will take, the SAT or the ACT on _____, 19 ____.
- ☐ *2. I filed the State of Maryland Scholarship Application Card AND the *Parents' Confidential Statement* (PCS) with Educational Testing Service, Princeton, New Jersey, on _____, 19 ____.
- ☐ 3. I graduated, or will graduate, from _____ High School in _____, 19 ____.
- ☐ 4. As of November 6, 1974, I was (or will be) a legal resident of the _____ Senatorial District of the State of Maryland. My State Senator's name is _____.
- ☐ 5. I have been accepted ☐ YES
by the college. ☐ NO (I will mail you a copy of my acceptance as soon as I receive it. I understand that I may not be considered for an award until you receive this copy of my acceptance.)
- ☐ 6. I will be a commuting (day) student.
- ☐ 7. I will be a boarding student (living on campus or in college-approved housing).
- ☐ 8. I will be enrolled as a full-time student (minimum 12 semester hours) during the regular academic year (September 1975 to June 1976).
- ☐ 9. I have or will have successfully completed at least 24 college credits at the time of appointment.
In 1975-76, I will be in my _____ year
- ☐ 10. Other financial aid I have accepted or expect to receive _____
- ☐ 11. Special family circumstances, such as separated or divorced parents, unusual medical bills, disability, and so on
[Please attach separate sheet]

Father's signature

Mother's signature

*Application Card AND the PCS must be filed *before December 15, 1974*, for consideration for a State of Maryland Scholarship for the 1975-76 academic year.

GOAL V: UNDERSTANDING FORMS

Objective 5102: Students will read to report personal information on tax forms.

Suggested Activities

- A. Given an Employee's Maryland Withholding Exemption Certificate, the student will read to understand the form, answer questions about the form on a worksheet, and then complete the form.

Directions: Read the form, answer the questions, and then complete the form.

FORM MW 507
COMPTROLLER OF THE TREASURY
INCOME TAX DIVISION

EMPLOYEE'S MARYLAND WITHHOLDING EXEMPTION CERTIFICATE

Print full name

Social Security No.

Print home address

City

State

EMPLOYEE:

File this form with your employer. Otherwise, he must withhold Md. income tax from your wages without exemption.

EMPLOYER:

Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, notify the Comptroller of the Treasury.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE, and you claim an exemption, write the figure "1"
2. If MARRIED, one exemption each for husband and wife if not claimed on another certificate.
 - (a) If you claim both of these exemptions, write the figure "2"
 - (b) If you claim one of these exemptions, write the figure "1"
 - (c) If you claim neither of these exemptions, write "0"
3. Exemptions for age and blindness:
 - (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write the figure "1"; if both will be 65 or older, and you claim both of these exemptions, write the figure "2"
 - (b) If you or your wife are blind, and you claim this exemption, write the figure "1"; if both are blind, and you claim both of these exemptions, write the figure "2"
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 3 on other side)
5. Add the number of exemptions which you have claimed above and write the total
6. Additional withholding per pay period under agreement with employer

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled, and that I am a resident of (Signed) (County or Baltimore City) Date

Questions

1. What is this form for?
2. Who do you file this form with?
3. What type of writing should you use?
4. How many exemptions should you claim if you are single?
5. If you are married and your husband/wife claims you as a dependent, how many exemptions do you claim?
6. Can you claim an extra exemption for blindness?

- B. Given a Short Form 1040A, U.S. Individual Tax Return Form, and the personal information about a fictitious person necessary to complete the form, the student will read the form and information given and complete the form correctly.

Directions: Read the data sheet and complete the tax return form with information from the data sheet.

DATA SHEET

Walter E. Booker lives at 5211 East High Street in Catonsville, Maryland, 21043. His wife's name is Mary Jane. She stays home and takes care of the children: Walter, Jr., (3), and Beth (5). Mr. Booker works at the Bethlehem Steel Corporation in Sparrows Point, Maryland, 21222. He earns approximately \$18,000 a year. His Social Security number is 123-65-231. His wife's number is 643-85-001. He has earned \$45.16 in stock dividends and \$30.50 in savings account interest. He has had \$1,964.73 withheld from his salary for federal income tax. He and his wife wish to contribute to candidates for public office.

(Include any other pertinent information)

Note to Teachers:

The I.R.S. will send you a complete kit to aid you in teaching the understanding of tax forms. It includes a Teacher's Manual, Book for Students, and Tax Forms.

Short Form 1040A

U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

1973

Please print or type	Name (If joint return, give first names and initials of both)	Last name	COUNTY OF RESIDENCE	Your social security number
	Present home address (Number and street, including apartment number, or rural route)			Spouse's social security no.
	City, town or post office, State and ZIP code		Occupation	Yours ▶ Spouse's ▶

Filing Status—check only one:

- 1 ☐ Single
- 2 ☐ Married filing joint return (even if only one had income)
- 3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in designated space above and enter full name here ▶
- 4 ☐ Unmarried Head of Household
- 5 ☐ Widow(er) with dependent child (Year spouse died ▶ 19)

Exemptions

Regular / 65 or over / Blind

- 6a Yourself ☐ ☐ ☐ Enter number of boxes checked ▶
- b Spouse ☐ ☐ ☐
- c First names of your dependent children who lived with you ☐ Enter number ▶
- d Number of other dependents (from line 26) . . . ▶
- 7 Total exemptions claimed . . . ▶

8 Presidential Election Campaign Fund.—Check ☐ if you wish to designate \$1 of your taxes for this fund. If joint return, check ☐ if spouse wishes to designate \$1. Note: This will not increase your tax or reduce your refund. See note on back.

Attach Copy B of Forms W-2 and Check or Money Order here	9 Wages, salaries, tips, and other employee compensation . . . (Attach Forms W-2. If unavailable, attach explanation.)	9	
	10a Dividends (See instructions on page 3) \$ 10b Less exclusion \$ Balance ▶	10c	
	11 Interest income	11	
	12 Total (add lines 9, 10c, and 11) (Adjusted Gross Income)	12	
	<p>● If you want IRS to figure your tax, skip the rest of this page and see instructions on page 3.</p> <p>● If line 12 is under \$10,000 find tax in Tables 1-12 and enter on line 17. Skip lines 13 through 16.</p>		
13 If line 12 is \$10,000 or more, enter 15% of line 12 but not more than \$2,000 (\$1,000 if line 3 checked)	13		
14 Subtract line 13 from line 12	14		
15 Multiply total number of exemptions claimed on line 7 by \$750	15		
16 Taxable income (subtract line 15 from line 14) (Figure tax on amount on line 16 using Tax Rate Schedule X, Y, or Z, and enter on line 17.)	16		

17 Tax, check if from: <input type="checkbox"/> Tax Tables 1-12 OR <input type="checkbox"/> Tax Rate Schedule X, Y, or Z	17	
18 Credit for contributions to candidates for public office (see instructions on page 4)	18	
19 Income tax (subtract line 18 from line 17). If less than zero, enter zero	19	
20a Total Federal income tax withheld (attach Forms W-2 to front)	20a	
b Excess FICA tax withheld (two or more employers—see instructions on page 4)	b	
c 1973 estimated tax payments (include amount allowed as credit from 1972 return)	c	
21 Total (add lines 20a, b, and c)	21	
22 If line 19 is larger than line 21, enter BALANCE DUE IRS Pay in full with return. Write social security number on check or money order and make payable to Internal Revenue Service ▶	22	
23 If line 21 is larger than line 19, enter amount OVERPAID ▶	23	
24 Amount of line 23 to be REFUNDED TO YOU ▶	24	

25 Amount of line 23 to be credited on 1974 estimated tax ▶	25					
Other Dependents	(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of \$750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
					\$	\$
26 Total number of dependents listed in column (a). Enter here and on line 6d ▶						

Note: 1972 Presidential Election Campaign Fund Designation.—Check ☐ if you did not designate \$1 of your taxes on your 1972 return, but now wish to do so. If joint return, check ☐ if spouse did not designate on 1972 return but now wishes to do so.

Under penalties of perjury, I declare that I have prepared this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete Declaration of preparer (other than taxpayer) is based on all information of which he has any knowledge.

Sign here ▶ Your signature Date ▶ Preparer's signature (other than taxpayer) Date ▶

Spouse's signature (If filing jointly, BOTH must sign even if only one had income) Address (and ZIP Code) Preparer's Emp. Ident. or Bus. Lic. No.

U.S. GOVERNMENT PRINTING OFFICE: 1973 O-500 248 23 0427710

GOAL V: UNDERSTANDING FORMS

Objective 5103: Students will read to report personal information on insurance forms.

Suggested Activities

- A. Given a Spiegel's Account Application Form, the student will read the Budget Power Group Insurance section and answer questions on a worksheet.

Directions: Read the Budget Power Group Insurance and answer the following questions on a separate sheet of paper.

Questions

1. What items does property insurance cover?
2. How do you pay for property insurance?
3. How are claims paid?
4. What is the purpose of credit life insurance?
5. How do you pay for credit life insurance?
6. If you don't want these insurances, must you buy them?

- B. Given a large chart containing a sample application for life insurance, the student will write his answers to correspond with the numbers of the blanks on the form.

Directions:

1. Read the insurance form.
2. Number your paper from 1 to 13.
3. Write the required information from the insurance form on your paper according to the corresponding numbers.

Use Permanent Ink
for Answers
and Signatures

Application to the
METROPOLITAN LIFE INSURANCE COMPANY (Herein called
the Company)
For Policy Indicated Below

Policy form desired: (Denote by "X")

- ☐ Sterling Hospital and Professional Services
☐ Comprehensive Medical Expense
☐ Tower Hospital and Surgical Expense
☐ Standard Hospital and Surgical Expense

- ☒ Major Medical Expense
☐ Level Benefit In-Patient Policy
☐ In-Patient
☐ With Surgical, Rider Plan No.
☐

Benefit Plan No. 1000

Type of policy: ☐ Family ☐ Individual

Premiums ☐ Annually ☐ Quarterly ☐ Check-O-Matic
payable: ☐ Semi-Ann. ☐ Monthly ☐ Salary Savings

1 What is your full name? (Print)

5 (a) Occupation?

(b) Duties?

2 Residence? (Print)

Zip Code

No Street

City

County

State

Mailing address? ☐ Residence ☐ Business

3 Place of birth?

(State or foreign country)

Age last birthday?

Date of birth? Mo Day Year

Years

4 (a) What is your height?

feet

inches

Sex?

(b) What is your weight?

pounds

6 By whom employed?

Business address? No Street

City

State

Zip Code

Nature of business?

7 Marital status: ☐ Single ☐ Married ☐ Divorced

☐ Separated ☐ Widowed

8 What family members are to be included in the coverage of the policy? (As family members other than yourself, include only your spouse and unmarried children who have not reached their 18th birthday.)

Names (Print)

Relationship
to Applicant
Self (If to
be included)

Date of Birth

Month Day Year

Age last birthday

Sex

Height

Feet Inches Pounds

See Nos 3 and 4 above

9 Has your name or the name of your spouse or of any unmarried child who has not reached his 18th birthday been omitted from the names listed in statement 8 above? (If yes, give the names and the reasons for omitting)

Names

Reason

10 Do you or any of the family members named in statement 8 have hospital, surgical or medical expense insurance, or service contracts, in this or any other company or association, in force or applied for? (If yes, give details)

Company or Association

Hospital Daily Benefit

Surgical Maximum

Medical Expense

11 Have you or any of the said family members, within the past five years, had any treatment, examination, or advice, by a physician or other practitioner, or at a clinic, hospital, dispensary, or sanatorium? (If yes, give particulars)

Names

Details or Reason

Month and Year

Duration

Physician or Practitioner

Hospital or Institution

12 Have you or any of the said family members ever

(If yes in either case, give particulars.)

(a) had a surgical operation?

(b) been advised to have a surgical operation that was not performed?

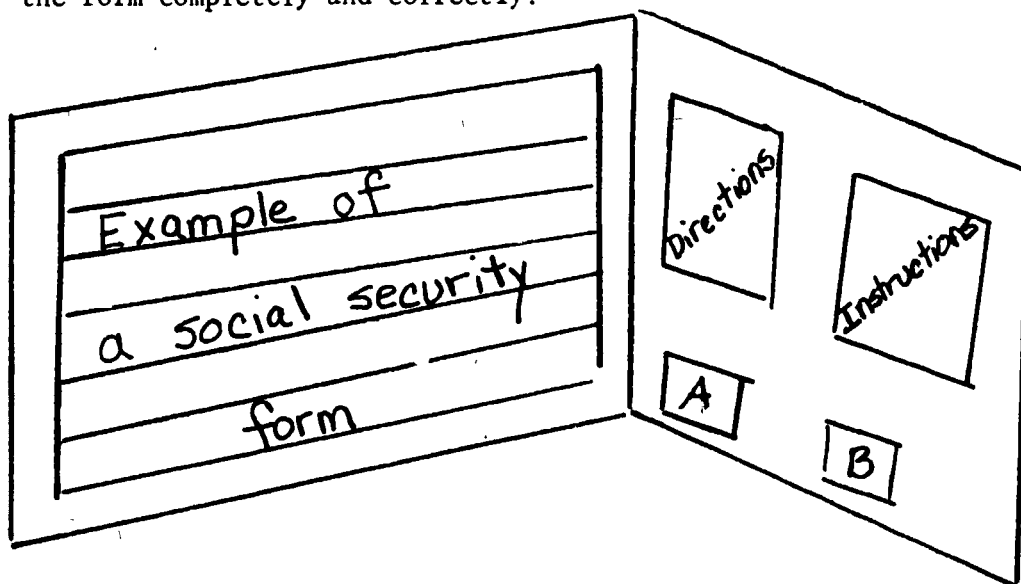
13 (a) Have you or any of the said family members any deformity, or loss of limbs, or known impairment of sight or hearing? ...
(b) Have you or any of the said family members ever had, so far as you know, any bodily or mental disease, disorder, abnormal physical condition, or impairment not referred to in your answers to questions 11 or 12? (If yes in either case, give particulars)

GOAL V: UNDERSTANDING FORMS

Objective 5104: Students will read to report personal information on social security forms.

Suggested Activities

- A. At a center on reporting personal information on a Social Security form, the student will read the form given as a guide and complete the form completely and correctly.



- Directions:
1. Take a social security form from pocket A.
 2. Using the large form to the right as a guide, fill in your form completely and correctly.
 3. Follow the Instructions listed to the side.
 4. Place your completed form in Pocket B.

Instructions:

1. Fill in this form completely and correctly.
2. If any information is not known and is unavailable, write "unknown".
3. Print or use a typewriter.

Special Notations:

1. If you do not have a middle name or initial, draw a line.
2. If you were not born in the United States, enter the name of the country in which you were born.
3. If a stepfather, adopting father, or foster father is given, include the relationship after the name: for example, "John H. Jones, stepfather."
4. Sign your name as usually written. Do not print unless this is your usual signature.

Materials: 1. Large sample of social security form
2. Question and instruction cards
3. Two envelopes

- B. Given an application for a social security number, the student will correctly complete the form.

Directions: Read the application form (next page)
and fill in the appropriate information.

This is the front of the form.

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is **CONFIDENTIAL**

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back Print in Black or Dark Blue Ink or Use Typewriter.

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS <small>(First Name) (Middle Name or Initial - if none, draw line) (Last Name)</small>	
2	Print FULL NAME GIVEN YOU AT BIRTH	6
		YOUR DATE OF BIRTH <small>(Month) (Day) (Year)</small>
3	PLACE OF BIRTH <small>(City) (County if known) (State)</small>	7
		YOUR PRESENT AGE <small>(Age on last birthday)</small>
4	MOTHER'S FULL NAME AT HER BIRTH <small>(Her maiden name)</small>	8
		YOUR SEX MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
5	FATHER'S FULL NAME <small>(Regardless of whether living or dead)</small>	9
		YOUR COLOR OR RACE WHITE <input type="checkbox"/> NEGRO <input type="checkbox"/> OTHER <input type="checkbox"/>
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO <input type="checkbox"/> DON'T KNOW <input type="checkbox"/> YES <input type="checkbox"/> <small>(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)</small>	
11	YOUR MAILING ADDRESS <small>(Number and Street, Box No. P.O. Box or Rural Route) (City) (State) (Zip Code)</small>	
12	13	14
TODAY'S DATE	TELEPHONE NUMBER	Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE
Form SS-5 (7-65)

HAVE YOU COMPLETED ALL 14 ITEMS?

This is the back of the form.

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

- 1** Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.
- 3** If not born in the USA, enter the name of the country in which you were born.
- 5** If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example: "John H. Jones, stepfather."
- 10** If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.
- 11** If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is normally received at the address which you show, use an "in care of" address.
- 14** Sign your name as usually written. Do not print unless this is your usual signature. If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father."

☆ U.S. Government Printing Office 1971 - 436-078/11

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

GOAL V: UNDERSTANDING FORMS

Objective 5105: Students will read to report personal information on medical forms.

Suggested Activities

- A. Provided with a sample copy of a medical health plan, the student will read to elicit the information necessary to complete the following questions.

Directions: Read the medical health plan and fill in the questionnaire.

HEALTH PLAN QUESTIONNAIRE

1. What type of plan is it?
☐ Hospital
☐ Major Medical
☐ Surgical
☐ Regular medical (fee-for-service)
☐ Regular medical (prepaid group-practice)
☐ Combination or other type of plan
2. What type of coverage can you get?
☐ Individual
☐ Family
☐ Husband and Wife
3. Can it be gotten through a group?
☐ Yes
☐ No
4. What kind of benefits does it give?
☐ Service
☐ Indemnity
5. How much are the payments?
\$ _____
6. How are the payments made?
☐ Payroll deduction or ☐ private
☐ Weekly
☐ Monthly
☐ Quarterly
☐ Annually
7. Is there a deductible? ☐ yes ☐ no
If so, how much? \$ _____

8. Are there any waiting periods for coverage?
If so, list them.

9. Are there any exclusions? If so, list the names of the illnesses.

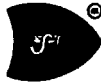
- B. Given a Blue Cross - Blue Shield Pay Roll Deduction Authorization Form, the student will read the form to answer the questions given on a ditto and then complete the form correctly.

Directions: Read the authorization form (next page),
answer the questions, and complete
the form.

1. When will deductions be made?
2. Who will submit the fees to Maryland Blue Cross, Inc.?
3. Will the amount deducted from your pay remain constant?
4. What confidential information may be released by your doctor to the company with your prior knowledge?
5. What statement must you sign showing you were thorough in reading this application?
6. Can you write in the information in your own handwriting?
7. If you delete some information, what could you expect to happen?
8. For what reason should you include your present membership number?
9. Can a child over 19 be covered under your policy?
10. What would be your status if you apply for a parent and child membership?
11. What is meant by spouse? How do you designate if they are a husband or wife?
12. If you are a young married couple desiring a family in the future, what coverage would you buy? Why?



INSTRUCTIONS—READ CAREFULLY



1. PLEASE READ BOTH SIDES OF THIS APPLICATION CAREFULLY.

2. FILL IN ALL SPACES BELOW AND ON THE OTHER SIDE OF THIS CARD. PRINT OR TYPE ALL INFORMATION. AN INCOMPLETE APPLICATION MUST BE RETURNED AND WILL USUALLY RESULT IN A DELAY IN MEMBERSHIP.

3. If you are applying for a change of coverage (change from Individual to Family membership, etc.), enter your present membership number and the membership number of any dependents who are already members in the spaces provided. If the change is requested because of marriage, give the date of marriage.

4. List all eligible members of your family, that is, spouse and unmarried children under 19, including those who will become 19 during the current calendar year, and unmarried dependent children over age 19 who are mentally retarded or physically handicapped. Enrollment must be in accordance with family and marital status. A Widow(er), or a divorced or separated applicant with one unmarried child under 19, (including one who will become 19 during the current calendar year) should apply for parent and child membership.

5. BE SURE TO CHECK COVERAGE DESIRED.

6. DATE and SIGN this card in the spaces provided on the reverse side and give it to your employer.

PLEASE PRINT DO NOT WRITE ABOVE THIS LINE—FOR OFFICE USE ONLY B/C—FF Date—B/S B/C—Orig—B/S PLEASE PRINT

Your Last Name First Name Initial Your Social Security No.

Your Address—Number and Street City—State—Zip Code Home Phone No. Year Date of Birth

SEX: ☐ M ☐ F Date of Marriage ☐ Married ☐ Single ☐ Widowed ☐ Divorced ☐ Separated Group No.CHECK BLUE CROSS-
BLUE SHIELD
COVERAGE DESIRED ☐ INDIVIDUAL ☐ HUSBAND-WIFE
☐ ONLY FAMILY MEMBERSHIPS PROVIDE MATERNITY BENEFITS.
☐ PARENT-CHILD ☐ FAMILY

DEPENDENTS: LIST ALL ELIGIBLE FAMILY MEMBERS. SEE PARAGRAPH 4 ABOVE

RELATIONSHIP	FIRST NAME	INITIAL	BIRTH DATE
			MONTH DAY YEAR
SPOUSE <input type="checkbox"/> M <input type="checkbox"/> F			
SON <input type="checkbox"/>			
DAUGHTER <input type="checkbox"/>			
SON <input type="checkbox"/>			
DAUGHTER <input type="checkbox"/>			

If covered, by Maryland Plan or other Blue Cross and/or Blue Shield Plan?

CITY AND STATE MEMBERSHIP NO.

PLEASE DO NOT WRITE IN THIS SPACE

NEW

SP PB TC MEMBERSHIP NUMBER

GROUP CONCOV SEX

BIRTH DATE APPLICANT SPOUSE

EFF DATE CROSS SHIELD

ORIG DATES CROSS FIELD

SUBDIV DATE

GRP. NO. IN GRP

A TRNSF/CONV C SPLIT D

E TC DATE F OLD GRP

G NEW GRP H OLD CON/COV

J NEW CON/CDV SPOUSE

L PAID TO R

Q SUB GRP NO. IN GRP DATE

SIGN
APPLICATION

AND

PAYROLL

DEDUCTION

AUTHORIZATION

ON REVERSE

SIDE

GOAL V: UNDERSTANDING FORMS

Objective 5106: Students will read to report personal information on vocational application forms.

Suggested Activities

- A. Given a job application form and a paragraph giving a true-to-life situation, the student will read both in order to complete the job application form correctly.

Directions: As a group activity, each child fills out the same job application from a situation given in a paragraph form, such as:

"Ronald Jones has just quit RMR Corporation where he has worked during the four years he has been out of high school. He is applying for a job with Almart as a Stock Manager. Ronald is presently living with his mother at 213 Elm Street, Elkton, Maryland 21921 ... e ."

Following this, a new situation is given and each individual fills out a different job application. Use five different ones in the total class. When everyone is finished, have the individuals come together in small groups to compare and discuss before checking.

Materials: Actual job application obtained from the community.

- B. Given a Personal Qualifications statement from the U.S. Civil Service Commission, the student will read the form and complete it with correct information.

Directions: Read the Personal Qualifications Statement (next page) and fill in the appropriate information.

PERSONAL QUALIFICATIONS STATEMENT

Budget Bureau
Approved 50-R0387

1a. Kind of position (job) you are filing for (or title of examination) b. Announcement number		7. Birth date Month Day Year		8. Social Security Number																																																																									
c. Options for which you wish to be considered (if listed in examination announcement)		9. If you are currently on a register of eligibles for appointment to a Federal position, give the name of the examination, the name of the office maintaining the register, the date on your notice of rating, and your rating.																																																																											
d. Primary place(s) you wish to be employed																																																																													
2. Home telephone Area Code Number																																																																													
3. Business telephone Area Code Number		10. Lowest pay or grade you will accept <table style="width:100%;"> <tr> <td style="width:50%; text-align: center;"> PAY \$ per </td> <td style="width:50%; text-align: center;"> GRADE OR </td> </tr> </table>				PAY \$ per	GRADE OR																																																																						
PAY \$ per	GRADE OR																																																																												
4. Name (Last) (First) (Middle) (Maiden if any) <input type="checkbox"/> Mr <input type="checkbox"/> Miss <input type="checkbox"/> Mrs																																																																													
5. Number and street, R.D., or Post Office box number																																																																													
6. City State ZIP Code		11. Are you willing to travel? (Check one) <input type="checkbox"/> NO <input type="checkbox"/> SOME <input type="checkbox"/> OFTEN																																																																											
13. Will you accept YES NO (C) Will you accept a job in YES NO																																																																													
(A) Temporary appointment of —1 month or less? —1 to 4 months? —4 to 12 months?																																																																													
(B) Less than full time work? (Less than 40 hours per week)		12. When will you be available?																																																																											
14. EDUCATION																																																																													
(A) Did you graduate from high school, or will you graduate within the next nine months? <table style="width:100%;"> <tr> <td style="width:50%;">YES MONTH/YEAR</td> <td style="width:50%;">NO HIGHEST GRADE COMPLETED</td> </tr> </table>		YES MONTH/YEAR	NO HIGHEST GRADE COMPLETED	(B) Name and location (city and State) of last high school attended																																																																									
YES MONTH/YEAR	NO HIGHEST GRADE COMPLETED																																																																												
(C) Name and location (city, State, and ZIP Code if known) of college or university (If you expect to graduate within 9 months, give MONTH and year you expect degree)		Dates attended From To		Years completed Day Night																																																																									
(D) Chief undergraduate college subjects		(E) Chief graduate college subjects		Credits completed Semester hours Quarter hours																																																																									
(F) Major field of study at highest level of college work		(G) Other schools or training (for example, trade, vocational, armed forces, or business) Give for each the name and location (city, State, and ZIP Code if known) of school, dates attended, subjects studied, certificates, and any other pertinent data																																																																											
15. HONORS, AWARDS, AND FELLOWSHIPS RECEIVED		16. FOREIGN LANGUAGES Enter foreign languages and indicate your knowledge of each by placing "X" in proper columns																																																																											
(Empty space for honors, awards, and fellowships)		<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="3">Reading</th> <th colspan="3">Speaking</th> <th colspan="3">Understanding</th> <th colspan="3">Writing</th> </tr> <tr> <th>Excl</th> <th>Good</th> <th>Fair</th> <th>Excl</th> <th>Good</th> <th>Fair</th> <th>Excl</th> <th>Good</th> <th>Fair</th> <th>Excl</th> <th>Good</th> <th>Fair</th> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>				Reading			Speaking			Understanding			Writing			Excl	Good	Fair	Excl	Good	Fair	Excl	Good	Fair	Excl	Good	Fair																																																
		Reading			Speaking			Understanding			Writing																																																																		
		Excl	Good	Fair	Excl	Good	Fair	Excl	Good	Fair	Excl	Good	Fair																																																																
17. Special qualifications and skills (licenses, skills with machine, patents or inventions, publications—do not submit copies unless requested, public speaking, memberships in professional or scientific societies, typing or shorthand speed, etc.)																																																																													

- C. At a center on reporting personal information on forms for vocational application for employment, the student will read the form and answer questions about the application given on a chart.

Directions: Read the application for employment (next page) and answer the following questions.

Questions

1. To what company does the application refer?
2. How much time should you allow before renewing this application?
3. What qualities will the interviewer be observing during your interview?
4. List four tips you should keep in mind in order to make a good impression during the interview.
5. List three questions you think the interviewer might ask of the people you list as references.
6. Why are you instructed not to list relatives or fellow workers as references on this application?

SCHOOL	NAME AND LOCATION	YEARS ATTENDED		GRADUATE? DEGREES?
		FROM	TO	
GRADE				
HIGH				
COLLEGE				
TRADE OR BUSINESS				
OTHER				

Additional Educational Experience
List Apprenticeships and Where Served _____

DRAFT BOARD NO. & LOCATION _____ YOUR ORDER NO. _____ YOUR CLASS _____

MILITARY SERVICE

YEARS IN SERVICE		TYPE & PLACE OF DISCHARGE	RANK & BRANCH OF SERVICE	SERVICE NO.	U.S. ONLY
FROM	TO				

NAME OF LAST COMMANDING OFFICER _____

REFERENCES -- DO NOT INCLUDE RELATIVES OR FELLOW WORKERS -- GIVE NAMES AND ADDRESSES _____

Please give date you will be ready to start work with CARVEL HALL: _____
Are you willing to take a physical examination at the expense of Carvel Hall _____
Filing this application carries no promise of employment. I hereby authorize the company, Carvel Hall or its agents to investigate any of the foregoing statements. I agree that any wilful misrepresentation on this application disqualifies me from employment with, or is sufficient cause for dismissal from CARVEL HALL.

APPLICANT'S SIGNATURE: _____

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S REPORT

FACTOR	POOR	PROMISING	AVERAGE	GOOD	EXCELLENT
Aggressiveness Ambition, Drive, Decisiveness					
PERSONALITY - MANNERS, AWKWARDNESS					
JOB KNOWLEDGE - OF POSITION DESIRED					
PHYSIQUE - HEALTH, PHYSICAL ENERGY					

Recommended for Employment as: _____ BY: _____ START RATE: _____ START DATE: _____

APPLICANT NOTIFIED ON: _____ BY _____ Writing ☐ Original Interview ☐
BY - Phone ☐ Call Back ☐

Soc. Sec. Verified by: _____ Date: _____ Citizenship Verified by: _____
Date: _____

FILE: ACTIVE ☐ INACTIVE ☐

- D. Given an application form for employment, the student will successfully report his personal information on the forms.

Directions: Read the application form (next page)
and fill in the appropriate information.

- E. Given an employment application, the student will read and answer the questions about the application with a buddy.

Directions: Read the employment application form
(next page) and answer the questions
below.

Questions

1. If you accept a job with this company, will you have to work weekends?
2. If you answer "YES" to any questions on "bonding," what must you report?
3. If the highest grade you completed was the 9th grade, which item or items would you check under the column entitled "Education"?
4. If your application for employment was rejected, where could you write to find out why?
5. If you were in your second year of high school, which item or items would you check under the column entitled "Education"?
6. If you worked for a bank two years ago, and found you were \$5.00 short one day, must you include this information on this application?
7. When you sign this application, what responsibility are you placing on your wife, husband, and children?

FILL IN COMPLETELY

APPLICATION FOR STATE EMPLOYMENT - MAIL TO:

FILE CLASS NO.

Department of Personnel
State Office Bldg., 301 W. Preston St
Baltimore, Maryland 21201

SOCIAL SECURITY NUMBER

(OFFICE USE ONLY)

Mr.
PRINT NAME Mrs.
Miss _____ Maiden Name _____
(Last) (First) (Middle)ADDRESS _____
(Number and Street or R.F.D.) (City) (County) (State) ZIP CODEDate of Birth. Place of Birth _____ Phone
YR. MO. DAY Area Code NUMBER

Are you a U.S. Citizen? Yes _____ No _____ Height _____ Weight _____ Sex Male _____ Female _____

RACE 1. White _____ 2. Black _____ 3. Oriental _____ 4. American Indian _____ 5. Spanish Surnamed American _____

Marital Status 1. Single _____ 2. Married _____ 3. Divorced _____ 4. Separated _____ 5. Widowed _____

Do you have any physical or mental disabilities or impairments which would limit your performance of the duties of the position for which you are applying? Yes _____ No _____ If yes, attach a sheet and give full particulars

Do you have Maryland driver's license? Yes _____ No _____

LIST License No _____ Class _____ Expiration Date _____

EDUCATION AND TRAINING Give complete information for ALL of your education and training. The information requested in this item will serve as a basis for the rating of your education and training. Foreign School College Graduates must attach an official transcript of all completed work

List any machinery or office equipment you can operate. _____

Can you type? Yes _____ No _____ Can you take dictation? • Yes _____ No _____

If given a typing test, what kind of typewriter would you prefer if a choice is available? _____ Manual _____ Electric _____

SCHOOLS	NAME AND ADDRESS OF SCHOOL	DATES ATTENDED FROM TO	DATE OF GRADUATION	SEMESTER HOURS	MAJOR COURSE WORK	TYPE OF DEGREE
GRADE SCHOOL						
HIGH SCHOOL						
COLLEGE UNIVERSITY						
COLLEGE UNIVERSITY						
VOCATIONAL-BUSINESS						

CIRCLE HIGHEST GRADE COMPLETED

GRADE SCHOOL

HIGH SCHOOL

COLLEGE

GRADUATE SCHOOL

01 02 03 04 05 06 07 08

09 10 11 12

C1 C2 C3 C4

G1 G2 G3 G4

Please use space below to list any courses completed, or other educational requirements completed, as called for in the job specifications.

If you have received a State High School Equivalency Certificate, write in name of State where certificate was received

Filling out the correct information on a job application form can be very important. Read through the following application and then answer the questions provided.

Gino's
215 W CHURCH ROAD
KING OF PRUSSIA, PA 19406

EMPLOYMENT APPLICATION

HOME OFFICE
COPY

1. PERSONAL DATA

(PLEASE PRINT)

1. SOCIAL SECURITY NUMBER		2. NAME FIRST LAST		3. AREA CODE & PHONE
4. ADDRESS APT/STY		STREET		
CITY		STATE		ZIP
5. DATE OF BIRTH		6. MARITAL STATUS (CHECK ONE)		7. NUMBER OF DEPENDENT CHILDREN
MONTH DAY YEAR		<input type="checkbox"/> MARRIED FEMALE <input type="checkbox"/> SINGLE FEMALE <input type="checkbox"/> MARRIED MALE <input type="checkbox"/> SINGLE MALE		
GENERAL CONDITION OF HEALTH			PHYSICAL DEFECTS	
NAME, ADDRESS & TELEPHONE NO OF PERSON TO BE NOTIFIED IN CASE OF EMERGENCY				
NAME OF RELATIVES EMPLOYED BY OUR COMPANY				

2. EDUCATION & MILITARY

EDUCATION:

TYPE	NAME & LOCATION OF SCHOOL	YEARS ATTENDED FROM	DATE GRADUATED TO	CHECK YOUR HIGHEST LEVEL OF EDUCATION COMPLETED	
A. GRAMMAR				<input type="checkbox"/> GRAMMAR SCHOOL <input type="checkbox"/> HIGH SCHOOL <input type="checkbox"/> OTHER (TRADE) <input type="checkbox"/> COLLEGE LESS THAN 2 YEARS <input type="checkbox"/> COLLEGE MORE THAN 2 YEARS <input type="checkbox"/> NOW ATTENDING <input type="checkbox"/> GRAD LIST DEGREES RECEIVED:	
B. HIGH SCHOOL					
C. OTHER (e.g. TRADE)					
D. COLLEGE					
E. MILITARY					
DRAFT CLASSIFICATION		BRANCH OF SERVICE		DATES OF SERVICE	TYPE OF DISCHARGE

3. PREVIOUS EMPLOYMENT - List Last Employer First

DATES EMPLOYED FROM TO	NAME & ADDRESS OF EMPLOYER	POSITION	EARNINGS	REASON FOR LEAVING

POSITION YOU ARE APPLYING FOR	<input type="checkbox"/> FULL TIME <input type="checkbox"/> PART TIME	HOURS AVAILABLE DAY NIGHT M T W T F S S
HAVE YOU EVER WORKED FOR GINO'S BEFORE? <input type="checkbox"/> NO <input type="checkbox"/> YES IF YES WHEN AND WHERE, WHAT WAS MANAGER'S NAME?		
HAVE YOU EVER BEEN ARRESTED? <input type="checkbox"/> NO <input type="checkbox"/> YES IF YES, EXPLAIN		
YOUR MANAGER WILL MAKE EVERY EFFORT TO KEEP YOUR SCHEDULE FLEXIBLE. WE OCCASIONALLY ASK THAT ALL EMPLOYEES BE AVAILABLE TO WORK ON WEEKENDS WHEN REQUESTED		

BONDING INFORMATION

EXPLAIN ANY "YES" ANSWER

Have you ever been short in your accounts in your present or past employment? _____

Has any company ever refused to issue or carry a Bond for you? _____

Have you ever been discharged from any employment? _____

I hereby bind myself, my heirs, executors and administrators to indemnify and keep indemnified and/or reimburse THE AETNA CASUALTY & SURETY COMPANY for any and all loss, costs, and expenses incurred or sustained by it or for which, by reason of any act of mine, it may become liable under this bond or any other bond issued by it.

SIGNED THIS DAY OF _____, 19____ BY _____

(APPLICANT'S SIGNATURE)

(WITNESSED BY)

GOAL V: UNDERSTANDING FORMS

Objective 5107: Students will read to report personal information on application forms.

Suggested Activities

- A. Given an application for U.S. Savings Bonds, the student will read to report personal information and answer a true-false worksheet.

Directions: Read an application form for buying U.S. Savings Bonds (next page) and answer the questions below.

1. The taxpayer may use his Social Security Number as an identifying number.
 - a. True
 - b. False
2. The applicant is asked to both sign and print his name.
 - a. True
 - b. False
3. A bond which is worth \$100 at maturity can be bought for \$75.
 - a. True
 - b. False
4. The taxpayer can use his Social Security Number as an identifying number.
 - a. True
 - b. False
5. The applicant should send cash to the U.S. Treasurer in order to purchase the bonds.
 - a. True
 - b. False
6. A bond which cost \$18.75 to buy is worth \$25.00 at maturity.
 - a. True
 - b. False
7. More than one person can own a single Savings Bond.
 - a. True
 - b. False

Application for United States Savings Bonds

OWNER: (Please Print)	MARK BOND(S) DESIRED
(Date) _____	SERIES E
(Mr.) (Mrs.) (Miss) _____	Interest added to cash
(first name)	value every 6 months
(middle initial) (last name)	Purchase Price
Address _____	Maturity Value
(street)	
(city) (state) (zip)	\$18.75 \$25.00
CO-OWNER BENEFICIARY (Mark only one, if either is desired, and print name below)	\$37.50 \$50.00
(Mr.) (Mrs.) (Miss) _____	\$75.00 \$100.00
(first name) (middle initial) (last name)	
(signature of purchaser)	TAXPAYER IDENTIFYING NUMBER
(address)	Social Security Account Number or
Place application form with check or money order in an envelope and mail to:	Employer Identification Number
	Identifying number of the first named person.
TREASURER OF THE UNITED STATES, Washington, D.C. 20220	

- B. Given an application for a Duplicate Driver's License form the student will read to understand the form and answer questions on a worksheet.

Directions: Read an application for a duplicate driver's license and fill in the appropriate information.

Questions

1. What does an Application for a Duplicate License imply?
2. Of what importance is checking the correct reason for a duplicate license application?
3. Why would a stolen license cause alarm?
4. Why is it important to correctly mark the type of license you are applying for?
5. Why is it necessary to know if you have any physical or mental disabilities that would affect your driving?
6. What is the importance of each car having a separate title number, tag number, and serial number?
7. What are the conditions that require a consenter's signature on a license application?
8. If a person lists his full name and address why is it necessary to list your social security number?

- C. Given an Application for a Change of Address and/or Name Notice, the student will read to understand the form and answer questions on a worksheet.

Directions: Read the application form for a change of name and address (next page), and answer the questions below.

Questions

1. What is this form used for at the Department of Motor Vehicles?
2. How much time is allowed for you to report a new address?
3. What information is needed on the left side of the form?
4. Where can the title number, tag number, and serial number information be copied from?

5. What lines are to be completed on the right side of the form?
6. If you are showing a name change, what has to be marked in addition to that name change?
7. How much time is allowed for you to report a change in your name?
8. When you sign the form, what does this show?

D. Given a U.S. Savings Bond Payroll Savings Application, the student will read the application form and answer questions on a worksheet.

Directions: Read the Savings Bond Payroll Savings Application Form and answer the questions below.

EMPLOYEE SOCIAL SECURITY NUMBER		EMPLOYEE NAME		Agency Appropriation Code	If any change in the following, please designate:
					OWNER <input type="checkbox"/>
					CO-OWNER <input type="checkbox"/>
					BENEFICIARY <input type="checkbox"/>
					ADDRESS <input type="checkbox"/>
					Only \$25.00 Bond Denomination - Issued - Cost - \$18.75
PLEASE TYPE OR PRINT					
OWNER					
Mr _____					
Mrs _____ (first) _____ (middle) _____ (last) _____ (social security no.)					
Miss _____					
Address _____ (street) _____ (city) _____ (state) _____ (zip)					
CO-OWNER <input type="checkbox"/> OR BENEFICIARY <input type="checkbox"/> (Check only one, if either is desired)					
Mr _____					
Mrs _____ (first) _____ (middle) _____ (last) _____ (social security no.)					
Miss _____					
NOTE: The Purchaser may, if desired, designate one individual, as co-owner or beneficiary to be named on the Bond - but not both. Married women should use given name (Mrs. Mary L. Smith, not Mrs. John A. Smith.)					
This authorization will continue in effect until I advise you to change or cancel it.					
_____ (date) _____ (signature of employee-purchaser)					

CPB-49 REV 7 73

U.S. SAVINGS BONDS
PAYROLL SAVINGS APPLICATION

D.S.S.

Questions

1. This is an application for what?
2. How much is the cost of a \$25.00 bond?
3. Who fills out this form?
4. Who determines the denomination of the bonds purchased?
5. Can the owner of the bond designate a co-owner and a beneficiary?
6. How long will this application be in effect?

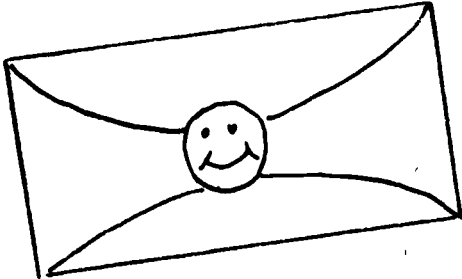
PRINT NEW OR CHANGING BELOW.											
NATIONAL DRIVER LICENSE INFORMATION											
COPY THIS INFORMATION DIRECTLY FROM YOUR PRESENT DRIVER LICENSE IF YOU HAVE NO LICENSE, GIVE YOUR FULL NAME AND DATE OF BIRTH											
DRIVER LICENSE NUMBER											
YOUR FIRST NAME MIDDLE LAST											
HGT WGT RACE SEX DATE OF BIRTH MONTH DAY YEAR											
ADDRESS STREET BOX OR RFD NUMBER											
CITY OR TOWN COUNTY STATE ZIP CODE											
RESTRICTIONS ISSUE DATE EXPIRATION DATE											
CHECK (✓) REASON FOR CHANGING YOUR NAME (see other side for important instructions.)											
<input type="radio"/> ERROR <input checked="" type="radio"/> MARRIAGE <input type="radio"/> COURT ORDER											
CERTIFICATION I HEREBY CERTIFY, UNDER PENALTIES PROVIDED BY LAW, THAT THE STATEMENTS MADE ON THIS FORM ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.											
Signature in full _____ date _____											
IMPORTANT: IF THIS FORM IS USED FOR NAME CHANGE AND YOU HAVE ONE OR MORE VEHICLES REGISTERED IN YOUR NAME, SUBMIT TITLE WITH THIS FORM FOR CORRECTION											

COPY THE INFORMATION BELOW DIRECTLY FROM YOUR VEHICLE REGISTRATION CARD.											
TITLE NUMBER TAG NUMBER (PLATES) STICKER NUMBER											
YEAR & MAKE SERIAL NUMBER											
IF YOU OWN MORE THAN ONE VEHICLE, USE OTHER SIDE. READ INSTRUCTIONS ON BACK											

- E. Given an application form to purchase stickers, the student will read the form to answer multiple-choice questions.

Directions: Read the purchase form and answer the questions below.

A SPECIAL OFFER FOR ONLY \$1.00



A BOX FULL OF SMILES

115 fully smiling faces. Sunny little SMILE stickers self-adhere to anything. Each yellow and black sticker is 1" in diameter, on a roll, and packed in a handy covered, lucite box: Only \$1.

Mail 10 days no-risk coupon today!
LAND STUDIOS, .6885 Greenland, Md.

Enclosed is a check or m.o. for
\$ _____ Box(es) Smile Stickers
\$1.00 (Add 25¢ postage per box)

Name _____

Address _____

City _____

State and Zip _____

SAVE 50¢. Order 2 Boxes for
only \$2.00 and we pay the
postage. Extra box makes
delightful gift!

Questions

1. To get her stickers, what should Linda send with the coupon?
 - a. Nothing else
 - b. A check or money order
 - c. Cash
 - d. Stamps

2. If two boxes of the SMILE stickers are ordered, will the cost be more than 1¢ each?
- a. Yes
 - b. No
3. The stickers are
- a. Mounted on a rectangular piece of paper
 - b. Black and white
 - c. Yellow and black
 - d. Square

GOAL V: UNDERSTANDING FORMS

Objective 5108: Students will read to report personal information on armed services forms.

Suggested Activities

- A. At a center on joining the armed services, the student will choose the service he is most interested in, complete the questions on the chart, and fill in the form.

Directions: Read the form for joining the armed forces (next page), complete the activity on the chart, and fill in the form with the appropriate information.

Chart Activity

When you fill in forms the information you give must be accurate. If you do not know the meaning of some of the vocabulary words, you will be unsuccessful in filling out the form correctly. Read the words below and write a definition for them. If you don't know the meaning of a word, use the dictionary.

1. statement
2. required
3. data
4. verification
5. confidence
6. status
7. disorders
8. chronic
9. naturalization
10. spouse
11. character reference
12. Fascist

[illegible]

DD FORM 398

REPLACES EDITION OF 1 MAY 55 WHICH MAY BE USED.
 34 0192 004 22 0

Exception to Standard Form 44
Approved by Bureau of the Budget June 1960

- B. Given a copy of the Selective Service System Registration Card (SSS Form 1 - Mailer), the student will read to answer questions about filling in the card and then complete the card with accurate personal information (even if he or she is under 17 years, 11 months of age).

- Directions:
1. Read the information given on the front and back of this card. (next page)
 2. Answer the questions on this sheet.
 3. Fill in the card accurately.

Questions

1. At what age do you not need to register?
2. Give the month, date and year you would need to register personally.
3. If you do not understand the requirements where could you get additional information or help?
4. When filling in the form, what must be written, not printed, or typed?
5. What does "NA" indicate to the Local Board?
6. What "caution" is given for filling out dates?
7. What information should be given in Block 16, excluding names of friends?
8. What blocks of information will be for selective service use only?
9. Give two reasons why you would not fill out this card?

(DETACH THIS PORTION BEFORE MAILING)

IMPORTANT NOTICE

Detach and keep this portion of the Registration Card (SSS FORM 1-MAILER) for your records. Enter the date you mail the Registration Card in this space: _____

You should receive a Status Card (SSS Form 7) which shows your Selective Service classification within 21 days from the date you mail the Registration Card. If you do not receive a Status Card and are not otherwise contacted by a local board within 21 days, you should contact the local board indicated below.

Selective Service System
Local Board No. 50
95 Aquahart Road, Rm. 218
Glen Burnie, Md. 21061

Form Approved
OMB No. 33 R0099

SELECTIVE SERVICE SYSTEM REGISTRATION CARD

(To be typed or printed with ballpoint)

SELECTIVE SERVICE NUMBER			
(Selective Service Use Only)			

1 NAME IN FULL <div>Last First Middle</div>			2 DATE OF BIRTH - See CAUTION <div>Month (abbrev.) Day Year</div>	
CAUTION The date shown in Block 2 will determine your lottery number. Be sure this date is correct. CAUTION				
3 PLACE OF RESIDENCE <div>Street and Number or RFD Route Tel. No. (include area code)</div> <div>City, Town, or Village County State Zip Code or Country</div>				
4 MAILING ADDRESS (if different than item 3) <div>(Street or RFD Route) Tel. No. (include area code)</div> <div>City, Town, or Village County State Zip Code or Country</div>				
5 PLACE OF BIRTH <div>City State or Country</div>		6 SOCIAL SECURITY ACCT NO		7 ALIAS OR OTHER NAME(S) USED
8 COLOR OF EYES	9 COLOR OF HAIR	10 HEIGHT (approx)		11 WEIGHT (approx)
12 HAVE YOU SERVED ON ACTIVE DUTY IN THE ARMED FORCES? <div><input type="checkbox"/> YES <input type="checkbox"/> NO</div>			13 ARE YOU A MEMBER OF A RESERVE COMPONENT OF THE ARMED FORCES? <div><input type="checkbox"/> YES <input type="checkbox"/> NO</div>	
14 ALIENS ONLY				
ALIEN REGISTRATION NUMBER		DATE ENTERED U.S.		MEDICAL SPECIALTY (if any)

SSS FORM 1 MAILER NOV 73

(Complete both sides)

GOAL V: UNDERSTANDING FORMS

Objective 5201: Students will read to translate financial agreements such as sales slips

Suggested Activities

- A. Given a sales slip from a grocery store, the student will read the sales slip to answer questions on a worksheet.

Directions: Read the sales slip and answer the questions listed below.

Sales Slip

COLONIAL STORES	
Thank You	
17 Mar 74	
\$ 00.00	GRO
\$ 01.00	GRO
\$ 03.12	TXBL Item
\$ 00.99	GRO
\$ 02.10	MT
\$ 01.99	MT
\$ 04.59	MT
\$ 01.69	MT
\$ 00.49	GRO
\$ 00.69	GRO
\$ 01.39	MT
\$ 00.79	MT
\$ 00.31	TXBL Item
\$ 00.33	GRO
\$ 00.10	GRO
\$ 00.15	GRO
\$ 00.15	GRO
\$ 00.77	GRO
\$ 01.23	GRO
\$ 00.71	TXBL Item
\$ 00.77	TXBL Item
\$ 01.19	TXBL Item
\$ 00.25	TAX
\$ 24.80	TOTL
\$ 25.00	Amt Tend
\$ 00.20	1008
	CHNG

Questions

1. What was the total bill?
 2. What store gave the receipt?
 3. On what day were these groceries bought?
 4. How much was taxable?
 5. How much money did the customer give the clerk?
 6. How much change did the customer get back?
 7. If you paid this grocery bill with two twenty dollar bills, how much change would you receive?
 8. How much was spent for meat?
 9. Name three kinds of meat.
 10. What was the price of the last taxable item shown?
- B. Given a customer's copy of a sales slip, the student will read to translate the sales slip and answer multiple-choice questions.

Direction: Study the sales slip (next page)
and answer the questions below
by encircling the letter of the
correct item.

Questions

1. The plumber should
 - a. Come in the morning
 - b. Come in the afternoon
 - c. Call before coming
 - d. Come when not busy
2. M. H. Barnes guarantees
 - a. All work
 - b. No work
 - c. All parts
 - d. Most work
3. Which job will M. H. Barnes perform for the Muggs?
 - a. Put in a water heater
 - b. Install a gas furnace
 - c. Fix a broken window
 - d. Stop a leak

- C. Given a bill for merchandise received, the student will read to translate the financial agreement and answer questions given.

Directions: Read and study the financial agreement below, and answer the questions.

19025

THE ECONOMY COMPANY

1000 N. W. 10th St. Oklahoma City, Oklahoma 73102

SOLD TO

PLEASE REMIT TO THE ECONOMY COMPANY
P.O. Box 25308
OKLAHOMA CITY, OKLAHOMA
73125

SHIP TO

TERMS: NET 30 DAYS

OFFICE CODE	SALESMAN	DATE	ROUTING	INVOICE NUMBER
219025-40-10090-036	PYLE	6/14/74	PP	20420
PRODUCT DESCRIPTION	PRODUCT CODE	QUANTITY	UNIT PRICE	EXTENSION
KICKINGBIRD KIDS	954	1	1.59	1.59
TN KICKINGBIRD KIDS	955	1	1.59	1.59
SCRATCH PAPERS	959	1	1.59	1.59
TN SCRATCH PAPERS	960	1	1.59	1.59
			SUB TOTAL	6.36
ABOVE PRICES REFLECT 25% DISCOUNT			TOTAL	6.36

Questions

1. Which word on the bill means to "send the money to"?
2. What is the closest place to order from?
3. Why do you think the product code is used?
4. How much did each unit cost?
5. What does sub-total mean?
6. What would the bill have been without the discount?

GOAL V: UNDERSTANDING FORMS

Objective 5202: Students will read to translate financial agreements on mail order purchase forms.

Suggested Activities

- A. Given a copy of a mail order purchase form, the student will read to elicit the information necessary to understand the financial agreements and answer the questions.

Directions: Read the mail order blank (next page) and answer the questions below.

Questions

1. What are the three methods of payment?
2. What is the percentage of taxes on purchases in Maryland?
3. What information is required for each item to be purchased?
4. What other charges are added in addition to the purchase price?
5. What information is given about C.O.D. orders?
6. Which catalog items are listed as unmailable merchandise?
7. To whom can order be shipped?
8. How are refunds handled?



SEND TO: MONTGOMERY WARD, BALTIMORE, MD. 21232

ORDER BLANK & CHANGE-OF-ADDRESS NOTICE*

*If Wards does not have your CORRECT PRESENT address, please fill-in #1 and #2 below, and mail to Wards. Date _____

COMBINE ORDERS, AND SAVE!

You save time and money by combining purchases in a single order. Your postage cost generally will be lower than on these same purchases, ordered separately. You may also save when you combine your orders for larger, unmailable merchandise. (Items with catalog numbers ending in "R" or "F") Since the truck and express companies charge for a specific minimum poundage, even if shipment weighs less, you can order additional items (up to this minimum) with no increase in your shipping cost. See opposite page for details.

PLEASE PRINT ALL INFORMATION
(INCLUDING A CHANGE OF ADDRESS)

#1. MY PRESENT NAME, ADDRESS

Name _____
(first) (middle) (last)

Address _____

City _____ State _____

ZIP code _____ Phone _____

#2. MY PREVIOUS ADDRESS

(Fill-in only if Wards does not have your correct current address.)

Address _____

City _____

State _____ ZIP code _____

METHOD OF PAYMENT

☐ PLEASE OPEN AN ACCOUNT. I am submitting the completed application form on pages 707, 708.☐ ADD TO MY CHARG-ALL ACCOUNT

My account number is _____

Wards store or Catalog House
where my account is carried _____☐ CASH (check or money order enclosed)☐ SPECIAL INSTRUCTIONS _____

This purchase is made at a time sale price consisting of the cash sale price and a time price differential or finance charge and is subject to the terms and conditions of my Credit Agreement with you

SIGNATURE _____ (Sign full name as shown on your account)

PLEASE DO NOT WRITE IN THIS SPACE

SHIP TO ANOTHER ADDRESS

Name _____

Address _____

City _____ State _____

ZIP code _____ Phone _____

GIVE COMPLETE CATALOG NUMBER.
Do you have a credit account? It's the
convenient way to shop. Check box above.

HOW
MANY

ITEM

COLOR
NUMBERSIZE
or other
code
numberPRICE
EACHTOTAL
PRICESHIP. WT.
(Fill-in for
cash orders only)
LBS. OZ.

TAX

(Subject to change by State
and/or Local governments)

Alabama* 4%, District of Columbia 5%, Florida 4% (except
medicines), Georgia* 3%, Kentucky 5%, Maryland 4%, New
Jersey 5% (except clothing other than furs), North Carolina*,
3%, Ohio* 4%, Pennsylvania 6% (except clothing other than
furs, formal, athletic, and medicines or medical supplies),
South Carolina 4%, Tennessee*, 3½%, Virginia* 4%, West
Virginia 3%.

*Add local tax, if applicable in your locality.

FILL IN
FOR CASH
ORDERS ONLYON CREDIT
ORDERS WARDS
FIGURES
THESE
CHARGES.

TOTAL FOR GOODS

TAX (see at left)

POSTAGE (see opposite page)

Owed on previous cash orders

CASH PRICE

AMOUNT
ENCLOSEDCheck, Money Order
Wards Refund DraftsTotal
lbs. oz.

Total wt. in lbs.

16 oz = 1 lb.
count any
remaining oz.
as a full lb.ON C.O.D.
ORDERSWe add a 50¢
service charge.HOW WE
SHIP...Depend on Wards to ship non-mailable items the best
way. If you have a preference, please write it here—>

INDS by Montgomery Ward are usually made by draft. If a draft is not presented for payment within two years from the
date of issue, a service charge thereafter of \$1 per year (but not more than the face value of the draft) will be deducted.

- B. Given a mail order form for a record club, the student will read to locate answers to the questions on the form by following the directives below.

Directions: Read the mail order form for joining the Columbia Record Club, and answer the questions below.

Columbia Record & Tape Club, Terra Haute, Indiana 47208

Please accept my membership application in the Club under the terms outlined in this advertisement. Send me the 12 selections listed below for only \$1.97, plus processing and postage. I agree to buy 9 selections (at regular Club prices) during the coming two years — and may cancel membership any time after doing so. I am interested in the following type of recordings:

- ☐ 8-Track Cartridges (1H-W) 239
☐ Tape Cassettes (1J-X)
☐ Reel-to-Reel Tapes (1X-Y)
☐ 12" Stereo Records (K1-Z)

MY MAIN MUSICAL INTEREST IS (check one)

(But I am always free to choose from any category)

- ☐ Easy Listening 2 ☐ Teen Hits 7 ☐ Classical 1 ☐ Country 5

☐ Mr. _____
☐ Mrs. _____
☐ Miss _____
(Please Print) First Name Initial Last Name

Address _____

City _____

State _____ Zip Code _____

Do You Have A Telephone? (Check one) ☐ YES ☐ NO
APO, FPO addressees write for special offer 574

Questions

1. What is the initial cost of joining the club?
2. How many selections are you obligated to buy?
3. Are there any restrictions as to the type of recordings you may purchase?
4. What are the musical categories offered?
5. When may you cancel your membership?

GOAL V: UNDERSTANDING FORMS

Objective 5203: Students will read to translate financial agreements on credit card policies.

Suggested Activities

- A. Given a Credit Card Application, the student will read to show his understanding of the vocabulary and the financial agreement on the form by completing the exercise.

Directions: Read the credit card application form (next page), and complete the exercise by placing the number from the second column to the correct answer in the first column.

VOCABULARY MATCH

- | | |
|----------------------------------|--|
| _____ Estimated monthly purchase | 1. Number |
| _____ Previous address | 2. Husband or wife |
| _____ Credit established with | 3. About how much; not exact |
| _____ NO | 4. The kind of work you do |
| _____ Nature of Business | 5. Where you lived before |
| _____ Spouse | 6. The money you can figure to spend each month |
| _____ Estimated | 7. Places (businesses, banks, oil companies) with whom you have credit or charge cards |
| _____ Finance charge | 8. Responsibility |
| _____ Liability | 9. Money charged if account is past due |
| _____ Unauthorized | |

				NC	T	TOA	LOC	S	MLP	BUR	RPT	AIR			
<input type="checkbox"/> MR <input type="checkbox"/> MRS <input type="checkbox"/> MISS													AGE	SPOUSE	
<small>FIRST NAME</small>				<small>MIDDLE INITIAL</small>				<small>LAST NAME</small>				<small>FIRST NAME</small>			
STREET ADDRESS										APT. NO.		HOW LONG THERE			
<small>CITY</small>				<small>STATE</small>				<small>ZIP CODE</small>							
PHONE NUMBER				SOCIAL SECURITY NO.				NO CARDS DESIRED		ESTIMATED MONTHLY PURCHASES \$					
<small>AREA CODE</small>															
OWN HOME <input type="checkbox"/> RENT <input type="checkbox"/>				NO DEPENDENTS				IF ON ACTIVE DUTY MILITARY SER. NO.							
PREVIOUS HOME ADDRESS										HOW LONG THERE					
NAME AND ADDRESS OF NEAREST RELATIVE															
NAME OF PRESENT EMPLOYER										NATURE OF BUSINESS					
ADDRESS					YOUR POSITION					MONTHLY INCOME		YRS WITH FIRM			
PREVIOUS EMPLOYER AND ADDRESS												YRS WITH FIRM			
SPOUSE'S EMPLOYER AND ADDRESS										YRS WITH FIRM		MONTHLY INCOME			
NAME OF BANK					ADDRESS					ACCOUNT NO.		<input type="checkbox"/> CHECKING <input type="checkbox"/> SAVING <input type="checkbox"/> LOAN			
CARD USED FOR <input type="checkbox"/> CAR <input type="checkbox"/> TRUCK <input type="checkbox"/> PLANE <input type="checkbox"/> BOAT <input type="checkbox"/>															
CREDIT ESTABLISHED WITH:															
NAME										ACCOUNT NO.					
ADDRESS															
NAME										ACCOUNT NO.					
ADDRESS															
NAME										ACCOUNT NO.					
ADDRESS															

TERMS:
 Full payment upon receipt of monthly statement of purchases. Accounts not paid within terms will incur monthly finance charges. The amounts past due. Important information on Texaco Travel Card terms and conditions accompanies delivery of the Travel Card. Texaco provides both a Regular Travel Card Account for all purchases and a Time Charge Plan. The Time Charge Plan may only be used for purchases of tires, batteries, accessories and special goods and services which Texaco has authorized retailers to sell on credit.

I shall be responsible for all purchases made by anyone through the use of my Travel Card after I receive it, except that my liability for purchases made by unauthorized persons shall not exceed \$50.

SIGNATURE _____ DATE _____

PLEASE SIGN HERE →

- B. Using a credit card, the student will read it and complete the true-false exercise to show his understanding of the financial agreement on the card.

Directions: Read the BankAmericard Agreement below and then complete the exercise.

BankAmericard

AGREEMENT: This BankAmericard is the property of THE FIRST NATIONAL BANK OF MARYLAND (Bank), and use of the BankAmericard by, or with the consent of the holder constitutes agreement as follows: Holder agrees (1) to assume responsibility for credit extended by Bank on the basis of the authorized use of the BankAmericard and to give prompt notice to Bank of loss or theft of card. Liability on loss or theft of card is only to extent permitted by Federal law; (2) to pay, at such place as Bank designates, obligations evidencing such credit; and FINANCE CHARGE where applicable, in accordance with billings and the current Customer Payment Schedule, including a reasonable attorney's fee in the event of suit or action; (3) the BankAmericard may be cancelled by Bank at any time; (4) to surrender the BankAmericard upon demand; (5) to waive and release Bank from all defenses, rights, and claims holder may have against merchant or company honoring the BankAmericard; (6) any claim of Bank against holder shall at Bank's option become immediately due and payable if holder fails to perform any terms hereof or make any payments as otherwise agreed; (7) that if holder exceed credit limit as set forth on billing, statements, at Bank's option the excess may be declared due and payable at once.

Sample Worksheet

True-False

- _____ 1. Authorized users of this card must sign in the space provided on the front of the card.
- _____ 2. The bank may not cancel the card.
- _____ 3. The user must pay authorized credit obligations.
- _____ 4. Service charges need not be paid.
- _____ 5. The bank will assume liability for the failure of any merchant to extend credit.

GOAL V: UNDERSTANDING FORMS

Objective 5204: Students will read to translate financial agreements on bank statements.

Suggested Activities

- A. Given a copy of a monthly bank statement, the student will read to translate the financial agreement on the statement and answer multiple choice questions.

Directions: Read the bank statement (next page) and answer the following questions by encircling the letter of the correct item.

Questions

1. There were three deposits made during the month totaling
 - a. \$225.50
 - b. \$298.90
 - c. \$282.41
 - d. None of the answers
2. \$.75 was charged to this account for
 - a. Overdraft
 - b. Insufficient funds
 - c. Maintenance charge
 - d. Service charge
3. What amount can not be spent from this account?
 - a. \$200.00
 - b. \$282.00
 - c. \$115.75
 - d. None of the answers

Sample Bank Statement

BANKERS TRUST COMPANY		NEW YORK		
Statement of Checking Account		Previous Balance \$225.30		
ACCOUNT NUMBER 12-123-123		FOR THE PERIOD Jan. 19 to Feb. 18		
CHECKS AND CHARGES	DEPOSITS/CREDITS	DATE	BALANCE	
26.40	100.00	Jan. 20	98.90	
125.00		Jan. 28	173.90	
	53.00	Feb. 1	226.90	
28.34		Feb. 8	198.56	
	100.00	Feb. 10	298.56	
15.00		Feb. 17	283.56	
.40 SC .75 MC		Feb. 18	282.41	
CC Certified Check	IF Insufficient Funds	MC Maintenance Charge		
CM Credit Memo	LA Automatic Loan Advance	OD Overdraft		
DM Debit Memo	LR Loan Request	SC Service Charge		

- B. Given a worksheet on filling in bank checks to pay a bill, the student will complete the worksheet correctly.

Directions: Fill out three separate checks to Sears with the following information:

1. April 5th you made a purchase for \$35.86.
2. April 21st you made a purchase for \$56.29.
3. May 4th you made a purchase for \$15.56.

Sample Checks

101

_____ 19 _____

Pay to the
order of _____ \$ _____

_____ Dollars

102

_____ 19 _____

Pay to the
order of _____ \$ _____

_____ Dollars

103

_____ 19 _____

Pay to the
order of _____ \$ _____

_____ Dollars

- C. Given a copy of a bank statement for a checking account, the student will read the statement to translate the financial agreements and follow the directions on a worksheet.

Directions: Read the bank statement below and complete the worksheet (next page).

UNION TRUST

COMPANY
OF ... AND

IN
ACCOUNT
WITH

009 = 08744

STATEMENT DATE

01/15/74

PAGE NUMBER

1

5

CHECKING ACCOUNT ACTIVITY

PREVIOUS BALANCE		TOTAL DEPOSITS AND CREDITS		TOTAL CHECKS AND DEBITS		SERVICE CHARGE	PRESENT BALANCE
587.26		NO 4	1,702.85	NO 43	1,760.66	4.65	524.80
DATE	AMOUNT	DATE	AMOUNT	DATE	AMOUNT	DATE	AMOUNT
1214 01	150.00	1217 04	40.30	1218 04	8.10		
1218 04	12.26	1218 04	26.80	1218 04	214.40		
1219 04	22.23	1219 04	47.89	1219 04	77.22		
1220 01	390.82	1220 04	108.65	1220 04	5.00		
1221 04	33.60	1221 04	1.50	1224 04	20.80		
1224 04	12.50	1226 04	39.65	1226 04	29.53		
1227 04	3.20	1227 04	91.55	1227 04	10.00		
1228 04	50.00	1228 04	25.00	1231 01	807.94		
1231 04	14.00	0102 04	57.60	0103 04	13.98		
0104 04	50.00	0107 04	10.00	0107 04	20.00		
0108 04	263.10	0108 04	20.00	0108 04	3.00		
0108 04	5.00	0108 04	25.08	0108 04	110.30		
0108 04	16.35	0108 04	71.16	0109 04	24.78		
0109 04	20.00	0110 04	1.50	0111 04	100.00		
0114 01	354.09	0114 04	20.00	0115 04	5.00		
0115 04	5.05	0115 04	24.78	0115 07	.35		
0115 08	4.30						

Worksheet

Follow the directions given or fill in the blanks.

1. Underline in red all deposits made.
The first deposit was made on _____.
The last deposit was made on _____.
2. Underline in blue all the checks written.
The largest check written was _____.
The smallest check written was _____.
3. The deposits were _____ than the checks written.
4. The present balance is _____ than the previous balance.
5. The amount charged by the bank for using their services was _____.
6. The period covered by this statement was _____ to _____.

- D. At a center on Balancing Your Checking Account, the student will read the sheet on balancing a checkbook and use the bank statement given plus the information on a chart to see if the account balances.

- Directions:
1. Read "Balance Your Checking Account"(next page)
 2. Study the bank statement (Activity C)
 3. Read the information on the chart below.
 4. Balance the checking account.

Chart

Check Book Balance	\$586.45
Checks Issued but not on Statement	\$ 1.50
	47.89
	12.26

You Can Easily
BALANCE YOUR CHECKING ACCOUNT
 by Doing These Things

FILL IN BELOW AMOUNTS FROM YOUR Check Book AND Bank Statement

Balance Shown on BANK STATEMENT \$ _____ Add Deposits Not on Statement (including Supercheck Loan Advances) \$ _____ Total \$ _____ Subtract Checks Issued but Not on Statement \$ _____ _____ _____ _____ _____ _____ Total \$ _____ BALANCE \$ _____	Balance Shown in Your CHECK BOOK \$ _____ Add any Deposits Not Entered in Check Book (including Supercheck Loan Advances) \$ _____ _____ Total \$ _____ Subtract any Bank Charges Not in Check Book (including Supercheck Loan Payment and Finance Charges) \$ _____ _____ _____ _____ Total \$ _____ BALANCE \$ _____
---	--

These balances represent the correct amount of money you have in the bank and should agree.
 If not, please report to the bank within fourteen days after the receipt of your statement.

SUPERCHECK LOAN INFORMATION

All Activity during the Billing Cycle in your Supercheck Loan Account is stated on the front side of this statement.

FINANCE CHARGES are computed as follows:

- 1 The Average Daily Balance is multiplied by the number of days in the Billing Cycle
- 2 The Daily Periodic Rate is applied to the product to determine amount of **FINANCE CHARGE**

Average Daily Balance is determined by adding each day's ending loan balance and dividing the total by the number of days in the Billing Cycle. The ending loan balance on the Closing Date is determined prior to crediting the monthly cycle payment.

Billing Cycle is the period of time in days from the day after the Closing Date of the last periodic statement through the Closing Date of this statement.

*Prepayment (PP) and payment reversal (PR) transactions appear on statement on the day entry is processed but they do not affect the checking account balance.

NOTICE See reverse side for important information



Personal Loans Automobile Loans Home Improvement Loans
 Savings Accounts Safe Deposit Boxes

GOAL V: UNDERSTANDING FORMS

Objective 5205: Students will read to translate agreements on notes and loans.

Suggested Activities

- A. At a center, the student will use a copy of a promissory note, will locate a number, and draw a line under the words which answer the questions written on a large chart in the center.

Directions: Reproduce enough copies of the promissory note for each student to have his own copy. Write the questions about the note on a large chart to be kept at the center.

PROMISSORY NOTE

A. Amount of Loan

\$ _____

B. Number of Equal Monthly Payments

C. Amount of Each Monthly Payment

\$ _____

The first payment is due 30 days from the date the loan check is issued. Subsequent payments are due on the same day of each month thereafter.

FOR VALUE RECEIVED, the undersigned ("maker" or "borrower") jointly and severally promise to pay GEICO Financial Services Company ("lender" or order, at its office in Annapolis, Maryland, or any other place designated by lender, the Amount of Loan stated above plus any additional amount advanced as requested by borrower from and approved by lender, with charges thereon at the agreed rate, in consecutive monthly payments until paid full, all as disclosed in the Statements of Loan issued in connection therewith, endorsement of checks for amounts advanced hereunder being evidence of acceptance by borrower of the terms stated therein.

Agreed rate of interest shall not exceed 18% ANNUAL PERCENTAGE RATE on the unpaid balance on the Amount Financed computed on the number of days elapsed, a month being any period of time from any date in one month to the corresponding date in the next month, and if there is no corresponding date, then to the last day of the said month, all in accordance with Section 196 of the Maryland Industrial Finance Law. Every payment made hereunder will be applied first to interest and charges, if any, to date of payment and the balance to principal. Prepayment in full or in part of this note may be made at any time.

Default in the payment of any installment when due hereunder or under any other loan outstanding with lender, time being of the essence, or lender at any time in good faith believes the prospect of such payment to be impaired, or if any statement furnished lender by or on behalf of Borrower is inaccurate or misleading, shall at the option of the lender, without notice or demand for performance, render all obligations hereunder immediately due and payable.

Presentment for payment, notice of dishonor, and protest are hereby waived by maker(s) and endorser(s) and each endorser for himself guarantees payment of this note according to its terms, and said maker(s) and endorser(s) consent to extension of time of payment before, at, or after maturity. If suit is brought to enforce payment hereof, maker(s) and endorser(s) agree to pay reasonable attorney's fees as permitted by law.

The borrowers certify that all statements made in this application are true and complete, are to be relied upon by the lender and are made to induce the lender to make the requested loan; borrowers further certify that there are no law suits pending or unpaid judgments outstanding against the undersigned except as disclosed in the application for loan. The undersigned understand that any false or misleading statements will constitute a breach or warranty and cause any loan that may result from this application to be in default.

The borrower and the lender agree that the Law of the State of Maryland shall govern the making and performance of the agreements herein contained and all rights and obligations created by or arising therefrom.

DATE / /
(month) (day) (year)

Your Signature (Borrower)

(Spouse's Signature)
(If married, both husband and wife must sign)

Sample Questions

Draw a line under the words which answer the following questions. Number your answers to correspond with the question numbers.

1. What do you, as the borrower, agree to pay?
2. Who is the lender of this promissory note?
3. What is the agreed rate of interest?
4. When is the first payment due?
5. When can a prepayment be made in full?

- B. Given a copy of a note and security agreement, the student will read the section on the Statement of Transaction and fill in the missing words on the worksheet.

Directions: Read the "Statement of Transaction" of a note and security agreement and complete the worksheet.

STATEMENT OF TRANSACTION

- | | |
|---|---|
| <p>1. Proceeds of loan _____</p> <p>2. Other charges _____</p> <p> I. Credit life insurance _____</p> <p> II. Property insurance premium _____</p> <p> Non-Filing Insurance _____</p> <p>III. Recording and or Releasing charges _____</p> <p>IV. Attorney's Fees _____</p> <p>V. _____</p> <p> 2A. Total other charges to be financed _____</p> <p>3. Amount financed (1 plus 2A) _____</p> <p>4. FINANCE CHARGE (total interest) _____</p> <p>5. Total of payments (3 plus 4) _____</p> <p>6. ANNUAL PERCENTAGE RATE _____ %</p> <p>7. A late fee of \$2.00 or 5% of any delinquent installment of principal and interest, whichever is greater, may be assessed if delinquency has extended for at least 15 days.</p> <p>8. Upon prepayment in full, any unearned Finance Charge will be refunded based on the "Rule of 78's."</p> | <p>9. Property Insurance, if written in connection with this loan, may be obtained by Debtor through any person of his choice reasonably acceptable to Bank. If obtained through the Bank, the cost of such insurance will be as stated in item 2(II).</p> <p>10. Bank does not require that the Debtor carry Credit Life Insurance. Such insurance is available under a group policy of Old Republic Life Insurance Company, 307 North Michigan Ave., Chicago, Ill. 60601. If an amount is stated for Item 2-1, Debtor by signing below affirms his election for and notice of Credit Life Insurance, and authorizes the charge opposite 2-1, the insurance to cover the Debtor as indicated below. The insurance is available only to a Debtor under 65 years of age on the date hereof. Extent of coverage is for unpaid part of Item 5 but limited to \$10,000.00 total for this and all other obligations of insured Debtor to The Citizens National Bank. The term of the insurance commences on the date this is executed. Insurance expires on maturity of contract, and is subject to termination in the event of default in installment payments.</p> |
|---|---|

CREDIT LIFE INSURANCE AS ABOVE IS DESIRED ON THE DEBTOR WHOSE SIGNATURE APPEARS BELOW.

Date _____

Worksheet

Fill in the Blanks

- Charges other than the principal of the loan might include 1. _____ 2. _____ 3. _____ 4. _____ 5. _____.
- The total of payments will include the _____ and the _____.
- You will be assessed a late fee of _____ or _____ if your delinquency has extended for at least _____ days.
- You may obtain property insurance through an _____ of your choice _____ to Bank.
- Bank _____ require that the debtor carry _____ Life Insurance.

GOAL V: UNDERSTANDING FORMS

Objective 5206: Students will read to translate financial agreements on sales and rent agreements.

Suggested Activity

Given a copy of a retail installment sales agreement from a local store, the student will read to answer the questions found in the task folder.

Directions: Read the retail sales agreement (next page) and answer the questions below by encircling yes or no.

Sample Questions

Circle Yes or No

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Do not sign this agreement in any spaces that are left blank. |
| Yes | No | 2. | You cannot get a refund of the Finance Charge even if you pay in full ahead of time. |
| Yes | No | 3. | The store can enter your premises to repossess the item if you default on your agreement. |
| Yes | No | 4. | You may have your own copy of the agreement. |
| Yes | No | 5. | You can take the seller's word about what the agreement says and not bother to read it before you sign it. |
| Yes | No | 6. | You will have to pay a delinquency charge of 5% if you are more than 15 days late with your payment. |
| Yes | No | 7. | If you default, you will have to pay the attorney's fee for foreclosure. |

GOAL V: UNDERSTANDING FORMS

Objective 5207: Students will read to translate financial agreements on subscriptions.

Suggested Activities

- A. Given a subscription blank for the Literary Guild, the student will show he understands the financial agreements on the subscription by answering the questions on the worksheet.

Directions: Read the subscription blank and answer the questions below.

**Save up to 40%
on every best seller
you buy.**

**And the introductory offer adds
up to even more savings.**

(Your choice of 4 books)	(their cost in publishers' editions)
1.	
2.	
3.	
4.	

Total retail value: \$
What you pay by joining now — 1.00*
Your savings on this offer \$

TIME

*plus handling and shipping charge

 **The Literary Guild**
Dept. FR 279, Garden City, N.Y. 11530

Please accept my application for membership in The Literary Guild and send me the 4 books or sets whose numbers I have printed in the boxes below. Bill me only \$1 plus shipping and handling.

I agree to the membership plan as described in this ad and understand that I need only buy 4 more books, at regular low club prices, whenever I want them.

--	--	--	--

Mr. _____
Mrs. _____
Miss _____ (Please Print)

Address _____

City _____

State _____ Zip _____

Members accepted in U.S.A. and Canada only. 52-G125
Canadian members will be serviced from Toronto.
Offer slightly different in Canada.

Note: All prices quoted are for publishers' editions.
First number listed beside each book is the order number.

Questions

1. When can you cancel your membership?
2. Who pays the shipping charge?
3. How many books must you buy?
4. Are you guaranteed a lower price on the books?
5. What is the cost for your first four volumes?

- B. After reading a copy of a subscription blank from a magazine, the student will show his understanding of the financial agreement by answering the questions on a chart.

Directions: Read the magazine subscription and answer the following questions. Be prepared to explain your answer.

Send me 29 weeks of TIME and bill me for \$9.97		
(29 issues of TIME would cost \$17.40 at the newsstand)		
<input type="checkbox"/> I prefer to double my savings Send me 58 weeks for \$19.94		
Name Miss/Mrs/Mr _____ (please print)		
Address _____		Apt. No. _____
City _____	State _____	Zip Code _____
Signature _____		
If college student, please indicate <input type="checkbox"/> undergraduate <input type="checkbox"/> graduate		
Name of College/University _____		Year Studies End _____
Rate good only for U.S. New subscribers only		T 40739

Save
\$7.43

Questions

1. For \$9.97 how long will you receive this magazine?
2. If you live in an apartment, what specific information must you include when filling out your address?
3. If you already subscribe to this magazine, can you renew your subscription with this application? Explain.
4. If you order this magazine for 58 weeks, what will your total be?
5. What additional information is requested from a college student?

GOAL V: *UNDERSTANDING FORMS

Objective 5208: Students will read to translate financial agreements on long term financial agreements.

Suggested Activities

- A. Given a Sears Revolving Charge Account and Security Agreement, the student will read the agreement and answer questions about the contents.

Directions: Read the Sears Agreement (next page) and answer the questions below.

Questions

1. How many options are available for each monthly billing period?
2. How are finance charges determined?
3. What is the minimum payment for a balance of \$434.75?
4. What does this agreement authorize Sears to investigate and report?
5. What information is given about retaining title to the merchandise purchased?
6. Under what circumstances are financial charges assessed?
7. Under which state law are the credit terms determined?
8. What specific notices are directed to the buyer?

Sears Revolving Charge Account and Security Agreement

Sears, Roebuck and Co

I agree to the following regarding all purchases made on my Sears Revolving Charge Account and Security Agreement

1. I have the following options each monthly billing period.

(A) I will pay the entire New Balance within **30** days of the Billing Date shown on the monthly billing statement, or

(B) I will pay the deferred payment price for each purchase consisting of the cash price and a Finance Charge.

(1) The Finance Charge will be computed upon the **AVERAGE DAILY BALANCE** of my account in each monthly billing period.

(a) The **AVERAGE DAILY BALANCE** is determined by dividing the sum of the balances outstanding for each day of the monthly billing period by the number of days in the monthly billing period.

(b) The balance outstanding for each day of the monthly billing period is determined by subtracting payments and credits from the previous day's balance excluding any purchases added to the account during the monthly billing period and excluding any unpaid Finance Charge.

(2) **FINANCE CHARGE** will be determined by applying a periodic rate of 1 5% per month (**ANNUAL PERCENTAGE RATE of 18%**) to the **AVERAGE DAILY BALANCE**.

(3) When the **AVERAGE DAILY BALANCE** for a monthly billing period is \$33.00 or less, the **FINANCE CHARGE** for the billing period, at Sears option, will be **50c** instead of the amount computed above

(4) No **FINANCE CHARGE** will be assessed:

(a) In a monthly billing period during which there was no previous balance.

(b) In a monthly billing period during which payments and/or credits equal or exceed the previous balance.

(c) On unpaid Finance Charge, or

(d) On purchases during the monthly billing period in which they are added to the account

(5) I will pay the deferred payment price for all purchases in monthly payments within **30** days from each monthly Billing Date according to the following schedule

If the New Balance is:	The Minimum Payment will be:
\$.01 to 10.01	Balance \$10.00
10.01 to 200.01	\$10.00
200.01 to 250.01	15.00
250.01 to 300.01	20.00
300.01 to 350.01	25.00

If the New Balance is:	The Minimum Payment will be:
\$350.01 to \$400.00	\$30.00
400.01 to 450.00	35.00
450.01 to 500.00	40.00
Over \$500.00	1/10 of New Bal.

I have the option of paying more than the minimum payment each month.

(6) If I fail to pay any minimum payment when due, Sears may declare my entire balance due and payable.

(7) Sears shall retain title to merchandise purchased under this agreement until paid in full. Each payment shall be applied to merchandise and services as follows, first to unpaid Finance Charge; then, as to items purchased on different dates, the first purchased shall be deemed first paid, as to items purchased on the same date, the lowest priced shall be deemed first paid.

(8) I have the right to pay my entire balance in full at any time without incurring a subsequent Finance Charge.

2 I agree that the Finance Charge and other credit terms will be determined by the law of my State of Residence. If I change my State of Residence I will inform Sears, and Sears will provide me with a new agreement containing the Finance Charge and other credit terms applicable to my new State of Residence

3 Sears is authorized to investigate my credit record and report to proper persons and bureaus my performance of this agreement.

4 Sears waives the right to retain or to acquire any lien arising solely by operation of law in real property used or expected to be used as my principal residence. This provision is not applicable to judgement liens.

NOTICE TO BUYER: (1) Do not sign this contract before you read it or if it contains blanks. (2) You are entitled to a copy of this contract. Keep it to protect your legal rights. (See NOTICE below.) (3) You have the right to pay in advance the full amount due.

 (CUSTOMER'S SIGNATURE)

ACCEPTED SEARS ROEBUCK AND CO

By _____ (Date)

NOTICE: To open a new Sears Revolving Charge Account, residents of **Maine, New Hampshire and Rhode Island** should read and sign the above agreement and return it to us together with the completed credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement for you to keep.

Residents of other states should complete and return the credit application on the preceding page. When your application is accepted, we will send you a copy of the agreement to sign and return to us, together with a copy for you to keep.

- Directions:
1. Read a charge account agreement.
 2. Locate the words listed below on the agreement.
 3. Circle these words.
 4. Read them in context.
 5. Write a definition of each word on your paper.

periodic	provision	allocate
delinquency	credit	encumber
option	compute	dispose
incurring	security	comply

[illegible]

GOAL V: UNDERSTANDING FORMS

Objective 5209: Students will read to translate financial agreements on hotel reservations.

Suggested Activities

- A. Given a copy of a hotel reservation confirmation, the student will answer the questions about the reservation.

Directions: Read the hotel reservation confirmation below, and answer the questions.

The Cozy Rest Inn
1511 Sleepy Hollow Lane
Pleasant Valley, Maryland
301-963-8765

Received confirmation for _____ for 8-10-74.
At this time notify the management of your plans. Arrangement will be made to hold the room.

Questions

1. Circle the time the reservation will no longer be held.
 2. Underline what you would do if your arrival time is 6:30.
 3. In what state is the hotel located?
 4. What words indicate you will have a restful vacation.
- B. Given a confirmation from a hotel, the student will read to translate the financial agreements on it and complete and fill in the blank worksheet.

Directions: Read the confirmation from the motor hotel (next page). Fill in the blanks to complete the sentences below.

1. You will stay at the motor hotel _____ days.
2. Your total bill for three days came to _____.
3. You will owe the hotel _____.
4. The hotel cost approximately _____ per person a day.
5. If you discover a mistake in your bill when you get home, you should call _____.
6. If your plans are changed and you cannot keep your reservation you should notify the hotel _____ in advance so that your deposit will be refunded.

The Diplomat MOTOR HOTEL

BOARDWALK AT 26TH STREET
OCEAN CITY, MARYLAND

TEL 301-289-7148

Dear Mr. Brown:

Thank you for your thoughtfulness in requesting an advance reservation for accommodations at the Diplomat Motor Hotel.

We are delighted to confirm your request as designated below. Your deposit guarantees your room for the arrival day listed below. Upon registration, the balance for your stay will be due. In the event your plans are changed please notify us 72 hours in advance, so that your deposit may be refunded.

We are looking forward to having you with us and know that your stay will be pleasant.

Sincerely yours,

Margaret

CHECK-IN TIME 2:00 P.M. CHECK-OUT TIME 11:00 A.M.

ARRIVAL DATE: *7/22*

DEPARTURE DATE: *7/25*

ACCOMMODATIONS: *1 efficiency*

NO. OF GUESTS: *5*

RATE PER DAY: *43.00*

DEPOSIT RECEIVED: *43.00*

We do not confirm reservations for single boys or single girls or groups of either.

[[OPEN YEAR ROUND]]

APPENDICES

(To be used as a resource for teachers only)

- I. Appendix A: Sample Lesson Plans
 1. Primary - Level K-3 (A)
 2. Primary - Level K-3 (B)
 3. Intermediate - Level 4-6 (A)
 4. Intermediate - Level 4-6 (B)
 5. Middle School - Level 7-9 (A)
 6. Middle School - Level 7-9 (B)
 7. High School - Level 10-12 (A)
 8. High School - Level 10-12 (B)
- II. Appendix B: Idea Hodge-Podge
 1. Games to Reinforce Vocabulary
 2. Games to Adopt for any Level
- III. Appendix C: Classified Vocabulary, and Terms for Pilot Schools
 1. General
 2. Building Signs
 3. Road Signs
 4. Textbooks, Tests, and Assignments
 5. Games and Kits
 6. First Aid
 7. Telephone
 8. Cooking
 9. Basic Utility and Household Appliances
 10. Maps

- 11. Mass Transportation
 - 12. Medicines
 - 13. Food Labels
 - 14. Metric Symbols
- IV. Appendix D: Corlett Wilson's 225 Essential Vocabulary

APPENDIX A:
SAMPLE LESSON PLANS

Primary - Level K-3 (A)

Objective 1107: Students will read to interpret basic directional type vocabulary from road signs.

Teacher Directed Procedures - On overhead, present several colored road signs. Have students or teacher read and discuss where they would be found and why.

Follow-up:

Activity

1. Students color ditto shapes, cut them out and paste on paper.

Activity

2. Have pupils take tour of school and nearby area to find actual signs in or near the school.

Activity

3. Student will match word color card to the sign shape.

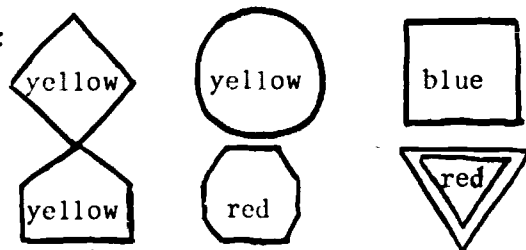
Activity

4. Each student will make his own set of word cards for review.

Materials:

1. Set of road sign shapes in correct colors without specific symbols.
2. Set of word cards or colored paper. Color word on one side, color meaning on reverse.
3. Ditto of shapes to be colored.

Examples:



Word card samples:

front	back	front	back
yellow	caution	black and white	gives directions
red	do not	green	can do
blue	help for you		

Evaluations:

1. Students will demonstrate relationship of color to shape by telling the teacher the color of each shape.
2. Students will label the signs on a ditto worksheet.
3. Students will use a matching board and match colored shapes to the meanings printed on the board.

Primary - Level K-3 (B)

Objective 5101: Students will read to report personal information on forms for school.

Materials:

Worksheets, paper, pencil, overhead projector, transparency

Teacher Directed Procedures:

1. Using an overhead and transparency of a form, including name, address, and phone number, the teacher will fill in each item as it is discussed by the class.
2. Students discuss the importance of being able to relate this information.
3. Students discuss situations that tell when and where they might need to know such information.
4. As a homework assignment the student will learn his correct address and phone number.

Follow-up:

1. Students will take turns filling out parts of a form using the overhead projector and a transparency using information from homework assignment.
2. Students may role-play situations where they would need to tell this information.

Evaluations:

Students will fill in their own form with personal information to show their understanding of this concept.

Sample Form

Name: _____
 Last First Middle

Address: _____
 Street

 City State Zip

Telephone No.: _____

Intermediate - Level 4-6 (A)

Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

Materials:

1. Prescription labels duplicated on black board
2. Several prescription bottles with labels (one for each student is ideal).

Teacher Directed Procedures:

1. Have the students examine the prescription label that has been written on the board and discuss what information is given. This should include name of person, dosage, date, etc.
2. Discuss meaning of dosage.
3. Student will read aloud dosage on his bottle and discuss its meaning.

Follow-up:

Role-play situation where it is necessary to read a label before administering any medication.

Evaluations:

1. Students will list what important information is found on a prescription label and why it is there.
2. Students, when given a dosage direction, will tell how much of the medicine should be given at a time, and how many times a day it should be given.

Middle School - Level 7-9 (A)

Objective 2103: Students will read to locate references within a catalog for use in school, at a job, or at home by utilizing the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.

Behavioral Objectives:

1. Students will read from a catalog to locate items from given descriptions.
2. Students will identify basic components of a catalog advertisement: illustration, description, and cost of item.

Activities:

1. Teacher-Directed
 - a. Present students with copies of a catalog.
 - b. Let children explore the catalog freely for five minutes.
 - c. Direct students to an advertisement in the catalog and help them identify the illustration, the description, and the cost.
 - d. Guide children to discover the similarities between the item advertisements.
 - e. Present students with a hypothetical situation: You can choose a present for yourself that costs less than \$10.00.
 - f. Have the students find the item.
 - g. Identify category of item.
 - h. Read as much information from the description as possible.
 - i. Identify cost.
2. Independent Activities
 - a. Direct students to make a catalog of their own, choosing different gift items for different members of their family. Students will include the picture of the item, its cost, and their own description of it.

- b. Given list of items and page number, direct students to find the item and locate cost.
- c. Multiple choice activity asking student which item could be found on a particular page.

Intermediate - Level 4-6 (B)

Objective 4303: Students will read to elicit necessary information for societal purposes from newspaper materials.

Behavioral Objectives:

1. Students will identify different types of articles in a children's newspaper (e.g., news, cartoon, puzzle, recipe)
2. Students will read to identify article supplying information concerning a specific topic
3. Students will identify vocabulary words relevant to newspaper construction (e.g., title, caption, article, date, headline)

Activities:

1. Teacher-Directed
 - a. Students will explore newspaper followed by discussion of types of articles and vocabulary.
 - b. Examine an article with students and identify the main points of information.
 - c. Write language experience story in the form of a news article about the class noting sequential and important information. Students will supply appropriate illustration, title and caption.
2. Student-Directed
 - a. Students match captions with pictures.
 - b. Students match titles with articles.
 - c. Students, working in groups, contribute different types of articles to produce a mini-newspaper.
 - d. Students make questions from a newspaper article to ask a friend or teacher.

Assessment:

After exploring a children's newspaper, the students will respond to questions. (e.g., Are all the articles about things that really happened? What is written at the beginning of each article?)

Middle School - Level 7-9 (B)

Objective 4401: Students will read to elicit necessary information for the home from newspaper ads.

Activity:

Students will contrast and compare food prices in different supermarkets and/or different areas of the country.

Materials:

Try to collect supermarket ad pages from many different papers and from different areas of the country. The ads should reflect approximately the same time period (April, etc.)

Teacher-Directed Procedure:

Using two ads the teacher will have the class discuss the ads to compare and contrast food prices. Individual students will fill in a chart on poster paper or on the blackboard.

Follow-up:

Consists of four parts - students can work in pairs to make the activities become a race or game.

GROCERY SHOPPING			
Part I - Select 5 "cardboard foods." Try to find the following information about the products. Use the newspaper advertisements.			
Item	Size	Price	Store
A			

Part II - Comparison - Find two different prices for the items listed below. List a store for each price. Note the size and/or quantity desired. (Brand names may be different.)		
Item	Price #1 - Store	Price #2 - Store
A 1 lb. bologna		
B 1 lb. margarine		

Part III - Coupons - Find 5 items advertised with coupons. Complete the other information.

Item	How much off?	Store	Date(s)

Part IV - You are inviting four friends for lunch. You have \$10.00 to spend to feed five people. Plan a meal using advertisement information. (List foods and prices on the back of this sheet. Remember that you must buy everything for the "party.")

Evaluation:

Discussion of activity, listing price information on the board, and checking each other for accuracy: Part IV will serve as an evaluative device.

Reinforcement:

Folding centers

High School - Level 10-12 (A)

Objective 1302: Students will read to interpret labels on packages and containers to know how to protect themselves from injury or inconvenience and to care for children and possessions.

Behavioral Objective:

Student will complete a worksheet listing information that is found on labels of various home cleaning products.

Materials:

Display of actual boxes; cans or bottles of cleaning products such as detergents, bleach, ammonia, scouring cleanser, and soaps.

Teacher-Directed Procedures:

1. Teacher introduces the exercise by displaying boxes, cans, and bottles of cleaning products - detergents, scouring cleansers, dishwashing liquids, ammonia, bleach, etc.
2. Teacher points out: brand names (Spic and Span), type of product (cleaner), manufacturer's address, weight, size (family size), ingredients, directions for use, cautions.
3. Teacher will lead class discussion of information found on the labels and how this information should be interpreted.

Follow-up:

Student Activities

1. Student completes the worksheet by listing the information as they find it. (Rulers may be provided so students can divide the papers in section.)
2. After completion of the worksheet(s), students discuss each product and tell whether or not they feel the label was good or poor. A good label would tell most of the information listed on the worksheet.

Sample Worksheet								
Name _____		Section _____			Date _____			
Brand Name	Type of Product	Manufacturer's Name, Address	Weight	Size	List of Ingredients	Amount to Use	How to Use It	Cautions

High School - Level 10-12 (B)

Objective 2302: Students will read to locate references within a multi-resource center for use in school, at a job, or at home by utilizing reference books and materials.

Sub-Goal:

Diagnosis of needs and maintenance of library skills.

Teacher-Directed Procedures:

The teacher or media specialist will direct the class's attention to the various areas and materials in the media center and discuss briefly each part.

Follow-up:

Students will complete the assignment on the worksheet.

READ AND FOLLOW THE DIRECTIONS: In the following situations, decide whether it would be best and/or fastest to look for a book in the card catalog a reference book (Atlas, Almanac, Dictionary, Encyclopedia, etc.), or in the readers' guide to periodical literature. Write down your choice in column #1. Then go to the media center and try to find the information to answer the question or to check a given fact. Write the answer or tell whether a fact is true or false. If a fact is false, write down the correct information in column #2. Column #3 is for you to indicate any trouble you had or any additional materials that you used.

	Column #1	Column #2	Column #3
1. A friend of the family returned from a trip around the world. He mentioned visiting a place named Mandalay. You want to know where it is but he leaves before you can ask him.			
2. Mark has become interested in magic and wants to learn how to do some tricks with cards or coins. Where would he find such information?			
3. You have just read a biography of Mozart. You have to give an oral report about this book in class, but you don't know how to pronounce his name.			
4. Maria plans to play the part of a pioneer woman in the Junior Class play. She wants to make a costume for herself, but she doesn't know what it should look like.			
5. You think that the zip code of Cincinnati, Ohio is 45303, but you aren't sure. Check.			
6. You and your father had an argument about baseball. He says that Ty Cobb began playing baseball for the Brooklyn Dodgers in 1905. You disagree.			

7. The science teacher asks you to find out where the pawpaw tree grows.
8. You are playing a trivia game and someone asks you to name the world's longest river.
9. Your friend suggests that you read an article about snowmobiling in the 1972 issue of Outdoor Life. She can't remember whether it was the November or December issue.
10. Your teacher recommends the novel, I Am Rosemarie. You want to find out the setting or some background about the book.
11. You enjoy short stories. Your cousin suggests that you read some of Robert Louis Stevenson's works. You want to find out which stories are available in the school media center.
12. Your history assignment asks you to list three articles written about the possible impeachment of President Nixon. Your teacher suggests that you find articles written between January 1974 and the present.

Column #1	Column #2	Column #3

APPENDIX B:
IDEA HODGE-PODGE

Idea Hodge-Podge

A. Games to Reinforce Vocabulary

1. Mobile of high-frequency.
2. "Pop-It" - Student chooses a balloon and pops it. He reads the words inside and matches them to a displayed picture, sign, shape, or definition. Then he reads the word orally.
3. Twister - Use floor sheet from Twister game and place the words on a sheet. Use Twister game spinner and follow the rules for Twister. The student must read the word he lands on.
4. Goodie Jar - (Candy Jar - Cookie Jar) Words are on a cookie or candy shape. The student draws a card, reads the word and then uses it in a sentence or matches it to shape or fit into a sentence, etc.
5. Game Boards - many variations can be made. Use any commercial board to get ideas. Place vocabulary in spaces on board.
6. Fish - Vocabulary words on fish shapes with paper clip noses. Student uses a stick with a magnet on a string to catch a fish. Read word, and then match the word to a definition, etc.
7. Bingo-Wordo - Make bingo card with the vocabulary words in the spaces. The teacher or leader reads a definition, while the students cover the words. Five in a row wins the game.
8. Concentration - Prepare two sets of vocabulary cards and then place them face down. The student will turn over 2 cards; if they match he reads them and keeps the cards. If they don't match, the student turns them over again and the next player takes a turn. The winner has the most word cards at the end of the game.
9. "Within-these-Walls" - Diagram of a building with sign cards. From a pile the student draws a card, reads it, and then places it on the proper place on the diagram. (Variation-use pictures of different kinds of buildings and place signs on pictures.)
10. "Hang-Ups" - Words are written on cards in the shape of clothes and placed in a small basket. Student reads words and places them on a clothesline in alphabetical order.
11. Cross-Word Puzzles
12. Grab Bag - Place word cards in small bags. Students choose bag and read word to match, define, etc.
13. Relay Race - Leader or teacher says the words and the first student in each team races to find the sign, signifying the word, touches it, and then returns to the starting line.
14. "Sign-Man" - (Every pupil response idea) Students are given a set of duplicate signs. The teacher or leader says the words, and then the students hold up word cards.
15. "Be-It" - Student draws a sign, a vocabulary word or a phrase card. They pantomime it for others to guess. The child that guesses correctly gets the point.
16. "Match-Ups" - Cut vocabulary word and definitions apart as a puzzle. Student must match pieces, and then read the complete strip.

17. "Word Slap" - The student takes a card from the pile, reads it, and then places it face-up in the discard pile. If the word belongs to the category specified, he slaps the discard pile and gets to take the entire discard pile. If the word does not belong to the category specified, the next player takes a turn. The winner is the student with the most cards.
18. "Reading Throw" - Place word cards and phrase cards, and then strip with a direction to follow in a box partitioned into small sections. The student throws a ball into the box. He then reads the card in the partition where the ball lands.

B. Games to Adapt for Any Level

1. "Make-a-Cake"

- a. Place empty cake boxes in a large container.
- b. The students draw out a box and read the recipe on the back of the box silently.
- c. Quantities and ingredients are printed on duplicate cards. These are clipped to a large cake-shaped poster. Students then take turns removing one card at a time to arrange them in a sequential order as found on the recipe:

2. Relay "Fill-a-Form"

- a. Each team has a blank personal information form.
- b. The first student on the team runs to the dial and spins it. (Dial has title of each blank of personal information printed on it.) The student then reads where the spinner stops and then returns to the form to fill in that space with the information.
- c. The first team completing the form is the winner.

3. "Wobbly Wheels"

Here it is kids, the first really original game to come along since they invented Wacky Stickers! And this one's just about as wacky. But don't give up: you really should try it. First, you'll have to make some cards. To do this, cut up some old shirt cardboards (or anything else that your parents say you can cut) into squares or rectangles about the size of playing cards. On each one, write one of the instructions below. Leave the other side blank. Here are the instructions:

Go to camping	Go again
Move back 4 spaces	Move forward 2 spaces
Go back to start	Move forward 3 spaces
Speeding: go to jail,	Move back 5 spaces
lose 3 turns	Accident: stay in hospital 3 turns
Call home: go to	Bad report card: go back to
telephone	school
Move forward 5 spaces	Go again, 2 times
Move forward 4 spaces	

[illegible]

WOBBLY WHEELS

4. "Scavenger Hunt" (to follow directions)
 - a. Give student a dittoed list of directions, such as
"What color is the door of the teachers' lounge?"
"Go to the gym. On the left hand set of doors is
a number. Copy it here."
 - b. Students hunt the building to record answers.
 - c. The first student to complete the sheet is the winner.
5. "Map Cut Apart" - Give the student a map that has been cut
into puzzle pieces. He assembles the map to answer questions
given on ditto.
6. "Musical Forms"
 - a. Set up chairs as in musical chairs and place a blank
personal information form on each chair.
 - b. The students then move around to music. When the music
stops, they fill in as many of the blanks on the form as they
can before the music starts again (using own personal
information).
 - c. The winner is the student who completes a form first.

APPENDIX C:
CLASSIFIED VOCABULARY
AND
TERMS FROM PILOT SCHOLS

GENERAL

1. Adults only
2. Beware
3. Beware of dog
4. Caution
5. Closed
6. Comoustible
7. Contaminated
8. Depp water
9. Do not inhale fumes
10. Do not use near heat
11. Do not use near open flame
12. Dynamite
13. Explosives
14. Flammable
15. Found
16. Fragile
17. Gasoline
18. Gate
19. Handle With Care
20. Hands off
21. Help
22. High Voltage
23. Inflammable
24. Information
25. Keep Away
26. Keep Off (the grass)
27. Lost
28. Live Wires
29. No Living
30. No fires
31. No fishing
32. No hunting
33. No spitting
34. No Swimming
35. No Touching
36. No Trespa sing
37. Open
38. Out
39. Out of Order
40. Poison
41. Poisonous
42. Posted
43. Private
44. Private Property
45. Safety First
46. Shallow Water
47. Shelter
48. Thin ice
49. This end up
50. This side up
51. Use in open air
52. Violators will be prosecuted
53. Wanted
54. Warning
55. Wet Paint
56. Danger

BUILDING SIGNS

- | | |
|------------------------------|---------------------------|
| 1. Bus station | 28. No Admittance |
| 2. Condemned | 29. No Checks Cashed |
| 3. Dentist | 30. No Credit |
| 4. Do not crowd | 31. No Dogs Allowed |
| 5. Do not push | 32. No Loitering |
| 6. Do not shove | 33. No Minors |
| 7. Doctor | 34. No Smoking |
| 8. Down | 35. Nurse |
| 9. Elevator | 36. Office |
| 10. Escalator | 37. Lout |
| 11. Emergency Exit | 38. Police (station) |
| 12. Employees Only | 39. Post No Bills |
| 13. Entrance | 40. Post Office |
| 14. Exit | 41. Private |
| 15. Exit Only | 42. Push |
| 16. Fallout Shelter | 43. Pull |
| 17. Fire Escape | 44. Smoking Prohibited |
| 18. Fire Extinguisher | 45. Blacktop |
| 19. First Aid | 46. Step Down (Up) |
| 20. Gentlemen | 47. Inside |
| 21. In | 48. Outside |
| 22. Information | 49. Terms cash |
| 23. Keep Closed At All Times | 50. Up |
| 24. Keep Out | 51. Use Other Door |
| 25. La | 52. Watch Your Step |
| 26. Men | 53. Ask Attendant for Key |
| 27. Next (window gate) | 54. Danger |

ROAD SIGNS

- | | | | |
|-----|--------------------------------|------|---------------------------------|
| 1. | All Cars (Trucks) Stop | 51. | Merging Traffic |
| 2. | Ask Attendant for Key | 52. | Military Reservation |
| 3. | Beware of Cross Winds | 53. | Next |
| 4. | Bridge Out | 54. | No Left Turn |
| 5. | Bus Only | 55. | No Parking |
| 6. | Caution | 56. | No Passing |
| 7. | Construction Zone | 57. | No Right Turn |
| 8. | Curb | 58. | No Right Turn on Red Light |
| 9. | Danger | 59. | No Smoking Area |
| 10. | Dangerous Curb | 60. | No Standing |
| 11. | Dead End | 61. | No Turns |
| 12. | Deer (Cattle) Crossing | 62. | No Stopping |
| 13. | Detour | 63. | No "U" Turns |
| 14. | Dim Lights | 64. | Not a Through Street |
| 15. | Dip | 65. | One Way - Do Not Enter |
| 16. | Do Not Block Walk (Driveway) | 66. | One Way Street |
| 17. | Do Not Enter | 67. | Pavement Ends |
| 18. | Drifting Sand | 68. | Playground |
| 19. | Drive Slow | 69. | Proceeds At Your Own Risk |
| 20. | Emergency Vehicles Only | 70. | Private Road |
| 21. | End 45 | 71. | Put On Chains |
| 22. | End Construction | 72. | R.R. |
| 23. | Entrance | 73. | Railroad Crossing |
| 24. | Exit Only | 74. | Rest Rooms |
| 25. | Exit Speed 30 | 75. | Resume Speed |
| 26. | Falling Rocks | 76. | Right Lane Must Turn Right |
| 27. | Flooded | 77. | Right Turn Only |
| 28. | Four Way Stop | 78. | Road Closed |
| 29. | Freeway | 79. | Road Ends |
| 30. | Garage | 80. | School Stop |
| 31. | Gate | 81. | School Zone |
| 32. | Go Slow | 82. | Slide Area |
| 33. | Hospital Zone | 83. | Slippery When Wet (Frosty) |
| 34. | Inspection Station | 84. | Slow Down |
| 35. | Junction 101 A | 85. | Slower Traffic Keep Right |
| 36. | Keep To the Left (Right) | 86. | Speed Checked by Radar |
| 37. | Lane Ends | 87. | Steep Grade |
| 38. | Last Chance For Gas | 88. | Stop |
| 39. | Left Lane Must Turn Left | 89. | Stop Ahead |
| 40. | Left Lane on this Signal Only | 90. | Stop for Pedestrians |
| 41. | Left Turn Only | 91. | Stop When Occupied |
| 42. | Left Turn O.K. | 92. | Stop Motor |
| 43. | Loading Zone | 93. | This Lane May Turn Left |
| 44. | Look | 94. | This Road Patrolled by Aircraft |
| 45. | Look Out For the Cars (Trucks) | 95. | Three Way Light |
| 46. | Listen | 96. | Turn Off 1/2 Mile (1/4 Mile) |
| 47. | M.P.H. | 97. | Turn Off |
| 48. | Mechanic on Duty | 98. | Traffic Circle |
| 49. | Men Working | 99. | Truck Route |
| 50. | Merge Left (Right) | 100. | Unloading Zone |

ROAD SIGNS

101. Use Low Gear
102. Watch For Flagman
103. Watch For Low Flying Aircraft
104. Winding Road
105. Yield
106. Yield Right of Way
107. Bus Stop
108. Don't Walk
109. Do Not Cross
110. Information
111. No Road Signs
112. Pedestrians
113. Prohibited
114. Post No Bills
115. Walk
116. Toll Ahead
117. Right Lane
118. Left Lane
119. Closed
120. Do Not Pass
121. Thru Traffic

TEXTBOOKS, TESTS, AND ASSIGNMENTS

1. Directions
2. Instructions
3. Cut
4. Match
5. Paste
6. Draw
7. Color
8. Draw a line under (around) (through) (over)
9. Mark
10. Put a cross (mark) on
11. Write
12. Put in the correct sequence (order)
13. Number your paper
14. Write your name (date)
15. Choose the right word (answer) (meaning)
16. Cross out
17. Draw a circle (ring) around
18. Put a check (before) (after)
19. Fill in the blank (missing word)
20. Write a short answer
21. Copy these sentences (words) (phrases)
22. Underline
23. Make two columns
24. Draw a line between
25. Make a list
26. Circle the letters
27. Draw a vertical line
28. Classify
29. Write yes or no (true or false)
30. Write the word after its meaning
31. Write the word that means the same (almost the same)
32. Put in ABC (alphabetical order)
33. Write S if words mean the same; write O if they mean the opposite

GAMES AND KITS

1. Instructions
2. Directions
3. Each player
4. Spin
5. Left - right
6. Starter
7. In turn
8. Spaces
9. Move
10. Playing board
11. Partner
12. Token
13. Path
14. Lands
15. Follow
16. Forward
17. Backward
18. Cards
19. Stack
20. Pile
21. Draw (a card)
22. Penalty
23. Collect
24. Pairs
25. Spread
26. Storing
27. Mix
28. Rows
29. Picture side up (down)
30. Wins
31. Moves first
32. Highest number
33. Begins the game
34. Moves back
35. Jump (over)
36. Blocked
37. Match
38. Name (words)
39. Choose
40. Place
41. Pick
42. Shuffle
43. Deal
44. Dealer
45. Discard
46. Chips
47. Dice
48. Select
49. Bid
50. Purchase
51. Buy
52. Join
53. Glue
54. Diagram
55. Paint
56. Cement in place
57. Slide
58. Position
59. Pressing down
60. Pattern
61. Knot
62. Outline
63. Stitch key
64. Color key
65. Transfer
66. Guide
67. Base
68. Model
69. Trace
70. Trim
71. Embroidering
72. Braid
73. Yarn
74. Assemble
75. Mount
76. Insert
77. Push
78. Repeat
79. First - then next

FIRST AID

- | | |
|---------------------------------------|----------------------|
| 1. Ammonia | 21. Adhesive |
| 2. Wood turpentine | 22. Bandage |
| 3. Kerosene | 23. Gauze |
| 4. Insecticide | 24. Dilute |
| 5. Rat poison | 25. Tourniquet |
| 6. Lye | 26. Milk of Magnesia |
| 7. Drano | 27. Scissors |
| 8. Iodine | 28. Tweezers |
| 9. Mercurochrome | 29. Cotton |
| 10. Antiseptic | 30. Sterile |
| 11. Antidote | 31. Alcohol |
| 12. Caution | 32. Heating pad |
| 13. Do not inhale fumes | 33. Ice bag |
| 14. First Aid | 34. Hot water bottle |
| 15. Nurse | 35. Solutions |
| 16. Combustible | 36. Sling |
| 17. Contaminated | 37. Physician |
| 18. Do not use near heat (open flame) | 38. Hospital |
| 19. Doctor | 39. Thermometer |
| 20. Bandaid | 40. Aspirin |

TELEPHONE

1. Directions
2. Instructions
3. Operator
4. Dial
5. Emergency
6. Fire Department
7. Area Code
8. Police
9. Ambulance
10. Doctor
11. Physician
12. Director Assistance
13. Business Office
14. Repair Service

15. Telegrams
16. Collect calls
17. Direct Distance Dialing (DD)
18. Long distance
19. Person to Person
20. Station to station
21. Rate
22. Toll call
23. Customer
24. Credit Card
25. Emergency
26. Call Guide
27. White pages
28. Yellow pages

COOKING

- | | | | |
|-----|---|-----|--------------------------|
| 1. | Instructions | 47. | Waffle iron |
| 2. | Directions | 48. | Casserole |
| 3. | Do not refreeze | 49. | Electric frypan |
| 4. | Recipe | 50. | Grate |
| 5. | Formula | 51. | Low - med. - high (heat) |
| 6. | Ingredients | 52. | Peel |
| 7. | Mix | 53. | Broil |
| 8. | Drain | 54. | Whip |
| 9. | Juice | 55. | Fry |
| 10. | Stir | 56. | Boil |
| 11. | Squeeze | 57. | Speed (mixer) |
| 12. | Pour | 58. | Saute' |
| 13. | Pare | 59. | Chop |
| 14. | Grease | 60. | Measure |
| 15. | Sprinkle | 61. | Knife |
| 16. | Sift | 62. | Freeze |
| 17. | Mold | 63. | Degree° |
| 18. | Oil | 64. | Roll |
| 19. | Scald | 65. | Sugar |
| 20. | Heat | 66. | Flour |
| 21. | Chicken | 67. | Season |
| 22. | Set | 68. | Package |
| 23. | Heat | 69. | Eggs |
| 24. | Fill | 70. | Baking powder |
| 25. | Garnish | 71. | Baking soda |
| 26. | Cake | 72. | Add |
| 27. | Congeaed | 73. | Salt |
| 28. | Serve | 74. | Pepper |
| 29. | Ounce | 75. | Flavoring |
| 30. | Melt | 76. | Vanilla |
| 31. | Cook | 77. | Milk |
| 32. | Pounds | 78. | Margarine |
| 33. | Degrees | 79. | Shortening |
| 34. | Oven | 80. | Mixture |
| 35. | Broiler | 81. | Dissolve |
| 36. | Spread | 82. | Chill |
| 37. | Tablespoon (T.) | 83. | Empty |
| 38. | Teaspoon (tsp.) | 84. | Saucepan |
| 39. | Measuring cup (C.) | 85. | Contents |
| 40. | Mixing bowl | 86. | Teakettle |
| 41. | Measuring spoons | 87. | Altitude |
| 42. | Pot holder | 88. | Thermometer |
| 43. | Egg beater | 89. | Sauce |
| 44. | Flour sifter | 90. | Meringue |
| 45. | Waxed paper | 91. | Blend |
| 46. | Pans (cake, tube, bundt,
frying, muffin, baking, loaf) | 92. | Blender |
| | | 93. | Ounce (oz.) |
| | | 94. | Pound (lb.) |

BASIC UTILITY AND HOUSEHOLD APPLIANCES

- | | |
|-------------------------|-------------------------|
| 1. Instructions | 48. Low - medium - full |
| 2. Directions | 49. Not heat |
| 3. Attachments | 50. Timed |
| 4. Patented | 51. Delicate |
| 5. Manual control | 52. Thermostat |
| 6. Automatic control | 53. Locked |
| 7. Turn | 54. Water level |
| 8. Selector | 55. Higher |
| 9. Dial | 56. Immerse |
| 10. Timer (set) | 57. Heating element |
| 11. Knobs | 58. Vent |
| 12. High - low - normal | 59. Duct |
| 13. Wash | 60. Filter |
| 14. Spin | 61. Fabrics |
| 15. Rinse | 62. Warranty |
| 16. Soak | 63. Guarantee |
| 17. Hot | 64. Appliance |
| 18. Warm | 65. Buzzer |
| 19. Permanent press | 66. Refill |
| 20. Light | 67. Avoid |
| 21. Press button | 68. Lever |
| 22. Lint screen | 69. Higher setting |
| 23. Close door | 70. Outlet |
| 24. Remove | 71. Dust bag |
| 25. Caution | 72. Empty |
| 26. Spray | 73. Disconnect |
| 27. Switch | 74. Socket |
| 28. Plug | 75. Position |
| 29. Cord | 76. Racks |
| 30. Fuses | 77. Illustrations |
| 31. Circuit breakers | 78. Cycle |
| 32. Automatic | 79. Manufacturer |
| 33. Motor | 80. Product |
| 34. Normal load | 81. Furnace |
| 35. Small load | 82. Fuel oil |
| 36. Temperature | 83. Mower |
| 37. Defrost | 84. Gasoline |
| 38. Frost free | 85. Blade |
| 39. Quick chill | 86. Bracket |
| 40. Meat keeper | 87. Sani-cycle |
| 41. Sani-temp | 88. Rinse - hold |
| 42. Vegetable drawer | 89. Light soil |
| 43. Crisper | 90. Power wash |
| 44. Surface | 91. Cancel drain |
| 45. Oven | 92. Light load |
| 46. Left front (rear) | 93. Dry |
| 47. Right front (rear) | 94. |

MAPS

- | | |
|--------------------|----------------------|
| 1. First - tenth | 17. Stationary Front |
| 2. Street | 18. Rain |
| 3. Road | 19. Showers |
| 4. By Pass | 20. Snow |
| 5. Section | 21. Flurries |
| 6. Shopping Center | 22. Milder |
| 7. Park | 23. Daytime |
| 8. Jr. High School | 24. Expected |
| 9. Recreation | 25. East |
| 10. Forecast | 26. West |
| 11. Cold | 27. North |
| 12. Warm | 28. South |
| 13. Hot | 29. Northeast |
| 14. High | 30. Southeast |
| 15. Low | 31. Northwest |
| 16. Temperatures | 32. Southwest |

MASS TRANSPORTATION

- | | |
|------------------------|----------------------|
| 1. Bus Station | 19. Terminal |
| 2. Bus stop | 20. Thru Bus |
| 3. Do not stand up | 21. Express |
| 4. No Dogs Allowed | 22. Reservations |
| 5. No Smoking | 23. Discharge |
| 6. No Spitting | 24. Leave |
| 7. Smoking Prohibited | 25. Arrive |
| 8. Step Down (Up) | 26. Flights |
| 9. Taxi Stand | 27. Airport |
| 10. Watch Your Step | 28. Air Freight |
| 11. Temporary Service | 29. Stops Frequently |
| 12. Via | 30. Timetable |
| 13. SS - Station Stop | 31. Fare |
| 14. f - Flat Stop | 32. Daily |
| 15. ET - Eastern Time | 33. Ramp |
| 16. CT - Central Time | 34. Inspection |
| 17. MT - Mountain Time | 35. Local |
| 18. PT - Pacific Time | |

MEDICINE

- | | |
|----------------------------------|--|
| 1. Not for external use | 8. Adult dosage |
| 2. Not for internal use | 9. Nostril |
| 3. External Use Only | 10. Drops |
| 4. Antidote | 11. Teaspoon |
| 5. Poison | 12. Tablespoon |
| 6. Poisonous | 13. Don't use in, near,
around eyes or face |
| 7. Keep out of reach of children | 14. Laxative |

FOOD LABELS

- | | |
|----------------------------|-------------------------|
| 1. Use Before (date) | 7. Keep refrigerated |
| 2. Do not refreeze | 8. Screw lid on tightly |
| 3. Thawed for convenience | 9. Replace cap |
| 4. Shake well before using | 10. Do not freeze |
| 5. No need to refrigerate | 11. Do not incinerate |
| 6. Refrigerate | |

METRIC SYMBOLS

Kilometer	km	Kiloliter	kl	Metric ton	t
Hectometer	hm	Liter (litre)	l	Kilogram	kg
Dekameter	dam	Milliliter	ml	Gram	g
Meter (metre)	m			Milligram	mg
Decimeter	dm			Microgram	ug
Centimeter	cm				
Millimeter	mm				
Degree Celsius	°C				
Second	s				
Square meter	m ²	Cubic meter	m ³		
Square centimeter	cm ²	Cubic centimeter	cm ³		
Square decimeter	dm ²	Cubic decimeter	dm ³		

Systeme International d'Unites (SI)

All small case letters except C for Celsius and SI

No s added to make plural

No period because they are symbols not abbreviations

APPENDIX D:
CORLETT WILSON'S
225 ESSENTIAL VOCABULARY

CORLETT WILSON'S 225 ESSENTIAL VOCABULARY

ADULTS ONLY	GASOLINE	OFFICE
ANTIDOTE	GATE	OPEN
BEWARE	GENTLEMEN	OUT
BEWARE OF THE DOG		OUT OF ORDER
BUS STATION	HANDLE WITH CARE	
BUS STOP	HANDS OFF	PEDESTRIANS PROHIBITED
	HELP	POISON
CAUTION	HIGH VOLTAGE	POISONOUS
CLOSED		POLICE (STATION)
COMBUSTIBLE	IN	POST NO BILLS
CONTAMINATED	INFLAMMABLE	POST OFFICE
CONDEMNED	INFORMATION	POSTED
	INSTRUCTIONS	PRIVATE
DEFROST WATER		PRIVATE PROPERTY
DENY	KEEP AWAY	PULL
DON'T WALK	KEEP CLOSED AT ALL TIMES	PUSH
DO NOT CROSS, USE TUNNEL	KEEP OFF (THE GRASS)	
DO NOT CROSS	KEEP OUT	SAFETY FIRST
DO NOT ENTER		SHALLOW WATER
DO NOT PUSH	LADIES	SHELTER
DO NOT INHALE FUMES	LOST	SMOKING PROHIBITED
DO NOT REFREEZE	LIVE WIRES	STEP DOWN (UP)
DO NOT SHOVE		
DO NOT STAND UP	MEN	TAXI STAND
DO NOT USE NEAR HEAT		CASH TERMS
DO NOT USE NEAR OPEN FLAME	NEXT (WINDOW) (GATE)	THIN ICE
DOCTOR (DR.)	NO ADMITTANCE	THIS END UP
DOWN	NO CHECKS CASHED	THIS SIDE UP
DYNAMITE	NO CREDIT	
	NO DIVING	USE UP BEFORE (DATE)
ELEVATOR	NO DOGS ALLOWED	USE IN OPEN AIR
EMERGENCY EXIT	NO DUMPING	USE OTHER DOOR
EMPLOYEES ONLY	NO FIRES	
ENTRANCE	NO LOITERING	VIOLATORS WILL BE
EXIT	NO FISHING	PROSECUTED
EXIT ONLY	NO HUNTING	
EXPLOSIVES	NO MINORS	WALK
EXTERNAL USE ONLY	NO SMOKING	WANTED
	NO SPITTING	WARNING
FALLOUT SHELTER	NO SWIMMING	WATCH YOUR STEP
FIRE ESCAPE	NO TOUCHING	WET PAINT
FIRE EXTINGUISHER	NO TRESPASSING	WOMEN
FIRST AID	NOT FOR EXTERNAL USE	
FLAMMABLE	NOXIOUS	ALL CARS (TRUCKS) STOP
FOUND	NURSE	ASK ATTENDANT FOR KEY
FRAGILE		

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY
CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR

DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE

EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW
HOSPITAL ZONE

INSPECTION STATION
JUNCTION 101 A

KEEP THE THE LEFT (RIGHT)

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT LANE ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE CARS
(TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT

NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
REST ROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROST)
SLOW DOWN
SLOW

SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY
AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/2 MILE (1/4)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING
AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY